

Impulse 3

WORKBOOK



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B1+

Patricia Reilly Emma Heyderman
with Rod Fricker



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1 Match 1–6 and a–f to make phrases.

Be healthy
– **DOs and DON'Ts**

- try to keep _____
- find a way to reduce _____
- stretch your _____
- don't eat too much junk _____
- don't stay up _____
- don't eat food which is high in _____

a late
b food
c fit
d sugar
e muscles
f stress

2 Maria leads a healthy lifestyle. Complete the notes with the correct present simple forms of the verbs in brackets.

Things Maria does:

- She _____ (go) to the gym.
- She _____ (eat) healthy food.
- She _____ (walk) to school every day.

Things Maria doesn't do:

- She _____ (not eat) much meat.
- She _____ (not use) her phone very often.
- She _____ (not take) the bus to school.

3 Complete the phone conversation between Maria and her friend Lisa with the correct present continuous forms of the verbs in brackets.

Lisa Hi, Maria. How are you?

Maria Not too bad. You?

Lisa Yeah, I'm fine. Are you outside?

Maria Yes, ¹ _____ (I / walk) in the park. It's a beautiful day, and it's healthy to be outside.

Lisa You really care about your health!

Maria I do. At the moment, ² _____ (I / read) a book about yoga, and ³ _____ (I / also / try) to learn some healthy recipes. Hey, Lisa – what ⁴ _____ (you / do) today?Lisa ⁵ _____ (I / not do) anything. Why?

Maria Do you want to come to dinner?

⁶ _____ (I / think) of making sushi. I've never tried it before. Do you want to help me?

Lisa OK, that sounds fun. See you later.

4 Use the words in brackets to make questions and answers. Use the present perfect simple.

It's now 4 pm.
Maria and Lisa
have been very busy,
but they haven't
finished yet.



1 Has Maria cooked sushi before?

(Maria / cook / sushi / before / ?)

No, she hasn't. (X)

2

(she / find / a good recipe / ?)

_____ (✓)

3

(they / buy / everything they need / ?)

_____ (✓)

4

(they / cook / the rice / ?)

_____ (✓)

5

(they / invite / any friends round for dinner / ?)

_____ (✓)

6

(the friends / arrive / yet / ?)

_____ (X)

5 Complete the text with the correct forms of the words from the box. Use the present simple, present continuous or present perfect simple.

finish just learn listen not know play relax
talk want wash

It's 7 pm. Maria and her friends ¹ _____ their meal. They ² _____ all the dishes and cleaned the kitchen. Now, they ³ _____ in the living room. Maria and Emilia ⁴ _____ to music. Emilia loves music. She ⁵ _____ the guitar in a band, and she's got a new CD which she wants Maria to listen to. Lisa ⁶ _____ to her parents on the phone. 'What time are you coming home?' asks her mum. Lisa ⁷ _____ exactly. 'Nine, ten – not later than ten o'clock,' she promises. Their other friend, Nathalie, is bored. She ⁸ _____ to play a game. 'Let's play cards,' she says, 'I ⁹ _____ a new game. I can teach you how to play.'

1 Complete the dialogue with one word in each gap. The first and last letters are given.

X: Will you book the holiday online?

Y: No, through a travel ¹a_____y.

X: How will you know what the hotel looks like?

Y: There are photos in the ²b_____e.

X: What sort of ³a_____n will you look for?

Y: A modern hotel with a swimming pool.

X: What kind of holiday are you interested in?

Y: A ⁴p_____e holiday with everything included.

X: How will you get there?

Y: By ⁵p_____e – I love flying.

X: What sort of activities will you do?

Y: I want to go ⁶h_____g in the ⁷d_____t.

I want to walk up sand dunes and see an oasis.

With a tour ⁸g_____e, of course. I don't want to get lost!

2 Complete the advert for a space holiday of the future with the words from the box.

atmosphere book destinations explore
Moon planet sightseeing spaceship

HAVE A HOLIDAY OF A LIFETIME!

We fly to more ¹_____ than anyone else. For a budget holiday, try one of our five-star resorts on the ²_____. Our new luxury ³_____ takes just three days to get there. And remember, there may not be any ⁴_____ outside, but inside the resorts it's party time every day. For the more adventurous, you can now fly to Mars, the only other ⁵_____ with tourist facilities on it. ⁶_____ the red desert and go ⁷_____ in the first city ever built in space. Places are very limited, so ⁸_____ your holiday today!

3 Decide whether the prediction in each sentence is based on a personal opinion (PO) or on evidence, i.e. something we know or can see (E). Then complete the sentences with the correct forms (will or be going to) of the words in brackets.

- _____ (we / not have) a chance of holidaying in space in our lifetimes. **PO / E**
- _____ (the package holiday / be) very relaxing. Everything is organised for us. **PO / E**
- Don't worry. I'm sure _____ (everything / be) alright. **PO / E**
- The weather is terrible. _____ (it / be) an uncomfortable ferry trip. **PO / E**
- There's a list of all the events they have organised on their website. Look, on the first evening, _____ (there / be) a buffet and a disco. **PO / E**

4 Complete the dialogues with will for decisions made at the time of speaking and be going to for plans. Use the verbs from the box.

collect do get go look send

- Linda Right, the holiday starts next week. Do you both know what you have to do? Dave, you're responsible for getting euros.
- Dave Me? Oh, OK. ¹_____ them tomorrow ... or maybe on Wednesday.
- Linda Well, don't forget. Have you got the guidebook?
- Dave Is that my job, too? ²_____ for something on the Internet.
- Linda We haven't got time to get something online.
- Dave Well, ³_____ to the bookshop in the town centre, then.
- Linda Oliver, I hope you are more organised.
- Oliver Yes, ⁴_____ everything on Thursday. I've already taken the day off work. First, ⁵_____ the train tickets to get to the airport – I've already paid for them. Then ⁶_____ everyone details of where and when to meet.
- Linda Great. Thanks.

5 Correct the mistakes in the sentences. One verb form in each sentence is wrong.

- If ~~we'll~~ ^{we're} be late, we'll miss the plane.
- When we get home, I invite our friends round for some Spanish food.
- It'll be dark when we'll arrive.
- How will we get to the hotel if the last bus will go before we land?
- What do you eat on the day we arrive in Istanbul?
- If the travel agency will be closed, I'll book the holiday online.

6 Answer the questions.

- What subject do you think you'll do well in this year at school? Why?

- What are you going to try to improve? How?



Vocabulary 1

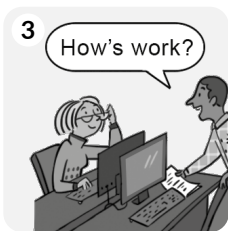
Personal qualities • Friends and foes

- 1 Write the opposites of adjectives 1–12, using the correct negative prefixes (*dis-*, *im-*, *in-*, *ir-* or *un-*). Then circle the adjectives that describe you.

- | | |
|----------------|-------------------|
| 1 friendly | <u>unfriendly</u> |
| 2 sensitive | _____ |
| 3 honest | _____ |
| 4 loyal | _____ |
| 5 mature | _____ |
| 6 patient | _____ |
| 7 reliable | _____ |
| 8 responsible | _____ |
| 9 sociable | _____ |
| 10 tolerant | _____ |
| 11 imaginative | _____ |
| 12 polite | _____ |

- 2 Match some of the words from the box to pictures 1–6. There may be more than one correct answer.

classmates colleagues next-door neighbours
opponents relatives rivals
strangers teammates travel buddies



- 3 Choose the correct options.

Comic Life

Comics are full of interesting relationships, a bit like life! Take Thor and Loki, for example. They are ¹**acquaintances** / **siblings** – Loki is Thor's adopted brother – but they also fight each other. Occasionally, they work together against another ²**classmate** / **rival**, but they don't get on very well. They certainly aren't friends, but you can't really call them ³**enemies** / **neighbours** either. It's complicated!

And what about Clark Kent, who is, of course, Superman? He was brought up by his parents, Martha and Jonathan Kent, but they are not actually his ⁴**teammates** / **relatives** – they found Superman when he was a baby and looked after him. Later, they discovered he was from another planet. Clark works as a newspaper reporter, and he's in love with his ⁵**colleague** / **stranger**, reporter Lois Lane. In some *Superman* comic books, another character, Jimmy Olsen, appears at the newspaper. He becomes ⁶**an opponent** / **a close friend** to Clark Kent, who often saves him from danger.



- 4★ What qualities are important in a friend? Complete the table with the noun forms of the adjectives from the box.

friendly honest kind loyal mature
patient polite reliable sensitive tolerant

-ness	-ty	-ity	-ence/-ance
<u>friendliness</u>	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Defining and non-defining relative clauses

- 1 Watch the video. Complete the clues with the correct relative pronouns and write the answers.



▶VIDEO 02

- 1 People _____ go to the same class in school. _____
- 2 The city _____ you can see the Eiffel Tower. _____
- 3 This woman, _____ was born in Warsaw, won two Nobel prizes. _____
- 4 This city, _____ is the capital of a country in Asia, was the host of the Olympic Games in 2008. _____

- 2 Choose the correct options.

- 1 London is the city *which* / *where* I grew up.
- 2 That's the boy *whose* / *that* mother works at our school.
- 3 My phone is something *who* / *that* I always have with me.
- 4 Pizza is the food *which* / *where* I like best.
- 5 That was the year *which* / *when* I met my best friend.
- 6 My sister is the person *which* / *who* I can always talk to.

- 3 Complete the text with the correct relative pronouns. There may be more than one correct answer.

New friends

Can you think of a time ¹ _____ you wanted to make some new friends but weren't sure how? Well, next time you can try these tips.

- Make contacts. If you're at a party ² _____ you meet some new people, make sure you get their contact details and arrange a time ³ _____ you can meet up again.
- Think about your area. Are there any neighbours ⁴ _____ you'd like to get to know? Try chatting to them next time you see them.
- Take up a sport or hobby. You'll feel more relaxed while doing an activity ⁵ _____ you enjoy. Talking to someone ⁶ _____ interests are similar to yours can be easier too.

- 4 Add commas to make non-defining relative clauses.

- 1 Last Christmas [✓] when we were on holiday [✓] it snowed twice.
- 2 My sister who loves cooking showed me how to make pizza.
- 3 Spain where we go most summers is one of my favourite places.
- 4 Social networks which are becoming more and more popular can be a good way to stay in touch.
- 5 My friend whose brother is friends with my brother lives near me.

- 5 Join the sentences using the relative pronouns in brackets.

- 1 Last year I made some new friends. I was visiting my cousins. (*when*)
Last year , when I was visiting my cousins, I made some new friends.
- 2 My dad had a big party and invited all his friends. His birthday was last week. (*whose*)
My dad _____ had a big party and invited all his friends.
- 3 The book only cost £5. It has got a brilliant cover. (*which*)
The book _____ only cost £5.
- 4 My friend's cousin lives near us. She is studying medicine. (*who*)
My friend's cousin _____ is studying medicine.
- 5 The museum is free to visit. The exhibition is on there. (*where*)
The museum _____ is free to visit.

- 6★ 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 Ed Sheeran is a singer. His songs are famous worldwide. **WHOSE**
Ed Sheeran is a singer _____ worldwide.
- 2 Ty Jones is often mistaken for the singer because he looks just like Ed. **WHO**
Ty Jones, _____ Ed, is often mistaken for him.
- 3 Once, Ty worked in a circus as a Sheeran lookalike and got paid £800. **WHERE**
Once, Ty worked in a circus _____ £800 for acting as a Sheeran lookalike.
- 4 Ty didn't enjoy being Ed's lookalike in those days. **WHEN**
That was a time _____ Ed's lookalike.
- 5 Ty says being a lookalike sounds fun, but can be very hard work. **WHICH**
Ty says that being a lookalike, _____, can be very hard work.
- 6 Ty would like to be a successful Youtuber and not always work as an Ed Sheeran lookalike. **WHO**
Ty, _____ an Ed Sheeran lookalike forever, would like to be a successful Youtuber.



1.3 Speaking

Reaching an agreement

Key Phrases



VIDEO 03

- 1 Decide if phrases 1–6 are for making suggestions (MS), agreeing and disagreeing (AD) or checking with others (CO).

- 1 Does that sound OK? _____
- 2 Shall we get him a present? _____
- 3 Yes, that sounds like a good plan. _____
- 4 No, he's not really into dance music. _____
- 5 How about buying a DVD? _____
- 6 What do you think? _____

- 2 Match the words and phrases below to the underlined words in exercise 1 that they could replace.

- 1 Why don't we Shall we
- 2 a fan of _____
- 3 reckon _____
- 4 What _____
- 5 idea _____

- 3 Complete the mini-dialogues with phrases a–f below.

Simon Elaine looks sad. What's wrong with her?
Paul I don't know. ¹ _____

Josie It's my dad's birthday on Saturday.
I don't know what to buy him.

Mel ² _____
Josie ³ _____

Max What can we do for Women's Day at school?
James ⁴ _____

Natalie Lucy still isn't here. ⁵ _____
Sara Not yet. ⁶ _____ I'll try calling her again.

- a How about getting flowers for all the girls in our class?
- b Let's wait five more minutes.
- c Why don't you ask her?
- d He's not really into reading.
- e Why don't you get him a book?
- f Should we go without her?

- 4 Complete the dialogue with one word in each gap.

¹ Shall we go and visit Karla? She's been ill.

Yes, that sounds ² _____ to me!

Why ³ _____ we take something to cheer her up? What do you ⁴ _____?

Yes, that sounds like a great ⁵ _____!

How ⁶ _____ a computer game? I've got some cool ones.

- 5 Continue the dialogue from exercise 4, putting the words in the correct order to make sentences.

1 not / computer / really / games / she's / into

2 aren't / they / thing / her / really

3 taking / DVDs / about / ? / some / what

4 sound / ? / that / OK / does

5 sounds / good / that / a / like / plan / Yes,

- 6 Complete the second sentence so that it means the same as the first one. Use the word in capitals.

1 What are your thoughts? RECKON
What _____?

2 Why don't we play football? ABOUT
How _____ football?

3 That sounds like a good plan. BAD
It's _____ idea.

4 Superhero movies aren't really his thing. SOMEONE
I don't think _____ watches superhero movies.

5 I'm not a fan of group chats. INTO
I'm _____ group chats.

6 Shall we go for a bike ride? LET'S
_____ a bike ride.

- 7 Read the task and write a short dialogue. Remember to include expressions from this lesson.

You want to cheer up a friend. Prepare a conversation where you reach an agreement about where to take him/her for a surprise. Use the suggestions below or your own ideas.

cinema

ice cream café

pizza restaurant

skate park

theme park

Friends and creativity



- ¹ ____ We are social animals, and research has shown that strong friendships are associated with living longer, being healthier, having better memories, being able to deal better with problems, and feeling more relaxed. Not having close friends tends to make people anxious and increase stress.
- ² ____ They think and act in ways which are familiar to us, and we can understand their thoughts and feelings more easily. However, these similarities don't challenge the way we think, so the brain functions more automatically.
- ³ ____ Why? Mixing with people from a different place, generation, culture or background gives our brain a workout because we have to process new complex information which is unpredictable. Doing this regularly makes us better at producing complex and surprising information; in other words, we can think more creatively.
- ⁴ ____ Joining clubs outside school or volunteering are great ways to meet people from different backgrounds and age groups. Interestingly, the friends don't even have to be real. Books, plays and films, which encourage us to imagine what it is like to be another person, can have the same effect on our brains because they enable us to see things from different perspectives.
- ⁵ ____ They can also help us become more open-minded and develop as people. When we stop thinking of people who are different from ourselves as 'others' and consider them to be friends instead, then we are closer to creating a more tolerant society.

1 Read the article. Then choose the best summary.

The point of the article is to ...

- a persuade people of the advantages of having creative friends.
- b advise readers to make friends with people who are similar to them.
- c inform people about the benefits of having more varied friendships.

2 Match topic sentences a–f to gaps 1–5 in the text. There is one extra topic sentence.

- a Now, researchers have found that friends who are very different from ourselves can dramatically increase our creativity.
- b More diverse friendships aren't, of course, just good for our creativity.
- c Generally speaking, our friends have similar likes, values and personalities to our own.
- d Friendships are perhaps more important than family.
- e Friends are good for us.
- f So, how do you go about having a wider range of friends?

3 Read the article again and answer the questions with full sentences.

- 1 How can strong friendships improve our lives?

- 2 Why is mixing with people who are different to ourselves good for us?

- 3 Why are books, plays and films good for our brains?

- 4 How can we help society become more tolerant?

4 Answer the questions with your own ideas.

- 1 What could you do to meet people of different ages and backgrounds?
- 2 What do you think are the benefits of having more diverse friendships?

1 Match the sentence halves.

- 1 You annoy me _____
- 2 My friend is angry _____
- 3 Paula and Clara had _____
- 4 The things you said were really _____
- 5 I'm sorry. I hope you can _____
- 6 I think I have a good _____

- a an argument, but they have made up.
- b hurtful.
- c forgive me.
- d when you don't reply to my texts.
- e relationship with my parents.
- f with me, but I don't know why.

2 Complete the text with one word in each gap. The first letters are given.

My best friend and I have a good ¹r_____ with each other. Sometimes she ²a_____ me when she asks to borrow things and then forgets to give them back, but we don't have ³a_____ about it. In the end, she always remembers and says sorry. The only thing we ⁴d_____ about is music. She likes rock music, but I prefer pop. Once, I bought a new album, and when I played it to her, she made some ⁵h_____ comments about the band. They were my favourites at the time, and I had their posters on my bedroom wall. I was very upset and cried, but a few days later, she bought me some sweets and asked me to ⁶f_____ her. We were only about ten at the time!

3 Choose the correct options.

Relationships survey!

- 1 Do you **get** / **make** friends easily?
- 2 How often do you **make** / **get** annoyed with your friends?
- 3 When you have a **disagreement** / **nerve** with a friend, do you ever say anything hurtful?
- 4 When a friend makes a suggestion about doing something you don't really like, do you tell them you don't want to do it, or do you **get** / **give** in?
- 5 Are you on good **terms** / **friends** with all your classmates?
- 6 Do you make **on** / **up** with friends quickly after an argument?

4 Complete the dialogue with one word from the box in each gap.

disagreement enough fights forgive
nerves upset

- Miranda What are you doing?
Ellen A survey about relationships.
Miranda Well, I hope you're being honest. I think the answer to number two is 'Every day'!
Ellen What do you mean?
Miranda You get into ¹_____ with people all the time. Every lesson someone gets on your ²_____. I remember last Monday, you came out of maths and the first thing you said to me was, 'I've had ³_____!' I had a ⁴_____ with Jane because she wrote on my pencil case.
Miranda It was more than a disagreement. You got really ⁵_____ with her. Isn't it time for you to ⁶_____ her?
Ellen Only when she says sorry.



5★ Complete the sentences with the correct words formed from the words in capitals.

- 1 Kelly always gets impatient when she has to wait more than five minutes. **PATIENT**
- 2 Sometimes I get angry and say _____ things without thinking. **HURT**
- 3 A good friend should never be _____. **LOYAL**
- 4 The most important thing for a successful _____ is honesty. **RELATION**
- 5 My brother and I had a(n) _____ about tidying our bedroom, and now he isn't speaking to me. **AGREE**
- 6 It was a stupid _____ about something that wasn't important at all. **ARGUE**

A radio programme about best friends

1 Choose the correct options.

- I usually *keep in touch* / *hang out* with my friends in town on Saturday. We go to a café or the shopping centre.
- You shouldn't *forgive* / *judge* people because you think their ideas are wrong.
- My best friend and I never *let down* / *fall out* with each other.
- When I'm a bit sad or upset, my friends *cheer* / *support* me up and I feel better.
- I *get* / *make* on really well with my sister. She's my best friend.
- Don't *lie* / *tell the truth* to friends – you should always be honest.

2 Complete the text with the correct forms of the words and phrases from the box.

forgive judge keep in touch
make sb laugh support tell the truth

Ask Andie

Got a problem? Ask Andie!



My boyfriend is going away for two weeks to take part in a coding course. What's the best way to
1 _____? I don't want to disturb him during his workshops ...

Silvia29

I'm very good at telling jokes and 2 _____ my friends _____. The problem is, nobody takes me seriously. People often criticise my behaviour, but I don't think they should
3 _____ me. What should I do?

boy23

I lied to my friend about something. When I finally
4 _____ her _____ and explained what actually happened, she was really angry. Now, she won't 5 _____ me or stop being angry with me. Help!

Ali33

My friend's dream is to be a doctor, but he finds it hard to study. I want to 6 _____ him and help him achieve his dream. What can I do?

tigergirl

3 01 Listen to a radio programme. Match people 1–4 to places a–e where they first met their best friends. There is one extra place.

- | | | |
|-------------|-------|--------------------------|
| 1 Steve | _____ | a at a bus stop |
| 2 Noor | _____ | b in a café |
| 3 Petra | _____ | c at a party |
| 4 Alexandru | _____ | d at summer camp |
| | | e in a school playground |

4 01 Listen again and match speakers 1–4 to statements A–E. There is one extra statement.

- Steve _____
- Noor _____
- Petra _____
- Alexandru _____

- A An accident brought us together.
B Our friendship started after a disagreement.
C We are not the same, but it doesn't matter.
D Our shared interest is now a shared hobby.
E Our interests and appearances are similar.

5 Complete the sentences with information from the radio programme.

- Dave has never _____.
- Noor _____ on a bus, and Sara gave it back to her.
- When they fell over, Petra and her friend weren't badly _____.
- Alexandru and his friend were both wearing _____ and black jeans.

6 Answer the questions.

- What two things does Steve say are important about his friendship with Dave?

- What did Noor and Sara do while they were waiting?

- What can Petra and her friend talk to each other about?

- What do Alexandru and his friend both like?

- In your opinion, do friends have to have similar likes and personalities? Why/Why not?

- 1 Watch the video and complete the sentences. Then match them to situations a–d. There is one extra situation.



▶VIDEO 04

- 1 They forgot to introduce _____. _____
 - 2 I'll hurt _____ before I learn to walk in these things. _____
 - 3 We haven't seen _____ for ten years. _____
- a These shoes could make me fall over.
 b He didn't tell us his name, and she didn't tell us her name.
 c I haven't seen him, and he hasn't seen me for ten years.
 d He didn't tell us her name, and she didn't tell us his name.

2 Choose the correct options.

- 1 You and Paweł should both be proud of *yourselves* / *ourselves* – you've done really well in the competition.
- 2 My tablet keeps switching *himself* / *itself* off. I keep telling *myself* / *yourself* I'll get it fixed, but I always forget!
- 3 Be careful, or you'll hurt *herself* / *yourself*!
- 4 David and Meena are fantastic at languages. David taught *himself* / *ourselves* to speak German, and Meena taught *yourself* / *herself* to speak Russian!
- 5 We've bought *ourselves* / *yourselves* a new TV, and our neighbours have treated *himself* / *themselves* to a new games console.

3 Complete the sentences with the correct reflexive pronouns.

- 1 Alexander sees _____ as reliable, but he isn't always.
- 2 I sometimes buy _____ little presents.
- 3 Gemma surrounds _____ with good friends. She says it helps her.
- 4 Do you usually stand up for _____?
- 5 They have prepared _____ well for the exam. I'm sure they'll pass.
- 6 We really enjoyed _____ at the party.

5 Complete the sentences with the correct reflexive pronouns or *each other*.

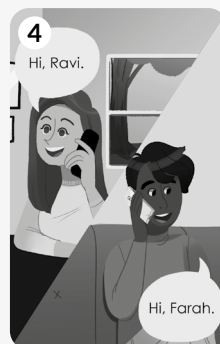
- 1 My friend and I always listen to _____. That way, we know what the other person's thinking and feeling.
- 2 I'm going to treat _____ to an evening at the cinema with my friends because I've been studying really hard lately.
- 3 Elio and Lucy helped _____ with their IT projects. Elio showed Lucy how to make cartoons online, and Lucy taught Elio some coding.
- 4 They're not speaking at the moment. They've fallen out with _____.
- 5 We've just started a drama group. We're going to call _____ 'The Players'.
- 6 My best friend and I have known _____ since we were ten years old.

6★ Correct six mistakes in the story.

This is a story about two friends which fell out over money. The two friends, who names were Duncan and Serge, met themselves in the town centre. Duncan suggested going for a coffee, and Serge thought it was a good idea. The café that they went to was small and very crowded, but they waited for a few minutes and some other customers left, so they sat down. Serge ordered him a large coffee and a big piece of chocolate cake, but Duncan only wanted a small coffee.

They sat and laughed and talked about people they both knew until it was time to go home. Duncan took out £1, that was the price of his coffee, and called the waiter. Before the waiter came with the bill, Serge thanked Duncan for inviting him for coffee, said that the cake had been delicious, stood up and left. Duncan had to pay £6.50! When he got home, he phoned a different friend. 'I wanted to buy me a T-shirt, but I didn't have enough money after paying for Serge's coffee and cake!'

4 Match sentences a–d to pictures 1–4.



- 1 _____ 3 _____
 2 _____ 4 _____

- a They are talking to each other.
 b They are talking to themselves.
 c They are looking at themselves.
 d They are looking at each other.

1 Complete the words for the definitions.

- 1 a brother or sister: a s _____
- 2 someone in your family: a r _____
- 3 a friend you travel with: a travel b _____
- 4 the person you play against in a match:
an o _____
- 5 a person you don't know: a s _____
- 6 a person you know, but are not very close with:
an a _____

2 Which prefixes are used to form the negatives for the words below? Choose the odd one out.

- 1 friendly, kind, patient
- 2 loyal, imaginative, honest
- 3 mature, responsible, patient
- 4 polite, sensitive, tolerant
- 5 reliable, sociable, responsible

3 Read the **WATCH OUT** box. Then decide if the underlined phrases are defining or non-defining and add commas where necessary.

- 1 This is a photo of my mum who was on holiday in Greece at the time.
- 2 We're going to a restaurant that has recently opened in our town.
- 3 Tom is someone who is always kind and friendly.
- 4 Our dog escaped during a walk which was really annoying because it took ages to find him.
- 5 We often go to visit my dad's twin brother who organises great barbecues.
- 6 There are a few classmates who I don't get on with.

WATCH OUT**Relative clauses**

A relative clause can come at the end of a sentence. If it is a non-defining relative clause, we need to put a comma before the relative pronoun. If it is a defining relative clause, we don't need a comma.

4 Match the sentence halves.

- 1 Let's keep in touch with each _____
- 2 Rugby isn't really my _____
- 3 Tom gets on my _____
- 4 Simone and Jaqui got into a _____
- 5 That sounds like a great _____
- 6 It's easy to make _____

- | | | |
|------------|----------|----------|
| a nerves. | c thing. | e other. |
| b friends. | d fight. | f plan. |

5 Complete the text with the correct words formed from the words in the box. There are two extra words.

argue friend hurt imagine mature relation



How would I describe myself? I think I am very ¹ _____.

People like me, and I get on with everyone. I'm sociable and like meeting new people. But at home things are different. I don't have a great ² _____

with my brother. He is three years younger than me, and he often

annoys me. He comes into my bedroom without asking and sometimes takes my video games. We have a lot of ³ _____. My parents get angry because they don't like loud noise. My brother is quite ⁴ _____, and when I tell him to get out of my room, he shouts and bangs his bedroom door. Then we both get into trouble, which is unfair!

6 Translate into English.

- 1 I'd rather not go to the concert. _____
(*Nie jestem fanem*) of classical music.
- 2 Let's meet on Sunday. We can _____
(*sobie pomóc*) with our English homework.
- 3 I think this would be a great film to watch next Friday. _____ (*Zgadzasz się*)?
- 4 Leave me alone! _____ (*Mam dość*)!
- 5 On my birthday, _____ (*zrobiłem sobie*)
a cake which was really delicious.

VOCABULARY

1 Complete the words. The first letters are given. Then complete the gaps with the correct words formed from the words in brackets.

- Our next-door n eighbours are really unfriendly (friendly). They've lived here for five years and never say hello.
- All the students at my school are nice. None of my c _____ are _____ (kind).
- Amy works with Steve. He's a great c _____, but he can be a bit _____ (patient) because he hates waiting for anything.
- We've visited eight countries together. Silvia is a great t _____ b _____ because she's open to new ideas – she definitely isn't _____ (tolerant).
- Our o _____ played very dangerously and one of my teammates got hurt. Their players were _____ (responsible) and didn't think about the consequences of their actions.
- I've got a younger brother and a sister. My s _____ are kind, but they're still a bit _____ (mature).

2 Complete the text with the words from the box.

disagreement forgive hurt hurtful
relationship upset

FRIENDS



Can online friendships be as close as real-life ones? For many people, the answer is 'yes'. Friendship is about understanding someone, showing you care and supporting them when they need help. You can have a good ¹ _____ with someone without ever meeting them in person.

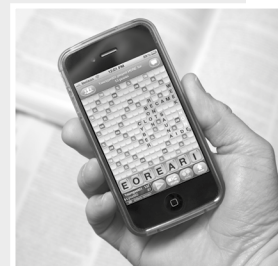
Online relationships are very similar to real-life ones, and even when you get on really well with someone, it's possible to have problems occasionally. You can ² _____ someone by deliberately being unkind to them or accidentally saying the wrong things. You can have a ³ _____ about something, whether it is a serious topic like politics or something less important like music, and get ⁴ _____ with each other. Afterwards, when you have calmed down and are sorry for any ⁵ _____ things you wrote or said, you can apologise and ask your friend to ⁶ _____ you.

The only difference is that, when you are online, you can't give your friends a hug when they need one, and that can sometimes make a big difference.

GRAMMAR

3 Choose the correct options.

Best friends



Spencer Sleyon, ¹ **who / whose** lives in New York, has just flown to Florida to see his best friend, Rosalind Guttman. What's unusual about that? This is the first time they have ever met ² **each other / themselves** in person. What's more, Spencer, ³ **which / who** is a twenty-two-year-old rapper, is almost sixty years younger than eighty-one-year-old Rosalind.

They met online on an app called *Words with Friends*, ⁴ **which / where** they played word games together. Spencer, who considers ⁵ **himself / him** a word expert, was impressed with Rosalind's vocabulary. As they played, they started chatting about their lives. When Spencer's friend Amy Butler heard about their friendship, she was determined to get them together. It just goes to show that two people ⁶ **who / whose** ages are very different can still get on well together.

ROUND-UP

1 2 3 4 5 6 7 8

4 Match the word boxes to the posts. Then use the words to complete the gaps.

A

fight
terms
who

B

himself
next
whose

C

itself
nerves
which

D

each
teammates
which

Problems ...

My laptop is getting on my ¹ _____. It keeps switching ² _____ off, ³ _____ means I often lose my work.

★★★★★ 5 responses

Kelly, ⁴ _____ is on good ⁵ _____ with everyone in the class, got into a ⁶ _____ with another girl yesterday, but no one knows why.

0 responses

Our ⁷ _____-door neighbour, ⁸ _____ garden was always beautiful, bought ⁹ _____ two dogs, and they have destroyed all his flowers.

★ 1 response

... and solutions

My ¹⁰ _____ and I help ¹¹ _____ other to keep going when we are tired, ¹² _____ is why we always win.

0 responses



LISTENING

- 1 02 Usłyszysz trzy teksty. Wybierz właściwą odpowiedź, zgodną z treścią nagrania.



Tekst 1.

- 1 The speaker didn't go on a summer camp when he was younger because
- A he wasn't confident enough.
 - B the dates never fitted in with other plans.
 - C his school friends didn't go on camps.
- 2 While at the camp, we know that the speaker
- A showed off his previously learned map reading skills.
 - B helped a group to win a competition.
 - C kept in touch with his friends back home.

Tekst 2.

- 3 The speaker's uncle
- A looks similar to an old film star.
 - B has got ginger hair.
 - C has lost some of his teeth.
- 4 As a result of his work, John
- A sometimes argues with his children.
 - B occasionally behaves badly at home.
 - C is always stressed.

Tekst 3.

- 5 The speaker's grandfather
- A lived with the speaker's family before he went into the home.
 - B wasn't able to live alone any longer.
 - C moved into a home because of illness.
- 6 Recently, the speaker has noticed that
- A time goes more quickly when visiting his grandfather.
 - B other people in the home are friendlier.
 - C his grandfather's character has changed.

READING

- 2 Przeczytaj tekst. Dopasuj właściwy nagłówek (A–F) do każdej części tekstu (1–4). Dwa nagłówki zostały podane dodatkowo.

- A Different groups at different times
- B Changing behaviour when observed
- C Animals which have friendships
- D An incorrect idea
- E Differences between animals and humans
- F Faithful friends

1 _____

Animals often live together in groups, but do they have friendships in the same way as humans? Scientists have discovered that at least four species do. These include elephants, apes, dolphins and, perhaps less obviously, bats. Studies have shown that, although male bats live alone, females are more sociable and tend to choose the same friends over the years. They even help each other when one is giving birth, looking after the baby and using their wings as a sort of fan to keep the mother cool.

2 _____

One thing that these different species have in common is that they live in groups. These sometimes split up into smaller groups during the day to do certain tasks and then get back together in the evening. Chimpanzees, for example, split up into smaller groups to search for food. Elephants, on the other hand, tend to form larger groups during the day to share information and learn from each other, and then they go back to their main grouping at night.

3 _____

There are some interesting examples of animal friendship. One study looked at two chimpanzees which were unrelated but spent most of their time together hunting and sharing food. They were even communicating when apart but within hearing distance of each other. Another story concerned three female dolphins which not only hunted in a group of three, but also spent time playing and resting together.

4 _____

An early theory tried to link this sort of behaviour with brain size. Some scientists claimed that humans had evolved larger brains because of the need to socialise and form friendships. The fact that bats also behave in this way disproves this theory as bats' brains aren't large at all and, in other areas of life, bats don't show the same sort of intelligence as shown by the other sociable animals.



3 Uzupełnij każdą lukę jednym wyrazem.



Lester Gillis



Charles Floyd

When someone witnesses a crime, it can be difficult for them to give the police an accurate description of the criminal. Sometimes, though, a distinct appearance can make the task easier.

Lester Gillis, ¹ _____ was born in Chicago in 1908, was better known as 'Baby Face' Nelson because of the way he looked. As a boy, he often ² _____ into fights with his classmates, and his criminal career started at the age of thirteen.

Another famous gangster was Charles Floyd,
³ _____ girlfriend gave him the nickname
 'Pretty Boy' Floyd. He disliked the name,
 but could never escape it. Even his biography,
⁴ _____ was published almost sixty years
 after his death, was called *Pretty Boy: The Life
 and Times of Charles Arthur Floyd*.

The two gangsters knew each ⁵ _____, but didn't work together. Perhaps they were worried people would call them 'The Pretty Baby Gang'!

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

- 1 There's someone I've never seen before at the party.
A a stranger
B an acquaintance
C a neighbour
- 2 I like Jack, but he is sometimes rather rude.
A intolerant
B irresponsible
C impolite
- 3 Try to make Kate happier. She's really upset.
A hang out with Kate
B make up with Kate
C cheer Kate up
- 4 My friend promised to help me, but in the end she didn't do what she promised.
A fell out with me
B let me down
C made me laugh
- 5 The people we are playing against are really talented, so we'll have to try very hard today.
A Our teammates
B Our opponents
C Our siblings

WRITING

5 Przeczytaj polecenie i wykonaj zadanie.

We **wpisie na blogu** opowiedz o interesującej osobie z Twojej rodziny:

- przedstaw tę osobę i Wasze pokrewieństwo,
- opisz jej wygląd fizyczny oraz osobowość,
- opowiedz o Waszym ostatnim spotkaniu,
- wyraż swoją opinie na jej temat.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi, everyone! I want to tell you about someone in my family who is very interesting.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

2 MAKING MUSIC

Vocabulary



Vocabulary 1

Music

1 Match the words to the correct categories.

audience classical flute gospel
speakers stream violinist

Types of music	_____
People	_____
Instruments	_____
Equipment	_____
Verbs	_____

2 Choose the correct options.

- Their music is really *rhythmical* / *rhythms* and easy to dance to.
- The audience loved the concert and *booed* / *cheered* loudly.
- We can become popular and have a *hit* / *top* album.
- The film *soundtrack* / *theme* included three old blues songs, some punk and some classical music.
- Can you turn the *volume* / *noise* up a bit, please? I can't hear anything.
- I'm nervous because I've got a(n) *audition* / *repertoire* for a part in the end-of-year show today.

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

audiences beats microphone musicians
playlist speakers system volume

The term 'sound ¹ _____' is now used to talk about all sorts of equipment which can be used to play music: an amplifier, a turntable, a CD player, or a computer and some powerful ² _____ (if you like your music loud). However, originally this term referred to a group of DJs and MCs playing music together with their own home-made equipment. MC stands for 'master of ceremonies', which means the person who speaks into a ³ _____ and introduces ⁴ _____ or other performers. As the time went by, many MCs became performers themselves, and they were an important influence on the rise of rappers. Their equipment had to look impressive and, of course, play music of very good quality, even with the ⁵ _____ turned up to maximum. The idea started in Jamaica in the 1950s among players of the local music, ska, as well as those of American rhythm and blues, only to later spread to reggae. Jamaican DJs played to ⁶ _____ in the streets, and when West Indians (inhabitants of the islands between the Caribbean Sea and the Atlantic Ocean) migrated to Britain, they brought the music with them.

4 Complete the mini-dialogues with one word in each gap. The first letters are given.

- X: Can you r_____ music?
Y: What do you mean?
X: I mean, can you look at a page of music and play it?
- X: I like this song. I might buy it.
Y: You mean buy a CD?
X: No, Dad. No one buys CDs anymore. I'll pay to d_____ it from the Internet.
- X: These are really powerful amps.
Y: Amps?
X: Yes, it's short for 'a_____'.
X: I'm busy this week because of the concert.
Y: But that's on Saturday.
X: Yes, but we've got r_____ every day. We have to practise playing together.
- X: That's a big violin.
Y: It isn't a violin. It's a c_____.
You play it sitting down.

5★ Choose the odd word out in each category.

- Audience reaction:** boo, rehearse, cheer, clap
- Equipment:** amp, mike, mixing desk, gig
- What musicians do:** gear, record, audition, tune up
- Types of instruments:** percussion, wind, soundproof, string
- Songs and groups of songs:** repertoire, playlist, track, double bass



Present perfect continuous and present perfect simple

- 1 Watch the video and complete the sentences with one word in each gap. Then match the sentences to their uses.**



▶VIDEO 06

- 1 I've _____ felt so excited! _____
- 2 You've seen this band live _____. _____
- 3 I haven't actually seen them _____. _____
- 4 I've been taking guitar lessons for _____ weeks. _____
- 5 I've been talking to your _____ lately. _____
- 6 X: You look _____.
Y: I've been writing new songs all night. _____
- 7 I've _____ only one complete song. _____

- a Present perfect simple for past experiences
- b Present perfect continuous for actions that continued in the past and continue till now
- c Present perfect simple to focus on the result of a past action
- d Present perfect continuous for repeated actions in unspecified recent past
- e Present perfect simple for past states
- f Present perfect continuous for recently finished actions with present results
- g Present perfect simple for past events with no specified time

- 2 Write sentences using the present perfect simple.**

- 1 Ariana Grande / record / a new single

- 2 they / not buy / tickets for the concert

- 3 you / play the guitar / in public / ?

- 4 he / not hear / that song before

- 5 your brother / listen to / your favourite song / ?

- 6 we / write / a rap song

- 3 Complete the text with the correct present perfect simple forms of the verbs in brackets.**

Ramin Djawadi is a composer. He ¹ _____ (work) on soundtracks for films such as *Batman* and *Ironman*, but he's probably most famous for composing the music for the TV series *Game of Thrones*. If you ² _____ (not listen) to the music, you should – it's fantastic, and it ³ _____ (win) several awards. The main theme tune ⁴ _____ (inspire) many people to make cover versions which they ⁵ _____ (upload) to YouTube. There's everything from heavy metal to traditional Indian music. Each season, the producers released an album of the music from the series. Millions of fans ⁶ _____ (buy) or downloaded these albums.

- 4 Complete the sentences with the correct present perfect continuous forms of the verbs in brackets.**

- 1 They _____ (perform) for almost two hours. Everyone in the audience is delighted!
- 2 We _____ (learn) the saxophone for ages. It's an unusual instrument, but we love it.
- 3 They _____ (not do) their homework. They _____ (watch) TV.
- 4 Sam _____ (think) about lunch all lesson. He _____ (not listen) to the teacher.
- 5 I haven't got much money, so I _____ (not download) many songs recently.
- 6 Your new song is brilliant! _____ you _____ (work) on it for long?

- 5 Complete the text with the correct forms of the verbs in brackets. Use the present perfect simple or present perfect continuous.**

You may not know Grace Chatto or Jack and Luke Patterson, but you ¹ _____ (probably / hear) their music. They're part of a band called Clean Bandit, and they ² _____ (write) music together for over ten years. They ³ _____ (have) several number one hits, including *Rockabye*, which they recorded with Anne-Marie and Sean Paul. They ⁴ _____ (make) their own music videos since they started the band – in fact, Grace and Jack set up their own film company. The style is electronic and mixes dance music with classical music. What isn't surprising is that Clean Bandit ⁵ _____ (win) many awards for their music. Their fans ⁶ _____ (call) themselves 'fandits' for several years. It is a mix of 'fan' and 'bandit'. So, why not listen to a track now? You could become their latest fandit!

- 6★ Choose the correct paraphrase.**

- 1 I started taking piano lessons three years ago, and I'm still learning now.
A I learned to play the piano for three years.
B I have been learning to play the piano for three years.
C I am learning to play the piano for three years.
- 2 It's ten o'clock. I woke up six hours ago.
A I have been awake for six hours.
B I've been waking up for six hours.
C I always wake up at four o'clock.
- 3 I can't wait to listen to their new song. This will be the first time I've heard it.
A I've never heard it before.
B I liked it from the first time I heard it.
C I've been listening to it a lot since the first time I heard it.
- 4 I'm so tired. I've spent the whole evening on the dance floor.
A I've had a dance this evening.
B I danced a lot that evening.
C I've been dancing all evening.

2.3 Speaking

Describing photos • Speculating about people's feelings

1 Complete the sentences with the correct forms of look or feel.

- Is Ricky alright? He _____ very worried today.
- I don't know what's wrong with me. I _____ sad since I woke up.
- Melissa always _____ relaxed, even when I know she isn't.
- Sometimes, I force myself to _____ happy. People prefer to see you smile than cry!
- How do you _____ before an important exam?
- I _____ great when I was in the mountains. I think I'm going to go there more often.

2 Complete the phrases for speculating about people's feelings with the words from the box.

guess having like maybe say seems

- I'd _____ that he is falling in love!
- She looks _____ she is about to fall asleep.
- _____ they've had an argument.
- I _____ they're watching a scary film.
- It _____ like they're enjoying themselves.
- I think she's _____ fun.

3 Complete the mini-dialogues with one word in each gap. The first letters are given.

- Mila Is your brother OK? He doesn't s_____ very happy.
Nick He's OK. He m_____ be upset because I didn't invite him to the party tonight.
Mila Why not? You should.
- Simon It's your sister's birthday. She doesn't look t_____ excited.
Paula That's because it's raining. She wanted to have a party outside.
Simon Oh well, I g_____ she'll cheer up when everyone arrives.
- Rania There's Dana. Let's find out if she passed the audition.
Max I'd s_____ that it's unlikely. Look at her face.
Rania It's p_____ that she doesn't want to appear too excited in front of the people who failed.

4 Look at the photo and choose the correct options.



In the photo I can see four boys sitting outside. The boy on the right ¹ _____ sad. We don't know what the problem is. ² _____ his girlfriend has left him, or he's got problems at school. His friends ³ _____ worried about him and are trying to make him feel better. Two of them have got their hands on his arm. I'd ⁴ _____ that it must be quite a serious problem because they aren't trying to make him smile. They know it isn't easy at this time. The boy on the left doesn't seem ⁵ _____ very worried. He looks ⁶ _____ he is a bit bored rather than upset. Perhaps he would prefer to be having fun. But it might just be because he is too far away to hold out his hand to comfort his friend.

- | | | |
|--------------|------------|-----------|
| 1 a looks | b has | c sounds |
| 2 a Possible | b Might be | c Maybe |
| 3 a might | b seem | c very |
| 4 a believe | b say | c feel |
| 5 a to look | b to be | c to like |
| 6 a like | b that | c too |

5 Replace the underlined words in sentences 1–6 with the words from the box.

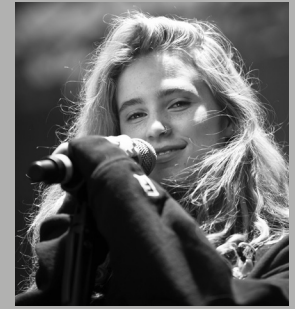
as if may much perhaps rather reckon

- He looks quite _____ upset.
- She doesn't seem to be having a lot of _____ fun.
- Maybe _____ she has heard some bad news.
- It looks like _____ they are very relaxed.
- She might _____ be tired after the long journey.
- I guess _____ they feel happy that it's all over.



The online music stars you'll want to hear!

Teenagers have been creating music trends for decades, right back to the early days of pop. What's fascinating is how young people today are using the Internet to shape the music industry in a manner people had never dreamed of before. ¹ ____ Clairo's song *Pretty Girl* has had over seventy-five million views on YouTube, and songs by Khai Dreams have been streamed over twenty-two million times! Beabadoobee and Eli are also hugely popular. If you haven't heard of these artists, you're not alone. ² ____ You won't hear them on the radio because they're only famous online, where teens discover and share their songs.



So, how do teens 'discover' these stars? One way is on YouTube channels. Eighty-five percent of teens are on YouTube daily, and Youtubers with lots of teen followers can have a huge influence. Take Youtuber Emma Chamberlain, for example. ³ ____ When she recommends songs, many of her ten million followers check them out.

Another way teens are discovering music is through online tutorials. They may watch a make-up demonstration, or one about building a robot, and like the song that's playing in the background. ⁴ ____ Have you discovered a new singer and posted their song online recently? You never know – you could be helping to create a star of the future!



1 Read the article and choose the best summary.

It's a magazine article about ...

- a how record producers find new singers and bands.
- b the advantages and disadvantages of YouTube music videos.
- c how ordinary teenagers are helping to create new stars.

2 Find examples of each of these features of informal writing in the article.

- 1 contractions
- 2 addressing the reader (*you*)
- 3 asking the reader questions
- 4 exclamation marks (!)
- 5 colloquial language and idioms

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

- A She's a teenager herself and has been making funny videos on her channel since 2017.
- B One of the most interesting ways teens are doing this is by helping young stars become well-known.
- C She's hoping to become an Internet singing sensation.
- D They then share it with their friends on social media.
- E They're all young, and most of them don't have recording contracts or give interviews.

4 Read the **WATCH OUT | SKILLS** box and find the gap that sentence A matches. Then answer the questions.

1 Who does the word *she* refer to?

2 How do you know she makes online videos?

WATCH OUT | SKILLS

Text insertion

There are always clues in the text and the sentences taken from it which can show you what the right answers are.

A *She's a teenager herself and has been making funny videos on her channel since 2017.*

She refers to a girl. She should be mentioned before the gap.

Her gives us another clue that it is a girl. The text before the gap should make it clear that she makes online videos.

5 Answer the questions with your own ideas.

1 How often do you share songs with friends?

2 How do you find new music to listen to?

1 Choose the odd word out.

- 1 composer, musician, busker, percussion
- 2 compose, opera, entertain, release
- 3 gospel, Latin, melody, techno
- 4 record, tour, concert, festival
- 5 amps, mikes, lyrics, speakers

2 Complete the sentences. The first letters are given.

- 1 I hope Morat will r_____ a new single soon.
- 2 What people don't realise is that when bands are on t_____, their lives are quite boring. It's all travelling and staying in hotel rooms that all look the same.
- 3 The l_____ s_____ of Coldplay is Chris Martin. He's got an amazing voice!
- 4 Our school hall is a great place for concerts because the s_____ q_____ is excellent – you can hear everything really well.
- 5 The s_____ b_____ at the Ed Sheeran concert were brilliant. I'd never heard of them, but I'd certainly go and see them again.
- 6 Many young YouTube artists r_____ songs at home and then upload them for people to listen to.

3 Choose the correct options.

Kelly Why do people still go on about The Beatles? They're older than my grandparents!

Shye There are lots of reasons. ¹ _____ songs that are easy to sing ² _____ to. Intelligent ³ _____ which often tell little stories, like in *She's Leaving Home*. The two ⁴ _____ singers had great voices – listen to John when he sings *Twist and Shout*.

Kelly I heard a ⁵ _____ album. It was awful. The sound ⁶ _____ was terrible.

Shye That's because they didn't have great equipment, and throughout the concert the audience just screamed!

- | | | |
|--------------|------------|----------------|
| 1 a Catchy | b Sell out | c Cover |
| 2 a around | b about | c along |
| 3 a melodies | b lyrics | c performances |
| 4 a chief | b main | c lead |
| 5 a tour | b live | c concert |
| 6 a quality | b system | c release |

4 Match sentences 1–5 to the sentences a–e that logically follow them.

- | | |
|--|-------|
| 1 We couldn't get any tickets. | _____ |
| 2 I hope it doesn't rain. | _____ |
| 3 Let's go to the town square. | _____ |
| 4 They didn't write this song. | _____ |
| 5 I don't really like this song, but it's very catchy. | _____ |
| a It's a cover version of a song from the 1980s. | |
| b There's a busker who plays there every day, and she's amazing. | |
| c They all sold out very quickly. | |
| d I often find myself singing it without thinking. | |
| e It's an open-air concert. | |

5★ Complete the text with one word from the box in each gap. There are three extra words.



entertain	hit	lyrics	rehearsal	released
sell out	songwriter	stream	tour	

Dawid Podsiadło is a singer and ¹ _____, and one of the most successful Polish musical artists of the last decade. He became famous when he won the TV talent show *The X Factor* in 2012. He ² _____ his first album the following year, and it became a huge ³ _____, reaching number one in the albums chart and selling hundreds of thousands of copies. Dawid wrote most of the ⁴ _____ himself, in both Polish and English. His concerts always ⁵ _____ as soon as tickets go on sale. As well as playing solo, he also has a band, which he formed with friends from school. You can ⁶ _____ his music and live performances online – millions of people do. Once you have heard his songs, I'm sure you'll want to add some of them to your playlist.



A radio phone-in about meeting favourite musicians

1 Choose the correct options.

- 1 X: Are you OK?
Y: Yes, I'm fine. I'm feeling really *calm* / *jealous*.
- 2 X: What's wrong?
Y: I'm *content* / *sad*.
- 3 X: How do you think the audition went?
Y: I'm *optimistic* / *pessimistic*. I think I'll get the part.
- 4 X: Thanks for being so *angry* / *kind*.
Y: You're welcome!
- 5 X: I didn't expect Jake to come to the party.
Y: No, I was *surprised* / *sympathetic*, too.
- 6 X: You've gone bright red.
Y: Yes, I know. I get easily *bored* / *embarrassed*.

2 Complete the comments with the words from the box. There are three extra words.

bored content embarrassed jealous joyful
lonely satisfied surprised sympathetic



How has your week been? How have you been feeling? Tell us about your best – or worst! – moments.

I won a song competition! I couldn't believe it! I was so ¹ _____ and happy! **Hafiz, 16**

My two best friends have been off school ill all week. I've felt a bit ² _____ because I haven't had anyone to talk to. I've been ³ _____ too because we can't meet up, and I don't have anything to do. **Izzy, 15**

I made a silly mistake in class and everyone laughed at me. I felt so ⁴ _____! I had to cover my face. **Caroline, 14**

I had a problem, and when I told my friend about it, he didn't laugh. He was very ⁵ _____. He really listened to me and tried to understand. He was very kind. I felt much better after. **David, 15**

My brother's going on holiday with his friends, but I'm not allowed to. My parents say I'm too young. I'm ⁶ _____ of him. I wish I could go – he's so lucky! **Natalia, 15**

3 Use the noun forms of the adjectives in exercise 2 to answer the questions below.

What emotion(s) ...

- 1 did Hafiz feel?
_____ *happiness* _____ and _____
- 2 did Izzy feel?
_____ and _____
- 3 did Caroline feel?

- 4 did David's friend show?
_____ and _____
- 5 does Natalia feel?

4 03 Listen to the radio phone-in and match speakers 1–4 to adjectives a–e. There is one extra adjective.

- | | | |
|------------|-------|---------------|
| 1 Atharv | _____ | a surprised |
| 2 Alana | _____ | b satisfied |
| 3 Katerina | _____ | c pessimistic |
| 4 David | _____ | d upset |
| | | e excited |

5 03 Listen again and complete the summary with up to three words in each gap.

The interviewer asked four people about meeting singers or bands. Atharv paid £100, but had to pay extra for ¹ _____. Alana said that the best thing about her evening was meeting Rita Ora in person ² _____. Katerina hasn't met George Ezra yet, but she has entered a competition. To take part, she first had to ³ _____. David met OneRepublic. The meeting was ⁴ _____ than he had expected. One thing he liked about it was the fact that no one ⁵ _____.



6 Complete the sentences from the recording with one word in each gap. The first letters are given.

- 1 I was excited a _____ it.
- 2 It was a total w _____ of money.
- 3 I lost r _____ for the band.
- 4 It was w _____ every penny.
- 5 I wasn't e _____ much.
- 6 It wasn't what I'd expected at a _____.



▶VIDEO 07

1 Watch the video and choose the correct options.

- 1 You *like* / *don't like* ramen soup, don't you?
- 2 It *isn't* / *doesn't* too salty, is it?
- 3 You *haven't made* / *didn't make* ramen soup before, have you?
- 4 I forgot to add spices, *don't* / *didn't* I?
- 5 X: What are we looking *for* / *at*?
Y: A birthday gift.
- 6 X: Who is the present *from* / *for*?
Y: My grandma.
- 7 X: What kind of music does she listen - / *to*?
Y: She loves metal.

2 Choose the correct options.

- 1 They've released a new album, *have they* / *haven't they*?
- 2 You didn't come to school yesterday, *did you* / *didn't you*?
- 3 Your guitar is from Spain, *is it* / *isn't it*?
- 4 She wrote that song, *did she* / *didn't she*?
- 5 She hasn't played the guitar for three years, *has she* / *hasn't she*?
- 6 He doesn't like rap music, *does he* / *doesn't he*?

3 Complete the conversation with the correct question tags.

You know a lot about the singer Adele, ¹ _____?
I've written a blog about her and checked it, but I want to make sure it's all correct.

Sure, what do you want to know?

Well, Adele comes from America, ² _____?

No, she's British.

Oh. Her first album was 21, ³ _____?

No, it wasn't. It was 19. The album 21 came out three years after that.

Oh, yes, you're right. Marta said she wrote a song for a James Bond film, but I don't think that's true. She didn't write one, ⁴ _____?

Actually, she did. She wrote and performed the theme tune for *Skyfall*.

OK, one last question. She's a great singer, but she can't play an instrument, ⁵ _____?

Yes, she can. She plays the guitar. You haven't actually checked your facts yet, ⁶ _____?

Not yet! I thought I'd ask you first!

4 Choose the correct options.

- 1 We need to go. Have you turned the TV *off* / *up*?
- 2 That music is too loud! Can you turn it *back* / *down*?
- 3 What are you thinking *about* / *to*?
- 4 We're late! Can you please hurry *on* / *up*?
- 5 It's too dark in here. Can you turn the light *on* / *off*?
- 6 What are you waiting *up* / *for*? Let's dance now!

5 Complete the questions with the correct prepositions. There may be more than one correct answer.

- 1 Which singers do you often listen _____?
- 2 When you're enjoying music, do people ever ask you to turn the volume _____?
- 3 Who is that present _____? Angela or Kasia?
- 4 Do you ever make any song lyrics _____?
- 5 What sort of things do you worry _____?
- 6 When you leave the room, do you always switch the lights _____?

6★ Read the fact file and then complete the questions for the answers.

All about Ariana

 Ariana Grande is an actor and singer. She was born in the USA in 1993 and has been performing on stage since 2008.

She is famous for her hit songs such as *Dangerous Woman* and *Problem*.

She has won several awards, including five MTV video music awards.

★ She has worked with several musicians, including rapper Iggy Azalea and singers Nicki Minaj, Lil Wayne and Jessie J.

♥ Ariana cares about mental health. She has also raised money for various charities, including Kids Who Care.

- 1 She _____ *was born in the USA, wasn't she* ?
Yes, she was. In 1993.
- 2 How _____ ?
Since 2008.
- 3 What _____ ?
Her hit songs, such as *Dangerous Woman* and *Problem*.
- 4 How _____ ?
Five.
- 5 She's _____ ?
Yes, she has. Iggy Azalea, Nicki Minaj, Lil Wayne, Jessie J and many more.
- 6 Which _____ ?
Several, including Kids Who Care.

1 Replace the underlined words with the words and phrases from the box. There are two extra words.

audition lyrics melody on tour rehearsal
release sell out theme music

- My friend is a composer and was asked to compose some music for a film _____.
- At the test to see how well people could perform, _____ we had to play a piece of classical music.
- I really like the words _____ to this song.
- Visit the website as soon as the tickets become available. They are all bought _____ very quickly.
- The band's record company are going to start selling _____ the album on 1 December.
- Helen's friends are playing concerts all over the country _____ at the moment.

2 Complete the sentences with the correct words formed from the words in capitals.

- The _____ played her instrument better than anyone I've ever heard before. **VIOLIN**
- Singer wants to form a band. Looking for talented _____ into metal and punk. **MUSIC**
- We're having a _____ for the school show this evening. **REHEARSE**
- Gina was brilliant. She sang, she danced, she played the piano. It was an amazing _____! **PERFORM**
- Mum says the _____ in my bedroom are too big for such a small house. **SPEAK**
- I know why people like this song. It's very _____. **CATCH**

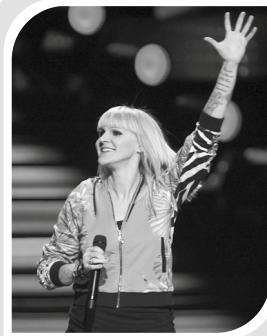
3 Read the WATCH OUT box and complete questions 1–6 with one word in each gap. Then match the questions to answers a–f.

- I am going to get an invitation to your party, _____ I? _____
 - How long have you _____ learning English? _____
 - You've got this album, _____ you? _____
 - How many songs _____ you downloaded today? _____
 - Who are you writing _____? _____
 - You didn't get tickets for the concert, _____ you? _____
- a Yes, I bought it on the day the band released it.
b Paul. I promised to send him an email this evening.
c No, they sold out before I had a chance.
d Yes, of course, but I haven't written them yet.
e Only one. I haven't got much money left.
f For three years.

4 Complete each pair of sentences with the same word.

- a What did you buy this album _____?
You don't like pop music.
b We've been waiting here _____ half an hour.
I don't think anyone else is coming.
- a What time are you going _____ this evening?
b Dad got us two tickets before they all sold _____.
- a When the band have finished recording their album, they're going to go _____ tour.
b What day did you arrive _____?
- a There are so many amps and speakers that it takes about an hour to get the _____ system ready.
b I enjoyed the concert, but the _____ quality was quite poor.
- a I can't hear anything. Turn the volume _____.
b What time did you wake _____ this morning?

5 Complete the text with one word in each gap.



Agnieszka Chylińska has ¹ _____ a popular singer for over twenty-five years now, but she's been writing poems ² _____ the age of six. She started her career as the ³ _____ singer in the band O.N.A. and then in a new group called Chylińska. Agnieszka is always busy. She has released several hit albums, appeared as a judge on the popular talent show *Mam Talent*, and she has even written books for children. She still has time to go on ⁴ _____ and entertain fans at concerts all over the country. Which artists does she listen ⁵ _____? When she was young, she loved Michael Jackson and Modern Talking. Then she became a fan of artists such as Kurt Cobain and Janis Joplin, and of many Polish bands, such as Hey!. What else is she famous ⁶ _____? Well, some people call her a chameleon because her appearance changes quite often! Sometimes her hair is black and long, sometimes blond and short, but it isn't difficult to recognise her, whatever her hair colour.

WATCH OUT

Question tags

Be careful of question tags for sentences starting with *I am* and *I'm not*. In negative sentences, the tag is regular: *I'm not late, am I?*
In affirmative sentences, the tag is irregular: *I'm right, aren't I?*

There are lots of people who'd like to learn to play a musical instrument, but it isn't always easy to find a good website to help. Please send us your recommendations and we will post them here.



JoeyJoe1

I use the YouTube channel *youcanlearnguitar*. They've got hundreds of videos which teach you different skills. Make sure you start with the beginner videos because some of them are quite advanced.

You should definitely watch the video called 'How to tune a guitar'. Also, don't miss their video on how to change a guitar string. The best thing about the channel is that they explain everything very carefully and show you exactly what to do.

The channel is excellent, but perhaps they could have two channels, one for electric guitars and one for acoustic, to make it quicker to find what you need.

With such clear explanations, I'd definitely recommend this channel for beginners and more advanced players. You'll be amazed by how much you can learn.

REPLY

SHARE

1 Read the text. Are the statements true (T), false (F), or is there no information in the text (NI)?

- The writer has tried other video channels but likes this one best. T / F / NI
- The channel has both easier and more difficult lessons. T / F / NI
- The writer broke a guitar string while playing the guitar. T / F / NI
- There are two channels: one for electric guitars and one for acoustic. T / F / NI
- The writer says that all guitar players will find something useful on the site. T / F / NI

2 Complete the forum post with one word in each gap. The first letters are given.

My favourite music Youtuber is Dodie Clark. She's an English singer-songwriter, and she's been on YouTube since 2011. Her channel *doddleoddle* has got almost two million subscribers. It is well ¹w_____ checking her site out. You should ²d_____ listen to *Human*. It's a great song. And don't ³m_____ her website, as it has news of tours and new releases on it. The ⁴b_____ thing about her videos is that she sometimes tells you a little about why she wrote each song before playing it. I'd definitely ⁵r_____ her music.

3 Complete the dialogue with your own ideas.

I'm bored with the same old videos on YouTube. Do you know any channels or Youtubers I can watch?

Yes, of course. I really like _____.

What are their videos about?

Why do you like them so much?

Sounds good. Is there one specific video that I should definitely watch?

Yes, don't miss _____.

OK, I'll check it out, thanks.

4 Do the writing task.

Dokonaj **wpisu na forum** na temat muzycznej lub rozrywkowej strony internetowej, bądź kanału YouTube, które poleciłbyś/poleciłabyś innym nastolatkom. Wykorzystaj swoje pomysły z ćwiczenia 3. We wpisie:

- podaj szczegóły dotyczące rekomendowanej przez Ciebie strony lub kanału,
- wymień powody, dla których regularnie odwiedzasz tę stronę lub oglądasz ten kanał,
- wskaż wady, które zauważasz, ale które nie przeszkadzają Ci czerpać przyjemności z odwiedzania tej strony czy oglądania tego kanału,
- poleć tę stronę lub kanał osobom o konkretnych zainteresowaniach lub gustach.

Długość tekstu powinna wynosić od 100 do 150 słów.

Today, I'm going to tell you about a website/YouTube channel I think a lot of you will like.

VOCABULARY

1 Complete the sentences. The first letters are given.

- The band gave a really good p_____ at their first concert. The s_____ q_____ was excellent too. You could hear the instruments and the singer's voice really well.
- When I study, I prefer music without l_____ because I find the words distracting.
- Everyone in the a_____ at the concert loved the s_____ b_____ – they were better than the main act!
- The band are going to r_____ their new single on Saturday, and I'm going to d_____ it as soon as it goes on sale. You can get it for just 50p from their website.
- They're going to p_____ at a concert next month. Let's get tickets before they s_____ o_____!
- If you were in a successful band, would you prefer to r_____ an album in a studio or go on a t_____ round the world?

2 Find the following words in the wordsearch:

- four people connected with music,
- five musical instruments,
- four pieces of musical equipment.

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

GRAMMAR

3 Choose the correct options.

Meet Billie Eilish

You've heard of Billie Eilish, ¹ _____? She's a famous singer. Where is she ² _____? Los Angeles in the USA.

Billie's parents have always encouraged her with her career, as they love music too.

Billie writes her own songs. How long ³ _____ her own songs? Since before she was eleven years old! She didn't write the song which made her famous, though. The song, which is called *Ocean Eyes*, was written by her brother, Finneas. They are certainly a talented family, ⁴ _____? The song went viral and, since then, Billie ⁵ _____ several hit songs, including *Watch* and *Bad Guy*. She has also collaborated with the singer Khalid – they released *Lovely* in 2018, which was another hit. Recently, Billie ⁶ _____ hard on promoting her work. She has been on tour and has won a number of awards for her music. And she's done all this before the age of twenty-one!



- | | |
|---------------------|------------------------|
| 1 a have you | b hasn't she |
| c haven't you | |
| 2 a live | b come from |
| c from | |
| 3 a has she written | b has she been writing |
| c is she writing | |
| 4 a don't they | b aren't they |
| c isn't it | |
| 5 a has written | b has been writing |
| c is writing | |
| 6 a worked | b has been working |
| c is working | |

ROUND-UP 1 2 3 4 5 6 7 8

4 Choose the correct options.

Music, music, music 🎵

Each week we publish an interview with a reader. This week we spoke to Alex, 16, from Bristol.

Q: Which song do you always dance ¹ *to* / *with*?

A: *Happy* by Pharrell Williams! I know it's an old song, but it still makes me feel joyful! I ² *have loved* / *have been loving* this song since I first heard it.

Q: What have you been listening to recently?

A: I just love Imagine Dragons' *On Top of the World*. The lyrics, ³ *which* / *that* are about taking your chances and not giving up, are amazing. This song really makes me want to do something important with my life. My friends and I recommend songs to ⁴ *ourselves* / *each other*, and I'm really glad that one of them told me about this one.

Q: When you feel upset, what do you put on?

A: Well, it depends. If I've ⁵ *had* / *made* an argument with someone, I play loud music. If I feel sad, I play sad songs. Lots of people do the same. It doesn't really make sense, ⁶ *doesn't* / *does* it? But I think it helps. Before an exam, I play classical music to make myself relaxed. I love classical music for feeling calm. It's perfect for that.

Q: Do you listen to songs in other languages?

A: Yes, I do. ⁷ *I'm listening* / *I've been listening* to Spanish music for years. My favourite song is *Sofía* by Álvaro Soler, ⁸ *who* / *which* comes from Barcelona in Spain. I first heard it in 2016, but I still love it.



LISTENING

- 1 04 Usłyszysz pięć wypowiedzi na temat wspomnień związanych z piosenkami. Do każdej wypowiedzi 1–5 dopasuj zdanie A–F. Jedno zdanie zostało podane dodatkowo.

- A I liked it more than my friend.
- B It made me want to learn an instrument.
- C My friends and I sometimes sing it together.
- D People laughed because I didn't know a popular singer.
- E I wish I could remember who it was by.
- F I was embarrassed by a mistake I made.

Speaker 1	_____
Speaker 2	_____
Speaker 3	_____
Speaker 4	_____
Speaker 5	_____

READING

- 2 Przeczytaj tekst o słynnym festiwalu muzycznym. Dopasuj właściwy nagłówek (A–F) do każdej części tekstu (1–4). Dwa nagłówki zostały podane dodatkowo.

- | | | |
|---------------------|-----------------------|--------------------|
| A A temporary move | C Unwelcome guests | E Helping others |
| B Famous recordings | D A place of learning | F A musical change |

The oldest festival of them all

There are many famous open-air festivals every year, but the longest running is the Newport Jazz Festival, which has been going since 1954.



- 1 _____
Many well-known musicians have appeared at the festival over the years, and there have been a number of best-selling live albums of artists playing there. These include one by the blues guitarist and singer Muddy Waters and one by the female singer Nina Simone. In 1957, the record company Verve Records released twelve albums of performances from that year's festival.

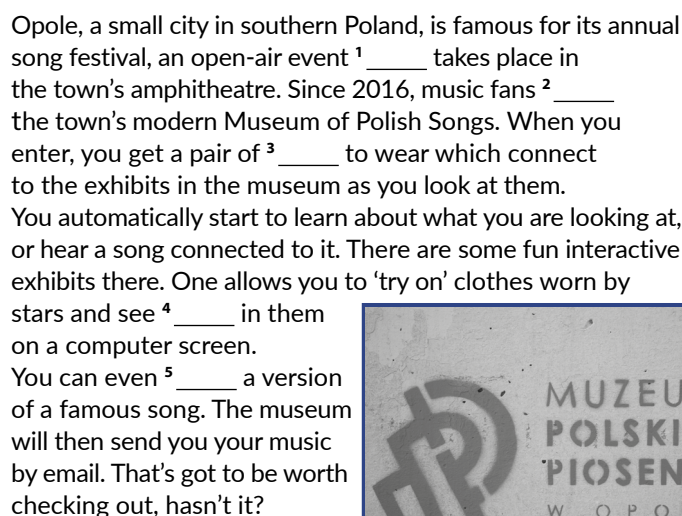
- 2 _____
Despite the festival's name, there have always been some artists invited who weren't really jazz musicians. In 1971, one of the main attractions at the festival was the rock band The Allman Brothers. So many fans came to see them that thousands of people had to watch the bands from outside the festival area. On the second night, many fans broke the fence down to get into the festival, then jumped onto the stage and destroyed equipment, causing the festival to be abandoned.

- 3 _____
Partly as a result of the problems in 1971, the following year the festival became The Newport Festival – New York. Artists played in a number of places in the city, such as the Yankee Stadium baseball ground and Carnegie Hall. This allowed the festival to grow as new fans learned about it and were able to buy tickets. The festival was also one of the first to use sponsorship to raise money, changing its name to advertise sponsors' brands.

- 4 _____
Despite its success, the festival's organiser missed Newport and decided to return there in 1981. It's been there ever since, and there is now a foundation which, amongst other things, gives something back to the community. It provides funds to allow local schools to offer high quality musical education to their students. This money can be used to buy instruments and software for everyone – not just jazz fans.

WRITING

5 Przeczytaj polecenie i wykonaj zadanie.



MUZEUM
POLSKIEJ
PIOSENKI
W OPOLE

- | | |
|----------------------|----------------|
| 1 A where | B what |
| C who | D that |
| 2 A visit | B are visiting |
| C have been visiting | D visited |
| 3 A speakers | B headphones |
| C amps | D playlists |
| 4 A yourself | B each other |
| C your | D you |
| 5 A record | B release |
| C entertain | D compose |

- podaj szczegółowe informacje na temat koncertu (artysta, miejsce, data),
- przedstaw swoje uczucia i oczekiwania przed koncertem,
- opisz najciekawsze fragmenty koncertu i swoje wrażenia po całym wydarzeniu,
- napisz, którego artystę lub zespół chciałbyś/ chciałybyś zobaczyć na żywo, i uzasadnij swój wybór.

Hi, Sammy,
How are you?

[illegible]

- 1 ____ (*Próbowałem telefonować do*) Peter all day,
but he isn't answering.
A I tried to phone
B I've been trying to phone
C I'm trying to phone
- 2 We bought ____ (*sobie nawzajem tę samą płytę*).
A each other the same CD
B the same CD together
C us the same CD
- 3 Do you like the ____ (*głos piosenkarza*)?
A singer's sound
B sound of the song
C singer's voice
- 4 I've been working all day, but ____ (*jeszcze nie skończyłem*).
A I didn't finish
B I have never finished
C I still haven't finished
- 5 Do tickets for concerts always ____ (*wyprzedają się tak szybko*)?
A sell out so quickly
B sell them so soon
C sell very fast
- 6 I get very annoyed ____ (*gdy moi przyjaciele są niełojalni*).
A with my insensitive friends
B when my friends are disloyal
C when I'm dishonest with my friends

3 MYSTERIES

Vocabulary



Vocabulary 1

Extreme adjectives • Descriptive adjectives

- 1 Replace the underlined words and phrases with the adjectives from the box. There are two extra words.

ancient awful delighted enjoyable
huge mysterious tiny unforgettable



They're very old.



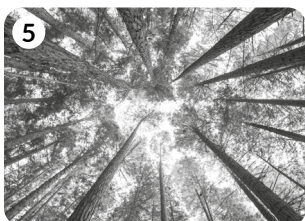
They're very happy.



It's very small.



It smells bad.



In this forest, the trees are very big.



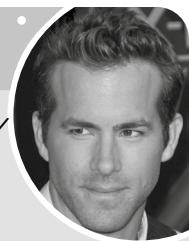
This holiday was something.
I will always remember.

- 2 Choose the correct options.

- The film was really brilliant – I thought it was inspiring / disappointing. It made me want to change the world!
- The plot was based on facts and ordinary situations – I totally believed it because it was true to life / dramatic.
- The characters were curious / frightening people, very unusual and interesting.
- The book made me think about some important ideas – it was really puzzling / thought-provoking.
- The story is exciting, and there's a lot of action. Don't miss this thrilling / unbelievable film!
- It's a really amusing / original story. I've never read anything like it before.

- 3 Read the review and complete each gap with one word which has a similar meaning to the word(s) in brackets. The first letters are given.

FILMS TO SEE



Following the success of *Pokémon GO*, there's now a new film called *Pokémon Detective Pikachu*, starring Ryan Reynolds. It's a mystery film with a difference, and it's very ¹ e_____ (fun). As you'd expect, it's got a comedy side too, and there are lots of ² a_____ (funny) moments. The film starts when Detective Harry Goodman has mysteriously disappeared. His twenty-one-year-old son Tim decides to find him and meets Pikachu. It's ³ p_____ (confusing) because, unlike other humans, Tim can understand Pikachu. Pikachu is his father's old partner, and the pair set off to find him. Things become really ⁴ d_____ (exciting and tense) when they end up in Ryme City, a place where humans and Pokémon live together. The combination of live action and animation is brilliant, and, surprisingly, it wasn't too ⁵ u_____ (difficult to believe). I won't tell you how it ends, but it definitely isn't ⁶ d_____ (worse than expected)!

- 4 Choose the correct definitions of the underlined words.

- The film is about an alien being.
a from a different planet
b from a fairy story
- I found the book intriguing.
a very interesting b puzzling
- Don't watch this film. It's terrifying!
a disappointing b scary
- The events in the story are very mysterious.
a difficult to explain b usual
- Most of the action takes place in an ancient land.
a very far away b very old
- The dialogue was very true to life.
a sounded like a natural conversation
b made me think about my own life

- 5★ Add the words from the box to the correct categories.

enormous hilarious minute terrible wonderful

big	small	good	bad	funny
huge	tiny	amazing	awful	amusing
_____	_____	_____	_____	_____

Modal verbs of deduction and speculation

- 1 Watch the video and complete sentences 1–4. Then match them to reasons a–d.



▶VIDEO 09

- 1 She _____ so hungry. _____
 - 2 She _____ to make a cake. _____
 - 3 She _____ of milk. _____
 - 4 She _____ to the shop. _____
- a The recipe book is open.
 - b She isn't here.
 - c She hasn't eaten the food.
 - d The bottle is empty.

- 2 Choose the correct options.

- 1 Dima isn't at home. He always plays tennis on Friday. He **must be** / **must have been** at the sports centre now.
- 2 My phone isn't working. It **can't be** / **can't have been** the battery because I've just charged it.
- 3 Clara looks happy! She **must pass** / **must have passed** her exams.
- 4 I can't find my glasses. I **can't leave** / **can't have left** them at home because I definitely had them on the bus.
- 5 Sandra isn't at drama club today. She **might be** / **might have been** ill, or she **could be** / **could have been** on holiday. Either is possible.
- 6 Phoebe and her brother Ben want to get a dog. Actually, they **might get** / **might have got** one already because they were looking at pets yesterday.

- 3 Read the **WATCH OUT** box and complete the dialogue with **can't**, **could**/**might** or **must**.

That photo ¹ _____ be fake.
Surely it's not real?

It is real! It's a snapping turtle, and it had spent two weeks in the ground by a dry lake.

Look at all that earth on its back.
It ² _____ be heavy! It definitely ³ _____ go fast while it's carrying that. Is it in England, do you think?

No, it ⁴ _____ be England because those turtles don't live there. It ⁵ _____ be the USA or possibly Canada, I'm not sure.

I'm sure it ⁶ _____ be hungry after not eating for two weeks.

Definitely!

WATCH OUT

When using modals of speculation, the opposite of **must** is **can't**, not **mustn't**.

For things we aren't sure about, we can use **could**, **may** or **might**, but not **can**.

- 4 Complete the text with present or past modal verbs of deduction or speculation and the verbs in brackets.



The Yonaguni Monument off the coast of Japan has always puzzled scientists. Why is it so curious? It is a collection of huge rocks under the sea. Some people think they ¹ **might be** (be) a natural phenomenon, and maybe they formed because of an earthquake. However, others think humans ² _____ (make) them because the lines of some of the shapes are very precise, and there are square rocks and a star-shaped platform. An earthquake ³ _____ (create) them – it would have been impossible. Professor Kimura has studied the rocks, and he is certain they must be man-made. He thinks the monument is around two thousand years old and that people ⁴ _____ (build) it above water. They ⁵ _____ (do) it underwater – it would have been far too difficult. Another theory is that the monument ⁶ _____ (be) evidence for the lost continent of Mu. There is one thing, however, that everyone agrees on – the Yonaguni Monument is unforgettable!

- 5★ Translate into English.

- 1 _____ (Musisz być zmęczony) after your late night.
- 2 Check your phone. _____ (Ktoś mógł wysłać) you a message.
- 3 Aliens _____ (mogli odwiedzać) the Earth in the past.
- 4 _____ (Musiałem nacisnąć) the wrong button.
- 5 _____ (To nie może być) the right answer.

3.3 Speaking

Expressing certainty and doubt

Key Phrases



VIDEO 10

1 Decide if phrases 1–9 are for expressing certainty (C) or doubt (D).

- 1 I'm not certain (that) ... D
- 2 I'm not really sure (that) ... _____
- 3 It's clear that ... _____
- 4 It's sure to ... _____
- 5 It's unlikely that ... _____
- 6 I wonder if ... _____
- 7 Maybe ... _____
- 8 There's no doubt that ... _____
- 9 You definitely didn't ... _____

2 Choose the correct responses.

- 1 Have you seen my glasses? I can't find them.
 - a Perhaps they're in your bag.
 - b I'm not absolutely certain.
- 2 Do you know how much the tickets are?
 - a I'm not absolutely sure that the tickets are expensive.
 - b No, but they were expensive last year, so they're sure to cost a lot.
- 3 Will your parents let you go to the party?
 - a It's unlikely, because it's on a Tuesday night.
 - b It's clear that they will go.
- 4 Did I put my book in my bag?
 - a You definitely didn't. It's still on the table.
 - b I wonder if it's in your bag.
- 5 Will we find out the solution to the mystery in the final episode?
 - a You definitely didn't solve the mystery.
 - b It's clear that we'll find out who committed the crime.

3 Complete the comments with the words from the box.

absolutely doubt obviously
perhaps sure wonder

Come on, everyone. It's the last episode. We're going to find out what happened.



There's no ¹ _____ that the boy is an alien. It's so obvious.



You ² _____ didn't watch episode five. We know he's human.



I'm ³ _____ that there was something in an earlier episode that was a big clue.



I ⁴ _____ whether there's going to be a second season.



I'm ⁵ _____ certain there will be. It's really popular.



⁶ _____ we won't find out anything and they'll make us wait for the second season.

4 Complete the conversation about the photo with one word in each gap. There may be more than one correct answer.



Where do you think they are?

I'm not absolutely ¹ _____. Is it at an airport?

² _____ it is, but it doesn't look like most airports.

Anyway, there's no ³ _____ that the man's got a problem. Let's say it's at an airport. Obviously, he's got the wrong ticket or something.

Yes, I'm sure he's the one who has made a mistake. It's ⁴ _____ that he's upset or worried, not angry.

The piece of paper that the woman is holding is definitely the key to the mystery. Obviously, he's handed it to her, and something is wrong with it. I'm positive that she's trying to explain something to him.

I ⁵ _____ if everything got sorted out in the end.

Well, I'm ⁶ _____ that the woman did everything she could to help him. She looks very professional and calm.

5 Decide which words and phrases from the box could replace the underlined words and phrases.

bound convinced it's possible that probably

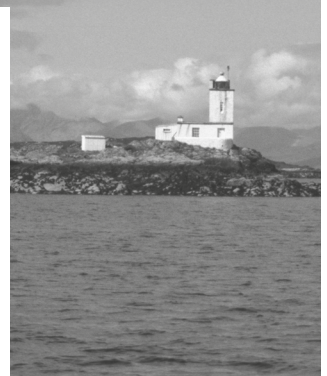
- 1 X: Where are my keys?
Y: Don't worry, they're sure _____ to turn up.
- 2 X: Where is everyone?
Y: Maybe _____ we're in the wrong place.
- 3 X: How long will your phone take to repair?
Y: It will most likely _____ take at least a week.
- 4 X: I'm going to try to get into Oxford University.
Y: I'm certain _____ you'll make it.

CURIOUSER AND CURIOUSER

We live in a strange and wonderful world. Check out these mysteries!

A The Mystery of Eilean Mor

How could three people suddenly disappear from a tiny remote Scottish island called Eilean Mor? Donald MacArthur, James Ducat and Thomas Marshall were experienced lighthouse keepers working there. On 15 December 1900, a passing ship reported that the lighthouse wasn't working. A **substitute** lighthouse keeper tried to reach the island, but was **delayed** until 26 December by bad weather. When he arrived, he discovered that all three men had completely **vanished**. The lighthouse was clean, tidy and **well-maintained**, and work records done until mid-December. Later, investigators thought a huge wave might have carried the men out to sea. Another theory is that strong winds could have blown them over a cliff. Or did they try to leave the island, perhaps due to illness – or did someone make them leave? To this day, nobody knows what happened.



B Beach Walkers

In October, **dozens** of octopuses were seen on a beach in Wales – walking away from the sea! Octopuses sometimes look for food in rock pools, and will move from one pool to another in search of food, but they don't go **inland**. Experts have come up with three possible reasons. One is that because octopus populations have increased **significantly**, the animals could be going further than normal to find food. Alternatively, recent storms might have moved the octopuses onto land and they were trying to get back to the water. Another possibility is that the creatures were confused due to old age. Luckily, after a few days it stopped, so octopuses can't have learned to live on land!

1 Look at the photos and choose the correct options. Then read the articles and check your guesses.

- 1 Story A took place *recently / many years ago*. It happened on *an island / the mainland*. It is about three people *in a lighthouse / on a ship*.
- 2 Story B took place *recently / many years ago*. It happened *on a beach / in the sea*. It is about some *people / animals*.

2  Read the texts again and complete the email.

 New message

Hi, Beth,

I've been reading about mysteries, and some of them are really strange. There was one that happened over a hundred years ago. Three people vanished from ¹ _____ which was located ² _____ in Scotland. Another one was from Wales. People saw a huge group of octopuses walking on ³ _____! That must have been really weird. Anyway, there are different ⁴ _____ about the two mysteries, but ⁵ _____ what happened in Scotland or why the octopuses left the sea in Wales. In both cases, ⁶ _____ was bad at the time of the mystery or shortly before – strong winds and storms, which might have been responsible. Or maybe the octopuses left the sea in Scotland and ate the lighthouse keepers!

Hope all is well,
Cherie

3 Read the **WATCH OUT | SKILLS** box and guess the meaning of the words in bold in the text. Then match them to the definitions below.

- | | |
|---|-------|
| 1 in a direction away from the coast | _____ |
| 2 disappeared | _____ |
| 3 lots of things or people | _____ |
| 4 in a good condition | _____ |
| 5 someone who does someone else's job temporarily | _____ |
| 6 done later than expected | _____ |
| 7 in a way that is easily noticeable | _____ |

WATCH OUT | SKILLS

Guessing meaning

Use different strategies to help you guess the meaning of unknown words:

- Read the sentence and decide what part of speech it is (noun, verb, adjective, etc.).
- See if you recognise any part of the word (prefix/suffix/main part).
- Use the context in the sentences before and after the word to help you decide the meaning.

1 Match words from A and B to make collocations for definitions 1–6.

A breaking daily fake front news (x2)

B bulletin item news (x2) newspaper page

- 1 Stories which you think are true but have been made up. _____
- 2 One story on a TV or radio news programme. _____
- 3 A short TV or radio news programme which gives brief details of the most important stories of the day. _____
- 4 The part of a newspaper which you see when you walk into a newsagent's. _____
- 5 The latest news about an event which has only just happened and might still be ongoing. _____
- 6 Something you can buy every day to see what is happening in the world. _____

2 Complete the dialogue with one word from the box in each gap.

breakfast bulletins channel headlines
interview present

Do you ever watch ¹ _____ television?

No, I don't. What ² _____ is it on?

I watch the programme on BBC 1. It's interesting. They talk about what stories made the ³ _____ in the morning papers, they ⁴ _____ celebrities, and they give you the latest news ⁵ _____. The people who ⁶ _____ the programme are very good.

Well, I don't think I'll watch it. I never have time for anything in the morning.

3 Choose the correct options.

The TV ¹ _____ was losing money. At a meeting, one of the managers said he had an amazing news story that no one else knew about. The ² _____ of the story was a secret, but it was someone he trusted completely. He wanted two of the programme's best reporters to ³ _____ the story for a special investigation. The two reporters weren't certain that the story was true. 'Don't worry,' said their boss, 'finish the report and make it exciting.' The TV company started to advertise the programme. News ⁴ _____ quickly and, when the programme went out, over twelve million people were watching. The managers were happy, but the reporters weren't because they realised that the story wasn't true. It was ⁵ _____ news, and soon the whole country found out.

4 Complete the sentences with the correct words formed from the words in the box. One word from the box can be used twice.

break document journal view

- 1 I saw an interesting _____ about plants the other day.
- 2 I'd love to work in _____, but I'm worried that newspapers won't exist in the future.
- 3 Millions of _____ watched the report from China.
- 4 Ryszard Kapuściński was a great _____ and reported on stories all over the world.
- 5 ... and we've just had some _____ news from the USA, so let's go straight over to Maggie Davies in our studio in Washington.

5★ Complete the mini-dialogues with one word in each gap. The first letters are given.

- 1 X: There was a great d_____ on climate change on TV last night. It showed islands disappearing under the sea.
Y: I saw it, too. It was very thought-p_____.
- 2 X: How do you choose which d_____ newspaper to buy?
Y: I always buy the one with the most dramatic h_____ on the front page.
- 3 X: Would you like to work as a j_____ for a national newspaper?
Y: Oh, yes. I think it would be an i_____ job. Every day would be different and interesting.
- 4 X: Is b_____ television worth watching?
Y: Yes. It's always very e_____, with lots of interviews and funny news i_____.
- 5 X: This is a very m_____ story. No one knows how the thieves broke into the museum.
Y: Turn over to C_____ 1. Maybe there will be more details on their news programme at 8 pm.
- 6 X: It's worrying that so many people see f_____ news items online and think they're true.
Y: I know. Some of the stories are completely u_____, but people are still fooled.



FAKE NEWS

- | | | |
|---------------|-------------|-------------|
| 1 a network | b newspaper | c headline |
| 2 a report | b bulletin | c source |
| 3 a interview | b cover | c break |
| 4 a broke | b spread | c published |
| 5 a fake | b lie | c wrong |

A conversation about the Nazca Lines

- 1 Complete the table with the words and phrases from the box.

carefully during easily everywhere in 2018
just loudly outside over there slowly
smoothly soon two weeks ago upstairs well

Adverbs of manner	Adverbs of place	Adverbs of time
carefully		

- 2 Order the words to make sentences. There may be more than one correct answer.

- slowly / wrote / she / her name
She wrote her name slowly. / She slowly wrote her name.
- they / loudly / sang / very

- listened to / I / carefully / the instructions

- quickly / the / up / lift / went

- plays / well / the guitar / he / really

- laughing / were / quietly / we

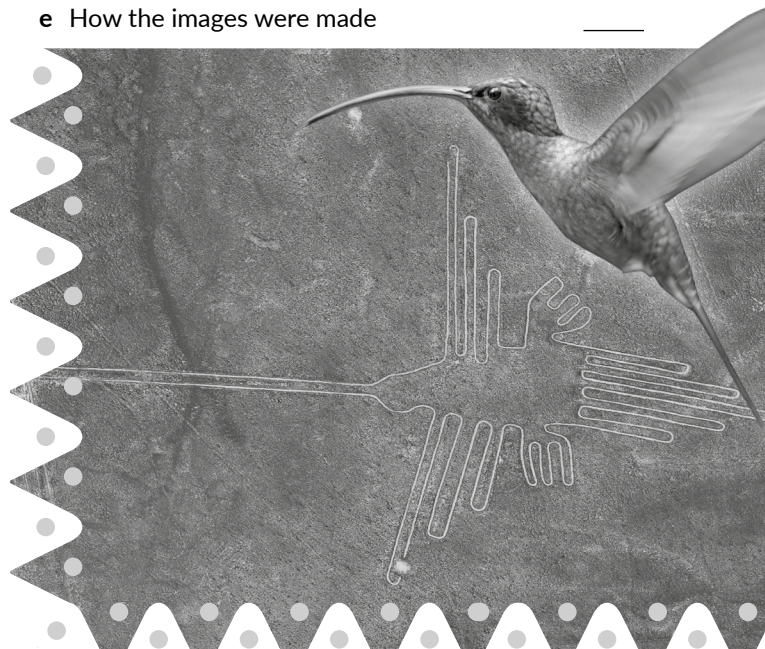
- 3 Complete the sentences with the adverbs of time and place from the box. There are three extra words.

all day early eventually everywhere inside
just later never upstairs

- X: Will I see you _____ at the concert?
Y: Yes, I'll meet you there.
- It's 6 am! It's far too _____. I'm not going to get up yet.
- I love living in a ground floor apartment. I never have to go _____!
- Someone has _____ broken the world record! It only happened an hour ago.
- During the expedition, three explorers got lost. Rescuers have searched _____, but haven't found them.
- I've _____ been to Brazil, but I'd love to go there one day.

- 4  05 Listen to the recording and put the things Daniel talks about in the correct order.

- The size of the images _____
- The Japanese researchers' theory _____
- When the images were made _____
- The best way to see the images _____
- How the images were made _____



- 5  05  Listen again and choose the correct options.

- What do we know about the radio programme?
 - It featured several different mysteries.
 - It was one of several on a similar topic.
 - It was made by a Peruvian company.
 - Maya didn't know it was going to be on.
- How do the experts know the age of the lines?
 - By looking at the age of the rocks.
 - Because the desert climate makes it possible.
 - Because we know when the creators lived.
 - By looking at the types of animals shown.
- The Japanese researchers know the bird in the pictures isn't a hummingbird because
 - of the shape of its tail.
 - hummingbirds don't live in that region.
 - locals told them what kind of bird it was.
 - none of the sixteen images of birds look similar to hummingbirds.
- Many of the birds and animals shown in the pictures
 - are not native to Peru.
 - could have been introduced to the Nazca people by travellers.
 - existed in Peru then, but not now.
 - live in different parts of Peru.

- 1 Watch the video and choose the correct options in 1–5. Then complete gaps a–f with the verbs from the box in the correct past form.



▶VIDEO 11

break buy go make meet sell

While I ^a _____ ¹ coffee / tea,
I ^b _____ the cup which we ^c _____
in ² Vienna / Venice.
I ^d _____ to the ³ bus station / ticket office,
when I ^e _____ ⁴ George / John.
By the time I got to the ⁵ cinema / concert hall,
they ^f _____ all the tickets.

- 2 Choose the correct options.

- They *were* / *had been* in trouble because they *didn't do* / *hadn't done* their homework.
- Someone *already bought* / *had already bought* the jacket when I *went* / *had gone* back to the shop.
- By the time they *got* / *had got* to the station, the bus *left* / *had left*.
- We *walked* / *were walking* to the bus stop when we *saw* / *had seen* the bus going past.
- She *never heard* / *had never heard* a story like it in her life, so she *was* / *had been* surprised.
- While I *flew* / *was flying* to Egypt, I *was reading* / *read* two interesting articles about the pyramids.

- 3 Choose the correct responses.

- Mum and Dad were angry when I came home late.
a Where had you been? b Where did you go?
- Steven broke his arm yesterday.
a What had he done? b What was he doing?
- I went to a new pizza restaurant yesterday.
a What kind of pizza did you have?
b What kind of pizza had you had?
- I saw Jack and Chris getting on a train yesterday.
a Really? Where had they gone?
b Really? Where were they going?
- We got to the cinema late.
a Had the film started? b Did the film start?

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

Imagine forgetting everything you know – every day. A few months ago, seventeen-year-old Sam Tai hurt his head while he ¹ _____ (play) rugby. He seemed fine, but by the time he got home, he had lost his memory. Doctors ² _____ (never / see) anything like it before. Sam had a rare condition called 'global amnesia'. Each day he managed to relearn some things, but when he woke up again, he found that he ³ _____ (forget) them again. Sam's friends and social media were a big help. Sam couldn't remember what music he liked, but he could see his favourite bands on his profile. When his friends ⁴ _____ (message) him, he could read past comments to find out who they were. At the time the accident happened, Sam ⁵ _____ (study) for a catering qualification, but it isn't easy to study when you keep forgetting everything you have learned! Fortunately, after a while he ⁶ _____ (get) his memory back, and now he's fine!

- 5 Complete the questions with the correct past forms of the verbs in brackets.

- Where *did you go* (you / go) on holiday last summer?
_____ (you / go) there before?
- What was the last film you _____ (watch)? _____ (you / ever / see) it before?
- What _____ (you / do) at half past ten yesterday evening? _____ (you / finish) your homework by then, or were you still doing it?
- What time _____ (you / leave) home this morning? _____ (your parents / already / leave) by that time, or were they still at home?

- 6★ Complete the second sentence so that it means the same as the first one. Use the word in capitals.

- The film started, then we arrived at the cinema.
AFTER
We arrived *at the cinema after the film had started*.
- One possibility is that aliens helped to build the statues. **COULD**
Aliens _____.
- We finished lunch. We went out. **WHEN**
We went _____.
- The grass was dead. It didn't rain all summer.
BECAUSE
The grass _____.
- I saw someone who looked just like Jack, but I'm sure it wasn't him because he's on holiday at the moment. **CAN'T**
The person I saw _____.
- I'm sure Emma was really excited when she saw an elephant outside her hotel. **MUST**
Emma _____.



1 Match adjectives 1–6 to the adjectives a–f which have the same or similar meaning.

- | | | |
|---------------|-------|---------------|
| 1 ancient | _____ | a confusing |
| 2 delighted | _____ | b enjoyable |
| 3 fun | _____ | c fascinating |
| 4 interesting | _____ | d happy |
| 5 terrifying | _____ | e old |
| 6 puzzling | _____ | f scary |

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

curious documentary enjoyable headlines
journalism true to life source spread

I was walking past the local newsagent's when I noticed the ¹ _____ in the daily paper. 'Beast of Bodmin seen again'. I was ² _____ to find out more. I bought the newspaper and read it on the bus. It wasn't a very good example of quality ³ _____. The writer's only ⁴ _____ for the story was a farmer who had seen the beast from a long distance as it started to get dark. There were no photos, and he couldn't describe it in any detail. However, that evening, there was a ⁵ _____ about the beast on TV. It was very ⁶ _____, with an amusing presenter, interviews with witnesses and even some film footage of the beast. It's a big, black cat. Some people say it could even be a black panther.

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

- I missed (miss) the bus, and by the time I arrived (arrive) at school, my first class had started (start).
- Elif _____ (go) to bed late the night before, so she _____ (be) tired yesterday.
- We _____ (invite) Paul to the cinema, but he _____ (already / see) the film, so he _____ (not come).
- When I _____ (get up), my sister _____ (have) a shower. I had to wait ten minutes to use the bathroom.
- When I _____ (arrive) at the café to meet my friend, she _____ (watch) a video on her mobile phone. I went to get an ice cream, and when I got back to the table, she still _____ (not finish) watching. I wasn't very pleased.

4 Match the sentence halves.

My friend Carl fell when he went climbing.

- | | | |
|--------------------|-------|---------------------------|
| 1 It must | _____ | a have been worried. |
| 2 Who was he | _____ | b go to hospital? |
| 3 Did he | _____ | c have hurt! |
| 4 His parents must | _____ | d had any training before |
| 5 Had he | _____ | he went climbing? |
| | | e climbing with? |

5 Choose the correct options.

- Janice is upset with Tim. She _____ about his meeting with Cathy last weekend.
A might hear B must have heard
C can't know
- We _____ home when we suddenly saw bright lights in the sky about ten kilometres from our home.
A drove B had driven
C were driving
- I heard that Sian can't come camping with us, but that _____ true because I was there when her parents agreed to the idea.
A must be B hadn't been
C can't be
- Before I read this book, I _____ about the star Sirius A.
A had never heard B never heard
C have never heard
- No one from the West _____ the Dogon tribe of Mali before the 1930s.
A must have met B had met
C could meet

6 Choose the correct options.

In 1835, *The Sun* was a new paper which used an informal style and ¹ _____ headlines to attract readers. The editors wanted to appeal to more people, and one day they had an idea. In 1834, a famous astronomer, Sir John Herschel, had set up a new observatory with a powerful telescope. The newspaper claimed it had a ² _____ who worked with Herschel. In a series of six articles, the paper told readers what Herschel ³ _____ through his telescope. The stories told of strange creatures, flowing rivers and thick, green vegetation. No one had heard of ⁴ _____ at the time. In those days people thought 'This is a newspaper. The stories in it ⁵ _____ true.' When the newspaper finally admitted that the story had been made up, no one seemed to mind. Most readers found it ⁶ _____ rather than annoying.

- | | |
|--------------------|-----------------|
| 1 A dramatic | B disappointing |
| C true to life | D curious |
| 2 A spread | B source |
| C cover | D network |
| 3 A saw | B had seen |
| C was seeing | D must see |
| 4 A news bulletins | B breaking news |
| C documentaries | D fake news |
| 5 A could be | B must be |
| C can't be | D can be |
| 6 A amusing | B terrifying |
| C curious | D unbelievable |

1 Complete the blog post with the words and phrases from the box. There is one extra word.

after afterwards as a result in order to
so though while



Last week, I went to Kraków with my parents.

¹ _____ my parents were unpacking,
I read about an ancient Kraków legend.

In the 13th century, a watchman noticed a huge cloud of dust in the distance. A terrifying group of Tatars were coming to attack the city,

² _____ he picked up a trumpet and
played it ³ _____ warn the people.

⁴ _____, they were able to get ready and defeat the Tatars.

⁵ _____ the battle, ⁶ _____, they found that an arrow had killed the watchman. Today, a trumpeter plays the same tune every hour, and always stops at exactly the point at which the arrow hit the watchman. It's a very dramatic and inspiring story.

Do you know any cool legends from other countries?



2 Read the blog post again. What adjectives does the writer use to describe the things below?

- 1 the legend _____
- 2 the cloud of dust _____
- 3 the Tatars _____
- 4 the story _____, _____

3 Choose the correct options.

In Slovenia, there is a legend according to which some terrible dragons lived in Postojna Cave. ¹ *As a result / In order to*, the people were frightened to go near the cave. The legend says that one day the river flooded and washed away all the dragons except one, Jami. Jami was small and friendly. ² *Although / Because* he wanted to be friends with the children, they were scared of him. He was very sad but, ³ *after / afterwards* a while, he met a beetle who told him about all the creatures living in the caves. ⁴ *So / As*, Jami made lots of new friends. ⁵ *Then / When*, one day, they asked him to guard some pearls from a greedy goblin called Switch. Jami agreed, but he fell asleep. ⁶ *While / After* he was snoring, the goblin came to steal the pearls ...



4 **Do the writing task.**

Usłyszałeś/Usłyszałaś ostatnio bardzo ciekawą legendę. Zredaguj **wpis na blogu**, w którym:

- podasz, skąd ta legenda pochodzi,
- wyjaśnisz, gdzie i kiedy ją usłyszałeś/usłyszałaś,
- opisziesz pokrótce jej fabułę,
- przedstawisz swoją opinię lub teorię na temat tej legendy.

Długość tekstu powinna wynosić od 100 do 150 słów.

Today I want to tell you about a cool legend I've recently heard about.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins or other markings on the paper.

VOCABULARY

1 Match words a–f to definitions 1–6.

- 1 It's a kind of TV programme. _____
- 2 This information is very new. _____
- 3 This information isn't true. _____
- 4 It wasn't as good as I expected it to be. _____
- 5 It has made me want to change my own life. _____
- 6 Some special effects in films don't look as if a computer made them. _____

- a breaking news d fake news
b true to life e disappointing
c inspiring f a documentary

2 Work out the words from the clues.

- 1 Well, I guess it gets its name because it's on TV in the morning when people are eating their first meal of the day. _____
- 2 It's a career for people who want to write articles for newspapers. _____
- 3 We should really call them 'watchers' because they watch TV programmes. _____
- 4 This adjective comes from an old Greek word for a theatre play, which is also the name of a school subject where you learn how to act. _____
- 5 If we say someone nice is likeable, then it isn't surprising that we use this word for something we enjoy. _____
- 6 Well, it's no mystery where this adjective to describe strange things comes from! _____

ROUND-UP

1 2 3 4 5 6 7 8

4 Choose the correct options.

I read an interesting article the other day about sleep. We spend around a third of our lives sleeping, but not all living things need to sleep – so why do we? Scientists ¹*have researched / have been researching* this question for many years and still haven't found a complete answer. Sleep is the time when our bodies repair ²*itself / themselves* and we process many things. In one study, researchers found that after people ³*sleep / had slept*, they performed better in memory tests. They also showed that our experiences aren't immediately stored in our memories, and that we need to sleep for that to happen. It ⁴*could / must* be that dreams are part of the process, but we don't know it yet. We do know, however, that people ⁵*whose / who* don't sleep enough find it harder to learn and to remember. If people ⁶*haven't slept / haven't been sleeping* well for a period of time, then their attention span and focus get worse. I remember I did worse in an exam after two nights of staying up late studying – it ⁷*must be / must have been* because I was tired. It wasn't because I ⁸*hadn't worked / didn't work* hard. In fact, I ⁹*might work / might have worked* too hard! Unfortunately, we can't just sleep longer one day to make up for lack of sleep. Regular sleep habits, ¹⁰*which / when* mean going to sleep and waking up at the same time every day, are the solution. So, now you know – isn't it time for bed?

GRAMMAR

3 Complete the texts with present and past modal verbs and the correct forms of the verbs in brackets. There may be more than one correct answer.

|| Two mysteries ||

Amelia Earhart was the first woman to fly alone across the Atlantic. In 1937, while she was trying to fly round the world, her plane disappeared. Why?

One theory is that she ¹*might have landed* (land) on a remote island somewhere, or she ² _____ (turn back). However, nothing was ever found at any of the possible locations, so she ³ _____ (not do) either of those things.

Other people think that she ⁴ _____ (change) her identity and called herself Irene Bolam, but researchers have proved that this was impossible. Nobody knows for sure what happened.



The Big Grey Man is a creature that is said to live on Ben Macdui, a mountain in Scotland. Various witnesses say it is about three metres tall and human-shaped, so it definitely ⁵ _____ (be) a bear. Scientists can't explain it, but psychologists have a theory – they think witnesses ⁶ _____ (imagine) it because they were exhausted.



LISTENING

- 1 06 Usłyszysz wypowiedź przewodnika na temat zabytku w Londynie. Na podstawie informacji z nagrania uzupełnij luki 1–6.

The London Stone

- same type of rock the Romans used
1 _____
- possibly once part of a Roman
2 _____
- first written record in 3 _____
- medieval tradition was for kings and queens
to 4 _____
- spent time in the wall of both a church
and 5 _____
- moved to current location in
6 _____



READING

- 2 Przeczytaj artykuł na temat miejskich legend. Odpowiedz na pytania zgodnie z treścią tekstu.

[home](#)[news](#)[community](#)

In 2011, there was a nuclear accident in Fukushima, Japan. An earthquake under the ocean caused a tsunami which flooded a nuclear plant, causing explosions and a leak of radiation. Two years later, a website in the USA published a chilling report. The article stated that the radiation had caused hornets to grow up to four times larger than normal and become more aggressive than usual, and had given them a more deadly venom. It also stated that they had been responsible for the deaths of several people in the state of Nebraska. The story seemed genuine and even quoted a source – a doctor at the Nebraska Medical Research Symposium, who explained the effects that the venom had on victims' internal organs.

It is true that a number of people in Asia have died of hornet stings – not because the Asian hornets are especially aggressive, but because, unlike other hornets, they build their nests on the ground, not in trees, making it more likely that someone will accidentally disturb them. However, the rest of the story was a piece of entertaining fiction. In fact, anyone who read to the bottom of the article could clearly see the notice that 'The National Report is a satirical news website ... and doesn't publish facts as such.' The other, equally bizarre and unbelievable stories on the website should have made this obvious, but this modern urban legend still spread, causing panic and fear as it did so.



- 1 What caused the disaster at the nuclear plant in Japan?

- 2 How did the report say that the radiation had affected the hornets?

- 3 How did the writers of the report make it sound more authentic?

- 4 What makes Asian hornets more dangerous than other hornets?

- 5 Does the writer blame the website for needlessly frightening people?

4 WHAT NEXT?

Vocabulary



Vocabulary 1

Future goals, plans and aspirations • Life stages

1 Put the stages of life in the correct order.

- a adolescence _____
- b middle age _____
- c retirement _____
- d childhood _____
- e early adulthood _____

2 Complete the texts with the words from the box. Then match them to the life stages from exercise 1.

exchange explore graduated independent
licence own retire settle

- 1 I'd been a nurse for forty years. I was definitely ready to _____, but I sometimes miss the people I used to work with.
- 2 I _____ two years ago with a degree in economics. After that, I decided to _____ the world, and I travelled to Asia. I had an amazing time and want to see South America next. I'm definitely not ready to _____ down yet!
- 3 At last I am financially _____. I worked in an office for ten years and then set up my _____ business. It has become successful and now, at the age of fifty, I don't have to worry about money anymore. In ten years, I can stop working and travel.
- 4 I'm going to start at a big secondary school next year. The good thing is that students sometimes go on an _____ with students in France. I really want to do that one day.
- 5 I want to get a driving _____ as soon as I can, which means starting lessons next January. Luckily my final school exams aren't until the following May, so I can concentrate on driving and then start studying hard.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

3 Choose the correct options. There may be more than one correct answer.

- 1 _____ people skills
a acquire b start c do
- 2 _____ financially independent
a go on b get c be
- 3 _____ an apprenticeship
a make b acquire c do
- 4 _____ a degree
a do b get c study
- 5 _____ an exchange
a acquire b get c go on
- 6 _____ abroad
a study b go on c get

4 Choose the correct options.

What's your secret ambition?

We asked different people and here's what they said.

I'd love to ¹*make / set up* my own business to help young people ²*do / get* the know-how to be successful in whichever career they choose. I wish someone had helped me when I was younger!

Ajay, 27

I love different cultures. I'd like to ³*do / make* a degree in Spanish. I would go to university in Britain but ⁴*work / study* abroad for a year in Madrid or Seville for one of the years of the course.

Alex, 14

My friends are all talking about travelling and having fun when they graduate, but I want to find a new job, buy a house, ⁵*settle / set down* and ⁶*find / start* a family.

Marta, 21

5 Find words for the definitions below in exercises 1–4.

- 1 This document shows that you are qualified to drive. _____
- 2 This is a time between childhood and early adulthood. _____
- 3 This means 'to finish university with a degree'. _____
- 4 Some people say this starts in your thirties, some say your forties, and some say not until your fifties. _____
- 5 This means to become serious about life: get a permanent job, buy a house, start a family, etc. _____

6★ Choose the correct options. There may be more than one correct answer.

- 1 *share / rent* a flat
- 2 *move / leave* home
- 3 *get / do* married
- 4 *make / do* voluntary work
- 5 *look / apply* for a job
- 6 *pass / learn* how to drive



- 1 Watch the video and complete the sentences with the future continuous or future perfect forms of the verbs in brackets.



▶VIDEO 13

In July ...

- 1 I _____ (sit) on a beach.
 2 It _____ (not snow).
 3 I _____ (listen) to the ocean.

By the end of July ...

- 4 My holiday _____ (not finish).
 5 I _____ (get) a lovely suntan.
 6 I _____ (have) a great time.

- 2 Complete the sentences with the correct future continuous forms of the verbs in brackets.

- 1 At 7:30 pm, I _____ (eat) dinner.
 2 In two months' time, my sister _____ (start) her degree course.
 3 This time next week, we _____ (fly) to the USA.
 4 At 10 am tomorrow, they _____ (study).
 5 Next summer, my family _____ (go) on holiday to Mexico.
 6 Next month, Li _____ (do) her exams.

- 3 Match the sentence halves.

- | | |
|--|--|
| 1 By the end of the week, school-leavers will have _____ | |
| 2 Will you have _____ | |
| 3 What will you be _____ | |
| 4 I won't be _____ | |
| 5 I won't _____ | |
| 6 I won't have _____ | |
- a learned to drive by the age of seventeen?
 b applied for the course by the end of next week – it'll take a little longer.
 c be retiring next year – unless I win the lottery!
 d doing at this time tomorrow?
 e found out their final exam grades.
 f studying on Saturday evening.

- 5 Complete the text with the future continuous or future perfect forms of the verbs in brackets.

Planning for the future

Many of us don't know what we ¹ _____ (do) next weekend, never mind in five or ten years' time! However, making a plan for your future can help.

Set your goals! This will encourage you to actually do something. It can be as simple as saying, 'By this time next week, I ² _____ (join) a gym, and I ³ _____ (exercise) for at least three hours.' Be specific.

Make your plan! Write down how you are going to achieve your goals. For example, 'On Saturday afternoon, I ⁴ _____ (research) local gyms. By Monday, I ⁵ _____ (choose) which one to join. By the time I go to bed on Monday evening, I ⁶ _____ (fill in) the application form.'

Get started! Now you have your plan, you need to carry it out!

- 6★ Complete the second sentence so that it means the same as the first one. Use the word in capitals.

- 1 Sanvi's family are moving to London next Monday. **LIVING**
 Next Tuesday, Sanvi _____ in London.
 2 We have our last exam tomorrow morning. **FINISHED**
 By 4:30 pm tomorrow, we _____ our exams.
 3 I'm doing an IT course all next week. **DOING**
 On Thursday next week, I _____ an IT course.
 4 I hope to get my first job when I'm twenty-one. **STARTED**
 By the age of twenty-two, I _____ work.

- 4 Complete the text with the correct future perfect forms of the verbs in brackets.

The average British person

What does the average Briton spend time doing? Studies have shown that, by the end of a typical twenty-four-hour period, the average person:

- ¹ will have slept (**slept**) for seven hours; (over a lifetime, that's around an astonishing 201,200 hours!);
- ² _____ (**spend**) just fifteen minutes eating lunch;
- ³ _____ (**check**) their smartphone every twelve minutes during the day.

And by the end of the week, they:

- ⁴ _____ (**watch**) twelve hours of on-demand TV;
- ⁵ _____ (**exercise**) for only ninety minutes;
- ⁶ _____ (**spend**) twenty-four hours online!

4.3 Speaking

A formal conversation

Key Phrases



VIDEO 14

1 Match the sentence halves.

- 1 Pleased to _____
- 2 I'll do my best to _____
- 3 We're looking forward to _____
- 4 I'd like to _____
- 5 Just let me know if _____
- 6 Thanks for _____

- a ask you a few questions.
- b your time.
- c meet you.
- d you need any more information.
- e meeting you in person.
- f help you.

2 Read the dialogues from exercise 3 quickly and match them to situations a-c.

- a Someone talking on the phone to a person who they are going to stay with on an exchange visit. _____
- b A student on his/her first day at a new school talking to one of the people who work there. _____
- c A student who wants to find out about different career options talking with a careers advisor. _____

3 Complete the mini-dialogues with one word in each gap. There may be more than one correct answer.

- 1

Hello, Dana. I'm Amit, one of the teachers at the Academy.

Hello! Pleased to meet you.

Pleased to meet you _____!
- 2

I'd like to ask you for some _____.

Yes, of _____.
I'll do my best to help you.
- 3

OK, that's all for now. Thanks for your _____. I'm looking forward to seeing you in person!

Me too! Just let me know if you need anything _____.

4 Complete the dialogue between a student and a careers advice teacher with up to three words in each gap. Use the word in brackets, but do not change its form.

- Jake Good morning. I'm Jake Sullivan from class 12C.
- Teacher Hello, Jake. Pleased ¹ _____ (meet). Come in. How can I help?
- Jake I'd like to ask you ² _____ (few) about work in the music industry.
- Teacher Well, I'll ³ _____ (best) to help you, but it's not something I know much about. What exactly would you ⁴ _____ (know)?
- Jake What sort of opportunities there are, and what experience and qualifications I would need. I have used quite a few different kinds of software and have made my own music as well as remixing other people's songs. I have some examples here.
- Teacher Great. That sounds interesting, and that's definitely the sort of thing that employers will want to know about. Let's meet again next week at the same time. I'll do some research and see what I can find out.
- Jake Thank you very much ⁵ _____ (time) and help.
- Teacher You're welcome. Just let me know if you need ⁶ _____ (else).

5 Choose the correct options.

- 1 X: Good afternoon. Pleased to meet you.
Y: _____
A You're welcome.
B Pleased to meet you too.
C It was nice meeting you.
- 2 X: I'd like to ask you a few questions.
Y: _____
A Of course. I'll do my best to help you.
B I'm looking forward to meeting you.
C Just let me know if you need anything else.
- 3 X: Goodbye. Thanks for your help.
Y: You're welcome. _____
A I'm looking forward to it.
B Please to meet you too.
C It was nice meeting you.
- 4 X: _____
Y: No problem. I wasn't doing anything, and I was glad to be able to help.
A Thanks for your time.
B Thank you for inviting me.
C Pleased to meet you.

Keelie's Blog

An experience of a lifetime by Keelie Renwick

A gap year is a period of time taken out by students, most often before starting university or their first job. When I finished school, I decided that, before I went to university, I would have a gap year. I spent three months volunteering on a nature conservation project in South Africa. Before that, I had to find work to fund my travelling. I worked in a local café as a waitress and lived at home so I could save as much as possible. ¹ _____ By February, I had enough funds for my plans.

The first decision to make was about which project to get involved in. I researched various opportunities, but on the one I chose, you could work with experienced guides and see the benefits of your work while you were there, which was important to me. The work was often exhausting! ² _____ I didn't mind because seeing the sun rise and fall every day was so beautiful. There were many other highlights, but one of my proudest moments was helping to build a 1.7 km road. It took a few weeks, and it was most rewarding when we added the road to the map and drove along it. ³ _____

During my time in South Africa, I developed many skills, including teamwork skills and how to make the best of difficult situations. When we arrived, we had to quickly learn what to do – in the working world being able to learn new skills, remember information and be flexible are key for success. I also developed new skills, such as interpersonal skills and learning to budget carefully, which I'll be using during my degree and afterwards. I've grown so much in one year, and I now feel much better prepared for university than if I had gone there straight from school. ⁴ _____



GAP YEAR FACTS

- Over 230,000 people between the ages of eighteen and twenty-five take a gap year.
- Sixty-six percent take their studies more seriously afterwards.
- Eighty percent think a gap year had made them more likely to get a job.

- 1 Look at the photo and read the introduction. Where did Keelie go?

She went to _____.

- 2 Read the blog post and put the events in the order they happened.

- a She went to university. _____
- b She worked as a waitress. _____
- c She helped to build a road. _____
- d She left school. _____
- e She started her volunteer work. _____

- 3  Read the blog post again and match sentences A–E to gaps 1–4 in the text. There is one extra sentence.

- A Sometimes I was out from dawn until dusk.
- B A gap year isn't for everyone, but, for me, it was a great experience.
- C It was a good job, and I earned quite a lot of money.
- D To be honest, I sometimes regretted my decision.
- E It was a bit bumpy, but it was ours!

- 4  Read the text again and answer the questions with full sentences.

- 1 When do most people have a gap year?

- 2 How did Keelie prepare financially for travelling and doing voluntary work?

- 3 Why did she choose the project she went on?

- 4 What was the best thing about building the road?

- 5 Which skills does Keelie think will be helpful during her studies?

1 Complete the dialogue with the words from the box.

acquire living long manual shift worker

- X: What do you want to do for a ¹ _____ when you grow up?
- Y: I'm not sure. I know I don't want to do ² _____ work, though. Can you imagine going to work when all your friends are out having fun?
- X: I'd like to do some kind of ³ _____ work in my twenties. You know, working on a building site or something like that. It's like going to a gym and getting paid for it!
- Y: Yes, but you couldn't do it for your whole life, could you?
- X: No, when I feel like settling down, I'll ⁴ _____ some qualifications and become an office ⁵ _____. Sit in front of a computer, do some work, write emails, play computer games and relax.
- Y: I don't think working life is like that! My mum works in an office. She works ⁶ _____ hours – sometimes until 8 pm, and all private emails and social media are blocked on the company's computers.
- X: What? That should be illegal!

2 Match comments 1–6 to words and phrases a–f.

- 1 I work nine to five, Monday to Friday. _____
- 2 I'm studying to be an electrician. _____
- 3 I sometimes work from 6 am to 2 pm, and sometimes from 2 pm to 10 pm. _____
- 4 I do the same thing every day. _____
- 5 I work for myself. I write articles and offer them to any magazines or websites that might want to publish them. _____
- 6 It's good to know how to use different kinds of software. It's useful for many different jobs. _____
- a repetitive work d a full-time job
b shift work e a freelancer
c transferable skills f a vocational course

4 Choose the correct definitions for words and phrases 1–5.

- 1 manual work
a work with your hands
b work in an office
- 2 a temporary job
a a job for a few hours a week
b a job for a short period of time
- 3 work flexitime
a start and finish work when it suits you
b be contactable twenty-four hours a day
- 4 work long hours
a start work late
b be at work for a long time every day
- 5 a well-paid job
a a job in which you earn a lot
b a job in which you always get paid on time

5★ Complete the sentences with the correct words formed from the words in brackets.

- 1 I hate my job. It is _____ (repeat) and boring.
- 2 I'm looking forward to becoming _____ (finance) independent and being able to enjoy my _____ (retire).
- 3 Have you got the right _____ (qualify) for this job, or do you need to do an _____ (apprentice) to be trained to do the work?
- 4 In your _____ (adolescent), you don't think about work much, but it's a huge part of your _____ (adult).
- 5 I like to be my own boss. I work as a _____ (freelance) and I love it.
- 6 My dad's been a car mechanic for thirty years. Now he is looking for something different, but being able to fix cars isn't really a _____ (transfer) skill.

3 Complete the text with one word in each gap. The first letters are given.

It isn't easy finding the perfect job. First you have to acquire ¹q_____. You might not need them for your perfect job, but they will give you more choice. If you are sure about the job you want to do, you can go on a ²v_____ course for that specific job. If you aren't sure, it's best to get some transferable ³s_____ that would be useful in many different jobs.

When you are qualified, you can think about the practical aspects of the job. Of course, it is good to have a ⁴w_____ -p_____ job, but be careful. If you have to work ⁵l_____ hours, you might not have time to enjoy the money you earn. It's also good to have an interesting job which you enjoy. If you are practical, you may prefer manual work to being an ⁶o_____ worker, sitting at a desk in front of a computer all day.



1 Complete the sentences with the correct prepositions. There may be more than one correct answer.

- 1 Could you help me? I want to apply ____ a part-time job, and I'm not sure what I should write about myself.
- 2 My mum's job is very challenging. She is ____ charge of a group of twenty-five office workers.
- 3 Thank you for your interest in our company. Please fill ____ an application form and send it with a copy of your CV.
- 4 I'm not sure which field I would like to work ____ - education or health.

2 Choose the correct options.



X: You look stressed!

Y: I am. I want to ¹ _____ some voluntary work, but there's a lot of paperwork.

X: What do you have to send them?

Y: Well, I have to ² _____ a CV and ³ _____ an application form. I also have to ⁴ _____ them with two references – I'm going to ask Mr Green, my form teacher, and Miss Collins, who employed me in the café last year.

X: OK. That doesn't sound too bad.

Y: They also want details of my ⁵ _____ experience.
I haven't got any. They're asking how much
I ⁶ _____ in my job and other things.

X: Let me have a look ... Wait a minute. This is the wrong application form. This is for a volunteer programme manager, not a volunteer. You just need to send a CV and a short letter saying why you're interested in the offer.

Y: Oh, great! Thanks a lot.

- | | | |
|--------------|----------------|-------------|
| 1 a do | b make | c have |
| 2 a make | b write | c apply |
| 3 a fill out | b build | c make up |
| 4 a send | b persuade | c provide |
| 5 a salary | b professional | c voluntary |
| 6 a charge | b provide | c earn |

3 **07** What kind of people do you think would be good at each job? Match personality types 1–4 to jobs a–d. Then listen to the podcast and check.

- 1 organiser _____ a a designer
2 idealist _____ b a manager
3 realist _____ c a teacher
4 artist _____ d a mechanic

4 **07** Listen again and complete the notes with up to two words in each gap.

Jobs for your personality

Organisers

- very practical and good at ¹ _____
- enjoy collecting information and removing mess

Best jobs = administrative tasks:

2 _____, accountant, manager

Idealists

- want to make the world a ³ _____
- having goals and improving society – very important
- enjoy working in a team

Best jobs: social worker, teacher, filmmaker, photographer

Realists

- like facts and results
- can ⁴ _____ in dangerous situations

Best jobs: police officer, detective, firefighter, electrician, mechanic, athlete, sports trainer

Artists

- love being creative and hate ⁵ _____ jobs
- like to be their ⁶ _____

Best jobs: writer, actor, musician, designer, graphic artist, chef; jobs in advertising

5 Write a short paragraph describing your character type, your likes, dislikes and interests. Decide which jobs you think you would be best suited for.

[illegible]

- 1 Watch the video and match the sentence halves. There is one extra sentence ending.



▶VIDEO 15

- | | | |
|------------------------|-------|-----------------------------|
| 1 I will have to | _____ | a clean the flat myself. |
| 2 You won't be able to | _____ | b win the lottery. |
| 3 I won't need to | _____ | c find the same model. |
| 4 I'll buy it when I | _____ | d stop working. |
| | | e buy a new vacuum cleaner. |

- 2 Look at the underlined verbs and complete the gaps in 1–4 with letters a–f.

Information about the school trip to New York City

- a You will have to bring a packed lunch.
 b You will be able to visit the museum later.
 c You won't need to take notes during the museum visit.
 d You won't have to walk to the museum; the bus will take us there.
 e You will need to bring some money.
 f Unfortunately, you won't be able to go to Central Park.



- 1 Ability or possibility: _____, _____
 2 Obligation and necessity: a, _____
 3 No obligation or necessity: _____, _____

- 3 Choose the correct options.

What will the future be like?

Tell us your ideas!

People ¹ **won't have to / won't be able to** drive cars – there will be driverless cars as well as normal cars, so if you want to sit back and relax, you can. Humans ² **will have to / will be able to** live in places where we can't live now, such as the Moon, because we will have developed the technology to build there. We ³ **will have to / won't have to** take much better care of the environment.

Freya, 16

People ⁴ **won't need to / won't be able to** work five days a week: we ⁵ **will be able to / will have to** have much more leisure time. We'll have machines to do most of the work. Young people ⁶ **won't be able to / will need to** develop new skills for jobs that don't exist yet!

Marek, 15

- 4 Choose the correct options.

- 1 I'll do my homework **until / when** I get home.
 2 I know you're hungry, so **as soon as / until** you arrive, I'll make you a snack.
 3 Peter will text me **until / when** he finds his phone.
 4 We won't leave **until / as soon as** you're ready.
 5 **When / Until** you go to London, will you visit Buckingham Palace?



- 5 Write sentences from the prompts. Use future time clauses.

- 1 When I / be / old enough, I / learn / to ride a moped.
When I am old enough, I will learn to ride a moped.
 2 Fred / study / abroad as soon as he / finish / his language course.

 3 Until I / pass / my driving test, I / have to / use public transport.

 4 They / get / part-time jobs when the summer holidays / start.

 5 My sister and I / not go / on an exchange until we / be / sixteen years old.

 6 As soon as Elsie / have / enough money, she / set up / her own business.

- 6★ Complete the sentences with the correct future forms.

- 1 We are interviewing candidates at the moment. More candidates are coming tomorrow, too. This time tomorrow, _____ candidates.
 2 So far this year I have earned £8,000. By the end of the year, _____ £12,000.
 3 I can now type fifty-eight words per minute. Soon, _____ eighty words per minute.
 4 My dad has to get up at 6 am. When mum starts work, _____ at 6 am, too.
 5 I'm not looking for a job now. _____ a job until my exams finish.
 6 I don't have to wear a uniform at school. _____ a uniform if I work at home as a freelancer.

1 Complete the sentences with **job** or **work**.

- I'd like to _____ flexitime so I can be at home when the children come back from school.
- When you apply for this _____, make sure you tell them about your experience.
- Paul's wearing his best suit today because he's got a _____ interview at 11 am.
- I've got a summer _____. It's manual _____, and I'm going to spend every day outside, so I'll get a good tan!
- Which field do you want to _____ in? Finance or marketing?
- I wanted a full-time _____ to earn more money, but four hours a day is OK.

2 Complete the texts with the correct forms of the verbs from the box.

acquire do explore get set study

Do you want to ¹ _____ the world?
Would you like to ² _____ abroad?
We can help. We match young people to opportunities all over the world. Degree courses, voluntary work, language courses and more. Phone now for more details.

Would you like to ³ _____ something interesting for a living? When you ⁴ _____ a driving licence, you will have more opportunities! Come to us, the driving school experts, and change your life!

Are you thinking of ⁵ _____ up your own business?
To run a successful company, you need to ⁶ _____ the right people skills. Our courses 'Successful Communication at Work' and 'Avoiding Conflict in the Workplace' can help. Sign up today.

3 Correct the mistakes in the sentences. One sentence is correct.

- As soon as I **will** get home tonight, I'll practise the guitar.
- I want to travel for a month and then get a job – I hope I am be able to find one.
- Janek will buy a car when he **will** pass his driving test.
- I won't write my CV until I finish my course.
- I **will** can to do an apprenticeship after I finish school.
- I'll drive you to the cinema, so you won't be able to get the bus.

4 Complete the sentences with one word in each gap.

- I'll phone you as _____ as I find out whether I got the job or not.
- Jack and his family have gone on holiday, and they won't be back _____ the end of the month.
- This _____ next week, we'll be enjoying the summer holidays.
- Will I have saved enough money to retire _____ the time I reach fifty?
- Just think, _____ three years' time we'll have finished school, and we'll be going to university.
- You'll be able to come with us to the disco _____ you are eighteen.

5 Complete the text with one word in each gap.

A survey has shown that eighty-three percent of eighteen- to twenty-four-year-olds in Britain would like to set ¹ _____ their own business. Why is this? There are different reasons. Some people dislike their work. Others think that they will be ² _____ to earn more if they have their own business. Another reason is that they want to work from home and have flexible working ³ _____. So, will more people ⁴ _____ working for themselves in the future? It's possible. In 2019, there were 5.8 million small businesses in the country, an increase of 200,000 from the year before, and 4.5 million of these didn't have employees, just an owner doing all the work themselves. Although it sounds great, you should think very carefully first. Many people will ⁵ _____ to borrow money to get their business started, and it will be hard work. And, by the end of the year, twenty percent of all new businesses ⁶ _____ have closed down.

6 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- This time next week, _____ (you / be / serve) customers in this café.
- _____ (soon / I / get) my driving licence, I'll buy a second-hand car.
- It's important _____ (be / finance / depend) of your parents when you leave home.
- Do you think _____ (we / able / find) a job easily?
- What do you _____ (want / do / live) when you finish your studies?
- By the end of the month, _____ (I / apply) twenty jobs. I hope one of them offers me an interview.

Apply for a great summer job!

Volunteer programmes
in the UK
to help coach
local primary school children
in reading and writing
as well as taking part
in arts and crafts
activities
and sports.



New message



Dear Sir or Madam,

I am writing because of your advert for volunteer programmes for the summer. I am very interested in doing voluntary work, and I want to apply for a place on your scheme. I would also like you to send me more details about what the work involves.

Firstly, I'm going to tell you something about myself. I have just finished my final school exams, and I am hoping to go to university in September to study economics. In my free time, I enjoy playing sports and have represented my school at basketball and tennis. I also have two younger siblings who I sometimes help with schoolwork. I am patient and sociable, and think I would enjoy working with primary school children and helping them to learn new skills.

Now my questions, could you tell me where the volunteer programmes are based and whether it is possible to choose which location to work in? Secondly, I would like to know how long the volunteer programmes last for. Finally, I was wondering what sort of accommodation the volunteers are given whilst working on the programme. I am very happy to share with other volunteers, as it would be nice to get to know them as much as possible.

Thank you very much for your help. I'm waiting for your answer.

Yours faithfully,
Ellen Camber

1 Read the email about a volunteer programme and answer the questions with full sentences.

- Is the writer still at school?

- What does the writer want to do in the future?

- Which sports does the writer play?

- What experience does the writer have with children?

- How does the writer describe her personality?

2 Read the email again. Find the informal phrases in the letter that you could replace with these formal expressions.

- | | |
|--|-------------------------------|
| 1 in response to | _____ <i>because of</i> _____ |
| 2 would like | _____ |
| 3 be grateful if you could | _____ |
| 4 let me | _____ |
| 5 As for | _____ |
| 6 I'm looking forward to hearing from you. | _____ |

4 Write indirect questions for direct questions 1–4.

- When does the volunteer programme start?
Could you tell me _____?
- Do you arrange accommodation for volunteers?
I was wondering _____.
- How much does the volunteer programme cost?
I'd like to know _____.
- Do volunteers get any free time while on the programme?
Could you tell me _____?

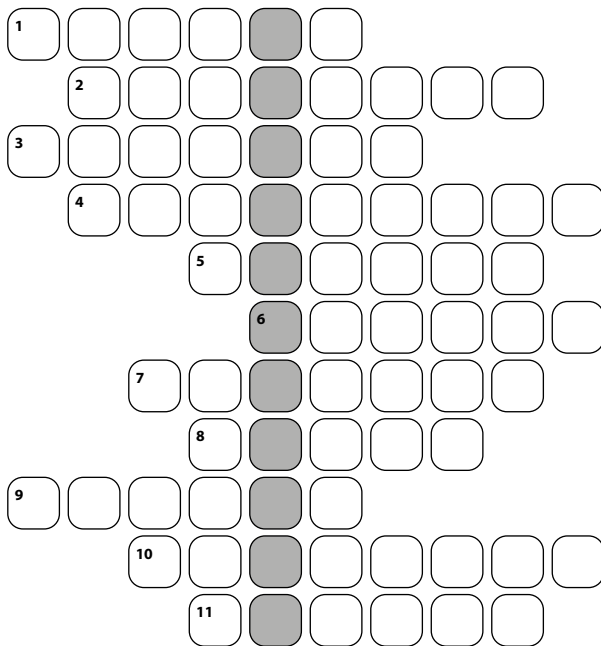
5 Do the writing task.

Chcesz zostać wolontariuszem/wolontariuszką w Wielkiej Brytanii. Napisz **list formalny** w odpowiedzi na ogłoszenie o programie wolontariatu, w którym przedstawisz siebie jako odpowiedniego kandydata / odpowiednią kandydatkę, opisziesz swoje zainteresowania i doświadczenie oraz poprosisz o informacje na temat zakwaterowania i obowiązków.

Długość tekstu powinna wynosić od 200 do 250 słów.

3 Write direct questions for these indirect questions from the email.

- | | |
|--|---|
| 1 Could you tell me where the volunteer programmes are based?
Where _____? | 3 I would like to know how long the volunteer programmes last for.
How _____? |
| 2 Could you tell me whether it is possible to choose which location to work in?
Is _____? | 4 I was wondering what sort of accommodation the volunteers are given whilst working on the programme.
What _____? |

VOCABULARY
1 Complete the crossword and find a stage of life.


- 1 You could study or work _____ if you can speak a foreign language.
- 2 You go to university as a teenager and, by the time you _____, you are already a young adult.
- 3 You could _____ the world and see many different countries.
- 4 It's good to have a(n) _____ - _____ job and have a lot of money to spend.
- 5 Have fun when you are young, and then _____ down and start a family.
- 6 _____ are useful, especially transferable ones.
- 7 When can you get a driving _____? When you are seventeen?
- 8 Some people want to be their own boss, so they _____ a business.
- 9 When you are an adult, people will often ask you, 'What do you do for a(n) _____?'
- 10 Can you go on a(n) _____ at your school?
- 11 When you are too old to work, it's time to _____.

GRAMMAR
2 Write sentences from the prompts. Use the future perfect or future continuous.

- 1 by the age of thirty / I / set up / my own business

- 2 Max / ride his moped / at 7 pm this evening

- 3 my sister / study at university / this time next year

- 4 I / finish my project / by the end of next week

3 Choose the correct options.


What are you doing now to help you achieve your dreams?

I really want to be a hairdresser. I ¹**need / will need** lots of experience for that, so I'm volunteering at a local hairdresser's. I ²**can't / won't be able to** cut people's hair at the moment because you ³**have to / will have to** be qualified to do that, but I'm learning a lot. Next September, I'm planning to start a course, and when I get my qualification, I ⁴**can / will be able to** give my first professional haircut – finally! I ⁵**can't / won't be able to** open my own business immediately, but that's my future ambition. Right now, I ⁶**need to / will need to** complete my application form for the course, or none of that will happen!

ROUND-UP
1 2 3 4 5 6 7 8
4 Choose the correct options.

High flier



Achieving an ambition is an amazing feeling, ¹**doesn't it / isn't it**? Sixteen-year-old Eloeyse Cripps is feeling great! She ²**has just become / has just been becoming** the youngest person to fly solo for the first time ever at Popham Airfield, UK, ³**where / which** she completed her training after only eleven hours of lessons. Flying alone for the first time can be a scary experience, so it ⁴**must / can't** have been easy for Eloeyse, but she is delighted that she has done it. She won't ⁵**can / be able to** apply for her full pilot's licence until she is seventeen, but she already has plans for the future. As soon as she ⁶**finishes / will finish** her college course, she wants to become a flight instructor and engineer at Popham Airfield. Luckily, she is already learning a lot about mechanics on her course, so she ⁷**will need to / won't need to** do a separate course for that. Although she can now fly, Eloeyse will stay at college ⁸**when / until** she finishes her course. So, how did it all start? Eloeyse got a trial flight as a birthday present – she ⁹**had never flown / never flew** before then, but she loved it. She ¹⁰**applied for / has applied for** a scholarship to get her pilot's licence and was chosen. She did really well – so it looks like she ¹¹**will be flying / will have flown** to other countries before she can drive a car. Eloeyse can certainly be proud of ¹²**herself / myself**!



LISTENING

- 1 08 Usłyszysz trzy dialogi na temat rozmowy o pracę. Wybierz właściwą odpowiedź, zgodną z treścią nagrania.

Dialog 1.

- 1 Who are the two people?
A Employees in a museum.
B An interviewer and a job applicant.
C Two friends talking about work.
- 2 In the situation with the lost child, the boy says that
A he would go to find a security guard.
B he would look for the child's parents.
C he would wait with the child where he found him or her.

Dialog 2.

- 3 What does the boy say about the unanswered question?
A He is worried it will affect his chances of getting the job.
B He later realised what he should have said.
C He still wouldn't know how to answer it.
- 4 What does the boy say about the other candidates?
A Only one of them wanted to talk to him.
B He was too nervous to talk to them.
C The girl refused to tell him her name.

Dialog 3.

- 5 What does the girl say about doing the job?
A She wants to study and work at the same time.
B She is worried about the long hours needed.
C She is mainly there for financial reasons.
D She has never had experience of working before.
- 6 What do the two people have in common?
A They hope to be working there for a long time.
B They want to take advantage of part-time courses.
C They aim to climb the career ladder.
D They believe that the museum will be a good place to work.
- 7 Why does the girl look shocked?
A She doesn't realise the boy can speak French.
B She thinks the boy lacks some basic knowledge.
C She is surprised that the boy wants to work abroad.
D She can't believe that the boy is planning so far ahead.
- 8 What does the girl do at the end of the conversation?
A She makes a joke about the boy.
B She criticises the boy's abilities.
C She gives the boy some career's advice.
D She follows the boy's directions.

READING

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

- A To make things worse, she hadn't actually been accepted for the job.
B To ensure this happens, they introduce more and more tests, using as much new technology as possible.
C It is designed by psychologists to reduce the chance of making mistakes.
D Of course, unlike experience and qualifications, these are difficult to check.
E These may require applicants to return twice or even more times.

In the past, applying for a job meant filling in an application form, submitting a simple CV, and spending half an hour answering interview questions. However, over the years, the process has become longer and longer.

To start with, an application needs a personal statement. This is a chance for applicants to state their best qualities. ¹ ____ Therefore, many people simply cut and paste example statements from the Internet. It doesn't matter. The interviewer probably won't read them anyway. Interviewees may also be asked to submit examples of their work or carry out a task set by their potential future employers. One woman found out that the work she had submitted during the application process was actually being used by the company. ² ____ Other employers may ask applicants to make a video presentation of themselves, not instead of the interview, but in addition to it. Applying for a job is a full-time job in itself.

After all that comes the interview itself. Team building tasks, role-plays, one-on-one interviews and interviews by a panel of judges are now all commonplace. ³ ____ One recruitment specialist compared it to dating. The final selection could be seen as a marriage, and the various interviews and tasks as dates. Only by going through the process can both sides be sure they are making the right decision.

Why has this happened? A lot of recruitment is now done by external agencies. They have to stand out from the competition in order to be hired. ⁴ ____ And, as in the story of *The King's New Clothes*, the companies hiring them are too scared to question something they don't understand. After all, nobody wants to be thought of as a fool.

Amazingly, we can't be sure if these lengthy, complicated application processes even work. One survey found that only thirty-three percent of American companies bothered to analyse whether their recruitment had been a success or not.

[illegible]

5 ENVIRONMENT

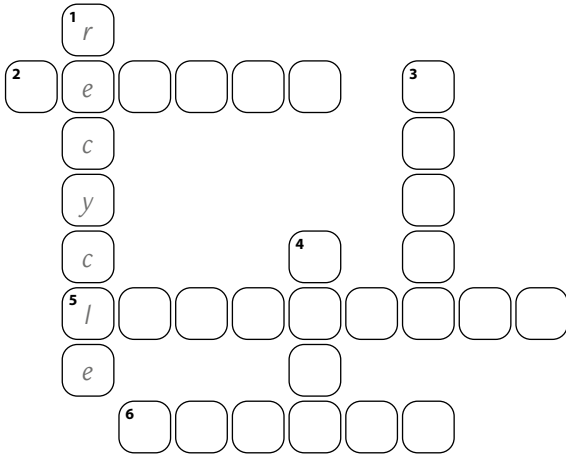
Vocabulary



Vocabulary 1

The environment • Protecting the planet

- 1 Complete the crossword with the correct verbs.



Across

- 2 _____ pollution
5 _____ the environment
6 _____ plastic

Down

- 1 recycle waste
3 _____ trees
4 _____ water

- 2 Match 1–6 to a–f. There may be more than one correct answer.

- | | | |
|--------------|-------|-----------|
| 1 endangered | _____ | a warming |
| 2 wind | _____ | b energy |
| 3 solar | _____ | c change |
| 4 renewable | _____ | d species |
| 5 global | _____ | e power |
| 6 climate | _____ | f farms |

- 3 Choose the correct options.

- Don't *throw away* / *protect* old things such as clothes. Instead, try to *ban* / *mend* them – that way you can carry on using them.
- If we *repurpose* / *pollute* all our rivers, what will we drink?
- Farmers use *landfills* / *pesticides* to protect their crops, but the problem is that they kill all the insects, and that's not good for the environment.
- When you *repurpose* / *pollute* old things, like making a lamp from an old bottle, you keep things out of *deforestation* / *landfills*.

- 4 Complete the text with the correct forms of the words from the box. There is one extra word.

cut danger destroy forest protect
renew solar species

WHAT'S THE MOST IMPORTANT THING TO DO TO HELP THE ENVIRONMENT?



Look after the natural world! We mustn't ¹ _____ our forests or ² _____ any more trees than necessary. We need to plant lots more. ³ _____ is really bad for land, because trees ⁴ _____ the soil. And we should look after all ⁵ _____ species. Nobody wants to see more animals disappear forever.

Sam29



Green energy! We should use ⁶ _____ power and build more wind farms – after all, the sun and wind are free! ⁷ _____ energy is the way to go.

GreenKat

- 5 Look at the protest banners and choose the correct options.

①



- a plastic
b trees
c the environment

②



- a water
b old clothes
c trees

③



- a water
b pollution
c climate change

④



- a landfill
b pesticides
c old things

- 6★ Complete the collocations with the phrases from the box.

an idea in someone's mind an opportunity
fox hunting someone's life your skin from the sun

- ban: plastic bags, smoking, guns, _____
- plant: trees, seeds, flowers, _____
- protect: the environment, endangered species, _____
- waste: time, money, energy, _____
- save: time, money, water, _____

- 1 Watch the video and complete the sentences with the correct passive forms of the verbs in brackets.**



- The beautiful old trees _____ (cut down).
- A water park _____ (build) here.
- I read last week that the decision _____ (already / approve) by the authorities.

- 2 Choose the correct options.**

- Many forests *is destroyed* / *are destroyed* every year.
- Last year, pesticides *are banned* / *were banned* here.
- Experts say that, in ten years' time, more renewable energy *was used* / *will be used*.
- The government is going to pay for a new recycling centre. It *is going to be built* / *is built* outside the city.
- Most clothes can *be mended* / *to be mended*. Don't throw them away.
- We were *been shown* / *being shown* a film by our history teacher when the electricity went off.

- 3 Complete the text with the passive forms of the verbs in brackets.**



Years ago in the USA and the UK fresh

milk ¹ was delivered (deliver) every day to people's houses by a milkman. The empty bottles ² _____ (collect), and then they could ³ _____ (clean) and used again. Now people buy most things in plastic containers from a supermarket, and most of the containers ⁴ _____ (throw away) and end up in landfills. *Loop* is a new plan to reduce single-use packaging. The idea is that goods, like old-fashioned milk bottles, ⁵ _____ (deliver) to people's homes, and when the containers are empty, they are taken away to be cleaned and re-used. In 2019, the scheme ⁶ _____ (launch) in the USA and in Paris, and there are plans to expand to other cities. If it is successful, it could help end single-use plastic forever!

- 4 Complete the sentences using the passive.**

- They aren't going to paint the house.
The house _____.
- I'm sure people will recycle more paper in the future.
More paper _____.
- You could mend those old clothes.
Those old clothes _____.
- Scientists are inventing new forms of energy.
New forms of energy _____.
- The house had to be rebuilt. A storm had damaged it.
The house had to be rebuilt. It _____.

- 5 Complete the text with the correct active or passive forms of the verbs in brackets.**



Rethinking rubbish

Ljubljana, the capital city of Slovenia, is becoming a model for recycling. Fifteen years ago, all its rubbish was sent to landfills, but today the city recycles sixty-eight percent of its rubbish, and experts predict that by 2025 at least seventy-five percent of it ¹ _____ (recycle). How will they bring about this huge change? Since 2013, everyone ² _____ (give) separate recycling bins. There are also recycling bins on the streets which residents open with a special card. The local government ³ _____ (build) a modern recycling centre in 2015, and the centre ⁴ _____ (process) ninety-five percent of food and garden waste into materials that can ⁵ _____ (recycle). In addition, workshops ⁶ _____ (hold) every week to teach people how to repair things, and there are several zero-waste shops – shops that do not use any packaging. Ljubljana has shown that it is possible for a city to be more environmentally friendly!

- 6★ Complete the second sentence with up to four words so that it means the same as the first one. Use the word in capitals.**

- We have to design this wind farm to work effectively. **BE**
This wind farm _____ to work effectively.
- We need to reduce the amount of plastic we use. **TO**
The amount of plastic we use _____ reduced.
- We haven't reduced our carbon use enough. **BEEN**
Our carbon use _____ enough.
- We are losing huge areas of forest every year. **ARE**
Huge areas of forest _____ every year.
- When I got home, I found that my mum had thrown my old clothes away. **BEEN**
When I got home, I found that my old clothes _____ away.
- An interviewer was criticising a politician's lack of green policies when suddenly there was a loud bang. **WAS**
A politician _____ an interviewer for his lack of green policies when suddenly there was a loud bang.



1 Complete the phrases for comparing and contrasting with the correct forms of the words in brackets.

- This phone isn't as eco-friendly (eco-friendly) as my old one.
- I'm in a hurry! The _____ (soon) I find a new phone, the _____ (good).
- Not only is my new laptop _____ (powerful) than the old one, but it was also _____ (cheap) than most of the other ones I looked at.
- The camera on my new phone is as _____ (good) as the camera on your phone.
- Do you think this phone is _____ (good value) than that other one?

2 Choose the correct responses.

- Have you got any eco-friendly boots?
 - Well, these ones are made of recycled materials.
 - Not only is it green, but it's also great value for money.
- How much are you thinking of spending?
 - They're not as expensive as those boots. Those ones are too much.
 - Oh, the cheaper, the better. I'd rather not spend too much.
- And are these paper bags strong?
 - Well, they last longer than most bags.
 - I'd say they're as green as most paper bags.
- Are the other boots better than these ones?
 - I'd say these are better quality and more eco-friendly than most boots.
 - Let's see ... They're cheaper than all the other boots we have.

4 Complete the text with one word in each gap.

What do I like about our town? I think the most important thing is that it is greener ¹ _____ most towns of its size. There are two big parks, and a large area of the town centre is traffic-free, which means there is ² _____ pollution and cleaner air. There is a good public transport network with buses and trams. The trams aren't ³ _____ modern as the buses, but they are quicker, and, in my opinion, the quicker they are, the ⁴ _____, because I don't like wasting time travelling. There is one other reason I like my town. Not ⁵ _____ is it green, but it's ⁶ _____ very friendly and safe. I think the people here are the friendliest in the world!



5 Translate into English.

- Im łatwiej, tym lepiej.
- Jest nie tylko przydatny, ale także tani.
- Torby papierowe nie są tak mocne jak plastikowe.
- Ten samochód zużywa mniej paliwa niż tamten.
- Potrzebujemy więcej samochodów elektrycznych.

3 Complete the dialogue with the phrases from the box.

as often as but they also less rubbish
the better it is the easier it is

- X: Why do we have to sort our rubbish into so many bags?
Y: The more bags there are, ¹ _____ to recycle.
X: And why do we have to recycle?
Y: Because the more we recycle, ² _____ for the environment.
X: Why?
Y: Well, it means there is ³ _____ in landfills.
X: What's wrong with landfills?
Y: Not only do they take up a lot of space, ⁴ _____ cause pollution. Toxic chemicals get into the ground and, from there, into the water.
X: OK, so can you help me?
Y: Of course. The plastic goes in the yellow bags, paper in blue and glass in green.
X: All the green bags are full.
Y: I know. They don't collect them ⁵ _____ the other bags.



The man who planted a forest

Imagine a forest bigger than five football stadiums that is home to tigers, rhinoceros, elephants, monkeys and reptiles. Now imagine you created it yourself by planting all the trees over decades. It's hard to believe, but that's just what Jadav Payeng has done! Molai Forest, an amazing nature reserve, exists because of his dedication.

Jadav is a farmer who lives on Majuli, the biggest river island in the world, in the Brahmaputra River in Assam, India. Over the past seventy years, Majuli has shrunk to half its original size due to flooding. Many trees were carried away by the floods, and sand was left behind. In 1979, after a particularly bad flood, sixteen-year-old Jadav saw snakes dying on the sand because there was no shade from trees. He realised that without trees the islanders would suffer too, and future floods might completely cover Majuli. He wanted to do something, so he planted a few trees, thinking that the roots would help hold the soil together. Then, he made an incredible decision – he would plant a tree daily. Every day since then, Jadav, now fifty-eight, has added a tree to his forest, which now helps protect the island. Jadav's dream is to fill Majuli with vegetation, and he plans to continue planting trees.

For years, nobody noticed his efforts. Then, in 2009, a nature photographer, Jitu Kalita, discovered his forest and published an article in a local newspaper. The 'Forest Man', as Jadav was called, slowly became famous internationally. In 2013, a film about his work was a huge success at the Cannes Film Festival and was followed by a children's story book about him. In 2015, Jadav received one of India's highest civilian awards.

Jadav's forest hasn't just saved Majuli. It's also helping fight climate change. Deforestation is the second biggest cause of global warming, and planting trees is a cheap but effective way to stop the problem. Imagine if everyone did the same as Jadav! It shows how one person really can make a difference if they put their mind to it.



1 Look at the photo. What do you think the text is about? Read the article and check your ideas.

- a Someone taking action and planting trees.
- b The best way to plant trees.
- c Why trees are good for the environment.

2 Read the article again and match the sentence halves.

- | | | |
|-----------------------------|-------|------------------------------|
| 1 Molai Forest is a | _____ | a farmer. |
| 2 Jadav is a | _____ | b the Forest Man. |
| 3 Majuli is the biggest | _____ | c every day. |
| 4 Jadav plants a tree | _____ | d nature reserve. |
| 5 Jadav is sometimes called | _____ | e river island in the world. |

3 Read the text again and choose the correct options.

- 1 Molai Forest was created
 - A by one man over a number of years.
 - B to save animals such as tigers.
 - C in just ten years by Jadav Payeng.
 - D before Jadav was born, but was then destroyed.
- 2 When he was sixteen years old, Jadav first
 - A saw snakes.
 - B moved to Majuli Island.
 - C began planting trees.
 - D experienced a flood.

3 Jadav

- A has planted a tree a day since he started.
- B isn't going to continue planting trees.
- C is helped with his planting by other islanders.
- D has now planted trees all over the island.

4 Which is not true about Jadav?

- A It took a long time for people to find out about his work.
- B There is a film about him and his achievements.
- C He has written a book about his life and work.
- D His work has been recognised by the Indian government.

5 What is the main message of the text?

- A People should plant more trees because deforestation causes global warming.
- B Anyone can create a forest nature reserve if they are prepared to work hard enough.
- C A person acting alone can achieve a great deal if they are determined enough.
- D Saving the environment should be done locally, by individuals.

- 1  Correct the mistakes in the collocations. One collocation is correct.

Big problems facing the world

forest hunting	1 forest <u>fires</u>
rising waste	2 rising _____
melting sea levels	3 melting _____
illegal eruptions	4 illegal _____
oil spills	5 oil _____
volcanic ice caps	6 volcanic _____
toxic fires	7 toxic _____

- 2 Match the words to the definitions.

- 1 blizzard _____
- 2 drought _____
- 3 avalanche _____
- 4 tsunami _____
- 5 tornado _____
- 6 smog _____

- a A column of air spinning round very quickly as it moves.
- b Snow on mountainsides sliding down quickly.
- c A kind of fog caused by air pollution.
- d A large snowfall with strong wind.
- e Very large waves caused by underwater earthquakes.
- f No rain for a long time.

- 3 Complete the text with one word in each gap. The first letters are given.

Poland has a problem. The air ¹q _____ in many parts of the country, especially during the winter, is possibly one of the worst in Europe. Many big cities suffer from thick ²s _____ which makes visibility and breathing difficult. So, what causes such bad air ³p _____ in the country?

One problem is the country's dependence on coal. This fossil ⁴f _____ is a major cause of pollution. It isn't only people who suffer. Air pollution also causes acid ⁵r _____ which can fall in areas far from the cities, killing the trees that grow there.

The government has recently launched a major scheme to reduce pollution, but, unfortunately, it will take time for any measures to take effect.

- 4 Complete the mini-dialogues with the words from the box.

disaster emissions extinct greenhouse habitats layer

- 1 Some people say that nuclear energy will reduce our CO₂ _____.
Maybe, but what if there's a nuclear _____?
- 2 The _____ effect is making our planet warmer.
Yes, and holes in the ozone _____ are allowing dangerous ultraviolet rays to reach the Earth's surface.
- 3 Why does deforestation lead to species becoming _____?
They lose their natural _____ and can't feed themselves.

- 5★ Complete the sentences with the correct words formed from the words in the box.

cycle danger erupt globe legal renew

- 1 It's amazing to think that a volcanic _____ on Iceland could affect flights all over Europe.
- 2 Don't throw that paper in the bin. _____ it!
- 3 Be careful where you go fishing. You can be fined for _____ fishing in this country.
- 4 Solar and wind power are the most well-known forms of _____ energy.
- 5 We need to change our lifestyles to stop _____ warming.
- 6 Tigers are both a dangerous and a(n) _____ animal.

1 Complete the names of materials with the correct vowels. Use a, e, i, o or u.

- 1 l _ _ th _ r
- 2 _ l _ m _ n _ _ m
- 3 d _ n _ m
- 4 _ r _ n
- 5 f _ _ m
- 6 p _ lyster _ n _

2 Choose the correct options.



Sustainable news

Building a sustainable house doesn't mean sacrificing design, as Neil and Mary Gourlay's house in Scotland shows! The living room is a perfect example – metal bars made of ¹**steel** / **nylon** hold the large glass windows, which allow plenty of light in and support the roof. The floors are covered in recycled pieces of wood. The wall is natural local ²**stone** / **bamboo** rather than traditional ³**leather** / **brick**. Behind this, there is a layer of ⁴**foam** / **concrete** to strengthen the house and prevent water coming in.

For those of us who can only do small things, check out these new backpacks. They're shaped like brown paper bags, and they feel like ⁵**leather** / **iron**, but they're made with a special kind of paper. No, not ⁶**sand** / **cardboard** – it's 'poly' paper, and backpacks made of it are as strong as conventional backpacks.

3 Answer the questions.

- 1 Do you prefer beaches with sand or stones? Why?

- 2 What material(s) is your house or flat made of?

4 09 Listen to a conversation between Elena and Iris about music festivals. In what order do they mention these things?

- | | |
|---|---------|
| a rubbish going to landfill | _____ |
| b shampoo bottles | _____ |
| c cups and bottles | _____ |
| d tents | _____ 1 |
| e travel | _____ |
| f plastic cutlery (knives, forks, spoons) | _____ |

5 09 Listen again and choose the correct options.

- 1 According to the girls,
 - A most of the waste at festivals is recycled.
 - B tents make up the majority of the waste at festivals.
 - C plastic tents can't be recycled.
 - D there is now a ban on plastic tents at festivals.
- 2 What is true about the tent they talk about?
 - A It is made in Britain.
 - B It is made of recyclable plastic.
 - C It isn't big enough for two people.
 - D It is put up and taken down for you.
- 3 The tents are
 - A more expensive than plastic tents.
 - B as waterproof as plastic tents.
 - C as cheap as plastic tents.
 - D not as waterproof as plastic tents.
- 4 The girls are going to
 - A use old recycled plastic water bottles.
 - B buy water when they get to the festival.
 - C buy shampoo in special ecological bottles.
 - D take cutlery that can be used more than once.
- 5 The girls
 - A have never been to a festival before.
 - B disagree on how to travel to the festival.
 - C haven't booked their transport to the festival yet.
 - D haven't told their parents about the festival yet.

5.7 Grammar 2

have/get something done



▶VIDEO 19

1 Watch the video and complete the sentences using the correct forms of *have/get something done*.

- I went to a garage and paid a mechanic to repair it for me five years ago.
I _____.
- I must visit a doctor's office and ask the doctor to check my back.
I _____.

2 Match the sentence halves.

- | | | |
|----------------------------------|-------|----------------------------|
| 1 I need to get my hair | _____ | a tested? |
| 2 We're having our house | _____ | b removed? |
| 3 When will you get your eyes | _____ | c cut. |
| 4 I should have got my bike | _____ | d cooked for you? |
| 5 Have you ever had a tooth | _____ | e fixed. |
| 6 Did you really have your meals | _____ | f decorated at the moment. |

3 Choose the correct options.



X: My parents are ¹*having the garden redesigned / redesigning the garden*. They spend hours every evening discussing ideas and drawing plans.

Y: Really? Have they started yet?

X: Yes, Dad wanted to do some of the work himself. He ²*had five trees planted / planted five trees* earlier today, but his back hurts now, so he's stopped. Mum wants a pond. They can't do that themselves, so they're going to ³*do it / have it done* by some workers Dad knows.

Y: A pond. With fish?

X: Yes, some special Koi Carp. They're ⁴*flying them in / getting them flown in* from China.

Y: What? How much will that cost?

X: I'm joking.

Y: Oh, right. Are you helping them at all?

X: Yes, I've been ⁵*having dinner cooked / cooking dinner* for them every day.

Y: Are you a good cook?

X: Not really. My parents don't mind, though. They just want ⁶*to have something made / to make something* for them so they can do more gardening.

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

- I tried to dye my hair last week. Now I know why people pay a lot of money *to get their hair dyed* (get / hair / dye) by a professional.
- Before the party, _____ (I / get / my nails / paint). They looked amazing!
- I spent hours trying to find out what was wrong with my laptop. In the end, I had to _____ (get / fix) in the shop.
- I _____ (have / room / paint) at the moment, so I have to sleep in my brother's room.
- Our neighbour _____ (have / his car / wash) every Sunday.
- Our dog likes _____ (have / her head / scratch).

5 Complete the second sentence so that it means the same as the first one. Use the word in capitals.

- Someone is building a wind farm for the government. **HAVING**
The government _____.
- Builders put solar panels on our roof. **HAD**
We _____.
- No one has ever dyed my hair. **NEVER**
I _____.
- My French friend checked my homework before I handed it in. **GOT**
I _____ before I handed it in.
- Dad will ask the mechanic to put winter tyres on the car before we go skiing. **HAVE**
Dad _____ before we go skiing.

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

It was an unusual day at school yesterday. They were ¹ _____ solar panels installed on the roof, and it was very noisy. Our teacher decided it was pointless to try to study inside, so we ² _____ given the afternoon off. That didn't mean we could go home; it just meant that we didn't have lessons. Instead, we played sports. The gym was ³ _____ painted, so we couldn't go there. Some people played football, but I decided to do athletics. I entered the 100 metres race. I came second – I ⁴ _____ beaten by a few centimetres, but I don't know how fast I ran. Mr James' watch wasn't working properly. He's going to ⁵ _____ it fixed next week, so I'll try again then. I spent most of the afternoon watching the builders working on the roof. I'm going to tell my parents about what they were doing and tell them that we should ⁶ _____ solar panels fixed on our roof, too.

1 Complete the texts with the words from the box. There are three extra words.

climate deforestation emissions extinct fossil
greenhouse habitats ozone warming

What worries you most about the environment?



Ellie, 15

For me, the big problem is ¹ _____, because if we cut down trees, then animals will lose their natural ² _____, and soon even more species will become endangered or even ³ _____.



Sam, 16

I guess the biggest problem are CO₂ ⁴ _____. They are a major cause of global ⁵ _____. We have to move away from relying on ⁶ _____ fuels and use clean, renewable energy instead.

2 Label the pictures. The first letters are given. There may be more than one correct answer.

①



s _____ p _____

②



w _____ f _____

③



v _____ e _____

④



m _____ i _____
c _____

3 Complete the sentences with the correct passive forms of the verbs in brackets.

- Those trees _____ (kill) by acid rain ten years ago, but the air is cleaner now, and new trees _____ (plant) since then.
- When we got to the ski resort last month, we found that it _____ (hit) by an avalanche a few days before. Luckily, no one was hurt, and the ski slopes reopened the day after we arrived, so our holiday _____ (not ruin).
- We could see the tornado in the distance. Then we noticed that it _____ (follow) by several cars. Later we _____ (tell) that they were tornado hunters.
- There are often floods here which _____ (cause) by heavy rain and melting snow in the mountains. No one takes holidays in May because they might come home to find that their home _____ (flood).

4 Correct the mistakes in the sentences.

- I can't go out tonight. We've given so much homework that it will take all evening to do it.
- Everyone in my family cuts their hair by the same hairdresser.
- A new traffic-free area is creating in our town.
- I have to go to the dentist. It's nothing serious. I get my teeth check every six months.

5 Choose the correct paraphrase.

- This new phone is less expensive than the one I was thinking of buying.
A as cheap as
B cheaper than
C not as cheap as
- My grandpa has a carer who cooks for him.
A is cooked by a carer
B had his carer's meals cooked
C has his meals cooked
- The best option, in my opinion, is always the lightest one.
A The lighter is the better.
B The lightest, the better.
C The lighter, the better.
- The government should make it illegal to smoke anywhere in public.
A ban smoking
B destroy smoking
C cut down smoking
- The biggest problem facing the planet is the increase in temperature.
A global warming
B fossil fuels
C the ozone layer

6 Translate into English.

- _____ (Nie wyrzucaj) things you can mend.
- Money _____ (nie jest tak ważne jak) the planet.
- We should have lessons on _____ (jak możemy chronić) the environment.
- About eighty percent of the orang-utan's natural habitat _____ (zostało zniszczone) over the last twenty years.
- A twenty percent recycling rate isn't very good, but _____ (to jest lepsze niż nic).

No more plastic bottles!

By EcoHombre

Hi! **As you will know if you read my blog regularly**, I do a lot of sport, **and** I always take water with me – but not in disposable plastic bottles. I have a metal bottle and you should get one **too**!

Why? **It'll** keep your water cool in the summer and keep your tea warm in the winter. It looks great, and it is strong but light.

You can buy the bottles online or in sports shops. They come in many different colours and sizes. As well as being environmentally friendly and **looking cool**, they are **also** quite cheap.

If you want to be even more environmentally friendly, **check out** the bottles which are made from recycled metal – like mine! Whichever you choose, **metal bottles really are the way to go**!



1 Read the blog post about environmentally friendly bottles and choose the correct option.

We know that the writer

- a has recently started doing sport.
- b bought his bottle online.
- c likes the appearance of his bottle.

2 Read the blog post again and answer the questions.

- 1 Why does the writer always take water with him?

- 2 What does the writer say about the weight of the bottle?

- 3 Where can you buy the bottles?

- 4 How is the writer's bottle different from other metal bottles?

3 Look at the words and phrases in bold in the text. Match the examples to the features of a blog.

- 1 An example of talking directly to the reader:

- 2 An example of informal, colloquial language:
_____, _____
- 3 A contraction: _____
- 4 An idiom: _____
- 5 Informal linkers: _____, _____, _____

4 Choose the correct options.

These bottles keep liquids hot ¹*as well as* / *too* cold. You can buy a small, medium ²*plus* / *or* large size, depending on your needs. They look cool, and they're ³*also* / *as well as* really strong. They're good for the environment, ⁴*unlike* / *while* single-use plastic bottles. They fit in any bag easily, ⁵*plus* / *as well* there are some amazing designs.

5 Rewrite the sentences for a blog. Use the words in brackets.

- 1 Metal bottles are definitely the best option. (way)

- 2 It is possible to obtain reusable water bottles online these days. (get)

- 3 In addition, it is possible to find bottles that are made from recycled materials. (can / also)

- 4 I have looked at many websites with reusable water bottles. (lots)

- 5 They won't end up in landfills, which is different from plastic bottles. (unlike)

6 Do the writing task.

Ostatnio kupiłeś/kupiłaś produkt przyjazny środowisku. Zredaguj **wpis na blogu**, w którym:

- przedstawisz i opiszysz ten produkt,
- wskażesz jego zalety oraz powody, dla których można go uznać za ekologiczny,
- poinformujesz czytelników, gdzie mogą go nabyć,
- zarekomendujesz go lub nie i poprosisz czytelników o polecenie innych ekologicznych produktów.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi! In this week's post, I want to tell you about an environmentally friendly product that I use.

VOCABULARY

- 1 Complete the texts with one word in each gap. The first letters are given.

1 *Repair Cafés*, like the one in Bristol, UK, want fewer things to end up in a l_____. People volunteer to help others m_____ things that are broken or to r_____ them for a different use so people don't t_____ them a_____.

2 *The Rainforest Trust* buys areas of rainforest so people do not c_____ d_____ the trees and d_____ the forest. This is because d_____ threatens the animals and plants in the rainforests.

3 *The World Wind Energy Association* aims to promote r_____ e_____ through using w_____ f_____ to generate electricity. Similar to organisations that promote s_____ p_____ (using the Sun's energy), it hopes to reduce global warming.

4 Too many people p_____ our seas and oceans with rubbish and chemicals, and *Oceana* aims to stop this globally. As a result of one of their campaigns, in 2018 Peru b_____ all plastics in protected areas.

- 2 Complete the sentences with two words from the box in each gap.

acid CO₂ emissions extinct fossil fuels
habitat layer natural ozone rain species

- The area in which a wild animal lives in normal circumstances is their _____.
- A type of animal which used to live on Earth but died out is called a(n) _____.
- _____, most of which come from factories and cars, contribute to climate change.
- When toxic chemicals get into the atmosphere, they fall back to Earth as _____.
- _____ are things like gas, oil and coal, which were created from the remains of dead plants and animals.
- The _____ is like a shield high in the Earth's atmosphere. It is made of gas, and it prevents most of the Sun's radiation from reaching the Earth.

GRAMMAR

- 3 Complete the text with the correct forms of the verbs in brackets. Use the active, passive or *have/get something done*.

ENVIRONMENTALLY FRIENDLY SHOPPING

Eskilstuna in Sweden has the world's first recycling shopping centre. The centre ¹ _____ (open) in 2015, and everything that ² _____ (sell) there is recycled, reused or sustainably produced. Most of the items ³ _____ (donate) by the public; the shop owners then ⁴ _____ (get / sort) into different categories by employees or volunteers. If the items are dirty or damaged, the owners ⁵ _____ (have / clean / or mend) or, if they are in really bad condition, they are sent for recycling. The shopping centre and shops are well organised, and the shopkeepers ⁶ _____ (make) it easy to find what you want. The organisers hope that in the future more centres like this will open in other cities.



ROUND-UP

1 2 3 4 5 6 7 8

- 4 Complete the text with the correct forms of the verbs in brackets or one suitable word in each gap. There may be more than one correct answer.

Our rainforests

People ¹ _____ (destroy) huge areas of rainforest for decades. Years ago, fourteen percent of the Earth ² _____ (cover) in rainforests; now it is just six percent. A shocking 1.5 acres of rainforest ³ _____ (lose) every second – by the time you finish reading this text, loggers ⁴ _____ (cut down) at least another 60–120 acres!

It isn't just the trees we are losing. Experts believe that over ten million species of animals and plants live in the rainforest. Sadly, they predict that nearly fifty percent of these animals and plants ⁵ _____ (destroy) over the next twenty-five years due to rainforest deforestation. Scientists are worried – they believe that many of the plants in rainforests ⁶ _____ help to cure illnesses. If this is true, if we protect the rainforests, in the future we ⁷ _____ (be able to) prevent or cure many serious medical conditions ⁸ _____ have no cure at present. Another reason for protecting rainforests is that they are the 'lungs' of our planet – over twenty percent of the world's oxygen ⁹ _____ (produce) in the Amazon.

It's everyone's responsibility to do something about this. Environmental news should ¹⁰ _____ the headlines every day. And we can also help by, for example, refusing to buy any products that ¹¹ _____ (make) using environmentally unfriendly practices.



LISTENING

1 10 Usłyszysz wypowiedź przewodnika oprowadzającego wycieczkę po Białowieskim Parku Narodowym. Na podstawie informacji z nagrania uzupełnij luki 1–8.

- 1 The Polish part of the forest isn't _____ the Belarusian side.
- 2 About _____ visit the Polish part of the forest every year.
- 3 You can't visit the strictly controlled parts of the forest without _____.
- 4 The policy on leaving dead trees where they fall is vital for _____.
- 5 Trees can only be cut down in parts of the forest which aren't _____.
- 6 An alternative name for the European bison is _____.
- 7 By 1927, there was a real danger that bison would _____.
- 8 The guide indicates that, in the event of the group coming across a bison, they won't have much time to _____.

READING

2 Przeczytaj teksty A–D o wydarzeniach i katastrofach naturalnych. Dopasuj je do zdań 1–5. Jeden tekst pasuje do dwóch zdań.

This text tells us

- 1 how something came into existence. _____
- 2 a not very serious theory. _____
- 3 about an event that affected the whole planet. _____
- 4 about an unwanted world record. _____
- 5 how an event is remembered. _____

A

In 2011, there was an earthquake under the ocean about seventy kilometres east of Japan. It was the most powerful earthquake ever recorded in the country, and it caused a massive tsunami which soon hit the coast. As well as damaging homes and infrastructure, the earthquake also led to a nuclear disaster at the Fukushima nuclear plant. Electrical power was lost, which meant that the cooling systems weren't working. The heat caused a build-up of hydrogen which eventually exploded. As a result, the World Bank calculated that the earthquake was the most expensive natural disaster in history.



B

In early July 1997, heavy rain started falling in southern Poland, Czech Republic and Austria. It continued for six days and, on 11 July, the river Odra burst its banks. The next day, the flood waters reached the city of Wrocław. Emergency services had to evacuate thousands of people from their homes. Individuals also joined in the efforts to help, and a monument to the victims and heroes of the floods can be seen in the city. The monument shows a woman carrying books while walking through water, and it represents the efforts of students to save historic books from the university library when flood water threatened the building.



C



The island of Surtsey off the south coast of Iceland is a UNESCO protected area and can only be visited for scientific research. The island is named after Surt, the Norse

fire giant, and it is an appropriate name. In 1963, after an undersea volcanic eruption, the lava solidified and became an island. This isn't unusual, although such islands often disappear again soon afterwards. Surtsey has survived and enabled scientists to see how plant and animal species travel. After two years, the first plant appeared on the island, and, by 1987, there were twenty-five species identified, the seeds carried by the wind and birds.

D

In 1815, there was a huge volcanic eruption in Indonesia, which affected the climate worldwide. The following year, 1816, became known



as the 'year without a summer', as an ash cloud blocked out the Sun's rays. Europe's summer was cold and wet, and the failure of crops caused widespread famine. In the USA, many states suffered heavy snowfalls in June, and in India the Bay of Bengal area was hit by both floods and a drought. As a result of the loss of crops, the price of horse feed increased rapidly, and some people jokingly wonder if this led Karl Drais, a German inventor, to come up with the idea of an early bicycle in 1817.

3 Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego.

- 1 A photographer is going to take photos of us for the website.
We _____ photos taken for the website.
- 2 Carole left the stadium before the end of the match.
When the match finished, Carole _____ the stadium.
- 3 Unleaded fuel creates less pollution than diesel.
Unleaded fuel does not create _____ diesel.
- 4 I'm glad that Sofia and Marcus aren't angry with each other anymore.
I'm glad that Sofia and Marcus have made _____ other.
- 5 The forests are suffering from acid rain and deforestation.
Not _____ from acid rain, but also from deforestation.

4 Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki. Dwa wyrazy zostały podane dodatkowo.

agree drama enjoy erupt mystery
perform real rehearse

Classical music ¹ _____ interrupted by natural disaster

The London Free Orchestra has made the news headlines after a ² _____ rescue operation saved them from disaster.

The orchestra had agreed to play in the north of Iceland in a concert which aimed to highlight the problems of global warming. However, on the day of the concert, an earthquake struck the area. This also led to a volcanic ³ _____ in this famously geographically unstable region of the world.

Conductor Miles Foreman spoke to reporters in capital city Reykjavik. 'The day before, we had had our final
 4 _____. I remember looking at the snow-covered hills and thinking how wonderfully peaceful it was,' he said. 'It's beautiful, empty and
 5 _____ – a magical place that doesn't seem to be earthly. In the morning, everything was going as planned when we felt the ground shaking. There was a bit of a 6 _____ about whether or not the concert should go ahead when the volcano erupted, and that was the end of that. We left, half an hour later, by helicopter.'



5 Uzupełnij każdą lukę jednym wyrazem.

Palm oil is big business. It is the most commonly produced vegetable oil in the world. You can find it in food items as ¹ _____ as in cosmetics, candles and other products. It is also used as a biofuel, a supposedly cleaner option than fossil fuels such as oil, gas and coal. In fact, palm oil may ² _____ worse for the planet than these traditional fuels. Rainforests have to be cut down to make way for palm oil plantations. Animals lose their natural habitats, and local people are forced off the land ³ _____ they have lived on for centuries. If this situation continues, species ⁴ _____ as the orang-utan, Sumatran tiger and Borneo elephant could become extinct.

What can we do? Firstly, check food product labels and refuse to buy any products containing palm oil. Secondly, social media can be used to inform friends and acquaintances about the problem. We ⁵ _____ now discovered that palm oil isn't the green miracle that some people thought, and it's up to the rest of us to make them aware of this.



WRITING

6 Przeczytaj polecenie i wykonaj zadanie.

Twoja rodzinna miejscowość stara się być coraz bardziej ekologiczna. Zredaguj **wpis na blogu**, w którym:

- przedstawisz i opiszesz swoją miejscowość,
- podasz przykłady tego, w jaki sposób stara się ona być ekologiczna,
- zasugerujesz, jak mogłaby być jeszcze bardziej przyjazna środowisku,
- przedstawisz swoją opinię na temat podjętych do tej pory ekologicznych działań i poprosisz czytelników bloga o ich opinię na ten temat.

Długość tekstu powinna wynosić od 100 do 150 słów.

How green is my town/city? Let me tell you.

6 CRIMES AND CONSEQUENCES

Vocabulary 1

Crime and criminals • Punishments

Vocabulary



VIDEO 20

1 Complete the sentences with one word in each gap. The first letters are given.

- Two people r_____ a bank yesterday and stole \$10,000.
- The criminals are planning to s_____ money and jewels from the bank.
- The police are going to a_____ the suspects and take them to the police station.
- They definitely committed the crimes. They are g_____, not innocent.
- He was the v_____ of a crime. Someone took his mobile phone.
- They have broken the law. They will be p_____ for stealing.

2 Find nine words for criminals in the wordsearch and complete the table.

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

Verb	Crime	Criminal
rob	robbery	1 _____
steal	theft	2 _____ / 3 _____ (plural)
shoplift	shoplifting	4 _____
smuggle	smuggling	5 _____
burglar	burglary	6 _____
vandalise	vandalism	7 _____
murder	murder	8 _____
burn (down)	arson	9 _____

3 Choose the correct options.

- A *burglar* / *shoplifter* steals things from a shop.
- Vandalism* / *Robbery* is the crime of deliberately damaging property.
- People who steal things are *murderers* / *thieves*.
- The crime of killing someone is *smuggling* / *murder*.
- Two *burglars* / *robbers* stole money from the bank.
- The crime of illegally taking things or people to another country is called *smuggling* / *robbery*.

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

murder murderer smugglers smuggling
theft thieves vandalism vandals

Police have arrested five ¹ _____ who destroyed a model railway. The ² _____ to the model railway will cost thousands to repair, and some items are irreplaceable. The arrested men's crimes also included ³ _____, since they stole some IT equipment, too.

Recently, ⁴ _____ stole \$40,000 worth of insects and reptiles. It is thought they might intend to sell them to ⁵ _____, who will secretly take them to other countries to sell.

When a man found his cousin stealing his cheese grater, he called the police. He stopped his cousin from leaving by pointing a gun at him. Fortunately, he didn't shoot, or police could have arrested him for attempted ⁶ _____!

5 Complete the text with the correct forms of the verbs from the box.

do get go pay

Four criminals

Jason X, who was found guilty of vandalism, was told he would have to ¹ _____ thirty hours of community service: picking up litter and painting over graffiti. Margaret X was arrested for shoplifting. She had never been in trouble before, and the judge told her to ² _____ a fine of £50. Bert X and Fred Y murdered a man. Bert, who did the actual killing, ³ _____ a life sentence. Fred will ⁴ _____ to prison for fifteen years.

6★ Match sentences 1–5 to criminals a–e.

- Alexis attacked people in the street and stole their phones or handbags. _____
- Jake and his group set off bombs because they wanted a change of government. _____
- Simon took people's wallets from their pockets on crowded buses. _____
- Heather was in a hurry and crossed the road in the wrong place. _____
- Amelia and her group took control of a plane and told the pilot to fly to a different country. _____

a jaywalker c hijacker e mugger
b pickpocket d terrorist

Second conditional • I wish and If only (present and future wishes)

1 Watch the video and complete the answers to the questions.

▶VIDEO 21

- What would they do if it wasn't raining?
If it wasn't raining, they _____.
- What would they eat if it was hot and sunny?
If it was hot and sunny, they _____.
- What would Gloria do if she were Graham?
If she were Graham, she _____.
- At the concert, what do Graham and Gloria wish?
He wishes he _____, and she wishes she _____.

2 Choose the correct options.

- I've never seen any wild animals around here. If I *would see / saw* one, I *would be / was* very surprised!
- I don't know Lisa. I *will give / would give* her your message if I *would know / knew* her.
- Luckily, we don't have problems with bullying at our school. If someone *bullied / would bully* me, I *would tell / will tell* a teacher.
- If you *would keep / kept* your money in the bank, you *didn't have to / wouldn't have to* worry about pickpockets when you go out.
- I've never seen a crime. If I *noticed / would notice* someone shoplifting, I *didn't know / wouldn't know* what to do!

3 Complete the sentences with the correct forms of the verbs in brackets. Which sentences do you agree with?

- If punishments _____ (be) harder, criminals _____ (not commit) crimes.
- If the police _____ (be) better at their job, my town _____ (be) safer.
- We _____ (not need) the police if there _____ (not be) any criminals.
- If they _____ (pay) the police more, I _____ (try) to get a job as a police officer.
- I _____ (not send) criminals to prison if they _____ (say) they were sorry.
- If I _____ (see) a robbery taking place, I _____ (phone) the police.

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

What ¹ _____ (you / do) if you found a wallet?

I guess it depends where. If it ² _____ (be) on a bus, I'd give it to the driver. If I ³ _____ (see) it in a café, I think the best thing to do ⁴ _____ (be) to give it to someone working there.

5 Read what Eli says and complete the sentences.

- If only I _____ taller.
- If only my hair _____ long.
- I wish I _____ the guitar.
- If only I _____ tidy my room.

**6 Read the WATCH OUT box. Then use your imagination to give reasons for wishes 1–4. Use the second conditional.**

- I wish I could speak French.
If I could speak French, I would find a summer job in Paris.
- I wish I had an older brother.
- I wish I didn't have so much homework today.
- I wish it was July.

WATCH OUT**Giving reasons for present wishes**

Both present wishes and the second conditional refer to hypothetical present or future situations, and both use a past verb form.

*If I **had** more money, ... I wish I **had** more money.*

You can use a second conditional sentence to give reasons for your wish.

I wish I had more money. Why? Because if I had more money, I could buy a new phone.

7★ Complete the second sentence so that it means the same as the first one. Use the word in capitals.

- I'm sad because I can't go to the party on Friday. **COULD**
If _____ to the party on Friday!
- I can't call you because my phone is broken. **WOULD**
If my phone _____ call you.
- I don't like my grey hair. **DIDN'T**
I _____ grey hair.
- We're lost, and neither of us has got a map. **ONLY**
If _____ a map!

6.3 Speaking

Talking about problems and solutions

Key Phrases



VIDEO 22

1 Complete the sentences with the words from the box.

believe everything nightmare
only panic sort

- You won't _____ it! Someone has stolen my bag.
- If _____ I was more careful with my things.
- Don't _____. I'm sure we'll find it.
- Oh no! What a _____!
- I'm sure _____ will be OK.
- We'll _____ it out.

2 Choose the correct responses.

- You should call your parents first.
a Yes, otherwise I'll call them.
b Yes, I'll do that.
- Don't worry! You might find it.
a I doubt it. But fingers crossed!
b Yes, I'll definitely do that. Good idea.
- What shall I do?
a Let's make a plan.
b Oh no! What a pain!
- Hey, what's up?
a You should report it to the police.
b Someone has stolen my coat!

3 Match the sentence halves.

- | | |
|--------------------------|-----------------------------------|
| 1 If only I _____ | a a plan. |
| 2 If I were you, _____ | b all right. |
| 3 No use crying _____ | c over spilt milk. |
| 4 Let's make _____ | d pain! |
| 5 What a _____ | e I'd ask her what's wrong. |
| 6 It's going to be _____ | f could change the things I said. |

4 Complete the dialogue with one word in each gap. The first letters are given.

You won't believe it, but I left my phone on the bus.

What a 'p_____!

I wish I 'c_____ turn back the clock and change things.

Everything will be OK. I'm sure someone will hand it in. If I 'w_____ you, I'd phone the lost property office.

Yes, I'll do that.

5 Choose the correct options.

- X: My phone just fell in the river. It's lost!
Y: Well, _____.
A no use crying over spilt milk
B if I were you, I'd be careful
C if only we knew where it was
- X: You should phone your parents and tell them what happened.
Y: _____.
A If only they knew.
B I regret that I didn't.
C Yes, I'll do that.
- X: I think I should phone my parents.
Y: Yes, otherwise _____.
A it would be a good idea
B they might be worried
C we'll sort it out

6 Complete the responses. Use the words in brackets, but do not change their form.

- You won't believe it, but I failed my exam.

(nightmare)

- If only I knew how to speak Italian.

(if / were / download / app)

- I feel tired all the time.

(probably / need / bed / early)

- Let's ask if anyone's seen it.

(first / maybe / look / bag)

- I wish I could turn back the clock.

Don't worry. _____
(going / right)

I rang the lost property office. They haven't got my phone. Oh no! What shall I do?

Don't 'p_____. Let's make a 'p_____.
I know. You phone the police station to see if anyone has handed it in there, and I'll try to go to the bus station to see if they know anything. Let's get organised.

Yes, 'o_____ I might never get my phone back.

We love crime stories!

Look on TV and you'll find lots of shows and films about crime. Last year, 18.7 million crime thrillers were sold in the UK alone. So, why are we so attracted to them?

1 _____

Humans love solving puzzles, and crime stories allow us to play detective and try to work out who the murderer or criminal is before the fictional detectives manage to find out. Not only does this provide a workout for our brain, but it also gives us a sense of satisfaction, and, unlike in real life, there is always a solution.

2 _____

Like going on a roller coaster at a funfair, reading about or watching a killer, smuggler or thief allows us to be frightened while at the same time knowing we are not in physical danger. Being terrified in a safe environment is exciting but not real, and it lets us practise dealing with our fears.

3 _____

People are fascinated by the fight between right and wrong. In crime stories, we get some understanding of what makes people do terrible things, and this has two advantages. First, we can learn how to protect ourselves against such individuals. Second, we might think about our own emotions and how we make good decisions at tough times. This can make us better at dealing with challenges.

4 _____

Over thousands of years, we've developed our ability to notice things that could harm us and ways to avoid them – people who were better at this survived. When we see crime stories, it's in our genes to pay attention to them. That's why it's not surprising that the news is full of crime and disaster stories too. Research actually shows that the news has become more negative in the past two decades.

5 _____

We're not the victim or law-breaker, we are just watching, relieved that it is all happening to someone else and not us.



1 Read the article and choose the best summary.

- a It's an article that talks about why criminals commit crimes and how they're caught.
- b It's an article explaining the reasons why people enjoy crime stories so much.
- c It's an article about the advantages and disadvantages of reading or watching crime stories.

2 Read the article again and match headings A-F to paragraphs 1-5. There is one extra heading.

- | | |
|----------------------------|-------------------------|
| A Good against bad | D Very realistic |
| B We're just observers | E It's evolution |
| C Everyone loves mysteries | F It's scary – but safe |

4 Think of a crime story you have read or watched. Give a brief summary of the crime, and say whether it was easy to predict the ending and why. Did the story include any 'red herrings'?

red herring /,red 'her.ɪŋ/ noun [C] a false clue in a story which makes you think someone is guilty of a crime that they didn't commit

3 Answer the questions.

- 1 What are the two main advantages of trying to solve fictional murder cases?

- 2 How is a roller coaster ride similar to watching or reading a crime story?

- 3 What benefits can we gain from reading crime stories?

- 4 How does the writer suggest that people feel when reading or watching a crime story?

1 Choose the correct options.

Last week, a man who was ¹ *charged* / *accused* of burglary appeared in ² *court* / *trial*. At the end of the ³ *court* / *trial*, the ⁴ *judge* / *jury* had to make a decision. It didn't take long. They were sure the man was ⁵ *guilty* / *innocent*. The ⁶ *crime* / *criminal* was then sent to prison for five years.

2 Complete the headlines with one word from the box in each gap.

charged illegal justice prohibits
regulations rights

Protests over new ¹ _____ which will make it easier for employers to sack workers

Protesters say they have to defend their ² _____

International Court of ³ _____ takes government to court

Politicians ⁴ _____ with ignoring international law

Government ⁵ _____ smoking in public places

It is now ⁶ _____ to smoke anywhere in public, even outside

3 Complete the phrases with one word in each gap. The first letters are given.

- 1 the International Criminal C _____
- 2 a _____ legal changes
- 3 law and o _____
- 4 International Court of J _____
- 5 Guilty or i _____?

5★ Complete the texts with the correct words formed from the words in the boxes.



Royal Courts of Justice, London

burgle judge try

It had been a long ¹ _____, and everyone was waiting for the final ² _____. Finally, the verdict was announced. He was found guilty. The famous gentleman ³ _____ from the south of France who had stolen jewellery worth thousands of pounds from women he had made friends with. The judge looked at him and sentenced him to twenty years. The people inside the court were shocked, but not those who knew the judge. He was known as 'the terror' among criminals, and he always punished them as severely as he could.

crime punish regulate

The rules and ⁴ _____ concerning international law are not always simple to understand. In ⁵ _____ law, it is easy. If someone is found guilty, they will be sent to prison or fined. But if a country is guilty, the ⁶ _____ is less clear.

4 Complete the text with the correct words formed from the words in brackets.

In December 1981, Lech Wałęsa, the Solidarity leader, was arrested by the police. He wasn't ¹ _____ (accuse) of any particular crime, but the government felt that the Solidarity protests and strikes were threatening their ² _____ (authorise). Nearly all of the union's leaders were sent to prison, and, in 1982, Solidarity was made ³ _____ (legal).



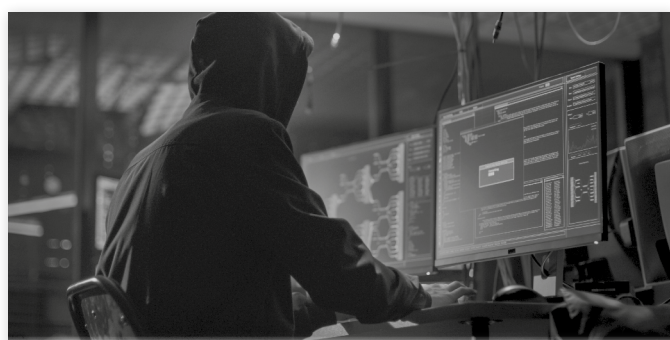
Wałęsa spent eleven months in prison, and the following year he was awarded the Nobel Peace Prize for his non-violent fight for human ⁴ _____ (right). He didn't go to collect the award himself, as he was afraid the government would ⁵ _____ (prohibition) him from returning to Poland, so his wife went in his place. Six years later, at the Round Table Talks between Solidarity and the government, many of Solidarity's demands were ⁶ _____ (grant) by the government, including free elections and independent unions. It had been a long, hard struggle, but in the end it proved worthwhile.

A radio phone-in about hacking

- 1 Complete the word families. All the answers can be found in the text in exercise 2.

Verb	Noun (action)	Noun (person)
to hack	hacking	¹ a _____
to commit fraud	fraud	² a _____
to bully	³ _____	a bully / ⁴ _____ (plural)
to con	a con	⁵ a _____
to scam	a scam	⁶ a _____

- 2 Choose the correct options.



Crime doesn't pay

Did you know ...?

- Police have finally arrested a scammer who pretended to be film star George Clooney in order to con people into buying clothes from his website. The online ¹ **bully** / **conman** had been tricking people since 2013.
- Gary Thuerk sent the first ² **spam** / **hack** message in 1978. He was trying to sell a computer system online.
- A British teenager, Kane Gamble, hacked into a US security chief's home television and computer and accessed state documents. The ³ **hacker** / **fraudster** was sentenced to two years in a youth detention centre.
- The ILOVEYOU virus is one of the worst computer viruses ever. It appeared to be a harmless email, but when people ⁴ **committed** / **opened** the attachment, the virus sent an email to all of their contacts and damaged their computers. However, the two people who wrote it didn't go to prison – at the time there were no laws about viruses, so they hadn't committed a crime. It shows how important it is to protect yourself online and never to ⁵ **click on** / **log into** a link you don't trust.
- In California, USA, ⁶ **cyber bullying** / **junk mail** – using electronic communication to make people feel scared or unsafe – is a crime. Bullies can even be sentenced to up to a year or get a \$1,000 fine.

- 3 Match 1–5 to a–e to make compound nouns.

- | | | |
|------------|-------|------------|
| 1 cyber | _____ | a scam |
| 2 phishing | _____ | b details |
| 3 junk | _____ | c theft |
| 4 login | _____ | d bullying |
| 5 identity | _____ | e mail |

- 4 Complete the sentences with the compound nouns from exercise 3.

- Never write down your _____ (your password, username, etc.), or someone could use them.
- I wouldn't like to be the victim of _____, when someone steals personal information about you to pretend to be you.
- I'm fed up of receiving _____! I just delete it all. I don't want to read adverts for things I don't need!
- In _____, mobile phones and the Internet are used to send messages that are meant to hurt, embarrass or even scare people. It's awful!
- In a _____, someone tries to trick you into giving your secret bank information by sending an email that looks like it came from your bank.

- 5 11 Listen to a radio phone-in about hacking and match the people to the things they talk about.

- | | | | |
|---------|-------|---------|-------|
| 1 Oskar | _____ | 3 James | _____ |
| 2 Lexi | _____ | 4 Elina | _____ |

- suggests an idea for schools.
- sympathises with someone.
- praises someone.
- describes a problem they have had.

- 6 11 Listen again and answer the questions.

- Why is Santiago Lopez an unusual hacker?

- How has he helped people around the world?

- What surprises Oskar about Santiago's story?

- What does Lexi think would be a good idea for students?

- Why did James buy a new computer?

- 1 Watch the video and complete the sentences with the phrases from the box.



▶VIDEO 23

had actually read had listened
hadn't eaten hadn't forgotten
would have remembered
wouldn't have had to

- If only I _____ all the sweets.
- I wish I _____ to Gloria.
- If you _____ to return the book, you _____ pay the fine.
- I _____ to return it if I _____ it.

- 2 Complete the text with the correct third conditional forms of the verbs in brackets.

CRIMINAL FAIL!



Police in the USA arrested a man after he tried to steal a bike.

If he ¹ _____ (not try) to steal the bike, they ² _____ (not arrest) him. The craziest part of the story is that the bike was locked up outside a police station!

There was a security camera outside, so the officers saw him. If there ³ _____ (not be) a camera there, perhaps they ⁴ _____ (not see) him. The owner of the bike chose a good place to leave it. If he ⁵ _____ (leave) the bike somewhere else, perhaps the man ⁶ _____ (manage) to steal it!

- 3 Correct the mistakes in the sentences. One sentence is correct.

- I'm so tired! I wish I ^{hadn't gone} didn't go to bed so late last night.
- I didn't hear my alarm clock, and I got up late.
I wish I hadn't heard my alarm clock.
- I got up really late – if only I didn't get up so late.
- I forgot to take my lunch to school, so I had nothing to eat – I wish I'd had some food at lunchtime.
- I was so tired that I couldn't stay awake in class.
If only I had fallen asleep!
- My teacher gave me extra homework because I fell asleep. I wish I wasn't so tired at school.

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

- I used to live near the sea. Last year, we moved to a big city. I wish we _____ (not move). I liked living by the sea much more.
- I didn't ask my sister before I borrowed her new coat. Now she's really angry. I wish I _____ (ask) her. I wish I _____ (wear) my own coat instead.
- I only started learning French last year. I wish I _____ (start) learning French when I was younger. If only my primary school _____ (have) French lessons instead of German lessons.
- I watched a boring film. I wish I _____ (not watch) it. If only I _____ (do) something else instead.
- I promised to email Jim and I forgot. If only I _____ (not forget)! I wish I _____ (not break) my promise.

- 5 Read the WATCH OUT box. Then use your imagination to give reasons for these past regrets.

- I wish I had worked harder last year.
If I had worked harder, I wouldn't have failed chemistry.
- I wish I hadn't eaten so much yesterday.

- I wish I had taken more care of my phone.

- I wish I had seen the robbery take place.

- I wish I hadn't shouted at my friend.

WATCH OUT

Giving reasons for past regrets

The verb form in past regrets is the same as the *If* clause in a third conditional sentence. We can use the third conditional to give reasons for past regrets.
I wish I had gone to the party. If I had gone to the party, I would have met the French students who were there.

- 6★ Complete the sentences with one word in each gap.

- If only I _____ tried to buy tickets earlier.
- If you hadn't left the bathroom window open, the burglars wouldn't have _____ able to get in.
- I wish I _____ understand this exercise.
- I _____ invite you to my party if I organised one, but I'm not allowed to.
- If _____ my brother was here. He'd know what to do.
- I would _____ got 100% if I hadn't made a stupid mistake in the last exercise.

1 Look at the sentences and say what type of criminal each person is. Their names start with the same letter as the crime they committed.

- 1 Al set fire to some old buildings. _____
- 2 Bob broke into a house to steal electronic goods.

- 3 Sally tried to take some protected antiques out of the country. _____
- 4 Russell and Roberta went into a post office with guns and demanded money. _____
- 5 Sue hid a packet of biscuits under her coat and tried to leave the supermarket without paying.

- 6 Timmy stole things all the time from anybody he met. _____

2 Complete the sentences with the words from the box.

arrested authority court detectives
escape fine guilty illegal judge
security trial victim

- 1 Why are the journalists taking my photo? I'm not _____ of any crime. I'm the _____.
I was the person they stole the money from.
- 2 _____ think they know who committed the crime, but they haven't _____ anyone yet.
- 3 What you did was _____, and you must be punished. You must pay a £100 _____.
- 4 There was a lot of noise in the _____, so the _____ stopped the _____ and told the people making the noise that he had the _____ to send them to prison if they didn't behave themselves.
- 5 We have two _____ officers inside the shop to stop people stealing from us. There is also one outside in case a thief tries to _____.

3 Complete the sentences with the verb forms from the box. There is one extra verb form.

could didn't spend had hadn't been
had stayed have wasn't were
wouldn't be wouldn't have lost

- 1 X: I wish I _____ drive.
Y: If you _____ older, you could have lessons.
X: If we _____ in North Dakota instead of moving to Texas, I could have learned to drive when I was fourteen.
- 2 X: I wish I _____ a phone.
Y: If you had looked after your old one, you _____ it.
Z: If you _____ all your money on clothes, you could buy one.
- 3 X: If only it _____ so cold.
Y: If you lived in Australia, you _____ cold.
Z: If you _____ in such a rush this morning, you wouldn't have forgotten your coat.

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

- 1 X: I wish I _____ (see) the shoplifter stealing something when I was shopping.
Y: Why?
X: If I _____ (see) them, I _____ (stop) them.

- 2 X: If I _____ (try) to smuggle something, I _____ (be) caught.
Y: Yeah, you always look guilty when you do something wrong.

- 3 X: I'm sorry I'm late. There was a big protest in the town centre. If I _____ (be) a judge, I _____ (send) them all to prison.
Y: Why? They were trying to defend their rights. If I _____ (not be) at work earlier, I _____ (join) the protest myself.

- 4 X: What _____ (you / do) if you _____ (be) accused of a crime you didn't commit?
Y: I _____ (get) a good lawyer.

5 Complete the text with one word in each gap.

We were travelling by night train. If we ¹ _____ known how risky this was, we would have spent a little bit more to have a sleeping compartment. However, we didn't, so we just sat in normal seats. We were happy that there was no one else in our compartment. We wouldn't have ² _____ so happy if we'd had to share. At some time during the night, however, two thieves came into the compartment while we were asleep and ³ _____ our money. If ⁴ _____ we had woken up! Or perhaps that would have been worse. The police caught the thieves later on, but they had spent our money by then. I don't know if they went to prison, paid a fine or did community ⁵ _____. We didn't get our money back, but we learned an important lesson: it might be convenient to have a compartment all to yourself, but the company of other passengers can help to make your journey safer.

6 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- 1 Which period of time would you go back to _____ (you / have / a) time machine?
- 2 If I hadn't broken my leg, _____ (I / play / in) the rugby match last Saturday.
- 3 _____ (only / we / notice) that the door was unlocked.
- 4 If _____ (I / be / judge), he would have gone to prison for ten years.

- 1** Complete the table with the expressions from the box.

also although and but furthermore
however in addition moreover
nevertheless not only ..., but also
on the other hand

[illegible]

- 2** Complete the for-and-against essay about hackers with the words and phrases from exercise 1. There may be more than one correct answer.

Should hackers be sent to prison if they aren't using their skills to steal?

1 _____ some hackers are criminals, others use hacking for different reasons. What they do is illegal, but is prison always the right punishment? There are arguments for and against this position.

One argument for prison sentences is to put other people off committing the same crimes. Hackers would think twice if they thought that they would definitely face a jail sentence if caught. ² _____, even if hackers don't use their skills to steal, they could cause serious problems, deliberately or accidentally. While they may think they are exposing wrongdoing or government secrets, they may give our country's enemies vital information that would weaken our security.

3 _____, there may be justified reasons for hackers breaking into computer systems. Some hackers are like investigative journalists, using every opportunity they can to find out the truth.

4 _____, they often expose weaknesses in computer security systems which could be far more dangerous to national security if no one knew about them. Hackers are often some of the most skilled computer users in society, and it would be more useful to employ them in cyber security roles than to jail them.

To sum up, there are arguments for imprisoning hackers, such as deterring others from committing similar crimes.

5 _____, hackers often expose weaknesses in vital security systems. If they hack into a network just to show that it is possible, I think they should be praised rather than punished.

- 3** Read the essay from exercise 2 again and complete the writer's arguments for and against.

Arguments for:

- stop ¹ _____
- can cause ² _____
- help ³ _____

Arguments against:

- find ⁴ _____
- show problems ⁵ _____
- should be ⁶ _____

- 4** Choose the correct options.

Should street art be legal?

home

blog

community



Looking at street art makes people happier, and it's far nicer to look at than a blank wall. ¹*However / Furthermore*, it's a great way to be creative. ²*On the other hand / In addition*, people should be able to choose what they see, and street art prevents that. ³*Moreover / However*, I still think it's a good thing overall.

Jan99

No, no, no! It completely destroys people's property.
⁴*Also*, / *But* legalising it would take away the owners' freedom to keep their property undecorated. Most street art is ugly, ⁵*although* / *and* I agree that there are some interesting pieces. ⁶*Nevertheless* / *Moreover*, it should not be legalised.

Kat22

- 5**  **Do the writing task.**

Napisz **rozprawkę** na 200–250 słów, przedstawiającą argumenty za i przeciw legalizacji graffiti w miejscach publicznych.

[illegible]

VOCABULARY

- 1 Complete the sentences. The first letters are given. There may be more than one correct answer.

1 Two robbers tried to r_____ a bank last night, but they failed, as the bank had already closed. The attempted r_____ happened at 4:00 pm. A police officer became suspicious after she saw the two men wearing masks and trying to open the door. The pair had hoped to s_____ thousands of pounds.

2 A police officer has helped a s_____ who tried to steal from a supermarket. The woman was a _____ for trying to take food worth around £20. When the officer discovered she was s_____ because she had no money and was hungry, he paid for the food.

3 A b_____ who was planning on stealing a TV and a computer from a house had a nasty surprise when she found what she thought was a v_____ of murder. The dead 'body' was on the kitchen floor, and the 'm_____' was holding a knife. It turned out the home owners were playing a game and nobody was dead, but the woman had phoned the police by the time she realised! She later pleaded g_____ to attempted b_____.

4 A s_____ who was trying to illegally take some snakes out of Thailand in a bag was stopped by a t_____ who stole the bag. When he opened the bag, the snakes tried to get out!

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

cyber bullying conmen details hackers
links mail scams

How to stay safe online

- Avoid clicking on ¹ _____ or opening attachments unless you know and trust the sender.
- Use filters to stop junk ² _____, and always report phishing ³ _____.
- If you or anyone you know are the victims of ⁴ _____, tell an adult and report it.
- Never give anyone your password or other login ⁵ _____. We worry about giving these to fraudsters and ⁶ _____, but even giving them to friends can cause problems. Stay safe – don't let anyone trick you!

GRAMMAR

- 3 Complete the sentences with the correct forms of the verbs in brackets.

- I wish I _____ (phone) Arjun last night! If I _____ (phone) him, he _____ (not be) angry with me at school today.
- I forgot my email password. If only I _____ (not forget) it! If I _____ (not forget) my password, I _____ (can check) my emails this morning.
- I wish I _____ (not have) a bad cough. If I _____ (not have) a cough, I _____ (can) go to the party.
- If only I _____ (have) a new phone! If I _____ (have) a new phone, I _____ (can) take better photos.
- I wish I _____ (be) better at sport. If I _____ (be) better at sport, I _____ (be) on the school team.

ROUND-UP

1 2 3 4 5 6 7 8

- 4 Read the article and choose the correct options.

Bird enjoys free cruise



The final story on the daily news

¹ **headline / bulletin**

on our local radio station last week was quite amusing. A rare Australian bird called a galah had been found on a ship cruising around New Zealand. No one had ² **burgled / smuggled** it onto the ship – it had found its own way there.

The ship ³ **has been sailing / had been sailing** over 2,300 kilometres before the bird ⁴ **was discovered / discovered** by staff. If only they ⁵ **found / had found** it earlier! When crew members find illegal animals on board, they ⁶ **have to / had to** let the authorities know about it. It turned out that they couldn't set the bird free in New Zealand because if they had, it ⁷ **was / would have been** a danger to native birds there. The bird seems quite happy even though it has to be locked up – as the workers looking after it can't let it move around the ship freely. At least it has its own luxury cabin!

The microchip in the bird's wing has helped the police locate the owner, ⁸ **who / whose** lives in Brisbane. The ship ⁹ **will be going / will have gone** back to Australia later this week, and the bird ¹⁰ **will give / will be given** back to its owner after vets have checked it. Nobody knows why the galah boarded the ship, but galahs like to sleep during the hottest part of the day, so it ¹¹ **might / can't** have come on board to get out of the sun. Or perhaps it just wanted to ¹² **explore / exchange** the world.



LISTENING

- 1 12 Usłyszysz cztery wypowiedzi. Do każdej wypowiedzi 1–4 dopasuj zdanie A–E. Jedno zdanie zostało podane dodatkowo.

1 ____ 2 ____ 3 ____ 4 ____

- A A moment of forgetfulness went unpunished.
B I was breaking the law.
C I had an encounter with a clever pickpocket.
D An employee was to blame.
E That's what you call service with a smile.

READING

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

- A He wrote them a note, explaining what was wrong with it.
B It wasn't the first time that he had done it.
C It hadn't been damaged or vandalised, though.
D He had gone there to inform them of a change of address.
E He also helpfully mentioned that he was spending time near his home.

USE OF ENGLISH

- 3 Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

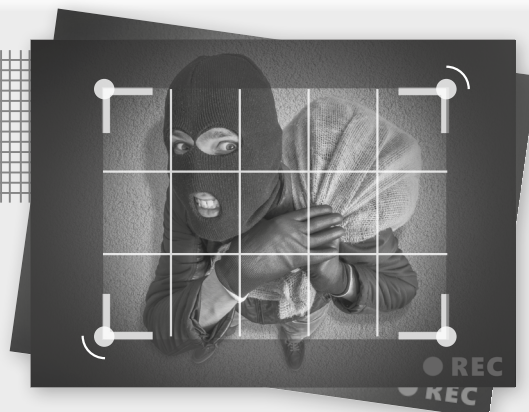
- 1 During my morning run yesterday, I saw three deer in the park. **WAS**
I saw three deer in the park _____ yesterday morning.
2 When did they pass the law banning cars from the town centre? **PASSED**
When _____ which bans cars from the town centre?
3 My advice for you is to get a burglar alarm. **YOU**
If _____, I'd get a burglar alarm.
4 The police claimed that he had burned down several buildings. **OF**
The police _____ arson.
5 I regret not telling the shopkeeper that a customer was stealing. **HAD**
I _____ the shopkeeper that a customer was stealing.
6 I will finish this project and give it to you on Saturday 15th at the latest. **HAVE**
By Saturday 15th, _____ this project and given it to you.

Clueless Criminals

Sometimes, crimes are difficult to solve, but there are occasions when criminals make it very easy for the police to catch them.

The 'Goldilocks' burglar is a good example. When a couple returned home after a holiday, it was clear that someone had broken into their home. ¹ ____ On the contrary, the house was tidier than when they had left. There were groceries which had been bought and even washed clothes hanging up to dry. Finally, upstairs, they found the burglar fast asleep in their bed. Maybe if he hadn't spent so much time doing housework, he wouldn't have been so tired. The burglar was arrested, but the judge spared him from going to prison, perhaps due to his good house manners.

Even if the police don't find someone at the scene of a crime, the criminals themselves can help them. A criminal in the USA who was wanted for arson and vandalism was unimpressed by the photo the police had published of him. ² ____ He also kindly attached a better photo, which no doubt made it easier for officers to arrest him soon afterwards. Another wanted criminal thought he had found the perfect way to make money legally. He noticed that there was a reward of \$100 for anyone who helped the police to arrest him. So, he decided to go straight to the local police force. He showed them the poster and claimed his reward. Whether he received it or not is unknown.



Social media can help the police, too. They can send messages to large numbers of people at one time, warning them about criminals or asking for help. When they sent a message about an escaped prisoner in Wales, he posted a reply, laughing at their efforts. ³ ____ He was arrested later the same day.

Finally, police often rely on witnesses to give a description of a criminal. This isn't always easy, as memories can be unreliable. However, when a robber tried to rob a bank, the cashier was not only able to describe him exactly, but she also knew his name and address. It wouldn't have been so easy if he hadn't been in the bank just thirty minutes earlier. ⁴ ____ While doing that, he had seen the money behind the counter, which gave him the idea of carrying out the crime. Unfortunately, half an hour isn't quite long enough to plan a bank robbery carefully and find a good disguise. If he'd had longer, he might have decided it would be better to go to a different cashier than the one he had just given all his personal details to.

crime find punish solve take thief



5 Uzupełnij zdania a–c tym samym wyrazem.

- 1 a You should help the planet. _____ off the lights!
- b It's your _____ to do the washing-up.
- c Please _____ to page 17 and look at exercise 1.
- 2 a Becky isn't a _____ friend, but I like her.
- b We survived, but it was a _____ thing!
- c His eyes are small and _____ together – he must be guilty!
- 3 a Can you wait a few minutes? I have to _____ my phone.
- b The police are going to _____ him with vandalism.
- c The prices they _____ here are ridiculous!
- 4 a We couldn't play tennis because of the _____ rain.
- b I don't know why you wear such _____ make-up when you go out.
- c This box is very _____; can you help me carry it?
- 5 a At last, he has been _____ from prison after spending ten years there for something he didn't do.
- b This album was first _____ in 1972, but I bought the special 50th anniversary edition.
- c A lot of carbon dioxide is _____ into the atmosphere by human activities.

6 Przeczytaj polecenie i wykonaj zadanie.

Napisz **rozprawkę** na 200–250 słów, przedstawiającą argumenty za i przeciw podwyższeniu wieku ubiegania się o prawo jazdy do dwudziestu lat.

[illegible]

7 TIME FLIES!

Vocabulary



Vocabulary 1

Everyday activities • Lifestyle

1 Choose the correct options.

- How many times did you **hit** / **bang** the snooze button before you got up?
- I don't think we **lead** / **take** a very healthy lifestyle.
- There's no food in the cupboard. Let's eat **away** / **out** this evening.
- Mum and Dad have left me a list of jobs to do around the house. You can help me **off** / **out** if you like.
- Your room is always a **mess** / **messy**. Don't you ever tidy **out** / **up** after you have a snack?
- You are so well **organised** / **slept**. I wish I could be the same.

2 Complete the dialogue with one word in each gap. There may be more than one correct answer.

Slow down! You are always in such a ¹ _____. Why do you always go out? You should have a quiet night ² _____ for a change. That's why you are always tired. You stay ³ _____ late, go to bed late and then wake up tired.

So what do you suggest?

Tell your friends you can't go out. ⁴ _____ out on the sofa. If you want to see someone, maybe invite one friend ⁵ _____ and cook them a meal. Go to bed early and catch ⁶ _____ on your reading before you fall asleep.

That sounds good to me. I'll ask Jack to come over for lasagne tomorrow.

3 Complete the second sentence so that it means the same as the first one. Use the word in capitals.

- I'm going to relax with a book on the sofa. **CHILL**
I'm _____ with a book on the sofa.
- You should give some food to your dog. **FEED**
You _____ dog.
- I'm going to stay in bed until late tomorrow. **LIE**
I'm going to _____ tomorrow.
- Why don't you ask someone to visit you? **OVER**
Why don't you _____?
- You never come home early. **OUT**
You always _____.
- I'm exhausted. I'm going to go to bed. **TURN**
I'm exhausted. I'm _____.

4 Choose the correct options.

- If you have a rich social life, you _____.
a go out a lot b have rich friends
c spend a lot of money when you go out
- A person who leads an inactive lifestyle _____.
a eats the wrong food b sleeps a lot
c does little exercise

5 Complete the text with the words from the box.

catch chill hectic nocturnal sleep social



New message



Hi!

Sorry I haven't written for a while, but it's been a very ¹ _____ week. I've had three exams, sports training, and it was my sister's birthday. My usual rich ² _____ life has been non-existent. I haven't even had time to ³ _____ up on my reading. Most days, I have been training until about 7 pm, then revising after dinner. Sometimes I go to bed at about 2 am. You could say I have been leading a ⁴ _____ lifestyle, but I still have to get up early for school, so I'm awake all day, too!

I'm looking forward to the weekend. I'm going to ⁵ _____ out on the sofa on Friday and ⁶ _____ in until midday on Saturday. Maybe we can meet in the afternoon when I've recovered.

Now, I have to get back to work.

Jack

6★ Match the underlined phrases in sentences 1–5 to the correct definitions a–e.

- I'm so tired! I think I'll crash out on the sofa if I don't go to bed. _____
- A nice cup of tea will perk you up! _____
- I might be able to squeeze in a quick game of basketball at lunchtime. _____
- Dad always dozes off in front of the news. _____
- Wait a minute, I'm just going to freshen up after my long journey. _____

- find time for something in a busy schedule
- fall into a deep sleep
- quickly clean oneself and maybe change clothes
- fall asleep for a short time
- make someone feel more awake

- Someone who wants to relax is probably looking for some _____.
a calm and quiet b calm and silence
c peace and quiet

- A person who has a hectic life _____.
a is never on time b is always rushing around
c is disorganised

- The best way to describe someone who leads a nocturnal lifestyle is _____.
a a night owl b an early bird c a wild goose

1 Watch the video and complete the sentences.

▶VIDEO 25

- 1 She said that _____ an unhealthy lifestyle.
- 2 She told me that _____ see _____ have more problems in the future.
- 3 You asked me _____ you.
- 4 You suggested that _____ jogging.

2 Match direct speech sentences 1–6 to their reported speech equivalents a–f.

- | | | | |
|---------------------|-------|----------------------------|-------|
| 1 'I can't do it.' | _____ | 4 'I must do it.' | _____ |
| 2 'I didn't do it.' | _____ | 5 'I haven't done it yet.' | _____ |
| 3 'I won't do it.' | _____ | 6 'I'm doing it.' | _____ |

- a He said he hadn't done it.
- b He said he had to do it.
- c He said he was doing it.
- d He said he couldn't do it.
- e He said he wouldn't do it.
- f He said he hadn't done it yet.

3 Complete the second sentence so that it means the same as the first one. Use reported speech.

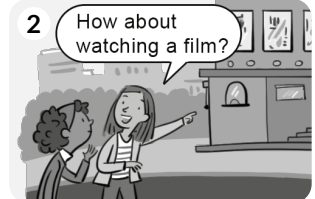
- 1 'People will still play video games in the future.'
Anton said that _____ video games in the future.
- 2 'We do sport after school.'
They said that _____ after school.
- 3 'I've never used a Rubik's cube.'
Katya said that _____ a Rubik's cube.
- 4 'I'm going to post some photos later.'
Mayra said that _____ some photos later.
- 5 'A boy said "Hi, Julia" to me yesterday. I had never met him before.'
Julia said that a boy had said "Hi, Julia" to her the day before even though _____ before.
- 6 'I'm doing my homework.'
I said that _____ my homework.

4 Complete the reported sentences with the correct verbs. Use asked, told, suggested or offered.

- 1 'Stop that immediately!'
They _____ me to stop immediately.
- 2 'We'll help you.'
They _____ to help me.
- 3 'Let's do it later.'
They _____ that we should do it later.
- 4 'Can you tidy your room?'
They _____ me to tidy my room.

5 Look at pictures 1–4 and complete the reported requests, offers, suggestions and commands.

the zoo keeper / him
The zoo keeper told him not to feed the animals.



she / they



they / his



they / us

WATCH OUT**Reporting verbs in the present**

Remember that if the reporting verb is in the present, you don't have to change the tense of the reported statement.
'I like fishing.' → *She said that she **liked** fishing.*
*She says that she **likes** fishing.*

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 Yesterday, the head teacher _____ (tell / we / not) run in the corridor.
- 2 Greg _____ (ask / Cathy / help) with his homework.
- 3 My friends _____ (suggest / we / go) to the new ice rink.
- 4 When I heard the news, I _____ (think / I / be) dreaming.
- 5 My dad _____ (offer / take / I) to school because it was raining.
- 6 Selena says that _____ (she / know / someone) who sings in a band.



7.3 Speaking

A stimulus-based conversation

- 1 Replace the underlined words and phrases with the ones from the box.

bet choice go for intrigued by
it also has the advantage of more appropriate

- Pizza is a safe choice _____.
Everyone likes pizza.
- I'd definitely choose _____ fast food, because you can have chips!
- I believe a tapas bar is the best idea _____.
- I suppose it is better _____ for students on a Spanish course!
- I think more people will be interested in _____ tapas, as they're still quite unusual in this country.
- The great thing about it is _____ the huge choice of dishes available.

- 2 Complete the sentences with one word in each gap.

- Definitely tapas. _____ for the other two options, pizza and fast food are boring!
- Yes, but Spanish food isn't _____ everyone. Prawns, octopus ...
- OK, _____ everyone enjoys seafood, but there's so much more they can have, like chicken paella.
- Well, I think we've agreed that fast food is the _____ appealing option. So, the choice is between tapas and pizza.
- I vote for tapas. I really dislike the _____ that people criticise food without ever trying it! Come on, people, be more adventurous!
- Aren't tapas expensive compared _____ pizza?

- 3 Match the sentences halves.



Where should we go on Saturday?

- the beach
- the cinema
- the park

- I think the cinema is a safe _____
 - I'd definitely go _____
 - Not everyone is drawn _____
 - The park is boring compared _____
 - Some people might _____
 - People will be intrigued _____
- a to freezing cold water and sand blowing in their face!
b object to having to pay for a cinema ticket.
c by the new Spielberg film.
d bet because everyone can enjoy themselves.
e to the other options.
f for option one because I love swimming.

- 4 Complete the dialogue with one word in each gap. The first letters are given. There may be more than one correct answer.

Have you got any ideas for the film for Friday evening? I've got a great horror film. Really scary!

Horror films aren't for ¹e _____. Some people might ²o _____ to it. I think a film we all know and love would be a safer ³b _____.

A film that everyone knows? For me, that is the ⁴i _____ appealing option. No one will concentrate. They'll all be looking at their phones. How about a classic old film, or a foreign film?

Why?

First of all, it's great ⁵b _____ it will open people's minds to a different kind of film.

I'm not sure about a foreign film. People won't want to concentrate on subtitles. But, the idea of a classic film sounds good. Have you got any ideas?

Yes, *Citizen Kane*. I believe it's the best ⁶c _____ because it's always voted in the top five films ever made. And my parents have got the DVD.

Great. Let's try that, then.

- 5 Choose the correct options.

X: So, what did you all think about the film?

Y: Well, first ¹ _____ all, I think it's great to watch old films like this because they are so different to modern films. I'd definitely go ² _____ another old film next week.

Z: I really disliked the ³ _____ that it was so slow and confusing. I got bored halfway through. As ⁴ _____ the idea of another old film, that's fine, but something more entertaining, please!

Y: I'd choose *The Big Sleep*. It's a detective murder mystery. It also has the ⁵ _____ of a great cast. And it is very exciting compared ⁶ _____ the film we've just watched. It's still quite complicated, though!

- | | | |
|--------------|----------|-------------|
| 1 a for | b of | c with |
| 2 a to | b with | c for |
| 3 a choice | b fact | c bet |
| 4 a to | b for | c with |
| 5 a argument | b option | c advantage |
| 6 a to | b from | c of |

New York



London



Tokyo



TIME ZONES

When you travel abroad, you often find that you have changed from one time zone to another. Fortunately, mobile phones and computers change their times automatically. Gone are the days when you might forget to change your watch and miss a meeting. Travelling across time zones can lead to some interesting time travel experiences. If you fly from Lviv to Katowice, for example, you will arrive five minutes before you set off, as the flight takes fifty-five minutes, but you put your clocks back by sixty. Even easier would be to walk across the border from Spain to Portugal to gain an hour. This is the inevitable consequence of travelling across time lines, and most countries make the process as simple as possible. In the USA, for example, the mainland is divided into

four zones, generally, although not always, following state borders. However, China, which is a similar size to the USA, has only one time zone for the whole country. As a result, the far west of the country has a very different time to its neighbours. Anyone entering Afghanistan from south-west China would have to put their clocks back by three and a half hours. Apart from Afghanistan, a few other countries also have half-hour time zones. Nepal, on the other hand, is truly unique – its time is 5 ¾ hours ahead of GMT (Greenwich Mean Time). The country wanted the Sun to be at its highest as close as possible to noon. In fact, it worked out that this was five hours forty-one minutes and sixteen seconds before 12:00 GMT, so perhaps travellers should be grateful that the government didn't insist on total accuracy.

GOING BACK IN TIME

I travel a lot and have been fascinated by the International Date Line ever since I read the book *Around The World in Eighty Days*. If you don't know the story, the hero has a bet that he can travel all the way around the world in just eighty days (yes, it's an old book written before planes could complete the journey in a day or two!). After many adventures, he believes he has failed in his task by one day, but, right at the end, to his and the readers' surprise, he realises that, as he crossed the International Date Line travelling from west to east, he gained a day and he has succeeded. I never really understood how this worked, but it made me put the area of the world near the International Date Line high on my bucket list of places to visit.

In 1998, I finally realised my dreams. I started by flying to Australia, where I worked for six months to save up for the next part of the trip. That took me to New Zealand and, from there, a flight to the Cook Islands: gorgeous Pacific Islands as you always imagined them to be, with white sandy beaches, palm trees and coral reefs. The distance between the two may not look much on the map, but the journey took over five hours.

However, I had started at 1 pm on a Tuesday and arrived at about 6 pm on Monday! I had an extra day's holiday – at least until I had to return. At that point, I lost that day again.

Some people do a similar journey on New Year's Eve so that they can celebrate the New Year in New Zealand, hop onto a plane and, twenty-four hours later, celebrate all over again on a Pacific Island. I wanted to do this for the Millennium – when we changed from 1999 to 2000. However, when I saw how much it cost, I realised this was way out of my price range. I started to investigate other time zones to think how I could make my Millennium New Year as special as possible. I finally came across the town of Karesuando, or Karesuvanto if you prefer. The reason for the different names is because half of the town is in Sweden and half is across a time zone in Finland. It wasn't as warm as the South Pacific, but, with the Northern Lights having appeared the previous night, it was just as spectacular. Although I didn't notice many tourists, the local residents had obviously had the same idea as me. We all celebrated merrily in Finland and then crowded across the bridge into Sweden, back one hour, back one year, back one century, back one millennium! How's that for time travel?

1 Read the texts and tick the topics that they both mention.

- a How time changes when you travel. ☐
- b Crossing a time zone on foot. ☐
- c Going back in time over the International Date Line. ☐

2 What do these numbers refer to in the first text?

- 55 _____
- 4 _____
- 1 _____
- 5¾ _____

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

- 1 Before computers, _____ had to make sure they changed their watches.
- 2 The time in Lviv _____ in Katowice.
- 3 Afghanistan is not the only _____ time zones.

4 Read the second text again and choose the correct options.

- 1 What does the writer say about *Around the World in Eighty Days*?
 - A It made her want to travel around the world.
 - B The plot twist is easy to guess.
 - C It inspired one of her choices of travel destination.
 - D The story is difficult to understand.
- 2 What can we deduce from the second paragraph?
 - A The writer is from Australia.
 - B The writer didn't travel east from the Cook Islands.
 - C The writer isn't very good at reading maps.
 - D The writer saved up enough for her holiday before she left home.
- 3 What does she say in the paragraph about Scandinavia?
 - A Most of the people crossing the bridge on New Year's Eve lived in the town.
 - B She saw the Northern Lights on New Year's Eve.
 - C One Scandinavian country has two different time zones.
 - D She celebrated twice, in two different towns.

- 1  Find thirteen reporting verbs in the word search and match them to the correct categories. Some of the verbs match more than one category.

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

Verb + that	Verb + to	Verb + object + to	Verb + if
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- 2 Choose the correct options.

- Monika asked if Juan had seen her watch, but he *assured* / *reported* her that he hadn't. He *insisted* / *added* that it might be in the bathroom.
- The waitress *persuaded* / *argued* us to try the salmon. She said that it was delicious, and she *pointed out* / *denied* that it was on special offer.
- She *complained* / *insisted* that I went immediately or I would miss the bus. I *argued* / *confessed* that I could get the next bus, but she checked the timetable and *denied* / *confirmed* that I wouldn't get to the cinema on time if I took the next one.
- My little sister *denied* / *revealed* that she had taken my video game, but I knew that she had and, in the end, she *apologised* / *confessed* that it was true.
- The little boy *complained* / *reported* that nobody listened to him and said it wasn't fair.

- 3 Match the sentences to the verbs from the box.

admit advise agree invite promise refuse

- 'I won't tell anyone.' _____
- 'No, I'm not doing it!' _____
- 'Would you like to come to my party?' _____
- 'Yes, I think it's a good idea too.' _____
- 'If I were you, I'd talk to your sister about it.' _____
- 'Actually, it was me. I lost your jacket.' _____

- 4 Match the sentence halves.

- Stephan apologised _____
 - Max forbade _____
 - Jackie warned _____
 - My older sister revealed _____
 - The government announced _____
 - Lucy threatened _____
- a us that the bus wouldn't wait if we were late.
b to tell the teacher that some students had cheated.
c that she was engaged to be married.
d that there would be a new law about recycling.
e for missing the lesson.
f us to enter his room.

- 5★ Complete the sentences with a reporting verb from box A and a word from box B.

A added complained insisted invited pointed suggested

B chill fed inactive late over peace

- Maria _____ that she was going to stay out _____ even though she was tired.
- When Callum complained that he was unfit, his parents _____ out that he had been leading a very _____ lifestyle lately.
- Sara _____ us to come _____ for dinner.
- If dogs could speak, I think ours would have _____ that we hadn't _____ him before we went out.
- First Olivia told us she was tired and stressed. Then she _____ that all she needed was some _____ and quiet.
- Everyone was arguing. Hector _____ that we should all just _____ out!

A radio programme about films

1 Choose the correct options.

- 1 Time will *ask* / *tell*.
- 2 Time *runs* / *flies* when you're having fun.
- 3 You can't *put* / *turn* back the clock.
- 4 There's no time like *the present* / *now*.
- 5 Better late than *not* / *never*.

2 Complete the sentences with the correct forms of the verbs from the box.

be like make manage run

- 1 I didn't finish my homework last night because I _____ out of time.
- 2 My interview was at 10:30, so I arrived at 10:15. I like to _____ on time for things.
- 3 Tara isn't too good at _____ her time; she needs to be more organised.
- 4 We haven't seen each other for ages. We must _____ some time for each other soon.
- 5 Let's make the website now. After all, there's no time _____ the present!

3 Complete the questions with the correct forms of the appropriate verbs. Then answer the questions.

- 1 Have you ever _____ out of time in an exam? What did you do?

- 2 Are you good at _____ your time and getting everything done that you need to do?

- 3 Have you ever wished you could _____ back the clock? Why?

- 4 Do you ever arrive late to school, or _____ you always on time?

- 5 Do you agree that time _____ when you're having fun? Why/Why not?



4 13 Listen to a radio programme about films. In what order are the films mentioned?

- a *Harry Potter and the Prisoner of Azkaban* _____
- b *Back to the Future* _____
- c *Star Trek IV: The Voyage Home* _____

5 13 Listen again and choose the correct options.

- 1 In *Back to the Future*, Marty McFly
 - A gets stuck in 1955 forever.
 - B travels back to 1955 without changing anything.
 - C changes the future when he goes back to the past.
 - D travels in time with a scientist.
- 2 In the *Harry Potter* film,
 - A Harry saves Hermione by travelling in time.
 - B Hermione creates a time-turner using magic.
 - C one character talks to themselves in the past.
 - D Hermione uses a time-turner to study.
- 3 According to the presenter, a popular theme in time travel is
 - A the fun characters have when they meet themselves.
 - B that altering the past could affect the future.
 - C getting stuck in the past and not getting back.
 - D how time travel can change the individual who experiences it.
- 4 Which is true about the *Star Trek* film?
 - A It wasn't popular with *Star Trek* fans.
 - B Whales saved Earth thanks to time travel.
 - C The crew travelled back thousands of years in time.
 - D The time travellers weren't expecting to meet whales during their adventure.
- 5 Which of these is a similarity between the three films?
 - A They are all the first film in a series.
 - B They were all made in the same decade.
 - C The characters all travelled back in time.
 - D They all involve time travel being used to help the world.

6 Answer the questions with full sentences.

- 1 What year was *Back to the Future* released?

- 2 What is a time-turner?

- 3 Do Harry and Hermione change the future?

- 4 Why did the people in *Star Trek* travel in time?

- 5 What will we find out after the break?



▶ VIDEO 26

- 1 Watch the video and complete the reported questions with one word in each gap. Then choose the correct options.**

- 1 She asked what kind of _____ you *listen / listened* to.
- 2 She asked what time we usually *have / had* _____.
- 3 She asked if you *like / liked* _____.
- 4 She asked whether we *can / could* come for lunch on _____.

2 Choose the correct reported questions.

- 1 'Do you like learning English?' he asked me.
 - a He asked did I like learning English.
 - b He asked if I liked learning English.
- 2 'Can you help me?' he asked her.
 - a He asked her whether she could help him.
 - b He asked her whether could she help him.
- 3 'Where do you live?' she asked me.
 - a She asked me where did I live.
 - b She asked me where I lived.
- 4 'How long will it take?' he asked his brother.
 - a He asked his brother how long it would take.
 - b He asked his brother how long would it take.
- 5 'What did you do yesterday?' she asked me.
 - a She asked me what had I done the day before.
 - b She asked me what I had done the day before.

3 Complete the reported questions.

- 1 How high were video game sales in 2007?
She asked _____.
- 2 Do any video game developers still use simple graphics?
She asked _____.
- 3 When did William Higinbotham invent electronic tennis?
She asked _____.
- 4 Can colour-blind people play any video games?
She asked _____.
- 5 Why do so many people love video games?
She asked _____.

- 4 Read each direct question, then choose the five words from the box which complete each reported question and put them in the correct order.**

- 1** her if is it me my was when your

'Is it your party tomorrow?' she asked me.
She asked _____ party the following day.

- 2** did ever had have I if play played when you

'Have you ever played that game before?' he asked me.
He asked me _____ that game before.

- 3** been did go had he him if where you

'Where did you go last weekend?' she asked Dylan.
She asked _____ the previous weekend.

- 4** can could gave give hers I if Susan what

'Can you give Susan a message?' my mum asked me.
My mum asked me _____ a message.

- 5** friends I if me my them what where will would

'Where will your friends spend the summer?' my dad asked me.
My dad asked _____ spend the summer.

5 Write the reported questions in direct speech.

- 1 He asked how many video game players there were worldwide.

- 2 He asked if the video games market would be worth over \$90 billion.

- 3 He asked why the Game Boy had been so popular.

- 4 He asked if colour-blind people could see all the colours.

- 5 He asked where most video game players lived.

6★ Use your imagination to complete the reported questions and answers.

- 1 I asked my friend where _____.
She told _____.
- 2 I asked my teacher if _____.
He said _____.
- 3 I asked my mum what _____.
She told _____.
- 4 My friend asked me to _____.
I told _____.

1 Complete the sentences with the words from the box.

for have in out

- Joe is going to have a quiet night _____.
- Carole wants to _____ someone over.
- Josh says we can chill _____ on the sofa.
- Jackie suggested going to Florida. Andy says he could go _____ that!
- Leane is looking forward to turning _____ early.
- Pia wants to stay _____ late.
- Phil wants to _____ a lie in.
- Helen doesn't want a dog. She says pets aren't _____ everyone.

2 Complete the text with the words from the box.

agreed inactive intrigued offered pointed
suggested told wondered

We decided to do something together. I suggested the cinema. Jake ¹ _____ that it was a good idea. Matthew ² _____ us about a science-fiction film. He thought people would be ³ _____ by the story. Camilla ⁴ _____ if the film was a good idea. She ⁵ _____ out that not everyone had money to buy cinema tickets. Tommy ⁶ _____ to buy tickets for everyone. Harry ⁷ _____ that we should do something more healthy. He said that we lead a very ⁸ _____ lifestyle. In the end, we spent all evening talking and didn't go anywhere!

3 Complete the text with the correct forms of the verbs in brackets. There may be more than one correct answer.

Dan and Amelia were walking home from the cinema. Amelia asked if he ¹ _____ (enjoy) the film. Dan said no. He said that the film ² _____ (be) terrible. He then added that time travel ³ _____ (be) impossible. Amelia agreed but then told him that she ⁴ _____ (have) an imagination. Dan asked her not ⁵ _____ (take) him to any films like that one again. Amelia laughed and promised ⁶ _____ (let) Dan choose the next film they went to.

4 Report the conversation.

Can you help me?

John asked Mia ¹ _____.

Yes, what do you want me to do?

Mia said she could and then asked ² _____.

Can you give me some advice about photography? I'm looking for something interesting for a magazine competition.

John asked if ³ _____.

He added that ⁴ _____.

Of course. Let's go to the old town. I'll come to your house at about 4 pm.

Mia suggested that ⁵ _____.

She said that ⁶ _____.

Great, thanks a lot.

John said that was great and he thanked her.

5 Complete the second sentence so that it means the same as the first one. Use the word in capitals.

- 'What have you been doing?' Frances asked Jane. **HAD**
Frances asked Jane _____ doing.
- I think this choice is risk-free. **BET**
I think this choice _____.
- 'No, I'm not going out with you,' said Mike to his friends. **REFUSED**
Mike _____ his friends.
- This is definitely the worst choice of all! **APPEALING**
This is the _____ the choices.
- 'It wasn't my fault that we lost,' said Rob. **BEEN**
Rob insisted _____ that they had lost.

6 Translate into English.

- Don't forget _____ (*nakarmić psa*).
- He promised to arrive _____ (*na czas*).
- I just want some _____ (*ciszy i spokoju*).
- The police officer asked us _____ (*dokąd jedziemy*).
- Louise told the children _____ (*żeby się nie kłóczyli*).

1 Match the statistics to their number equivalents from the box.

6% 25% 30% 40% 52% 60% 96%

- 1 six out of ten = _____
- 2 the vast majority = _____
- 3 a little over half = _____
- 4 just under a third = _____
- 5 a very small minority = _____
- 6 four in ten = _____
- 7 one in four = _____

2 Read the article about young people's lifestyles and answer the questions.

Young people's lifestyles

We all know we should lead an active, healthy lifestyle, so why do so few people do so? There are recommended guidelines for how much exercise, screen time and sleep young people should have, but the vast majority of young people in the UK don't seem to follow them.

1 So, what are these guidelines, and are they reasonable? They state that children aged between five and seventeen should spend at least an hour a day doing exercise and limit their screen time to no more than two hours. Finally, the report suggests that we should get eight hours of sleep. The findings suggest that we fail badly.

Less than ten percent of fourteen-year-olds in Britain managed to achieve all three targets. The biggest problem is screen time with over seventy-five percent of young people admitting that they spend longer staring at screens. It's hardly ² earth-shattering news ³!

An hour's exercise is easier to manage, and almost half of the participants did this. The participants had to wear fitness trackers, so this figure is definitely accurate. What was surprising was that ninety percent of participants claimed that they slept for eight hours a night.

4 On a school night! Perhaps the answers would be different if they asked eighteen-year-olds trying to balance a social life and homework. The report indicates that young people's lifestyles 5 aren't ideal. The question now is how to break our bad habits. 6 If anyone has any ideas, please let me know!

- 1 What did the survey find out?
 - a Young people don't lead healthy enough lifestyles.
 - b Young people aren't always truthful about their lifestyles.
 - c Young people's use of screens affects the amount of sleep they get.
- 2 Put the problems in order depending on how many young people are affected.
 - a Getting too little sleep. _____
 - b Using screens for too long. _____
 - c Not getting enough exercise. _____
- 3 From reading the last paragraph, do you think the writer follows the recommendations?

3 Match the underlined words and symbols in the text to the words below.

- a** contraction _____
- b** exclamation mark _____
- c** addressing the reader _____
- d** idioms / colloquial language _____
- e** short or incomplete sentences _____
- f** question _____

4 Read the article again and find statistics which the expressions below could replace.

- 1 under one in ten = _____
- 2 just under fifty percent = _____
- 3 nine out of ten = _____
- 4 a very large proportion = _____
- 5 more than three quarters = _____

5 Rewrite the underlined percentages in the text below in another way.

We asked how often people went to the gym.

¹Fifty-three percent replied that they went more than once a week. ²Twenty-five percent said that they never went while the rest confirmed that it depended on the weather. When we asked what sports people had done the previous week, ³ninety-five percent reported that they had played football or netball.

⁴Seventy percent said they had played tennis.

- 1 _____ 3 _____
2 _____ 4 _____

6 **Do the writing task.**

Napisz **artykuł** na 200–250 słów o tym, jak nastolatki w Polsce spędzają wakacje. Przedstaw najpopularniejsze sposoby na spędzanie wolnego czasu oraz opis, jak wypadają one w kontekście zorganizowanych zajęć w stylu obozów letnich lub pracy wakacyjnej.

VOCABULARY**1 Choose the correct options.**

A new study about young people in America has ¹*reported / advised* that teenagers are using their free time differently now than ten years ago. It has ²*denied / confirmed* that teens now spend more time sleeping and doing homework. The researchers ³*promised / added* that teens don't work as much now and that they also spend less time with friends. The report also ⁴*pointed out / offered* that boys and girls use their time a little differently. It ⁵*said / told* that screen time was more popular with boys. While some people have ⁶*refused / denied* that this is true, evidence from the report backs up their statistics. Thirty-six percent of girls and twenty-three percent of boys also ⁷*complained / invited* that they feel stressed almost every day, and more girls than boys ⁸*offered / claimed* that they feel a lot of pressure to look good.

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

be on time better late than never make time for
manage your time run out of time
time flies when you're having fun
time will tell you can't turn back the clock

- Will people still use mobile phones in the future?

- It's no good wishing you could change the past.

- I know I should have been here an hour ago – sorry!

- Hurry! We don't want to _____
_____!
- Writing a schedule or timetable is a good way to
_____.
- Your hobbies are essential: you should _____
_____ them every week.
- Being punctual is important. It's polite to
_____.
- I can't believe the school year has gone so quickly.

GRAMMAR**3 Rewrite the sentences as reported requests, offers, suggestions and commands.**

- 'Let's do the project together!' my friend said.

- 'Don't walk on the grass!' the gardener said to us.

- 'Please send me a text later,' Anita said to me.

- 'I'll help you make pizza,' Raj said to his sister.

4 Match the reported questions and statements to the characters and films. What did they actually say?**FILM QUIZ**

- He said his name was Maximus Decimus Meridius.
'My name is Maximus Decimus Meridius.'
- He asked a criminal if he felt lucky.

- She asked the mirror who the fairest one of all was.

- He told two other people that they were going to need a bigger boat.

- He tells a boy that he is his father.

- He called something his precious.

- a The police chief to the men trying to catch the shark in *Jaws*. _____
- b The Wicked Queen in *Snow White*. _____
- c Darth Vader to Luke in *Star Wars*. _____
- d Russell Crowe's character in *Gladiator*. 1
- e Gollum in *The Lord of the Rings* and *Hobbit*. _____
- f Clint Eastwood in *Dirty Harry*. _____

ROUND-UP

1 2 3 4 5 6 7 8

5 Choose the correct options.**Times are changing!**

Not so long ago, all chimney sweeps – the people ¹*who / whose* clean your chimney – were men, but that is slowly changing. At three o'clock tomorrow, Emily Wilebore ²*will be cleaning / will have cleaned* someone's chimney and, perhaps, surprising people. Emily is one of only eighteen women sweeps in the UK. At first, when people saw her on the roof of a house, they asked her what ³*was she doing / she was doing* and if she needed help! They ⁴*can't / must* have been surprised to see a woman up there. Emily ⁵*said / told* reporters that she had set up her business in 2016. She ⁶*is working / has been working* as a sweep since then – if she didn't like the job, she ⁷*wouldn't / won't* do it. Times ⁸*changed / have changed* for the equipment too – nowadays, cameras ⁹*use / are used* to examine each chimney and check for problems. Emily recommends chimney-sweeping to anyone as a challenging job. What jobs do you think will change in the next ten years? Ask ¹⁰*yourself / each other*, 'Could my perfect job be something that was traditionally done by a man or woman, but that anyone can do now?'



LISTENING

- 1 14 Usłyszysz wypowiedź na temat Południka Greenwich. Na podstawie informacji z nagrania uzupełnij luki 1–6.

Greenwich Meridian Line

- Use: shows where East meets West on the map
- Before Greenwich was chosen, lines went through nine other alternatives, including ¹ _____
- Greenwich chosen in: ² _____
- Greenwich – location: ³ _____ London
- Where to stand on the line:
 - Greenwich observatory
 - The Meridian Lounge – the line is shown on ⁴ _____
 - Peacehaven – monument dating from ⁵ _____ on the seafront
- Distance around the world along the Meridian line: ⁶ _____ miles

READING

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

- The writer corrects some wrong information. _____
- The writer compares an ancient device to a modern-day one. _____
- The writer makes a joke about complicated instructions. _____

A What were the first clocks? It is believed that the Sumerians, an ancient civilisation in the Middle-East, could tell the time, but some of their culture, including their knowledge of clocks, has been lost to history. The first example of a kind of clock that we know about is the Egyptian obelisk. These are tall, thin stone monuments which you can now see in many different cities around the world. By looking at the shadows created by the obelisks, Egyptians were able to have an idea of whether it was before or after noon and also, by looking at the length of the shadows, they knew when they had reached the longest and shortest days of the year.

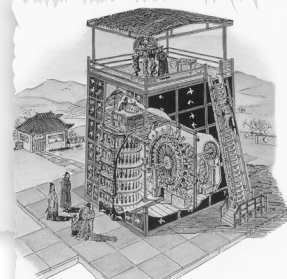


B New message

Hi, Paula,
Greetings from London! I'm enjoying doing all the touristy things here. Today I have been at the British Museum looking at its Ancient Egypt collection. The highlight for me was a water clock. It isn't a whole one, but even so it was very interesting. One day I will go to the Cairo Museum to see the Clepsydra of Karnak, perhaps the oldest of all water clocks, dating from around 1500 BC. Water clocks worked like egg-timers. Instead of sand falling from one half to the other, water dripped in at a steady rate. Markings on the sides told people how many hours had passed, or rather how much time, as I don't think they'd divided the day into hours by then.
Tomorrow, I'm going to visit the Natural History Museum, so expect an email about dinosaurs!
Love,
Doris

C I read the post about the Greek water clocks, and I feel I must comment on it. I know we call them clepsydra, which is a Greek name and, yes, the Greeks did use water clocks. Some of them are amazing, with really complex mechanisms and sounds when different levels had been reached. But to claim that they were a Greek invention is ridiculous. Plato introduced them to Greece in 325 BC, but the Egyptians had been using them for over a thousand years before that. By the way, thank you for the recommendations of where to see original examples of such clocks. Can I add that the Ancient Agora Museum in Athens is also worth visiting?

D To: Doris
This is a diagram of the Su Song clock tower in China. Please add it to our history presentation on early time measuring devices. Briefly: it was about twelve metres high and took eight years to build. It used water, but not in the same way as a water clock – the water powered a mechanism – this activated different displays. It not only told the time accurately, but also the day of the month as well as the position of the moon and stars. When soldiers took it down to transport it to the emperor, no one could put it back together again, despite Su Song drawing sixty diagrams – like trying to put DIY furniture together! It remained a mystery until the 1990s when a full-scale replica was made. Please expand these notes for the talk, but don't add technical detail – it's too complicated!



2b Przeczytaj ponownie teksty A-D i zgodnie z ich treścią uzupełnij luki 1-5 w poniższym wpisie na blogu.

DORIS'S HISTORY BLOG

Although it is known that Sumerians invented time measuring devices, there is no information about them, so obelisks are the earliest 'clocks' we know about. The Egyptians also invented the ¹ _____, which is the Greek word for water clock. That's why some people think they are a Greek invention. If you want to see an early example of one, you have to visit ² _____, although you can see a part of one in the British Museum in London. How did they work? Well, imagine ³ _____ which fills up with water instead of emptying itself of sand. When the water reaches a certain point, we know how much time has passed. As well as the Egyptians and Greeks, ⁴ _____ also had interesting early timepieces. The most amazing of these was so complicated that no one could recreate it

USE OF ENGLISH

3 Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki. Dwa wyrazy zostały podane dodatkowo.

advise clear explain near say tell

There are many expressions that are related to time. Some are more useful than others. If someone ¹ _____ you to do some housework, for example, and you weren't in the mood, they might say 'Don't put off until tomorrow what you can do today.' The obvious answer to that, though, is 'Why not?' As a piece of ² _____ it is fairly useless because there is no ³ _____ about why it's a good idea. Another phrase, which is much more useful, is 'A stitch in time saves nine.' The literal meaning is that if you have something, let's say an article of clothing, with a very small hole in it, it would be very quick to sew it up. However, if you left it until later, the hole would get bigger and it might take nine stitches to fix it instead of one. The meaning couldn't be ⁴ _____. I tried using it on my brother a few days ago when I told him he should clean his room. He just looked at me and replied that he didn't know how to sew!



4 Z opcji A-C wybierz brakującą wypowiedź.

- 1 X: Do you want to go out this evening?
Y: I'm sorry. ____
A I'll be working all evening.
B I'll have finished by then.
C I won't have to work this evening.
- 2 X: I have to go now. Bye.
Y: Bye. ____
A I look forward to meeting you.
B Pleased to meet you.
C It was nice meeting you.
- 3 X: You should have handed this in yesterday.
Y: ____
A Well, better late than never.
B No time like the present.
C You ran out of time.
- 4 X: Do you have a rich social life?
Y: ____
A No, I'm broke at the moment.
B Yes, I have a lot of friends.
C Yes, I spend a lot on my free time activities.
- 5 X: You're always looking for bargains.
Y: Well, you know what they say. ____
A No use crying over spilt milk.
B One's as good as the other.
C The cheaper, the better.

WRITING

5 Przeczytaj polecenie i wykonaj zadanie.

Napisz **artykuł** na 200–250 słów o podejściu w Polsce do punktualności. Przedstaw przykłady różnych sytuacji, zarówno formalnych, jak i nieformalnych, i udziel porady cudzoziemcom odwiedzającym Polskę w celu uniknięcia przez nich problemów bądź nieprzyjemności związanych z punktualnością.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

8 SPORT

Vocabulary



Vocabulary 1

Sport

- 1 Complete the names of the sports. Then write the correct verbs (*do, go or play*).



_____ f _____



_____ s _____



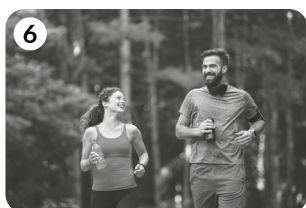
_____ y _____



_____ h _____



_____ a _____



_____ r _____

- 2 Complete the table with the words from the box.

athlete champion championship
event medal tournament trophy

People in sport	Things you can participate in	Rewards for winning
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 4 Look at the verbs and choose one collocation in each group which is not possible.

- break/hold/set *a match / a record*
- win *a trophy / a match / an opponent / a title*
- compete in *a sports event / a tournament / a medal*
- support *a team / a trophy*
- beat *a title / a team / another athlete*
- lose *a game / a goal / a match*

- 5 Complete the sentences with one word in each gap. The first letters are given. There may be more than one correct answer.

- My friends all s_____ Lech Poznań, but I prefer Legia Warszawa.
- The winners of the t_____ will win a beautiful trophy in the shape of an eagle.
- Some of these Paralympic a_____ are amazing.
- On the school sports day, I took part in both the l_____ and h_____ jump competitions.
- Why don't we w_____ out in the gym tonight?
- Bronisław Malinowski h_____ the Polish record for running the mile for forty-three years – from August 1976 until June 2019.

- 6★ Match the collocations to the sports.

- A
- | | | |
|------------------|-------|--------------|
| 1 throw the ball | _____ | a football |
| 2 hit the ball | _____ | b tennis |
| 3 kick the ball | _____ | c basketball |

- B
- | | | |
|---------------------|-------|----------|
| 1 score a goal | _____ | a golf |
| 2 get a hole in one | _____ | b tennis |
| 3 serve an ace | _____ | c hockey |

- C
- | | | |
|------------------|-------|-------------|
| 1 save a penalty | _____ | a surfing |
| 2 win a race | _____ | b football |
| 3 catch a wave | _____ | c athletics |

- 3 Complete the text with the correct forms of the verbs from the box.

beat hold lose score set train

The Women's World Cup has become a popular sports event since the first ever Women's World Cup in 1991. In 2019 it was won by the USA team. They ¹ _____ the Netherlands 2-0 in the final to become the 2019 champions. In the photo, they can be seen wearing their medals, and the captain, Megan Rapinoe, is holding the trophy!

The competition was ² _____ in France. The team certainly deserved to win – they ³ _____ hard before the competition and played well. During the tournament, the team ⁴ _____ some new records, including the highest goal difference victory when Thailand ⁵ _____ a match to the US team 0-13! The USA's Alex Morgan ⁶ _____ five of the goals!





▶ VIDEO 28

1a Watch the video and complete the text with the correct forms of the verbs in brackets.

I love ¹ _____ (watch) football. It's great
² _____ (see) your favourite players in action.
 I dream of ³ _____ (go) to a World Cup final
 one day. ⁴ _____ (be) able to support your
 team live in the stadium must be amazing.
 My cheering could help them ⁵ _____ (play)
 better. I really want ⁶ _____ (experience) it.

1b Choose the correct options.

Graham I'll never forget ¹ *scoring* / *to score*
 my first goal. Everyone stopped
² *cheering* / *to cheer* and admire me.
 Gloria Stop ³ *daydreaming* / *to daydream*!
 Remember ⁴ *cleaning* / *to clean*
 the floor, and don't forget ⁵ *sorting out* /
to sort out the rubbish.

2 Choose the correct options. If both are possible, choose both.

- I enjoy *playing* / *to play* lots of different sports.
- Starting* / *To start* gymnastics has changed my life – I love it!
- Do you ever dream of *winning* / *to win* a sports competition?
- Oh no! It's started *raining* / *to rain*. Quick, let's go home!
- I love *doing* / *to do* athletics, it's my favourite sport.
- Last year, I wanted *getting* / *to get* fitter, so I took up swimming.

3 Look at the pairs of sentences and choose the correct options.

- a I need some new trainers. I must remember *buying* / *to buy* some tomorrow.

b I remember *buying* / *to buy* some new trainers last week, but I can't find them anywhere.
- a I'll never forget *playing* / *to play* in my first basketball match. It was such fun!

b We've got an important match next week. We mustn't forget *playing* / *to play* our best!
- a Max has stopped *running* / *to run* marathons, but he still goes for short runs.

b She's training for a marathon. She stops *resting* / *to rest* for a few minutes when she gets tired and then continues.

4 Complete the text with the gerund or infinitive forms of the verbs in brackets.

UP THE WALL

I'll never forget ¹ _____ (climb) my first wall – it was amazing! After ² _____ (do) a few practice climbs on a small wall, I was prepared ³ _____ (go up) the high wall. Halfway up I got stuck! I can remember ⁴ _____ (hear) the instructor's voice, but I couldn't move. I stopped ⁵ _____ (listen) to her and tried to concentrate. 'You must remember ⁶ _____ (breathe) slowly and not look down,' I told myself. After what seemed a long time, but was only a minute, I was able to carry on and eventually reached the top!

5 Complete the sentences with the correct forms of the words from the box. Add any other necessary words.

advise / me / not / do avoid / play
 be / interesting / learn help / me / do
 let / me / go remind / us / bring

- My parents *let me go* to the match last Saturday.
- Sarah _____ my homework last night.
- My trainer _____ too much exercise when I started working out.
- Our teacher _____ our projects to the next lesson.
- I _____ rugby when I was at school because I didn't want to get hurt.
- It _____ about the history of the sport when I joined the club.

6★ Choose the correct options.

An unusual sport

Have you ever dreamed ¹ _____ an interesting and unusual sport? If you enjoy riding a bike and football, then cycle ball might be for you! It's not a new sport – in fact, it was invented in 1893 by Nick Kaufmann, and now it's often called 'Rad Ball'. It's played by two teams, usually with two players each, on a small court, and players use their front bike wheel or head ² _____ goals. The bikes don't have brakes, and players' feet mustn't touch the ground, which makes it very difficult to control the bike! If you don't ³ _____ taking part in a game, you can always watch the best teams competing in the annual UCI Indoor Cycling World Championships. The most successful players ever are probably the Pospíšil brothers of Czechoslovakia – they managed ⁴ _____ the world championship twenty times between 1965 and 1988! There are plenty of Rad Ball clubs in Europe. ⁵ _____ with friends is also an option, but be careful, as it's not an easy sport!

- A to do B of doing C for doing D you do
- A score B scoring C to score D by scoring
- A want B decide C care D fancy
- A to win B winning C for winning D win
- A Playing B To play C Play D You can play



1 Complete the phrases for describing events with the correct words. The first letters are given.

- 1 The f _____ was really exciting!
- 2 No one e _____ us to win.
- 3 Everyone was c _____ and cheering.
- 4 I had the t _____ of my life.
- 5 You'll never g _____ what happened!
- 6 B _____ I knew it, our team had scored!

2 Match 1–5 to a–f. There is one extra response.

- 1 Then what happened? _____
- 2 What was the final score? _____
- 3 You must have enjoyed it! _____
- 4 What was the match like? _____
- 5 How did the crowd react? _____

- a I've never been so excited before!
- b We won 3–2.
- c Everyone went wild when the match finished.
- d The other team scored – twice!
- e We never score any goals.
- f Well, the start was pretty boring, but after that it was thrilling.

3 Complete the text with one word in each gap. The first letters are given.

The longest tennis match in history

When the tennis match at Wimbledon between John Isner and Nicolas Mahut started, no one could have ¹f _____ that it would go on for so long. It started at 6:13 pm and, by the ²t _____ bad light stopped the play, it had already been going on for nearly three hours. The next day they started the final set. In tennis, you win a set by winning six games, but in the final set you must win by two games, so if it is 6–5, you have to continue.

You'll never ³g _____ what happened! Neither player could get more than one game ahead of the other.

At 9:09 pm, the score was 59–59! They had to come back the next day. My mum says she will never ⁴f _____ it. At 4:47 pm, to everyone's ⁵s _____, John Isner won two games in a row and won the final set 70–68. The crowd were too tired to go ⁶w _____, but they cheered the two players for their efforts. The final set took an amazing eight hours and eleven minutes, and, by the time it finished, the two players had been playing for a total of eleven hours and five minutes!



4 Complete the dialogue with one word from each pair of words from the box in each gap.

at / by day / time for / to
forget / remember in / on so / such

- X: I'll never ¹ _____ my first time skiing.
I was ² _____ excited before we left.
Y: So what happened?
X: There was a long queue for the ski lift. ³ _____ the time it was my turn, I was shaking with excitement. Going up was fun, but, ⁴ _____ my surprise, getting off wasn't as easy as it looked. I fell over, right in front of the people coming up behind me. It was only a small ski lift on the beginners' slopes.
Y: Then what happened?
X: I went down the hill as slowly as I could and, amazingly, stayed on the skis. But, every time I came off the ski lift, I fell over. People were avoiding me, they didn't want to be behind me! ⁵ _____ the end, I managed to work out what to do. Everyone cheered when I didn't fall over.
Y: So, you enjoyed it.
X: Oh, yes. I had the ⁶ _____ of my life.

5 Choose the correct options to complete the jokes.

Dad! You'll never ¹guess / know / think what happened.

What?

I scored three goals today! I had the time of my ²match / team / life!

Wow! That's ³amazing / boring / well. What was the final score?

We lost 2–1.

I'll never ⁴foresee / expect / forget when the English footballer was late for the match.

What happened?

In the ⁵final / end / last, he turned up just before the match started. The manager asked him where he had been. Much ⁶for / to / from everyone's surprise, he said his mum told him that before he could play, he had to tidy his room.

Was it messy?

No, Messi is Argentinian.

Is breakdancing a sport? Of course it is!



The Olympic Games is the biggest sporting event in the world, but even the Olympic organisers are worried that, perhaps, the next generation won't be as interested in watching the traditional sports which most people associate with the championships. In an attempt to reach out to younger viewers, they are adding new events, some of which might be a little bit controversial. One example is breakdancing.

A The first question that comes to mind is whether breakdancing, or any other kind of dance, can be considered as a sport. One dictionary defines sport as 'an activity in which players or teams compete against each other, usually an activity that involves physical effort.' There are dance competitions, and dance definitely involves a lot of physical effort, far more than golf, for example. It's true that when you see people breakdancing in the street, they are doing it for fun, not to compete, but that doesn't mean it can't be competitive.

B Those who argue against its inclusion in the Olympics say it is an activity rather than a sport. They point out that although there are dance competitions, this isn't what dance is really for. In their view, dance is a creative art form without winners or losers. It tells a story and has emotion. Some people claim that because it has routines which are practised and learned, it is different to sports such as football where you have to react to what your opponents are doing. This is true, but so are many Olympic activities, especially in gymnastics.

C The other criticism people have of breakdancing is that there is no clear winner. In a race, someone runs faster than the others. In ball sports, such as basketball or tennis, one person or team scores more goals or points than their opponents. Where sports are marked by judges there can be controversy. Perhaps the judges favour one person over another because of their nationality and give them a higher mark than they deserve. However, lots of Olympic sports would have to be rejected if this way of deciding winners and losers was abolished.

D I have a feeling, though, that a lot of the criticism is because this is a sport practised by young people. It is more inclusive than sports such as tennis or windsurfing because there are almost no costs involved at all, apart from something to play music on. Because you can see gangs of teenagers doing this in major cities all over the world, there might be a feeling that it doesn't take the same sort of talent or dedication as something like marathon running. To which there is only really one reply. If you think it is so easy, try it! You might be surprised!

1 Read the introduction and answer the questions.

1 What sport has recently been added to the Olympic Games?

2 Why was it chosen?

3 Do you think it is a good idea? Why/Why not?

2 Read the text quickly and find the names of seven sports.

3 Read the text again and match paragraphs A–D to questions 1–5. One of the paragraphs matches two questions.

In which paragraph does the writer

1 say why it isn't easy to decide who the champion should be? _____

2 tell the readers what some people say is the real purpose of dancing? _____

3 say that breakdancing is more difficult than it looks? _____

4 explain the meaning of a word? _____

5 claim that the age of competitors is a reason for some people's negativity? _____

4 Read the text again and complete the table with one word in each gap. The first letters are given.



Breakdancing should be in the Olympics

• requires ¹p_____e_____

• ²c_____

• anyone can do it as it isn't ³e_____

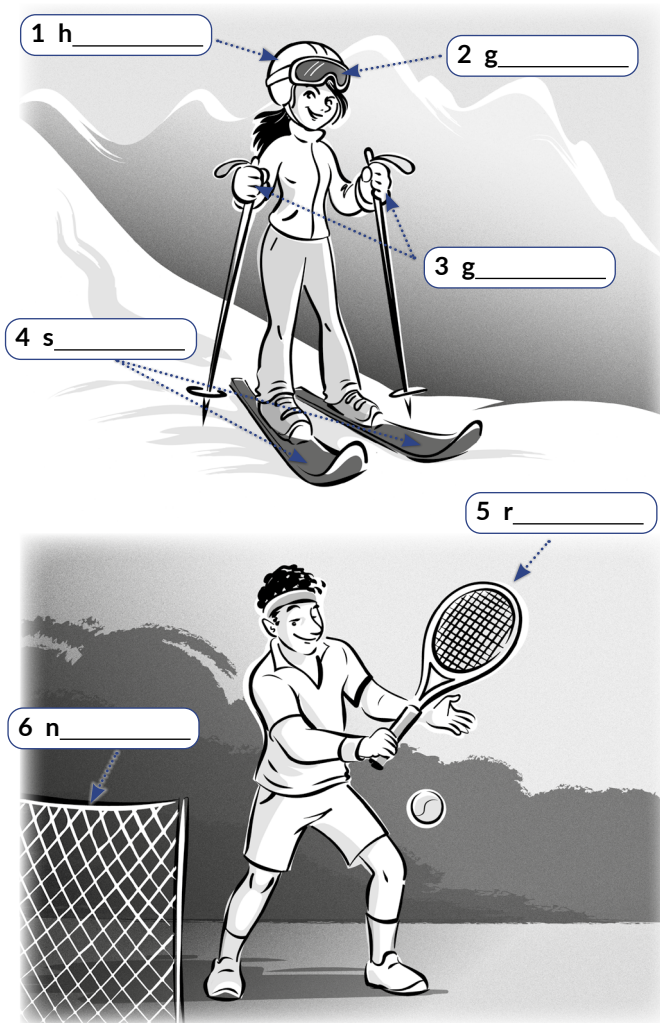
Breakdancing shouldn't be in the Olympics

• not a real ⁴s_____

• difficult to decide the ⁵w_____

• ⁶j_____ might not always be fair

- 1 Label the pictures with the equipment. The first letters are given.



- 2 Complete the texts with the words from the box.

court fair finishing surfboards
track wetsuits

I'm here at the athletics stadium, and the runners are on the race ¹ _____. I'm standing right next to the ² _____ line, so I should be able to get a good view of the winner.

The competitors are lying on their ³ _____ in the sea, waiting for a good wave. They are all wearing ⁴ _____ because the water is very cold.

There is an argument out there on the tennis ⁵ _____. The Serbian player is complaining that his opponent was cheating. It's a shame. Everyone was saying that this year we would see more ⁶ _____ play after the problems we saw last year.

- 3 Match 1–6 to a–f to make sentences.

- 1 Tom is on the baseball _____
2 We're going to skate on the ice _____
3 There's a big crowd in the _____
4 I can't lift this. I need to use smaller _____
5 I'm a beginner, so I need to ski on an easy _____
6 This is the first time I've seen a real boxing _____

a weights. c field. e rink.
b slope. d ring. f stadium.

- 4 Read the dialogue. Six of the underlined words are in the wrong place. Write which word should appear in each place (1–7).

X: Do you think there is a problem with ¹severe _____ play in football?

Y: Not really. I'm more worried about players who ²foul _____ injuries hoping that the ³referee _____ will show a yellow or red card to the other player. Sometimes, the game stops because it looks as if a player has suffered a ⁴sprain _____ injury, and then, when they get the free kick, they jump up and carry on as normal. Sometimes you think they must have a broken leg, or at least got a bad ⁵feign _____.

X: What about drugs used for ⁶match-fixing _____ performance?

Y: I don't think they're a problem, really. They can give you more energy, but they don't make you more skilful. I'm more worried about ⁷enhancing _____ because sometimes results are just too strange to explain.

- 5★ Choose the correct options.

Congratulations on winning the tennis ¹tournament / champions / record. Can we have a photo of you holding the ²event / trophy / score? And hold your ³rink / racket / court in the air with your other hand. That's great. Now, where's the player you ⁴won / broke / beat in the final? Oh, there she is. Excuse me, can I take a photo of you both? You can stand next to the ⁵net / slope / pitch. One of you on each side. Now, shake hands. The match was a great example of ⁶foul / obstacle / fair play, so smile at each other and shake hands. Perfect. Thank you.



1 Choose the correct options.

- 1 In running, *speed* / *accuracy* is important as the fastest person wins.
- 2 Doing sport can improve your *strength* / *confidence* by giving you the belief that you can do things well.
- 3 Gymnasts need good *flexibility* / *strength* so they can easily move their body. They also need excellent *speed* / *balance* so they don't fall off the equipment.
- 4 Before running a marathon, it's important to build *stamina* / *balance* because it's a long race.
- 5 If you want to score a goal, *stamina* / *accuracy* is essential, or you'll miss.
- 6 Sports training can improve your *focus* / *flexibility* and *speed* / *coordination*. The first is your ability to concentrate, and the second is your ability to control the different parts of your body so they work well together.

2 Complete the sentences with the correct words formed from the words in brackets.

- 1 You have to be _____ (skill) to play most sports.
- 2 If you want to run ten kilometres, you need a high level of _____ (fit).
- 3 You can build up your _____ (strong) by working out in a gym.
- 4 Yoga is a good thing to do if you want to be more _____ (flexibility).
- 5 If you're a goalkeeper, you can't daydream in a match. You have to stay _____ (focus) all the time!
- 6 In sports like basketball, it's important to be _____ (accuracy), or the ball won't go in the net.

3 Complete the text with words from exercises 1 and 2. The first letters are given.

Get swimming!

It's not surprising that swimming is a popular sport, as it has many benefits. If you haven't done much exercise for a while, it's a good way to get ¹f_____ because the water supports you. You can quickly build your ²s_____ and get stronger so you can swim for longer. Once you have built muscle ³s_____, you can work on your swimming style and be more ⁴a_____ in the way you make each movement. Because you have to move your arms and legs together, swimming helps with your ⁵c_____. Swimming also has benefits for your mental health. It can help you stay focused and improve your ⁶c_____ in your ability to succeed. People also say it helps them to stay calm. Nearly all your muscles are used in swimming, so it's a great workout!

4 15 Listen to a discussion about StreetGames and complete the sentences with the correct numbers and dates.

STREET GAMES



- ¹_____ young people took part in the event in Cardiff.
- There were ²_____ different sports and activities for people to choose from.
- StreetGames officially started in ³_____.
- Its activities actually started in ⁴_____.
- StreetGames has ⁵_____ clubs in Wales.
- The young people taking part in activities are aged between ⁶_____ and _____.

5 15 Listen again and complete the sentences with up to four words in each gap.

- 1 The dialogue is about a _____ StreetGames.
- 2 StreetGames aims to help young people from _____.
- 3 The presenters mentioned how sport increases young _____ and makes them more focused.
- 4 They also claim that it can prevent them from breaking _____.
- 5 Volunteers learn new skills and also benefit from the experience of working in teams and _____.
- 6 Many teenage girls don't _____.

6 Correct the sentences to make them true.

- 1 StreetGames gives all young people more possibilities of doing sport.

- 2 Participants had to do all the different sports at the tournament.

- 3 All the participants were from Cardiff.

- 4 The speaker links crime to not having a job.

- 1 Watch the video and complete the sentences with one word from the box in each gap.



▶VIDEO 30

both couple deal little loads
many most much no
none plenty some too

- Why is Graham bored?
He has _____ of free time and _____ to do.
- What does the advert ask?
Are you looking for _____ exercise?
Do you have _____ motivation?
- What does the product guarantee?
A great _____ of fun!
- Why is Graham upset?
_____ of the equipment works, _____ handles are broken, there aren't _____ modes, and there are only a _____ of snacks (and he has eaten _____ of them).
- What does Gloria think?
Graham has bought _____ of strange products, but this one is _____!

2 Choose the correct options.

- Most* / *Every* people do athletics at my school.
We have a great team.
- If you haven't been running before, start by running *a little* / *a few* kilometres and build up from there.
- There are *a couple of* / *a great deal of* sports centres in my town. It's really not enough, so I hope they build more.
- There weren't *many* / *much* people watching the sports event. The stadium was half empty.
- There is *several* / *little* time before we have to go, so hurry up.
- I don't care who wins this match. I'm not a fan of *either* / *neither* of them.

3 Look at the underlined words and match 1–6 to a–f.

- This is a photo of Claire and Jackie. _____
 - These are my classmates. _____
 - My sister and I are very similar. _____
 - My sisters and I are very similar. _____
 - Hi, Rob! Hi, Sam! _____
 - Hi, Clara! Hi, Beth! Hi, Jeremy! _____
- a All of them are really nice.
b None of us are very outgoing.
c You both look very smart.
d Both of them are great athletes.
e You all look very happy.
f Neither of us is very sporty.

- 4 Read the **WATCH OUT** box and choose the correct options.

Pato

It's a sport that ¹ _____ people have heard of outside Argentina, but Pato is a popular sport there. It's a combination of basketball and polo, and players ride horses while trying to score goals. ² _____ people are unaware that this sport dates back to as early as 1610, but the history isn't necessary to enjoy it. There are two teams of only four players each, so unlike football there aren't ³ _____ players on the field. The ball has four handles, which makes it easy to throw and catch. The horses are moving at speed, so when a player gets close to the goal, they have to be very skilful. I also like football and rugby, but ⁴ _____ of them are as exciting as Pato. ⁵ _____ time I go to Argentina, I make sure I go to a match. My brother and his wife, who live in Buenos Aires, are ⁶ _____ big fans of the sport, so I never have to go alone.



- | | | |
|-------------|----------|----------|
| 1 a several | b few | c little |
| 2 a More | b Each | c Most |
| 3 a several | b many | c no |
| 4 a neither | b either | c both |
| 5 a Each | b Most | c All |
| 6 a each | b all | c both |

WATCH OUT

each and every

Each and *every* can often be used interchangeably, but *every* cannot be used when referring to two people or things. When followed by *of*, we can say *each of us*, *each of the children*, but if we use *every*, we have to say *every one of us*, *every one of the children*.

5★ Complete the sentences with the correct forms of the words in brackets. Add any other necessary words and use the words in capitals.

- (my friend / I / want / go / university) **BOTH**
My friend and I both want to go to university.
- (people / my class / enjoy / ski) **MOST**

- (my friends / remember / learn / how / swim) **NONE**

- Tom and Angie were in the 100 metre race.
(them / manage / win) **NEITHER**

- Our favourite band are going to do a tour.
(we / hoping / get / tickets) **ALL**

- (students / my school / tried / understand / the rules of cricket) **NUMBER**

They found it very difficult!

1 Match the sentence halves.

- | | | |
|------------------|-------|-----------------|
| 1 Tom trained | _____ | a the match. |
| 2 Elaine won | _____ | b her opponent. |
| 3 Maxine was in | _____ | c a goal. |
| 4 Mark set | _____ | d the pitch. |
| 5 Jason scored | _____ | e hard. |
| 6 Beth wore | _____ | f a new record. |
| 7 Cathy beat | _____ | g a helmet. |
| 8 Roberta was on | _____ | h the stadium. |

2 Match the sentences to the sports from the box.

athletics boxing football ice skating
skiing surfing tennis

- Alex and his opponent are in the ring waiting to start. _____
- Come on – hit it over the net this time. _____
- Donna needs a wetsuit in this weather. _____
- Clara is at the top of the slope. _____
- And Jack crosses the finishing line. _____
- Oh, dear. He's in trouble. The referee says it's a foul and a red card. _____
- They are on the rink, ready to start. _____

3 Choose the correct options.

- Most* / *Every* people enjoy swimming.
- Few* / *Little* people know about the origins of judo.
- We didn't manage *winning* / *to win*, I'm afraid.
- My friend and I have joined a gym although *either* / *neither* of us is very fit.
- No* / *None* of the footballers played well.
- We spent *a good deal of time* / *much time* training before the match.
- The players stopped *to allow* / *allowing* the physiotherapist to attend to the injured player.
- Each* / *Both* of the players was given a medal.

4 Complete the text with the words from the box. Put the verbs in the correct gerund or infinitive form. There are three extra words.

be both do either few little
make neither work

'After our latest defeat, I've decided ¹ _____ something different next week. Mark and Aaron will play. ² _____ of you have been training hard and deserve a chance. I'm afraid this means that Harry and Raheem will drop out. I know that ³ _____ dropped is disappointing, but ⁴ _____ of you are one hundred percent fit at the moment. Keep ⁵ _____ hard in training and I'm sure you'll get another chance soon. Now, I've got a ⁶ _____ ideas here about how to beat our opponents, so listen carefully ...'

5 Complete the text with one word in each gap.


Robert Lewandowski is one of Poland's most famous footballers and, during his career, he has ¹ _____ some interesting records. Firstly, he has scored more goals for Poland than any other player. He has also ² _____ the Polish Player of the Year award a record number of times. He managed ³ _____ reach one hundred goals in the German Bundesliga more quickly than anyone else. Perhaps the most amazing record happened in September 2015 in a match against Wolfsburg. Lewandowski didn't play in the first half. The Wolfsburg fans in the ⁴ _____ were enjoying the match and cheering on their side, who were winning 1–0. Lewandowski came out for the second half, and, in nine minutes, between the fifty-first and sixtieth minutes, he scored five times! ⁵ _____ of the Wolfsburg fans were cheering after that!

6 Translate into English.

- Last week _____ (zapomniałem pójść) to the training session.
- _____ (Oglądanie piłki nożnej na żywo) is much better than watching it on TV.
- The _____ (sędzia rozmawiał z obydwojema) managers and told them to calm down.
- My friends and I weren't very good at ice-skating, but at least _____ (nikt z nas) fell over.



Should competitive sports be banned in schools?

It ¹ _____ to be that school PE lessons were very competitive. The competition started when two players acted as captain of their teams and took turns to pick players until there were just a handful of students left that neither team wanted. In my ² _____, this was a form of bullying and shouldn't have been allowed, but that doesn't mean competition is bad.

Firstly, it is no doubt true that, traditionally, PE lessons were a miserable time for anyone who wasn't particularly good at sports, but I think teachers are more aware of the problem nowadays. Furthermore, although a recent survey found that sixty-four percent of 8–16-year-olds would be happy, or at least not worried, if their sports were uncompetitive, that still leaves thirty-six percent who would miss the competition.

In ³ _____, competitive sport, when supervised carefully, can teach young people the importance of team work and also motivate them to get better. What is ⁴ _____, if there were no competitive sports at all in school, where would the next generation of sports stars come from?

To ⁵ _____, I believe that competitive sports should still be offered to students. However, the way this is done could be improved. Firstly, students should play sports with people who have a similar level of ability, and secondly, schools should offer a choice. To my ⁶ _____, it is obvious that there should be competitive sports for those who want them, but there should also be alternatives for those who don't.



- 1** Read the essay quickly and choose the correct option.

The writer believes that

- a** all students should have to play competitive sports at school.
- b** no competitive sports should be played at school.
- c** students should have a choice between competitive and non-competitive sports.

- 2** Read the essay again and complete it with the words from the box.

addition conclude mind more
used view

- 3** Complete the table with the phrases in bold from the text.

[illegible]

- 4** Add the expressions below to the table in exercise 3.

In conclusion

To sum up

It seems to me that

Traditionally

In the past

I strongly believe that

Furthermore

I would argue that

Nowadays

- 5 Rewrite the sentences. Use the words in capitals.**

- 1** In my opinion, competition in sports is important.
ARGUE

- 2 Traditionally, boys and girls played different sports.

- 3 In conclusion, I don't think that competition itself is the problem. SUM

- 4 Furthermore, competition also teaches us how to be a good loser. IS

- 6**  **Do the writing the task.**

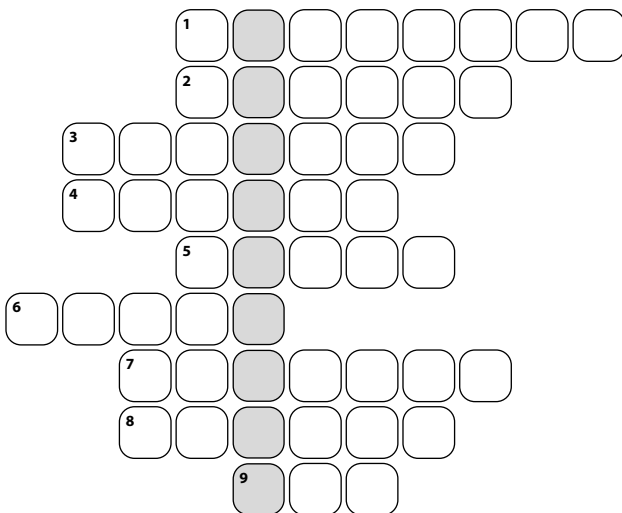
Wychowanie fizyczne nie powinno być przedmiotem obowiązkowym, ale szkoły powinny oferować szeroki zakres zajęć sportowych i fizycznych tak, aby każdy uczeń mógł znaleźć coś odpowiedniego dla siebie. Napisz **rozprawkę** na 200–250 słów, w której przedstawisz swoją opinię na ten temat, biorąc pod uwagę punkt widzenia nie zainteresowanego sportem ucznia oraz nauczyciela wychowania fizycznego.

VOCABULARY

1 Complete the sentences with one word in each gap. The first letters are given.

- I recently won a m_____ and a beautiful t_____ for coming first in a school sports t_____.
- I w_____ o_____ at the gym at least once a week.
- Our school sports teams never l_____ matches against other teams because they always s_____ plenty of goals.
- I'd like to be a professional a_____, so I t_____ hard every day.
- I would love to b_____ the world r_____ time for the 1,500 metres one day.
- My school is going to h_____ a sports competition soon. We've got a new race t_____ on the school playing fields.

2 Complete the crossword and find the hidden sport. There may be more than one correct answer.



- Something that runners have to get over in a special race.
- You need this to play tennis.
- Where you go to watch a football match.
- This protects your head.
- This is the grassy area where the players play some sports.
- A word with a similar meaning to 'pretend'. We use it to talk about someone who is pretending to be injured.
- Surfers wear this to keep warm in the water.
- Some people wear these to keep warm, but boxers wear them so that they don't get too badly hurt.
- In some sports, you try to get the ball over this. In football, you want the ball to go into it.

GRAMMAR

3 Complete the text with the gerund or infinitive forms of the verbs in brackets.

ALONE AT SEA

Michelle Lee has become the first Australian woman to row alone across the Atlantic. Amazingly, she only began rowing two years before starting this challenge! While she was preparing for her trip, she learned how ¹ _____ (build) a boat and trained hard to increase her stamina. She left the Canary Islands and travelled over five thousand kilometres before ² _____ (arrive) in Antigua. She managed ³ _____ (row) for at least ten hours a day and only stopped ⁴ _____ (rest) and sleep for a few hours a day. It was a tough trip, and she missed ⁵ _____ (talk) to people. ⁶ _____ (walk) on land felt very strange after so much time at sea!

4 Choose the correct options.

- There are _____ shops in the city. It's great to have so much choice.
a a few b lots of c not many
- I went to the mountains for two days, and _____ day I walked over twenty kilometres.
a either b each c both
- When I was organising a fun run, a _____ people in my class said they'd like to do it.
a few b number c plenty
- _____ of the people in my class watch the Olympics – they aren't interested in sport.
a No b None c Neither
- I've only got two friends here – and _____ of them are away this weekend, so I'm on my own.
a every b neither c both

ROUND-UP 1 2 3 4 5 6 7 8

5 Read the article and choose the correct options. If both are possible, choose both.

Ultra-runner Dave Mackey

¹ **Running / To run** has always been part of Dave Mackey's life – he's not just a runner, he's a professional American ultra-runner ² **whose / who** often runs races of 100 kilometres or more! So far, he ³ **has achieved / has been achieving** some incredible things, like running from one side of the Grand Canyon to the other and back in under seven hours! In 2015, Dave ⁴ **has had / had** an accident while he ⁵ **has been running / was running**. Luckily, another runner found him and called the emergency services. If he ⁶ **didn't find / hadn't found** Dave, things could have been much worse. As a result of the accident, in 2016 part of Dave's left leg ⁷ **had removed / was removed**. This ⁸ **must stop / might have stopped** someone else, but not Dave. After ⁹ **learning / to learn** to run with an artificial leg, he soon started ¹⁰ **competing / to compete** again. No doubt he ¹¹ **will still be running / will still have run** long distances in twenty years' time! Not ¹² **much / many** people are as dedicated to their sport as he is.



LISTENING

- 1 16 Usłyszysz trzy teksty. Wybierz właściwą odpowiedź, zgodną z treścią nagrania.

Tekst 1.

- 1 What do we know that the speaker found out from the talk?
- A How risky Adam Bielecki's climb in Pakistan was.
 - B Details of a courageous act carried out by Adam Bielecki.
 - C Something new about Adam Bielecki's character.
- 2 Why did the speaker feel nervous when listening to the talk about the climb?
- A He had faced the same dangers himself on an expedition.
 - B The dangers were described very vividly.
 - C He didn't know if the story had a happy ending.

Tekst 2.

- 3 Why isn't the man going to the gym?
- A His doctor told him not to.
 - B It's one of his rest days.
 - C He has got an injury.
- 4 The man is blaming
- A himself.
 - B the training programme.
 - C his trainer.

Tekst 3.

- 5 What is true about the situation at the beginning of the dialogue?
- A The fans are celebrating a victory in a football match.
 - B The football supporters are well-behaved.
 - C There are a lot of police officers nearby.
- 6 Where does the conversation take place?
- A In a stadium.
 - B At a railway station.
 - C On a train.



READING

- 2 Przeczytaj tekst. Uzupełnij zdania zgodnie z treścią tekstu.

Iga Świątek – Polish talent



Iga Świątek made history in 2020 when she won the French Open tennis tournament. Not only was she the first ever Polish tennis player to win a Grand Slam singles tournament, she was also the lowest ranked winner of the women's French Open since rankings were introduced. At the start of the tournament, she was fifty-fourth in the world.

One important member of Iga's team is her sports psychologist. As a young player, Iga had a few problems controlling her emotions, especially when making a mistake, which led to her dropping points and even losing matches. As many sports stars have found out, there is a tiny difference between victory and defeat, and being in the right frame of mind while playing is vital. A sports psychologist can help a player go into a match with a positive attitude. The psychologist even gave Iga a ukulele at one point, as the instrument is said to help people control their emotions more easily.

Music is very important to Iga, and she loves old rock music. Her taste in music comes not from her family or friends but her coaches. She heard the music they were listening to and found that it appealed to her. But although her father might not have influenced her musical tastes, he certainly had an influence on her life. He was an Olympic rower who represented Poland at the Olympic Games in 1988, and Iga definitely has the same dedication and talent when it comes to sporting success.

- 1 In 2020, Iga Świątek achieved what no other Polish tennis player had managed before when _____.
- 2 Before the tournament started, there were fifty-three _____.
- 3 One reason why Iga hired a sports psychologist was that she was sometimes defeated because of an inability _____ on the tennis court.
- 4 In order to help Iga to remain calm while playing tennis, _____.
- 5 Apart from teaching Iga how to play tennis, her coaches have also _____.



BEFORE WATCHING

- 1 What qualities do you think are important in a friend? Put the ideas below in order from 1 (most important) to 6 (least important). Discuss your ideas in pairs.

_____ hard-working	_____ same interests
_____ funny	_____ sociable
_____ never gets upset	_____ loyal

- 2 Work in pairs. Ask and answer the questions about you and your best friend.

- 1 How do you keep in touch?
- 2 What do you have in common?
- 3 What do you like most about him/her?
- 4 What do you like doing together?
- 5 Can he/she keep a secret?

WHILE WATCHING

- 3 Watch the video and match answers a-e below to questions 1-5 from exercise 2.

- | | |
|--|-------|
| a You are loyal and funny. /
You are caring and easy to get along with. | _____ |
| b Taking photos. / Getting coffee. | _____ |
| c By phone. / By text message. | _____ |
| d Yes. / Sometimes. | _____ |
| e Film. / Movies. | _____ |

- 4 Watch the video again and write B (Bokang), M (Maxine) or BM (both Bokang and Maxine).

- Who ...
- 1 has a video channel? _____
 - 2 explains the instructions? _____
 - 3 uses her phone to keep in touch? _____
 - 4 says her friend cares about her? _____
 - 5 has a friend who makes her laugh? _____
 - 6 wrote a different answer to the one her friend expected? _____

FOLLOW-UP

- 5 Complete the sentences with the words and phrases from the box.

basically got it on the same page speaking of

- 1 My channel is called *The B Word*, where I share parts of my life and, of course, hang out with my friends.
_____ friends, today you get to meet one of them.
- 2 ... we're going to write down our answers, and then we're going to reveal it to see if they match.
Easy, right? _____?
- 3 I wrote 'phone'. What did you write?
I wrote 'text messages'.
OK, so it's _____ the same thing.
- 4 'Movies' / 'Film'.
OK, so we're _____ there.

- 6 Complete the sentences with the correct forms of the words and phrases from exercise 5.

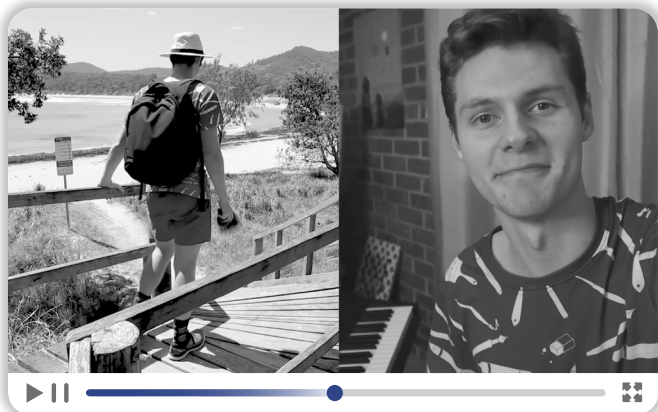
- 1 The words 'clever' and 'intelligent' _____
_____ mean the same thing, although there is a slight difference sometimes.
- 2 X: Michelle's having a party on Friday.
Y: Oh, _____ parties, what was Luke's party like last weekend?
- 3 X: OK, everyone, the plan is to get fit. Are we all _____?
Y: Yes! Let's go jogging!
- 4 X: Apple made a car, but no one bought it.
Y: Why?
X: It doesn't have windows! Ha! Ha!
Y: I don't _____.

- 7 Are there any things that you and your best friend do not have in common? Does it matter? Why/Why not?

AFTER WATCHING

- 8 Design a game that you can play with just a pen and paper, or describe one that you already know.

- Give a summary of what the aim of the game is.
- Write the instructions.



BEFORE WATCHING

- 1 Describe what you can see in the two halves of the video still and how you think they might be connected.

On the left side, I can see _____

On the right side, I can see _____

I think the connection is that _____

WHILE WATCHING

- 2 Watch the video. How does Connor connect the natural world with his creative ability?

- a He records sounds and uses them in his music.
- b He listens to music as he explores the local environment.
- c He interprets the sound he records to create his own music.

- 3 Watch the video again and complete the fact file with one word in each gap.

Name: Connor

Town: Coffs ¹ _____

State: New ² _____ Wales

Bird sounds: short, sweet and ³ _____

Rock pool sounds: soft, wavy and ⁴ _____

Ocean sounds: open, flowing and ⁵ _____

Final piece of music: 'Diggers' ⁶ _____



FOLLOW-UP

- 4 Connor talks to us as if we are making the music with him. Complete his suggestions and comments with the words and phrases from the box.

better hope how let's perhaps quite

- 1 Can you hear the sound of the water? _____ get it.
- 2 _____ playing short notes in the upper register will remind us of the birds.
- 3 _____ about this?
- 4 No, not _____ right. Working on my own, it's hard to create the right sound. A sound that tells people about my own little corner of the world ... Ah, that's _____.
- 5 I'm now going to play you all of these sounds together as a piece of music ... I _____ you like it.

- 5 Imagine your friend is trying to make music about school life. Complete the suggestions and comments with the words from exercise 4.

- 1 _____ about adding some drums to make it more dramatic?
- 2 I _____ people understand what it's about.
- 3 I don't think it's _____ right yet.
- 4 It's much _____ now. I think we've done it!
- 5 _____ call it *A Day in the Life of a School Student*.
- 6 _____ recording the lesson without asking the teacher first wasn't a good idea!

AFTER WATCHING

- 6 Look at other ideas for interacting with your local environment in a creative way. Choose one and explain what you could do and why you think it would be a good idea.

architecture / design

music / song

poem

painting

film

story

photography



BEFORE WATCHING

- 1 Look at the video still and try to answer the questions.

- 1 What island is it? _____
- 2 Which ocean does it lie in? _____
- 3 How far from New Zealand is the island?

- 4 How many statues are there on the island?

- 5 Why were they built? _____
- 6 Why is there a giant statue under the ocean?

WHILE WATCHING

- 2 Watch the video and choose the best title.

- a The adventures of Te Radar
- b The Moai heads of Rapa Nui
- c Searching for buried statues

- 3 Watch the video again and write the correct answers for the questions in exercise 1.

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

FOLLOW-UP

- 4 Match the sentence halves.

- 1 There's something _____
 - 2 It makes you _____
 - 3 They seem _____
 - 4 There's something about _____
- a seeing them in postcards.
 - b to watch over the island.
 - c quite powerful about them.
 - d think, 'How did they manage to create so many of these gigantic statues?'

- 5 Complete the text about the Egyptian pyramids with one word in each gap.



I visited the pyramids of Giza. In photos, they
¹ _____ to be in the middle of the desert,
 but, in fact, they are right next to Cairo. I went
 to see them during the day, but it was very
 crowded, so I went again at 5 am. There's
 something ² _____ being there alone as
 the sun comes up that is really magical.
 I've read legends about the pyramids, and there
 is definitely ³ _____ incredible about them.
 It ⁴ _____ you
 think, 'How did the
 ancient Egyptians
 manage to build
 these amazing
 structures without
 modern tools
 and technology?'

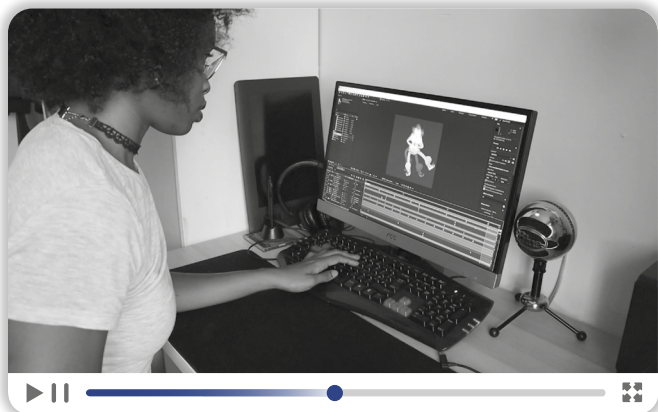


- 6 Complete the sentences about a place in your country with your own ideas.

There's something about _____
 _____.
 It/They seem(s) to _____
 _____.
 It/They make(s) you _____
 _____.

AFTER WATCHING

- 7 Imagine you have just returned from visiting Rapa Nui. Write an email to a friend describing your trip and your feelings about seeing the famous statues.



BEFORE WATCHING

1 Discuss the questions with a partner or answer them on your own.

- Look at the photo of an animator at work. What do you think she is doing?

- What cartoons did you like watching when you were younger?

- What did you like about them?

WHILE WATCHING

2 Watch the video and complete the table with the jobs from the box.

animator composer illustrator musician painter
sculptor story boarder video editor

Jobs Storm has done	Other jobs needed to make an animation
<i>animator</i>	_____
_____	_____
_____	_____
_____	_____

3 Watch the video again. Are the statements true (T) or false (F)?

- It is less beneficial to have only one skill when you work in the field of arts. T / F
- Animators spend most of their time drawing. T / F
- Storm worked as an actor to help pay for her university studies. T / F
- Doing the movements helps animators make their work more realistic. T / F
- Lots of different types of creatives are needed to make an animated film. T / F
- Storm says that not all the jobs she has had have been useful in her career. T / F

FOLLOW-UP

4 Complete the sentences with the correct words formed from the words in capitals.

- Storm describes herself as a digital _____.
CREATE
- Using a series of still pictures to make a moving film is called _____. ANIMATE
- Storm acts out the _____ her characters are going to make. MOVE
- She wants to make her characters more _____.
BELIEVE
- At university, she was the _____ of an animated film. DIRECT
- She has also worked in _____, video editing and storyboarding. ILLUSTRATE

5a Storm says she is a 'jack-of-all-trades' meaning she can do several different jobs quite well. Look at the job adverts below and match three skills to each one. There may be more than one correct answer.

clean climb cook do magic tricks drive a truck
lay bricks make things from wood play the guitar
put up a tent read maps and use a compass
sail sing speak a foreign language
teach train children to play sports

- Village school with just one class needs someone to help the students.

- Volunteers needed to rebuild village after a fire.

- Workers needed on yacht. Get us to where we want to go, feed us and keep the yacht looking nice!

- Entertainers needed for children's summer camp.

- Mountain guide company needs someone to look after customers on multi-day hikes.

5b Are you a 'jack-of-all-trades'? What can you do well?

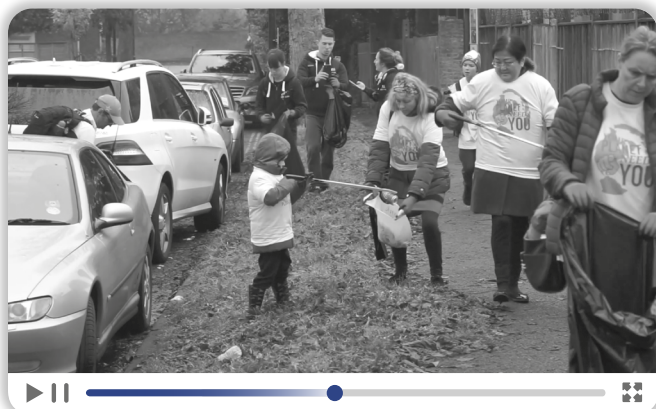
AFTER WATCHING

6a Imagine you are a story boarder for Storm's creative company. You have been asked to come up with the story for a short film. Choose one of the storylines below or come up with your own idea.

- A friendly alien comes to Earth and is shocked by what he/she sees.
- A mystery needs solving by an unusual detective.

6b Now, plan the storyboard with six scenes. Write a brief summary of what happens in each scene.

An alien is in a spacecraft approaching Earth. He/She is reading a holiday brochure. We can see the front cover ...



BEFORE WATCHING

1 Answer the questions.

- Look at the video still. What environmental problem are the people trying to solve?

2 What environmental problems are there in your area? Rank them from the least to the most serious and explain your choice of the most serious one.

WHILE WATCHING

2 Watch the video and answer the questions.

- What two words is 'plogging' made from? Define each of them.

_____ - _____

_____ - _____

- Why did Michelle and Dermott start their group?

3 Watch the video again and complete the sentences with one word in each gap.

- Dermot and Michelle decided to start *Plog-olution!* because back in 2018 they went for a run together and came across a lot of _____.
- They welcome everyone, all sorts of _____ abilities, from your slow walkers to your really fast runners.
- They have to _____ together to make sure they don't miss any litter, and they find a lot more than you might imagine!
- Old food packaging, _____ waste ... The whole plogging team are shocked by the amount of rubbish they find.
- It's a great chance for the younger team members to learn about how to look after the _____ and how they can help in their community.
- The day out has been tiring for the group, but it has also been a great _____.

FOLLOW-UP

4 Complete the sentences with the correct forms of the verbs from the box.

clean come do get meet set

- Michelle and Dermot _____ up the plogging organisation.
- While they were walking, they _____ across huge numbers of disposable drinking cups.
- The group are going to _____ a lap of the park.
- It's a good chance to _____ great people.
- It also helps you to _____ fit.
- And, of course, you help to _____ up the community.

5 Answer the questions.

- Would plogging be popular in your town? Why/Why not?

- Where could people go plogging in your town?

- What sort of people would plogging appeal to?

4 What other ideas can you think of to help the environment locally?

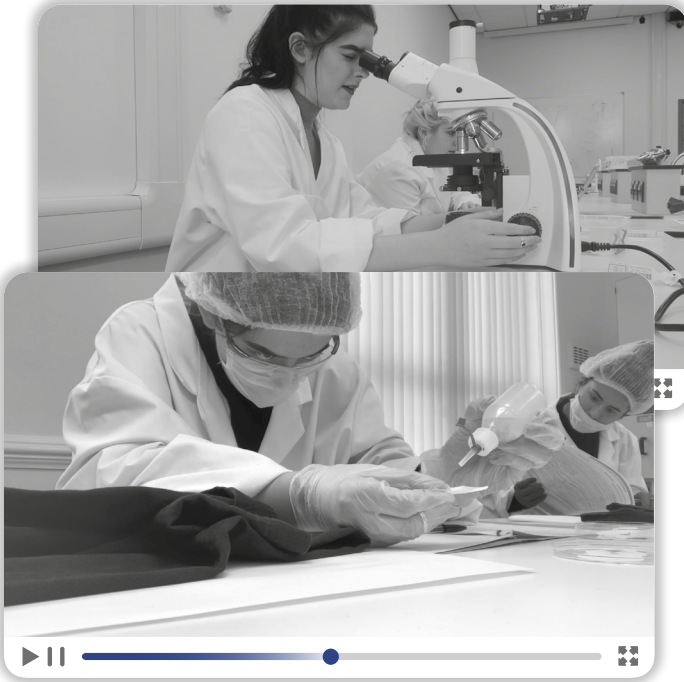
AFTER WATCHING

6 Imagine you are going to set up a plogging club in your school. Write an email introducing other students to the idea of plogging. In your email:

- describe what plogging is,
- explain why plogging is good for them and the community,
- give information about when and where the first event will take place,
- suggest suitable clothes and equipment for everyone to bring and say what you will provide.



A day in the life of a forensic science student



BEFORE WATCHING

- 1** Look at the video stills and try to answer the questions.

- 1 What is Angela doing?
- 2 What subject is she studying?

WHILE WATCHING

- 2** Watch the video and write the correct answers for the questions in exercise 1.

- 1 _____
- 2 _____

- 3** Watch the video again and complete the text with one word in each gap. The first letters are given.

Dear diary,

I had a great day at university again today.

I love studying forensic science because we get to ¹i_____ crime scenes to find out who the criminal is. In the morning, we were learning about different ²l_____ for burglars.

After lunch, I went to the ³lab to look at some evidence. Each of us had a pair of trousers to ⁴analyse, and we were looking for ⁵criminal fibres to match those found at the crime scene.

Anyway, it's been a pretty ⁶t_____ day,
and I've got another long day tomorrow,
so it's time for bed.

FOLLOW-UP

- 4** Complete the sentences with the words from the box.

about for in on out with

- 1 In the lecture, Angela finds _____ how to investigate who committed the crimes.
- 2 Angela learns a lot _____ murderers.
- 3 She can't think about convicting people _____ murder until she's had breakfast!
- 4 Burglars are sometimes sentenced to time _____ jail.
- 5 Angela went to the laboratory to work _____ her evidence project.
- 6 She was looking for fibres which coincided _____ those found at the murder scene.

- 5** Choose the correct options.

- 1 Today I thought I would show you a day in the ____ of a forensic science student.
a career b life c week
- 2 This ____ me up for a long day of lectures.
a woke b got c set
- 3 After that I ____ in for some lunch in the library.
a make b head c arrive
- 4 Things will start ____ bad for the owner.
a looking b feeling c going

AFTER WATCHING

- 6** Imagine you are now at university studying for your dream job. Write a short blog post about a day in your life.

- Why did you choose the course?
- What sort of things are you learning about at the moment?
- What is a typical day like?
- What do you usually do in the evenings?



BEFORE WATCHING

1 You are going to watch a video about a German girl who spent six months at a school in Japan. In your opinion, which of these aspects of Japanese school does she consider as positive, and which as negative? Think of reasons why.

- | | |
|---------------------------------|-------|
| a Getting to school | _____ |
| b Rules about shoes | _____ |
| c The school uniform | _____ |
| d Rules about jackets in winter | _____ |
| e The food | _____ |
| f Cleaning the classroom | _____ |

WHILE WATCHING

2 Watch the video and complete the table with phrases a-f from exercise 1.

Positive	Negative
_____	_____
_____	_____
_____	_____
_____	_____

3 Watch the video again and complete the notes.

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

FOLLOW-UP

4 Read the sentences from the video and choose the correct meaning of the underlined informal phrases.

- So that doesn't only go for houses in Japan, it also goes for a lot of public buildings, like schools!
 - a is also true for
 - b also looks like
 - c also affects
- The third thing I really loved about my Japanese high school, and it kind of goes hand in hand with the shoes thing, was my school uniform.
 - a is dependent on
 - b is more important than
 - c is related to
- And don't get me wrong here, I'm still really glad that I went there.
 - a don't criticise me
 - b don't misunderstand me
 - c don't disbelieve me
- Because, at the end of the day, exchange is not a vacation or a holiday.
 - a when you think about it
 - b in the evenings with the host family
 - c despite what people might say
- And life just has its ups and downs.
 - a surprises and celebrations
 - b good and bad moments
 - c advantages and disadvantages

5 Complete the sentences with the correct phrases from exercise 4.

- _____, I'm not saying it's a bad film. I just didn't like it as much as I thought I would.
- My parents have their _____, but most of the time they are very happy together.
- It's a shame we lost, but, _____, it's just a game, and it's no reason to become violent.
- Max, please hand in your homework on time this week. And that _____ the rest of you! I want to see it on Monday morning.
- What people don't seem to realise is that crime _____ with poverty and discrimination. If we can reduce those things, the crime rate will fall.

AFTER WATCHING

6 Imagine you can go on a school exchange to a country of your choice. Write a paragraph in which you answer the questions below.

- Where would you choose to go? Why?
- What positive differences might there be?
- What problems might you face there?



BEFORE WATCHING

- 1** You are going to watch a video about a man trying to break a world record. What do you think he is going to do?
- Reach the South Pole alone and on foot from the coast of Antarctica in the fastest ever time.
 - Walk from one side of Antarctica to the other, walking further on the ice than any other person before.
 - Be the first ever person to take a new, undiscovered route to the South Pole.
- 2** What makes people try to do difficult and dangerous activities such as the ones in exercise 1?

WHILE WATCHING

- 3** Watch the video and check your answer to exercise 1. Does Richard break the world record?
-
- 4** Watch the video again and answer the questions.
- What was Richard's previous job?

 - What does Richard love about being an extreme athlete?

 - How long has Richard been training for his journey to the South Pole?

 - What challenges has he faced in preparation for his journey?

 - How many calories will he need from food every day?

 - Where will Richard get the majority of his calories from?

FOLLOW-UP

- 5** Match adjectives 1–4 to the nouns they refer to in the video.

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

- 6** Answer the questions with full sentences using the collocations from exercise 5.

- What did Richard suffer?

- What was he about to go on?

- What is Richard's job now?

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

- 7** Imagine you are an interviewer talking to Richard after he has finished the challenge. Think of three questions to ask him.

-
-
-

AFTER WATCHING

- 8** Richard has already done several difficult challenges. Design a new challenge for him to take on.



Where will it be?

What does he have to do?

What can he take with him?

How long does he have to complete the challenge?



0.1 Present tenses

1 Match the sentence halves.

- A**
- | | |
|--------------------|--------------------------------|
| 1 I am _____ | a phoned Oliver yet. |
| 2 I don't _____ | b eating my dinner. |
| 3 I haven't _____ | c got home – about |
| 4 I've never _____ | two minutes ago. |
| 5 I've just _____ | d been late for school before. |
| | e like playing football. |

- B**
- | | |
|--------------|-----------------------------------|
| 1 Has _____ | a you often go shopping? |
| 2 Is _____ | b you finished work yet? |
| 3 Does _____ | c you trying to stop eating meat? |
| 4 Have _____ | d Lucy ever had a part-time job? |
| 5 Are _____ | e your mum working today? |
| 6 Do _____ | f Susie work on Saturdays? |

2 Complete the text with the correct forms of the verbs in brackets. Use the present simple, present continuous or present perfect simple.



My sister Lisa ¹ loves (love) sport. She often ² _____ (play) hockey and volleyball with her friends, and she also ³ _____ (go) skateboarding twice a week. In fact, she ⁴ _____ (skateboard) at the moment – she ⁵ _____ (train) for a competition next month, so she needs to practise. We get on well, but we're very different – I ⁶ _____ (not enjoy) doing sport at all, I prefer dancing and music. Right now, I ⁷ _____ (wait) for Lisa to come home so we can practise our dance for the school show! We ⁸ _____ (be) very busy recently, so we haven't had much time to get ready for it.

3 Choose the correct options.

- I'm working *on Saturdays* / *today*.
- I'm not talking to my friends *every day* / *at the moment*.
- I haven't had a chance to rest *for* / *since* this morning.
- Do they listen to the same songs *at the moment* / *every day*?
- Wait a minute, I haven't finished my breakfast *before* / *yet*.
- Do you *usually* / *today* play a musical instrument?

4 Complete the sentences with the correct forms of the verbs in bold. Use the present simple, present continuous or present perfect simple.

- A** be / go / study
- I go to school number three.
 - I _____ at this school for three and a half years.
 - At the moment, I _____ for my final exams.

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

- _____ (I / live) in Romania since I was four.
- _____ (I / know) my best friend since primary school.
- My brother _____ (work) very hard at the moment.
- The school athletics team _____ (not / win) a competition for five years.
- My mum _____ (always / meet) her friends at a café in the city centre on Saturdays.
- _____ (I / read) a great thriller at the moment.

6 Choose the correct options.

I've just got an app to help me with my diet. Before each meal, I weigh the food and enter all the information in the app. The app then ¹ _____ me how many calories it is and what I can eat later in the day. I also photograph every meal. It helps me to remember what I eat, but I'm also ² _____ photos for my new website called *My food diary*. I haven't told my parents ³ _____. Every time Dad sees me taking a photo of my dinner, he asks, 'What ⁴ _____? Why are you taking photos of your food? Do all your friends do that?' I think Mum is more positive. ⁵ _____ her taking some photos of food in the kitchen recently. Maybe she ⁶ _____ of starting a website now, too!

- | | |
|-----------------|-----------------|
| 1 A tell | B has told |
| C tells | D is telling |
| 2 A collect | B collecting |
| C collected | D collects |
| 3 A just | B ever |
| C never | D yet |
| 4 A do you do | B have you done |
| C are you doing | D you do |
| 5 A I see | B I'm seeing |
| C She's seen | D I've seen |
| 6 A 's thinking | B think |
| C thinks | D has thought |

B look / never eat / not find

- At the moment, Matt _____ for passion fruit in the supermarket.
- He _____ passion fruit before.
- He has been to three supermarkets, but he _____ any passion fruit yet!

C go / not cycle / not fix

- Emily usually _____ to school by bike.
- She _____ today because her bike is broken.
- It's at the shop, but they _____ it yet.

0.2 will and be going to

1 Complete the dialogue with the verb forms from the box.

are you going to do lands 'll ask 'll get
'll have 'll let 'm going to go will come

Could you let me out, please?

Why?

This is a long flight. I'm bored. I ¹ 'm going to go to the front of the plane.

What ² _____ there?

I don't know. Perhaps I ³ _____ a chat with one of the people working on the plane. Do you think they ⁴ _____ me talk to the pilot?

No way! If you ask to talk to the pilot, they ⁵ _____ nervous and radio for help. Then, when the plane ⁶ _____, the police ⁷ _____ onto the plane and take you away.

You're right. I ⁸ _____ them to bring us another drink. Do you want one?

2 Complete the gaps with the best future forms in bold. There is one extra future form in each set.

- 1 is being / is going to be / will be
 - a Don't worry, there are still three days to get everything ready. I'm sure it _____ a good party.
 - b Wow. Look at all the people arriving! This _____ a great party!
- 2 are getting / get / will get
 - a When we _____ to the hotel, I'm going to have a shower.
 - b What time do you think we _____ there?
- 3 'm going to meet / meet / will meet
 - a Sandra's back in town, so I _____ her.
 - b When I _____ Sandra, I'll tell her about your idea.
- 4 finds out / is going to find out / 'll find out
 - a I rang Jake about the concert tickets. He _____ where we can get them from.
 - b Jake will be worried when he _____ that there's going to be a test next week.

3 Match the sentence halves and complete the sentences with the correct forms of the verbs in brackets.

- | | |
|--|---|
| 1 We'll get a taxi at the airport _____ | a when we _____ (see) a restaurant. |
| 2 When Maria finds a cheap flight, _____ | b my dad _____ (collect) us and take us home. |
| 3 John will be here soon _____ | c I _____ (go) for a walk. |
| 4 If the party finishes late, _____ | d if we _____ (not see) a bus. |
| 5 We'll stop for lunch _____ | e she _____ (buy) a ticket. |
| 6 When the rain stops, _____ | f if he _____ (not get) lost. |

4 Correct the mistakes in the sentences.

- 1 If I work hard, I ~~finish~~ ^{will finish} this homework before 8 pm.
- 2 Jordi's learning French next year.
- 3 Oh, and I'm probably making a cake for Mum's birthday.
- 4 If the plane will land on time, we will get home at about nine o'clock.
- 5 I think our science project wins the competition.

5 Choose the correct options.

- 1 X: What time will you be home this evening?
Y: I don't know. I'll phone you when _____.
A the meeting will finish
B the meeting is going to finish
C the meeting finishes
- 2 X: Hi, I can't stop to chat, I'm going to the hairdresser's.
Y: Really? _____ change the colour again?
A You will
B Are you going to
C You are going to
- 3 X: We're going to land soon. We should get to the hotel before dark.
Y: You're optimistic. _____ the airport until six o'clock. There are always queues at passport control.
A We probably won't leave
B If we don't leave
C We aren't going to leave

6 Choose the correct translation.

- 1 If _____ (zatrzymamy się) for food, we'll miss the ferry.
A we'll stop B we stop C we're going to stop
- 2 Look, a hotel! _____ (Zapytam) if they've got any rooms.
A I ask B I'm asking C I'll ask
- 3 We'll eat when _____ (wszyscy przyjdą).
A everyone will arrive B everyone arrives
C everyone is going to arrive
- 4 If I get a job now, _____ (będę miał) enough money for a holiday in August.
A I'll have B I have C I'm having
- 5 I've decided. _____ (Mam zamiar zostać) a pilot. I've already filled in the application form.
A I'll be B I become C I'm going to be

1.2 Defining and non-defining relative clauses

1 Join the sentences using relative pronouns. There may be more than one correct answer.

1 2017 was the year. I finished college then.
2017 was the year when I finished college.

2 This is the phone. I wanted to buy it.

3 That's the girl. Her mum is my dance teacher.

4 That's the place. I used to go swimming there.

5 There's the boy. He likes skateboarding.

2 Join the sentences using defining or non-defining relative clauses and the words in brackets. There may be more than one correct answer.

1 This is a famous theatre. They have performed shows like *The Lion King*. (where)
This is a famous theatre where they have performed shows like 'The Lion King'.

2 In 2017, I visited Los Angeles. I saw Lady Gaga making the film *A Star is Born*. (when)

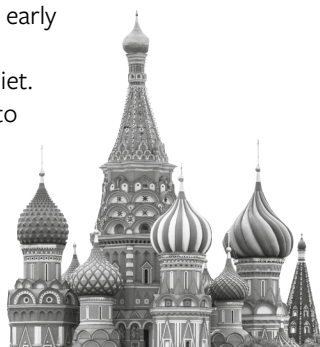
3 My brother works in a restaurant. It's famous for its steak and kidney pie. (that)

4 My mother's favourite food is sushi. She loves visiting Japan. (whose)

5 Jeff works as an engineer. He's lived in lots of different places. (who)

3 Complete the text with one word in each gap.

Last year, ¹ _____ we went to Moscow, I visited Red Square. That's the place ² _____ you can see St Basil's Cathedral and the Kremlin. We arrived quite late, and there was a long queue for tickets, ³ _____ was moving very slowly. We didn't join it, but we looked at the cathedral and Lenin's Mausoleum. Lenin, ⁴ _____ real name was Vladimir Ilyich Ulyanov, was the man ⁵ _____ led the Russian Revolution in 1917. You can go inside the Mausoleum and see his body, but we just looked at the building from outside. That evening, we bought tickets online for the Kremlin and arrived early the next day, ⁶ _____ the square was nice and quiet. The most important thing to remember, ⁷ _____ we luckily knew about, was not to bring any bags because there is a lot of security.



1.7 Reflexive pronouns and each other

1 Complete the sentences with the words from the box.

each other itself myself themselves yourself

1 I'm going to treat _____ to an ice cream.

2 My phone updates _____ automatically every week.

3 They bought _____ a new computer yesterday afternoon.

4 They talk to _____ on the phone all the time.

5 How did you teach _____ to play the guitar?

2 Correct the mistakes in the sentences.

1 Have you ever recorded ^{yourself} ~~themselves~~ with this camera?

2 They are friends with themselves because they have a lot in common.

3 I can't believe they made this ~~themselves~~.

4 I want to treat me to a new pair of shoes.

5 My friends and I often meet ourselves in the shopping centre.

6 I'd like to have a room which tidies himself automatically!

3 Choose the correct options.

1 X: We've got a cat and a dog.

Y: _____

X: Most of the time they get on OK together, but not always.

A Do they get on with you?

B Do they like each other?

C Do they enjoy themselves?

2 X: My brother is looking for someone who can fix his bike.

Y: _____

X: He's not very practical.

A Why doesn't he do it himself?

B Why doesn't it fix itself?

C Why don't they fix each other?

3 X: How long has your sister known her fiancé?

Y: _____

X: That's amazing!

A She met each other two weeks ago.

B They met themselves two weeks ago.

C They've known each other for two weeks.

2.2 Present perfect continuous and present perfect simple

- 1 Complete the sentences with the present perfect simple forms of the verbs from the box.

decide listen not hear not see read try

- We _____ to Ariana's new album several times.
- _____ you _____ a newspaper recently?
- They _____ the new superhero film yet.
- I _____ to go to college in Canada.
- She _____ from the university yet.
- _____ he _____ diving or water-skiing?

- 2 Complete the mini-dialogues with the present perfect continuous forms of the verbs in brackets.

- X: How long have you been studying (you / study) English?
Y: _____ (I / study) English for three years.
- X: _____ (your mum / work) in this hospital for a long time?
Y: Yes, she has. _____ (she / work) here since she finished studying medicine.
- X: You look tired. _____ (you / wait) long?
Y: No. I've just arrived, but _____ (I / shop) all morning, and that's why I'm tired.

- 3 Order the words and use them to write sentences in the present perfect simple or continuous. There may be more than one correct answer.

- I / on my phone / my favourite photos / save / .
I've saved my favourite photos on my phone.
- he / before / never / to a live concert / be / .

- I / for ages / to arrive / wait / for you / .

- see / my new / you / headphones / ?

- you / learn / for long / Chinese / ?

- 4  Translate into English. Write up to four words in each gap.

- The support band _____ (koncertował) most of July, and they have one gig left.
- _____ (Biegam) for twenty minutes, so twenty minutes to go.
- Luckily, _____ (nie sprzedali) all the tickets yet.
- Susan _____ (chodzi na) basketball lessons since she was a little girl.
- _____ (Czy skończyłeś) all your homework yet?
- _____ (Czy pada) for a long time, or has it only just started?

2.7 Question tags • Questions with prepositions at the end

- 1 Choose the correct options.

- You aren't coming home late, *are you / do you?*
- There wasn't any food left, *was there / were there?*
- He downloaded the new live album, *did he / didn't he?*
- You've heard this song before, *haven't you / have you?*
- She was wearing a new dress, *didn't she / wasn't she?*
- Unripe bananas have a strange taste, *don't they / haven't they?*

- 2 Write sentences with question tags using the prompts below.

- you / get home / early / yesterday
You got home early yesterday, didn't you?
- your school day / always / start / at 8 am

- they / sleep / when we phoned

- your friends / already / read / this book

- you / not tidy / the classroom / every day

- there / not be / many people / at the shop / yesterday

- 3 Order the words to make questions.

- you / normally / worry / what / about / do / ?
What do you normally worry about?
- you / off / the air conditioning / did / switch / ?

- does / from / the / where / come / student / new / ?

- films / you / in / what kind / interested / of / are / ?

- about / they / what / thinking / are / ?

- who / with / you / agree / do / ?

- 4  Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- Hi, Jason! You look annoyed. Who are you _____ (wait)?
- You look embarrassed. You've done something stupid, _____ (have)?
- Are you OK? Do you need someone _____ (talk)?
- Oh, Simon. You weren't late again, _____ (be)?
- What's Hyacinth _____ (worry)?
- Your sister knows a bit of French, _____ (do)?

3.2 Modal verbs of deduction and speculation

3.7 Past tenses: past simple, past continuous, past perfect

- 1 Look at the information in the table and complete the sentences with **must be**, **might be** or **can't be**.

	Rose	Jackie	Pearl
Height	1.58 m	1.70 m	1.90 m
Eyes	green	blue	brown
Hair	long, straight, black	short, curly, brown	short, straight, blond

- The short person can't be Pearl because she's tall.
- That girl with long black hair and green eyes _____ Rose.
- The girl over there _____ Pearl, but I'm not sure. I can't see her well enough.
- The girl with blue eyes _____ Pearl, she has brown eyes.
- The tall girl _____ Pearl; the others are much shorter.
- The girl with short blond hair _____ Rose because she has long black hair.

- 2 Choose the correct options.

- You **could have seen** / **couldn't have seen** Sally because she's in Hong Kong at the moment.
- This dress only cost \$20. I think the sales clerk **must make** / **must have made** a mistake.
- He says he doesn't feel well. He **might have caught** / **can't catch** a bug on the plane.
- There's no Internet now. She **can't have** / **must have** paid her Internet bill.
- We **could have gone** / **can't go** to the cinema, but we didn't know which film to see.

- 3  Complete the second sentence with up to four words so that it means the same as the first one. Use the word in capitals.

- It was impossible for him to do it. HAVE
He _____ it.
- I can hear the crowd at the stadium cheering. I'm sure our team won the match. HAVE
I can hear the crowd at the stadium cheering. Our team _____ the match.
- Jayden didn't buy the jacket. He didn't have enough money. BOUGHT
Jayden _____ the jacket. He didn't have enough money.
- It's possible that Priya went to the cinema. MIGHT
Priya _____ to the cinema.
- I'm sure we aren't late. My watch says that it's five to nine. CAN'T
We _____. My watch says that it's five to nine.

- 1 Choose the correct options.

- The students **waited** / **were waiting** outside the classroom when I arrived this morning.
- After we **were reading** / **had read** the instructions, we tried to assemble the cupboard.
- By the time the train **had arrived** / **arrived**, we had finished all our snacks.
- I wanted to buy my mum a present. It **was taking** / **took** me ages to find something interesting.
- First they **searched** / **had searched** our bags, and then they asked us questions about our travel plans.
- I didn't know what to order at the restaurant. While I **had looked** / **was looking** at a family who had ordered something interesting, they noticed me and I got embarrassed.

- 2 Order the words to make sentences. There may be more than one correct answer.

- by the time / the bus / to the station, / already / we / got / had / left / .
By the time we got to the station, the bus had already left.
- Darren / never / which is why / had / in a concert / sung / he / so nervous / was / before, / .

- when / were / still / parents / left for work, / breakfast / their / eating / they / .

- ever / she / on live TV / before / performed / had / ?

- quietly / parents / were / left the house / their / we / sleeping / because / .

- 3  Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- _____ (I / not / hear) about the Moai heads on Easter Island before I read this book.
- _____ (we / see) photos of the Mona Lisa before we went to the Louvre, but the real painting was much better.
- I can't believe she's finished writing her book. When I met her last year, _____ (she / not / start) it.
- _____ (you / study) Spanish before you went to South America?
- My mum was twenty-eight _____ (when / meet) my father.
- Can you believe it? At 6 am I was in bed at home, at 11 am _____ (I / sit) on a plane somewhere over the Mediterranean, and at 4 pm I was on a Red Sea beach!

4.2 Future continuous • Future perfect

1 Complete the sentences with the future perfect forms of the verbs in brackets.

- By this time next week, we will have started (start) our summer holidays.
- If you continue reading that fast, you _____ (finish) the book by dinnertime.
- _____ he _____ (complete) the website by tomorrow night?
- Most people _____ (vote) at least once by the time they're twenty-five.
- She has so much homework she _____ (not do) it all by the weekend.
- Let's meet at the café at 2 pm – I _____ (not have) lunch, so I'll be very hungry.

2 Choose the correct options.

- At 10:30 tomorrow, I *'ll be waiting* / *'ll have waited* for the train to the airport.
- By this time next year, we *'ll be speaking* / *'ll have spoken* English fluently.
- Houses are so expensive! I *won't be buying* / *won't have bought* one by the time I'm twenty.
- What will you *be doing* / *have done* this time next week?
- Will you *be giving* / *have given* three presentations by the end of term?
- Tara *won't be working* / *won't have worked* in the dive shop this summer.

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

- I begin my apprenticeship at 9 am tomorrow. **HAVE**
By 10 am tomorrow, I _____ my apprenticeship.
- The Christmas holidays start on 24 December. **STARTED**
By 26 December, the Christmas holidays _____.
- Ken is working in the shop next week. **BE**
Next week, Ken _____ in the shop.
- At 8:30 pm tomorrow night, we're watching a film at the cinema. **BE**
At 9 pm tomorrow night we _____ a film at the cinema.
- I'm meeting the new head teacher tomorrow at ten o'clock. **MET**
By eleven o'clock tomorrow, I _____ the new head teacher.
- My aim is to finish my studies by the time I'm in my mid-twenties. **WILL**
By the time I'm thirty, _____ my studies.



4.7 Future modals • Future time clauses

1 Choose the correct options.

- It's very hot today, so we won't *be able to* / *can* do sport outside.
- You will *have to* / *need* pass your driving test before you can drive on your own.
- They *won't need* / *won't be able to* wear the school uniform tomorrow.
- She will *must* / *have to* pass an exam before she can study here.
- He won't *has to* / *need to* stay in hospital tonight.

2 Complete the sentences with *be able to*, *have to* or *need to* in the correct future form. There may be more than one correct answer.

- I can't wait to work as a chef because I _____ cook all day long.
- We _____ earn some money if we want to spend the summer travelling.
- If you choose an outdoor job, you _____ work in an office.
- With all this money, you _____ go to college after all.
- He _____ take the exam if he doesn't arrive in two minutes.

3 Complete the sentences with the correct forms of the verbs from the box.

book find leave retire turn understand

- I'll start saving money when I _____ a job.
- We _____ a holiday until we save enough money.
- I _____ home as soon as I finish school.
- Kevin will continue studying until he _____ the topic completely.
- They _____ from work when they decide where they want to live.
- She'll take her driving test as soon as she _____ seventeen.

4 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- I'll never _____ (able / afford) to buy a house.
- Anna won't be happy _____ (until / win) a gold medal.
- I _____ (have / work) harder next year.
- Sorry, _____ (I / not / able) to come to your party.
- I'm glad _____ (we / not / have / do) this again until next year.
- Minnie will phone us _____ (soon / she / arrive).

5.2 The passive

- 1 Complete the sentences with the correct passive forms of the verbs from the box.

build destroy hold kill not recycle wrap

- The Olympics _____ every four years.
- The new Olympic Stadium _____ at the moment. I hope it will be ready in time.
- Glass and plastic bottles _____ thirty years ago.
- Huge numbers of sea animals _____ by plastic in recent years.
- The fruit we sell shouldn't _____ in plastic any more.
- Huge areas of rainforest _____ in the next few years.

- 2 Rewrite the sentences changing the active to the passive or the passive to the active.

- The money will be donated by three companies.
Three companies will donate the money.
- They probably won't finish the new school gym by next year.
The new school gym _____ by next year.
- The law has been approved by the president.
The president _____.
- Are they going to repair your bike in time for our bike ride on Saturday?
_____ in time for our bike ride on Saturday?
- When we returned to school, we noticed that they had painted the classrooms.
When we returned to school, we noticed that the classrooms _____.

- 3  Choose the correct translation.

- Our bins _____ (*są sprawdzane*) to see if we are recycling properly.
A have checked
B are checking
C are being checked
- How many rubbish bags _____ (*zostało napełnionych*) so far?
A have been filling
B have filled
C have been filled
- By next week, £10,000 _____ (*zostanie zebranych*) for environmental projects.
A will have been raised
B will have raised
C will be raising
- There's a lot of rubbish because the bins _____ (*nie zostały opróżnione*) last week.
A weren't emptying
B weren't emptied
C haven't emptied

5.7 have/get something done

- 1 Look at the notes and complete the sentences with the correct forms of *have/get something done*.

- *paint the walls (done – last week)*
- *put in new floors (builders doing it now)*
- *kitchen furniture (promised to deliver next Thursday)*
- *fix the roof (when we have enough money)*
- *plant trees (we can do this)*

- We had the walls painted last week.
- We're _____ at the moment.
- We're _____ next Thursday.
- We _____ when we can afford it.
- We don't need _____ for us.
We can do it ourselves.

- 2 Use the prompts to complete the responses.

- X: Did your sister edit this photo?
Y: No, she had it edited automatically
(have / edit / automatically) using some kind of app.
- X: Are you going to fix your bike?
Y: No, I _____
(going / get / fix) at the bike shop.
- X: Are your parents very practical?
Y: No, they _____
(have / everything / do) for them.
- X: Are you and your brother cooking a meal for your parents' anniversary?
Y: No, we _____
(have / one / deliver) at 5 pm.
- X: You need a haircut!
Y: I know. I _____
(should / have / it / cut) last week.

- 3  Complete the second sentence so that it means the same as the first one.

- I have to ask someone to repair my phone.
I have to get _____.
- I'm going to take my phone to the shop so they can replace the screen.
I'm going to the shop to get the screen on _____.
- A tour company is creating a tour of India for us.
We're having a tour of India _____.
- Wedding planners organised my sister's wedding.
My sister _____ by wedding planners.
- I can't believe you need to ask someone to change your tyre for you.
I can't believe you need to _____ for you.
- I asked them to clean the room again, as it was dirty.
I _____ again, as it was dirty.

6.2

Second conditional • I wish and
If only (present and future wishes)

6.7

I wish and If only (past regrets)
• Third conditional

1 Choose the correct options.

- 1 If I *found* / *would find* a burglar in my house, I would call the police.
- 2 Al *paid* / *would pay* the fine if he had enough money.
- 3 If we *saw* / *would see* someone committing a crime, we would panic.
- 4 They would be terrified if they *had* / *have* to go to prison.
- 5 What *you would do* / *would you do* if you lost your phone?

2 Complete the sentences with the words and phrases from the box.

could wasn't went would chase would you

- 1 I wish I _____ find a job.
- 2 What _____ change in the world if you could?
- 3 If only I _____ so shy!
- 4 We _____ after a shoplifter if we saw one.
- 5 If I _____ to prison, I would be very unhappy.

3 Look at the problems and complete the wishes and second conditional sentences using the verbs in brackets.

- 1 no job – no money – no new clothes
I wish I _____ (have) a job. If I _____ (have) a job, I _____ (earn) some money.
If I _____ (have) some money, I _____ (buy) myself some new clothes.

- 2 not seventeen – can't drive – have to travel by bus
If only I _____ (be) seventeen. If I _____ (be) seventeen, I _____ (be able to) drive.
If I _____ (be able to) drive, I _____ (not have to) travel by bus.

4 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- 1 If you had a stronger password, _____ (your account / be) more secure.
- 2 I wish _____ (be / older), then I would be allowed to stay out later.
- 3 If only my bike _____ (not / be / broken)! I wouldn't have to wait for a bus.
- 4 If he could speak Spanish, we _____ (able / talk) together.
- 5 If I had a job, _____ (I / not / be) broke all the time.
- 6 I wish _____ (can / remember) how to create and edit music using this software.

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

- 1 They wouldn't have arrested the smuggler if the animals _____ (not make) a noise.
- 2 If she hadn't broken the law, she wouldn't _____ (go) to prison.
- 3 If only she _____ (not forget) to buy him a present last week.
- 4 If I had read the email, I would _____ (tell) Granny that it was a scam.
- 5 I wish I _____ (know) what a phishing email was before I got the one that tricked me.

2 Complete the sentences with the correct forms of the verbs from the box.

be listen not lose not start not throw

- 1 I wish I had left my wallet at home. If I had left it at home, I _____ all my money.
- 2 If only she _____ to us – she would have known there were pickpockets in the town square.
- 3 It's sad that she experienced online bullying, but, if she hadn't, then she _____ her self-help group that has been really useful for a lot of people.
- 4 I wish I _____ the instructions away. They would have been really helpful when I tried to set up my new computer.
- 5 I wish I hadn't argued with Adrian. If I _____ more friendly, he might have helped me with my maths homework.

3 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 bought the CD without listening to it and I regretted it. **HAD**
If _____ the CD first, I wouldn't have bought it.
- 2 I regret falling asleep on the train because I was robbed. **FALLEN**
I _____ asleep on the train because I was robbed.
- 3 The police stopped you because you didn't have lights on your bike. **HAVE**
The police _____ if you had had lights on your bike.
- 4 It was a mistake to leave my phone in the hostel. **ONLY**
If _____ my phone in the hostel.
- 5 I wasn't in the bank when the robbery took place, so I didn't see what happened. **SEEN**
If I had been in the bank when the robbery took place, _____ happened.

7.2 Reported speech

1 Complete the reported speech sentences.

- 'I'm ready to play.'
The contestant said that he/she was ready to play.
- 'I haven't played chess online before.'
The boy said _____.
- 'We downloaded a new game.'
They said _____.
- 'Playing games online can be addictive.'
The psychologist said _____.
- 'We'll go and buy the new model tomorrow.'
They said _____.

2 Rewrite the information using reported speech.

Pete,

¹ Thanks for agreeing to collect Jen from the station.

² Don't be late because she'll be nervous. ³ She's quite tall, and she's got long blond hair. ⁴ She's had a long journey, so she'll probably look tired. ⁵ Can you call me when you've found her?
Thanks, Lucy

- Lucy said thanks for agreeing to collect Jen from the station.
- _____
- _____
- _____
- _____

3 Choose the correct options.

- 'I didn't see him at the beach yesterday.'
Francis said that I / she hadn't seen him at the beach the following day / the previous day.
- 'I'll help you get fit if you want, but it won't be easy.'
The coach offered to help / helping me get fit, but he told / said me that it wouldn't be easy.
- 'I last played this board game two years ago.'
She said that I / she had last played that board game the previous two years / two years before.
- 'Let's meet for lunch on Saturday.'
She offered / suggested that we would / should meet for lunch on Saturday.
- 'I'll see you at the cinema.'
Jo said she will / would see us / you at the cinema.

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.

- The teacher told us _____ (not / start / test) until she said 'go'.
- My friend _____ (suggest / I / use) a dictionary.
- The student asked his friend _____ (give / he) some paper.
- Stefan said that _____ (he / meet / we) after class.
- Paula said that she _____ (do) all the housework and that she now needed a rest.

7.7 Reported questions

1 Choose the correct options.

- My boss asked me whether I wanted / did want to come to the meeting.
- The teacher asked us if we had finished / had we finished our essays.
- Dad asked me where I had put / did I put my bike.
- My sister asked Dave why had he decided / he had decided to study Chinese.
- We asked them which game we wanted / they wanted to play.
- I asked you if you had to / did have to do any homework tonight.

2 Write direct questions for the reported questions below.

- My mother asked me where I was going.
Where are you going?
- I asked our teacher where he had worked before he came to our school.

- My friend asked me where I thought I would be living in ten years' time.

- Sophie asked me if I knew how to play chess.

- I asked Martin what his favourite subject was.

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

- 'Where are you going to stay?' my dad asked when I told him about my holiday plans.
When I told my dad about my holiday plans, he asked me _____.
- 'What are you doing later?' my friends asked as I got on the bus.
As I got on the bus, my friends asked me _____.
- 'Which musical instrument can you play?' my aunt asked me, not noticing the guitar by my bed.
Not noticing the guitar by my bed, my aunt asked _____.
- 'Have you ever watched *Doctor Who*?' my cousin asked my brother and me.
My cousin asked my brother and me _____.
- 'Did you enjoy your meal?' the waiter asked us as he took the empty plates.
When the waiter took the empty plates, he asked us _____.
- 'How long does it take you to get to work?' my boss asked me when I arrived at the office.
When I arrived at the office, my boss asked me _____.

8.2 Gerunds and infinitives

1 Choose the correct options.

- I dream of *becoming* / *to become* an Olympic champion one day.
- They love *watching* / *watch* the World Cup on TV.
- We were happy *hearing* / *to hear* that you passed your exams.
- I hope *watching* / *to watch* my team win this competition.
- I really enjoyed *being* / *to be* a member of the swimming team when I was younger.

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

- I didn't know he was so good at _____ (play) volleyball.
- Did you manage _____ (buy) the tickets, or shall I?
- My dad was very surprised _____ (find out) that I was on the school team.
- We don't mind _____ (stop) at the supermarket if you need to buy something.
- Do you miss _____ (do) exercise when you go away on business?

3 Correct the mistakes in the sentences. Two sentences are correct.

- Lily avoids ^{doing} to do exercise whenever she can.
- Can we stop resting for a while? My legs are tired.
- Learning a language is easier than doing exercise.
- People say it's very important doing some form of regular exercise.
- She didn't expect to win the first round.

4 Choose the correct options.

- Grace _____ her warm-ups before the race.
A forgot doing B never forgot doing
C forgot to do
- We signed up for the marathon _____ if we could run that far.
A to see B seeing C for seeing
- I _____ my first swimming race when I was ten.
A remembered to win B remember the win
C remember winning
- The team captain is responsible _____ regular training sessions.
A to organise B with organising
C for organising
- _____ the competition was not an option for me.
A Lose B Losing C Lost
- I _____ when I got tired.
A stopped to run B started running
C stopped running

8.7 Quantifiers

1 Choose the correct options.

- This conference is a good opportunity to meet *lots of* / *few* / *loads* people today.
- Only *a few* / *plenty of* / *several* students at my school enjoy cycling.
- How *many* / *much* / *few* water is there in the pool today?
- There are *plenty of* / *few* / *much* different exercise classes for you to choose from.
- Several of* / *Few* / *Much* people believe they can run an ultramarathon.
- I'm going to show you *few* / *several* / *much* different exercises.

2 Complete the sentences with the quantifiers from the box.

both couple every most neither none

- I love this holiday. _____ day is full of adventure.
- I'm going to show you a _____ of new techniques to help improve your fitness.
- There are six exercise classes running today, but _____ of them are right for my level.
- _____ of the students in my class do regular exercise – twenty-four out of thirty, I think.
- There were two people in front of me, and they were _____ tall, so I couldn't see who won the race.
- My two brothers were in the race, but _____ of them won. Paul came third, and Tommy was fifth.

3 Complete the text with one word in each gap.

I want to do more exercise, and I've been thinking of joining a gym. There are several in our town, but most ¹ of them are expensive. There are ² _____ couple of cheaper ones – Hercules and Sparta – but ³ _____ of them looks very nice. The best gym is Harry's Place, but there are always ⁴ _____ of people in there – I'd prefer a quieter place. My friend lives about five kilometres away, and there's a great gym near his house. He goes in the evening after he does his homework, but I don't have a great ⁵ _____ of time during the week, and I would have to cycle there, which wouldn't be much fun in the winter. So my idea now is to ask my parents to buy me an exercise machine for the house. I've seen a ⁶ _____ adverts for quite cheap second-hand machines, and my mum is always telling my dad he needs to get fitter, so he could use it as well.



Adjectives with prepositions / Przymiotniki z przyimkami		
annoyed/irritated with sb/sth	poirytowany kimś/czymś	I'm still annoyed/irritated with her because of her behaviour.
aware of sth	świadomy czegoś	This campaign aims to make people aware of the crisis.
based on sth	oparty na czymś	His predictions about the future are based on facts.
careful with sth	ostrożny z czymś	If only I was more careful with my things.
concerned about/with sth	zmartwiony czymś	People are concerned about/with deforestation.
connected with sth	powiązany z czymś	Find more words connected with clothes in the article.
content about sth	zadowolony z czegoś	The lead singer seems content about your audition.
criticised for sth	krytykowany za coś	He's been criticised for long descriptions of violence.
dependent on sb/sth	zależny od kogoś/czegoś	If we feed seagulls, they become dependent on humans.
disloyal to sb	nielojalny wobec kogoś	Some of his servants were disloyal to him.
divided into sth	podzielony na coś	The city of Mitrovica is divided into two parts.
embarrassed about sth	zawstydzony czymś	He was embarrassed about his behaviour.
excited about sth	podekscytowany czymś	I'm really excited about their new album.
free of sth	wolny od czegoś	He dreamed of a better life, free of cold and hunger.
full of sth	pełen czegoś	Comics are full of interesting relationships, a bit like life!
good at sth	dobry w czymś	I'm very good at analysing situations and solving problems.
guilty of sth	winny czegoś	The criminal confessed that he was also guilty of murder.
harmful to sb/sth	szkodliwy dla kogoś/czegoś	The fashion industry is very harmful to the planet.
interested in sth	zainteresowany czymś	I think a lot of people will be interested in a space adventure.
invited to sth	zaproszony na coś	I told him I hadn't been invited to Amy's party.
involved in sth	zaangażowany w coś	Music activates the parts of the brain involved in controlling memory.
jealous of sb/sth	zazdrosny o kogoś/coś	She seems to be jealous of her sister.
native to somewhere	występujący naturalnie gdzieś	Many of the birds in the pictures are not native to Peru.
obsessed with sth	mający obsesję na punkcie czegoś	People nowadays have become obsessed with fitness.
perfect for sth	idealny do czegoś	I love classical music for feeling calm. It's perfect for that.
popular among sb	popularny wśród kogoś	Which series are popular among teenagers nowadays?
proud of sb/sth	dumny z kogoś/czegoś	You should be proud of yourself – you've done really well.
related to sb/sth	spokrewniony z kimś, powiązany z czymś	Which of the words describe people we are related to ?
responsible for sth	odpowiedzialny za coś	At the camp, Leo will be responsible for entertainment.
satisfied with sth	usatysfakcjonowany czymś, zadowolony z czegoś	The singer was very satisfied with his performance.
sentenced to sth	skazany na coś	The smuggler was sentenced to two years in prison.
similar to sb/sth	podobny do kogoś/czegoś	We trust people whose facial features are similar to ours.
successful in sth	odnoszący sukcesy w czymś	Eva is successful in everything she does.
Nouns with prepositions / Rzeczowniki z przyimkami		
advice on sth	rada, wskazówka dotycząca czegoś	Which speaker is giving advice on how to become financially independent?
apprenticeship with a company	praktyki w jakiejś firmie	You should do an apprenticeship with a chain café.
attitude to sth	nastawienie do czegoś	What is the presenter's attitude to people on boats?

audition for sth	przesłuchanie do czegoś	I've got an audition for a part in the show today.
award for sth	nagroda za coś	Clean Bandit have won many awards for their music.
benefit of sth	korzyść z czegoś	What are the benefits of having more diverse friendships?
consequence of sth	konsekwencja czegoś	He didn't think about the consequences of his actions.
degree in sth	stopień naukowy w jakiejś dziedzinie	I graduated two years ago with a degree in economics.
disappointment with sb/sth	rozczarowanie kimś/czymś	This text shows disappointment with a musical event.
documentary on sth	film dokumentalny o czymś	There was a great documentary on bees on TV last night.
effect on sb/sth	wpływ na kogoś/coś	Books, plays and films can have the same effect on our brains.
evidence for sth	dowód na coś	Another theory is that the monument might be evidence for the lost continent of Mu.
experience in sth	doświadczenie w czymś	Some students have experience in music.
fight for sth	walka o coś	Wałęsa was awarded the Nobel Peace Prize for his non-violent fight for human rights.
gift/talent for sth	dar czegoś / talent do czegoś	One of Doyle's professors impressed him with his gift/talent for observation, logic and deduction.
key to sth	klucz do czegoś	The key to success in sports is regular training.
policy on sth	polityka dotycząca czegoś	The policy on leaving dead trees where they fall is vital for insects.
reaction to sth	reakcja na coś	What's your reaction to her reading?
reason for sth	przyczyna czegoś	There are many reasons for having school rules.
threat to sb/sth	zagrożenie dla kogoś/czegoś	Avalanches can be a huge threat to both people and animals.
victim of sth	ofiara czegoś	Do you know anyone who has been a victim of crime?

Verbs with prepositions / Czasowniki z przyimkami

accuse sb of sth	oskarżać kogoś o coś	He has been accused of taking performance-enhancing drugs.
agree on sth	zgodzać się w jakiejś kwestii	There is one thing, however, that everyone agrees on – the Yonaguni Monument is unforgettable!
apologise to sb for sth	przeprosić kogoś za coś	Describe a situation when you had to apologise to someone for something you had said or done.
appeal to sb	przemawiać do kogoś	The editors wanted to appeal to younger readers.
apply for sth	ubiegać się o coś	I would like to apply for a position in one of your projects.
ask (sb) for sth	poprosić (kogoś) o coś	Now it's my turn to ask for help.
be on good terms with sb	mieć dobre stosunki z kimś	I usually give in, as I want to be on good terms with her.
benefit from sth	(s)korzystać z czegoś	Volunteers benefit from the experience of working in teams.
blame sb for sth	winić kogoś za coś	You shouldn't blame yourself for falling out with Jim.
care about sb/sth	dbać, troszczyć się o kogoś/coś	Friends should care about each other's opinions and needs.
click on sth	klikać na coś	If I hadn't clicked on that link, I wouldn't have got a virus.
compare sb/sth to sb/sth	porównywać kogoś/coś do kogoś/czegoś	Currently, scientists are comparing the bones' DNA to that of the boys' aunt.
compete against/with sb in/for sth	rywalizować z kimś w czymś/o coś	Andy competes against Tim in sport. / Andy competes with Tim for success.
complain about sth	skarżyć się na coś	They started complaining about strange noises at night.
concentrate on sth	koncentrować się na czymś	To concentrate on your studies better, you should listen to fast music without lyrics.
contribute to sth	przyczyniać się do czegoś	There are many ways to contribute to saving our planet.
convert sth into sth	przekształcić coś w coś	The old landfill is being converted into a skiing hill right now.

cry over sth	płakać nad czymś	No use crying over spilt milk.
depend on sb/sth	zależać od kogoś/czegoś	It depends on whether you like her or not.
die from/of sth	umrzeć na coś	Carter himself died from/of cancer sixteen years later.
disagree about sth (with sb)	nie zgadzać się (z kimś) na temat czegoś	What do you usually disagree about with your friends?
distract sb/sth from sb/sth	odwracać uwagę kogoś/czegoś od kogoś/czegoś	When the body sends a signal to the brain to stop, music distracts the brain from reacting to this message.
fail in sth	ponieść porażkę w czymś	He thought he had failed in his task by one day.
fall victim to sth	paść ofiarą czegoś	Why do so many young people fall victim to cybercrime?
forbid/prohibit sb from doing sth	zabronić komuś robienia czegoś	They expected employees to be available for work at short notice and forbade them from finding work elsewhere.
get into a fight with sb	pokłócić się z kimś	It's like she wants to get into a fight with me.
get upset with sb	zdenerwować się na kogoś	She got so upset with me that she left.
give birth to sb	urodzić kogoś	His daughter gave birth to the first Roanoke child.
graduate from a school/university	ukończyć szkołę/uczelnię	By the age of twenty, we will have graduated from high school.
have sth in common	mieć coś wspólnego	We immediately noticed we had so much in common .
inherit sth from sb	odziedziczyć coś po kimś	I have inherited my language abilities from my parents.
insist on sth	nalegać na coś	Do your parents insist on playing old-fashioned games?
introduce sb/sth to sb	przedstawić coś/kogoś komuś	We introduced ourselves to the other guests.
lie to sb	okłamać kogoś	A true friend will never lie to you.
participate in sth	uczestniczyć w czymś	She participated in a social media project.
prefer sb/sth to sb/sth	woleć kogoś/coś od kogoś/czegoś	If you are practical, you may prefer manual work to being an office worker.
prepare (sb/sth) for sth	przygotować się/(kogoś/coś) na coś	They have prepared themselves well for the exam.
prevent sb from doing sth	powstrzymać kogoś przed zrobieniem czegoś	A distraction gets someone's attention and prevents them from concentrating on something.
protect sb/sth from sb/sth	chronić kogoś/coś przed kimś/czymś	How do you protect yourself from online fraud?
provide sb with sth	zapewnić komuś coś	I want to provide my clients with what they want.
rely on sb/sth	polegać na kimś/czymś	These days, intelligence agencies rely on electronic bugs.
remind sb of sb/sth	przypominać komuś kogoś/coś	It reminded me of the story of Hansel and Gretel.
revise for sth	powtarzać materiał do czegoś	I always listen to this music when I revise for exams.
search for sth	szukać czegoś	Many people search for their doppelgangers.
set sth on fire	podpalić coś	The police caught the arsonist who'd set the church on fire .
stand up for sb/sth	bronić kogoś/czegoś	Do you usually stand up for yourself?
steal sth from sb	ukraść coś komuś	I found the map, but someone stole it from me yesterday.
stop sb from doing sth	powstrzymać kogoś przed zrobieniem czegoś	Green activists stopped the government from cutting down the local forest.
suffer from sth	cierpieć z powodu czegoś	The forests are suffering from acid rain and deforestation.
take part in sth	uczestniczyć w czymś	You can't take part in elections until you're eighteen.
treat sb to sth	postawić coś komuś	If you see Sam, don't treat him to a bag of Doritos!
trick sb into doing sth	podstępem skłonić kogoś do zrobienia czegoś	In a phishing scam, someone tries to trick you into giving your secret bank information.
worry about sb/sth	martwić się o kogoś/coś	I sometimes worry about Joe.

Phrasal verbs / Czasowniki frazowe

break in/into sth	włamać się do czegoś	No one knows how the thieves broke into the museum.
break out	gwałtownie się zacząć, wybuchnąć, zerwać się	We heard a thunder, and, afterwards, a storm broke out .
break up (with sb)	zerwać, rozstać się (z kimś)	He broke up with her and couldn't forgive himself afterwards.
bring sth out	wprowadzić na rynek	Soon afterwards, Nintendo announced that they were bringing out Super Mario Bros for home computers.
burn (sth) down	spalić się/(coś) doszczętnie	The police claimed that he had burned down a shop.
carry on (doing sth)	kontynuować (robienie czegoś)	When you get tired, music helps you carry on .
carry out sth	przeprowadzać, wykonywać coś	Cheerleaders entertain spectators by carrying out choreographed dance and acrobatic movements.
catch up (on sth)	nadrobić zaległości (w czymś)	Movie marathons are a good way to catch up on a particular series.
check sth out	wypróbować coś	Teenagers should definitely check out the Teen Area.
cheer (sb) up	rozweselać się/(kogoś)	A good friend will always cheer you up .
chill out	zrelaksować się	Ed said that he wanted to chill out .
come across sth	natknąć się na coś	He was cleaning when he came across a strange letter.
come over	przyjeżdżać, wpadać do kogoś	Why don't you come over for dinner?
come up with sth	wymyślić coś	They come up with crazy outfits for hip young people.
crash out	paść ze zmęczenia	I'm so tired! I'll crash out on the sofa if I don't go to bed.
cut sth down	wyciąć coś	One theory is that they cut down all the trees.
cut sth off	odciąć (coś)	You didn't pay your bills, so they cut off your Internet.
deal with sb/sth	poradzić sobie z kimś/czymś	Dopamine can help you deal with pre-examination stress.
die out	wymrzeć	Dinosaurs died out about sixty-five million years ago.
doze off	zdrzemnąć się, przysnąć	Dad always dozes off in front of the news.
drop out (of sth)	odpaść, wycofać się, porzucić (coś)	Unless they win the next game, Pete and Dave will drop out of the competition.
drop sb/sth off	podrzucić kogoś/coś	Dad will drop us off in the centre on his way to the bank.
end up	skończyć (gdzieś/jako coś)	An astonishing 235 million items will end up in landfill.
fall for sth	dać się nabrać na coś	Four out of five people fell for their phishing scam.
fall out (with sb)	pokłócić się (z kimś)	I'm so sorry I fell out with my sister last night.
fall over	przewrócić się	Every time I came off the ski lift, I fell over .
fill sth out	wypełniać coś	I'm filling out this complicated application form.
find out sth	dowiedzieć się czegoś	Visit our website to find out how the story ends.
freshen up	odświeżyć się	I'm just going to freshen up after my long journey.
get along (with sb)	mieć dobre stosunki (z kimś)	I want to get along with everybody in my class.
get on (well) (with sb)	dogadywać się (z kimś)	I make friends easily, so I get on with most of my classmates.
give in	ulegać, ustępować (komuś)	I usually give in and agree with my siblings.
go for sth	wybrać coś	I'd definitely go for option one.
grow up	dorastać	This is the town where I grew up .
hand sth in	oddać coś	Remember to hand in your essays by the end of the week.
hand sth out	rozdawać coś	The referee was forced to hand out eleven yellow cards.
hang out with sb	spędzać z kimś czas	My cousins are fun to hang out with .
help out	pomagać	I have to help out with my younger siblings.
hurry up	śpieszyć się	There is little time before we have to go, so hurry up .
invite sb over	zaprosić kogoś do siebie	Most nights I invite my friends over to my place.
join in (sth)	przyłączyć się (do czegoś)	Would you like to join in the fun?
keep up with sb/sth	nadążać za kimś/czymś	I'm trying to keep up with my busy daily schedule.
let sb down	zawieść kogoś	In the end fake besties always let you down .
lie down	położyć się	When we get to the hotel, I will lie down for a while.
lift up sth	podnieść coś	Tornadoes can lift up cars and drop them far away.
look after sb/sth	opiekować się kimś/czymś	Look after yourself!
look forward to (doing) sth	wyczekiwać (robienia) czegoś	I'm really looking forward to hearing your reply.
make sth up	wymyślić, zmyślać	The newspaper admitted that the story had been made up .

make up for sth	nadrobić, zrekompensować coś	Unfortunately, we can't just sleep longer one day to make up for lack of sleep.
make up (with sb)	pogodzić się (z kimś)	I'd like to make up with her.
part with sb/sth	rozstawać się z czymś/kimś	I never part with my book.
perk (sb) up	ożywić się/(kogoś)	A nice cup of tea will perk you up !
point sth out	zwrócić uwagę na coś	Mary pointed out that it was time to go home.
put sb/sth off	zniechęcać/odstraszać kogoś/coś	If cyberbullying were illegal, it would put off other potential bullies.
put up with sb/sth	wytrzymywać z kimś, znosić coś	But at least you only have to put up with them for four weeks once every four years.
run out of sth	zabraknąć, skończyć się	We're running out of time!
see through sb/sth	przejrzeć kogoś/coś na wylot	Is it difficult to see through a lie?
sell out	wyprzedawać się	You should buy the tickets before they sell out .
set off	wyruszać	The pair set off to find Pikachu.
set up sth	zakładać coś (np. firmę)	You can set up your own business at sixteen.
settle down	ustatkwować się	I won't be thinking about settling down until I'm thirty.
sign out (of sth)	wylogować się (skądś)	She didn't sign out of her account, so it was stolen.
sign up (for sth)	zapisywać się (na coś)	Remember to sign up for the school tennis competition.
sing along	śpiewać razem	If you learn the song lyrics, you can sing along .
sleep in	spać do późna	You can't blame teenagers for sleeping in at weekends!
squeeze sth in	wcisnąć (w grafik), dać radę coś zrobić	I might be able to squeeze in a quick game of basketball at lunchtime.
stand out (from sb/sth)	wyróżniać się (na tle kogoś/czegoś)	They have to stand out from the competition in order to be hired.
stay out	być poza domem	I rarely stay out late. I'm usually home before 10 pm.
stay up	nie kłaść się spać	In summer, we can sleep all day and stay up all night!
switch sth on/off	włączyć/wyłączyć coś	My tablet keeps switching itself off .
take off	odnieść sukces, przyjąć się	This concept has really taken off in India.
take up sth	podjąć się czegoś, zainteresować się czymś	My coordination has improved a lot since I took up skiing.
tell sb/sth apart	rozróżnić kogoś/coś	It took him a few moments to tell the twins apart !
throw sth away	wyrzucić coś	These old skateboards will be thrown away .
tidy (sth) up	posprzątać (coś)	My room is very messy. I need to tidy it up .
turn in	położyć się spać	We should turn in early tonight.
turn out to be sth	okazać się czymś	I won't be surprised when this turns out to be a fake.
turn sth up/down	pogłośnić, podkręcać / ściszyć, skręcać coś	My amps are so strong that, when I turn the volume up , it hurts my ears.
warm up	rozgrzać się	Remember to always warm up before a run.
work sth out	zrozumieć, rozgryźć coś	The detective is trying to work out who the murderer is.

Prepositional phrases / Wyrażenia przymkowe

at		
at the age of	w wieku (iluś lat)	She became successful at the age of fifty .
at the front	z przodu	The best place to stand is at the front .
at work	w pracy	My mate is very irresponsible at work .
by		
by accident	przez przypadek	The ring definitely wasn't left here by accident .
by the time	zanim (coś się zdarzyło)	Christie was a born storyteller, and she was writing her own stories by the time she was eighteen.
for		
for ages	od dawna („od wieków”)	We haven't talked for ages !
for example/instance	na przykład	There are many ways to get there, for example/instance by bus or by train.
for free	za darmo	The book was given out for free .
for fun	dla zabawy	One day, just for fun , they surprised Shannon's dad.

in		
in case	na wypadek gdyby	There is also one outside in case a thief tries to escape.
in charge of sth	odpowiedzialny za coś, zarządzający czymś	In the mornings, you will be in charge of preparing the tables.
in favour of sb/sth	za kimś/czymś, na rzecz, korzyść kogoś/czegoś	Those in favour of making cyberbullying illegal say that the law should cover psychological as well as physical crimes.
in line	w kolejce	It looks like they're waiting in line .
in order to do sth	żeby coś zrobić	I'm going to the shops in order to buy some groceries.
in power	u władzy	This political party will never be in power because it appeals to a small number of people.
in public	publicznie	Have you ever performed in public ?
in the background/ foreground	w tle / na pierwszym planie	In the picture, I can see two people in the foreground and one in the background .
in the end	w końcu	But in the end we always laugh about our fights.
in touch	w kontakcie	I'll be in touch .
on		
on board	na pokładzie	A huge cruise ship with over three thousand people on board simply disappeared off the radars.
on land	na lądzie	Octopuses can't have learned to live on land !
on time	na czas	She asked whether he had got there on time .
Other prepositions / Inne przyimki		
according to sb/sth	według kogoś/czegoś, zgodnie z czymś	The court listens to the witnesses and charges the guilty according to the international law.
because of sb/sth	z powodu kogoś/czegoś	Because of global warming, the sea levels are rising.
contrary to sth	wbrew czemuś	Contrary to what people believe, he was not a spy.
due to sth	z powodu czegoś	The situation was safe due to people not breaking the law.
except for sb/sth	z wyjątkiem kogoś/czegoś	They hadn't left any clues except for two words.
instead of sb/sth	zamiast kogoś/czegoś	Instead of throwing it away, give it to charity.

WORD FORMATION / SŁOWOTWÓRSTWO

Prefixes / Przedrostki	
un-	unfriendly, unreliable
dis-	dishonest, disloyal
in-	insensitive, intolerant
im-	immature, impatient
ir-	irresponsible, irrelevant
under-	underwater, underground
re-	repurpose, redesign
de-	deforestation, decode
il-	illegal, illogical
inter-	international, intercontinental
over-	overweight, overreact
non-	non-violent, non-existent
super-	superhero, superstar

Noun suffixes / Przyrostki rzeczownikowe	
-ness	kind → kindness friendly → friendliness
-ty	honest → honesty loyal → loyalty
-ity	sensitive → sensitivity reliable → reliability
-ence/ance	patient → patience tolerant → tolerance
-ment	retire → retirement encourage → encouragement
-dom	free → freedom fan → fandom
-ship	friend → friendship relation → relationship
-ist	art → artist psychology → psychologist
-tion/-sion	locate → location explode → explosion
-er	drive → driver write → writer
-al	try → trial arrive → arrival
-ee	employ → employee address → addressee

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.
- Zastanów się, jak powinno brzmieć tłumaczenie fragmentu zdania podanego w nawiasie. Dopiero wtedy przeczytaj opcje A-C i zdecyduj, którą z nich wybrać.

1 Choose the correct translation.

- We have a lot of fun ____ (*ilekroć*) he comes over.
A each of times B every time
C every one time
- I have a little money, but ____ (*niewystarczająco*) to buy those shoes!
A not enough B not as much C not little
- ____ (*Pudding*) we had for dessert was delicious.
A The pudding B A pudding C Pudding
- Thank you ____ (*za pomoc*) with my project!
A to help me B that you helped me
C for helping me
- Sally works in marketing, but she ____ (*chciałaby*) to change her position, as she doesn't enjoy the work.
A would be liking B would like C likes

2 Choose the correct translation.

- ____ (*Czy możesz polecić*) a good hotel?
A You recommend B Could you recommend
C I'd like to recommend
- Do you think Tina ____ (*wygra*) the competition?
A will win B wins C would win
- It ____ (*na pewno nie mogła być*) Olivia. She was with me in Wales at that time.
A can't have been B can't be C couldn't be
- I ____ (*spotykam się z*) Ben in half an hour.
A 've been meeting B 'll meet C 'm meeting
- James said that he ____ (*był*) to the doctor's yesterday.
A was being B been C had been

3 Choose the correct translation.

- If you want another serving, ____ (*jest więcej*) ice cream in the fridge.
A there are more B there is more C it is more
- This time next week, I ____ (*będę się przeprowadzał*). I'm so excited!
A 'll move house B 'll be moving house
C 'll have moved house
- I ____ (*nie znoszę*) cold weather.
A can't stand B don't enjoy C can't help
- When we were kids, we ____ (*oglądaliśmy*) *Tom & Jerry* all the time.
A should watch B had watched
C used to watch
- Could you ____ (*pożyczyć*) me some money?
A borrow B lend C pay

Tłumaczenie fragmentów zdań (zadania otwarte)

Wskazówki

- W zadaniu tego typu poprawna może być więcej niż jedna odpowiedź.
- Przeczytaj uważnie wyrazy występujące przed luką i po niej – mogą być one częścią wyrażenia, którego należy użyć.
- Nie tłumacz podanych fragmentów słowo w słowo. Zastanów się, jaka kolokacja lub struktura gramatyczna będzie potrzebna w tłumaczeniu podanego fragmentu, 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: uczyć się = *I'm studying (now)*, *I study (every Sunday)*, *I have been studying (since Tuesday)*.
- 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.

- When she was younger, Stella _____ (*zazwyczaj spędzała*) every summer with her grandparents.
- I am so hungry that _____ (*zjem obiad*) as soon as I get home.
- Carter, _____ (*którego siostra jest*) my best friend, is a talented musician.
- David likes _____ (*jeździć na narty*) at least once a year.
- Her computer crashed while _____ (*pracowała*) on her biology project.
- To be honest, _____ (*to ważne*) that you admit to your mistake in public.

2 Translate into English. Write up to five words in each gap.

- If I had more free time, I _____ (*zapisałbym się na*) that new Tai Chi class.
- You should clean this blender after _____ (*za każdym razem, gdy go używasz*) or it will stop working.
- I'm not going to waste my time _____ (*odnawianiem tego domu*) since I don't plan to stay here for long.
- _____ (*Być może Josh mówił mi*) about the maths test, but I must have forgotten about it.
- _____ (*Żałuję, że jestem*) so impatient! I know it takes time to succeed in this field.
- My friends and I _____ (*spotykamy się*) at six this evening to go for a walk together.

3 Translate into English.

- 1 Della said _____
(*że spotka się z nami*) at the station.
- 2 Advances in medical care mean that _____
_____ (*więcej osób przeżywa*)
serious illnesses.
- 3 I must admit that I _____
_____ (*ćwiczyłam ten utwór*) for weeks, but
I still can't play it properly!
- 4 Many studies _____
_____ (*pokazały, że*) children can easily learn
several languages at the same time.
- 5 Robert suspects that _____
_____ (*niektórzy ludzie*) he works with are
not happy in their jobs.
- 6 I'm afraid I _____
(*nie będę mogła*) to come to your concert.

4 Translate into English. Write up to five words in each gap.

- 1 I wonder if _____
(*kiedykolwiek mieszkałeś*) in a big city like London
or New York.
- 2 Julia is definitely _____
_____ (*weźmie udział w*) the dance
competition next month.
- 3 Can I call you back? I _____
_____ (*próbuję skończyć*) a project
for tomorrow at the moment.
- 4 We decided to go for our walk _____
_____ (*mimo że padał deszcz*)
quite hard.
- 5 If only I _____
(*nie był taki spragniony*)!
- 6 By the time I _____
_____ (*zgłosiłem zgubienie karty kredytowej*),
someone had already bought several items with it.

5 Translate into English.

- 1 I _____
(*jestem uczniem*) at this school for four years.
- 2 As soon as we _____
_____ (*skończymy robić naszą pracę
domową*), we'll go to the gym.
- 3 I am exhausted because _____
_____ (*biegałem*) all morning.
- 4 _____
(*Jak się czułaś*) when you learnt the truth?
- 5 This cake _____
_____ (*smakuje tak dobrze jak*) the one we
had yesterday.
- 6 We didn't phone earlier _____
_____ (*ponieważ myśleliśmy*)
you were having your swimming lesson.

6 Translate into English. Write up to five words in each gap.

- 1 Luckily, Mum's birthday present _____
_____ (*został dostarczony na czas*).
- 2 I would call Mary as soon as possible _____
_____ (*gdybym była na Twoim
miejscu*).
- 3 When Alice came back from the park, she
_____ (*przeprosiła mnie za zepsucie*) my rollerblades.
- 4 _____
(*Moje lekcje gitary zaczynają się*) at 10 am every Saturday.
- 5 Organising birthday parties _____
_____ (*zawsze było*) one of my
strong points.
- 6 Peter _____
(*woli oglądać filmy akcji*) to romantic comedies.

7 Translate into English.

- 1 Your boyfriend _____
_____ (*mógł być*) in the restaurant,
but we didn't see him.
- 2 Don't forget that the strawberry-flavoured
chocolate I bought today _____
_____ (*jest moja, nie twoja*).
- 3 It's a pity that me and my friends cannot
_____ (*odwiedzać się nawzajem*) at the moment.
- 4 On our way to the cinema, _____
_____ (*zatrzymaliśmy się,
aby napić się*) some coffee.
- 5 Alice _____
_____ (*nie ma zbyt wiele mebli*) in her
room, but she is planning to buy some next month.
- 6 Mona _____
_____ (*skaleczyła się*) while she was
chopping carrots.

Wskazówka

W zadaniu tego typu z podanych opcji musisz wybrać tę, która najlepiej oddaje sens podanego zdania lub wyróżnionego fragmentu zdania.

1 Choose the correct paraphrase.

- James likes to see a new film as soon as it's on at the cinema.
A has enjoyed seeing B enjoys seeing
C used to enjoy seeing
- It is so unfortunate that Paula doesn't like her new job.
A a pity B too good C so polite
- Louis started studying Spanish five years ago.
A Louis was studying Spanish five years ago.
B Louis is going to study Spanish in five years' time.
C Louis has been studying Spanish for five years.
- My girlfriend and I went our separate ways after a very serious argument.
A made up B broke up C got up
- In some schools, teachers don't let students use their phones during lessons.
A warn students not to
B threaten students to
C don't allow students to

2 Choose the correct paraphrase.

- Do we have a sufficient number of apples?
A too many B enough C too much
- 'I am so sorry I damaged your phone,' Ed said to Paul.
A Ed insisted on damaging Paul's phone.
B Ed apologised for damaging Paul's phone.
C Ed denied damaging Paul's phone.
- You really need to start earning your own living.
A You should definitely start
B You'll be able to start
C You will have to start
- I used to watch more TV in the past.
A watched B didn't watch C hardly watched
- I often spend time with my older brother. He's my best friend!
A get on B hang out C fall out

3 Choose the correct paraphrase.

- The man who I spoke to is my neighbour.
A that B which C whose
- There are plenty of package tours on offer here.
A lots B much C several
- We still need to buy some tinsel for the party.
A We don't need to buy any tinsel
B We have already bought some tinsel
C We haven't bought any tinsel yet
- I am sure they are at home by now.
A They can't be B They could be
C They must be

Wskazówki

- W zadaniu polegającym na parafrazie zdań przy użyciu podanego słowa należy tak przeformułować zdanie wyjściowe, aby zachować zawartą w nim informację. Poprawna może być więcej niż jedna odpowiedź.
- Zastanów się, w jaki sposób podany wyraz odnosi się do informacji zawartej w zdaniu wyjściowym i jakie struktury mogą być potrzebne do przeformułowania zdania.
- Po uzupełnieniu luki przeczytaj całe zdanie, aby upewnić się, czy informacja zawarta w zdaniu przekształconym jest taka sama jak w zdaniu wyjściowym. Zastanów się też, czy jest logiczne i poprawne gramatycznie.
- Upewnij się, że podane słowo występuje w Twoim zdaniu w niezmienionej formie.
- Jeśli w poleceniu podany był limit słów do wpisania w lukę, sprawdź, czy go nie przekroczyłeś / nie przekroczyłaś.

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

- Excuse me, may I ask where you got those boots? **KNOW**
Excuse me, I _____ you got those boots.
- Do you think Laura plans to go to university? **WILL**
Do you think Laura _____ university?
- This is the first time I have read a Danielle Steel novel. **NEVER**
I _____ a Danielle Steel novel before.
- This jacket, which I bought online, is simply too big for me. **SIZE**
This jacket, which I bought online, _____ for me.
- It's very likely Kelly has been told about the new plan. **MUST**
Kelly _____ about the new plan.
- We don't have enough eggs to make an omelette. **FEW**
There _____ to make an omelette.



2 Complete the second sentence so that it means the same as the first one. Use the word in capitals.

- Although I found the film fascinating, I'm not sure I understood it. **WAS**
Although I _____,
I'm not sure I understood it.
- Could you help me with this box? It's too heavy for me to move. **HAND**
Could you _____
this box? It's too heavy for me to move.
- I'm so sorry that I interrupted you during your presentation. **APOLOGISE**
I _____ during your presentation.
- Peter had three attempts before finally passing his driving test. **TRIED**
Peter _____ before he finally passed his driving test.
- There have been many conflicts over the years in this region. **WHERE**
This _____ there have been many conflicts over the years.
- Sophie and I are complete opposites. **COMMON**
Sophie and I _____.

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

- Mary owns a company which designs and installs greenhouses. **IS**
Mary _____ a company which designs and installs greenhouses.
- 'Are you watching that new science fiction series?' Josh asked me. **IF**
Josh asked me _____ that new science fiction series.
- Excuse me. Can I offer you a piece of this delicious pie? **LIKE**
Excuse me. _____ a piece of this delicious pie?
- My mum paid someone to deliver our groceries while her leg was healing. **HAD**
My mum _____ while her leg was healing.
- 'I definitely plan to apply for a scholarship,' Cassie said. **GOING**
Cassie said she _____ for a scholarship.
- Sarah fell and twisted her ankle while we were walking to our hotel. **WAY**
Sarah fell and twisted her ankle _____ our hotel.

4 Complete the second sentence so that it means the same as the first one. Use the word in capitals.

- The flight did not take off because of the snow. **DUE**
The flight did not _____ the snow.
- Not enough people came to the meeting for it to continue. **TOO**
There _____ at the meeting for it to continue.
- Did you see the amazing sunset yesterday evening? **IF**
I wonder _____ the amazing sunset yesterday evening.
- 'I had nothing to do with that fake news!' the woman said. **DENIED**
The woman _____ with that fake news.
- I am sure you told Martha something unpleasant, and that's why she was crying. **HAVE**
You _____ Martha something unpleasant, and that's why she was crying.
- Harry has been unemployed for a few months now. **WORKING**
Harry _____ for a few months now.

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

- They should deliver the pet food today. **BE**
The pet food _____ today.
- 'Are you sure we're going the right way?' Deborah asked me. **IF**
Deborah asked _____ we were going the right way.
- Is there anything I can do to help you? **WAY**
Is there _____ help you?
- I wanted to spend more time in Brighton, but we could only go there for a day trip. **ALL**
I wanted to spend more time in Brighton, but a _____ we had time for.
- Al moved out of this house five years ago. **NOT**
Al _____ house for five years.
- I find Daniel really irritating. **NERVES**
Daniel really _____.

Wskazówki

- W zadaniu tego typu należy tak przeformułować zdanie wyjściowe, aby zachować zawartą w nim informację. Poprawna może być więcej niż jedna odpowiedź.
- Przeczytaj uważnie zdanie wyjściowe oraz podany początek i koniec drugiego zdania. Zwróć szczególną uwagę na wyrazy przed luką i po niej – one pomogą Ci zdecydować, jakiej konstrukcji gramatycznej lub słowa należy użyć.
- Nie zmieniaj podanych fragmentów drugiego zdania.
- Po uzupełnieniu luki przeczytaj całe zdanie, aby upewnić się, czy informacja zawarta w zdaniu przekształconym jest taka sama jak w zdaniu wyjściowym. 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.

- 1 Some burglars broke into our house last night.
Our house _____ last night.
- 2 The accused man insists that he is innocent of the crime.
The accused man insists that he is not _____.
- 3 You are responsible for sending out the invitations.
It is _____ out the invitations.
- 4 People with disabilities have a hard time getting round this city.
It _____ people with disabilities to get round this city.
- 5 Were you in the habit of visiting your grandparents when you were younger?
Did you _____ your grandparents when you were younger?
- 6 It was devastating news when we heard that our business had to close.
We were _____ that our business had to close.

2 Complete the second sentence with up to four words so that it means the same as the first one.

- 1 I was surprised to see Jenna at the party!
It _____ to see Jenna at the party!
- 2 The jeweller said that the watch wouldn't be cheap.
The jeweller said that I would _____ a high price for the watch.
- 3 'I'll never travel with you again!' Patricia told me.
Patricia told me that _____ with me again.
- 4 It's a pity that I never learned to cook.
I wish _____ to cook.
- 5 The hairdresser dyed my hair yesterday.
I _____ yesterday.
- 6 Let me introduce you to my oldest friend, Kate.
I _____ meet my oldest friend, Kate.

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

- 1 They will pull down the old theatre, but I think they should have tried to renovate it.
The old theatre _____ down, but I think they should have tried to renovate it.
- 2 I hated getting up early when I was younger, but now I am accustomed to it.
I _____ getting up early, but now I am accustomed to it.
- 3 Do you have any questions for Mia before we end the interview?
Would _____ Mia any questions before we end the interview?
- 4 Taylor is better qualified than any of the other candidates.
Taylor has _____ out of all the candidates.
- 5 Tania's teacher advised her to stay at school until her parents arrived.
Tania's teacher said _____ at school until her parents arrived.
- 6 Charlotte asked me what my favourite holiday destination was.
Charlotte asked, ' _____ holiday destination?'



4 Complete the second sentence with up to four words so that it means the same as the first one.

- 1 Our professor taught us some facts about the ancient Greeks today.
We were _____ about the ancient Greeks today.
- 2 There is a good chance that my sister will get promoted in her new workplace.
My sister has a _____ in her new workplace.
- 3 The hotel room was so filthy that we decided not to stay there.
It was _____ hotel room that we decided not to stay there.
- 4 If you want the best smartphone on the market, it will be extremely expensive.
If you want the best smartphone on the market, you _____ a lot for it.
- 5 They are building a new roundabout next to the train station at the moment.
A new roundabout _____ next to the train station at the moment.
- 6 My grandparents moved to this cottage forty years ago.
My grandparents _____ in this cottage for forty years.

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

- 1 'There is no way I am going to reveal her secret,' James said.
James _____ reveal her secret.
- 2 My sister hasn't eaten sweets for a whole year.
The last time my sister _____ a year ago.
- 3 I told the tourists how to get to the National Museum.
I gave _____ to the National Museum.
- 4 This milk tastes strange – I wonder if it's okay to drink.
This milk has _____ –
I wonder if it's okay to drink.
- 5 My dad started working for this firm six years ago.
My dad _____ for this firm for six years.
- 6 It's not possible that Tim is stuck in traffic because he's coming by train.
Tim _____ in traffic because he's coming by train.

6 Complete the second sentence with up to four words so that it means the same as the first one.

- 1 Every time I come here, something reminds me of my childhood.
Every time I come here, I am _____
_____ my childhood.
- 2 A professional replaced our window after it was broken in the storm.
We _____
after it was broken in the storm.
- 3 Do you know how to get to the art museum?
Could _____
to get to the art museum?
- 4 Maria started studying Swedish three years ago.
Maria _____
for three years.
- 5 Arriving early will give us enough time to discuss your plans.
If you come early, we _____
_____ to discuss your plans.

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

- 1 I wonder if you could tell me the time the film begins.
Do _____ the film begins?
- 2 'I had nothing to do with the robbery!' Paul said.
Paul denied _____
with the robbery.
- 3 The teacher instructed the students to sit down.
The students _____
sit down.

8 Complete the second sentence with up to four words so that it means the same as the first one.

- 1 I can't find a single vegetable in your fridge!
There _____ vegetables
in your fridge!
- 2 Jane knew almost everyone at the party.
There were hardly _____
didn't know at the party.
- 3 I can't thank you enough for your help.
I can't tell you how _____
for your help.
- 4 The wind was blowing so hard that we were almost knocked over.
It was such _____ that
we were almost knocked over.
- 5 I need to call Nathalie about the New Year's Eve party costumes.
I need to get _____
Nathalie about the New Year's Eve party costumes.
- 6 Kevin admitted being involved in the incident of vandalism at the school.
Kevin said that he had _____
_____ the incident of vandalism at the school.

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

- 1 This vending machine must be out of order. I can't get my drink out.
This vending machine _____
down. I can't get my drink out.
- 2 'Have you ever been to Asia before?' Kelly asked me.
Kelly asked me _____ been
to Asia before.
- 3 Robert said he wouldn't help me with my project.
Robert _____ help me with
my project.
- 4 People must look after their pets more because they also suffer from staying at home all day.
People must take _____ more
because they also suffer from staying at home all day.
- 5 Whose is this bike? It's very beautiful.
Who _____ to? It's very
beautiful.

Sety leksykalne (zadania zamknięte)

Wskazówki

- W zadaniu tego typu z podanych wyrazów musisz wybrać ten, którym poprawnie uzupełnisz luki w obu zdaniach z pary.
- Zastój 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 options.

- Let's walk to the village – it isn't ____ from here.
 - My cousin has ____ more money than I do, but it hasn't made him any happier.
A much B far C long
- Stephen was thrilled when he scored the final ____ that won the match.
 - You made a very good ____ when you said that teens should start school later in the morning.
A point B goal C game
- It's very easy to ____ mistakes when you are learning computer coding.
 - My aunt is planning to ____ a special cake for my birthday party.
A make B do C prepare
- People who exercise a lot should have a ____ one or two days a week.
 - This piece of cake is too big – I think I'll save the ____ for later.
A break B pause C rest
- Do you think my hair looks better curly or ____?
 - The manager looked in the mirror to make sure his tie was ____.
A loose B wavy C straight

2 Choose the correct options.

- I can't ____ the difference between Alice and Rita because they are so alike.
 - Could you ____ me what time you are planning to arrive?
A say B tell C describe
- Official governing bodies ____ the rules for sports such as football and rugby.
 - Can you ____ the alarm clock before we fall asleep, please?
A set B turn C switch
- I always ____ carsick on these winding mountain roads.
 - Do you ____ that you have prepared enough for the exam?
A think B look C feel
- The drug is undergoing the last clinical ____.
 - I'm not sure if Ty will be put on ____ for burglary.
A court B test C trial

Sety leksykalne (zadania otwarte)

Wskazówki

- Ten typ zadania polega na uzupełnieniu obu / wszystkich trzech zdań z zestawu tym samym słowem, które musisz odgadnąć samodzielnie. Poprawna jest tylko jedna odpowiedź.
- Uzupełnij jedno ze zdań pasującym wyrazem, a następnie spróbuj uzupełnić drugie (i trzecie) zdanie tym samym wyrazem, nie zmieniając jego formy. Jeśli wyraz nie pasuje do drugiego lub trzeciego zdania, spróbuj jeszcze raz z kolejnym słowem – aż znajdziesz takie, które będzie pasować do obu / wszystkich trzech zdań.
- Pamiętaj, że brakujący wyraz jest tą samą częścią mowy w obydwu / we wszystkich trzech zdaniach, ale w każdym z nich występuje w nieco innym znaczeniu.

1 Complete each pair of sentences with the same word.

- Do you happen to know the _____?
My watch has stopped.
 - We had the _____ of our lives during our end-of-school trip to Boston.
- Noah's dream is to travel to outer _____ and explore distant planets.
 - There isn't enough _____ for two beds.
- There is no _____ for prejudice in this school. Everyone is equal here.
 - My favourite _____ to relax is my grandparents' house in the countryside.
- The _____ of this fish is too strong for me.
 - Delia has excellent _____ when it comes to the way she dresses.
- My cat has put _____ weight because my mum gives her too much fish.
 - Can you turn the heater _____? I'm cold.

2 Complete each pair of sentences with the same word.

- Even though they're common, _____ on the face make most teens very self-conscious.
 - This is one of the most famous beauty _____ in the county, largely because of the amazing view from the mountain top.
- The _____ she delivered in Parliament was extremely moving.
 - Alan's _____ is a bit hard to understand because of his regional dialect.
- I have strawberry _____ on toast every morning for breakfast.
 - We were stuck in a traffic _____ for nearly two hours yesterday.
- Spaghetti with tomato sauce is my favourite Italian _____.
 - My sister dropped a valuable old _____ on the floor and broke it.
- Her team was very proud to win the _____ in the end-of-the-year competition.
 - Would you like a _____ of tea or a glass of water?

3 Complete each pair of sentences with the same word.

- 1 a Is this the app _____ you used to find your lost dog?
b I know _____ it wasn't your fault.
- 2 a I must admit Matt has often let me _____, to the point that I can't trust him anymore.
b A slow tempo in music slows _____ your heart rate.
- 3 a Mrs Smith usually puts her dark hair _____ in a ponytail.
b My friends always cheer me _____ and make me laugh.
- 4 a I got _____ on the way here because my GPS gave me the wrong directions.
b No matter how many _____ matches my team suffers, I still support them.
- 5 a The soldier died centuries ago while fighting _____ the Persians.
b It's _____ the law to park your car here, as it may block access for ambulances.
- 6 a _____ farms and solar panels are two sources of renewable energy.
b A cold _____ blew all day, so we stayed at home and watched a film.

4 Complete sentences a–c with the same word.

- 1 a Sarah and Joe went on a _____ to that new modern art gallery.
b Could you please tell me today's _____? Is it the 25th?
c It's important to check the expiry _____ on dairy products.
- 2 a You are too young to _____ a car. You'll have to wait until you're eighteen.
b If I watched the news all the time, it would _____ me crazy.
c The farmer goes out every evening to _____ the cows back into the barn.
- 3 a Our local newspaper has decided to only _____ stories about our region.
b Could you _____ the table with a table cloth before you set it?
c It is obvious that the politician tried to _____ up his involvement in the scandal.
- 4 a Diana's parents didn't _____ her go on a trip with her friends to the mountains last summer.
b When you go on holiday, it's okay to relax and _____ yourself go.
c It's easy to _____ a flat near the university since there is always a demand for student accommodation.

5 Complete sentences a–c with the same word.

- 1 a You have to enter a special code to make your new credit card _____.
b My gran is very _____ – she goes to yoga classes twice a week and also does volunteer work.
c The burglar alarm becomes _____ ten seconds after you have set it.
- 2 a Paul is sad because the kids at his new school _____ him names.
b Could you _____ me after ten o'clock, but before the meeting starts?
c Why did the referee _____ a foul on a perfectly legal tackle?
- 3 a Suddenly, the captain gave the _____ to fire.
b My dad placed a huge _____ at his favourite Thai restaurant, which meant it was impossible to eat everything.
c If you kept the books and files in _____, it would be easier to find things.
- 4 a Their clothing _____ started out small, but now it makes huge profits.
b I don't spend time with my grandparents because I have to – I really enjoy their _____.
c In the past, children were expected to remain silent when in the _____ of adults.

6 Complete sentences a–c with the same word.

- 1 a Have a _____, won't you? She's in need of some sympathy at the moment.
b George had some problems with his _____, which is why he needed an operation.
c My advice would be to follow your _____ instead of focusing on your family's expectations.
- 2 a How did you _____ to convince your parents to let you go to the party?
b My aunt can _____ on very little money because she's a careful spender.
c Olive is able to _____ her business perfectly well on her own.
- 3 a One way to _____ a happy life is to never spend more than you earn.
b It takes a very strong general to _____ such a large and diverse army.
c The best way to _____ a discussion is to pose a question and allow everyone to respond.
- 4 a The firefighter was very brave to jump into the water in order to _____ the little boy from drowning.
b No matter how little you earn, it is always wise to _____ something for a rainy day.
c My grandmother tends to _____ every receipt, so she literally has boxes of them.

Wskazówki

- W zadaniach tego typu najczęściej sprawdzana jest znajomość czasów gramatycznych, czasowników frazowych i idiomatycznych wyrażen przyimkowych.
- Najpierw przeczytaj cały tekst, ignorując luki i starając się zrozumieć jego sens. Następnie przeczytaj tekst ponownie, zwracając szczególną uwagę na wyrazy znajdujące się przed każdą luką i po niej. Mogą to być np. określenia czasu, które pomogą Ci wybrać właściwy czas gramatyczny.
- Pamiętaj, aby najpierw wyeliminować odpowiedzi, które na pewno są nieprawidłowe, a dopiero potem wybierz ostateczną odpowiedź.
- Po wykonaniu zadania przeczytaj ponownie cały tekst, aby upewnić się, że jest on spójny i logiczny.

1 Choose the correct options.

home blog

The connection between your personality type and the kind of exercise you prefer is not ¹ _____ clear, but there are some general tendencies which are worth ² _____. People who are not very happy in unpredictable situations are definitely drawn to forms of exercise ³ _____ are calming and head-clearing. Process-oriented Pilates might be a good example of an exercise routine for an introvert. In contrast, it is fairly easy to see that sociable people may find high-energy team sports more appealing. This is because they involve a high level of cooperation within a team and the ability to find common ground in shared interests. An interesting question is ⁴ _____ or not you can change well-established personality traits by taking part in activities which go against your nature.

For example, can a very shy person increase their confidence by ⁵ _____ part in group activities? While this is still open to debate, it is certainly a question that is worth pursuing.

- | | | |
|--------------|-----------|-----------|
| 1 A entirely | B mainly | C mostly |
| 2 A to note | B noting | C noted |
| 3 A they | B who | C which |
| 4 A if | B whether | C however |
| 5 A take | B to take | C taking |

2 Choose the correct options.

Most of us take the Internet for granted. In ¹ _____, it seems almost comical now when somebody describes what life was like before the Internet, when factual information could only be found in printed books. However, there are ² _____ disadvantages to the Internet which many people would be happy to do without. For instance, since information stays online indefinitely, you have to check the news carefully to make sure it is still valid. There is also the problem of ³ _____ news, so nearly everything you read online needs to be verified. Yet, the biggest complaint of most users is about online advertising. No one can deny that it is far more intrusive compared to two or three years ago. Every time you are on the hunt for the perfect pair ⁴ _____ trainers, you can't open the Instagram app or the Facebook wall without seeing a pair of sports shoes. The pair you ⁵ _____ out only a few minutes beforehand is now alongside the photos of your friends and cute kittens. No wonder most people find this to be frustrating.

- | | | |
|-------------------|----------------|---------------|
| 1 A fact | B opinion | C advantage |
| 2 A enough | B too much | C a few |
| 3 A false | B fake | C falsify |
| 4 A of | B for | C from |
| 5 A were checking | B are checking | C had checked |

3 Choose the correct options.

Queen Elizabeth I, Queen Victoria, Margaret Thatcher – Britain has produced numerous remarkable women. One of the first was Boudica, also known as the Warrior Queen. Unfortunately, there is ¹ _____ little factual information about her that even the spelling of her name is in doubt. Yet, her role in trying to drive the Romans out ² _____ Britain has become the subject of many studies and a great deal of speculation. Boudica was descended from royalty and lived in the 1st century CE, at the time when the Romans ³ _____ to establish settlements in Britain. When her husband died, the Romans invaded his kingdom and ended up humiliating the whole family, but Boudica decided ⁴ _____ back. Tens of thousands died during the rebellion, and despite the fact that her armies were eventually defeated, Boudica became a hero to the ancient ⁵ _____, and remains famous to this day.



- | | | |
|----------------|---------------|--------------------|
| 1 A such | B so | C the |
| 2 A of | B from | C away |
| 3 A have tried | B were trying | C have been trying |
| 4 A to fight | B fight | C fighting |
| 5 A British | B Britain | C Britons |

4 Choose the correct options.

A crime is an act against the law which causes either physical or psychological harm to an individual, or damage to or loss of property. This much is pretty obvious, but when you start ¹ _____ what 'harm' really means, the issue becomes more complicated. Murder, theft and causing physical injury to others are certainly criminal, since the harm ² _____ is obvious. But is being rude to ³ _____ in a shop harmful? The answer is yes, as long as it occurs regularly. This is ⁴ _____ verbal abuse, and it includes ridiculing an individual or making threats. It is one of ⁵ _____ difficult forms of abuse to prove, however, because it does not leave any physical evidence, but it is, nonetheless, very hurtful. So, whenever you are witness to a verbal attack, do not hesitate to intervene or to report it.

- | | |
|--------------|--------------|
| 1 A ask | B asked |
| C asking | D have asked |
| 2 A caused | B causes |
| C has caused | D causing |
| 3 A no one | B everybody |
| C anybody | D someone |
| 4 A made | B called |
| C said | D asked |
| 5 A more | B the most |
| C the least | D less |

5 Choose the correct options.

A curious fact about human beings is that they often want to look different no matter ¹ _____ attractive they are. People with curly hair want it straight; those with very pale skin want to be darker, while those with dark skin try ² _____ it lighter. If you don't like your nose, your lips or your hair colour, the most likely reason is that they belong to you! Many experts blame advertising ³ _____ making people question their own appearance, and recent research has confirmed that the media negatively affects how we judge ⁴ _____ ourselves and others. Yet, it doesn't actually explain why we judge ourselves more harshly. Hopefully, recent moves to support diversity will help to remove some of the self-doubt that is so common, particularly ⁵ _____ young people. Seeing people who look similar being given starring roles in ads or on TV shows can promote self-acceptance more effectively than anything else.

- | | |
|------------|-------------|
| 1 A that | B how |
| C who | D where |
| 2 A makes | B have made |
| C to make | D making |
| 3 A into | B for |
| C of | D to |
| 4 A both | B neither |
| C too | D nor |
| 5 A around | B of |
| C amongst | D between |

6 Choose the correct options.

Every time you watch a football match, you can see sports fans cheering, shouting and high-fiving. Interestingly, even individuals ¹ _____ are ordinarily quite reserved will openly express their emotions when surrounded by people engaged in following the same exciting game. For many sports fans joining a fan club is an easy way ² _____ access to others with similar interests. A ³ _____ advantage is that being in a group, wearing the team's jersey and scarf, and having your face ⁴ _____ in the team colours allows you to maintain a sense of anonymity. The only subjects that matter are the team's successes and failures. Conversations about personal issues are not expected, and questions ⁵ _____ your job, family situation or education are simply irrelevant. This way you may get to feel part of a large group, but keep yourself to yourself at the same time.

- | | |
|----------------|----------------|
| 1 A who | B which |
| C where | D when |
| 2 A gain | B gaining |
| C to gain | D gains |
| 3 A later | B further |
| C longer | D wider |
| 4 A painted | B have painted |
| C are painting | D painting |
| 5 A all | B around |
| C alike | D about |

7 Choose the correct options.

Since the first electronic books went on sale to the public in the late 1990s, people ¹ _____ the end of conventional books. They claim that paper books are not only expensive to produce, but also very impractical. ² _____ a small device which can hold the equivalent of an entire library should be more convenient than buying or borrowing each item you want to read, shouldn't it? While the sales of printed books have ³ _____ since the 90s, a lot of people still prefer them. The ability to look back through the pages, marking any you want to return to, is one advantage. Another is that large-format books, especially those with photographs of art, simply don't have the ⁴ _____ impact on a small screen. Of course, the fact that many people simply enjoy the look, the feel and even the smell of paper books suggests that they may never disappear, ⁵ _____ all the predictions.

- | | |
|-----------------|------------------------|
| 1 A predicted | B have been predicting |
| C are predicted | D are predicting |
| 2 A To have | B Having had |
| C Have | D Having |
| 3 A lowered | B decreased |
| C descended | D gone |
| 4 A same | B like |
| C similar | D equal |
| 5 A in spite | B however |
| C despite | D although |

Wskazówki

- Zadanie tego typu polega na uzupełnieniu każdej luki w tekście jednym wyrazem. Zwykle poprawna jest tylko jedna odpowiedź.
- Przeczytaj tekst i poszukaj w nim wskazówek, które podpowiedzą Ci, jaką częścią mowy ma być wpisywany wyraz. Może on być 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.



DOUNE CASTLE

Doune Castle is located near the village of Doune, and it is said to ¹ _____ one of the most complete medieval castles in Scotland. Recent research ² _____ shown

that it was built in the 13th century, but later damaged in the Scottish Wars of Independence. What you can see there today is the result ³ _____ a restoration commissioned by Robert Stewart, Duke of Albany, in the late 14th century. ⁴ _____ castle officially became a royal residence in the 15th century and, even in its current ruined state, it amazes visitors. It has also impressed numerous film directors, and so was one of the locations used for *Monty Python and the Holy Grail* and the *Outlander* series. More recently, the castle ⁵ _____ used as a set for Winterfell in the first season of *Game of Thrones*.

2 Complete the text with one word in each gap.

Moderating Tourism

Tourism has brought many advantages to small towns and villages in scenic locations around the world. Places with access ¹ _____ the sea or the mountains are often crowded with sun-bathers, skiers or eco-explorers. With the development of the tourist industry comes increased income and employment, and a favourable reputation for places that may have largely been unknown ² _____. Unfortunately, ³ _____ often means the end to a traditional way of life which has gone on for centuries. The quiet social exchanges of the locals are replaced ⁴ _____ the noisy interactions of strangers, who have little interest in the needs and lifestyle of the inhabitants. Therefore, for the long-term residents finding a balance between prosperity and their ⁵ _____ way of life becomes a never-ending battle.

4 Complete the text with one word in each gap.

HOW TO LOOK AFTER YOUR MENTAL HEALTH?

Numerous online articles encourage us to take up exercise, improve our stamina and choose healthy food ¹ _____ of fatty snacks. But is that all we should be taking care of? According to many experts, our mental well-being is as important ² _____ the physical one. In order to remain mentally healthy, we should pay particular attention to a couple of important factors. One of them is talking about our feelings. It may feel awkward at first, but it's an important part of living happily and comfortably. And ³ _____ you open up more, you might feel ready to encourage your friends to do the same. The other important thing is being ready to ask ⁴ _____ help. None of us is a superhuman, so if you feel you can't cope with your problems on your own, you should be able to talk to your friends, a trusted adult or a specialist. There is no fixed point that you ⁵ _____ to reach before seeking help becomes acceptable.

5 Complete the text with one word in each gap.

Learning Cooking Skills

There is an ongoing discussion about the importance ¹ _____ including practical cooking skills in primary and secondary education. Along with learning biology, geography and how to work in a group, cooking and meal-planning are beginning to reappear in schools, which many see as a positive step. In a world ² _____ fast food and oven-ready meals are easily available, learning to shop economically and to prepare balanced meals is ³ _____ only practical, it also helps to promote a healthy life for future generations. An added advantage of learning to cook is ⁴ _____ other school subjects, such as practical mathematics and chemistry, are easily integrated into the lessons. This is a great way to show ⁵ _____ precise calculations and an awareness of chemical elements matter!

3 Complete the text with one word in each gap.

Most people would agree ¹ _____ the primary function of school is to provide a solid education. We go to primary school in order to learn to read, count and write. Then, we begin to learn facts about our society's development from the past to the present. But nowadays, more and more people ² _____ acknowledging that school has several other functions, apart from strictly educational ones. You might call this socialisation, or simply learning how to get ³ _____ well with people, which is of vital importance for later life. School teaches us how to cooperate with others, but also how to think for ourselves. It also explains ⁴ _____ to live morally, creatively and productively in a democratic society and shows activities, ideas and fields of knowledge that you might never encounter otherwise. I would never have got ⁵ _____ in Japan if not for my primary school origami club.

6 Complete the text with one word in each gap.**KNOW YOUR DIY LIMITS**

Doing your own repairs and home improvement projects around the house is extremely popular nowadays. The TV programmes that show you how easy it is to install a new floor or re-tile your bathroom make it even ¹ _____ tempting. After all, it helps you to save money, learn some new skills, and feel the satisfaction of making long-lasting improvements ² _____ your home. The fact is, however, that many projects are too complex to be completed by amateurs. In the case of taking on plumbing or electrical repairs, ³ _____ can be downright dangerous. Despite all the advice and encouragement from DIY programmes, there is no shame in having work ⁴ _____ by a professional once you've realised that you simply can't handle it on your ⁵ _____.

7 Complete the text with one word in each gap.**Afraid of your dinner?**

Eating disorders are often discussed, but food phobias – or an extreme fear of certain types of food – are less commonly talked ¹ _____. There are several types of food phobias, and many of them are based ² _____ the fear of becoming ill after eating certain things. Mayonnaise is top of the list for many suffering from this phobia. But, while avoiding mayonnaise won't negatively affect your health, it can certainly cause an inconvenience ³ _____ the sufferer goes to a restaurant or attends a family meal. Other forms of the fear are expressed by refusing to cook food or to eat meals ⁴ _____ by others. In extreme cases, food phobias can develop to such an extent that the sufferer is no longer able to consume a normal diet, at which point medical intervention ⁵ _____ recommended.

8 Complete the text with one word in each gap.**My First Car Boot Sale**

Car boot sales are events where people come together in their cars, hoping to make a bit of money by selling their unwanted items. I ¹ _____ taken to my first car boot sale when I was about six years old. After helping my parents set up their display and put price tags on things, I was given some money and sent off to hunt ² _____ treasures. The event was being held in a huge car park, and there were so ³ _____ rows of very similar cars that I soon got lost. Luckily, I was soon taken to the 'lost child' area and eventually reunited ⁴ _____ my parents. I have to admit that this experience did not give me a favourable impression of car boot sales, and to this ⁵ _____ I still feel uneasy when I go to one.

9 Complete the text with one word in each gap.**SALLY RIDE**

Sally Ride became the first American woman in space in 1983 while on the space shuttle Challenger.

At thirty-two years old, she was also the youngest American to ever leave the Earth's atmosphere.

When NASA began looking for women astronauts in 1977, Sally was ¹ _____ physics at Stanford University in California. ² _____ moment she saw NASA's ad in the school newspaper, she immediately decided to apply. She went through some rigorous training and became a mission specialist on the space shuttle Challenger, taking responsibility ³ _____ operating a robotic arm. Sally stopped working for NASA in 1987, going on to have a career as the director of the California Space Institute at the University of California, San Diego, as ⁴ _____ as being a professor of physics. In 2001 she founded Sally Ride Science, ⁵ _____ goal is to promote equity and inclusion for all students, especially girls, in STEM (science, technology, engineering and maths) studies and careers.

10 Complete the text with one word in each gap.**Forecasting the Weather**

Weather forecasting, or meteorology, has never ¹ _____ an exact science. In the days before satellite images and computer-generated models, all forecasters could do was to study current weather conditions, compare ² _____ to previous years, and state what they considered the likely outcome would be. Even with modern technology, meteorologists still use observation and experience to help them interpret the data they receive. Tracking large storms has become one of the ³ _____ interesting things to watch, since the United States and Europe use different systems to predict their path, and they do not always agree. The point is that ⁴ _____ a forecaster is talking about the next day or two, they can be rather confident in their predictions. Yet, when a storm is brewing far out in the Atlantic, deciding exactly when and where it ⁵ _____ hit remains a guessing game.

Wskazówki

- W zadaniu tego typu wybrana odpowiedź musi pasować zarówno do fragmentu zdania podanego 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.

- X:** What are you planning to do during your gap year?
Y: I haven't really decided yet.
X: _____
A You'd better make up your mind soon!
B I think that's a great idea!
C I wouldn't mind that!
- X:** Susan's planning to leave the company.
Y: _____
X: Well, she told me so herself.
A I find that hard to believe.
B About time too!
C I'm not surprised.
- X:** How was your trip to Brazil?
Y: I felt ill the whole time, so it wasn't much fun.
X: _____
A That is so great!
B Better you than me!
C I'm so sorry to hear that!
- X:** Did you return Ms Brown's call?
Y: I tried, but I couldn't get through.
X: I'm sorry. _____
A You could have written it down wrong.
B I must have written it down wrong.
C She can't have written it down wrong.

2 Choose the correct options.

- X:** _____
Y: I haven't decided yet. It depends on how much time I can get off.
A Do you go on holiday with us?
B Would you like to come on holiday with us?
C Are you coming on holiday with us?
- X:** How is the shopping for your holidays going?
Y: I've barely even started.
X: _____
A That's good to hear.
B Well, there's plenty of time left.
C Sure, I'd love to help.
- X:** Your hair looks different. What have you done to it?
Y: _____
X: If I were you, I'd go to a hairdresser's next time.
A I gave myself a haircut.
B I went to the hairdresser.
C I want to have it cut.
- X:** I'd like to order two coffees to take away.
Y: _____
X: A latte and a cappuccino, please.
A Do you like our coffee?
B What coffees would you like?
C How about a coffee?

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, prośba, zgoda 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 with up to four words to make logical mini-dialogues.

- X:** Are you all set to go to study at Oxford next year?
Y: _____ they might not accept me.
X: That's not likely to happen!
- X:** How _____?
Y: It took about six hours.
X: Wow, that's a long time to sit on a plane!
- X:** Pam says she's not really happy in her new flat.
Y: We warned her that it wasn't a good idea.
_____ to us!
- X:** I'd like to buy a ticket to Glasgow.
Y: Would you prefer a _____ one?
X: A single one, please.
- X:** Do you mind if I close the window?
Y: _____
X: Thanks. It's so cold in here.

2 Complete the gaps with up to four words to make logical mini-dialogues.

- X:** _____ pancakes for lunch?
Y: I'd rather have one of your strawberry muffins.
- X:** I'm looking for some information about one of the after-school activities.
Y: Yes, of course. Which one _____?
X: The music production course.
- X:** Could you give me some advice? My mum is mad at me. _____?
Y: Well, maybe you should try apologising?
- X:** Can you get three eggs from the fridge?
Y: _____ them with the flour?
X: Yes, please.
- X:** Did _____ the concert?
Y: Yes, it was totally awesome!

Wskazówki

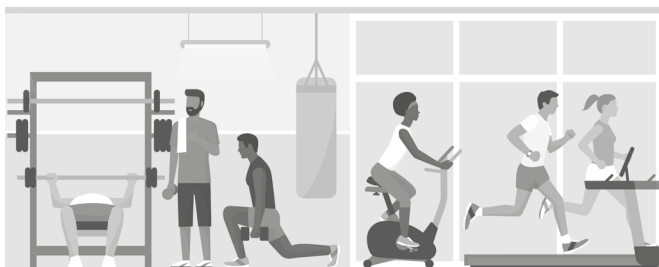
- Zadanie tego typu polega na uzupełnieniu luk w zdaniach przy wykorzystaniu podanych wyrazów zastosowanych w odpowiedniej formie. Nie wolno zmieniać kolejności podanych wyrazów. Można dodać inne potrzebne wyrazy (np. przedimki, przyimki, czasowniki posiłkowe). Najczęściej jest tylko jedna poprawna odpowiedź.
- 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. Write up to four words in each gap.

- 1 Frankie _____ (usually / have) her violin lesson on Fridays.
- 2 When my dad works from home, he can dress _____ (more / comfortable) than when he works in the office.
- 3 Yesterday, Elza _____ (admit / skip) breakfast regularly.
- 4 I _____ (not stand / watch) sci-fi movies with my brother. I prefer adventure films.
- 5 My mum _____ (suggest / go) for a pizza on Sunday.
- 6 While she was attending music school, she _____ (learn / compose) music.

2 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 Last year my class _____ (be / determine / win) the ecology competition.
- 2 My dad, _____ (who / love / the game), taught me how to play cricket.
- 3 _____ (break / world / record) is every sportsperson's dream.
- 4 This sprained ankle needs to _____ (be / look) a doctor.
- 5 _____ (you / ever / be) to London?
- 6 My physician _____ (advise / walk) forty-five minutes a day.



3 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 I _____ (stop / look around) because the view from the top of the mountain was amazing.
- 2 Are you here because you _____ (dream / work) as a vet?
- 3 My aunt _____ (invited / I / stay) at her holiday home in the Tatra mountains.
- 4 If only I _____ (not / forget) about my maths homework!
- 5 If criminals _____ (be / not / punish), crime rates would go up.
- 6 Katia _____ (might / hide) something from her boyfriend.

4 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- 1 _____ (you / never / guess) what happened!
- 2 My mum _____ (she / hair / cut) yesterday. I think it looks great!
- 3 I don't think _____ (Kate / take) job she was offered. The pay is too low.
- 4 By the time we got there, _____ (wedding / already / be) halfway over.
- 5 How long _____ (they / prepare) for this performance?
- 6 Although _____ (snow / heavy), they decided to drive to the shop.

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

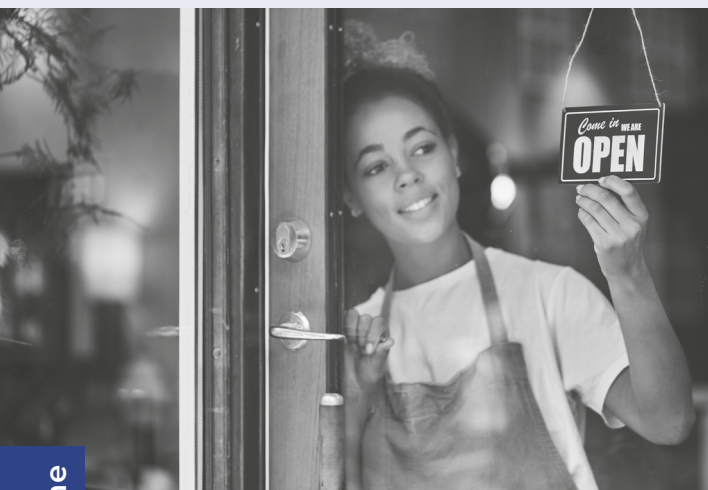
- 1 This time next week, I _____ (attend / classes) at The Royal Ballet School in London.
- 2 She told me _____ (she / take / care) of the problem, but nothing has been done!
- 3 The police suspected Jim of _____ (steal / money) from his employer.
- 4 What _____ (you / plan / do) about the complaints we've received?
- 5 That was the most exciting action film _____ (I / see) in my life!
- 6 Do you think _____ (flat / suit / you) more if we convinced the landlady to reduce the rent?

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.

create	expense	fail	illustrate
recommend	rely	risk	



One of the ¹ _____ ventures a business person might decide on nowadays is opening a new restaurant. Firstly, it is extremely ² _____ to buy all of the kitchen equipment and the necessary furnishings. Secondly, hiring experienced and ³ _____ staff might be very time-consuming. Thirdly, if you decide to use good quality products, you should be prepared for the high prices that suppliers demand. There is also the issue of ⁴ _____ a positive image among potential customers. Restaurants usually do this by organising campaigns linked to local events or, alternatively, by relying on happy customers to spread the word. But, if customers don't enjoy a new place, it is only a matter of time before they start posting negative comments online. The fact that sixty percent of restaurants don't survive after their first year is the most vivid ⁵ _____ of the challenges presented by this type of business venture.



2 Complete the text with the correct words formed from the words in the box. There are two extra words.

accept	achieve	difficult	play
possible	second	technology	

Most of us probably heard the question 'What do you want to be when you grow up?' at some point of our childhood. At that stage of life the ¹ _____ seem unlimited, so we dreamt of becoming an astronaut or a ground-breaking surgeon and no one blinked an eye. Imagining your ideal future at a young age is perfectly ² _____. It is only later, as we make our way through ³ _____ education, that the question becomes more pressing. Having to decide what and where to study tends to make teenagers anxious. Yet, no matter what your educational ⁴ _____ and financial needs are, in my opinion, it is important to remember our childhood dreams. Even though the job of a receptionist or an IT ⁵ _____ might not be what we dreamt about when we were small, we should always find some way to pursue our childhood ambitions.

3 Complete the text with the correct words formed from the words in brackets.

Anyone who has travelled much, whether for business or pleasure, is well aware of the disadvantages of travelling. Even the most ¹ _____ (adventure) person will admit that flight delays or cancellations and mix-ups with room reservations do not add to an individual's sense of well-being. But, I have read several articles lately which argued that even these ² _____ (avoid) inconveniences are one of the positive aspects of travel. One writer argues that even the most disastrous travel experiences can be good for our mental health because they reveal our coping skills and make us stronger ³ _____ (emotion), as well as more flexible. While I won't say that losing my luggage, being ⁴ _____ (able) to find my hotel and then breaking my ankle while on holiday in Italy was an enjoyable experience, it did show me that I am stronger and more resourceful than I imagined. And that can only be a good thing to know when facing life's everyday ⁵ _____ (difficult)!



- 4  Complete the text with the correct words formed from the words in the box. There are two extra words.

advance believe popular possible
relate rich serious

Do you have friends whom you've never met in person? Before widespread access to the Internet and the corresponding ¹ _____ of social media, this question would have been virtually ² _____ to ask. Yet, nowadays you can have hundreds of friends who live thousands of miles away, and who you will probably never meet in person. And whereas there are many social media users that maintain they have formed strong bonds online, numerous specialists ³ _____ doubt if such 'virtual' friendships are actually as meaningful as real ones. Whilst technology can be used to build and maintain in-person relations, it's not a satisfactory substitute for in-person ⁴ _____. It's evident from the research that building real connections can help us improve our sense of well-being. So, while the Internet may give us a forum, it shouldn't rob us of the ⁵ _____ of real-life friendships.



- 5  Complete the text with the correct words formed from the words in brackets.

Occasionally, you may have heard someone ask the question, 'Does anyone actually use paper money any longer?' The answer is 'yes', and there are several ¹ _____ (explain) as to why this is the case. The first one is ² _____ (private). Credit card companies and retail stores often sell your purchase data, which marketers then use to try to sell you more products. Using cash guarantees that your purchases remain private and anonymous. There is also a ³ _____ (secure) advantage with cash, as the risk of identity theft or your PIN number getting stolen online when using cash is non-existent. The second reason for leaving your card at home is that it's a way of ⁴ _____ (control) your expenses. For some people, it is much easier to demonstrate financial ⁵ _____ (responsible) when they are able to see how much money they are actually spending. So it's up to you what to choose.

- 6  Complete the text with the correct words formed from the words in the box. There are two extra words.

become employ experience
protect safe suit survive

Have you already decided on the career you are going to pursue? If you are interested in earning a good salary and saving the planet at the same time, you might consider ¹ _____ a forester or a food scientist. The former needs a degree in forestry or a related area, such as agricultural or environmental science. The job involves making plans for the ² _____, management and monitoring of the regeneration of forests. As the importance of green areas cannot be underestimated, this job is a huge responsibility. The ³ _____ of many life forms depends on forests, as they produce clean air and help to moderate climate change. A ⁴ _____ candidate for the position of a food scientist, however, should be ready to do research on ways to improve the efficiency and ⁵ _____ of food products and suggest ways to minimise waste. The job may also involve looking into the ways to reduce levels of salt and fats in foods so as to improve consumers' health. If you think one of those might be your career path, good luck on the interviews!

- 7  Complete the text with the correct words formed from the words in brackets.



home

blog



Learning how to manage money ¹ _____ (wise) is not easy in today's consumer-oriented society. Everywhere we look, we are encouraged to buy more. But spending too much money, especially if it results in a large debt, can have a negative impact on many aspects of your life, including personal ² _____ (relate). Problems such as hiding the extent of your spending or disagreements on how to handle finances can all be sources of tension. My personal philosophy ³ _____ (regard) money is simple: never spend more than you earn, don't try to keep up a ⁴ _____ (life) you can't really afford, and avoid accumulating too many material ⁵ _____ (possess), as it is not always true that new things are better. Nowadays, many products are purposely designed to not last, so look after what you already have, and avoid buying things you don't really need.

- Konstruując wypowiedź pisemną, najpierw dokładnie przeczytaj polecenie. Następnie rozwiń w kilku zdaniach każdy z punktów. Nie zmieniaj ich kolejności. Pamiętaj, aby odnieść się do obydwu członów każdego podpunktu.
- Każdy akapit Twojej pracy powinien dotyczyć osobnego podpunktu. W zdaniu wprowadzającym wyjaśnij, czego będzie dotyczyć akapit, i trzymaj się tego tematu.
- Dodaj niezbędne szczegóły lub przykłady, tak aby wzbogacić swoją wypowiedź.
- Pamiętaj, aby Twoja wypowiedź była klarowna i spójna. Poszczególne informacje powinny być ze sobą połączone spójnikami wewnątrz zdań (*but, while, though, as, since, so, also*) i pomiędzy akapitami (*firstly, secondly, however, once, in the end, to sum up*).
- Przed oddaniem pracy sprawdź, czy mieści się w podanym limicie słów. Jeśli go przekroczysz, upewnij się, czy Twoja praca nie zawiera powtórzeń lub wątków odbiegających od tematu. Jeżeli słów jest zbyt mało, sprawdź, czy wszystkie argumenty zostały wystarczająco rozwinięte.

- Konstruując wypowiedź pisemną, najpierw dokładnie przeczytaj polecenie. Pamiętaj, aby precyzyjnie odnieść się do poszczególnych podpunktów. Unikaj ogólnikowych wypowiedzi.
- Używaj różnorodnego słownictwa związanego z tematem oraz struktur leksykalnych i gramatycznych, które precyzyjnie wyrażają treść podpunktów. Stosuj synonimy, aby uniknąć powtórzeń.
- 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.

- a a lexical mistake _____
- b repetition of an adjective _____
- c a spelling mistake _____
- d repetition of a noun phrase _____
- e a grammar mistake _____
- f an imprecise fragment _____
- g a punctuation mistake _____

[illegible]

Hi, Sally,

Thank you for your last email. Guess what happened last week!

Kompendium maturalne 143

Wskazówki

- Konstruując wypowiedź pisemną, najpierw dokładnie przeczytaj polecenie. Pamiętaj, aby wstęp był zgodny z podanym tematem oraz z treścią wypowiedzi.
- Poprawnie sformułowana teza rozprawki musi zapowiadać jej strukturę: rozprawkę za i przeciw lub rozprawkę wyrażającą opinię.
- Najprostszym sposobem zredagowania rozprawki za i przeciw jest napisanie dwóch akapitów, z których pierwszy będzie zawierał argumenty za, a drugi argumenty przeciw danej tezie. Każdy z akapitów powinien zawierać szczegółowe rozwinięcie danej kwestii oraz przykłady wspierające podane argumenty.
- W zakończeniu rozprawki określ powody lub logikę istnienia obydwu rodzajów argumentów. Pamiętaj, że poszczególne części wypowiedzi (wstęp, rozwinięcie i zakończenie) powinny mieć odpowiednie proporcje.
- Upewnij się, że Twoja praca nie przekracza podanego limitu słów.

1 Read the tips from the box and the task below. Answer the questions.

Wiele osób twierdzi, że wszyscy uczniowie szkół średnich powinni uczyć się podstawowych prac biurowych niezależnie od tego, czy planują od razu podjąć pracę zawodową, czy pójść na studia. Napisz **rozprawkę**, w której przedstawisz dobre i złe strony wprowadzenia takiego obowiązku.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

1 What information should be included in the introduction?

2 What are two of the arguments for teaching practical skills in high schools?

3 What are two of the arguments against teaching practical skills in high schools?

3 Rewrite the for-and-against essay in exercise 2. Correct all the mistakes.

4 Do the writing task.

Coraz więcej osób, wybierając kierunek studiów, uwzględnia bardziej wysokość zarobków niż własne umiejętności i zainteresowania. Napisz **rozprawkę**, w której przedstawisz wady i zalety takiego podejścia.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

2 Read the for-and-against essay below and choose the correct options to complete sentences 1–4.

Some educators claim that students should acquire basic office skills before graduating from high school. However, is not it also true that some people don't need to learn them as they are not planning to work immediately after graduating from high school?

On the one hand, it is believed that learning office skills can help in the search for a good job. To begin with, employers appreciate the fact that new employees do not need to be trained in using a copying machine or preparing a presentation in PowerPoint.

On the other hand, adding more subjects to an already overloaded high school curriculum might distract students from revising for their school-leaving exams. Firstly, high school students are already overworked and, if anything, need more leisure time rather than more subjects to study. Secondly, most schools are not equipped to teach basic office skills to every individual student.

While there are obviously valid arguments on both sides, it seems to me that education is never a one-size-fits-all proposition. Ideally, students should be able to choose from a wide range of subjects those which suit their needs and interests.

1 The introduction *should* / *shouldn't* address both sides of the argument.

2 The number of arguments for and against *is* / *isn't* the same.

3 One fragment *doesn't* / Two fragments *don't* fit the essay logically.

4 In the conclusion, the arguments for both sides *shouldn't* / *should* be summarised.

Pamiętaj, że w wypowiedzi pisemnej na poziomie rozszerzonym oceniane są: zgodność z poleceniem (elementy treści i formy) ☒, spójność i logika wypowiedzi ☐, zakres środków językowych ☐ oraz poprawność środków językowych ☐.

Wskazówki

- Konstruując wypowiedź pisemną, pamiętaj, aby była logiczna, klarowna i spójna. Poszczególne informacje powinny być ze sobą połączone spójnikami wewnątrz zdań i pomiędzy akapitami, a także ułożone w logicznej kolejności.
- Używaj zwrotów służących do wyliczania argumentów (*to begin with, what is more, finally*), porównywania (*while, in contrast, likewise*) oraz wyrażania przyczyn i skutków (*therefore, since, consequently*).
- Upewnij się, że Twoja praca nie przekracza podanego limitu słów.

1 Complete the table with the words below.

additionally all in all as a result due to the fact
firstly for this reason in the first place likewise
moreover secondly similarly to conclude
when compared to whereas

Ordering your points	Comparing and contrasting	Explaining reasons and results
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3 Complete the article in exercise 2 with some of the phrases from exercise 1. Which two sentences do not logically fit the article? Cross them out.

4 Do the writing task.

Badania pokazują, że nadmierne korzystanie z urządzeń elektronicznych negatywnie wpływa na kondycję fizyczną młodych ludzi. Napisz **artykuł**, w którym omówisz to zjawisko i przedstawisz swój pomysł promocji aktywności fizycznej.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.



2 Read the tips from the box and the article below. Put the paragraphs in the correct order.

Badania wskazują, że nadmierne korzystanie z mediów społecznościowych sprawia, że młodzi ludzie są mniej towarzyscy w realnym życiu. Napisz **artykuł**, w którym omówisz to zjawisko i przedstawisz swój pomysł promocji kontaktów offline.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

MORE OR LESS SOCIAL?

_____ **A** As statistics show, spending too much time on our devices can have long-lasting effects on relationships. That is why face-to-face communication among teens should be encouraged more. This can be done in numerous ways.

¹ _____, young people should be informed about the consequences of avoiding real life conversations.

² _____, they should be urged to have no screen time with their friends to improve social skills.

_____ **B** The spread of mobile devices and the growth of social media has created a barrier between young people and their peers. ³ _____, teenagers often miss out on a conversation because they are distracted by their phones. ⁴ _____, they seem to be more interested in their online lives than in the real lives of their friends. Too much screen time can damage children's eyes as well. Unfortunately, ⁵ _____, young people are more prone to loneliness and depression.

_____ **C** Do you remember the last time you were at a social gathering? Undoubtedly, it was enjoyable to feel close as part of a group. Yet, how many people there were actually talking to each other? Probably most of them were focused on their mobile phones. They all had the latest and most expensive devices. Recent studies have shown that using social media too much actually makes young people less sociable in real life.

_____ **D** ⁶ _____, social media is currently making young people less sociable, but it is possible to re-establish face-to-face relationships among teens with adults' support. It is also important to remember that physically being in the company of others is both beneficial and enjoyable.

Pamiętaj, że w wypowiedzi pisemnej na poziomie rozszerzonym oceniane są: zgodność z poleceniem (elementy treści i formy) ☒, spójność i logika wypowiedzi ☒, zakres środków językowych ☐ oraz poprawność środków językowych ☐.

Wskazówki

- Używaj różnorodnego słownictwa związanego z tematem oraz struktur leksykalnych i gramatycznych, które precyzyjnie wyrażają treść podpunktów. Stosuj synonimy, aby uniknąć powtórzeń.
- Unikaj wyrazów o wysokim stopniu pospolitości np. *nice, interesting, cool*.
- Upewnij się, że Twoja praca nie przekracza podanego limitu słów.

- 1 Look at the pictures below. How can these places have an impact on a community's well-being and the future of its residents? Note down three consequences for each place.





- 3 Correct the mistakes in fragments 1–4 from the text in exercise 2.

1 _____

2 _____

3 _____

4 _____

- 4 Do the writing task.

Przestępczość w Twojej okolicy może zostać ograniczona poprzez zainstalowanie monitoringu we wszystkich strefach publicznych. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, uwzględniając aspekty ekonomiczne, a także prywatność mieszkańców.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

- 2 Read the tips from the box and the opinion essay below. Match fragments 1–4 to problems a–d.

Tym, co naprawdę ogranicza przestępczość, jest nie groźba kary, ale edukacja. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, uwzględniając rolę edukacji i szkoły w rozwoju młodego człowieka.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

¹ Some say that schools can reduce crime. As I see it, we should definitely work to prevent crime by educating people rather than waiting for it to occur and then punishing the criminals.

Studies have shown that the education children receive plays a significant role in the development of their personality and moral code. If, at a young age, children are taught non-violent and safe methods to handle problems, as well as effective ways to channel difficult emotions, they are less likely to turn to crime. ² What is more, teachers can teach the importance of morality to the pupils and teach them about responsibility, self-respect and the difference between right and wrong.

³ However, school is not only about showing good patterns of behaviour to children. It is also a place where they have good access to specialists who can support them in difficult situations. Moreover, psychological or institutional support can be provided to entire families. Additionally, some schools offer carefully prepared social programmes that actively involve the local community, thus reducing levels of crime in the neighbourhood.

The argument that punishment deters crime has a lot of support, of course. ⁴ But, I think that education is a cool way to reduce crime and fight with adversity. Instead of harsher laws to prevent crime, individuals can focus on educating society.

- | | |
|---------------------------------------|-------|
| a repetition of a verb | _____ |
| b an imprecise statement | _____ |
| c the adjectives used are too general | _____ |
| d expressions are too informal | _____ |

Pamiętaj, że w wypowiedzi pisemnej na poziomie rozszerzonym oceniane są: zgodność z poleceniem (elementy treści i formy) ☒, spójność i logika wypowiedzi ☒, zakres środków językowych ☒ oraz poprawność środków językowych ☐.

Wskazówki

- Pamiętaj, aby sprawdzić swoją pracę pod względem błędów gramatycznych, leksykalnych, interpunkcyjnych 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 rules a–h and decide if they describe a formal or informal letter.

- | | | |
|---|---|-------|
| a | contractions (e.g. <i>don't</i>) not allowed | _____ |
| b | salutation: <i>Hi, / Hello,</i> | _____ |
| c | informal language | _____ |
| d | salutation: <i>Dear Sir / Madam,</i> | _____ |
| e | contractions (e.g. <i>don't</i>) allowed | _____ |
| f | complimentary close: <i>Love / Best wishes,</i> | _____ |
| g | complimentary close: <i>Yours faithfully / sincerely,</i> | _____ |
| h | formal language | _____ |



3 Correct the mistakes in fragments 1–8 from the text in exercise 2.

- | | |
|---|-------|
| 1 | _____ |
| 2 | _____ |
| 3 | _____ |
| 4 | _____ |
| 5 | _____ |
| 6 | _____ |
| 7 | _____ |
| 8 | _____ |

4 Do the writing task.

Na stronie organizacji studenckiej pojawiło się ogłoszenie o naborze uczestników na międzynarodową konferencję studencką na temat ochrony zagrożonych gatunków. Napisz **list motywacyjny**, w którym przedstawisz swoją kandydaturę oraz uzasadnisz, dlaczego jesteś odpowiednią osobą do reprezentowania Polski na tej konferencji.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

2 Read the tips from the box and the letter below. Match fragments 1–8 to types of mistakes a–e.

Chcesz wziąć udział w międzynarodowej konferencji studenckiej na temat ochrony środowiska. Napisz **list motywacyjny**, w którym przedstawisz swoją kandydaturę oraz uzasadnisz, dlaczego jesteś odpowiednią osobą do reprezentowania Polski na konferencji.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

¹ Dear Tom,

I am writing to apply for the position of a team member representing Poland at the international conference on

² envirommental issues that is taking place in Madrid next month. My reason for applying is that it will allow me to use my experience and learn new skills.

³ Currently, I have been a high school student in Rzeszów, Poland. I have already been involved in a number of environmental projects both at school and in the local neighbourhood. For instance, I was ⁴ responsible for denying students attending our school what to put into the new recycling bins.

I was also put in charge of the local composting team, where I proved to be a very communicative, approachable and reliable leader. ⁵ My ambition is to continue my education, donate a Bachelor's degree, and pursue a career in the environment protection industry. I believe that my experience, as well as my personal qualities, make me a suitable candidate for the team representing Poland in Madrid. ⁶ I had intended to share my experiences, as well as help others make improvements locally. What is more, I want to learn more about international efforts to care about the environment. I believe young people are our best hope in solving environmental problems.

⁷ Thank you for your time and codisenration. I look forward to hearing from you in due course.

⁸ Yours sincerely!

XYZ

- | | | |
|---|---------------------------|--------------|
| a | an inappropriate greeting | _____ |
| b | a grammar mistake | _____, _____ |
| c | a punctuation mistake | _____ |
| d | a spelling mistake | _____, _____ |
| e | a lexical mistake | _____, _____ |

Pamiętaj, że w wypowiedzi pisemnej na poziomie rozszerzonym oceniane są: zgodność z poleceniem (elementy treści i formy) ☒, spójność i logika wypowiedzi ☒, zakres środków językowych ☒ oraz poprawność środków językowych ☒.

Ostatnio trapi Cię pewien problem z powodu szkoły. Napisz do kolegi z Anglii **e-mail**, w którym:

- wyjaśnisz, na czym polega problem,
- zrelacjonujesz związaną z nim sytuację,
- opisziesz swoje uczucia wywołane tym problemem,
- poprosisz o radę, jak sobie z tym problemem poradzić.

Długość tekstu powinna wynosić od 100 do 150 słów.

Pamiętaj, aby odpowiednio rozpocząć i zakończyć swój e-mail, stosując standardowe zwroty dla nieformalnego listu i e-maila.

Upewnij się, że informacje zawarte w e-mailu są ze sobą logicznie powiązane. Stosuj w tym celu odpowiednie spójniki, np. spójnik *basically*, z którego pomocą możesz wprowadzić krótkie podsumowanie sytuacji.

Przełącz wszystkie zawarte w poleceniu informacje i zadбай o rozwinięcie każdej z nich, np. poza określeniem, jak się czujesz (*worried*), dodaj uzasadnienie, dlaczego ta sytuacja wpływa na Twoje samopoczucie i jakie mogą być jej konsekwencje.

Stosuj zwroty typowe dla sytuacji opisanej w zadaniu, np. aby kogoś poprosić o radę, możesz użyć zwrotu: *What do you think I should do?*

✉ New message

Hi, Charles,

How are you? Things are OK here, but I have a slight problem, and I wonder if you can help me.

Basically, I'm doing a presentation for school which has to be ready for Friday. We have to work in pairs, and my teacher asked me to work with a girl called Julia, who is new. I don't know her very well because she's quiet and not very sociable.

Anyway, the problem is that Julia isn't doing much work, and I'm worried that I will get a bad mark if I have to do it all on my own. I tried talking to her about it yesterday, but whenever I approached her, she managed to avoid me. What do you think I should do? You usually have some good advice about any school-related topics.

Well, that's enough about my problem. Tell me all your news, too. I'd love to know what you are up to.

Best wishes,

XYZ

Udziałasz się na forum dla uczących się języka angielskiego i chcesz podzielić się informacjami na temat wykorzystywania piosenek w celu poprawy znajomości języka. W swoim **wpisie na forum**:

- zaproponuj wykonawcę lub zespół i opisz ich pokrótce,
- wyjaśnij, dlaczego do nauki języka polecasz akurat ich muzykę,
- zasugeruj tytuły najlepszych, Twoim zdaniem, piosenek do słuchania i nauki,
- wyjaśnij, jakie trudności mogą napotkać uczący się języka.

Długość tekstu powinna wynosić od 100 do 150 słów.

Podziel swój wpis na logiczne, krótsze akapity. Możesz zachować kolejność informacji ustaloną w poleceniu.

Używaj nieformalnego języka, na przykład czasowników frazowych (*phrasal verbs*) oraz form skróconych.

Stosuj zwroty typowe dla sytuacji opisanej w zadaniu, np. aby coś komuś polecić, możesz użyć zwrotu *I would definitely recommend ...*

A blog post (Unit 3 and Unit 5)

Prowadzisz bloga o tematyce ekologicznej, w którym co tydzień poruszasz inne zagadnienie. Zredaguj **wpis na blogu**, w którym:

- opiszesz temat tego tygodnia,
- wyjaśnisz, dlaczego jest ważny dla ochrony środowiska,
- zasugerujesz sposób, w jaki czytelnicy bloga mogą pomóc w omawianej kwestii,
- poinformujesz, o jakim problemie chciałbyś/chciałabyś napisać w następnym wpisie.

Długość tekstu powinna wynosić od 100 do 150 słów.

Rozpocznij wpis od bezpośredniego zwrotu do czytelników bloga, np.: *Hi, everyone!, Guess what! albo Guys! You're not going to believe what's happened.*

Używaj nieformalnych spójników, np.: *also, too*, aby łączyć zdania.

Posługuj się językiem potocznym, np. stosuj formy skrócone czy zdania wykrzyknikowe.

Zakończ swój wpis bezpośrednim zwrotem do czytelników, zachęcając ich do interakcji lub do powrotu na bloga, np.: *Join me next time if you want to ..., Do you have similar stories to share?*

Znalazłeś/Znalazłaś na stronie internetowej sieci restauracji ogłoszenie o stażach dla młodszego szefa kuchni. W odpowiedzi na nie napisz **list formalny** na 200–250 słów, w którym przedstawisz siebie jako właściwego kandydata / właściwą kandydatkę na to stanowisko, oraz poprosisz o dodatkowe informacje dotyczące stażu.

Upewnij się, że list zawiera odpowiednie zwroty rozpoczynające i kończące go, oraz że jest podzielony na logiczne akapity.

We wstępie wyjaśnij cel napisania listu, stosując odpowiedni zwrot, np.: *I am writing to apply for ...*, *I am writing in response to ...*

W rozwinięciu omów oba elementy tematu w sposób przejrzysty i logiczny:
1) przedstaw siebie jako właściwego kandydata / właściwą kandydatkę na stanowisko z ogłoszenia oraz
2) poproś o dodatkowe informacje i szczegóły dotyczące stażu.

Dear Mr Middleton,

I am writing in response to an advert I saw about your junior chef apprenticeships which start in September. I am very interested in applying for a place on the scheme, and I would be grateful if you could send me some more information about the positions.

Firstly, I would like to tell you something about myself. I love cooking and experimenting with new recipes. I finished school this year, and I am currently waiting for my exam results. This summer I will be working in the kitchen at a children's summer camp until the end of August and, after that, I would like to take the first steps on a career in gastronomy. I have researched your restaurants, and *I am impressed* by the range of your menus. I believe that the apprenticeships you offer would be the perfect opportunity for me.

As for questions, *could you tell me how long* the apprenticeships last for? In addition, *I was wondering* how many apprentices usually stay on to work for your company permanently. Finally, the advert mentions that the apprenticeship includes a qualification. Could you tell me what the qualification is and whether it is recognised nationally? Also, would it involve both theoretical and practical knowledge?

Thank you very much for your help. I look forward to hearing from you.

Yours sincerely,
XYZ

Pamiętaj o zachowaniu formalnego stylu i niestosowaniu form skróconych.

Używaj pytań pośrednich, aby zachować uprzejmy i formalny styl, np.: *I was wondering ...*, *Could you tell me ...?*

Niektórzy uważają, że świeżo upieczonym kierowcom powinno się zabronić prowadzić pojazd w nocy. Napisz **rozprawkę** (200–250 słów), w której przedstawisz argumenty za i przeciw takiemu rozwiązaniu.

We wstępie przedstaw tezę – odnieś się do tematu rozprawki i zasygnalizuj jej strukturę (*There are arguments for and against this position.*).

One in five drivers has an accident within one year of passing their test. That is why officials are thinking of introducing a law prohibiting new drivers from driving in the dark. However, if a law was introduced, would it be a good idea? There are arguments for and against this position.

W pierwszym akapicie rozwinęcia przedstaw argumenty za bądź zalety proponowanego rozwiązania (pierwszy element tematu).

One of the arguments for banning new drivers from driving in the dark is that it is more difficult to drive in these conditions. The lack of light makes us see worse, especially in areas that are not well lit, which may lead to more accidents. In addition, most new drivers are young, and they are less likely to act responsibly when driving friends at night. The statistics are definitely not in their favour.

Używaj odpowiednich spójników, aby budować argumentację i dodawać informacje, np.: *Furthermore, In addition.*

W osobnym akapicie przedstaw drugą część rozwinęcia, czyli argumenty przeciwko lub wady proponowanego rozwiązania (drugi element tematu).

On the other hand, some people argue that introducing a ban on driving in the dark would make it impossible for young people if they had a job where they needed to start early in the evening and drive at night. Furthermore, if you lived in a place like Scotland, you would not be able to drive after three o'clock when it gets dark in winter.

Używaj odpowiednich spójników, aby podkreślić kontrast pomiędzy argumentami za i przeciw, np.: *but, although, on the other hand.*

W ostatnim akapicie zawrzyj podsumowanie treści rozprawki zgodnie z przedstawioną argumentacją. Pamiętaj, aby użyć odpowiedniego zwrotu podsumowującego, np.: *To sum up, All in all.*

To sum up, preventing new drivers from driving after dark has its advantages and disadvantages. Although driving in the dark is harder than in daylight, banning young people from doing it could make them unable to work when the jobs require it. It would seem sensible for driving lessons to include some night-time driving so young people get used to it before they qualify.

Napisz dla międzynarodowego magazynu **artykuł** (200–250 słów), w którym opiszesz zwyczaje młodych ludzi z Twojego kraju dotyczące oglądania różnych treści w telewizji i Internecie. Przedstaw znaczenie telewizji oraz nagrań wideo w Internecie dla swojego pokolenia i uzasadnij swoje stanowisko.

Tytuł artykułu powinien przyciągać uwagę czytelnika.

Generation Z or generation YT?

Wstęp powinien zachęcić czytelnika do przeczytania tekstu za pomocą np. pytania albo ciekawego zdania.

Are traditional television channels still important for young people, or have online videos and streaming services made them redundant? To find out, I asked my friends and classmates to answer questions about their viewing habits: how long they had spent watching TV or videos the previous day, what they had watched and on what kind of devices.

Używaj nieformalnego, barwnego języka, swobodnego tonu, a nawet humoru.

First, I asked people how long they had watched TV or videos for. The majority claimed that they had watched them for two hours or less, while some said they had watched them for more than two hours. Only a few reported that they hadn't watched any TV or videos at all. They must have been revising for a test!

When asked what they had watched, just over half replied that they had watched YouTube videos. Popular videos included 'live play' videos by gamers as well as beauty and lifestyle vlogs. A quarter of my classmates reported that they had watched drama series on streaming services, with just a minority of those interviewed saying they had watched cable TV. Regarding how they had watched TV or videos, it seems that the most popular device is the tablet. Second place belongs to the mobile phone and, finally, only the bronze medal in the watching Olympics has been won by the traditional television set.

Ostatni akapit powinien zawierać podsumowanie tematu.

To sum up, while most teenagers enjoy watching videos, films and TV series in their free time, traditional television channels with fixed schedules are much less important for them than online videos or subscription channels which allow them to watch what they want, when they want. It's the freedom that counts! Wouldn't you agree?

Możesz stosować pytania, które zachęcają czytelnika do dalszych rozważań na temat poruszony w artykule.

Wiele osób twierdzi, że szachy nie są sportem. Napisz **rozprawkę** (200–250 słów), w której przedstawisz swoją opinię na ten temat, biorąc pod uwagę aspekt fizyczny gry w szachy oraz porównanie jej do pozostałych sportów.

Używaj odpowiednich spójników, aby budować argumentację i dodawać kolejne informacje wspierające Twoją opinię, np. *Furthermore*, *In addition*, *Moreover*.

In 2000, the International Olympic Committee recognised chess as a sport. Despite this, many people still reject the idea completely. So, is the International Olympic Committee correct? In my view, there are several reasons why they are.

Firstly, I would argue that chess shares many similarities with other sports. There are national and international competitions, as well as player rankings to see who is the best at any one time. Furthermore, there are rules about players' behavior at matches. They can be penalised for poor sportsmanship such as failing to shake hands. What is more, like in any professional sport, elite chess players must spend years practising their skills.

Apart from chess being like a sport, chess players, too, share similarities with athletes. Chess is demanding, both physically and mentally. Although some people claim that chess players do not need to be fit physically, experts show the contrary is true. Games can last for hours and players need incredible stamina to concentrate for so long. Blood pressure and heart rate can increase dramatically as the tension rises. Additionally, many players have nutritionists and fitness coaches to help them with the demands of competitive matches. Finally, like other sports stars, they are forbidden from taking performance-improving substances and are tested regularly.

To conclude, although I do not have strong feelings about the matter one way or another, I believe that we can call chess a sport, although perhaps we should refer to it as a mind sport, as opposed to a physical one.

We wstępie przedstaw tezę – odnieś się do tematu rozprawki oraz przedstaw własną opinię na ten temat, stosując odpowiednie zwroty, np.: *In my view*, *I believe*.

W pierwszym akapicie rozwiniecia omów pierwszą kwestię wskazaną w poleceniu (pierwszy element tematu). Argumentacja powinna być zgodna z Twoją opinią, przedstawioną we wstępie rozprawki.

W osobnym akapicie przedstaw drugą część rozwiniecia, czyli omów drugą kwestię wskazaną w poleceniu (drugi element tematu). Argumentacja powinna być zgodna z Twoją opinią, przedstawioną we wstępie rozprawki.

W ostatnim akapicie dokonaj podsumowania treści przedstawionych w rozwinięciu rozprawki i ponownie przedstaw swoją opinię ze wstępu, używając jednak innych sformułowań. Pamiętaj, aby zastosować odpowiedni zwrot podsumowujący, np.: *To conclude*, *Summing up*.

Unit 1 | An informal email (E-mail prywatny)

Talking about problems

I wonder if you can help me.
I have a problem which is related to (a friend of mine).
We hardly see each other anymore.
It feels like he's let me down.
We used to ..., but now ...
What should I do?

Beginning an email

Dear ...,
Hi, ..., / Hello, ...,

Giving the purpose of writing

I decided to write to you because ...
I saw the information about ..., and I wonder if you can help me (with a problem).

Ending an email

I'm looking forward to (listening to your podcast)!
I'm really looking forward to (hearing your reply).
I can't wait to hear from you.
Best wishes,
All the best,

Unit 2 | A forum post (Wpis na forum)

Giving recommendations

Don't miss ...
You should definitely check it out.
You definitely shouldn't (arrive late).
I'd recommend this band to everyone, especially ...
Make sure you (buy tickets) early.
It's well worth (seeing).
I've got a great one for you.
The workshops are the best thing about the festival.
There were seven stages to choose from.

Unit 3 | A blog post (Wpis na blogu)

Linking phrases

Ordering events in a story

As we entered the castle, we heard a strange noise.
When she saw the man, her heart stopped.
We heard a thunder, and, **(soon) afterwards**, a storm broke out.
I found it **while** I was cleaning my desk.
After we had bought this painting, strange things started happening.

Showing logical relationship

It was freezing in there, **so** we put on our jackets.
I was frightened. I needed to see what was inside, **though**.
Most news bulletins covered the story, and, **as a result**, everyone was talking about it.
We walked slowly **in order to** make as little noise as possible.
They failed. **However**, they kept trying.

Unit 4 | A formal letter of application (List motywacyjny)

Beginning a formal letter

Dear Sir or Madam,
Dear Mr/Ms Brown,

Giving the purpose of writing

I am writing in response to ...
I am interested in doing ...
I am writing to apply for ...
I would like to apply for ...

Giving information

Firstly, let me provide some information about ...
I thought you would like to know that ...

Asking for information

As for my questions, the advert mentions ...
Regarding (the accommodation), ...
I would be grateful if you could ...
I would appreciate it if you could ...

Ending a formal letter

I look forward to hearing from you.
Yours sincerely, / Yours faithfully, / Regards,

Unit 5 | A blog post (*Wpis na blogu*)

Informal linking phrases

Joining ideas

They are tough **as well as** eco-friendly.
 It can be grown anywhere without pesticides **as well**.
 They're a great choice if you care about the environment, **plus** there are some top-class ones.
 Bamboo doesn't need special soil, and it **also** doesn't cause deforestation.
 You can get pretty much any type you want **or** design your own one.

Contrasting ideas

Either you can buy a ready-made one, **or** you can build your own one.
 Bamboo might seem delicate, **but** it is very tough.
 Bamboo bikes are really eco-friendly, **unlike** traditional ones.
While metal decomposes over decades, bamboo needs a maximum of only a few years.

Unit 6 | A for-and-against essay (*Rozprawka za i przeciw*)

Linking phrases

Addition

and
 also
 besides
 Furthermore,
 In addition,
 Moreover,
 Not only ... but also ...

Contrast

but
 although
 yet
 However,
 On the other hand,
 Nevertheless,

Conclusion

All in all,
 To conclude,
 Summing up,
 To sum up,

Unit 7 | An article (*Artykuł*)

Talking about statistics

a large proportion (of)
 almost half
 eight out of ten
 half of the people
 more than half / over half
 one in four
 over ninety percent
 the (vast) majority (of)
 the minority (of)

Unit 8 | An opinion essay (*Rozprawka wyrażająca opinię*)

Making time references

It used to be that ...
 In the past, / Traditionally,
 Today, / Nowadays,

Presenting opinion

In my opinion,
 It seems to me that ...
 In my view,
 I would argue that ...
 I think that ...
 I strongly believe (that) ...
 As far as I am concerned,
 To my mind
 For me,
 Some people argue/say that ...
 One can argue that ...

Adding points and concluding

What is more, / In addition, / Furthermore,
 To sum up, / In conclusion, / To conclude,

Unit 1 | Reaching an agreement

Making suggestions

Shall/Should we (buy) (him) ...?
What/How about (a video game)?
Why don't we get (him) (a comic)?

Agreeing and disagreeing

Yes, that sounds like a great idea/a good plan!
Yes, sounds good to me.
It's not (his) thing. / (Sudoku) isn't really (his) thing.
(He's) not really into (sudoku).
I (don't) think (he's) a fan of ...

Checking with others

Does that sound OK?
What do you think/reckon? Do you agree?

Unit 2 | Describing photos – speculating about people's feelings

He doesn't look too/very (excited).
He looks/seems (really) (upset).
She doesn't seem to be (having fun).
I guess they feel (hurt).
Maybe she is/isn't/was/wasn't ...
It looks/seems like she is (enjoying herself).
She looks like she's (enjoying herself).
It's possible (that) ...
She might be (angry) because ...
I believe he/she is (happy).
I'd say he/she is (pleased).

Unit 3 | Expressing certainty and doubt

Expressing certainty

There's no doubt that ... / No doubt ...
It's/That's definitely ... / You definitely didn't ...
I'm sure/certain/positive (that) ...
It's/They're sure to (come).
It's clear that ...
Clearly/Obviously ...

Expressing doubt

I'm not (absolutely/really) certain/sure (that) ...
It's unlikely that ... / I doubt that ...
It isn't likely that ...
Maybe/Perhaps ...
... might (not) ...
I wonder if/whether ...

Unit 4 | A formal conversation

Pleased to meet you.
Pleased to meet you too!
Thank you for inviting me.
I'd like to ask you for some information/
a few questions ...
Of course. I'll do my best to help you.
What would you like to know?
I'm/We're looking forward to seeing/meeting you ...
Thanks for your time.
It was nice meeting you.
(Just) Let me know if you need anything else/any more information.

Unit 5 | Comparing and contrasting

It's/They're (greener) than ...
It's/They're more/less (eco-friendly) than most phones.
It creates more/less pollution.
What about the other one?
It's/They're (not) as (useful/expensive) as (that one/ those ones).
Are other phones better than these two?
The (cheaper), the (better).
I'd get the second one.
Not only is it (eco-friendly), but it's also (a great deal).

Unit 6 | Talking about problems and solutions

Problems

You won't believe it (but) ...
What a pain/nightmare!

Regrets

If only I/we (knew) ...
I wish I/we (could) ...
I regret that ...
I'm sorry that ...

Consoling someone

Don't panic/worry.
It's going to be all right.
We'll sort it out.
Everything'll be OK!
No use crying over spilt milk.

Solutions/Next steps

What shall I/we do?
Let's make a plan.
You probably need to ...
You/We should definitely ...
Yes, otherwise ...
It would be a good idea to ...
You might want to ...
But first, maybe ...?
If I were you, I'd ...
Yes, I'll do that.

Unit 7 | A stimulus-based conversation**Choosing one option**

I think it's a safe/good bet because ...
 First of all, it's great because ...
 It also has the advantage of (a huge choice of) ...
 There are loads of different things to do there.
 I'd definitely go for (option one) since ...
 More people will be intrigued by / interested in ...
 I think/believe it's the best choice.
 I suppose it's more appropriate/eye-catching than ...

Rejecting other options

As for the other (two), ...
 ... isn't for everyone.
 Not everyone enjoys / is drawn to ...
 Some people might object to ...
 I really dislike the fact that ...
 That's a huge argument against it.
 It's (crowded) compared to ...
 So, that's (probably) the least appealing option.

Unit 8 | Describing events and feelings**Describing an event**

The start/finish was thrilling/exciting/slow/boring.
 The crowd went wild / cheered.
 Everyone clapped/cheered. / Everyone was
 clapping/cheering.
 No one could have foreseen ...
 Before I knew it, ... / By the time ..., ...
 No one expected that.
 Finally, / In the end, / Eventually, ...

Describing your feelings

I've never been so excited/surprised/bored!
 I'll never forget ...
 You'll never guess what happened!
 To my/everyone's surprise ...
 It was so wonderful/exciting/boring.
 I had the time of my life.
 We couldn't believe our eyes!

Egzamin maturalny z języka angielskiego

Część pisemna (poziom podstawowy) Rozumienie ze słuchu

Wskazówki

- Gdy rozwiązujesz zadania sprawdzające umiejętność rozumienia ze słuchu, najpierw dokładnie przeczytaj polecenie i wszystkie pytania.
- Pamiętaj, że informacje zawarte 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) | 17

Usłyszysz dwukrotnie pięć wypowiedzi na temat pieniędzy. 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. points out the dangers of unexpected wealth.
- B. stresses the importance of spending money wisely.
- C. describes the negative results of an important financial decision.
- D. explains how they spend less for a certain type of purchase.
- E. describes how their hobby has affected their wealth.
- F. mentions the positive outcome of a negative situation.

1.1.	1.2.	1.3.	1.4.	1.5.

Zadanie 2. (0–5) | 18

Usłyszysz dwukrotnie informacje na temat planowanego przebiegu pierwszego dnia kursu językowego. Na podstawie informacji zawartych w nagraniu uzupełnij luki 2.1.–2.5. w tabeli tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

Who?	What?	Where?	When?
Simon	tour of the campus	in front of the (2.1.) _____	10:00 am
Martha	(2.2.) _____ and extra activities	Lecture Hall A	(2.3.) _____
Dennis	room assignments	(2.4.) _____	(2.5.) _____

Zadanie 3. (0–5) | 19

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

Tekst 1.

3.1. What is the speaker's news about?

- A. The need for more staff at the current location.
- B. Plans to relocate the company elsewhere.
- C. Plans to open a second branch at a different location.

Tekst 2.

3.2. According to the announcement, what should shoppers do first?

- A. Go to the nearest cashier.
- B. Leave the store immediately, as the doors are closing.
- C. Finish any shopping they are currently doing.

3.3. What does the speaker say about the handbag that has been found?

- A. It contains some recent purchases.
- B. It has flower pattern on it.
- C. It contains the owner's ID.

Tekst 3.

3.4. Why did Olive decide to become an emergency medical worker?

- A. Her parents persuaded her to apply.
- B. First-hand experiences influenced her.
- C. It requires little training in order to qualify.

3.5. How does Olive feel about her job?

- A. She finds it extremely upsetting.
- B. It is more dangerous than she had expected.
- C. She gets a lot of satisfaction from it.

Egzamin maturalny z języka angielskiego

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 tekst ponownie i upewnij się, czy odpowiedzi są właściwe.

Zadanie 4. (0–4)

Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej części tekstu (4.1.–4.4.). Wpisz odpowiednią literę w każdą kratkę. Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

- A. Healing the scars of past violence
- B. Repairing the effects of the weather
- C. Even humble homes are worth saving
- D. A battle against nature
- E. Several reasons, but one goal
- F. New uses for old places

4.1.

You might assume that, once a historic building or monument has disappeared, whether by natural or human forces, it is lost forever. But a strong respect for the past, a need to put human ingenuity to use and a desire to attract visitors have combined to bring a number of memorable places back to life.

4.2.

One of the most outstanding examples is Hiroshima Castle in Japan, which was severely damaged by the atomic bomb dropped on the city in 1945. The main part of the castle was entirely rebuilt after the war, and now houses a museum. Another victim of World War II was the Polish capital, Warsaw. While most people thought the charm of the Old Town, some of which dated back to the 13th century, was lost forever, an ambitious project helped to rebuild it and, consequently, revived the old spirit of the city.

4.3.

The temple complex of Angkor Wat in Cambodia is another example. This mysterious and ancient place has been threatened by both conflict and the forces of nature, which has meant that it has been almost entirely consumed by the jungle more than once in its history. Much of it has now been restored, and it attracts visitors from around the world.

4.4.

On a more human scale, the restoration of slave dwellings on plantations in the Southern United States enables visitors to get an idea of how unpaid workers lived, and the ways they tried to make their lives more bearable. Simple neglect led to the collapse of many of these dwellings, but reconstructions based on old documents provide a vivid insight into a way of life that has, fortunately, been outlawed.

Zadanie 5. (0–6)

Przeczytaj cztery teksty (A–D) na temat nauki online. Wykonaj zadania 5.1.–5.6. zgodnie z poleceniami.

Tekst A

A group of researchers is looking for students attending online university courses to share their experiences in regular meetings.

Have you chosen an online university course because of your busy work schedule? Or maybe it was due to personal circumstances, the unavailability of your subject at local universities, or as a work incentive?

We would like to learn more about your reasons for choosing to study online. Your responses will go towards a national study on the subject. How does it work for you? Do you miss socialising with other students? Meet one of our researchers once a month in order to share your opinions.

Email Mark at mjteblish@jmart.uni

Tekst B



New message



Joseph,

Thanks for the information about the research group for online university students. It sounds like an interesting idea, so I emailed Mark yesterday. The first meeting is next Thursday, at 7:00 pm, in the town centre.

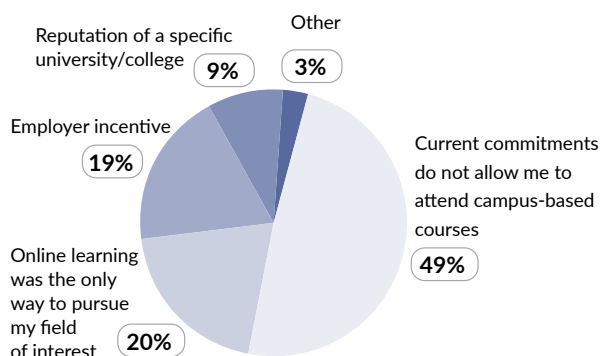
I'm doing an online course that's been made available to me through my current workplace, so I guess that fits the 'work incentive' category. The only issue is the time the group starts. I don't finish work until 7:00 pm on Thursdays, and I need some time to commute to the town centre. Do you think I should ask to leave work earlier than usual? Any thoughts? As you are doing your Spanish course online this year, maybe you would be interested in going too?

Keep me posted!

Love,
Karina

Tekst C

The Roland University Education Department is studying the popularity of online university studies, the reasons for choosing online courses and the satisfaction levels of online students. The pie chart below demonstrates some reasons for online learning choices.



Tekst D

I've just joined this group for people who are doing university studies online. It's kind of a challenge for me to get there because it's far away, but I still think it's really worthwhile. Is anybody else interested?

Karina

I might be! I've been feeling really isolated lately, so it would be great to meet some people who are facing similar challenges.

Robert

Why don't you suggest they move the group each time they meet? It might be easier for everyone.

Susan

I agree with Susan. I know you're a new member, but suggesting a change of venue makes sense.

Ella

I'm not sure about that. Maybe they could think about changing the location permanently? Moving round the town might be complicated to organise.

Robert

Przeczytaj zdania 5.1.–5.3. Dopasuj do każdego zdania właściwy tekst (A–D). Wpisz rozwiązania do tabeli.
Uwaga: jeden tekst nie pasuje do żadnego zdania.

5.1.	In this text Karina gets advice on how she might solve a problem.	
5.2.	This text is an invitation to take part in some research.	
5.3.	This text presents some of the reasons to choose online learning.	

Przeczytaj wiadomość Kariny do przyjaciółki. Uzupełnij luki 5.4.–5.6. zgodnie z treścią tekstów A–D tak, aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku angielskim. W każdą lukę można wpisać maksymalnie dwa wyrazy.

New message

Hi, Lauren,

How are your studies going at London University? I'm doing quite well in my online courses, though there are times when I wish I didn't have to **5.4.** _____ AND study at the same time. I've just joined a research group where we discuss our experiences with online learning with some academics. There are nine other students with whom I can compare the benefits and challenges of this type of education. I've recently read that there are quite a lot of online students in the UK and **5.5.** _____ of them – forty-nine percent to be exact – choose online study because of other commitments, so it seems many of us are in the same boat! Last Thursday I asked the organisers if we could meet in a **5.6.** _____ every month since the city centre is difficult for me to get to, but they didn't agree. Fortunately, my friend Joseph promised to give me a lift next time.

Let me know how you're doing.

Karina

Egzamin maturalny z języka angielskiego

Część pisemna (poziom podstawowy) Rozumienie tekstów pisanych

Zadanie 6. (0–5)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu.

Zakreśl jedną z liter: A, B, C albo D.

Finding her way to her cousin's flat from the train station was the least of Julia's worries. She had good directions on her phone, and her Danish was fluent enough that, even if she got lost, she could easily ask for help or get a taxi. What was really worrying her was the fact that she was planning to stay in a strange city, which was in an unfamiliar country, for a whole month, and she knew absolutely no one there apart from, of course, her cousin Lilly.

Her decision to spend some time in Denmark had come about because of her Danish teacher in the UK, Ms Madsen. Julia first became interested in studying the language when she had learnt that one set of her grandparents had emigrated from there. She found it so easy to learn it that her teacher called her a 'natural', and talked endlessly about Julia going to Copenhagen. In fact, Ms Madsen had been so insistent that Julia began to wonder if she was really making her own decision, or whether it was being made for her! It was certainly no surprise when she finally decided to go.

Exiting the station, Julia saw that it was a beautiful, clear day, and she suddenly felt happier as a result. She glanced at her directions, turned to the right, and set off for her destination. By her own calculations, it should only take ten minutes to get there, and she knew that the nervousness she felt had nothing to do with finding her way, and everything to do with being entirely alone in this strange city.

Suddenly, she felt a tap on her shoulder. She turned around, ready to confront a rude stranger. Instead, the person burst into a huge smile and said, 'Julia! Welcome to Copenhagen!'

'Anna? Is it really you?' She put her suitcase down and embraced her old friend, whom she had not seen for at least three years. Once, they had been classmates and best friends, but when Anna and her family moved away, they had lost touch.

'It is me! So, you've finally come to see the country!'

'How on earth did you know that?'

'I'm still in touch with Deborah, and she told me you were coming. Actually, she got all of your travel details from your mother and shared them with me so I could surprise you. And I really do hope we can start by trying to find some of your distant Danish relatives here!'

It didn't even occur to Julia to be annoyed that her family and friends had been plotting behind her back. All she felt was a sense of relief that she was not going to be so alone after all, and she was even happier to learn that Anna was living in the district that she herself was heading to.

6.1. Which statement is true about Julia?

- A. Her grandparents had encouraged her to come to Denmark.
- B. She regretted going to Denmark the moment she arrived.
- C. She had always wanted to visit Denmark.
- D. She was a little concerned about staying in Denmark.

6.2. From the second paragraph, we can conclude that Ms Madsen

- A. thought Julia should learn Danish more systematically.
- B. wasn't very keen on Julia's Danish connections.
- C. strongly encouraged Julia to go to Denmark.
- D. was surprised Julia wanted to learn Danish.

6.3. Julia began to feel better after she had

- A. looked at her directions again.
- B. left the station building.
- C. arrived at her cousin's flat.
- D. been spoken to kindly by a stranger.

6.4. Anna knew about Julia's arrival because

- A. she had been in touch with Julia's mother.
- B. she had heard directly about it from a mutual friend.
- C. she had spoken to Ms Madsen.
- D. Julia's cousin had told her.

6.5. Which is the best title for the story?

- A. Free at Last!
- B. A Regrettable Decision
- C. Lost in Copenhagen
- D. An Unexpected Meeting

Zadanie 7. (0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (7.1.–7.4.) 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.

Kazuo Ishiguro

When Kazuo Ishiguro was first informed that he had won the Nobel Prize for Literature in 2017, he simply didn't believe it. **7.1.** ____ Secondly, the fact that there is so much fake news and unreliable information around nowadays made him wonder if it could possibly be true.

7.2. ____ In fact, it was only when he received a call from the BBC that he started to become convinced.

Ishiguro was born in Japan in 1954, but in 1960 his family emigrated to Great Britain. He is the author of both novels and short stories. **7.3.** ____ The first one, *The Remains of the Day*, starring Anthony Hopkins and Emma Thompson, won several major film awards and is considered a classic. The second film, *Never Let Me Go*, is a moving story of teenagers with no family or history who are searching for meaning in their lives.

7.4. ____ The stories he's written often deal with the lies people tell themselves and the way societies deny the truths of their own past. Ishiguro hopes that his works will help people face the often uncomfortable truth instead of accepting the fake stories that are now so common.

- A. As he told reporters at the time, 'I thought it was a hoax.'
- B. First of all, Ishiguro is also known for his reviews and literary criticism.
- C. Actually, Ishiguro's disbelief at his win reflects many of the themes in his work.
- D. Firstly, he thought there had been so many more notable authors, like Haruki Murakami or Margaret Atwood, who hadn't been awarded yet.
- E. Interestingly, two of his works have been turned into award-winning films.

Egzamin maturalny z języka angielskiego

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 przekroczysz/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: Did you like the film?
Y: _____
X: I'm surprised you didn't like it more.
A. I thought it was amazing.
B. It was a bit predictable.
C. It was better than the last one.
- 8.2. X: Sam isn't very happy in his new job.
Y: _____
A. I knew it wouldn't suit him.
B. When do I start?
C. Don't say I didn't warn you.
- 8.3. X: I'm worried I won't do well in the French exam tomorrow.
Y: _____
X: I hope you're right.
A. I'm sure you can do it later.
B. There's no reason why you should.
C. You're bound to get a high mark.
- 8.4. X: _____
Y: I know! I'm very unhappy with it myself.
A. Peter doesn't look too satisfied with how the audition went.
B. Amy seems quite content about her audition.
C. It's great your audition has gone as well as you expected.

Zadanie 10. (0–5)

W zadaniach 10.1.–10.5. spośród podanych opcji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym lukę w zdaniu. Zakreśl jedną z liter: A, B albo C.

- 10.1. If I were you, I (zadzwońiłbym do niego) _____ before the end of the week.
A. will be calling him
B. could have called him
C. would call him
- 10.2. Peter Smith is a role model for all the players in the team – they really (podziwiają go) _____.
A. take care of him
B. look up to him
C. take him on
- 10.3. (Nie było żadnych) _____ clouds in the sky when we were leaving in the morning.
A. There weren't any
B. That wasn't any
C. They were no
- 10.4. It was (niewiarygodna opowieść) _____ about superheroes saving the world.
A. an unbelievable tale
B. a thought-provoking history
C. a strange plot
- 10.5. I know the place (gdzie sprzedają) _____ the best ice cream in this town.
A. where do they sell
B. where they've sold
C. where they sell

Zadanie 9. (0–5)

W zadaniach 9.1.–9.5. wpisz obok numeru zadania wyraz, który poprawnie uzupełni obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

- 9.1. _____
a. I wish I could tell you more about biodegradable packaging, but we are ... out of time.
b. Since early childhood Maria has been keen on ... in the forest early in the morning.
- 9.2. _____
a. I found a really good ... to convince my parents to let me go to the Pustki concert on Friday.
b. I had a(n) ... with my brother about using the laptop.
- 9.3. _____
a. There was so much evidence that the ... went on for six weeks before Robert Smith was found guilty.
b. The media reported that the first ... of the new vaccination was very promising.
- 9.4. _____
a. With all those friends and mates from the football team, you must have a(n) ... social life.
b. If I were ..., I would spend my money on saving the endangered species.
- 9.5. _____
a. Can I have a(n) ... of this chocolate cake, please?
b. I've lost the ... of paper with her telephone number, I'm afraid.

- 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/chciałybyś umieścić we wstępie, poszczególnych akapitach i podsumowaniu wypowiedzi.
- Nie zapominaj też o właściwym ujęciu i wyczerpaniu tematu, zgodnie z instrukcją zawartą w poleceniu i formą wypowiedzi.
- Po napisaniu pracy przeczytaj ją, aby sprawdzić, czy nie popełniłeś / nie popełniłaś błędów i czy odniósłeś się / odniosłaś się do wszystkich podpunktów polecenia.
- Upewnij się, że nie przekroczyłeś / nie przekroczyłaś podanego limitu słów.

- przedstaw tę osobę i wyjaśnij, dlaczego zdecydowałeś się / zdecydowałaś się wziąć udział w spotkaniu,
- opisz jej charakter i wygląd,
- poinformuj, za co tę osobę cenisz,
- napisz, czego nauczyło Cię to doświadczenie.

Egzamin maturalny z języka angielskiego

Część pisemna (poziom rozszerzony) Rozumienie ze słuchu

Wskazówki

- Gdy rozwiązujesz zadania sprawdzające umiejętność rozumienia ze słuchu, najpierw dokładnie przeczytaj polecenie i wszystkie pytania.
- Pamiętaj, że informacje zawarte 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. (0-4) | 20

Usłyszysz dwukrotnie cztery wypowiedzi na temat miejsca zamieszkania. Do każdej wypowiedzi (1.1.-1.4.) dopasuj odpowiadające jej zdanie (A-E). Wpisz rozwiązania do tabeli. **Uwaga:** jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker mentions

- A. a currently impractical dream to live elsewhere.
- B. a major annoyance associated with living in a small community.
- C. the time needed to adjust to a change of lifestyle.
- D. the cause of serious conflicts between neighbours.
- E. the chance to escape from the noise of their current residence.

1.1.	1.2.	1.3.	1.4.

Zadanie 2. (0-5) | 21

Usłyszysz dwukrotnie wypowiedź na temat organizacji zajmującej się ochroną zabytków i przyrody. Na podstawie informacji zawartych w nagraniu uzupełnij luki 2.1.-2.5. w notatce tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

THE NATIONAL TRUST

- takes care of nature, beauty and history;
- was founded over (2.1.) _____ ago;
- now owns buildings, parks, land and even an entire village.

IMPORTANT FACTS

- the founders were Octavia Hill, Sir Robert Hunter, and Hardwicke (2.2.) _____;
- formally recognised in (2.3.) _____.

IMPORTANT ACQUISITIONS

- (2.4.) _____ the ancient monument of Stonehenge;
- parts of the Lake District;
- the (2.5.) _____ of former Beatles Sir Paul McCartney and John Lennon.

Zadanie 3. (0-6) | 22

Usłyszysz dwukrotnie wywiad z choreografką. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 3.1.-3.6. tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

- 3.1. Sally feels _____ about appearing on the radio programme.
- 3.2. She admits that her early training as a dancer was not _____ other dancers.
- 3.3. At the age of eight, Sally _____ technique.
- 3.4. Besides dance training, the Royal Ballet School _____ subjects.
- 3.5. After Sally left the Royal Ballet, she _____ in Europe.
- 3.6. Sally is _____ the audience's response to her company's performances.

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 tekst ponownie i upewnij się, czy są właściwe.

Zadanie 4. (0–5)

Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (4.1.–4.5.).

Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli.

Uwaga: w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the author ...	Answer
4.1. suggest that appearance had more than an artistic importance?	
4.2. mention a situation that is familiar to those who commission buildings?	
4.3. refer to the use of buildings formerly occupying the same site?	
4.4. state that some differences of opinion were eventually settled?	
4.5. give factual data about a project?	

The Palace of Westminster

- A.** The site of the Palace of Westminster, more commonly known as the Houses of Parliament, had been a royal residence since the 11th century, though of course many dramatic changes have taken place since then. The original structure was the principal residence for English royalty until a fire ravaged the building in 1512. The Palace of Whitehall was then chosen as the monarch's London residence, and the buildings that survived the fire continued to be used as a meeting place for the English Parliament, as well as the seat of the Royal Courts of Justice.
- B.** A far more serious fire in 1834 forced the government to make a radical decision: they would erect an entirely new structure to replace the mix of architectural styles at Westminster. In 1835, a Royal Commission was established in order to decide exactly what was needed for Parliament's continued presence on the site. One sticking point concerned the actual design. The neo-classical style, chosen to represent the democratic ideals of the United States, was favoured by some, while others thought that an Elizabethan or neo-Gothic structure would better reflect the history of the site, showing respect to the old structures that still remained. It was also felt that this would reflect more traditional values.
- C.** In 1836, the Commission announced a competition for architects in order to have a variety of designs to choose from. Out of ninety-seven entries, four were chosen as finalists and in the end a unanimous decision was reached. It chose the design proposed by Charles Barry, whose vast Gothic-style palace, with an immensely long façade reflected in the River Thames, was exactly what many had been looking for.
- D.** As is often the case with architects' estimates, the proposed construction time of six years at a cost of around £700,000 was wildly inaccurate. The project ended up taking more than thirty years, and the cost skyrocketed to more than two million pounds. It was not until 1847 that the House of Lords were able to move into their new headquarters, but the House of Commons had to wait until 1852. Since that time, the building has been in continuous use by members of the British Parliament, and its unique and impressive exterior has become one of the most recognisable symbols of Great Britain around the globe.

Zadanie 5. (0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (5.1.–5.4.) 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.

The Notting Hill Carnival

Notting Hill in West London is famous for a variety of reasons. Even if you have never been to London, the 1999 romantic comedy film *Notting Hill* might have familiarised you with the area's charming houses, busy street life and – at the time, anyhow – artistic and bohemian atmosphere. **5.1.** ____ And, even though crowds of international shoppers pack the Road at weekends, it remains one of the main attractions for Londoners and visitors alike.

One of the reasons why the district is so appealing is The Notting Hill Carnival, which stands out as one of the best-known attractions in the city. Held annually over two days in late August, it attracts up to 2.5 million people, all of whom come to enjoy the live music, dance, food and general festivities with a Caribbean flair. **5.2.** ____ The first one was not put on until the mid-1960s, and though in the past it has been marred by protests, crowd trouble and racial tensions, it is now established as one of the premier events of the summer season.

The first event of its kind was the 1959 Caribbean Carnival, organised by the activist Claudia Jones and held at St Pancras Town Hall. **5.3.** ____ The organisers of the first street carnival in the mid-sixties were actually unaware of the 1959 event, but their goals were similar. It wasn't until the 1970s that costumes, dancers and a variety of live music performances were incorporated. Since then, with a few interruptions, the Carnival has been a must-see while in London during the summer.

Although the Carnival is now run as a business by The Notting Hill Carnival Ltd., it is still very much a hands-on affair. **5.4.** ____ They not only make costumes and prepare traditional Caribbean food, but also spend the entire year rehearsing dances and musical performances as a way of sharing their pride in the traditions of their island roots and to celebrate their importance as black people in British society.

- A. Up to forty thousand volunteers are involved in the elaborate preparations for the two-day street party.
- B. While it reminds some people of the Mardi Gras celebrations held in the Southern United States, it is uniquely British in a number of ways.
- C. The Portobello Road, a long street lined with antiques shops and second-hand stalls, just as well-known as the film, attracts visitors to Notting Hill from around the world.
- D. This was a modest, indoor, televised event designed to promote black culture at a time of serious racial tensions in the UK.
- E. Unusually for a British attraction, however, the Carnival is a fairly recent phenomenon.

Zadanie 6. (0–6)

Przeczytaj dwa teksty o oszustwie medycznym. Wykonaj zadania 6.1.–6.6. zgodnie z poleceniami.

Tekst 1.

A Welcome Newcomer

Since the death of their beloved and respected doctor, Silas Emerson, the village had been without a resident medical professional for nearly a year. People would go to the neighbouring town for routine visits, and they were forced to call for an ambulance or take their loved ones to the nearest hospital, about half an hour away, whenever the situation seemed more serious. So it was with a huge collective sigh of relief and gratitude that the villagers greeted the reopening of the local doctor's surgery. Alongside the general relief, however, there was a great deal of chatter and speculation when the new doctor first showed his face at the village hall and introduced himself. After that event, the 'speculation machine' went into full speed.

'Is he really old enough to be a proper doctor?' Mrs Calder wondered to her neighbour, Linda Burchett, as they were settling down to their usual Sunday afternoon tea and gossip.

'I know what you mean!' Linda replied. 'He looks about eighteen ... but then it's so hard to judge young people's ages from our stage in life!'

'You mean, because we're so ancient?' Mrs Calder laughed.

But the doubts multiplied when the postman, Mr Thomas, went to see him about a minor complaint. 'I just went in to have him check my big toe, you know,' he told his wife. 'And, suddenly, he was encouraging me to take all sorts of concoctions to improve my mental abilities, give me a longer life, even to grow my hair back!' He stroked his bald head. 'As if that was ever going to happen! Anyway, I asked where I could get these medicines – just to be polite, you know – and he insisted that I would save money if I bought them directly from him. He seems well-meaning enough, but I'm beginning to wonder if he's running some sort of scam. I hate to be so suspicious, but one has heard of such things, after all.'

His wife agreed that it might be worth looking into, and she knew just the person to ask for help. Their neighbour, Emily Farrell, had once worked in the pharmaceutical industry. Mrs Thomas explained the situation to her, and suggested that Emily might go to the new doctor and ask to buy some of his miracle medicines.

'I know you're wonderfully healthy, but I'm sure you can pretend you're suffering from something.'

'Or perhaps he'll think of some for me,' Emily replied cynically. 'I'll see what I can do.'

Emily made an appointment for the following week, and when she arrived, she had already decided on which complaints to discuss with him. She did, in fact, suffer from occasional headaches, so she thought she would boost their status to full-blown migraines and see what he had to offer. She decided to throw in bouts of seasonal allergies for good measure. Since it was the dead of winter, with not a weed blooming anywhere, she wouldn't have to pretend to have any of the symptoms at any rate.

At the end of her appointment, she came away with three bottles of medicine, which she immediately took to her lab for analysis. She then reported back to the Thomases with her findings. 'It's nothing but sugar, water and food colouring,' she told them. 'Perfectly harmless to your health, of course, but quite damaging to your bank account. Now, I suppose we'll have to report him to the authorities?'

But before they could take any action, the 'doctor' had evidently got wind of their suspicions. Just as suddenly as he had arrived, the young medical man was gone.

W zadaniach 6.1.–6.3. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu.

Zakreśl jedną z liter: A, B, C albo D.

6.1. Based on the first paragraph, we learn that the villagers

- A. were deprived of medical services.
- B. were very confident in their new doctor.
- C. were resistant to any type of change.
- D. were upset to have an unfamiliar doctor.

6.2. Which of the following happened first chronologically?

- A. Emily Farrell offered to investigate the new doctor.
- B. The new doctor attended a meeting at the village hall.
- C. The postman went to see the doctor at his surgery.
- D. Mrs Calder questioned the doctor's age.

6.3. Which of the following sentences is true?

- A. The new doctor's scam was uncovered.
- B. The new doctor was arrested by the authorities.
- C. The postman refused to buy the doctor's remedies.
- D. Emily Farrell confronted the doctor with his wrongdoings.

Tekst 2.

The Real Snake Oil Salesman

The term 'snake oil salesman' (or woman) is widely used to label anyone who deals in false claims or carries out fraudulent practices, whether in business or in politics. Many people assume that there is no actual substance derived from snakes behind the expression. In fact, there was! But, to find out more, we need to go back to the days of the Wild West.

In the latter half of the 19th century, thousands of Chinese migrant workers arrived in America to work on the construction of the railways. Because this was known to be extremely hard physical work, they brought with them an oil to rub on sore muscles and joints at the end of the day. This liniment was actually made from oil derived from the Chinese water snake, and when it was shared with other labourers, its effectiveness astonished anyone who tried it.

Before long, word spread, and an American entrepreneur by the name of Clark Stanley decided to manufacture and sell his own version of the oil. Since the Chinese water snake was not a native species, he decided to use rattlesnakes as the basis for his miracle cure. He travelled around the country, doing live demonstrations that showed him preparing the mixture and marketed it as a cure for every ache and pain imaginable. When he began to offer his product via mail-order, however, all traces of actual snake oil had disappeared, and what people were paying good money for was a useless mixture of mineral oil and other random ingredients.

So many medical scams of this type have been done over the years that it is hard to keep track of them. Certainly, the arrival of the Internet and the ease of online shopping has only increased the frequency of this type of fraud. Perhaps the most shocking scams are those involving fraudsters who pretend to be medical professionals and sell useless or harmful 'cures' as part of their scam. They are not only taking advantage of people who may be feeling desperate and vulnerable due to their medical condition, but they are also peddling false hope – and there is nothing more damaging than that.

Uzupełnij luki 6.4.–6.6. zgodnie z treścią tekstu tak, aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

The term 'snake oil salesman' first appeared when an effective muscle relief oil was brought to the States
6.4. _____ and, as a result, an American businessman, Clark Stanley, tried to reproduce its effects. At first, he gave public demonstrations of his product, but when he began to bottle and sell the mixture, it actually **6.5.** _____ snake oil at all.

Recently, the Internet has made it unbelievably easy to sell **6.6.** _____. This type of business is very damaging, as it targets desperate and vulnerable people, who are looking for help wherever they can find it.

Zadanie 7. (0–3)

Przeczytaj tekst i uzupełnij jego streszczenie. Uzupełnij luki 7.1.–7.3. zgodnie z treścią tekstu tak, aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku polskim. W każdą lukę możesz wpisać maksymalnie dwa wyrazy.

When I agreed to go on a seven-day cruise with some of my friends, I had no idea what I was letting myself in for. I really enjoy travelling, but what I hadn't taken into consideration when agreeing to embark on this type of holiday experience was my own personality.

To be frank, I am definitely not a terribly gregarious person. Amongst very close friends, I have no real problem with communication, but when I am confronted by strangers, I sometimes become uncomfortable, and my discomfort makes me seem unfriendly, or even bossy. My social awkwardness has earned me a great deal of unwarranted criticism. In everyday life I can usually choose the social situations I put myself in.

On a cruise ship, however, the only time you are sure to be alone is in your own cabin, and that's only if you've paid the premium for single accommodation. Since I ended up sharing one with a member of our group whom I didn't know very well, and who was an endless chatterbox, my only recourse was to find an isolated place on the ship where I could relax. Whenever we were at sea, I tried one of the spas or cafés, but they never seemed free of chatty fellow passengers. Apparently, some people choose this type of holiday in order to make new friends.

Yet, there was one happy day, when I had time for myself. When we docked on the Côte d'Azur, rather than go on the group tour, I decided to spend the day on the beach on my own. It was the best decision I had made in a while during the whole cruise. Sure, I wasn't alone, but I felt far more relaxed than I had on the guided tours.

My lesson? If you are not a sociable type, think twice before booking a cruise!

Kiedy narrator zdecydował się na rejs statkiem wycieczkowym z przyjaciółmi, uświadomił sobie, że nie wziął pod uwagę pewnych aspektów **7.1.** _____. O ile przebywanie z przyjaciółmi nie jest dla niego problematyczne, o tyle spotkanie się **7.2.** _____ często wywołuje w nim dyskomfort, który prowadzi do nieprzyjemnych lub wręcz apodyktycznych zachowań.

Podczas rejsu częściowym schronieniem przed ludźmi poszukującymi nowych znajomości były spa i kawiarnia. Jednak najlepszym dniem okazał się ten, w którym narrator zdecydował się na **7.3.** _____ na plażę na Lazurowym Wybrzeżu.

Egzamin maturalny z języka angielskiego

Część pisemna (poziom rozszerzony) 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 / nie przekroczyłaś. Sprawdź, czy nie brakuje przyimków (*from, in, on, under, ...*) lub przedimków (*a/an, the*).
- Gdy rozwiązujesz zadanie oparte na tekście, najpierw przeczytaj tekst, aby zorientować się, jakie słownictwo lub struktury gramatyczne są testowane. Ustal na podstawie kontekstu, jaka część mowy powinna zostać zastosowana, 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)

Przeczytaj tekst. Uzupełnij każdą lukę (8.1.–8.4.), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst.

Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

annoy consider desire imagine relate
suspect

Anyone who uses social media and who also shops on the Internet knows how **8.1.** _____ targeted advertising can be. Tracking technology allows companies to target ads to website users as they move around the Internet. All you have to do is search for a pair of socks online and, immediately, your social media page is inundated with adverts for every type of sock **8.2.** _____, most of them so overpriced you probably wouldn't ever consider buying them. The ad is targeted to the user in hopes of drawing them back to purchase the product. Fortunately, most social media providers are **8.3.** _____ enough to let you choose the adverts you see. Yet, that still doesn't really alleviate the **8.4.** _____ that someone, somewhere, is reading our thoughts in order to sell us something we have already bought or frankly do not need.

Zadanie 9. (0–5)

Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- 9.1. The position isn't ideal, but I (myślę, że ją zaakceptuję) _____, as it's a very good company to work for.
- 9.2. James (nie mógł być) _____ at the reception last night because he was still in Manchester.
- 9.3. (Gdyby nie mieli) _____ so many witnesses, it would be extremely difficult to convict the accused of the crime.
- 9.4. The new tax law (zostało odrzucone) _____ the Parliament since it was almost impossible to enforce.
- 9.5. Sandra wishes she (dostała samochód) _____ as a graduation present from her parents, but they couldn't afford it.

Zadanie 10. (0–5)

Uzupełnij zdania 10.1.–10.5. Wykorzystaj w odpowiedniej formie podane w nawiasach wyrazy. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.

Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

- 10.1. The hitchhiker knew he (be / danger) _____ when he saw a huge grey wolf in front of the tent.
- 10.2. Siobhan often forgets how important hydration is for athletes – she only had (little / water) _____ this morning, and that is definitely not enough!
- 10.3. My grandparents contacted a cleaning company last year, and now they _____ (have / house / clean) twice a month.
- 10.4. Do you happen to know who (be / responsible / design) _____ the new model of this car?
- 10.5. Peter and his brother (use / enjoy) _____ family holidays when they were young, but everything changed the day they went to high school.

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/chciałybyś umieścić we wstępie, poszczególnych akapitach i podsumowaniu wypowiedzi.
- Nie zapominaj też o właściwym ujęciu i wyczerpaniu tematu, zgodnie z instrukcją zawartą w poleceniu i formą wypowiedzi.
- Po napisaniu pracy przeczytaj ją, aby sprawdzić, czy nie popełniłeś / nie popełniłaś błędów i czy odniósłeś się / odniosłaś się do wszystkich elementów polecenia.
- Upewnij się, że nie przekroczyłeś / nie przekroczyłaś podanego limitu słów.

Zadanie 11. (0-13)

Wypowiedź się na jeden z poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu. Zaznacz wybrany przez Ciebie temat. Zakreśl jego numer.

1. Niedawno uczestniczyłeś/uczestniczyłaś w szkolnych obchodach Dnia Ziemi. Napisz **list** do dyrektora szkoły, w którym zrelacjonujesz przebieg tego wydarzenia oraz przedstawiś i uzasadniś swoją opinię na temat organizowania takich uroczystości.
2. Właśnie ukończyłeś/ukończyłaś pierwszy miesiąc pracy w wolontariacie, w czasie którego pomagałeś/pomagałaś w schronisku dla zwierząt. Napisz **artykuł** na stronę internetową Waszej szkoły, w którym opisziesz, na czym polegała Twoja praca i przedstawiś swoją opinię na temat wartości pomagania zwierzętom w ten sposób.
3. Media społecznościowe coraz częściej zastępują ludziom inne źródła informacji o świecie. Napisz **rozprawkę** na ten temat i przedstaw wady i zalety takiego stanu rzeczy.
4. Wiele osób uważa, że wydatki poniesione na ostatnią misję badawczą Marsa są zbyt wysokie, a korzyści z niej płynące – niewielkie. Napisz **rozprawkę**, w której przedstawiś swoją opinię na ten temat, odnosząc się do najpilniejszych potrzeb ludzkości oraz do konieczności eksplorowania przestrzeni kosmicznej.

CZYSTOPIŚ

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

🕒 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.
- Ta część egzaminu ma charakter swobodnej, naturalnej rozmowy, więc postaraj się zrelaksować.
- 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.
- Nie bój się poszerzać swoje odpowiedzi. Użycie zwrotów takich jak *What is more ...* lub *In addition ...* zademonstruje Twoją wiedzę i ułatwi przebieg rozmowy.

📖 Answer the questions.

- 1 Are you interested in science? Why/Why not?
- 2 Where do you spend free time with your friends? Why?
- 3 What makes a good friend?
- 4 Would you like to be a politician in the future? Why/Why not?
- 5 What is your favourite technological gadget? 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

Chcesz spędzić najbliższe ferie zimowe, pracując jako wolontariusz/wolontariuszka na obozie przygodowym. Rozmawiasz z przedstawicielem firmy, która organizuje ten obóz. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B:

Wymagane umiejętności i kwalifikacje

Transport i zakwaterowanie

Planowane ramy czasowe zajęć

Obowiązki i odpowiedzialność

Uczeń B

Jesteś przedstawicielem/przedstawicielką firmy, która organizuje zimowe obozy przygodowe. Rozmawiasz z osobą zainteresowaną pracą wolontariusza na takim obozie (uczeń A). W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- dowiedz się, czy uczeń A jest w dobrej kondycji fizycznej wymaganej do wzięcia udziału w niektórych zajęciach,
- poinformuj ucznia A o konieczności wykupienia dodatkowego ubezpieczenia.

(Rozmowę rozpoczyna uczeń B.)

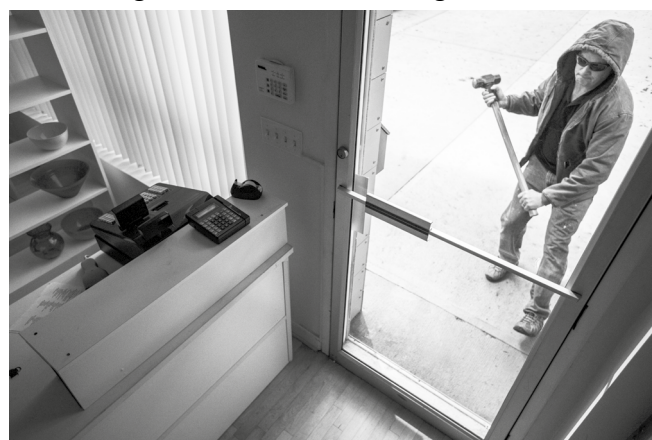
🕒 3 minuty **Zadanie 2.**

Rozmowa na podstawie ilustracji

Wskazówki

- W zadaniu drugim zostaniesz poproszony/poproszona o opisanie ilustracji i odpowiedzi na pytania egzaminatora.
- Opisując ilustrację, używaj konstrukcji *There is/There are* i czasu *present continuous* oraz wyrazów i zwrotów służących do spekulacji na temat tego, co widzisz na zdjęciu (*I feel that this place ...*, *This is the sort of place that might offer ...*, *It seems to me that this would be a good place to ...*). 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 odnosi się bezpośrednio do zdjęcia i wymaga interpretacji przedstawionej na nim sceny. Drugie pytanie będzie związane z tematyką zdjęcia, lecz będzie dotyczyło Twoich poglądów, upodobań, 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 man is going to do next?
- 2 How safe is the place where you live? Give reasons for your answer.
- 3 Describe the last time you or someone you know was affected by a crime.

🕒 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. Używaj zwrotów i wyrażeń takich jak: *I believe/ think that ...; The one that appeals to me is ...; I believe this experience would be the most valuable because ...; In my opinion ...; This option is definitely more/less appealing than the other ones because ...*.
- 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.

Razem z wychowawcą i kolegami oraz koleżankami z klasy organizujesz weekendowe spotkanie na świeżym powietrzu. Masz do wyboru trzy formy aktywności.

- Wybierz tę, która byłaby najbardziej atrakcyjna dla Twoich kolegów i koleżanek z klasy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

Zdjęcie 1.



Zdjęcie 2.



Zdjęcie 3.



- 1 Do you think outdoor activities improve young people's lives? Why/Why not?
- 2 'Experiencing nature makes us care more about the natural world.' What do you think about this statement? How do you understand 'care about' in this context?

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Written by Patricia Reilly and Emma Heyderman with Rod Fricker

Additional material by Angela Bandis, Dulcie Fry, Olivia Johnston, Peter Smith and Helen Wendholt

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