

# 6

## People and influences

### VOCABULARY personality and character

- 1) Find three personality traits in each line. Then decide which of them are needed for the jobs in the pictures.



- 1 nh integrity b h like ability m h u l p a s s i o n i e
- 2 nh g s i n s e c u r e d e p e n d e n t h g l o p m h f c o u r a g e o u s u y
- 3 p l a q d i p l o m a c y m l a c r e a t i v i t y q t y i m a g i n a t i o n l u y
- 4 m p q i n d i f f e r e n t j h k o i n t e l l i g e n t p r u s l o p p y m n

- 2) Match the adjectives below with the descriptions. There are two extra words.

cowardly stubborn dependable sloppy insensitive  
pessimistic impatient confident upbeat

- 1 Mary's always cheerful and positive about the future. \_\_\_\_\_
- 2 Leila's always expecting that something bad is about to happen to her. \_\_\_\_\_
- 3 When Ms Evans asked the students who had painted the graffiti, Jason didn't have the courage to admit that he had done it. \_\_\_\_\_
- 4 Sheila has to have whatever she wants immediately. When she has to wait for something, she instantly becomes nervous. \_\_\_\_\_
- 5 I don't understand how Karen can be so cold-hearted. She doesn't care about other people's feelings at all! \_\_\_\_\_
- 6 Once Martha has made a decision, she never changes her mind. \_\_\_\_\_
- 7 If you need any assistance with this task, ask Tom for help. You can always count on him. \_\_\_\_\_

- 3) Complete the dialogue with the missing adjectives.

**Suzie** Have you called Steve? I haven't seen him since he got his new job.

**Ben** Me neither! He seems to be really <sup>1</sup>e\_\_\_\_\_c about it – he's never been so <sup>2</sup>p\_\_\_\_\_e about any of his jobs until now, so no wonder he is giving it all his time and effort.

**Suzie** I see, but don't you think he could be a bit more <sup>3</sup>f\_\_\_\_\_e and find some time to meet up with his old friends?

**Ben** Oh, come on! You should feel happy for him. He used to be so <sup>4</sup>u\_\_\_\_\_d and now he's actually trying hard to achieve something with his life. I think we should be keeping our fingers crossed for him instead of criticising him.

**Suzie** But I am happy for him! All I'm trying to say is that I've always thought of Steve as a <sup>5</sup>c\_\_\_\_\_g person, who's always ready to listen and offer support. And I miss that ...

- 4) Complete the text with the correct form of the words below.

care know patient persist autonomy

Are you having trouble getting a job? Perhaps it's not your CV that's to blame, maybe it's how your potential employers see you at the job interview. There are a few characteristics, which, according to a recent survey, are particularly valued in job candidates. To begin with, employers look for people who are <sup>1</sup>\_\_\_\_\_ about their business and who do not, as a result, require a lot of training. Another highly appreciated personality trait is the <sup>2</sup>\_\_\_\_\_ that's required to achieve goals at work. Moreover, <sup>3</sup>\_\_\_\_\_ is sometimes required if you have to work hard to achieve promotion. Basically, employers seem to value independence and they also like workers who are <sup>4</sup>\_\_\_\_\_, meaning that they do not need to be supervised all the time. What employers often find problematic is the <sup>5</sup>\_\_\_\_\_ of many job candidates because they often fail to think about what they are doing and, consequently, make lots of mistakes.



### Vocabulary challenge!

- 5) Complete the sentences with appropriate words.

- 1 Have you met the new biology teacher? What do you \_\_\_\_\_ of her?
- 2 Mark seems to be the right sort of person to become the class representative. I mean, he has always had a confident \_\_\_\_\_ about himself and made us believe in his abilities.
- 3 Rita motivated the whole group and, as a result, helped us complete the project on time. She proved to be a real \_\_\_\_\_ player.
- 4 At first, Mike and I didn't really \_\_\_\_\_ to each other, but now I feel we could become best friends.
- 5 It's always been difficult for me to fit \_\_\_\_\_ big groups. That's why I've chosen to be a graphic designer and work from home.
- 6 When Paul joined our team he \_\_\_\_\_ across as a very knowledgeable person, but he actually turned out to be rather ignorant.

- 6) Write the name of a person you know who you think has one of the qualities listed below.

- 1 detail-oriented \_\_\_\_\_
- 2 caring \_\_\_\_\_
- 3 stubborn \_\_\_\_\_
- 4 rather undependable \_\_\_\_\_
- 5 upbeat \_\_\_\_\_

1> **MP3 10 Listen to four speakers describing difficult situations. Choose the correct answer.**

From the four recordings, we learn that

- a the speakers found jobs that they didn't like.
- b determination helped the speakers pursue their career goals.
- c others failed to notice their talents.
- d the speakers managed to take advantage of a negative situation.

2> **MP3 10 Listen again and choose the correct answers.**

**Text 1**

The speaker is continuing to try and improve their football skills despite

- a not getting a place in the school team.
- b lacking the necessary ability.
- c being too short to ever become a good player.

**Text 2**

In her new job the girl

- a felt rather disappointed.
- b got to work on some designs.
- c met several friendly people.

**Text 3**

Looking back on his professional life, the man concludes that he

- a soon became discouraged due to the unexpected competition.
- b had overestimated his talents.
- c had no time for other passions.

**Text 4**

The speaker's parents

- a found a part-time job after becoming unemployed.
- b managed to turn their talents into a successful career.
- c used their savings to set up a business.

3> **Match 1–5 with a–e to form phrases.**

- |         |                          |                              |
|---------|--------------------------|------------------------------|
| 1 get   | <input type="checkbox"/> | a errands                    |
| 2 run   | <input type="checkbox"/> | b no doubt about (something) |
| 3 learn | <input type="checkbox"/> | c (something) first-hand     |
| 4 make  | <input type="checkbox"/> | d rejected                   |
| 5 have  | <input type="checkbox"/> | e matters worse              |

4> **Complete the sentences with the phrases from exercise 3.**

- 1 When I was in the school team I had a chance to \_\_\_\_\_ that even if you don't win, you should never give up trying.
- 2 My mum told me I had to \_\_\_\_\_ a few \_\_\_\_\_ before I could watch the film. I still need a few minutes to finish all of them.
- 3 The atmosphere at work was pretty tense. To \_\_\_\_\_, Sheila's boss asked her to stay longer at work.
- 4 I \_\_\_\_\_ which career I should choose – I've wanted to be a singer ever since I remember.
- 5 Just stop thinking about yourself as a failure. Even if you \_\_\_\_\_ a few times, don't give up but keep on trying.

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**Vocabulary challenge!**

5> **Complete the sentences with appropriate words.**

- 1 Running your own company isn't easy. If you really want to \_\_\_\_\_ it work, you'll have to try harder.
- 2 I did everything I could to make a \_\_\_\_\_ of this business, but it seems that nothing is going to work.
- 3 After I didn't get into university, it took me a whole year to bounce \_\_\_\_\_ and come to terms with the sense of failure.
- 4 While following your dreams, it is very important not to \_\_\_\_\_ up hope as there is always a chance you will finally succeed.
- 5 To begin with, when Jen had to leave the basketball team following an injury, it felt like the \_\_\_\_\_ of the world.



6> **Complete the sentences with the correct form of the words in brackets. Add any extra words where necessary.**

- 1 Helen (*never / be / as / dead / set / win*) \_\_\_\_\_ the tennis tournament as she is now.
- 2 Mary is a very stubborn child. Whenever she makes a plan, she (*always / stick / it*) \_\_\_\_\_ and never changes her mind.
- 3 After crying non-stop for several days, Clara (*pull / she / together*) \_\_\_\_\_ and started looking for a new job.
- 4 You (*should / take / his criticism / heart*) \_\_\_\_\_ – Bob just wanted to give you some good advice.
- 5 He's such a talented and hardworking singer – he (*never / miss / opportunity*) \_\_\_\_\_ to improve his skills.

7> **Complete the sentences with your own ideas.**

- 1 I feel I've missed out on \_\_\_\_\_.
- 2 It felt like the end of the world when \_\_\_\_\_.
- 3 I'm currently dead set on \_\_\_\_\_.
- 4 I've recently decided to stick to \_\_\_\_\_.



## Relative clauses

**Zdania przydawkowe definiujące** (defining relative clauses), zawierają istotne informacje o rzeczowniku w zdaniu głównym, bez których całe zdanie nie miałoby sensu. Tych zdań nie oddzielamy przecinkami od zdania głównego:

*The girl **who is standing by the window** is my older sister.*

W zdaniach przydawkowych używamy następujących zaimków względnych:

- **who** do opisu osoby:  
*This is the girl **who joined our class last week**.*
- **which / that** do opisu przedmiotu:  
*The subject **which I absolutely hated at school** was physics.*
- **where** do opisu miejsc:  
*Do you remember **where we first met**?*
- **whose**, aby opisać przynależność:  
*Helen **whose brother is a famous actor** often looks down her nose at others.*

**Zaimki względne who / which / that**, jeśli pełnią funkcję dopełnienia zdania można pominąć (zdanie przydawkowe ma podmiot):

*The boy (who/that) **I met at the party last night** was very handsome.*

*Is that the woman **who gave you the money**?*

(NIE: *Is that the woman gave ...*)

**Zdania przydawkowe niedefiniujące** (non-defining relative clauses) zawierają dodatkowe informacje o rzeczowniku w zdaniu głównym, bez których zdanie to zachowałoby logiczny sens. Od zdania głównego oddzielamy je przecinkiem/przecinkami:

*Our first dog, **which was called Whisky**, was extremely stubborn.*

- Zaimek **that** nie jest używany w zdaniach niedefiniujących:  
*The teacher, **who** NIE: ~~that~~ taught me maths in primary school, was very kind.*

W stylu bardziej oficjalnym, możemy stosować zaimek **whom** zamiast **who** w roli dopełnienia zdania:

*This is the boy **whom** I have known for several years. (formal)*  
*Lucy is a girl **who** often smiles. (informal)*

## Grammar challenge!

Zwróć uwagę na różnicę w znaczeniu poniższych zdań:

*My cousin, **who is a journalist**, lives right across the street.*  
(Mam jednego kuzyna, on jest dziennikarzem i mieszka po drugiej stronie ulicy.)

*My cousin **who is a journalist** lives right across the street.*  
(Mam kilku kuzynów, a ten, który jest dziennikarzem, mieszka po drugiej stronie ulicy.)

*The climbers, **who reached the top of the mountain**, were exhausted.*  
(Wszyscy alpinści, którzy dotarli do szczytu, byli zmęczeni.)

*The climbers **who reached the top of the mountain** were exhausted.*  
(Tylko ci alpinści, którzy dotarli do szczytu, byli zmęczeni.)

*We threw a party, **which annoyed the neighbours**.*  
(Urządziliśmy przyjęcie, co zdenerwowało sąsiadów.)

***Which** odnosi się tu do całego zdania głównego.)*

*We threw a party **which ended by midnight**.*  
(Urządziliśmy przyjęcie, które skończyło się przed północą. **Which** odnosi się do wyrazu party.)

1) Choose the correct option to complete each sentence. Sometimes more than one answer is correct.

- Sharon, I need the book **that / which / –** I lent you a couple of weeks ago. A friend of mine **– / whom / that** is preparing for an exam needs to borrow it.
- We spoke to several people **that / which / who** had applied for the job.
- We looked at the flats **which / where / –** you recommended, but none of them were suitable.
- The room **when / which / where** I slept was very gloomy.
- Tom's first job, **that / which / –** required a lot of travelling, was very tiring.
- Is there anyone in our class **who / that / whose** parents would like to help prepare the party?
- Do you know of a place **that / where / which** we can talk without being disturbed all the time?
- 2003 was the year **that / – / when** I started my career in fashion design.
- What's the name of the girl **that / – / whom** you asked so many questions at the meeting?
- Carol Green is the teacher **whose / who / that** will be taking over maths classes next year.

2) Complete the sentences with the relative pronouns. Then tick the sentences in which you can omit the relative pronouns.

- Are these the photos \_\_\_\_\_ you wanted to show me? ☐
- I'd rather you didn't do anything \_\_\_\_\_ could decrease his motivation. ☐

- Here's the album \_\_\_\_\_ I promised to give you. ☐
- I only caught a quick glimpse of the man \_\_\_\_\_ car is parked outside, so I can't describe him in detail. ☐
- We put the boxes on the floor, \_\_\_\_\_ was already covered with all sorts of rubbish. ☐
- There is a tree in our garden \_\_\_\_\_ branches nearly touch my window. ☐
- Have you read the letter \_\_\_\_\_ arrived this morning? ☐
- My tablet, \_\_\_\_\_ I bought only two months ago, has suddenly stopped working. ☐
- Lisa met her husband in the same year \_\_\_\_\_ she moved to London. ☐
- Is this the man with \_\_\_\_\_ we have arranged to meet? ☐

3) Rewrite each pair of sentences as one sentence. Add commas where necessary.

- The book was written by my favourite author. I borrowed it.  
\_\_\_\_\_
- I offered to carry a woman's suitcase. She turned out to be my teacher.  
\_\_\_\_\_
- Mr Livingstone paid for some new sports equipment. His son plays in the basketball team.  
\_\_\_\_\_
- My friend George failed the exam. He's always been rather sloppy.  
\_\_\_\_\_
- I'd like to show you around the city. I grew up there.  
\_\_\_\_\_

6 Danny has a new girlfriend. I used to be in love with him.

7 My grandma made a cake yesterday. It was delicious.

8 I saw a boy in the street. He reminded me of someone from the past.

9 You've been listening to a CD. Can I borrow it?

10 Ian's dad helped me change my diet. He is a doctor.

4> Complete the text with the sentences (a–g), using relative clauses. Add appropriate relative pronouns and commas where necessary. There is one extra sentence.

- a On that day I announced that I wanted to be a fashion designer.
- b My family's ambitions have always been pretty high.
- c I will never forget that day.
- d His professional career wasn't very successful.
- e My mum and my dad are top neurosurgeons.
- f We used to spend the evenings together in the living room.
- g Ian is now a professor at university.

I come from a family <sup>1</sup> \_\_\_\_\_. My parents <sup>2</sup> \_\_\_\_\_ have always had very high expectations of me and my brother, Ian. We both grew up to be knowledgeable, polite and hard-working people. My dad always hoped I would follow in his footsteps. I clearly remember the day <sup>3</sup> \_\_\_\_\_. We were all sitting in the living room <sup>4</sup> \_\_\_\_\_. Can you imagine my parents' disappointment when they heard my announcement?

At the time, it probably felt like the end of the world to them. However, in the end things turned out quite well. I've become a world-famous shoe designer and my career is definitely something my parents can be proud of. Also, my brother, <sup>5</sup> \_\_\_\_\_ has managed to meet our parents' high expectations.



### Grammar challenge!

5> Translate the Polish parts of the sentences into English. Add commas where necessary.

- 1 a Sue got a job in the capital \_\_\_\_\_ (co nie było łatwe).
- b Sue got a job in a city \_\_\_\_\_ (które jest położone) 300 kilometres from her home town.
- 2 a My sister \_\_\_\_\_ (która jest o 5 lat starsza ode mnie) can speak five foreign languages. My youngest sister does not speak any foreign languages.
- b My only sister \_\_\_\_\_ (która studiuje medycynę) is coming to visit us for Christmas.
- 3 a The national team lost the match \_\_\_\_\_ (co było bardzo rozczarowujące).
- b The national team lost the match \_\_\_\_\_ (który bardzo chcieli wygrać).

6> Complete the gaps with relative pronouns. Then write 1–2 sentences to describe:

- 1 a day \_\_\_\_\_ you made an important decision.
- 2 person \_\_\_\_\_ had a big influence on you as a child.
- 3 a place \_\_\_\_\_ you learnt something very important.
- 4 a book or film \_\_\_\_\_ was very thought-provoking.

## Reduced relative clauses

**Zdania przydawkowe** można skrócić poprzez opuszczenie zaimka względnego i czasownika posiłkowego **be**:

- W zdaniach w stronie czynnej czasownik w zdaniu wyjściowym zastępujemy formą z **-ing**:  
*Students arriving (= who arrive) late for class will not be allowed to enter the classroom.*
- W zdaniach w stronie biernej czasownik w zdaniu wyjściowym zastępujemy formą **past participle**:  
*The film, based on a true story (= which is based), tells the story of a young woman.*

### Uwaga!

Podrzędne zdania przydawkowe można skracać tylko wtedy, gdy ich podmiot jest taki sam jak podmiot zdania głównego.

*The book, which my sister gave me, was boring.*

*The book, written by a teenager (= which was written), soon became a bestseller.*

1> Choose the correct option to complete each sentence.

- 1 All the students **waiting** / **waited** for the exam results were very nervous.
- 2 The student council elections, **organising** / **organised** last month, will have to be held again.
- 3 I believe that every student, **giving** / **given** enough time, will be able to do this task.
- 4 Margaret, **bounced** / **bouncing** back after failing the exam, is back in a party mood.
- 5 The young journalist, **conducting** / **conducted** an interview with the courageous teenager, actually seemed rather indifferent.
- 6 Oh, no! The local gym, **offering** / **offered** discounts for students, is going to close down.



2> Complete the sentences with the correct form of the verbs in brackets. Use reduced relative clauses.

- 1 Can you see the man \_\_\_\_\_ (wave) at us?  
That's my roommate.
- 2 The money \_\_\_\_\_ (collect) at the Charity Bazaar will be used to fund a scholarship for poor kids in our neighbourhood.
- 3 The woman \_\_\_\_\_ (talk) to my wife is the most creative person I know. She writes books for children.
- 4 The thief, \_\_\_\_\_ (arrest) yesterday, left his fingerprints in the house he had burgled.
- 5 All students \_\_\_\_\_ (take part) in the workshops at the job fair were rather pessimistic about their future careers.
- 6 A black minivan, \_\_\_\_\_ (drive) by a young man, suddenly crashed into a tree.
- 7 I'm afraid that the students \_\_\_\_\_ (sit) at the back of the lecture hall could not hear a word of what the professor was saying.

3> Complete the photo description with the correct forms of the verbs below. There is one extra word.

award show win think play try



In the picture, I can see a basketball team <sup>1</sup> \_\_\_\_\_ a game of basketball. All of the players <sup>2</sup> \_\_\_\_\_ in the picture are wheelchair users. It's inspiring to see athletes <sup>3</sup> \_\_\_\_\_ hard to fulfil their dreams despite their disabilities. It obviously takes a great deal of motivation and courage not to give up. I believe everyone <sup>4</sup> \_\_\_\_\_ about a career in sport should watch the Paralympics. I once watched a medal ceremony after the wheelchair tennis finals – and it was very moving. The winner, <sup>5</sup> \_\_\_\_\_ the gold medal, couldn't have been prouder.

4> Rewrite the sentences, using reduced relative clauses. Some sentences cannot be reduced.

- 1 The blonde woman who is standing by the window is my aunt.
- 2 All of the classmates, whom Margaret has invited to the party, have refused to come.
- 3 The bride was wearing a dress which was ordered from Paris.
- 4 The person who won the lottery last week lives in my town.

- 5 They are now renovating the bridge which connects the two parts of the city.
- 6 Have you had a chance to watch the film which I recommended?

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5> Match the sentences. Then rewrite them, using relative clauses. Make any necessary changes.

The driver, **stopped by** the police for speeding, has to pay a \$200 fine.

- 1 The driver has been stopped by the police for speeding. ☒ f
- 2 The neighbours' dog was hit by a car. ☐
- 3 The young man is playing the guitar. ☐
- 4 The horse is being ridden by a jockey in a blue shirt. ☐
- 5 An elderly man was crossing the street. ☐
- 6 A man works in the grocery shop round the corner. ☐
- a He is my sister's boyfriend.
- b It managed to survive.
- c It is expected to win the race.
- d He caught a shoplifter.
- e He suddenly fell over and broke his arm.
- f He has to pay a \$200 fine.

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## Cumulative grammar

6> Complete the sentences with the correct form of the words in brackets. Add any extra words where necessary.

- 1 Mr Smith, \_\_\_\_\_ (who / start / teach / we / history) last year, has proved to be a passionate and helpful teacher.
- 2 Martin \_\_\_\_\_ (use / be / unmotivated), but he's just the opposite now. In fact, he's the most determined person I now.
- 3 The teacher \_\_\_\_\_ (accused / I / cheat) in the exam.
- 4 She promised that she \_\_\_\_\_ (take / my advice / heart) and try to be more flexible.
- 5 Hopefully, Jack \_\_\_\_\_ (choose / university) where he wants to study by the end of this year.
- 6 Kevin \_\_\_\_\_ (insist / be / autonomous) ever since he was a teenager.
- 8 I'm not sure I \_\_\_\_\_ (ever / able / fit) this team – they don't think I'm a good player.
- 9 No wonder Karen is exhausted – she \_\_\_\_\_ (run) for two hours.
- 10 My family moves to a different country every two years. I'm afraid I \_\_\_\_\_ (never / get / use / move) house so often.



1> Read the text in exercise 3 and choose the best title.

- a Hopeless neighbourhood      b Controversial measures      c The cost of crime prevention

2> Write words with the negative prefix *dis-* which match the definitions below.

Then read the text in exercise 3 again and check your answers.

- |                                 |                     |                       |              |
|---------------------------------|---------------------|-----------------------|--------------|
| 1 not trusting anyone           | dis _ _ s _ _ ul    | 4 not like something  | dis _ _ e    |
| 2 not faithful                  | dis _ _ y _ _       | 5 ignore              | disr _ _ r _ |
| 3 false, misleading information | dis _ _ _ r _ _ _ _ | 6 not treat seriously | dism _ _ s   |

3> Read the text and answer the questions below.

Richmond is a town in California where the local gangs are always on the warpath and almost everyone who lives there has had to attend the funeral of a friend or relative killed in a street shooting at some time. 'An eye for an eye' is the only philosophy the young men of this area know. When their friends or relatives get shot they disregard the law and seek revenge because, by not doing so, they would feel disloyal to those they've lost. In such neighbourhoods the authorities are trying to find a way to steer these young people in the right direction and away from violence. DeVone Boggan, an expert on juvenile crime, came to Richmond a few years ago with an unusual solution. His idea was to hand out paychecks to the young people in order to prevent them from resorting to violence.

Getting through to boys who are distrustful of everyone is a challenge. They dislike being told what to do, and usually dismiss the advice of social workers who, in the boys' eyes, are unable to relate to their situation. That's why Boggan brought in reformed criminals to work as the boys' mentors to offer guidance. The boys can call them when they find themselves in difficult or dangerous situations, and their mentors always intervene. It turned out to be a brilliant solution. Because they share certain experiences with the boys, the mentors were able to win the trust of many of the boys and, as a result, persuade them to choose peaceful solutions to their problems.



Boggan's opponents claim it's immoral to pay people for not killing others, but he explains that such criticism is unjustified since the programme offers so much more. To receive the money, the young offenders must not only put away their guns but also try to turn their lives around by learning new skills and setting new life goals for themselves. And the organisation's coaches are there helping them every step of the way.

Over the last couple of years, 94% of the men who joined the programme have stayed out of trouble and the crime rate in Richmond has fallen dramatically. Again, the critics suggest other factors, such as increased neighbourhood watch programmes and better policing, also played a part. Whilst this might be true, Boggan's contribution cannot be denied.

- How do the boys from Richmond typically react to the violent death of someone they care about? Why?  
\_\_\_\_\_
- Why is it difficult for social workers to work with these boys? \_\_\_\_\_
- Why does the author think that Boggan's idea is brilliant? \_\_\_\_\_
- How does Boggan respond to criticism of his ideas? \_\_\_\_\_
- Apart from giving up violence, what do the boys need to do to get the money from Boggan?  
\_\_\_\_\_
- What reasons are given for the lower incidence of crime in Richmond?  
\_\_\_\_\_



4> Match 1–7 with a–g to form phrases from the text on page 59. Then match the phrases with the correct definitions (a–g).

- |                   |   |                          |
|-------------------|---|--------------------------|
| 1 relate to       | <input type="checkbox"/> <input type="checkbox"/> | a someone guidance       |
| 2 turn one's life | <input type="checkbox"/> <input type="checkbox"/> | b someone's situation    |
| 3 stay out of     | <input type="checkbox"/> <input type="checkbox"/> | c someone's trust        |
| 4 offer           | <input type="checkbox"/> <input type="checkbox"/> | d to someone             |
| 5 get through     | <input type="checkbox"/> <input type="checkbox"/> | e trouble                |
| 6 steer someone   | <input type="checkbox"/> <input type="checkbox"/> | f around                 |
| 7 win             | <input type="checkbox"/> <input type="checkbox"/> | g in the right direction |

- A make someone understand your point of view  
 B make someone trust you  
 C make someone do the right thing  
 D make a change for the better  
 E give advice  
 F avoid doing something bad  
 G be able to understand someone's situation



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

- We won't punish you this time, but in future please try to \_\_\_\_\_ out of trouble.
- Someone needs to \_\_\_\_\_ that boy in the right direction or he'll end up in trouble.
- You can't \_\_\_\_\_ to my situation! You don't have to work and study at the same time as I do.
- It's never too late to turn your life \_\_\_\_\_. The most important thing is that you want to change it.
- It took me a few months to \_\_\_\_\_ her trust, but it was worth the wait.
- The school counsellor \_\_\_\_\_ students guidance concerning both school life and personal life.
- Please talk to mum. She won't listen to my arguments, but maybe you can get \_\_\_\_\_ to her.

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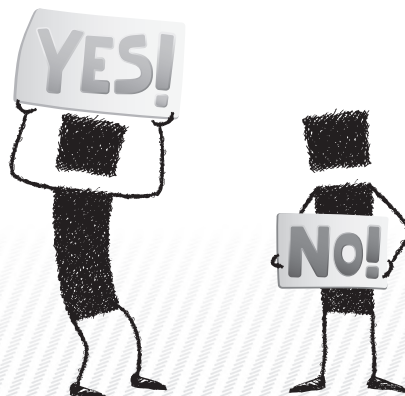
6> Complete the sentences with the missing words.

- Caroline's phone rang and she immediately recognised the number. She **h** \_ \_ \_ **t** \_ \_ \_ for a moment, but then picked up the phone.
- The two girls were sitting in the corner, \_ \_ \_ **s** **p** \_ \_ \_ **g** to one another quietly. They were probably saying something very funny because they both started \_ \_ **g** **i** \_ \_.
- The crash in the garden made me jump. I sat quite \_ \_ \_ **i**, listening and trying to figure out if someone was outside.
- Katie had **b** \_ \_ **g** \_ \_ her mum to let her go to the party and promised to be home early. But she was now 3 hours late, and her mum was waiting for her in the kitchen, **f** \_ **o** \_ \_ \_ **n** \_ and, no doubt, quite angry.

### Vocabulary challenge!

7> Complete the second sentence so that it means the same as the first. Use phrasal verbs with **turn** in each sentence.

- Jake proposed to Lisa three times, but she kept refusing him.  
 Jake proposed to Lisa three times \_\_\_\_\_.
- How many people came to the street festival?  
 How many people \_\_\_\_\_ at the festival?
- Cinderella's fairy godmother changed the pumpkin into a carriage.  
 Cinderella's fairy godmother \_\_\_\_\_ a carriage.
- I thought he was an insensitive person, but it appeared that I was wrong.  
 I thought he was an insensitive person \_\_\_\_\_ that I was wrong.
- Please stand there with your back to me until I tell you the surprise is ready.  
 Please don't \_\_\_\_\_ until I tell you the surprise is ready.
- We wanted to go to the Hotspot club, but they refused to let us in because of how we were dressed.  
 We wanted to go to the Hotspot club, but \_\_\_\_\_ because of how we were dressed.
- Whenever I have problems, I always ask my grandma for advice.  
 Whenever I have problems, \_\_\_\_\_ for advice.



1) Choose the correct option to complete each clause.

- 1 I'll never forget the \_\_\_\_\_ when ...  
a while b memory c time
- 2 What \_\_\_\_\_ with me most vividly ...  
a reminds b stays c stands
- 3 What started \_\_\_\_\_ as an ordinary day ...  
a out b from c at
- 4 The first \_\_\_\_\_ that happened was ...  
a thing b what c which
- 5 What happened \_\_\_\_\_ was ...  
a after b next c following
- 6 The next thing \_\_\_\_\_ happened was ...  
a to b which c what
- 7 When I look \_\_\_\_\_ now, I feel ...  
a behind b back c in the past

2) Complete the sentences, using the prompts in brackets.

- 1 Her speech has helped me realise \_\_\_\_\_ (who / be / when / grow up).
- 2 It got me thinking \_\_\_\_\_ (career / science).
- 3 Meeting him encouraged me \_\_\_\_\_ (turn into / passion / career).
- 4 This day opened my eyes to the fact that \_\_\_\_\_ (any dream / can / come true).
- 5 I knew then that \_\_\_\_\_ (she / become / my best friend).
- 6 Ever since I heard her story, \_\_\_\_\_ (I / want / visit / Japan).

3) Describe the picture and answer the three questions.

**EXAM TASK** ⌚ 3 minuty



- 1 What do you think the boy wants to ask the firefighter?
- 2 Would you like to meet someone famous? Why? / Why not?
- 3 Describe a meeting with someone who influenced your life.

1) Complete the letter with the correct form of the words in brackets.

Dear Sir/Madam,

1 \_\_\_\_\_ (I / write / reference / your article) in which you claim that young people are not interested in social and political life. I believe there are many young people who are 2 \_\_\_\_\_ (deep / involved / shaping our society).

3 \_\_\_\_\_ (great example / prove this) is Malala Yousafzai, who 4 \_\_\_\_\_ (devote / herself / fight / children's rights) to education since an early age. 5 \_\_\_\_\_ (reason / I / consider / she / be) an amazing young woman is the fact that as an 11-year-old girl, living under Taliban occupation, she was not afraid to blog about her life for the BBC. Moreover, Malala is extremely courageous. 6 \_\_\_\_\_ (this / show / fact) that, although she was shot and almost lost her life, she never considered giving up. She continues to speak out about the chronic lack of schools and is actively campaigning for help.

7 \_\_\_\_\_ (it / be / Malala / make the world more aware) of the problems of girls in Muslim countries. She has received numerous awards for her achievements, the Mother Teresa Prize and Nobel Peace Prize 8 \_\_\_\_\_ (name / but / two). 9 \_\_\_\_\_ (thank / persistence), she now heads a charity organisation which builds schools and continues working for the rights of girls and women.

I hope you will agree with me that she is a true inspiration to every teenager in the world. I would like to encourage readers to write about other inspiring teenagers.

Yours faithfully,  
XYZ

2) Rewrite the informal sentences in a more formal style, using the prompts below.

- 1 I'm answering your question about our school patron. (I / write / response / request / describe)
- 2 I think she's a great person for us to look up to because of her character. (reason / I / consider / she / suitable role model / young people / her character)
- 3 Her example shows us that we should try to make our dreams come true. (example / show / we / pursue / dreams)
- 4 She loved her work, which still inspires young people. (it / dedication to her work / continue / inspire / young people)

3) Read the instructions and do the writing task.

**EXAM TASK** Gazeta młodzieżowa poprosiła czytelników, żeby przedstawili innym patronów swoich szkół. Napisz list do redakcji (200–250 słów), w którym opisziesz, kim był patron Twojej szkoły i co sprawia, że jest on dobrym wzorem do naśladowania dla młodzieży.



1) Complete the sentences with correct form of the words in brackets.

- One of the common \_\_\_\_\_ (*concept*) about teens is that all of our social life takes place in the virtual world.
- One example of her \_\_\_\_\_ (*care*) is that she always forgets to lock the door when leaving the house.
- Her example has always \_\_\_\_\_ (*courage*) me to set my goals high.
- Mary is a very shy and \_\_\_\_\_ (*secure*) person, she never disagrees with anyone.
- This film \_\_\_\_\_ (*drastic*) changed Diana's attitude to life and inspired her to take greater control over it.
- My great-uncle Ed, whose life has been full of amazing experiences, is my favourite \_\_\_\_\_ (*relate*).

2) Complete the sentences with the words below. Sometimes more than one answer is possible.

use point sense good worth

- It's no \_\_\_\_\_ waiting for the rain to stop. Let's put our raincoats on and go for that walk.
- It's no \_\_\_\_\_ trying to change her mind, she's very stubborn.
- It's \_\_\_\_\_ fighting for what you believe in.
- There is no \_\_\_\_\_ in paying for a language course if you're not going to attend it.
- There's no \_\_\_\_\_ in worrying about things you have no control over.

3) Complete the second sentence so that it means the same as the first. Use the word given in capitals.

- She is the most confident of all my friends. \_\_\_\_\_ as confident as her. **NONE**
- I'm surprised that Sara hasn't been nominated for the Young Hero award. Sara hasn't been nominated for the Young Hero award, \_\_\_\_\_. **SURPRISING**
- I simply had to smile when I heard that my sister had won the competition. I \_\_\_\_\_ when I heard that my sister had won the competition. **HELP**
- He is dedicated to his work and that's what people admire most about him. It \_\_\_\_\_ his work that people admire most about him. **DEDICATION**
- I'm sure he inherited his pessimism from his father because his mother is always so upbeat. He \_\_\_\_\_ when it comes to his pessimism because his mother is always so upbeat. **TAKE**
- As a child I was constantly begging my parents for a dog, but they always refused to get one. As a child \_\_\_\_\_ my parents for a dog, but they always refused to get one. **WOULD**
- Don't ask her to look after your dog, she's so undependable she's unlikely to do it properly. There \_\_\_\_\_ her to look after your dog, she's so undependable she's unlikely to do it properly. **POINT**
- 'I'm sorry, I didn't come to your party!' said Luke. Luke \_\_\_\_\_ at my party. **TURNING**

Challenge!

4) Choose the correct option to complete the text.

Would you rather be liked or be right? Peer pressure can be a real nightmare. Those around us often try to influence our behavior, so we need to learn how to deal with it. The trick is to be able to tell the difference between the positive pressure that results <sup>1</sup> \_\_\_\_\_ studying more or taking up a sport and the negative one that makes you do things you normally consider wrong. In the long run, giving in to such pressure will turn <sup>2</sup> \_\_\_\_\_ you never wanted to be. So, what do you do when you are asked to do something stupid in order to <sup>3</sup> \_\_\_\_\_?

First of all, stop worrying that if you <sup>4</sup> \_\_\_\_\_ to do it, you'll come across as a coward or a wet blanket. You'll be surprised to see how many people respect someone who can <sup>5</sup> \_\_\_\_\_ their mind with confidence. Also, stop <sup>6</sup> \_\_\_\_\_ about the consequences; if you don't feel like doing something, then simply don't do it. Finally, if you feel pressurised to behave in a way you don't like, consider hanging out with someone else, someone <sup>7</sup> \_\_\_\_\_ attitudes you share.

- |              |            |            |            |
|--------------|------------|------------|------------|
| 1 A from     | B in       | C to       | D at       |
| 2 A to you   | B you into | C someone  | D you for  |
|              | someone    | at you     | someone    |
| 3 A fit in   | B go in    | C come in  | D fall in  |
| 4 A object   | B refuse   | C deny     | D disagree |
| 5 A say      | B tell     | C speak    | D express  |
| 6 A thinking | B think    | C to think | D for      |
|              |            |            | thinking   |
| 7 A who      | B that     | C who's    | D whose    |



5) Find and correct any grammatical or spelling mistakes in the following sentences.

- My grandparents' dog, that they've had for ten years, is a Rottweiler.
- Last year, we spent our holidays in Edinburgh which is the capital of Scotland.
- Mrs Greene, who son graduated from our school last year, is my new chemistry teacher.
- Every candidate inviting to the job interview was knowledgeable and creative.
- Some of the students in my class which came across as rather arrogant to begin with are actually very friendly.
- My older brother, whose I don't see that often these days, has recently announced that he's getting married.
- Who was the girl to who you were talking during the break?

## 1) Match the words (1–6) with their Polish equivalents (a–f).

- |                                |                          |                    |
|--------------------------------|--------------------------|--------------------|
| 1 pliant                       | <input type="checkbox"/> | a kroczyć          |
| 2 stride [past tense – strode] | <input type="checkbox"/> | b ciężko westchnąć |
| 3 furtive                      | <input type="checkbox"/> | c ukradkowy        |
| 4 wend your way                | <input type="checkbox"/> | d gibki, giętki    |
| 5 heave a sigh                 | <input type="checkbox"/> | e iść              |
| 6 pansy                        | <input type="checkbox"/> | f bratek           |

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

**EXAM TASK** Już od jakiegoś czasu wiele firm decyduje o przyjęciach do pracy na podstawie testów osobowości. Teraz również uczelnie zaczynają wprowadzać takie testy dla swoich kandydatów jako istotny element rekrutacji. Napisz **rozprawkę** (200–250 słów), w której przedstawisz dobre i złe strony takiego rozwiązania.

## 2) EXAM TASK Przeczytaj dwa teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z ich treścią. Zakreśl literę A, B, C albo D.

### Tekst 1.



As he was passing by the house where Jeff Thatcher lived, he saw a new girl in the garden – a lovely little blue-eyed creature with yellow hair plaited into two long-tails [...]. The fresh-crowned hero fell without firing a shot. A certain Amy Lawrence vanished out of his heart and left not even a memory of herself behind. He had thought he loved her [...]. He had been months winning her; she had confessed hardly a week ago; he had been the happiest and the proudest boy in the world only seven short days, and here in one instant of time she had gone out of his heart like a casual stranger whose visit is done.

He worshipped this new angel with furtive eye, till he saw that she had discovered him; then he pretended he did not know she was present, and began to “show off” in all sorts of absurd boyish ways [...] but by-and-by, while he was in the midst of some dangerous gymnastic performances, he glanced aside and saw that the little girl was wending her way toward the house. Tom came up to the fence and leaned on it, grieving [...]. She halted a moment on the steps and then moved toward the door. Tom heaved a great sigh as she put her foot on the threshold. But his face lit up, right away, for she tossed a pansy over the fence a moment before she disappeared.

The boy ran around and stopped within a foot or two of the flower, and then shaded his eyes with his hand and began to look down street as if he had discovered something of interest going on in that direction. Presently he picked up a straw and began trying to balance it on his nose, with his head tilted far back; and as he moved from side to side, in his efforts, he edged nearer and nearer toward the pansy; finally his bare foot rested upon it, his pliant toes closed upon it, and he hopped away with the treasure and disappeared round the corner. But only for a minute – only while he could button the flower inside his jacket, next to his heart – or next to his stomach, possibly, for he was not much posted in anatomy, and not hypercritical, anyway.

He returned, now, and hung about the fence till nightfall, “showing off,” as before; but the girl never exhibited herself again, though Tom comforted himself a little with the hope that she had been near some window, meantime, and been aware of his attentions. Finally he strode home reluctantly, with his poor head full of visions. All through supper his spirits were so high that his aunt wondered ‘what had got into the child.’

extract from *The Adventures of Tom Sawyer* by Mark Twain

- 1 Amy Lawrence
  - A had been Tom’s girlfriend during the previous week.
  - B made Tom give up shooting.
  - C reminded Tom of someone he once loved.
  - D had broken up with Tom shortly beforehand.
- 2 After the girl had thrown him the flower, Tom
  - A went to see what was happening down the street.
  - B looked for it in the straw lying on the road.
  - C stepped on it by accident.
  - D hid it inside his clothes.
- 3 In the last paragraph, Tom
  - A reluctantly accepts that the girl was not interested in him.
  - B believes he had impressed the girl despite not being able to see her.
  - C feels rather discouraged.
  - D tries to find some comfort in a difficult situation.

### Tekst 2.

To the Editor,

I am writing with reference to your article ‘Digital Dating’, which appeared last Friday. I would like to share my experiences concerning the issue you wrote about.

Firstly, I would like to say that I have been on many dates arranged through social media or dating websites. As far as I’m concerned, dating these days is like choosing a chocolate bar from a shop shelf – basing your choice on the wrapper alone. The wrapper, in this case, being my profile and the shelf the dating websites, where everyone is expected to describe themselves in detail. I’m judged as either interesting or boring without ever having a chance to speak to the girl. Then, if I pass the test, I get one chance – a date, during which she will decide if she’s impressed or not.

It seems to me that we are simply too impatient about dating. It’s either love at first sight or goodbye and good luck.

No instant spark equals no second date. I always feel like I’m supposed to perform some crazy tricks to have the chance of a second date. I believe many of us are under the mistaken impression that they can get to know someone well simply by reading their profile. We overlook the fact that there are hundreds of little details that mean that each of us is different from the rest. I get reduced to my profile details: favourite films, sports and favourite quotes. I envy my grandpa who first got a date and then told the girl what he thought about himself.

I would like to encourage other readers to share their opinions on dating in the 21st century and I’m looking forward to more articles on the topic.

Yours sincerely,  
Mark



- 4 Why does the author of the letter compare dating to buying chocolate?
  - A To remind people that dating should be fun.
  - B To make fun of the people who use dating websites.
  - C To criticise a dating service which he’s using.
  - D To explain what he doesn’t like about social media dating.
- 5 The author complains that people these days
  - A fall in love too easily.
  - B don’t like to show off on the first date.
  - C ignore the fact that everyone is unique.
  - D rarely put enough information on their profiles.