

Język angielski

POZIOM
ROZSZERZONY

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Podręcznik dla szkół
ponadpodstawowych

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SPIS TREŚCI

Moduł	Tematy i słownictwo	Rozumienie ze słuchu	Rozumienie tekstów pisanych
1 Człowiek 6–15 Vocabulary Bank 16–17 Grammar Bank GR1–GR12	<ul style="list-style-type: none"> wygląd zewnętrzny ubrania cechy charakteru uczucia i emocje rzeczy osobiste okresy życia społeczny i osobisty system wartości autorytety umiejętności i zainteresowania dane personalne poczucie tożsamości 	<ul style="list-style-type: none"> zadanie zamknięte: dobieranie wypowiedzi do zdań zadanie otwarte: tekst z lukami 	zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja)
2 Miejsce zamieszkania 18–27 Vocabulary Bank 28–29 Grammar Bank GR13–GR18	<ul style="list-style-type: none"> pomieszczenia i wyposażenie domu rodzaje domów i mieszkań architektura prace domowe wynajmowanie mieszkania kupno i sprzedaż mieszkania przeprowadzka dom i jego okolica 	zadania zamknięte: <ul style="list-style-type: none"> dobieranie wypowiedzi do zdań wybór wielokrotny 	<ul style="list-style-type: none"> zadanie zamknięte: dobieranie usuniętych zdań do luk w tekście zadanie otwarte: tekst z lukami (streszczenie) zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja)
Exam Skills Check I (Modules 1–2) 30–31			
3 Edukacja 32–41 Vocabulary Bank 42–43 Grammar Bank GR19–GR23	<ul style="list-style-type: none"> przedmioty nauczania pomieszczenia szkolne przybory szkolne i narzędzia edukacyjne oceny i wymagania życie szkoły zajęcia pozalekcyjne i kółka zainteresowań system edukacji uczenie się przez całe życie 	<ul style="list-style-type: none"> zadanie zamknięte: wybór wielokrotny zadanie otwarte: tekst z lukami 	<ul style="list-style-type: none"> zadanie zamknięte: dobieranie części tekstu do pytań zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja)
4 Praca 44–53 Vocabulary Bank 54–55 Grammar Bank GR24–GR27	<ul style="list-style-type: none"> zawody i związane z nimi czynności i obowiązki warunki zatrudnienia kariera i mobilność zawodowa miejsce pracy rynek i warunki pracy praca w niepełnym wymiarze godzin 	zadania zamknięte: <ul style="list-style-type: none"> dobieranie wypowiedzi do zdań wybór wielokrotny 	<ul style="list-style-type: none"> zadania otwarte: <ul style="list-style-type: none"> tekst z lukami (streszczenie) odpowiedzi na pytania zadanie zamknięte: dobieranie części tekstu do pytań
Exam Skills Check II (Modules 3–4) 56–57			
5 Życie prywatne 58–67 Vocabulary Bank 68–69 Grammar Bank GR28–GR30	<ul style="list-style-type: none"> rodzina przyjaciele i znajomi czynności codzienne i czas wolny aktywny i nieaktywny tryb życia uroczystości i wydarzenia konflikty i problemy 	<ul style="list-style-type: none"> zadania otwarte: <ul style="list-style-type: none"> tekst z lukami odpowiedzi na pytania zadanie zamknięte: dobieranie wypowiedzi do zdań 	<ul style="list-style-type: none"> zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja) zadanie zamknięte: dobieranie usuniętych zdań do luk w tekście
6 Żywnienie 70–79 Vocabulary Bank 80–81 Grammar Bank GR31–GR35	<ul style="list-style-type: none"> produkty żywnościowe jedzenie poza domem i lokale gastronomiczne przygotowywanie posiłków sposób odżywiania się i diety zaburzenia odżywiania nawyki żywieniowe 	<ul style="list-style-type: none"> zadanie zamknięte: wybór wielokrotny zadania otwarte: <ul style="list-style-type: none"> zdania z lukami tekst z lukami 	<ul style="list-style-type: none"> zadania otwarte: <ul style="list-style-type: none"> tekst z lukami (mediacja) tekst z lukami (streszczenie) zadanie zamknięte: dobieranie usuniętych zdań do luk w tekście
Exam Skills Check III (Modules 5–6) 82–83			
7 Zakupy i usługi 84–93 Vocabulary Bank 94–95 Grammar Bank GR36–GR42	<ul style="list-style-type: none"> sklepy i usługi reklama towary i ich cechy skargi i reklamacje prawa konsumenta kupowanie i sprzedawanie banki i pieniądze usługi bankowe i ubezpieczeniowe 	zadania zamknięte: <ul style="list-style-type: none"> dobieranie wypowiedzi do zdań wybór wielokrotny 	<ul style="list-style-type: none"> zadanie otwarte: tekst z lukami (mediacja) zadania zamknięte: <ul style="list-style-type: none"> dobieranie części tekstu do pytań wybór wielokrotny
8 Podróżowanie i turystyka 96–105 Vocabulary Bank 106–107 Grammar Bank GR43–GR48	<ul style="list-style-type: none"> środki transportu i korzystanie z nich ruch uliczny orientacja w terenie zawody związane z turystyką zakwaterowanie podróże i zwiedzanie zdarzenia losowe, awarie i wypadki w podróży bezpieczeństwo w podróży 	<ul style="list-style-type: none"> zadania otwarte: <ul style="list-style-type: none"> tekst z lukami odpowiedzi na pytania zadanie zamknięte: dobieranie wypowiedzi do zdań 	<ul style="list-style-type: none"> zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja) zadanie otwarte: tekst z lukami (streszczenie)
Exam Skills Check IV (Modules 7–8) 108–109			

	Znajomość środków językowych	Wypowiedź pisemna	Wypowiedź ustna	Grammar Bank
	<p>zadania otwarte:</p> <ul style="list-style-type: none"> – transformacje ze słowem kluczem – gramatyzacja – tekst z lukami i wyrazami w ramce – set leksykalny – tekst z lukami (bez podanych wyrazów) 	<p>artykuł publicystyczny:</p> <ul style="list-style-type: none"> – sposoby wzbudzania zainteresowania czytelnika – wprowadzanie i rozwijanie tematu (z wykorzystaniem różnych punktów widzenia) – formułowanie zakończenia 	<ul style="list-style-type: none"> • opis ilustracji i odpowiedzi na pytania • rozmowa z odgrywaniem roli 	<ul style="list-style-type: none"> • present tenses (present simple, present continuous, stative verbs, adverbs of frequency, present perfect, present perfect continuous) • past tenses (past simple, past continuous, past perfect, past perfect continuous, <i>used to/would</i>) • future tenses (future simple, <i>be going to</i>, future continuous, future perfect, future perfect continuous, <i>will/won't – shall</i>)
	<ul style="list-style-type: none"> • zadania otwarte: <ul style="list-style-type: none"> – transformacje ze słowem kluczem – tłumaczenie fragmentów zdań – słowotwórstwo • zadanie zamknięte: wybór wielokrotny 	<p>rozprawka wyrażająca opinię:</p> <ul style="list-style-type: none"> – formułowanie tezy – wprowadzanie argumentów wspierających opinię autora (w tym polemika z odmiennymi opiniami) – podsumowywanie 	<ul style="list-style-type: none"> • opis ilustracji i odpowiedzi na pytania • wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania 	<p>infinitive/-ing form (tenses of the infinitive, active, passive, tenses of the <i>-ing</i> form, infinitive, <i>-ing</i> form, subject of the infinitive/<i>-ing</i> form, verbs taking the <i>to</i>-infinitive or the <i>-ing</i> form with a change in meaning, <i>too/enough</i>, participles)</p>
	<p>zadania otwarte:</p> <ul style="list-style-type: none"> – transformacje bez słowa klucza – gramatyzacja – tekst z lukami i wyrazami w ramce – tekst z lukami (bez podanych wyrazów) 	<p>rozprawka za i przeciw:</p> <ul style="list-style-type: none"> – formułowanie tezy – wprowadzanie argumentów za i przeciw – podsumowywanie (w tym wyrażenie własnej opinii) 	<ul style="list-style-type: none"> • wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania • rozmowa z odgrywaniem roli 	<p>modals (use, present/future, past, continuous and simple forms with modals)</p>
	<ul style="list-style-type: none"> • zadania otwarte: <ul style="list-style-type: none"> – transformacje ze słowem kluczem – tłumaczenie fragmentów zdań – słowotwórstwo – set leksykalny • zadanie zamknięte: wybór wielokrotny 	<p>list formalny (list polecający):</p> <ul style="list-style-type: none"> – zwroty do adresata i formułowanie celu listu – opisywanie umiejętności zawodowych i cech charakteru kandydata do pracy – formułowanie zakończenia i zwroty zamykające 	<ul style="list-style-type: none"> • opis ilustracji i odpowiedzi na pytania • wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania 	<ul style="list-style-type: none"> • relative clauses (relative clauses, prepositions in relative clauses, identifying and non-identifying relative clauses) • clauses of reason • clauses of result
	<p>zadania otwarte:</p> <ul style="list-style-type: none"> – transformacje bez słowa klucza – gramatyzacja – tekst z lukami i wyrazami w ramce – tekst z lukami (bez podanych wyrazów) 	<p>artykuł publicystyczny:</p> <ul style="list-style-type: none"> – opisywanie problemu (np. społecznego) i jego przyczyn – proponowanie rozwiązań 	<ul style="list-style-type: none"> • opis ilustracji i odpowiedzi na pytania • rozmowa z odgrywaniem roli 	<ul style="list-style-type: none"> • time clauses (sequence of tenses) • clauses of concession • clauses of manner
	<ul style="list-style-type: none"> • zadania otwarte: <ul style="list-style-type: none"> – transformacje ze słowem kluczem – tłumaczenie fragmentów zdań – słowotwórstwo – set leksykalny • zadanie zamknięte: wybór wielokrotny 	<p>list formalny:</p> <ul style="list-style-type: none"> – wyrażanie i uzasadnianie pochwał (np. na temat usługi) – sugerowanie zmian 	<ul style="list-style-type: none"> • wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania • opis ilustracji i odpowiedzi na pytania 	<ul style="list-style-type: none"> • clauses of purpose • exclamations • clauses of place • linking words
	<p>zadania otwarte:</p> <ul style="list-style-type: none"> – transformacje bez słowa klucza – gramatyzacja – tekst z lukami i wyrazami w ramce – tekst z lukami (bez podanych wyrazów) – set leksykalny 	<p>rozprawka wyrażająca opinię:</p> <p>budowanie argumentacji poprzez opisywanie przyczyn i skutków oraz podawanie przykładów</p>	<ul style="list-style-type: none"> • opis ilustracji i odpowiedzi na pytania • rozmowa z odgrywaniem roli 	<p>adjectives/adverbs/comparisons (adjectives, order of adjectives, adverbs, formation of adverbs, order of adverbs, <i>quite/rather/fairly/pretty</i>, comparatives and superlatives)</p>
	<ul style="list-style-type: none"> • zadania otwarte: <ul style="list-style-type: none"> – transformacje bez słowa klucza – tłumaczenie fragmentów zdań – słowotwórstwo – set leksykalny – gramatyzacja • zadanie zamknięte: wybór wielokrotny 	<p>rozprawka za i przeciw:</p> <p>sposoby formułowania tezy i zakończenia</p>	<ul style="list-style-type: none"> • wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania • opis ilustracji i odpowiedzi na pytania 	<ul style="list-style-type: none"> • the passive (the passive, personal/ impersonal constructions) • causative form

Moduł	Tematy i słownictwo	Rozumienie ze słuchu	Rozumienie tekstów pisanych
9 Kultura 110–119 Vocabulary Bank 120–121 Grammar Bank GR49–GR54	<ul style="list-style-type: none"> dziedziny kultury autorzy i ich dzieła uczestnictwo w kulturze ochrona praw autorskich tradycje i zwyczaje media 	<ul style="list-style-type: none"> zadania zamknięte: <ul style="list-style-type: none"> wybór wielokrotny dobieranie wypowiedzi do zdań zadanie otwarte: odpowiedzi na pytania 	<ul style="list-style-type: none"> zadanie otwarte: tekst z lukami (streszczenie) zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i odpowiedzi na pytania
10 Sport 122–131 Vocabulary Bank 132–133 Grammar Bank GR55–GR63	<ul style="list-style-type: none"> dyscypliny sportu obiekty sportowe sprzęt sportowy imprezy sportowe uprawianie sportu pozytywne i negatywne skutki uprawiania sportu problemy współczesnego sportu 	<ul style="list-style-type: none"> zadanie zamknięte: dobieranie wypowiedzi do zdań zadania otwarte: <ul style="list-style-type: none"> tekst z lukami odpowiedzi na pytania 	<ul style="list-style-type: none"> zadania zamknięte: <ul style="list-style-type: none"> dobieranie usuniętych zdań do luk w tekście dobieranie części tekstu do pytań zadanie otwarte: zdania z lukami
Exam Skills Check V (Modules 9–10) 134–135			
11 Zdrowie 136–145 Vocabulary Bank 146–147 Grammar Bank GR64–GR67	<ul style="list-style-type: none"> zdrowy i niezdrowy tryb życia ciało człowieka zawody medyczne i dziedziny medycyny choroby (w tym choroby cywilizacyjne) i kontuzje pierwsza pomoc objawy chorób i metody leczenia uzależnienia niepełnosprawność dobry stan zdrowia 	<ul style="list-style-type: none"> zadanie zamknięte: dobieranie wypowiedzi do zdań zadanie zamknięte: wybór wielokrotny 	zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja)
12 Nauka i technika 148–157 Vocabulary Bank 158–159 Grammar Bank GR68–GR83	<ul style="list-style-type: none"> nauka i odkrycia naukowe wynalazki ludzie nauki korzystanie z urządzeń technicznych i technologii informacyjno-komunikacyjnych wykorzystanie technologii – szanse i zagrożenia 	<ul style="list-style-type: none"> zadanie zamknięte: wybór wielokrotny zadanie otwarte: tekst z lukami 	<ul style="list-style-type: none"> zadania zamknięte: <ul style="list-style-type: none"> dobieranie wielokrotny zdań do luk w tekście dobieranie tekstów do pytań zadanie otwarte: odpowiedzi na pytania
Exam Skills Check VI (Modules 11–12) 160–161			
13 Świat przyrody 162–171 Vocabulary Bank 172–173 Grammar Bank GR84–GR91	<ul style="list-style-type: none"> pogoda kłęski żywiołowe klimat rośliny zwierzęta przestrzeń kosmiczna krajobraz zagrożenia i ochrona środowiska naturalnego katastrofy ekologiczne 	<ul style="list-style-type: none"> zadania otwarte: <ul style="list-style-type: none"> tekst z lukami odpowiedzi na pytania zadanie zamknięte: dobieranie wypowiedzi do zdań 	zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i tekst z lukami (mediacja)
14 Państwo i społeczeństwo 174–183 Vocabulary Bank 184–185 Grammar Bank GR92–GR98	<ul style="list-style-type: none"> państwo i polityka urzędy, ministerstwa i agencje rządowe prawo, przestępczość i wymiar sprawiedliwości problemy społeczne i ideologie religia gospodarka konflikty wewnętrzne i międzynarodowe organizacje społeczne i międzynarodowe zjawiska społeczne i prawa człowieka 	<ul style="list-style-type: none"> zadania zamknięte: <ul style="list-style-type: none"> dobieranie wypowiedzi do zdań wybór wielokrotny zadania otwarte: <ul style="list-style-type: none"> zdania z lukami odpowiedzi na pytania 	<ul style="list-style-type: none"> zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i odpowiedzi na pytania zadania otwarte: <ul style="list-style-type: none"> tekst z lukami (streszczenie) odpowiedzi na pytania
Exam Skills Check VII (Modules 13–14) 186–187			
Extra Speaking Practice 189–201			
Writing Bank 202–211			
Grammar Bank GR1–GR98			
Word Formation WF1–WF8			
Phrasal Verbs PV1–PV6			
Verbs/Adjectives/Nouns with Prepositions Pr1–Pr11			
Words Often Confused WC1–WC4			
Irregular Verbs IV1–IV2			
Audioscripts A1–A18			
Answer Section AS1–AS48			

	Znajomość środków językowych	Wypowiedź pisemna	Wypowiedź ustna	Grammar Bank
	<ul style="list-style-type: none"> zadania otwarte: <ul style="list-style-type: none"> tłumaczenie fragmentów zdań transformacje bez słowa klucza gramatykalizacja tekst z lukami i wyrazami w ramce zadanie zamknięte: wybór wielokrotny 	rozprawka wyrażająca opinię: wprowadzanie elementów polemiki	<ul style="list-style-type: none"> opis ilustracji i odpowiedzi na pytania rozmowa z odgrywaniem roli 	reported speech (reported speech, <i>say/tell</i> , reported statements, reported questions, indirect questions, reported orders, modals in reported speech, reported commands/ requests/suggestions/instructions etc, reporting a dialogue or a conversation, exclamations – <i>Yes/No</i> short answers, question tags, the subjunctive)
	zadania otwarte: <ul style="list-style-type: none"> transformacje bez słowa klucza gramatykalizacja słowotwórstwo tekst z lukami (bez podanych wyrazów) tłumaczenie fragmentów zdań 	rozprawka za i przeciw: sposoby prowadzenia argumentacji za i przeciw	<ul style="list-style-type: none"> wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania opis ilustracji i odpowiedzi na pytania 	<ul style="list-style-type: none"> conditionals (types 0/1/2/3, mixed conditionals) wishes/unreal past (wishes, unreal past, <i>had better, would rather</i>)
	<ul style="list-style-type: none"> zadania otwarte <ul style="list-style-type: none"> transformacje bez słowa klucza tłumaczenie fragmentów zdań tekst z lukami i wyrazami w ramce zadania zamknięte: wybór wielokrotny 	artykuł publicystyczny: stosowanie inwersji stylistycznej, struktur emfaticznych, pytań retorycznych i cytatów	<ul style="list-style-type: none"> opis ilustracji i odpowiedzi na pytania rozmowa z odgrywaniem roli 	emphasis/inversion
	zadania otwarte: <ul style="list-style-type: none"> transformacje ze słowem kluczem tłumaczenie fragmentów zdań słowotwórstwo gramatykalizacja tekst z lukami (bez podanych wyrazów) 	list formalny (list/e-mail z reklamacją/zażaleniem): <ul style="list-style-type: none"> formułowanie celu listu opisywanie problemu przedstawianie oczekiwań 	<ul style="list-style-type: none"> wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania opis ilustracji i odpowiedzi na pytania 	<ul style="list-style-type: none"> determiners (demonstratives – <i>this/these, that/those</i>, quantifiers – <i>a lot of/many/much/(a) few/(a) little, some/any/no/ever</i>, other structures, articles – the indefinite article <i>a/an, a(n)/one, one/ones</i>, the definite article <i>the</i>, distributives – <i>all/none/both/ either ... neither/every – each</i>) possessives (possessive adjectives/ pronouns, possessive case) pronouns (subject/object pronouns, reflexive pronouns, <i>there/it</i>)
	zadania otwarte: <ul style="list-style-type: none"> transformacje bez słowa klucza tłumaczenie fragmentów zdań słowotwórstwo tekst z lukami (bez podanych wyrazów) 	list formalny (list perswazyjny): <ul style="list-style-type: none"> odwoływanie się do argumentów merytorycznych prezentowanie osobistych przekonań polemika z innymi opiniami 	<ul style="list-style-type: none"> opis ilustracji i odpowiedzi na pytania rozmowa z odgrywaniem roli 	<ul style="list-style-type: none"> nouns (nouns, the plural of nouns, countable/ uncountable nouns, plural nouns, group nouns, nouns used in singular and plural with a different meaning) prepositions of place/movement/time
	zadania otwarte: <ul style="list-style-type: none"> transformacje ze słowem kluczem gramatykalizacja słowotwórstwo tekst z lukami (bez podanych wyrazów) 	rozprawka za i przeciw: sposoby formułowania zakończenia z uwzględnieniem opinii autora	<ul style="list-style-type: none"> opis ilustracji i odpowiedzi na pytania wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania 	<ul style="list-style-type: none"> questions and answers (questions with <i>Yes/No</i> answers, <i>wh-</i> questions, subject/ object questions, indirect questions, <i>so – neither/nor</i>, question tags, intonation) numerals (cardinal/ordinal numbers, fractions/ decimals)

Describing appearance

1 a) Place the following adjectives in the correct columns in the chart. Some may be used in more than one category.

- broad • full • button • oval • straight
- fair • clean-shaven • wavy • freckled
- thin • bow-shaped

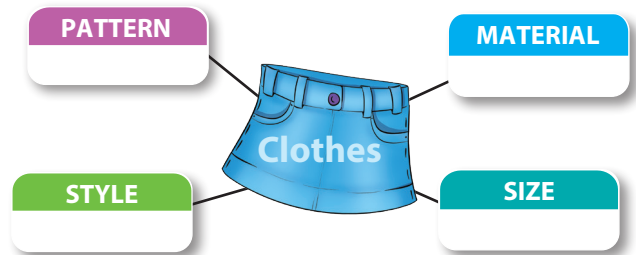
LIPS	HAIR	FACE	NOSE
full	straight	freckled	broad
thin	fair	oval	thin
bow-shaped	wavy	clean-shaven	button

b) Using the vocabulary from Ex. 1a, choose a person from the photos below, and describe them for a partner who will guess which person you have chosen. *See Answer section*



2 a) Use the words in the list to complete the spidergram. *See Answer section*

- short • loose • multi-coloured • baggy • floral
- cotton • large • tight-fitting • smart
- polka-dot • woollen • casual • striped • formal
- denim • small • trendy • checked • linen
- over-sized • plain • silk • long • leather
- high-heeled • polo-neck • long/short-sleeved



b) Use words from the spidergram to describe what your classmates are wearing. *See Answer section*

Describing character

3 Use the adjectives (A–J) to match the descriptions (1–10).

- | | | | | | |
|---|----------------------------|--------------|---|-----------------------------|---------------|
| A | <input type="checkbox"/> 2 | gullible | F | <input type="checkbox"/> 4 | moody |
| B | <input type="checkbox"/> 3 | sentimental | G | <input type="checkbox"/> 5 | trustworthy |
| C | <input type="checkbox"/> 8 | conservative | H | <input type="checkbox"/> 10 | confident |
| D | <input type="checkbox"/> 6 | impatient | I | <input type="checkbox"/> 1 | passionate |
| E | <input type="checkbox"/> 7 | sociable | J | <input type="checkbox"/> 9 | knowledgeable |

- Our new headmaster seems very dedicated to our school and our success. She is about education.
- My little sister will believe anything you tell her. She's young and
- Looking at these old family photos makes me remember the past fondly. I guess I'm a person.
- Chris is often in a bad mood and seems upset. He's been rather recently.
- We need to hire someone who is reliable and can be counted on. We need a employee.
- Jacob has a hard time waiting for anything without complaining. He's very
- At weekends, we often go out with friends or visit family. We are very
- Our neighbour doesn't like things changing and would prefer to keep to tradition. He's
- The clerk at the hotel gave us a lot of information about the area and its history. He was extremely
- Sandra always believes in herself and never doubts her abilities. She is

Feelings & Emotions

4 a) Write the words in Polish.

- 1 miserable smutny, przygnębiony, nieszczęśliwy
 2 furious wściekły, rozwścieczony
 3 anxious zaniepokojony, zatroskany
 4 appalled przeżony, zbulwersowany
 5 petrified sparaliżowany strachem, osłupiały
 6 embarrassed zakłopotany, zawstydzony, zażenowany
 7 exhilarated radosny, szczęśliwy, rozradowany
 8 delighted zachwycony, uszczęśliwiony

b) Listen to 8 people talking about their emotions, and complete the sentences using the words from Ex. 4a.

- 1 Frank is furious about the match.
 2 Lara felt exhilarated after her jump.
 3 Petr was appalled by what he noticed.
 4 Maryam is anxious about the exam.
 5 Hannah feels embarrassed being the centre of attention.
 6 Marco is delighted to be accepted.
 7 Agata is petrified of dogs.
 8 Christian felt miserable before.

c) Finish the sentences with your own ideas and discuss with a partner. Make sure to use the correct preposition when necessary.

- 1 I often see people get furious when their computers don't work
 2 When I was younger, I was petrified of the dark
 3 I sometimes feel anxious when I am in a lift or a small space
 4 I am delighted with my birthday presents
 5 I felt exhilarated after I finished my parachute jump

d) Use adjectives from Ex. 4a to replace the words in bold.

- 1 Billy was **scared** when a big dog appeared. petrified
 2 Joanne felt **excited** when she rode her new motorbike for the first time. exhilarated
 3 Ruth was **shocked** when she saw the dirty hotel room. appalled
 4 Martin's **happy** because he passed his exams. delighted
 5 Harriet missed her flight and she's **upset**. miserable
 6 I spilled cola all over the new carpet this morning and my mum was **angry**. furious

5 Label the pictures with the words below.

- clench your fists • wink • yawn • bite your nails
- shrug your shoulders • drop your head
- blush • stroke your chin • fold your arms
- scratch your head • cross your legs • frown



6 What possible feelings might someone have when they: pull their hair? cry? stamp their feet? sweat? tap their fingers? tremble? See Answer section

When someone pulls their hair, it usually means that they are angry.

Culture Spot



To wish for good luck in the UK, people will cross their index and middle fingers and say: "Fingers crossed!"

To wish for good luck in Poland, people close all of their fingers around their thumbs into fists and say: "I'm holding my thumbs!"



7 Work with a partner or small group. What personality traits or personal qualities do you associate with each profession listed below?

See Answer section



dentist



elementary school teacher



lawyer



construction worker



photographer



entertainer

I think dentists are often kind, patient and gentle.

Personal belongings

8 Listen to two people making police reports. Tick (✓) the items which have been stolen.

Speaker A

- wallet
- bank cards
- rucksack
- charger
- earphones
- phone

Speaker B

- desktop computer
- handbag
- jewellery
- credit card
- driving licence
- tablet

Stages in life

9 a) Put the words below in the correct order from youngest to oldest.

See Answer section

- teenager • middle-aged person
- school-aged child • newborn • senior citizen
- toddler • young adult • grown-up

b) Match the words to the age group they describe.

- | | |
|----------------|---------------|
| 1 C adult | A 5-12 years |
| 2 A youngster | B 65+ years |
| 3 D adolescent | C 20+ years |
| 4 B pensioner | D 13-19 years |

Social & Personal systems of values

10 a) Match the words below to form collocations.

- | | |
|---------------|------------------|
| 1 D racial | A immigration |
| 2 G freedom | B rights |
| 3 A rate of | C ill |
| 4 H ethnic | D discrimination |
| 5 B human | E generations |
| 6 I death | F of the sexes |
| 7 J social | G of speech |
| 8 E future | H minorities |
| 9 F equality | I penalty |
| 10 C mentally | J security |

b) Use the collocations formed in Ex. 10a to complete the sentences below.

- 1 Securing women's right to vote was one of the earliest battles in the fight for equality of the sexes
- 2 Social security refers to government benefits provided to the unemployed, poor and elderly.
- 3 Unfortunately, racial discrimination , or judging a person based on their skin colour or ethnicity, continues to be an issue.
- 4 Some countries which still use the death penalty as punishment include the USA, Japan and Saudi Arabia.
- 5 Ethnic minorities are defined as groups that have different national or cultural traditions from the main population.
- 6 In recent years, the rate of immigration has been increasing, with more and more newcomers applying for citizenship.
- 7 Environmentalists focus on our responsibility to future generations in protecting nature and avoiding further environmental destruction.
- 8 Freedom of speech involves an individual's right to express his or her ideas and opinions.
- 9 Basic human rights include freedom from discrimination, the right to work and the right to education.
- 10 Providing psychiatric help to the mentally ill can improve other social issues such as homelessness and addiction.

11 Work with a partner. Create a short dialogue based on one of the following opinions:

See Answer section

- a In our society, we have achieved equality of the sexes.
- b Good looks are more important than a great personality.

- 1** Which stage of life do you think is the best and why? See Answer section
- A youngster C adult
 B adolescent D pensioner

Dobieranie

Exam Tip: Listen for keywords and phrases connected to the topics of the given statements. Keywords are mostly nouns, verbs and adjectives. For example, for the statement: "The speaker is talking about when they were a baby" you hear "I have no memory of it, but apparently it was shortly after my birth when I said my first word." The keywords for *baby* are: *birth, first word*.

- 2** **M** Usłyszysz dwukrotnie cztery wypowiedzi na temat różnych okresów życia. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli.
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

- A wishes they were in another stage of their life.
 B had to adjust to big changes in their life.
 C mentions an important choice they have to make.
 D was able to keep some friends from their childhood.
 E is happy they aren't in another stage of their life.

Speaker 1	B
Speaker 2	D
Speaker 3	C
Speaker 4	E

- 3** Listen to the recording again and identify which stage of life each speaker is talking about. Write one word next to each speaker.

- 1 Speaker 1 pensioner
 2 Speaker 2 adult
 3 Speaker 3 adolescent
 4 Speaker 4 youngster/teenager

Zadanie z lukami

Exam Tip: Look at the information that you are provided with and think about what form the missing information might be. It could be collocations, multi-word segments, grammar structures, spelt names or numbers. Then, listen for the type of information you expect for each gap.

- 4** **M** Usłyszysz dwukrotnie rozmowę pracownika restauracji z gościem o rzeczy, którą zostawił w lokalu. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.



Hi Ellen,
 Customer named Peter **1** Dean thinks he left his jacket here.
 # 555 621- **2** 32 70
Description:
 Type: lightweight spring jacket
Colour: **3** light blue with dark blue collar.
 Greenish-blue inside.
Size: **4** large
 Please call him **5** either way
 Marta

- 5** Describe your favourite item of clothing to a partner. What kind of information did you and your partner include in your descriptions?

See Answer section

- 1 Work in small groups and discuss the following:
See Answer section
- Do you have any social media accounts? If yes, which ones?
 - What are the benefits of using social media?
 - Are there any negative aspects?

Wybór wielokrotny i zadanie z lukami

Exam Tip: When answering reading questions, it is helpful to be able to easily identify the main idea of each paragraph. You can often discover this by looking at the first or second sentence of the paragraph.

- 2 a) **M** Przeczytaj dwa teksty związane z osobowością człowieka i zachowaniami społecznymi. Wykonaj zadania 1–8 zgodnie z poleceniami.

W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

- The purpose of this text is to
 - warn users about the dangers of social media.
 - encourage readers to suggest a particular social media platform to friends.
 - explain some of the beneficial aspects of social media.
 - raise awareness about government controls over social media.
- According to the author, which of the following is NOT true?
 - Not using social media can lead to teens feeling lonely.
 - Students have used social media to stop financial cuts to their school budget.
 - Musicians can use YouTube to reach fans all over the world.
 - Social media is harmful for people who may feel alone or different.
- An alternative title for this text would be
 - Social Media: The good and the bad
 - Social Media: Looking on the bright side
 - What will social media look like in the future?
 - How social media changes young minds
- According to the text, which of the following is an opinion, not a fact?
 - People don't often consider the benefits of social media.
 - Social media give people opportunities they didn't have ten years ago.
 - Teenagers nowadays have fewer friends.
 - Freedom of speech is not available to everyone.

Text 1

In defence of social media

A Peer pressure; cyber bullying; excessive focus on physical appearance – these are just some of the negative impacts of social media. While these serious issues can't be ignored, we rarely hear about the benefits of social media, especially when considering how these networking platforms are used by young people. All over the world, social media is creating possibilities which did not exist even a decade ago, changing the way people connect, learn and even organise to make their world a better place.

B Initially developed as a way for people to communicate and network with peers, social media continues to lead to social connections, friendships and a sense of belonging. It is true that heavy use of social media can isolate young people, but for average users, popular social media platforms help us make friends, maintain friendships and feel less isolated. Research shows, although teenagers today have fewer friends than in the past, they also report feeling less lonely. This is especially true for young people who find acceptance online that is missing in their day-to-day lives. Whether it's being interested in an unusual subject which might be considered 'uncool', or dealing with more serious issues surrounding sexuality or mental health, there are online communities available which are invaluable sources of information, support and a sense of belonging. One amazing example occurred when members of a Minecraft forum on Reddit used voice-conferencing software to talk a teenager out of committing suicide.

C Allowing people to come together to do good as in the example above is another fantastic benefit of social media. Young people are exposed to important social issues in their news feeds, and these same platforms provide a space to organise and promote change. Social media has been used by students to protest against budget cuts to education. Teens have created their own resources to deal with problems of cyber-bullying. People have come together to protest against issues of racial discrimination, lack of equality between the sexes and destruction of the environment. Crowdfunding has also become a reliable way to raise money to help, whether it is for a family who lost everything in a fire or to fund much larger, world-wide initiatives such as the fight against global warming.

D Finally, social media allows young people to express themselves and be heard in new and far-reaching ways. Young musicians and YouTube stars can upload their music and content easily and find international fame and success. Authors of fan fiction (original stories based on existing books, films etc) can upload writing which may be read by thousands of other users. Even at a more personal level, social media accounts allow an individual to express their thoughts, feelings and opinions by posting a photo, link or update. However, not everyone enjoys the privilege of freedom of speech when it comes to expressing themselves through social media. Some countries have shut down popular platforms in efforts to limit public criticism and quiet opposing voices.

Text 2

What's your personality type?

- For years, popular psychology has been trying to define our personalities based on categories such as **introvert** or **extrovert** or A or B types*. In theory, by completing questionnaires about personal attitudes, behaviours and habits, these personality **sorters** help us understand ourselves and may be able to guide us in terms of career choices which 'match' our personality types. One well-known personality test is the Myers-Briggs, which was first developed during the World War II **era** based on Carl Jung's theories of personality. Multiple examples of the Myers-Briggs tests can be found online, most of them free to use.
- According to the test, personalities can be defined along four categories: introvert (I) or extrovert (E), **sensing** (S) or **intuitive** (N), thinking (T) or feeling (F), **judging** (J) or **perceiving** (P). This means that an individual may test as, for example, ISFJ: more introverted than extroverted, more guided by senses and feelings than intuition and thinking, and more likely to trust their judgements rather than **perceptions**. According to the Myers-Briggs test, there are sixteen different personality types which are given different names or titles, and each one is better suited to certain careers or occupations than others.
- To illustrate, ISFJ personalities are called 'Defenders' or 'Nurturers'. They are generous and like to do good for their communities, and they value cooperation. **Defenders** are sensitive to other people's feelings and generally kind-hearted. ISFJ types are also dedicated to their jobs and like to maintain orderly and neat work environments. According to Myers-Briggs, Defenders are well-suited to become accountants, photographers or elementary school teachers.
- Looking at the opposite, someone who tests as an ENTP is called a '**Visionary**'. Visionaries are intelligent and knowledgeable people who need to be constantly learning.
- They are logical and prefer focusing on big ideas rather than problem-solving specific issues. Suitable careers for Visionaries include lawyer, financial planner or psychologist.
- While many experts **dismiss** the Myers-Briggs and other personality sorters as **pseudo** or fake science, guidance and career counsellors often **utilise** these tests to help students and clients discover more about themselves and hopefully, make better educational and career choices for their future.
- If you are curious about your own personality type according to Myers-Briggs, search the Internet and complete an online test.

Mediacja

Uzupełnij w e-mailu luki 5–8 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.



To: Sandra Gregg (sgregg@net.com)
From: Michael Granowski (mgi@mail.com)
Re: University in autumn

Hi Sandy! How is everything?

The last time I saw you we talked about what courses to take next year at university, and to be honest, I had no idea. My father suggested I see the guidance counsellor at school, and she recommended I do the Myers-Briggs **5)** I can't tell you how helpful it was, and I think you should do it too!

The Myers-Briggs can help us understand more about ourselves. To do the test, you must answer a set of questions about attitudes, behaviours and habits. The test defines people along four **6)** Each of these is associated with specific personality types. Each type also comes with a list of suitable career choices based on the **7)** you are.

I completed a free test online and I'm an ENTP or 'visionary' which means I'm knowledgeable and logical and prefer focussing on big ideas. Based on my Myers-Briggs test, I think I can **8)** a lawyer or psychologist. Don't laugh! I'm seriously thinking about it. I know that some experts think this is fake science but I disagree.

Anyway, let me know if you do the test. I'm curious what your results will be and hope you'll find it as useful as I did.

Talk to you soon!

Mike

[See Answer section](#)

b) Explain the words in bold in both texts.

[See Answer section](#)

3 Read the information below and discuss the question with a partner or a small group.

[See Answer section](#)

* The term **extroverts** (sometimes spelled **extraverts**) describes people who are outgoing and sociable. **Introverts** are more 'inward-turning' and enjoy spending time alone or with one other person or a small group.

Type A personalities are ambitious and set high expectations for themselves. They are often anxious, impatient and in a hurry. **Type B** individuals are the opposite: less focused on winning or being the best. B types experience less stress and are generally more creative.

Are you an introvert or an extrovert? Do you think you have more Type A or B personality traits?

Czasy gramatyczne See pp. GR1-GR12

- 1 Complete the explanations with one of the following: *continuous, simple (x2), perfect continuous, perfect*.
- The past 1) **simple** is used to talk about past finished actions at a specific time in the past.
 - The present 2) **simple** is used to talk about states and actions that are usually or always true.
 - For past, present and future actions that happen surrounding a point in time, 3) **continuous** tenses are used.
 - For past, present and future actions and states that happen somewhere inside a period of time leading up to a point in time, 4) **perfect** tenses are used.
 - For past, present and future actions that happen inside a period of time leading up to a point and continue for the whole time, 5) **perfect continuous** tenses are used.
 - Will, be going to* and *shall* are also used for the future.
 - Used to* and *would* can be used to talk about repeated actions in the past. For repeated states in the past that are no longer true, we use *used to*.

Transformacje ze słowem kluczem

- 2 **M** Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–6). W każdą lukę możesz wpisać **maksymalnie pięć wyrazów**, wliczając w to wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. **Uwaga:** nie zmieniaj formy podanych wyrazów.
- He is in the middle of working on his two-year master's degree.
FOR His two-year master's degree is what he **has been working on for** the last year.
 - Before Carla moved to Brussels, she lived in Vienna.
USED Carla **used to live in** Vienna before she moved to Brussels.
 - When I was a child, it was my mother who drove the car.
WOULD My mother **would drive the** car when I was a child.
 - Eva screamed with excitement when watching the film.
WAS Eva screamed with excitement while **she was watching** the film.
 - My cousin got married two years ago.
BEEN My cousin **has been married** for two years.
 - It's my plan to buy a new laptop when I go to university.
GOING I am **going to buy** a new laptop when I go to university.

Gramatykalizacja

- 3 **M** Uzupełnij zdania 1–4. Wykorzystaj w odpowiedniej formie podane w nawiasach wyrazy. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. **Uwaga:** w każdą lukę możesz wpisać **maksymalnie pięć wyrazów**, wliczając wyrazy już podane.
- Dave **gave up playing** (give up/play) football after his injury.
 - You should take up running! **Apart from keeping** (apart/keep) you fit, it'll help you lose weight.
 - It was **wrong to tell** (wrong/tell) everyone Joe's secret; I can't believe you did that.
 - His present was really generous. He is the **kindest** **person I know** (kind/person/know).

Zadanie z lukami

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

bring associate cause concentrate particular special



Freckles are nothing more than 1) **concentrated** skin cells that appear as light brown or red spots on the skin. They are most noticed on people who have a fair complexion, like those of Northern European background. Freckles are very common with people who have red hair, which again is most common to people of Northern European ancestry, 2) **particularly** those from the British Isles. However, freckled people can also be found in places like Japan, where there are no redheads. As freckles are 3) **caused** by exposure to sunlight, it is unusual to see them on infants. Most people develop freckles in early adolescence. Young people who have never had freckles can suddenly develop them with extended exposure to sunlight. Freckles show up mostly on the face, but they also appear on other areas exposed to sunlight, particularly the shoulders and arms. Because of the 4) **association** of freckles with childhood, they are often considered to give an adult a more youthful appearance.

5 Change the following nouns and verbs to adjectives using either *-able* or *-ible*. What often happens with nouns or verbs that end in *e* and *y*?

See Answer section

- | | | |
|-------------|-------|--------------|
| 1 response | ..... | responsible |
| 2 value | ..... | valuable |
| 3 predict | ..... | predictable |
| 4 recognise | ..... | recognisable |
| 5 question | ..... | questionable |
| 6 access | ..... | accessible |
| 7 identify | ..... | identifiable |
| 8 horror | ..... | horrible |

6 Choose the correct answer.

- Parents should a good example for their children.
A make B create **C set**
- Women had to for the right to vote.
A conflict B argue **C fight**
- I think your driving licence has
A worn out **B expired** C cancelled.
- Robert more confident as he got older.
A grew B raised C developed
- Pavel didn't nervous at all.
A show **B appear** C perform

Set leksykalny

7 **M** W zadaniach 1–3 wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

- **good**
 - There is a ... chance he will get the job; he is very experienced.
 - He's not very ... at dancing, but he is getting better.
 - If you have a fair complexion, it is a(n) ... idea to wear sunscreen to protect your skin.
- **set**
 - The photographer ... up his equipment ready for the wedding.
 - Managers ... targets for their teams to give them something to work towards.
 - The film is ... in New York, near where the director grew up.
- **point**
 - The ... of social security is to protect the poor and the vulnerable.
 - I don't see the ... of taking a personality test; I already know what career I want.
 - We should discuss this further at some ...

Zadanie z lukami

8 **M** Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Collective



IDENTITY

Collective identity refers 1) **to** the sense of identity that a person gets from belonging to a group. 2) **Although** a person may shape their own personal identity as they age, the social community that one is born into is the first influencer of our sense of identity. For some people, no other sense of identity is required as they are satisfied with their role as a member of their town, neighbourhood, city or country.

There are people who choose a community that they want to be a member of, and therefore they get the feeling of belonging that leads to a sense of identity. Whatever community it is, it needs to have a specific culture. 3) **By** culture we mean the shared beliefs, customs and behaviours that belong to a particular group. For example, a New Yorker may get their sense of identity from 4) **being** a resident of that city, but they may also define themselves by being a member of a certain work community, like being a university professor or designer.

Artykuł publicystyczny

Prepare for the task

Writing Tip:

Articles express a writer's viewpoint on a certain topic and may contain elements of description, review, summary, opinion, etc. and may attempt to shape the opinion of the readers. They are usually found in newspapers or magazines and websites such as blogs. Their style is formal to neutral depending on the audience. Articles consist of:

- a title that catches the reader's attention,
- an introduction (that encourages the reader to read the text e.g. by using a rhetorical question, recalling a fact or anecdote, etc.),
- a main body (paragraphs opening with a topic sentence which is then developed with supporting details (reasons/examples) covering each of the two points raised in the rubric),
- a conclusion summarising the main points.

- 1 Read the article on the positive and negative impacts of celebrity role models. What is the purpose of each paragraph? *See Answer section*

Entertain me but ...

Celebrities have always had a unique place within society. These days they are ever-present thanks to social media and have an unprecedented amount of influence over people, particularly young, impressionable people, who copy them in every way. But are they always good role models?

Celebrities can do enormous amounts of good and set fantastic examples for their fans. Think about the amount of money and media coverage celebrities have brought to good causes over the years, or how some famous people have championed environmental causes. As a result of this kind of behaviour, their fans join these good causes, exaggerating the positive impact the celebrities have had.

At the same time, some celebrities can set terrible examples for their fans. When a celebrity lives a lavish lifestyle, for example, showing off their wealth, they encourage others to be overly materialistic. Some celebrities indulge in antisocial behaviour, believing that they can get away with anything. To my mind, this kind of activity inspires their followers to behave in a similar way. Shouldn't we expect a bit more from those who ought to be grateful to us for their fame and fortune? I'm sure you've asked this question at some point, too.

Celebrities live a privileged life in which they have the chance to use their popularity to do good. However, in this writer's opinion many choose to waste this opportunity, and they may live to regret it. As the old saying goes; "you get back what you give." Wouldn't you agree?

- 2 Writers can use certain techniques to develop the reader's interest. Read the article again and decide if the following are true (T) or false (F).

- 1 A title encourages the reader to read the article.T....
- 2 The writer should never address the reader directly.F....
- 3 A writer may include a rhetorical question.T....
- 4 A quotation or popular saying may be included.T....
- 5 Quotations need to be formal or academic.F....

- 3 Certain words and phrases can be used to link ideas within the main body paragraphs. Write words or phrases from the article in Ex. 1 that match the ones below.

- 1 For instance *For example*
- 2 I am certain *I am sure*
- 3 From my point of view *To my mind*
- 4 But *However*
- 5 For that reason *As a result*

Your turn

- 4 a) Read the following statement and decide if you agree or disagree with it. *See Answer section*

Professional athletes should be expected to be good role models to young people.

Exam Strategy

You should always start by making an outline of what will be in each paragraph of your writing. For a four-paragraph article, decide on your viewpoint about the topic, and then make notes of the two points supporting your viewpoint that will start each main body paragraph. Next to each main point, add some supporting details. Keep your notes short and to the point.

- b) **M** Życiem wybitnych sportowców interesują się ludzie na całym świecie. Napisz artykuł (200–250 wyrazów), w którym omówisz potencjalne korzyści i zagrożenia wynikające z naśladowania znanych sportowców przez młodych ludzi.

See Answer section

How do you feel around authority figures?

- 1 Complete this chart with five examples of other authority figures. *See Answer section*

parent		

- 2 Tell a partner which of the above authority figures you feel most and least comfortable with and why. *See Answer section*

Opis ilustracji i odpowiedzi na pytania

Exam Strategy

When describing photos with people, you can start by mentioning who is in the picture. You can refer to people as adults (men or women) and children or teenagers (boys or girls) or use a noun for their role in society (job name) or their role in the family (mother, father, etc.). You can also mention the person's age, describe their appearance and/or personality, and say what they are doing in the photo (e.g. a cute, young girl with red hair holding a doll). You may also try to identify people's feelings (he/she seems thrilled/frightened/delighted/miserable/exhilarated, etc.).

USEFUL LANGUAGE

Describing people in pictures

Appearance

There is a(n) ... (infant, toddler, child, tall old man, teenage girl, middle-aged professor, etc.)

There is a young man with ... (short brown curly hair, a big smile, etc.)

She has ... (long blonde wavy hair, a beaming smile, etc.)

Posture

She is standing with her hands ... (on her hips, in her pockets, by her sides, clasped behind her head, etc.)

His arms are folded across his chest.

He is ... (kneeling, sitting cross-legged, crawling on all fours, standing on tiptoe, extending his hand to..., leaning forward, etc.)

Actions

He is ... (looking at ..., laughing, smiling, holding..., talking to..., etc.)

Speculating about feelings & emotions

She looks/seems ... (angry, anxious, over the moon, joyful, etc.)

He seems to be a bit nervous/impatient because ... (he is tapping his fingers, biting his fingernails, chewing the tip of his pencil, etc.)

She appears to be annoyed as ... (she is rubbing the back of her neck, clenching her hands, etc.)

- 3 **M** Describe the picture. *See Answer section*



- 4 **M** Answer the questions. *See Answer section*

- Why do you think the police officer is giving the young boy the stuffed toy?
- Would you like to be a police officer? Why or why not?
- Tell us about a situation when someone helped you.

Rozmowa z odgrywaniem roli

Exam Strategy

Read the rubric and the four pieces of information you need to include. Brainstorm some ideas you could mention or some questions you could ask before you begin the conversation.

- 5 **M** Chcesz w wolnym czasie rozwijać swoje zainteresowania i postanowiłeś/postanowiłaś znaleźć sobie nowe hobby lub zacząć uprawiać jakiś sport. Rozmawiasz na ten temat z kolegą/koleżanką. Poniżej podane są 4 kwestie, które musisz omówić w rozmowie. *See Answer section*

- Hobby lub sport, którego już próbowałeś/próbowałaś.
- Twoje zainteresowania.
- Umiejętności, które mógłbyś/mogłabyś rozwijać.
- Rzeczy, których możesz potrzebować.

USEFUL LANGUAGE

- I am good at ...
- I'd like to ...
- I'm thinking of (-ing) ...
- I've always wanted to ...
- I'm interested in ...

Człowiek

Appearance – Wygląd zewnętrzny

bow-shaped /'baʊ ʃeɪpt/ (adj) = wygięty w łuk
 broad nose (phr) = szeroki nos
 button nose (phr) = nos jak guzik
 clean-shaven face (phr) = gładko ogolona twarz
 fair hair (phr) = jasne włosy
 fair complexion (phr) = jasna cera
 freckled face (phr) = twarz upstrzona piegami
 full lips (phr) = pełne usta
 long /lɒŋ/ (adj) = podłużny
 oval face (phr) = owalna twarz
 puffy face (phr) = opuchnięta/obrzmiąta twarz
 straight hair (phr) = proste włosy
 thin lips (phr) = wąskie usta
 wavy hair (phr) = faliste włosy
 youthful appearance (phr) = młodzińczy wygląd

Clothes – Ubrania

baggy /'bægi/ (adj) = obszerny, workowaty
 casual /'kæʒuəl/ (adj) = swobodny, codzienny, nieformalny
 checked /tʃekt/ (adj) = w kratkę, kraciasty
 cotton /kɒtən/ (adj) = bawełniany
 denim /'denɪm/ (adj) = dżinsowy
 floral /'flɔ:rəl/ (adj) = w kwiaty
 formal /'fɔ:məl/ (adj) = wizytowy, oficjalny, odświętny
 high-heeled /'haɪ 'hi:lɪd/ (adj) = na wysokim obcasie
 leather /'leðə/ (adj) = skórzany
 linen /'lɪnən/ (adj) = płócienny
 long-sleeved /'lɒŋ 'sli:vɪd/ (adj) = z długim rękawem
 loose /lu:s/ (adj) = luźny
 material /mə'tɪəriəl/ (n) = materiał
 multi-coloured /'mʌlti:kələd/ (adj) = różnokolorowy, wielobarwny
 oversized /'əʊvə'saɪzɪd/ (adj) = za duży, bardzo obszerny
 pattern /'pætn/ (n) = wzór
 plain /pleɪn/ (adj) = gładki (bez żadnego wzoru)
 polka-dot /'pɒlkə dɒt/ (adj) = kropkowany, w kropki
 polo-neck /'pəʊləʊ nek/ (n) = golf (rodzaj swetra)
 short-sleeved /'ʃɔ:t 'sli:vɪd/ (adj) = z krótkim rękawem
 silk /sɪlk/ (adj) = jedwabny
 smart /smɑ:t/ (adj) = elegancki, wytworny
 striped /'stript/ (adj) = w pasy, w paski, pasiasty
 tight-fitting /'taɪt 'fi:tɪŋ/ (adj) = obcisły
 trendy /'trendi/ (adj) = modny
 woollen /'wʊlən/ (adj) = wełniany

Character – Cechy charakteru

confident /kɒnfɪdənt/ (adj) = pewny siebie
 conservative /kɒn'sɜ:vətɪv/ (adj) = konserwatywny, zachowawczy
 creative /kri:'eɪtɪv/ (adj) = kreatywny, twórczy, pomysłowy
 dedicated (to sth) /'dedɪkeɪtɪd/ (adj) = oddany (czemuś), zaangażowany (w coś)
 extrovert /'ekstrəvɜ:t/ (adj) = ekstrawertyczny
 gullible /'gʌləbəl/ (adj) = łatwowierny
 impatient /ɪm'peɪjənt/ (adj) = niecierpliwy
 introvert /ɪn'trɒvɜ:t/ (adj) = introwertyczny
 kind-hearted /kaɪnd 'hɑ:tɪd/ (adj) = życzliwy
 knowledgeable /'nɒlɪdʒəbəl/ (adj) = mądry, znający się na rzeczy
 moody /'mu:di/ (adj) = kapryśny, humorzysty
 passionate /'pæʃənət/ (adj) = żarliwy, pełen pasji

perceiving /pə'si:vɪŋ/ (adj) = postrzegający (typ osobowości)
 reliable /rɪ'laɪəbl/ (adj) = niezawodny, solidny, wiarygodny
 sensitive /sensətɪv/ (adj) = wrażliwy, czuły
 sentimental /,sentɪ'mentəl/ (adj) = sentymentalny, emocjonalny, uczuciowy
 sociable /'səʊʃəbəl/ (adj) = towarzyski
 trustworthy /'trʌst,wɜ:ði/ (adj) = godny zaufania
 visionary /'vɪʒənəri/ (adj) = marzycielski, wizjonerski

Feelings & Emotions – Uczucia i emocje

anxious /'æŋkʃəs/ (adj) = zaniepokojony, zatroskany
 appalled /ə'pɔ:lɪd/ (adj) = przerażony, zbulwersowany
 delighted /dɪ'leɪtɪd/ (adj) = zachwycony, uszczęśliwiony, uradowany
 embarrassed /ɪm'bærəst/ (adj) = zakłopotany
 excessive /ɪk'sesɪv/ (adj) = nadmierny
 excited /ɪk'saɪtɪd/ (adj) = podekscytowany
 exhilarated /ɪg'zɪləreɪtɪd/ (adj) = radosny, szczęśliwy
 furious /'fjʊəriəs/ (adj) = wściekły, rozwścieczony
 intuitive /ɪn'tju:ətɪv/ (adj) = intuicyjny, posługujący się intuicją
 isolated /'aɪsəleɪtɪd/ (adj) = odizolowany
 judging /'dʒʌdʒɪŋ/ (adj) = oceniający (typ osobowości)
 miserable /'mɪzərəbəl/ (adj) = smutny, przygnębiony, nieszczęśliwy
 petrified /'petrɪfaɪd/ (adj) = sparaliżowany strachem
 scared /skeəd/ (adj) = przerażony
 sensing /sensɪŋ/ (adj) = czujący (typ osobowości)
 shocked /'ʃɒkt/ (adj) = wstrząśnięty, zszokowany
 upset /'ʌp'set/ (adj) = zasmucony, zmartwiony, zły

Useful phrases and verbs

bite one's nails (phr) = obgryzać paznokcie (np. ze zdenerwowania)
 blush /blʌʃ/ (v) = rumienić się
 clench one's fists (phr) = zaciskać pięści
 cross one's legs (phr) = zakładać nogę na nogę
 drop one's head (phr) = spuszczać głowę
 fold one's arms (phr) = skrzyżować ramiona
 frown /fraʊn/ (v) = marszczyć brwi
 scratch one's head (phr) = drapać się po głowie; zachodzić w głowę, łamać sobie głowę
 shrug one's shoulders (phr) = wzruszyć ramionami
 stroke one's chin (phr) = gładzić się po brodzie
 wink /wɪŋk/ (v) = mrugać okiem
 yawn /jɔ:n/ (v) = ziewać

Personal belongings – Rzeczy osobiste

bank card /'bæŋk kɑ:d/ (n) = karta kredytowa (Am. English), karta czekowa (Br. English)
 charger /'tʃɑ:dʒə/ (n) = ładowarka
 credit card /'kredɪt kɑ:d/ (n) = karta kredytowa
 desktop computer /'deskɒp kəm'pjʊ:tə/ (n) = komputer stacjonarny
 driving licence /'draɪvɪŋ ,laɪsəns/ (n) = prawo jazdy
 earphone /'ɪəfəʊn/ (n) = słuchawka douszna
 handbag /'hændbæg/ (n) = torebka, torba (damska)
 jewellery /'dʒu:əlri/ (n) = biżuteria
 phone /fəʊn/ (n) = telefon
 rucksack /'rʌksæk/ (n) = plecak
 tablet /'tæblət/ (n) = tablet
 wallet /'wɒlɪt/ (n) = portfel

Stages in life – Okresy życia

adolescent /'ædə'lesənt/ (n) = dorastający chłopak, dorastająca dziewczyna (w wieku ok. 13–19 lat)
 adult /'ædʌlt/ (n) = osoba dorosła
 era /'ɪərə/ (n) = era, epoka
 grown-up /,grəʊn 'ʌp/ (adj) = dorosły
 infant /'ɪnfənt/ (n) = niemowlę
 middle-aged /'mɪdl 'eɪdʒd/ (adj) = w średnim wieku
 newborn /'nju:bɔ:n/ (adj) = nowo narodzony
 pensioner /'penʃənə/ (n) = emeryt
 school-aged /'sku:l 'eɪdʒd/ (adj) = w wieku szkolnym
 senior citizen (phr) = starsza osoba
 teenager /'ti:neɪdʒə/ (n) = nastolatek/nastolatka
 toddler /'tɒdlə/ (n) = małe dziecko (uczące się chodzić)
 young adult (phr) = młoda, dorosła osoba
 youngster /'jʌŋstə/ (n) = młoda osoba, dzieciak

Social & Personal system of value – Społeczny i osobisty system wartości

addiction /ə'dɪkʃən/ (n) = uzależnienie, nałóg
 celebrity /'seɪləbrɪti/ (n) = celebryta, znana osoba
 death penalty /deθ ,penəlti/ (n) = kara śmierci
 equality of the sexes (phr) = równouprawnienie płci
 ethnic minorities (phr) = mniejszości etniczne
 freedom of speech (phr) = wolność słowa
 future generations (phr) = przyszłe pokolenia
 homelessness /'həʊmləsnes/ (n) = bezdomność
 human rights (phr) = prawa człowieka
 impact /'ɪmpækt/ (n) = wpływ
 impressionable /ɪm'preʃənəbəl/ (adj) = łatwowierny, podatny na wpływ
 in the public eye (idm) = w centrum zainteresowania opinii publicznej
 influence /'ɪnfluəns/ (n) = wpływ
 mentally ill (phr) = umysłowo chory
 moral duty (phr) = moralny obowiązek
 network (with) /'netwɜ:k/ (v) = nawiązywać kontakty (z)
 obligation /'ɒblɪ'geɪʃən/ (n) = zobowiązanie
 peer /piə/ (n) = rówieśnik/rówieśnica
 peer pressure (phr) = presja rówieśników
 persecution /'pi:əsɪ'kju:ʃən/ (n) = prześladowanie
 popular /'pɒpjələ/ (adj) = popularny
 positive /'pɒzətɪv/ (adj) = pozytywny
 promote change (phr) = promować zmiany
 protest (against sth) /'prɒ'test/ (v) = protestować (przeciw czemuś)
 racial discrimination (phr) = dyskryminacja na tle rasowym
 responsibility /rɪ'spɒnsə'bɪləti/ (n) = odpowiedzialność
 social security (phr) = tu: opieka społeczna
 society /'sə'saɪəti/ (n) = społeczeństwo
 the privilege of freedom (phr) = przywilej wolności
 the right to vote (phr) = prawo wyborcze, prawo do głosowania

Authority figures – Autorytety

career counsellor /kə'rɪə 'kaʊnsələ/ (n) = doradca zawodowy
 coach /kəʊtʃ/ (n) = trener
 headteacher /'hed'ti:tʃə/ (n) = dyrektor szkoły
 older sibling (phr) = starszy brat, starsza siostra
 parents /'peərənts/ (pl n) = rodzice
 police officer /'pɒli:s ,ɒfɪsə/ (n) = policjant/policjantka

president /prezɪdnt/ (n) = prezydent
 supervisor /su:pəvaɪzə/ (n) = osoba sprawująca nadzór, przełożony, kierownik

Skills & Interests – Umiejętności i zainteresowania

active /æktɪv/ (adj) = aktywny
 analysis /ə'nælɪsɪs/ (n) = analiza
 birdwatching /bɜ:d,wɒtʃɪŋ/ (n) = obserwacja ptaków
 blogging /'blɒɡɪŋ/ (n) = prowadzenie bloga
 boring /'bɔ:ɪŋ/ (adj) = nudny
 camping /'kæmpɪŋ/ (n) = biwakowanie, spanie pod namiotem
 chess /tʃes/ (n) = szachy
 editing /'edɪtɪŋ/ (n) = edycja, redagowanie
 fishing /'fɪʃɪŋ/ (n) = wędkarstwo
 focus on sth /'fəʊkəs ɒn/ (v) = tu: skupiać uwagę na czymś
 hiking /'haɪkɪŋ/ (n) = turystyka piesza (zwykle górską)
 hunting /'hʌŋtɪŋ/ (n) = polowanie
 map reading /'mæp 'ri:ɪdɪŋ/ (n) = czytanie mapy
 memory /'meməri/ (n) = pamięć
 navigation /,nævɪ'geɪʃən/ (n) = nawigacja
 organisation /,ɔ:ɡənə'zeɪʃən/ (n) = organizacja
 patience /'peɪʃəns/ (n) = cierpliwość
 planning /'plænɪŋ/ (n) = planowanie
 reading /'ri:ɪdɪŋ/ (n) = czytanie
 self-confidence /,self 'kɒnfɪdəns/ (n) = pewność siebie, śmiałość
 spend time outdoors (phr) = spędzać czas poza domem na świeżym powietrzu
 strategy /'strætədʒi/ (n) = strategia
 teamwork /'ti:mwɜ:k/ (n) = praca zespołowa
 travelling /'trævəlɪŋ/ (n) = podróżowanie
 white water rafting /,waɪt wɔ:tə 'rɑ:ftɪŋ/ (n) = spływy górskimi rzekami na pontonach
 writing /'raɪtɪŋ/ (n) = pisanie, wypracowanie, wypowiedź pisemna

Personal data – Dane osobowe

age /eɪdʒ/ (n) = wiek
 age group /eɪdʒ grʊ:p/ (n) = grupa wiekowa
 appearance /ə'piərəns/ (n) = wygląd
 career /kə'riə/ (n) = kariera zawodowa
 citizenship /'sɪtɪzənʃɪp/ (n) = obywatelstwo
 education /'edʒu'keɪʃən/ (n) = wykształcenie
 employee /'ɪm'plɔɪi/ (n) = pracownik, osoba zatrudniona
 ethnicity /eθ'nɪsəti/ (n) = tożsamość etniczna
 habit /'hæbɪt/ (n) = nawyk, zwyczaj, przyzwyczajenie
 occupation /'ɒkjʊ'peɪʃən/ (n) = zawód
 personality /,pɜ:sə'næləti/ (n) = osobowość
 profession /prə'feʃən/ (n) = profesja, zawód
 unemployed /,ʌnɪ'mplɔɪd/ (adj) = bezrobotny

Sense of identity – Poczucie tożsamości

be a member of (phr) = być członkiem (organizacji, klubu itp.)
 community /kə'mju:nəti/ (n) = społeczność, wspólnota
 collective identity (phr) = tożsamość zbiorowa
 custom /'kʌstəm/ (n) = zwyczaj, tradycja, obyczaj
 define (oneself) /dɪ'faɪn/ (v) = określić (się)
 get a feeling of belonging (phr) = mieć poczucie przynależności
 maintain friendship (phr) = podtrzymywać przyjaźń
 personal identity (phr) = tożsamość osobista
 resident /'rezɪdnt/ (n) = mieszkaniec
 sense of belonging (phr) = poczucie przynależności
 sexuality /,sekʃu'æləti/ (n) = seksualność
 shared belief (phr) = wspólne przekonania

1 Choose the correct item.

- Jane bought a lovely dress with a rose pattern.
A checked (B) floral C striped D multi-coloured
- Jack has large lips and a beautiful smile.
(A) full B broad C baggy D loose
- Joanne is a very girl who gets upset easily.
A intuitive (B) sensitive C perceiving D excessive
- Lewis was so furious that he his fists in anger.
(A) clenched B pursed C scratched D shrugged
- Many people when they are embarrassed.
A wink B yawn (C) blush D frown
- Mr Henderson is very old-fashioned and in his views.
A gullible (B) conservative C confident D impatient
- The team is firm with his players but fair.
A supervisor (B) coach C president D headteacher
- After emigrating to Britain, Oliver applied for
A ethnicity B generation C community (D) citizenship

Collocations

2 Fill in with: *freckled, personal, ethnic, young, death, wavy, human, moral, senior, shared, racial, physical.*

- Multicultural cities like London include many **ethnic** minorities.
- Red-haired people tend to have **freckled** faces.
- Helping others is a(n) **moral** duty that we should all follow.
- Henry's love of fashion is a big part of his own **personal** identity.
- Religion is a(n) **shared** belief that many people follow.
- At sixty-five years old, Mr Jones has to accept he is now a(n) **senior** citizen.
- Often, black people face **racial** discrimination.
- Karen's **physical** appearance is very important to her, so she always wears make-up.
- Tim has long **wavy** hair that never sits straight on his shoulders.
- Now that Jane is 20, she's no longer a teenager, she's a(n) **young** adult.
- Freedom from persecution is a fundamental **human** right.
- In some countries, the **death** penalty is used to punish severe crimes.

Prepositions

3 Complete with the correct particle.

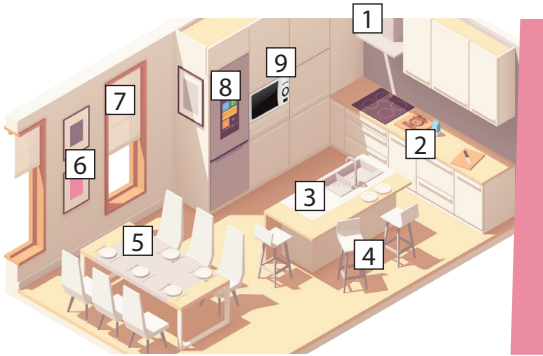
- In the UK, newspapers have freedom **of** speech.
- The women's group campaigns for equality **of** the sexes.
- The famous celebrity is always **in** the public eye.
- Students decided to protest **against** the new government reforms.
- Fred was appalled **by** the rude thing that Mile said.
- In a democracy, everyone has the right **to** vote.

Rooms & Furniture

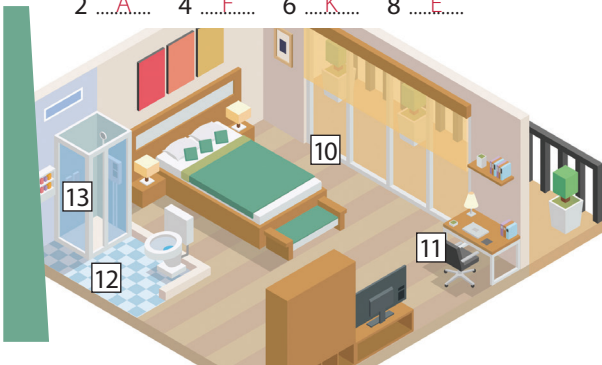
1 Listen to the descriptions of three different rooms (A, B and C). Tick (✓) the words that you hear. There are five extra.

- | | |
|---|---|
| A <input checked="" type="checkbox"/> marble work surfaces | J <input checked="" type="checkbox"/> floor-to-ceiling window |
| B <input type="checkbox"/> built-in microwave | K <input type="checkbox"/> framed art |
| C <input checked="" type="checkbox"/> glass shower | L <input checked="" type="checkbox"/> coffee table |
| D <input type="checkbox"/> floor speakers | M <input checked="" type="checkbox"/> office chair |
| E <input checked="" type="checkbox"/> built-in refrigerator | N <input checked="" type="checkbox"/> wall shelf |
| F <input checked="" type="checkbox"/> stools | O <input checked="" type="checkbox"/> sectional sofa |
| G <input checked="" type="checkbox"/> blinds | P <input type="checkbox"/> cooker hood |
| H <input checked="" type="checkbox"/> modern floor lamp | Q <input checked="" type="checkbox"/> kitchen island |
| I <input checked="" type="checkbox"/> tiled floor | R <input type="checkbox"/> dining table |

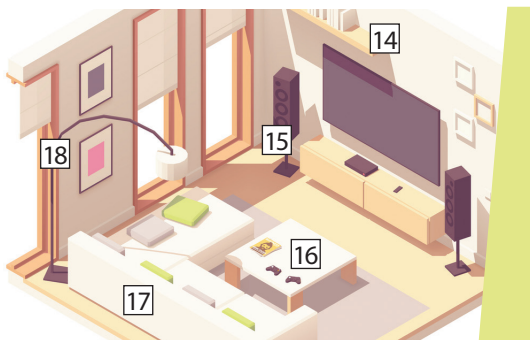
2 Look at the pictures. Match the objects (1–18) to the words (A–R) from Ex. 1.



- 1 ...P... 3 ...Q... 5 ...R... 7 ...G... 9 ...B...
 2 ...A... 4 ...F... 6 ...K... 8 ...E...



- 10 ...J... 11 ...M... 12 ...I... 13 ...C...



- 14 ...N... 15 ...D... 16 ...L... 17 ...O... 18 ...H...

3 Which of the items from Ex. 1 do you have in your home? See Answer section

Types of homes

4 Unscramble the letters to create words that match the meanings below.

- A a flat which consists of only one room: **tsuido** studio
 B part of a house or building located underground: **amnetbse** basement
 C a large, luxurious home: **nsoiamn** mansion
 D a home that is not connected to any other buildings: **dehctaed ehosu** detached house
 E a small flat with a combined bedroom/living room space: **seditb** bedsit
 F a building or group of buildings made up of many apartments: **klbco fo stalf** block of flats
 G a small home in the country: **tgetoca** cottage
 H a flat or apartment that occupies the top floor of a residential building: **tposuehen** penthouse

Architecture

5 Complete the table by placing the words below in the correct categories.

- plaster • care home • balcony • brick • attic
- semi-detached house • cement • stairwell
- car park • lobby • fire station • stone
- community centre • open-concept kitchen
- en suite • walk-in closet

building materials	plaster, cement, brick, stone
parts of a flat/block of flats	balcony, stairwell, car park, lobby, attic, open-concept kitchen, en suite, walk-in closet
types of buildings	fire station, care home, semi-detached house, community centre

Household chores

6 a) Choose the word or phrase that doesn't belong.

- 1 do laundry, iron, dust, fold
- 2 do the washing-up, set the table, cut the grass, wipe the work surface
- 3 hang the laundry, mop, sweep, Hoover/vacuum
- 4 buy groceries, tidy up, walk the dog, cut the grass

b) Which of the above correct groups of chores ...

- A** 4 are done outside of the home?
B 2 are done in the kitchen?
C 3 refer to cleaning floors?
D 1 involve clothes?

Renting a flat

7 Translate the following words/phrases into Polish.

- 1 cosy **przytulny, wygodny, komfortowy**
 2 fireplace **kominek**
 3 central heating **centralne ogrzewanie**
 4 tenant **lokator, najemca**
 5 estate agent **agent nieruchomości**
 6 flatmate **współlokator/współlokatorka**
 7 entrance hall **hol wejściowy**
 8 lease agreement **umowa najmu**
 9 landlord/landlady **gospodarz/gospodyni, właściciel/właścicielka**

8  Listen to the conversation and fill in the missing words.



Miranda: Have you had any luck finding a place?

Jacob: Yes, actually. I think I may have finally found the right flat. My 1) **estate agent** took me round to see an affordable bedsit last Friday, and the 2) **landlady** letting the place is a lovely elder woman.

Miranda: How exciting! Tell me all about it.

Jacob: It's 3) **cosy**, and located above a shop in the city centre. It's on a busy street but the flat has new windows, so noise shouldn't be too much of a concern. It's in an older building, so there is a large 4) **entrance hall** and an amazing, antique mantelpiece around the 5) **fireplace**

Miranda: Fireplace? There is 6) **central heating**, isn't there?

Jacob: Of course, I'm not even sure the fireplace works. The previous 7) **tenant** was using it as a decorative feature.

Miranda: So, when will you make your decision?

Jacob: I've already signed the 8) **lease agreement**, and now I'm just waiting to hear back from my agent to finalise everything.

Miranda: I can't believe you'll be moving into a place all by yourself! No parents, siblings or 9) **flatmates** I'm jealous!

9 Complete the exchanges using the following phrases in the correct form: *fall behind, do (sth) up, give a month's notice, pay in advance* and *get on well with*.

- 1 X: Have you got the keys for your new flat?
 Y: Not yet. My landlord's asked me to **pay** **in advance** for the first two months, and I don't get paid until tomorrow.
- 2 X: Can you afford that studio? It seems a bit expensive.
 Y: Don't worry. I won't **fall behind** with the rent. I've been saving money all summer.
- 3 X: I had no idea you were planning on moving.
 Y: Yes, it's all happened rather suddenly. We **gave** **a month's notice** to our landlord just yesterday.
- 4 X: Why did she move?
 Y: She didn't **get on well with** one of her flatmates. They were always arguing.
- 5 X: I can't wait to see your new place!
 Y: It looks a lot better now that I have **done it up** with some fresh paint and new curtains.

10 Work with a partner to write a short dialogue (4–6 exchanges) about renting a flat. Use the phrases from Ex. 9. See Answer section



Culture Spot



In the UK, small villages typically have a group of houses surrounding a central square, a village church, a village hall and shop. They are often in valleys or tucked between hills.

Because most of the landscape in Poland is flat, small villages usually have houses strung out one after the other along a straight road. There is a village church and shop but no identifiable centre.



Buying & Selling property

Exam Tip: Read the text quickly to see what it is about.

Read the text again carefully and decide which word best fits each gap. The options are close in meaning but only one is correct. Read the completed text to make sure it makes sense.

11 Choose the correct word (A, B or C) from the list below to complete the text.

Buying or selling your home?

We can help!

Johnson Limited specialises in property in Leeds and the surrounding 1) areas. Our services include:

Finding your next home If you are looking to buy or let, our agents are available to show you properties ranging from studio flats to 2) single-family homes. From the initial viewing to placing an 3) on your dream home, we can help with every step in the process.

Financing Our financing specialists can assist you in applying for a 4) and finding the best interest 5) Ask us about alternative 6) options for buyers with poor or no 7) history.

Selling your current home With over thirty years of experience, we've facilitated the sale of hundreds of homes. Whether 8) located or just outside the city, we guarantee to sell your property quickly for a 9) you'll be satisfied with.

For more information or to receive a quote, please fill in the inquiry 10) linked at the bottom of the page.

- | | | |
|--|---|---|
| 1 <input checked="" type="radio"/> A suburban | B undeveloped | C rural |
| 2 <input type="radio"/> A separate | B divided | <input checked="" type="radio"/> C detached |
| 3 <input checked="" type="radio"/> A offer | B order | C amount |
| 4 <input type="radio"/> A credit | B savings account | <input checked="" type="radio"/> C mortgage |
| 5 <input checked="" type="radio"/> A rate | B fee | C charge |
| 6 <input checked="" type="radio"/> A borrowing | B lending | C giving |
| 7 <input type="radio"/> A allowance | B loan | <input checked="" type="radio"/> C credit |
| 8 <input checked="" type="radio"/> A centrally | B importantly | C mainly |
| 9 <input type="radio"/> A prize | B value | <input checked="" type="radio"/> C price |
| 10 <input type="radio"/> A registration | <input checked="" type="radio"/> B form | C paper |

Exam Tip: For each gap, decide what part of speech the missing word should be (e.g. noun, adjective, etc). This will help you do the task.

12 Complete the text with the correct form of the word in brackets and choose the correct preposition.

We asked people: *if you could change something about your home, what would you change?*

A Our house doesn't have any outdoor space. I'd love to have somewhere to do some 1) gardening (garden). That's one problem with living close 2) with/to the centre, but I can't imagine living 3) at/in the suburbs either!

B I didn't notice until after we'd moved 4) into/in, but we've got no place for storage in our current flat. 5) Fitted (fit) cupboards would be a nice addition to the bedrooms.

C This is my first flat since moving out 6) of/from my parents' house and it's in a basement. It's a bit dark and rather small. I hope my next place will be more 7) airy (air) and 8) spacious (space).

D My family lives 9) in/on the outskirts of town, so we have to drive everywhere. It's not very 10) environmentally (environment) friendly and makes visiting friends or going to the shops difficult. When I'm older, I'd like to have a place 11) in/on the heart of the city so that everything I need is 12) with/within walking distance.

13 What would you change about your current home? Use the vocabulary you've learned so far in this module to tell your partner or group.

See Answer section

14 Write the word which correctly fills in the gaps in all three sentences.

..... central

- We are installing ... heating in our old farmhouse.
- Buying a flat in a(n) ... location will cost you significantly more.
- Riads, a type of home common in North Africa, are built with a(n) ... courtyard often containing a tree or fountain.

- 1 Describe your childhood home and what you liked and disliked about it. See Answer section

Dobieranie

Exam Tip: Be careful of statements that start out positive and then turn negative. For example, you are asked if the speaker liked the colour of her bedroom, and you hear the speaker say: "I actually like that shade of green BUT it looked awful on my walls."

- 2 **M** Usłyszysz dwukrotnie wypowiedzi czterech osób na temat miejsc, w których się wychowywały. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. **Uwaga:** jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

- A thought their house was really big.
 B wanted to move to a better neighbourhood.
 C liked the social aspect of where they lived.
 D complained about some noise in the neighbourhood.
 E said they didn't like a feature of their house.

Speaker 1	D
Speaker 2	E
Speaker 3	C
Speaker 4	A

- 3 Listen to the recordings again and complete the sentences.

- 1 Speaker 1 said that the train caused **a lot of noise**

 2 Speaker 2's parents now live in **a small flat**

 3 Speaker 3 would use the lift to **visit his friends**

 4 Speaker 4's parents got angry because **she ran up and down the stairs all the time**

- 4 Which of the four living situations from Ex. 2 would you prefer and why? See Answer section

Wybór wielokrotny

- 5 **M** Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1–2 zakreśl jedną z liter: A, B albo C.

Text 1

- 1 Anna is
 A a refuse manager.
 B a product designer.
 C an academic.

Text 2

- 2 Which of the following is stated in the dialogue as a fact, not an opinion?
 A Honeymoon is the same shade of colour as Orchid White.
 B Specific formulations of paint have to be used in certain rooms.
 C High shine is the best finish for a bathroom environment.

W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

Text 3

- 3 **At the beginning of her talk, the speaker**
 A shares an anecdote about the start of her career.
 B explains her motivation for becoming a developer.
 C gives an outline of her accomplishments in the industry.
 D recalls an early ambition that she held.
- 4 **What does the speaker expect from delegates?**
 A They will use her as a role model in their careers.
 B They won't be able to match her level of success.
 C They will go on to achieve great things in the industry.
 D They will keep looking for new ways to maintain their passion.
- 5 **The speaker quotes the saying about homes and castles in order to**
 A reiterate the need for good building materials.
 B stress the importance of a home to people and society.
 C encourage delegates to look for period properties.
 D highlight that properties should be as glamorous as possible.
- 6 **What is the key element in the speaker's professional philosophy?**
 A being able to predict market trends accurately
 B acting as a pioneer in new design fashions
 C identifying the most desirable property locations
 D placing clients above all other considerations

- 1 Do you think your current home is big enough? Why or why not? See Answer section

Dobieranie

- 2 **M** Przeczytaj tekst, z którego usunięto pięć zdań. Wpisz w każdą lukę (1–5) literę, którą oznaczono brakujące zdanie (A–F), tak aby otrzymać spójny i logiczny tekst. **Uwaga:** jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.



A new housing trend has been gaining popularity in recent years: the 'tiny home'. If you have a social media account, chances are you are familiar with tiny homes and their appeal, most notably for young people. In essence, a tiny home is exactly what it sounds like; a micro-home usually consisting of one room and perhaps a loft area for sleeping. 1)**E**..... Whether built as a permanent structure, in a converted school bus or even on a boat, tiny homes offer a number of advantages over more traditional housing.

Affordable housing is becoming increasingly difficult to find, especially in large urban centres. 2)**F**..... Lara Sanchez lives in a micro-home located on her parents' rural property on the outskirts of Mexico City. 3)**A**..... "I'd been paying high rents in the city since moving out of my parents' home to attend university. I was tired of having flatmates and paying my landlord's mortgage. Now, I have a place to myself, and I'm able to save money."

For Casper Van Bleek, monetary reasons were less of a factor. He currently lives in a converted riverboat on a canal in Leiden, Netherlands. "My father and I started restoring this old boat as a hobby when I was a teenager. I've always enjoyed building and repairing things, but to be honest, I never thought I'd be living here; but I love it! Everything I need is on board, and I have the freedom to move my home whenever the mood strikes me. 4)**D**..... I'm 190 centimetres tall, so I have to be careful not to bang my head in certain spots."

In addition to affordability and flexibility, tiny homes are also environmentally conscious. 5)**B**..... Despite these benefits, living in less than 30 square metres may not be a reasonable or practical choice for everyone. There are also issues surrounding where tiny homes can or should be located.

Exam Tip: Read the text quickly to get the gist of it. Read the sentences, then read the text again carefully and see which sentence best fits each gap. Look at the words before and after each gap as they will help you decide on the best answer. Read the completed text to see if it makes sense.

- A Financial considerations were her main reason for choosing a tiny home.
- B They demand far fewer resources to build and maintain than more conventional housing.
- C Tiny homes exist in a legal grey area.
- D However, living in such a small space does have its drawbacks.
- E These homes contain everything a regular home would, except on a much smaller scale.
- F As a result, more and more young people are turning to tiny homes as a solution to the housing crisis.

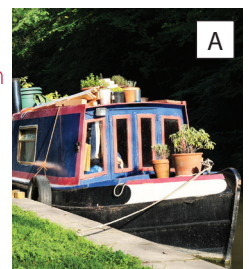
Zadanie z lukami

- 3 **M** Uzupełnij luki 1–4 w streszczeniu tekstu *Tiny House*, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. See Answer section

summary

A new kind of home is becoming more and more 1) recently. Tiny homes are just like traditional flats or homes except much smaller. These homes are 2) than regular housing which has become extremely expensive in some regions. In addition to being cheaper, some tiny homes offer increased flexibility as they can be 3) Another benefit is tiny homes are generally 4), using far fewer resources to build and maintain than a typical home.

- 4 Could you live in a tiny home? Why or why not? See Answer section
- 5 Look at the photos of three tiny homes. Rank them in order from most to least preferred and give reasons to support your opinions. See Answer section



- 6 Imagine you were a billionaire. What special features would your home have? See Answer section *tennis court, media room, gourmet kitchen etc.*

Wybór wielokrotny i zadanie z lukami

- 7 a) **M** Przeczytaj dwa teksty o luksusowych budynkach. Wykonaj zadania 1–8 zgodnie z poleceniami.

Text 1 Antilia: Mansion in the Sky

Topped only by Buckingham Palace, Antilia, a skyscraper mansion located in Mumbai, is the world's second most valuable piece of **residential** real estate. Built for India's wealthiest man, Mukesh Ambani, Antilia cost an astronomical one billion US dollars to **construct** and stands 27 stories high. Inside, six floors are devoted solely to housing Ambani's extensive **luxury** car collection, a full service petrol station and mechanic's garage. Antilia also boasts a fifty-seat cinema, Hindu **temple** and health spa. Numerous rooms are purpose-built for specific activities including a ballroom for throwing lavish events, a **tranquil** yoga room and even a 'snow room' designed to offer respite from Mumbai's sweltering summer temperatures. In it, artificially-created snowflakes are pumped through continuously, regardless of whether the room is occupied or not. In terms of more practical **amenities**, there are nine elevators and three separate helipads complete with their own air-traffic control centre. In order to keep the mega-mansion operating smoothly, Ambani employs over six hundred people, making monthly staffing costs alone more than most people spend **purchasing** their family home.

W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

- According to the article, Buckingham Palace
 - cost more to build than Antilia.
 - is more expensive than Antilia.
 - is not considered to be residential.
 - is bigger than Antilia.
- Six floors are dedicated to
 - cinema entertainment and relaxation.
 - specific activities.
 - guest parking.
 - expensive automobiles and their maintenance.
- In the snow room, artificial snow is produced
 - constantly despite use.
 - only during the summer season.
 - using a special pump.
 - when someone enters the room.
- According to the article, Ambani
 - pays his staff more than most people earn.
 - spends a ridiculous amount on upkeep.
 - employs an appropriate amount of workers.
 - hires only local people.

Text 2

Old **versus** New
Luxury

Recently, two of the world's top five most expensive private residences have been up for sale. Although both properties are similarly valued, they could not be more different in character. The first is Villa Leopolda, **nestled** in the lush, green hills of the Cote D'Azur region of the French Riviera. This eleven bedroom, fourteen bathroom villa is named after the estate's original owner, King Leopold II of Belgium. However, the original structure was entirely replaced from 1929 to 1931. With twelve swimming pools, sport courts and over eight **hectares** of gardens including olive, lemon and orange trees, the exterior grounds of Villa Leopolda rival its luxurious interior, which is **adorned with** antiques and priceless artwork throughout. With a rich history and **idyllic** rural setting, Villa Leopolda appeals to buyers searching for a one-of-a-kind, grand luxury property.

For investors looking for a more modern take on ultra-luxury, one of the world's most expensive 'flats' is located in Monaco, the famed playground of the rich and famous. The Sky Penthouse Suite occupies the top five stories of the Tour Odeon, the second tallest building on the Mediterranean coast. **Occupants** of The Sky Suite can take in 360-degree views over the sea and city centre. On the roof, you will find a circular pool complete with a waterslide that descends to a balcony on a lower floor. There are **state-of-the-art** chefs' kitchens located on every level of the residence and the grand entrance hall, central staircase and most surfaces are constructed from the finest granite and marble. While The Sky Suite currently remains unsold, in a global economy in which the world's ultra-wealthy continue to amass massive personal fortunes, the developers and current owners Groupe Marzocco are confident the right buyer is out there.

Mediacja

Uzupełnij luki w zdaniach 5–8 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

- The area around the Villa Leopolda estate is lush and green.
- Compared to the interior, the exterior of Villa Leopolda is just as beautiful.
- According to the article, Monaco has a reputation for being the playground of the wealthy people.
- Although the Sky Suite hasn't been sold yet, its owners are sure someone will purchase it soon.

b) Explain the words in bold in both texts.

See Answer section

Konstrukcje bezokolicznikowe i gerundialne oraz imiesłowcy

See pp. GR13-GR18

- 1 a) Complete each sentence in four different ways with words in the same form as in the examples.

She plans *to buy* / *to paint* / *to sell* / *to decorate* / *to renovate* the house.

I enjoy *cleaning* / *gardening* / *cooking* / *baking* / *decorating*.

Some verbs and adjectives are followed by infinitives. Other verbs and adjectives are followed by gerunds.

- b) Look at the box, then expand the prompts to form sentences using present and past participles.

Present participles (verb + *-ing*) describe what sb/sth is.

The luxury of the hotel was amazing.

Past participles describe how sb feels.

They were amazed at the luxury of the hotel.

- 1 (view/penthouse/be/astonish)
The view from the penthouse is/was astonishing.
 (she/be/astonish/view/penthouse)
She is/was astonished by the view from the penthouse.
- 2 (price/house/be/shock)
The price of the house is/was shocking.
 (he/be/shock/price/house)
He is/was shocked by the price of the house.

Transformacje ze słowem kluczem

- 2 **M** Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–4). Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań. **Uwaga:** w każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 1 Why is finding the perfect flat difficult?
 EASY Why is it *never easy finding* / *not easy finding* the perfect flat?
- 2 Why do some young people not have enough money to live downtown?
 AFFORD Why can't some young people *afford to live* downtown?
- 3 Do you like modern furniture and not antiques?
 PREFER Do you *prefer modern furniture to* antiques?
- 4 Why is sharing a flat usually not a problem for university students?
 MIND Why do university students usually *not mind sharing* a flat?

- 3 Ask and answer the questions in Ex. 2.

See Answer section

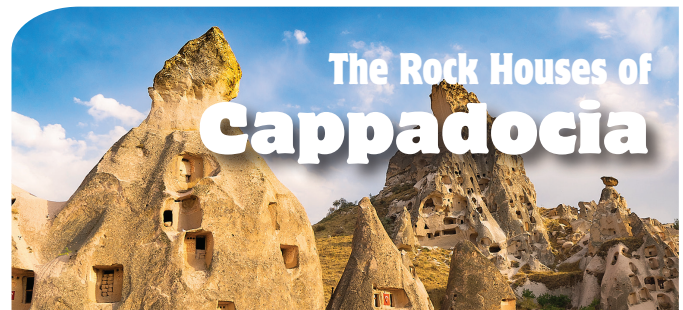
Tłumaczenie fragmentów zdań

- 4 **M** Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. **Uwaga:** w każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 1 There's no point (*oddawać do naprawy kuchenkę mikrofalową*) *having the microwave repaired/fixed*.
- 2 There was a very good reason for (*nie przeprowadzać się*) *not moving* to London this year.
- 3 Why not (*kupić dom*) *buy a house* in the country?
- 4 We advised her (*żeby przestała wynajmować*) *to stop renting* the flat to students.
- 5 We are looking forward (*żeby zobaczyć*) *to seeing* your new penthouse.

Słownictwo

- 5 **M** Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem. Przekształć wyraz podany w nawiasie, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.



In an area of Central Turkey known as Cappadocia, one can find perhaps the world's strangest homes. What makes them particularly unusual is that they were carved into rock **1)** *formations* (**form**) created by the many volcanoes in the area. In **2)** *prehistoric* (**prehistory**) times, the eruption of these volcanoes covered Cappadocia with volcanic rock that was soft enough to carve into with simple tools but hard enough to withstand thousands of years of erosion.

As early as 2000 BC, people in the area carved their homes into the rock. Some of these homes were as tall as four storeys and there are even a couple of castles **3)** *reaching* (**reach**) as high as 90 metres. Floors were connected by stairways carved into the rock and there were large openings which served as windows to let in air and sunlight. **4)** *Surprisingly* (**Surprise**), some of these ancient rock homes were inhabited until the late 1950s.

6 Change the following verbs into nouns using *-ation* or *-ion*.

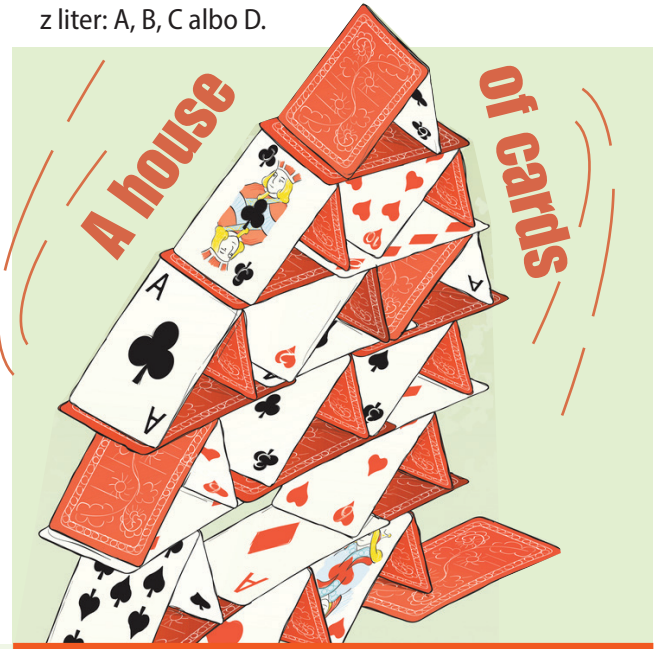
- | | | | | |
|----|-----------|-------|----------------|-------|
| 1 | organise | ..... | organisation | ..... |
| 2 | infect | ..... | infection | ..... |
| 3 | inform | ..... | information | ..... |
| 4 | invent | ..... | invention | ..... |
| 5 | educate | ..... | education | ..... |
| 6 | transport | ..... | transportation | ..... |
| 7 | perfect | ..... | perfection | ..... |
| 8 | converse | ..... | conversation | ..... |
| 9 | locate | ..... | location | ..... |
| 10 | relate | ..... | relation | ..... |
| 11 | examine | ..... | examination | ..... |
| 12 | observe | ..... | observation | ..... |

7 Choose the correct answer.

- June would be a good time to put your house on the
A sale **B** market C offer
- Please make yourself at while we wait for the estate agent.
A accommodation **B** home C place
- There is a splendid of the park from the bedroom window.
A view B sight C scene
- They really a chance when they bought that old villa; it was a big risk.
A took B collected C grabbed
- Apart from the double bed, the house had no other
A equipment B appliances **C** furniture
- Marek wanted a flat in a central close to the university.
A region B district **C** location
- We can leave whenever we want because we didn't a lease.
A sign B autograph C write
- If you need money, you can out rooms to students.
A change **B** rent C hire
- We should get some dark curtains to out the light.
A block B close C cut
- The new owner the building into four flats.
A sectioned B detached **C** divided

Wybór wielokrotny

- 8** **M** Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.



After only being in **1**) for a little over six months, their business fell like a house of cards. 'House of cards' is a common idiom based on the children's pastime of constructing little houses with playing cards. One starts on a flat surface with two cards placed vertically and leaning against each other to form an upside down V. Then, more pairs of cards forming triangles **2**) next to the first pair to make a row. Cards then go horizontally on top of the pairs, thus **3**) roofs. The entire process is repeated using the roof cards as the flat surface to build **4**) More storeys can then be added. Of course, the higher it gets, the more likely it is to collapse, which is why the idiom is used to describe a plan, organisation or system that can collapse or fail easily.

- | | | |
|---|-----------------------|---------------------|
| 1 | A construction | C destruction |
| | B existence | D membership |
| 2 | A placed | C are placing |
| | B had been placed | D are placed |
| 3 | A creating | C doing |
| | B originating | D inspiring |
| 4 | A over | C on |
| | B into | D along |

- 9** Build a house of cards described in the text.

Rozprawka wyrażająca opinię

Prepare for the task

Writing Tip:

Opinion essays are written in formal style. The writer expresses his/her viewpoint in the thesis statement, develops it in the main body and repeats it in the conclusion using different words. Arguments contrary to the viewpoint expressed in the thesis statement can be presented provided that the writer explicitly states that these are the views of others and explains why he/she does not agree with them.

- 1 Read the essay below on whether living in a hall of residence is better than a private flat when studying. What is the writer's opinion on the topic?

See Answer section

A Living in a hall of residence rather than a private flat seems to be the preference for



most university students these days. 1) **However**, having lived in both, I am of the opinion that living in one's own flat is better.

B 2) **In the first place**, living in a flat gives you more control over your daily routine. 3) **For example**, you can set your sleeping schedule and not worry about being kept awake by partying on your floor or being woken up by students leaving for early classes. 4) **In addition**, you can set aside time for studying and be certain that you will not be disturbed.

C 5) **Moreover**, you can choose when you want to be social and when you want to be alone. Although you will not have other students around you, you can make friends with people in your classes. You can go out with them after class and know that, whenever you come back to your flat, you will have peace and quiet.

D 6) **Lastly**, when choosing to live in your own flat, you can choose the location that you want to be in. Instead of having to spend all of your time on the university campus, you can enjoy the benefits of living in any neighbourhood in the town or city. Also, you can live as close to or as far away from the campus as you like.

E 7) **To sum up**, living in one's own place is better than being in a hall of residence because you have more control of your routines, you can decide when to be social, and you can choose what area you would like to live in.

- 2 A five-paragraph opinion essay can have the following parts. Match the descriptions (1–5) to the parts of the essay (A–E).

- 1 D The writer's third viewpoint with supporting ideas
 2 E Restatement of the writer's opinion
 3 B The writer's first viewpoint with supporting ideas
 4 A Thesis statement and the writer's opinion
 5 C The writer's second viewpoint with supporting ideas

- 3 Opinion essays contain linking words and phrases for different purposes. For the numbers 1 to 7, choose a word or phrase in bold that fits in the text based on the purpose it is used for. Sometimes more than one word/phrase is possible.

To list viewpoints:

To start with, Firstly, In the first place, In addition, Besides, Furthermore, Lastly, Moreover, Also

To introduce supporting sentences (examples):

For example, For instance, In particular, Such as/like

To introduce opposing ideas:

On the other hand, However

To conclude:

All in all, Lastly, Taking everything into account, To sum up, All things considered

Your turn

- 4 Look at the rubric in Ex. 5 and make notes in support of each side of the argument. Then, decide which side you agree with. See Answer section

Exam Strategy

When you write an opinion essay where you need to take a side, brainstorm quickly and write down notes for the main points of both sides of the argument. Then, look at the points you have written down and choose the side based on where you have the most and best main points.

- 5 M Wielu ludzi uważa, że mieszkanie w domu na przedmieściach jest lepszą opcją dla osób pracujących zawodowo niż mieszkanie w centrum miasta. Napisz rozprawkę (200–250 wyrazów), w której przedstawisz swoją opinię na ten temat, odnosząc się do związanych z danym miejscem udogodnień i aspektów społecznych.

See Answer section

"Home is where the heart is."

Gaius Plinius Secundus, philosopher in Ancient Rome

- 1 Discuss what the quote means and what kind of answers the people below might have about where they feel at home and why.

- a teacher • a grandmother • a university student
- a teenager • a new immigrant

See Answer section

Opis ilustracji i odpowiedzi na pytania

Exam Strategy

When describing a picture, remember to include the following elements: place (where?), people and objects (who and what?), activities (what are they doing?)

- 2 **M** Describe the picture. See Answer section



USEFUL LANGUAGE

Picture Description

Setting the scene

This (scene) could be in .../This picture could have been taken in ...

What/who is in the picture and where are they?

- In the picture I can see .../There's/There are .../There isn't a(n) .../There aren't any ...
- At the top/bottom of the picture .../In the middle of the picture .../On the left/right of the picture .../next to/in front of/behind/near/on top of/under

What is happening?

The man/woman is ... -ing/The people are ... -ing/
It's raining.

How people feel

- I think they are adj. (happy, content, sad, excited, bored, relaxed, nervous, etc.)
- I think they are feeling + adj.
- They look (very/quite/really) + adj.
- They appear to be (very/quite/really) + adj.

If something is not clear

It looks like a(n) .../It might be a(n) .../He/she could be ...
-ing/Maybe/Perhaps it's a(n) ...

- 3 **M** Answer the questions.

- 1 How do you think the people feel about their living situation?
- 2 Would you like to live in a mobile home? Why or why not?
- 3 Tell me about a situation when you or someone you know experienced problems while moving house.

See Answer section

Wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania

- 4 **M** Popatrz na zdjęcie 1., 2. i 3. Razem ze współlokatorem wygrałeś/wygrałaś konkurs, w którym nagrodą jest odnowienie mieszkania w jednym z trzech stylów.

- Wybierz zdjęcie ilustrujące styl, który, Twoim zdaniem, będzie najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

See Answer section



USEFUL LANGUAGE

Making a choice

- I'd/would choose/I choose/My choice is/I'd go for Picture ... because ...
- I wouldn't choose Picture ... because .../I wouldn't go for Picture ... as it .../I reject Pictures ... and ... because they .../The reason why I wouldn't choose Picture ... is ...

- 5 **M** Answer these questions.

- 1 Why do some people want rooms in their homes decorated in different styles?
- 2 Why would teenagers want their room to be decorated in a modern style?

See Answer section

Miejsce zamieszkania

Rooms & Household objects

Pomieszczenia i wyposażenie domu

blinds /blaɪndz/ (pl n) = żaluzje
 built-in microwave (phr) = wbudowana kuchenka mikrofalowa
 central heating (phr) = centralne ogrzewanie
 coffee table /'kɒfi ,teɪbəl/ (n) = stolik do kawy
 converted /kən'vɜ:tɪd/ (adj) = przerobiony, zaadaptowany
 cooker hood /'kʊkə ,hʊd/ (n) = okap kuchenny
 curtain /kɜ:tən/ (n) = zasłona, firanka
 dining table /'daɪnɪŋ ,teɪbəl/ (n) = stół do jadalni
 fireplace /'faɪəpleɪs/ (n) = kominek
 fitted cupboards (phr) = szafki do zabudowy
 floor-to-ceiling window (phr) = okno sięgające od podłogi do sufitu
 floor speakers (phr) = głośniki podłogowe, kolumny głośnikowe
 framed art (phr) = dzieło sztuki oprawione w ramę
 glass shower (phr) = szklana kabina prysznicowa
 kitchen island /'kɪtʃən ,aɪlənd/ (n) = wyspa kuchenna (dodatkowa powierzchnia robocza w kuchni)
 loft area (phr) = poddasze, strych; tu: antresola
 mantelpiece /'mæntlpi:s/ (n) = gzyms, obramowanie kominka
 marble work surfaces (phr) = wykonane z marmuru powierzchnie robocze
 modern floor lamp (phr) = nowoczesna lampa podłogowa
 office chair /'ɒfɪs tʃeə/ (n) = krzesło biurowe
 purpose-built /'pɜ:pəs 'bɪlt/ (adj) = zaprojektowany i zbudowany w konkretnym celu
 tiled floor (phr) = podłoga wyłożona płytkami/kafelkami
 refrigerator /'rɪfrɪdʒəreɪtə/ (n) = lodówka
 sectional sofa /'sekʃənəl 'səʊfə/ (n) = sofa modułowa (składająca się z części)
 stool /stʊ:l/ (n) = stołek, taboret
 wall shelf /wɔ:l ʃelf/ (n) = półka ścienna

Types of homes – Rodzaje domów i mieszkań

basement /'beɪsmənt/ (n) = piwnica, podpiwniczenie
 basement flat (phr) = suterena
 bedsit /'bedsɪt/ (n) = pokój do wynajęcia
 block of flats (phr) = blok mieszkalny
 cottage /'kɒtɪdʒ/ (n) = domek wiejski
 detached house (phr) = dom jednorodzinny
 hall of residence /hɔ:l əv 'rezɪdəns/ (n) = akademik, dom studencki, internat, bursa
 mansion /'mænjən/ (n) = rezydencja, willa, posiadłość
 penthouse /'penθaʊs/ (n) = luksusowy apartament na ostatnim piętrze budynku
 semi-detached house (phr) = bliźniak (dom połączony z innym)
 studio /'stju:diəʊ/ (n) = tu: kawalerka

Architecture – Architektura

Building materials – Materiały budowlane

brick /brɪk/ (n) = cegła
 cement /'seɪmənt/ (n) = cement
 granite /'grænaɪt/ (n) = granit
 marble /'mɑ:bəl/ (n) = marmur

plaster /'plɑ:stə/ (n) = gips
 stone /stəʊn/ (n) = kamień

Parts of a flat/house – Części mieszkania/domu

attic /'æɪtɪk/ (n) = strych, poddasze
 balcony /'bælkəni/ (n) = balkon
 ensuite /,ɒn 'swi:t/ (adv) = łazienka w pokoju, przyległa łazienka
 entrance hall /'entrəns hɔ:l/ (n) = hol wejściowy
 lobby /'lɒbi/ (n) = korytarz
 open-concept kitchen (phr) = kuchnia na planie otwartym (bez ścianek działowych)
 stairwell /'steɪwəl/ (n) = klatka schodowa
 walk-in closet /wɔ:kɪn klɒzɪt/ (n) = garderoba (w postaci osobnego pomieszczenia)

Buildings – Rodzaje budynków

car park /'kɑ: ,pɑ:k/ (n) = parking
 care home /'keə ,həʊm/ (n) = dom opieki
 community centre /kə'mju:nəti ,sentə/ (n) = dom/ośrodek kultury
 fire station /'faɪə ,steɪʃən/ (n) = remiza strażacka
 health spa /'helθ ,spɑ:/ (n) = centrum odnowy biologicznej

Household chores – Prace domowe

buy groceries (phr) = kupować artykuły spożywcze
 cut the grass (phr) = kosić, przycinać trawę
 do laundry (phr) = robić pranie
 do the washing-up (phr) = zmywać naczynia
 dust /dʌst/ (v) = ścierać kurze
 fold clothes (phr) = składać ubrania
 hang the laundry (phr) = wieszać pranie
 Hoover/vacuum /'hu:və/vækjuəm/ (v) = odkurzać (odkurzaczem)
 iron /'aɪən/ (v) = prasować
 mop /mɒp/ (v) = wycierać/zmywać mopem
 set the table (phr) = nakrywać do stołu
 sweep /swi:p/ (v) = zmiatać
 tidy up /,taɪdi 'ʌp/ (phr v) = robić porządek, sprzątać
 walk the dog (phr) = wyprowadzać psa
 wipe surfaces (phr) = przecierać ścierką różne powierzchnie

Renting – Wynajmowanie mieszkania

affordable /ə'fɔ:dəbəl/ (adj) = w przystępnej cenie
 antique /'ænti:k/ (adj) = zabytkowy, antyczny, starożytny
 cosy /'kəʊzi/ (adj) = przytulny, wygodny, komfortowy
 decorative /dekə'reɪtɪv/ (adj) = ozdobny, dekoracyjny
 estate agent /'steɪt ,eɪdʒənt/ (n) = agent nieruchomości
 flatmate /'flætmeɪt/ (n) = współlokator/współlokatorka
 financial considerations (phr) = uwarunkowania finansowe
 landlord/landlady /'lændlə:d/'lændleɪdi/ (n) = gospodarz/gospodyni, właściciel/właścicielka
 let /let/ (v) = wynajmować (np. mieszkanie, dom)
 lease agreement (phr) = umowa najmu
 occupant /'ɒkjʊpənt/ (n) = lokator, mieszkaniec
 resident /'rezɪdənt/ (n) = mieszkaniec, rezydent

rent /rent/ (v) = wynajmować (np. mieszkanie, dom)

rent /rent/ (n) = czynsz, komorne

tenant /'tenənt/ (n) = lokator, najemca

Buying & Selling – Kupno i sprzedaż mieszkania

allowance /ə'ləʊəns/ (n) = tu: rabat, zniżka, bonifikata
 borrow /'bɒrəʊ/ (v) = pożyczyć (coś od kogoś)
 credit /'kredɪt/ (n) = kredyt
 credit history /'kredɪt ,hɪstəri/ (n) = historia kredytowa
 consist of /kən'sɪst əv/ (phr v) = składać się z
 conventional housing (phr) = tradycyjne budownictwo
 fee /fi:/ (n) = opłata, honorarium
 interest rate /'ɪntərəst ,reɪt/ (n) = stopa procentowa
 investor /ɪn'vestə/ (n) = inwestor
 lend /lend/ (v) = pożyczać (komuś coś)
 loan /ləʊn/ (n) = pożyczka
 monetary /'mɒnɪtəri/ (adj) = walutowy, pieniężny
 mortgage /'mɔ:ɡɪdʒ/ (n) = hipoteka (kredyt pod zastaw domu)
 price /praɪs/ (n) = cena
 property /'prɒpəti/ (n) = posiadłość, nieruchomości, własność, mienie
 purchase /'pɜ:tʃəs/ (v) = nabywać, kupować
 real estate /'ri:əl ,ɪsteɪt/ (n) = nieruchomości
 reasonable offer (phr) = rozsądna oferta
 savings account (phr) = konto oszczędnościowe
 take out a mortgage (phr) = obciążyć hipotekę

Moving houses – Przeprowadzka

do up a house (phr) = odnowić dom
 down payment /daʊn 'peɪmənt/ (n) = zadatek, przedpłata
 exterior /'ekstəriə/ (n) = część zewnętrzna
 fall behind with the rent (phr) = zalegać z czynszem
 flexibility /'fleksə'bɪləti/ (n) = elastyczność
 give a month's notice (phr) = złożyć wypowiedzenie z miesięcznym wyprzedzeniem
 interior /ɪn'təriə/ (n) = wnętrze
 maintain /meɪn'teɪn/ (v) = utrzymywać, konserwować
 make an offer (phr) = składać ofertę
 move into a house/flat, etc (phr) = wprowadzić się do domu/mieszkania itd.
 pay in advance (phr) = płacić z góry
 place an offer (phr) = składać ofertę
 sign a lease (phr) = podpisać umowę najmu
 trend /trend/ (n) = kierunek, tendencja, trend

Home/House & its neighbourhood – Dom i jego okolica

amenity /ə'mi:nəti/ (n) = udogodnienie
 campus /'kæmpəs/ (n) = miasteczko studenckie
 central location (phr) = położenie w centrum
 centrally located (phr) = położony w centrum
 construct /kən'strʌkt/ (v) = budować, konstruować
 city centre /,sɪti 'sentə/ (n) = centrum miasta
 developer /dɪ'veləpə/ (n) = deweloper, przedsiębiorca budowlany
 environmentally friendly (phr) = przyjazny dla środowiska, ekologiczny

get on with your neighbours (phr) = mieć dobre relacje z sąsiadami
 glamorous /'glæməərəs/ (adj) = efektowny, olśniewający
 hectare /'hekteə/ (n) = hektar
 housing trend (phr) = trend w budownictwie
 idyllic /'ɪdɪlɪk/ (adj) = sielankowy, idylliczny
 lavish /'lævɪʃ/ (adj) = wystawny, pełen przepychu
 lush /lʌʃ/ (adj) = (o roślinności) bujny
 luxury /'lʌkʃəri/ (adj) = luksusowy
 nestled /'nesəld/ (pp) = tu: umiejscowiony
 outskirts /'aʊtskɜːts/ (pl n) = peryferie, obrzeża miasta
 restore /rɪ'stɔː/ (v) = odnawiać
 region /rɪːdʒən/ (n) = region, okolica
 residence /ˈreɪzɪdəns/ (n) = rezydencja
 residential /ˌreɪzɪˈdenʃəl/ (adj) = mieszkalny
 rural /rʊərəl/ (adj) = wiejski
 spacious /'speɪʃəs/ (adj) = obszerny, przestronny
 state-of-the-art /ˌsteɪt əv ðiː 'ɑːt/ (adj) = supernowoczesny, najnowocześniejszy
 suburban /sə'bʌːbən/ (adj) = podmiejski
 suburbs /sʌbʌːbz/ (pl n) = przedmieścia
 temple /'tempəl/ (n) = świątynia
 tiny /taɪni/ (adj) = niewielki, mały, malutki
 traditional housing (phr) = tradycyjne budownictwo
 tranquil /træŋkwɪl/ (adj) = cichy, spokojny
 undeveloped /ˌʌndrɪ'veləpt/ (adj) = niezabudowany
 urban /'ɜːbən/ (adj) = miejski

1 Choose the correct item.

- Harry just a lease for a beautiful property.
A made B placed C paid **D signed**
- Mum asked me to help the carpet for her.
A dust B mop **C Hoover** D wipe
- Mary asked to some tools from us to fix her shelf.
A borrow B lend C give D purchase
- David decided to install a microwave in his kitchen.
A framed B fitted C converted **D built-in**
- Tim did a lot of work to the old cottage to its former glory.
A maintain B construct **C restore** D fold
- Moving to a(n) area on the edge of the city was a great idea.
A rural **B suburban** C urban D central
- The hotel was full of the finest furniture and expensive items.
A amenity **B luxury** C lush D tranquil
- Andy is a great who always helps me do our chores.
A tenant B resident C occupant **D flatmate**

Collocations

2 Fill in with: *loft, entrance, credit, real, interest, tiled, detached, reasonable, centrally, savings, cooker, sectional.*

- The **entrance** hall is a huge space that we share with the other flat.
- Robert's house has a(n) **loft** area that's great for storage.
- Vicky couldn't get a mortgage because of her poor **credit** history.
- The **interest** rate on this loan is really high.
- My aunt has a(n) **detached** house surrounded by a huge garden.
- Make sure you turn on the **cooker** hood before you start cooking.
- I don't want to spend too much on the TV. Any model that's a **reasonable** price will do.
- Kim's **savings** account has £1000 kept away for emergencies.
- We bought a lovely **sectional** sofa for the living room.
- Prices are so high. **Real** estate in the area is booming.
- Fred prefers to live somewhere **centrally** located, near the heart of town.
- Penny's kitchen has a gorgeous **tiled** floor.

Phrasal verbs/Prepositions

3 Complete with the correct particle.

- We decided to do **up** the house when we moved in.
- Don't fall behind **with** the rent.
- Joe moved **into** the house last year.
- Some landlords ask you to pay **in** advance.
- I like my flatmate; we get **on** with each other really well.
- Bella tidied **up** the living room after work.
- Laura took **out** a mortgage with the bank.
- The property consists **of** two floors.



Rozumienie tekstów pisanych

Wybór wielokrotny i zadanie z lukami

- 1 Przeczytaj dwa teksty o osobowości człowieka. Wykonaj zadania 1–8 zgodnie z poleceniami.

Text 1 CAN I CHANGE WHO I AM?

“You can be whoever you want to be!” my mother and father used to encourage me. Go into any bookshop these days, and it would seem as though the world agrees. A large section of the bookshelves will be full of self-help and motivational books, many of which promise to turn you from a shy wallflower into a bold lion, from a stressed bungler into a confident over-achiever, from a loser into a winner. But psychologists from Freud and onwards have often stated that who we are – our personality, in other words – is pretty much fixed and finished by the age of five or six. Since the discovery of genes, there are others that say even five is way too late: who we are going to be is written on our chromosomes. So which is true? Can we really change who we are, or is that just a pipe dream?

Certainly, research does point to genetics and early childhood development as the key factors in creation of character. The questioning of identical twins who grew up apart never fails to discover two lives that mirror one another to an astounding degree. Twins raised hundreds or even thousands of miles distant dress in the same way and make similar life choices, have married people that resemble each other and pursue identical careers. This seems to point to the fact that the genes play a defining role in shaping people. Similarly, long-term studies which interview the same people every few years from childhood into adulthood reveal that personality traits at the ages of two and three are still present at the ages of forty-two and forty-three. So, isn't it completely pointless to make any attempt to change from an introvert, say, into an extrovert?

Yes and no, according to motivational experts. While a shy person is never likely to become a social star, they could learn behaviour that means their shyness does not create obstacles for them in their lives. Psychologist Christopher Peterson, for example, naturally an introvert, took up acting as a hobby when he realised public speaking was going to be part of his career. It allowed him to approach a lecture as playing a role in a play, until eventually it became learned behaviour. This can work because, though our genes are fixed from conception, our brain keeps developing well into our twenties and possibly beyond, and the way we react to life events is laid down in the neural pathways. Another good example of this is New Year's resolutions. They are commonly believed to be examples of wishful thinking, promises made one day and broken the next, but what is remarkable is how often they actually stick. Psychologists say they work so well because by deliberately performing, let's say, one kind act per day, we begin laying down a new neural pathway in our brain, which is, in the end, wide and permanent enough to make it an automatic reaction. You have essentially made yourself into a kinder person.

You can never change yourself completely, however, and in many ways it is wrong to try – or want to. Self-hatred is far more damaging mentally than not being the centre of attention at a party, and if you were shy and quiet as a child, it's perhaps better to find a career that suits you, like writing. What is more important is accepting and learning to love who you are, while at the same time addressing any parts of your personality that seem to be getting in the way of your dreams, goals and wishes. While I was writing this piece, I asked my mother what she had meant by “You can be whoever you want to be.” She made no apologies, but simply said that I was lacking in confidence as a child, and her words were meant more as encouragement than a statement of fact. She was acting, in other words, like my own personal motivational speaker, and I thank her for that.

W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

- Self-help book authors claim that
 - they can radically alter your personality.
 - psychologists are attacking them wrongly.
 - they can only make small changes to your character.
 - who you are is determined by your genes.
- From the example of twins, we can conclude that
 - brothers and sisters raised apart would also show some similarities.
 - identical twins that grew up together would be different in character.
 - upbringing plays no role in the development of personality.
 - non-identical twins raised apart would show no such resemblance.
- Which of the following is presented as an opinion?
 - We can teach ourselves to deal with uncomfortable situations.
 - The brain does not stop developing as soon as the body does.
 - People who make New Year's resolutions break them more often than not.
 - We have an ability to change our personality through repeated action.
- In the article, the author argues that
 - nothing we do can change anything about us.
 - we can entirely change our character if we wish.
 - our personality develops slowly over time.
 - we can improve ourselves with work and time.

PHRENOLOGY-THE HANDS-ON SCIENCE Text 2

It may be hard to believe now, but in the 19th century, many top doctors and scientists believed that you could understand an individual's character simply by feeling the bumps on their head. Known as the science of phrenology, it influenced thinking in fields from criminology to education.

The principle behind the science was simple. The brain developed in proportion to the qualities an individual possessed or developed. Particular areas of the brain were believed to be responsible for particular traits, and if those were well-developed, it would show as a bump on that person's head.

Theorists divided the brain up into different areas, sometimes numbering more than 40, each responsible for a different character trait or mental ability. A phrenologist would finger the skull of a patient and make a diagnosis as to where they needed to make improvements. This was not an obscure corner of medicine, either: Queen Victoria and Prince Albert invited a famous phrenologist to examine their children's heads.


- Phrenology fell out of favour when it was unable to prove any of its theories worked in practice. It has been criticised ever since for providing scientific backing for racial discrimination, by arguing for the superiority of the European skull shape, and against equality of the sexes, by pointing to the smaller female forehead as evidence of their lesser intellectual ability.
- Yet, the effects of phrenology were not all negative. Since it was believed that areas of the brain could change in size, the logical conclusion was that people's character and behaviour could change. This led to a radically different approach to areas such as criminology, where prisons began to be seen less as places of punishment and more as places where criminals could be turned into law-abiding citizens.

Uzupełnij luki w zdaniach 5–8 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

- 5 In the title, the author refers to phrenology as "hands-on" because phrenologists would feel the bumps on their patients' heads.
- 6 The author uses the example of Queen Victoria and Prince Albert having their children's heads examined to show how popular phrenology was.
- 7 Phrenology was used to argue that non-Europeans were inferior to Europeans.
- 8 Phrenology benefited people who had committed crimes.

Rozumienie ze słuchu

Zadanie z lukami

- 2  Usłyszysz dwukrotnie wywiad na temat ciekawego muzeum. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.
- 1 A New York tenement was a two or three-room home in a multi-storey building, which landlords rented to poor immigrants.
- 2 Using a place where people once actually lived has allowed the museum to create a unique/one-of-a-kind experience.
- 3 During their stay in the building, the Levines used their apartment for working in/a workspace as well as a place to raise their family.
- 4 City laws and rising wealth are mentioned as factors which resulted in tenements disappearing/led to the end of tenements. Overcrowding still exists to this day in New York City, however.

Znajomość środków językowych

Gramatyzacja

- 3 Uzupełnij zdania (1–4). Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. **Uwaga:** w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.
- 1 We (finish/paint) will have finished painting the house by the time you return.
- 2 Susan would prefer (not/have) not to have any visitors this weekend.
- 3 The Smiths (go/hike) are going hiking in the countryside next weekend.
- 4 When Philip was younger, he (not/mind/help) didn't mind helping his mum with chores.

Część ustna

Rozmowa wstępna

- 4 Ask and answer. See Answer section

Człowiek

 - What do you like to do with your family? (Why?)
 - What does your best friend look like? What is he/she like?
 - Do you think your clothes reflect your character? (Why?/Why not?)

Miejsce zamieszkania

 - What's your favourite room in your house? (Why?)
 - Would you like to change anything about your house? (Why/Why not?)
 - Which household chores do you do regularly?

Opis ilustracji i odpowiedzi na pytania

- 5 Describe the picture. Then answer the questions. See Answer section



- 1 Why do you think these chess players are in a park?
- 2 Is it important to live near a park? Why? Why not?
- 3 Tell us about the last time you went to the park.



GRAMMAR BANK

1A	Present tenses (present simple, present continuous, stative verbs, adverbs of frequency, present perfect, present perfect continuous)	p. GR1
1B	Past tenses (past simple, past continuous, past perfect, past perfect continuous, <i>used to/would</i>)	p. GR5
1C	Future tenses (future simple, <i>be going to</i> , future continuous, future perfect, future perfect continuous, <i>will/won't – shall</i>)	p. GR9
2	Infinitive/-ing form (tenses of the infinitive, active, passive, tenses of the <i>-ing</i> form, infinitive, <i>-ing</i> form, subject of the infinitive/ <i>-ing</i> form, verbs taking the <i>to</i> -infinitive or the <i>-ing</i> form with a change in meaning, <i>too/enough</i> , participles)	p. GR13
3	Modals (use, present/future, past, continuous and simple forms with modals)	p. GR19
4	Relative clauses (relative clauses, prepositions in relative clauses, identifying and non-identifying relative clauses), Clauses of reason, Clauses of result	p. GR24
5	Time clauses (sequence of tenses), Clauses of concession, Clauses of manner ,	p. GR28
6	Clauses of purpose, Exclamations, Clauses of place, Linking words	p. GR31
7	Adjectives/Adverbs/Comparisons (adjectives, order of adjectives, adverbs, formation of adverbs, order of adverbs, points to consider, <i>quite/rather/fairly/pretty</i> , comparatives & superlatives)	p. GR36
8A	The passive (the passive, personal/impersonal constructions)	p. GR43
8B	Causative form	p. GR47
9	Reported speech (reported speech, <i>say/tell</i> , reported statements, reported questions, indirect questions, reported orders, modals in reported speech, reported commands/requests/suggestions/instructions etc, reporting a dialogue or a conversation, exclamations – <i>Yes/No</i> short answers – question tags, the subjunctive)	p. GR49
10A	Conditionals (types 0/1/2/3, mixed conditionals)	p. GR55
10B	Wishes/Unreal past (wishes, unreal past, <i>had better, would rather</i>)	p. GR59
11	Emphasis/Inversion	p. GR64
12	Determiners (demonstratives – <i>this/these, that/those</i> , quantifiers – <i>a lot of/many/much/(a) few/(a) little, some/any/no/ever</i> , other structures, articles – the indefinite article <i>a/an, a(n)/one, one/ones</i> , the definite article <i>the</i> , distributives – <i>all/none/both/either ... neither/every – each</i>) Possessives (possessive adjectives/pronouns, possessive case), Pronouns (subject/object pronouns, reflexive pronouns, <i>there/it</i>)	p. GR68
13A	Nouns (nouns, the plural of nouns, countable/uncountable nouns, plural nouns, group nouns, nouns used in singular and plural with a different meaning)	p. GR84
13B	Prepositions of place/movement/time	p. GR88
14A	Questions & Answers (questions with <i>Yes/No</i> answers, <i>wh-</i> questions, subject/object questions, indirect questions, <i>so – neither/nor</i> , question tags, intonation)	p. GR92
14B	Numerals (cardinal/ordinal numbers/fractional/decimal numbers)	p. GR98
	Word formation	p. WF1
	Phrasal verbs	p. PV1
	Verbs/Adjectives/Nouns with prepositions	p. Pr1
	Words often confused	p. WC1
	Irregular verbs	p. IV1

Present tenses

Czasy teraźniejsze

Present simple

We use the **present simple** for:

- facts and permanent states.
*Heather and Pat **live** in the centre of the city.*
- general truths and laws of nature.
*The Earth **goes** round the sun.*
- habits and routines (with **always**, **usually**, etc).
*Bob **always walks** to school.*
- timetables and programmes (in the future).
*Our plane **arrives** at midnight.*
- sporting commentaries, reviews and narrations.
*Christopher Reeve **plays** the role of Superman in this film.*
- feelings and thoughts.
*I **like** James Bond films. They're full of action.*

The time expressions we use with the present simple are: *usually, often, always, every day/week/ month/year, etc, in the morning/afternoon/evening, at night/the weekend, on Fridays, etc.*

Stative verbs

Stative verbs are verbs which describe a state rather than an action, and so do not usually have a continuous tense. These verbs are:

- verbs of the senses (*see, hear, smell, taste, feel, look, sound, seem, appear*, etc). *David **looks** tired.*
- verbs of perception (*know, believe, understand, realise, remember, forget*, etc). *I **think** History is interesting.*
- verbs which express feelings and emotions (*like, love, hate, enjoy, prefer, detest, desire, want*, etc).
*Barbara **doesn't like** heavy metal music.*
- some other verbs (*agree, be, belong, contain, continue, cost, fit, have, include, keep, matter, need, owe, own, possess, require, seem, suppose, understand, want, weigh, wish*, etc). *Terry **has** a new laptop.*

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

Present Simple	Present Continuous
THINK: <i>I think our new Science teacher is very nice.</i> (= believe)	<i>Mum and Dad are thinking of buying a new car.</i> (= are considering)
HAVE: <i>He has a pet iguana.</i> (= owns, possesses)	<i>They are having fun ice-skating.</i> (= are experiencing) <i>She is having a bath.</i> (= is taking) <i>I am having cereal for breakfast.</i> (= am eating)
SEE: <i>I can see John and Tina in the park.</i> (= are visible) <i>Do you see what I mean?</i> (= understand)	<i>I'm seeing Patrick this afternoon after work.</i> (= am meeting)
TASTE: <i>The meat tastes very salty.</i> (= it is, has the flavour of)	<i>Harry is tasting the new Chinese dish.</i> (= is testing)
SMELL: <i>These flowers smell great.</i> (= have the aroma of)	<i>Why are you smelling the milk?</i> (= are sniffing)
APPEAR: <i>Anna appears to be ill.</i> (= seems to)	<i>He is appearing at the theatre this week.</i> (= is performing)
FIT: <i>These jeans are comfortable and fit me perfectly.</i> (= are the right size)	<i>My dad is fitting security locks on the windows.</i> (= is attaching)
LOOK: <i>Julia looks very pleased.</i> (= appears)	<i>Stephen is looking at an advert in the newspaper.</i> (= is taking a look at)

Remember!

- The verb **enjoy** can be used in continuous tenses to express a specific preference. *My brother really **enjoys** skateboarding.* (general preference) **BUT** *They **are really enjoying** the concert.* (specific preference)
 - **Feel** (experience a particular emotion), and **hurt** can be used in simple or continuous tenses with no difference in meaning. *I **feel** tired. = I **am feeling** tired. My leg **hurts**. = My leg **is hurting**.*
- Listen, look, and watch express deliberate actions and can be used in continuous tenses.
*They **are looking** at their test papers.*

Present continuous

We use the **present continuous** (*to be* + verb *-ing*):

- for actions taking place at or around the moment of speaking. *Tracy **is making** a lot of noise at the moment.*
- for temporary situations.
*Ted **is learning** to play the drums.*
- for fixed arrangements in the near future.
*Jonathan and I **are going** bowling on Saturday.*
- for currently changing and developing situations.
*More and more people **are exercising** these days.*
- with adverbs such as **always** to express anger or irritation at a repeated action.
*You're **always forgetting** to tidy your room.*

The time expressions we use with the present continuous are: *now, at the moment, at present, these days, nowadays, still, today, tonight, etc.*

Adverbs of frequency

Adverbs of frequency show us how often something happens. They answer the question *How often ...?* We often use adverbs of frequency with the present simple.

"How often does Tim go to football practice?"

"He always goes on Mondays and Fridays."

We use adverbs of frequency:

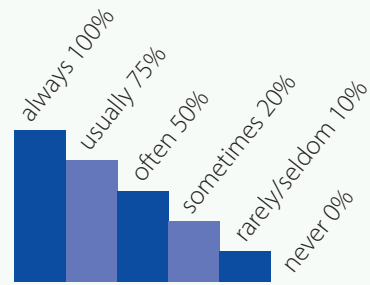
- before the main verb. *George rarely listens to classical music.*
- after the auxiliary verbs *be*, *have* and *do*, and modal verbs such as *can*, *will*, *must*, etc.

Vicky doesn't usually tidy up her desk.

Nicholas is always polite in class.

We must often wash our hands.

Adverbs of Frequency



Remember!

The adverbs *rarely*, *seldom* and *never* have a negative meaning and they are never used with the word *not*.

Cathy never swims in winter. (NOT: *Cathy doesn't never swim ...*)

Phil seldom goes to school by car. (NOT: *Phil doesn't seldom go ...*)

Present perfect

We use the present perfect (*have* + past participle) for:

- an action that happened at an unstated time in the past. The emphasis is on the action, the time when it occurred is unimportant or unknown. *I have done all my homework. Trudy has been to the Alps.*
- an action which started in the past and continues up to the present, especially with stative verbs (see page GR1) such as *be*, *have*, *like*, *know*, etc. *I have lived in this town for years.*
- a recently completed action. *Tommy has just left.*
- personal experiences or changes. *Have you ever flown in a plane?*
- an action which has happened within a specific time period which is not over at the moment of speaking. We use words and expressions such as *today*, *this morning/evening/week/month*, etc. *I have written three emails this morning.* (= the time period – this morning – is not over yet. We may write more.)

The time expressions we use with the present perfect are: *for*, *since*, *already*, *always*, *just*, *ever*, *never*, *so far*, *today*, *this week/month etc*, *how long*, *lately*, *recently*, *still* (in negations), *yet*, *by now*, etc.

Remember!

Jan has gone to the post office. (She's on her way there or she's there now. She hasn't come back yet.)
Paul has been to Australia. (He has visited Australia, but he isn't there now. He has come back.)
Christine has been in Rome for 2 years. (She lives in Rome now.)

Present perfect continuous

We use the present perfect continuous (*have* + *been* + verb *-ing*):

- to put emphasis on the duration of an action which started in the past and continues up to the present. *I have been writing this essay for two hours.*
- for an action which started in the past and lasted for some time. It may still be continuing or has finished already, but the result is visible in the present. *John's hair is wet. He has been walking in the rain.*
- to express anger, irritation or annoyance. *Why has Andrew been using my computer without asking me first?*

The time expressions we use with the present perfect continuous are: *for*, *since*, *how long*, *all day/morning/month etc*, *lately*, *recently*.

Remember!

With the verbs *live*, *work*, *teach* and *feel* we can use the present perfect simple or the present perfect continuous with no difference in meaning.

Gregory has lived/has been living in the countryside for the last five years.

Present tenses

Czasy teraźniejsze

1 Choose the correct item.

Dakota Fanning: A Rising Star

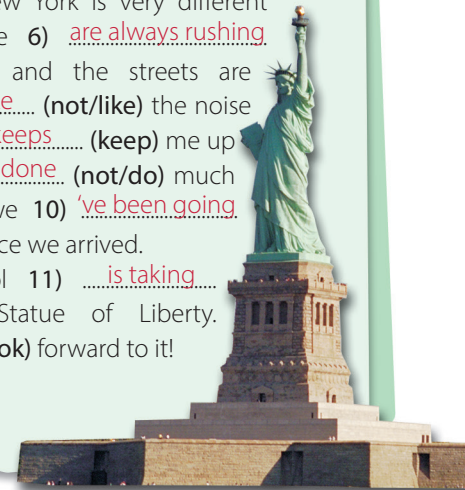
Over the last decade, actress Dakota Fanning **1) C** to make a name for herself in Hollywood. She has been in over 21 films, mostly as a child, and has received several awards and nominations. Her roles **2)** her to work next to some of Hollywood's greatest actors such as Robert DeNiro, Tom Cruise and Denzel Washington. Most people **3)** Dakota from her excellent performance in *I am Sam* along with Sean Penn in 2001. Since then, she **4)** hard. As an actress, her talent and beauty **5)** as we can see in the films *The Runaways* and *Eclipse*. Dakota **6)** some other talents as well. She can also play the violin and **7)** to knit. Actually, she has knitted scarves for Tom Cruise, Oprah Winfrey and Steven Spielberg. **8)**, she is learning to speak French and is dreaming of going to the Oscars one day!

When people ask Dakota how she feels about acting, the answer comes easily. "I've **9)** wanted to be an actress and it's great fun to know that's what I **10)**!"

- | | |
|------------------------------|---------------------------|
| 1 A manages | C has managed |
| B is managing | D don't manage |
| 2 A have allowed | C don't allow |
| B allow | D are allowing |
| 3 A have remembered | C remember |
| B are remembering | D have been remembering |
| 4 A does work | C works |
| B 's been working | D 's working |
| 5 A are still growing | C have still grown |
| B still grow | D have still been growing |
| 6 A has had | C has |
| B has been having | D hasn't |
| 7 A loves | C has loved |
| B is loving | D has been loving |
| 8 A Still | C Lately |
| B Usually | D At present |
| 9 A always | C ever |
| B never | D already |
| 10 A achieve | C has achieved |
| B 've achieved | D 've been achieving |

2 Put the verbs in brackets into the correct *present tense*.

Dear Penny,
How are you? I'm finally in New York on the student exchange programme and I **1) am having** (have) a wonderful time. I **2) ..haven't had** (not/have) time to write because we **3) ..have been** (be) busy every day. I **4) ..'ve met** (meet) a lot of fascinating people so far! I **5) ..'ve even made** (even/make) some friends, Jared and Antonia. New York is very different from Swansea. People **6) ..are always rushing** (always/rush) around and the streets are crowded. I **7) ..don't like** (not/like) the noise much because it **8) ..keeps** (keep) me up at night. We **9) ..haven't done** (not/do) much sightseeing yet, but we **10) ..'ve been going** (go) out every night since we arrived. Tomorrow, the school **11) ..is taking** (take) us to the Statue of Liberty. I **12) ..'m looking** (look) forward to it!
Talk soon,
Liza



3 Put the verbs in brackets into the correct *present tense*.

- J: John T: Tom
J: Hi, Tom. You **1) look** (look) upset. What's wrong?
T: Oh hi, John. Well, I **2) ..'ve been having** (have) problems at work lately and I **3) ..don't know** (not/know) what to do. They **4) ..'ve hired** (hire) a new manager recently and I **5) ..don't think** (not/think) he likes me very much. He **6) ..is always putting** (always/put) extra work on my desk and **7) ..asking** (ask) me to work on Saturdays.
J: It **8) ..sounds** (sound) to me like you are the one he **9) ..depends** (depend) on.
T: Huh? **10) You aren't** (you/not/be) serious, are you?
J: Yes. Actually I **11) ..'ve just finished** (just/finish) a seminar on working relations. Basically, he **12) ..believes** (believe) that you are qualified and responsible to take on the work.
T: Well, if that's true, I **13) ..feel** (feel) awful now.
J: It's OK. Maybe he **14) ..is/has been training** (train) you to become the new manager one day!

- 4 Complete the letter. Put the verbs into the correct *present tense*.

Dear Carla,

I **1) 'm writing (write)** to you from Sydney, Australia.

2) Have you ever been.....

(you/ever/be) here? If not, you should go! I **3) 'm having**.....

(have) a great time.

I **4) 've already done**..... **(already/do)** so many exciting things.

Right now, I am having lunch next to the Sydney Opera House, which is a beautiful white building that **5) looks**..... **(look)** like the sails of many ships.

One of the best things in Sydney is the food. Everything I **6) 've eaten**..... **(eat)** here so far is delicious.

I **7) 've been riding**.... **(ride)** a bike to get around the city, which is fun. I've also been spending a lot of time lying on the beaches; there are so many nice ones.

Later today I **8) 'm visiting**.... **(visit)** the Museum of Contemporary Art and then I'm going to Oxford Street to do a bit of shopping. Before we leave, I

9) want..... **(want)** to climb the Sydney Harbour Bridge; I've heard that it's a really great experience. I

10) haven't seen..... **(not/see)** any kangaroos or koalas yet, so I am planning to take a trip to Taronga Zoo. You have to take a ferry boat to get there!

I hope you are doing well! See you soon!

Danielle



- 5 Fill in the gaps with a suitable time expression: *ago, since, for, already, yet, how long*.

- A: Did you know that there are more women at university than men nowadays?
B: Yes, but nearly 70% of university students were male 30 years *ago*.
- A: *How long*..... have you been living in Germany?
B: *For*..... nearly three years.
- A: Have you found any new information for our project?
B: I have *already*..... looked at some sites, but haven't come across anything interesting.
- A: You're a very talented tennis player, Kate. Have you been playing long?
B: Actually, I haven't played tennis *since*..... I left school.
- A: This is a beautiful place for camping!
B: Yes, and tourists haven't discovered it *yet*....., either.

- 6 Complete each sentence so that it has a similar meaning to the first sentence. Use up to five words. Include the word in **bold**.

- Do you have any plans for this Friday?
PLANNING What *are you planning* to do this Friday?
- Lisa never forgets to feed the cat.
ALWAYS Lisa *always remembers to*..... feed the cat.
- This is the most delicious meal I've ever eaten.
NEVER I *have never eaten/had*..... such a delicious meal.
- He's still writing his story.
FINISHED He *hasn't finished*..... writing his story yet.
- Jim has an appointment with the doctor on Monday.
IS Jim *is seeing*..... the doctor on Monday.
- How many times a week do you visit your grandparents?
OFTEN How *often do you*..... visit your grandparents each week?
- Terry doesn't play golf very often.
RARELY Terry *rarely plays*..... golf.
- I can't find my keys. Have you seen them?
AM I *am looking for*..... my keys. Have you seen them?
- This cake is delicious.
TASTES This *cake tastes*..... delicious.
- We are enjoying ourselves a lot here in Malaga.
HAVING We *are having a great time*..... here in Malaga.

- 7 Translate the fragments of sentences into English. Use up to five words in each gap.

- She (już skończyła pisać) *has already finished writing*..... the emails.
- George (myśli o studiowaniu) *is thinking of studying / is considering studying*..... medicine.
- (Nie jeździłem) *I haven't/have not driven*..... a jeep before.
- Emma (zawsze chodzi na siłownię) *always goes to the gym*..... after work.
- Mark isn't here. He (poszedł do banku) *has gone to the bank*.....

Past tenses

Czasy przeszłe

Past simple

We use the **past simple** (verb + *-ed*) for:

- an action that occurred at a definite time (stated or implied) in the past.
*Tim **bought** a new computer game last week.*
 - actions that happened immediately one after the other in the past.
*She **put on** her coat, **opened** the door and **left** the house.*
 - habits or states which are now finished.
*When Tina was young, she **played** the guitar.*
- Note:** *Used to* can also be used instead of the past simple for habits/repeated actions in the past.
- past actions which won't take place again.
*Walt Disney **created** many brilliant cartoons.*

For irregular forms see list of Irregular Verbs.

The time expressions we use with the past simple are: *yesterday, then, when, How long ago ...?, last night/week/month/year/Friday/October, etc, three days/weeks, etc ago, in 2005, etc.*

Past continuous

We use the **past continuous** (*was/were* + main verb + *-ing*):

- for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (the longer action), and the past simple for the action which interrupted it (shorter action).
*While our teacher **was giving** us our homework, the bell **rang**.*
- for two or more simultaneous actions in the past.
*John **was playing** the keyboard while Penny **was walking** the dog.*
- for an action which was in progress at a stated time in the past. We don't mention when the action started or finished.
*I **was watching** my favourite TV programme at 9:00 last night.*
- to describe the atmosphere, setting, etc and to give background information to a story.
*The wind **was blowing** and it **was still raining** when I woke up that morning.*

Note: When there are two past continuous forms in a sentence with the same subject, we can avoid repetition by just using the present participle (*-ing* form) and leaving out the subject as well as the verb *to be*.

*He **was singing** while he **was having** a shower. = He **was singing** while **having** a shower.*

The time expressions we use with the past continuous are: *while, when, as, all day/night/morning, all day yesterday.*

Remember!

The **past continuous** is not used for repeated actions in the past. The past simple is used instead.
*When we were young, we **walked** to school every day.*
(NOT: ~~We were walking to school...~~)

Past perfect

We use the **past perfect** (*had* + past participle) for:

- an action which happened before another past action or before a stated time in the past.
*The film **had started** by the time we got there.*
- an action which finished in the past and whose result was visible in the past.
*Joe **had broken** his leg, so he **couldn't** play football.*

The time expressions we use with the past perfect are: *before, after, already, just, for, since, till/until, when, by the time, never, etc.*

Past perfect continuous

We use the **past perfect continuous** (*had been* + main verb + *-ing*):

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with *for* or *since*.
*I **had been waiting** for hours before my train arrived.*
- for an action which lasted for some time in the past and whose result was visible in the past. *Tania **felt very tired** because she **had been studying** all afternoon.*

The time expressions we use with the past perfect continuous are: *for, since, how long, before, until, etc.*

Remember!

The **past perfect** is the past equivalent of the present perfect.

Compare: *He **was** happy. He **had won** the race.* (The action *had won* happened in the past. The result

***was happy** was visible in the past.) He **is** happy. He **has won** the race.* (The action *has won* finished in the past. The result *is happy* is still visible in the present.)

Compare: *He **was** tired. He **had been working** since morning.* (The action *had been working* lasted for some time in the past. Its result *was tired* was visible in the past.) *He **is** tired. He **has been working** since morning.* (The action *has been working* started in the past and lasted for some time. It may still be going on or have finished, but its result *is tired* is visible in the present.)

used to – would

- **Used to** is used to talk about past habits, repeated actions or routines in the past which no longer happen. *He **used to go climbing** when he was young. I **didn't use to eat fish**, but now I do. What **did you use to do** when you were younger?*
- We use **would/used to** for repeated actions or routines in the past. We do not use **would** with stative verbs because they describe states and not actions. *They **would/used to eat out on Sundays**. BUT She **used to have a dog**. (NOT: ~~She would have a dog.~~)*

1 Fill in: *used to* or *would*.

When I was 10, I **1) used to live (live)** in a big house in the suburbs. My sister and I **2) used to have (have)** our own rooms, but sometimes we **3) used to/would sleep (sleep)** in the same room. There **4) used to be (be)** a big swimming pool in the garden. At weekends, we **5) used to/would invite (invite)** friends over to swim. We **6) used to/would spend (spend)** all afternoon playing football with our friends. Mum **7) used to/would make (make)** us sandwiches and lemonade. We **8) used to/would go (go)** back home only after the sunset. We **9) used to have (have)** a lot of fun together. Now, we're much older with families of our own and no time to play.

2 Choose the correct item.

Pro skateboarder Ryan Sheckler **1) used to start/started** skating at a very early age. When he **2) was/used to be** 18 months old, he **3) was finding/found** his dad's old skateboard. He **4) used to ride/was riding** it around the house. By the time he **5) used to be/was** four, he **6) did/was doing** 'ollies'. Ryan **7) used to hang out/hanging out** with older skateboarders and do tricks when he was just five. His moves **8) were/were being** just as good or even better than the older kids'.

At the age of seven, he **9) used to skate/was skating** every day on his mini-ramp in his back garden. As soon as he **10) was being/was** old enough, his mum **11) took/was taking** him to skateboarding events. Between 1999 and 2002 he **12) was entering/entered** many competitions and then in 2003 he **13) was turning/turned** pro. Throughout his teens, he **14) used to win/won** many championships and medals.

3 Circle the correct item.

- Nicole Kidman an Oscar in 2003.
A was winning **C** won
B used to win D had won
- A: Who to outside school this morning?
B: Kelly. She's the new girl in my class.
A was talking C you talked
B would you talk **D** were you talking
- As she entered the room, her hands
A were shaking C had shaken
B had been shaking D used to shake
- Last night I was tired because I for six hours.
A used to study **C** had been studying
B would study D am studying
- A: Do you remember the go-kart we when we were ten?
B: Yes, it's in the shed and it still works.
A were building C had been building
B built D had built
- A: I they were moving.
B: They only decided two weeks ago.
A wouldn't know **C** didn't know
B wasn't known D didn't use to know
- It was late. She turned off her PC, her bag and left the office.
A grabbed C was grabbing
B used to grab D had been grabbing
- By the time I woke up, Sarah breakfast.
A was made C used to make
B made **D** had made
- A: Why are you wet?
B: I was walking the dog when it raining.
A was starting C had started
B had been starting **D** started
- We were both busy. Sam was cooking while I the house.
A had cleaned C would clean
B was cleaning D had been cleaning
- The snow all night and in the morning everything was white.
A was fallen **C** had been falling
B was falling D would fall

Past tenses

Czasy przeszłe

- 4 Read the news report and fill in the gaps with the past forms of the verbs in brackets.

Delivery boy catches the Pizza Robber

Coincidence or trick of fate?

When Charles McManus, 30, **1) walked (walk)** into his home on the evening of 19 February, 2010, he **2) ...didn't expect... (not/expect)** to find the man he **3) had just robbed (just/rob)** standing in his living room talking on the phone.

According to the victim, David Zar, he **4) ...was making... (make)** a delivery for Domino's Pizza at around 10:00pm when McManus and another man **5) ...approached... (approach)** him. McManus **6) ...was holding... (hold)** a knife and **7) ...demanded... (demand)** that he hand over the food, his mobile phone and the money he **8) ...had made... (make)** earlier that night. They **9) ...had also taken... (also/take)** his motorbike keys and his motorbike by the time they made their escape.

After the first shock, David Zar **10) ...walked... (walk)** as fast as he could till he **11) ...saw... (see)** a house with a light. He **12) ...explained... (explain)** to the lady who **13) ...answered... (answer)** the door what **14) ...had happened... (happen)** and **15) ...asked... (ask)** to use her phone to call the police. At the time, he **16) ...didn't know... (not/know)** it, but he **17) ...had called... (call)** from the McManus household after McManus's mother had let her son in! Charles McManus is out on bail and awaiting trial.



- 6 Choose the correct item.

In Search of Fresh Air

As newcomers to Greece, my husband, Tom, and I had heard of the intense summer temperatures, but we had never imagined it would be so bad. Back home, in Bristol, our summers were warm and sunny, but the temperature rarely went above the mid-twenties. We moved to Crete last April to enjoy the climate, but the summer heat **1) A** by early June. Then, in July a heatwave began; after a week of suffering, we **2)** that the heat **3)** unbearable.

That was when we decided to buy a ceiling fan. We went into town and after hours of looking, we **4)** across a beautiful wooden fan which we bought on the spot. The shop assistant offered to send an electrician to install it, but Tom refused. You see, he **5)** for an electrician when he was a student years ago, so he believed he could do it himself.

As soon as we got home, Tom **6)** working on the fan and I went to the kitchen to prepare dinner. I had just put the food on the table when he called me. We looked up and saw that the fan **7)** around and around, overhead, blowing cool air into the bedroom. We sat down to eat, but a few minutes later we heard a terrible noise. We rushed into the bedroom and saw that the fan **8)** onto the floor. My poor husband **9)** as white as a sheet. When we **10)** from the shock, we picked up the pieces and Tom promised me that we could go back and get another one and have an electrician come and install it this time!

- 5 Circle the correct item, as in the example.

- By the time we got to the theatre, the play had started.
 - First we got to the theatre. Then, the play started.
 - First the play started. Then, we got to the theatre.
- Bob was playing football when he sprained his ankle.
 - Bob sprained his ankle before he started playing football.
 - Bob started playing football before he sprained his ankle.
- Sue had been digging in the garden before she stopped for lunch.
 - Sue was digging in the garden. Then, she stopped for lunch.
 - Sue had lunch before she started digging in the garden.
- Jimmy had breakfast and then went to school.
 - Jimmy had breakfast at school.
 - Jimmy had breakfast at home.

- had already started C were already starting
B already start D use to already start
- A were realising C had been realising
B had realised realised
- A became had become
B had been becoming D used to become
- A were coming C had come
 came D had been coming
- A would be working C would work
 used to work D was working
- A had started started
B was starting D had been starting
- A had been turning C turned
 was turning D had turned
- had crashed C had been crashing
B was crashing D crash
- A was going C had been going
 went D used to go
- A were recovering C would recover
 had recovered D had been recovering

- 7 Complete the gaps with the correct form of the verbs in brackets. Use the *past simple, past continuous, past perfect, past perfect continuous* or *would*.

A pensioner's puzzle



Jack Harris is a pensioner with a passion for puzzles. In 2002, his daughter-in-law 1) *gave* (**give**) him the biggest jigsaw she could find; it had 5,000 pieces. Jack's family had always given him a large jigsaw puzzle for Christmas each year and he and his wife 2) *would work* (**work**) on it together. But his daughter-in-law's puzzle was the biggest jigsaw of all.

Jack and his wife 3) *had been trying* (**try**) to fit together the 5,000 pieces for two years when, sadly, his wife 4) *died* (**die**) in 2004. Without her help, he 5) *continued* (**continue**) the project slowly. By May 2010, Jack Harris 6) *had completed* (**complete**) the huge jigsaw puzzle. It 7) *had taken* (**take**) him over seven years to piece it together. The picture 8) *was* (**be**) of a 19th-century oil painting by James Tissot called *The Return of the Prodigal Son*. However, the puzzle 9) *had* (**have**) a little hole in the middle because a piece 10) *was* (**be**) missing! Jack 11) *looked* (**look**) everywhere in his house in Shepton Mallet, England for the missing piece, but he couldn't find it anywhere. His family even 12) *contacted* (**contact**) Falcon Games to ask for a replacement piece, but they 13) *didn't have* (**not/have**) one. However, after hearing the story, the company's managing director 14) *instructed* (**instruct**) a team of designers to make a piece especially for Jack's puzzle.

A few weeks later, the little piece 15) *arrived* (**arrive**) and Jack was able to place it into position. Jack 16) *felt* (**feel**) very satisfied, just like he had always felt after he and his wife 17) *had completed* (**complete**) the other jigsaw puzzles. Falcon Games were very generous and 18) *gave* (**give**) Jack plenty of other puzzles to complete, so he could continue to enjoy his favourite pastime.

- 8 Complete each sentence so that it has a similar meaning to the first sentence. Use up to five words. Include the word in bold.

- Tony was playing the drums and Sandy was reading.
WHILE Sandy was reading *while Tony was playing* the drums.
- How long has it been since you finished school?
DID When *did you finish* school?
- Jo hasn't visited me for three weeks.
WAS The last time Jo *visited me was* three weeks ago.
- It was years since Chris had been sailing.
NOT Chris *hadn't been* sailing for years.
- I didn't turn off the computer until after the game had uploaded.
BEFORE I had uploaded the game *before* *I turned off* the computer.
- He was hot and tired from digging in the garden all day.
BEEN He *had been digging* in the garden all day; that's why he was hot and tired.
- When did you move house?
AGO How *long ago did* you move house?
- She started working as soon as he left.
UNTIL She *didn't start working until* he had left.
- How long has it been since they moved to Italy?
DID When *did they move* to Italy?
- They didn't go to bed until the film on TV had finished.
WHEN They *went to bed when* the film on TV finished.

- 9 Translate the fragments of sentences into English. Use up to five words in each gap.

- The last time (*poszedłem na siłownię*) *I went to the gym* was a week ago.
- He (*zaczął uczyć się chińskiego*) *started learning Chinese* six weeks ago.
- Roger (*szedł do domu*) *was walking home* when he met an old friend.
- They didn't start cleaning until (*wszyscy goście nie wyszli*) *all the guests had left*

Future tenses

Czasy przyszłe

Future simple

We use the **future simple** (*will* + bare infinitive) for:

- decisions made at the moment of speaking.
This is the T-shirt I want! I'll buy it.
- predictions about the future, based on what we think, believe or imagine, using the verbs *think, believe, expect*, etc; the expressions *be sure, be afraid*, etc; and the adverbs *probably, certainly, perhaps*, etc.
In the future people will probably live on other planets.
- promises, threats, warnings, requests, hopes and offers.
Will you open the window, please?
- actions, events and situations which will definitely happen in the future and which we can't control.
I'll be 18 next week.

be going to

We use **be going to** for:

- plans, intentions or ambitions for the future.
Teresa is going to travel all around the world.
- actions we have already decided to do.
I'm going to write to my pen-friend next week.
- predictions when there is evidence that something will happen.
He is driving too fast. He's going to crash.

The **time expressions** we use with the **future simple** and **be going to** are: *tomorrow, the day after tomorrow, tonight, soon, next week/month/year/summer, etc, in a week/month, etc.*

Future continuous

We use the **future continuous** (*will be* + main verb + *-ing*):

- for actions which will be in progress at a stated future time.
This time next week, we'll be lying on the beach in Hawaii.
- for actions which will definitely happen in the future as a result of a routine or arrangement.
Christina will be waiting for us at the theatre at six o'clock.
- when we ask politely about someone's plans for the near future to see if our wishes fit with their plans. *"Will you be going out today?" "Yes, why?" "Can you take this letter to the post office?"*

Future perfect

We use the **future perfect** (*will have* + past participle) for actions that will have finished before a stated time in the future. *By June, we will have finished this English course.*

The **time expressions** we use with the **future perfect** are: *before, by, by then, by the time, until/till* (only in negative sentences).

Remember!

Will can be used to express a situation we are confident about in the present or the past.
"Someone's at the door." "Yes, that'll be my brother."
(simple future) *"It's seven o'clock. Their plane will have landed by now."* (future perfect)

Future perfect continuous

We use the **future perfect continuous** (*will have been* + main verb + *-ing*) to emphasise the duration of an action up to a certain time in the future. The future perfect continuous is used with: *by ... for*. *By the end of the month, Fiona will have been working here for two years.*

Time clauses when talking about the future:

When we use words and expressions such as *while, before, after, until/till, as, when, whenever, once, as soon as, as long as, by the time*, etc to introduce time clauses, we use the **present simple** or **present perfect**, NOT **future forms**. *We will have prepared dinner before the guests arrive.* (NOT: ... ~~before the guests will arrive.~~)

We also use the **present simple** and **present perfect**, NOT **future forms**, after words and expressions such as *unless, if, suppose/supposing, in case*, etc. *Take an umbrella with you in case it rains.* (NOT: ... ~~in case it will rain.~~)

Remember!

- We use **future forms** with:
 - **when** when it is used as a question word.
When will we leave? [(Compare: *She'll meet us in town when she finishes work.* (time word))]
 - **if/whether** after expressions which show uncertainty/ ignorance etc, such as *I don't know, I doubt, I wonder, I'm not sure*, etc.
I doubt whether I will get the job.
- We use the **present simple** to refer to timetables/programmes. *The bus leaves at 7:00.*
- We use the **present continuous** for fixed arrangements in the near future.
I'm having a party at the weekend.

will/won't – shall

We use:

- **Will you ...?** to give an order or make a request.
Will you help me, please? (= *Please help me.*)
- **won't** to express unwillingness or an emphatic refusal, even when the subject is not a person.
Tony won't listen to my advice. (= *He refuses to listen.*)
My computer won't start.
We use **wouldn't** to refer to the past.
I asked my brother to help me with my homework but he wouldn't. (= *He was unwilling to help me.*)
- **Shall I/we ...?**
 - a) to make an offer (instead of **will**). *Shall I iron the clothes?* (= *Do you want me to iron the clothes?*)
 - b) to make a suggestion (instead of **will**). *Shall we go skiing this weekend?* (= *Why don't we go skiing this weekend?*)
 - c) to ask for suggestions or instructions.
"Where shall I put your books?" "On my desk."
"What shall we do tonight?" "We could go to a restaurant."

1 Match column A to column B, as in the example.

- | | | | |
|------|---|---|--|
| 1 D | Jane is going to be a photographer. | A | for an action which will be in progress at a stated future time |
| 2 I | I'm sure Larry will call us before the night is over. | B | for timetables/programmes |
| 3 C | He will be thirty soon. | C | for actions/events/situations which will definitely happen in the future and which we cannot control |
| 4 F | By the end of June, we will have been living in this house for 20 years. | D | for plans, intentions or ambitions we have for the future |
| 5 E | Will you be going to the supermarket today? Can I come with you? | E | when we ask politely about somebody's plans for the near future (what we want to know is if our wishes fit in with their plans) |
| 6 J | It's too loud. I'll turn it down. | F | to emphasise the duration of an action up to a certain time in the future |
| 7 A | This time tomorrow, she will be sitting her exams. | G | for fixed arrangements in the near future |
| 8 H | Patty will have completed her course by the end of this year. | H | for an action which will have been completed by a certain time in the future |
| 9 B | The ship sails at 10 o'clock. | I | for predictions about the future, usually with the verbs <i>think, believe, expect</i> , etc; the expressions <i>be sure, be afraid</i> , etc; and the adverbs <i>probably, perhaps, certainly</i> , etc |
| 10 G | We're having a dinner for friends this weekend. | J | for on-the-spot decisions |

2 Choose the correct item.

- I am taking/take the 4 o'clock train to Bristol tomorrow.
- This time tomorrow, I will be hiking/will hike in the Lake District.
- Jeff will have thought/thinks of a solution by the time we see him.
- They can't say exactly when, but they will have been finishing/will have finished the job by Thursday.
- By August, they are working/will have been working on the new road for two years.
- Liam won't have been writing/won't have written his report until after lunch.
- Chris thinks she will be earning/will have earned more money soon.
- Do you go/Will you be going to the supermarket later? Could you pick up some rice for dinner, please?
- Beth and I watch/will be watching a film this evening.
- We 're having/have a party at the weekend. Come along!
- I wonder if he will talk/talks to me again.
- The football match starts/will be starting at 10 o'clock.

3 Write a word or short phrase in each gap.



This June, I'll 1) *be* finishing my studies in college. By the time I'm ready to go back home, I'll 2) *have been* living here in Toronto for 5 years. I can't wait to come back to all the comforts of home again, but I'm sure I 3) *will* miss college life a lot. As soon as I return home, my friends 4) *will* probably throw a party for me. I 5) *am* looking forward to it.

4 Complete the exchanges with the correct form of the verbs in brackets to express the future.

- A: Can you come skating this evening?
B: Unfortunately not. I *will be working* (work) until 10 o'clock tonight.
- A: Have you finished all the arrangements?
B: Not yet, but I *will have finished* (finish) everything by the weekend.
- A: How long have they been living in Italy?
B: By the end of this year, they *will have been living* (live) there for exactly ten years.
- A: Karl is really late. Maybe he missed the train.
B: Oh no! By the time he *arrives* (arrive), the film *will have started* (start).
- A: Hurry up, Sue! We'll miss the flight!
B: Don't worry. The plane *leaves* (leave) in three hours.
- A: Now that you have a job in Manchester, *are you going to move* (you/move) there?
B: Of course! I *'m going to start* (start) looking for a flat immediately.

Future tenses

Czasy przyszłe

5 Circle the correct item.

- 1 A: Why are you peeling so many apples?
B: I an apple pie.
A going to make C 'll have made
B 'm going to make D make
- 2 A: I can't open this jar!
B: I it.
A 'm going to do C 'll be doing
B 'll have been doing **D** 'll do
- 3 A: Do you think we all these leaflets by 5 o'clock today?
B: I hope so.
A will be delivering
B will have delivered
C will have been delivering
D are delivering
- 4 A: What are you doing tonight?
B: I think I a DVD.
A am renting C 'll have rent
B 'll rent D going to rent
- 5 A: Do you want to join us for dinner tonight?
B: I can't. I my nephew.
A will have babysat **C** am babysitting
B going to babysit D babysit
- 6 A: You'll miss the train unless you leave now.
B: Don't worry. It every 20 minutes. I have plenty of time.
A will be coming C is going to come
B will have come **D** comes
- 7 A: Will you visit your aunt while you there?
B: Yes, I think I'll have time to drop by.
A will have been C will be
B are to be **D** are
- 8 A: Any plans for the weekend?
B: Yes. I bungee jumping with my friends.
A am going C will have gone
B will have been going D go
- 9 A: Has Isabella left?
B: No. She until late this afternoon.
A is going to leave
B isn't leaving
C won't have been leaving
D will leave

6 Complete the gaps using the appropriate future form of the verbs in brackets.



A 1) **Are you looking (you/look)** for an exciting way to spend the holidays? The city of Bath 2) **is holding/will be holding**. (hold) its Christmas Market between 25 November and 12 December. The organisers 3) **will have transformed**. (transform) the city into a Christmas shopper's paradise by then. 129 traditional wooden stalls full of unique gift ideas 4) **will line/be lining**. (line) the streets. Along with our carol singers and children's entertainers there 5) **.....will be.....** (be) three performance stages set up around the market to add to the festive atmosphere.

B This year we 1) **are having/will be having** (have) the Friendly-Community workshop at the Sheraton Hotel from 20 to 22 November. We hope that all participants 2) **will have registered**. (register) to attend before 5 November. For a change this year, fees 3) **.....will include.....** (include) all workshops and meals. When you 4) **.....visit.....** (visit) our registration site online, you 5) **.....will have.....** (have) the opportunity to choose how you want to pay. Once you have completed your form and clicked on "submit", you 6) **.....will receive.....** (receive) an email to confirm your registration.

C Heale's one-day sale 1) **.....begins.....** (begin) this Friday. Our doors 2) **.....open.....** (open) at 8 am sharp and close at 10 pm. To avoid any confusion, we 3) **.....will have.....** (have) extra staff on call to assist you in every department. You 4) **.....will be able to.....** (be able to) find great bargains on items ranging from kitchenware to our stylish modern furniture. We 5) **.....will also be.....** (also/announce) great giveaways throughout the day, so stick around. We are sure that you 6) **.....will find.....** (find) what you are looking for.

7 Choose the correct item.

Dear Sally,

You won't believe where I **1) D** next month. This time next month I **2)** to southern California for a one-month student exchange trip. By the time I get to California, I **3)** for 11 hours, but I have a feeling I **4)** bored on the plane with all the great films they show.

I **5)** forward to meeting my host family. I **6)** at their home in Sherman Oaks which is not far from the beach. So, I **7)** my afternoons either swimming, snorkelling or surfing. Their sons go to a nearby state school, which I **8)** during my time there. By the end of the month, I **9)** many of the local theme parks, museums and aqua parks. I **10)** on visiting Disneyland and Universal Studios.

Anyway, I certainly don't know what it'll be like until I get there. So, I promise to write to you then.

Bye for now,

Ann

- | | |
|------------------------------------|----------------------------|
| 1 A go | C will have been going |
| B will have gone | D am going |
| 2 A will fly | C will be flying |
| B will have flown | D will have |
| 3 A will travel | C will be travelling |
| B will have been travelling | D will be |
| 4 A won't be | C am not being |
| B won't have been | D am not |
| 5 A will look | C am looking |
| B will have been looking | D going to look |
| 6 A will be staying | C going to stay |
| B will have stayed | D stay |
| 7 A spend | C will be spending |
| B will have spent | D going to spend |
| 8 A attend | C will be attending |
| B will have attended | D will have been |
| 9 A will have been visiting | C will have visited |
| B visit | D am visiting |
| 10 A will also plan | C also going to plan |
| B will also have planned | D am also planning |

8 Complete each sentence so that it has a similar meaning to the first sentence. Use up to five words. Include the word in bold.

- Jake has arranged to go to the cinema tonight.
GOING Jake **is going to the cinema** tonight.
- Victoria plans to be away from school tomorrow.
NOT Victoria **is not going to be**
.....
at school tomorrow.
- She promises to visit her friends on Saturday.
WILL She promises **she will visit her**
..... friends on Saturday.
- The Browns plan to have a barbecue on Sunday.
GOING The Browns **are going to have**
..... a barbecue on Sunday.
- She refuses to lend me her CD player.
NOT She says she **will not/won't lend**
..... me her CD player.
- I promise I will be on time for the meeting tomorrow.
NOT I promise I **will not/won't be**
..... late for the meeting tomorrow.

9 Choose the correct item.

- Martin **works/is working/has worked/has been working** in finance, he's a banker.
- Julie **always loses/is always losing/had always lost/was always losing** her school bag; she has to be more careful!
- Paul **submitted/was submitting/has submitted/had submitted** five job applications so far this morning.
- David **had slept/slept/was sleeping/used to sleep** when a loud noise woke him up.
- Charles Dickens **has written/wrote/had written/was writing** novels that changed English literature.
- Laura **was decorating/had been decorating/decorated/had decorated** the house for hours before she finally decided to stop.
- Ian **will have studied/will be studying/will study/will have been studying** Spanish for three years by November.
- Jason, **will you be stopping by/will you stop by/will you have been stopping by/will you have stopped by** the post office when you go into town? I need some stamps.
- She **has finished/had finished/finished/was finishing** cooking dinner by the time her husband arrived.
- I fly/**m flying/will have flown/have flown** to London next week. Everything is arranged.

Infinitive/-ing form

Konstrukcje bezokolicznikowe i gerundialne oraz imiesłowy

The **infinitive** is the basic form of all verbs. There are two types of infinitives:

- to infinitive** (infinitive with *to*). *She wants to become a scientist.*
- bare infinitive** (infinitive without *to*). *She'll study Chemistry.*

The **-ing form** is the form of the verb that ends in *-ing*. *walking, driving, helping*

Tenses of the infinitive

The infinitive has four tenses in the active and two in the passive.

	Active	Passive
Present simple	(to) play	(to) be played
Present continuous	(to) be playing	
Present perfect	(to) have played	(to) have been played
Present perfect continuous	(to) have been playing	

Active

- The **present simple infinitive** refers to the present or future. *I hope to see you tomorrow.*
- The **present continuous infinitive** expresses an action happening now. *He appears to be suffering from a cold.*
- The **perfect infinitive** is used to show that the action of the **infinitive** happened before the action of the verb. It is used with verbs such as: *seem, appear, believe, know, claim, expect* and modal verbs. *He claims to have won the lottery.*
- The **perfect continuous infinitive** is used to emphasise the duration of the action of the infinitive, which happened before the action of the main verb. *She seems to have been working very hard. All the work is finished.*

Passive

- present simple infinitive: (to) **be** + past participle *Ian hopes to be chosen for class president.*
- perfect infinitive: (to) **have been** + past participle *Sue appears to have been seen breaking into the house.*

Forms of the Infinitive corresponding to verb tenses

- Present simple/Future simple → Present infinitive
he works/he will work → (to) work
- Present continuous/Future continuous → Present continuous infinitive
he is working/he will be working → (to) be working
- Past simple/Present perfect/Past perfect/Future perfect → Perfect infinitive
he worked/he has worked/he had worked/he will have worked → (to) have worked
- Past cont./Present perfect cont./Past perfect cont./Future perfect cont. → Perfect cont. infinitive
he was working/he has been working/he had been working/he will have been working → (to) have been working

Tenses of the -ing form

	Active	Passive
Present simple	playing	being played
Present continuous		
Present perfect	having played	having been played
Present perfect continuous		

The **simple -ing form** refers to the present or future. *Stealing is wrong.*

The **perfect -ing form** shows that the action of the **-ing form** happened before the action of the verb.

He admitted having lied to his wife.

We can use the **simple -ing form** instead of the **perfect -ing form** with no difference in meaning.

He denied having stolen/stealing the important documents.

Infinitive/-ing form

Konstrukcje bezokolicznikowe i gerundialne oraz imiesłowy

Infinitive

The **to infinitive** is used:

- to express purpose.
She went to the butcher's to buy some chicken.
- after certain verbs (*agree, appear, decide, expect, hope, plan, promise, refuse*, etc).
They've decided to recycle the litter.
- after *would like, would prefer, would love*, etc to express a specific preference.
I would love to go out for dinner with you Ted.
- after adjectives which describe feelings/emotions (*happy, sad, glad*, etc); express willingness/unwillingness (*willing, eager, reluctant*, etc); refer to a person's character (*clever, kind*, etc) and the adjectives *lucky* and *fortunate*.
I was glad to be home. He's eager to help us. She's fortunate to have found a new job.
Note: With adjectives that refer to character we can also use an impersonal structure.
It was kind of you to invite us for lunch.
- after *too/enough*.
It was too noisy to work. She's not fit enough to run the marathon.
- to talk about an unexpected event, usually with *only*.
He arrived at the office only to find that it was closed.
- with *it + be + adjective/noun*.
It was difficult to explain the problem.
- after *be + first/second/next/last* etc.
She was the last person to leave the classroom.
- after verbs and expressions such as *ask, learn, explain, decide, find out, want, want to know*, etc, when they are followed by a question word.
John didn't explain how to install the program.
Note: *why* is followed by **subject + verb**, NOT an infinitive. *I wonder why Fred left the company.*
- in the expressions *to tell you the truth, to be honest, to sum up, to begin with*, etc.
To tell you the truth, I didn't agree with the proposal.

The **infinitive without to** is used:

- after modal verbs. *Bill can repair the bicycle.*
- after the verbs *let, make, see, hear* and *feel*.
They made me work on Saturday.
BUT we use the **to infinitive** after *be made, be heard, be seen*, etc. (passive form).
He was made to work on Saturday.
Note: When *see, hear* and *watch* are followed by an **-ing form**, there is no change in the passive.
Mark saw me hiding the surprise birthday present.
I was seen hiding the surprise birthday present.
- after *had better* and *would rather*.
You had better take notes during the lecture.
- in the expressions *used to* and *be supposed to*.
When I was younger, I used to fight with my brother.

-ing form

The **-ing form** is used:

- as a noun. *Eating chocolate isn't good for your teeth.*
- after certain verbs: *admit, appreciate, avoid, continue, deny, fancy, go* (for activities), *imagine, mind, miss, quit, save, suggest, practise, consider, prevent*.
Leo suggested walking in the park.
- after *love, like, enjoy, prefer, dislike, hate* to express general preference. *Christine loves making crafts.* **BUT** for a specific preference (*would like/would prefer/would love*) we use a **to infinitive**.
She'd love to go to a peaceful holiday resort.
- after expressions such as *be busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point in, can't stand, have difficulty (in), have trouble*, etc.
There's no point in complaining when we have no other choice.
- after *spend, waste* or *lose (time, money, etc)*.
Joseph spends all his free time drawing.
- after the preposition **to** with verbs and expressions such as *look forward to, be/get used to, in addition to, object to, prefer (doing sth to sth else)*.
Harry is looking forward to spending the weekend in the mountains.
- after other prepositions.
She is interested in acting at the theatre.
- after the verbs *hear, listen to, notice, see, watch* and *feel* to describe an incomplete action.
I watched them rehearsing for the play. (I only watched part of the rehearsal.)
BUT we use the **infinitive without to** with *hear, listen to, notice, see, watch* and *feel* to describe the complete action.
I watched them rehearse for the play. (I watched the whole rehearsal.)

Remember!

- *Help* can be followed by either the **to infinitive** or the **infinitive without to**.
They helped me (to) write the invitations.
- If two **to infinitives** are linked by *and* or *or*, the **to** of the second **infinitive** can be omitted.
I would prefer to stay at home and revise for my test.
- If a verb is followed by a preposition, the preposition will appear at the end of the sentence.
I used a fountain pen to write my article with.
- We can use **to** in order to avoid repeating a verb clause. *I've never eaten sushi, but I'd love to.*

Infinitive/-ing form

Konstrukcje bezokolicznikowe i gerundialne oraz imiesłowy

The subject of the infinitive:

- is omitted when it is the same as the subject of the main verb.
They want to go to New Zealand. (The subject of the main verb (*want*) and the infinitive (*go*) is the same (*they*)).
- is **not** omitted when it is different from the subject of the main verb. The **subject of the infinitive** comes before the infinitive and can be an **object pronoun** (*me, you, them*, etc), a **name** (*Cathy*) or a **noun** (*the man*). *He wants her to clean up the mess.* (The subject of the main verb (*want*) is *he*, whereas the subject of the infinitive (*clean up*) is *her*.)

The **subject of the -ing form** can be an **object pronoun**, a **possessive adjective**, a **name** or a **possessive case** when it is different from the subject of the main verb. *I remember him/his/Sam/Sam's graduating from medical school.*

Verbs taking either the to infinitive or the -ing form with a change in meaning

- *forget + to infinitive* = (not) remember – *He forgot to lock his car.*
forget + -ing form = not recall – *She'll never forget meeting the President.*
- *remember + to infinitive* = not forget – *I hope you remember to bring your tennis racquet with you.*
remember + -ing form = recall – *I remember telling you about the accident last night.*
- *mean + to infinitive* = intend to – *I meant to call Pete last night, but I forgot.*
mean + -ing form = involve – *My new job will mean travelling abroad every month.*
- *regret + to infinitive* = be sorry to (normally used in the present simple with verbs such as *say, tell, inform*)
We regret to inform you that your flight has been delayed.
regret + -ing form = feel sorry about – *I regret not going to university.*
- *try + to infinitive* = do one's best, attempt – *He must try to organise his time.*
try + -ing form = do something as an experiment – *You should try taking some vitamins.*
- *stop + to infinitive* = stop briefly to do something else – *He stopped to buy some batteries for his MP4 player.*
stop + -ing form = finish, give up – *We must stop wasting our Earth's natural resources.*

1 Put the verbs in brackets into the correct form of the infinitive.

- A: Have you talked to them?
B: No. They refuse *to talk* (**talk**) about it.
- A: Do you like London?
B: Yes, we are happy *to be* (**be**) here.
- A: Have you finished the report?
B: Not yet. Mr James expects it *to be finished* (**finish**) by Friday.
- A: You will miss him, won't you?
B: Yes, but he promised *to write* (**write**) every day.
- A: You must *have been waiting* (**wait**) a long time. I'm so sorry I'm late!
B: Don't worry. I was reading the newspaper while I was waiting.
- A: Have you heard from your cousins?
B: Yes. They seem *to be having* (**have**) a good time in Jamaica at the moment.
- A: I'm glad *to see* (**see**) you.
B: It's been a long time, hasn't it?
- A: That was an amazing performance I attended yesterday!
B: Wow. You seem *to have enjoyed* (**enjoy**) it immensely!
- A: The air conditioner is working again.
B: Yes, it appears *to have been fixed* (**fix**).
- A: Is Peter still painting the house?
B: No. He seemed *to have finished* (**finish**) the work when I saw him.

2 Rephrase the following sentences, as in the example.

- You must finish all the exercises.
I want *you to finish all the exercises*.
- We mustn't make a lot of noise.
They don't want *us to make a lot of noise*.
- Sam has to wash the dishes.
Mary wants *Sam to wash the dishes*.
- It shouldn't be too close to the fire.
We don't want *it to be too close to the fire*.
- The students must put all the books back on the shelf.
Mr Brown wants *the students to put all the books back on the shelf*.
- Dad has to paint the house.
Mum wants *Dad to paint the house*.
- Harry performed in the school play.
I will always remember that.
I will always remember *Harry/Harry's performing* in the school play.
- It's my turn to do the washing-up.
Mum insists.
Mum insists on *my/me doing the washing-up*.

Infinitive/-ing form

Konstrukcje bezokolicznikowe i gerundialne oraz imiesłowy

3 Put the verbs in brackets into the correct *infinitive* or *-ing* form.

- There used to *be* (be) a huge wall that divided East and West Berlin.
- Please remind Peter *to give* (give) me back my dictionary.
- As soon as I have finished *typing* (type) up my essay, you can use the computer.
- Do you feel like *inviting* (invite) a couple of friends for dinner?
- Nick refused *to work* (work) on Sundays.
- They aren't used to *walking* (walk) long distances, so they're very tired.
- I am not interested in *watching* (watch) films with violence.
- My doctor strongly advised me *to take up* (take up) exercising.
- My mum makes me *tidy* (tidy) my room every weekend.
- It took me several weeks to get used to *driving* (drive) on the left side of the road.
- We were pleased *to see* (see) our friends after the summer holidays.
- Are you getting used to *working* (work) shifts?
- Let me *do* (do) the exercise by myself now, Todd.
- I feel strange having my own room because I used to *share* (share) a room with my sister.

4 Choose the correct item.

- We forgot to pack/packing a blanket to sit on at the picnic.
- Paul will never forget meeting/to meet his aunt for the first time.
- We regret informing/to inform you that you have failed your exams.
- Pam regrets moving/to move to the countryside.
- Sorry, I didn't mean to upset/upsetting you.
- I won't apply for the job if it means working/to work at the weekend.
- Why don't you try to take/taking a walk to get some exercise?
- He tried to climb/climbing the mountain, but it was impossible because of the weather conditions.
- Let's stop eating/to eat something. I'm hungry.
- We must stop polluting/to pollute the environment.
- Did you remember to pay/paying the bills?
- I remember to tell/telling him to turn off the lights.

5 Choose the correct item.

- Our company is fortunate some of the best employees on staff.
A having C to have
B have D to have had
- He worked all day without for a lunch break.
A stopping C stop
B to stop D to be stopping
- She admitted to the money.
A steal C have stolen
B be stealing D having stolen
- A: Hey, what happened to Carroll?
B: OK. I'll tell you as long as you promise it a secret.
A keeping C to be keeping
B to keep D keep
- A: What are your plans once you finish school?
B: Well, first I'd like through Europe for maybe a month or two.
A travelling C travel
B to travel D to have travelled
- Megan would rather on a beach now instead of having to type letters.
A lying C to have lied
B to lie D be lying
- A: Would you like to go to the cinema with me tonight?
B: Actually, I'd rather at home. I don't feel well.
A to stay C staying
B have stayed D stay
- A: How did the job interview go?
B: It went well. I'm hoping from them soon.
A hearing C having heard
B to hear D hear
- In addition to a new gym, the company plans to expand the canteen as well.
A building C have built
B to build D build
- A: I can't go to the pool today, Ann. I feel so tired.
B: Take some rest then. I don't mind on my own.
A go C to have gone
B to be going D going
- Sharon appears on her essay for hours.
A working
B to work
C to have been working
D work

Infinitive/-ing form

Konstrukcje bezokolicznikowe i gerundialne oraz imiesłowy

6 Choose the correct item.

Polar bears appear **1)** from brown bears over 200,000 years ago. During a cooling period, they were slowly surrounded by ice only **2)** themselves trapped in the cold north. As it wasn't easy **3)** in their new frozen environment, they went through a quick evolution. **4)** with, they developed white-yellow fur that made them **5)** into the landscape. They also grew catlike claws **6)** catch their prey in the water. Polar bears can **7)** long distances **8)** food. However, as sea ice melts because of global warming, it is becoming difficult for them **9)** around. They now have to spend more time **10)** for food and sometimes they even **11)** into contact with humans as they do so. Scientists expect **12)** more of this happening. They also predict that the polar bear is unlikely **13)** extinction if warming continues.



- | | |
|--|--|
| 1 A evolving | <input checked="" type="radio"/> C to have evolved |
| B to evolve | D evolve |
| 2 A finding | C to finding |
| <input checked="" type="radio"/> B to find | D find |
| 3 A surviving | <input checked="" type="radio"/> C to survive |
| B to be surviving | D survive |
| 4 <input checked="" type="radio"/> A To begin | C To be beginning |
| B Beginning | D Begin |
| 5 A blending | C to be blending |
| B to blend | <input checked="" type="radio"/> D blend |
| 6 A being able to | C to have been able to |
| <input checked="" type="radio"/> B to be able to | D be able to |
| 7 A travelling | C to be travelling |
| B to travel | <input checked="" type="radio"/> D travel |
| 8 A finding | <input checked="" type="radio"/> C to find |
| B to have found | D find |
| 9 A moving | C to have moved |
| <input checked="" type="radio"/> B to move | D move |
| 10 <input checked="" type="radio"/> A searching | C to have searched |
| B to search | D search |
| 11 A coming | C to be coming |
| B to come | <input checked="" type="radio"/> D come |
| 12 A seeing | C to have seen |
| <input checked="" type="radio"/> B to see | D see |
| 13 <input checked="" type="radio"/> A to avoid | C to have avoided |
| B avoiding | D avoid |

too/enough

- **Too** has a negative meaning and shows that something is more than enough or necessary. It appears before adjectives or adverbs and is followed by a full infinitive.
*This exercise is **too** difficult for the students **to** solve.*
(NOT: ... ~~to solve it~~)
- **Enough** has a positive meaning and shows that there is as much of something as is wanted or needed. It appears before nouns but after adjectives or adverbs and is followed by a full infinitive.
*There are **enough** leaflets **to** give out to everyone. She is experienced **enough** **to** lead the group.*

Remember!

Enough also appears in negative sentences to show that more of something is wanted or needed.
*I **don't** have **enough** apples **to** make an apple pie.*
(= I need more apples.)
It is never used before an adjective. Instead we use quite or fairly. *She's **quite** active.*

7 Answer the questions using *too* or *enough*, as in the example.

- Are you going to buy the latest smartphone? (**money**)
Yes, *I've got **enough** money **to** buy it.*
- Did you read the whole article? (**long**)
No, *it was **too** long **to** read*
- Can she become a model? (**tall**)
Yes, *she's **tall** **enough** **to** become a model*
- Did you like the oriental dish? (**spicy**)
No, *it was **too** spicy **(to eat)***
- Can Timothy stay out late? (**old**)
Yes, *he's **old** **enough** **to** stay out late*
- Do you think he can win the song competition? (**talented**)
Yes, *he's **talented** **enough** **to** win the song competition*
- Can Meagan reach the top shelf? (**short**)
No, *she's **too** short **to** reach the top shelf*
- Do you think we can solve the Physics problem? (**clever**)
Yes, *we are **clever** **enough** **to** solve the Physics problem*
- Can Jimmy drive? (**young**)
No, *he's **too** young **to** drive*
- Can they go sailing? (**windy**)
Yes, *it's **windy** **enough** **for** them **to** go sailing*
- Are you going for a walk in the park today? (**cold**)
No, *it's **too** cold **to** go for a walk in the park today*
- Do you think he can win the race? (**fast**)
Yes, *he's **fast** **enough** **to** win the race*

Infinitive/-ing form

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- 8 Fill in the gaps using the adjectives in brackets and *too* or *enough*.

Dear Sir / Madam,
I am writing to complain about the service I received at your Southampton shop on May 18th.
Firstly, your sales assistants were chatting and I had to wait **1) *too long* (long)** to get served. Moreover, they were very rude. Not only did they rush me to decide on a jumper that was **2) *too tight* (tight)** for my liking, but they talked back to me. They said that the jumper was **3) *large enough* (large)** and that they didn't have **4) *enough time* (time)** to go into the backroom to look for something slightly bigger. To make things worse, it was **5) *too noisy* (noisy)** in the shop. The music was turned up far **6) *too loud* (loud)**. I could hardly think.
As you can imagine, I am still very upset. I expect a full refund as well as an explanation for the bad service I received.
Yours faithfully,
Laura Daniels

Participles

- Present participles (verb + *-ing*) describe what someone or something is. *It was an **exciting** story.* (How was the story? Exciting.)
- Past participles describe how somebody feels. *The children are **excited** about our trip to Disneyland.* (How do they feel? Excited.)

Remember!

The participle and the rest of the sentence must refer to the same subject. *While **playing a game on my computer**, I heard a loud knock at the door.*
(NOT: *While playing a game on my computer, ~~a loud knock was heard at the door.~~*)

- 9 Fill in the correct participle.

L: Laura H: Henry

- L: You must be so **1) *thrilled* (thrill)**! Studying at Humboldt University is such a great opportunity! And Berlin is such an **2) *interesting* (interest)** city.
H: True, and there are so many **3) *entertaining* (entertain)** things to do! Berlin has **4) *exciting* (excite)** festivals and great nightlife. I'm sure I won't be **5) *bored* (bore)**.
L: Henry. I'm starting to get a bit **6) *worried* (worry)**. Don't forget the reason you're going there - to study.
H: Of course! But that doesn't mean I can't have an **7) *amazing* (amaze)** time, too!

- 10 Choose the correct item.

- 1 Amanda stopped **to talk/talking** to Joe when she met him at the bus stop.
- 2 Everyone in the class is looking forward **to go/to going** on the excursion.
- 3 The car needs **to service/to be serviced** on Monday.
- 4 I was not strong enough **lift/to lift** the filing cabinet on my own.
- 5 Harry found the students' silly behaviour **annoyed/annoying**.
- 6 Mary was **surprised/surprising** that she won the competition.
- 7 We thanked our neighbour for **water/watering** our plants.
- 8 John pretended **to not hear/not to have heard** what I said.
- 9 I am too tired **to take/taking** the dog for a walk. Could you do it for me, Lucas?

- 11 Complete each sentence so that it has a similar meaning to the first sentence. Use up to five words. Include the word in bold.

- 1 Could you open the window please?
MIND Would you **mind opening the window**, please?
- 2 I had difficulty finding the address.
DIFFICULT I found **it difficult to find** the address.
- 3 It's a pity we didn't book earlier.
REGRET We **regret not booking/not having** **booked** earlier.
- 4 It was so noisy that I couldn't sleep.
TOO It was **too noisy (for me) to** sleep.
- 5 It was a boring lecture.
BY The students **were bored by** the lecture.

- 12 Translate the fragments of sentences into English. Use up to four words in each gap.

- 1 There's no point (**rozmawiać z**) (**in**) **talking to** Greg. He won't change his mind.
- 2 It takes her half an hour (**aby dojść do**) **to walk to / to get to** school.
- 3 He prefers (**grę w tenisa od pływania**) **playing** **tennis to swimming**
- 4 They are looking forward (**na przeprowadzkę do**) **to moving to** a bigger house.