

# 5

## Friends and foes

### VOCABULARY friends and family • phrasal verbs

#### 1) Choose the odd one out.

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

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

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

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

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

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

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

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

look make take get break go fall



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



#### Vocabulary challenge!

#### 6) Translate the Polish parts of the sentences into English.

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

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

get on break up take after fall out fall for

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1> **MP3 08** Listen to the radio programme. What is the topic of the interview? Choose the correct answer.

- a ways in which friendship is like marriage
- b the meaning of a platonic relationship
- c the experience of losing a friend

2> **MP3 08** Listen again and answer the questions.

- 1 In what way is Alice's story different from those of other callers?  
\_\_\_\_\_
- 2 Why does Alice compare friendship to marriage?  
\_\_\_\_\_
- 3 Why did her friend break up with her?  
\_\_\_\_\_
- 4 Why couldn't she explain everything to her friend?  
\_\_\_\_\_
- 5 Did her friend also suffer?  
\_\_\_\_\_

3> Match 1–4 with a–d.

- |              |                          |                    |
|--------------|--------------------------|--------------------|
| 1 gossip     | <input type="checkbox"/> | a life experiences |
| 2 go through | <input type="checkbox"/> | b unaffected       |
| 3 deep       | <input type="checkbox"/> | c bond             |
| 4 be         | <input type="checkbox"/> | d about somebody   |

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4> Translate the Polish parts of the sentences into English, using the correct form of the phrases from exercise 3.

- 1 I quarrelled with Daisy because she \_\_\_\_\_ (*plotkowała na mój temat*).
- 2 There is a \_\_\_\_\_ (*głęboka więź*) between Ruth and her sister – they respect and love each other.
- 3 My best friend and I \_\_\_\_\_ (*przeszliśmy wiele w życiu*) together.
- 4 When his girlfriend left him, he suffered a lot, but she \_\_\_\_\_ (*była niezwruszona*).

5> Choose the correct words.

- 1 Whatever happens, I don't want to lose your \_\_\_\_\_.  
a relationship    b friendship
- 2 She's been \_\_\_\_\_ nasty rumours about me and my family.  
a spreading    b gossiping
- 3 All my colleagues were really \_\_\_\_\_ when I was ill.  
a supportive    b heartbreaking
- 4 Ted felt absolutely \_\_\_\_\_ after his mum died.  
a painful    b devastated



6> Complete the text with the words from exercise 5.

## LOOKING FOR HELP?

Have you recently gone through a <sup>1</sup> \_\_\_\_\_ experience in your life?

Have you ended a long <sup>2</sup> \_\_\_\_\_?

Do you know somebody who feels <sup>3</sup> \_\_\_\_\_ after a terrible experience, and would you like to help them?

During our therapy sessions, we offer a <sup>4</sup> \_\_\_\_\_ atmosphere when we share our <sup>5</sup> \_\_\_\_\_ stories.

To join our support group, call us on 0800 ...



**JOIN US!**

### Vocabulary challenge!

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

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

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

- It was heartbreaking to hear that \_\_\_\_\_.
- In friendship, I value \_\_\_\_\_.
- When somebody spreads rumours about me, I \_\_\_\_\_.



**Determiners: *all, every, most, some, any, no, none* etc.**

Przed rzeczownikami policzalnymi w liczbie pojedynczej używamy:

- **every** (każdy): *Every student had to show an ID.*
- **no** (żaden): *He's got **no** place to live.*
- **any** (jakiś): *Is there **any** ancestor of yours in this picture?*

Przed rzeczownikami policzalnymi w liczbie mnogiej używamy:

- **no** (żadne): *I'm not surprised she's got **no** friends.*
- **any** (jakiś – w pytaniach i przeczeniach): *Do you have **any** cousins?*
- **some** (kilka – w zdaniach twierdzących): *There were **some** family members waiting for the students outside.*
- **all** (wszystkie): *They invited **all** their relatives to the wedding.*
- **most** (większość): ***Most** workers supported the initiative.*
- **many** (wiele): *I didn't have **many** problems at school.*
- **a few** (kilka): *He contacted **a few** of his colleagues.*
- **few** (niewiele, mało): *She has **few** close friends.*
- **a couple of** (kilka): *We'll have to wait **a couple of** days.*
- **none of** (żaden z): ***None of** my grandparents survived World War II.*
- **both of** (obaj): ***Both of** my brothers are married.*

Przed rzeczownikami niepoliczalnymi używamy:

- **no** (żaden): *He gave me **no** time to think.*
- **any** (jakiś): *She didn't offer **any** advice.*
- **some** (trochę): *I had to borrow **some** money from my relatives.*
- **all** (całe, wszystko): *I'm willing to offer **all** the support he needs.*
- **most** (większość): *He finds **most** information online.*
- **much** (dużo): *I'm afraid she didn't experience **much** happiness in her childhood.*
- **a little** (trochę): *If it's too strong, add **a little** water.*
- **little** (niewiele, mało): *I need **little** sleep.*

**A lot of** stosujemy zarówno przed rzeczownikami policzalnymi, jak i niepoliczalnymi:

*I have **a lot of** free time.*

*Paul has made **a lot of** new friends on holiday.*

**Uwaga!**

- Przed rzeczownikami z zaimkiem lub przedimkiem określonym używamy: *some of, none of, any of, many of, all of, most of.*  
*some students ALE: some of the students*  
*most cousins ALE: most of my cousins*
- Jeżeli w zdaniu pojawia się **no** lub **none**, czasownik nie może być w formie przeczącej:  
*There **is** **no** coffee left. **None of** the classmates **did** their homework.*

**Grammar challenge!**

<b>Both (of) + rzeczownik + czasownik w liczbie mnogiej</b>	<i>Both of my brothers <b>live</b> in Szczecin.</i> (Obaj moi bracia mieszkają w Szczecinie.)
<b>Either (of) + rzeczownik + czasownik w liczbie pojedynczej</b>	<i>Either of the books <b>is</b> interesting.</i> [Każda z tych (dwóch) książek jest ciekawa.] <i>Did either child help you yesterday?</i> [Czy któryś z (dwojga) dzieci pomógł Ci wczoraj?]
<b>Neither (of) + rzeczownik + czasownik w liczbie pojedynczej</b>	<i>Neither car <b>is</b> fast.</i> [Żaden z tych (dwóch) samochodów nie jest szybki.] <i>Which book are you going to buy? Neither.</i> [Którą (z dwóch) książek zamierzasz kupić? Żadną z nich.]

**None of** stosujemy, gdy mówimy o więcej niż dwóch osobach i rzeczach.

Po **none of** używamy czasownika w liczbie pojedynczej lub mnogiej.

***None of** my friends **want/wants** to go there.*

1) Look at the table which shows students' answers to a questionnaire. Are the statements below true (T) or false (F)?

Student's name	Do you have any siblings?	Are you in a relationship?	Did you grow up in the countryside?	Do you live with your parents?	Do you have a best friend?
Rita	✓	–	–	–	✓
Rose	✓	✓	–	✓	✓
Travis	✓	–	–	✓	✓
Jordan	–	✓	–	✓	✓
Alice	✓	–	–	✓	✓

- 1 None of the students grew up in the countryside. T / F
- 2 All of them have got a brother or sister. T / F
- 3 No student lives with his/her parents. T / F
- 4 Some of them have got a boyfriend or a girlfriend. T / F
- 5 Most of them have got a best friend. T / F
- 6 Both Rose and Travis are in a relationship. T / F

2) Choose the correct words.

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

3) Choose the correct answers.

- 1 \_\_\_\_\_ relationships are definitely more difficult than others, but you need to work on them.  
a Some    b Any    c Few
- 2 The storm has caused \_\_\_\_\_ damage throughout the country.  
a most    b many    c much
- 3 \_\_\_\_\_ the people I know grew up in this neighbourhood, I'd say 90% of them.  
a Most    b Most of    c All of
- 4 \_\_\_\_\_ member of the support group has a chance to speak.  
a All    b Every    c Few
- 5 Fiona never gives me \_\_\_\_\_ good advice.  
a little    b any    c no
- 6 \_\_\_\_\_ of my parents work at the local hospital.  
a All    b Both    c Neither

- 7 Unfortunately, although we called \_\_\_\_\_ hotels, there were no free rooms in any of them.  
 a many    b much    c a little
- 8 There was \_\_\_\_\_ food in the fridge, not even one slice of cheese.  
 a none    b any    c no

4> Complete the text with the words below.

both none all any most a lot of



The results of a recent survey on relationships revealed that <sup>1</sup>\_\_\_\_\_ young people, almost 80% of the interviewees, have gone through a devastating experience in their lives. They admitted group therapy had helped them a lot in <sup>2</sup>\_\_\_\_\_ of these situations. Moreover, <sup>3</sup>\_\_\_\_\_ men and women, without <sup>4</sup>\_\_\_\_\_ exception, said that when they experienced something painful, they received <sup>5</sup>\_\_\_\_\_ support from their siblings. In the last question, people had to say which relationships were the most important, and <sup>6</sup>\_\_\_\_\_ of them turned out to be as important as friendship.

5> Find and correct a mistake in each sentence.

Two sentences are correct.

- All of children can be difficult at times. \_\_\_\_\_
- No students didn't their homework. \_\_\_\_\_
- I don't think there is any time left. \_\_\_\_\_
- It's my dream to visit every countries in Europe. \_\_\_\_\_
- Does she earn many money? \_\_\_\_\_
- We spent a few days on the beach. \_\_\_\_\_
- Most Jason's family members went to his wedding. \_\_\_\_\_
- To my great disappointment, no of the guests came to my party. \_\_\_\_\_

6> Complete the second sentence so that it means the same as the first one, using the word given. Do not change the word given.

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

Grammar challenge!

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

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

## Future continuous and future perfect

Czasu **future continuous** używamy, aby opisać zdarzenie lub czynność, która będzie trwała w określonym momencie w przyszłości:  
*This time tomorrow, I'll be sailing along the coast.*

Określenia czasu używane z **future continuous** to: *this time tomorrow, this time next week, next Sunday at eight, at that time.*

### Zdania twierdzące i przeczące

I/You/We/They He/She/It	will/won't be	sleeping	at eight o'clock tomorrow.
		reading	
		watching TV	

### Pytania i krótkie odpowiedzi

Will	I/you/we/they he/she/it	be sleeping	at eight o'clock tomorrow?	Yes, I will. No, she won't.
		be reading		
		be watching TV		
Why/ Where	will	I/you/we/they he/she/it	be sleeping be reading be watching TV	at eight o'clock tomorrow?

Czasu **future perfect** używamy, aby opisać czynności lub zdarzenia, które odbędą się do określonego momentu w przyszłości:  
*By this time tomorrow, I'll have read the whole book.*

Określenia czasu używane z **future perfect** to: *by then, by 2030, by next month, by eight o'clock.*

### Zdania twierdzące i przeczące

I/You/We/They He/She/It	will/won't have	read the book	by the end of the week.
		finished the project	

### Pytania i krótkie odpowiedzi

Will	I/you/we/they he/she/it	have read it	by the end of the week?	Yes, I will. No, he won't.
		have finished it		
How many books	will	I/you/we/they he/she/it	have read	by the end of the week?
How many projects			have finished	



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

1 the beach / will / lying / I / on / be / .

2 won't / her / finished / Sara / project / have / .

3 reports / you / read / all / will / the / have / ?

4 will / not / we / any / taking / tests / be / .

5 you / will / doing / what / be / ?

6 will / 20 pages / written / I / have / .

this time next week	by the end of next week

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

- I will be seen Mary on Friday at 4.00.
- The film will have start by the time we get there.
- Will you have moving to your new house on Monday?
- Will you be studying at 8.00 or can I call you?
- I'll be holding a red rose – that's how you will recognise me.
- I hope I will have fall in love by the end of the summer.
- Will you waiting for me outside the cinema?

- 3) **Choose the correct option to complete each sentence.**

- She's gone to the airport. I'm afraid her plane **will have left / will be leaving** by now.
- It's all arranged then. We **will have left / will be leaving** from outside the school at 9.00 a.m. tomorrow.
- A man **will have waited / will be waiting** for you at the station. He **will have worn / will be wearing** a brown raincoat and a hat.
- Three new shopping malls **will be opening / will have opened** in the city by the end of the year.
- You can meet me at 6.00. I **'ll be hanging / 'll have hung** out with Jane in the park.
- Will you have made / Will you be making** the birthday cake tomorrow evening?
- Susan **won't be saving / won't have saved** all the money she needs by next month.
- It's 16.30. **Will Judith have left / Will Judith be leaving** school already?

- 4) **Complete the sentences with the correct form of the verbs in brackets. Use the future continuous or future perfect.**

- I can't see you at 5.00 this afternoon. I \_\_\_\_\_ (**play**) table tennis with Mike as usual.
- \_\_\_\_\_ you \_\_\_\_\_ (**pay**) the money back by the time they realise there is some missing from the safe?
- Martha, what \_\_\_\_\_ you \_\_\_\_\_ (**do**) this evening? I need somebody to look after my little brother for half an hour.
- Pick me up at 7.00. I \_\_\_\_\_ (**stand**) in front of the office.

- I'd love to go shopping with you next weekend. Hopefully, I \_\_\_\_\_ (**not spend**) all my pocket money by then.
- Where \_\_\_\_\_ you \_\_\_\_\_ (**live**) in three years' time?
- Next summer, my sister \_\_\_\_\_ (**study**) law for five years.
- Hurry up, or she \_\_\_\_\_ (**drive**) off by the time we get to the car park.

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

Caroline is a psychologist who specialises in art therapy – through painting, she helps her patients recover after painful or traumatic experiences. She works from home, but she always gets up early, at about 7.00. She spends the next half an hour in the kitchen, making breakfast or having coffee. She begins her working day with her emails, she usually checks them until 9.00. No later than 30 minutes later, her first patients arrive. When she finishes her session, at about 11.00, she goes to the café opposite her house to have lunch. She is always back at 1.15, ready to see her next patients. She might have one or two more sessions, but she never works after 4.00.

- Tomorrow at 6.30, Caroline \_\_\_\_\_.
- At 7.15, she \_\_\_\_\_.
- By 9.00, she \_\_\_\_\_ and by 9.30, her patients \_\_\_\_\_.
- At 12.00 tomorrow, Caroline \_\_\_\_\_, as she always does.
- By 1.15, she \_\_\_\_\_.
- At 2.00, she \_\_\_\_\_ but she \_\_\_\_\_ by 4.00.

## Cumulative grammar

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

- I'm pretty sure \_\_\_\_\_ (**some / my relatives / wait**) at the airport when I arrive.
- There are two books I'm interested in and, hopefully, by the end of this week \_\_\_\_\_ (**I / read / both / them**).
- If there is \_\_\_\_\_ (**little / traffic / I / arrive**) by 5.00.
- \_\_\_\_\_ (**all / students / write**) a diagnostic test during their third lesson on Thursday.
- \_\_\_\_\_ (**most / these / restaurants / close**) by the time we get to the centre.
- Robert \_\_\_\_\_ (**take / few / exams**) next week – all on the same day!
- This time next month, \_\_\_\_\_ (**some / my / friends / visit**) me here in Warsaw.
- \_\_\_\_\_ (**no / student / manage**) to hand in the project by Monday.
- Is it true that \_\_\_\_\_ (**neither / you / speak**) Spanish?
- I'm afraid \_\_\_\_\_ (**none / my / grandparents / be**) still alive.

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

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

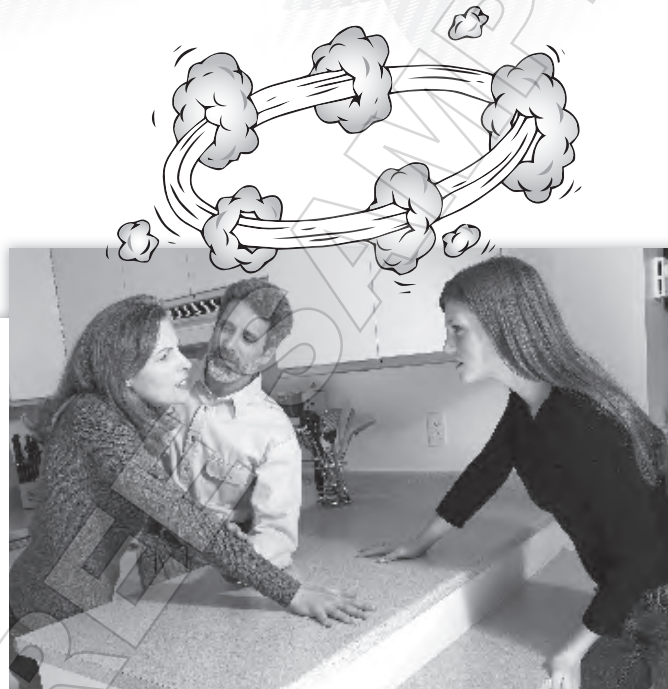
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2) Put the paragraphs in the correct order to create a logical text.



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

☐ **B** Finally, when you have the time to listen to the other side of the argument, how do you win? First of all, prepare. Make a list of your arguments, but also try to foresee the arguments of the other side and come up with logical counterarguments. Never **raise your voice**. Finally, keep in mind that arguing is a negotiation where you try to reach a compromise that satisfies both sides.



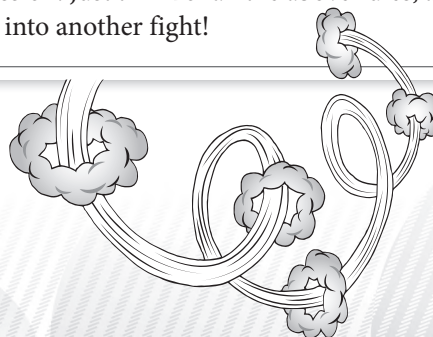
☐ **C** Does this sounds familiar? You feel that your parents or your teachers have treated you unfairly, so you **voice your complaints**, and they don't listen. Everything ends with people yelling at each other and everybody being angry with everybody else. Conflict creates a bad atmosphere, which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

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

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

3) Match the definitions below with the phrases in bold from the text in exercise 2.

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





4> Complete the text with the correct form of the phrases from exercise 3 on page 49.

### THINGS TO AVOID WHEN ARGUING



Don't <sup>1</sup> \_\_\_\_\_ – it's much better to tell people what's bothering you.



When you <sup>2</sup> \_\_\_\_\_, do so calmly and logically.



Don't <sup>3</sup> \_\_\_\_\_ – they will only get angry and try to show you who's boss.



<sup>4</sup> \_\_\_\_\_ usually don't lead anywhere, it's much better to discuss things calmly.



Don't <sup>5</sup> \_\_\_\_\_ to people, they'll only do the same and yell at you too.



Don't <sup>6</sup> \_\_\_\_\_, people usually attack when you hurt their feelings.

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5> Complete the text with appropriate prepositions.



Ed O'Neill seems to like family TV series. Before becoming a father to many children in *Modern Family*, he was the star of the popular sitcom *Married ...* <sup>1</sup> \_\_\_\_\_ *Children*. In the series, Al Bundy, an unsuccessful shoe salesman, drives his

wife crazy because his favourite and only hobby is watching television while she would like a little romance. They actually have so little in common that it's difficult to understand why she got married <sup>2</sup> \_\_\_\_\_ him. While he walks around in scruffy pants and shirts, she spends hours on her hair and make-up, but Al still does not seem interested in her. They have two teenage kids – Kelly and Bud. Kelly is a gorgeous blonde who falls <sup>3</sup> \_\_\_\_\_ love <sup>4</sup> \_\_\_\_\_ a new boy every couple of days. It's usually love <sup>5</sup> \_\_\_\_\_ first sight, but as soon as she goes <sup>6</sup> \_\_\_\_\_ a date with him and learns something about the guy, she falls out of love equally fast. Her brother, Bud, doesn't have as much luck <sup>7</sup> \_\_\_\_\_ love – he hardly ever meets any girls, although he does spend a lot of time trying.



6> Complete the sentences with the words below. There are two extra words. Then look at the text in exercise 5 again. Are the sentences true (T), false (F) or is there no information (NI)?

crush date to (x3) dating sight soulmates with

- It's important for Al to look attractive \_\_\_\_\_ his wife. T / F / NI
- Peggy and Al aren't \_\_\_\_\_ – they're not very close \_\_\_\_\_ each other. T / F / NI
- Kelly has a \_\_\_\_\_ on a different guy every week. T / F / NI
- After Kelly goes on her first \_\_\_\_\_ with a guy, she usually leaves him. T / F / NI
- Bud Bundy has been \_\_\_\_\_ somebody for some time. T / F / NI
- Kelly introduced Bud \_\_\_\_\_ her gorgeous friend. T / F / NI

### Vocabulary challenge!

7> Translate the Polish parts of the sentences into English. Use the correct form of four of the words below.

party date fancy crush match be engaged attraction

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

# SPEAKING

negotiating • apologising • asking for permission

# WRITING

an opinion essay

5

1> Read the mini-dialogues and decide whether the responses are logical. Correct the wrong answers.

- 1 A Let's give it a try.  
B I'm afraid not.
- 2 A I'm sorry I upset you. Let me take you out for a pizza to make up.  
B Don't worry. It's all right.
- 3 A I'm awfully sorry for being late.  
B OK. That's fine with me.
- 4 A Why not throw a surprise party for her?  
B I feel terrible about it.
- 5 A May I bring my dog with me?  
B Yes, that's fine. No problem.

2> Complete the sentences, using the prompts in brackets. Add any extra words.

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

3> Read the instructions and write a short dialogue.

**EXAM TASK** ⌚ 4 minuty

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

miejsce imprezy

lista gości

stroje i dekoracje

jedzenie i picie

Rozmowę rozpoczyna egzaminujący.



1> Complete the text with the words below. There are two extra words.

however opinion result allow deny let view

I am of the <sup>1</sup> \_\_\_\_\_ that social networking sites make it easier to find people who share our interests. It would be hard to <sup>2</sup> \_\_\_\_\_ the fact that people with unusual hobbies such as baroque music or collecting bug-eating plants find it difficult to meet somebody with similar interests. As a <sup>3</sup> \_\_\_\_\_, they often feel misunderstood and lonely. <sup>4</sup> \_\_\_\_\_, when they join a social network, the situation changes. They may complete their profiles and view the profiles of others. There are features which <sup>5</sup> \_\_\_\_\_ us to search other people's profiles and meet somebody who may be interested in similar things.

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

Aspect 1: \_\_\_\_\_  
Aspect 2: \_\_\_\_\_

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

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

- 1 I (be / opinion) I am of the opinion that parents often have too little time to spend with their teenage children because they work very long hours.
- 2 I (strong / feel) \_\_\_\_\_
- 3 It (can / argue) \_\_\_\_\_
- 4 The (reason / I / say / this / be) \_\_\_\_\_
- 5 This is (due / fact) \_\_\_\_\_

4> Read the instructions and do the writing task.

**EXAM TASK** W życiu wielu młodych ludzi przychodzi okres, w którym rówieśnicy (peers) stają się ważniejsi od rodziców. Napisz **rozprawkę** (200–250 słów) przedstawiającą Twoją opinię na ten temat, uwzględniając argumenty dotyczące wsparcia w trudnych sytuacjach oraz wspólnego spędzania czasu.



## 1) Choose the correct option to complete each sentence.

- 1 When Philip and Kate met, it was love at first **look / sight**.
- 2 My brother's youngest daughter is my favourite **niece / nephew**.
- 3 I didn't **get away with / get on with** my older brother when we were children.
- 4 I loved **all / every** moment we spent together.
- 5 People who are unkind to others have **little / few** friends.
- 6 I'll choose my wedding dress after I **will have been to / have been to** all the shops.

## 2) Choose the correct answers.



Tomorrow is a big day for Sandra and her five-year-old daughter, Mandy. Sandra's been a <sup>1</sup> \_\_\_\_\_ mother since she split up with Mandy's father soon after her daughter had been born. Sandra has dated a few guys since then, but without <sup>2</sup> \_\_\_\_\_ luck. Then last year, Sandra's brother introduced <sup>3</sup> \_\_\_\_\_ Dave, who was also taking care of his little son, Timmy, all by himself. Sandra and Dave fell <sup>4</sup> \_\_\_\_\_ each other and soon decided to become one big family. Mandy is as excited as her mother since she's going to have a <sup>5</sup> \_\_\_\_\_ now. Tomorrow at noon, Sandra and Dave will <sup>6</sup> \_\_\_\_\_ married. They've already bought a house, and Sandra thinks they'll be moving into it after their honeymoon. But Dave has a surprise for her. When they leave on their honeymoon, Dave is going to leave the keys to the new house with his parents. <sup>7</sup> \_\_\_\_\_ the time Sandra and David return, they will have renovated it for them so that they can immediately start their new life there.

- |                  |                  |                   |
|------------------|------------------|-------------------|
| 1 a lonely       | b alone          | c single          |
| 2 a much         | b many           | c some            |
| 3 a her to       | b with her       | c her             |
| 4 a for          | b in love        | c with a crush on |
| 5 a half-brother | b brother-in-law | c stepbrother     |
| 6 a got          | b be getting     | c have got        |
| 7 a At           | b By             | c During          |

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

- 1 She fell out with two of her best friends, but she soon \_\_\_\_\_ (*pogodziła się z obojgiem*) them.
- 2 Carrie is \_\_\_\_\_ (*zdruzgotana, bo Ted zerwał*) with her last week.
- 3 Some of the girls in my class \_\_\_\_\_ (*uwielbiają rozsiewać plotki*) but I don't.
- 4 \_\_\_\_\_ (*Jutro o tej porze*), I'll be preparing for my date with James.
- 5 Both of my brothers are good at maths, so \_\_\_\_\_ (*każdy z nich*) can help me with my homework.
- 6 I hope I \_\_\_\_\_ (*zaprzyjaźnię się z wieloma osobami*) by the time I leave my new school.
- 7 My sister is getting divorced and it's very painful for her, so I must \_\_\_\_\_ (*wspierać ją w trudnych chwilach*).
- 8 Both of my sisters \_\_\_\_\_ (*są zadurzone*) on the same guy.
- 9 After breaking up, \_\_\_\_\_ (*większość par nie pozostaje*) friends.



## Challenge!

## 4) Find and correct a mistake in each sentence.

- 1 Little of the dating websites are mobile-friendly. \_\_\_\_\_
- 2 Neither of my parents fancy giving big parties. \_\_\_\_\_
- 3 Kate went through much painful breakups before she started dating Brad. \_\_\_\_\_
- 4 Neither of my four friends is dating at the moment. \_\_\_\_\_
- 5 I'd love to be related with somebody famous. \_\_\_\_\_
- 6 My fiancé was grown up in Scotland. \_\_\_\_\_
- 7 If somebody reads my blog, they might be in the impression that I spend a lot time alone, but it's not true. \_\_\_\_\_
- 8 Vicky engaged to Leo last night. \_\_\_\_\_
- 9 I hope we'll remain friends after we'll have finished this school. \_\_\_\_\_
- 10 I have an engagement party tomorrow, and I'd like you to come. \_\_\_\_\_



- 1) **MP3 09** Usłyszysz dwukrotnie historię pewnego chłopca. Zaznacz znakiem **X**, które zdania są zgodne z treścią nagrania (T – True), a które – nie (F – False).

	T	F
1 Jake's friend sent the video to Kate.		
2 Kate asked people on Twitter to help her decide about the date.		
3 Many journalists thought Kate was right to refuse Jake.		
4 Kate suggested that Jake should take her friend Nina instead.		
5 It's possible Nina went to the prom to help her career.		



- 3) Read the instructions and do the speaking task.

**EXAM TASK** ⌚ 5 minut

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

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



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

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

## SINGLE DOES NOT HAVE TO MEAN SAD AND LONELY!

Not everybody wants to start a family, yet for centuries, in order to be successful in society most people needed to get married. And love had little to do with it. Marriage was simply a social contract: a man needed a wife to run his house and bear children, and a woman – somebody to support her financially.

The idea that marriage is a celebration of love dates from the time when women started working and earning money – only a few decades ago. Suddenly, people were able to decide if they wanted to get married, have a partner or stay single. Love has become an important reason for marrying somebody. And romantic love has now become so idealised and idolised that to many people the idea of not wanting it is unimaginable.

<sup>1</sup> \_\_\_\_ It is hard for them to believe that somebody may *choose* to be alone. And yet the number of people who live alone seems to be growing.

In 2014, over fifty per cent of Americans were single and about thirty per cent of the population had never been married. A great number of them – by choice. They simply enjoy their independence. <sup>2</sup> \_\_\_\_ But all of them have one thing in common – they find their lives very fulfilling and satisfying.

Of course, many of those who lead a single life admit there are unpleasant moments. Many say, however, they're caused not only by loneliness, but most often by thoughtlessness of others. It hurts when friends who have partners go away for weekends where only couples are invited, or when well-meaning relatives keep asking when you're going to settle down. <sup>3</sup> \_\_\_\_ That's not only unfair, but also hurtful.

Yet there's plenty of research that shows that, especially today, with the ever-present social media, singles lead very active social lives. <sup>4</sup> \_\_\_\_ They also go out more often than married couples or join dancing, knitting or foreign language classes, not to mention going to the gym. And millions of them are satisfied with their lives.

- A They usually have a network of friends and family members with whom they have very fulfilling relationships.
- B In the 19th century, when the first women were deciding to stay single, they were much respected in society, but that soon changed drastically.
- C They have different jobs, often successful academic or business careers. They are of all ages – some in their twenties or thirties, others in their sixties and seventies.
- D They think that the only reason why a person might end up being single is because they failed to find love or were unable to hold on to it.
- E Finally, worst of all, are those who think that singles are single simply because they're too egoistic or immature to have a family, and who don't mind saying it to their face.