

# Solutions



Upper-Intermediate Workbook  
with Gratis MultiROM



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Konsultacja maturalna: Małgorzata Wieruszewska

# Solutions

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# 1 Against the odds

## A

### VOCABULARY AND LISTENING

## Talking about people

I can describe someone's personality.

- 1 Write the opposites of these personality adjectives.

1 u  
n  
r  
**d e p e n d a b l e**

2 s o p h i s t i c a t e d

3 i l l - m a n n e r e d

4 b i g - h e a d e d

5 c o n s i d e r a t e

6 c h e e r f u l

- 2 Complete the sentences with the words in the box.

broad-minded considerate modest grumpy  
naïve self-confident

- 1 My neighbours are so noisy at night. I wish they'd be more \_\_\_\_\_!
- 2 I can say anything I like in front of my grandmother. She's very \_\_\_\_\_ for her age.
- 3 It was very \_\_\_\_\_ of you to leave your bike unlocked and think nobody would steal it.
- 4 His exam results are always fantastic, but he's too \_\_\_\_\_ to talk about them.
- 5 My sister is so \_\_\_\_\_ – she's quite happy to sing in front of a room full of people.
- 6 Luke is so \_\_\_\_\_ – he's always in a bad mood.

### Extension: Comparisons with *as ... as*

- 3 Choose the correct word to complete the sentences.

- 1 The children had been as good as ABC / gold all morning.
- 2 Finally, after 10 years in prison, Rodney found himself as free as a bird / bee.
- 3 Stories about strange creatures who live deep in the forest are as old as silk / the hills.
- 4 You have to be as quiet as an eel / a mouse, or you'll wake my parents up.
- 5 Our dog looks quite fierce, but in fact, he's as gentle as a lamb / mule.
- 6 You should eat more. You're as thin as a rake / feather!
- 7 Julie has been as busy as a bee / bird getting everything ready for the conference.
- 8 Don't let Ben trick you into doing all his work – he's as sly as an eel / a fox!

### CHALLENGE!

Complete these sentences with your own ideas so that they show the meaning of the adjectives.

Grace is so argumentative. Last night, for example, she started an argument with a complete stranger in a café.

- 1 Martin is very considerate. He often \_\_\_\_\_
- 2 I wish you weren't so narrow-minded. You never \_\_\_\_\_
- 3 My mum is a very generous person. She always \_\_\_\_\_
- 4 Ruth is so unreliable. She never \_\_\_\_\_

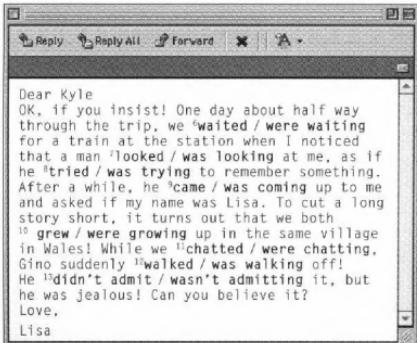
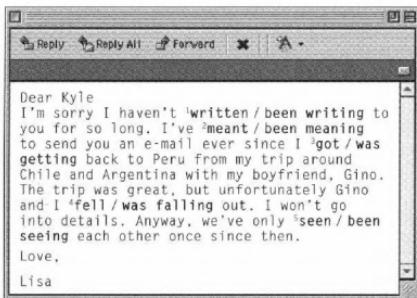
# Past and perfect tenses

I can correctly use a variety of past and perfect tenses.

## 1 Complete the sentences with the past simple or present perfect simple.

- You can't be hungry. You \_\_\_\_\_ (eat) a bowl of pasta ten minutes ago!
- Lauren is probably the most intelligent person I \_\_\_\_\_ (meet).
- We \_\_\_\_\_ (catch) four fish already, and we've only been here an hour!
- When he was a child, his family \_\_\_\_\_ (live) in India.
- Don't put the laptop away – I \_\_\_\_\_ (not finish) using it yet.
- I \_\_\_\_\_ (know) her for years, and I think she's very level-headed.
- Gail picked up her coat and \_\_\_\_\_ (walk) out of the restaurant.
- How many times \_\_\_\_\_ (you / phone) your boyfriend so far today?

## 2 Choose the best tense, simple or continuous, to complete the e-mails.



## 3 Complete each sentence with the past simple and past continuous.

- It \_\_\_\_\_ (get) dark by the time we \_\_\_\_\_ (arrive) at the holiday chalet.
- As I \_\_\_\_\_ (prepare) lunch, I \_\_\_\_\_ (cut) my hand.
- They \_\_\_\_\_ (discover) some ancient ruins when they \_\_\_\_\_ (build) the new supermarket.
- You \_\_\_\_\_ (start) talking while I \_\_\_\_\_ (talk).
- We \_\_\_\_\_ (just / leave) when the policeman \_\_\_\_\_ (knock) on the door.
- When they \_\_\_\_\_ (find) Lewis, he \_\_\_\_\_ (live) in New York under a false name.

## 4 Complete the dialogue with an appropriate past tense of the verbs in brackets.

Kyle I saw Lisa last week. She <sup>1</sup> \_\_\_\_\_ (just / arrived) back from a year in Latin America.

Alyssa Really? What <sup>2</sup> \_\_\_\_\_ (she / do) there?

Kyle Well, she <sup>3</sup> \_\_\_\_\_ (work) as an English teacher for three months in Peru. Then she <sup>4</sup> \_\_\_\_\_ (travel) around Chile and Argentina.

Alyssa And <sup>5</sup> \_\_\_\_\_ (she / change) as a result of the experience? She was quite naive before she <sup>6</sup> \_\_\_\_\_ (go), in my opinion.

Kyle She looks different. She <sup>7</sup> \_\_\_\_\_ (not have) her hair cut since before she left!

Alyssa <sup>8</sup> \_\_\_\_\_ (she / meet) anybody while she <sup>9</sup> \_\_\_\_\_ (travel)? A boyfriend, I mean.

Kyle Yes. While she <sup>10</sup> \_\_\_\_\_ (work) at the school in Peru, she <sup>11</sup> \_\_\_\_\_ (start) going out with one of the other young teachers. He <sup>12</sup> \_\_\_\_\_ (live) in Lima for a year before she arrived, so he showed her around.

Alyssa And is she still in touch with him?

Kyle No, she isn't. Something weird <sup>13</sup> \_\_\_\_\_ (happen) in Argentina. She <sup>14</sup> \_\_\_\_\_ (not want) to tell me about it, but I <sup>15</sup> \_\_\_\_\_ (insist)!

Alyssa What? Tell me!

## CHALLENGE!

Continue the dialogue. Write another four lines, two for each speaker. Use exercise 2 to give you ideas.

Kyle \_\_\_\_\_

Alyssa \_\_\_\_\_

Kyle \_\_\_\_\_

Alyssa \_\_\_\_\_



**Revision: Student's Book page 7**

- 1 Complete the summary with the words in the box.

celebrities commentators figures poll  
Prime Minister public votes

In 2002, the BBC conducted a <sup>1</sup>\_\_\_\_\_ to discover which famous Britons were considered to be the greatest of all time by the general <sup>2</sup>\_\_\_\_\_. In first place on the list was Winston Churchill, who was Britain's <sup>3</sup>\_\_\_\_\_ during the Second World War (1939–45). Churchill received around half of all the <sup>4</sup>\_\_\_\_\_. Some social <sup>5</sup>\_\_\_\_\_ were surprised that none of the top ten was alive. This showed that, while many people are interested in <sup>6</sup>\_\_\_\_\_, they do not regard them as equal to great <sup>7</sup>\_\_\_\_\_ from history.

- 2 Read the text about the 100 Worst Britons. Which of the following are definitely on the list?

doctors <input type="checkbox"/>	film stars <input type="checkbox"/>	high court judges <input type="checkbox"/>
lawyers <input type="checkbox"/>	members of the royal family <input type="checkbox"/>	
politicians <input type="checkbox"/>	reality TV contestants <input type="checkbox"/>	
singers <input type="checkbox"/>	TV presenters <input type="checkbox"/>	

- 3 Are these sentences true or false? Write T or F.

- 1 People who were in prison could not vote in the Channel 4 *100 Worst Britons* poll. \_\_\_\_\_
- 2 Jade Goody won the reality TV show *Big Brother*. \_\_\_\_\_
- 3 Seven former *Pop Idol* contestants are in the list. \_\_\_\_\_
- 4 The list suggests that TV presenters are not popular with the British public. \_\_\_\_\_
- 5 The text suggests Queen Elizabeth II is unpopular because of her role, not her personality. \_\_\_\_\_
- 6 The text suggests Richard Branson is unpopular because people are jealous of his success. \_\_\_\_\_

**CHALLENGE!**

Choose two famous, living people from Poland that you would put in a list of 100 Worst Celebrities. Explain why you have chosen them.

1<sup>st</sup> person: (name) \_\_\_\_\_

reason \_\_\_\_\_

2<sup>nd</sup> person: (name) \_\_\_\_\_

reason \_\_\_\_\_

# 100 Worst Britons

In 2003, a year after the BBC's poll to discover the 100 greatest Britons, Channel 4 allowed viewers to vote for the 100 worst Britons. Unlike the BBC, Channel 4 did not allow votes for people who were not alive at the time of the poll. They also excluded people who were in prison or awaiting trial.

Many of the people in the list of *100 Greatest Britons* are there because of significant achievements in the world of science, music, literature and exploration. Many of those in the *100 Worst Britons* list are there precisely because, in the opinion of the voters, they haven't achieved anything worthwhile but are nonetheless in the public eye. Number 4 in the list, Jade Goody, became famous for appearing in the reality TV show, *Big Brother*. And although the Reality TV show *Pop Idol* has been a huge hit in the UK, it provides the list with no fewer than seven people, including judges, presenters and former contestants. And judging by the list, the British public has a particular dislike for TV presenters and politicians.

Most interesting are the people who appear in both the *100 Greatest* list and the *100 Worst* list. These are controversial figures who have large numbers of supporters but who are also detested by large numbers of people. Two former Prime Ministers fall into this category: Tony Blair and Margaret Thatcher. Two singers also appear on both lists: Cliff Richard, who first became a pop star in the 1950s and is still performing, and Robbie Williams, who has millions of fans worldwide but whose personality many people find arrogant. The reigning monarch, Queen Elizabeth II, appears as number 10 on the list of greatest Britons and number 24 on the list of worst Britons. This might be a reflection of the public's attitude to the monarchy as an institution, rather than the personality of the Queen herself. Entrepreneur and adventurer Richard Branson is on both lists, too. Many people admire his energy and achievements, building successful companies in the fields of air travel, music, publishing, mobile phones and even space tourism. However, many people also dislike his public image and his frequent publicity stunts.

In fact, looking at the list as a whole, being in the public eye too much seems to be the main cause of disapproval. Although he is a hero for many young footballers, number 91 on the list of 100 Worst Britons is David Beckham – and his wife, Victoria, is number 13.

**Revision:** Student's Book page 8–9**1 Complete the table of related nouns and adjectives.**

noun	adjective
horror	1 _____
2 _____	relieved
obstinacy	3 _____
4 _____	determined
resignation	5 _____
6 _____	miserable

**2 Rewrite the sentences using verbs in the box.**

clamber deteriorate drift grab pour  
 rot sob

- 1 Water was flowing into the boat very quickly.
- 2 With difficulty, we climbed onto the rocks.
- 3 The wooden floor was so old and damp that it had fallen apart.
- 4 The little boy was crying noisily and pointing to his sister's ice cream.
- 5 A thief suddenly took hold of my bag and ran off.
- 6 He dropped a leaf into the water and watched it move slowly under the bridge.
- 7 As she got older, her health got worse.

- 3 Read the text, *Trouble at Sea*, quickly. In what way could you describe Violet Jessop as both very unlucky and very lucky?

She was unlucky because \_\_\_\_\_

She was lucky because \_\_\_\_\_

- 4 Choose from sentences A–G the sentence which fits each gap (1–6). There is one sentence that you do not need.

- A Initially, she worked with the Royal Mail Line like her mother, but later moved to a company called White Star.
- B Violet wrote that she was lying in bed but not quite asleep when the collision occurred.
- C That is why she decided not to accept another job on a large passenger ship.
- D But even at this early age, Violet was a survivor and recovered fully from her illness.
- E She was sucked under the boat and hit her head on the keel, but she survived.
- F Both ships were badly damaged, but managed to struggle back to port.
- G It was so badly damaged that it sank, with the loss of 30 members of the crew.

- 5 Find these words and phrases in the text. There is one in each paragraph.

Paragraph 1: a phrase meaning 'personally' (3 words)

Paragraph 2: a serious disease

Paragraph 3: a female member of a ship's crew

Paragraph 4: a word that means 'very good'

Paragraph 5: a phrase meaning a new ship's first voyage (2 words)

Paragraph 6: a bomb that is hidden in the sea

Paragraph 7: the period of life when you have finished working

**CHALLENGE!**

Imagine that you were one of the survivors of the Titanic who escaped in a lifeboat. Write a short text saying what you saw and how you felt.

# Trouble at Sea



**Most people never experience at first hand the fear and excitement of a disaster at sea. Violet Jessop experienced it three times! She did not go looking for danger, but reading the story of her life, it sometimes seems that danger came looking for her.**

Violet was born in Argentina, the first of six children born to Irish emigrants William and Katherine Jessop. Her father was a sheep farmer. As a child, Violet became very ill with tuberculosis, and her doctor told her parents that she would die within weeks.<sup>1</sup>

The death of her father led the family to return to Britain, where her mother needed to work to provide an income. She found a job as a stewardess for the Royal Mail Line, a shipping company, while Violet and her brothers and sisters went to live at a convent school. When her mother had to stop work because of poor health, Violet gave up school to become a stewardess herself.<sup>2</sup> Violet didn't want to work for White Star because their ships sailed across the North Atlantic and often encountered bad weather. Nevertheless, Violet became a stewardess for the White Star Line working 17 hours a day for less than £3 a month. She was serving on board the Olympic when it collided with HMS Hawke in 1911.<sup>3</sup>

Violet was quite happy working on the Olympic and didn't really want to join the Titanic, another ship owned by the same company. However, her friends persuaded her that working on the largest passenger ship in the world would be a wonderful experience.

Violet Jessop's own account of the Titanic's maiden voyage talks about a translated Hebrew prayer that an old Irish woman had given her. The prayer was supposed to protect her against fire and water. Violet, who was a devout Catholic, read the prayer as she relaxed in her cabin only hours before the Titanic sank.<sup>4</sup> Immediately, she was ordered to go on deck. As water poured into the ship and it began to sink, she helped a group of women into a lifeboat, and after eight hours in the boat, Violet and the others were rescued by another ship. About 1500 other passengers were not so lucky: they died in the tragedy.

When the Great War broke out in 1914, Violet served as a nurse with the British Red Cross on board a ship called the Britannic. As a medical ship, the Britannic was safe from enemy attack because of an international agreement. However, towards the end of 1916, the ship collided with a mine in the Aegean Sea.

<sup>5</sup> At the time of the collision, Violet herself was on deck and was thrown over the side of the ship into the sea by the force of the explosion.

<sup>6</sup> She was picked up out of the water and taken to safety. Years later, a doctor told her that she had actually fractured her skull in the accident.

Despite these three separate incidents, Violet Jessop continued to work at sea for another 34 years. She retired in 1950 and enjoyed many years of retirement before her death in 1971 at the age of 84.

# Past perfect simple and continuous

I can talk about actions and events and their consequences in the past.

- 1 Look at the time line. Then complete the text using the past perfect continuous with *for* or *since*.

**1990**

Boy band Take That  
(Robbie Williams,  
Gary Barlow, Howard Donald,  
Mark Owen and Jason Orange)  
start performing together



**1992**

Take That start having hits

**1996**

Take That split up

**1998**

Gary Barlow starts writing songs for other performers

**2000**

Howard Donald becomes a DJ in Germany

**2001**

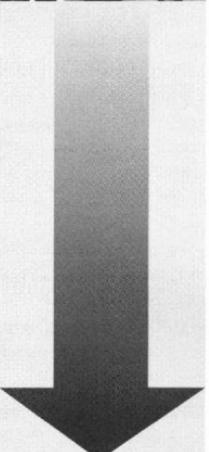
Jason Orange becomes a psychology student

**2004**

Mark Owen starts running his own record label

**2006**

Take That reunite without Robbie Williams for a hugely successful world tour



By the time Take That started having hits, they (perform / for) had been performing together for two years. When they split up in 1996, they (have hits / since) <sup>1</sup> \_\_\_\_\_.

They got back together in 2006. Gary

Barlow (write songs / since) <sup>2</sup> \_\_\_\_\_.

Howard Donald (work as a DJ / for)

<sup>3</sup> \_\_\_\_\_.

Jason Orange (study psychology / for) <sup>4</sup> \_\_\_\_\_

and Mark Owen (run record label / since) <sup>5</sup> \_\_\_\_\_.

- 2 Yesterday, Ava began an expedition to climb Mount Everest. Had she completed her preparation schedule? Write sentences in the past perfect simple, affirmative or negative.

gain 6 kilos in weight	✓
complete a physical training regime	✓
study basic Nepalese	✗
obtain long-term weather forecasts	✓
plan a route to the summit	✓
get to know the other climbers in the group	✗
spend a week at high altitude	✓

She had gained 6 kilos in weight.

- 1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_

- 3 Study the verbs below. Tick the verbs which are not usually used in continuous tenses (state verbs).

belong	<input type="checkbox"/>
enjoy	<input type="checkbox"/>
know	<input type="checkbox"/>
imagine	<input type="checkbox"/>
spend	<input type="checkbox"/>
think	<input type="checkbox"/>
understand	<input type="checkbox"/>
wait	<input type="checkbox"/>

- 4 Complete the sentences with the past perfect simple or continuous of the verbs from exercise 3.

- Nothing Tara did surprised him, because he \_\_\_\_\_ her well since childhood.
- She was glad when the bus arrived, as she \_\_\_\_\_ more than half an hour in the cold.
- We were sad when the concert ended, because we \_\_\_\_\_ it so much.
- I was amazed when Fran phoned, because I \_\_\_\_\_ about her just a minute earlier.
- When he finished speaking, I realised that I \_\_\_\_\_ only a fraction of what he'd said.
- The bracelet was particularly precious to her because it \_\_\_\_\_ to her grandmother.
- I was a little disappointed when I saw the hotel room because I \_\_\_\_\_ something bigger.
- Her parents decided that she \_\_\_\_\_ too much time with her boyfriend.



## 1 F

SPEAKING

## Stimulus-based discussion

I can describe and respond to visual stimuli in a discussion.

- 1 Match items a–h with each word in the chart.

graph
headline
photo
quote
statistic

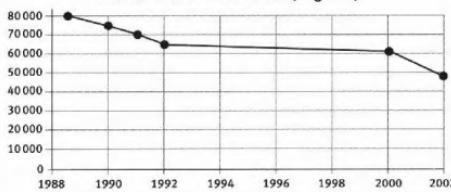
(a)

'Young children should not be expected to take exams. It causes a great deal of stress.  
*Linda Barker, Psychologist*'



(d)

Maths A Level Candidates (England)



(f)

Average number of students each year who drop out of their university course in their

1st year	12,950
2nd year	6,400
3rd year	2,900
beyond 3rd year	700

(g)

University Students (1000s)

	1985	2005
Chemistry	11.4	5.3
Media studies	2.1	10.9

- 2 Listen to part of a stimulus-based discussion about education. Which items from exercise 1 are the students referring to?

- 3 Order the words to make sentences from the discussion. Then listen again and check.

1 the / the / right / some / on / photo / shows / students

2 more students / headline / the / that / suggests /  
more and / choosing / this / subject / of / kind / are

3 shows / fallen / the / the / graph / numbers / maths / of /  
has / students / taking

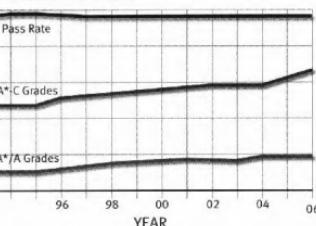
4 quoted / psychologist / children / under / are / a / lot /  
of / a / is / saying / as / that / stress

5 13,000 / up / nearly / give / year / in / first / the

(e)

UK GCSE RESULTS

% OBTAINING VARIOUS GRADES



SOURCE: Centre for Education and Employment  
Research: University of Buckingham

(h) **Students opt for 'easy' subjects**

- 4 Write sentences that refer to the other three items from exercise 1. Use phrases from exercise 3.

- 1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

**CHALLENGE!**

Can you explain what these quotations about education mean? Use your own words.

1 'The roots of education are bitter, but the fruits are sweet.'  
*Aristotle*

2 'Education is what remains when you have forgotten everything you learned in school.' *Einstein*



I can write an account of an event.

## Preparation

- 1 Read the jumbled parts of an account of an event. Match the paragraphs (A–D) with the paragraph plan below.



- A I'd been staying with my aunt and uncle at their house near the sea. The weather had been fantastic, and I'd been going to the beach every day for a swim. There was a large, flat rock about five hundred metres out to sea, and I enjoyed swimming out to it. I'd even started timing myself to see how quickly I could get there.
- B When I finally reached safety, I was so relieved. It felt as if I'd been swimming for ever. ~~If the distance had been twenty metres further, I wouldn't have made it. I'd never been so exhausted in my life!~~ After that day, I always checked the times of the tides before I went swimming!
- C This is something that happened to me about three years ago. At the time, I wasn't really frightened, but looking back, it was quite a dangerous incident. In fact, in some ways, I was lucky to survive.
- D One afternoon, I swam to the rock as usual and climbed onto it for a rest, as it was a warm and sunny day. ~~I was so tired that I fell asleep.~~ Only when I woke up did I realise that the tide was coming in – and fast! The rock was now more than a kilometre out to sea! Could I swim that far? I wasn't sure, but I had no choice. I dived into the sea and started swimming.

Paragraph 1: Introduction

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Paragraph 2: Background information

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Paragraph 3: Main events

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Paragraph 4: Conclusion

- 2 Find at least one example in the story of:

1 a sequencing word or phrase

2 a phrase or sentence followed by an exclamation mark

3 an extreme adjective

4 stylistic inversion

- 3 Rewrite the highlighted sentences from the text using stylistic inversion. Begin like this:

1 Had \_\_\_\_\_

2 Never \_\_\_\_\_

3 So \_\_\_\_\_

- 4 Think of something that happened to you which was dangerous or frightening. Make notes.

Where were you? \_\_\_\_\_

What happened? \_\_\_\_\_

When did it happen? \_\_\_\_\_

Who was involved? \_\_\_\_\_

How did you feel? \_\_\_\_\_

- 5 Use your notes from exercise 4 to write an account of the event. Follow the paragraph plan from exercise 1.

## Writing Guide

- Write a brief introduction saying where and when the event happened. Don't go into detail at this stage.
- Explain the background to the event. Say why you were there, what you had been doing, etc.
- Describe what happened. Remember that the past simple is the most commonly used tense for this kind of narration.
- Write a brief conclusion. Say what you learned from the event and how it affected you.

## CHECK LIST

Have you:

- followed the paragraph plan?
- used appropriate tenses for each part of the story?
- used stylistic inversion or a feature from exercise 2?
- checked your work for mistakes?



# 2 For what it's worth

## A

### VOCABULARY AND LISTENING

### Value and price

I can talk about money and finance.

#### 1 Complete the chart with adjectives made from the nouns.

- |           |            |
|-----------|------------|
| 1 price   | 6 economy  |
| 2 price   | 7 profit   |
| 3 worth   | 8 value    |
| 4 finance | 9 worth    |
| 5 cost    | 10 economy |

1			10						
2									
		3							
4									
		5							
6									
7									
8									
9									

#### 2 Choose the correct adjective.

- 1 We're spending too much money. We need to be more **economic** / **economical**.
- 2 The food at that restaurant is great, but it's very **pricey** / **precious**.
- 3 The website provides **valuable** / **profitable** advice on choosing the right university course.
- 4 Economists are predicting that rising interest rates will create **economical** / **financial** chaos.
- 5 I thought the painting I inherited from my grandmother was worth a lot of money, but it turned out to be **worthless** / **precious**.
- 6 Businesses often prefer to sell goods on the Internet, because it is more **profitable** / **valuable**.
- 7 A **worthy** / **priceless** collection of Michelangelo drawings was destroyed in the fire.
- 8 Since joining the EU, Poland has experienced a period of rapid **profitable** / **economic** growth.
- 9 They wanted to buy a house in London, but it would have proved too **costly** / **over-priced**.
- 10 Trying to improve the lives of poor people is a **valuable** / **worthy** ambition for any politician.
- 11 In my opinion DVDs and CDs are ridiculously **overpriced** / **valuable**.
- 12 This necklace isn't worth a great deal but it's very **worthy** / **precious** as it belonged to my mother.

#### Extension: Expressions connected with money

#### 3 Match a–j with 1–10 to make expressions connected with money.

- |               |                            |
|---------------|----------------------------|
| a be dirt     | 1 aside                    |
| b cost        | 2 somebody off             |
| c rip         | 3 a killing                |
| d pay through | 4 the nose (for something) |
| e make        | 5 cheap                    |
| f tighten     | 6 a fortune                |
| g put         | 7 off                      |
| h be well     | 8 your belt                |
| i splash      | 9 hard up                  |
| j be          | 10 out (on something)      |

#### 4 Rewrite the sentences using expressions from exercise 3.

- 1 The skiing holiday was great but it cost a lot of money.
- 2 Jason paid far too much for his new car.
- 3 They haven't had much money since Sam lost his job.
- 4 We spent a lot of money on a new computer.
- 5 Sarah got a bonus at work, which she's going to save for the future.
- 6 Nowadays printers hardly cost anything.
- 7 I think you were charged far too much by the garage.
- 8 We'll have to economise to avoid getting into debt.

#### CHALLENGE!

Write sentences using the words given.

- 1 afford \_\_\_\_\_
- 2 be worth \_\_\_\_\_
- 3 change (verb) \_\_\_\_\_
- 4 cost (verb) \_\_\_\_\_
- 5 owe \_\_\_\_\_
- 6 value (verb) \_\_\_\_\_



**1** Complete the news article with *a/an*, *the* or no article.

## 1 Crime Doesn't Pay

Jane Wilson only had a few pounds in <sup>2</sup> bank, so she decided to limit herself to <sup>3</sup> £10 cash withdrawal. But when she went to the ATM to withdraw <sup>4</sup> money, she discovered to her amazement that she had £100,000 in her account. Jane was used to living on £100 <sup>5</sup> week, but over <sup>6</sup> next few days <sup>7</sup> 25-year-old lived the life of <sup>8</sup> lottery winner, even though she knew the money wasn't hers. She splashed out on <sup>9</sup> thousands of pounds worth of <sup>10</sup> clothes, took out nearly £10,000 in <sup>11</sup> cash and booked <sup>12</sup> luxury holiday to <sup>13</sup> USA. She also spent money on her family and gave <sup>14</sup> money to a charity that helps <sup>15</sup>

disabled. However, <sup>16</sup> staff at <sup>17</sup> bank soon realised their mistake and froze Jane's account. She knew there was no point in running away, so she stayed at <sup>18</sup> home and waited for <sup>19</sup> police to knock on <sup>20</sup> door. In court she pleaded guilty to stealing the money and was given a two-year suspended sentence.



**2** Choose the correct option: *some*, *any* or *nothing*.

- 1 Peter hasn't got *some* / *any* / --- long hair.
- 2 Can I have *some* / *any* / --- grapes, please?
- 3 I haven't got *some* / *any* / --- money in the bank.
- 4 I don't like *some* / *any* / --- strong cheese.
- 5 Call me at *some* / *any* / --- time. It doesn't matter when.
- 6 What *some* / *any* / --- beautiful flowers!
- 7 *Some* / *Any* / --- cars use a lot of petrol, others are more economical.
- 8 *Some* / *Any* / --- train from this platform goes to Hastings.

**3** Complete the sentences with *few*, *a few*, *little* or *a little*.

- 1 It usually snows a lot in Poland in the winter but last year there was very *snow*.
- 2 I bought this jacket *days ago*.
- 3 I've run out of bread. Could you give me *?*
- 4 Sam's determined to leave school. There's *use* in trying to change his mind.
- 5 *tourists* visit the Arctic. It's dangerous.
- 6 Sorry I'm late. I lost my way *times* coming here.
- 7 *people* stay in this hotel because it's ridiculously expensive.
- 8 I don't understand this. I need *help*.

**4** Complete or write a sentence so that it means the same as the first sentence. Include the word in brackets.

- 1 It doesn't matter which road you take. (*any*)  
You can take any road.
- 2 We don't have a lot of time. (*much*)  
We
- 3 My brother plays football and so do I. (*both*)  
My
- 4 It didn't rain on Tuesday and it didn't rain on Wednesday. (*either ... or*)  
It
- 5 The shops are all closed. (*none*)  
  open.
- 6 The food wasn't good. And it wasn't cheap. (*neither ... nor*)  
The food
- 7 There aren't any easy answers. (*no*)
- 8 Not many of my relatives live nearby. (*few*)
- 9 My parents haven't got much money. (*little*)
- 10 He read the magazine from beginning to end. (*whole*)
- 11 The majority of graduates quickly find a job. (*most*)
- 12 All of us want to be happy. (*every*)





## Revision: Student's Book page 17

- 1 Complete the sentences with words from the box.

basement conversion detached lease  
open-plan period top-floor unfurnished

- 1 The flat we live in was \_\_\_\_\_ so we had to buy furniture.
- 2 We live in a \_\_\_\_\_ house. Our nearest neighbour is 100 metres away.
- 3 Sally recently moved into a new barn \_\_\_\_\_. Until last year the building was part of a farm.
- 4 I don't like \_\_\_\_\_ houses. I prefer to have separate rooms.
- 5 We live in the \_\_\_\_\_ flat, so when you arrive go down the steps.
- 6 Tom's home looks like a \_\_\_\_\_ cottage, but in fact it was only built five years ago.
- 7 We have fabulous views across the city from our \_\_\_\_\_ flat.
- 8 We have a 12 month \_\_\_\_\_ on our house.

- 2 Read the text quickly. Which paragraph (A–D) tells you about:

- 1 which countries UK emigrants go to? \_\_\_\_\_
- 2 why people choose to emigrate? \_\_\_\_\_
- 3 future emigration? \_\_\_\_\_

- 3 Are the sentences true or false? Write T or F.

- 1 About 600,000 Britons live abroad permanently or for part of the year. \_\_\_\_\_
- 2 The top six destinations are other English-speaking countries. \_\_\_\_\_
- 3 The majority of emigrants are middle-aged. \_\_\_\_\_
- 4 Some people emigrate to find somewhere cheaper to live. \_\_\_\_\_
- 5 Emigrants can't usually afford to buy property. \_\_\_\_\_

- 4 Express information from the text using these numbers.

- 1 500,000 \_\_\_\_\_
- 2 1,300,000 \_\_\_\_\_
- 3 750,000 \_\_\_\_\_
- 4 1,000,000 \_\_\_\_\_



- A** Every three minutes someone in Britain boards a plane or a ferry and travels abroad to start a new life. Emigration from the UK has increased dramatically over the past 10 years and now at least five and half million British citizens live permanently overseas. It is estimated that a further 500,000 Britons spend part of the year abroad, either spending extended periods in second homes, or working. This means that 10% of British people are living abroad at any one time.
- B** Six of the eight most popular destinations for Britons seeking a new life abroad are other English-speaking countries: Australia (with 1.3 million expatriates), the US (0.7 million), Canada (0.6 million), Ireland (0.3 million), and New Zealand and South Africa (each with about 0.2 million). The second most popular country overall, however, is Spain, where three quarters of a million British people have settled permanently.
- C** Why do so many people choose to leave the UK and settle abroad? The majority are either young people without families, who are just starting their careers, or people at the end of their working life who are seeking to retire. Other reasons for emigrating are to find a better climate, better quality of life (many complain that the UK is too expensive), or to join other family members who've already left the UK. Whatever the reason, cheap air travel and free movement within the European Union mean that emigrating is easier than ever. Moreover, high property prices in the UK mean that people can exchange a fairly modest house in the UK for something much grander overseas.
- D** It is predicted that a further one million Britons will leave in the next five years. So, has this led to a decline in the UK population? No, because for every two people who emigrate, three people move to the UK from abroad.

# 2D READING Down and out

I can understand an article about an author and his work.

## Revision: Student's Book page 18–19

### 1 Complete the sentences using the words in the box.

cut down equivalent income poverty rent  
run out of spend waste

- 1 I've \_\_\_\_\_ money. Can I borrow some from you?
- 2 A shocking 37 million Americans live in \_\_\_\_\_, according to a recent report.
- 3 Credit cards tempt some people to \_\_\_\_\_ more than they earn.
- 4 The \_\_\_\_\_ for the flat we live in comes to £500 a month.
- 5 In 1850, a slave in the American South cost the \_\_\_\_\_ of £25,000 in today's money.
- 6 The government has \_\_\_\_\_ expenditure on health and education.
- 7 Don't \_\_\_\_\_ your money on expensive designer clothes that you don't need.
- 8 Of the Earth's six billion people, half live on an \_\_\_\_\_ of under \$2 a day.

### 2 Read the text, ignoring the gaps. Answer the questions.

- 1 Which other two famous works by Orwell are mentioned in the text?  
\_\_\_\_\_ and \_\_\_\_\_
- 2 In which city did Orwell work in a hotel?  
\_\_\_\_\_
- 3 Why couldn't he find work in London at first?  
\_\_\_\_\_

### 3 Match sentences A–G with gaps 1–6. There is one sentence that you do not need.

- A He recounts how this life had a severe effect on his humanity.
- B Having found a job and started to earn some money, life improved dramatically for him.
- C However, when this work dried up, he had to start selling his possessions while he tried to search for more work.
- D Until his boss returns, he finds himself sleeping on the streets of the city with the other poor and unemployed.
- E Still I can point to one or two things I have definitely learned by being hard up.
- F He finds himself working seventeen and a half hours a day in the restaurant, almost without a break.
- G However, Orwell was also completely against totalitarianism in any form.

### 4 Are the sentences true or false? (The answers may be in the sentences in exercise 3.) Write T or F.

- 1 *Down and Out in Paris and London* is an exact account of Orwell's experiences in the two cities. \_\_\_\_
- 2 Orwell took a job in a hotel because he was fed up of teaching and writing. \_\_\_\_
- 3 He earned very little money working in the hotel. \_\_\_\_
- 4 One night Orwell couldn't sleep because someone was killed near his room. \_\_\_\_
- 5 Orwell slept outside in the open in both Paris and London. \_\_\_\_
- 6 Orwell thought that it was the workers' own fault that they had such dreadful working conditions. \_\_\_\_
- 7 Orwell had a lot of sympathy for tramps and beggars. \_\_\_\_
- 8 Orwell thought that socialism was good as long as it didn't turn into totalitarianism. \_\_\_\_

## CHALLENGE!

Imagine that you are homeless and unemployed. Write a short text saying how you find food, where you sleep, and how you feel.

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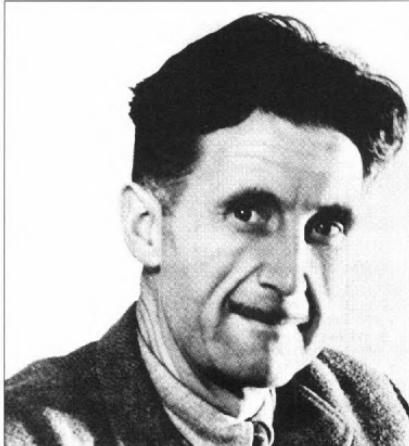
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# Down and out in Paris and London



George Orwell is one of Britain's best-known authors of the 20th century, responsible for such famous works as *Animal Farm* and *Nineteen Eighty-Four*. However, there was a period in his life when things didn't go so well for him.

*Down and Out in Paris and London* is Orwell's semi-autobiographical account of living in poverty in both cities. The narrative begins in Paris where Orwell lived for two years, attempting to make a living by giving English lessons and writing reviews and articles for magazines.<sup>1</sup> After days without food, he finally found a hotel job with his Russian friend, Boris. There he ended up working long hours as a dishwasher and kitchen assistant in a hotel, where he earned barely enough to survive.

He describes his routine life as one of the working poor in Paris as: slaving then sleeping, slaving then

sleeping, then drinking on a Saturday night through to Sunday morning, which briefly made his life seem bearable.<sup>2</sup> He describes a murder which happened just outside his window, and says 'IT[he thing that strikes me in looking back, is that I was in bed and asleep within three minutes of the murder ... We were working people and where was the sense of wasting sleep over murder?'

In the hope of a better job and more money, Orwell moves to working in a restaurant, but the owner doesn't pay him for ten days and so he is reduced to sleeping on a park bench rather than facing his landlady over non-payment of rent.

<sup>3</sup> He blames the dreadful existence of his fellow workers for turning them all into zombies: 'They have] been trapped by a routine which makes thought impossible. If [they] thought at all they would long ago have ... gone on strike for better treatment. But they do not think, because they have no leisure for it; their life has made slaves of them.'

Orwell travels to London having been promised that a job is waiting for him. However, he can't start work because his new employer has gone on holiday.

<sup>4</sup>

At the end of the book, Orwell summed up what he had learned from his experience of living in poverty: 'At present I do not feel that I have seen more than the fringe of poverty.<sup>5</sup> I shall never again think that all tramps are drunken scoundrels, nor expect a beggar to be grateful when I give him a penny, nor be surprised if men out of work lack energy.'

These experiences led Orwell to strengthen his democratic socialist beliefs. He blamed wealthy people for being ignorant of the reality of poverty. He said that the rich were afraid of the poor: they didn't want to give them freedom from poverty, because they thought that the poor would then threaten their own way of life.<sup>6</sup> His subsequent novels, *Animal Farm* and *Nineteen Eighty-Four*, depict worlds where people in authority have gone horribly out of control. He showed us how difficult it is to make a fair and just society, but he didn't want the human race to stop trying.

# 2E GRAMMAR Verb patterns

I can identify and use  
a variety of verb patterns.

- 1** Complete the text. Use the infinitive or -ing form of the verbs in brackets.

I can't bear <sup>1</sup> \_\_\_\_\_ (listen) to lottery winners who insist that they will carry on <sup>2</sup> \_\_\_\_\_ (live) in exactly the same way as they did before. Although they may really hope <sup>3</sup> \_\_\_\_\_ (continue) their lives unchanged, I admit to <sup>4</sup> \_\_\_\_\_ (have) a serious problem believing them. If they hadn't intended <sup>5</sup> \_\_\_\_\_ (change) their lives at all, then why on earth did they want <sup>6</sup> \_\_\_\_\_ (buy) a lottery ticket in the first place? Suddenly receiving a lot of money, when you had none before, can't fail <sup>7</sup> \_\_\_\_\_ (have) a huge effect on anybody's life. Lottery winners who propose <sup>8</sup> \_\_\_\_\_ (give away) ALL of their winnings are very rare indeed. And once you decide <sup>9</sup> \_\_\_\_\_ (spend) a lot of money on something – a big new house, for example – you will become a different person. It's unavoidable, no matter who you are. But if there are any lottery winners who are having difficulty <sup>10</sup> \_\_\_\_\_ (deal with) their new riches, then they are welcome to give some of their money to me!

- 2** Write the correct form of the verb.

- I remember \_\_\_\_\_ (send) Jim a birthday card though he says he didn't receive it.
- Please remember \_\_\_\_\_ (lock) the door when you leave the house.
- I regret \_\_\_\_\_ (tell) you that you've lost your place in the volleyball team.
- I regretted \_\_\_\_\_ (tell) my parents that I'd decided not to study medicine.
- We drove all day, stopping only \_\_\_\_\_ (have) lunch at a service station.
- Will you please stop \_\_\_\_\_ (criticise) me.

- Despite losing an arm in an accident, Fred went on \_\_\_\_\_ (play) football.
- George studied languages and went on \_\_\_\_\_ (teach) French.
- I tried \_\_\_\_\_ (take) the bus to work but it was always overcrowded.
- The thief tried \_\_\_\_\_ (take) my credit card but I stopped him.

- 3** Rewrite the sentences using the verb in brackets.

- I told Mike that he should get an early night. (advise)  
I advised Mike to get an early night.
- I said I would give Jenny a lift into town. (agree)
- It was easy for me to repair the broken vase. (have difficulty)
- Dad told me I couldn't stay out late. (let)
- We're thinking about selling our car. (consider)
- I think it's really nice to relax in front of the TV in the evening. (enjoy)
- I finally succeeded in solving the crossword. (manage)
- I told Millie not to forget to bring some CDs to the party. (remind)

## CHALLENGE!

Write true sentences using the verbs in the box followed by another verb in the correct form.

can't stand fail fancy hope let keep on

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_



# 2F SPEAKING Discussion

I can present the pros and cons of a statement in a discussion.

- 1 Put the words in the correct order to make phrases you can use while you are thinking what to say. Add punctuation.

1 interesting / that's / question / an

2 me / what / let / see / else

3 difficult / well / to / really / say / it's

4 thought / it / never / really / I've / before / about

5 for / a / let / moment / me / think

- 2 Complete the phrases for discussing pros and cons using the words in the box.

benefit consequences creates disadvantages  
drawbacks favour for other positive  
several thing

#### Pros

The main <sup>1</sup> \_\_\_\_\_ of ... is ...

... is generally a good <sup>2</sup> \_\_\_\_\_ because ...

... has <sup>3</sup> \_\_\_\_\_ things in its <sup>4</sup> \_\_\_\_\_.

... produces some <sup>5</sup> \_\_\_\_\_ effects – for example, ...

#### Cons

On the <sup>6</sup> \_\_\_\_\_ hand, ...

As <sup>7</sup> \_\_\_\_\_ the <sup>8</sup> \_\_\_\_\_, ...

But there are <sup>9</sup> \_\_\_\_\_ too.

However, it also <sup>10</sup> \_\_\_\_\_ problems.

But some of the <sup>11</sup> \_\_\_\_\_ are less attractive.

- 3  02 Listen. Which question from 1–4 below is the student answering?



- 1 What are the pros and cons of shopping in shops?
- 2 What are the advantages of online shopping?
- 3 What personal experience, if any, do you have of online shopping?
- 4 What are the pros and cons of online shopping?

- 4  02 The following phrases can be used to introduce both pros and cons. Listen again and tick those that the student used.

#### Introducing the first argument

One advantage/disadvantage of ... is (that) ...

The most obvious advantage/disadvantage of ... is (that) ...

One positive/negative aspect of ... is (that) ...

... is/isn't a good idea because ...

#### Introducing subsequent arguments

Another advantage/disadvantage is (that) ...

Not only that but ...

Another important point is that ...

An even stronger argument for/against ... is (that) ...

- 5 Write a short paragraph giving two more advantages of online shopping and two more disadvantages. Use phrases from exercises 2 and 4 to introduce them. Use the ideas in the box to help you or invent your own.

#### Pros

shop 24 hours a day convenient stay at home  
wider choice compare prices gifts for people who  
live a long way from you buy things from anywhere  
in the world

#### Cons

identity theft genuine website? goods out of stock  
delivery charges complaining returning faulty  
goods speaking to real people



# Essay: for and against

## Preparation

- 1 Match 1–6 with a–f. Underline the words and phrases that express contrast.

- 1 I don't believe that money makes you happy.
  - 2 Much as I would like to be rich,
  - 3 Having money can remove a lot of everyday worries.
  - 4 Many people are happy,
  - 5 The love of money is the root of much evil,
  - 6 The love of money makes people commit crime.
- a Nevertheless, it would be unfair to argue that money is the sole cause of crime.
  - b in spite of the fact that they haven't got much money.
  - c On the contrary, I think that money is often the cause of great unhappiness.
  - d it wouldn't necessarily make me happier.
  - e However, it can't solve all our problems.
  - f whereas money itself is not.

- 2 You are going to write an essay entitled: *Money is the root of all evil. Discuss.* Make notes for an introduction. Use these ideas to help you, or think of your own.

It's a very old saying.  
How does money cause evil?  
We can't live without money.  
Fair to blame money for all evil? One of many causes?

- 3 Complete the phrases with the words in the box.

**argued hand However maintain important  
one opposite**

### Presenting one side of the argument

Firstly, it's<sup>1</sup> \_\_\_\_\_ to state that ...

On the<sup>2</sup> \_\_\_\_\_ hand, ...

It is sometimes<sup>3</sup> \_\_\_\_\_ that ...

Moreover, ... / Furthermore, ... / What is more, ...

### Presenting the other side of the argument

<sup>4</sup> \_\_\_\_\_ ...

On the other<sup>5</sup> \_\_\_\_\_, ...

Some people take the<sup>6</sup> \_\_\_\_\_ view, and claim /

<sup>7</sup> \_\_\_\_\_ that ...

Moreover, ... / Furthermore, ... / What is more, ...

I can present the arguments for and against in an essay.

- 4 Think of points that you could include, and write at least three under each of these headings.

### Pros

Money makes people commit crime.

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### Cons

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- 5 Decide whether, in your opinion, the pros or the cons are stronger arguments, and why. You will express this opinion in the final paragraph. Use these phrases to help you.

On balance, ...

To sum up, I would say that ...

While it's true that ..., I firmly believe that ...

Some people feel strongly that ... . However, I believe ...

It can be argued that ...

It's true to say that ... . Nevertheless, ...

- 6 Write your essay, following the writing guide below.

## Writing Guide

### Paragraph 1

Introduction. Some background information.

### Paragraph 2

Two or three arguments for, with examples.

### Paragraph 3

Two or three arguments against, with examples.

### Paragraph 4

Summary and your opinion.

## CHECK LIST

### Have you:

- written 200–250 words?
- followed the writing guide?
- included phrases for introducing arguments?
- checked your work for mistakes?



**ZADANIE NATURALNE – Rozumienie tekstu czytanego**

Przeczytaj poniższy tekst. Na podstawie zawartych w nim informacji zdecyduj, które z podanych zdani są zgodne z jego treścią (TRUE), a które nie (FALSE). Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Money. Everybody uses it. We want it, work for it and think about it. But how much do we know about its history?

Money is one of the earliest and most significant inventions of civilisation. Before, there was only barter – a relationship between two people, each of whom had something the other one wanted. The invention of money provided a means of enabling sellers to choose when and where they wished to become buyers.

The most often quoted example of primitive money is shells. The small cowry shell, originating from the Maldivian Islands in the Indian Ocean, was a treasured item in the civilisations of China and India from very early times. From India these attractive objects were carried along the trade routes to Africa. Similarly, the American Indians used white cylindrical shells for ceremonial gifts. Europeans gave the name 'wampum' to these precious items. Both wampum and cowries eventually became a market currency, in the conventional sense, but only after the arrival of Europeans.

The earliest known coins in the western world came from the city of Ephesus, in modern Turkey, in about 650 BC.

The metal used was electrum, a natural alloy of gold and silver found locally. The coins were bean-shaped and were struck on one side with a distinguishing mark, such as the image of a lion, with the purpose of ensuring a stable value.

A century later Croesus, king of neighbouring Lydia and famous for his wealth, became the first ruler to mint his own coins in pure gold and silver. Like the earlier coins, his were still stamped on just one side with the facing heads of a lions and a bull.

Greek cities to the west of Lydia, and the great Persian empire to the east, were quick to adopt the useful new technique of metal currency, and by the end of the 6th century, coinage was common throughout the region. In Rome, as yet more backward, unworked lumps of bronze were used as currency, and their value was expressed in terms of sheep and cattle.

By one of the strange coincidences of history, the idea of using coins occurred at the same period in two far separated parts of the world. While the craftsmen of Ephesus were striking coins in Asia Minor, the skilled casters of China were making coins by pouring liquid bronze into moulds. The Chinese bronze-casters, accustomed to turning out elaborate shapes for ritual vessels, inclined to something more complex than a

simple round coin. The first Chinese coins resembled either the metal part of a spade, or a knife blade with a handle. In both cases the flat surfaces were decorated with Chinese characters.

		True	False
1	Shells of the same type were treasured in China and Africa.		
2	American Indians never used wampum as money.		
3	The coins in Ephesus were made from a mixture of two metals.		
4	King Croesus had coins with his head stamped on them.		
5	The Roman currency was made of bronze.		
6	Coins were produced in different ways in Ephesus and in China.		
7	Chinese coins were the same shape as those made in Ephesus.		

**ZADANIE NATURALNE – Stosowanie struktur leksykalno-gramatycznych**

Używając podanego słowa, uzupełnij każde z niedokończonych zdani tak, aby zachować znaczenie zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdania. Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

- Our baseball team trained for three months to prepare for the match, and still they lost it. **EVEN**  
Our baseball team lost the match \_\_\_\_\_ to prepare for it.
- The boy is so talented that the London Symphony Orchestra invited him to play with them. **SUCH**  
He is \_\_\_\_\_ that the London Symphony Orchestra invited him to play with them.
- I'm positive my account wasn't overdrawn! **BEEN**  
My account \_\_\_\_\_.
- 'I won't tell you how much I've paid for the car,' Marty said.  
**REFUSED**  
Marty \_\_\_\_\_ for his car.
- Diana hired a certified accountant to do her taxes. **HAD**  
Diana \_\_\_\_\_ by a certified accountant.
- It's a pity you didn't apply for the scholarship. **WISH**  
I \_\_\_\_\_ for the scholarship.

## ZADANIE NATURALNE – Mówienie

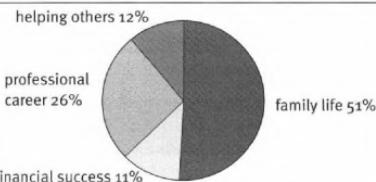
### Rozmowa na podstawie materiału stymulującego

Przeanalizuj przedstawiony materiał. Przygotuj się do jego prezentacji i rozmowy z egzaminującym na temat:

- różnego rodzaju osiągnięć życiowych,
- źródeł, z których ludzie czerpią satysfakcję.



**'My baby is my greatest achievement,' says actress**



**What's the greatest source of satisfaction for you?**

*'Success usually comes to those who are too busy to be looking for it.' Henry D. Thoreau*

- 1 Describe the material in relation to the main topic.
- 2 In what way do the achievements shown in the pictures differ from each other?
- 3 How do you understand the quotation by Henry Thoreau?
- 4 How truthful do you think the statistics are?
- 5 What do you think is the key to success in life? What makes you think this?

## ZADANIE NATURALNE – Mówienie

### Prezentacja tematu i dyskusja

Zapoznaj się z podanymi tematami. Wybierz jeden i przygotuj się do jego prezentacji oraz do dyskusji z egzaminującym.

- 1 Choose a famous historical figure from the UK or USA and explain why this person deserves to be admired.
- 2 In the biggest sporting events nowadays, money is more important than fair play. Discuss.

## ZADANIE NATURALNE – Rozumienie ze słuchu

**03** Zapoznaj się z trzecią zadaniami. Usłyszysz dwukrotnie wypowiedzi nastolatków, którzy mówią o swoich osiągnięciach. Przyporządkuj każdej osobie zdanie podsumowujące treść jej wypowiedzi (A–E). Jedno zdanie podane zostało dodatkowo i nie pasuje do żadnej wypowiedzi. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- A 'I never realised this would be my aim in life until one dramatic experience changed everything.'
- B 'I'm an ambitious person but I am where I am because I was lucky to meet people who helped and motivated me.'
- C 'I've been doing it for ages, but for a long time my profession was simply a passion.'
- D 'Talent is important, but I wouldn't be here if not for my ambition and hard work.'
- E 'My profession consumes me and I like it that way.'

	sentence
speaker 1	
speaker 2	
speaker 3	
speaker 4	

## PRZYGOTOWANIE – Wypowiedź pisemna

Bez względu na temat i typ tekstu, twoje wypracowanie musi zawierać wszystkie elementy wymienione w temacie. Zaznij zatem od dokładnego przeczytania tematu i podkreślenia wszystkich słów kluczowych tak, żeby w trakcie pisania nie zapomnieć o żadnym elemencie.

## ZADANIE NATURALNE – Wypowiedź pisemna

Wypowiedź się na jeden z dwóch poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wymogi typowe dla formy wskazanej w poleceniu. Zaznacz temat, który wybrałeś/aś, zaznaczając jego numer.

- 1 Opisz imprezę sportową, w której brał/aś udział jako dziecko i wyjaśnij, dlaczego zrobiła ona na Tobie wrażenie.
- 2 Uczniowie i studenci podejmują niekiedy prace dorywcze, żeby zarobić na swoje drobne wydatki. Napisz rozprawkę prezentującą pozytywne i negatywne strony tego zjawiska.

# 3 From cradle to grave

## A

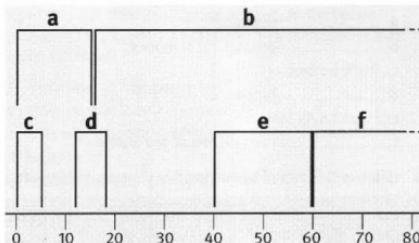
### VOCABULARY AND LISTENING

#### Stages of life

I can talk about the different stages of someone's life.

- 1** Match the stages of life in the box with a-f on the diagram. Then write the years each stage begins and ends, in your opinion.

adolescence	adulthood	childhood	infancy
middle age	old age		



- a \_\_\_\_\_ from \_\_\_\_ to \_\_\_\_  
 b \_\_\_\_\_ from \_\_\_\_ to \_\_\_\_  
 c \_\_\_\_\_ from \_\_\_\_ to \_\_\_\_  
 d \_\_\_\_\_ from \_\_\_\_ to \_\_\_\_  
 e \_\_\_\_\_ from \_\_\_\_ to \_\_\_\_  
 f \_\_\_\_\_ from \_\_\_\_ to \_\_\_\_

- 2** Solve the anagrams to make words with similar meaning.

- |                 |                 |       |
|-----------------|-----------------|-------|
| 1 a baby        | (an) nnifat     | _____ |
| 2 a young child | (a) etdlord     | _____ |
| 3 a teenager    | (an) esdotcanle | _____ |
| 4 children      | skid            | _____ |
| 5 old people    | (the) yellerd   | _____ |

- 3** Match the verbs in the box with the definitions.

bring up	bury	pass away	retire	settle down
----------	------	-----------	--------	-------------

- 1 \_\_\_\_\_ : die  
 2 \_\_\_\_\_ : start to have a quieter way of life  
 3 \_\_\_\_\_ : raise (a child)  
 4 \_\_\_\_\_ : stop doing your job because you have reached a certain age  
 5 \_\_\_\_\_ : put a dead person into a grave

#### Extension: Phrasal verbs with up and down

- 4** Rewrite the sentences using a phrasal verb from the box. (sb = somebody, sth = something)

bring sb down	do sth up	hold sb up
look down on sb	own up to sth	put up with sth
put sth down to	set sth up	

- 1 I won't tolerate this kind of behaviour!  
I won't put up with this kind of behaviour!  
 2 He attributes his success to hard work.  
 3 He established a company to import Polish food.  
 4 This rain is depressing me.  
 5 It will cost a fortune to renovate this house.  
 6 He thinks he's superior to everybody!  
 7 I hope I'm not delaying you.  
 8 She confessed to having lied.

#### 5 Complete the sentences with your own ideas.

- 1 I find it hard to put up with \_\_\_\_\_  
 2 It gets me down when people \_\_\_\_\_  
 3 I should cut down \_\_\_\_\_  
 4 This town would be a better place to live if they did up \_\_\_\_\_

#### CHALLENGE!

Write six sentences about yourself at the six different stages of life from exercise 1. Use the past, present or future, as appropriate.

During infancy, \_\_\_\_\_

As a child, \_\_\_\_\_

During adolescence, \_\_\_\_\_

As an adult, \_\_\_\_\_

In middle age, \_\_\_\_\_

In old age, \_\_\_\_\_

I can talk about future plans, schedules and predictions.

- 1 Complete the sentences with a future form of the verbs in brackets. Use each of the forms in the box once.

**present continuous** **present simple** **will** **going to**

- 1 Hurry up! Our flight \_\_\_\_\_ (leave) in an hour!
- 2 I \_\_\_\_\_ (send) you a postcard, I promise.
- 3 We \_\_\_\_\_ (spend) a week on a boat and a week at a hotel.
- 4 I \_\_\_\_\_ (take) lots of photos while I'm away.

- 2 Complete these predictions with **will** or **going to**.



- 1 There's water on the floor over there. Somebody \_\_\_\_\_ slip on it.
- 2 The sky is so dark! It \_\_\_\_\_ rain.
- 3 I didn't do very well in my exams, but I'm sure I \_\_\_\_\_ do better next year.
- 4 I reckon I \_\_\_\_\_ get married before I'm thirty.
- 5 She's driving too fast. Look out! She \_\_\_\_\_ crash.

- 3 Write offers in response to these problems. Use your own ideas.

- 1 'I can't find my wallet.'

I'll help you look for it.

- 2 'I'm really cold.'

- 3 'I don't understand this text.'

- 4 'I'm worried about my history exam tomorrow.'

- 5 'I haven't got enough money for the bus.'

- 6 'I've left my packed lunch at home.'

- 7 'I need a new outfit for a party this Saturday.'

- 4 Match the two halves of the sentences. Complete them with the words in the box.

as soon as    by the time    in case    unless  
until    when

- 1 Please wait here
  - 2 You should pay back this money
  - 3 \_\_\_\_\_ we've found the campsite,
  - 4 I'll be relieved
  - 5 \_\_\_\_\_ he asks really nicely,
  - 6 Take a credit card with you
- a \_\_\_\_\_ you can.
  - b \_\_\_\_\_ you run out of money.
  - c it will be dark.
  - d \_\_\_\_\_ I get back.
  - e I won't help him.
  - f \_\_\_\_\_ I've finished all my exams.

- 5 Improve this e-mail by making five changes to future forms.

<input type="button" value="Reply"/>	<input type="button" value="Reply All"/>	<input type="button" value="Forward"/>	<input type="button" value="X"/>
<p>Hi Holly!</p> <p>How are you? Thanks for your text. I'm going to London tomorrow, but we can meet in the morning before I'll go. My train will leave at 11.45. Shall we meet at the coffee shop at 10.30? I'm not minding if you're a bit late.</p> <p>Pete tells me you're taking a year off before university. Are you going to spend some time abroad? Promise me you aren't going to forget about your friends back home! Maybe I'm even visiting you (if you go somewhere nice).</p> <p>love Ruth</p>			

- 6 Imagine you are Holly. Write an e-mail replying to Ruth. Mention your plans for next year and tomorrow's arrangement.



**Revision:** Student's Book page 29**1 Complete the colloquial phrases.**

- 1 j \_\_\_\_\_ off to LA = flying to LA  
 2 p \_\_\_\_\_ it = too old  
 3 stuck in a r \_\_\_\_\_ = bored with the same routine  
 4 g \_\_\_\_\_ = man  
 5 like a mad t \_\_\_\_\_ = wildly  
 6 b \_\_\_\_\_ the drums = hitting the drums

**2 Read the text. Why does an ageing population create problems for a country's economy? Tick the reasons that are mentioned.**

- a more houses need to be built
- b older people spend less money
- c a smaller proportion of the population is at work
- d taxes go up
- e healthcare costs are higher
- f they all require free games consoles



Flossie Chambers, 89, playing ten pin bowling

**When I'm 64 ...**

In 2007, a British newspaper reported that elderly residents of the Sunrise Senior Living Centre were addicted to the Nintendo Wii. Apparently, the craze started when one of the chefs brought in a console that belonged to his son. Residents aged between 80 and 103 enjoyed playing the games so much that they demanded that staff buy one immediately.

However, 'good news' stories related to the care of the elderly are rare. Britain does not have a good record when it comes to caring for its elderly citizens. While in many other countries, older people often live with their children, this is much less common in the UK. Over 3.5 million older people in Britain live alone, and many do not even have regular visitors. About 500,000 people over 65 live in care homes run privately or by the state, where they may suffer

**3 Are these sentences true or false? Write T or F.**

- 1 A British newspaper contained a story about elderly people playing computer games. \_\_\_\_\_
- 2 News stories about the care of the elderly in the UK are usually quite positive. \_\_\_\_\_
- 3 Most elderly people in the UK do not live with their children. \_\_\_\_\_
- 4 Increases in life expectancy do not necessarily lead to an ageing population. \_\_\_\_\_
- 5 By 2024, about a quarter of the adult population will be retired. \_\_\_\_\_
- 6 Three quarters of people say they would pay more tax to provide better care for the elderly. \_\_\_\_\_

**CHALLENGE!**

Write three sentences comparing the situation described in the text with the situation in Poland.

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from boredom, depression and even physical mistreatment.

Like most developed nations, the UK has an ageing population. This is partly because families are having fewer children, and partly because people are living longer. For the first time in our history, there are more people in the UK aged over 60 than under 16.

Of course, any increase in life expectancy is good news but there are financial consequences. In the early 1900s, when pensions were first introduced, people at work outnumbered pensioners by 22 to one. It was easy for the government to pay for pensions out of taxation. However, by 2024, there will only be three people of working age for every pensioner. Inevitably, the working population will need to pay more tax to meet the pensions bill. The nation's healthcare costs are also increasing as the population grows older. About 50% of all spending on health services in the UK is for people over the age of 65.

Finding better ways of caring for an ageing population is gradually becoming a priority in the UK. A survey in 2007 revealed that 75% of British people would be prepared to pay more tax in order to improve care for the elderly (although this is not the same as actually voting for a party that plans to raise taxes). In the future, both the government and families will have to do more.

**Revision:** Student's Book page 30–31**1 Complete the adjectives in these sentences.**

- 1 Something or somebody that is impossible to predict is unpredict\_\_\_\_\_.
- 2 Somebody who can be trusted to behave sensibly is respons\_\_\_\_\_.
- 3 Something which is difficult to understand is confus\_\_\_\_\_.
- 4 Somebody who acts in a rational, logical way is reason\_\_\_\_\_.
- 5 Somebody who likes to start arguments is argument\_\_\_\_\_.
- 6 Somebody who changes mood all the time is mood\_\_\_\_\_.

**2 Complete the sentences using an appropriate tense of the phrasal verbs in the box.**

come down to end up get on with grow up  
storm out of turn into

- 1 We didn't like each other at first, but we \_\_\_\_\_ being friends.
- 2 A large company bought the building and \_\_\_\_\_ it \_\_\_\_\_ a supermarket
- 3 It's difficult to \_\_\_\_\_ my work when people keep phoning me.
- 4 I was born in London, but I \_\_\_\_\_ in the countryside.
- 5 Finding a good place to live often \_\_\_\_\_ luck.
- 6 Sophie \_\_\_\_\_ the office when her boss accused her of stealing.

**3 Read the article. Choose the best summary of the report's conclusions: a, b or c.**

- a The Government needs to provide more money so that teenagers are less bored and more involved in their communities.
- b Most teenagers are valuable members of the community, but the Government needs to focus on the small minority who become involved in crime.
- c There are enough recreational facilities for young people, but more money needs to be spent on dealing with the consequences of teenage crime.

**4 Choose the correct answers.**

- 1 The Youth Review was carried out by
  - A the Government.
  - B young people.
  - C a charity, with support from the Government.
  - D a charity, with support from a company.
- 2 According to Lily Allen, the main message from young people is
  - A they want more opportunities.
  - B they don't want to get into trouble.
  - C they don't need more things to do.
  - D they don't agree that there is a crisis.
- 3 What is the main cause of anti-social behaviour, according to young people?
  - A Boredom.
  - B Gangs.
  - C A lack of information.
  - D A lack of detention centres.
- 4 What would the Youth Centres recommended by the report offer to young people?
  - A Help with their problems.
  - B A place to meet.
  - C A place to learn.
  - D All of A–C.
- 5 What would be the purpose of electing Young Mayors, according to the text?
  - A It would help teach young people how the political system works.
  - B It would allow laws to be passed giving young people free public transport.
  - C It would give young people a voice in the community.
  - D It would make young people think more seriously about the issues that affect them.

**5 Explain the significance of these figures from the text.**

80%

The percentage of teenagers who say they have nothing to do and nowhere to go.

1 16,000

2 12%

3 62%

4 £13 billion

5 £1.6 billion

6 £35,000

# Youth Review

New statistics show that, as schools in Britain prepare to break up for the holidays, over 1 million teenagers could be wandering the streets because there is nowhere else to go. The year-long enquiry consulted 16,000 UK teenagers and recommends radical action to transform their lives, including a 'youth hub' in every community to tackle anti-social behaviour and crime.

The Review, undertaken by children's charity 4Children and supported by Nestlé, comes at a time of unprecedented debate about the welfare of young people in the UK – with statistics demonstrating worrying trends in all aspects of teenagers' lives from risky behaviour to youth-on-youth violence and anti-social behaviour. Researchers spent 12 months touring each region of the country and consulting over 16,000 teenagers of all ages to find out what life is truly like for young people today in the UK and how they themselves believe that improvements can be made.

Publicising the report today, pop star and youth icon Lily Allen said: 'I want to see a new start for teenagers in communities where they have nothing to do, nowhere to go and nowhere to call their own. The Youth Review has consulted 16,000 teenagers across the country and their message was clear: they said to give young people more of a stake in communities and give us more opportunities. The number of teenagers who go off the rails is a problem for us all and instead of helping them only after they're in crisis we need to stop them getting into trouble in the first place.'

## The enquiry discovered:

- Young people were fearful for their own safety, with 60% of young people in deprived areas becoming victims of crime in their community.
- 80% of young people said they had nowhere to go and nothing to do outside school and hung around on the streets as a result.
- 70% of teenagers said that, in their opinion, young people got involved in anti-social behaviour because they were bored.
- More than 70% of 11–16 year olds said that they have witnessed anti-social behaviour over the last year, whilst 12% of young people belong to a gang.
- 62% said that they did not know where to go to get help or information if they needed it.
- Youth crime costs up to £13 billion per year compared to £1.6 billion spent by government on positive prevention and youth programmes. It costs £35,000 to put a young person in a detention centre for a year.

The Review is calling for an urgent transformation of support for teenagers. It recommends a programme of government investment and action to provide positive opportunities for all young people, with early support and intervention for troubled teenagers to prevent difficulties escalating.

## The key recommendations are:

- A Youth Centre in every community providing dedicated spaces for young people to meet, as well as access to music, creative arts, sports, classes and specialist intervention and support for teenagers in difficulty.
- Mobile Intervention Teams to work in areas of high deprivation and unrest – offering teenagers specialist and positive support.
- Action on bullying and a new Victim Support scheme for young people who have been the victims of crime.
- Young Mayors elected in every area to give teenagers representation and a say in their community.
- Free public transport and leisure for all young people under 18 to ensure access for all.

Donna King, Chair of the Review said: 'Growing up can be tough and we are simply not doing enough to help the next generation to flourish. On average we spend 17p for each young person per day on youth services and this has to change. Young people need to be a part of our communities otherwise we spend billions dealing with the consequences of anti-social behaviour, crime and violence.'



## CHALLENGE!

How could the government improve the lives of young people where you live? Make three recommendations.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

## Future continuous and future perfect

I can talk about actions at different times in the future.

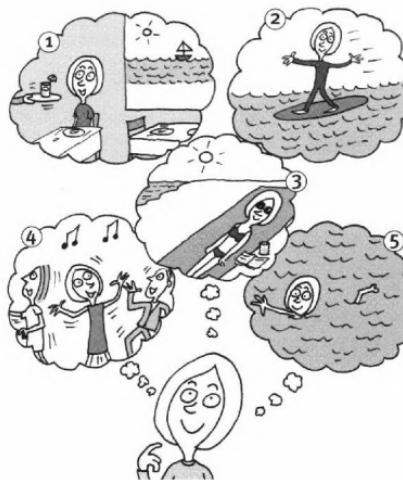
- 1 Look at Ricky's plan for when he finishes his education. Then complete the sentences using the future perfect simple, affirmative or negative.

- 2012 Get a job in an IT firm.
- 2013 Become a manager in the firm.
- 2014 Leave the firm and start a company.
- 2015 Sell company and retire.
- 2016 Move to the Caribbean.
- 2017 Get married.
- 2018 Start a family.

If everything goes according to plan for Ricky ...

- 1 By 2015, he \_\_\_\_\_ (start / company).
- 2 By 2013, he \_\_\_\_\_ (leave / IT firm)
- 3 By 2016, he \_\_\_\_\_ (move / Caribbean)
- 4 By 2020, he \_\_\_\_\_ (get married)
- 5 By 2018, he \_\_\_\_\_ (start a family)

- 2 This time next month, Zoë will be on holiday. What will she be doing? Look at the pictures and write sentences in the future continuous.



This time next month ...

- 1 She'll be having dinner in a restaurant.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

- 3 Complete the sentences with the future continuous (*will be doing*) or the future perfect simple (*will have done*) of the verbs in the box.

finish learn sit tidy wear work

- 1 Let's plan a party for next week. We \_\_\_\_\_ our exams by then.
- 2 The house is a mess now, but we \_\_\_\_\_ it before our parents get home.
- 3 What outfit do you think she \_\_\_\_\_ when she arrives?
- 4 I'm afraid I can't come to your wedding next month because I \_\_\_\_\_ abroad.
- 5 The first night of the play is next Saturday. I hope you \_\_\_\_\_ your lines by then!
- 6 At dinner, you \_\_\_\_\_ next to me.

- 4 Complete the text messages. Use the future continuous, future perfect simple or future perfect continuous of the verbs in brackets.

I <sup>1</sup> \_\_\_\_\_ (drive) around Spain next year.  
Can I come and visit you in Madrid?

REPLY

OK

I <sup>2</sup> \_\_\_\_\_ (not live) in Madrid! I <sup>3</sup> \_\_\_\_\_ (move) to Barcelona. But you can come and see me there. What time of year?

REPLY

OK

I <sup>4</sup> \_\_\_\_\_ (arrive) in Barcelona around March, I reckon. I <sup>5</sup> \_\_\_\_\_ (travel) for about six weeks by then.

REPLY

OK

OK, fine. I <sup>6</sup> \_\_\_\_\_ (not live) in Barcelona for very long, so I won't know it very well.

REPLY

OK

That's OK. We can explore together. Hopefully, I <sup>7</sup> \_\_\_\_\_ (learn) some Spanish by then.

REPLY

OK

Good! Although you <sup>8</sup> \_\_\_\_\_ (not speak) much Spanish in Barcelona. They speak Catalan.

REPLY

OK

- 5 Write one sentence saying what you will have done and one saying what you will be doing in five years' time.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_



**1** Choose the correct words in the useful phrases.

- 1 I'd like to begin by telling / saying that ...
- 2 First of everything / all, ...
- 3 In my sight / view, ...
- 4 In sum / summary, then, ...
- 5 I've drawn / outlined a number of arguments that support / lift this view.

**2** Read the end of a presentation, ignoring the gaps. Which question is it answering, a, b or c?

- a Your teenage years are the most difficult of your life.  
Do you agree? Why? / Why not?
- b The Government should spend more money on providing free leisure facilities for teenagers. Do you agree? Why? / Why not?
- c In today's society, teenagers have more power and influence than ever before. Do you agree? Why? / Why not?



... And <sup>1</sup>\_\_\_\_\_, I don't believe that adults really listen to teenagers' opinions. For <sup>2</sup>\_\_\_\_\_, governments often make changes to the education system without even asking students what they think. What is <sup>3</sup>\_\_\_\_\_ issues which teenagers really care about, <sup>4</sup>\_\_\_\_\_, the environment, only become important when adults start caring about them too. It's <sup>5</sup>\_\_\_\_\_ that teenagers have a lot of different ways of voicing their opinions – chat rooms, for example. However, it <sup>6</sup>\_\_\_\_\_ clear to me that nobody in authority really listens to these opinions. So, to <sup>7</sup>\_\_\_\_\_ up, in my opinion, teenagers do not have any more influence in today's society than in the past.

**3** **04** Complete the extract in exercise 2 with the words in the box. Then listen and check.

instance more say secondly seems  
sum true

**4** **05** Listen to a student present her opinion of one of the other questions in exercise 2.

Which one? \_\_\_\_\_

**5** **05** Listen again. Complete these phrases from the presentation.

- 1 The first \_\_\_\_\_ I'd like to say is ...
- 2 I'm going to \_\_\_\_\_ some examples of ...
- 3 \_\_\_\_\_, they have to spend a lot of time ...
- 4 And \_\_\_\_\_ of the pressure of exams ...
- 5 \_\_\_\_\_, teenagers often have very little money ...
- 6 As a \_\_\_\_\_, they end up getting bored ...
- 7 And \_\_\_\_\_, teenagers do not have independence ...
- 8 And you don't have to look far for \_\_\_\_\_ to support the view ...
- 9 In \_\_\_\_\_ then, I firmly believe ...

**6** Imagine you are giving the other presentation from exercise 2. Decide which of these ideas support the statement and underline them. Then add one more idea on each side of the argument.

- boredom is a cause of crime
- private gyms, etc. are expensive
- politicians don't know what teenagers enjoy
- parents should pay for their own children's leisure
- sports, etc. improve health and fitness
- free facilities help poor but talented sports people
- it's better to spend the money on education
- work experience is more use than leisure
- \_\_\_\_\_
- \_\_\_\_\_

**7** Choose two ideas from exercise 6 that you agree with. Use them to write part of a presentation. Include some phrases from exercises 1, 3 and 5.

[first idea + example] \_\_\_\_\_

[second idea + example] \_\_\_\_\_

[sum up] \_\_\_\_\_



# Description of a person

I can write a detailed description of a person I admire.

## Preparation

- 1 Read the paragraphs. Which girl and boy in the photos are they describing?

**JASMINE** is medium height and quite slim. She's got red-brown hair which she usually has in a bob. Sometimes, when it's long enough, she has a pony tail. She's usually well-dressed and likes to wear quite trendy clothes.

I wouldn't describe her as beautiful, but she's good-looking, and she has a very attractive smile. girl \_\_\_\_\_



**ANTHONY** is quite tall, with broad shoulders. He's got straight, dark hair which he usually keeps very short. In fact, at the moment, he has a crew cut! He's pale-skinned with brown eyes and quite a thin face. He doesn't pay a lot of attention to his clothes, and often looks a bit scruffy. Once he grew a moustache, but his friends just laughed at him until he shaved it off. boy \_\_\_\_\_



- 2 Match these descriptive words and phrases to the people in the photos in exercise 1. Use a dictionary if necessary.

- 1 skinny \_\_\_\_\_
- 2 plump \_\_\_\_\_
- 3 layered hair \_\_\_\_\_
- 4 dark-skinned \_\_\_\_\_
- 5 fair hair \_\_\_\_\_
- 6 dyed fringe \_\_\_\_\_

- 3 Describe yourself using words and phrases from exercises 1 and 2.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 4 Match the personality adjectives on the left with words on the right with similar meaning.

artistic	patient
shrewd	hard-working
tolerant	honest
frank	sensitive
quick-tempered	creative
diligent	argumentative
emotional	clever

- 5 Decide which two words from exercise 4 best describe your own personality and add two more. Use them to complete the sentences.

I tend to be \_\_\_\_\_.  
People often find me \_\_\_\_\_.  
I have a \_\_\_\_\_ side.  
I can be \_\_\_\_\_.

- 6 Choose somebody in your English class that you know and like. Make notes in the paragraph plan below.

- 1 Personal details (name, age, how long you have known them, etc):
- \_\_\_\_\_

- 2 Appearance:
- \_\_\_\_\_

- 3 Personality:
- \_\_\_\_\_

- 4 What I like most about him / her :
- \_\_\_\_\_

- 7 Use your notes from exercise 6 to write a description of your classmate. Use the writing guide below.

## Writing Guide

- 1 Decided whether you want to include all the information from your notes.
- 2 Think about how to link details into longer sentences. Use the paragraphs in exercise 1 to get ideas.
- 3 Remember to write in paragraphs.

## CHECK LIST

### Have you:

- followed the paragraph plan?
- provided enough detail in the physical description?
- used appropriate phrases from exercise 4 for describing personality?
- included an example in paragraph 4?
- checked your work for mistakes?



## 4

## Out of this world

## A

## VOCABULARY AND LISTENING

## Space

I can talk about space exploration.

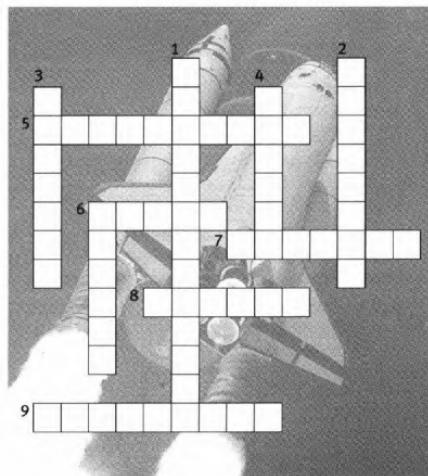
## 1 Read the clues and do the crossword.

## Down

- 1 a group of stars that forms a shape in the sky
- 2 a tiny planet
- 3 the part of a rocket that the astronauts travel in
- 4 a large rock from space that makes a bright line in the sky as it enters the Earth's atmosphere
- 6 a large hole in the ground (e.g. caused by a meteorite, a bomb or a volcano)

## Across

- 5 a scientist who studies the planets, stars, etc.
- 6 a huge piece of ice that orbits the sun, and looks like a bright star with a tail
- 7 the force that pulls things towards large objects like planets and the sun
- 8 an enormous system of stars in outer space
- 9 a very bright, exploding star



## 2 Complete the text with the words in the box. Change the verbs if necessary.

astronauts   atmosphere   crew   launch (v)  
mission   mission control   orbit (n)   orbit (v)  
re-enter   satellite   space shuttle (x2)   Space Station

## Extra Practice



## Space disasters

On January 28, 1986, the <sup>1</sup> \_\_\_\_\_ Challenger was <sup>2</sup> \_\_\_\_\_ with a <sup>3</sup> \_\_\_\_\_ of seven on board. Its <sup>4</sup> \_\_\_\_\_ was to carry a <sup>5</sup> \_\_\_\_\_ that would <sup>6</sup> \_\_\_\_\_ the Earth. But just 73 seconds after blast off, it lost contact with <sup>7</sup> \_\_\_\_\_ and exploded, killing all seven <sup>8</sup> \_\_\_\_\_. On 1st February 2003, the <sup>9</sup> \_\_\_\_\_ Columbia disintegrated as it <sup>10</sup> \_\_\_\_\_ the Earth's <sup>11</sup> \_\_\_\_\_. It was returning from the International <sup>12</sup> \_\_\_\_\_, which is in <sup>13</sup> \_\_\_\_\_ around the Earth.

## Extension: Space travel

## 3 Complete the compound nouns with the words in the box. (Some are two-word compounds, some are single-word compounds.)

craft   down   giant   hole   star   system   Way   year

- |            |           |
|------------|-----------|
| a light    | red       |
| b black    | the Milky |
| c solar    | space     |
| d shooting | touch     |

## CHALLENGE!

Try the space quiz. The answers are below.

- 1 Which astronomer first demonstrated that the sun, not the Earth, was at the centre of the Solar System?  
A Copernicus   B Galileo   C Halley
- 2 What is the 'Great Bear'?  
A supernova   B a star   C a constellation
- 3 What did Sir Isaac Newton discover?  
A gravity   B Pluto   C black holes
- 4 According to astronomers, about how old is the universe?  
A 7 billion years   B 14 billion years   C 21 billion years
- 5 Travelling in a modern spacecraft, how far could you get in three years?  
A to the nearest star   B to Pluto   C to Saturn

1A 2C 3A 4B 5C

# 4B GRAMMAR Passive

I can identify and use different forms of the passive.

## 1 Choose the correct form: passive infinitive or passive -ing form.

- 1 Jason doesn't mind to be teased / being teased.
- 2 I would like to be invited / being invited to Sue's party.
- 3 Imagine to be followed / being followed everywhere by the paparazzi.
- 4 I'll never forget to be blamed / being blamed at school for something I didn't do.
- 5 Harry begged to be allowed / being allowed to stay out late.
- 6 I didn't expect to be made / being made to wait for days for a doctor's appointment.
- 7 You risk to be mugged / being mugged if you walk home late at night in that part of town.
- 8 I remember to be surprised / being surprised by the news.

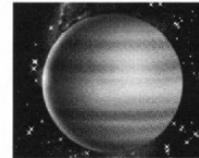
## 2 Complete the sentences with an appropriate passive form of the verbs in brackets.

- 1 By next Friday all the invitations \_\_\_\_\_ (send out).
- 2 The joyriders who \_\_\_\_\_ (arrest) by the police this morning were in a car that \_\_\_\_\_ (report) missing last night.
- 3 I had a feeling that I \_\_\_\_\_ (follow).
- 4 ' \_\_\_\_\_ these windows \_\_\_\_\_ (clean)?"  
'No, not yet.'
- 5 Right now the church \_\_\_\_\_ (renovate), so you can't go inside.
- 6 At the end of the training course, the astronauts \_\_\_\_\_ (choose) for the next space mission.

## 3 Make the active sentences passive.

- 1 You can find the address on our website.  
\_\_\_\_\_
- 2 They shouldn't send shoplifters to prison.  
\_\_\_\_\_
- 3 They must have lost my letter in the post.  
\_\_\_\_\_
- 4 They might have built this church in the 10th century.  
\_\_\_\_\_
- 5 They need to update the database.  
\_\_\_\_\_
- 6 They can't have locked the door because someone had stolen the key.  
\_\_\_\_\_

## 4 Complete the texts with an appropriate passive form. Sometimes more than one answer is correct.



The planet Venus<sup>1</sup> \_\_\_\_\_ (name) after a Greek Goddess. Venus is approximately the same size as Earth and<sup>2</sup> \_\_\_\_\_ often \_\_\_\_\_ (call) Earth's sister planet. Because Venus is the only planet<sup>3</sup> \_\_\_\_\_ (give) a female name, it<sup>4</sup> \_\_\_\_\_ (decide) that most of the features on Venus should<sup>5</sup> \_\_\_\_\_ (name) after women.



Beagle 2<sup>6</sup> \_\_\_\_\_ (built) by the European Space Agency in 2003 to explore the surface of Mars. Having<sup>7</sup> \_\_\_\_\_ (launch) from Kazakhstan, it reached Mars on Christmas Day 2003, but a few hours later, contact<sup>8</sup> \_\_\_\_\_ (lose). It might<sup>9</sup> \_\_\_\_\_ (damage) during its descent through the Martian atmosphere, but its exact fate may never<sup>10</sup> \_\_\_\_\_ (know).

## CHALLENGE!

Find out about another event in the history of space exploration and write about it. Use the ideas to help you.

- launched when / where?
- purpose of the mission?
- was it successful?



**Revision: Student's Book page 39**

1 Complete the sentences with the words in the box.

adapted broadcast captured fictional  
fled news bulletin scandal

- 1 Did you hear the latest \_\_\_\_\_ on the radio?
- 2 Dan Brown's novel, *The Da Vinci Code* was \_\_\_\_\_ for the cinema in 2005.
- 3 The *Harry Potter* books have \_\_\_\_\_ the imagination of teenagers all over the world.
- 4 The *War of the Worlds* radio programme caused a national \_\_\_\_\_ in 1938 because many of the listeners didn't realise that the events were \_\_\_\_\_.
- 5 The Wimbledon final was \_\_\_\_\_ live to millions of home around the world.
- 6 Many people have \_\_\_\_\_ from persecution in Darfur.

2 Quickly read the text and find:

- 1 Azimov's date and place of birth: \_\_\_\_\_
- 2 His age when he wrote his first story: \_\_\_\_\_
- 3 The year he died: \_\_\_\_\_

3 Complete the text with appropriate words.

4 Are the sentences true or false? Write T or F.

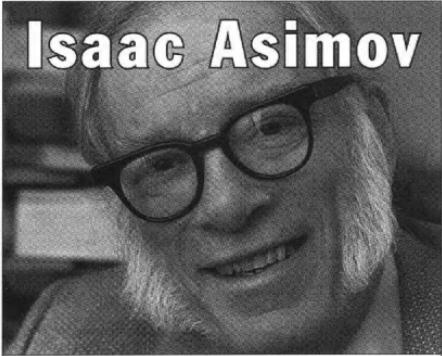
- 1 Azimov wrote more books than most 20th century writers.
- 2 He spoke three languages fluently. \_\_\_\_\_
- 3 His parents expected him to read the magazines that were sold in the family shop. \_\_\_\_\_
- 4 His first story was an instant success. \_\_\_\_\_
- 5 One of his stories in particular was much admired by other American science fiction writers. \_\_\_\_\_
- 6 He taught at a university before taking up writing full time. \_\_\_\_\_
- 7 He died of AIDS contracted from a blood transfusion. \_\_\_\_\_

**CHALLENGE!**

Write about a writer who you admire. Include information about:

- nationality, date of birth
- type of books he/she wrote/writes
- other interesting events and facts

# Isaac Asimov



Isaac Asimov is <sup>1</sup> \_\_\_\_\_ of the most successful and prolific science-fiction writers of the 20th century. He wrote or edited more than 500 books, the most famous of <sup>2</sup> \_\_\_\_\_ are the *Foundation* series and the *Robot* series.

Asimov was born Isaak Judah Ozimov in 1920, near Smolensk. In 1923 the family emigrated to the USA, settled in Brooklyn, New York, and changed the family name <sup>3</sup> \_\_\_\_\_ Asimov. Asimov spoke Yiddish and English at home with his family and so never learned more <sup>4</sup> \_\_\_\_\_ a little Russian. By the age of five he was a keen reader. His parents owned a series of sweet shops and the whole family was expected <sup>5</sup> \_\_\_\_\_ work in them. Asimov became fascinated with the science fiction magazines that <sup>6</sup> \_\_\_\_\_ sold in the family shops, and began reading them. When he was eleven he began to write his own stories, and by the age <sup>7</sup> \_\_\_\_\_ nineteen, he was selling them to the science fiction magazines. His first publication was *Marooned Off Vesta*, which was printed in the Amazing Stories magazine. But it was with his 32nd story, *Nightfall*, in 1941 that Asimov became really famous. The story is set on a planet <sup>8</sup> \_\_\_\_\_ night falls only once every 2049 years. In 1964 *Nightfall* was voted the best short science fiction story ever written <sup>9</sup> \_\_\_\_\_ the Science Fiction Writers of America. Many science fiction fans still agree with this verdict. <sup>10</sup> \_\_\_\_\_ leaving school, Asimov studied chemistry at Columbia University and went <sup>11</sup> \_\_\_\_\_ to become a professor at the Boston University School of Medicine. However, in <sup>12</sup> \_\_\_\_\_ 1950s he became a full-time writer. Asimov died on 6th April 1992. Ten years after his death, his wife revealed <sup>13</sup> \_\_\_\_\_ his death had been caused by AIDS. He had contracted HIV from a blood transfusion received during a heart bypass operation in December 1983.

**Revision:** Student's Book page 40–41

- 1** Complete the sentences with the phrasal verbs in the box. Use the correct tense and form.

check over creep up go through head out  
keep out put on slow down start up take in

- 1 The car \_\_\_\_\_ as it approached the traffic lights.
- 2 Last year house prices dropped, but they are gradually \_\_\_\_\_ again.
- 3 When you have finished your essay, \_\_\_\_\_ it \_\_\_\_\_ for mistakes.
- 4 There was a huge roar as the engines of the rocket \_\_\_\_\_.
- 5 The ship left the harbour and \_\_\_\_\_ to sea.
- 6 We stopped at the top of the hill to \_\_\_\_\_ the wonderful views.
- 7 Can I \_\_\_\_\_ my lines with you before the dress rehearsal of the play?
- 8 The astronaut \_\_\_\_\_ her space suit before climbing into the capsule.
- 9 I don't want the cats in here. Can you close the door to \_\_\_\_\_ them \_\_\_\_\_?

- 2** Read the text, ignoring the gaps. Find out:

- 1 when the Galactic Suite will open
- 2 the dimensions of the pods that guests will stay in
- 3 how the guests will get to and from the Suite
- 4 how many pods the architects plan to build
- 5 which room caused the designers the most problems
- 6 how much it will cost to stay in the Suite for three days
- 7 which planet the company next intends to send holidymakers to

- 3** Match sentences A–H with gaps 1–7. There is one sentence that you do not need.

- A There will be special rooms in which bubbles of water will float around.
- B That's why the shuttle rocket will remain fixed to the space hotel, so guests know they can get home again.
- C Furthermore, the Galactic Suite is fully booked for the next three years.
- D For you will soon be able to have a holiday experience that is out of this world – literally.
- E From your room you will enjoy the amazing sight of 15 different sunrises every day as you orbit the Earth every 80 minutes.
- F However, it only sees this project as a first step.
- G As usual, you need to be rich to travel in style.
- H When they get tired of doing this, they will have great fun trying to stick to the walls in their Velcro suits, so that they can eat, sleep or simply admire the view from their enormous window.

- 4** Are the sentences true or false? Write T or F.

- 1 The Galactic Suite takes 1 hour and 20 minutes to orbit the Earth. \_\_\_\_\_
- 2 There is no single accommodation at the Galactic Suite. \_\_\_\_\_
- 3 The shuttle rocket will return to Earth after dropping off the guests. \_\_\_\_\_
- 4 There are some rooms in the Space Hotel that have gravity. \_\_\_\_\_
- 5 A complete package holiday to the Galactic Suite is about 2 months. \_\_\_\_\_
- 6 A Spanish company is behind the development of the Galactic Suite. \_\_\_\_\_

**CHALLENGE!**

Would you like to have a holiday on the Galactic Suite? Why? / Why not?

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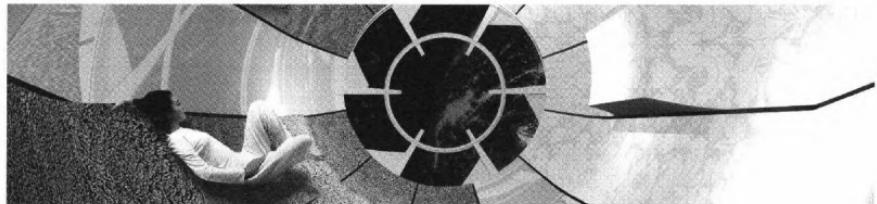


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# TAKE A SPACE BREAK



If you are getting tired of going to your relatives for a weekend away, or having the same old holidays in the same old places, and if you are feeling especially brave and adventurous, then we suggest that you start saving your money now.<sup>1</sup>

Make your booking now for a few days in the Galactic Suite, the perfect way to broaden your horizons – in outer space. You will be able to stay in one of its amazing zero-gravity rooms, each one with spectacular views of planet Earth!<sup>2</sup>

The opening of the Galactic Suite is planned for 2012, and at first there will only be room for six guests at a time. Each of the three double bedrooms is in the shape of a pod, seven metres long and four metres high. The three pods will be joined together at one end to the main hotel, looking like a cluster of molecules. Each room will have almost no furniture, as guests will be floating around in zero gravity.<sup>3</sup>

The Galactic Suite is being designed by a group of architects in Barcelona. Each pod is small enough to be transported inside a US space shuttle which will put them into space. Once the hotel is ready, the shuttle will also carry the guests to and from their destination, and will be ‘parked’ outside during their stay. Xavier Claramunt, one

of the directors of the company working on the project, said, ‘There is fear associated with going into space.<sup>4</sup>’ Eventually, the Spanish architects plan to have up to 22 pods clustered round a communal centre.

Mr Claramunt admitted that there have been several design challenges during the project, the biggest of which has been how to design the bathrooms for zero gravity. ‘How to accommodate the more intimate activities of the guests is not easy,’ he added. But the designers may have solved the issue of how to take a shower in weightlessness.<sup>5</sup>

You will have to catch your bath!

Orbiting Earth won’t be a holiday option for the average-income family, however.<sup>6</sup> A three-day stay is expected to cost £2 million. This price also includes eight weeks of intensive training at a sophisticated space camp in the Caribbean. Mr Claramunt explained, ‘We have calculated that there are 40,000 people in the world who could afford to stay at the hotel.’

The Galactic Suite is a £1.5 billion project backed by a US company who are planning to make science fiction a reality.<sup>7</sup> The company is intent on colonising Mars. Anybody fancy a holiday on the Red Planet in 2020?



## 1 Complete the text with passive forms.



Hundreds of UFO sightings <sup>1</sup> \_\_\_\_\_ (report) every year but the most famous UFO story is probably the 'Roswell incident' which took place in 1947. It <sup>2</sup> \_\_\_\_\_ (allege) at the time that an alien spacecraft had crashed in the desert in New Mexico. Shortly after, a number of alien bodies <sup>3</sup> \_\_\_\_\_ (rumour) to have been removed from the wreckage by US soldiers. It <sup>4</sup> \_\_\_\_\_ (not know) where the bodies <sup>5</sup> \_\_\_\_\_ (take). For many years these reports <sup>6</sup> \_\_\_\_\_ (deny) by military sources, who maintained that what <sup>7</sup> \_\_\_\_\_ (recover) was a top-secret research balloon, that had crashed. Finally, in 1997 the military admitted that bodies <sup>8</sup> \_\_\_\_\_ indeed <sup>9</sup> \_\_\_\_\_ (take) from the wreckage, but that they were test-flight dummies that <sup>10</sup> \_\_\_\_\_ (drop) from high altitude as part of an experiment. However, many people dismiss this version of events. Since 1947 numerous books <sup>10</sup> \_\_\_\_\_ (write) on the incident, but the truth still remains shrouded in mystery.

3 Rewrite the sentences using *it + passive*, or *passive + to do / to have done*.

1 People say that prices will go up next year.  
It is said that prices will go up next year.

2 People once thought that the Earth was flat.

3 People think that we will one day colonise the moon.

4 They believe the thief stole all the paintings.

5 People suspected that the woman was a witch.

6 They claim that Henry wasn't who he said he was.

7 They say that the weather is going to improve.

8 People consider him to be a very rich man.

## 4 Rewrite the sentences so that they have the same meaning. Use the passive and start with the word(s) given.

1 They gave the teacher a present at the end of the year.  
The teacher \_\_\_\_\_

2 They don't serve alcohol to people under 18.  
Alcohol \_\_\_\_\_

3 Nobody has taught him good manners.  
He \_\_\_\_\_

4 My boss promised me a big pay rise.  
I \_\_\_\_\_

5 They gave me ten minutes to make up my mind.  
I \_\_\_\_\_

6 They didn't offer the job to Martin.  
The job \_\_\_\_\_

7 They gave a prize to the cleverest student.  
A prize \_\_\_\_\_

8 £100 is owed to Harry by the bank.  
Harry \_\_\_\_\_

## 2 Rewrite the sentences so that they have the same meaning. Use a different passive construction.

1 It is thought that the satellite burned up in the atmosphere.

The satellite is \_\_\_\_\_

2 It is alleged that he murdered his wife.

He \_\_\_\_\_

3 It is said that he moved to the USA.

4 It is believed that terrorists planted the bomb.

5 It is now known that five people died in the accident.

6 It is reported that the car was stolen last night.



# 4F SPEAKING Presentation

I can present my opinions effectively.

## 1 Complete the phrases using the words in the box.

accept alter deny far having maintain  
nevertheless opinion own people personally  
true way would

- 1 Admittedly, ...
- 2 As \_\_\_\_\_ as I'm concerned ...
- 3 But \_\_\_\_\_ said that, I still think that ...
- 4 But I \_\_\_\_\_ still say that ...
- 5 However, this doesn't \_\_\_\_\_ my view that ...
- 6 I wouldn't \_\_\_\_\_ that ...
- 7 In my .....
- 8 It is ..... that ...
- 9 My ..... view is that ...
- 10 ..... , I still believe that ...
- 11 Of course, we have to ..... that ...
- 12 Others ..... that ...
- 13 ..... , I believe that ...
- 14 Some ..... think that ...
- 15 The ..... I look at it, ...

## 2 Put the phrases into three groups. Write a, b, c or d next to the phrases.

- a outlining the issue
- b making a point
- c acknowledging an opposing point
- d re-stating your original point

## 3 06 Read the exam question below and listen to the presentations. Are the sentences true or false?

Do you think that life exists on other planets in our galaxy?

Do you think we will ever make contact with alien life forms?

1 Both speakers believe that life must exist on other planets. \_\_\_\_\_

2 Neither speaker believes that we will ever make contact with alien life forms. \_\_\_\_\_

## 4 06 Listen again. Put the sentences in the order that you hear them.

- a Personally, I believe that ...
- b In my view ...
- c However, this doesn't alter my view that ...
- d Of course, we have to accept that ...
- e Some people argue that ...
- f I would say that ...
- g Let's be honest, ...
- h On balance, if you ask me, I'd say that ...

## 5 Write a brief presentation (about 100 words) of your opinions on the exam question below. Use the ideas below to help you. Follow the plan in exercise 2, and give examples to back up the points you make.



Do you think it might one day be necessary to colonise the moon or other planets in our solar system? Do you think it would be possible or desirable?

### Why it might be necessary/desirable:

- Earth's population is rapidly increasing
- global warming and climate change
- space tourism
- mankind's drive to explore and seek adventure

### Why it might not be possible/desirable:

- should solve the problems on Earth
- population control
- inhospitable environment on other planets
- breathable atmosphere
- gravity
- the danger of accidents
- quality of life?



**Preparation****1** Rewrite the sentences using the word given.

1 Many galaxies are shaped like discs. (shape)

2 The sky was the colour of slate. (coloured)

3 The alien was as big as a small house. (size)

4 You can see the wood from the road. (visible)

5 There's a house at the end of this lane. (stands)

**2** Combine the pairs of sentences into a single sentence. Use each structure (a–d) once.

- |                        |                            |
|------------------------|----------------------------|
| a after + -ing         | b having + past participle |
| c a present participle | d as + past simple         |

1 They left Italy. Then they drove to Spain.

2 Jack came into the room. At the same time, he tripped on the rug.

3 She knocked on the door. She went in.

4 I left the house. At the same time, it started to rain.

**3** Write the story told in the pictures, or invent one of your own. Use the writing guide to help you.**Writing guide**

- 1 Set the scene and introduce the main character(s).
- 2 Describe the problem that the characters face.
- 3 Describe how the problem is solved.
- 4 Write the ending: what happened? How did people feel?

**CHECK LIST**

Have you:

- followed the writing guide?
- used sequencing clauses?
- used a variety of expressions to make your descriptions more interesting and vivid?



**ZADANIE NATURALNE – Rozumienie tekstu czytanego**

Przeczytaj poniższy tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zaznacz jedną z czterech możliwości, zaznaczając literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

In Egyptian myth, Apophis was the ancient spirit of evil and destruction. So it seemed a fitting name for a 390-metre wide asteroid that is potentially on a collision course with our planet. NASA has estimated that an impact from Apophis, which has an outside chance of hitting the Earth in 2036, would release more than 100,000 times the energy released in the nuclear blast over Hiroshima. Thousands of square kilometres would be directly affected by the blast but the whole of the Earth would see the effects of the dust released into the atmosphere.

Apophis had been intermittently tracked since its discovery in June 2004 but, in December, it started causing serious concern. Projecting the orbit of the asteroid into the future, astronomers calculated that the odds of it hitting the Earth were alarming. As more observations came in, the odds got higher. The asteroid was placed at four out of ten on the Torino scale – a measure of the threat posed by a near-Earth object, where ten is a certain collision. This was the highest of any asteroid in recorded history.

Alan Fitzsimmons, an astronomer from Queen's University Belfast, said: 'When it does pass close to us in April 2029, the Earth will deflect it and change its orbit. There's a small possibility that if it passes through a particular point in space, the so-called keyhole, the Earth's gravity will change things so that when it comes back around again in 2036, it will collide with us.' The chance of Apophis passing through the keyhole, a 600-metre patch of space, is 1 in 5,500 based on current information.

There is no shortage of ideas on how to deflect the asteroid. No technology has been left unconsidered; even potentially dangerous ideas such as nuclear powered spacecraft. The favoured method is also potentially the easiest – throwing a spacecraft at the asteroid to change its direction. One idea that seems to have no support from astronomers is the use of explosives.

The next opportunity for radar observations of Apophis will not be until 2013. NASA has argued that a final decision whether or not to go ahead with a full-blown mitigation mission will have to be made at that stage. In 2029, astronomers will know for sure if Apophis will pose a threat in 2036 but if the worst-case scenarios turn out to be true and the Earth is not prepared, it will be too late to do anything.

**1 Apophis ...**

- A has the potential to destroy the whole of the Earth.
- B may cause damage comparable to that of a nuclear bomb.
- C is larger than any asteroid recorded by NASA so far.
- D has been given a name reflecting its ominous nature.

**2 When Apophis was discovered, scientists ...**

- A took some time to calculate its orbit.
- B immediately realised how dangerous it was.
- C decided they would never let it out of sight.
- D invented a scale to measure the threat it posed.

**3 According to Professor Alan Fitzsimmons ...**

- A it's probable Apophis won't come near the Earth in 2029.
- B passing through the keyhole may prove to be a decisive factor.
- C in 2029, the asteroid may change the Earth's gravity.
- D the chance of Apophis hitting the Earth is 1 in 5,500.

**4 Scientists believe that ...**

- A we have no effective technology now to solve the problem.
- B the best way to deal with the asteroid would be to blow it up.
- C a controlled collision could stop Apophis from hitting the Earth.
- D the last moment to send a mitigation mission will be 2029.

**ZADANIE NATURALNE – Stosowanie struktur leksykalno-gramatycznych**

Przetłumacz na język angielski fragmenty zdania w nawiasach. W częściach zdania w języku angielskim nie wolno niczego zmieniać. Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

- 1 Marcia is leaving very early in case (gdyby utknęła) \_\_\_\_\_ in traffic.
- 2 Teenage children can sometimes (doprowadzić swoich rodziców) \_\_\_\_\_ crazy.
- 3 By the time there is no food left on the Earth people (już się przenoszą) \_\_\_\_\_ to the moon.
- 4 I have a lot of (dowodów na poparcie) \_\_\_\_\_ my views.
- 5 Dr Lambert won't leave the surgery until the last patient (nie zostanie przebadany) \_\_\_\_\_.
- 6 Right now (buduje się rakiety) \_\_\_\_\_ that will be sent to Jupiter.

### ZADANIE NATURALNE – Rozumienie ze słuchu

07 Zapoznaj się z treścią zadania. Usłyszysz dwukrotnie wypowiedzi trzech kobiet. Przyporządkuj każde z poniższych zdań osobie, której ono dotyczy. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

	Which woman is it?	A	B	C
1	When she was a child, her mother was professionally active.			
2	She takes after both of her parents.			
3	She is a mother herself.			
4	Her mother relies on her advice.			
5	She appreciates the fact that her mother is tactful and not intrusive.			
6	Her mother helps her sort out relationships with other people.			
7	She's an only child.			
8	She and her mother do sports together.			
9	Her mother helped her start a career.			

### PRZYGOTOWANIE – Wypowiedź pisemna

Zanim przystąpisz do pisania, zawsze zrób krótki plan; napisz w punktach, co znajdzie się w każdym akapicie wypracowania.

### ZADANIE NATURALNE – Wypowiedź pisemna

Wypowiedz się na jeden z dwóch poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wymogi typowe dla formy wskazanej w poleceniu. Zaznacz temat, który wybrał-eś/aś, zakreślając jego numer.

- Napisz opowiadanie o przygodzie w kosmosie, zaczynające się od słów: 'At first sight it seemed there was no life on the planet'.
- Opisz członka swojej rodziny, którego uważaś za osobę godną naśladowania i uzasadnij swoją ocenę.

### ZADANIE NATURALNE – Mówienie

Prezentacja tematu i dyskusja

Zapoznaj się z podanymi tematami. Wybierz jeden i przygotuj się do jego prezentacji oraz do dyskusji z egzaminującym.

- It is much better to have brothers and sisters than to be an only child. Discuss.
- American author Ray Bradbury said: 'Space travel has again made children of us all.' How do you understand his words?

### ZADANIE NATURALNE – Mówienie

Rozmowa na podstawie materiału stymulującego

Przeanalizuj przedstawiony materiał. Przygotuj się do jego prezentacji i rozmowy z egzaminującym na temat:

- stereotypów narodowych,
- przyczyn ich powstania oraz skutków



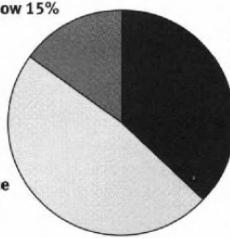
'Heaven is where the police are British, the chefs French, the mechanics German, the lovers Italian and it's all organised by the Swiss. Hell is where the police are German, the chefs British, the mechanics French, the lovers Swiss, and it's all organised by the Italians.'

Where do national stereotypes originate from?

don't know 15%

close observation  
37%

ignorance  
and fear  
48%



- Describe the material in relation to the main topic.
- How would you interpret the results of the survey on national stereotypes?
- Is there any truth in the quote about various nationalities? Justify your opinion.
- What other national stereotypes do you know?
- How do stereotypes influence relationships between people of different nationalities?

# 5 In the news

## A

VOCABULARY AND LISTENING

### Headlines

I can understand the language of newspaper headlines.

- 1 Look at the photo. Choose the best headline for this news story.



- a Pre-Christmas surge boosts retail profits
- b Blaze at shop sparks police probe
- c Shop chief to quit as 1000 jobs axed

- 2 Match the headline words (1–16) with the words in the box.

argument / fight attempt be about to happen  
cause / set off cut get married increase (v.)  
investigation manager / head most important  
mystery police officer promise request (n)  
resign support (v.)

- |              |       |               |       |
|--------------|-------|---------------|-------|
| 1 loom (v.)  | _____ | 9 cop         | _____ |
| 2 pledge     | _____ | 10 riddle     | _____ |
| 3 bid        | _____ | 11 top (adj.) | _____ |
| 4 quit       | _____ | 12 plea (n.)  | _____ |
| 5 boost (v.) | _____ | 13 probe (n.) | _____ |
| 6 back (v.)  | _____ | 14 chief      | _____ |
| 7 clash      | _____ | 15 spark (v.) | _____ |
| 8 axe (v.)   | _____ | 16 wed        | _____ |

- 3 Complete the headlines with words from exercise 2. Then write a complete sentence explaining each headline.

1 **Voters** green campaign

2 1500 jobs to be d at car factory

3 PM s to boost Education spending

4 **Deadline** s in CO<sub>2</sub> talks

5 **TV chief to** after corruption scandal

6 **Police in** for witnesses

7 **Cop hero dies in** with terrorists

8 **Fuel price surge** s

9 **Soap stars to** on Caribbean beach

### CHALLENGE!

Find some interesting headlines on British newspaper websites (e.g. [www.mirror.co.uk](http://www.mirror.co.uk)). Write them here along with explanations.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



**1 Change the direct speech to reported speech.**

1 'I hate reading newspapers.'

Toby says \_\_\_\_\_

2 'I'd like to listen to the news on the radio.'

Sue said \_\_\_\_\_

3 'You haven't been listening to me.'

Sam complained \_\_\_\_\_

4 'I'll be working at home tomorrow.'

My dad said \_\_\_\_\_

5 'You shouldn't be so sensitive.'

Chris says \_\_\_\_\_

6 'I hadn't expected Tom to arrive so soon.'

Jeff explained \_\_\_\_\_

**2 Read the dialogue and complete Mandy's report of the conversation.**

Mandy What are you doing?

Kevin I'm writing a letter to the newspaper

Mandy What's the letter about?

Kevin It's about crime rates in our town. There should be more police!

Mandy You should mention that recent bank robbery.

Kevin I will, if I can find the name of the bank.

Mandy Have you looked online?

Kevin I can't. Somebody has stolen my laptop!

I asked Kevin what \_\_\_\_\_

He explained that \_\_\_\_\_

I asked \_\_\_\_\_, and Kevin replied \_\_\_\_\_

He said that \_\_\_\_\_

\_\_\_\_\_ I said \_\_\_\_\_

\_\_\_\_\_ and Kevin said \_\_\_\_\_ if I asked \_\_\_\_\_

He said \_\_\_\_\_

because \_\_\_\_\_ !

**3 Imagine you are a journalist preparing an article about a bank robbery. Report the questions you asked one of the members of staff.**

1 How long have you worked at the bank?

I asked him \_\_\_\_\_

2 What is your job title?

I asked him \_\_\_\_\_

3 Did you see the robbery?

I asked him \_\_\_\_\_

4 How much money did the robbers steal?

I asked him \_\_\_\_\_

5 Was it a frightening experience?

I asked him \_\_\_\_\_

6 Is it the first robbery at the bank?

I asked him \_\_\_\_\_

**4 Match the answers (a–f) with the questions in exercise 3.**a I'm not sure, but probably £20,000 or more. b I'm the assistant manager. c Yes, I did. I was serving a customer. d No. It happened four years ago. e For six years. f Yes, it was, but everybody stayed calm. **5 Now complete your article.**

Yesterday, there was a robbery at the ABC Bank in the High Street. I spoke to Sam Wilson, the assistant manager, who told me that he<sup>1</sup> \_\_\_\_\_ at the time of the robbery. He wasn't sure exactly<sup>2</sup> \_\_\_\_\_ but estimated that<sup>3</sup> \_\_\_\_\_ or more. He said that<sup>4</sup> \_\_\_\_\_ experience but he insisted that everyone<sup>5</sup> \_\_\_\_\_. Mr Wilson informed me that another robbery<sup>6</sup> \_\_\_\_\_ at the same bank.



**Revision: Student's Book page 51**

**1 Complete the definitions with words from the box.**

circulation    dailies    gossip column  
quality newspaper    tabloid

- The number of copies that a newspaper regularly sells is called its \_\_\_\_\_.
- A regular article in a newspaper about the private lives of famous people is called a \_\_\_\_\_.
- Newspapers which are published Monday to Saturday are called \_\_\_\_\_.
- A newspaper which contains little serious analysis is called a \_\_\_\_\_.
- A newspaper which contains a lot of serious analysis is called a \_\_\_\_\_.

**2 Complete the text. Use the words given to form new words that fit the gaps.**

**3 Choose the correct answers.**

- In 1500, Wynkin de Worde started...
  - the first printing shop in Fleet Street.
  - the first daily newspaper in England.
  - the first weekly pamphlet in London.
- Fleet Street was ideally situated for gathering what kinds of news stories?
  - Royal, political and cultural.
  - Business, political and crime.
  - International, crime and sports.
- Why did the newspapers pay for the journalists' food and drink?
  - The journalists did not earn high salaries.
  - The bars and restaurants were owned by the newspapers.
  - The long meals were part of the journalists' work.
- Since the 1980s, Fleet Street has lost its unique atmosphere mainly because
  - The journalists started using mobile phones.
  - the newspapers have moved their offices to other parts of London.
  - many journalists have been replaced by computers.
- Peter McKay compares journalists today with battery hens because:
  - they earn so little money.
  - they are not very popular with the general public.
  - they work alone, as if they were in cages.



Fleet Street is a street in the centre of London, <sup>1</sup> \_\_\_\_\_ named \_\_\_\_\_ (name) after the Fleet River which used to run nearby. It is also synonymous with the <sup>2</sup> \_\_\_\_\_ (England) press because of its <sup>3</sup> \_\_\_\_\_ (history) links with newspapers.

The first printer in Fleet Street was called Wynkin de Worde, and opened his shop in 1500. Soon, the area became well known for the printing of books and pamphlets and during the 1700s, the first <sup>4</sup> \_\_\_\_\_ (day) newspapers appeared. By the middle of the 20th century, almost every major newspaper in England had its head office in Fleet Street. It was the perfect <sup>5</sup> \_\_\_\_\_ (locate) for gathering news: close to the City, the <sup>6</sup> \_\_\_\_\_ (finance) centre of London; the Old Bailey, which is the main <sup>7</sup> \_\_\_\_\_ (crime) court, and the Palace of Westminster (the British parliament). There were also plenty of pubs and restaurants on Fleet Street where journalists would spend hours interviewing their 'contacts' while enjoying large quantities of <sup>8</sup> \_\_\_\_\_ (expense) food and drink which their employers paid for!

During the 1980s, it became clear that technology was changing the way newspapers were produced and that new premises were needed. *The Times* and *The Sun*, both owned by Rupert Murdoch, were the first to move away from <sup>9</sup> \_\_\_\_\_ (centre) London to the eastern edge of the capital. Gradually, all the other papers followed. Printing became <sup>10</sup> \_\_\_\_\_ (computer). Journalists began spending more time on their mobile phones and less time on their <sup>11</sup> \_\_\_\_\_ (prolong) business lunches. But many older journalists are still unhappy about the changes. One of them, a gossip columnist called Peter McKay, wrote in *The Independent* in 2005: 'Fleet Street was a seething mass of printers, advertisers and journalists, drinking and punching each other every night, all night. People <sup>12</sup> \_\_\_\_\_ (literal) never went home: there was a Turkish bath we went to for a shave in the morning ... Nowadays we sit in the far corners of London, like battery hens at computer terminals, pecking out our stuff and never meeting one another.'

**Revision:** Student's Book page 52–53**1** Complete the text with words from the box.

invite misery obsession paparazzi  
privacy public eye publicity-hungry pursue  
responsible

Do we have an unhealthy<sup>1</sup> \_\_\_\_\_ with the private lives of famous people? Many celebrities claim that the journalists and<sup>2</sup> \_\_\_\_\_ who<sup>3</sup> \_\_\_\_\_ them make their lives a<sup>4</sup> \_\_\_\_\_. They say that they have a right to<sup>5</sup> \_\_\_\_\_. However, many people argue that<sup>6</sup> \_\_\_\_\_ celebrities are themselves<sup>7</sup> \_\_\_\_\_ for this state of affairs. They benefit from being in the<sup>8</sup> \_\_\_\_\_ and often actively<sup>9</sup> \_\_\_\_\_ attention from the press.

**2** Read the first two paragraphs of the text. Explain in your own words the difference between a photo-journalist and a member of the paparazzi.

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**3** Are the sentences true or false? Write T or F.

- 1 Photo-journalists are no less ruthless than paparazzi. \_\_\_\_\_
- 2 Margaret Bourke-White's father was born in The Bronx in New York. \_\_\_\_\_
- 3 When Margaret was growing up, it was not common for women to study at university. \_\_\_\_\_
- 4 When Margaret was an industrial photographer, she was surrounded by men who refused to accept that a woman could do her job. \_\_\_\_\_
- 5 During the 1930s, her most famous photographs showed people enjoying the 'American dream'. \_\_\_\_\_
- 6 She published a book containing images of the Great Depression. \_\_\_\_\_
- 7 Margaret spent a lot of time in dangerous situations during her career. \_\_\_\_\_
- 8 Her impatience to get a good photo was one of the keys to her success. \_\_\_\_\_

**4** Read the text again and answer the questions.

- 1 Why are some news photographers called photo-journalists?
- 2 How can a picture change government policy?
- 3 In what two ways did Joseph White influence his daughter's future?
- 4 How did Margaret Bourke-White gain the respect of her peers?
- 5 What economic event from American history did Bourke-White record?
- 6 What was Bourke-White allowed to do that women had not done before?
- 7 What important talent did Bourke-White possess?

**5** Match the highlighted verbs in the text with these definitions.

- 1 recorded the details of
- 2 forced
- 3 was a perfect example of
- 4 left somewhere you can't get away from
- 5 made sure
- 6 hit by an underwater bomb
- 7 received from an older relative

● ● ● ● **CHALLENGE!** ● ● ● ●

Imagine you are a photo-journalist. Think of three things you want to take a photograph of in order to bring them to the public's attention.

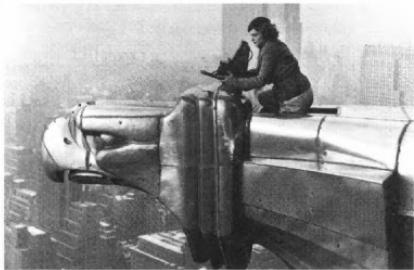
- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

# Pictures that tell a story

Press photographers are often criticised for the way they chase after celebrities, robbing them of their privacy and sometimes even putting them at risk of physical injury. They have the reputation of being ruthless and insensitive: they will do anything they need to do in order to get an embarrassing or revealing photo of a famous person.

However, not all press photographers can be labelled paparazzi. There is a long tradition of photographers who use their skill to show the truth about current events and to bring important issues to the attention of the public. These photographers are called photo-journalists, because their pictures tell a story. They may be just as ruthless as the paparazzi in their attempts to get the right shot, but their aim is not primarily to make money – it is to make sense of the world. Some of the most famous photo-journalists in history have been particularly interested in showing the injustices that are often hidden from the public's view. On a few occasions, a single photo has changed public opinion and compelled governments to act in a different way.

Margaret Bourke-White was born in 1904 in The Bronx, a suburb of New York City. Her father, Joseph White, who originally came from Poland, worked in the printing industry as an engineer. Unusually for that time, he believed that girls and boys should receive an equal education, and ensured that his daughter Margaret continued her education through school and university. He was also a keen amateur photographer and Margaret inherited his love of cameras.



Chrysler Building, New York, 1931

In the 1920s, Margaret became the first woman to be employed as a photo-journalist. She photographed major industrial and construction projects: steel factories, bridges, dams and skyscrapers. It was a man's world, but Margaret earned respect wherever she went because of her intelligence, her personality and above all, the quality of her pictures.

In the 1930s, she documented the suffering of poor people during the Great Depression and published them in a book called *You Have Seen Their Faces*. It was a classic work of photo-journalism which epitomised the problems of American society at that time. One of her most famous pictures from that decade shows a line of poor black Americans queuing for food in front of a poster advertising the American way of life. The message is clear: 'Look at the difference between the dream and the reality!'



Bread Line during the Louisville flood, Kentucky. 1937

Her career as a photo-journalist brought excitement and danger. She was the first female photographer to be allowed into combat zones during World War II. During her working life, she was on a boat that was torpedoed in the Mediterranean, she was stranded on an Arctic island, she was in Moscow during bombing raids, and she was rescued from a river after her helicopter crashed.

Technically, Margaret Bourke-White was a skilful and innovative photographer. She also had the personal qualities that are necessary for a successful photo-journalist, such as bravery, perseverance and patience. But perhaps most importantly, she had the gift of knowing where the next big news story was going to happen. She somehow always managed to be in the right place at the right time.

I can report what people have said in a variety of ways.

- 1 Change the sentences into reported speech. Use the reporting verbs in the box and a *that* clause.

admit announce complain explain promise

1 'It's not fair!'

He complained that it wasn't fair.

2 'It was my fault.'

I

3 'I won't stay out late tonight.'

She

4 'I went to bed early because I was feeling tired.'

I

5 'I'm going to take early retirement.'

He

- 2 Write the words in the correct order. Then match three of the sentences with the pictures. Write the numbers in the speech bubbles.

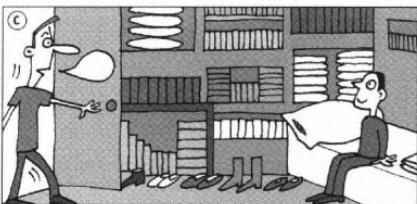
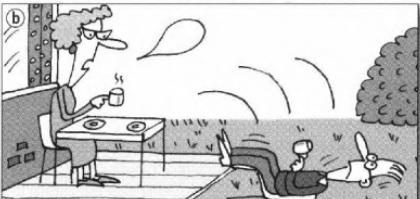
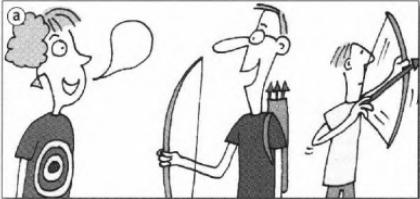
1 you / to / the / I / near / not / sit / edge / warned

2 I / me / another / that / tell / insisted / should / she / joke

3 I / now / this / T-shirt / against / understand / why / advised / you / me / wearing

4 I / messy / being / can't / you / of / accuse / well

5 admit / she / your / doesn't / him / number / giving / to



- 3 Complete the sentences with a preposition if necessary and the infinitive or -ing form of the verbs in the box.

get give help pay revise steal swim use

1 The police accused him \_\_\_\_\_ Toby's mobile.

2 Tania offered \_\_\_\_\_ me a lift to the station.

3 I congratulated Daniel \_\_\_\_\_ a new job.

4 Fred agreed \_\_\_\_\_ me with the housework.

5 Harry's dad encouraged him \_\_\_\_\_ well before the exam.

6 My dad forbade me \_\_\_\_\_ his computer.

7 The lifeguard warned us not \_\_\_\_\_ from that particular beach.

8 Joanna insisted \_\_\_\_\_ for the meal, even though she was short of money.

- 4 Complete sentence b so that it has a similar meaning to sentence a. Use the word in bold.

1 a 'You must come home before midnight' said Mr Jones to his son. **insisted**

b Mr Jones **insisted that his son should come home** before midnight.

2 a 'I'm not going to buy you a new DVD player,' said Kate. **refused**

b Kate **refused** her a new DVD player.

3 a 'I think you should apply for a place at university,' my dad said to me. **encouraged**

b My dad **encouraged** for a place at university.

4 a 'Why don't we go out for a meal,' said Fred. **suggested**

b Fred **suggested** for a meal.

5 a 'I'm really sorry I broke the vase,' said Millie. **apologised**

b Millie **apologised** the vase.

6 a 'Eat fruit every day,' Dr Jones said to her. **recommended**

b Dr Jones **recommended** fruit every day.

7 a 'Well done for passing your driving test,' said my dad to me. **congratulate**

b My dad **congratulated** my driving test.

- 1** 08 Listen and write down the decimals, fractions and percentages that you hear.

1 \_\_\_\_\_ 6 \_\_\_\_\_  
 2 \_\_\_\_\_ 7 \_\_\_\_\_  
 3 \_\_\_\_\_ 8 \_\_\_\_\_  
 4 \_\_\_\_\_ 9 \_\_\_\_\_  
 5 \_\_\_\_\_ 10 \_\_\_\_\_

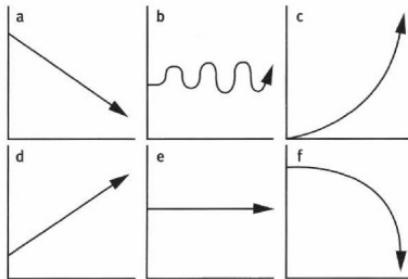
- 2** Match the fractions with their equivalents.

1 half = \_\_\_\_\_  
 2 a quarter = \_\_\_\_\_  
 3 nine tenths = \_\_\_\_\_  
 4 a fifth = \_\_\_\_\_  
 5 three quarters = \_\_\_\_\_  
 6 a third = \_\_\_\_\_  
 a 25%  
 b One in three.  
 c 20%  
 d 0.5  
 e Nine out of ten.  
 f 0.75

- 3** Write these numbers and fractions as words.

1  $\frac{1}{4}$  = a quarter  
 2  $\frac{4}{5}$  = \_\_\_\_\_  
 3  $\frac{1}{10}$  = \_\_\_\_\_  
 4  $\frac{2}{3}$  = \_\_\_\_\_  
 5  $1\frac{3}{4}$  = \_\_\_\_\_  
 6  $2\frac{1}{2}$  = \_\_\_\_\_

- 4** Look at the sales charts. Which chart shows sales:



- 1 fluctuating?   
 2 staying the same?   
 3 rising steadily?
- 4 falling sharply?   
 5 rising sharply?   
 6 falling steadily?

- 5** 09 Listen to the manager of a language school talking about the number of students attending classes. Draw a graph that matches the statistics.



- 6** Complete the sentences about the statistics in the chart.

How do people get to work?		
	2000	2008
Car	49%	46%
Bus	27%	25%
Train	19%	19%
Bicycle	3%	7%
On foot	2%	3%

- 1 In 2008, 2% fewer people \_\_\_\_\_ than in 2000.
- 2 Between 2000 and 2008, \_\_\_\_\_ by 50%.
- 3 Between 2000 and 2008, \_\_\_\_\_ more than doubled.
- 4 There was no change in \_\_\_\_\_.
- 5 \_\_\_\_\_ by 3%.
- 6 A quarter of the people \_\_\_\_\_.



**Preparation**

My favourite TV show of all time is *Friends*. It's an American sitcom about a group of friends who live in New York. It was <sup>1</sup>\_\_\_\_\_ broadcast between 1994 and 2004, but it is still often shown on TV.

The story is mainly <sup>2</sup>\_\_\_\_\_ in the coffee shop below the apartment block where most of the characters live, and it <sup>3</sup>\_\_\_\_\_ the frequently complicated lives of the six friends. There are three guys and three girls, all with clearly defined <sup>4</sup>\_\_\_\_\_. In the early series of the show, Monica and Rachel share an apartment. Monica is the bossy, organised <sup>5</sup>\_\_\_\_\_, while Rachel is fashion-conscious and a <sup>6</sup>\_\_\_\_\_ spoiled. Phoebe is a bit of a hippy and rather strange. Across the hall from the girls' apartment is where Joey and Chandler live. Joey gets all the girls, and Chandler gets none! Chandler is the group's <sup>7</sup>\_\_\_\_\_, although everyone is really funny. The final <sup>8</sup>\_\_\_\_\_ is Ross, Monica's brother, who is a professor of palaeontology. The <sup>9</sup>\_\_\_\_\_ I like *Friends* so much is that it always makes me laugh. The script is really clever, the storylines are great and every episode is packed with hilarious jokes. <sup>10</sup>\_\_\_\_\_, the cast is really strong, although my absolute <sup>11</sup>\_\_\_\_\_ character has to be weird and wonderful Phoebe. However, they are all <sup>12</sup>\_\_\_\_\_ and they interact really well together.

In <sup>13</sup>\_\_\_\_\_, it's a clever sitcom that hasn't dated at all. I can watch the episodes again and again and still find them funny. I would <sup>14</sup>\_\_\_\_\_ this to anyone who needs cheering up.

- 1** Complete the review with the words and phrases in the box.

character comedian favourite follows furthermore little memorable originally one personalities reason recommend set short

- 2** Find the words in the box in the review and match them with the definitions (1–8).

of all time be broadcast script packed with cast date (v) episode storyline

- 1 all the actors in a film, play, etc. \_\_\_\_\_
- 2 a single TV show that is part of a series \_\_\_\_\_
- 3 to become old fashioned and out of date \_\_\_\_\_
- 4 ever \_\_\_\_\_
- 5 full of \_\_\_\_\_
- 6 the written text of a TV programme or play \_\_\_\_\_
- 7 be shown on TV \_\_\_\_\_
- 8 plot \_\_\_\_\_

- 3** Write a review of a TV sitcom or drama series that you really like. Follow the plan.

**Writing Guide****Paragraph 1**

- name of the programme, type of programme, background information

**Paragraph 2**

- the story and the characters

**Paragraph 3**

- what you like about it

**Paragraph 4**

- overall opinion and recommendation

**CHECK LIST****Have you:**

- followed the paragraph plan?
- used the present simple to talk about the characters and the story?
- counted the words and added or removed details to adjust the length?
- checked the spelling and grammar?

# 6 Points of view

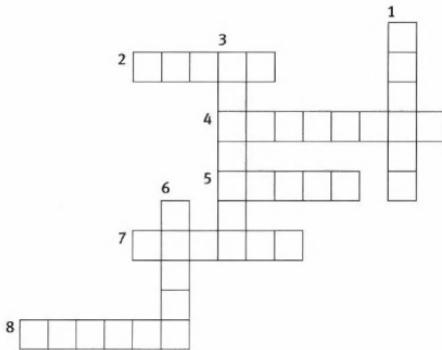
## A

### VOCABULARY AND LISTENING

### Opinion and belief

#### 1 Read the sentences and complete the puzzle.

- 1 I don't \_\_\_\_ that global warming is caused only by human activity. I think there are other factors too.
- 2 \_\_\_\_ it! You made a mistake.
- 3 He didn't exactly say so, but he \_\_\_\_ strongly that I had misled him.
- 4 It is \_\_\_\_ that the plane crashed in the jungle, but nobody knows for sure.
- 5 Try to \_\_\_\_ the meaning of the word from the context.
- 6 I \_\_\_\_ that we'll find life on other planets in the solar system.
- 7 I \_\_\_\_ whether Harry knows he's got his jumper on back to front.
- 8 I \_\_\_\_ that you borrow my phone. It's no trouble.



#### 2 Rewrite the sentences using the words given.

- 1 I am absolutely sure that Tom is lying. (convinced)

\_\_\_\_\_

- 2 I don't think the present government will win the election. (doubt)

\_\_\_\_\_

- 3 Samantha said that she had not hit her little brother. (deny)

\_\_\_\_\_

I can use the language of opinions and beliefs.

- 4 Jason made me feel certain that I was wrong. (persuade)

\_\_\_\_\_

- 5 David doesn't accept the idea that money is more important than friendship. (reject)

\_\_\_\_\_

- 6 Kate reluctantly accepted that the accident was her fault. (admit)

\_\_\_\_\_

- 7 Harry became aware that Joe wasn't listening to him. (realise)

\_\_\_\_\_

- 8 The police asked the witness lots of questions about what she had seen. (quiz)

\_\_\_\_\_

#### Extension: Expressing opinions

#### 3 Choose the correct preposition.

- 1 She managed to persuade the police about / of her innocence.
- 2 Do you believe in / about God?
- 3 What do you think about / over nuclear power?
- 4 Are you in / on favour of / to capital punishment?
- 5 Chris has strong views on / over marriage and divorce.
- 6 I'm not convinced of / to the government's ability to avoid a recession.
- 7 I don't have any doubts on / about Jamie's schoolwork. He's doing very well.
- 8 In / On my view, there should be a complete ban on smoking.
- 9 To / In my mind, hunting is wrong.
- 10 I don't go along to / with the view that we should ban advertising on TV.



## B

## GRAMMAR

## Question forms

I can write  
indirect questions.

## 1 Write subject or object questions.

1 Something is moving in that tree.  
What's moving in that tree?

2 One of the girls started crying.  
Which girl started crying?

3 James met somebody in town.

4 Somebody came into the room.

5 Celia gave him something to read.

6 Something is missing from the drawer.

7 I'd like one of those sandwiches.

8 Henry has got something in his pocket.

9 Somebody fell off their chair.

10 Sarah ran over something in her car.

## 2 Put the words in the correct order to make indirect questions about the photo.



1 is / any / it / Have / what / you / idea / ?

2 where / know / came / you / it / from / Do / ?

3 it's / an / know / if / really / alien spacecraft / like to / I'd / .

4 photo / you / tell / the / Could / who / took / me / ?

5 genuine / wonder / is / the / I / if / photo / .

## 3 Rewrite the questions, making them less formal.

1 With whom did you discuss your plans?

2 Whom did you meet at the party?

3 To whom did Tom give the money?

4 With whom did you stay?

5 To whom did you speak?

## 4 Write indirect questions. Use each of the phrases in the box once.

I wonder ...

Could you tell me ...?

Have you any idea ...?

Would you mind telling me ...?

I'd like to know ...

Can you tell me ...?

Do you know ...?

1 Where do you live?

2 What time do you plan to leave?

3 When does the next train from Brighton arrive?

4 What happened?

5 Would you be willing to donate some money to charity?

6 Why are you smiling?

7 Will you need a taxi?



**Revision: Student's Book page 61****1 Complete the chart.**

religion	adjective	follower	place of worship
1 _____	Buddhist	2 _____	temple
3 _____	Christian	4 _____	church
5 _____	Hindu	6 _____	temple
7 _____	Islamic	8 _____	mosque
9 _____	Jewish	10 _____	synagogue
11 _____	Sikh	12 _____	gurdwara

**2 Complete the text with appropriate words.**

# THE CHURCH OF ENGLAND

Christianity arrived in Britain<sup>1</sup> \_\_\_\_\_ the first or second centuries, probably via Ireland and Spain, but it only became firmly established when the Pope sent St Augustine from Rome in the sixth century<sup>2</sup> \_\_\_\_\_ convert the people of Britain, especially the newly arrived Saxons, to Christianity.<sup>3</sup> \_\_\_\_\_ the help of Christians already living in Kent, Augustine established his church in Canterbury and became<sup>4</sup> \_\_\_\_\_ first in the series of Archbishops of Canterbury, unbroken to this day.

For the next 1,000 years, England was part<sup>5</sup> \_\_\_\_\_ the Roman Catholic Church. But in 1534, during the reign of King Henry VIII, the English church separated from Rome. The principle reason<sup>6</sup> \_\_\_\_\_ the split was that Henry VIII wanted to divorce his wife, Catherine of Aragon. Pope Clement VII refused to agree<sup>7</sup> \_\_\_\_\_ Henry's request and so Henry decided to become head of the Church of England himself<sup>8</sup> \_\_\_\_\_ order to ensure that the divorce went through and that he could marry the second of his six wives.

England briefly rejoined<sup>9</sup> \_\_\_\_\_ Roman Catholic Church during the reign of Queen Mary in 1555, but reverted to protestantism after her sister Elizabeth I came to the throne. In the seventeenth century there was conflict<sup>10</sup> \_\_\_\_\_ the Puritans, who wanted further reform, and the church,<sup>11</sup> \_\_\_\_\_ wanted to retain traditional beliefs and practices.

**3 Are the sentences true or false? Write T or F.**

- 1 St Augustine came to Britain via Ireland and Spain. \_\_\_\_\_
- 2 Augustine was the first to introduce Christianity to Britain. \_\_\_\_\_
- 3 Some Christians who already lived in Britain helped Augustine to set up his church. \_\_\_\_\_
- 4 England remained in the Catholic Church until the sixteenth century. \_\_\_\_\_
- 5 King Henry VIII broke away from the Catholic Church because the Pope wouldn't do what he wanted. \_\_\_\_\_
- 6 Catherine of Aragon was Henry's second wife. \_\_\_\_\_
- 7 England briefly became a Catholic country again when Elizabeth became queen. \_\_\_\_\_
- 8 There was a struggle between the church and the Puritans. \_\_\_\_\_
- 9 King Charles I was on the side of the Puritans. \_\_\_\_\_
- 10 Catholics were discriminated against for many years following the Restoration of the monarchy. \_\_\_\_\_
- 11 The heir to the British throne can marry whoever he or she likes. \_\_\_\_\_

This led<sup>12</sup> \_\_\_\_\_ a bloody civil war in which King Charles I was executed<sup>13</sup> \_\_\_\_\_ the Puritans. However, the monarchy and the Church of England were restored in 1660, and to this day, the British monarch is still the head of the Church of England. For many decades following the Restoration of 1660, Catholics were excluded from public life and could not<sup>14</sup> \_\_\_\_\_ elected to Parliament, but gradually they were granted full rights and liberties. However, the heir to the British throne<sup>15</sup> \_\_\_\_\_ still forbidden by law to marry a Catholic.



# 6D READING TV scandals

I can understand an article about TV scandals.

## Revision: Student's Book page 62–63

- 1 Complete the sentences with the correct form of the verbs in the box. Use each verb twice.

admit appear argue decline find maintain

- 1 The doorman refused to \_\_\_\_\_ the teenagers into the nightclub.
- 2 Despite being \_\_\_\_\_ guilty by the court the man still \_\_\_\_\_ his innocence.
- 3 Have you ever \_\_\_\_\_ on TV?
- 4 Harriet \_\_\_\_\_ my offer of a lift, saying she preferred to walk.
- 5 It costs a lot of money to \_\_\_\_\_ such a large house and garden.
- 6 Why can't you just \_\_\_\_\_ that you are wrong?
- 7 My little brother and sister are always \_\_\_\_\_ with each other.
- 8 The ratings for TV quiz shows have \_\_\_\_\_ in recent years.
- 9 Do you think that scientists will one day \_\_\_\_\_ a cure for cancer?
- 10 It \_\_\_\_\_ that the contestant had been cheating.
- 11 The students \_\_\_\_\_ for a day's holiday before the exams, but the teachers rejected the idea.

- 2 Read the text quickly. How many of the programmes actually admitted deceiving the viewers? \_\_\_\_\_

- 3 For questions 1–12, choose the correct TV programme: A, B, C or D.

Which TV programme:

- 1 showed a sequence of events in the wrong order?
- 2 is particularly popular with children?
- 3 made a lot of money from the viewers?
- 4 was about the daily life of somebody well known?
- 5 invited viewers to enter competitions?
- 6 invited viewers to name a pet animal?
- 7 implied that the presenter did something which in fact he didn't do?
- 8 is broadcast in the morning?
- 9 showed somebody getting angry?
- 10 had to pay a large fine?
- 11 showed people how to cook food?
- 12 deceived the viewers on two separate occasions?

- 4 Are the sentences true or false? Write T or F.

- 1 In 2007 the British public were deceived by TV companies. \_\_\_\_\_
- 2 Two programmes cheated their viewers in competitions. \_\_\_\_\_
- 3 All of the programmes showed events that weren't true. \_\_\_\_\_
- 4 Only one of the scandals lead to the TV company paying a fine. \_\_\_\_\_
- 5 None of the shows were cancelled as a result of the scandals. \_\_\_\_\_
- 6 Two of the shows apologised to their viewers. \_\_\_\_\_
- 7 All the people involved in the scandals lost their jobs. \_\_\_\_\_

- 5 Match the highlighted words in the text with these definitions.

- 1 to arrange a result dishonestly in advance \_\_\_\_\_
- 2 people who watch TV \_\_\_\_\_
- 3 well known for being bad \_\_\_\_\_
- 4 become known \_\_\_\_\_
- 5 going out quickly and angrily \_\_\_\_\_
- 6 a series of scenes from a TV programme or film shown in advance to advertise it \_\_\_\_\_
- 7 said sorry \_\_\_\_\_
- 8 give money back \_\_\_\_\_
- 9 made to appear real when in fact isn't \_\_\_\_\_
- 10 got money illegally by tricking somebody \_\_\_\_\_

## CHALLENGE!

Do you ever take part in TV phone-ins? Why? / Why not?

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# It must be true – I saw it on TV

In 2007 there was a string of scandals in which TV programmes rigged phone-in competitions or misled viewers in other ways. The extensive press coverage led to a loss of confidence in the TV companies, which were perceived by the public as greedy and dishonest. Here are four of the most notorious cases ...

## A Blue Peter



Blue Peter is one of the UK's most famous and popular children's TV programmes – it is also the longest-running. In January last year viewers were invited to visit the programme's website and choose a name for a pet kitten that appeared on the show. Thousands of children took part in the poll and the most popular name turned out to be Cookie. However, the programme-makers ignored the voters' wishes and named the cat Socks instead, allegedly because they were worried that the name Cookie would encourage childhood obesity. When the deception came to light the editor of the programme was sacked. The presenters made a humble apology on air, and Socks was joined by a second kitten – this time called Cookie. It wasn't the first time the programme had deceived its viewers. A few months prior to the kitten-naming scandal, the presenters had faked the winner of a phone-in competition.

## B A year with the Queen



In October Peter Fincham, the head of the TV channel BBC 1, was forced to resign after a scandal caused by a trailer for a documentary which misrepresented the Queen. The documentary follows the life of the Queen and other members of the royal family over a period of months as they carry out their daily duties. At the documentary's press launch, Peter Fincham told journalists that in the programme the monarch would be shown angrily storming out of a photoshoot with the renowned American photographer Annie Leibovitz. However, the footage of her supposedly stormy exit (after Miss Leibovitz asked her to remove her tiara) was in fact filmed as she arrived for the session, and had then been edited to make it look as if she got angry during the interview. It was also later revealed that Mr Fincham knew on the day of the press launch that the trailer was misleading, but didn't tell anybody.

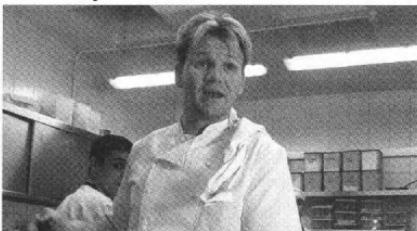
The BBC apologised to the Queen but she was said still to be 'extremely angry' about being misrepresented in the trailer. However, she made no objection to the screening of the documentary and it was broadcast just before Christmas.

## C GMTV



An investigation by the TV industry regulator has revealed that GMTV ('Good Morning Television') defrauded viewers out of about £40 million. Over a four year period, viewers were invited to take part in phone-in quizzes using premium-rate phone lines. What the participants didn't realise, however, was that the winners were determined before the phone lines closed. Between January 2003 and March 2007, over a third of the calls received were not entered into the competitions. 25 million viewers therefore each spent up to £1.80 on calls which gave them absolutely no chance of winning the competition. Over this period, GMTV made nearly £50 million in profit from its phone-ins. The company admitted full responsibility, was fined £2 million and offered to refund viewers. However, the head of the company refused to sack any of the employees responsible for the deception.

## D Celebrity Chef



Celebrity chef Gordon Ramsay was accused of deceiving viewers of his highly popular cookery programme. Channel 4, the TV channel that broadcasts the programme, admitted that a scene which appeared to show Ramsay catching fish off the south coast of Britain had in fact been faked. The celebrity chef was seen on-screen diving into the water, armed with a spear-gun. He was then shown returning to the beach holding several large fish which he seemed to have caught. However, although Ramsay did in fact take part in the fishing expedition, he failed to spear any fish. It was revealed that a spear-fishing expert, Dave O'Callaghan, had in fact caught the fish which Ramsay then barbecued on the beach. Channel 4 apologised to viewers and blamed the independent television company that had made the programme for misrepresenting the true facts.

I can use question tags  
and tag questions.



*'It's my turn, isn't it?'*

**1** Match the question tags in the box with the sentences.

can't he? did he? doesn't he? has he? wasn't he?  
won't he?

- 1 Harry was driving too fast, \_\_\_\_\_
- 2 This time tomorrow John will be arriving in New York, \_\_\_\_\_
- 3 Fred said nothing stupid, \_\_\_\_\_
- 4 John can swim, \_\_\_\_\_
- 5 Peter lives in Liverpool, \_\_\_\_\_
- 6 Steve hasn't been to the States, \_\_\_\_\_

**2** Complete the sentences with question tags.

- 1 You don't like bananas, \_\_\_\_\_
- 2 Don't be late, \_\_\_\_\_
- 3 There isn't any bread, \_\_\_\_\_
- 4 Kate and George had to go to London, \_\_\_\_\_
- 5 Everyone loves cartoons, \_\_\_\_\_
- 6 I didn't step on your toe, \_\_\_\_\_
- 7 Nothing really happens in the film, \_\_\_\_\_
- 8 We must leave now, \_\_\_\_\_
- 9 You never help with the housework, \_\_\_\_\_
- 10 You won't mind if I bring my sister to the party, \_\_\_\_\_
- 11 Let's get a take-away, \_\_\_\_\_
- 12 Everything in the garden looks beautiful, \_\_\_\_\_
- 13 You hadn't realised I was here, \_\_\_\_\_
- 14 Nobody wants to go out, \_\_\_\_\_

**3** Add question tags to the dialogue.



- Mum Come on, Joe. Let's go. You're ready, <sup>1</sup> \_\_\_\_\_  
 Boy Yes, Mum. It's only 8 o'clock, <sup>2</sup> \_\_\_\_\_  
 Mum No, it's ten past. You've got your schoolbag, <sup>3</sup> \_\_\_\_\_  
 Boy Yes, Mum.  
 Mum And don't forget your football kit <sup>4</sup> \_\_\_\_\_  
 Boy No, Mum.  
 Mum You'll come straight home after school <sup>5</sup> \_\_\_\_\_  
 Boy No I'm going to Mandy's. I told you <sup>6</sup> \_\_\_\_\_  
 Mum No, you didn't, but that's OK.

**4** Write tag questions.

- 1 A I'm not keen on grapes.  
 B       Would you like an apple then?
- 2 A The boss wants to speak to you immediately.  
 B       I wonder what she wants.
- 3 A I must leave soon.  
 B       I'll get your coat then.
- 4 A Ben won't do his homework.  
 B       I'll have a word with him.
- 5 A Everyone has gone home.  
 B       They forgot to turn out the lights.
- 6 A I might buy a new car next week.  
 B       Have you sold your old one?
- 7 A It's started to snow.  
 B       We'd better wrap up warm.
- 8 A Nobody replied to my letter of complaint.  
 B       That's shocking.
- 9 A Mark crashed his car yesterday.  
 B       Is he OK?
- 10 A Liam is planning to row across the Atlantic.  
 B       He must be mad.
- 11 A Fiona hadn't locked the car.  
 B       No wonder it was stolen.
- 12 A Everything is fine.  
 B       I'll leave you to it, then.



- 1** Complete the phrases for emphasising a point. Use the words in the box.

bear believe convinced deny doubt forget  
remember think

- 1 We must \_\_\_\_\_ that ...
- 2 There's no \_\_\_\_\_ in my mind that ...
- 3 Let's not \_\_\_\_\_ that ...
- 4 I \_\_\_\_\_ very strongly that ...
- 5 It's important to \_\_\_\_\_ in mind that ...
- 6 I'm absolutely \_\_\_\_\_ that ...
- 7 Nobody can \_\_\_\_\_ that ...
- 8 I really do \_\_\_\_\_ that ...

- 2** Which of these sentences are opinions and which are examples that support opinions? Write O or E.

- 1 Babies and toddlers should be looked after at home not sent to nurseries.
- 2 The air in city centres where cars are banned is much cleaner.
- 3 Poland has benefited greatly from membership of the EU.
- 4 The UK government doesn't spend enough money researching alternative energy sources.
- 5 It's been shown that children who are cared for at home when they are very young do better at school.
- 6 People should use public transport rather than their cars.
- 7 Only 5% of electricity in the UK is generated from renewable sources.
- 8 The country has received a lot of money to build new roads.

- 3** Match each opinion in exercise 2 with an example.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| Opinion <input type="checkbox"/> | Example <input type="checkbox"/> |
| Opinion <input type="checkbox"/> | Example <input type="checkbox"/> |
| Opinion <input type="checkbox"/> | Example <input type="checkbox"/> |
| Opinion <input type="checkbox"/> | Example <input type="checkbox"/> |



- 4** Listen to two students. Which of these four questions are they answering? Is their opinion 'yes', 'no' or 'undecided'?

- 1 Should we encourage more girls to do science at school? Why? / Why not?
- 2 Should the law prevent people under the age of 21 from buying cigarettes? Why? / Why not?
- 3 Has membership of the European Union been good for Poland? Why? / Why not?
- 4 Should we ban cars from all city centres? Why? / Why not?

Student A

Question \_\_\_\_\_ Yes  No  Undecided

Student B

Question \_\_\_\_\_ Yes  No  Undecided

- 5** Look at the sentences from the listening below.

Find words or phrases that:

- a introduce a personal opinion \_\_\_\_\_
- b concede an argument \_\_\_\_\_
- c mean 'without doubt' \_\_\_\_\_
- d mean 'generally speaking' \_\_\_\_\_

- A Personally, I really enjoy physics but it seems, on the whole, that boys enjoy science subjects more than girls.
- B Admittedly, cars cause a lot of pollution and the air would undoubtedly be much cleaner if we didn't drive so much.

- 6** Prepare to give your opinion on question 2 or 3 in exercise 4. Write notes. Use one or more of the phrases in exercise 1 to emphasise the points you make, and think of an example to back up your opinion.
- 
- 
- 
- 



**Preparation**

- 1** Read the exam task and the essay. Why isn't it a very good model?

- 1 The introduction is too short.
- 2 The writer's opinion isn't clear.
- 3 The essay is too short.
- 4 There are a lot of grammar and spelling mistakes.
- 5 The writer only states his/her opinion and doesn't give arguments supporting the opposite opinion.
- 6 The style is too informal.
- 7 The conclusion is too short.

**Write an essay of 200–250 words on the following topic:**  
*We have become too reliant on computers. Do you agree?*

Nowadays almost every aspect of our lives is affected by computers. Some people think that computers can solve almost any problem, but I believe that we rely too much on them.

Firstly, if a computer that controls vital equipment in a large organisation breaks down, the consequences can be very serious. For example, if the computers in hospitals or air traffic control crash, then many lives could be lost.

Secondly, in the modern world, too many decisions are taken by computers and not by people. We will eventually lose our ability to make judgements for ourselves. What is more, computers are replacing people and taking their jobs. For example, online shops will eventually replace real shops and lots of people will lose their jobs.

Thirdly, computers are changing the way we live. Children rely too much on computers for entertainment. They spend hours playing games on the computer and forget how to play with other children or amuse themselves. They don't learn how to be creative – they just have to click the mouse and press keys.

To sum up, I believe that we have become too reliant on computers.

197 words

- 2** Write C next to the phrases for contrasting points, and A next to those for making additional points.

- And yet, ...  Furthermore, ...  Having said that, ...   
 However, ...  Moreover, ...  Nevertheless, ...   
 On the other hand, ...  Similarly, ...   
 We should also remember that ...  What is more, ...

- 3** Complete the expressions with the words in the box.

balance clear deny having maintain though  
worth

- 1 It is also hard to \_\_\_\_\_ that ...
- 2 \_\_\_\_\_ said that, it is true that ...
- 3 It is \_\_\_\_\_ that ...
- 4 It is also \_\_\_\_\_ bearing in mind that ...
- 5 Even \_\_\_\_\_ in some cases ... I would still \_\_\_\_\_ that in most cases ...
- 6 However, on \_\_\_\_\_, I believe that ...

- 4** Read the essay title. What is your initial reaction? Do you: ✓ agree with the statement? ✗ disagree with the statement?

*Computers have made the world a better and safer place. Do you agree?*

- 5** Think of two or three points that support your opinion. Make notes in your notebook.

- 6** Think of one or two points that support the opposite opinion. Make notes.

- 7** Write your essay (200–250 words), following the plan in the writing guide below.

**Writing Guide****Paragraph 1**

Introduction. Explain the title and give your initial opinion.

**Paragraph 2**

First argument in support of your opinion.

**Paragraph 3**

Second argument in support of your opinion.

**Paragraph 4**

Arguments supporting the opposite opinion.

**Paragraph 5**

Summary including a re-statement of your opinion.

**CHECK LIST****Have you:**

- followed the writing plan?
- written 200–250 words?
- included examples that support your arguments?
- checked the spelling and grammar?



**ZADANIE Maturalne – Rozumienie ze słuchu**

**11** Zapoznaj się z treścią zadania. Usłyszysz dwukrotnie fragment wywiadu. Na podstawie usłyszanych informacji zdecyduj, które z podanych zdzeń są zgodne z treścią tekstu (TRUE), a które nie (FALSE). Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

	True	False
1 Marcus has read many science books written by the author of <i>A Short History of Nearly Everything</i> .		
2 The author of <i>A Short History of Nearly Everything</i> did not like science when he was a student.		
3 In order to write the book Bryson interviewed many scientists.		
4 One section of the book discusses the possibility of time travel.		
5 The book contains many anecdotes about various scientists.		
6 Marcus believes the only problem with the book is that the language is a bit too scientific.		
7 The host has already read the book and also recommends it to the listeners.		

**ZADANIE Maturalne – Rozumienie tekstu czytanego**

Przeczytaj tekst, z którego usunięto pięć zdzeń. Wstaw zdania oznaczone literami A-G w luki 1-5 tak, aby powstał spójny i logiczny tekst. Dwa zdania nie pasują do żadnej lukli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

You must have seen those online survey websites. They are slick and inexpensive. They have neat interfaces that let you create your own survey and invite others to participate; they can make you look really talented and impress others.<sup>1</sup>

It certainly sounds like the results of these surveys provide real information that can be used in the decision-making process.

<sup>2</sup> There's no guarantee that the survey you create is reliable. And if it can't be proven reliable, you can't prove that its results are valid.

Without being reliable and valid, any survey is worthless. In simple terms, reliability means the results would look the same if you repeated the survey with the same people the next day. Validity means your instrument measures what you say it measures and not something else.<sup>3</sup> At least with

the latter, you know when it stops working. A questionnaire, on the other hand, will always produce numerical results, even if they're meaningless. As a result, you could be making serious decisions based on survey results that don't mean anything.

For as long as questionnaires and surveys have existed, it has been known that you can't just throw a bunch of statements together with some agree/disagree scales, and come up with accurate comprehensive data.<sup>4</sup> And many behavioural scientists, who ought to know better, have become willing accomplices by sponsoring these sites and promoting their use.

The same IT industry did amazing things with the automobile engine, with internal computers that monitor engine functioning and optimize timing and ignition while we drive.<sup>5</sup> But the same sophistication has not been built into the typical online questionnaire. Just because the survey provider doesn't talk about it does not mean it is all being taken care of somewhere inside the computer. So if you are considering a serious project and need to base it on reliable survey data, remember that a quick, 'cost effective' online survey may actually cost you much more.

- A However, the Internet has allowed some IT people to turn the process of designing and implementing surveys into a 'do-it-yourself' activity.
- B These concepts have been an integral part of survey and questionnaire development for 60 years.
- C Some have catchy tag lines like 'The easiest way to ask, the fastest way to know', or 'Because knowledge is everything'.
- D We're now able to drive 100,000 miles without thinking about when we need to 'tune' the engine.
- E But there's that 'dirty little secret' they don't want you to know about the surveys and questionnaires produced by non-specialists.
- F An unreliable questionnaire is worse than an unreliable car.
- G We do have to be aware of the difference between a 'do-it-yourself' survey and one with reliability and validity.

**ZADANIE Maturalne – Mówienie**

Prezentacja tematu i dyskusja

Zapoznaj się z podanymi tematami. Wybierz jeden i przygotuj się do jego prezentacji oraz do dyskusji z egzaminującym.

- 1 Freedom of speech can often be harmful. Discuss.
- 2 A popular TV presenter, David Frost, said : 'Television is an invention that permits you to be entertained in your living room by people you wouldn't have in your home.' How do you understand his words?

## ZADANIE NATURALNE – Stosowanie struktur leksykalno-gramatycznych

Przeczytaj poniższy tekst. Z podanych odpowiedzi wybierz właściwą tak, aby otrzymać logiczny i gramatycznie poprawny tekst. Zaznacz jedną z czterech możliwości, zakreślając literę a, b, c lub d. Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

A noisy parrot called Peanut, who likes to imitate sounds, helped save Kenny Donovan and his four-year-old son from a house fire by mimicing the sound of a smoke alarm. The two fell asleep on the sofa in the living room of their semi-detached house in Birmingham<sup>1</sup> \_\_\_\_\_ watching a movie. After hearing Peanut<sup>2</sup> \_\_\_\_\_ the fire alarm they awoke to find their home on fire. 'He was really screaming his head off,' Kenny said. The smoke alarm had gone<sup>3</sup> \_\_\_\_\_, but it was the bird's call that caught Kenny's attention. Grabbing his son and his bird, he safely got them out of the house. The fire, which destroyed the kitchen and bedroom,<sup>4</sup> \_\_\_\_\_ under investigation.<sup>5</sup> \_\_\_\_\_ Peanut, it was the fact that they fell asleep downstairs on the sofa that helped save them. They may not have heard the alarm or the bird if they<sup>6</sup> \_\_\_\_\_ asleep in their bedrooms, where an air conditioner drowns out most of the noise around the house.

- |               |              |            |                |
|---------------|--------------|------------|----------------|
| 1 a during    | b from       | c while    | d as           |
| 2 a imitating | b to imitate | c imitated | d has imitated |
| 3 a on        | b out        | c up       | d off          |
| 4 a stays     | b remains    | c stands   | d returns      |
| 5 a Beside    | b Aside from | c Out of   | d Next to      |
| 6 a were      | b would be   | c had been | d have been    |

## PRZYGOTOWANIE – Wypowiedź pisemna

Pamiętaj, żeby w ostatnim akapicie odnieść się do tematu, i podsumowując wszystko, co napisał-eś/aś, odpowiedzieć na zawarte w nim pytanie.

## ZADANIE NATURALNE – Wypowiedź pisemna

- Wypowiedź się na jeden z dwóch poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wymogi typowe dla formy wskazanej w poleceniu. Zaznacz temat, który wybrał-eś/aś, zakreślając jego numer.
- Napisz recenzję interesującej gazety lub czasopisma skierowanego do młodych ludzi.
  - Opisz idealne zajęcie dla młodego człowieka, które nie tylko pozwala zarobić na utrzymanie, ale również daje możliwość rozwoju.

## ZADANIE NATURALNE – Mówienie

Rozmowa na podstawie materiału stymulującego

Przeanalizuj przedstawiony materiał. Przygotuj się do jego prezentacji i rozmowy z egzaminującym na temat:

- źródła, z których ludzie czerpią wiadomości,
- rodzaju informacji zawartych w wiadomościach.



Do you watch the news every day?

Age	YES	NO
40–65	53%	47%
25–40	29%	71%
15–25	8%	92%

## FOOTBALL STAR TO DIVORCE AGAIN

Romance is in the air again for footballer Garry Markoff. And it appears that it'll be heartbreak for his soon-to-be-ex wife. The already twice-divorced Markoff, 27, was showing off his latest conquest ...

## PEACE TALKS AT STANDOFF

After three days of diplomatic talks, both sides seem to have exhausted their arguments and the peace negotiations are, unfortunately ...

'People everywhere confuse what they read in newspapers with news.'

A.J. Liebling (1904 – 1963)

- Describe the material in relation to the main topic.
- How do the two extracts and their possible sources differ?
- How would you comment on the quote by A.J. Liebling?
- What, in your opinion, could be the reasons for the results of the survey shown in the chart?
- What magazine or newspaper is your favourite and why?

# 7 Putting the world to rights

## A

### VOCABULARY AND LISTENING

### Global warming

I can talk about the reasons for and consequences of global warming.

- 1 Complete the facts with the words in the box.

atmosphere caps carbon CO<sub>2</sub> Earth  
emissions energy footprint industrialised  
sea solar warming

#### FACT!

Each year, humans add about 30 billion tonnes of <sup>1</sup> \_\_\_\_\_ into the <sup>2</sup> \_\_\_\_\_ but half of it is absorbed by the forests and oceans.



#### FACT!

Scientists are working on a way to collect <sup>3</sup> \_\_\_\_\_ power from space and send it back to <sup>4</sup> \_\_\_\_\_ as a giant laser beam.



#### FACT!

Global <sup>5</sup> \_\_\_\_\_ is causing the ice <sup>6</sup> \_\_\_\_\_ to melt and the <sup>7</sup> \_\_\_\_\_ levels to rise – and they're rising faster because water expands as it gets warmer.



#### FACT!

<sup>8</sup> \_\_\_\_\_ countries are currently only responsible for about 50% of carbon <sup>9</sup> \_\_\_\_\_, but they are responsible for 80% of the man-made CO<sub>2</sub> that is already in the atmosphere.



#### FACT!

Leaving your DVD player on standby produces the same <sup>10</sup> \_\_\_\_\_ emissions each year as the average citizen of Burundi.



#### FACT!

Being a vegetarian reduces your carbon <sup>11</sup> \_\_\_\_\_ (the amount of emissions caused by one person's lifestyle) because the production of meat and dairy products uses a lot of <sup>12</sup> \_\_\_\_\_.



- 2 Choose the correct word to complete the collocations in these sentences. Then read the sentences and circle T (true) or F (false).

- Wind power is a type of fossil fuel / power.  T  F
- The majority of the Earth's fresh water is contained in the ice caps / levels.  T  F
- Trees and plants help to increase the greenhouse warming / gases in the atmosphere.  T  F
- Petrol is a form of recyclable / renewable energy.  T  F
- The destruction of forests has led to an increase in the number of dangerous / endangered species.  T  F
- Climate change / warming will create more extreme weather conditions.  T  F
- Solar waves / panels generate electricity.  T  F

- 3 Explain how each of these things is good or bad for our planet. Include the word in bold.

- energy-saving light bulbs **electricity**  
They are good because they use less electricity than normal light bulbs.
- wind turbines **clean**  
They are \_\_\_\_\_ because \_\_\_\_\_
- tumble dryers **electricity**  
They are \_\_\_\_\_ because \_\_\_\_\_
- long-haul flights **carbon emissions**  
They are \_\_\_\_\_ because \_\_\_\_\_
- recyclable packaging **household waste**  
It is \_\_\_\_\_ because \_\_\_\_\_

#### CHALLENGE!

Suggest three changes that could be made to your school to reduce its carbon footprint.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**1** Decide what the underlined part of each sentence means and circle a or b.

- 1 You really must try these biscuits – I made them.
  - a It's absolutely necessary that you try ...
  - b I really think you should try ...
- 2 You don't have to eat your sandwiches in the canteen at our school.
  - a It isn't necessary to eat your sandwiches ...
  - b It's against the rules to eat your sandwiches ...
- 3 You mustn't wear boots in the house.
  - a It isn't necessary to wear boots ...
  - b It's against the rules to wear boots ...
- 4 We ought to spend less on phone calls.
  - a It's very important to spend less ...
  - b It would be a good idea to spend less ...
- 5 They have to move house before the end of the year.
  - a It's obligatory for them to move house ...
  - b It's a good idea for them to move house ...

**2** Complete the advice with a suitable modal verb.

- 1 'You should tell Holly about passing your driving test. She might ask for lifts all the time.'
- 2 'You really must remember to switch the lights off at night, otherwise you waste electricity.'
- 3 'I don't think you ought to walk home alone – it's too dangerous.'
- 4 'If you're in Barcelona, you simply have to see the Gaudi buildings.'
- 5 'No wonder you're sleepy. You needn't stay up so late!'

**3** Give an example of something that you ...

1 have to do but hate doing.

---

2 don't have to do, but enjoy doing.

---

3 ought to do often, but only do occasionally.

---

4 should do less.

---

5 mustn't do at home.

---

**4** Complete the dialogue with the words in the box. Use each word once.

don't have have to must mustn't need  
needn't should shouldn't



Jake Let's pick up some holiday brochures.

Cathy Holiday brochures? Why?

Jake We <sup>1</sup> have to book our summer holiday soon or all the good deals will have been taken.

Cathy OK, but we <sup>2</sup> needn't get brochures – they're a waste of paper. We <sup>3</sup> need search online. It's better for the environment.

Jake If you're so worried about the environment, we <sup>4</sup> shouldn't go on holiday at all. Flying produces lots of CO<sub>2</sub>!

Cathy Who said anything about flying? We <sup>5</sup> can fly anywhere. I'm thinking of a walking holiday in Belgium. I've already found a company online that organises tours.

Jake Look, you <sup>6</sup> mustn't book anything without discussing with me first. Do you understand?

Cathy Actually ... it's already booked. Sorry!

Jake Well phone up and cancel it! Even if you <sup>7</sup> do pay a fine, cancel it!

Cathy Calm down! I was joking. You really <sup>8</sup> ought to try to develop a sense of humour.

**5** Complete these sentences with your own ideas. Use a suitable modal verbs.

- 1 If you want to learn Polish, you \_\_\_\_\_.
- 2 No wonder you can't sleep. You \_\_\_\_\_.
- 3 Don't just sit there looking miserable. You \_\_\_\_\_.
- 4 If the girl / boy of your dreams won't pay you any attention, you \_\_\_\_\_.
- 5 If you want to lead a long and healthy life, you \_\_\_\_\_.



## Revision: Student's Book page 73

- 1 Complete the sentences with the words in the box.

coral outcry global growth interest  
primeval species vehicles

- 1 Conservationists are working to protect endangered \_\_\_\_\_ around the world.
- 2 The small town of Białowieża is in the middle of a forest.
- 3 A rise in sea temperatures will damage the world's reefs.
- 4 Carbon emissions tend to increase in line with economic \_\_\_\_\_.
- 5 Nearly all scientists today accept that \_\_\_\_\_ warming is a reality.
- 6 The revelation that toxic waste is being exported to the Third World has caused a public \_\_\_\_\_.
- 7 Many old buildings in the village have been damaged by the heavy goods \_\_\_\_\_ that pass through.
- 8 The 'green' movement includes various \_\_\_\_\_ groups such as Greenpeace and Friends of the Earth.

- 2 Read the text quickly, ignoring the gaps. According to the writer, what is the answer to the question in the title?

- 3 Complete each gap in the text with a suitable word.

- 4 Are these sentences true or false? Write T or F.

- 1 Even people who care about the environment are reluctant to give up flying. \_\_\_\_\_
- 2 People would make fewer flights if the government encouraged them to fly less often. \_\_\_\_\_
- 3 The British are gradually reducing the number of short flights that they make. \_\_\_\_\_
- 4 Short-haul flights create a quarter of the UK's total carbon emissions. \_\_\_\_\_
- 5 Compared to a decade ago, fewer destinations are available today for low-cost flights from the UK. \_\_\_\_\_
- 6 The leader of the study had not expected to find so much hypocrisy. \_\_\_\_\_

I can understand an article about environmental issues.

## What's green and flies?

	City Breaks: Prague	from £140
	London to Krakow	from £170
	Barcelona	from £80 ret <sup>✓</sup>

They insist<sup>1</sup> \_\_\_\_\_ buying organic food and recycling every last scrap of paper or glass – and they're not slow to tell you about it. But when it comes<sup>2</sup> \_\_\_\_\_ giving up their trips to Kraków and weekend breaks in Prague, it seems that even the 'greenest' people in the UK are reluctant to make the sacrifice.

A study by Exeter University has revealed the huge number of supposedly environmentally-friendly Britons who refuse to give up low-cost flying in spite<sup>3</sup> \_\_\_\_\_ the damage to the planet. The authors of the study say this 'eco-hypocrisy' shows<sup>4</sup> \_\_\_\_\_ difficult it will be for governments to reduce greenhouse gas emissions by urging people to cut down on air-travel.

Environmental campaigners argue that cheap short-haul flights,<sup>5</sup> \_\_\_\_\_ are becoming more and more popular among the British, have caused a massive increase in carbon emissions over the past few years. Although pollution from flights accounts for just seven per cent of the UK's total greenhouse gas output, the figure<sup>6</sup> \_\_\_\_\_ predicted to reach 25 per cent over the next few decades.

Taking cheap flights to other European cities for a short holiday has become almost an addiction for the British over the past decade or so. Among<sup>7</sup> \_\_\_\_\_ most popular destinations are Kraków, Budapest, Prague, Brussels and Barcelona, and the low-cost airlines are adding new cities to the list all the time. Tickets cost<sup>8</sup> \_\_\_\_\_ little as £80 for a return flight, so you don't have to be well-off to travel abroad several times a year.

Dr Stewart Barr,<sup>9</sup> \_\_\_\_\_ led the focus group study, said that, although the study was based on only 64 people, the findings reflected a widespread trend. 'Most<sup>10</sup> \_\_\_\_\_ the committed environmentalists said they still travelled on low-cost airlines,<sup>11</sup> \_\_\_\_\_ though they realised it was problematic,' he said. 'But they couldn't see a way around it. We were surprised because we thought that people would transfer their attitudes towards environmentalism in the home to their holidays, but the difference was more striking<sup>12</sup> \_\_\_\_\_ we had imagined. The UK's addiction to cheap flights looks hard to break.'

# D Waste not, want not

**Revision:** Student's Book page 74–75

**1 Choose the correct preposition in these sentences.**

- 1 Is the government to blame of / for the amount of traffic on our roads?
- 2 She wasn't impressed by / of my efforts to lead a greener lifestyle.
- 3 At university, I specialised at / in Environmental Studies.
- 4 The Soil Association is committed in / to promoting organic food in the UK.
- 5 I beckoned for / to the waiter, but he ignored me.
- 6 The government does not allow journalists to have access in / to their plans for nuclear power.
- 7 She found it hard to cope for / with three young children while her husband was out at work.
- 8 The UK's annual CO<sub>2</sub> emissions from aviation are about 37 million tonnes, which amounts in / to 7% of its total emissions.
- 9 We should deal at / with the problem of climate change before it gets out of hand.

**2 What is a 'freegan'? Choose the best definition.**

- a Somebody who collects food that supermarkets throw away and gives it to people who need it.
- b Somebody who grows their own food instead of buying it.
- c Somebody who eats food that has been thrown away as a protest against consumerism.
- d Somebody who refuses to pay for food as a protest against capitalism.

**3 Look through the text, ignoring the gaps. What is the main objective of the SWAG campaign?**

- a To encourage people to cook in more imaginative ways.
- b To encourage people to spend less money in supermarkets.
- c To encourage people to put less of the food they buy in the bin.
- d To encourage people to recycle more of their household rubbish.

I can understand an article about food waste.

**4 Read the text carefully. Match sentences A–G with gaps 1–6. There is one sentence that you do not need.**

- A Within that, there is more of an awareness, especially from the people who lived through the Second World War.
- B For this reason, consumers are reluctant to alter their shopping habits, in spite of the evidence.
- C Freeze leftovers so that they can be eaten at a later date.
- D These are members of the public who aim to share their practical hints and tips to help avoid food waste.
- E It offers tips, hints and simple recipes which enable people to make the most of the food they buy and prepare.
- F Most is dumped in landfill, where it gives off greenhouse gases.
- G Think about the meals for the week and check cupboards before going shopping.

**5 Match the two halves of these expressions from the text.**

- |                        |                    |
|------------------------|--------------------|
| 1 to launch            | a the environment  |
| 2 to have an impact on | b 20% of the total |
| 3 to come up with      | c an idea          |
| 4 to make              | d a campaign       |
| 5 to make up           | e improvements     |

**6 Do older members of your family have a different attitude to wasting food? Give an example, and say why you think the difference may exist.**

**CHALLENGE!**

Think of a dish which uses left-over food (for example, cooked meat, cooked potato or other vegetables). Write a short recipe or description.

# War on waste

People in the UK throw away about a third of the food they buy. Food waste makes up nearly 20 per cent of the total household bin – and around half of this could actually have been eaten. Not only does this cost consumers a huge amount of money, but it also damages the environment. Firstly, there is the damage caused by producing the unnecessary food in the first place. And secondly, there is the fact that all the food we throw away creates hundreds of tones of domestic waste.<sup>1</sup> Experts say preventing the waste would have the same impact as removing one in five cars from the road.



Now, various organisations are trying to crack down on food waste. For example, a campaign has been launched north of the border by SWAG (the Scottish Waste Awareness Group), with the support of leading chefs and food writers. They are focusing on four key areas where improvements can be made: planning meals, storing food properly, using up leftovers and buying accurate amounts.

Dr Nicki Souter, SWAG's campaign director, said: 'Attitudes to food waste are very similar across the age groups, apart from the 60-plus generation.<sup>2</sup> But if you look at the adult population as a whole, typically we waste a lot of food. Every time we cook rice or pasta, it's difficult to get the portion size right.'

The aim of this campaign is to get the public thinking about the issue of food waste and ultimately doing something to limit the problem.

Another organisation which is campaigning on the same issue is called Love Food Hate Waste. According to the campaign, the key foods wasted in the home are fresh fruit and vegetables, meat and fish, bakery and bread products and dairy products. The main reasons are preparing too much food or letting it go past its use-by date. And the campaign says 90 per cent of people do not even realise how much is being disposed of.

The Love Food Hate Waste campaign has come up with the idea of having 'champions'<sup>3</sup>. There is also a website to raise public awareness.<sup>4</sup> Here is a selection of the practical advice on offer:

- Portion sizes: Buy loose fruit and vegetables to get the exact amount that you need. Look out for smaller size options and measure portion sizes when you cook.
- Planning:<sup>5</sup> . That way you won't buy food that is already in your fridge!
- Storage: Learn the difference between use-by dates, where the food can go off quickly, and best-before dates, which tend to affect quality rather than safety. Follow the storage instructions on food, and rotate the food in the fridge and cupboard so that you know what needs using first.<sup>6</sup>
- Recipe ideas: Use leftovers and check the campaign website for tips. For example, leftover vegetables and potato can be fried together with bacon and onion to make a traditional British dish called 'bubble and squeak'!



Bubble and squeak

## Speculating: present, past and future

I can speculate about events.

- 1** Underline the modal verb in each sentence and decide whether it refers to the past, present or future.

- 1 We'd better take an umbrella. It might rain. future
- 2 Where does Connor live? Grace may know – I'll ask her. \_\_\_\_\_
- 3 She can't have a brother – she told me she was an only child. \_\_\_\_\_
- 4 Ask at reception. They might have found your passport. \_\_\_\_\_
- 5 By the time we reach the airport, it could be too late! \_\_\_\_\_

- 2** Complete the sentences with *must*, *might* or *can't*.

- 1 She must go to this school. I've never seen her before.
- 2 Look, it's already dark outside. It might be later than we realised.
- 3 This can't be my phone, it's red. Mine has a green case.
- 4 £3.75 for a coffee? You can't be serious!
- 5 You must be exhausted. You've been working for nearly six hours without a break.
- 6 I'm not sure whose laptop this is. It might belong to my aunt.
- 7 Dan and Ali haven't arrived yet. They can't be lost.
- 8 Aunt May called. She must come by tomorrow if she has time.

- 3** Continue each sentence in your own words.

- 1 Bella's crying. Somebody must have \_\_\_\_\_
- 2 You got less than 10% in your exam. You can't have \_\_\_\_\_
- 3 I'm not sure where Tilly is. She may have \_\_\_\_\_
- 4 Judy hasn't phoned me for weeks. She must have \_\_\_\_\_
- 5 The restaurant has gone out of business. They can't have \_\_\_\_\_
- 6 Witnesses saw strange lights in the sky. They might have \_\_\_\_\_

- 4** Complete the dialogue with *must* (*have*), *might* / *may* / *could* (*have*), and *can't* (*have*) and the verbs in the box.

be be break into go leave look need open

- Jake That's strange. My mum isn't here, but the window's open.
- Cathy She <sup>1</sup> \_\_\_\_\_ it for some fresh air and then gone out, I suppose.
- Jake She's usually really careful about things like that. She <sup>2</sup> \_\_\_\_\_ the house in a real hurry.
- Cathy I hope everything's OK. Look at those muddy footprints on the floor!
- Jake I'll phone my mum. Hmm. Her phone's switched off.
- Cathy Have you any idea where she <sup>3</sup> \_\_\_\_\_?
- Jake She's often out at this time. She <sup>4</sup> \_\_\_\_\_ to work – or to the gym.
- Cathy I think she <sup>5</sup> \_\_\_\_\_ to come home as soon as possible.
- Jake Why?
- Cathy Well, there's only one explanation for the open window and the footprints. A burglar <sup>6</sup> \_\_\_\_\_ your house!
- Jake You're right. Actually, look at these footprints. They <sup>7</sup> \_\_\_\_\_ mine or my mum's. They're too big.
- Cathy If I were you, I'd call the police. And don't touch anything! The police <sup>8</sup> \_\_\_\_\_ for the burglar's fingerprints.

## CHALLENGE!

Write three sentences about this photo. Use *might* (*have*), *must* (*have*) and *can't* (*have*).



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



- 1 Label a-d below with the words in the box.

charts headline photo quotation

**(a) Union chiefs urge PM to scrap Trident**

- (b) 'The human race cannot coexist with nuclear weapons.' Mayor, Nagasaki



- (d) Should Britain replace its 'Trident' nuclear weapons system?

- (A) Britain should have its own nuclear deterrent, whatever the cost.

Agree	65%
Disagree	33%
Don't know	2%

- (B) Nuclear weapons are not the best defense against modern terrorism.

Agree	59%
Disagree	37%
Don't know	4%

- (C) America would defend us if Britain were attacked.

Agree	41%
Disagree	57%
Don't know	2%

- (D) The cost of replacing Trident (£25 billion) is hard to justify.

Agree	64%
Disagree	33%
Don't know	3%

- 2 Use the information in the charts to choose the correct word in these sentences.

- 65% of the British public think / don't think that Britain needs its own nuclear weapons, whatever the cost.
- 37% think / don't think that nuclear weapons are the best defence against terrorism.

- 41% agree / don't agree that America would defend Britain so there is no need for Britain to have its own weapons.
- 33% believe / don't believe that it is hard to justify spending £25 billion on a new weapons system.

- 3 Listen to an exam student talking about the chart from exercise 1. In what order does the student talk about the different statistics in the chart (A-D)?

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_

- 4 Listen again. What two mistakes does the student make in talking about the chart?

- He says \_\_\_\_\_ instead of \_\_\_\_\_.
- He says \_\_\_\_\_ instead of \_\_\_\_\_.

- 5 Read the extracts. What is each student trying to describe? Use a dictionary, if necessary.

1 'I don't know what it's called in English, but it's a kind of public transport that you get in cities. It's a bit like a train, but it goes along the road.'

It's \_\_\_\_\_.

2 'I can't remember what it's called in English, but it's a music gadget, so to speak. You load songs onto it from your computer and then listen to them.'

It's \_\_\_\_\_.

3 'She's really ... I mean, she just hates spending money. In other words, she's the opposite of generous.'

She's \_\_\_\_\_.

4 'We went to the ... what's it called? It's like a cinema, but you don't watch films there, you watch plays.'

It's \_\_\_\_\_.

- 6 Check the meaning of each word in a dictionary, if necessary. Then write a description without using the word itself.

- 1 solar panels

---



---

- 2 the rainforest

---



---

- 3 a tumble dryer

---



---

- 4 a nuclear weapon

---



---



## Preparation

- 1 Read the task. Decide whether you agree or disagree with the statement.

'Making personal lifestyle changes will never stop global warming.' Do you agree or disagree?

- 2 Read the eight jumbled parts of the essay (a–h). Match them with the paragraph plan in column 2.



- a **Moreover**, most 'green' choices have negative consequences as well as positive ones. For example, energy-saving light bulbs contain mercury, a poisonous metal that could pollute the environment when the bulbs are thrown away.
- b However, others maintain that carbon emissions are increasing so quickly in developing countries, like China and India, that there is nothing we can do to prevent climate change.
- c **On the other hand**, environmental campaigners argue that individual choices can make a big difference if millions of people act together. If everybody in the UK switched off their TV at night, it would reduce the amount of CO<sub>2</sub> released into the atmosphere by a significant amount.
- d And while it's true that governments can do more than individuals, **I feel that** individuals definitely have an important role to play.
- e Some people believe that we can reduce global warming if we all do our best to live a 'greener' lifestyle.
- f Another argument in favour of changing your lifestyle is that we can't expect developing countries to care about their emissions unless the West sets a good example.
- g **It is argued that** personal lifestyle choices can only make a tiny difference to a country's carbon emissions. **For instance**, using energy-saving light bulbs in your home makes an insignificant difference compared to the electricity that used by, say, a factory.
- h **On balance**, I believe that individuals should do everything they can to reduce carbon emissions.

I can write a for and against essay.

## Paragraph plan

**Paragraph 1 (introduction)** – a brief introduction to both sides of the argument:

1 \_\_\_\_\_ e \_\_\_\_\_ 2 \_\_\_\_\_

**Paragraph 2** – arguments supporting the opposite view from your own:

3 \_\_\_\_\_ f \_\_\_\_\_ 4 \_\_\_\_\_

**Paragraph 3** – arguments supporting your own view:

5 \_\_\_\_\_ g \_\_\_\_\_ 6 \_\_\_\_\_

**Paragraph 4 (conclusion)** – a summary of the issue and clear statement of your own view:

7 \_\_\_\_\_ h \_\_\_\_\_ 8 \_\_\_\_\_

- 3 Match the highlighted phrases in the essay with their equivalent phrases below.

- 1 In contrast ... \_\_\_\_\_  
 2 Furthermore ... \_\_\_\_\_  
 3 All in all ... \_\_\_\_\_  
 4 My view is that ... \_\_\_\_\_  
 5 Some people claim that ... \_\_\_\_\_  
 6 For example ... \_\_\_\_\_

- 4 Read the task. Decide whether you agree or disagree. Then make notes following the same paragraph plan as the one in exercise 2.

'To help prevent climate change, governments should ban individuals from flying more than once a year.' Do you agree or disagree?

- 5 Use your notes from exercise 4 to write an essay. Use the writing guide below to help you.

## Writing Guide

- 1 Use phrases from exercise 3 to help structure each paragraph.
- 2 You don't have to summarise both sides of the argument in the introduction; you can give some background information about the topic instead.
- 3 Make sure the conclusion clearly states your own opinion, even if it mentions the opposite view.

## CHECK LIST

### Have you:

- followed the paragraph plan?
- included examples to support some of the points?
- checked your work for mistakes?



# 8 Caught in the net

## A

### VOCABULARY AND LISTENING

### The Internet

I can describe how to use the Internet.

- 1 Find 16 more words associated with the Internet and computers in the wordsearch. (→!)

W	C	O	M	M	A	N	D	R	T	Y	W
D	U	P	A	S	S	W	O	R	D	P	I
E	A	E	S	D	F	W	I	C	O	N	R
S	C	R	O	L	L	E	G	H	J	K	E
K	L	A	Z	X	C	B	V	B	B	N	L
T	M	T	H	U	M	B	N	A	I	L	E
O	Q	I	W	E	R	R	T	C	U	A	S
P	I	N	O	P	A	O	S	K	D	D	S
F	G	G	H	J	K	W	L	B	Z	D	N
X	D	S	A	V	E	S	C	U	D	R	E
V	R	Y	B	N	M	E	Q	T	O	E	T
P	J	S	S	W	M	R	F	T	C	S	W
W	G	T	R	T	Y	P	V	O	U	S	O
A	S	E	D	F	G	H	J	N	M	B	R
K	L	M	I	N	I	M	I	S	E	A	K
V	I	R	U	S	Z	X	C	V	N	R	B
N	M	Q	R	E	S	T	A	R	T	H	M

- 2 Match 1–12 with a–l and complete the sentences with words from the boxes.

address bar minimise operating system scroll  
thumbnail wireless network

- 1 If the end of the document is hidden from view,
  - 2 To see a larger version of the photo,
  - 3 I used to use Windows XP,
  - 4 Are there wires running between your computer and modem,
  - 5 If you'd like to practise the vocabulary and grammar from this unit online,
  - 6 If you don't need to look at this webpage,
- a or are you connected to a \_\_\_\_\_?  
 b you need to \_\_\_\_\_ down.  
 c but you don't want to close it either, you can just \_\_\_\_\_ it.  
 d click on the \_\_\_\_\_.  
 e type www.oup.com/elt/global/products/solutions/?cc=pl into the \_\_\_\_\_.  
 f but now I use a different \_\_\_\_\_.

desktop drag icon password restart web browser

- 7 After downloading a software update,
  - 8 When you buy a computer,
  - 9 I can't log on to the network because
  - 10 It's easier to keep track of documents
  - 11 To open the application,
  - 12 To attach the photo to the e-mail,
- g you usually get a free \_\_\_\_\_ such as Safari, Netscape or Internet Explorer.  
 h if you store them in folders on the \_\_\_\_\_ or in the hard drive.  
 i you'll probably need to \_\_\_\_\_ your computer.  
 j simply click on it and \_\_\_\_\_ it onto the window.  
 k click on the \_\_\_\_\_ on the desktop.  
 l I've forgotten my \_\_\_\_\_.

#### Extension: Phrasal verbs with off and on

- 3 Rewrite the sentences using the phrasal verbs in brackets.
- 1 Keep walking until you reach the traffic lights. (carry on)
  - 2 The strike was cancelled at the last minute. (call off)
  - 3 Take a chocolate and then give them to Ed. (pass on)
  - 4 Jodie left at five p.m. and arrived home at six. (set off)
  - 5 George agreed to do a lot of extra work because he needed the money. (take on)
  - 6 Don't disturb Jamie while he's concentrating. (put off)

#### CHALLENGE!

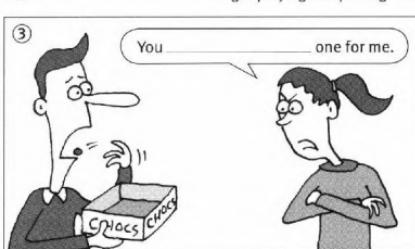
Describe in detail something you did on a computer and how you did it (e.g. downloading something, sending an attachment with an e-mail, etc.)



I can use modal verbs  
to talk about the past.

- 1 Complete the text in the cartoons. Use a verb from the box and each of these modal verbs once: *might have, needn't have, ought to have and shouldn't have*.

book bring stay up leave



- 2 Complete the sentences with a modal in the past and the verbs in brackets. Sometimes more than one answer is possible.

- We got lost on the way. We turned left when we                  right. (turn)
- I spent all morning looking for my camera. You                  me that you'd borrowed it! (tell)
- Thanks for the sandwich, but you                  it. I had lunch in town. (make)
- It only took fifteen minutes to get home because I                  long for a bus. (wait)
- Josh                  me know that he wasn't coming home. I cooked dinner for him. (let)
- 'I've got stomach ache.' 'Well, you                  all those chips.' (eat)
- You                  any milk. There's lots in the fridge. (buy)
- Jeff lent me some money, so I                  any from the cash machine. (get)

- 3 Read the situations. What might the people have said? Write sentences using the words in brackets.

- Jim didn't do very well in his school-leaving exams. (ought / do revision)  
Jim's dad: You ought
- Melanie bought Fred some new socks. Fred had already bought some the day before. (might / tell)  
Melanie:
- Jack went out without telling his parents. But he only went next door to see his friend. (needn't / worry)  
Jack:
- Harry thought he needed some petrol, but when he checked, the tank was full. (didn't need / fill)  
Harry:

- Jenny borrowed her sister's shoes without telling Anna. Anna was annoyed. (should / ask)  
Anna:

## Revision: Student's Book page 83

- 1 Complete the text with words from the box. (You do not need to use all the words.)

compulsion conclusion feature late launched  
networking personal options opt out plea  
protests users website

FaceBook is a social<sup>1</sup> \_\_\_\_\_ site popular with people in their<sup>2</sup> \_\_\_\_\_ teens and early twenties. It allows<sup>3</sup> \_\_\_\_\_ to upload information about themselves onto the<sup>4</sup> \_\_\_\_\_, including photos and video. However, when a new<sup>5</sup> \_\_\_\_\_ was<sup>6</sup> \_\_\_\_\_ which automatically sent details of any changes to other users, FaceBook was inundated with<sup>7</sup> \_\_\_\_\_ from members. Privacy<sup>8</sup> \_\_\_\_\_ were quickly introduced allowing members to<sup>9</sup> \_\_\_\_\_ of the new feature.

- 2 Complete the text with appropriate words.

- 3 Read the text. Are the sentences true or false?

- 1 Users of social networking sites could become victims of identity fraud. \_\_\_\_\_
- 2 Fraudsters are joining social networking sites and pretending to be someone else. \_\_\_\_\_
- 3 People often use the names of members of their family or of pets as passwords. \_\_\_\_\_
- 4 Approximately 10% of people in the UK think they have had their identities stolen. \_\_\_\_\_
- 5 Employers often use social networking sites to find information about people applying for jobs. \_\_\_\_\_
- 6 Information on social networking sites can only be read by other members of the website. \_\_\_\_\_

- 4 Find words in the text that mean:

- 1 a person who has been tricked \_\_\_\_\_
- 2 to get, especially by making an effort \_\_\_\_\_
- 3 things that can be bought \_\_\_\_\_
- 4 person who cheats somebody to get money \_\_\_\_\_
- 5 person who is applying for a job \_\_\_\_\_
- 6 to find new people to join a company \_\_\_\_\_

## Be careful what you say



People<sup>1</sup> \_\_\_\_\_ use social networking websites could<sup>2</sup> \_\_\_\_\_ putting themselves at risk of becoming victims<sup>3</sup> \_\_\_\_\_ identity theft. Identity fraud occurs when a criminal pretends<sup>4</sup> \_\_\_\_\_ be someone else and uses stolen personal details to obtain goods or services. One in five of the UK population now visit social networking sites, and more and<sup>5</sup> \_\_\_\_\_ consumers are signing up every day. The chances are that, when they register, they will enter their date<sup>6</sup> \_\_\_\_\_ birth, address, e-mail address, job, and marital status. Fraudsters can use this information<sup>7</sup> \_\_\_\_\_ steal an individual's identity and open a bank account or buy goods in their name. Giving away personal details<sup>8</sup> \_\_\_\_\_ as the names of your children or pets is particularly

risky since these are often used<sup>9</sup> \_\_\_\_\_ passwords. Identity theft is<sup>10</sup> \_\_\_\_\_ growing problem in the UK. About one<sup>11</sup> \_\_\_\_\_ ten Britons claims to<sup>12</sup> \_\_\_\_\_ been the victim of identity theft, and it<sup>13</sup> \_\_\_\_\_ estimated that the crime costs the economy about £1.5 billion<sup>14</sup> \_\_\_\_\_ year.

Another potential problem is that social-networking sites have become a tool for potential employers. Twenty per cent<sup>15</sup> \_\_\_\_\_ UK companies routinely conduct web searches to find background information about the people<sup>16</sup> \_\_\_\_\_ are applying for jobs with them. They are sometimes able to check<sup>17</sup> \_\_\_\_\_ job applicants have described themselves honestly and accurately in their applications. Some employers also try to learn something about an applicant's personality and judge whether he or she is the kind<sup>18</sup> \_\_\_\_\_ person they would like to recruit. Many of the young people who put photos and comments on these sites believe<sup>19</sup> \_\_\_\_\_ the information is private, or only read by the other members of the site. But if you use social networking sites and you are applying for a job, you'd do well to make sure there is nothing online that you would not like your prospective employer<sup>20</sup> \_\_\_\_\_ see.

**Revision: Student's Book page 84–85**

**1 Complete the sentences with the words in the box.**

advertisers avatars created currency  
imaginary online games software engineer  
virtual worlds

- 1 Roo Reynolds' job is to play \_\_\_\_\_.
- 2 Players of games like Second Life move and act in \_\_\_\_\_ which are populated by \_\_\_\_\_.
- 3 Entropia Universe was \_\_\_\_\_ by a company called Mindark. It is based on the \_\_\_\_\_ planet of Calypso.
- 4 \_\_\_\_\_ are very interested in the virtual populations of online games.
- 5 Digital worlds often have their own \_\_\_\_\_, such as the Linden Dollar.
- 6 The only full-time employee of Linden Lab is Jim Purbrick, a \_\_\_\_\_.

**2 Read the text quickly. What is the problem with online games?**

- a People can become addicted to them.
- b People spend all their money on them.
- c Too many teenagers are playing them.

**3 Read the text again and carefully choose the best answers.**

- 1 A study has shown that ...
  - A some of the players of online games gamble and take drugs.
  - B 11% of players are addicted to online games.
  - C people who play online games are depressed.
  - D 7,000 players showed signs of addiction.
- 2 According to the study ...
  - A it is mostly children who experience addiction problems.
  - B gaming sites are too expensive for most people.
  - C the majority of gamers were adults.
  - D very few gamers are over 30.
- 3 The main problem with online games is ...
  - A not enough women play them.
  - B too many people log on at the same time.
  - C it's impossible to switch off the computer while the game is in progress.
  - D people find it difficult to stop playing because the game never ends.

- 4 Online games are particularly dangerous for ...
  - A people who may be predisposed to spending too much time playing.
  - B everyone who plays too much.
  - C people who don't have much money.
  - D people who don't understand the financial consequences of playing.
- 5 In some countries ...
  - A compulsive gamers have to attend special clinics.
  - B compulsive gamers can be cured of their addiction.
  - C help is given to compulsive gamers.
  - D people are much less critical of online games.
- 6 Which sentence best sums up the conclusion of the study?
  - A Online games are essentially harmless.
  - B Everyone who plays too much will eventually become addicted.
  - C Online games should be banned.
  - D Online games are dangerous for a minority of people who play excessively.

7 Kevin from Liverpool ...

- A stopped playing online games because he had a problem with his computer.
- B thinks that players can't tell the difference between virtual worlds and real world.
- C thinks that you gain nothing from online games.
- D thinks that fighting battles and killing dragons are great achievements.

8 Martin from Cardiff ...

- A thinks that playing online games is no worse than watching TV.
- B thinks that people who watch a lot of TV also have a serious addiction.
- C has been playing online games for five years.
- D wishes he could play EverQuest again.

**CHALLENGE!**

Do you play computer games online? Why? / Why not?

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www.worldofwarcraft.com

# A DANGEROUS HABIT

The world of online gaming is a growing phenomenon with millions of young men and women around the globe logging on to join in role-play games which allow them to interact with other players. EverQuest and World of Warcraft are two of the biggest online games. Seven million people subscribe to World of Warcraft and join a virtual world of Lord of the Rings type characters.

However, a study of 7,000 online computer gamers has revealed that one in nine were displaying the same signs of addiction as gamblers and drug users. The subjects, mostly male and with an average age of 21, were asked to fill out two questionnaires. The addictive signs they displayed included withdrawal symptoms such as depression and craving, loss of control and neglect of other activities. The results will prove alarming for parents whose children spend hours on the computer. EverQuest, a fantasy game in which players populate a virtual mystical world of dragons and wizards has proved to be particularly addictive, and has been blamed for marriage break-ups, child-neglect and even an obsessive player's suicide. An EverQuest widow's

support group has been set up for people who never see their partners because they are always playing the game.

The study is the work of Professor Mark Griffiths, director of the International Gaming Research Unit at Nottingham Trent University, in the UK. 'Addicted' gamers were compared to the remaining 'normal' players and it was found that they played for much longer periods and were 'significantly' more likely to report withdrawal symptoms. Last night Prof Griffiths said it was a largely adult phenomenon because most online gaming sites require a credit card subscription. (Fees are typically about £8 a month.) The average age of an online gamer is 29 to 30. However, he did find that some teenagers were playing, after parents subscribed to the sites. About 20 per cent of players are women, drawn by the social and co-operative element of the games.

'Although I think genuine addiction is fairly low, the thing about online gaming is that the game never stops,' said Prof Griffiths. 'With a stand-alone game, you can switch it off and come back the next day, but with an online game it's very difficult to log off when

you know half the world has just logged on. Many gamers play excessively and display few negative effects. There is nothing wrong in itself with doing something excessively, and unlike gambling, gaming has little or no financial consequence. However, the 24-hour-a-day never-ending online games may provide a potentially addictive medium for those with a predisposition for excessive game playing.'

In other parts of the world, such games have come in for much greater criticism. In China a girl died after playing World of Warcraft for three days with barely a break, and a woman in the USA blamed a game for the death of her 21-year-old son, who had a history of mental health problems, and shot himself while still sitting at his computer. In these countries a whole host of special treatments and clinics are available which claim to hold a cure for the compulsive gamer. In South Korea, the authorities have become so concerned by the numbers of young people spending too much time on computers that the government launched a nationwide addiction hotline to help combat the problem.

## GAMING FORUM

**Kevin, Liverpool**

I used to play games every day, but last month I deleted every game on my computer and cancelled my subscription to Warcraft. The problem is that you get totally immersed in the games and become oblivious to the real world. What have you achieved after 11 hours in a virtual world? You might have developed your virtual character, fought a battle, killed a few dragons, but such achievements are illusory – when you return to the real world you're at exactly the same point as when you started.

**Martin, Cardiff**

I started playing EverQuest five years ago, and for the next two years the game dominated my life. But they were wonderful years and I have no regrets. I had the most amazing experiences and made loads of friends through the game. OK, so it's escapism, but how is it any different from watching TV? I know people who spend seven or eight hours a day watching TV but no one ever suggests they have a serious addiction.

I can talk about the consequences of an imaginary event in the past or present.

**1 Match the halves of these mixed conditional sentences.**

- |   |                          |
|---|--------------------------|
| 1 If I hadn't lost my job,                            | <input type="checkbox"/> |
| 2 If I had a car,                                     | <input type="checkbox"/> |
| 3 If I didn't live in Rome,                           | <input type="checkbox"/> |
| 4 If I hadn't asked you to dance at Joe's party,      | <input type="checkbox"/> |
| 5 If I'd left earlier,                                | <input type="checkbox"/> |
| a we wouldn't be going out now.                       |                          |
| b we'd be able to afford a holiday.                   |                          |
| c I'd be there now.                                   |                          |
| d it would have been more difficult to learn Italian. |                          |
| e I'd have given you a lift to the station.           |                          |

**2 Complete these mixed conditional sentences with the correct form of the verbs in brackets.**



- If I \_\_\_\_\_ (pay) more attention in French classes when I was at school, I \_\_\_\_\_ (understand) what that man is saying.
- She \_\_\_\_\_ (not be) at this school now if her parents \_\_\_\_\_ (not move) to this town three years ago.
- If I \_\_\_\_\_ (not like) pasta, I \_\_\_\_\_ (not have) it for dinner last night.
- If I \_\_\_\_\_ (be) taller, I \_\_\_\_\_ (join) the police force when I left school.
- You \_\_\_\_\_ (have) a lot of money now if you \_\_\_\_\_ (invest) wisely.
- If it \_\_\_\_\_ (not be) so cold this morning, I \_\_\_\_\_ (not wear) my fur coat.
- If you \_\_\_\_\_ (pay) attention, you \_\_\_\_\_ (can) work out the answer.

**3 Read the situations and write mixed conditional sentences.**



- I failed my maths exam last month. That's why I'm taking it again.
- 

- I haven't got much money. That's why I didn't buy a new car.
- 

- Dave didn't write to Emily. That's why she's cross with him.
- 

- Bill is learning German. That's why he spent the summer in Munich.
- 

- Poland beat Belgium. That's why they're playing in the European Cup.
- 

- Ellen hasn't got a mobile. That's why she couldn't phone you last night.
- 

- Harry lost his iPod. That's why he's looking miserable.
- 

- Madeleine isn't feeling well. That's why she didn't go to school yesterday.
- 



# 8F SPEAKING Discussion

I can discuss my opinions of newspaper stories.

- 1** Complete the expressions using the words in the box.

completely couldn't disagree how of  
opposite really right see spot think way

- 1 a I agree \_\_\_\_\_.   
b I \_\_\_\_\_ agree more.
- 2 a That's what I \_\_\_\_\_ too.   
b That's how I \_\_\_\_\_ it too.
- 3 a I think you're absolutely \_\_\_\_\_.   
b I think you're \_\_\_\_\_ on.
- 4 a I totally \_\_\_\_\_.   
b I \_\_\_\_\_ can't agree with you.
- 5 a I take the \_\_\_\_\_ view.   
b I'm \_\_\_\_\_ the opposite opinion.
- 6 a That's not \_\_\_\_\_ I see it at all.   
b That's not the \_\_\_\_\_ I look at it.

- 2**  **13** Listen. What are the people discussing in each conversation? Match the questions with the conversations and decide if the people agree or disagree with each other.



- a Are computer games bad for you?  
Conversation \_\_\_\_\_ Agree / Disagree
- b Should there be computers in every classroom?  
Conversation \_\_\_\_\_ Agree / Disagree
- c Do young people spend too much time using computers?  
Conversation \_\_\_\_\_ Agree / Disagree
- d Will computers soon be more intelligent than humans?  
Conversation \_\_\_\_\_ Agree / Disagree
- e Was the world a better place before the invention of computers?  
Conversation \_\_\_\_\_ Agree / Disagree

- 3**  **13** Listen again. Tick the expressions in exercise 1 that you hear.

- 4** Read the story below. Do you agree or disagree with these statements? Use expressions from exercise 1.

1 It was Oliver's fault.

2 Mr Coster shouldn't have left his son in the car.

3 Oliver should have been sitting in the back seat.

4 It was just an unlucky accident. No one was to blame.

5 The police should have arrested Mr Coster.



A toddler crashed his father's car into a parked police van after figuring out how to release the handbrake and take the car out of gear, putting it in neutral.

Jeffrey Coster left his three-year-old son Oliver in the car for just a couple of minutes while he went into a shop to buy some milk.

He left his young son in the front with his seat belt on. He had parked the car securely in gear, with the handbrake on and the front wheels turned towards the kerb.

However, Oliver managed to imitate what he had seen his father do to release the handbrake, put the gear into neutral and steer it as it rolled down the hill, eventually hitting a police van parked nearby. The front of Mr Coster's car was damaged, but luckily Oliver was unharmed and it didn't cause any damage to the police van. Police saw the funny side and didn't arrest Oliver or his father.

- 5** Do you agree or disagree with these opinions? Use expressions from exercise 1.

1 We should spend less money on space exploration and more on helping people in developing countries.

2 Teenagers watch too much TV.

3 Men and women should share the housework.



## Preparation

- 1 Complete the phrases with the prepositions in the box.

after    for    in    of    to    with

### Describing skills and competences

- 1 Good command \_\_\_\_\_ English
- 2 Basic knowledge \_\_\_\_\_ German
- 3 Competent \_\_\_\_\_ Microsoft Word
- 4 Good experience \_\_\_\_\_ managing people
- 5 Good ability \_\_\_\_\_ work under pressure

### Activities and responsibilities

- 6 Responsible \_\_\_\_\_ ...
- 7 Looking \_\_\_\_\_ customers
- 8 Dealing \_\_\_\_\_ the general public
- 9 Working \_\_\_\_\_ disabled people
- 10 \_\_\_\_\_ charge \_\_\_\_\_ a team of sales assistants

- 2 Order the words to make sentences.

- 1 organisational / I / and / skills / good / communication / have

---

- 2 am / good / I / a / been / captain / team / the school football team / having / of / leader /

---

- 3 serving / taking / at the café / bookings / Duties / included / customers / and

---

- 4 good / I / command / speak / and / have / a / of / fluent / and / French / Polish / English

---

## Writing Guide

- 3 Imagine you want to apply for one of the jobs below. Complete the CV with appropriate information, real or imaginary.

au pair	hotel receptionist	secretary
waiter/waitress	shop assistant	office assistant
youth worker	lifeguard	

## CHECK LIST

### Have you:

- only included relevant information?
- written short, concise sentences?
- included phrases from exercise 1 and 2?
- checked your work for mistakes?

 europass	
Europass Curriculum Vitae	
<b>Personal information</b>	
First name(s) / surname	
Address	
Telephone	
E-mail	
Nationality	
Date of Birth	
Gender	
Desired employment / Occupational field	
<b>Education and training</b>	
Dates	
Title of qualification awarded	
Principle subjects / occupational skills covered	
Name and type of organisation providing education and training	
Level of national or international classification	
<b>Work experience</b>	
Dates	
Occupation or position held	
Main activities and responsibilities	
Name and address of employer	
<b>Personal skills and competences</b>	
Mother tongue(s)	
Other languages	
Self assessment	Understanding Speaking Writing
Organisational skills and competences	
Computer skills and competences	
Artistic skills and competences	
Other skills and competences	
Driving licence	
Additional information	



**ZADANIE NATURALNE – Rozumienie ze słuchu**

**14** Zapoznaj się z treścią zadania. Usłyszysz wypowiedzi trojga wolontariuszy. Przeczytaj poniższe informacje i zdecyduj, której z osób każda z nich dotyczy. Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

	Which person ...	Juliet	Bill	Evelyn
1	has been involved in volunteering for the longest period of time?			
2	helps people from all age groups?			
3	has to rely on others in his / her work?			
4	doesn't need to contact the people he/she helps?			
5	combines his/her volunteer work with their job?			
6	helps people who can't go out?			

**ZADANIE NATURALNE – Rozumienie tekstu czytanego**

Przeczytaj poniższy tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zaznacz jedną z czterech możliwości, zaznaczając literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Twenty-five years after they were invented as a form of computer-geek shorthand, emoticons are now everywhere. The smiling, winking and frowning faces that inhabit the computer keyboard have evolved into a quasi-accepted form of punctuation. These sweet hieroglyphs have conquered both the young and the old, as our daily communication relies more and more on text rather than the spoken word. There was a time when emoticons seemed naively youthful. Yet nowadays, applied appropriately, emoticons can no longer be dismissed as juvenile. They come in handy in many adult social interactions, and help avoid serious miscommunications.

Psychologists say it is only natural. People instinctively look for signals of intimacy in the human face. This results from countless generations of evolution, during which people relied on these signs as life-or-death signals to survive. When infants are given a series of geometrical patterns, their eyes will naturally be drawn to those that seem to represent a face.

Faced with the absence of facial expressions in e-communications we should make up for it by composing e-mails that make it clear through our language that we are

being cheerful, but that, of course, happens only in the ideal world. And so we've turned to emoticons. At first glance it seemed that only the younger generation took to the little faces. But in fact, in a recent emoticon survey of 40,000 users of Yahoo Messenger, 52 percent of the respondents were older than 30. Among those, 55 per cent said they use emoticons every day. 82 per cent considered women more likely to use emoticons. But for men, who have a hard time using terms of tenderness, emoticons can be very helpful in conveying affection.

Emoticons have now entered even the most serious areas of life. One military veteran says that he uses plenty of emoticons in his communications even with admirals at the Pentagon, where they provide a certain cover for high-ranking leaders to comment on sensitive matters. 'A wink says quite a lot,' he says. 'It could be a thousand different things – but I know what it means. It's a kind of code.' Also on Wall Street, businessmen will use the term 'QQ' (from an emoticon symbolising crying eyes) in conversation as a sarcastic way of saying 'boohoo'. Supposedly, it all started in 1982. Scott Fahlman, a professor of computer science, was talking to an electronic university bulletin board where computer enthusiasts posted their opinions. In one note a joke about elevators was misinterpreted by some as a safety warning. So Fahlman suggested using :-: as a way to indicate jokes and :-D for serious remarks. Fahlman's 'joke markers' spread quickly and within a month or so techies at Xerox were circulating a list of strikingly sophisticated new emoticons. He never received a trademark for his invention, and never made a dime from it. Before long, emoticons had accomplished what Esperanto never could, a universal lingua franca.

- 1 In the past, emoticons were
  - A perceived as rather childish.
  - B used instead of punctuation.
  - C causing some misunderstandings.
  - D only smiling, winking and frowning.
- 2 The use of pictures representing the human face
  - A helped people to survive in the past.
  - B makes our e-mails more cheerful.
  - C is spreading among the older generation.
  - D is hard for men who are not affectionate.
- 3 Which of these sentences is true?
  - A The Pentagon leaders refuse to comment on their use of emoticons.
  - B In military communication emoticons can have special meanings.
  - C Wall Street businessmen especially like the crying emoticon.
  - D 'QQ' is a special Wall Street code emoticon.
- 4 Professor Fahlman
  - A came up with the smiling emoticon because he liked jokes.
  - B used his connections to spread the idea of emoticons.
  - C first came up with the idea of using the smiling emoticon.
  - D was a huge fan of the idea of a lingua franca and Esperanto.

### ZADANIE Maturalne – Stosowanie struktur leksykalno-gramatycznych

Utwórz nowe słowa ze słów podanych w nawiasach tak, by uzyskać logiczne i gramatycznie poprawne zdanie. Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

- 1 The coral reef is \_\_\_\_\_ (threat)  
by changes in the climate caused by global warming.
- 2 The photographer was \_\_\_\_\_ (just)  
accused of harassing the star as all the accusations turned out to be false.
- 3 The \_\_\_\_\_ (major) of residents taking part in the survey agreed that airport noise was the greatest nuisance in this area.
- 4 In order to promote eco-friendly thinking, the school decided to participate in a \_\_\_\_\_ (compete) to find the greenest primary school in the country.
- 5 Her \_\_\_\_\_ (complain) about unfair treatment was disregarded as she did not support it with any proof.

### ZADANIE Maturalne – Mówienie

Prezentacja tematu i dyskusja

Zapoznaj się z podanymi tematami. Wybierz jeden i przygotuj się do jego prezentacji oraz do dyskusji z egzaminującym.

- 1 'A decent provision for the poor is the true test of civilisation.' How do you understand this quote by Samuel Johnson?
- 2 Is pacifism the solution to the problem of violence and warfare? Discuss.

### ZADANIE Maturalne – Wypowiedź pisemna

Wypowiedz się na jeden z dwóch poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wymogi typowe dla formy wskazanej w poleceniu. Zaznacz temat, który wybrałeś/aś, zakreślając jego numer.

- 1 'Dobroczynność nie jest sposobem na rozwiązywanie problemów świata.' Napisz rozprawkę prezentującą twoją opinię.
- 2 Napisz rozprawkę na temat: 'Jakie są zalety i wady komunikacji wirtualnej?'

### ZADANIE Maturalne – Mówienie

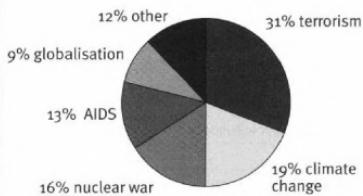
Rozmowa na podstawie materiału stymulującego

Przeanalizuj przedstawiony materiał. Przygotuj się do jego prezentacji i rozmowy z egzaminującym na temat:

- powodów, dla których życie na ziemi jest trudne,
- różnych sposobów na poprawienie świata.

## Human race is killing planet

What's the greatest threat to the world?



'What bothers me most is unemployment and the crime rate rather than global threats'



'Look at yourself first and see what is wrong, then fix yourself instead of trying to fix others.'

- 1 Describe the material in relation to the main topic.
- 2 Apart from those presented in the material, what other dangers does our world face?
- 3 What is meant by 'fixing yourself' in the context of the material?
- 4 If you were to choose the greatest threat, would it be a global issue or something referring to your local community? Why?
- 5 What actions could you as an individual take to make the world a better place?

# 9 A step on the ladder

## A

### VOCABULARY AND LISTENING

## All in a day's work

I can talk about my working life.

- 1 Label the photos with words from the box.

brick-layer civil servant farmer fast-food employee  
miner nurse pilot surgeon



- 2 Look at the chart. Match jobs 1–4 with the other four jobs from exercise 1.

	1	2	3	4
It's usually well paid.			✓	✓
You often have to wear a uniform.		✓		✓
You deal with the general public.	✓			✓
You do a lot of paperwork.		✓		
You attend a lot of meetings.		✓		
You often work outdoors.	✓			
You work with your hands.	✓			✓

- 1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

- 3 In your own words, explain the difference between these terms.

1 to hand in your notice / to get the sack

2 to resign / to retire

3 to do shift work / to work part time

4 to work full time / to work overtime

### Extension: The job market

- 4 Match the job adverts with the general fields below. Then name one other job in each field.

legal  retail  construction  leisure  health

1 Senior electrical engineer

Must have proven track-record working on large and complex projects. Apply with CV. Salary in the region of £50K + benefits. \_\_\_\_\_

2 Cosmetic surgery nurse

Must be fully-qualified and well-organised, with relevant experience. Salary: £19,000 p.a. \_\_\_\_\_

3 Senior solicitor

Minimum 5 years' experience. Candidates should apply online in the first instance. Salary £38–50,000 depending on age and experience. \_\_\_\_\_

4 Youth sports programme worker

The successful candidate will be a self-starter, have good organisational skills and be capable of working in a team. Salary £28K per annum. \_\_\_\_\_

5 Showroom assistant

Must have good people skills as well as the ability to perform under pressure. Send CV and covering letter. Salary £20,000 plus bonus. \_\_\_\_\_

### CHALLENGE!

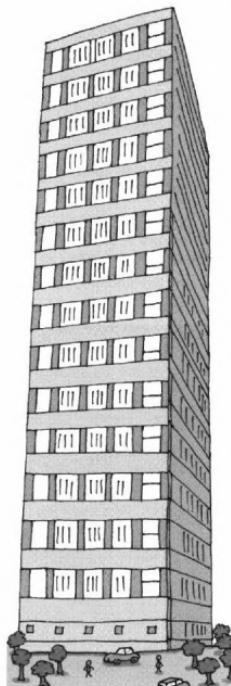
Write a job advertisement for the post of English teacher at your school. What general field does it belong to?



- 1 Complete the text with *would* or *used to* and the verbs in the box. Use *used to* only when *would* is not correct.

get out hate leave live push walk work

Alex<sup>1</sup> \_\_\_\_\_ on the twelfth floor of a block of flats. Every morning, he<sup>2</sup> \_\_\_\_\_ his flat around 8 o'clock in the morning and take the lift down to the ground floor. Then, he<sup>3</sup> \_\_\_\_\_ to the bus stop and catch the bus to work. Because Alex<sup>4</sup> \_\_\_\_\_ as a waiter in a busy restaurant, he was always tired when he finished work in the evening. But in spite of that, on arriving back at his block of flats and getting into the lift, Alex<sup>5</sup> \_\_\_\_\_ the button to go only as far as the ninth floor. He<sup>6</sup> \_\_\_\_\_ of the lift and walk slowly up the stairs to his flat on the twelfth floor. He<sup>7</sup> \_\_\_\_\_ those stairs. So why did he do it?



- 2 Read the text in exercise 1. Can you explain Alex's behaviour? (Answer on page 112.)

\_\_\_\_\_

- 3 Complete this description of what you normally do on Saturdays. Use *will* (or *won't*) for habitual behaviour.

On Saturdays, I'll usually get up at \_\_\_\_\_. Then

\_\_\_\_\_. After that \_\_\_\_\_.

\_\_\_\_\_. Later \_\_\_\_\_.

- 4 Match the sentences that go together. Complete the second sentence with the present continuous for habits.

- 1 He's really ill-mannered.   
2 She's very unreliable.   
3 He's incredibly hot-headed.   
4 She's very naive.   
5 He's really big-headed.   
6 She's extremely tight-fisted.

- a (constantly / say) \_\_\_\_\_ how great he is.  
b (always / make) \_\_\_\_\_ important decisions without thinking first.  
c (always / be) He's always being rude to people.  
d (continually / let) \_\_\_\_\_ other people pay for her, just to save money.  
e (forever / miss) \_\_\_\_\_ appointments.  
f (constantly / trust) \_\_\_\_\_ people who turn out not to be trust-worthy.

- 5 Write second sentences in a similar way to exercise 4. Use your own ideas.

- 1 He's very insecure. \_\_\_\_\_  
2 She's very argumentative. \_\_\_\_\_  
3 He's very grumpy. \_\_\_\_\_  
4 She's totally thoughtless. \_\_\_\_\_

- 6 Match the sentences that go together. Complete them with *will* or *would*.

- 1 'I got the sack from my last job.'   
2 'My next door neighbour thinks I fancy her.'   
3 'Jack's trainers smell awful.'   
4 'Lucy gave my guitar to a charity shop.'   
5 'My uncle's had another accident.'   
a 'Well you \_\_\_\_\_ keep calling round to see her.'  
b 'Well you \_\_\_\_\_ play it until two in the morning.'  
c 'Well he \_\_\_\_\_ ride his motorbike too fast.'  
d 'Well you \_\_\_\_\_ turn up late every day.'  
e 'Well he \_\_\_\_\_ wear them every day.'

### CHALLENGE!

Complete these sentences in your own words.

- 1 I used to \_\_\_\_\_  
but now \_\_\_\_\_  
2 I didn't use to \_\_\_\_\_  
but now \_\_\_\_\_



## Revision: Student's Book page 95

**1 Choose the correct words to complete the sentences.**

- 1 The USA accepts more **legal** / **lawful** immigrants than any other country in the world.
- 2 In the 18th century, immigrants were **dominantly** / **predominantly** from Ireland, Britain, Canada and Germany.
- 3 Many immigrants saw America as the 'land of chance' / **opportunity**.
- 4 There are many people of Polish **ancestral** / **ancestry** in the USA.
- 5 America became a 'melting' / **mixing** pot' of different races.
- 6 For millions, Ellis Island was the **doorway** / **gateway** to a new life.
- 7 Immigrants had to pass the inspection before setting foot on American **earth** / **soil**.

**2 Read the text. Choose the best summary: a, b or c.**

- a Many Britons are moving to Australia because the quality of life there is better. However, it's difficult for them to find a good job.
- b Australia is trying to attract British workers by convincing them that they will have a better life there. However, this could leave Britain short of several kinds of key workers.
- c In the 1950s and 1960s, many Australians came to Britain to work. The situation is now reversed, and Britons are applying for work in Australia.

**3 Are these sentences true or false? Write T or F.**

- 1 There are not enough professionals in Australia to fill the available jobs. \_\_\_\_\_
- 2 Australia's sunny climate is being used to persuade British workers to emigrate. \_\_\_\_\_
- 3 Australia is only trying to attract office workers, not manual workers. \_\_\_\_\_
- 4 The normal immigration process will be made faster for people with the right qualifications. \_\_\_\_\_
- 5 The text suggests that many British workers will be keen to leave their family behind. \_\_\_\_\_
- 6 The text implies that if too many British workers emigrate, it will create problems in the UK. \_\_\_\_\_

## IN SEARCH OF THE SUN



Australia wants to poach 20,000 British workers to solve a serious labour shortage. Professionals, from doctors and nurses to hairdressers and pastry chefs, are being invited to start a new life Down Under.

The publicity campaign shamelessly compares the British climate with Australia's 'glorious weather and miles of sandy beaches'. It is the most aggressive recruitment drive since a million Britons known as the 'Ten Pound Poms' – after the £10 fare they paid for the journey – emigrated to Australia in the fifties and sixties. ('Pom' is a colloquial Australian word for somebody from Britain.)

Among the workers Australia is seeking are electricians, carpenters, engineers, bricklayers, accountants and cabinet makers. Those who fit the criteria – in terms of age, skills and experience – will be fast-tracked for visas.

Onagh Baerveldt, of the Australian Visa Bureau, said: 'It's often not a difficult decision to leave the British weather behind, but there are serious considerations with regard to leaving family and friends.'

There are also fears the latest scheme will deepen the crisis for the National Health Service and other British services already struggling under severe shortages of staff. Australia's plans could even create a hairdressing crisis, it was claimed. Ray Seymour, general secretary of the National Hairdressers' Federation, said: 'We have a shortage of skilled hairdressers and this is going to make it worse. But it's very sunny over there and there is a strong possibility that a lot of hairdressers will be tempted.'

## CHALLENGE!

Imagine you were starting a campaign to attract skilled workers to Poland. What would you say in order to encourage them to come?

## Making a name for yourself

I can understand an article about successful dropouts.

## Revision: Student's Book page 96–97

- 1 Complete the summary of the text, *The Brit School* using the words in the box.

corridors	entertainment	fall	name
rehearse	scene	solo	state-funded

The Brit School is a<sup>1</sup> secondary school where, in addition to all the normal subjects, the students also learn about the<sup>2</sup> industry and how to be successful in it. The<sup>3</sup> of the school are usually full of noise as the students<sup>4</sup> together. Most of them dream of being stars, but the school provides them with a good education to<sup>5</sup> back on in case their dreams do not come true. However, several former students of the Brit School are already making a<sup>6</sup> for themselves. These include Katy Melua, who recently completed a<sup>7</sup> tour of the USA, and the Kooks, who are an established part of the UK music<sup>8</sup>.

- 2 Look through the text quickly, ignoring the gaps. Did each person drop out of school or university?

- 1 Bill Gates dropped out of \_\_\_\_\_.
- 2 Russell Simmons dropped out of \_\_\_\_\_.
- 3 Uma Thurman dropped out of \_\_\_\_\_.

- 3 Match sentences A–G with gaps 1–6. There is one sentence that you do not need.

- A In fact, it is estimated that he has donated more than half his fortune to charities.
- B She was unusually tall, with a sharp, angular face, big ears and very large feet.
- C His father was a teacher and his mother was a recreation director.
- D In fact, it was a lie: they hadn't written a single line of code.
- E However, she returned to school later in order to take her exams.
- F This is a special school which offers classes to children who are already pursuing a career in the performing arts.
- G Just like that, I saw how I could turn my life in another, better way.

- 4 Complete these sentences about the three people in the text. Write Gates, Simmons or Thurman.

- 1 \_\_\_\_\_ dropped out of education because of a friend.
- 2 \_\_\_\_\_ could easily have ended up leading a life of crime.
- 3 \_\_\_\_\_ is involved in a lot of different kinds of businesses.
- 4 \_\_\_\_\_ boasted about some work before it had actually been done.
- 5 \_\_\_\_\_ received unkind comments from other children at school.
- 6 \_\_\_\_\_ started a fashion label and a record label.
- 7 \_\_\_\_\_ decided on a future career after one particular night.
- 8 \_\_\_\_\_ dropped out of two different schools.

- 5 Find words in the text that mean:

- 1 to obtain or achieve something, especially when this means using a lot of effort \_\_\_\_\_
- 2 working together with somebody in order to produce or achieve something \_\_\_\_\_
- 3 well known for being bad \_\_\_\_\_
- 4 a thing of value, especially property that a person or company owns \_\_\_\_\_
- 5 to be laughed at or made jokes about, either in a friendly way or maliciously for embarrassment \_\_\_\_\_
- 6 completing a course in education at high school or college \_\_\_\_\_

## CHALLENGE!

Find out about someone who has been successful 'against the odds'. Write a paragraph about them.

# School Dropouts



## Bill Gates

Bill Gates was a good student who managed to secure a place at Harvard University, often regarded as the best university in the world. However, he did not finish his degree. The main reason for this was

that his childhood friend, Paul Allen, persuaded him to leave. At that time, PCs for the home had just been invented. One of the first models was called Altair, and was manufactured by a company called MITS. Paul Allen and Bill Gates wrote to MITS and told them that they had written a version of the programming language BASIC that was perfect for the Altair.<sup>1</sup> When MITS asked for a demonstration, Gates and Allen worked fast, and wrote the software in just eight weeks. Soon, they were collaborating with MITS full time, and formed their own company, Microsoft. Today, Microsoft employs more than 64,000 people in 85 countries. Bill Gates is probably the richest person in the world and is widely considered to be the world's most generous humanitarian.<sup>2</sup>



## Russell Simmons

Russell Simmons was born into a respectable, middle-class family.<sup>3</sup> But Simmons rebelled. He abandoned school, joined a notorious gang, and started selling drugs on the street.

But everything changed one night in 1977 when he saw a man called Eddie Cheeba performing a mixture

For most people, a good education is the first step on the ladder of success. Whatever career you dream of pursuing, you are likely to need the right qualifications. Of course, there are always exceptions. Not every billionaire businessman or internationally famous celebrity began in a promising way!

of poetry and music to a wildly enthusiastic audience. (Of course, this kind of music later became known as rap and hip-hop.) In his autobiography, Simmons describes the moment like this:<sup>4</sup> I decided to put [everything] into promoting music.' Simmons became the 'godfather of hip-hop' and built a huge business empire around his record label, Def Jam. His fashion label, Phat Farm, is known around the world and he has also launched TV shows, a soft drink (DefCon3 soda), a new kind of Visa card and many other business projects. In total, his assets are valued at over \$500 million.



## Uma Thurman

Uma Thurman, glamorous star of Quentin Tarantino's *Kill Bill* films, was not always the epitome of female beauty. In fact, she was an odd-looking child.<sup>5</sup> At school other children teased

her, and when she was ten years old, a friend's mother even suggested that she have cosmetic surgery to alter her nose. (Luckily, she ignored the advice.) By the age of 15, Thurman had decided that she found school boring, and she left to seek work as an actress. For a while, she continued her education at the Professional Children's High School.<sup>6</sup> However, she dropped out before graduating because her acting career was beginning to take off. She appeared in many films throughout the 1990s, including Tarantino's 1994 masterpiece *Pulp Fiction* and the 1997 science fiction classic, *Gattaca*. Today, she continues to be a respected and successful actress and model.

I can use different structures to talk about the future in the past.

**1 Choose the best future in the past expression in these sentences.**

- She **was to have started / would start** her new job last Monday, but she was ill.
- Some of the fans **started to leave because the match was about to end / would end**.
- Even though it was a brief trip, she **was remembering / would remember** it forever.
- She **was being / would be** in town later that afternoon because she **was taking / would take** her dog to the vet's.
- When he met Claire, he had no idea how important she **was being / was to be** in his life.
- They met in 1987 and **were to remain / were going to** remain friends for more than twenty years.

**2 Complete the sentences using future in the past expressions from exercise 1.**

'I can't go to the cinema. I'm going out for dinner.'

She couldn't go to the cinema because she **was going out for dinner**.

1 'There's no time to argue. The train leaves in five minutes!'  
There was no time to argue because \_\_\_\_\_

2 'I'm excited. I'm going to meet Prince William.'  
She was excited because \_\_\_\_\_

3 'We must find our seats. The show starts in two minutes.'  
They had to find their seats because \_\_\_\_\_

4 'I'm looking for a job. I'll have to pay my university fees.'  
She was looking for a job because \_\_\_\_\_

5 'She's nervous. She's taking her driving test soon.'  
She was nervous because \_\_\_\_\_

6 'I know I'll never forget this wonderful day.'  
He knew \_\_\_\_\_

**3 Rewrite the e-mail as part of a narrative in the past. Include future in the past where necessary.**



3rd July

It's the first day of my gap year. I'm about to leave on a six-month trip around Europe. I'm going to spend the first month in Spain working at a holiday camp and the second month in France on a language course. After that, I'll decide where to go next! I won't get another chance to go travelling for a while, so I'm really going to make the most of the experience. I'll definitely have some interesting stories to tell at the end of it!

love  
Connor

It was 3rd July, and the first day of Connor's gap year.  
He was about to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4 Invent excuses to complete these sentences.**

- I was about to invite you to my birthday party but \_\_\_\_\_
- I was going to hand in my homework on time but \_\_\_\_\_
- I was planning to work harder this year but \_\_\_\_\_





I can write a letter applying for a place on a course.

## Preparation

- 1 Match the missing parts of the letter (1–7) with their correct position (a–h).

- 1 12<sup>th</sup> May 2009
- 2 M J Porter
- 3 112 Mill Street  
Milton Keynes  
MK12 7FG
- 4 Mark Porter
- 5 Trinity College  
Broad Street  
Oxford  
OX1 3BH
- 6 Dear Sir or Madam
- 7 Yours faithfully

(b)

(a)

(c)

(d)

I am writing to apply for a place on your summer school course entitled The Great Romantic Poets, which I saw advertised on the Internet.

I am 19 years old and a first-year English student at the University of Buckingham. I am a Canadian national and have a two year visa allowing me to study in the UK. I am particularly interested in your summer school for two reasons. Firstly, I intend to specialise in the Romantic Period next academic year. And secondly, I am keen to attend as many courses as possible during my relatively short time in this country.

I have two queries about the course. Firstly, could you tell me whether non-residential places are available? I have friends in Oxford with whom I could stay. Also, I would be grateful if you could let me know whether you envisage running a similar course at any other time of year.

I enclose my CV which includes details of my academic qualifications to date, as well as a personal profile. I look forward to hearing from you at your earliest convenience.

(e)

(f)

(g)

- 2 Which eight of the highlighted words and phrases in the letter are quite formal English?

---



---



---

- 3 Complete this paragraph plan for the letter in exercise 1. Use the phrases in the box.

Personal information    Questions    Reason for writing  
Request for a reply

Paragraph 1: \_\_\_\_\_

Paragraph 2: \_\_\_\_\_

Paragraph 3: \_\_\_\_\_

Paragraph 4: \_\_\_\_\_

- 4 Read the advertisement and the task below. Plan your letter following the paragraph plan in exercise 3. Decide what two questions to ask.

### Brit School Summer Course

We are offering two three-week courses during the summer vacation to allow students from all over the world to sample the unique 'Brit School' experience. Find out why the school has produced some of the best-known and successful pop acts of the last ten years. Places are strictly limited, so apply early with full CV and covering letter explaining why you should be accepted onto the course.

*Write to: Henry Grouse, Summer School Co-ordinator, The Brit School, PO Box 455, London*

You have seen this advertisement online. Write a letter applying for a place on the course. Write 200–250 words.

- 5 Write your letter. Use the writing guide below to help you.

### Writing Guide

- 1 Use the correct layout for a formal letter (see exercise 1).
- 2 Use appropriate formal language. Avoid slang or colloquial expressions. Use full forms rather than contractions.
- 3 Remember to sound as enthusiastic as possible about the course you are applying for.

### CHECK LIST

Have you:

- followed the paragraph plan?
- included two queries in your letter?
- checked your work for mistakes?



## 10

## Man and beast

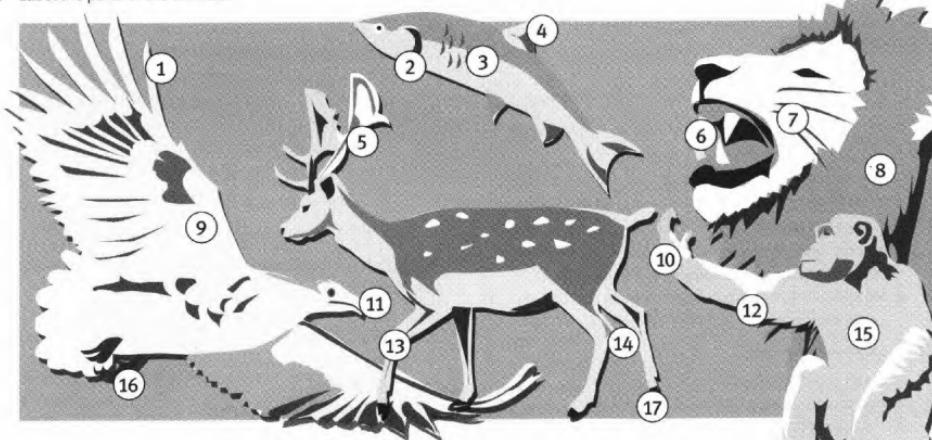
**A**

## VOCABULARY AND LISTENING

## Animals

I can identify the different parts of an animal.

- 1 Label the parts of the animals.



1 \_\_\_\_\_

6 \_\_\_\_\_

11 \_\_\_\_\_

16 \_\_\_\_\_

2 \_\_\_\_\_

7 \_\_\_\_\_

12 \_\_\_\_\_

17 \_\_\_\_\_

3 \_\_\_\_\_

8 \_\_\_\_\_

13 \_\_\_\_\_

4 \_\_\_\_\_

9 \_\_\_\_\_

14 \_\_\_\_\_

5 \_\_\_\_\_

10 \_\_\_\_\_

15 \_\_\_\_\_

- 2 Complete the animal idioms and match them with the meanings.

1 If you are in the \_\_\_\_\_ house, 2 If it is raining \_\_\_\_\_ and \_\_\_\_\_, 3 If you are having a \_\_\_\_\_ of a time, 4 If you let the \_\_\_\_\_ out of the bag, 5 If you talk about something until the \_\_\_\_\_ come home, 6 If you escape the \_\_\_\_\_ race, 

a you give away a secret.

b it is raining very heavily.

c you move out of the city and find a way of life that is less competitive and aggressive.

d you are really enjoying yourself.

e somebody is annoyed with you.

f you talk about it incessantly.

Extension: Collective nouns

- 3 Put the nouns in the correct group.

bees	birds	books	cards	cows	dishes
dolphins	flowers	insects	goats	grapes	wolves
penguins	seals	sheep	whales		

- 1 a flock of \_\_\_\_\_, \_\_\_\_\_  
 2 a herd of \_\_\_\_\_, \_\_\_\_\_  
 3 a bunch of \_\_\_\_\_, \_\_\_\_\_  
 4 a pack of \_\_\_\_\_, \_\_\_\_\_  
 5 a school of \_\_\_\_\_, \_\_\_\_\_  
 6 a swarm of \_\_\_\_\_, \_\_\_\_\_  
 7 a pile of \_\_\_\_\_, \_\_\_\_\_  
 8 a colony of \_\_\_\_\_, \_\_\_\_\_



I can describe ability in  
the past, present and future.

- 1 Complete the rules with the words in the box. You will need to use some words more than once.

be able to	being able to	can/can't	could
couldn't	managed to do	succeeded in doing	
will be able to			

- 1 We normally use \_\_\_\_\_ to talk about ability in the present.
- 2 We normally use \_\_\_\_\_ to talk about ability in the future. However, we often use \_\_\_\_\_ to talk about future arrangements.
- 3 We use \_\_\_\_\_ when we need an infinitive and \_\_\_\_\_ when we need an -ing form.
- 4 We only use \_\_\_\_\_ for general ability in the past. When we're talking about one occasion, we use a different expression, such as \_\_\_\_\_ or \_\_\_\_\_.
- 5 However, we use the negative \_\_\_\_\_ whether we are talking about general ability or one occasion.
- 6 We use \_\_\_\_\_ with verbs of perception, like *see, smell, hear, taste, feel*, even if it's one occasion.

**2 Choose the correct form.**

- 1 I **can't / don't manage** to swim very well.
- 2 Fran **couldn't / wasn't able** to find her mobile.
- 3 The police **finally managed to / could finally** catch the gang of shoplifters.
- 4 David **didn't manage to / didn't succeed** in finish his homework on time.
- 5 I **could / have been able to** swim since I was six.
- 6 I got a pay rise last month so I **could / was able** to buy a new car.
- 7 We need to leave right now. **Can you / Will you** be able to take the bags out to the car?
- 8 Jon **didn't succeed in reading / couldn't read** very well when he was little.
- 9 I don't like **not being able to / not managing** to drive.

- 3 Complete the text with *can*, *could*, *be able to*, *manage* or *succeed*. Use the correct form. Sometimes more than one answer is possible.**



I <sup>1</sup>\_\_\_\_\_ ride since I was about six. My parents <sup>2</sup>\_\_\_\_\_ afford to buy a horse, but there was a riding school nearby where I <sup>3</sup>\_\_\_\_\_ learn. At first I <sup>4</sup>\_\_\_\_\_ control the horse by myself but I soon learned how to make it do what I wanted. Last month I entered a show-jumping competition. Unfortunately, I <sup>5</sup>\_\_\_\_\_ to win any prizes but at least I <sup>6</sup>\_\_\_\_\_ finishing the course without falling off. In a few weeks we're moving to a different part of the country, but I hope <sup>7</sup>\_\_\_\_\_ carry on riding, and if I'm lucky one day I might <sup>8</sup>\_\_\_\_\_ have my own horse.

- 4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word in bold.**

- 1 Julian isn't a very good swimmer. **can**  
Julian \_\_\_\_\_ very well.
- 2 Do you know where I can possibly find a chemist's that is open? **able**  
Do you know where I might \_\_\_\_\_ a chemist's that is open?
- 3 Jenny wasn't able to find a job until she moved to Manchester. **succeed**  
Jenny \_\_\_\_\_ a job until she moved to Manchester.
- 4 Will you manage to find the way to my house without a map? **able**  
\_\_\_\_\_ the way to my house without a map?
- 5 I'm much better than my brother at tennis but he succeeded in beating me yesterday. **manage**  
I'm much better than my brother at tennis but he \_\_\_\_\_ me yesterday.
- 6 Harry couldn't find his passport so he missed his flight. **able**  
Harry missed his flight because he \_\_\_\_\_ his passport.
- 7 How were you able to afford such an expensive television? **manage**  
How \_\_\_\_\_ such an expensive television?
- 8 I wasn't able to go to school yesterday as I was ill. **could**  
I was ill yesterday so I \_\_\_\_\_ to school.



**Revision:** Student's Book page 105**1** Complete the sentences with the words in the box.

groom    kittens    owners    pets    put down  
 stuffed    treat x 2    welfare

- 1 Some dog \_\_\_\_\_ take their dogs to see a pet psychologist.
- 2 Some people \_\_\_\_\_ their animals better than they \_\_\_\_\_ their elderly relatives.
- 3 Dogs and cats are the most popular \_\_\_\_\_ in the UK.
- 4 You can see a lot of \_\_\_\_\_ animals in the museum.
- 5 Our cat gave birth to five \_\_\_\_\_ last week.
- 6 It is advisable to \_\_\_\_\_ your dog once a week.
- 7 My sister works for an animal \_\_\_\_\_ charity.
- 8 Unfortunately our dog became very ill and we had to have it \_\_\_\_\_.

**2** Read the text quickly. Is foxhunting with dogs legal in Britain? Yes  No **3** Complete the text with appropriate words.**4** Are the sentences true or false? Write T or F.

- 1 Fox hunting started because farmers needed to kill foxes.
- 2 Foxes kill more animals than they need to survive. \_\_\_\_\_
- 3 Opponents of hunting argued that it wasn't necessary to kill any foxes. \_\_\_\_\_
- 4 There is disagreement as to whether shooting foxes is cruel or not. \_\_\_\_\_
- 5 Lots of people are employed in the hunting industry. \_\_\_\_\_
- 6 Since the ban support for hunting has decreased. \_\_\_\_\_

**5** Find words that mean:

- 1 a type of dog often used in hunting: \_\_\_\_\_
- 2 chasing; running after: \_\_\_\_\_
- 3 an animal or insect that destroys food, plants, etc.: \_\_\_\_\_
- 4 an animal that kills other animals: \_\_\_\_\_
- 5 young sheep: \_\_\_\_\_
- 6 to question whether something is true: \_\_\_\_\_
- 7 showing kindness: \_\_\_\_\_
- 8 people who live in cities: \_\_\_\_\_
- 9 the smell that an animal leaves behind: \_\_\_\_\_

# Fox hunting

Fox hunting, with packs of hounds and people on horses pursuing foxes across

<sup>1</sup> English countryside, has been around for about 300 years. It began <sup>2</sup> a sport practised by rich land-owners, but farmers were quick to welcome fox hunting as a means of getting rid <sup>3</sup> what they saw as a dangerous pest. Foxes in Britain have no natural predator and they kill a lot of lambs, chickens and piglets – usually far more <sup>4</sup> they can eat. Over the centuries, fox hunting became an important part <sup>5</sup> rural life in Britain. However, in the last few decades of <sup>6</sup> twentieth century, opposition <sup>7</sup> foxhunting increased, and animal welfare organisations tried to <sup>8</sup> it banned. They didn't dispute that the fox population needed to <sup>9</sup> controlled, but argued that hunting caused the foxes unnecessary suffering and that there were more humane methods of killing foxes, such <sup>10</sup> shooting them. Supporters of fox hunting, <sup>11</sup> the other hand, argued that shooting foxes is more cruel than hunting, as the animals <sup>12</sup> rarely killed outright and often die slowly of their wounds. They also pointed <sup>13</sup> that hunting played a vital role in rural communities and thousands of jobs depended <sup>14</sup> it. Moreover, they claimed that opponents of hunting were mostly city-dwellers with little knowledge or understanding of the rural way of life. Nevertheless, <sup>15</sup> government finally made hunting with hounds illegal <sup>16</sup> 2005, a measure supported <sup>17</sup> two-thirds of British people. Since then, many hunts have switched to 'drag hunting', in which the dogs follow a scent (on a piece of cloth that is dragged along the ground) rather than a live animal. Hunting seems <sup>18</sup> be as popular as ever, with most hunts claiming an increase in membership. Moreover, public opinion has changed, with half of British people now believing <sup>19</sup> the ban should be lifted.

**CHALLENGE!**

Should all hunting be banned? What's your opinion? Why?

**Revision:** Student's Book page 106–107

- 1** Write the name of at least one animal that makes these noises.

- 1 bark \_\_\_\_\_
- 2 buzz \_\_\_\_\_
- 3 chatter \_\_\_\_\_
- 4 hiss \_\_\_\_\_
- 5 meow \_\_\_\_\_
- 6 roar \_\_\_\_\_
- 7 squawk \_\_\_\_\_
- 8 squeak \_\_\_\_\_
- 9 whistle \_\_\_\_\_

- 2** Look at the pictures. Do you know the names of these mythical creatures? Read the text quickly and match the names to the pictures.

(1)




(2)




(3)




(4)




I can talk about creatures from Greek mythology.

- 3** Find twelve parts of the body in the texts and complete the chart.

Animal or human		Animal	
1	2	1	2
3	4	3	4
5	6		
7	8		

- 4** Read the texts. Which mythical creature:

- 1 was particularly dangerous for women? \_\_\_\_\_
- 2 lived near a city? \_\_\_\_\_
- 3 changes character and appearance from myth to myth? \_\_\_\_\_
- 4 killed itself? \_\_\_\_\_
- 5 lived deep under a palace? \_\_\_\_\_
- 6 ate people? \_\_\_\_\_
- 7 had the head of a woman and the body of a bird? \_\_\_\_\_
- 8 was particularly dangerous for travellers? \_\_\_\_\_
- 9 had to be imprisoned? \_\_\_\_\_
- 10 was used by the gods to hurt people? \_\_\_\_\_
- 11 represented people's basic instincts? \_\_\_\_\_
- 12 was killed by somebody from Athens? \_\_\_\_\_

**CHALLENGE!**

Find out and write about another mythical creature. Think about these things:

- 1 Where is the myth from?
- 2 What did the creature look like?
- 3 What did it do?
- 4 Was it dangerous? Why?

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# Mythical creatures of Ancient Greece

## A THE SPHINX

In Greek mythology, the Sphinx was a monster with the head of a woman, the body of a lion and the wings of an eagle. Its name comes from the Greek verb 'sphingo' which means 'to strangle' – which is what it did to its unfortunate victims. According to the stories, it sat on a tall rock by the road that led to Thebes, and stopped travellers on their way to and from the city. It would then ask them the following riddle: 'What walks on four legs in the morning, on two legs in the afternoon, and on three legs in the evening?' No traveller was ever able to answer the riddle, and so they were all killed by the Sphinx. Then one day, a young man called Oedipus managed to solve the riddle. When challenged by the Sphinx, he replied that a human crawls on its hands and feet as a baby, walks on two legs as an adult, and finally uses a walking stick in old age. On hearing this, the Sphinx threw itself from the rock and died, and the grateful citizens of Thebes made Oedipus their king.

## B THE CENTAURS

According to Greek myths, centaurs were a tribe of creatures which were half-horse and half-human. They had the head, chest and arms of a man, and the body, tail and legs of a horse. In later myths, they also had horns and wings. Centaurs were said to live in the woods and mountains of Ancient Greece. The Greeks believed that they were savage and cruel, and a particular danger to women, who they attacked and carried off. For the Greeks, centaurs symbolised our dark, primitive natural instincts, and the battles between humans and centaurs mirrored the struggle between civilisation and barbarism. However, Chiron, the gentlest and wisest of the centaurs, was a great teacher and became tutor to Achilles, Jason and other heroes of Greek mythology. The story goes that when he died, Chiron became the constellation Sagittarius.

## C THE MINOTAUR

In Greek mythology, the Minotaur had the body of a man and the head of a bull. Pasipha, wife of Minos King of Crete, looked after the Minotaur when it was young, but soon it became aggressive and started causing terror and destruction. At that point, Minos ordered his architect, Daedalus, to construct a gigantic labyrinth under the royal palace to hold the Minotaur. The people of Crete never saw the Minotaur again but they heard it roar and felt the ground shake as it ran around in the labyrinth. The Minotaur only ate human flesh and every year King Minos sent seven boys and girls from Athens into the tunnels of the labyrinth to face the Minotaur. They were never seen again. Then one year, Theseus, son of the King of Athens, volunteered to go into the labyrinth and kill the Minotaur. Ariadne, daughter of King Minos, gave Theseus a ball of string which he unwound as he went into the labyrinth, in order that he could find his way out again. Theseus found the Minotaur and killed it. As soon as he emerged from the labyrinth, there was a huge earthquake which destroyed the palace and buried the Minotaur's body forever.

## D THE HARPIES

Harpies were first described by Homer in the *Odyssey* as beautiful fair-haired wind spirits, but in later myths they were transformed into ugly, noisy, foul-smelling birds, with insatiable appetites. They had sharp claws and wings, and the faces of ugly old women. Their name translates as 'snatchers' or 'grabbers' as they were known for snatching away people and things from the Earth. In the myths, there were three harpies and they were sisters. When they were born, they were so hideous that their parents hid them away. However, the Greek gods used them to punish people with whom they were angry. They put King Phineas on an island with the harpies. Every time he was about to eat, the harpies arrived and stole the food from his hands before he could put it into his mouth. Phineas was eventually rescued by Jason and the Argonauts, who killed one of the harpies and chased the others to the islands of the Strophades, where they remained for the rest of their lives.

- 1** Complete the second sentence so that it has a similar meaning to the first.

1 Keith isn't answering his phone. That's strange.

It's strange that Keith isn't answering his phone.

2 You are here now. That's the important thing.

The \_\_\_\_\_

3 Chelsea scored five goals. That was amazing.

It \_\_\_\_\_

4 Philip couldn't come to my party. That was a shame.

It \_\_\_\_\_

5 The man was seen at the scene of crime. This fact proves nothing.

The fact \_\_\_\_\_

6 A man won the lottery on two separate occasions. That's almost beyond belief.

It \_\_\_\_\_

- 2** Underline pairs of sentences in the text and rewrite them as single sentences.



#### Are zoos a good thing or a bad thing?

The animals are kept in unnatural conditions. This is one of the biggest criticisms of zoos. The animals are not free to roam. However, this does not mean that they suffer. Zoos are only there to attract visitors and generate profit. This is another criticism.

Zoos also do a lot of good work. That is beyond doubt. Zoos have helped to save endangered wildlife from extinction. That is one of their greatest achievements. The number of people who visit zoos and learn about animal conservation is increasing. That is encouraging.

1 The fact that animals \_\_\_\_\_

2 That the animals \_\_\_\_\_

3 Another criticism is \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

#### 3 Rewrite the sentences using *all*.

1 I just need a bit more money.

All I need is a bit more money.

2 I just need a bit of peace and quiet.

3 I've only got £5 on me.

4 You just need to say sorry.

5 Tom just wants a good night's sleep.

6 I just need a little more time.

#### 4 Rewrite the sentences with *what* to give more emphasis.

1 I intend to get really fit.

What I intend to do is get really fit.

2 Ice on the road probably caused the accident.

3 Education is really important.

4 I'd really like to travel round the world.

5 Frank's laziness worries me.

6 The ending of the film surprised me.

7 I need to work faster.



# 10 F SPEAKING Presentation

I can give a presentation with confidence.

## 1 Complete the phrases with prepositions from the box.

ago at before for in on

- 1 Two centuries \_\_\_\_\_, ...
- 2 \_\_\_\_\_ those days,
- 3 \_\_\_\_\_ the modern era, ...
- 4 \_\_\_\_\_ thousands of years, ...
- 5 A few decades \_\_\_\_\_,
- 6 \_\_\_\_\_ ancient societies, ...
- 7 \_\_\_\_\_ that time, ...

## 2 16 Listen to the presentation. What is the speaker's overall opinion?

- It is wrong to keep animals in zoos.   
It isn't wrong to keep animals in zoos.

## 3 16 Listen again and complete the phrases the speaker uses.

### Introduction

- 1 Zoos have been a popular form of entertainment for a very \_\_\_\_\_ ...
- 2 It is only in \_\_\_\_\_ years that ...

### Main part

- 3 My \_\_\_\_\_ is that ...
- 4 Some people \_\_\_\_\_ that ...
- 5 They also \_\_\_\_\_ that ...
- 6 There may once have been some \_\_\_\_\_ in this \_\_\_\_\_ ...
- 7 Nowadays, it is \_\_\_\_\_ to say that ...

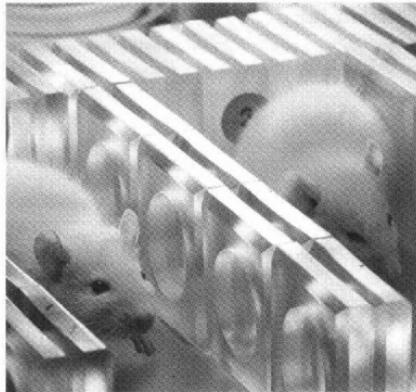
### Conclusion

- 8 So, \_\_\_\_\_, I disagree that ...
- 9 While it's \_\_\_\_\_ that in an \_\_\_\_\_ world ...
- 10 I \_\_\_\_\_ believe that ...

## 4 Look at the exam question below and decide what your overall opinion is. Write a brief introduction that puts the question in a historical context. Use the information in the box to help you.

Should we allow scientists to experiment on living animals in order to further scientific knowledge and to find cures for human diseases?

First animal testing: over 2,000 years ago. Has led to a lot of medical advances.



## 5 Now write the main part of your presentation. Use phrases from exercise 3 and these ideas to help you, or use your own ideas.

### Why we should allow experiments:

- find cures for human diseases
- test drugs on animals before giving to humans
- regulations – animals in laboratories don't suffer unnecessarily

### Why we shouldn't allow experiments:

- no right to inflict suffering on animals
- other ways of testing drugs (e.g. computer simulations)
- animals – same rights as humans

## 6 Write the conclusion. Sum up your ideas in one or two sentences. Use phrases from exercise 3 to help you.

**Preparation**

- 1 Complete the text with the words in the box. Use your dictionary to help you.

appearance comprises covers course designated  
endangered explore located protected size  
spectacular variety varieties

**The Everglades National Park**

The Everglades National park is<sup>1</sup> \_\_\_\_\_ on the southern tip of Florida, in the USA, and<sup>2</sup> \_\_\_\_\_ a vast wetland quite unlike any other in the world. It has been<sup>3</sup> \_\_\_\_\_ a World Heritage Site.

The Everglades is basically a huge area of shallow, slow-moving water that<sup>4</sup> \_\_\_\_\_ an enormous area – over 6,000 square kilometres. Visitors can therefore easily<sup>5</sup> \_\_\_\_\_ the Everglades by boat, kayak, or canoe, but it is easy to get lost or ground the boat in shallow water, so great care needs to be taken. There is a huge<sup>6</sup> \_\_\_\_\_ of plants, including the famous mangrove trees that grow out of the water and many<sup>7</sup> \_\_\_\_\_ of rare orchid.

The area boasts many rare and<sup>8</sup> \_\_\_\_\_ species, such as the American crocodile, Florida panther, and West Indian manatee. The Everglades are most famous for alligators, which, despite their fearsome<sup>9</sup> \_\_\_\_\_ are normally wary of people. It is also possible to see<sup>10</sup> \_\_\_\_\_ flocks of water birds feeding in the shallows and on mud flats.

The Everglades used to cover an area twice the<sup>11</sup> \_\_\_\_\_ of the present national park, but in the<sup>12</sup> \_\_\_\_\_ of the twentieth century much of the original land was drained and given over to agriculture. In 1934, the area was designated a national park is now<sup>13</sup> \_\_\_\_\_ from further development.

- 2 Make notes about a national park in your country.

## Introduction

(where? most important features?)

## Landscape

(description)

## Vegetation

(plants &amp; trees)

## Wildlife

(rare or endangered species?)

## Conservation

(why and how?)

- 3 Use your notes to write a description of the national park in your country. Follow the plan below.

**Writing Guide****Paragraph 1**

Introduction

**Paragraph 2**

The landscape and vegetation

**Paragraph 3**

Wildlife

**Paragraph 4**

Conservation

**CHECK LIST**

## Have you:

- followed the paragraph plan?
- written 200–250 words?
- checked the spelling and grammar?



**ZADANIE NATURALNE – Rozumienie tekstu czytanego**

Przeczytaj tekst, z którego usunięto pięć zdąń. Wstaw zdania oznaczone literami A–F w luki 1–5 tak, aby powstał spójny i logiczny tekst. Jedno zdanie nie pasuje do żadnej luki. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

My friend Julia is one of the biggest bag snobs I know. We're not talking Gucci or Chanel, although she would definitely be fussy in the high-fashion department too. <sup>1</sup> \_\_\_\_\_. Not for all the cash in the world would she walk down the street sporting an Asda carrier. As for Netto – she would much prefer death by 1,000 lashes in a public park than leave her house with one of those. <sup>2</sup> \_\_\_\_\_. I regularly shop in Asda and will happily be seen with one of their carriers. I also frequent Netto, and carry the bright yellow bag with pride. My children, however, are not so comfortable with Netto bags. 'No way! I'm not taking that,' my eldest daughter protested when I handed her one of the – in my opinion fairly robust – carriers to transport cooker ingredients to school.

<sup>3</sup> \_\_\_\_\_. And there are plenty of them around. A survey has revealed us to be a nation of bag snobs, with 56 per cent of Britons believing their choice of supermarket reflects their place on the social ladder. One in eight people believe shopping at certain stores can make a person appear wealthier.

People spend on average £260 a year extra to be seen in the right shops, a survey has revealed. Many regard the supermarket they shop in as a great status symbol, with Waitrose topping the league, and cut-price stores such as Netto at the bottom. <sup>4</sup> \_\_\_\_\_. Take Lidl. I was elated after my first visit – it was so cheap. The bags aren't bad-looking either.

And when surfing the web to check out what's hot and what's not in the carrier bag department (yes, such sites do exist), I came across much praise for some supermarket carriers as robust and durable. That brings me to Harrods. People seem to hang on to these bags for years. <sup>5</sup> \_\_\_\_\_. But they don't care – it's the name that's important.

For some, however, no name is good enough. Another friend of mine refuses to use a carrier of any sort outside the supermarket car park. 'I could never walk into town with my stuff in a carrier bag,' she said. I made a quick, though sadly unsuccessful, attempt to hide my old Tesco bag, which contained my purse, tissues, phone and other essentials.

- A All I can say is that people must be crazy to miss out on the fantastic bargains to be had in these stores.
- B I recently mentioned to my bag snob friend how much I disliked some supermarket carrier bags.
- C I am referring to carrier bags – the plastic ones we use at the checkout.

- D Through no fault of mine, she is well on her way to becoming what is commonly known as a 'bag snob'.
- E They are so reluctant to part with this scrap of plastic that it becomes a crumpled mess.
- F I'm the complete opposite.

**ZADANIE NATURALNE – Rozumienie ze słuchu**

17 Zapoznaj się z treścią zadania. Usłyszysz dwukrotne fragment audycji radiowej. Na podstawie usłyszanych informacji zdecyduj, które z podanych zdzeń są zgodne z treścią tekstu (TRUE), a które nie (FALSE). Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

	True	False
1 The monastery is home to monks and a few families with their animals.		
2 There is a special enclosed area to keep all the animals safe.		
3 The first tiger cub was given to the monastery by a local man.		
4 At the beginning, the cub was so hungry she wouldn't stop eating.		
5 The cub lived only a few months.		
6 The monks had to figure out how to care for the tigers.		
7 Some animals from the island for tigers will eventually be set free.		

**ZADANIE NATURALNE – Wypowiedź pisemna**

Wypowiedź się na jeden z trzech poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wymogi typowe dla formy wskazanej w poleceńcu. Zaznacz temat, który wybrałeś/aś, zakreślając jego numer.

- 1 Napisz rozprawkę na temat: 'Krwawe dyscypliny sportowe, takie jak polowanie na lisy albo walki z bykami, powinny być zabronione.'
- 2 Napisz opowiadanie, którego bohater, dzięki niezwyklemu zbiegowi okoliczności, zdobywa interesującą pracę.
- 3 Opisz miejsce, które polecił-byś/abyś na krótką wycieczkę miłośnikowi zwierząt.

## ZADANIE NATURALNE – Stosowanie struktur leksykalno-gramatycznych

Uzupełnij tekst, wpisując po jednym wyrazie w każdą lukę tak, aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów. Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

Everyone can have a bad day. The bus is late, your computer goes on the blink and the coffee machine has broken<sup>1</sup> again. But what happens when every day is a bad one and your frustration is escalating<sup>2</sup> of control? According to psychologists, anger is<sup>3</sup> increasingly common problem nowadays. Calls to round-the-clock helplines<sup>4</sup> risen significantly over the past year – not<sup>5</sup> from those feeling simmering resentment but also those suffering abuse from an angry colleague. So<sup>6</sup> can you control the rage? Think about exactly who you are angry at and write down possible solutions. Recognise the things that you cannot change and accept them. Relaxation, like exercise or meditation, also<sup>7</sup> in handy. Finally,<sup>8</sup> of being frustrated, try to look at the positive side and be happy about the good things in your life.

## ZADANIE NATURALNE – Mówienie

Prezentacja tematu i dyskusja

Zapoznaj się z podanymi tematami. Wybierz jeden i przygotuj się do jego prezentacji oraz do dyskusji z egzaminującym.

- 1 'I am in favour of animal rights as well as human rights. That is the way of a whole human being.' How far do you agree with these words of Abraham Lincoln?
- 2 Ambition is said to be one of the strongest human passions. Is being ambitious always good? Justify your opinion.

## ZADANIE NATURALNE – Mówienie

Rozmowa na podstawie materiału stymulującego

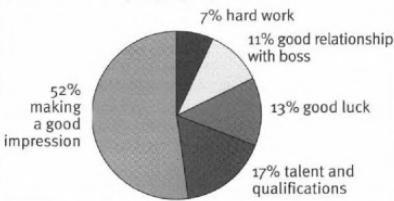
Przeanalizuj przedstawiony materiał. Przygotuj się do jego prezentacji i rozmowy z egzaminującym na temat:

- stosunków międzyludzkich w miejscu pracy,
- sposobów na uzyskanie awansu.



In an ideal world, promotions would be based solely on merit. We don't live in an ideal world, though, and office politics will often play a role in who gets promoted and who doesn't.

### What's most likely to get you promoted?



'Accomplishing the impossible means only that the boss will add it to your regular duties.' Doug Larson

- 1 Describe the material in relation to the main topic.
- 2 How would you interpret the results of the survey?
- 3 What do Larson's words mean to you?
- 4 Do you think it is a good idea to spend your leisure time with colleagues from work? Justify your answer.
- 5 What would be more important to you in a job – good relationships with your co-workers or promotion prospects?

# REVIEW 1 1–2

## 1 Translate the sentences into English.

1 Harry uważa, że Terry jest raczej ograniczony.

2 Kiedy przyjechał Joe, Sally już wyszła.

3 Jak długo tu czekasz?

4 Oliver i ja znamy się, od kiedy byliśmy małymi.

5 Nie tylko jest źle wychowany, ale też kłotliwy.

6 Z galerii sztuki ukradziono wczoraj w nocy bezcenny obraz.

7 Ona ma niewielu przyjaciół i mało pieniędzy.

8 Wzeszedł księżyc, a na niebie zaczęły pojawiać się gwiazdy.

9 Zatrzymaliśmy się, żeby zrobić zdjęcie wspaniałego krajobrazu.

10 Kiedy ostatnio miałeś obcinane włosy?

Mark   /10

## 2 Find and correct ten more mistakes in the letter to an international penfriend.

31st July

Dear Jana,

I haven't written to you for ages, but I've been really busy recently. Last month I was taking my Matura exams – they are the exams you take just before you leave school. They were quite difficult but I've done a lot of revision, so I'm thinking I did OK. No sooner the exams had finished than we went off on holiday to Międzyzdroje. It's situated on an island in north west of Poland. We've spent two weeks there. The weather was great – it was only raining on one day – and we had a fantastic time swimming and walking in the forests in the Wolinski National Park. So, now I'm back home. There's a little to do, but that suits me fine! Mum's been encouraging me get a summer job but I prefer to just hang about with my friends, read books and watch TV. That's about all for now. Write soon and tell me your news.

Best wishes  
Jacek



Mark   /10

# MATURA CHALLENGE! 1-2

## 3 Complete the paragraph with the correct words a-d.

Robert Scott was born in 1868 and joined the navy 1 the age of 13. In 1900 he was 2 to lead an expedition to Antarctica. The expedition travelled 3 south than anyone before them and Scott became a national hero. He was 4 to return to Antarctica and this time he planned to be the first person to 5 the South Pole. On January 17th 1912, Scott and his party of five men arrived at the pole 6 to find that the Norwegian explorer Amundsen had beaten them to it. Scott was deeply 7 and he and his men began the 1200 kilometre journey back across the ice. However, the weather conditions were atrocious and they had little food left. 8 of the men made it back to the base camp and their bodies remain buried beneath the snow and the ice of Antarctica.

0 a at	b in	c on	d the
1 a on	b to	c in	d at
2 a arranged	b appointed	c established	d named
3 a further	b more far	c far	d more
4 a decided	b determined	c concluded	d intended
5 a arrive	b attain	c reach	d achieve
6 a only	b just	c hardly	d purely
7 a deceived	b defeated	c failed	d disappointed
8 a no	b any	c none	d nobody

Mark /8

## 4 Complete the second sentence so that it means the same as the first, using the word in bold.

I've had this phone for a year. **ago**

I bought this phone a year ago.

1 The last time I saw Vicki was two weeks ago. **for**  
I two weeks.

2 My dad began working at the factory in 2001. **been**  
My dad since 2001.

3 The doorbell rang right after I went to bed. **just**  
I when the doorbell rang.

4 Seldom had Pat heard such loud music. **hardly ever**  
Pat such loud music.

5 My dad doesn't smoke. Nor does my mum. **neither**  
smokes.

6 All of the shoes were too small. **none**  
big enough.

7 Jim's dad said he couldn't buy a motorbike. **let**  
Jim's dad a motorbike.

8 Kate said she would phone home every day. **promise**  
Kate every day.

Mark /8

## 5 Complete the text with suitable words.

Updown Court is the most expensive house in the world. It's currently on 1 market for a staggering \$122 million. That's about \$50 million more 2 the priciest US home. It's in Britain, 28 miles from central London, and even has royalty as neighbours – the Queen lives nearby at Windsor Castle.

This brand-new property is utterly extravagant, as one 3 expect. It has 103 rooms, five swimming pools, a squash court, gym, bowling alley, 50-seat cinema, and the list goes on. The driveway is 4 of marble and heated – to melt ice in winter! Oh, yes, and there's a six-bedroom house in the grounds for your guests.

5 it looks like an old-fashioned fairytale palace, it naturally has all the state-of-the-art equipment you could wish for. All its systems 6 computer-controlled and can be accessed from anywhere 7 the world. So that you can be on holiday in the Caribbean, for example, and still check that you have 8 vintage champagne in the fridge for when you get home.

However, you will not only need a fortune to buy Updown Court, you will also need another one to stay in it. It will cost you half a million dollars every month to live there!

Mark /8

## 6 Translate the phrases into English to complete the sentences.

Can you imagine living (wyobrazić sobie życie) with a disability

1 I (pamiętam, że ich spotkałem) at John and Helen's wedding.

2 They (zatrzymali się, żeby zapytać) for directions to the museum.

3 We (studujemy) this book for six weeks now.

4 (Niewielu) the people in my class have ever lived abroad.

5 Peter (prowadził) for three hours when he ran out of petrol.

6 (Nikt z) the group had experienced anything like it before.

Mark /6

**1** Translate the sentences into English.

- 1 Nie tylko zapomniał zamknąć na klucz drzwi wejściowych, ale zostawił otwarte okna.
- 

- 2 Mój tato prawdopodobnie przejdzie na emeryturę, kiedy będzie po pięćdziesiątce.
- 

- 3 Samolot Jake'a przylatuje dziś wieczorem o godzinie szóstej.
- 

- 4 Wyjdziemy, jak tylko przestanie padać.
- 

- 5 Za tydzień o tej porze będziemy tu mieszkać od roku.
- 

- 6 Co będziesz robić o tej porze w przyszłym tygodniu?
- 

- 7 Pierwsza rakieta Apollo została wystrzelona w roku 1961.
- 

- 8 Przed rokiem 1965 wierzono, że na powierzchni Marsa jest lód.
- 

- 9 Uważa się, że Stonehenge wybudowano około 1750 roku przed naszą erą.
- 

- 10 Ciepło nas przywitanie, kiedy przyjechaliśmy.
- 

**Mark** /10

**2** Find and correct ten more mistakes in the letter to an international penfriend.

25th August

Dear Jacek,

Thanks for your letter. I'm glad to hear do that your exams went well. When are you get the results? We didn't have some exams at the end of term, thank goodness. I've been offered a place at Prague University to study law, providing I'll get good grades in my exams next June. I guess I'd better work harder this year! Your holiday sounded great. Tomorrow I'm off on a camping holiday in Scotland. I don't particularly like camping but I persuaded to go by my friends. At least I'll be able to practise my English. This time next week I'll probably sit in a tent on a rainy Scottish island wishing I was back home. I hope I can avoid biting by the midges! Anyway, I'll be sending you a postcard.

As soon as I'll return from Scotland I'm starting work in the local shop. The pay isn't great but I'll be able earn enough to pay back the money I borrowed from my parents for the holiday.

I look forward to hear from you again.

Best wishes

Jana



**Mark** /10

**3 Complete the text with the correct words a–d.**

My grandmother is a special person in my life. She 1 80 last week. She was born and 2 up in Newcastle in the north of England. She studied medicine at university, 3 was quite unusual for a young woman in those days, and worked 4 a hospital surgeon until she retired twenty years ago. She 5 a break from her career to have children, but soon went back to work. Her husband, my grandad, passed 6 two years ago and I know she 7 him a lot. But she's a very positive person and lives life to the full. She's also great company and is always interested 8 the lives of her grandchildren.

- |             |           |           |              |
|-------------|-----------|-----------|--------------|
| 0 a the     | b an      | c a       | d one        |
| 1 a turned  | b became  | c grew    | d arrived at |
| 2 a taken   | b grown   | c brought | d moved      |
| 3 a what    | b that    | c and     | d which      |
| 4 a as      | b like    | c in      | d at         |
| 5 a made    | b did     | c had     | d took       |
| 6 a through | b away    | c over    | d out        |
| 7 a loses   | b regrets | c misses  | d remembers  |
| 8 a on      | b in      | c at      | d over       |

**Mark** /8

**4 Complete the second sentence so that it means the same as the first, using the word in bold**

Of all my friends, no-one speaks German. **none**

None of my friends speak German.

1 Fran will only speak to Fred when he apologises. **until**  
Fran won't \_\_\_\_\_.

2 Only take off your shoes if they're dirty. **unless**  
Don't \_\_\_\_\_ dirty.

3 Sue will eat before she gets home. **have**  
By the time Sue \_\_\_\_\_.

4 They gave my dad a watch when he retired. **was**  
My dad \_\_\_\_\_.

5 People think that Kate is rich. **be**  
Kate \_\_\_\_\_ rich.

6 People believe that the ship sank in a storm. **believed**  
The ship \_\_\_\_\_ storm.

7 People once thought the Earth was flat. **thought**  
It \_\_\_\_\_.

8 When Dave left school he got a job in a garage. **leaving**  
Dave got a job in a garage.

**Mark** /8

**5 Complete the extract from the story with suitable words.**

Gemma sat 1 and looked at the child in front of her. He was small and thin and wore a jacket that was 2 large for him. His eyes were half hidden 3 a long messy fringe. Where had he come from? Since they 4 found him in the park he had said nothing to anybody at the police station. It was Gemma's responsibility to question him. She smiled gently. 'What's your name?' she 5. The boy looked at her across the table and said nothing. He blinked. She 6 see that he didn't understand. She tried again, this time in French. The boy's expression did not change. He did not try to speak. Then she had an idea: what if he 7 hear her? Nobody had guessed that he might be deaf. Gemma smiled at the boy again and waved. He looked back at her, puzzled. This would not do. Gemma picked 8 the phone and called for assistance.

**Mark** /8

**6 Translate the phrases into English to complete the sentences.**

I like spending time with just a few (tylko kilkoma) close friends.

- I was exhausted because \_\_\_\_\_ (grałem) tennis all morning.
- By the time \_\_\_\_\_ (dotrę do domu) she'll be cooking dinner.
- My parents \_\_\_\_\_ (będą małżeństwem) for 25 years in 2015.
- Only then did I realise the mistake \_\_\_\_\_ (który popełnilem).
- Nigel \_\_\_\_\_ (został nagrodzony) first prize at the exhibition.
- Uważa się (Uważa się) that the Princess is on holiday in Sri Lanka.

**Mark** /6

**1** Translate the sentences into English.

1 Film już się zacznie, gdy dojdziemy do kina.

---

2 Uważa się, że zamek został wybudowany w dwunastym wieku.

---

3 Spytałem Chrisa, kiedy przyjedzie.

---

4 Kate i Mick ogłosili, że zamierzają się poślubić.

---

5 Pogratulowałam Samowi zdania testu na prawo jazdy.

---

6 Harriet zasugerowała, żebym starał się o pracę w reklamie.

---

7 Kto ci dał tamtą książkę?

---

8 Komu dałeś tamtą książkę?

---

9 Nie udało mi się ciebie przekonać, nieprawdaż?

---

10 'Joe przyznał, że skłamał.' 'Naprawdę?'

---

**Mark** **/10**

**2** Find and correct ten more mistakes in the letter to an international penfriend.

1st December

Dear Jana,

How are things with you? You said in your  
you've been last letter that you been offered a place at

Prague University. I suppose your exams  
are quite soon now, don't they?

I hope that you enjoy yourself and that you  
don't have to work too hard this year.

I got my exam results in September, and  
I'm pleased to say that I had passed. I got

85% in my English exam, what I was really  
pleased about. Since then I've also started  
college. I told you, haven't I, that I'm

studying economics at the university here  
in Kraków?

I've made lots of new friends and the  
social life is great – though my parents  
keep telling me work harder.

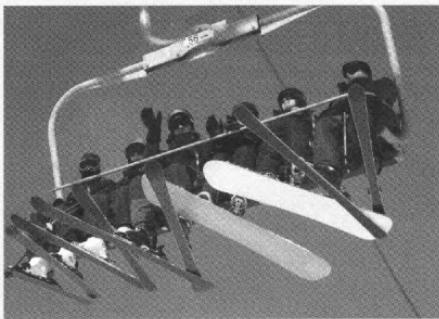
I'm still living at home, but I'd like to move  
into a flat with a couple of friends.

I'm spending Christmas with my family,  
and then my friend Paweł has invited me  
going skiing with him in Zakopane after  
New Year. That should be fun.

Where you are spending Christmas?  
Will you go away?

Have a great Christmas and New Year!

Jacek



**Mark** **/10**

**3** Complete the text with the correct form of the words in brackets.

Comprehending the grunts and mumbles of teenagers can be **challenging** (challenge). It can even make some parents feel as though they speak a **1** \_\_\_\_\_ (complete) different language from their offspring. In a bid to bridge the generation gap, one self-confessed incomprehensible adolescent has put together an **2** \_\_\_\_\_ (essence) guide to modern teenage slang. *The A-Z of Teen Talk* by 13-year-old Lucy van Amerongen provides **3** \_\_\_\_\_ (explain) of around 300 weird and **4** \_\_\_\_\_ (wonder) words and phrases used by her peers. She was **5** \_\_\_\_\_ (inspire) to compile the list after her parents complained they could not understand some **6** \_\_\_\_\_ (converse) between her and her sisters. Lucy spent a year **7** \_\_\_\_\_ (compile) the dictionary before she made a publishing deal for £1,000. She said, 'I hope this will clear up a lot of **8** \_\_\_\_\_ (confuse) for other families and it's a great feeling to see my name in print.'

**Mark** /8

**4** Complete the second sentence so that it means the same as the first using the word in bold.

Jenny is flying to New York on Friday morning. **flew**  
By Friday evening, Jenny **will have flown** to New York.

- 1 'Do you want a cup of tea? Pete asked. **if**  
Pete asked me \_\_\_\_\_ tea.
- 2 'What did you do last night?' asked Sam. **previous**  
Sam asked me \_\_\_\_\_ night.
- 3 'If I were you, I'd get a new car,' Tom said. **advise**  
Tom \_\_\_\_\_ a new car.
- 4 'Well done for passing your exams!' said Mike.  
**congratulate**  
Mike \_\_\_\_\_ my exams.
- 5 'I haven't ever been to Spain,' said Ann. **never**  
Ann said \_\_\_\_\_ to Spain.
- 6 'I'll help you with the washing up,' said George. **offer**  
George \_\_\_\_\_ with the washing up.
- 7 'I'm sorry I'm late,' said Janice. **apologise**  
Janice \_\_\_\_\_ late.
- 8 'Could you pass me the salt?' Sue asked. **if**  
Sue asked me \_\_\_\_\_ salt.

**Mark** /8

**5** Complete the paragraph with suitable words.

Reuters News Agency is the oldest and most famous news service **1** \_\_\_\_\_ the world, providing reports from every continent to newspapers and broadcasters. Reuters **2** \_\_\_\_\_ founded by Paul Reuter in Germany in 1850. The thirty-four-year-old Reuter realised **3** \_\_\_\_\_ since the invention of the electric telegraph, news no **4** \_\_\_\_\_ required days or weeks to travel long distances. Based in Aachen, **5** \_\_\_\_\_ is close to the Dutch and Belgian borders, he saw **6** \_\_\_\_\_ golden opportunity to send news between Brussels and Berlin, using the recently opened Berlin-Aachen telegraph line. However, there was a small problem **7** \_\_\_\_\_ this – a 76-mile break in the line between Aachen and Brussels. Reuter had the bright idea **8** \_\_\_\_\_ using homing pigeons to carry the news across the gap!

**Mark** /8

**6** Translate the phrases into English to complete the sentences.

- The man asked me if I **had lost** (czy zgubiłem) my umbrella.
- 1 Henry VIII \_\_\_\_\_ (uważa się, że ... odwiedził) that castle with Anne of Cleves.
  - 2 Large cats \_\_\_\_\_ (uważa się, że ... żyją) wild in Cornwall.
  - 3 \_\_\_\_\_ (Czy będziesz chcieć) a drink with your meal?
  - 4 \_\_\_\_\_ (Przypomniano mi o tym, żeby wyłączyć) my mobile phone by the flight attendant.
  - 5 The guide informed us that the gallery \_\_\_\_\_ (zamyka się) at 6 p.m.
  - 6 Can you tell me \_\_\_\_\_ (gdzie zwykle wychodzisz) on Friday evening?

**Mark** /6

# REVIEW 4 1–8

## 1 Translate the sentences into English.

- 1 Kiedy dotarliśmy do centrum miasta, większość restauracji przestała już podawać obiad.

---

---

- 2 W moim mieście jest kino i galeria sztuki, ale galerię zamknięta na czas lata.

---

---

- 3 Czy pamiętasz, żeby zamknąć wszystkie okna, zanim wyszedłeś z domu?

---

---

- 4 Za dwa lata od teraz nie będę uczyć się angielskiego, bo opuszczę już szkołę.

---

---

- 5 Uważa się, że William Shakespeare urodził się 23 kwietnia 1564 roku.

---

---

- 6 Kiedyś pomidory były uważane za trujące; uprawiano je tylko ze względu na ich wygląd.

---

---

- 7 Nie musisz wprowadzać hasła, kiedy łączysz się z siecią bezprzewodową.

---

---

- 8 Rządy powinny wydawać więcej na energię słoneczną i inne formy energii odnawialnej.

---

---

- 9 Gdybym (wtedy) kupił droższego laptopa, mógłbym wypalać zarówno płyty DVD, jak i CD.

---

---

- 10 Gdyby mówiła lepiej po hiszpańsku, zaproponowano by jej tę pracę.

---

---

Mark /10

## 2 Find and correct ten more mistakes in the letter to an international penfriend.

14th February

Dear Jacek

I hope you had good Christmas holiday at the home with your family. I'm sorry I haven't written for a while, but I was being very busy at school. Everybody is working really hard this term, and there's so much to learn. Of course, I would be in a better position now if I worked a bit harder last year! Have you received my postcard from Scotland last summer? You might have realised when you read it that I didn't really enjoy camping! I hope your skiing holiday was more fun. Maybe you can teach me to ski if I'll come to Poland one day. It isn't that difficult, is it? Next term, I work even harder, so I might not have time to write. But I promise to write more often as soon as my exams will have finished. That's all for now. Happy Valentine's Day!

Best wishes

Jana



Mark /10

**3 Complete the second sentence so that it means the same as the first.**

Most of the class enjoyed the book enormously.

The book was enjoyed enormously by most of the class.

1 I never imagined that my best friend would betray me.

Never \_\_\_\_\_ would betray me.

2 It is thought that the Earth's climate is getting warmer.

The Earth's climate \_\_\_\_\_ warmer.

3 Excuse me. Which bus do I need for the airport?

Would you mind \_\_\_\_\_ for the airport?

4 The builders will finish the stadium in April next year.

By May next year, the builders \_\_\_\_\_ the stadium.

5 'Don't tell anybody what has happened,' Elsie warned him.

Elsie warned him \_\_\_\_\_ happened.

6 Jack isn't a tennis player, is he?

Jack doesn't \_\_\_\_\_ he?

7 You shouldn't carry too much cash with you, in my opinion.  
I don't \_\_\_\_\_ with you.

8 It's possible that I left my phone in your car.

I \_\_\_\_\_ in your car.

**Mark** /8

**4 Translate the phrases into English to complete the sentences.**

She goes to your ballet class, doesn't she (prawda)?

1 You \_\_\_\_\_ (powinieneś by mi powiedzieć) about the change of plan.

2 I \_\_\_\_\_ (mogłem wiedzieć) it was you who stole it.

3 I wonder \_\_\_\_\_ (czy zwróciła lubią słuchać) to music.

4 If Pete had studied Maths, \_\_\_\_\_ (nie byłby lekarzem) now.

5 It \_\_\_\_\_ (mógl być) a fox that I heard last night.

6 \_\_\_\_\_ (Gdyby Alison była szybsza) faster, she would have won the 100m race.

**Mark** /6

**5 Complete the paragraph with the correct words a-d.**

The popular website YouTube, which is <sup>1</sup> \_\_\_\_\_ by Google, allows users to upload their own short videos. In the <sup>2</sup> \_\_\_\_\_, it was mainly a way of sharing favourite clips.

However, it rapidly <sup>3</sup> \_\_\_\_\_ a kind of virtual stage for new talent, and some performers have reached a wide audience solely through their presence on YouTube. For example, singer-songwriter Tay Zonday's performance of his song *Chocolate Rain* has attracted more than 14 million <sup>4</sup> \_\_\_\_\_. One of the most unusual successes of 2007 involved about 1500 inmates at a prison in Indonesia <sup>5</sup> \_\_\_\_\_ the dance routine from Michael Jackson's "Thriller". When the video was posted on YouTube, it was viewed more than 11 million times <sup>6</sup> \_\_\_\_\_ just six months!

- |              |               |             |              |
|--------------|---------------|-------------|--------------|
| 0 a browser  | b thumbnail   | c website   | d Internet   |
| 1 a had      | b owned       | c belonged  | d included   |
| 2 a start    | b starting    | c beginning | d early      |
| 3 a changed  | b was         | c turned    | d became     |
| 4 a audience | b viewers     | c witnesses | d onlookers  |
| 5 a perform  | b performance | c performed | d performing |
| 6 a in       | b at          | c until     | d on         |

**Mark** /6

**5 Complete the text with suitable words.**

The tiny country of Tuvalu is in <sup>1</sup> \_\_\_\_\_ middle of the vast Pacific Ocean. It consists <sup>2</sup> \_\_\_\_\_ nine islands which, added together, have an area of only <sup>26</sup> <sup>3</sup> \_\_\_\_\_ kilometres. The population of Tuvalu is less <sup>4</sup> \_\_\_\_\_

12,000. Because the islands are made of coral, and do not rise very high above the surface of the sea, they are particularly vulnerable to rises in sea <sup>5</sup> \_\_\_\_\_. In fact, a rise of half a metre would make Tuvalu uninhabitable; any further rises might make the islands disappear altogether. <sup>6</sup> \_\_\_\_\_ this happened, Tuvalu would become the first country to disappear as a direct result of <sup>7</sup> \_\_\_\_\_ warming. The country's politicians are appealing to the industrialised nations of the world to control <sup>8</sup> \_\_\_\_\_ emissions. If they do not, then the inhabitants of Tuvalu will pay the price – <sup>9</sup> \_\_\_\_\_ though they produce almost no carbon emission themselves. That doesn't seem fair, <sup>10</sup> \_\_\_\_\_ it?

**Mark** /10

# REVIEW 5 1-10

## 1 Translate the sentences into English.

1 Spotkali się sześć lat temu i od tego czasu są bliskimi przyjaciółmi.

2 Spytałem kandydata, co powiedziano mu o tej pracy.

3 Mojemu bratu przysłano kartkę na walentynki – ale kto mu ją przysłał?

4 Gdybyś nie wydał tak dużo w zeszłym miesiącu, nie musiałbyś mnie teraz prosić o pieniądze!

5 Powinieneś być mi powiedzieć, że zamierzasz przyprowadzić przyjaciela.

6 Mój wujek był kiedyś taksówkarzem, ale teraz jest urzędnikiem państwowym.

7 Jak mogę wyjaśnić, kiedy ciągle mi przerywasz?

8 Zamierzałem wysłać ci pocztówkę, ale nie mogłem znaleźć twojego adresu.

9 Weterynarzowi udało się wyleczyć złamane skrzydło ptaka i będzie mógł on wkrótce znowu latać.

10 To, czego nie rozumiem, to dlaczego oni zastrajkowali.

Mark /10

## 2 Find and correct ten more mistakes in the letter to an international penfriend.

21st May

Dear Jana

I've just moved into a new flat! At the moment, I'm sharing it with two friends, but we might try to find a fourth person.

It's great to be independent, although I miss sometimes my mum's cooking! Well, I'm half way through the summer term and, to be honest, I haven't working hard enough. I'm quite worried for my exam results. (I've just been taking five exams!) How is your work going? Your exams start next month, isn't it? I think you should come to Poland when your exams will be over. Kraków is beautiful at the summer, and you are able to stay at our flat. Our term finishes around the middle of June, so I won't work if you come in July. That's all for now. Sorry this letter is so short, but I'm exhausted. What I need that is a really long sleep!

Best wishes

Jacek



Mark /10

### 3 Complete the paragraph with the correct words a-d.

At the start of 2007, Aleksander Kudajczyk decided to move from Poland to Scotland, and found a job as a cleaner at Glasgow University. He didn't \_\_\_\_\_ to his employers that he was a trained musician, because it wasn't \_\_\_\_\_ to his job. But \_\_\_\_\_ a few weeks, he asked if he could practise on the piano in the university chapel. When he played, he thought that he was completely \_\_\_\_\_. He didn't realise that he was being watched via a webcam by members of \_\_\_\_\_ at the university. One of the secretaries, Joan Keenan, was the first to \_\_\_\_\_ on. She was so impressed that she emailed some of her colleagues and soon, he had quite a large online audience – but he was completely \_\_\_\_\_ of it at first! Aleksander, who comes from Katowice, was later invited to give a Chopin recital in the chapel. He now \_\_\_\_\_ more time practising and performing music than cleaning. After all, his hands are precious!

- |                |              |            |             |
|----------------|--------------|------------|-------------|
| 0 a locate     | b move       | c change   | d translate |
| 1 a tell       | b inform     | c mention  | d speak     |
| 2 a necessary  | b belonging  | c suitable | d relevant  |
| 3 a later      | b afterwards | c past     | d after     |
| 4 a alone      | b single     | c only     | d lonely    |
| 5 a colleagues | b team       | c staff    | d employees |
| 6 a pass       | b key        | c burn     | d log       |
| 7 a naive      | b unaware    | c innocent | d untold    |
| 8 a spends     | b does       | c has      | d passes    |

**Mark** /8

### 4 Complete the text with suitable words.

Most people retire from work around the age of 65 or earlier, but Charles Taylor, from Colchester in Essex, hardly remembers his 65th birthday – after all, it was more 1 30 years ago! Charles is 97 and still works full 2 at his local garden centre. Charles admits that, in recent years, he 3 had to take it a bit easy. ‘Since turning 90, I’ve found it more difficult to carry some 4 the heavier items,’ he says. ‘But I’ve acquired 5 lot of knowledge in all my years in the business.’ His colleagues 6 work confirm that they often consult Charles when they have a question 7 a particular plant. ‘He knows almost everything there is to know about plants,’ commented one. ‘The only problem 8, he sometimes forgets the names.’

**Mark** /8

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

Cats can be great pets and wonderful (wonder) companions, but sometimes their 1 (behave) can cause problems in the home. While it is 2 (relative) simple to train a dog to behave in certain ways, it may seem impossible to persuade your cat to change. For example, how can you stop your cat 3 (scratch) your furniture? The first thing to remember is that cats do not see the world in the same way as humans. If you shout at your cat, it will not make the 4 (connect) between what it has done and your 5 (react). In fact, it may just make a permanent 6 (associate) between you and an 7 (unpleasant) loud noise! A better idea would be to spray water from a bottle onto your cat every time it does something you do not want it to do – but without your cat knowing where the water came from. If this fails, you might consider taking your cat to a pet 8 (psychology); a good one should be able to find the underlying cause of the problem and suggest some possible solutions.

**Mark** /8

### 6 Complete the second sentence so that it means the same as the first.

The band won’t have finished playing when we arrive.  
The band will \_\_\_\_\_ still be playing \_\_\_\_\_ when we arrive.

- 1 She likes swimming now, but she didn’t in the past.  
She \_\_\_\_\_ to like swimming, but she does now.
- 2 I’ve never read a more exciting book.  
It’s the \_\_\_\_\_ ever read.
- 3 I was so angry that I refused to answer her phone calls.  
So \_\_\_\_\_ to answer her phone calls.
- 4 It’s possible that Judy can remember the address.  
Judy \_\_\_\_\_ to remember the address.
- 5 It wasn’t necessary for you to ask me before borrowing my phone.  
You \_\_\_\_\_ asked me before borrowing my phone.
- 6 It’s surprising that nobody told you about the party.  
The fact \_\_\_\_\_ surprising.

**Mark** /6

# FUNCTIONS BANK

## Stimulus-based discussion

### PRESENTING THE STIMULI

The material is all related to the topic of ... (1F)  
The material is to do with ... (1F)  
The overall theme of the material is ... (7F)  
The photo on the left shows ... (1F)  
In the photo on the left, I can see ... (1F)  
One of the photos shows ... The other shows ... (7F)  
The headline suggests that ... (1F)  
The newspaper headline says that ... (1F)  
The graph gives statistics about the percentage of ... (1F)  
The graph shows the numbers of ... (1F)  
There's a quote from (somebody) which suggests that ... (1F)  
There is a newspaper headline that says ... (7F)  
(Somebody) is quoted as saying ... (1F)  
The statistics in the box imply that ... (1F)  
The statistics in the box at the bottom tell us that ... (1F)  
There are some statistics, in the form of a chart/graph ... (7F)  
To sum up, then, ... (1F)  
To summarise, then, ... (1F)

### PARAPHRASING

I don't know what it's called in English. (7F)  
It's a kind of ... (7F)  
It's like a ... (7F)  
I mean ... (7F)  
In other words, ... (7F)  
... so to speak (7F)

### TALKING ABOUT STATISTICS, GRAPHS AND CHARTS

A third / quarter of (people ...) (5F)  
Two thirds / three fifths of (people ...) (5F)  
One in three / ten (people ...) (5F)  
Four out of five (people ...) (5F)  
50% of (people ...) (5F)  
increase / rise by 25% (5F)  
decrease / fall by 10% (5F)  
the number of ...  
fell sharply / steadily (5F)  
rose sharply / steadily (5F)  
fluctuated (5F)  
stayed the same (5F)  
According to the chart/graph, ... (5F)  
the majority of (people ...) (5F)  
the percentage of (people who ...) (5F)

## Presentations and discussions

### STRUCTURING YOUR PRESENTATION

I'd like to begin by saying ... (3F)  
The first thing I'd like to say is that ... (3F)  
First of all, ... / Firstly, ... (3F)  
Secondly, ... (3F)  
Finally, ... (3F)

### OUTLINING THE ISSUE

Some people think that ...  
Others maintain that ...

### GIVING OPINIONS

I believe / I don't believe ... (3F)  
In my view / opinion, ... (3F)  
I agree with ... / I disagree with ... (3F)  
As far as I'm concerned ... (4F)  
Personally, I believe that ... (4F)  
I'm convinced that ... (2D)  
My view is that ... (4F)  
The way I look at it, ... (4F)  
My own view is that ... (4F)  
To my mind, ... (1C)  
One advantage / disadvantage of ... is that ... (2D)  
There are strong arguments in favour of / against ... (2D)  
I really think ...

### EMPHASISING A POINT

We must remember that ... (6F)  
There's no doubt in my mind that ... (6F)  
Let's not forget that ... (6F)  
I really do think that ... (6F)  
It's important to bear in mind that ... (6F)  
I believe very strongly that ... (6F)  
I'm absolutely convinced that ... (6F)  
Nobody could deny that ... (6F)  
When it comes down to it, ... (8C)

### GIVING EXAMPLES

For example, ... (3F)  
For instance, ... (3F)  
..., say, ... (3F)  
I'm going to give some examples of ... (3F)  
such as (4F)  
To give you an example: ... (2D)

# FUNCTIONS BANK

## GIVING ADDITIONAL INFORMATION

What is more, ... (3F)  
Furthermore, ... (3F)  
Another thing is that ... (1D)

## ACKNOWLEDGING AN OPPOSING POINT

It is true that ... (4F)  
I wouldn't deny that ... (4F)  
Of course, we have to accept that ... (4F)  
Admittedly, ... (4F)

## RE-STATING YOUR ORIGINAL POINT

However, this doesn't alter my view that ... (4F)  
But I would still say that ... (4F)  
But having said that, I still think that ... (4F)  
Nevertheless, I still believe that ... (4F)

## SUMMING UP

So, to sum up, ... (3F)  
In summary, then, ... (3F)  
It seems clear to me that ... (3F)

## AGREEING

I agree completely. (8F)  
I couldn't agree more. (8F)  
That's what I think too. (8F)  
That's how I see it too. (8F)  
I think you're absolutely right. (8F)  
I think you're spot on. (8F)  
I go along with that. (1C)  
Absolutely. (1C)

## PARTIALLY AGREEING

That's true, but ... (7F)  
I see your point but ... (1C)  
It may be true that ... , but ... (5D)  
I admit that ... . However, ... (5D)  
I'm willing to concede that ... . Nevertheless, ... (5D)

## DISAGREEING

I don't think that's true / right. (1D)  
I don't accept that. (1D)  
I totally disagree. (8F)  
I'm afraid I disagree. (2D)  
I really can't agree with you. (8F)  
I don't agree. In my opinion, ... (8F)  
I take the opposite view. (8F)  
I'm of the opposite opinion. (8F)  
That's not how I see it at all. (8F)  
That's not the way I look at it. (8F)  
Surely you don't think that ... (1C)  
I'm not sure about that. (1C)  
You're missing the point. (1D)  
I think it's wrong to say that ... (5D)  
I disagree with the view that ... (5D)  
Like it or not, ... (8C)  
You have to admit that ... (8C)

## TALKING ABOUT PROS

The main benefit of ... is ... (2F)  
... is generally a good thing because ... (2F)  
One positive aspect of ... is (that) ... (2F)

## TALKING ABOUT CONS

On the other hand, ... (2F)  
As for the disadvantages, ... (2F)  
One disadvantage of ... is (that) ... (2F)  
Another drawback is (that) ... (2F)  
... is not a good idea because ... (2F)

## CLARIFYING YOUR OPINION

What I mean is, ... (7F)  
The point I'm trying to make is, ... (7F)

## WHEN YOU DON'T UNDERSTAND

I'm sorry. I don't understand the question. (7F)  
What does ... mean? (7F)  
Could you repeat that, please? (7F)  
I don't understand what you mean. (7F)

## THINKING WHAT TO SAY

That's an interesting question. (2F)  
What else? (2F)  
Let me see. (2F)  
Well, it's difficult to say, really. (2F)  
What about disadvantages? Well, ... (2F)  
I've never really thought about it before. (2F)

# WRITING PHRASES BANK

## Narratives

### STARTING A NARRATIVE

Last week something happened that ...  
I would never have dreamed that ...  
The most wonderful thing happened ...  
It was an experience that has changed my life. ...  
Had you told me that ... , I wouldn't have believed you.  
Rarely have I been so pleasantly surprised ...

### SEQUENCING WORDS AND TIME EXPRESSIONS

First / then / after that / finally (1G)  
The following day / week (3G)  
the day / night / week before (1G)  
after a while (1G)  
At the end of the day / week (1G)  
eventually / at last / at first / as soon as

### SEQUENCING CLAUSES

Only then (did I realise that) ... (1G)  
No sooner (had I arrived) than ... (1G)  
After (leaving the house), they ... (4G)  
Having (left the house), they (4G)  
As they (left the house), they (4G)  
Looking up, she saw (4G)

### ALTERNATIVE EXPRESSIONS FOR THERE IS / ARE

Near the (house) stood (a tall tree). (4G)  
Beyond the (road) lay (green fields). (4G)  
(Snow-capped mountains) were visible from the (bedroom window). (4G)  
You could make out (a tall ship) in the distance. (4G)

### DESCRIBING THINGS USING COMPARISONS

The mountain was shaped like (a pyramid) / in the shape of (a pyramid).  
The sky was (lead)-coloured / the colour of (lead).  
The alien was the size of an (elephant) / as big as an (elephant).

## Descriptions

### DESCRIBING PEOPLE

She wears her hair (tied back / in a pony tail / in a bob) (3G)  
He always seems to be (in a good mood) (3G)  
She tends to be (cheerful) (3G)  
He's good company / fun to be with. (3G)  
I find her quite (amusing). (3G)  
He has a (gentle) side. (3G)  
She can be very (sympathetic). (3G)

### SUMMING UP A DESCRIPTION

All in all, then, ...  
To sum up,  
For all these reasons, I really like her.  
What I like most about her is ...  
I wish I could see more of him.  
I'm really glad that ... is a friend of mine.

## Reviews

### BASIC AND BACKGROUND INFORMATION

One of the best books / films I've ever read / seen is ... (5G)  
It's one of the most famous books in English literature / films ever made. (5G)  
The book / film was written / made in 1950. (5G)

### DESCRIBING CHARACTERS IN A BOOK OR FILM

I was very impressed with the characterisation. (5G)  
The most important character is ... (5G)  
The main character(s) is (are) ... (5G)  
The story is full of interesting characters, such as ... (5G)  
... is a fascinating character. (5G)  
Another fascinating character is ... (5G)

### SAYING WHY YOU LIKED IT

I enjoyed this story / book / film because ... (5G)  
It really makes you think. (5G)  
The best bit was when ... (5G)  
The best / most exciting / funniest moment is when ... (5G)  
There were lots of twists and turns. (5G)  
I couldn't put it down. (5G)  
The book / film raises important questions about ... (5G)  
The book / film is about (the problem of / importance of / what happens when ...) (5G)  
Even though the story is set in (where? / when?), you feel that its message is still relevant today. (5G)  
The character of ... is very (convincing / interesting / likeable / mysterious, etc.) (5G)  
I identified with (a character). (5G)  
The book is beautifully written. (5G)  
There are some wonderful descriptions of ... (5G)

# WRITING PHRASES BANK

## DESCRIBING THE STORY

The plot revolves around ...  
It's the story of ...  
The story is told by ...  
The story is set in (London).  
The story is set in (the nineteenth century).  
At the start of the story, ...  
In the course of the story ...  
By the end of the story ...  
There's a twist at the end.

## CONCLUSION AND RECOMMENDATION

To sum up, ...  
All in all, ...  
In conclusion, ...  
I would recommend this book / film. I thoroughly recommend the book / film.  
It was a really good read.  
You won't be disappointed.  
If you're a fan of (science fiction stories), you'll love this book / film.  
It's a really (gripping) story, but if you want to find out (what happens at the end / to ...), you'll have to read the book / see the film yourself!

## Essays

### OPENING PARAGRAPH

..... ? This is the question we need to answer. (2G)  
We should acknowledge from the start that ... (6G)  
The question we need to answer is ... (6G)  
Some people believe / claim that ... However, others maintain / think that ... (7G)  
First of all, I'd like to say that ... (7G)  
I'd like to start by ... (7G)

### PRESENTING ONE SIDE OF THE ARGUMENT

Firstly, it's important to state that ... (2G)  
First, I'd like to present some / the arguments in favour of ... (7G)  
It seems clear that ... (2G)  
It is clear that ... (6G)  
On the one hand, ... (2G)  
It is sometimes argued that ... (2G)  
One argument in favour of ... is ... (7G)  
In my view / opinion, ... (7G)  
I firmly believe that ... (7G)

## PRESENTING THE OTHER SIDE OF THE ARGUMENT

On the other hand, ... (2G)  
However, ... (2G)  
Some people take the opposite view, and claim / maintain that ... (2G)  
Having said that, ... (6G)  
And yet, ... (6G)  
Another argument in favour of (a ban on smoking) is (that) ... (6G)

## ACKNOWLEDGING AN ARGUMENT

It's hard to deny that ... (2G)  
To that extent, it's true that ... (2G)

## GIVING ADDITIONAL INFORMATION

What is more, ... (2G)  
Moreover, ... (2G)  
Furthermore, ... (2G)  
Similarly, ... (6G)  
We should also remember that ... (6G)  
It is also worth bearing in mind that ... (6G)

## GIVING EXAMPLES

For example, ... (2G)  
For instance, ... (7G)

## CONCLUSION

To sum up, I would say that ... (2G)  
In conclusion, ... (7G)  
On balance, ...  
While it's true that ..., I firmly believe that ... (2G)  
However, on balance, I believe that ... (6G)  
Even though ... I would still maintain that ... (6G)  
It can be argued that ... However, the truth of the matter is ... (7G)  
Despite ... I feel that ... (7G)

# WRITING PHRASES BANK

## CVs

### DESCRIBING SKILLS AND COMPETENCES

Good command of (English / Microsoft Word). (8G)  
Basic knowledge of (English / Microsoft Word). (8G)  
Competent with (Excel). (8G)  
Good experience of (working with teenagers). (8G)  
Good team leader / worker. (8G)  
Good (organisational / communication) skills. (8G)  
Good ability to (solve problems). (8G)

### DESCRIBING ACTIVITIES AND RESPONSIBILITIES

Responsible for (maintaining a website) (8G)  
Looking after (customers) (8G)  
Dealing with (the general public) (8G)  
Working with (young people) (8G)  
In charge of a team of (sales assistants) (8G)  
Duties included (dealing with complaints) (8G)

## A letter of application

### SAYING WHY YOU ARE WRITING

I'm writing to apply for (a place on ... / the post of ...) (10G)  
I would like to apply for (a place on ... / the post of ...) (10G)  
I'm writing in response to the advertisement in (The Evening News) (10G)  
as advertised in the (May) issue of (Hotel Magazine) (10G)  
I would like to start ... (10G)  
I'm interested in ... (10G)

### GIVING REASONS FOR AN APPLICATION

I should very much like to ... (10G)  
I would welcome the opportunity to ... (10G)  
I am eager/keen to ... (10G)

### ASKING FOR INFORMATION

I have (two) queries about (the course / the job). (10G)  
I'd be grateful if you could let me know ... (10G)  
Could you please tell me ... ? (10G)

### FINISHING THE LETTER

I enclose (my CV). (10G)  
Please find enclosed (my CV). (10G)  
I hope you will consider my application favourably. (10G)  
I look forward to hearing from you at your earliest convenience.  
(10G)

## ACCOUNT OF AN EVENT

One of the most frightening experiences of my life took place while I was on holiday in Greece two years ago. What started as a relaxing and enjoyable boat trip almost became a disaster.

We had been staying at a holiday resort on mainland Greece for nearly a week when we decided to visit one of the nearby islands. First, we booked the trip at our hotel, then we walked down to the harbour and found our boat. The captain welcomed us on board and we sat down near the front.

At first, the weather was good and the sea was calm. However, after about fifteen minutes, the wind became much stronger. Then dark clouds filled the sky, and it was clear that a storm was about to start. Ten minutes later, it was pouring with rain and the sea was extremely rough. It was absolutely terrifying!

The captain of the boat explained that he couldn't approach the island - he was worried that we might hit the rocks if we went too close! All we could do was wait for the storm to pass. Meanwhile, the boat was rocking violently from side to side and all of the passengers were feeling very ill as well as frightened. But finally, the storm passed, the sea became calm once more and we finished our journey.

I'll never forget being at sea during a storm. In future, I'll certainly check the weather forecasts before booking a boat trip!

- Start your account with an introduction that will encourage your reader to continue reading. Include the time and place that your story happened.
- Develop your story using sequencing expressions like *first, then, later, next and finally*.
- Give an idea of how quickly the events developed by using phrases like *after about 5 minutes* and *5 minutes later ...*
- Don't write about too many events. It is better to describe fewer things in more detail.
- Use the past continuous for describing a scene.
- Make sure your story finishes with a definite conclusion. If appropriate give a final opinion of what happened, or say how it affects your life now.

## ESSAY (FOR AND AGAINST)

- Divide your essay into four paragraphs.
- Write an interesting introduction to your essay that will encourage your reader to continue reading.
- In the second paragraph include points in favour of the statement.
- In the third paragraph include points against the statement.
- The fourth paragraph should be a conclusion balancing the arguments for and against the statement and offering your own opinion.
- Use linking expressions such as, *as a result, on the other hand, further more, on balance* to guide your reader through your essay.

→ Although the government gives money to universities, students still have to pay for their university education. They pay tuition fees and also need money to live on while they are studying. However, some people argue that education should be free, including university education.

→ It is hard to deny that poorer people in our society sometimes miss the chance to study at university because they cannot afford it. As a result, they have fewer opportunities when they apply for jobs, and often remain at a disadvantage throughout their lives. This is unfair. Free university education would ensure that everybody has an equal chance to study at a higher level. In addition, it would mean that universities could attract the most able students and not the wealthiest.

On the other hand, free university education would cost the government a lot of money and they would have to raise this money through taxation. Some people maintain that it is unfair to tax ordinary working people so that a minority can study at university. Furthermore, they question how useful university education really is for the country as a whole, and argue that vocational training would be more beneficial.

→ On balance, I believe that the advantages of providing free university education outweigh the disadvantages. While free education costs everybody a little more in taxes, it creates a fairer system and more opportunities for poorer people to do well.

# WRITING BANK

## ESSAY (OPINION)

Few people would deny that global warming is a serious problem, and that reducing carbon emissions is the main way to tackle it. Large, powerful cars produce far more carbon emissions than cars with small engines, and for this reason, I believe they should be banned.

First and foremost, large cars with very powerful engines are completely unnecessary in today's world. Our city streets are full of these vehicles, crawling along at ten kilometres per hour and creating huge amounts of pollution. An electric car would be just as fast in a busy city and would produce no carbon emissions at all.

Moreover, large cars are more dangerous for pedestrians and cyclists because they are heavier and more likely to cause serious injury or death if there is a collision. At a time when we are encouraging people to walk or cycle instead of driving, we should aim to make our streets as safe as possible, and that includes banning unnecessarily large cars.

Of course, not everybody would agree with this position. Some people maintain that they have a genuine need for a very large car. For example, families with a lot of children may claim that only large vehicles, or 'people carriers' as they are sometimes known, provide enough room.

All things considered, I really do think that large, powerful cars should be made illegal. While it's true that they are useful for some families, they create an unacceptable amount of pollution and cause irreversible damage to the environment.

- Divide your essay into five paragraphs.
- Write an interesting introduction to your essay that will encourage your reader to continue reading. Include your own opinion.
- In the second paragraph, include the main point in support of your opinion.
- In the third paragraph, include another point in support of your opinion.
- In the fourth paragraph, include points in support of the opposite opinion.
- The fifth paragraph should be a conclusion. Restate your opinion, but briefly mention the opposite side of the argument as well.
- Use linking expressions such as, *first and foremost, moreover, for example, all things considered*, to guide your reader through your essay.

## DESCRIPTION OF A PERSON

- In the first paragraph, include the name of the person, what he or she does, and the reason for your choice.
- The second paragraph should include a physical description.
- In the third paragraph, mention the person's main characteristics and give examples.
- The fourth paragraph should explain what makes this person special, with examples of behaviour and achievements.
- The final paragraph should sum up your thoughts about the person

It is sometimes difficult to think of famous people who are good role models. However, I have always admired the actress Rachel Weisz because she is not only beautiful but also intelligent and principled.

Rachel Weisz is 170 centimetres tall and has long, dark hair and brown eyes. Although she was born in England, her father was born in Hungary and her mother in Austria. Her mixed cultural background no doubt contributes to her exotic beauty.

Undeniably, Weisz has always been one of the most thoughtful and intelligent stars of the big screen. For example, aged fourteen, she turned down work as a model and actress because she was worried that it would interfere with her education. She completed an English degree at Cambridge University before launching her career in films.

Because of her beauty, Weisz is offered roles in all kinds of romantic blockbusters, but she is very careful about which parts she accepts.

One of her most successful roles was in the Oscar-winning 2005 film 'The Constant Gardener', which is about corruption in Kenya. It is a mark of her caring attitude that, during the film, she and her co-stars set up a charity called the Constant Gardener Trust to help people in Kenya who are living in poverty.

In my opinion, Rachel Weisz is a good role model because she has never allowed fame to go to her head. Although she is very successful, she still spends time helping people who are less fortunate than herself.

# WRITING BANK

## DESCRIPTION OF A PLACE

Of all the cities I have visited, the one I like most is Barcelona. I spent five days there in 2007 when I was on holiday with my parents and it made a big impression on me.

Barcelona is a large city in the north-east of Spain, in a region called Catalonia. It is situated on the Mediterranean coast about 150 kilometres south of the Pyrenees. The city itself is quite hilly, and there are mountains to the north-west, including the famous Montserrat where there is a Benedictine abbey which can be reached by cable car.

There are many beautiful places to visit within the city. There are parks and beaches, as well as a busy port which was renovated in preparation for the Olympic Games in 1992. In the heart of the city, you can find Las Ramblas, which are wide streets full of pedestrians, cafés and street performers.

My favourite building in Barcelona is the huge church called the Sagrada Família, which was designed by the Catalan architect Antoni Gaudí. Although work began on the church in 1882, it has never been completed and continues to this day. However, it is open to visitors, who can climb the incredibly tall towers and enjoy amazing views across the city.

Barcelona is a great place to visit because it has so many different things to offer: beaches, parks, architecture and culture. It also has a modern and lively atmosphere which I love.

- In the first paragraph, include the name of the place and the reason for your choice.
- The second paragraph should describe the general location and landscape of the place.
- In the third paragraph, describe what the place has to offer: notable landmarks, facilities, etc.
- In the fourth paragraph, give a more detailed description of one particular aspect or part of the place.
- The final paragraph should sum up your thoughts about the place.

## FILM REVIEW

- Include information about the title and genre of the film, its director and the main actor or actors in the first paragraph.
- Outline the plot in the second paragraph.
- Say what you liked and did not like about it in the third paragraph.
- In the final paragraph, say who you would recommend the film to and why.

One of best films that I have seen recently is called 'The Bourne Ultimatum', an action movie directed by Paul Greengrass and starring Matt Damon. It is based on a novel by Robert Ludlum and is the third and final part of a trilogy about the same character, Jason Bourne; the first is called 'The Bourne Identity', and the second is 'The Bourne Supremacy'.

The film tells the story of Jason Bourne, a trained assassin who remembers nothing about his past life or the organisation that trained him. All he knows is that a new generation of assassins is now trying to kill him. He needs to find the people behind this organisation and put a stop to their activities, before they put a stop to him!

The pace of the film is frantic and the action is non-stop. In general, the acting is excellent and Matt Damon in particular gives a great performance. The only flaw in the film is that there are a few places where the plot is not very realistic. For example, at one point, Jason Bourne is involved in a horrific car crash but walks away completely uninjured.

In my opinion, 'The Bourne Ultimatum' is the best of the three films in the trilogy. The minor problems with the plot are outweighed by the fact that the film has you on the edge of your seat from start to finish. I would certainly recommend it to anybody looking for a thrilling and fast-paced action film.

# WRITING BANK

## BOOK REVIEW

One of the best books that I have read in the past year is called 'Holes'. It's by an American writer called Louis Sachar and is his best known novel.

'Holes' tells the story of a boy called Stanley Yelnats, who is wrongly convicted of a crime and sent to an institution for young offenders in the middle of the Texan desert called Camp Green Lake. There he and the other offenders spend their days digging holes in the sand as punishment. The camp's motto is: 'If you take a bad boy and make him dig a hole every day in the hot sun, it will turn him into a good boy'. The plot really comes alive when Stanley and his friend, Zero, decide to escape from the camp and set off across the desert.

The main strengths of the book are its exciting plot and well-developed characterisation. None of the inmates at Camp Green Lake is a stereotype; they are all believable characters. The novel is quite complex, mixing the story of Stanley with two other stories set in the past. At the end of the book, these stories come together in a series of coincidences. It's a clever ending, but perhaps a little too neat to be totally convincing.

Although this entertaining and thought-provoking novel is aimed at teenagers, I would recommend it for adults too. It is certainly a book I will remember for a long time.

- Include information about the title of the book and the author in the first paragraph.
- Outline the plot in the second paragraph.
- Say what you liked and did not like about it in the third paragraph.
- In the final paragraph, say who you would recommend the book to and why.

## FORMAL LETTER

- Start *Dear Sir or Madam* if you don't know the name of the person you are writing to. Use the person's title (Mr, Mrs, Ms) and their surname if you do (*Dear Mrs Samson*).
- State your reason for writing in the first paragraph.
- Avoid contractions.
- Use formal expressions.
- Use a phrase to bring your letter to a close.
- End your letter with *Yours faithfully* if you started with *Dear Sir or Madam*, and *Yours sincerely* if you started with the person's title and surname.
- Sign your name and print it in full afterwards.
- Use the abbreviation *enc.* if you are including anything with the letter (for example, CV, application form, reference).

Dear Sir or Madam,

I am writing to apply for the temporary post of Summer Camp Activity Co-ordinator, as advertised in The Times last Saturday.

I am a second year student at Bristol University and am currently taking my end-of-year exams. The summer vacation begins on 21st June and ends on 23rd September, and I am hoping to find a job for as much of that period as possible.

Last summer, I worked for a company called Sunny Days which organises holidays for children with disabilities. My duties included arranging sports and other activities and taking the children for excursions. I was considered to be a hard-working and responsible employee, and my manager at Sunny Days has already offered to provide a reference, should you require one.

I am enclosing my Curriculum Vitae and I look forward to hearing from you in due course.

Yours faithfully,

Kevin Waterstone

Kevin Waterstone  
enc. CV

# Solutions

5-częściowy kurs języka angielskiego dla szkół ponadgimnazjalnych  
przygotowujący do matury na poziomie podstawowym i rozszerzonym

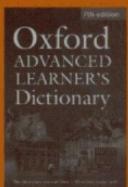
- ▶ Elastyczny – dla poziomu podstawowego i rozszerzonego (części *Elementary* do *Advanced*); na 90–120 godzin rocznie i dla klas o różnym tempie pracy (dodatkowe materiały w podręczniku, w zeszycie ćwiczeń i na MultiROM-ie)
- ▶ Skuteczny – przejrzysty układ: 1 sekция = 1 lekcjałatwia zachowanie odpowiedniego tempa nauki; każda lekcja przynosi widoczne efekty
- ▶ Sprawdzony – stworzony w ścisłej współpracy z polskimi nauczycielami i ekspertem maturalnym; pilotowany z uczniami szkół ponadgimnazjalnych w całej Polsce

Solutions		Solutions
<b>Słownictwo</b>	wszystkie tematy maturalne; utrwalane i poszerzone w <i>Vocabulary Builder</i>	uczniaowie potrafią komunikować się we wszystkich tematach życia codziennego
<b>Gramatyka</b>	wszystkie zagadnienia wymagane na maturze i wszystkie typy zadań maturalnych dla poziomu rozszerzonego	gramatyka wprowadzana i ćwiczona w naturalnych kontekstach; utrwalana w <i>Grammar Builder</i> – uczniowie mówią płynnie i poprawnie
<b>Łuchanie i czytanie</b>	wszystkie typy zadań maturalnych i wszystkie rodzaje tekstu; praktyczne rady ( <i>Wskazówki maturalne</i> )	uczniaowie rozumieją różne odmiany języka angielskiego i różne rodzaje przekazów
<b>Mówienie i pisanie</b>	wszystkie typy zadań maturalnych stopniowo wprowadzane i wielokrotnie ćwiczone; praktyczne rady ( <i>Wskazówki maturalne</i> )	uczniaowie potrafią swobodnie wypowiadać się we wszystkich sytuacjach życia codziennego
<b>Powtórki</b>	powtórki wraz z informacjami o egzaminie na stronach <i>Get ready for matura</i>	powtórki kumulatywne w podręczniku i w zeszycie ćwiczeń oraz na MultiROM-ie

W skład kursu wchodzą: Student's Book ■ Workbook z MultiROM-em ■ Płyty CD ■ Teacher's Book  
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