

# 01

# Get the message

## 1A GRAMMAR AND VOCABULARY

### Present and past tenses

#### 1 ★ Match sentences 1–11 with their meanings a–k.

- 1  He's been writing thank-you letters all morning.
- 2  I wrote an English essay last night.
- 3  She's writing a text message right now.
- 4  Young people are writing by hand less often these days.
- 5  I was writing to Eleanor when she called me.
- 6  They've written several very long essays.
- 7  We were writing to each other regularly back then.
- 8  I've written down everything she's said so far.
- 9  Carl writes at least ten texts every day.
- 10  I'd already talked to that police officer about the burglary, so he knew I was innocent.
- 11  Teenagers rarely write emails.

<b>Present Simple</b>
a routines and habits/things that happen repeatedly
b facts and things that are generally true
<b>Present Continuous</b>
c things happening now or around now
d situations which are changing during the present time
<b>Past Simple</b>
e actions that started and finished at a specific time in the past
<b>Past Continuous</b>
f actions in progress at a specific time in the past
g a long activity interrupted by a shorter one
<b>Present Perfect Simple</b>
h actions and states which began in the past and continue until now
i finished actions in the past when we don't say exactly when they happened
<b>Present Perfect Continuous</b>
j an action in progress or repeated over a period of time up until now
<b>Past Perfect</b>
k an action in the past that was completed before another action or time in the past

#### 2 ★ Choose the correct time expressions to complete the sentences.

- 1 I usually take a break from my screen *right now* / *from time to time* to give my eyes a rest.
- 2 According to my phone, I've spent sixty-seven minutes online *since nine o'clock* / *ever since*.
- 3 We've been learning about ancient methods of communication at school *recently* / *last week*.
- 4 I forgot my password and blocked my email account *the day before yesterday* / *in recent weeks*.
- 5 It's getting more and more difficult to maintain face-to-face communication *nowadays* / *at the time*.
- 6 We were walking on the beach *earlier today* / *once in a while* when we found a message in a bottle.

#### 3 ★★ Complete the sentences with the forms from the box. There are two extra forms.

are becoming   are you using   do you have  
do you know   don't usually send   'm talking  
never writes   ~~prefer~~   writes

- 1 Most teenagers *prefer* texting to calling.
- 2 My friends and I \_\_\_\_\_ emails.
- 3 Once in a while, my grandfather \_\_\_\_\_ a letter.
- 4 \_\_\_\_\_ your laptop right now? I'd like to borrow it.
- 5 Can I call you back? I \_\_\_\_\_ to someone else at the moment.
- 6 Landline telephones \_\_\_\_\_ less and less common these days.
- 7 \_\_\_\_\_ how much credit you've got left on your phone?

#### 4 ★★ Complete the pairs of sentences with the correct endings in bold.

- 1 **ALL MORNING / THREE TIMES TODAY**
  - a I've been texting Jackie \_\_\_\_\_.
  - b I've texted Jackie \_\_\_\_\_.**
- 2 **TWO ESSAYS TODAY / THAT ESSAY SINCE THIS MORNING**
  - a Kay's been writing \_\_\_\_\_.
  - b Kay has written \_\_\_\_\_.**
- 3 **ENGLISH FOR VERY LONG / HOW TO WRITE IN ENGLISH YET**
  - a Amal hasn't learned \_\_\_\_\_.
  - b Amal hasn't been learning \_\_\_\_\_.**

**5 ★★ Complete the story with the correct forms of the verbs from the box.**

concentrate ~~drop~~ go happen leave lose not be  
not hear sit steal

Leon was riding his bike when he <sup>1</sup>*dropped* his phone. He <sup>2</sup>\_\_\_\_\_ on the road, so he <sup>3</sup>\_\_\_\_\_ it fall. He arrived at school and <sup>4</sup>\_\_\_\_\_ straight to his first lesson. He <sup>5</sup>\_\_\_\_\_ in English class when he realised that he <sup>6</sup>\_\_\_\_\_ it. He thought he <sup>7</sup>\_\_\_\_\_ it at home, but when he got back at the end of the day, it <sup>8</sup>\_\_\_\_\_ there. He never found out what <sup>9</sup>\_\_\_\_\_ to it and assumed that someone <sup>10</sup>\_\_\_\_\_ it.

**6 ★★ Use the prompts to write questions.**

- you / receive / any hand-written letters / recently?  
*Have you received any hand-written letters recently?*
- social media / change / the meaning of friendship?  
\_\_\_\_\_
- you / watch / the documentary / about communication through the ages / yesterday?  
\_\_\_\_\_
- Grandma / know / how to switch on the computer?  
\_\_\_\_\_
- you / see / her photos on Instagram / before you met her?  
\_\_\_\_\_
- you / have a bad dream / when / I / wake / you up?  
\_\_\_\_\_

**7 ★★ Complete the news story with the correct forms of the verbs in brackets.**

**M**embers of an Australian family <sup>1</sup>*found* (find) the world's oldest message in a bottle over 100 years after German researchers <sup>2</sup>\_\_\_\_\_ (throw) it into the Indian Ocean.

The Illman family <sup>3</sup>\_\_\_\_\_ (walk) on the beach in Perth in Australia when they <sup>4</sup>\_\_\_\_\_ (come across) a bottle lying in the sand. Tonya Illman <sup>5</sup>\_\_\_\_\_ (pick it up) and <sup>6</sup>\_\_\_\_\_ (discover) a note inside asking the finders to contact the German authorities. Researchers <sup>7</sup>\_\_\_\_\_ (write) the note 132 years earlier.

**8 ★★ Choose the correct forms to complete the sentences. Sometimes more than one form is possible.**

- I \_\_\_ a message to you when you phoned!  
a was just writing  
b have just been writing  
c am just writing
- You \_\_\_ on your project all morning. Haven't you finished yet?  
a were working  
b had worked  
c have been working
- What \_\_\_ of my new keyboard? It's specially designed so it's comfortable to type with.  
a are you thinking  
b have you thought  
c do you think
- When I got up, my dad \_\_\_ coffee.  
a has made  
b made  
c was making
- Internet connections \_\_\_ faster and faster all the time.  
a have got  
b are getting  
c get
- When I got home from school, I \_\_\_.  
a was falling asleep  
b had fallen asleep  
c fell asleep
- Sadly, I \_\_\_ in touch with anyone from my old school.  
a haven't stayed  
b am not staying  
c wasn't staying
- When I checked my email, the results \_\_\_.  
a were already arriving  
b had already arrived  
c arrived already


**9 ON A HIGH NOTE Write a short paragraph about writing by hand. When do you use a pen and paper to write? When do you use an electronic device? Why? What things did people write with a pen and paper which they now use electronic devices for?**



# 1B READING AND VOCABULARY

1 Read the article quickly and look at the photos. Tick the ones which contain the objects mentioned in the text and write their names.

- Photo A \_\_\_\_\_
- Photo B \_\_\_\_\_
- Photo C \_\_\_\_\_

2  Read the article again and choose the correct answers.

- 1 How can the author's opinion of the Rosetta Stone in Paragraph 1 best be summarised?
  - a Its popularity as a museum exhibit is difficult to explain.
  - b It is far more significant than it looks.
  - c It is a disappointment for most museum visitors.
  - d It is a dull administrative document.
- 2 Which statement is true about the Rosetta Stone?
  - a It was made for a child ruler.
  - b It was the only one of its kind.
  - c Its sole aim was to declare the pharaoh a god.
  - d It contains a multilingual message.
- 3 What does 'decipher' mean in line 51?
  - a interpret
  - b describe
  - c rewrite
  - d solve
- 4 What does the author say about Rongorongo?
  - a It may not actually be writing.
  - b It is a kind of calendar.
  - c It can't be a kind of decoration.
  - d It tells stories of the natural world.
- 5 Which object does the author say has become a part of popular culture?
  - a the Rosetta Stone
  - b the Rongorongo carvings
  - c the Voynich Manuscript
  - d the Tartaria Tablets
- 6 What does the author believe about mysterious texts from the past?
  - a There are some texts we will never be able to work out.
  - b We should only try to understand written languages, not symbols.
  - c It's impossible for experts to agree about any texts from the past.
  - d People will always try to make sense of them.

## Vocabulary extension

3 Look at the highlighted verb-noun collocations in the text and complete the sentences with one word in each gap.

- 1 The true identity of the infamous killer 'Jack the Ripper' remains a *mystery* to this day.
- 2 Documentary makers go to great lengths to satisfy our \_\_\_\_\_ about the mysteries of the natural world.
- 3 Historians have made a \_\_\_\_\_ in understanding how the Egyptian pyramids were built.
- 4 The prince has been waiting decades to inherit the \_\_\_\_\_ from his mother, the queen.
- 5 Alan Turing saved millions of lives by cracking the \_\_\_\_\_ that Germany was using to send military communications during WW2.
- 6 Violence continues as various groups fight for \_\_\_\_\_ of this magnificent city.

## ACTIVE VOCABULARY

### Adjectives formed with a suffix and a prefix

Some adjectives are formed by adding a suffix to a verb (e.g. *-able*: *solve* – *solvable*).

Sometimes you need to make changes to the spelling (e.g. *forget* – *forgettable*).

You can also add a prefix to an adjective to make it negative (e.g. *un-*: *solvable* – *unsolvable*, *forgettable* – *unforgettable*).

4 Write the negative adjective forms of these verbs.

- |                              |                 |
|------------------------------|-----------------|
| 1 accept <i>unacceptable</i> | 5 deny _____    |
| 2 afford _____               | 6 predict _____ |
| 3 believe _____              | 7 suit _____    |
| 4 break _____                |                 |

5 Complete the sentences with the adjectives from Exercise 4.

- 1 This film contains violent scenes and is *unsuitable* for young children.
- 2 The exhibition entry fees are \_\_\_\_\_ for many school pupils and their families.
- 3 It's \_\_\_\_\_ that social media have contributed to a huge increase in the amount of contact among people around the world.
- 4 'The theft of objects from Egyptian pyramids is absolutely \_\_\_\_\_,' said the president.
- 5 In tests, we managed to crack the \_\_\_\_\_ screen on this phone in less than two minutes.
- 6 Mountain weather is \_\_\_\_\_, so you should always carry warm clothes while hiking.
- 7 I found his explanation of the broken window completely \_\_\_\_\_.

6 ON A HIGH NOTE Write a short paragraph about a famous historical site or object in your country.



# COMMUNICATING with THE PAST

**Unlike many of Egypt's ancient treasures, the world-famous Rosetta Stone is nothing much to look at.** Nevertheless, visitors to

the British Museum flow endlessly past the large piece of rock, despite being unable to read what is written on it. If they could, they might be disappointed to discover that it is a kind of bureaucratic tax document. However, as the museum guides explain each day, the Rosetta Stone is the star of an incredible true story about cracking codes and communicating with the past.

The tale begins over 2000 years ago in Egypt and the city of Alexandria. When Pharaoh Ptolemy IV died, his throne was inherited by a six-year-old son. This was the start of years of chaos as rival groups fought for control of the child and his kingdom. Eventually though, the boy-pharaoh grew up and, with the assistance of powerful priests, he became an influential leader. In 196 BC, like all the other pharaohs before him, he wished to announce to the world his status as a living god. The Rosetta Stone is one of eighteen similar stones that were put up in temples around Egypt; their purpose was both to spread this message and to bring into law some very generous tax breaks for the priests who had helped him. The stone is of particular historical importance because the 'memo' it contains is written in three languages: classical Greek, an everyday Egyptian language called Demotic, and hieroglyphics like those found on statues, tombs and monuments throughout Egypt.

The Rosetta Stone remained in Egypt throughout 2000 years of its troubled and often violent history. Then in 1801, it was captured by the British army and taken to London. There, academics set to work analysing the text in order to decipher what was written on it. Scholars of ancient Greek could understand the Greek version, but the hieroglyphics remained a mystery. That was, until an English researcher named Thomas Young made a major breakthrough by recognising a group of symbols that spelled out the name 'Ptolemy'. His work was continued by Frenchman Jean-Francois Champollion who finally figured out how to read the mysterious text in 1882. Young and Champollion's work opened a channel of communication with the past that has allowed us to work out exactly what is written on all the great objects and monuments of Egypt.

However, despite the best efforts of linguists and code breakers, a number of unexplained manuscripts and mysterious languages have proved unsolvable to this day. A notable example is Rongorongo, which scholars believe may be a written language from Easter Island. It was found in the nineteenth century on various wooden objects and is made up of symbols showing animals, humans and plants. There have been many attempts to work out what meaning it conveys, but only one has met with partial success. This suggested that it may be related to the cycles of the moon. It is also possible that Rongorongo is not written text at all,

but is in fact an early kind of memory aid or even simply decoration.

Then there's the beautiful Voynich Manuscript, a large illustrated book which has been dated to the early fifteenth century. It is thought to be written in a European language – though not a familiar one – and contains strange pictures of plants and animals that don't actually exist. Some researchers have suggested it is a fake and others a guide to medieval medicine, but no one is sure. Perhaps because it remains so mysterious, it has inspired many contemporary films and books.

One final puzzle could be the oldest of them all. According to some estimates, the Tartaria Tablets, which were unearthed in Romania in 1961, are over 7000 years old. This would make the symbols on these small round discs the earliest known form of writing. However, similarly to Rongorongo, whether or not they are actually a written language is still open to question.

As with many messages from the past, opinions differ and even the experts can be sure of almost nothing. It is not easy to satisfy human curiosity, however, and where mystery remains, investigation will surely follow. Driven by incredible success stories like that of the deciphering of hieroglyphics through analysis of the Rosetta Stone, scholars, experts and historians will no doubt continue their code-cracking efforts to communicate with the past.

# 1C VOCABULARY | Idioms and phrases related to communication

## 1 ★ Match the two parts of the sentences.

- 1  Sharing a house creates a strong
  - 2  My tutor and I really hit it
  - 3  My friends and I always have
  - 4  I met our new neighbours and I took
  - 5  I'm not good at making
  - 6  Although I may come across
  - 7  Thankfully, Jenna made
  - 8  I always try to strike up
  - 9  If someone pays you
- a to them immediately.
  - b a favourable impression on her new tutor.
  - c bond between young people at university.
  - d small talk and I often end up saying silly things.
  - e off, so I'm looking forward to our lessons together.
  - f as a confident person, I'm actually quite shy.
  - g a compliment, smile and say 'thank you'.
  - h a laugh when we get together.
  - i a conversation when I meet someone new.

## 2 ★ Choose the correct words to complete the idioms.

- 1 *throw / fire* questions at someone
- 2 insist on having the last *say / word*
- 3 put somebody *on / in* the spot
- 4 jump down somebody's *neck / throat*
- 5 not get a word in *edgeways / sideways*
- 6 refuse to let something *drop / stop*

## 3 ★ Match situations a-f with idioms 1-6 from Exercise 2.

- a  Then the boss asked me to say who I thought was to blame. It was so embarrassing!
- b  You always have to be the last one to speak, don't you?
- c  I told him I didn't want to talk about it anymore, but he wouldn't stop.
- d  He just kept asking me one thing after another for what seemed like ages.
- e  When I told her I was going to be a few minutes late, she got really angry!
- f  She talked so much that I didn't manage to say anything at all during lunch.

## 4 ★★ Complete the conversation with the words from the box.

across bond compliment ~~hit~~ impression laugh  
small strike take

**Rory** So how did your evening go, Kate? Did you and Lottie <sup>1</sup>*hit* it off?

**Kate** I'm not sure. I tried to <sup>2</sup> \_\_\_\_\_ up a conversation by paying her a <sup>3</sup> \_\_\_\_\_, but I have a feeling that I came <sup>4</sup> \_\_\_\_\_ as a bit over-enthusiastic.

**Rory** Oh, I wouldn't worry. I'm sure you made a favourable <sup>5</sup> \_\_\_\_\_. People usually <sup>6</sup> \_\_\_\_\_ to you, right? Perhaps you were just trying a bit too hard.

**Kate** Maybe, I mean - there was quite a lot of <sup>7</sup> \_\_\_\_\_ talk, but we had a <sup>8</sup> \_\_\_\_\_. She's got a good sense of humour.

**Rory** Well, there you go. I mean ... you can't expect to create a strong <sup>9</sup> \_\_\_\_\_ after just one evening out. I think it went better than you imagine.

## 5 ★★★ Complete the letter to a problem page with one verb in each gap.

### ASK MARIANNA:

#### Marianna gives advice on readers' personal problems

Dear Marianna,

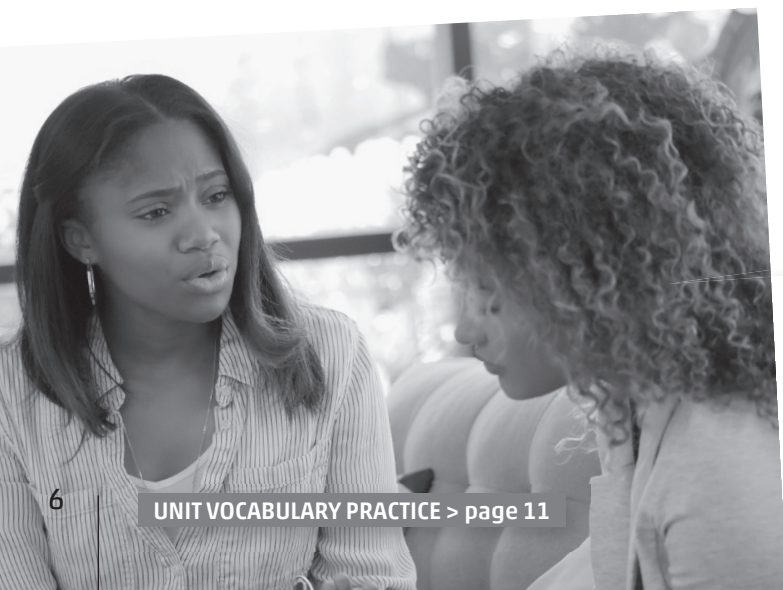
I have a real problem with one of my classmates at school. He's the captain of our debate team, but basically he's a bully who enjoys <sup>1</sup>*putting* his peers on the spot and often <sup>2</sup> \_\_\_\_\_ impossible questions at them. Whenever someone gets something wrong, he immediately loses his temper and <sup>3</sup> \_\_\_\_\_ down their throat. I once gave a bit of a silly answer to one of his questions and he <sup>4</sup> \_\_\_\_\_ to let it drop, teasing me about it every time I saw him. He loves the sound of his own voice and unless he's pressuring us to answer one of his endless questions, we can't <sup>5</sup> \_\_\_\_\_ a word in edgeways. As you might guess, he's also the kind of person that always has to <sup>6</sup> \_\_\_\_\_ the last word. I'm thinking of quitting the debate team because of him.

What, if anything, can I do?

Regards,

Kylie

## 6 ON A HIGH NOTE Write about a time you met and talked to someone new. Use some of the phrases and idioms from this lesson to say how you and the other person behaved.





## Question tags and echo questions

### 1 ★ Match sentences 1–6 with responses a–f.

- 1  I'm having a great time.  
 2  I met a really nice guy last week.  
 3  George and Ola have arrived!  
 4  Ray didn't want to dance.  
 5  Abi was wearing some beautiful shoes.  
 6  I can't understand what he's saying.
- a Can't you? Why don't you ask him to speak more slowly?  
 b Was she? She's always so stylish.  
 c Have they? OK, I'll be there in two minutes.  
 d Are you? I'm glad you could make it.  
 e Didn't he? Maybe he doesn't know how.  
 f Did you? What was his name?

### 2 ★★ Choose the correct words to complete the question tags. Then add an echo question to complete the mini-conversations.

- Ann** Oh, dear. I'm talking too much, <sup>1</sup>*don't / aren't* I? I get nervous in new situations.  
**Sam** <sup>2</sup>*Do you?* I hadn't noticed. You seem quite self-confident to me.
- Aaron** Everybody likes chocolate, <sup>3</sup>*aren't / don't* they? I'm planning to make a chocolate cake for the party.  
**Noah** <sup>4</sup>\_\_\_\_\_? Well, I certainly do, so please go ahead!
- Paul** You haven't met Alice, <sup>5</sup>*have / haven't* you? She moved in next door recently.  
**Mike** <sup>6</sup>\_\_\_\_\_? Hi, Alice. Welcome to the neighbourhood. I'm Mike.
- Vicky** Choose some more music, <sup>7</sup>*will / should* you, Joey? My tablet is on the table.  
**Joey** <sup>8</sup>\_\_\_\_\_? Oh, yeah. Right, let's get this party started!
- Emma** This is a great party, isn't <sup>9</sup>*it / this*? Ours wasn't nearly as much fun.  
**Kate** <sup>10</sup>\_\_\_\_\_? I had a great time at our party.
- Sarah** Everything went wrong, <sup>11</sup>*didn't / wasn't* it? I don't know what to do now.  
**Robert** <sup>12</sup>\_\_\_\_\_? Well, perhaps I can help.

### 3 ★★★ Complete two conversations at a party with question tags or echo questions.

- Becky** Hi there. Love your dress. We haven't met, <sup>1</sup>*have we*?  
**Caitlin** No, I don't think so. I'm Caitlin – Martin's cousin.  
**Becky** <sup>2</sup>\_\_\_\_\_? Well, it's nice to meet you. I'm Becky and I'm in Martin's year at school, though I don't really know him very well. This is a great party, <sup>3</sup>\_\_\_\_\_? So, is Martin a nice guy?  
**Caitlin** Actually, I find him a bit annoying, but don't tell him, <sup>4</sup>\_\_\_\_\_?  
**Becky** Ha! I won't. I guess you're allowed to say that because you're family. And that's his sister, <sup>5</sup>\_\_\_\_\_? The girl with the black hair?  
**Caitlin** Who, Amal? No, they're just friends. Martin hasn't got a sister.  
**Becky** Oh! <sup>6</sup>\_\_\_\_\_?
- Martin** Change the music, <sup>7</sup>\_\_\_\_\_, Amal?  
**Amal** Let's put on some hip-hop, <sup>8</sup>\_\_\_\_\_?  
**Martin** Whatever you fancy. Do you know that girl who's talking to Caitlin? She goes to our school, <sup>9</sup>\_\_\_\_\_?  
**Amal** Yeah, I think so. Her name's Becky. I don't really know her.  
**Martin** She looks like a nice girl.  
**Amal** Well, we can go and say hello, <sup>10</sup>\_\_\_\_\_?  
**Martin** Wait a minute! We can't just walk up and say hello.  
**Amal** Of course we can! It's a party after all. It'll be fine.  
**Martin** <sup>11</sup>\_\_\_\_\_? Hmm, I guess so. Do the talking though, <sup>12</sup>\_\_\_\_\_?  
**Amal** Oh, come on Martin. Confidence is the key to success!

### 4 ON A HIGH NOTE Write a conversation at the party between two of the characters from Exercise 3. Include questions tags and echo questions.



# 1E LISTENING AND VOCABULARY

## 1 2 Listen to a radio interview about language and choose the correct answers.

- 1 What is the main topic of this week's programme?
  - a scientific English
  - b translating and interpreting
  - c words and phrases describing happiness
- 2 The guest on the programme has
  - a written a book.
  - b reviewed a book.
  - c translated a book.

## 2 2 Listen again and complete the sentences with up to five words in each gap.

- 1 There are estimated to be approximately \_\_\_\_\_ in the English language.
- 2 Dictionaries often don't include \_\_\_\_\_.
- 3 Words for emotions, especially \_\_\_\_\_, are particularly hard to translate.
- 4 The Danish word 'morgenfrisk' describes how people feel \_\_\_\_\_.
- 5 The Swahili word 'mbuki-mvuki' refers to a situation when you want to \_\_\_\_\_.
- 6 Dr Tim Lomas is a lecturer in \_\_\_\_\_ at a university in London.
- 7 According to Dr Lomas, our \_\_\_\_\_ thanks to understanding emotion words in other languages.
- 8 Dr Lomas thinks that learning about happy words in other languages can help us discover feelings that \_\_\_\_\_.

## Vocabulary extension

### 3 Complete the collocations with the correct forms of the words from the box. Use the information in brackets to help you.

arouse express genuine high mixed ~~stir up~~

- 1 Politicians have been accused of trying to *stir up* **people's emotions** before the election. (deliberately make them feel anger or hatred)
- 2 I felt \_\_\_\_\_ **emotions** on my final day at secondary school. (positive and negative)
- 3 My grandfather has difficulty \_\_\_\_\_ **his emotions**. (showing or talking about)
- 4 Whitney Houston sang with \_\_\_\_\_ **emotion** and fans adored her for it. (real or true)
- 5 Hunting is a topic that \_\_\_\_\_ **strong emotions**. (causes people to feel)
- 6 **Emotions are running** \_\_\_\_\_ after another night of protests on the streets of Paris. (people have very strong feelings about a particular situation; there could even be violence)

### 4 ON A HIGH NOTE What are your favourite words or phrases in English? Write a short paragraph, giving reasons.

## Pronunciation

### 5 3 Listen and complete the sentences from the interview in Exercise 1 with a question tag in each gap.

- 1 It is, \_\_\_\_\_?
- 2 Now, these examples come from a book, \_\_\_\_\_?
- 3 Well, that covers rather a lot of us, \_\_\_\_\_?

### 6 3 Listen to the sentences from Exercise 5 again. What do you notice about the way the speakers pronounce the sound /t/ at the end of the first word in each question tag (*isn't*, *don't*, *doesn't*)? Choose the correct answer.

- a The sound /t/ is very clearly pronounced.
- b The sound /t/ disappears.

## ACTIVE PRONUNCIATION

### Omitting /t/ in question tags

In fast speech, the sound /t/ at the end of the first word in question tags can be omitted. English speakers do it quite often (e.g. *isn't it* - /'ɪz(ə)nɪt/, *doesn't she* - /'dʌz(ə)nʃɪ/).

### 7 4 Listen and tick the question tags where the sound /t/ is omitted.

- 1  Weren't we?
- 2  Hasn't he?
- 3  Can't I?
- 4  Hadn't they?
- 5  Doesn't it?
- 6  Wasn't he?

### 8 5 Listen and practise saying the sentences.

- 1 The world has become a different place, hasn't it?
- 2 Ben gets on your nerves, doesn't he?
- 3 I should release the negative emotions, shouldn't I?
- 4 The idea of making contact with aliens is ridiculous, isn't it?
- 5 We could at least try to break the ice, couldn't we?

### 9 Complete the sentences with question tags. Then practise saying the sentences.

- 1 Vanessa likes people paying her compliments, *doesn't she*?
- 2 David has been firing questions at you all day, \_\_\_\_\_?
- 3 Our boss is completely fed up with all the paperwork, \_\_\_\_\_?
- 4 Diane was bewildered by her nephew's behaviour, \_\_\_\_\_?
- 5 He could try to work on his emotional intelligence, \_\_\_\_\_?

## 1 Read the phrases. How do you say them in Polish?

### SPEAKING | Expressing emotions

#### EXPRESSING ANXIETY

It's been keeping me up at night.

I'm worried sick about my sister's surgery.

#### EXPRESSING RELIEF

I can breathe a sigh of relief now.

That's a weight off my mind.

Thank goodness.

#### EXPRESSING ANNOYANCE AND FRUSTRATION

That beeping noise is driving me up the wall!

His loud laugh really gets on my nerves.

I've had it up to here with your constant complaints.

#### EXPRESSING SURPRISE OR DISBELIEF

You've got to be kidding me!

Get out of here!

Who would have thought it?

#### EXPRESSING SADNESS

I'm feeling a bit down in the dumps.

I'm feeling a bit blue.

I'm heartbroken.

#### EXPRESSING ENJOYMENT OR HAPPINESS

I'm walking on air!

I can't stop smiling!

## 2 Choose the correct words to complete the sentences.

- 1 Get out / off of here!
- 2 I'm worried sick / ill.
- 3 That's a weight off my brain / mind.
- 4 Now I can breathe / blow a sigh of relief.
- 5 You've got to be kidding / joking me!
- 6 It's been keeping me out / up at night.
- 7 Who would have understood / thought it?
- 8 Thank goodness / happiness.

## 3 What do these phrases express? Choose A for annoyance, S for sadness or H for happiness.

- |   |           |
|---|-----------|
| 1 I'm heartbroken.                                      | A / S / H |
| 2 This computer is driving me up the wall!              | A / S / H |
| 3 I'm walking on air!                                   | A / S / H |
| 4 I'm feeling a bit down in the dumps.                  | A / S / H |
| 5 I'm feeling a bit blue.                               | A / S / H |
| 6 I can't stop smiling!                                 | A / S / H |
| 7 I've had it up to here with the traffic in this city. | A / S / H |
| 8 Her voice really gets on my nerves.                   | A / S / H |

## 4 Choose the correct phrases to complete the mini-conversations. Ignore the gaps for now.

- John** What's the matter with you?  
**Celia** The neighbours are playing their music at full volume again. <sup>1</sup>It's driving me up the wall! / I'm walking on air!  
**John** <sup>2</sup>What a pain!!  
**Celia** Maybe I should go and talk to them again.  
**John** I think you should. I mean - <sup>3</sup>\_\_\_\_\_
- Tony** My aunt's dog died. <sup>4</sup>She's heartbroken. / It really gets on her nerves.  
**Gilly** Oh no! Poor thing. <sup>5</sup>\_\_\_\_\_
- Aisha** How did it go?  
**Kim** I got the job - summer in Italy! <sup>6</sup>I'm feeling a bit blue. / I can't stop smiling!  
**Aisha** That's awesome! <sup>7</sup>\_\_\_\_\_
- Piet** Just calm down!  
**Milo** Calm down? My phone is broken again! <sup>8</sup>I'm feeling a bit down in the dumps. / I've had it up to here with the stupid thing! I want my money back!  
**Piet** <sup>9</sup>\_\_\_\_\_ That's the third time this month.  
**Milo** <sup>10</sup>\_\_\_\_\_

## 5 Now complete gaps a-f in Exercise 4 with the phrases from the box.

- I don't blame you.  
 I know, right?  
 I'm really pleased for you.  
 I'm so sorry to hear that.  
 What a pain!  
 what's the worst that could happen?





# 1G WRITING | An informal email

Hi Tim ☺

How are things? <sup>1</sup> \_\_\_ in ages. Have you settled in to your new school? <sup>2</sup> \_\_\_ that you passed your driving test! Congratulations! How did it feel to drive on your own for the first time?

<sup>3</sup> \_\_\_ I've been doing loads of training in preparation for the snowboarding season. Feeling pretty good and my legs are definitely getting stronger. Remember I had that summer job? Well, I saved up all summer and I'm going to Austria for a snowboard training camp in December. (Dead excited!) <sup>4</sup> \_\_\_ Fancy coming for a visit and going to the mountains for the day? If only I knew someone who has a driving licence and their own car and could drive me there. Oh, that's right, I do ... you! ☺

Revision is driving me crazy at the moment. I keep having these dreams where I get to the exam and realise that I missed all the lessons and don't know anything about the subject! <sup>5</sup> \_\_\_ Really awful, but at least I'm relieved when I wake up! How are you getting on? You always seemed pretty calm about tests and exams. Do you feel like you're going to be ready in time? Maybe we could have a video call sometime and share some notes. <sup>6</sup> \_\_\_ Good plan?

<sup>7</sup> \_\_\_ Katy and I are off to the cinema on Saturday – going to see the new Wonder Woman film. Probably go for a burger afterwards. We both need a break from revision. Speaking of revision, I guess I'd better go and get on with some right now!! ☹

Say hi to your sis, bro, mum and dad. <sup>8</sup> \_\_\_ about coming to visit.

<sup>9</sup> \_\_\_

Justin

Start with a friendly greeting.

Mention your last contact with the other person.

Mention any news from your friend.

Cover each topic in a separate paragraph.

Finish with a friendly, informal goodbye.

## 1 Match phrases a-i with gaps 1-9 in Justin's email.

- |   |  |
|---|--|
| a <input type="checkbox"/> It was great to hear                   | e <input type="checkbox"/> What else?                      |
| b <input type="checkbox"/> Let me know                            | f <input type="checkbox"/> What do you think?              |
| c <input type="checkbox"/> Haven't seen you                       | g <input type="checkbox"/> Argh!                           |
| d <input type="checkbox"/> You like winter sports too, don't you? | h <input type="checkbox"/> Cheers,                         |
|   | i <input type="checkbox"/> Life's been busy here as usual. |

## 2 Read the email again and complete the advice with Do or Don't.

- Don't use a formal style.
- \_\_\_\_\_ use full forms instead of contractions.
- \_\_\_\_\_ use informal quantifiers and intensifiers.
- \_\_\_\_\_ include the subject and auxiliary verb if the meaning is obvious.
- \_\_\_\_\_ use question tags and rhetorical questions.
- \_\_\_\_\_ use abbreviations, emoticons and interjections.

## 3 Find examples of the following punctuation marks in Justin's email.

- comma after greeting
- exclamation marks (including multiple exclamation marks)
- comma after an introductory adverb
- brackets and dashes
- comma to separate three or more words
- comma after sign-off

## 4 Punctuate this email correctly.

Hi Sid,  
Great news Amazingly I passed all my exams even Maths I feel proud happy relieved and totally surprised  
Take care  
Nancy

## 5 WRITING TASK Write a reply to Justin's email from Exercise 1.

### ACTIVE WRITING | E-mail prywatny

#### 1 Zaplanuj swój e-mail:

- Zastanów się, jak chcesz odpowiedzieć na wiadomości od Justina.
- Zanotuj, co chciałbyś/chciałabyś napisać Justinowi o sobie.
- Przemyśl, czy chcesz zaakceptować zaproszenie Justina.

#### 2 Napisz swój e-mail:

- Rozpocznij i zakończ swój e-mail w odpowiedni, nieformalny, ale uprzejmy sposób.
- Wykorzystaj zwroty z tabeli *Writing (Student's Book, str. 13)*.
- Stosuj nieformalny styl, potoczne słownictwo i struktury gramatyczne charakterystyczne dla korespondencji prywatnej (np. skróty, pytania rozłączne lub retoryczne).
- Zadbaj o układ graficzny swojego tekstu. Podziel go na akapity.

#### 3 Sprawdź, czy twój tekst:

- zawiera wszystkie informacje wymagane w zadaniu,
- jest poprawny gramatycznie, spójny i logiczny.

# UNIT VOCABULARY PRACTICE

- 1 1A GRAMMAR AND VOCABULARY** Complete each short text or dialogue with the correct forms of the words in bold.

## MAKE / LOSE / STAY

I can't believe we <sup>1</sup>lost touch after being such good friends at school. I'm so glad you <sup>2</sup> \_\_\_\_\_ contact again. Let's make sure we <sup>3</sup> \_\_\_\_\_ in touch from now on.

## SPREAD / MAINTAIN / ESTABLISH

We can use social media to <sup>4</sup> \_\_\_\_\_ and <sup>5</sup> \_\_\_\_\_ contact with our online users, and to <sup>6</sup> \_\_\_\_\_ the message that we believe the voting age should be lowered to sixteen.

## DELIVER / PASS ON

**Amy** Will you <sup>7</sup> \_\_\_\_\_ a message to Bryony when you see her? Group 1 has cancelled and Group 2 is now coming at 9.15 a.m., but there are only seven of them, so ...

**Brad** What? I'll never remember all that. Write it down and I'll <sup>8</sup> \_\_\_\_\_ it to her office later.

## CARRY / CONVEY

The artist has painted a bird <sup>9</sup> \_\_\_\_\_ a message to the king. I think the painter is trying to <sup>10</sup> \_\_\_\_\_ a message about power and importance here.

- 2 1B READING AND VOCABULARY** Replace the underlined parts with the correct forms of the phrasal verbs from the box.

bring about   come across   figure out   make out  
~~pick up~~   point out   spell it out   wipe out

- This device will receive a signal from someone trapped under the snow after an avalanche. *pick up*
- Contact with aliens could cause a big change in the way we see our place in the universe. \_\_\_\_\_
- I'd like to bring to your attention a few important rules before the game begins. \_\_\_\_\_
- It was raining so heavily that we could barely see the road ahead. \_\_\_\_\_
- The arrival of the new shopping centre has completely destroyed local shops. \_\_\_\_\_
- Let me explain it clearly for you: if you ever do that again, I will report you to the police. \_\_\_\_\_
- We found the bottle containing the message while walking on the beach. \_\_\_\_\_
- These days, it doesn't take a genius to understand that the Earth is round and not flat. \_\_\_\_\_

- 3 1B READING AND VOCABULARY** Complete the sentences with one word in each gap.

- I was so tired I simply couldn't take in what they were saying to me.
- Do I really have to spell \_\_\_\_\_ the reasons you should quit smoking?
- Please pay attention while we point \_\_\_\_\_ some of the safety features on this aircraft.
- Sadly, the accident brought \_\_\_\_\_ a serious change in his personality.
- She didn't speak English, but I managed to get \_\_\_\_\_ the fact that I needed help.

- 4 1C VOCABULARY** Complete the song lyrics with one word in each gap.

Just wanted to make a favourable <sup>1</sup>impression.

Only wanted to strike up a real <sup>2</sup> \_\_\_\_\_.

Have a <sup>3</sup> \_\_\_\_\_. Hit it <sup>4</sup> \_\_\_\_\_.

Come <sup>5</sup> \_\_\_\_\_ as cool.

Make small <sup>6</sup> \_\_\_\_\_, get along and spend some time with you.

And now I'm standing on my own.

Might as well have stayed at home.

Must've tried too hard,

'cos you left me on my own.

Paid you <sup>7</sup> \_\_\_\_\_, yet here I am alone.

Couldn't <sup>8</sup> \_\_\_\_\_ a bond, though I wanted to.

You didn't <sup>9</sup> \_\_\_\_\_ to me

although I took to you.

And now I'm standing on my own.

Might as well have stayed at home.

- 5 1E LISTENING AND VOCABULARY** Replace the underlined words with the adjectives from the box with a similar meaning.

bewildered   devastated   ecstatic   exasperated   livid  
tense   ~~terrified~~

- Tim didn't tell his friend how frightened he was by the final scene of the film they went to see. *terrified*
- Leanne was sad when her best friend stopped speaking to her. \_\_\_\_\_
- When Paul returned to find his new car scratched he was angry. \_\_\_\_\_
- Charlotte was understandably nervous as she waited for the results of her blood test. \_\_\_\_\_
- Leon was thrilled when he found out he'd got a place at Sheffield University. \_\_\_\_\_
- Carla's dad was annoyed that once again she hadn't called to let her parents know she was safe. \_\_\_\_\_
- Passengers were left confused after the departure gate was changed seven times. \_\_\_\_\_

- 6 ON A HIGH NOTE** Write a short description of a time when you received a surprising message.

## GRAMMAR AND VOCABULARY

### 1 Choose the correct words to complete the sentences.

- Houston has finally managed to *establish / lose* contact with Apollo 13 again after nearly twenty-four hours of radio silence.
- I've no idea where Sophie is now. We *stayed in / lost* touch after university.
- Could you *spread / pass on* the message to Kim that I'll be ten minutes late?
- Can I *figure / point* out that you are entitled to your own opinions, but not your own facts?
- Over seventeen different species have been *wiped / spelled* out this year and it's only March.

/ 5

### 2 Complete the conversation with one word in each gap.

- Charlotte** I <sup>1</sup> *made* contact with my second cousin Beth for the first time yesterday.
- Phoebe** Oh, wow! That's cool. How did you find her?
- Charlotte** Mum and I <sup>2</sup> \_\_\_\_\_ chatting about family and I found her on social media. There were seventeen 'Beth Gerard's', but we figured <sup>3</sup> \_\_\_\_\_ which one she was from her photo.
- Phoebe** How did you get on with her?
- Charlotte** We really <sup>4</sup> \_\_\_\_\_ it off.
- Phoebe** That's great! I mean, you never know how someone might react when you contact them online like that. It kind of puts you <sup>5</sup> \_\_\_\_\_ the spot, doesn't it?
- Phoebe** It does, yes. I know people who <sup>6</sup> \_\_\_\_\_ stopped using social media completely because they're worried about privacy.

/ 5

### 3 Choose the correct forms to complete the sentences.

- I \_\_\_ shopping when I heard the news.  
**a** have been      **b** was      **c** am
- The researchers \_\_\_ picked up a signal from space before that incredible day.  
**a** was never      **b** had never      **c** have never
- I \_\_\_ that this is the best way to spread our message; we need to think of something different.  
**a** haven't agreed      **b** am not agreeing      **c** don't agree
- Cinema tickets \_\_\_ more and more expensive these days.  
**a** got      **b** get      **c** are getting
- When I got to the stadium, I \_\_\_ a huge queue.  
**a** joined      **b** was joining      **c** had joined

/ 5

### 4 Complete the sentences with question tags.

- Let's go out for lunch, *shall we*?
- Don't forget about Jill, \_\_\_\_\_?
- I'm still your best friend, \_\_\_\_\_?
- It wasn't the best party, \_\_\_\_\_?
- You will be nice to her, \_\_\_\_\_?
- It's your birthday today, \_\_\_\_\_?

/ 5

## USE OF ENGLISH

### 5 Complete the text with the correct words formed from the words in bold.

*The Sixth Sense* is a psychological thriller that will keep you glued to the edge of your seat. Written and directed by M. Night Shyamalan, the film has proven to be one of the most <sup>1</sup> \_\_\_\_\_ (**signify**) in his career. It tells the story of Cole Sear, a young boy who seems to be <sup>2</sup> \_\_\_\_\_ (**terrify**) by something. When the pressure becomes <sup>3</sup> \_\_\_\_\_ (**bear**), he confides in a child psychologist, Dr Malcolm Crowe. It takes time for the psychologist to overcome his initial scepticism and <sup>4</sup> \_\_\_\_\_ (**belief**) and realise that the secret that the boy is hiding is spiritual in nature. Cole sees ghosts walking around like the living, unaware that they are dead. The film is not to be missed, with unexpected twists and turns throughout the script. I <sup>5</sup> \_\_\_\_\_ (**high**) recommend it to all fans of this genre.

/ 5

### 6 Complete the text with the words from the box in the correct form. There are two extra words.

complete    terrify    ecstasy    take    bewilder  
high    seem

Yesterday I got Skip, my new dog, from the rescue shelter. Most of the animals there looked understandably <sup>1</sup> \_\_\_\_\_ – all alone in their cages. But when I approached Skip, he stuck his nose through the bars and gently licked my hand. As you can probably imagine, I <sup>2</sup> \_\_\_\_\_ to him immediately. The lady at the shelter warned me that it can take some time to create a real bond, but Skip and I went for a walk together and <sup>3</sup> \_\_\_\_\_ to hit it off straight away. When he realised he was coming home with me, he was <sup>4</sup> \_\_\_\_\_, barking excitedly and jumping and turning. Without a doubt, after twenty-four hours, I'm <sup>5</sup> \_\_\_\_\_ in love.

/ 5

/ 30



1 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–8). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Nie zmieniaj formy podanych wyrazów.

- There wasn't any food left when we arrived at the party. All the food \_\_\_\_\_ when we arrived at the party. **HAD**
- More and more people are now using social media to hear the latest news from their friends. **TOUCH**  
More and more people are now using social media \_\_\_\_\_ their friends.
- My sister started chatting with her boyfriend two hours ago. **BEEN**  
My sister \_\_\_\_\_ to her boyfriend for two hours now.
- My father says that I don't know anything about rock music. **TASTE**  
My father says that I \_\_\_\_\_ rock music.
- I am spending the weekend with my friends in the country. **ARRANGED**  
I \_\_\_\_\_ the weekend with my friends in the country.
- Is it possible to change the students' attitude to studying? **BRING**  
Is it possible to \_\_\_\_\_ in the students' attitude to studying?
- Kim is sad because she broke up with her boyfriend. **BLUE**  
Kim is \_\_\_\_\_ because she broke up with her boyfriend.
- We last made contact at Christmas last year. **NOT**  
We \_\_\_\_\_ Christmas last year.

2 Uzupełnij zdania, wykorzystując podane wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów. Trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie sześć wyrazów.

- When it \_\_\_\_\_ (*come / light*) that the boy was a hero, everyone wanted to meet him.
- Once the test was over, we all \_\_\_\_\_ (*breathe / sigh / relief*).
- Your constant nagging \_\_\_\_\_ (*drive / I / wall*). If you don't stop now, I'll go mad.
- After the meeting with her favourite actor, Monica \_\_\_\_\_ (*walk / air*).
- I'll be late. I \_\_\_\_\_ (*get / stuck*) a traffic jam.
- When I realised I \_\_\_\_\_ (*pass / message*) to the wrong person, I felt angry with myself.
- Our new teacher \_\_\_\_\_ (*come / as*) approachable person.
- What \_\_\_\_\_ (*you / think*) my new tablet?
- We \_\_\_\_\_ (*drive / hours*) before we stopped to have something to drink.
- He enjoys \_\_\_\_\_ (*pay / she / compliment*).

3 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: a, b, c albo d.

### Is it possible to spot a liar?

The biggest lie anyone can tell is to say that they never lie. Without a <sup>1</sup>\_\_\_\_\_, you will lie from time to time. Experts proved that almost two thirds of people lie every ten minutes, even while <sup>2</sup>\_\_\_\_\_ simple messages. While a lot of us <sup>3</sup>\_\_\_\_\_ to be pretty good at lying, we are surprisingly bad at detecting lies. Behavioural differences between honest and dishonest individuals are difficult to spot and measure. Researchers <sup>4</sup>\_\_\_\_\_ to uncover ways of detecting lies for years. Although they haven't been able to find a clear sign that someone is lying, their research has revealed some helpful indicators. <sup>5</sup>\_\_\_\_\_, verbal signals are potential red flags of deception. Using a higher voice, being vague or repeating questions are tell-tale signs we should not ignore. Someone who is lying might become aggressive and jump down your <sup>6</sup>\_\_\_\_\_ to disguise their fear. Non-verbal signals include touching your nose or playing with small objects such as pencils.

- |             |                    |               |              |
|-------------|--------------------|---------------|--------------|
| 1 a reason  | b doubt            | c clue        | d chance     |
| 2 a getting | b capturing        | c carrying    | d conveying  |
| 3 a pick up | b make out         | c put on      | d turn out   |
| 4 a trying  |                    | b are trying  |              |
|             | c have been trying | d were trying |              |
| 5 a Likely  | b Rapidly          | c Subtly      | d Apparently |
| 6 a head    | b throat           | c back        | d chest      |

4 Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie sześć wyrazów.

- Adults often say that teenagers \_\_\_\_\_ (*nie potrafią budować relacji*) in the real world.
- Ted is feeling thrilled because a lot of people \_\_\_\_\_ (*skomentowało jego ostatni post*).
- We came late because we \_\_\_\_\_ (*utknęliśmy*) in the traffic on the way to the meeting.
- He \_\_\_\_\_ (*chciał się wydostać*) of this town ever since he graduated from high school.
- Before you make the final decision, try \_\_\_\_\_ (*postawić się w ich sytuacji*).
- You haven't said a word today and that \_\_\_\_\_ (*działa mi na nerwy*).
- Nowadays, it \_\_\_\_\_ (*staje się coraz trudniejsze*) to find a good job offer in education.
- We've met before, \_\_\_\_\_ (*nieprawdą?*).
- Social media \_\_\_\_\_ (*zmieniły sposób, w jaki*) we communicate these days.
- \_\_\_\_\_ (*O czym myślisz?*) You look worried.