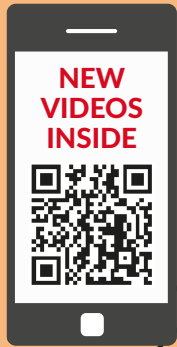


KAROLINA **KOTOROWICZ-JASIŃSKA**
MARTA **ROSIŃSKA**
JOANNA **SOBIERSKA**



NEW

PASSWORD

A2+/B1

WORKBOOK

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WORKBOOK



		VOCABULARY	GRAMMAR 1	LISTENING AND VOCABULARY	GRAMMAR 2	READING AND VOCABULARY
1	What a character!	p4 personality	p5 present simple and present continuous	p6 listening for detail and intention Dzania z lukami; Tekst z lukami vocabulary: personality, emotions	p7 verb + -ing form / infinitive	pp8-9 reading for gist and detail Dobieranie; Dzania z lukami vocabulary: personality, hobbies and interests
2	A good sport	p16 sports	p17 used to and past simple	p18 listening for detail and intention Wybór wielokrotny; Tekst z lukami vocabulary: extreme and dangerous sports; professional sports	p19 past continuous and past simple	pp20-21 reading for coherence and cohesion Dobieranie (zdań do luk); Odpowiedzi na pytania vocabulary: sports equipment and sports events
pp28-29 Extra Review units 1&2						
3	Welcome home!	p30 houses and locations	p31 present perfect: How long? for/since	p32 listening for detail Wybór wielokrotny; Dzania z lukami vocabulary: living in a town	p33 present perfect and past simple; present perfect: just, already, yet	pp34-35 reading for detail and order Dobieranie; Tekst z lukami vocabulary: rooms and furniture
4	Study time	p42 school and schoolwork	p43 past simple and past perfect	p44 listening for detail Dzania z lukami; Tekst z lukami vocabulary: the education system	p45 modals of deduction: may/might/could, can't, must	pp46-47 reading for gist and detail Wybór wielokrotny; Tekst z lukami vocabulary: teaching and learning; technology in education
pp54-55 Extra Review units 3&4						
5	A work of art	p56 participating in culture	p57 will and going to	p58 listening for detail Tekst z lukami; Dzania z lukami vocabulary: art; phrasal verbs	p59 must, have to, need to, can	pp60-61 reading for detail Tekst z lukami vocabulary: films; literature and reading
6	To spend or not to spend?	p68 shops and services; products; buying and selling	p69 comparatives and superlatives; as ... as, too, enough	p70 listening for gist and detail Dobieranie; Tekst z lukami (tabela) vocabulary: shopping online; verbs and prepositions	p71 relative clauses	pp72-73 reading for gist, intention and detail Wybór wielokrotny; Tekst z lukami vocabulary: shopping; advertising
pp80-81 Extra Review units 5&6						
7	Back to nature	p82 landscape and geographical features	p83 zero and first conditional	p84 listening for gist and detail Dobieranie; Tekst z lukami vocabulary: weather and climate	p85 second conditional	pp86-87 reading for gist and detail Odpowiedzi na pytania; Tekst z lukami vocabulary: natural disasters
8	It works!	p94 using technical equipment	p95 the passive: present simple, past simple, present perfect, will	p96 listening for context, order and detail Wybór wielokrotny; Tekst z lukami vocabulary: technical failures	p97 reported speech	pp98-99 reading for detail Tekst z lukami; Odpowiedzi na pytania vocabulary: ICT technology; predictions
pp106-107 Extra Review units 7&8						

SPEAKING/WRITING	ENGLISH IN USE	MATURA PRACTICE	SPOTLIGHT ON SOCIETY VIDEOS	THE WORLD TODAY VIDEOS
p10 meeting people Uzupełnianie luk w dialogu; Rozmowa z odgrywaniem roli	p10 a personal profile Profil internetowy	p11 Minidialogi (zadanie zamknięte); Sety leksykalne (dwa zdania); Słowotwórstwo; Tłumaczenie fragmentów zdań (zadanie otwarte)	p12 Rozumienie ze słuchu Tekst z lukami (tabela); Mówienie Rozmowa na podstawie ilustracji; Rozumienie tekstów pisanych Odpowiedzi na pytania	p15 Sharing life with a 1000 cats pp13–14 The photographer
p22 talking about a past event Rozmowa z odgrywaniem roli	p22 an email E-mail	p23 Wybór wielokrotny (tekst); Transformacje zdań (zadanie zamknięte); Słowotwórstwo; Tłumaczenie fragmentów zdań (zadanie otwarte)	p24 Rozumienie ze słuchu Tekst z lukami; Mówienie Rozmowa z odgrywaniem roli; Wypowiedź pisemna Wpis na blogu	p27 Race to the Pole pp25–26 Learning to boulder in the Peak District
p36 describing a picture Rozmowa na podstawie ilustracji	p36 a blog entry Wpis na blogu	p37 Sety leksykalne (dwa zdania); Wybór wielokrotny (tekst); Transformacje zdań (zadanie otwarte); Gramatykalizacja	p38 Rozumienie tekstów pisanych Dobieranie; Wybór wielokrotny (tekst); Transformacje zdań (zadanie otwarte); Gramatykalizacja; Mówienie Rozmowa na podstawie materiału stymulującego; Rozumienie ze słuchu Wybór wielokrotny	p39 A fairy tale house pp40–41 Multi-generational living
p48 expressing and justifying an opinion Rozmowa z odgrywaniem roli	p48 a letter of enquiry List z zapytaniem	p49 Transformacje zdań (zadanie zamknięte); Słowotwórstwo; Uzupełnianie luk w tekście jednym wyrazem	p50 Znajomość środków językowych Minidialogi (zadanie zamknięte), Gramatykalizacja; Mówienie Rozmowa na podstawie ilustracji; Wypowiedź pisemna E-mail	p51 Japanese High School Life pp52–53 The Odulai family
p62 arranging to go out Rozmowa z odgrywaniem roli	p62 a competition entry Zgłoszenie do konkursu	p63 Sety leksykalne (dwa zdania); Tłumaczenie fragmentów zdań (zadanie zamknięte); Uzupełnianie luk w tekście jednym wyrazem	p64 Rozumienie ze słuchu Dobieranie; Mówienie Rozmowa z odgrywaniem roli; Znajomość środków językowych Minidialogi (zadanie zamknięte), Uzupełnianie luk w dialogu	p67 A day on a film set pp65–66 Roger Moore
p74 in a clothes shop Rozmowa z odgrywaniem roli	p74 a product review Wpis na forum	p75 Wybór wielokrotny (tekst); Sety leksykalne (dwa zdania); Słowotwórstwo; Tłumaczenie fragmentów zdań (zadanie otwarte)	p76 Rozumienie tekstów pisanych Tekst z lukami; Mówienie Rozmowa na podstawie ilustracji; Wypowiedź pisemna List prywatny	p77 Mon's vlog: What can you buy for €1 in a Norwegian supermarket pp78–79 The Grand Bazaar
p88 stimulus-based discussion Rozmowa na podstawie materiału stymulującego	p88 a paragraph of an essay Rozprawka	p89 Sety leksykalne (dwa zdania); Transformacje zdań (zadanie otwarte); Słowotwórstwo	p90 Rozumienie ze słuchu Odpowiedzi na pytania, Tekst z lukami; Mówienie Rozmowa na podstawie ilustracji; Znajomość środków językowych Minidialogi (zadanie zamknięte), Uzupełnianie luk w tekście jednym wyrazem	p93 The Pride of Papa Nui pp91–92 Snow monkeys
p100 making complaints Rozmowa z odgrywaniem roli	p100 a paragraph of a letter to the editor List do redakcji	p101 Tłumaczenie fragmentów zdań (zadanie zamknięte); Wybór wielokrotny (tekst)	p102 Rozumienie tekstów pisanych Dobieranie, Tekst z lukami; Mówienie Rozmowa na podstawie materiału stymulującego; Wypowiedź pisemna Wpis na forum	p105 Life in 1927 pp103–104 The last job on Earth

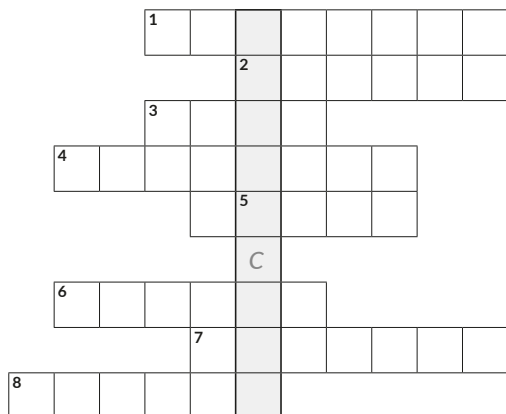
1

WHAT A CHARACTER!

VOCABULARY

personality

1 Complete the crossword. What is the hidden word?



- 1 a person who enjoys being with other people
- 2 a person who doesn't tell lies
- 3 somebody who doesn't like spending money
- 4 somebody who likes buying things for friends and family
- 5 extremely unkind
- 6 a person who always behaves properly towards other people
- 7 somebody who never jokes
- 8 somebody who is intelligent

2 Choose the two adjectives which best complete each sentence.

- 1 It is very **kind** / **polite** / **confident** to give your seat to an elderly person on the bus.
- 2 He's very **hard-working** / **ambitious** / **lazy** and always does well in tests.
- 3 You can really trust him – he's the most **honest** / **sociable** / **reliable** person I know.
- 4 You can't be **shy** / **funny** / **modest** if you want to have a career in the show business.
- 5 If you are **sensitive** / **rude** / **nasty** to people, nobody will like you.
- 6 Chuck is always **helpful** / **friendly** / **bossy** – that's why he's got so many friends.

3 Complete the sentences with the missing words.

- 1 Don't trust him – he's the most **i _ h _ n _ t** person I know.
- 2 Sara is so **_ _ l _ _ t _ v _** – she never stops talking.
- 3 Tim is very **_ o _ _ s _** as he never tells anybody about his medals.
- 4 You need to be really **c _ _ v _ _** to study medicine and become a doctor.
- 5 It's time to stop being so **_ _ _ st _** to each other – say sorry and try to forget all the bad things you've said.
- 6 You need to be **p _ _ i _ n _** to work with small children.
- 7 My older sister is very **_ _ _ s _ y** – she keeps telling everybody what to do.
- 8 When she entered the exam room, she was very **c _ _ f _ _ _ n _**, but this soon changed when she read the questions.

4 Complete the text with appropriate words.

This is a picture of me and my best friend, Lilly. She's the best! She's ¹**f**_____ and makes me laugh all the time. She's also very ²**p**_____ – she always says 'good morning' to the teachers at school. She's a very ³**s**_____ person – she's got almost 2000 friends on Facebook and she goes out a lot. I think that Lilly's also a very ⁴**a**_____ person – she studies hard and when she gets a bad grade, she always retakes the test. What I find a bit annoying is that she's sometimes too ⁵**s**_____ – for example, she always cries during sad films. She can be quite ⁶**m**_____, too. For example, she doesn't like lending things. Still, I can't imagine a better friend.



5 Find and correct a mistake in each sentence.

- 1 As far for the bad points, I must admit that I'm rather quiet.

- 2 Remember to always tell truth.

- 3 I can be quite nasty at the times.

- 4 You know what they say – you can't say a book by its cover!

- 5 He tends to lazy.

- 6 We shouldn't trust firstly impressions, as they're often false.

VOCABULARY CHALLENGE! Student's Book, p. 108, UNIT 1, ex. 1

6 Complete the sentences with appropriate adjectives.

- 1 I'm quite _____. I can get angry for no reason.
- 2 Sally was very _____ when she saw her boyfriend with another girl.
- 3 Mark is quite _____ and often argues with his parents.
- 4 I think I'm usually quite _____ and try to respect other people's view.
- 5 Ruth always tries to understand how other people feel – she's very _____.

7 Describe somebody you admire. Write 4–5 sentences.

1 Put the words in the correct order to make sentences.

- 1 biology / having / maths / today / we / instead / of / are / .

- 2 usually / he / get / does / up / when / ?

- 3 am / with / grandparents / at / living / the moment / I / my / .

- 4 Jane / does / at school / on time / arrive / ?

- 5 like / her / do / new / not / boyfriend / we / .

- 6 go / week / times / jogging / I / three / a / .

2 Put the time expressions in the correct place in the sentences.

- 1 She goes to the gym. (*twice a week*)

- 2 I don't go to school by car. (*often*)

- 3 Tim is ready for tests. (*always*)

- 4 I'm late for meetings. (*sometimes*)

- 5 My brother chats online. (*every day*)

3 Find and correct a mistake in each sentence.

- 1 Where you are going after school?

- 2 I know she come here regularly.

- 3 She doesn't never go on holiday abroad.

- 4 Jake and Laura usually are away at weekends.

- 5 Mark and his dad is watching TV.

- 6 Kevin once a month visits his grandparents.

- 7 I meeting Joe tomorrow evening.

- 8 Look at Mike! He carrying such a heavy bag.

4 Write questions in order to ask about the missing information. Then complete the gaps in the text with your own ideas.

Diego is a very successful businessman and he works for
1 _____. He earns a lot of money, so he lives in
a 2 _____ in the town centre. He usually goes to
3 _____ in the afternoon, but tonight he's working
on 4 _____. He's meeting 5 _____ from Japan
tomorrow, and he has to prepare 6 _____.

He usually works very hard, and so he is often tired, but next
week he's going away on holiday to 7 _____. He's
looking forward to it very much. Unfortunately, his girlfriend
isn't going with him because 8 _____ and Diego feels
very 9 _____ about the situation.

1 What company does Diego work for?

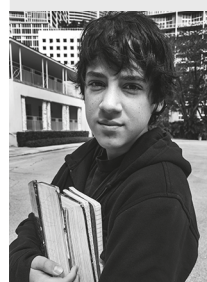
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____

5 Complete the sentences with the correct form of the verbs in brackets. Use the present simple or present continuous.

- 1 Do you know anybody who _____ (*come from*) Ireland?
- 2 Quiet, please! Can't you see I _____ (*watch*) TV?
- 3 My classmates _____ (*meet*) twice a week after school.
- 4 What _____ (*she / do*) in her free time?
- 5 Haven't you heard? Bella and Ray _____ (*go*) on a date tonight!
- 6 _____ (*you / like*) your new school, Mike?
- 7 Next month my favourite band _____ (*give*) a concert in Warsaw – I have to go!
- 8 Polly _____ (*not surf*) the Net often, she thinks it's a waste of time.

6 Complete the text with the correct form of the verbs below.

live do take plan not say attend take part
learn come stay



The boy in the picture is my Polish friend, Adam. He 1 _____ in Katowice, but, at the moment, he 2 _____ in Berlin, where he 3 _____ in the Socrates programme. He's very ambitious and 4 _____ his schoolwork seriously. He always 5 _____

his homework on time and also 6 _____ many courses after school. For example, he 7 _____ Chinese at the moment. I like him because he's got a great sense of humour. Although Adam is rather shy and 8 _____ much most of the time, his jokes are really great. I can't wait to see him. He 9 _____ to visit next weekend and right now I 10 _____ our time together.

7 Complete the sentences with your own ideas.

- 1 On Sundays I often _____.
- 2 I hardly ever _____.
- 3 My parents don't usually _____.
- 4 At the moment my classmates _____.
- 5 This month I am _____.

- 1 Read the advertisement and complete it with the words below. There are two extra words.

upset emotions trust stressed fond confident

Join our mindfulness course, where you will learn:

- * how to deal with stress at school and at home,
- * what to do when you feel ¹_____ or ²_____,
- * how to manage your negative thoughts,
- * how to understand your difficult ³_____,
- * what to do to be more ⁴_____ in relationships.



- 2 **MP3 01** Listen to the conversation and answer the questions.

- 1 Who are the people?
Mark is _____ and Anna is _____.
- 2 What are they talking about and why?
They are talking about a _____.
- 3 Who is the mindfulness course designed for?
It is for _____.
- 4 How long does the course last, and how often does the group meet?
It lasts _____.
- 5 Why is Anna unsure about the course?
She is afraid _____.

- 3 **MP3 01** Listen again and complete the email with up to four words in each gap.

Hi Vicky,
How are you? How's your horse riding course going?
I've got a bit of a problem. My aunt wants me to go on ¹_____, because she thinks I lack confidence and worry too much. She says that the course helps ²_____ learn how to cope with stress and understand their thoughts and ³_____ better. Perhaps she's right, but I don't want to be in a group of people I don't know. Apparently, the groups ⁴_____, but sitting with ten strangers doesn't sound like much fun. I really don't know what to do. She says that the company regularly receives ⁵_____ from their clients, so the course must be effective. She ⁶_____ the guy who runs the course and find out more about the classes. My parents are all for it, but I am not so sure. Help! What should I do?

Love,
Paula

- 4 Write a short answer to Paula, in which you give her your advice.

REVISION Student's Book, page 6

- 5 How would you feel in these situations? Write appropriate adjectives.

- 1 Your younger sister has just won a sports competition.
p. _____
- 2 You've forgotten about your best friend's birthday, while other classmates remembered to buy him/her a present. e. _____
- 3 Your pet hasn't eaten for two days and seems to be sick. u. _____
- 4 You get so much homework that you can't do all of it on time. s. _____
- 5 You're entering the exam room in a few minutes.
n. _____

VOCABULARY CHALLENGE! Student's Book, p. 108, UNIT 1, ex. 2

- 6 Find and correct a mistake in each sentence.

- 1 Kate's usually the middle of attention wherever she goes.

- 2 I hope you will never let me up.

- 3 Kelly is a very good student and never gets into problems.

- 4 I'm sure we can rely to him in every situation.

- 5 I don't think Mary can hold a secret yet I've known her for years.

- 6 I don't know her very well and I don't trust she.

- 7 Answer the questions.

- 1 In what situations do you usually feel stressed?

- 2 What are you proud of?

- 3 What do you feel is a waste of time?

- 4 Do you know anybody who doesn't care about their schoolwork? Who is it?

- 5 Which situations make you embarrassed?



1 Choose the correct option to complete the sentences.

- I promise **to fix / fixing** your computer by Monday.
- I'd like **learning / to learn** to speak Spanish.
- Tom enjoys **to collect / collecting** model planes.
- Miley suggested **to buy / buying** a CD for Kate's birthday.
- I don't mind **watching / to watch** the film again.
- I hope **seeing / to see** you again soon.
- Do you want me **staying / to stay** here with you?
- I can't stand **to be / being** the centre of attention.

2 Choose the correct answers.

- Kate ____ running in the park.
a would like to b enjoys c wants
- What are you ____ to do?
a decide b planning c enjoying
- I'm ____ watching old westerns.
a love b looking forward c keen on
- She ____ to teach me how to swim.
a promised b spends a lot of time c can't stand
- I ____ studying in the evenings.
a refuse b wouldn't like to c don't mind
- I'm ____ to get a puppy for my birthday.
a want b hating c hoping

3 Complete the sentences with the correct form of the verbs in brackets.

- He's agreed ____ (teach) me how to ski.
- Not everybody enjoys ____ (eat) in bed.
- I've decided ____ (apply) to art school.
- Tim is keen on ____ (ride) his BMX.
- I'm looking forward to ____ (meet) him again.
- Helen really loves ____ (spend) time with us.
- I invited him, but he refused ____ (come) to the meeting.
- Fiona offered ____ (help), but then she changed her mind.

4 Complete the dialogue with the verbs below. There are four extra verbs.

trying to join to finish going taking doing
to do finishing to go to try joining to take

- Gina What's new, Ben?
- Ben Nothing much. I'm working on a project, which is something I absolutely hate ¹_____, but I'm hoping ²_____ it soon.
- Gina What are you planning ³_____ later? Would you like ⁴_____ to the cinema with me?
- Ben I'm sorry, but Paul has already suggested ⁵_____ to a concert, and I said yes. Maybe some other time?
- Gina Well, you once promised ⁶_____ me out, so why don't you think of something?
- Ben How about going skating? Have you ever tried it?
- Gina No, I haven't, but I don't mind ⁷_____ it. Actually, I'd love ⁸_____ you, but only if we eat something afterwards.

GRAMMAR CHALLENGE! Student's Book, page 108, UNIT 1, ex. 1

5 Match the parts of the sentences.

- He stopped to eat a hamburger ☐
 - He stopped eating hamburgers ☐
 - I tried to say sorry, ☐
 - Try saying sorry to her, ☐
- a but she didn't want to speak to me.
b maybe she will forgive you.
c and lost weight immediately.
d because there was a nice bar on the way.

6 Complete the sentences with the correct form of the verbs in brackets.

- A Why didn't you let me know about the test?
B I tried _____ (tell) you, but you didn't pick up the phone.
- A Aren't you and Steve friends anymore?
B Well, he's stopped _____ (talk) to me, but I don't know why.
- A Is there a Mexican restaurant in town?
B I don't know. Have you tried _____ (look) online?
- A Why are you so late?
B I stopped _____ (buy) something on the way.

7 CUMULATIVE GRAMMAR Translate the Polish parts of the sentences into English.

- _____ (Zazwyczaj nie lubię oglądać) horror films, but this one is OK.
- _____ (Czy masz jutro spotkanie) with the headteacher?
- Tom _____ (nie przepada za sprzątaniem) his room.
- Luke _____ (często jest leniwy), and that's why he has problems at school.
- She _____ (nie ma nic przeciwko przeczytaniu) the book again.
- Tell her to stop! (Nie mogę znieść słuchania) _____ to that horrible noise.
- This month _____ (mieszkam z) my grandparents.
- _____ (Czy ona zawsze przychodzi) to class so late?
- How much _____ (spędzasz czasu grając) computer games?
- _____ (W piątek o 9.00 zdaję) my driving test.



1 Match words 1–7 with definitions a–g.

- | | | |
|----------------|--------------------------|--|
| 1 evil | ☐ | a together with |
| 2 mutated | ☐ | b the most important person in the group |
| 3 scientific | ☐ | c something that is really bad |
| 4 leader | ☐ | d planning something bad |
| 5 throne | ☐ | e king's or queen's chair |
| 6 scheming | ☐ | f changed in form or nature |
| 7 side by side | ☐ | g based on science |



WHAT A CHARACTER!

1 _____

If, like me, you're an Avengers fan, then you love watching these powerful men and women fighting evil. Even if modesty isn't usually their strong point and their pride gets them in trouble, their friendliness, humour or good looks make us love them. But did you know your favourite characters have many more adventures in the hundreds of comic books on which Marvel films are based? Some of these comics are over 80 years old! Here are a couple of other facts about the Avengers and how it all started.

2 _____

One of the oldest characters is Captain America – the first book about him came out in 1941, when Marvel was just the name of a series of comic books, not of a huge entertainment company. Like many superheroes that follow (e.g. Iron Man or Ant-Man), Captain America is a human who gets his superpowers through scientific experiments. Not all of the Avengers, however, are mutated people. Thor and Loki, big screen favourites, are not of this Earth, but they often get involved in superhero adventures on our planet, so they're also part of this team.

3 _____

There are many superheroes, but not all are the Avengers. The Avengers exists thanks to Jane van Dyne and Henry Hank Pym. His scientific creativity lead him to discover a substance which makes people change size. That's how Jane and Hank become the Wasp and the Ant-Man. When the two heroes form a team with other superheroes, the Wasp, because of her intelligence, becomes their leader and calls them the Avengers. The Wasp and the Ant-Man have a complicated romance. When the Ant-Man becomes bossy and nasty, Jane stops trusting him. It takes a lot of time before she can believe his loyalty again. Interested? More on the bookshelves!

4 _____

Of course, superheroes usually fight against antiheroes. However, some of their own team members must be carefully watched as well ... Two good examples are Loki and Hulk. Loki is known for his egoism and dishonesty. His ambition to sit on the throne of his father, Odin, makes him jealous of Thor, who is Odin's favourite son and always the centre of attention. That's why Loki spends his life scheming against Thor. Hulk is a human who, after an accident with radiation, turns into a nasty giant whenever he gets stressed or angry. He usually fights side by side with the Avengers, but there are books in which he gets so bad that they have to fight against him. Unfortunately, because Hulk is not very clever, he is also often used by the bad guys.

SO IF YOU'RE A TRUE SUPERHEROES FAN – DON'T LET YOUR LAZINESS LIMIT YOU TO ONLY WATCHING MOVIES – GO GET THE COMIC BOOKS AND START READING. ☺

2 Read the text. Match paragraphs 1–4 with headings a–f. There are two extra headings.

- a It's not always black and white
- b From bookshelves to big screen
- c The couple that started it all
- d Avengers grab the world's attention
- e Two kinds of heroes
- f Their superpowers

3 Read the text again and complete the sentences with up to four words in each gap.

- 1 One of the Avengers' weaknesses is their lack _____.
- 2 As a result of scientific experiments, Captain America _____.
- 3 After the Ant-Man changes his personality, the Wasp _____.
- 4 Lokis bad points are _____.
- 5 Stress and anger make Hulk turn _____.

4 Read the text on page 8 again and find nouns made from the adjectives below.

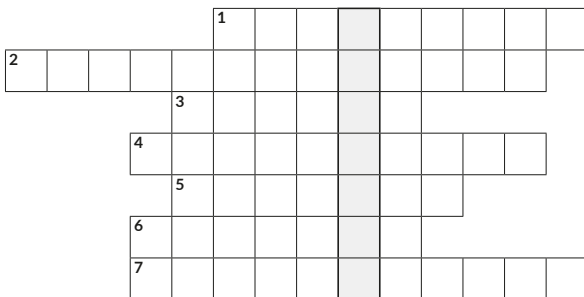
- | | |
|---------------------|---------------------|
| 1 ambitious _____ | 6 egotistical _____ |
| 2 creative _____ | 7 lazy _____ |
| 3 dishonest _____ | 8 loyal _____ |
| 4 friendly _____ | 9 modest _____ |
| 5 intelligent _____ | |

5 Complete the text with the correct form of the words from exercise 3.

Some people love dogs, others prefer cats. Cat lovers say that cats are very ¹_____ while dogs are stupid. Dog lovers answer, 'Cats are very ²_____ – you can't trust them. A dog, on the other hand is a symbol of ³_____ – when a dog becomes your friend, he or she will be your friend forever. In comparison, cats only love themselves. They are famous for their ⁴_____ – they believe they are the centre of the world. Oh, and their ⁵_____ is also a common feature. They simply sleep all day, while dogs run, go for walks and love playing.' To answer all this criticism, I can honestly say that my cat goes out every day (on the balcony for at least 5 minutes).

REVISION Student's Book, pages, 8–9

6 Complete the crossword. What is the hidden word?



7 Choose the correct preposition to complete each sentence. Then choose two of the questions and write answers so that they are true for you.

- Are many of your friends interested **for / in** social networking?
- Are there any hobbies that you are mad **about / at**?
- Are teenagers keen **on / at** reading?
- Is anybody in your family a fan **of / for** extreme sports?
- Do you know anybody who is **for / into** role-playing games?
- Is it true that young people prefer social networking **to / of** meeting people in person?
- How many people that you know are fond **about / of** classical music?

8 Complete the text with appropriate verbs in the correct form.



I need to ¹_____ up a new hobby. I often ²_____ hiking with my friends on Saturday, but I'd like to try something different. But what? I tried fishing once, but I ³_____ bored with it very quickly. I ⁴_____ fantasy stories boring and cryptozoology is not for me, either. My family is very active and everybody ⁵_____ some kind of sport. So maybe sports? But nobody wants to run with me, and I don't want to ⁶_____ running alone because it's also boring. My mother and sister love aerobics, but I prefer ⁷_____ yoga because it relaxes both mind and body, but I don't want to practise alone! Maybe I should just join the school board games club – I love ⁸_____ games!



VOCABULARY CHALLENGE! Student's Book, p. 108, UNIT 1, ex. 3 & 4

9 Complete the sentences with the missing words.

- My best friend a __ r __ dancing, she especially loves samba and rumba.
- I often c __ l __ out by taking my two dogs for long walks.
- Gene is a big plane e __ t, and his favourite p __ t __ is making models of them.
- I'm a __ e __ n reader, so I often __ w __ d on the sofa with a good book.
- She's a real party a __ m __ and she never misses a chance to have fun.

1 Put the sentences in the correct order to make a logical dialogue.

- a Nice to meet you, too. So, how do you know Ann? ☐
- b Hi, I'm Sheldon! ☒ 1
- c Oh, I'm mostly into sports. I do a lot of karate. ☐
- d That's great! What kind of music do you play? ☐
- e Nice to meet you! I'm Jenny. ☐
- f Well, mostly rock. Do you have any hobbies? ☐
- g We're in a band together. I play the drums and she sings. ☐

2 Write appropriate responses to complete the mini-dialogues.

- 1 X I love dancing, how about you?
Y _____!
We could go dancing together if you'd like to.
- 2 X Are you having a good time at the party?
Y _____
- 3 X What do you think about this club?
Y _____
- 4 X I'm a great fan of horror films.
Y _____

3 Complete the dialogue.

- Mark Hi, I'm Mark and I'm your new flatmate.
- Tom Hi, I'm Tom. So, where ¹ _____?
- Mark I'm from Germany, but now I'm studying at New York University. And you?
- Tom I'm Spanish and I'm here for a dance course.
- Mark Wow! ² _____ cool! You must have to practise a lot! What ³ _____ day like?
- Tom Well, I have dancing lessons from 10 a.m. to 5 p.m. every day. ⁴ _____ you?
- Mark I have classes every day until about 3 p.m. ⁵ _____ in your free time?
- Tom I like going out to watch a film or for a pizza.
- Mark Me too! Maybe we can go together some day.
- Tom Why not? And what ⁶ _____?
- Mark Oh, I'm ⁷ _____ on sports. I jog in the morning and go to the gym in the evening. Would you like to have an early morning run?
- Tom No, thanks. Morning jogs aren't really ⁸ _____ tea.

4 Write a short dialogue. Use the phrases from exercises 1, 2 and 3 to help you.

🕒 4 minuty

W czasie pobytu w Anglii chcesz wynająć pokój z osobą, która najpierw chce się czegoś o Tobie dowiedzieć. W rozmowie z nią porusz poniższe cztery kwestie.

podstawowe dane o Tobie

rozkład dnia

dobrze i źle strony Twojego charakteru

wspólne spędzanie wolnego czasu

Rozmowę rozpoczyna zdający.

1 Find and correct four grammar and four spelling mistakes in the text.



My names Andy and I've 15 years old. I'm in to photography and I think I'm quiet good at it. I'm taking pictures every day after school. I have a realy big collection of pictures and I'm extremly proud of it. In the future I want become a photographer for some famous magazine. If you want to see my pictures, visit www.andyspictures.eu!

2 Put the words in the correct order to make sentences.

- 1 I / am / player / a / rather / a fan / good / guitar / of / rock music / and / I / am / .

- 2 I / professional / of / musician / dream / becoming / a / .

- 3 come / I / am / from / hiking / and / into / Glasgow / I / .

- 4 I / for / passion / friends / share / my / am looking / science fiction / for / who / films / .

- 5 I / to / am / going / and / love / terribly / talkative / parties / .

- 6 I / a bit / can / bossy / be / .

- 7 I / to tell / my / to do / friends / what / when / tend / play / computer / we / together / games / .

3 Put the sentences from Adam's profile in the correct order.

- a I'm a huge fan of surfing, and I spend all of my free time on the water. ☐
- b Hi! My name's Adam. ☐
- c I'm 17 and I live in Gdańsk. ☐
- d I'm looking for other people interested in surfing to talk about it and plan a trip to a surfing paradise abroad! ☐
- e One day I'd like to become a professional surfer. ☐
- f I'm waiting for your messages! ☐
- g This summer I'm taking the first step – I'm taking part in the Polish Surfing Cup. ☐

4 Read the instructions and do the writing task.

Zredaguj wiadomość (100–150 słów), którą zamieścisz na portalu społecznościowym, ponieważ wraz z koleżanką postanowiłeś/postanowiłaś poznać w sieci osoby o podobnych zainteresowaniach. W swojej wypowiedzi:

- podaj podstawowe informacje o sobie i koleżance;
- opisz, jak spędzacie wolny czas;
- wyjaśnij, jakich osób szukacie i dlaczego;
- napisz, jak się z Wami skontaktować.

Rozwiń swoją wypowiedź w każdym podpunkcie.

1 Choose the correct option to complete the sentences.

- 1 We **are going / go** to the cinema tonight.
- 2 I **can't / don't** stand heavy metal music.
- 3 John is **looking / seeing** forward to going to Hawaii next week.
- 4 Sam would **like / likes** to visit China one day.
- 5 She tends **being / to be** quite patient with her students.

2 Choose the correct answer A, B or C to complete the minidiálogos.

- 1 **X** What are you into?
Y ____
X That's cool, me too!
A I'm keen on snowboarding.
B I'm tall and rather slim.
C I'm pretty ambitious, and you?
- 2 **X** Is she a shy person?
Y ____
A Yes, especially when she doesn't know somebody well.
B Not really, she tends to be quite modest.
C I know! What about you?
- 3 **X** ____
Y She's short and she always wears pink.
A What does she like?
B What is she wearing?
C What does she look like?
- 4 **X** ____
Y It's not really my cup of tea.
A Do you want something to drink?
B Are you a fan of blogging?
C May I suggest something?
- 5 **X** ____
Y Nice to meet you.
A Hi, I'm Tom.
B Let's meet tomorrow afternoon.
C You're a very nice person.

3 Choose the correct word to complete each pair of sentences.

- 1 I ____ crosswords very boring.
My parents always ____ the time to talk to me about my problems.
a have **b** find **c** make
- 2 Sara wants to ____ up a new hobby.
Many people ____ this course because it's both cheap and interesting.
a take **b** get **c** do
- 3 My brother gets bored ____ any film after five minutes.
Jacob always helps me ____ my homework.
a with **b** at **c** by
- 4 My family always plays ____ games on Sunday afternoons.
The teacher put all the questions on the ____ and asked us to think about them.
a table **b** paper **c** board
- 5 This is my favourite ____ of blue – it's like the sky in the evening.
It's so hot today, let's find some ____ to sit in and relax a bit.
a colour **b** shade **c** dark



4 Complete the text with the correct form of the words below. There are two extra words.

mood talk not look listen rebel go lazy hear

Dear Abby,

I need your help with a problem that I have with Sally – my daughter, who's now 16. I'm sure there are thousands of other parents out there who are in the same situation. Right now, my teenage daughter ¹ _____ through that period in her life when she hates everything about me. She's become quite ² _____ and she never agrees with anything I say. I tried ³ _____ to her about it, but she didn't even let me finish one sentence. She stopped ⁴ _____ to anything I have to say a long time ago. She just walks away. She was such a nice and quiet girl, and now she's very ⁵ _____ – smiling one moment and screaming the next. And with all her make-up and strange black clothes, she ⁶ _____ like my pretty sweet daughter anymore! Abby, how do I get my daughter back?



5 Translate the Polish parts of the sentences into English. Use no more than five words.

- 1 Dad always _____ (*oferuje pomoc*) with my homework if I have any problems.
- 2 I _____ (*prawie nigdy nie piszę listów*), I email people or call them.
- 3 _____ (*Idziesz*) to Martha's birthday party this Friday?
- 4 What _____ (*ona lubi robić*) in her free time?
- 5 _____ (*Interesujesz się*) Chinese culture?
- 6 Jim _____ (*ma skłonność do bycia zazdrośnym*) when his girlfriend talks to other boys.
- 7 I always _____ (*zatrzymuję się, aby porozmawiać*) with my neighbour whenever I meet her.


1 Read the exam task in exercise 2 and answer the questions.

 1 What are Jane and Toby talking about?

 2 How do you care for a pet?

 3 What kind of activities do cats and dogs enjoy?

 4 What problems can pets create?

2 MP3 02 **Usłyszysz dwukrotnie rozmowę Jane i Toby'ego na temat zwierząt domowych. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–6 w poniższej tabeli. Luki należy uzupełnić w języku angielskim. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy.**

Which pet to choose and why?

	DOG	CAT
CARE	• more absorbing: needs lots of attention	• easier: just 1 _____ twice a day and tidy up after it daily
CHARACTER	• 2 _____ and _____	• independent
COMPANY	• you'll never have to 3 _____ by yourself again	• makes you laugh when plays with toys or 4 _____ and _____
BAD SIDES	• both sometimes make 5 _____ and then your parents 6 _____	

3 Look at the picture in the exam task in exercise 5 and answer the questions.

 1 Who are the people? Do you think they are related?

 2 Where are they? Give reasons for your answer.

 3 What are they doing?

4 Look at the picture in exercise 5. Which of the words or phrases in a–e can you use to describe it?

- a bored / enjoying themselves d free time / working
 b together / alone e smiling / upset
 c elegant / casual clothes

5 Describe the picture and answer the questions.

3 minuty



- How are the people feeling? Give reasons for your answer.
- Do you like playing board games? Why/Why not?
- Describe how you became interested in one of your hobbies.

6 Przeczytaj tekst. Odpowiedz na pytania 1–5 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując swoje odpowiedzi w luki. Luki należy uzupełnić w języku angielskim.

- What do psychologists think about hobbies? They believe we _____.
- Why are computer games good for stress? Because they allow people _____.
- What do people who do gardening and martial arts have in common? It's possible they both _____.
- Why do some girls become boxers or footballers? It's because they _____.
- Why should we ask ourselves 'why this' about our hobbies? Because looking at _____.

WHAT DOES YOUR HOBBY SAY ABOUT YOU?

We usually think of hobbies as a way to have fun, but looking closer, psychologists found hidden reasons behind our choices of free-time activities.

Those of us who get too excited, frustrated or upset during the day tend to choose hobbies that allow them to get rid of these emotions. Some channel them into something productive. Creative activities like music, drawing or writing allow them to take these emotions 'out of their head' and 'put them somewhere else'. When negative emotions produce stress, people often go for sports or computer games to burn this negative energy through physical or emotional involvement.

Then there are people who aren't satisfied with their present situation. Some of them find in their hobbies things that are missing in their lives. For example, if they think of themselves as weak or feel like they have no control over their lives, they are often keen on martial arts or other combat sports, or computer games if they're

not into sports. This way they have a place where they feel strong and in charge. Others simply escape into a different world through films, books, computer games, art or gardening. They become part of something exciting or beautiful and simply forget everything else.

Finally, there are those who try to prove something to themselves or to the world. People who are afraid of heights, for instance, often try parachuting. Those afraid of taking risks in general are into extreme sports. And delicate girls get rebellious and take up boxing or football instead of becoming pink ballerinas. Naturally, people also choose hobbies based on their skills, on what's fashionable or simply what's available to them. It's impossible to judge why someone is spending their free time in a particular way without knowing more about them. You could, however, take a long and honest look at your own hobbies and ask yourself 'why this?'



▶ VIDEO 01

THE WORLD TODAY VIDEOS

The photographer

1



COMPREHENSION

- 1 Work in pairs. Look at the picture from the video and discuss the questions.

- 1 Who are the people?
- 2 What are they doing?
- 3 Where do you think they are?

- 2 ▶ Watch the video. Check your answers to exercise 1.

Glossary

interact (v) to talk and do things with other people
pose (v) to sit or stand in a particular position so a photographer can take a picture of you
shot (n) a photograph (in a photography context)

- 3 Complete the summary of the video with the words below.

corner decision eyes happy
 pictures shot prefers quiet

David Sillitoe is a professional photographer.

He goes into cafés, offices and shops and takes

- 1 _____ of people at work. Some people are
- 2 _____ for him to take their picture, but others are not. David says that as a photographer, you have to make a 3 _____ – to watch and be
- 4 _____ or to talk to your models. He
- 5 _____ to talk to the people he works with. He says that as a photographer you have to keep your
- 6 _____ open all the time because there is a great 7 _____ around every
- 8 _____.

- 4 ▶ Watch the video again. Choose the correct options to complete the sentences.

- 1 David's job today is to photograph **working** / **unemployed** people in London.
- 2 He takes pictures of people **inside** / **inside and outside**.
- 3 The shopkeeper **wants** / **doesn't want** to work with David.
- 4 David asks the kebab shop worker to **work like normal** / **pose for the photograph**.
- 5 David thinks his camera is **easy** / **difficult** to use.

AUTHENTIC ENGLISH

Work in pairs. Read the sentences from the video and the information in the box. Then describe pictures on your phone using **this** and **these**.

This is David Sillitoe, he is a photographer.

But these guys were happy to pose for the camera.

this and these

We often use **this/these** when we talk about people in photographs, or when we introduce people.

SPEAKING

Work in pairs. Discuss the questions.

- 1 What do you take pictures of?
- 2 What do you do with your pictures?
- 3 Do you like other people taking your photograph? Why/Why not?

I like taking pictures of my family, food and places I visit. I usually put them all on Instagram.



READING

- 1** Work in pairs. Describe your favourite photo on your phone. Why is it important to you?

This is a picture of my sister and her family at the beach. It's important to me because they live in the U.S. now, so I don't see them very often.

- 2** Look at the pictures from a photo presentation (1–6). Choose the best title (a–c).



- a Work and family
b My life as an architect
c A day as a fashion designer

- 3** Match the descriptions (a–f) to the pictures (1–6) in exercise 2.

- a This is me on my first day of work. Look how excited I am! ☐
b This is one of our clients with the plans to his new house. ☐
c These are my colleagues in the office. We're a great team. ☐

- d These are the plans of an exciting new building. ☐
e And this is the model of the new building ... it takes a long time to make those things! ☐
f Here are my colleagues on the building site. We have to wear hard hats! ☐

SPEAKING

- 1 PLAN** You are going to give a photo presentation. Choose a theme for your presentation.

- Your family or friends
- Your work
- Your pet
- Food
- Travel
- Hobbies

- 2 PREPARE** Choose a maximum of eight photos and write descriptions for them. Use the prompts in the box to help you.

Describing photos

My photos are about ... (topic).
This is ... (my house / my sister, etc.).
These are ... (my friends / my children, etc.).
Here we are ... (at the beach / in the park, etc.).
Look at this! It's a picture of ...
This is my favourite picture. This one shows ...

- 3 PRESENT** Work in groups. Share your presentations. Which photos do your classmates like the most?

The photos of my holiday are really popular because the beaches look amazing.

- 4 DISCUSS** Decide on the class's best photo. Why is it the best?

I really like Bruno's photos of his pets, he has so many! And his puppy is really cute.

BEYOND THE CLASS

Why not try ...

finding an interesting collection of pictures online?
Describe the collection to the class.



▶ VIDEO 02

SPOTLIGHT ON SOCIETY VIDEOS

Sharing life with a 1000 cats

1

BEFORE WATCHING

- 1 Work in pairs. Think about having a pet. What responsibilities do you have? Use some of the time expression below.

in the morning	in the evening	every day
at the weekend	rarely	usually
	twice a month	once a week

I have a _____. Every day, I _____

- 2 Look at the video stills. Answer the questions below.



What kind of place is this? Why do you think there are so many cats there?



Who do you think the woman is? Are all the cats her pets?

WHILE WATCHING

- 3 Watch the video. Decide if the sentences are true (T) or false (F).

- Lynnea keeps more than a thousand cats. T / F
- Lynnea only keeps adult cats. T / F
- Lynnea now has a bigger house than before. T / F
- Teresa is one of the people who work for Lynnea. T / F
- Frank comes to work every day, including weekends. T / F
- The families who want a cat usually phone Lynnea. T / F

- 4 Watch the video again. Write sentences to say what the numbers refer to.

1000 - *There are more than 1000 cats in the Cat House on the Kings.*

- 1600 - _____
- 4 - _____
- 30-60 - _____
- 500 - _____

FOLLOW-UP

- 5 Choose the correct option to complete the sentences.

- Lynnea has turned her home **for** / **into** a business.
- She's got so many cats that she needs help to look **after** / **for** them.
- Some of the staff have to come **out** / **in** very early in the morning.
- They usually start work **by** / **from** feeding the cats.
- Lynnea gives the cats **back** / **away** to families.

- 6 Imagine these situations and answer the questions.

- You've got a lot of clothes. Would you like to give them away? If so, who to?

- There's an empty room in your house. What would you like to turn it into?

- You have to prepare your house for a party. What do you start by doing?

- You keep a lot of plants at home. Who can you ask to look after them?

- You work for an animal hotel. What time do you come in to start work?

AFTER WATCHING

- 7 Work in small groups. Imagine that you run an animal hotel. Write down the information you can put on your website. You may want to include the following points:

- Where is the hotel?
- What animals do you look after?
- How many people work there and what are their responsibilities?
- What facilities do you offer?

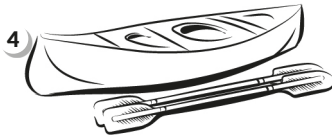
2

A GOOD SPORT

VOCABULARY

sports

1 Write the English names for these sports.



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

2 Choose the odd one out.

- 1 karate / boxing / cycling
- 2 ice hockey / surfing / skating
- 3 badminton / tennis / volleyball
- 4 weightlifting / canoeing / sailing
- 5 handball / golf / rugby

3 Complete the sentences with the missing words.

- 1 R _ w _ _ g is a popular water sport in British and American colleges.
- 2 Handball and basketball are popular i _ _ o _ r sports.
- 3 _ e _ m sports teach children how to work together.
- 4 Tim goes c _ _ o _ i _ g every day, and he has even got his own boat.
- 5 The NBA is the best b _ _ k _ _ b _ _ l league in the world.
- 6 I'd like to go _ y _ l _ _ g today, but my bike is broken.
- 7 Tom is very good at _ _ _ m _ _ n _ and goes to the pool three times a week.
- 8 I think _ n _ _ b _ _ r _ _ _ g is a lot more difficult than skiing and many people aren't able to do it.

4 Read the text and choose the correct options.



I've done sports for as long as I can remember. I started with baseball. At primary school my PE teacher noticed I could ¹**catch / throw** the ball pretty high and told me to go to the training sessions that the school organised. Sometime later I decided to learn how to swim, mainly in order to ²**keep / run** fit. I was quite good and won a few races. When I was a teenager, I once tried ³**long / ski** jump. It was mainly for fun, but I got good results, because I could jump very far. In my free time I play ⁴**indoor / table** tennis – it's great fun and it is also very relaxing, but my dream sport is ⁵**motor / road** racing. The problem is it's quite expensive – you can borrow a motorbike, but you need to have ⁶**special / outdoor** clothes, which cost a lot. Who knows, perhaps one day ...

5 Complete the sentences with the correct form of the verbs **do**, **play** and **go**.

- 1 Do you know anybody who _____ handball regularly?
- 2 Not everybody can _____ gymnastics. You need to be extremely fit.
- 3 My brother and I _____ snowboarding every year.
- 4 Is the game they _____ now called rugby?
- 5 My dad _____ golf every weekend.
- 6 Pete's so strong that he could easily _____ weightlifting.
- 7 I really enjoy _____ cycling at weekends.
- 8 Tina _____ karate, and she's really good at it.

VOCABULARY CHALLENGE! Student's Book, p. 108, UNIT 2, ex. 1

6 Complete the sentences with the correct form of the words below.

cycle athletics climb play wrestle gymnastics

- 1 Tom is a successful _____ who won a number of races, including the Tour de Pologne.
- 2 Who was the best football _____ of 2021?
- 3 As a child I wanted to become a _____ and fight in the ring.
- 4 Sheila is the top track _____ in the country. Recently she's won a gold medal in long-distance running.
- 5 _____ are not usually very tall – I guess it's easier to do the exercises if you're shorter.
- 6 To become a mountain _____, you mustn't be afraid of heights.

7 Answer the questions. Give reasons for your answers.

- 1 Which sport would you like to try?

- 2 Which winter sport do you like watching?

- 3 What can you learn by practising a sport?

1 Change the sentences into the past simple, using the time expressions in brackets.

- Do you go on holiday with your family? (*in August*)
Did you go on holiday with your family in August?
- I'm in Rome and it's great! (*in 2006*)

- I don't know my parents' phone numbers. (*when I was a child*)

- When I see Jenny, I stop to say hello to her. (*this morning*)

- Jane and her brother aren't at the party. (*yesterday*)

- They win lots of matches when coach Pete Green trains them. (*last year*)

2 Put the words in the correct order to make sentences.

- as / I / a / French / child / studied / .

- finished / homework / few / my / a / ago / minutes / I / .

- you / when / John / call / last / did / ?

- did / weekend / go / not / away / Lucy / last / .

- 2010 / bought / the / in / Miles / house / .

3 Complete the sentences with the correct form of the verbs in brackets and *used to*.

- I _____ (*play*) basketball for the school team.
- _____ (*you / learn*) Spanish? You speak it pretty well.
- My parents _____ (*not do*) any sport, but they do Nordic walking now.
- What books _____ (*you / read*) as a child?
- There _____ (*be*) a drama club at our school, but there hasn't been one for three years.
- I _____ (*not spend*) so much time studying when I was a child.

4 Read the answers. Write questions using *used to*.

- When you were seven years old,
- _____?
In a small cottage in the country, with a large backyard and a garden.
 - _____?
I guess, the same things that every other child had – you know, plastic toy soldiers, teddy bears and a football, of course.
 - _____?
I didn't really enjoy watching cartoons, but I watched a lot of sports.
 - _____?
We only did Polish, maths and an introduction to science.
 - _____?
Every summer we went to the seaside, but sometimes I stayed with my grandparents.
 - _____?
Free time? All sorts of things – playing football, climbing trees, swimming in the river. They were wonderful times.

5 Choose the correct answers.

- Most of my friends _____ a lot of sport at primary school, but they no longer have the time.
a used to practise
b practise
c didn't use to practise
- Our teacher _____ us homework twice last week.
a used to give
b gave
c didn't use to give
- I _____ tennis, but when I _____ my first squash lesson last year, I decided to take up squash!
a used to play, had
b played, used to have
c used to play, used to have
- How _____ when the holiday ended?
a did you use to feel
b you felt
c did you feel
- My dad _____ sports on TV all the time, but last year he _____ swimming twice a week.
a watched, used to start
b didn't watch, started
c used to watch, started
- _____ the championship in 2005?
a Didn't your team win
b Didn't your team use to win
c Did your team use to win

6 Complete the dialogues with appropriate words. Put one word in each gap.

A

- Chris 1 _____ you speak to the coach yesterday?
- Pam Yes, I did. He told me he 2 _____ to train the Washington Wizards.
- Chris Really? I thought the Wizards played basketball.
- Pam That's true, but he didn't 3 _____ to train just baseball teams.
- Chris That's interesting! 4 _____ he say anything else?
- Pam Yes, he 5 _____ an athletics champion at university.

B

- Kate It's my second year in London, you know? I 6 _____ to live in America.
- Bob Really?
- Kate Yes, it was when I left school 7 _____ 2010 and moved to New York.
- Bob What 8 _____ you do there? Did you work in New York?
- Kate Yes, I 9 _____ – for a newspaper for three years.
- Bob When 10 _____ that?
- Kate From 2011 to 2014, and then I found a new job.

1 Translate the questions into English, using the words in brackets. Then, try to answer the questions.

1 Gdzie powstała idea cheerleadingu? (*start*)

2 W jakich sportach cheerleading jest najbardziej popularny? (*sports*)

3 Czy w polskich szkołach można zostać cheerleaderem/cheerleaderką? (*become*)

2 **MP3 03**  Listen to a radio interview and choose the correct answers.

1 Cheerleading originated as an ____ in the 19th century at Princeton University.

- a all-male activity
- b activity for both men and women
- c all-female activity

2 During the 1940s, ____.

- a people became less interested in cheerleading
- b women replaced men in cheerleading squads
- c cheerleading squads were banned because of wartime restrictions

3 School cheerleaders can take part in special ____ to practise their routines.

- a cheerleading leagues
- b cheerleader camps
- c cheerleading competitions

4 In the interview, Kurt Levin is ____.

- a presenting some facts about cheerleading
- b encouraging young people to take up cheerleading
- c criticising cheerleading for being girl-dominated

3 **MP3 03**  Listen again and complete the fact file below.

A few FACTS about cheerleading:



- the first cheerleaders were called
1 _____,
- women weren't allowed to become cheerleaders until
2 _____,
- nowadays, over
3 _____
are women,

- sports with professional cheerleading leagues include American football, 4 _____ and _____,

- cheerleading will probably make its debut at the 5 _____ in 2024.

4 Find out about the history of cheerleading in Poland and compare it to the information in the recording. Write three to five sentences.

REVISION Student's Book, page 18

5 Read the definitions and write the correct words.

- 1 hurt: i _____
- 2 like a particular sportsperson/team and cheer them on during competitions: s _____
- 3 somebody who helps sportspeople perform better: c _____
- 4 practise sport regularly: t _____
- 5 people who watch a sporting event: s _____
- 6 somebody who wins an important sports competition: c _____

6 Complete the sentences with the words from exercise 5.

- 1 If you want to be the champion, you'll need to _____ more than others.
- 2 The team has a new _____ and has started to win more often.
- 3 After he was _____ last year, he couldn't do any sports for three months.
- 4 All my family members _____ FC Barcelona.
- 5 Tom won the tennis match and is now a _____.
- 6 More than 50,000 _____ watched the finals on Friday.

VOCABULARY CHALLENGE! Student's Book, p. 108, UNIT 2, ex. 2

7 Complete the text with appropriate words.

When you ¹ _____ up an extreme sport, remember you also ² _____ a big risk. Before you ³ _____ a decision, consider all the positive and negative points of doing this sport. For example, people who regularly ⁴ _____ climbing or canyoneering, ⁵ _____ their lives at risk. A friend of mine once didn't ⁶ _____ his equipment before he went climbing and ended up falling off a rock. He ⁷ _____ his arm and couldn't do any sports for two months!

8 Describe the plot of a film about sport. Write 4–5 sentences, using the words below and your own ideas.

problems risk fast famous weather equipment
exciting helmet

1 Complete the sentences with the past continuous form of the verbs below.

do drive not watch shave eat

- Jack _____ when I entered the bathroom.
- What _____ you _____ when the fire started?
- The TV was on, but I _____ it.
- How fast _____ she _____ when the accident happened?
- This time yesterday Tom and Jane _____ lunch at a café round the corner.

2 Write what you were doing at these times.

- yesterday at 2 p.m. I was learning maths.
- at 5 p.m. last Sunday _____
- at 7 a.m. this morning _____
- last night at midnight _____
- three hours ago _____

3 Choose the correct option to complete the sentences.

- When I got back home everybody *slept* / *was sleeping*, so I tried to be very quiet.
- The lights suddenly *went out* / *were going out* when we *watched* / *were watching* a horror film on TV.
- It was a lovely morning. The sun *shone* / *was shining* and it was pleasantly warm.
- I *did* / *was doing* the shopping in the supermarket when somebody *stole* / *was stealing* my wallet.
- He tripped over and *fell* / *was falling* to the ground.
- My dad *left* / *was leaving* the house in the morning while I *still slept* / *was still sleeping*.
- We *played* / *were playing* football when suddenly a huge dog *ran* / *was running* onto the pitch.

4 Write questions in order to ask about the missing information. Then complete the sentences with your own ideas.

a I was standing at ¹ _____ when a man came over and asked me the time. I told him that ² _____, and then he ran away.

b Peter was cleaning the ³ _____ when he found ⁴ _____. He took it downstairs and showed it to his mum.

c When Ann went into the ⁵ _____ she saw a man, probably a burglar. She tried to ⁶ _____, but he managed to run away.

- _____
- _____
- _____
- _____
- _____
- _____

5 Complete the sentences with the correct form of the verbs in brackets. Use the past simple or past continuous.

- Just as I _____ (*leave*) the house, the postman _____ (*arrive*) and _____ (*bring*) me a birthday card.
- We _____ (*knock*) at the door several times, but nobody _____ (*answer*).
- I _____ (*jog*) in the park last night when I _____ (*see*) a huge, black dog which _____ (*run*) about. It _____ (*see*) me too and, of course, _____ (*start*) chasing me.
- Daniel _____ (*drive*) back home when he _____ (*hear*) his mobile phone ring. While he _____ (*talk*) on the phone, the police _____ (*stop*) him. He _____ (*pay*) a fine.
- Everybody _____ (*enjoy*) themselves at the party when suddenly the door _____ (*open*) and Mark's parents _____ (*come*) in just as he _____ (*kiss*) his girlfriend.

GRAMMAR CHALLENGE! Student's Book, page 109, UNIT 2, ex. 1 & 2

6 Decide which sentence (a or b) follows the sentence in bold in 1-4.

- The guests left when I arrived at the party.
a I didn't have a chance to talk to anybody.
b I only met them in the hall and said 'bye'.
- When I visited Ben, he was calling my sister.
a I had to wait for him to finish.
b He did it because I told him to.
- I was packing when the taxi came.
a I just needed to put a few more things into my suitcase.
b The driver didn't have to wait.
- Gina was doing her homework when I went to call on her.
a We could go to the cinema together.
b She had some problems with it, so I helped her.

7 CUMULATIVE GRAMMAR Complete the sentences with the correct form of the verbs in brackets. Use the past simple, past continuous or *used to*.

- While we _____ (*have*) dinner, Mike _____ (*say*) he was getting married.
- Richard _____ (*break*) his leg when he _____ (*play*) football.
- Where _____ (*you* / *spend*) your holidays when you were a child?
- Everybody was busy – mum and dad _____ (*read*) and the children _____ (*play*).
- Mark _____ (*come*) to my house, _____ (*tell*) me the news and _____ (*run*) out.
- How many times _____ (*he* / *win*) the game?
- When I looked out of the window this morning, it _____ (*rain*).
- _____ (*she* / *swim*) regularly at primary school?
- Last year we _____ (*go*) to Mexico and _____ (*swim*) in the Pacific Ocean every day.

1 Do the quiz. Then read the text below to check your answers.

- 1 Michael Phelps is
 a Canadian. b American. c English.
- 2 What is the largest number of Olympic medals anybody has won during their career?
 a 11 b 19 c 28
- 3 How many calories does a swimmer who is training hard need to consume each day?
 a 12,000 b 7,000 c 3,000

THE RECORD BREAKER



Michael Phelps is probably the best swimmer in the world.

¹___ But maybe they should rather call him the Record Machine, because of his amazing collection of medals and records. So far, this American swimmer has won 77 medals! That includes 28 Olympic medals (23 gold) – more than any other athlete has ever won.

He was always a very energetic child, so when he was 7 years old his older sister suggested he should take up swimming. It **turned out** that the hyperactive child loved it. Michael later **found out** that he has ADHD, and he always said that swimming helped him to control his energy. ²___ His next great success was becoming part of the US Olympic team at the age of 15.

A year later he broke his first world record. From then on he just **went on** collecting medals and records.

How do you become like Michael? Phelps' coach says that to aim for the Olympic gold you must focus on your technique, think about your strategy for each event, and take good care of yourself. That includes a special diet. Phelps' was **made up of** eggs, pancakes, sandwiches and pasta. These would add up to about 12,000 calories a day. ³___ However, runners and swimmers, who train 5 hours a day, need that much.

Retired at 31, after the Olympics in Rio, Phelps is now **looking forward to** new challenges. ⁴___ First of all, he'd like to use his fame to save the environment. He's already working with a cosmetic company on a campaign encouraging people to turn off the water while brushing their teeth. Another idea is to get more involved in business, since Phelps already has his own swimwear brand. He also helps other athletes deal with the stress in professional sport. And when he needs a workout he goes ... cycling.

2 Read the text again. Complete gaps 1–4 with sentences a–f. There are two extra sentences.

- a His success is the result of hard work, good planning and the help of people like his trainer and sponsors.
- b He's so fast that some people call him the Baltimore Bullet, and others call him the Flying Fish.
- c That's why Michael created a foundation which teaches children the importance of being active and healthy and makes it possible for children to do sports.
- d His first swimming success came when, aged just 10, he broke the national record for his age group.
- e Coaching younger generations could be one of them, but Michael has already been doing that for years through his foundation and through work with the Boys and Girls Club of America.
- f Of course, for the average person this would be very unhealthy, and even people doing other sports shouldn't follow it without thinking.

3 Skim the text. Underline the fragments which mean the same as the sentences below.

- 1 Michael's sister advised him to start swimming.
- 2 Michael could manage his energy levels because of swimming.
- 3 After that, he kept winning more medals.
- 4 He expects to do something new in the future.
- 5 When he needs some physical activity, he gets on his bike.

4 Answer the questions, using the information from the text.

- 1 What was Michael Phelps like when he was a child?
He used _____.
- 2 What was his big achievement at the age of 16?
He managed _____.
- 3 Which swimmers should pay special attention to technique, strategy and diet?
Those swimmers who _____.
- 4 What business is Phelps involved in?
He owns _____.

5 Complete the phrasal verbs. Check your answers in the text on page 20.

- 1 continue (doing sth) - _____ on
- 2 appear, become obvious - _____ out
- 3 consist of - be _____ up of
- 4 learn - _____ out
- 5 feel happy and excited about something that is going to happen in the future - _____ forward to sth

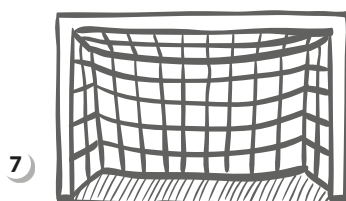
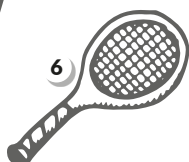
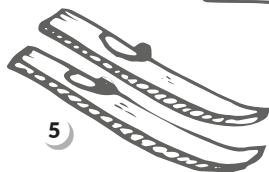
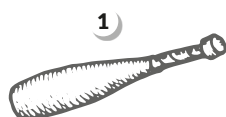
6 Complete the sentences with the correct form of the phrasal verbs from exercise 5.

- 1 Our class is _____ 13 boys and 18 girls.
- 2 Mr McGabe looked scary at first, but he _____ to be a great coach and a very nice man.
- 3 I'm _____ tonight's match - Świętek is in great form, so the match should be exciting.
- 4 Please _____ doing your exercises until the bell rings.
- 5 Tom was very excited when he _____ that Manchester United were coming to play at his local football stadium.

REVISION Student's Book, pages 20-21

7 Write the English names for the sports equipment below.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____



8 Find six nouns, four verbs and one adjective connected with sport in the wordsearch.

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

9 Complete the sentences with the appropriate words from exercises 7 and 8. Use the correct form of the verbs.

- 1 The s_____ of the winning team welcomed the players at the airport on their return to the country.
- 2 These days cameras and microphones help r_____ decide if somebody should get a point.
- 3 The basketball player b_____ the ball a few times before throwing it into the basket.
- 4 I need some new t_____ before the next game, my old ones are too small and hurt my feet.
- 5 Germany won after their football player s_____ the only goal of the game.
- 6 Mark is very c_____ and always tries to be the best in the team.
- 7 It wasn't a good day - first I lost my g_____, so my hands were really cold, and then I hit another skier and broke one of my s_____.
- 8 A hundred c_____ ran in the marathon, but only seventy-seven finished it.

VOCABULARY CHALLENGE! Student's Book, p. 109, UNIT 2, ex. 3

10 Translate the sentences into English.

- 1 Nasza szkolna drużyna koszykówki wygrała mecz jednym punktem.

- 2 Anglia nie wygrała Mistrzostw Europy w piłce nożnej w 2021 roku.

- 3 Piotr Żyła pokonał rywali i został mistrzem świata.

- 4 Usain Bolt pobił trzy rekordy na Olimpiadzie w Pekinie.

- 5 Polska zdobyła sześć medali na Olimpiadzie w Soczi.

- 6 Nasz trener planuje wkrótce pokonać mistrza boks.

1 **MP3 04** Listen to five people talking in different situations. Match speakers (1–5) with replies (a–f).

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

- a It is a total disaster. I just want to go home.
 b I'm so sorry to hear that, you were really looking forward to it.
 c What a shame I didn't go with you.
 d That sounds really cool.
 e Yes, but that was just the beginning – each day just got worse.
 f Basically everything, starting with horrible weather.

2 Complete the dialogue with appropriate words. Put one word in each gap.

Jake So, ¹_____ was your party?

Greg Don't ²_____ ask! ³_____ the beginning everything was OK. 16 of my friends came and they gave me lots of presents. We were dancing and playing games. After ⁴_____ we ordered pizza and my friends had also made a huge birthday cake. I couldn't ⁵_____ my eyes – it looked like Mount Everest! They know I love climbing and want to climb it one day. It was amazing!

Jake That ⁶_____ pretty cool! So, what happened next?

Greg Well, Susie was putting the cake on the table when ⁷_____ somebody pushed her and it landed on the floor. Unfortunately, the carpet caught fire from the candles.

Jake So, what did you do?

Greg I was scared like never ⁸_____! We used an old sweater to put it out, but there was a huge hole in the carpet and the floor was ruined. The ⁹_____ day, when my parents came home, you can imagine what they said ...



3 Write a short dialogue. Use the phrases from exercises 1 and 2 to help you.

4 minutes

W Twojej szkole podczas ostatniego weekendu miała miejsce ciekawa impreza. Opowiadasz o niej koledze z USA. W rozmowie porusz poniższe cztery kwestie.

przebieg tej imprezy

uczestnicy

nieoczekiwany problem

Wasze wspólne plany na spędzenie następnego weekendu

Rozmowę rozpoczyna egzaminujący.

1 Write adjectives formed from the words below. Use: *-ing*, *-ic*, *-ful*. Then complete sentences 1–4 with appropriate adjectives a–f.

- a amaze _____
 b entertain _____
 c wonder _____
 d fascinate _____
 e fantasy _____
 f excite _____

- 1 It was an _____ show! I'd never had so much fun.
 2 Our team scored a goal in the first minute and played so well that they finally won the game 7:1. What an _____ day!
 3 He's not only a great athlete, he's also a _____ man.
 4 The atmosphere was _____ – everybody laughed and had a great time.

2 Look at the list of reasons for doing sports. Match each point (a–c) with one of the sports (1–3). Then write a sentence to describe the benefits of the last sport.

- a It makes me feel safe because I can learn how to protect myself.
 b I love winter and being in the fresh air.
 c Doing something a bit dangerous makes me feel excited.
 d _____

- 1 bungee jumping ☐
 2 skiing ☐
 3 judo ☐
 4 cycling ☐

3 Read the exam task in exercise 4 and the students' answers a–d. Match the sentences (a–d) with the points (1–4) in the task. Which of the points are only mentioned and which are developed further?

- a I'm going to start basketball lessons with my PE teacher at school. ☐
 b I need to become more active, so I thought, 'Why not start doing some sport?' My best friends play basketball and told me I should try it too, so I did! ☐
 c I think you should try it too! ☐
 d My first practice session was very difficult because I didn't know the rules. Also, after 25 minutes I was so tired I had to sit down and rest. But it was a lot of fun too! ☐

4 Read the instructions and do the writing task. Use phrases and ideas from exercises 1 and 2 to help you.

Postanowiłeś/Postanowiłaś uprawiać sport. W liście (100–150 słów) do kolegi/koleżanki z Anglii:

- wyjaśnij, dlaczego podjąłeś/podjęłaś taką decyzję i jaką dyscyplinę sportu wybrałeś/wybrałaś;
- napisz, gdzie i z kim będziesz trenować;
- opisz swój pierwszy trening;
- zachęć kolegę/koleżankę do uprawiania tego sportu.

Rozwiń swoją wypowiedź w każdym podpunkcie.

1 Find and correct a mistake in each sentence.

- 1 Last winter my family did skiing in the Alps.

- 2 The swimmers competed at the title of World Champion.

- 3 Lewandowski got a goal and the Polish team won.

- 4 She broke her hand while she played tennis.

2 Read the text and choose the correct answer a, b or c.

Last summer I participated in a sports camp. Imagine my surprise when I saw it was only 3 km from my grandparents' house! I used to ¹ swimming in the lake there when I was a child. The teachers at the camp divided us into five groups and every day we had competitions. My group was the best! During the first two weeks we ² most of the competitions. The final one was held during the last weekend: we had to find our way through a forest till we reached the lake. Then we had to sail back to the camp. My team had some bad luck. We got lost, so my friend, Jake, climbed a tree to see where we were. Unfortunately, he's ³ of spiders. So, when a huge spider climbed on his hand he screamed, jumped back and fell ⁴ the tree. To make things worse, he hit one of the branches when he was falling and ⁵ himself. We had to help him walk back to the camp.

- | | | |
|-------------|----------|-------------|
| 1 a do | b make | c go |
| 2 a brought | b won | c scored |
| 3 a scary | b afraid | c shame |
| 4 a out | b of | c off |
| 5 a injured | b broke | c in danger |

3 Choose the answer which means the same as the underlined phrase.

- 1 At this sports club students pay less.
a students have a price.
b there's a student discount.
c students get in for free.
- 2 Jake hurt himself really badly in the cycling accident.
a was seriously injured
b was very frightened
c didn't feel well
- 3 The weather was really bad, so we decided to do some indoor sports that day.
a join a club
b go back home
c play something inside
- 4 When I was little, I always rode my bike around the lake.
a used to ride
b gets used to riding
c was used to riding
- 5 It's normal for sportspeople to do a lot of exercise.
a Sportspeople used to do
b Sportspeople are doing
c Sportspeople are used to doing

4 Complete the text with the correct form of the words in brackets.

I joined our school ¹ (athlete) team in September. But I didn't think I would be competing just three months later! Last month our town organised a ² (compete) for local high schools, and we decided to take part in it. Some of the other teams were really good, so we thought it was ³ (possible) to win against them, we just wanted to have some fun. But our coach was ⁴ (confidence) we could win. He always says the most important thing is to work hard, be ⁵ (compete) and highly motivated. So, we trained really hard and guess what?! We won! We were so happy! Our ⁶ (support) were cheering and chanting the name of our school. It was the most ⁷ (excite) day of my life!



5 Translate the Polish parts of the sentences into English. Use no more than five words.

- 1 When I was younger I _____ (nie jeździłam) skiing much, but now I do.
- 2 _____ (Czy on miał na sobie kask) when he fell off his bike?
- 3 _____ (Kiedy ona zdobyła) the World Champion title?
- 4 The handball player jumped very high and _____ (rzucił piłkę) into the goal.
- 5 Ruth hurt her leg while _____ (jeździła na łyżwach).
- 6 When James lost the fight, he _____ (podjął decyzję) to stop boxing.
- 7 _____ (Nie byliśmy przyzwyczajeni do) climbing for such a long time, so we soon became very tired.



• Rozumienie ze słuchu *Tekst z lukami* • Mówienie *Rozmowa z odgrywaniem roli* • Wypowiedź pisemna *Wpis na blogu*

- 1 **MP3 05** Usłyszysz dwukrotnie rozmowę telefoniczną. Na podstawie informacji zawartych w nagraniu uzupełnij luki, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

ORDER DETAILS:

Sport: 1 _____

Item 1: a 2 _____ for beginners, price: £19

Item 2: a set of 3 balls with 3 _____ dot, price: £8

Item 3: squash shoes, size 7, price: 4 _____

CUSTOMER DETAILS:

Name Harry

Surname 5 _____

Email address harry345@xmailer.com

Phone number 6 _____



- 2 Which of the phrases describe positive and which negative sides of extreme sports? Complete the table with the expressions below.

dangerous awesome crash relaxing injure yourself
a great adventure break your arm hurt your back
exciting scary

GOOD SIDES	BAD SIDES

- 3 Read the instructions and do the speaking task.

4 minuty

Twój kolega postanowił uprawiać sport ekstremalny, a Ty uważasz, że to niezbyt dobry pomysł. W rozmowie z kolegą porusz poniższe cztery kwestie.

sposób i miejsce uprawiania tego sportu

powody takiej decyzji

zagrożenia

doświadczenia Twoich znajomych

Rozmowę rozpoczyna egzaminujący.

- 4 Look at a student's notes for the writing task below. Match the questions with the points A–D in exercise 5.

1 Why was it awesome / horrible? (atmosphere? seeing her/him live? the weather? other fans? my seat?)

2 Who organised and who took part in this competition? (students? listeners of a radio station? readers of a sports magazine?)

3 What makes her/him/them great? (number of medals? coming out of difficult situation? road to success? helping others?)

4 Were there many fans? What happened before the race/game? Who was competing?

5 Who won? Was it an easy win?

6 Why was I the best? (the fastest? the most interesting story? I knew the most?)

- 5 Read the instructions and do the writing task.

Wygrałeś/wygrałaś konkurs, w którym nagrodą był bilet na imprezę sportową z udziałem Twojego ulubionego sportowca / Twojej ulubionej drużyny sportowej. **We wpisie na swoim blogu (100–150 słów):**

- wyjaśnij, jaki to był konkurs i jak go wygrałeś/wygrałaś (A);
- napisz, za co podziwiasz tego sportowca / tę drużynę (B);
- powiedz, gdzie i kiedy ta impreza sportowa miała miejsce i podziel się swoimi wrażeniami (C);
- opisz przebieg imprezy (D).

Hi everyone! Something great happened and I have to tell you about it!



▶ VIDEO 03

THE WORLD TODAY VIDEOS

Learning to boulder in the Peak District

2

1



2



COMPREHENSION

- 1 Work in pairs. Look at the pictures and discuss the questions.
 - 1 What sports are presented in the pictures?
 - 2 What's different about these types of climbing?
 - 3 Which would you prefer to do? Why?
- 2 Watch the video. Choose the correct option (1–3) to complete the definition.

Bouldering is a type of rock climbing which ...

- 1 doesn't require equipment.
- 2 is popular with older people.
- 3 is about climbing for long distances.

Glossary

grip (n) a tight hold on something
freedom (n) the ability to do, say or think what you want
slippery (adj) something that is difficult to hold on to because it is wet
tough (adj) something which is difficult to do
unfit (adj) not healthy because you don't do enough exercise

- 3 Watch the video again. Put the topics in the order they're discussed.

- ___ How to use your arms and legs.
- ___ Why bouldering is difficult.
- ___ Why people come to this area to climb.
- ___ What bouldering is about.
- ___ Where people go to practise.
- ___ What type of weather is good for bouldering.

- 4 Watch the video again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 You only need special shoes to do bouldering. T / F
- 2 The area shown in the video is popular with climbers. T / F
- 3 The group goes inside because it's too cold to climb outside. T / F
- 4 The green rocks only show you where to put your feet. T / F
- 5 The man enjoys bouldering, but thinks it's difficult. T / F
- 6 He compares bouldering to climbing a tree as a child. T / F

- 5 Work in pairs. What do you think are the most difficult sports to learn? Make a top ten list, from most to least difficult.
- 6 Work with an another pair. Compare your two lists and try to agree on a list of the top three most difficult sports.

AUTHENTIC ENGLISH

- 1 Work in pairs. Match sentences (1–3) to rules (a–c).
 - 1 So, bouldering is more about short climbs ... ___
 - 2 ... you want your heel to go down so you get as much rubber in contact as possible ... ___
 - 3 You're starting to use your feet so much better! ___

so

In English, we use **so** in three main ways

- a for emphasis before an adjective or **much/many**,
- b to summarise what was just said or change topic,
- c to explain the reason for something.

- 2 Add **so** in three different places in the conversation.

A: What are we going to do tonight?

B: I don't know ... I'm tired, I just want to go to bed.

A: No! Tomorrow's a holiday. We have to go out.

- 3 Work in pairs. Practise the conversation in exercise 2.

- 4 Complete the sentences so that they are true for you.

- 1 I think ... is so much better than ... because ...
- 2 So, I'm going to ... next year because ...
- 3 I want to study English, so ...

SPEAKING

Work in pairs. Discuss which new sport you would most like to try and why.



READING

- 1 Work in pairs. Look at pictures (1–3). What sports are these?
- 2 Read the forum posts. Which sport from exercise 1 does each person recommend and why?

Sports advice needed!

Posted by **Tom C** | 2 hours ago

Hi everybody. I feel stressed and unfit because I just sit at my desk all day. So, I want to do some kind of physical activity. Please could you send me your advice? Warning: I'm not a very sporty person, but I have to do something!

11 Comments | Share | Save

Posted by **Diane_97** | 45 mins ago

I think you should do a team sport. I've played American football for years and it's great fun and really sociable. You should be careful when you start though because you can get injured easily. If you like, you can try ice hockey too, but it's very physical.

Share | Save

Posted by **Rodrigo** | 53 mins ago

I think you should try an individual sport like rowing. It's great for relaxing because it's just you and the water. It's a very quiet sport you know. It's also really good exercise for your chest, arms and legs. But it's hard to learn at first – you need a lot of patience.

Share | Save

Posted by **Barbara** | 1 hour ago

I think you should try a sport like golf. It's great if you're not a very sporty person because you don't need to be very fit, but you get a lot of exercise and fresh air. Also, if you play with your friends or family, you can have dinner afterwards in the clubhouse!

Share | Save

- 3 Read the forum posts again. Write D (Diane), R (Rodrigo) or B (Barbara). Underline the part of the text where you find the answer.

Who

- 1 talks about another sport? ☐
- 2 says you can do this sport alone? ☐
- 3 mentions that you don't need to be healthy to do this? ☐
- 4 says that you have to be careful about something? ☐
- 5 says you can combine the sport with other activities? ☐
- 6 mentions that it can be difficult to learn? ☐

SPEAKING

- 1 **PREPARE** Read descriptions (1–4). Make notes about which sport you think each person should try and why.

- 1 George is an older man with lots of time. He's not very active, but is very sociable and wants to make new friends. He doesn't have any financial problems.

- 2 Patricia is a young professional woman with a very demanding job and very little free time. She is not sporty, but she is happy to try new things.

- 3 Daniela and Pedro are a couple who are interested in adventure sports involving water or mountains. They like taking risks.

- 4 Lucy is a teenager who wants to learn a sport, but she is on a budget. She would like to be able to do this sport anywhere and have fun doing it with friends.

- 2 **DISCUSS** Work in groups. Discuss your ideas from exercise 1 and try to agree on one sport for each person.
- 3 **PRESENT** Take turns to explain your ideas to the class. Which ideas do you agree or disagree with? Why?

BEYOND THE CLASS

Why not try ...

researching sports clubs/teams in your area?
Make notes and report back to the class.



► VIDEO 04

SPOTLIGHT ON SOCIETY VIDEOS

Race to the Pole

2

BEFORE WATCHING

- 1 You are going to watch a video about a man trying to break a world record. What do you think he is going to do?



a Reach the South Pole alone and on foot from the coast of Antarctica in the fastest ever time.

b Walk from one side of Antarctica to the other, walking further on the ice than any other person before.

c Be the first ever person to take a new, undiscovered route to the South Pole.

- 2 What makes people try to do difficult and dangerous activities such as the ones in exercise 1?

WHILE WATCHING

- 3 ► Watch the video and check your answer to exercise 1. Does Richard break the world record?

- 4 ► Watch the video again and answer the questions.

- 1 What was Richard's previous job?

- 2 What does Richard love about being an extreme athlete?

- 3 How long did it take Richard to prepare for the journey to the South Pole?

- 4 What did he do to prepare before the challenge?

- 5 How many calories does he need from food every day?

- 6 Where does Richard get the majority of his calories from?

FOLLOW-UP

- 5 Match the adjectives with the nouns they refer to in the video.

- | | | |
|-----------------|--------------------------|-----------|
| 1 extreme | ☐ | a journey |
| 2 career-ending | ☐ | b feeling |
| 3 epic | ☐ | c athlete |
| 4 incredible | ☐ | d injury |

- 6 Use the collocations from exercise 5 to answer the questions.

- 1 What did Richard suffer?

- 2 Where's he about to set off?

- 3 What is Richard's job now?

- 4 How does he describe his emotions at the end of the walk?

- 7 Imagine you are an interviewer talking to Richard after the challenge. Think of some questions to ask him.

- 1 _____
- 2 _____
- 3 _____

AFTER WATCHING

- 8 Imagine you took part in an extreme challenge. Describe it:



- Where was it?

- What did you do?

- What equipment did you take with you?

- How much time did it take you?

- How did you feel when you finished it?

VOCABULARY

- 1 Choose the correct option to complete the sentences. Sometimes more than one option is correct.

- I used to **support** / **train** / **compete** the local handball team when I was at high school.
- This tennis player won every major **competition** / **tournament** / **match** last year.
- I think ski jumping is **interested** / **so-so** / **bored**, but my sister really loves the sport.
- Peter Smith really wants to **break** / **race** / **score** the world record for the 100 metres this year.
- My mum is pretty good at **doing** / **going** / **making** judo.

- 2  Read the text and choose the correct answer a, b or c.



Some people believe that the hobby or sport you do may actually influence your future professional career. For instance, individuals who are ¹ running or cycling are often

goal-oriented, and this makes them good sales people. Others who decide to take ² high risk sports, like mountain climbing or parachuting, are likely to become successful leaders because their main skill is taking calculated risks. Hobbies like ³ or taking photographs may suggest that creativity is your main strength. As a result, you may do well in industries such as marketing or design. Being engaged in group sports, such as football or basketball, shows that you can work well as a team member, which means you won't ⁴ others down. In this case, you might be fond ⁵ working as a team leader in the future. Do any of the profiles sound like the future YOU? Share your opinion ...

- | | | |
|-------------|--------|----------|
| 1 a keen | b fond | c into |
| 2 a off | b up | c on |
| 3 a cooking | b cook | c cooker |
| 4 a fall | b go | c let |
| 5 a of | b in | c out |

- 3 Complete each sentence with four of the expressions below.

a bored easily b card games c photos d clubbing
 e involved in too many activities f tennis
 g injured during PE lessons h drum lessons i running
 j the guitar k into trouble l swimming m board games
 n up lots of new hobbies o skiing
 p part in sporting events

- Mark's mum often plays ____ / ____ / ____ / ____.
- Paula and Frankie rarely get ____ / ____ / ____ / ____.
- My younger brother sometimes goes ____ / ____ / ____ / ____.
- Some of my friends used to take ____ / ____ / ____ / ____.

- 4 Match the beginnings of sentences 1–6 with endings a–f. Then, use the sentence openings (I–IV) to write similar sentences.

- Shy students often refuse
- Competitive individuals are
- My closest friends are reliable,
- Some funny boys in the volleyball team
- Teenagers who like parties tend
- To be a winner, you must

- which means they are easy to trust.
- often make other team members laugh.
- be hard-working and ambitious.
- to speak in public or do presentations.
- always interested in winning.
- to be sociable and easygoing.

- Modest students from my class _____.
- To be a coach, you should _____.
- Bossy teenagers sometimes _____.
- I am not keen on dishonest people because _____.

- 5  Complete the sentences with the correct form of the words in brackets.

- I felt _____ (*embarrass*) when I lost the match.
- All of my classmates feel _____ (*nerve*) before biology tests because they tend to be very difficult.
- Because Roger is such a kind and _____ (*talk*) person he's always the centre of _____ (*attend*).
- The final match attracted a crowd of cheerful _____ (*spectacle*) from both schools.
- There are lots of incredible _____ (*compete*) taking part in this race. It won't be easy to win.
- I need a new pair of _____ (*train*) before the next tournament.

- 6  Translate the Polish parts of the sentences into English. Use no more than five words.

- Nathaniel _____ (*uprawia podnoszenie ciężarów*). He often wins competitions, so he _____ (*jest z siebie bardzo dumny*).
- My grandmother _____ (*woli rozwiązywać krzyżówki od*) gardening.
- I am the goalkeeper in our school team. I _____ (*obroniłem dwa gole*) during our last match!
- People who _____ (*szaleją na punkcie hokeja na lodzie*) can train up to six days a week!
- Some of my classmates are not fond of _____ (*praktykować jogi*) in our PE lessons.
- (*Nie mam nic przeciwko chodzeniu na piesze wycieczki*) _____ as long as I can go with a group of friendly and helpful people.

VOCABULARY CHALLENGE!

7 Use the words in brackets to translate the sentences into English. Add any other necessary words.

- Najlepiej odprężam się, słuchając muzyki. Jestem też zapalonym czytelnikiem i kajakarzem. (*keen, unwind*)

- Osoby, które lubią sporty ekstremalne, podejmują sporo ryzyka i często narażają swoje życie. (*take, in danger*)

- Moja siostra jest maniaczką komputerową, a ja uwielbiam uprawiać wspinaczkę. (*geek, adore*)

- Nie cierpię zazdrosnych i humorzystycznych ludzi. (*moody, jealous*)

- Cieszę się, ponieważ pokonaliśmy naszego rywala i wygraliśmy mecz trzema punktami. (*by, happy, rival*)

GRAMMAR

8 Choose the correct option to complete the sentences.

- While Helen **was riding** / **rode** her bike, she **saw** / **was seeing** a car accident.
- I **get on** / **'m getting on** well with Matthew because we both enjoy **playing** / **to play** computer games.
- When my grandma was a little girl, she **used to play** / **was playing** cards with her parents every Saturday.
- She is a huge fan of coffee, but this week she **drinks** / **is drinking** tea only.
- Why did you refuse **to take part in** / **taking part in** the competition last weekend?

9 Find and correct a mistake in each sentence. Sometimes there are two mistakes in one sentence.

- Felicity doesn't likes rollerblading because she thinks it's too dangerous.

- Where we are meeting tonight? In the shopping centre?

- I use to play football when I was in primary school, but now I definitely prefer play volleyball.

- My brother would like becoming a professional vlogger because he want to earn a lot of money.

- The players didn't had the time to practise the day before the match.

10 Complete the sentences with the correct form of the verbs in brackets.

- What board games _____ (*you / play*) when you were little?
- I _____ (*plan*) to spend more time _____ (*work out*) in the gym.
- My brothers don't mind _____ (*help*) me whenever I have problems, and I think they're the best!
- I _____ (*have*) lunch when my best friend _____ (*come*) and _____ (*ask*) me for help.

- Do you want to continue _____ (*do*) yoga or are you planning _____ (*find*) another activity?

11 Write questions, using the prompts below. Then, answer the questions.

- What sport / use to / a child / ?

- What / you / do / yesterday at 8 a.m. / ?

- What / you / hope / do / next year / ?

- What / you / keen / ?

- What / you / usually / do / PE / ?

ENGLISH IN USE

12 Read the text and choose the correct answer a, b or c.

When I was a child, I ¹_____ swimming. I really loved it, but I did it mainly for fun. Then, when I was about 12 years old, I joined the school team, and it changed everything. I ²_____ train four times a week, and I even won a few competitions! However, as time went by, I decided ³_____ something new and I chose rollerblading. It was great fun at the beginning, but one day I had a terrible accident. While I ⁴_____ with my friends, a car hit me. I had a very serious knee injury and ended up in hospital. Fortunately, I recovered, but I am still afraid of rollerblading. In fact, the only sport I do is ... swimming, of course! I ⁵_____ to the swimming pool near my home, and I feel that my knee is getting better and better.

- | | | |
|-----------------|----------------|---------------------|
| 1 a take up | b took up | c was taking up |
| 2 a used to | b used | c use to |
| 3 a trying | b try | c to try |
| 4 a rollerblade | b rollerbladed | c was rollerblading |
| 5 a often go | b go often | c am often going |

13 Complete each pair of sentences with one word.

- My team usually goes to football matches by _____. My _____ is really patient and helpful. When we lose a match, he is always there for us.
- My younger brother _____ the window when he was playing with his friends.
Do you know who _____ the world record at the Tokyo Olympics?
- _____ at Alex! He's so fast!
I really _____ forward to seeing my cousins in July.
- When Hugh was young, he used to _____ into trouble almost every day.
When do you usually _____ bored?
- She _____ him on the head with her tennis racket.
The game 'The Witcher' was a big _____.

3

WELCOME HOME

VOCABULARY

houses and locations

- 1 Find four parts of a house, four things you can see around a house and two types of houses in the wordsearch.

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

- 2 Read the text and choose the correct options.

The house in the picture is my aunt's

¹**detached / semi-detached** house.

It's quite old, but very beautiful.

I like the brick ²**walls / roof** and

the green ³**lawn / steps** around it.

The neighbourhood is so safe and

quiet that there isn't any ⁴**fence / drive** around the house. Right

behind the house there is a ⁵**gate / path** to a river. It is such

a lovely place that I go there every summer holiday. My aunt

keeps complaining that the only thing missing is a ⁶**chimney /**

balcony, but do you really need one with such a big garden?



- 3 Read the definitions and write the correct words.

- the area with no towns or cities, with farms and fields: c_____
- sombody who lives near you: n_____
- (about a house) joined with another house by one wall: s_____
- a large building where many families live: b_____
- (about a house) joined with other houses on both sides: t_____

- 4 Complete the sentences with the missing words.

- Why don't we paint this w_____ red? It will look great with this poster on it.
- Their new house is so far from any p_____ transport that they need to buy a car.
- My neighbours don't take care of the grass on the l_____ at the front – it looks awful!
- For many people a g_____ is not only a place where they keep the car, but also store lots of old things.
- My n_____ is rather quiet, but I'd like to live closer to my school.
- Somebody left the g_____ open and the cat has run away.
- You'd better repair the r_____ before it rains or we will have water dripping on our heads.

- 5 Complete the text with the words below. There are three extra words.

garden detached floors windows terraced path
balcony gate door

Catherine So, how is your new house, Jenny?

Jenny It's perfect! You know I've always wanted to have a big ¹_____ house with no neighbours.

Catherine You must finally have lots of space to keep all your books.

Jenny You bet I do!

Catherine So, how many ²_____ do you have?

Jenny Two, there are three rooms on each. I'm telling you, the house is exactly how I imagined it – it has a wooden front ³_____ and a huge ⁴_____ with a white fence. There's even a stone ⁵_____ around it. And the best thing is the wonderful view from the ⁶_____ on the first floor.

Catherine Lucky you!

Jenny I know. Why don't you visit me and see it for yourself?

VOCABULARY CHALLENGE! Student's Book, p. 109, UNIT 3, ex. 1

- 6 Translate the Polish parts of the sentences into English. Use no more than five words.

- I used _____ (*mieszkałem obok*) a famous football player.
- Pete didn't want to commute to work every day, so he rented a _____ (*mieszkanie w centrum miasta*).
- How can you _____ (*mieszkać na głównej ulicy*)? Are you able to sleep with the constant noise outside your window?
- Many people are choosing to live _____ (*tuż poza Nowym Jorkiem*) because of the quieter neighbourhood.
- It all happened when we _____ (*mieszkaliśmy na przedmieściach*) of Manchester.
- Living _____ (*na osiedlu nie jest*) so bad after all.
- If you want a house _____ (*na samej plaży*), I'm afraid it's going to cost you a fortune.

- 7 Describe your dream house. Write four sentences that give more information about these things:

- the location,
- the building,
- things in the house,
- the neighbourhood.

1 Write the past participles of the verbs below.

- 1 cut _____
- 2 like _____
- 3 want _____
- 4 drink _____
- 5 become _____
- 6 draw _____
- 7 give _____
- 8 study _____
- 9 swim _____
- 10 teach _____

2 Complete the gaps with *since* or *for*.

I have had this smartphone

- 1 _____ last year.
- 2 _____ a couple of days.
- 3 _____ ages.
- 4 _____ the summer.
- 5 _____ Christmas.
- 6 ever _____ I can remember.
- 7 _____ I lost the other one.
- 8 _____ many years.
- 9 _____ too long.
- 10 _____ I started school.

3 Complete the sentences with the correct form of the verbs in brackets. Use the present perfect.

- 1 I _____ (*invite*) him to my house many times.
- 2 How long _____ (*Jim / know*) about our plans?
- 3 The protesters _____ (*not manage*) to stop the new development.
- 4 _____ (*you / hear*) from Lucy? It's been three weeks since she left.
- 5 Why _____ (*you / not finish*)? _____ (*you / not have*) enough time?
- 6 We _____ (*be*) friends for twenty years.
- 7 _____ (*you / see*) their new garden? It's beautiful!
- 8 The police _____ (*catch*) the prisoners who escaped last week.
- 9 Tom _____ (*not eat*) anything since breakfast.
- 10 You need to write it again. You _____ (*make*) too many mistakes!

4 What word is missing in each sentence?

- 1 Thomas has on holiday for a month. _____
- 2 I have cooked a meal since Christmas. _____
- 3 How have you lived here? _____
- 4 I had this book since February. _____
- 5 We have had the car a long time, and it's time to get a new one. _____
- 6 What they done with my desk? Just look at it! _____

5 Complete the dialogue with the correct form of the verbs below. Use the present perfect. There are two extra verbs.

go happen finish meet not see buy live
move change



- Linda Sara? Oh my ... I ¹ _____ you for ages.
- Sara Linda? It's great to see you! How are you?
- Linda I'm fine. I ² _____ a house and I ³ _____ to the suburbs.
- Sara Really? I thought you couldn't live anywhere but the city.
- Linda Well, we all ⁴ _____. I'm no longer a teenage girl who wants to go to parties all the time. But what about you? ⁵ _____ you _____ your studies?
- Sara Not yet, it's my final year. I'm still living with my parents, but my brother ⁶ _____ to live abroad, so the flat isn't so crowded anymore.
- Linda We must meet again soon. I feel so many interesting things ⁷ _____ since we last spoke. Are you free on Friday?

6 Complete the second sentence so that it means the same as the first.

- 1 The last time I watched TV was on Saturday.
I haven't _____ Saturday.
- 2 My sister bought a tablet three months ago.
My sister has _____ three months.
- 3 The last time Steve did the housework was last month.
Steve _____ a month.
- 4 I made dinner for the first time in my life yesterday.
It's the first time I _____.
- 5 They got married in 2002.
They have _____ 2002.

GRAMMAR CHALLENGE! Student's Book, page 109, UNIT 3, ex. 1 & 2

7 Complete the sentences with the correct form of *be* or *go*.

- 1 Ted _____ out, but he should be back soon.
- 2 _____ you _____ to that new restaurant yet? I've heard it's great.
- 3 Unfortunately, I can't wait for her – she _____ to the gym and won't be back for some time.
- 4 I'm afraid you can't speak to Mike – he _____ to his karate classes.
- 5 Where _____ you _____? We expected you an hour ago!
- 6 I _____ to the cinema for a long time, perhaps I'll go next weekend.

- 1 Look at the picture and complete the description below with appropriate words.

The photo shows a ¹m_____ gated housing estate. In the foreground, I can see a big metal ²g_____. Inside we can see some medium-sized ³d_____ houses with small front gardens, ⁴d_____ and garages. The front gardens seem tidy, with well-maintained ⁵i_____. There are a few trees and bushes around the houses. It looks like a pleasant and ⁶s_____ place to live.



- 2 **MP3 06** Listen to the conversation and choose the correct answers.

- 1 Steven and Rebecca have already _____.
 - a talked to Daniel about the estate
 - b visited some gated communities
 - c had a conversation in the past
- 2 Rebecca is keen on _____.
 - a moving to a terraced house
 - b living in a safe place
 - c being close to celebrities
- 3 Rebecca wants to move house because she _____.
 - a has experienced a burglary
 - b has had an argument with her neighbours
 - c has taken up gardening
- 4 Steven and Rebecca agree that there are/is _____.
 - a fewer good sides than bad sides to the offer
 - b fewer bad sides than good sides to the offer
 - c not enough information about the offer to decide

- 3 **MP3 06** Listen again and complete the sentences. Use no more than three words.

- 1 Rebecca isn't sure if buying a house in a gated community _____ decision.
- 2 No one without a passcode _____ gated estate.
- 3 Rebecca _____ her friends will think she has become a 'spoilt celebrity'.
- 4 An indoor gym and a heated pool are some of _____ available on the estate.
- 5 Rebecca likes the fact that the house is spacious and that the estate is _____, peaceful and quiet.
- 6 Daniel suggests Rebecca should _____ the estate.

- 4 Prepare an advert for a house in a gated community that is for sale. Use the information from the listening and some of your own ideas to make your advert appealing.

REVISION Student's Book, page 30

- 5 Answer the questions with appropriate adjectives.

What do you call a place

- 1 full of people? _____
- 2 where you're not afraid to be in the dark? _____
- 3 which is not very modern? _____
- 4 where the air and land is dirty? _____
- 5 where they play loud music? _____
- 6 which you can reach quickly? _____
- 7 which you have to pay a lot for? _____

- 6 Complete the sentences with appropriate adjectives.

- 1 Fortunately, I don't live _____ from the centre and can get there within 10 minutes.
- 2 The house is so _____ that there must be something wrong with it – houses normally cost more.
- 3 I wouldn't go out alone at night here – the neighbourhood is rather _____.
- 4 The park used to be nice and _____, but after they built the factory, it's become polluted.
- 5 I'm looking for a _____ place because I don't feel like living on a busy street full of traffic.

- 7 Write 4–5 sentences to answer the question.

Is it better to live in the city centre or in the suburbs?



1 Choose the correct option to complete the sentences.

- 1** *Did you ever paint* / *Have you ever painted* a room yourself?
- 2** I can't go out – I *didn't do* / *haven't done* the dishes yet.
- 3** When *did you talk* / *have you talked* to Susan?
- 4** We need to hurry up! The film *has started* / *started* ten minutes ago.
- 5** *Have you decided* / *Did you decide* which of these beds you want to buy, sir?
- 6** I'm afraid the bus *left already* / *has already left*.
- 7** I *never had* / *have never had* a roommate in my life.
- 8** Rita *hasn't eaten* / *didn't eat* any vegetables when she *has been* / *was* a child.
- 9** Until now, none of my neighbours *complained* / *have complained* about me playing drums.
- 10** I *haven't moved* / *didn't move* here in 2016, I moved last year!

2 Complete the sentences with the correct form of the verbs in brackets. Use the present perfect or past simple.

- 1** When _____ (you / **do up**) your room?
- 2** My grades _____ (improve) recently.
- 3** Lucy _____ (come) to live in Manchester in 2008.
- 4** I _____ (hear) her new boyfriend is a rock star.
- 5** Karen? Is that you? You _____ (not change) a bit.
- 6** Since I moved to this city my new friend _____ (help) me a lot.
- 7** I _____ (break) my thumb putting together furniture with my dad.
- 8** What _____ (you / **do**) with my MP4 player? I can't find it!

3 Complete the mini-dialogues with the correct form of the verbs in bold.

- 1 stay**
A _____ you ever _____ in a farmhouse?
B Yes, I _____ in one last summer while I was visiting my family in England.
- 2 paint**
A _____ you _____ the fence yet, as grandpa asked you?
B I _____ the whole thing yet. I _____ half of it yesterday, and I'll do the rest today.
- 3 have**
A How many times _____ you _____ a picnic on the lawn since the beginning of summer?
B Just a few, because of all these rains. But we actually _____ one last Sunday.

4 Complete the second sentence so that it means the same as the first.

- 1** I haven't slept in a tent since I was 6.
The last time _____ was when I was 6.
- 2** You last visited New York in 2015, didn't you?
Have _____ New York since 2015?
- 3** I've just seen Derek.
I _____ minutes ago.
- 4** Grandma has worked on her new herb garden since April.
Grandma _____ in April.
- 5** Paul and Gina became neighbours seven years ago.
Paul and Gina _____ seven years.

5 Translate the Polish parts of the sentences into English. Use no more than five words.

- 1** I've already packed my things, but I _____ (*jeszcze się nie przeprowadziłam*).
- 2** _____ (*Jadłeś już*), or would you like a sandwich?
- 3** Gina _____ (*już napisała*) the essay and can go home early.
- 4** _____ (*Właśnie wysłałam ci*) an email with my new address.
- 5** I'm sure George is planning to visit you, but he _____ (*nie miał czasu*) yet.
- 6** _____ (*Właśnie zdałem sobie sprawę*) that I need to look for a new roommate.
- 7** _____ (*Czy myślałeś już*) about the design of your new room?

6 CUMULATIVE GRAMMAR Read the email and choose the correct answers.

Paul,

It's been ages ¹ we last spoke. You ² me anything about your new place yet. I met Ian ³, but he didn't know much. He only said that your new flat is in the suburbs and that you moved there ⁴. Have you found a roommate ⁵? I'm asking because a friend of mine is looking for a flat to rent, and I could give her your number. I think you'd get on well. I ⁶ her since we were little kids – we ⁷ in kindergarten, so you can be sure that she's trustworthy.

Write soon!

Chris

- | | | |
|----------------------------|--------------------------|---------------------------|
| 1 a since | b from | c for |
| 2 a not tell | b didn't tell | c haven't told |
| 3 a lastly | b yesterday | c already |
| 4 a for three weeks | b three weeks ago | c from three weeks |
| 5 a already | b yet | c just |
| 6 a know | b knew | c have known |
| 7 a met | b have met | c used to meet |

1 Use a dictionary to write English definitions of the words below.

- 1 royal _____
- 2 heritage site _____
- 3 protective _____
- 4 huge _____
- 5 maintain _____
- 6 chapel _____

2 Read the texts below. Match sentences 1–5 with texts A–C.

- 1 This is a place where you can see some historic documents.
- 2 It isn't certain when the building of this castle began.
- 3 At first this place had a military function.
- 4 This place was built in the place of another, older castle.
- 5 It hasn't been a royal home for a long time.

A

Windsor **Castle** is the oldest and the largest **occupied** castle in the world. It was built by William the Conqueror in the 11th century in the form of a simple wooden fortification. William built many such castles to create a protective ring around London. With time, more and more buildings were constructed with stone, and Windsor became the huge royal residence it is today. In 1992 a terrible fire that lasted 15 hours destroyed 20% of the castle, but it has been **rebuilt**. In Windsor Castle's Gallery, there are a lot of fascinating things to admire, for example, the diaries and correspondence of past kings and queens.

B

Queen Elisabeth II's favourite holiday home, Balmoral Castle, has belonged to the royal family for over 150 years and is often called the Scottish holiday home to the Royal Family. In 1848 Queen Victoria fell in love with the place. She adored the beautiful Scottish **landscape**. The original Balmoral Castle was from the 15th century, but Victoria thought it was too small for her family. So, after she and her husband bought it, they constructed a completely new castle for themselves and **demolished** the old one. The new castle has 3 floors and over 70 rooms. More than 50 people live there all year round to maintain it for the royal family.

C

Edinburgh Castle stands on a huge hill called Castle Rock. Archeologists found structures much older than the castle, which show that first people made their home here almost 3000 years ago. Historic documents such as chronicles suggest that in the middle ages a castle was already in place. However, it is unclear when the castle was built in place of the old **settlement**. For sure, St. Margaret's Chapel, which still stands, was built between 1130 and 1140. The castle was the official **residence** of many Scottish kings and queens, but no king or queen has lived or slept here since 1633. Since then it has been used mostly for military functions, but it's also a UNESCO World Heritage Site and is one of Scotland's greatest tourist attractions.

3 Read the texts again and complete the notes below.

Windsor Castle

- ✓ built ¹ _____ ago to ² _____ London
- ✓ partly destroyed in ³ _____ in 1992

Balmoral Castle

- ✓ the royal family ⁴ _____ for over 150 years
- ✓ referred to as ⁵ _____ by members of the royal family
- ✓ contains ⁶ _____ rooms

Edinburgh Castle

- ✓ first known structure is ⁷ _____ old
- ✓ no monarch has ⁸ _____ it since 1633
- ✓ very popular ⁹ _____



4 Read the text on page 34 again and match the words in bold with their definitions.

- 1 a large stone building which was built in the past to protect people from attacks: _____
- 2 destroy a building: _____
- 3 everything you can see when you look across a large area of land: _____
- 4 use a building or an area of land: _____
- 5 area where people build their home: _____
- 6 build something again: _____
- 7 a house where somebody officially lives: _____

5 Complete the texts with the words from exercise 4.

A

Szlak Orlich Gniazd is a 170 km long tourist route in Poland which leads from one old _____¹ to another.

They haven't been

_____² for centuries,

so original fortifications have been destroyed by time and wars. But you can still see the ruins and, when you climb up their walls, you can admire the beautiful hilly _____³ surrounding them.



B

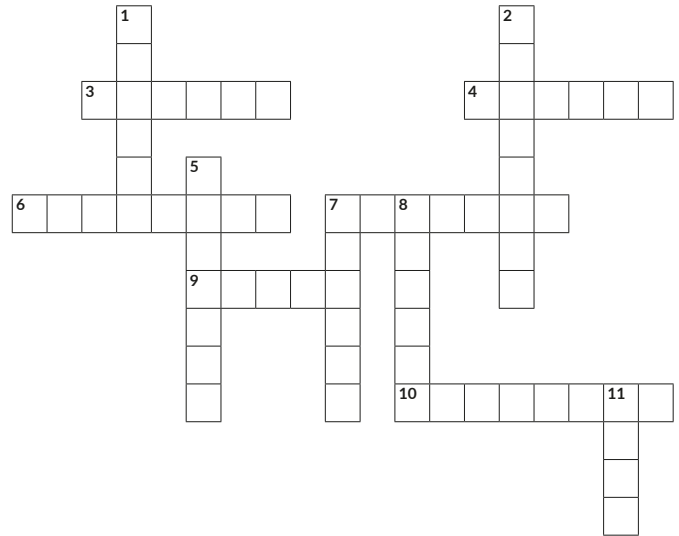
The history of Warsaw's Old Town goes back to a small _____⁴ from

the 13th century, which grew into a beautiful city and then into the

capital of Poland. But its 800 years of history is not the reason UNESCO called it a World Heritage Site. After the Warsaw Uprising in 1944, it was almost completely _____⁵ by the bombs. However, the people of Warsaw loved their Old Town so much that they _____⁶ it using old plans and pictures. The Royal Castle, the _____⁷ of many Polish kings, was also reconstructed and reopened in 1984. Today, the Old Town is a perfect reconstruction of the original. UNESCO thought it was so important and impressive that they put it on the list of World Heritage Sites.



7 Complete the crossword.



Down

- 1 toaleta
- 2 szafa
- 5 kuchnia
- 7 dywan
- 8 prysznic
- 11 piekarnik

Across

- 3 lustro
- 4 lodówka
- 6 zasłony
- 7 poduszka
- 9 krzesło
- 10 kaloryfer

8 Complete the text with appropriate words.

We're finally moving to our new house! My parents found it last year, but it wasn't a new place, so we had to ¹d_ it _ _ _ a bit and ²f_ r_ _ _ h it before we could move in. I've ³d_ _ _ _ r_ t_ _ _ my room myself in my favourite colours! My little sister Mia asked dad to ⁴w_ _ _ _ p_ _ _ e_ her room and it looks like a jungle with monkeys and parrots. My mum has ⁵_ e_ _ _ g n_ _ _ the rest of the rooms. Next to our house, there's a huge ⁶_ l_ _ _ _ r_ _ _ n_ . I'm too old for such things, but Mia goes there every day and she's made lots of friends already. Yesterday, we had lunch in the park across the street, because it has a picnic ⁷_ _ _ e_ by the river. What's interesting is that there are no ⁸_ i_ _ _ _ _ bins – it's a 'carry in – carry out' place, so you take your rubbish with you when you leave. It also has an ⁹_ u_ _ _ _ _ r gym, which I use every day. The house is 5 km from my school, but there are many bike ¹⁰l_ _ _ _ s, so I don't have to take the bus. I think I'm going to be very fit with all this exercise!

REVISION Student's Book, pages 33–32

6 Match 1–7 with a–g to form compound nouns.

- | | | |
|---------|--------------------------|--------------|
| 1 arm | ☐ | a wave |
| 2 bed | ☐ | b shelf |
| 3 micro | ☐ | c board |
| 4 dish | ☐ | d chair |
| 5 fire | ☐ | e washer |
| 6 book | ☐ | f place |
| 7 cup | ☐ | g side table |

VOCABULARY CHALLENGE! Student's Book, p. 109, UNIT 3, ex. 2 & 3

9 Choose the correct option to complete the sentences.

- 1 Do you help your parents with the *housework* / *homework*?
- 2 A lot of people like to eat breakfast in *bed* / *sofa* before they get up.
- 3 Are you a good *cook* / *cooker*?
- 4 What do you usually do after you come *home* / *house* from school?
- 5 Have you ever moved *home* / *house*?

- 1 Find and correct a mistake in each sentence. In sentences 1–4 there is a lexical mistake, in sentences 5–6 there is a grammatical mistake and in sentences 7–8 one word is missing.

- 1 The child is helping her mother to do the bed.

- 2 At the picture I can see an older woman who's cooking something.

- 3 I think the man is making the ironing.

- 4 In the right there's a very messy bed.

- 5 I think she is quite happy because she's smile.

- 6 She sits on the floor in the middle of the room.

- 7 The boy is holding a huge bag, so I think he's taking the rubbish.

- 8 She has just started clean the floor.

- 2 Complete the photo description with appropriate words. Put one word in each gap.

The picture shows two little children. Maybe they're brother and sister. They're in the ¹_____. The room is small but light, and ²_____ aren't any dirty dishes on the table. The girl, on the ³_____, is holding a ⁴_____ and standing on something because she's too small to reach things. I think her brother is ⁵_____ the dishes out of the dishwasher and his sister is ⁶_____ him. I think they've done about half of the dishes so far.



- 3 Describe the picture in 4–5 sentences. Say who is in the picture, where they are and what they are doing.



- 1 Read the task and the blog entry. Match questions 1–4 with paragraphs a–d.

Write a blog entry about a place you visited last summer. Answer these questions.

- 1 Where is it and why did you go there?
- 2 What did you think of the place?
- 3 What did you do?
- 4 Would you recommend the place to others?

☐
☐
☐
☐

- a I think everybody should visit New York at least once in their lives. It's such an amazing place that everybody can find something interesting to do!
- b I think New York is the most exciting place in the USA. I love the fact that there are so many different people there and so many things to do!
- c Last summer I visited my aunt who lives in New York. The city is situated on the east coast of the United States and is not far from the Appalachian Mountains.
- d My aunt and I had a wonderful time together. During the week, we went shopping and visited theatres, where you can see famous musicals, such as *Mamma Mia* or *The Lion King*. At weekends the weather was nice, so we went to the beach.

- 2 Put the words in the correct order to make sentences.

- 1 the / visitors / palace / for / is / first / the / old / stop / .

- 2 if / not / go / you / Kraków / yet / you / have / to / been / must / .

- 3 New Zealand / famous / beautiful / is / for / views / its / .

- 4 this / so / small / village / is / a / but / is / beautiful / such / it / .

- 5 there / here / interesting / lots / monuments / are / of / historic / .

- 6 cycling / paths / in / is / popular / Amsterdam / there / so / are / bike / many / there / .

- 7 why / yourself / you / Paris / don't / come / to / and / it / see / for / ?

- 8 if / quiet / are looking / you / and / peace / then / to / Bory Tucholskie / go / for / .

- 3 Read the instructions and do the writing task.

Niedawno przeprowadziłeś się / przeprowadziłaś się do nowej miejscowości. We wpisie na swoim blogu (100–150 słów):

- napisz, gdzie i dlaczego się przeprowadziłeś / przeprowadziłaś;
- opisz miejscowość, w której teraz mieszkasz;
- wyjaśnij, co i dlaczego najbardziej podoba Ci się w nowym miejscu;
- napisz, z czego znana jest ta miejscowość.

Rozwiń swoją wypowiedź w każdym podpunkcie.

1 Choose the correct word to complete both sentences in each pair.

- I can't find my keys to the ____ door, so we will have to go through the garden.
Meet me in ____ of the school in 20 minutes.
a front **b** main **c** inside
- I live on the 14th ____, so I have a beautiful view of the whole city centre.
I'll sweep the ____, and you dust the shelves, please.
a flat **b** floor **c** estate
- It's a pretty little bungalow with three stone ____ leading up to the door.
He took a few ____ towards the house but stopped when he saw a big dog.
a stairs **b** paths **c** steps
- Please ____ your bed before your friends come to visit you.
If you ____ more than three mistakes, you lose the game.
a do **b** make **c** take
- Are you ____ or against building blocks of flats in historic city centres?
London is famous ____ its many historic monuments and museums.
a with **b** for **c** from

2 Read the text and choose the correct answer a, b or c.

Hi Mum,

I'm already at Auntie Kate's house.

It's ¹____ beautiful! It has two floors, and there's a pretty garden with lots of flowers and a fence with an old wooden ²____. I've got my own room with bright blue curtains and a carpet – I love it! Since Auntie Kate lives just ³____ the city, I can go to London by bus every day if I want to. Tomorrow she's taking me to see Big Ben. Amy is going with us. Do you remember her? I haven't seen her ⁴____ so many years, and she's changed a lot! She wants to go shopping with me, but she says we have to wait till Monday because at the weekend the shops are very ⁵____. I guess I'm not the only one who likes shopping. This will be a wonderful holiday! Write back soon!

Love,

Jenny

- | | | |
|--------------------|------------------|-------------------|
| 1 a so | b such | c such a |
| 2 a step | b part | c gate |
| 3 a outside | b out | c beside |
| 4 a from | b for | c since |
| 5 a messy | b crowded | c polluted |

3 Complete the second sentence so that it means the same as the first, using the word given. Use no more than four words. Do not change the word given.

- We moved to this bungalow a few years ago.
LIVED
We _____ bungalow for a few years.
- This carpet is so colourful!
SUCH
It _____ carpet!
- My father finished ironing the clothes a moment ago.
JUST
My father _____ the clothes.
- This neighbourhood is not safe at all, so let's find another flat to rent.
REALLY
This neighbourhood _____, so let's find another flat to rent.
- I haven't taken the rubbish out for a few days.
RUBBISH
The last time I _____ was a few days ago.
- My parents last decorated the flat in 2010.
NOT
My parents _____ the flat since 2010.

4 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

- A** _____ (how / long / she / live) in this house?
B Only a few months. (she / move)
_____ September.
- While _____ (we / move) our new house, I lost my silver earring.
- He _____ (not buy) a new cooker yet, so he has to prepare all his food in the microwave.
- A** _____ (they / just / redecorate) their house. It's beautiful!
B I know. I _____ (visit / they) last Saturday.
- We haven't _____ (be / France) 2 years.

5 Translate the Polish parts of the sentences into English.

- George, _____ (odkurzyłeś już swój pokój)?
- I've lived on this _____ (głównie ulicy od 5 lat).
- They _____ (zbudowali wiele ścieżek rowerowych) last summer.
- I _____ (nie widziałem jeszcze nowego placu zabaw koło mojego domu) but I've heard it's really cool.
- I always visit my grandma during the summer – she _____ (mieszka na samej plaży).
- Mandy _____ (poszła do tej nowej siłowni na świeżym powietrzu), she won't be back for an hour.



- 1** Przeczytaj poniższy tekst i do każdego akapitu (1–4) dobierz właściwy nagłówek (A–F). Wpisz odpowiednią literę w każdą lukę. Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

- A What to expect inside
 B Young architects leave Poland
 C Enjoy your visit but be careful
 D Impossible to furnish
 E Experience a new perspective
 F An original idea gets a new address

1 ____ Have you ever wondered how bats see the world when they're hanging upside down? Or maybe you'd like to feel like Spider-Man for a while and see what it's like to walk on the ceiling? Well, thanks to two crazy architects, you can now find out!

2 ____ A few years ago two Polish architects, Irek Głowacki and Marek Różański, decided to construct a house 'standing on its head'. They designed a detached house with two floors but were looking for a place to build it. Around the same time the people living in a little town in Austria, Terfens, were wondering how to make their area more interesting for visitors. They liked Irek and Marek's idea and offered them a plot of land where they could construct the building. Eight months later the house was ready.

3 ____ The house is standing on its roof. As you enter, your first thought is that something is going to fall on your head because the house is fully-furnished, for example, there is a living room with a table and chairs – all fixed to the 'floor' above you. You can also see two children's bedrooms, with the toys that normally litter the floor hanging over your head. There's also a bathroom and a garage where, if you are brave enough, you can stand under a car hanging from the ceiling.

4 ____ It's an exciting place to visit, but it can make you go a little bit crazy! Some people feel sick after they have spent some time inside the house. Also, be careful not to hit your head on the beds and chairs and other furniture hanging from the 'floors'. Despite these dangers, it's become a great tourist attraction! So, if you're not afraid – go to Austria or find another upside down house in your area. People are building more of them in other countries.

- 2** Match the parts of the sentences.

- | | | |
|---------------------------------------|--------------------------|--|
| 1 I prefer the first room | ☐ | a about this room is the colours. |
| 2 I don't like the second room | ☐ | b because it is too small. |
| 3 Another reason | ☐ | c to the second room. |
| 4 Another problem | ☐ | d why I like this room is that it seems cosy. |
| 5 What I like | ☐ | e with this room is that there's no TV. |

- 3** Do the speaking task and answer the two questions. Use phrases from exercise 2 to help you.

5 minut

Popatrz na zdjęcia 1–2. Na czas kursu językowego w Londynie szukasz pokoju do wynajęcia. Masz do wyboru poniższe propozycje.

- Wybierz ten pokój, który bardziej Ci odpowiada, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą ofertę.



- 1** Is it better to have your own room or share it with somebody else?
2 What makes a place ideal to live in?

- 4** **MP3 07** Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

Text 1

- 1** What is true about the house?
 A It is surrounded by a red brick wall.
 B It's located close to the water.
 C There is a garden in front of it.

Text 2

- 2** What is NOT true about the Roman Baths?
 A A lot of tourists visit them.
 B You can easily take a bath there.
 C They are more than 2000 years old.
- 3** What is the plan of the trip?
 A baths, church, shopping, dinner, modern city centre
 B modern city centre, baths, church, shopping, dinner
 C modern city centre, dinner, baths, church, shopping

Text 3

- 4** What doesn't the boy like about his room?
 A It looks like a child's room.
 B The furniture is old and in not perfect condition.
 C The wallpaper looks like a scene from his favourite film.
- 5** What does the boy decide to do about the furniture?
 A Ask his parents to buy new minimalistic furniture.
 B Repaint it with his friends.
 C Earn money to buy new furniture.
- 6** The girl is
 A criticising the boy's idea for a new room.
 B comparing pictures of different room designs.
 C giving the boy advice on how to redesign his room.



▶ VIDEO 05

SPOTLIGHT ON SOCIETY VIDEOS

A fairy tale house

3

BEFORE WATCHING

- 1 Work in pairs. Decide how important these things are for you in a house (1 – the most important, 4 – the least important). Give reasons for your choices.

- a The space inside the house
- b The number of rooms
- c The surrounding area
- d The furniture and equipment

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☐

- 2 Look at the video stills. Answer the questions below.



Does the house in the video stills look like a typical house from the outside and inside? Why not? Who do you think this kind of house is suitable for?

WHILE WATCHING

- 3 Watch the video. Write what things these adjectives describe in the video.

- 1 small the house
- 2 amazing _____
- 3 peaceful _____
- 4 big _____
- 5 strange _____

- 4 Watch the video again and complete the sentences with *Theo* or *Bee*.

- 1 The Jack Sparrow house is _____'s favourite one.
- 2 _____ says that the kitchen feels natural.
- 3 _____ mentions the kitchen sink.
- 4 _____ doesn't agree that the sofa is very big.
- 5 _____ thinks the bedroom is a good place to relax.
- 6 _____ prefers the area outside the house.

FOLLOW-UP

- 5 Complete the sentences with the words from the box. There is one extra word.

sink shelves window sofa plants table

- 1 There are a lot of _____ on the walls to keep different things.
- 2 The round _____ is for having meals or working on your laptop.
- 3 The _____ is big enough for two people to sit on.
- 4 You use the _____ both to wash and wash up.
- 5 The garden is full of trees and _____.

- 6 Answer the questions.

- 1 Would you like to live in a small house like the one in the video? Why/Why not?

- 2 What changes (if any) would you like to make to the house in the video? Why?

- 3 What furniture or equipment would you like to have which isn't there in the house?

AFTER WATCHING

- 7 Work in pairs. Design and describe an unusual house. Think about the following points.

- Where is the house? What is the area around it like?

- What rooms are there in the house?

- What furniture and equipment does the house have?

- How do you spend your time there?



VIDEO 06



COMPREHENSION

1 Work in pairs. Discuss the questions.

- Look at the picture. What do you understand by the phrase 'multi-generational living'?
- Does it sound positive or negative to you? Why?

2 Watch the first part of the news report and check your answers to exercise 1. Then complete the sentence below.

A multi-generational house: Two homes _____, each with its own _____.

3 Watch the video. Tick the domestic activities that you see the family do.

- The son cooking eggs.
- The family eating a meal together.
- The mother having a soft drink.
- The dog waiting outside the front door.
- The grandmother walking down the stairs.
- The father lying on the sofa.
- The family watching TV together.

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4 Watch the video. Are the statements true (T) or false (F)? If false, correct them.

- The report says that people are retiring later. T / F
- The idea is that everybody can help each other. T / F
- In this home, the family can do the same activity but in different places. T / F
- Finn says that these homes can be easy to build because the family structure is simple. T / F
- The grandmother says that she wouldn't be very lonely if she lived alone. T / F
- The grandmother explains that parts of the house can have different functions. T / F
- Finn argues that sharing space in this way makes you feel safe. T / F

AUTHENTIC ENGLISH

1 Read the sentence from the video and the information in the box.

... so *basically* I can close off the whole area to the house so I'm not bothering anybody ...

basically

Basically is used for emphasising the most important point or idea in what you are saying. We often use the word **so** before it.

2 Add *basically* in an appropriate place in sentences 1–3.

- So, the main items in my room are the bed, desk and wardrobe.
- What's the difference between a living room and a TV room? I think they're the same.
- It seems to me that my living room is OK and there's no real reason to change it.

SPEAKING

1 Work in groups. Would you like to live like the family in the video? What are the advantages and disadvantages of sharing a living space with your family?

The good thing about multi-generational living is basically you don't have to worry about money ...

2 Listen to each other's opinions. Do most people agree with the concept or not? Why?

Glossary

- crisis (n)** an urgent or difficult situation
concept (n) an idea of something that exists
complex (adj) something that has a lot of details that make it difficult to understand
function (n) a job that something is designed to do



3

READING

- 1 Look at the pictures of different rooms. Which one do you like the most? Why?
- 2 Match the descriptions (a-c) to pictures 1-3.

a

Well, this is where I hang out most of the time. It's a very small place, as you can see, that's because it's student accommodation. All I can do is sleep and study here but that's OK with me, it's really cosy. Down the corridor there's a kitchen, where everyone cooks and eats. But I might invite friends over so we can have pizza or something and use the desk as a dining table! It's small but it's comfortable.

b

OK, this is a photo of the room I rent in a private house. As you can see, it's quite large. The modern sofa there under the window and the vintage armchair create a really relaxed atmosphere, and there's a lot of natural light. The only problem is that there is nowhere to work. Right now I work in the kitchen, which is uncomfortable! I'll probably have to buy a desk and an office chair soon.

c

This is my uncle's house, it's where I'm staying right now. It's very modern, all grey and white and there aren't too many objects around, which I like. It has an amazing skylight and concrete floor. I love abstract art in the living room and the luxury radiator. I love the shower, but I might put a curtain there – it's not very private right now!

Glossary

hang out (phr v) to spend time in a particular place or with particular people
skylight (n) a window in a roof or ceiling

- 3 Look at the texts in exercise 2 more carefully. Underline expressions which describe the following.

- 1 the type of accommodation
- 2 the positive aspects of the room
- 3 the negative aspects of the room
- 4 might be done to the living space in the future

2

3

SPEAKING

- 1 **PLAN** You are going to describe a room in your home. Make notes using points 1-3 in Reading exercise 3 and the language in the box below.
- 2 **SPEAK** Work in pairs. Listen to your partner's description and draw the room based on the details you hear. Swap roles. When you have finished show your pictures to each other. How accurate are the drawings?
- 3 **DISCUSS** Tell your partner how you might change your living space in the future. Use the language from Reading exercise 3 and the box to help you.

Describing a room

This is my bedroom/kitchen/living room ...
 It has posters/pictures/paintings/photographs on the walls of ...
 There is a desk/sofa/bookshelf by the ...
 This is where I relax/study/entertain friends ...

Suggesting improvements

I might change the ...
 I am thinking about getting some ...
 I'll probably add some ...

BEYOND THE CLASS

Why not try ...

filming yourself giving a guided tour around your home?

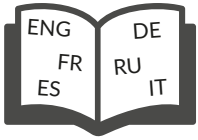
4

STUDY TIME

VOCABULARY

school and schoolwork

1 Write the names of the following school subjects.



1 _____



2 _____



3 _____



4 _____



5 _____

2 Answer the questions.

In which subject do you

- 1 need to remember dates? _____
- 2 need to paint or draw? _____
- 3 learn the names of capital cities? _____
- 4 talk about God and morality? _____
- 5 mix substances and do experiments? _____

3 Complete the sentences with the missing words.

- 1 I think that ___ and ___ r ___ g ___ l ___ n ___ a ___ e ___ are very useful in one's working life – you need to use a computer and talk to foreigners in many jobs.
- 2 My favourite subject in primary school was ___ r ___ a ___ – we put on two plays every year.
- 3 I've always had problems with ___ u ___ c because I am a really bad singer.
- 4 For me, the most difficult subject to learn is ___ t ___ s, especially geometry.
- 5 To teach us about energy transfer, our ___ h ___ i ___ s teacher used a basketball as a tennis ball.
- 6 In my ___ l ___ s ___ lesson today, we were learning about Mickiewicz and his poetry.

4 Complete the missing words. Then answer the questions.

When did you last

- 1 g _____ a good mark? _____
- 2 f _____ a test? _____
- 3 t _____ an exam? _____
- 4 r _____ for a test? _____
- 5 p _____ an important exam? _____

5 Read the text and choose the correct answer a, b or c.

Actually, I don't mind ¹ tests. Let's face it, tests make you ² regularly, and most of us wouldn't study at all without regular testing at school. For example, my chemistry teacher never ³ us tests, so I don't study too much – I may rarely do my homework, and I even ⁴ a lesson from time to time. But history lessons are completely different. I ⁵ notes regularly and I would never ⁶ homework because I can only ⁷ a test if I work hard.



- | | | |
|--------------|------------|-----------|
| 1 a taking | b revising | c copying |
| 2 a remember | b revise | c repeat |
| 3 a takes | b misses | c gives |
| 4 a copy | b miss | c get |
| 5 a take | b get | c give |
| 6 a take | b copy | c fail |
| 7 a fail | b take | c pass |

VOCABULARY CHALLENGE! Student's Book, p. 110, UNIT 4, ex. 1

6 Complete the sentences with the words below. There are three extra words.

break pupils report textbooks notebooks
lunchtime parents' staff classmates playground
certificate sports field

- 1 All my _____ are going to the party, except me!
- 2 How long is the lunch _____ at your school?
- 3 When my dad went to see my teacher, he wasn't very happy with the _____ he got.
- 4 Most _____ at my school take extra lessons.
- 5 There's a _____ evening next week, but I don't think I need to worry about what my teacher will say.
- 6 You need very good grades on your exam _____ to get a place at this university.
- 7 The teachers are going to decide about the new timetable during the next _____ meeting.
- 8 Instead of carrying lots of different _____, I use a big one for all my subjects.
- 9 In winter we don't often have PE classes outside on the _____.

7 Answer the questions and give reasons to support your answers.

- 1 What do you like most about your school?

- 2 What would you like to change at your school?

1 Complete the sentences with the correct form of the verbs. Use the past perfect.

- Yesterday Tom rode a horse for the first time. He _____ (*not ride*) a horse before.
- I was very sad that he _____ (*move*) to a different city.
- How many times _____ (*she / rewrite*) the essay before the teacher accepted it?
- Lisa _____ (*not be*) abroad before she went to university.
- When I arrived at the station, my bus _____ (*already / leave*).
- _____ (*they / read*) the book before they saw the film?
- He looked familiar, but I _____ (*not meet*) him before.

2 Choose correct option to complete the sentences.

- I *was / had been* happy to see his email because we *wasn't / hadn't been* in touch for a long time.
- Susan *didn't know / hadn't known* how to serve because she *didn't play / hadn't played* tennis before.
- After she *sang / had sung* at the concert, she *became / had become* very popular at her school.
- Did Mark finish / Had Mark finished* his lab experiment before the bell *rang / had rung*?
- By the time she *finished / had finished* her explanation, half of the students *fell / had fallen* asleep.
- Before we *went / had gone* to Florida, I *never saw / had never seen* a real dolphin.
- He *wasn't / hadn't been* happy with the book I gave him because he *had already read / already read* it.
- He *had / had had* a lot of homework to do after he *was / had been* sick for three weeks.

3 Use the hints to connect the sentences. Use the past simple and past perfect when necessary.

- We finished writing the exam. The teacher collected our papers.
When _____.
- We bought a house. Then we renovated it.
After _____.
- Pete lived with his family for a while. Then he rented a small flat.
Before _____.
- My German improved greatly. I finished the course in June.
By the time I _____.
- Martha got her first job. Then she graduated from university.
_____ before _____.
- He didn't sleep at all last night. He couldn't focus on the lessons.
_____ after _____.
- He won three chemistry competitions. Then he joined our chemistry club.
By the time he _____.

4 Complete the text with the correct form of the verbs in brackets. Use the past simple or past perfect.

Hi,

Just wanted to let you know that I have told everybody about the exchange students arriving 5 hours earlier. First, I ¹ _____ (*call*) Rita, but she ² _____ (*already / hear*) about everything from the exchange girl who's staying with her. Then, I ³ _____ (*talk*) to Monica. She ⁴ _____ (*get*) a bit upset because she ⁵ _____ (*plan*) to finish her geography project before their arrival, but now she won't have time for it. Which reminded me that I ⁶ _____ (*not / finished*) mine, so I dropped everything and spent the next hour drawing maps. Then, at 6 p.m., I remembered that Steve was responsible for organising a little welcome party, so I ⁷ _____ (*text*) him. Fortunately, he always likes to get things done early, so by the time he got my message he ⁸ _____ (*already / prepare*) everything. Good reliable Steve! At least we don't have to worry about the first few hours. After I ⁹ _____ (*inform*) everybody, I looked again at our plans for the first three days. Unfortunately, I realised we ¹⁰ _____ (*forget*) to confirm the museum visit for Tuesday. I tried calling, but they weren't answering their phone, so I had to go there myself. And it's a good thing I did because we also ¹¹ _____ (*not tell*) them the tour needs to be in French. Anyway, I ¹² _____ (*take*) care of it and everything and everybody seems to be ready now.

See you tomorrow morning at the train station!

Jess

GRAMMAR CHALLENGE! Student's Book, page 110, UNIT 4, ex. 1 & 2

5 Look at the chronological order of the events (1–2). Rewrite the sentences using past simple and past perfect where necessary.

e.g. (1) *The kids ate the whole birthday cake.* (2) *I came to the party.*
When I came to the party, the kids had already eaten the whole birthday cake.

- (1) The test started. (2) I entered the classroom.
When I _____.
- (1) We made our decision. (2) Lisa informed her parents about it.
When we _____.
- (1) My brother came home. (2) We all had dinner.
When my brother _____.
- (1) The train left. (2) We arrived at the station.
When we _____.
- (1) He entered the house. (2) He realised something was wrong.
When he _____.
- (1) My bag disappeared. (2) I came back to my table.
When I _____.

6 Complete the sentences so that they are true for you.

- Before I met my best friend, _____.
- After I had eaten dinner, _____.
- My parents were angry because they had _____.
- By the time I started secondary school, _____.
- When I visited the website, _____.
- After I had taken some extra lessons, _____.

- 1 Read the names of some activities which may help students learn a foreign language. Put them in order starting from the most useful (1).

giving a presentation
reading texts and taking notes
doing projects online
learning vocabulary by heart
using interactive apps
watching films
speaking English in class

☐
☐
☐
☐
☐
☐
☐

- 2 **MP3 08**  Listen to a fragment of a lecture and complete the answers to the questions. Use no more than three words for each answer.

- 1 Who did the research and where?
The research was done by _____
at the University of Connecticut.
- 2 What did the students sound like when answering the questions in English?
They sounded more _____ and ambitious.
- 3 According to the research, what's the difference between American and Spanish cultures?
According to the research, American culture _____.
- 4 What happens if you learn a foreign language in a country where it is officially spoken?
If you learn another language in a country where it is officially spoken, you see _____ and copy their behaviour, gestures, and even their way of thinking.

- 3 **MP3 08**  Listen again and complete the email.

Dear Professor Jones,

I would like to thank you for a very interesting lecture and request some more information about the research you ¹_____ about. As far as I understand, the study focused on a group of ²_____ lived in the USA but spoke both English and Spanish as ³_____. Are you perhaps aware of any similar study in another country which examines the differences between two other languages?

What I found a little surprising is that students learning a foreign language in the classroom may adopt ⁴_____ uses it and end up sounding like him or her. I also wasn't aware of the fact that we could become ⁵_____ when we communicate in different languages. Do you know how big these differences are? Is it possible that we actually acquire a completely new personality?

I would be grateful for any suggestions for further reading.

Looking forward to our next lecture.

Kind regards,

Magdalena Woźniak; Year 1

- 4 Compare your experiences of learning two different foreign languages and write down your conclusions. Use the questions below to help you.

- 1 Which two languages do you want to compare? When did you start learning them? Where? Who with?
- 2 What do you find easy/hard about learning these languages?
- 3 What learning methods do you use to remember more vocabulary or grammar for each language?
- 4 Which language do you feel more comfortable speaking? Why?
- 5 Do you think your personality changes when you speak these two languages? How?

REVISION Student's Book, page 42

- 5 Complete the sentences with the missing words.

- 1 He went to film school, hoping to become a f_____ actor one day.
- 2 There aren't any bad points, I can only see the a_____.
- 3 She's been dreaming about a c_____ on the stage all her life – that's why she chose acting school.
- 4 It's not enough to be t_____, you need to work hard too.
- 5 This scholarship is a great o_____ for you – I'd accept it without any second thoughts.

- 6 Match the parts of the sentences.

- 1 At our school, apart from academic subjects, ☐
- 2 Do you have to pay for state ☐
- 3 Is this computer course free ☐
- 4 It's not a good idea for students to specialise ☐
- 5 The biggest advantage ☐
- a education in your country?
- b of studying here is that I don't need to commute.
- c we have PE twice a day.
- d or do I have to pay for it?
- e in one or two subjects at the age of 16.

- 7 Name two advantages and two disadvantages of going to a specialised secondary school, e.g. sport, art, drama, etc.

1 Choose the correct option to complete the sentences. Sometimes both answers are correct.

- 1 She's just run twenty kilometres. She **may / must** be exhausted.
- 2 You **must / can't** be Luke's brother – nice to meet you.
- 3 I'm not sure whose bag this is, but it **could / might** be Kate's.
- 4 Tidy up your room – the guests **must / might** show up any minute now.
- 5 Your parents **may / might** be right – perhaps it is better to choose a school nearer your house.
- 6 It **could / can't** be her birthday today – I'm pretty sure she had a birthday party last month.
- 7 What **might / must** be the reason for her bad marks?
- 8 Your computer **could / might** have a virus, perhaps that's why it's so slow.

2 Complete the sentences with *may/might/could, can't or must*.

- 1 Paweł lived in Chicago for three years, so he _____ speak English pretty well.
- 2 They _____ arrive early, but we're not certain.
- 3 You _____ be right, the facts say something completely different.
- 4 He _____ be a teacher – he looks way too young.
- 5 It _____ snow at the weekend, so you should take some warm clothes.

3 Look at the picture and complete the description below with appropriate modal verbs.



The photograph shows a student with her parents. It
 1 _____ be a graduation ceremony because the girl
 is wearing special clothes and a hat. She 2 _____
 be leaving secondary school or college – it's difficult to say
 how old the girl is. She 3 _____ have good grades,
 because she is smiling. The girl's parents 4 _____
 be very proud. They all seem to be very happy. Who knows?
 It 5 _____ be one of the most important days in
 the girl's life.

4 Rewrite the parts of the sentences in bold, using modal verbs of deduction.

- 1 Perhaps you **will get** to the meeting on time if you hurry up. _____
- 2 **It's impossible that he is** from Paris – he doesn't speak a word of French. _____
- 3 **I'm sure you're** Sean – Mary has told me so much about you. _____
- 4 Take the umbrella, **perhaps it will rain in** the afternoon. _____
- 5 **I'm sure they study** more than we do – that's why their grades are better. _____
- 6 Go this way – **perhaps it will take** longer, but the road is better. _____
- 7 **I'm sure the tasks are** too easy because all the students score 100%. _____

5 Translate the Polish parts of the sentences into English. Use no more than five words.

- 1 He _____ (*niemożliwe, że jest*) at home – all the lights are out.
- 2 _____ (*Możliwe, że John przyjdzie*) here later on.
- 3 _____ (*Musisz być*) very hungry if you haven't eaten since breakfast.
- 4 Don't switch off the phone – _____ (*możliwe, że zadzwonią*) you from the hospital.
- 5 What's that music? _____ (*To może być*) *Måneskin*.
- 6 _____ (*Niemożliwe, że znasz*) all the definitions by heart.
- 7 _____ (*Ty z pewnością jesteś*) the new student, Ruth. Welcome!

6 CUMULATIVE GRAMMAR Find and correct a mistake in each sentence.

- 1 Mr Plantz was the headmaster of this school for 25 years before they replaced him with Ms Keen 3 years ago.

- 2 Julia was never abroad.

- 3 It mustn't be Jenny – her hair isn't brown.

- 4 We haven't met Mark before your birthday party.

- 5 Her accent is great, so she can't be from England.

- 6 Phil has moved to Warsaw at the age of 18.

- 7 This must be Brook's phone, but I'm not sure.

- 8 Where you have been for the past five hours?

- 9 It could be the right answer – in fact, I'm certain it is!

- 10 Who knows – the test must be easier than the last one.

1 Match the expressions below with their definitions. Then scan the text and check your ideas within the context.

- 1 shadow someone ☐
- 2 eye-opening ☐
- 3 spread over the Internet ☐
- 4 common observation ☐
- 5 yawn ☐
- 6 was supposed to be ☐
- 7 include ☐
- 8 host ☐

- a follow a person to learn about their job
- b have as one of its parts
- c making you realise something
- d become widely and quickly known all over the Internet
- e open your mouth wide when you are sleepy or tired
- f popular, often made comment
- g was intended to be
- h someone who has a guest

2 Read the text and choose the correct answer a, b or c.

Is there something you'd like to change in your school? Challenge your teacher to shadow you!

#SHADOWASTUDENT

There are hundreds of challenges spread over the Internet, but most are really silly or even dangerous. But not 'Shadow a Student Challenge'. It challenges teachers and headmasters to spend a whole day following one student to see their school through students' eyes. Every year up to 2000 educators take the challenge and **report their experiences**. Although their observations are not surprising for the students, for the teachers it's an eye-opening experience. Which is exactly why they should do it.

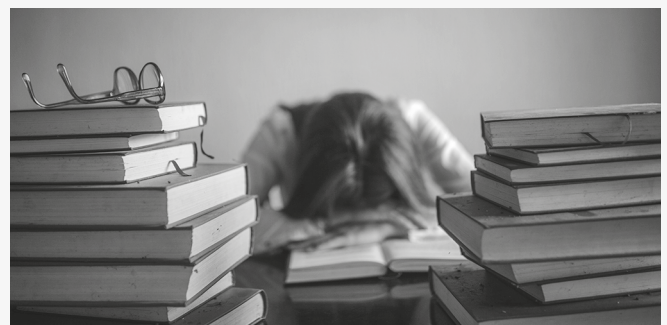
The shadow has to do everything exactly as the student does: carry books, take tests, copy notes from the board, etc. One common observation is that most of the day students sit and passively absorb knowledge from lectures or student presentations. Shadows always feel it's boring, **ineffective** and surprisingly tiring. Around noon, most shadows started yawning and were much less focused than their host student. Many were too tired to do anything after going home and **gave up on** reports they had planned to write that night.

Then there was the stress. Some shadows were stressed simply trying to **follow all the rules**, others because of the atmosphere in the lessons. Teachers were telling their students to be quiet all the time and they didn't notice students' questions. Not because teachers were nasty people – they simply wanted to teach as much and as fast as possible.

Many were also sarcastic, which was supposed to be funny, but wasn't. All of this made students feel bad or afraid to ask questions. So if they couldn't make sense of the lesson, they simply stopped listening.

This is not to say that shadows' reports don't include good things too. But the **aim** of the challenge is to fix the bad ones. Shadowastudent.org helps **draw conclusions** from the shadows' observations and create practical ideas for improving their school. It may mean trying stretching during lessons, having longer breaks (no time to go to the bathroom or to relax during the breaks was an unpleasant surprise), building a new playground or using different teaching methods. Or perhaps teaching teachers how to notice their students and listen to them talk about their **goals**, fears and life in general. Whatever is necessary.

To learn more, visit shadowastudent.org.



- 1 The author says 'which is exactly why they should do it.' This suggests they believe that teachers should take the challenge because
 - a thousands of other teachers have already done it.
 - b it is different from other challenges on the Internet.
 - c it will make them look good in their students' eyes.
 - d they don't realise things that are obvious for their students.
- 2 The shadows got tired
 - a much more than they had expected.
 - b so many of them gave up around noon.
 - c but were more focused than most students.
 - d because they had to take lots of notes and tests.
- 3 The problem with some teachers is that they
 - a only think they have a sense of humour.
 - b refuse to answer students' questions.
 - c give lectures that don't make any sense.
 - d introduce too many rules during the lessons.
- 4 Based on the last paragraph, which information is true?
 - a The challenge focuses mostly on fixing teaching methods.
 - b The shadows describe also positive sides of their schools.
 - c The website offers a list of easy solutions to typical school problems.
 - d Some shadows said the whole thing was a very unpleasant experience.

3 Complete the email with the information from the text in exercise 2.

Hi Lucy,

How's life? You won't believe what happened in our school this week! Some teachers agreed to shadow their students. My English teacher decided to shadow me, which meant he had to ¹_____ for the whole day and see what it is like to be a student. My teacher carried my books, took all the tests and sat throughout all the lessons. The experience ²_____ for him because he found it extremely tiring. The worst thing was the fact that he ³_____ in most of the lessons as the students didn't do much apart from listening to lectures or presentations. He also says that he was surprised by the levels ⁴_____ he experienced because of what happened in class. There are lots of rules to follow and often unfriendly ⁵_____ from the teachers. I think all of that made him think. He's a great teacher, but sometimes you don't get the whole picture until you've experienced it from a different perspective. Do you like this idea?

Take care,

Christina

4 Match the definitions below with the words and phrases in bold from the text in exercise 2. One definition matches two phrases.

- 1 _____ / _____ – something you want to achieve
- 2 _____ – think critically to form an opinion
- 3 _____ – do what the rules say
- 4 _____ sth – decide you don't want (to do) something anymore
- 5 _____ – not bringing positive results
- 6 _____ – give information about what happened

5 Use the words from exercise 4 to complete the sentences.

- 1 As part of our experiment, 150 students spent a week without their mobile phones and _____ to psychologists.
- 2 Learning things by heart without understanding them is an _____ method of learning.
- 3 I was so tired after doing my maths homework that I _____ the extra project for English and took my dog for a walk instead.
- 4 While working in the chemistry lab, it's extremely important to _____ the safety _____.
- 5 The _____ of this project is to get the students and teachers talking.
- 6 At the end of each physics experiment, we try to _____ and explain what happened and why.

REVISION Student's Book, pages 44–45

6 Match 1–6 with a–f to form phrases.

- | | | |
|---------|--------------------------|----------------------------|
| 1 pay | ☐ | a sense of something |
| 2 do | ☐ | b attention to something |
| 3 learn | ☐ | c access to the Internet |
| 4 make | ☐ | d something by heart |
| 5 work | ☐ | e an online project |
| 6 have | ☐ | f on improving your skills |

7 Rewrite the parts of sentences in bold, using the phrases from exercise 6. Make any necessary changes.

- 1 In my English class we sometimes have to **memorise poems** and recite them for the class.

- 2 Please **listen carefully to** the instructions – this exercise is tricky!

- 3 **There may be no Internet** at this hotel, so I will read your emails when I come back home.

- 4 His story was so complicated, that I couldn't **understand it**.

- 5 You speak very well, but you must **do something to improve your writing**.

8 Complete the sentences with the missing words.

- 1 I made so many spelling **m**_____ in my essay that the teacher asked me to write it again.
- 2 Finding words in online **d**_____ is much quicker than in traditional paper ones.
- 3 The last exam **q**_____ was so difficult that nobody could answer it.
- 4 Teachers who have interactive **w**_____ can make their lessons much more fun.
- 5 Modern teaching **m**_____ promote the use of multimedia in the classroom.
- 6 'I know my **t**_____ tables perfectly.' 'OK, so how much is 3x7?'
- 7 Sam loves computers – she'd like to study information **t**_____ at university.

VOCABULARY CHALLENGE! Student's Book, p. 110, UNIT 4, ex. 2 & 3

9 In your notebook, translate the text into Polish.

Preparing for exams is a skill and not every student knows how to do it. Many people think that the easiest way is to learn everything by heart, but this isn't always the case. Knowledge is something more than remembering facts – it also involves understanding the information you learn. When you revise for an exam, try to understand everything. Also, pay attention to details. Another mistake that students make is listening to the music and chatting on Facebook while they're learning. This does not help concentration!

1 Complete the dialogue with appropriate words.

- Julia I have so many tests and exams this week!
 1 **p** ____, I really hate them. 2 ____ my
 opinion, there should be no tests at school. Don't you
 3 ____?
- Mike I'm not sure. It's 4 **r** ____ that they are a bit stressful,
 but I 5 **b** ____ they are necessary. Students are
 often lazy and study only when there's a test at school.
- Julia To tell you the 6 **t** ____, I've never thought about it.
 Maybe it's true about some students in our class.
 But then there are other students, like you and me.
 I like learning new things and I don't do it for the marks.
- Mike You 7 **y** be right, but I 8 ____ I think a little stress
 is good. It's motivating. What's more, good marks from
 the tests are a great motivation!
- Julia Yes, 9 **a** ____! That's why I think teachers
 should give us marks for what we do well in the
 classroom to motivate us rather than make us write
 so many tests. What do you 10 ____ k?
- Mike To be 11 **o** ____, I like having tests from time to
 time. They tell me if I've really learned the material.
 But maybe you're right – we should have fewer tests!

2 Write sentences from the prompts.

- my opinion / best way / learn a language / spend some
time abroad / .
- my view / internet courses / more interesting / traditional
courses / .
- you / not think / watching English films / good way / learn
the language / ?
- for me / reading books / bad idea / because / is / nobody
to explain difficult words to me / .
- believe / traditional courses / rather boring / .
- what / you think / courses abroad / ?

3 Write a short dialogue. Use the phrases and ideas
from exercises 1 and 2 to help you.
 4 minuty

Twój kolega z Anglii zamierza rozpocząć naukę języka
obcego. Rozmawiacie na ten temat. W rozmowie porusz
poniższe cztery kwestie.

kursy internetowe

wyjazd za granicę

oglądanie telewizji
i czytanie książek

tradycyjne kursy

Rozmowę rozpoczyna egzaminujący.

1 Find and correct a mistake in each sentence.

- I wish know how many students there are in each
group.
- Could you give me more informations about the levels
of your photography courses?
- I would like to know what materials will I get during
the course.
- Please let me know do I need my own surfboard.
- I like to ask about the price of a 2-week course.

2 Rewrite the sentences or phrases in bold, using more
formal language.

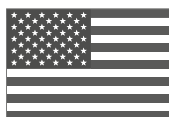
- Hi Mrs Brown**, I am writing to ask about
the photography courses at your school.
- Your **ad says** that you will provide any necessary
equipment.
- I would like to know the price of the course for
beginners.**
- Tell me** what kind of photos I would learn to take.
- I'm waiting for your answer.**
- Love**, Samantha Brine

3 Read the instruction and do the exam task.
Use phrases from exercises 1 and 2 to help you.

Napisz list (100–150 słów) do organizatorów letnich
kursów w Wielkiej Brytanii, ponieważ chciałbyś/
chciałabyś zapisać się na jeden z nich. W swojej
wypowiedzi:

- przedstaw się i napisz, gdzie znalazłeś/znalazłaś
ogłoszenie;
- wyjaśnij, jaki kurs Cię interesuje;
- zapytaj o poziomy zaawansowania kursów
i poinformuj, który interesowałby Cię najbardziej;
- dowiedz się o koszty i niezbędne materiały/sprzęt.

Rozwiń swoją wypowiedź w każdym z czterech
podpunktów.



1 Is the meaning of the sentences similar (✓) or different (X)?

- 1 a By the time I finished my homework, Ian had made supper. ☐
- b When I finished my homework, supper was ready. ☐
- 2 a They didn't pay attention to my advice. ☐
- b They didn't ask for my advice. ☐
- 3 a It's possible that Mark speaks French. ☐
- b Mark might speak French. ☐

2 Choose the answer which means the same as the underlined phrase or sentence.

- 1 By the time I got to school, I had memorised the whole poem.
 - a Before I got
 - b As soon as I got
 - c After getting
- 2 I'm certain this is our new biology teacher.
 - a This can be
 - b This must be
 - c This may be
- 3 I don't know where your book is, but I'm sure it's not in my room because I've just cleaned it.
 - a it can't be
 - b it might not be
 - c it must not be
- 4 I haven't studied, so I might not pass the test.
 - a miss
 - b fail
 - c revise for
- 5 I tried to make sense of what he was saying, but his strange accent just made it impossible.
 - a remember
 - b understand
 - c be interested
- 6 If you want to remember what the teacher says, you should write it down during the lessons.
 - a take notes
 - b attend
 - c notice
- 7 I'm so nervous! I had never taken such an important exam!
 - a I didn't pass an important exam!
 - b It was the first important exam in my life!
 - c I hadn't prepared for an important exam!

3 Complete the sentences with the correct form of the words in brackets.

- 1 If you want to _____ (success) in life, you should work really hard.
- 2 Brainstorming is a perfect way to develop your _____ (creative).
- 3 A _____ (friend) atmosphere in the classroom lowers the level of stress and helps students learn more.
- 4 Our school board wants to invest more money in _____ (interact) whiteboards and hi-tech equipment.
- 5 Maria often gets distracted during the lessons. She has serious problems with _____ (concentrate).
- 6 I saw Lucy on stage yesterday. She's such a _____ (talent) young artist!
- 7 I truly believe that learning foreign languages is really _____ (use) in life because nowadays almost every company expects their employees to speak at least one foreign language.



4 Complete the text with appropriate words. Put one word in each gap.

What a horrible day! It started going wrong in the morning, during the ¹_____ between the first and the second lesson. I wasn't paying ²_____ when I was going down the stairs. I fell and hurt my hand, so now I can't write. Then our Spanish teacher said we're having a difficult test on Friday. And just as she said, it I realised I ³_____ left my notebook at grandma's house the week before. She lives a long way from us, so I don't know how I'm going to revise for this test. I also failed my last English test, and I still haven't done my geography presentation. When my parents get my school ⁴_____, they'll be really angry. I really ⁵_____ start working harder or I'll be in trouble. The semester ends in three weeks and the parents' ⁶_____ is on 21 of January. OMG!

5 Translate the Polish parts of the sentences into English.

- 1 _____ (Nie uczyłam się niemieckiego) since I left school.
- 2 _____ (Nie byłam w Londynie) before our school trip last year.
- 3 If you want to get into a bilingual school, _____ (musisz zdać egzamin z języka).
- 4 By the time I made sense of the test questions, half of the class _____ (już skończyła) answering them.
- 5 Did you know the school _____ (zbudowała nowy dziedziniec szkolny) with table-tennis tables and lots of places to sit?
- 6 Jake _____ (zgubił notatki w czasie przerwy obiadowej), but luckily his teacher found them.
- 7 When I handed in my history project, I realised _____ (że popełniłam błąd) in my bibliography.





1 **Uzupełnij poniższe minidialogi 1–5, wybierając brakującą odpowiedź jednej z osób. Zakreśl literę A, B albo C.**

- 1** **X** Just look at him! He must be very demanding.
Y ____
X He might be friendly and still give difficult tests.
A He must get top marks or his parents get upset.
B Yes, I used to watch his history vlogs to revise for tests.
C He can't be. I went to his lecture once and he was very easy-going.
- 2** **X** Did you know that Sally speaks five languages including Japanese?
Y She must be very smart, don't you think?
X ____
A I would like to know that.
B Yes, I absolutely agree.
C I think Chinese is much more difficult.
- 3** **X** Revising for a test at the last moment is a really bad idea.
Y ____
X I know! It's because we had all those other projects to do!
A You're right, but I didn't have any time until now.
B In my opinion, it's a wonderful idea.
C I'm not sure I agree.
- 4** **X** I think we should start learning another language.
Y ____
X Great! So, which one should we choose? French? Italian?
A Yes, good idea.
B What do you think?
C I don't think so, do you?
- 5** **X** That IT project sounds like quite a challenge, don't you agree?
Y ____
X I agree! I just hope it won't be stressful for the weaker students.
A Personally, I hate him.
B You may be right. Can I copy the homework from you?
C For me difficult homework is motivating, so I like it.

2 **Uzupełnij zdania 1–5, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

- 1** When students see a difficult word in a text they _____ (*might / look / it*) a regular dictionary, but they usually just use a web translator even though it is less reliable.
- 2** _____ (*you / make / sense*) this lecture? I sure had no idea what they were talking about.

- 3** No wonder you failed your exams!
 You _____ (*not revise*) at all the week before.
- 4** I think some students didn't understand these definitions, they just _____ (*learn / they / heart*).
- 5** Could you tell me when _____ (*next / English course / begin*)?

3 **Look at the picture in exercise 4 and answer questions 1–3. Always explain what makes you think so.**

- 1** What subject (music, maths, languages, PE) do you think this man teaches?
2 What's he like (helpful, strict, serious, friendly)?
3 What teaching methods does he use (learning by heart, group work, problem solving)?

4 **Read the instructions and do the speaking task.**

3 minuty

Describe the picture and answer the three questions.



- 1** Do you think this man is a good teacher? Why/Why not?
2 Do you prefer to do school projects alone or in a group? Why?
3 Describe a project you did for school.

5 **Complete the sentences, using your own ideas.**

- 1** I've been very busy for the last three weeks because ...
2 I think I could/couldn't be a teacher because ...
3 A typical teacher is ...
4 One of the most unusual teaching methods I've ever seen is ...

6 **Read the instructions and do the writing task.**

Wraz z początkiem nowego roku szkolnego zmienił się jeden z Twoich nauczycieli. W e-mailu do kolegi z Londynu (100–150 słów):

- przeproś za długie milczenie i podaj jego powody;
- opisz nowego nauczyciela;
- wyjaśnij, co Cię zaskoczyło w jej/jego metodach nauczania i co o nich sądzisz;
- zapytaj kolegę, jak minęły mu wakacje i jakie ma plany w nowym roku szkolnym.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).



▶ VIDEO 07

SPOTLIGHT ON SOCIETY VIDEOS

Japanese High School Life

4

BEFORE WATCHING

- 1 You are going to watch a video about a German girl who spent six months at a school in Japan. Before you watch, decide whether she thinks the things in the list were positive or negative. Think of reasons why.



- A getting to school _____
 B rules about shoes _____
 C the school uniform _____
 D rules about jackets in winter _____
 E the food _____
 F cleaning the classroom _____

WHILE WATCHING

- 2 Watch the video and complete the table with phrases A-F from exercise 1.

Positive	Negative

- 3 Watch the video again and complete the notes with a short phrase.

- 1 She went to school _____.
 2 When you enter any school or home in Japan, you have to _____.
 3 She was excited to wear a uniform because _____ in Germany.
 4 You can't wear a jacket over your school uniform, even _____.
 5 She loves Japanese food and the best kind of Japanese food is _____.
 6 Sophie wasn't very keen on _____.

FOLLOW-UP

- 4 Sophie uses some informal phrases. Choose the best meaning for the underlined words.
- So that doesn't only go for houses in Japan, it also goes for a lot of public buildings, like schools!
 a it is also true for b it also looks like
 c it also affects
 - The third thing I really loved about my Japanese high school, and it kinda goes hand in hand with the shoes thing, was my school uniform.
 a is dependent on b is more important than
 c is related to
 - And don't get me wrong here, I'm still really glad that I went there.
 a don't criticise me b don't misunderstand me
 c don't disbelieve me
 - Because at the end of the day, exchange is not a vacation or a holiday.
 a when you think about it
 b in the evenings with the host family
 c despite what people might say
 - And life just has its ups and downs.
 a surprises and celebrations
 b good and bad moments
 c habits and routines
- 5 Complete the sentences with the correct phrases from exercise 4.
- _____, I'm not saying it's a bad film. I just didn't like it as much as I thought I would.
 - My parents have their _____, but most of the time they are very happy together.
 - It's a shame we lost but, _____, it's just a game and there's no reason to become violent.
 - Max, please hand in your homework on time this week. And that _____ the rest of you too! I want to see it on Monday morning.
 - What people often don't realise is that crime _____ with lack of education and discrimination. If we can reduce those things, the crime rate will fall.

AFTER WATCHING

- 6 Imagine you had the chance to go anywhere in the world on a school exchange. Write a paragraph in which you answer the questions below.
- Where would you choose to go?
 - Why would you want to go there?
 - What positive differences might be there?
 - What problems might you face there?



COMPREHENSION

- 1 Work in pairs. Look at the picture from the video.
How many families are there in the picture?
Where do you think they live?
- 2 Watch the video. Check your answers to exercise 1.
- 3 Match the pictures from the video (1–6) with the captions (a–f).

- a The children have lunch.
- b The men work in the fields.
- c The women go to collect water.
- d The children go to school.
- e The women return home with water.
- f Frances cycles to other villages.

☐
☐
☐
☐
☐
☐

Glossary

collect (v) to go to a place, get something and come back

possession (n) something that you own

set off (phr v) to start a journey

- 4 Watch the video again. Are these sentences true (T) or false (F)? Correct the false sentences.
- | | |
|---|-------|
| 1 Frances has eight children. | T / F |
| 2 The family gets up at 6:30 a.m. | T / F |
| 3 Sarah is eighteen years old. | T / F |
| 4 Sarah wants to become a doctor. | T / F |
| 5 Frances' bike is his favourite possession. | T / F |
| 6 He travels to other villages to give people medicine. | T / F |
| 7 This was a typical day for the family. | T / F |

AUTHENTIC ENGLISH

Read the sentences from the video and the information in the box. Then match facts (1–3) to the extra information (a–c).

Frances has two wives and eighteen children. (= a fact)
His first wife is the mother of nine. (= extra information)

Adding extra information

Speakers often give a simple fact, then add extra information in the sentences that follow.

- 1 The Odulai family live in Katine,
 - 2 Their life isn't easy,
 - 3 Frances is a farmer
- a but they're very happy.
 - b who works hard to feed his family.
 - c which is in Uganda, Africa.

SPEAKING

Work in pairs. Talk about the positives and negatives of growing up in a large family. Would you like to have a lot of brothers and sisters? Why/Why not?

I'm an only child, but I think it would be nice to have older sisters because ...





4

READING

- 1 Work in pairs. Look at the pictures. Which family would you prefer to stay with on a language exchange? Why?

Foreign Language Exchange
 1 hour ago

Do you want to learn a new language and live abroad this summer? Share some information here about you and your family.

Sonia Álvarez
 55 mins ago

Hi! My name's Sonia. I'm eighteen years old and my family lives in Granada in the south of Spain. It's a beautiful place. I've got a big family – four brothers and sisters! We live in a large flat in the centre of the city. I love reading and travelling. My brothers and sisters are quite noisy and messy, but they are really friendly! I hope my English is OK!

Laura McManaman
 32 mins ago

Hi Sonia, I'm Laura and I'm eighteen too. I'd like to learn Spanish with your family – it sounds very different to my family! I am an only child – I haven't got any brothers and sisters – so it's very quiet at home. I live with my parents near Liverpool in the north-west of England. We live in a house – it's very tidy – and we have a garden, so it's great in the summer. Every summer my cousin from Australia comes to stay with us. His name's Josh, he's really funny. I love music and going to concerts too. What do you think? I think it would be great to meet up and do a language exchange!

- 2 Read the social media comments. Complete the sentences with *Sonia* or *Laura*.

- 1 _____ has got a garden.
- 2 _____'s cousin stays with her every summer.
- 3 _____ lives in the city.
- 4 _____'s family is very friendly.
- 5 _____ has got a very large family.
- 6 _____'s house is not messy.

SPEAKING

- 1 **PLAN** You're going to give a short presentation about your family. Tick (✓) the topics you want to talk about.

Age	☐	Interests	☐
Nationality	☐	Brothers and sisters	☐
Personality	☐	Town/City	☐

- 2 **PREPARE** Write your presentation. Use the prompts in the box below to help you.

Describing your family

My name's ... and I'm ... years old.
 I live in ... (city) in ... (country).
 It's ... (beautiful/amazing/boring, etc.).
 I've got ... brothers/sisters. I haven't got any brothers or sisters.
 Their names are ...
 They're ... (funny/noisy/shy).
 They love ... (video games / football / jazz, etc.).
 We live in a ... (house/flat, etc.).
 It's ... (description and opinion).

- 3 **PRESENT** Give your presentation to the class.
- 4 **DISCUSS** Work in groups. Imagine you are going to do a language exchange. Whose family in your class would you like to stay with? Why?

- A:** *I'd like to stay with Blanca's family because she's got a big house and a swimming pool!*
- B:** *Ha ha! That's true, but she's got a noisy brother – he sounds really annoying!*

BEYOND THE CLASS

Why not try ...

researching language exchange groups in your area?
 Make notes and report back to the class.

VOCABULARY

1 Cross out all the options that do not match the sentences.

- I live in an old bungalow / next to the seaside / on the top floor / peace and quiet / close to a modern cycle path.
- The teachers at our school use many different teaching methods / digital textbooks / times tables / advantages / whiteboards.
- Inside my aunt's house, you will find a chimney / a green lawn / an oven / some red curtains / a small dishwasher.
- Henry and Paul have a really lovely drive / fireplace / study / fence / carpet in their living room.
- Last Sunday I told my mum that I wanted to furnish / redecorate / wallpaper / iron / dust my bedroom.

2 Complete the sentences with the prepositions below. There are two extra prepositions.

by up into by to on up for out to from

- I live close _____ the city centre, but far _____ any good sports facilities such as a swimming pool.
- Last month Ann's family moved into a house _____ the river. They are planning to do it _____ soon because it is rather old-fashioned inside.
- Paul hadn't revised _____ his chemistry test, so, unfortunately, he failed it badly.
- Some teachers believe that learning _____ heart helps you improve your memory.
- My form tutor told me to pay attention _____ my teachers and to concentrate _____ my lessons more.
- One of Martha's household chores is washing _____ every Sunday.

3 Complete the sentences with the correct form of the words in brackets.

- This town is full of green areas, but it gets quite _____ (**crowd**) in the summer.
- There are many _____ (**history**) monuments in Krakow.
- In Polish schools, _____ (**religion**) education isn't a compulsory subject.
- Mum says Joe must be very _____ (**talent**) to do so well at drawing.
- What can I do to stop making so many _____ (**spell**) mistakes?
- Our teachers use a lot of _____ (**interact**) apps during English lessons.

4 Write sentences using the prompts below. Add extra words where necessary.

- Łódź / famous / its Film School / Piotrkowska Street

- school / we / access / extraordinary / computer lab

- I / can't / sense / some parts / your plan

- my older brother / want / specialise / IT / future

- every morning / I / have / make / bed / take / rubbish

- most people I know / look / information / the Net

5 Use the antonyms of the underlined words to rewrite the sentences.

- We live just outside the city. It's a pretty polluted area.

- Our school sports facilities are quite modern.

- Noah has a medium-sized, cosy bedroom, which is usually quite messy.

- The gym in Mia's school looks fairly spacious.

- My grandparents' cottage in the mountains is very uncomfortable.

- School breaks at our school tend to be rather noisy.

6 Complete the text with appropriate verbs in the infinitive.



Some adults claim that many teenagers nowadays are overworked since they have to study a lot of difficult subjects, ¹ _____ notes during lessons, ² _____ presentations, ³ _____ various projects online, remember

historic dates and, on top of all that, learn foreign languages in order to succeed in the future. They should also constantly ⁴ _____ their IT skills. Yet, others claim that teens do very little these days, adding that they rarely help out around the house like they used to. They don't ⁵ _____ the shopping, seldom ⁶ _____ meals for the family, hardly ever ⁷ _____ the carpets, and even forget to ⁸ _____ their own rooms. What do you think? Are you overloaded with responsibilities or do you feel you could help out more at home?

7 Choose the correct option to complete the sentences.

- ## GRAMMAR

55

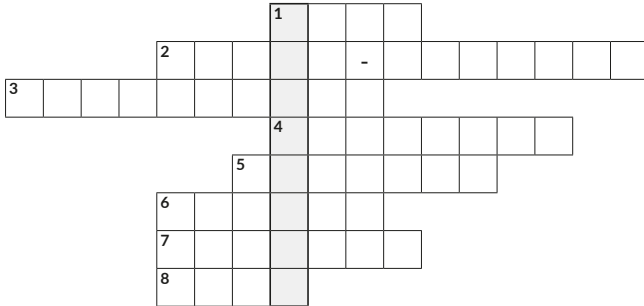
5

A WORK OF ART

VOCABULARY

participating in culture

1 Complete the crossword to find the name of a famous actor.



- 1 a group of people who play music together
- 2 (about a book or film) so good that it wins a prize
- 3 the music in a film
- 4 the person who tells actors how to perform
- 5 a part of a film which is combined with other parts to tell the whole story
- 6 a set of TV programmes with the same characters
- 7 the name for a kind of book or film about unreal things
- 8 the story told in a book or film

2 Complete the sentences with the missing words.

- 1 I don't understand a art – I prefer portraits.
- 2 I've read two of the by this writer and both of them were rubbish.
- 3 You can see my brother's photographs in an at the local museum.
- 4 It was very to watch the street artists. I had a great time.
- 5 Picasso is one of the most famous modern artists and his sell for a lot of money.
- 6 The special were very good, especially the battle in space.
- 7 It was amazing to see all my favourite in one film.
- 8 Have you ever read any plays such as *Romeo and Juliet*?

3 Replace the words in bold in the sentences with their synonyms below.

excellent moving rubbish keen on disappointing
live album

- 1 I found the book to be **not as good as I had expected** – I wouldn't recommend it to anybody. _____
- 2 They used to be good, but last night's show was just **terrible!** _____
- 3 The book was so **touching** that I couldn't stop crying. _____
- 4 One of my biggest dreams is to see *Red Hot Chilli Peppers* **play a concert.** _____
- 5 The plot wasn't exciting, but the special effects were **brilliant.** _____
- 6 I've just bought my favourite band's latest **CD,** but unfortunately, it's not all that good. _____
- 7 I am a **fan of** thrillers – I guess I like being scared. _____

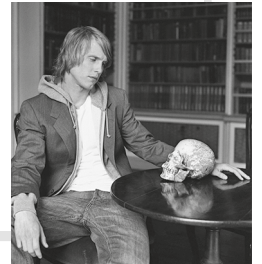
4 Complete the text with appropriate words.

Hi Leo,

I'm writing to let you know about the ¹ last night. Luckily, everything went well, although we all had our doubts at first. I mean, we weren't sure if *Hamlet* was a good idea, because not everybody is keen on ² plays, but we wanted something to ³ people think. And well ... I think we succeeded! I must say our drama teacher, Mrs Greene, turned out to be a great ⁴ and our success is mainly due to her hard work. She taught us how to perform ⁵ on stage and helped us with the ⁶ and special ⁷ . Anyway, all the students enjoyed the play, even those who aren't big fans of going to the ⁸ .

Is your class preparing a play this year? Let me know if you are.

Gina



VOCABULARY CHALLENGE! Student's Book, p. 110, UNIT 5, ex. 1

5 Choose the correct option to complete the sentences.

- 1 Which TV **channel / programme** is *The Lord of the Rings* on?
- 2 The ancient **stages / statues** in the exhibition were really amazing.
- 3 The film was a **big screen / blockbuster** on the night of its premiere – hundreds of people went to see it.
- 4 The theatre invites the **audience / exhibits** to take part in different artistic events.
- 5 Before I buy a book, I always read a few pages from the **first chapter / front cover**.
- 6 Yesterday, we watched a brilliant **documentary / romcom** about 20th century painters.
- 7 I don't understand anything when actors sing – that's why I avoid going to the **opera / theatre**.
- 8 I never listen to **audience / phone-in** programmes on the radio – I only listen to music.

6 Complete the sentences so that they are true for you. Give reasons to support your opinions.

- 1 An interesting film I've recently watched was about _____.
- 2 The most moving book I've read is _____.
- 3 The most irritating TV series is _____.
- 4 The channel I usually watch is _____.

1 Write affirmative and negative sentences or questions about the future from the prompts. Use *will*.

- 1 I think / she / pass the exam / .

- 2 he / get an Oscar / ?

- 3 Put on the kettle. Paul / be here / soon / .

- 4 I / arrive on time. I promise / .

- 5 Don't worry! We / not be late / .

- 6 Why / your parents / be angry / ?

- 7 When / Tess / become an actress / ?

- 8 You / not believe it / !

2 Complete the sentences with the correct form of the verbs below. Use *will*.

help like be enjoy not know not say
not leave rain

- 1 I hope Sue _____ her birthday present.
- 2 I'm pretty sure John _____ her number. Let's ask somebody else.
- 3 _____ it _____ tomorrow? If not, we can have the picnic as we've planned.
- 4 I'm sure you _____ the film. It's so funny.
- 5 The light has gone out? Wait, I _____ you with it!
- 6 Don't worry! They _____ without us because I've got the tickets.
- 7 _____ she _____ ready when we arrive? She's not very punctual, you know.
- 8 OK, I _____ anything to her if you don't want me to.

3 Write what the people in the pictures are going to do. Use the phrases below.

take a test win the race wash a car buy tickets
eat dinner watch TV

- 1 Ella _____ tonight.
- 2 Tom _____.



- 3 The students _____ soon.
- 4 We _____ in a few minutes.



- 5 Paula _____.



- 6 He _____ for this evening's show.



4 Rewrite each sentence using *be going to*.

- 1 I plan to buy their new album.

- 2 Julia doesn't intend to say sorry.

- 3 What are their plans for the summer?

- 4 Do your parents plan to come to see the play?

- 5 We don't plan to stay all day on the beach.

5 Choose the correct option to complete each mini-dialogue.

- 1 A What do you think *is going to happen* / *will happen* at the end?
B I have no idea.
- 2 A Have you passed the exam?
B No, mum and dad asked me to study more, so they *won't be* / *aren't going to be* very happy.
- 3 A What do you need all these magazines for?
B I *will redecorate* / *'m going to redecorate* my room and I need some inspiration.
- 4 A Oh no, the computer has broken down again.
B Hold on, I *'m going to try* / *'ll try* to fix it.
- 5 A Look at that guy on the bike!
B Oh my ... He *is going to fall off* / *will fall off*.

6 Complete the sentences with the correct form of the verbs in brackets. Use *will* or *be going to*.

- 1 Bye, Karl! I _____ (see) you later!
- 2 _____ (you / watch) TV or can I turn it off?
- 3 'It's really hot in here.' 'Yes, you're right. I _____ (open) the window.'
- 4 I believe that in the future scientists _____ (build) an intelligent robot.
- 5 Pete doesn't look very well today. He _____ (be) ill.
- 6 _____ (you / give) us any tests next week, Mr Dilks?

7 Translate the Polish parts of the sentences into English. Use no more than five words.

- 1 Tomorrow _____ (zamierzam się uczyć) for the biology test.
- 2 Wait, _____ (zadzwoń do niego) and find out if he's interested.
- 3 George _____ (nie ma zamiaru być) a lawyer, he wants to study medicine.
- 4 _____ (Pomożesz mi) with the dishes, please?
- 5 I think this film is so good that lots of people _____ (obejrzy go).
- 6 'Why is Martha standing by the piano?' 'I'm afraid _____ (ona będzie śpiewać).'

- 1 Read the list of reasons that make a TV series interesting. Which one is the most/least important to you? Write down and justify your answers.

short episodes amazing special effects exciting plot
surprising ending interesting characters catchy soundtrack
excellent cast

- 2 **MP3 09**  Listen to the conversation and complete the notes. Use no more than three words in each gap.

Negative aspects of binge watching

- ★ It may ¹ _____ our sleep.
- ★ It is said to be similar to ² _____.
- ★ Finishing a series makes you feel ³ _____.
- ★ Some people snack on ⁴ _____ while watching.



- 3 **MP3 09**  Listen again and answer the questions, using the beginnings given.

- 1 When did Rob and Natalie last communicate?
The last time Rob heard _____.
- 2 Why did Natalie like the spy thriller so much?
The two things she enjoyed most were _____.
- 3 Why do people often begin to watch another series soon after they have finished watching the previous one?
The reason is that _____.
- 4 Why did Natalie need to relax at the weekend?
She needed some rest because _____.
- 5 How does Rob explain Natalie's sadness?
He compares the way she feels to the emotional state of a person whose _____.
- 6 Why isn't Rob happy with Natalie's idea for the evening?
Rob would rather _____.

- 4 Prepare five questions suitable for a survey on young people's viewing habits. Then interview three friends and also answer the questions yourself. Sum up the survey results in three sentences.

REVISION Student's Book, page 56

- 5 Choose the correct prepositions.

- 1 I couldn't wait to watch the film, but it turned ____ to be disappointing.
a off **b** out **c** on
- 2 It's a horror night tonight. Do you know what's ____?
a on **b** out **c** at
- 3 I hate going ____ art galleries – I'd rather stay at the hotel.
a out **b** about **c** round
- 4 Could you please find ____ exactly when the museum closes?
a about **b** in **c** out
- 5 If the tickets sell ____ before I get my pocket money, I'll be very angry!
a off **b** out **c** away

- 6 Complete the sentences with the correct form of appropriate phrasal verbs.

- 1 I've just _____ that my favourite band is going to play live in my hometown next month.
- 2 Do you think the tickets will _____ soon? The band is very popular.
- 3 Unfortunately, the book _____ to be worse than I'd expected.
- 4 Oh no, I missed the first episode of the new series – it _____ at 6, not at 7!
- 5 My parents promised me that if we _____ a few museums in the morning, I could sit by the pool all afternoon.

- 7 Answer the questions and give reasons to support your answers.

- 1 Do you prefer going round museums or art galleries? Why?

- 2 If you want to go to the cinema, how do you find out what's on?

- 3 Describe a book or a film which turned out to be disappointing.

1 Write sentences from the prompts.

a MUST

1 I / take up some sport. I feel so unfit / .

2 students / not speak / during tests / .

3 you / play your guitar / 6 a.m. / ?

b CAN

4 we / make our presentations / on Tuesday / ?

5 anyone over 16 / take part / this TV show / .

6 I / not go to school / this week. I'm ill / .

c HAVE TO

7 Tom / be at home / by midnight / ?

8 she / study / this weekend / .

9 they / not wear uniforms / at school / .

d NEED TO

10 I / book the tickets / ?

11 we / inform everyone / about the show / .

12 she / not know / about my plan / .

2 Choose the correct option to complete the sentences.

1 I've heard the film is brilliant – I **must** / **can** watch it soon.

2 Look at that sign! You **don't have to** / **mustn't** drive faster than 80 kph.

3 You **don't have to** / **can't** buy this album anymore, it was a limited edition.

4 You **don't need to** / **mustn't** touch any of the exhibits in the gallery.

5 Do you **need to** / **must** study at the weekend?

6 Anyone in the school **needs to** / **can** take part in the concert if they wish.

7 Fortunately, she **mustn't** / **doesn't have to** take an exam next week.

3 Complete the second sentence so that it means the same as the first. Use **must**, **have to**, **can** or **need to**.

1 It's not necessary for you to go to the shop.
You _____ to the shop.

2 You are not allowed to eat in the computer lab.
You _____ in the computer lab.

3 Is it necessary for Steve to stay after class?
_____ after class?

4 It isn't possible to watch this show online.
You _____ this show online.

5 Remember not to call him after ten.
You _____ him after ten.

6 It's time for Mark to start working hard.
Mark _____ working hard.

7 Is it OK if I sing my own song at the concert?
_____ my own song at the concert?

4 Write sentences about some typical rules for the places below. Use **have to** / **need to** / **must** / **mustn't** / **can** / **can't**.

At school: _____

At an art gallery: _____

GRAMMAR CHALLENGE! Student's Book, page 110, UNIT 5, ex. 1 & 2

5 Complete the sentences with **must** or **have to**.

1 I _____ listen to this new album – everybody says it's great.

2 We _____ read the novel for next week or the teacher will give all of us bad marks.

3 I _____ go and talk to Lucy – I've got something important to tell her.

4 They've changed our school timetable, so I _____ go to school earlier tomorrow.

5 The doctor says I _____ start exercising if I want to feel better.

6 This jacket looks so cool – I _____ have it!



6 CUMULATIVE GRAMMAR Write sentences from the prompts. Add extra words where necessary.

1 Please remember – _____ (you / **must** / **not take photos**) in the museum.

2 _____ (can / we / see / a comedy) this time instead of an action movie?

3 I haven't cooked any dinner, so _____ (we / need / make / sandwiches) for everybody.

4 What time _____ (you / be / at school) tomorrow morning?

5 Drive more slowly! _____ (we / have / accident) if you're not careful.

6 I don't think Linda and Ben _____ (ever / get married). They simply don't like the idea.

7 You _____ (can / not talk / anybody) about this – it's a secret!

8 Wait! I want to go with you! I _____ (be / ready / 5 minutes).

9 It's so cold outside. I'm sure _____ (snow) this afternoon.

10 Ian _____ (not have to / work) tomorrow, so he's going out with his friends tonight.

1 Read the three texts in exercise 3 and answer the questions.

Which text is

- a a leaflet? ☐
- b a blog entry? ☐
- c an email? ☐

2 Look at the pictures. Choose one and answer the questions.

- 1 What kind of people would like to go to the place in the picture?

- 2 What might someone like or dislike about being in such a place?

3 Read texts 1–2. Then complete the email. Use no more than four words in each gap.

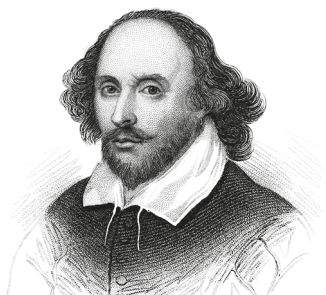
Text 1



Is your English teacher making you read
Hamlet or *Romeo and Juliet*?

Here's a more exciting way to get to know them
– attend a performance at
SHAKESPEARE'S GLOBE THEATRE!

- Experience Shakespeare's plays live on stage!
- See a reconstructed theatre and learn what theatres looked like in Shakespeare's times!
- Take part in talks before and after the show that help to make sense of some parts of the plot!
- Visit our library and archives and learn even more!
- Become an actor for a day and rehearse with professionals!



Text 2

«previous

next»

If you're in London right now and didn't spend this night at the British Summer Time Hyde Park festival, then you missed out on the best party ever. The place was packed, and we saw Bruno Mars perform his greatest hits live! I still can't believe it, especially since they're all at the top of my playlists! I must say I had read many enthusiastic reviews of his concerts, but I still wasn't prepared for it. The lights, the pyrotechnics and his music – it all created this party vibe, so everyone was singing along with him. Now I truly see what a talented artist he is – the things he can do with his voice, his perfect dance moves – it was unbelievable. I'll never forget it! Anyone else there? What did you think?



Text 3

Hi Mum,

Just wanted to let you know I'm having fun at Aunt Jenny's. I'm enjoying myself and learning something too! ☺ I had imagined London to be just boring museums and historical places, but they're actually fun. The museums were interactive and interesting. We also went to see Shakespeare's theatre. Not just his play, but the theatre as it was ¹_____ because they've reconstructed it. You know I'm not a big fan, but this time I actually understood what the play was about thanks to ²_____ the show. We went to see *Hamlet*, and I think it will be very useful because I'm sure our ³_____ will ask us to read it next year.

We also went to see Bruno Mars in concert at Hyde Park. As you can imagine, there ⁴_____ people there and everyone was very excited. The concert was much better than I had thought, even though I love his songs! He gave an amazing performance! Did you know that he ⁵_____ as well? And he does it so professionally!

Talk to you soon!

Love,

Ed

4 Match 1–6 with a–f.

- | | | |
|-----------------|--------------------------|-----------------|
| 1 interactive | ☐ | a a performance |
| 2 perform one's | ☐ | b greatest hits |
| 3 enthusiastic | ☐ | c museums |
| 4 party | ☐ | d on stage |
| 5 live | ☐ | e reviews |
| 6 attend | ☐ | f vibe |

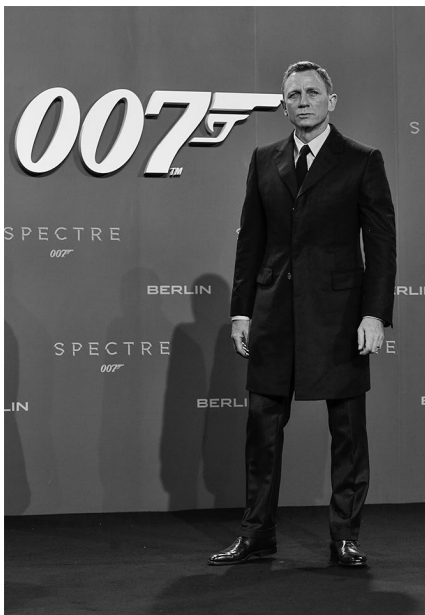
5 Complete the sentences with the phrases from exercise 4.

- I'm so excited I'm going to see Ed Sheeran _____ on _____!
- Next week, my class is going to _____ of *Othello*.
- I've read _____ of this film. Why don't we go and see it?
- Beyoncé's concerts always have a _____ – everyone in the audience is dancing and singing.
- Opening the festival, Imagine Dragons will _____ their _____ on the main stage.
- _____ where you can play with the exhibits are much more fun than traditional ones.

REVISION Student's Book, pages 58–59

6 Unscramble the words to complete the sentences.

- Władysław Reymont received a Nobel Prize for literature in 1924 for his **vonle** _____. *Chłopi* while Wisława Szymborska was awarded one in 1996 for her **eoyprr** _____.
- Wesele* is a **ardma** _____ written by one of the great Polish **yrhlapgswit** _____, Stanisław Wyspiański.
- Garfield is a cat from a popular American **ocmci** _____ **rtisp** _____, created by Jim Davies.
- Hans Christian Andersen, who wrote *The Little Mermaid*, is one of the most famous **fryia** _____ **laet** _____ writers in the world.
- Philip K. Dick wrote many **eccisen** _____ **tcifoin** _____ books which were made into films, e.g. *Total Recall*.
- The Discworld* is a popular series of **asytnaf** _____ books written by Terry Pratchett.
- The best known secret agent, James Bond, is a character from a series of **psy** _____ stories written by Ian Fleming.



7 Translate the Polish parts of the sentences into English. Use no more than five words.

- _____ (*Byliśmy zaskoczeni*) because we didn't think a magic show _____ (*może być tak ekscytujący*).
- Sheila _____ (*była bardzo przygnębiona*) when she didn't get the role of Cinderella in the school play.
- Why does everybody say this is _____ (*interesująca sztuka*)? I was _____ (*znudzony*) to tears!
- Would you _____ (*zainteresowany*) joining our school band?
- Have you seen *Requiem for a Dream*? It's _____ (*najbardziej przygnębiający*) film I've ever seen!
- When the clown asked my younger brother to come up on stage, he _____ (*był zbyt przerażony*) to go, so he stayed with me.



VOCABULARY CHALLENGE! Student's Book, p. 110, UNIT 5, ex. 2

8 Complete the sentences with appropriate prepositions.

- It's only 10 p.m. – let's go _____ a walk and get some fresh air before we go _____ sleep.
- Mum looked _____ the mess we made in the living room, but she didn't get angry or shout _____ us – she simply told us to clean it up.
- After the musician had finished playing, there was silence _____ a second or two.
- I didn't want to watch the horror film with them, so I went back _____ my room to read a book.
- Would you please look _____ my little sister while I go and get us some more popcorn?
- The concert didn't start on time because of the storm. Luckily, _____ half an hour it stopped raining and the musicians appeared on stage.
- The actress looked _____ the mirror and refused to go on stage. _____ the end somebody else had to take her place.

1 Complete the sentences with the correct form of the verbs in brackets.

- What _____ (you / do) at the weekend?
- _____ (you / like / go) with me to the photography festival?
- How about _____ (meet) on Sunday?
- Let's _____ (meet) in front of the cinema.
- Why _____ (we / not / meet) tomorrow?
- Sounds great. I _____ (love / come).

2 Complete the dialogue with appropriate words or phrases.

Jake Are you ¹_____ on Saturday evening? Some friends and I are going ²_____ my brother's rock band's concert. Would you like to go with us?

Eddy Good ³_____. I'd love to go. What time does it start? When ⁴_____ we meet?

Jake It starts at 8 p.m., but how ⁵_____ going out for a pizza first? It's right next to that new Italian restaurant, Luigi's. We could meet ⁶_____ 5.

Eddy I'm ⁷_____. I can't. That's a bit too early for me. Let's meet ⁸_____ 7:30.

Jake That's ⁹_____ by me.

Eddy Cool. ¹⁰_____ you on Saturday.

Jake See you.

3 React to the prompts in English.

- Zaproponuj koledze/koleżance pójście do kina i poproś o sprawdzenie repertuaru.

- Zaproponuj spotkanie podczas weekendu. Powiedz, dokąd chcesz iść.

- Kolega zaproponował Ci wspólne wyjście na wystawę. Odmów grzecznie podając powód.

- Kolega chce się spotkać, ale Ty nie znasz jeszcze swoich planów. Powiedz, że odezwiesz się w późniejszym terminie.

4 Write a short dialogue. Use the phrases from exercises 1, 2 and 3 to help you.

 4 minuty

Twój znajomy proponuje Ci wspólne spędzenie piątkowego wieczoru na kręglach. Niestety, ani termin spotkania, ani pomysł pójścia na kręgle nie odpowiadają Ci. Przekonaj znajomego do innego sposobu spędzenia czasu. W rozmowie porusz poniższe cztery kwestie.

powody odrzucenia
jego propozycji

inny pomysł
na spędzenie czasu

termin spotkania

miejsce spotkania

Rozmowę rozpoczyna egzaminujący.

1 Rewrite the parts of the sentences in bold, using the words below. Add extra words if necessary.

gifted performed entertaining achievements
behalf / apply look forward / reply

- I am waiting for your answer.

- I am very good at singing jazz.

- I am good at making people laugh.

- We have already won three awards in competitions for high school bands.

- I am writing as a representative of our school theatre group to ask you to accept us in the dance competition.

- Our band has already played on stage many times during various school concerts.

2 Complete the competition entry, using the prompts in brackets.

Dear Sir/Madam,

I am writing to apply for the international photography competition *Moments of Life*, which will take place in April this year.

I am a high school student from Poland **and** _____ (napisz, od kiedy robisz zdjęcia). I belong to a local photography club.

We often go on trips into the city or to local parks to take pictures, **so** _____ (napisz, czego się dzięki temu nauczyłeś/nauczyłaś).

I believe I am a fairly talented photographer. My achievements include _____

(napisz, jakie masz osiągnięcia), **but** I've never taken part in an international competition before. Your competition is especially interesting for me **because** _____

(podaj powód Twojego zainteresowania).

I would be grateful if you could send me an application form. I look forward to your reply.

Katie Forester

3 Read the instructions and do the writing task. Use the phrases from exercises 1 and 2 to help you.

Należysz do szkolnego klubu filmowców. Napisz **zgłoszenie** na festiwal młodych twórców filmu (100–150 słów):

- opisz Wasz klub i filmy, które realizujecie;
- podaj Wasze dotychczasowe osiągnięcia;
- wyjaśnij, dlaczego chcecie wziąć udział właśnie w tym konkursie;
- poproś o podanie szczegółów dotyczących miejsca i czasu trwania festiwalu.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

1 Choose the answer which means the same as the Polish parts of the sentences in brackets.

- 1 I've already seen this film – you ____ (*będziesz zaskoczony*) by the ending.
 - a are surprised
 - b are going to be surprised
 - c will be surprising
- 2 Thanks for lending me that crime novel! I simply ____ (*nie mogę się od niej oderwać*).
 - a can't put it down
 - b mustn't get away from her
 - c don't have to break it off
- 3 We ____ (*nie musimy iść do restauracji*) if you don't want to. Come to my place and we'll cook something instead.
 - a don't need to eat out
 - b mustn't go to a restaurant
 - c can't eat outside
- 4 It's too cold for a walk. I think ____ (*pójdę na wystawę*) instead.
 - a I'm coming to the gallery
 - b I'll go to an exhibition
 - c I go to the show
- 5 I love the soundtrack for this film – I ____ (*muszę dowiedzieć się*) who wrote it.
 - a must find out
 - b have to know me
 - c can learn

2 Choose the correct word to complete both sentences in each pair.

- 1 Jake said the film was boring, but I ____ it very interesting.
When I was cleaning my wardrobe, I ____ my old children's books.
 - a saw
 - b found
 - c read
- 2 There was a lot of ____ between the two boys. They both wanted to win the tennis cup.
Our school is organising a ____ for the best short story entitled: *A Crazy Adventure*.
 - a competition
 - b show
 - c opponents
- 3 This article about Picasso is ____ – don't believe a word of it!
Please take the ____ out before you go! It smells really bad in here.
 - a lies
 - b painting
 - c rubbish
- 4 When we got to the theatre, it turned ____ that the play had been cancelled.
All the tickets for her concert were sold ____ within five hours.
 - a out
 - b off
 - c up
- 5 My favourite way of listening to music is to go to an ____ air music festival.
The exhibition will be ____ from 1 March until 15 June.
 - a exciting
 - b open
 - c on
- 6 This ____ of art was sold for £500,000.
Being an actress is very exciting, but it's also hard _____.
 - a work
 - b piece
 - c job



3 Complete the text with appropriate words. Put one word in each gap.

Hi Sara,

Guess what? I saw Dakota Johnson yesterday! When I heard she was coming to the premiere of her new film, I said 'I ¹ _____ go and see her!' The event was at 5 p.m., ² _____ I went to the cinema an hour beforehand to get a place close to the red carpet. Finally, limousines started arriving. One of them stopped right next to me. ³ _____ a moment a door opened and SHE stepped through it. I couldn't believe it! She was right there! She looked even better in real life than in the cinema on the ⁴ _____ screen! And when I called her name, she looked right ⁵ _____ me! And then she went in and I went home, but I was so excited that I couldn't ⁶ _____ to sleep until 2 a.m.! I'm sending you the picture!

Love,
M.



4 Find and correct a mistake in each sentence.

- 1 Let's meet on the bus stop at 6:30.

- 2 Our dance group will perform on scene during a competition this weekend.

- 3 You need apologise for criticising her poems – she's so upset she's crying.

- 4 I want to go to the movies. Let's see what's in tonight.

- 5 I'm so exciting! I'm going to see the Kings of Leon next month!

- 6 You don't have to watch this film – it's a horror and you're only five.

- 7 He didn't want to come, but at the end we convinced him.

- 8 She's so upset I think she's going to shout on us.



- 1** **MP3 10** Usłyszysz dwukrotnie wypowiedzi pięciu osób. Na podstawie usłyszanych informacji do każdej osoby (1–5) dopasuj zdanie (A–F), które jej dotyczy. Wpisz odpowiednią literę w każdą rubrykę tabeli. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

- A** talks about his/her work.
B explains why he/she likes a book.
C gives information about a visit to an exhibition.
D recommends a good film he/she has seen.
E is a teacher talking to students at school.
F describes an unforgettable experience.

1	
2	
3	
4	
5	

- 2** Complete the dialogues, using the prompts in brackets.

- 1 Examiner** I'm afraid I'm not keen on action films. They're all the same – they usually show a bunch of people running around, shooting at each other.

Student _____

(Wyjaśnij, dlaczego nie zgadzasz się z rozmówcą.)

- 2 Examiner** £45 for a ticket is quite expensive. I don't have a lot of money at the moment.

Student _____

(Powiedz, jakie zniżki możecie dostać i ile zapłacicie za bilety.)

Examiner That's still too expensive for me.

Student _____

(Zaproponuj, że zapłacisz za Was oboje, i wyjaśnij, dlaczego masz akurat więcej pieniędzy niż zazwyczaj.)

- 3 Examiner** Shall we eat out before or after the concert?

Student _____

(Wybierz jedną z opcji i uzasadnij swój wybór.)

- 4 Examiner** I went to that pizza place last week with my friend, and the food was horrible. Is there anywhere else we could go?

Student _____

(Zaproponuj coś innego i zarekomenduj to miejsce.)

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

4 minuty

Umawiasz się z kolegą/koleżanką na sobotni wieczór. Chcecie dokądś razem wyjść. W rozmowie porusz poniższe cztery kwestie.

sposób spędzenia czasu

cena biletów

miejsce spotkania

jedzenie

Rozmowę rozpoczyna zdający.

- 4** Uzupełnij poniższe minidialogi (1–5). Wybierz spośród podanych opcji brakującą wypowiedź. Zakreśl jedną z liter: A, B albo C.

- 1 X** Would you like to go to this concert with me?

Y ____, I can't. I'm busy tonight.

- A** Why not
B Fine by me
C I'm sorry

- 2 X** We ____ stay till the end if you don't like the show.

Y I don't. You're right, I'd like to go home.

- A** can't
B don't need to
C mustn't

- 3 X** Have you seen the new play at the Good Theatre Company?

Y No, I read the reviews, and I think ____ for me.

- A** it depressed
B it's too depressing
C I hate depressing plays

- 4 X** We've been here since 3 p.m., and it's getting cold. It's time to go home, kids.

Y But this is the best part of the festival! ____ at least till the end of this concert?

- A** Let me stay
B How about staying
C Can't we stay

- 5 X** Would ____ the *My city through my eyes* exhibition with me?

Y I'd love to. When?

- A** you like to see
B you let me see
C you mind seeing

- 5** Uzupełnij dialog. Wpisz w każdą lukę 1–5 brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim.

A Our school film festival was amazing this year.

B Well, it's not over yet. We ¹_____ (*watch*) the last two films tonight, remember?

A Unfortunately, I've got something else to do.

B Oh, come on, what could be more important than this?

A My arts project. I haven't finished it yet and the deadline is in three days.

B But do ²_____ (*work*) on it tonight? It's the last night! They're planning some huge surprise. Please try to come. It's not as much fun if you're not there to talk to.

A OK, OK. I ³_____ (*come*). Which film is your favourite so far?

B I ⁴_____ (*decide*) between *Dark Images* and *Nothing Important*. They're different but both really good, so I don't know which to vote for. And you?

A I loved *Stay*. But I'm waiting for the last two to decide.

B OK, so ⁵_____ (*meet*) at 6 p.m. in front of the school. We need to be there early to get good seats.



▶ VIDEO 09

THE WORLD TODAY VIDEOS

Roger Moore

5

1



2



3



4



COMPREHENSION

- 1 Work in pairs. Look at the pictures from the video of the actor Roger Moore. What do you know about him?

He was a British actor who is most famous for playing James Bond ...

- 2 Watch the video. Match the pictures from the video (1-4) with Roger Moore's different roles (a-d).

- | | |
|------------------------|--------------------------|
| a as James Bond | ☐ |
| b as UNICEF ambassador | ☐ |
| c as Simon Templar | ☐ |
| d as himself | ☐ |

- 3 Watch the video again and focus on what you see. Choose the best options to complete the sentences.

- We see James Bond in a *ski cabin* / *submarine*.
- Roger Moore wears a *green* / *yellow* sweater in the knitwear catalogue.
- He dances in *The Persuaders* / *Ivanhoe*.
- He plays with *children* / *adults* in the UNICEF video.
- He wears a *black suit and grey tie* / *grey suit and black tie* when he is knighted in 2003.

- 4 Watch the video again. Are these facts true (T) or false (F)? Correct the false sentences.

- | | |
|---|-------|
| 1 He died at the age of ninety. | T / F |
| 2 He played James Bond for twelve years. | T / F |
| 3 He starred in six James Bond films. | T / F |
| 4 He played Simon Templar after James Bond. | T / F |
| 5 He began his career as a model for knitwear. | T / F |
| 6 He starred with Tony Curtis in <i>The Saint</i> . | T / F |
| 7 He was the fourth James Bond. | T / F |
| 8 He was divorced four times. | T / F |
| 9 He became a UNICEF ambassador in 1991. | T / F |
| 10 He became 'Sir' Roger Moore in 2003. | T / F |

Glossary

adversity (n) a difficult period in your life in which you have problems

ambassador (n) somebody who represents an organisation

long-running (adj) something that continues for a long time

maxim (n) a phrase that includes a rule about how you should behave

- 5 DISCUSS Work in pairs. Discuss the questions.

1 What did you discover about Roger Moore's life?

2 What do you think of his career?

I think it's great that he helped children in need.

AUTHENTIC ENGLISH

- 1 Read the sentence from the video and the information in the box. Then choose the best summary of Roger Moore's motto (1-3).

Live today and don't tread on too many toes.

Mottos

Mottos are short statements that explain a belief or an approach to life.

- Don't be nice to everyone, only people you like.
- Smile when you can.
- Make the most of life and don't annoy people.

- 2 Work in pairs. Match mottos (1-3) with definitions (a-c).

1 Live well, love much, laugh often.

2 No pain, no gain.

3 Actions speak louder than words.

a Do things, don't just talk about them.

b You have to work hard if you want to achieve something.

c Enjoy life!

- 3 Work in groups. Are there any similar mottos in your language?

SPEAKING

Work in pairs. Which other famous people can you think of who are well known for their work with charities?

READING

- 1 Work in pairs. Which other actors have played James Bond? What do you know about them?
- 2 Read *The actors behind Bond*. Match each summary (1–2) with the correct actor.
 - 1 This actor is Scottish and played James Bond in many films over 20 years. _____
 - 2 This actor is a big sports fan and does a lot of work with charities. _____

THE ACTORS BEHIND BOND

James Bond is famous around the world, but what do you know about the actors behind the character? Here's a guide to every Bond actor.

Sean Connery

Sean Connery was born in Edinburgh, Scotland in 1930. His first job was as a milkman. He also worked as a lorry driver, a lifeguard and an artist's model before he became an actor.

His first Bond film was *Dr. No* in 1962. He starred in six more James Bond films after that, including *Goldfinger* and *Diamonds are Forever*. His last role as James Bond was in the film *Never Say Never Again* in 1983.

He married twice and has one son. When he was young he had two tattoos, one which said 'Mum and Dad' and the other 'Scotland Forever'. He became Sir Sean Connery when he was knighted in 2000.

Daniel Craig

Daniel Craig was born in Chester, England in 1968. He always wanted to be an actor and graduated from acting school in 1991. He appeared in his first film one year later.

His first film as James Bond was *Casino Royale* in 2006 and to date he has appeared in three others: *Skyfall*, *Quantum of Solace* and *Spectre*. *Skyfall* was the most successful at the box office.

He married twice and has one daughter. He is an ambassador for a number of charities. With blond hair and blue eyes, he looks very different from the other James Bonds! He is a lifetime Liverpool football club fan.

- 3 Read the article again. Decide if the information is about Sean Connery (SC), Daniel Craig (DC) or both (B).

- | | |
|--|-------------|
| 1 He married twice. | SC / DC / B |
| 2 He appeared in seven James Bond films. | SC / DC / B |
| 3 He had many jobs before he was an actor. | SC / DC / B |
| 4 He started professional acting after college. | SC / DC / B |
| 5 He has one child. | SC / DC / B |
| 6 He was knighted by the Queen. | SC / DC / B |
| 7 He doesn't look the same as the other Bond actors. | SC / DC / B |

SPEAKING

- 1 **PLAN** Read the fact files and choose one person to give a presentation about.

Name: **Rita Ora**

 **Singer**

Born: Kosovo, 1990

Moved: London, 1991

First number 1 single: 6 May 2012

TV: Coach on *The Voice* in 2015

Judge on *The X Factor* in 2015

Host of *America's Next Top Model* in 2016



Name: **Leonardo di Caprio**

 **Actor**

Born: 1974, Los Angeles, USA

Bought: Island near Belize, 2009

First big film success: *Romeo + Juliet*, 1996 (romance)

Famous roles: *Gangs of New York*, 2002 (historical drama)

Django Unchained, 2012 (western)

The Revenant, 2015 (survival drama)



Name: **George Ezra**

 **Singer**

Born: 1993, Hertford, UK

Influences: Bob Dylan,
Woody Guthrie

Won: 2014 Song of the Year for 'Budapest',
BBC Music Awards

First number 1 album: October 2014

Albums: *Wanted on Voyage*, 2014
Staying at Tamara's, 2018



- 2 **PREPARE** Write a presentation about the person you chose in exercise 1. Use the profiles in Reading exercise 2 to help you.

- 3 **PRESENT** Give your presentation to the class. Which celebrity has the most interesting life?

BEYOND THE CLASS

Why not try ...

finding out more information about your celebrity?
Write a profile of him or her in no more than 100 words.



▶ VIDEO 10

SPOTLIGHT ON SOCIETY VIDEOS

A day on a film set

5

BEFORE WATCHING

1 Work in pairs. Discuss the ideas below.

Give an example of a film which you think is

- a** brilliant. **b** scary. **c** moving.
d just rubbish.

Say why you think so. Ask your partner if he/she agrees with your opinion.

2 Look at the video stills. Answer the questions below.



- 1 What do you think the people are working on?
- 2 Which of the people is/are
 - a** the director?
 - b** the actors?
 - c** the sound engineer?

WHILE WATCHING

3 Watch the video. Match people 1–4 to sentences a–e. There is one extra sentence.

- 1 Lauren ____
- 2 Sam ____
- 3 Romain ____
- 4 Annais ____

- a** 'I have to learn my lines perfectly.'
- b** 'I'm responsible for making each scene look beautiful.'
- c** 'It's my job to make the actors look great on camera.'
- d** 'I've got a lot of roles on the film set.'
- e** 'I make sure the actors don't miss out any lines.'

4 Watch the video again and choose the correct answer to complete the sentences.

- 1 The people are making a ____.
a feature film
b documentary
- 2 Sam checks if the actors ____.
a play out the scene well
b say the correct lines
- 3 Romain has to get the ____ exactly right.
a lighting
b sound
- 4 Annais is making the actors look ____ today.
a good
b tired

FOLLOW-UP

5 Complete the sentences with the words below. There is one extra word.

clapperboard lines rehearsal script shoot
credits responsible

- 1 Lauren has to do a _____ with the actors to make sure they know their _____.
- 2 The end _____ in a film show us the names of people who are _____ for different jobs during the making of the film.
- 3 After all the preparations, they are ready to _____ the film. They use the _____ to mark the start of each shot.

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

We're on a film set. The film crew are preparing to ¹shoot a TV commercial for an expensive brand of shampoo for men. Thomas, the director, is ²_____ for making the commercial. He's now having a quick ³_____ with Adam, the model who is also the only actor in the film. The ⁴_____ aren't difficult to remember, so Adam follows the ⁵_____ without any problems. OK, now they're ready. Three, two, one, and the ⁶_____ marks the start of the filming! Unfortunately, commercials do not have the ⁷_____ to show the names of the film crew.

AFTER WATCHING

7 Imagine that you and your friends are going to make a film/video.

- Decide what the film/video is about.
- Decide who is who on the set. Say why this person is good for this role.

6

TO SPEND OR NOT TO SPEND?

VOCABULARY

shops and services • products
• buying and selling

1 Choose the correct answers.

- 1 Where can you buy a watch?
a at a butcher's b at a newsagent's c at a jeweller's
- 2 Where can you get a board game?
a at a DIY shop b at a toy shop c at a sports shop
- 3 Which of these can you buy at a baker's?
a milk b chicken c bread
- 4 In which shop can't you try anything on?
a a chemist's b a sports shop c a shoe shop
- 5 Where can't you buy anything to read?
a at a newsagent's b at a bookshop c at a flower shop

2 Complete the email with the names of shops.



Hi Paul,

Yesterday was a nightmare! Dad is ill, so I had to help mum with the shopping. You won't believe how many shops we went to!

First, we shopped for food. We went to the ¹**b**_____ to get some bread

and then to the ²**b**_____ to buy some meat for dinner. We also visited the ³**c**_____ to get some medicine for dad and went to the ⁴**n**_____ to get some magazines for my sister. Finally, we ran to a ⁵**f**_____ to buy some roses for aunt Lucy – it was her birthday yesterday. We were about to go back home when mum realised she had nothing to wear for aunt Lucy's party. And that's when it started! Mum was running from one ⁶**c**_____ to another looking for a dress. Once she had bought one, it turned out she needed a new pair of sandals to go with it, so we visited three ⁷**s**_____. Can you believe it?

Luckily, mum saw how bored I was and took me to the ⁸**s**_____ to get me a new bike lock to cheer me up. Still, I came home exhausted! That's why I didn't call last night. I hope I won't have to go shopping again anytime soon ...
See you at school,
Mike

3 Are the sentences true (T) or false (F)? Correct the false ones.

- 1 If something is **half price**, you pay 25% less for it. T / F
- 2 When the **sales** begin, you can buy things for less money. T / F
- 3 If something is a **real bargain**, it's extremely expensive. T / F
- 4 If you **can't afford** a product, you don't have enough money to buy it. T / F
- 5 You can use **cash** when you buy something online. T / F
- 6 When you pay with a **credit card**, it's often easy to spend more than you have. T / F

4 Complete the sentences with the words and phrases in bold from exercise 3.

- 1 I'm waiting for the winter _____ to buy the shoes I want at a lower price.
- 2 How much _____ do you have on you?
- 3 She is great at finding real _____ – she always finds something cheap.
- 4 Look! All the CDs are half _____ – let's go and buy one for Mark.
- 5 How old do you need to be to get your own _____ card?
- 6 His parents can't _____ to buy him a scooter, so he still needs to ride his old bike.

5 Complete the text with the prepositions below.

at by on off for in

Lucy told me she wanted a T-shirt for her birthday, so I took her shopping ¹_____ the sales. We found a great T-shirt ²_____ a clothes shop in the city centre, which was 50% ³_____. When we were at the newsagent's on our way home to get some papers, it turned out that I didn't have enough cash ⁴_____ me, so I had to pay ⁵_____ the magazines ⁶_____ credit card. Fortunately, my dad had lent me his before we went shopping.

VOCABULARY CHALLENGE! Student's Book, p. 111, UNIT 6, ex. 1

6 Complete the sentences with appropriate words.

- 1 If we want to book first minute holiday, we'd better go to the _____ soon.
- 2 I wonder which hairdresser's she goes to. She always has a perfect _____.
- 3 Could you go to the post office and _____ these parcels for me, please?
- 4 The _____ came yesterday, but he didn't manage to fix the pipes.
- 5 Mum sent dad to the _____ to get some new glasses.
- 6 I got a letter from the bank saying I have to open a new _____.

7 Write 2–3 sentences to answer the questions.

When was the last time you

- 1 went shopping?

- 2 couldn't afford to buy something you wanted?

- 3 found a real bargain?

1 Complete the table with the correct form of adjectives.

adjective	comparative	superlative
loud		
	drier	
		the fastest
	smaller	
hot		
bad		
		the wisest
tiring		
rainy		
		the most polluted

2 Write adjectives in the same form (comparative or superlative) but with an opposite meaning. Use the words below.

cheap slow serious dangerous old late
cold happy

- faster _____
- sillier _____
- more expensive _____
- sooner _____
- the saddest _____
- the warmest _____
- the youngest _____
- the safest _____

3 Look at the pictures of three laptops and complete the email with the correct form of the adjectives in brackets.



Jake,

I want to buy a new laptop, but I can't make up my mind. There are three models I'm interested in. The first one is definitely ¹_____ (*cheap*) than the other two. Unfortunately, it is also ²_____ (*big*) and ³_____ (*old*) of all. The second one is ⁴_____ (*expensive*) than the first one, but also ⁵_____ (*modern*). It looks like a ⁶_____ (*good*) choice, but the problem is it's got an operating system I've never used before, so it will be ⁷_____ (*difficult*) to work on. The last laptop is obviously ⁸_____ (*good*) in quality, but as you can see the price is ⁹_____ (*high*) than I can afford, so I would have to save up for another month or so. Any advice?

Clara

4 Complete the second sentence so that it means the same as the first.

- No castle in Poland is older than this one.
It's _____ Poland.
- This test is easier than the last one.
The last _____ this one.
- I've never met a lazier person than Ted.
Ted is _____ met.
- There is no girl at our school more beautiful than Fiona.
Fiona _____ at our school.
- I like shopping for clothes more than shopping for food.
Shopping for clothes is _____ shopping for food.

GRAMMAR CHALLENGE! Student's Book, page 111, UNIT 6, ex. 1

5 Translate the Polish parts of the sentences into English. Use no more than five words.

- It's _____ (*najmniej kosztowny*) computer model in the shop.
- Don't worry! The document you lost _____ (*jest mniej ważny niż*) this one.
- I don't _____ (*znam nikogo mniej zainteresowanego*) in studying than Dean.
- It's _____ (*najmniej interesująca książka*) we had to read this school year.
- The day of the trip _____ (*był najmniej ekscytującym dniem*) of the holidays.
- _____ (*Jestem mniej zadowolona*) with the products I ordered than last time.

6 Put the words in the correct order to make sentences.

- the hotel in Greece / as / this hotel / comfortable / isn't / as / .

- cars / as / planes / as / safe / aren't / .

- isn't / busy / he / as / Peter / yesterday / as / was / .

- Susan / as / was / tired / I / as / was / .

- as / she / as / happy / I / isn't / expected / .

7 Complete the email with appropriate words.

Lisa,

I've just come back from Park Galleria. I must say it's not much better ¹_____ the old shopping centre. It's bigger and ²_____ modern, that's for sure, but there aren't ³_____ many clothes shops as in the Big Mall. Also, the parking places aren't big ⁴_____ – my mum found it really difficult to park the car there. OK, the place is not as bad ⁵_____ you may now be thinking. The staff is friendlier ⁶_____ in the Big Mall, and the design is ⁷_____ impressive, perhaps even ⁸_____ fancy for me. Anyway, I hope we can go there together next week. How about Thursday?
Let me know,
Beth

- 1 Use the words below to rewrite the advertising slogans in 1–4. Add any necessary words. There are two extra words.

appeals bargains sale half suit fit

1 **Special offers only until Monday.**

2 **Our clothes make everybody look good!**

3 **Pay 50% less for most items.**

4 **We sell jewellery that both ladies and men like!**

- 2 **MP3 11**  Listen to the news report and answer the questions. There are two extra questions.

Which speaker

- A** is inviting listeners to a shopping event?
B is explaining why people search for a good deal?
C is advising listeners to sell used clothes online?
D mentions a service that includes fixing things?
E describes a service invented by young people?

Melanie	Nick	Patrycja

- 3 **MP3 11**  Listen to the news report again and complete the table below.

	Who is reporting?	Where from?	What is the news item about?
1	Melanie	¹ _____, Park Avenue	Why people hunt ² _____
2	Nick	the UK	³ _____ for selling used clothes
3	Patrycja	⁴ _____, Poland	⁵ _____ old clothes and shoes

- 4 Find two advertising slogans in Polish and try to translate them into English.

REVISION Student's Book, page 68

- 5 Is the meaning of the sentences similar (✓) or different (x)?

- 1 **a** They sent the order on Friday. ☐
b They delivered the order on Friday. ☐
2 **a** I returned the shoes two days later. ☐
b I took the shoes back two days later. ☐
3 **a** The watch was broken, so they transferred the money I'd paid for it to my account. ☐
b The watch was broken, so they refunded the money. ☐
4 **a** I didn't order anything. ☐
b I didn't pay for anything. ☐

- 6 Complete the sentences with the missing words.

- 1 There is a huge parcel waiting for you in the hall. How many CDs did you o_____?
2 I hope they'll d_____ the book before Friday, so that I can read it over the weekend.
3 You don't need an online a_____ to shop on this website.
4 You've got 30 days to r_____ the items without giving any reason.
5 I wanted the shop to r_____ the money, but they only agreed to exchange the product.

- 7 Complete the text with appropriate prepositions.

It took me a long time to save up ¹_____ that tablet! I really wanted to have one, and I was prepared to spend a fortune ²_____ it. I ordered it online as it was cheaper. I didn't have enough money, so dad agreed to pay ³_____ it ⁴_____ credit card. It arrived ⁵_____ post three days later, but when I opened the parcel it turned out that the screen was broken. I complained ⁶_____ it immediately, and I wanted to return it ⁷_____ the suppliers that same day. Unfortunately, it wasn't so easy ...

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

- 1 The one thing I love about shopping online is

 2 What I particularly dislike about going shopping is

1 Choose the correct relative pronouns. In three sentences both answers are correct.

- 1 Do you know the man **which** / **that** was talking to Mary in the corridor?
- 2 These are the people **who** / **which** have won the lottery.
- 3 There is a boy here **which** / **whose** parents are diplomats.
- 4 The documentary **which** / **that** you told me to watch yesterday was excellent.
- 5 This is the restaurant **which** / **where** we first met. Do you remember?
- 6 We still do not know the name of the person **who** / **that** sent the message.
- 7 The man **that** / **who** is giving a lecture tonight owns a chain of toy shops.

2 Underline the relative pronouns that can be left out.

- 1 The writer that I told you about has sold over five million books already.
- 2 That's the cosmetic brand whose products are all natural.
- 3 The girl who gave me this bracelet is my best friend.
- 4 The house which we bought was in a very bad condition.
- 5 The photos which I saw online were not the same as the product I received.
- 6 Let's meet in a place where we can talk in private.
- 7 I'm waiting for the students who promised to help me.

3 Complete the text with appropriate relative pronouns.



In the picture, I can see a man and a woman
 1 _____ are probably a couple and 2 _____
 smile suggests that something exciting has
 happened. The man is shaking hands with another
 man 3 _____ is wearing a suit. It seems that the
 couple has just bought the house 4 _____ we can
 see in the background. The man 5 _____ sold
 it to them might be a real estate agent. The house
 is elegant and has a garden, so the neighbourhood
 6 _____ they're going to live is probably in nice
 suburbs. I think this is the day 7 _____ they have
 been waiting for for a long time. They hope this is
 the house 8 _____ their children will grow up in.

4 Write sentences with defining relative clauses, using the information below.

- 1 This film is about a mad scientist. His experiments get out of control.

- 2 The car crashed into a group of people. They were walking on the road.

- 3 Pete has got a job. It involves opening bank accounts for people.

- 4 Monica stayed at a hotel. It offered excellent service.

- 5 This is the lake. I used to swim there as a child.

- 6 The channel will earn a lot of money from commercials. It will show the concert live.

5 Find and correct mistakes in the sentences below. Two sentences are correct.

- 1 I'd like to book a room in the hotel where I stayed in two years ago.

- 2 Look for your bag in the classroom that you had the last lesson in.

- 3 This is the bookshop which we can buy books in foreign languages.

- 4 Where is the piggy bank in which he keeps his money?

- 5 Let's meet in the shopping centre in where we bought the present for Elena.

6 Complete the sentences so that they are true for you.

- 1 I don't like online shops which _____.
- 2 The author whose book I like best is _____.
- 3 The game that I find very entertaining is _____.
- 4 It would be great to spend my next holidays in a place where _____.

7 CUMULATIVE GRAMMAR Complete the second sentence so that it means the same as the first, using the word given. Do not change the word given.

- 1 The red dress is more expensive than the white one. **NOT AS ... AS**
 The white dress _____ the red one.
- 2 This painter's works are very expensive. **PAINTER**
 This is the _____ very expensive.
- 3 The dress is £15 and the T-shirt is only £5. **THAN**
 The T-shirt _____.
- 4 They sent me a package containing only half of my order. **WHICH**
 The package _____ only half of my order.
- 5 We came one hour earlier, so the shop was still closed. **TOO**
 We _____ still closed.
- 6 This brand of coffee is too weak for my dad. **ENOUGH**
 This brand _____.
- 7 All the other armchairs were more comfortable than this one! **THE**
 This armchair _____.

- 1 Match the words with the definitions. If necessary, use a dictionary to help you.

- 1 outfit
2 misleading
3 delivery
4 charge
5 discount

☐
☐
☐
☐
☐

- a a reduction in the price of something
b clothes that you wear together, usually because they match
c making you believe something that is not true
d bringing products to a place
e ask somebody to pay for something

- 2  Read the three texts and choose the correct answers.

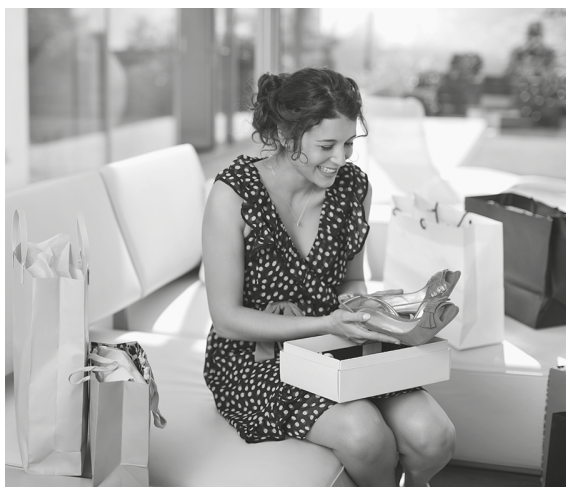
Text 1

☰

Hi Di,

I've just got some awesome shoes! For only £10! I found this online shop with fantastic bargains a few months ago, and I can't believe their prices – they're the lowest I've ever seen! I never shop anywhere else now! I know what you're thinking – buying in such shops is risky because you can **get cheated** or the pictures can be misleading. And you may be right. Remember that dress that was too big for me? But that was a different shop. This one has such great prices that, in the end, I always decide to take the risk. Here's a pic of me and my new shoes! What do you think?

Hugs,
Gina



- 1 This text is about
a two friends going on a shopping trip.
b the reasons why the author likes this shop.
c a decision Gina's made about shopping online.

Text 2

VISIT OUR NEW ONLINE SHOP!

FASHION FINDS OFFERS A NEW WAY TO SHOP!

- wider choice than in any other shop
- famous brands and new designers
- search by size, colour, brand, type of clothing or price
- the lowest prices, the best **quality** – guaranteed
- free delivery
- 48 hours to return the product – **free of charge**
- live chat with fashion consultants
- mix and match app that puts outfits together
- upload your picture and see yourself in our clothes before you buy them



- 2 Customers of this online shop can
a get help in creating a combination of clothes that look good together.
b have a chat with famous fashion designers.
c browse a picture gallery of satisfied customers.

Text 3

☰

As teenagers we buy more things online than any other age group. Of course, it's the easiest way to shop – you see the pictures and other people's opinions, you compare the prices – what can go wrong? Well, for one thing – those reviews can be **fake**. Don't trust anything too enthusiastic! Some online shops offer discounts to their customers for posting positive comments. Others simply write their own reviews. So, be critical! And when you compare the prices – watch out for the **hidden costs**, such as extra fees for **paying** by credit card or **on delivery** ...

- 3 The author of this article wants to
a discourage young people from shopping online.
b warn shoppers against some of the tricks used by online shops.
c review some popular online shops.

- 3  Read the texts again and complete the summary with up to four words in each gap.

The three texts are connected to the topic of ¹_____. They come from different sources and have been written in either formal or informal English. The first text is an email, in which the author ²_____ she has bought online. She seems ³_____ with the items and the service provided by the shop. The second text looks like an advertisement. It mentions a number of ⁴_____ of shopping in this particular online shop. These range from a great selection ⁵_____ to easy-to-use apps. The third text comes from an article which is warning young people to be careful when they ⁶_____. The author claims that online shops often post ⁷_____, which they have prepared themselves.

4 Read the texts on page 72 again. Match the words in bold with their Polish equivalents below.

- 1 nieprawdziwy _____
- 2 zostać oszukany _____
- 3 bezpłatnie _____
- 4 jakość _____
- 5 ukryte koszty _____
- 6 płacić przy odbiorze _____

5 Complete the sentences with words from exercise 4.

- 1 I _____ by a dishonest online shop owner, so I complained and got my money back.
- 2 You can exchange anything you buy here free _____.
- 3 You can pay for your order when you make it or on _____.
- 4 The website offering cheap computers for sale was _____ – they took people's money but didn't send them anything.
- 5 I always buy electronic equipment of the highest _____.

REVISION Student's Book, pages 70–71

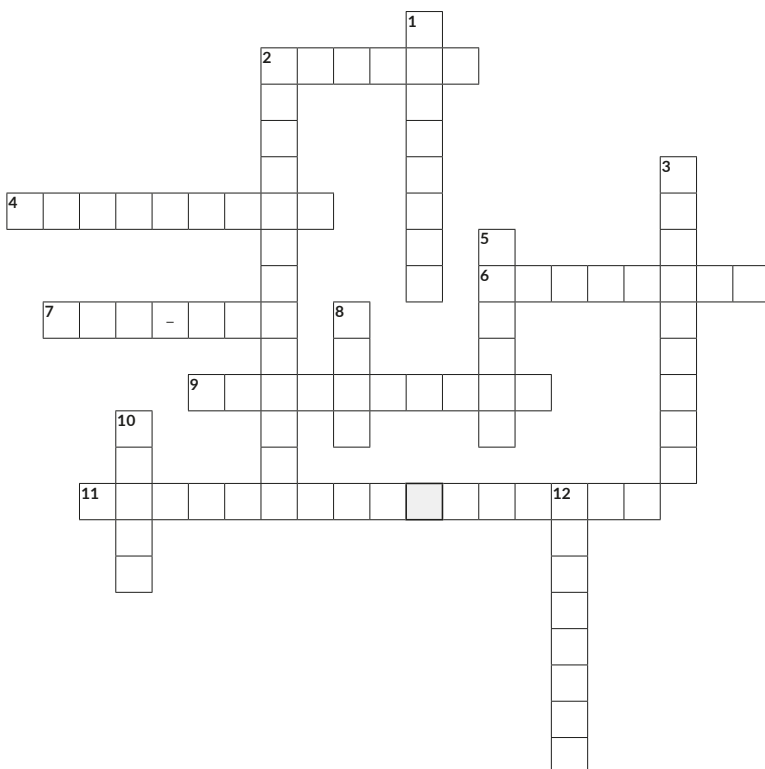
6 Complete the crossword.

Across

- 2 podobać się
- 4 plakat reklamowy dużych rozmiarów
- 6 ulotki
- 7 reklamy w formie wyskakujących okienek
- 9 reklama (w telewizji)
- 11 chwyt marketingowe

Down

- 1 kampania (reklamowa)
- 2 reklama
- 3 reklamować
- 5 hasło reklamowe
- 8 darmowy (np. upominek)
- 10 marka
- 12 konsument



7 Complete the sentences with the missing words.

- 1 In the European Union, a _____ g cigarettes on TV is illegal because it encourages people to do something unhealthy.
- 2 A lot of people complain about the number of b _____ s that cover the buildings in the city because they think they make it look ugly.
- 3 Don't you hate it when a _____ y slogan gets into your head and refuses to go away?
- 4 The latest commercial of this _____ r _____ d of sportswear is the funniest video I've ever seen.
- 5 During the summer Tom's going to _____ v _____ flyers in the streets to earn some money.
- 6 I prefer to watch films online because the _____ m _____ on TV irritate me.
- 7 If you don't want to see the _____ -u _____ adverts on the Internet, you can install a special program which stops them.
- 8 Sweets are often sold in very colourful packaging because the colours _____ p _____ l to children.



VOCABULARY CHALLENGE! Student's Book, p. 111, UNIT 6, ex. 2 & 3

8 Complete the sentences with the words below. Use each word twice.

clip company gift market

- 1 This car model is very popular on the Polish _____.
- 2 Have you seen the _____ for Ed Sheeran's latest song?
- 3 I don't know how you can see anything when your hair covers half of your face – why don't you use a _____ to keep it out of your eyes?
- 4 Steve Jobs set up his _____, Apple, when he was 21 years old. He had a real _____ for guessing what people need.
- 5 The tablet my parents bought me for my birthday was the best _____ I've ever been given – it's practical but also has many fun apps. I love it!
- 6 The vegetables at my local _____ are much cheaper and much fresher than the ones at the supermarket.
- 7 Why don't we invite Sara to come with us? I love her _____ – she's the funniest person I know.

1 Complete the dialogue with appropriate words.

- Shop assistant Good afternoon.
How can I ¹_____ you?
- Customer Good afternoon. I'm looking for a shirt
I could wear for an important exam.
- Shop assistant Are you looking for any particular colour or
style?
- Customer No, but I think it should be elegant and
probably white or light blue.
- Shop assistant And ²_____ about light pink like this
one? They are very fashionable right now.
- Customer Oh, I'm afraid I'm not a huge follower of
fashion. Have you got ³_____ more
classic?
- Shop assistant How ⁴_____ this one then?
- Customer That looks just about right. Could I try it
⁵_____, please?
- Shop assistant What ⁶_____ are you?
- Customer I'm a 16.
- Shop assistant Here you ⁷_____.
The ⁸_____ room is over there.

2 Choose the correct option to complete these shopping dialogues.

- 1 W sklepie z ubraniami sprzedawca chce Ci podać marynarkę i pyta Cię o Twój rozmiar. Co odpowiesz?
A These trousers are too small.
B I'm a 27.
C I think this suits me.
- 2 Zapytaj w sklepie, ile kosztują okulary słoneczne.
A Will these glasses fit me?
B Can I pay for these glasses by credit card?
C How much are they?
- 3 Pracujesz w sklepie i chcesz poinformować klientkę, że bluzka jest na promocji.
A We have some of these blouses on sale.
B We have this blouse in different sizes.
C I think this blouse is perfect for such an occasion.
- 4 Chcesz przymierzyć sweter. Zapytaj sprzedawcę, czy możesz.
A How can I help you?
B Do you think the blue sweater suits me?
C Could I try it on, please?

3 Write a short dialogue. Use the phrases and ideas from exercises 1 and 2 to help you. 4 minuty

Wybierasz się na urodziny koleżanki, które odbędą się w modnym klubie, i potrzebujesz odpowiedniego, ale niedrogiego stroju. W rozmowie ze sprzedawcą w sklepie odzieżowym porusz poniższe cztery kwestie.

interesujące Cię części garderoby

rozmiar i kolor

dodatki

przedział cenowy

Rozmowę rozpoczyna egzaminujący.

1 Choose the correct option to complete the sentences.

- 1 **That / Which / What** I like about my new keyboard is that it helps you learn how to play more than 100 melodies.
- 2 **Next / Second / Another** good thing is that it can imitate many instruments.
- 3 Unfortunately, the guitar and the saxophone are **not as / not enough / not that** good as I was hoping they would be.
- 4 The biggest disadvantage **is that / which is / it has** it is too big for my room, so it is kept in the living room.
- 5 It may be **suitable / matching / pleased** not only for people who are beginners, but also for more advanced learners.
- 6 I would recommend it **at / to / with** everybody.
- 7 I'm really pleased **about / with / in** it.

2 Choose a suitable ending for each sentence. Then give reasons to support your answer.

I bought this phablet because

- ☒ a I needed something bigger than my phone.
☐ b I love new gadgets.

I bought this phablet because I needed something bigger than my phone. I love watching films on the train on my way to school, and it's got a screen which is big enough to do that.

- 1 I bought my new bike
a in a specialist bike shop.
b online.
- 2 I decided to buy this e-reader because
a it's got a big display.
b it gives access to many ebooks.
- 3 The only problem with my MP3 player is
a the sound quality.
b the menu.
- 4 I would recommend this tablet to people who think that ... is the most important factor.
a price
b size
That's because _____.

3 Read the instructions and do the writing task. Use the phrases from exercises 1 and 2 to help you.

Niedawno kupiłeś/kupiłaś nowy sprzęt sportowy, z którego nie jesteś zadowolony/zadowolona. W swojej recenzji (100–150 słów) na forum użytkowników tego typu sprzętu:

- napisz, gdzie dokonałeś/dokonałaś zakupu i dlaczego wybrałeś/wybrałaś ten sklep;
- wyjaśnij, jakie cechy sprzętu zachęciły Cię do jego kupna;
- opisz, co Cię w nim rozczarowało;
- zapytaj innych użytkowników forum, czy ktoś ma ten sam sprzęt i jakie są ich opinie na jego temat.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

- 1** Put the words in the correct order to make sentences. Use the correct comparative form for the adjectives where necessary. The first and the last words are in the right places.

1 he / to buy / not / enough / is / rich / such a car / .

2 online shopping / used to / popular / than / it / is / be / .

3 this computer / expensive / not / is / as / as / that one / .

4 this / the / in / shopping centre / is / big / our city / .

- 2**  Read the text and choose the correct answer a, b or c.



Many people say that shopping online is the best way to shop. They argue that if you ¹ _____ afford something in a regular shop, you should search for it online because it's almost certain that you'll find it there for a much ² _____ price. However, online shopping can be as problematic as any other type of shopping.

You can't touch the product before you buy it, so once you get it, it may turn out to be ³ _____. For example, when you buy clothes, the colours are often not ⁴ _____ as they seemed on the screen. Also the size might not fit you. I mean not all sizes M are exactly the same. That's especially true for people ⁵ _____ figure might be slightly different than the standards of a given size. Those of you who are a bit shorter or have smaller waists or more muscular thighs or shoulders know what I'm talking about. In that case, you have to go through the process of returning a product. Normally, you'd just go to the shop, but here, you have to pack it, send it back and then wait for your money, so it's a bit more complicated. Another problem is that you can only pay ⁶ _____ credit card or money transfer. Many teenagers don't use them, so they must ask somebody who does to help them.

- | | | |
|--------------------|-----------------|--------------|
| 1 a haven't | b don't | c can't |
| 2 a low | b lower | c lowest |
| 3 a unsatisfactory | b dissatisfied | c satisfying |
| 4 a too bright | b much brighter | c as bright |
| 5 a which | b whose | c who |
| 6 a by | b on | c for |

- 3**  Choose the correct word to complete both sentences in each pair.

- 1 Let's stop at the sports shop, I need a new pair of _____. This team has had four _____ so far, but none of them was as good as this one.
a trainers b coaches c shoes
- 2 Please buy some milk on the way home. It _____ out last night. She looked at her watch and _____ out of the room.
a went b got c ran
- 3 These books are on special offer – buy one, get one _____. Excuse me, is this chair _____? Can I sit here?
a off b free c taken

- 4 I'd like to complain because I _____ a black phone and you sent me a pink one.
The doctor _____ the patient to stay in bed for a few days.

a asked b ordered c took

- 5 She's saving money _____ a new coat. How would you like to pay _____ it?

a for b on c with

- 4**   Complete the text with the correct form of the words below. There are two extra words.

book spend excite less bad get
search market

Finally, the summer is almost here, and it's time to go on holiday! This has been the ¹ _____ year of my life! First I broke my leg, and then I had a car accident and my car couldn't be repaired. So, my husband said I needed something special to cheer me up. For example, a holiday in a four-star hotel in Greece! I'm so ² _____! We have ³ _____ the hotel already – it's called The Olympus. Of course, staying in four-star hotels isn't cheap. The Olympus is the ⁴ _____ expensive one we found, but it still costs a lot. Now I am reading as much as possible about the local places of interest. I want to know where to go sightseeing or where to find some ⁵ _____ nearby which sell Greek food and souvenirs. I love shopping in such places! Oh, and I am ⁶ _____ a haircut tomorrow – I want to look good on my holidays.

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

- 1 This smartphone _____ (*nie jest wystarczająco szybki*) for me, do you have anything faster?
- 2 The food is much tastier now because the man _____ (*który jest nowym właścicielem*) of this restaurant is a native Italian.
- 3 Your order _____ (*przyjdzie pocztą*) within the next three days.
- 4 If you are satisfied with the hotel _____

(*w którym się zatrzymałeś*), please let other tourists know that by posting a review on our travel website.

- 5**  If you want to get a credit card, you _____ (*musisz otworzyć konto*) in our bank first.

- 6**  I'm going to the post office now, so _____ (*nadam tę paczkę*) for you if you want me to.

- 7**  This model _____ (*jest mniej popularny niż*) the older one, because it often breaks down.


1 Read the text in exercise 2 and answer the questions.

 1 When is Black Friday?

 2 Do people work on that day?

 3 What do people do?

2 Przeczytaj tekst. Uzupełnij w e-mailu luki 1–5 zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.

Black Friday SALE

America has thousands of shopping centers (called 'malls'), where people of all ages come not just to shop, but to hang out, eat and socialise.

Shopping is one of America's most popular pastimes, and there are

a few days during the year when more people go shopping than on any other day of the year. One such day is Black Friday. This is the Friday after Thanksgiving – one of the most important American holidays, which falls on the fourth Thursday of November. Thanksgiving symbols include pumpkins and turkeys and they decorate shops throughout November. Black Friday, however, is the first day of the Christmas season. During the night, shop decorations are changed from Thanksgiving decorations to Christmas trees and Santa Clauses. And when the morning comes, everyone in America goes shopping. Why? First of all, Black Friday is a day off. Also, shops have huge sales which are advertised everywhere. Shops play Christmas songs and offer you lower prices on almost everything. Many of them open early, some as early as midnight, to give customers more time to find the best bargains. And to buy more things, of course. Statistics show that these marketing tricks work. Besides the Saturday before Christmas and Valentine's Day, Black Friday is the day when Americans spend the most money on shopping.

Pola,
 znalazłam ten artykuł, o którym Ci mówiłam. Mam nadzieję, że przyda Ci się do prezentacji. *Black Friday* to nie tylko samo święto, ale także część długiego weekendu świątecznego. Ludzie spędzają go głównie w centrach handlowych, bo nie wiem, czy wiesz, że dla Amerykanów są to miejsca, w których nie tylko robią zakupy, ale też jedzą i ¹_____.
Black Friday jest dniem wolnym i jest ²_____ okresu bożonarodzeniowego. Dosłownie wszędzie są reklamy ³_____, a niektóre sklepy otwierają się już ⁴_____. Dlatego *Black Friday* to jeden z ⁵_____ dni w roku, kiedy Amerykanie wydają najwięcej pieniędzy. Fajnie byłoby kiedyś pojechać do Stanów i to zobaczyć! Więcej szczegółów znajdziesz w artykule.
 Powodzenia z prezentacją!
 A.

3 Read the instructions and do the speaking task.

3 minuty

Describe the picture and answer the three questions.



- 1 Why are all these people standing in line?
- 2 Do you like shopping in big shopping centres?
- 3 Describe the time when you bought something that was a real bargain.

4 Find and correct a grammatical mistake in each sentence.

- 1 These headphones blocks out all external sounds.

- 2 They also promise you best bass sounds on the market.

- 3 The colours on the screen do not look as bright like I had hoped.

- 4 The computer is more slower than I read in the adverts.

- 5 I've decided keep the headphones because they have the coolest colour and design.

- 6 Sound quality is the more important for me, so I need something that sounds better.

- 7 I think I'm going return this MP4 player.

5 Read the instructions and do the task. Use the phrases from exercise 4 to help you.

Zachęcony/Zachęcona reklamą, kupiłeś/kupiłaś nowy sprzęt elektroniczny. Niestety, sprzęt nie do końca jest taki, jak obiecywała reklama. W liście (100–150 słów) do kolegi z USA:

- wyjaśnij, co obiecywała reklama;
- opisz różnicę między reklamą a rzeczywistością;
- poinformuj, czy i dlaczego postanowiłeś/postanowiłaś produkt oddać lub zatrzymać;
- napisz, komu poleciłbyś/poleciłabyś ten sprzęt.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).

Hi Max,
 How are you? Here's my news.

That's all for now.
 XYZ



▶ VIDEO 11

SPOTLIGHT ON SOCIETY VIDEOS

6

Mon's vlog: What can you buy for €1 in a Norwegian supermarket

BEFORE WATCHING

1 Work in pairs. Discuss the ideas below.

Do you think the prices of food in Poland are

- a lower than in other European countries?
- b the same as in other European countries?
- c higher than in other European countries?

Give examples to support your opinion. How much do you usually pay for

- a a coffee?
- b a sandwich?
- c a pizza?

2 Look at the video stills. Answer the question below.



What do you think the girl is talking about? Say why you think so.

- a products which are part of a healthy diet
- b the typical sections in a supermarket
- c how much things cost in a supermarket

WHILE WATCHING

3 Watch the video. Tick (✓) the items which cost under €1.

- 1 two red peppers
- 2 a bag of baby carrots
- 3 two pears
- 4 an orange
- 5 a bag of frozen potatoes
- 6 cream
- 7 cheese

☐
☐
☐
☐
☐
☐
☐

4 Watch the video again and complete the sentences.

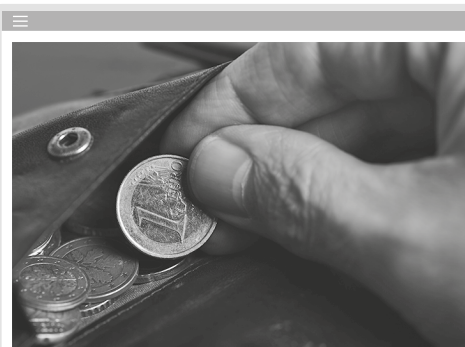
- 1 Monica comes from Portugal, but she lives in _____.
- 2 One euro is about _____ Kroner.
- 3 After the vegetable and fruit sections, Monica 'visits' the _____ section.
- 4 'Papas de aveia' is the Portuguese word for _____.

FOLLOW-UP

5 Match the sentence halves.

- 1 Everything else here is **above**
- 2 Let's get a **bag**
- 3 Why don't we buy some **frozen**
- 4 Let's walk down the cereal **aisle**
- 5 I usually buy a packet of **sliced**
- a fish sticks? They're so easy to make.
- b because I need some cornflakes.
- c the price of one euro.
- d cheese at the supermarket.
- e of crisps.

6 Complete the text with the words in bold from exercise 5.



Today I'm visiting the local supermarket to find out what things you can buy for €1 or less. So, here I am at the ¹ _____ food section where all the products are in special fridges. I'm getting a ² _____ of spinach and another one of ³ _____ potatoes (already cut into thin pieces). And that's it in this section because everything else is ⁴ _____ the price of €1. So I'm walking along another ⁵ _____ where I can find things like oats, which you can use to make porridge. And now I'm heading for the vegetable and fruit section ...

AFTER WATCHING

7 Imagine that you and your friend want to buy five food items to make a meal. You've got €5 for that.

- Decide what food you're going to buy.
- Say what kind of meal you can prepare with the food you've got.



VIDEO 12



COMPREHENSION

- 1 Work in pairs. Look at the picture and discuss the questions.
 - 1 What can you see in the picture?
 - 2 Where do you think it is?
 - 3 What can you buy there?
- 2 Watch the video. Check your answers to exercise 1.

Glossary

bargaining (n) trying to persuade somebody to give you a better price

bazaar (n) a market in the Middle East

- 3 Watch the first part of the video again. Tick (✓) the products you see.

clothing	☐	fabric	☐
plates	☐	rugs	☐
postcards	☐	cups	☐
towels	☐	computers	☐
chocolate	☐	books	☐
- 4 Choose the correct options to complete the sentences. Then watch the first part of the video again to check your answers.

- 1 The Grand Bazaar was created in 1461 / 1641.
- 2 There are 400 / 4,000 shops in the market.
- 3 13,000 / 30,000 people work at the market.
- 4 *Sifta* means 'the first / the last sale of the day' in Turkish.

- 5 Watch the second part of the video again. Are these sentences true (T) or false (F)? Correct the false sentences.

- 1 The guide says there are chemists and sports shops in the Grand Bazaar. T / F
- 2 The guide only talks about Turkish tea. T / F
- 3 The guide's favourite rug shop was built in 1620. T / F
- 4 The Turkish rugs are made in a factory. T / F
- 5 The guide thinks the Grand Bazaar is an important place to visit. T / F

- 6 Work in pairs. Describe a famous market in your country. What can you buy there?

AUTHENTIC ENGLISH

Work in pairs. Read the sentences from the video and the information in the box. Then add *actually* to the following sentences.

Actually, one of the most important words in the Bazaar is 'sifta'.

actually

We use **actually** when we want to be more specific about something, to correct or show that something is surprising.

- 1 The Grand Bazaar is very popular, it is one of the most visited sites in Turkey.
- 2 Istanbul receives lots of foreign visitors every year and lots of local ones too.
- 3 It's a great place. I think it's one of the finest cities in the world.

SPEAKING

Work in groups. Do you like shopping in markets? Why/Why not?



READING

1 Work in pairs. Look at the pictures (1–2) and describe what you can see. Which would you prefer to visit? Why?

2 Read the conversation between a customer and the owner of a market stall.

- Customer** Hello, I'd like to buy some souvenirs. Do you speak English?
- Stall owner** Yes, of course. Feel free to have a look around.
- Customer** Thanks, you have some nice stuff here, really nice things. I really like these slippers.
- Stall owner** Oh, yes. They're very popular. Would you like to try them on?
- Customer** Sure. Are they made of leather?
- Stall owner** Yes, that's right.
- Customer** How much are they are?
- Stall owner** \$100 a pair.
- Customer** Oh, that's very expensive.
- Stall owner** They're handmade. Everything's handmade here.
- Customer** But I can't pay \$100. How about 80?
- Stall owner** No, I'm sorry – I can do it for \$90.
- Customer** Mmm ... OK, it's a deal. Let me try them on to check first ...
- Stall owner** Of course. Which colour, size ...?
- Customer** Those blue ones ... size 43, thanks ... They're great, very comfortable.
- Stall owner** Anything else for you? These plates are on special offer, just \$50 each ...
- Customer** They're very nice, but I can't carry any more things. That's all for now ... Thanks!
- Stall owner** OK ... thanks very much, goodbye. Enjoy!

Glossary

- slippers (n)** soft, comfortable shoes that you wear in your house
- souvenir (n)** something you buy to remember a special event or holiday
- stall (n)** a table or small shop with an open front that people sell things from

3 Read the conversation again and answer the questions.

- How many pairs of slippers does the customer buy?
- Is he happy with the price?
- What else does the stall owner try to sell?
- How does he try to sell this?
- Why doesn't the customer want to buy any more things?

SPEAKING

1 PREPARE Work in pairs. Look at the items (1–6).

1 handmade shoes



2 antique cutlery



3 cotton t-shirt



4 leather bag



5 antique rug



6 retro telephone



Student A – you own a market stall that sells items (1–6). Decide how much each costs.

Student B – you want to buy a present for a relative, something for your house and something to use at work. Which items (1–6) do you want to buy? How much do you want to pay?

2 PLAN Write a conversation at a market. Use the prompts in the box to help you.

Buying a product

Excuse me, how much is this?
Do you have size ...?
Do you have any other colours?
That's a bit expensive, how about ... £5/\$8?
OK, I'll take them!
OK, it's a deal!

3 SPEAK Roleplay your conversation.

4 Change roles and have a new conversation.

5 DISCUSS Join another group and discuss the questions.

- What did you buy? Why?
- Who spent the least money? Who made the most?

BEYOND THE CLASS

Why not try ...

researching other famous markets around the world?
Which would you like to visit? Why?

VOCABULARY

- 1 Match the words from A and B to make correct expressions. Then complete the sentences below with appropriate expressions. There are two extra expressions.

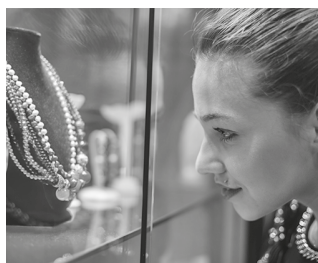
A: art fitting free main fairy advertising
spy post silver

B: tales office earrings campaigns gift
story exhibition room character

- My parents used to read Andersen's _____ to me when I was a child.
 - This offer comes with a(n) _____
– a perfume sample.
 - Last week Sarah and Ginny went to a(n) _____
_____ of modern sculptures.
 - James Bond* is one of the most well-known
examples of an exciting _____.
 - Car manufacturers often have great
_____ for their products.
 - Excuse me, I'm looking for the
_____ – I want to see if this top
fits me.
 - Peter, can you go to the _____
and get some stamps, please?
- 2 Choose the correct preposition to complete the sentences.
- I am saving up **for** / **on** a new laptop because my old one is broken.
 - Excuse me, where can I try this dress **in** / **on**?
 - Flights* is such a fascinating book that I simply can't put it **off** / **down**.
 - My parcel should arrive **by** / **through** post tomorrow.
 - Why do some people spend money **on** / **for** things they don't need?
 - Actually, I'd prefer to pay **from** / **in** cash, if possible.
- 3 Complete the words with the correct suffix. Then, answer the questions so that they are true for you.
- What kinds of TV programmes do you find entertain____?
 - Do you ever make shop____ lists? Why/Why not?
 - What's the best live perform____ you have ever seen?
 - How useful do you find TV or Internet advert____?
 - Would you like to work as a shop assist____? Why/Why not?
 - Are you keen on reading poet____? Why/Why not?

- 4 Complete the blog entry with the expressions below. There are two extra expressions.

complained about on special offer was excellent
were rubbish pay by card return it any real bargains



My recent trip to a shopping centre was a bit of a disaster. I wanted to find a new outfit for my birthday party, but all the clothes in the chain stores
1 _____. I couldn't find
2 _____ either, so I decided to look for some jewellery instead. I found a necklace which was
3 _____, so I bought it. Unfortunately, when I got home and put it on, it fell apart. I had to 4 _____ to the shop. However, the assistant said it was my fault and didn't want to give me my money back. I 5 _____ the poor quality of the necklace to the shop manager, who eventually agreed to give me a refund. But it means that I don't have neither an outfit nor a necklace!

- 5 Complete the second sentence so that it means the same as the first, using the word given. Do not change the word given.

- There are no tickets left for Organek's concert in Olsztyn Green Festival. **SOLD**
Tickets for Organek's concert in Olsztyn Green Festival _____.
- My friends find Taylor Swift's music quite pleasant. **APPEALS**
Taylor Swift's music _____.
- This top matches my new leather trousers. **GOES**
This top _____.
- You look brilliant in this designer outfit. **SUITS**
This designer outfit _____.
- I am afraid we have no sugar left. **RUN**
I am afraid we _____.
- It appears that we both like abstract art. **TURNS**
It _____.

- 6 Translate the sentences into English.

- Wolę czytać opowiadania niż powieści.

- Ten film został nagrodzony za niezwykłą fabułę i ścieżkę dźwiękową.

- Zamówiłam parę butów w Internecie, ale jeszcze ich nie dostarczyli.

- Większość moich przyjaciół nie może sobie pozwolić na zagraniczne wyjazdy.

- Lubię seriale, które nie mają więcej niż dziesięć odcinków.

- Hamlet* jest sztuką, która naprawdę zmusza do myślenia.

VOCABULARY CHALLENGE!

7 Find and correct the mistakes in the sentences.
One sentence is correct.

- Whenever I have time, I go on a walk with my dog.

- The singer on the scene looked very nervous.

- I need to make a haircut as soon as possible.

- Mia and Noah booked a holiday in Greece.

- Jack, what are you looking on?

- Can you tell me what your favourite TV canal is?

GRAMMAR

8 Choose the correct option to complete the sentences.

- Sarah met the artist **whose** / **that** / **which** paintings were shown in the museum last week.
- You **can** / **don't have to** / **mustn't** record a movie at the cinema.
- Julia's parents **will taking** / **are going to take** / **take** a mini break next week.
- The young artist is **more talented** / **too talented** / **as talented** as his older sister.
- The jeweller's **where** / **which** / **whose** my mum likes going shopping was closed yesterday.
- This is by far **worse** / **the worst** / **as bad as** episode of all.
- You simply **must** / **can** / **don't need to** see the new exhibition at the museum!

9 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary.

- Look out! You _____ (**crash**) dad's car!
- My favourite character is likeable, though not the _____ (**intelligent**).
- Customers _____ (**take**) more than five items of clothing into the fitting room.
- I believe her second book _____ (**be** / **good**) than the first one, but we'll see.
- My jeans _____ (**not be** / **comfortable** / **enough**), so I need to buy a new pair.
- Helen wants to buy a sweater _____ (**trendy**) as her old one.
- A professional dancer _____ (**have** / **exercise**) a few times a week to be in good shape.

10 Complete the gaps with appropriate words.
Use no more than three words in each gap.

- The logo _____ I really like was created by my brother.
- You _____ to read a boring book till the end if you don't like it.
- I am so tired today. I think _____ to sleep early.
- The influencer _____ to take part in the campaign is a friend of mine.

- George is an actor _____ play almost anything you want.
- What Sue likes about her new outfit is that it _____ unusual than the ones she usually wears.
- Their new album is _____ expensive, so I'm not _____ buy it.

11 Translate the questions into English.

- Jaką najtańszą rzecz kupiłeś kiedykolwiek na wyprzedaży?

- Jakie rodzaje przedstawień będą popularne w teatrze w przyszłym roku?

- Czy efekty specjalne są ważniejsze niż ścieżka dźwiękowa?

- Czego nie wolno robić w galerii sztuki?

- Jak nazywa się sklep, w którym można kupić mięso?

- Czy musisz być profesjonalnym aktorem, żeby zagrać w filmie?

ENGLISH IN USE

12 Complete the mini-dialogues.

- X:** These blue jeans are nice, should I try them on?
Y: I think you _____ great in them!
- X:** There's a great play at the theatre this weekend. Shall we go?
Y: OK, why not, but I hope it will be _____ the last one we saw!
- X:** Have you seen the new TV series with John Smith?
Y: No, not yet.
X: You _____ definitely watch it! You love crime stories.
- X:** I'm going to the cinema tomorrow with Mike, _____ sister you met at the party last week. Fancy going with us?
Y: Sure! That'll be fun!
- X:** This dress is lovely. _____ by credit card?
Y: I'm afraid we accept only cash.

13 Translate the Polish parts of the sentences into English. Use no more than five words.

- I believe _____ (**jego nowy film wygra**) the best picture award this year.
- I don't like this slogan. It's not _____ (**tak chwytliwy jak**) the previous one.
- I really like _____ (**aktora, który grał**) James Bond in *Dr No*. Can you remind me of his name?
- Please remember that you _____ (**nie wolno dotykać**) these paintings.
- The jacket _____ (**nie była wystarczająco ciepła**), so I took a coat instead.

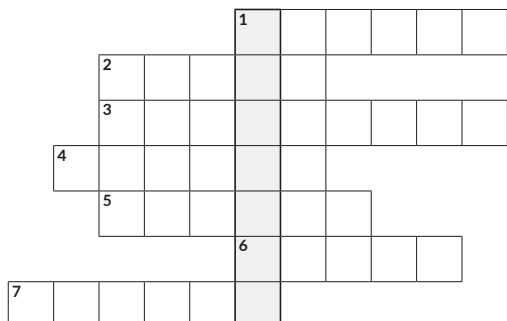
7

BACK TO NATURE

VOCABULARY

landscape and geographical features

1 Complete the crossword. What is the hidden word?



- 1 a small river
- 2 the area of sand beside the sea
- 3 the place where a river drops off the side of a mountain
- 4 a piece of land surrounded by water
- 5 an area of land covered with trees
- 6 a large volume of water that makes its way towards the sea
- 7 the low area between two mountains

2 Choose the odd one out.

- 1 coast / sea / valley
- 2 wave / field / path
- 3 waterfall / hill / mountain
- 4 lake / stream / river
- 5 beach / island / forest

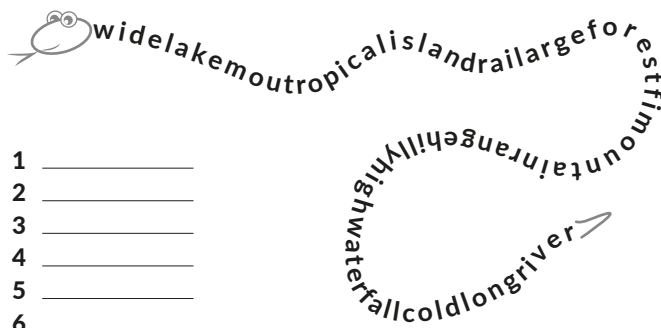
3 Complete the text with the words from exercises 1 and 2.

Ian,
I've just found the perfect place for our holiday this year. It's a campsite on the Spanish ¹c_____, right next to the seaside. There is a beautiful clean ²b_____ and a blue ³s_____. We could sunbathe and swim there every day. We could also try surfing because the ⁴w_____ are great in the summer. But the best part is that there are also ⁵h_____ nearby, so we could go climbing too. The campsite is in a ⁶f_____ between the sea and the mountains. There you are ... it's perfect! We will never get bored there. In one of the pictures I'm sending, you can see there is even a nice ⁷s_____ nearby, so we could even go fishing. Talk to your parents about it and let me know what you think. Cheers!

Andy



4 Find six adjective + noun collocations in the word snake.



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

5 Complete the sentences with the phrases from exercise 4.

- 1 Sierra Nevada is a _____ in Spain.
- 2 The Niagara is a _____ between Canada and the US.
- 3 The Amazon is a _____ in South America.
- 4 Bali is a _____ in Indonesia, which I'd love to visit.
- 5 There is a _____ near Białowieża, which is also a national park.

VOCABULARY CHALLENGE! Student's Book, p. 111, UNIT 7, ex. 1

6 Translate the Polish parts of the sentences into English.

- 1 While we were driving through a _____ (*górzysty teren*), I started to feel sick.
- 2 We had to wear life vests because _____ (*rzeka była głęboka*).
- 3 Don't worry, we'll be fine! _____ (*Jezioro jest bardzo spokojne i płytkie.*)
- 4 We walked along a _____ (*kamienistej ścieżce*) through the forest.
- 5 You'd love it here! From my bedroom _____ (*jest zapierający dech widok*) of the scenery.
- 6 We couldn't swim yesterday because of the _____ (*wzburzone morze*).
- 7 I can't climb this mountain – it's _____ (*zbyt wysoka i zbyt stroma*).
- 8 The Mazowsze district is situated in quite a _____ (*płaskim terenie*) of Poland.

7 Write 4–5 sentences describing a place where you'd like to spend your dream holidays.

1 Decide if the sentences below are in the zero (0) or first conditional (1).

- 1 When it gets colder, the heating system turns on automatically. ☐
- 2 If the tickets are too expensive, I'm afraid I won't buy them. ☐
- 3 Will we leave early in the morning if it's still so foggy? ☐
- 4 My parents get angry if I don't come home on time. ☐
- 5 Everybody stays at home when it rains heavily. ☐
- 6 We may stay at home if it doesn't stop raining. ☐

2 Match the parts of the sentences. Then choose the correct option to complete the sentences.

- 1 I promise I'll phone you ☐
 - 2 If you need more information, ☐
 - 3 You'll get a headache ☐
 - 4 Oscar will need to see a doctor ☐
 - 5 You don't always need a passport ☐
 - 6 If I don't get to the airport on time, ☐
- a if he still **feel** / **feels** unwell tomorrow.
 b if you **will stay** / **stay** in the sun for too long.
 c I'll **miss** / **won't miss** my flight.
 d you **may** / **will** go online and look it up.
 e when I **have** / **will have** more information.
 f when you **will travel** / **travel** abroad.

3 Choose the correct answers.

- 1 If you press this button, water _____ running from the tap.
 a start b might start
- 2 I'll start making lunch _____ come back with the shopping.
 a when you b when you will
- 3 Susan will check her emails if she _____ time.
 a will have b has
- 4 If it isn't sunny tomorrow, _____ go to the beach.
 a we don't b we won't
- 5 When people _____ too much, they often feel sick.
 a eat b will eat
- 6 If this project _____, I might get a better mark.
 a goes well b will go well

4 Write conditional sentences from the prompts A and B.

If Mary moves to a different city, she will miss her friends.

- | | |
|---|---|
| A
move to a different city
throw a birthday party
pass her Matura exam
not buy a new dress
be late for school
go to England on holiday | B
have to stay after class
improve her English
have nothing to wear for the party
miss her friends
go to university
invite all her friends |
|---|---|

5 Complete the text with the correct form of the verbs in brackets.

Nina, what shall we do about the evening out at the music club tomorrow?

Well, if it ¹ _____ (**not stop**) snowing, I ² _____ (**not go**). First of all, if they ³ _____ (**not clear**) the snow from the streets, it ⁴ _____ (**take**) me at least an hour to get home from school. Then I have to do my homework. If I ⁵ _____ (**have**) any more homework, it may take two hours to do it, so I won't be ready by six o'clock. I may be at the music club around seven if I ⁶ _____ (**not get**) stuck in a traffic jam of course. Let's face it, if I ⁷ _____ (**be**) at the club at seven, I ⁸ _____ (**not be**) able to get back home before ten, and you know my mum always ⁹ _____ (**get**) angry when I ¹⁰ _____ (**stay**) out late. So, I think we'd better stay at home. What do you think?

6 Find and correct five mistakes in the advertisement below.

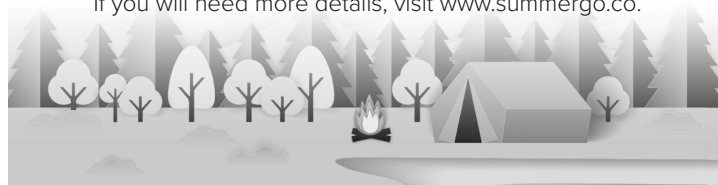
☀ SUMMER CAMP ☀

Have you thought about your holidays yet?

If you enjoy camping in the mountains, you love our offer. We're inviting you to spend three weeks living outside the city. If you be not sure how to survive such a long time without a smartphone and the Internet, don't worry! There are lots of great activities waiting for you, so you won't get at all bored.

If you will book the camp by the end of May, you will pay less. When you are a student, you will get a 20% discount!

If you will need more details, visit www.summergo.co.



GRAMMAR CHALLENGE! Student's Book, page 111, UNIT 7, ex. 1

7 Rewrite the sentences using **unless**.

- 1 Your parents will be angry if you don't tell the truth.

- 2 If we don't offer to pay her, she won't help us.

- 3 He'll be upset if you don't call him.

- 4 They'll sell the house only if it's absolutely necessary.

- 5 If Julia doesn't apologise, I won't speak to her.

- 6 I'll report you to the police if you don't give me my money back.

1 Read the prompts and give your advice.

What would you advise a person who

1 is caught in a storm in a park?

2 is driving at night in thick fog?

3 is going out on a very smoggy day?

2 MP3 12 Listen to four announcements and answer the questions. There is one extra question.

Which speaker

- a mentions the difficulty of predicting the weather?
- b is advising listeners to observe the environment?
- c would like to receive more information?
- d is telling walkers to be extremely careful?
- e is inviting listeners to another event?

1 ☐ 2 ☐ 3 ☐ 4 ☐

3 MP3 12 Listen again and complete the information.

A



The West: 1 _____ and icy roads

The North & South: 2 _____ due to heavy rains

The East: temperatures 3 _____, strong winds

B

The mayor has announced that a new programme has been created to 4 _____ levels in the city. Smog alerts will be sent to institutions and corporations. People will have the chance to buy a modern monitoring system that will send them 5 _____. More info at 7 p.m.

C

Signs of earthquake coming:

- ☐ water levels rise for no reason,
- ☐ 6 _____ suddenly,
- ☐ pets behave nervously or even 7 _____,
- ☐ you may see cows lying down,
- ☐ 8 _____ unnatural.

D

New recycling policy:

- separate bins for paper, glass, plastic, metal and 9 _____
- no 10 _____ in shops
- rubbish collections will take place twice a week

REVISION Student's Book, page 80

5 Choose the correct answers.

- 1 I'm afraid it's too _____ to go surfing today.
a wind b windy
- 2 The weather was beautiful. There wasn't a _____ in the sky.
a cloud b cloudy
- 3 There's a _____ coming, so you'd better stay at home.
a storm b fog
- 4 It was quite a _____ morning, so I put on a woollen hat.
a foggy b frosty
- 5 I hate _____ weather – I'd rather stay in than go out and get wet.
a windy b rainy

6 Complete the sentences with the correct form of the words below. Use one word twice.

rain sun fog wind snow

- 1 We couldn't go skiing because there was not enough _____.
- 2 The weather was nice and _____, so we went for a walk.
- 3 We didn't have an umbrella, so we had to stay in all day because of the _____.
- 4 The mornings are usually _____ at this time of year; in fact, today you can't see a thing!
- 5 It was a beautiful _____ day, so we went ice-skating in the park.
- 6 A very strong _____ is blowing from the south.

7 Choose the correct option to complete the sentences. Then write sentences with three of the words you have not chosen.

- 1 We simply couldn't stand the *heat* / *temperature* of the sun. It was extremely hot.
- 2 I hate storms because I find loud *lightning* / *thunder* really frightening.
- 3 I grew up in a hot and wet *weather* / *climate*, so winters in Norway are really difficult for me to deal with.
- 4 It's *frozen* / *freezing* outside. Do we really have to go for a walk?
- 5 I liked everything in Finland, apart from the *weather* / *climate* – I was cold all the time.
- 6 Did you listen to the *prediction* / *forecast* yesterday? Should I take a jacket?

8 Write three sentences to answer the question.

How does the weather influence your mood?

1 Which sentences describe situations which are: probable (1) or not probable (2) at the moment of speaking?

- 1 What would you do if you failed the exam? ☐
- 2 If I don't make it on time, I'll call you. ☐
- 3 If Tom was taller, he would play in the school basketball team. ☐
- 4 Will you go if she invites you? ☐
- 5 If it stopped snowing, we could go and play outside. ☐
- 6 If I knew more, I'd let you know. ☐
- 7 I may buy you some new clothes if you go to the shops with me. ☐

2 Choose the correct option to complete the sentences. Sometimes both options are correct.

- 1 If I **d have** / **had** a printer, I'd print the essay myself.
- 2 If you **write** / **wrote** more slowly, you wouldn't make so many mistakes.
- 3 What would you do if there **would be** / **was** a burglar in your house?
- 4 If I **was** / **were** you, I would leave her alone.
- 5 Would you buy a bigger flat if you **would** / **could** afford it?
- 6 If I **win** / **won** a million pounds in the lottery, I'd quit my job.
- 7 **Would Sara be** / **Was Sara** happy if she heard the news?
- 8 If I **have** / **had** to spend a night in the forest, I'd be terrified.

3 Complete the text with the words below.

would choose had wasn't would be could choose
would go

If I ¹ _____ any place in the world to go on my dream holiday, I ² _____ somewhere hot. If the money ³ _____ a problem, I would book a 5-star hotel next to a white sandy beach. If I decided to go there with somebody, I ⁴ _____ to take Kathy with me. We would lie on the beach or by the pool all day long and we ⁵ _____ extremely happy. If only I ⁶ _____ more time and money.



4 Complete the second sentence so that it means the same as the first.

- 1 I can't go on the trip because I'm ill.
If I _____, I'd go on the trip.
- 2 Phil doesn't expect to get the job.
Phil would be surprised _____ job.
- 3 You should stay at home in this weather.
If I were _____ in this weather.
- 4 I don't think you will win the first prize.
If _____, I'd be surprised.

- 5 Lucy is so clever because she reads so much.
If Lucy _____ so clever.

- 6 Should I say sorry to John?
Would you _____ me?

5 Complete the dialogue with the correct form of the verbs in brackets.

Mandy So, what shall we do in the afternoon? I'm tired of sitting at home.

Ron Well, if it ¹ _____ (**not be**) rainy, we ² _____ (**can / go**) cycling, but not in this weather.

Mandy Well, I'm afraid my bike got broken, but we ³ _____ (**can / go**) for a walk if we ⁴ _____ (**have**) some raincoats.

Ron Oh, but we don't. And it's really cold, so if we ⁵ _____ (**take**) a walk in this temperature, we ⁶ _____ (**end up**) at the doctor's tomorrow. And what ⁷ _____ (**we / do**) then? Stay in bed for the whole holiday?

Mandy That ⁸ _____ (**be**) terrible. Let's just chill out, find a book and read something instead!

6 What would you do in these situations?

- 1 Your computer suddenly breaks down.
If my computer broke down, I would call my friend for help.
- 2 Your best friend moves to Canada.
If _____.
- 3 Your parents give you more pocket money.
If _____.
- 4 You don't have to go to school anymore.
If _____.
- 5 You see a crime take place in the street.
If _____.

7 CUMULATIVE GRAMMAR Translate the Polish parts of the sentences into English. Use no more than five words.

- 1 At the end of this hike you'll see _____ (**wysoki wodospad, który jest**) breathtaking.
- 2 _____ (**Jeżeli Tom nie przyjedzie**) in five minutes, we will go without him.
- 3 What would you buy _____ (**gdybyś mógł**) spend \$100,000?
- 4 _____ (**Na twoim miejscu**), I'd stay out of it – it's none of your business.
- 5 If the sun shines and it _____ (**pada, jest**) usually a rainbow.
- 6 _____ (**Musimy znaleźć**) a place to stop, I can't drive in this fog.
- 7 _____ (**Pokazałabym ci**) my room if it wasn't so messy.
- 8 _____ (**To jest najgorsza burza**) we've had in years.
- 9  It won't taste good _____ (**chyba że ugotujesz to**) in the proper way.
- 10  I won't be able to concentrate _____ (**chyba że będzie cicho**).

1 Choose the correct option to complete the sentences.

- 1 There are different theories as to what wiped **off** / **out** the dinosaurs from this planet.
- 2 The broken pieces of wood or rock that are left after something has been destroyed are called **ruins** / **debris**.
- 3 **Flame** / **Ash** is a grey powder that is left after you burn something.
- 4 **Air traffic** / **Altitude** is the height of a place or object above sea level.
- 5 Over the years, lots of dust **set** / **settled** over the unused furniture in the attic.
- 6 Another expression for five thousand years is five **millennium** / **millennia**.

2 Read the text and complete the answers to the questions.

APOCALYPSE WHEN?

Every now and then, popular media is full of articles forecasting an apocalypse with headlines like 'When will California become an island?!' or 'Will Yellowstone supervolcano wipe out the human race?' They're filled with descriptions of exploding supervolcanoes, oceans of lava and fire, continents moving and other end-of-the-world visions which keep readers fascinated. Yet as frightening as these visions are, the truth behind them is really a bit more banal.

Obviously, even strong regular eruptions can have dramatic results. If you haven't heard what happened in Pompeii in 79 CE, then you need to read more history books and watch more Hollywood disaster movies.

There are more recent examples than in ancient Italy. In 1815 the volcanic ash from the eruption of Mount Tambora spread across the globe, blocking out the sun for months. This caused a worldwide volcanic winter – a cloudy period when average temperatures drop by a few degrees. A 2010 eruption of a volcano in Iceland created huge problems in air traffic. The ash from the eruption sat about 11 km above the earth, which is the altitude where planes fly, so most flights had to be cancelled until the air cleared days later.

It's no surprise then that seeing the word **supervolcano** we start imagining horrible things happening and can't stop reading. But what really is a supervolcano? It's simply a volcano which at some point had an eruption of at least 1000 km³ (enough to cover a large city with a few km of lava and debris) as happened, for instance, in Yellowstone and Colorado in the US, Taupo in New Zealand, Sumatra, and Chile. There are about 20 supervolcanoes in the world, and if any of them

erupted, they would immediately destroy life around them. But the long-term consequences would be worse. Part of the ash would settle on the ground and kill the vegetation across at least one continent, the rest could stay in the atmosphere for years causing a volcanic winter.

This sounds terrifying, but what many people don't know is that the human race has already survived two supereruptions 75,000 and 26,500 years ago. So it does not have to mean the end of mankind. Although the global economy would collapse causing a worldwide crisis and millions of people would starve, many others would survive. Even more importantly, volcanologists claim that they have identified the conditions necessary for such superexplosions. And while they are unable to predict the actual dates, they calculate that no supervolcano will meet these conditions for millennia. So it's safe to say that for us, it's just science fiction. At least for now.



- 1 Why are apocalyptic articles full of scary descriptions? Because readers _____.
- 2 Apart from historical sources, where else can you find the story of Pompeii? You can also learn about Pompeii from _____.
- 3 What had to happen before airplanes could fly after the 2010 eruption? The airplanes were waiting for _____.
- 4 Why are the dates 75,000 and 26,500 years ago mentioned in the text? They are the dates when _____.
- 5 What do scientists not know about superexplosions? They do not know _____.

3 Read the text and complete the notes.

Volcano eruptions

- After the eruption in 1815, people ¹_____ months. What followed was a ²_____.
- Air traffic ³_____ by a volcano eruption in 2010 because the volcanic ash hung in the air.
- A supervolcano may ⁴_____ in the area of the eruption.
- A supervolcano eruption may lead to ⁵_____ and widespread starvation, but it is unlikely to happen for many years.

4 Complete the phrases with the verbs from the box. Check your answers with the text on page 86.

clear forecast starve block out dropped
collapse spread

- 1 _____ an apocalypse
- 2 _____ across the globe
- 3 _____ the sun
- 4 temperatures _____
- 5 the air _____s
- 6 the economy _____s
- 7 _____ to death

5 Complete the sentences with the correct phrases from exercise 3.

- 1 The sandstorm completely _____ the sun for a few minutes. When the air finally _____, we saw that our cars were covered with sand.
- 2 The weather channel is _____ an apocalypse because a huge tsunami will hit our shores in two days.
- 3 After the two horrible hurricanes, the economy of the country _____ and international help was needed.
- 4 The news about the nuclear plant destroyed in the earthquake quickly _____ across the globe.
- 5 The flood destroyed the fields and many people _____ to death.
- 6 During the night, the temperature _____ below zero and the rain turned to snow.

REVISION Student's Book, pages 82-83

6 Unscramble the English versions of the Polish words and write them in the grids. What is the hidden phrase?

FEAFCT (mieć wpływ) 11

GOTRHDU (susza) 13

KUQEARAETH (trzęsienie ziemi) 15 14

DOLFO (powódź) 7

RECSUE (uratować) 5 12

VUIRESV (przeżyć) 9

SEITKR (uderzyć) 10

OVCAONL (wulkan) 2

ONTEPRUI (wybuch, np. wulkanu) 3

REIWIDFL (niekontrolowany pożar) 8

CESAU (powodować) 4 16

LAHVANCEA (lawina) 1

CIRERUNAH (huragan) 6



HIDDEN PHRASE:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

7 Translate the Polish parts of the sentences into English.

- 1 _____ (Powódź miała wpływ na) thousands of people, who have lost their homes as a result.
- 2 Only one climber _____ (przeżył lawinę) on Mont Blanc last week.
- 3 If the _____ (susza) continues _____ (prawdopodobnie spowoduje niekontrolowane pożary), as it did last year.
- 4 770 people _____ (zginęło) in last week's _____ (trzęsieniu ziemi).
- 5 _____ (Huragan uderzył) in the middle of the night when most people were at home.
- 6 _____ (Już uratowaliśmy) thousands of people after the tsunami, but thousands are still waiting for help.
- 7 If the smoke _____ (będzie kontynuował) to come out, _____ (wulkan wybuchnie) during the next few days.

VOCABULARY CHALLENGE! Student's Book, p. 111, UNIT 7, ex. 2 & 3

8 Complete the sentences with the correct form of the words below. Use each word twice. There is one extra word.

beg disaster miss save touch wave

- 1 Don't _____ it, or you'll burn your hand!
- 2 There are some great _____ for surfing in Hawaii.
- 3 I _____ my mum, but she still didn't let me go camping.
- 4 I'll _____ you when you move to another town.
- 5 If I _____ enough money, I'll go to New Zealand this summer.
- 6 If we don't hurry, we'll _____ the plane.
- 7 John gave some money to the woman who was _____ in the street.
- 8 Ruth _____ a kitten from drowning in the river.
- 9 The article _____ on many important problems.
- 10 The queen _____ to the people who had gathered in front of the palace.

1 Find and correct a mistake in each sentence.

- 1 I'm also interested with exotic animals.

- 2 That's why this option doesn't seem interesting for me.

- 3 I don't keen on watching animals, so zoos are not for me.

- 4 Sitting in the park all day wouldn't really interested me.

- 5 I wouldn't go on picture number 2 because I find walking in a park rather dull.

2 Write sentences from the prompts.

- 1 I would / like / learn more / animals / and / the zoo / be / perfect place / do this / .

- 2 another reason / that / I / prefer / go / somewhere quiet / .

- 3 it / would / fun / have / picnic / .

- 4 fishing / be / rather dull / thing / do / .

- 5 I / keen / visit / places / where / not be / many people / .

3 **MP3 13** Listen to four people talking in different situations 1–4 and match them with the correct replies a–e. There is one extra reply.

- 1 ☐ 2 ☐ 3 ☐ 4 ☐
- a Neither am I! It would be more fun to go and feed the ducks at the park pond.
- b Also, you can learn a lot about animals from all over the world.
- c Firstly, because walking around a duck pond is a rather dull thing to do.
- d Somewhere quiet. If I can pick, then I choose bird-watching in the forest.
- e That sounds pretty exciting, I love exotic animals.

4 Do the task below and answer the two questions. Write 4–5 sentences.

 5 minut

Chcesz spędzić dzień z młodszym bratem, który bardzo lubi zwierzęta. Masz do wyboru dwie możliwości.

- Powiedz, którą wybierasz i dlaczego.
- Wyjaśnij, dlaczego odrzucasz tę drugą.



- 1 Many people complain that modern cities don't have enough green spaces. Do you agree? Why/Why not?
- 2 Should we keep wild animals in ZOOS? Why/Why not?

1 Put the sentences in the correct order to make a paragraph. Then decide which is the topic sentence (TS), supporting sentences (SS) or examples (E).

As far as I am concerned, it is a paradise for people who like nature. **A**

You can, for example, travel from one old castle to the next or spend a week sightseeing in the capital city, Edinburgh. **B**

I must say, in my opinion, Scotland is the perfect place for a holiday. **C**

First of all, the mountains offer breathtaking views and they are ideal for walking holidays. **D**

In my view, it is also a great country for tourists who are interested in history. **E**



2 Read the notes for a paragraph on a topic: 'My country is a great place for tourists'. Use the prompts below to write sentences.

TOPIC SENTENCE: opinion / excellent place for tourists / .

SUPPORTING SENTENCE 1: weather / change throughout the year / but / never too extreme / .

EXAMPLES: example / winter / great time for / skiing / summer / hot enough to sunbathe / .

SUPPORTING SENTENCE 2: add / a great variety / landscape / everybody can find a place they can relax in / .

EXAMPLES: south / mountains / north / seaside / some amazing lakes and forests / central Poland / .

3 Read the instructions and do the writing task.

Twoja ulubiona gazeta dla młodzieży ogłosiła konkurs na pracę na temat: „Dlaczego Polska to wspaniały kraj dla turystów?”. Napisz akapit **rozprawki** (100–150 słów), w którym przedstawisz i uzasadnisz swoje stanowisko w tej kwestii.

1 Choose the correct word to complete both sentences in each pair.

- We didn't know where the waterfall was – we found it by _____. Giving money to charity, we give poor people a _____ to live a better life.
a accident b chance c opportunity
- London _____ in the south of England. Don't believe him, he _____ all the time.
a lies b places c hides
- The Rocky Mountains are the longest mountain _____ in the North America. I can't call anybody, my phone is out of _____.
a range b chain c reach
- Every year students of our school _____ part in Earth Day. You should _____ an umbrella, it looks like it's going to rain.
a get b put c take
- The weather centre is warning that the hurricane will probably _____ tomorrow morning. The workers say they're going to _____ if they don't get what they want.
a beat b strike c affect
- Two people went _____ during the storm last night. Despite _____ the bus, we managed to get to the airport on time.
a losing b missing c disappearing

2 Choose the correct option to complete the second sentence so that it has the same meaning as the first. The new sentence must have the word given without the change of its form.

- The aquarium might be closed, but then we'll just go to the botanic garden. **CLOSED**
If the aquarium *is closed* / *will be closed* / *closed*, we'll just go to the botanic garden.
- This is the beach. We found beautiful shells on it. **ON**
This is the beach *on which* / *on where* / *on it* we found beautiful shells.
- We came here a lot as children. **COME**
We *have come* / *used to come* / *had come* here a lot as children.

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

- Always make sure the water isn't running when you brush your teeth. **TURNED**
Always make sure _____ when you brush your teeth.
- I don't go sailing because I get seasick. **NOT**
If _____, I would go sailing.
- There was so much fog that we couldn't take pictures. **SO**
It _____ we couldn't take pictures.
- I'm sure we're not on the right path. **CAN'T**
We _____ on the right path.
- There were many signs of the volcano waking up and then it erupted. **BEEN**
Before the volcano erupted _____ many signs of it waking up.
- You're not allowed to touch the coral reef. **MUST**
You _____ the coral reef.
- We have to wait for higher waves to go surfing. **ENOUGH**
The waves _____ to go surfing.
- We need the rain to come soon or we'll have a drought. **UNLESS**
_____ soon, we'll have a drought.

4 Complete the sentences with the correct form of the words in brackets.

- A personal horoscope is a _____ (*predict*) about your life based on the position of the stars at the moment of your birth.
- It's _____ (*freeze*) today! Take your warmest winter jacket!
- This _____ (*hill*) area is perfect for cross-country cycling.
- The _____ (*hot*) of the sun forced everybody to find shelter in their air-conditioned rooms.
- Unfortunately, the beach here is rather _____ (*stone*).
- Hundreds of people are left _____ (*home*) after the flood.
- The view from the top of this mountain is absolutely _____ (*breath*).

5 Translate the Polish parts of the sentences into English.

- _____ (*Jeśli pójdziesz tą ścieżką*), you'll get to the village.
- Today it _____ (*będzie mgliście*), so let's go _____ (*do oranżerii*).
- People living in the western world _____ (*marnują dużo*) food.
- _____ (*Gdybyś wiedział*) that a tsunami was going to hit your area, what _____ (*byś zabrał*) from your home?
- This _____ (*powódź spowodowana była przez burze*) which lasted a few days.
- If we had special containers, _____ (*segregowanie śmieci byłoby prostsze*).
- Many species will die out soon _____ (*chyba że zmienimy*) our attitude to animal protection.
- _____ (*Prognoza pogody na dziś*) says we could have _____ (*burzę wieczorem*).
- The sea _____ (*było tak wzburzone*) that most people on the ship got seasick.
- _____ (*Błagałam ich, żeby się pospieszyli*), but they didn't listen, and _____ (*spóźniliśmy się na autobus*).





1 **MP3 14** Listen to the two dialogues and answer the questions.

1 What's the problem with the hotel room?

2 Why didn't the man see all the dolphins' tricks?

3 When is the best time to call kids at the camp?

4 What does the boy complain about?

2 **MP3 15** Usłyszysz dwukrotnie rozmowę dotyczącą rezerwacji hotelu. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–6, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

☐ **ROOM INFO**

Arrival date: ¹ _____

Number of nights: 2

Number of people: 2

☐ Type of room: ² _____ room

View: ³ _____

Balcony: Yes/☒ No

Cost: ⁴ _____ per night

☐ Breakfast: ☒ Yes/☐ No

CONTACT DETAILS:

Name: *George*

Surname: ⁵ _____

☐ Payment: ⁶ _____ upon arrival

3 Describe the picture and answer the three questions. Use the phrases from exercise 3.

3 minuty

Describe the picture and answer the three questions.



- 1 Where do you think this man is going? What makes you think so?
- 2 What do you like to do in bad weather?
- 3 Describe a situation when bad weather ruined your plans.

4 W zadaniach 1–5 spośród podanych odpowiedzi (A–C) wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasach, poprawnie uzupełniającym lukę. Zakreśl jedną z liter: A, B albo C.

1 _____ (*Jeśli jutro będzie padać*), we will go to the aquarium.

- A If it rains tomorrow
- B As tomorrow it's going to rain
- C Although it will rain tomorrow

2 If I could, _____ (*pojechałbym*) on a trip around the world.

- A I will go
- B I went
- C I would go

3 The forests wouldn't disappear so fast _____ (*gdyby wszyscy utylizowali*) their paper.

- A because all recycling
- B if everybody recycled
- C then everybody would recycle

4 She got scared during the safari because she _____ (*nigdy wcześniej nie była*) so close to a lion before.

- A has never been
- B had never been
- C would never be

5 The buildings _____ (*których mieszkańcy*) don't sort their rubbish will pay more for garbage removal.

- A that residents
- B which residents
- C whose residents

6 If I could choose between these trips, _____ (*wybrałbym*) the one to Hawaii.

- A I chose
- B I'd take up
- C I'd go for

5 Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

It was late February and we were going skiing. Normally, I'm not ¹ _____ on long car trips. I'm a hop-on-a-plane kind of person, but I was actually enjoying myself. Suddenly, disaster ² _____. We were on a narrow road when a storm started. It was raining hard and the temperature started falling. Soon it was below zero. This meant that the water on the road was ³ _____ and turning into ice. I remember thinking, 'I knew it! If we ⁴ _____ not find a place to spend the night soon, we will be in serious trouble.' Parking in one of the side roads and sleeping in the car did not appeal ⁵ _____ us, so we turned into the first driveway we found. We knocked on the door and met such wonderful people that five years later we're still friends. And so this unpleasant adventure had a happy ending after all.



THE WORLD TODAY VIDEOS

Snow monkeys

7

1



2



COMPREHENSION

- 1 Work in pairs. Look at pictures 1–6 from the video. Where do you think snow monkeys live?
- 2 Watch the video. Check your answers to exercise 1.

Glossary

bark (n) the hard outer covering of a tree

branch (n) part of a tree that grows out of the main trunk

hot spring (n) a natural pool of hot water

inn (n) a small hotel in the country

- 3 Watch the video again. Choose the correct option to complete the sentences.

- 1 The monkeys are unique because they *are friendly to tourists / bathe in hot springs*.
- 2 They started bathing in the area nearly 25 / 50 years ago.
- 3 The monkeys *only eat wheat / eat wheat and other things from the mountains*.
- 4 It is difficult *to take photographs in / to get to* the monkey park.
- 5 Snow monkeys are also special because they *live in a very cold place / like to pose for the camera*.
- 6 The monkeys live in the park *all year round / only in winter*.

- 4 Match (1–6) with (a–f) to make collocations used in the video.

- | | |
|-----------|---------------|
| 1 outdoor | a attendant |
| 2 baby | b mountains |
| 3 snowy | c destination |
| 4 tourist | d pools |
| 5 cold | e monkeys |
| 6 park | f climate |

- 5 Complete the captions for pictures (1–6) using the correct form of the collocations in exercise 4.

- 1 The park is a popular _____.
- 2 The _____ are particularly cute.
- 3 The _____ has worked at the park for a long time.
- 4 The snow monkeys are unique because they like to bathe in the _____.
- 5 The park is surrounded by _____.
- 6 These are the only type of monkeys to live in such a _____.

- 6 Watch the video again. Check your answers to exercise 5.

AUTHENTIC ENGLISH

- 1 Work in pairs. Read the sentence from the video. What do you think *gonna* means?

... so I took their pictures and I'm gonna put it on Facebook.

They're probably not gonna be very happy with me ...

- 2 Read the information in the box and check your answers to Exercise 1.

gonna

In informal spoken English, we often say *gonna* instead of *going to*.

- 3 Work in pairs. Ask and answer the questions, using *gonna*.

- 1 What are you going to do at the weekend?
- 2 What are you going to do when your course finishes?
- 3 Where are you going to go on holiday this year?

SPEAKING

Work in groups. Do you think this kind of park is better than a zoo? Why/Why not?



1
going sightseeing2
eating at restaurants3
going on guided tours

READING

- 1 Work in groups. Look at pictures (1–5). Which of these things do you like to do on holiday?
- 2 Read *New York: travel tips and advice*. Match posts (a–e) to pictures (1–5).
- 3 Read the reviews in exercise 2 again. Makes notes about:
 - the name of the place/activity
 - the reason the reviewer went there
 - any positives/negatives
- 4 Work in pairs. Which of the places in New York would you like to visit and why?

SPEAKING

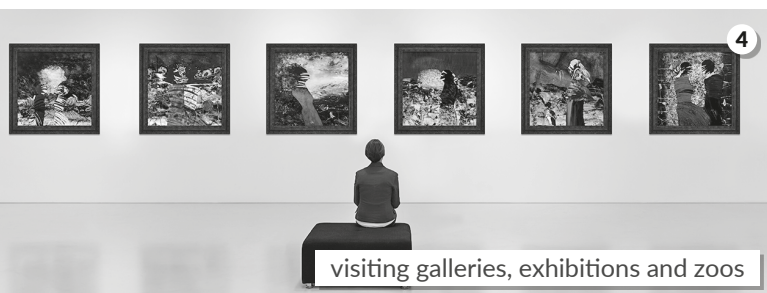
- 1 **PLAN** Make a list of the ten best things to do or see in your city.
- 2 **PREPARE** Work in groups. Choose one of your ideas from exercise 1 to review. Make notes about:
 - the name of the place/activity
 - what you can do there
 - the positives
 - the negatives
- 3 **SPEAK** Work in groups. Use your notes to write a review and present it to the class. Ask follow-up questions for more information.

A: *Wow! That sounds amazing. How much does it cost?*
B: *When I went it was about £15 for an adult.*
- 4 **DISCUSS** Work in pairs. Which of the things in exercise 3 would you like to do or see? Why?

BEYOND THE CLASS

Why not try ...

researching things to do in a city you would like to visit?
Make notes and report back to the class.

4
visiting galleries, exhibitions and zoos5
going shopping

New York: travel tips and advice

Readers give their recommendations for a long weekend in this amazing city.

- a** When I'm on holiday, I always like to try the local food. New York is famous for big slices of pizza, so I read a few reviews online and decided to go to Top Pizza. I wasn't disappointed. The prices are good, you get big slices of pizza and, most importantly, it tastes great! It can get busy though, so get there early.

Nicole Cox, Manchester

- b** I love buying clothes, so the first place I go to in New York is always Madison Avenue. Along this street you can find some of the biggest and best brands in the world – Calvin Klein, Dolce & Gabbana, Prada ... It's amazing! Don't forget your credit card, though, because it can be expensive!

Rob Dawes, Brighton

- c** There are lots of famous landmarks in New York, but my favourite is the Empire State Building. It's really popular with tourists, so the queues are really long, but the view from the top is amazing! My wife and I only went there to take a few photos, but loved it so much we went twice – once on our first day, and again at night!

Jerry Lewinski, Cambridge

- d** Because New York is so busy and crowded, finding a safe place to take kids can be difficult, so I was really happy to discover Central Park Zoo. Sadly, it's not very big, but is a great place to spend a couple of hours with the family. When we went we saw a lot of amazing animals – snow monkeys, parrots, snakes ... even a polar bear! I highly recommend a visit.

Emily Woods, London

- e** I was only in New York for two nights, so I thought a bus tour would be a great way to see the city. I was right! We visited thirty different tourist spots, and our guide told us interesting stories about each place – the kind of things you can't find in a book. It's a great way to learn about New York. However, \$60 is quite a lot of money so there are probably cheaper ways to see the sites.

Chloe McManus, Glasgow



▶ VIDEO 14

SPOTLIGHT ON SOCIETY VIDEOS

The Pride of Rapa Nui

7

BEFORE WATCHING

- 1 Look at the video still and try to answer the questions.



- 1 What island can you see in the photo? _____
- 2 Which ocean does it lie in? _____
- 3 How far from New Zealand is the island? _____
- 4 How many statues are there on the island? _____
- 5 Why do you think people built the statues? _____
- 6 Why is there a giant statue under the ocean? _____

WHILE WATCHING

- 2 Watch the video and choose the best title.

- a The adventures of Te Radar
- b The Moai heads of Rapa Nui
- c Searching for buried statues

- 3 Watch the video again and write the correct answers for the questions in exercise 1.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

FOLLOW-UP

- 4 Match the sentence halves.

- | | |
|---------------------------|--------------------------|
| 1 There's something | ☐ |
| 2 It makes you | ☐ |
| 3 They seem | ☐ |
| 4 There's something about | ☐ |
- a seeing them on postcards.
 - b to watch over the island.
 - c quite powerful about them.
 - d think: how did they manage to create so many of these gigantic statues?

- 5 Complete the text about the Egyptian pyramids with one word in each gap.



I visited the pyramids of Giza. In photos, they
 1 _____ to be in the middle of the desert, but,
 in fact, they are right next to Cairo. I went to see them
 during the day, but it was very crowded, so I went again
 at 5 a.m. There's something 2 _____ being there
 alone as the sun comes up that is really magical.

I've read legends about the pyramids and there is definitely
 3 _____ incredible about them. It 4 _____
 you think: how did the ancient Egyptians manage to build
 these amazing structures without modern tools and tech-
 nology?

- 6 Now complete the sentences about a place in your country with your own ideas.

There's something about _____

 It/They seem(s) to _____

 It/They make(s) you _____

AFTER WATCHING

- 7 Imagine you have just returned from visiting Rapa Nui. Write an email to a friend describing your trip and your feelings about seeing the famous statues.

VOCABULARY

4 Find and correct a mistake in each sentence.

- 1** a small object that you move to do things on a computer screen: _____
- 2** something you wear over your ears when listening to music: _____
- 3** a piece of equipment for filling a battery with energy: _____
- 4** the part of a computer with letters on it: _____
- 5** a small picture on a computer screen that you can click on with a button on your mouse in order to open a program: _____

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

- 1** You need to press the off _ _ t _ _ n to switch the phone off.
- 2** If you save the document on the d _ _ k _ _ p, you will easily find it again.
- 3** I'd like to buy a computer with a 21" LED _ _ n _ t _ r.
- 4** There are two USB _ _ _ _ s on my laptop, so you can plug in both the printer and the drive.
- 5** You can make videos thanks to the built-in _ _ m _ _ a.
- 6** You can now buy special gloves so you can use your t _ _ c _ _ _ r _ _ _ in the winter without getting cold hands.

- 1 Which websites do you **go / visit** most often and why?
- 2 If somebody **leaves / sends** you a voice message, do you always reply to it?
- 3 When did you last **post / check** a comment online? What did you write?
- 4 How often do you **visit / check** your emails?
- 5 When you **make / send** phone calls, who do you usually call?
- 6 What is the best photo you've **left / taken** with your phone?

- 4** Find and correct a mistake in each sentence.

- 1 Just make me a text message to let me know if you agree.
- 2 Monica checks on social networking sites every evening.
- 3 I posted her three voice messages, but she didn't call me back.
- 4 I haven't taken my emails yet, so I don't know if she's sent me one.
- 5 Suzie has sent a lot of wedding websites recently. I wonder why.

- 5** Read the text and choose the correct answers.

A recent survey on the use of phones in everyday life has shown that young people are in fact obsessed with them. With easy internet access, teenagers seem to be online all the time. While on the bus, they ¹_____ on social networking sites. At school they keep ²_____ and checking their emails during their breaks. They put on their wireless ³_____, log onto Spotify and listen to music in the street. They ⁴_____ videos and photos and post them online several times a day. It seems that their thumbs are glued to the ⁵_____ of their smartphones, but IS it a healthy way to spend your time?



- | | | | |
|---|------------------|-----------------------|------------------|
| 1 | a visit | b check | c go |
| 2 | a sending | b making | c leaving |
| 3 | a ports | b headphones | c webcams |
| 4 | a do | b visit | c take |
| 5 | a monitor | b touch screen | c icon |

VOCABULARY CHALLENGE! Student's Book, p. 112, UNIT 8, ex. 1

- 6** Complete the sentences with appropriate words.

- 1 It takes too much time to go online – we need a quicker connection, like _____.
- 2 Is it illegal to _____ e-books? There are lots of them online, and I could read them on my tablet.
- 3 To open the file, just _____ on the icon in the upper corner of the desktop.
- 4 Where's the _____? I'd like to change the channel.
- 5 How many _____ devices do you have in your room?
- 6 You don't need to buy all the programs – there's lots of free _____ online which you can use on your PC.
- 7 Our recent IT project involved creating a _____ of all the students in our class.
- 8 If you want to work in an office, you need to operate a text _____ skilfully.
- 9 I _____ a selfie with a famous actor on Facebook and I got more than a hundred likes.
- 10 Is there internet _____ here? I need to check my emails.

- 7** Choose three questions from exercise 3 and answer them.

1 Choose the correct option to complete the sentences.

- Only last month, more than 100 crimes **are** / **were** committed in this area.
- Some new facts about space are **discover** / **discovered** every year.
- Was the table booked** / **Did the table book** yesterday?
- All the tickets **have** / **will** be sold online.
- The captain of the team **is chosen** / **chooses** by the coach.
- To be honest, not much **has done** / **has been done** to improve the situation.

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

- They will invite her to the wedding. **BE**
She _____ the wedding.
- How many laptops have they bought to the lab? **BEEN**
How _____ to the lab?
- Nobody uses this socket, so don't plug anything into it. **NOT**
This _____, so don't plug anything into it.
- Where did your parents bring you up? **YOU**
Where _____ up?
- They haven't painted the wall yet. **NOT**
The _____ yet.
- When do you celebrate your birthday? **CELEBRATED**
When _____?
- In the future, people will heat houses with solar power. **WILL**
In the future, houses _____ solar power.
- The secretary hasn't sent important emails yet. **SENT**
Some important emails _____ yet.

3 Complete the sentences with the correct passive form of the verbs below.

repair build empty clean serve sign give

- When _____ your house _____? It looks old.
- You _____ the names of the students who failed the exam tomorrow.
- _____ this place _____ recently? It's such a mess.
- The document _____, so the secretary asked me to add my name to it.
- My laptop _____ last month, but it has broken down again.
- Don't eat anything now. Dinner _____ in a few minutes.
- How often _____ the bins _____?

GRAMMAR CHALLENGE! Student's Book, page 118, UNIT 8, ex. 1

4 Write active or passive sentences from the prompts. The underlined word is the focus of the sentence.

- write / Hamlet / William Shakespeare / .
- the old church / build / Europeans / 1876 / .
- finish / the project / in three months / .
- the cleaners / make / the beds / every morning / .
- my brother / fix / the computer / yesterday / .
- my teacher / not mark / the tests / yet / .
- Mrs Stevens / choose / three students / for the competition / .

5 CUMULATIVE GRAMMAR Read the text and choose the correct answers.

Since computer technology ¹ brought to us in the last century, IT business has developed rapidly. Only since last year several electronic devices have ² invented and new smartphone applications ³ created almost every day, making our lives so much easier. Food ⁴ ordered online, and films ⁵ from the Internet. Specialists say that in ten years most people ⁶ everything online. Well ... Why not, if it's just one click of your mouse? However, ⁷ all of this progress really needed? Aren't we becoming a bit too dependent on it? Let's look at the dark side of technology.



- a been b was c has
- a been b be c -
- a will b be c are
- a be b is c has
- a are downloading b are downloaded c been downloaded
- a will be bought b will buy c have bought
- a were b has c is

1 Match 1–5 with a–e to make phrases.

- 1 plug it into
- 2 connect
- 3 key
- 4 insert a card
- 5 switch
- a in a password
- b the button on
- c the socket
- d into the router
- e to the laptop

2 MP3 16 **Listen to a conversation between Lily and her uncle and choose the correct answers.**

- 1 Where is the conversation taking place?
 - a In a shop.
 - b In the street.
 - c At home.
- 2 Which is the correct sequence of events in the conversation?
 - a Uncle Darren congratulates Lily on her new job, complains about the router shop, asks for some advice.
 - b Uncle Darren asks for some advice, criticises the router shop, praises Lily for her achievement.
 - c Uncle Darren expresses praise for Lily, complains about the service at the router shop, asks for Lily's help.
- 3 How does Uncle Darren feel about the help he got from Lily?
 - a He seems very confused.
 - b He sounds satisfied with the advice.
 - c He appears as lost as he was before.

3 MP3 16 **Listen again and complete the instructions.**

1



First of all, you must ¹ _____ router. After that,
² _____ the socket. ³ _____ on and
⁴ _____ to stop flashing.

2



Find ⁵ _____ on your laptop and your Wi-Fi address.
 Key in ⁶ _____ which is on the outside of the box.

4 Write a simple step-by-step instruction for one of the following activities.

- 1 How to take a good selfie.
- 2 How to use the scanner on your phone.
- 3 How to upload a photo/video on social media.

REVISION Student's Book, page 92**5 Complete the sentences with the words below.**
There are two extra words.

connection	noise	work	fix	crashed	signal
		broke	lost		

- 1 The TV doesn't _____, but I have no idea why.
- 2 I'm afraid my smartphone _____ – I can't even turn it on.
- 3 All the hotel guests were complaining about the slow internet _____.
- 4 Clara dialled the number, but there was no _____.
- 5 What would you do if you _____ all the files on your PC?
- 6 I need somebody to help me _____ the car – I can't start the engine.

**6 Add one missing word in each sentence.**

- 1 I wanted to buy the ticket from the ticket machine, but it was of order. _____
- 2 Your laptop is breaking all the time – don't you need a new one? _____
- 3 I'm sorry I'm late – my battery ran and I couldn't call you. _____
- 4 There was a loud clap of thunder and suddenly worked. _____
- 5 This machine is making funny noise – are you sure it's not broken? _____

7 Describe a situation in which you had a problem with electricity or an electrical appliance. What did you do?

1 Match the direct sentences with the corresponding indirect sentences. There are two extra indirect sentences.

- 1 'I often change my password.'
- 2 'The girls are playing AR games at the moment.'
- 3 'I often changed my password.'
- 4 'I won't make a call.'
- 5 'I've never left a voice message.'
- 6 'I can't make a call.'

He said that

- a the girls were playing AR games at that moment.
- b he wouldn't make a call.
- c the girls are playing AR games at the moment.
- d he often changed his password.
- e he never left a voice message.
- f he couldn't make a call.
- g he had never left a voice message.
- h he had often changed his password.

2 Choose the correct option to complete the sentences.

- 1 My mother told me that I **would need** / **had needed** a new laptop soon.
- 2 The shop assistant said they **couldn't** / **won't** repair the router.
- 3 The professor explained that the first computer **has been invented** / **had been invented** in the 19th century.
- 4 Mary said she **was charging** / **charged** her mobile every day.
- 5 Hugh said that he **is posting** / **was posting** a comment then.
- 6 My sister said she **had never taken** / **never took** a selfie.

3 Complete the sentences with the correct form of the verbs below.

can download not have record steal try work

- 1 Lara said that someone _____ her headphones at the party the previous night.
- 2 Chris said that he _____ the app because his phone memory was full.
- 3 The students told the teacher they _____ on their IT project at that moment.
- 4 The shop assistant said that he _____ any complaints about the product before.
- 5 The little girl promised she _____ not to use her phone so often in the future.
- 6 The musicians said they _____ a new song the week before.

4 Find and correct a mistake in each sentence.

- 1 Fiona said she was having a conversation now.

- 2 The students told the professor was trying to help them.

- 3 Jane said she will buy a new computer the following day.

- 4 Josh told us that we don't need to buy a better router then.

- 5 The IT specialist explained that he has set a new password a few minutes earlier.

5 Complete the second sentence so that it means the same as the first.

- 1 'I am posting a comment about the positive and negative aspects of AI,' Alex said.
Alex said that _____ comment about the positive and negative aspects of AI.
- 2 'I booked the tickets for the exhibition yesterday,' my father said.
My father said he _____ tickets for the exhibition the day before.
- 3 'We've tried to open the website several times,' the boys said.
The boys said that _____ the website several times.
- 4 'You will need broadband if you want to have a good internet connection here,' my friend told me.
My friend told me that _____ if I wanted to have a good internet connection.
- 5 'My father has already got a full refund,' Lara said.
Lara said that _____ a full refund.
- 6 'We can sell thousands of phablets this year,' the CEO stated.
The CEO stated they _____ phablets that year.
- 7 'My parents don't use laptops every day,' the boy explained.
The boy explained that _____ laptops every day.

6 CUMULATIVE GRAMMAR Complete the dialogue, using the correct form of the words in brackets.

- X Hi Kelly! What's up?
Y Oh, I am so angry. Someone hacked my Facebook account.
X Oh dear! How awful!
Y I know! I got an email from Facebook that my account **1** _____ (**hack**), so I called Kate to help me because she's good with computers.
X What did she say?
Y She said that I **2** _____ (**need**) to try to recover my account on the Facebook website. She told me that I **3** _____ (**get**) a code on my phone. But I didn't. Then she said that I **4** _____ (**have to** / **try**) with my email address, but it was the same – nothing!
X So, what did you do?
Y Kate told me to contact Facebook support. I did that and followed the instructions which **5** _____ (**give**) on their site and, luckily, I managed to recover my account.
X Phew! That's a relief!
Y Yes! Kate told me to set two-factor authentication. She explained that if someone **6** _____ (**try**) to log into my account from an unknown device, I **7** _____ (**be** / **ask**) to confirm it on my phone.
X That's good advice! I'm glad your problem **8** _____ (**solve**)!

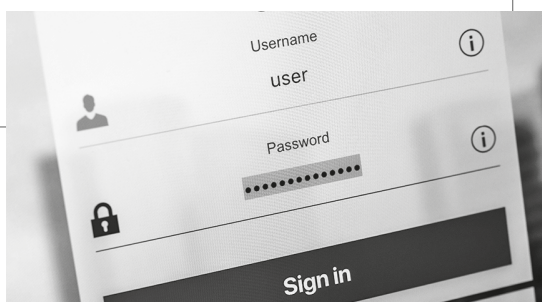
1 Scan the texts in exercise 3 and answer the questions.

- 1 Text 1 describes
- a directions for logging into the system.
 - b tips for keeping an account safe.
 - c rules for using the account.
- 2 The author of text 2
- a is criticising a school program.
 - b is advertising an internet security course.
 - c is presenting his/her opinion on classes in hacking.

3 Read the two texts and complete the dialogue. Use no more than two words in each gap.

Text 1

When you **log into the system**, once a month you will be asked to **change your password** for security reasons. Keep in mind that the system will not allow you to go back to any password you used over the last 6 months. The basic rule about passwords is that they should not be written down. Favourite colors or pet names should not be used as they are too obvious. Also, avoid using the same password for many different accounts. Regularly changing your password is the basic rule of **internet security** and we strongly advise you to do so, but understandably all of the above rules make it difficult to create a strong log-in password and remember it. One way to do it is to take a sentence like 'Two dogs were running up and down a street', change some words to characters (e.g. '2' instead of 'two', '+' instead of 'and') and then use the first letters of it to create: 2Dwru+daS.



2 Which of the following is mentioned the texts?

Put 1 for Text 1, 2 for Text 2 and N if it's not mentioned in either of them.

- a hacking into institutions
- b hacking into accounts
- c the best hackers in the world
- d punishments for hackers
- e passwords
- f keeping your data on the Internet

☐
☐
☐
☐
☐
☐

Text 2



May 24th, 10:13

I just read an article about some controversial computer courses they run in schools. Believe it or not, they teach hacking! Before the course, students have to confirm they will not **hack into** any external computer **systems**, such as **online shops**, banks or school registers because that would be a crime. Instead, they use all kinds of artificial **security systems** offered as part of the course. During the course the students actually learn how to break into these systems.

The article also said that you can become a 'legal hacker'. Apparently, important government institutions and huge corporations hire such software specialists. They literally try to hack into their own computer systems in order to find their weaknesses and fix them.

It sounds shocking, but it makes sense. It teaches you creativity, logical thinking and makes you realize what's legal and what isn't and what damage hacking can cause. Also, in a world where most of our **data is stored in cyberspace**, we need to be aware that it's risky. I think it's much more effective than saying 'be careful with your data' or 'don't hack into systems'.

- Robert** Nasz system znów kazał mi zmienić hasło. Wiedziałaś, że nowe hasło musi się różnić od tych, które już raz wykorzystałaś w ciągu 1 _____?
- Sandra** Oczywiście, inaczej łatwo byłoby włamać się na twoje konto. Tak samo jak używanie jednego hasła do wielu kont. Mam nadzieję, że nigdzie go nie 2 _____?
- Robert** Nie. Zrobiłem tak, jak sugeruje pomoc do systemu: ułożyłem zdanie – bardzo długie – zamieniłem niektóre słowa na 3 _____ i zrobiłem skrót. Powodzenia hakerzy!
- Sandra** Wątpię, żeby ktoś chciał się włamać na twoje konto.

- Robert** Nigdy nie wiadomo! Czytałem dziś artykuł o kursach hakerskich. Można nauczyć się hakowania! Tylko musisz podpisać oświadczenie, że nie włamiesz się do żadnych zewnętrznych komputerowych systemów.
- Sandra** Uczą cię, jak łamać prawo?
- Robert** Uczą cię, co jest legalne, a co nie jest, oraz jakie mogą być słabe punkty systemów bezpieczeństwa. A jeśli chcesz, to możesz znaleźć pracę, gdzie robisz to legalnie, bo 4 _____ i wielkie korporacje potrzebują takich ludzi, żeby testowali ich własne systemy.
- Sandra** Może i słusznie. Wszyscy przechowujemy swoje dane gdzieś w cyberprzestrzeni. A przecież to jest 5 _____ i powinniśmy być tego świadomi. Może powinniśmy iść na taki kurs?

4 **Read the texts again and answer the questions.**

- 1 How often do you have to change your password?

- 2 What kind of passwords are not advisable?

- 3 What do students hack into on the course?

- 4 Why do legal hackers try to hack into computer systems?

- 5 What kind of skills can a hacking course teach students?

5 **Complete the sentences with the correct words from the text in exercise 3.**

- 1 I changed my _____ last week, and now I can't remember it.
- 2 Somebody hacked _____ the government's system and stole some secret information.
- 3 Storing _____ in _____ is very convenient because you always have access to it.
- 4 Our bank has the best security _____ in the world – your money will be safe with us.
- 5 If your school has an online register, you can _____ into the system 24/7 and check your grades.
- 6 Products bought in _____ shops can be returned within two weeks.
- 7 Surfing the Net could be dangerous. That's why children should be taught about internet _____ at school.

REVISION Student's Book, pages 94–95

6 **Find the English translations of phrases a–g below in the word snake.**

- | | | |
|---|-------------------------|-------|
| a | aplikacja | _____ |
| b | połączyć automatycznie | _____ |
| c | cyfrowy | _____ |
| d | innowacyjne technologie | _____ |
| e | inteligentne urządzenie | _____ |
| f | wirtualna rzeczywistość | _____ |
| g | wyświetlać | _____ |

7 **Complete the sentences with the words and phrases from exercise 6.**

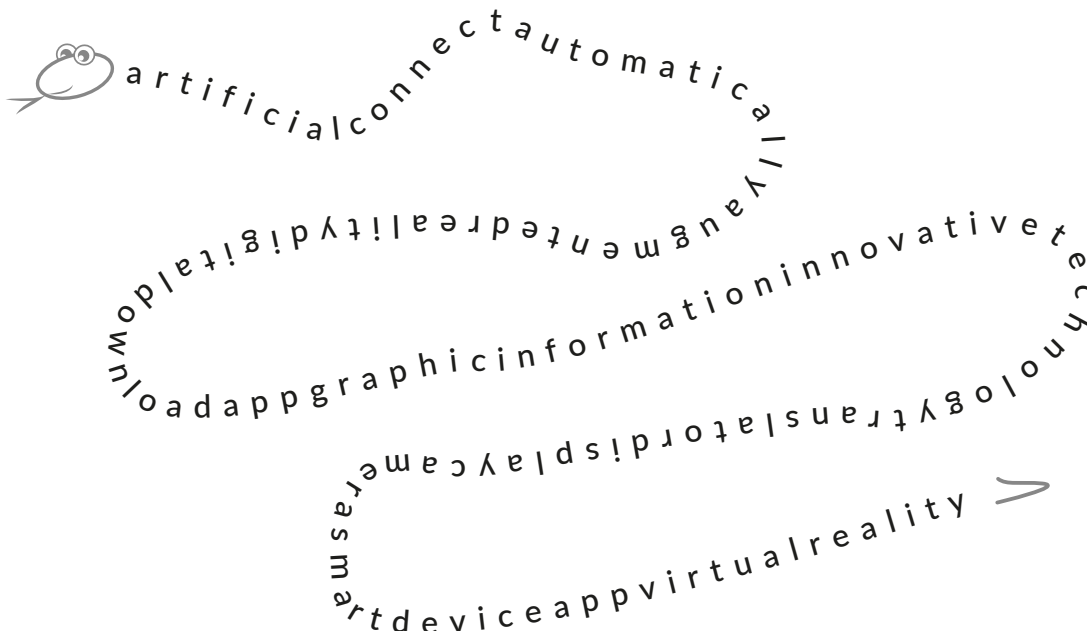
- 1 My new smartphone has many useful _____.
- 2 Click on the product you want to buy to _____ more information about it.
- 3 Some people believe _____ reality is more interesting than the real world.
- 4 _____ cameras are much smaller than traditional ones and take better pictures.
- 5 Smartphones and smartwatches are just two examples of smart _____.
- 6 When the wi-fi is turned on, the laptop _____ to the Internet.
- 7 A good example of how _____ technology is used to help people are 3D printers which are used by doctors to produce implants of hips, knees or teeth.

VOCABULARY CHALLENGE! Student's Book, p. 112, UNIT 8, ex. 1 & 2

8 **Complete the second sentence so that it means the same as the first, using the word given. Do not change the word given.**

- 1 I'm sure that soon all films will be 3D.
All _____ soon.
DEFINITELY
- 2 One day most of our household devices will be smart.
It _____ one day.
CERTAIN
- 3 It is possible that robots will help teachers at school.
It _____ at school.
LIKELY
- 4 It's possible that cures for many diseases will be found.

PERHAPS
- 5 It may be that people will live on other planets.
There _____ on other planets.
CHANCE



1 Complete the sentences with the words below.

back down exchange missing problem receipt
repair refund

- 1 Have you got the _____, please?
- 2 I think there's something _____.
- 3 I'd like to get a full _____, please.
- 4 I'm afraid it's broken _____.
- 5 I'd like my money _____.
- 6 What exactly is the _____ with it?
- 7 I would like to _____ it for a new one.
- 8 I would like you to _____ it for me.

2 Complete the dialogues with the sentences from exercise 1.

- 1 **X** I bought this phone here last week, but I think it's faulty.
Y _____
X The screen doesn't work. When I touch it, nothing happens.
- 2 **X** Yes, I can see that the mouse isn't working. Would you like your money back?
Y _____
X No problem. Would you like the same model or a different one at the same price?
- 3 **X** There seems to be a problem with the USB port. What would you like us to do?
X _____
Y I'm afraid we don't do that. But we can try to fix it or get you a different one.
- 4 **X** Hello, I would like to return this game console.
Y _____
X Unfortunately, I don't have it because I didn't buy it. It was a gift. Can't I get my money without it?
Y I'm afraid not.

3 Write a short dialogue. Use the phrases from exercises 1 and 2 to help you.

 4 minuty

Twój nowy smartfon okazał się wadliwy. Rozmawiasz ze sprzedawcą sklepu, w którym go kupiłeś/kupiłaś. Porusz poniższe cztery kwestie.

typ telefonu
i data zakupu

szczegóły problemu

co próbowałeś/
próbowałaś zrobić

oczekiwany
sposób rozpatrzenia
sprawy

Rozmowę rozpoczyna egzaminujący.



1 In each pair, choose the phrase that could be used in a letter to the editor.

- 1 **a** Dear editor!
b Dear Editor,
- 2 **a** I am writing in connection with ...
b I want to write about ...
- 3 **a** I think it is simply wrong.
b I must say I disagree with this view.
- 4 **a** I look forward to reading ...
b I'm waiting to read ...
- 5 **a** Yours faithfully,
b Keep in touch!

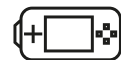
2 Complete the text with the words below.

addition consequently firstly more result
so surprised unfortunately

I must say I'm not ¹_____ to hear that young people spend too much time in front of the computer because I personally know many young people who do so.



²_____, many people are so focused on the bad sides of playing computer games that they don't notice the good sides.



³_____, I'd like to point out that games require players to find solutions to complex problems.



As a ⁴_____, they learn how to think quickly and logically.



What's ⁵_____, many games are multiplayer games and

⁶_____, you learn to cooperate with people.

In ⁷_____, if you play online you usually have to talk to the other players in English,
⁸_____ you can also practise your language skills.

3 Read the instructions and do the writing task. Use phrases from exercises 1 and 2 to help you.

Przeczytałeś/Przeczytałaś artykuł, którego autor pisze o negatywnych stronach korzystania przez młodzież z mediów społecznościowych. Napisz wstęp i akapit **listu** do redakcji (100–150 słów), w którym nie zgodzisz się z opinią autora artykułu oraz przedstawisz sytuację, w której korzystanie z mediów jest bardzo przydatne w życiu nastolatka.

1 Choose the answer which means the same as the Polish parts of the sentences in brackets.

- My MP4 player ____ (*zepsuł się*) yesterday.
a hasn't worked b broke down
c was broken
- When I try to log into my account, the message 'incorrect password' ____ (*wyświetla się*).
a is displayed b is writing
c shows
- I'm sorry, my battery ____ (*mi się kończy*), I'll have to call you later.
a is running out b will be over
c has been finished
- Mr Brown said that he ____ (*zostawił*) you a message.
a has left b had left
c was left
- The IT guy promised that he ____ (*naprawi*) my PC the following week.
a will fix b is going to fix
c would fix
- This message ____ (*była zostawiona*) for you by Mr Brown.
a has left b was given
c was left
- Your PC ____ (*będzie naprawiony*) within a week.
a will be fixed b is fixing
c will fix

2 Read the text and choose the correct answers.



12 August 2018 – 10:14

I had a very unpleasant experience the other day. I needed a new monitor, so I was ¹_____ websites that sell them. I didn't just want to compare the prices, I also wanted to read all the comments which ²_____ below.

They were written by people who ³_____ these products, so they can be very useful. Suddenly, my computer ⁴_____. The screen went black and the computer was making very strange noises. I tried to switch it ⁵_____, but nothing happened, so finally I had to unplug it. Then I couldn't turn it on again. What's ⁶_____, I couldn't find the computer service number. When I finally found it and reached a help ⁷_____ technician, she said the computer ⁸_____ be sent back to them.

- | | | |
|-------------------|----------------|----------------------|
| 1 a browsing | b watching | c looking |
| 2 a posted | b were posted | c have posted |
| 3 a will buy | b were bought | c had already bought |
| 4 a crashed | b disturbed | c hung up |
| 5 a down | b off | c out |
| 6 a bad | b worse | c worst |
| 7 a call | b client | c desk |
| 8 a would have to | b will have to | c has to |

3 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

- A lot of music videos _____ (*upload* / *young musician*) who want to promote their debut albums.
- If you _____ (*click* / *icon*), the help menu will open.
- Be careful – _____ (*you* / *files* / *lose*) if you get this virus.
- You _____ (*connect*) to our new broadband Internet within the next 24 hours.
- My computer started doing strange things after I _____ (*download* / *program*) this website.
- _____ (*be* / *likely*) that I will have a problem with the monitor again?
- _____ (*Scientists* / *now* / *test*) new devices which will help doctors diagnose patients via the Internet.
- Your message _____ (*not send*). Try again.
- I told my brother that I _____ (*have* / *reinstall*) the whole system the previous day to make it work properly.
- Bruce said that he _____ (*leave* / *charger*) on his desk every night.

4 Find and correct a mistake in each sentence.

- My smartphone automatically connects from the Internet and checks my emails.

- This lift is temporarily out order. Please use the stairs.

- I bought a failed webcam and I had to return it to the shop.

- How many USB exits does your PC have?

- This card has inserted the wrong way – that's why your laptop doesn't see it.

- When was this video took?

- Do you know why this application is not worked properly?

- ★ Have you seen the TV pilot? I can't find it anywhere and I want to watch the news.

- The shop assistant said that I can buy the headphones half-price if I was a student.

- The customer said that the printer is making funny noises while printing.



1 Read the four texts in exercise 2 and choose the correct answer.

What are the four texts about?

- a problems caused by playing video games
- b how to get a high score in popular video games
- c ways to make money by playing games
- d good websites for playing games

2 Przeczytaj cztery teksty na temat gier wideo. Do każdego pytania (1–6) dopasuj właściwy tekst (A–D). Uwaga! Dwa teksty pasują do dwóch pytań.

- A** 'Let's play' videos on YouTube show people playing popular video games and adding their own commentary about the characters and action on the screen. But since hundreds of players upload their videos to earn money, there's huge competition. To become successful, you need something that will make you stand out from the crowd, like a sense of humour or your own personal charm. Just don't try to sound too cool or repeat the same jokes all the time as people will not like it. Also, it takes time and hundreds of various videos before you get enough viewers to start making any money.
- B** In multiplayer online games, such as World of Warcraft, you need to create strong and rich characters to compete with others. To do that, you need to play a lot to learn new skills or earn points. If you spend a lot of time playing, you may also find gold or some of the unique items such as the amulets, rings or weapons that are hidden in the game. Many players start to collect these things and build strong characters and then sell them to other players for real-world money. Nowadays, the rules forbid this but many people decide to disregard them in order to make money.
- C** If you want to get your hands on the latest games before they appear on the market, you don't have to get them illegally. Just become a game tester, and you'll play them without breaking the law. This way to make money may sound exciting, however, testers often claim that it really isn't. First of all, contrary to the popular myth of testers' riches, the pay is actually average. Secondly, a tester's job is to find all the possible problems with the game. To do that, they need to play the same scenes hundreds of times for weeks. It can soon become boring, especially since the games are chosen for them by their employer.
- D** Writing game manuals is the perfect way of earning money for people who are good at putting their thoughts into words. Moves that help to develop a strong character, beat the opponent or faster complete a level can be turned into manuals. There are websites, such as Killer Guides, where such manuals can be created in the form of e-books. Of course, some say that the guides spoil the fun of beating the game yourself. However, many players will gladly pay to be told about tricks they didn't notice themselves.

Which paragraph mentions

- 1 a few tricks to develop a character in the game?
- 2 many players trying to be noticed?
- 3 ideas for solving your possible problems with a game?
- 4 people earning less than we believe?
- 5 the repetitive and time-consuming aspect of a job?
- 6 selling your knowledge to other players?

☐
☐
☐
☐
☐
☐

3 Read the texts again and complete the fact file.

How to thrive online

- ★ Your success depends on how ¹ _____, so don't copy others but find your own style.
- ★ Be patient. You won't ² _____ quickly. You need time to get viewers.
- ★ You ³ _____ characters in multiplayer online games.
- ★ Some gamers sell their online characters for real money, but remember that it ⁴ _____.
- ★ If you decide to be a game tester, keep in mind that they don't earn ⁵ _____ as people think, and they often find ⁶ _____ as they have to play the same scenes all the time.
- ★ If you are good with words, you may earn money by ⁷ _____.

4 Do the speaking task and answer the two questions.

5 minut

Twoja szkoła zorganizowała konkurs na plakat pod hasłem: 'Are we addicted to technology?'. Zasiadasz w jury konkursu i masz do wyboru dwie prace.

- Wybierz tę pracę, która, Twoim zdaniem, jest lepsza.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- 1 Do you agree with the opinion that teenagers are addicted to technology? Why/Why not?
- 2 In what situations should people switch off their mobile phones? Give reasons to support your point of view.

5 Read the instructions and do the writing task.

Na forum edukacyjnym toczy się dyskusja o korzystaniu w szkole z nowych technologii. We wpisie (100–150 słów):

- przedstaw swoją opinię na temat używania smartfonów jako pomocy naukowych na lekcjach;
- napisz, jakie nowoczesne urządzenia znajdują się w Twojej szkole i w jaki sposób są wykorzystywane;
- opisz problem, który powstał, gdy takie urządzenie zawiodło;
- zaproponuj, jakie jeszcze urządzenia szkoła powinna zakupić i dlaczego.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).

I'd like to share my opinion with you.

Get in touch!



VIDEO 15



COMPREHENSION

1 Work in pairs. Look at pictures (1–2). What do they show? Which situation is more common at the moment?

2 Watch a video that shows a vision of the future. Choose the best summary (1–3).

- 1 In the future, we will use virtual reality for everything.
- 2 In the future, there will be no people, just machines.
- 3 In the future, people will be out of work because robots will be doing our jobs instead.

Glossary

automated (adj) done by machines, not people
driverless vehicle (n) a vehicle that doesn't need a person to drive it
queue (v) a line of people waiting for something

3 Choose the correct options to complete the sentences. Then watch the video again and check.

- 1 At the beginning of the video, the computer books a **doctor's** / **dentist's** appointment for Alice.
- 2 After breakfast, **she chooses** / **the computer tells her** what to wear.
- 3 Shops try to sell Alice **clothes** / **food** on her way to the medical centre.
- 4 Alice doesn't get medicine from the machine because **she isn't sick** / **it's broken**.
- 5 On her way to work, Alice sees people queuing for **work** / **food**.
- 6 At her office, the computer gives Alice some **good** / **bad** news.

4 Watch the video again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Alice lives with a robotic dog. T / F
- 2 She reads the news headlines on a computer screen. T / F
- 3 There is a 'for sale' sign on her apartment block. T / F
- 4 On her way to the medical centre, Alice sees a woman carrying bags of shopping. T / F
- 5 Alice travels to work with other people. T / F



5 Work in groups. Do you think this vision of the future will happen? Why/Why not?

AUTHENTIC ENGLISH

1 Read the examples from the video and the information in the box. Then answer the questions.

Breaking news – job rumours in India spark migration crisis. But it doesn't have good news for Alice.

Collocations with news

There are lots of words in English that collocate with the word **news**.

- 1 What is 'breaking news'?
 a information about something that has just happened
 b information about something that is about to happen
- 2 What other adjectives can be used before the word news?
- 3 Is news countable or uncountable?

2 Work in pairs. Read the conversation. What do the expressions in bold mean?

A: Did you know that John is getting married?

B: Really? That's news to me.

A: Me too – I only found out yesterday.

B: Oh, no ... Sarah's going to be upset! Who's going to **break the news to her**?

A: I'll do it. We're pretty good friends.

3 Work in pairs. Discuss the questions.

- 1 What was the last news story you heard?
- 2 When was the last time you had to break some bad news to someone?

SPEAKING

Work in groups. What jobs are you happy for a robot to do?

READING

- 1 Work in pairs. Look at the picture. What are the positives and negatives of a robot doing this job?



- 2 Read *The future of work*. Match people (1–5) to the topics they make predictions about (a–e).

- | | |
|-----------|------------------------|
| 1 Barbara | a operations |
| 2 Daniel | b languages |
| 3 Rosa | c postage and packing |
| 4 Antonio | d customer service |
| 5 Paula | e care for the elderly |

The future of work: your comments

In last month's article, we discussed the idea that over the next 20 to 30 years, nearly half of us could lose our jobs to robots.

As usual, our readers had a lot to say on the topic. Here are some of the top comments.

"Soon, chatbots will replace people who work in customer service call centres. Their speech will be so good that you won't know you're talking to a robot. Personally, I don't mind that. I'm happy to talk to a robot."

BARBARA

"I'm pretty sure translators won't exist in the future – machines will translate everything for us. If this happens, nobody will need to learn a language anymore. What would be the point? I really hope this doesn't happen. It would be a sad world for us to live in."

DANIEL

"I think robots can really help us with looking after older people. They could talk to them, remind them to take their medicine, things like that ... This would be amazing, because we wouldn't need carers anymore."

ROSA

"What about medicine? I read an amazing article that said robots will have a greater role in surgery in the future. Some robots already perform operations! I'm not sure if this is good or bad, though. Would you want robots operating on you?"

ANTONIO

"We will always need people – robots can't do everything! I work for a large online shopping company and yes, robots will continue to work in our factories, packing goods and preparing them for travel. But we will still need postal workers and messenger services, so that's a good thing."

PAULA

Glossary

carer (n) someone who looks after a person who is young, old or sick

surgery (n) medical treatment in which a doctor cuts open somebody's body

translate (v) to change written or spoken words from one language to another

- 3 Read the article again. Who is positive and who is negative about the role of robots?

- 4 Work in pairs. Discuss the questions.

- Do you agree with the predictions in the articles? Why/Why not?
- What jobs do you think robots will do in the future? Why?

SPEAKING

- 1 **PREPARE** Work in groups. You are going to debate the future of work.

Group A – You are *in favour* of robots doing more of our jobs in the future. Make notes using the ideas below to help you.

Efficiency: Fewer errors?

Cost: Cheaper to hire a robot?

Artificial Intelligence: Are chatbots like Siri useful?

Group B – You are *against* robots doing more of our jobs in the future. Make notes using the ideas below to help you.

Problems: What if things go wrong?

Boredom: Nothing to do?

Artificial Intelligence: Can you rely on chatbots?

- 2 **PLAN** Try to predict what the other group is going to say and how you will respond.

- humans make more mistakes > **BUT** robots can't adapt when things go wrong
- prefer to talk to a human > **BUT** sometimes it's easier to use a machine

- 3 **SPEAK** Have a debate with the other group. Present your ideas. Listen to the other group and respond to their arguments.

BEYOND THE CLASS

Why not try ...

finding out about other interesting uses of robots?
Make notes and report back to the class.



▶ VIDEO 16

SPOTLIGHT ON SOCIETY VIDEOS

Life in 1927

8

BEFORE WATCHING

1 Work in pairs. Answer the questions.

- 1 What would you do if there was a power cut and you didn't have electricity at home for two days? What problems would you have?
- 2 Which is more important to have at home: a washing machine or a fridge? Why?
- 3 If you were to give up technology for a month, what would you miss most and what could you do without?
- 4 What's the most important invention of the 20th century? Why?

2 Work in pairs. Discuss the ideas below.

- 1 Life in the 1920s was **harder** / **easier**.
- 2 Housework took **more** / **less** time.
- 3 Families spent **more** / **less** time together.
- 4 People **used** / **didn't use** electronic devices.

3 Look at the video stills. Answer the questions below.



1 What clothes are the people wearing? Why?



2 What are the people doing? Who do you think the man with the food cart is?

WHILE WATCHING

4 Watch the video. Tick (✓) the things people had in the past and cross (X) those they did not.

- | | |
|------------------|--------------------------|
| 1 gas | ☐ |
| 2 sweets | ☐ |
| 3 buses | ☐ |
| 4 birthday cards | ☐ |
| 5 candles | ☐ |

5 Watch the video again and choose the correct answers.

- 1 The people in the video are going to live in the past for ____.
 a an experiment
 b a TV show
 c an Internet video
- 2 They have to wash ____.
 a in the kitchen
 b in the bedroom
 c outside the house
- 3 A bar of chocolate costs ____.
 a two pence
 b five pennies
 c a pound
- 4 The men have to spend ____ walking to work.
 a half an hour
 b an hour
 c an hour and a half
- 5 People in the past had to be good at ____.
 a singing
 b making things
 c making music

FOLLOW-UP

6 Write the missing letters.

People in the past didn't have ¹e _____ y, so they couldn't use most of the devices which we have today, like a computer or a ²w _____ m _____. They had a ³f _____ e in the kitchen which they used for cooking and ⁴h _____ g the house. After work, when they wanted to have some fun, they didn't go to the ⁵c _____ a or a café, but, for example, the men met to ⁶s _____ g together.

AFTER WATCHING

7 Imagine you and your friend volunteered to take part in a programme about living in the past. Discuss and write answers to the questions below.

- What decade in the past would you like to live in? Why?
- Why did you decide to take part in the programme?
- What did you find easy and what did you find difficult about living in the past?
- What did you miss most? Why?
- How did you spend your free time? What did you do to have fun?

VOCABULARY

1 Complete the sentences with *go* or *get* in the correct form.

- In my free time, I often _____ horse riding on the beach with my friends.
- Mia hopes _____ a full refund from the shop for the faulty camera she'd bought there.
- Mark and Dan often _____ on social networking sites to talk to their friends.
- My new laptop keeps on _____ stuck and losing the internet connection! How annoying!
- Why don't we just _____ sightseeing? The town seems very pretty.
- Last night three people _____ missing after an avalanche in the Tatra Mountains.

2 Complete the sentences with the correct verb.

- I'd like to learn how to ~~make~~ _____ good photos of wildlife. Can anyone teach me?
- My computer is ~~doing~~ _____ a funny noise. What could it be?
- I've bought a tablet which doesn't work – should I ~~get~~ _____ it back to the shop?
- Remember to ~~do~~ _____ the tap off while brushing your teeth in order to save water!
- More and more of my friends ~~get~~ _____ part in environmental campaigns to raise awareness of climate change.
- Our car has ~~crash~~ _____ down. Where can we get it repaired?
- What do you know about the new guidelines for ~~taking~~ _____ rubbish? Where, for example, do I put empty jars?

3 Match 1–5 with a–e. Then translate the sentences into Polish.

- My brother's new webcam is ☐
- This smart device should connect ☐
- The flooding in the national park was caused ☐
- Grace has always dreamt of diving ☐
- In my opinion, you should always complain ☐

- by heavy rain in the mountains.
- about faulty items.
- not working properly.
- in the coral reef off the coast of Australia.
- automatically to the Internet.

- _____
- _____
- _____
- _____
- _____

4 Choose the correct option to complete the sentences.



Last July my family and I went on holiday to France. It was a relaxing stay, but we also experienced one dangerous situation. To begin with, we were simply relaxing on the ¹ *beach / sea* in Cannes, which was really amazing. But then we wanted to go and see Europe's highest mountain ² *range / strike* – the Alps. When we got to the hotel in the mountains, my mum wanted to go for a walk along a mountain ³ *wave / path* in a neighbouring valley. We must have walked for about an hour before it started to rain, but when we decided to return to the hotel, it turned out that we had got lost. My phone battery had run ⁴ *out / off* of power, so I couldn't use my GPS. To cut a long story short, we were eventually ⁵ *rescued / fixed* by some climbers who were returning from a day on the peaks. I must say I preferred our lazy days spent on the coast to that mountain adventure.

5 Complete the questions with the correct form of the words in brackets, and then answer them so that they are true for you.

- Which is more acceptable for you: _____ (*fog*) or _____ (*wind*) weather? Why?

- Which would you rather visit: a _____ (*botany*) garden or a safari zoo? Why?

- Who is responsible for solving _____ (*environment*) problems such as animal _____ (*protect*)? Governments or individuals? Why?

- Do you agree that a fast internet _____ (*connect*) should be made universally available to everyone? Why/Why not?

- How interested are you in _____ (*innovate*) technologies?

6 Translate the Polish parts of the sentences into English.

- Asher, try saving all your files in the cloud – maybe then you won't _____ (*tracić plików*) all the time.
- The SIM card which _____ (*włożyłem*) in my new smartphone doesn't work properly.
- _____ (*Burze*) are a _____ (*powszechnym problemem*) in this part of the world.
- Ninety percent of all wildfires are started by people, but _____ (*susze*) don't help.
- Some people who _____ (*przeżyli trzęsienie ziemi*) are planning to relocate to different parts of the country.
- Nowadays, you're more likely to find _____ (*plastikowe torby*) rather than mushrooms in the _____ (*lesie*) next to my home.

VOCABULARY CHALLENGE!

7 Complete the sentences with appropriate words.

- 1 Dołgie Małe lake in Słowiński National Park isn't deep at all. In fact, it's very s_____.
- 2 They were sitting on the sofa, listening to the thunder and looking at the l_____ outside.
- 3 Mum, what's the weather f_____ for tomorrow? Do you think it is going to snow again?
- 4 Tim's just installed b_____ in his flat to have a more stable internet connection.
- 5 Most hotels offer good internet a_____ to their guests. The Wi-Fi is usually free too.
- 6 It is l_____ that we'll learn and work from home more often in the future.

GRAMMAR

8 Choose the correct answer a, b or c to complete the sentences.

- 1 If we ____ to go to France by plane, it will be faster and more convenient.
a decided b decide c will decide
- 2 How many videos ____ on YouTube every day?
a upload b were uploaded
c are uploaded
- 3 Jane told her sister that she ____ to change her password more often.
a needed b has needed
c was needing
- 4 When you plug the device in, the red light ____ flashing.
a would start b starts c start
- 5 If you ____ busy at the weekend, we could go to the countryside.
a weren't b were c wouldn't be
- 6 Sarah said that she ____ miss her family at the summer camp.
a would b can c -
- 7 Everything ____, so we are ready for our holidays.
a has booked b were booked
c has been booked
- 8 Peter told his parents that he ____ the previous weekend working on his IT project.
a spent b spend c had spent

9 Find and correct a mistake in each sentence.

- 1 When the internet connection be restored, all the programmes will start working properly.
- 2 If you travelled a long distance by plane, you usually suffer from jet lag.
- 3 Have the lost tourists be found yet?
- 4 Tom said he wouldn't never spend his holiday hiking in the mountains.
- 5 It's up to you, but if you paid for the trip in advance, you will get a 20% discount.
- 6 Have the houses damaged in the storm last night?
- 7 The mayor told that they were working hard to fix the problems with e-waste recycling.
- 8 If John's sister is better at Information Technology, she would get a better job.

10 Complete the sentences with the correct form of the verbs below. There are two extra verbs.

not broadcast buy change cover
get go have not know try

- 1 If I _____ how to fix my laptop, I would pay for the repair.
- 2 My parents told me that they _____ my sister the new headphones the previous week.
- 3 When you go out on a rainy day without an umbrella or a raincoat, you _____ completely soaked.
- 4 After the volcanic eruption, the whole area _____ in ash.
- 5 Vicky said that she _____ a great time in Rome at that moment.
- 6 The programme probably _____ in Poland next year.
- 7 If I were you, I _____ on a trip to South America.

11 Complete the sentences with your own ideas.

- 1 If I have time this weekend, _____.
- 2 Whenever I am sad, _____.
- 3 My favourite book _____ written _____.
- 4 The last thing my friend told me was that _____.
- 5 If I were rich, _____.

ENGLISH IN USE

12 Complete the text with appropriate words. Put one word in each gap.

HIKING IN THE MOUNTAINS

Lots of people enjoy hiking in the mountains, but it's important to follow some rules to do it safely. First of all, remember to have appropriate footwear and clothes. A lot of people ¹_____ injured because they wear bad shoes, for instance lightweight trainers, or even worse, flip flops. Secondly, ²_____ the weather is bad, don't go hiking. A thunderstorm in the mountains can be really hazardous. Remember that if you get caught in the snowstorm, you ³_____ experience a lot of problems on the track – you may quickly get exhausted and even get lost. It's much wiser to postpone your trip until the weather gets better. Finally, it's crucial to inform someone about your plans. People whose whereabouts are known ⁴_____ found more easily. Jeremy Kennedy, a member of a mountain rescue team, said last week that they ⁵_____ found a group of tourists thanks to information about their route received from their friends. Want to get back home safe and sound? Hike safely and tell someone where you're going!

13 Complete the second sentence so that it means the same as the first one.

- 1 We haven't installed broadband in the flat yet.
Broadband _____ in the flat yet.
- 2 'We are thinking about where to go on holiday this year,' the couple said.
The couple said that _____ about where to go on holiday that year.
- 3 Answer my call. Otherwise, I'll leave a voice message.
If you _____, I'll leave a voice message.
- 4 I don't have enough money, so I won't spend my holidays on a tropical island.
If _____, I'd spend my holidays on a tropical island.
- 5 'I'll buy a second-hand mobile phone next year,' my mother said.
My mother told me _____ second-hand mobile phone the following year.

Wskazówki

Czasu **present simple** używamy, aby opisać:

- powtarzające się czynności i sytuacje: *He goes swimming every Saturday.*
- nawyki, upodobania: *He drinks a lot of coffee. I don't like Chinese food.*
- fakty, reguły: *They live in Germany. Water freezes at temperatures below 0°C.*
- czynności odbywające się według harmonogramu: *The game starts at 6 p.m.*

W zdaniach w czasie **present simple** używamy często wyrażen określających częstotliwość czynności lub zdarzeń, takich jak:

- **never, seldom, hardly ever, rarely, sometimes, often, usually, always.** Zwróć uwagę na ich pozycję w zdaniu: *I often sleep till late. She never helps out around the house. Ale: He is usually late.*
- **every day/week/month/year/summer, from time to time, once/twice/three times a day/week/month/year** itp.

Tych określeń używamy na początku lub na końcu zdania: *She goes jogging every morning. From time to time, we spend the weekend in the mountains.*

Zdania twierdzące i przeczące

I / You / We / They	live don't live	in Poland.
He / She / It	lives doesn't live	

Pytania i krótkie odpowiedzi

Do	I / you / we / they	know him?	Yes, I do. No, they don't.
Does	he / she / it		Yes, he does. No, he doesn't.
How / Where	do	I / you / we / they	work?
	does	he / she / it	

Czasu **present continuous** używamy, aby opisać:

- czynności odbywające się w chwili, w której o nich mówimy: *They're going to school at the moment.*
- czynności lub sytuacje mające miejsce w bieżącym okresie czasu, np. w tym tygodniu, miesiącu itd. *I'm studying a lot this week. They aren't going on holiday this summer.*
- czynności zaplanowane na niedaleką przyszłość: *We're leaving tomorrow morning. She's flying to Canada next week.*

W zdaniach w czasie **present continuous** zwykle używamy następujących określeń czasu:

- **now, at the moment** – dla wyrażenia czynności odbywających się w tej chwili.
- **today, these days, this week, this month, this summer** – dla wyrażenia czynności lub sytuacji mających miejsce w bieżącym okresie czasu.
- **tomorrow, next week/month/Sunday** – dla wyrażenia czynności zaplanowanych na nieodległą przyszłość.

Zdania twierdzące i przeczące

I	am / 'm not	writing a letter	now.
You / We / They	are / aren't		
He / She / It	is / isn't		

Pytania i krótkie odpowiedzi

Am	I	reading?	Yes, I am. / No, I'm not.
Are	you / we / they		Yes, they are. / No, they aren't.
Is	he / she / it		Yes, he is. / No, he isn't.
What	am	I	doing?
	are	you / we / they	
	is	he / she / it	

1 Zakreśl w dialogach poprawne formy czasowników.

- 1 **A:** What ¹*do you look / are you looking for*, Sue?
B: My hairband. I ²*keep / am keeping* it in this drawer, but it isn't there.
A: Don't worry about it. You can take mine. I ³*don't use / am not using* it at the moment.
- 2 **A:** So, how ⁴*do I look / am I looking*?
B: Really good! Where ⁵*do you go / are you going*, anywhere interesting?
A: I ⁶*see / am seeing* my girlfriend this afternoon.
- 3 **A:** What's the matter with Susan? Why ⁷*does she sit / is she sitting* there on her own?
B: I ⁸*think / am thinking* it's her boyfriend. They ⁹*don't speak / aren't speaking* to each other again. He's very jealous, you see.
A: Oh, that's stupid! This relationship ¹⁰*doesn't make / isn't making* sense to me. If he ¹¹*doesn't trust / isn't trusting* her, she should find someone who does.

2 Uzupełnij zdania odpowiednią formą czasownika w nawiasie.

- A:** Who's that in the picture?
B: Which one?
A: The boy who ¹_____ (*smile*). He ²_____ (*stand*) next to you.
B: That's Marek. We did a language course together in Bristol.
A: Where ³_____ (*he / come*) from?
B: He's from Poland. He ⁴_____ (*live*) in Katowice, but, at the moment, he ⁵_____ (*stay*) in Berlin. He ⁶_____ (*take*) part in an Erasmus project. Why ⁷_____ (*you / ask*) about him?
A: Well, he's the only boy in the picture who ⁸_____ (*wear*) a suit. Anyway, he ⁹_____ (*look*) good in it. What's he like?
B: He's really kind and friendly, but a bit shy. He ¹⁰_____ (*not say*) much most of the time. But forget it. He's got a girlfriend already.
A: What a shame, really.

Wskazówki

Bezokolicznika (**infinitive**) ze słowem **to** używamy:

- po większości czasowników i zwrotów oznaczających plany, decyzje, wolę, zamiary, np. **want, would like, plan, decide, be going to**: *I'm planning to take dancing classes this year. She would like to become an actress.*
- z takimi czasownikami jak: **agree, refuse, offer, promise, manage, afford, deserve, hope, choose, seem**:
She agreed to have a role in our performance.
We managed to buy some tickets for the concert.

Formy **-ing** czasownika używamy:

- po czasownikach wyrażających emocje, np. **like, love, hate, can't stand, enjoy, dislike, (not) mind**: *I love listening to heavy metal.*
- po czasownikach i wyrażeniach zawierających przyimek, np. **keen on, interested in, good at**: *We were keen on seeing the show. He thanked us for coming to his concert.*
- po niektórych czasownikach i wyrażeniach, np. **keep, avoid, spend time, go, miss, practise, admit, give up**: *He spent a lot of time practising before the concert. Professional pianists must avoid working too hard with their hands.*

GRAMMAR CHALLENGE!

Po niektórych czasownikach możemy użyć zarówno bezokolicznika, jak i formy **-ing** czasownika, należy pamiętać jednak, że wybór formy czasownika ma wpływ na znaczenie wypowiedzi:

- **I must remember to buy the tickets today.**
(Muszę pamiętać, żeby kupić bilety.)
I remember buying the tickets a few days ago.
(Pamiętam, że kupowałem bilety kilka dni temu.)
- **Don't forget to send him an invitation.**
(Nie zapomnij wysłać mu zaproszenia.)
I forgot sending him an invitation.
(Zapomniałem, że wysłałem mu już zaproszenie.)
- **I met them at the theatre, so we stopped to talk for a while.**
(Spotkałem ich w teatrze, więc zatrzymaliśmy się, żeby porozmawiać przez chwilę.)
We stopped talking when the actors appeared on the stage.
(Przestaliśmy rozmawiać, kiedy aktorzy pojawili się na scenie.)

Po czasowniku **start** możemy używać zarówno **bezokolicznika**, jak i formy **-ing** czasownika bez zmiany znaczenia, np.
He started playing the piano. lub **He started to play the piano.**

1 Zaznacz poprawne formy czasowników.

- Sharon says she would like **to study / studying** abroad.
- He isn't very good at **play / playing** basketball, is he?
- I enjoy **to read / reading** science-fiction books.
- Does he really want **buying / to buy** his own boat?
- He wasn't keen on **go / going** but he joined us in the end.
- I've got something **telling / to tell** you.
- The latest Flixnet series seems **being / to be** interesting. Shall we watch it tonight?
- I don't mind **working / to work** late. I'm a night owl.
- We always wonder how they can afford **to go / going** on an exotic holiday twice a year.
- He tried to make him change his mind, but he chose **to quit / quitting** his studies anyway.
- These days, she spends most of her time **to train / training** for next year's championships.
- For all his efforts this school year, Dave totally deserves **to receive / receiving** the headmaster's award.

2 Uzupełnij zdania czasownikami podanymi w nawiasach w poprawnych formach.

- Would you like _____ (**be**) a professional musician?
- I'm really keen on _____ (**see**) the new exhibition.
- We need _____ (**buy**) the tickets in advance.
- He spends a lot of time _____ (**paint**).
- She really hates _____ (**work**) in this office.
- She has decided _____ (**study**) singing at a music academy.
- Although we have lived in London for the last 5 years, my father still misses _____ (**live**) in our home in the countryside.
- After years of fruitless effort, Mark finally gave up _____ (**hope**) to become a professional mountain climber.

- I deeply dislike _____ (**talk**) to my manager on Monday mornings.
- Tina has kindly offered _____ (**give**) me a lift to the airport, and I accepted her offer straight away.
- Seriously, I have no idea how he manages _____ (**eat**) all these sweets and yet stay slim!
- I'm planning _____ (**go**) on a hiking holiday in the Rocky Mountains next year. I just love the nature there.

3 Przetłumacz na język angielski podane w nawiasach fragmenty zdań.

- Being a science-fiction fan, Tom _____ (**nie ma nic przeciwko obejrzeniu**) this film yet again.
- Perhaps you should go and ask Philip for help, he _____ (**jest dobry w organizowaniu**) surprise parties.
- How annoying that you _____ (**ciągle zapominasz**) to water the plants. Look, they're withering again!
- How much _____ (**spędzacie czasu przygotowując się**) for school every day? It takes me ages to decide what to wear...
- Ann _____ (**obiecała przyjść**) to dinner tonight, but something tells me she will have to stay at work late again.
- _____ (**Nigdy nie zapomnę spotkań**) the Harry Potter author. It was amazing to be able to talk to her.
- Could you please go and tell them to stop drilling? _____ (**Nie mogę znieść słuchania**) this dreadful noise at 7 in the morning!
- _____ (**Zgodziliśmy się zaopiekować**) of your dog for two weeks, but not to keep it forever!

Wskazówki

Czasu **past simple** używamy, aby opisać:

- czynności lub sytuacje, które wydarzyły się jednorazowo w określonym momencie w przeszłości: *I finished my history project last week.*
- czynności lub sytuacje, które powtarzały się przez jakiś czas w przeszłości: *Our maths teacher always gave us a lot of homework for the weekend.*

Przy tworzeniu formy przeszłej czasowników regularnych za pomocą końcówki **-ed** należy zwrócić uwagę na następujące zasady ortograficzne:

- do większości czasowników dodajemy końcówkę **-ed**: *work – worked, jump – jumped,*
- do czasowników kończących się na literę **-e** dodajemy tylko końcówkę **-d**, np. *like – liked,*
- do czasowników kończących się na literę **-y** po spółgłosce dodajemy końcówkę **-ed**, uprzednio zamieniając **-y** na **-i**, np. *study – studied,*
- w przypadku krótkich czasowników zakończonych spółgłoską podwajamy ostatnią literę i dodajemy **-ed**: np. *stop – stopped,*
- wiele czasowników ma nieregularne formy czasu przeszłego, np.: *fight – fought, swim – swam, write – wrote.*

W czasie **past simple** często używamy następujących określeń czasu:

- yesterday, the day before yesterday*
- last Monday/week/month/summer/year*
- two / three / a few hours/days/weeks/months/years ago*
- in 1985, on 12 September 2009.*

Zdania twierdzące i przeczące

I / You / We / They	arrived came	on time.
He / She / It	didn't arrive didn't come	

Pytania i krótkie odpowiedzi

Did	I / you / we / they he / she / it	study yesterday?	Yes, I did. No, we didn't.
Why / Where / When	did	I / you / we / they he / she / it	study?

Konstrukcji **used to + czasownik** używamy, aby opisać:

- czynności lub sytuacje, które regularnie powtarzały się w przeszłości i uległy już zmianie:
We used to do a lot of experiments during our chemistry classes.
- stany, które trwały przez pewien czas w przeszłości:
She used to be very popular with the students.

Zdania twierdzące i przeczące

I / You / We / They	used to	drink coffee.
He / She / It	didn't use to	

Pytania i krótkie odpowiedzi

Did	I / you / we / they he / she / it	use to	drink coffee? be popular?	Yes, I did. No, we didn't.
Why / How often	did	I / you / we / they he / she / it	use to	drink coffee?

Wskazówki

Czasu **past continuous** używamy, aby opisać:

- czynności lub zdarzenia, które trwały w określonym momencie w przeszłości:
I was doing my homework at 7 p.m. last night.
- czynności lub zdarzenia, które stanowiły okoliczności/tło innych wydarzeń, szczególnie z wykorzystaniem spójników **when** i **while**, np. *The teacher asked me a question while I was chatting to my friend.*
I was trying to answer the last question in the test when the bell rang.

Uwaga! Zwróć uwagę na użycie spójników **when** i **while**:

- past simple + while + past continuous:** *The teacher caught her while she was cheating during the test.*
- past continuous + when + past simple:** *I was doing my homework when you called.*
- past continuous + while + past continuous:** *Everyone was listening very carefully while the teacher was explaining a new topic.*

Zdania twierdzące i przeczące

I / He / She / It	was / wasn't	sleeping	at 2 a.m.
You / We / They	were / weren't		

Pytania i krótkie odpowiedzi

Was	I / he / she / it	sleeping	when she came?	Yes, she was. No, I wasn't.
Were	you / we / they			Yes, they were. No, we weren't.
What	was	I / he / she / it	doing yesterday at 3 p.m.?	
	were	you / we / they		

GRAMMAR CHALLENGE!

Zwróć uwagę, że czas **past simple** opisuje czynności zakończone w przeszłości, a **past continuous** – czynności lub sytuacje, które trwały w określonym momencie w przeszłości:

Dad left when I came.

(Tata wyszedł, zanim przyszedłem/przyszłam; nie spotkaliśmy się.)

Dad was leaving when I came.

(Tata wychodził, kiedy przyszedłem/przyszłam; spotkaliśmy się.)

1 Zaznacz poprawne formy czasowników.

- Six men **carried** / **carried** the piano into the concert hall.
- Christina **lay** / **lied** to her parents again.
- We **stoped** / **stopped** the car engine when it started making a strange noise.
- She **played** / **plaied** the violin in primary school.
- I **opened** / **openned** the lion cage very carefully.
- I **likeed** / **liked** the exhibition very much.
- We **studyed** / **studied** at this university a few years ago.
- The people **run** / **ran** out of the burning factory.
- Jack **cleaned** / **cleant** the flat when I was at work.
- The ball **hit** / **hitted** her right in her face in the first minute of the match.
- My parents **fighted** / **fought** really hard to keep this huge house in our family.
- Mary **sat** / **sit** at her desk and stared at the computer screen. The message she'd just received was truly shocking.

2 Uzupełnij zdania, używając konstrukcji *used to* z czasownikami podanymi w nawiasach.

- I _____ (**be**) in the school swimming team a few years ago.
- _____ (**you / learn**) French at university?
- What games _____ (**you / play**) in your first years at primary school?
- We _____ (**have**) a big, brown Dobermann some 10 years ago. It was a wonderful dog.
- I _____ (**not spend**) so much time surfing the Net when I was a child.
- _____ (**they / be**) so annoying in primary school? Or have they changed only recently?
- I _____ (**not like**) beetroot so much. It's my favourite vegetable these days, but I used to hate it only a couple of years ago.
- My mother _____ (**be**) very stressed out, but all of this has changed since she started her new job.

3 Zakreśl w zdaniach poprawne formy czasowników.

- I **met** / **was meeting** her at the park. She **had** / **was having** a sandwich for lunch.
- We **went** / **were going** on a safari last year. We **visited** / **were visiting** a huge national park in Kenya.
- The teacher **told** / **was telling** Mark to go to the principal's office because he **refused** / **was refusing** to come to the blackboard.
- I **was having** / **used to have** horse riding lessons when I **went** / **was going** to primary school.
- She **walked** / **was walking** nervously outside the doctor's office when they **called** / **used to call** her in.
- It was very quiet in the library. Some people **were taking** / **took** notes while the librarian used to **sit** / **was sitting** at her desk.
- Tom and Anna **were already waiting** / **already waited** for me when I finally **arrived** / **was arriving** at the station.
- Was Patrick at the parents' meeting yesterday? Yes, he was. He **was wearing** / **wore** a green jacket.
- The thieves **stole** / **were stealing** my wallet while I **was looking** / **looked** through the dresses at the department store.

- When I last **met** / **was meeting** Julia, she **tried** / **was trying** to find a new flat to rent.

- Last night, I **was walking** / **walked** along the high street when I suddenly **heard** / **was hearing** a loud bang. Apparently, someone **broke** / **was breaking** the shop window across the street.

- When I was a child, I **wanted** / **was wanting** to be a vet.

4 Przetłumacz podane zdania na język angielski.

- Kiedyś dużo graliśmy w siatkówkę, ale teraz nie mamy niestety na to czasu.
- Spotkałam Davida, gdy wyprowadzałam mojego psa na spacer.
- Gdy zobaczyliśmy Annę, natychmiast zatrzymaliśmy samochód.
- Kiedy czytałam książkę, Frank zaczął sprzątać mieszkanie.
- O pierwszej w nocy Tina nadal próbowała skończyć prezentację na biologię.

5 Uzupełnij luki w tekście odpowiednią formą *past simple* lub *past continuous* czasowników podanych w nawiasach.

I'm writing to tell you about the final exam
 I ¹ _____ (**take**) yesterday.
 The exam ² _____ (**start**) at 9 a.m.
 I ³ _____ (**get**) up a bit late because I had spent most the previous night revising.
 So when I ⁴ _____ (**arrive**), most of our group ⁵ _____ (**already / wait**) outside the exam room. Some people ⁶ _____ (**read**) their notes while others ⁷ _____ (**chat**) quietly. My name ⁸ _____ (**be**) fourth on the list, so I ⁹ _____ (**go**) in at about 11.
 I ¹⁰ _____ (**draw a set of questions**) and ¹¹ _____ (**sit**) down at a desk at the back of the room to prepare while the person before me ¹² _____ (**still / answer**) her questions.
 When I ¹³ _____ (**open**) the envelope with the exam questions, I ¹⁴ _____ (**have**) a horrible feeling. But after a moment, I ¹⁵ _____ (**feel**) better because, in fact, three out of four questions ¹⁶ _____ (**be**) easy for me. I ¹⁷ _____ (**revise**) this material thoroughly before the exam. So I must say my exam ¹⁸ _____ (**go**) very smoothly, and I ¹⁹ _____ (**leave**) the exam room feeling quite satisfied with myself. After everybody in my group had taken the exam, the exam board ²⁰ _____ (**announce**) the results. I couldn't believe my ears when I ²¹ _____ (**hear**) that I ²² _____ (**manage**) to get the best score in my group! No wonder I'm going to celebrate, and that's actually why I'm writing ...

Wskazówki

Czasu **present perfect** używamy, aby opisać:

- czynności lub zdarzenia, które miały miejsce niedawno (w nieokreślonym momencie w przeszłości), a których skutki są nadal widoczne lub odczuwalne: *He's unemployed. He has lost his job.*
- sytuacje lub stany, które rozpoczęły się w przeszłości i trwają do chwili obecnej. W tym przypadku zwykle wykorzystujemy przyimki:
 - for** (dla określenia, jak długo trwa dana sytuacja): *I've known my boss for many years / for a few weeks / for only two days.*
 - since** (dla określenia, od kiedy trwa dana sytuacja): *She's been employed since last year / since 1999 / since May.*
- sytuacje, które mają miejsce w okresie, który jeszcze trwa: *We have had a lot of problems this week.*

Zdania twierdzące i przeczące

I / You / We / They	have played / haven't played	this record for three hours.
He / She / It	has played / hasn't played	

Pytania i krótkie odpowiedzi

Have	I / you / we / they	arrived at the airport?	Yes, I have. No, I haven't.
Has	he / she / it		Yes, he has. No, she hasn't.
How long	have	I / you / we / they he / she / it	had this car?
	has		

GRAMMAR CHALLENGE!

- Form **have/has been** używamy, aby powiedzieć, że osoba, która udała się w jakieś miejsce, już powróciła: *She has been to the shop and bought lots of sweets.*
- Form **have/has gone** używamy wtedy, gdy jakaś osoba dokądś się udała, ale jeszcze nie powróciła: *She has gone to the shop, but she should be back any minute now.*

1 Uzupełnij zdania właściwymi formami czasowników z nawiasów w czasie present perfect.

- They _____ (be) in London since yesterday.
- She _____ (not drive) a car for a few years.
- I _____ (not pack) my suitcase yet.
- He _____ (make) the reservation for the hotel.
- Frank is very happy because he _____ (buy) a new car.
- Margaret _____ (break) her leg and now she can't go skiing with us.
- Unfortunately, I _____ (lose) my favourite blue umbrella. How annoying!
- We _____ (not meet) Tina's parents before.

2 Uzupełnij pytania w czasie present perfect, używając wyrazów z nawiasów. Uzupełnij także krótkie odpowiedzi.

- _____ (she / ever / try) scuba diving?
No, _____.
- _____ (you / talk) to the woman in the tourist office? Yes, _____.
- _____ (he / buy) a new tent yet?
Yes, _____.
- _____ (they / ever / climb) Mount Kilimanjaro?
No, _____.
- _____ (he / finish) the essay yet?
No, _____.
- _____ (you / always / live) in this country?
Yes, _____.
- _____ (they / read) the book before?
No, _____.
- _____ (we / phoned) Mary yet?
No, _____.

3 Uzupełnij wyrażenia używając *since* lub *for*.

- _____ last July
- _____ 10 minutes
- _____ 1991
- _____ Christmas

- _____ weeks
- _____ yesterday
- _____ months
- _____ I moved to the UK
- _____ we talked
- _____ days

4 Przetłumacz na język angielski podane w nawiasach fragmenty zdań. W każdym zdaniu brakuje do czterech elementów.

- They've been _____ (na wakacjach od poniedziałku).
- Is Jackie still in town or _____ (już wyjechała)?
- Can you wait a moment, please? _____ (Nie znalazłem) my sunglasses yet.
- Ella _____ (ma tego psa) for five years.
- Mark _____ (wyszedł), but he should be back any minute now.
- How _____ (długo grasz) tennis?
- _____ (Oni nie czytali) any of Mrozek plays yet.
- John is away on business. He _____ (wyjechał do Londynu).

5 Uzupełnij zdania. Wykorzystaj podane w nawiasach wyrazy w odpowiedniej formie i – jeśli to konieczne – dodaj inne wyrazy. Uwaga! W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- I don't remember the town very well. I haven't been there _____ (few / years).
- _____ (they / bring) any souvenirs back from their holiday in Japan?
- The doctors are tired because they _____ (not / sleep / night).
- I _____ (never / be) Japan, so I'd certainly like to go there.
- This backpack looks rather old. How long _____ (you / have / it)?

Wskazówki

Czasu **present perfect** używamy:

- aby opisać własne lub czyjeś doświadczenia oraz sytuacje z przeszłości, bez określania, kiedy konkretnie miały miejsce: *I have been to London three times.*
- w zdaniach w czasie present perfect często używamy takich określeń, jak: **before** (przedtem), **since** (odkąd), **until now** (do tej pory), **in my life** (w moim życiu), **recently** (ostatnio), **never/ever** (nigdy/kiedykolwiek).

Czasu **past simple** używamy:

- aby opisać czynności lub sytuacje, które wydarzyły się w określonym momencie w przeszłości: *I visited my friend yesterday.*

W zdaniach w czasie **past simple** często używamy takich określeń, jak: **two years ago**, **last Wednesday**, **on 1 March**, **in 2000**.

Czasu **present perfect** często używamy, aby przekazać wiadomość o jakimś wydarzeniu. Gdy podajemy dodatkowe szczegóły tego wydarzenia (czas, miejsce), używamy czasu **past simple**:

A *She has bought a beautiful dress for the party.*

B *Really? Where did she buy it?*

A *She was in Paris last week. She bought it there.*

Czas **present perfect simple** stosujemy z wyrazami:

- just** (właśnie) i **already** (już) w zdaniach twierdzących oraz pytaniach:
I have just talked to the teacher. Has his lesson already finished?
- yet** (już, jeszcze nie) w zdaniach przeczących i pytaniach:
Have they prepared the project yet?
Julia hasn't done her homework yet.

1 Zaznacz poprawne formy czasowników.

- I** *have been* / *was* too busy yesterday to answer any calls.
- It's a really long time since they last **visited** / *have visited* us.
- His collection of cars is really amazing. I wonder how many he **collected** / *has collected* so far.
- She has been afraid of dogs since a stray dog **has bitten** / *bit* her on the way to school.
- Georgina **has been** / *was* unemployed for two months now.

2 Wybierz właściwą odpowiedź (a lub b).

- They're still on holiday. They ____ back home yet.
a didn't come **b** haven't come
- Someone ____ my camera on the beach yesterday.
a stole **b** has stolen
- If you're looking for the beach towels, I ____ them.
a already packed **b** have already packed
- ____ in a hotel last night?
a Did they stay **b** Have they stayed
- I think we're all hungry. We ____ anything for a few hours.
a didn't eat **b** haven't eaten

3 Uzupełnij luki czasownikami z nawiasów we właściwej formie.

Hi Tom,
I'm camping in the Rocky Mountains with some friends at the moment. I ¹ _____ (be) here for three days. I ² _____ (leave) home on Sunday. My dad ³ _____ (give) me a lift to the station, where my friends and I ⁴ _____ (take) the train to the mountains. So far, we ⁵ _____ (already / do) a few interesting things. For example, we ⁶ _____ (go) rock climbing two days ago, and yesterday we ⁷ _____ (make) a campfire in the evening. We sat down and ⁸ _____ (sing) some songs, and then we ⁹ _____ (tell) some scary stories. Tomorrow, we're going rafting on the river. I ¹⁰ _____ (never / try) this before, so I'm both excited and a little bit scared. How is your holiday?
¹¹ _____ (you / get) back from Scotland yet?
Write back soon,
Alex

4 Uzupełnij dialog wyrazami z nawiasów we właściwej formie. Pamiętaj o dodaniu wszelkich niezbędnych elementów zdania.

Annie: What ¹ _____ (you / do) last weekend?

Mark: My brother and I ² _____ (get / train / Edinburgh) on Friday. ³ _____ (you / ever / be / Scotland)?

Annie: Yes, I ⁴ _____ (go / Glasgow) two years ago, but I ⁵ _____ (never / visit / Edinburgh).

Mark: Well, it's an amazing city. I ⁶ _____ (take / lot / picture) while I was there, so I can show them to you.

Annie: That'll be great, thanks.

5 Uzupełnij zdania odpowiednimi wyrazami z ramki.

yet for since already just

- Jerry has lived in Prague _____ 1996.
- I've _____ got some fantastic news. I've passed my driving licence exam!
- I can't believe you haven't finished this _____. Hurry up, will you!
- Stephanie has worked for this company _____ 12 years.
- Can we have a different film? We've _____ seen this one.

6 Przetłumacz na język angielski podane w nawiasach fragmenty zdań. Zastosuj czas present perfect lub past simple oraz słowa *just, already, yet*.

- How long _____ (trwała twoja podróż do Paryża)?
- I've already made the salad, but I _____ (jeszcze nie odkurzyłem salonu).
- When _____ (kupięś) this painting? It looks amazing here!
- Jane and Susan _____ (już odwiedziły) the palace, but they haven't seen the gallery yet.
- _____ (Czy myśleliście już) about the present you would like for Christmas?
- _____ (Właśnie zostawiłam ci) a cup of tea and a sandwich on your desk. Enjoy!

Wskazówki

Czasu **past perfect** używamy, aby opisać:

- czynności, sytuacje lub stany, które poprzedzały inne czynności lub stany przeszłe: *I had revised the whole material before I took the exam.*

W zdaniach w czasie **past perfect** wykorzystujemy często takie spójniki jak **when, after, before, as soon as, until** dla jasnego przedstawienia kolejności zdarzeń w przeszłości, np. *We started doing some grammar exercises as soon as the teacher had explained the new structure. Her marks didn't improve until she had taken some extra classes.*

Zdania twierdzące i przeczące

I / You / We / They / He / She / It	had seen	this film before.
	hadn't seen	

Pytania i krótkie odpowiedzi

Had	I / you / we / they / he / she / it	come home?	Yes, we had. No, she hadn't.
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GRAMMAR CHALLENGE!

Czasu **past simple** używamy, aby opisać wydarzenia, które nastąpiły jedno po drugim (chronologicznie), a czasu **past perfect**, aby podkreślić, że jedno z wydarzeń wydarzyło się wcześniej:

When Sam came home, mum went to bed. (Kiedy wrócił, mama poszła spać – dopiero po tym, jak on wrócił.)

When Sam came home, mum had gone to bed. (Kiedy wrócił, mama już spała – poszła spać wcześniej.)

When I brought the cake, Tom and Jack left. (Kiedy przyniosłem tort, Tom i Jake wyszli.)

When I brought the cake, Tom and Jack had left. (Kiedy przyniosłem tort, Tom i Jack już wyszli.)

1 Uzupełnij zdania czasownikami z nawiasów we właściwej formie czasu past perfect.

- When I joined the drama club, I felt very strange at first because I _____ (**not do**) any acting for a few years.
- _____ (**you / take**) classes with an instructor before you went rock climbing?
- Catherine told me yesterday that he didn't work in the bank any longer. He _____ (**give**) it up a few weeks earlier.
- After she _____ (**win**) the local elections, she became a serious candidate for president.
- Mary couldn't fall asleep last night because she _____ (**drink**) two cups of coffee in the evening.
- I _____ (**not remember**) to bring my book to the lesson, so I couldn't do any activities.
- They showed us some beautiful shoes they _____ (**buy**) in Paris.
- After Wendy _____ (**check**) the equipment, she took a deep breath and dived into the water.

2 Wybierz właściwą formę czasu przeszłego.

- I **had gone / went** to the basement to bring my bike, but found that someone **stole / had stolen** it.
- When Daisy **met / had met** Jane at the concert, she **thought / had thought** that she **saw / had seen** her somewhere before.
- Jake **got off / had got off** the tram and was walking into the house when he **realised / had realised** that he **left / had left** his suitcase on the tram.
- After I **was buying / had bought** my new suit, I discovered that it **wasn't having / didn't have** spare buttons.
- While I was waiting for my mum in the street, I **had noticed / noticed** a new gallery which **wasn't / hadn't been** there before.

3 Uzupełnij tekst czasownikami z nawiasów we właściwej formie czasu past perfect lub past simple.

It was a long lunch break, and Wayne was having his lunch in the school canteen. He was sitting alone because he had started that school only two days earlier and still ¹_____ (**not make**) any friends. So, he ²_____ (**feel**) quite surprised when Gareth, the captain of the school football team, ³_____ (**come**) over to his table. 'You're Wayne, right? You ⁴_____ (**be**) at St. Patrick's High School before you ⁵_____ (**come**) to us. And you ⁶_____ (**play**) for their football team there.' 'Yes, how do you know that?' 'Our coach ⁷_____ (**tell**) me about you yesterday. You know, before he started to work in our school, he ⁸_____ (**be**) your ex-coach's assistant and they're still close friends. Anyway, the thing is we could do with a good player. Interested?'

4 Przetłumacz na język angielski podane w nawiasach fragmenty zdań. W każdym zdaniu brakuje do czterech elementów.

- After the other team _____ (**strzeliła kolejnego gola**), we completely lost our motivation to play.
- Annie had been horse riding for three years before she _____ (**postanowiła wziąć udział**) in a horse riding competition.
- It was great to watch a concert live. _____ (**Nigdy nie byłem**) to such an event before.
- I got up late because I _____ (**położyłam się**) very late the night before.
- We went on holiday when _____ (**zaoszczędziliśmy**) enough money.

5 Połącz poniższe pary zdań, używając podanych spójników oraz czasów past simple i past perfect.

- They had dinner. They went to the cinema. **after**
- We looked at the house carefully. We decided to buy it. **before**
- The teacher gave us the test papers. We started writing. **after**
- The thieves got away. The police got to the bank. **before**
- They went out with each other for ten years. They got married. **before**
- They visited many travel agencies. They decided to go to Greece. **after**

Wskazówki

Czasowników modalnych **may, might, could** używamy, aby wyrazić:

- przypuszczenie dotyczące teraźniejszości:
The woman might be a police officer.
(Być może ta kobieta jest policjantką.)
He could be one of the new employees.
(Być może to jest jeden z nowych pracowników.)
- przypuszczenie dotyczące przyszłości:
This girl may become a tennis champion one day.
(Być może ta dziewczyna zostanie kiedyś mistrzynią tenisa.)
They might win the game tonight.
(Być może oni wygrają mecz dziś wieczorem.)

Czasownika modalnego **must** używamy, aby wyrazić:

- przypuszczenie graniczące z pewnością:
They must be in the computer lab. (Oni z pewnością są w sali komputerowej.)
- pewność, że coś jest niemożliwe:
They can't be at the shopping centre. I've just seen them at school.
(Niemożliwe, by byli w centrum handlowym. Właśnie widziałam ich w szkole.)

Formy **can't** używamy, aby wyrazić:

- pewność, że coś jest niemożliwe:
They can't be at the shopping centre. I've just seen them at school.
(Niemożliwe, by byli w centrum handlowym. Właśnie widziałam ich w szkole.)

1 Wybierz właściwy czasownik modalny.

- Look at these dark clouds. It think it **can't** / **might** rain.
- This is impossible. It **can't** / **may** be the correct answer.
- There's someone waiting for you at the door. I think it **might** / **can't** be the postman.
- Mum isn't home yet. She **must** / **must not** be on her way.
- I've no idea where they've gone. They **must** / **could** be anywhere!
- I'm not sure. I **may not** / **can't** get to your birthday on time.

2 Uzupełnij zdania właściwymi czasownikami modalnymi.

- Paweł has been learning to play the violin for 10 years, so he _____ know how to read music.
- They _____ finish writing the test early, but we're not certain.
- I'm sorry, but your hypothesis _____ be right, the experiments show completely different results.
- He _____ be a professor of law and economics – he looks much too young.
- It _____ get really cold tomorrow, so you should take some warm clothes.

3 Uzupełnij zdania używając **must, can't, may, might** albo **could** tak, aby wyrazić przypuszczenia lub wnioski dotyczące opisanych sytuacji.

- Mary's desk is always in a terrible mess. There are pens, books, bottles and papers everywhere.
She _____ a very organised person.
- They go on holiday to exotic countries, have three cars and a large house.
They _____ rather rich.
- Chris looks quite sad today, don't you think?
He _____ be worried about that maths test, I'm telling you.
- Look at all these palms!
Yes, it _____ very cold here in winter.
- She is very good at drawing and imagining spaces.
She _____ become an architect one day.
- I don't recognise all these houses here. Are you sure it is the right street?
You're right. It _____ be the right address.
- I'm sure it's not Jake because he's in Paris.
It _____ be Jake.
- Her car is parked outside.
Kate _____ be at home.

4 Przetłumacz na język angielski podane w nawiasach fragmenty zdań.

- All the lights are out.
He _____ (niemożliwe, że jest) at home.
- _____ (Możliwe, że Stephanie dołączy) us later on.
- _____ (Musisz być) very hungry if you haven't eaten since breakfast.
- Don't switch off the phone – _____ (możliwe, że zadzwonią) you from the university.
- What's that noise? _____ (To może być) Mary's hamster.
- _____ (Niemożliwe, że znasz) all Chinese logograms by heart.
- _____ (Ty z pewnością jesteś) the new assistant, Tony. Welcome!
- If she keeps playing so well in the tournament, _____ (może zdobędzie) the gold medal.

5 Przetłumacz na język angielski.

- Musisz być bardzo zmęczona po całym dniu w pracy.

- Uczenie się na pamięć może być nudne, ale czasem jest konieczne.

- Niewykluczone, że będą musieli przeprowadzić się do innego domu.

- To nie może być Mary! Właśnie rozmawiałam z nią przez telefon. Jest w Paryżu.

- Jazda konna musi być bardzo trudnym sportem.

Wskazówki

Czasu **future simple** używamy, aby wyrazić:

- decyzje, które zostały podjęte spontanicznie, bez wcześniejszego planowania: *OK, I'll go to the shops. Don't worry about the mess. I'll clear it up in a moment.*
- przewidywania dotyczące zdarzeń lub sytuacji przyszłych:
I'm sure you'll pass the exam.
It's possible they'll be late.
- propozycje, prośby, ostrzeżenia, obietnice, nadzieje:
I'll make you a cup of tea.
Will you help me to clean up?
Slow down or you'll end up paying a fine.
I'll lend you some money.
I hope you'll like the flat.

Zdania twierdzące i przeczące

I / You / We / They / He / She / It	will win won't win	the gold medal.
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Pytania i krótkie odpowiedzi

Will	I / you / we / they / he / she / it	buy the flowers?	Yes, I will. No, it won't.
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Konstrukcji **be going to** używamy, aby opisać:

- zamierzenia i plany na przyszłość: *I'm going to buy a new jacket soon.*
- przewidywania dotyczące czynności lub sytuacji, które wkrótce się wydarzą, gdyż wskazują na to obecne okoliczności:
Look at this tree. It's going to fall over soon.

Zdania twierdzące i przeczące

I	am going to 'm not going to	make a pizza tonight.
You / We / They	are going to aren't going to	
He / She / It	is going to isn't going to	

Pytania i krótkie odpowiedzi

Am	I	going to visit Paris?	Yes, I am. No, I'm not.
Are	you / we / they		Yes, we are. No, they aren't.
Is	he / she / it		Yes, she is. No, he isn't.

Mówiąc o przyszłości, często używamy następujących wyrażen: **tomorrow** (jutro), **the day after tomorrow** (pojutrze), **tonight** (dziś wieczorem), **next week/month/year/summer** (w przyszłym tygodniu / miesiącu / roku / w przyszłe wakacje), **soon** (wkrótce), **in the future** (w przyszłości), **in two minutes / several hours / a few years** (za dwie minuty / kilka godzin / kilka lat).

1 Uzupełnij zdania czasownikami z nawiasów, używając czasownika **will**.

- I hope my boss _____ (not be) angry with me.
- _____ (you / show) me how to use this computer program?
- Paula thinks that she _____ (work) with children in the future.
- He's very shy, so in my opinion, he _____ (not be) a very good team leader.
- Peter's got very good qualifications, so I think that he _____ (get) the job easily.
- What _____ (he / do) in the future when he finishes university?

2 Uzupełnij zdania, używając konstrukcji **be going to**.

- _____ (you / become) a teacher in the future?
- I _____ (not work) this weekend.
- They _____ (start) the new project next week.
- What _____ (she / do) next summer?
- He _____ (study) engineering at university.

3 Zakreśl w zdaniach poprawną formę czasu przyszłego.

- It's a bit cold. I think I **turning** / **will turn** on the heating.
- The room is a bit cluttered, so I **am going to throw** / **will be throwing** away some old furniture.
- Why don't you ask Rafał? I'm sure he **'s going to help** / **will help** you.
- These suitcases look very heavy. Let me help you. I **'m going to take** / **will take** this one.
- Look at this mess! When **do you do** / **are you going to do** some cleaning up around here?!
- Come on, I **will help** / **'m going to help** you to tidy up the garden.

4 Przetłumacz na język angielski podane w nawiasach fragmenty zdań.

- _____ (Jutro zamierzam iść) to the cinema to see the new Scandinavian thriller.
- Wait, _____ (zadzwoń do niego) and find out if he wants to go to the cinema with us.
- _____ (Nie mam zamiaru być) a lawyer, I want to become a nurse.
- _____ (Pomożesz mi) with washing the dog, please?
- I think this film is so good that lots of people _____ (obejrzy go).
- 'Why is Mark getting in the car behind the wheel?' 'I'm afraid _____ (on będzie prowadzić).'
- What _____ (on zamierza) do when he comes back from the gap year?
- You're so pale! I just hope you're not going to be sick. I _____ (przyniosę ci) some water.

Wskazówki

Czasownika modalnego **must** używamy, aby wyrazić:

- konieczność lub wewnętrzny nakaz/potrzebę:
You must be on time. (Musisz być punktualnie.)
I must go now – I don't want to miss the beginning of the film. (Muszę już iść – nie chcę się spóźnić na początek filmu.)

Czasownika modalnego **mustn't** używamy, aby wyrazić:

- zakaz: *You mustn't use your hands in a football match.* (Nie wolno używać rąk w czasie gry w piłkę nożną.)
You mustn't feed the animals at the zoo. (Nie wolno karmić zwierząt w zoo.)

Czasownika modalnego **can** używamy, aby wyrazić:

- umiejętność: *I can run very fast.* (Umiem bardzo szybko biegać.)
- pozwolenie: *OK, you can take the car tonight.* (Możesz wziąć samochód dziś wieczorem.)

Czasownika modalnego **can't** używamy, aby wyrazić:

- brak przyzwolenia lub możliwości:
You can't enter the VIP zone without a special ticket. (Nie możesz wejść na strefę VIP bez specjalnego biletu.)

Wyrażen **have to / need to** używamy, aby wyrazić:

- konieczność lub zewnętrzny nakaz:
I had to practise a lot before the competition. (Musiłam dużo ćwiczyć przed konkursem.)
To qualify for the semi-finals, they will need to beat the German team. (Żeby zakwalifikować się do półfinałów, będą musieli pokonać reprezentację Niemiec.)
- brak konieczności lub nakazu:
You don't have to play today if you don't want to. (Nie musisz dzisiaj grać, jeśli nie chcesz.)
We didn't need to pay much for renting a canoe. (Nie musieliśmy dużo zapłacić za wypożyczenie kajaka.)

Zdania przeczące i twierdzące; pytania i krótkie odpowiedzi

I / You / We / They He / She / It	must		go back home now.
	mustn't		
Must	I / you / we / they / he / she / it	go so soon?	Yes, you must. No, they don't have to.

Zdania przeczące i twierdzące; pytania i krótkie odpowiedzi

I / You / We / They He / She / It	can		play outside at 10 pm.
	can't		
Can	I / you / we / they / he / she / it	play outside now?	Yes, you can. No, he can't.

Zdania przeczące i twierdzące; pytania i krótkie odpowiedzi

I / You / We / They	have to / need to don't have to / don't need to			go to work every day.
He / She / It	has to / needs to doesn't have to / doesn't need to			
Do	I / you / we / they	have to / need to	do it now?	Yes, they do. No, I don't.
Does	he / she / it			Yes, she does. No, he doesn't.

GRAMMAR CHALLENGE!

Must i **have to** często stosuje się wymiennie.

- Must** stosujemy w sytuacjach, w których sami podejmujemy decyzję, że musimy coś zrobić (wewnętrzny przymus):
I must read this book! (Bardzo chcę przeczytać tę książkę.)
- Czasownik **have to** stosujemy w sytuacjach, w których ktoś każe nam coś zrobić (zewnętrzna konieczność): *We have to read a lot of books at school.* (Nauczyciele każą nam czytać dużo książek.)

1 Uzupełnij zdania odpowiednimi czasownikami modalnymi. Czasem możliwa jest więcej niż jedna prawidłowa odpowiedź.

- These days, I _____ easily swim about one kilometre.
- She hurt her leg a few days ago, and now she _____ do sports for a few weeks.
- She _____ be completely healthy before she comes back to work.
- I'm sorry, but you _____ enter this area without a special permission.
- We _____ wait for the tram. It's only a 10-minute walk from here.
- There's something wrong with this phone. I _____ take it back to the shop.
- In volleyball, you _____ touch the net. It's against the rules.
- This concert is free, so you _____ pay for the tickets.

2 Uzupełnij zdania właściwą formą konstrukcji **have to**.

- Her opponent played really badly, so she _____ try hard to win the game.
- Is there an art gallery where you live or do you _____ go to another town or city to see an exhibition?
- If we book the tickets online, we _____ wait in a long queue at the concert hall tomorrow.

3 Wybierz właściwą formę czasownika.

- I've heard this musical is fantastic – I **must** / **can** go and see it soon.
- You **don't need to** / **mustn't** touch any of the objects at the crime scene.
- Anyone in the school **needs to** / **can** take part in the poetry competition if they wish.
- Look at that sign! You **don't have to** / **mustn't** use your mobile phone in here.
- Do you **need to** / **must** work on Saturdays?
- It's Friday so Paul **doesn't have to** / **can't** do any homework for tomorrow.
- Fortunately, she **mustn't** / **doesn't have to** take her driving licence exam next week.
- You **don't have to** / **can't** buy these trainers anymore. They were a limited edition.

Wskazówki

- Przymiotniki odpowiadają na pytanie **jaki? jaka? jakie?**
np. *It's an expensive shop.* (To drogi sklep.)
I'm tired. (Jestem zmęczona.)
- Stopniowanie przymiotników służy do wyrażania porównań,
np. przymiotników w stopniu wyższym używamy, aby
porównać dwie (lub więcej) osoby, rzeczy lub miejsca, mówiąc,
że coś jest wyższe, większe, mniejsze itp.
- Przymiotników w stopniu najwyższym używamy, aby wyrazić,
że coś jest największe, najwyższe, najlepsze itp.
- Przymiotniki stopniujemy w sposób opisany poniżej:

Przymiotniki jednosylabowe

	Stopień wyższy	Stopień najwyższy
strong	+ er stronger	+ est the strongest

Przymiotniki wielosylabowe

	Stopień wyższy	Stopień najwyższy
intelligent	more more intelligent	most the most intelligent

Przymiotniki nieregularne

	Stopień wyższy	Stopień najwyższy
good	better	the best
bad	worse	the worst
old	older / elder (sister, brother etc.)	the oldest / eldest (sister, brother etc.)

Pamiętaj o następujących zasadach ortograficznych:

- Jeśli przymiotnik jest zakończony pojedynczą samogłoską przed pojedynczą spółgłoską, podwajamy ostatnią literę:
big – bigger – the biggest.
- Do przymiotników zakończonych na **-e** dodajemy **-r, -st**:
fine – finer – the finest.
- W dwusylabowych przymiotnikach zakończonych na **-y, -y** zamieniamy na **-i** i dodajemy końcówkę **-er** lub **-est**:
funny – funnier – the funniest.

Uwaga!

- Przed przymiotnikami w stopniu najwyższym stawiamy **the**:
This is the most expensive laptop in the shop.
- Gdy porównujemy dwie osoby, rzeczy lub zjawiska, stosujemy **than** (niż): *English is easier to learn than Chinese.*

GRAMMAR CHALLENGE!

Przymiotniki możemy też stopniować, używając **less** (mniej) i **the least** (najmniej): *This book is less interesting than the one I read last week. Jack is the least shy person in our class.*

Konstrukcje najczęściej stosowane z przymiotnikami to:

- przymiotnik w stopniu wyższym + **than**:
Your bag is heavier than mine.
- as** + przymiotnik w stopniu równym + **as**:
The jeans weren't as expensive as the jacket.
- too** + przymiotnik: *The price was too high.*
- przymiotnik + **enough**: *This shirt isn't smart enough.*

1 Uzupełnij zdania wpisując podane przymiotniki w odpowiedniej formie.

- When there is a sale, most products are _____ (*cheap*).
- The new swimming pool is _____ (*big*) one in our town.
- Unfortunately, it's one of _____ (*bad*) films I've ever seen.
- Where I live, the tram is _____ (*quick*) means of transport.
- I like this dress, but it's too smart for me. Have you got something _____ (*casual*)?
- Oh dear! We're never going to buy these tickets!
This is _____ (*long*) queue I've ever seen.
- This jacket is _____ (*expensive*) than I expected.
- For me, horse riding is one of _____ (*exciting*) free-time activities. I just love it!
- I'm busy at the moment, so maybe we could meet at a _____ (*late*) time?
- Many people say that being a mum is _____ (*hard*) job on earth.

2 Przetłumacz na język angielski podane w nawiasach fragmenty zdań. Uwaga! W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- A vegan restaurant? I think that _____ (*najłatwiejsza*) to find is the one in the town centre.
- I usually go shopping for clothes with my sister – she always gives me _____ (*najlepsze*) advice.
- Unfortunately, my new tracksuit is not _____ (*tak wygodny jak*) the one I had before.
- I'm afraid these shoes _____ (*nie są wystarczająco eleganckie*). I'll try on another pair.
- New products are usually _____ (*droższe niż*) second-hand things.
- Cheap clothes _____ (*są zwykle gorsze niż*) designer clothes.
- It's difficult to talk here. Let's find a _____ (*mniej hałaśliwe*) place.
- This book is _____ (*najmniej interesująca*) of all his novels.
- This building isn't _____ (*tak wysoki jak*) the one over there.
- Mary _____ (*jest najstarsza ze*) all our children.

3 Uzupełnij zdania korzystając z podanych informacji.

- Sky Tower is the highest building in this town.
 - None of the buildings in this town is _____ Sky Tower.
 - Sky Tower _____ than the other buildings in this town.
- The last book by this author was boring. This book wasn't so boring.
 - The last book by this author was _____.
 - This book wasn't _____.

Wskazówki

Zdanie przydawkowe (odpowiadające na pytania: *jaki? który?*) zawierają istotną informację o rzeczowniku w zdaniu głównym, bez której zdanie to nie byłoby logiczne i sensowne. W zdaniach przydawkowych używamy następujących **zaimków względnych**:

- **who/that** – w odniesieniu do osób: *I met a woman who had sailed the Atlantic on her own.*
- **which/that** – w odniesieniu do rzeczy: *I've got an old winter coat which still looks very elegant.*
- **where** – w odniesieniu do miejsc: *They took us to a palace where the last Polish queen used to live.*
- **whose** – aby określić, do kogo należy jakaś rzecz: *I saw a TV programme about a woman whose husband spent all their money on vintage cars.*

Zamiast zaimka **where** można użyć **which/that ... + in**. W zdaniach z zaimkiem **where** nie używamy **in**: *This is the village which I grew up in.* lub *This is the village where I grew up.*

Uwaga!

W zdaniach przydawkowych możliwe jest opuszczenie spójników: **who/which/that**, jeśli pełnią one w zdaniu funkcję dopełnienia, np.: *Can I see the phone (which/that) you bought last week?* (**which/that** = dopełnienie).

Zaimka względnego nie można pominąć, jeśli jest on podmiotem zdania podrzędnego:

That's the woman who owns this beautiful Doberman dog.
(**who** = podmiot)

1 Uzupełnij zdania właściwymi zaimkami względnymi.

- 1 The factory, _____ was built in the 19th century, is now a museum.
- 2 There's a shopping centre near here _____ they often have fantastic discounts.
- 3 In the film, I liked the actor _____ played the main role.
- 4 I've got a friend _____ sister is a school teacher.
- 5 We went to the new art gallery _____ opened a few weeks ago.
- 6 My favourite director, _____ films are all very good, is Christopher Nolan.
- 7 We visited a house in the country _____ a famous Polish novelist used to live.
- 8 My friend has got a cousin _____ plays in a band.

2 Uzupełnij zdania, używając właściwych zaimków względnych oraz wyrazów z nawiasów we właściwej formie. Dodaj wszelkie niezbędne elementy zdania.

- 1 A comedy is a type of film _____ (make / people / laugh).
- 2 A bakery is a place _____ (bakers / prepare / bread).
- 3 Sushi is a dish _____ (often / people / eat / Japan).
- 4 The stage is a kind of platform _____ (actors / play / roles).
- 5 A surgeon is a doctor _____ (perform / operations).

3 Przekształć poniższe zdania w zdania przydawkowe.

- 1 We've got an old motorbike. My father used to ride it.

- 2 Centrum Experyment is a place in Gdynia. You can learn about science and nature there.

- 3 Luciano Pavarotti was a famous opera singer. His voice was strong and beautiful.

- 4 Bona Sforza was a Polish queen. She introduced many new foods to Poland.

- 5 Terry has got a job. It involves helping sick and injured animals.

- 6 This film is about a queen and her Scottish servant. Their friendship angers many people.

- 7 We saw a bird this morning. Its feathers were extremely colourful.

- 8 They brought in a woman this morning. Her leg was badly broken.

4 Przekreśl zaimki względne **who/which/whose** w tych zdaniach, w których można je opuścić.

- 1 The book which I told you about has become a bestseller.
- 2 This is Mr Burns who works in the IT department.
- 3 I've just bought the guidebook which you recommended to me.
- 4 The nicest person who we met on that trip was a guy from Mińsk called Sasha.
- 5 That's the clothing brand whose clothes are all made from natural fibres.
- 6 The boy who gave me this book is my cousin.
- 7 The car which we bought turned out to be full of rust.
- 8 The dress which I saw online was not the same as the product I received.

5 Przetłumacz na język angielski podane w nawiasach fragmenty zdań. **Uwaga!** W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 1 The book called *Koniec świata w Breslau*, _____ (której autorem jest) Marek Krajewski, is a detective story.
- 2 Do you know the name of the boy _____ (który zagrał) main role in our school play?
- 3 I'm now wearing a sweatshirt _____ (którą kupiłem) a few days ago.
- 4 Świdnicka is a famous street in Wrocław _____ (gdzie znajduje się) a lot of shops and restaurants.
- 5 We stopped to listen to some street musicians _____ (którzy grali) a song by The Doors.

Wskazówki

Zdania warunkowe zawierają w sobie warunek oraz rezultat spełnienia lub niespełnienia tego warunku. Poszczególne typy zdań warunkowych w języku angielskim różnią się stopniem prawdopodobieństwa.

Zdań warunkowych typu zerowego używamy, aby opisać:

- konsekwencje powtarzających się regularnie zdarzeń, czynności lub zjawisk: *If I have a big supper, I usually have problems falling asleep.*
- **Uwaga!**
W zdaniach warunkowych typu zerowego spójnik **if** możemy często zastąpić spójnikiem **when**: *I usually feel much better if / when I go jogging in the morning.*

Zdania warunkowe typu zerowego

If + present simple	present simple
If you heat the water up to 100°C,	it boils.
If you don't do your chores,	the parents don't give you pocket money.

Zdań warunkowych typu pierwszego używamy, aby opisać:

- czynności lub sytuacje, które prawdopodobnie lub przypuszczalnie będą miały miejsce w przyszłości po spełnieniu określonego warunku: *You'll get a cold if you don't put proper winter clothes on.*
- **Uwaga!**
W zdaniu nadrzędnym zamiast **will** możemy wykorzystać czasowniki modalne **may/might**: *If she doesn't feel any better, she may/might have to stay longer in hospital.*

Zdania warunkowe typu pierwszego

If + present simple	will/may/might
If you don't hurry up,	we will miss the train.
If you are late,	they may leave without you.

GRAMMAR CHALLENGE!

W zdaniach warunkowych zerowego i pierwszego stopnia możemy używać spójnika **unless = if not** (jeżeli nie; chyba że):
We'll go out unless it rains. = We'll go out if it does not rain.

Uwaga!

Po **unless** nie stosujemy przeczeń: *We'll go out unless it rains.*
NIE: *We'll go out unless it doesn't rain.*

- 1** Uzupełnij fragmenty zdań warunkowych typu zerowego. Użyj wyrazów z nawiasów we właściwej formie i dodaj wszelkie niezbędne elementy zdania.

- _____ (he / always / feel) tired if _____ (weather / change).
- Alice is allergic to oranges. If _____ (she / eat / any), _____ (she / feel) very bad.
- _____ (I / not ask) for help unless _____ (I / have) some serious problems.
- _____ (They / usually / get) sick when _____ (they / travel) by car or by bus.
- There's something wrong with my left arm.
_____ (It / hurt) when _____ (I / move) it quickly.

- 2** Zaznacz poprawne formy czasowników w zdaniach warunkowych typu pierwszego.

- If you **leave** / **will leave** your front door unlocked, somebody **breaks in** / **will break in**!
- If you **let** / **will let** me know what time you're leaving, I **drive** / **will drive** you to the station.
- She **is** / **will be** furious if she **doesn't win** / **won't win** this competition.
- Be careful! If you **drop** / **will drop** the glasses, they **break** / **will break**.
- If you **will lend** / **lend** me your tablet, I'll **let** / **I let** you borrow my sweatshirt.
- We **don't buy** / **won't buy** a bigger flat if the bank **doesn't give** / **won't give** us a loan.

- 3** Przepisz podane zdania, używając spójnika **unless** tak, aby zachować sens zdania wyjściowego.

- If you wear a pullover, you won't feel cold.
You will _____.
- If she doesn't feed the cat now, it will get very angry.
The cat will _____.
- If it rains, we won't go to the beach.
We will _____.
- They won't come to the party if they have a lot of work.
They will _____.
- Their feet will get wet if they don't wear their wellies.
Their feet will _____.

- 4** Przetłumacz na język angielski podane w nawiasach fragmenty zdań. **Uwaga!** W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- Terry's in hospital at the moment. I'm sure she'll be very happy _____ (jeżeli ją odwiedzimy) tomorrow.
- If the project is successful, he _____ (wróci do domu) in a few days.
- I don't normally have problems falling asleep _____ (chyba, że zjem) too much fatty food during the day.
- She won't save anything if _____ (nie zmieni) her spending habits.
- Unless the conflict with a colleague _____ (jest poważny), you don't need to talk to a manager.

Wskazówki

Zdań warunkowych drugiego typu używamy, aby opisać:

- mało prawdopodobne lub praktycznie niemożliwe sytuacje w teraźniejszości lub przyszłości: *If I had a lot of money, I would give some of it to a homeless shelter.*
- rady lub opinie dotyczące konkretnej sytuacji: *If I were you, I would have a serious conversation with him.*

Uwaga!

W zdaniach warunkowych drugiego typu w zdaniu podrzędnym (po spójniku) możemy używać formy **were** dla wszystkich osób: *If he were younger, he would recover more quickly.*

W zdaniu nadrzędnym zamiast **would** możemy użyć czasowników modalnych **might** lub **could**: *If we had a first aid kit, we could stop the bleeding.*

Zdania warunkowe typu drugiego

If + past simple	would/could
If I won the lottery,	I would go and study at Oxford.
If she didn't like you,	she wouldn't want to go out with you.
If I had a car,	I could get everywhere faster.

O ile w zdaniu warunkowym pierwszego stopnia warunek jest możliwy do spełnienia, o tyle w zdaniu warunkowym drugiego stopnia jest on mało prawdopodobny lub niemożliwy. Stąd słowo **if** w pierwszym okresie znaczy **jeżeli/jeśli**, a w drugim okresie **gdyby**:

if you watch the news = jeżeli będziesz oglądał/oglądała wiadomości (prawdopodobnie będziesz)

if she comes = jeśli ona przyjdzie (jest prawdopodobne, że przyjdzie)

if I were rich = gdybym był bogaty / była bogata (ale tak nie jest)

if it was warmer = gdyby było cieplej (ale nie jest)

1 Zakreśl w zdaniach poprawne formy czasowników.

- 1 If he **would stay** / **stayed** in bed, he'd **get** / **got** better after a few days.
- 2 The burn looks really bad. I **saw** / **would see** a doctor if I **were** / **would be** you.
- 3 Some people believe that if nobody **ate** / **eats** meat, everybody **felt** / **would feel** much better.
- 4 I'm sure Chris **will** / **would** go to the cinema with you if you **asked** / **would ask** him.
- 5 He works too much in an office. If he **would spend** / **spent** more time in the open air, he **felt** / **would feel** much better.
- 6 He **had** / **would have** fewer stomach problems if he **drank** / **wouldn't drink** less coke.
- 7 If I **knew** / **know** the answer, I **told** / **would tell** you.
- 8 You should take more care of your diet. If you **ate** / **eat** more healthily, you **didn't** / **wouldn't** put on weight so easily.

2 Uzupełnij zdania warunkowe typu drugiego czasownikami z nawiasów we właściwej formie.

- 1 If you _____ (wear) a cap and a scarf regularly, you _____ (not fall) ill so easily.
- 2 She _____ (be) here sooner if she _____ (leave) the house on time.
- 3 He _____ (not have) problems climbing stairs if he _____ (take) more exercise.
- 4 _____ (you / see) a dentist if you _____ (have) toothache?
- 5 He _____ (have) more friends if he _____ (not spend) so much time playing computer games.
- 6 Who _____ (take) with you if you _____ (want) to go on a trip around the world?
- 7 This town is so quiet. If there _____ (be) something interesting to do, perhaps so many people _____ (not want) to leave.
- 8 If your friend _____ (tell) you a secret, _____ (keep) it?

3 Przepisz podane zdania, używając zdań warunkowych drugiego typu.

- 1 Their colleagues find them annoying. They tell silly jokes all the time.

- 2 The children fight constantly. They don't have a hobby.

- 3 I'm moving out next month. The upstairs neighbours throw noisy parties every other day.

- 4 I don't have a cat. I'm allergic to cat fur.

- 5 There are three big trees right in front of our windows. The living room is dark.

- 6 Frank lives in New Zealand. We don't see each other very often.

- 7 I don't have a credit card. I can't shop at this online store.

- 8 Chris hasn't got any savings. He is not careful with his money.

4 Uzupełnij zdania. Wykorzystaj podane w nawiasach wyrazy we właściwej formie. Uwaga! W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 1 _____ (unless / he / take) some antibiotics, his earache won't go away so easily.
- 2 _____ (if / I / be) him, I wouldn't do sports after an operation on the knee.
- 3 She always takes a lot of vitamins _____ (if / she / feel) that she may get a cold.
- 4 _____ (he / lose / weight) quickly if he went on a diet.
- 5 _____ (if / I / not get) enough sleep, I feel dizzy the next morning.
- 6 _____ (if / you / follow) this road, you will get to the station.

Wskazówki

Strony biernej w języku angielskim używamy:

- gdy wykonawca czynności jest nieznany lub nieistotny dla treści zdania: *My camera has been stolen. Breakfast is included in the price.*
- w opisach procesów, zjawisk i mechanizmów: *A lot of historic buildings in the town centre were damaged during the war and rebuilt later on.*
- dla podkreślenia wykonawcy czynności za pomocą przyimka **by**: *This part of Africa was explored by David Livingstone.*

Stronę bierną tworzymy w różnych czasach gramatycznych, odpowiednio odmieniając czasownik posiłkowy **to be**:

Present simple: **am/is/are + past participle**

Zdania twierdzące	Rice is grown in Asia. These desks are made in Sweden.
Zdania przeczące	Rice isn't grown in Poland. These desks aren't made in Japan.
Pytania ogólne	Is rice grown in Asia? Are these desks made in Sweden?
Pytania szczegółowe	Where is rice grown? Where are these desks made?

Past simple: **was/were + past participle**

Zdania twierdzące	It was discovered in 1776. They were caught yesterday.
Zdania przeczące	It wasn't discovered in 1776. They weren't caught two days ago.
Pytania ogólne	Was it discovered in 1776? Were they caught yesterday?
Pytania szczegółowe	When was it discovered? How were they caught yesterday?

Present perfect: **have/has been + past participle**

Zdania twierdzące	They have been elected. The show has been cancelled.
Zdania przeczące	They haven't been elected. The show hasn't been cancelled.
Pytania ogólne	Have they been elected? Has the show been cancelled?
Pytania szczegółowe	Who have they been elected by? Why has the show been cancelled?

Future simple: **will + be + past participle**

Zdania twierdzące	The project will be completed soon. The parcel will be delivered tomorrow.
Zdania przeczące	The project won't be completed soon. The parcel won't be delivered tomorrow.
Pytania ogólne	Will the project be completed soon? Will the parcel be delivered tomorrow?
Pytania szczegółowe	When will the project be completed? How will the parcel be delivered?

GRAMMAR CHALLENGE!

Stronę bierną stosujemy, gdy chcemy, aby uwaga odbiorcy była skupiona na czynności, a nie na jej wykonawcy.

Strony czynnej używamy, gdy bardziej interesuje nas wykonawca czynności: *His smartphone was stolen.* (Jego smartfon został skradziony.) *A boy from another school stole his smartphone.* (Chłopiec z innej szkoły ukradł jego smartfona.)

1 Wybierz właściwą formę czasownika w stronie biernej.

- Mary **isn't** / **hasn't** been informed about her win yet.
- Some of these horses **were** / **will** be sold at auction.
- All our cars **are** / **have** always delivered by one company.
- To be honest, not much **has done** / **has been done** to solve the smog problem.
- Where **was** / **has** this jewellery found?
- All the tickets **have** / **will** been sold in the last three days.
- This shelf isn't ever **use** / **used**, so don't put anything on it.
- When **was** / **has** the vacuum cleaner invented?

2 Uzupełnij zdania czasownikami z nawiasów we właściwej formie strony biernej.

- Millions of emails _____ (**send**) every day.
- A lot of geographical discoveries _____ (**make**) in the 19th century.
- My car's still at the garage. It _____ (**not repair**) yet.
- The first cars _____ (**not produce**) on a production line, so each one was different.
- Some people think that in the future all work _____ (**do**) by robots.
- Who _____ (**the first computer / build**) by?
- Antibiotics _____ (**use**) commonly since the 1950s.
- _____ (**your computer / protect**) with a password?

3 Przekształć podane zdania na stronę bierną. Tam, gdzie to konieczne, dopisz, kto jest wykonawcą czynności, używając przyimka **by**.

- A lot of tourists visit this town every summer.

- My secretary made the reservation two weeks ago.

- They have prepared the hotel for the new season.

- They will take us on a bus tour of the city.

- You can see the cathedral in most of my photos.

4 Przetłumacz na język angielski podane w nawiasach fragmenty zdań. Uwaga! W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- _____ (**Te obrazy zostały namalowane**) in London.
- My shoes _____ (**nie zostały naprawione**) yet.
- Social media _____ (**są wykorzystywane przez**) millions of people to communicate.
- Unfortunately, my parcel _____ (**nie zostanie dostarczona**) this week.
- _____ (**Czy dokumenty są zapisywane**) automatically every few minutes?

Wskazówki

Mowy zależnej w języku angielskim używamy, aby relacjonować wypowiedzi innych osób lub swoje własne, nie przytaczając ich dosłownie.

'I am trying to fix my keyboard.' – cytata (mowa niezależna)

I told him that I was trying to fix my keyboard. – relacja (mowa zależna)

Używając mowy zależnej, stosujemy następstwo czasów.

Zmiana czasu zgodnie z regułą następstwa czasów

present simple	past simple
'I use my laptop every day.' 'This camera doesn't work.'	He said he used his laptop every day. They said that camera didn't work.
present continuous	past continuous
'I am writing an email.' 'They aren't listening to music.'	She said she was writing an email. You said they weren't listening to music.
present perfect	past perfect
'We have just made a new app.' 'She hasn't sent the message.'	They said they had just made a new app. He said she hadn't sent the message.
past simple	past perfect
'We bought this monitor yesterday.' 'You didn't pass the test.'	She said they had bought that monitor the day before. She said you hadn't passed the test.
will	would
'I will become a famous scientist one day.' 'They won't fix this soon.'	She said she would become a famous scientist one day. They said they wouldn't fix this soon.
can	could
'I can drive.' 'We can't help you today.'	She said she could drive. They said they couldn't help us that day.

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

Zmiana niektórych określeń czasu i miejsca

today	that day
at the moment	at that moment
now	then
yesterday	the day before / the previous day
last week/month/year	the week/month/year before
two days/weeks/years ago	two days/weeks/years before
tomorrow	the next/following day
next week/month/year	the next/following week/month/year
this	that
these	those
here	there

GRAMMAR CHALLENGE!

Po czasowniku *tell* występuje dopełnienie – osoba lub zaimek osobowy.

Po czasowniku *say* nie ma dopełnienia:

He told me his computer had broken down.

NIE: *He told his computer had broken down.*

He said his computer had broken down.

NIE: *He said me his computer had broken down.*

1 Wybierz poprawne formy czasowników.

- 'I'm going to ask for a full refund.' She said she **was / will be** going to ask for a full refund.
- 'The doctor will see you soon.' The nurse told me that the doctor **had seen / would see** me soon.
- 'I don't like watching television.' She said she **didn't like / hadn't liked** watching television.
- 'I can't come to your birthday party unfortunately.' He told me that he **didn't / couldn't** come to my birthday party.
- 'We've never been to Scotland.' They said they **had never been / have never been** to Scotland.
- 'I took a lot of photos yesterday.' He said he **has taken / had taken** a lot of photos the day before.

2 Przepisz poniższe zdania w mowie niezależnej.

- 'Someone stole my wallet last weekend.'
Gina said _____.
- These children spend too much time on the Internet.'
The woman said _____.
- 'I can fix your bike for you.'
Mike told me _____.
- 'We went to Spain last summer.'
The boys said _____.
- 'I've never used this app before.'
Ann said _____.
- 'I'm working on my science project this weekend.'
Chris said _____.

3 Znajdź i popraw błędy w poniższych zdaniach.

- They said they were having a test today.

- Emma said that she hasn't posted that comment.

- My father said that he will change his job the following year.

- My sister told she wanted to become a singer.

- Jake said that he needs to buy a new mouse.

4 Przetłumacz na język angielski podane w nawiasach fragmenty zdań. Uwaga! W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- Mike _____ (*powiedział, że jest*) hungry.
- My brother said that his computer _____ (*właśnie się zawiesił*).
- My friend told me that she _____ (*nie może pojechać*) shopping with me because she was busy.
- Leila said that _____ (*wchodzi*) on social networking sites every day.
- My parents said that we _____ (*prawdopodobnie przeprowadzimy się*) to a new house the following year.

Wskazówki

- W zadaniach tego typu najczęściej sprawdzana jest znajomość czasów gramatycznych, czasowników frazowych oraz idiomatycznych wyrażen przyimkowych.
- Najpierw przeczytaj cały tekst, ignorując luki i starając się zrozumieć jego sens. Następnie przeczytaj tekst ponownie, zwracając szczególną uwagę na wyrazy znajdujące się przed każdą luką i po niej. Mogą to być np. określenia czasu, które pomogą Ci wybrać właściwy czas gramatyczny.
- Pamiętaj, aby najpierw wyeliminować odpowiedzi, które na pewno są nieprawidłowe, a dopiero potem wybrać ostateczną odpowiedź.
- Po wykonaniu zadania przeczytaj ponownie całe zdania lub tekst, aby upewnić się, że są one spójne i logiczne.

1 Read the text and choose the correct answer a, b or c.

Have you heard the story of the newly-wed couple who went on their honeymoon to Sri Lanka and then fell off a cliff while they ¹ to take a selfie? The couple went ² a walk and wanted to take some photos of the beautiful mountains around them. They had posed in several different places until they found the cliff where they thought the snapshot would be perfect. Unfortunately, they lost their balance and fell about forty metres. Luckily, they landed on top of a huge tree. The man used his mobile phone ³ to call for help. Forty rescuers were sent to save the couple. It ⁴ a few hours to reach them. The couple were still in a state of shock but, to be honest, they were pretty lucky not to get killed. Let this story be a warning to ⁵. Even the most original selfie isn't worth risking your life for!

- | | | |
|-----------------|--------------------|--------------|
| 1 a were trying | b have been trying | c are trying |
| 2 a on | b for | c down |
| 3 a so that | b because | c in order |
| 4 a took | b got | c made |
| 5 a another | b others | c other |

2 Read the text and choose the correct answer a, b or c.

Hedgehogs are small mammals that have existed for 15 million years. They ¹ in Europe, the Middle East, Africa and Central Asia. You may even come across them in New Zealand, but there they are considered to be a threat ² the native wildlife. ³ some people keep them as pets, most hedgehogs live in the wild. They are solitary creatures, which only hunt during the night. Unfortunately, ⁴ people know that they are lactose intolerant, and should only drink water as milk makes them very ill. An adult hedgehog has about 7,000 spines, which it can raise when it feels threatened. Sadly, the ⁵ of these lovely creatures are down by 70% over the last 20 years in the UK alone. They die of various natural diseases, but we have lost many of them as a result of road kills or land pollution.

- | | | |
|-------------|------------|----------------|
| 1 a find | b found | c can be found |
| 2 a to | b of | c on |
| 3 a Despite | b Although | c When |
| 4 a few | b a few | c many |
| 5 a amounts | b numbers | c sizes |

3 Read the text and choose the correct answer a, b or c.

Do you know that yellow, along with red, is one of the oldest colours in the history of art? You can find it in many old paintings ¹ date back to ancient times. Historians believe that yellow was ² a popular colour because it represented the sun and, in the past, many people worshipped sun-related gods. Another reason ³ its popularity could be the fact that it is associated with pleasant feelings such as happiness. However, yellow doesn't always have the best connotations. In some cultures and religions, it symbolises dishonesty or cowardice. For example, Judas often ⁴ yellow clothes in religious paintings. Yellow is a very vivid colour, and because it ⁵, it is often the colour of taxis or emergency vehicles. What is surprising, however, is that not many people consider it to be their favourite colour. That's interesting, isn't it?

- | | | |
|----------------|----------------------|-------------|
| 1 a whose | b which | c what |
| 2 a such | b very | c so |
| 3 a to | b for | c of |
| 4 a is wearing | b is used to wearing | c wears |
| 5 a stands out | b moves out | c finds out |

4 Read the text and choose the correct answer a, b or c.

Homework ¹ part of your school life for many years, hasn't it? You have probably grown to dislike it, so – like most students – you probably ask yourself 'Who on earth invented homework?' No one ² for sure how it originated, but the first references of activities to be done at home come from the 1st century AD, when Pliny the Younger ³ his pupils to practice oratory skills after lessons. Some people claim it was Roberto Nevilis who invented homework in 1905 as a punishment for his students, but there isn't much proof to support this. The first man to introduce homework to schools in the USA in the 19th century was the American educational reformer Horace Mann. The point was ⁴ students autonomy and to encourage them to learn ⁵ extra at home without the time limit. Nowadays, experts argue whether or not homework is a valuable activity and to what extent it actually helps the learner. What's your view?

- | | | |
|------------------|------------|-------------|
| 1 a is | b was | c has been |
| 2 a doesn't know | b knows | c has known |
| 3 a made | b said | c told |
| 4 a to teach | b teaching | c teaches |
| 5 a a little | b some | c quite |

Wskazówki

- W zadaniu tego typu z podanych opcji musisz wybrać tę, która jest poprawnym tłumaczeniem na język angielski fragmentu zdania podanego w nawiasie.
- Zastłoń opcje a–c kartką papieru i zastanów się, jak powinno brzmieć tłumaczenie danego fragmentu. Dopiero wtedy przeczytaj opcje a–c i podejmij decyzję, którą z nich wybrać.
- Pamiętaj, że dobra odpowiedź nie tylko musi być poprawna gramatycznie, ale powinna również dokładnie oddawać sens fragmentu zdania zapisanego po polsku w nawiasie.

1 Choose the answer which means the same as the Polish part of the sentence in brackets.

- Do you know Anna? ____ (*Jaka*) is she like?
 - How
 - What
 - Which
- My parents spend a lot of time ____ (*na graniu w*) board games in the evenings.
 - to play
 - on playing
 - playing
- If you ____ (*pomożesz*) me now, I'll help you later.
 - will help
 - help
 - can help
- We ____ (*znamy się*) since we were children.
 - know each other
 - knew each other
 - have known each other
- Paula ____ (*prawie wcale nie je*) meat because she simply doesn't like it.
 - hardly ever eats
 - seldom eats
 - doesn't eat
- It ____ (*na pewno nie mogła być*) Olivia. She was with me in Wales at that time.
 - can't be
 - can't have been
 - couldn't be

2 Choose the answer which means the same as the Polish part of the sentence in brackets.

- When we were kids, we ____ (*oglądaliśmy*) *Tom & Jerry* all the time.
 - should watch
 - had watched
 - used to watch
- By the time Mark got home, we ____ (*już wyszliśmy*).
 - had already left
 - have already left
 - were already leaving
- Rita, what kinds of films ____ (*podobają ci się*)?
 - are you keen on
 - you like
 - appeals to you
- I ____ (*nie znoszę*) cold weather.
 - don't enjoy
 - can't stand
 - can't help

- Don't forget ____ (*pościelić łóżka*) before you go to school.
 - to make your bed
 - making your bed
 - make your bed
- This time next week, I ____ (*będę się przeprowadzał*). I'm so excited.
 - 'I'll have moved house
 - 'I'll be moving house
 - 'I'll move house



3 Choose the answer which means the same as the Polish part of the sentence in brackets.

- Could you ____ (*pożyczyć*) me some money until next week?
 - borrow
 - lend
 - pay
- ____ (*Czy musicie nosić*) uniforms at school?
 - Should you wear
 - Are you likely to wear
 - Do you have to wear
- ____ (*Zdawałam*) my English exam yesterday.
 - I took
 - I passed
 - I sit
- If I ever won the lottery, I ____ (*kupiłbym*) a big house by the sea.
 - will buy
 - would buy
 - am going to buy
- The prices in this shop are ____ (*tak samo wysokie jak*) in that one.
 - as high as
 - as highly as
 - the same height as
- I've got some bad news. I've been ____ (*zwolniony*).
 - out of work
 - unemployed
 - dismissed
- Do you know ____ (*gdzie oni mieszkają*)? Is it somewhere in Manchester?
 - where do they live
 - where are they living
 - where they live
- ____ (*Kończy nam się*) milk. Can you get some on the way back from work, please?
 - We are running out of
 - We have used up
 - We will end up

ŚRODKI JĘZYKOWE

tłumaczenie fragmentów zdań (zadania otwarte)

Wskazówki

- W zadaniu tego typu poprawna może być więcej niż jedna odpowiedź.
- Przeczytaj uważnie wyrazy występujące przed luką i po niej – mogą być one częścią wyrażenia, którego należy użyć.
- Nie tłumacz podanych fragmentów słowo w słowo. Zastanów się, jaka kolokacja lub struktura gramatyczna będzie potrzebna w tłumaczeniu podanego fragmentu zdania, np. jakiego czasu należy użyć, czy zastosować stronę czynną, czy bierną itd.
- Pamiętaj o różnicach w zastosowaniu struktur gramatycznych w języku polskim i angielskim. Na przykład, zdanie w czasie teraźniejszym w języku polskim może być wyrażone w języku angielskim za pomocą różnych konstrukcji: mieszkam tu = *I live here, I'm living here (at the moment), I've lived here (since 1998)*.
- Przeczytaj gotowe zdanie i zastanów się, czy jest ono logiczne i poprawne gramatycznie oraz czy zawiera konieczne przedimki, przyimki i zaimki.
- Jeśli w poleceniu podany był limit słów do wpisania w lukę, sprawdź, czy go nie przekroczyłeś / nie przekroczyłaś.

1 Translate the Polish parts of the sentences into English. Use no more than four words.

- I _____ (*jestem uczniem*) at this school for four years.
- London has _____ (*o wiele więcej mieszkańców*) than Warsaw.
- _____ (*Czy pieniądze są ważne*) to you?
- I _____ (*zawsze podziwiam*) to my parents. They are so hard-working.
- As soon as we _____ (*skończymy robić pracę domową*), we'll go to the gym.
- If _____ (*miałbym wybór*), I'd study abroad.
- _____ (*Przydałby mi się*) with a new computer.

2 Translate the Polish parts of the sentences into English. Use no more than five words.

- _____ (*Granie na pianinie*) has always been my hobby.
- I am exhausted because _____ (*biegałem*) all morning.
- _____ (*Jak się czułaś*) when you learnt the truth?
- _____ (*Nie wolno używać*) mobile phones during the exam.
- I agree with you _____ (*do pewnego stopnia*).
- This room has _____ (*trzeba natychmiast posprzątać*). We are having guests tonight.
- _____ (*Kto pożyczył mi*) this pencil? I can't remember.

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

- I didn't recognise John because _____ (*miał na sobie*) a silly hat.
- My computer _____ (*właśnie się zepsuł*), so I can't finish my presentation!
- _____ (*Śnieg musiał padać*) all night. Everything was white outside when I woke up.
- My mother _____ (*była wczoraj operowana*). She's recovering now.
- I _____ (*zapomniałam wystać paczkę*) on time. I don't think it'll get there before Easter.
- _____ (*Czy mam Pani pomóc*) with your suitcase? It looks very heavy.
- _____ (*Nie mam nic przeciwko*) uniform policy at our school.



4 Translate the Polish parts of the sentences into English. Use no more than five words.

- I remember _____ (*że dostałem receptę*) from the doctor, but I've lost it.
- _____ (*Nikt nie lubi być krytykowanym*) in public. It's so embarrassing.
- My friend _____ (*namówił mnie do kupna*) this bike, but I regret having listened to them.
- Could you tell me _____ (*kiedy rozpocznie się koncert*)?
- Why _____ (*zostawiasz taki*) a mess in your bedroom?
- My parents _____ (*nie pozwolili mi*) to go and see my girlfriend because it was too late.
- There _____ (*nie ma sensu pytać*) them for help because they are too far away to do anything.
- _____ (*Co twój tata robi*) for a living?
- This cake _____ (*smakuje tak dobrze jak*) the one we had yesterday.

5 Translate the Polish parts of the sentences into English. Use no more than five words.

- 1 Martha always _____ (*dostaje najlepsze oceny*) and helps other students with their homework.
- 2 Paula is my best friend and she _____ (*nigdy mnie nie zawodzi*) when I need her.
- 3 Do you really think school _____ (*to strata czasu*)?
- 4 Tim _____ (*nie dba o*) his friends and he's not at all loyal.
- 5 This language school _____ (*jest daleko od jej domu*). But Katie loves the classes, so she doesn't mind.
- 6 Our school debate league _____ (*wygrała kilka nagród*) last year.
- 7 If you want to _____ (*sprawić, by twoje marzenia stały się rzeczywistością*), you have to go out and fight for them.
- 8 I applied to New York University, and I just got an email saying that _____ (*przyjęli mnie*).
- 9 Her personal problems _____ (*sprawiły, że stała się*) a better actress because she understood what the characters were going through.

6 Translate the Polish parts of the sentences into English. Use no more than five words.

- 1 Buckingham Palace _____ (*został wybudowany*) in 1703.
- 2 Beth will get a cold _____ (*jeśli nie założy*) a warm coat today.
- 3 My brother said that _____ (*był bardzo zmęczony po*) the match.
- 4 I saw a documentary about a man _____ (*którego dom*) was destroyed by Hurricane Katrina.
- 5 We didn't phone earlier _____ (*ponieważ myśleliśmy*) you were having your swimming lesson.
- 6 _____ (*Musiałem dużo się uczyć*) lot before my final exams.
- 7 Your boyfriend _____ (*mógł być*) in the restaurant, but we didn't see him.
- 8 Rita _____ (*zaprosiła nas na przyjęcie*), but it was called off because of coronavirus.
- 9 _____ (*Podczas ostatnich letnich wakacji*), Luna and Frank went canoeing in Lithuania.

7 Translate the Polish parts of the sentences into English. Use no more than five words.

- 1 Don't forget that the strawberry-flavoured chocolate I bought today _____ (*jest moja, nie twoja*).
- 2 My brother has an important football match _____ (*pod koniec tego*) month.
- 3 It's a pity that me and my friends cannot _____ (*odwiedzać się nawzajem*) at the moment.
- 4 Noah writes _____ (*najlepsze wypracowania*) in our class.
- 5 Alice _____ (*nie ma zbyt wiele mebli*) in her room, but she is planning to buy some next month.
- 6 There are always _____ (*zbyt wiele osób*) in that shopping centre.
- 7 My mum _____ (*jest aktorką*), but she's working in a bakery for the time being.
- 8 On our way to the cinema, _____ (*zatrzymaliśmy się, aby się napić*) some coffee.
- 9 I promise _____ (*że nie będę grać*) Cyberpunk this weekend.



ŚRODKI JĘZYKOWE

minidialogi (zadania zamknięte)

Wskazówki

- Rozwiązując zadanie tego typu, pamiętaj, że wybrana odpowiedź musi pasować zarówno do fragmentu przed luką, jak i po niej, tak aby dialog stanowił logiczną całość.
- Po wybraniu odpowiedzi przeczytaj cały dialog i sprawdź, czy jest logiczny i poprawny gramatycznie.

1 Choose the correct answer to complete the mini-dialogues.

- 1 **X** Sophia, do you take sugar in your tea?
Y ____
X OK. White or brown?
A A few, please.
B One spoonful, please.
C A couple, please.
- 2 **X** What do you do?
Y I work as a surgeon.
X ____
A What's he like?
B I am also in hospital.
C Oh! Just like my father.
- 3 **X** What's it like outside?
Y ____
X So, I'd better take a coat with me.
A Quite chilly and blowy.
B Winters can be pretty freezing.
C I can't see a thing.
- 4 **X** Why was Karen absent during the meeting?
Y She ____
X Unlike her, but who knows?
A doesn't like meetings.
B said she wasn't coming.
C must have forgotten about it.
- 5 **X** Who are the twins like?
Y ____
X Really? I can't see much resemblance.
A They were brought up by their father.
B They take after their father.
C They have always got on with their father.

2 Choose the correct answer to complete the mini-dialogues.

- 1 **X** Do you mind if I take a picture of your dog?
Y ____
X Thank you.
A I'm not sure.
B Actually, I do.
C Not at all.
- 2 **X** Dad, I'm off to the cinema with Charlie.
Y OK. ____
A Take care.
B That's very kind of you.
C So will I.
- 3 **X** Mia, did you enjoy the match on Sunday?
Y Actually, it was pretty boring.
X ____
A Sounds great!
B What a pity!
C I hated matches.

- 4 **X** Let's go to see the new Bond film.
Y ____
X I'm surprised. I thought you liked them.
A Sorry, but action films simply aren't my thing.
B I can't. I have to study for the biology test.
C Great! Where is it on?
- 5 **X** Excuse me, ____
Y Yes, what size are you?
X I take a size large.
A do you think I look good in this dress?
B do you have this dress in size 38?
C can I try this dress on?
- 6 **X** I'd love to go cycling on Friday!
Y ____
X Great idea!
A But it's going to rain on Friday.
B Let's plan a trip to the forest.
C Well, I'm not that keen on cycling.



3 Choose the correct answer to complete the mini-dialogues.

- 1 **X** I'd like two return tickets to Liverpool, please.
Y ____
X Thank you.
A Don't worry.
B You're welcome.
C Here you are.
- 2 **X** Did you like the new book by Olga Tokarczuk?
Y ____
A Not really.
B So did I.
C I don't.
- 3 **X** William, I can't get a Wi-Fi connection here.
Y ____
X No idea.
A What would be done?
B What shall we do?
C What has been done?
- 4 **X** Mum, I'm afraid I've broken your phone.
Y ____ It was old anyway.
A Watch out!
B Take care!
C Never mind.
- 5 **X** ____
Y Nice to meet you.
A Let's meet tomorrow after school.
B That was very nice of you.
C Hi, my name is Amelia.
- 6 **X** Revising for a test at the last moment is a really bad idea.
Y ____
X Oh, what have you been so busy with?
A You're right, but I haven't had any time until now.
B In my opinion, it's a wonderful idea.
C I'm not sure I agree.

Wskazówki

- W zadaniu tego typu poprawna może być więcej niż jedna odpowiedź.
- Najpierw ustal na podstawie kontekstu, jaką funkcję pełni wypowiedź z luką (np. podziękowanie, zaskoczenie, prośbę, zgodę lub brak zgody, zaproszenie itp.). Następnie zastanów się, jaki zwrot pełniący tę funkcję może zostać wykorzystany. Pamiętaj o dopasowaniu jego formy gramatycznej (np. czasu) do reszty dialogu.
- Po wpisaniu odpowiedzi przeczytaj cały dialog i sprawdź, czy jest logiczny i poprawny gramatycznie.

1 Complete the mini-dialogues.

- X** How about this dress? Do you think it _____?
X Yes. It's your style and colour.
- X** Are you hungry? I'm starving!
Y Yes, me too. How _____ a pizza from that new takeaway?
X Sounds good. Do they charge for delivery?
- X** Did you apply for the job in the sports shop?
Y Yes, but they chose someone else.
X That's _____.
- X** _____? Chocolate or strawberry ice cream?
Y I don't mind. Either's good.
X So, I'll give you a bit of both.
- X** I need to take my cat to the vet's on Friday.
Y So _____, in fact. Mine needs to be seen too.
X Great! So, let's go together.
- X** Would you like to go to the cinema tonight?
Y _____! Which film shall we watch?



2 Complete the mini-dialogues.

- X** You'd better _____!
Y I am! I am not lying!
X So, who took my favourite T-shirt then if it wasn't you?
- X** _____ to drink?
Y Yes, some water please.
X Still or sparkling?
- X** Good morning, how _____?
Y I lost my bag while I was travelling on the underground this morning.
X Oh, I see. Could you fill in this form please?
- X** Sonia, I'm having a birthday party next week. Would _____?
Y I'm sorry, I can't. I'm grounded till the end of the month.
- X** I saw that famous actress yesterday!
Y _____?
X I can't remember her name. She's starred in *The Chilling Adventures of Sabrina*.

- X** Why don't you buy that book?
Y I _____.
X I can lend you some money.
- X** My car _____.
Y Do you know how to repair it?
X No, but I'll ask my neighbour what to do.

3 Complete the mini-dialogues.

- X** What does Harry _____?
Y He is a pet food taster.
X How unusual.
- X** Would you like to play rugby with Peter and Greg?
Y _____.
X Me neither.
- X** What's _____?
Y He's clever and cheerful.
- X** Thanks for all your help with the project.
Y Don't _____.
- X** How did your exams go?
Y I passed all of them with flying colours.
X _____!
- X** Excuse me, I'm looking for the train station.
Y Right, you need to turn left here, and then go straight on.
X _____?
Y No, it's a 5-minute walk.
- X** Excuse me, can I buy a ticket to Liverpool here?
Y Yes, do you want a _____?
X Two singles, please.

4 Complete the mini-dialogues.

- X** I'd _____ jacket. It's too small.
Y Have you got the receipt?
X Here you are.
- X** Good morning. I'd _____ now, please.
Y Of course. Have you enjoyed your stay?
X Yes, this place is really lovely.
- X** Can I pay contactless?
Y Sorry, we _____. There's a cash machine over there.
X Oh, it's OK. I've got a £20 note.
- X** Who were these photographs taken by?
Y I'm not sure. They might _____ a local photographer.
- X** _____ tennis racket? I've forgotten mine!
Y Yes, of course you can, but could you give it back this evening?



Wskazówki

- W zadaniu tego typu z podanych opcji musisz wybrać tę, która najlepiej oddaje sens podanego zdania lub wyróżnionego fragmentu zdania.
- Upewnij się, że wybrana przez Ciebie opcja pasuje do zdania wyjściowego, np. czy podmiot zgadza się z orzeczeniem. Zastanów się, czy w zdaniu powinien być użyty czasownik w bezokoliczniku, czy może czasownik z końcówką *-ing*.
- Zwróć szczególną uwagę na tzw. *false friends*, czyli słowa i wyrażenia, które w języku angielskim brzmią podobnie lub tak samo, jak wyrazy w języku polskim, ale mają zupełnie inne znaczenie (np. *pass* nie oznacza „pas”).

1 Choose the answer that means the same as the underlined phrase or sentence.

- Who takes care of the children while the parents are at work?
a pays attention to
b brings up
c looks after
- What do you feel like doing when the lessons are over?
a What should you do
b What do you fancy doing
c What are you doing
- He looks like a friendly person.
a looks as if he was
b couldn't be
c plays a part of
- When we were children, we used to spend our summers in York.
a could spend
b had to spend
c would spend
- Let me know as soon as you find out what time her train arrives.
a until
b once
c by the time
- The Christmas party is almost ready, but we still need to buy some tinsel.
a we haven't bought any tinsel yet
b we have already bought some tinsel
c we don't need to buy any tinsel

2 Choose the answer that means the same as the underlined phrase or sentence.

- Shall I make you a sandwich?
a Would you like me to
b Do I need to
c How about
- My mum expects me to tidy up my room today.
a I am keen
b I am supposed
c I am allowed
- It's no use asking my brother for help. He's so selfish!
a It's a bad idea
b There's no point in
c We shouldn't

- There are plenty of package tours on offer here.
a lots
b much
c several
- It's a good idea to wait for the sales. Why pay more than necessary?!
a I insist we wait
b It's worth waiting
c I'd rather wait
- I am sure they are at home by now.
a They ought to be
b They could be
c They must be
- My older sister has lived in Iceland for three years.
a My older sister moved to Iceland three years ago.
b My older sister had lived in Iceland for three years.
c My older sister left Iceland three years ago.

3 Choose the answer that means the same as the underlined phrase or sentence.

- The man who I spoke to turned out to be my husband's colleague from work.
a that
b which
c whose
- Patricia was in tears when we were leaving school. Why was she so upset?
a distressed
b nervous
c sensitive
- It isn't necessary for you to wash up the dishes. I can do it.
a You mustn't
b You don't have
c You'd better not
- Could you do me a favour, please? I need a hand with assembling that chest of drawers.
a move it for me
b explain it to me
c do something for me
- I failed to take the exam on time, and it's too late now to register for a retake.
a didn't pass
b didn't manage
c didn't succeed
- I don't mind how you decide to solve this problem. It's up to you.
a not for me to decide
b out of the blue
c not my cup of tea
- Our flat needs doing up, so an interior designer is visiting us this weekend.
a has been renovated
b should be renovated
c will be renovated soon



Wskazówki

- W zadaniu polegającym na parafrazie zdań należy tak przeformułować zdanie wyjściowe, aby zachować jego znaczenie. Poprawna może być więcej niż jedna odpowiedź.
- Przeczytaj uważnie zdanie wyjściowe oraz podany początek i koniec drugiego zdania. Zwróć szczególną uwagę na wyrazy przed luką i po niej – one pomogą Ci zdecydować, jakiej konstrukcji gramatycznej lub jakiego słowa należy użyć.
- Jeśli wymagane jest użycie podanego wyrazu, zastanów się, w jaki sposób odnosi się on do znaczenia zdania wyjściowego i jakie struktury mogą być potrzebne do przeformułowania zdania.
- Pamiętaj, że nie wolno zmieniać podanego wyrazu ani fragmentów drugiego zdania.
- Po uzupełnieniu luki przeczytaj całe zdanie, aby upewnić się, czy jego znaczenie jest takie samo jak znaczenie zdania wyjściowego. Zastanów się też, czy jest logiczne i poprawne gramatycznie.
- Jeśli w poleceniu podany był limit słów do wpisania w lukę, sprawdź, czy go nie przekroczyłeś / nie przekroczyłaś.

1 Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.

- 1 It looks like the environmental situation on our planet is changing for the worse.
GETTING
The environmental situation on our planet _____ and worse.
- 2 Becky and I are complete opposites.
COMMON
Becky and I _____.
- 3 Harry has been unemployed for a few months now.
WORK
Harry _____ for a few months now.
- 4 I haven't seen Vicky for three months.
LAST TIME
_____. Vicky was three months ago.
- 5 Are you friends with Josh?
YOURS
Is _____?
- 6 The line manager didn't know how to solve the problem.
SOLUTION
The line manager couldn't _____ the problem.



2 Complete the second sentence so that it means the same as the first, using the word given. Use no more than four words. Do not change the word given.

- 1 I am sure you told Martha something unpleasant, and that's why she was crying. **HAVE**
You _____ Martha something unpleasant, and that's why she was crying.
- 2 What's the word for 'a charger' in Polish? **CALL**
_____ 'a charger' in Polish?
- 3 I find Dominic really irritating. **NERVES**
Dominic really _____.
- 4 Greg and I have been a couple for a year. **GOING**
Greg and I _____ together for a year.
- 5 Please have some more salad if you are still hungry. **HELP**
Please _____ salad if you are still hungry.
- 6 What's the price of this car? **COST**
How much _____?
- 7 There is never any mess in my room. **KEEP**
I always try to _____.



3 Complete the second sentence so that it means the same as the first, using the word given. Use no more than four words. Do not change the word given.

- 1 You don't have to pay for this magazine. **CHARGE**
This magazine _____.
- 2 'I won't be late,' Rita said. **PROMISED**
Rita _____ late.
- 3 I won't speak to her again if she doesn't say sorry. **UNLESS**
_____, I won't speak to her again.
- 4 My mum stopped eating chocolate while she was on the diet. **UP**
My mum _____ while she was on the diet.
- 5 It isn't necessary to bring anything to my barbecue party this weekend. **HAVE**
You _____ bring anything to my barbecue party this weekend.
- 6 'Why don't we go swimming on Sunday?' said Paul. **SUGGESTED**
Paul _____ on Sunday.
- 7 They should deliver the pet food today. **BE**
The pet food _____ today.
- 8 The wedding cake was very, very sweet. **SUGAR**
There was _____ the wedding cake.

ŚRODKI JĘZYKOWE

transformacje zdań bez podanego słowa (zadania otwarte)

- 1**  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words.**

- Are you meeting Jessie tonight?
_____ to meet Jessie tonight?
- Would you like to go out for a pizza at the weekend?
Do you feel _____ a pizza at the weekend?
- Frank and Kate may go to Lithuania for their holidays.
Frank and Kate are _____ going to Lithuania for their holidays.
- It's my habit to get up at 6:00 on Wednesdays because my swimming practice starts at 6:40.
I _____ getting up at 6:00 on Wednesdays because my swimming practice starts at 6:40.
- It's Sally's responsibility to vacuum the house twice a week.
Sally _____ the house twice a week.
- Whose is this bike? It's very beautiful.
Who _____ to? It's very beautiful.

- 2**  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than three words.**

- They are building a new roundabout next to the train station at the moment.
A new roundabout _____ next to the train station at the moment.
- How long is your journey to school?
How long does it _____ go to school?
- My parents are unable to tolerate the noise their new neighbours are making.
My parents cannot _____ with the noise their new neighbours are making.
- I am fed up with homework. There's always too much for me to do.
I _____ of homework. There's always too much for me to do.
- Parking your car in front of this gate is forbidden.
You _____ your car in front of this gate.
- If I were you, I'd consult your doctor about your headaches.
You _____ touch with your doctor about your headaches.
- I am addicted to chocolate, I'm afraid.
I can't _____ I'm afraid.

- 3**  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words.**

- It isn't necessary to bring anything to the audition.
We already have costumes here.
You don't _____ anything to the audition. We already have costumes here.
- Do you think Joe could cheat on his friend like that?
Do you think Joe _____ cheating on his friend like that?
- I didn't expect this valley to be so wide.
I didn't realise how _____.

- This book is as expensive as that one.
Both _____ amount of money.
- How many suitcases are you planning on checking in?
How much _____ to check in?

- 4**  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than three words.**

- Martin wasn't allowed to go out with his friends.
Martin's parents _____ go out with his friends.
- This vending machine must be out of order. I can't get my drink out.
This vending machine _____ down. I can't get my drink out.
- They will pull down the old theatre, but I think they should have tried to renovate it.
The old theatre _____ down, but I think they should have tried to renovate it.
- My sister hasn't eaten sweets for a whole year.
The last time my sister _____ a year ago.
- We'll start watching the film when Tom and Greg are here.
_____ Tom and Greg are here, we'll start watching the film.
- I need to call Mary about the New Year's Eve party costumes.
I need to get _____ Mary about the New Year's Eve party costumes.
- The doctor has just given her an injection.
She has _____ an injection.
- Agnes said she had not taken anything from my room.
Agnes denied _____ my room.

- 5**  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words.**

- 'Have you ever been to Asia before?' Kelly asked me.
Kelly asked me _____ been to Asia before.
- My brother went to the shops so that he could buy some food for his fish.
My brother went to the shops in _____ some food for his fish.
- Aunt Jessie is a keen reader of Joanna Bator novels.
Aunt Jessie _____ of Joanna Bator novels.
- Robert said he wouldn't help me with my chemistry project.
Robert _____ help me with my chemistry project.
- You may meet a famous film star in New York if you are lucky.
There is a _____ a famous film star in New York.
- I really respect my grandpa. He's so wise and calm.
I really look _____. He's so wise and calm.
- People must look after their pets more because they also suffer from staying at home all day.
People must take _____ more because they also suffer from staying at home all day.

Wskazówki

- Zadanie tego typu polega na uzupełnieniu luk w zdaniach przy wykorzystaniu podanych wyrazów w odpowiedniej formie. Nie wolno zmieniać kolejności podanych wyrazów. Można dodać inne potrzebne wyrazy (np. przedimki, przymyki, czasowniki posiłkowe). Najczęściej jest tylko jedna poprawna odpowiedź.
- Zastanów się, jaka struktura będzie potrzebna do uzupełnienia luki. W podjęciu decyzji pomogą Ci m.in. określenia czasu, które pozwolą wybrać właściwy czas gramatyczny.
- Po wykonaniu zadania przeczytaj uzupełnione zdanie i sprawdź, czy jest logiczne oraz poprawne gramatycznie.
- Jeśli w poleceniu podany był limit słów do wpisania w lukę, sprawdź, czy go nie przekroczyłeś / nie przekroczyłaś.

1 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than four words.

- 1 Play whatever music you want. I don't _____ (mind / listen) your favourite tunes.
- 2 Why are _____ (you / look) me like that? Have I said something funny?
- 3 Sally can't _____ (make / she / mind) as to where she should go on holiday.
- 4 This time tomorrow, they _____ (be / arrive) London.
- 5 As soon as you _____ (finish / eat / lunch), please call me.
- 6 Is it _____ (too / late / book) a table at the restaurant?

2 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than four words.

- 1 My brother _____ (succeed / get) the grant he applied for. I am so happy for him!
- 2 We _____ (tell / wait) here until the head teacher comes. I hope that it won't take too long.
- 3 Who _____ (invent / telephone)? Was it really Alexander Graham Bell?
- 4 There _____ (be / enough / advice) given in the instructions, so the students felt a bit lost when doing the task.
- 5 It _____ (be / expensive / dress), so I didn't buy it in the end.
- 6 My mum hopes that after the accident my dad _____ (drive / careful) before.

3 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than four words.

- 1 Charlotte _____ (teach / she / play) the piano. No one helped her.
- 2 _____ (it / use) complaining about the weather. You'll just have to take an umbrella with you.
- 3 Did you _____ (get / invite) the party as well?
- 4 Unfortunately, I _____ (suffer / headache) a lot. Yoga sometimes helps.
- 5 I want to ask about the German course. How many modules _____ (it / consist)?

- 6 You _____ (must / park) in front of the hospital. It's forbidden.
- 7 _____ (you / able) to help me tomorrow with the shopping, please?

4 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than four words.

- 1 Thomas Edison, _____ (who / inventions / use) to this day, was a self-educated man.
- 2 Could you tell me _____ (old / she)? Is she still a student?
- 3 It _____ (look / if) Robert knows what he's doing. I would trust him, if I were you.
- 4 Can you describe the last time _____ (you / disagree) someone?
- 5 What _____ (make / you / smile) more often? Maybe you need more sunshine?
- 6 *Normal People* by Sally Rooney _____ (worth / read). I really loved it.
- 7 _____ (eat / healthy / help) us live longer.
- 8 Maeve, _____ (you / apply) that job at the pet shop?

5 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than four words.

- 1 It isn't easy for Eloise _____ (make / friend) other people.
- 2 My father is _____ (late / 50), but he is a very fit man.
- 3 Why _____ (do / try / turn) your mobile phone off and on again?
- 4 It's time _____ (you / go) home, Cinderella. It's nearly midnight.
- 5 There _____ (no / point / lie). The truth will come out eventually.
- 6 This is my cousin Max. _____ (he / stay) with my family this semester.
- 7 Levi _____ (wait / bus) when he saw Maggie running through the park.

6 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than four words.

- 1 We stopped by the lake _____ (admire / view).
- 2 _____ (you / see) Mark yet? He should be at the wedding reception.
- 3 From _____ (I / point / view), teenagers should receive more psychological support at school.
- 4 We'd better go now – the train _____ (arrive / 5:30).
- 5 Right now, I don't have much money, so I can't _____ (afford / buy) a present for Henry.
- 6 *The Two Gentlemen of Verona* _____ (write) William Shakespeare.
- 7 Do you want _____ (take / break) from studying and go for lunch?
- 8 My brother's new laptop _____ (not / deliver) yet.

Wskazówki

- Ten typ zadania polega na uzupełnieniu luk w tekście odpowiednią formą jednego z wyrazów podanych w ramce. Może być to np. inna część mowy utworzona od podanego wyrazu, odpowiednia forma czasownika, stopień wyższy lub najwyższy przymiotnika, liczebnik itd. Poprawna jest tylko jedna odpowiedź.
- Najpierw przeczytaj cały tekst, aby zrozumieć jego sens. Następnie przeczytaj każde zdanie z luką i zastanów się, jaką częścią mowy jest brakujący wyraz.
- Po wykonaniu zadania przeczytaj ponownie cały tekst, aby upewnić się, że jest on spójny i logiczny.

1 Complete the text with the correct form of the words below. There are two extra words.

fashion fall attract leave wear invent see

Many people believe that the beret is typically worn in France, but in fact it wasn't a French ¹_____ at all. The first mention of the beret comes from the Bible, where it appears in the story of Noah and his Ark. It seems that some wool had been ²_____ on the floor of his ship by accident and it was walked on by people and animals for days on. Noah noticed that it flattened as a result. He cut out a circle of wool, which he wore on his head to protect it from the rain. It wasn't until much later that farmers in France and the Basque region used ³_____ berets to get protection from the sun, wind and cold while they were out in the fields with their sheep. Then, in the 19th century, the hat became ⁴_____ with artists in France. In the 1930s, thanks to Coco Chanel, the beret also became popular with women. Since then, it has occasionally ⁵_____ out of fashion, but it remains a popular item in many people's wardrobes. Have you ever worn one?

2 Complete the text with the correct form of the words below. There are two extra words.

effect know tell move sell value predict

Do you know anything about futurists? Are they, for example, simply modern fortune ¹_____? Well, futurists don't read your palm or base their ²_____ on dreams or the weather; instead, they try to forecast the future based on current trends. Their services are used by various businesses who take advantage of futurology in order to design new products that ³_____ well over the next decades. Futurologists spend their time identifying fashions, interviewing people about their needs and watching out for any important changes in the way societies are developing. Consequently, it's easier to deliver them more ⁴_____. That's where the ⁵_____ of a futurologist comes in handy. It seems like it's a useful and well-paid job. Would you like to apply for a position as one?

3 Complete the text with the correct form of the words below. There are two extra words.

attract determine fog criminal surprise
fish hike

Hi Paul,
How is your holiday going? This year I am spending the summer on the southern coast of Sweden with my family. My dad chose this location because he is really into ¹_____, so he is hoping to catch some sea trout, pike and salmon here. There are lots of natural ²_____, such as the Soderasens National Park. We are also planning to visit Malmö and Ystad, which have become famous thanks to the ³_____ stories of Henning Mankell.
It is quite ⁴_____ to learn that this region of Sweden has its own Stonehenge: Ale's Stones. The formation consists of 59 rocks arranged in an oval shape.
As the last few days have been quite rainy and ⁵_____, we have been sitting in our room and planning a bike ride on the national cycling trail in order to see the beaches, apple orchards and Hallamölla waterfall. I hope it will stop raining soon.
Take care!
Frank

4 Complete the text with the correct form of the words below. There are two extra words.

friend different help important vary
use attract

Sharing is caring

The world's natural resources are limited, so more and more people are now aware of the ¹_____ of recycling. But, segregating your rubbish might not be enough – it would be an even better idea to share the things we no longer need. That's why the concept of a *givebox* is ²_____ to many residents of our city. But, what exactly is a *givebox*? Well, it consists of a piece of furniture (bookcase, a shelf or a wardrobe), which is placed in ³_____ parts of the city. This is where people can leave items they no longer find useful. They can also take (free-of-charge) any of the things left by others. In this way material objects are given a second life, which means they can be ⁴_____ rather than thrown away. People who visit *giveboxes* talk to other people, develop ⁵_____, learn about their neighbours and share problems. It benefits everyone in so many ways, doesn't it?

Wskazówki

- Ten typ zadania polega na uzupełnieniu obu zdań z zestawu tym samym słowem, na które musisz wpaść samodzielnie. Poprawna jest tylko jedna odpowiedź.
- Uzupełnij jedno ze zdań pasującym wyrazem, a następnie spróbuj uzupełnić drugie zdanie tym samym wyrazem, nie zmieniając jego formy. Jeśli wyraz nie pasuje do drugiego zdania, spróbuj jeszcze raz z kolejnym słowem – aż znajdziesz takie, które będzie pasować do obu zdań.
- Pamiętaj, że brakujący wyraz jest tą samą częścią mowy w obydwu zdaniach, ale w każdym z nich występuje w nieco innym znaczeniu.

1 Complete each pair of sentences with one word.

- 1 I think I'd like to _____ my holiday at the seaside.
I love lying on the beach!
Our family doesn't _____ too much on central heating. We have solar panels.
- 2 I am going to have my _____ painted tomorrow.
And maybe I'll get my hair done too.
Can you pass me a couple of _____, please?
I want to hang this picture on the wall.
- 3 Let's _____ the street. The sports shop you are looking for is on the other side.
Now, stand up, _____ your arms and jump five times.
- 4 Harry, did you remember to _____ your bed this morning?
I guess your explanation was clear enough – I wouldn't _____ the same mistake again if I were you!
- 5 There's been a small _____ of plans – the party is taking place in the garden, not in the house.
Tom, why don't you prepare the food for the party for a _____?

2 Complete each pair of sentences with one word.

- 1 There is a flat to _____ in my block of flats.
Do you want to see it?
_____ me know when you are free, I need to talk to you about the party.
- 2 Do you usually _____ your dog with you when you go on your winter holidays?
I want to _____ part in the school swimming competition next week.
- 3 My mum asked me to remove a big _____ from our rose garden.
Can you tell me which _____ band you like most?
- 4 Before the match the coach reminded us about the importance of fair _____.
Titus Andronicus is the Shakespeare _____ that was the inspiration for the film directed by Julie Taymor in 1999.

3 Complete each pair of sentences with one word.

- 1 Why is the battery in your laptop always _____?
Maybe the charger is faulty?
The area around Warsaw is quite _____ – there are no hills or mountains.
- 2 If you don't understand all of the poem, why don't you look the words _____ in a dictionary?
I can't put _____ with all this noise outside the classroom.

- 3 We would _____ stay home than go to the concert with Alex.
It was a cosy, modern house, but _____ too small for our family.
- 4 'You can't _____ me,' my little brother shouted as he ran out into the garden.
Unfortunately, I didn't manage to _____ the bus, so I was late for the first lesson.
- 5 Kate, where is Taylor Swift's concert taking _____ this weekend?
I'd like to find a _____ on my own soon, preferably in the countryside.
- 6 When did Olive get _____ to Robert?
I can't get through to Grandma. Her phone is _____ all the time.



4 Complete each pair of sentences with one word.

- 1 How is Tom _____ on at his new school? Has he made any new friends yet?
Is your neighbour's dog really _____ on your nerves so much?
- 2 My brother and I always _____ the table before breakfast on Sundays.
Jasper plans to _____ off for his cycle ride to Oxford early in the morning.
- 3 Sue was absent _____ school because she had a dentist appointment.
This film is very different _____ the book it is based on.
- 4 What are you going to have for a second _____?
The pork chop or the chicken breast?
I think I'm going to choose a Spanish _____ this term. I'm tired of learning German.
- 5 Have you sorted _____ the problem with your hairdryer yet?
I've been running for half an hour, so I'm completely _____ of breath.
- 6 I guess Robert _____ be a little late as he has just finished his football practice.
Jane, take your umbrella with you as it _____ rain.
- 7 Can I have a _____ of this chocolate cake, please?
This dress is a _____ shorter than I'd imagined.

5 Complete each pair of sentences with one word.

- Should we learn all these new words by _____?
My dad had a _____ attack two years ago, but he is fine now.
- Have you got some _____ for the vending machine? I want to buy a bottle of water.
The journey takes five hours, with a _____ in New York.
- Where can I buy a return coach _____ to Newcastle?
The police gave Odette a _____ for speeding.
- We _____ to wear uniforms at my primary school. I really disliked them.
If you _____ less on your plate, what would you do with the free time?
- Asher's house is opposite the _____ office, next to the park.
Do you want me to send these documents by _____ or by email?
- Mark, _____ at this Rembrandt painting. Isn't it beautiful?
There is no need to _____ for the car keys. I've got them in my pocket.
- My parents plan to _____ our summer house up before the next holidays.
I _____ yoga twice a week and I go swimming every weekend.



6 Complete each pair of sentences with one word.

- The swimming pool is only 5 minutes' _____ from Olive's house.
Whose car is standing out on our _____?
Is it Grandpa's?
- The neighbourhood we live in is quite _____, but not as much as it is on a gated estate.
It was snowing heavily, but everyone arrived home _____ and sound.
- If you see anything strange, _____ the police as soon as possible.
You mustn't _____ lies about Mary. You should apologise to her immediately!
- _____ quiet when we're in the forest – otherwise you will scare away all the animals we want to see.
Aurora wants to _____ a blog offering painting tutorials for children.
- How about playing some _____ or board games in the evening?
Is it possible to pay for these vegetables by _____?

- The driver crossed the bridge and _____ into King's Avenue.
After the match it _____ out that the goalkeeper had sprained his wrist.
- I can't put _____ *Solaris* by Stanisław Lem.
It's an excellent read.
Can you please sit _____ and discuss the problem with the rest of us?
- The shop is closing in ten minutes. Please take your shopping and _____ to the checkout.
Are you ready to _____ for lunch now or do you need a couple of minutes?
- Do you think this lecture will _____ the attention of the students for more than 20 minutes?
Can you _____ my bag for a second? I need to find my wallet.

7 Complete each pair of sentences with one word.

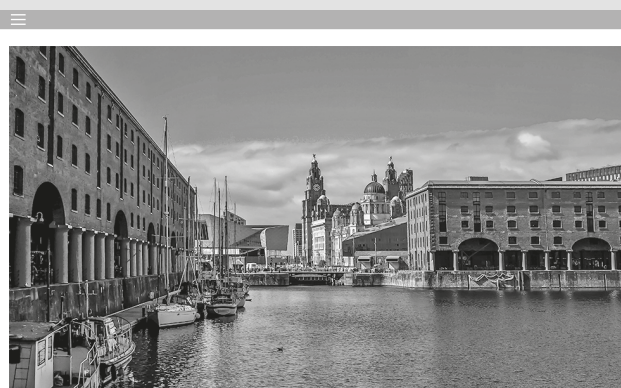
- I _____ the impression that Luna was bored with the modern art exhibition.
As soon as we _____ on the train, Martin's telephone rang.
- The concert has been cancelled, so the musicians are going _____ home now.
Miriam called, so I said you'd phone her _____ after your piano lesson.
- You should really _____ out the new Indian restaurant in the town centre.
Can I _____ this blue T-shirt on?
- Dieticians advise teenagers to _____ down on their sugar intake.
_____ all the strawberries in half and arrange them on the top of the cake.
- There is a _____ of water standing on the table.
The skyscraper is made of metal and _____.



Wskazówki

- Zadanie tego typu polega na uzupełnieniu każdej luki w tekście jednym wyrazem. Najczęściej poprawna jest tylko jedna odpowiedź, ale może się zdarzyć, że do luki tak samo dobrze pasują np. dwa różne czasowniki modalne. Wtedy wybierz jeden z nich.
- Przeczytaj tekst i poszukaj w nim wskazówek, które podpowiedzą Ci, jaką częścią mowy ma być wpisywany wyraz. Może być on np. częścią konstrukcji gramatycznej, kolokacji lub wyrażenia przyminkowego.
- Po wykonaniu zadania przeczytaj ponownie cały tekst, aby upewnić się, że jest on spójny i logiczny.

1 Complete the text with appropriate words. Put one word in each gap.



Liverpool is a place that's certainly worth visiting. It's a vibrant city with lots of places to see and explore. Situated on the River Mersey, where it joins the Irish Sea, it has one of ¹_____ biggest harbours in the UK. The city is famous ²_____ its two football teams: Everton F.C. and Liverpool F.C., and the Beatles, who made the city a mecca for music fans. The club where they ³_____ to perform, *The Cavern*, is still one of the most popular places for tourists visiting the city. There is also something for culture vultures keen ⁴_____ art galleries, museums and theatres. The Museum of Liverpool will tell you everything you need to know about this fabulous city. It ⁵_____ be of interest to learn that people from Liverpool are called Liverpudlians or Scousers. If you happen to be in the UK, don't miss the chance to taste some Scouse hospitality!

2 Complete the text with appropriate words. Put one word in each gap.



How many Italian dishes can you name? Which is your favourite one? I bet that most of you will suggest dishes like pizza, lasagne or spaghetti Bolognese. The first two ¹_____, indeed, Italian inventions, but the origins of the third are less certain. In fact, according to the mayor of Bologna, spaghetti Bolognese doesn't exist. The mayor has launched a campaign to ²_____ people the truth about the dish. He says that the type of meat sauce associated with spaghetti Bolognese is called Ragu alla Bolognese, and Italians tend to eat it with a pasta called tagliatelle ³_____ than spaghetti. The mayor of Bologna wants ⁴_____ remind the world that the city is more famous for tortellini and lasagne. Do you think his campaign will succeed? Do you think that people will stop calling spaghetti ⁵_____ a meat and tomato sauce spaghetti Bolognese? Post your comments below.

3 Complete the text with appropriate words. Put one word in each gap.

The World Health Organisation claims that about 15% of the world's population lives with some form of impairment or disability. For that reason, it is important to ¹_____ sure that the places we live in are accessible not only for the elderly and mothers with small children, but also for those ²_____ are physically impaired. Of course, not all disabilities affect mobility, but it's fair to say that most modern cities are not at all disability-friendly. One reason for the situation might be not having enough people with disabilities involved ³_____ the planning stage. So, if we want to identify exclusions and barriers in our neighbourhood, we ⁴_____ ask those individuals who actually have to deal with them in their everyday lives. Many cities around the world ⁵_____ tried to solve accessibility problem through technology that facilitates mobility. This may help. After all, every citizen should have equal rights concerning services, means of transport and employment.

- 4  Complete the text with appropriate words. Put one word in each gap.

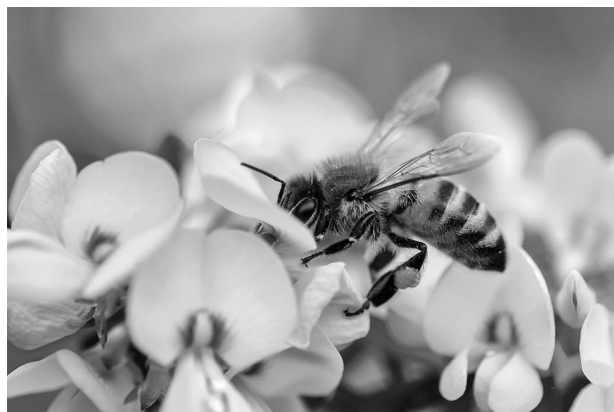
The game of sudoku has become incredibly popular around the world. As for its origins, it ¹_____ re-discovered in New York in the 70s by a team of puzzle constructors. They are believed to have based the idea on Latin squares, invented by the Swiss mathematician Leonhard Euler. For many years it was called *Number Place* before being renamed by ²_____ Japanese as *sudoku* (*su* meaning 'number' and *doku* meaning 'single'). The sudoku grid ³_____ made up of 81 squares, divided into nine blocks, each with nine squares. Several squares have a number in them, and the player's task is to fill the empty ⁴_____ so that the numbers 1 to 9 appear just once in each row, column and block. It's a game of logic and extreme patience, a kind of a brain teaser that people enjoy trying to solve in their free ⁵_____. Sudoku fans say it's a very addictive game, but at least it's one addiction that's harmless!

- 5  Complete the text with appropriate words. Put one word in each gap.



The Covid-19 pandemic resulted in most of us having to stay at home in self-isolation, which often meant we couldn't see ¹_____ friends for weeks on end. Students missed out on school and extracurricular activities, which has led psychologists to suggest that the experience will most likely affect teenagers the most in the long run. Young people, ²_____ personalities are still developing, lose touch with their classmates, staying at home with parents and siblings instead, forgetting what it is like to lead a life in society. Due to huge levels of stress, some don't know how to plan their learning, while others ³_____ it very hard to study by themselves without peer support. This ⁴_____ result in anxiety and sadness. Large numbers of teens already suffer from bouts of depression and, what's worse, it isn't easy for them ⁵_____ receive professional help. However, if you need support or you are worrying about a friend, it's a good idea to speak to a trusted adult or call 116 111 (Empowering Children Foundation) or 800 12 12 12 (Children's Ombudsman).

- 6  Complete the text with appropriate words. Put one word in each gap.



Can you imagine a world without bees? Actually, it's impossible as ¹_____ insects are one of the most important species in the world. This is because bees pollinate about 70 out of the 100 plant species that provide food for around 90% of the world's population. So, ²_____ bees many people would simply starve. The insects also pollinate a ³_____ of the plants which are eaten by animals, so again – the food chain would be disrupted without their presence. It doesn't sound very optimistic, ⁴_____ it? But, why aren't we doing enough to protect bees and their environment? One thing we could do is to plant wildflower meadows and avoid ⁵_____ the pesticides which kill them? We should also do more to stop climate change, which impacts nature so negatively.

- 7  Complete the text with appropriate words. Put one word in each gap.

Can you imagine living far from civilization and closer to the wildness of the natural world? No? Neither can I, but I was surprised to learn that Simona Kossak, a Polish scientist and ecologist, spent over 30 years living in a hut in the Białowieża National Park, which lies on the ¹_____ between Poland and Belarus. In her hut she had no access to electricity ²_____ running water, but this meant she lived close to the inhabitants of Europe's oldest forest. It is said that she became close friends with ³_____ lynx, which sometimes slept in her bed, and that, for some time, she also shared her hut ⁴_____ a tame wild boar. At one point she was so close to the wild animals that it seemed that she could understand what they were trying to communicate. Because of this, some people called ⁵_____ a witch, but for me Simona Kossak was a great ecologist and a defender of nature and wild animals. So let's use her as an example and think more about what we can do to save the nature in our own neighbourhood!

ANALIZA PRAC PISEMNYCH

umiejętność pełnego przekazania informacji

Wskazówki

- Każdy z punktów rozwiń w kilku zdaniach, dodając szczegóły i budując zdania złożone.
- Nie parafrazuj znajdujących się w zadaniu słów i wyrażeń. Stwórz spójny tekst odnoszący się do wszystkich podpunktów zawartych w zadaniu w sposób komunikatywny, czyli pozwalający czytającemu zrozumieć, czego dotyczy.
- Jeśli jeden lub więcej podpunktów składa się z dwóch członów, pamiętaj, aby odnieść się do obydwu z nich.
- Upewnij się, że Twoja praca nie przekracza podanego limitu słów.

1 Read the tips and the writing task below. Answer questions 1–3.

Po powrocie z wymiany szkolnej za granicą chcesz podzielić się swoimi wrażeniami z tego wyjazdu na swoim blogu.

W wiadomości:

- opisz miejscowość, w której przebywałeś/przebywałaś;
- napisz, jaki rodzaj zakwaterowania został Ci zaproponowany i czy spełnił Twoje oczekiwania;
- napisz, co było największą zaletą tej wymiany szkolnej;
- poinformuj czytelników bloga, jakie problemy miałeś/miałaś w trakcie wyjazdu.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), zakres środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).

Hi everyone!

Today in my blog I want to tell you about the school exchange I took part in.

- 1 How many points in the writing task ask you to give two pieces of information? What is this information about?

- 2 Do you need to describe just one or several advantages of the school exchange?

- 3 Do you have to describe just one or several problems that you experienced?

2 Read the blog post. What information from the task in exercise 1 is missing in each gap?

Hi everyone!

Today in my blog I want to tell you about the school exchange I took part in last month. It was organised by my school, and I went on it with some of my classmates. We were staying in a town near Manchester. ¹_____

I stayed with a host family in their semi-detached house. I had my own room. ²_____ I enjoyed the exchange very much. ³_____

But I also had a few problems. For example, sometimes I couldn't understand the host family because they had a strong accent. I also didn't like some of the food they cooked.

Have you ever been on a foreign school exchange? Let me know more about it.

Pamiętaj, że w wypowiedzi pisemnej oceniane są: umiejętność pełnego przekazania informacji ☒, spójność i logika wypowiedzi, ☐ zakres środków językowych ☐ oraz poprawność środków językowych. ☐

3 Use the sentences to complete the blog post in exercise 2. There are two extra sentences.

- a The biggest advantage was the fact that I could talk in English with other young people.
- b I liked the sports facilities most because they were very modern.
- c It was quite spacious, and I felt comfortable there.
- d One of the biggest drawbacks was the fact that we only went on a few trips.
- e The town was pretty big, and there were plenty of shops and cafés. I must say I liked it.

1 ☐ 2 ☐ 3 ☐

4 Do the writing task.

Po powrocie z wakacji spędzonych z rodzicami nad morzem chcesz na swoim blogu podzielić się swoimi wrażeniami z tego wyjazdu. W poście:

- opisz miejscowość, w której przebywałeś/przebywałaś;
- napisz, gdzie mieszkaliście i czy rodzaj zakwaterowania spełnił Twoje oczekiwania;
- napisz, co było największą wadą tego wyjazdu;
- poinformuj czytelników bloga, jaką niebezpieczną przygodę miałeś/miałaś w trakcie wyjazdu.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 100 do 150 słów (nie licząc wyrazów podanych na początku wypowiedzi).

Hi!

I've just come back from a seaside holiday with my parents.

ANALIZA PRAC PISEMNYCH

spójność i logika wypowiedzi

Wskazówki

- Pamiętaj, że Twoja wypowiedź musi być klarowna i spójna. Poszczególne informacje powinny być ze sobą połączone spójnikami wewnątrz zdań (*but, because, since, as*) i pomiędzy akapitami (*to begin with, for one thing, however, once, in the end, to sum up*).
- Zdania nie powinny być zbyt długie i wielokrotnie złożone. Pamiętaj o użyciu spójników, które połączą zbyt krótkie zdania.
- Nie zmieniaj czasu gramatycznego z jednego na drugi bez wyraźnego uzasadnienia.
- Unikaj błędów językowych, które mogą spowodować, że Twoja wypowiedź będzie niezrozumiała dla odbiorcy.
- Upewnij się, że Twoja praca nie przekracza podanego limitu słów.

1 Read the tips. Then read the writing task and the forum post below and match fragments 1–4 to problems a–d.

Przeczytałeś/Przeczytałaś na forum internetowym wypowiedź ucznia liceum chcącego zapisać się na zdalny kurs języka obcego. Napisz w odpowiedzi swój wpis na forum.

- Opisz zdalny kurs językowy, w którym niedawno uczestniczyłeś/uczestniczyłaś.
- Wyjaśnij, jakie są wady i zalety takiego kursu.
- Poinformuj, jaki sprzęt jest niezbędny do uczestnictwa w kursie zdalnym.
- Poleć kurs i uzasadnij swoją rekomendację.

Hi everyone,
I decided to write something here because I want to tell you about the online language course I took.

1 Last year I joined a French course. I wanted to improve my French. It lasted two semesters and was organised by a local language school. We had two lessons a week, both taught by a native speaker. ☐

There were a number of advantages to studying French online. 2 Firstly, I didn't have to commute to school, and secondly, all the materials were online, so there weren't millions of printed handouts. ☐

However, there were also some minuses, for example, the connection problems. 3 Another drawback is that it is sometimes boring. ☐

Before starting an online course, make sure you have a decent wi-fi connection and a microphone on your laptop. Additionally, prepare yourself for a different experience! Studying online often requires more concentration.

4 I can recommend the school I went to because the teachers are very sympathetic there, and it has very competitive prices. ☐

Good luck!

- a The sentence is too long, it should be divided into shorter ones. ☐
- b There is a lexical mistake. ☐
- c Sentences are too short and not linked by linking words. ☐
- d Wrong grammar tense used. ☐

2 Correct the mistakes in fragments 1–4 in exercise 1.

1 Last year I joined a French course because I wanted to improve my French.

2 _____

3 _____

4 _____

3 Do the writing task.

Przeczytałeś/Przeczytałaś na forum internetowym wypowiedź ucznia liceum, który chce się zapisać na zdalny kurs rzeźbiarski. W swoim wpisie na forum:

- opisz zdalny kurs rysownia, w którym niedawno uczestniczyłeś/uczestniczyłaś;
- wyjaśnij, jakie są zalety takiego kursu;
- poinformuj, jaki sprzęt jest niezbędny do uczestnictwa w kursie online;
- poleć kurs i uzasadnij swoją rekomendację.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 100 do 150 słów (nie licząc wyrazów podanych na początku wypowiedzi).

Hi,
As for me, not long ago I took part in an online drawing course.



Pamiętaj, że w wypowiedzi pisemnej oceniane są: umiejętność pełnego przekazania informacji ☒, spójność i logika wypowiedzi, ☒ zakres środków językowych ☐ oraz poprawność środków językowych. ☐

ANALIZA PRAC PISEMNYCH

zakres środków językowych

Wskazówki

- Pisząc swoją wypowiedź, pamiętaj, aby precyzyjnie odnieść się do poszczególnych podpunktów z polecenia. Unikaj ogólnikowych wypowiedzi.
- Używaj różnorodnego słownictwa związanego z tematem oraz struktur leksykalnych i gramatycznych, które precyzyjnie wyrażają treść podpunktów, np. **crowds** zamiast **many people**. Stosuj synonimy, aby uniknąć powtórzeń.
- Unikaj wyrazów o wysokim stopniu pospolitości, np. **nice, interesting, great** itp.
- Upewnij się, że Twoja praca nie przekracza podanego limitu słów.

1 Read the tips and the writing task below. Complete the table with words and phrases that you might use in your email.

Brateś/Braś ostatnio udział w konkursie artystycznym.
W e-mailu do kolegi z Anglii:

- opisz swoje przygotowania do udziału w tym konkursie;
- napisz o swoich wrażeniach z konkursu i o trudnym momencie, który miał miejsce w jego czasie;
- przedstaw zalety uczestniczenia w podobnych konkursach;
- podaj szczegóły kolejnego takiego konkursu i zaproponuj koledze udział w nim.

Przygotowania do udziału w konkursie	<i>it took me three months to prepare, ...</i>
Wrażenia z konkursu i trudny moment	
Zalety uczestniczenia w konkursach	
Szczegóły kolejnego konkursu i propozycja udziału	

2 Read the email below. Match fragments 1–3 to problems a–c.

Hi!

How are things? I'm writing to tell you about a photography competition I took part in last week.

It took me about three months to prepare for it. I had taken over two hundred photographs before I chose the ten required for the competition. I visited lots of different places and spoke to many people, some of whom agreed to pose for me.

¹The competition itself was great. There were lots of people walking round the gallery, discussing the photos, and they were all very nice. The hardest part was to talk about my photos in public, but I managed somehow. ²It was also hard to answer some of the jury's questions. ³It's a good idea to take part in competitions because you can show off your talent.

Why don't you take part in the next one? It's going to take place in Warsaw on 21 November. Let me know what you think.

Take care!

XYZ

- a repetition of an adjective _____
- b a statement that is not precise _____
- c the adjectives used are too general _____

Pamiętaj, że w wypowiedzi pisemnej oceniane są: umiejętność pełnego przekazania informacji ☒, spójność i logika wypowiedzi, ☒ zakres środków językowych ☒ oraz poprawność środków językowych. ☐

3 Correct the mistakes in fragments 1–3 in exercise 2.

- 1 _____
- 2 _____
- 3 _____

4 Do the writing task.

Brateś/Braś ostatnio udział w konkursie kulinarnym.
W e-mailu do koleżanki z Australii:

- opisz swoje przygotowania do udziału w tym konkursie;
- napisz o przyjemnym momencie, który miał miejsce w czasie konkursu;
- przedstaw wady i zalety uczestniczenia w podobnych konkursach;
- podaj szczegóły kolejnego takiego konkursu i zaproponuj koleżance udział w nim.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 100 do 150 słów (nie licząc wyrazów podanych na początku wypowiedzi).

Hi!

How are you doing?

I want to tell you about a cooking competition

I took part in last week.



ANALIZA PRAC PISEMNYCH

poprawność środków językowych

Wskazówki

- Pamiętaj, aby sprawdzić swoją pracę pod względem błędów gramatycznych, leksykalnych i ortograficznych.
- Upewnij się, że Twoja wypowiedź jest czytelnie napisana i zgodna z poleceniem.
- Upewnij się, że Twoja praca nie przekracza podanego limitu słów.

1 Read the tips and the letter below. Match fragments 1–10 to the types of mistakes a–c.

Otrzymałeś/Otrzymałaś zaproszenie od kolegi/koleżanki z Londynu do odwiedzenia go/jej w rodzinnym mieście.

Odpisz na jego/jej list. W swoim liście:

- wyraż zadowolenie z powodu możliwości ponownego spotkania i odwiedzenia Londynu;
- zaproponuj, w jaki sposób moglibyście/mogłybyście wspólnie spędzić czas;
- poinformuj, jak zamierzasz dostać się do Londynu, i zapytaj o dojazd do mieszkania;
- zapytaj, jaki prezent dla rodziców kolegi/koleżanki będzie najbardziej odpowiedni.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), zakres środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).

☰

Hi Tori,

Thank you very much for the invitation.

It's very nice ¹from you to invite me to London for a week! I am really thrilled to know that I'll be able see you and visit this wonderful city again. I don't know what ²would you like to do, but I wouldn't mind ³watching some modern ⁴artistic galleries and Camden Town. Perhaps, we could also find ⁵a time to do some shopping. And let's not forget about seeing ⁶with Ken and Sue! I am ⁷planing to fly to London Luton Airport, and I could use public transport to get to your place, but please send me the exact ⁸adres and some tips on the best means of transport to choose. One more thing, I'd like to ⁹earry a souvenir from ¹⁰poland for your parents. Any suggestions?

Can't wait to see you.

XYZ

- a lexical mistakes _____
- b grammatical mistakes _____
- c spelling mistakes _____

2 Rewrite the letter from exercise 1. Correct all the mistakes and divide it into paragraphs.

3 Do the writing task.

Otrzymałeś/Otrzymałaś zaproszenie od kolegi/koleżanki z Edynburga do odwiedzenia go/jej w rodzinnym mieście. Odpisz na jego/jej list. W swoim liście:

- wyraż zadowolenie z możliwości odwiedzenia Edynburga;
- zaproponuj, w jaki sposób moglibyście/mogłybyście wspólnie spędzić czas;
- poinformuj, jak zamierzasz dostać się do Edynburga, i zapytaj o dokładny dojazd do mieszkania;
- zapytaj, jaki prezent dla młodszego rodzeństwa kolegi/koleżanki będzie najbardziej odpowiedni.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 100 do 150 słów (nie licząc wyrazów podanych na początku wypowiedzi).

Hi!

I'm really happy I'll be able to visit you in Edinburgh.



Pamiętaj, że w wypowiedzi pisemnej oceniane są: umiejętność pełnego przekazania informacji ☒, spójność i logika wypowiedzi, ☒ zakres środków językowych ☒ oraz poprawność środków językowych. ☒

- 1** Read the instructions for the listening task in exercise 5 and answer the questions.

- 1 What is the topic of the interview?
- 2 What do you expect the coach to say?
- 3 What should you concentrate on while listening: the main message of the recording or the specific information related to the gaps in the sentences?

- 2** **MP3 17** Listen to the interview in exercise 5 and answer the questions.

- 1 How does Nathalie help teenagers?
- 2 How does the interviewer react to what Natalie says?
- 3 Are you surprised by what Natalie says in the interview?

Wskazówka

Zadanie tego typu polega na uzupełnieniu każdej luki w tekście jednym wyrazem. Najczęściej poprawna jest tylko jedna odpowiedź, ale może się zdarzyć, że do luki tak samo dobrze pasują np. dwa różne czasowniki modalne. Wtedy wybierz jeden z nich.

- 3** Paraphrase the sentences from the interview. Focus on the words in bold. What kind of changes did you have to make in order to complete the second sentence?

- 1 'I **support** young people in their self-development.'
Nathalie _____ young people in their self-development.
- 2 'I **advise** teenagers, their parents and teachers.'
Nathalie Richardson _____ to teenagers, their parents and teachers.
- 3 'Young people mainly measure their **success** by how good their test results are.'
Teenagers often believe that they are **only** as _____ as their grades.
- 4 'Young people often **forget** about all the other aspects such as personal qualities.'
Teens should always _____ about their good personality traits.

- 4** Work in pairs. Decide how many words you think are missing in each gap in exercise 5 and what part of speech these words could be.

- 5** **MP3 17**  Usłyszysz dwukrotnie wywiad z doradcą na temat mocnych stron nastolatków. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–6. Luki należy uzupełnić w języku angielskim.

- 1 Nathalie Richardson helps young people change their _____ and attitude.
- 2 Teenagers often don't _____ that they have many strengths.
- 3 Parents and teachers usually have no _____ to coach young people.
- 4 _____ is a quality that a lot of young people can demonstrate.
- 5 Some teenagers discover that they are good at _____ well.
- 6 Realising your strengths helps you become more _____.

- 6** Look at the strengths below. Then answer the questions.

self-esteem passion intelligence intuition
kindness manners hard work creativity empathy
determination

- 1 Which of the strengths above do you have, and how might they help you in life?
- 2 Which strengths would you like to have and why?
- 3 Is it possible to develop these strengths? If so, how?

- 7** **MP3 18** Listen to a student talking about her strong and weak sides. Do you share any of her strengths or weaknesses?

- 8** **MP3 18** Listen again. Complete the summary of the recording with the correct words or expressions below. There are six extra words/expressions.

attends ambitious strengths decides do well goes
bossy confidence recommends weaknesses advice
find out who you are confident ambition are good

Anna ¹_____ to a secondary school and she ²_____ talking to a coach. She believes such an experience helps you ³_____ and learn why you ⁴_____ in some areas, but don't succeed in others. She now knows that it depends on your ⁵_____ and ⁶_____. She realises her strong sides include ⁷_____ and ⁸_____. She is also aware of her weaker points such as being a little too ⁹_____. Anna is trying to use the coach's ¹⁰_____ and she can see the results of her transformation.

- 9** **MP3 19**  Usłyszysz dwukrotnie wypowiedź na temat cech charakteru, które gwarantują sukces w życiu. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–5. Luki należy uzupełnić w języku angielskim.

History shows that you don't have to be ¹_____ to be successful. People who really succeed in life have a lot of ²_____ and passion. In order to achieve success, you just need to work hard on what you are ³_____ in doing. This is ⁴_____ for teenagers who worry that they don't have any big talents. Success will eventually come to people who ⁵_____ hard and take time to get to ⁶_____ who they are.

STEP BY STEP

writing

1 Read the writing task below and answer the questions.

- 1 What's the topic of the email? Who are you writing to?
- 2 How many points do you need to cover in the task?
- 3 How many words can you include?

Niedawno rozpocząłeś/rozpoczęłaś naukę w nowej szkole.
W e-mailu do koleżanki z Irlandii (100–150 wyrazów):

- wyjaśnij, dlaczego zmieniłeś/zmieniłaś szkołę i jak czujesz się w nowym miejscu;
- opisz szkołę oraz nowych kolegów / nowe koleżanki;
- opisz jakieś wydarzenie, które miało miejsce podczas pierwszego dnia w szkole;
- zaproś koleżankę do siebie i zaproponuj jakieś atrakcje podczas wizyty.

2 Read the task in exercise 1 again and the example letter below. Find the parts where the student covers the points from the task. Which point has the writer NOT mentioned?

Hi Tony,

I'm writing to tell you about my new school.

My dad got a new job, and we had to move to a different town. I'm not very happy because I had lots of friends at my old school, and I liked all the teachers.

The new school is much bigger than my old one, and it's got a big swimming pool and a fantastic canteen! I like my new classmates too. I've already made some good friends. One of them lives near me, and we get the bus to school together.

On my first day I got lost at school, but I met a boy called Jack who showed me where to go and took me round the school. We're good friends now.

Why don't you come and stay with us next month?

That's it for now. I hope to hear from you soon.

XYZ

3 What can you write to include the missing point?

4 Read the writing task below. Match sentences 1–4 to each point a–d in the task. Then use the prompts in brackets to develop each point.

Kilka dni temu wziąłeś/wzięłaś udział w szkolnym konkursie muzycznym. W e-mailu do kolegi z Anglii (100–150 wyrazów):

- | | | |
|---|--|--------------------------|
| a | wyjaśnij, dlaczego wziąłeś/wzięłaś udział w konkursie; | ☐ |
| b | opisz jakieś wydarzenie, które miało miejsce podczas tego konkursu; | ☐ |
| c | powiedz, które miejsce zająłeś/zajęłaś, i jak się w związku z tym czułeś/czułaś; | ☐ |
| d | wspomnij, czy zamierzasz wystartować w kolejnym konkursie, i wyjaśnij, dlaczego. | ☐ |

- 1 I didn't win a prize, but it was a lot of fun. (How did you feel?)
- 2 I'd like to try again next year. (Why would you like to take part next year?)
- 3 Guess what! A famous pop star came to the competition. (What happened?)
- 4 I entered the singing competition for school students because ... (Why did you enter?)

Wskazówka

Po napisaniu pracy przeczytaj ją ponownie i sprawdź, czy nie zawiera błędów ortograficznych, gramatycznych lub leksykalnych.

5 Read a student's email below. Find and correct six mistakes a–f the candidate has made.

- a błędne użycie przyimka (1)
- b nieprawidłowa forma czasownika (1)
- c niewłaściwy czas (2)
- d błąd ortograficzny (3)
- e błędna forma czasu przeszłego (3)
- f niewłaściwa forma czasownika (4)

Hi Suzanne,

- 1 I'm writing to tell you about a school competition I entered. I was in a swimming competition in last week at school. I enjoy to swim and I'm quite good, so I hoped to get a prize.
- 2 There were lots of spectators at the swimming pool. But something terrible happened. I was falling in while I was waiting to start and everyone laughed at me!
- 3 Of course, then I didn't swim very wel. My friend beat me and wined the race easily. I was very disappointed.
- 4 My sports teacher wants me to try again. But I don't want enter any more competitions. It made me feel so bad.

That's it for now. I hope to hear from you soon.

XYZ

6 Read the instructions and do the task.

Za kilka dni czekają Cię ważne egzaminy w szkole.
W liście do przyjaciela z USA (100–150 wyrazów):

- napisz, jakie to egzaminy, i czy są dla Ciebie trudne;
- opisz, w jaki sposób przygotowujesz się do egzaminu;
- napisz, jak poszły Ci egzaminy w zeszłym roku;
- zapytaj kolegę, w jaki sposób on uczy się do egzaminów, oraz poproś go o wskazówki.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

1 Work in pairs and answer the questions.

- Do you ever buy things you don't later need or use? Why do you think that is?
- How often do you buy things because of the adverts you have watched?

Wskazówka

Kiedy zadanie polega na uzupełnieniu rozmowy na podstawie kilku krótszych tekstów różnego typu, najpierw dokładnie przeczytaj wszystkie teksty, a następnie dokładnie je przeanalizuj. Zwróć uwagę na to, że aby poprawnie uzupełnić lukę, należy nie tylko znaleźć potrzebną informację, ale również odpowiednio ją przetworzyć, np. zmienić część mowy albo zastosować synonim.

2 Read the texts below. In which text (A or B) do you find the information below?

- why teenagers feel the pressure to buy things
- how shopaholics feel
- possible reasons for shopping addiction
- who most shopaholics are

A Hi, I'd like to offer my voice in this discussion too. I'm very sorry for all these teenagers who are addicted to anything, shopping included, but don't you think that it isn't just their fault? I mean, we live in times where we are bombarded with TV adverts, encouraged to be trendy, to spend, spend, spend. Teens buy things because adults buy them too. Shouldn't we first ask adults to give a good example before we put all the blame on young people? And one more thing, who on earth gives all these credit cards to teenagers???

B Do you know anyone addicted to shopping? Do you know how to spot a shopaholic? Use the advice below.

People with CBD*:

- often go shopping on their own,
- are excited before going to the shops and very low when they come back home,
- are mainly female,
- have messy rooms full of stuff they don't use,
- often borrow money to finance their shopping.

*compulsive buying disorder

3 Read the texts in exercise 2 again. Then complete the sentences below.

- Adults should not blame teenagers for _____.
- Teenagers often buy a lot of things because they watch _____ shown on TV.
- People addicted to shopping often _____ alone.
- Shopaholics don't keep _____ tidy.

4 Przeczytaj teksty A–C. Uzupełnij luki 1–5 w czacie zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.

A Tom, help please! My younger sister is a shopaholic! I always knew she loved shopping, but now it's become an addiction. For the last six months or so, she has spent all her free time in the shops buying stuff that she doesn't need. She doesn't want anybody to know she's been shopping. When I ask her about these shopping trips, she isn't interested in a conversation about it. I don't want to tell our parents in order not to worry them, but I think I need some help. What shall I do?
Any ideas? Love, Helen

B Psychotherapists say that people with compulsive shopping problems, like all other addicts, suffer from some mental problems. Shopaholics often have other problems in their lives, and use shopping as a way of relaxing. However, after they buy lots of stuff, they feel guilty, which makes them even unhappier. People with such an addiction should probably undergo some form of therapy.

C Dear Students!
We've just set up a support group for anyone who feels they need help with any problem they may have with themselves, a member of their family or a friend. All you need to do is to contact us, and we'll find you a specialist to help you deal with your problem. If you want, please come to our meeting this Wednesday. We're going to discuss addictions and how to help people who suffer from them.

Alex, SUPER SCHOOL SUPPORT

 Hi Helen, thanks for getting in touch. I'm sorry to hear about your sister. When did it all start?
Hi Tom. Thanks for getting back so soon. It began 1 _____.
I think you should 2 _____, don't you?
Not really. My mum would be very upset, and my dad would probably be angry with her.
Well, it's up to you, but I'd do it if it was my sister. I read that people with a shopping addiction often feel 3 _____ for some other reason and that's why they shop like crazy. Ask your sister if she has a problem.
I have, but she does not want 4 _____ about it. Can you think of any other solution?
Yes, I've just remembered. On our school board, there is 5 _____ about a support group opening up in our school. Do you want me to find out more about it?
Why not? Anything to help my sister. Thanks.

STEP BY STEP

English in use

Wskazówka

Wykonując zadanie polegające na uzupełnianiu luk otwartych, zastanów się, jaką częścią mowy jest brakujące słowo. Pamiętaj, aby dokładnie przyjrzeć się słowom, które znajdują się przed luką i po niej. Mogą one sugerować, jaką częścią mowy należy lukę uzupełnić.

1 Read the sentences and decide which of the words in italics cannot be used to complete the gap.

- 1 It was a _____ hotel.
quietly – *comfortable* – *terrible* – *perfect*
- 2 The boat looks _____ amazing.
really – *absolutely* – *total* – *truly*
- 3 Move _____, please.
slowly – *good* – *away* – *quietly*
- 4 _____ you leave, you need to get a visa.
After – *Before* – *When* – *Who*

2 Read the comments (1–2) and complete the gaps with the words below. There are two extra words in each set.

the of who a on which

- 1 Life on a houseboat is ¹_____ solution for people ²_____ love freedom and want to travel a lot ³_____ a low budget along all the canals. It's definitely not for individuals dreaming ⁴_____ a career in a multinational company!

being could may into really would gives

- 2 I ⁵_____ love to own my own houseboat and turn it ⁶_____ a home. Imagine ⁷_____ able to sail around your country and spending your time so close to nature. ☺ It ⁸_____ not be very comfortable, but it certainly ⁹_____ you a lot of freedom.

3 Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów.

To live life on a boat is definitely not an option for everyone. ¹_____ I decided to get my own houseboat, I thought that it wasn't for me either. I had a regular job and a boyfriend that made fun ²_____ these 'liveaboards' who dreamed of travelling from place to place. Then one day I bumped into an old friend who ³_____ just bought a houseboat and was planning to move aboard. She invited me to see it, and I went to ⁴_____ a look, just out of curiosity. Guess what?! I fell in love ⁵_____ it.

Wskazówka

Wykonując zadanie polegające na wyborze właściwego tłumaczenia fragmentu zdania, zastanów się nad sytuacją, w jakiej zdanie mogło zostać wypowiedziane. Zwróć uwagę na określenia czasu, które mogą wskazać Ci poprawną odpowiedź. Uważaj na warianty będące dosłownymi tłumaczeniami polskiego fragmentu zdania oraz na błędnie przetłumaczone kolokacje.

4 Read the sentences. Answer the questions. Then translate the fragment in brackets.

- 1 I _____ (*mam*) a houseboat for five years.
 - Which tense should you use in the English translation of the Polish phrase?
- 2 I don't fancy _____ (*mieszkać*) on a houseboat. It's for young people only!
 - Which verb form are you going to use after the verb 'fancy': an infinitive or an *-ing* form?
- 3 _____ (*Nie wolno ci*) travel to countries where it's dangerous.
 - Do you need to use the form of 'must' or 'have to' in your translation?

5 Read the sentences and the translations of the Polish fragments in brackets. Decide why the given translations are incorrect.

- 1 If I was braver, _____ (*podróżowałbym*) round the world in my van. ~~I will travel~~
- 2 My girlfriend _____ (*była już w Paryżu*) twice. ~~went~~
- 3 If you _____ (*zmienisz zdanie*), let me know. ~~will change your mind~~
- 4 _____ (*Jest mi zimno*). Could you close the window please? ~~It's cold to me~~

6 W zdaniach (1–5), spośród podanych odpowiedzi (A–C) wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie poprawnie uzupełniającym lukę.

- 1 My parents ____ (*podróżowali*) a lot when they were young.
 - a have travelled
 - b used to travel
 - c were travelling
- 2 If ____ (*nie będzie padało*), we'll go to the beach.
 - a it doesn't rain
 - b it won't rain
 - c it didn't rain
- 3 Which country ____ (*zwiedziłabyś*) if you won a lot of money?
 - a are you going to visit
 - b will you visit
 - c would you visit
- 4 I ____ (*nie znoszę*) travelling. I just love being at home!
 - a can't help
 - b can't stand
 - c can't imagine
- 5 How long ____ (*zajmuje ci*) to get to school in the mornings?
 - a does it take you
 - b is it taking you
 - c takes you

Wskazówki

- Gdy rozwiązujesz zadania na rozumienie ze słuchu, najpierw dokładnie przeczytaj polecenie i wszystkie pytania.
- Pamiętaj, że informacje w pytaniach są sformułowane inaczej niż w nagraniu. W trakcie słuchania zwróć uwagę na wyrazy, zwroty lub dłuższe fragmenty tekstu, których znaczenie jest zbliżone do treści wyrażonych w zadaniu.
- Nie zaznaczaj odpowiedzi przed wysłuchaniem całego nagrania. Słuchając nagrania po raz drugi, upewnij się, czy zaznaczyłeś/zaznaczyłaś właściwe odpowiedzi.

Zadanie 1. (0–5) | MP3 20

Usłyszysz dwukrotnie pięć wypowiedzi związanych ze szczęściem. Do każdej wypowiedzi (1.1.–1.5.) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This person

- A** sounds jealous of other people's lifestyles.
- B** is describing how your body shows that you're happy.
- C** gives details of a life-changing moment.
- D** expresses surprise at the statistics given.
- E** mentions a person who was helpful.
- F** is explaining the source of real happiness.

1.1.	1.2.	1.3.	1.4.	1.5.

Zadanie 2. (0–5) | MP3 21

Usłyszysz dwukrotnie rozmowę klienta z pracownikiem biura podróży. Na podstawie informacji zawartych w nagraniu uzupełnij w notatce luki (2.1.–2.5.) tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

Josh,

That's what the travel agent said:

- they specialise in (2.1.) _____ – suits us perfectly;
- adults pay (2.2.) _____ per person;
- price includes:
 - ✓ accommodation
 - ✓ (2.3.) _____ to all the local attractions;
 - ✓ breakfast at the hotel;
- we have to pay for the other meals, BUT we have a 30% (2.4.) _____ on any meal in the hotel restaurant;
- coach will wait (2.5.) _____ and drop us off there too.

Sounds good? Let me know!

Zadanie 3. (0–5) | MP3 22

Usłyszysz dwukrotnie informacje na temat planowania balu maturalnego. Na podstawie informacji zawartych w nagraniu uzupełnij luki (3.1.–3.5.) w tabeli, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

Who?	What?	Where?	When?
Yvonne	– newsletter to all the (3.1.) _____, their parents and invited guests – invitations to teachers and (3.2.) _____	main hall	today at (3.3.) _____ p.m.
Simon	(3.4.) _____	art department	tomorrow 8:00 a.m.
Lisa	menu	(3.5.) _____	Friday 5:30 p.m.

Wskazówki

- Kiedy przystępujesz do zadania sprawdzającego rozumienie tekstów pisanych, najpierw dokładnie przeczytaj pytania dotyczące tekstu. Następnie przeczytaj tekst i znajdź fragmenty, których dotyczą pytania. Szukaj w tekście tych samych treści wyrażonych innymi słowami.
- Pamiętaj, że odpowiedź może być wyrażona w tekście bezpośrednio lub jedynie pośrednio zasygnalizowana. Możesz też zostać poproszony/poproszona o wyciągnięcie wniosków z danego fragmentu tekstu.
- Gdy zaznaczysz już wszystkie odpowiedzi, przeczytaj ponownie tekst i upewnij się, czy są właściwe.

Zadanie 4. (0–7)

Przeczytaj cztery teksty (A–D) związane z szukaniem zajęcia na wakacje. Wykonaj zadania 4.1.–4.7. zgodnie z poleceniami.

Tekst A



WANTED: VOLUNTEERS FOR SUMMER SPORTS CAMPS!



We are looking for young people to join our enthusiastic team.

Responsibilities:

- helping the coach to organise and supervise sports activities for children

Requirements:

- high school graduate
- reliable, sociable, able to play sports
- good level of English
- prepared to work with children aged 7–12

We offer:

- free training
- food and accommodation
- one trip to London per week

Call Martin on 7634 031850

Tekst B



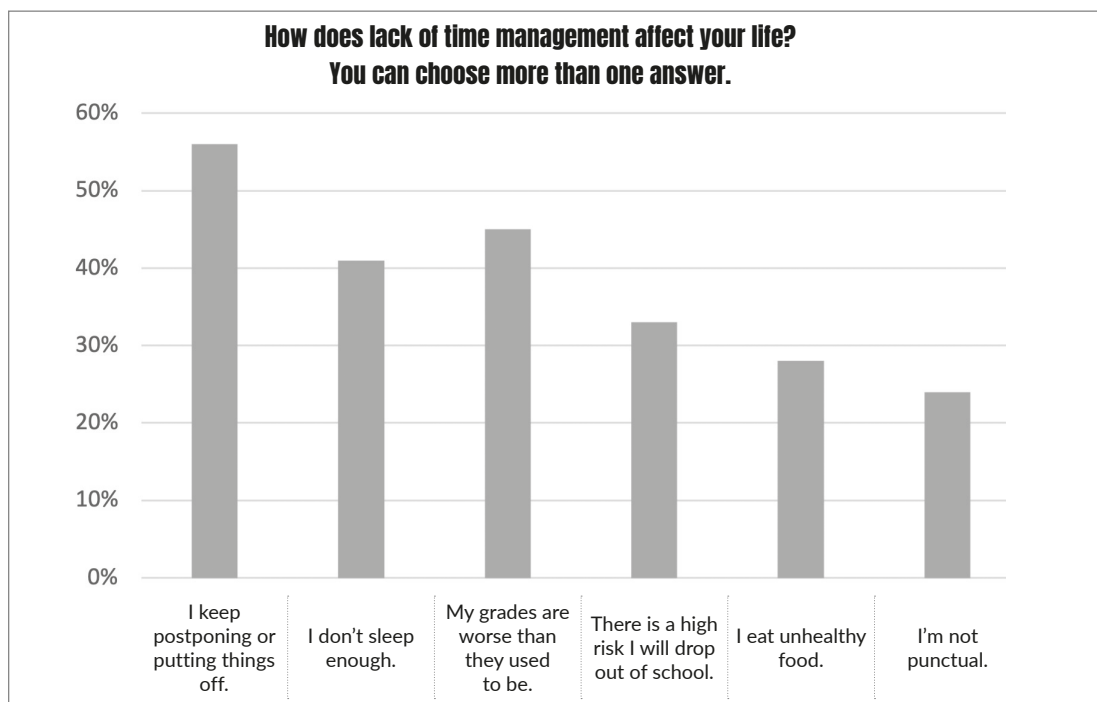
Luke,

Thanks for the information about the possibility of volunteering at a summer sports camp. It seems OK, but I still have to consider a few things. On the one hand, I'm a quite suitable candidate: my English is nearly fluent, and I'm sociable and very sporty. I guess it could also be good work experience for a student, but I'm not sure if I'm patient enough to spend the whole summer with kids. I suppose I could play some games or organise tournaments, but then again, I really don't think I'm that well-organised to be in charge of others. I can't imagine having to get up early every day either! Also, I'm not certain if I could commit myself for two months. Do you know how long these camps last and where exactly they are held?

Thanks again! Keep in touch!

Ola

Tekst C



Tekst D

Ola2007
1 hour ago

Hi, guys! Where do you look for summer jobs or volunteering opportunities which are easy to do, but which also provide some good work experience? Something connected with sports would be ideal as long as it doesn't involve good time management skills! I've been asking around and browsing the Net, but I haven't had any luck yet. Someone please help!

AsteriXX
45 minutes ago

I'm afraid most places that are available involve some time management skills. After all, you have to be punctual in every job. How else can you achieve anything? Grow up!

xyz777
22 minutes ago

If I were you, I'd think about what you really want to do and what you're good at. When I was looking for some work experience last summer, I simply left an advert on the campus noticeboard saying what I was looking for.

happy_epi
10 minutes ago

I like xyz777 idea. There are plenty of noticeboards around town! But I wouldn't tell anyone that you can't manage time well.

Ola2007
5 minutes ago

Thanks.
The trouble is I don't know what I'm good at other than sports. What a nightmare! ☹

Przeczytaj zdania 4.1.–4.3. Dopasuj do każdego zdania właściwy tekst (A–D). Wpisz rozwiązania do tabeli.
Uwaga! Jeden tekst został podany dodatkowo i nie pasuje do żadnego zdania.

4.1.	In this text, the author requested advice regarding looking for a job or a volunteer post.	
4.2.	In this text, the author lists the pluses and minuses of an opportunity.	
4.3.	This text presents the consequences of not having a particular skill.	

Przeczytaj wiadomość Oli do przyjaciółki. Uzupełnij luki 4.4.–4.7. zgodnie z treścią tekstów A–D tak, aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku polskim. **Uwaga!** W każdą lukę można wpisać maksymalnie trzy wyrazy.

Ola2007
5 minutes ago

Cześć Kasiu,

Jak tam Twoje studenckie życie? Mój kierunek okazał się interesujący, ale i wymagający. W tej chwili najbardziej martwi mnie to, że nie mogę znaleźć zajęcia na lato, które by mi w pełni odpowiadało.

Ostatnio dostałam od Luke'a informację o tym, że niedaleko Londynu szukają wolontariuszy do pracy na (4.4.) _____. dla dzieci. Uświadomiłam sobie, że nie jestem pewna, czy nadaję się do pracy, w której trzeba być dobrze zorganizowanym i wstawać (4.5.) _____. Ja, niestety, często się spóźniam i nie potrafię się zorganizować. Trochę mnie to martwi, bo podobno nieumiejętne planowanie czasu powoduje pogorszenie jakości snu oraz obniżenie (4.6.) _____.! Zapytałam też na forum w naszej grupie, jak znaleźć jakieś zajęcie na wakacje, i tam mi ktoś doradził, żebym (4.7.) _____ i umieściła je na tablicy w kampusie. Może to jest dobry pomysł?

Trzymaj kciuki i do usłyszenia!

Ola

Zadanie 5. (0–5)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

It was about three o'clock in the afternoon when Adam announced that he was feeling exhausted and needed to have a nap. That was slightly unusual because it was the day of his prom. The party was due to start at about six thirty, so I expected to see him start getting ready rather than sleeping in his bedroom. Anyway, about an hour later, I knocked on his bedroom door. I probably woke him up, as he mumbled something under his breath, telling me to leave him alone. That's what made me really confused and suspicious. Why wasn't he showering, trying on his new shirt, working on his hairdo, which had always been his pride and joy? I couldn't wait anymore. I banged on the door again and when there was no response, I barged in. To my amazement, he was still asleep. All kinds of thoughts were racing through my head. Was he OK? Was he feeling depressed? That's when I heard our parents coming home, so I ran downstairs and told Mum what was going on. I probably frightened her big time because she shot upstairs, straight into Adam's bedroom. She was as puzzled as I was. She also thought he should have been ready by that time. 'Wake up,' she whispered. Adam opened his eyes and looked at us as if he didn't want to see us. 'What's wrong?' asked Mum. 'Harry's coming to pick you up in an hour, isn't he?' she continued. 'Get up and start getting ready! It's your big day!' she said reassuringly.

Glossary

insult – obrazić
mumble – wymamrotać
suspend – zawiesić

Adam remained silent. It looked like he wanted to get something off his chest, but simply couldn't do it. I sensed it wasn't going to be good news. Then, Dad appeared in the door, and Adam suddenly started crying. Once he'd calmed down a bit, he said that he had been suspended the previous week for insulting one of his teachers and, as a result, he was banned from attending the prom. Dozens of questions followed. Mum had had a hard time the week before, so she hadn't been able to check her emails. There was probably one from the school among them. She even remembered receiving a call, but she hadn't answered or rung back, and Dad had been on a business trip to Asia. Adam simply hadn't had the courage to tell the truth. He couldn't explain what had possessed him to call his teacher names. He was genuinely sorry, but the head teacher had decided to suspend him anyway. We were absolutely shocked and unable to say a word. Mum said she would ring the school, but Adam didn't want her to. Dad suggested talking things over. Ten years later, I still recall that day. I think it was one of the hardest days of my life.



5.1. Which statement is true about Adam?

- A** He generally wasn't a well-behaved student.
- B** He cared about his appearance a lot.
- C** He didn't get on with his parents.
- D** He had no intention of telling the truth.

5.2. From the first paragraph, we can conclude that Adam's sister

- A** wasn't fond of spending time with her brother.
- B** was confused with her brother's choice of clothes.
- C** was determined to check on her brother.
- D** was exhausted after talking to her brother.

5.3. On finding out the truth, Adam's parents

- A** asked him lots of questions.
- B** blamed themselves for the situation.
- C** felt furious with him for his lies.
- D** seemed indifferent to the problem.

5.4. In the last paragraph, we learn that

- A** Adam had no idea what had made him insult his teacher.
- B** Adam's mum refused to call the school.
- C** on the day of the prom, Adam's dad was away on a business trip.
- D** Adam's sister remembers the day when Adam was suspended.

5.5. Which is the best title for the story?

- A** Home (almost) Alone
- B** Angry Young Men
- C** Crime and Punishment
- D** Secret Uncovered

Zadanie 6. (0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (6.1.–6.4.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

MEMORY RESTORED

Krystyna Skarbek is said to have inspired Ian Fleming, the author of the James Bond novels, to create the spy Vesper Lynd in *Casino Royal*. Skarbek's secret agent name was Christine Granville, and apparently she was Winston Churchill's 'favourite spy'. (6.1.) ____ After the German invasion, this Polish-born spy fled to England, from where she was sent on her missions. Her acts included skiing over the snow-covered Polish border in temperatures of -30°C and saving French Resistance agents from arrest by the Gestapo. (6.2.) ____ It confirmed Hitler's intention of attacking the Soviet Union. For this and many other similar brave acts, she was awarded the George Medal and the OBE (Order of the British Empire) by the British and the Croix de Guerre by the French.

However, despite her incredible achievements, after WWII she lived in poverty. She was hardly able to support herself while working as a cleaner on a cruise ship.

(6.3.) ____ Soon afterwards, she was forgotten.

It wasn't until 2020 that the world heard her name again. (6.4.) ____ Her grave in London was renovated and a memorial service was held to remember this exceptionally heroic woman. After more than seventy years, she'd finally got the recognition she deserved.

- A The one that she was praised for the most was the smuggling of an important microfilm across Europe.
- B Sadly, in spite of this extremely brave deed, the agents were caught.
- C The life and accomplishments of this courageous woman were finally properly honoured.
- D She was a glamorous woman, whose extraordinary courage during WWII became legendary.
- E Tragically, she was murdered by a man who turned out to be not only her co-worker on the ship, but also a stalker.

Zadanie 7. (0–4)

Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej oznaczonej części tekstu (7.1.–7.4.).

Wpisz odpowiednią literę w każdą kratkę.

Uwaga! Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

- A The two pioneers
- B Everyone's favourite music
- C The device as we know it
- D Fashionable again
- E Materials tried and tested
- F Back from extinction

VINYL RECORDS



7.1.

Many people say that music played on vinyl records has its own unique sound, and that is probably why demand for them has taken off again all over the world. People hunt for their parents' old vinyl records in the attic or buy new ones. Music shops sell more and more modern record players, which people buy to enjoy listening to music the old-fashioned way. But what are the origins of this format?

7.2.

It was Édouard-Léon Scott de Martinville, a French printer, bookseller and inventor, who in 1857 designed the earliest known sound-recording device called the phonograph. Scott wanted to record the sound of human speech, and his recorder could graphically represent sounds onto tiny paper discs. The Frenchman's invention was further developed by Thomas Edison, who came up with a machine that was able to play recorded music. The first records were made of zinc and glass.

7.3.

The real revolution came about thirty years after Scott's phonograph. The German-American inventor Emile Berliner patented the gramophone, which resembled what we know as a vinyl record player today. The device was hand-operated, and played small seven-inch discs made of rubber. Larger ten-inch discs were introduced at the beginning of the twentieth century by the Vinyl Company, who called their record player the Red Seal.

7.4.

Vinyl records came of age after WWII. They produced a very clear sound and became the standard way to listen to music at home, in a café or at a party. Then, gradually, other technologies like the Walkman, portable CDs, iPods, and streaming services came along and, for a while, vinyl records weren't fashionable anymore. Thankfully, music fans brought them back to life at the beginning of the twenty-first century. History has come full circle it seems.

Wskazówki

- Gdy rozwiązujesz zadanie sprawdzające znajomość środków językowych oparte na pojedynczych zdaniach, po uzupełnieniu luki sprawdź, czy całe zdanie jest logiczne i poprawne gramatycznie. Jeśli w poleceniu podany jest limit słów, upewnij się, że go nie przekroczyłeś / nie przekroczyłaś. Sprawdź, czy nie brakuje przyimków (*from, in, on, under*) lub przedimków (*a/an, the*).
- Gdy rozwiązujesz zadanie oparte na tekście, najpierw przeczytaj tekst, aby zorientować się, jakie słownictwo lub struktury gramatyczne są testowane. Ustal na podstawie kontekstu, jaka część mowy powinna zostać użyta, w jakim czasie należy użyć czasownika lub w którym stopniu powinien być przymiotnik, aby poprawnie uzupełnić lukę. Sprawdź, czy rzeczownik powinien być w liczbie pojedynczej czy mnogiej.

Zadanie 8. (0–4)

Uzupełnij poniższe minidialogi (8.1.–8.4.). Wybierz spośród podanych opcji brakującą wypowiedź. Zakreśl jedną z liter: A, B albo C.

- 8.1. **X** Please fill in this registration form.
Y _____
A What would you like to know?
B OK, thanks for your help.
C OK, but it's filling up quickly.
- 8.2. **X** Don't be mad at me for being late.
Y _____
X I missed the bus.
A Is that so?
B And why were you late?
C Was I late?
- 8.3. **X** How's it going?
Y _____
X That's good news.
A All's fine.
B How are you?
C I'm going to a party.
- 8.4. **X** I'm taking my oral English exam on Tuesday.
 I hope I won't fail.
Y _____
X Thanks!
A I'm so sorry.
B Cheer up! I'm sure you will.
C Fingers crossed!

Zadanie 9. (0–5)

Uzupełnij zdania 9.1.–9.5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. **Uwaga!** W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

- 9.1. While the doctors (*help / victim*) _____,
 another ambulance arrived at the Accident & Emergency doors.
- 9.2. This invention is definitely (*little / impressive*) _____.
 The other three look much more innovative and attractive.
- 9.3. Bea had to resit the chemistry test because she (*fail*) _____
 the previous attempt.
- 9.4. The IT specialist (*explain / I*) _____
 in order to protect my account, I had to switch to a secure password and not share it with anyone again.
- 9.5. What time (*you / plane / land*) _____?
 I want to come to the airport to pick you up.

Zadanie 10. (0–4)

W zadaniach 10.1.–10.4. wpisz obok numeru zadania wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

- 10.1. _____
 ● I'd like to ... up my own business in the future.
 ● Please ... your phone to silent mode.
- 10.2. _____
 ● Please complete this ... and let me know when you've finished.
 ● I've booked us a ... for tonight at that Italian place.
- 10.3. _____
 ● Look at that white ... in the sky. I think it looks like a sheep.
 ● You really should back up your data to the ... or a USB flash drive.
- 10.4. _____
 ● Penelope checks her phone every couple of minutes because she doesn't want to miss ... on anything.
 ● I'm so unfit. I should get more active and start working ... every day.

🕒 2 minuty

Rozmowa wstępna

Wskazówki

- Rozmowa wstępna ma na celu oswojenie zdającego z sytuacją egzaminacyjną, przygotowanie go do głównej części egzaminu ustnego oraz poprawienie jego efektywności podczas wykonywania kolejnych zadań.
- Egzaminator zada Ci kilka pytań związanych z Twoim życiem i zainteresowaniami. Pytania te zamieszczone są wyłącznie w zestawie dla egzaminującego. Odpowiadając na nie, postaraj się używać pełnych zdań. Pamiętaj, że Twoim zadaniem jest wykazanie się znajomością zróżnicowanego słownictwa oraz środków językowych.
- Staraj się mówić wyraźnie i nie spiesz się z odpowiedziami.

🎓 Answer the questions.

- 1 Do you like walking in a forest? Why/Why not?
- 2 What clothes do you like wearing? Why?
- 3 Would you like to live abroad one day? Why/Why not?
- 4 Do you enjoy playing board games? Why/Why not?
- 5 What's your favourite school subject? Why?

🕒 4 minuty

Zadanie 1.

Rozmowa z odgrywaniem roli

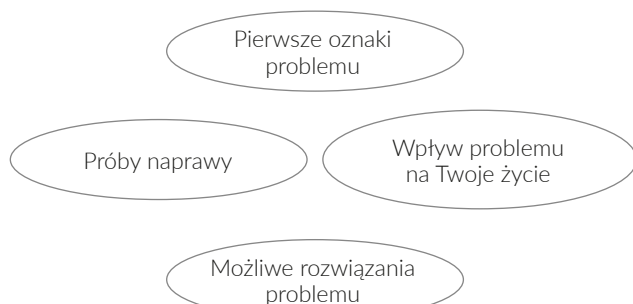
Wskazówki

- Zadanie pierwsze polega na przeprowadzeniu rozmowy, w której zdający i egzaminator odgrywają role opisane w poleceniu. Szczegóły roli Twojego rozmówcy zamieszczone są wyłącznie w zestawie dla egzaminującego.
- W tej części egzaminu musisz odnieść się do czterech elementów wskazanych w poleceniu i omówić każdy z nich w co najmniej dwóch zdaniach.
- Możesz zostać poproszony/poproszona o dokładniejsze wyjaśnienie jakiejś kwestii, podanie większej ilości szczegółów, przedstawienie opinii lub udzielenie rady. W takiej sytuacji musisz właściwie zareagować na wypowiedź egzaminującego.
- Egzaminator może nie zgodzić się z Twoją propozycją i poprosić o inne rozwiązanie. Nie oznacza to, że podana przez Ciebie propozycja jest nieodpowiednia. To standardowa część egzaminu oraz sposób na ocenę Twojej wiedzy i umiejętności.

🎓 Do the task. Then change roles and do the task again.

Uczeń A

Podczas pobytu na wymianie szkolnej w Walii masz problem z niedawno kupionym laptopem. Rozmawiasz z kolegą/koleżanką (uczeń B), który/która zna się na elektronice. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B:



Uczeń B

Jesteś kolegą/koleżanką ucznia A, który/która ma problem z niedawno kupionym laptopem. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jednej kwestii;
- grzecznie nie zgódź się z uczniem A, tak aby musiał zaproponować inne rozwiązanie;
- zasugeruj skontaktowanie się ze sklepem, w którym został kupiony laptop;
- uprzedź, że może okazać się konieczne kupienie nowego laptopa.

(Rozmowę rozpoczyna uczeń A).

🕒 3 minuty

Zadanie 2.

Rozmowa na podstawie ilustracji

Wskazówki

- W zadaniu drugim zostaniesz poproszony/poproszona o opisanie ilustracji i o udzielenie odpowiedzi na pytania egzaminatora.
- Opisując ilustrację, używaj konstrukcji **There is / There are** i czasu present continuous. Uwzględnij informacje o tym, kogo przedstawia zdjęcie, gdzie się znajduje ta osoba, jaką czynność wykonuje, jak wygląda oraz co może czuć w przedstawionej sytuacji.
- Po opisaniu ilustracji egzaminujący zada Ci trzy pytania. Pytania te zamieszczone są wyłącznie w zestawie dla egzaminującego. Pierwsze z nich będzie odnosiło się bezpośrednio do zdjęcia. Drugie pytanie będzie związane z tematyką zdjęcia, lecz będzie dotyczyło Twoich poglądów, preferencji, zainteresowań lub planów. Trzecie pytanie dotyczy wydarzeń lub doświadczeń z przeszłości. Odpowiadając na nie, stosuj czasy przeszłe (**past simple, past continuous, past perfect**).

🎓 Describe the photo and answer the questions. Then change roles and do the task again.



- 1 What do you think the cashier is saying to the girl?
- 2 Is it important for shop assistants to be polite? Why/Why not?
- 3 Tell us about a situation when you or someone you know felt dissatisfied with the service they received in a shop.

5 minut Zadanie 3.

Rozmowa na podstawie materiału stymulującego

Wskazówki

- W zadaniu trzecim zostaniesz poproszony/poproszona o wybranie spośród zilustrowanych propozycji tej, która Twoim zdaniem najlepiej spełnia warunki wskazane w poleceniu. Następnie odpowiesz na pytania egzaminującego.
- Dokonując wyboru, odnieś się do zilustrowanych propozycji i podaj argumenty uzasadniające wybór jednej z nich oraz przyczyny odrzucenia pozostałych. Wypowiedź powinna składać się z pełnych zdań.
- Kiedy zakończysz wypowiedź, egzaminujący zada Ci dwa pytania. Pytania te zamieszczone są wyłącznie w zestawie dla egzaminującego. Pamiętaj, by nie tylko udzielić prostej odpowiedzi, lecz również uzasadnić ją w dwóch-trzech zdaniach.

 Do the task and answer the questions. Then change roles and do the task again.

Popatrz na plakaty 1–3.

Szkolna grupa wolontariuszy, do której należysz, organizuje dzień ochrony środowiska. Twoim zadaniem jest wybór plakatu promującego Waszą akcję. Masz do wyboru trzy plakaty.

- Wybierz plakat, który Twoim zdaniem najlepiej zachęci uczniów i pracowników szkoły do wzięcia udziału w dniu ochrony środowiska, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

Plakat 1.



Plakat 2.



Plakat 3.



- 1 What can be done to improve environmental protection?
- 2 How does human activity affect the climate?



► VIDEO 17

LIFE SKILLS VIDEOS

Contributing to family life

1

BEFORE WATCHING

- 1a** Complete the sentences with *responsibility*, *responsibilities* or *rights*.

BE A RESPONSIBLE CITIZEN!

- 1 Defend your _____, but also know your _____.
- 2 Respect other people's _____.
- 3 Take _____ for your actions.
- 4 Think before you take on new _____.

- 1b** Do you think these things are a right (RI), a responsibility (RE) or both (B)?

- 1 helping at home _____
- 2 free time _____
- 3 having a pet _____
- 4 pocket money _____
- 5 privacy _____
- 6 looking after someone _____

WHILE WATCHING

- 2a** ► Read the questions. Then watch the video and write the teenagers' names.



Grace



Louis



Jessica

- 1 Who spends time with
 - a a pet? _____
 - b an older family member? _____
 - c a younger family member? _____
- 2 Who has to
 - a go to see him/her? _____
 - b help with homework? _____
 - c take him/her home? _____
 - d take him/her out? _____
 - e take food? _____
 - f make food? _____

- 2b** ► **VIDEO SKILLS** Read the VIDEO SKILLS box. Then watch again and answer the questions.

- 1 Why does he/she have the responsibility?
 - a Grace: _____
 - b Louis: _____
 - c Jessica: _____
- 2 What's difficult about the responsibility?
 - a Grace: _____
 - b Louis: _____
 - c Jessica: _____

VIDEO SKILLS: Understand new vocabulary

Look at what Grace says:

- 1 I pick him up from school. (0:28)
- 2 She gives me more freedom. (0:44)
- 3 Now I realise how hard my mum works. (0:51)

To understand the underlined words, ask yourself:

- Is it important to understand this? If not, I can forget it for now.
- Can I guess its meaning from the context?
- Is it part of the word family of a word I know?

- 3a** ► Watch again. Match the teenagers to one or more of these 'lessons in life'.

- 1 When you make a decision, you have to accept the good and bad things about it. _____
- 2 Helping someone else can make you happy. _____
- 3 You don't know how hard others work until you do their work. _____
- 4 If you're responsible, people give you more freedom. _____

- 3b** Complete these sentences with your opinion.

- 1 I think _____ has the biggest responsibility because ...
- 2 I think _____ has learnt the most important lesson in life because ...

AFTER WATCHING

- 4a** Think of a person you know with similar responsibilities to those of one of the people in the video. Write a description of the person and his/her responsibilities in your notebook.

- 4b SKILLS 4 LIFE** Your rights and responsibilities don't stop outside the home. Create a poster of your rights and responsibilities at school and in your town/city. Follow these steps.

- 1 Make a list of at least one right and one responsibility in each place.
We are responsible for ... We have a right to ...
- 2 Design your poster. Decide what you are going to write and what photos or drawings you could use to make your message clear.
- 3 Find the things you need. Then make your poster.

Reflect on it

Read the following paragraph. Do you agree with it? Can you think of other examples?

We live in a world where people defend their rights but ignore their responsibilities. People want a clean city, for example, but they drop litter in the street.



BEFORE WATCHING

- 1 Is it always wrong to do these things? Circle Yes or No. If you circle No, then write when you think it can be the right thing to do.

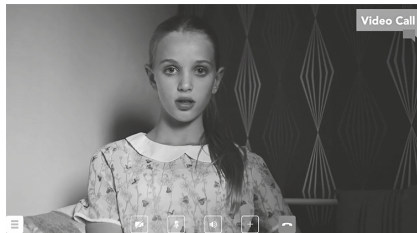
- | | |
|-------------------------------------|----------|
| 1 Steal something from a shop. | Yes / No |
| 2 Tell someone you know well a lie. | Yes / No |
| 3 Disrespect a friend's opinion. | Yes / No |
| 4 Copy someone else's work. | Yes / No |
| 5 Write graffiti on a wall. | Yes / No |

WHILE WATCHING

- 2a VIDEO SKILLS Read the VIDEO SKILLS box. Then watch the video and answer the questions about the main events in the stories.



James



Jessica

- 1 What two things did James do wrong?

a _____
b _____

- 2 What did Jessica's friend Kayla want to do?

- 3 What was Jessica's reaction?

VIDEO SKILLS: Understand what happened

The background

At the start, listen for where, when and what was happening: *We were playing ...*

The main events

Next, listen for what happened: *I kicked ...*

The consequences

Finally, listen for how the story ended and how people feel.

Expressions

Then, Afterwards, ... introduce what happened next

Anyway, ... continues the story

I don't know why, but ... introduces something bad

But the other thing is ... introduces another problem

- 2b VIDEO SKILLS Look at the VIDEO SKILLS box again. Then watch again and take notes on the background and consequences in the stories.

James's story

The background

The consequences

Jessica and Kayla's story

The background

The consequences

- 3a VIDEO SKILLS Watch again. How do you think the people in the two stories feel? Write JA (James), JE (Jessica) and KA (Kayla) next to what each person might feel.

- | | |
|--|-------|
| 1 I did the right thing. | _____ |
| 2 This situation isn't fair. | _____ |
| 3 I did the wrong thing. | _____ |
| 4 My friend didn't do the right thing. | _____ |
| 5 I'm worried about what might happen. | _____ |

- 3b What's your opinion? Look at James, Jessica and Kayla's feelings again. Do you think they are right to feel the way they do in sentences 1–5? If not, why?

AFTER WATCHING

- 4a Think of a time when you or a friend were in a difficult situation like the ones in the video. Make notes about what happened, how you felt and what happened in the end. What lesson did you learn from what happened?

- 4b SKILLS 4 LIFE Look in a newspaper or on the Internet and find a news story about someone who did something wrong. It could be an actor, a criminal, a sportsperson or someone else. Now write about the story in your own words. Include this information:

- who the person is;
- what the person did;
- what you think about what they did and why;
- the 'moral' of the story – what it tells us about people who do wrong things.

Reflect on it

Where do we get our values? Is it from any of these things or do they come from somewhere else?

We learn what's right and wrong from our parents.

School teaches us what's right and wrong.

It's genetic. We are born with a sense of right and wrong.



▶ VIDEO 19

LIFE SKILLS VIDEOS

Public speaking

3

BEFORE WATCHING

- 1 Think about someone who came to your school to give a talk recently or who you saw giving a talk on TV. Answer the questions.

- 1 How did he/she stand?

- 2 Where were his/her arms? By his/her side? Folded?

- 3 Did he/she use many hand gestures?

- 4 How easy was it to understand him/her? Why?

- 5 Did he/she look confident or insecure?

- 6 Did you think his/her message was sincere?

- 7 Did he/she generally give a good impression?

WHILE WATCHING

- 2a ▶ Watch the video about public speaking. Write the types of advice in the table in the order the speakers mention them. What advice isn't included in the table?

How fast Gestures Eyes Intonation
How to stand Emphasis How loud



Type of advice	Speaker's voice
1	
2	
3	
4	
5	
6	
7	

Not included: _____

- 2b ▶ Watch again. Complete the second column of the table.

- 3a ▶ VIDEO SKILLS Read the VIDEO SKILLS box. Then match the consequences (A–H) to the types of advice (1–7) in the table in 2a. Then circle if the consequence is positive (✓) or negative (✗).

A	people watch your hands	_____	✓ / ✗
B	people are attentive	_____	✓ / ✗
C	you look confident	_____	✓ / ✗
D	people don't understand	_____	✓ / ✗
E	your message is clearer	_____	✓ / ✗
F	you see people's interest	_____	✓ / ✗
G	people feel uncomfortable	_____	✓ / ✗
H	people aren't interested	_____	✓ / ✗

VIDEO SKILLS: Understanding consequences

Presenting positive consequences

When you ..., you/people ...

Use/Look ..., this can help you ...

By giving/using ... you may ...

Presenting negative consequences

Don't ... or/otherwise you/they might ...

If you ..., people may not ...

- 3b What do you think are the three most important pieces of advice in the video? Why?

AFTER WATCHING

- 4a Think of the last time you had to speak in public. Which advice in the table did or didn't you follow? Make two lists.

Things I did	Things I didn't

Next time you speak in public, do you think you will be able to follow *all* the advice? Do you think you will feel more confident?

- 4b SKILLS 4 LIFE People often feel nervous before they have to speak in public. Find some advice about how to relax. Follow these steps.

- 1 Go online and search for advice. Search using one of these phrases or a similar one:
 - how to relax before you speak in public;
 - how to stay calm before giving a talk.
- 2 Refer to at least two sites. Make a note of any good advice you see, especially if it is repeated on more than one site.

Reflect on it

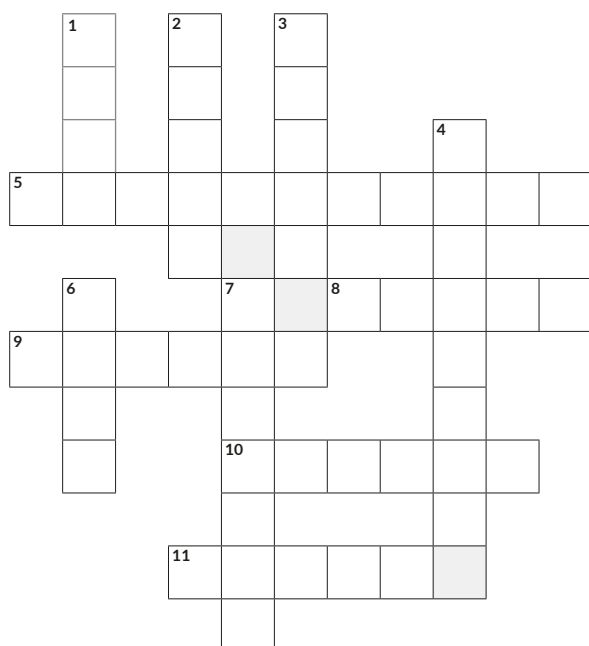
Speaking in public is one of the most common fears. Why do you think that is? Do you think anyone can learn to do it?

Useful words: *centre of attention, shy, selfconscious, embarrassed, mistakes.*



BEFORE WATCHING

1 Do the first aid crossword.



Across

- 5 not able to see, think or feel things
 8 to lose 2 down from your body
 9 physical damage to the body
 10 a tube that carries air into your body
 11 you have one under each eye

Down

- 1 the part of your face under your mouth
 2 a red liquid in your body
 3 it's between your neck and your stomach
 4 it's between your eyes and your hair
 6 you have one in the middle of each leg
 7 take air into your body

WHILE WATCHING

2a ▶ Watch the video about putting someone in the recovery position. Make a list of the parts of the body you have to move in the correct order. Some words are repeated twice.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____



2b ▶ Watch again and complete the notes with one or two words in each gap.

The recovery position

- It's for when someone's (1) _____ but
- breathing. It helps them to (2) _____.
- Don't move someone with a serious
- (3) _____.
- First you need to open the (4) _____.
- Then make sure their (5) _____ is moving
- up and down.
- When moving the body, keep the person's hand against
- their (6) _____.

3 VIDEO SKILLS Read the VIDEO SKILLS box. Then write what the underlined pronouns in sentences 1–6 refer to. Watch again to check.

- 1 Place it on the person's forehead. _____
- 2 Gently move it backwards. _____
- 3 Place them on the casualty's chin and lift it.

- 4 Place it at a right angle. _____
- 5 Pull it up until it is flat on the floor. _____
- 6 Position it at a right angle. _____
- 7 Ensure that they are breathing. _____

VIDEO SKILLS: Follow instructions

Look up any new words in a dictionary.

- Listen for the order: *first, then, after, until*
- Listen for what to do: *move, place, position, lift, pull*
- Is everything OK? *check, make sure, ensure*

AFTER WATCHING

4a Do you think you could put someone in the recovery position? See if you can note down all the steps in the correct order without looking at this worksheet. If necessary, watch the video again to see if you were right.

4b ▶ SKILLS 4 LIFE The recovery position is an example of first aid that can save someone's life. Another is the Heimlich manoeuvre. Go online or look in a reference book and find out what it is. Make notes on how to do it and find a photo or illustration to show how you do it.

Reflect on it

First aid can save a person's life, but very few people know how to put someone in the recovery position or perform the Heimlich manoeuvre, for example. Why do you think that is? What can we do to make sure more people learn about first aid?



▶ VIDEO 21

LIFE SKILLS VIDEOS

Fame

5

BEFORE WATCHING

- 1 Look at the advice (1–7) for becoming famous. Write ✓ (Good), ✗ (Bad) or ? (I'm not sure) to show your opinion of the advice.

The road to fame and fortune	✓	✗	?
1 Be bright. Study hard to get good qualifications.			
2 Be excellent. Choose a skill and practise it every day.			
3 Be recognisable. Your appearance is more important than your talents.			
4 Be visible. Post lots of photos and videos of yourself on social media.			
5 Be ambitious. Make celebrity your only objective in life.			
6 Be provocative. Post comments online that make people talk about you.			
7 Be calculating. Choose friends who will help you to be famous.			

WHILE WATCHING

- 2a Watch the video. Match the speakers with their ambition (1–4) and the main reason they have it (a–d).

Who?



Amelia

☐ ☐


Kieran

☐ ☐


George

☐ ☐


Molly

☐ ☐

What?

- 1 acting
- 2 medicine
- 3 writing
- 4 singing

Why?

- a It's useful.
- b It's a need.
- c I love it.
- d It's easy.

- 2b Write the correct name or names: Molly (M), Kieran (K), George (G) or Amelia (A). Watch again to check. Who

- 1 doesn't want to be famous?
- 2 wants people to appreciate their work?
- 3 thinks that being famous gives you an easy life?
- 4 hopes to earn enough to keep doing their job?
- 5 doesn't want to be famous for no reason?
- 6 is working hard now for their ambition?

☐
☐
☐
☐
☐
☐

- 3a VIDEO SKILLS Read the VIDEO SKILLS box. Then watch again. Try and write exactly what the speakers say.

Molly: But I wouldn't want to be

(1) _____.

I wouldn't want people to stop me

(2) _____.

Kieran: You don't need to

(3) _____?

George: Anyway, when you see a famous person on TV,

(4) _____.

(5) _____

doesn't interest me.

Amelia: I mean, writers don't usually

(6) _____.

but that's fine by me.

VIDEO SKILLS: Understanding general expressions

Some words and expressions have a general, non-specific meaning:

- *things (like that)* and *stuff* can refer to objects, activities and ideas;
- *something* refers to a thing or idea when you don't know exactly what it is;
- *somebody* can mean 'or a similar person'.

- 3b Whose opinion about fame is closest to your opinion? Explain why.

AFTER WATCHING

- 4a Make two lists of the good and the bad things about being famous. Now look at your lists. Would you enjoy being famous or not?

BEING FAMOUS	
✓ Good things	✗ Bad things

- 4b SKILLS 4 LIFE Is becoming famous as easy as some people think? Go online and find out about two famous people's roads to success. Follow these steps.

- 1 Think of two famous people. Choose one person from the arts world (e.g. a singer or actor) and one person from the world of technology (e.g. someone who started a famous company or website).
- 2 Go online and find out about their lives. Look in particular at their education and qualifications.
- 3 Think about how your skills and qualifications might one day make you very successful and famous.

Reflect on it

Why are people so interested in the lives of celebrities? Do you think it's just harmless fun or do you think it has a bad side? For example, does it stop us from doing something about important issues like poverty, climate change and war?



BEFORE WATCHING

- 1 Look at the ways to reduce your ecological footprint. Write *Do* before the good things to do and write *Don't* before the bad things.

6 ways to reduce your carbon and water footprints!

- 1 _____ waste water when you brush your teeth.
- 2 _____ reuse and recycle paper.
- 3 _____ leave your mobile charging for hours.
- 4 _____ switch off lights when you leave a room.
- 5 _____ leave your mobile charging for hours.
- 6 _____ buy food in lots of plastic packaging.

WHILE WATCHING

- 2a You're going to watch two teenagers talking about a project at their school to reduce its carbon and water footprint. Watch the video and write the five areas they took action on.

Marcus

Amy



- | | |
|-----------|---------|
| 1 _____ | 3 _____ |
| 2 _____ | 4 _____ |
| and _____ | 5 _____ |

- 2b VIDEO SKILLS Read the VIDEO SKILLS box. Then watch again. For each of the five areas in 2a, write the problem and the solution in the table.

	Problem	Solution
1		
2		
3		
4		
5		

VIDEO SKILLS: Understanding natural speech

When words like *can*, *was*, *were*, *and*, *for*, *of* and *to* aren't stressed, they're usually pronounced as a weak form, with /ə/. This makes them harder to hear, but means we focus on the words that carry the main meaning.

Marcus: *So we decided to have two boxes, one for reusing and one for recycling. (0:38).* Notice the difference in stress between the important words: *two*, *reusing*, and *recycling*, and the underlined words.

- 3a VIDEO SKILLS Watch the video again and complete the benefits of the school project.

Marcus: Reusing and recycling (1) ...

Marcus: Did you know it takes (2) ...

Amy: And it's funny because (3) ...

Amy: And it's healthier to (4) ...

Marcus: We put posters up and (5) ...

Amy: Did you know that it takes over 10,000 litres of water (6) ...

- 3b What do you think are the two most important benefits of the school project? Why?

AFTER WATCHING

- 4a Think about your home. How many of the things in the school project do you already do to reduce your ecological footprint? Which ones don't you do? How could you and the other people in your house reduce your ecological footprint?

- 4b SKILLS 4 LIFE Keep a diary to find out how much you really do at home to reduce your ecological footprint and to see if you could do more. Follow these steps.

- 1 Get a sheet of paper or find a page in your notebook. Divide it into five columns and write the names of the next five days at the top of each column, starting with tomorrow.
- 2 Each day write when you do one of these things:
 - turn the tap off when brushing your teeth;
 - switch a light off when leaving a room;
 - recycle plastic, glass and paper.
- 3 Look at your diary at the end of the fifth day. Do you think you did a lot to reduce your ecological footprint? Could you do more?

Reflect on it

Why are some people more worried about their ecological footprint than others? Is it because they don't really understand how important it is or is it because they don't really think their behaviour is having an impact on climate change and global warming? Or is there another reason?



► VIDEO 23

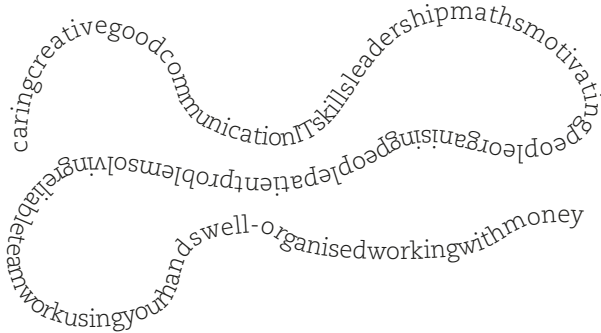
LIFE SKILLS VIDEOS

Assessing your skills

7

BEFORE WATCHING

- 1 Find the transferable skills and qualities in the word snake and write them in the correct column in the table.



Transferable skills and qualities		
General skills	Interpersonal skills	Personal qualities

WHILE WATCHING

- 2a You're going to watch three teenagers talking about a responsibility they have or had at school, but not in class time. Watch the video and write what they do or did.



Amelia



Kieran



Molly

- 2b Watch again and answer the questions.

- 1 Why has the number of girls in Amelia's team increased?

- 2 In what two ways is Amelia better than last year's coach?

- 3 Why does Kieran find his responsibility interesting?

- 4 What's sometimes difficult about his responsibility?

- 5 How exactly did Molly's idea make money for the school trip?

- 6 How do we know the school was happy with her idea?

- 3a VIDEO SKILLS Read the VIDEO SKILLS box. Then watch again and write the transferable skills and qualities from exercise 1 that the teenagers need or needed.

Amelia: _____

Kieran: _____

Molly: _____

VIDEO SKILLS: Understanding people talking about skills

Listen for these expressions:

I like/enjoy being/working ...

I'm not like that. I want to ...

It's useful for me to teach ...

I want people to ...

I'm good at / getting better at finding/staying ...

People like the fact that I ...

- 3b Which of the skills do you think are most useful for getting a job in the future? Why?

AFTER WATCHING

- 4a Look at the transferable skills and qualities in the table in 1. Choose at least one skill and quality from each box that you're not good at or don't have. For each one, think of something you could do to improve or develop it, e.g. joining a club, going to a class, making a special effort.

The thing I need to improve *How to improve it*

General skills: _____

Interpersonal skills: _____

Personal quality: _____

- 4b SKILLS 4 LIFE Find out more about the skills needed to do the jobs that interest you. Follow these steps.

- 1 Think of two jobs, that you might want to do one day.
- 2 For each job think of general skills, interpersonal skills and personal qualities you think people need to do the jobs.
- 3 Go online and find out about the jobs. Did you correctly predict the skills you need? Did you discover anything that you didn't expect about the jobs?
- 4 Write a short advert for one of the jobs you researched, saying what skills are required. Follow this model.

[Job name] required

The right person must have [skills] and be [personal qualities]

Reflect on it

Some experts think your interpersonal skills are more important for your success in the future than your school marks. Do you think that's true? If so, why or why not?



BEFORE WATCHING

- 1** Read the statements. Write the name of a person you know who might say each one. It could be you, a friend, or a family member or someone else.

- 1 'I'm quite shy, so I find it hard to talk to people I don't know.' _____
- 2 'I got my circle of friends from sharing a common interest.' _____
- 3 'I prefer to have a few close friends than lots of friends I don't really know well.' _____
- 4 'I've made a lot of friends by being good at something.' _____
- 5 'I enjoy being alone and don't feel lonely when I'm not with friends.' _____
- 6 'I like meeting new people, and I'll start a conversation with anybody.' _____

WHILE WATCHING

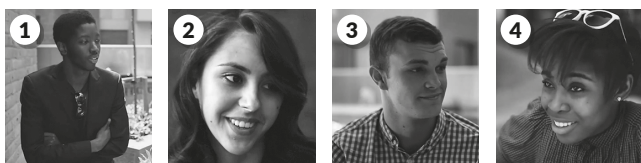
- 2a** **VIDEO SKILLS** Read the VIDEO SKILLS box. Then watch the presenter of the video. What's the video going to be about?

VIDEO SKILLS: Understanding past habits

Listen for the different ways in which people talk about things they did regularly in the past:

What I did was ... / I used to invite/make ... / When I / the weather was ..., I went ...

- 2b** Watch the main speakers (1–4). Write a short sentence to say what action they took to make friends. Use the words in brackets to help you.



- Speaker 1: _____ (door)
 Speaker 2: _____ (made)
 Speaker 3: _____ (doors)
 Speaker 4: _____ (join)

- 2c** Watch the speakers again. Write two things that happened as a result of their action in 2b.

- Speaker 1: _____

 Speaker 2: _____

 Speaker 3: _____

 Speaker 4: _____

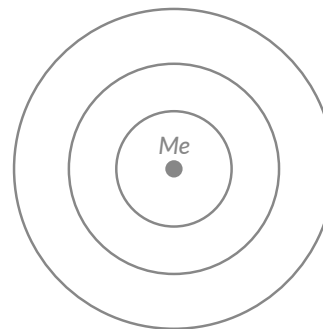
- 3a** Watch again. Which speaker might say one or more of the statements 1–6 in exercise 1?

- Speaker 1: _____
 Speaker 2: _____
 Speaker 3: _____
 Speaker 4: _____

- 3b** Which of the speakers is most similar to you? Why?

AFTER WATCHING

- 4a** Draw a dot with three circles around it. The dot represents you. Write the names of your close friends in the smallest circle. Write the names of friends who aren't very close to you in the next circle. Write the names of people you know quite well but aren't friends with in the largest circle.



- 4b** Think about how you met the people in the different circles. Did you meet them in the same way? What do the circles tell you about your friendships?

- 4c** **SKILLS 4 LIFE** Write about friendships in your family. Follow these steps.

- 1 Choose two or three people of different ages if possible (e.g. a brother / a sister or cousin, a parent or uncle/aunt, a grandparent).
- 2 Ask them these questions about their best friend and make a note of their answers.
 - Who's your closest friend?
 - How did you meet him/her?
 - How long have you known him/her?
 - Why are you good friends?
- 3 Write a summary of what each person told you. Is there a difference between how the people of different ages made friends? What other differences are there?

Reflect on it

How many close friends can you have? Does the answer depend on the person or does it depend on your definition of a close friend? For example, how many of your social media friends do you really consider to be friends?



▶ VIDEO 25

LIFE SKILLS VIDEOS

Art and culture

9

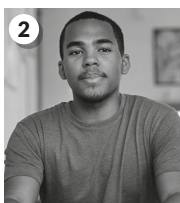
BEFORE WATCHING

1 Read the definitions and complete the words connected to books and reading.

- 1 f _____ – writing about imaginary (not real) things
- 2 n _____ – a long written story about imaginary things
- 3 p _____ – a work for actors in the theatre
- 4 c _____ – a person in a book, play or film
- 5 h _____ – a frightening story
- 6 m _____ – the main idea that the writer of a book wants the reader to remember
- 7 p _____ – a piece of writing at the start of a book that introduces the story
- 8 c _____ – the outside page at the front and back of a book
- 9 b _____ – a short text on the back of a book that tells you what it's about
- 10 b _____ – look at things in a shop to see if they interest you

WHILE WATCHING

2a You're going to watch three teenagers talking. First they read an extract from a play or book. Then they give their opinion of it. Watch and match the speakers to the type of book and its title.



adventure biography fantasy historical
fiction horror story love story science fiction

Frankenstein

White Fang

Romeo and Juliet

2b Watch again and complete what the speakers say about the play or books.

Speaker 1

- 1 She decided to read it because ...
- 2 The message of the book is that ...

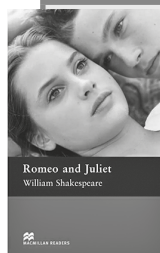
Speaker 2

- 3 He found it interesting ...
- 4 White Fang changed because ...

Speaker 3

- 5 She didn't want to read it at first because ...
- 6 She liked it because ...

3a VIDEO SKILLS Read the VIDEO SKILLS box. Then watch again and complete the extracts.



A rose would still smell as sweet if it (1) _____. And Romeo would still be as perfect even if (2) _____ Romeo. Just call me 'love' and (3) _____ Romeo again.



One day, (4) _____. The cub ran down the river to drink early one morning. (5) _____ something strange.



'Do not kill me yet,' (6) _____. 'Listen to what I have to say.'
'What can you say to me?'
(7) _____. 'You have destroyed everything I loved.'
'You made me,' the Monster replied.
'(8) _____ to be evil.'

VIDEO SKILLS: Understanding formal English

Notice these characteristics of formal English:

- no contractions
- *were* after *I/he/she* in conditionals
- *shall* sometimes replaces *will*
- formal word choices: *however* (= *but*), *many* (= *a lot*), *cry* (= *shout*), *reply* (= *answer*), *wish* (= *want*)

3b Which extract did you enjoy the most? Why?

AFTER WATCHING

4a Imagine you want to give each book to someone as a present. Who would you give each book to? Explain why.

4b SKILLS 4 LIFE The extracts in the video are from graded readers. These are adaptations of real books written especially for learners. Find a graded reader that you want to read. Follow these steps.

- 1 Find the section where there are graded readers in English in your school library or on the Macmillan website. Find books for your level: B1.
- 2 Look on the back cover of some books in the library or online and read the blurb. Choose one book that you want to read.
- 3 When you finish the book, write a short review of it. Say what it's about and why you did or didn't like it.

Reflect on it

Why do people write books? Is it to entertain people? Is it because they have a message they want to communicate to other people? Or is there another reason?



BEFORE WATCHING

- 1 How often do you do these things? Write your answer (e.g. *never, sometimes, a lot, as often as I can*).

- 1 Send emails. _____
- 2 Check messages on your phone. _____
- 3 Check messages on your phone in class or during a conversation. _____
- 4 Change your password for online sites. _____
- 5 Leave yourself logged on to Internet sites. _____
- 6 Post photos or videos of yourself on social media sites. _____
- 7 Post photos or videos of other people without their permission. _____
- 8 Post comments online that anyone can see. _____
- 9 Share things you've seen online with friends. _____
- 10 Ignore the age limit for using a site or online service. _____

WHILE WATCHING

- 2a VIDEO SKILLS Read the VIDEO SKILLS box. You're going to watch four people giving advice for using social networks sensibly. Before you watch, guess what their advice will be. (They give five main pieces of advice.) Then watch and write the main advice they give.

My guesses

What they actually say

- | | | |
|---|-------|-------|
| 1 | _____ | _____ |
| | _____ | _____ |
| 2 | _____ | _____ |
| | _____ | _____ |
| 3 | _____ | _____ |
| | _____ | _____ |
| 4 | _____ | _____ |
| | _____ | _____ |
| 5 | _____ | _____ |
| | _____ | _____ |

VIDEO SKILLS: Using prediction to help you understand

Before you watch a video, think about what the speakers are going to say. Ask yourself: *What's the topic? Why are they talking about it? What words and ideas do I expect to hear?* This will help you understand things.

- 2b Read these phrases from the video. Which piece of advice in 2a are they connected to? Watch again and check your answers.

- a you don't know who they are _____
- b is there to protect you _____
- c you wouldn't like it _____
- d people forget the importance _____
- e by then it's too late _____



- 3a Watch again. According to the speakers,

- 1 what can happen if you don't respect age limits?
- 2 why do people post things they later regret?
- 3 how do other people make the situation worse?
- 4 why do people attack others online?
- 5 what advice should people who attack others follow?
- 6 why is your password like the key to your house?

- 3b Which piece of advice in the video do you think is most important to follow? Why?

AFTER WATCHING

- 4a Think about your online habits. After watching the video, do you think you need to make any changes to them? If so, what?

- 4b SKILLS 4 LIFE Carry out an experiment. Find out what it's like to live without social media for five days. Follow these steps.

- 1 Choose a day to start.
- 2 Tell your family and friends that you're not going to be sending or checking social media messages for the next five days or going online to post things or read posts. Give them an alternative way to contact you (e.g. via email).
- 3 Keep a diary (in English) of how the experiment goes. Describe how it feels not to go online as usual. Do you feel anxious or do you feel more relaxed?

Reflect on it

Some people claim that social networking is leaving young people with fewer social skills than when they meet people face to face. Do you think this is true?

IRREGULAR VERBS

Infinitive	Past simple	Past participle
arise	arose	arisen
awake	awoke	awoken
be	was, were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned, burnt	burned, burnt
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed, dreamt	dreamed, dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit, fitted	fit, fitted
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone

Infinitive	Past simple	Past participle
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt, kneeled	knelt, kneeled
knit	knitted	knitted
know	knew	known
lay	laid	laid
lead	led	led
lean	leant, leaned	leant, leaned
leap	leapt, leaped	leapt, leaped
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
mow	mowed	mown, mowed
overcome	overcame	overcome
oversleep	overslept	overslept
pay	paid	paid
prove	proved	proved, proven
put	put	put
quit	quit	quit
read	read	read
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent

Infinitive	Past simple	Past participle
set	set	set
sew	sewed	sewn, sewed
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelled, smelt	smelled, smelt
speak	spoke	spoken
speed	sped, speeded	sped, speeded
spend	spent	spent
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen, swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
undergo	underwent	undergone
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
wring	wrung	wrung
write	wrote	written

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