

Karolina Kotorowicz-Jasińska Joanna Sobierska

A2+/B1

Password Reset



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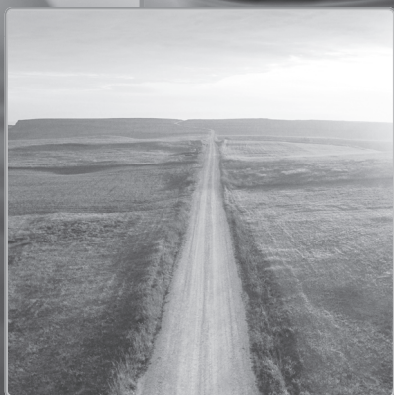
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	VOCABULARY	LISTENING AND VOCABULARY	GRAMMAR
1 What a character!	p4 personality	p5 listening for detail and intention, distinguishing fact and opinion Wybór wielokrotny vocabulary: personality, emotions	pp6-8 present simple and present continuous; verb + -ing form / infinitive
2 A good sport	p14 sports	p15 listening for detail Uzupełnianie luk vocabulary: extreme and dangerous sports; professional sports	pp16-18 used to and past simple; past continuous and past simple
3 Welcome home!	p24 houses and locations	p25 listening for detail Dobieranie vocabulary: living in town	pp26-28 present perfect: How long? for / since; present perfect and past simple, present perfect: just, already, yet
4 Study time	p34 school and schoolwork	p35 listening for detail Uzupełnianie luk vocabulary: the education system	pp36-38 past simple and past perfect; modals of deduction: may/might/could, can't, must
5 A work of art	p44 participating in culture	p45 listening for detail Pytania otwarte vocabulary: art; phrasal verbs	pp46-48 will and going to; must, have to, need, can
6 To spend or not to spend?	p54 shops and services; products; buying and selling	p55 listening for gist and detail Wybór wielokrotny vocabulary: shopping online, verbs and prepositions	pp56-58 comparatives and superlatives + as ... as, too, enough; relative clauses
7 Back to nature	p64 landscape and geographical features	p65 listening for gist and detail Uzupełnianie luk vocabulary: weather and climate	pp66-68 zero and first conditional; second conditional
8 It works!	p74 using technical equipment	p75 listening for detail Dobieranie vocabulary: technical failures	pp76-78 the passive: present simple, past simple; the passive: present perfect, will; review of all forms

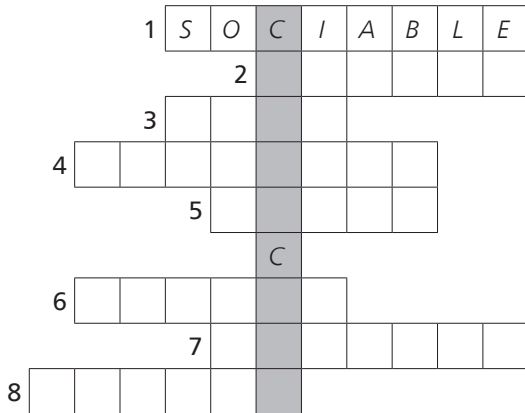
READING AND VOCABULARY	SPEAKING / WRITING		ENGLISH IN USE	MATURA PRATICE
pp9–10 reading for gist Dobieranie vocabulary: personality; hobbies and interests	p11 meeting people Uzupełnianie minidialogów; Rozmowa z odgrywaniem roli	a personal profile Profil internetowy	p12 Minidialogi; Uzupełnianie zdań; Uzupełnianie luk; Tłumaczenie fragmentów zdań	p13 Rozumienie ze słuchu Uzupełnianie luk; Mówienie Opis ilustracji; Rozumienie tekstu pisanego Pytania otwarte
pp19–20 reading for coherence and cohesion Dobieranie zdań do luk w tekście vocabulary: sports equipment and sports events	p21 talking about a past event Dobieranie, Rozmowa z odgrywaniem roli	an email E-mail	p22 Uzupełnianie luk sterowanych; Transformacje fragmentów zdań; Słowotwórstwo; Tłumaczenie fragmentów zdań	p23 Znajomość środków językowych Wybór wielokrotny, Dobieranie, Mówienie Rozmowa z odgrywaniem roli Wypowiedź pisemna Wpis na blogu
pp29–30 reading for detail and order Dobieranie vocabulary: rooms and furniture	p31 describing a picture Rozmowa na podstawie ilustracji	a blog entry Wpis na blogu	p32 Uzupełnianie zdań; Uzupełnianie luk sterowanych; Uzupełnianie dialogu; Układanie fragmentów zdań, Tłumaczenie fragmentów zdań	p33 Rozumienie pisanego tekstu Dobieranie; Mówienie Rozmowa na podstawie materiału stymulującego; Rozumienie ze słuchu Wybór wielokrotny
pp39–40 reading for gist and detail Wybór wielokrotny vocabulary: teaching and learning; technology in education	p41 expressing and justifying an opinion Rozmowa z odgrywaniem roli	a letter of enquiry List z zapytaniem	p42 Transformacje fragmentów zdań, Wybór wielokrotny, Uzupełnianie luk otwartych; Tłumaczenie fragmentów zdań	p43 Znajomość środków językowych Minidialogi, Układanie fragmentów zdań; Mówienie Opis ilustracji; Wypowiedź pisemna E-mail
pp49–50 reading for detail Uzupełnianie luk vocabulary: films; literature and reading	p51 arranging to go out Rozmowa z odgrywaniem roli Tłumaczenie zdań	a competition entry Zgłoszenie do konkursu	p52 Tłumaczenie fragmentów zdań; Uzupełnianie zdań; Uzupełnianie luk otwartych	p53 Rozumienie ze słuchu Dobieranie; Mówienie Rozmowa z odgrywaniem roli; Znajomość środków językowych Uzupełnianie minidialogów, Uzupełnianie dialogu
pp59–60 reading for gist, intention and detail Wybór wielokrotny vocabulary: shopping; advertising	p61 in a clothes shop Wybór wielokrotny; Rozmowa z odgrywaniem roli	a product review Wpis na forum	p62 Uzupełnianie luk sterowanych; Uzupełnianie zdań; Uzupełnianie luk; Tłumaczenie fragmentów zdań	p63 Rozumienie pisanych tekstów Uzupełnianie luk; Mówienie Rozmowa na podstawie ilustracji; Wypowiedź pisemna List prywatny
pp69–70 reading for gist and detail Pytania otwarte vocabulary: natural disasters	p71 stimulus-based discussion Dobieranie Rozmowa na podstawie materiału stymulującego	a paragraph of an essay Wpis na forum	p72 Uzupełnianie zdań; Tłumaczenie fragmentów zdań; Słowotwórstwo	p73 Rozumienie ze słuchu Uzupełnianie luk Znajomość środków językowych Uzupełnianie luk otwartych, Tłumaczenie fragmentów zdań; Mówienie Opis ilustracji;
pp79–80 reading for detail Uzupełnianie luk vocabulary: ICT technology; predictions	p81 making complaints Uzupełnianie minidialogów; Rozmowa z odgrywaniem roli	a paragraph of a letter to the editor List do redakcji	p82 Tłumaczenie fragmentów zdań; Uzupełnianie luk sterowanych; Układanie fragmentów zdań	p83 Rozumienie pisanego tekstu Dobieranie; Mówienie Rozmowa na podstawie materiału stymulującego; Wypowiedź pisemna Wpis na forum

1

What a character!

VOCABULARY personality

1> Complete the crossword puzzle. What is the hidden word?



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

2> Choose the two adjectives which best complete each sentence.

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

3> Complete the sentences with the missing words.

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

4> Complete the text with the missing words.

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



5> Find and correct a mistake in each sentence.

- 1 As far for the bad points, I must admit that I'm rather quiet.
- 2 Remember to always tell truth.
- 3 I can be quite nasty at the times.
- 4 You know what they say – you can't tell a book by its cover!
- 5 He tends to lazy.
- 6 We shouldn't trust firstly impressions, as they're often false.

Vocabulary challenge! » Student's Book, page 108, UNIT 1, ex. 1

6> Complete the sentences with appropriate adjectives.

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

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

1> Read the text and choose the correct answer.



My favourite TV series is about a group of friends who go to the same private school, but come from different parts of the city.

One of them, Nicky, is a very clever girl from a poor family. In the past she was ambitious and hard-working, so she got a scholarship to study at the school. Unfortunately, last year she became friends with the wrong kind of people and she isn't a good student any longer. Nicky may have problems as a result – if her marks don't get better, she will have to leave the school!

Nicky has problems at school, because

- a her parents can't afford to pay for her school.
- b she doesn't study hard enough.
- c her friends no longer like her.

2> MP3 01 Listen to a film director talking about the characters in a new TV series. Choose the correct answers.

- 1 Charlie has problems at school, because
 - a he's always rude to his teachers.
 - b he doesn't work very hard at school.
 - c the teachers think he isn't very clever.
- 2 Which sentence is true about Ella?
 - a She is beautiful but not very clever.
 - b She comes from a family with a large fortune.
 - c She doesn't tell the truth about her parents.
- 3 Which sentence is true about Sophie?
 - a She is very reliable.
 - b She's never stressed about anything.
 - c She is clever and popular like Ella.
- 4 The film director
 - a is explaining how to play each character.
 - b is talking about the details of the story.
 - c is describing the characters in the series.

3> Match the phrases (1–5) with their Polish equivalents (a–e).

- | | | |
|-----------------------|--------------------------|-----------------------|
| 1 waste of time | ☐ | a zawieść kogoś |
| 2 top marks | ☐ | b dotrzymać tajemnicy |
| 3 keep a secret | ☐ | c najlepsze oceny |
| 4 care about somebody | ☐ | d strata czasu |
| 5 let somebody down | ☐ | e dbać o kogoś |

4> Translate the Polish parts of the sentences into English. Use the correct form of the expressions from exercise 3.

- 1 Martha always _____ (*dostaje najlepsze oceny*) and helps other students with their homework.
- 2 Don't tell him anything private. He _____ (*nie potrafi dotrzymać tajemnicy*).
- 3 Paula is my best friend and she _____ (*nigdy mnie nie zawodzi*) when I need her.
- 4 Do you really think school _____ (*to strata czasu*)?
- 5 Tim _____ (*nie dba o*) his friends and he's not at all loyal.

Revision ■ Student's Book, page 5

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

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

Vocabulary challenge! » Student's Book, page 108, UNIT 1, ex. 2

6> Find and correct a mistake in each sentence.

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

- 2 I hope you will never let me up.

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

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

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

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

7> Answer the questions.

- 1 In what situations do you usually feel stressed?

- 2 What are you proud of?

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

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

- 5 Which situations make you embarrassed?



Present simple and present continuous

Czasu **present simple** używamy, aby opisać:

- czynności i sytuacje rutynowe:
He often reads in the evenings.
- sytuacje stałe, niezmiennie:
Jane lives in New York.

W zdaniach w czasie **present simple** używamy często następujących wyrażen:

- a **never, hardly ever, rarely, sometimes, often, usually, always.**
Określenia te występują w zdaniu przed czasownikiem głównym i po czasownikach posiłkowych:
I often sleep till late. She doesn't usually help out around the house. ale: Mark is usually late.
- b **every day / week / month, from time to time, once / twice / three times a day / week / month** itp.
Tych określeń używamy na początku lub na końcu zdania:
She goes swimming twice a week.

Zdania twierdzące i przeczące

I/You/We/They	come don't come	here every year.
He/She/It	comes doesn't come	

Pytania i krótkie odpowiedzi

Do	I/you/we/they	often travel?	Yes, I do. No, they don't.
Does	he/she/it		Yes, he does. No, she doesn't.
How/Where	do	I/you/we/they	travel?
	does	he/she/it	

Czasu **present continuous** używamy, aby opisać:

- sytuacje trwające w momencie mówienia o nich:
Laura is studying at the moment.
- sytuacje, które trwają w bieżącym okresie, niekoniecznie w chwili, gdy o nich mówimy:
I am going to work by bus this week.
- czynności zaplanowane na przyszłość (na ogół niezbyt odległą):
We are writing a test next Monday.

W zdaniach w czasie **present continuous** zwykle używamy następujących określeń czasu:

- a **now, at the moment** – dla wyrażenia czynności odbywających się w tej chwili.
- b **today, these days, this week, this month, this summer** – dla wyrażenia czynności lub sytuacji mających miejsce w bieżącym okresie.
- c **tomorrow, next week/month/Sunday** – dla wyrażenia czynności zaplanowanych w nieodległej przyszłości.

Zdania twierdzące i przeczące

I	am / 'm not	reading	now.
You/We/They	are / aren't		
He/She/It	is / isn't		

Pytania i krótkie odpowiedzi

Am	I	sleeping?	Yes, I am. / No, I'm not.
Are	you/we/they		Yes, they are. / No, they aren't.
Is	he/she/it		Yes, he is. / No, he isn't.
What	am	I	doing?
	are	you/we/they	
	is	he/she/it	

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

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

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

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

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

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

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

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

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

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

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

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

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

3> Find and correct a mistake in each sentence.

- Where you are going after school?

- I know she come here regularly.

- She doesn't never go on holiday abroad.

- Jake and Laura usually are away at weekends.

- Mark and his dad is watching TV.

- Kevin once a month visits his grandparents.

- I meeting Joe tomorrow evening.

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



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

Diego is a very successful businessman and he works for ¹_____. He earns a lot of money, so he lives in a ²_____ in the town centre. He usually goes to ³_____ in the afternoon but tonight he's working on ⁴_____. He's meeting ⁵_____ from Japan tomorrow and he has to prepare ⁶_____. He usually works very hard and so he is often tired, but next week he's going away on holiday to ⁷_____. He's looking forward to it very much. Unfortunately, his girlfriend isn't going with him because ⁸_____ and Diego feels very ⁹_____ about the situation.

- 1 *What company does Diego work for?* _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____

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

- 1 Do you know anybody who _____ (*come from*) Ireland?
- 2 Quiet, please! Can't you see I _____ (*watch*) TV?
- 3 My classmates _____ (*meet*) twice a week after school.
- 4 What _____ (*she/do*) in her free time?

- 5 Haven't you heard? Bella and Ray _____ (*go*) on a date tonight!
- 6 _____ (*you/like*) your new school, Mike?
- 7 Next month my favourite band _____ (*give*) a concert in Warsaw – I have to go!
- 8 Polly _____ (*not surf*) the Net often, she thinks it's a waste of time.

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

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



The boy in the picture is my Polish friend, Adam. He ¹_____ in Katowice, but, at the moment, he ²_____ in Berlin, where he ³_____ in the Socrates programme. He's very ambitious and ⁴_____ his schoolwork seriously. He always ⁵_____ his homework on time and also ⁶_____ many courses after school. For example, he ⁷_____ Chinese at the moment. I like him, because he's got a great sense of humour. Although Adam is rather shy and ⁸_____ much most of the time, his jokes are really great. I can't wait to see him. He ⁹_____ to visit next weekend and right now I ¹⁰_____ our time together.

- 7> Complete the sentences with your own ideas.

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

Verb+ -ing form / infinitive

Bezokolicznika (*infinitive*) ze słowem *to* używamy:

- po większości czasowników i zwrotów oznaczających plany, decyzje, wolę, zamiary, np. *want, would like, plan, decide*:
I'm planning to take Spanish classes this year.
- po takich czasownikach jak: *agree, refuse, offer, promise, hope*:
She promised to buy something for dinner.

Czasownika z końcówką -ing (*gerund*) używamy:

- po czasownikach wyrażających emocje, np. *like, love, hate, can't stand, enjoy, don't mind*:
I love listening to rock music.
- po czasownikach i wyrażeniach zawierających przyimek, np. *keen on, look forward to*:
We were keen on seeing the concert.
- po niektórych czasownikach i zwrotach, np. *continue, spend time, suggest*:
Mark spent a lot of time practising before the show.

Grammar challenge! >> Student's Book, page 108, UNIT 1

Po niektórych czasownikach możemy użyć zarówno bezokolicznika, jak i czasownika z końcówką -ing, należy pamiętać jednak, że wybór formy czasownika ma wpływ na znaczenie wypowiedzi:

- a *I met them at the theatre, so we stopped to talk for a while.* (Spotkałem/Spotkałam ich w teatrze, więc zatrzymaliśmy się, żeby porozmawiać przez chwilę.)
- b *We stopped talking when the film started.* (Przestaliśmy rozmawiać, kiedy zaczął się film.)
- a *The teacher tried to explain everything to us.* (Nauczyciel próbował nam wszystko wyjaśnić.)
- b *The meat tasted awful. I tried adding some salt, but it didn't help.* (Mięso było niedobre. Spróbowałem/Spróbowałam dodać soli, ale nie pomogło.)

1> Choose the correct option to complete each sentence.

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

2> Choose the correct answers.

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

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

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

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

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

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

Grammar challenge! >> Student's Book, page 108, UNIT 1, ex. 1

5> Match the parts of the sentences.

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

☐
☐
☐
☐

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

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

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

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



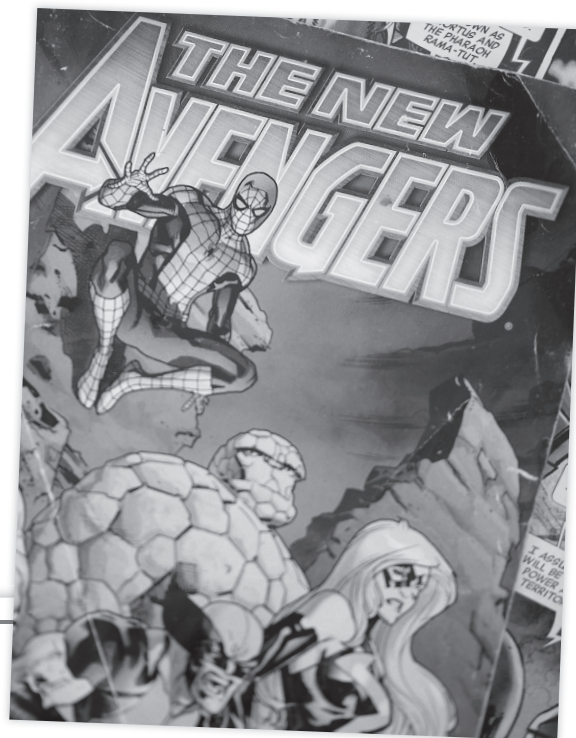
1) Match words 1–7 with definitions a–g.

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

2) Read the text. Match paragraphs 1–4 with headings a–e.

There is one extra heading.

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



WHAT A CHARACTER!

1 _____

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

2 _____

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

3 _____

There are many superheroes, but not all are the Avengers. The Avengers exists thanks to Jane van

Dyne and Henry Hank Pym. His scientific creativity lead him to discover a substance which makes people change size. That's how Jane and Hank become the Wasp and the Ant-Man. When the two heroes form a team with other superheroes, the Wasp, because of her intelligence, becomes their leader and calls them the Avengers. The Wasp and the Ant-Man have a complicated romance. When the Ant-Man becomes bossy and nasty, Jane stops trusting him. It takes a lot of time before she can believe his loyalty again. Interested? More on the bookshelves!

4 _____

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

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

3> Read the text on page 9 again and find nouns made from the adjectives below.

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

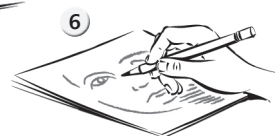
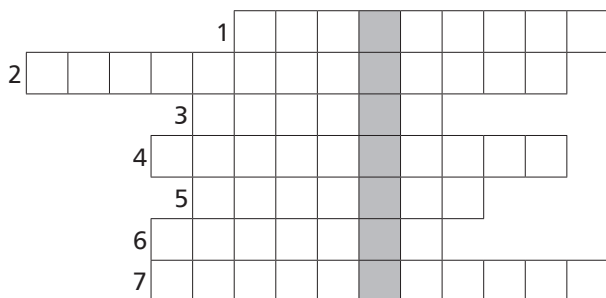
4> Complete the text with the correct form of the words from exercise 3.



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

Revision ■ Student's Book pages, 8–9

5> Complete the crossword. What is the hidden word?



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

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

7> Complete the text with appropriate verbs in the correct form.



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



Vocabulary challenge! >>> Student's Book, page 108, UNIT 1, ex. 1

8> Complete the sentences with the missing words.

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

SPEAKING

meeting people

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

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

2> Write appropriate responses to complete the mini-dialogues.

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

3> Complete the dialogue.

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

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

TEST IT! ⌚ 4 minuty

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

podstawowe dane o Tobie

rozkład dnia

dobrze i złe strony Twojego charakteru

wspólne spędzanie wolnego czasu

Rozmowę rozpoczyna zdający.

WRITING

a personal profile

1

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



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

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

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

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

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

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

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

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

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

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

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

4> Read the instructions and do the writing task.

TEST IT! Wraz z koleżanką postanowiłeś/postanowiłaś poznać w sieci osoby o podobnych zainteresowaniach. Napisz wiadomość (100–150 słów), którą zamieścisz na portalu społecznościowym i:

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

Rozwiń swoją wypowiedź w każdym podpunkcie.

1> Choose the correct word to complete each sentence.

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

2> Choose the correct option a, b or c to complete each mini-dialogue.

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

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

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

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

mood talk not look listen rebel go lazy hear

Dear Abby,

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



5> Translate the Polish parts of the sentences into English.

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

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

1 What are Jane and Toby talking about?

2 How do you care for a pet?

3 What kind of activities do cats and dogs enjoy?

4 What problems can pets create?

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

Which pet to choose and why?

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

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

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

2 Where are they? Give reasons for your answer.

3 What are they doing?

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

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

5> Describe the picture and answer the questions.

TEST IT! ⌚ 3 minuty



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

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

WHAT DOES YOUR HOBBY SAY ABOUT YOU?

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

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

Then there are people who aren't satisfied with their present situation. Some of them find in their hobbies things that are missing in their lives. For example, if they think of themselves as weak or feel like they have no control over their lives, they are often keen on martial arts or other combat sports, or computer games if they're not into sports. This way they have a place where they feel strong and in charge. Others simply escape into a different world through films, books, computer games, art or gardening. They become part of something exciting or beautiful and simply forget everything else.

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

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

2

A good sport

VOCABULARY sports

1> Write the English names for these sports.



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

2> Choose the odd one out.

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



3> Complete the sentences with the missing words.

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

4> Read the text and choose the correct answers.



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

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

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

Vocabulary challenge! >> Student's Book, page 108, UNIT 2, ex. 1

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

cycle athletics climb play wrestle gymnastics

- 1 Tom is a successful _____ who won a number of races, including the Tour de Pologne.
- 2 Who was the best football _____ of 2014?
- 3 As a child I wanted to become a _____ and fight in the ring.
- 4 Sheila is the top track _____ in the country. Recently she's won a gold medal in long-distance running.
- 5 _____ are not usually very tall – I guess it's easier to do the exercises if you're shorter.
- 6 To become a mountain _____, you mustn't be afraid of heights.

7> Answer the questions. Give reasons for your answers.

- 1 Which sport would you like to try?

- 2 Which winter sport do you like watching?

- 3 What can you learn by practising a sport?

1> Is the meaning of the sentences in 1–6 similar (✓) or different (x)?

- | | |
|---|--------------------------|
| 1 a He refused to help me. | ☐ |
| b I asked him for help and he said yes. | ☐ |
| 2 a My foot is stuck in this hole. | ☐ |
| b I can't get my foot out of this hole. | ☐ |
| 3 a She managed to win four times. | ☐ |
| b She is a four-time winner. | ☐ |
| 4 a John Davis trains young athletes. | ☐ |
| b John Davis is a sports coach. | ☐ |
| 5 a The boxer injured somebody in a fight. | ☐ |
| b The boxer got hurt in a fight. | ☐ |
| 6 a It's time you gave up extreme sports. | ☐ |
| b It's time you started doing extreme sports. | ☐ |

2> **MP3 03** Listen to people talking about films and complete the notes. Write no more than three words.

The Crash Reel shows how Kevin learns to accept the fact that he has to ¹_____ snowboarding.
 In *127 Hours*, Aron can't get out of the hole because his ²_____ is stuck _____. Aron doesn't have any ³_____.
 In *Million Dollar Baby*, Maggie's problem is that coaches refuse ⁴_____. Fighting to win the title, Maggie ⁵_____.
 Ayrton, from *Senna*, is a three-time ⁶_____.

3> Match the parts of the sentences. Then translate the expressions in bold into your own language.

- | | |
|---|--------------------------|
| 1 More than one hundred sportspeople took part | ☐ |
| 2 He stopped fighting after he had | ☐ |
| 3 You need to be careful not to fall | ☐ |
| 4 It's thrilling | ☐ |
| 5 The new film about motor racing | ☐ |
| 6 I won't tell you anymore. You must | ☐ |
| a to watch the two biggest rivals playing against each other. | |
| b see it yourself . | |
| c a bad accident . | |
| d is brilliant . | |
| e down this deep hole. | |
| f in the event. | |

Revision ■ Student's Book, page 17

4> Read the definitions and write the correct words.

- hurt i_____
- like a particular sportsperson/team and cheer them on during competitions s_____
- somebody who helps sportspeople perform better c_____
- practise sport regularly t_____
- people who watch a sporting event s_____
- somebody who wins an important sports competition c_____

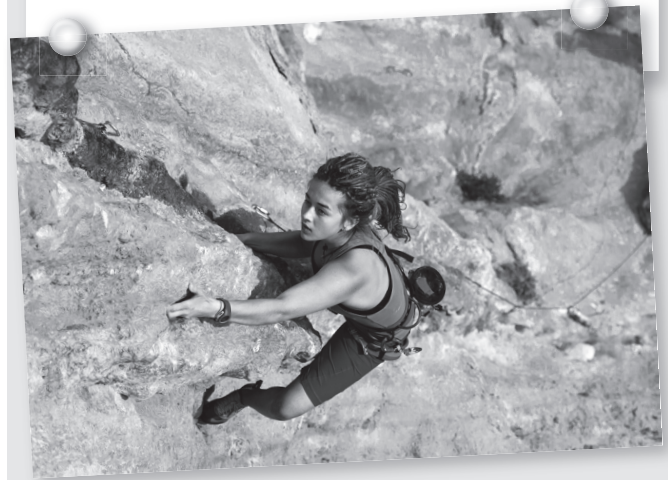
5> Complete the sentences with the words from exercise 4.

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

Vocabulary challenge! >> Student's Book, page 108, UNIT 2, ex. 2

6> Complete the text with appropriate words.

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



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

problems risk fast famous weather equipment exciting helmet

Used to and past simple

Czasu **past simple** używamy, aby opisać:

- czynności lub sytuacje, które wydarzyły się jeden raz w określonym momencie w przeszłości:
I started a Spanish course last week.
- czynności lub sytuacje, które powtarzały się przez jakiś czas w przeszłości:
Our biology teacher never gave us homework for the weekend.

Tworzenie regularnych form czasu **past simple**:

- Do większości czasowników dodajemy końcówkę **-ed**:
want – wanted, wash – washed, enjoy – enjoyed.
- Jeśli czasownik kończy się na literę **-e**, dodajemy do niego końcówkę **-d**:
arrive – arrived, like – liked, live – lived, love – loved.
- Jeśli czasownik kończy się na spółgłoskę + **-y** (*cry*), **y** zamieniamy na **i** oraz dodajemy **-ed**:
study – studied, cry – cried, carry – carried.
- W przypadku krótkich czasowników zakończonych spółgłoską, podwajamy ostatnią literę i dodajemy **-ed**:
plan – planned, stop – stopped.

Wiele czasowników ma nieregularne formy czasu przeszłego np.:
write – wrote, give – gave, think – thought, come – came.

W **past simple** często używamy następujących określeń czasu:
yesterday, the day before yesterday (przedwczoraj),
last Monday/week/year, a few minutes/hours/days/weeks/years ago, in 1985, on 12th September 2009.

Zdania twierdzące i przeczące

I/You/We/They He/She/It	arrived came	on time.
	didn't arrive didn't come	

Pytania i krótkie odpowiedzi

Did	I/you/we/they he/she/it	study yesterday?	Yes, I did. No, we didn't.
Why/Where/ When	did	I/you/we/they he/she/it	study?

Konstrukcji **used to** + **czasownik** używamy, aby opisać:

- przeszłe czynności lub sytuacje, które regularnie powtarzały się w przeszłości i uległy już zmianie:
I used to study a lot, but now I don't have to.

Zdania twierdzące i przeczące

I/You/We/They He/She/It	used to	drink coffee.
	didn't use to	

Pytania i krótkie odpowiedzi

Did	I/you/we/they he/she/it	use to	drink coffee? be popular?	Yes, I did. No, he didn't.
Why/ How often	did	I/you/we/they he/she/it	use to	drink coffee?

1> Complete the table with the correct past forms.

INFINITIVE	PAST
study	
	went
	broke
log	
	read
swim	
	thought
want	
like	

2> Change the sentences into the past simple using the time expressions in brackets.

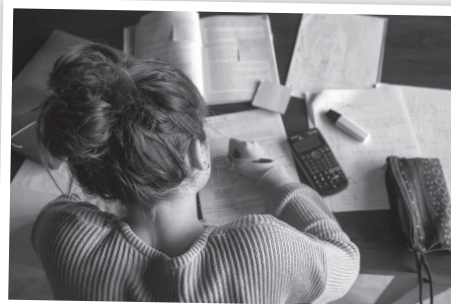
- Do you go on holiday with your family? (*in August*)
Did you go on holiday with your family in August?
- I'm in Rome and it's great! (*in 2006*)
- I don't know my parents' phone numbers. (*when I was a child*)
- When I see Jenny I stop to say hello to her. (*this morning*)
- Jane and her brother aren't at the party. (*yesterday*)
- They win lots of matches when coach Pete Green trains them. (*last year*)

3> Put the words in the correct order to make sentences and questions.

- as / I / a / French / child / studied / .
- finished / homework / few / my / a / ago / minutes / I / .
- you / when / John / call / last / did / ?
- did / weekend / go / not / away / Lucy / last / .
- 2010 / bought / the / in / Miles / house / .

4> Complete the sentences with the correct form of **used to**.

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



5 Write questions using *used to*.

When you were seven years old, ...

1 _____?
In a small cottage in the country, with a large backyard and a garden.

2 _____?
I guess, the same things that every other child had – you know, plastic toy soldiers, teddy bears and a football, of course.

3 _____?
I didn't really enjoy watching cartoons, but I watched a lot of sports.

4 _____?
We only did Polish, maths and an introduction to science.

5 _____?
Every summer we went to the seaside, but sometimes I stayed with my grandparents.

6 _____?
Free time? All sorts of things – playing football, climbing trees, swimming in the river. They were wonderful times.

6 Choose the correct answers.

1 Most of my friends _____ a lot of sport at primary school, but they no longer have the time.

- a used to practise
- b practise
- c didn't use to practise

2 Our teacher _____ us homework twice last week.

- a used to give
- b gave
- c didn't use to give

3 I _____ tennis, but when I _____ my first squash lesson last year I decided to take up squash!

- a used to play, had
- b played, used to have
- c used to play, used to have

4 How _____ when the holiday ended?

- a did you use to feel
- b you felt
- c did you feel

5 My dad _____ sports on TV all the time, but last year he _____ swimming twice a week.

- a watched, used to start
- b didn't watch, started
- c used to watch, started

6 _____ the championship in 2005?

- a Didn't your team win
- b Didn't your team use to win
- c Did your team use to win

7 Complete the dialogues with appropriate words. Put one word in each space.

A Chris ¹_____ you speak to the coach yesterday?

Pam Yes, I did. He told me he ²_____ to train the Washington Wizards.

Chris Really? I thought the Wizards played basketball.

Pam That's true, but he didn't ³_____ to train just baseball teams.

Chris That's interesting! ⁴_____ he say anything else?

Pam Yes, he ⁵_____ an athletics champion at university.

B Kate It's my second year in London, you know?

I ⁶_____ to live in America.

Bob Really?

Kate Yes, it was when I left school ⁷_____ 2010 and moved to New York.

Bob What ⁸_____ you do there? Did you work in New York?

Kate Yes, I ⁹_____ – for a newspaper for three years.

Bob When ¹⁰_____ that?

Kate From 2011 to 2014, and then I found a new job.

Past continuous and past simple

Czasu **past simple** używamy, aby opisać:

- czynności lub sytuacje, które wydarzyły się w określonym momencie w przeszłości:

I met John two years ago.

- ciąg następujących po sobie wydarzeń z przeszłości:

When they saw the smoke, they called the fire brigade and ran to help the victims.

Czasu **past continuous** używamy, aby opisać:

- zdarzenia lub sytuacje, które trwały w określonym momencie w przeszłości:

I was watching TV at 5 p.m. yesterday.

- zdarzenia i sytuacje, które stanowiły tło dla innych wydarzeń:

While I was getting ready to leave, the door bell rang.

Zdania twierdzące i przeczące

I/He/She/It	was / wasn't	sleeping	at 2 a.m.
You/We/They	were / weren't		

Pytania i krótkie odpowiedzi

Was	I/he/she/it	sleeping	when she came?	Yes, she was.
Were	you/we/they			No, I wasn't.
				Yes, they were.
				No, we weren't.
What	was	I/he/she/it	doing yesterday at 3 p.m.?	
	were	you/we/they		

Grammar challenge! >> Student's Book, page 109, UNIT 2

Zwróć uwagę, że czas **past simple** opisuje czynności zakończone w przeszłości, a **past continuous** – czynności lub sytuacje, które trwały w określonym momencie w przeszłości:

Dad left when I came.

(Tata wyszedł, zanim przyszedłem/przyszedłam; nie spotkaliśmy się.)

Dad was leaving when I came.

(Tata wychodził, kiedy przyszedłem/przyszedłam; spotkaliśmy się.)

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

do drive not watch shave eat

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

- 2> Write what you were doing at these times.

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

- 3> Choose the correct option to complete each sentence.

- When I got back home everybody **slept / was sleeping**, so I tried to be very quiet.
- The lights suddenly **went out / were going out** when we **watched / were watching** a horror film on TV.
- It was a lovely morning. The sun **shone / was shining** and it was pleasantly warm.
- I **did / was doing** the shopping in the supermarket when somebody **stole / was stealing** my wallet.
- He tripped over and **fell / was falling** to the ground.
- My dad **left / was leaving** the house in the morning while I **still slept / was still sleeping**.
- We **played / were playing** football when suddenly a huge dog **ran / was running** onto the pitch.
- Mark didn't have the keys and when I **came / was coming** back he **sat / was sitting** in front of the house.

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

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

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

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

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

- 5> Complete the sentences with the correct form of the verbs. Use the past simple or past continuous.

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

Grammar challenge! >> Student's Book, page 109, UNIT 2, ex. 1 and 2

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

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

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

- While we _____ (*have*) dinner, Mike _____ (*say*) he was getting married.
- I _____ (*not drink*) coffee but now I have three cups a day.
- Richard _____ (*break*) his leg when he _____ (*play*) football.
- Where _____ (*you / spend*) your holidays when you were a child?
- Everybody was busy – mum and dad _____ (*read*) and the children _____ (*play*).
- Mark _____ (*come*) to my house, _____ (*tell*) me the news and _____ (*run*) out.
- How many times _____ (*he / win*) the game?
- When I looked out of the window this morning, it _____ (*rain*).
- _____ (*she / swim*) regularly at primary school?
- Last year we _____ (*go*) to Mexico and _____ (*swim*) in the Pacific Ocean every day.

1> Do the quiz. Then read the text in exercise 2 to check your answers.

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

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

THE RECORD BREAKER



Michael Phelps is probably the best swimmer in the world.

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

He was always a very energetic child, so when he was 7 years old his older sister suggested he should take up swimming. It **turned out** that the hyperactive child loved it. Michael later **found out** that he has ADHD and he always said that swimming helped him to control his energy.

²_____ His next great success was becoming part of the US Olympic team at the age of 15. A year later he broke his first world record. From then on he just **went on** collecting medals and records.

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

³_____ However, runners and swimmers, who train 5 hours a day, need that much.

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

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

3> Complete the phrasal verbs. Check your answers in the text on page 19.

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

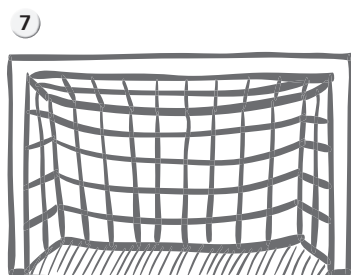
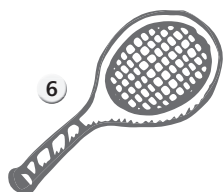
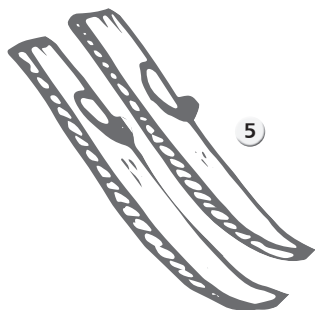
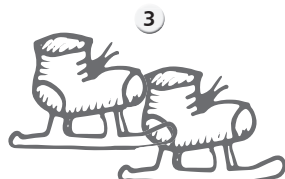
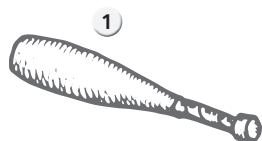
4> Complete the sentences with the correct form of the phrasal verbs from exercise 3.

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

Revision ■ Student's Book, pages 20–21

5> Write the English names for the sports equipment below.

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



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

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

7> Complete the sentences with the appropriate words from exercises 5 and 6. Use the correct form of the verbs.

- 1 The s_____ of the winning team welcomed the players at the airport on their return to the country.
- 2 These days cameras and microphones help r_____ decide if somebody should get a point.
- 3 The basketball player b_____ the ball a few times before throwing it into the basket.
- 4 I need some new t_____ before the next game, my old ones are too small and hurt my feet.
- 5 Germany won after their football player s_____ the only goal of the game.
- 6 Mark is very c_____ and always tries to be the best in the team.
- 7 It wasn't a good day – first I lost my g_____, so my hands were really cold and then I hit another skier and broke one of my s_____.
- 8 100 c_____ ran in the marathon, but only 77 finished it.

Vocabulary challenge! >>> Student's Book, page 109, UNIT 2, ex. 3

8> Translate the sentences into English.

- 1 Nasza szkolna drużyna koszykówki wygrała mecz jednym punktem.

- 2 Polska nie wygrała Mistrzostw Europy w piłce nożnej w 2012 roku.

- 3 Michał Kwiatkowski pokonał rywali i został mistrzem świata.

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

- 5 Polska zdobyła sześć medali na Olimpiadzie w Soczi.

- 6 George Groves planuje wkrótce pokonać mistrza boks, Carla Frocha.

SPEAKING

talking about a past event

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

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

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

- 2> Complete the dialogue. Put one word in each gap.

Jake So, ¹_____ was your party?
Greg Don't ²_____ ask! ³_____ the beginning everything was OK. 16 of my friends came and they gave me lots of presents. We were dancing and playing games. After ⁴_____ we ordered pizza and my friends had also made a huge birthday cake. I couldn't ⁵_____ my eyes – it looked like Mount Everest! They know I love climbing and want to climb it one day. It was amazing!
Jake That ⁶_____ pretty cool! So, what happened next?
Greg Well, Susie was putting the cake on the table when ⁷_____ somebody pushed her and it landed on the floor. Unfortunately, the carpet caught fire from the candles.
Jake So, what did you do?
Greg I was scared like never ⁸_____! We used an old sweater to put it out, but there was a huge hole in the carpet and the floor was ruined. The ⁹_____ day, when my parents came home, you can imagine what they said ...



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

TEST IT! ⌚ 4 minuty

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

przebieg tej imprezy

uczestników

nieoczekiwany problem

Wasze wspólne plany na spędzenie następnego weekendu

Rozmowę rozpoczyna egzaminujący.

WRITING

an email

2

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

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

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

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

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

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

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

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

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

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

- 1 wyjaśnij, czemu podjąłeś/podjęłaś taką decyzję i jaką dyscyplinę sportu wybrałeś/wybrałaś;
2 napisz, gdzie i z kim będziesz trenować;
3 opisz swój pierwszy trening;
4 zachęć kolegę/koleżankę do uprawiania tego sportu.
Rozwiń swoją wypowiedź w każdym podpunkcie.

1> Find and correct a mistake in each sentence.

- Last winter my family did skiing in the Alps.

- The swimmers competed at the title of World Champion.

- Lewandowski got a goal and the Polish team won.

- She broke her hand while she played tennis.

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

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

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

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

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

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

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



5> Translate the Polish parts of the sentences into English.

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

1> **MP3 05** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich wybierz właściwą reakcję. Zakreśl literę A, B albo C.

- 1 A I used to ski without goggles when I was wearing glasses.
B I'm sorry, that was me but I'll take care of that.
C I know! I didn't clean my goggles either.
- 2 A Me too. It should be very exciting.
B I'm looking for him too, but he's not here.
C I already saw it last night.
- 3 A It looks like he's very happy.
B He likes to go jogging every morning.
C Short, with dark hair.
- 4 A I don't like how competitive she is.
B What went wrong?
C That's because you finally broke that record.

2> **MP3 06** Usłyszysz dwukrotnie pięć wypowiedzi (1–5). Do każdej z nich dobierz właściwą reakcję (A–F). Wpisz rozwiązania do tabeli. Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
- A Don't even ask! Those were the worst weeks of my life!
B Very sociable and easygoing.
C Oh yes! Young people like to take part in such events.
D OK, let's play some board games then.
E I'm sorry to hear that!
F Well, they didn't let me do it.

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

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

GOOD SIDES	BAD SIDES



4> Read the instructions and do the speaking task.

TEST IT! ⌚ 4 minuty

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

sposób i miejsce
uprawiania tego sportu

powody takiej decyzji

zagrożenia

doświadczenia Twoich
znajomych

Rozmowę rozpoczyna egzaminujący.

5> Look at a student's notes for the writing task below. Match the questions with the points A–D in exercise 6.

- 1 Why was it awesome / horrible? (atmosphere? seeing her/him live? the weather? other fans? my seat?)
- 2 Who organised and who took part in this competition? (students? listeners of a radio station? readers of a sports magazine?)
- 3 What makes her / him / them great? (number of medals? coming out of difficult situation? road to success? helping others?)
- 4 Were there many fans? What happened before the race / game? Who was competing?
- 5 Who won? Was it an easy win?
- 6 Why was I the best? (the fastest? the most interesting story? I knew the most?)

6> Read the instructions and do the writing task.

TEST IT! Wygrałeś/wygrałaś konkurs, w którym nagrodą był bilet na imprezę sportową, w której bierze udział Twój ulubiony sportowiec/Twoja ulubiona drużyna sportowa. Napisz wpis na swoim blogu (100–150 słów) i:

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

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

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

3

Welcome home

VOCABULARY houses and locations

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

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

- 2> Choose the correct options.

The house in the picture is my aunt's ¹*detached* / *semi-detached* house.

It's quite old, but very beautiful. I like the brick ²*walls* / *roof* and the green ³*lawn* / *steps* around it.

The neighbourhood is so safe and quiet that there isn't any ⁴*fence* / *drive* around the house. Right behind the house there is a ⁵*gate* / *path* to a river. It is such a lovely place that I go there every summer holiday. My aunt keeps complaining that the only thing missing is a ⁶*chimney* / *balcony*, but do you really need one with such a big garden?



- 3> Read the definitions and write the correct words.

- the area with no towns or cities, with farms and fields
c _____
- somebody who lives near you n _____
- (about a house) joined with another house by one wall
s _____
- a large building where many families live b _____
- (about a house) joined with other houses on both sides
t _____

- 4> Complete the sentences with the missing words.

- Why don't we paint this w _____ red?
It will look great with this poster on it.
- Their new house is so far from any p _____
transport that they need to buy a car.
- My neighbours don't take care of the grass on
the l _____ at the front – it looks awful!
- For many people a g _____ is not only a place
where they keep the car, but also store lots of old things.
- My n _____ is rather quiet, but I'd like to live
closer to my school.

- Somebody left the g _____ open and the cat has
run away.
- You'd better repair the r _____ before it rains or we
will have water dripping on our heads.

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

garden detached floors windows terraced path
balcony gate door

Catherine So, how is your new house, Jenny?

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

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

Jenny You bet I do!

Catherine So, how many ² _____ do you have?

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

Catherine Lucky you!

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

Vocabulary challenge! >> Student's Book, page 109, UNIT 3, ex. 1

- 6> Translate the Polish parts of the sentences into English.

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

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

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

- 1> Read the text. Which of the sentences below is true?
Tick the correct answer.



Hundreds of people have gathered to protest against the construction of a new road in their district. Those who live in the neighbourhood fear that the construction will destroy the green spaces in the area. They are especially afraid that the new development will pollute a nearby park. The residents feel they need to act to fight the plans of the development. They are hoping to meet Mr Jones, the spokesperson for Davies Housing, who are contracted to build the new road. The construction is due to begin next month, which leaves the protesters little time to act.

- 1 The new road will result in the destruction of a park in the area. ☐
- 2 Protesters are afraid that their neighbourhood will become more dangerous. ☐
- 3 Mr Jones works for the construction company responsible for the new development. ☐

- 2> **MP3 07** Listen to four recordings about the developments in Green Park. Answer the questions. There is one extra sentence.

From which text (1–4) do you learn that

- | | |
|---|--|
| A it is mainly young people who are against the new development? | |
| B young married couples need housing they can afford? | |
| C the meeting of the group called Keep Green Park is taking place soon? | |
| D the new Green Park development will provide flats of several different sizes? | |
| E people who are happy about the new development will also go to the meeting? | |

- 3> Match the words below with their definitions.

for sale development housing neighbourhood parking space

- a the area around your house _____
- b a place where you can leave your car _____
- c an expression informing you that something can be bought _____
- d buildings for people to live in _____
- e a piece of land with new buildings on it _____

- 4> Complete the sentences with the words from exercise 3.

- 1 It will be difficult to find a _____ in the centre, so let's take a bus instead.
- 2 Many young people are looking for cheaper _____ outside the city centre.
- 3 They've just moved into our _____ and nobody knows them yet.
- 4 This house has been _____ for three months and for some reason nobody wants to buy it.
- 5 Stefan Kuryłowicz was a Polish architect, who was famous for his many _____ projects.

Revision ■ Student's Book, page 29

- 5> Answer the questions using appropriate adjectives.

What do you call a place

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

- 6> Complete the sentences with appropriate adjectives.

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

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

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



Present perfect: *How long? for/since*

Czasu **present perfect simple** używamy, aby opisać sytuacje lub stany, które rozpoczęły się w przeszłości i trwają do chwili obecnej.

Zwykle stosujemy wówczas przymki:

- **for** (aby powiedzieć, jak długo trwa jakaś czynność lub sytuacja):
*I've known him **for many years/for a few weeks/for only two days**.*
- **since** (aby powiedzieć, od kiedy trwa jakaś sytuacja):
*She's lived abroad **since last year/since 1999/since May**.*

Grammar challenge! » Student's Book, page 109, UNIT 3

- Form **have/has been** używamy, aby powiedzieć, że osoba, która udała się w jakieś miejsce, już powróciła.
- Form **have/has gone** używamy wtedy, gdy jakaś osoba dokądś się udała, ale jeszcze nie powróciła.
*She **has been to** the shop and bought lots of sweets.*
*She **has gone to** the shop, but she should be back any minute now.*

Zdania twierdzące i przeczące

I/You/We/They	have lived / haven't lived	here for 5 years.
He/She/It	has lived / hasn't lived	

Pytania i krótkie odpowiedzi

Have	I/you/we/they	finished?	Yes, I have. No, you haven't.
Has	he/she/it		Yes, he has. No, she hasn't.
How long	have	I/you/we/they he/she/it	had a pet?
	has		

1> Write the past participles of the verbs below.

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

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

I have had this smartphone ...

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

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

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

4> What word is missing in each sentence?

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

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

**go happen finish meet not see buy live
move change**

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

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

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

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

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

Present perfect and past simple; present perfect: *just, already, yet*

Czasu **present perfect** używamy, aby opisać własne lub czyjeś doświadczenia z przeszłości, bez podawania dokładnej daty:

I have been to London three times.

W zdaniach w czasie present perfect często używamy takich określeń, jak: *before* (przedtem), *since I started this school* (odkąd zacząłem/zaczęłam tę szkołę), *until now* (do tej pory), *in my life* (w moim życiu), *recently* (ostatnio), *never / ever* (nigdy / kiedykolwiek).

Czasu **past simple** używamy, aby opisać czynności lub sytuacje, które wydarzyły się w określonym momencie w przeszłości:

I visited my friend yesterday.

W zdaniach w czasie **past simple** często używamy takich określeń, jak: *two years ago*, *last Wednesday*, *on 1 March*, *in 2000*.

Czasu **present perfect** często używamy, aby przekazać wiadomość o jakimś wydarzeniu. Gdy podajemy dodatkowe szczegóły tego wydarzenia (czas, miejsce), używamy czasu **past simple**:

A *She has bought a beautiful dress for the party.*

B *Really? Where did she buy it?*

A *She was in Paris last week. She bought it there.*

Czas **present perfect simple** stosujemy z wyrazami:

- **just** (właśnie) i **already** (już) w zdaniach twierdzących oraz pytaniach:
I have just talked to the teacher.
Has his lesson already finished?
- **yet** (już, jeszcze nie) w zdaniach przeczących i pytaniach:
Have they prepared the project yet?
Julia hasn't done her homework yet.

1> Write sentences using the prompts. Use the present perfect or past simple.

- 1 I / see this film / last weekend.

- 2 Martha / recently / buy a new lamp for her room.

- 3 Mary / not visit / grandparents / on Sunday / because of a snowstorm.

- 4 last summer / I / be / Spain / two times.

- 5 how many times / Tom / reorganise his room / since we moved here?

- 6 nobody / ever / criticised / my choice of colours for the living room / before.

2> Choose the correct options.

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

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

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

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

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

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

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

6> Write mini-dialogues, using the prompts.

- A you / invite / Mike / yet?
B yes / I / just / phone / him.

- A Kevin / buy / the tickets?
B yes / he / already / send / them to everybody.

- A your parents / hear / good news / yet?
B no / I / not talk / them / yet.

- A you / be / their new house / yet?
B I / not have / the chance / yet.

7> Translate the Polish parts of the sentences into English.

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

8> CUMULATIVE GRAMMAR Read the email and choose the correct answers.

Paul,

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

Write soon!

Chris

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

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

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

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

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

A

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



B

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



C

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



3> Read the text on page 29 again and match the words in bold with their definitions.

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

4> Complete the texts with the words from exercise 3.

A

Szlak Orlich Gniazd is a 170 km long tourist route in Poland which leads from one old ¹_____ to another. They haven't been ²_____ for centuries

so original fortifications have been destroyed by time and wars. But you can still see the ruins and, when you climb up their walls, you can admire the beautiful hilly ³_____ surrounding them.

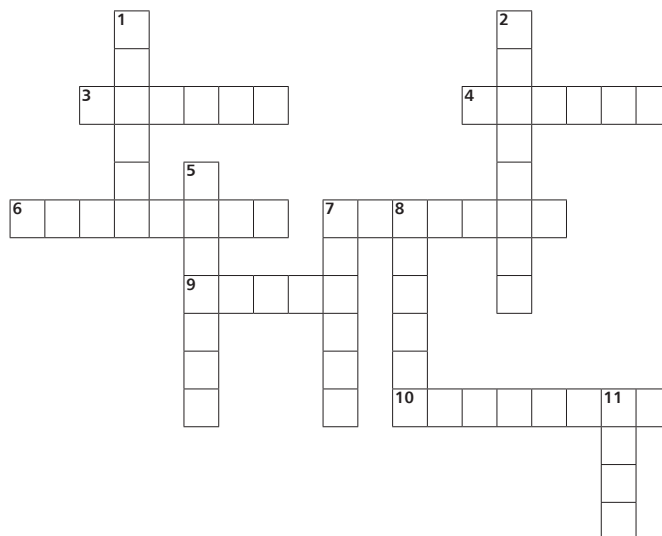


B

The history of Warsaw's Old Town goes back to a small ⁴_____ from the 13th century, which grew into a beautiful city and then into the capital of Poland. But its 800 years of history is not the reason UNESCO called it a World Heritage Site. After the Warsaw Uprising in 1944 it was almost completely ⁵_____ by the bombs. However, the people of Warsaw loved their Old Town so much that they ⁶_____ it using old plans and pictures. The Royal Castle, the ⁷_____ of many Polish kings, was also reconstructed and reopened in 1984. Today, the Old Town is a perfect reconstruction of the original. UNESCO thought it was so important and impressive that they put it on the list of World Heritage Sites.



6> Do the crossword.



Down

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

Across

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

7> Complete the text using the hints.

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

Vocabulary challenge! » Student's Book, page 109, UNIT 3, ex. 2, 3

Revision ■ Student's Book, pages 32–33

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

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

8> Choose the correct words.

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

SPEAKING

describing a picture

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

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

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

- 3 I think the man is making the ironing.

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

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

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

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

- 8 She has just started clean the floor.

- 2> Complete the photo description. Put one word in each space.

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



- 3> **TEST IT!** Describe the picture in 4-5 sentences. Say who is in the picture, where they are and what they are doing.



WRITING

a blog entry

3

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

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

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

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

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

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

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

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

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

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

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

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

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

- 3> Read the instructions and do the writing task.

TEST IT! Niedawno przeprowadziłeś się/przeprowadziłaś się do nowej miejscowości. Na prowadzonym przez siebie blogu dokonaj wpisu (100–150 słów) i:

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

Rozwiń swoją wypowiedź w każdym podpunkcie.

1> Choose the correct word to complete each pair of sentences.

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

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

Hi Mum,

I'm already at Auntie Kate's house.

It's ¹_____ beautiful! It has two floors and there's a pretty garden with lots of flowers and a fence with an old wooden ²_____. I've got my own room with bright blue curtains and a carpet – I love it! Auntie Kate lives just ³_____ the city, so I can go to London by bus every day if I want to. Tomorrow she's taking me to see Big Ben.

My cousin Amy is going with us. Do you remember her? I haven't seen her ⁴_____ so many years, and she's changed a lot! She wants to go shopping with me, but she says we have to wait till Monday because at the weekend the shops are very ⁵_____. I guess I'm not the only one who likes shopping. This will be a wonderful holiday! Write back soon!

Love,

Jenny

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

3> Complete the missing phrases of the dialogue. Use the words given without changing their form.

- Tim** Mike? What's up? ¹_____ (hear) from you since school finished!
- Mike** I know. It's been a busy couple of weeks.
- Tim** Obviously! I called you last night but ²_____ (answer).
- Mike** Sorry. ³_____ (painting) my new kitchen and didn't want to get my phone dirty.
- Tim** Your new kitchen? ⁴_____ (move)? And were?
- Mike** Two weeks ago. To Boston. ⁵_____ (start) university there next month.
- Tim** Boston? Wow! It's a cool city! My grandma ⁵_____ (live) there, so I've been to Boston many times. You'll love it! So you're renovating an old flat? How is it going?
- Mike** That's exactly why I'm calling. Sam told me you know Boston and doing up a flat by yourself is a nightmare! Would you like to come visit and help me a bit? And show me around the city?
- Tim** Sounds like fun ...

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

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

5> Translate the Polish parts of the sentences into English.

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

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

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

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

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

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

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

2> Match the parts of the sentences.

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

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

TEST IT! ⌚ 5 minut

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

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



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

4> **MP3 08 TEST IT!** Usłyszysz dwukrotnie sześć tekstów. W zadaniach 1–6, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C.

TEXT 1

- 1 Which is true about the house?
 - A It has a brick wall around it.
 - B It's located close to the water.
 - C The garden is in front of it.

TEXT 2

- 2 Sam
 - A asks his mum to teach him how to iron.
 - B wants Mark to take over some of his old duties.
 - C makes a mess when he does the dishes.

TEXT 3

- 3 The girl is
 - A criticising the boy's idea for a new room.
 - B comparing pictures of different room designs.
 - C giving the boy advice on how to redesign his room.

TEXT 4

- 4 Kate is asking her friend
 - A to rent a place for them in London.
 - B if it's ok if they sleep in the same room.
 - C about the link to the public transport website.

TEXT 5

- 5 These people are
 - A a flat owner and a person who wants to rent it.
 - B a husband and wife buying a new flat.
 - C two friends looking for a place to stay.

TEXT 6

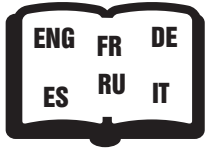
- 6 What is the order in which the group will visit the city?
 - A baths, church, shops, modern city centre
 - B modern city centre, baths, shops, church
 - C church, baths, modern city centre, shops

4

Study time

VOCABULARY school and schoolwork

1> Write the names of the following school subjects.



1 _____



2 _____



3 _____



5 _____



4 _____

2> Answer the questions.

In which subject do you

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

3> Complete the sentences with the missing words.

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

4> Complete the missing words. Then answer the questions.

When did you last

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

5> Read the text and choose the correct words.

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



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

Vocabulary challenge! » Student's Book, page 110, UNIT 4, ex. 1

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

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

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

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

1 What do you like most about your school?

2 What would you like to change at your school?

1> Match 1–8 with a–h to make phrases.

- | | |
|--------------------|------------------------|
| 1 they have | a your passion |
| 2 long way | b your lines |
| 3 practise | c several prizes |
| 4 think of the | d good points |
| 5 make sb | e from home |
| 6 won | f even better at drama |
| 7 follow | g come true |
| 8 make your dreams | h accepted me |

2> Translate the Polish parts of the sentences into English.

Use the phrases from exercise 1. Make any necessary changes.

- This language school _____ (*jest daleko od jej domu*). But Katie loves the lessons, so she doesn't mind.
- So you don't know anyone there – but _____ (*pomyśl o pozytywach*) of this – you'll make new friends.
- Our school debate league _____ (*wygrała kilka nagród*) last year.
- One of the most important things in life is to _____ (*robić to, co jest Twoją pasją*).
- If you want to _____ (*sprawić, by Twoje marzenia stały się rzeczywistością*), you have to go out and fight for them.
- Before the play, _____ (*ćwiczyłem tekst swojej roli*) every day for weeks.
- I applied to New York University and I just got an email saying that _____ (*przyjęli mnie*).
- Her personal problems _____ (*sprawiły, że stała się jeszcze lepszą aktorką*) because she understood what the characters were going through.

3> MP3 09 Usłyszysz dwukrotnie rozmowę Karoliny z Willem na temat szkoły aktorskiej. Na podstawie informacji zawartych w nagraniu, uzupełnij luki 1–6 w poniższej rozmowie Karoliny z mamą. Luki należy uzupełnić w języku polskim.

- | | |
|-----------------|--|
| Karolina | Rozmawiałam z Willem o moim pomysle studiowania w Łodzi. |
| Mama | I co on o tym sądzi? |
| Karolina | Powiedziałam mu, że codziennie będę spędzać ¹ _____ w pociągu. A on stwierdził że to super bo będę miała czas, żeby ² _____. |
| Mama | A wspomniawsz, że ja uważam, że lepiej byłoby gdybyś studiowała ³ _____? |
| Karolina | Tak. A on na to, że na pewno rozumiesz, że to moja pasja. Uważa, że mimo tego, że martwisz się o mnie, to z pewnością wierzysz ⁴ _____. I dodał, że łatwiej mi będzie zyskać sławę i zrobić karierę dzięki ludziom, których tam poznam. |
| Mama | Pewnie ma rację. Znalazł jeszcze jakieś zalety tej szkoły? |
| Karolina | Tak, powiedział że jest bardzo znana, a oprócz tego ⁵ _____. |
| Mama | Wygląda na to, że Will ⁶ _____ wątpliwości, co do tego czy powinnaś iść do tej szkoły. |

4> Imagine your friend has been accepted into the school of his/her dreams but has some doubts whether to go there. Write a short email to him/her, encouraging them to accept the offer and explaining why they should. Use expressions from exercise 1.

Revision ■ Student's Book, page 41

5> Complete the sentences with the missing words.

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

6> Match the parts of the sentences.

- At our school, apart from academic subjects,
- Do you have to pay for state
- Is this computer course free
- It's not a good idea for students to specialise
- The biggest advantage

☐
☐
☐
☐
☐

- education in your country?
- of studying here is that I don't need to commute.
- we have PE twice a day.
- or do I have to pay for it?
- in one or two subjects at the age of 16.

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

Past simple and past perfect

Czasu **past perfect** używamy, aby opisać czynności, sytuacje lub zdarzenia z przeszłości, które miały miejsce przed innymi przeszłymi zdarzeniami, często wyrażonymi w czasie **past simple**:

*The students **had cleaned up** the mess before the teacher **arrived**.
I **got** to the theatre and **realised** that I **had left** my ticket at home.*

Zdania twierdzące i przeczące

I/You/We/They/ He/She/It	had been	there before.
	hadn't been	

Pytania i krótkie odpowiedzi

Had	I/you/we/they he/she/it	arrived?	Yes, we had. No, she hadn't.
-----	----------------------------	----------	---------------------------------

Wyrażenia *after*, *before* oraz *by the time* często pojawiają się w zdaniach, w których należy użyć czasu **past perfect**. Zwróć uwagę na sposób ich użycia.

*He **had had** many problems with chemistry **before** he took extra lessons.*

***After** he **had taken** extra lessons, his grades improved.*

***By the time** I got to the airport, the plane **had already left**.*

Grammar challenge! » Student's Book, page 110, UNIT 4

Czasu **past simple** używamy, aby opisać wydarzenia, które nastąpiły jedno po drugim (chronologicznie), a czasu **past perfect**, aby podkreślić, że jedno z wydarzeń wydarzyło się wcześniej:

*When Sam **came home**, mum **went** to bed.*

(Kiedy wrócił, mama poszła spać – dopiero po tym, jak on wrócił.)

*When Sam **came home**, mum **had gone** to bed.*

(Kiedy wrócił, mama już spała – poszła spać wcześniej.)

1> Complete the table.

	PAST SIMPLE	PAST PERFECT
go	went	
not drink		hadn't drunk
not sleep	didn't sleep	
stop?		had they stopped?
like?	did they like it?	
break		had broken
be	was/were	
see?	did he see?	

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

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

3> Choose correct options to complete the sentences.

- I **was / had been** happy to see his email because we **wasn't / hadn't been** in touch for a long time.
- Susan **didn't know / hadn't known** how to serve, because she **didn't play / hadn't played** tennis before.
- After she **sang / had sung** at the concert, she **became / had become** very popular at her school.

- 4 Did Mark **finish / Had Mark finished** his lab experiment before the bell **rang / had rung**?*

- 5 By the time she **finished / had finished** her explanation, half of the students **fell / had fallen** asleep.*

- 6 Before we **went / had gone** to Florida, I **never saw / had never seen** a real dolphin.*

- 7 He **wasn't / hadn't been** happy with the book I gave him because he **already read / had already read** it.*

- 8 He **had / had had** a lot of homework to do after he **was / had been** sick for three weeks.*

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

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

Grammar challenge! » Student's Book, page 110, UNIT 4, ex. 1, 2

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

Hi,

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

See you tomorrow morning at the train station!

Jess

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

e.g. (1) *The kids ate the whole birthday cake.* (2) *I came to the party.*

When I came to the party, the kids had already eaten the whole birthday cake.

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

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

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

Modals of deduction: *may/might/could, can't, must*

- Czasowników modalnych *may/might/could* używamy, aby powiedzieć, że jakieś zdarzenie jest możliwe lub prawdopodobne:
He could be one of the new students.
(Być może to jest jeden z nowych uczniów.)
The man might be a teacher.
(Być może ten mężczyzna jest nauczycielem.)
- Czasownika modalnego *must* używamy, aby wyrazić przypuszczenie graniczące z pewnością:
They must be in the computer lab.
(Oni z pewnością są w sali komputerowej.)
- Formy *can't* używamy, aby z dużym prawdopodobieństwem powiedzieć, że coś jest niemożliwe:
They can't be at home.
(Niemożliwe, by byli w domu.)

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

- 1 *friends / be / they / must / good* – they spend a lot of time together.

- 2 *the / right / this / be / way / can't* – the map says we should turn right, not left.

- 3 *might / to get / it / be / difficult* this job if you don't have a college degree.

- 4 *be / your / may / answer / correct*, but we need to check it in the book.

- 5 *be / you / serious / can't* – mum and dad will never let you quit school.

- 6 *could / anything / happen* at this point, it's difficult to say how the story will end.

2> Choose the correct options. Sometimes both answers are correct.

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

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

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

4> Complete the photo description with appropriate modal verbs.



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

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

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

6> Translate the Polish parts of the sentences into English.

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

7> CUMULATIVE GRAMMAR Find and correct a mistake in each sentence.

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

- 2 Julia was never abroad.

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

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

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

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

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

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

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

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

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

- | | |
|----------------------------|---|
| 1 shadow someone | a follow a person to learn about their job |
| 2 eye-opening | b have as one of its parts |
| 3 spread over the Internet | c making you realise something |
| 4 common observation | d become widely and quickly known all over the Internet |
| 5 yawn | e open your mouth wide when you are sleepy or tired |
| 6 was supposed to be | f popular, often made comment |
| 7 include | g was intended to be |
| 8 host | h someone who has a guest |

2> Read the text and answer the questions.

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

#SHADOWASTUDENT

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

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

Then there was the stress. Some shadows were stressed simply trying to **follow all the rules**, others because of the atmosphere in the lessons. Teachers were telling their students to be quiet all the time and they didn't notice students' questions. Not because teachers were nasty people – they simply wanted to teach as much and as fast as possible. But because of this, they didn't notice students' questions and were telling them to be quiet all the time. Many were also sarcastic, which was supposed to be funny but wasn't. All of this made students feel bad or afraid to ask questions. So if they couldn't make sense of the lesson, they simply stopped listening.

This is not to say that shadows' reports don't include good things too. But the **aim** of the challenge is to fix the bad ones. Shadowastudent.org helps **draw conclusions** from the shadows' observations and create practical

ideas for improving their school. It may mean trying stretching during lessons, having longer breaks (no time to go to the bathroom or to relax during the breaks was an unpleasant surprise), building a new playground, or using different teaching methods. Or perhaps teaching teachers how to notice their students and listen to them talk about their **goals**, fears, and life in general. Whatever is necessary.

To learn more visit shadowastudent.org.

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

3> Match the definitions below with the highlighted phrases from the text in exercise 2. One definition matches two phrases.

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

4> Use the words from exercise 3 to complete the sentences.

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

Revision ■ Student's Book pages 44–45

5> Match 1–6 with a–f to form phrases.

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

6> Rewrite the parts of sentences in bold, using the phrases from exercise 5. Make any necessary changes.

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

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

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

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

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

7> Complete the sentences with the missing words.

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

Vocabulary challenge! » Student's Book, page 110, UNIT 4, ex. 2, 3

8> Complete the table with the nouns formed from the verbs below.

educate inform revise know concentrate
present attend

NOUN Suffixes

-ation	-ion	-edge

9> Translate the text into Polish.



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

1> Complete the dialogue.

Julia I have so many tests and exams this week!
¹**p** _____
 I really hate them.
² _____ my opinion there should be no tests at school. Don't you
³ _____?

Mike I'm not sure. It's ⁴**r** _____ that they are a bit stressful, but I ⁵**b** _____ they are necessary. Students are often lazy and study only when there's a test at school.

Julia To tell you the ⁶**t** _____ I've never thought about it. Maybe it's true about some students in our class. But then there are other students, like you and me. I like learning new things and I don't do it for the marks.

Mike You ⁷ _____ y be right, but I ⁸ _____ I think a little stress is good. It's motivating. What's more, good marks from the tests are a great motivation!

Julia Yes, ⁹**a** _____! That's why I think teachers should give us marks for what we do well in the classroom to motivate us rather than make us write so many tests. What do you ¹⁰ _____ k?

Mike To be ¹¹ _____ o _____ t, I like having tests from time to time. They tell me if I've really learned the material. But maybe you're right – we should have fewer tests!



2> Write sentences from the prompts.

- my opinion / best way / learn a language / spend some time abroad.

- my view / internet courses / more interesting / traditional courses.

- you / not think / watching English films / good way / learn the language?

- for me / reading books / bad idea / because / is / nobody to explain difficult words to me.

- believe / traditional courses / rather boring.

- what / you think / courses abroad?

3> Write a short dialogue. Use the phrases and ideas from exercises 1 and 2 to help you. Discuss the advantages and disadvantages of each idea.

TEST IT! ⌚ 4 minuty

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

kursy internetowe

wyjazd za granicę

oglądanie telewizji i czytanie książek

tradycyjne kursy

Rozmowę rozpoczyna egzaminujący.

1> Find and correct a mistake in each sentence.

- I wish know how many students there are in each group.

- Could you give me more informations about the levels of your photography courses?

- I would like to know what materials will I get during the course.

- Please let me know do I need my own surfboard.

- I like to ask about the price of a 2-week course.

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

- Hi Mrs Brown**, I am writing to ask about the photography courses at your school.

- Your **ad says** that you will provide any necessary equipment. _____
- I would like to know the price of the course for beginners.** _____
- Tell me** what kind of photos I would learn to take.

- I'm waiting for your answer.** _____
- Love**, Samantha Brine _____

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

TEST IT! Znalazłeś/Znalazłaś ogłoszenie o letnich kursach w Wielkiej Brytanii. Chciałbyś/Chciałabyś zapisać się na jeden z nich. Napisz list (100–150 słów) do organizatorów kursu z prośbą o informacje i:

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

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.



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

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

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

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

3> MP3 10 Listen to five situations. Choose the correct response (a, b or c) to what each person says.

- 1 a I'm not sure I agree.
b I'd love to, but I'm too tired.
c You're right of course. I can't go.
- 2 a Unfortunately, I don't understand any of it either.
b Yes, I'm sure you could.
c It's true, but I didn't do my homework.
- 3 a I would like to see her.
b Who is she going with?
c She didn't tell me that.
- 4 a It's true, but I promise to attend school regularly from now on.
b Yes, I will miss my classmates a lot.
c I'm not sure it's a good idea.
- 5 a I would like to know them too.
b Why don't you give it to me?
c In my view, the best place to start is the library.

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

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

5> Translate the Polish parts of the sentences into English.

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



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

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

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

- 1 When students see a difficult word in a text they _____ (*might / look up / it*) a regular dictionary, but they usually just use a web translator even though it is less reliable.
- 2 _____ (*you / make / sense*) this lecture? I sure had no idea what they were talking about.
- 3 No wonder you failed your exams! _____ (*not revise / you*) at all the week before.

4 I think some students didn't understand these definitions, they just _____ (*learn / they / heart*).

5 Could you tell me when _____ (*next / English course / begin*)?

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

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

4> Read the instructions and do the speaking task.

TEST IT! ⌚ 3 minuty

Describe the picture and answer the three questions.



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

5> Complete the sentences using your own ideas.

- 1 I've been very busy for the last three weeks, because _____.
- 2 He's got the right personality to be a teacher. He is _____.
- 3 She doesn't look like a typical teacher. She _____.
- 4 His teaching methods are unusual. Homework, for example, _____.

6> Read the instructions and do the writing task.

TEST IT! Wraz z początkiem nowego roku szkolnego zmienił się jeden z Twoich nauczycieli. Napisz e-mail (100–150 słów) do kolegi z Londynu i:

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

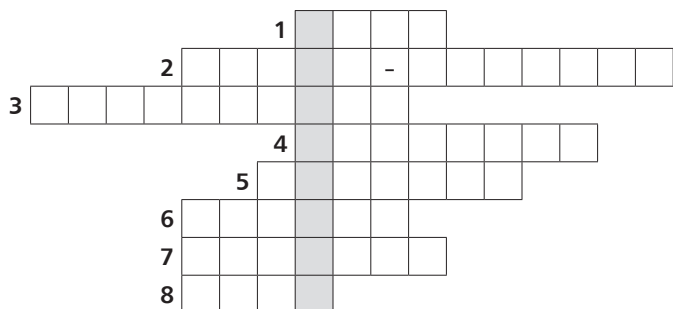
Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).

5

A work of art

VOCABULARY participating in culture

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



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

- 2> Complete the sentences with the missing words.

- 1 I don't understand a t c art – I prefer portraits.
- 2 I've read two of the n l by this writer and both of them were rubbish.
- 3 You can see my brother's photographs in an e h i o at the local museum.
- 4 It was very e t r n g to watch the street artists. I had a great time.
- 5 Picasso is one of the most famous modern artists and his p i n s sell for a lot of money.
- 6 The special e c s were very good, especially the battle in space.
- 7 It was amazing to see all my favourite a r in one film.
- 8 Have you ever read any c s p l a y s u c h a s R o m e o a n d J u l i e t ?

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

excellent **moving** **rubbish** **keen on** **disappointing**
live **album**

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

- 4> Complete the text with appropriate words in the correct form.

Hi Leo,

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

Gina



Vocabulary challenge! » Student's Book, page 110, UNIT 5, ex. 1

- 5> Choose the correct options.

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

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

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

1> Read the text and choose the correct answers.

Today was Culture Day! It was one of the best days so far at the summer camp. We could decide to go either to an art gallery to see a photography exhibition or visit the war museum. I chose the gallery, because I'm keen on photography while my friend Adam went to the war museum. But he later said that it was rather disappointing – crowded and with no interesting exhibits. We were also planning to go to a graffiti show in the afternoon, but when we got there all the tickets had been sold. That meant we had to watch it online back at the camp. Still, the day was awesome – the photos I saw were brilliant!



- What choice did the kids have that day? They could either
 - stay in the camp or go on a trip.
 - visit a museum or an exhibition.
 - What did Adam think about the museum? He thought there were too many
 - people at the museum.
 - war pictures exhibited there.
 - How did their plans change that day? They saw the graffiti show
 - on the Internet, not live.
 - instead of a film they wanted to watch.
- 2> **MP3 11** Listen to the conversation between Olivia and Luke about their art project and answer the questions using the beginnings given. Use no more than five words.

- What did the teacher ask them to do?
A project in which they will explore _____.
- What does the technology used by Google allow you to do?
When you watch various objects from the British Museum, you _____.
- How can you learn more about the exhibits?
You can listen to _____.
- What does Olivia suggest?
She invites Luke to _____.
- What do they need to do before they start work?
They need to decide _____.

3> Complete the sentences using the words given.

agreeing among detail experience exploring zoom

- If you _____ in on the painting, you can see the strokes of artist's brush.
- _____ on the topic of our literature presentation was easy since we're both Tolkien fans.
- The biography describes in great _____ life in Venice in the 18th century.
- The project which shows famous plays in cinemas around the world turned out to be successful _____ cinema and theatre lovers.
- I don't like reading books about adventures. I prefer to _____ them for myself.
- We spent the whole week _____ the secrets of this old city.

Revision ■ Student's Book, page 55

4> Choose the correct prepositions.

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

5> Complete the sentences with the correct form of appropriate phrasal verbs.

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

6> Answer the questions and give reasons to support your answers.

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

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

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

Will and going to

Will używamy, aby opisać:

- decyzje, które są podejmowane w trakcie mówienia, bez wcześniejszego planowania:
OK, I'll go to the shop and get the milk.
Don't worry about the washing-up, I'll do it in a moment.
- przewidywania dotyczące zdarzeń lub sytuacji przyszłych:
I'm sure you'll pass the exam.
I think they'll be late.

Zdania twierdzące i przeczące

I/You/We/They	will stay	here.
He/She/It	won't stay	

Pytania i krótkie odpowiedzi

Will	I/you/we/they he/she/it	open the door?	Yes, I will. No, it won't.
------	----------------------------	----------------	-------------------------------

Konstrukcji **be going to** używamy, aby opisać:

- zamierzenia i plany na przyszłość:
I'm going to buy a new car soon.
- przewidywania dotyczące czynności lub sytuacji, które wkrótce się wydarzą, gdyż wskazują na to obecne okoliczności:
Look at the clouds. It's going to rain soon.

Zdania twierdzące i przeczące

I	am going to 'm not going to	watch a film tonight.
You/We/They	are going to aren't going to	
He/She/It	is going to isn't going to	

Pytania i krótkie odpowiedzi

Am	I	going to read it?	Yes, I am. No, I'm not.
Are	you/we/they		Yes, we are. No, they aren't.
Is	he/she/it		Yes, he is. No, she isn't.

Mówiąc o przyszłości, często używamy następujących wyrażений: **tomorrow** (jutro), **the day after tomorrow** (pojutrze), **tonight** (dziś wieczorem), **next week/month/year/summer** (w przyszłym tygodniu/miesiącu/roku, w przyszłe wakacje), **soon** (wkrótce), **in the future** (w przyszłości), **in two minutes/several hours/a few years** (za dwie minuty/kilka godzin/kilka lat).

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

- I think / she / pass the exam.

- he / get an Oscar? _____
- Put on the kettle. Paul / be here / soon.

- I / arrive on time. I promise. _____
- Don't worry! We / not be late. _____
- Why / your parents / be angry?

- When / Tess / become an actress?

- You / not believe it! _____

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

**help like be enjoy not know not say
not leave rain**

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

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

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



1 Ella _____ tonight.



2 Tom _____.



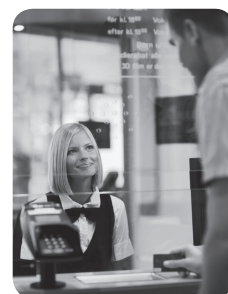
3 The students _____ soon.



4 We _____ in a few minutes.



5 Paula _____.



6 He _____
for this evening's show.

4> Rewrite each sentence using *be going to*.

- I plan to buy their new album.

- Julia doesn't intend to say sorry.

- What are their plans for the summer?

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

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

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

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

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

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

7> Translate the Polish parts of the sentences into English.

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

Must, have to, need, can

Czasownika modalnego **must** używamy, aby wyrazić:

- wewnętrzny nakaz/potrzebę:
*I **must go now** – I don't want to miss the beginning of the film.*
(Muszę już iść – nie chcę się spóźnić na początek filmu.)

Czasownika modalnego **mustn't** używamy, aby wyrazić:

- zakaz:
*You **mustn't touch anything** in the museum.*
(W muzeum nie wolno Ci niczego dotykać.)

Czasownika modalnego **can** używamy, aby wyrazić:

- możliwość lub przyzwolenie:
*You **can touch whatever you want** - it's an interactive museum.*
(Możesz dotykać czego chcesz – to jest muzeum interaktywne.)

Czasownika modalnego **can't** używamy, aby wyrazić:

- brak przyzwolenia lub możliwości:
*You **can't enter the VIP zone without a special ticket.***
(Nie możesz wejść na strefę VIP bez specjalnego biletu.)

Have to używamy, aby wyrazić:

- konieczność lub zewnętrzny nakaz:
*She **has to read three novels this month.***
(W tym miesiącu ona musi przeczytać trzy powieści.)
- brak konieczności lub nakazu:
*You **don't have to watch the play if you don't want to.***
(Nie musisz oglądać tej sztuki, jeżeli nie chcesz.)

Zdania twierdzące i przeczące; pytania i krótkie odpowiedzi

I/You/We/They	must	leave now.
He/She/It	mustn't	
Must	I/you/we/they/ he/she/it	go so soon?
		Yes, you must. No, we don't have to.

Zdania twierdzące i przeczące; pytania i krótkie odpowiedzi

I/You/We/They	can	watch this film.
He/She/It	can't	
Can	I/you/we/they/ he/she/it	watch this film?
		Yes, you can. No, he can't.

Zdania twierdzące i przeczące; pytania i krótkie odpowiedzi

I/You/We/They	have to / need to	stay at home.
	don't have to / don't need to	
He/She/It	has to / needs to	
	doesn't have to / doesn't need to	
Do	I/you/we/they	have to / do it now?
		Yes, they do. No, I don't.
Does	he/she/it	need to
		Yes, she does. No, he doesn't.

Grammar challenge! >> Student's Book, page 110, UNIT 5

Must i **have to** często stosuje się wymiennie.

Must stosujemy w sytuacjach, w których sami podejmujemy decyzję, że musimy coś zrobić (wewnętrzny przymus).
Czasownik **have to** stosujemy w sytuacjach, w których ktoś każe nam coś zrobić (zewnętrzna konieczność).

*I **must read this book!***

(Bardzo chcę przeczytać tę książkę.)

*We **have to read a lot of books at school.***

(Nauczyciele kazały nam je czytać.)

1> Write sentences from the prompts.

a MUST

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

2 students / not speak / during tests.

3 you / play your guitar / 6 am?

b CAN

4 we / make our presentations / on Tuesday?

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

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

c HAVE TO

7 Tom / be at home / by midnight?

8 she / study / this weekend.

9 they / not wear uniforms / at school.

d NEED TO

10 I / book the tickets?

11 we / inform everyone / about the show.

12 she / not know / about my plan.

2> Choose the correct options.

- I've heard the film is brilliant – I **must** / **can** watch it soon.
- Look at that sign! You **don't have to** / **mustn't** drive faster than 80 kph.
- You **don't have to** / **can't** buy this album anymore, it was a limited edition.
- You **don't need to** / **mustn't** touch any of the exhibits in the gallery.
- Do you **need to** / **must** study at the weekend?
- It's Saturday so Paul **doesn't have to** / **can't** do any homework for tomorrow.
- Anyone in the school **needs to** / **can** take part in the concert if they wish.
- Fortunately, she **mustn't** / **doesn't have to** take an exam next week.

3> Complete the second sentence so that it means the same as the first. Use **must**, **have to**, **can** or **need to**.

- It's not necessary for you to go to the shop.
You _____ to the shop.
- You are not allowed to eat in the computer lab.
You _____ in the computer lab.
- Is it necessary for Steve to stay after class?
_____ after class?
- It isn't possible to watch this show online.
You _____ this show online.
- Remember not to call him after ten.
You _____ him after ten.

6 It's time for Mark to start working hard.

Mark _____ working hard.

7 Is it OK if I sing my own song at the concert?

_____ my own song at the concert?

4> Write sentences about some typical rules for the places below. Use **have to** / **need to** / **must** / **mustn't** / **can** / **can't**.

At school: _____

At an art gallery: _____

Grammar challenge! >> Student's Book, page 110, UNIT 5, ex. 1, 2

5> Complete the sentences with **must** or **have to**.

- I _____ listen to this new album – everybody says it's great.
- We _____ read the novel for next week or the teacher will give all of us bad marks.
- I _____ go and talk to Lucy – I've got something important to tell her.
- They've changed our school timetable, so I _____ go to school earlier tomorrow.
- The doctor says I _____ start exercising if I want to feel better.
- This jacket looks so cool – I _____ have it!

6> CUMULATIVE GRAMMAR Write sentences from the prompts. Add extra words where necessary.

- Please remember – _____ (you / **must** / **not take photos**) in the museum.
- _____ (can / we / see / a comedy) this time instead of an action movie?
- I haven't cooked any dinner, so _____ (we / **need** / **make** / sandwiches) for everybody.
- What time _____ (you / be / at school) tomorrow morning?
- Drive more slowly! _____ (we / have / **accident**) if you're not careful.
- I don't think Linda and Ben _____ (ever / **get married**). They simply don't like the idea.
- You _____ (can / **not talk** / anybody) about this – it's a secret!
- Wait! I want to go with you! I _____ (be / **ready** / 5 minutes).
- It's so cold outside. I'm sure _____ (snow) this afternoon.
- Ian _____ (not have to / work) tomorrow, so he's going out with his friends tonight.

- 1> Read the three texts in exercise 3 and answer the questions.

Which text is

a a leaflet? ☐ b a blog entry? ☐ c an email? ☐

- 2> Make a list of the names, titles and places that are mentioned in the texts. Who / What are they?

- 3> Read texts 1-2. Then complete the email. Use no more than four words in a gap.

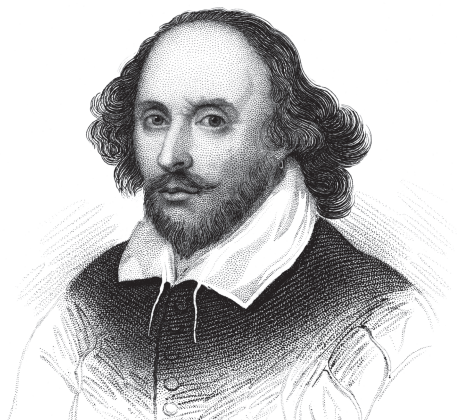
Text 1



Is your English teacher making you read
Hamlet or *Romeo and Juliet*?

Here's a more exciting way to get to know them
– attend a performance at
SHAKESPEARE'S GLOBE THEATRE!

- experience Shakespeare's plays live on stage
- see a reconstructed theatre and learn what theatres looked like in Shakespeare's times
- take part in talks before and after the show that help to make sense of some parts of the plot
- visit our library and archives and learn even more
- become an actor for a day and rehearse with professionals



Text 2

«previous

next»

If you're in London right now and didn't spend this night at the British Summer Time Hyde Park festival then you missed out on the best party ever. The place was packed and we saw Bruno Mars perform his greatest hits live! I still can't believe it, especially since they're all at the top of my playlists! I must say I had read many enthusiastic reviews of his concerts but I still wasn't prepared for it. The lights, the pyrotechnics and his music – it all created this party vibe so everyone was singing along with him. Now I truly see what a talented artist he is – the things he can do with his voice, his perfect dance moves – it was unbelievable. I'll never forget it! Anyone else there? What did you think?



Hi Mum,

Just wanted to let you know I'm having fun at Aunt Jenny's. I'm enjoying myself and learning something too! :) I had imagined London to be just boring museums and historical places, but they're actually fun. The museums were interactive and interesting. We also went to see Shakespeare's theatre. Not just his play but the theatre as it was ¹_____ because they've reconstructed it. You know I'm not a big fan, but this time I actually understood what the play was about thanks to ²_____ the show. We went to see *Hamlet* and I think it will be very useful because I'm sure our ³_____ will ask us to read it next year. We also went to see Bruno Mars in concert at Hyde Park. As you can imagine there ⁴_____ people there and everyone was very excited. The concert was ⁵_____ than I had thought, even though I love his songs!

Talk to you soon!

Love,

Ed

4 Match 1–6 with a–f.

- | | | |
|-----------------|--------------------------|-----------------|
| 1 interactive | ☐ | a a performance |
| 2 perform one's | ☐ | b greatest hits |
| 3 enthusiastic | ☐ | c museums |
| 4 party | ☐ | d on stage |
| 5 live | ☐ | e reviews |
| 6 attend | ☐ | f vibe |

5 Complete the sentences with the correct form of the phrases from exercise 3.

- I'm so excited I'm going to see Ed Sheeran _____ on _____!
- Next week, my class is going to _____ of *Othello*.
- I've read _____ of this film. Why don't we go and see it?
- Beyoncé's concerts always have a _____ – everyone in the audience is dancing and singing.
- Opening the festival, Imagine Dragons will _____ their _____ on the main stage.
- _____ where you can play with the exhibits are much more fun than traditional ones.

Revision ■ Student's Book, pages 58–59

6 Unscramble the words to complete the sentences.

- Władysław Reymont received a Nobel Prize for literature in 1924 for his **vonle** _____ *Chłopi* while Wisława Szymborska was awarded one in 1996 for her **eyopr** _____.
- Wesele* is a **ardma** _____ written by one of the great Polish **yrhlapgswit** _____, Stanisław Wyspiański.
- Garfield is a cat from a popular American **ocmci** _____ **rtisp** _____, created by Jim Davies.
- Hans Christian Andersen, who wrote *The Little Mermaid*, is one of the most famous **fryia** _____ **laet** _____ writers in the world.
- Philip K. Dick wrote many **eccisen** _____ **tcifoin** _____ books which were made into films, e.g. *Total Recall*.
- The Discworld* is a popular series of **asytnaf** _____ books written by Terry Pratchett.
- The best known secret agent, James Bond, is a character from a series of **psy** _____ stories written by Ian Fleming.



7 Translate the Polish parts of the sentences into English.

- _____ (*Byliśmy zaskoczeni*) because we didn't think a magic show _____ (*może być tak ekscytujący*).
- Sheila _____ (*była bardzo przygnębiona*) when she didn't get the role of Cinderella in the school play.
- Why does everybody say this is _____ (*interesująca sztuka*)? I was _____ (*znudzony*) to tears!
- Would you _____ (*zainteresowany*) joining our school band?
- Have you seen *Requiem for a Dream*? It's _____ (*najbardziej przygnębiający*) film I've ever seen!
- When the clown asked my younger brother to come up on stage he _____ (*był zbyt przerażony*) to go so he stayed with me.



Vocabulary challenge! » Student's Book, page 110, UNIT 5, ex. 2

8 Complete the sentences with appropriate prepositions.

- It's only 10 p.m. – let's go _____ a walk and get some fresh air before we go _____ sleep.
- Mum looked _____ the mess we made in the living room, but she didn't get angry or shout _____ us – she simply told us to clean it up.
- After the musician had finished playing, there was silence _____ a second or two.
- I didn't want to watch the horror film with them, so I went back _____ my room to read a book.
- Would you please look _____ my little sister while I go and get us some more popcorn?
- The concert didn't start on time because of the storm. Luckily, _____ half an hour it stopped raining and the musicians appeared on stage.
- The actress looked _____ the mirror and refused to go on stage. _____ the end somebody else had to take her place.

SPEAKING

arranging to go out

- 1> Complete the sentences with the correct form of the verbs in brackets.

- What _____ (you / do) at the weekend?
- _____ (you / like / go) with me to the photography festival?
- How about _____ (meet) on Sunday?
- Let's _____ (meet) in front of the cinema.
- Why _____ (we / not / meet) tomorrow?
- Sounds great. I _____ (love / come).

- 2> Complete the dialogue with appropriate words or phrases.

Jake Are you ¹_____ on Saturday evening? Some friends and I are going ²_____ my brother's rock band's concert. Would you like to go with us?

Eddy Good ³_____. I'd love to go. What time does it start? When ⁴_____ we meet?

Jake It starts at 8 p.m., but how ⁵_____ going out for a pizza first? It's right next to that new Italian restaurant, *Luigi's*. We could meet ⁶_____ 5.

Eddy I'm ⁷_____. I can't. That's a bit too early for me. Let's meet ⁸_____ 7.30.

Jake That's ⁹_____ by me.

Eddy Cool. ¹⁰_____ you on Saturday.

Jake See you.

- 3> React to the prompts in English.

- 1 Zaproponuj koledze/koleżance pójście do kina i poproś o sprawdzenie repertuaru.

- 2 Zaproponuj spotkanie podczas weekendu. Powiedz, dokąd chcesz iść.

- 3 Kolega/Koleżanka zaproponował/a Ci wspólne wyjście na wystawę. Odmów grzecznie podając powód.

- 4 Kolega/Koleżanka chce się spotkać, ale ty nie znasz jeszcze swoich planów. Powiedz, że odezwiesz się w późniejszym terminie.

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

TEST IT! ⌚ 4 minuty

Twój znajomy proponuje Ci wspólne spędzenie piątkowego wieczoru na kręglach. Niestety, ani termin spotkania, ani pomysł pójścia na kręgle nie odpowiadają Ci. Przekonaj znajomego do innego sposobu spędzenia czasu. W rozmowie porusz poniższe cztery kwestie.

powody odrzucenia
jego propozycji

inny pomysł
na spędzenie czasu

termin
spotkania

miejsce
spotkania

Rozmowę rozpoczyna egzaminujący.

WRITING

a competition entry

5

- 1> Rewrite the parts of the sentences in bold, using the words below. Add extra words if necessary.

gifted performed entertaining achievements
behalf / apply look forward / reply

- 1 I am waiting for your answer.

- 2 I am very good at singing jazz.

- 3 I am good at making people laugh.

- 4 We have already won three awards in competitions for high school bands.

- 5 I am writing **as a representative of** our school theatre group **to ask you to accept us in the dance competition.**

- 6 Our band **has already played** on stage many times during various school concerts.

- 2> Complete the competition entry using the prompts in brackets.

Dear Sir/Madam,

I am writing to apply for the international photography competition *Moments of Life*, which will take place in April this year.

I am a high school student from Poland **and** _____ (napisz, od kiedy robisz zdjęcia). I belong to a local photography club. We often go on trips into the city or to local parks to take pictures, **so** _____ (napisz, czego się dzięki temu nauczyłeś/nauczyłaś).

I believe I am a fairly talented photographer.

My achievements include _____ (napisz, jakie masz osiągnięcia) **but** I've never taken part in an international competition before.

Your competition is especially interesting for me **because** _____ (podaj powód Twojego zainteresowania).

I would be grateful if you could send me an application form. I look forward to your reply.

Katie Forester

- 3> Read the instructions and do the writing task. Use the phrases from exercises 1 and 2 to help you.

TEST IT! Należysz do szkolnego klubu filmowców. Napisz zgłoszenie Waszego klubu na festiwal młodych twórców filmu. W zgłoszeniu (100–150 słów):

- opisz Wasz klub i filmy, które realizujecie;
- podaj Wasze dotychczasowe osiągnięcia;
- wyjaśnij, dlaczego chcecie wziąć udział właśnie w tym konkursie;
- poproś o podanie szczegółów dotyczących miejsca i długości trwania festiwalu.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

1> Choose the answer a, b or c which means the same as the Polish parts of the sentences in brackets.

- I've already seen this film – you _____ (*będziesz zaskoczony*) by the ending.
a are surprised
b are going to be surprised
c will be surprising
- Thanks for lending me that crime novel! I simply _____ (*nie mogę się od niej oderwać*).
a can't put it down
b mustn't get away from her
c don't have to break it off
- We _____ (*nie musimy iść do restauracji*) if you don't want to. Come to my place and we'll cook something instead.
a don't need to eat out
b mustn't go to a restaurant
c can't eat outside
- It's too cold for a walk. I think _____ (*pójdę na wystawę*) instead.
a I'm coming to the gallery
b I'll go to an exhibition
c I go to the show
- I love the soundtrack for this film – I _____ (*muszę dowiedzieć się*) who wrote it.
a must find out
b have to know me
c can learn

2> Choose the correct word to complete each pair of sentences.

- Jake said the film was boring but I _____ it very interesting.
When I was cleaning my wardrobe I _____ my old children's books.
a saw b found c read
- There was a lot of _____ between the two boys. They both wanted to win the tennis cup.
Our school is organising a _____ for the best short story entitled: *A Crazy Adventure*.
a competition b show c opponents
- This article about Picasso is _____ – don't believe a word of it!
Please take the _____ out before you go! It smells really bad in here.
a lies b painting c rubbish
- When we got to the theatre it turned _____ that the play had been cancelled.
All the tickets for her concert were sold _____ within 5 hours.
a out b off c up
- My favourite way of listening to music is to go to an _____ air music festival.
The exhibition will be _____ from March 1st until June 15th.
a exciting b open c on
- This _____ of art was sold for £500,000.
Being an actress is very exciting but it's also hard _____.
a work b piece c job

3> Complete the text with appropriate words. Put one word in each space.

Hi Sara,

Guess what? I saw Dakota Johnson yesterday! When I heard she was coming to the premiere of her new film I said 'I ¹ _____ go and see her!' The event was at 5 p.m., ² _____ I went to the cinema an hour beforehand to get a place close to the red carpet. Finally, limousines started arriving. One of them stopped right next to me. ³ _____

a moment a door opened and SHE stepped through it. I couldn't believe it! She was right there! She looked even better in real life than in the cinema on the ⁴ _____ screen! And when I called her name she looked right ⁵ _____ me! And then she went in and I went home, but I was so excited that I couldn't ⁶ _____ to sleep until 2 a.m.! I'm sending you the picture!

Love,
M.



4> Find and correct a mistake in each sentence.

- Let's meet on the bus stop at 6.30.

- Our dance group will perform on scene during a competition this weekend.

- You need apologise for criticising her poems – she's so upset she's crying.

- I want to go to the movies. Let's see what's in tonight.

- I'm so exciting! I'm going to see the Kings of Leon next month!

- You don't have to watch this film – it's a horror and you're only five.

- He didn't want to come, but at the end we convinced him.

- She's so upset I think she's going to shout on us.

- 1> **MP3 12 TEST IT!** Usłyszysz dwukrotnie wypowiedzi czterech osób. Na podstawie usłyszanych informacji do każdej osoby (1–4) dopasuj zdanie (A–E), które jej dotyczy. Wpisz odpowiednią literę w każdą rubrykę tabeli. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

- A talks about his / her work.
B explains why he / she likes a book.
C gives information about a visit to an exhibition.
D recommends a good film he / she has seen.
E is a teacher talking to students at school.

1	
2	
3	
4	

- 2> Complete the dialogues using the prompts in brackets.

- 1 Examiner I'm afraid I'm not keen on action films. They're all the same – they usually show a bunch of people running around, shooting at each other.

Student _____

(Wyjaśnij, dlaczego nie zgadzasz się z rozmówcą.)

- 2 Examiner £45 for a ticket is quite expensive. I don't have a lot of money at the moment.

Student _____

(Powiedz, jakie zniżki możecie dostać i ile zapłacicie za bilety.)

Examiner That's still too expensive for me.

Student _____

(Zaproponuj, że zapłacisz za Was obu i wyjaśnij, dlaczego masz akurat więcej pieniędzy niż zazwyczaj.)

- 3 Examiner Shall we eat out before or after the concert?

Student _____

(Wybierz jedną z opcji i uzasadnij swój wybór.)

- 4 Examiner I went to that pizza place last week with my friend and the food was horrible. Is there anywhere else we could go?

Student _____

(Zaproponuj coś innego i zarekomenduj to miejsce.)

- 3> Read the instructions and do the speaking task.

TEST IT! ⌚ 4 minuty

Umawiasz się z kolegą/koleżanką na sobotni wieczór. Chcecie dokądś razem wyjść. W rozmowie porusz poniższe cztery kwestie.

sposób spędzenia czasu

cena biletów

miejsce spotkania

jedzenie

Rozmowę rozpoczyna zdający.

- 4> Uzupełnij dialogi 1–4. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim.

- 1 X What time do you want to meet?
Y _____ 8 pm? The impro starts at 8.30.
2 X Would you like to go to this concert with me?
Y _____, I can't. I'm busy tonight.
3 X Tanya, _____ on Saturday?
Y Nothing yet. I'm free. Why?
4 X We _____ stay till the end if you don't like the show.
Y I don't. You're right, I'd like to go home.

- 5> Choose the correct option to complete the dialogues. The reply must have a word given without the change of its form.

- 1 X Have you seen the new play at the Good Theatre Company?
Y No, I read the reviews and I think _____ (*depressing*) for me.
A it depressed
B it's too depressing
C I hate depressing plays
2 X We've been here since 3 pm and it's getting cold. It's time to go home, kids.
Y But this is the best part of the festival! _____ (*stay*) at least till the end of this concert?
A Let me stay
B How about staying
C Can't we stay
3 X Would _____ (*see*) the *My city through my eyes* exhibition with me?
Y I'd love to. When?
A you like to see
B you let me see
C you mind seeing

- 6> **TEST IT!** Uzupełnij dialog. Wpisz w każdą lukę 1–5 brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim.

- A Our school film festival was amazing this year.
B Well, it's not over yet. We ¹ _____ (*watch*) the last two films tonight, remember?
A Unfortunately, I've got something else to do.
B Oh, come on, what could be more important than this?
A My arts project. I haven't finished it yet and the deadline is in three days.
B But do ² _____ (*work*) on it tonight? It's the last night! They're planning some huge surprise. Please try to come. It's not as much fun if you're not there to talk to.
A OK, OK. I ³ _____ (*come*). Which film is your favourite so far?
B I ⁴ _____ (*decide*) between *Dark Images* and *Nothing Important*. They're different but both really good, so I don't know which to vote for. And you?
A I loved *Stay*. But I'm waiting for the last two to decide.
B OK, so ⁵ _____ (*meet*) at 6 pm in front of the school. We need to be there early to get good seats.

6

To spend or not to spend?

VOCABULARY shops and services • products • buying and selling

1> Choose the correct answers.

- Where can you buy a watch?
a at a butcher's b at a newsagent's c at a jeweller's
- Where can you get a board game?
a at a DIY shop b at a toy shop c at a sports shop
- Which of these can you buy at a baker's?
a milk b chicken c bread
- In which shop can't you try anything on?
a a chemist's b a sports shop c a shoe shop
- Where can't you buy anything to read?
a at a newsagent's b at a flower shop c at a bookshop

2> Complete the email with the names of shops.



Hi Paul,

Yesterday was a nightmare! Dad is ill, so I had to help mum with the shopping. You won't believe how many shops we went to!

First, we shopped for food.

We went to the ¹**b**_____

to get some bread and then to the

²**b**_____ to buy some meat for dinner. We also visited

the ³**c**_____ to get some medicine for dad and went

to the ⁴**n**_____ to get some magazines for my sister.

Finally, we ran to a ⁵**f**_____ to buy some roses for

aunt Lucy – it was her birthday yesterday. We were about

to go back home when mum realised she had nothing to

wear for aunt Lucy's party. And that's when it started! Mum

was running from one ⁶**c**_____ to another looking

for a dress. Once she had bought one, it turned out she

needed a new pair of sandals to go with it, so we visited three

⁷**s**_____. Can you believe it?

Luckily, mum saw how bored I was and took me to the

⁸**s**_____ to get me a new bike lock to cheer me up.

Still, I came home exhausted! That's why I didn't call last

night.

I hope I won't have to go shopping again soon ...

See you at school,

Mike

3> Are the sentences true (T) or false (F)? Correct the false ones.

- If something is **half price**, you pay 25% less for it. T / F
- When the **sales** begin, you can buy things for less money. T / F
- If something is a **real bargain**, it's extremely expensive. T / F
- If you **can't afford** a product, you don't have enough money to buy it. T / F
- You can use **cash** when you buy something online. T / F
- When you pay with a **credit card**, it's often easy to spend more than you have. T / F

4> Complete the sentences with the words and phrases in bold from exercise 3.

- I'm waiting for the winter _____ to buy the shoes I want at a lower price.
- How much _____ do you have on you?
- She is great at finding real _____ – she always finds something cheap.
- Look! All the CDs are half _____ – let's go and buy one for Mark.
- How old do you need to be to get your own _____ card?
- His parents can't _____ to buy him a scooter, so he still needs to ride his old bike.

5> Complete the text with the prepositions below.

at by on off for in

Lucy told me she wanted a T-shirt for her birthday, so I took her shopping ¹_____ the sales. We found a great T-shirt ²_____ a clothes shop in the city centre which was 50% ³_____. When we were at the newsagent's on our way home to get some papers, it turned out that I didn't have enough cash ⁴_____ me, so I had to pay ⁵_____ the magazines ⁶_____ credit card. Fortunately, my dad had lent me his before we went shopping.

Vocabulary challenge!

» Student's Book, page 111, UNIT 6, ex. 1

6> Complete the sentences with appropriate words.

- If we want to book first minute holiday, we'd better go to the _____ soon.
- I wonder which hairdresser's she goes to. She always has a perfect _____.
- Could you go to the post office and _____ these parcels for me, please?
- The _____ came yesterday, but he didn't manage to fix the pipes.
- Mum sent dad to the _____ to get some new glasses.
- I got a letter from the bank saying I have to open a new _____.

7> Write 2–3 sentences to answer the questions.

When was the last time you

- went shopping?

- couldn't afford to buy something you wanted?

- found a real bargain?

1> Read the text and choose the correct answers.



Shopping online

«previous

next»

I shop online quite often – mainly for clothes, but sometimes for food too. It saves a lot of time, because you don't need to go out and take a bus to the city centre. Even if you decide to buy something rather expensive, you never buy anything you don't really need. I must say I've never had any problems. Once they delivered a pair of jeans two days later than I expected, but I didn't mind waiting. The shop emailed me to say sorry and offered me a discount on my next pair of jeans.

Claire



- 1 What does the girl think about shopping online?
 - a It's faster.
 - b It's cheaper.
- 2 When the order took more time than usual, the girl
 - a didn't want to pay full price for them.
 - b didn't mind at all.

2> **MP3 13** Listen to four short texts and choose the correct answers.

- 1 Bea warns her grandmother not to
 - a click on the wrong department.
 - b do her shopping too quickly.
 - c buy things that are too expensive.
- 2 You can buy products from this shop online when
 - a the shop is no longer open.
 - b you spend at least £20.
 - c you don't want to return them.
- 3 Eva is unhappy, because the shoes she'd ordered
 - a were not in the sales.
 - b came in a different colour.
 - c arrived too late.
- 4 In the programme you can
 - a learn how to make a complaint.
 - b recommend a shopping website.
 - c express your opinion about shopping online.

3> Match the words below with their definitions.

checkout department item store survey

- 1 another word for a shop _____
- 2 a set of questions you ask a group of people _____
- 3 the place where you pay in a supermarket _____
- 4 a product _____
- 5 a section in a shop with the same type of product _____

4> Complete the sentences with the correct form of the words from exercise 3.

- 1 I've recently taken part in a _____ about shopping habits.
- 2 How many _____ have you ordered?
- 3 There were so many people at the _____, that I decided not to wait.
- 4 Excuse me, where is the shoe _____?
- 5 Dad went to a DIY _____ to get some paint and nails.

Revision ■ Student's Book, page 67

5> Is the meaning of the sentences similar (✓) or different (x)?

- 1 a They sent the order on Friday. ☐
- b They delivered the order on Friday. ☐
- 2 a I returned the shoes two days later. ☐
- b I took the shoes back two days later. ☐
- 3 a The watch was broken, so they transferred the money I'd paid for it to my account. ☐
- b The watch was broken, so they refunded the money. ☐
- 4 a I haven't ordered anything. ☐
- b I didn't pay for anything. ☐

6> Complete the sentences with the missing words.

- 1 There is a huge parcel waiting for you in the hall. How many CDs did you o_____?
- 2 I hope they'll d_____ the book before Friday, so that I can read it over the weekend.
- 3 You don't need an online a_____ to shop on this website.
- 4 You've got 30 days to r_____ the items without giving any reason.
- 5 I wanted the shop to r_____ the money but they only agreed to exchange the product.

7> Complete the text with appropriate prepositions.

It took me a long time to save up ¹_____ that tablet! I really wanted to have one and I was prepared to spend a fortune ²_____ it. I ordered it online as it was cheaper. I didn't have enough money, so dad agreed to pay ³_____ it ⁴_____ credit card. It arrived ⁵_____ post three days later, but when I opened the parcel it turned out that the screen was broken. I complained ⁶_____ it immediately and I wanted to return it ⁷_____ the suppliers that same day. Unfortunately, it wasn't so easy ...

8> Complete the sentences so that they are true for you.

- 1 The one thing I love about shopping online is _____.
- 2 What I particularly dislike about going shopping is _____.

Comparatives and superlatives + *as ... as, too, enough*

Przymiotniki odpowiadają na pytania: *jaki? jaka? jakie?*

*It's an **expensive** shop. I'm **tired**.*

Stopniowanie przymiotników służy do wyrażania porównań.

Przymiotniki stopniujemy według poniższych zasad:

	Stopień wyższy	Stopień najwyższy
Przymiotniki jednosylabowe		
<i>long</i>	+ <i>er</i> <i>longer</i>	+ <i>est</i> <i>the longest</i>
Przymiotniki wielosylabowe		
<i>expensive</i>	<i>more</i> <i>more expensive</i>	<i>most</i> <i>the most expensive</i>
Przymiotniki nieregularne		
<i>good</i>	<i>better</i>	<i>the best</i>
<i>bad</i>	<i>worse</i>	<i>the worst</i>
<i>old</i>	<i>older / elder</i> (sister, brother etc.)	<i>the oldest / eldest</i> (sister, brother etc.)

Pamiętaj o następujących zasadach ortograficznych:

- Jeśli przymiotnik jest zakończony pojedynczą samogłoską przed pojedynczą spółgłoską, podwajamy ostatnią literę:
big – bigger – the biggest.
- Do przymiotników zakończonych na -e dodajemy -r, -st:
fine – finer – the finest.
- W dwusylabowych przymiotnikach zakończonych na -y, -y zamieniamy na -i i dodajemy końcówkę -er lub -est:
funny – funnier – the funniest.

Uwaga!

Przed przymiotnikami w stopniu najwyższym stawiamy **the**:

*This is **the most expensive** laptop in the shop.*

Gdy porównujemy dwie osoby, rzeczy lub zjawiska, stosujemy

than (niż): *English is easier to learn **than** Chinese.*

Grammar challenge! » Student's Book, page 111, UNIT 6

Przymiotniki możemy też stopniować, używając **less** (mniej) i **the least** (najmniej):

*This book is **less interesting** than the one I read last week.*

*Jack is **the least shy** person in our class.*

Najczęściej stosowane konstrukcje z przymiotnikami to:

- **as + przymiotnik + as** (tak jak):
*Ann is **as tall as** her mother.*
(Anna jest tak wysoka jak jej mama.)
- **too + przymiotnik** („zbyt”):
*The price was **too high**.* (Cena była zbyt wysoka.)
- **(not) + przymiotnik + enough** [(nie) dość, (nie) wystarczająco]
*The bag wasn't **big enough**, so I took it back.*
(Torba nie była wystarczająco duża, więc ją oddałem/oddałam.)

1> Complete the table with the correct form of adjectives.

Adjective	Comparative	Superlative
loud		
	drier	
		the fastest
	smaller	
hot		
bad		
		the wisest
tiring		
rainy		
		the most polluted

2> Write adjectives in the same form (comparative or superlative) but with an opposite meaning. Use the words below.

cheap slow serious dangerous old late
cold happy

- faster _____
- sillier _____
- more expensive _____
- sooner _____
- the saddest _____
- the warmest _____
- the youngest _____
- the safest _____

3> Look at the pictures of three laptops and complete the email with the correct form of the adjectives in brackets.


Jake,

I want to buy a new laptop but I can't make up my mind. There are three models I'm interested in. The first one is definitely ¹_____ (**cheap**) than the other two.

Unfortunately, it is also ²_____ (**big**)

and ³_____ (**old**) of all. The second one is

⁴_____ (**expensive**) than the first one, but also

⁵_____ (**modern**). It looks like a ⁶_____

(**good**) choice, but the problem is it's got an operating

system I've never used before, so it will be ⁷_____

(**difficult**) to work on. The last laptop is obviously

⁸_____ (**good**) in quality, but as you can see the price

is ⁹_____ (**high**) than I can afford, so I would have to

save up for another month or so. Any advice?

Clara

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

- 1 No castle in Poland is older than this one.
It's _____ Poland.
- 2 This test is easier than the last one.
The last _____ this one.
- 3 I've never met a lazier person than Ted.
Ted is _____ met.
- 4 There is no girl at our school more beautiful than Fiona.
Fiona _____ at our school.
- 5 I like shopping for clothes more than shopping for food.
Shopping for clothes is _____ shopping for food.

Grammar challenge! » Student's Book, page 111, Unit 6, ex. 1

5> Translate the Polish parts of the sentences into English.

- 1 It's _____ (*najmniej kosztowny*) computer model in the shop.
- 2 Don't worry! The document you lost _____ (*jest mniej ważny niż*) this one.
- 3 I don't _____ (*znam nikogo mniej zainteresowanego*) in studying than Dean.
- 4 It's _____ (*najmniej interesująca książka*) we had to read this school year.
- 5 The day of the trip _____ (*był najmniej ekscytującym dniem*) of the holidays.
- 6 _____ (*Jestem mniej zadowolona*) with the products I ordered than last time.

6> Put the words in the correct order to make sentences.

- 1 the hotel in Greece / as / this hotel / comfortable / isn't / as / .

- 2 cars / as / planes / as / safe / aren't / .

- 3 isn't / busy / he / as / Peter / yesterday / as / was / .

- 4 Susan / as / was / tired / I / as / was / .

- 5 as / she / as / happy / I / isn't / expected / .

7> Complete the email with appropriate words.

Lisa,

I've just come back from Park Galleria. I must say it's not much better ¹_____ the old shopping centre. It's bigger and ²_____ modern, that's for sure, but there aren't ³_____ many clothes shops as in the Big Mall. Also, the parking places aren't big ⁴_____ – my mum found it really difficult to park the car. OK, the place is not as bad ⁵_____ you may now be thinking. The staff is friendlier ⁶_____ in the Big Mall and the design is ⁷_____ impressive, perhaps even ⁸_____ fancy for me.

Anyway, I hope we can go there together next week.

How about Thursday?

Let me know,

Beth

Relative clauses

Zdanie przydawkowe (odpowiadające na pytania: *jaki? który?*) zawierają istotną informację o rzeczowniku w zdaniu głównym, bez której zdanie to nie byłoby logiczne i sensowne. W zdaniach przydawkowych używamy następujących **zaimków względnych**:

- **who / that** – w odniesieniu do osób:
I met a man who won the lottery last year.
- **which / that** – w odniesieniu do rzeczy:
I've got an old camera which still takes very good pictures.
- **where** – w odniesieniu do miejsc:
They took us to a shop where you can buy hand-made jewellery.
- **whose** – aby określić, do kogo należy jakaś rzecz:
I saw a TV programme about a man whose wife spent all their money on shoes and clothes.

Zamiast zaimka **where** można użyć **which / that ... + in**.

W zdaniach z zaimkiem **where** nie używamy **in**:

This is the village which I grew up in.

or *This is the village where I grew up.*

Uwaga!

W zdaniach przydawkowych możliwe jest opuszczenie spójników: **who / which / that**, jeśli pełnią one w zdaniu funkcję dopełnienia, np.:

Can I see the phone (which / that) you bought last week?
(**which / that** = dopełnienie).

Zaimka względnego nie można pominąć, jeśli jest on podmiotem zdania podrzędnego: *That's the woman who drives that red Porsche.*
(**who** = podmiot)

1> Choose the correct relative pronouns. In three sentences both answers are correct.

- 1 Do you know the man **which / that** was talking to Mary in the corridor?
- 2 These are the people **who / which** have won the lottery.
- 3 There is a boy here **which / whose** parents are diplomats.

- 4 The documentary **which / that** you told me to watch yesterday was excellent.
- 5 This is the restaurant **which / where** we first met. Do you remember?
- 6 We still do not know the name of the person **who / that** sent the message.
- 7 The man **that / who** is giving a lecture tonight owns a chain of toy shops.

2> Underline the relative pronouns that can be left out.

- 1 The writer that I told you about has sold over 5 million books already.
- 2 That's the cosmetic brand whose products are all natural.
- 3 The girl who gave me this bracelet is my best friend.
- 4 The house which we bought was in a very bad condition.
- 5 The photos which I saw online were not the same as the product I received.
- 6 Let's meet in a place where we can talk in private.
- 7 I'm waiting for the students who promised to help me.

3> Complete the text with appropriate relative pronouns.



In the picture, I can see a man and a woman ¹ _____ are probably a couple and ² _____ smile suggests that something exciting has happened. The man is shaking hands with another man ³ _____ is wearing a suit. It seems that the couple has just bought the house ⁴ _____ we can see in the background. The man ⁵ _____ sold it to them might be a real estate agent. The house is elegant and has a garden so the neighbourhood ⁶ _____ they're going to live is probably in nice suburbs. I think this is the day ⁷ _____ they have been waiting for for a long time. They hope this is the house ⁸ _____ their children will grow up in.

4> Write sentences with defining relative clauses, using the information below.

- 1 This film is about a mad scientist. His experiments get out of control. _____
- 2 The car crashed into a group of people. They were walking on the road. _____
- 3 Pete has got a job. It involves opening bank accounts for people. _____
- 4 Monica stayed at a hotel. It offered excellent service. _____
- 5 This is the lake. I used to swim there as a child. _____
- 6 The channel will earn a lot of money from commercials. It will show the concert live. _____

5> Find and correct mistakes in the sentences below.

Two sentences are correct.

- 1 I'd like to book a room in the hotel where I stayed in three years ago. _____
- 2 Look for your bag in the classroom that you had the last lesson in. _____
- 3 This is the bookshop which we can buy books and magazines in foreign languages. _____
- 4 Where is the piggy-bank in which he keeps his money? _____
- 5 Let's meet in the shopping centre in where we bought the present for Elena. _____

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

- 1 I don't like online shops which _____.
- 2 The author whose book I like best is _____.
- 3 The game that I find very entertaining is _____.
- 4 It would be great to spend my next holidays in a place where _____.

7> CUMULATIVE GRAMMAR Complete the second sentence so that it means the same as the first one.

Use the words given.

- 1 The red dress is more expensive than the white one. **NOT AS ... AS**
The white dress _____ the red one.
- 2 This painter's works are very expensive. **PAINTER**
This is the _____ very expensive.
- 3 The dress is £15 and the T-shirt is only £5. **THAN**
The T-shirt _____.
- 4 They sent me a package containing only half of my order. **WHICH**
The package _____ only half of my order.
- 5 I've never seen a more exciting film in my life! **THE**
This is _____ in my life.
- 6 We came one hour earlier so the shop was still closed. **TOO**
We _____ still closed.
- 7 This brand of coffee is too weak for my dad. **ENOUGH**
This brand _____.
- 8 He told me to meet him in the office where he used to work. **IN**
He told me to meet him in the office _____.
- 9 All the other armchairs were more comfortable than this one! **THE**
This armchair _____!
- 10 The necklace costs 200 zlotys. The earrings 110. The bracelet is only 45. **THAN**
The bracelet _____.

1> Match the words with the definitions. If necessary, use a dictionary to help you.

- | | | |
|--------------|--------------------------|--|
| 1 outfit | ☐ | a a reduction in the price of something |
| 2 misleading | ☐ | b clothes that you wear together, usually because they match |
| 3 delivery | ☐ | c making you believe something that is not true |
| 4 charge | ☐ | d bringing products to a place |
| 5 discount | ☐ | e ask somebody to pay for something |

2> Read the following three texts and choose the correct answers.

Text 1

Hi Di,

I've just got some awesome shoes! For only £10!
I found this online shop with fantastic bargains a few months ago and I can't believe their prices – they're the lowest I've ever seen! I never shop anywhere else now! I know what you're thinking – buying in such shops is risky because you can **get cheated** or the pictures can be misleading. And you may be right. Remember that dress that was too big for me? But that was a different shop. This one has such great prices that, in the end, I always decide to take the risk. Here's a pic of me and my new shoes!
What do you think?

Hugs,
Gina



- 1 This text is about
- two friends going on a shopping trip.
 - the reasons why the author likes this shop.
 - a decision Gina's made about shopping online.

Text 2

VISIT OUR NEW ONLINE SHOP!
FASHION FINDS OFFERS A NEW WAY TO SHOP!

- wider choice than in any other shop
- famous brands and new designers
- search by size, colour, brand, type of clothing or price
- the lowest prices, the best **quality** – guaranteed
- free delivery
- 48 hours to return the product – **free of charge**
- live chat with fashion consultants
- mix and match app that puts outfits together
- upload your picture and see yourself in our clothes before you buy them



- 2 Customers of this online shop can
- get help in creating a combination of clothes that look good together.
 - have a chat with famous fashion designers.
 - browse a picture gallery of satisfied customers.

Text 3

As teenagers we buy more things online than any other age group. Of course, it's the easiest way to shop – you see the pictures and other people's opinions, you compare the prices – what can go wrong? Well, for one thing – those reviews can be **fake**. Don't trust anything too enthusiastic! Some online shops offer discounts to their customers for posting positive comments. Others simply write their own reviews. So, be critical! And when you compare the prices – watch out for the **hidden costs**, such as extra fees for **paying** by credit card or **on delivery** ...

- 3 The author of this article wants to
- discourage young people from shopping online.
 - warn shoppers against some of the tricks used by online shops.
 - review some popular online shops.

3> Read the texts on page 59 again. Match the words in bold with their Polish equivalents below.

- 1 nieprawdziwy _____
- 2 zostać oszukany _____
- 3 bezpłatnie _____
- 4 jakość _____
- 5 ukryte koszty _____
- 6 płacić przy odbiorze _____

4> Complete the sentences with words from exercise 3.

- 1 I _____ by a dishonest online shop owner, so I complained and got my money back.
- 2 You can exchange anything you buy here free _____.
- 3 You can pay for your order when you make it or on _____.
- 4 The website offering cheap computers for sale was _____ – they took people's money but didn't send them anything.
- 5 I always buy electronic equipment of the highest _____.

Revision ■ Student's Book, pages 70–71

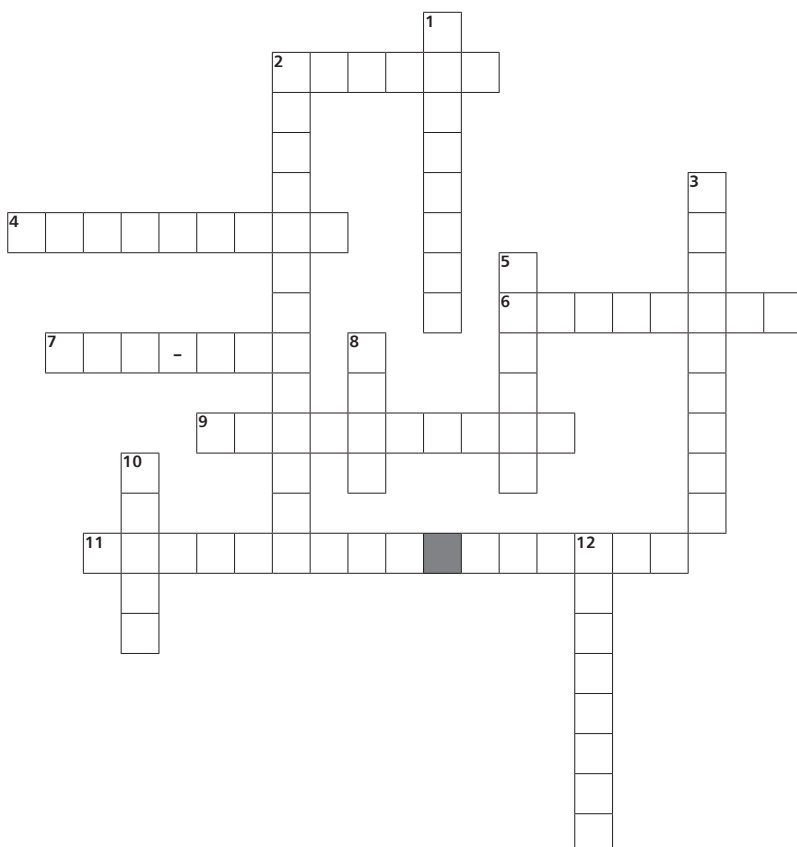
5> Do the crossword.

Across

- 2 podobać się
- 4 plakat reklamowy dużych rozmiarów
- 6 ulotki
- 7 reklamy w formie wyskakujących okienek
- 9 reklama (w telewizji)
- 11 chwyt marketingowe

Down

- 1 kampania (reklamowa)
- 2 reklama
- 3 reklamować
- 5 hasło reklamowe
- 8 darmowy (np. upominek)
- 10 marka
- 12 konsument



6> Complete the sentences with the missing words.

- 1 In the European Union
a _____ g cigarettes on TV is illegal, because it encourages people to do something unhealthy.
- 2 A lot of people complain about the number of
b _____ s that cover the buildings in the city because they think they make it look ugly.
- 3 Don't you hate it when a _____ y slogan gets into your head and refuses to go away?
- 4 The latest commercial of this _____ r _____ d of sportswear is the funniest video I've ever seen.
- 5 During the summer Tom's going to
_____ v _____ flyers in the streets to earn some money.
- 6 I prefer to watch films on Blue Ray because the
_____ m _____ on TV irritate me.
- 7 If you don't want to see the _____ -u_____ adverts on the Internet you can install a special program which stops them.
- 8 Sweets are often sold in very colourful packaging because the colours _____ p _____ l to children.



Vocabulary challenge! » Student's Book, page 111, UNIT 6, ex. 2, 3

7> Complete the sentences with the words below. Use each word twice.

clip company gift market

- 1 This car model is very popular on the Polish _____.
- 2 Have you seen the _____ for Ed Sheeran's latest song?
- 3 I don't know how you can see anything when your hair covers half of your face – why don't you use a _____ to keep it out of your eyes?
- 4 Steve Jobs set up his _____, Apple, when he was 21 years old. He had a real _____ for guessing what people need.
- 5 The tablet my parents bought me for my birthday was the best _____ I've ever been given – it's practical but also has many fun apps – I love it!
- 6 The vegetables at my local _____ are much cheaper and much fresher than the ones at the supermarket.
- 7 Why don't we invite Sara to come with us? I love her _____ – she's the funniest person I know.

SPEAKING

in a clothes shop

1> Complete the dialogue with appropriate words.

Shop assistant Good afternoon.
How can I ¹ _____ you?

Customer Good afternoon. I'm looking for a shirt I could wear for an important exam.

Shop assistant Are you looking for any particular colour or style?

Customer No, but I think it should be elegant and probably white or light blue.

Shop assistant And ² _____ about light pink like this one? They are very fashionable right now.

Customer Oh, I'm afraid I'm not a huge follower of fashion. Have you got ³ _____ more classic?

Shop assistant How ⁴ _____ this one then?

Customer That looks just right. Could I try it ⁵ _____, please?

Shop assistant What ⁶ _____ are you?

Customer I'm a 16.

Shop assistant Here you ⁷ _____.
The ⁸ _____ room is over there.

2> Choose the correct option to complete these shopping dialogues.

- W sklepie z ubraniami sprzedawca chce Ci podać marynarkę i pyta Cię o twój rozmiar. Co odpowiesz?
A These trousers are too small.
B I'm a 27.
C I think this suits me.
- Zapytaj w sklepie, ile kosztują okulary słoneczne.
A Will these glasses fit me?
B Can I pay for these glasses by credit card?
C How much are they?
- Pracujesz w sklepie i chcesz poinformować klientkę, że bluzka jest na promocji.
A We have some of these blouses on sale.
B We have this blouse in different sizes.
C I think this blouse is perfect for such an occasion.
- Chcesz przymierzyć sweter. Zapytaj sprzedawcę, czy możesz.
A How can I help you?
B Do you think the blue sweater suits me?
C Could I try it on, please?

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

TEST IT! ⌚ 4 minuty

Wybierasz się na urodziny koleżanki, które odbędą się w modnym klubie, i potrzebujesz odpowiedniego, ale niedrogiego stroju. W rozmowie ze sprzedawcą w sklepie odzieżowym porusz poniższe cztery kwestie.

interesujące Cię
części garderoby

rozmiar i kolor

dodatki

przedział
cenowy

Rozmowę rozpoczyna egzaminujący.

WRITING

a product review

6

1> Choose the correct words or phrases.

- That / Which / What* I like about my new keyboard is that it helps you learn how to play more than 100 melodies.
- Next / Second / Another* good thing is that it can imitate many instruments.
- Unfortunately, the guitar and the saxophone are *not as / not enough / not that* good as I was hoping they would be.
- The biggest disadvantage *is that / which is / it has* it is too big for my room, so it is kept in the living room.
- It may be *suitable / matching / pleased* not only for people who are beginners, but also for more advanced learners.
- I would recommend it *at / to / with* everybody.
- I'm really pleased *about / with / in* it.

2> Choose a suitable ending for each sentence. Then give reasons to support your answer.

- I bought this phablet because
- I needed something bigger than my phone.
I bought this phablet because I needed something bigger than my phone. I love watching films on the train on my way to school and it's got a screen which is big enough to do that.
 - I love new gadgets.
- I bought my new bike
- in a specialist bike shop.
 - online.
- I decided to buy this e-reader because
- it's got a big display.
 - it gives access to many ebooks.
- The only problem with my MP3 player is
- the sound quality.
 - the menu.
- I would recommend this tablet to people who think that ... is the most important factor.
- price
 - size
- That's because _____.

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

TEST IT! Niedawno kupiłeś/kupiłaś nowy sprzęt sportowy, z którego nie jesteś zadowolony/zadowolona. Napisz jego recenzję (100–150 słów) na forum użytkowników tego typu sprzętu i:

- napisz, gdzie dokonałeś/dokonałaś zakupu i dlaczego wybrałeś/wybrałaś ten sklep;
- wyjaśnij, jakie cechy sprzętu zachęciły Cię do jego kupna;
- opisz, co Cię w nim rozczarowało;
- zapytaj innych użytkowników forum, czy ktoś ma ten sam sprzęt i jakie są ich opinie na jego temat.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

- 1> Put the words in the correct order to make sentences. Use the correct comparative form for the adjectives where necessary. The first and the last words are in the right places.

- 1 he / to buy / not / enough / is / rich / such a car.

- 2 online shopping / used to / popular / than / it / is / be.

- 3 this computer / expensive / not / is / as / as / that one.

- 4 this / the / in / shopping centre / is / big / our city.

- 2> Read the text and choose the correct answers.



Many people say that shopping online is the best way to shop. They argue that if you ¹_____ afford something in a regular shop, you should search for it online because it's almost certain that you'll find it there for a much ²_____ price. However, online shopping can be as problematic as any other type of shopping. You can't touch the product before you buy it, so once you get it, it may turn out to be ³_____. For example, when you buy clothes, the colours are often not ⁴_____ as they seemed on the screen. Also the size might not fit you. I mean not all sizes M are exactly the same. That's especially true for people ⁵_____ figure might be slightly different than the standards of your size. Those of you who are a bit shorter or have smaller waists or more muscular thighs or shoulders know what I'm talking about. In that case, you have to go through the process of returning it. Normally, you'd just go to the shop but here, you have to pack it, send it back and then wait for your money, so it's a bit more complicated. Another problem is that you can only pay ⁶_____ credit card or money transfer. Many teenagers don't use them, so they must ask somebody who does to help them.

- | | | |
|--------------------|-----------------|--------------|
| 1 a haven't | b don't | c can't |
| 2 a low | b lower | c lowest |
| 3 a unsatisfactory | b dissatisfied | c satisfying |
| 4 a too bright | b much brighter | c as bright |
| 5 a which | b whose | c who |
| 6 a by | b on | c for |

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

- 1 Let's stop at the sports shop, I need a new pair of _____. This team has had four _____ so far but none of them was as good as this one.
a trainers b coaches c shoes
- 2 Please buy some milk on the way home. It _____ out last night. She looked at her watch and _____ out of the room.
a went b got c ran
- 3 These books are on special offer – buy one, get one _____. Excuse me, is this chair _____? Can I sit here?
a off b free c taken

- 4 I'd like to complain because I _____ a black phone and you sent me a pink one. The doctor _____ the patient to stay in bed for a few days.
a asked b ordered c took
- 5 She's saving money _____ a new coat. How would you like to pay _____ it?
a for b on c with



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

book spend excite less bad get search market

Finally, the summer is almost here and it's time to go on holiday! This has been the ¹_____ year of my life! First I broke my leg and then I had a car accident and my car couldn't be repaired. So, my husband said I needed something special to cheer me up. For example, a holiday in a four-star hotel in Greece! I'm so ²_____. We have ³_____ the hotel already – it's called The Olympus. Of course, staying in four-star hotels isn't cheap. The Olympus is the ⁴_____ expensive one we found, but it still costs a lot. Now I am reading as much as possible about the local places of interest. I want to know where to go sightseeing or where to find some ⁵_____ nearby which sell Greek food and souvenirs. I love shopping in such places! Oh, and I am ⁶_____ a haircut tomorrow – I want to look good on my holidays.

- 5> Translate the Polish parts of the sentences into English.

- 1 This smartphone _____ (*nie jest wystarczająco szybki*) for me, do you have anything faster?
- 2 The food is much tastier now because the man _____ (*który jest nowym właścicielem*) of this restaurant is a real Italian.
- 3 Your order _____ (*przyjdzie pocztą*) within the next three days.
- 4 If you are satisfied with the hotel _____ (*w którym się zatrzymałeś*), please let other tourists know that by posting a review on our travel website.
- 5 If you want to get a credit card, _____ (*musisz otworzyć konto*) in our bank first.
- 6 I'm going to the post office now, so _____ (*nadam tę paczkę*) for you if you want me to.
- 7 This model _____ (*jest mniej popularny niż*) the older one, because it often breaks down.

1> Read the text in exercise 2 and answer the questions.

1 When is Black Friday?

2 Do people work on that day?

3 What do people do?

2> **TEST IT!** Przeczytaj tekst. Uzupełnij w e-mailu luki 1–5 zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.

Black Friday SALE

America has thousands of shopping centers (called 'malls'), where people of all ages come not just to shop but to hang out, eat and socialize. Shopping is one of America's most popular

pastimes and there are a few days during the year when more people go shopping than on any other day of the year. One such day is Black Friday. This is the Friday after Thanksgiving – one of the most important American holidays, which falls on the fourth Thursday of November. Thanksgiving symbols include pumpkins and turkeys and they decorate shops throughout November. Black Friday, however, is the first day of the Christmas season. During the night, shop decorations are changed from Thanksgiving decorations to Christmas trees and Santa Clauses. And when the morning comes, everyone in America goes shopping. Why? First of all, Black Friday is a day off. Also, shops have huge sales which are advertised everywhere. Shops play Christmas songs and offer you lower prices on almost everything. Many of them open early, some as early as midnight, to give customers more time to find the best bargains. And to buy more things, of course. Statistics show that these marketing tricks work. Besides the Saturday before Christmas and Valentine's Day, Black Friday is the day when Americans spend the most money on shopping.

Pola,

znalazłam ten artykuł, o którym Ci mówiłam. Mam nadzieję, że przyda Ci się do prezentacji o Święcie Dziękczynienia. Black Friday to nie tylko samo święto, ale także część długiego weekendu świątecznego. Ludzie spędzają go głównie w centrach handlowych, bo nie wiem, czy wiesz, że dla Amerykanów są to miejsca, w których robią zakupy, ale też jedzą i ¹ _____. Black Friday jest dniem wolnym i jest ² _____ okresu bożonarodzeniowego. Dosłownie wszędzie są reklamy ³ _____, a niektóre sklepy otwierają się już ⁴ _____. Dlatego Black Friday to jeden z ⁵ _____ dni w roku, kiedy Amerykanie wydają najwięcej pieniędzy. Fajnie byłoby kiedyś pojechać do Stanów i to zobaczyć! Więcej szczegółów znajdziesz w artykule.

Powodzenia!

A.

3> Describe the picture and answer the three questions.

TEST IT! ⌚ 3 minuty



- 1 Why are all these people standing in line?
- 2 Do you like shopping in big shopping centres?
- 3 Describe the time when you bought something that was a real bargain.

4> Find and correct a grammatical mistake in each sentence.

- 1 These headphones blocks out all external sounds.
- 2 They also promise you best bass sounds on the market.
- 3 The colours on the screen do not look as bright like I had hoped.
- 4 The computer is more slower than I read in the adverts.
- 5 I've decided keep the headphones because they have the coolest colour and design.
- 6 Sound quality is the more important for me, so I need something that sounds better.
- 7 I think I'm going return this MP4 player.

5> Read the instructions and do the task. Use the phrases from exercise 4 to help you.

TEST IT! Zachęcony/Zachęcona reklamą, kupiłeś/kupiłaś nowy sprzęt elektroniczny. Niestety, sprzęt nie do końca jest taki, jak obiecywała reklama. Napisz list (100–150 słów) do kolegi z USA i:

- wyjaśnij, co obiecują reklamy;
- opisz różnicę między reklamami a rzeczywistością;
- poinformuj, czy i dlaczego postanowiłeś/postanowiłaś produkt oddać lub zatrzymać;
- napisz, komu poleciłbyś/poleciłabyś ten sprzęt.

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

Hi Max,
How are you? Here's my news.

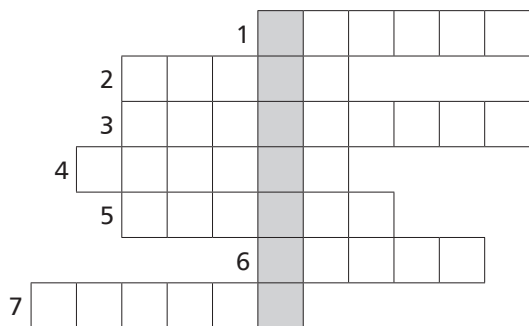
That's all for now.
XYZ

7

Back to nature

VOCABULARY landscape and geographical features

1> Complete the crossword. What is the hidden word?



- 1 a small river
- 2 the area of sand beside the sea
- 3 the place where a river drops off the side of a mountain
- 4 a piece of land surrounded by water
- 5 an area of land covered with trees
- 6 a large volume of water that makes its way towards the sea
- 7 the low area between two mountains

2> Choose the odd-one-out.

- 1 coast / sea / valley
- 2 wave / field / path
- 3 waterfall / hill / mountain
- 4 lake / stream / river
- 5 beach / island / forest

3> Complete the text with the words from exercises 1 and 2.

Ian,
I've just found the perfect place for our holiday this year. It's a campsite on the Spanish ¹c_____, right next to the seaside. There is a beautiful clean ²b_____ and a blue ³s_____. We could sunbathe and swim there every day. We could also try surfing, because the ⁴w_____ are great in the summer. But the best part is that there are also ⁵h_____ nearby, so we could go climbing too. The campsite is in a ⁶f_____ between the sea and the mountains. There you are ... it's perfect! We will never get bored there. In one of the pictures I'm sending, you can see there is even a nice ⁷s_____ nearby, so we could even go fishing.

Talk to your parents about it and let me know what you think. Cheers!

Andy



4> Find six adjective+noun collocations in the word snake.



5> Complete the sentences with the phrases from exercise 4.

- 1 Sierra Nevada is a _____ in Spain.
- 2 The Niagara is a _____ between Canada and the US.
- 3 The Amazon is a _____ in South America.
- 4 Bali is a _____ in Indonesia, which I'd love to visit.
- 5 There is a _____ near Białowieża, which is also a national park.

Vocabulary challenge!

» Student's Book, page 111, UNIT 7, ex. 1

6> Translate the Polish parts of the sentences into English.

- 1 While we were driving through a _____ (*górzysty teren*), I started to feel sick.
- 2 We had to wear life vests, because _____ (*rzeka była głęboka*).
- 3 Don't worry, we'll be fine! _____ (*Jeziro jest bardzo spokojne i płytkie*).
- 4 We walked along a _____ (*kamienistej ścieżce*) through the forest.
- 5 You'd love it here! From my bedroom _____ (*jest zapierający dech widok*) of the scenery.
- 6 We couldn't swim yesterday because of the _____ (*wzburzone morze*).
- 7 I can't climb this mountain – it's _____ (*zbyt wysoka i zbyt stroma*).
- 8 The Mazowsze district is situated in quite a _____ (*płaskim terenie*) of Poland.

7> Write 4–5 sentences describing a place where you'd like to spend your dream holidays.

- 1> Use the correct forms of the underlined parts of the text to complete the summary below.

We are all aware of climate change and its influence on our lives. Most of us also know that the consequences may be different in different parts of the world. While some regions in the world have more rain fall than they used to have, other areas are getting drier every year. Unfortunately, very few world leaders realise the seriousness of these changes and fail to take action to reduce their negative effect on the environment.

Our climate ¹_____ and the consequences are affecting us all. In some parts of the world it ²_____ much more now, in others it's just the opposite. The problem is that not ³_____ world leaders understand how ⁴_____ these changes are and they aren't ⁵_____ to do something about it.

- 2> **MP3 14** Listen to Julia talking about weather and complete the email. Write no more than two words in each gap.

Hi Tracy,

How are you? How's the weather? I really want to know, after what my friend Julia just told me. We only care about the weather when we want to know if we will be able to spend time ¹_____ or not, but it's actually very important. After her trips, Julia ²_____ that the weather influences our mood. And I must agree with her. Did you know, for example, that people who live on a tropical island seem happy, without any ³_____ at all? Then, there's Switzerland, where the weather in winter is cold but ⁴_____, and people are also rather happy. But if you look at the North Pole areas, where it's not just cold and cloudy but it ⁵_____ early, it becomes obvious it's all about sunlight. The doctors say the ⁶_____ and the clouds in the winter can even cause a problem called Seasonal Affective Disorder! Sounds horrible, doesn't it? So I hope it's nice and sunny in Kent this weekend! Write soon and tell me what you've been up to!

Love,

Tia

- 3> Match the words below with their definitions.

influence amazed impression shine season

- a a period of the year _____
- b the effect that something or somebody has on you _____
- c surprised _____
- d the opinion or feeling you have about something _____
- e what light does (e.g. the sun) _____

- 4> Complete the sentences with the correct form of the words from exercise 3.

- 1 I got the _____ that everybody felt depressed because of the weather.
- 2 Doctors have known for years that the changing _____ can make you feel better or worse.

- 3 I was _____ to learn that winter lasts for 9 months at the North Pole.
- 4 I feel great! The sun is finally _____ and it's getting warmer every day.
- 5 I have to write an essay about the _____ of the weather on my mood. Can you help me?

Revision ■ Student's Book, page 79

- 5> Choose the correct options.

- 1 I'm afraid it's too _____ to go surfing today.
a wind b windy
- 2 The weather was beautiful. There wasn't a _____ in the sky.
a cloud b cloudy
- 3 There's a _____ coming, so you'd better stay at home.
a storm b fog
- 4 It was quite a _____ morning, so I put on a woollen hat.
a foggy b frosty
- 5 I hate _____ weather – I'd rather stay in than go out and get wet.
a windy b rainy

- 6> Complete the sentences with the correct form of the words below. Use one word twice.

rain sun fog wind snow

- 1 We couldn't go skiing because there was not enough _____.
- 2 The weather was nice and _____, so we went for a walk.
- 3 We didn't have an umbrella, so we had to stay in all day because of the _____.
- 4 The mornings are usually _____ at this time of year; in fact, today you can't see a thing!
- 5 It was a beautiful _____ day, so we went ice-skating in the park.
- 6 A very strong _____ is blowing from the south.

- 7> Choose the correct words. Then write sentences with three of the words you have not chosen.

- 1 We simply couldn't stand the *heat* / *temperature* of the sun. – It was extremely hot.
- 2 I hate storms because I find loud *lightning* / *thunder* really frightening.
- 3 I grew up in a hot and wet *weather* / *climate*, so winters in Norway are really difficult for me to deal with.
- 4 It's *frozen* / *freezing* outside. Do we really have to go for a walk?
- 5 I liked everything in Finland, apart from the *weather* / *climate* – I was cold all the time.
- 6 Did you listen to the *prediction* / *forecast* yesterday? Should I take a jacket?

- 8> Write three sentences to answer the question.

How does the weather influence your mood?

Zero and first conditional

Zdań warunkowych zerowego stopnia używamy, aby opisać zasady i reguły oraz często powtarzające się zdarzenia, czynności lub zjawiska:

When the temperature is below 0°C, water freezes.

If it is sunny, I usually walk to school.

Uwaga!

W zdaniach warunkowych zerowego stopnia spójnik **if** często możemy zastąpić spójnikiem **when**:

I usually feel much better if / when I go jogging in the morning.

Zdań warunkowych pierwszego stopnia używamy, aby opisać czynności lub sytuacje, które prawdopodobnie lub przypuszczalnie będą miały miejsce w przyszłości po spełnieniu określonego warunku:

I'll go out if it stops raining.

Uwaga!

W zdaniu nadrzędnym zamiast **will** możemy wykorzystać czasowniki modalne **may / might**:

If it doesn't stop snowing, we may / might have to leave a day later.

Zero conditional

If + present simple	present simple
If you heat the water up to 100°C,	it boils.
If you don't do your homework,	you get bad marks.

First conditional

If + present simple	will / may / might
If you don't hurry up,	we will miss the train.
If you are late,	they may leave without you.

Grammar challenge! » Student's Book, page 111, UNIT 7

W zdaniach warunkowych zerowego i pierwszego stopnia możemy używać spójnika **unless** = **if not** (jeżeli nie; chyba że):

We'll go out unless it rains. = *We'll go out if it does not rain.*

Uwaga! Po **unless** nie stosujemy przeczeń:

We'll go out unless it rains. NIE: ~~*doesn't rain.*~~

1> Decide if the sentences below are in the zero (0) or first conditional (1).

- When it gets colder, the heating system turns on automatically. ☐
- If the tickets are too expensive, I'm afraid I won't buy them. ☐
- Will we leave early in the morning if it's still so foggy? ☐
- My parents get angry if I don't come home on time. ☐
- Everybody stays at home when it rains heavily. ☐
- We may stay at home if it doesn't stop raining. ☐

2> Match the parts of the sentences. Then choose the correct option to complete each sentence.

- I promise I'll phone you ☐
 - If you need more information, ☐
 - You'll get a headache ☐
 - Oscar will need to see a doctor ☐
 - You don't always need a passport ☐
 - If I don't get to the airport on time, ☐
- a if he still **feel** / **feels** unwell tomorrow.
 b if you **will stay** / **stay** in the sun for too long.
 c **I'll miss** / **won't miss** my flight.
 d you **may** / **will** go online and look it up.
 e when I **have** / **will have** more information.
 f when you **will travel** / **travel** abroad.

3> Choose the correct options.

- If you press this button, water _____ running from the tap.
a start b might start
- I'll start making lunch _____ come back with the shopping.
a when you b when you will
- Susan will check her emails if she _____ time.
a will have b has
- If it isn't sunny tomorrow, _____ go to the beach.
a we don't b we won't

- When people _____ too much, they often feel sick.
a eat b will eat

- If this project _____ I might get a better mark.
a goes well b will go well

4> Write conditional sentences from the prompts A and B.

If Mary moves to a different city, she will miss her friends.

- | | |
|--------------------------|------------------------------------|
| A | B |
| move to a different city | have to stay after class |
| throw a birthday party | improve her English |
| pass her Matura exam | have nothing to wear for the party |
| not buy a new dress | miss her friends |
| be late for school | go to university |
| go to England on holiday | invite all her friends |

5> Complete the text with the correct form of the verbs in brackets.

Nina, what shall we do about the evening out at the music club tomorrow?

Well, if it ¹ _____ (**not stop**) snowing, I ² _____ (**not go**). First of all, if they ³ _____ (**not clear**) the snow from the streets, it ⁴ _____ (**take**) me at least an hour to get home from school. Then I have to do my homework. If I ⁵ _____ (**have**) any more homework, it may take two hours to do it, so I won't be ready by six o'clock. I may be at the music club around seven if I ⁶ _____ (**not get**) stuck in a traffic jam of course. Let's face it, if I ⁷ _____ (**be**) at the club at seven, I ⁸ _____ (**not be**) able to get back home before 10, and you know my mum always ⁹ _____ (**get**) angry when I ¹⁰ _____ (**stay**) out late. So, I think we'd better stay at home. What do you think?

6> Find and correct five mistakes in the advertisement below.

SUMMER CAMP

Have you thought about your holidays yet?

If you enjoy camping in the mountains, you love our offer. We're inviting you to spend three weeks living outside the city.

If you be not sure how to survive such a long time without a smartphone and the Internet, don't worry! There are lots of great activities waiting for you, so you won't get at all bored.

If you will book the camp by the end of May,
you will pay less.

When you are a student, you will get a discount – 20%!

If you will need more details, visit www.summergo.co.



Grammar challenge! >> Student's Book, page 111, UNIT 7, ex. 1

7> Rewrite the sentences using **unless**.

- Your parents will be angry if you don't tell the truth.

- If we don't offer to pay her, she won't help us.

- He'll be upset if you don't call him.

- They'll sell the house only if it's absolutely necessary.

- If Julia doesn't apologise, I won't speak to her.

- I'll report you to the police if you don't give me my money back.

Second conditional

Zdań warunkowych drugiego stopnia używamy, aby opisać mało prawdopodobne albo praktycznie niemożliwe sytuacje z teraźniejszości lub przyszłości, lub aby udzielić komuś rady:

If I had a lot of money, I would donate some of it to a children's hospital.

If I were you, I would consult a doctor immediately.

Uwaga!

W zdaniach warunkowych drugiego stopnia, w zdaniu podrzędnym (po spójniku) możemy używać formy **were** w odniesieniu do wszystkich osób:

If he were younger, he would recover more quickly.

W zdaniu nadrzędnym zamiast **would** możemy użyć czasownika modalnego **could**:

If we had more time, we could go for a walk.

Second conditional

If + past simple	would / could
If I won the lottery,	I would travel around the world.
If she didn't like you,	she wouldn't invite you to her party.
If I had a car,	I could take my friends for a ride.

O ile w zdaniu warunkowym pierwszego stopnia warunek jest możliwy do spełnienia, o tyle w zdaniu warunkowym drugiego stopnia jest on mało prawdopodobny lub niemożliwy. Stąd słowo **if** w pierwszym okresie znaczy **jeżeli/jeśli**, a w drugim okresie **gdyby**:

if you watch the forecast = jeżeli będziesz oglądał/oglądała prognozę (prawdopodobnie będziesz)

if she comes = jeśli ona przyjdzie (jest prawdopodobne, że przyjdzie)

if I were rich = gdybym był bogaty/była bogata (ale tak nie jest)

if it was warmer = gdyby było cieplej (ale nie jest)

1> Which sentences describe situations which are: probable (1) or not probable (2) at the moment of speaking?

- What would you do if you failed the exam? ☐
- If I don't make it on time, I'll call you. ☐
- If Tom was taller, he would play in the school basketball team. ☐
- Will you go if she invites you? ☐
- If it stopped snowing, we could go and play outside. ☐
- If I knew more, I'd let you know. ☐
- I may buy you some new clothes if you go to the shops with me. ☐

2> Choose the correct options. Sometimes both answers are correct.

- If I **'d have / had** a printer, I'd print the essay myself.
- If you **write / wrote** more slowly, you wouldn't make so many mistakes.
- What would you do if there **would be / was** a burglar in your house?
- If I **was / were** you, I would leave her alone.
- Would you buy a bigger flat if you **would / could** afford it?
- If I **win / won** a million pounds in the lottery, I'd quit my job.
- Would Sara be / Was Sara** happy if she heard the news?
- If I **have / had** to spend a night in the forest, I'd be terrified.

3> Complete the text with the words below.

would choose had wasn't would be could choose
would go



If I ¹ _____ any place in the world to go on my dream holiday, I ² _____ somewhere hot. If the money ³ _____ a problem, I would book a 5-star hotel next to a white sandy beach. If I decided to go there with somebody, I ⁴ _____ to take Kathy with me. We would lie on the beach or by the pool all day long and we ⁵ _____ extremely happy. If only I ⁶ _____ more time and money.

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

- I can't go on the trip because I'm ill.
If I _____, I'd go on the trip.
- Phil doesn't expect to get the job.
Phil would be surprised _____ job.
- You should stay at home in this weather.
If I were _____ in this weather.
- I don't think you will win the first prize.
If _____, I'd be surprised.
- Lucy is so clever because she reads so much.
If Lucy _____ so clever.
- Should I say sorry to John?
Would you _____ me?

5> Complete the dialogue with the correct form of the verbs in brackets.

- Mandy** So, what shall we do in the afternoon? I'm tired of sitting at home.
- Ron** Well, if it ¹ _____ (not be) rainy, we ² _____ (can / go) cycling, but not in this weather.
- Mandy** Well, I'm afraid my bike got broken, but we ³ _____ (can / go) for a walk if we ⁴ _____ (have) some raincoats.
- Ron** Oh, but we don't. And it's really cold, so if we ⁵ _____ (take) a walk in this temperature, we ⁶ _____ (end up) at the doctor's tomorrow. And what ⁷ _____ (we / do) then? Stay in bed for the whole holiday?
- Mandy** That ⁸ _____ (be) terrible. Let's just chill out, find a book and read something instead!

6> What would you do in these situations?

- Your computer suddenly breaks down.
If my computer broke down, I would call my friend for help.
- Your best friend moves to Canada.
If _____.
- Your parents give you more pocket money.
If _____.
- You don't have to go to school anymore.
If _____.
- You see a crime take place in the street.
If _____.

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

- At the end of this hike you'll see _____ (wysoki wodospad, który jest), breathtaking.
- _____ (Jeżeli Tom nie przyjedzie) in 5 minutes, we will go without him.
- What _____ (byś kupił, gdybyś mógł) spend \$100,000?
- _____ (Na Twoim miejscu), I'd stay out of it – it's none of your business.
- If the sun shines and it _____ (pada, jest) usually a rainbow.
- _____ (Musimy znaleźć) a place to stop, I can't drive in this fog.
- _____ (Pokazałabym Ci swój pokój) if it wasn't so messy.
- _____ (To jest najgorsza burza) we've had in years.
- ★ It won't taste good _____ (chyba że ugotujesz to) in the proper way.
- ★ I won't be able to concentrate _____ (chyba że będzie cicho).



1> Choose the correct phrase to complete each sentence.

- 1 There are different theories as to what wiped **off** / **out** the dinosaurs from this planet.
- 2 The broken pieces of wood or rock that are left after something has been destroyed are called **ruins** / **debris**.
- 3 **Flame** / **Ash** is a grey powder that is left after you burn something.
- 4 **Air traffic** / **Altitude** is the height of a place or object above sea level.
- 5 Over the years, lots of dust **set** / **settled** over the unused furniture in the attic.
- 6 The survivors who got into the lifeboat congratulated each other on getting to safety, but it was **premature** / **predicted** because in a few minutes a huge storm arrived.
- 7 Another expression for five thousand years is five **millennium** / **millennia**.

2> Read the text and answer the questions.

APOCALYPSE WHEN?

Every now and then popular media are flooded with articles forecasting an apocalypse with headlines like 'When will California become an island?!' or 'Will Yellowstone supervolcano wipe out human race?' They're filled with descriptions of exploding supervolcanoes, oceans of lava and fire, drifting continents and other end-of-the-world visions which keep readers fascinated. Yet as excitingly scary as these visions are, the truth behind them is a bit more prosaic.

Obviously, even strong regular eruptions can have dramatic consequences. If you haven't heard what happened in Pompeii in 79 CE, then you need to catch up on history and Hollywood disaster dramas. In 1815 the ash from the eruption of Mount Tambora spread across the globe, blocking out the sun for months. This caused a worldwide volcanic winter – a cloudy period when average temperatures drop by a few degrees. A 2010 eruption of a volcano in Iceland created chaos in air traffic. The ash from the eruption hung about 11 km above the earth, which is the altitude where planes fly, so most flights had to be cancelled until the air cleared days later.

It's no wonder then that seeing the word *supervolcano* we start imagining super horrible consequences and can't stop reading. But what really is a supervolcano?

It's simply a volcano which at some point had an eruption of at least 1000 km³ (enough to cover a huge city with a few km of lava and debris) as happened, for instance, in Yellowstone and Colorado in the US, Taupo in New Zealand, Sumatra, and Chile. There are about 20 supervolcanoes in the world and if any of them erupted they would indeed immediately destroy life around them. But the long-term consequences would be worse. Part of the ash would settle and kill the vegetation across at least one continent, the rest could stay in the atmosphere for years causing a volcanic winter.

This sounds terrifying, but the warnings are premature. What many people don't know, however, is that the human race has already survived two supereruptions 75,000 and 26,500 years ago. So it does not have to mean the end of our race. Although the global economy would collapse causing a worldwide crisis and millions would starve, many would survive. Even more importantly, volcanologists claim that they have identified the conditions necessary for such superexplosions. And while they are unable to predict the actual dates, they calculate that no supervolcano will meet these conditions for millennia. So it's safe to say that for us it's just science fiction.

- 1 Why are apocalyptic articles full of scary descriptions?
Because readers _____.
- 2 Aside from historical sources, where else can you find the story of Pompeii?
You can also learn about Pompeii from _____.
- 3 What do ash clouds cause during volcanic winters?
Because of ash clouds, _____.
- 4 What had to happen before airplanes could fly after the 2010 eruption?
The airplanes were waiting for _____.
- 5 What would happen in areas where ash from a supereruption came down to earth?
It would _____.
- 6 Why are the dates 75,000 and 26,500 years ago mentioned in the text?
Because these are the dates of the two supereruptions which _____.
- 7 What do scientists know about superexplosions?
They know what _____.
- 8 Why does the author of the text say that 'it's just science fiction'?
To show that a superexplosion _____.

- 3> Complete the phrases with the verbs from the box. Check your answers with the text on page 69.

clear forecast starve block out dropped
collapse spread

- 1 _____ an apocalypse
- 2 _____ across the globe
- 3 _____ the sun
- 4 temperatures _____
- 5 the air _____s
- 6 the economy _____s
- 7 _____ to death

- 4> Complete the sentences with the correct phrases from exercise 3.

- 1 The sandstorm completely _____ the sun for a few minutes. When the air finally _____, we saw that our cars were covered with sand.
- 2 The weather channel is _____ an apocalypse because a huge tsunami will hit our shores in two days.
- 3 After the two horrible hurricanes, the economy of the country _____ and international help was needed.
- 4 The news about the nuclear plant destroyed in the earthquake quickly _____ across the globe.
- 5 The flood destroyed the fields and many people _____ to death.
- 6 During the night, the temperature _____ below zero and the rain turned to snow.

Revision ■ Student's Book, pages 106–107

- 5> Unscramble the English versions of the Polish words and write them in the grids. What is the hidden phrase?

- FEAFCT (*mieć wpływ*)

11					
----	--	--	--	--	--
- GOTRHDU (*susza*)

						13
--	--	--	--	--	--	----
- KUQEARAETH (*trzęsienie ziemi*)

		15									14
--	--	----	--	--	--	--	--	--	--	--	----
- DOLFO (*powódź*)

	7			
--	---	--	--	--
- RECSUE (*uratować*)

5		12			
---	--	----	--	--	--
- VUIRESV (*przeżyć*)

				9		
--	--	--	--	---	--	--
- SEITKR (*uderzyć*)

10					
----	--	--	--	--	--
- OVCAONL (*wulkan*)

				2		
--	--	--	--	---	--	--
- ONTEPRUI (*wybuch, np. wulkanu*)

					3			
--	--	--	--	--	---	--	--	--
- REIWIDFL (*niekontrolowany pożar*)

				8				
--	--	--	--	---	--	--	--	--
- CESAU (*powodować*)

		4		16	
--	--	---	--	----	--
- LAHVANCEA (*lawina*)

					1			
--	--	--	--	--	---	--	--	--
- CIRERUNAH (*huragan*)

						6		
--	--	--	--	--	--	---	--	--



HIDDEN PHRASE:

1	2	3	4	5	6	7

8	9	10	11	12	13	14	15	16						

- 6> Translate the Polish parts of the sentences into English.

- 1 _____ (*Powódź miała wpływ na*) thousands of people, who have lost their homes as a result.
- 2 Only one climber _____ (*przeżył lawinę*) on Mt Blanc last week.
- 3 If the _____ (*susza*) continues _____ (*prawdopodobnie spowoduje niekontrolowane pożary*), as it did last year.
- 4 770 people _____ (*zagięło*) in last-week's _____ (*trzęsieniu ziemi*).
- 5 _____ (*Huragan uderzył*) in the middle of the night when most people were at home.
- 6 _____ (*Już uratowaliśmy*) thousands of people after the tsunami, but thousands are still waiting for help.
- 7 If the smoke _____ (*będzie kontynuował*) to come out, _____ (*wulkan wybuchnie*) during the next few days.

Vocabulary challenge!

» Student's Book, page 111, UNIT 7, ex. 2, 3

- 7> Complete the sentences with the correct form of the words below. Use each word twice. There is one extra word.

beg disaster miss save touch wave

- 1 Don't _____ it, or you'll burn your hand!
- 2 There are some great _____ for surfing in Hawaii.
- 3 I _____ my mum, but she still didn't let me go camping.
- 4 I'll _____ you when you move to another town.
- 5 If I _____ enough money, I'll go to New Zealand this summer.
- 6 If we don't hurry, we'll _____ the plane.
- 7 John gave some money to the woman who was _____ in the street.
- 8 Ruth _____ a kitten from drowning in the river.
- 9 The article _____ on many important problems.
- 10 The queen _____ to the people who had gathered in front of the palace.

SPEAKING

stimulus-based discussion

1) Find and correct a mistake in each sentence.

- 1 I'm also interested with exotic animals.

- 2 That's why this option doesn't seem interesting for me.

- 3 I don't keen on watching animals, so zoos are not for me.

- 4 Sitting in the park all day wouldn't really interested me.

- 5 I wouldn't go on picture number 2 because I find walking in a park rather dull.

2) Write sentences from the prompts.

- 1 I would / like / learn more / animals / and / the zoo / be / perfect place / do this.

- 2 another reason / that / I / prefer / go / somewhere quiet.

- 3 it / would / fun / have / picnic.

- 4 fishing / be / rather dull / thing / do.

- 5 I / keen / visit / places / where / not be / many people.

3) MP3 15 Listen to four people talking in different situations 1–4 and match them with the correct replies a–e. There is one extra reply.

- 1 ☐ 2 ☐ 3 ☐ 4 ☐
- a Neither am I! It would be more fun to go and feed the ducks at the park pond.
- b Also, you can learn a lot about animals from all over the world.
- c Firstly, because walking around a duck pond is a rather dull thing to do.
- d Somewhere quiet. If I can pick, then I choose bird-watching in the forest.
- e That sounds pretty exciting, I love exotic animals.

4) Do the task below and answer the two questions. Write 4–5 sentences.

TEST IT! ⌚ 5 minut

Chcesz spędzić dzień z młodszym bratem, który bardzo lubi zwierzęta. Masz do wyboru dwie możliwości.

- Powiedz, którą wybierasz i dlaczego.
- Wyjaśnij, dlaczego odrzucasz tę drugą.



- 1 Many people complain that modern cities don't have enough green spaces. Do you agree? Why?/Why not?
- 2 Should we keep wild animals in ZOOS? Why?/Why not?

WRITING

a paragraph of an essay

7

1) Reorder the sentences to make a paragraph. Then decide which is the topic sentence (TS), supporting sentences (SS) or examples (E).

_____ As far as I am concerned, it is a paradise for people who like nature.

_____ You can, for example, travel from one old castle to the next or spend a week sightseeing in the capital city, Edinburgh.

_____ I must say, in my opinion, Scotland is the perfect place for a holiday.

_____ First of all, the mountains offer breathtaking views and they are ideal for walking holidays.

_____ In my view, it is also a great country for tourists who are interested in history.



2) Read the notes for a paragraph on a topic: 'My country is a great place for tourists'. Use the prompts below to write sentences.

TOPIC SENTENCE: opinion / excellent place for tourists /.

SUPPORTING SENTENCE 1: weather / change throughout the year / but / never too extreme /.

EXAMPLES: example / winter / great time for / skiing / summer / hot enough to sunbathe /.

SUPPORTING SENTENCE 2: add / a great variety / landscape / everybody can find a place they can relax in /.

EXAMPLES: south / mountains / north / seaside / some amazing lakes and forests / central Poland /.

3) Read the instructions and do the writing task.

TEST IT! Twoja ulubiona gazeta dla młodzieży ogłosiła konkurs na pracę na temat: „Dlaczego Polska to wspaniały kraj dla turystów?”. Napisz akapit rozprawki (100–150 słów), w którym przedstawisz i uzasadnisz swoje stanowisko w tej kwestii.

1) Choose the correct word to complete each pair of sentences.

- We didn't know where the waterfall was – we found it by _____.
Giving money to charity, we give poor people a _____ to live a better life.
a accident b chance c opportunity
- London _____ in the south of England.
Don't believe him, he _____ all the time.
a lies b places c hides
- The Rocky Mountains are the longest mountain _____ in the North America.
I can't call anybody, my phone is out of _____.
a range b chain c reach
- Every year students of our school _____ part in Earth Day.
You should _____ an umbrella, it looks like it's going to rain.
a get b put c take
- The weather centre is warning that the hurricane will probably _____ tomorrow morning.
The workers say they're going to _____ if they don't get what they want.
a beat b strike c affect
- Two people went _____ during the storm last night.
Despite _____ the bus, we managed to get to the airport on time.
a losing b missing c disappearing

2) Choose the correct option to complete the second sentence so that it has the same meaning as the first one. The new sentence must have the word given without the change of its form.

- The aquarium might be closed, but then we'll just go to the botanic garden. **CLOSED**
If the aquarium *is closed / will be closed / closes*, we'll just go to the botanic garden.
- This is the beach. We found beautiful shells on it. **ON**
This is the beach *on which / on where / on it* we found beautiful shells.
- We came here a lot as children. **COME**
We *have come / used to come / had come* here a lot as children.

3) Complete the second sentence so that it means the same as the first, using the word given. Do not change the word given.

- Always make sure the water isn't running when you brush your teeth. **TURNED**
Always make sure _____ when you brush your teeth.
- I don't go sailing because I get seasick. **NOT**
If _____, I would go sailing.
- There was so much fog that we couldn't take pictures. **SO**
It _____ we couldn't take pictures.
- I'm sure we're not on the right path. **CAN'T**
We _____ on the right path.
- There were many signs of the volcano waking up and then it erupted. **BEEN**
Before the volcano erupted _____ many signs of it waking up.

- You're not allowed to touch the coral reef. **MUST**
You _____ the coral reef.
- We have to wait for higher waves to go surfing. **ENOUGH**
The waves _____ to go surfing.
- We need the rain to come soon or we'll have a drought. **UNLESS**
_____ soon, we'll have a drought.

4) Complete the sentences with the correct form of the words in brackets.

- A personal horoscope is a _____ (*predict*) about your life based on the position of the stars at the moment of your birth.
- It's _____ (*freeze*) today! Take your warmest winter jacket!
- This _____ (*hill*) area is perfect for cross-country cycling.
- The _____ (*hot*) of the sun forced everybody to find shelter in their air-conditioned rooms.
- Unfortunately, the beach here is rather _____ (*stone*).
- Hundreds of people are left _____ (*home*) after the flood.
- The view from the top of this mountain is absolutely _____ (*breath*).



5) Translate the Polish parts of the sentences into English.

- _____ (*Jeśli pójdziesz tą ścieżką*), you'll get to the village.
- Today it _____ (*będzie mglisto*), so let's go _____ (*do oranżerii*).
- People living in the western world _____ (*marnują dużo*) food.
- _____ (*Gdybyś wiedział*) that a tsunami was going to hit your area, what _____ (*byś zabrał*) from your home?
- This _____ (*powódź spowodowana była przez burze*) which lasted a few days.
- If we had special containers, _____ (*segregowanie śmieci byłoby prostsze*).
- Many species will die out soon _____ (*chyba że zmienimy*) our attitude to animal protection.
- _____ (*Prognoza pogody na dziś*) says we could have _____ (*burzę wieczorem*).
- The sea _____ (*było tak wzburzone*) that most people on the ship got seasick.
- _____ (*Błagałam ich, żeby się pośpieszyli*) but they didn't listen and _____ (*spóźniliśmy się na autobus*).

- 1> **MP3 16** Listen to the two dialogues and decide if the sentences are true (T) or false (F).

- 1 These holidays were organised by a travel agency. ☐
- 2 The woman moved to another room. ☐
- 3 The tourists got wet during the show. ☐
- 4 The best time to call the kids at the camp is after dinner. ☐

- 2> **MP3 17 TEST IT!** Usłyszysz dwukrotnie dwa teksty na temat wyjazdów wakacyjnych. Na podstawie informacji zawartych w nagraniach uzupełnij luki 1–7 w poniższym e-mailu. Luki należy uzupełnić w języku polskim. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

Aniu,
dzisiaj tylko parę słów, bo wciąż jesteśmy w podróży. Zwiedzamy bardzo ciekawe miejsca, ale niestety organizacja tej wycieczki pozostawia wiele do życzenia. Właśnie dotarliśmy do kolejnego hotelu i okna naszego pokoju znów wychodzą na ¹_____. Musiałam poprosić ²_____, żeby porozmawiał z recepcjonistką i spróbował coś z tym zrobić. Dziś byliśmy na niesamowitym pokazie ³_____. Był bardzo ciekawy, ale byłoby lepiej, gdyby agent zarezerwował nam miejsca ⁴_____.
Mark jest teraz na obozie. Podobno przed obiadem mają zajęcia ⁵_____, a po obiedzie mają różne gry. Problemem jest jedzenie. Mark mówi, że nie jest ⁶_____, a porcje są za małe. Muszę poskarżyć się w biurze, jak również porozmawiać z opiekunami, bo trochę się zdenerwowałam, gdy Mark przyznał, że całe kieszonkowe wydaje na ⁷_____.
Mam nadzieję, że świetnie się bawisz u siostry!
Pozdrowienia dla Was wszystkich,
M.

- 3> Describe the picture and answer the three questions. Use the phrases from exercise 3.

TEST IT! ⌚ 3 minuty



- 1 Where do you think this man is going? What makes you think so?
- 2 What do you like to do in bad weather?
- 3 Describe a situation when bad weather ruined your plans.

- 4> W zadaniach 1–5 spośród podanych odpowiedzi (A–C) wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasach, poprawnie uzupełniającym lukę. Zakreśl literę A, B albo C.

- 1 _____ (*Jeśli jutro będzie padać*), we will go to the aquarium.
A If it rains tomorrow
B As tomorrow it's going to rain
C Although it will rain tomorrow
- 2 If I could, _____ (*pojechałbym*) on a trip around the world.
A I will go
B I went
C I would go
- 3 The forests wouldn't disappear so fast, _____ (*gdyby wszyscy utylizowali*) their paper.
A because all recycling
B if everybody recycled
C then everybody would recycle
- 4 She got scared during the safari, because she _____ (*nigdy wcześniej nie była*) so close to a lion before.
A has never been
B had never been
C would never be
- 5 The buildings _____ (*których mieszkańcy*) don't sort their rubbish will pay more for garbage removal.
A that residents
B which residents
C whose residents
- 6 If I could choose between these trips, _____ (*wybrałabym*) the one to Hawaii.
A I chose
B I'd take up
C I'd go for

- 5> **TEST IT!** Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

It was late February and we were going skiing. Normally, I'm not ¹_____ on long car trips. I'm a hop-on-a-plane kind of person, but I was actually enjoying myself. Suddenly, disaster ²_____. We were on a narrow road when a storm started. It was raining hard and the temperature started falling. Soon it was below zero. This meant that the water on the road was ³_____ and turning into ice. I remember thinking 'I knew it! If we ⁴_____ not find a place to spend the night soon, we will be in serious trouble.' Parking in one of the side roads and sleeping in the car did not appeal ⁵_____ us so we turned into the first driveway we found. We knocked on the door and met such wonderful people that five years later we're still friends. And so this unpleasant adventure had a happy ending after all.

8

It works!

VOCABULARY using technical equipment

1) Find five words in the wordsearch that match the definitions below.

- a small object that you move to do things on a computer screen _____
- something you wear over your ears when listening to music _____
- a piece of equipment for filling a battery with energy _____
- the part of a computer with letters on it _____
- a small picture on a computer screen that you can click on with a button on your mouse in order to open a program _____

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

2) Complete the words with the missing letters.

- You need to press the off __ t __ n to switch the phone off.
- If you save the document on the d __ k __ p, you will easily find it again.
- I'd like to buy a computer with a 21" LED __ n __ t __ r.
- There are two USB ____ s on my laptop, so you can plug in both the printer and the drive.
- You can make videos thanks to the built-in __ m __ a.
- You can now buy special gloves so you can use your t __ c __ r __ in the winter without getting cold hands.

3) Choose the correct words.

- Which websites do you **go** / **visit** most often and why?
- If somebody **leaves** / **sends** you a voice message, do you always reply to it?
- When did you last **post** / **check** a comment online? What did you write?
- How often do you **visit** / **check** your emails?
- When you **make** / **send** phone calls, who do you usually call?
- What is the best photo you've **left** / **taken** with your phone?

4) Find and correct a mistake in each sentence.

- Just make me a text message to let me know if you agree. _____
- Monica checks on social networking sites every evening. _____

- I posted her three voice messages, but she didn't call me back. _____
- I haven't taken my emails yet, so I don't know if she's sent me one. _____
- Suzie has sent a lot of wedding websites recently. I wonder why. _____

5) Choose the correct answers.

A recent survey on the use of phones in everyday life has shown that young people are in fact obsessed with them. With easy internet access, teenagers seem to be online all the time. While on the bus, they ¹ _____ on social networking sites. At school they keep ² _____ and checking their emails during their breaks. They put on their wireless ³ _____, log onto Spotify and listen to music in the street. They ⁴ _____ videos and photos and post them online several times a day. It seems that their thumbs are glued to the ⁵ _____ of their smartphones, but IS it a healthy way to spend your time?



- | | | |
|-------------|----------------|-----------|
| 1 a visit | b check | c go |
| 2 a sending | b making | c leaving |
| 3 a ports | b headphones | c webcams |
| 4 a do | b visit | c take |
| 5 a monitor | b touch screen | c icon |

Vocabulary challenge! » Student's Book, page 112, UNIT 8, ex. 1

6) Complete the sentences with appropriate words.

- It takes too much time to go online – we need a quicker connection, like _____.
- Is it illegal to _____ e-books? There are lots of them online and I could read them on my tablet.
- To open the file, just _____ on the icon in the upper corner of the desktop.
- Where's the _____? I'd like to change the channel.
- How many _____ devices do you have in your room?
- You don't need to buy all the programs – there's lots of free _____ online which you can use on your PC.
- Our recent IT project involved creating a _____ of students in our class.
- If you want to work in an office, you need to operate a text _____ skilfully.
- I _____ a selfie with a famous actor on Facebook and I got more than a hundred likes.
- Is there internet _____ here? I need to check my emails.

7) Choose three questions from exercise 3 and answer them.

1> Read the text and choose the correct answers.

#4

3 June 2018 – 02:14

It happened last year when I was on holiday with my friends. We were staying in a log cabin in the mountains. It was quite modern, so we had all kinds of electrical equipment, a good phone signal and wi-fi. One night there was such a terrible storm that there was a power cut – there was no electricity, no internet connection and, eventually, our phone batteries ran out. What was worse, a tree had fallen across the road, so we couldn't go anywhere to get help. We spent two days, waiting for a rescue team to show up. It made me realise how much we depend on technology.

Mike

- 1 The place where Mike stayed in the mountains
 - a was a modern hotel.
 - b had its own phone line.
 - c didn't offer internet access.
 - 2 Because of the storm,
 - a a tree destroyed part of the roof.
 - b they spent two days without electricity.
 - c they couldn't call for rescue.
- 2> **MP3 18** Listen to situations 1–4 and match them with options A–E. There is one extra option which does not match any situation.

SITUATION 1	
SITUATION 2	
SITUATION 3	
SITUATION 4	

Which situation involves someone who...

- A needed to wait before a professional could solve his/her problem?
- B wasn't able to get the computer company to fix his/her problem?
- C had problems because he/she didn't pay attention to instructions?
- D is going to find out what's new in computer games?
- E never found out who caused his / her problems

3> Choose the correct words.

- 1 I took the tablet back to the shop and they **replaced** / **repaired** it with a new one.
- 2 Diana is in trouble, because her company laptop wasn't repaired by a **proper** / **real** computer servicer.
- 3 The only problem with this smartphone is its very short **charger** / **battery** life.
- 4 I'm not sure what's wrong, but the **petrol** / **engine** won't start.
- 5 I called for help immediately, and they came **during** / **within** an hour.

Revision ■ Student's Book, page 91

- 4> Complete the sentence with the words below. There are two extra words.

connection noise work fix crashed signal
broke lost

- 1 The TV doesn't _____, but I have no idea why.
- 2 I'm afraid my smartphone _____ – I can't even turn it on.
- 3 All the hotel guests were complaining about the slow internet _____.
- 4 Clara dialled the number but there was no _____.
- 5 What would you do if you _____ all the files on your PC?
- 6 I need somebody to help me _____ the car – I can't start the engine.



- 5> Add one missing word in each sentence.

- 1 I wanted to buy the ticket from the ticket machine, but it was of order. _____
- 2 Your laptop is breaking all the time – don't you need a new one? _____
- 3 I'm sorry I'm late – my battery ran and I couldn't call you. _____
- 4 There was a loud clap of thunder and suddenly worked. _____
- 5 This machine is making funny noise – are you sure it's not broken? _____

- 6> Describe a situation in which you had a problem with electricity or an electrical appliance. What did you do?

The passive: present simple, past simple

Strony biernej używamy:

- gdy nie wiemy, kto jest wykonawcą czynności:
*When **was** the computer **invented**?*
- gdy jest nieistotne, kto jest wykonawcą czynności:
*A **smartphone** **was found** in the school canteen.*

Present simple: *am / is / are + past participle*

Zdania twierdzące	Coffee is grown in Brazil. These cars are made in Germany.
Zdania przeczące	Coffee isn't grown in Poland. These cars aren't made in Japan.
Pytania ogólne	Is coffee grown in Brazil? Are these cars made in Japan?
Pytania szczegółowe	Where is coffee grown? Where are these cars made?

Stronę bierną tworzymy za pomocą czasownika *be*, w odpowiednim czasie, liczbie i osobie, oraz trzeciej formy czasownika.

Past simple: *was / were + past participle*

Zdania twierdzące	It was built in 1354. They were arrested yesterday.
Zdania przeczące	It wasn't built in 1345. They weren't arrested two days ago.
Pytania ogólne	Was it built in 1354? Were they arrested yesterday?
Pytania szczegółowe	When was it built? Why were they arrested yesterday?

1> Decide if the sentences are in the passive (P) or active (A) voice.

- The book was written by my favourite author. ☐
- Their cosmetics aren't tested on animals. ☐
- She created a smartphone application. ☐
- How many films are made in Hollywood every year? ☐
- My parents don't use laptops at work. ☐
- We are given tests all the time. ☐
- When do you celebrate your birthday? ☐
- Each year the Chinese New Year is celebrated on a different day. ☐

2> Choose the correct options.

- Only last month more than 100 crimes *are / were* committed in this area.
- These laptops are only *use / used* by the teachers.
- Some new facts about space are *discover / discovered* every year.
- Where *were you brought / have you brought* up?
- The United Kingdom *was / is* made up of four countries.
- The captain of the team *is chosen / chooses* by the coach.
- America *discovered / was discovered* by Christopher Columbus.
- Was the table booked / Did the table book* yesterday?
- The party isn't *organising / organised* by our class.
- The essay which won the prize *was wrote / was written* by my best friend.

3> Rewrite the active sentences in the present simple passive.

- They don't close the shop before 6.00.
The shop _____.
- Somebody cleans the rooms every day.
The rooms _____.
- People speak Spanish in Mexico.
Spanish _____.
- The postman delivers parcels by 12.00.
Parcels _____.
- How many blocks do they build every year?
How many _____?
- Somebody services my parents' car once a year.
My parents' car _____.

- Do they often discover new planets?
Are _____?

- People don't use this lift very often.
This lift _____.

4> Write sentences in the past simple passive, using these prompts.

- the telephone / invent / 1876.

- when / Pearl Harbour / attack?

- Great Expectations* / write / Charles Dickens.

- this opera / not compose / Vivaldi.

- where / Kennedy / kill?

- the first animal / send into space / the Russians.

- the Eiffel Tower / not design / Gustave Eiffel.

- the Model A Ford / first / produce / 1903.

5> Complete the text with the correct form of the verbs in brackets. Use the present or past simple passive.

Burj Khalifa, the tallest building in the world, ¹_____ (*situate*) in Dubai, in the United Arab Emirates. The tower ²_____ (*design*) by one of the world's best architects, Adam Smith. The construction ³_____ (*finish*) in 2009 after five years of work. The 124 floors (out of more than 160) ⁴_____ (*occupy*) by hotels, private residences, night clubs and observation decks – all very luxurious. It ⁵_____ (*surround*) by a beautiful park, which makes it a popular tourist attraction. No wonder it ⁶_____ (*visit*) by thousands of people every year.

The passive: present perfect, *will*; review of all forms

Present perfect: *have / has been* + past participle

Zdania twierdzące	They have been invited. The class has been cancelled.
Zdania przeczące	They haven't been invited. The class hasn't been cancelled.
Pytania ogólne	Have they been invited? Has the class been cancelled?
Pytania szczegółowe	Who have they been invited by? Why has the class been cancelled?

Future simple: *will + be* + past participle

Zdania twierdzące	The parcel will be delivered tomorrow. The project will be finished soon.
Zdania przeczące	The parcel won't be delivered tomorrow. The project won't be finished soon.
Pytania ogólne	Will the parcel be delivered tomorrow? Will the project be finished soon?
Pytania szczegółowe	When will the parcel be delivered? When will the project be finished?

Grammar challenge! » Student's Book, page 112, UNIT 8

Stronę bierną stosujemy, gdy chcemy, aby uwaga odbiorcy była skupiona na czynności, a nie na jej wykonawcy.

Strony czynnej używamy, gdy bardziej interesuje nas wykonawca czynności:

His smartphone was stolen. (Jego smartfon został skradziony.)

A boy from another school stole his smartphone. (Chłopiec z innej szkoły ukradł jego smartfona.)

1> Write predictions about the future. Use the passive form of *will*.

In 2050 ...

1 robots / use / in every household.

2 students / not give / any homework.

3 houses / heat / with solar power.

4 buildings / make / of plastic.

5 all lessons / give online.

6 languages / teach / computers.

2> Look at the checklist Susan has written before she goes on holiday. Write sentences in the present perfect passive.

- 1 book the flights ✓
- 2 send some important emails ✗
- 3 do the shopping ✓
- 4 pack the passports ✗
- 5 print the tickets ✗
- 6 pay the bills ✓
- 7 buy a new camera ✓

3> Complete the questions.

- She will be invited to the wedding.
Will _____?
- Lucy has been called to the headteacher's office.
Where _____?
- All the students will be given a voucher to use in a bookshop.
What _____?
- The walls haven't been painted.
Have _____?
- Twenty laptops have been bought to the lab.
How many _____?
- The parcel will be sent on Monday.
When _____?

4> Choose the correct options.

- Thomas *isn't* / *hasn't* been informed about the changes yet.
- Some of these houses *were* / *will* be repainted.
- All the company computers *are* / *have* always repaired by one individual.
- To be honest, not much *has done* / *has been done* to improve the situation.
- Where *were* / *have* those documents found?
- All the tickets *have* / *will* been booked online.
- This socket isn't ever *use* / *used*, so don't plug anything into it.
- When *was* / *has* the GPS invented?



5> Complete the questions with the correct form of the verbs in brackets. Then choose the correct answers.

- Which country _____ (visit) by the greatest number of tourists every year?
a Greece b Italy c the USA
- How long _____ (cars / make) on a production line?
a since 1945 b since 1874 c since 1908
- Who _____ (the Mona Lisa / paint) by?
a Michelangelo b Leonardo da Vinci c Titian
- How often _____ (Football World Cup / hold)?
a every year b every 5 years c every 4 years
- How many Polish writers _____ (award) the Nobel Prize so far?
a four b none c one
- When _____ (Mount Everest / first climb)?
a in 1980 b in 1858 c in 1953
- Who _____ (be born) in Stratford-upon-Avon?
a Winston Churchill
b William Shakespeare
c Margaret Thatcher
- How many women _____ (elect) president in Poland until now?
a none b one c two

6> Complete the sentences with the correct passive form of the verbs below.

repair build empty clean serve sign give

- When _____ your house _____?
It looks old.
- You _____ the names of the students who failed the exam tomorrow.
- _____ this place _____ recently?
It's such a mess.
- The document _____, so the secretary asked me to add my name to it.
- My laptop _____ last month but it has broken down again.
- Don't eat anything now. Dinner _____ in a few minutes.
- How often _____ the bins _____?

7> Rewrite these sentences in the passive, using the verbs given.

They didn't let him watch the film.

He wasn't allowed to watch the film. **ALLOW**

- I received a strange letter from London last week.
I _____. **SEND**
- You'll get special instructions soon.
You _____. **GIVE**
- In our country children learn languages from an early age.
In our country children _____. **TEACH**
- They've said no to our proposal.
Our _____. **ACCEPT**
- Lots of tourists come to this area every year.
This area _____. **VISIT**

Grammar challenge!

» Student's Book, page 112, UNIT 8, ex. 1

8> Write active or passive sentences from the prompts. The underlined word is the focus of the sentence.

- write / Hamlet / William Shakespeare.

- the old church / build / Europeans / 1876.

- finish / the project / in three months.

- the cleaners / make / the beds / every morning.

- my brother / fix / the computer / yesterday.

- my teacher / not mark / the tests / yet.

- Mrs Stevens / choose / three students / for the competition.

9> CUMULATIVE GRAMMAR Choose the correct answers.



Since computer technology ¹ _____ brought to us in the last century, IT business has developed rapidly. Only since last year several electronic devices have ² _____ invented and new smartphone applications ³ _____ created almost every day, making our lives so much easier. Food ⁴ _____ ordered online, and films ⁵ _____ from the Internet. Specialists say that in ten years most people ⁶ _____ everything online. Well ... Why not, if it's just one click of your mouse? However, ⁷ _____ all of this progress really needed? Aren't we becoming a bit too dependent on it? Let's look at the dark side of technology.



- | | | |
|---------------------|------------|---------------|
| 1 a been | b was | c has |
| 2 a been | b be | c – |
| 3 a will | b be | c are |
| 4 a be | b is | c has |
| 5 a are downloading | | |
| b are downloaded | | |
| c been downloaded | | |
| 6 a will be bought | b will buy | c have bought |
| 7 a were | b has | c is |

1> Scan the texts in exercise 3 and answer the questions.

- 1 Text 1 describes
 - a directions for logging into the system.
 - b tips for keeping an account safe.
 - c rules for using the account.
- 2 The author of text 2
 - a is criticising a school program.
 - b is advertising an internet security course.
 - c is presenting his / her opinion on classes in hacking.

2> Which of the following is mentioned in the texts? Put 1 for Text 1, 2 for Text 2 and N if it's not mentioned in either of them.

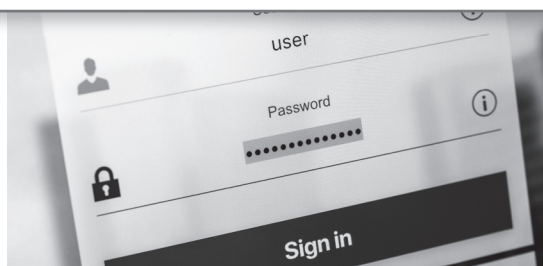
- a hacking into institutions
- b hacking into accounts
- c the best hackers in the world
- d punishments for hackers
- e passwords
- f keeping your data on the internet

☐
☐
☐
☐
☐
☐

3> Read the two texts and complete the dialogue. Use no more than two words in each gap.

Text 1

When you **log into the system**, once a month you will be asked to **change your password** for security reasons. Keep in mind that the system will not allow you to go back to any password you used over the last 6 months. The basic rule about passwords is that they should not be written down. Favorite colors or pet names should not be used as they are too obvious. Also, avoid using the same password for many different accounts. Regularly changing your password is the basic rule of **internet security** and we strongly advise you to do so, but understandably all of the above rules make it difficult to create a strong log-in password and remember it. One way to do it is to take a sentence like 'Two dogs were running up and down a street', change some words to characters (e.g. '2' instead of 'two', '+' instead of 'and') and then use the first letters of it to create: 2Dwru+daS.



Text 2



May 24th, 10:13

I just read an article about some controversial computer courses they run in schools. Believe it or not they teach hacking! Before the course, students have to confirm they will not **hack into** any external computer

systems, such as **online shops**, banks or school registers, because that would be a crime. Instead, they use all kinds of artificial **security systems** offered as part of the course. During the course the students actually learn how to break into these systems.

The article also said that you can become a 'legal hacker'. Apparently, important government institutions and huge corporations hire such software specialists. They literally try to hack into their own computer systems in order to find their weaknesses and fix them.

It sounds shocking but it makes sense. It teaches you creativity, logical thinking and makes you realize what's legal and what isn't and what damage hacking can cause. Also, in a world where most of our **data is stored in cyberspace**, we need to be aware that it's risky. I think it's much more effective than saying 'be careful with your data' or 'don't hack into systems.'

Robert Nasz system znów kazał mi zmienić hasło. Wiedziałaś, że nowe hasło musi się różnić o tych, które już raz wykorzystałaś w ciągu 1 _____?

Sandra Oczywiście, inaczej łatwo byłoby włamać się na twoje konto. Tak samo jak używanie jednego hasła do wielu kont. Mam nadzieję, że nigdzie go nie 2 _____?

Robert Nie. Zrobiłem tak, jak sugeruje pomoc do systemu – ułożyłem zdanie – bardzo długie – zamieniłem niektóre słowa na 3 _____ i zrobiłem skrót. Powodzenia hakerzy!

Sandra Wątpię, żeby ktoś chciał się włamać na Twoje konto.

Robert Nigdy nie wiadomo! Czytałem dziś artykuł o kursach hakerskich. Można nauczyć się hakowania! Tylko musisz podpisać oświadczenie, że nie włamiesz się do żadnych zewnętrznych komputerowych systemów.

Sandra Uczą cię, jak łamać prawo?

Robert Uczą cię, co jest legalne, a co nie jest, oraz jakie mogą być słabe punkty systemów bezpieczeństwa. A jeśli chcesz, to możesz znaleźć pracę, gdzie robisz to legalnie, bo 4 _____ i wielkie korporacje potrzebują takich ludzi, żeby testowali ich własne systemy.

Sandra Może i słusznie. Wszyscy przechowujemy swoje dane gdzieś w cyberprzestrzeni. A przecież to jest 5 _____ i powinniśmy być tego świadomi. Może powinniśmy iść na taki kurs?

4> Complete the sentences with the correct words from exercise 3.

- 1 I changed my _____ last week and now I can't remember it.
- 2 Somebody hacked _____ the government's system and stole some secret information.
- 3 Storing _____ in _____ is very convenient because you always have access to it.
- 4 Our bank has the best security _____ in the world – your money will be safe with us.
- 5 If your school has an online register, you can _____ into the system 24/7 and check your grades.
- 6 Products bought in _____ shops can be returned within two weeks.
- 7 Surfing the Net could be dangerous. That's why children should be taught about internet _____ at school.

Revision ■ Student's Book, pages 94–95

5> Find the English translations of phrases a–g below in the word snakes.

- a aplikacja _____
- b połączyć automatycznie _____
- c cyfrowy _____
- d innowacyjne technologie _____
- e inteligentne urządzenie _____
- f wirtualna rzeczywistość _____
- g wyświetlać _____



artificial connect automatically augm
ented reality digital download

graphic information innovative technol
ogy translator display camera smart device access virtual reality

information innovative technology translator display camera smart device access virtual reality



information innovative technology translator display camera smart device access virtual reality

6> Complete the sentence with the words and phrases from exercise 5.

- 1 My new smartphone has many useful _____.
- 2 Click on the product you want to buy to _____ more information about it.
- 3 Some people believe _____ reality is more interesting than the real world.
- 4 _____ cameras are much smaller than traditional ones and take better pictures.
- 5 Smartphones and smartwatches are just two examples of smart _____.
- 6 When the wi-fi is turned on, the laptop _____ to the Internet.
- 7 A good example of how _____ technology is used to help people are 3D printers which are used by doctors to produce implants of hips, knees or teeth.

Vocabulary challenge! » Student's Book, page 112, UNIT 8, ex. 1, 2

7> Complete the second sentence so that it means the same as the first, using the word given. Do not change the word given.

- 1 I'm sure that soon all films will be 3D.
All _____ soon. **DEFINITELY**
- 2 One day most of our household devices will be smart.
It _____ one day. **CERTAIN**
- 3 It is possible that robots will help teachers at school.
It _____ at school. **LIKELY**
- 4 It's possible that cures for many diseases will be found.
_____. **PERHAPS**
- 5 It may be that people will live on other planets.
There _____ on other planets.
CHANCE

SPEAKING

making complaints

1> Complete the sentences with the words below.

back down exchange missing problem receipt
repair refund

- 1 Have you got the _____, please?
- 2 I think there's something _____.
- 3 I'd like to get a full _____, please.
- 4 I'm afraid it's broken _____.
- 5 I'd like my money _____.
- 6 What exactly is the _____ with it?
- 7 I would like to _____ it for a new one.
- 8 I would like you to _____ it for me.

2> Complete the dialogues that take place in shops.

- 1 X I bought this phone here last week, but I think it's faulty.
Y _____
X The screen doesn't work. When I touch it, nothing happens.
- 2 X Yes, I can see that the mouse isn't working. Would you like your money back?
Y _____
X No problem. Would you like the same model or a different one at the same price?
- 3 X There seems to be a problem with the USB port. What would you like us to do?
X _____
Y I'm afraid we don't do that. But we can try to fix it or get you a different one.
- 4 X Hello, I would like to return this game console.
Y _____
X Unfortunately, I don't have it because I didn't buy it. It was a gift. Can't I get my money without it?
Y I'm afraid not.

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

TEST IT! ⌚ 4 minuty

Twój nowy smartfon okazał się wadliwy. Rozmawiasz ze sprzedawcą sklepu, w którym go kupiłeś/kupiłaś. Porusz poniższe cztery kwestie.

typ telefonu
i data zakupu

szczegóły
problemu

co próbowałeś/
próbowałaś zrobić

oczekiwany sposób
rozpatrzenia sprawy

Rozmowę rozpoczyna egzaminujący.



WRITING

a paragraph of a letter to the editor

8

1> In each pair, choose the phrase that could be used in a letter to the editor.

- 1 a Dear editor!
b Dear Editor,
- 2 a I am writing in connection with ...
b I want to write about ...
- 3 a I think it is simply wrong.
b I must say I disagree with this view.
- 4 a I look forward to reading ...
b I'm waiting to read ...
- 5 a Yours faithfully,
b Keep in touch!

2> Complete the text with the words below.

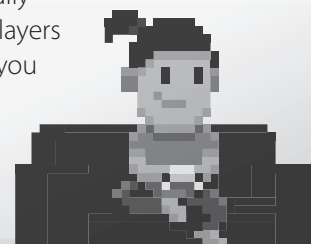
addition consequently firstly more result
so surprised unfortunately

I must say I'm not ¹_____ to hear that young people spend too much time in front of the computer, because I personally know many young people who do so.

²_____, many people are so focused on the bad sides of playing computer games that they don't notice the good sides.

³_____, I'd like to point out that games require players to find solutions to complex problems. As a ⁴_____, they learn how to think quickly and logically.

What's ⁵_____, many games are multiplayer games and ⁶_____ you learn to cooperate with people. In ⁷_____, if you play online you usually have to talk to the other players in English, ⁸_____ you can also practise your language skills.



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

TEST IT! Przeczytałeś/Przeczytałaś artykuł, którego autor pisze o negatywnych stronach korzystania przez młodzież z mediów społecznościowych. Napisz wstęp i akapit listu do redakcji (100–150 słów), w którym nie zgodzisz się z opinią autora artykułu oraz przedstawisz sytuację, w której korzystanie z mediów jest bardzo przydatne w życiu nastolatka.

1) Choose the answer a, b or c which means the same as the Polish parts of the sentences in brackets.

- 1 My MP4 player _____ (*zepsuł się*) yesterday.
a hasn't worked b broke down c was broken
- 2 When I try to log into my account, the message 'incorrect password' _____ (*wyświetla się*).
a is displayed b is writing c shows
- 3 I'm sorry, my battery _____ (*mi się kończy*), I'll have to call you later.
a is running out b will be over c has been finished
- 4 I'll _____ (*wyślę Ci smsem*) the details of the meeting.
a send a message b write an SMS c text you
- 5 Please fill out this form and you'll get _____ (*zwrot wszystkich pieniędzy*).
a a full refund
b this money back
c return all your money
- 6 This message _____ (*była zostawiona*) for you by Mr Brown.
a has left b was given c was left
- 7 Your PC _____ (*będzie naprawiony*) within a week.
a will be fixed b is fixing c will fix

2) Read the text and choose the correct answers.

12 August 2018 – 10:14



I had a very unpleasant experience the other day. I needed a new monitor, so I was ¹_____ websites that sell them. I didn't just want to compare the prices, I also wanted to read all the comments which ²_____ below. They were written by people who ³_____ these products, so they can be very useful. Suddenly, my computer ⁴_____. The screen went black and the computer was making very strange noises. I tried to switch it ⁵_____, but nothing happened, so finally I had to unplug it. Then I couldn't turn it on again. What's ⁶_____, I couldn't find the computer service number. When I finally found it and reached a help ⁷_____ technician, she said the computer would have to be sent back to them.

- | | | |
|--------------|---------------|----------------------|
| 1 a browsing | b watching | c looking |
| 2 a posted | b were posted | c have posted |
| 3 a will buy | b were bought | c had already bought |
| 4 a crashed | b disturbed | c hung up |
| 5 a down | b off | c out |
| 6 a bad | b worse | c worst |
| 7 a call | b client | c desk |

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

- 1 A lot of music videos _____ (*upload / young musician*) who want to promote their debut albums.
- 2 If you _____ (*click / icon*), the help menu will open.
- 3 Be careful – _____ (*you / files / lose*) if you get this virus.
- 4 You _____ (*connect*) to our new broadband Internet within the next 24 hours.
- 5 My computer started doing strange things after I _____ (*download / program*) this website.
- 6 _____ (*be / likely*) that I will have a problem with the monitor again?
- 7 _____ (*Scientists / now / test*) new devices which will help doctors diagnose patients via the Internet.
- 8 Your message _____ (*not send*), try again.

4) Find and correct a mistake in each sentence.

- 1 My smartphone automatically connects from the Internet and checks my emails. _____
- 2 This lift is temporarily out order. Please use the stairs. _____
- 3 I bought a failed webcam and I had to return it to the shop. _____
- 4 How many USB exits does your PC have? _____
- 5 This card has inserted the wrong way – that's why your laptop doesn't see it. _____
- 6 When was this video took? _____
- 7 Do you know why this application is not worked properly? _____
- 8 ☆ Have you seen the TV pilot? I can't find it anywhere and I want to watch the news. _____



- 1> Read the four texts in exercise 2 and choose the correct answer.

What are the four texts about?

- a problems caused by playing video games
- b how to get a high score in popular video games
- c ways to make money by playing games
- d good websites for playing games

- 2> **TEST IT!** Przeczytaj cztery teksty na temat gier wideo. Do każdego pytania (1–6) dopasuj właściwy tekst (A–D). Uwaga! Dwa teksty pasują do dwóch pytań.

Which paragraph mentions

- 1 a few tricks to develop a character in the game?
- 2 many players trying to be noticed?
- 3 ideas for solving your possible problems with a game?
- 4 people earning less than we believe?
- 5 the repetitive and time-consuming aspect of a job?
- 6 selling your knowledge to other players?

A 'Let's play' videos on YouTube show people playing popular video games and adding their own commentary about the characters and action on the screen. But since hundreds of players upload their videos to earn money, there's huge competition. To become successful, you need something that will make you stand out from the crowd, like a sense of humour or your own personal charm. Just don't try to sound too cool or repeat the same jokes all the time as people will not like it. Also, it takes time and hundreds of various videos before you get enough viewers to start making any money.

B In multiplayer online games such as *World of Warcraft* you need to create strong and rich characters to compete with others. To do that you need to play a lot to learn new skills or earn points. If you spend a lot of time playing, you may also find gold or some of the unique items such as the amulets, rings or weapons that are hidden in the game. Many players start to collect these things and build strong characters and then sell them to other players for real-world money. Nowadays, the rules forbid this but many people decide to disregard them in order to make money.

C If you want to get your hands on the latest games before they appear on the market, you don't have to get them illegally. Just become a game tester and you'll play them without breaking the law. This way to make money may sound exciting, however, testers often claim that it really isn't. First of all, contrary to the popular myth of testers' riches, the pay is actually average. Secondly, a tester's job is to find all the possible problems with the game. To do that, they need to play the same scenes hundreds of times for weeks. It can soon become boring, especially since the games are chosen for them by their employer.

D Writing game manuals is the perfect way of earning money for people who are good at putting their thoughts into words. Moves that help to develop a strong character, beat the opponent or faster complete a level can be turned into manuals. There are websites, such as Killer Guides, where such manuals for particular games can be created in the form of e-books. Of course, some say that the guides spoil the fun of beating the game yourself. However, many players will gladly pay to be told about tricks they didn't notice themselves.

- 3> Do the speaking task and answer the two questions.

TEST IT! ⌚ 5 minut

Twoja szkoła zorganizowała konkurs na plakat pod hasłem: 'Are we addicted to technology?'. Zasiadasz w jury konkursu i masz do wyboru dwie prace.

- Wybierz tę pracę, która, Twoim zdaniem, jest lepsza.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- 1 Do you agree with the opinion that teenagers are addicted to technology? Why?/Why not?
- 2 In what situations should people switch off their mobile phones? Give reasons to support your point of view.

- 4> Which of these technologies do you or your teachers use in school? Order them from the most to the least useful.

tablet / PC with internet access interactive board
overhead projector calculator electronic class register
voice recorder CD player digital / electronic textbooks

- 5> Which devices from exercise 4 could be used to do the following?

- a play films and videos _____
- b record students' presentations _____
- c keep a record of attendance and marks online _____
- d solve problems in maths and science _____
- e play songs and do listening exercises _____
- f display presentations _____

- 6> Read the instructions and do the writing task.

TEST IT! Na forum edukacyjnym toczy się dyskusja o korzystaniu w szkole z nowych technologii. Zredaguj wpis na forum (100–150 słów) i:

- przedstaw swoją opinię na temat używania smartfonów jako pomocy naukowych na lekcjach;
- napisz, jakie nowoczesne urządzenia znajdują się w Twojej szkole i w jaki sposób są wykorzystywane;
- opisz problem, który powstał, gdy takie urządzenie zawiodło;
- zaproponuj, jakie jeszcze urządzenia szkoła powinna zakupić i dlaczego.

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

I'd like to share my opinion with you.

Get in touch!

1

THE WORLD TODAY VIDEOS

The photographer



Comprehension

- 1> Work in pairs. Look at the picture from the video and discuss the questions.
 - 1 Who are the people?
 - 2 What are they doing?
 - 3 Where do you think they are?
- 2> Watch the video. Check your answers to Exercise 1.

Glossary

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

- 3> Complete the summary of the video with the words in the box.

corner decision eyes happy
 pictures shot prefers quiet

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

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

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

Authentic English

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

This is David Sillitoe, he is a photographer.

But **these** guys were happy to pose for the camera.

this and **these**

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

Speaking

- 1> Work in pairs. Discuss the questions.

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

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



Reading

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

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

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



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

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

- a This is me on my first day of work. Look how excited I am!
b This is one of our clients with the plans to his new house.

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

Speaking

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

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

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

Describing photos

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

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

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

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

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

Beyond the class

Why not try ...

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

2

THE WORLD TODAY VIDEOS

Learning to boulder in the Peak District

1



2



Comprehension

1> Work in pairs. Look at the pictures and discuss the questions.

- 1 What sports are presented in the pictures?
- 2 What's different about these types of climbing?
- 3 Which would you prefer to do? Why?

2> II Watch the video. Choose the correct option (1–3) to complete the definition.

Bouldering is a type of rock climbing which ...

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

Glossary

grip (n) a tight hold on something

freedom (n) the ability to do, say or think what you want

slippery (adj) something that is difficult to hold on to because it is wet

tough (adj) something which is difficult to do

unfit (adj) not healthy because you don't do enough exercise

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

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

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

- 1 You only need special shoes to do bouldering. T / F
- 2 The area shown in the video is popular with climbers. T / F
- 3 The group goes inside because it's too cold to climb outside. T / F
- 4 The green rocks only show you where to put your feet. T / F

5 The man enjoys bouldering, but thinks it's difficult. T / F

6 He compares bouldering to climbing a tree as a child. T / F

5> Work in pairs. What do you think are the most difficult sports to learn? Make a top ten list, from most to least difficult.

6> Work with a another pair. Compare your two lists and try to agree on a list of the top three most difficult sports.

Authentic English

1> Work in pairs. Match sentences (1–3) to rules (a–c).

- 1 So, bouldering is more about short climbs ... ___
- 2 ... you want your heel to go down so you get as much rubber in contact as possible ... ___
- 3 You're starting to use your feet so much better! ___

so

In English, we use so in three main ways:

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

2> Add so in three different places in the conversation.

A: What are we going to do tonight?

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

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

3> Work in pairs. Practise the conversation in Exercise 2.

4> Complete the sentences so they are true for you.

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

Speaking

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



2

Reading

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

Sports advice needed!

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

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

11 Comments | Share | Save

Posted by **Diane_97** | 45 mins ago

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

Share | Save

Posted by **Rodrigo** | 53 mins ago

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

Share | Save

Posted by **Barbara** | 1 hour ago

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

Share | Save

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

Who ...

- 1 talks about another sport? _____
- 2 says you can do this sport alone? _____

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

Speaking

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

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

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

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

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

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

Beyond the class

Why not try ...

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

3

THE WORLD TODAY VIDEOS

Multi-generational living



Comprehension

1> Work in pairs. Discuss the questions.

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

2> **00:00-00:51** Watch the first part of the news report and check your answers to Exercise 1. Then complete the sentence below.

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

3> **00:00-00:51** Watch the video. Tick the domestic activities that you see the family do.

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

☐
☐
☐
☐
☐
☐
☐

4> **00:00-00:51** Watch the video. Are the statements true (T) or false (F)? If false, correct them.

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

Authentic English

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

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

basically

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

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

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

Speaking

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

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

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

Glossary

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



Reading

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

a

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

b

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

c

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

Glossary

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

- 3> Look at the texts in Exercise 2 more carefully. Underline expressions which describe the following.
 - 1 the type of accommodation
 - 2 the positive aspects of the room
 - 3 the negative aspects of the room
 - 4 might be done to the living space in the future.

Speaking

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

Describing a room

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

Suggesting improvements

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

Beyond the class

Why not try ...

filming yourself giving a guided tour around your home?



4

THE WORLD TODAY VIDEOS

The Odulai family



Comprehension

- 1> Work in pairs. Look at the picture from the video.
How many families are there in the picture? Where do you think they live?
- 2> Watch the video. Check your answers to Exercise 1.
- 3> Match the pictures from the video (1-6) with the captions (a-f).
 - a The children have lunch. _____
 - b The men work in the fields. _____
 - c The women go to collect water. _____
 - d The children go to school. _____
 - e The women return home with water. _____
 - f Frances cycles to other villages. _____

Glossary

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

possession (n) something that you own

set off (phr v) to start a journey

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

- 1 Frances has eight children. T / F
- 2 The family gets up at 6.30 am. T / F
- 3 Sarah is eighteen years old. T / F
- 4 Sarah wants to become a doctor. T / F
- 5 Frances' bike is his favourite possession. T / F
- 6 He travels to other villages to give people medicine. T / F
- 7 This was a typical day for the family. T / F

Authentic English

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

Frances has two wives and eighteen children. (= a fact)

His first wife is the mother of nine. (= extra information)

Adding extra information

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

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

Speaking

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

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





Reading

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

Foreign Language Exchange
 1 hour ago

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

Sonia Álvarez
 55 mins ago

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

Laura McManaman
 32 mins ago

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

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

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

Speaking

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

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

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

Describing your family

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

- 3> **PRESENT** Give your presentation to the class.

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

A: I'd like to stay with Blanca's family because she's got a big house and a swimming pool!

B: Ha ha! That's true, but she's got a noisy brother – he sounds really annoying!

Beyond the class

Why not try ...

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

5

THE WORLD TODAY VIDEOS

Roger Moore



Glossary

- adversity (n)** a difficult period in your life in which you have problems
ambassador (n) somebody who represents an organisation
long-running (adj) something that continues for a long time
maxim (n) a phrase that includes a rule about how you should behave

Comprehension

- 1> Work in pairs. Look at the pictures from the video of the actor Roger Moore. What do you know about him?

He was a British actor who is most famous for playing James Bond ...

- 2> II Watch the video. Match the pictures from the video (1-4) with Roger Moore's different roles (a-d).

- a As James Bond _____
 b As UNICEF ambassador _____
 c As Simon Templar _____
 d As himself _____

- 3> Watch the video again and focus on what you see. Choose the best options to complete the sentences.

- 1 We see James Bond in a *ski cabin / submarine*.
 2 Roger Moore wears a *green / yellow* sweater in the knitwear catalogue.
 3 He dances in *The Persuaders / Ivanhoe*.
 4 He plays with *children / adults* in the UNICEF video.
 5 He wears a *black suit and grey tie / grey suit and black tie* when he is knighted in 2003.

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

- | | |
|---|-----|
| 1 He died at the age of ninety. | T/F |
| 2 He played James Bond for twelve years. | T/F |
| 3 He starred in six James Bond films. | T/F |
| 4 He played Simon Templar after James Bond. | T/F |
| 5 He began his career as a model for knitwear. | T/F |
| 6 He starred with Tony Curtis in <i>The Saint</i> . | T/F |
| 7 He was the fourth James Bond. | T/F |
| 8 He was divorced four times. | T/F |
| 9 He became a UNICEF ambassador in 1991. | T/F |
| 10 He became 'Sir' Roger Moore in 2003. | T/F |

- 5> DISCUSS Work in pairs. Discuss the questions.

- 1 What did you discover about Roger Moore's life?
 2 What do you think of his career?

I think it's great that he helped children in need.

Authentic English

- 1> Read the sentence from the video and the information in the box. Then choose the best summary of Roger Moore's motto (1-3).

Live today and don't tread on too many toes.

Mottos

Mottos are short statements that explain a belief or an approach to life.

- 1 Don't be nice to everyone, only people you like.
 2 Smile when you can.
 3 Make the most of life and don't annoy people.

- 2> Work in pairs. Match mottos (1-3) with definitions (a-c).

- 1 Live well, love much, laugh often.
 2 No pain, no gain.
 3 Actions speak louder than words.
 a Do things, don't just talk about them.
 b You have to work hard if you want to achieve something.
 c Enjoy life!

- 3> Work in groups. Are there any similar mottos in your language?

Speaking

- 1> Work in pairs. Which other famous people can you think of who are well known for their work with charities?

Reading

- 1> Work in pairs. Which other actors have played James Bond? What do you know about them?
- 2> Read *The actors behind Bond*. Match each summary (1–2) with the correct actor.
- This actor is Scottish and played James Bond in many films over 20 years. _____
 - This actor is a big sports fan and does a lot of work with charities. _____

THE ACTORS BEHIND BOND

James Bond is famous around the world, but what do you know about the actors behind the character? Here's a guide to every Bond actor.

Sean Connery

Sean Connery was born in Edinburgh, Scotland in 1930. His first job was as a milkman. He also worked as a lorry driver, a lifeguard and an artist's model before he became an actor.

His first Bond film was *Dr. No* in 1962. He starred in six more James Bond films after that, including *Goldfinger* and *Diamonds are Forever*. His last role as James Bond was in the film *Never Say Never Again* in 1983.

He married twice and has one son. When he was young he had two tattoos, one which said 'Mum and Dad' and the other 'Scotland Forever'. He became Sir Sean Connery when he was knighted in 2000.

Daniel Craig

Daniel Craig was born in Chester, England in 1968. He always wanted to be an actor and graduated from acting school in 1991. He appeared in his first film one year later.

His first film as James Bond was *Casino Royale* in 2006 and to date he has appeared in three others: *Skyfall*, *Quantum of Solace* and *Spectre*. *Skyfall* was the most successful at the box office.

He married twice and has one daughter. He is an ambassador for a number of charities. With blond hair and blue eyes, he looks very different from the other James Bonds! He is a lifetime Liverpool football club fan.

- 3> Read the article again. Decide if the information is about Sean Connery (SC), Daniel Craig (DC) or both (B).

- He married twice. SC / DC / B
- He appeared in seven James Bond films. SC / DC / B
- He had many jobs before he was an actor. SC / DC / B
- He started professional acting after college. SC / DC / B
- He has one child. SC / DC / B
- He was knighted by the Queen. SC / DC / B
- He doesn't look the same as the other Bond actors. SC / DC / B

Speaking

- 1> PLAN Read the fact files and choose one person to give a presentation about.

Name: **Rita Ora**

Singer

Born: Kosovo, 1990

Moved: London, 1991

First number 1 single: 6th May 2012

TV: Coach on *The Voice* in 2015

Judge on *The X Factor* in 2015

Host of *America's Next Top Model* in 2016



Name: **Leonardo di Caprio**

Actor

Born: 1974, Los Angeles, USA

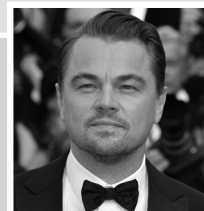
Bought: Island near Belize, 2009

First big film success: *Romeo + Juliet*, 1996 (romance)

Famous roles: *Gangs of New York*, 2002 (historical drama)

Django Unchained, 2012 (western)

The Revenant, 2015 (survival drama)



Name: **George Ezra**

Singer

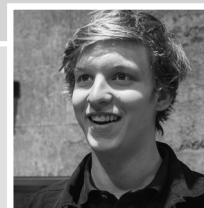
Born: 1993, Hertford, UK

Influences: Bob Dylan,
Woody Guthrie

Won: 2014 Song of the Year for 'Budapest',
BBC Music Awards

First number 1 album: October 2014

Albums: *Wanted on Voyage*, 2014
Staying at Tamara's, 2018



- 2> PREPARE Write a presentation about the person you chose in Exercise 1. Use the profiles in Reading Exercise 2 to help you.

- 3> PRESENT Give your presentation to the class. Which celebrity has the most interesting life?

Beyond the class

Why not try ...

finding out more information about your celebrity?
Write a profile of him or her in no more than 100 words.

6

THE WORLD TODAY VIDEOS

The Grand Bazaar



Comprehension

1> Work in pairs. Look at the picture and discuss the questions.

- 1 What can you see in the picture?
- 2 Where do you think it is?
- 3 What can you buy there?

2> 01:45-03:59 Watch the video. Check your answers to Exercise 1.

Glossary

bargaining (n) trying to persuade somebody to give you a better price

bazaar (n) a market in the Middle East

3> 00:00-01:11 Watch the first part of the video again. Tick (✓) the products you see.

clothing	☐	fabric	☐
plates	☐	rugs	☐
postcards	☐	cups	☐
towels	☐	computers	☐
chocolate	☐	books	☐

4> 00:00-01:44 Choose the correct options to complete the sentences. Then watch the first part of the video again to check your answers.

- 1 The Grand Bazaar was created in 1461 / 1641.
- 2 There are 400 / 4,000 shops in the market.
- 3 13,000 / 30,000 people work at the market.
- 4 *Sifta* means 'the first / the last sale of the day' in Turkish.

5> 01:45-03:59 Watch the second part of the video again. Are these sentences true (T) or false (F)? Correct the false sentences.

- 1 The guide says there are chemists and sports shops in the Grand Bazaar. T / F
- 2 The guide only talks about Turkish tea. T / F
- 3 The guide's favourite rug shop was built in 1620. T / F
- 4 The Turkish rugs are made in a factory. T / F
- 5 The guide thinks the Grand Bazaar is an important place to visit. T / F

6> Work in pairs. Describe a famous market in your country. What can you buy there?

Authentic English

1> Work in pairs. Read the sentences from the video and the information in the box. Then add *actually* to the following sentences.

Actually, one of the most important words in the Bazaar is 'sifta'.

actually

We use *actually* when we want to be more specific about something, to correct or show that something is surprising.

- 1 The Grand Bazaar is very popular, it is one of the most visited sites in Turkey.
- 2 Istanbul receives lots of foreign visitors every year and lots of local ones, too.
- 3 It's a great place. I think it's one of the finest cities in the world.

Speaking

1> Work in groups. Do you like shopping in markets? Why/Why not?

Reading

- 1> Work in pairs. Look at the pictures (1–2) and describe what you can see. Which would you prefer to visit? Why?
- 2> Read the conversation between a customer and the owner of a market stall.

Customer	Hello, I'd like to buy some souvenirs. Do you speak English?
Stall owner	Yes, of course. Feel free to have a look around.
Customer	Thanks, you have some nice stuff here, really nice things. I really like these slippers.
Stall owner	Oh, yes. They're very popular. Would you like to try them on?
Customer	Sure. Are they made of leather?
Stall owner	Yes, that's right.
Customer	How much are they are?
Stall owner	\$100 a pair.
Customer	Oh, that's very expensive.
Stall owner	They're handmade. Everything's handmade here.
Customer	But I can't pay \$100. How about 80?
Stall owner	No, I'm sorry – I can do it for \$90.
Customer	Mmm ... OK, it's a deal. Let me try them on to check first ...
Stall owner	Of course. Which colour, size ...?
Customer	Those blues ones ... size 43, thanks ... They're great, very comfortable.
Stall owner	Anything else for you? These plates are on special offer, just \$50 each ...
Customer	They're very nice, but I can't carry any more things. That's all for now ... Thanks!
Stall owner	OK ... thanks very much, goodbye. Enjoy!

Glossary

- slippers (n)** soft, comfortable shoes that you wear in your house
- souvenir (n)** something you buy to remember a special event or holiday
- stall (n)** a table or small shop with an open front that people sell things from

- 3> Read the conversation again and answer the questions.

- 1 How many pairs of slippers does the customer buy?
- 2 Is he happy with the price?
- 3 What else does the stall owner try to sell?
- 4 How does he try to sell this?
- 5 Why doesn't the customer want to buy any more things?

Speaking

- 1> **PREPARE** Work in pairs. Look at the items (1–6).

1 handmade shoes



2 antique cutlery



3 cotton t-shirt



4 leather bag



5 antique rug



6 retro telephone



Student A – you own a market stall that sells items (1–6). Decide how much each costs.

Student B – you want to buy a present for a relative, something for your house and something to use at work. Which items (1–6) do you want to buy? How much do you want to pay?

- 2> **PLAN** Write a conversation at a market. Use the prompts in the box to help you.

Buying a product

Excuse me, how much is this?
 Do you have size ...?
 Do you have any other colours?
 That's a bit expensive, how about ... £5/\$8
 OK, I'll take them!
 OK, it's a deal!

- 3> **SPEAK** Roleplay your conversation.
- 4> Change roles and have a new conversation.
- 5> **DISCUSS** Join another group and discuss the questions.
 - 1 What did you buy? Why?
 - 2 Who spent the least money? Who made the most?

Beyond the class

Why not try ...

researching other famous markets around the world? Which would you like to visit? Why?

7

THE WORLD TODAY VIDEOS

Snow monkeys



Comprehension

- 1> Work in pairs. Look at pictures 1–6 from the video.
Where do you think snow monkeys live?
- 2> Watch the video. Check your answers to Exercise 1.

Glossary

bark (n) the hard outer covering of a tree
branch (n) part of a tree that grows out of the main trunk
hot spring (n) a natural pool of hot water
inn (n) a small hotel in the country

- 3> Watch the video again. Choose the correct options to complete the sentences.

- 1 The monkeys are unique because they *are friendly to tourists / bathe in hot springs*.
- 2 They started bathing in the area nearly 25 / 50 years ago.
- 3 The monkeys *only eat wheat / eat wheat and other things from the mountains*.
- 4 It is difficult *to take photographs in / to get to* the monkey park.
- 5 Snow monkeys are also special because they *live in a very cold place / like to pose for the camera*.
- 6 The monkeys live in the park *all year round / only in winter*.

- 4> Match (1–6) with (a–f) to make collocations used in the video.

- | | |
|-----------|---------------|
| 1 outdoor | a attendant |
| 2 baby | b mountains |
| 3 snowy | c destination |
| 4 tourist | d pools |
| 5 cold | e monkeys |
| 6 park | f climate |

- 5> Complete the captions for pictures (1–6) using the correct form of the collocations in Exercise 4.

- 1 The park is a popular _____.
- 2 The _____ are particularly cute.
- 3 The _____ has worked at the park for a long time.
- 4 The snow monkeys are unique because they like to bathe in the _____.
- 5 The park is surrounded by _____.
- 6 These are the only type of monkeys to live in such a _____.

- 6> Watch the video again. Check your answers to Exercise 5.

Authentic English

- 1> Work in pairs. Read the sentence from the video.
What do you think *gonna* means?

... so I took their pictures and I'm *gonna* put it on Facebook.

They're probably not *gonna* be very happy with me ...

- 2> Read the information in the box and check your answers to Exercise 1.

gonna

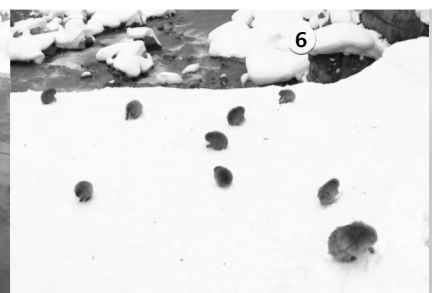
In informal spoken English, we often say *gonna* instead of *going to*.

- 3> Work in pairs. Ask and answer the questions using *gonna*.

- 1 What are you going to do at the weekend?
- 2 What are you going to do when your course finishes?
- 3 Where are you going to go on holiday this year?

Speaking

- 1> Work in groups. Do you think this kind of park is better than a zoo? Why/Why not?





going sightseeing



eating at restaurants



going on guided tours

Reading

- 1> Work in groups. Look at pictures (1–5). Which of these things do you like to do on holiday?
- 2> Read *New York: travel tips and advice*. Match posts (a–e) to pictures (1–5).
- 3> Read the reviews in Exercise 2 again. Makes notes about:
 - the name of the place/activity
 - the reason the reviewer went there
 - any positives/negatives
- 4> Work in pairs. Which of the places in New York would you like to visit and why?

Speaking

- 1> **PLAN** Make a list of the ten best things to do or see in your city.
- 2> **PREPARE** Work in groups. Choose one of your ideas from Exercise 1 to review. Make notes about:
 - the name of the place/activity
 - the positives
 - the negatives
 - what you can do there
- 3> **SPEAK** Work in groups. Use your notes to write a review and present it to the class. Ask follow-up questions for more information.

A: Wow! That sounds amazing. How much does it cost?
B: When I went it was about £15 for an adult.
- 4> **DISCUSS** Work in pairs. Which of the things in Exercise 3 would you like to do or see? Why?

Beyond the class

Why not try ...

researching things to do in a city you would like to visit? Make notes and report back to the class.



visiting galleries, exhibitions and zoos



going shopping

New York: travel tips and advice

Readers give their recommendations for a long weekend in this amazing city.

- a When I'm on holiday, I always like to try the local food. New York is famous for big slices of pizza, so I read a few reviews online and decided to go to Top Pizza. I wasn't disappointed. The prices are good, you get big slices of pizza and, most importantly, it tastes great! It can get busy though, so get there early.

Nicole Cox, Manchester

- b I love buying clothes, so the first place I go to in New York is always Madison Avenue. Along this street you can find some of the biggest and best brands in the world – Calvin Klein, Dolce & Gabbana, Prada ... it's amazing! Don't forget your credit card though, because it can be expensive!

Rob Dawes, Brighton

- c There are lots of famous landmarks in New York, but my favourite is the Empire State Building. It's really popular with tourists so the queues are really long, but the view from the top is amazing! My wife and I only went there to take a few photos, but loved it so much we went twice – once on our first day, and again at night!

Jerry Lewinski, Cambridge

- d Because New York is so busy and crowded, finding a safe place to take kids can be difficult, so I was really happy to discover Central Park Zoo. Sadly, it's not very big, but is a great place to spend a couple of hours with the family. When we went we saw a lot of amazing animals – snow monkeys, parrots, snakes ... even a polar bear! I highly recommend a visit.

Emily Woods, London

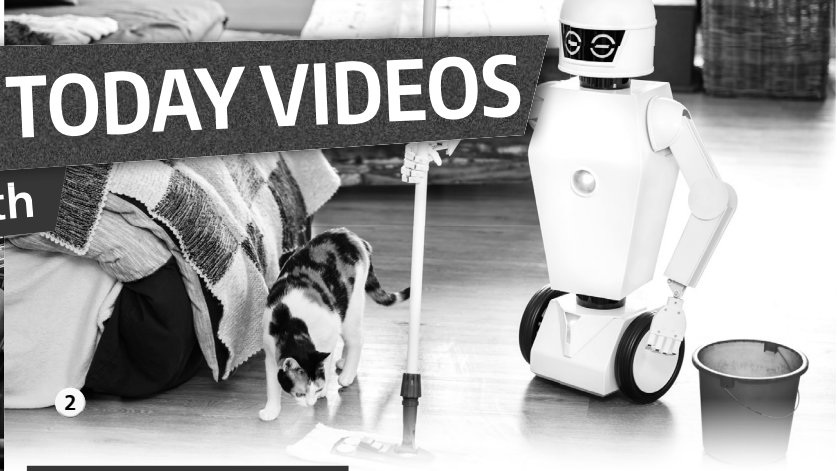
- e I was only in New York for two nights, so I thought a bus tour would be a great way to see the city. I was right! We visited thirty different tourist spots and our guide told us interesting stories about each place – the kind of things you can't find in a book. It's a great way to learn about New York. However, \$60 is quite a lot of money so there are probably cheaper ways to see the sites.

Chloe McManus, Glasgow

8

THE WORLD TODAY VIDEOS

The last job on earth



Comprehension

1> Work in pairs. Look at pictures (1–2). What do they show? Which situation is more common at the moment?

2> Watch a video that shows a vision of the future. Choose the best summary (1–3).

- 1 In the future, we will use virtual reality for everything.
- 2 In the future, there will be no people, just machines.
- 3 In the future, people will be out of work because robots will be doing our jobs instead.

Glossary

automated (adj) done by machines, not people
driverless vehicle (n) a vehicle that doesn't need a person to drive it
queue (v) a line of people waiting for something

3> Choose the correct options to complete the sentences. Then watch the video again and check.

- 1 At the beginning of the video, the computer books a *doctor's / dentist's* appointment for Alice.
- 2 After breakfast, *she chooses / the computer tells her* what to wear.
- 3 Shops try to sell Alice *clothes / food* on her way to the medical centre.
- 4 Alice doesn't get medicine from the machine because *she isn't sick / it's broken*.
- 5 On her way to work, Alice sees people queuing for *work / food*.
- 6 At her office, the computer gives Alice some *good / bad news*.

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

- 1 Alice lives with a robotic dog. T / F
- 2 She reads the news headlines on a computer screen. T / F
- 3 There is a 'for sale' sign on her apartment block. T / F
- 4 On her way to the medical centre, Alice sees a woman carrying bags of shopping. T / F
- 5 Alice travels to work with other people. T / F

5> Work in groups. Do you think this vision of the future will happen? Why/Why not?

Authentic English

1> Read the examples from the video and the information in the box. Then answer the questions.

Breaking **news** – job rumours in India spark migration crisis.

But it doesn't have good **news** for Alice.

Collocations with news

There are lots of words in English that collocate with the word **news**.

- 1 What is 'breaking news'?
 a information about something that has just happened
 b information about something that is about to happen
- 2 What other adjectives can be used before the word **news**?
- 3 Is **news** countable or uncountable?

2> Work in pairs. Read the conversation. What do the expressions in bold mean?

A: Did you know that John is getting married?

B: Really? **That's news to me.**

A: Me too – I only found out yesterday.

B: Oh, no ... Sarah's going to be upset! Who's going to **break the news to her?**

A: I'll do it. We're pretty good friends.

3> Work in pairs. Discuss the questions.

- 1 What was the last news story you heard?
- 2 When was the last time you had to break some bad news to someone?

Speaking

1> Work in groups. What jobs are you happy for a robot to do?



Reading

- 1> Work in pairs. Look at the picture. What are the positives and negatives of a robot doing this job?



- 2> Read *The future of work*. Match people (1–5) to the topics they make predictions about (a–e).

- | | |
|-----------|------------------------|
| 1 Barbara | a operations |
| 2 Daniel | b languages |
| 3 Rosa | c postage and packing |
| 4 Antonio | d customer service |
| 5 Paula | e care for the elderly |

The future of work: your comments

In last month's article, we discussed the idea that over the next 20 to 30 years, nearly half of us could lose our jobs to robots. As usual, our readers had a lot to say on the topic. Here are some of the top comments.

"Soon, chatbots will replace people who work in customer service call centres. Their speech will be so good that you won't know you're talking to a robot. Personally, I don't mind that. I'm happy to talk to a robot."

BARBARA

"I'm pretty sure translators won't exist in the future – machines will translate everything for us. If this happens, nobody will need to learn a language anymore. What would be the point? I really hope this doesn't happen. It would be a sad world for us to live in."

DANIEL

"I think robots can really help us with looking after older people. They could talk to them, remind them to take their medicine, things like that ... This would be amazing, because we wouldn't need carers anymore."

ROSA

"What about medicine? I read an amazing article that said robots will have a greater role in surgery in the future. Some robots already perform operations! I'm not sure if this is good or bad, though. Would you want robots operating on you?"

ANTONIO

"We will always need people – robots can't do everything! I work for a large online shopping company and yes, robots will continue to work in our factories, packing goods and preparing them for travel. But we will still need postal workers and messenger services, so that's a good thing."

PAULA

Glossary

carer (n) someone who looks after a person who is young, old or sick

surgery (n) medical treatment in which a doctor cuts open somebody's body

translate (v) to change written or spoken words from one language to another

- 3> Read the article again. Who is positive and who is negative about the role of robots?

- 4> Work in pairs. Discuss the questions.

- Do you agree with the predictions in the articles? Why/Why not?
- What jobs do you think robots will do in the future? Why?

Speaking

- 1> **PREPARE** Work in groups. You are going to debate the future of work.

Group A – You are *in favour* of robots doing more of our jobs in the future. Make notes using the ideas below to help you.

Efficiency: Fewer errors?

Cost: Cheaper to hire a robot?

Artificial Intelligence: Are chatbots like Siri useful?

Group B – You are *against* robots doing more of our jobs in the future. Make notes using the ideas below to help you.

Problems: What if things go wrong?

Boredom: Nothing to do?

Artificial Intelligence: Can you rely on chatbots?

- 2> **PLAN** Try to predict what the other group is going to say and how you will respond.

- humans make more mistakes > BUT robots can't adapt when things go wrong
- prefer to talk to a human > BUT sometimes it's easier to use a machine

- 3> **SPEAK** Have a debate with the other group. Present your ideas. Listen to the other group and respond to their arguments.

Beyond the class

Why not try ...

finding out about other interesting uses of robots? Make notes and report back to the class.

1

LIFE SKILLS VIDEOS

Contributing to family life

Before watching

- 1a> Complete the sentences with *responsibility*, *responsibilities* or *rights*.

BE A RESPONSIBLE CITIZEN!

- 1 Defend your _____ but also know your _____.
- 2 Respect other people's _____.
- 3 Take _____ for your actions.
- 4 Think before you take on new _____.

- 1b> Do you think these things are a right (RI), a responsibility (RE) or both (B)?

- | | |
|-------------------------|-------------------------------|
| 1 helping at home _____ | 4 pocket money _____ |
| 2 free time _____ | 5 privacy _____ |
| 3 having a pet _____ | 6 looking after someone _____ |

While watching

- 2a> II Read the questions. Then watch the video and write the teenagers' names.



Grace



Louis



Jessica

- 1 Who spends time with ... ?
 - a a pet _____
 - b an older family member _____
 - c a younger family member _____
- 2 Who has to ... ?
 - a go to see him/her _____
 - b help with homework _____
 - c take him/her home _____
 - d take him/her out _____
 - e take food _____
 - f make food _____

- 2b> II VIDEO SKILLS Read the video skills box. Then watch again and answer the questions.

- 1 Why does he/she have the responsibility?
 - a Grace: _____
 - b Louis: _____
 - c Jessica: _____
- 2 What's difficult about the responsibility?
 - a Grace: _____
 - b Louis: _____
 - c Jessica: _____

VIDEO SKILLS: Understand new vocabulary

Look at what Grace says:

- 1 I pick him up from school. (0:28)
- 2 She gives me more freedom. (0:44)
- 3 Now I realise how hard my mum works. (0:51)

To understand the underlined words ask yourself:

- Is it important to understand this? If not, I can forget it for now.
- Can I guess its meaning from the context?
- Is it part of the word family of a word I know?

- 3a> II Watch again. Match the teenagers to one or more of these 'lessons in life'.

- 1 When you make a decision, you have to accept the good and bad things about it. _____
- 2 Helping someone else can make you happy. _____
- 3 You don't know how hard others work until you do their work. _____
- 4 If you're responsible, people give you more freedom. _____

- 3b> Complete these sentences with your opinion.

- 1 I think _____ has the biggest responsibility because ...
- 2 I think _____ has learnt the most important lesson in life because ...

After watching

- 4a> Think of a person you know with similar responsibilities to those of one of the people in the video. Write a description of the person and his/her responsibilities in your notebook.

- 4b> SKILLS 4 LIFE Your rights and responsibilities don't stop outside the home. Create a poster of your rights and responsibilities at school and in your town/city. Follow these steps.

- 1 Make a list of at least one right and one responsibility in each place.

We are responsible for ...

We have a right to ...

- 2 Design your poster. Decide what you are going to write and what photos or drawings you could use to make your message clear.
- 3 Find the things you need. Then make your poster.

Reflect on it

Read the following paragraph. Do you agree with it? Can you think of other examples?

We live in a world where people defend their rights but ignore their responsibilities. People want a clean city, for example, but they drop litter in the street.

2

LIFE SKILLS VIDEOS

Right and wrong

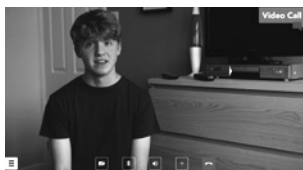
Before watching

- 1> Is it always wrong to do these things? Circle Yes or No. If you circle No, then write when you think it can be the right thing to do.

- | | |
|-------------------------------------|----------|
| 1 Steal something from a shop. | Yes / No |
| 2 Tell someone you know well a lie. | Yes / No |
| 3 Disrespect a friend's opinion. | Yes / No |
| 4 Copy someone else's work. | Yes / No |
| 5 Write graffiti on a wall. | Yes / No |

While watching

- 2a> VIDEO SKILLS Read the video skills box. Then watch the video and answer the questions about the main events in the stories.



James



Jessica

- What two things did James do wrong?
 -
 -
- What did Jessica's friend Kayla want to do?
- What was Jessica's reaction?

VIDEO SKILLS: Understand what happened

The background

At the start, listen for where, when and what was happening: *We were playing ...*

The main events

Next, listen for what happened: *I kicked ...*

The consequences

Finally, listen for how the story ended and how people feel.

Expressions

Then, Afterwards, ... introduce what happened next

Anyway, ... continues the story

I don't know why, but ... introduces something bad

But the other thing is ... introduces another problem

- 2b> Look at the video skills box again. Then watch again and take notes on the background and consequences in the stories.

James' story

The background

The consequences

Jessica and Kayla's

The background

The consequences

- 3a> Watch again. How do you think the people in the two stories feel? Write JA (James), JE (Jessica) and KA (Kayla) next to what each person might feel.

- I did the right thing.*
- This situation isn't fair.*
- I did the wrong thing.*
- My friend didn't do the right thing.*
- I'm worried about what might happen.*

- 3b> What's your opinion? Look at James, Jessica and Kayla's feelings again. Do you think they are right to feel the way they do in sentences 1-5? If not, why not?

After watching

- 4a> Think of a time when you or a friend were in a difficult situation like the ones in the video. Make notes about what happened, how you felt and what happened in the end. What lesson did you learn from what happened?

- 4b> SKILLS 4 LIFE Look in a newspaper or on the Internet and find a news story about someone who did something wrong. It could be an actor, a criminal, a sportsperson or someone else. Now write about the story in your own words. Include this information:

- Who the person is
- What the person did
- What you think about what they did and why
- The 'moral' of the story – what it tells us about people who do wrong things

Reflect on it

Where do we get our values? Is it from any of these things or do they come from somewhere else?

We learn what's right and wrong from our parents.

School teaches us what's right and wrong.

It's genetic. We are born with a sense of right and wrong.

3

LIFE SKILLS VIDEOS

Public speaking

Before watching

1> Think about someone who came to your school to give a talk recently or who you saw giving a talk on TV. Answer the questions.

- 1 How did he/she stand?

- 2 Where were his/her arms? By his/her side? Folded?

- 3 Did he/she use many hand gestures?

- 4 How easy was it to understand him/her? Why?

- 5 Did he/she look confident or insecure?

- 6 Did you think his/her message was sincere?

- 7 Did he/she generally give a good impression?

While watching

2a> **II** Watch the video about public speaking. Write the types of advice in the table in the order the speakers mention them. What advice isn't included in the table?



How fast Gestures Eyes Intonation
How to stand Emphasis How loud

Type of advice	Speaker's voice
1	
2	
3	
4	
5	
6	
7	

Not included: _____

2b> **II** Watch again. Complete the second column of the table.

3a> **II** VIDEO SKILLS Read the video skills box. Then match the consequences (A-H) to the types of advice (1-7) in the table in 2a. Then circle if the consequence is positive (✓) or negative (✗).

- | | | | |
|---|---------------------------|-------|-------|
| A | people watch your hands | _____ | ✓ / ✗ |
| B | people are attentive | _____ | ✓ / ✗ |
| C | you look confident | _____ | ✓ / ✗ |
| D | people don't understand | _____ | ✓ / ✗ |
| E | your message is clearer | _____ | ✓ / ✗ |
| F | you see people's interest | _____ | ✓ / ✗ |
| G | people feel uncomfortable | _____ | ✓ / ✗ |
| H | people aren't interested | _____ | ✓ / ✗ |

VIDEO SKILLS: Understanding consequences

Presenting positive consequences

When you ..., you/people .../Use/Look ..., this can help you .../By giving/using ... you may ...

Presenting negative consequences

Don't ... or/otherwise you/they might ...

If you ..., people may not...

3b> What do you think are the three most important pieces of advice in the video? Why?

After watching

4a> Think of the last time you had to speak in public. Which advice in the table did or didn't you follow? Make two lists.

Things I did	Things I didn't

Next time you speak in public, do you think you will be able to follow *all* the advice? Do you think you will feel more confident?

4b> **SKILLS 4 LIFE** People often feel nervous before they have to speak in public. Find some advice about how to relax. Follow these steps.

- 1 Go online and search for advice. Search using one of these phrases or a similar one:
 - how to relax before you speak in public
 - how to stay calm before giving a talk
- 2 Refer to at least two sites. Make a note of any good advice you see, especially if it is repeated on more than one site.

Reflect on it

Speaking in public is one of the most common fears. Why do you think that is? Do you think anyone can learn to do it?

Useful words: *centre of attention, shy, selfconscious, embarrassed, mistakes.*

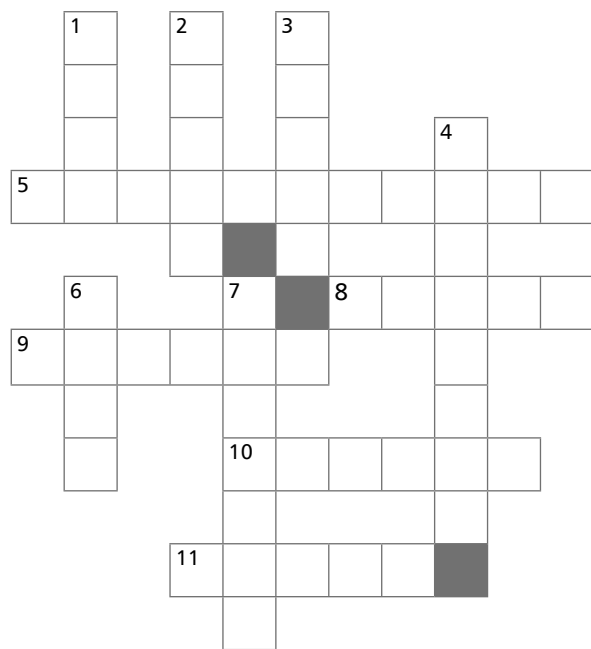
4

LIFE SKILLS VIDEOS

First aid

Before watching

1> Do the first aid crossword.



Across

- 5 not able to see, think or feel things
8 to lose 2 down from your body
9 physical damage to the body
10 a tube that carries air into your body
11 you have one under each eye

Down

- 1 the part of your face under your mouth
2 a red liquid in your body
3 it's between your neck and your stomach
4 it's between your eyes and your hair
6 you have one in the middle of each leg
7 take air into your body

While watching

2a> II Watch the video about putting someone in the recovery position. Make a list of the parts of the body you have to move in the correct order. Some words are repeated twice.

- | | |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |



2b> II Watch again and complete the notes with one or two words in each gap.

The recovery position

- It's for when someone's (1) _____ but breathing.
- It helps them to (2) _____.
- Don't move someone with a serious (3) _____.
- First you need to open the (4) _____.
- Then make sure their (5) _____ is moving up and down.
- When moving the body, keep the person's hand against their (6) _____.

3> II VIDEO SKILLS Read the video skills box. Then write what the underlined pronouns in sentences 1–6 refer to. Watch again to check.

- 1 Place it on the person's forehead. _____
- 2 Gently move it backwards. _____
- 3 Place them on the casualty's chin and lift it.

- 4 Place it at a right angle. _____
- 5 Pull it up until it is flat on the floor. _____
- 6 Position it at a right angle. _____
- 7 Ensure that they are breathing. _____

VIDEO SKILLS: Follow instructions

Look up any new words in a dictionary.

- Listen for the order: *first, then, after, until*
- Listen for what to do: *move, place, position, lift, pull*
- Is everything OK? *check, make sure, ensure*

After watching

4a> Do you think you could put someone in the recovery position? See if you can note down all the steps in the correct order without looking at this worksheet. If necessary, watch the video again to see if you were right.

4b> SKILLS 4 LIFE The recovery position is an example of first aid that can save someone's life. Another is the Heimlich manoeuvre. Go online or look in a reference book and find out what it is. Make notes on how to do it and find a photo or illustration to show how you do it.

Reflect on it

First aid can save a person's life but very few people know how to put people in the recovery position or perform the Heimlich manoeuvre, for example. Why do you think that is? What can we do to make sure more people know about first aid?

5

LIFE SKILLS VIDEOS

Fame

Before watching

- 1> Look at the advice (1–7) for becoming famous. Write ✓ (Good), ✗ (Bad) or ? (I'm not sure) to show your opinion of the advice.

The road to fame and fortune	✓	✗	?
1 Be bright. Study hard to get good qualifications.			
2 Be excellent. Choose a skill and practise it every day.			
3 Be recognisable. Your appearance is more important than your talents.			
4 Be visible. Post lots of photos and videos of yourself on social media.			
5 Be ambitious. Make celebrity your only objective in life.			
6 Be provocative. Post comments online that make people talk about you.			
7 Be calculating. Choose friends who will help you to be famous.			

While watching

- 2a> II Watch the video. Match the speakers with their ambition (1–4) and the main reason they have it (a–d).

Who?



Amelia



Kieran

What?

- 1 acting
- 2 medicine
- 3 writing
- 4 singing



George



Molly

Why?

- a t's useful.
- b It's a need.
- c I love it.
- d It's easy.

- 2b> II Write the correct name or names: Molly (M), Kieran (K), George (G) or Amelia (A). Watch again to check. Who ... ?

- 1 doesn't want to be famous _____
- 2 wants people to appreciate their work _____
- 3 thinks that being famous gives you an easy life _____
- 4 hopes to earn enough to keep doing their job _____
- 5 doesn't want to be famous for no reason _____
- 6 is working hard now for their ambition _____

- 3a> II VIDEO SKILLS Read the video skills box. Then watch again. Try and write exactly what the speakers say.

Molly: But I wouldn't want to be (1) _____. I wouldn't want people to stop me (2) _____.

Kieran: You don't need to (3) _____?

George: Anyway, when you see a famous person on TV, (4) _____. (5) _____ doesn't interest me.

Amelia: I mean, writers don't usually (6) _____, but that's fine by me.

VIDEO SKILLS: Understanding general expressions

Some words and expressions have a general, non-specific meaning:

- *things (like that)* and *stuff* can refer to objects, activities and ideas
- *something* refers to a thing or idea when you don't know exactly what it is
- *somebody* can mean 'or a similar person'

- 3b> Whose opinion about fame is closest to your opinion? Explain why.

After watching

- 4a> Make two lists of the good and the bad things about being famous. Now look at your lists. Would you enjoy being famous or not?

BEING FAMOUS	
✓ Good things	✗ Bad things

- 4b> SKILLS 4 LIFE Is becoming famous as easy as some people think? Go online and find out about two famous people's roads to success. Follow these steps.

- 1 Think of two famous people. Choose one person from the arts world (e.g. a singer or actor) and one person from the world of technology (e.g. someone who started a famous company or website).
- 2 Go online and find out about their lives. Look in particular at their education and qualifications.
- 3 Think about how your skills and qualifications might one day make you very successful and famous.

Reflect on it

Why are people so interested in the lives of celebrities? Do you think it's just harmless fun or do you think it has a bad side? For example, does it stop us from doing something about important issues like poverty, climate change and war?

6

LIFE SKILLS VIDEOS

Reducing your ecological footprint

Before watching

- 1> Look at the ways to reduce your ecological footprint. Write *Do* before the good things to do and write *Don't* before the bad things.

6 ways to reduce your carbon and water footprints!

- 1 _____ waste water when you brush your teeth.
- 2 _____ reuse and recycle paper.
- 3 _____ leave your mobile charging for hours.
- 4 _____ switch off lights when you leave a room.
- 5 _____ leave your mobile charging for hours.
- 6 _____ buy food in lots of plastic packaging.

While watching

- 2a> II You're going to watch two teenagers talking about a project at their school to reduce its carbon and water footprint. Watch the video and write the five areas they took action on.



Marcus

Amy

- | | |
|-----------|---------|
| 1 _____ | 3 _____ |
| 2 _____ | 4 _____ |
| and _____ | 5 _____ |

- 2b> II VIDEO SKILLS Read the video skills box. Then watch again. For each of the five areas in 2a, write the problem and the solution in the table.

	Problem	Solution
1		
2		
3		
4		
5		

VIDEO SKILLS: Understanding natural speech

When words like *can*, *was*, *were*, *and*, *for*, *of* and *to* aren't stressed, they're usually pronounced as a weak form, with /ə/. This makes them harder to hear, but means we focus on the words that carry the main meaning.

Marcus: So we decided to have two boxes, one for reusing and one for recycling. (0:38). Notice the difference in stress between the important words: *two*, *reusing*, and *recycling*, and the underlined words.

- 3a> II VIDEO SKILLS Watch the video again and complete the benefits of the school project.

Marcus: Reusing and recycling (1) ...

Marcus: Did you know it takes (2) ...

Amy: And it's funny because (3) ...

Amy: And it's healthier to (4) ...

Marcus: We put posters up and (5) ...

Amy: Did you know that it takes over 10,000 litres of water (6) ...

- 3b> What do you think are the two most important benefits of the school project? Why?

After watching

- 4a> Think about your home. How many of the things in the school project do you already do to reduce your ecological footprint? Which ones don't you do? How could you and the other people in your house reduce your ecological footprint?

- 4b> SKILLS 4 LIFE Keep a diary to find out how much you really do at home to reduce your ecological footprint and to see if you could do more. Follow these steps.

- 1 Get a sheet of paper or find a page in your notebook. Divide it into five columns and write the names of the next five days at the top of each column, starting with tomorrow.
- 2 Each day write when you do one of these things:
 - Turn the tap off when brushing your teeth
 - Switch a light off when leaving a room
 - Recycle plastic, glass and paper
- 3 Look at your diary at the end of the fifth day. Do you think you did a lot to reduce your ecological footprint? Could you do more?

Reflect on it

Why are some people more worried about their ecological footprint than others? Is it because they don't really understand how important it is or is it because they don't really think their behaviour is having an impact on climate change and global warming? Or is there another reason?

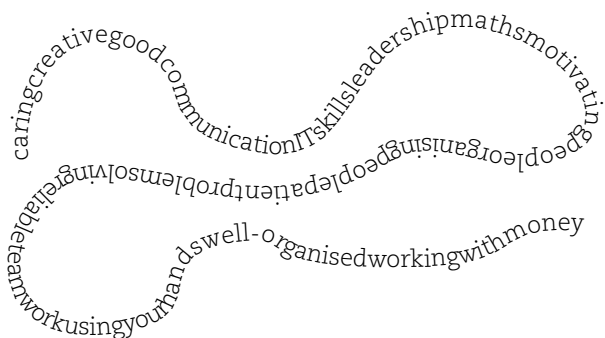
7

LIFE SKILLS VIDEOS

Assessing your skills

Before watching

- 1> Look at the ways to reduce your ecological footprint. Write *Do* before the good things to do and write *Don't* before the bad things.



Transferable skills and qualities

General skills	Interpersonal skills	Personal qualities

While watching

- 2a> **II** You're going to watch three teenagers talking about a responsibility they have or had at school, but not in class time. Watch the video and write what they do or did.



Amelia



Kieran



Molly

- 2b> **II** Watch again and answer the questions.

- Why has the number of girls in Amelia's team increased?

- In what two ways is Amelia better than last year's coach?

- Why does Kieran find his responsibility interesting?

- What's sometimes difficult about his responsibility?

- How exactly did Molly's idea make money for the school trip?

- How do we know the school was happy with her idea?

- 3a> **II** VIDEO SKILLS Read the video skills box. Then watch again and write the transferable skills and qualities from 1 that the teenagers need or needed.

Amelia: _____

Kieran: _____

Molly: _____

VIDEO SKILLS: Understanding people talking about skills

Listen for these expressions:

I like/enjoy being/working ...
I'm not like that. I want to ...
It's useful for me to teach ...
I want people to ...
I'm good at/getting better at finding/staying ...
People like the fact that I ...

- 3b> Which of the skills do you think are most useful for getting a job in the future? Why?

After watching

- 4a> Look at the transferable skills and qualities in the table in 1. Choose at least one skill and quality from each box that you're not good at or don't have. For each one, think of something you could do to improve or develop it, e.g. joining a club, going to a class, making a special effort.

The thing I need to improve How to improve it

General skills: _____

Interpersonal skills: _____

Personal quality: _____

- 4b> **SKILLS 4 LIFE** Find out more about the skills needed to do the jobs that interest you. Follow these steps.

- Think of two jobs that you might want to do one day.
- For each job think of general skills, interpersonal skills and personal qualities you think people need to do the jobs.
- Go online and find out about the jobs. Did you correctly predict the skills you need? Did you discover anything that you didn't expect about the jobs?
- Write a short advert for one of the jobs you researched, saying what skills are required. Follow this model.

[Job name] required
The right person must have [skills] and be [personal qualities]

Reflect on it

Some experts think your interpersonal skills are more important for your success in the future than your school marks. Do you think that's true? If so, why or why not?

8

LIFE SKILLS VIDEOS

Managing friendships

Before watching

- 1> Read the statements. Write the name of a person you know who might say each one. It could be you, a friend or family member, or someone else.
- 'I'm quite shy so I find it hard to talk to people I don't know.' _____
 - 'I got my circle of friends from sharing a common interest.' _____
 - 'I prefer to have a few close friends than lots of friends I don't really know well.' _____
 - 'I've made a lot of friends by being good at something.' _____
 - 'I enjoy being alone and don't feel lonely when I'm not with friends.' _____
 - 'I like meeting new people and I'll start a conversation with anybody.' _____

While watching

- 2a> II VIDEO SKILLS Read the video skills box. Then watch the presenter of the video. What's the video going to be about?

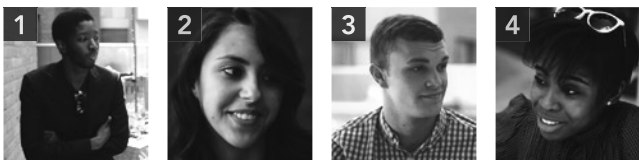


VIDEO SKILLS: Understanding past habits

Listen for the different ways in which people talk about things they did regularly in the past:

What I did was ... / I used to invite/make ... / When // the weather was ..., I went ...

- 2b> II Watch the main speakers (1-4). Write a short sentence to say what action they took to make friends. Use the words in brackets to help you.



Speaker 1: _____ (door)
 Speaker 2: _____ (made)
 Speaker 3: _____ (doors)
 Speaker 4: _____ (join)

- 2c> II Watch the speakers again. Write two things that happened as a result of their action in 2b.

Speaker 1: _____

 Speaker 2: _____

Speaker 3: _____

Speaker 4: _____

- 3a> II Watch again. Which speaker might say one or more of the statements 1-6 in 1.

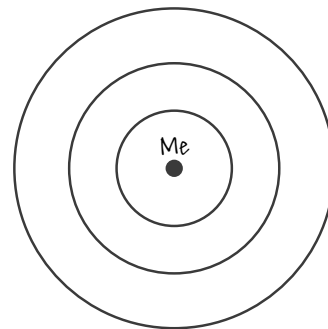
Speaker 1: _____ Speaker 3: _____

Speaker 2: _____ Speaker 4: _____

- 3b> Which of the speakers is most similar to you? Why?

After watching

- 4a> Draw a dot with three circles around it. The dot represents you. Write the names of your close friends in the smallest circle. Write the names of friends who aren't very close to you in the next circle. Write the names of people you know quite well but aren't friends with in the largest circle.



- 4b> Think about how you met the people in the different circles. Did you meet them in the same way? What do the circles tell you about your friendships?

- 4c> SKILLS 4 LIFE Write about friendships in your family. Follow these steps.

- Choose two or three people of different ages if possible (e.g. a brother/a sister or cousin, a parent or uncle/aunt, a grandparent).
- Ask them these questions about their best friend and make a note of their answers.
 - Who's your closest friend?
 - How did you meet him/her?
 - How long have you known him/her?
 - Why are you good friends?
- Write a summary of what each person told you. Is there a difference between how the people of different ages made friends? What other differences are there?

Reflect on it

How many close friends can you have? Does the answer depend on the person or does it depend on your definition of a close friend? For example, how many of your social media friends do you really consider to be friends?

9

LIFE SKILLS VIDEOS

Art and culture

Before watching

1> Read the definitions and complete the words connected to books and reading.

- 1 f_____: writing about imaginary (not real) things
- 2 n_____: a long written story about imaginary things
- 3 p_____: a work for actors in the theatre
- 4 c_____: a person in a book, play or film
- 5 h_____: a frightening story
- 6 m_____: the main idea that the writer of a book wants the reader to remember
- 7 p_____: a piece of writing at the start of a book that introduces the story
- 8 c_____: the outside page at the front and back of a book
- 9 b_____: a short text on the back of a book that tells you what it's about
- 10 b_____: look at things in a shop to see if they interest you

While watching

2a> You're going to watch three teenagers talking. First they read an extract from a play or book. Then they give their opinion of it. Watch and match the speakers to the type of book and its title.



adventure biography fantasy historical
fiction horror story love story science fiction

Frankenstein

White Fang

Romeo and Juliet

2b> Watch again and complete what the speakers say about the play or books.

Speaker 1

- 1 She decided to read it because ...
- 2 The message of the book is that ...

Speaker 2

- 3 He found it interesting ...
- 4 *White Fang* changed because ...

Speaker 3

- 5 She didn't want to read it at first because ...
- 6 She liked it because ...

3a> VIDEO SKILLS Read the video skills box. Then watch again and complete the extracts.

	A rose would still smell as sweet if it (1) _____. And Romeo would still be as perfect even if (2) _____ Romeo. Just call me 'love' and (3) _____ Romeo again.
	One day, (4) _____. The cub ran down the river to drink early one morning. (5) _____ something strange.
	'Do not kill me yet,' (6) _____. 'Listen to what I have to say.' 'What can you say to me?' (7) _____. 'You have destroyed everything I loved.' 'You made me,' the Monster replied. '(8) _____ to be evil.'

VIDEO SKILLS: Understanding formal English

Notice these characteristics of formal English:

- no contractions
- *were* after *I/he/she* in conditionals
- *shall* sometimes replaces *will*
- formal word choices: *however* (= *but*), *many* (= *a lot*), *cry* (= *shout*), *reply* (= *answer*), *wish* (= *want*)

3b> Which extract did you enjoy the most? Why?

After watching

4a> Imagine you want to give each book to someone as a present. Who would you give each book to? Explain why.

4b> SKILLS 4 LIFE The extracts in the video are from graded readers. These are adaptations of real books written especially for learners. Find a graded reader that you want to read. Follow these steps.

- 1 Find the section where there are graded readers in English in your school library or on the Macmillan website. Find books for your level: B1.
- 2 Look on the back cover of some books in the library or online and read the blurb. Choose one book that you want to read.
- 3 When you finish the book, write a short review of it. Say what it's about and why you did or didn't like it.

Reflect on it

Why do people write books? Is it to entertain people? Is it because they have a message they want to communicate to other people? Or is there another reason?

10

LIFE SKILLS VIDEOS

ICT and the Internet

Before watching

1> How often do you do these things? Write your answer (e.g. *never, sometimes, a lot, as often as I can*).

- 1 Send emails. _____
- 2 Check messages on your phone. _____
- 3 Check messages on your phone in class or during a conversation. _____
- 4 Change your password for online sites. _____
- 5 Leave yourself logged on to Internet sites. _____
- 6 Post photos or videos of yourself on social media sites. _____
- 7 Post photos or videos of other people without their permission. _____
- 8 Post comments online that anyone can see. _____
- 9 Share things you've seen online with friends. _____
- 10 Ignore the age limit for using a site or online service. _____

While watching

2a> II VIDEO SKILLS Read the video skills box. You're going to watch four people giving advice for using social networks sensibly. Before you watch, guess what their advice will be. (They give five main pieces of advice.) Then watch and write the main advice they give.

My guesses	What they actually say
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____

VIDEO SKILLS: Using prediction to help you understand

Before you watch a video, think about what the speakers are going to say. Ask yourself: *What's the topic? Why are they talking about it? What words and ideas do I expect to hear?* This will help you understand things.

2b> II Read these phrases from the video. Which piece of advice in 2a are they connected to? Watch again and check your answers.

- a you don't know who they are _____
- b is there to protect you _____
- c you wouldn't like it _____
- d people forget the importance _____
- e by then it's too late _____



3a> II Watch again. According to the speakers ... ?

- 1 what can happen if you don't respect age limits
- 2 why do people post things they later regret
- 3 how do other people make the situation worse
- 4 why do people attack others online
- 5 what advice should people who attack others follow
- 6 why is your password like the key to your house

3b> Which piece of advice in the video do you think is most important to follow? Why?

After watching

4a> Think about your online habits. After watching the video, do you think you need to make any changes to them? If so, what?

4b> SKILLS 4 LIFE Carry out an experiment. Find out what it's like to live without social media for five days. Follow these steps.

- 1 Choose a day to start.
- 2 Tell your family and friends that you're not going to be sending or checking social media messages for the next five days, or going online to post things or read posts. Give them an alternative way to contact you (e.g. via email).
- 3 Keep a diary (in English) of how the experiment goes. Describe how it feels not to go online as usual. Do you feel anxious or do you feel more relaxed?

Reflect on it

Some people claim that social networking is leaving young people with fewer social skills than when they meet people face to face. Do you think this is true?

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11 (boy), 12 (girl screaming), 13 (girls in a café), 14 (boy
with a cup), 15 (woman climbing), 16 (girl studying), 20
(sports equipment), 21 (party), 22 (frame, four girls), 23
(parachuter), 24 (house), 25 (protesters, suburbs, city centre),
29 (Windsor Castle, Balmoral Castle, Edinburgh Castle),
30 (Szlak Orlich Gniazd, Warsaw's Old Town), 31 (children
in the kitchen, family in the kitchen), 33 (room 1, room
2), 34 (school subject icons, girl smiling), 38 (family at the
graduation), 40 (lamp), 41 (boy and a girl, flags), 42 (friends
laughing), 43 (teacher with a pupil), 44 (man with a skull), 45
(exhibition), 46 (girl on a couch, car wash, students, people

in a restaurant, race, buying tickets), 49 (The Globe Theatre,
Shakespeare, concert), 50 (band), 54 (person), 55 ('add to
basket' icon), 56 (laptop 1, laptop 2, laptop 3), 58 (house
sold), 59 (woman with new shoes, silhouette of a woman),
60 (sweets), 62 ('add to basket' icon), 63 (people queuing),
64 (beach, stream), 67 (forest illustration), 68 (sea, umbrella),
70 (natural disasters icons), 71 (pond, giraffes, view of city),
72 (view from a mountain top), 73 (flood), 74 (wifi icon),
75 (broken car), 77 (GPS), 78 (smartphones in hands),
79 (password screenshot, computer code), 81 (gaming
icons, two men in a shop), 82 (boy, friends taking a selfie),
83 (friends on stairs, girl with headphones), 85 (family on
the beach, 1, 2, 3, 4, 5, 6), 86 (1, 2), 87 (1, 2, 3), 88 (family),
89 (1, 2), 91 (1, 2), 94 (spices), 95 (a, b, 1, 3, 4, 5, 6), 97 (1, 2,
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