

1) Find the words in the wordsearch which match the definitions (1–8).

- 1 a situation in which someone doesn't have enough money to pay for their basic needs
- 2 an unreasonable opinion about or a feeling for a group of people, usually negative
- 3 a situation in which an individual or a larger group of people are out of work
- 4 the exchange of goods and products between countries
- 5 how much someone earns
- 6 the right or opportunity to have or do something (e.g. to education)
- 7 a lack of food affecting a large number of people, which can lead to illness or death
- 8 the right to express your opinions and make your own decisions

P	R	E	J	U	D	I	C	E	F	Y	T
W	S	K	Z	T	N	X	I	Z	Z	N	F
W	S	G	Z	C	Q	K	G	D	E	I	R
H	O	V	O	S	R	O	C	M	D	B	E
W	V	M	J	I	W	E	Y	I	A	J	E
A	E	U	X	D	P	O	G	L	R	S	D
U	Q	X	T	S	L	O	A	N	T	G	O
L	R	D	J	P	F	L	V	B	U	D	M
J	S	G	M	Q	W	K	Q	E	J	H	F
S	S	E	C	C	A	B	C	B	R	G	S
C	N	N	U	V	U	P	B	P	D	T	Y
U	L	M	G	G	U	A	I	J	M	Q	Y

2) Complete the sentences with the missing words.

- 1 The government has promised to _ _ e _ _ e more workplaces in poorer regions.
- 2 I think it's important to educate people about cultural differences to help _ n _ prejudice.
- 3 International companies may _ n _ u _ _ e unfair competition by offering products at much lower prices.
- 4 Cutting down tropical rainforest _ e _ _ _ _ y s the natural habitat of many animal and plant species.
- 5 I'm writing an essay on how to _ m _ o _ _ cross-cultural communication to avoid misunderstandings.
- 6 What can be done to make sure that the gap between the rich and the poor does not continue to _ i _ _ _ ?

3) Complete the text with the correct form of the words below.

nature culture nation employ compete tolerate



I see myself as a global citizen and I believe I benefit from globalisation on a daily basis.

To begin with, it offers a number of economic opportunities. Because of the increase in ¹ _____

trade, there is more foreign investment in my country and, as a result, thousands of workplaces have been created. Consequently, ² _____ is dramatically reduced. Apart from these economic effects, globalisation promotes ³ _____ understanding. Since we can travel more freely, we learn more about people from different countries, and it makes us more ⁴ _____.

On the other hand, antiglobalisation activists point to the downsides of the phenomenon, such as encouraging unfair ⁵ _____ for local markets or the destruction of the ⁶ _____ environment. But perhaps that's the price we have to pay for the positive impact of globalisation?

Vocabulary challenge!

4) Translate the Polish parts of the sentences into English. Use phrases that include *make* or *bring* in each sentence.

- 1 We all hope that the reforms _____ (spowodują pozytywne zmiany) in the education system.
- 2 The government should _____ (podjąć próbę wyeliminowania) racial prejudice.
- 3 During his speech, the minister _____ (poruszył problem bezrobocia).
- 4 Susan _____ (chciałaby coś zmienić) to the world. That's why she's joined an organisation whose mission is to protect wildlife.
- 5 _____ (Pani polityk zrobiła bardzo dobre wrażenie), because she promised to create more workplaces.
- 6 The aim of the conference is to _____ (zgromadzić ludzi z różnych kultur) in order to find out how they will communicate.
- 7 What can we do _____ (aby uświadomić ludziom) of the pay gap between the rich and the poor?

5) Write 3–4 sentences to explain how you understand the quote below.

It has been said that arguing against globalisation is like arguing against the laws of gravity. Kofi Annan

1) Read the text below. Are the sentences (1–3) true (T) or false (F)?

A week after the severe flooding in south-eastern Louisiana, the time has come to draw some conclusions and evaluate the crisis management procedures. While the rescue services, which have helped in the evacuation of more than 20,000 people, deserve nothing but praise for their response, local authorities do not appear to have handled the disaster competently. All they have done is declare a state of emergency, but no specific action has so far been taken and no major aid for the victims has been provided. Therefore, it's time for all of us to help our fellow citizens as much as we can – by raising money, collecting food or providing shelter. In order to support the struggle to ...

- 1 The rescuers have been praised for their work by the local authorities. T / F
- 2 The local authorities have failed to provide sufficient help for the victims. T / F
- 3 The text was written in order to criticise the government for its poor crisis management. T / F

2) **MP3 08 Listen to three speakers discussing an earthquake in Haiti. Are the sentences true (T) or false (F)?**

Text 1

- 1 The speaker's original plan was to become a volunteer for a charity organisation. T / F
- 2 In the recording, the speaker is describing her experience of voluntary work. T / F

Text 2

- 3 The speaker believes that not enough has been done to improve the situation in Haiti. T / F
- 4 Haiti's recovery after the earthquake was slowed down because of the outbreak of a disease. T / F

Text 3

- 5 When the earthquake was no longer in the news, residents stopped getting adequate support. T / F
- 6 The speaker encourages listeners to get involved in helping Haitians in the rebuilding process. T / F

3) Match the words with their definitions.

- | | | |
|--|---|--------------------------------------|
| 1 disturbing <input type="checkbox"/> | 3 insufficient <input type="checkbox"/> | 5 spread <input type="checkbox"/> |
| 2 deteriorate <input type="checkbox"/> | 4 rubble <input type="checkbox"/> | 6 utilities <input type="checkbox"/> |

- a not enough of something
- b making you extremely worried or upset
- c when an illness affects more and more people
- d when something becomes worse
- e public services, such as gas, water or electricity, which are used by everyone
- f broken pieces of stone or brick

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4) Complete the sentences with the words from exercise 3.

- 1 Two weeks after the earthquake, most of the _____ were restored by aid workers.
- 2 The situation of the flood victims will further _____ unless they are given enough support.

- 3 After the explosion, two buildings collapsed and there were only two piles of _____ where they had once stood.
- 4 The authorities still do not know how to prevent the _____ of the disease.
- 5 Sadly, the funds raised for the victims proved _____ to cover their needs.
- 6 The images of the victims of the war on the front page were deeply _____.

5) Complete the texts with the words below. Then decide which natural or man-made disaster (1–4) is described in each text. There is one extra disaster.

move forward money-raising faded facilities clue
financial fundraiser donate corruption privileged

a The town will need a lot of rebuilding, as the water damaged most of the public ¹ _____ in the town centre. We will also organise a ² _____ to raise money for this cause.

b It was rather sad to see that media interest ³ _____ just a few weeks after our city had been almost completely destroyed. To ⁴ _____ and recover from the disaster, we definitely need more help and regular media coverage. Trust me, an occasional ⁵ _____ event is not enough to help residents.

c As so-called ⁶ _____ people, we do not have a ⁷ _____ about how serious the situation in Sudan is. The money that we ⁸ _____ to the institutions which are helping the starving often disappears without a trace due to ⁹ _____ and bad organisation, and the ¹⁰ _____ help rarely reaches those in need.

- | | |
|--|------------------------------------|
| 1 food shortage <input type="checkbox"/> | 3 tornado <input type="checkbox"/> |
| 2 earthquake <input type="checkbox"/> | 4 flood <input type="checkbox"/> |

6) Complete the sentences with the missing words. Then decide if they are formal (F) or informal (I).

- 1 If you need someone to help clean the place, I'm all i _____ ☐
- 2 I found the lecture on globalisation quite h _____. I just couldn't understand it. ☐
- 3 D _____ to illness, we are closed this week. Please c _____ visiting our shop at 18 Bradford Street. ☐
- 4 Recently, relations between the two countries have d _____ sharply. It is feared that the present situation might lead to war. ☐
- 5 I think Ruth is not the s _____ of girl to take part in a public protest. ☐

7) Write 2–3 sentences to answer the questions.

- 1 Would you consider becoming a volunteer to help the victims of a natural disaster? Why?/Why not?

- 2 Describe a situation when you or someone you know raised money for a charity.

Reported speech

Mowy zależnej używamy, aby przekazać wypowiedź własną lub innych osób, nie przytaczając jej dosłownie. Relacjonując czyjaś wypowiedź w mowie zależnej, należy pamiętać o zasadzie następstwa czasów:

Direct speech	Reported speech
present simple <i>I go to school.</i>	past simple <i>She said (that) she went to school.</i>
present continuous <i>I'm watching the news.</i>	past continuous <i>He said (that) he was watching the news.</i>
past simple <i>We wanted to help.</i>	past perfect <i>They said (that) they had wanted to help.</i>
past continuous <i>I was reading.</i>	past perfect continuous <i>He said (that) he had been reading.</i>
present perfect <i>What have you done?</i>	past perfect <i>She asked me what I had done.</i>
present perfect continuous <i>They've been waiting for three hours.</i>	past perfect continuous <i>She said (that) they had been waiting for three hours.</i>

<i>will, can, must, may</i>	<i>can, could, had to, might</i>
<i>I can drive.</i>	<i>She said (that) she could drive.</i>
<i>I'll call you.</i>	<i>He said (that) he would call me.</i>
<i>You must go there.</i>	<i>He said (that) I had to go there.</i>
<i>She may come later.</i>	<i>They said (that) she might come later.</i>

No verb change	
past perfect <i>By 10 o'clock yesterday, I had written three essays.</i>	past perfect <i>She said that by 10.00 o'clock the day before, he had written three essays.</i>
would, could, should <i>I would like to leave earlier.</i> <i>Could you do something for me?</i> <i>You shouldn't complain.</i>	would, could, should <i>I said (that) I would like to leave earlier.</i> <i>He asked me if I could do something for him.</i> <i>I told her (that) she shouldn't complain.</i>

W mowie zależnej zmieniają się również niektóre określenia czasu i miejsca.

today	that day
now	then
tomorrow	the next/following day
tonight	that night
last week/month/year	the previous week/month/year, the week/month/year before
this week/month/year	that week/month/year
next week/month/year	the following week/month/year
yesterday	the previous day, the day before
here	there
I	he/she
ago	before

Grammar challenge!

W niektórych przypadkach mowy zależnej zasada następstwa czasów nie obowiązuje. Nie trzeba zmieniać form czasowników, jeżeli przytaczamy:

- ogólnie przyjęte prawdy, niezmiennie fakty:
*The teacher **explained** that water **freezes** at 0°C.*
- wypowiedzi, które są wciąż aktualne:
*Sue **said** that she **works** for charity. (= nadal pracuje)*
- czyjeś plany na przyszłość (które dopiero będą zrealizowane)
*The Prime Minister **stressed** that the government **is going to help** the flood victims.*

1) Choose the correct option to complete each sentence.

- When I asked for advice, Sara said (that) she **had** / **had had** no time to help me.
- The man promised (that) he would regularly **give** / **gave** money to charity.
- Ellen wanted to know if I **had** / **could** speak a foreign language fluently.
- The journalist asked what **were we going** / **we were going** to do with the money we had raised.
- After I came back from holiday, Jackson asked me who I **went** / **had gone** to Barcelona with.
- I believed that the only thing that **may** / **might** have made people more tolerant **is** / **was** a well-organised campaign.
- The expert stressed that inflation **was still increasing** / **had increased** at the time.
- I **told** / **said** Kevin that I couldn't meet him, because I was waiting for an important phone call **before** / **then**.
- Helen asked me **if I enjoyed** / **did I enjoy** organising money-raising events.
- To everyone's amazement, Mary **announced** / **has announced** that she had got married **the next day** / **the day before**.

2) Complete the sentences using the words in brackets.

Change the form of the words and add any other words where necessary.

- Gina told me that the parcel _____ (arrive / day / before).
- Mr and Mrs Jones reported that _____ (they / eat dinner) when the earthquake took place.
- John asked me _____ (can / call / he / next day).
- Dad wanted to know how long _____ (I / think) about joining the army.
- Diana made it clear that she _____ (not understand / why / people / be) against globalisation.
- Fred asked me _____ (I / see / his wallet) anywhere.
- The local authorities hoped that economic growth _____ (reduce / employ) and improve the quality of life.
- Lucy called me to ask _____ (can / come to the meeting / next day).

Grammar challenge!

3> Rewrite the sentences as reported speech.

- 1 'I've been doing voluntary work for a year so far.'
Frank told us _____.
- 2 'The minister might not be willing to talk to us.'
We feared _____.
- 3 'We must finish the report today.'
We all agreed that _____.
- 4 'Who are you going to vote for tomorrow?'
My friend asked me _____.
- 5 'What would you like to write about?'
Bob asked me _____.
- 6 'You should do more research for your project.'
The teacher told us _____.
- 7 'We have never broken any of the safety rules.'
The rescuers declared that _____.
- 8 'Did you watch the news last night?'
She asked me _____.
- 9 'We can't solve this problem on our own.'
The students said _____.
- 10 'The men were looking for the document they had lost.'
The detective thought that _____.
- 11 'I couldn't concentrate in such a noise.'
He complained that _____.
- 12 'I had finished reading the book yesterday.'
She said that _____.

4> Rewrite the sentences as reported speech. Sometimes more than one answer is possible.

- 1 'We are going to take part in the antiglobalisation protest on the 1st of May.'
Miriam and Jane told us _____.
- 2 'The Moon is the Earth's only natural satellite.'
The teacher told us _____.
- 3 'UNICEF provides humanitarian and financial aid to children in developing countries.'
The lecturer explained _____.
- 4 'Large corporations control the world's economy.'
The journalist claimed _____.
- 5 'The government has never encouraged unfair trade.'
The minister denied that _____.
- 6 'The gap between rich and poor is widening every day.'
The anti-globalisation activists informed the audience that _____.
- 7 'In 2020, thirteen different cities will host EuroCup football matches.'
The UEFA President announced that _____.

5> Complete the sentences so that they are true for you.

- 1 I was upset last week because somebody told me that he/she _____.
- 2 The last time I went to the doctor, she wanted to know _____.
- 3 When my friend asked me if I _____.
- 4 When the teacher gave me back my last essay he/she said that _____.

Reporting verbs and patterns

Przytaczając wypowiedzi w mowie zależnej, możemy używać różnorodnych czasowników.

Reporting structure	Reporting verbs
verb + that + verb clause	explain, promise, agree, boast, assure <i>She explained that she was tired.</i> <i>Dean boasted that he was the fastest runner in his class.</i>
verb + to + infinitive	offer, claim, promise, agree <i>Helen offered to help me with organising the party.</i> <i>We agreed to take part in the show.</i>
verb + (object) + preposition + -ing form	accuse sb of, congratulate sb on, insist on, apologise for <i>They accused me of hacking into the secretary's computer.</i> <i>They insisted on taking the bus.</i>
verb + -ing form	deny, suggest <i>We denied taking part in the protest.</i> <i>Fiona suggested going for a walk.</i>
verb + object + to + infinitive	ask, warn, advise <i>The doctor warned me not to eat any sweets.</i> <i>We advised them to call the police.</i>

I> Choose the correct option to complete each sentence.

- 1 The police officer insisted **to see** / **on seeing** our documents.
- 2 Mary apologised **to** / **for** arriving late for the class.
- 3 They warned me **not to go** / **from going** to the forest in the evening.
- 4 Bill was obviously bored to death, so he suggested **to go** / **going** out.
- 5 She explained **to me** / **me** that she was busy for the moment.
- 6 The employer promised **that he would prepare** / **on preparing** all the details of the contract.
- 7 Mark offered **me to help** / **to help me** with the project on UNICEF.
- 8 The man denied **being** / **to be** a member of the gang.
- 9 The teacher encouraged his students **reading** / **to read** lots of authentic materials in English.
- 10 She refused **to take** / **taking** any money from the strangers.

2> Complete the sentences with the correct form of the verbs below. Add prepositions where necessary.

leave donate be take part stop lie complete show

- 1 My parents advised me not _____ in the march in the city centre as it might be dangerous.
- 2 The newspaper accused the government _____ to the public.
- 3 They congratulated the scientists _____ the research successfully.
- 4 The billionaire offered _____ large sums of money towards cancer research.
- 5 Luckily, my mum had insisted _____ early, otherwise, we would have missed the plane!
- 6 A police officer told me _____ my ID.
- 7 Mum was really angry and warned _____ my pocket money if I didn't improve my grades.
- 8 The lawyer we consulted claimed _____ too busy to take our case.

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

- 1 As Steven isn't a good public speaker, he _____ (*object / make*) a speech during the end-of-year ceremony.
- 2 When Tom suggested joining a political party, I _____ (*refuse / take*) his idea into consideration.
- 3 They _____ (*advise / I / not make*) any donations to that organisation.
- 4 Last week Elsa _____ (*promise / not call*) me after 10.00 p.m., but she broke her promise yesterday.
- 5 In the headmaster's office, Henry _____ (*deny / be*) responsible for the silly joke.
- 6 After the exam results arrived, Karen _____ (*boast / she / score*) the best mark in the school.
- 7 Although Drake was upset after the game he _____ (*congratulate / his opponent / win*) the tournament.
- 8 At the last meeting, Paul _____ (*assure / we / he / consider*) our proposal.

4> Correct the mistakes in the underlined fragments of the text. One fragment is already correct.

The press conference organised by the car manufacturer, Industry International, didn't go quite as planned. When one of the journalists ¹accused that the company polluted the local river, there was no comment. The spokeswoman simply said that it was not true and ²threatened suing anyone who made similar false statements. She then ³insisted reading from a prepared speech, and refused to answer any further questions. The atmosphere became even more tense when another reporter reminded the company's representatives that they ⁴had promised they would employ more workers within the next few months. The president ⁵denied to say anything like that, which was obviously a lie.

5> Rewrite the sentences as reported speech, using the verbs below. Use each word only once.

apologise offer agree ask explain accuse suggest insist

- 1 'I'm really sorry I've caused so much trouble,' he said to me.

- 2 'OK, I can give you some extra cash this month,' Ben's mum told him.

- 3 'Really, let me pay the bill,' he said repeatedly.

- 4 'You have forgotten about my birthday!' said Jane to her boyfriend.

- 5 'Why don't we take a few days off?' Roman told his wife.

- 6 'Shall I carry your suitcase?' he said to her.

- 7 'Will you lend me a couple of pounds?' he said to his father.

- 8 'I can't meet you because I have a doctor's appointment,' he said to us.

Cumulative grammar

6> Translate the Polish parts of the sentences into English.

- 1 By the time we come back, Jake _____ (*skończy przygotowywać się*) for the test.
- 2 Luke _____ (*obieczał zebrać większość*) the money by Friday.
- 3 When Lidia entered the room she asked _____ (*jak długo siedzimy*) in darkness.
- 4 This time tomorrow, Steve _____ (*będzie brał udział w*) a charity event.
- 5 Someone in the room asked the speaker _____ (*czy oskarżyli kogoś o zanieczyszczanie*) the local river.
- 6 Grandma _____ (*musiała mieć problemy z*) her mobile phone – that's why she didn't call.
- 7 Whenever I see Lucy, she _____ (*wiecznie prosi mnie, żebym sprzedał*) her this picture, although she knows it's not for sale.
- 8 Peter told me _____ (*żadna z organizacji nie jest*) run on a non-profit basis.



1) Do the quiz below.

1	A monolingual dictionary does not give any	a word definitions	b translations	c synonyms
2	Which of the following countries is not officially bilingual?	a Haiti	b Canada	c Belarus
3	How many Polish native speakers are there in the world?	a 30–35 million	b 39–48 million	c over 55 million
4	Which of the following Polish computer terms is not derived from an English word?	a laptop	b kliknąć	c klawiatura
5	Name three foreign borrowings that are common in Polish:	a _____	b _____	c _____

2) Read the text in exercise 3. Are the statements below true (T) or false (F)?

	T	F
1 In 1974, English stopped being one of the official languages in parts of Canada.		
2 In Quebec, police officers order people to take down signs in English.		
3 In the past, English was influenced by a dialect of French.		
4 Most French speakers fully support the government's initiatives to protect the French language.		
5 French university teachers disagree with the government on using English in their courses.		

3) Put the paragraphs in the correct order to make a logical text.



A _____

On the other side of the Atlantic, there is a country which has always been proud of its official French-English bilingualism – Canada. Despite years of apparent harmony, Quebec is now discussing how much English should be allowed. In 1974, Quebec's National Assembly passed a law declaring French to be the only official language in the province. Lawmakers hoped that the **introduced change** would result in the province becoming monolingual. But stopping English from seeping into everyday life in a bilingual country is almost impossible. It pops up everywhere from shop names to hospital signs. In an attempt to prevent this from happening, Quebec's language police keeps a lookout for such signs. The sign owners are usually asked to change them to French.

B _____

Language change is as much a part of history as any other change. One thousand years ago, William the Conqueror invaded England from Normandy and the Normans became the new ruling class. Initially, they spoke only Norman French while their new subjects used Old English, but since coexistence without communication was impossible, the two languages eventually merged. The resulting change was so **substantial** that linguists decided it was the end of Old English. English grammar was simplified and its vocabulary enriched with many French borrowings.

C _____

While many people in French-speaking countries appreciate the idea of promoting French vocabulary over English, most argue that the government is taking it too far. Naturally, every language is a vital part of its speakers' cultural heritage and, as such, it should be protected. However, languages have always adjusted to changes in the world. The difference is that in the past, the changes have usually been **subtle** and **gradual** while in today's rapidly changing world all languages are dramatically expanding their vocabulary, and in a world where everyone uses English terms such as *software* or *hashtag*, it seems impractical to expect that the French will suddenly switch to terms made up by their linguists. Since no existing French words are being added to, why would adopting these new English words be a change **for the worse**? Surely, if it makes communication easier for everyone, isn't it **for the better**?

D _____

But now, the tide of linguistic history has turned. As with many languages around the world, French has recently borrowed some words from English, especially in the field of science and technology. In an attempt to **resist** this change, the French government has passed a law requiring all official publications to be 100% in French and has also created a website of English terms which are banned from use. The authorities would also like universities to deliver lectures only in French. However, many distinguished academics have actually suggested introducing more English courses, claiming that without them it might be difficult to attract international students.

4) Use the phrases in bold from the text on page 49 to complete the following collocations with **change**.

- | | |
|---|----------------|
| 1 a change that happens over time | a _____ change |
| 2 a change that improves the situation | a change _____ |
| 3 a really big change | a _____ change |
| 4 make a change | _____ change |
| 5 a change which makes a situation more serious | a change _____ |
| 6 a tiny change | a _____ change |
| 7 be against change | _____ change |

5) Complete the sentences with the correct words from exercise 4.

- Although she said she didn't care, the _____ change in the tone of her voice suggested she was upset.
- The fact that we can now share our ideas with anyone around the world is one example of how the Internet has changed the world _____.
- Youth exchange programmes are beginning to bring about _____ changes in young people's attitudes towards other cultures.
- Higher taxes are likely to change the financial situation of poorer people _____.
- Words like *blog* have entered our language despite the fact that some people are _____ such linguistic changes.
- The appearance of computers has resulted in _____ changes in our vocabulary.
- The European Union wants to _____ changes in its environmental laws.

Vocabulary Revision ■ Student's Book page 61

6) Match the words in A and B below to form phrases. Then complete the texts with the correct expressions.

A likely inevitable emerging powerful far-reaching major

B implications influence trend changes consequences impact

Most of us stay in touch with our friends and family either via the Internet or some form of mobile device. Digital technology has brought about ¹ _____ in the way we communicate. First of all, we now feel we need to communicate very quickly and respond to messages without delay. Moreover, the Internet also has a ² _____ on the way we organise our social life. We share more details about our everyday lives with our friends than ever before. Digital communication in the form of short messages or Tweets has also a ³ _____ on the way we use language. Some linguists even predict that one of the ⁴ _____ of texting is that people tend to use less complex language in favour of short and simple sentences. Another ⁵ _____ is towards using pictures and emojis to communicate rather than the actual words. Teachers and psychologists are suspecting that in the future the use of such, mostly short, messages will

have ⁶ _____ for our learning abilities, since people are getting so used to short texts that they are not able to process longer texts.

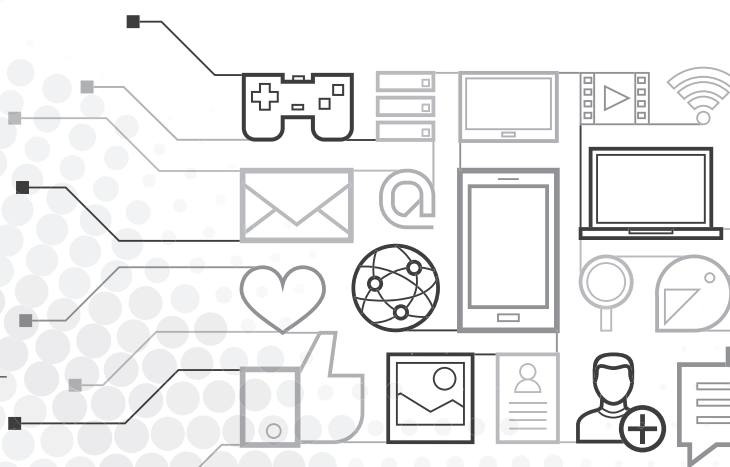
Vocabulary challenge!

7) In each group, there is one word which takes a different suffix. Cross out these words and put them into the right groups.

- ance: accept, admit, permit, tolerate, _____
- ness: defend, eager, kind, willing, _____
- tion: admit, motivate
- sion: expand, invade, ready, discuss, _____
- ence: guide, prefer, _____
- ity: complex, possible, real, responsible, tidy

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

- Her _____ (*willing*) to accept absolutely everything that she hears on the news without question seems a bit naive to me.
- In _____ (*defend*) of his client, the lawyer said it had been a crime of passion.
- _____ (*tidy*) has never been one of my strengths, with the result that my room is usually a mess, but I prefer it that way.
- The _____ (*complex*) of the problem means that a solution will be hard to find.
- No one is allowed to enter the building without the _____ (*permit*) of the police.
- Her _____ (*eager*) to help everyone is one of her greatest qualities.
- There's no denying the fact that the _____ (*expand*) of English around the globe is an unprecedented phenomenon.
- Children's _____ (*ready*) to trust anyone can get them into trouble.



- 1> Complete the sentences with the correct form of the words below. Then put the sentences in the correct order to make two short speeches. Speaker 1 is arguing in favour of globalisation, while Speaker 2 is against it.

accurate along claim leave proof prove opponent
see somewhat

- a My _____ makes some good arguments, but she has _____ out the fact that the Internet is also used by many individuals to express hatred towards others.
- b I believe the fact that we're all connected these days is a very positive thing. The _____ of this is that thanks to social media people can find others with similar interests around the globe.
- c And the last point. My opponent _____ that that international businesses offer career opportunities, but that is not _____ because many local businesses are unable to compete with them and consequently go bankrupt.
- d Finally, I am _____ convinced, _____ with many others, that the global spread of businesses leads to the creation of new workplaces and the provision of career opportunities for many people.
- e Moreover, globalisation may cause environmental problems. Evidence of this can be _____ in the fact that many companies want to build factories in poorer countries which do not have very strict laws.
- f The Internet also unites those who are trying to change the world. It is a _____ fact that many political activists communicate via the Internet.

Speaker 1: _____ Speaker 2: _____

- 2> Read the question in exercise 3. Then decide which of the arguments below are for or against the statement. Add any ideas of your own.

- 1 everywhere there are the same shops and the same fast food outlets
- 2 tourist websites help us prepare for the trip and not miss anything
- 3 exploring in person is never the same as simply looking at pics
- 4 no sense of adventure – everything can be booked and planned beforehand
- 5 the Internet / films spoil the surprise – you can see all the attractions before your visit
- 6 the more remote / unheard of places are not present in the media

For: _____
Your argument: _____
Against: _____
Your argument: _____

- 3> Prepare a speech on the topic below.

Do you think that the fact that the world has become a global village is killing the thrill of exploring the world for travellers? Why? / Why not?

- 1> Read the writing task in exercise 3 and answer the questions.

- 1 Who is the target audience of this article? _____
- 2 Which of the titles below would you choose for the article? Why? Suggest one extra title.
 - a BENEFITS OF SCHOOL EXCHANGES
 - b A YEAR THAT ROCKED MY LIFE
 - c your title: _____
- 3 Which of the following arguments would appeal to the target audience of this article?
 - a meeting new friends
 - b learning the language
 - c getting to know a different culture
 - d spreading information about your culture
 - e travelling around a new country
 - f learning about the political and economic situation of a different country
 - g personal development

- 2> Write sentences from the prompts. You may use some of the sentences to write the article in exercise 3.

- 1 by / engage / this programme / you / acquire / number / genuinely useful skills.

- 2 not / pass up / chance / get to know / different culture.

- 3 I / believe / it be / highly beneficial / you / since / it / make / you / more self-reliant.

- 4 I / can assure / you / this time / be / enormously productive / since / you / improve / language skills.

- 5 I / suggest / participate / this programme / it / will / allow / you / make / new friends.

- 6 if / I be / your shoes / I / take / this opportunity / experience / something new.

- 7 programmes like this / be / must / any person / interested / visit / other countries.

- 8 take part / this programme / certainly give / opportunity / become / open-minded.

- 3> Read the instructions and do the writing task.

EXAM TASK Właśnie wróciłeś/wróciłaś z programu międzynarodowej wymiany międzyszkolnej, w ramach którego spędziłeś/spędziłaś rok chodząc do szkoły w innym kraju. Napisz do gazetki szkolnej **artykuł**, w którym opisziesz swoje doświadczenia i wyjaśnisz, jakie korzyści może przynieść młodemu człowiekowi udział w takiej wymianie. Wypowiedź powinna zawierać od 200 do 250 słów.



1> **Correct the mistakes in the use of prepositions. Three of the prepositions are already correct.**

- Why do some politicians insist in blaming the EU for all our problems?
- A lot of people are dissatisfied of the security measures taken by the government.
- My family takes pride of making jewellery based on local folklore.
- Many people object on the idea of opening our borders to immigrants.
- Today's lecture will be delivered by a specialist on world trade who is famous with his controversial theories.
- Would you be open on the idea of getting involved in charity work?
- ★ We're looking for science students who are good for children to work as tutors in primary schools.
- ★ People who say they don't care for ecological issues must be unaware of the seriousness of this problem.

2> **Complete the sentences with the correct form of the words in brackets. Add any necessary words. Use no more than five words.**

- The company promised they _____ (will / consider / send / we) the information we needed for our project.
- Paul keeps _____ (deny / be / involve) the fight, but I think he's not telling the truth.
- This organisation has been very successful _____ (attempts / improve) communication between young people from different cultures.
- Although I try my best, my teachers _____ (continue / be / dissatisfy) my essays.
- With the help of the EU funds the city _____ (be / able / dispose) all the buses which are not environmentally friendly.
- So far, his teachers _____ (always / speak) of him. He's an excellent student.
- ★ The political instability of the country _____ (probably / result) an increase in unemployment over the next few months.

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

- Julia is not very good _____ (w mówieniu kłamstw).
- Over the next few decades, we will have to deal _____ (z nieuniknionymi zmianami) caused by global warming.
- She said that participating in the seminar on African cultures _____ (było prawdziwie niezapomnianym) experience.

- The factory is accused _____ (o niszczenie środowiska naturalnego).
- Mark said he _____ (nie przejmując się) social problems.
- The teacher asked _____ (czy udało nam się zarezerwować) a venue for the European Day event.
- ★ They said they _____ (będą skłonni) offer us some financial help the following year.

Challenge!

4> **Complete the gaps with the correct form of the words below. There are two extra words.**

bring cause courage admit make ready defend tolerate

Hello everyone, today I would like to tell you about some of the things which worry me about our attitude towards the thousands of immigrants who are now coming to Europe. In short, our ¹ _____ to put labels on them – and regard them mainly as a threat. Whenever the subject is ² _____ up, we become defensive as if we were being personally threatened. We don't even try to put ourselves in their shoes. They have had to leave their homelands to escape from a horrific war. Risking their lives, they have come to our shores and have asked for ³ _____ into our safe world.

We can't let our fear of terrorism ⁴ _____ us from helping men, women and children in need. Yes, we're afraid. But that can't make us ⁵ _____ towards others. Thousands of families: mothers, fathers and children are trying to save their lives. And we can be the ones ⁶ _____ a difference in their lives! Thank you for your attention.

5> **Find and correct a mistake in each sentence.**

- Jerry told me he would see me tomorrow.

- A man in the street asked me what time was it.

- He denied to steal the money from my purse.

- Sara informed us that she won the lottery the week before.

- My parents warned me don't cross the park after dark.

- Harry asked me how long I had studying French.

- Anna asked had I ever taken part in a protest.

- Ted apologised for not get involved in the fundraiser.

- I asked them what they were doing when I had called.

- ★ They told us the Mount Kilimanjaro is a volcano in Tanzania.

Rozumienie ze słuchu – PR Dobieranie • Rozumienie pisanego tekstu – PR Dobieranie
zdań do luk w tekście • Mówienie – Rozmowa na podstawie materiału stymulującego

- 1) **MP3 09 EXAM TASK** Usłyszysz dwukrotnie wypowiedzi czterech osób na temat restauracji typu *fast food*. Do każdej wypowiedzi (1–4) dopasuj właściwe zdanie (A–E). **Uwaga:** Jedno zdanie podane zostało dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

- A suggests an alternative to legally banning the further expansion of fast food.
- B relies on a familiar meal whenever they're in a hurry.
- C points to a positive side of the competition between fast foods and local restaurants.
- D questions the idea that local restaurants should be protected.
- E appreciates the knowledge that he/she can always use fast food restaurant facilities.

1	
2	
3	
4	

- 2) **EXAM TASK** Przeczytaj tekst, z którego usunięto cztery fragmenty. Wpisz w luki (1–4) litery, którymi oznaczono brakujące fragmenty (A–E), tak by otrzymać logiczny i spójny tekst. **Uwaga:** Jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.



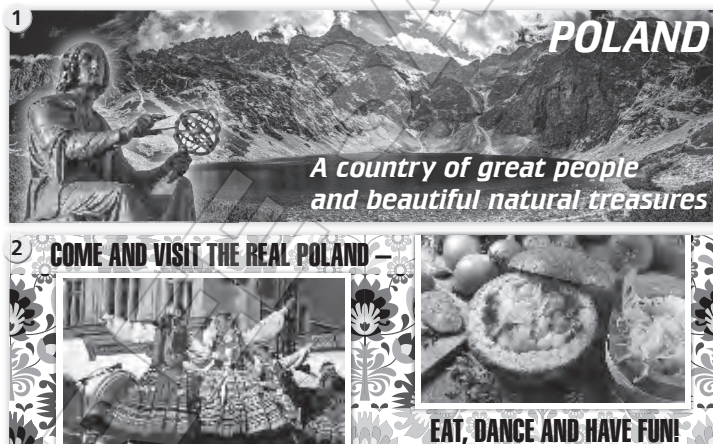
The words *fair trade* can now be found on countless products, yet not everyone realises that they actually stand for something very important. ¹_____ Here are some facts which will make these issues clearer.

Fair trade organisations work with small and economically disadvantaged producers from developing regions of the world to help them compete with huge international corporations. They sign contracts with these producers in

- 3) Do the speaking task and answer the two questions.

EXAM TASK Jesteś na kursie języka angielskiego w Londynie. Pracujesz nad prezentacją na temat swojego kraju. Masz do wyboru dwa plakaty do wykorzystania w prezentacji.

- Wybierz ten plakat, który, Twoim zdaniem, będzie bardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz jeden z plaktów.



- 1 Do you think participating in exchange programmes promotes cultural understanding? Why? /Why not?
- 2 What is the best way to promote Poland abroad?

order to ensure that they will not only be able to sell their products worldwide but also receive a decent price for them.

²_____ In this way, Fair trade helps to reduce unemployment in the poorer areas of the world.

Fair trade, though mostly associated with the coffee trade, is also involved in many different kinds of businesses that produce clothes, jewellery, home decor, cosmetics, foodstuffs, tea and wine. However, farmers make up the majority of the producers – over eight hundred thousand of them from over thirty countries around the world proudly put the Fair trade logo on their products.

Fair trade organisations are also very aware of difficult social issues, condemning child labour and demanding greater gender equality. ³_____ Furthermore, Fair trade stands up for the protection of the environment. Farmers must attempt to minimise the harmful impact their businesses have on the environment, by using local resources as well as renewable energy sources and biodegradable packaging.

⁴_____ The money comes from the sales of their products and must be invested into educating themselves more about the ecological solutions or developing their businesses so that they are more efficient or environmentally friendly.

- A Keeping that in mind, they only work with and award the Fair Trade Logo to producers who can prove that they offer fair employment and working conditions.
- B Another thing that consumers are often unnecessarily worried about is the quality of the products. These contracts, though they give producers a guarantee that they have a buyer, also set high standards of quality.
- C Worse still, there is a lot of confusion about what fair trade does or doesn't mean. It can therefore be difficult for the average person to decide whether or not to support it.
- D Complying with such conditions requires extensive knowledge on the part of the farmers – which not all of them have. This is why, aside from the regular payments for their products, they also receive yearly premiums from the fair trade organisations.
- E This, in turn, enables these producers to improve their standard of living, and, in the long-run, allows them to expand their business and, hopefully, hire more people.