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Traveller

Exam

Student's Book

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mm
publications

Level B2+/C1

Podręcznik wielokrotnego użytku



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Reading**Listening****Speaking****Writing**

- A magazine article about several body reactions

- Sixteen brief exchanges

- Expounding on a topic, discussing issues relating to health and healthy lifestyles

- An essay expressing an opinion in response to prompts

- An article about an unusual sport

- Three short extracts relating to forms of exercise

- Speculating and making a decision, discussing issues relating to sports, fitness and exercising

- A letter/email including description and explanation

- A newspaper article about children's upbringing in today's consumer society

- A radio programme about the Fair Trade movement

- Expounding on a topic, discussing issues relating to shopping and advertising

- An article based on input

- Two short texts about robots

- A radio interview with a scientist discussing biomimetics
- A radio interview with a scientist discussing touch technology

- Speculating and making a decision, discussing issues relating to technology

- A summary based on two texts

- An article about how new technology affects relationships

- Four short extracts relating to the topic of human relationships
- A conversation between a psychologist and a magazine editor

- Exchanging information, assessing pros and cons, speculating and making a decision, discussing issues related to human relationships

- A review

- Two texts about two famous crimes of the 20th century

- A radio programme about content moderation

- Expounding on a topic, discussing issues related to crime and punishment

- A discursive essay

Modern Times

5a Consumerism 5b Hi Tech

Tematy z katalogu podstawy programowej

- ▶ *Człowiek – osobisty system wartości*
- ▶ *Życie prywatne – styl życia*
- ▶ *Nauka i technika – korzystanie z podstawowych urządzeń technicznych i technologii informacyjno-komunikacyjnych oraz szanse i zagrożenia z tym związane*
- ▶ *Zakupy i usługi – promocja i reklama, rodzaje sklepów, sprzedawanie i kupowanie*



Discuss:

- ▶ Do you think that people today are overly concerned with material goods?
- ▶ In your opinion, how have technological advances benefited mankind? Are there any negative consequences?
- ▶ What kind of technological breakthroughs can you foresee in the near future?



In this module you will...

- ▶ talk about shopping habits, advertising, consumerism, technological advances, artificial intelligence and modern means of communication
- ▶ learn how to use Conditional Sentences Type 3
- ▶ learn how to express wishes referring to present and past time
- ▶ learn how to use inversion for emphasis
- ▶ learn how to use emphatic forms
- ▶ expand your vocabulary by learning adverb-adjective and adjective-noun combinations, temporal expressions with *time*, verb/noun/adjective derivatives, etc.
- ▶ learn how to write an article based on input and a paragraph summarising points in two texts
- ▶ acquire skills and strategies that will help you in exams



In this module you will practise the following types of tasks:

- ▶ p. 136 **reading**: multiple choice (czytanie: wielokrotny wybór)
- ▶ p. 141 **grammar**: gap filling exercise (gramatyka: uzupełnianie luk)
- ▶ p. 142 **listening**: open questions (słuchanie: pytania otwarte)
- ▶ p. 144 **speaking**: expounding on a topic (mówienie: wypowiedź na temat)
- ▶ p. 145 **writing**: writing an article based on input (pisanie: artykuł na podstawie wprowadzenia)
- ▶ p. 153 **grammar**: paraphrasing (gramatyka: parafraza zdań)
- ▶ p. 154 **listening**: gap filling, multiple choice (słuchanie: uzupełnianie luk, wielokrotny wybór)
- ▶ p. 156 **speaking**: speculating and making a decision (mówienie: spekulacje i podejmowanie decyzji)
- ▶ p. 157 **writing**: writing a summary (pisanie: streszczenie)

Reading


1. Discuss.

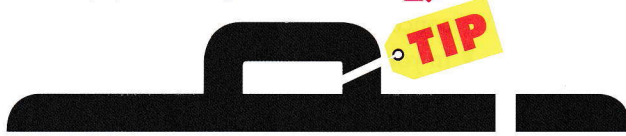
- Do you think that children today are spoiled by their parents? How?
- Do you think that TV commercials that are addressed to children have a positive or negative influence on them?

2. Read the text quickly and choose the sentence that sums up the writer's message best.

- Life in the past was much simpler than it is today.
- Parents should not buy their children everything they ask for.
- Society today is not teaching children the right values.

3. Read the text again and answer the questions 1-7.

Write **a**, **b**, **c** or **d** in your notebook. 



When reading, you sometimes have to read between the lines. In other words, interpret what the writer means even though it is not explicitly expressed. Carefully read the questions, options and the corresponding parts in the text. Consider the context and/or situation and try to make logical deductions. Remember that the writer's choice of vocabulary reveals opinion and attitude, and pay attention to the effect of figurative language (metaphors and similes) used in the text.

- What does the writer say about her early years?
 - She had to put up with a life of necessity.
 - She resented the way she was brought up.
 - She was used to her way of life.
 - She disliked having to share things with her sister.
- Why are children from poor backgrounds more likely to suffer from consumer pressure?
 - Their parents are victims themselves.
 - Their daily habits will differ from the habits of children who are well-off.
 - Their parents aren't doing enough to overcome their poverty.
 - Marketing agencies target them specifically.
- How does the writer feel about Baroness Buscombe's argument that advertising to children can be a social good?
 - She agrees but under certain circumstances.
 - She is opposed but concedes that Buscombe has a point.
 - She feels it is somewhat misleading.
 - She is completely opposed.
- What point does the writer want to make about children and advertising in the 5th paragraph?
 - Children can do without it.
 - Parents need to be more vigilant.
 - Children should not be exposed to celebrities so much.
 - School friends can influence children more than advertising agencies.

- In the 7th paragraph the writer argues that
 - having too much choice is more stressful for children than adults.
 - children shouldn't be given so many presents at Christmas.
 - having fewer choices would be to everyone's benefit.
 - children need to be given more time to enjoy their presents.
- The writer's point in the 9th paragraph is that
 - children should not be given any choice.
 - children should not be taught that they have a choice in all matters.
 - children have a right to be informed of all their choices.
 - children should be taught how to make the right choices.
- The writer concludes that
 - we need to be thrifty.
 - it is inevitable that parents will continue to spoil their children.
 - it is not easy to achieve gratification.
 - we need to reassess what gives us a sense of fulfilment.

4. Look at the words highlighted in the text and write the correct meaning **a**, **b** or **c** in your notebook.

- hand-me-downs
 - objects that belong to a family and are given from one generation to another
 - clothes that have been used before they have been given to someone else to use
 - items that have been borrowed from another family member
- remotely
 - in a very slight way
 - at a long distance from a place
 - to a great extent
- soaking up
 - absorbing a liquid
 - using up the whole amount of something
 - being exposed to
- bouts
 - annoying habits that are hard to stop
 - short periods of time when something unpleasant occurs
 - brief periods of a recurring illness
- buzzword
 - a word or phrase used by advertisers
 - a word that makes one feel happy and excited
 - a fashionable word or expression
- parrots
 - speaks in a nasal tone of voice
 - repeats something often without understanding it
 - speaks using colourful language

I want less choice not more



I grew up with precious little choice about anything. You ate what you were given, went to school where you were told, wore your sister's **hand-me-downs** (sometimes, to be honest, ate some pretty second-hand stuff too). And twice a year—birthday, Christmas—you got a present.

We weren't poor at all but that was entirely normal and I don't remember feeling **remotely** deprived. Today, as we can see all around us, children seem to have everything—designer clothes, computer games, fussy eating habits and the attention span of itchy gnats. A report from the NHS in 2022 found that about 18% of children aged 7-16 likely had a mental disorder, and materialistic consumer pressure may be partly to blame, with children from poor backgrounds the main victims.

Where is it coming from, this consumer pressure? First, from television, and the false dreams on offer there (we didn't watch much telly either). Children from poor backgrounds, as well as having less money to buy the latest clothes or electronic games, are more likely to have parents without time to spend with them, and homes without access to outside space, so are far more likely to end up spending hours in front of the telly **soaking up** adverts alongside the easy gratification offered by cartoon, fantasy or drama.

You cannot just blame the parents for this; many will be working hard, with no choice, just to put food on the table (some will be cleaning your house or looking after your children); after all, how many can afford a house with a garden in a city or suburb these days? On the *Today* programme in 2007, the former chief executive of the Advertising Association, Baroness Buscombe, argued that advertising to children could be a social good, among other things contributing to healthier lifestyles. I profoundly disagree; I think it is overwhelmingly damaging. It exists to sell things—toys, dreams, promises. That's all.

Of course parents can correct **bouts** of consumerism in their children by teaching them what is and is not affordable, but why subject them to the clever traps of marketing people in the first place? Pressure is bad enough as it is, from schoolfriends and celebrity excess, without allowing some of the cleverest adult minds in the sharpest advertising agencies in the world to manipulate them as well.

'We want to turn this on its head in a sense and talk about how we can empower parents and children,' Lady Buscombe added. 'I mean, have they asked parents, do they want children's programmes, because of course commercial broadcasters rely on advertising to fund children's programmes.' Well, do we want commercial children's television? Couldn't we live without it? Her comment betrayed an interesting assumption: that children have a right as consumers to as wide a choice of programmes as possible.

But why is it in a child's interests to be treated like a consumer? It has yet to be proven that giving even adults a wide range of choices improves their lives. In many instances, from too many yoghurts in the supermarket all the way up to a supposed choice of doctor or school, it is just confusing and stressful. I think the fewer, carefully selected, choices we can give young children, the more we help them. Watch the exhausted face of a six-year-old confronted by all this year's Christmas presents, without the time to play with any of them for more than a few minutes, and see what I mean.

But choice is the **buzzword** of the moment, and we are all supposed to be in favour of it, even when, as in choice of school for instance, it translates into that panicking six-year-old, now a worried 11, being made to pay for the gap between a political rhetoric of choice and the reality of a stressed-out parent obsessing over league tables.

What are we teaching here? What is everyone, from the politician who **parrots** choice in public services to parents squeezing their children through tortuous entrance criteria to Lady Buscombe, teaching those kids? That they have a right to a wide choice, in everything. It isn't true. There is no automatic right.

We are spoilt, and we are spoiling our children. They need to be taught to look down as well as up, to choose to feel fortunate and not envious, and to recognise that gratification isn't as easy as buying a new toy or switching on a dream. And, as my mother would have been delighted to hear, it will not cost a thing.

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5. Discuss.

- In your opinion is having a wide range of choices more confusing and stressful than beneficial?
- To what extent do you agree with the writer that society today is not teaching children the right values?

Vocabulary

1. FIGURATIVE USE OF LANGUAGE (VERBS RELATING TO ANIMALS)

NOTE

Note the meaning of the word *parrots* in the text in the Reading section. The word is used in a figurative sense. That is, it isn't used literally but in an abstract or imaginative way. There are also other verbs relating to animals which are used in a figurative way.

Match the verbs in bold in each sentence with the definitions a-j. Write the corresponding items in your notebook.

1. My daughter kept **badgering** me night and day to buy her those boots until I finally gave in and bought them.
2. Alice is **beavering away** at her new project; she's designing a new range of jewellery which she hopes to sell in local shops.
3. It's really **bugging** me that I can't afford to buy those shoes; they would go perfectly with the dress I'm wearing to the party.
4. James kept trying to **weasel out of** his duties, but his manager told him if he didn't start taking responsibility for his work he would have to leave the company.
5. The famous actor was frustrated with being constantly **hounded** by the paparazzi so he complained to the police.
6. Julie frantically **fished** inside her handbag for the keys, but she couldn't find them.
7. Philip **chickened out of** doing the bungee jump at the last minute because he was too scared.
8. Sandra always **clams up** when she meets new people; she's very shy.
9. The boy felt guilty for **ratting on** his friends, but he didn't think it was right that they cheated on the exam.
10. David is the class clown; he's always **monkeying around** and making the other children laugh.

- a. to tell the authorities about something wrong that somebody has done
- b. to stop speaking
- c. to decide not to do something because one is too afraid
- d. to look for something
- e. to harass
- f. to try to get out of doing something in a sneaky way
- g. to work hard at something
- h. to ask somebody for something repeatedly
- i. to move about in a funny or silly way
- j. to annoy or irritate

2. FIGURATIVE USE OF LANGUAGE (OTHER VERBS)

Match the beginnings of the sentences 1-8 with the endings a-h. Write the corresponding items in your notebook.

1. Jane's mother **glowed**
2. The whole cast gave an outstanding performance, but 16-year-old Betty Roberts **stole**
3. As Harry entered his hotel room, he **froze**
4. When I got back from my long lunch break, my manager **bit** my
5. The firefighters were **racing**
6. Suddenly, I started to feel dizzy and the room began to **swim**
7. My flatmate, Peter, is **driving**
8. The police **combed**

- a. before my eyes.
- b. against time to save the little boy that was trapped in the burning building.
- c. in his footsteps when he realised that he had been burgled.
- d. head off because I had forgotten that I was supposed to attend a seminar at lunchtime.
- e. the show with her inspirational performance of a homeless orphan.
- f. the area in search of the escaped convicts but they were unable to find them.
- g. me insane; he never tidies up after himself and he's constantly having his friends over for dinner.
- h. with pride as she watched her daughter walk onto the stage to receive her award for bravery.

3. EXPRESSIONS WITH HAND

Complete the sentences with the words in the box in order to form expressions with *hand*. Write the answers in your notebook.

big out high mouth upper fist first free

1. As John was more physically fit than his opponent, it was clear to everyone that he had the **///** hand during the tennis match.
2. The crime rate in this city is getting **///** of hand; the mayor needs to take control of the situation.
3. By going on the trip to Spain, students will get the opportunity to experience the language and culture **///** hand.
4. The audience gave the cast a **///** hand when the play was over.
5. When I was asked to take over the project, I was given a **///** hand to do things the way I wanted.
6. Since Vincent was made redundant, his family have been living from hand to **///**.
7. Luke is very arrogant and **///**-handed. That's why he finds it difficult to get on with his co-workers.
8. As the business is doing very well and we are making money hand over **///**, we have decided to expand and are going to open another office in France.

4. VOCABULARY RELATING TO ADVERTISING

Read the text about various types of advertisements and match the words in bold 1-11 with their meanings a-k. Write the corresponding items in your notebook.

There are many different ways that companies and organisations can promote their products/services. One of the most important factors advertisers must consider when advertising on TV or the radio is their **spot** **1**. They have to book a spot during peak viewing or listening times to ensure they get maximum exposure. Daytime chat shows provide an excellent opportunity for presenters to **plug** **2** certain products to viewers. Many advertisers use catchy **jingles** **3** in their TV or radio **commercials** **4** in order to get their products or services noticed. Some companies use **infomercials** **5** to advertise their products; these are longer than commercials and show how a product works.

Another way companies or organisations can promote their products or services is to hand out **fliers** **6**. This is a cheaper way to get the customer's attention. Businesses also often advertise their services or products in a **freesheet** **7** such as *Metro*, a daily paper which people can pick up and read while travelling by train in most European cities.

Another cost-effective way to advertise an upcoming event or release of a product is to send out a **mailshot** **8**; companies often send mailshots to existing and new customers. Some companies use **spam** **9** as well as mailshots; these unwanted emails clog up mail boxes and often irritate potential customers. Therefore it is not an effective advertising technique.

The ultimate advertising gimmick that companies use is to create a **logo** **10**; this is a unique way of writing the company name and can also include a symbol. A logo is often seen alongside a company **slogan** **11**. For example, the Nike slogan is *Just do it.*

- a. a TV advertisement which demonstrates how a product works with a toll-free number for customers to call
- b. a short tune which is easy to remember
- c. a short phrase used by companies to advertise a product
- d. a specific design or symbol used by a company to advertise its products
- e. a brief announcement/advertisement inserted in between regular radio or TV programmes.
- f. a leaflet handed out to members of the public which advertises a product, service or event.
- g. to promote something by talking about it on TV or the radio
- h. a short broadcast on TV or the radio advertising a product
- i. unwanted emails with advertisements
- j. a free newspaper in which local businesses can put advertisements
- k. an advert for products/services sent by post to a large number of people



5. PHRASAL VERBS RELATING TO SHOPPING

Match the phrasal verbs in bold with the definitions a-h. Write the corresponding items in your notebook.

1. The shop wasn't making much of a profit so in order to attract more customers, the owner **marked down** some of the prices.
2. If you want to buy a new TV, it's best to **shop around** because there are some good offers in electrical shops at the moment.
3. When the girl **rung up** my purchases on the till, she made a mistake and charged me twice for the same item.
4. Parents often have to **shell out** large amounts of money so their children can take part in extracurricular sports activities.
5. Since you have such a great sense of style, I'd like you to **pick out** a dress for me to wear to the graduation ball.
6. That shop is **selling off** all of its damaged goods at really low prices.
7. I wanted to buy one of those new mobile phones for my husband's birthday but, at the only shop in my neighbourhood, they were all **sold out**.
8. We need to **stock up** on supplies before the hurricane hits the town.

- a. to record a sale using a cash register
- b. to reduce the price of items
- c. to accumulate a large amount of something for future use
- d. to look in many different shops in order to compare prices
- e. to pay
- f. to sell unwanted items at a lower price
- g. to choose
- h. when there are no more items left for customers to buy

1. CONDITIONAL SENTENCES TYPE 3 – MIXED CONDITIONALS

A. Look at the sentences below and answer the questions that follow. Write the answers in your notebook.

- a. *If there hadn't been so many toys to choose from in the toy shop, it would have been easier for Tommy to make up his mind.*
- b. *Carol might not have turned into a shopaholic if she had been taught as a child that money can't buy happiness.*
- c. *I would have been able to go to Thailand for holidays if I hadn't spent all my money on a new car.*
- Do the sentences refer to past or present time?
 - Which of the sentences express:
 1. regret?
 2. an unreal/imaginary situation in the past?
 3. criticism?
 - How are Conditional Sentences Type 3 formed?

Conditional Sentences Type 3

if +  → ,

could or  + 

+ past participle

NOTE

If Bill hadn't helped us, we would never have finished on time.
If it hadn't been for Bill's help, we would never have finished on time.
But for Bill's help, we would never have finished on time.

B. Read the sentence below and answer the questions that follow. Write the answers in your notebook.

If Karen had been more careful with her money, she wouldn't have to ask for a bank loan now.

1. Does the if clause refer to past or present time?
2. Does the main clause refer to past or present time?
3. Which verb forms are used in the if clause and main clause?

C. In your notebook, rewrite the following sentences using Conditional Sentences Type 3 or Mixed Conditionals.

1. Karen overslept and that's why she missed the bus to work.
2. Unfortunately, the police came too late, so they didn't catch the burglar.
3. Jake got injured during yesterday's match, so he won't take part in the final today.
4. I didn't know Mary's email address, and that's why I didn't send her an invitation to the party.
5. Paul punished his daughter for breaking the curfew because he didn't know the whole truth.
6. I wasn't very well prepared for the job interview, so they didn't hire me.
7. Bill and Angela can't afford a new car because they have just refurbished their home.
8. I was working till late all last week and I didn't have time to buy a present for Ben and Kathy's wedding.

2. WISHES

A. Read the sentences below and answer the questions that follow. Write the answers in your notebook.

- a. *If only governments would ban advertising during children's programmes on TV!*
- b. *I wish I had spent more time with my children when they were growing up instead of working so hard just to accumulate material goods.*
- c. *Henry often wishes he were a millionaire, but this will probably never happen.*
- d. *I wish I could buy you that diamond necklace, but as you know I'm on a tight budget.*
- Which of the sentences refer to present time and which to past time?
 - How do the speakers feel?
 - What verb forms are used after *wish* and *if only*? Complete the table below.

We use if only / I wish + 

to make a wish about a present or future situation that we would like to be different.

We use if only / I wish + 

to express sorrow or regret about something that did or did not happen in the past.

B. Choose the correct answer a, b or c. Write the answers in your notebook.

- This film is so boring! I wish we to see another one!
a. had gone b. went c. would go
- These new shoes are killing me. If only I them!
a. wouldn't buy b. hadn't bought c. wouldn't have bought
- If only Carol on time for a change! She's always late!
a. turns up b. would turn up c. turned up
- I wish there such heavy traffic in the mornings!
a. wouldn't be b. isn't c. weren't
- Yesterday was a nightmare! If only there a strike!
a. hadn't been b. wouldn't be c. wasn't
- If only people more free time to do something for themselves!
a. could have b. have c. had had

ENGLISH IN USE

Read the text below and decide which answer a, b, c or d best fits each gap. Write the answers in your notebook. 

UP TO THE NECK IN DEBT

Do you find yourself overspending whenever you feel (1) in the dumps? Do you wish you (2) more money to spend? Does shopping give you a thrill, and the more expensive goods you get, the (3) you feel? If that's the case, shopping is not just a favourite pastime for you. A psychologist (4) you that it's more like an addiction.

Laura James, a consumer who admitted (5) a shopaholic, shares her experience with us: 'It first started as a pleasant pastime but turned (6) an addiction. I wish I (7) my husband's advice to visit a psychologist earlier. If I had done that, I (8) got deep into debt. In fact, if I (9) going to a support group, I would have definitely gone bankrupt. In the beginning, it was just one credit card, but then there was another one, and another one and the nightmare started. Whenever I had problems, I used to go shopping. I would buy my kids and husband expensive presents because I wanted to make up (10) all my shortcomings. You see, I knew I (11) able to afford all the goods I wanted to buy (12) I had been working long hours. Unfortunately, the result was that I couldn't spend quality time with my family. I wish I (13) clever enough to realise that money and presents can't buy love. At some point, though, I started spending money I didn't have. I had lost control and that was it. Now, I'm up to my ears in debt. My advice? (14) your budget, and spend within your means. Don't get carried away! If only I (15) something to change the situation, trust me, I would!'



- a. up
b. down
c. off
d. on
- a. have had
b. had had
c. only have
d. could have
- a. well
b. better
c. best
d. good
- a. would tell
b. told
c. has told
d. had told
- a. to have being
b. be
c. being
d. to be
- a. up
b. into
c. down
d. at
- a. would take
b. could take
c. took
d. had taken
- a. wouldn't have
b. wouldn't
c. hadn't
d. didn't have
- a. hadn't started
b. had started
c. wouldn't start
d. started
- a. for
b. of
c. with
d. after
- a. wouldn't be
b. wouldn't have been
c. won't be
d. weren't
- a. if not
b. unless
c. providing
d. if
- a. wasn't
b. will be
c. had been
d. am
- a. Auditing
b. Audit
c. To audit
d. Having audited
- a. will do
b. can do
c. could do
d. am able to do

1. Discuss.

- What do you know or can you guess about the Fair Trade movement?

2. You will hear an interview with Paul Hanks, a member of The International Fair Trade Association. Answer the questions 1-5. Write the answers in your notebook. 

1. According to Paul Hanks, what is the basic aim of Fair Trade?
2. What does Fair Trade do to help small producers become economically autonomous?
3. What must farmers do to get Fair Trade certification?
4. What does the Fair Trade movement do to prevent child labour?
5. How can a consumer be sure that what they're buying is Fair Trade produce?

**3. Discuss.**

- After listening to the interview, would you like to learn more about the Fair Trade movement? Why? / Why not?
- Would you be willing to change your shopping habits to support the Fair Trade movement?



Vocabulary

1. COMPOUND NOUNS AND NOUN PHRASES (NOUN + OF + NOUN)

A. The following compound nouns and noun phrases were mentioned in the radio programme that you heard in the listening section. What do they mean?

consumer awareness waste products
community projects child labour
standard of living course of action

B. Combine the nouns in the boxes to form compound nouns and noun phrases. Write the answers in your notebook.

brand	market	cost	income
street	hunting	state	supplies
quality	name	proof	of living
window	stores	lack	payment
bargain	shopping	source	affairs
profit	campaign		
chain	discount		
student	control		
publicity	margin		

C. Complete the sentences below with the compound nouns and noun phrases you have formed in the previous exercise. Write the answers in your notebook.

- Recent research shows that the has risen considerably in many European countries.
- Portobello Market in West London is one of the most famous in the world.
- The company's new product failed to pass the standards and as a result it could not be released on the market.
- The current in the market is an issue that concerns the investment groups all around the world.
- With the shops being closed, the only thing we could do was .
- You can have a only if you show your registration card that is issued by the Undergraduate Office.
- According to the government spokesperson, any has to be taxed.
- All follow exactly the same policies in terms of sales and pricing procedures.
- via the Net can save you not only money but time as well since you can easily compare all kinds of products and find great deals.
- Their led them to surrender the city to their enemies.
- If you really want to expand your business, you need to do something about your company's .
- The accountant could not calculate the company's because the sales report was not ready yet.
- The only way to protect and ensure the of our new product is through trademark registration.
- Having lost the , Eric could not claim his money back from the insurance company.

2. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes. Write the answers in your notebook.

partnership organisation consortium federation

- I do voluntary work once a week for an environmental .
- The two men decided to work together and form a business and in this way they increased their profits.
- The National Athletic is holding a charity ball to raise money to build a new sports centre.
- A new business has been formed which consists of over 100 companies; its purpose is to encourage collaboration between different businesses.

produce merchandise commodity product

- The girls were arrested for shoplifting £800 worth of from the shop.
- The company is committed to creating organic cosmetic which are made from natural ingredients.
- There is an organic farmers' market in the town every Saturday morning; you can buy all kinds of fresh there.
- During the war, basic such as sugar and milk were scarce.

manipulate exploit manoeuvre utilise

- The company plans to new business opportunities in Asia.
- That politician is able to people very easily and make them do what he wants.
- The artist a wide range of colours to produce the striking visual effects in his paintings.
- I my way through the crowds to get to the exit of the stadium.

trade export import deal

- In ancient times, the villagers their livestock for gold coins.
- Our country produces and olive oil to other countries in Europe.
- ElectroImpex is a company that in imports and exports in the field of electronics.
- The climate in our country is not suitable for growing bananas so we them from South America.

label logo trademark tag

- One that is recognised all over the world is the Microsoft symbol.
- I didn't realise that the price was still on my new dress when I wore it to the party; I was very embarrassed when Mark pointed that out to me.
- Cathy only buys expensive designer- clothes.
- We have decided to print the our company in lower case letters instead of capitals.

Speaking

1. Discuss.

- Do you enjoy shopping? Why? / Why not?
- What do / don't you like about advertisements?

2. Talk in pairs. Look at the question and the ideas on the prompt card and say what you think. You can use some of the words and phrases in the boxes. Then, your partner will briefly respond to the questions that follow.

Student A: Why do you think online shopping is so popular?

- convenience
- ability to browse many products/services at once
- more economical

Is there anything you would like to add?

Is there anything you don't agree with?

Student B: Many people say we live in a consumer society. Why do you think this is?

- constant exposure to advertising
- promotion of a certain lifestyle
- a need for material belongings

What do you think?

How does this differ in your experience?



from the comfort of your home
 the usual hassle that shopping entails
 discounts a great incentive
 Instead of... you can... Another advantage of... is...

lavish, extravagant lifestyles aspire to
 persuade someone to do something
 convince someone that something is...
 On the one hand... On the other hand...

3. Discuss the following questions. You can use some of the words/phrases in the boxes.

- Are there any drawbacks to online shopping?
- Other than online shopping, what alternative ways of shopping are you familiar with? Are they very popular? Why? / Why not?
- Do you think that, on the whole, advertising is beneficial or does it have a negative effect on people?
- In your opinion, how does advertising influence consumers?

credit card necessary can't try on/out product not always safe
 telemarketing informative make an informed decision
 to a limited/great degree detrimental effect
 false needs increase one's feelings of envy
 link products with images of successful, happy people

That's a difficult question to answer, but...
 That's not an easy question, but...
 Taking everything into consideration, I'd say...
 Most people would agree that...
 Few people would disagree that...

Writing

An article based on input

1. Discuss.

- Do advertisements influence your shopping habits? How?
- Can you give an example of an advertisement you consider successful? What makes it successful?

2. A. Read the rubric, write the key words in your notebook and answer the questions 1-3.

You have read the following extract in a general interest magazine. The editor has invited readers to contribute articles entitled 'The Power of Advertising'. You decide to write an article in which you respond to the points raised and express your own views.

Advertising has the ability to influence much more than people's spending habits. It not only affects the way people think and feel about themselves but it also creates artificial needs and unrealistic expectations.

1. What are you required to write?
2. What are the three points you are required to respond to?
3. Should you include your own personal opinion?

B. Read the article which was written in response and do the activities that follow.

The power of advertising

Can you imagine your life without advertisements? They are present in all sectors of our lives, in our homes on TV, on public means of transport, in the streets, in newspapers, you name it. It is only natural that all this advertising with its intrusive nature would have an impact on our lives, and many people would agree that this impact is on the whole a negative one.

Adverts are very creative and attract our attention; they are also highly persuasive and influence the way we think. Their aim is to make us believe we will feel a certain way if we purchase the product which is being advertised. For example, many adverts for products show good-looking, successful people enjoying themselves and consuming or using a specific product. This plays on our psychology and our sense of self-worth, and it makes us want to buy the product so that we can look and feel like the models in the adverts.

Images and lifestyles aren't the only thing that advertising imposes on us. Artificial needs are also imposed on us. We are constantly exposed to visual and verbal adverts which try to convince us that our lives will be improved if we buy a particular product. Don't tell me the plasma TV or the air freshener advertised on TV is a necessity. However, clever advertising creates in people a sense of need for material goods, which if they don't acquire, can often lead to feelings of inferiority and unhappiness.

Advertising also gives a distorted picture of reality, which creates unrealistic expectations, particularly among young children and teenagers. Many adverts are targeted specifically at these age groups, creating an intense desire to own a particular product. The resulting pressure on parents is so great that they often give in to the demands of their children in order to avoid confrontation and tantrums, thus creating patterns of consumption and gratification at the expense of other values in life. This vicious cycle can have a very detrimental effect on children and, consequently, the future of society.

Advertising today, with its ubiquity and aggressive nature, poisons our minds with false ideals and instils in people a sense of dissatisfaction. It turns people into materialistic consumers; this is a far cry from the self-assured, informed individuals who know the real value of money and are able to develop the sensible shopping habits that any healthy society needs.

1. Match the three points specified in the rubric with the paragraph in the article where the writer deals with each point.
2. In which part of the article does the writer first give his/her opinion on advertising?
3. In which part of the article does the writer refer to what kind of consumers he/she thinks societies today should have?

3. A. The style of this article is different from that of an essay dealing with the same topic. Find examples of the style and language that demonstrate that this is an article rather than an essay.

B. Find words in the article that correspond to the meanings below.

1. disturbing one's life in a way one does not like (para. 1)
2. a sudden and powerful effect (para. 1)
3. to force to accept (para. 3)
4. to represent in an untrue way (para. 4)
5. a period of uncontrolled anger (para. 4)
6. in a way that harms someone or something (para. 4)
7. harmful or damaging (para. 4)
8. to make someone feel or think something (para. 5)
9. very different from (para. 5)

4. Read the rubric below and do the activity that follows.

You have read the following extract in a general interest magazine. The editor has invited readers to contribute articles entitled 'The home shopping trend'. You decide to write an article in which you respond to the points raised and express your own views.

More and more people are becoming fans of different kinds of home shopping such as online shopping, shopping channels or infomercials. The main advantage of home shopping is obviously its convenience, but fans claim there are several more. Could this trend be the future of shopping?



1. What are you required to write?
2. Who are you writing it for? How does this affect the style you write in and the language you use?
3. What three points in the input do you have to respond to in your article?

5. Work in pairs to discuss the questions below.

1. Are you familiar with the different ways of shopping mentioned in the rubric? Discuss each of them and say how common you think they are.
2. What makes home shopping appealing to some people? What are some of its drawbacks? Discuss the advantages and disadvantages, then copy the table below into your notebook and write them under each heading.

Advantages	Disadvantages

3. What is your own opinion of home shopping? Do you think that it will replace traditional ways of shopping in shops, centres and markets? Is home shopping the future of shopping?

6. OUTLINE

Use your ideas from the previous activity to write an outline for the topic.

INTRODUCTION

- Introduce the topic of the article. You may also briefly give your opinion.

MAIN PART (2-3 PARAGRAPHS)

- Describe particular instances relevant to the topic. Give examples if possible.
- Explain any advantages and refer to any disadvantages, if relevant.
- Say what developments you can foresee in the future with respect to the specific topic and explain it.

CONCLUSION

- Conclude by making a general comment or giving a personal opinion.

TIP

When writing an article based on input:

- think about the purpose of the article and who will read it in order to write in an appropriate style.
- identify the points you are required to respond to.
- develop each of the points in a separate paragraph by expanding on the point, explaining it or giving examples.
- make an effort to use lively, colourful language and a variety of structures.
- comment on the topic or give your opinion.



7. WRITING TASK

Write your article based on the outline you have made (200-250 words). 

Reading

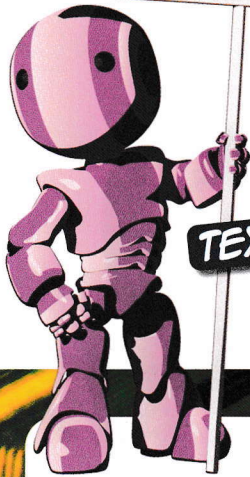
1. Discuss.

- Do you think that it is probable that in the near future we will have robots to do all our household chores? Why? / Why not?
- What do you know about artificial intelligence (AI)?

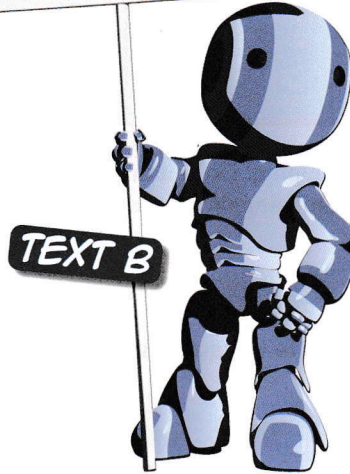
2. Read Texts A and B quickly.

Which of the following would be the most appropriate title for each article?

- a. Developments in Artificial Intelligence
b. Where's my Robot?
c. Breakthroughs in Robotics

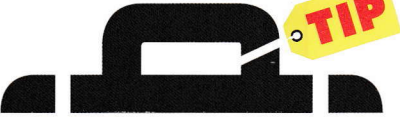


- a. The Intelligence Factor in Robots
b. Making Progress in Robot Mobility
c. Creating an Emotional Robot



3. Read Texts A and B again and answer the two questions that follow each text. Write the answers in your notebook.

TIP



When you are asked to explain the meaning of a phrase in a text, read the sentence the phrase is in and the sentences before and after it carefully. The context the phrase is used in will help you to understand its meaning. Considering the phrase in relation to the whole paragraph it is in or even the whole text can also give you information about how you should interpret it.

A They were going to be the future—an army of mechanised manservants that would do everything for us. But they have never arrived. It's something science fiction has been promising us for nigh on a century—a utopian future where we all have a robot helper to take the **drudgery** out of life. But now the future's here—and our cybernetic servants are nowhere to be seen. To be fair, we do have some household robots—washing machines, dishwashers and tumble dryers are commonplace. And now they've been joined by a clutch of other chore-busting machines.

That's all very well. But who really wants to fill their already-cluttered home with a legion of robot vacuums, robot floor mops and robot trouser presses?

What we want is one all-singing, all-dancing C-3PO that can do the lot.

And this is where things start to get **tricky**. Because it means developing robots that don't just follow a preset list of instructions but can actually

12 | make up their own instructions as they go along. They need to be able to take a general directive. What we're after requires machines that can think.

Imbuing robots with the power of reasoning is the job of artificial intelligence (AI) research. The term was coined in 1956 by MIT computer scientist, John McCarthy. Ever since, scientists have been **striving** to nurture conscious thought in a machine. Independent robotics researcher, Steve Grand, thinks the real breakthrough can only come by studying the one thing we know can think already: ourselves. Only when we understand how thought arises in a biological brain, do we stand a chance of replicating the process with technology. How soon might that happen? 'The trouble with breakthroughs is you can never tell,' he says. 'It might be tomorrow or it might not be for 100 years.'



1. Which word in paragraph 1 means the same as 'a small group'?
2. Explain in your own words what the writer means by 'take a general directive' (line 13).

B

Creating an intelligent robot brain is not a feat easily accomplished. It's not just a case of programming robots to execute laborious and time-consuming tasks, because that has already been done, and the result is a far cry from the sophisticated, autonomous, versatile creations that scientists predicted would transform our lives. If robots are to have such a profound effect, they will need to be capable of complex human thought and locomotion.

- 10| Regarding the latter, progress has been made, and a satisfactory degree of mobility has been achieved. But autonomous mobility is not restricted to agility and balance. Instead, it combines complex skills of perception such as recognition, orientation and navigation, which continue to be far superior in humans. This superiority is, in part, due to our evolutionary **potential** to adapt to a highly unpredictable and complex environment. We do this by learning from experience, which requires advanced thinking and reasoning skills. So, only by mastering these skills will a robot be able to function at a level of competence equal to ours.

Getting a computer-based artificial brain to function at the same level of sophistication as a human brain is a **daunting** task because it will involve more than just increasing computer-processing rates. You see, human intelligence is not limited to making computations and measuring the odds. It involves more advanced abstract applications of social and emotional intelligence which defy pure logic. Not only do these **endow** us with a capacity for sentiment but also for wisdom.

- 31| Hence the term emotional intellectuals. So, if robotic innovations are to play a role in areas other than the industrial sector, where human contact is of paramount importance, such as child-care and the provision of assistance to the elderly and ill, the quasi-intelligent traits of pure logic will have to be transcended.

3. What does 'the latter' refer to (line 10)?
4. Explain in your own words what the writer means by 'emotional intellectuals' (line 31).

4. Match the words highlighted in Texts A and B with their meanings. There are two extra meanings which you do not need to use. Write the corresponding items in your notebook.

1. drudgery
2. tricky
3. striving
4. potential
5. daunting
6. endow

- a. ability
- b. anxiety
- c. provide
- d. intimidating
- e. deceptive
- f. difficult
- g. menial labour
- h. trying

5. Discuss.

- In what ways do you think intelligent robots will be able to improve our lives?
- Comment on the following quotation: 'The real problem is not whether machines think but whether men do.' B.F. Skinner

1. WORDS EASILY CONFUSED

Complete the sentences using the appropriate form of the words in the boxes. Write the answers in your notebook.

visualise forecast perceive predict

- The weatherman intermittent showers and overcast skies.
- It is hard to just how Dr Summers will react when he hears the news.
- What distinguishes great inventors from normal people is their ability to in their mind's eye that which does not exist.
- In a survey, it was discovered that most people robots capable of human-like thought as a threat.

replicate emulate devise substitute

- A strategy needs to be for the effective handling of the impending energy crisis.
- In this experiment we will painkillers with placebos to test patients' reactions.
- Many people would agree that it can be beneficial for young people to have a role model to look up to and .
- Mimicry is the process by which we attempt to effective processes found in the natural environment.

generate establish develop evolve

- Stanford University is working with NASA aircraft technologies.
- An innovative offshore windfarm is electricity for more than 100,000 homes per year.
- Scientists are presently trying to if life could ever survive on the red planet.
- Genetic Engineering could affect the way we as a species.

dominate rival transcend overtake

- Japan is fast the West in areas that involve technological research and expertise.
- The close friendship of the two politicians their social background and political differences.
- Robots are set to the industrial sector in the not too distant future.
- This sound system is so well designed and technologically advanced that it is hard to .

enact perform proceed activate

- Research on embryonic stem cells is to after restrictions on federal funding were lifted.

- The stringent laws regulating research, which were three years ago, are to be revised.
- Figure skaters are required complex figures, jumps and spins on ice.
- The service will be within four working days.

2. ADJECTIVE-NOUN COMBINATIONS

A. Look at the adjective-noun combination in the extract from Text B in the Reading section.

It's not just a case of programming robots to execute laborious and time-consuming tasks...

B. Complete the text using the words in the box to form similar adjective-noun combinations. Write the answers in your notebook.

force impact limits thirst
importance imagination applications
task tendency potential spirit goal

The last frontier

Mankind's **unquenchable** (1) for knowledge, our **intrepid** (2) and our **unbridled** (3) have helped us excel in leaps and bounds. They have been the **driving** (4) behind many innovative discoveries and inventions. Our success has undoubtedly empowered us and this has made us bold enough to set our sights on the **ultimate** (5) , that of eternal youth and perhaps, even eternal life. But how do we intend to transcend the **theoretical** (6) placed upon us by the natural order of things? Well, we hope to harness the **inherent** (7) of stem cells. You see, stem cells are not just ordinary cells. They are cells that have the capacity to develop into different cell types, and are capable of repairing as well as replenishing other cells for as long as the person or animal is alive. This scientific feat, if achieved, will have a **profound** (8) on mankind as a range of **practical** (9) will be made available to us. We will be in a position not only to do away with our body's normal wear and tear, which may be likened to its **natural** (10) to self-destruct, but also to combat diseases that are, to date, our arch enemies. Keep in mind that stem cell research is still in its infancy and a **daunting** (11) lies ahead in our quest for enlightenment, for which we must exercise both patience and prudence. Of **paramount** (12) in this quest is the application of moral restraints, which must act as a beacon in the dark.

3. COLLOCATIONS WITH MAKE AND TAKE

A. Look at the collocations with **make** and **take** in the extracts from Texts A and B in the Reading section. Can you think of any other collocations?

They need to be able to **take** a general directive.
... progress has been **made**,...

B. Use the correct form of **make** or **take** to complete the collocations in the following sentences. Write the answers in your notebook.

- Mr Daniels **made** a terrible blunder when he referred to the well-supported research project as a foolish venture.
- The eminent scientist in charge of the research group **took** it clear that he would not tolerate sloppy work from members of his research team.
- A small pharmaceutical company has **taken** the lead in market sales as a result of launching a new series of herbal remedies.
- The Minister of Public Health Services stated clearly that the upgrading of hospitals would **take** precedence over the other projects that were presently in the pipeline.
- Aspiring young scientists are often **at** advantage of by their mentors, who profit, literally and metaphorically, at their expense by passing their work off as their own.
- The manager of the company wanted to **take** amends for polluting the river.
- The board of directors clearly stated that legal action would be **taken** against all employees caught misappropriating research funds.
- Being terminally ill, Fred was willing to **take** the chance and act as a test subject for medication that was still in the preliminary testing phase.
- Breakthroughs that have been **made** in next-generation prostheses could help handicapped people lead normal lives.
- Researchers are **making** headway in the field of nanotechnology, which is set to revolutionise medicine.
- Scientists cannot work mindlessly towards the acquisition of knowledge and know-how, they need to **take** heed of the moral implications of their research projects.
- Given that funds were limited, the leaders of the various research teams were called in to **make** an argument for the continuation of their respective research projects.

4. ADVERBS USED WITH ADJECTIVES/PARTICIPLES

A. Look at the words in bold in the extract from Text B in the Reading section.

*Creating an intelligent robot brain is not a feat **easily** accomplished.*

B. Using the words in the box, form similar adverb-adjective/participle combinations to complete the text below. Write the answers in your notebook.

driven hazardous functional impossible hostile
monitored designed essential preserved enhanced

UNLOCKING THE SECRETS OF CLIMATE CHANGE

One of the most advanced and fully (1) **driven** science research facilities is in the Antarctic. It is a jointly funded French-Italian venture which cost €30 million. This specially (2) **designed** Ice Station has taken the lead in research on climate change, which is absolutely (3) **impossible** given the inevitability of this phenomenon. In the past, it was virtually (4) **impossible** for research to be conducted in polar regions due to the incredibly (5) **hostile** conditions that prevail. Researchers at this innovative Ice Station are increasingly (6) **driven** to uncover findings never before seen. This ambitious research entails extracting the oldest ever ice core from the polar ice cap. Even though technological know-how and expertise have been greatly (7) **enhanced** by advances, it is still a potentially (8) **hazardous** undertaking. Electronically (9) **monitored** drills cut through the ice and extract ice cores at depths of up to 2,700 metres—ice which glaciologists estimate to be around 1.5 million years old. Herein lie locked superbly (10) **preserved** records of the composition and temperature of ancient atmospheres, which will give us a crucial understanding of the natural processes behind climate change.

5. TEMPORAL EXPRESSIONS WITH THE WORD TIME

Match the expressions in bold with an appropriate definition from the ones given below. Write the corresponding items in your notebook.

- The thing with trendy, hi-tech gadgets is that it doesn't take long for them to look out of place and **behind the times**.
- From time to time**, I buy hi-tech magazines to keep myself informed on technological developments.
- At one time**, we had no way of getting in touch with people we knew who lived far away, other than by mail.
- Your order gets processed **in good time** if you send an email.
- At this time**, researchers are still trying to work out if cryogenic freezing affects the quality of cells that have been frozen for a long period of time.
- For the time being**, we'll have to do without the super robots scientists had promised us.
- If you **look back in time**, you will see that what hindered progress was a lack of funds, not a lack of initiative on the part of the scientists.
- I don't think that our roads are ready for a vehicle such as this; it's definitely **ahead of its time**.

a. once in a while d. out-of-date f. in the past
b. currently e. come before it is g. for the moment
c. in retrospect expected h. quickly

1. INVERSION

A. Look at the following extracts from Texts A and B in the Reading section and answer the questions that follow. Write the answers in your notebook.

*Only when we understand how thought arises in a biological brain, **do we stand a chance of replicating the process with technology.***

*So, **only by mastering these skills will a robot be able to function** at a level of competence equal to ours.*

Not only do these endow us with a capacity for sentiment but also for wisdom.

- What do you notice about the structure of these sentences? Look particularly at the beginning of the sentences and the words in bold.
- What is the effect of this type of sentence structure?

When the following words or expressions (which have a negative or a restrictive meaning) are at the beginning of a sentence, the sentence is formed like a question (the auxiliary is placed before the subject). This is called inversion and is used for emphasis, especially in formal written English.

Never (before)	Not until
Rarely	On no account
Seldom	Under no circumstances
Barely	By no means
Scarcely... when	At no time
Hardly (ever)... when	In no way
No sooner... than	Nowhere
Only	Little
Not only... but also	So + adjective/adverb
Not (even) once	
Not often	

NOTE

Inversion can also be used with *should, were* and *had* in conditional sentences when *if* is omitted.

Should you need any further information, do not hesitate to contact me.

Were she a bit taller, she would become a model.

Had Frank been more careful, he wouldn't have had an accident.

B. Choose the correct answer *a, b, c* or *d*. Write the answers in your notebook.

- Not only had I missed the last bus, the taxis were on strike as well.
a. and b. so c. but d. than
- Little what was waiting for me when I got home.
a. I knew b. did I know c. that I knew d. have I known
- No sooner had I got into the lift there was a power cut.
a. and b. that c. where d. than
- Marion likes her new neighbourhood and her brother.
a. so does b. also does c. too d. either does
- The film was so bad that I left before the end, many other people.
a. and b. as did c. also d. too
- Hardly had we left the house it began to rain.
a. when b. that c. than d. and
- I had been searching for hours, but nowhere where I had put my passport.
a. I could find b. I found c. couldn't I find d. could I find
- Not until you actually meet him in person how tall he is.
a. you will realise b. you realise c. realise you d. will you realise

2. EMPHATIC FORMS

A. Look at the extracts *a* and *b* from Text A in the Reading section and compare them with the sentences below them. Then answer the question in your notebook.

- a. *What we want is one all-singing, all-dancing C-3PO that can do the lot.*
We want one all-singing, all-dancing C-3PO that can do the lot.
- b. *What we're after requires machines that can think.*
We are after something; the thing we are after is machines that can think.
- What effect does the sentence structure with *what* at the beginning of the sentence have?

B. In your notebook, rewrite the sentences using appropriate emphatic structures.

1. Please, come to the concert with us tonight; you'll enjoy it.
2. I can't understand what happened to make you so angry.
3. I can't understand why Tom is never on time for meetings.
4. Mark gave me a book for my birthday, not a T-shirt.
5. We will never know where the treasure is hidden.
6. Francis didn't come to the party because she was out of town.
7. Mary has a driving licence; she just doesn't like driving.
8. Did Jeff tell you that I was in hospital?

The following structures are used to emphasise a part of the sentence.

It is/was + emphasised part of the sentence + that/who(m)

It was on Monday that I saw Joe.
It was Joe that I saw on Monday.

What + subject + verb + is/was

What you need is a good night's sleep.

(Subject +) do/does/did + bare infinitive

John did come to the party, but he didn't seem to enjoy himself.
Do have some more coffee!


Question word + ever









Whoever told you that? It's not true.

Question word + is/was + it + that + subject + verb...?

Where was it that you saw my car keys?

ENGLISH IN USE

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given. Write the answers in your notebook. 

1. Theresa is a vegetarian but she eats seafood; so it's OK to make shrimp salad. does
Although Theresa , so it's OK to make shrimp salad.
2. The lab door should never be left unlocked. no
Under  be left unlocked.
3. He would soon have reason to regret his words but he didn't know it. did
Little  he would soon have reason to regret his words.
4. The firefighters had just left the building when there was a loud explosion. than
No  there was a loud explosion.
5. Why can't you ever give me a straight answer? it
Why  give me a straight answer?
6. The children were playing in the forest and they found the injured fox there. where
The children were playing in the forest and  the injured fox.
7. Janet won the 200 m race, not Emma. who
It , not Emma.
8. After Cal left his hometown in 2015, he never returned. even
Not  his hometown after he left in 2015.

Listening

1. Discuss.

- Biomimetics is an area of science which uses nature's designs to solve problems. How do you think what is depicted in the pictures below could be used to solve problems?



spider



abalone sea snail












termite mound

- What do you know about touch technology? Which of the objects in the pictures below do you think are applications of touch technology?



2. A. You will hear a radio interview about biomimetics; an area of science which uses nature's designs to solve problems. For questions 1-9 complete the sentences with a word or short phrase. Write the answers in your notebook.

- Scientists are looking into biomimicry in an effort to find .
- Although termites live in a hostile environment characterised by extreme weather conditions, the mounds they build maintain a .
- The Eastgate Centre building, in Zimbabwe, where the design of termite mounds has been applied, uses no .
- Scientists have replicated the  of certain creatures and have designed cars which are based on them.
- A complex mechanism that enables the Namib beetle to trap  on its wings ensures its survival.
-  are materials which release a substance that helps to repair cracks.
- According to Frank, in some cases, humans are unable to  designs in nature.
- The body armour of the abalone sea snail is something  are interested in.
- For the exploration of other planets and deep oceans,  which are able to replicate animal movements could be used.

B. You will hear an interview with Dr Adrian Brown about touch technology. For questions 1-5, choose the answer a, b, c or d, which fits best according to what you hear. Write the answers in your notebook.

- What does touch technology enable computers to do?
 - simulate all sensory experiences
 - create sensory cells that transmit tactile information to a computer brain
 - create an illusionary tactile experience
 - interact with humans by touching them
- Why is touch technology so important in the medical field?
 - Virtual environments can be utilised for the instruction of surgical procedures.
 - They facilitate a hands-on approach, which enhances student/patient interaction.
 - It enables medical students to experiment with and change textures.
 - Medical students can access virtual environments using joysticks.
- How do researchers plan on enhancing online shopping experiences?
 - by making virtual interaction with the product possible
 - by providing online shoppers with more variety
 - by providing shoppers with a realistic visual representation of the product
 - by enabling shoppers to taste, smell and touch the product they wish to buy
- How can touch technology be of assistance to those who are visually impaired?
 - It helps them become more sensitive to matters concerning marginalised minorities.
 - It helps them create visual representations of data.
 - It assists them in experiencing graphs and representations of data.
 - It helps them learn Braille.
- What is the main limitation of touch technology?
 - The present lack of financial support for research projects.
 - A computer's inability to replicate people's perfect sense of touch.
 - A computer's inability to discern sensations that are less than a millimetre apart.
 - A computer's inability to process information fast enough to replicate tactile sensations.

3. Discuss.

- Which of the technological applications discussed in the interviews do you think is most interesting? Why?

Vocabulary

DERIVATIVES

A. Copy the table in your notebook and complete it with the missing verbs, nouns and adjectives.

VERBS	ABSTRACT NOUNS	CONCRETE NOUNS	ADJECTIVES
////	sustainability sustainment sustenance	sustainer	sustained sustaining ////
adapt	adaptation ////	adapter	adapted adapting adaptive ////
////	prevalence	prevailer	prevailing prevailed ////
inspire	////	inspirer	inspiring //// ////
////	challenge	challenger	challenging ////
simulate	////	simulator	simulated simulative ////

B. Complete the sentences 1-6 using words from activity A. Write the answers in your notebook.

- A flight approximates the conditions of flight and the flight environment, and can be used to train pilots.
- The success of individuals like Steve Jobs and Bill Gates serves as a(n) for many aspiring computer geeks.
- The view of the country's financial situation is that things will get a lot worse before they start getting better.
- Environmental refers to the environment's ability to remain diverse and productive.
- NASA is carrying out a series of experiments to find out more about how the human body to weightlessness.
- Recently a group of scientists published findings that the traditional view of how genes function.

COMPOUND ADJECTIVES

A. Look at the sentence below:

Self-repairing paint is a realistic possibility and may soon make scratches in car paintwork a thing of the past.

Many compound adjectives are commonly formed by combining *self* and *well* with adjectives. Can you name any?

B. Complete the blanks with *self* or *well*. In some cases more than one combination may be possible. Write the answers in your notebook.

- sufficient
- intended
- developed
- reliant
- serving
- preserved
- established
- activated
- adhesive
- deserved
- informed

C. Use some of the compound adjectives in activity B to complete the sentences 1-8. Write the answers in your notebook.

- One of the country's goals is to become in rice, so it does not have to depend on imports.
- Since Donna works for a medical journal, she is always about all the latest breakthroughs in medical research.
- Fred's ambition to reach the top and his motives soon became obvious to everyone in the department.
- It is my hope that my children will grow up to be confident, individuals capable of facing all the adversities of life.
- Scientists have found very prehistoric mummies of children in Northern Chile.
- When Steve finished his thesis, he decided to take a holiday and go to Italy for a week.
- Alice is a junior partner in a large, law firm based in Manchester.
- When you order stationery supplies, don't forget to order labels because we have run out of those.

Speaking

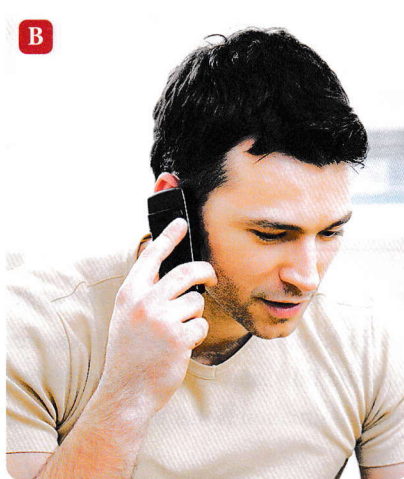
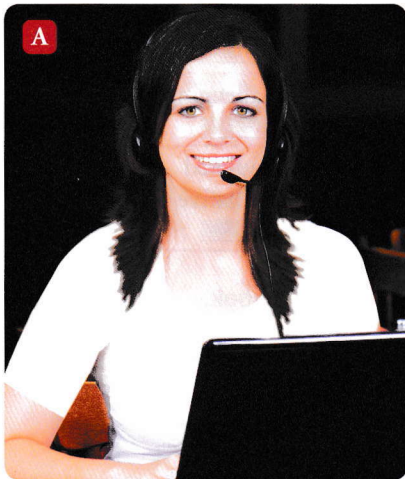
1. Discuss.

- Look at the different ways of communicating in the box. Choose the one that you consider to be most effective and explain the reasons for your choice.

letter email video call face-to-face talk telephone call chat on the Internet

- Means of communication have changed beyond recognition today, and some have even become status symbols. Do you agree? Can you think of any examples?

2. Talk in pairs. Look at pictures C and D and talk about how the people in these two pictures feel. Then, look at all the pictures. Imagine that you and your partner have to work on a project entitled 'The evolution of communication'. Talk together about the various aspects of communication represented in the pictures. Then suggest other aspects of communication that you would like to be mentioned in your project.



alienated body language / gestures as means of communication friendless
 clothes / dress codes as means of communication delighted
 intercultural communication overwhelmed
 means of public communication (radio, TV, etc.) companionship
 sense of loneliness/belonging/proximity

It is commonly believed that...
 Personally, I think...
 In my experience...

3. Discuss the following questions. You can use some of the words/phrases in the boxes.

- Which of the means of communication above do you believe has the most detrimental/beneficial effect on personal relationships? Why?
- In what ways has the Internet influenced interpersonal relationships?

relationships suffer / are maintained / grow
 (lack of) visual contact
 a negative/positive influence on facilitate

You may disagree with me, but...
 It seems to me that...
 I'd say that...

Writing

A summary

1. Discuss.

- Have you had any experience in writing a summary? If yes, in what kind of situation?
- What skills do you think are useful in writing a summary?

2. A. Go back to the Reading section and quickly read through the two texts. Then, read the rubric below and write the key words in your notebook.

In a paragraph of 50-70 words, summarise in your own words as far as possible, in what ways, according to the writers of both texts, scientists are trying to make robots similar to human beings.

B. Read the summary written in response to the rubric above. Has the writer successfully summarised the two texts? Consider the following:

- Has the writer included the necessary information from both of the texts?
- Is the summary written in the writer's own words or has he/she 'lifted' phrases from the texts?
- Is the summary the appropriate length?

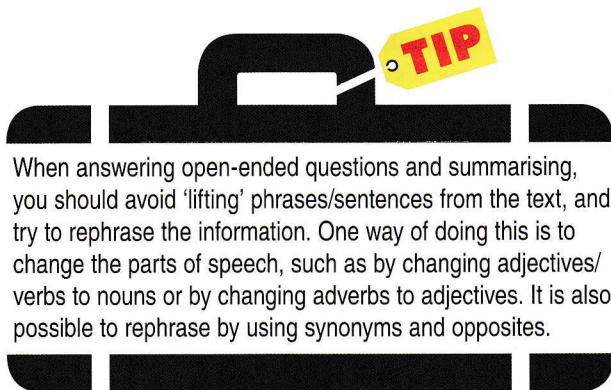
In their efforts to make multi-functional robots, scientists are attempting to replicate mankind's ability to move, think and feel. This will enable robots to exercise initiative, learn from interaction and modify their behaviour, if this is required. The robot's functionality will, however, depend on its ability to do more than just utilise advanced cognitive skills, as intelligence in a social context comprises aspects that transcend pure logic. (67 words in length)

3. A. Look back at the two texts and find the sections in both which contain the information used in the summary.

B. Now look at the summary again and do the tasks below.

- How has the writer rephrased this information? Give examples.
- Write down the linking words the writer has used to link the information logically.

4. Look at the example below and rephrase the sentences 1-5 in a similar manner by replacing the words/phrases in bold with another part of speech, synonyms or opposites. Write the answers in your notebook.



Mr Sanford was **evidently surprised** that the students had solved the problem **with such ease**.

Mr Sanford's surprise that the students had solved the problem with no difficulty was evident.

- Many people **justify** the behaviour of juvenile delinquents by saying they are **too young** to know better.

Many people's **////////**

- In many cases, when parents asked their children to **explain** why they **didn't tell the truth**, they didn't give a straight answer.

In many cases, when children were asked what **////////**

- It is common knowledge that **a large number** of people with weight problems **are tempted** to snack in between meals.

It is common knowledge that **////////**

- The team's **relief** that **they hadn't finished the project after the deadline expired** was obvious.

The team was **////////**

- First, the research assistant **described** the experiment to the participants **in detail**.

First, a **////////**

5. A. Read the two texts about online role-playing games and answer the questions that follow each text.

When answering questions which require you to read between the lines:

- try to interpret what the writer means rather than just taking literally what is written.
- consider the context and/or situation to help you understand the meaning.
- try to imagine what the writer feels or how he/she feels in the specific situation.

A Life Less Ordinary



Online world *Second Life* is a fascinating example of how people invest, both financially and emotionally, in worlds of social technology. Importantly, *Second Life*'s creators and users don't call it a game, it's a place; and users aren't players, they're residents. Everything within the virtual world is built by the users and owned by them, and any value that is generated can be exchanged into real-world US dollars using one of a number of special currency-exchange sites. Hundreds of people have made a real living from unreal goods and services.

Phillip Rosedale, CEO of *Second Life*, is untroubled by this kind of entrepreneurialism. 'People pay real money for things that aren't real all the time,' he says. 'For instance, we pay real money for brands, like Gucci. Brands don't have any value beyond the idea that we collectively agree that they stand for a certain set of values distinct from the product.' But just as with television and video games, the enthusiasm and time which some people invest in MMORPGs (Massively Multiplayer Online Role Playing Games) can be perceived as alarming. In November 2005, Jon Jacobs, a director of independent films from Miami, spent \$100,000 on a virtual space station in the science-fiction themed game *Project Entropia*, which he planned to turn into a club that he could charge other users to visit.

Some people find investments of this kind worrying, but Rosedale dismisses such concerns. 'If the complexity of what you're doing at the computer is lower than something you'd be doing in real life, then get up and do something else,' he says. 'On the other hand, if what you're doing on the computer offers you a greater challenge than you can get in real life, then maybe you should continue to spend time at it. Of course, every so often you should get up and go for a run so your body doesn't atrophy.'

1. In your own words, explain why the writer mentions the fact that '... creators and users don't call it a game, it's a place; and users aren't players, they're residents.'
2. What may be perceived as 'alarming' in the example given of Jon Jacob's space station?

Leading a Double Life

Conventional computer games are losing ground to multiplayer online role-playing games that seem to have obscured the boundary between the real and the computer-generated. It is, in part, this obscurity that makes these fantasy role-playing games so engaging. You see, although the computer-simulated environments in these games retain the fantasy elements of their antecedents, they function within a socio-economic, politico-ideological framework and, in doing so, mirror real-life experiences. This gives them an air of authenticity that is further reinforced by the real-time development of events, which means that these worlds continue to exist and evolve even when you log off, and that each avatar on screen represents an actual person somewhere in the world.

Just as in life, the more time and effort a player invests in the game, the more virtual social ties, obligations and assets his/her electronic incarnation generates. These eventually compete for the player's real time and resources. That is why some players have confessed to changing real-world schedules to honour game-world arrangements made with online team members, who are required to be logged on simultaneously to accomplish a task. The bond experienced, in cases such as this, is obviously not only strong enough but real enough to supplant real-life experiences and that is why players are prepared to invest their emotional resources in establishing and maintaining them.

The fact that players are anonymous, hidden behind their electronic representers, who are customised, both in appearance and character, to suit their perception of attractiveness, makes them feel secure. Not only does this sense of security boost confidence but it also lowers inhibitions. Here people can expand their emotional range by experimenting with various roles, and cross social, cultural and racial barriers to find emotional fulfilment without revealing their flaws. It is for this reason that time and resources, both emotional and other, spent online are not perceived as being idly squandered, but as being utilised and invested.


3. What does 'losing ground to' mean? (line 1)
4. In your own words, explain what effect anonymity has on players of online games.

B. Read the rubric below and write the key words in your notebook. What two aspects of the texts should you focus on in your summary?

In a paragraph of 50-70 words, summarise in your own words as far as possible how and why people invest in online games, as described in both texts.

C. Read the two texts again and find the parts in each one that give you the specific information you need for your summary.

D. Now try to rephrase these sentences in your own words. Write the answers in your notebook.


TIP

When writing a summary:

- read the rubric carefully so that you understand which aspect(s) of the texts you are required to summarise.
- read the texts and select the specific information relevant to the summary.
- rephrase the information in your own words as far as possible; avoid 'lifting' words/phrases from the text.
- use appropriate linking words to link your ideas logically.
- remember to write within the word limit.
- check your summary to make sure that it responds to the rubric appropriately, makes sense and does not include irrelevant information.

6. WRITING TASK

Write your summary using the information you rephrased in activity D.

Round-up


ENGLISH IN USE









A. Choose the word or phrase that most appropriately completes the sentence. Write *a, b, c* or *d* in your notebook.

- In our efforts to save the environment, it is of paramount importance that we utilise alternative sources of energy to electricity.
 - establish
 - breed
 - evolve
 - generate
- I waited for the sales to get the shoes I liked at a bargain price but unfortunately they were .
 - sold off
 - stocked up
 - picked out
 - sold out
- The board of directors has the hand in determining which department is up for a research grant.
 - first
 - upper
 - out of
 - big
- Given its highly adaptive nature, it is impossible for us to predict what obstacles we will come up against in our search for a cure for cancer.
 - fully
 - highly
 - virtually
 - greatly
- The man for our nuclear physics professor is an eminent scientist at the MIT research centre.
 - emulating
 - duplicating
 - substituting
 - devising
- At the press conference, the Minister clearly stated that medical research would precedence over space projects.
 - make
 - take
 - give
 - do
- medical researchers make a groundbreaking discovery that has the potential to truly alter the course of events that follow.
 - At one time
 - From time to time
 - For the time being
 - At this time
- That he was using unscrupulous research methods only came out because his assistant on him to the press.
 - ratted
 - hounded
 - fished
 - bugged
- seem to be getting longer and longer, so long, in fact, that you often forget what it is you were watching before they came on.
 - Jingles
 - Slogans
 - Fliers
 - Commercials
- The ultimate of eco-cities should be zero-carbon emissions.
 - goal
 - tendency
 - force
 - importance

B. Choose the word or phrase that produces a grammatically correct sentence. Write *a, b, c* or *d* in your notebook.











- I first prize but for my husband's support and encouragement.
 - would win
 - wouldn't have won
 - won't win
 - hadn't won
- I was walking down the street when I slipped on a banana skin and fell down. Never in my life so embarrassed!
 - I've felt
 - I felt
 - have I felt
 - I would feel
- Had they not been wearing their seatbelts, they in the car accident.
 - would have been killed
 - wouldn't have been killed
 - might not have been killed
 - might be killed
- It's such a shame that governments spend a large amount of money on buying weapons. I wish things different.
 - be
 - were
 - would have been
 - had been
- Not only new rules, but they decided to fire any employee who wouldn't comply with them.
 - did the company impose
 - would the company impose
 - the company imposed
 - imposed the company
- If the robber's gun , the bank clerk would be dead right now.
 - has gone off
 - was going off
 - might go off
 - had gone off
- I really enjoyed our trip to Barcelona. If only we to travel more often.
 - can afford
 - would be able to afford
 - could afford
 - afford
- We always enjoy your company. for dinner tonight!
 - Don't you come over
 - Do come over
 - Do you come over
 - You come over
- My head is killing me. I wish I late last night.
 - hadn't stayed up
 - didn't stay up
 - wouldn't stay up
 - couldn't stay up
- Barely after that workout yesterday. I'm aching all over!
 - can I move
 - I might move
 - will I move
 - I'm moving

C. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and eight words including the word given. Write the answers in your notebook. 

1. Apart from being a very good actor, George Clooney is also a great film director. only
Not  a very good actor, but he's a great film director, too.
2. I want to read Tolstoy in his native tongue, but I can't speak Russian. wish
I  Tolstoy in his native tongue.
3. I wish I had bought that lottery ticket yesterday. It won one million euros! would
If I had bought that lottery ticket yesterday,  one million euros!
4. Until we visited the town where the hurricane hit, we had never seen destruction so massive. such
Never  until we visited the town where the hurricane hit.
5. Jane lost weight only because she went on a strict diet. gone
If Jane , she wouldn't have lost weight.
6. Why do I have to put up with Keith? He's so obnoxious! it
Why  to put up with Keith? He's so obnoxious.
7. He was amazing at manipulating people, and that's why he was such a successful politician. unless
He wouldn't have been such a successful politician  amazing at manipulating people.
8. Upon seeing the suspicious looking man lurking about the premises, I phoned the police. had
No  lurking about the premises than I phoned the police.

D. Read the text below and decide which answer a, b, c or d best fits each gap. Write the answers in your notebook. 


The bygone era










We live in an era (1)  by and increasingly dependent on technological innovations. It is for this reason that younger generations find it (2)  impossible to envision a future devoid of the convenience and comfort they provide us with. Small wonder then that when asked to (3)  what life will be like in the future, they come up with something that sounds as if it's been taken out of a science-fiction book. But this description is actually not the product of an (4)  imagination. Based on the present speed at which breakthroughs are being (5) , it's actually a fairly accurate prediction. It looks as if technology will have the (6)  hand and that fully automated systems will (7)  for people in all areas. People will take the back seat and instead of (8)  away at work we will be able to take advantage of the time made available to us to engage in more recreational activities. (9)  this time constructively will be a feat in itself. Perhaps a case of too much of a good thing. Things might just come to the point where, (10)  time to time, we will reminisce about the good old days.

- | | | | |
|-----------------|-----------------|----------------|----------------|
| 1. a. rivalled | b. dominated | c. surpassed | d. overtaken |
| 2. a. virtually | b. fully | c. potentially | d. greatly |
| 3. a. perceive | b. forecast | c. divine | d. enact |
| 4. a. intrepid | b. ultimate | c. inherent | d. unbridled |
| 5. a. done | b. happened | c. made | d. occurred |
| 6. a. upper | b. back | c. first | d. high |
| 7. a. emulate | b. devise | c. substitute | d. duplicate |
| 8. a. beavering | b. badgering | c. hounding | d. monkeying |
| 9. a. Utilising | b. Manipulating | c. Operating | d. Manoeuvring |
| 10. a. at | b. in | c. for | d. from |

Round-up

LISTENING

You'll hear an interview with Barry Schneider, a social activist interested in protecting and informing consumers. For questions 1-9, complete the sentences with a word or short phrase. Write the answers in your notebook. 

- Barry Schneider likens the regulatory agencies created by the  to consumer watchdogs.
- He is of the opinion that the interests of consumers have been primarily safeguarded by , who have blazed trails in this area.
- Upton Sinclair is credited with revealing the shocking  prevalent in the meat-packing industry in the early 1900s.
- Ralph Nader is claimed to have contributed largely to  that took place in automobile safety.
- The  that were introduced revolutionised the automobile industry by making driving safer.
- Rachel Carson, who brought to light the negative effects of chemicals and pesticides, was a  by profession.
- The role played by the Environmental Protection Agency is said to be .
- Barry believes that developments in  and the increasing availability of options hold hidden dangers for consumers.
- Safer practices in the manufacture of products are necessary as people are risking their lives and .

SELF-ASSESSMENT

Read the following and decide which ones you can do. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

VOCABULARY

- > use verbs relating to animals
- > use phrasal verbs relating to shopping
- > use expressions with *hand*
- > use vocabulary relating to advertising
- > use words figuratively
- > distinguish between words easily confused
- > use adverb-adjective and adjective-noun combinations
- > use temporal expressions with *time*
- > form words deriving from verbs/nouns/adjectives
- > form compound adjectives with *self* and *well*

GRAMMAR

- > use Conditional Sentences Type 3 to express regret, criticism and imaginary situations in the past
- > express wishes with reference to present and past time
- > use inversion for emphasis
- > use emphatic forms

READING

- > skim a text for gist
- > understand the main ideas and supporting details in a text
- > infer information from a text
- > recognise anaphoric reference
- > guess the meaning of unknown words

LISTENING

- > understand specific information mentioned by speakers on a radio programme and answer multiple choice questions
- > understand specific information in a radio interview and complete gapped sentences

SPEAKING

- > expound on a topic, take a long turn, express an opinion and justify it, and comment on somebody else's opinion
- > sustain an interaction, exchange ideas, speculate, evaluate and reach a decision through negotiation


WRITING

- > write an article in response to a prompt
- > write a paragraph summarising points in two texts

Developing Skills

5

READING

A. Read the texts A-D and match the statements with the text where you can find this information. Write the answers in your notebook. 

1. Flash Foods received a complaint about misleading advertising.
2. Consumer expectations of real food may change over time due to false advertising.
3. The 'Chicken Sandwich Sensation' ad will be shown at a marketing workshop.

B



To the manager of Flash Foods,

I am writing to express my disapproval of the advertising campaign which has been launched by your company. I am enclosing the flyer which was handed to me yesterday advertising the new chicken sandwich.

Tempted by this delicious-looking sandwich, I decided to risk it and ordered one. Imagine my surprise when I opened the box to find a slice of tomato and a piece of undercooked chicken between two thin pieces of processed bread. There was nothing 'delicious and nutritious' about it, despite the claims on your flyer! I have also enclosed a photograph of what I was given. Do you find it looks in any way similar to what you advertise?

I am asking that you immediately drop this misleading advertisement to prevent customers from believing these false claims because of the inaccurate picture of the chicken sandwich.

If I continue to see these flyers, I will pursue legal action.

Sincerely,
Miranda Gilbert

A

9:47 A.M.



From: t.jones@gms.com
To: p.stevens@gms.com
Subject: New ad for Flash Foods

Dear Pete,

This is the ad our team created for Flash Foods, in response to the recent criticism from health-conscious consumers that claimed Flash Foods are indifferent towards national health concerns. We believe our ad to launch the client's new product will be highly successful. Let me know what you think. It should be ready in time for our marketing workshop on March 5th.



Flash Foods
is proud to present a new,
delicious and nutritious

NEW!

Chicken Sandwich Sensation!

100% fresh

The sandwich which provides all the energy you need for your active lifestyle!

Juicy chicken fillet, garden-fresh lettuce, sun-ripened tomato slices and crunchy onions between wholegrain bread!

Like this healthy choice so much you can't get enough?
Well, we'll give you the second one half-price!

Kind regards,

Tim
Gem Marketing Solutions

C

GLUE CEREAL, ANYONE?

The marketing industry has numerous ways of misleading consumers. When it comes to food marketing, this becomes more apparent, as what we see advertised is more likely to be a work of art than actual cooking.

Marketers want food to look perfect for the photo shoot, so they do whatever it takes. They put pins in burgers to make all the ingredients stay in place, they use motor oil instead of honey because it reflects light better, and they use bright-white glue instead of milk.

Sometimes, food is recreated from other materials. A natural apple pie will fall apart when sliced, but on TV it must, for reasons unknown, be made to fall into perfect slices. So they use artificially-coloured mashed potato, and the crumbs disappear. When 'real' food is used, it is almost always digitally edited; sizes are changed, with colours made brighter to make the ingredients look fresher.

My question is: how long before consumers who have been raised on false images of perfect food begin rejecting natural food, forcing companies to make their products more and more artificial?



D

MARKETING WORKSHOP

Sponsored by Gem Marketing Solutions



Persuading the public

with Professor *Jane Patrick* (Hertford University) who will present the basics of food advertising.

With many businesses realising the value of good advertising, marketing is an ever-expanding area.

Apart from viewing samples of our work, participants will be able to follow the talks below:

Eating in the dark

The role visuals play in our appetite

Selling a smell

How stores use smells to their advantage

Colour mind-control

Stimulating appetite through colour choice

The language of flavour

When words are more important than taste

WEDNESDAY MARCH 5TH
11AM, VALLEY CONFERENCE CENTRE

B. Complete the email about the texts with no more than three words for each gap. Write the answers in your notebook.

Cześć Kasiu,

Czy wybierasz się na szkolenie z reklamowania żywności? Szkolenie jest (1) przez firmę Gem Marketing Solutions, która ostatnio przygotowała reklamę nowego produktu Flash Foods, a mianowicie kanapki z (2) .

Kanapka była reklamowana jako smaczna i (3) i rzeczywiście tak wyglądała w ulotce. Jednakże prawdziwa kanapka nie miała nic wspólnego z tą ze zdjęcia. Nie jest to jedyny przykład reklamy żywności, która (4) konsumentów. Przemysł marketingowy często stosuje takie metody i w większości przypadków nie wykorzystuje nawet prawdziwych produktów, tylko np. (5) zamiast mleka lub olej silnikowy zamiast miodu.

Ciekawa jestem jakie inne przykłady podadzą na szkoleniu.

Pozdrawiam

Justyna
















ENGLISH IN USE

A. Read the pairs of sentences and decide which word completes them correctly. Write a, b or c in your notebook.









- If I look back in , I can see how my current health issues are probably the result of my poor diet and sedentary lifestyle over the years.
 - It was a race against to comb the area and find the missing rock climber before it became dark.
 - a. history b. space c. time
- The amount of money we're spending on the publicity campaign is getting out of . Identifying where we can make cutbacks is paramount.
 - When it was announced that James was the winner, everyone stood up and gave him a big .
 - a. control b. hand c. gesture
- After the argument, she amends by sending her friend the most beautiful bunch of flowers you've ever seen.
 - Given the complexity of the problem, I'm afraid we almost no headway in coming up with a solution.
 - a. showed b. did c. made
- During the exam period, your social life shouldn't precedence over your university work.
 - The actor decided to legal action over what the newspaper had reported about him in a recent article.
 - a. have b. take c. give
- We had to shell thousands of pounds to repair the damage to our property following last month's storm.
 - The plan was to go bungee jumping at the weekend, but at the last minute, I chickened .
 - a. out b. over c. into
- Although I initially imagined that it would be a great idea, retrospect, I now realise it was one of the worst decisions I've ever made.
 - When asked about her next book, the author explained that it was very much the pipeline.
 - a. in b. at c. with

Developing Skills

B. Complete the sentences with the correct form of the words in brackets. Write the answers in your notebook.


- No sooner  (we / arrive) at the park than both the kids had a massive tantrum and wanted to leave.
-  (you / spoke) with me beforehand, I  (tell) you not to buy Sally a pink scarf. She has two already!
- If it  (not be) for Jenny's recommendation, we  (never / know) this Japanese restaurant even existed.
- I wish I  (try) harder in my French lessons at school instead of just monkeying around all the time!
- Not until  (you / move out) of home and rent your own flat  (you / understand) just how difficult it is to make ends meet!
- If only I  (sleep) earlier last night, I  (not / feel) so exhausted right now!
-  (do / call / me) if you are ever in town and want somebody to show you around.
- It's high time you  (learn) how to drive!
- Tommy behaves as if he  (be) a teenager, but he's twenty-five!
- If I  (have) a degree, I  (end up) with a much better-paid job!

C. Read the sentences and replace the words in bold. Write the answers in your notebook.

- I'm not a fan of shopping in (**sieciówkach**)  because I don't like wearing clothes that many other people can wear.
- (**Ledwo weszłam**)  home than the baby started crying.
- If you had shopped around, (**znalazłbyś**)  a much better coffee machine at a cheaper price.
- (**Skorzystalismy**)  of the good weather and prolonged our walk around the city.
- Poland has a (**dobrze rozwinięta**)  rail network. You can go almost everywhere by train.
- (**Pod żadnym pozorem nie wolno ci**)  wear shorts to your job interview. You have to dress the part.
- (**Szkoda, że nie kończę**)  work an hour earlier. I would have avoided all the traffic.
- He sighed in exasperation after finding out there wasn't (**zniżki studenckiej**)  when buying laptops or mobile phones.

WRITING

Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Prowadzisz blog z poradami dla rodziców. Poproszono cię o napisanie artykułu o niebezpieczeństwach zagrażających dzieciom zależnym i/lub uzależnionym od technologii już w młodym wieku. Wymień kilka zagrożeń i podaj kilka rad rodzicom. 

SPEAKING

1

A. Work in pairs. Act out the conversations.

1. Uzyskiwanie, udzielanie informacji

Udajesz się do centrum szkolenia zawodowego, by otrzymać informację na temat kursów z technologii informacyjnej.

- Zapytaj, czy mają w ofercie kursy z kodowania lub edytowania filmów wideo.
- Zapytaj, w jakich godzinach i jak często odbywają się zajęcia.
- Zapytaj o ilość kursantów w grupie i czy każdy będzie miał dostęp do komputera.

2. Relacjonowanie wydarzeń

Wracasz z zakupów w galerii i opowiadasz o nich rodzicom.

- Opowiedz, co kupiłeś / kupiłaś.
- Podaj, ile wydałeś/wydałaś i czy były jakieś ciekawe oferty.
- Podaj swoją opinię na temat robienia zakupów w galerii.

3. Negocjowanie

Twój przyjaciel / Twoja przyjaciółka uważa, że rodzice/opiekunowie dzieci powinni ograniczać dostęp dzieci do technologii. Ty masz inne zdanie.

- Wyraź swoją opinię na ten temat i uzasadnij ją.
- Nie zgódź się ze swoim rozmówcą, podając argument.
- Zgódź się z jego/jej kolejnym argumentem, ale pozostań przy swoim zdaniu.

B. Describe the picture and answer the questions.



- What do you think people like about big shopping centres like the one in the picture?
- Do you prefer shopping in small shops or big shopping centres? Why?
- Do you think that shopping centres are symbols of consumerism? Why? / Why not?

2

A. Answer the following questions in pairs.

- Do you think that the way young people use technology differs from people of other ages? How?
- Do you agree with the opinion that teenagers spend too much time using devices like computers and mobile phones? Why? / Why not?
- Can you imagine living without a computer or your mobile phone? What would it be like?

Developing Skills

B. Act out the following conversation.

Uczeń A

Na zajęciach językowych przygotowujecie prezentację na temat szybkiej mody i kupowania taniej, nietrwałej odzieży. Uzgadniacie, co powinno być ujęte w prezentacji. Poniżej podane są cztery kwestie, które musicie uwzględnić w rozmowie.

Nadkonsumpcja

Wpływ na środowisko

Wykorzystywanie pracowników branży taniej odzieży

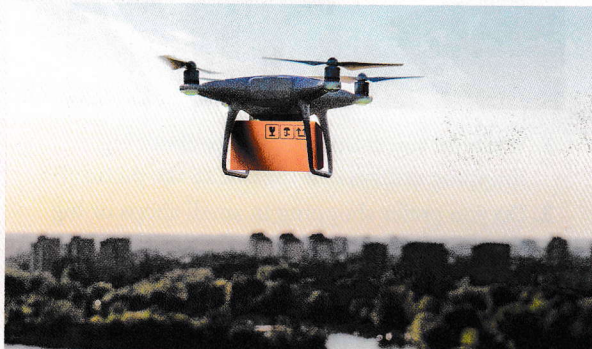
Jak zwalczać trend szybkiej mody

Uczeń B

Na zajęciach językowych przygotowujecie prezentację na temat szybkiej mody i kupowania taniej, nietrwałej odzieży. Uzgadniacie, co powinno być ujęte w prezentacji. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej poniższe punkty:

- ➔ Zapytaj Ucznia A, dlaczego szybka moda wpływa na nadmierny konsumpcjonizm.
- ➔ Poproś Ucznia A o podanie argumentów potwierdzających negatywny wpływ taniej mody na środowisko.
- ➔ Poproś Ucznia A o wyjaśnienie problemu wykorzystywania pracowników branży taniej odzieży.
- ➔ Poproś Ucznia A o podanie przykładów, jak można zwalczać trend szybkiej mody.
- ➔ Poproś Ucznia A o dokładniejsze uzasadnienie któregoś punktu prezentacji.

C. Work in pairs. Describe the picture and answer the questions.



1. Why do you think companies use this method of delivering products?
2. Can you think of any other ways drones can be used in our daily lives?
3. Would you like to have a drone? What would you use it for?

D. Discuss in pairs.

Na zajęciach w szkole, dyskutujecie na temat zastosowania technologii.

- Które z podanych zastosowań (patrz zdjęcia 1, 2, i 3), jest według Ciebie najważniejsze? Uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe opcje.



Zdjęcie 1



Zdjęcie 2



Zdjęcie 3

1. Do you think all students should have access to computers and tablets at school? Why? / Why not?
2. How can technology be used in the field of medicine?
3. What are the advantages and disadvantages of electric cars?
4. Do you think there are dangers to relying too heavily on technology? Why? / Why not?
5. Can you think of any other applications of technology that have an impact on your life?