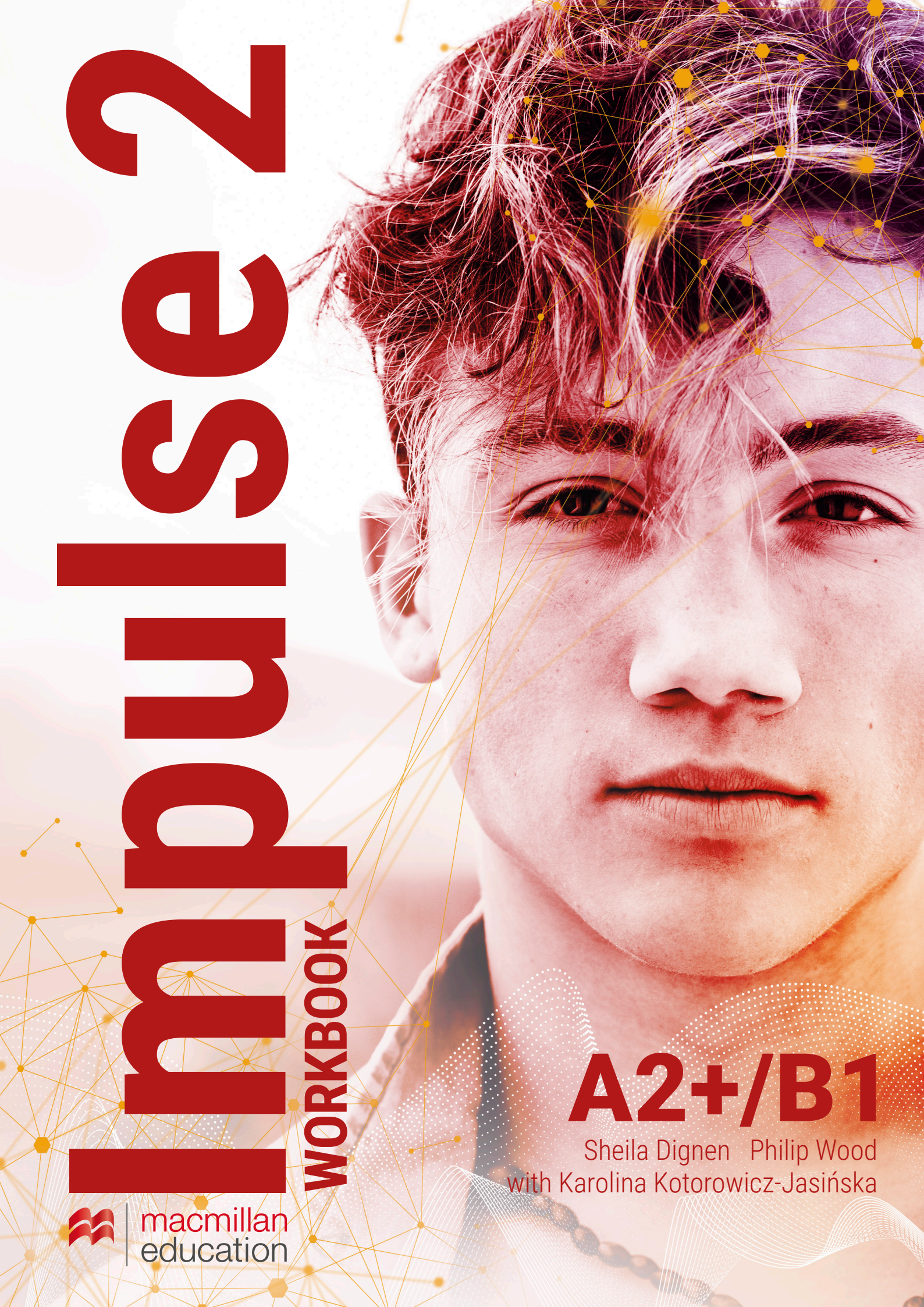
Impulse 2

WORKBOOK



A2+/B1

Sheila Dignen Philip Wood
with Karolina Kotorowicz-Jasińska

macmillan education

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1. Wejdź na stronę:
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2. Kliknij: **Zarejestruj się (Register)**, aby utworzyć nowe konto, i postępuj zgodnie z instrukcjami widniejącymi na ekranie.
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3. Po zalogowaniu kliknij: **Aktywuj kod (Activate code)** i przepisz kod podany obok.
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0.1 My free time

Free-time activities • Present simple and present continuous

1 **Label the photos with two of the activities from the box. Then complete the text.**

do sport	do yoga	eat sushi	go mountain biking
go to a concert	listen to music	play football	
play the guitar	watch horror films		



_____



_____

I love music! I [1] *listen* to pop on my phone every day. I want to go to a [2] _____ in the summer to see my favourite band! My brother plays [3] _____ every day. I don't like competitive sports, but I do [4] _____ on Fridays and that keeps me fit. My sister [5] _____ the guitar. She's very good, and I like listening to her. I also like watching [6] _____ at the cinema.

2 **01** **Listen to Eva talking about her preferences. Are the statements true (T) or false (F)?**

1 Eva likes music a lot. *T*
2 She prefers to listen to music alone. _____
3 Eva doesn't like to play the guitar. _____
4 She likes activities that make her move a lot. _____
5 Eva says that not many people like sushi. _____
6 She thinks that everyone is keen on cake. _____

3 **Choose the correct options.**

1 I ***listen*** / ***'m listening*** to music every day.
2 We ***watch*** / ***'re watching*** a film at the moment.
3 How many people ***usually come*** / ***do usually come*** to Ariana Grande's concerts?
4 I ***hardly ever eat*** / ***'m hardly ever eating*** pizza.
5 Caleb ***doesn't use*** / ***isn't using*** his computer at the moment.
6 I ***don't enjoy*** / ***'m not enjoying*** watching sport on TV.

4 **Complete the sentences with the correct present simple or present continuous forms of the verbs in brackets.**

1 Sara *is watching* (watch) rugby on TV at the moment.
2 I _____ (never / eat) sushi.
3 We _____ (play) football twice a week.
4 What _____ (you / do) today?
5 My sister _____ (go) mountain biking every day in the summer holidays.
6 Who _____ (listen) to music now?

5 **Circle the state verbs in the box. Then choose three of them to complete the sentences below.**

hate	know	mean	need	prefer	read	relax
sit	sleep	stay	understand	wait	want	

At the moment, I *need a drink and a snack.*
I don't _____
Our teacher doesn't _____
My friends and I _____

6 **Translate into English.**

home blog

Hi! It's Helen and Casey here!

[1] *We're going* (*Jedziemy*) to a concert at the moment. It's by our favourite singer – Billie Eilish. [2] _____ (*Słuchamy*) her songs every single day, and we even [3] _____ (*piszemy*) messages to her on Instagram. Billie [4] _____ (*pracuje*) on her new album and [5] _____ (*wierzymy*) that it'll be a great success.

And you guys? [6] _____ (*Znacie*) any of Billie's songs?

Let us know!
XOXO

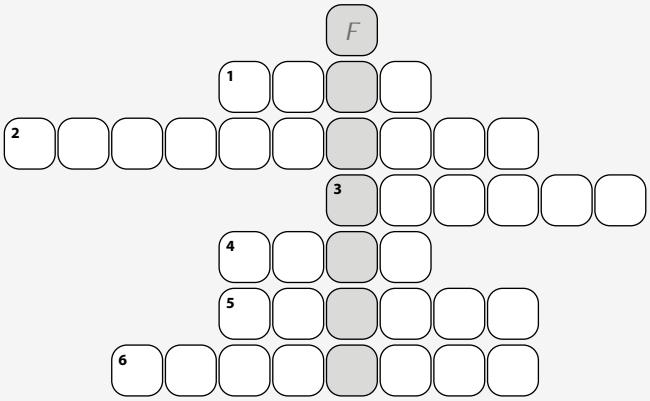


Clothes • Comparatives and superlatives

1 **Do the crossword. Then use the mystery word to complete the question and write your answer.**

1 It's long and you wear it over your clothes when you go outside.
2 You put them on to protect your eyes from sunlight.
3 A kind of sweatshirt that can also cover your head.
4 A set of clothes made from the same material, usually a jacket and trousers.
5 You put them on so that your hands don't get cold in winter.
6 Sports shoes.

How important is _____ to you? _____
_____



2 **Choose the correct options.**

1 I want the green shirt. It's ***cheaper*** / ***the cheapest*** than the blue one.
2 I think skiing is ***less*** / ***least*** challenging than cycling.
3 Which do you think is the ***more*** / ***most*** comfortable: jeans, joggers or leggings?
4 What's ***worse*** / ***the worst*** computer game?
5 My new phone is ***better than*** / ***the best*** my old one.
6 I need a new pair of jeans, these are ***too*** / ***enough*** short.

3 **Look at the information about clothes shops. Complete the sentences with the correct comparative or superlative forms.**

	JOSIE'S WARDROBE	LOCKERS	THE STALL
Expensive	★	★ ★	★ ★ ★
Sales	★ ★	★ ★ ★	★
Good quality	★ ★	★	★ ★ ★
Colourful clothes	★	★ ★	★ ★ ★

1 Lockers is *less expensive than* (expensive) The Stall.
2 Josie's Wardrobe is _____ (cheap), but they sell _____ (colourful) clothes.
3 The sale at Lockers is _____ (big) at The Stall.
4 The Stall is _____ (expensive), but it offers _____ (good) quality clothes.
5 The quality of product at Lockers is _____ (bad).
6 You can buy _____ (colourful) clothes at The Stall.

4 **Complete the sentences with the correct forms of the adverbs made from the adjectives in the box.**

bad ~~careful~~ early easy elegant hard

1 Sierra always chooses her clothes *carefully* – that's why she spends so much time in clothes shops.
2 My sister learns things _____ than me and she always gets better marks.
3 Who gets up _____ in your family?
4 You need to push the door _____ than that in order to open it.
5 I usually dress _____ than this, but I didn't have time this morning.
6 I don't know why Steve always behaves so _____.

5 **Complete the text with one word in each gap.**

I usually buy clothes online. To me, it's the [1] *most* convenient way of shopping because I don't need to go outside. Also, all of the clothes are [2] _____ expensive on the Internet than in the shopping centre, so I can actually afford more things. I always choose the [3] _____ complicated way of payment, that is with my credit card – it's really easy!
Sometimes people complain that they need to wait a long time for their order. But if I order something early [4] _____, it usually arrives on the next day. Also, when I buy something that is [5] _____ big or [6] _____ small, I can send it back for free.

0.3 My memories

Jobs • Past simple

1 **Find eight jobs in the wordsearch.**

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

2 **Complete the sentences with the names of jobs.**

1 As all companies need a website these days, web d*e s i* g*n e r s* have a lot of work.
2 You need to know a lot about plants to become a ___ ___ r ___ ___ n ___ r.
3 If you have a toothache, why don't you see a ___ ___ n ___ ___ s ___?
4 I'd like to become an IT s ___ ___ ci ___ ___ ___ ___ ___ one day because I love computers.
5 My parents' a ___ c ___ ___ n ___ ___ ___ t helps them to invest their money.
6 Do you know the name of the ___ r ___ h ___ ___ ___ c ___ who designed this bridge?

3 **Choose the correct words to complete the text.**

A BRIEF HISTORY OF FILM-MAKING

Making films [1] *was* / *were* very different in the early days of cinema. The actors [2] *wasn't* / *weren't* big stars and film-making [3] *was* / *were* a very small industry. In the very first films [4] *was* / *there was* no sound. And of course, [5] *were* / *there were* no computers or special effects, so all the filming [6] *was* / *were* with real people. Now, film-making is a really big industry, many actors are international stars, and film-makers can make films using computers!

4 **Read the text in exercise 3 again. Complete the sentences with the correct forms of *was/were* or *there was/there were*.**

1 In the past, film-making *wasn't* the same as it is now.
2 The actors _____ well-known.
3 The film industry _____ very big.
4 The first films _____ silent.
5 _____ any computers at that time.
6 All the scenes in the films _____ with real actors.

5 **Complete the sentences and questions with the correct past simple forms of the verbs in brackets.**

1 I *didn't watch* (not watch) TV yesterday.
2 Which songs _____ (the group / play) at the concert last night?
3 I _____ (meet) my best friend when I was five.
4 Some of my friends _____ (not go) to the concert.
5 _____ your mum _____ (like) the film?
6 How many teachers _____ (work) at your school when you were a student?

6 **Complete Jack's story with the correct past simple forms of the verbs in brackets.**

I [1] *moved* (move) to a new school last year. I really [2] _____ (want) to study music and acting, and this [3] _____ (not be) possible in my old school. Of course, I [4] _____ (be) sad to leave my friends, but I [5] _____ (know) it was the right thing for me. You see, I want to become an actor one day. I [6] _____ (not enjoy) the first few weeks because I [7] _____ (not know) anyone. But the classes and teachers [8] _____ (be) amazing, and I soon [9] _____ (make) friends. Now I love my new school, and I'm really pleased that I [10] _____ (decide) to be brave and follow my passion.



1 **Label the pictures with the names of landscape features.**



c*ountryside*



r_____



l_____



c_____



v_____



o_____

2 **Translate into English.**

1 I was *at the seaside* (*nad morzem*) for the long weekend.
2 Let's spend the next holidays _____ (*w górach*).
3 My grandparents have a small house _____ (*na plaży*).
4 The action of the film takes place _____ (*na wyspie na Pacyfiku*).
5 Look at that lovely house _____ (*nad jeziorem*).

3 **Make sentences from the prompts.**

1 president / looked / at / sun
The president looked at the sun.

2 At 9 am today / I / was / school

3 children / often / play / in / forest

4 boy / in / photo / is / student

5 Ian / found / love / on / holiday / in / Netherlands

6 I / have / meeting / in / hour

4 **Correct the mistakes.**

1 For me, Croatia is ~~the~~ best place for holiday.
2 My grandparents live in a old house in the countryside.
3 When did a man land on a moon?
4 We booked a flat not far from city centre for the weekend.
5 The money is very important in my life.
6 Lucy is still in the bed. We need to wake her up.

5 **Complete the text with *a/an*, *the* or no article (–).**

[1] – Tuvalu in [2] _____ country situated on [3] _____ group of [4] _____ islands, between [5] _____ Hawaii and [6] _____ Australia. [7] _____ country became popular all over [8] _____ world when in 1995 it received the Internet domain .tv – something that many television companies really wanted. And so, every year [9] _____ Tuvalu rents the domain to big companies for [10] _____ millions of dollars. Unfortunately, this cannot help [11] _____ people in Tuvalu with [12] _____ biggest problem – [13] _____ islands are disappearing because of the climate change.



1 FOOD FOR HEALTH

Vocabulary ▶VIDEO 01

Vocabulary 1

Types of food • Preparing food

1 **Complete the sentences.**

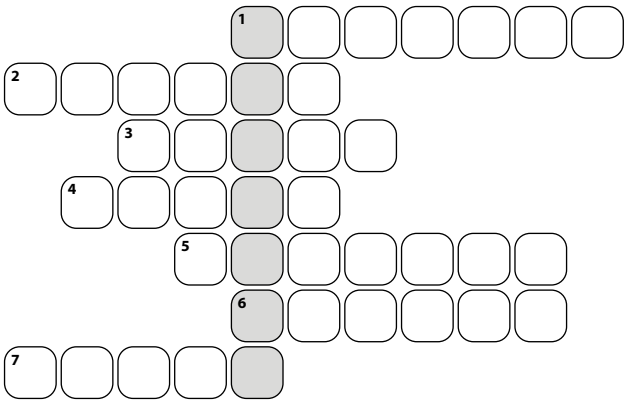
1 A vegetarian doesn't eat m*eat*_____ or f_____. A vegan eats no eggs or d_____ products, such as cheese.
2 Scientists believe we should eat at least five portions of f_____ and v_____ a day. It is also important not to eat many s_____ because sugar is very bad for you.
3 Would you like a d_____? Some fruit juice perhaps?

2 **Complete the missing words in the table.**

	Polish	English	Product category
1	jogurt	*yoghurt*	dairy products
2	_____	salmon	_____
3	dynia	_____	_____
4	_____	sour cream	_____
5	wołowina	_____	_____
6	_____	salt	_____

3 **Do the crossword. Then write your own definition of the mystery word.**

1 A kind of seafood.
2 Fried flat round pieces of potato.
3 A round vegetable that makes you cry when you cut it.
4 To mix ingredients.
5 A round flat food made of flour, eggs and milk.
6 Something you eat with milk for breakfast.
7 A little salt that you can hold between your thumb and index finger.



Mystery word: _____
Definition: _____
_____

4 **Complete the dietician's advice with the correct words.**

Get healthy and fit before the summer!

1 Start your day with a glass of w*ater*_____. You can s_____ some lemon juice into it for more vitamin C.
2 If you like sandwiches, replace white bread r_____ with brown bread.
3 Use h_____ in your tea or coffee instead of sugar.
4 Don't add c_____ to your coffee – it's full of calories.
5 Don't f_____ meat. It's better to cook it without oil.
6 Remember that green vegetables, for example b_____ and c_____, are good for you. Try to have some at least once a week.



5* **Read the WATCH OUT box and choose the correct options in sentences 1–5. Then match the underlined idioms with their meanings a–e.**

1 The exam is in three days and you seem as cool as *a cucumber / chilli powder*. How do you do that?
2 I usually take Ben's advice with a *packet / pinch* of salt – he's not a model to follow.
3 Mia can't avoid punishment – the teacher caught her with her hand in the *spinach / cookie* jar.
4 TV often *squeezes / spices* up real stories so that more people watch the programmes.
5 'What is your *ingredient / recipe* for success, Mr Jordan?' the journalist asked.

a złapać kogoś na gorącym uczynku
b opanowany, nieporuszony nawet w trudnych sytuacjach
c uatrakcyjnić
d przepis na sukces
e przyjmować coś z rezerwą

WATCH OUT **Idiomy**

Idiom to wyrażenie, którego znaczenie nie jest dosłownym znaczeniem wchodzących w jego skład wyrazów. Idiomy spotyka się w niemal każdym języku. Niektóre idiomy są podobnie w języku polskim i angielskim, a inne tłumaczy się zupełnie inaczej:
know your onions – know a lot about a subject *(znać się na rzeczy)*
the salt of the earth – an ordinary person, honest and good *(sól ziemi)*

1 **Watch the video and complete the sentences.**

▶VIDEO 02

1 Gloria believes that Graham eats _too much_ cake and _____ fruit.
2 Gloria thinks there are _____ burgers.
3 They've got _____ cheese and _____ olives to make a pizza, but they don't have _____ tomatoes.

2 **Complete the table with the words from the boxes.**

Quantifiers

~~a lot of~~ any each enough every few little lots of many much some

Nouns

~~beef~~ blueberry coffee dairy energy information ingredient jar milk minute money shrimp spice sugar time yoghurt

	Quantifiers	Nouns
Countable	_____ _____ _____	_____ _____ _____
Uncountable	_____ _____ _____	*beef, ...* _____ _____
Countable and uncountable	*a lot of, ...* _____ _____	_____ _____ _____

3 **Choose the correct options.**

1 I'm sorry, but I couldn't find _____ soya milk.
a some b any c lots of
2 If you keep eating so _____ sweets, you can have serious health problems.
a too many b much c many
3 The soup is ready – just add a _____ salt and put it in a bowl.
a lots of b little c few
4 I don't think we have _____ bread for breakfast.
a each b every c enough
5 I'm afraid we don't have _____ time left, so hurry up!
a many b much c little
6 There weren't _____ cookies left for us – the jar was empty.
a any b many c enough

4 **Correct the mistakes in the sentences. One sentence is correct.**

1 Why didn't you buy ~~much~~ *any* milk? I need some for the milkshake!
2 To make lemonade like this one, you need much lemons and a little sugar.
3 Let's buy few fresh sandwiches for lunch.
4 This recipe book doesn't give much useful information.
5 I need to send a little emails to my teachers and then I'm free.
6 My diet is rather healthy – I tend to drink too much coffee, but I eat few fast food.

5 **Translate into English.**

1 I had *a little salmon* _____ (*trochę łososia*) for dinner, so I'm not hungry.
2 _____ (*Ile butelek wody*) do you drink every day?
3 After the picnic we spent a _____ _____ (*trochę czasu*) in the park.
4 I know I _____ (*dodaję za dużo soli*) to my food.
5 _____ (*Ile pieniędzy*) do you need for the party food?
6 _____ (*Nie ma miodu*), so you need to use sugar.

6* **Complete the text with one word in each gap.**

Let's face it – the food industry is like fashion: there are [1] _some_ trends which people follow. The trend which began a [2] _____ years ago is health and wellness. You can see in restaurants and in shops that more and more consumers follow a healthy diet – they eat [3] _____ of fruit and vegetables, avoid meat products and add very [4] _____ salt to their food. There is also another, more recent trend – functional drinks which are supposed to help you with various problems. One example is 'golden latte' – coffee with a [5] _____ turmeric, famous for its anti-inflammatory properties. Another drink, called Pretty Happy, which is fairly new in the shops, is a soft drink that can help you relax. Try drinking it [6] _____ day, and you will feel less stressed after one week.



1.3 Speaking

Giving instructions (cooking)

Key Phrases ▶VIDEO 03

1 **Label pictures 1–5 using the verbs from the box.**

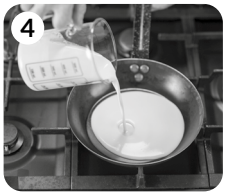
add	cook	measure	mix	pour



add









2 **Number sentences a–f in the correct order to make a recipe for pancakes.**

a Next, add some eggs and mix them with the flour. ___

b Finally, pour it into a frying pan and cook it quickly. ___

c First, measure the flour and put it into a bowl. *1*

d You can add a small amount of sugar to the flour if you like. ___

e Then add some milk to the flour and eggs and mix well. ___

f Serve with honey and lemon juice. Delicious! ___

3 **Look at the photo and complete the description according to the clues in brackets.**



In the photo, I can see two teenagers who are standing in front of a camera, maybe making a video for social media. It can be a film about cooking and food because they are [1] *in the kitchen* [*where?*] and there are a lot of [2] _____ [*what?*] on the table. The ingredients they are using are, for example, [3] _____, _____, and _____ [*what?*], which means they are cooking something [4] _____ [*what is it like?*].

4 **Complete the dialogue with one word in each gap. Use the Key Phrases for giving instructions on page 148.**

Chad Hello, dear followers, and thanks for watching. Today, I'm going to show you how to prepare broccoli with carrots in honey and lemon sauce. This lovely girl here is my sister and she's going to help me. And no – she isn't a professional cook.

Lucy Hi, everyone! OK, Chad, what [1] *do I have to* do?

Chad [2] _____, _____ the carrots.

Lucy [3] _____ _____? Is that OK or should I do them smaller?

Chad No, that's great. Then cut the broccoli into pieces and put all the vegetables in boiling water. [4] _____ _____ _____ to cook them for too long. Broccoli and carrots need to be *al dente*.

Lucy [5] _____ _____?

Chad Make the sauce. Cut the lemon in half and squeeze the juice. [6] _____, pour the juice into a small bowl and add two spoons of honey.

Lucy [7] _____ _____ mix it?

Chad Of course! Until the ingredients combine and the sauce is smooth and creamy. [8] _____, put the sauce onto the vegetables. And here is your lunch – light and healthy!

5 **Choose the correct options.**

1 Podajesz koledze/koleżance przepis na ciasto, w którym ważna jest proporcja składników. Co powiesz?

a First, take out all of the ingredients.

b It's important to measure the ingredients.

c Be careful to add everything.

2 Chcesz zrobić obiad, ale nie masz pewności, jak zrobić sałatkę. Poproś mamę o instrukcje.

a What do I have to do next?

b Shall I make the salad?

c How do I prepare the salad?

3 Powiedz koledze/koleżance, który/która pomaga ci w kuchni, aby dodał/dodała sól do potrawy.

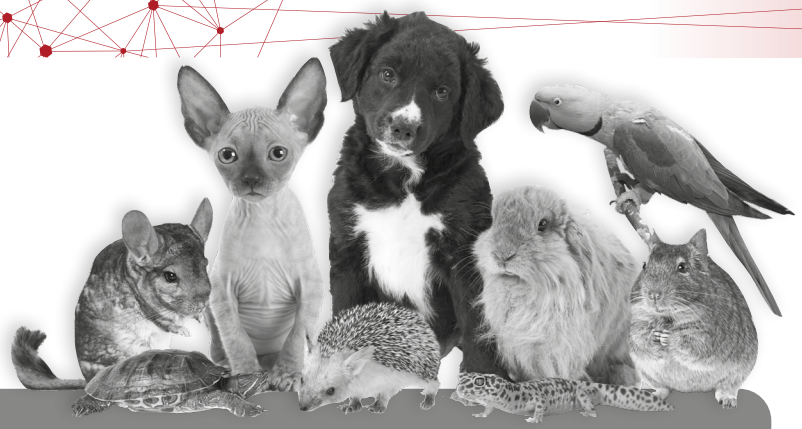
a Try not to add too much salt.

b Then add a little salt.

c It's important not to add too much salt.



An article about pets



Are pets good for your health?

1 *A long tradition*

Dogs, cats, horses, rabbits, hamsters, birds, snakes – the list of popular pets is very long. The tradition of looking after animals goes back a long way in history and is now more popular than ever. You can see from the way pet owners smile that their pets bring them lots of pleasure. But scientific studies show that owning a pet might also improve your health.

2 _____

Pet owners are generally more active than other people, mainly because they have to make sure their pet gets some exercise every day, even if they don't feel like it. And being active has many health benefits, like making your heart stronger. Animals like dogs or horses need a lot of exercise, but even when you have smaller animals such as rabbits, snakes and birds, you need to feed and clean them. This means it's impossible to spend all day sitting on the sofa!

3 _____

Keeping animals like chickens or goats gives you a lot of time in the fresh air, and that means contact with lots of dirt outside the home. Scientists believe this is good because it helps our bodies learn how to fight diseases better. Children who grow up with animals don't get sick as often as non-pet owners.

4 _____

Spending time with animals can also improve how we feel. Touching or holding an animal can reduce stress and help you calm down. People with pets also feel less lonely. Dolphins sometimes help children who find it difficult to communicate with people. Swimming with these 'therapy dolphins' can help them to become more open and show their feelings. Some people can get a special permission to take a pet with them when they fly on a plane to help them cheer up and feel more confident. The unusual pets people sometimes take with them include a duck, a kangaroo and even a very small horse!

1 **Read the article and match headings A–E with paragraphs 1–4. There is one extra heading.**

A Improve your health
B ~~A long tradition~~
C Better mood
D Better relationships
E Get fitter

2 **Read the text again. Are the sentences true (T) or false (F)?**

1 More people owned pets in the past. T / (F)
2 Pet owners always enjoy exercising their pets. T / F
3 Having a smaller pet like a rabbit can also help you to become more active. T / F
4 Our body becomes stronger if we have contact with dirt outside our homes. T / F
5 Having contact with animals can make people feel more relaxed. T / F
6 Watching dolphins can help some children to communicate better. T / F

3 **Read the WATCH OUT box and look at the highlighted words in the article. Are they generally positive or negative? Choose the correct meanings.**

1 pleasure *positive*
a a feeling of being sad **(b)** a feeling of being happy
2 benefits _____
a advantages **b** disadvantages
3 disease _____
a illness **b** well-being
4 lonely _____
a unhappy to be alone **b** happy to be alone

WATCH OUT

Wykorzystanie kontekstu do zrozumienia nowych słów

Aby zrozumieć nieznane słowa, przeanalizuj wyrazy i informacje pojawiające się przed nimi i po nich. Postaraj się wywnioskować z kontekstu, czy są to słowa o znaczeniu pozytywnym, czy negatywnym.

4 **Complete the brief summary of the benefits of owning a pet, according to the article. There may be more than one correct answer.**

In general, pets [1] *bring a lot of pleasure to people*. People who own a pet [2] _____, and this is good for their health. Moreover, their bodies [3] _____ because they come into contact with more dirt. People who have a pet are usually [4] _____. Animals can also help people to [5] _____.

1.5 Vocabulary 2

Illnesses and treatment

1 **Look at the pictures and complete the sentences.**

1 

I have a really bad *cough*.

2 

Go home! You've got a f_____.

3 

I'm not going to eat – I've got a s_____ a_____.

4 

The doctor told me to take all of these m_____.

5 

I've got a s_____ t_____.

6 

Grandpa suffers from b_____ all the time.

2 **Unscramble the words to make phrases and then translate them into Polish.**

	English	Polish
1	N M I U M E *immune* system	*układ odpornościowy*
2	U N R Y N _____ nose	_____
3	heart T A T K C A _____	_____
4	R P E N E T V _____ illness	_____
5	food O I P O S I N N G _____	_____
6	allergic A E R C I N O T _____	_____

3 **Translate the questions in the survey. Then do the survey in your family.**

How many people in your family:

1 *have a cold* (*są przeziębieni*)?
2 _____ (*brało tabletki przeciwbólowe*) yesterday?
3 _____ (*nigdy nie kicha*)?
4 _____ (*złapało grypę*) last winter?
5 _____ (*źle się czuje*) today?
6 use _____ (*płyn do dezynfekcji rąk*) regularly?

4 **Add a missing word to each sentence.**

1 Unfortunately, we cancelled the trip because half of the class came *down* with the flu.
2 I take a lot of vitamin C to fight infections.
3 You can't eat this cake if you're allergic nuts.
4 I came home feeling unwell, so I took aspirin and went to bed.
5 I've got a really bad toothache, and I must make appointment with my dentist right away.

5* **Complete the text with one word in each gap.**

Do you know the old saying 'An apple a day keeps the doctor away'? It might sound old-fashioned, but you can actually ¹**p***revent* illnesses with a healthy diet. For a start, you should eat a lot of green vegetables, such as ²**b**_____ or ³**s**_____. Moreover, to ⁴**b**_____ your immune system, you should eliminate ⁵**s**_____ and any other foods that contain a lot of sugar. Also, you need to remember that once you ⁶**c**_____ a cold, a proper diet can help the ⁷**t**_____ you get from your doctor. So … what's for lunch?



A conversation about improving your health

1 **Complete the phrases for healthy habits with the verbs from the box.**

~~cut~~	get (x2)	keep	spend	take

1 *cut* down on sugary snacks
2 _____ time outdoors
3 _____ enough sleep every day
4 _____ up early
5 _____ fit
6 _____ care of yourself

2 **Choose the correct options.**

HEALTHY HABITS FOR SUCCESS

Who do you want to be like? Rafael Nadal? Jennifer Lawrence? Of course, people become successful for different reasons and in many different ways. There is no one secret to success, but here is a list of habits that a lot of successful people share.

RISE AND SHINE!



[1] ***Get up*** / ***Stay up*** / ***Keep up*** early, and if possible, do some exercise before breakfast. It's OK to [2] ***sleep on*** / ***stay in*** / ***sleep in*** sometimes, but don't do it regularly.

GET ORGANISED!



Make a plan for each day to [3] ***get out*** / ***get active*** / ***get up***! It's the best way to become more energetic. But remember to [4] ***get*** / ***stay*** / ***take*** enough sleep – feeling tired all the time is not healthy.

EAT WELL!

A healthy diet gives you more energy and helps you to think better. You don't need to stop eating your favourite unhealthy foods, but you should definitely [5] ***cut out*** / ***cut down*** / ***cut off*** on them.



3 02 **Listen to a dialogue between Ben and Alice. Tick (✓) the things that Alice mentions as ways of improving your health.**

- laughter ☑
- eating fish ☐
- singing ☐
- dancing ☐
- sleeping more ☐
- gardening ☐
- having plants indoors ☐
- not wearing shoes ☐

4 02 **Listen again and choose the correct options.**

1 Most people think that improving your health
  a isn't enjoyable.
  b is more fun if you go to the gym.
2 You can get the benefits of laughing
  a only if you really find something funny.
  b even if you don't find something funny.
3 Singing
  a has the same benefits as laughing.
  b is better for you than laughing.
4 Having plants in your home
  a makes the air cleaner.
  b isn't possible for everyone.

5 02 **Answer the questions.**

1 What effect do laughing and exercise both have?
They both make you breathe more deeply.

2 What do people do during laughter yoga?

3 What are the benefits of 'earthing'?

4 What does Ben decide to do at the end of the conversation?

6 **Which of the ideas that Alice suggests would you like to try? Why? Write 3–4 sentences.**

1.7 Grammar 2

Gerunds and infinitives

1 **Watch the video and complete each pair of sentences with the same word or phrase.**

▶VIDEO 04

1
At first, Graham says _____ is fun, but in fact, he hates _____.

2
Graham needs _____ early.
He wants _____ in the morning to play football.

3
Graham _____ to exercise at home.
He also _____ to run.

2 **Complete the questions with the correct forms of the verbs in brackets.**

1 What exercise are you planning *to do* (do) this week?
2 What kinds of sports do you enjoy _____ (take) part in?
3 Do you find it easy or difficult _____ (eat) a healthy diet? Why?
4 What new things are you trying _____ (learn) at the moment?
5 What sports are you interested in _____ (try) in the future?

3 **Answer the questions in exercise 2.**

1 _____
2 _____
3 _____
4 _____
5 _____

5* **Choose the correct options.**

Let's TALK

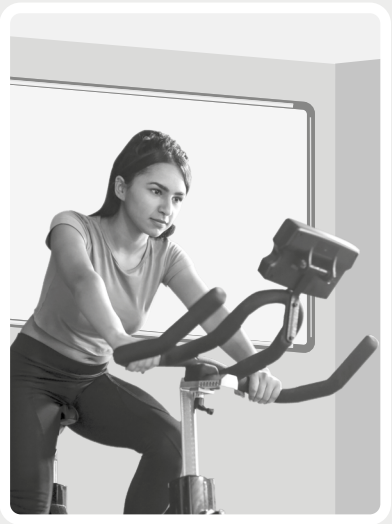


Anxiety (feeling worried or afraid) can be a common problem, but [1] ***many*** / ***much*** young people are too shy to talk about it. YouTube star Zoe Sugg hopes [2] ***to change*** / ***changing*** that. Zoe has a vlog called *Zoella* with over 8 million followers. She usually talks about beauty, fashion and life, but she also uses her vlog to talk about [3] ***some*** / ***any*** more serious problems, such as her own experiences with panic attacks and anxiety. That's why Zoe is the Digital Ambassador for the charity *Mind* and she runs their new campaign *#Don'tPanicButton*. People wear the button if they suffer from anxiety or if they want [4] ***to show*** / ***showing*** their support for others. A [5] ***few*** / ***little*** times a week, they post photos of themselves online wearing the badge, which is important [6] ***making*** / ***to make*** others feel better. Both Zoe and the organisers think social media can help a [7] ***lot*** / ***lots*** of young people by [8] ***to show*** / ***showing*** them they are not alone, and that it's good [9] ***to talk*** / ***talking*** about what they feel.

4 **Complete the text with the correct forms of the verbs in brackets.**

GETTING ACTIVE AT SCHOOL

It is well known that [1] *doing* (**do**) exercise every day is good for your health, so some schools are now interested in [2] _____ (**find**) new ways to include exercise in the normal school day. In the United States, Active Schools encourage students [3] _____ (**become**) fitter by [4] _____ (**make**) sure that they do at least one hour of physical exercise each day before, during and after classes. A few forward-thinking schools have decided [5] _____ (**change**) their normal classroom chairs for exercise bikes [6] _____ (**allow**) their students to cycle while they are studying. Most students are delighted [7] _____ (**have**) the bikes and find it easy [8] _____ (**concentrate**) on their work and cycle at the same time. What do you think? Would you enjoy [9] _____ (**be**) more active at school?



1 Complete the sentences.

1 Mary is at home with a flu – she's got a **r** *u n n* **y** nose and a *s o* **r** *e* throat.
2 I'd better stay at home – I **s** _ _ _ **z** _ and **c** _ **u** _ **h** all the time and it seems I have a cold.
3 I eat chocolate to _ **h** _ _ **r** myself up and I drink herbal tea to help me _ _ _ _ down in stressful situations.
4 To make a green smoothie, **b** _ _ _ **d** some apples, some green leaves (such as **sp** _ **n** _ _ **h**) and water.
5 To lose a little weight, stop eating **d** _ **i** _ **y**, especially cheese, and all products made of **f** _ _ **u** _, for example bread or rolls.
6 **V** _ _ _ **t** _ **r** _ _ **n** _ don't eat **b** _ _ **f**, but they eat eggs and cheese.
7 _ **l** _ **ep** _ _ _ in at weekends is important, especially if you _ _ _ _ up on a Friday night.

2 Choose the correct options.

1 My teacher in primary school made us ***to clean*** / ***clean*** our desks before ***to go*** / ***going*** home.
2 I promised ***helping*** / ***to help*** you with the dinner, but I didn't agree ***to cook*** / ***cooking*** everything by myself!
3 Too ***many*** / ***much*** sweets make your blood sugar go up and add ***a lot of*** / ***enough*** calories to your diet.
4 Please don't add ***some*** / ***any*** nuts to the salad because ***a little*** / ***a few*** guests have allergies.
5 The dish is fairly easy ***making*** / ***to make*** and very tasty if you add ***every*** / ***enough*** spices.
6 Mum allowed us ***stay*** / ***to stay*** up late, but she didn't let us ***play*** / ***to play*** video games.

3 Read the text and choose the correct options.

Exercise – happy body, happy mind

Exercise isn't just good for your body, it's good for your mind too. [1] ____ regularly helps with stress, mood and sleep! When you learn how to play a sport and succeed, it's also good for your self-esteem. [2] ____ teenagers choose team sports because spending time with others makes them happier. It isn't always easy [3] ____ exercise into a busy day, so experts recommend [4] ____ it part of your daily routine and doing a little bit of physical activity [5] ____ day, for example by [6] ____ to school. They also say that doing some exercise outdoors, in the sunlight, gives you [7] ____ vitamin D to lift your mood.

1	A To exercise	B Exercising	C Exercises
2	A Much	B Few	C Many
3	A fitting	B to fit	C fit
4	A make	B to make	C making
5	A any	B some	C each
6	A cycling	B to cycle	C cycle
7	A lot of	B too much	C enough

4 Choose the correct translation.

1 ___ (*Ile*) cream do I have to add to the soup?
A How many
B How much
C A lot of
2 I forgot ___ (*zostawić kilka naleśników*) for Tom.
A leaving some pancakes
B to leave a few pancakes
C leave a little pancakes
3 ___ (*Liczenie kalorii każdego dnia*) seems like hard work.
A Calories counter
B To count each day calories
C Counting calories every day
4 Could you buy three ___ (*paczki czipsów*), please?
A packets of crisps
B cartons of chips
C jars of cereals
5 I miss ___ (*jedzenia tych przepysznych herbatników*) for breakfast.
A to have those delicious biscuits
B eat these tasty biscuits
C eating these delicious biscuits

5 Match sentences 1–4 with responses a–e to make mini-dialogues. There is one extra response. Write a sentence or a question that could come before the extra response.

1 How much sugar do I add? _____
2 I've got the nuts, what now? _____
3 Then, add some strawberries. _____
4 How do I cut the meat? _____

a Just put them into the blender and mix all the ingredients.
b Like this, into small pieces.
c Only a few teaspoons.
d When the drink is ready, pour it into cups and serve.
e OK, how many exactly?

_____
_____
_____
_____

6 Complete the mini-dialogues.

1 X: _____ packets of crisps do we need for the party?
Y: Only a few. Guests usually bring some snacks with them.
2 X: Is the smoothie sweet enough?
Y: Try it. Is that OK or _____ add more honey?
3 X: I'm so hungry!
Y: _____ we make a pizza? It only takes twenty minutes to make.

1.9 Writing

An informal email with an invitation

1 **Match sentences 1–7 with the ideas they express a–g.**

1 How are you? I hope you're well. ____
2 This event looks amazing and I'd love to take part in it. ____
3 I really hope you can come! Let me know. ___
4 I'd like you to do something for me. Do you know Jack's brother? ___
5 I'd like to tell you more about the fitness app I started using. ___
6 Unfortunately, Jenna and I can't come on Sunday. ___
7 Let's go camping next weekend. We can use my brother's tent. ___

a Giving the reason for writing
b Inviting
c Rejecting an invitation
d Beginning an email
e Accepting an invitation
f Ending an email
g Asking for help

2 **Match the parts of the sentences.**

1 I'm looking forward ___
2 The reason ___
3 Thank you ___
4 Would you like ___
5 Could you ___

a to go there with me?
b help me with the invitations?
c to your reply.
d I'm writing this letter is to tell you about a special event.
e for the invitation, but I can't join you.

3 **Complete Robin's email with the missing sentences a–e. There is one extra sentence.**

New message

Hi Dan,

I hope everything is fine. [1] ____ Let me tell you something about it. Today at school we talked about making healthy choices. [2] ____ You know me – I like swimming and running, but sometimes I'm too busy. Also, it's difficult to eat healthy food, too. That's why I want to enter a 30-day HEALTH Challenge. [3] ____ For example, when I go to my friend's birthday tomorrow, which is in a pizza restaurant, I must choose a salad!
I think it can be easier if we do it together. So what do you say? [4] ____ I can't wait to hear from you.
And wish me luck tomorrow!

Robin

a I try to stay healthy, but it isn't always easy.
b I'd appreciate your help with it.
c Would you like to join me in this challenge?
d The idea is to make healthy choices for 30 days.
e I'm writing to ask you to take part in a certain project with me.



4 **Complete your reply to Robin's email. Use the prompts.**

New message

Robin,
Thanks for your email. The challenge is a great idea and [1] _____
_____
(*napisz, że chciałbyś/chciałabyś wziąć w nim udział*).
Can you give me some details?
[2] _____
_____
(*zadaj dodatkowe pytanie na temat tego wyzwania*)?
Also, [3] _____
_____
(*poproś, żeby Robin pomógł ci się do niego przygotować*).
I'll keep my fingers crossed for the pizza party tomorrow. Let me know how it goes.
[4] _____
_____
(*napisz, że czekasz na odpowiedź*).
Cheers,
_____

5 **Do the writing task.**

Dostałeś/Dostałaś od kolegi/koleżanki zaproszenie do udziału w Kulinarnych Dniach Europy, podczas których uczestnicy gotują potrawy pochodzące z różnych państw. W **e-mailu** do kolegi/koleżanki:

- napisz, dlaczego nie możesz uczestniczyć w tym wydarzeniu,
- zaproponuj potrawę, którą mógłby/mogłaby zrobić kolega/koleżanka,
- napisz, jak ją przygotować,
- poproś o pomoc w zorganizowaniu podobnego wydarzenia w Twojej szkole.

Długość tekstu powinna wynosić od 100 do 150 słów.

Dear Marek,
Thank you for your email. I'm sorry, but ...

VOCABULARY

1 Choose the correct options to complete the recipe for a healthy breakfast.

My super healthy fruit breakfast

First, get all the [1] *food* / *ingredients*. You need different kinds of fruit (about 150 grams), 100 grams of oats, two [2] *tablespoons* / *pinches* of natural yoghurt and some honey. First, [3] *cook* / *measure* the oats carefully, so you don't use too much. Next, [4] *add* / *chop* the fruit into small pieces. (I like to use apple, orange, banana and grapes.) [5] *Mix* / *Put* the chopped fruit into a cereal bowl. Then [6] *mix* / *add* it with the oats. [7] *Mix* / *Add* the yoghurt on top of the fruit, and [8] *first* / *finally*, for a lovely sweet taste, [9] *mix* / *pour* the honey on top – about a [10] *handful* / *teaspoon* is plenty. Cover and leave in the fridge overnight. And there it is – a delicious and healthy breakfast!

2 Complete Ana's healthy week diary with the phrases from the box.

~~cut down on sugar~~ drink enough water
eat sugary snacks eat too fast
fight off infections get active get enough sleep
improving your mood make an appointment
skip breakfast taking an aspirin

Day 1
I'm trying to [1] *cut down on sugar*. If I'm hungry, I don't [2] _____ or sweets. I usually [3] _____, but this morning I had a good meal, so I hope I won't snack until at least 11 o'clock.

Day 3
Today I want to make sure I [4] _____. My goal for the day is two litres! I'm also trying to take more time with my meals because I know I often [5] _____ and it isn't good!

Day 5
Not a good day today because I was tired, so I ate some chocolate for energy! :(I'm going to bed early tonight to make sure I [6] _____.

Day 7
Yay! First week done! The goal for next week is to start moving a lot more and [7] _____! I'm going to walk to school every day. I know that doing exercise is a good way of [8] _____ – I feel more cheerful already.

Day 8
I think I'm ill. ☹ I thought that a healthy diet could help me [9] _____, but I was wrong! I've got a headache and a sore throat. I tried [10] _____ in the morning, but it didn't help. I need to [11] _____ with a doctor ASAP ...

GRAMMAR

3 Correct the mistakes.

1 Wash the fruit before eating it because there are ~~much~~ *many* germs on them.
2 When did you learn cooking like this? It's delicious!
3 I need to add a little green vegetables to my diet.
4 I know I should give up to drink coffee, but it's so hard!
5 If you want to lose any weight, try walking for thirty minutes every day.

4 Translate into English.

Jackfruit – an amazing superfood

[1] *Some fruit and vegetables* (*Niektóre owoce i warzywa*) are known as 'superfoods' because they help your body stay healthy. Very close to the top of the list of superfoods is the jackfruit. This amazing fruit [2] _____ (*wydaje się*) good for you in lots of different ways, from making your heart stronger to giving you clearer skin. If you aren't keen [3] _____ (*gotowania*) or you haven't got [4] _____ (*wystarczająco dużo czasu*), it's possible to have it raw. It's [5] _____ (*trudno uwierzyć*), but when it is cooked, it tastes very much like meat, so you can add [6] _____ (*kilka kawałków*) to a dish to replace meat! So if you [7] _____ (*lubisz próbować*) new foods, and you [8] _____ (*planujesz poprawić*) your diet, get a jackfruit!

ROUND-UP 1 2 3 4 5 6 7 8

5 Choose the correct options.

I'm feeling hangry!

The word 'hangry' is a mix of 'hungry' and 'angry', and describes the feeling of [1] _____ in a bad mood because you haven't eaten anything too long. Scientists once thought that the idea of being hangry wasn't real. But now research [2] _____ that it really exists. It seems that people are [3] _____ to have arguments and [4] _____ changes when they don't eat for [5] _____ hours. The reason for this is that when you haven't eaten, your [6] _____ sugar drops, and it becomes more difficult [7] _____ your feelings and your behaviour. The good news is that you can avoid [8] _____ hangry easily – you just have to have a [9] _____ regularly!

1	a be	b to be	c being
2	a shows	b is showing	c to show
3	a too likely	b more likely	c too much likely
4	a energy	b mood	c stress
5	a a few	b a little	c few
6	a brain	b heart	c blood
7	a controlling	b to control	c control
8	a becoming	b to become	c became
9	a dish	b food	c snack

LISTENING

1 03 **Usłyszysz cztery wypowiedzi związane ze stresem. Do każdej wypowiedzi 1–4 dopasuj zdanie A–E. Jedno zdanie zostało podane dodatkowo.**

This speaker:

A is describing how stress affects his/her immune system.
B is a specialist helping students with stress at school.
C claims that a healthy diet helps to reduce stress.
D is giving tips how to fight with stress.
E is encouraging listeners to treat themselves to something unhealthy.

1 ____ **2** ____ **3** ____ **4** ____

READING

2 **Przeczytaj tekst. W każdą lukę wpisz literę, którą oznaczono brakujące zdanie A–E. Jedno zdanie zostało podane dodatkowo.**

A I find it very difficult to follow a diet.
B I'm planning to improve a lot of things within this time.
C I must admit that the minor changes give me a lot of energy.
D It's a good way of making sure that I don't give up.
E I feel that I am making a difference and it makes me very happy.

MY ROAD TO PERFECTION

A journal by Mario B.

Monday, July 1st

This is the first day of my challenge. [1]____ I want to eat healthily, exercise more and make a lot of changes to my daily routine. I hope that keeping a journal can help me complete the challenge. [2]____ Also, I have a new app that can help me keep track of the vitamins and minerals I eat, control the number of calories and record physical activity. So today, I'm not eating any white rolls or sweets – only eggs, vegetables, salmon and wholegrains.

Tuesday, July 2nd

Today it's time to get active! I'm planning to spend some time outdoors, go cycling in the park and then have a walk with my friends in the afternoon. I keep improving my diet. I even try products that I usually never eat – spinach, lentils and oat milk. [3]____ I feel like I could do anything!

Saturday, July 6th

Finally, it seems that I have a routine. I start the day with a healthy breakfast, I exercise in the evening, eat at fixed hours and never skip meals. [4]____ Apart from a better mood, I can see some changes in my weight – minus 1 kg so far!!! Keep your fingers crossed for more! ;)



USE OF ENGLISH

3 **Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Możesz dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 Don't forget _to add a pinch of_ (**add / pinch**) salt to the egg whites.
2 _____ (**be / rice**) to make curry, or shall I get some more?
3 _____ (**chop / carrot / not be**) a task for a child.
4 If you don't take care of yourself, you can _____ (**come / serious**) illness.
5 In order to lose weight, it's _____ _____ (**good / count / calorie**) than to stop eating.

4 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 The doctor forced me to eat more veggies. **MADE**
The doctor _made me eat_ more veggies.
2 The patient says he has some allergies. **ADMITS**
The patient _____ some allergies.
3 Why don't you drink some hot milk before going to bed? **A**
He suggested _____ hot milk before going to bed.
4 Don't let the children eat chocolate for breakfast. **ALLOW**
It isn't a good idea to _____ chocolate for breakfast.
5 I believe it's not easy to follow a diet. **BEING**
I believe _____ isn't easy.

WRITING

6 **Przeczytaj polecenie i wykonaj zadanie.**

Postanowiłeś/Postanowiłaś zmienić swoje przyzwyczajenia i zacząć prowadzić zdrowy tryb życia. Planujesz zorganizować dla przyjaciół i rodziny tydzień fitnessu, który ma być początkiem zmian. W **e-mailu** do kolegi/koleżanki:

- przedstaw swoje plany i wyjaśnij, dlaczego to robisz,
- napisz, na czym ma polegać Twoje przedsięwzięcie,
- zaproś kolegę/koleżankę do udziału w zaplanowanych aktywnościach,
- poproś o pomoc w organizacji jednej z aktywności.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi, Adam,
I'd like to make some changes to my lifestyle and start living more healthily.



5 **Z opcji A–C wybierz właściwą odpowiedź.**

Best tomato pasta recipe

This tomato pasta is very easy [1] ____. You need [2] ____ onion, some garlic and a tin of tomatoes. And [3] ____ pasta, of course! Don't use [4] ____ garlic as it can be too strong. If you haven't got [5] ____ garlic, you can leave it out. Cook the pasta in a lot of water. Make sure you pour [6] ____ water into the pan. When the pasta [7] ____, fry the onion in [8] ____ oil. Add the garlic and the tomatoes. After [9] ____ all the ingredients, cook the sauce for ten minutes. Finally, add the pasta.

1	A making	B make	C to make
2	A an	B a	C the
3	A a packet of	B a packet	C packet of
4	A too many	B too much	C too
5	A a	B any	C a few
6	A enough	B too much	C some
7	A cooks	B cooking	C is cooking
8	A some	B a	C too much
9	A to add	B add	C adding

2 AMAZING PEOPLE

Vocabulary ▶VIDEO 05

Vocabulary 1

Personality adjectives

1 **Cross out the extra vowels to find the missing adjectives.**

1 Sam makes me laugh. He's really ___*funny*___. ~~A~~FU~~U~~NE~~U~~Y.
2 Be _____ when you carry your drink because you might drop it. OCEAREFEULY
3 Eva makes a lot of noise. She is never _____. AQUIOETEY
4 When Ali is in a bad mood, he isn't very _____ to other people. IPLEASOANTE
5 My uncle is very _____ – he always does nice things for other people. EKIONDY
6 I like Karl because he's _____. EFORIENUDLY

2 **Choose the correct adjectives to describe each person.**

1 I never get angry or upset. ***calm*** / ***creative***
2 I'm careful, and I don't do stupid things. ***brave*** / ***sensible***
3 I'm always happy and excited to try new things. ***hard-working*** / ***enthusiastic***
4 I always try to see the good things in a situation. ***positive*** / ***curious***
5 You can trust me to do what I say I will do. ***sociable*** / ***reliable***

3 **Complete the sentences with the adjectives from the box. There are two extra adjectives.**

brave	calm	confident	creative	curious
hard-working	sociable	~~talented~~		

1 This picture is so beautiful. You are really ___*talented*___.
2 We've got a very good team, so I'm _____ that we can win the game.
3 My little sister is very _____ – she wants to learn about everything!
4 You spend too much time on your own. You should be more _____!
5 Dan is never scared – he's really _____!
6 Sofia is very _____, so no wonder she is a top student.



4 **Complete the personal profile with one adjective in each gap.**



Hi, my name's Tara. I'm a very [1] ___*sociable*___ person because I love being with other people. My friends tell me I'm not very [2] _____, and it's true – I get quite annoyed when I have to wait! School is important to me and I'm [3] _____, so I always do my homework on time. I'm quite [4] _____ – I love designing new things and my friends say I have good imagination. I always try to be [5] _____, so my friends know they can depend on me if they need me. I love music, and I'm learning to play the guitar. My teacher wants me to play in a concert next month, but I don't feel very [6] _____ about playing in front of other people yet!

5* **Make nouns from the adjectives in the table. Use a dictionary to help you. Then use the nouns to complete the sentences.**

Adjective	Noun
confident	*confidence*
creative	_____
curious	_____
enthusiastic	_____
kind	_____

1 He is a very good student, but he has little ___*confidence*___ in his abilities.
2 Remember to treat all people around you with _____ and they will be good to you as well.
3 People all over the world share great _____ for sports.
4 The aim of the workshop is to help children develop their artistic _____ and originality.
5 All children have a natural _____ about the world.

1 **Watch the video and choose the correct options.**

▶VIDEO 06

1 Graham *used to* / *didn't use to* be sociable, but Gloria *did* / *didn't*. She *used to* / *didn't use to* go to parties.
2 Graham *used to* / *didn't use to* do sport and once he even *used to win* / *won* a competition.

2 **Choose the correct options.**



Sid Wow! Is that a photo of you when you were younger? Did you [1] *use* / *used* to have long hair?
Mia Yes, I [2] *used* / *did*. It [3] *used* / *use* to be really long.
Sid And where was this photo? It looks like Rome. [4] *Used you* / *Did you use* to live there?
Mia No, I [5] *didn't use* / *didn't*. I was on holiday in Italy with my family.
Sid Is that your brother next to you? [6] *Did he use* / *Does he use* to have dark hair?
Mia Yes, he [7] *did* / *does*. Hard to believe, right?

3 **Write the questions about when you were younger using *used to*. Then write answers that are true for you.**

1 you / like / pizza?
Did you use to like pizza?
Yes, I did.
2 you / enjoy / school?
3 you / do / a lot of sport?
4 you / play / computer games?

4 **Look at the things Miles and Sofia did when they were younger. Complete their profiles with the correct forms of *used to* and the correct verbs.**

	Miles	Sofia
play computer games	✓	✗
enjoy studying	✗	✓
do a lot of sport	✗	✓

Miles: I [1] *used to play* computer games a lot when I was younger, but I don't play much now. I [2] _____ studying, but I love it now! I also do a lot of sport now. Football is my favourite. I [3] _____ much sport when I was younger because I wasn't very good at it!

Sofia: I [4] _____ a lot of sport when I was younger. Tennis was my favourite, but I prefer yoga now. I [5] _____ studying too, but now I have a lot of exams and I don't enjoy it as much. I [6] _____ computer games, but I sometimes play now.

5 **Complete the sentences with the correct forms of the verbs from the box. Use *used to* where possible. Where not, use the past simple.**

go hire not go not like love ~~spend~~ take

I remember lots of things from when I was younger. Some of my favourite memories are from the summer holidays – they were great! We [1] *used to spend* holidays in a little town near the sea. My sister [2] _____ swimming in the sea, but I [3] _____ it! There was a little boat there, and my dad [4] _____ us sailing. My mum [5] _____ with us because she didn't like the sea, so it was just me and my sister with my dad, and we could do whatever we wanted. Once, we [6] _____ a motorboat and [7] _____ to a small island nearby.

6* **Complete the sentences. Use *used to* where possible. Where not, use the past simple.**

1 In 1999, I *started working* (start / work) as a shop assistant in a local shop.
2 In the past, we _____ (spend / less / money) on food, but now everything is so expensive!
3 _____ (you / like) green vegetables when you were a child or is this something you eat now as an adult?
4 Then my parents _____ (buy / house / countryside) and we moved.
5 Where _____ (your parents / live) before that?
6 I _____ (not / like / drink) cappuccino, but now it's my favourite type of coffee.

2.3 Speaking

Asking for and giving opinions

Key Phrases ▶VIDEO 07

1 **Choose the correct options.**

1 What did you ***think*** / ***like*** of the trip?
2 ***Won't*** / ***Don't*** you think that it was a bit boring?
3 ***How*** / ***What*** do you reckon?
4 In my ***opinion*** / ***idea***, the tickets are too expensive.
5 ***I*** / ***I'm*** reckon that Jo would love this!
6 I loved it! I thought it was ***terrible*** / ***awesome***!
7 I didn't enjoy it at all. It was really ***awful*** / ***amazing***!

2 **Complete the dialogue with the words and phrases from the box. There are two extra phrases.**

Didn't you think	fantastic	I thought
my opinion	terrible	~~What did you think~~
What do you reckon	you ask me	

Mel [1] *What did you think* of the zip wire?
Drew [2] _____ it was incredible!
Mel [3] _____ it was a bit quick? If [4] _____, it's too expensive for something that only lasts about a minute!
Drew Well, yes, it was quick, but in [5] _____ it's worth the money. The views were really [6] _____!

3 **Look at the photo and put the sentences in the description in the correct order.**

a I believe they are having a great time. _____
b There are five girls and three boys. _____
c I reckon that they know each other very well. _____
d The photo shows a group of teenagers in a pool. *1*
e I think they are in a waterpark, because they are sitting on special tubes for riding down the slides. _____

4 **Translate into English.**

Troy Look what I found yesterday!
Meg Wow! This is our photo from the waterpark. [1] *It was an amazing day* (*To był niesamowity dzień*)!
Troy [2] _____ (*Szczerze mówiąc*), some of the attractions [3] _____ (*były rozczarowujące*), but on the whole [4] _____ (*to było fantastyczne doświadczenie*).
Meg [5] _____ (*Naprawdę dobrze się bawiłam*). That said, [6] _____ (*według mnie*), the food wasn't so good there.
Troy I agree. [7] _____ (*Myślę, że było okropne*).
Meg [8] _____ (*Nie sądzisz, że*) we should do it again this summer?
Troy Definitely! How about next week?

5 **Complete the mini-dialogues. There may be more than one correct answer.**

1 **X:** _____ that the film was boring?
Y: Not at all! I really liked it.
2 **X:** What was your opinion of the trip to the zoo?
Y: _____. We should do it again some time.
3 **X:** I went to the new robotics exhibition last Saturday.
Y: _____?
X: A lot! Do you want to go with me next time?



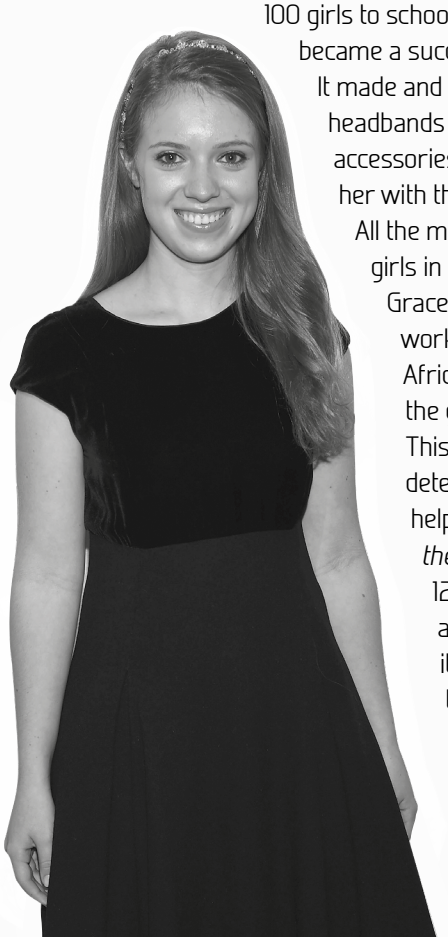
An article about an amazing teen

From headbands to education for all



Mary Grace Henry is an amazing teenager. She grew up in the USA, where she learnt that education is very important. As a young girl, she used to read a lot about various problems around the world. She found out that in some African countries many girls don't go to school. This is because their families are poor and because some traditional cultures don't believe that education is important for girls.

Mary Grace decided to raise money to send one girl to school. At first, she wasn't sure how to raise money. Then one day, her dad gave her a headband as a gift. The headband soon broke, and Mary Grace had an idea. She asked for a sewing machine for her birthday, and she started making headbands to sell at her school. The headbands were popular, and Mary Grace soon raised enough money to achieve her first goal of sending one girl to school. She realised that she could do more and decided to continue. She started a business called *Reverse the Course*. Soon her goal changed to sending 100 girls to school. *Reverse the Course* became a successful business. It made and sold hundreds of headbands and other hair accessories. Students helped her with the sewing.



All the money went to helping girls in Africa. In 2014, Mary Grace won an award for her work. She also travelled to Africa to meet some of the girls she helped. This made her even more determined to continue helping others. *Reverse the Course* helped 123 girls to receive an education before it ended in 2018. And so the ideas that used to be only a dream became reality.

1 **Read the article quickly and choose the best title.**

a Why fashion is important
b Making a difference to other people's lives
c How a visit to Africa inspired a business

2 **Read the article again and choose the correct options.**

1 Mary Grace Henry
A lived in Africa when she was young.
B didn't enjoy her own education.
C learnt about how difficult life was for girls in Africa.

2 Many girls in Africa
A don't believe that education is important.
B can't go to school for various reasons.
C have a lot of problems at school.

3 Mary Grace got the idea for her business
A because of a present she received.
B after she got her sewing machine.
C when she saw some headbands at school.

4 When Mary Grace started selling headbands,
A she didn't raise any money.
B a lot of people liked them.
C other people encouraged her to do more.

5 What inspired Mary Grace to continue her work?
A Winning an award.
B Her visit to Africa.
C The need to earn money for herself.

6 What do we know about Mary Grace's business now?
A It now makes other things as well as headbands.
B It changed the lives of more than a hundred girls.
C Only some of the money from the company helped girls in Africa.

3 **Answer the questions. In questions 4 and 5, you need to write your own opinion.**

1 What was Mary Grace's first goal?

_____

_____

2 Why did Mary Grace ask for a sewing machine for her birthday?

_____

_____

3 Why did Mary Grace's goal change?

_____

_____

4 Why do you think Mary Grace started with a small goal?

_____

_____

5 How do you think Mary Grace felt when she met some of the girls she had helped?

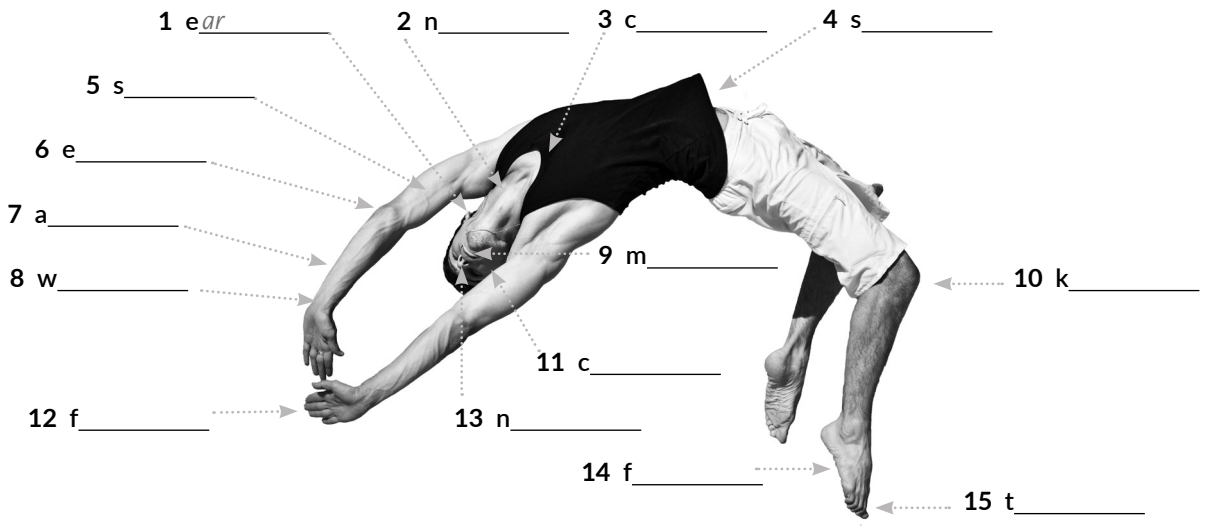
_____

_____

2.5 Vocabulary 2

Injuries • Disability

1 **Label the parts of the body.**



2 **Choose the correct options.**

1 My uncle is in a wheelchair and he's got a(n) ***assistance*** / ***blind*** / ***carer*** dog.
2 Right after the accident, Martha had some problems with her ears and now she is almost ***blind*** / ***deaf*** / ***disabled***.
3 I hate needles, so when the doctor wanted to give me a(n) ***scar*** / ***treatment*** / ***injection***, I panicked.
4 Last summer my brother broke his leg and spent six weeks in a ***plaster cast*** / ***casualty*** / ***bandage***.
5 I'm afraid your wound isn't ***treating*** / ***recovering*** / ***healing*** well.

3 **Complete the mini-dialogues.**

1
Paul fell off a tree yesterday and d i s l o c a t e **d** his shoulder.
Oh no! I feel so sorry for him.

2
How are you? The last time I saw you was right after your jogging accident. You __ **p r** __ __ __ __ **d** your ankle, right?
Yes, I did. And then I couldn't walk for two weeks!

3
These mosquitoes are driving me crazy!
Me too! I **s** __ __ __ **t** __ **h** the bites all the time!

4
What are you doing?
Exercising. I'm working on my stomach __ **u** __ **c** __ __ **s** before the beach season.

4 **For each point 1–3, decide which group of words is missing: a, b or c. Then complete the sentences with the correct forms of the words.**

a	break	sprain	survive
b	scar	bleed	wound
c	bone	disabled	spine

1 After the bike accident, everyone was scared that Jesse might be _____. That's because he broke a few _____ and severely injured his _____.
2 Magda's doctor says that her _____ looks bad. It's _____ heavily and it'll probably leave a _____.
3 It was a miracle that Tom _____ the plane crash. Doctors couldn't believe that he only _____ his ankle and _____ his arm.

5* **Translate into English.**

1 Craig jest utalentowanym chirurgiem i wie, jak radzić sobie z różnymi urazami.
_____
_____

2 Panikuję, kiedy widzę krew.
_____
_____

3 To odważne pomagać ludziom z poważnymi niepełnosprawnościami.
_____
_____

4 Ben był bardzo spokojny, kiedy rozciąłem sobie czoło, i zabrał mnie na pogotowie.
_____
_____

A radio programme about inspirational people

1 **Match 1–7 with a–g to make phrases.**

1 start _____	a an online petition
2 raise _____	b a goal
3 change _____	c society
4 achieve _____	d a campaign
5 gain _____	e knowledge
6 make _____	f a difference
7 sign _____	g money

2 **Match the phrases from exercise 1 with the definitions below. Then write the definition of the extra phrase.**

1 *achieve a goal* – to manage something that you wanted to do
2 _____ – to learn more about something
3 _____ – to add your name to a list of people who support an idea
4 _____ – to make a difference to a group of people
5 _____ – to help other people in some way
6 _____ – to collect funds for others

3 **Complete the dialogue with one word in each gap.**

Luke Look at these plans to build houses in our park. Can you believe it?
Trish That's awful! Everyone uses the park! Do you think we should [1] *start* a campaign to save it?
Luke There's one already, and there's an [2] _____ petition. I think we should definitely [3] _____ it.
Trish Good idea! Let's make some leaflets, too. We could have a bake sale to [4] _____ some money to print them, and we could tell our friends to do the same.
Luke Yes. We need to do everything we can to help the campaign achieve its [5] _____ of keeping the park open!
Trish You know what – I feel it's about time to [6] _____ a difference.

4 **Read the WATCH OUT | SKILLS box. Then read the task in exercise 5 and guess what the radio programme is about.**

a a discussion about the advantages and disadvantages of being an inspiration
b tips about how to make a difference and inspire other people
c personal stories about meeting inspiring people

WATCH OUT | SKILLS **Przewidywanie treści nagrania**

Przeczytaj uważnie postawione w zadaniu pytania i możliwe odpowiedzi. Zastanów się, jakie informacje prawdopodobnie usłyszysz w nagraniu.

5 **04 Listen to part of a radio programme. Match people 1–4 with advice a–d.**



1 Yash Gupta



2 Walt Disney



3 Didier Drogba



4 Felix Finkbeiner

a Don't give up after failing. _____
b Start small. _____
c Use your personal experience for ideas. _____
d Use your talents to help other people. _____

6 **04 Listen again and match people 1–4 from exercise 5 to sentences A–E. There is one extra sentence.**

A This man shared something he had with other people.
B A personal problem gave this man an idea how to help others.
C This man tried very hard, but never succeeded.
D This man inspired others to help the environment.
E This man was determined to achieve his goal even though others didn't believe in him.

1 _____ 2 _____ 3 _____ 4 _____

7 **04 Answer the questions.**

1 What problem did Yash Gupta have after he broke his glasses?
He couldn't study.
2 Why didn't people like the idea of Mickey Mouse?
_____
3 Why did Felix think it was important to plant trees?
_____
4 What difference do you think Yash Gupta makes to young people's lives?
_____
5 Why do you think Felix wanted to encourage children – rather than adults – to plant trees?
_____
6 Which tip do you think is the most useful? Why?
_____

2.7 Grammar 2

Past continuous

1 **Watch the video and write:**

- two things that were happening last Saturday

_____

- what happened when Graham was reading

_____

▶VIDEO 08

2 **Use the prompts to write sentences in the past continuous.**

1 this time yesterday / I / wait / for an X-ray / ER
This time yesterday I was waiting for an X-ray in the ER.

2 where / you / sit / at lunch

_____

3 we / swim / pool / all morning

_____

4 I / write / an essay / for three hours

_____

5 we / not sleep / eleven o'clock

_____

3 **Read the WATCH OUT box and choose the correct options.**

1 ____ Jacob, he was chatting to Eva.
a When I was seeing
b While I was seeing
c When I saw

2 I made lots of new friends ____ money for charity.
a when I raised
b while I raised
c while I was raising

3 It wasn't raining ____ this morning.
a when we left
b while we were leaving
c while we left

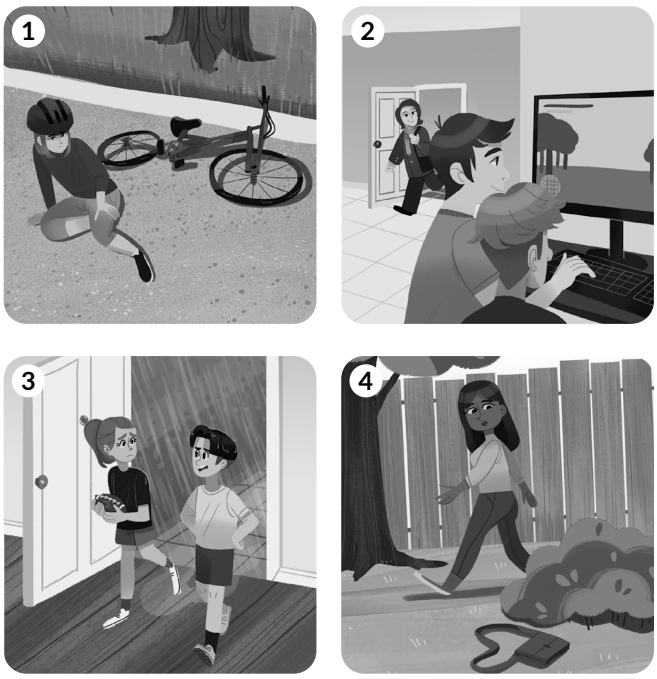
4 ____ for the bus, I checked my phone for messages.
a When I waited
b While I was waiting
c While I waited

5 What ____ when I called you this morning?
a were you listening to
b did you listen to
c you listened to

WATCH OUT **Czasowniki statyczne**

Pamiętaj, że czasowniki statyczne (***state verbs***), takie jak: ***believe, feel, hate, hear, know, like, love, mean, need, prefer, see, understand, want,*** w swoim podstawowym znaczeniu nie przyjmują formy z końcówką ***-ing***, nawet jeśli opisują czynność ciągłą:
*When my dad was walking towards me, I **saw** that he was very tired.*
*I'm sorry, I **didn't understand** what you were saying.*

4 **Look at the pictures. Complete the sentences with the correct forms of the verbs from the box and *when* or *while*.**



arrive ~~cycle~~ not do ~~fall~~ find start stop walk

1 Mia *was cycling* to her friend's house *when* she *fell* off her bike.
2 _____ Mum _____ home, Liam and George _____ their homework!
3 We _____ our game of rugby _____ it _____ to rain.
4 Sasha _____ a bag _____ she _____ through the park.

5* **Complete the blog post with the correct forms of the verbs in brackets. Use *used to* (wherever possible), the past simple or the past continuous.**

In the past I [1] *didn't use to care* (not care) a lot about the environment, but it changed some time ago. A few months ago, I [2] _____ (watch) TV at home when I [3] _____ (see) a programme about elephants dying in Africa. They said that the population of elephants [4] _____ (be) much bigger. I felt really sad, so I [5] _____ (start) raising money to help save them. While I [6] _____ (put) up a poster one day, some of my classmates [7] _____ (ask) me what it was for. When I [8] _____ (explain), they promised to help too. Now we organise lots of events and regularly send money to an elephant charity.



1 **Write the correct adjective.**

How can you describe a person who:

1 is sure about their exam results? *confident*
2 rescued a dog from fire? _____
3 wants to know every detail about a topic? _____
4 always gives their seat to elderly people on a bus? _____
5 does everything he/she promises to do? _____
6 likes spending time with other people? _____

2 **Choose the correct options.**

1 Do you know any person who has an exceptional ***ability*** / ***equality***?
2 If you ask me, Robert is quite an ***inspiring*** / ***ordinary*** person and he doesn't deserve to win the prize.
3 I expected the waterpark to be amazing, but the experience turned out to be rather ***frustrating*** / ***disappointing***.
4 Most of the class thought that the science fair was ***awful*** / ***awesome***, but I really hated it.
5 I couldn't ***overcome*** / ***suffer*** my fear of public speaking and I refused to give a speech.

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

1 a The doctor said he had to _____ a bandage on the wound.
b All of us _____ a lot of effort into the campaign.
A gave B invested C put
2 a If we _____ the *Young Talent* prize, we might become famous.
b It's really important for me to _____ this competition.
A get B win C achieve
3 a My parents' decision _____ on how good my marks are.
b Mira is 22, but she still _____ on her family for money.
A depends B refers C relies
4 a The jury told me I don't have what it _____ to become a star.
b It usually _____ a week for a wound like this to heal completely.
A is B takes C needs
5 a _____ is your opinion of the new teacher?
b I don't want to take part in this project. _____ do you reckon?
A How B Which C What

4 **Complete the questions with the correct forms of the verbs from the box. Use *used to* (wherever possible), the past simple or the past continuous. Then answer the questions.**

be	~~do~~	get	go	meet	sit

1 What *were you doing* at nine o'clock last night?
2 Where _____ after school yesterday?
3 _____ anyone interesting last weekend?
4 _____ good grades in primary school?
5 Who _____ your best childhood friend?
6 Who _____ with in the last lesson yesterday?

5 **Complete the second sentence with up to six words so that it means the same as the first one. Use the word in capitals.**

1 Someone knocked on the door during our supper. **WERE**
Someone knocked on the door *while we were having supper*.
2 In the past, we had more family meetings. **MEET**
In the past, my family _____ often.
3 How long does it take for people to get better after such an illness? **FROM**
How long does it take _____ such an illness?
4 Lucy was having a bath when she heard a strange noise. **WHILE**
_____, she heard a strange noise.
5 How long did you have to sleep when you were a child? **OF**
How many hours _____ need as a child?

6 **Complete the text with one word in each gap.**

The person I believe is really inspiring is Jason Barnes. He [1] *used* to dream of becoming a world-class drummer, but in 2012 he lost an arm in an accident. [2] _____ he was cleaning the restaurant where he worked, Jason was hit by 22,000 volts of electricity. In hospital he went through a long treatment, but it didn't help and doctors had to amputate his arm. Luckily, Barnes never [3] _____ up and what seemed to be the end of his career was actually the beginning. A scientist designed a special robot arm for him that holds two drumsticks. It [4] _____ him to drum better than most other drummers. Jason is now studying music and hopes to be a professional musician. He's creative and [5] _____-working and he makes me feel that I could [6] _____ any goal I want!



2.9 Writing

A blog post about a person

1 **Complete the text with the words from the box. There is one extra word.**

addition	~~admire~~	difference	famous
inspiration	shows	stop	



The person who I truly [1] *admire* for her achievements is my sister Carrie. She can be a(n) [2] _____ because she is a sportsperson who didn't give up in difficult times. As a child, Carrie started swimming in a local sports club and she soon became very successful. She wasn't very [3] _____ for her achievements yet, but her coach said she might have a great sporting career. Sadly, at the age of eleven Carrie was diagnosed with leukaemia. It took her three years to recover from this terrible illness. Guess what the first thing was she did after she was healthy again. Yes! She started her swimming practice again. She was soon able to swim as fast as she could before her illness. But she didn't [4] _____ there. She was so determined that she soon won her first medal, which gave her a place in the national youth swimming team. In [5] _____, she wanted to help others, so she started a campaign to raise money for children who used to do sport, but now have problems with it due to illnesses. In my opinion, her example [6] _____ that anything is possible if you're hard-working and brave.

2 **Complete the sentences with the conjunctions from the box.**

although	because	so

1 A lot of teenagers think they can't make a difference _____ they are too young.
2 We wanted to help people after the earthquake, _____ we started raising money for them.
3 _____ our school is quite small, we raised over $2,000.

3 **Join the sentences using the words in brackets.**

1 She has her own company. She is still a student. (although)

_____

_____

2 I'm going to sign the online petition. I think this is an important issue. (because)

_____

_____

3 The children have no books. They can't study. (so)

_____

_____

4 **Read the notes. Write Patricia's profile using *although*, *because* and *so* and the Key Phrases on page 146.**

- believed education was very important
- wanted to help children from poor families
- didn't always have books, pens etc. needed for school
- set up the organisation *Dream Boxes*
- people donate things kids need for school
- sends them to students who need them



Patricia Manubay

5 **Do the writing task.**

Twoja szkoła ogłosiła właśnie konkurs na patrona. Zaproponuj znaną osobę, której imię mogłaby nosić szkoła. Podziel się swoją propozycją na **blogu**.

- Przedstaw osobę, którą proponujesz.
- Opisz krótko jej osiągnięcia.
- Napisz, za co ją podziwiasz.
- Uzasadnij, dlaczego Twoim zdaniem ta osoba powinna być patronem szkoły.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi everyone, and welcome to my blog.
Today I'm going to ...

VOCABULARY

1 **Read what two people said about their dream jobs. Choose the correct options.**

Troy: I hope to be a ski instructor one day and help people [1] ***succeed*** / ***improve*** their skills. To learn how to ski, it's important to be [2] ***curious*** / ***confident*** and not get upset when you can't do something. You must stay [3] ***relaxed*** / ***calm*** and keep trying. I thought you had to be [4] ***creative*** / ***brave*** to go fast down the mountains, but it isn't really very scary once you can ski. But you do have to be [5] ***careful*** / ***reliable*** and stay on the parts of the mountain that are safe.

Ella: I would like to be a surgeon for children one day. I would like to [6] ***heal*** / ***treat*** wounds and broken arms, but in a way that doesn't scare young patients. I remember when I [7] ***bruised*** / ***dislocated*** my shoulder when I was five and I was terrified when I got to the hospital. I was so afraid of a(n) [8] ***bandage*** / ***injection*** that I kept crying all the time. There was only one doctor who was [9] ***sensible*** / ***friendly*** enough to give me comfort. I'd like to be like that doctor, you know!

2 **Choose the correct options to complete the forum posts.**

Can teenagers [1] _____ a difference in the world? Tell us what you think!

Yes, I think they can. I [2] _____ a campaign in my football club to help disabled kids to play football. Over 300 people [3] _____ my online petition, and now these kids have their own team!

Mateo, Cordoba, Spain

We don't have any power or money, so I think the best thing we can do is study, to [4] _____ knowledge about the problems of the world. Then, when we're older, we can start working to [5] _____ our goals.

Lakisha, New York, USA

Of course! My friend and I help people with physical [6] _____ and I believe we do change society in this way. And if we manage to [7] _____ other teenagers and they join us one day, it can be a great [8] _____.

Cristiano, Manaus, Brazil

1	a do	b make	c have
2	a started	b made	c got
3	a started	b wrote	c signed
4	a gain	b learn	c take
5	a win	b achieve	c arrive
6	a injuries	b wheelchairs	c disabilities
7	a improve	b inspire	c promote
8	a inspiration	b career	c achievement

GRAMMAR

3 **Complete the mini-dialogues with the correct forms of the verbs in brackets.**

1 X: How many students _____*did you ask*_____ (**ask**) to help you with the campaign?
Y: Not many, three or four. I asked Adam and Ellie, and they _____ (**not be**) interested.

2 X: What _____ (**do**) in the city centre last night? Paula _____ (**see**) you.
Y: Nothing, I _____ (**wait**) for my mum to pick me up.

3 X: _____ (**send**) the information about the petition last week?
Y: No, I did it yesterday.

4 X: What _____ (**do**) to help advertise the event?
Y: I made some posters. In fact, I _____ (**finish**) the last one when you called.

5 X: _____ (**take**) part in social campaigns?
Y: No. I only started a few months ago.

ROUND-UP 1 2 3 4 5 6 7 8

4 **Complete the article with one word in each gap.**

Becoming a RAKtivist!

I [1] _____*was*_____ walking home from school last week [2] _____ I saw something amazing! A woman got off the bus with her shopping, but she had too [3] _____ bags to carry. [4] _____ I was watching and thinking about what to do, a teenager walked up to the woman and offered to help. The teenager did [5] _____ know the woman – she just wanted to help. It really made me think! We see situations like this [6] _____ day where someone needs a bit of help, but what [7] _____ we do? Usually nothing! It doesn't take very [8] _____ time or effort to do something kind. A random act of kindness (or RAK for short) is something kind that you do to help someone you don't know. And a RAKtivist (like me) is someone who does this. So how do I help? By [9] _____ small things, like opening a door for people or giving them my seat on the bus. The [10] _____ amazing thing about being a RAKtivist is that you meet a [11] _____ of people, and you make their lives just a little bit better.



LISTENING

1 05 **Usłyszysz cztery teksty. Wybierz właściwą odpowiedź, zgodną z treścią nagrania.**

Text 1

1 The girl
- **A** thought the ride was incredible.
- **B** thinks the tickets cost too much.
- **C** has the same opinion of the ride as the boy.

Text 2

2 The girl's brother
- **A** is a soldier.
- **B** suffered from a serious illness.
- **C** is older.

Text 3

3 Sam is calling her friend to
- **A** give her opinion on a project.
- **B** ask for help with school work.
- **C** apologise for not helping her when she needed it.

Text 4

4 Where can you hear such an announcement?
- **A** At a school assembly.
- **B** On the radio.
- **C** In the news on TV.

READING

2 **Przeczytaj tekst. Odpowiedz na pytania zgodnie z treścią tekstu.**

home blog

Hi, Guys!
Today I'd like to tell you about someone I started admiring a while ago. While I was looking online last month, I found Hannah Testa's website. Do you know who she is? She is an environmental activist whose mission is to fight for the planet and its future. And she does that, very successfully, despite her young age.
While she was growing up, she saw the amount of plastic pollution all around her. She realised that it's actually one of the environment-related problems that people can control. At the same time she could see that adults weren't doing enough to solve it. So she decided to take action herself. She started a Plastic Pollution Awareness Day, to make people think about the amount of plastic they throw away. The event became very popular and it appeared on national TV. As a result, teenagers all over the country saw her campaign and started similar actions locally. See? That's how even one person can make a difference. In 2017, the campaign brought her a Teen Earth Day Hero award from CNN. And she did all this while she was studying for exams at school! But she didn't stop there. Being passionate about animal rights, Hannah is a great believer in an organic and vegan lifestyle. She regularly promotes plan-based diets and she has even created her own cereals!
She's an amazing teenager and I wish I could be like her!



1 Why is plastic pollution Hannah's main focus?
Because it's a problem people can control.

2 Why did Hannah decide to do something about plastic pollution herself?

3 What made her campaign so successful?

4 What did she win a prize for?

5 Which food product did Hannah make?

USE OF ENGLISH

3 **Z opcji A–C wybierz właściwą odpowiedź.**

1 I was playing football _____ my arm.
A while I was breaking
B when I broke
C while I broke

2 Todd enjoys _____ in the sea but only in summer.
A to swim
B swimming
C swims

3 It's _____ Spanish than Hungarian.
A easier to learn
B easy enough to learn
C as easy to learn

4 Allow the apple pie to _____ before serving.
A cold
B cool
C chop

5 After the accident, my dad needed _____ for a few weeks.
A an injection
B a wound
C a wheelchair

6 Don't be so lazy! You _____ be more hard-working once.
A didn't use
B used
C used to

4 **Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Możesz dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 My grandpa *was famous for helping* (be / famous / help) blind people back in the 1970s.
2 Where _____ (you / use / play) when you were a child?
3 _____ (make / difference / be not) as hard as you think.
4 She pretended to help other people, but she was only _____ (determine / make / money).
5 We were thinking about the solution when Tom _____ (come) a great idea.
6 I couldn't focus because _____ (neighbour / listen) loud music all evening.



5 **Z opcji A–C wybierz poprawne tłumaczenie fragmentu zdania podanego w nawiasie.**

1 According to statistics, women _____ (*uprawiają mniej*) sport and exercise than men, but are generally healthier.
A do less
B do little
C don't do as much

2 I know my grades are not so good now, but I _____ (*kiedyś wkładałem*) more effort into school work.
A used to put
B put
C was putting

3 Look! I managed to clean the entire house _____ (*podczas gdy ty leżałeś*) on the couch.
A while you used to lie
B when you lied
C while you were lying

4 It was _____ (*niesamowite doświadczenie*) – we should definitely do it again.
A an amazing experience
B a terrible experience
C an awful experience

5 _____ (*Czy przystosowałeś się*) to changes that happened to you when you were a child?
A Did you use to adapt
B Did you adapt
C Were you adapting

6 It's difficult _____ (*żyć z niepełnosprawnością*) in this small town.
A lives with a disability
B to live with a disability
C live with a disability

WRITING

6 **Przeczytaj polecenie i wykonaj zadanie.**

Poznałeś/Poznałaś niedawno fascynującą osobę, która udziela się społecznie. Podziel się informacjami o tej osobie na swoim **blogu**.

- Przedstaw tę osobę.
- Opisz okoliczności, w jakich go/ją poznałeś/poznałaś.
- Napisz, czym się zajmuje i jak pomaga innym.
- Wyjaśnij, dlaczego go/ją cenisz.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi everyone! Today, I want to tell you about a very special person I met recently.

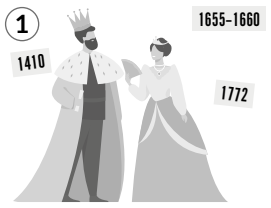
3 LOVE TO LEARN

Vocabulary ▶VIDEO 09

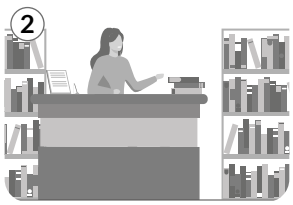
Vocabulary 1

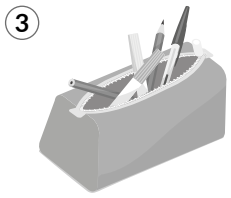
Schoolwork • Distance learning

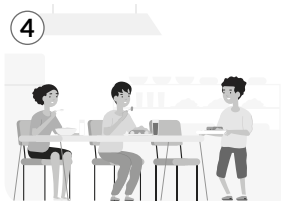
1 **Label the three school subjects, three school objects and four places at school in the pictures.**



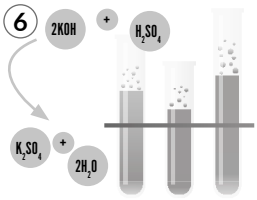
history



















2 **Match 1–6 with a–f to make phrases.**

1	attend	____	a with school tasks
2	motivate	____	b a lot of knowledge
3	fall behind	____	c a DIY course
4	practise	____	d from secondary school
5	graduate	____	e before the maths test
6	gain	____	f students

3 **Complete the sentences with the correct forms of the phrases from exercise 2.**

1 My brother built a tree house without *attending a DIY course*. Can you imagine?
2 I like my history teacher because he _____ to do their best.
3 In primary school, I used to _____ very often and I needed extra support.
4 I was _____ when Lucy called and said that the teacher was sick and the test was cancelled.
5 'What are you going to do after you _____?' 'I think I'll take a year-long break.'
6 During the course, I not only _____, but I also improved my presentation skills.

4 **Complete the text with the words from the box. There are two extra words.**

assignments	certificates	concentrate	
expectations	~~express~~	get	supervise

Hi Judy,
How are things at your end? I must admit that my new school is pretty awesome. I particularly like the new style of learning and teaching. The teachers here finally treat us like grown-ups and they allow us to [1] *express* ourselves while they listen! They always [2] _____ our work, but they also give us a lot of space to complete all of the [3] _____ the way we want. We get a deadline and we need to manage our own time and work. OK, most of the teachers here have rather high [4] _____, but at least it means I [5] _____ better week after week.
How about your school? Are you OK with distance learning?
Karen

5* **Complete the gaps in the phrases below with the words from this lesson. Then decide how to say them in Polish. Use a dictionary if necessary.**

1 no pain, no _____ – you need to work hard if you want to achieve something
2 live up to somebody's _____ – be as good as someone wants you to be
3 to the best of my _____ – I think so, but I'm not completely sure
4 _____ what you preach – do as you tell others to do to set a good example

Present perfect with ever/never/just/already/yet

1 **Watch the video and choose the correct options.**

▶VIDEO 10

1 *Graham's mum* / *Graham* has just arrived.
2 *Graham* / *Gloria* hasn't finished cleaning yet, but *Graham* / *Gloria* has.
3 *Graham* / *Gloria* has never ridden a horse, but *Graham* / *Gloria* rode a horse in 1999.

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

1 have / I / Millie / in / met / town / just
I have just met Millie in town.
2 finished / the / haven't / their / children / yet / homework
_____
3 this / seen / already / film / we / have
_____
4 bus / has / the / just / last / left
_____
5 yet / Jo / has / called / ?
_____

3 **Choose the correct options in the chat message.**



Are you ready for Summer Camp tomorrow? Have you [1] *a*? I [2] _____ most of my things. I can't wait! Lia [3] _____ me. She's really excited too. She [4] _____ to this camp a few times, and she says it's amazing.
I haven't checked the website [5] _____, so I don't know all activities I want to do, but I definitely want to ride a quad bike! My dad will drive us all there. He [6] _____ home, so I'll go and ask him what time we need to leave.
See you tomorrow!

1	a packed yet	b already packed
2	a haven't yet packed	b 've already packed
3	a has just called	b has called already
4	a already has been	b has already been
5	a already	b yet
6	a has just got	b already has got

4 **Decide which tense is used in the sentences – present perfect or past simple. Then complete the gaps with one word.**

1 I started learning Spanish a year *ago*.
past simple
2 We have _____ finished all our exams.
_____
3 His family moved to New York _____ 2016.
_____
4 I haven't started revising for my exams _____.
_____
5 I have _____ had my first Mandarin lesson.
_____
6 I saw that film _____ month. _____
7 _____ you ever studied Russian?
_____

5 **Correct one mistake in each sentence.**

already paid
1 I've ~~paid already~~ for the online course, but I haven't started it yet.
2 Max has already written a lot of computer code, and he just has created his first app.
3 I've just finished my maths homework, but I haven't done my science project already.
4 They have begun preparing for their final exams two weeks ago.

6★ **Choose the correct translation.**

1 My dad _____ (*nigdy nie miał*) his own car.
A never had
B has never had
C didn't ever have
2 How many courses _____ (*uczęszczałeś w zeszłym roku*)?
A did you attend last year
B have you attended last year
C did you attended a year ago
3 Michael and Gerry _____ (*zdołali dostać się*) into their dream schools.
A manage to get
B managed to have got
C have managed to get
4 _____ (*Czy twoja szkoła kiedykolwiek organizowała*) science fairs before?
A Has your school already organised
B Has your school ever organised
C Did your school ever organise
5 _____ (*Właśnie zobaczyłam*) my grades.
A I just saw
B I've already seen
C I've just seen

3.3 Speaking

Asking for and giving information (after-school activities)

Key Phrases ▶VIDEO 11

1 Complete the notices.

1 Students! Don't bring any ingredients to the _c_ _o_ _o_ k _e_ _r_ y course! We provide all the products.

2 Graphic __ __ s __ __ n classes in the IT room, 2nd floor

3 Dear all,
For our next __ i __ __ t __ __ d class, please bring elastic bandages.

4 If you'd like to do some c __ __ r __ __ y work after school, e.g. help in the dog shelter or clean the park, check communitymatters.co for more information.

5 All __ r __ __ __ n __ classes this month are cancelled! Pick up your stuff (sketchbooks, pencils, crayons, etc.) from the office.

2 Complete the sentences with the phrases from the box.

are you interested	have you done	just ask
~~looking for information~~	need to	
one more	thanks for	the new term

1 I'm *looking for information* about art classes.
2 Has _____ already started?
3 Do I _____ sign up now?
4 I've got _____ question.
5 _____ your help!
6 Which class _____ in?
7 _____ any painting before?
8 _____ if you need any more information.

3 Choose the correct responses.

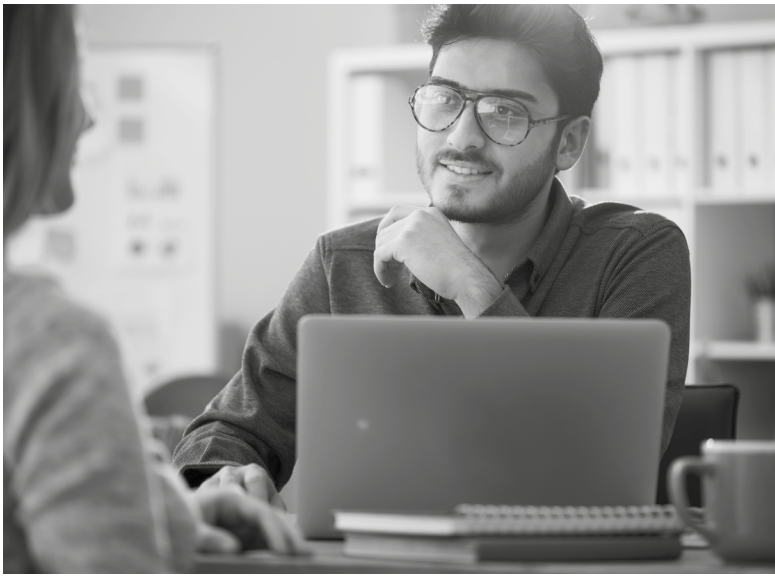
1 I'm looking for information about sports activities.
a Yes, of course. Which ones are you interested in?
b Yes, I've got one more question.
2 Has the new term started yet?
a No, it hasn't, so it's the perfect time to register.
b I've heard it's very popular.
3 Do I need to sign up now?
a No problem. These classes are for everyone.
b Yes, that would be best.
4 Thanks for your help.
a Great!
b You're welcome!
5 Have you done any cookery courses before?
a The music production course.
b No, it's going to be my first.

4 Look at the responses you did not choose in exercise 3. Write sentences or questions that could match them.

1 *Would you like to know anything else?*
2 _____
3 _____
4 _____
5 _____

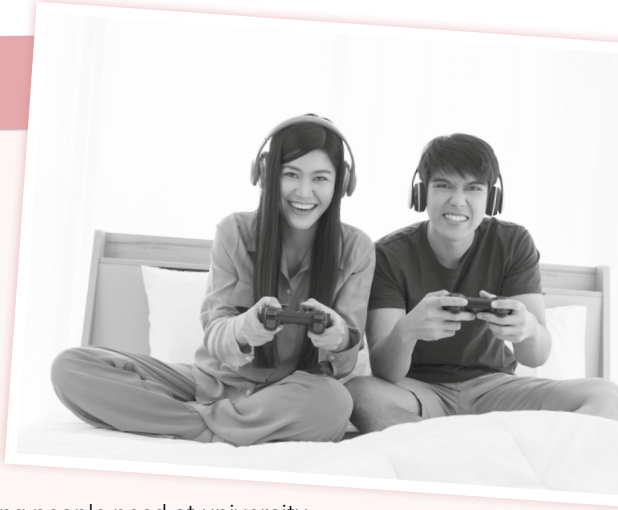
5 Complete the dialogue. Use the word in brackets and add any other necessary words.

Jessica: Good morning. I'm looking for information about the music production course.
Receptionist: Sure! What would you like to know?
Jessica: First of all, what [1] *time does the course start* (start)?
Receptionist: The classes are once a week, on Tuesdays at 7 pm. We begin next week, so it's [2] _____ (perfect) register.
Jessica: Are there many participants?
Receptionist: There are fifteen places in the group, but you should hurry up. The classes [3] _____ (up) quickly last year.
Jessica: Do I need to have experience in making music?
Receptionist: No, it's not necessary. Everybody [4] _____ (take) this course.
Jessica: Thank you very much!
Receptionist: Of course! Just [5] _____ (need) any more information.



An online article about the benefits of video games

NOT A WASTE OF TIME!



Teenagers and video games don't have a good reputation. Ever since video games became widely popular, parents have worried that they can affect their teenagers' homework and that certain games are too violent. For many parents, the biggest worry is that playing games is bad for their child's development. But it seems that video games are not as bad for our development as we fear. Studies at the University of Glasgow in the UK have shown that video games can teach useful skills. Dr Matthew Barr did some research with 36 young people. For eight weeks, one group played video games for around two hours a day. [1] _____ The researchers found that the gamers were better at some skills that young people need at university and in jobs. So, what can you learn from video games? Well, they can't teach you maths or how to pass exams, but you can learn more general skills. First, gamers need to keep their attention on one thing for a long time. This is useful both in education and at work. [2] _____ Games are full of great new ideas, and they help you to see new possibilities in situations. A lot of games also expect you to solve problems. You often have to find different ways to solve similar problems. This is something you need to do in many jobs. [3] _____ This ability to control your hands is really important in some jobs, for example, when doctors are operating on a patient. So, the next time someone says that video games are a waste of time, you can say this isn't quite true! [4] _____ But as long as they are played in moderation and after you've finished your homework, video games can help you to develop valuable skills!

1 **Read the article and choose the best summary.**

a Video games have both advantages and disadvantages.
b Video games can help you develop useful skills.
c Playing video games can help you learn about computers.

2 **Read the WATCH OUT | SKILLS box. Then read the first paragraph of the article again and complete the information.**

1 the name of the university that did the research: *University of Glasgow*
2 the name of the person who did the research: _____
3 the number of people in the research: _____
4 how long the research lasted: _____
5 how long the people played video games for each day: _____

WATCH OUT | SKILLS **Wyszukiwanie szczegółowych informacji – nazwy własne i liczby**

Zastanów się, jakiej dokładnie informacji szukasz. Jeżeli jest to nazwa własna, szukaj wielkich liter; jeżeli konkretna liczba, szukaj cyfr i znaków matematycznych.

3 **Read the article again and match sentences A–E with gaps 1–4 in the text. There is one extra sentence.**

A Finally, for most video games, you need to watch carefully and make very small movements with your hands.
B Scientists have proven that video games make you better at maths.
C Secondly, they can make you more creative.
D Of course, you should definitely complete high priority tasks before you start playing games.
E The other group played none.

4 **Answer the questions. Use the information from the article and your own ideas.**

1 Which three benefits of playing video games are mentioned in the article?
_____
_____
_____

2 Do you think there are any disadvantages to playing video and computer games?
_____
_____
_____

3 What other skills can you learn from hobbies?
_____
_____
_____

3.5 Vocabulary 2

University • Exams • School life

1 **Choose the correct options.**

1 Next year, I'd like to ***make*** / ***take*** part in one of the school charity events.
2 Yesterday, my younger sister was ***learning*** / ***studying*** to ride a bike with our dad.
3 You need to ***make*** / ***do*** some research to complete this task.
4 I'm determined to ***improve*** / ***correct*** my grades.
5 Last week, I was ***doing*** / ***making*** a history project with a classmate.

2 **Complete each pair of sentences with one word.**

1 a My older brother is currently *doing* a degree in economics.
b Please don't disturb Susan – she is *doing* her homework.
2 a My mum says that law used to be her favourite _____ subject.
b If you want to get into medical school, you need to improve your _____ results.
3 a I hate taking a _____ – I prefer getting grades based on projects.
b I've got my driving _____ next week, and I'm feeling really anxious.
4 a We are now preparing for our final _____.
b I think mock _____ are useful because later you're less stressed before the real ones.

3 **Are the statements below true (T) or false (F)? Correct the false statements by changing one word.**

1 ~~Public~~ *Private* school in the USA is the same as public school in the UK. *F*
2 You usually resit an exam that you pass. _____
3 Top students usually do well in many subjects. _____
4 'Academic results' is another words for 'grades'. _____
5 Economics is the study of designing roads, buildings, etc. _____

4 **Complete the gaps and answer the questions.**

When did you last
1 f*ail* _____ a test?
_____
2 r_____ English vocabulary?
_____
3 let a classmate c_____ your homework?
_____
4 try to improve you academic r_____?
_____
5 t_____ an important exam?
_____
6 take extra lessons to i_____ your grades?
_____

5* **Choose the correct options.**

New message

Bruce,
Guess what? I'm in Oxford for the summer! I've come here for six weeks to do an intermediate English [1] _____. I know it may sound weird to [2] _____ classes on holiday, but I'm not complaining. I have lessons until noon from Monday to Friday, and later I have plenty of time for myself. In the afternoon, I usually hang out with other students from my school, which means I get to [3] _____ my communication skills all the time. Also, thanks to speaking English for most of the time here, my [4] _____ has improved as well. We get some homework every day, and I do it regularly so that I don't fall [5] _____ the assignments – the rule is, you need to do all of them to [6] _____ from the course.

1	a degree	b school	c course
2	a go	b attend	c make
3	a practise	b revise	c gain
4	a conversation	b knowledge	c accent
5	a out of	b behind with	c off at
6	a graduate	b finish	c do well



1 **Choose the correct options.**

Top tips for learning the guitar

1 Get a really good teacher, then listen to them and *follow* / *do* / *listen* their instructions.

2 Try *taking* / *drawing* / *recording* notes – keep a record of the chords and notes that you learn.

3 Watch video *shows* / *tutorials* / *learning*, especially if you want to learn a particular song.

4 *Do* / *Use* / *Take* apps. My favourite is Songsterr, where you can listen to songs while you play along.

5 Learn a few tunes *on memory* / *by heart* / *in your mind*. It's such a good feeling when you play them to your friends, and you feel like a real professional!



2 **Complete the blog post with the words from the box.**

conversation exchange	~~followed~~	podcasts
recorded myself	study group	

How I learnt Mandarin Chinese in six months.

Yes, it is possible! Of course, it helped that I moved to China, but it still took a lot of hard work! First, I took a course at my local college and [1] *followed* the teacher's instructions carefully. But since a few lessons a week aren't enough, I set up a [2] _____ with other learners from my college. We met for an hour a day and helped each other. I also did a [3] _____ online every evening – chatting to people is a great way to learn! As my language skills got better, I started to listen to [4] _____ and I [5] _____ so I could compare my pronunciation to the podcasts. After six months, I was confident speaking the language – job done!

3 06 **Listen to a podcast and match the sentence halves.**

1 A conlang is _____ a Esperanto.
2 Some books and films _____ b a language that someone has invented.
3 A Polish man invented _____ c to chat online.
4 You can use conlangs _____ d have conlangs.

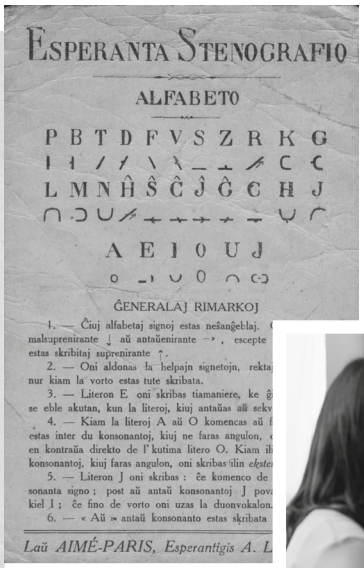
4 06 **Listen again. Are the statements true (T) or false (F)?**

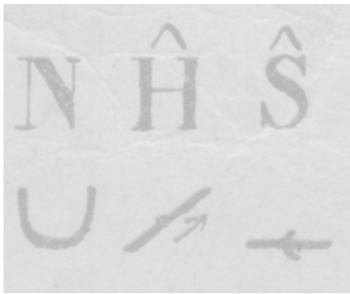
1 Most conlangs are in books and films. *T*
2 Only fans of books or films learn languages like Klingon and Na'vi. _____
3 You can chat online in conlangs like Elvish. _____
4 Someone invented Esperanto in the 1980s. _____
5 The presenter says goodbye in Esperanto. _____

Did you know?
An American professor of language, Marc Okrand, invented the grammar of Klingon for the *Star Trek* films.
The word order in a Klingon sentence is: object + verb + subject, so you would say: *The chocolate ate I.*

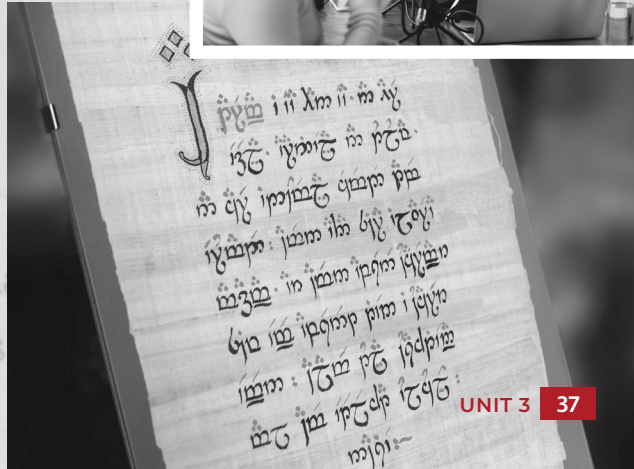
5 06 **Listen again and complete the sentences with up to three words in each gap.**

1 In the introduction, the presenter says *hello* in Elvish.
2 Conlangs have rules for _____.
3 You can go to _____ to learn Klingon.
4 Esperanto is one of the _____ conlangs.
5 Esperanto has recently become popular _____.









3.7 Grammar 2

Present perfect with for, since *and* How long …?

1 **Watch the video and answer the questions. Answer question 2 in two ways.**

▶VIDEO 12

1 What has Graham used for a very long time?
_____

2 How long exactly has he used it?
For _____
Since _____

3 How long has Graham studied yoga?
_____

2 **Complete the forum posts with the words and phrases from the box.**

for (x2)	have improved
since (x2)	've been
~~have you done~~	
've loved	've made

Tell us about your best skill. What do you do?
How long [1] *have you done* it for?

Eli949 I [2] _____ interested in robots [3] _____ a long time, probably [4] _____ I was about six years old. I took a special course on how to build them a few years ago, and I [5] _____ three small robots.

Luckyboy I [6] _____ food and cooking [7] _____ about five years now. And my skills [8] _____ a lot [9] _____ I did an online course last year.

3 **Complete the second sentence so that it means the same as the first one. Use the correct forms of the verbs in brackets and any other necessary words.**

1 I first met Jack in 2010.
I *have known Jack since* _____ (know) 2010.

2 I started studying English three years ago.
I _____ (study) three years.

3 We moved here last year.
We _____ (live) last year.

4 When did you get your sewing machine?
How long _____ (have) your sewing machine?

5 Sam came to this school six months ago.
Sam _____ (be) six months.

4 **Complete the text with the correct forms of the words in brackets and appropriate time expressions.**

Saved by a tweet?

Can modern technology save old languages? A lot of traditional languages [1] *have already become* (already / become) extinct, and many more [2] _____ (be) in danger. A few years ago, American professor Kevin Scannell decided to start a website called *Indigenous Tweets*. [3] _____ 2011, a computer program [4] _____ (search) Twitter for tweets in endangered languages. It [5] _____ (then / put) speakers of these languages in contact with each other so they can chat together. The website [6] _____ (be) in use [7] _____ nearly ten years now and it [8] _____ (already / help) a large number of people to communicate in their own languages, including indigenous North and Central American languages like Lakota and Nawat.

GLOSSARY
become extinct – wymrzeć
endangered language – język zagrożony wymarciem
indigenous – rdzenny

5* **Choose the correct options.**



Have you [1] ***ever / yet*** heard of Bibi the African parrot? A friend of mine [2] ***has just shown / just has showed*** me a video of her online. Apparently, Bibi [3] ***loves / has loved*** languages [4] ***from / since*** she was born. At the age of two, she [5] ***has already known / already knew*** a lot of words, and now she can say 'hello' in twenty different languages, including Polish, German and Italian. Bibi [6] ***has been / was*** born in 2006, but she's still young for a parrot; they can live up to sixty years. Bibi [7] ***also loves / has also loved*** to do different sound effects. She can sound like a dog, cat or chicken. I've [8] ***never / ever*** seen anything like it!

1 **Read the WATCH OUT box and decide if the words below go with *study* or *learn*.**

~~about computers~~	~~a text~~	by heart	hard
how to use an app	new facts	quickly	veterinary science

study *a text*, _____
learn *about computers*, _____

WATCH OUT — ***Learn* or *study*?**
study – read, revise, attend school to find out something you do not know
learn – gain knowledge or get a new skill by studying

2 **Complete the sentences with the correct forms of *learn* or *study* and other missing verbs.**

1 In order to *learn* how to use this app, I *watched* some video tutorials online.
2 Helen has _____ computer science in college for the last six months, and she's about to _____ her first exams.
3 I like history, but I have huge problems with _____ dates. This is why I have to _____ the last test.
4 Our English teacher asked us to _____ some English poems by heart, so we _____ up a study group and practised them together.
5 If you want to _____ a degree in medicine, you have to _____ a lot harder than now!

3 **Complete the forum posts.**

Skimad Help! I've got important exams in six months and I'm scared I might [1] f _a_ _i_ l! Does anyone have any advice?

Sam66 Don't panic. You've got plenty of time to [2] __ __ v __ s __ for your exams, and you can easily [3] __ __ __ s them if you start now.

Eli949 You need to get started. Read all your course books carefully, and while you're reading, [4] t __ __ e n __ __ __ s of the main points. Then learn them!

Luckyboy Remember, you can't learn everything. It's really important to [5] h__ __ h__ __ g __ t the key points and focus on learning those.

Sportygirl Find out what works for you. I draw [6] m __ __ d __ __ __ s for everything because I learn best if I can see things as pictures. Everyone has their own learning style.

JaredC I agree about different learning styles. I use [7] s __ __ c __ y notes all around my room. It looks a mess, but it works for me!

4 **Complete the text with the correct forms of the words in brackets and appropriate time expressions.**

Can you speak Emoji?

Pictures [1] *have been* (be) a popular way of communicating [2] _____ thousands of years. In fact, people [3] _____ (design) pictures to represent words or feelings [4] _____ ancient times. So it isn't surprising that we all love using emojis in text messages. People [5] _____ (use) emojis [6] _____ the 1990s, when they first became popular in Japan. Emojis are fun, but users [7] _____ (know) for some time that there [8] _____ (be) also problems with them. People from different countries don't always understand them in the same way. A waving hand might just mean 'goodbye' in one culture, but in another it might mean 'I don't want to see you again.'

5 **Complete the sentences with the correct forms of the words in brackets. Add other necessary words.**

1 I *haven't studied* (not / study) Spanish since primary school.
2 Monica and I _____ (do / already) a conversation exchange a few times.
3 Since _____ (I / meet) Damon, my life has changed completely.
4 When _____ (you / get / degree) economics? Was it last year?
5 Unfortunately, I _____ (never / learn / drive) a car.
6 As you know, Josh _____ (take / course) robotics last year.

6 **What would you say in these situations?**

1 Chcesz uzyskać więcej informacji na temat zadania domowego, które masz wykonać i wysłać przez Internet.
Could you give me some more information about the online homework?
2 Twój kolega uczestniczył w spotkaniu organizacyjnym na temat kursów maturalnych i chce, żebyś zapisał/zapisała się razem z nim. Zapytaj go, kiedy zaczyna się kurs.
_____
3 Pomagasz koleżance założyć internetową grupę dyskusyjną. Powiedz, że pomożesz jej, jeżeli będzie miała jakieś pytania.
_____
4 Jesteś w szkolnym sekretariacie. Zapytaj o termin zapisów na wycieczkę szkolną.
_____

7 **Complete the sentences with your own ideas.**

1 I have never _____
2 Yesterday, I _____
3 I've already _____

3.9 Writing

A formal email of enquiry

1 **Complete the sentences with the correct words. Then tick two sentences which are suitable for beginning a formal letter.**

1 I would like to e*nquire* about the equipment I need to buy before the course.
2 W_____ is more, I would like to know when I need to pay.
3 I am looking f_____ to receiving all the information.
4 I am writing to o_____ some details about the DIY courses.
5 Can you p_____ me with the exact dates of the classes, please?
6 Is it p_____ to join the Friday group?

2 **Number the parts of the email in the correct order.**

Dear Sir/Madam,

A ____ The reason I would like to obtain the details is that my grandparents are planning to learn some basic IT skills and I would like to help them find the best school.

B ____ Moreover, I would like to find out about the requirements for participants. Do they need to have basic IT skills? Is it necessary to bring laptops to the class?

C *1* I am writing to ask some questions about the computer courses for senior participants.

D ____ Finally, do participants sign up in person or can they do it online?

E ____ Also, could you provide me with more details of the curriculum, please? What exactly are they going to learn during the course?

F ____ I'm looking forward to hearing from you.

G ____ First of all, I would like to enquire about the cost of the course. Is it possible to pay every month?

Yours faithfully,
Kamil Paciorek



3 **Rewrite the parts in brackets to make the sentences more formal.**

1 *I am looking forward to* **(I'm waiting for)** your call.
2 _____ **(Can you give me some info)** about your school?
3 _____ **(Cheers)**, Lisa
4 _____ **(Hi)** Mrs Owens, I want to find out about the cookery class.
5 I'm writing to _____ **(get)** more information.

4 **What would you say in these situations?**

1 Zapytaj o termin rozpoczęcia kursu pierwszej pomocy.
_____
2 Dowiedz się, co należy zrobić, aby zapisać się do szkoły.
_____
3 Wyjaśnij, że piszesz, aby zadać kilka pytań o zajęcia z gastronomii.
_____
4 Dodaj, że chciałbyś/chciałabyś dołączyć do grupy, w której jest Twój kolega/Twoja koleżanka, i upewnij się, czy to możliwe.
_____
5 Wyjaśnij, że piszesz z powodu zmiany terminu egzaminu.
_____

5 **Do the writing task.**

Znalazłeś/Znalazłaś ogłoszenie dotyczące międzynarodowej wymiany uczniów i chcesz uzyskać więcej informacji na jej temat. W **liście** do organizatora:

- poinformuj, w jaki sposób dowiedziałeś się / dowiedziałaś się o wymianie, i w jakim celu piszesz,
- wyjaśnij, dlaczego zależy Ci na uczestnictwie w tej wymianie,
- zapytaj o dwa szczegóły dotyczące wymiany,
- upewnij się, że jesteś odpowiednim kandydatem do wzięcia udziału w programie.

Długość tekstu powinna wynosić od 100 do 150 słów.

Dear Sir or Madam, ...



VOCABULARY

1 Add a missing preposition in each sentence.

1 During the painting course, you will experiment (with) various styles.
2 Ever since I can remember, I've fallen with schoolwork.
3 What are your plans after you graduate secondary school?
4 If you want to improve your grades, start revising tests.
5 You can listen all of these podcasts online, completely for free.

2 Choose the correct words in the learning techniques below. Then look at the number in brackets and use the appropriate letter of the correct words to find out what learning technique is ineffective.

1 You can *re(c)ord* / *revise* yourself speaking, and then listen to yourself later. (3)
2 You can *draw* / *highlight* mind maps to show lots of different ideas. (2)
3 When you learn something by *app* / *heart*, you can say it from memory. (3)
4 To have good *academic* / *schoolwork* results, go to all of the classes regularly. (6)
5 If you want to *study* / *master* a skill, practising once a week is not enough. (1)
6 If you enjoy learning with other students, *sign up* / *join* a study group after school. (3)
7 If you have a conversation *tutorial* / *exchange*, you chat to people in their language and your language. (6)
8 If you set up *a study group* / *sticky notes*, you organise for a group of people to work and learn together. (7)

The ineffective technique is: *c* _ _ _ _ _ _ _

GRAMMAR

3 Choose the correct options.

1 I have *just* / *yet* started learning German.
2 I haven't passed my driving test *already* / *yet*.
3 I *have spoken already* / *have already spoken* to Maddie about setting up a study group.
4 Have you finished your French course *yet* / *just*?
5 Sara *just has got* / *has just got* her exam results.
6 My parents have *just* / *already* been to Hel three times, so they prefer to go to Kołobrzeg this year.

4 Complete the sentences with the correct present perfect or past simple forms of the verbs in brackets.

1 *Have you decided* (you / decide) which language to study yet?
2 I _____ (stop) taking dance lessons at the beginning of the summer.
3 My brother _____ (go) to college in 2017.
4 I _____ (enjoy) science all my life.
5 Hurry up! The podcast _____ (just / start).
6 She loves playing the guitar, but she _____ (not perform) on stage yet.

5 Find and correct six mistakes with the verbs and time expressions in the text.

Have you ever
~~Have ever you~~ watched people using sign language? Sign languages are languages that you speak using your hands. I became interested in them a few months ago when my aunt has lost her ability to hear. I've wanted to communicate with her, so I started learning sign language. Since then, I've done quite well. I already learnt more than 100 signs, but there are still a lot that I don't know! I just started a sign language course at my local college, so that will help me learn faster. I've seen my aunt last week, and we had a really good conversation using our hands. It was pretty cool!

ROUND-UP 1 2 3 4 5 6 7 8

6 Choose the correct options.

Can you learn in your sleep?

[1] *Did you ever think* / *Have you ever thought* how amazing it would be to learn in your sleep? In the past, some people [2] *used to believe* / *have believed* that you can learn a foreign language if you listen to it while you [3] *have slept* / *are sleeping*. Does that sound [4] *too much easy* / *too easy*? Well, it seems that it doesn't work after all. Scientists have studied sleep [5] *for* / *since* many years, and they now believe that we can't learn new things in our sleep. But sleep can help us remember things we [6] *already learnt* / *have already learnt*. [7] *A few years ago* / *Since a few years*, scientists did some experiments on memory. In one experiment, people tried to learn a set of new words and then remember them for a test later. Some people slept before the test and some didn't. And guess what [8] *happened* / *was happening*! People who slept before the test got [9] *higher* / *the highest* scores than those who didn't. It seems our brains [10] *need* / *are needing* sleep to help make strong memories.

LISTENING

1 07 **Usłyszysz wypowiedź ucznia wygłoszoną na uroczystości zakończenia roku szkolnego. Odpowiedz na pytania zgodnie z treścią nagrania.**

1 Which feelings did students experience at the beginning of the school year? Name two.
They experienced hope and worry.

2 What did some students need to do to start studying at the school they wanted?

3 What was the worst thing about distance learning?

4 What were the students able to control during distance learning?

5 What is the message the speaker has for his audience at the end?

READING

2a Przeczytaj teksty. Dopasuj do każdego zdania 1–3 właściwy tekst A–D. Jeden tekst nie pasuje do żadnego zdania.

This text
1 explains why a certain learning strategy is so useful. ____
2 encourages the reader to review the way they learn. ____
3 is the author's report of what he/she did wrong while studying. ____

A

How to become a top student

Very often, people imagine that the best way to become a top student is through long hours of studying. However, various studies have shown that highly successful students actually spend less time studying than their peers do – they just review more effectively. Cramming all night before a test won't help you achieve what you want because you will forget everything sooner than you think. Therefore, it's worth trying out some of the learning strategies which scientists point out as particularly effective. What is important, they stress that you do not need to master all of them – one or two really effective ones are enough to improve your academic results.

B

ARE YOU DOING IT ALL WRONG?

Do you do any of the following:
- study one subject for a long time?
- repeat phrases over and over to memorise them?
- read and reread a text several times?
- go over your notes again and again?

If your answer is 'Yes' to any of the above, maybe it's about time to change your learning habits. Why? Because these are some of the least effective strategies and involve little effort.

But what *is* effective? If you want to find out, email us and take the first step towards spectacular academic success!

C

home blog

Learning nerd's blog

Did you know that one of the best ways to learn something is to teach it to someone else? How does it work? When you are trying to explain a concept or a subject to someone who knows less about it than you, you need to use your own words, and very often, also simpler language. In this way, your brain makes a lot of effort.

Want some proof? Recall some of your primary school presentations. By explaining a topic to the rest of the class, you gained more knowledge about it.

This learning strategy is known as the Feynman technique. It is based on one simple thing – telling others about a topic allows you to identify gaps in your own understanding and shows you veeery clearly what you still need to revise!



D

DECLAN'S DIARY

Monday I stayed up late last night because I had to revise for my maths test. When I started to feel tired, I drank a one-and-a-half-litre bottle of cola. That certainly made me feel more alert! In the end, I was studying till 2 am. The problem was, when I went to bed, I couldn't get to sleep because I had drunk all that caffeine! I was exhausted when I woke up this morning because I had only slept for two hours ☹ I was in a bad mood all morning. And I don't think I did well in the maths test ... That's not surprising – I was half-asleep and I couldn't concentrate!

Wednesday I got the exam result – fail ☹☹ I was feeling a bit down when I got home, so I had a big bar of chocolate. And then another one. Did it make me feel better? Yes – but only for a while. After that, I felt sick ...

2b Przeczytaj ponownie teksty A–D i zgodnie z ich treścią uzupełnij luki 1–4 w poniższym e-mailu.

New message

Ben,

I've recently done some online research and it seems we both study in a completely wrong way! Remember when we drank coffee in the evening to study for the history test? Well, it was a mistake – I read a diary of a guy who exaggerated with caffeine the night before [1] *his maths test* and failed it. All we really need before a test is a good night's sleep. Apart from that, cramming makes no sense either because you quickly [2] _____ everything. We need to look for some effective strategies, something that will work for us. We could, for example, study together and explain things to each other. It's called the [3] _____. And maybe that'll be all it takes – in fact, you [4] _____ every strategy to improve your grades.
So what do you say? Shall we try it out before the biology test next week?

Cheers,
Claire

USE OF ENGLISH

3 Z opcji A–C wybierz właściwą odpowiedź.

My favourite sport is tennis. I [1] _____ it for nearly five years now, and it not only [2] _____ me fit, but it gives me a great sense of achievement! Honestly, I use every [3] _____ to practise and improve my skills.
It all started a while ago. I first became interested in the sport while I [4] _____ with Uncle Ricardo in Spain. He [5] _____ near some tennis courts and he is a major tennis fan! So one day, he took me to the courts with him and I got hooked. I've lived with a tennis racket in my hand ever since. At the moment, I [6] _____ to get into the team at my club. I'd love to play some proper matches! But in order to do it, to become a more professional player, I have to [7] _____ a diet and definitely get enough sleep every day. And these are two things I need to work on.

1 A 've played
B played
C play

2 A gets
B does
C keeps

3 A assistance
B assignment
C opportunity

4 A stayed
B have stayed
C was staying

5 A 's lived
B lives
C 's living

6 A try
B 've tried
C 'm trying

7 A follow
B go
C keep

4 Z opcji A–C wybierz tę, która najlepiej oddaje sens wyróżnionego zdania lub jego fragmentu.

1 I <u>am looking forward to</u> your reply.
A am reading
B cannot wait for
C am currently writing

2 <u>Susan hasn't contacted me for three months.</u>
A I've known Susan for three months.
B I tried to contact Susan three months ago.
C The last time I heard from Susan was three months ago.

3 <u>Jeff learns faster than Robin.</u>
A Jeff doesn't learn as fast as Robin.
B Robin learns more slowly than Jeff.
C Robin doesn't learn more slowly than Jeff.

4 It isn't easy to <u>fall asleep</u> before an important exam.
A begin sleeping
B sleep
C wake up

5 <u>What is your teacher like?</u>
A What does your teacher look like?
B What is your teacher's personality?
C What does your teacher like?

6 <u>I reckon</u> it's the best learning technique.
A In my opinion
B I can't honestly say
C I disagree

WRITING

5 Przeczytaj polecenie i wykonaj zadanie.

Niedawno przeczytałeś/przeczytałaś artykuł prezentujący efektywne techniki uczenia się i chciałbyś/chciałabyś dowiedzieć się więcej na ten temat. W **liście** do redakcji:

- napisz, w jakim celu piszesz, i wyjaśnij, dlaczego interesuje Cię ta tematyka,
- opisz strategie, które sam/sama stosujesz w nauce różnych przedmiotów,
- poproś o udzielenie kilku dodatkowych informacji na temat prezentowanych technik,
- zapytaj, czy redakcja planuje publikację podobnych artykułów w przyszłości.

Długość tekstu powinna wynosić od 100 do 150 słów.

Dear Sir or Madam,
The reason I am writing is that I have just read your article entitled ...

4 INVENTION

Vocabulary ▶VIDEO 13

Vocabulary 1

Science and scientists

1 **Find the following words in the wordsearch:**

- two people connected with science,
- three fields of science,
- three devices.

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

2 **Choose the correct options.**

1 I'd like to ***invent*** / ***discover*** a robot that knows what I need to take to school every day and puts it in my bag for me!
2 I hope we can ***make*** / ***come up with*** a solution to the problem of air pollution in cities.
3 Is it possible to ***design*** / ***do*** a computer that can do homework for you?
4 Scientists can learn a lot about the human body by ***doing*** / ***making*** experiments in space.
5 The company is ***developing*** / ***coming up*** some exciting new products at the moment.
6 Experts haven't ***done*** / ***made*** any new discoveries about volcanoes recently.
7 It would be great if scientists could ***discover*** / ***make*** a way to clean up the oceans.

3 **Complete the information about the three inventions with the verbs from the box. There are two extra verbs.**

came create developed discovered do ~~doing~~ inventing made making

CAN YOU IMAGINE LIFE WITHOUT THEM NOW?

Scientists are [1] *doing* research and [2] _____ new discoveries all the time, and this results in products that we can buy and use. Here are three things that are part of our everyday lives now, but didn't exist before the year 2000.

4 **Answer the questions. Give reasons for your answers.**

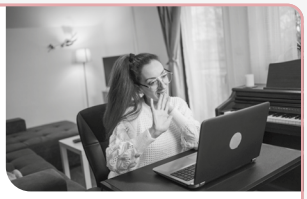
1 What would you most like to research? Why?
_____
2 What would you most like to invent? Why?
_____
3 To which problem would you like to come up with a solution?
_____

5* **Complete each job with the endings from the box.**

eer eur er ist (x3) or (x2) tist

1 biolog*ist*
2 chem____
3 doct____
4 engin____
5 entrepren____
6 invent____
7 research____
8 scien____
9 physic____

FaceTime



People first started investigating the possibility of video phones in the 1930s, but they didn't [3] _____ any serious research until the 1960s. With video calls becoming more popular, FaceTime only became available for individuals to use in 2010.

E-readers

In 1949, Ángela Ruiz Robles, a Spanish teacher, [4] _____ up with a clever idea. She decided to put information from different books onto one portable device, her 'mechanical encyclopaedia', so that her students didn't have to carry so many books. With more advanced technology, in the early 2000s, Sony [5] _____ a commercial e-reader – an amazing device that allows you to carry hundreds of books with you all the time!

YouTube

Three people worked together to [6] _____ the video site YouTube in 2005. And, as a result, people [7] _____ new Internet film stars!

1 **Watch the video. Which happened first – a or b?**

▶VIDEO 14

1 a Graham's girlfriend arrived.
b Graham started the experiment.
2 a Graham forgot to clean up.
b Graham was on his way to work.

2 **Find the past perfect verb in each sentence.**

1 The researcher soon realised that he had discovered a new medicine.
2 She had finished work for the day when she suddenly noticed something interesting.
3 I hadn't thought about becoming a teacher before I had my own children.
4 They couldn't finish their experiment because a storm had destroyed their equipment.

3 **Complete the sentences with the correct past perfect forms of the verbs in brackets.**

1 I was excited because I *had discovered* (discover) something new.
2 The machine didn't work because we _____ (forget) to switch it on.
3 They continued working because they _____ (not finish) their experiments.
4 We were disappointed because we _____ (not find) the answer we were looking for.

4 **Choose the correct options.**

1 They ***stopped*** / ***had stopped*** the research last year because all their experiments ***failed*** / ***had failed*** .
2 Stella ***talked*** / ***had talked*** to her friends about the machine that she ***invented*** / ***had invented***.
3 Before she ***decided*** / ***had decided*** to become a scientist, she ***tried*** / ***had tried*** several other jobs.
4 A letter ***arrived*** / ***had arrived*** last week to say that I ***won*** / ***had won*** a prize in a science competition.
5 We ***finished*** / ***had finished*** testing the products by the time Jack ***arrived*** / ***had arrived***.

5 **Decide if the meaning of the sentences is the same (✓) or different (✗).**

1 a She developed the new product after she had done some research.
b She did some research and then she developed the new product. ☐
2 a Paul had already gone home when I arrived at the laboratory.
b Paul went home and then I arrived at the laboratory. ☐
3 a I visited NASA, then I decided to become an astronaut.
b I had decided to become an astronaut before I visited NASA. ☐

6 **Complete the text with the correct past simple or past perfect forms of the verbs in brackets.**

THE BOY WHO BUILT A WINDMILL



William Kamkwamba [1] *grew up* (grow up) in a village in Malawi, in south-east Africa. When he was only fourteen, he [2] _____ (decide) to build a windmill to supply electricity to his home. He [3] _____ (not design) anything like this before, but he wanted to help. He [4] _____ (stop) going to school when he was very young because his family didn't have enough money to pay the school fees. At fourteen, William [5] _____ (not know) anything about windmills, but he copied some pictures that he [6] _____ (see) in a library book when he was at school. He [7] _____ (use) all kinds of things to make his windmill, including parts of cars and an old bicycle wheel. But the windmill worked, and when people saw it, they were amazed at what William [8] _____ (manage) to achieve. He now works as an inventor, and a few years ago a film company [9] _____ (produce) a film about his life called *William and the Windmill*.

7★ **Choose the correct translation.**

1 Back in the 1990s, many experiments _____ (*nie kończyło się powodzeniem*).
A had been unsuccessful
B weren't unsuccessful
C were unsuccessful
2 _____ (*Lekcja zaczęła się, zanim*) we got to the science lab.
A The lesson had started by the time
B The lesson started when
C The lesson had started while
3 I felt rather lonely because _____ (*wszyscy wyszli*).
A all went out
B everybody went
C everybody had gone out
4 _____ (*Czy oni wygrali*) any games before they lost the last one?
A Did they win
B Had they won
C Had they win
5 I hadn't eaten anything that day _____ (*dopóki mama nie dała mi*) a banana.
A until Mum gave me
B until Mum didn't give me
C until Mum had given me

4.3 Speaking

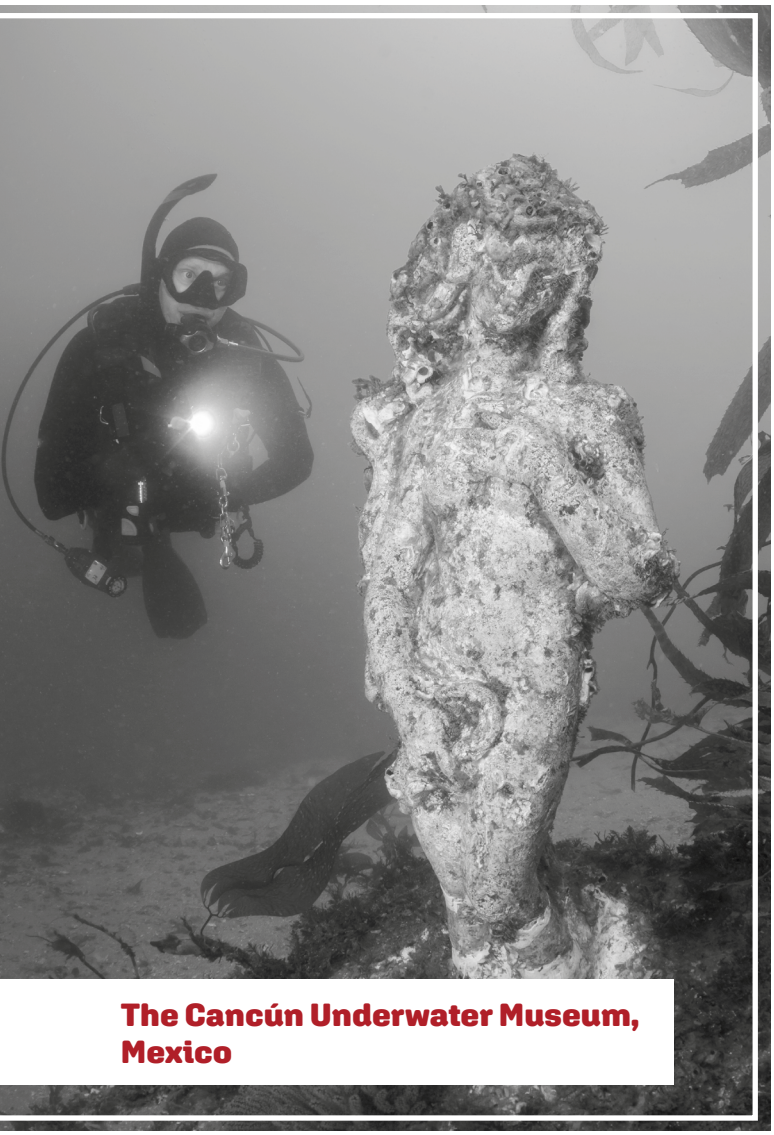
Checking information – question tags

Key Phrases ▶VIDEO 15

1 **Choose the correct question tags.**

1 The museum opens at nine o'clock, ***isn't it*** / ***doesn't it***?
2 There are some really interesting things here, ***aren't they*** / ***aren't there***?
3 Matt doesn't want to come with us, ***does he*** / ***doesn't he***?
4 You enjoy going to art galleries, ***don't you*** / ***didn't you***?
5 The installations were really amazing, ***aren't they*** / ***weren't they***?
6 We didn't book in advance, ***did we*** / ***didn't we***?

2 **Look at the photo and complete the text.**



The Cancún Underwater Museum, Mexico

In the photo I can see a diver who is [1] **d**_____ something underwater. I think it's a sculpture and looks quite old. I think such [2] **d**_____ are very important because thanks to them, [3] **s**_____ such as historians or sea biologists can do some [4] **r**_____ and maybe [5] **c**_____ up with some new ideas about how our world works.

3 **Use question tags to check the information about the Cancún Underwater Museum.**

a The museum opened in 2010, *didn't it*?
b It became popular immediately, _____?
c There are over five thousand sculptures, _____?
d All the works of art in the museum are underwater, _____?
e Visitors swim around the sculptures, _____?
f There aren't many museums like this, _____?
g It's the biggest underwater museum in the world, _____?

4 **Complete the conversation with four questions from exercise 3.**

Bryce Now this is something I'd like to visit – the Cancún Underwater Museum.
Bea Yeah, I read about it some time ago. [1] *g*
Bryce I guess it is! I mean, it's 28-foot deep and you can see a lot of things there.
Bea I remember that from the article. [2] _____?
Bryce No, that would be impossible. Ten times fewer than that. Anyway, you won't get bored. But you need some special skills.
Bea Right! [3] _____
Bryce Yes, they do, or they can hire a glass-bottom boat to admire everything without getting wet. Well, no matter how you want to visit the museum, I'm sure it's an unforgettable experience. [4] _____
Bea No, definitely not.

5 **Complete the mini-dialogues. Use the words in brackets and question tags.**

1 X: *The tickets aren't expensive, are they?*
(tickets / expensive)
Y: I don't think so. Last year we could buy them for everyone.
2 X: _____
(astronomy show / begin / 10)
Y: Yes, that's why we need to hurry.
3 X: _____
(no parking spaces / outside / museum)
Y: I'm afraid not. It's better to go there by bus.
4 X: _____
(your parents / not let / go out)
Y: No, they didn't. They told me I should stay at home.



A magazine article about fictional inventions

The fictional inventions we would all love to have

Real inventions are great, but the real world has rules like people can't fly and animals can't talk. In books and films, there are no rules. That's why writers and film directors can create inventions which are really fun! We look at our favourite fictional inventions and how we would like to use them. Which one is your favourite?

Transporter

The Transporter in the *Star Trek* films is a device that can break people down into tiny parts. It then moves them to another place as energy and puts them back together again a few seconds later.

Useful? Well, getting to school on time would be much easier, and it would be a great way to escape when someone just keeps talking to you!

DeLorean Time Travel Car

This is the time travel car that Dr Emmett Brown develops in the film *Back to the Future*. Teenager Marty McFly uses it to go back to 1955, where he meets his parents as teenagers.

Useful? Definitely! Great for finding out about life in the past. You could also travel into the future and look at the answers to exam questions, then come back and take the exams!

Translation Collar

Who said animals can't talk? The film *Up* came up with a way for people and animals to talk to each other – a translation collar. When an animal wears the collar round its neck, it can communicate with humans.

Useful? Maybe. But what if your dog tells you he prefers to go and live with your friend, or your pet fish asks to go and swim in the river?



Invisibility Cloak

This features in the *Harry Potter* books – a magic cloak that makes you disappear completely when you put it on.

Useful? Yes! You could use it for going onto a football pitch and secretly helping your team to score a goal!

Did you know?

Scientists believe that one day it might be possible to invent clothes that can make us disappear. We can see things because light shines on them. If an object can push light away, it could become impossible to see!

1 **Read the WATCH OUT | SKILLS box. Then read the article and choose the correct words to complete the sentences.**

1 The text uses ***formal*** / ***informal*** language.
2 It ***asks*** / ***doesn't ask*** the reader direct questions.
3 It is written in a ***serious*** / ***fun*** tone.
4 The text is probably from a ***textbook*** / ***magazine***.
5 It is written for ***scientists*** / ***teenagers***.
6 The writer's purpose it to ***educate*** / ***entertain*** people.

WATCH OUT | SKILLS — **Rozpoznawanie intencji autora**

Aby rozpoznać intencję autora tekstu, przeanalizuj język, którego używa. Zwróć uwagę na to, czy autor stosuje styl formalny czy nieformalny oraz czy zwraca się bezpośrednio do odbiorcy.

2 **Read the article again. Which invention are these sentences about? Write T (Transporter), D (DeLorean), TC (Translation Collar) or IC (Invisibility Cloak).**

1 This helps with language difficulties. *TC*
2 This might help you to get better results at school. _____
3 This allows people to go somewhere quickly. _____
4 You can use this to visit different periods of history. _____
5 This might cause problems if animals ask for what they want. _____
6 When you wear this, people can't see you. _____
7 This would be useful if you want to end a conversation. _____

3 **Read the article again and complete the sentences.**

1 A 'fictional' invention is an invention which *doesn't exist in real life, only in a book or film.*
2 Fictional inventions are more fun than real ones because _____.
3 The Transporter changes people _____ and moves them _____.
4 The disadvantage of the Translation Collar is that your pet might _____.
5 The Invisibility Cloak can help you cheat in _____.

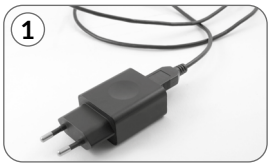
4 **Which of the fictional inventions would you most like to have? What would you use it for?**

_____
_____
_____
_____
_____
_____

4.5 Vocabulary 2

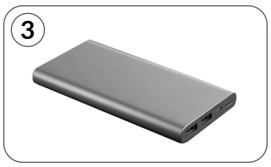
Using electronic equipment

1 **Label the pictures.**

1 

charger

2 

3 

4 

5 

6 

7 

8 

2 **Put the words from the box into the correct categories.**

camera	charge	click	contacts	download
files	icons	mobile phone	MP3 player	
photos	~~surf~~	tablet	upload	video calls

a What you use your devices for: *surf,* _____

b Gadgets and equipment: _____

c What you have on your device: _____

3 **Are the statements true (T) or false (F)?**

1 It is enough to turn off the power before recycling an electronic device. *F*
2 If you transfer data, it means you remove the storage devices. _____
3 You can use a hard drive to back up your files. _____
4 Resetting the system includes deleting all the data from your computer. _____
5 It's possible to remove a memory card from a mobile phone. _____

4 **Complete the sentences with the correct words.**

1 Before I removed the folders from the desktop, I had __ a __ k __ d up all the files, just in case.
2 To turn on the Bluetooth connection, go to 'S __ __ t __ __ __ s' on your device.
3 Can you send the email again? You forgot to a __ __ __ __ h the document.
4 Most shops with electronic gadgets take your old __ __ u __ p __ __ n __ back when you're buying a new device.
5 When the Internet connection is poor, try __ __ s __ __ n __ __ c t __ ng from your wi-fi and using 4G instead.
6 Do you remember in which folder you __ __ v __ d the files?

5 **Move around the words in bold to make the sentences correct.**

1 Your ~~memory~~ *hard* drive usually stores the programs you use every day.
2 Oh no! I'm afraid I've **transferred** the file with my homework.
3 Do you have a backup of your most valuable **device**?
4 You need to buy a **hard** card with the digital camera to keep photos.
5 A USB flash drive is a kind of storage **data**.
6 I've **deleted** the presentation that we prepared to my smartphone.

6 **Complete the text with the correct words.**

AN E-WASTE PROBLEM

The year 2019 broke the record for the amount of e-waste ever produced worldwide: 53.6 million metric tons of used electronic [1] d*evices*, of which we [2] r_____ only 17 percent! And unfortunately, the rate at which new technology becomes outdated is growing faster every year. It means that instead of clearing the [3] m_____ card, [4] d_____ old files and [5] r_____ the system in order to give our [6] g_____ a new life, we prefer to flick the [7] p_____ switch, throw the old device away and get a new one. Now, are we going to [8] c_____ up with a way to change that?



A talk about a museum of failed products

1 **Match the syllables from the three columns to make adjectives. Add hyphens (-) where necessary. Then write their opposites.**

1	~~prac~~	pen	made
2	bad	rac	use
3	use	~~ti~~	sive
4	ex	to	tive
5	att	ly	~~cal~~
6	hard	ful	

1 *practical* ≠ *impractical*
2 _____ ≠ _____
3 _____ ≠ _____
4 _____ ≠ _____
5 _____ ≠ _____
6 _____ ≠ _____

2 **Read what people say about products that they like or dislike. Choose the two adjectives from the box that match each description.**

1 My new fitness tracker is amazing! It's got lots of clever new functions and ways to watch what you eat and how much exercise you do. The instructions on the screen are really simple to follow, so you can't go wrong! It's cheaper than lots of other trackers that are available too!



easy-to-use expensive
innovative useless

2 I bought these new headphones to listen to music on the bus. The best thing is that you don't have to attach them to your phone, which is great. The sound is amazing – much better than my old ones, and they feel really nice on my ears.



cheap high-quality
uncomfortable wireless

3 I bought a selfie drone last week – what a disappointment! The idea is that you send it up into the air to take a selfie from above, but it's really difficult to get it in the right position to take a good photo. The camera doesn't always work properly, either. I'm so annoyed that I spent so much money on it!



expensive hard-to-use
practical reliable

3 08 **Listen to a reporter talking about the Museum of Failure in Sweden and choose the correct options.**

1 What can you find in the museum?
a Information about inventors who had bad ideas.
b Examples of products that were not successful.
c Information about why some ideas fail.

2 What is the aim of the museum?
a To teach people how to make successful and popular products.
b To warn people about the dangers of failing when you try something new.
c To encourage people to accept failure and learn from their mistakes.

4 08 **Read the brochure and decide what kind of information is missing. Then listen again and complete the sentences with one or two words in each gap.**

MoF Museum of Failure

Looking for crazy things to do in Sweden?

Visit the Museum of Failure and see a collection of [1] *100* impractical products which were supposed to be super innovative, but … failed!

Come and take a look at:
- a bicycle made of [2] _____
- [3] _____ and [4] _____ BIC female pens
- a famous food product which was [5] _____ the usual one

If you're lucky, you can talk to Dr Samuel West, who has run the museum since [6] _____, and learn about the reasons why some products fail. He can tell you there is nothing wrong with it – that's life! Perhaps a short visit to the Museum of Failure can teach you to be more [7] _____ future failures ☺

5 **Answer the questions.**

1 Would you like to visit the Museum of Failure? Why/Why not?

_____

2 Do you agree that we shouldn't be scared of failure? Why/Why not?

_____

4.7 Grammar 2

Defining relative clauses

1 **Watch the video and number the items in the order in which they appear.**

▶VIDEO 16

a the singer whose voice is amazing _____
b the weekend when it was Gloria's birthday _____
c someone who looks like Graham *1*
d the street where Graham's friend lives _____
e the phone which Graham wanted to buy _____

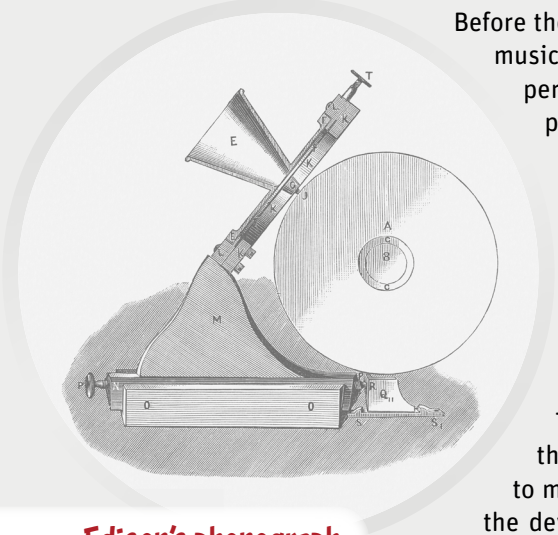
2 **Choose the correct options.**

Did you know ...?

1 Microsoft is a name ***which*** / ***who*** is now famous all over the world. Bill Gates and Paul Allen started the company in 1975.
2 *Spacewar!* was the first computer game. The person ***which*** / ***who*** created it in 1962 was Steve Russell.
3 A lot of different people worked towards creating the first computer, but Charles Babbage was the person ***whose*** / ***which*** work was perhaps the most important.
4 People first used the name Silicon Valley in the 1970s. It is the area in California ***that*** / ***where*** a lot of big computer companies have their offices.
5 It is difficult to think about a time ***when*** / ***where*** there were no mobile phones, but it isn't very long ago. The first mobile phones only went on sale in the 1980s.
6 The Black Diamond iPhone is made of real gold. It looks beautiful, but the price ***that*** / ***who*** you have to pay for it isn't so nice – $15.3 million!

3 **Complete the sentences with the correct relative pronouns. Use *who*, *which*, *where*, *when* or *whose*.**

The story of recorded music



Edison's phonograph

Before the nineteenth century, the only way to hear music was to listen to live musicians. The time [1] *when* this changed was the 1870s, and the person [2] _____ changed it was Thomas Edison. He invented the phonograph – the first machine to record and play music. However, Edison's machine was impractical and the sound [3] _____ it produced wasn't of high quality. The first music records were made in Washington D.C., but it was difficult to move them to places [4] _____ people could buy them because they were made of glass, and they broke easily! The early 1900s was a period [5] _____ records improved in quality, and famous singers started to sell recordings of their music. In the 1970s, companies developed CDs – the technology [6] _____ replaced records. These remained the most popular way of listening to music until the 2000s. The man [7] _____ company changed the way we listen to music forever was Steve Jobs. His company, Apple, developed the iPod, the device [8] _____ made the company famous throughout the world.

4 **Complete each sentence *b* by using a defining relative clause.**

1 a Fire was the first big invention. It changed the lives of humans forever.
b Fire was the first big *invention which changed* the lives of humans forever.
2 a Some people need glasses. They know that glasses were a really important invention.
b People _____ know that they were a really important invention.
3 a Johannes Gutenberg was a German printer. His invention changed the world.
b Johannes Gutenberg was a printer _____ changed the world.
4 a China is a country. People invented paper there in about 100 BC.
b China is the _____ invented paper in about 100 BC.
5 a The 1890s was an important time. People built the first cars.
b The 1890s was the _____ built the first cars.

5* **Translate into English.**

1 Researchers found a cure for a disease *which had already killed* (*która zabiła już*) over a million people worldwide.
2 Did you find the folder _____ (*w którym wcześniej zapisałem dane*)?
3 _____ (*Po tym, jak wygrała*) the prize for young inventors, Mila started her own company.
4 It was the same hotel room _____ (*w którym już zatrzymywaliśmy się*) before.
5 At the eco camp, I met a girl _____ (*której rodzice sprzedali swój samochód*) a few years before to be more eco-friendly.

1 Correct one mistake in each sentence.

1 You've just come back from your holiday, ~~didn't~~ *haven't* you?
2 It was raining heavily on the day which I met David.
3 They know nothing about scientific discoveries, don't they?
4 I suddenly realised that I didn't switch the phone off.
5 The new ear pods are so practical – they keep falling out of my ears.
6 Louis managed to draw some conclusions only after making several experiments.
7 Make sure you have a USB flash card with you to save your presentation.

2 Complete each pair of sentences with the same word.

1 a I couldn't call you because my battery had run _out_.
  b It took me quite a while to work _out_ an acceptable solution.
2 a I thought I had pressed the _____ switch and that the phone was off.
  b You can install a special device at home and generate your own _____.
3 a When the wheels _____, they produce electricity.
  b Can you help me _____ on this computer? I don't know where the switch is.
4 a He _____ some important discoveries as he was working in this lab.
  b I'm afraid these headphones are badly-_____ and they can soon break down.

3 Match the sentence halves.

1 You can now buy robots that _e_
2 My brother is someone who _____
3 I'd love to be someone whose _____
4 Australia is one place where _____
5 Sunday is the only day when _____
6 My neighbours are artists who _____

a invention changes the world!
b I'd love to live one day.
c don't use any modern technology!
d loves new technology.
e can clean your room for you!
f we don't have to get up early!

4 Complete the sentences with the correct forms of the verbs in brackets.

1 We _had tried_ (**try**) different things before we found a solution.
2 After she _____ (**invent**) a new machine, she won a prize.
3 When I saw him, Mark _____ (**not finish**) his experiment yet.
4 _____ (**they / create**) any inventions before they invented this product?
5 When the scientists _____ (**do**) the experiment, they wrote an article about it.

5 Choose the correct options.

A TASTY INVENTION



Ruth Wakefield was an American chef and dietician [1] _____ owned a restaurant in Whitman, Massachusetts. 1937 was the year [2] _____ came up with a tasty invention. Myth has it that one day while she was making cookies, she realised that she [3] _____ of cooking chocolate. She [4] _____ to buy it! So, Ruth decided to use normal chocolate instead. She chopped a bar into small pieces and [5] _____ the pieces would melt. When she took the cookies out of the oven, she [6] _____ the chocolate hadn't melted. By accident, Ruth invented the chocolate chip cookie – a dessert [7] _____ everybody loves!

1 A which B where C who
2 A when B that C where
3 A ran out B had run out C was running out
4 A has forgotten B had forgotten C forgot
5 A hoped B had hoped C hadn't hoped
6 A invented B worked out C discovered
7 A that B who C what

4.9 Writing

A blog post about a gadget

1 **Label the pictures with the names of gadgets a–e below.**

a wireless charger
b pocket-sized printer
c smart mug
d solar-powered backpack
e posture trainer device





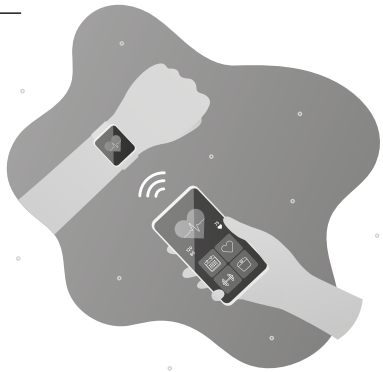






2 **Complete the descriptions with one word in each gap. Use the Key Phrases on page 146 to help you. Then match the descriptions with gadgets 1–5 from exercise 1.**

a You *should* *get* this gadget if you often need to charge your laptop on the go. *3*
b _____ _____ out if you're always looking for the lost phone cable. _____
c This is a great gadget _____ coffee drinkers. _____
d I can _____ _____ _____ anyone who has a problem keeping their back straight. _____
e The _____ _____ is that you can give someone the actual photo that you took with your phone. _____



3 **Choose the correct options.**

a First of all, ***thanks*** / ***because*** to a huge memory, you can store almost two thousand books on it.
b It's also extremely ***impractical*** / ***practical*** as I don't need to carry heavy books.
c One ***bit*** / ***minus*** is that you have to pay extra for a cover.
d But the covers come ***in*** / ***at*** different colours, so you can choose what you like.
e Anyway, my new e-book reader is light and ***well-made*** / ***useless***.
f Well, I've ***bought*** / ***had*** it for ten days now, so I can give you a proper ***origin*** / ***review***.
g I can recommend it to anyone ***who*** / ***which*** likes reading.
h I ***hate*** / ***love*** that the text on the screen is crisp and clear.

4 **Rewrite the sentences from exercise 3 in the correct order to make a blog post.**

Hi everyone!
Did you read my entry last week about my new e-book reader?

So, if you ask me – you must try it out!

5 **Do the writing task.**

Twój kolega dostał na urodziny zegarek typu *smart watch* i pożyczył Ci go na kilka dni. Na swoim **blogu**:
- poinformuj czytelników, jaki gadżet miałeś/miałaś okazję wypróbować, i napisz, w jakich okolicznościach miało to miejsce,
- opisz dwie cechy zegarka,
- napisz, komu i dlaczego taki zegarek może się przydać,
- napisz, czy chciałbyś/chciałabyś dostać taki prezent.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi, everyone! Guess what I've just borrowed from a friend of mine.

VOCABULARY

1 Choose the correct options. Whose idea is the best?



We've all heard of famous scientists whose [1] ***innovative*** / ***reliable*** ideas changed the world forever, like Thomas Edison or Alexander Graham Bell. What would *you* like to invent?

TomG51

I'd like to [2] ***make*** / ***come up with*** a solution to the problem of plastic waste. It would be great to [3] ***research*** / ***design*** a device for recycling plastic that is [4] ***practical*** / ***wireless*** and useful.

Libby_Lu

I'd love to invent a new [5] ***storage*** / ***file*** device with endless capacity but small and [6] ***badly-made*** / ***easy-to-use***!

BigMax

I love studying plants, so I'd like to become a famous biologist and [7] ***do*** / ***make*** an important discovery, for example a new medicine from a tropical plant.



For me, the best idea comes from _____ because _____.

2 Complete the sentences with the correct words.

1 No wonder you can't print the document – the printer is d *i s c o* n n *e c t e* d from the computer!
2 If I don't __ h __ __ g __ my phone immediately, it will just switch itself off.
3 The new photocopier is completely __ n __ __ l __ __ b __ e – it breaks down all the time.
4 What do you call the __ __ v __ m __ __ t of the earth around the sun?
5 The camera is __ n __ x __ __ __ s __ v __ , but well-made and reliable. Look!
6 The job of the lab team is to identify the problem and then come up with a __ __ l __ __ __ __ n.

GRAMMAR

3 Complete the sentences with the correct past simple or past perfect forms of the verbs in brackets.

1 The professor *was* (be) delighted to find out that his invention *had won* (win) a prize.
2 By the time I _____ (arrive) at the laboratory, everyone else _____ (finish) their experiments.
3 She _____ (work) at the university for several years before she _____ (make) her first important discovery.
4 When he _____ (see) the results, he realised that he _____ (just / discover) a new kind of clean energy.

4 Choose the correct relative pronouns.

Women inventors



There are a lot of women [1] ***who*** / ***whose*** / ***that*** inventions have changed our lives. Have you heard of their important contributions? When Margaret Knight worked in a factory in the US in the 1850s, factories were places [2] ***which*** / ***where*** / ***that*** there were a lot of accidents. Margaret designed a device [3] ***who*** / ***that*** / ***where*** made machines much safer to use. Mary Anderson was an American woman [4] ***who*** / ***whose*** / ***that*** invention has made driving a lot safer. She invented a device [5] ***where*** / ***that*** / ***who*** helps drivers when it's raining – the windscreen wiper!

ROUND-UP 1 2 3 4 5 6 7 8

5 Choose the correct options.

Junior Dragons' Den

Junior Dragons' Den is TV competition for young entrepreneurs. Young people [1] ***which*** / ***who*** / ***whose*** have ideas for new products present them to a team of business people, or 'dragons'. They try [2] ***persuade*** / ***in persuading*** / ***to persuade*** the 'dragons' to give them money so they can develop their ideas and start [3] ***sell*** / ***sold*** / ***selling*** their products. The participants have to work hard because the business people are not easy [4] ***convincing*** / ***convince*** / ***to convince***. It's important that they know their product well and don't make [5] ***any*** / ***no*** / ***some*** mistakes with the cost. Sometimes people fail because their ideas aren't very good, and sometimes they fail because they ask for [6] ***enough*** / ***too many*** / ***too much*** money. The show has been on TV [7] ***since*** / ***for*** / ***already*** a few years now and it [8] ***has already helped*** / ***was already helping*** / ***had already helped*** to fund a lot of successful new products. Have you got [9] ***too much*** / ***enough*** / ***a lot*** imagination and energy to come up with an idea and face the dragons?

LISTENING

1 09 **Usłyszysz rozmowę na temat znanego przedsiębiorcy. Odpowiedz na pytania zgodnie z treścią nagrania.**

1 In what way were Ford's cars innovative? *They were cheap enough for ordinary people to buy.*
2 Who designed the Model T? _____
3 What was Ford's job as a teenager? _____
4 What disabilities did some of Henry Ford's workers have? Name two.
_____
5 In what way did Ford fail as a politician? _____

READING

2 Przeczytaj teksty A–D na temat gadżetów elektronicznych. Dopasuj je do zdań 1–6. Dwa teksty pasują do dwóch zdań.



A

Are you wondering what to buy a family member for Christmas? Think no more and choose a gadget that everyone appreciates. This power bank can charge your phone wherever you are and is easy-to-use – you don't need to be a technology expert to discover the amazing benefits of this device. It might prove particularly useful when you're on holiday and constantly worried your phone might die. We tested it fifty times and it worked every time, so it's definitely reliable. At $39, it is far from expensive but it's well worth the money!

B

We've got something special for our loyal customers who value the high quality of our products. We are releasing an updated version of XB120! This innovative device is great if you're fascinated by the latest technologies and are really good with computers. To check information, you can either ask questions directly, or use the touch screen to find what you're looking for. It's wireless, of course, so you can put it anywhere you like in your room and even take it on holiday. The sound is really high quality, so it's great for listening to music. And the built-in camera is also very useful for making video calls.

C

Are you a true gadgeteer? If so, try out our latest invention – voice-activated trash can! OK, OK, laugh as much as you want, but just think about it – carrying a whole pile of trash in both hands, you no longer need to put some of that waste aside. Just tell the bin to open up and ... it opens like an Ali Baba's magic cave! And if you think that talking to a trash container is weird, just wave your hand (or foot if it's free) above the lid and there you go! Once you put it in your kitchen, you will keep it there forever.

D

What makes the best phone case? It needs to be reliable, well-made and sustainable. So here you are – this innovative Pure&Clear has all these qualities. The case is a fantastic gift for any smartphone user. The accessory is very slim but extremely durable – it can protect the phone from drops from up to five feet. Plus, some good news for those of you who buy environmentally-friendly things – it's made of recycled, plant-based material. It is not the cheapest one in the accessories section, but it is definitely worth the price.

Which gadget:

1 is usually used in one place? _____
2 is rather expensive? _____
3 prevents your device from running out of power? _____
4 is always used without touching it? _____
5 has a protective function? _____
6 is a new version of an old device? _____

USE OF ENGLISH

3 **Uzupełnij obydwa zdania tym samym wyrazem.**

1 A ___Doing___ experiments is my favourite part of chemistry lessons.
B At the moment, Mel is ___doing___ very well at school.

2 A Most of my classmates had finished the test _____ the time I started the last task.
B There is no need to learn all of these dates _____ heart.

3 A Can you, please, _____ off the lights before you leave?
B To turn it on you need to press and hold the power _____ for a few seconds.

4 A Do you think scientists will ever come _____ with a solution to plastic pollution?
B Make sure you back _____ your data regularly in case the computer crashes down.

5 A During the interview I _____ some interesting facts about his past.
B Do you remember when Fleming _____ penicillin?

6 A Vaccines _____ millions of lives every year.
B Make sure you _____ your changes before closing the Word document.

4 **Uzupełnij każdą lukę jednym wyrazem, przekształcając wyraz podany w nawiasie.**

I really love all sorts of gadgets and I try to follow new trends in technology. I've recently come across a ranking of useless [1] ___inventions___ (**invent**).
One of the items on the list was called 'hoverbrella' – an umbrella with a drone which you do not need to carry in your hand as it can fly, or hover, above your head. To be honest, this is the most [2] _____ (**practical**) gadget I've ever seen. You can't be sure that the [3] _____ (**move**) of the umbrella will be exactly the same as yours. It's enough to make one sudden step in an unexpected direction and you'll get wet.
You may be able to use both of your hands underneath the umbrella, but I don't think you will stay [4] _____ (**complete**) dry.
The only advantage is the fact that the device is rather [5] _____ (**expensive**) – you might buy the 'hoverbrella' just to get a drone at a reasonable price.



5 **Uzupełnij każdą lukę jednym wyrazem.**

A sixteen-year-old called George Nissen invented the trampoline in 1934. Nissen [1] ___was___ an athlete [2] _____ loved gymnastics. He [3] _____ recently watched some acrobats at a circus. While they [4] _____ performing, they used a safety net. This inspired him to build an invention on which he [5] _____ bounce up and down. Nissen called his invention 'trampoline'. After improving the design, Nissen started a company [6] _____ produced trampolines. He showed his invention all over the country, and at one demonstration he performed with a kangaroo. A photo of the event appeared in newspapers around the world and the trampoline [7] _____ popular worldwide. In 2000, trampolining became an Olympic event. [8] _____ then, lots of trampoline parks have opened all over the world.

6 **Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Możesz dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 Do you remember the name of ___the scientist whose book___ (**scientist / book**) *A Brief History of Time* has sold millions of copies?
2 He didn't know the name of the city _____ _____ (**his parents / be**) born.
3 _____ (**who / really / discover**) America? Christopher Columbus or Leif Eriksson?
4 You save your work regularly, _____ _____ (**not / you**)?
5 Mr Thomas _____ (**be / our teacher**) for several years before I realised he was a famous inventor.
6 His daughter was the person _____ _____ (**he / write**) the book with.

WRITING

7 **Przeczytaj polecenie i wykonaj zadanie.**

Koledze z klasy, który wyjeżdża za granicę, chcecie kupić wspólny prezent. Zdecydowaliście się na elektroniczny gadżet.
Na swoim **blogu**:

- opisz, dla kogo i z jakiej okazji kupujecie prezent,
- poinformuj, co wybraliście, i uzasadnij wybór,
- napisz, czy sam/sama chciałbyś/chciałabyś dostać podobny prezent, i wyjaśnij, dlaczego/dlaczego nie,
- poproś czytelników o polecenie konkretnego modelu urządzenia.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi, everyone! Today I want to tell you about a present my friends and I are planning to buy for a classmate.

5 LET'S GO

Vocabulary

▶VIDEO 17

Vocabulary 1

Transport

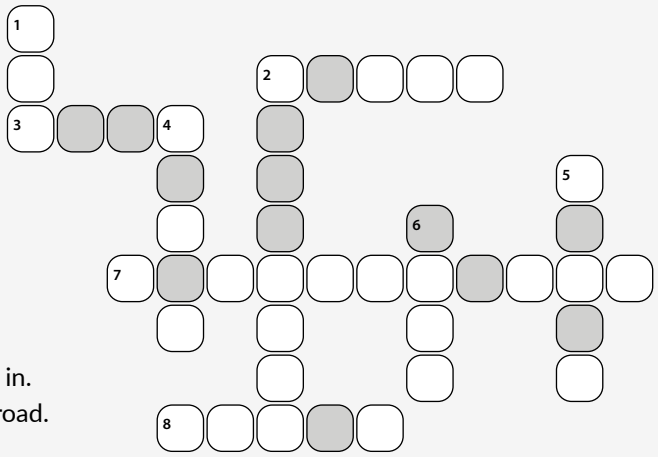
1 **Do the crossword. Then use the shaded letters to complete the sentence.**

Across

2 This is a big bus that travels long distances.
3 You travel on this big boat on the sea.
7 You travel under the ground on this train.
8 This is a kind of boat that carries passengers for short distances across water.

Down

1 This carries lots of passengers by road in a town or city.
2 You travel in this to go up a mountain.
4 This flies very fast in the air.
5 This is a small thin boat that one or two people can ride in.
6 This is a kind of bus, but it goes on metal tracks on the road.



Luke wants to travel by h_____ a_____ b_____.

2 **Translate into English.**

1 Many people say their dream _____*destination*_____ (*cel podróży*) is Bora Bora.
2 _____ (*opłata za taksówkę*) was unreasonably high, so I refused to pay.
3 We stayed on the mountain top for a while to admire _____ (*widoki*).
4 The driver _____ (*pojazdu*) caused an accident.
5 Our train _____ (*odchodzi*) from the central station at 11.
6 One of the options is to _____ (*wynająć samochód*) in the city centre.

3 **Read the WATCH OUT box and complete the sentences.**

1 I've always enjoyed foreign _*travel*_ more than local holidays.
2 Last year my parents went on a ten-day _____ of southern France.
3 We're going on a _____ to Disneyland!
4 The _____ was long and tiring and I need to rest.
5 Air _____ was hit hard by the COVID-19 pandemic.

WATCH OUT ***Journey, tour, travel, trip***

journey – an act of travelling from one place to another, especially long distance (*podróż*)
tour – visiting several places for pleasure (*wycieczka objazdowa*)
travel – the activity of travelling (*podróżowanie*)
trip – an occasion when you go somewhere and come back; also: a part of a journey to or back from a place (*wycieczka*; *droga*)

4 **Answer the questions.**

1 What do you think people look forward to doing when they come back home from a trip?
_____
2 Which country would you most like to travel to? Why?
_____
3 Which tourist sites in your country would you like to visit? Why?
_____
4 What's the longest journey you have ever been on? Where did you go?
_____

5★ **Complete each pair of sentences with the same word.**

1 a I usually _*take*_ a lot of photos during the summer.
b Why don't we _*take*_ a trip at the weekend?
2 a What's the best way to _____ around London?
b I need a break – let's stop and _____ out of the car for half an hour.
3 a Do you know when Grandma and Grandpa _____ from their holidays?
b Don't forget to _____ these books to the library today.
4 a How long is the bus _____ to the centre?
b Did you enjoy the rollercoaster _____?
5 a We want to _____ off very early tomorrow to avoid traffic jams.
b My parents are planning to _____ up their own business.

1 **Watch the video and correct the sentences.**

▶VIDEO 18

1 The train leaves at ~~7 am~~ *6 am*.
2 Gloria asks Graham how they are going to get to the airport.
3 Maybe Graham will call his sister to ask for a lift.
4 It's going to be very hot on the beach the entire weekend.
5 Graham is sure they'll have a hard time.

2 **Complete the sentences with the correct forms of the words from the box. Do these sentences describe plans or predictions?**

be climb leave ~~rain~~ spend stay

1 Look at the sky! It's *going to rain* any minute now. *prediction*
2 My cousins from Italy have invited me, so I _____ _____ my summer holidays at their house.
3 The agency has sent a brochure – it seems we _____ in a fabulous hotel!
4 Hopefully, the trip _____ very expensive – otherwise I'll need to cancel it.
5 We _____ Rysy sometime this summer, probably in early September.
6 Dad _____ for work 15 minutes earlier tomorrow, as on every Friday.

3 **Read the WATCH OUT box and choose the correct options.**

People have talked about space tourism for a long time, but many people now believe it [1] ***will definitely happen*** / ***definitely will happen*** soon. Some space travel companies even say they [2] ***are sending*** / ***are going to send*** their first customers into space within the next few years. The flights [3] ***probably won't be*** / ***won't probably be*** very long, and one thing that's certain is that they [4] ***will be*** / ***are*** very expensive! But many people like me hope that in time the price [5] ***will be*** / ***isn't going to be*** low enough for normal people to enjoy the amazing experience of seeing the Earth from space. So I [6] ***'m not going to plan*** / ***don't plan*** a trip this year, but I [7] ***won't start*** / ***'ll start*** saving money for the future!

WATCH OUT ***Probably* i *definitely***

Przysłówki ***probably*** (prawdopodobnie) i ***definitely*** (z pewnością) stawiamy po ***will***, ale przed ***won't***.
*I **will probably**/**definitely** travel when I finish university.*
*I **definitely**/**probably won't** leave school this year.*

4 **Complete the dialogue with the correct future forms of the verbs in brackets.**

A: Hi Ben, it's Adnan. I'm calling about our trip to the Science Museum on Sunday.
B: Yes, great! What time [1] *are we meeting* (we / meet)?
A: How about 12? The museum [2] _____ (open) at 11.
B: Yes, that's fine – I can meet earlier if you want. I hope my brother [3] _____ (give) me a lift. And you? How [4] _____ (you / get) there?
A: I was thinking about a train. But it [5] _____ _____ (not arrive) until 11:45, so we could meet at 12.
B: OK, no problem.
A: Perhaps your brother would like to come to the museum with us?
B: I don't know, I [6] _____ (ask) him.
A: OK, cool. See you there!

5 **Write answers about you. Write full sentences.**

1 What time does school start tomorrow?
School starts tomorrow at 8 am.
2 What are you doing this evening?
_____
3 What are you going to do next Saturday?
_____
4 What time will you probably get home this evening?
_____
5 How much sport are you going to do this week?
_____
6 When does your next school holiday begin?
_____
7 Do you think you will ever travel into space?
_____

6* **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to five words in each gap.**

1 In the new year I *'m going to start writing* (start / write) a blog about teen travel in Poland. What do you think?
2 What time _____ (concert / begin)?
3 I can't meet up today. My grandparents _____ (come / visit) us this afternoon.
4 I _____ (go / dentist) on Saturday morning, so I'll definitely be late for football practice.
5 The gym _____ (close) six o'clock on Sundays.
6 Melanie _____ (probably / become / traveller) in the future – she's always on the road.

5.3 Speaking

Buying tickets

Key Phrases ▶VIDEO 19

1 Who says these phrases – the ticket agent or the customer?

1 Can I help you? *ticket agent*
2 Are you paying cash or card? _____
3 How much is it? _____
4 Are you travelling now? _____
5 Are you a student? _____
6 How long does it take? _____

2 Complete the dialogue with 3–6 words in each gap. Use the word in brackets, but do not change its form.

A: Good morning. [1] *Can I help you?* (help)
B: Yes. I'd like two tickets for the bus to the city centre, please.
A: Of course. [2] _____ (now)?
B: Yes, we'd like to get on the next bus.
A: That's fine. [3] _____ (or)
B: Return, please. We're coming back this afternoon. [4] _____ (does)
A: About 15 minutes. And the buses leave every half hour.
B: That's great, thanks. [5] _____ (much)
A: The tickets are £2.50 each, so that's £5. [6] _____ (paying)
B: Cash, please. Here you are.

3 Look at the photos and complete the sentences.

All three photographs show girls who are [1] *buying tickets*. The girls are in different places and they are paying in different ways. In photograph 1, the girl is buying a ticket from a ticket machine at a railway station or an airport and she's paying with her [2] _____. In the second photo, the girl is buying a ticket from [3] _____ and she's paying [4] _____. In the last photograph, the girl is buying a ticket from a [5] _____ on the bus and she's paying [6] _____.

4 Complete the dialogue with one word in each gap. Which of the photographs in exercise 3 shows Beth?

Linda Hi Beth! You're finally here! Did you come by bus?
Beth Yes, I took one from the airport.
Linda How long was the [1] *ride*?
Beth Only thirty minutes.
Linda That's pretty fast! Did you buy a monthly [2] p_____ like I told you?
Beth Well ... no. I had some problems, you know. I wanted to buy one from a ticket machine at the station, but it was broken – I couldn't pay with my mobile.
Linda So what did you do?
Beth I decided to buy the ticket on the bus.
Linda From the driver?
Beth No, they only [3] a_____ cash, which I didn't have. There was a ticket machine on the bus. I could pay with my mobile, but I had to buy a [4] s_____ ticket [5] v_____ for forty minutes.
Linda Did you at least buy it with a student [6] d_____?
Beth Yes, forty percent.

5 What can you say in these situations? Use the words in brackets.

1 Kupujesz bilety na pociąg podmiejski do centrum Londynu. Zapytaj, jak często pociąg kursuje. (**run**)
How often does the train to the city centre run?

2 Koleżanka z Anglii chce kupić bilety na pociąg z Warszawy do Zakopanego. Poinformuj ją, jak wybrać najtańszą opcję. (**online, advance**)

3 Kupujesz bilety i okazuje się, że automat nie przyjmuje karty. Zapytaj przechodnia o najbliższy bankomat. (**nearest cash machine**)

4 W okienku na stacji zapytaj, ile kosztuje bilet powrotny na lotnisko. (**airport, cost**)


1


2


3

An article about student exchange programmes

home | blog | comunity

Most people would love to travel the world, but it isn't easy if you're young and you don't have much money. Are you one of them? Well, if you're going to travel the world during your studies, do it easily and cheaply – through student exchange programmes. These will allow you to spend time in another country; you will live with a host family and learn the language. We asked three young people to tell us about their experiences.



Did you know?
Learning to speak Mandarin Chinese is not too difficult, but to read and write, you need to learn over 2,000 different characters!

Jade, 19 **From: *the USA*** **Visited: *China***

I spent four weeks in China last year. [1] **The Chinese culture is very different from the western one**, and I found it really difficult to fit in, especially in the first week. But [2] **the family I stayed with were amazing**, and I got on really well with their daughter, Lee Chung, who's the same age as me. She's going to come and visit me here later this year, and I can't wait!

Szymon, 20 **From: *Poland*** **Visited: *Austria***

The best thing about my three weeks in Austria was improving my German – I'm much more confident about speaking now. Although [3] **Austria isn't very far from Poland**, I think the way of life is very different there. I think [4] **living in another country really opens your eyes to other cultures.** I've got lots of Austrian friends now, and I'll definitely go back next year to see them again.

Dale, 19 **From: *the UK*** **Visited: *France***

[5] **A student exchange is much more memorable than a holiday.** As a tourist, all you see is the tourist sites, but you're outside the culture. The great thing about an exchange is that you really experience the life and culture of a country. I only stayed for two weeks, but I learnt so much and made friends for life – and I learnt that [6] **French cheese is really tasty!**

1 **Read the article quickly and choose the best title.**

a How to plan your student exchange visit
b A great way to travel and learn
c Three reasons to avoid student exchanges

2 **Read the article again and answer the questions.**

1 Who is going to visit the same country again? *Szymon*
2 Who had problems with the culture at first? _____
3 Who thinks that on a normal holiday you don't see what life is like in a country? _____
4 Who is going to receive a visit from their new friend? _____
5 Who thinks they will remain friends with people they met for a long time? _____
6 Who thinks the main advantage of their stay was learning to speak the language better? _____

3 **Read the WATCH OUT | SKILLS box and look at the highlighted fragments 1–6 in the text. Are they facts or opinions?**

1 *fact* 2 _____ 3 _____
4 _____ 5 _____ 6 _____

WATCH OUT | SKILLS **Odróżnianie faktów od opinii**

W celu wyrażenia opinii autor tekstu może użyć wyrażeń takich jak ***I think ..., To me, ..., In my opinion,*** lub przymiotników wyrażających opinię, np.: ***great, fun, exciting, boring***.

4 **Read the article again and complete Weronika's email.**

New message

Hej Magda!
Nadal zastanawiasz się, co zrobić z wakacjami?
A może pojechałybyśmy na wymianę studencką?
Właśnie przeczytałam artykuł o tym, jaki to doskonały pomysł dla osób takich jak my, które chciałyby podróżować, ale [1] *nie mają pieniędzy*.
Kilkoro studentów opisało w nim swoje doświadczenia. Na przykład, jedna Amerykanka spędziła [2] _____ w Chinach. Chociaż początkowo miała problem z przystosowaniem się do życia w tym kraju, to potem bardzo zaprzyjaźniła się z córką gospodarzy, i teraz ta córka [3] _____. Dwóch chłopaków, jeden z Polski, a drugi z Wielkiej Brytanii, napisało, że dzięki wymianie poznali [4] _____, w których przebywali. Obaj pochwalili się, że dzięki wymianie mają [5] _____.
No i co powiesz? Spróbujemy?
Weronika

5 **Would you like to take part in a student exchange programme in the future? Why/Why not?**

_____
_____
_____
_____

5.5 Vocabulary 2

Types of holiday • Holiday equipment

1 Complete the posts.



Hurray! Two weeks on this lovely *beach*!



_____ always make me calm ... #topoftheworld



This small cottage by the _____ is my place for the weekend. What's yours?



Sunday walk in the _____, lots of fresh air ;)



You got me scared, @RaytonLand! The best _____ _____ ever! Lots of great rides and attractions.

2 Complete the definitions.

1 *city break* – a short holiday during which you visit places in a city
2 _____ – something that you buy to read about tourist attractions
3 _____ – something that keeps you warm at night when you go camping
4 _____ – an all-inclusive trip arranged by a travel company
5 _____ – a small electric light with batteries inside that you hold in your hand
6 _____ – a place where people stay in tents

3 Change one wrong word in each sentence. The first letter of the word you need is given in brackets.

hostel

1 In our ~~hotel~~ , there are four ten-bedded rooms and four shared bathrooms.
2 Our hotel provides guidebooks for 450 guests. (a)
3 Young people often choose all-inclusive holiday to keep the cost of travel low. (b)
4 When we were in Paris, we did a lot of trekking. (s)
5 Let's book a nice wooden tent in the Swiss Alps for Christmas. (c)
6 How about taking a guided cruise of the castle? (t)

4 Complete the text with one word in each gap.

New message

Hi Marcus!
Greetings from Sopot! My friends and I thought we need to explore other regions of Poland, not just the south, and we decided to spend the weekend at the [1] *seaside*. And this is so different than going [2] **h**_____ in the mountains! There is nothing more relaxing than a [3] **b**_____ holiday – all you do is lie on the sand, swim in the sea (very cold, but still fun) and play frisbee. We also [4] **s**_____ a lot – my whole back is red because I didn't use enough [5] **s**_____!
Anyway, we are staying at a lovely [6] **g**_____ **h**_____ right by the sea. We could rent rooms here in July when you come to Poland, WDYT?
I attach some photos.
Kuba

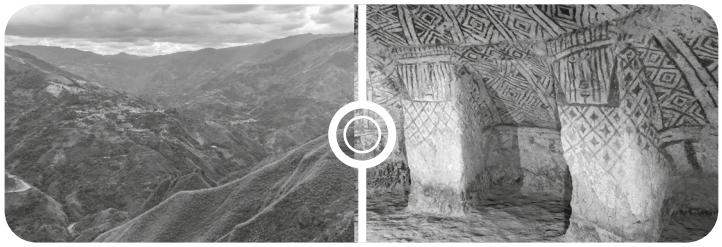




5★ Complete the dialogue. Write two words in each gap.

Mia I had no idea a [1] *backpacking holiday* (*wakacje z plecakiem*) could be so difficult!
Pete What do you mean?
Mia What I mean is that carrying [2] _____ (*namiot*) all the time makes me tired. Plus, you seem to choose means of transport which run twice a day!
Pete Well, I wanted us to pay as little as possible for the [3] _____ (*opłaty za autobus*) – that is why we need to wait a while. But the next bus [4] _____ (*odjeżdża za*) twenty minutes. You can rest then. In fact, you can sleep the entire journey.
Mia I will! And trust me – next year, I'll definitely go on a [5] _____ (*wczasy zorganizowane*) to lie by the pool all the time, and there will be [6] _____ (*żadnych pieszych wycieczek*) whatsoever!

Extreme adjectives



1 Choose the correct adjectives in Ana's blog post.

home blog

I'm really [1] *awful* / *delighted* because tomorrow I'm visiting the site of the Tierradentro to see the [2] *ancient* / *delicious* underground buildings. There are [3] *huge* / *tiny* mountains all around, and everyone says the views are [4] *exhausted* / *amazing*! There's no snow at the moment, so I hope it will be warm – I guess it's [5] *freezing* / *delighted* in the winter! We have to walk quite a long way to get there, so I hope I won't be [6] *ancient* / *exhausted* when we arrive. I'm going to be really careful and not drop even a [7] *tiny* / *huge* bit of rubbish – I think it's [8] *amazing* / *awful* when people don't look after these great historical sites. I'm looking forward to the trip and I'm sure it will be an [9] *ancient* / *unforgettable* experience. And I can't wait to have a [10] *delighted* / *delicious* meal back in our hotel in the evening! I'll post some photos tomorrow!

2 Choose the correct answers to complete Ana's sentences after her trip.

1 The walk to the site was _____!
a absolutely bad b very awful
c absolutely awful

2 I was _____ when we got to the site.
a really tired b very exhausted
c quite exhausted

3 But the views of the mountains were _____!
a very amazing b really amazing
c absolutely nice

4 The site is _____.
a very big b quite huge
c very huge

5 I was _____ to be there.
a very delighted b absolutely happy
c really happy

6 The experience was _____.
a absolutely memorable
b absolutely unforgettable
c very unforgettable

3 10 Listen to part of a radio programme about travel. Which questions are the people discussing? Choose two.

a What advantages can tourism bring to wild places?
b Should we limit the number of tourists who visit wild places?
c Do local communities benefit from tourism?
d How many tourists visit wild places annually?

4 10 Listen again and choose the correct options.

1 According to James, the people who visit wild places like Antarctica
A don't think about the problems tourism causes for the environment.
B don't really care about the environment.
C don't damage the environment on purpose.

2 What limits the number of tourists to Antarctica?
A A new law.
B Special actions of local people.
C The weather.

3 According to James, the biggest problem in the Galapagos Islands comes from
A pollution in the sea from ships that bring visitors.
B waste that tourists leave on the islands.
C disturbed animals.

4 According to James, tourism
A doesn't usually help local farmers.
B often provides money for local people.
C could bring more benefits worldwide.

5 What does James believe about tourism in wild places?
A We should stop it completely.
B We should control it.
C We should promote it.

5 10 Choose the correct options. Then listen again and check.

1 Today we're talking about wild places *like* / *example* Antarctica.
2 *Good example* / *Basically*, more and more people are attracted to these places.
3 *Like* / *So*, a lot of people want a new law to limit the number of tourists each year.
4 But *for example* / *apparently*, tourists create problems there, don't they?
5 *A good example* / *For example* is Easter Island.

6 10 Answer the questions.

1 According to James, why do more and more people want to visit places like Antarctica and the Galapagos Islands?
They want to visit these places because they are very beautiful.

2 What kind of damage do tourists do in the Galapagos Islands?
_____

3 Why doesn't tourism help local people?
_____

4 According to James, what is the benefit of tourists visiting wild places?
_____
_____

5.7 Grammar 2

Modal verbs: present and past

1 **Watch the video and complete the summaries.**

▶VIDEO 20

a Graham and Gloria mustn't be late for their [1] *train*. Unfortunately, Graham has forgotten his snacks for the trip. As he can't go without his [2] _____, he has to go back to get it. So when Graham's mum arrives, they have to [3] _____ for Graham.

b As a child, Gloria had to [4] _____ every day and she wasn't able to [5] _____. Graham says he couldn't [6] _____ long either, but that's not true!

2 **Read the WATCH OUT box and choose the correct options. In one sentence, both options are correct.**

1 Luckily, I ***was able to*** / ***could*** get to the airport on time.
2 My brother ***was able to*** / ***could*** swim very well when he was five.
3 Travelling to wild places ***could*** / ***couldn't*** teach you a lot about the environment.
4 While travelling, remember that you ***can't*** / ***are able to*** get all the energy you need from protein bars.
5 You ***couldn't*** / ***mustn't*** ride a motorbike without a helmet on.
6 It's important to stay in touch with your parents when you're away, but you ***don't have to*** / ***must*** call them every day.
7 I ***don't have to*** / ***mustn't*** do any homework today because tomorrow is Sports Day at school.
8 You ***can't*** / ***have to*** drink lots of water while trekking to avoid dehydration.



WATCH OUT **Przeszłe umiejętności i możliwości**

Aby mówić o umiejętnościach i ogólnej możliwości lub jej braku w przeszłości, używamy ***could/couldn't*** lub ***was/wasn't/were/weren't able to***.

Aby mówić o konkretnej sytuacji, w zdaniach twierdzących używamy ***was/were able to***.
W zdaniach przeczących możemy użyć zarówno ***couldn't***, jak i ***wasn't/weren't able to***.

3 **Complete what the people say about travelling. Use the modal verbs from the box. There is one extra modal verb.**

~~can't~~	could	don't have to	had to	must
mustn't	should	were able to		

1 Ewa:
You *can't* buy bus tickets from the driver in Warsaw. You need to use the ticket machine on the bus.

2 Alan:
Hiking in the mountains is a great idea, but you _____ buy proper clothes so that you are prepared for various weather conditions.

3 Paco:
People _____ be allowed to spend their holidays the way they want. Last year, I _____ go camping because my parents made me, and I hated it!

4 Maddie:
You _____ forget about your health during school holidays. It's important to keep active and eat the right foods.

5 Krzysztof:
In most hostels you _____ book a bed well in advance. It's usually enough to call a day or two before checking in.

6 Daniela:
Last weekend, my friend and I were going to fly to London, but she got sick. Fortunately, we _____ return the tickets, but not all airlines allow passengers to do that.

4* **Choose the correct options.**

Small is beautiful

Getting around a city [1] ***can*** / ***should*** / ***has to*** be difficult. Buses and trains can be busy and walking just too slow. So what's the answer? Many people believe the future of city transport [2] ***will be*** / ***are being*** / ***are going*** micro-vehicles, like electric bikes, for example. These are becoming popular in cities all over the world. Electric scooters are now a familiar sight on the streets of Warsaw, Madrid and other cities. They offer fun ways to get around, although they are quite fast, so you [3] ***could*** / ***are able to*** / ***should*** be very careful. In Paris, they are provided by the city. All you [4] ***can*** / ***have to*** / ***mustn't*** do is pay a small amount using an app on your phone, and then jump on! Of course, micro-vehicles like these [5] ***aren't solving*** / ***aren't going to solve*** / ***will solve*** all the problems of city transport, but they [6] ***had to*** / ***may*** / ***should*** offer a quick and pollution-free way to make short journeys.

1 **Complete the sentences with one word in each gap.**

1 I was looking for the passport absolutely everywhere, but I *was* not able to find it.
2 I'm going to have a city _____ in Rome next month. Would you like to join me?
3 It's very dangerous around here – we _____ not stop anywhere.
4 Travelling with friends can give you a _____ of community.
5 The cathedral isn't far – just a short bus _____ from here.
6 Hurry up! It's _____ to get dark any time now.

2 **Choose the correct options in the messages.**



Hi Tom! Are you packed yet? Remember that we [1] ***'ll set off*** / ***are setting off*** very early tomorrow.

Yes, I am. And I [2] ***'m going to have*** / ***have*** an early night – no later than 9 in bed. And you? Is your backpack as heavy as mine?

No! I always pack [3] ***lightly*** / ***light***.

Me too, but this hiking equipment weighs tons! Anyway, don't forget the batteries for the [4] ***tent*** / ***torch*** and the sleeping bag. We [5] ***should*** / ***could*** also take some sunscreen in case it gets sunny. It's easy to get sunburnt high on the trail.

I have some, don't worry! I'm so excited – if there are no [6] ***traffic jams*** / ***vehicles***, we will be in Zakopane by two o'clock ☺.

3 **Correct the mistakes in the translations.**

1 *Musisz doliczyć zakwaterowanie.*
You must ~~to~~ add accommodation.
2 *Nasz pociąg odjeżdża o ósmej.*
Our train is leaving at eight.
3 *Walizka nie była zamknięta na klucz, więc pracownikowi ochrony udało się ją otworzyć.*
The suitcase wasn't locked, so the security officer could open it.
4 *Powinieneś kupić bilet w obie strony.*
You should buy a two-journey ticket.
5 *O nie! Zaczną bez nas.*
Oh no! They will start without us.

4 **Choose the correct paraphrase.**

1 You mustn't talk to the driver during the journey.
A You don't have to speak to the driver during the journey.
B Talking to the driver during the journey is forbidden.
C There is no need to talk to the driver during the journey.
2 We were able to save some money on plane tickets.
A We could pay less for plane tickets, but we didn't.
B The plane tickets could be cheaper.
C We managed to buy cheaper flights.
3 A taxi is picking us up.
A I've ordered a taxi for us.
B We're in a taxi now.
C I'll call and arrange for a taxi to pick us up.
4 I'll probably stay at a guest house by the seaside.
A I'm going to a guest house by the seaside.
B It is likely that I will book a guest house by the seaside.
C I'd like to find a guest house at the seaside.
5 You should hire a car to take a tour of the city.
A Taking a tour of the city by car is a must.
B The only way to move around the city is by car.
C If you want to get around the city, it's a good idea to rent a car.

5 **Choose the correct options to make logical mini-dialogues.**

1 X: Can I help you?
Y: _____
X: Every twenty minutes.
A Yes. When does the next train depart?
B How often does the bus to the centre run?
C Yes, please. How long will the journey last?
2 X: Have you made plans for the weekend yet?
Y: Of course! _____
X: Sounds great!
A My dad and I are going fishing on Saturday morning.
B I go to the cinema.
C I'll go on a hiking trip.
3 X: _____
Y: Yes, daily passes are twenty percent cheaper.
A Can I pay with my mobile?
B How much are the tickets?
C Is there a discount for students?
4 X: _____
Y: Sure. Cash or card?
A Can I have two single tickets to Grand Central, please?
B Do you accept credit cards?
C How much are the railway tickets to Paris?

5.9 Writing

A letter of complaint

1 **Read the sentences and write the problems they refer to.**

1 I had to wait for two hours at the station, and as a result, I was late for my exam.
d*elayed train*

2 I got the information after arriving at the airport. I didn't fly to my destination and I had to take a bus back home – a hundred miles from the airport!
c_____ f_____

3 The heat in the room was unbearable and nobody bothered to come and fix it.
b_____ a_____ c_____

4 All of the waiters in your restaurant that evening were extremely rude.
p_____ s_____

5 It's been twenty-four hours since I got off the plane, and my suitcase hasn't shown up yet. What exactly are you doing to find it?
l_____ l_____

2 **Complete the sentences with the missing verbs.**

1 I'd like to *make* a complaint about the meal I had at your restaurant last week.
2 I'm writing to _____ my disappointment with the package holiday organised by your company.
3 When I told the receptionist about the dirty pillows, she completely _____ me.
4 The manager of the hotel _____ to call a doctor. He simply said he would not do it.
5 I _____ to inform you that the food at your guest house is of very poor quality.
6 I'm afraid the standard of the spa and the swimming pool did not _____ my expectations.

3 **Write sentences using the prompts.**

1 I / write / complain / dirty bedsheets
I am writing to complain about dirty bedsheets.

2 matters / worse / bill / be / ridiculously high
_____

3 way / driver / behave / be / unacceptable
_____

4 conditions / train / be outrageous
_____

5 expect / full refund / journey cost
_____

4 **Translate into English.**

Dear Sir/Madam,
I am writing [1] *to complain about* (*aby poskarżyć się na*) the bad quality of food at your hotel. The meals in your restaurant do not only taste bad, but the products they are made of are not fresh.
I stayed at your hotel last week and after one day, I got very severe food poisoning. I called the reception to ask for help in arranging a doctor's appointment, but the receptionist [2] _____ (*nie wysłuchała mojej prośby*). [3] _____ (*Ku mojemu zaskoczeniu*), she said the hotel was not a hospital!
A situation like this [4] _____ (*jest poniżej standardu*) for a four-star hotel. [5] _____ (*powinniście upewnić się*) that a similar situation does not happen again. Also, I expect [6] _____ (*pisemnych przeprosin*) and a full refund. Otherwise, I am going to call health services to inform them about your unacceptable standards.
Yours faithfully,
Pauline Dawson

5 **Do the writing task.**

Wybrałeś/Wybrałaś się do intensywnie reklamowanego parku rozrywki, oddalonego o 100 kilometrów od Twojego miejsca zamieszkania. Niestety, standard spa i basenów znacznie odbiegał od tego, co obiecywał folder reklamowy.
W **e-mailu** do dyrekcji parku:
- wyjaśnij, w jakiej sprawie piszesz,
- opisz, z jakich atrakcji korzystałeś/korzystałaś i jakie problemy zauważyłeś/zauważyłaś,
- napisz, jak na Twoje zastrzeżenia zareagowała obsługa parku,
- poinformuj, jakiej reakcji ze strony dyrekcji oczekujesz.

Długość tekstu powinna wynosić od 100 do 150 słów.

Dear Sir or Madam,
I am writing to make a complaint about the unacceptable standards of the spa and the swimming pools at your amusement park.



VOCABULARY

1 **Complete the reviews with the words from the box. There are two extra words.**

~~by~~	campsites	canoe	drive	ride	set off
sites	sunscreen	tent	trip		



If you go to Morocco, you should definitely travel [1] *by* land rather than fly so that you can admire the amazing countryside. And if you want to experience the desert, why not [2] _____ across the sand on a camel? They are really amazing animals! It's best to [3] _____ early, before the sun gets too hot. Remember to cover up your shoulders, put on a hat and a lot of [4] _____ on your skin to protect it from the sun. Then just relax and enjoy the experience!

If you're visiting Yellowstone National Park, why not take a [5] _____ down one of the rivers in a [6] _____? There's nothing like the feeling of moving slowly across the water! Plus, it's nice to get away from the busy tourist [7] _____ that are always so crowded. And if you feel like an adventure, try spending a night at one of the [8] _____ along the river.

2 **Complete the text with the adjectives from the box.**

amazing	delicious	~~delighted~~	exhausted	huge
small	unforgettable			

A two-day birthday?

Most people enjoy their birthday and would be absolutely [1] *delighted* if it could last a bit longer than normal. But some people go to a [2] _____ amount of effort to achieve this. The way to create your own [3] _____ and extra-long birthday is to travel in a plane across different time zones, from New Zealand to Hawaii. If you do this, your birthday can last for forty-eight hours! This sounds absolutely [4] _____, but don't forget that you will spend the whole time in a plane, where the seats are quite [5] _____ and the food might not be [6] _____! And you will probably feel absolutely [7] _____ when your journey finally ends!

GRAMMAR

3 **Complete sentences 1–5 with the correct forms of the verbs in brackets. Use the present continuous or the present simple with future meaning.**

1 Joe *is meeting* (meet) his friends in town at two o'clock.
2 We _____ (go) shopping together tomorrow morning.
3 They _____ (have) a meal in a pizza restaurant at four o'clock.
4 The bus to the cinema _____ (leave) at five thirty.
5 The film _____ (start) at six o'clock.

4 **Translate into English. Then match sentences a–e to sentences 1–5 in exercise 3.**

a *Can you come* (*Możesz iść*) with us? *2*
b He _____ (*powinien wyjść*) in five minutes. _____
c _____ (*Nie musisz przypominać*) me! I never miss the trailers. _____
d _____ (*Nie mogłaś powiedzieć*) them to meet half an hour later? _____
e _____ (*Musimy złapać*) it. _____

ROUND-UP 1 2 3 4 5 6 7 8

5 **Complete the article with one word in each gap.**

Green flying?



There are a lot of people [1] *who* want to travel, but don't want to damage the environment. At the moment, a [2] _____ of pollution is caused by planes. This is because the planes [3] _____ carry us and our luggage use oil for fuel, and this is bad for the environment. In the past, scientists [4] _____ not able to produce cleaner fuels; now many people believe that in a few years there will be electric planes, or even planes that [5] _____ use solar energy. Some companies [6] _____ already developed small electric planes, but it [7] _____ probably take a few more years to produce larger passenger planes. Scientists believe that it will be possible [8] _____ develop planes that are cleaner and better for the environment [9] _____ the ones we use now. They also hope that this kind of travel won't cost too [10] _____ money. So, it seems that maybe you don't [11] _____ to worry about being a tourist in the future. Hopefully, in a few years' time you can plan which exciting places you [12] _____ going to visit without worrying about the environment.

LISTENING

1 11 **Usłyszysz dwukrotnie wypowiedź rezydenta biura podróży. Na podstawie informacji z nagrania uzupełnij w poniższych notatkach luki 1–6.**

Resident: *Simon* [1] *Berns*
Phone no.: [2] _____
On duty: *hotel lobby, every day except* [3] _____ *and Monday*
Extra trips
bus trip to Palma every [4] _____
[5] _____ *every Friday, price:* [6] _____



READING

2 **Przeczytaj tekst. Wybierz właściwą odpowiedź zgodnie z treścią tekstu.**

Gulliver's Travels

is a four-part satirical work by Anglo-Irish author Jonathan Swift. It was first published anonymously in 1726 as *Travels into Several Remote Nations of the World*. A classic of the English literature, it was one of the books that gave birth to the novel genre. It was in fact a parody of the then popular travel narrative and made fun of English customs and the politics of the day.

The book is written from the point of view of Lemuel Gulliver, a surgeon and sea captain, who describes his journeys to far-away places. In the first one, Gulliver is the only survivor of a shipwreck, and he swims to Lilliput – a place where very small (only 15 cm tall) people live. They are at war with a nearby country over which end of an egg people should break first when eating it. Gulliver assists the emperor in the fight, but refuses to fully conquer the other country, so he falls out of favour and runs away. Gulliver's second voyage takes him to Brobdingnag, a place inhabited by giants. When he is taken to the ruler, Gulliver tells him stories about his home country and the giants are shocked with what they hear about his civilisation. When Gulliver offers the king to help him make gunpowder, he is horrified. The third voyage is to the island of Laputa – a land of eccentrics who have great knowledge, but no practical ways to use their learning. For example, following the orders of scholars, farmers are busy extracting sunrays from cucumbers. Finally, Gulliver ends up in the land of the Houyhnhnms, a race of intelligent horses who are cleaner and more rational than dirty and greedy humans called Yahoos. The Houyhnhnms are very curious about Gulliver, but, after Gulliver describes his country and its history to the master Houyhnhnms, he concludes that the people of England are as unreasonable as the Yahoos. Although the novel is almost three centuries old, you can still learn a lot from it and the issues it brings up seem up-to-date. The people Gulliver visits represent various flaws of the English ruling class – two competitive parties, silly wars, or ridiculous laws, which only proves that we are in the same place we used to be 300 years ago.

The book also shows how easy it is to view others' perspective as absurd, while others may think the same about us. Finally, the book can teach you a lot about pride and how it holds you back in your understanding of the world.

1 Jonathan Swifts' book
- A made the author famous when it was published.
- B used to have a different title.
- C described the author's adventures during his travels.
- D described English politicians.

2 Gulliver does NOT meet the monarch in
- A Lilliput.
- B Brobdingnag.
- C Laputa.
- D the land of the Houyhnhnms.

3 Which is true about the journeys?
- A All three of Gulliver's adventures start with a disaster at sea.
- B The main character met people of different sizes every time.
- C In every adventure, the local people think the English are weird.
- D Each place stands for some disadvantage of the English society.

4 What would be the best title for the article?
- A The classics of English literature
- B The best voyages of Gulliver
- C Lessons to learn from *Gulliver's Travels*
- D The ruling class now and then

USE OF ENGLISH

3 Z opcji A–C wybierz poprawne tłumaczenie fragmentu zdania podanego w nawiasie.

1 When _____ (*dotrzemy na miejsce*)?
A are we reaching the destination
B will we get there
C are we at the destination

2 Fortunately, the city centre _____ (*nie musi być zamknięte dla pojazdów*).
A doesn't have to be closed to traffic
B doesn't have to close down for drivers
C mustn't be closed to vehicles

3 _____ (*Czy mogę prosić o bilet jednodniowy*) for zones 1 and 2?
A Can you sell me a day travel card
B I'd like to buy a one-day ticket
C Can I have a one-day pass

4 Twelve hours on the road? We _____ (*będziemy wykończeni*)!
A will be exhausted
B are going to be very exhausted
C are so tired

5 There are currently 195 countries in _____ (*świecie*).
A a world
B the world
C world

6 Would you like to take _____ (*wycieczkę objazdową po*) the islands near Venice?
A a tour about
B a journey of
C a tour of

7 I _____ (*kiedyś nie lubiłam*) travelling but now I love it!
A didn't use to like
B didn't like
C used to hate

4 Uzupełnij każdą lukę 1–6 jednym wyrazem.

WRITING

5 Przetłumacz fragmenty zdań na język angielski. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 The airline _____ *offered to pay* _____ (*zaoferowała, że zapłaci*) for the damaged suitcase.
2 _____ (*Kiedy mama się opalała*), my dad was swimming in the sea.
3 _____ (*Czy kiedykolwiek zapomniałeś*) to take your passport with you to the airport?
4 _____ (*Czy mógłbyś mi pomóc*) with my backpack, please? It's very heavy.
5 It was a _____ (*naprawdę niezapomniana wycieczka*).
6 _____ (*Nie wolno ci jeździć*) a bicycle without a helmet.
7 What time _____ (*startuje twój samolot*)?

6 Przeczytaj polecenie i wykonaj zadanie.

W trakcie krótkiego pobytu w Madrycie Twoja rodzina wynajęła na kilka dni samochód. Podczas procedury zwrotu auta okazało się, że firma kazała Wam zapłacić za wynajem dużo więcej, niż oczekiwaliście. W **e-mailu** do szefowej działu obsługi klienta, Melissy Lloyd:
- wyjaśnij, w jakim celu piszesz,
- podaj szczegóły wynajęcia auta (daty, miejsce itd.),
- opisz, jakie dodatkowe koszty musieliście ponieść,
- poinformuj, jakiej rekompensaty oczekujesz.

Długość tekstu powinna wynosić od 100 do 150 słów.

Dear Ms Lloyd,
I am writing to make a complaint about the car hire bill that we had to pay to your company.



My Travel Diary

Day 5: Friday

We [1] *have* just arrived in London (on the train from Paris) and we're having coffee in St Pancras Station. There's a piano in the middle of the station and there's a man [2] _____ is playing some amazing music. Apparently, [3] _____ piano was given to the station by Sir Elton John. Well, I'm so happy that I'm travelling! I [4] _____ never been to Europe before this trip, but I definitely want to come back. Tomorrow morning, we are going to visit the Tate Modern art gallery. We're going to [5] _____ the cable car across the River Thames! Unfortunately that will be our last day, because our flight [6] _____ really early on Sunday morning ...

6 BRAVO!

Vocabulary ▶VIDEO 21

Vocabulary 1

Describing works of art • Selfies

1 **Find ten adjectives describing art in the wordsearch. Look →, ←, ↑ and ↓.**

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

2 **Complete the sentences with the correct adjectives.**

1 The house was dark and dirty, and there were some d *r e a d f u l* works of art on the walls.
2 Karen looks g__r__o__s in every photograph, even when she's wearing sweatpants and a T-shirt.
3 This painting presents c__m__l__ issues and is difficult to understand.
4 Have you ever used b____ colours to paint the exterior of a house?
5 I got very __m__t___n___ after looking at the photos from my childhood.
6 The photographer won a prize for his exhibition of __o w____l war images.

3 **Move the adjectives in bold around to make the sentences correct.**

1 It's just a red circle on green background. I really don't understand ~~**bold**~~ *abstract* art.
2 Back in those days, portraying a woman in underwear was rather **abstract**.
3 The dark colours and sad faces make the picture **unique**.
4 I think the artist makes his paintings **depressing** on purpose – they really force you to think.
5 Thanks to the artist's unusual techniques and style, her paintings are really **confusing**.

4 **Complete the forum posts with one word in each gap.**

home blog

There are some amazing places in the world for selfies. What's your best ever selfie?

Tan96: My best ever selfie was at the top of Galdhøpiggen – the highest mountain in Norway. I used a selfie [1] *stick* to hold my phone up high and get a great view of all the mountains behind me. Just before I took the photo, the sun came out so the colours are amazing! I didn't have to [2] _____ it at all!



Abi_Jones: I'm not very good at taking photos, so I often add [3] _____ to them to make them look better. But last year I visited Yellowstone National Park in the USA. The scenery was amazing, and we saw a family of bears in the distance. I took a photo of myself, with the bears behind me. It's amazing, and the bears are completely in [4] _____, so you can see them really clearly. And I look really happy and relaxed!

JamesJ88: My best ever selfie was at Niagara Falls in Canada. It's a photo of my face, with the waterfall behind me. I love it because you can see how big and powerful the waterfall is. I [5] _____ it with my friends online, and loads of people liked it! I use this [6] _____ as a profile picture on all social media accounts.

5* **Complete the sentences with the correct forms of the words from the box.**

~~dread~~	imagination	impress	move	mystery

1 My older brother likes to surround himself with *dreadful* images from horror films.
2 For a six-year-old, she has _____ painting skills.
3 The final scene was so _____ that I started crying.
4 Who is this _____ girl in the photo? Do you know her name?
5 His designs are original and _____ – it's like a breath of fresh air.

The passive: present and past

1 **Watch the video and answer the questions.**

▶VIDEO 22

1 What has Gloria been invited to?
A modern art exhibition.
2 Has Graham been invited?
_____
3 Are they required to dress elegantly?
_____
4 When were the works of art painted?
_____
5 Who were they painted by?
_____

2 **Complete the sentences with the passive forms of the verbs in brackets.**

1 Fewer cameras *are sold* (**sell**) nowadays because most people have a camera on their phone.
2 When exactly _____ (**this photo / take**)?
3 I'd love to study photography, but it _____ (**not teach**) at my school.
4 _____ (**the charger / include**) in the price?
5 Not many people saw the photos because they _____ (**not post**) online.
6 I _____ (**never / invite**) to an opening of an art exhibition.

3 **Choose the correct options.**

Did you know?

The oldest photograph that still exists [1] _____ in the 1820s. It [2] _____ the view from the photographer's window.

Early cameras [3] _____ about thirty minutes to take a photo, so people [4] _____ to sit still all that time!

The first digital cameras [5] _____ in the 1970s.

Polaroid cameras [6] _____ since the 1970s. They [7] _____ photos, then they [8] _____ them for you about five minutes later.

The biggest photo in the world [9] _____ in 2015. It shows Mont Blanc and would be the size of a football field if it was printed out!

In 2011, someone [10] _____ a photo in New York for $4,338,500 – the most expensive photograph ever!

In 2010, the first photograph [11] _____ to Instagram. Now, over one billion photos [12] _____ on social media every day!

1 a has been taken b was taken c taken
2 a shows b is shown c was shown
3 a are needed b needed c were needed
4 a are told b told c were told
5 a made b are made c were made
6 a have been used b are used c were used
7 a are taken b were taken c take
8 a is printed b was printed c print
9 a was taken b are taken c is taken
10 a is bought b bought c was bought
11 a uploaded b are uploaded c was uploaded
12 a is posted b are posted c posted

4 **Rewrite the sentences and questions using the passive voice.**

1 Who built this monument?
Who was this monument built by?
2 Where did they make this sculpture?
_____
3 They pay a lot of money for the festival.
_____
4 We haven't decorated the hall yet.
_____
5 How do they choose the best photograph?
_____
6 When did they invent the camera?
_____

5* **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to four words in each gap.**

1 Who *was Guernica painted* (***Guernica*** **/ paint**) by?
2 How _____ (**pottery / make**)?
3 The exhibition _____ (**visit**) by over 20,000 people every year.
4 '_____ (**the photographs / show**) last year?' 'No, they weren't.'
5 The sculptures _____ (**keep**) safe in the museum since they were found in the thieves' flat.
6 All of Palazzo's paintings _____ (**already / sell**).

6.3 Speaking

Talking about photos

1 **Match the sentences halves. Then number the sentences in the correct order to make a photo description.**

1 In the background _____
2 This photo __d__
3 This is my favourite _____
4 On the left there is _____
5 My family is standing _____
6 We aren't looking _____

a picture from that holiday because it's so colourful. _____
b in front of the Guggenheim museum. _____
c at the photographer – we are admiring the sculpture. _____
d was taken in Bilbao. __1__
e a restaurant where we had lunch after going out of the museum. _____
f you can see a crowd waiting to go into the museum. _____

2 **Look at the photo and complete the sentences.**



1 The photograph shows _____
2 Maybe it's _____
3 In the foreground I can see _____
4 It seems to me that they are _____
5 The photo is quite _____
6 It looks like _____

3 **Translate into English.**

1 *Na środku widzę ogromne drzewo.*
In the middle I can see a huge tree.
2 *Każdy wydaje się być szczęśliwy.*
_____
3 *Chłopiec przedstawiony na pierwszym planie ma na sobie czerwoną kurtkę.*
_____
4 *Na zdjęciu jest czworo dzieci.*
_____
5 *Oni się chyba nie znają.*
_____
6 *Wszyscy ludzie ukazani na zdjęciu oglądają film.*
_____

4 **Choose the correct options.**

1 X: What can you see in the photograph?
Y: _____
a It seems they are teenagers.
b Three teenagers.
c The teenagers aren't wearing school uniforms.
2 X: _____
Y: I agree. It seems they know each other well.
a The people in the photo are holding hands.
b I guess the photo was taken by a professional.
c They look as if they are very good friends.
3 X: The girls are probably in a park.
Y: Really? _____
a It looks like a campus to me.
b They look like students.
c This photo is very good.

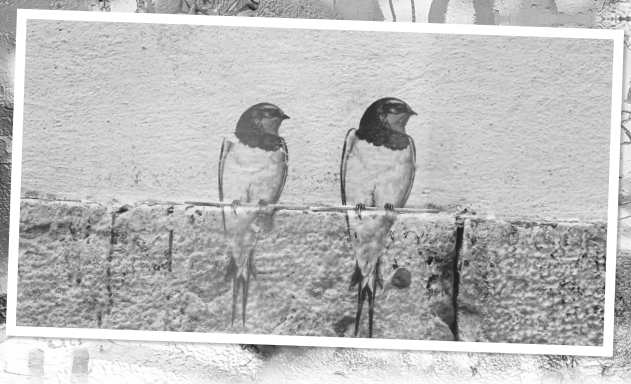
5 **Write a description of the photo below. Use the words and phrases from the box.**



art gallery classmates classical painting class trip
look as if seem uninterested sitting on a bench

_____
_____
_____
_____
_____
_____
_____
_____

An online article about graffiti



Graffiti: is it art?

It seems that wherever you go in cities, it's hard to escape from graffiti – on office buildings, in train stations and even on trains. In most cities, graffiti is a crime, but can it also be an art form? We asked for your opinions.

Jake

For me, graffiti is definitely a crime. The area where I live in London is always covered in graffiti and it definitely isn't art! It makes buildings look ugly, and it costs a lot of money to clean it off. I think people should have more respect for other people's property.

Alice

I think some graffiti art is amazing! I live in Bristol, and there are some places where people are encouraged to make street art. It's great, and it covers up some horrible grey buildings. Most graffiti artists don't have an art studio, so painting in the street is their only way to express themselves. And they aren't breaking anything, so I think it's great that it's allowed.

Stan

In my opinion, graffiti is a really exciting art form. I went to the Upfest festival in Bristol last year. It's the biggest street art and graffiti festival in Europe. Hundreds of graffiti artists paint all over the city. It's fantastic! Some of the paintings are made into prints and sold, and the money is given to charity.

Emma

I can see both sides of the argument. Graffiti can be annoying for people if it's on buildings near their home, or if it's just someone's name. These are definitely crimes. But it's important for young people to have places where they can express themselves. I think maybe there should be places where people are allowed to paint original street art.

Did you know?

Most graffiti artists don't sign their name on their work but they often put the same small drawing or set of letters next to it. This is called their 'tag' and shows that it is their work.

1 **Look at the images and read the title of the article. What do you think it is about? Read the article to check your answer.**

a suggestions for the best places to see graffiti art
b different opinions about graffiti in cities
c the history of graffiti art around the world

2 **Read the article again. Which person ...**

1 thinks that graffiti makes a city look more interesting? *Alice*
2 has attended a graffiti event? _____
3 expresses two different points of view? _____
4 mentions unattractive graffiti close to their own home? _____
5 believes that people should think about the people who own buildings? _____
6 thinks there should be different rules for different kinds of graffiti? _____
7 mentions how money is made from graffiti? _____
8 thinks that graffiti doesn't do any damage? _____

3 **Read the article again and complete Clare's email with up to four words in each gap.**

New message

Penny,
I've just read an article about street art. It shows different points of view which we might use for our presentation. For example, one guy who doesn't like graffiti says that it's messy and [1] *costs a lot of money to clean off* .
But other people defend graffiti artists. One girl from Bristol claims that many graffiti artists don't [2] _____, so graffiti art is their only way of expressing themselves.
I think that we should also mention the Upfest festival in our presentation (BTW, I've never heard of it before to be honest). Apart from the fact that it's the biggest street art festival in Europe, it also helps charities. How? They [3] _____ some of the paintings, and the money is donated to charitable organisations. Cool or what?
One more thing that can be included in our talk is what a girl called Emma said – that there should be some places around the city where [4] _____.
I'm attaching the link to the article. Is there anything else we might talk about?
Clare

4 **Who in the article do you agree with most about graffiti? Why?**

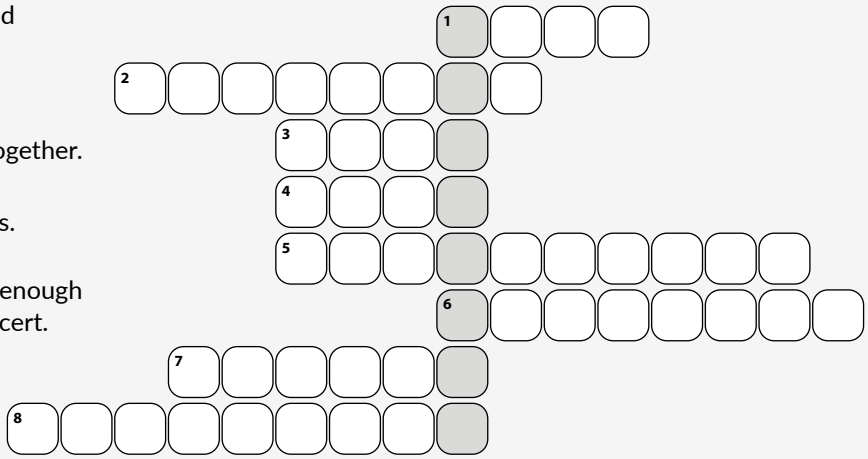
_____

6.5 Vocabulary 2

Performing arts

1 **Do the crossword and find the name of a famous singer.**

1 When music is performed or recorded during a concert and not in a studio.
2 A short break between two parts of a performance.
3 A group of musicians who perform together.
4 A theatre performance.
5 Someone who writes music and lyrics.
6 When you sing, dance, or act so that someone can decide if you are good enough to perform in a particular play or concert.
7 The skill of performing in films or theatre plays.
8 A large group of musicians playing classical music.

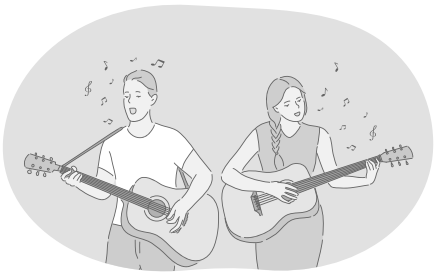


2 **Complete the sentences.**

1 I don't like *r o c k* music – it's too loud.
2 I'm going to see a Broadway musical to write a __ __ v __ __ w for the school magazine.
3 Christopher Nolan is a famous Hollywood __ __ r __ __ t __ __.
4 The actor forgot his lines for a moment, but the __ u __ __ __ n __ __ didn't notice anything.
5 Before every play, we rent some of the __ __ s __ __ m __ s and some are handmade.
6 I usually write the lyrics first and I ask a __ __ m __ __ s __ r to add the music.

3 **In each sentence there in one wrong word. Correct the mistakes.**

1 Would you like to ~~sing~~ *act* in Shakespeare's plays?
2 My teacher suggested we should put out a performance at the graduation ceremony.
3 You can join our band only if you play the instrument.
4 Do you prefer performed or visual arts?
5 I have to say life concerts are my favourite type of entertainment.
6 We're looking for someone who'd like to play a guitar in our band.



4 **Answer the questions.**

1 Would you be afraid to perform in front of live audience?
_____
2 Would you rather act in a theatre play or be a film director?
_____
3 Do you read reviews before watching a film?
_____
4 What kind of a music band would you like to be in?
_____

5* **Complete the text with the words and phrases from the box. There are two extra words or phrases.**

~~acting~~	costumes	emotional	gorgeous	main part
mysterious	outstanding	reviews	theatre group	

My sister, Elena, has always been very good at [1] *acting*. She has wanted to become an actress ever since I can recall. Last year, she joined a [2] _____ and she immediately got the [3] _____ in the play they were putting on. They were practising for six months. The opening night was last Saturday. Elena looked [4] _____ on stage. The last scene of the play was so [5] _____ that most of the audience cried. She gave such an [6] _____ performance that she received excellent [7] _____ from the local newspaper.



A radio programme about unusual works of art

1 **Read what six people said about their art. Complete the type of art that each one is talking about.**

1 f*a s h i o n* d*e s i g n*

I love clothes, and it's really exciting to create clothes that are new and different.

2 p__t__g_____y

I always have my camera with me, and I'm always looking for opportunities for great pictures.

3 i__t__ll_____n a__t

I love building really big works of art in public places. It's great to see so many people enjoying them.

4 g_____c d__s__n

I've always loved books, and I really enjoy working with the text and pictures to make the pages look attractive.

5 __c__t_____r__

I've always enjoyed building blocks and making installations. Now I just love the fact that I can create a place which someone else can call home.

6 g_____ti a__t

Some people complain about my work, but I think it makes the city more interesting and colourful.

2 **Complete the profiles of three young artists. Use words formed from the words in brackets at the end of each profile.**

Three young artists to follow on Instagram

Cecilia Cassini wanted to become a fashion [1] *designer* from the age of ten. She enjoys [2] _____ clothes that are colourful and stylish. She has won awards for some of her [3] _____. (**design**)

Dimitra Milan started [4] _____ at a young age and is now a respected young [5] _____. She uses art to express her feelings, and her [6] _____ often contain ideas from dreams. (**paint**)

Anastasia Volkova started her journey in [7] _____ by taking selfies in ordinary locations. Now, she's a well-known travel [8] _____ and YouTuber. Anastasia's professional [9] _____ focus on fashion. Her mobile shots are mostly about the beauty of travelling. (**photograph**)

3 **You are going to listen to a radio interview. First, read the WATCH OUT | SKILLS box. Then look at the notes and match gaps 1–7 to the types of information a–f. Use one of the letters twice.**

a a name
b a nationality
c a number
d objects
e a period of time
f a place



THE BRUGES WHALE

a Real name: [1] *Skyscraper*
_____ Height: over [2] _____ metres
_____ Made from: plastic that was found in [3] _____

SEVEN WASTED MEN

_____ By: [4] _____ artist Michelle Reader
_____ Made from: things they threw away in a period of [5] _____

PORTRAIT OF PRESIDENT OBAMA

_____ By: [6] _____ artist Jane Perkins
_____ Made from: shells, buttons and different kinds of [7] _____

WATCH OUT | SKILLS

Wyławianie z nagrania informacji szczegółowych

Przed wysłuchaniem nagrania zastanów się, jakiego rodzaju informacji będziesz potrzebować, by rozwiązać zadanie: liczb, dat, imion lub nazwisk, a może narodowości? Jeśli przygotujesz się w ten sposób, łatwiej będzie Ci wyłowić z tekstu potrzebne dane.

4 12 **Listen to the interview and complete the notes in exercise 3.**

5 12 **Listen again and answer the questions. For question 5, give your own opinion.**

1 How much plastic was used to make the Bruges Whale?
Four thousand kilos of plastic were used.

2 Where did the plastic come from?
_____

3 How big are Michelle Reader's sculptures?
_____

4 Where does Jane Perkins find materials to make her portraits?
_____

5 Do you think art is a good way to make people think about the problem of waste? Why?
_____

6.7 Grammar 2

The passive: modal verbs and future tenses

1 **Watch the video and complete the sentences.**

▶VIDEO 23

1 The sculptures mustn't be *moved*.
2 The sculptures can only be _____ when they need to be _____.
3 The red sculpture is going to be _____ in the National Gallery.
4 If Graham doesn't stop, he and Gloria will be _____ to leave the gallery.

2 **Complete the sentences with the passive forms of the verbs from the box.**

clean	give	hear	publish	put up	~~return~~

1 Remember that the costumes have to *be returned* next week.
2 These sculptures mustn't _____ with soap.
3 The rock band was practising and the songs could _____ in the entire neighbourhood.
4 When will the review _____? I can't wait to see if the critic liked our performance.
5 One of the plays during the festival is going to _____ by our school theatre group.
6 I honestly think that the prize should _____ to the guy who played the main part.

3 **Change the sentences into passive voice.**

1 You mustn't photograph the sculptures in the museum.
The sculptures in the museum mustn't be photographed.
2 They will open the exhibition later than expected.
_____
3 You need to complete the form today.
_____
4 Shouldn't you invite the whole class?
_____
5 The students will probably perform the play three times.
_____
6 Are you going to send this package?
_____

4 **Complete the text with the correct forms of the words in brackets. Add any other necessary words. Use passive or active.**

Junk Kouture is a competition that takes place each year for young fashion designers. They have to design exciting new clothes, using only rubbish or waste materials.

Here are the rules of the event.

RULE 1 No fees *need to be paid* (need to / pay) for participating in the event.

RULE 2 Entries _____ (must / submit) via the Junk Kouture App.

RULE 3 Applications _____ (will / not / consider) unless all of the documents are uploaded via the app.

RULE 4 Designers above the age of nineteen _____ _____ (cannot / enter) the competition.

RULE 5 The designs _____ (can / make) from different materials, e.g. old flags from football matches, old takeaway menus and old egg boxes.

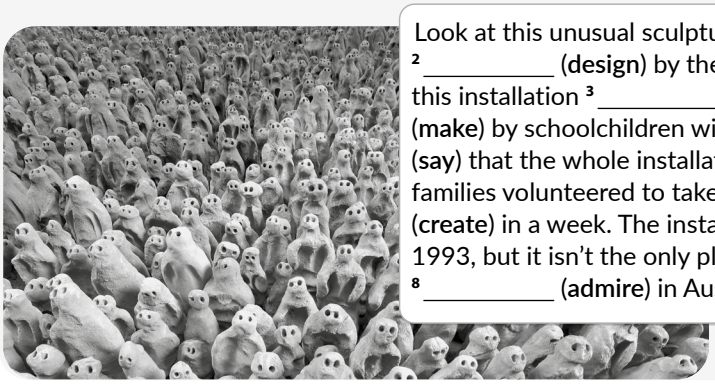
RULE 6 All questions _____ (should / send) to the organisers.

RULE 7 Next year, the winners _____ (will / choose) by an online vote.

5 **Complete the sentences with the correct forms of the words in brackets. Then give examples.**

Give an example of:
a a book that *has to be read* (have to / read) for your Polish classes: _____
b an event that _____ (going / organise) in your school this semester: _____
c a grade of yours that _____ (might / improve): _____
d something that _____ (cannot / bring) to school: _____
e a place in the school where food _____ (must not / eat): _____
f a part of your home that _____ (should / renovate): _____

6* **Complete the text with the correct forms of the verbs in brackets.**



Look at this unusual sculpture! It [1] *is called* (call) *Field for the British Isles* and it [2] _____ (design) by the British sculptor Antony Gormley. If you look closer, this installation [3] _____ (consist) of about 40,000 clay figures which [4] _____ (make) by schoolchildren with their parents and grandparents. It needs [5] _____ (say) that the whole installation was a huge project – about 100 students and their families volunteered to take part in it. All of these figures had to [6] _____ (create) in a week. The installation [7] _____ (exhibit) at the Tate Liverpool since 1993, but it isn't the only place where you can see it. Five other versions of *Field* can [8] _____ (admire) in Australia, Mexico, Brazil, Sweden and China.

1 **Decide if the definitions are correct or not. If they are wrong, change the underlined words.**

self-portrait

1 A ~~selfie~~ is a painting that someone does of themselves.

2 If you add a photo, you put it online so that other people can see it.

3 If a photo goes viral, it becomes very popular online and a lot of people look at it.

4 If you add images to a photo, you use special effects to change the appearance.

5 If a photo is out of focus, it doesn't look clear, and you can't see the people or things in it very well.

6 A photo shoot is a photo that you take very close to something, so that you can see the details.

2 **Complete the advert for a phone with the words in the box.**

lens	out of focus	~~photo shoot~~	selfie stick
shutter	tripod		

Perfect photos every time!



If you're into taking photos, the new TriStar phone is amazing! Easy to use, but also good enough for a professional [1] *photo shoot*. Use the controls to show your subject. The phone will judge the distance, so your photos will never be [2] _____. Professional photographers often put their camera on a [3] _____ so that it stays completely still when they press the [4] _____ and take a photo.

With the TriStar phone, you don't need to do this because it's so easy to hold in your hand. You'll get perfect photos every time! It also has an extra zoom [5] _____ for making things look bigger, so you can take great close-ups.

Special offer: a free 80 cm [6] _____ for taking those perfect photos of yourself!

3 **Rewrite the sentences using the passive voice. Omit *by* + ... where it is not necessary.**

1 Nobody has pressed the shutter.
The shutter *hasn't been pressed* _____.

2 They didn't invite me to sing at the gig.
I _____.

3 A top London theatre might put on my play.
My play _____.

4 Nineteenth-century opera fascinates me.
I _____.

5 A famous artist reviewed my works.
My works _____.

4 **Choose the correct options.**

No more selfies with animals?

In wildlife parks all over the world, tourists [1] _____ the chance to hold a wild animal and take a selfie, and most people love doing this! A lot of these photos [2] _____ online, and other people then [3] _____ for them. But recently, warnings [4] _____ on the social media site Instagram about these 'animal selfies'. The company [5] _____ to do this by wildlife experts. A lot of experts are worried that many wild animals [6] _____ by tourists holding them to take photos. It seems that in some wildlife parks, wild animals are [7] _____ in cages and only allowed out to entertain the tourists. Posting the photos online may only [8] _____ this behaviour.

1 A offer B are offered C be offered
2 A post B are posted C will be posted
3 A are searched B will be searched C search
4 A have been introduced B have introduced C are introduced
5 A asked B has asked C has been asked
6 A can hurt B can be hurt C hurt
7 A keeping B going to be kept C kept
8 A be encouraged B encourage C have encouraged



5 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to four words in each gap.**

1 *In the photo there is* _____ (photo / be) a little girl with a doll.

2 Your dad _____ (look / proud).

3 I _____ (give / camera) three years ago by my uncle.

4 'Which famous artist _____ (Peter / look)?' 'To me, he resembles Salvador Dalí.'

5 Which currency _____ (use) in Norway?

6 You _____ (not seem / worry) at all.

6.9 Writing

A blog post about a cultural event

1 **Complete the sentences with the correct adjectives.**

1 The visit to the Cosmos museum was an *e* x *c e* p t *i o n a l* experience – I'd never been to a place like that.
2 The actress who played the main role was absolutely __ t __ n __ __ __ g! I couldn't take my eyes off her.
3 There is a good c __ __ t __ m __ __ r __ __ y art gallery nearby, with works by young artists.
4 The vibrant colours and the light made the exhibition really m __ __ __ c __ l.
5 The actor who played Mr Gatsby was rather __ n __ __ y __ n __ – I couldn't stand him.
6 It's __ m __ z __ __ g that their first CD sold almost a million copies.

2 **Write sentences from the prompts. Then decide if the sentences say something good (G), bad (B) or neutral (N) about the event.**

1 Fortunately / tickets / not expensive
Fortunately, the tickets weren't expensive. *(G)*
2 title / film / be / *Prom*
_____ _____
3 friend / mine / recommend / magic / place / me
_____ _____
4 My family / not like / show / because / it / too long
_____ _____
5 I / not finish watching / the comedy / because / I / discourage / poor acting
_____ _____
6 plot / based / true story
_____ _____

3 **Complete the blog post with one word in each gap.**

home blog

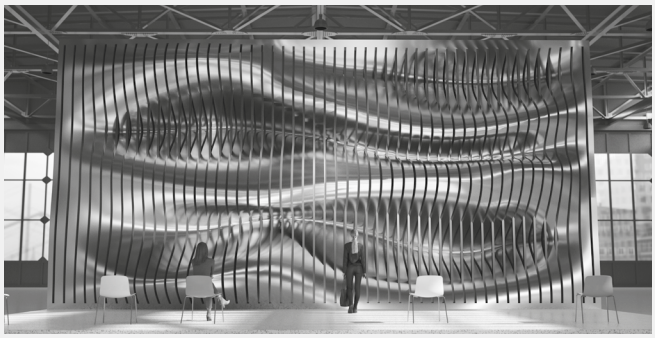
Hi everyone!

This post is a [1] *review* of an exhibition I visited last weekend. My older sister claims it's a [2] _____-see, but, to be honest, I can't recommend it [3] _____ anyone. Unless you are a fan of modern sculpture, that is. Anyway, I only [4] _____ to see it because my sister had received some free tickets and she wanted company.

It was rather fortunate that I didn't need to pay anything for this entertainment. Whatever the price, the tickets wouldn't be [5] _____ it.

The only thing that [6] _____ an impression on me was a statue made of metal which looked like a woman dancing – it was really amazing. All the other exhibits were disappointing. There was a chair which looked like a piece of furniture, not art. There was a cardboard box painted red. The [7] _____ of the installation was 'Limitations'. I had no idea what that meant! And I simply didn't like it.

So ... don't feel [8] _____ by anything they tell you about this place. Just stay at home and watch Netflix.



4 **Rewrite the review. Change the underlined parts of the sentences to make to review positive.**

I'd like to review [1] a terrible concert that I went to last weekend. It was in a philharmonic hall and the concert was given by an orchestra. It was [2] a horrible experience – the music was [3] boring and [4] I almost fell asleep. One of the [5] worst things about the concert was the interval – I [6] didn't buy [7] any snacks in the canteen. So, I [8] can't recommend a classical music concert to anyone. Paying such a high price for the tickets is really [9] a waste of money.

1 *an amazing* _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____

5 **Do the writing task.**

Byłeś/Byłaś na koncercie szkolnej grupy rockowej. Na swoim **blogu** napisz:
- z jakiej okazji zorganizowany był koncert,
- z kim i dlaczego wybrałeś/wybrałaś się na to wydarzenie,
- który z członków zespołu wyróżniał się na tle innych,
- co zespół mógłby poprawić w przyszłości.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi, everyone! This post is a review of our school rock band's concert.

VOCABULARY

1 Cross the odd word out.

1 confusing, depressing, ~~impressive~~, dreadful
2 gig, comedy, acting, interval
3 shutter, drawing, focus, tripod
4 painter, designer, sculpture, photographer
5 moving, emotional, main, shocking
6 band, play, orchestra, theatre group

2 Add the missing options. If the correct answer is missing, write it. If an incorrect answer is missing, add a word from the same category. Then circle the correct options.

1 A _____ is a picture that you make using a pencil.
a painting b (drawing) c *photograph*
2 A _____ is someone who makes works of art using stone or wood.
a _____ b designer c painter
3 A _____ is a person who makes music and creates lyrics professionally.
a composer b _____ c songwriter
4 A _____ is an event when a professional takes photos for a magazine.
a composition b photo shoot c _____
5 A _____ is a picture that is made with paint.
a _____ b painter c painted

3 Complete the text with the phrases from the box. There are two extra phrases.

add a filter	close-ups	colourful	go viral
~~original~~	out of focus	photogenic	photo shoot
press the shutter	selfie stick	tripod	

How to take perfect holiday photos

- **Look for something different!** Everyone takes photos of the same famous sights. Look for something [1] *original* that no one has seen before.
- **Get up early!** The early morning light is often beautiful, and people look more [2] _____ when the light around them is lovely.
- **Don't stand too far away!** Take [3] _____ of people and buildings!
- **Don't move!** If you move just before you [4] _____ and take your photo, it will be [5] _____ and the picture won't be clear. Better still, put the camera on a [6] _____ to make sure it doesn't move.
- **Think about black and white!** Holiday photos don't always have to be bright and [7] _____. Why not be creative and [8] _____ to change a colour photo to black and white?
- **Ask for help!** Often asking someone nearby to take a photo of you will look better than a photo you take using a [9] _____!

GRAMMAR

4 Complete the text with the correct passive forms of the verbs in brackets.

A chance discovery

In 1940, some amazing ancient art [1] *was discovered* (**discover**) in a cave in France. It [2] _____ (**find**) by four teenagers who were exploring the area and noticed the cave by chance. When they went in, they were amazed at what they saw. The cave at Lascaux is unusual because the walls [3] _____ (**cover**) with around 600 pictures of animals and other designs which [4] _____ (**create**) over 17,000 years ago! The caves [5] _____ (**open**) to the public in 1948, but unfortunately, the site had to [6] _____ (**close**) again a few years later because the light was damaging the paintings. So the original paintings [7] _____ (**keep**) in the dark ever since, but a copy of the cave [8] _____ (**build**) in 1983 so visitors can continue to experience what it is like to be inside. Now this amazing art from the past can [9] _____ (**admire**) by thousands of visitors every year.

ROUND-UP 1 2 3 4 5 6 7 8

5 Choose the correct options.

home blog

Amazing ice art

I [1] _____ home after visiting the Harbin Ice and Snow Festival in China. It's an amazing festival [2] _____ takes place every year. Hundreds of huge sculptures [3] _____ out of ice, and people [4] _____ from all over the world to see them. There has been an ice festival here [5] _____ over thirty years now, and every year the sculptures seem [6] _____ more and more beautiful. We spent a whole day there. The weather was really cold, of course, so we [7] _____ wear very warm clothes. Luckily, we [8] _____ some hot drinks with us. If you go to the festival, make sure you allow [9] _____ time to see everything. You need at least half a day – there's [10] _____ to see in just an hour or two.

1	a have yet returned	b already returned	c have just returned
2	a which	b who	c whose
3	a created	b are created	c was created
4	a are coming	b don't come	c come
5	a for	b since	c from
6	a becoming	b become	c to become
7	a had to	b have to	c must
8	a have taken	b had taken	c were taking
9	a enough	b too much	c a lot
10	a too much	b too many	c not enough

LISTENING

1 13 **Usłyszysz audycję radiową. Wybierz właściwą odpowiedź, zgodną z treścią nagrania.**

1 Joelle wanted
- A to meet a famous actor at the film festival.
- B a famous actor to visit her café.
- C a celebrity to comment on her Twitter posts.

2 Joelle
- A went to see Gosling's film *First Man* at the film festival.
- B thought the film *First Man* would win at the festival.
- C hoped Gosling would attend the film festival in Toronto.

3 Joelle posted
- A lots of photos of the life-sized Ryan Gosling.
- B photos of the cardboard Ryan Gosling, but no comments.
- C one photo and lots of comments.

4 Joelle's campaign on social media
- A wasn't seen by many people.
- B didn't appear in any other media.
- C became very popular quickly.

5 In the end, Ryan Gosling
- A visited Joelle's café.
- B apologised for not being able to visit.
- C didn't take the time to visit the café.



READING

2 **Przeczytaj teksty A–C. Dopasuj je do pytań 1–5. Dwa teksty pasują do dwóch pytań.**

Which collection
1 is a project between two big organisations? _____
2 became very popular very quickly? _____
3 is a new version of a traditional hobby? _____
4 can be accessed by people from all over the world? _____
5 can help you become rich? _____

NEW WAY TO COLLECT

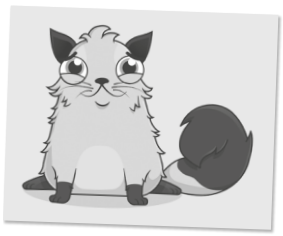
Collecting has been a popular hobby for many years and people collect everything from comics and coins to pencils and postcards. But now collections are often built up in a different way – virtually.

A A MUSEUM ANYONE CAN VISIT

The British Museum is one of London's most popular attractions and is visited by nearly six million people every year. But what if you can't go to London? No problem: with the Museum of the World project, the British Museum has worked with Google to create an amazing interactive experience. You can pick a continent or a moment in history and go back to see everything from Ancient Egyptian shoes to an Aztec knife. They have objects from 2 million BC right up to the present day. It's free and it doesn't matter where you live: this is a museum for everyone.

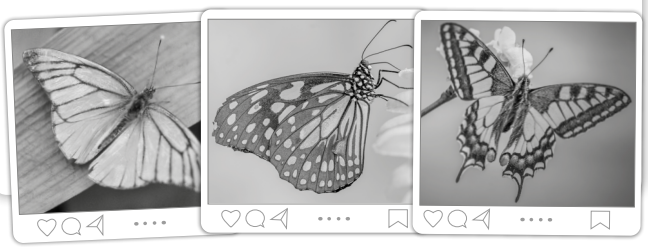
B COLLECTING THINGS ON YOUR PC

In 2017, gaming fans quickly went crazy for a new type of game: CryptoKitties. In this game, people make virtual cats. They decide on the body, colouring and characteristics they want, and then the cats can be bought and sold online. CryptoKitties has been a huge hit. Since 2017, players have spent the equivalent of around $30 million. One CryptoKitty was sold for $140,000!



C COLLECTING IMAGES

In the early twentieth century, when people collected butterflies, they used to catch them, kill them and then put them in a special box. Today, that sounds like a very cruel hobby. But that doesn't mean butterflies can't be collected! Doug Taron has had a butterfly collection since he was seven, and now he collects them virtually. He still finds butterflies in their habitat and keeps information about them, but now he collects photographs, not the insects themselves.



USE OF ENGLISH

3 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.**

1 You must finish the design today. **BE**
The design ___*must be finished*___ today.

2 The performance started. Then Bartek arrived at the theatre. **ALREADY**
When Bartek arrived at the theatre, the performance _____.

3 What's the price of this sculpture? **COST**
How much _____?

4 It's necessary to clean the exhibits twice a week. **HAVE**
The exhibits _____ twice a week.

5 I visited a gallery yesterday. I had my first exhibition there. **WHERE**
Yesterday I visited the gallery _____ my first exhibition.

6 The last time I sang was a year ago. **NOT**
I _____ a whole year.

4 **Uzupełnij każdą lukę jednym wyrazem.**

Mirosław Bałka is one of the most renowned contemporary Polish artists [1] ___*whose*___ works are admired all over the world. His sculptures and videos have [2] _____ displayed in numerous museums and exhibitions all over the world, such as MoMA in New York City or La Fundación 'la Caixa' in Barcelona. [3] _____ 2009, he presented his special project *How It Is* at the Unilever Series at the Tate Modern, London.

Bałka was [4] _____ in 1958 in Warsaw. He comes from a family of gravestone makers and grew up in the post-war times. This influenced his future works – his country's history of war and memories of death are visible in his works. In 1985 Bałka graduated [5] _____ the Academy of Fine Arts in Warsaw and his career started for good. His name is known to art lovers all over the world because he [6] _____ achieved a lot in his professional life. He has [7] _____ many rewards and distinctions. [8] _____ 2011, Bałka has [9] _____ a member of the Akademie der Kunste in Berlin – an institution which promotes art and [10] _____ considered very prestigious.



'CROSSOVER/S' – Mirosław Bałka's retrospective exhibition in Milan, Italy

5 **Z opcji A–C wybierz właściwą odpowiedź.**

Sometimes, valuable pieces of art [1] _____ by chance. Read the two stories and you will surely [2] _____ more attention to the next ugly-looking picture [3] _____ you see.

In 2007, a student in Berlin bought [4] _____ old sofa from a market. When she got home, she discovered that a valuable old painting [5] _____ inside it. She sold the painting for more [6] _____ $27,000!

In the 1990s, Teri Horton saw a painting in a second-hand shop. She found it ugly, but she thought her friend [7] _____ like it, so she decided to buy it. She paid $5. Her friend thought it was ugly, too, so Horton tried to sell the painting again for a few dollars. But then an art teacher saw the painting and recognised the style of the [8] _____ abstract artist Jackson Pollock. Experts [9] _____ yet if the painting is a real Jackson Pollock, but if it was, its owner could sell it for millions of dollars!



Teri Horton

1	A are found	B find	C can find
2	A to pay	B be paid	C pay
3	A that	B where	C when
4	A the	B an	C any
5	A was hidden	B was hiding	C hid
6	A then	B than	C from
7	A has to	B must	C might
8	A dreadful	B outstanding	C complex
9	A didn't decide	B hadn't decided	C haven't decided

WRITING

6 **Przeczytaj polecenie i wykonaj zadanie.**

Niedawno uczestniczyłeś/uczestniczyłaś w wystawie prac uczniów Twojej szkoły, zorganizowanej w miejscowym domu kultury. Na swoim **blogu** napisz recenzję, w której:
- opiszesz, jakie prace zostały wystawione,
- krótko opiszesz pracę, która podobała Ci się najbardziej,
- napiszesz, co nie podobało Ci się w organizacji tego wydarzenia,
- polecisz wystawę innym uczniom szkoły.

Długość tekstu powinna wynosić od 100 do 150 słów.

Today I'd like to review a very interesting exhibition I've visited.

7 IN THE NEWS

Vocabulary ▶VIDEO 24

Vocabulary 1

The media

1 **Find seven words in the wordsearch to match the definitions. Look →, ←, ↑ and ↓.**

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

1 *website* – a place on the Internet with information about a particular subject, person, organisation, etc.
2 _____ – a website containing short articles called posts that are changed regularly
3 _____ – a multimedia file, e.g. a radio programme, that can be downloaded or listened to online
4 _____ – a large thin book with reports, photographs and stories, usually published once a month
5 _____ – information and programmes that you can listen to at home or in the car
6 _____ – radio, television, newspapers, the Internet and magazines, considered as a group
7 _____ – news, articles and other information, printed on paper and published every day

2 **Choose the correct options.**

home | blog

Have your say

Do you read newspapers? Where do you get the news from?

Danny G I watch the news on TV because it [1] ***provides*** / ***delivers*** updates daily. Online sites aren't always [2] ***reliable*** / ***straight*** and sometimes they don't check the [3] ***headlines*** / ***sources*** of their stories carefully, so what they say might not be true.

Hatti_Porter I read serious newspapers, but I never read the [4] ***updates*** / ***tabloids***. They sometimes have quite funny [5] ***facts*** / ***headlines***, but they rarely get the facts [6] ***accurate*** / ***straight***.

Amy_Ann I'm interested in newspapers, and I would love a career in journalism. I'd be happy to work for a newspaper or a TV or radio station, so I follow [7] ***current*** / ***breaking*** events. People often criticise the broadcast media, but I think they allow everyone to know what is happening in the world.

3 **Translate into English.**

1 Do you prefer *reading interviews or articles* (*czytać wywiady czy artykuły*)?
2 It is sometimes difficult _____ (*odróżnić fakty od fikcji*).
3 The strikes were reported _____ _____ (*przez większość serwisów informacyjnych*).
4 What shall we put _____ (*na stronie tytułowej*)?
5 I mainly _____ (*czerpię informacje z mediów elektronicznych*).
6 My grandparents _____ _____ (*czytają regularnie dziennik*) basis.

4 **Answer the questions.**

1 Do you think that journalism would be an interesting career? Why/Why not?
_____
2 What do you think is difficult about being a reporter?
_____
3 As a TV interviewer, who would you like to choose for your interviewee? Why?
_____

5* **Complete the definitions with the names of people. Then match the names of people with what they say.**

A person who
a writes a blog is a *blogger*.
b interviews someone is an _____.
c answers questions during an interview is an _____.
d reads the news is a _____.
e reports current events is a _____.

1 *e*:
'My job is to talk to different people and find out all the facts about a news story.'
2 _____:
'It's really difficult to think of good answers to questions when you're nervous!'
3 _____:
'I have my own website, and I write about different things each week. I have lots of followers online.'
4 _____:
'I have to think of the right questions to ask, so the people I'm talking to give the right information.'
5 _____:
'It's important for me to speak slowly and clearly, so everyone who is watching me can understand what I'm saying.'

1 **Watch the video. Are the statements true (T) or false (F)?**

▶VIDEO 25

1 Gloria said she was watching an interview. *T*
2 A film star said she would get ten million dollars. _____
3 The film star said she had been to Bora Bora. _____
4 Gloria said she had bought her house two months before. _____

2 **Match the direct speech with the reported speech sentences.**

1	I don't live here. _____	a	She said she couldn't come.
2	She hasn't come. _____	b	She said she hadn't lived there.
3	I didn't live there. _____	c	She said she was waiting for Jerry.
4	I can't come. _____	d	She said she didn't live there.
5	I'm waiting for Jerry. _____	e	She said she hadn't come.
6	I'll wait for Jerry. _____	f	She said she would wait for Jerry.

3 **Choose the correct options to complete the reported speech sentences.**

1 'I've already read this article.'
During the meeting, Sofia said that she _____
a already read this article.
(b) had already read that article.
c had already read this article.

2 'I saw Jack last week.'
On New Year's Day, Tom said that he _____
a had seen Jack last week.
b saw Jack the week before.
c had seen Jack the week before.

3 'I'll see you tomorrow.'
Last Sunday, Tamsin told us that she _____
a would see us tomorrow.
b would see us the next day.
c would see you the next day.

4 'I often meet my friends here.'
When we visited that café, Amy said that she _____
a often met her friends there.
b often met her friends here.
c often met my friends there.

5 'Sorry, we can't do it today.'
Jane said they _____
a couldn't do that that day.
b didn't do it that day.
c couldn't do it then.

4 **Read the strange reasons why some people called the police. Then complete the reported speech in the news stories.**



a I ordered a pizza from a restaurant in town. I'm still waiting for it. It's now forty-five minutes late! Can you tell them to hurry up?

b It's midday, and I can't get my son out of bed. I've tried everything! Can you help me?

c I bought some jeans in town. I took them back because they were the wrong size, but the shop won't give me a refund.

a A man called the police and said that he [1] *had ordered* a pizza from a restaurant in town. He said that he [2] _____ for his pizza, and it [3] _____ then forty-five minutes late.

b A mother called the police because it was midday and she [4] _____ her son out of bed. She said that she [5] _____ everything, and she asked the police to help her.

c A teenage girl called the police after she had bought some jeans in town. She said that she [6] _____ them back because they were the wrong size, but the shop [7] _____ her a refund.

5* **Complete the second sentence so that it means the same as the first one. Write up to five words in each gap.**

1 'I'll call later tonight,' Ben promised.
Ben promised that he *would call later that* night.

2 Mark told me that I looked good in that dress.
'You _____,' said Mark.

3 'I didn't watch the news yesterday,' Dad said.
Dad said the he _____
the news the day before.

4 'We are preparing for the interview tomorrow,' Mike announced.
Mike announced _____ for the interview the next day.

5 Lucy told the teacher that she hadn't done her homework.
'I _____ homework,' Lucy told the teacher.

7.3 Speaking

A stimulus-based discussion

1 **Complete the sentences.**

1 I'm afraid none of these front pages a*ppeals*_____ to me – I wouldn't buy these papers.
2 I think a shocking headline will a_____ more readers.
3 Which of these logos do you consider more s_____ for our blog?
4 You want to write about poor people, but I don't think this photo i_____ poverty.
5 Are you k_____ on any of these options or shall we continue looking?

2 **Read the text and decide which photo the speaker chooses.**



In both of these photos I can see some teenagers who are recording a video. Also, both of them relate to the topic of teenagers and the media. But only one of them is suitable for a website promoting a media studies course. To be honest, the person recording a vlog at home won't appeal to students who think about a career in journalism. It's what every online influencer does. In my opinion, the teenager in the studio looks more professional and will attract more participants to enroll. Therefore, this is the photo I'm going to choose.

3 **Match the questions with the answers to make mini-dialogues.**

1 Why wouldn't you choose this option? _____
2 Which photo is the most suitable for your project? _____
3 What can you see in the photograph? _____
4 Which of these options will appeal to teenagers? _____
5 What does this photo make you think of? _____

a The first one because it refers to the subject better.
b I don't think it illustrates the problem well.
c The second one. It will definitely attract more young people.
d My childhood. It seems the best choice.
e There are three teenagers with their pets.

4 **Look at the photos and answer the questions. Use the template below.**



What can you see in the photographs? Which one is better for the front page of a fashion blog? Why?

In the first photo, I _____.
In the second one, there are _____ _____. Both photos show teenagers who seem to be interested in fashion, but I think _____ is _____ _____ for the front page of a blog.
The photo showing _____ appeals to me more because _____ _____. Moreover, this photo seems much more _____. I wouldn't choose the other photograph because _____. I don't think it _____.

5 **Complete the dialogue. Write 3–4 words in each gap.**

Lee OK, so we need to pick a photo for the school website for the school anniversary. Have you got any suggestions?
Tess Yes, I've got these three photos. All [1] *of them refer* to school life and education. What do you think?
Lee Well, I definitely wouldn't choose the first one because of its dark colours. It simply looks sad. Another [2] _____ the students in the photo are too young – they don't seem to be in the secondary school.
Tess You're right. How about the other two?
Lee I'm [3] _____ the one in the cafeteria either – school isn't only about eating.
Tess I agree. So are we going to choose the one on top?
Lee Yes, why not? It's [4] _____ the other two because it shows a group of happy teenagers right after graduation. I think it [5] _____ who want to join our school in the future.

AROUND THE WORLD

Traditions | Food | Teen life | Festivals

April Fools' Day



1 ____

There's one day of the year when you have to be extra careful not to believe everything people tell you. Even if the information comes from a reliable source. On 1 April, April Fools' Day, people around the world play tricks on each other. The day has a range of names around the world, but many countries share the tradition of playing tricks and having fun on that date! Other countries have a similar festival on a different date.

2 ____

In France, children attach a paper fish to their friends' backs. When the person discovers the fish, their friends shout, 'April fish!' Italy shares this tradition, but in Portugal, you might want to wear something white; a popular trick is to throw flour at your friends. Brazilians call 1 April the 'day of lies' and try to get people to believe things that aren't true. And the tradition in Greece is that if you manage to trick someone successfully, it will bring you good luck. In Spain and Mexico, people also play tricks, but on a different date – 28 December, *el Día de los Inocentes*. One thing that is shared in all these countries is that the victims of the tricks always see the funny side!

3 ____

Because there is a tradition of playing tricks on 1 April, you also have to pay special attention to what you read on that day, as companies, the press, and even public institutions join in the fun. It's really difficult to tell facts from fiction. One year, a burger restaurant in the USA announced a special campaign – they were going to sell new 'left-handed burgers', for left-handed people. Of course, it wasn't true, but the special offer attracted hundreds of consumers who turned up to buy the burgers! Another time, visitors rushed to a zoo in Japan to see its new attraction – a giant penguin – only to find it was a man dressed as the bird! And a London newspaper announced it had found a new way to reduce rubbish in the street; it declared its paper was now safe to eat!

1 **Read the article and match headings a–d to paragraphs 1–3. There is one extra heading.**

a Fake news
b A day of fun
c How to avoid tricks
d Fish, flour and good luck

2 **Read the article again and choose the correct options.**

1 The tradition of playing tricks on other people takes place on ***1 April*** / ***different dates*** around the world.
2 ***France and Italy*** / ***Portugal and Brazil*** have similar traditions on 1 April.
3 In Greece, people believe you will be lucky if ***a trick is played on you*** / ***you play a trick on someone***.
4 A newspaper in London told its readers that they could ***eat the newspaper*** / ***leave the newspaper on the streets***.

3 **Answer the questions.**

1 What do children in France and Italy do on 1 April?
They try to attach a paper fish to someone's back.

2 What do people try to do in Brazil on 1 April?

3 Why is it a good idea to wear white clothes in Portugal?

4 How do most people around the world react when someone plays a trick on them?

5 Why aren't some of the news sources reliable on 1 April?

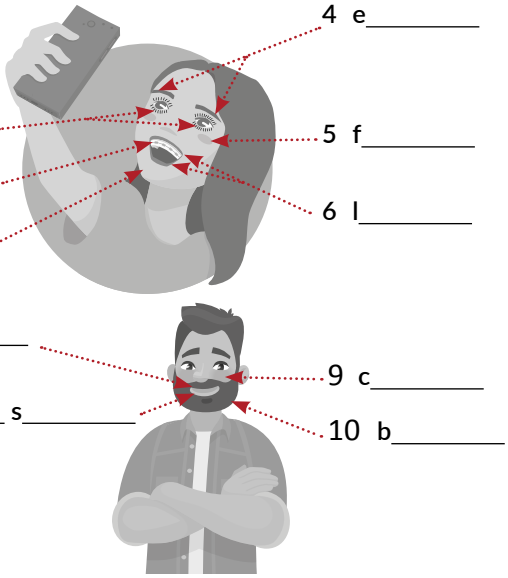
7.5 Vocabulary 2

Appearance

1 **Cross out the words or phrases which do not go with the verb.**

1 **do** your nails, your hair, ~~face cream~~
2 **wear** lip gloss, your fingernails, jewellery
3 **shave** your beard, your toenails, your hair
4 **use** deodorant, face cream, your moustache
5 **apply** your hair, deodorant, lip gloss
6 **paint** your toenails, make-up, fingernails

2 **Label the parts of the face.**



3 **Correct the descriptions. Change two words in each text so that they match the photos.**



The man in the photo looks like a model.

He is sporty and ~~skinny~~ *muscular*.

He's got curly hair and pale skin.

He resembles a famous singer.



The girl is quite young, maybe twelve years old.

She is wearing glasses.

She's got long and spiky hair and a wide smile.

Her dark brown eyes are really pretty.



This beautiful woman has got medium length brown hair.

She's got freckles and some make-up on her cheeks.

She got thin lips. Her skin is tanned.

4 **Choose the correct options.**

1 Do you know why people with ***ginger*** / ***facial*** hair get sunburnt more easily?
2 Claire is 5 feet 7 inches, so we could say she's of medium ***height*** / ***build***.
3 Both of my parents are ***round*** / ***overweight***, but I'm not – I do sport and eat healthy.
4 She's got a beautiful long face with high ***chin*** / ***forehead***.
5 All men in my family go ***spiky*** / ***bald*** at the age of forty, so I'm afraid I'll lose my hair too.

5 **Complete the gaps.**

Let's face it – [1] p*hysical* appearance is very important these days. But the trends are going in the right direction. It's no longer fashionable to weigh very little and look [2] s_____ – it's important to look healthy. Generally, everything that is natural seems better! [3] D_____ hair isn't so cool anymore. Thin black [4] e_____ and long fake eyelashes were in style twenty years ago, but they have been replaced with natural beauty. Nobody wears [5] h_____ make-up anymore. Even [6] t_____ skin doesn't seem so attractive and most women (and men too!) use sunscreen.



6* **Translate into English.**

1 Have you heard *the breaking news* (*wiadomość z ostatniej chwili*)?
2 She's got a scar _____ (*na policzku*).
3 What's your favourite _____ (*strona z wiadomościami*)?
4 For the last few years, _____ (*zarost jest*) very trendy.
5 It seems _____ (*prasa i media audiowizualne*) are competing with social and digital media.
6 Male models need to have a _____ (*muskularną budowę ciała*).

A conversation about good and bad news

1 **Choose the correct options.**

1 One of the journalists ***commented*** / ***told*** that he was disappointed with the government's actions.
2 I questioned Joe, and he finally ***reminded*** / ***admitted*** that he hadn't been completely honest.
3 We told Grace about the party and she immediately ***informed*** / ***answered*** us that she couldn't come.
4 Ed showed me his new bike and ***told*** / ***explained*** me that it was a birthday present from his parents.
5 I asked Eva about the meeting and she ***added*** / ***confirmed*** that we were meeting at five.

2 **Choose the correct options to complete the news story.**



A SNAKE IN HER SUITCASE!

Grandmother Moira Boxall from Scotland [1] _____ that she was staying with family members in Australia earlier this year. A few weeks before going home, she found a snake in her bedroom. She recognised it as a python, ran to find her daughter and [2] _____ her that she needed help. But the snake had disappeared! A snake catcher [3] _____ that he would visit Mrs Boxall the next morning. When he did, there was still no sign of the snake. The snake catcher [4] _____ to the women that the snake had gone out through the window.
The next time Moira saw the python was ... when she arrived back home in Scotland and opened her suitcase! The snake had travelled the 9,300 miles with her and was inside one of her shoes. Local animal experts rescued the snake and [5] _____ Moira that it was illegal to bring animals from abroad. The woman [6] _____ that it had been an unfortunate accident and that she hadn't meant to do it. She also [7] _____ that it had been the Australian catcher's fault who hadn't done his job properly. Luckily, everything ended well – nobody got bitten and the snake ended up in the local zoo, safe and sound.

1	a admitted	b added	c explained
2	a told	b reminded	c confirmed
3	a confirmed	b commented	c claimed
4	a explained	b said	c informed
5	a admitted	b reminded	c added
6	a agreed	b commented	c answered
7	a admitted	b complained	c confirmed

3 14 **Listen to a conversation about the news and choose the best summary.**

a The people discuss why all the news seems to be bad, and they mention a website and newspaper where you can read about good news.
b The people explain why they enjoy watching the news, and discuss the best websites to find reliable news.



4 14 **Listen again and complete the sentences with up to four words in each gap.**

1 The girl suggests that bad news is *more interesting* for journalists.
2 The boy thinks that people enjoy reading _____.
3 Reading about bad things that happen can make us feel _____.
4 _____ of plastic bottles in Norway is an example of a good news story.
5 In Canada, nobody _____ although it was open all night.
6 Emily Coxhead started a newspaper with _____.

5 14 **Listen again and answer the questions.**

1 Why are bad news stories often more interesting for journalists to write about?
Because they happen suddenly.
2 Why does the girl mention the example of health care around the world?
_____
3 If we read about a plane crash, what effect does it have on us?
_____
4 Why did a customer leave $5 in the store in Canada?
_____

6 **Read the WATCH OUT | SKILLS box and match words 1–4 with definitions a–e. There is one extra definition.**

1 health care _____
2 cheer someone up _____
3 accidentally _____
4 set up _____

a without wanting or intending to do something
b the way people who are ill are looked after
c start
d an exciting news story
e to make someone feel happier

WATCH OUT | SKILLS **Nieznane słowa**

Pamiętaj, że znaczenia nieznanych słów możesz próbować domyślić się z kontekstu, w którym wystąpiły w nagraniu. Możesz również próbować przypomnieć sobie znaczenie pokrewnych wyrazów, które już znasz, i na ich podstawie odgadnąć znaczenie nowego słowa.

7.7 Grammar 2

Zero and first conditionals

1 **Watch the video and finish the sentences.**

▶VIDEO 26

1 When Gloria gets bored, she _____.
2 Gloria will take away Graham's cameras if he _____.
3 Graham will miss the beginning of the show unless _____.

2 **Decide if the sentences below use zero or the first conditional.**

1 When you don't use sunscreen, you get sunburnt. *zero*
2 We'll invite this girl to the casting if she sends more photos in sports clothes. _____
3 Customers buy more if brands advertise their products. _____
4 Will you keep a secret if I tell you one? _____
5 Dad will be furious when he hears the news. _____

3 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.**

1 Girls look much better *if they don't wear* (if / not / wear) heavy make-up.
2 _____ (if / Kate / be / late), we will go without her.
3 _____ (we / be / home / nine o'clock) if we catch the train at eight.
4 I always have a nice chat with Josh _____ (when / see / he).
5 Olga won't become a model _____ (unless / she / get fit).
6 I'll do the interview if _____ (you / not ask / about / family).

4 **Use the pairs of verbs from the box to make first conditional sentences.**

be/find out be/help buy/get ~~not open/know~~ open/get subscribe/receive

1 Peter *won't open* the door unless he *knows* who it is.
2 _____ you _____ the scarf if you _____ a discount?
3 You _____ surprised when you _____ how many followers she has.
4 If we _____ the window, it _____ too cold.
5 If you _____ to our website, you _____ emails regularly.
6 When I _____ ready, I _____ you pack.

5 **Complete the text with the correct forms of the verbs in brackets.**

home blog

March 8th, 2021



Hi everyone!
Did you watch the interview with the Duke and Duchess of Sussex last night?
All the front pages and online headlines today are about what the couple told Oprah Winfrey ☺ And public opinion seems to be divided.
Let me tell you what I think about it.
To be honest, I'm not so sure if they got the facts straight. I mean, they are clearly trying to make Americans like them. If the USA [1] *doesn't approve* (**not approve**) of them, they [2] _____ (**be**) in trouble.
Also, Meghan's story isn't very convincing. You now – when someone [3] _____ (**join**) a royal family, they [4] _____ (**have to**) take on new responsibilities.
I'm sure that unless they [5] _____ (**apologise**), no one from the Royal Family [6] _____ (**speak**) to them.
And I don't blame them – some topics should not be discussed on TV. I'm afraid they [7] _____ (**not be given**) a warm welcome when they [8] _____ (**go**) to London. They'll be better off staying in the US ☺
What do you think? Post a comment ⇩

comment share

6* **Choose the correct options.**

1 Willy announced that he _____ to share some great news.
a is going to b would be going to c was going to
2 Two weeks ago, Rita promised that she would call me _____, but she didn't.
a tomorrow b the following day c the previous day
3 If I lend you the money, when _____ it back?
a do you give b did you give c will you give
4 I won't go to that party unless Bill _____ me.
a doesn't invite b won't invite c invites
5 What do you do when you _____ of petrol in the middle of nowhere?
a run out b ran out c would run out
6 I told my dad I _____ my homework.
a have already done b already did c had already done

1 **Correct the mistakes by adding one word in each sentence.**

1 The teacher told us that there would be a test soon.

2 If you put some make-up, you will cover the bruise on your forehead.

3 None of my friends read newspapers on regular basis.

4 My dad is very tall, but my mum is medium height.

5 With all the fake news, it's sometimes hard to tell facts fiction.

6 Mark claimed that he had an accident the day before.

2 **Choose the correct options.**

1 Harold _____ to the teacher that he had had to do the whole project by himself.
A admitted
B told
C complained

2 Where _____ the news from if they shut down your favourite website?
A will you get
B will you take
C do you get

3 He won't appear in the advertisement unless he _____.
A will shave the moustache
B doesn't shave his facial hair
C shaves the beard

4 The journalist claimed that her sources of _____ anonymous.
A information would remain
B news had been
C information was

5 People will be more _____ to the gym.
A muscular if they will go
B sporty unless they don't go
C sporty if they go

6 He told me he _____ events at all.
A wasn't following headline
B didn't follow current
C doesn't follow any

3 **Translate into English. Write up to six words in each gap.**

1 Madeleine told me that she *wanted to have ginger* (*chce mieć rude*) hair.

2 You won't have any followers _____ (*chyba że będziesz aktualizował informacje*) regularly.

3 Penny _____ (*wyjaśniła mi, że*) she had had some problems at home.

4 _____ (*Agencje reklamowe przyznały, że mają*) huge problems with the new law.

5 The celebrity answered that there _____ (*nie ma żadnych marek*) that she supported.

6 _____ (*Jeżeli zastosujesz ten krem do twarzy*), your skin will light up.

4 **Complete the mini-dialogues.**

1 X: I don't think this special offer _____ customers.
Y: Why not?
X: Because the products are still too expensive.

2 X: I'm going to choose the first option.
Y: Why is that?
X: Well, all the ads show smartphones, but the first one _____ for teenagers.

3 X: I _____ on the second picture because it doesn't illustrate the problem.
Y: I completely agree, I wouldn't choose it either.

5 **Look at the photos and answer the question.**

You are working on a campaign to encourage teenagers to follow current events. Which photo would you choose for a poster promoting the campaign? Give at least two reasons. Write full sentences.

_____
_____
_____
_____
_____







7.9 Writing

A blog post with a report

1 **Complete the definitions with the adjectives from the box. There are two extra adjectives.**

emotional	mature	modest	professional
~~rude~~	selfish	vain	weird

Someone who

1 is not polite is *rude*.
2 behaves in a strange way is _____.
3 doesn't talk about their achievements is _____.
4 only thinks about themselves is _____.
5 is proud and talks about how great they are is _____.
6 cries easily is _____.

2 **Choose the best ending for each sentence.**

1 First, the actor gave a speech and
  a at the beginning he talked about his new role.
  b then he answered a question from the audience.
2 At first I was tense, but
  a towards the end of the interview I became relaxed.
  b there were about 100 people watching.
3 I admire the minister because
  a he is open and very professional.
  b he was selfish and vain.
4 Personally, I think the meeting was
  a rather mature.
  b really well-organised.
5 Mr Peterson struck me
  a as quite ordinary.
  b that he was bright and self-confident.

3 **Complete the blog post with one word in each gap.**

home blog

A few days ago, I took my first steps as a journalist. I was asked by one of my teachers to interview a famous surgeon – Mrs Thompson, whose son is in grade 4. The interview was a part of the Career Days, during which parents with interesting jobs talk about their professional lives.
The interview took place in the school hall, and the [1] *audience* was huge – all of the students attended the event. First, Mrs Thompson [2] _____ the head teacher for the invitation and [3] _____ I started asking the questions I'd prepared.
At the beginning I was very nervous, but after a [4] _____ I got used to the situation.
I must admit Mrs Thompson [5] _____ me as a very modest person, given the fact she's one of the top surgeons in this country. It [6] _____ to me that she was a calm and polite person. I think her personality [7] _____ her suitable for the job that she has.
She made a very good [8] _____ on everyone in the school hall because she answered all of the questions with passion.

4 **Translate into English.**

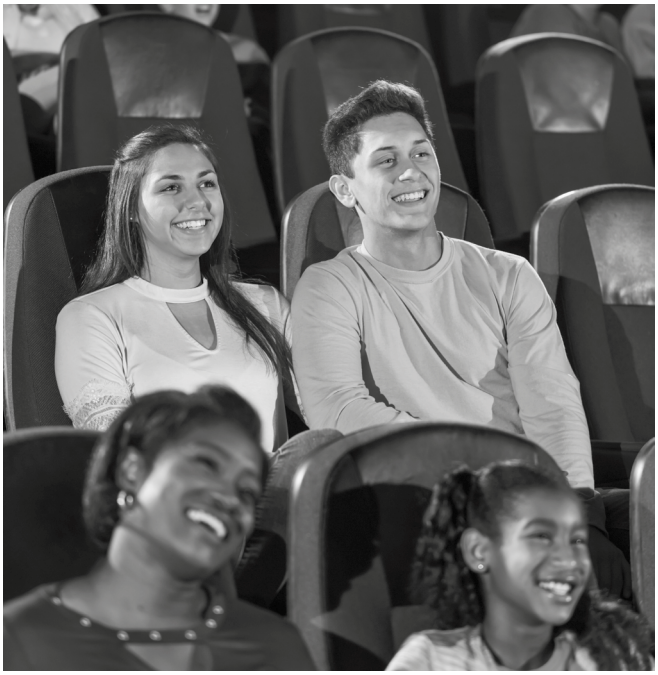
1 Na widowni było około 200 osób. Gospodarz podziękował wszystkim za przybycie.
There were about 200 people in the audience. The host thanked everyone for coming.
2 Prezenter zaczął od opowiedzenia kilku żartów. Następnie przedstawił uczestników.
_____
_____
3 Jej wygląd wydał mi się dziwny. Wydawała się również nachalna i próżna.
_____
_____
4 Zrobił na mnie bardzo dobre wrażenie. Naprawdę podziwiam jego osobowość.
_____
_____
5 Miejsce imprezy było raczej rozczarowujące. Nie było wystarczająco duże dla wszystkich uczestników._____
_____
6 Uważam, że impreza była naprawdę wyjątkowa. Była profesjonalna i dobrze zorganizowana.
_____
_____

5 **Do the writing task.**

Uczestniczyłeś/Uczestniczyłaś w specjalnym pokazie filmu, po którym odbyło się spotkanie z reżyserem. Podziel się wrażeniami ze spotkania na swoim **blogu**.
- Napisz, jak udało Ci się dostać na to wydarzenie.
- Opisz przebieg spotkania.
- Napisz, jakie wrażenie zrobił na Tobie reżyser.
- Poleć czytelnikom film, który obejrzałeś/obejrzałaś.

Długość tekstu powinna wynosić od 100 do 150 słów.

I want to tell you about a meeting that I went to yesterday.



VOCABULARY

1 Choose the correct options.

1 If you're determined to get what you want, you are
a pushy. b modest.
2 The lines of hair on the upper and lower edge of the eye are
a eyebrows. b eyelashes.
3 A short film made to convince you to buy something is known as
a a commercial. b a special offer.
4 When your behaviour is average, you are
a unusual and surprising. b normal and ordinary.
5 A group of products with the same name is called
a a service. b a brand.
6 You can never take off
a your freckles. b your braces.
7 If you want to bring out your natural beauty, you shouldn't wear
a heavy make-up. b a wide smile.

2 Complete the blog post with the phrases from the box. There are two extra phrases.

breaking	broadcast	interviewees	media
~~organisation~~	podcast	reliable	
shocking	sources	trust	

If you're interested in a career in a news [1] *organisation*, you don't need to wait until you're older to start practising. One of the advantages of modern [2] _____ is that nowadays anyone can [3] _____ the news from their bedroom. It's even possible to set up your own Internet radio station, but it's probably easier to start with a [4] _____, which allows you to record and share your ideas with people all over the world. So, if you fancy reporting [5] _____ news one day, you can start by telling the world what's happening in your local area. Remember, with any news story it's important to check your [6] _____ to make sure they're [7] _____. And try to find some [8] _____ that you can talk to and question about the stories. Good luck!



GRAMMAR

3 Read what Martha says about her school radio station. Then complete the reported speech sentences with the correct forms of the verbs.

Last year, my school started its own radio station. It broadcasts music and also school announcements. People can listen in the school canteen or on their phones. At the moment, I'm training to be a journalist on the station. It's really exciting. I've learnt a lot about radio. I hope I'll be on a real show soon. I can't wait!

1 Martha said that her school *had started* its own radio station the year before.
2 She said that it _____ music and school announcements.
3 She said that people _____ in the school canteen or on their phones.
4 Martha said that she _____ to be a journalist.
5 She said she _____ a lot about radio.
6 Martha said she hoped she _____ on a real show soon.

4 Write conditional sentences about Martha using the prompts from columns A and B. Use each prompt only once.

A	B
1 continue to work for the station	move to New York
2 hear compliments about her work	become more and more confident
3 her parents allow her to	gain more experience
4 win the competition	take part in a competition for young journalists
5 make good connections	present her news story on national TV
6 become a popular journalist	become a BBC reporter

1 If Martha continues to work for the station, she will gain more experience.

ROUND-UP 1 2 3 4 5 6 7 8

5 Complete the article with one word in each gap.

Real news travels more slowly!

Researchers at MIT [1] *have* found that fake news travels faster and further on social media [2] _____ real news. Thousands of news stories [3] _____ shared on social media sites every minute, and it seems that stories [4] _____ are not real reach a lot more people more quickly. So who shares these fake news stories and why? Psychologists explain that fake news stories are often very shocking, surprising or unusual. This means that we are more likely [5] _____ share them. In other words, real news just isn't interesting [6] _____! But the spread of fake news [7] _____ also helped by the fact that most people don't check stories before [8] _____ them with their friends. [9] _____ that doesn't change, fake news [10] _____ just keep appearing.

LISTENING

1 15 **Usłyszysz rozmowę redaktorów gazetki szkolnej. Na podstawie informacji z nagrania uzupełnij w tabeli luki 1–6.**

What about	Who	Where from	Deadline
mock exam results	1 *Mark*	headmaster's office	2 _____
3 _____	Jane	4 _____	on Monday
5 _____ cancellation	Lucy	6 _____	before the weekend

READING

2 **Przeczytaj tekst. Dopasuj właściwy nagłówek A–F do każdej części tekstu 1–4. Dwa nagłówki zostały podane dodatkowo.**

A Shades of mother Earth
B Consumers' favourites
C Promoting colours
D Same goals, new tricks
E How numbers support colours
F The air of honesty

Colour psychology – do hues determine our buying decisions?

Did you know how easily you are influenced by colours? For example, a shade of lime green that looks tempting for a PC might make you feel disgusted if you see it on a cupcake. This is how colour psychology works. And it is really effective! Companies nowadays are really eager to use colours in marketing and advertising.

1 _____

We might say colours speak louder than words – they communicate with us on the emotional level, and so they are very effective at persuasion. So those who have mastered the basics of colour psychology can have a great impact on what you do and ... what you buy. Marketeers and salespeople use this knowledge to achieve what they have always wanted – make you buy their products.

2 _____

Although all this might sound like a magic trick, there's data to prove it. Eighty-five percent of consumers claim that colour is the primary reason for choosing products to buy, and ninety percent of impulse decisions to purchase something are based only on colours. Also, more than half of our opinions about websites are made based on the colours that we can see.

3 _____

Now, it's one thing to know that colours matter, but the question is how to use this knowledge. According to research, people's preferred colours seem to be the most influential. Blue, for example, is associated with calmness and loyalty. Brands which want you to depend on them and which want to create an image of trustworthiness, such as banks and other financial institutions, will often use blue in the logos.

4 _____

These are commonly considered a symbol of freshness and health. Consumers are more health conscious than ever these days, so many advertising campaigns use these shades to promote their products, which are immediately perceived as environmentally friendly. People who are concerned with global warming and other environmental issues are easily influenced by such campaigns.

USE OF ENGLISH

3 **Z opcji A–C wybierz brakującą wypowiedź lub część wypowiedzi.**

1 X: So you've watched the new series. _____
Y: I hated it. It was a waste of time.
A What was it?
B What do you reckon?
C What time is it on?

2 X: _____
Y: I think so.
A What do you think about the song?
B I don't think it's suitable for children.
C He works for Channel 1, doesn't he?

3 X: How is Tom these days?
Y: _____
A He looks like his father.
B He looks as if he likes it.
C He looks rather happy.

4 X: What do I do with this button here?
Y: _____
A Press it and hold for a few seconds.
B Just switch on the camera.
C Like this?

4 **Przetłumacz fragmenty zdań na język angielski. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

1 *There isn't much* (*Nie ma dużo*) time, so let's hurry.
2 Helen will feel much better if _____ (*zredukuje stres*) she has at work.
3 Brenda _____ (*wyjaśniła, że ocalała z*) an accident.
4 _____ (*To ważne, aby robić*) experiments in a safe way.
5 _____ (*Nadzorowanie nastoletnich uczniów*) can be really challenging.
6 It seems we _____ (*zapomnieliśmy latarki*).

USE OF ENGLISH

6 **Z opcji A–C wybierz właściwą odpowiedź.**

1 I read a biography of a man _____ career started in Google.
A which B whom C whose

2 When my dad can't find something, he _____ my mum where it is.
A will ask B ask C asks

3 I won't call you at three unless my lessons _____ earlier.
A will finish B finish C don't finish

4 You need to _____ sleep if you want to recover from the infection.
A get enough B take much C enough

5 With such a low battery life, these headphones are totally _____.
A impractical B inexpensive
C unattractive

6 After a few weeks, she finally told us that her wallet _____.
A was stolen B had been stolen C had stolen

WRITING

7 **Przeczytaj polecenie i wykonaj zadanie.**

Twoja klasa zorganizowała spotkanie ze znanym prezenterem. Napisz relację z tego wydarzenia na swoim **blogu**.

- Wyjaśnij, w jakich okolicznościach i dlaczego spotkanie zostało zorganizowane.
- Przedstaw osobę, którą zaprosiliście/zaprosiłyście.
- Opisz przebieg spotkania.
- Napisz, czego nauczyłeś/nauczyłaś się podczas organizacji tego wydarzenia.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi all! A couple of days ago my class organised a meeting with ...

5 **Uzupełnij tekst, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie.**

home blog

I'd like to share some very good news with you. I've been invited to take part in a contest for young [1] *reporters* (**report**). If I win this [2] _____ (**compete**), it will be like a door opening to my future career in [3] _____ (**journal**).
I've already been informed what my task will be. First, I will need to go through the news and decide which piece of information is fake – this will check if I can detect [4] _____ (**rely**) sources. Then I will have to present some news in an innovative way. I guess they will evaluate my [5] _____ (**create**). Anyway, the three finalists will appear on [6] _____ (**nation**) TV, so keep your fingers crossed for me ☺



8 STAY CONNECTED

Vocabulary ▶VIDEO 27

Vocabulary 1

Social media

1 Match the words from the box to their definitions.

app	instant messaging	password	profile
social networking	video games		

1 You can use this small computer program on your phone to play a game, for example. *app*
2 Personal details that you publish on your social media account. _____
3 Don't tell people this word or set of numbers, or they can get into your computer. _____
4 You can play these on a computer or console. _____
5 These sites are places where people can chat and share photos. _____
6 You use this service to write to your friends using your phone or computer. _____

2 Match verbs 1–6 with phrases a–f to make technology collocations.

1 send _____
2 tag _____
3 check _____
4 upload _____
5 delete _____
6 update _____

a your phone
b some photos to a social networking site
c a text to a friend
d your profile
e a friend in a photo
f a post that you aren't happy with

3 Complete the tips for staying safe online with the correct forms of the verbs from the box. There is one extra verb.

change	install	post	set
share	report	tag	

home blog

Stay safe online!

Follow these top tips to keep yourself safe online.

- [1] *Set* a strong password and don't write it down anywhere!
- When another person [2] _____ a mean comment on your profile, [3] _____ the privacy settings so that only people you trust can see and comment on your posts.
- Hackers and viruses are a big problem online. [4] _____ antivirus software to keep your computer safe.
- Never [5] _____ your personal information with strangers.
- If you have any problems, you can [6] _____ them to the help desk in order to keep yourself and other people safe.

4 Complete the dialogues with the correct words and phrases.

1 **X:** The trip to the Science Museum was great, wasn't it?
Y: Yeah. I'm going to share some *photos* on Instagram. There's a great one of you. Is it OK if I _____ you in it?
2 **X:** Help! I think I've got a virus on my computer!
Y: You need to install some antivirus _____ immediately! And _____ your phone – you can get viruses on your phone, too!
3 **X:** I keep getting really annoying comments on my photos from people I don't know!
Y: You need to change your _____ so people you don't know can't see your photos. And if it doesn't stop, you should _____ the problem to the help desk.

5 Answer the questions.

1 Do you think it is important to change your passwords regularly? Why?
_____
2 How often do you upload photos of friends?
_____
3 Would you ever ask someone to delete a photo of you? Why?
_____
4 How important is it to have antivirus software? Why?
_____

6★ Move the adjectives in bold around to make the sentences correct.

1 The ~~instant~~ *average* teenager has never met one in four of their Facebook 'friends'.
2 Helen appears to be **worldwide** when it comes to safety.
3 Children can be really **average** to one another.
4 They joined a **mean** network of socially responsible companies.
5 Nobody can promise **reckless** solutions – you have to wait for results.



1 **Watch the video and answer the questions.**

▶VIDEO 28

1 What would Gloria do if she lost her phone?

_____

2 What would happen if Graham was popular?

_____

3 What would Gloria do in Graham's place?

_____

2 **Tick the correct sentences. Do these use the first or second conditional?**

1 You'd get better exam results if you revised more!
✓ *second*

2 I'll call you if I needed help with my computer.
_____ _____

3 If you upload good photos, you'll get lots of likes.
_____ _____

4 If I didn't enjoy video games, I wouldn't play them!
_____ _____

5 Jack wouldn't be very happy if you break his phone!
_____ _____

6 If you don't like the photo, I'll delete it.
_____ _____

3 **Match 1–6 with a–f to make second conditional sentences.**

1 What would you do _____
2 I'd be really happy _____
3 If I had lots of free time, _____
4 If I practised more, _____
5 Your friends wouldn't be pleased _____
6 If I lost my phone, _____

a I'd get into the school football team.
b I'd lose all my music and photos too!
c if you tagged them in some dreadful photos.
d if you won the gaming competition?
e if I got a new tablet for my birthday.
f I'd write a regular blog.

4 **Complete the dialogues about gaming with the correct forms of the verbs in brackets.**

1

Look, I'm entering this gaming competition.

Really? What will you get if you *win* (**win**)?



A new Xbox.

Cool! I'd definitely enter gaming competitions if I _____ (**be**) good enough!



2

_____ (**you / look**) online if you wanted to solve a problem in a computer game?

No. I think if you keep trying, you _____ (**find**) the answer yourself in the end! You're doing really well in this game now.





I know. If I _____ (**find**) three more coins, I'd move to the next level. But it would be quicker if I _____ (**have**) a better controller. This one is so old!

3

Look, ICE London is on next month.

Is that the really big gaming event?



Yes. I _____ (**go**) to it if it wasn't the same weekend as the school trip!

Me too. Maybe we could go to one together if we _____ (**plan**) it carefully.



5 **Complete the first and second conditional sentences with your own ideas.**

1 If I didn't have so much homework to do at the weekend, *I'd play video games with my friends*.
2 If I needed a new laptop, _____.
3 I'd be disappointed if _____.
4 I'd change my privacy settings if _____.
5 If I sold some of my old things online, _____.

6* **Complete the second sentence so that it means the same as the first one. Use the word in capitals.**

1 I don't have a phone, so I won't text you. **IF**
I would *text you if I had a phone*.
2 I wouldn't report a problem unless it was serious. **IF**
I'd _____.
3 Jane is so good at the video game because she plays it all the time. **WOULD**
If Jane _____.
4 I'd only buy a new laptop if my old one was broken. **UNLESS**
I wouldn't _____.
5 There is no virus on my computer because I have antivirus software. **HAD**
There would probably _____.

8.3 Speaking

Asking for and giving advice

Key Phrases ▶VIDEO 29

1 Complete the sentences with the missing adjectives.

1 I was really a *n* *n* *o* y *e* d that I hadn't received the invitation.
2 Tests and exams always make me __ __ r __ o __ s.
3 Beth would be __ p __ __ t if we didn't tell her the truth.
4 You have no idea how __ n __ r __ my parents got when they heard I skipped school.
5 The teacher was __ __ d at us for our behaviour.

2 Read the sentences. Are the people asking for advice (A) or giving advice (G)?

1 What would you do if you were me? *A*
2 I think you should talk to your friends. _____
3 Why don't you send her a text? _____
4 What should I do? _____
5 Can I ask your advice? _____
6 You shouldn't worry so much. _____
7 You could look for ideas online. _____

3 Match the sentences and questions from columns A and B to make mini-dialogues.

A

1 If I were you, I'd buy her flowers. _____
2 You could pay for the damage. _____
3 Can I ask your advice? _____
4 Do you think I should call her? _____
5 What would you do if you deleted some important files? _____

B

a Maybe you're right.
b No, that's a very bad idea!
c I'd ask someone for help.
d Sure! What the problem?
e Good idea, I'll give her the money.

4 Complete the dialogues with the phrases from the box.

~~can I ask~~	might help	should I do
think you should	why don't you	

1 **A:** Hi, Jack. *Can I ask* your advice? My friend keeps tagging me in photos and I'm not happy about it.
B: _____ talk to her about it?

2 **A:** I posted a video of my friend online, and now she's really angry with me. What _____?
B: I definitely _____ apologise now. That _____.

5 Complete the dialogue with the correct forms of the words in brackets. Add any other necessary words.

Eve You look upset. What's the problem?
Amy I think someone logged into my account and posted silly things on my wall. I [1] *don't know what to do* (know / what / do).
Eve Well, it seems like your account has been hacked.
Amy Oh no! What [2] _____ (you / think / I / do)?
Eve First of all, calm down – it's not the end of the world.
Amy Easy for you to say. What [3] _____ (you / do / if / your account / get) hacked?
Eve I have no idea. Why [4] _____ (you / make) a post saying that a hacker has accessed your account and that you're not responsible for any of the posts or photos that have recently been posted?
Amy [5] _____ (you / absolute / right)!
[6] _____ (you / think / delete) the account and create a new one?
Eve That might be a good idea. But if I [7] _____ (be / you / report) to the help desk first. That might be enough.
Amy Thanks! I owe you one.



An article about influencers



Follow me – and buy this!

When you think about online safety or potential threats, secure passwords and hacking are what comes to mind. But have you ever thought about the threat to your wallet? Well, buyer beware …

Would you choose to buy a particular brand of jeans if your favourite social media star told you how amazing [1] **they** were? A lot of us would probably answer 'yes'! We all love following people on social media sites such as Instagram. It's great to see the fun photos and videos. But how do you know when a social media post is really an advertisement? There are thousands of companies that want to advertise their products to teenagers. The problem [2] **they** face is that many young people don't watch TV, and they don't buy magazines either. [3] **These** were the traditional ways of advertising to young people in the past. So now companies have started to look for new ways to reach young customers. Social media offers a very effective way to do [4] **this**. Influencers, due to the large number of followers on social media, can persuade their followers to buy some products. Companies are willing to pay teen influencers to show their products because they have found it is the best and simplest way for them to advertise to young people. And this kind of advertising works. Take the example of the gaming app Bejeweled. The company paid a few well-known and popular influencers to share photos of themselves playing the game using the hashtag *#shinyplace*. These people encouraged their followers to post similar photos of themselves, and within a month, millions of people had bought the app.

So, how can you tell the difference between a simple post and an advertisement? The answer is to look carefully at the hashtags. Influencers should use the hashtags *#ad*, *#sponsored* or *#freebie* if [5] **they** have received money or free goods in return for their post. You can then use this information to help you decide if you really want to buy the product.

Did you know?
In total, over their whole life, the average person will spend over five years on social media.

1 **Read the article and choose the best summary.**

a The article explains who social media influencers are and suggests some interesting influencers that people should follow.
b The article discusses how companies use social media influencers to sell products and explains how to know if a social media post is an advertisement.

2 **Read the article again and complete the sentences.**

1 The writer thinks that a lot of people would buy clothes if influencers *said they were amazing*.
2 A lot of young people don't _____ or buy magazines.
3 Social media is a good way for companies to _____.
4 Influencers are able _____ to buy things.
5 Millions of people bought the app Bejeweled because the company _____.
6 The article advises people to _____ to find out if a post is an advert.

3 **Read the WATCH OUT | SKILLS box. Then look at the words in bold 1–5 in the article and match them to the person or thing they refer to.**

a reach young customers
b social influencers
c some jeans
d TV and magazines
e companies

1 ____ 2 ____ 3 ____ 4 ____ 5 ____

WATCH OUT | SKILLS **Odnośniki**

Aby zrozumieć, wobec kogo lub do czego zastosowano odnośnik, czyli słowo takie jak: ***it, his, she, these, this, that, them, herself, one***, przeczytaj uważnie całe zdanie oraz zdanie je poprzedzające.

4 **Answer the questions. For question 3, use your own ideas.**

1 Why are people who are popular on social media called 'influencers'?
_____
2 How did the company advertise their new gaming app Bejeweled?
_____
3 Do you think it's important to know if a social media post is an advert? Why/Why not?
_____

8.5 Vocabulary 2

Technology-related problems

1 **Match the verbs from box A with the nouns from box B to make collocations. Then use the correct forms of the collocations to complete the sentences.**

A

check	play	post	send	surf

B

comments	messages	social media
the Internet	video games	

1 While I was working on my history project, I spent hours *surfing the Internet* to search for information.
2 The actress has blocked all the users who _____ on her fanpage criticising her latest movie.
3 Did you know that a lot of young people _____ for a living, for example by testing them or streaming them online?
4 When you _____ on WhatsApp, two grey ticks mean it has been received, and two green ticks mean it has been read.
5 Each time I _____ for updates, there's new content for me to scroll through.

2 **Complete the definitions with the words from the box.**

abusive	addict	addicted	anger
miss out	overcome	therapy	

1 When a comment is *abusive*, it uses offensive or insulting language.
2 You feel _____ when someone has treated you badly or unfairly and you want to hurt them back or shout at them.
3 A _____ is a form of treatment for an illness or a medical condition over a long period of time.
4 When you are _____ to something, you enjoy it very much and spend as much time as you can doing it.
5 When you _____ on something, you lose an opportunity to have it or do it.
6 An _____ likes a particular activity very much and spends as much time as he/she can doing it.
7 When you _____ a problem, you succeed in dealing with it or controlling it.

3 **Choose the correct words.**

1 You have no right to ***overcome / insult*** me like this!
2 I'm afraid your friend may need a ***threat / therapy***.
3 Do you know any ***addicts / victims*** of cyberbullying?
4 Too much stress can cause ***anxiety / condition*** or even depression.
5 Sometimes doing sport can be ***abusive / addictive***.
6 A lot of teenagers experience online ***addiction / abuse*** these days.

4 **Complete the sentences.**

1 After Luke joined the human rights movement, he began to receive emails with t*h*r*e*a*t*s.
2 People with depression often don't know where to s_____ help.
3 I finally managed to o__r__m__ my shyness after therapy.
4 There is a growing problem of social media a__d__t__n.
5 I was diagnosed with a strange skin c__d__i__n that is difficult to cure.
6 Susan claims to be a v__t__m of online abuse.

5 **Complete the text with the correct words formed from the words in brackets.**

A friend of mine has recently started acting rather strangely. He barely goes out and spends most of his time online. He is not [1] *addicted* (**addict**) to video games, but he keeps visiting various websites where he posts comments, very often [2] _____ (**abuse**), I'm afraid. He can actually be pretty mean to me, too. He has sent me a few really [3] _____ (**hurt**) messages. I have no idea what has happened to him. A few weeks ago he was in a very [4] _____ (**stress**) situation – his parents got divorced, you know. And it seems he has accumulated a lot of [5] _____ (**angry**) in him since then. How can I help him?

6* **Choose the correct translation.**

1 Is it OK to _____ (*usunąć post*) if you don't like the comments you get?
a share a post b download a post
c delete a post
2 _____ (*Zaburzenia osobowości*) are a serious medical problem.
a Personality disorders b Personality conditions
c Personal anxiety
3 Make sure you _____ (*aktualizujesz dane osobowe*) regularly.
a share personal information
b upload personal details
c update personal data
4 This is illegal and you should _____ (*zgłosić to*) ASAP.
a change it b report it
c set it
5 The game is fun and challenging, but you can _____ (*uzależnić się*).
a get addicted b be an addict
c get addictive
6 Do you ever wake up in the middle of the night to check _____ (*powiadomienia w telefonie*)?
a your phone for notifications
b your phone for news
c the news in your phone

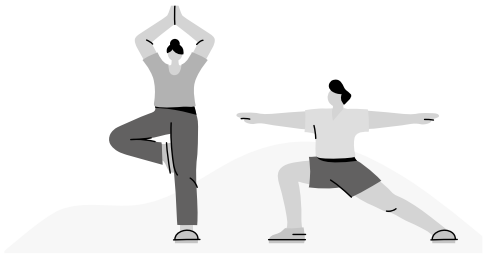
A radio programme about digital detoxes

1 **Choose the correct options.**

1 I sometimes forget to log ***away*** / ***off*** when I've finished using my parents' PC.
2 Who does George usually ***meet*** / ***hang*** out with at the weekends?
3 I never ***switch*** / ***sign*** out of social media sites.
4 Shall we meet ***out*** / ***up*** with Max on Saturday?
5 Don't spend all your time doing homework – you need to ***chill*** / ***rest*** out sometimes!
6 Sara wants to take ***up*** / ***off*** running this year.
7 Please ***switch*** / ***sign*** your phone off and put it away!

2 **Complete the tips for relaxing with one word in each gap.**

TOP WAYS TO RELAX

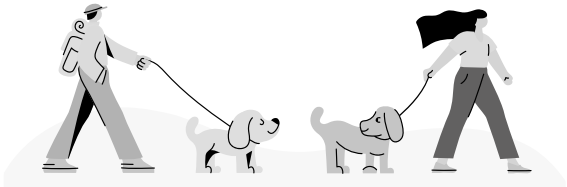


We all know that it's important to relax and that being glued to the screen will not give you that. What can you do to log [1] *off*, slow down and forget about everything?

EXERCISE: Most people feel calmer and more relaxed after [2] _____ out at the gym. If you don't enjoy the gym, why not [3] _____ up a sport? All forms of exercise produce chemicals in the body which help you to relax.

SOCIAL TIME: Meeting [4] _____ with friends is a great way to feel calm and happy. And it doesn't have to cost a lot of money. Just chilling [5] _____ for an hour or two with a group of friends can really improve your mood, especially if you're having fun together.

SCREEN-FREE TIME: We all spend too much time online, which stops us from sleeping well. Set a time to [6] _____ out of your social media sites each evening, and switch [7] _____ your phone when you go to bed.





3 16 **Listen to a radio programme about digital detoxes and complete the answers to the questions.**

1 What does a digital detox mean?
If you do a digital detox, you *stop using your phone* for a while.
2 What does the presenter think about digital detox at the beginning of the interview?
He feels _____.
3 What happens on a detox camp?
On arrival, the digital devices _____.
4 What is the aim of the thirty-days detox challenge?
You are supposed to spend _____ every day.
5 What are the extra benefits of a digital detox?
People can _____ better.
6 What does the presenter suggest at the end of the interview?
He thinks a digital detox _____.

4 16 **Listen again and complete the sentences.**

1 Sarita Green is an expert on how people use *technology*.
2 A recent study showed that people look at their phones around _____ times a day.
3 On a detox holiday, you do a lot of _____.
4 One of the challenges on the thirty-day detox challenge is to leave your phone in another room while you _____.
5 After a detox camp, people's happiness score went up from 4.5 to _____.

5 **Answer the questions. For question 5, give your own opinion.**

1 What do around half of American people say?
They couldn't live without their phones.
2 What things can't you find on a detox holiday?
_____.
3 If you do the thirty-day detox challenge, what should you keep a note of each day?
_____.
4 How did people score their ability to concentrate after the detox camp?
_____.
5 Would you like to try a digital detox? Why/Why not?
_____

8.7 Grammar 2

Indefinite pronouns

1 **Watch the video and complete the sentences with one word in each gap..**

▶VIDEO 30

1 Graham has lost his glasses and he can't find them *anywhere*.
2 Gloria doesn't know why Graham always loses _____.
3 Graham thinks everybody _____ ignoring his problem and he hopes _____ helps him find his glasses.
4 _____ cares about Graham's stuff.
5 From now on, Graham will leave _____ behind!

2 **Choose the correct options.**

1 I'm sorry, but I couldn't find your pen drive _____.
a somewhere b nowhere c anywhere
2 Nobody _____ to join me for a game of chess.
a didn't want b wanted c doesn't want
3 I have _____ more to say! Bye!
a something b nothing c anything
4 I've got a toothache and I can't eat _____. ☹
a anything b anyone c anywhere
5 I'm scared – I think there is _____ outside the house.
a anything b no one c someone

3 **Rewrite the sentences using the indefinite pronouns from the box.**

anything anywhere everyone everything ~~no one~~ nothing

1 No students in my class have done a digital detox.
No one in my class has done a digital detox.
2 All the people in my class love this game!
_____ this game!
3 No exciting things happen here!
_____ here!
4 All the things in this shop are really expensive!
_____ really expensive!
5 There is nothing more important than family.
_____ than family.
6 I travel nowhere without my camera.
_____ my camera.

4 **Write one indefinite pronoun in each gap.**

home blog

I've recently read a report about the screen habits of teenagers between fifteen and eighteen years of age. The survey was given to 100 students and [1] *everyone* had to answer twenty-five questions about technology in their lives. The results were rather predictable. There was [2] _____ in the group without access to a smartphone, and all of the teenagers admitted they couldn't imagine their lives without their phone. Most of the teenagers said they used their phones to check [3] _____ online, text a friend or post on social media. Also, students use their phones absolutely [4] _____ – at school, at home, on the bus, which means they have no breaks from technology. If I had to say [5] _____ about the survey results, I'd say they are pretty alarming. And the article made me think. I really don't know [6] _____ who isn't glued to their phone ...

5 **Read the WATCH OUT box and translate the sentences into English.**

1 W mojej klasie nikt nie ma deskorolki elektrycznej.
No one in my class has a hoverboard.
2 Moi dziadkowie nie wiedzą nic o mediach społecznościowych.
_____
3 Na tej stronie nie ma nic o bezpieczeństwie.
_____
4 Nie znam nikogo w tym mieście.
_____
5 Nigdzie nie idę!
_____

WATCH OUT **Zaimki nieokreślone w przeczeniach**

Pamiętaj, że w języku angielskim nie ma podwójnego przeczenia.
Nikt nie jest głodny. *Nobody is hungry.* (**NIE** ~~*Nobody isn't hungry.*~~)
Nie mam nic do roboty. *I have nothing to do.* LUB *I don't have anything to do.* (**NIE** ~~*I don't have nothing to do.*~~)

6* **Correct the mistakes in the sentences.**

1 When I have ~~anything~~ *nothing* to do, I use my smartphone for entertainment.
2 What would you do if you lose your phone?
3 If I didn't have any devices, I will not know what to do with my time.
4 I have never done nothing so stupid in my whole life.
5 Anyone is invited to my birthday party!
6 If my house is on fire, I would run away, but I would ask the firefighters to rescue my computer.



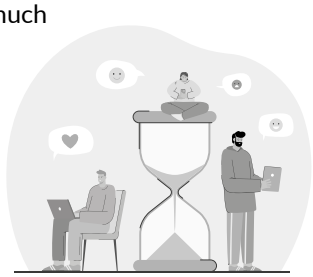
1 **Complete the sentences with two words in each gap.**

1 Make sure you don't *share personal* information with people you don't know.
2 If you use only lower _____, your password won't be very strong.
3 During the exam, all phones must _____ off.
4 The weather was so great on Saturday that Mia and I were _____ in the park all day.
5 Don't worry! I'm sure you won't miss _____ anything important if you put your phone down for a while.
6 Set up a _____ pattern to make sure nobody else can use your device.

2 **Complete the sentences with the correct words formed from the words in the box.**

abuse	addict	annoy
astonish	~~log~~	tag

1 Do you want to stay *logged* in?
2 I think _____ your location is a potentially dangerous thing to do.
3 As an influencer, I get a lot of _____ comments, but I pay no attention to them.
4 Marcus got extremely _____ when I posted our selfie.
5 Exercising can be _____, just like eating sweets or drinking coffee.
6 It's _____ how much time we spend online.



3 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to five words in each gap.**

1 If I *won the lottery, I would* (win / lottery / I) give up my job.
2 If you suddenly _____ (see / stranger) in your garden, how would you react?
3 I would be scared if _____ (there / be / nobody) here with me.
4 No one _____ (come / to / classroom) yet.
5 What would you do if you _____ _____ (be able / predict) the future?
6 The police announced that _____ _____ (nothing / find).

4 **Complete the text with one word in each gap.**

ARE YOU HOOKED YET?

Modern times can be really surprising. And so are the addictions typical of the 2020s. According to experts, [1] *everything* that changes your mood can make you hooked – a message that pops up on your screen, a discount on shoes you get and is valid for only a day, getting 100 likes under a post. So if you know [2] _____ who finds checking their phone too exciting, or ignores the people around them to check a post or a text, perhaps they need help. But helping is not such an easy thing. If anyone [3] _____ you that you had a problem, what [4] _____ happen? Would you do [5] _____ about it? Would you seek help? See? [6] _____ is obvious or easy with modern technology addictions.



5 **Complete the second sentence so that it means the same as the first one. Use the word in capitals.**

1 I asked for help, but she did nothing. **NOT**
I asked for help, but she *did not do anything*.
2 I'm not surprised that you're mad. **BE**
If I _____ be mad too.
3 All the people in the company are satisfied with the results. **WAS**
_____ satisfied with the results.
4 I'd like to join you, but I can't. **COULD**
If _____ join you.
5 They didn't give a bonus to anyone. **GIVEN**
_____ a bonus.

6 **What would you say in these situations? Use the words in brackets.**

1 Kolega radzi Ci, żebyś zrobił/zrobiła sobie trzydniową przerwę od telefonu i komputera. Uważasz, że to dobry pomysł. (**do**)
It's a good idea! I'll do that.
2 Twój kolega chciałby mieć nowy telefon, ale ten, którego używa obecnie, jest jeszcze dobry. Co mu poradzisz? (**why**)
_____.
3 Masz problem ze swoim kontem w mediach społecznościowych. Poproś kolegę o poradę. (**ask**)
_____.
4 Byłeś/Byłaś świadkiem cyberprzemocy. Nie masz pewności, czy powinieneś/powinnaś zgłosić ten problem. Zapytaj o to koleżankę. (**should**)
_____.
5 Mama radzi Ci, w jaki sposób przeprosić kolegę/koleżankę. Przyznaj jej rację. (**right**)
_____

8.9 Writing

A forum post about an event

1 **Match the verbs from box A to the nouns from box B to make collocations.**

A

break	carry	do	keep	take	take on

B

a call	a risk	responsibility	someone a favour
the law	your fingers crossed		

1 *break the law*
2 _____
3 _____
4 _____
5 _____
6 _____

2 **Complete the sentences with the correct forms of the collocations from exercise 1. Then decide if the sentences report an event (R), give an opinion (G) or justify an opinion (J).**

1 Only yesterday, I saw three people in the park who were *breaking the law* by not cleaning up after their dogs. *R*
2 The facts suggest that _____ puts you in a good mood. _____
3 I'm pretty sure that using technology too much _____ of addiction. _____
4 From my point of view, we should _____ for everything we do. _____
5 The reason why I _____ for your project is because it may help many teenagers. _____
6 While I was in the taxi, the driver's phone rang and he _____. _____

3 **Correct the mistakes.**

1 A lot of ~~evidences show~~ *evidence shows* that screen time influences your concentration.
2 As far as I concerned, hands-free sets should be obligatory.
3 Let me tell you what I had witness the other day.
4 I'm pretty surely that they should get a fine.
5 The reason from which I feel this way is because people often exaggerate.
6 If I was the one to decide, I'll make technology on public transport illegal.

4 **Complete the text with the phrases from the box. There are two extra phrases.**

be honest	everybody knows	my point of view
~~saw someone using~~	something happened	
the thing is	you ask me	

Let me tell you about something I witnessed yesterday. My class was taking a biology test and I [1] *saw someone using* their phone. While the teacher was explaining a task to someone else, that student just took out her phone and started scrolling the screen. It seemed as if she was looking for the answers online. To [2] _____, such behaviour is totally outrageous! If you're not prepared for the test, take on the responsibility for what you did (or didn't do, for that matter). If [3] _____, that student should face severe consequences. [4] _____, we all struggle at school, all of us are tired and nobody wants to study in their free time. [5] _____ that cheating is bad, but looking for test answers online is awful. So do me a favour and never ever cheat like this.



5 **Do the writing task.**

Byłeś/Byłaś na pierwszej randce z osobą, która przez cały czas patrzyła w ekran telefonu. Napisz **post** na forum, w którym:
- opiszesz, co Ci się przydarzyło,
- napiszesz, jak zareagowałeś/zareagowałaś w tej sytuacji,
- przedstawisz swoją opinię na temat używania telefonów komórkowych w trakcie spotkań towarzyskich,
- podasz argumenty, którymi uzasadnisz swoją opinię.

Długość tekstu powinna wynosić od 100 do 150 słów.

Let me tell you what happened to me today.
_____
_____
_____

VOCABULARY

1 Choose the correct options.

What do you find most annoying about social media?



DelBDel: I get annoyed when I'm talking to someone and they start [1] ***checking*** / ***setting*** their phone. That's so rude!



ChrissyG: I hate it when people [2] ***tag*** / ***post*** their friends in photos without asking – especially when they do it to me!



JonMan: I don't like the fact that other people expect you to [3] ***upload*** / ***post*** comments online every day and [4] ***share*** / ***update*** your profile all the time. Sometimes it'd be nice to have a few days off!



Pontipine: There are two things. First, I hate changing [5] ***secure*** / ***privacy*** settings. I try to remember all the logins and passwords and every time I'm made to change them, it's a problem. Second, ads! There are so many of them that I'm actually thinking of deleting some of the social media [6] ***apps*** / ***updates*** from my phone.

2 Complete the blog post with the correct verbs.

My digital detox diary

Day 1

My first challenge was to [1] _sign_ out of my social media accounts for just half an hour. It was a bit scary, but I did it! In fact, it was quite nice because I spent time [2] _____ out with my brother instead. He wants me to work out with him at the gym tonight, so I've said yes – without my phone, of course! And I didn't feel that I was [3] _____ out on anything important ☺

Day 5

I did nearly two hours without my phone today! I'm learning to [4] _____ out without it. I need to [5] _____ off now because I've arranged to [6] _____ up with some friends, and I'm planning to leave my phone at home. Scary!

Day 9

It's definitely getting easier! This morning I checked my phone for messages and then I [7] _____ off notifications and left it upstairs while I was having my breakfast. I'm feeling really good today – I think I might even [8] _____ up running! Who knows – perhaps I'll [9] _____ addicted to sport now ☺

GRAMMAR

3 Match the sentence halves. Then complete the gaps with the correct forms of the verbs in brackets.

1 If you won 500 euros in a competition, _c_
2 I'd listen to music more often _____
3 You could get a virus on your computer _____
4 I wouldn't be able to contact my family unless _____
5 If my phone had a better camera, _____
6 I wouldn't tag a friend in a photo unless _____

a if you _____ (click) on that link.
b they _____ (give) me their permission.
c what _would you buy_ (you / buy)?
d I _____ (take) more photos.
e I _____ (have) my sister's phone on me.
f if I _____ (have) some better headphones.

4 Translate into English.

1 If I could read the document easily on the screen, I _wouldn't have to print it_ (*nie musiałbym go drukować*) out.
2 _____ (*Nikt nie chciał usunąć posta*), so I did it.
3 _____ (*Gdyby każdy przestał wysyłać krzywdzące wiadomości*), the Internet would be a better place.
4 _____ (*Coś musi być zrobione*) about cyberbullying.
5 I wouldn't bother you at all unless _____ (*gdybym nie musiał szukać gdzieś pomocy*).
6 What would you do if you _____ _____ (*uzależnił się od czegoś*) that you do every day?

ROUND-UP 1 2 3 4 5 6 7 8

5 Complete the text with one word in each gap.

Smartphones – good for us, bad for the environment?

We [1] _have_ had smartphones [2] _____ over twenty years now, and we can't imagine what life [3] _____ be like if we didn't have them. Hundreds of millions of phones [4] _____ produced each year, and by 2040, over 80 percent of people in the world will [5] _____ them. We clearly love these devices – but there is a cost to the environment. First, our smartphones contain a [6] _____ of different materials, including some unusual ones. Some of the metals [7] _____ we need for smartphones [8] _____ now becoming quite rare, and phone companies are damaging the environment in their efforts to find more. Secondly, we all expect [9] _____ change our phone every two or three years. But are we thinking about what [10] _____ happen to our old phone if we just throw it away? The problem of electronic waste, or e-waste, [11] _____ growing each year, and too [12] _____ of this waste ends up buried in the ground. That's why we should all recycle our old phones. Many scientists also believe that we [13] _____ to find better ways of making phones, so that we are [14] _____ to continue enjoying them in the future without damaging the environment.

LISTENING

1 17 **Usłyszysz trzy teksty. Wybierz właściwą odpowiedź, zgodną z treścią nagrania.**

Text 1

1 Which of these statements is NOT part of Netiquette?

A Abusive language is more powerful than polite language.

B Always confirm information before posting it.

C Make your friends' personal data public with their permission only.

Text 2

2 The film Paul wants to watch

A is a comedy.

B is based on the accounts of former social media employees.

C aims to manipulate viewers.

Text 3

3 From what Karen says, we can expect that she

A doesn't mind being tagged online.

B is ashamed of what she's done.

C is going to delete her social media account.

READING

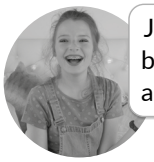
2a Przeczytaj teksty. Dopasuj do każdego zdania 1–3 właściwy tekst A–D. Jeden tekst nie pasuje do żadnego zdania.

1 This text asks questions about how social media and smartphones influence lives. _____

2 In this text you learn about somebody's past achievement. _____

3 This text includes a recommendation to watch something. _____

A



Julka, I can't talk to you tomorrow evening because my school organised a screening of a documentary. And it's obligatory for all students.

What's the film?

Like – it's about teenagers and social media. It might actually be interesting.

OK, but why do you have to do it in the evening?

It's an online screening. The school bought access to the film, everyone has received the login and password and it'll be aired tomorrow at 7.

So it's like home cinema ☺

Yep! I can send you the link with the password, WDYT?

Gr8!

There is a website dedicated to the documentary, with lots of information. You can look it up before watching. At least that's what we've been asked to do.

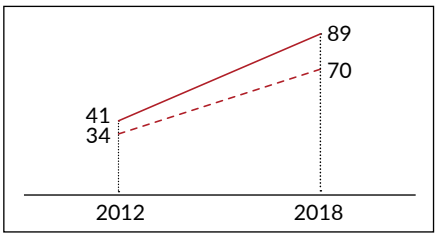
THX!!

B

SOCIAL MEDIA: FACT & FIGURES

Social media use among teens has increased dramatically over the last few years. Young people admit to being distracted, suffering from sleep deprivation and having no time for face-to-face communication. Before checking your phone for the 100th time today, we recommend that you should study the charts and, perhaps, think.

1



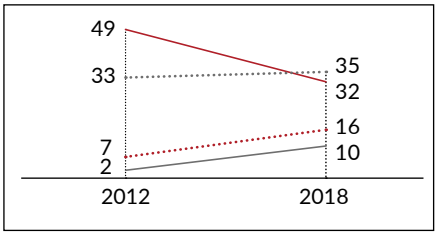
– – % of teens who use social media multiple times a day

— % of teens with a smartphone

2 Social media as a distraction

57%	54%	29%	42%
of all teens get distracted from doing homework.	of all teens get distracted during conversations.	of all teens are often woken up at night by a text, call or notification.	of all teens use social media at the expense of hanging out with friends.

3 **How do teens communicate with their peers?**



— Video-chatting ···· Social media

···· Texting — In person

C

www.watchthis.edu.uk

Like is a documentary about striking a balance between the digital and the real world. We all know that technology, social platforms and smartphones influence our lives. All of these allow you to connect, share and care, but do you know what's really happening? Are we getting addicted? How do we stop? In order to navigate social media more safely, we need to understand the effects they have on the brain, on our lives and on our civilisation.

The aim of this film is to inspire people of all ages, especially children and teenagers, to manage social media and technology in a responsible way. It's not about blaming anyone. It's about looking in the mirror and making the right choices, being able to build relationships, avoiding stressful situations and learning how to be there for each other.

D

From: Head teacher
To: All students

One of the narrators in the documentary is Leah Pearlman. Are you wondering what makes her a suitable person to talk about social media? Well, she's the co-creator of the Facebook 'Like' button. Does she take on the responsibility for the whole world being desperate for likes? She isn't sure. When she was doing it, she wasn't aware of the fact that she was creating a measurement of how important our thoughts are to others. She doesn't think she'd do it again if she went back in time. It just became too big of a deal. Leah no longer works in the IT industry – she changed to a much less competitive area – comic writing.

2b Przeczytaj ponownie teksty A–D. Następnie uzupełnij luki 1–5 w e-mailu Julii do dyrektora szkoły zgodnie z treścią tekstów A–D. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

New message

Szanowny Panie Dyrektorze!

Kilka dni temu, dzięki uprzejmości koleżanki z Wielkiej Brytanii, obejrzałam film dokumentalny „Like", który moim zdaniem warto byłoby pokazać również uczniom naszej szkoły. Dokument dotyczy zachowania [1] *równowagi pomiędzy światem internetowym a rzeczywistym*. Jego celem nie jest obarczanie kogokolwiek odpowiedzialnością za obecny stan rzeczy, lecz inspirowanie młodzieży i dzieci do zmian.

Film ten jest wyjątkowo wart uwagi, ponieważ oparty jest na badaniach i danych statystycznych. Mało kto wie, że bezpośrednia komunikacja twarzą w twarz wśród nastolatków spadła z [2] _____ w [3] _____ roku aż o 17 punktów procentowych w ciągu zaledwie sześciu lat. Niemal połowa nastolatków przyznaje, że woli [4] _____, niż spotkać się ze znajomymi na mieście. Dodatkowym walorem filmu jest to, że jednym z narratorów jest osoba, która wiele lat temu [5] _____.

Film jest dostępny w Internecie i szkoła jako instytucja edukacyjna mogłaby wykupić dostęp dla wszystkich uczniów. Czy byłaby taka możliwość? Jeżeli tak, prześlę link z formularzem zgłoszeniowym oraz informacją o kosztach takiego zakupu.

Z poważaniem,
Julia Kowalska

USE OF ENGLISH

3 Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Możesz dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 I can't come – I *am taking a bus* (take / bus) to Gdańsk on Saturday morning.
2 Oh my goodness! Your backpack _____ (be / much / heavy) mine.
3 If Mum _____ (be here / she) know what to do.
4 Ted admitted that _____ (he / cheat) in the test.
5 We are going _____ (practise / write) emails today.

4 Uzupełnij obydwa zdania tym samym wyrazem.

1 a What made you *take* up jogging?
  b I never *take* calls when I'm driving.
2 a As a child, Laura often _____ behind with schoolwork.
  b I _____ down in the PE lesson and bruised my knee badly.
3 a I used to _____ well at school and I usually nailed all the tests.
  b If you need more speaking, why don't you _____ a conversation course?
4 a Don't forget to log _____ before you close the window.
  b What time does the plane take _____?
5 a This year we're going to _____ on a play based on *Macbeth*.
  b Teenagers are _____ under a lot of pressure these days.

WRITING

5 Przeczytaj polecenie i wykonaj zadanie.

Kiedy przeglądałeś/przeglądałaś portal społecznościowy, przeczytałeś/przeczytałaś komentarz, w którym ktoś w krzywdzący sposób krytykował wpis i zdjęcie innej osoby. Napisz na forum internetowym swojej szkoły **post**, w którym:
- wyjaśnisz, czego dotyczył pierwotny wpis i co przedstawiało zdjęcie,
- poinformujesz, że ktoś w niegrzeczny sposób skrytykował wpis i zdjęcie,
- napiszesz, w jaki sposób zareagowałeś/zareagowałaś na krzywdzący komentarz,
- przedstawisz swoją opinię na temat prześladowania osób w Internecie.

Długość tekstu powinna wynosić od 100 do 150 słów.

Let me tell you what I witnessed this morning.

Picnic snack ideas



BEFORE WATCHING

1 **Describe what you can see in the photo. What food and drink do you think they will have?**

_____
_____
_____

2 **The friends make something to eat and something to drink. Which ingredients do you think they will use for each? You need to use one of the ingredients twice.**

~~cream cheese~~	lemons	mango	Oreo cookies
sugar	water	whipped cream	

The food	The drink
cream cheese	

WHILE WATCHING

3 **Watch the video and check your answers to exercise 2. What are the names of the two items?**

The food: _____
The drink: _____

4 **Watch the video again. Match the numbers to the things they describe. One number matches two different items.**

18 ____ a the amount of water in the drink (in millilitres)
80 ____ b the amount of sugar you need in the drink (in teaspoons)
300 ____ c the number of Oreo cookies you need
d the amount of whipped cream in the cake (in millilitres)
6 ____ e the number of grams of sugar in the cake
2 ____ f the number of lemons you need in the drink

FOLLOW-UP

5 **Choose the correct options.**

1 *Blend / Squeeze* the orange to get the juice out.
2 *Pour / Boil* the water until it is hot.
3 *Mix / Add* the sugar, milk and butter together.
4 *Crush / Cut* the onion in half.
5 *Peel / Shake* the potatoes before you cook them.

6 **Complete the recipe with the verbs from the box.**

add	blend	crush	cut	~~peel~~	pour	shake

Banana milk

Take a banana and [1] *peel* it. Then [2] _____ it into about ten thin slices. Put it in a bowl and [3] _____ about 200 ml of milk over it. You can [4] _____ honey or maple syrup to make it sweet. Finally, [5] _____ everything together until it is smooth. Put it in the fridge and drink it when cold. If you like it really cold, [6] _____ some ice into tiny pieces and put these at the bottom of a cup. Then pour the banana drink on top of the ice. [7] _____ the cup well before you drink it so that everything mixes together (but remember to cover the top of the cup so that the drink doesn't fly all over the kitchen!)



AFTER WATCHING

7 **Write a simple recipe for a delicious picnic snack.**

Name of the snack: _____
Ingredients:

_____
_____

How to make it:

_____
_____
_____
_____

Video Worksheet 2

Shona faces her fears



BEFORE WATCHING

1 **Look at some ideas of what people are afraid of. Add four more ideas of your own.**

spiders, flying, the dark, _____

_____

WHILE WATCHING

2 **Watch the video and match the emotions the girl feels to the situations.**

1 Shona's first day at horse riding school ____
2 When she gets on the horse on the first day ____
3 Talking on the phone to her mum ____
4 After she rides on the gallops ____
5 When she leaves the riding school ____

a sad
b confident
c proud
d nervous
e scared

3 **Watch the video again and complete the sentences.**

1 Shona fell off a horse *two* years ago an hurt her _____.
2 She is going to the horse riding school to regain her _____.
3 Shona is scared of _____ of the horse.
4 On the first day of riding, she _____ up very quickly.
5 The gallops is a place that horses _____ on.
6 The riding school helped Shona to believe in her own _____.

FOLLOW-UP

4 **Complete the dialogue with one word in each gap.**

Amber: I'm too [1] *scared* to climb this mountain after my fall last year.

Trainer: You have to [2] d_____ with your fear if you want to go climbing again.

Amber: But I'm [3] w_____ about falling. Oh no! Help!

Trainer: Don't [4] p_____. Just [5] r_____. We're here to help you. You're perfectly safe.

3 hours later

Trainer: We made it. We're at the top. How do you feel?

Amber: I'm [6] p_____ of myself. It's great. I can look [7] f_____ to climbing again. Thank you!



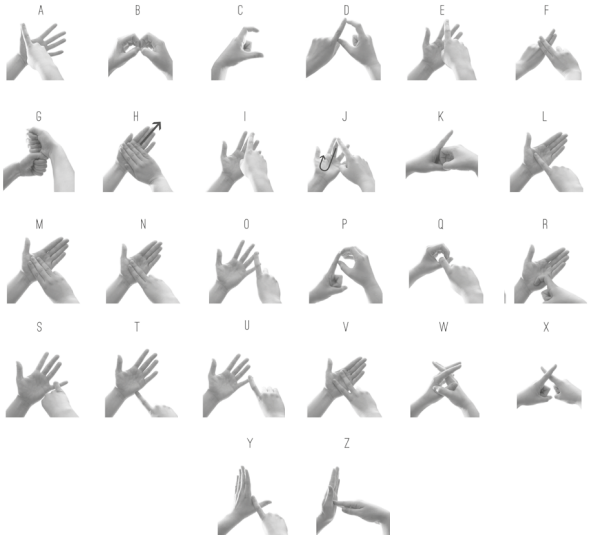
AFTER WATCHING

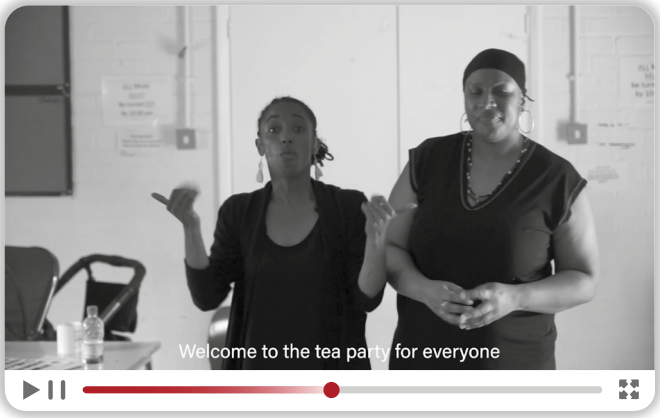
5 **You are scared of something you used to enjoy. Now you are trying to do something about your fear. Write a blog post about what you used to love, what happened to make you scared and what you are doing now to face your fear.**



BEFORE WATCHING

1 **Look at the photo on the right and the British Sign Language finger spelling alphabet below. Try to sign your first and last name.**





WHILE WATCHING

2 **Watch the video and number the activities in the order you see them.**

a _____ Someone is washing the tables.
b _____ Everyone gets some tea and food.
c _____ The group all go outside for a different game.
d __1__ Dionne and La Toya are preparing activities for the party.
e _____ La Toya explains the rules of the first game.
f _____ La Toya is putting chairs out.
g _____ Dionne and La Toya are welcoming people as they arrive.

3 **Watch the video again. Are the statements true (T) or false (F)? Correct the false statements.**

1 Dionne and La Toya are ~~sisters~~ *cousins*. __F__
2 La Toya is deaf but Dionne isn't. _____
3 The party is only for deaf people. _____
4 British Sign Language is very similar to the way people talk. _____
5 La Toya thinks it's important for learning to be enjoyable. _____
6 Everyone has difficulty understanding each other at the party. _____
7 Londoners have the same accent in sign language as people from the north of England. _____

FOLLOW-UP

4 **Match verbs 1–6 with phrases a–f to make collocations.**

1 explain	_____	a	to each other
2 express	_____	b	people when they arrive
3 welcome	_____	c	the rules
4 plan	_____	d	people together
5 talk	_____	e	yourself clearly
6 bring	_____	f	activities for people to do

5 **Complete the sentences with the words from the box.**

accents	deaf	event	organising
rules	~~sign~~	visual	

1 I don't know how to communicate using ___*sign*___ language.
2 It's important that _____ people have a way to communicate with their hands.
3 BSL is a _____ language because people 'hear' it by watching people's hand movements.
4 When people from different parts of the country speak, you can hear that they have different _____.
5 Thank you for _____ this fun _____. We should do this more often.
6 Before we play the game, I will explain the _____ for you.

AFTER WATCHING

6 **Imagine there are some foreign students at your school. They have just arrived and don't know each other – or the language – very well. Plan an event to welcome them and describe it in an email to a schoolmate. Think of:**

- how to help everyone to understand each other
- food and drink
- games and activities
- places to go





BEFORE WATCHING

1 **Look at the photos. The man is trying to solve a problem for poor people. What do you think the problem is and what might his solution be?**

WHILE WATCHING

2 **Watch the video and complete the information.**

Problem: *A lot of people have ...* _____

_____

Solution: _____

_____

3 **Watch the video again and choose the correct options.**

1 How many people in India don't have good electricity?
   a 2 billion
   b 500 million
   c 5 million
2 What is wrong with kerosene lamps?
   a They use dangerous fuel.
   b They are expensive.
   c People prefer candles.
3 An LED light in India costs about
   a 25 dollars.
   b 12 dollars.
   c 12 times more than people earn in a week.
4 What does the shopkeeper tell Heidi?
   a He hasn't sold any lamps.
   b The lamps are broken.
   c People think the lamps are broken.
5 What does Heidi think is the best way to solve the problem?
   a Change the design of the lamps.
   b Explain how to use the lamps.
   c Include better instructions.
6 The main difference between the new and old light is that the new one
   a has a bigger solar panel.
   b doesn't use a solar panel.
   c has a solar panel built into it.

FOLLOW-UP

4 **Complete the sentences from the video with the phrases from the box.**

in order to	it sounds	just like	now that's how	~~stands for~~	this means

1 LED *stands for* light-emitting diode.
2 Many people here use kerosene lamps, which need to be lit, _____ a candle.
3 _____ simple, but customers are finding them difficult to use.
4 Sam asks Heidi, a business expert, to go and meet d.light's customers _____ find out more.
5 _____ the light is easier to use and cheaper to produce.
6 _____ you solve a problem.

5 **Complete the text with the phrases from exercise 4.**

In many parts of India, children don't have a chance to go to school. [1] *This means* that they don't get the education they need to be able to find a good job. Many organisations have started up campaigns [2] _____ try to solve this problem. One of these is MAD. MAD [3] _____ 'Make a Difference'. They help over 3,000 children in twenty-three cities in India. Even the poorest children can go to school, [4] _____ in richer countries. Eighty-nine percent of the children who graduate from MAD schools find work or a university place. [5] _____ shocking, but it's true. [6] _____ you make a difference!

AFTER WATCHING

6 **Do some research to find out a different problem which affects people in poor countries and write about it.**

- Explain what the problem is.
- Say why it is a problem.
- Describe one or two ways in which volunteers could help solve the problem.

Tasty travels





BEFORE WATCHING

1 Look at the photos. Where do you think this is? Why has the woman come to the village?

WHILE WATCHING

2 Watch the video and answer the questions from exercise 1.

1 The photos are of _____

_____

2 The woman has come to the village to _____

_____

3 Watch the video again and choose the correct options.

1 Nadiya won a cooking competition in
   a the United Kingdom.
   b Bangladesh.
   c Dhaka.
2 After Nadiya visits her family, she's going to
   a go back home.
   b go to another country.
   c travel around Bangladesh.
3 More than … people live in Dhaka, the capital city of Bangladesh.
   a 20,000
   b 2,000,000
   c 20,000,000
4 Lots of people travel by boat in Bangladesh because
   a boats are cheaper than bikes.
   b they can't drive.
   c there are lots of rivers.
5 Nadiya's ferry arrives
   a at night.
   b early in the morning.
   c in the afternoon.
6 Nadiya cooks grilled chicken
   a for breakfast.
   b for lunch.
   c for dinner.

FOLLOW-UP

4 Match 1–8 with a–h to make phrases.

1 celebrity	_____	a city
2 capital	_____	b a bus
3 travel	_____	c a competition
4 have a population of	_____	d chef
5 grilled	_____	e overnight
6 travel on	_____	f car
7 win	_____	g 20 million
8 travel by	_____	h chicken

5 Complete the sentences using the phrases from exercise 4. Make any necessary changes.

1 Lots of people think Sydney is Australia's *capital city* but it isn't. Canberra is.
2 If we _____, we won't have to pay for a hotel.
3 I'd like the _____ with rice and a green salad, please.
4 We can take a taxi or we can _____ a bus or train.
5 I live in a medium-sized city. It _____ about 200,000.
6 That woman is a _____. She's got her own TV series and she cooks amazing things.
7 This is so exciting. I don't often _____ ferry.
8 You're brilliant at art. Have you ever _____ for young artists?

AFTER WATCHING

6 Research another country and complete the information.

Country: _____
Population: _____
Capital city and population: _____
Best way to travel around the capital city: _____
Best way to travel around the country: _____
Popular food: _____
Some celebrities from this country: _____

Video Worksheet 6

Super street art

BEFORE WATCHING

1 You are going to watch a video on graffiti. Which of these statements do you think are true?

1 You can find street art all over the world. _____
2 Many people say it's vandalism. _____
3 Graffiti by the artist Banksy is worth a lot of money. _____
4 There is a museum of graffiti in Bristol. _____
5 Stanstylee started doing graffiti after studying art at university. _____
6 Bristol Dubwize is the name of a band Stanstylee is in. _____
7 It takes him three hours to paint the mural. _____
8 If you go to Bristol in the future, you will be able to see the painting by Stanstylee. _____

WHILE WATCHING

2 Watch the video and check your answers to exercise 1. Correct the false statements.

_____
_____
_____
_____
_____
_____

3 Watch the video again and complete the sentences.

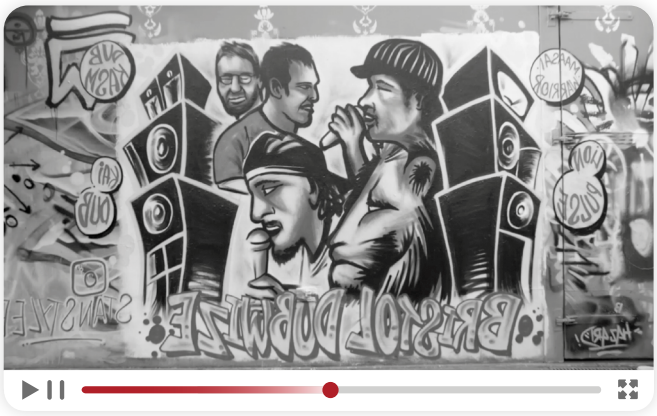
1 A lot of people think street art isn't art, it's _____*vandalism*_____.
2 Bristol became famous for its street art because of _____.
3 Street art is part of Bristol's _____.
4 Before painting, Stanstylee _____.
5 Street art always changes because _____.

FOLLOW-UP

4 Complete the text with the correct words formed from the words in the box.

~~celebrate~~	illustrate	music
succeed	value	vandal

1 After he appeared on a TV quiz show, my brother thought he was a big _____*celebrity*_____.
2 My dad tried to be an actor but without _____ unfortunately.
3 _____ is a big problem in this town – look at all these broken windows.
4 We should take these coins to an expert. They might be _____.
5 The company need an _____ to draw pictures for a new Manga comic.
6 We're looking for two more _____ for our band: a drummer and a guitarist.



5 Complete what the people said during a tour of Bristol.

Tour guide

Welcome to our tour [1] _____*of*_____ the streets of Bristol. Banksy was living here when he became famous and now Bristol is famous [2] _____ its street art. In fact, the city is one big open-[3] _____ art gallery and, the best thing is that it is free [4] _____ everyone.

You're very lucky today. We can see another famous artist, Stanley Cush, working on a new mural. Stanley is known [5] _____ Stanstylee. Let's see if he will talk to us.

Stanstylee, hi. I'm leading this tour group around Bristol. Can you tell us about this new mural?

Stanstylee Hi, yes. It shows my favourite musicians from Bristol.

Tourist It's great!

Stanstylee Thanks. I'm happy [6] _____ it, too. Take photos, everyone, please. It might not be here tomorrow!

AFTER WATCHING

6 Read the question below. Decide your opinion and use the Internet to choose the three best arguments to support your view.

Is graffiti art or vandalism?

1 _____
_____
_____
2 _____
_____
_____
3 _____
_____
_____

7 Video Worksheet

My experience in the news

Unit 7 Video
▶VIDEO 24



BEFORE WATCHING

1 Write down three achievements you are proud of. Add details about them.

Winning a swimming medal. I trained every day for six months. I even went swimming before school.
I came second in the U-16 championships for my area.

1 _____

2 _____

3 _____

WHILE WATCHING

2 Watch the video and write Erika's achievements.

1 (something she made) _____

2 (something she won) _____

3 Watch the video again and answer the questions.

1 When did Erika move from China to Sydney?
She moved to Sydney when she was seventeen, after living in China for five years.

2 When was Erika contacted?

3 What did the journalist say about Erika's film?

4 How many films made the final shortlist?

5 How many times was Erika interviewed?

6 How did Erika's parents feel when they saw their daughters face in the news?

7 Was Erika interviewed in China?

8 How does she describe her time in China?

FOLLOW-UP

4 Complete the sentences with the correct forms of the verbs from the box.

announce	attend	call	feature
~~represent~~	submit		

1 The film Erika made *represented* her love for Nanjing.
2 A journalism student suggested that she should _____ her film for the competition.
3 Seven months later, it was_____ that her film was one of the ones chosen.
4 Erika was invited to _____ the award show.
5 She was happy to be _____ in magazine stories and video articles.
6 China will always be a place she _____ home.

5 Answer the questions.

1 Erika's film was on a shortlist of twenty-five out of 300,000 entrants. Where might you be on a shortlist in the next few years?

2 Erika was grateful to be able to return to China. What have you been grateful for recently?

3 Erika's friends and family received updates about what was happening. When might you want to receive or post updates about something?

4 The magazine articles and videos are a great way for Erika to remember the event by. What is the best way to remember a holiday by?

5 Erika fell in love with Nanjing when she moved there. Where have you fallen in love with and why?

AFTER WATCHING

6 Imagine you had made a video about your home town which was chosen as one of the best films in a competition. Complete your answers to the interview questions.

1 Why did you decide to make this film?

2 What places or people does it show?

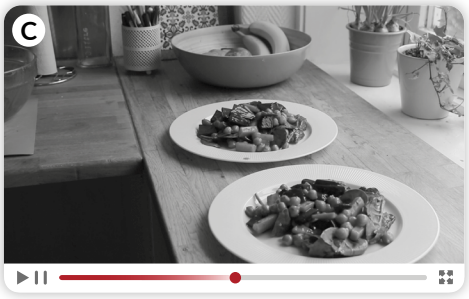
3 What would you say to someone who was thinking of coming to visit your town?

Video Worksheet 8

Social Media Challenge







BEFORE WATCHING

1 Match the photos A–C to the activities 1–3.

1 cooking _____
2 embroidery _____
3 general household chores _____

2 Answer the questions.

1 How often do you use social media?
_____

2 What do you usually use it for?
_____

3 How would you feel if there was no social media for a week?
_____

4 If so, what would you do with the time instead? Would you do any of the activities shown in the photos?
_____

WHILE WATCHING

3 Watch the video. Write down the social media pages Mon mentions and what she usually uses them for.

1 Social media mentioned: *YouTube*, _____, _____

2 Things she uses social media for: _____, _____, _____, _____

4 Watch the video again. Are the statements true (T), false (F), or is there no information in the video (NI)? Correct the false statements.

1 Mon is Portuguese, but doesn't live in Portugal. _____

2 She missed not having social media after skiing. _____

3 She is not allowed to look at any online recipes while doing her challenge. _____

4 Her mum and sister live together in Portugal. _____

5 She can't do embroidery without getting ideas from social media. _____

6 She won't try this challenge again. _____

FOLLOW-UP

5 Complete the sentences from the video with the words from the box.

actually	general	~~just~~	kind	know
like	so	was		

1 I didn't feel the need yesterday for social media and when I arrived home I was so tired ... We *just* ate and went to bed, like straight to bed.
2 I went to Google and searched some recipes and I found one that I _____ liked.
3 I clicked the link and I _____ like 'Noooo! YouTube!'
4 It's _____ of, like, funny, how everything is connected.
5 In _____ I think that what I miss about social media is the fact that I can talk with my friends and family anytime I want.
6 _____ I was like 'Close the window!'
7 It's nice to share what you produce, you _____?
8 So, it's kind of funny how social media is so, _____, integrated.

6 Complete the sentences with the phrases from exercise 5. Use 2–3 words including the words in capitals.

1 I felt very tired. **LIKE**
I *was, like*, very tired.
2 It was quite interesting to try this challenge. **KIND**
It _____ interesting to try this challenge.
3 I don't see anything wrong with social media, which I'm not sure if you understand. **KNOW**
I don't see anything wrong with social media, _____?
4 After doing my homework I went to bed. **JUST**
I _____ my homework and then I went straight to bed.
5 I suppose, overall, I use social media too much. **IN**
_____, I use social media too much.

AFTER WATCHING

7 Imagine you are doing a similar challenge to Mon. Write a blog post of one evening of the challenge explaining what you did, how you felt and how difficult it was not to give up the challenge. Use some informal, spoken expressions like Mon's.

0.1 Present simple and present continuous

1 Choose the correct options.

1 How many of you ***exercise / are exercising*** twice or three times a week?
2 We often ***order / are ordering*** a takeaway pizza on Friday evenings.
3 He ***uses / is using*** WhatsApp to send messages to his friends.
4 They ***don't like / aren't liking*** cats; they prefer dogs.
5 She ***isn't driving / doesn't drive*** to the shops because she doesn't have the car today.
6 I ***prefer / am preferring*** pop music to classical music.

2 Write sentences using the prompts.

1 they / not understand / what / I / say / now
They don't understand what I'm saying now.
2 Lisa / do / karate / twice a week
_____
3 what / you / read / at the moment / ?
_____
4 Paul / like Nutella / ?
_____
5 Mary / not / know / me well
_____
6 who / play / the guitar / your band / ?
_____

3 Write questions about the underlined parts of the sentences.

1 Mark is watching sports on TV.
What is Mark watching on TV?
2 We play in the garden every day.
_____
3 Tom enjoys rock concerts.
_____
4 Sarah likes documentaries.
_____
5 We often invite Lucy to Sunday dinner.
_____
6 Scarlett and Stanley go to the forest regularly.
_____

4 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

1 Penny hardly ever *listens to classical music* (**listen / classical music**).
2 As a rule, we _____ (**not / go / sports centre**) at weekends.
3 Your joke is not funny because the people _____ (**not / laugh**) at all.
4 Hold on a minute! I _____ (**still / get ready**).
5 Who _____ (**you / wait / for**)?
6 What _____ (**Mary / do**) in her free time?

0.2 Comparatives and superlatives

1 Complete the sentences with the comparative or superlative forms of the adjectives in brackets. Add any other necessary words.

1 I think fashion is *more interesting than* (**interesting**) sport.
2 Angie and Mary are _____ (**noisy**) people in our class.
3 My trainers are too small. I need _____ _____ (**big**) ones.
4 They sell cheap clothes, but the quality is much _____ (**bad**) in other shops.
5 _____ (**large**) shoes belong to Max.
6 This pizza is _____ (**good**) I thought.

2 Complete the sentences with one word in each gap.

1 The test wasn't *as* easy as I expected.
2 I don't want these leggings – they aren't comfortable _____.
3 The skirt is _____ short for me. I like longer skirts.
4 No one in the class is taller _____ Josh.
5 Let's look for something _____ expensive – I don't have so much money.
6 Lukas is _____ most polite person I know.

3 Choose the correct translation.

1 I need silence – let's go to a _____ (*mniej hałaśliwe*) place.
A the least noisy B not so noisy
C less noisy

2 _____ (*Chodź szybko*) – I want to show you something.
A Come quickly
B Come quicker
C Come fastly

3 Don't change anything in the drawing – it's _____ (*wystarczająco dobry*).
A enough good
B good enough
C well enough

4 We need to get up _____ (*jutro wcześniej*).
A more early tomorrow
B earlier than tomorrow
C earlier tomorrow

5 Today the weather _____ (*jest najgorsza*).
A is the ugliest B is the worst
C is too bad

6 The exam was _____ (*tak trudny jak*) the previous one.
A as hard as B harder than
C the hardest as

0.3 Past simple

1 **Complete the dialogue with *was*, *were*, *wasn't* or *weren't*.**

Allie It [1] *was* a special day for my mum – she got a promotion at work. At first, she [2] _____ excited; it was just another normal day for her. She went to work as usual that morning, but when she came back, there [3] _____ a card from my dad. When my mum opened it, there [4] _____ two plane tickets to Paris in it.
Trevor So, [5] _____ she excited after all?
Allie Yes, she [6] _____! Very excited!

2 **Complete the sentences with the correct forms of the verbs from the box. There are two extra verbs.**

~~break~~	drive	keep	meet	not sleep
not understand	speak	steal		

1 When Peter *broke* his leg, we went to see a surgeon.
2 Someone _____ our car and we had to report it to the police.
3 I _____ a famous game tester once.
4 I _____ well last night and I'm very tired.
5 As a young boy, I _____ why people are scared of dentists.
6 Yesterday we _____ with a programmer about our IT project.

3 **Write questions about the underlined parts of the sentences.**

1 We called the doctor yesterday.
Who did you call yesterday?
2 Thomas started a new job last month.
_____
3 I bought a new house six months ago.
_____
4 I knew Helen a long time ago.
_____
5 Something bad happened yesterday.
_____

4 **Choose the correct options.**

1 IT specialists don't usually _____ from 9 to 5.
A worked B work C works
2 _____ to the office yesterday?
A You drove B Did you drive C Do you drove
3 Now, most of the nurses in this hospital _____ work every day.
A don't B didn't C doesn't
4 Who _____ you history at school?
A thought B did teach C taught
5 We began the new project at work _____.
A ago B last week C April

0.4 Articles

1 **Choose the correct options.**

1 My mother is ***the*** / ***a*** nurse at ***the*** / ***a*** big hospital.
2 Let's spend ***the*** / – weekend at ***the*** / – seaside.
3 We adopted ***the*** / ***a*** dog last month.
4 ***The*** / – pupils need to rest from school.
5 You know that ***the*** / – money can't buy ***the*** / – love, right?
6 I'd like to have ***the*** / ***a*** small house in ***the*** / – mountains.

2 **Complete the text with *a/an*, *the* or no article (–).**

The Great Pacific Garbage Patch is [1] *a* huge area of [2] _____ rubbish in [3] _____ Pacific Ocean. It's three times as big as [4] _____ France. It is so big that [5] _____ scientists do not really know how to get rid of it. Unfortunately, since we throw away [6] _____ tonnes of plastic every year, [7] _____ Great Pacific Garbage Patch is not getting any smaller.



3 **Choose the correct translation.**

1 I'd like to live in _____ (*domu przy jeziorze*).
A the house by the lake
B a house by the lake
C a house by a lake
2 In _____ (*Wielkiej Brytanii królowa*) is the head of state.
A UK the queen
B the UK queen
C the UK the queen
3 _____ (*Dzieci i nastolatki*) sometimes quarrel with their parents.
A Children and teenagers
B Children and the teenagers
C The children the teenagers
4 It's Saturday, so I'm staying _____ (*w łóżku*) till noon.
A in the bed
B in bed
C in a bed
5 _____ (*Niedaleko jest park*), so let's go for a walk.
A There is a park nearby
B A park is near
C There is the park near here
6 Suddenly, I saw _____ (*starą kobietę*).
A the old woman
B an old woman
C a old woman

1.2 Quantifiers

1 Correct the mistakes.

many
1 How ~~much~~ meals do you eat every day?

2 He didn't buy some vegetables – not even one!

3 I've got a lots of homework – I can't go out tonight.

4 We have too little cups – there are only three.

5 I'm afraid there isn't too much water for everyone.

2 Write sentences with a similar meaning using the word in capitals.

1 There are too few cookies. ENOUGH
There aren't enough cookies.

2 We won't eat all of these rolls. MANY

3 Add some sugar, please. LITTLE

4 We ordered pizza for all children. EACH

5 We ordered a huge amount of food. MUCH

3 Complete the sentences with one word in each gap.

1 Do I really need to clean *every* mushroom?
2 How _____ honey do you want?
3 I have _____ sandwiches if you're hungry.
4 Make sure you drink a _____ of water.
5 Is there _____ coffee or shall I go and get some?
6 Did you add _____ almonds to the cake? I'm allergic to them.

4 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

1 *Are there any potatoes* (be / any / potatoes) in this soup?
2 Look! There _____ (be / few) packets of crisps on the table.
3 _____ (you / have) milk left?
4 Seafood is usually very salty, so don't add _____ (too / salt) to the dish.
5 The sauce is too thick – put _____ (little / water) in it.
6 I'm afraid there _____ (be / too / egg) to make omelettes.

1.7 Gerunds and infinitives

1 Choose the correct options.

1 I'm trying to improve my Spanish by ***practising*** / ***to practise*** with native Spanish speakers.
2 My school considers it important ***to keep*** / ***keeping*** the streets near school free of traffic.
3 I promise ***to meet*** / ***meeting*** you after school today.
4 He hates ***prepare*** / ***preparing*** his meals.
5 ***Drinking*** / ***To drink*** a minimum of one litre of water a day is a good way to keep hydrated.
6 I go cycling with my friends twice a week ***to try*** / ***trying*** to keep fit.

2 Correct the mistakes.

taking
1 The teacher suggested ~~to take~~ the book home for the weekend.

2 John chose making some supper at home.

3 My sister is only interested in lose weight.

4 To study all night long is not a very good idea.

5 Does the doctor think it's necessary stopping eating meat?

6 I went into the shop buying a drink.

3 Choose the correct options.

1 I admit that I can't stand _____ green smoothies.
A to drinking
B to drink
C drinking

2 I was trying to explain, but she refused _____.
A to listen
B listening
C listen

3 It's not safe _____ the house now.
A leaving
B to leaving
C to leave

4 _____ enough sleep is what you need to start with.
A To get
B Getting
C Get

5 Susan gave _____ medications a long time ago.
A to take
B up taking
C up to take

6 Mum promised _____ me up a bit.
A to cheer
B to cheering
C cheering

2.2 Used to

1 **Complete the sentences with the correct forms of *used to* and the verbs in brackets.**

1 Mike ___used to play___ (play) rugby, but now he's in the hockey team.
2 I _____ (not spend) so much time studying maths.
3 _____ (you / visit) your grandparents regularly?
4 My younger brother _____ (not be) enthusiastic about school.
5 As a child, I _____ (play) outside every afternoon.
6 _____ (your parents / give) you pocket money?
7 We _____ (not get) any homework.
8 It _____ (be) easier for me to relax at weekends.

2 **Complete the sentences with the correct forms of the verbs from the box. If possible, use *used to*. If not, use the past simple.**

be	break	do	not leave	not like	~~send~~	take

1 I ___sent___ you a text at eleven o'clock last night.
2 He read the blog, but he _____ a comment.
3 _____ you _____ any good photos yesterday?
4 We _____ homework in our notebooks, but now we use laptops.
5 They _____ sushi, but now they love it.
6 I'm afraid Meghan _____ her leg yesterday.
7 Penny _____ a lot more self-confident.

3 **Translate into English. Use *used to* where possible.**

1 Ben ___used to read___ (*kiedyś czytał*) comic books.
2 I _____ (*kiedyś nie byłam*) so hard-working.
3 _____ (*Kiedy rozmawiałeś*) to June?
4 When I was a child, I _____ (*ukradłem kiedyś*) a chocolate bar.
5 _____ (*Czy kiedyś chciałeś*) to become an astronaut?
6 I'm sorry I wasn't there, but _____ (*nie czułem się*) well.
7 I _____ (*kiedyś uczyłem się*) French so I can understand what people say.

2.7 Past continuous

1 **Choose the correct options.**

1 I saw the accident while I ***walked*** / ***was walking*** to school this morning.
2 A bus was coming along the road when a cat ***ran*** / ***was running*** in front of it.
3 The driver ***saw*** / ***was seeing*** the cat and tried to avoid it.
4 While the driver ***tried*** / ***was trying*** to avoid the cat, he drove into a tree.
5 Some birds ***sat*** / ***were sitting*** in the tree and they suddenly flew away.
6 The driver ***couldn't move*** / ***wasn't moving*** the bus, so I called the emergency services.

2 **Complete the sentences with the correct forms of the verbs in brackets. Use the past simple and the past continuous in each sentence.**

1 Someone ___went___ into their room while they ___were sleeping___. (go / sleep)
2 While Ali _____ tennis, she_____ her ankle. (play / twist)
3 _____ when I _____ home? (you work / get)
4 We _____ at our desks when the teacher _____ in. (not sit / come)
5 Dad _____ a photo of us while we _____. (take / windsurf)
6 They _____ a picnic when it _____ to rain. (have / start)

3 **Choose the correct options.**

I [1] _____ my homework at nine o'clock last night. I had to write a blog post, but I [2] _____ what to write about. Then, while I [3] _____ in front of my computer, I heard a noise outside. I [4] _____ outside and I saw three men who [5] _____ to open our garage door. I [6] _____ them for a few seconds and then I called the police!

1 A did B was doing C used to do
2 A didn't know B knew C didn't use to know
3 A sitting B sat C was sitting
4 A went B was going C didn't go
5 A were trying B tried C was trying
6 A wasn't watching B was watching C watched



3.2 Present perfect with ever/never/just/already/yet

1 Complete the sentences with the correct present perfect forms of the verbs in brackets.

1 She*'s bought* (buy) a new bag.
2 We _____ (have) a good time today.
3 The students _____ (not do) any voluntary work this term.
4 _____ you ever _____ (fail) an exam?
5 _____ he ever _____ (drive) a car?
6 They _____ (not finish) the designs yet.
7 I _____ (use) this language app before – it's really helpful.

2 Write sentences using the prompts.

1 you / ever / design / a video game / ?
Have you ever designed a video game?
2 she / never / attend / Spanish lessons / before / .
_____
3 I / not / catch / a fish / in this river / yet / .
_____
4 he / get / his driving licence / yet / ?
_____
5 we / already / see / the Tower of London / .
_____
6 he / already / learn / to make / vlog / .
_____

3 Choose the correct translation.

1 My parents _____ (*nie mają i nigdy nie mieli*) high expectations when it comes to my grades.
A never had any B didn't ever have
C have never had
2 _____ (*Dostałeś*) the school certificate yet?
A Have you got B Did you get
C Have you already got
3 Our project? We _____ (*nie skończyliśmy go jeszcze*).
A have never completed it
B haven't already completed it
C haven't completed it yet
4 I _____ (*właśnie przeczytałem*) the book that my English teacher gave me last week.
A have just read B have already read
C just read
5 _____ (*Czy kiedykolwiek podchodziłaś do*) a driving test?
A If you ever took B Have you ever taken
C Have you already taken



3.7 Present perfect with for, since and How long ...?

1 Complete the table with the time expressions from the box.

~~2019~~ a few minutes a long time a year April four o'clock hours last year six months the beginning of the century

for	since
	2019,

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

1 My mum hasn't worked *for* ten years.
2 There's been a church here _____ more than five centuries.
3 I've known her _____ last summer.
4 Henry has wanted to be a singer _____ he was young.
5 They haven't seen Rose _____ two weeks.
6 I've had a headache _____ I woke up this morning.

3 Correct the mistakes.

1 Mia's been at our school ~~since~~ *for* one week.
2 How long do you speak English?
3 My aunt has lived in Australia from last summer.
4 How long Mr Khan has been a teacher?
5 I didn't see Tiên for years.
6 Sara and Chen have known each other since ages – at least five years!

4 Translate into English.

1 We *have been here for* (*jesteśmy tutaj od*) two hours and still nothing is happening.
2 How _____ (*długo masz*) this smartphone?
3 _____ (*Czy mieszkasz*) in this neighbourhood?
4 When _____ (*widziałeś*) Mark?
5 _____ (*Gdzie byłeś*) all day?
6 _____ (*Czy nauczyłeś się*) any new skills recently?
7 Tomas _____ (*poprawił oceny*) just before the winter break.

4.2 Past perfect

1 Choose the correct options.

1 We ran to the bus stop, but by the time we got there, Sue *had already left / already left*.
2 The restaurant *close / had closed* long before we arrived.
3 I celebrated after I'd *won / win* the prize.
4 By the time she was twenty-one, she *has / had already finished* university.
5 The play *had already started / already started* when we entered the theatre.
6 *Had they designed / Did they design* any apps before they made this one?

2 Complete the sentences with the phrases from the box.

had already seen	had invented
had just started	~~had looked~~
hadn't found	

1 Before I bought this phone, I *had looked* at a lot of different models.
2 It _____ to rain when we set off on our walk.
3 I _____ the film, but I didn't mind watching it again.
4 After they _____ a new water filter process, they won an award.
5 She _____ an empty seat on the train before it set off.

3 Complete the sentences with the past perfect forms of the verbs in brackets.

1 When I got home, I saw that my brother *had eaten* (eat) all my sweets.
2 She didn't buy the book because she _____ (see) the film.
3 My mum got angry because I _____ (not tell) her where we were going.
4 Before he went to Beijing, he _____ (not try) Chinese food.
5 I didn't play in the match because I _____ (leave) my tennis racket at home.

4 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

1 We *had done the research* (do / research) before the class began.
2 We couldn't present the results because we _____ (not do) the experiment.
3 How many attempts _____ (you / make) before you actually invented the machine?
4 I'd read about the vaccine long before _____ (teacher / tell / we) about it in biology class.
5 By the time I decided to go alone, I _____ (try / call) you five times.

4.7 Defining relative clauses

1 Choose the correct options.

1 Veronica Roth is the author *who / which / whose* wrote *Divergent*.
2 That is the girl *whose / that / which* brother knows your brother.
3 Portobello Road Market in London is a place *that / which / where* you can buy all kinds of things.
4 A graphic novel is a book *who / which / what* contains more pictures than text.
5 Spike Lee and Chris Nolan are two directors *that / whose / which* I really admire.
6 It was last week *that / when / which* I bought this dress, wasn't it?

2 Complete the sentences with relative pronouns.

1 Paige Brown is a young inventor *who* comes from America.
2 Paige invented a device _____ can clean water.
3 Paige built a laboratory in the house _____ her parents lived.
4 Her invention can be useful for residents _____ water supplies are polluted.

3 Join the sentences using defining relative clauses. Make any necessary changes.

1 I've got three cousins. They live in the south of France.
I've got three cousins who live in the south of France.
2 We visited a museum. We saw a dinosaur exhibition.
_____
3 We went to a great new restaurant. It had a lot of seafood.
_____
4 Camila Cabello is a singer. Her single 'Havana' was a great hit.
_____
5 That Sunday was the day. I realised I loved Greta.
_____

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

1 Look at this boy. His brother won an Olympic medal.
Look, this is *the boy whose brother won* an Olympic medal.
2 I lent you a book and I want it back.
Give me _____ borrowed.
3 I can't wait for my graduation day.
I'm looking forward to _____ graduate.
4 The scientists made a discovery and then presented it at the conference.
At the conference, the scientists presented _____ made.

5.2 Future forms

1 **Write predictions and questions with *will* or *won't* using the prompts.**

1 more people / travel / by bicycle / probably
More people will probably travel by bicycle.
2 my brother / not be / an artist / definitely
_____
3 schoolchildren / not use / books / probably
_____
4 more people / use / electric cars / definitely
_____
5 you / leave / school / this year / ?
_____

2 **Complete the sentences with the correct forms of *be going to* and the verbs in brackets.**

1 They*'re going to build* (**build**) a new cinema.
2 I _____ (**not buy**) any more video games.
3 My sister _____ (**have**) a party for her birthday.
4 Matt _____ (**not study**) science at university.
5 Today, we _____ (**ride**) a camel to the pyramids.
6 _____ (**you / visit**) the transport museum this weekend?

3 **Complete the sentences with the phrases from the box.**

are meeting	does his plane arrive	is coming
~~Is your father giving~~	leaves	opens

1 *Is your father giving* you a lift to the party tonight?
2 We _____ Lynn and Amira at the cinema at four o'clock this afternoon.
3 The train _____ at 11:50, so we still have time.
4 Hurry up! Mum _____ in ten minutes and the house is a mess.
5 The shop _____ at 10:00, so we don't need to leave early.
6 When _____ on Friday?

4 **Translate into English.**

1 They _____ *are meeting* _____ (*spotykają się*) at six outside the restaurant.
2 People _____ (*będą używać mniej*) plastic in ten years' time.
3 I'm not taking the guided tour. It _____ _____ (*będzie strasznie nudna*) anyway.
4 While travelling in Asia, Luke _____ _____ (*ma zamiar odwiedzić*) Vietnam.
5 The next _____ (*pociąg odjeżdża za*) thirty minutes.
6 I don't have any cash on me.
I _____ (*zapłacę kartą*).

5.7 Modal verbs: present and past

1 **Choose the correct options.**

1 I'm exhausted. I ***could / should*** go to bed.
2 We haven't got much time.
We ***don't have to / must*** hurry.
3 The showers at the campsite aren't free.
You ***have to / don't have to*** pay for them.
4 He can bring some food, but he ***must / doesn't have to***.
5 We don't have any plans today, so we ***were able to / can*** take it easy this morning.
6 She ***was able to / could*** book two rooms for next weekend.

2 **Complete the sentences with the words and phrases from the box.**

can	can't	could	~~couldn't~~
was able	were able to		

1 A tourist in the street asked me a question, but I *couldn't* answer it.
2 The concert was very popular, but luckily we _____ get tickets.
3 After improving my diet, I found I _____ remember information better.
4 Listening to the waves at the seaside _____ help you relax.
5 You _____ ride your bike today because the tyre is flat.
6 I _____ to pack everything I needed into that small bag.

3 **Choose the correct paraphrase.**

1 You're not allowed to leave the tent.
A Someone let me leave the tent.
B It's time to leave the tent.
C You mustn't leave the tent.
2 We don't have to send any postcards.
A We aren't able to send any postcards.
B It's unnecessary to send postcards.
C We mustn't send postcards.
3 I was able to repair the flat tyre.
A I managed to fix the flat tyre.
B I had to repair the flat tyre.
C I can fix the flat tyre.
4 Can you pack light?
A Do you have to take many things?
B Are you able to only pack a few things?
C May I pack light?
5 Interrupting someone is rude.
A I don't have to interrupt someone.
B You have to be rude when you interrupt someone.
C You shouldn't interrupt anyone.

6.2 The passive: present and past

1 Choose the correct options.

The film *Avengers: Endgame* [1] ***released / was released*** in 2019. It quickly [2] ***became / was become*** one of the most profitable films ever. It [3] ***made / was made*** over $1 billion in the first weekend. Also, it [4] ***received / was received*** several awards. Several famous actors [5] ***appeared / were appeared*** in the film, including Robert Downey Jr, Chris Evans and Scarlett Johansson. The plot [6] ***based / is based*** on the need to destroy Thanos and return order to the universe. Superheroes like Thor, Iron Man and Hulk [7] ***required / are required*** to work together to save the day.
Avengers: Endgame has been out for quite a while now, but the plot [8] ***still discussed / is still discussed*** on message boards all over the Internet, and new details have [9] ***found / been found*** by hardcore Marvel fans with each watch through. It looks like the craze isn't going to end anytime soon.

2 Complete the sentences with the correct passive forms of the verbs in brackets.

1 This stadium ___*is used*___ (use) for concerts.
2 CDs _____ (not sell) very often these days, are they?
3 Millions of selfies _____ (take) every day.
4 His paintings _____ (display) in the Fine Art gallery between May and August last year.
5 How many emails _____ (send) so far?
6 _____ (graffiti art / allow) on the walls in the city centre?

3 Choose the correct options.

1 The film *Toy Story 4* _____ by Josh Cooley.
A was directed
B were directed
C are made
2 The competition _____ last week.
A held
B has been held
C was held
3 A lot of fan letters _____ to the actor.
A have been sent
B send
C have sent
4 An audience _____ to the award ceremony.
A has invited
B isn't usually invited
C haven't been invited
5 Mandarin Chinese _____ in this film.
A aren't spoken
B don't speak
C isn't spoken
6 The lights _____ every night at ten o'clock.
A switch off
B are switched off
C was switched off

6.7 The passive: modal verbs and future tenses

1 Complete the sentences with the correct passive forms of the verbs from the box.

disturb	introduce	paint	~~store~~	submit	take

1 All of the photos should ___*be stored*___ in one folder.
2 Some murals will _____ in the city centre soon.
3 An endangered snake's habitat could _____ when a new motorway bridge is built this summer.
4 These paints and brushes mustn't _____ home.
5 In a few days, new rules are going to _____ in museums and galleries due to the COVID-19 pandemic.
6 All photographs for the competition have to _____ by next Friday.

2 Correct the mistakes.

1 A huge tree had to be cut down so that this photo could ~~take~~ *be taken*.
2 The costumes must be finish by eight o'clock.
3 This designer should be produced some clothes for teenagers.
4 A few new sculptures are going to made for the outdoor exhibition.
5 The sculptor had to be used special materials to make this sculpture.
6 From next week, this part of the museum can only visit after paying extra.

3 Translate into English.

1 In the future, fewer products ___*will be made*___ (*będzie zrobionych*) from plastic.
2 Which languages _____ (*można usłyszeć*) at this school?
3 All of the reviews _____ (*muszą być napisane*) this week.
4 Can we go to the gym tomorrow, or _____ (*będzie zamknięta*)?
5 Where is the show _____ (*będzie organizowany*)?
6 These drawings _____ (*powinny być trzymane*) in a dry place.

7.2 Reported speech

1 Choose the correct options.

1 On 24 December, the auction house informed us that the painting ***will / would*** be on view until the following morning.
2 Last Thursday, the teacher promised that we ***are / were*** going to watch a DVD the following morning.
3 I said that I ***won't / didn't*** know the answer.
4 You told me that you ***could / can*** go to the meeting, but you didn't.
5 They claimed that their product ***removed / removes*** dirt quickly, but it wasn't true.
6 We promised my parents that we ***won't / wouldn't*** get back late, and we kept our promise.

2 Complete the reported sentences with the phrases from the box.

could donate	~~hadn't donated~~	hadn't seen me
was going to	was meeting	would see us

1 'I didn't donate any money to charity last year,' the millionaire said.
The millionaire that she *hadn't donated* any money to charity the previous year.
2 'I'm going to buy this painting,' said the client.
The client said that she _____ buy that painting.
3 'I haven't seen you since last year.'
The doctor said to me that he _____ since the year before.
4 'I can donate £10 if that helps.'
He said that he _____ £10 if that helped.
5 'I'll see you later at the party.'
She said that she _____ later at the party.
6 'You're meeting the detectives at the museum.'
She said that I _____ the detectives at the museum.

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

1 'We're offering customers a special discount today,' said the shop owner.
The shop owner said *they were offering customers* a special discount that day.
2 'You can buy this book online,' the teacher said to us.
The teacher said that _____ book online.
3 'I haven't been here before,' John said.
John admitted that he _____ before.
4 'We'll try out this café next week,' he said.
He said that they would try out _____ week.
5 'This shop isn't easy to find,' Lisa said.
Lisa claimed _____ easy to find.

7.7 Zero and first conditionals

1 Choose the correct options.

1 I _____ surprised if you _____ that film.
a am, will enjoy
b will be, will enjoy
c will be, enjoy
2 If Joan _____, there _____ enough chairs.
a will come, won't be
b will come, will be
c comes, will be
3 If students _____ a lot of books, they _____ their vocabulary.
a will read, will increase
b won't read, don't increase
c read, increase
4 We _____ a picnic if it _____.
a will have, doesn't rain
b have, doesn't rain
c will have, won't rain
5 If I _____ to London, I _____ you a present.
a will go, buy
b go, will buy
c won't go, won't buy

2 Complete the sentences with one word in each gap.

1 I'm always happy *when* I see you.
2 If we arrive late, they _____ not let us in.
3 I won't be able to study _____ I find a quiet place.
4 If we _____ not make any effort, we will never succeed.
5 I _____ give you $5 if you vacuum the house for me.
6 I'll be really disappointed if Lukas _____ not call me back.

3 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

1 Ben won't take any photos unless *you give him* (you / give / he) your camera.
2 If my sister _____ (not arrive) time, we will start without her.
3 Your car will be stolen one day if _____ _____ (you / not lock).
4 You will be able to wear make-up when _____ _____ (you / grown up).
5 Nora will be upset when she _____ _____ (get / news).
6 If I _____ (not provide) with regular updates, I won't be able to do my job well.

8.2 Second conditional

1 Complete the sentences with the phrases from the box.

~~'d solve~~	didn't know	had	saw
would complain	would know	wouldn't have	

1 It *'d solve* all my problems if I won the lottery.
2 If we _____ a dog, we would take it for a walk every day.
3 If I _____ what to do, I'd ask for help.
4 My parents _____ if they didn't like their hotel room.
5 If you tagged your location in this photo, everyone _____ where we are.
6 She _____ so many Facebook friends if she didn't confirm every friend request.
7 My sister would laugh if she _____ this photo.

2 Write second conditional sentences using the prompts.

1 where / you study / if you / choose a university abroad / ?
Where would you study if you chose a university abroad?
2 you win / a plane ticket / where / you go / ?
_____
3 I / not / delete this comment / unless / I have to / .
_____
4 where / we eat / we / could choose / any restaurant / ?
_____
5 he / not buy / a new phone / unless / he / need / one / .
_____
6 if you / not agree with someone's opinion online / what / you do / ?
_____

3 Translate into English.

1 *If I wanted to* (*Gdybym chciał*) improve my French, I would practise more.
2 _____ (*Na twoim miejscu*), I would spend less time surfing the Internet.
3 If the battery in my phone _____ (*rozładowała się*), we couldn't call a taxi.
4 They _____ (*nie dostawaliby takich*) low grades if they followed the instructions.
5 If Sara _____ (*nie sprawdzała powiadomień w telefonie*) every ten minutes, she could finally relax.
6 We wouldn't post Linda's photo online if _____ (*nie mieli*) her permission.

8.7 Indefinite pronouns

1 Complete the sentences with the indefinite pronouns from the box.

anything	~~everyone~~	nothing
nowhere	someone	somewhere

1 This podcast is great – *everyone* likes it!
2 I hope I can find information for my school project _____ on the web.
3 This blog post is terrible. There's almost _____ in it that I agree with!
4 Is there _____ interesting on TV tonight?
5 I'm sure _____ in our class can lend you a video camera.
6 If you like cycling, there's _____ on the web better than this site.

2 Match the sentences halves. Then complete the gaps with the correct indefinite pronouns.

1 I'm afraid I haven't got *e*
2 Would you like to go _____
3 To be honest, I don't know _____
4 It was boring and there was _____
5 Now sit down and tell me _____

a _____ at the weekend?
b _____ to do.
c _____ on the other team.
d _____ you know about her new boyfriend.
e *anything* to wear to the party.

3 Complete the text with one word in each gap.

I helped my grandma to set up a social media account. She said she wanted to be more up-to-date with [1] *everybody* and see what everyone in our family [2] _____ up to. At first, nobody in the family [3] _____ ready to give Grandma a hand, but I thought it was a great idea and I said I'd tell her [4] _____ she needs to know. I was a bit afraid at the beginning that Grandma wouldn't understand [5] _____, but I was pleasantly surprised to see that Grandma already knew really a lot – she knew what a profile picture or a selfie was, for example. She took notes of everything I told her and now she's a real social media pro. She even takes selfies with her selfie stick [6] _____ she goes, tags her location and posts the selfies on her profile. Nothing [7] _____ to be impossible for her! Can you imagine? Have you ever helped [8] _____ with the Internet?



Adjectives with prepositions / Przymiotniki z przyimkami		
afraid of sth	wystraszony czymś	If you aren't **afraid of** heights, you can travel around by cable car.
allergic to sth	uczulony na coś	I'm **allergic to** dairy.
careful about sth	ostrożny z czymś	I'm **careful about** what I eat and drink.
close to sb/sth	bliski kogoś/czegoś	We are **close to** the seaside.
closed to sth	zamknięty dla czegoś	On Sundays the centre is **closed to** motor vehicles.
concerned with sth	przejęty czymś	Many people are **concerned with** environmental issues.
covered in sth	pokryty czymś	The area where I live is always **covered in** graffiti.
different from sth/sb	inny od czegoś/kogoś	Are we all **different from** what we were before?
enthusiastic about sth	pełen entuzjazmu dla czegoś	Kerry's **enthusiastic about** becoming an astronaut.
excited about sth	podekscytowany czymś	Mike was **excited about** his trip to France.
famous for sth	znany z czegoś	Tokyo is now **famous for** neon signs.
frightened of sth	wystraszony czymś	A courageous person isn't **frightened of** dangerous situations.
high in	bogaty w coś	Foods that are **high in** magnesium can make you feel calm.
mad at sb	zły na kogoś	My friend Alex is **mad at** me, and I don't know what to do.
made from/of sth	zrobiony z czegoś	What do you think the packaging is **made from**?
proud of sth/sb	dumny z czegoś/kogoś	She can be **proud of** herself as she's got all the necessary skills.
responsible for sth	odpowiedzialny za coś	Miro has been **responsible for** what he is studying.
satisfied with sth	zadowolony z czegoś	They seem happy and **satisfied with** their work.
scared of sb/sth	przestraszony kimś/czymś	As a young boy, I didn't understand why people are **scared of** dentists.
similar to sth	podobny do czegoś	Mensa's *Scream* is **similar to** Munch's painting.
stressed about sth	zestresowany czymś	Did you skip many meals when you were **stressed about** the exams?
Nouns with prepositions / Rzeczowniki z przyimkami		
access to sth	dostęp do czegoś	Young people didn't have **access to** interesting books.
answer to sth	odpowiedź na coś	If I don't know an **answer to** a question, I ask my classmates.
course in sth	kurs czegoś	Have you taken any **courses in** digital programming?
cure for sth	lekarstwo na coś	Researchers found a **cure for** a disease which had already killed over a million people worldwide.
disappointment with sth	rozczarowanie czymś	I am writing to express my **disappointment with** the trip organised by your agency.
invitation to sth	zaproszenie na coś	Few classmates have accepted the **invitation to** my barbecue.
opinion of/about sb/sth	opinia na temat kogoś/czegoś	What was your **opinion of** the trip to the zoo?
recipe for sth	przepis na coś	Any **recipes for** a healthy snack that looks delicious and is easy to make?
research into sth	badanie czegoś	Doctors should do **research into** the causes of cancer.
solution to sth	rozwiązanie czegoś	When someone works out a **solution to** a problem, he or she solves it.
visit to sth	wizyta w/na czymś	It was our first **visit to** a science festival.
Verbs with prepositions / Czasowniki z przyimkami		
apologise for sth	przepraszać za coś	Sam is calling her friend to **apologise for** not helping her.
arrive at sth	dotrzeć do czegoś	When we **arrived at** the museum, the show had already finished.
care about sth	przejmować się czymś	In the past I didn't use to **care** a lot **about** the environment.
comment on sth	skomentować coś	Joelle wanted a celebrity to **comment on** her Twitter posts.
complain about sth	poskarżyć się na coś	We all often **complain about** strict teachers and their high expectations.
consist of sth	składać się z czegoś	This item **consists of** two or more parts.
deal with sth	radzić sobie z czymś	He **deals** well **with** difficult situations.
decide on sth	decydować się na coś	Students **decide on** various projects, including learning new skills.
depend on sb/sth	polegać na kimś/czymś	You can **depend on** her if there is a problem.
dream of sth	marzyć o czymś	We all **dream of** being famous.

get rid of sth	pozbyć się czegoś	Before **getting rid of** your equipment, delete all data.
graduate from sth	ukończyć coś (np. szkołę)	My brother **graduated from** college three years ago.
hear from sb	mieć wiadomości od kogoś	I can't wait to **hear from** you.
invite sb to sth	zaprosić kogoś na coś	I **invited** Peter **to** my party, but he didn't come.
laugh at sb/sth	śmiać się z kogoś/czegoś	He was really embarrassed because everyone **laughed at** his photo.
log into sth	zalogować się do czegoś	I'd report a problem if I couldn't **log into** my account.
look after sb	opiekować się kimś	Please **look after** my goldfish for me.
pay attention to sth	zwracać uwagę na coś	Consumers really **pay attention to** their recommendations.
prepare for sth	przygotowywać się do czegoś	Have you started **preparing for** the exam yet?
reach for sth	sięgnąć po coś	Boys will **reach for** sneakers worn by a fit sportsman.
react to sth	reagować na coś	The zebra fish's eye **reacts to** movement in water.
recover from sth	dojść do siebie, wyzdrowieć po czymś	It is an article describing how people have **recovered from** accidents and adapted to change.
register for sth	zarejestrować się na coś	I have just **registered for** the Elementary Manga online course.
replace sth with sth	zamienić coś na coś	You can **replace** the chicken **with** tofu.
revise for sth	powtarzać do czegoś	**Revising for** exams and tests with friends is more effective.
share sth with sb	dzielić się czymś z kimś	Do not **share** food **with** other students.
smile at sb	uśmiechać się do kogoś	She's such a kind girl – she always **smiles at** people.
stare at sth	gapić się na coś	If I want to chill out, **staring at** a screen doesn't help.
study for sth	uczyć się do czegoś	Anybody else **studying for** their finals?
suffer from sth	cierpieć na coś	Many people in the US **suffer from** flu-like symptoms.
take care of sb/sth	opiekować się kimś/czymś	It's important to **take care of** yourself.
warn about sth	ostrzegać przed czymś	Do you remember that I **warned** you **about** going out when you're ill?
work on sth	pracować nad czymś	When she was **working on** the show, she received her first film role.
Phrasal verbs / Czasowniki frazowe		
break down	zepsuć się	These headphones are badly-made and they can soon **break down**.
calm down	uspokoić się	Mangos are a great fruit to help you **calm down**.
check in	odprawić się	I have to **check in** two hours before departure.
cheer sb up	rozweselić kogoś/się, pocieszyć kogoś	Studies show that just a few bananas a week can **cheer** you **up**!
chill out	odprężyć się	If I want to **chill out**, staring at a screen doesn't help.
come across sth	natknąć się na coś	What's even worse, they trust everything they **come across**.
come down with sth	zachorować na coś	More and more students in our school are **coming down with** the flu.
come up with sth	wpaść na coś	He loves finding out about science and **comes up with** new ideas.
cut down on sth	ograniczać coś	I should **cut down on** sugary snacks, especially before bed.
fall behind with sth	nie nadążać z czymś	We stayed at home for three weeks, and in order not to **fall behind with** our schoolwork, we had to do a lot of things at home by ourselves.
fight sth off	zwalczać coś	Regular exercise helps your body **fight off** infections.
fill sth in	wypełnić coś	Here is the registration form I'd like you to **fill in**.
fill up	wypełniać się	This class **filled up** quickly last year.
get around	poruszać się po mieście	While you're in Mexico City, hire a rickshaw to **get around**.
get in sth	dostać się do czegoś	The university wasn't easy to **get in**, that's for sure.
get off sth	wysiąść z czegoś	A woman **got off** the bus with her shopping.
get on (well)	mieć dobre relacje	We went to the same primary school, and we **got on** really **well**.
get out of sth	wyjść, opuścić coś	Travel is all about **getting out of** your comfort zone.
get up	wstawać	I try to go to bed early and **get up** at the same time every day.
give sth up	rzucić coś	I should **give up** caffeine and fizzy drinks.
go on	dziać się	We should know what's **going on** in the world, right?

go up	wzrosnąć	When you eat lots, your blood sugar **goes up** quickly and then falls.
grow up	dorastać	Children who **grow up** with animals don't get sick as often.
hang out (with sb)	spędzać czas (z kimś)	If my brother was older, we would **hang out** together.
keep up with sth	być z czymś na bieżąco	She's hard-working, too, and **keeps up with** her training.
log off	wylogować się	Chatting online is fun, but it's good to **log off** after a while.
look forward to sth	oczekiwać na coś z niecierpliwością	I'm **looking forward to seeing** you!
look sth up	wyszukać, sprawdzić coś	You can **look** it **up** before watching.
meet up with sb	spotkać się z kimś	We can **meet up with** my friends in the evening.
move on	iść do przodu	If I were you, I'd forgive him and **move on**.
pick sb/sth up	odebrać kogoś/coś	Who used to **pick** you **up** from school?
plug sth in	podłączyć coś do prądu	You charge a phone when you **plug** it **in** and put electricity into it.
put sb off	zniechęcać kogoś	Luckily, I wasn't **put off** by the crowd outside waiting to buy the tickets.
run out	skończyć się	When you take a lot of pictures, the batteries **run out** pretty quickly.
set off	wyruszyć	You should buy a return ticket and **set off** in the morning.
set sth up	założyć (coś)	I'm interested in **setting up** a study group. Are you in?
set sth up	skonfigurować coś	Any hands-free devices need to be fully **set up** before you drive.
shut sth down	zamknąć coś	My little sister **shut down** the laptop before I had saved my work.
sign out (of sth)	wylogować się (z czegoś)	When you're studying, it's best to **sign out of** all your social media.
sign up (for sth)	zapisać się (na coś)	Do I need to **sign up** now? Other Fire Tech courses that you can **sign up for** include video game design and digital music production.
stand up to sb/sth	stawić czoła komuś/ czemuś	If someone sends you a threat, you should **stand up to** the abuser.
switch sth on/off	włączyć/wyłączyć coś	It's a good idea to **switch off** electronics at least three hours before bed.
take off	wystartować	The plane **takes off** at eleven, so we need to leave home at 8:30.
take sth up	podjąć coś	Why do people decide to **take up** world-schooling?
throw sth out/away	wyrzucić coś	Hotel guests used the soap once and **threw** it **out**.
try sth out	wypróbować coś	If you like keeping memories, **try out** this gadget.
turn sth on/off	włączyć/wyłączyć coś	In order to **turn off** the device, just press the power switch.
turn out	okazać się	I went to see a doctor, and it **turned out** it was the flu.
wake up	budzić się	I get enough sleep and I **wake up** refreshed.
work out	ćwiczyć fizycznie	**Work out** and go outdoors.
work sth out	opracować, wymyślić coś	When Anurudh was fifteen, he wanted to **work out** a solution.
write sth down	zapisać coś	You could **write down** what you want to say first and practise it.
Prepositional phrases / Wyrażenia przyimkowe		
at		
at all	w ogóle	I don't follow any diets **at all**.
at first	na początku, najpierw	Life was difficult **at first**, but Monika was patient, positive and determined to get her life back.
at least	przynajmniej	Teenagers should sleep **at least** ten hours a night.
at some point	w pewnym momencie	**At some point**, they told me to look for a different job.
at the beginning/ end of sth	na początku/końcu czegoś	**At the end** of the series, one of them will win an award!
at the earliest	najwcześniej, najprędzej	Scientists say school should start at 10 am **at the earliest**.
by		
by air	samolotem	This person isn't going to travel **by air**.
by bike/bus/car etc.	na rowerze / autobusem / samochodem	It's better to go there **by bus**.
by card	kartą	I'll pay **by card**.
by land	drogą lądową	If you go to Morocco, you should definitely travel **by land** rather than fly.

for		
for free	za darmo	There are colourful bikes to travel around the campus **for free**.
for instance	na przykład	**For instance**, you don't have to pay for monthly pass.
for the (first) time	po raz (pierwszy)	It's valid for twenty-four hours after you use it **for the first time**.
from time to time	od czasu do czasu	It's OK to copy someone else's homework **from time to time**.
in		
in advance	z góry	The tickets are cheaper when you book them **in advance**.
in cash	gotówką	Are you paying **in cash** or by card?
in charge of sth	odpowiedzialny za coś	You could be **in charge of** snacks and soft drinks.
in class	na zajęciach	You'll fail the final test if you don't pay attention **in class**.
in common	wspólne	These two works of art have some things **in common**.
in fact	właściwie, w sumie	**In fact**, I hated it.
in focus	ostry	Press the shutter halfway down to keep the object **in focus**.
in my opinion	moim zdaniem	I thought it might be boring, but it was the best bit **in my opinion**.
in person	osobiście	I think you should speak to him **in person**.
in return (for sth)	w zamian (za coś)	Influencers often receive free goods **in return for** their post.
in the meantime	w międzyczasie	**In the meantime**, I'm going to turn on Newonce radio.
in total	w sumie	How far is the trip **in total**?
in touch	w kontakcie	It's important to stay **in touch** with your parents when you're away.
on		
on air	na antenie	The series appeared **on air** in 2021.
on average	średnio, przeciętnie	Theo's daily screen time is five hours **on average**.
on foot	piechotą	The car is broken, so you have to go to school **on foot**.
on public transport	w komunikacji miejskiej	Many people do weird things **on public transport**.
on sale	w sprzedaży	The first mobile phones only went **on sale** in the 1980s.
on social media	w mediach społecznościowych	Follow people who do similar things **on social media**.
on the/one's way	po drodze	Chiara had a terrible accident **on her way** home from a dance show.
on time	punktualnie, na czas	They left **on time**.
on weekdays	w dni robocze	Teenagers admit staying up too late **on weekdays**.
out		
out of focus	nieostry	In the background, there is a little girl, but she is **out of focus**.
out there	gdzieś tam	What's your advice for all the young people **out there**?

WORD FORMATION / SŁOWOTWÓRSTWO

Noun suffixes / Przyrostki rzeczownikowe	
-er	teenager, designer
-ence	difference
-ance	assistance
-ant	assistant
-tion	suggestion
-sion	expression
-ment	treatment
-ness	tiredness
-ity	ability, activity
-or/-ess	actor/actress
-ure	sculpture
-y	discovery
-dom	freedom

Adjective suffixes / Przyrostki przymiotnikowe	
-able	comfortable
-ful	careful
-y	healthy
-al	exceptional
-ive	creative
-ous	courageous
-ic	enthusiastic
-ary	contemporary
-ar	muscular

Negative prefixes / Przedrostki nadające znaczenie negatywne	
in-	incredible
dis-	disabled
im-	impossible
un-	unattractive
il-	illegal
anti-	antivirus
ir-	irregular
non-	non-profit

Tłumaczenie fragmentów zdań (zadania zamknięte)

Wskazówki
- W zadaniu tego typu z podanych opcji musisz wybrać tę, która jest poprawnym tłumaczeniem na język angielski fragmentu zdania podanego w nawiasie.
- Zasłoń opcje A–C kartką papieru i zastanów się, jak powinno brzmieć tłumaczenie fragmentu zdania podanego w nawiasie. Dopiero wtedy przeczytaj opcje A–C i podejmij decyzję, którą z nich wybrać.
- Pamiętaj, że dobra odpowiedź nie tylko musi być poprawna gramatycznie, ale musi również dokładnie oddawać sens fragmentu zdania zapisanego po polsku w nawiasie.

1 Choose the correct translation.

1 Rita, what kinds of films _____ (*podobają ci się*)?
A do you like B you like C like you

2 Paula _____ (*rzadko kiedy je*) meat because she simply doesn't like it.
A hardly ever eats B doesn't eat
C never eats

3 How many students _____ (*przeczytało*) the article?
A did read B did they read C read

4 The prices in this shop are _____ (*tak samo wysokie jak*) in that one.
A as high as B as highly as C as high

5 Could you please walk _____ (*wolniej*)?
A more slowly B slower C slowly

6 It was really sunny, so we went to _____ (*plażę*).
A the beach B a beach C beach

2 Choose the correct translation.

1 My app shows that I'm eating _____ (*za dużo*) calories.
A too many B too much C a lot of

2 Don't forget _____ (*pościelić łóżka*) before you go out.
A to make your bed B making your bed
C make your bed

3 Do you know Anna? What _____ (*ona wygląda*)?
A does she like B is she like
C does she look like

4 I _____ (*kiedyś nie paliłam*), but now I do.
A didn't smoke B didn't use to smoke
C wasn't used to smoking

5 My parents _____ (*lubili grać*) board games in the evenings.
A used to play B were used to like playing
C used to like playing

6 When I _____ (*szedłem*) home last night, an electric bike almost hit me.
A was walking B walked C used to walk

3 Choose the correct translation.

1 We _____ (*znamy się*) since we were children.
A know each other B knew each other
C 've known each other

2 I _____ (*zdawałam*) my English exam yesterday, but I don't have the results yet.
A took B passed C resat

3 I've got some bad news. I _____ (*oblałam*) my English exam.
A failed B passed C took

4 By the time Mark got home, we _____ (*już wyszliśmy*).
A had already left B have already left
C were already leaving

5 Guglielmo Marconi invented the radio, _____ (*prawda*)?
A did he B was he C didn't he

6 My phone battery _____ (*wyczerpuje się*). Can I borrow your charger?
A is running out B is running up
C has run out

4 Choose the correct translation.

1 Is that the police officer _____ (*który ci pomógł*)?
A which helped you B helped you
C that helped you

2 I _____ (*przeprowadzam się*) this weekend.
A move house B 'm moving house
C 'll move house

3 I lost my travel card, so I _____ (*muszę kupić*) a ticket.
A must buy B had to buy C 'm able to buy

4 _____ (*Czy musieliście nosić*) uniforms at school?
A Must you wear B Were you able to wear
C Did you have to wear

5 I _____ (*zostałam potrącona*) by a car yesterday.
A hit B had been hit C was hit

6 In our museum, all exhibits _____ (*mogą być dotykane*).
A can be touched B can touch
C could be touched

5 Choose the correct translation.

1 When I arrived at my girlfriend's house, she told me that she _____ (*nie jest*) ready yet.
A isn't B wasn't C hasn't been

2 The teacher _____ (*powiedział*) that there would be a test the next day.
A said B told C claimed

3 If you _____ (*pomożesz*) me now, I'll help you later.
A will help B help
C are going to help

4 If I ever won the lottery, I _____ (*kupiłbym*) a big house by the sea.
A will buy B would buy
C am going to buy

5 When everyone _____ (*będą*) ready, I'll begin my lecture.
A is B will be C are

6 _____ (*Nikomu nie wolno*) to leave the room.
A Anybody isn't allowed
B Nobody allowed us
C Nobody is allowed

Tłumaczenie fragmentów zdań (zadania otwarte)

Wskazówki

- W zadaniu tego typu poprawna może być więcej niż jedna odpowiedź.
- Przeczytaj uważnie wyrazy występujące przed i po luce – 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 into English.

1 *What does your dad do* (*Co twój tata robi*) for a living?
2 _____ (*Kto dał mi*) this book? I can't remember.
3 Noah writes _____ (*najciekawsze wypracowania*) in our class.
4 I miss our old sofa. The new sofa is _____ (*mniej wygodna*).
5 I live in Peru, but I _____ (*mówię źle po hiszpańsku*) and people can't understand me.
6 London _____ (*jest większym miastem niż*) Warsaw.

2 Translate into English.

1 There are always _____ (*zbyt wiele osób*) in that shopping centre.
2 Did you see _____ (*jakieś dzikie zwierzęta*) when you were in Africa?
3 _____ (*Granie na pianinie*) is my passion.
4 I _____ (*zapomniałam wysłać paczkę*) on time. I don't think it'll get there before Easter.
5 Mr Kołakowski _____ (*kiedyś uczył*) Russian, but now he teaches German.
6 My parents _____ (*nie pozwolili mi*) to go and see my girlfriend.

3 Translate into English.

1 _____ (*Co robiłaś, kiedy*) I rang?
2 My computer _____ (*właśnie się zepsuł*), so I can't finish my presentation.
3 I _____ (*od zawsze podziwiam*) my parents. They are so hard-working.
4 My boyfriend _____ (*jest gotowy do wyjścia od*) an hour.
5 Most people _____ (*nigdy nie słyszało*) of the Pitcairn Islands.
6 When we entered the cinema, _____ (*film już się zaczął*).

4 Translate into English. Write up to six words in each gap.

1 I saw a documentary about a man _____ (*którego dom*) was destroyed by Hurricane Katrina.
2 Do you know anyone _____ (*kto może mi pomóc*)?
3 During their holiday on Crete, Luna and Frank _____ (*zrobili objazd*) the main tourist sites.
4 Hurry up! We _____ (*spóźnimy się na*) the bus!
5 What time _____ (*zaczyna się pokaz świateł*)?
6 _____ (*Musiałem dużo się uczyć*) before my final exams.

5 Translate into English. Write up to four words in each gap.

1 My electric scooter broke down, but I was _____ (*dałem radę go naprawić*).
2 My mother _____ (*została zabrana do szpitala*) yesterday. She's recovering now.
3 Mobile phones _____ (*nie mogą być używane*) during the exam.
4 Bread should be cut _____ (*ostrym nożem*).
5 We didn't phone earlier because Mum said _____ (*że śpisz*).
6 Beth will get a cold _____ (*jeśli nie*) wears a warm coat today.

6 Translate into English. Write up to five words in each gap.

1 If _____ (*miałbym wybór*), I'd study abroad.
2 I would accept this offer _____ (*gdybym był tobą*).
3 Where _____ (*są wszyscy*)? Have they all left?
4 _____ (*Nikt nie lubi być*) criticised in public. It's so embarrassing.
5 I can't _____ (*nie widzę nikogo*) in the corridor, so you can leave your room now.
6 Ben lost his job and did _____ (*nie miał gdzie mieszkać*).

Transformacje zdań (zadania zamknięte)

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. *audition* nie znaczy „audycja").

1 Choose the correct paraphrase of the underlined fragments.

1 I don't often go away on holiday. I usually stay at home.
A I hardly ever go away on holiday.
B I usually go away on holiday.
C I never go away on holiday.

2 This dress is too short. You can't wear it to school.
A This dress isn't as long.
B This dress isn't short enough.
C This dress isn't long enough.

3 Who bought you flowers?
A Who did you buy flowers for?
B Who was the person that bought flowers for you?
C What did you buy flowers for?

4 There are lots of dishes on offer here.
A a lot B many C several

5 There are a few eggs in the fridge.
A some B many C lots of

6 My mum had a fever, so she didn't go to work.
A My mum had a high temperature
B My mum had the flu
C My mum had a cough

2 Choose the correct paraphrase of the underlined fragments.

1 Do you admit lying to your teacher?
A to lie B lie C that you lied

2 Dad allows me to watch Netflix at weekends.
A lets me watch B makes me watch
C forces me to watch

3 It's really brave of you to go on holiday alone.
A You are really courageous
B You are really enthusiastic
C It's really worth going

4 I used to be in a wheelchair when I was young.
A I got used to being in a wheelchair
B I was used to being in a wheelchair
C I was in a wheelchair

5 My older sister has lived in Iceland for three years.
A moved to Iceland three years ago
B had lived in Iceland for three years
C left Iceland three years ago

3 Choose the correct paraphrase of the underlined fragments.

1 When Dad arrived home, the kids had already left for school.
A The kids left for school, and then Dad arrived home.
B Dad arrived home, and then the kids left for school.
C When the kids left for school, Dad had already arrived home.

2 The Christmas party is almost ready, but we still have to buy a Christmas tree.
A haven't bought a Christmas tree yet
B have already bought a Christmas tree
C are still able to buy a Christmas tree

3 When I was a child, my parents didn't allow me to visit friends on schooldays.
A I mustn't visit friends
B I wasn't able to visit friends
C I couldn't visit friends

4 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 shouldn't

5 Have you been invited to the wedding?
A Have they invited you to the wedding?
B Have you invited them to the wedding?
C Have you been able to invite them to the wedding?

6 Must jackets be left in the cloakroom?
A Do we have to leave jackets
B Have you left your jackets
C Can we leave jackets

4 Choose the correct paraphrase of the underlined fragments.

1 If the shoes aren't comfortable, I won't buy them.
A If the shoes aren't uncomfortable
B Unless the shoes are uncomfortable
C Unless the shoes are comfortable

2 If I were younger, I would play football.
A When I was younger, I used to play football.
B If I played football, I would feel younger.
C I'm too old to play football.

3 Patricia was in tears when we were leaving school. Why was she so upset?
A worried B nervous C sensitive

4 Could you do me a favour, please? I need a hand with the washing-up.
A wash something for me
B explain something to me
C do something for me

5 Jonathan looks like his father.
A resembles B recalls C reminds

6 I didn't see anyone on my way home.
A I didn't see anything B I saw someone
C I saw no one

Transformacje zdań (zadania otwarte)

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 i po luce – one pomogą Ci zdecydować, jakiej konstrukcji gramatycznej lub 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 one. Use the word in capitals.

1 I don't often go to parties. **EVER**
I *hardly ever go* to parties.
2 I think you're lying. **NOT**
I _____ you.
3 A Porsche is faster than a Skoda. **AS**
A Skoda _____ a Porsche.
4 Team A played worse than Teams B and C. **THE**
Team A played _____.
5 'It's 2021 now. My sister got married in 2018,' said Bella. **THREE**
'It's 2021 now. My sister got married _____,' said Bella.
6 The wedding cake was too sweet. **SUGAR**
There was _____ the wedding cake.

2 Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.

1 'I stay up late quite often,' I admitted. **STAYING**
I _____ quite often.
2 When I was a child, we had a dog called Rufus. **HAVE**
We _____ a dog called Rufus when I was a child.
3 Sit down. The film started a few moments ago. **JUST**
Sit down. The film _____.
4 The last time I saw Ed was a month ago. **FOR**
I _____ a month.
5 The first lesson started. Then Bartek arrived at school. **ALREADY**
When Bartek arrived at school, the first lesson _____.
6 This is the place. My parents met here. **WHERE**
This is the place _____.

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

1 Parking your car in front of this gate is forbidden.
You _____ your car in front of this gate.
2 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.
3 How many suitcases are you planning on checking in?
How much _____ to check in?
4 Johannes Gutenberg invented the printing press.
The printing press _____ Johannes Gutenberg.
5 Martin wasn't allowed to go out with his friends.
Martin's parents _____ go out with his friends.
6 They are going to build a new parking lot right next to my house.
A new parking lot _____ right next to my house.

4 Complete the second sentence with up to five words so that it means the same as the first one.

1 The doctor has just given her an injection.
She has _____ an injection.
2 'The conference ended two hours ago,' confirmed the spokesperson at 8 pm.
At 8 pm, the spokesperson confirmed that the conference _____.
3 'I've never been to Asia before,' Kelly told me.
Kelly told me _____ been to Asia before.
4 If you don't get enough sleep, it's hard to concentrate.
It's hard to concentrate unless _____.
5 If I were you, I'd consult your doctor about your headaches.
In my opinion, you _____ your doctor about your headaches.
6 I'm sorry, there is nothing I can do to help you.
I'm sorry, there isn't _____ to help you.



Sety leksykalne (zadania zamknięte)

Wskazówki
- W zadaniu tego typu z podanych wyrazów musisz wybrać ten, którym poprawnie uzupełnisz luki w obu zdaniach z pary.
- Zasłoń opcje A–C kartką papieru i zastanów się, jakie słowo Twoim zdaniem będzie poprawnym uzupełnieniem obu zdań. Dopiero wtedy przeczytaj opcje A–C i podejmij decyzję, którą z nich wybrać.
- Pamiętaj, że brakujący wyraz jest tą samą częścią mowy w obydwu zdaniach, ale w każdym z nich występuje w nieco innym znaczeniu.

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

1 a _____ is one of my least favourite household chores. I hate it!
b While the soup is _____, prepare the garlic bread.
A cleaning B boiling C cooking

2 a Can I have a _____ cake, please?
b When I was _____, I never stayed up after 9 pm.
A sweet B little C enough

3 a Do we have _____ food for the picnic?
b You're not old _____ to travel on your own.
A much B less C enough

4 a I didn't _____ to play outside a lot as a child. I preferred to read a book in my room.
b _____ a sharp knife to cut the bread into slices.
A want B prefer C use

5 a I took part in a _____ to improve my IT skills.
b Chips often accompany the main _____.
A class B meal C course

6 a Why didn't you _____ any notes during the lecture?
b To _____ hot chocolate, mix some chocolate powder with hot milk.
A make B take C prepare

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

1 a You should really _____ out the new Indian restaurant in the town centre.
b Can I _____ this blue T-shirt on?
A check B put C try

2 a I accidentally _____ down my laptop before saving my work.
b We _____ the door because it was windy outside.
A closed B shut C tried

3 a When the wheels of this vehicle _____, they generate electricity.
b Just press the power button to _____ on the TV.
A move B switch C turn

4 a This is the trailer _____ we'd like to buy.
b _____ ice cream flavour is your favourite?
A that B which C what

5 a Did you _____ any research before writing this essay?
b I hope you _____ well in your Matura exams.
A do B make C pass

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

1 a A Greek passenger ship hit a/an _____ and was slightly damaged.
b Can you tell me which _____ band you like most?
A bridge B island C rock

2 a Robert _____ be a little late as he has just finished his football practice.
b I _____ join the RAF when I finish secondary school, but I'm not sure yet.
A will B must C might

3 a Who's in _____ of this project?
b The National Museum is free of _____ today, so it may be crowded.
A control B charge C advance

4 a My best friend and I are going to _____ a flat when we go to university.
b Don't _____ every photo you take on Instagram, or your followers will soon get fed up!
A rent B upload C share

5 a Gemma is a/an _____ and very hard-working student.
b Wassily Kandinsky was an abstract painter who loved _____ colours.
A bright B smart C outstanding

6 a Where is buffalo mozzarella _____?
b We've _____ very little progress educating children in developing countries.
A produced B done C made

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

1 a The interview with the Prime Minister will be _____ next week.
b Researchers _____ brain activity using the new invention.
A set B made C recorded

2 a The photos I took on our trip are no good – blurry and out of _____.
b The _____ of our meeting today will be how we continue to improve our sales.
A line B focus C purpose

3 a Let me introduce you to the team. Please _____ me to the conference room.
b How many people _____ you on Twitter?
A take B meet C follow

4 a If you _____ attention in class, you wouldn't need to borrow your classmates' notes.
b My neighbour _____ a fortune for his new roof.
A got B paid C gave

5 a Has Ariana Grande posted _____ on Instagram since last night?
b Make sure you don't forget _____ in your hotel room.
A anything B something C nothing

Sety leksykalne (zadania otwarte)

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 the same word.

1 a Mark, *look* at this Rembrandt painting. Isn't it beautiful?
b There is no need to *look* for the car keys. I've got them in my pocket.

2 a Cheer _____! Everything's going to be fine.
b My dad is thinking about giving _____ smoking, but it's not so easy.

3 a If you have a fever, you should _____ an aspirin and go to bed.
b I try to _____ care of myself – I do sport and eat healthily.

4 a Dieticians advise teenagers to _____ down on sugary snacks.
b _____ all the strawberries in half and arrange them on the top of the cake.

5 a Do you _____ your dog when you go on your winter holidays?
b I want to _____ part in the school swimming competition next week.

6 a Vegetables and nuts are _____ in minerals.
b The patient had a _____ fever and a bad cough.

2 Complete each pair of sentences with the same word.

1 a When I was twelve, I used to _____ a pet rabbit.
b This run is great for people who want to _____ fit and spend time outdoors.

2 a The charity wants to a _____ difference to the lives of the people under its care.
b If your toothache is that bad, you should _____ an appointment with the dentist.

3 a You look familiar. _____ we met?
b My sisters usually _____ their guitar lesson on Saturday afternoon.

4 a Should we learn all these new words by _____?
b My dad had a _____ attack two years ago, but he is fine now.

5 a I decided to _____ a degree in law first and then study economics.
b I _____ yoga twice a week and I go swimming every weekend.

6 a I really _____ behind with schoolwork last year. This year I'll try to do better.
b Grandpa _____ off his bike this morning, but luckily he only scratched his knee.

3 Complete each pair of sentences with the same word.

1 a I never _____ the same mistake twice.
b Harry, did you remember to _____ your bed this morning?

2 a _____ are you going? You haven't done your homework yet!
b I don't want to live in a place _____ there's a lot of traffic and little green space.

3 a I didn't call you because my phone battery had _____ out.
b Have you ever _____ a marathon?

4 a I think I'd like to _____ my holiday at the seaside. I love lying on the beach!
b Our family doesn't _____ too much on central heating. We have solar panels.

5 a I came to say goodbye. We're _____ off tomorrow morning.
b _____ up your own company can be really stressful.

6 a I always _____ the flu in winter.
b Unfortunately, I didn't manage to _____ the bus, so I was late for the first lesson.

4 Complete each pair of sentences with the same word.

1 a I hate my curly hair because it's difficult to brush. Is there any way to make my hair _____?
b Would you say popular news websites get their facts _____?

2 a The accident victims _____ taken to hospital.
b Where _____ you going when I saw you in the street this morning?

3 a Elspeth has blue eyes, _____ hair and pale skin.
b I offered them a _____ price, but they refused to sell me the house.

4 a We _____ to wear uniforms at my primary school. I really disliked them.
b If you _____ less schoolwork, what would you do with the free time?

5 a Maybe I'll _____ out of all my social media for the weekend.
b Everyone can _____ up for the cookery course.

6 a After I _____ my leg, I spent a few months in a plaster cast.
b The graffiti writer _____ the law by damaging public property.

Wybór wielokrotny (zdania lub tekst)

Wskazówki

- W zadaniach tego typu najczęściej sprawdzana jest znajomość czasów gramatycznych, czasowników frazowych oraz idiomatycznych wyrażeń 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 Choose the correct options.

1 How _____ do you do yoga?
A often B rarely C much

2 What _____ to stay healthy?
A do you B you do C do you do

3 In your opinion, what is _____ film of all time?
A worst B worse C the worst

4 Jackets are _____ elegant as suits.
A not as B less C not more

5 Who _____ to your birthday party?
A did you invite B invited you C invited

6 Robinson Crusoe lived alone on _____ in the Pacific for twenty-eight years.
A an island B the island C island

7 Croatia is famous _____ its natural beauty.
A from B for C with

2 Choose the correct options.

1 You should eat fruit or vegetables with every _____ you have.
A food B meal C diet

2 This beach is usually empty because _____ people know about it.
A few B a few C little

3 You eat _____ salt. Salt is bad for you!
A too little B too much C not enough

4 The smoothie isn't _____. How about adding some honey to it?
A sweet enough B too sweet C less sweet

5 Please calm _____ and tell me what happened.
A off B down C away

6 My grandma always has a glass of milk before _____ to bed.
A going B to go C goes

7 Children enjoy _____ with cardboard boxes.
A playing B to play C play

3 Choose the correct options.

1 Did you _____ be self-confident as a kid?
A used to B use to C used

2 Mrs Keys, your son arrived _____ school late this morning.
A in B to C at

3 When did you get used _____ nights?
A to work B to working C at working

4 When I _____ down the main street, I saw a woman with an assistance dog.
A drove B went driving
C was driving

5 I spent the weekend studying in order not to fall _____ with my schoolwork.
A behind B down C away

6 _____ a cookery course before?
A Have you taken B Did you take
C How about taking

4 Choose the correct options.



Homework [1]_____ part of your school life for many years, hasn't it? You probably dislike it, so – like most students – you ask yourself 'Who on earth invented homework?' We [2]_____ for sure how it originated, but the first references of activities to be done at home come from the first century AD, when Pliny the Younger [3]_____ his pupils practise oratory skills after lessons. Some people claim Roberto Nevilis invented homework in 1905 as a punishment for his students, but there isn't [4]_____ proof to support this. The first man to introduce homework to schools in the USA in the nineteenth century was the American educational reformer Horace Mann. He wanted to teach his students to be self-confident and encourage them to study at home without a time limit. For years, experts [5]_____ whether or not homework has any benefits and whether it actually helps the learner. What's your view?

1 A is B was C has been
2 A not know B don't know
C haven't known
3 A forced B told C made
4 A many B much C some
5 A disagree B are disagreeing
C have disagreed

5 **Choose the correct options.**

Have you heard the story of the newly-wed couple who went on their honeymoon to Sri Lanka and then fell off a rock 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 rock [3] _____ they thought would make the perfect snapshot. 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 to call for help. Forty rescuers came to the site, and it [4] _____ them a few hours to reach the couple. The man and the woman were still in a state of shock, but to be [5] _____, they were pretty lucky not to get killed. Let this story be a warning to others. Even the most original selfie isn't worth risking your life for!

1	A were trying	B tried	C are trying
2	A on	B for	C down
3	A which	B what	C where
4	A took	B got	C made
5	A sure	B honest	C confident



6 **Choose the correct options.**

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. We believe that yellow [2] _____ a popular colour because it represented the sun, and in the past many people believed in sun-related gods. Another reason [3] _____ its popularity could be the fact that it stands for pleasant feelings such as happiness. However, yellow doesn't always mean good things. In some cultures and religions, it symbolises lack of honesty or courage. For example, Judas often wears yellow clothes in religious paintings. Yellow is a very [4] _____ colour and therefore it is often the colour of taxis or emergency vehicles. What is surprising, however, is that [5] _____ people consider it to be their favourite colour. That's interesting, isn't it?

1	A whose	B which	C what
2	A used to be	B used to being	C was used to being
3	A to	B for	C of
4	A pale	B dark	C bright
5	A not many	B a few	C more

7 **Choose the correct options.**



Hedgehogs are small animals that have existed for fifteen 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 [2] _____ to be a threat to the native wildlife. Most hedgehogs live in the wild, [3] _____ some people keep them as pets. Unfortunately, [4] _____ people know that hedgehogs 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 unsafe. Sadly, the numbers of these lovely creatures are down by 70 percent over the last twenty years in the UK alone. They die of various natural diseases, but we [5] _____ many of them as a result of road kills or land pollution.



1	A find	B found	C can be found
2	A are considered	B consider	C considered
3	A but	B so	C because
4	A few	B a few	C many
5	A were losing	B have lost	C must lose

Uzupełnianie luk w tekście jednym wyrazem

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 przyimkowego.
- Po wykonaniu zadania przeczytaj ponownie cały tekst, aby upewnić się, że jest on spójny i logiczny.

1 Complete the text with one word in each gap.

home blog

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] *are* 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 *Ragù alla Bolognese*, and Italians tend to eat it with pasta called tagliatelle rather than spaghetti. The mayor of Bologna would [3] _____ to remind the world that the city is more famous [4] _____ tortellini and lasagne. Do you think his campaign [5] _____ succeed?



Do you hope that people will stop calling spaghetti with meat and tomato sauce 'spaghetti Bolognese'? Post your comments below.

2 Complete the text with one word in each gap.

The World Health Organisation claims that about 15 percent of the world's population lives with some form of 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 people [2] _____ are physically disabled. Of course, not all disabilities affect mobility, but it's fair to say that most modern cities are not at all disability-friendly. One [3] _____ for the situation might be not having enough people with disabilities involved in the planning stage. So, if we want to identify 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 the problem using technology that makes mobility possible. This may help. After all, every citizen should have equal rights concerning services, means of transport and employment.

3 Complete the text with one word in each gap.

The COVID-19 pandemic resulted in most of us having to stay at home in self-isolation. That often meant we couldn't see [1] _____ friends for weeks. Students missed out on school and after-school activities, which made psychologists suggest that the experience would most likely affect teenagers the most in the long run. Young people, whose personalities [2] _____ still developing, lost touch with their classmates and stayed at home with their parents and siblings instead, forgetting what it was like to lead a life in society. Due to huge levels of stress, some didn't know how to plan their learning, while others [3] _____ it very hard to study by themselves without their classmates' support. This often resulted in anxiety and sadness. A lot [4] _____ teens suffered from depression and, what's worse, it wasn't easy for them [5] _____ receive professional help. Remember – if you need support or you are worrying about a friend, it's a good idea to speak to a trusted adult or call a helpline.



4 Complete the text with one word in each gap.

home blog



Can you imagine living far from civilisation and closer to the wildness of the natural world? I was surprised to learn that Simona Kossak, a Polish scientist and ecologist, spent over thirty years living in a hut in the Białowieża National Park, which lies on the state [1] _____ between Poland and Belarus. In her hut, she had no access to electricity or running water, but that meant she lived close [2] _____ the inhabitants of Europe's oldest forest. It is said that she [3] _____ friends with a lynx, which sometimes slept in her bed, and that for some time she also shared her hut [4] _____ a wild boar. At one point, she was so close to the wild animals that it seemed that she could understand what they [5] _____ trying to communicate. For me, Simona Kossak, who sadly died in 2007 at the age of 63, was a great ecologist and a defender of nature and wild animals. Let's use her as an example and think more about what we can do to save the nature in our own neighbourhood.

Uzupełnianie luk w tekście jednym wyrazem

5 **Complete the text with one word in each gap.**

Liverpool is a place that's certainly worth visiting. It's a vibrant city with lots of places [1] _____ see and explore. Situated on the River Mersey where it joins the Irish Sea, it has one of [2] _____ biggest harbours in the UK. The city is famous for 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 [3] _____ they used 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 could [5] _____ interesting to learn, for example, 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!

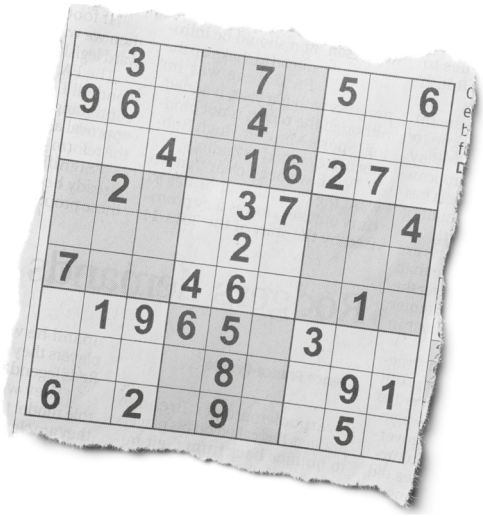


6 **Complete the text with one word in each gap.**

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 seventy out of the 100 plant species that provide food for around 90 percent of the world's population. It means that [2] _____ bees, many people would simply die. The insects also pollinate a lot of the plants which are eaten [3] _____ animals, so again, the food chain wouldn't work 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 would be to avoid [5] _____ chemicals which kill them. We should also do more to stop climate change, which ruins the environment.



7 **Complete the text with one word in each gap.**



The game of sudoku has become incredibly popular around the world. As for its origins, it [1] _____ invented in New York in the 1970s by a team of puzzle constructors. They probably based the idea on *Latin Squares*, invented by the Swiss mathematician Leonhard Euler. For many years it was called *Number Place,* before [2] _____ renamed by the Japanese as *sudoku* (*su* meaning 'number' and *doku* meaning 'single'). The sudoku grid is made up of eighty-one squares, divided into nine blocks, each with nine squares. Several squares have [3] _____ 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!



Kompendium maturalne

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 options.

1 X: Excuse me, _____
Y: Yes, what size are you?
X: XS.
A do you think I look good in this dress?
B do you have this dress in a size 8?
C can I try this dress on?

2 X: Two bottles of cola, please.
Y: _____
X: Thank you.
A Don't worry. B You're welcome.
C Here you are.

3 X: _____
Y: With pleasure!
A How are you?
B Would you like to join us for dinner?
C Would you like me to clean up after dinner?

4 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.

5 X: Sophia, do you take sugar in your tea?
Y: _____
X: OK. White or brown?
A Yes. A few, please. B One spoonful, please.
C A couple, please.

6 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.

2 Choose the correct options.

1 X: What's your twin brother like?
Y: _____
A He's positive and cheerful.
B He doesn't look like me at all.
C He likes Oreos and brownies.

2 X: What's it like outside?
Y: _____
X: So maybe I should take a coat with me.
A Quite cold and windy.
B Winters can be pretty freezing.
C I can't see a thing.

3 X: Mia, did you enjoy the match on Sunday?
Y: Actually, it was pretty boring.
X: _____
A If you ask me, I found it quite exciting.
B I agree. It was fantastic!
C If you ask me, I found it quite boring.

4 X: Let's go to see the new Bond film.
Y: _____
X: Now, that's surprising. You used to like them.
A Sorry, but I'm not keen on action films.
B I can't. I'm studying for the biology test.
C Great! Where is it on?

5 X: Why was Magda absent during the meeting?
Y: She _____
X: That's not like her. She usually remembers everything.
A doesn't like meetings.
B refused to come.
C probably forgot about it.

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.

3 Choose the correct options.

1 X: Did you like the new book by Olga Tokarczuk?
Y: _____
A Not really.
B Me too.
C I don't.

2 X: I'd like one ticket to Rickmansworth.
Y: _____
A How many?
B Can I pay by card, please?
C Single or return?

3 X: Dad, I'm off to the cinema with Charlie.
Y: OK. _____
A Have a good time.
B That's very kind of you.
C How long is the ride?

4 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.

5 X: 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?

6 X: OK, so what do we have to do?
Y: _____
A First, let's chop the fruit.
B That'd be all, thank you very much!
C We've got milk, some drinking chocolate and a bag of marshmallows.

Minidialogi (zadania otwarte)

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.
- Jeśli w poleceniu podany był limit słów do wpisania w lukę, sprawdź, czy go nie przekroczyłeś / nie przekroczyłaś.

1 Complete the gaps to make logical mini-dialogues.

1 X: How about this dress? ___*Is it prettier*___ than the previous one?
Y: Yes, it's much prettier. And it's your style and colour.
2 X: Would you _____?
Y: Yes, some water please.
3 X: _____ the truth?
Y: Yes, I am! I'm not lying!
X: So, who took my favourite T-shirt then if it wasn't you?
4 X: Are you hungry? I'm starving!
Y: Yes, me too. Why _____ something?
X: Sounds good. Does the new takeaway pizza place charge for delivery?
5 X: What's next?
Y: Cut the bread into thin slices.
X: _____, or should I do them thinner?
6 X: _____? Chocolate or strawberry?
Y: I don't mind. Both are good.
X: So, I'll give you a bit of both.

2 Complete the gaps to make logical mini-dialogues.

1 X: Sonia, I'm having a birthday party on Saturday. Would _____?
Y: I'm sorry, I can't. I've got the flu and I have to stay in bed until Tuesday.
2 X: _____?
Y: Not very good, I'm afraid. I've still got a fever and muscle aches.
X: Poor you. I hope you get better soon.
3 X: I've got a terrible toothache.
Y: _____ with your dentist.
X: I know I should, but I hate going to the dentist.
4 X: _____ tennis racket? I've forgotten mine.
Y: Yes, of course you can, but could you give it back this evening?
5 X: Would you like to go to the cinema tonight?
Y: _____! What shall we see?
6 X: I went on the London Eye yesterday.
Y: _____?
X: No, I didn't. It was terrible!

3 Complete the gaps to make logical mini-dialogues. Write up to four words in each gap.

1 X: I'm looking for information about one of your courses.
Y: Yes, of course. Which activity _____ in?
X: The drawing classes.
2 X: Good morning, can _____?
Y: I lost my bag while I was travelling on the underground this morning.
X: Oh, I see. Could you complete this form, please?
3 X: What time _____?
Y: The train to Kołobrzeg? It leaves at 7.04.
4 X: _____ card?
Y: No, sorry, you can't. We only accept cash.
X: OK then, I'll pay in cash.
5 X: Excuse me, I'm looking for the train station.
Y: You need to turn left here and then go straight on.
X: _____?
Y: No, it isn't. It's a five-minute walk.
6 X: _____ a complaint.
Y: What about?
X: The quality of food in the hotel restaurant.

4 Complete the gaps to make logical mini-dialogues. Write up to five words in each gap.

1 X: Who will the photos be taken by?
Y: I'm not sure. They might _____ a local photographer.
2 X: I'm so excited about our opera visit tomorrow.
Y: Me too, but please _____. Otherwise we'll have to wait in the foyer until the interval.
3 X: What do you think I should do?
Y: _____, I'd simply apologise.
X: You're absolutely right.
4 X: I've got my Polish exam tomorrow.
Y: Good luck! _____ crossed.
X: Thanks!
5 X: _____ favour?
Y: Sure I can, what is it?
X: I need your help repairing my bike.
6 X: My best friend is mad at me. She isn't answering my calls. What _____?
Y: Why don't you drop by and speak to her in person?
X: Good idea, I'll do that.



Gramatykalizacja

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, przyimki, 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 forms of the words in brackets. Add any other necessary words.

1 Why *are you looking at* (you / look) me like that? Is there something on my face?
2 The dress _____ (be / expensive) for me, so I didn't buy it in the end.
3 Now, after the accident, my dad _____ (drive / careful) than before.
4 _____ (why / you / lie) to me about your grades?
5 _____ (who / tell / you) about the surprise birthday party?
6 There were _____ (few / players) for a game of bridge, so we played Monopoly instead.

2 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

1 It isn't easy for Eloise _____ (make / friend) other people.
2 _____ (eat / healthy / help) us live longer.
3 Who _____ (make / you / clean) the floor in the corridor this morning?
4 Where _____ (Grandpa / use / live) during the war?
5 Levi _____ (wait / bus) when he saw Maggie running through the park.
6 _____ (you / take) your driving test yesterday?

3 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to five words in each gap.

1 Mrs Trent _____ (be) the head teacher since 2021.
2 Sally can't _____ (make / she / mind) as to where she should go on holiday.
3 Who _____ (invent / telephone)? Was it really Alexander Graham Bell?
4 My car was stolen because _____ (I / forget / lock) it.
5 We should leave now – the train _____ (arrive / 5.30).
6 I _____ (watch / TV) tonight.

4 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to five words in each gap.

1 You _____ (must / park) in front of the hospital. It's forbidden.
2 _____ (you / able) help Mum with the shopping yesterday?
3 We _____ (have / do / the washing-up) because we have a dishwasher.
4 My brother's new laptop _____ (not / deliver) yet.
5 _____ (should / eggs / keep) in the fridge?
6 The flash on your camera _____ (must / use) in the gallery, so please turn it off.

5 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to four words in each gap.

1 The children _____ (say / be / tired), so we went home.
2 The laptop turns itself off _____ (when / press) this button.
3 If _____ (I / not / order) the perfume today, it won't get here before mum's birthday.
4 Will Brad come to Anna's wedding if _____ _____ (she / send) him an invitation?
5 If I _____ (get / this job), I'll be able to afford to buy an SUV.
6 From _____ (I / point / view), teens should get more psychological support at school.

6 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to four words in each gap.

1 If I spoke Swedish, _____ (I / read) Läckberg's novels in the original version.
2 Would _____ (you / consider / do) a digital detox?
3 What would you say if your best friend _____ (not / wish) happy birthday on Facebook?
4 What would you do if _____ (nobody / come) to your birthday party?
5 When I announced my promotion, _____ (everybody / be) really surprised because they hadn't expected it.
6 _____ (nothing / certain) when it comes to treating COVID-19.

Wskazówki

- Ten typ zadania polega na uzupełnieniu luk w tekście odpowiednią formą wyrazu podanego w nawiasie lub 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 words formed from the words in the box. There are two extra words.

attract	beauty	rain	~~south~~
sun	surprise	take	

How is your holiday going? This year I'm spending the summer on the [1] *southern* coast of Sweden with my parents and my brother. Scania is a [2] _____ region. There are lots of natural tourist [3] _____, such as the Söderåsen National Park. We are also planning to visit Malmö and Ystad, which have become famous thanks to the crime 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 fifty-nine rocks arranged in an oval shape.
As the last few days have been quite cold and [5] _____, we are sitting in our room and planning a bike ride on the national cycling trail. I hope it will stop raining soon.

2 Complete the text with the correct words formed from the words in brackets.

Sharing is caring

The world's natural resources are limited, so it's a good thing that more and more people are now aware how important [1] _____ (**recycle**) is. But sorting 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] _____ (**attract**) to many residents of our city. But, what exactly is a givebox? Well, it consists of a piece of furniture (a bookcase, a shelf, or a wardrobe), which is placed in [3] _____ (**differ**) 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. These might be used books, toys, household appliances or clothes. In this way, material objects get a second life, which means they can be reused rather than [4] _____ (**throw**) away. The idea promotes an environmentally friendly lifestyle and helps build a sense of local community. People who visit giveboxes talk to other people, develop [5] _____ (**friend**), learn about their neighbours and share problems. It benefits everyone in so many ways, doesn't it?

3 Complete the text with the correct words formed from the words in the box. There are two extra words.

discover	fashion	invent	leave
paint	try	wear	

home blog

Many people believe that the beret – a small, round and usually woollen hat – 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. Noah noticed that it flattened as a result. He cut out a circle of wool, which he wore on his head for protection from the rain. It wasn't until much later that farmers in France started wearing berets to get some protection from the sun, wind and cold. Then, in the nineteenth century, the hat became [3] _____ with artists in France. They probably modelled their look on Rembrandt, the famous Renaissance [4] _____.
In the 1930s, thanks to Coco Chanel, the beret was no longer just for men; it also became popular with women. Since then, it has occasionally gone out of fashion, but it remains a popular item in many people's wardrobes. Have you ever [5] _____ one?



4 Complete the text with the correct words formed from the words in brackets.

Do you know anything about futurists? Are their [1] _____ (**predict**) based on dreams or the weather? No, they aren't! Instead, they try to predict the future based on recent trends. Their services are used by different businesses, which use futurology to design [2] _____ (**success**) new products. Futurologists analyse fashions, interview people about their needs and watch out for any important [3] _____ (**society**) change.
For example, knowing that a society is getting older means it's easier to predict what goods and services will be in demand in the future. As a result, it's easier to deliver them more [4] _____ (**effect**). That's where companies make use of the futurologists' [5] _____ (**know**). It seems like it's a useful and well-paid job. Would you like to apply for it someday?

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 school exchanges?

_____

3 Do you have to describe just one or several problems that you experienced?

_____

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 **wiadomości**:
- 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.

2 **Read the blog post. What information from the task in exercise 1 is missing in each gap?**

home blog

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 ☐.

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 chcącego zapisać się 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 i jakie materiały należy mieć w domu,
- 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 ☐.

Kompendium maturalne

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.**

Brałeś/Brałaś 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	*it took me three months to prepare, ...*
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.**

New message

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. [1] The 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. [2] It was also hard to answer some of the jury's questions. [3] It'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 Nov 21st. 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 _____

3 **Correct the mistakes in fragments 1–3 in exercise 2.**

1 _____
2 _____
3 _____

4 **Do the writing task.**

Brałeś/Brałaś 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.



Pamiętaj, że w wypowiedzi pisemnej oceniane są: umiejętność pełnego przekazania informacji ☑, spójność i logika wypowiedzi ☑, zakres środków językowych ☑ oraz 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**:
- wyraź 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 [1] ~~*from*~~ *you to invite me to London for a week! I am really thrilled to know that I'll be able to see you and visit this wonderful city again. I don't know what* [2] ~~*would you like*~~ *to do , but I wouldn't mind* [3] ~~*watching*~~ *some modern* [4] ~~*artistic*~~ *galleries and Camden Town. Perhaps, we could also find* [5] ~~*a*~~ *time to do some shopping.*
And let's not forget about seeing [6] ~~*with*~~ *Ken and Sue! I'm* [7] ~~*planing*~~ *to fly to London Luton Airport, and I could use public transport to get to your place, but please send me the exact* [8] ~~*addres*~~ *and some tips on the best means of transport to choose. One more thing, I'd like to* [9] ~~*carry*~~ *a souvenir from* [10] ~~*poland*~~ *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**:
- wyraź 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 ☑.

E-mail prywatny

Przed napisaniem pracy:
- przeczytaj uważnie polecenie i podkreśl najważniejsze informacje,
- zaplanuj treść wypowiedzi i zapisz swoje pomysły,
- przy każdym podpunkcie zadania zanotuj wyrazy i zwroty, których użyjesz, by podpunkt rozwinąć.

Właśnie wróciłeś/wróciłaś z obozu sportowego, na którym doznałeś/doznałaś kontuzji. W **emailu** do kolegi/koleżanki z Irlandii:
- opisz miejsce, w którym byłeś/byłaś i napisz, jak tam dotarłeś/dotarłaś,
- napisz, w jakich okolicznościach doznałeś/doznałaś kontuzji,
- napisz, jaką pomoc uzyskałeś/uzyskałaś,
- wyjaśnij, jak to zdarzenie wpłynie na resztę wakacji.

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).

Naucz się na pamięć kilku zdań lub zwrotów, którymi możesz rozpocząć list lub e-mail prywatny (np.: *How are you?* *I'm sorry for not answering for so long, but I've been really busy.*) Dzięki temu łatwiej będzie Ci zacząć pisać na egzaminie.

W liście lub e-mailu prywatnym możesz zwracać się bezpośrednio do nadawcy oraz stosować formy skrócone (np. *Do you remember the camp that I told you about?*)

Podpunkty w zadaniach mogą być dwuczłonowe, czyli wymagać podania dwóch różnych informacji. Dokładnie przeczytaj każdy podpunkt i upewnij się, że w swoim liście lub e-mailu uwzględniłeś/uwzględniłaś wszystkie wymagane informacje.

Do każdego podpunktu napisz co najmniej dwa zdania, tak aby nie tylko odnieść się, ale również rozwinąć każdy z nich.

New message

Hi!

How have you been? I hope your holiday is going great.

1 *I'm writing to let you know that I've just come back from the sports camp I told you about. The journey was long because we travelled by coach, which took almost nine hours! It paid off though, as our hotel was in a small mountain village by the river and I had a lovely view from my window.*

2 *Unfortunately, on the last day of the camp I had an accident. I fell down during a game of volleyball, and I hurt my knee pretty badly. It was bruised and swollen and I couldn't walk. My friends helped me to my room, and the nurse put some ice on it and then a bandage.*

3 *So, I was lucky to get injured on the last day of the camp, but now I'm not sure if I can go on our biking trip next week. Can we go a week later? Let me know.*

Take care,
XYZ

Podpunkty z polecenia podziel w logiczny sposób na akapity Twojej pracy pisemnej. Kieruj się tym, jaki temat porusza każdy podpunkt (np.: **1** miejsce obozu i podróż; **2** wypadek i uzyskana pomoc; **3** dalsze plany wakacyjne).

Wpis na blogu/forum

Wziąłeś/Wzięłaś udział w konkursie plastycznym. Na swoim **blogu**:
- podaj szczegóły wydarzenia i napisz, jak się o nim dowiedziałeś/dowiedziałaś,
- krótko opisz pracę, którą zgłosiłeś/zgłosiłaś,
- opisz problem, jaki napotkałeś/napotkałaś w trakcie zgłoszenia do konkursu,
- wyjaśnij, dlaczego warto brać udział w takich konkursach.

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).

Zanim rozpoczniesz pisanie, przetłumacz informacje z polecenia na angielski i zrób notatki. Pomyśl, jakie słowa i zwroty mogą być pomocne przy pisaniu bloga.

Wpis rozpocznij od bezpośredniego zwrotu do czytelników. Zapamiętaj kilka wyrażeń typowych dla bloga / wpisu na forum (np. *Guys! You're not going to believe what's happened. I want to tell you more about ...*)

Używaj nieformalnych zwrotów łączących (np.: *so, as a matter of fact, to be honest*, itp.)

Wpis zakończ bezpośrednim zwrotem do odbiorców (np.: *I'll write more about it soon. I'll let you know how it went. Have you had a similar experience?*)

home blog

Hi everyone!

It's a big day today. I'm waiting for the results of an art competition I've joined. Let me tell you more about it.

1 A while ago, my art teacher told me about an event for young artists. It was organised by the city hall and everyone between the ages of 13–17 could participate. They accepted all kinds of artwork as long as they referred to the topic 'The post-pandemic teen'.

2 *Well*, as a keen photographer, I decided to join. I immediately chose a suitable photo – a photo of my friends sitting at a table, each one with their own computer and headphones, not looking at each other at all. It was perfect for the competition. The only problem I had was that the file was too big to upload online, so I had to print it and take it to the organisers.

3 Today I'm going to find out the results. Even if I don't win, that's OK. Taking part in such events is great because you meet other artists and get to know what others think about your art.

Anyway, you can still keep your fingers crossed!

Writing Bank

Przydatne zwroty

Unit 1 | An informal email with an invitation (*E-mail prywatny z zaproszeniem*)

Beginning
Hi, .../Hello, ...,
How are you?
I hope you're well/everything is fine.

Giving the reason for writing
I'm writing to tell you about .../ask you to ...
The reason I'm writing is that ...
I want to let you know about .../ask you if ...

Inviting
I'd like you to come to ...
Would you like to join us (for ...)?
I'm writing to invite you to ...

Asking for help
Could you help me with the ..., please?
I'd like you to do something for me.
I'd appreciate your help with ...

Ending an email
I'm looking forward to seeing you.
I can't wait to hear from you.
All the best, .../Cheers, ...
Talk to you soon!/See you soon!

Accepting or rejecting an invitation
I'd love to ..., but ...
This/The picnic/party/workshop is a great idea!
Thanks for the invitation, but ...
I'm sorry, but I can't ...

Unit 2 | A blog post about a person (*Wpis na blogu z opisem osoby*)

Introduction
Today I want to tell you about ...
Recently I read about ...
He/She is (an American teacher/actor) who ...
He/She lives (in the south/north of England).

Main achievements
He/She is famous for ...
While he/she was ...-ing, he/she ...
He/She hasn't stopped there.
In addition, he/she ...

Conclusion
He/She shows that ...
He/She really made a difference.
I admire him/her because ...
He/She can be an inspiration because ...

Unit 3 | A formal email of enquiry (*E-mail formalny z zapytaniem*)

Beginning a formal email
Dear Sir or Madam,
Dear Mr/Mrs XYZ,

Giving the reason for writing
I am ..., and I would like to ...
The reason I am writing is that ...
I want to enquire about ...
I am writing to obtain information/ask you/enquire about ...
I would like to find out about ...

Asking for information
I would like to ask (you) about ...
Is it possible to ...?
Could you provide me with (more details about/of) ...?
I need to know ...
Do I need to ...?
Could you email me ...?

Linking words and phrases
To begin with, ...
Firstly, .../First (of all), ...
Secondly, .../Second, ...
What is more, .../Moreover, ...
Finally, ...

Ending a formal email
I look forward to your reply/to hearing from you.
Yours faithfully,/Yours sincerely,

Unit 4 | A blog post about a gadget (*Wpis na blogu na temat gadżetu elektronicznego*)

Starting a blog post
Hi, everyone!
Did you read my previous post?
Remember when I wrote about ...?

Describing a device
Origin
I got/bought this gadget (last week).
I've had it for ...
It's the ... I've dreamt of.
I got something that I'd wanted for a long time.

Description and parts
Thanks to ..., I/you can ...
It's got a built-in ...
The best bit is that ...
The only minus is that ...

Qualities
The ... is practical and well-made.
It comes in different colours.
It's light/rather heavy/quite big.

Making a recommendation
This gadget is great for teenagers/children.
I can recommend it to anyone who ...
You should get it if you need ...
Try it out!

Unit 5 | A letter of complaint (*List formalny z zażaleniem*)

Formal beginning
Dear Sir or Madam,
Dear Mr/Mrs Wilson,

Reason for writing
I am writing to make a complaint about .../express my disappointment with .../complain about ...
I have some complaints about ...
I regret to/would like to inform you that (my stay) did not meet my expectations.

Describing the details
The conditions in the coach/hotel room were below standard/a lot worse than you had promised.
The manager ignored me/refused to listen to my complaint/request.
To my surprise, ...
To make matters worse, ...
... was unacceptable/outrageous.

Your expectations
I expect compensation/a full refund/a discount/an apology.
I feel that you should make sure .../improve .../employ more people/hold a training session for your staff.

Formal ending
Yours faithfully,/Yours sincerely,

Unit 6 | A blog post about a cultural event (*Wpis na blogu z recenzją wydarzenia kulturalnego*)

Reasons for writing the post
I'd like to review ...
This post is a review of ...
I went to see it because ...
The premiere was ...
The title of the (play) was ...
It was/is based on ...
(A friend of mine) recommended it to me.
I was encouraged/intrigued/not put off by ...

Likes and dislikes
The tickets were expensive, but it was worth it.
It wasn't worth it.
This is an amazing/magical (place).
... made an impression on me.
I simply didn't like it.

Recommendation
I can recommend it to everyone who ...
It's a must-see!

Unit 7 | A blog post with a report (*Wpis na blogu ze sprawozdaniem*)

Reporting an event
First, ... Then, ...
He/She thanked the audience for ...
He/She started with a few jokes/telling us about ...
At the beginning, it was awkward/strange/difficult, but after a while ...
After that, I asked about ...
Towards the end of the meeting, we ...

Describing a person
He/She had (short black hair).
He/She seemed ...
It seemed to me that he/she was ...
He/She struck me as (self-confident/mature/vain).
I admire him/her for his/her (career/achievements).
His/Her appearance and personality make him/her (exceptional/ordinary/weird).
He/She made a good/bad impression on me because ...

Giving an opinion about the event
Personally, I think ...
The venue was very nice/rather disappointing/not big enough/just fine.
It was (not) well-organised/prepared in detail.
There were about ... people in the audience.

Unit 8 | A forum post about an event (*Wpis na forum dotyczący wydarzenia*)

Reporting an event
Let me tell you what happened/what I saw/what I witnessed.
I saw someone doing/using/calling ...
While I was driving/walking/waiting, something scary/outrageous/strange happened.

Giving your opinion
If you ask me, .../As far as I'm concerned, ...
To be honest, ...
I'm pretty sure that ...
Personally, I believe that ...
From my point of view, .../For me, ...
If I could/was the one to decide, I'd ...

Justifying your opinion
A lot of evidence shows that ...
The facts suggest that ...
Everybody knows that ...
I mean, ...
The thing is ...
If you think about it, ...
The reason I believe this is ...
The main reason I feel this way is ...
The reason why ... is ...

Speaking Bank

Przydatne zwroty

Unit 1 | Giving instructions (cooking)

Ordering
First, ... Next, ... Then, ... Finally, ... Last, ...

Giving instructions
It's important (not) to ...
Chop the fruit, and I'll ...
Be careful not to ...
Try (not) to ...
That's great.
You have to ...
Add some (oats) if you're hungry.
All you have to do is ...

Asking questions
What do we have to do?
What do I do with ...?
How do I ...?
What's next?
What now?
Like this?
Is this correct?
Is that OK, or should I ...?
Shall I (mix it) now?
And now?

Unit 2 | Asking for and giving opinions

Asking for opinions
What do/did you think (of ...)?
Did you enjoy it?
Don't/Didn't you think that ...?
What's your opinion (of ...)?
What do you reckon?

Giving opinions
I reckon (that) ...
I think/thought ...
I believe ...
I (really) feel/felt that ...
In my opinion/view ...
If you ask me, ...
To be honest, ...
Frankly, ...
It was an exciting experience.
I hated it.
I (really) loved/enjoyed it.
I (really) enjoyed myself.

Opinion adjectives
amazing, awesome, awful, boring, brilliant, cool, disappointing, exciting, fantastic, incredible, terrible

Unit 3 | Asking for and giving information (after-school activities)

Asking for information
I'm looking for information about ...
I'd like to sign up for (the Japanese course).
What time does the course start?
What time is it on?
Could you give me the dates and times of the classes?
Has the course started yet?
Do I need to register/sign up now?
How often does the course run?
I've got one more question.
Thanks for your help.

Giving information
The course is on (Mondays) from (5) to (6) pm.
This activity is for everyone.
It's the perfect time to register.
Which activity are you interested in?
Have you (sung in a choir) before?
This class filled up quickly last year.
Everyone can take part/sign up.
Just ask if you need any more information.

Unit 4 | Checking information – question tags

Checking about the present
The show starts at 8 pm, doesn't it?
We need to buy tickets, don't we?
It's on for four nights, isn't it?
We've got the tickets, haven't we?

Checking about the past
They checked the prices, didn't they?
We didn't see it last time, did we?
There wasn't much to do, was there?
There were crowds of people, weren't there?

Unit 5 | Buying tickets

Ticket agent
Can I help you?
Are you travelling now?
Single or return?
Are you over (fifteen)?
It's valid for twenty-four hours.
The tickets are cheaper when you buy them online/ book them in advance.
Cars run/depart every (thirty seconds).
Are you paying (in) cash or (by) card?
I'm sorry, we only accept (cash).
There is a cash machine (over there).

Customer
I'd like tickets for the (cable car), please.
Can I have a one-day pass/a single ticket to ...?
How much does a travel card/return ticket/ tram pass cost?
How much is it?
Is there a discount for students?
How long does it take?
How long is the ride?
How often do the (cable cars) depart/run?
I'll pay (in) cash/by card.
Can I pay by card, please?

Unit 6 | Talking about photos

The photograph shows (three people).
In the picture there is/are (three people).
It seems to me that ...
It seems they are ...
I guess the people in the photograph are (friends).
In the background/foreground, there is ...
On the left/On the right/In the middle, I can see ...
There are four people who are (taking a photo).
The people are wearing ..., so they're probably ...
I think the photo was taken (in the morning/on a beach).
The people in the photo seem (joyful/worried).
Maybe it's ...
The photo is (quite unusual/very good/colourful).

Unit 7 | A stimulus-based discussion

Comparing photos
I can see/There are ... in all of the photos.
All three photos refer to/show ..., but only the first one ...
Photo 1 isn't as suitable/good as photo 2.
Picture 1 is more suitable/better for ... than the other pictures because ...

Expressing preference
I like the first one the most because ...
I'm going to choose ...
Of the three photos, the second one is the best.
In my opinion, the third option is the most suitable.
Photo number ... appeals to me the most/makes me think of/seems much more ...

Giving reasons
I'm not keen on the first/second photo because ...
I don't think it illustrates ...
I don't think it will attract readers/appeal to students/ illustrate the problem well.
I wouldn't choose photo 1 because ...
Another reason is that ...
This one is much less interesting because ...

Unit 8 | Asking for and giving advice

Asking for and accepting advice
Can I ask your advice?
Could you give me some advice?
I don't know what to do.
What would you do (if ...)?
What should I do?
What do you think I should do?
Do you think I should ...?
Maybe you're right.
You're absolutely right.
Good idea, I'll do that.

Giving advice
If I were you, I'd ...
You could/should/shouldn't ...
Why don't you ...?
That might help.
I (don't) think it's a good idea to ...
I (don't) think you should ...

Część pisemna (poziom podstawowy)
Rozumienie ze słuchu

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) | 18

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) | 19

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) | 20

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.)** _____ pm
Simon	**(3.4.)** _____	art department	tomorrow 8:00 am
Lisa	menu	**(3.5.)** _____	Friday 5:30 pm

Część pisemna (poziom podstawowy)
Rozumienie tekstów pisanych

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.

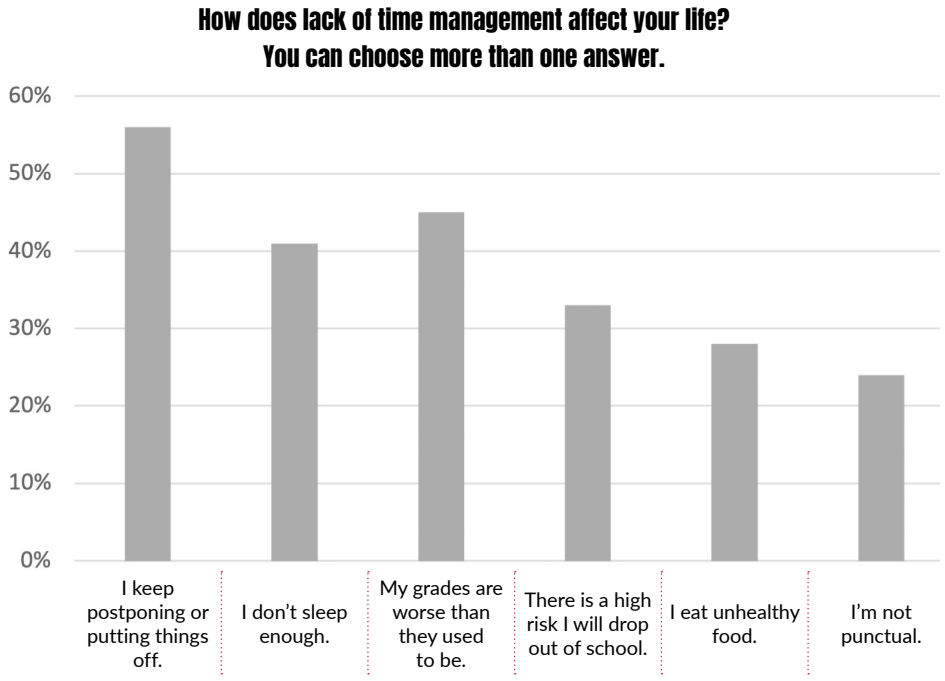
New message

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 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 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 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 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 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 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. W każdą lukę można wpisać maksymalnie trzy wyrazy.

New message

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.

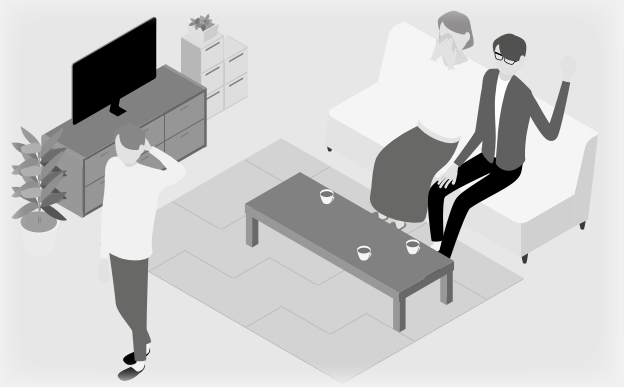
It was about three o'clock in the afternoon when Adam announced that he was feeling exhausted and needed to have a nap. That was slightly unusual because it was the day of his prom. The party was due to start at about six thirty, so I expected to see him start getting ready rather than sleeping in his 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.

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.

GLOSSARY
insult – obrazić
mumble – wymamrotać
suspend – zawiesić



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 phonautograph. 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 phonautograph. 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.

Część pisemna (poziom podstawowy)
Znajomość środków językowych

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/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.

Część pisemna (poziom podstawowy)
Tworzenie wypowiedzi pisemnej

Wskazówki
- Zanim zaczniesz pisać swoją wypowiedź, przemyśl jej kompozycję, tak aby osoba, która czyta Twoją pracę, nie miała problemu z jej zrozumieniem.
- Wypowiedź pisemna powinna być logiczna, spójna i przejrzysta. Możesz wynotować sobie, co chciałbyś/chciałabyś umieścić we wstępie, poszczególnych akapitach i podsumowaniu wypowiedzi.
- Nie zapominaj też o właściwym ujęciu i wyczerpaniu tematu, zgodnie z instrukcją zawartą w poleceniu i rodzajem wypowiedzi.
- Po napisaniu pracy przeczytaj ją, aby sprawdzić, czy nie popełniłeś/nie popełniłaś błędów i czy odniosłeś/odniosłaś się do wszystkich podpunktów polecenia.
- Upewnij się, że nie przekroczyłeś/nie przekroczyłaś podanego limitu słów.

Zadanie 11. (0–12)

Spędziłeś/Spędziłaś wakacje, podróżując po Polsce. Na swoim blogu:
- **wyjaśnij, dlaczego podjąłeś/podjęłaś taką decyzję i czy uważasz ją za słuszną,**
- **opisz najciekawsze miejsce, które odwiedziłeś/odwiedziłaś,**
- **napisz, czego nauczyło Cię to doświadczenie,**
- **zachęć rówieśników do rozważenia takiej formy spędzenia wakacji i uzasadnij swoje zdanie.**

__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).

CZYSTOPIS

Hi everybody!

I'm so happy – I've just finished my summer tour of Poland.

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:

- Pierwsze oznaki problemu
- Próby naprawy
- Wpływ problemu na Twoje życie
- Możliwe rozwiązania problemu

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 Plakat 1., Plakat 2. i Plakat 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?

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Wymierne postępy w nauce dzięki sile pozytywnych impulsów.

Pięcioczęściowy kurs języka angielskiego dla szkół ponadpodstawowych, który uwzględnia potrzeby i specyfikę nowego pokolenia uczniów, a jednocześnie większe wymagania, jakie stawia przed nimi Matura 2023; pomaga opanować treści określone w podstawie programowej oraz wszechstronnie rozwija kluczowe kompetencje językowe i pozajęzykowe.

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Quizlet

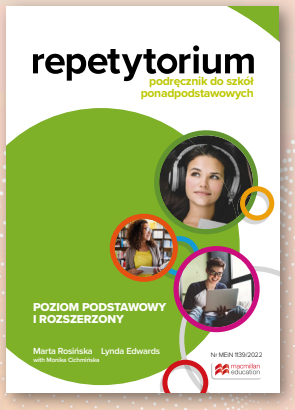
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