Impulse 1

WORKBOOK



A2/A2+

Emma Heyderman Ben Goldstein
with Arkadiusz Mędela

macmillan education

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0.1 My profile

Introducing yourself: to be • Wh- *questions*

1 **Complete the left column with the words from the box. Then write the missing letters in the words in the right column.**

Country Hobby ~~Name~~ Nationality School subject

1 *Name*	Sergio
Age	2 f _ _ rt _ _ n
3 _____	4 P _ l _ sh/Sp _ n _ sh
5 _____	6 Sp _ _ n
7 _____	8 b _ _ l _ g _
9 _____	10 pl _ _ _ ng c _ mp _ t _ r g _ m _ s

2 **Complete Sergio's profile with the words from exercise 1.**



Hi, my 1 *name* is Sergio. I'm from Madrid, so I'm 2 _____, but I'm also 3 _____ (my mum is from Poland). My favourite 4 _____ is biology and I'd like to be a doctor in the future. My 5 _____ is playing computer games.

3 **Complete the table.**



Country	Nationality
Poland	1 *Polish*
the United Kingdom	2 _____
3 _____	Spanish
Canada	4 _____
5 _____	French
Brazil	6 _____

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

What's your favourite 1 s*port*?



Jordi, 15

Here in Brazil 2 f_____l is the national sport, but I'm also interested in volleyball and tennis.

What are your favourite school 3 s_____ts?



Tina, 14

Well, not maths! I like 4 h_____y and 5 a____. PE is also good!

What's your 6 h_____y?



Erica, 16

I'm into reading books and 7 w_____g films. I also collect postcards from different countries.

5 **Complete the sentences with the correct forms of *to be*.**

1 (–) She *isn't* from the USA.
2 (+) I _____ 17.
3 (?) _____ they German?
(–) No, they _____. They're Austrian.
4 (+) We _____ football fans.
5 (+) Thomas _____ my best friend.
6 (–) I _____ interested in sports.
7 (?) _____ your friend from Poland?
(–) No, she _____.

6 **Complete the sentences with the correct question words.**

1 *What* is your favourite subject?
Biology.
2 _____ is your best friend?
Annie.
3 _____ old are you?
15.
4 _____ is your birthday?
In February.
5 _____ are they from?
Canada.
6 _____ is your hobby?
Reading fantasy books and comics.

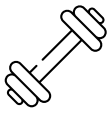
My likes and dislikes: the verbs love/like/hate • *Object pronouns*

1 **Complete the phrases with the verbs from the box.**

~~brush~~ do get go have pack wake

1 ___brush___ my teeth
2 _____ up in the morning
3 _____ a shower/lunch
4 _____ to sleep/out/home
5 _____ dressed
6 _____ your school bag
7 _____ homework/sports



2 **Complete the answers to the questions so that they are true for you.**

1 What time do you usually wake up on weekdays?
I usually *wake up at 7 am on weekdays*.
2 How long does it take you to get dressed before school?
It takes me _____.
3 Do you usually have lunch at school or at home?
I usually _____.
4 What time do you get home from school on Mondays?
On Mondays I _____.
5 Do you usually pack your school bag in the evening or in the morning?
I usually _____.

3 **Complete the sentences with the correct words. The first letters are given.**

How do you [1] r*elax* after a hard day?

Adam, 17 After a difficult day I usually go out with [2] **f**_____. But when I'm very tired, I just sit in the living room and [3] **w**_____ TV.

Angela, 15 When I want to relax, I [4] **r**_____ books. I love detective stories!

Molly, 16 For me, the best way to relax is to do [5] **s**_____. Basketball is my favourite.

Tom, 16 I [6] **p**_____ computer games or [7] **s**_____ the Internet.

4 **Write your own answer to the question in exercise 3.**

_____

_____

5 **Complete the sentences with *love*, *like* or *hate* so that they are true for you.**

1 I _____ biology.
2 I _____ football.
3 I _____ classical music.
4 I _____ horror films.
5 I _____ fast food.

6 **Complete the sentences with the correct forms of the verbs in brackets.**

1 I love ___watching___ (**watch**) science fiction films.
2 I hate _____ (**listen**) to jazz.
3 I like _____ (**read**) fashion magazines.
4 I love _____ (**play**) computer games.

7 **Complete the sentences with the correct object pronouns.**

1 I can't do this exercise. Can you help *me*, please?
2 Where's Peter? I can't see _____.
3 Who are those girls? Do you know _____?
4 Can you repeat that, please? I can't hear _____ very well.
5 Please, call Sarah and tell _____ the news.
6 We're a little late, so please wait for _____.

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

On a school day, I wake [1] *up* very early, at about 6:30 am. I really [2] _____ it – I feel tired and sleepy! I brush my teeth, get [3] _____ (it's usually jeans and a T-shirt on a warm day) and I have breakfast. I usually walk to school with my friend, Sonia, who lives next door. I like [4] _____ a lot – she's smart, funny and very pretty! I usually [5] _____ lunch at school. There's some really good food in the school canteen. After school, I often do [6] _____. I play football or basketball with my friends. When I'm home, I do homework and then I watch TV or listen [7] _____ music.



0.3 My gadgets

Personal belongings • Abilities: have got, can

1 **Cross out unnecessary letters to make the correct words describing personal belongings.**

1 camperla – *camera*
2 waitech – _____
3 ebaike – _____
4 teraineras – _____
5 bealil – _____
6 gumitark – _____

2 **Match words from boxes A and B to make new words.**

A: ear ~~head~~ lap roller skate smart

B: blades board buds phone ~~phones~~ top

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

3 **Complete the sentences with some of the words from exercises 1 and 2.**

I only use my [1] *laptop* at home to surf the Internet and play games. When I'm out, I always have my [2] _____ with me to contact my friends and go online.

I love listening to music, so I often use my [3] _____ for that. I also play the [4] _____ and I sing.

I do sports a lot. Every morning I put on my [5] _____ and I go for a run. I've got a [6] _____ too, and I go to the skatepark a few times a week.

I love taking photos. I've got a professional [7] _____. At weekends, when I've got more time, I get on my [8] _____ and I cycle to the forest to take some photos of nature.

4 **Write answers to the questions below.**

1 Can you play a musical instrument?
Yes, I can play the guitar.
2 Have you got any games on your laptop or smartphone? Do you often play them?
_____
3 Have you got a bike? If so, how often do you go cycling?
_____
4 Have you got any sports equipment, such as a skateboard or rollerblades? How often do you use it/them?
_____
5 Do you like listening to music on your headphones, earbuds or from the speakers?
_____

5 **Write sentences using the information below and the correct forms of *have got*.**

1 She / a dog (✓) / a cat (✗)
She has got a dog, but she hasn't got a cat.
2 I / a skateboard (✗) / rollerblades (✓)
_____
3 My smartphone / a big screen (✓) / a good speaker (✗)
_____
4 We / a big house (✓) / a large garden (✗)
_____
5 They / a piano (✗) / a guitar (✓)
_____
6 He / a brother (✓) / a sister (✗)
_____

6 **Complete the questions and answers with the correct forms of *have got*.**

1 *Have you got* (you) an electric bike? No, I haven't.
2 What games _____ (he) on his laptop?
He _____ some action games.
3 _____ (they) a ball?
Yes, they _____.
4 _____ (she) an electric guitar?
No, she _____.

7 **Complete the sentences with the correct forms of *can* and the verbs in brackets.**

1 (–) I've got a guitar, but I *can't play* (play) very well.
2 (?) _____ (you / ride) a motorbike?
(+) Yes, I _____.
3 (+) My brother _____ (sing) very well. He's got a nice voice.
4 (–) Susan _____ (swim).
5 (?) _____ (your dog / do) tricks?
(+) Yes, he _____.

8 **Choose the correct options.**

	What [1] *have you got / do you got / you've got*, but you don't really need?
 **Sam**	My old laptop. I [2] *haven't / can't / 'm not* use it because it crashes all the time. But I've got a new [3] *camera / watch / smartphone* and it [4] *have / has / haven't* got everything I need. I can [5] *surfing / surf / to surf* the Internet and play games.
 **Eric**	My watch. I never wear it because I [6] *have / can / am* check the time on my smartphone. It's a pity I [7] *don't / can't / haven't* got a smartwatch!

School places and objects • There is/are, *possessive adjectives, possessive 's*

1 **Match definitions 1–8 to words a–h.**

1	Students have lunch here.	___	a desks
2	Students use this when they have a PE class outdoors.	___	b canteen
3	Students' books and notebooks are on these during a lesson.	___	c corridor
4	Students borrow books from here.	___	d gym
5	Teachers use this to display exercises and other material.	___	e library
6	It's a long, open area inside the school building.	___	f bookshelves
7	There are books on these and they are usually next to a wall.	___	g playing field
8	Students use this room to do sports indoors.	___	h whiteboard

2 **Complete the sentences with the correct words. The first letters are given.**

What do you think of your school? Post your comments here.

I live in a big city and my school is very modern. I'm interested in science, so of course my favourite [1] c*lassroom* is the [2] s_____ l_____. They're renovating the [3] g_____ at the moment, so we can't do sports in there. Caro

In my school, there's a lot of modern equipment. Each classroom has a [4] w_____ to display the material we are working with in class. What I also like is that there's really good food in the school [5] c_____. Jeff

My school is in a very small and old building. When you walk along the [6] c_____ on the ground floor, you can only see six classroom doors and the secretary's office. There isn't a gym inside the building, only a small [7] p_____ f_____ outdoors where we have our PE classes. Max

3 **Complete the sentences with the correct forms of *there is/there are*.**

1 (–) *There aren't* any computers in this classroom.
2 (?) _____ a bus stop near your house?
3 (+) _____ thirty-five schools in the city.
4 (?) _____ any free tables in the canteen?
5 (–) _____ a whiteboard in this classroom.
6 (–) _____ many instruments in the music classroom, just two or three.
7 (+) _____ a lot of modern equipment in the science lab.

4 **Complete the sentences with the correct possessive adjectives or *'s/s'*.**

1 One of ___*my*___ favourite teachers is Ms Trent. _____ lessons are usually very interesting. I also like the classroom where me and my group have _____ history lessons. It's very bright because of _____ large windows
2 **X:** Is this _____ school bag, Tom?
Y: No, it isn't. Isn't it Peter_____?
X: I don't think so. _____ bag isn't blue. But it could be Chris _____.
3 Mr and Mrs Wilson are my parent_____ friends. _____ children, Peter and Clay, are my classmates and also my best friends. We often spend _____ free time together.

5 **Translate into English.**

1 ___*My dad's office*___ (*Biuro mojego taty*) is in the city centre.
2 I need to borrow _____ (*książkę mojego brata*) because I can't find mine.
3 The house near the lake is _____ (*dom naszych przyjaciół*).
4 _____ (*Klasa ich dzieci*) is full of fun toys.

6 **Choose the correct options.**

1 ___ any desks or chairs in this classroom and the students sit on the floor in a circle.
a It isn't b They aren't c There aren't
2 There's a computer monitor on the ___.
a desk teacher
b teacher's desk
c teachers desk
3 There are a lot of bookshelves in the school ___.
a library
b canteen
c whiteboard
4 Our teachers always tell us 'No running in the ___!'
a gym
b corridor
c playing field
5 ___ a modern science lab in your school?
a Is there
b Are they
c Is it
6 There are tablets on the ___.
a students desks
b desks students'
c students' desks
7 My cousins live in a village and ___ school is quite small.
a his b their c there

1 SHARING STORIES

Vocabulary ▶VIDEO 01

Vocabulary 1

TV · Films and games

1 **Choose the correct options.**

Tom Anna, what are your favourite [1] *films* / *TV programmes*?

Anna Oh, I love [2] *game shows* / *documentaries*. It's great when people win!

Rob What types of [3] *games* / *films* do you like?

Ken I like playing FIFA. It's a(n) [4] *action* / *sports* game for football fans.

2 **Complete the words with the missing vowels.**

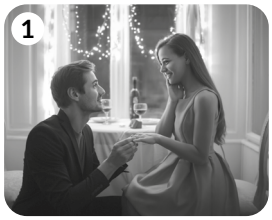
1 s u p e rh e r o m o v i e
2 thr _ ll _ r
3 str _ t _ g _ g _ m _
4 s _ tc _ m
5 _ c t _ _ n – _ d v _ n t _ r _ g _ m _
6 c _ _ k _ r _ sh _ w





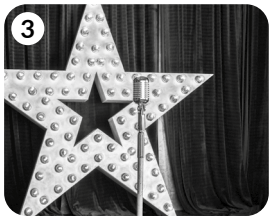

3 **Match the words from the box to pictures 1–6.**

animated film | cookery show | role-playing game | ~~romantic comedy~~ | science-fiction film | talent show


1

romantic comedy


2


3


4


5


6

4 **Complete the comments with the correct adjectives. Then write the type of film, programme or game under each comment.**

What are you watching at the moment?

I'm watching *The Avengers* at the moment. It's a series of films about a group of friends (*Iron Man*, *the Hulk*, *Captain America*) who save the world. The special effects are [1] b*rilliant*, and there's never a [2] b_____ moment.

superhero movie


Paddy


Jules

Nice one, Paddy! I love [3] s_____ films, so I watch the ones with monsters, zombies and so on.

_____

Zombies?! Yuck! My mum and I are watching a series about two people who are in love. It's usually funny, but also [4] m_____ sometimes and then we cry in front of the TV!


Jenna

_____


Ellie

That's cool! Do any of you guys watch films like *Minions*? My dad says they're for little kids and quite [5] s_____, but it's not true! They're fantastic!

_____

5 **Complete the sentences so they are true for you.**

1 My favourite TV programme is _____. It's a(n) _____.
2 I think there are too many _____ on TV. I would like more _____ on TV.
3 I like watching _____ films, but I don't like _____ films.
4 I think playing video games is _____ because _____.

6* **Complete the sentences with the verbs from the box.**

makes | record | save | switch | ~~takes~~ | use

1 The film *takes* **us back** to the times of the Roman Empire.
2 If you want to stop playing for the day, you can _____ **the game** and play another time.
3 When I can't watch a football match live, I _____ **the game** and watch it later.
4 My sister _____ her own **music videos** and uploads them on YouTube.
5 Most teenagers _____ **social media** every day.
6 I hate watching sport on TV – I always _____ **channels** when there's a sports programme on.

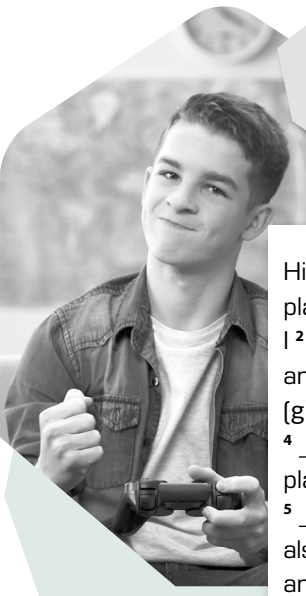
Present simple • Adverbs of frequency

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

▶VIDEO 02

1 Graham *doesn't exercise very often* / *exercises every day*.
2 Does Gloria like action films?
Yes, she does. / *No, she doesn't*.
3 *Graham* / *Gloria* says: 'I watch TV every day.'

2 **Complete the text with the present simple affirmative forms of the verbs in brackets.**



Lou's Blog

Hi, I'm Lou and I [1] *like* (like) playing games. In my free time, I [2] _____ (try) new games for an online shop, and they [3] _____ (give) me free games. My brother [4] _____ (help) me with the role-playing games because he [5] _____ (love) them. My brother also [6] _____ (watch) a lot of films and [7] _____ (write) reviews on his blog. His blog [8] _____ (have) a lot of followers.

3 **Correct the information.**

1 My sister uploads videos on YouTube. (Instagram)
My sister doesn't upload videos on YouTube. She uploads videos on Instagram.
2 My school has a film-making club. (a game-making club)
_____
_____
_____
3 We make documentaries in our English class. (cartoons)
_____
_____
_____
4 My parents like watching talent shows. (game shows)
_____
_____
_____
5 You listen to music on the radio. (your phone)
_____
_____
_____

4 **Put the words in brackets in the correct place in each sentence.**

MANY TEENAGERS SAY THEY SPEND TOO MUCH TIME ON THEIR SMARTPHONES. WHAT ABOUT YOU? ARE THESE SENTENCES TRUE IN YOUR LIFE?

usually
1 They check their phones for messages when they wake up. (**usually**)
2 A typical teenager does homework and uses social media at the same time. (**often**)
3 A teenager's smartphone is offline. (**hardly ever**)
4 The average girl writes about their family on social media. (**three times a week**)
5 And even some babies use tablets and smartphones. (**once a day**)
6 Parents are too busy to talk to their children. (**sometimes**)

5 **Write complete questions with the present simple.**

1 How often / you and your friends / go to the cinema?
How often do you and your friends go to the cinema?
2 your grandma / use / a mobile phone?
_____
3 How often / you / watch TV?
_____
4 you / make your own videos?
_____
5 your friends / upload a lot of photos and videos on social media?
_____
6 How often / your best friend / listen to music?
_____

6 **Choose the correct translation.**

1 My brother _____ (*nie spędza*) much time watching TV.
A not spend **B** doesn't spend **C** don't spend
2 They go to the cinema _____ (*dwa razy w miesiącu*).
A every two months **B** for two months **C** twice a month
3 How often _____ (*grasz*) computer games online?
A do you play **B** you play **C** you do play
4 My sister _____ (*lubi*) watching animal programmes.
A enjoy **B** enjoying **C** enjoys
5 My parents _____ (*rzadko są*) interested in the role-playing games I enjoy so much.
A sometimes are **B** are hardly ever **C** are never

1.3 Speaking

Expressing preferences

Key Phrases ▶VIDEO 03



1 **Look at the photo and answer the questions.**

1 Where are the people? Why are they there?

_____

_____

2 What type of films do teenagers usually choose?

_____

_____

3 How often do you go to the cinema? What are your favourite films?

_____

_____

2 **Choose the correct options to complete the dialogue.**

X: OK, let's see. What do you [1] *fancy* / *want* watching?
Y: I'm not sure. [2] *Why* / *How* about the new comedy *Perfect Date*?
X: I don't know. I'm not in the [3] *mood* / *keen* for a comedy.
Y: Well, OK, would you [4] *rather* / *prefer* watch a science-fiction film? *Dune* is on.
X: Yes, sure! I'm really [5] *for* / *into* science-fiction films. Are you?
Y: Yeah, they're OK.

3 **Match the Polish sentences 1–5 to their English equivalents a–e.**

1 Co chciałbyś/chciałabyś obejrzeć? _____
2 Wolałbym/Wolałabym obejrzeć film akcji. _____
3 Nie przepadam za filmami akcji. _____
4 Czy wolałbyś/wolałabyś obejrzeć film akcji? _____
5 A może obejrzymy film akcji? _____

a Would you rather watch an action film?
b What would you like to watch?
c How about watching an action film?
d I'd prefer to watch an action film.
e I'm not keen on action films.

4 **Put the words in the correct order to make useful expressions.**

1 do / want / What / you / do / to / ?
What do you want to do?

2 rather / I'd / a / watch / film / science-fiction / .
_____

3 game / better / than / Playing / documentary / a / a / watching / sounds / .
_____

4 prefer / game / play / Would / to / a / you / ?
_____

5 you / like / What / to / would / do / ?
_____

6 rather / you / read / book / Would / a / ?
_____

5 **Complete the dialogue with the words from the box.**

better	~~fancy~~	more	prefer	rather	would

Kim Do you [1] *fancy* doing something this afternoon?
Jo Sure. What [2] _____ you like to do? How about going to the skate park?
Kim We always go there. I'd [3] _____ do something different.
Jo What about going cycling?
Kim I'm not really in the mood for going out. It's cold. I'd [4] _____ to stay in.
Jo You're right. Maybe watching a film on TV is a [5] _____ idea.
Kim I'm not sure. Playing a game sounds [6] _____ fun than watching another film.

6 **Complete the gaps to make logical mini-dialogues.**

1 **X:** *Do you fancy* playing tennis this afternoon?
Y: That sounds good.

2 **X:** Would you like to go to a jazz concert with me tomorrow?
Y: Not really. I'm not _____ jazz music.

3 **X:** I've got an idea. Let's go to the water park.
Y: I'm really tired today, so I'd _____ stay at home.

4 **X:** There's a horror film on Channel 2.
Y: I don't like horror films.
X: OK, _____ rather watch a documentary?
Y: Sure, why not?

A blog post about book lovers

HOME ABOUT ME CONTACT



Social Media for Book Lovers

This week we're looking at two social media sites for those of you who are mad about books.

Bookstagram

We all use Instagram to share cool photos, right? Well, for true bookworms, there's Bookstagram (you can find it on Instagram). [1] *D* For example, Alexandra started her blog, *Twirling Pages*, when she was just sixteen and she uploads her photos to Instagram. Have a look at her photos to see what she's reading at the moment and where she usually reads. And Faroukh Naseem (*@theguywiththebook*) creates content all about books. [2] ___

To get started: use your phone to take pictures of your books. Then post your favourite to a Bookstagram competition and wait for the 'likes'!

BookTube

Among the millions of YouTube subscribers, there's a smaller group of book fans who use their own BookTube channels to share book reviews, recommendations and news. One of the most popular types of videos are 'haul' videos. [3] ___ But you can also see the opposite! Monica Kim has an 'unhauling' video on her channel where she talks about how she threw away ninety percent of her books.



To get started: look for a Booktuber who shares your interests. [4] ___ For example, a Book Lion is someone who likes books, 'DNF' means 'did not finish', and a 'shelfie' is a selfie with your bookshelf!

Did you know?

Someone who's into reading is called a 'bookworm'. If they're also mad about collecting books, they're a 'bibliophile'. And if you enjoy smelling books, 'bibliosmia' describes the pleasure you get from smelling a good book!

1 **Look at the title, headings and photos. What are you going to read about? Put a tick (✓) or a cross (✗) next to the ideas. Then read the article quickly and check your answers.**

- two social media sites ✓
- some famous people ___
- people who are fans of books ___
- how to make cool videos ___

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

A Some words and phrases can be useful in your search.
B It includes photos, book reviews and a blog.
C They immediately show on your Instagram account.
~~**D** It's like one huge club for book lovers.~~
E Here, the Booktuber shows the books they bought on a recent trip to a book shop.

3 **Match names a–c to statements 1–4. One of the names matches two statements.**

1 The text mentions this person's online nickname. ___
2 You can see the places where this person reads. ___
3 This person no longer has most of their books. ___
4 This person gives their opinions about books. ___

a Alexandra
b Faroukh Naseem
c Monica Kim

4 **Answer the questions for you.**

1 How often do you use Instagram and YouTube?

_____

_____

2 Are you interested in Bookstagram and BookTube? Why/Why not?

_____

_____

3 Are you into reading? What kinds of books do you usually read?

_____

_____

1.5 Vocabulary 2

Books and theatre

1 ♻ **Complete the questions with the verbs from the box.**

~~borrow~~	listen to	meet	read	watch	write

1 How often do you *borrow* books from a library?
2 Would you like to _____ a famous writer?
3 Do you ever _____ classical music?
4 Would you like to learn how to _____ your own stories, articles, etc.?
5 Do you _____ cinema classics?
6 How many books do you _____ a month?

2 ♻ **Complete the mini-dialogues with the correct words. The first letters are given.**

1 **X:** Who's your favourite a*ctor* or a_____?
Y: Let me think. Henry Cavill, I guess. And Jennifer Lawrence. She's amazing!

2 **X:** What is your theatre group preparing now?
Y: We're preparing a music s_____, with lots of songs and dancing.

3 **X:** What's a b_____?
Y: Well, it's a non-fiction book about someone's life.

4 **X:** What do you think of the book? Do you like it?
Y: It's great! It's got an interesting s_____ and I like the writing style, too.

3 **Complete the words with the missing letters.**

Writer: author, p *o e* t
In a book: title, page, ch _ _ act _ _, ch _ _ _ er
At the theatre: seat, s _ _ ge
Types of show: opera, _ _ ll _ t, _ _ rf _ rm _ _ ce
A piece of writing: poem, re _ _ _ w, n _ v _ _

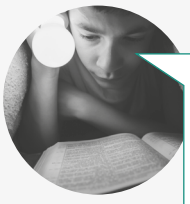
5* **Choose the correct options.**



One of my favourite actors is the American actor Viggo Peter Mortensen.
He is most famous for the role of Aragorn, who's actually my favourite [1] ___ both in the book and the film *The Lord of the Rings*. In my opinion, Viggo gives an excellent [2] ___ in this fantasy trilogy. But he is not only a(n) [3] ___ actor. He's also a photographer, a musician and a poet! The [4] ___ of one of his books is *Coincidence of Memory* and it's a collection of photographs, paintings and poems. For me, one of his best poems is called *Secrets*. I think it's very [5] ___ – it makes me feel so emotional.

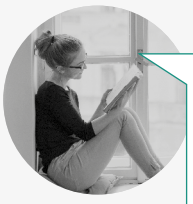
1	**a** story	**b** chapter	**c** character
2	**a** show	**b** performance	**c** play
3	**a** brilliant	**b** relaxing	**c** exciting
4	**a** page	**b** title	**c** review
5	**a** moving	**b** scary	**c** funny

4 **Complete the gaps with some of the words from exercise 3.**



Dan, 15

I'm into fantasy books, and my favourite writer is Brandon Sanderson. He's the [1] *author* of a fantastic series called *The Stormlight Archive*. The [2] _____ of the first part is *The Way of Kings*. I'm reading it at the moment (I hope to finish the last [3] _____ of the book tonight). My favourite [4] _____ in the book is of course Kaladin: the slave boy who gets some superpowers!



Nina, 17

I love going to the theatre, opera and art galleries. I read a lot of [5] _____ of films, books and theatre plays. When I go to the theatre, I usually choose the early afternoon [6] _____ because the tickets are a little cheaper then. I try to get a seat near the [7] _____, so I can see and hear the actors clearly. I also like classical dance, and this weekend I'm going to see a [8] _____ show.

A radio programme about writing competitions

1 **Write the phrases from the box in the correct group.**

~~a big fan of~~	fond of	interested in	keen on	mad about	not mad about	not really a fan of	not really into	not very good at	not very interested in	not very keen on	quite good at	really into

I like: I'm *a big fan of*, _____, _____, _____, _____, _____,

I don't like: I'm _____, _____, _____, _____, _____, _____.

I can: I'm _____ .

I can't: I'm _____ .

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

1 My sister's mad *about* cartoons. She watches them all the time.
2 I'm not very interested _____ watching sports programmes, but I love doing sports.
3 My friends are quite _____ at making videos. They won a competition last year.
4 My family aren't fans _____ horror films, so we usually watch something else.
5 I know you're _____ on rock music, but I prefer jazz.
6 I love romantic comedies, but my brother isn't _____ them, so we usually watch action films together.

3 **Write complete sentences. Use the prompts.**

1 I / not / really / into / shop / for clothes.
I'm not really into shopping for clothes.
2 My brother / quite good / sing.
_____
3 We / interested / start a book club at school.
_____
_____
4 My parents / mad / old cars and motorbikes.
_____
5 You / not / keen / travel / to other countries.
_____
_____
6 I / not really / fan / any football team.
_____
_____

4 **You are going to listen to a radio programme. Before you listen, which words do you think will complete the sentences?**

1 Scott Marsham's interested in ***becoming famous*** / ***making films*** / ***writing stories***.
2 On the radio programme he's talking about ***writing competitions*** / ***his favourite stories*** / ***his friends' stories***.
3 He describes ***less than three*** / ***three*** / ***more than three*** different types of writing competitions.

WATCH OUT | SKILLS **Przewidywanie treści nagrania**

Przeczytaj uważnie odpowiedzi podane w zadaniu. Zastanów się, jakie informacje prawdopodobnie usłyszysz w nagraniu.

5 01 **Listen to the radio programme and check your answers in exercise 4.**



6 01 **Listen again and complete the notes.**

One type of story Scott doesn't like much is [1] *horror*.

The Scottish Book Trust competition takes place [2] _____.

You hardly ever [3] _____ in the competitions organised by the local radio station, but they read the best stories out on the radio.

There's another story competition where you have to send a [4] _____ with less than 160 characters.

You don't have to [5] _____ to join YouWriteOn.com.

1.7 Grammar 2

Present continuous • Present simple vs present continuous

1 **Watch the video and complete the missing elements.**

▶VIDEO 04

1 Graham and his girlfriend *are* watch____ a film. I think it's a romantic comedy. In my opinion, Graham _____ enjoy_____ the film very much.

2 _____ Gloria exercis_____ at the gym today? _____, she _____.

2 **Complete the table with the verbs in the present simple and continuous forms.**

Verb	Present simple third person singular	Present continuous *-ing* form
1 play	*plays*	*playing*
2 make		
3 try		
4 study		
5 win		
6 go		
7 write		
8 listen		

3 **Choose the correct options.**

People say that teenagers [1] ***often spend*** / ***are often spending*** more time watching YouTube than TV. What about you? KellyS4m

I [2] ***love*** / ***'m loving*** watching Youtubers – at the moment I [3] ***watch*** / ***'m watching*** a video about helping the environment. This YouTube channel [4] ***has*** / ***is having*** millions of subscribers. May<3

My friends and I [5] ***don't use*** / ***aren't using*** YouTube much. In our free time, we [6] ***usually go*** / ***are usually going*** to the skate park. Rory_sk8

I [7] ***hardly ever watch*** / ***'m hardly ever watching*** TV – YouTube is much better. Right now I [8] ***look*** / ***'m looking*** at some online tutorials for people who [9] ***want*** / ***are wanting*** to learn how to play the guitar. I know about it from my best friend, Suzy, who [10] ***plays*** / ***is playing*** the guitar really well. Chrissss

4 **Write complete sentences in the present simple and present continuous. Add your own ideas.**

1 She / play video games / play football.
She usually plays video games, but today she's playing football.

2 We / go to the cinema / watch a film on TV.

3 I / do homework at home / do it in the library.

4 My grandpa / buy newspaper / read it online.

5★ **Choose the correct options.**

New message

Hi Tom,

How are you? I hope everything's fine.

I [1] ___ to tell you about an exciting programme. It's an interactive adventure reality series which me and my family [2] ___ at the moment.

In the series, you [3] ___ the main character, Bear Grylls, to survive in dangerous places and complete his missions. At some important moments, Bear Grylls [4] ___ the viewer to make a decision about his next actions. But be careful! With a wrong choice, he [5] ___ (not for real, of course ☺)!

It's an amazing series. The only problem is that I'm so busy with my schoolwork now that I can only watch it three or four times [6] ___.

What about you? [7] ___ anything exciting at the moment?

Write back,

Liz

1	a	write	b	writing	c	'm writing
2	a	watches	b	is watching	c	are watching
3	a	help	b	helps	c	helping
4	a	asks usually	b	usually asks	c	usually asking
5	a	don't survive	b	isn't surviving	c	doesn't survive
6	a	in a week	b	a week	c	for a week
7	a	Are you watching	b	You watch	c	Do you watch



An informal email with a review

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

a gets / the / good / series / reviews / very / .
The series gets very good reviews.

b watch / series / because / very / you / it's / this / exciting / must / .
_____

c character / my / Will's / is / favourite / mum / .
_____

d the Duffer Brothers / series / it's / by / science-fiction / a / .
_____

2 **Read the email. First complete gaps 1–4 with the sentences from exercise 1. Then choose the correct options.**

New message

Hi Tom,

How are you? I hope everything is going well.

I'm writing to tell you about an American TV series called *Stranger Things*. [1] *d* It [a] ***also*** / ***too*** has some elements of horror. The story takes place in the fictional town of Hawkins, Indiana, in the 1980s. In the first season, Will Byers disappears and everyone tries to find him, including a girl with special abilities. [2] ___ She's sad and afraid, [b] ***and*** / ***but*** she never stops looking for her son.

[3] ___ The story is interesting, there's fast action and, of course, the music's cool, [c] ***also*** / ***too***. *Stranger Things* is not only popular with young people. Film critics like it, [d] ***too*** / ***also***. [4] ___ .

I know you're into science-fiction, so please watch it and get back to me to say what you think.

Bye for now,

Adam



3 **Decide if information a–f appears in Adam's email.**

a greeting and introduction ☑
b general facts about the series ☐
c the number of seasons in the series ☐
d asking to share an opinion ☐
e the famous actors who appear in the series ☐
f what happens in the series ☐

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

1 It's an exciting story *about* a group of travellers.
2 I'm reading a fantasy book _____ the British writer Angus Watson.
3 The books are based _____ a strategic game called *Starcraft*.
4 I really recommend this film _____ everyone who likes science-fiction.
5 The game is very popular _____ teenagers.

5 **Read the writing task in exercise 6. How would you answer the questions below?**

1 What type of film is it?
2 What is the story about?
3 Who is/are the main character/characters?
4 Why don't you like it? (think about the story, acting, special effects, soundtrack)

6 **Do the writing task.**

Niedawno obejrzałeś/obejrzałaś film, którego zdecydowanie nie chciałbyś / nie chciałabyś polecić swoim znajomym. Napisz do koleżanki ze Szkocji e-mail, w którym:

- podasz podstawowe informacje o obejrzanym filmie,
- krótko opiszesz jego fabułę,
- opiszesz główną postać / główne postaci filmu,
- wyrazisz swoją negatywną opinię o tym filmie i uzasadnisz ją.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi Angie,
I'm writing to tell you about a film I saw last weekend.

That's all from me now.
Take care,
XYZ

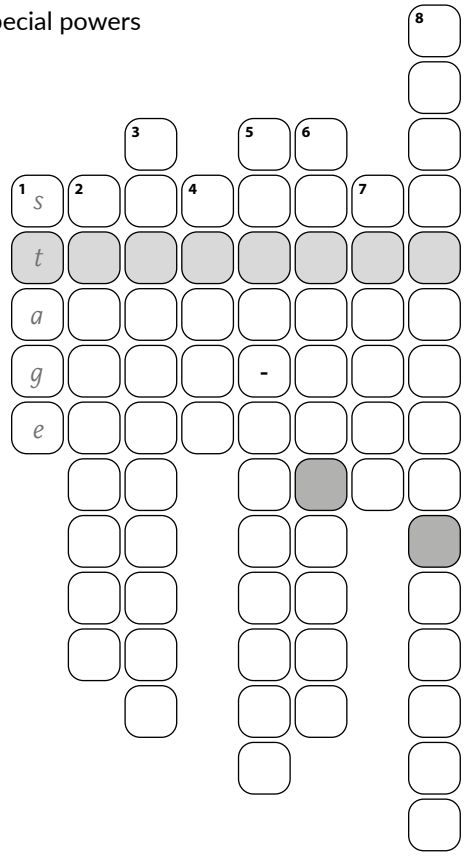
VOCABULARY

1 Choose the odd word out.

1 terrible, stupid, ~~brilliant~~, strange
2 page, library, chapter, poem
3 documentary, sitcom, seat, talent show
4 series, musical, opera, ballet
5 animated, horror, strategy, science-fiction

2 Complete the crossword to find the mystery word.

1 the platform where actors play in the theatre
2 a person in a book, game or film
3 a show at the theatre, opera or ballet
4 the name of a film or book
5 a type of game in which you play as one of the characters
6 a type of TV programme where people show their special skills
7 a written opinion about a film or book
8 a film about a character who has special powers



GRAMMAR

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

1 Jack can't go out. He ~~studies~~ at the moment. *is studying*
2 She never is late for school. _____
3 Come on, Tom. We wait for you! _____
4 Are you using your laptop right now? _____
5 You're right. Now I'm thinking it's a good idea. _____
6 Does she goes to the cinema every weekend? _____
7 Turn off the TV. I don't watch it right now. _____

4 Complete the dialogue with the words from the box.

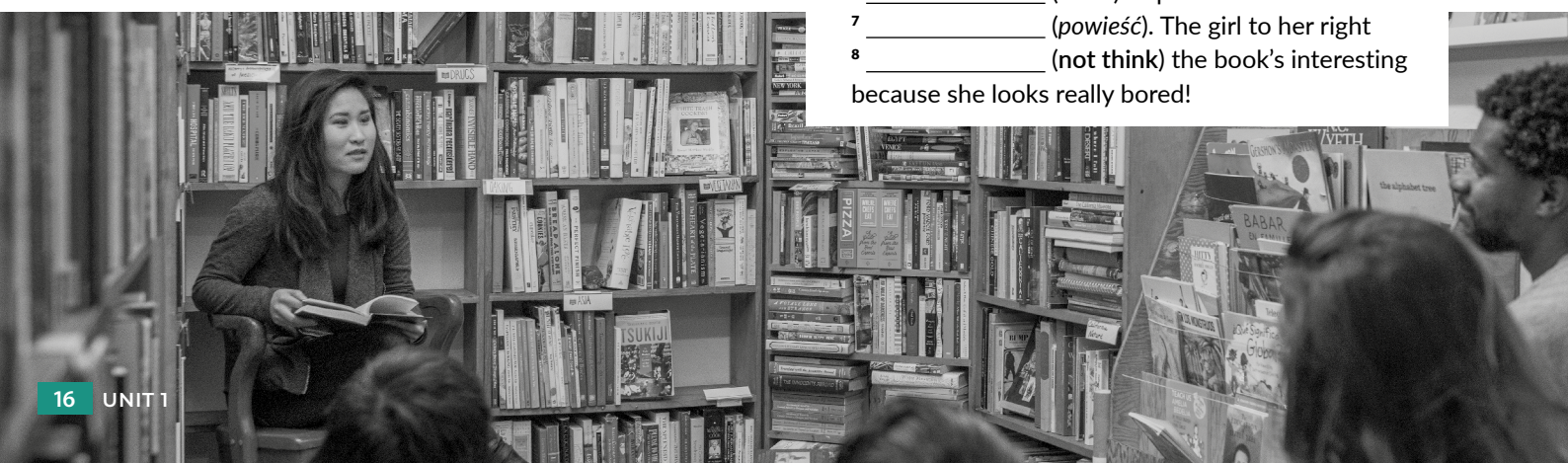
~~are~~	at	doesn't	ever	in	is

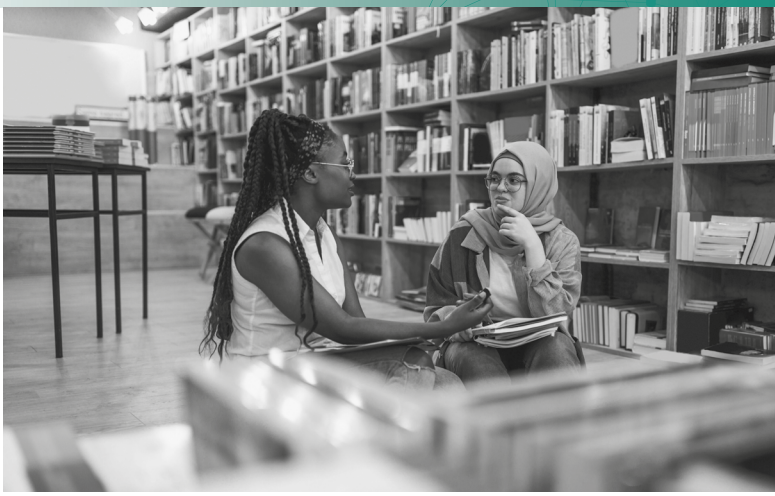
Julie Hi, Peter. Nice to see you! [1] *Are* you waiting for someone?
Peter Oh, hi Julie. Yes, my friend Katie. She [2] _____ coming here by bus right now.
Julie OK. Are you here for the new *League of Justice* movie?
Peter No. Katie [3] _____ like superhero movies. But we're both interested [4] _____ history and there's this new historical drama on [5] _____ the moment. What about you? Are you here on your own?
Julie No, I'm waiting for Paula. But you know her. She's hardly [6] _____ on time ...
Peter Oh, that's Katie over there. See you later, Julie.
Julie See you. Have fun!

ROUND-UP 1 2 3 4 5 6 7 8

5 Complete the text with the correct forms of the verbs in brackets. Translate the words in *italics* into English.

Imagine this scene: there are some people in a bookshop, but they [1] *aren't looking* (**not look**) for books to buy. They [2] _____ (**sit**) around a woman who [3] _____ (**read**) the first [4] _____ (*rozdział*) of a book aloud. Maybe she's a(n) [5] _____ (*autorką*) who [6] _____ (**want**) to promote her new [7] _____ (*powieść*). The girl to her right [8] _____ (**not think**) the book's interesting because she looks really bored!





LISTENING

1 02 **Usłyszysz pięć wypowiedzi. Do każdej wypowiedzi 1–5 dopasuj zdanie A–F. Jedno zdanie zostało podane dodatkowo.**

This speaker

A talks about a family routine.
B explains why game shows are popular.
C encourages listeners to take part in a show.
D gives some facts about game shows.
E describes what happens in one of the shows.
F is critical about game shows.

1	2	3	4	5
___	___	___	___	___

READING

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

A

LIVING BOOKS NEEDED FOR A LIVING LIBRARY EVENT

We are looking for people to become living books during our event next month. The theme is discrimination so, if you'd like to share your own experience of that, why not do so with some of our readers? We would especially like members of the ethnic communities in our city to come and talk to us, but anyone is welcome. Look for the details.

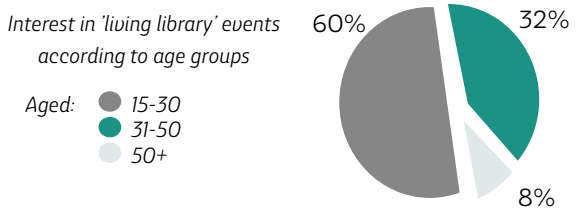
B

Hi Eric,

Thanks for your email. Actually, I think I've got a nice idea for you. If you and your friends are planning on organising a local event, why don't you go for a living library? Some people organised one in my city and it was very successful. I think you can easily find a lot of tips on the Internet how to do this. Besides, if you want, I can give you the contact details to one of my friends who was an organiser of the event I told you about. I'm sure she can share her first-hand experience with you so you can make your event a really exciting one. Let me know what you think.
Ania

C

The idea of creating a living library goes back to an international music festival in Denmark in 2000. The books in this kind of library are in fact real people who suffer because of different stereotypes. During a living library event they talk to the readers who 'borrow' them to hear their stories. These events take place in many European countries, including Poland, and there are regular living library events. Statistics show the popularity of these events among different age groups.



D

Living books Wednesday, 23 July

The idea of 'living books' was completely new to me until last weekend when I went to a 'living library' event in my city. It was a fantastic experience and I think the idea is something that people, and not only youngsters, need nowadays. It's all about those things that everyone should learn, like tolerance and understanding. Besides, it's much more exciting to talk to a real person than to just read a book. It's their real-life experience that really speaks to us and their stories are much more moving than the ones in a book.

Ania, 16

1 In this text, the author expresses their personal opinion. ___
2 This text is an answer to a request for a suggestion. ___
3 This text invites people to take part in an event. ___

2b Przeczytaj teksty A–D i wiadomość Ani. Uzupełnij luki 4–7 w języku polskim, zgodnie z treścią tekstów A–D.

New message

Cześć Maćku,

Chyba znalazłam ciekawy temat na nasz artykuł do gazetki szkolnej. Proponuję, abyśmy opisali akcję "Żywa książka" Idea tego wydarzenia polega na tym, że "żywe książki", czyli ludzie z grup obarczonych stereotypami, przedstawiają swoje doświadczenia "czytelnikom". Z artykułu, który niedawno przeczytałam, dowiedziałam się, że pierwsze takie wydarzenie miało miejsce podczas międzynarodowego [1] *festiwalu muzycznego* i że jest coraz częściej organizowane, szczególnie w Europie. Co ciekawe, jest najbardziej popularne wśród [2] _____. Sama wzięłam udział w takim wydarzeniu w naszym mieście [3] _____ i byłam pod jego dużym wrażeniem. To naprawdę interesujące doświadczenie, które uczy uczestników, jak ważne w naszym życiu są takie wartości, jak np. [4] _____. Podsyłam Ci kilka linków, żebyś sam mógł zgłębić temat. Daj mi znać, co myślisz.

Ania

2 SHOPPING SPREE

Vocabulary ▶VIDEO 05

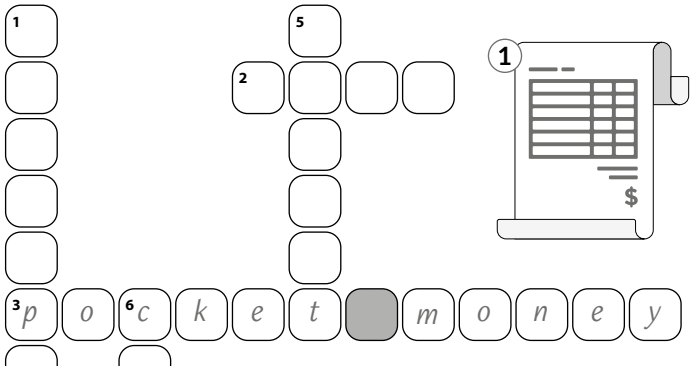
Vocabulary 1

Shopping and money

1 **Correct the underlined words.**

1 Let's stop at the ~~chemist's~~ *baker's*. I'd like to buy some bread.
2 Can you go to the clothes shop? We need some vegetables for dinner.
3 I have to go to the greengrocer's and look for some new T-shirts.
4 There's a small baker's round the corner where you can get some cosmetics.

2 **Complete the crossword.**

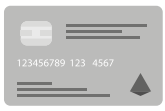
















3 **Complete the money verbs with the missing vowels.**

1 b *o* rr *o* w
2 sp _ nd
3 _ _ rn
4 s _ v _
5 w _ n
6 b _ y
7 l _ nd
8 p _ y

4 **Choose two correct words in each sentence.**

1 My friend often wins some ***cash*** / ***money*** / ***receipt*** in the lottery.
2 Can I pay ***in cash*** / ***with a discount*** / ***by card***?
3 Don't spend ***the receipt*** / ***those coins*** / ***your pocket money*** on sweets.
4 My sister earns ***£5*** / ***some pocket money*** / ***a wallet*** when she washes my aunt's car.
5 Dad needs a new wallet for his ***prices*** / ***cards*** / ***notes***.
6 When you buy a new bike in this store, they give you a ***receipt*** / ***discount*** / ***deposit***.

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

borrow buy earn lend pay ~~save~~ sell

Children in the UK between the ages of 5 and 16 are getting around £10 a week in pocket money. How much do you get? What do you do with it?

I get £5 a week. My friends and I are into collecting comics. I often [1] *save* my money until I've got enough, and then I [2] _____ a new one. ***Dani, 14***

I have to [3] _____ my pocket money by looking after my little cousin or helping my grandparents. My friends get pocket money for free, lucky them! ***Sam, 13***

I get £10 twice a month, but I'm saving it. I want an electric guitar, but you have to [4] _____ a lot for a new one. My grandma says she can [5] _____ me some money to help. ***Rashid, 13***

6* **Match the sentence halves.**

1 You need to **keep** ___ **a** **for sale**. I guess they're planning to move house.
2 If you spend more than £100, you **get** ___ **b** a **£10 note** for me, please? I need coins for the parking meter.
3 There's a sign in front of our neighbours' house which says it **is** ___ **c** **the receipt** if you want to return the shoes.
4 Could you **change** ___ **d** **a bargain** when he goes shopping.
5 My brother can always **find** ___ **e** **a discount**. You can pay ten percent less.

Countable and uncountable nouns • Quantifiers

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

▶VIDEO 06

1 Gloria and Graham haven't got *any* / *many* balloons.
2 There are *some* / *a lot of* things on their shopping list.
3 There are *some* / *no* snacks.

Answer the question about Gloria and Graham.

What problem do they have in the shop?

_____

2 **Choose the correct options.**

1 There isn't a ____ on the table.
a wallet **b** money
2 I haven't got much ____ to go shopping today.
a time **b** hours
3 How many ____ do you need for the cake?
a flour **b** eggs
4 Let's buy some ____.
a apple **b** apples
5 Have you got ____ orange?
a an **b** some

3 **Complete the sentences with *some* or *any*.**

1 They usually don't spend ___*any*___ money on weekdays because they go shopping at the weekend.
2 I need to borrow _____ money from my mum to buy a pair of sunglasses.
3 I haven't got _____ cash. Can you pay for the bus?
4 Are there _____ discounts for students at the museum?
5 There are _____ coins on that table. Can you bring them?
6 Have you got _____ homework to do tonight?

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

any	how	~~lots~~	many	much	not	of	some

[1] *Lots* of teens earn a bit of extra money online. How do they do that? Here are [2] _____ ideas.



How [3] _____ times do you have to listen to your parents saying that you spend too [4] _____ time in front §of your computer? Well, now you can tell them you're doing it to earn extra money.

There are a lot [5] _____ companies that pay you for completing online questionnaires or watching ads online.

And if you like writing, you can write online reviews of different products. The best thing is that if your reviews are really good and popular, you don't have to pay [6] _____ money for the products because some companies send them to you for free!

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

1 There *is not / isn't any food* (be / food) in the fridge. It's empty.
2 This shop has _____ (lot / clothes) at good prices.
3 I _____ (not / eat) sandwiches for breakfast, just one or two.
4 _____ (there / milk) in the bottle?
5 Hurry up! We don't _____ (have / time), only five minutes!
6 _____ (there / people) in the restaurant. It's empty.

4 **Look at the pictures and write complete sentences with *a lot of*, *much* or *many*.**

1 Those shoes / cost / money
Those shoes don't cost much money.
2 I / have got / friends
_____
3 He / spend / money / snacks
_____
4 I / have / time
_____
5 We / get / pocket money
_____
6 There / be / coins
_____



2.3 Speaking

Asking for and giving advice

Key Phrases ▶VIDEO 07



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

In the photo there are two [1] *teenage girls / young women* [who?] who are in a street. Actually, they're standing in front of [2] _____ [what?]. One of them is showing something to the other one. In my opinion, they [3] _____ [what are they doing?] a gift for a friend's birthday, perhaps. I think they're feeling [4] _____ [how?] in this situation.

2 Number the sentences of the dialogue in the correct order.

___ **a** Why don't you ask him? I always do that.

___ **b** You could get him something funny. Like a superhero T-shirt maybe?

___ **c** I don't think that's a good idea. I want to surprise him.

1 **d** I'd like to buy a present for Mike, but I haven't got any ideas.

___ **e** That's a great idea! Let's go inside and look for one.

3 Put the words in the correct order to make sentences for asking and giving advice.

1 about / borrowing / What / a dress / ?
What about borrowing a dress?

2 should / try / You / looking online / .
_____

3 don't / you / something / Why / learn / new / ?
_____

4 always / could / You / make her something / .
_____

5 I / one / should / Do / buy / think / a / you / new / ?
_____

4 Translate into English.

1 That's a *great idea* (*świetny pomysł*).
2 Maybe you're right. Thanks, _____ (*spróbuję tego*).
3 I'm not sure. That's _____ (*nie uda się*).
4 _____ (*Jak mógłbym*) do that?
5 _____ (*Nie sądzę*) that's a good idea. New ones are very expensive.

5 Look at the pictures and complete the mini-dialogues with the expressions from exercises 3 and 4.



1 I can't find my wallet.
X: What *about asking* (**ask**) the teacher?
Y: *That's a good/great idea.* (✓)



2 I'd like to be rich and famous.
X: Why _____ (**you / become**) a singer?
Y: _____ (✗)



3 I never win races. I'd love to be the fastest runner in my class.
X: You _____ (**train**) harder.
Y: _____ (✓)

6 What would you say in these situations?

1 Twoja koleżanka zastanawia się, co zrobić z pieniędzmi otrzymanymi na urodziny. Jak doradzisz jej, żeby wpłaciła je na konto?
What about depositing it / the money in a bank?
_____
_____

2 Zastanawiasz się nad kupnem drogiej kurtki. Zapytaj towarzyszącego Ci kolegę, czy uważa, że to dobry zakup.
_____
_____
_____

3 Twoja koleżanka radzi Ci, abyś pożyczył/pożyczyła potrzebną Ci sumę od rodzeństwa. Nie sądzisz jednak, aby to się udało. Co powiesz?
_____
_____
_____

4 Masz trochę niepotrzebnych ubrań, których nie chcesz wyrzucać. Poproś koleżankę o radę, co powinieneś/powinnaś z nimi zrobić.
_____
_____
_____

Posts about managing money

1 **How useful can these activities be in learning how to manage your money? Rate them from 1 (the most useful) to 4 (the least useful):**

- following other people's advice ___
- looking for tips on the Internet ___
- doing a course on managing money ___
- using a special app ___

2a **Match texts A–D to statements 1–3. There is one extra text.**

A

Looking for an easy-to-use app that will help you control your money? Try **BUDGET PLANNER**.
The app is available both as freeware and premium ($9.99 per year).

The freeware version

- have a clear history of how much you're earning and spending,
- use a budget planning tool,
- you must enter your transactions by hand.

The premium version

- check your bank account at any time,
- use different types of information, e.g. pictures of receipts or information from other applications and programs.

A great way to watch over your money and learn how to manage it. Download now!

B

New message

Hi Lucy,
How are you doing?
I know you're looking for some ideas about managing your money. Well, there's an application I'd like to recommend to you. It's called Budget Planner, and it's also available as freeware. It can easily help you plan your budget and stop you from spending money on things you don't really need. Actually, I'm learning how to use it now. I also want to take a course in money management. Our local community centre is organising one soon.
I'm sending you the link to the website. Check it out and let me know what you think of it.
Write back soon,
Adam

C

COMMUNITY CENTRE – MONEY MANAGEMENT COURSE

We are organising a money management course for teenagers aged 14–18. Join us and learn how to:

- ✓ plan and control your spending;
- ✓ use some popular budget planning applications like e.g. Budget Planner;
- ✓ manage your money abroad;
- ✓ use different types of bank accounts.

The course starts on 21 September and it is free.
The maximum number of participants is 15.
To register, use the information below:
Impulse Community Centre,
45 Birch Street, or visit our website.



D

Lucy	What about the money management course? Are you doing it?
Adam	Yes, I've got the next class tomorrow. It's the fourth one.
Lucy	So what do you think of it? Is it good?
Adam	I've got mixed feelings, actually. The info we get is surely useful, but the classes are a bit boring. The guy who's teaching us is also a little disorganised. I think he tries to do too much during one class and so we don't understand everything. Still, I feel I'm learning some useful stuff there.
Lucy	Like what?
Adam	For now it's mostly about planning your budget. You know, keeping a good balance between the money you've got and the money you need to spend. Remember that Budget Planner app from my email? It is a really good tool for that.
Lucy	Yes, I've got it now, thanks for the tip. I'm going to try and use it.

1 This text only presents facts but no opinions. ___
2 This text shows both negative and positive opinions. ___
3 This text is a suggestion from one person to another. ___

2b **Read texts A–D again and complete Adam's email.**

New message

Hi John,
How are things? I'm quite busy at the moment because I'm learning about money management. I'm doing a course for teenagers in our Community Centre. I'm in a group of [1] *fifteen* and all places are filled. The course is quite good, although some classes aren't [2] _____ as they could be. I think some of them are a little chaotic and too fast, so it's sometimes hard to understand stuff. Anyway, I'm also using an app to plan and control my money. I've got the premium version (thanks to my dad ☺) so, for example, I can access my [3] _____ at any time.
Do you remember Lucy, my cousin from Liverpool? She always complains that she can't [4] _____ because she often goes on a shopping spree! Now she's also interested in learning how to manage her money better. I hope she can make it!
Write back,
Adam

2.5 Vocabulary 2

Services

1 **Write the names of services.**

What service do you need if

1 you have to send a parcel or a letter? _____
2 you want to eat out? _____
3 you want to get a credit card? _____
4 your jeans are dirty and you can't wash them at home? _____

2 **Complete the text with the correct words. The first letters are given.**



I live in a small historic town about twelve kilometres from a big city, so we only have the basic services here. There's a good [1] **h***airdresser's* where they can cut or do your hair, some restaurants and a post office. If your car's dirty, you need to drive about ten kilometers to the nearest [2] **c**_____ **w**_____, which is next to a [3] **p**_____ **s**_____where you get petrol. My dad also complains that there isn't a [4] **g**_____ here, so when he has a problem with the car, he has to go to the city.

The town is now building a [5] **s**_____ **c**_____, with tennis courts, a swimming pool and a gym. I can't wait for that!

The visitors who come to see the historic places in our town can use the local [6] **t**_____ **i**_____ **o**_____ to get a map of the area.

4 **Translate into English.**

1 I'm afraid I have to _____*make a complaint*_____ (*złożyć reklamację*). This dish is awful!
2 You can _____ (*otrzymać zniżkę*) if you're under 16.
3 Are you _____ (*gotowi, aby złożyć zamówienie*)?
4 _____ (*Czy polecasz*) this sports centre?
5 This jacket's dirty. Take it to _____ _____ (*pralni chemicznej*).
6 Excuse me, _____ (*czy jest poczta*) in this street?

5★ **Choose the correct options.**

1 Let's stop at the ___. I want some fruit.
a chemist's **b** greengrocer's **c** baker's
2 If you're a student, you can get a twenty percent ___.
a note **b** price **c** discount
3 I've got £200 in cash and I'd like to ___ this money in my account.
a deposit **b** earn **c** borrow
4 There's always a big ___ to pay in the supermarket and you need to wait a long time.
a queue **b** coin **c** customer
5 I'm getting a summer job next year to ___ some extra money.
a win **b** earn **c** pay
6 You should keep the ___ in case there's something wrong with the product.
a note **b** discount **c** receipt
7 I don't like the service in this restaurant. I'd like to ___ a complaint.
a take **b** do **c** make

3 **Complete the mini-dialogues with the phrases from the box. There is one extra phrase.**

do for you	~~do you recommend~~	get a discount	help you	how much	make a complaint	pay by card	regular customer

X: What places [1] *do you recommend* for lunch?
Y: Why don't you try the Food Factory? The food's really good there.

X: How can I [2] _____?
Y: I'd like you to make two photocopies of this document, please.

X: Can I [3] _____?
Y: Are you our [4] _____?
If you are, you pay twenty percent less.
X: Yes, here's my loyalty card.

X: Excuse me, I'm afraid I'd like to [5] _____ _____.
Y: I see. What is the problem?
X: This soup is cold.

X: OK, and [6] _____ is that?
Y: It's £7.99.
X: Can I [7] _____?
Y: I'm afraid we only take cash.

A radio programme about the Teenage Market

1 **Complete the table.**

Adjective	Adverb
Add *-ly*	
quick	1 *quickly*
careful	2 _____
3 _____	badly
Change *-y* to *-ily*	
happy	4 _____
5 _____	angrily
Irregular	
hard	6 _____
7 _____	well

2 **Complete the sentences with the adverbs from exercise 1.**

1 He plays the guitar *well*. He's really talented!
2 She works very _____. She wants to earn a lot of money.
3 Slow down! You always walk so _____!
4 She drives _____. She never has accidents.
5 I sing _____. I don't have a nice voice.

3 **Complete the sentences with a verb and an adverb.**

1 Our maths teacher is really clear when she explains things.
Our maths teacher *explains things clearly*.
2 I tidy my room twice a day. It's always perfect.
I always _____.
3 My parents are bad cooks.
They _____.
4 I think English is easy to learn.
I think you can _____ English _____.
5 The products on this website are cheap.
You can _____ products on this website _____.
6 She doesn't like me. She always gives me an angry look.
She always _____ at me _____.

5 03 **Listen to the first part of the programme and choose the best option to complete the sentence.**

On the radio programme, I think we will learn
a about two brothers who work in a market.
b about the history of the Teenage Market.
c why the Teenage Market is an exciting place.

6 **Read the sentences and underline the key words.**

1 To sell things at the market, you need to
a take your own coins and notes.
b pay a lot of money.
c have a lot of experience.
2 Dan is
a 10 years old.
b younger than 16 years old.
c an adult.
3 At the end of the programme, Luca says
a it's difficult to sell your things at a teenage market.
b you need to go online if you're interested in learning more about teenage markets.
c there isn't enough information about teenage markets.

7 04 **Listen to the complete programme and choose the correct options in exercise 6. Is your answer to exercise 5 still correct?**

8 04 **Listen to the recording in exercise 7 again and complete the sentences.**

1 How many teenage markets are there all over the country?
There are *more than thirty* of them.
2 What are Dan and Georgia selling?
They're selling _____.
3 How much do you pay if you want to sell things at the market?
You _____.
4 What do you have to do to take part in the teenage market?
You have to sign up and _____ on their website.

4 **Look at the photos 1–3. You are going to listen to a radio programme. What do you think it is about?**







2.7 Grammar 2

Comparative and superlative forms of adjectives and adverbs

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

▶VIDEO 08

1 The menu in the first food truck looks *more attractive than* / *as attractive as* in the other food truck.
2 Gloria chooses the second food truck because *the queue is shorter* / *the food is cheaper*.
3 Graham is *hungrier* / *more tired* than Gloria.
4 Gloria says that vegan burgers are *the healthiest* / *the most delicious*.

2 **Write the comparative and superlative forms of the adjectives and adverbs.**

Adjective / Adverb	Comparative form	Superlative form
1 slow	*slower*	the *slowest*
2 big		the
3 easily		the
4 amazing		the
5 good		the
6 badly		the

3 **Choose the correct options.**

How much do you know about money?

The British pound is [1] *older than* / *the oldest* currency in the world. It's 1,200 years old. But the US dollar is [2] *more popular* / *the most popular* than the pound or the euro. In other words, more people pay with dollars. Nowadays, paper notes are more popular than coins. In fact, coins are [3] *older than* / *the oldest* notes, but paper notes are [4] *lighter than* / *the lightest* coins and so you can carry them [5] *more easily* / *the most easily*. Probably [6] *larger than* / *the largest* note in the world now is the 100,000 peso note (about US $3,700) in the Philippines.

4 **Complete the sentences with the comparative and superlative forms of the adjectives and adverbs.**

Do you think it's better to shop online than in a shop?

No, it isn't. If you need something right now, [1] *the fastest* (**fast**) way to get it is to just go to a nearby shop. It takes much [2] _____ (**long**) to wait for your online order.

Maybe, but if you want new clothes, in-store shopping is [3] _____ (**nice**). After all, the chance to try on new clothes is [4] _____ (**enjoyable**) thing in the world!

Of course, it is! Online shopping gives you a [5] _____ (**big**) choice of products. Also, all [6] _____ (**large**) shops sell online, so you can choose the well-known brands. And things are often [7] _____ (**cheap**) if you buy them online.

5 **Look at the pictures and write complete sentences with *(not) as + adjective + as*.**



1 (expensive) Riz's mobile *isn't as expensive as Ludka's.*

2 (cheap) The dress _____



3 (healthy) Sweets _____



6 **Put the words in the correct order to make questions.**

1 you / as / Are / tall / your best friend / as / ?
Are you as tall as your best friend?
2 it / easier to shop online / in a shop / Is / than / ?
3 Where / best / is / to make friends / place / the / ?
4 as / shopping for clothes / shopping for food / exciting / Is / as / ?
5 most / in your town / Who / famous / the / is / person / ?

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

any as cheaper ~~lot~~ most no some than

Do you sometimes feel you spend a [1] *lot* and you don't save any money? Well, if you follow [2] _____ simple rules, you can save your money easily.

- ✓ Shop around! A lot of things aren't [3] _____ expensive as you might think if you take time to check the prices in different shops.
- ✓ Use a bike to get around your town or city. Bus tickets can be quite expensive. If you cycle everywhere, you don't need to spend [4] _____ money at all.
- ✓ Look for special offers! Lots of places like cinemas, theatres and museums often have special offers on some days when tickets are a lot [5] _____.
- ✓ Use money-saving apps! There are apps for some stores and services that allow you to pay a smaller price [6] _____ the regular one.
- ✓ But probably the [7] _____ important rule is to learn how to be careful with your money and only spend it when you really need to!

An informal email: asking for advice

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

1 She likes out-of-town shopping centres, but I *prefer* going to small local shops.
2 _____ my opinion, getting a summer job is a very good idea.
3 Do you think I _____ talk to her about the problem?
4 These shoes aren't big _____ for me. I need a bigger size.
5 Unfortunately, _____ is a problem with my new smartphone.

2 **Match the sentences in exercise 1 to the functions below. There are two extra functions.**

a giving advice
b informing about a problem
c expressing preferences
d asking about someone's preferences
e asking for advice
f describing a problem
g expressing an opinion

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

3 **Read the email and translate the phrases in brackets into English.**

New message

Hi Mark,
As you know, it's my birthday next month. My friend Alice and I always organise our birthday party together. This year she wants to have it in a new pizzeria in our town. She thinks it's perfect, but [1] *in my opinion* (*moim zdaniem*), the place is not [2] _____ (*wystarczająco dobre*) for the party.
For one thing, the restaurant is [3] _____ (*zbyt mała*) for all our friends. Besides, it's quite expensive and the menu [4] _____ (*nie jest wystarczająco ciekawe*).
Really, [5] _____ (*wolałbym/wolałabym*) have our party in another restaurant, like the one which is in the city centre and offers really good food at reasonable prices. It's also a pleasant place and it has a nice garden. I don't want to make Alice angry because the pizzeria is her choice. But I really don't think we should have the party there. Do you think I should talk to her? And if she doesn't agree, [6] _____ (*czy powinienem/powinnam urządzić*) my own party? It's a problem, and I'm writing to you [7] _____ (*po jakąś radę*).
Write back asap,
XYZ

4 **Complete the instructions for the email in exercise 3 with the verbs from the box.**

ask	explain	express	inform

Your friend and you are planning to have a birthday party together. You don't like the restaurant she wants for the occasion. In your email to an English friend:
- _____ Mark about a problem with the restaurant,
- _____ why you don't like the place,
- _____ your own preferences about a place for the party,
- _____ Mark for advice.

5 **Complete the phrases below with the missing words.**

Informing about a plan or intention	I'd [1] *like* to buy ... I want [2] _____ get ...
Explaining a reason	I can use it [3] _____ travel ... I [4] _____ one because ...
Informing about a problem	Unfortunately, [5] _____ is a problem. The problem is [6] _____ I have to ...
Asking for advice	Do you think I [7] _____ do it? What do you [8] _____ I should do?

6 **Do the writing task. Use the phrases from exercise 5.**

Zastanawiasz się nad zakupem hulajnogi elektrycznej, na którą musiałbyś/musiałabyś wydać praktycznie wszystkie swoje oszczędności. Napisz do kolegi z Irlandii wiadomość, w której:
- poinformujesz o planowanym zakupie,
- wyjaśnisz, dlaczego jest to dla Ciebie ważne,
- poinformujesz o swoim problemie finansowym związanym z kupnem hulajnogi,
- poprosisz o radę w tej kwestii.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi Michael,
Thanks for your last email. It's good to know you're fine.
I'm writing because I've got something important to tell you.

2.9 Revision

VOCABULARY

1 Complete the sentences with one of the words in each pair.

sell / buy

a Jack would like to ___*sell*___ his bicycle because it's too small.

b Do you want to ___*buy*___ Jack's bike and give it to your little sister?

borrow / lend

c Can I _____ some cash?

d Can you _____ me some cash?

win / earn

e My sisters sing amazingly. They often _____ competitions.

f They want to be famous singers and _____ a lot of money.

spend / save

g Don't waste your money. Why don't you _____ it and buy something you need?

h You often _____ your money on us. It's our turn to pay for you!

car wash / garage

i Oh dear, the car looks dirtier than ever. We need to find a _____.

j The car is making a funny noise. I need to call the _____ so they can check it.

2 Complete the dialogue with the correct words. The first letters are given.

Lucy Look, Tom, there's a [1] t*ourist* i*nformation* o*ffice* _____ over there. We can get a map of the area and some info about local attractions.

Tom Good idea. But we should find a cash machine first. We need to [2] t_____ o_____ some money.

Lucy Do we really need any cash? You can pay by [3] c_____ everywhere.

Tom Not in some small shops. OK, I can see a bank across the street. Oh, there's also a [4] c_____ s_____. That's good. I need new earphones for my smartphone.

Lucy There's no time for that! We've got tickets to the art gallery, remember?

Tom Yeah, well, I really need those earphones.

Lucy In that case, I'm going to the [5] s_____ s_____ over there. I need to look for some trainers for all those hiking trips we're planning. Oh, and I can see a clothes shop next to it.

Tom Yes, you do that! We can always visit the gallery another time. But remember: if you spend all your money, I'm not going to [6] l_____ you any!

Lucy I've got enough money, thank you! See you later!

GRAMMAR

3 Correct the mistakes in the sentences.

1 I haven't got ~~some~~ cash. Can you lend me £5? *any*

2 That game costs a lots of money! _____

3 Home-made food is healthier as fast food. _____

4 I can't sing as good as my sister. _____

5 How much eggs do we need for the cake? _____

6 Some services are most expensive now than in the past. _____

4 Complete the second sentence so that it means the same as the first one. Do you agree with the statements?

1 Dark hair is attractive and so is blonde hair.
Dark hair is *as attractive as* blonde hair. Yes / No

2 Travelling by train is very comfortable, but travelling by bus isn't so comfortable.
Travelling by train is _____ travelling by bus. Yes / No

3 Playing sports is better than watching them on TV.
Watching sports on TV is not _____ playing them. Yes / No

4 Tea isn't as tasty as coffee.
Coffee _____ tea. Yes / No

5 No one in my family gets up as early as me.
I get up _____ in my family. Yes / No

6 Computer stores are more interesting than any other stores.
Computer stores are _____ of all kinds of stores. Yes / No

ROUND-UP 1 2 3 4 5 6 7 8

5 Choose the correct options.

Small and cute?

Probably one of the [1] ___ coffee shops in the world is the one in Nottingham, which is inside a red phone box. The box offers just [2] ___ space for a coffee-making machine and a fridge for milk. Most customers just [3] ___ for their coffee and walk away. If they want, they can sit down on some kitchen stools next to the phone box, but there aren't [4] ___ tables.

As you walk along Christopher Street in New York City, you might miss this store [5] ___. It's not a typical clothes shop, although it [6] ___ some nice T-shirts, and also really [7] ___ hand-made jewellery and other items. But probably nothing there is as original [8] ___ the owner, who says his name is Parksarezoosfortrees!

1	**a** smaller	**b** small	**c** smallest
2	**a** much	**b** enough	**c** a lot
3	**a** pay	**b** buy	**c** spend
4	**a** no	**b** some	**c** any
5	**a** easy	**b** easier	**c** easily
6	**a** sell	**b** sells	**c** is selling
7	**a** relaxing	**b** moving	**c** cool
8	**a** like	**b** as	**c** than

READING

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

BUY NOTHING DAY



Buy Nothing Day is an international event which usually takes place on the last Saturday of November. The idea goes back to September 1992 in Canada.

Why should we organise a day without shopping? Well, for people who believe in this idea, it is important to show others the following things about modern shopping habits:

- people spend too much on things they do not really need, even if they do not have enough money. As a result, some of them have serious financial problems.
- people should spend more time doing other things, like organising family trips or taking part in sports and cultural activities. They should also think about what effect mass consumerism has on the environment.

People in over sixty-five countries worldwide now join Buy Nothing Day events. The organisers always have lots of different ideas how to celebrate. They have non-commercial parties with lots of different activities. Some activists ask people to destroy their credit cards. Others go on a 'zombie' walk around a shopping mall without buying anything. Some just do not go shopping on that day to show their support for the idea.

1 When do people celebrate Buy Nothing Day?

_____

_____

2 Why do some people get into money trouble?

_____

_____

3 What should people do instead of going shopping in their free time?

_____

_____

4 What is a 'zombie' walk?

_____

_____

USE OF ENGLISH

2 **Z opcji A-C wybierz zdanie najlepiej oddające sens zdania wyjściowego.**

1 Hurry up! <u>We haven't got much time</u>.
- **A** We have got enough time.
- **B** We have got only some time.
- **C** We haven't got some time.

2 These products <u>aren't as expensive as some people think</u>.
- **A** cost less than some people think.
- **B** are more expensive than some people think.
- **C** don't cost enough for some people.

3 This jacket's <u>a real bargain</u>!
- **A** too expensive
- **B** very good quality
- **C** at a good price

4 <u>No one in my class is as tall as Stephen</u>.
- **A** Stephen is the tallest in my class.
- **B** Everyone in my class is taller than Stephen.
- **C** Stephen isn't as tall as everyone else in my class.

5 <u>Can you lend me £10 for the cinema ticket?</u>
- **A** I would like to pay £10 for your cinema ticket.
- **B** I want to borrow £10 from you for the cinema ticket.
- **C** I have to take out £10 for the cinema ticket.

3 **Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Możesz dodać inne wyrazy.**

1 You can find interesting products (**easily / online**) *more easily online than* _____ in an ordinary shop.

2 For me, the new shopping centre is probably (**bad / place**) _____ to go shopping in our town – lots of people and very high prices!

3 We've got so many things here we don't need. (**What / sell**) _____ some of them online?

4 (**lot / family**) _____ come to the new shopping centre at weekends.

5 I don't spend my money (**as / careful**) _____ _____ my sister. She always thinks a long time before she buys anything!



3 IN CHARGE

Vocabulary ▶VIDEO 09

Vocabulary 1

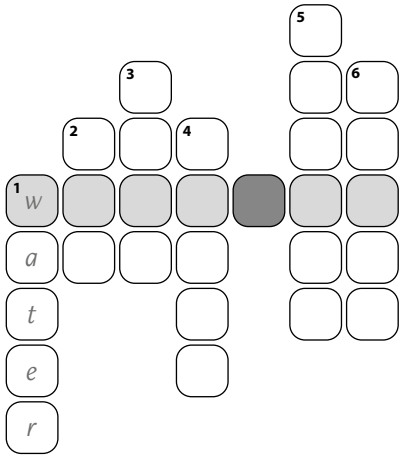
Jobs around the home

1 **Complete the sentences with anagrams of the words in brackets. Then decide if the sentences are true (T) or false (F) for you.**

1 I don't *make* (amke) my bed every morning. T / F
2 I always _____ (dyit) my room at weekends. T / F
3 My parents usually _____ (lawk) the dog in the morning. T / F
4 It's my job in the house to _____ (nalec) the bathroom. T / F
5 On weekdays, I _____ (meak) my own dinner. T / F

2 **Complete the crossword. What's the secret job around the house?**

1 *water* the plants
2 _____ the table
3 _____ the clothes
4 _____ out the rubbish
5 _____ the floor
6 _____ the dishwasher



4 **Answer the questions for you.**

1 What jobs do you like/hate doing around the house?

2 Do you have to do the same jobs every week?

3 Do your friends have to do the same jobs in the house as you?

5★ **Choose the correct options.**

Learning to [1] ___ housework can be useful! My parents run a small restaurant in the town centre, and I'm working there now because it's the summer holiday. My dad is in charge [2] ___ the kitchen and my mum is responsible [3] ___ the tables. I do different jobs at the restaurant, for example, I do some cleaning and lay the tables (I don't do this one completely on my own, though, because I [4] ___ this job with an experienced waitress). I also [5] ___ care of the restaurant's garden and it's my job to water the plants there. One thing I don't really like is cleaning the windows! It's hard work and it takes [6] ___ a lot of time.

1	**a** make	**b** get	**c** do
2	**a** from	**b** of	**c** at
3	**a** for	**b** on	**c** with
4	**a** share	**b** make	**c** save
5	**a** look	**b** give	**c** take
6	**a** on	**b** out	**c** up

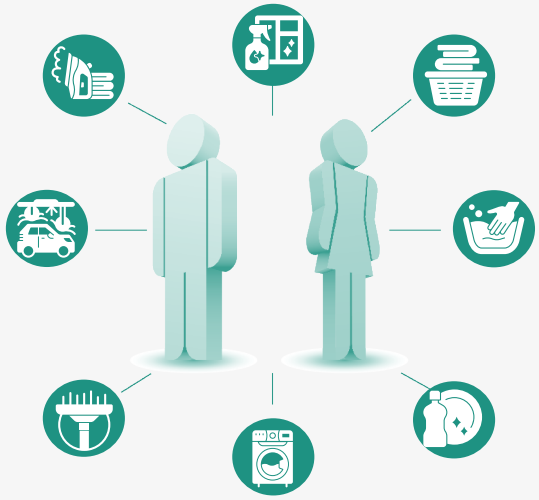
3 **Complete the text with the words from the box. There is one extra word.**

clothes ~~the dishwasher~~ the floor the grass the pet the plants the rubbish the table

A research centre asked American teenagers to keep a diary for a school year and found:

- Girls spend around thirty-eight minutes a day on things like loading or emptying [1] *the dishwasher* and laying or clearing [2] _____ while boys spend around twenty-four minutes on such jobs.
- The girls say that they usually spend up to twenty-nine minutes vacuuming [3] _____ or ironing [4] _____. Boys, on the other hand, usually help to cut [5] _____ in the garden. It's also their job to throw out [6] _____. If the family have an animal, both girls and boys look after [7] _____.

However, both girls and boys now spend half an hour a day longer on their housework than in the past!



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

▶VIDEO 10

1 Graham _has to_ do some cleaning because his parents are coming for a cup of tea.
2 He _____, take out the rubbish and wash up.
3 Gloria and her friend don't think that they _____ Graham with the cleaning.

2 **Choose the correct options.**

1 I always make the dinner, so he ***have to*** / ***has to*** clear the table.
2 You ***have to*** / ***has to*** go to bed early. Our train leaves at 6 am tomorrow.
3 It's a holiday tomorrow, so we ***don't have to*** / ***doesn't have to*** go to school.
4 It's raining. You ***don't have to*** / ***doesn't have to*** water the plants.
5 My dad starts work at 8 o'clock, so he ***have to*** / ***has to*** get up very early.
6 He's got a dishwasher, so he ***don't have to*** / ***doesn't have to*** do much washing-up.

3 **Look at the pictures and complete the sentences with the correct affirmative or negative forms of *have to* and the verbs in brackets.**



1 You _don't have to bring_ (**bring**) any food.



2 She _____ (**cut**) the grass.



3 We _____ (**empty**) the dishwasher.



4 You _____ (**feed**) the cat.



5 They _____ (**tidy**) the room.



6 He _____ (**do**) any homework. He's on holiday!

4 **Write complete questions with *have to*. Then write the short answers.**

1 you / wear a school uniform (–)
Do you have to wear a school uniform? No, we don't.
2 your friends / help at home (+)
_____
3 you and your classmates / earn your pocket money (+)
_____
4 your friend / do the cooking (–)
_____
5 we / look after our pets (+)
_____

5 **Complete the text with the correct forms of *have to* and the verbs from the box, or a short answer.**

~~arrive~~ cook do go help make

Scouts Camp

Frequently Asked Questions

Q What time [1] _do_ I _have to arrive_ at the camp?
A By 6 pm on Monday. You [2] _____ to your room and unpack before dinner.

Q [3] _____ the scouts _____ any jobs around the camp?
A Yes, they [4] _____. Everyone [5] _____ their own bed every morning.

Q [6] _____ we _____ in the camp kitchen?
A Well, scouts [7] _____, but they help wash up and tidy the kitchen on some days.

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

1 I can sleep till late today because it's Sunday. **HAVE**
It's Sunday, so I _don't have to_ get up early.
2 Is it important to finish this job today? **WE**
_____ finish this job today?
3 It's your pet and he's your job! **AFTER**
You have _____ your pet!
4 It's raining, so watering the grass isn't necessary today. **WATER**
It's raining, so you don't _____ the grass today.
5 My sister is too young to do any housework yet. **TO**
My sister _____ do any housework yet because she's too young.

3.3 Speaking

Choosing an offer and giving the reasons for your choice



1 **Look at the photo and answer the questions.**

1 Who are the people in the photo?
2 What are they talking about?
3 Why is the teenager there?

2 **Put the words in the dialogue in the correct order.**

Agnes Hello, Mark. What / I / for / do / can / you
[1] *What can I do for you* ?
Mark I'd / find / to / a job / like [2] _____
_____ because I need some extra money.
Agnes I see. I'd like you to fill in this form first.
Would / help / me / to / you / like
[3] _____?
Mark No, / worry, / can / that / don't / do / I
[4] _____.
(a few minutes later)
Agnes Thanks, Mark. Now, could you look at these offers?
Mark Sure.
Agnes What do you think?
Mark This offer / for / the / me / is / best / because
[5] _____
I can only work at weekends.
Agnes Good. You have to contact them.
Shall / with that / help / I / you
[6] _____?
Mark That / great, / thanks / be / would
[7] _____.

3 **Complete the Key Phrases in the table with the words from the box. Can any of these phrases replace those in the dialogue from exercise 2?**

alright	don't	on	refuse	~~shall~~	sounds

Making offers	[a] *Shall* I help you look at these offers? Why [b] _____ I help you with that?
Giving reasons for your choice	I have to [c] _____ this offer because it's not for me. I'm not keen [d] _____ this job because it's boring.
Accepting an offer	[e] _____ good.
Refusing an offer	It's [f] _____, I'll do that.

4 **Complete the mini-dialogues with the phrases from exercises 2 and 3. There may be more than one correct answer.**

1 **X:** *Shall I help you* cut the grass?
Y: *Sounds good*. Let's do it now.
2 **X:** You look confused. _____ to help you?
Y: That _____. Thanks!
3 **X:** What a mess! _____ clean the kitchen?
Y: No, it's alright, _____ that. You look tired.
4 **X:** OK. What _____ for you? What voluntary job are you looking for?
Y: _____ do the shopping for some elderly person because it's great to help people.

5 **Read the situations and write sentences using the words in capitals.**

1 Your neighbour is walking home with some heavy shopping bags. Offer to help her. **WHY**
Why don't I help you with your bags?
2 You're working in the garden when your friend comes up. He offers to help you. Accept his help. **WOULD**
_____
3 Someone offers you a job in a pet shop. You don't like this offer. Explain why. **KEEN**
_____
4 Your sister offers to help you tidy the garage, but she looks very tired. Refuse her offer. **ALRIGHT**
_____



6 05 **Listen and match speakers 1–4 to responses a–f. There are two extra responses.**

a Sounds good. I'd like to do it.
b Would you like to help me?
c Shall I show you?
d No, don't worry, I can do that.
e Well, this offer is the best for me.
f Why don't you show me?

1 ____ 2 ____ 3 ____ 4 ____

An article about different lifestyles

What are their lives like?

As part of our series on teenage lives, we're looking at someone who can tell us what it's like to live on a boat and also some students who go to school on a farm. These certainly do not sound like the stories of typical teenagers' lives, do they? Read on to find out.



1 ____

Maia Selkirk's life story is one of growing up on a boat. The reason for this is her parents' dream to sail around the world. Thanks to that, she can tell you all about her adventures like swimming with dolphins, building sandcastles on tropical beaches and sleeping under the stars.

2 ____

Sounds great; she doesn't even have to go to school. She's boat-schooled, which means her mum teaches her English and history and her dad maths and science. So, what's not to like about a lifestyle like this? Well, she has to do boat chores, the shower isn't very comfortable, and she misses their washing machine.



3 ____

North Country School, near Lake Placid USA, is a boarding school. This means the students both live and study there. Students do some traditional classroom lessons, but they also learn from more practical activities. The school's got a working farm with horses and sheep and a huge vegetable and flower garden.

4 ____

Twice a day, students have to feed the animals, collect eggs and look after the garden. There are also morning tasks like cleaning the classrooms, helping in the kitchen or laying the table. The students also learn to ride horses and how to look after lambs (baby sheep). From time to time, however, instead of their typical activities, the students go skiing, climbing or hiking in the area.

Did you know?

North Country School is an example of place-based education (PBE). In PBE, students do projects in their local area such as finding a way to feed birds in winter or how to reuse the town's waste, and they learn from this experience.

1 **Look at the title of the article and the introduction and answer the questions.**

1 The text is
   a for entertainment.
   b to give information.
2 The style of the writing is
   a very formal.
   b quite informal.
3 The text is probably about some ___ lifestyles.
   a unusual
   b typical

2 **Read the article and match headings A–F to paragraphs 1–4. There are two extra headings.**

A The bright and dark sides
B A routine of practical chores
C The dangers of a long journey
D Free time activities
E Childhood at sea
F A very different teaching method

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

1 Why doesn't Maia go to school?
Because her parents teach her (on the boat).
2 Why does Maia have to wash clothes by hand?
_____
3 How often do the students at North Country School feed the animals?
_____
4 What different sports can students at North Country School do?
_____

4 **Answer the questions for you.**

1 What are the advantages of growing up on a boat or going to school on a farm?
_____
_____
2 Can you think of any disadvantages?
_____
_____

3.5 Vocabulary 2

School life • After-school activities

1 **Match the sentence halves. Then decide if the sentences are true (T) or false (F) for you.**

1 There are a lot ___
2 I am a member ___
3 I regularly go ___

a to one or more extra classes after school.
b of after-school activities to choose from in my school.
c of some local groups and teams.

1 T / F 2 T / F 3 T / F

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

make ~~paint~~ practise write

Art:
We [1] _paint_ and draw pictures.
IT:
We [2] _____ simple computer programs.
Special Interests:
We [3] _____ models of planes and other vehicles.
Music:
We [4] _____ playing some instruments.

3 **Match the words from boxes A and B to make phrases. Put the phrases next to the correct sentences.**

A

coding ~~drama~~ photography rock scout UNICEF

B

band ~~circle~~ club course group lab

1 I'd like to practise acting and speaking in front of other people.
I'd like to join the _drama circle_.
2 I'd like to learn some computer languages.
I'd like to join the _____.
3 I'd like to play rock music with other students.
I'd like to join the _____.
4 I'd like to learn to take good photos and work on them on the computer.
I'd like to join the _____.
5 I'd like to help to plan and prepare some charity events.
I'd like to join the _____.
6 I'd like to do lots of outdoor activities with other people.
I'd like to join the _____.

4 **Choose the correct options.**

1 She doesn't usually ***exercise*** / ***take part in*** any of the class activities.
2 I have to practise more to ***exercise*** / ***improve*** my piano skills.
3 I'd like to ***find out*** / ***take part in*** more about coding.
4 You're interested in photography, so why don't you ***join*** / ***find out*** the photography lab in our school?
5 The UNICEF club is going to ***exercise*** / ***organise*** a charity event next week.

5* **Complete the email with the correct words. The first letters are given.**

New message

Hi Katie,

Thanks for your email. I think your idea to [1] **j** _oin_ the local magazine group sounds great. You can learn to do research and [2] **i** _____ your writing skills.
I also have plans for after-school activities this year.
I want to become a member of the school scout [3] **g** _____. I'd like to [4] **t** _____ part in different trips and other activities.

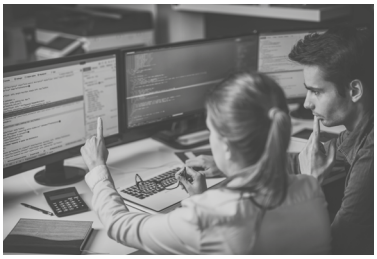
OK, I have to go now. It's my dad's birthday tomorrow and we're having some guests, so I have to [5] **v** _____ the floors and empty the dishwasher. Then I'm taking my dog for a long walk – he's getting a little fat and he needs to [6] **e** _____ more.

Bye for now,

Tony






A school council meeting

1 **Complete the table.**

I feel ... + adjective + *-ed*	People/Things are ... + adjective + *-ing*
confused	1 *confusing*
2 _____	annoying
embarrassed	3 _____
4 _____	tiring
worried	5 _____
6 _____	exciting
satisfied	7 _____
8 _____	challenging

2 **Choose the correct options.**

1 Do you normally feel ***worried*** / ***worrying*** when you get bad grades?
2 What is the most ***embarrassed*** / ***embarrassing*** photo of you?
3 Are your English tests usually ***challenged*** / ***challenging***?
4 Are you ***tired*** / ***tiring*** after doing exercise?
5 Do you think that theme parks are ***excited*** / ***exciting***?
6 Are you watching any ***interested*** / ***interesting*** TV series at the moment?

3 **Complete the dialogue with the correct forms of the adjectives from the box.**

annoyed/annoying confused/confusing
interested/interesting satisfied/satisfying
~~tired~~/~~tiring~~

Hi! How's your week?

Really hard and 1 *tiring*.
We have to finish our school project by tomorrow. It is about the history of rap.

That sounds really 2 _____.

It is. But one problem is that a lot of sites give different information about the same things. It's very 3 _____. Anyway, I'm hoping to get a good grade. Our teacher's always fair when she's 4 _____ with a project. What about your week?

Oh, don't ask! I'm so busy I have to miss my band practice this week. I'm so 5 _____!

4 **Read the information about school councils. Have you got a school council in your school? If not, would you like one?**

A **school council** /skuːl ˈkaʊns(ə)l/ noun [C] a place where pupils meet with their teachers to discuss ideas, share opinions and try to improve their school. Each class usually chooses two people to go to this council.

5 06 **Listen to part of a school council meeting. Put a tick (✓) next to the things they discuss.**

School Council Meeting 3 June

Ms Harrison (teacher), Stuart, Emily, Max, Laura & Owen (students)

DINING-ROOM:
Jobs at school 1 ☑ *everyone has to take turns*
Food 2 ☐ _____

SPORTS DAY:
Prizes 3 ☐ _____
Special guests 4 ☐ _____

END OF SCHOOL YEAR:
School disco 5 ☐ _____
Charity event 6 ☐ _____

WATCH OUT | SKILLS **Wyławianie z nagrania informacji szczegółowych**

Przed wysłuchaniem nagrania zastanów się, jakiego rodzaju informacji będziesz potrzebować, by rozwiązać zadanie: liczb, dat, imion lub nazwisk, a może narodowości? Jeśli przygotujesz się do słuchania w ten sposób, łatwiej będzie Ci wyłowić z tekstu potrzebne dane.

6 06 **Listen to the recording again and complete the notes in exercise 5 with information about what they discuss.**

7 06 **Listen again and match people 1–5 to feelings a–e.**

1 Emily	___	**a** satisfied
2 Max	___	**b** annoyed
3 Ms Harrison	___	**c** tired
4 Stuart	___	**d** excited
5 Laura	___	**e** confused



3.7 Grammar 2

Modal verbs: could, should, must

1 **Match the sentence halves. Then watch the video and check your answers.**

▶VIDEO 11

1 Gloria says they could ___
2 In the escape room, they mustn't ___
3 Also, they shouldn't ___
4 To escape, they must ___

a work together.
b use their mobile phones.
c go to an escape room.
d run or shout.

2 **Choose the correct options.**

1 In my opinion, you ***shouldn't*** / ***mustn't*** spend so much time playing games. It's a waste of time.
2 Do you want to help us? I suppose you ***must*** / ***could*** lay the tables.
3 I think you ***should*** / ***must*** join the school drama circle. You're so good at acting!
4 You ***couldn't*** / ***mustn't*** use your phone in class. Turn it off now, please!
5 It's a wonderful book. You ***could*** / ***must*** read it!

3 **Match the modal verbs from the box to the phrases and functions in the table.**

could ~~should~~ shouldn't must mustn't

1 *should*	[**advice**] It's a good idea to ...
2 _____	[**necessity**] I feel it's necessary to ...
3 _____	[**prohibition**] It's against the rules to ...
4 _____	[**negative advice**] It's not a good idea to ...
5 _____	[**possibility or suggestion**] Why don't we ...?

4 **Complete the second sentence so that it means the same as the first one. Use modal verbs.**

1 It's against the rules to talk during a test.
You *mustn't / must not* talk during a test.
2 I feel it's necessary for me to practise more.
I _____ more.
3 It isn't a good idea to miss another training session.
You _____ another training session.
4 Why don't we organise a charity event?
I think we _____ a charity event.
5 Is it a good idea to find a professional trainer?
_____ I _____ a professional trainer?

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

1



I really [1] *should / must* buy another guitar! The old one's terrible. But I haven't got much money.

I suppose you [2] _____ look for a second-hand one online. It's always cheaper.



2



Mr Giles wants me to join the school chess club, but I haven't got enough time for that. What do you think I [3] _____ do?

Well, you [4] _____ join it if you don't really want to. Just tell him the truth.



3



... and remember. After each practice you [5] _____ put the instruments away on the shelves.

Can we take them home to practise?





No, that's not possible. You [6] _____ take the instruments out of school. But you can come here after classes to practise on your own.

6★ **Translate into English.**

1 We *don't / do not have to* do (*nie musimy robić*) any shopping today. We've got lots of food.
2 In my opinion, _____ (*on nie powinien pracować*) so hard. He's always tired.
3 I think _____ (*mógłbyś wziąć*) part in the chess competition.
4 Please remember that _____ (*nie wolno wam trzymać*) the books for longer than three weeks.
5 _____ (*Czy on musi ćwiczyć*) playing the saxophone now? I'm studying!

A forum post

1 **Choose the correct options.**

1 *From* / *On* the one hand, it sounds like an interesting idea.
2 There are good and bad *sides* / *ways* of doing voluntary work.
3 On the *second* / *other* hand, this is a big responsibility.
4 *In* / *For* conclusion, it might be very satisfying, but also difficult.
5 *How's* / *What's* more, it usually takes up a lot of time.
6 To sum *up* / *off*, you need to think about it very carefully.
7 *Second* / *Another* problem is that you often have to do some work at weekends.

2 **Read the forum question. Complete the sentences below with your own ideas.**



Lizzy, 15
Posts: 1

'My music teacher wants me to join the singing classes in our school. The problem is, they meet twice a week and I'm already quite busy with my schoolwork and other activities. But she says I'm talented. What should I do?'

Lizzy should join the singing classes because ...

_____

_____

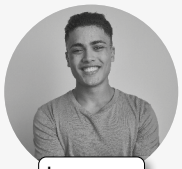
Lizzy shouldn't join the singing classes because ...

_____

_____

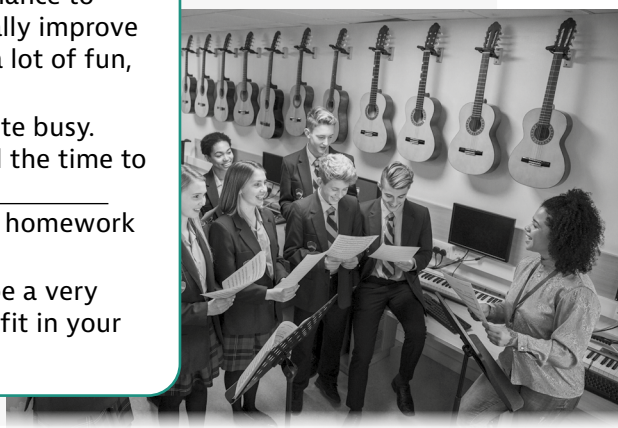
3 **Quickly read the post entry in exercise 4. Underline the arguments for and against joining the singing classes. Are they the same as yours?**

4 **Complete the forum post with the correct phrases from exercise 1.**



Jess
Posts: 234

Hi Lizzy,
I understand your problem because it isn't an easy decision to make. [1] *There are good and bad sides of* joining the singing classes. [2] _____, these classes give you a chance to develop your talent. With a good teacher, you can really improve your skills. [3] _____, they could be a lot of fun, too.
[4] _____, you say you're already quite busy. With two extra classes a week, it'll be difficult to find the time to meet friends or enjoy your hobbies. [5] _____ singing practice is very tiring and you also have to do homework for school during the week.
[6] _____, the singing classes could be a very interesting experience, but also tiring and difficult to fit in your timetable. Hope this helps!



5 **Read the instructions and do the task.**

Uczennica wygrała w konkursie literackim możliwość odbycia stażu (*job training*) w miejscowej gazecie. Na forum internetowym prosi internautów o pomoc w podjęciu decyzji. Zredaguj wpis na forum, w którym udzielisz odpowiedzi.

- Wyjaśnij, dlaczego rozumiesz jej sytuację.
- Przedstaw korzyści wynikające z odbywania praktyki pod okiem prawdziwych dziennikarzy.
- Opisz możliwe problemy związane z odbywaniem stażu.
- Przedstaw swoją opinię na ten temat.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi Chrissy,
I understand your problem because ...

3.9 Revision

VOCABULARY

1 **Complete the text with the verbs from the box.**

~~cut~~	find	improve	join	throw	wash	water

How do teens get what they want?



Helping with the housework is the best way! I always play the perfect son for a week or two. My parents love their garden, so I [1] *cut* the grass and [2] _____ the plants there. I even remember to [3] _____ out the rubbish! Then, after some time, I ask my parents to buy me what I want and usually get it!
Thomas, 15



For me, the best way is to show my parents how hard I need to work for school and my extra classes. So, for a few weeks I'm the busiest girl in the world – I study hard to [4] _____ my grades, and I tell them I'd like to [5] _____ some after-school activities (and they see I have no time for that already). Then my mum and dad want to cheer me up and they offer to do some fun activities together. It always works.
Maria, 16



For me and my wife, Kate, it's not a big problem when our twin sons aged 15 forget to do housework. It's only when they start to [6] _____ up dirty dishes or offer to lay the table before dinner that we start to worry! They want something from us, we know that – I think most parents [7] _____ out the truth sooner or later!
Andy, 41

2 **Complete the diary entries with the correct words. The first letters are given.**

SUNDAY EVENING *My parents are on holiday for the whole week. It's just me and my older sister, Sally, in the house. It's going to be so much fun!*

MONDAY *I have to do a lot of* [1] *r**esearch*** *for my history project. What a waste of an evening!*

TUESDAY *There's this boy, Mark, I really like. He's doing the coding* [2] *c_____. Maybe I could join it to meet him? Sounds like a good idea.*

WEDNESDAY *Sally's not such a cool sister after all! She tells me to load and empty the* [3] *d_____ every evening because she does the cooking for us. And I have to look* [4] *a_____ our dog.*

THURSDAY *Coding is the most boring thing in the world! I'm joining the drama* [5] *c_____ instead.*

FRIDAY *Our parents are coming back tomorrow, so I can't even take* [6] *p_____ in the scout group meeting. Instead, I'm vacuuming the* [7] *f_____ and washing my clothes. I actually want them to be back!*

GRAMMAR

3 **Complete the quotes about housework with *have to/don't have to*, *could*, *should/shouldn't*, *must/mustn't*. There may be more than one correct answer.**

1 'I've got so much shopping to do today ... Hmm, what film *should* I watch?'
2 'My sister and I have a rule about housework. We always agree that we _____ do it today – tomorrow sounds much better.'
3 'I hate doing housework. I make the bed, tidy my room and six months later I _____ start all over again.'
4 'The secret to a clean house? Easy! You _____ let your husband and children inside.'
5 'I feel like doing something. Maybe, I _____ get up and clean the bathroom? No, wait. False alarm.'
6 'An important rule while ironing your clothes: you _____ try to answer the phone!'

4 **Complete the questions with the correct forms of *have to* or modal verbs and the verbs from the box.**

~~do~~	improve	join	use

1 What jobs *do* you *have to do* around the house, but always try to avoid?
2 Your friend isn't good at English. How _____ she _____ her skills?
3 Some things are not allowed at schools. What _____ you _____ in class, but you think is a silly rule?
4 Your friend is interested in the media and is good at writing. What school clubs or groups _____ she _____ to develop her interests?

ROUND-UP 1 2 3 4 5 6 7 8

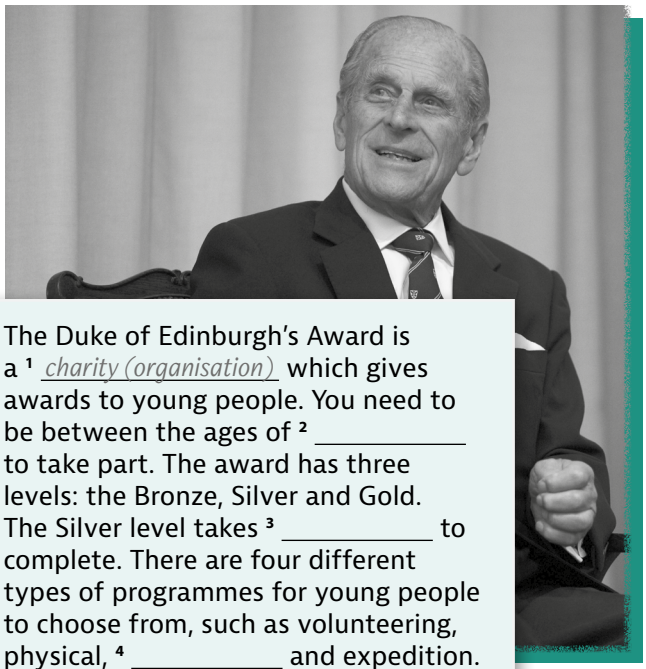
5 **Choose the correct options.**

Nowadays, if you want to help a charity, you [1] ___ give money to them. Instead, you [2] ___ try and donate your time and skills, which is sometimes more useful to different people and organisations [3] ___ money. If you're artistic or have various computer skills, for example, there are [4] ___ of online charity projects that you can take [5] ___ in. But first, you need to do some research into the charities you want to donate your skills to. Once you [6] ___ out about an interesting project which a charity [7] ___ at the moment, you [8] ___ contact their volunteer coordinator or Facebook group and let them know you are ready to [9] ___ their team. It's easy and you can make a difference!

1	**a** don't have to	**b** mustn't	**c** couldn't
2	**a** must	**b** could	**c** have
3	**a** than	**b** as	**c** like
4	**a** many	**b** a lot	**c** much
5	**a** part	**b** play	**c** role
6	**a** find	**b** join	**c** put
7	**a** do	**b** does	**c** is doing
8	**a** have	**b** should	**c** mustn't
9	**a** exercise	**b** improve	**c** join

LISTENING

1 07 **Usłyszysz fragment audycji na temat programu DofE. Na podstawie informacji z nagrania uzupełnij luki 1–5 w języku angielskim.**



The Duke of Edinburgh's Award is a [1] *charity (organisation)* which gives awards to young people. You need to be between the ages of [2] _____ to take part. The award has three levels: the Bronze, Silver and Gold. The Silver level takes [3] _____ to complete. There are four different types of programmes for young people to choose from, such as volunteering, physical, [4] _____ and expedition. The average number of young people who do the DofE programmes is about [5] _____ each year.

USE OF ENGLISH

2 **Z opcji A–C wybierz wyrażenie najlepiej oddające sens zdania wyjściowego.**

1 <u>You don't have to</u> finish the job today.
- **A** You mustn't
- **B** It's not necessary for you to
- **C** You shouldn't

2 Do you think you could <u>empty the dishwasher</u> now?
- **A** do the washing-up
- **B** load the dishwasher
- **C** take out the dishes

3 I'm not doing well at school and I hope my mum doesn't <u>find out</u> about it.
- **A** learn
- **B** mind
- **C** talk

4 Tom's parents say he <u>mustn't</u> join the band because his grades are poor.
- **A** couldn't
- **B** doesn't have to
- **C** can't

5 In my opinion, you <u>have to refuse</u> this offer.
- **A** can't take
- **B** could take
- **C** must take

WRITING

3 **Przeczytaj polecenie i wykonaj zadanie.**



Nastolatek zastanawia się nad podjęciem pracy wolontariusza w schronisku dla zwierząt (*animal shelter*). Ze względu na dużą ilość pozostałych zajęć pozaszkolnych nie jest pewien, czy powinien podjąć się tego zadania. Prosi internautów o pomoc w podjęciu decyzji. Zredaguj wpis na forum, w którym udzielisz odpowiedzi.

- Wyjaśnij, dlaczego rozumiesz jego sytuację.
- Przedstaw zalety wynikające z podjęcia pracy jako wolontariusz.
- Opisz możliwe problemy związane z tym zajęciem.
- Przedstaw swoją opinię użytkownikom forum.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi Donald,

I understand your problem because ...

4 THEN AND NOW

Vocabulary ▶VIDEO 12

Vocabulary 1

Places in the city

1 ♻ **Read the sentences and decide where the people are.**

1 'Excuse me, what time is the last performance of *Hamlet*?' *theatre*
2 'Hello, my name's Wilson. I've got a reservation for three nights.' _____
3 'Two tickets for the new James Bond at 7:30, please.' _____
4 'I'd like to send this letter to Brazil.' _____
5 'Let's take a walk around the small lake, shall we?' _____
6 'I'm sorry, sir, but you mustn't take photos here. You have to buy a special permit.' _____
7 'Are you ready to order?' _____

2 **Match the sentence halves. Then finish the sentences with your own ideas.**

1 Looking for your train at a big **railway** ____
2 It's a good idea to visit a **science** ____
3 I usually go to an **art** ____
4 My favourite attraction at an **amusement** ____
5 In my opinion, going on a **roller** ____

a **gallery** when _____.
b **park** is _____.
c **station** can be _____.
d **coaster** ride is _____.
e **museum** because you can _____.

4 **Complete the sentences with the words from the box.**

castle	collection	~~objects~~	painting	ruins	view



'I love travelling and bringing interesting souvenirs from my trips. Some of the most interesting [1] *objects* in my [2] _____ include a scary face mask from Kenya and a lovely [3] _____ by a street artist in Paris.' *Tony*

'On a hill outside my town there are some historic [4] _____ of a fourteenth century [5] _____. It's a great place for a walk on a sunny day and there's a beautiful [6] _____ of the area from the top of the hill.' *Allie*



5* **Choose the correct options.**

1 After the terrible fire, most of the castle was ***at*** / ***in*** ruins.
2 Let's park the car in front of the ***basic*** / ***main*** entrance to the park.
3 After climbing the tower, we were happy to ***admire*** / ***take*** the beautiful view of the sea.
4 When I arrive at a new place, I always take a walk around the city to ***look*** / ***see*** the sights.
5 The bell at the top of the church tower ***goes*** / ***makes*** at every full hour.

3 **Complete the sentences with the correct words. The first letters are given.**

QUIZ NIGHT

Did you know that ... ?

- The most famous Polish [1] *bell* is called Sigismund and hangs in the Sigismund [2] T_____ of the Wawel Cathedral in Krakow, Poland.
- The medieval [3] c_____ in Malbork is probably the largest building made of brick in the world.
- Probably the earliest [4] t_____ h_____ in England was in Queen Street in London.
- The world's largest [5] p_____ is probably the Forbidden City in Beijing, China, which has 980 buildings with a total of 9,999 rooms.
- One of the oldest [6] c_____ in Poland – and certainly the oldest Polish [7] c_____ – is the Basilica of St Peter and St Paul in Poznań.



Past simple: was/were, there was/were

1 **Watch the video and answer the questions below.**

▶VIDEO 13

1 Where were Graham's parents last weekend?
They were in a/the TV studio.
2 What were they there for?
3 What was Graham's mum's favourite attraction?
4 What was it like?

2 **Choose the correct options.**

X: Where [1] ***was*** / ***were*** you on Saturday? It [2] ***was*** / ***were*** Will's birthday party and you [3] ***wasn't*** / ***weren't*** there.
Y: No, I [4] ***wasn't*** / ***weren't***. I [5] ***was*** / ***were*** at home with my little sister. [6] ***Was*** / ***Were*** it a good party?
X: Yes! We [7] ***was*** / ***were*** in the new amusement park.
Y: Wow!

3 **Complete the dialogue with the correct forms of *there was/there were*.**

Tom So, tell me about your weekend trip.
Amy It's a small historic town, but [1] *there were* quite a lot of visitors there because [2] _____ a music festival on Saturday evening.
Tom [3] _____ many attractions in the town?
Amy Yes. The ruins of the castle were interesting. [4] _____ some amazing views from one of the towers there.
Tom And what about your hotel? [5] _____ a swimming pool?
Amy Actually, yes, but [6] _____ enough time to go there. We were really tired in the evening.
Tom So, everything was perfect.
Amy Well, not everything ... [7] _____ many interesting shops in the town. Just one or two, really.
Tom Come on! It wasn't a shopping trip!



4 **Think about a trip to a place of interest and answer the questions.**

1 Who were you with on that trip?
I was on the trip with ...
2 Where were you?
3 When were you there?
4 What was there to do or see?

5 **Translate into English.**

1 Why weren't you at school *yesterday* (*wczoraj*)?
2 There weren't any interesting events in my town _____ (*w zeszłym tygodniu*).
3 We were in Spain _____ (*dwa lata temu*).
4 Was she in London _____ (*w 2019*)?
5 They were here _____ (*miesiąc temu*).
6 There wasn't a shopping centre in this place _____ (*kiedy byłem dzieckiem*).

6 **Choose the correct options.**

New message

Hi Emily,

As you know, I'm very keen on history so I'm writing to tell you about an interesting project I'm doing for school at the moment. It's about my hometown as it [1] ___ fifty years ago. Well, [2] ___ weekend my family and I were at my great-grandma's and she was really helpful. In her story, a lot of things [3] ___ different here. For example, do you remember the old railway [4] ___ which is now a local museum? Well, it [5] ___ one back then, but instead, it was full of passengers travelling by train. And the tall tower with that great [6] ___ of the whole town? As she remembers it, [7] ___ only some ruins in the middle of the park. It's really difficult to believe how different everything was back then. I've got some old photos to illustrate it in my project.

Was your town very different in the past? Write back and tell me about it.

Bye for now,
Alicia

1	A was	B is	C were
2	A last	B then	C ago
3	A was	B were	C there were
4	A object	B hall	C station
5	A doesn't	B wasn't	C weren't
6	A view	B look	C watch
7	A was it	B there were	C there was

4.3 Speaking

Asking for and giving directions

Key Phrases ▶VIDEO 14



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

___ **a** They are all looking at a map.
1 **b** The photo shows a few young people in the street.
___ **c** Maybe she's a stranger there and doesn't know the way.
___ **d** The couple probably don't know her, but they're friendly and really trying to help.
___ **e** I think the girl on the left is asking the other two people for directions.

2 Complete the dialogue with the words from the box. There is one extra word.

along	far	~~how~~	on	past
straight	take	turn	turning	

Excuse me, [1] *how* can I get to the railway station?

Hmm ... It's quite a long way to walk. OK, go as [2] _____ as the traffic lights and [3] _____ left into Park Road. Then go [4] _____ on and turn right.

Do I [5] _____ the first right?

Uhm, no, it's the second [6] _____. Go [7] _____ the street and the station is [8] _____ your left.

Thanks a lot.

3 Complete the sentences with the correct words or phrases.

1 Go straight on and *take* the second right.
2 Could you tell me _____ to the town centre, please?
3 The nearest restaurant is in Long Street, _____ the bank and the art gallery.
4 Excuse me, _____ a bus stop near here?

4 Translate into English. Use the words in capitals.

1 Muzeum jest naprzeciwko ratusza. **HALL**
The museum is opposite the town hall.
2 Gdzie jest najbliższy dworzec kolejowy? **THE**
_____
3 O której godzinie otwierają muzeum nauki? **DOES**
_____
4 Przejdź na drugą stronę ulicy i idź dalej prosto. **ON**
_____
5 Przejdź obok kościoła i skręć w lewo. **LEFT**
_____

5 Choose the correct options.

1 **X:** Which turning do I take?
Y: ___
A It's on your left.
B Take the number 21.
C The first right.

2 **X:** I think we're lost. I've got no idea which way to go.
Y: ___
A Let's give them some directions.
B Why don't we ask for directions?
C We should tell them the way.

3 **X:** Excuse me, is there a post office near here?
Y: ___
A Yes, there's one opposite the bank.
B No, it isn't a post office.
C They're near the traffic lights.



An article about the Great Fire of London

A Before the Great Fire

Back in the 1660s, London was already a big city. With a population of about 350,000, it was one of the largest cities in Europe. But people weren't as careful about the danger of fires as they are today – there were a lot of wooden houses which were very close to one another. The summer of 1666 was extremely hot, and there was very little water in the city. The buildings were dry and easy to burn. During that time there was no organised fire service. Firefighting was very basic, with little skill and equipment. All of this was a recipe for disaster.

B During the Great Fire

The first fire was on Sunday, 2 September, at a baker's in Pudding Lane. The baker was sure that the fire in his shop was under control. He was wrong – three hours later his house next door was all on fire! The fire was quick to move from one building to another. Soon there were thousands of people in the streets, running away, carrying their most valuable things. The diary of Samuel Pepys, a man who was a clerk to the Navy, is a great source of information about the fire. It was in fact his idea to use gunpowder to destroy some buildings in order to stop the fire from moving further. It was effective and the fire was over by Wednesday. However, the ground was too hot to walk on for several days after.

C After the Great Fire

The Great Fire was a terrible disaster for the people of London. The total cost of the fire damage was around £10 million, at a time when the annual income of the city was about £12 thousand. Thousands of people were dead and many more were homeless. A lot of historic buildings were destroyed, too, including eighty-seven churches and the medieval St Paul's Cathedral. But it was also a fresh start for London – Sir Christopher Wren was the architect who was responsible for planning and rebuilding the city after the fire.



GLOSSARY
annual income – roczny dochód
clerk – urzędnik, sekretarz
gunpowder – proch strzelniczy
wooden – drewniany

1 **Do you know what London was like before the Great Fire in 1666? Decide if the sentences below are true (T) or false (F). Then read the first paragraph of the text and check your answers.**

1 London wasn't a very big city. T / F
2 There were lots of wooden houses in the city. T / F
3 There was a very well-organised fire service in London. T / F

2 **Read the text quickly. What do the following refer to?**

1 £12,000
It was the annual income of the city.
2 Sir Christopher Wren
3 350,000
4 2 September
5 £10 million

WATCH OUT | SKILLS **Wyciąganie wniosków z informacji zawartych w tekście**

Pamiętaj, że często, aby udzielić odpowiedzi na pytania do tekstu, musisz wyciągnąć wnioski wynikające z informacji w nim zawartych, a następnie sformułować odpowiedź własnymi słowami.

3 **Read the WATCH OUT | SKILLS box. Then read the text again. Match the questions 1–4 to the paragraphs A–C. You need to use one paragraph twice.**

In which paragraph does the text
1 mention someone's personal writing about the fire? ___
2 describe the weather conditions? ___
3 mention a famous historic building? ___
4 explain who was responsible for the original fire? ___

4 **Read the text and answer the questions.**

1 Why was London easy to burn in 1666?
Because the buildings were wooden and close to one another and there was little water in the city.
2 What was firefighting like at that time?
3 What gives us details of the fire?
4 What was the people's situation in London after the fire?
5 Who was in charge of building the city again?

4.5 Vocabulary 2

Dishes • Eating out • Cooking

1 **Choose the correct words. Are the sentences true (T) or false (F) for you?**

1 My family usually has ***lunch*** / ***dinner*** quite late, at around 7 pm. T / F
2 I often eat ***healthy*** / ***sweet*** snacks like chocolate bars or jelly beans. T / F
3 I enjoy helping my parents to ***do*** / ***make*** food at home. T / F
4 My family often eat ***out*** / ***outside*** in one of the restaurants nearby. T / F
5 We often ***bring*** / ***order*** a pizza on the Internet or by phone. T / F

2 **Write words for the definitions below.**

What do you call
1 a meal that you eat outside, e.g. near a river? *picnic*
2 the list of foods you can order in a restaurant? _____
3 a person who makes food in a restaurant? _____
4 food without any meat or fish? _____

3 **Match the sentences with the types of restaurants. There may be more than one correct answer.**

café canteen fast food restaurant
self-service restaurant sit-down restaurant
snack bar takeaway restaurant

'Two cheeseburger combos, please.' 1 _____

'I sometimes stop here to get some fish and chips to eat later at home.' 2 _____

'I like this place. The waiters are very polite and the food's very good.' 3 _____

'Just take a plate and pick any kind of food you like.' 4 _____

'I'm getting hungry. Why don't we get a cup of tea and a sandwich over there?' 5 _____

'Hurry up with your lunch, Tom. The break is over in five minutes.' 6 _____

'Let's go in there. I'd like an espresso and a piece of cake.' 7 _____

4 **Complete the dialogues with the correct words. Some letters are given.**

X: Let's go out for a ¹ **m** *e a l* tonight.
Y: Good idea. Where shall we go?
X: Let's try Tommy's. My friend says it's the best place to eat some regional food, based on traditional ² **r** _ **c** _ _ **es**. And for ³ **d** _ **ss** _ _ _ we can have their apple pie. I hear it's delicious.

X: Let's take a look at the menu. Would you like a ⁴ **st** _ _ **t** _ _ ? A salad perhaps?
Y: No, I'm not that hungry. I'll just have the ⁵ **m** _ _ **n c** _ **u** _ _ **e**.
X: Maybe you're right. The ⁶ **g** _ _ **ll** _ _ fish sounds good. I'll take that. What about you?
Y: I don't want fish. I'll have the ⁷ **r** _ _ **s** _ pork. And ⁸ **b** _ **k** _ **d** potatoes to go with it.

5 **Answer the questions.**

1 Can you name two vegetables that we don't usually eat raw? And how do we usually prepare them?
_____
2 Can you name two dishes that have fried meat in them? Do you like these dishes?
_____
3 Which do you think is more important when you choose a restaurant: tasty food or quick and polite service?
_____

6* **Complete the email with the words from the box. There are two extra words.**

amusement park cathedral dessert dishes
entrance hall meals ~~railway station~~ sit-down

New message

Hi Samantha,

Thanks for your message. It's a pity I'm going to be away when you come to see the town. Still, I'm glad to give you some information about the best places to visit.
Your hotel is just opposite the ¹ *railway station* and as you're getting here by train, you only need to cross the street. First, I suggest you should take a walk to the historic centre to see the town ² _____. It's really nice. You can also visit the ³ _____ on the other side of the main square – it's the most impressive church in our town. On Sunday, you should go to the new ⁴ _____ outside the city. You must try the roller coaster there! If you get hungry, there's a very good ⁵ _____ restaurant near the main entrance. They've got some delicious ⁶ _____ on the menu. If you want something sweet for ⁷ _____, try their chocolate cake – it's incredible! Anyway, call me when you get here so I can tell you more.
Enjoy the trip!
Love,
Cheryl

1 **Cross out the extra letters to complete the definitions.**

A person who

1 is in charge of a restaurant's cooking staff is a ~~s~~che~~r~~if~~f~~.
2 serves food to people in a restaurant is a **wraisteur**.
3 comes to have a meal in a restaurant is a **clustoolmear**.



2 **Answer the questions below.**

1 Would you like to have a cooking class with a professional chef? Why/Why not?

_____

_____

2 Why do you think a lot of teenagers work as waiters/waitresses?

_____

_____

3 When was the last time you were a customer in a restaurant/at a food festival? Did you enjoy eating out there? Why/Why not?

_____

_____

3 **Complete the phrases with the verbs from the box. There is one extra verb.**

book	do	leave	~~make~~ (x2)	order
pay	recommend	serve	take	

Chef	1 *make* dishes
Waiter	2 _____ an order 3 _____ the dishes 4 _____ a dish (to the customer)
Customer	5 _____ a tip 6 _____ a table 7 _____ the bill 8 _____ a meal 9 _____ a reservation

4 08 **You are going to listen to a person talking to a group of volunteers about a historic picnic. Answer the questions below. Then listen and check your answers.**

1 What could be a suitable place to organise this event? Why?

_____

_____

2 What kind of food products can you try or buy at an event like this?

_____

_____

3 How can volunteers help organise such an event?

_____

_____

5 08 **Listen to the recording again. Complete the gaps in the table with the correct information.**

	Adam	Sophia	Ben
What	• help with some traditional recipes • contact 1 *the chef*	• help the waiters • choose their 3 _____	• help the local 5 _____ • set up a street market
Where	in the restaurant	serve meals in the 4 _____	near the 6 _____
When	at 2 _____	(meet Ms Jones) at 9 am	start work at 6 am



4.7 Grammar 2

Past simple: affirmative

1 **Watch the video and complete the sentences with the correct forms of the phrases from the box. There are three extra phrases.**

▶VIDEO 15

call	~~come to visit~~	go to a pizzeria
order a pizza online	tell a lie	tell the truth

1 Graham wasn't at home when Gloria *came to visit* him.
2 Graham and his friends _____.
3 Graham _____ about the pizza leftovers.

2 **Write the past simple forms of the verbs below. Then complete the sentences a–d using some of the verbs.**

1 do	*did*	5 take	_____
2 carry	_____	6 drop	_____
3 invite	_____	7 have	_____
4 be	_____		

a She _____ the glass bell on the floor and it broke.
b We got out of the car and _____ all the shopping into the kitchen.
c My parents _____ their friends to dinner last weekend.
d I _____ a lot of sightseeing yesterday.

3 **Complete the text with the past simple affirmative forms of the verbs in brackets.**



Cookery shows – the beginnings

A lot of people love watching cookery shows on TV. But how did these shows start? Well, during the 1930s, cookery shows [1] *were* (be) popular radio programmes. Because they [2] _____ (enjoy) such popularity, TV producers [3] _____ (decide) to put them on television. The BBC [4] _____ (have) one of the earliest shows of this type in 1937. Their chef star [5] _____ (be) Marcel Boulestin, who also [6] _____ (write) some popular cookery books about French dishes. On the BBC programme, he [7] _____ (show) his viewers how to make an omelette!

4 **Use the past simple to write sentences about an interesting place you visited some time ago.**

Think about
1 the place and time of your trip.
_____
_____
2 the journey.
_____
_____
3 your stay there.
_____
_____
4 the things you did or saw.
_____
_____
5 the traditional dish you tried.
_____
_____

5* **Translate into English.**

HOME ABOUT CONTACT

TASTY MEAL



Today, I want to tell you about a new restaurant in our town. My dad [1] *made a reservation* (*dokonał rezerwacji*) there last weekend because [2] _____ (*to były*) my mum's birthday. The place was really nice inside, with traditional decorations and big wooden tables. Surprisingly, [3] _____ (*nie było*) many people there for a Friday evening. Maybe because the [4] _____ (*obsługa nie była*) so good. We waited over ten minutes before the [5] _____ (*kelner podszedł*) up to our table. We [6] _____ (*zamówiliśmy tradycyjne potrawy*) and waited again. About forty minutes later, we eventually [7] _____ (*dostaliśmy nasz posiłek*). It was actually really worth waiting for – the [8] _____ (*potrawy były pyszne*)! All in all, I recommend this place to you, but only if you have a lot of time! What about you? [9] _____ (*Czy byliście*) out last weekend? Share your comments and ideas!

An informal letter of enquiry

1 **Put the parts of the letter below in the correct order.**

A ___
I hope you can meet us when we arrive.
I can't wait to see you. Write back to me ASAP, please.
Yours,
Chrissy

B ___
We're also thinking of renting a camper van to travel along the coast for about a week. Where can we find some camper rentals in the city? Also, can you recommend any interesting attractions to see on the way?

C *1*
Hi Carl,
What's up? I'm writing to ask you for some information.

D ___
My dad and I dream of visiting Australia, but such a long and exotic trip needs a lot of planning. First of all, we're going to do some scuba diving. Is it possible to find a good course in or near Cairns?



2 **Complete the phrases below with the correct words. Can any of these phrases replace those in the letter from exercise 1?**

a Write *back* to me with the information.
b Is _____ possible to rent a camper in the city?
c Do I _____ to book a course much earlier?
d _____ you know any good diving schools?
e Can't wait _____ it!
f _____ are you doing?

3 **What would you say in these situations? Complete the sentences.**

1 Zapytaj o możliwość wypożyczenia kajaków.
Is it possible to rent some kayaks?
2 Powiedz, że nie możesz się doczekać spotkania z koleżanką.
_____ see you.
3 Zapytaj kolegę, czy zna jakieś atrakcje w okolicy.
_____ any attractions in the area?
4 Poproś koleżankę, aby poleciła Ci dobrą restaurację w centrum miasta.
_____ a good restaurant in the city centre?
5 Zapytaj kolegę, jak możesz dostać się do interesującego Cię parku rozrywki.
_____ to the amusement park?
6 Napisz znajomej, że nie możesz się doczekać wyjazdu do Szkocji.
_____ to Scotland!
7 Zapytaj kolegę, czy powinieneś wynająć przewodnika.
_____ a guide?

4 **Do the writing task.**

Wraz z rodziną planujesz kilkudniowy wyjazd na rowery nad Dunaj. Napisz list do koleżanki mieszkającej w Austrii, w którym:
- poinformujesz ją o Waszych planach i wyjaśnisz, dlaczego piszesz,
- poprosisz o rekomendację odnośnie miejsc zakwaterowania podczas wycieczki,
- poprosisz o informacje na temat atrakcji turystycznych w pobliżu wybranej przez Was trasy wycieczki,
- zapytasz ją, czy chciałaby do Was dołączyć.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hello Kirsten,
What's up? I hope things are fine.

4.9 Revision

VOCABULARY

1 Choose the correct words in the sentences below. Then look at the numbers in brackets and use the appropriate letter of the correct words to find the mystery word.

1 We saw some beautiful paintings in the ***art gallery*** / ***amusement park***. (2)
2 Let's order some ***takeaway*** / ***dish***. Pass me my mobile, please. (4)
3 Most students in our school have lunch in the school ***fast food restaurant*** / ***canteen***. (1)
4 We walked around the ***objects*** / ***ruins*** of a castle. (3)
5 Some parts of this royal ***entrance*** / ***palace*** are now open to visitors. (1)
6 You need some oil and a pan to make ***grilled*** / ***fried*** fish. (4)

MYSTERY WORD: _____

2 There are seven incorrect words in the post. Find and replace them with correct ones.

1 ~~railway station~~ -> town hall

MY BLOG

Today, I'd like to tell you about my family trip last Sunday. First, we walked around the old part of the town to see the fourteenth century railway station where the mayor's office is. Then, we just looked at the fifteenth century science museum from the outside. There was a religious ceremony at the time so, unfortunately, we didn't go inside. We also walked up a hill to climb up a tall bell. The entrance from the top was amazing! After that, we had an early dinner in a self-service restaurant nearby. The waiter recommended roast chicken and raw potatoes. It was very good and then we had some ice cream for starters. We came back home late in the evening. How was your weekend? Did you visit some interesting places? Share your impressions.

GRAMMAR

3 Write sentences in the past simple.

Write about

1 something which was on your desk/table yesterday evening (and is still there).
There were (e.g.) some books and a cup of tea.
2 something you planned to do last week (but it wasn't possible).
_____
3 the things you studied yesterday (but they were difficult to understand or remember).
_____
4 a place where you and your family went on a trip some time ago (but it wasn't the most exciting one).
_____
5 a present someone gave you last year for your birthday (but it wasn't an interesting gift).
_____
6 a dish you cooked some time ago (but it wasn't really tasty).
_____

4 Translate the fragments in brackets into English. Then, complete the boxes to make the sentences true for you.

1 We ___*played*___ (*graliśmy*) *a role-playing game* last weekend.
2 _____ (*Nie było*) any _____ before 1990.
3 One of my grandparents _____ (*urodził się / urodziła się*) in _____.
4 My friend _____ (*opowiedział mi*) a funny _____ yesterday.
5 There wasn't a _____ in my town _____ (*kilka lat temu*).
6 _____ (*Zamówiliśmy*) _____ in a local restaurant when we were on holiday.

ROUND-UP 1 2 3 4 5 6 7 8

5 Choose the correct options.

New message

Hi Tony,
I'd like to tell you about a [1] ***sitcom*** / ***documentary*** / ***chapter*** I watched on TV last night. It was about an organisation called Slow Food.
As you know, I'm into cooking and good food so [2] ***I was*** / ***there was*** / ***it was*** an interesting programme for me to see. Slow Food [3] ***begins*** / ***began*** / ***beginning*** in Italy in 1986 as a protest against the opening of a McDonald's in the historic part of Rome. I can't believe anyone would rather eat in a [4] ***sit-down*** / ***fast food*** / ***self-service*** restaurant while sightseeing in Rome!
Anyway, the organisation wants to show people they [5] ***should*** / ***have*** / ***mustn't*** eat healthy, local food and make dishes with traditional [6] ***recipes*** / ***chefs*** / ***bills***.
I couldn't agree more! OK, it might be a bit [7] ***expensive*** / ***more expensive*** / ***the most expensive*** than fast food, but it's certainly worth it.
Actually, I [8] ***enjoying*** / ***enjoys*** / ***enjoyed*** the programme so much that I want to include some of the information in a school project which I [9] ***work*** / ***worked*** / ***'m working*** on at the moment.
Bye for now,
Alicia



READING

1 Przeczytaj tekst. Uzupełnij zdania zgodnie z treścią tekstu.

The Leaning Tower of Pisa

At the end of the eleventh century, Pisa was an important seaport. As its importance grew over time, the Pisans decided to build a great cathedral complex, and that included the freestanding bell tower of the cathedral.

The construction of the tower began in 1173 and by the time the builders reached the third floor, the tower started to lean. The reason for this was the soft ground under the tower. Then, the construction stopped for almost a century because of constant wars with other Italian cities. Fortunately for the tower, that break in the building work gave the ground enough time to become more stable.

The work on the tower restarted in 1272. This time, the builders tried to make the floors higher on one side to make the tower straight. This did not help much as the extra weight just made the tower lean in the other direction!

Finally, the construction of the tower finished in the fourteenth century. Its seven bells each represent a different musical sound. Over the centuries there were a lot of efforts to stop the tower from falling, but most of them only made things worse. For long periods the tower was not open to visitors. However, in 2001 engineers managed to make the structure safe.



GLOSSARY
effort – wysiłek
lean – przechylać się
structure – budowla

1 The Pisans made a decision to build the cathedral complex to show that their city *was becoming more important*.
2 The tower leaned because of the _____.
3 The tower started leaning on the opposite side when the builders made some of the floors _____ and _____.
4 There are _____ installed in the tower.
5 Because the tower was unsafe, it was _____ for a long time.

USE OF ENGLISH

2 Uzupełnij każdą lukę jednym wyrazem.

Every year, thousands of tourists visit special kinds of amusement parks called 'miniature parks'. In one type of these parks you can walk around models of historic buildings like town halls, cathedrals, railway stations and [1] _____ others, often representing famous buildings from all over the world. The other types, like Bekonscot in England, are model villages or towns from a particular period of time. In the early twentieth century, there [2] _____ not any public miniature parks. Bekonscot also started as a private miniature park in a garden, designed by Roland Callingham [3] _____ the 1920s. 'Why build one in the first place?' you might ask. Well, the idea was to just entertain his guests!



3 Z opcji A–C wybierz brakującą wypowiedź.

1 **X:** ___ many people at the concert?
Y: Yes, the concert hall was completely full.
A Did they B Were there
C Was it

2 **X:** Excuse me, ___
Y: Sure. Go straight on and turn right.
A are you going to the railway station?
B do you know the railway station?
C could you tell me the way to the railway station?

3 **X:** Would you like to visit the art gallery?
Y: I'm not sure. ___ walk around a bit.
X: That's also a good idea. The weather's so nice.
A I'd rather B I fancy
C I have

4 **X:** I called you a few times yesterday. ___
Y: Sorry, I studied all day for the maths test.
X: Oh no, the maths test's today!
A What are you doing?
B What should you do?
C Were you busy?

5 **X:** Where's the nearest post office?
Y: Over there. ___ that church and then take the first right.
X: Thanks a lot.
A Turn into B Go past
C Cross

5 CHALLENGES

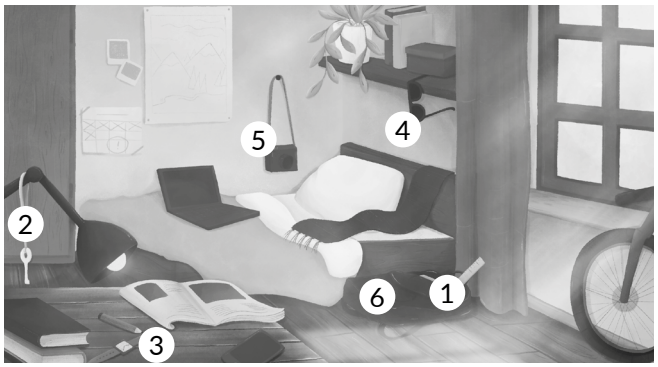
Vocabulary ▶VIDEO 16

Vocabulary 1

Everyday objects

1 **Label the objects in the picture with some of the words from the box.**

bicycle camera key laptop phone
ruler schoolbag sunglasses watch



2 **Choose the correct options.**

1 I wear this ***bracelet*** / ***toothbrush*** every day. It was a gift from my boyfriend.
2 She spends a lot of time in front of the ***mirror*** / ***washing machine***, doing her hair and putting on make-up.
3 On winter evenings, my sister and I take our ***ice skates*** / ***skis*** and we go to the local ice rink.
4 There's something wrong with my new ***racket*** / ***music player***. It sounds terrible.
5 Here, use the ***calculator*** / ***scissors*** to cut this packet open.

3 **Match the words from the box to the definitions 1–5. There are two extra words.**

alarm clock calculator calendar mirror
~~racket~~ toothbrush washing machine

What do you call an object which you use for

1 finally beating your friend at tennis? *racket*
2 giving some dirty clothes a new life? _____
3 checking what day of the week 1 January is? _____
4 making a noise to wake you up? _____
5 doing some hard arithmetic? _____






4 **Complete the comments with names of everyday objects. The first letters are given.**

WHAT ARE THE THINGS THAT EVERY YOUNG PERSON NEEDS?



Lucy

A loud [1] **a***larm* **c***lock*. I can't wake up without it! Then it's the [2] **c**_____ on my phone. I use it to plan my next holiday.



Danielle

I'd say a [3] **m**_____ and a [4] **t**_____. I often eat out with my friends and I hate having dirty teeth after.
And the first one? Well, it's useful at any time to check if I still look my best.



Adam

I go cycling in the forest a few times a week and I always listen to my favourite band then, so I need a small [5] **m**_____ **p**_____ to fit in my pocket. Later I have to get my clothes clean, so a [6] **w**_____ **m**_____ is useful, too.



Rob

My phone, of course! It's got pretty much everything I need. For example, the [7] **c**_____ is great for my maths homework.

5 **Answer the questions to make them true for you.**

1 What is the most important everyday object on this page? Why?

_____
_____

2 What is the least important object on this page? Why?

_____
_____

6* **Choose the odd word out. Then complete the sentences with the correct words in the correct forms.**

a alarm clock: turn off, ~~turn in~~, set
b mirror: look into, break, watch
c music player: charge, turn out, turn on
d scissors: cut with, cut down, sharpen

1 I *set* my alarm clock for 6:30 to catch the early train.
2 Some people believe that _____ a mirror means seven years of bad luck.
3 The battery in my music player runs out quickly, and I need to _____ it every few hours.
4 Don't tear the package like this! _____ the tape _____ scissors.

Past simple: negative and questions

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

▶VIDEO 17

When he was ten, Graham [1] *wanted* skis for Christmas. Instead, he [2] _____ two tennis rackets. But [3] _____ he _____ to play tennis? No, he [4] _____! He [5] _____ the rackets on the snow!

2 **Choose the correct options.**

1 How *did* / *was* she break her new racket?!
2 We didn't *buy* / *bought* any books last week.
3 What *were* / *did* you do last weekend?
4 My parents *didn't* / *weren't* use calculators in class.
5 Did she *phone* / *phoned* you on Friday?
6 *Was* / *Did* Tom go skiing last week? No, he *wasn't* / *didn't*.
7 *Were* / *Did* you very busy on Thursday? Yes, I *was* / *did*.

3 **Correct the information in the sentences.**



1 Steve Jobs was born on 11 February, so that day is National Inventor's Day in the USA. (Thomas Edison)
Steve Jobs wasn't born on 11 February.
Thomas Edison was born on 11 February.

2 László József Bíró invented the ruler. (ballpoint pen)
_____
_____
_____

3 Bette Nesmith Graham created a black paint called 'liquid paper' or 'Tipp-Ex' to cover mistakes. (white paint)
_____
_____
_____

4 Bill Gates wrote his first computer program when he was eighteen. (he was thirteen)
_____
_____
_____

4 **Complete the conversation with the correct question forms and short answers.**

Mum [1] *Did* you *finish* (finish) your homework?
Aisha Yes, I [2] _____. I found the information on the Internet. [3] _____ you _____ (have) a computer when you were young?
Mum No, we [4] _____ and there wasn't any Internet.
Aisha How [5] _____ you _____ (do) your homework?
Mum I went to the library, looked in books and made notes.
Aisha Oh my God! [6] _____ you _____ (use) a calculator at least?
Mum Yes, I [7] _____. But only at home, never at school.

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

1 I didn't ~~charged~~ my phone last night. *charge*
2 Do they play tennis yesterday? _____
3 How much did you pay for the new music player? _____
4 Did my mum asked you anything when you arrived? _____
5 We didn't did our homework because it was too difficult. _____
6 It wasn't anything important, so why were you get angry? _____.

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

One of the most revolutionary inventions of the twentieth century was a music player called *the Walkman*.
At that time, there [1] *were* not any music devices which ordinary people could carry with them, so it [2] _____ not surprise anyone that the Walkman soon became extremely popular. Although the device [3] _____ not as small as today's MP3 players, it let anyone listen to their favourite music anytime and anywhere. You just needed two AA batteries and a cassette with your favourite music, and of course, headphones because the device didn't [4] _____ a speaker. So, [5] _____ it sell well when it went on the market? It sure did! The Sony Company expected to sell about five thousand devices each month, but in fact they sold over thirty thousand [6] _____ the first two months!



5.3 Speaking

Telling a story

1 Match the sentence halves.

1	Did I tell you about the time ___	a	know that I spent a year in Thailand?
2	Do you ___	b	happened?
3	You're ___	c	to hear that.
4	Can you ___	d	kidding!
5	So, what ___	e	awesome!
6	That's ___	f	I won an important competition?
7	I'm sorry ___	g	imagine that I never met them again later?

2 Choose the correct options to complete the mini-dialogues.

1 **X:** ___ about my climbing trip to the Alps in 1993?
Y: No, you didn't. But I'd love to hear about it.
A Do you know
B Can you imagine
C Did I tell you

2 **X:** Anyway, we didn't play well in the final game and we lost.
Y: ___
A That's awesome!
B Oh, really?
C You won't believe that.

3 **X:** We met again a few weeks later on a hiking trip in the mountains.
Y: ___
X: He asked me out and later we became friends.
A So, what happened?
B Did you know that?
C Did I tell you that?

4 **X:** ___ that we lived so close to each other and never met before?
Y: That's incredible!
A I didn't know
B Can you imagine
C Did you tell

3 Look at the photo and answer the questions.



1 Who are the people in the picture? How are they feeling?

_____

_____

4 Complete the dialogue with the correct words.

Did I [1] *tell* you how I met your grandfather?

No, you didn't. Please, go on.

Well, in the winter of 1970 I went skiing in the mountains with some friends. I had an accident on the slope.

Oh, I'm sorry to [2] _____ that. So, [3] _____ happened next?

Don't worry, it wasn't anything serious, but I was in pain. Your grandpa saw me in the snow and he stopped to help me. To thank him, I invited him for a meal later. Do you [4] _____ that at that time it was quite unusual for a girl to ask a man out?

You're [5] _____! Really?

Yes. Anyway, we liked each other a lot and we started dating.

That's [6] _____!

5 Translate into English.

X: [1] *Do you know that* (*Czy wiesz, że*) your dad went climbing in the Himalayas many years ago?
Y: No! [2] _____ (*Żartujesz*)! Dad?! Come on, tell me more!

X: [3] _____ (*Czy możesz sobie wyobrazić*) that I broke my new racket last weekend?
Y: Oh, dear. [4] _____ (*Przykro mi to słyszeć*). It was quite expensive, wasn't it?

X: I have to tell you a story about last weekend. [5] _____ (*Nie uwierzysz*)!
Y: OK, [6] _____ (*więc, co się zdarzyło*)?

X: Last year, my sister and I found a gold bracelet on the beach.
Y: [7] _____ (*To niesamowite*)! Did you keep it?

2 Do you think teenagers should ask their grandparents about some important events in their grandparents' lives? Why/Why not?

_____

_____

3 How often do you look at photos with members of your family? What do you usually talk about then?

_____

_____

An article about a famous pirate



1 ___

Every year, Hampton, USA, celebrates its Blackbeard Pirate Festival. The star is Blackbeard, of course, and everyone dresses as pirates. There are battles and fights, but there's also food and live music.

2 ___

Blackbeard was probably the most famous pirate ever! He sailed the seas around North America and the Caribbean between 1716 and 1718. Blackbeard got his name because of his wild beard and black clothes. His real name, however, was Edward Thatch or Teach, and he was born in England. In early June 1718, Blackbeard's ship, Queen Anne's Revenge, hit some sand and the ship was no more! British officers killed Blackbeard six months later.

3 ___

Almost three hundred years later, in 1996, divers found some cannons at the bottom of the sea near North Carolina and realised that these belonged to Blackbeard's ship. Over the next twenty years, they found thousands of objects and we now know more about life on a pirate ship. For example, pieces from board games and musical instruments suggest they enjoyed games in their free time, and some of them could play music.



4 ___

Pirate ships travelled long distances without stopping and they needed to carry a lot of food and drink. We know Blackbeard and his men ate meat and fish because divers found animal bones and fishing equipment. We can also guess that they didn't only drink water. There were different types of bottles, so they probably drank many different things too.

1 **You are going to read an article about a famous pirate. Before you read use the adjectives from the box to complete the answer below. Give reasons for your answer.**

dangerous	dull	exciting	ordinary
unhealthy	unusual		

What do you think a pirate's life was really like? Why?

I think the life of a pirate was ... because

2 **Read the article quickly. Choose the correct options.**

1 Paragraph 1 ***gives*** / ***doesn't give*** us details of Blackbeard's life.
2 Paragraph 2 ***describes*** / ***doesn't describe*** Blackbeard's ship.
3 Paragraph 3 talks about ***a discovery*** / ***an event***.
4 Paragraph 4 is about Blackbeard and his men's ***travels*** / ***lifestyle***.

WATCH OUT | SKILLS

Określanie głównej myśli fragmentu tekstu

Pamiętaj, aby dobierając właściwy nagłówek do określonej części tekstu, uważnie przeczytać całość danego fragmentu. Nie sugeruj się wyrazami lub fragmentami błędnie podanymi w nagłówkach, które odnoszą się tylko do pojedynczej informacji, np.: *Blackbeard got his name because of his wild beard and black clothes.* Przykład błędnie podanego nagłówka: *How he got his nickname.*

3 **Read the WATCH OUT | SKILLS box. Then read the article again. Match headings A–F to paragraphs 1–4. There are two extra headings.**

A Items that speak of their lives
B A colourful regular event
C Pirates' daily meals
D Important moments in pirates' lives
E The death of a famous ship
F A famous pirate's life and death

4 **Read the article again. Rewrite the sentences so that they are correct.**

1 Blackbeard was a pirate for over ten years.
Blackbeard wasn't a pirate for over ten years.
He was a pirate for only two years.
2 Blackbeard came from North America.
3 Divers discovered his ship sixty years ago.
4 Pirates weren't into playing games or music.
5 Pirate ships didn't go very far.

5.5 Vocabulary 2

Sports

1 **Read the sentences and write the names of the sports.**

1 I go to the pool three times a week. I'm really good at the freestyle. *swimming*

2 We play on the school pitch every weekend. I'm the goalkeeper for my team. (BrE) _____ (AmE) _____

3 I bought a new racket last week. It's really nice to play with. _____

4 I play for my school team. I can jump as high as the basket is. _____

2 **Write the missing letters to complete the names of sports for each category.**

1 In this sport you fight an opponent:



· *j u d o* · k _ _ a _ e

2 You need a ball to play this game:

· t _ _ _ e t _ nn _ _
· cr _ _ _ et
· _ ug _ _
· _ q _ _ s _
· _ _ wl _ ng

3 In this sport you use some equipment with wheels:



· c _ c _ _ ng
· _ _ ll _ r _ _ ad _ ng
· sk _ _ eb _ _ rd _ _ g

4 This is an individual athletics sport:

· g _ mn _ st _ _ _ · h _ _ h j _ _ p
· _ _ ng j _ _ p

5 This is usually a winter sport:



· _ _ ii _ _
· i _ e-s _ _ t _ ng
· _ _ owb _ _ rd _ ng
· i _ e h _ ck _ _

6 This is usually an outdoor activity:

· _ _ rfi _ _ · wa _ _ _ ng
· _ _ imb _ _ g · _ _ rs _-r _ d _ ng · r _ nn _ _ g

3 **Complete the sentences with the correct forms of *do*, *play* and *go*.**

1 I *went* cycling last weekend.

2 My dad _____ squash twice a week.

3 My sister _____ gymnastics. She's really good.

4 Would you like to _____ skiing next weekend?

5 I _____ karate for a few months last year.

6 My mum and I often _____ walking in the forest near our house.

4 **Complete the forum posts with the correct words from the box. There is one extra word.**

athlete competition ~~cycling~~ event race stadium win winner

Eric, 17 I started [1] *cycling* a lot a few years ago when I got a bike for my thirteenth birthday. Last month, I took part in a cycling [2] _____ organised for charity. We cycled for about thirty kilometres around the city. It was really nice, although I didn't [3] _____. I was fourth over the finish line.

Annie, 15 Last week there was a big athletics [4] _____ for school students from all over the area. It took place at the new [5] _____ in my city. I'm good at running, so I went for the 100-metre run. It was a [6] _____, which meant you had to run faster than the other runners to win. And, surprise, surprise – I was the [7] _____! I broke the school record, too!

5 **Write a short note about sports that is true for you. Use some of the questions from boxes A or B to help you.**

A Which of the sports in exercises 1 or 2 do you do? How often do you do them? Where? Who with?

B Which of the sports in exercises 1 or 2 would you like to try? Why? Where would you like to do them? What equipment do you need?

_____

_____

_____

6* **Translate into English.**

1 Last night I forgot to *set my alarm clock* (*nastawić budzik*) and I woke up very late today.

2 He really wanted to win the competition, so he _____ (*trenował ciężko codziennie*).

3 When I want to do aerobics at home, I _____ (*włączam swój odtwarzacz muzyki*) and I'm ready to start working out.

4 _____ (*Czy pojechałeś na narty w zeszły*) weekend?

5 _____ (*Ona zawsze nosi swoją szczęśliwą bransoletkę*) when she takes part in a sports competition.

6 _____ _____ (*Podczas obozu sportowego zeszłego lata uprawialiśmy jazdę konną i wspinaczkę*).

1 **Find seven words in the wordsearch to complete the life events below.**

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

1 be *born*
2 _____ up
3 _____ school
4 _____ school
5 get _____
6 _____ children
7 _____

2 **Complete the sentences with the names of life events. Use the past forms of the verbs.**



My grandma, Anna, [1] *was born* in Krakow in 1957. She [2] _____ in a small town near Krakow. She started school when she was seven and she [3] _____ when she was nineteen. After that, she [4] _____, where she studied medicine. When she was in her final year, she also [5] _____ to my grandfather, Adam. When she got her diploma, she [6] _____ as a doctor in a hospital in Krakow. Anna and Adam had two children: my dad, Paweł, and my aunt, Lucyna. Anna worked for many years as a doctor until she [7] _____ a few years ago. Two years ago, she was very ill and we were all worried! Fortunately, she got better and I hope she stays with us for many years to come!

3 **Answer the questions so that they are true for you.**

1 When and where were you born?

2 What do you want to do when you leave school?

3 Do you think everyone should go to university when they leave school? Why/Why not?

4 At what age should people get married, in your opinion? Why?

5 What do you think people can do when they retire?

4 **You are going to hear five people giving advice on how to have a successful life. Which three suggestions do you think are the best ones? Give reasons for your choice.**









a Get good grades and a good job!
b Start earning money at an early age.
c Make friends to feel happy!
d Feel proud of yourself!
e Don't be afraid of change!
f Get fit and stay fit!

5 09 **Listen to the podcast and match the speakers to the sentences a–f from exercise 4. There is one extra sentence.**

Speaker 1 ___
Speaker 2 ___
Speaker 3 ___
Speaker 4 ___
Speaker 5 ___

6 **Decide if the underlined information in each sentence is true (T) or false (F). Correct the false information.**

1 According to speaker 1, one of the most important people at the Bank of America played rugby at school. T / F

2 She also says that many successful women were mad about sports at school. T / F

3 Speaker 2 says that Benjamin Stern changed schools over ten times. T / F

4 Speaker 3 suggests writing down only some good things. T / F

5 Speaker 4 doesn't believe you can be successful without good education. T / F

6 Speaker 5 mentions her grandfather to present her advice. T / F

5.7 Grammar 2

Articles: a/an, the

1 Watch the video and answer the questions.

▶VIDEO 18

1 What charity event is there at the weekend?
There's a charity run.
2 Where exactly is it in Graham Town?
_____
3 Where does it start?
_____
4 How long does it take to finish?
_____

2 Match sentences 1–6 to rules a–f.

1 Ø Cycling is my favourite activity. ___
2 There was *an* athletics event last week. ___
3 Did you have fun at *the* party last weekend? ___
4 She's *a* good swimmer. ___
5 Ø Young people are usually interested in IT. ___
6 I'd like to travel round *the* world. ___

We use

a *a/an* when we mention something for the first time.
b *a/an* when we talk about someone or something as one of many things of the same type.
c *the* when other people know what person or thing we're talking about.
d *the* when there is only one thing of this kind.
e Ø when we talk about many people/things in general.
f Ø before an uncountable noun.

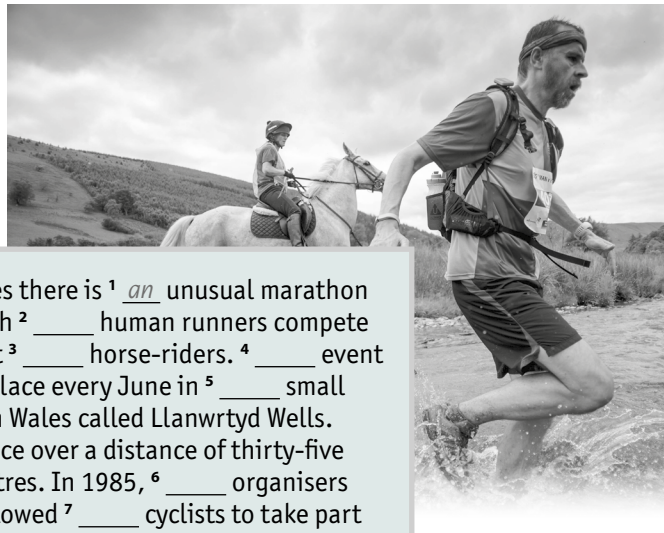
3 Complete the sentences with the words given and a correct article.

1 bracelet
a I got *a bracelet* for my birthday last week.
b Did you like *the bracelet* we saw in the shop window?
2 players
a Our coach always talks to _____ before a game.
b _____ sometimes try to cheat during a game.
3 racket
a I think _____ you're playing with is a bit heavy for you.
b I'm saving my pocket money to buy _____.
4 water
a It's important to drink _____ while doing exercise.
b _____ in the swimming pool was much too cold for me.
5 bike
a She often goes to school by _____.
b _____ like this one must cost a lot of money!

4 Choose the correct options.

1 I bought *an* / *the* interesting book yesterday. *A* / *The* book is a biography of Zlatan Ibrahimović, one of Ø / *the* most famous football players in the twenty-first century.
2 I took part in *a* / Ø running competition last week, but I didn't win a medal. *A* / *The* boy who won *a* / *the* competition set a new record.
3 A lot of *the* / Ø young people train hard to be good at *a* / Ø football, but only some of them become Ø / *the* professional players.
4 X: Did you see Ø / *the* game on TV last night?
Y: Yes, I did. It was *a* / *the* terrible game. And *a* / *the* score was even worse …

5 Complete the text with *a/an*, *the* or Ø.



In Wales there is ¹ *an* unusual marathon in which ² _____ human runners compete against ³ _____ horse-riders. ⁴ _____ event takes place every June in ⁵ _____ small town in Wales called Llanwrtyd Wells. They race over a distance of thirty-five kilometres. In 1985, ⁶ _____ organisers also allowed ⁷ _____ cyclists to take part in ⁸ _____ marathon.

6★ Choose the correct options.

Tom Hi, Robert. ¹ *Did* / *Were* you have a good weekend?
Robert Hello, Tom. Yes, I did. I visited my cousins and went to see ² *a* / *the* football game on Saturday afternoon.
Tom Nice! Was ³ *a* / *the* match good?
Robert Yes! Although the teams didn't ⁴ *score* / *scored* any goals, it was a fast and interesting game.
Tom ⁵ *Did* / *Were* there a lot of fans at ⁶ *a* / *the* stadium?
Robert You bet! It was completely full. And it was so noisy that sometimes I ⁷ *didn't* / *wasn't* hear my cousins when they spoke to me. Anyway, after the game we went to the club shop.
Tom Did you ⁸ *bought* / *buy* anything there?
Robert Yes, I bought ⁹ *a* / Ø T-shirt. Actually, I'm wearing it now. Look!
Tom Cool!

An informal letter: telling a life story

1 **Choose the correct options.**

www.

Blog Blog **Blog**



Can you [1] ***imagine*** / ***know*** that I had my first horse-riding lesson yesterday?! At the [2] ***first*** / ***beginning***, I was a bit scared. The horse looked so big! But the instructor helped me and [3] ***soon*** / ***when*** I sat on the horse. [4] ***Then*** / ***After*** I started riding slowly around the paddock. In the [5] ***finally*** / ***end***, the instructor and I went on a short ride in a field of grass nearby. It was great!

2 **Complete the sentences with the correct forms of the phrasal verbs from the box.**

find out	give up	~~grow up~~	take up

1 My cousin, Paolo, *grew up* in a small Italian village.
2 One day I'd like to _____ climbing because I think it's a fascinating activity.
3 My dad _____ playing tennis last year when he hurt his leg.
4 I _____ about this sport a few weeks ago from a TV documentary.

3 **Write sentences from the clues in the past simple. Add any necessary words.**

a some / them / never / finish / school / .
Some of them never finished school.

b year / ago / she / open / own judo school / .

c when / she / be / free, / she / take / judo / .

d they / grow / poor conditions / .

4 **Read the email. Complete gaps 1–4 with sentences a–d from exercise 3. Then choose the correct options.**

New message

Hi Sharon,

How are things? I hope everything's fine with you.
I'd like to tell you about a documentary I saw on TV a few days ago. I found out about it from my horse-riding instructor. It was about some young people. [a] *Unfortunately* / *Suddenly*, all of them had a difficult time when they were teenagers. [1] *d* They also had problems at school and with the police. [2] ___ As a result, their future didn't look very bright. [b] *Luckily* / *Unfortunately*, they all decided to change their lives. One of the stories was especially interesting. It was about a young woman from London who was in prison for a few months. [3] ___ She trained really hard. [c] *Finally* / *Later*, she became a judo instructor. [4] ___ She tries to help children and teenagers with problems, teach them not to give up and show them there's a good future for them in sports. [d] *It's so inspiring!* / *In the end!*

Can't wait to hear from you.

Cheers,

Lisa

5 **Do the writing task.**

Niedawno przeczytałeś/przeczytałaś artykuł o byłym sportowcu / byłej sportsmence, który/która obecnie angażuje się w działalność charytatywną w Twojej miejscowości.
W liście do koleżanki z Irlandii:

- napisz, gdzie i kiedy przeczytałeś/przeczytałaś wspomniany artykuł,
- opisz, kim jest osoba opisana w nim,
- przedstaw historię kariery i życia tej osoby,
- opisz jej działalność charytatywną.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hello Lily,
How are you? I'm writing to tell you about an interesting article.

5.9 Revision

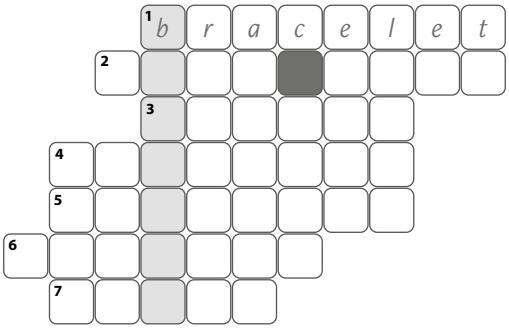
VOCABULARY

1 Choose the odd word out. Add your own ideas instead.

1 People often have a(n) ___ in their bedroom.
mirror, ~~toothbrush~~, alarm clock, *music player*
2 We go ___ from time to time.
skiing, rollerblading, gymnastics, _____
3 You need ___ to do some sports.
scissors, skis, ice skates, _____
4 Sportspeople might take part in a(n) ___.
competition, race, stadium, _____
5 We play ___ at weekends.
cricket, surfing, squash, _____

2 Complete the sentences with the correct words. Write the words in the crossword to find the mystery word.

1 I've got a silver *bracelet* which I wear on my wrist.
2 In _____, you try to jump as far as possible.
3 The gold medal is for the _____ of a competition.
4 You look at a _____ to check the date.
5 I need to cut out some photos from this magazine, but I can't find the _____.
6 To go _____, you just need suitable clothes and comfortable shoes.
7 In _____, the players try to carry the ball to the other team's line.



MYSTERY WORD: _____

GRAMMAR

3 Complete the dialogue with one word in each gap.

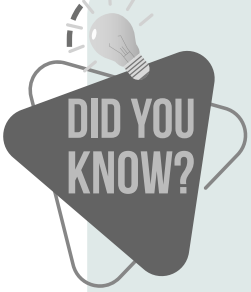
Mike So, [1] *did* you have [2] _____ nice weekend?
Liz Yes, it [3] _____ very interesting. I took part in a competition!
Mike What kind of competition?
Liz Do you know [4] _____ new bowling alley in the city centre? They organised a kind of competition on Saturday.
Mike [5] _____ you play alone?
Liz No, of course I [6] _____ not. I was in a team with some other girls.
Mike [7] _____ there a lot of teams? And did you win [8] _____ competition?
Liz Yes and no. But we had [9] _____ great time!

4 Complete the gaps using *a/an*, *the* or Ø and the correct past forms of the verbs in brackets.

Last week [1] *wasn't* (not be) fortunate for Tommy. He bought [2] *a* new tennis racket, but he [3] _____ (not play) with it for long because he broke [4] _____ racket two days later. Then he went [5] _____ ice skating with his friends, but he [6] _____ (not remember) to take his own ice skates from home and the skate rental [7] _____ (not be) open on that day. So, he just watched his friends having fun on the ice. And, finally, during the weekend, he found that [8] _____ old washing machine in his bathroom [9] _____ (not work) anymore, so now he needs [10] _____ new one!

ROUND-UP 1 2 3 4 5 6 7 8

5 Complete the text with the correct forms of the verbs in brackets. Translate the words in *italics* into English.



French monks probably invented tennis in the twelfth century. They [1] *played a game* (*grali w grę*) similar to tennis, but they [2] _____ (*nie używali rakiet*) to hit the ball. They used their hands. But the balls [3] _____ (not be) the soft ones we know today. They were hard, full of small stones inside! Ouch!

During the 1930 Ice Hockey World Championship, the national team of Canada was so strong that they [4] _____ (not play) any games, but they just waited for the final game, while all the other teams competed to get to the final. And in the final game, the German team [5] _____ (not have) much chance against the Canadians, who [6] _____ (*zostali zwycięzcami tej imprezy*). No surprise there!

It's sometimes very hard for successful sportspeople to finish their careers. They often make more or less successful comebacks. One of the most famous players [7] _____ (*w historii koszykówki*), Michael Jordan, [8] _____ (*przechodził na emeryturę trzy razy*)! He left the Chicago Bulls in 1993, came back with the Bulls, and then left them again. After that, at the age of thirty-eight, he returned, but this time he [9] _____ (not join) his old team. He played for the Washington Wizards. Unfortunately, that comeback [10] _____ (not be) very successful and Jordan gave up basketball for good at the age of forty.

LISTENING

1 10 **Usłyszysz trzy teksty. Wybierz właściwą odpowiedź, zgodną z treścią nagrania.**

Tekst 1.

1 The speaker says that in the past
- **A** sports competitions were fairer.
- **B** sportspeople had to train harder.
- **C** some sports results were unfair.

2 In the speaker's opinion, modern technology lets ordinary people
- **A** do more difficult sports.
- **B** do sports at all times.
- **C** train harder and more safely.

Tekst 2.

3 Why did people start to need their own alarm clocks?
- **A** They had new working timetables.
- **B** They had to get up at sunrise.
- **C** They worked at different times each day.

4 Which of the events below came first?
- **A** Seth Thomas set up his company.
- **B** Levi Hutchins designed his alarm clock.
- **C** Mass production of alarm clocks started.

Tekst 3.

5 What does Derek say about the run today?
- **A** He is quite satisfied with his performance.
- **B** He had a health problem during the run.
- **C** He's unhappy because he expected to win the race.

6 What do we find out about Derek's running practice?
- **A** He often runs distances similar to today's run.
- **B** He only goes running at weekends when he has free time.
- **C** He runs longer distances on Wednesdays and Thursdays.



WRITING

3 **Przeczytaj polecenie i wykonaj zadanie.**

Niedawno brałeś/brałaś udział w zawodach sportowych. W liście do koleżanki z Anglii:
- poinformuj ją, gdzie i kiedy odbyły się te zawody,
- napisz, w jakiej dyscyplinie sportu brałeś/brałaś udział,
- napisz, jak przygotowałeś/przygotowałaś się do zawodów,
- opisz swoje wrażenia z zawodów.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hello Lily,
How are you? I'm writing to tell you about a sport event I took part in.

USE OF ENGLISH

2 **Uzupełnij drugie zdanie tak, aby oddać sens zdania wyjściowego. Użyj podanego wyrazu.**

1 How much was your new bracelet? **PAY**
How much *did you pay* for your new bracelet?

2 I was happy to take part although I wasn't the winner. **WIN**
I was happy to take part although _____.

3 He usually cycles to work. **BY**
He usually _____.

4 Do you know about my first climbing experience? **TELL**
_____ about the first time I went climbing?

5 Only a small group of fans came to the stadium. **MANY**
There _____ the stadium.

6 We came home at 5 pm and it's 6 pm now. **HOUR**
We came home _____.

7 She spent her early years in Canada. **GREW**
_____ Canada.

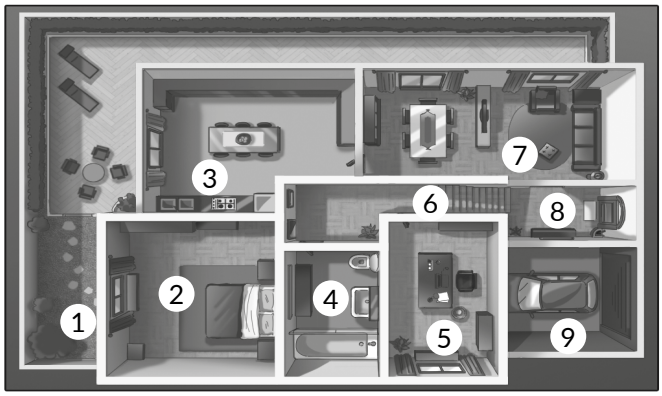
6 A BETTER PLACE

Vocabulary ▶VIDEO 19

Vocabulary 1

In a house: rooms, furniture, equipment

1 **Label the places 1-9.**



1 g*arden*
2 b_____
3 k_____
4 b_____
5 o_____
6 s_____s
7 l_____
r_____
8 h_____
9 g_____

2 **Complete the words with the missing vowels. Then decide where you can usually find those things in the house.**

a s *i* nk
b _ v _ n
c b _ n
d b _ _ kc _ s _
e _ rmch _ _ r
f sh _ w _ r
g c _ rp _ t
h c _ _ k _ r
i w _ rdr _ be



1 kitchen: *sink*, _____, _____, _____
2 bedroom: _____
3 bathroom: _____
4 office: _____
5 living room: _____, _____

3 **Choose two correct words in each sentence.**

1 There are some plates in the ***wardrobe*** / ***cupboard*** / ***sink***.
2 In my bedroom, there's a ***washing machine*** / ***wardrobe*** / ***bookcase***.
3 My grandma's got a ***comfortable armchair*** / ***porcelain sink*** / ***beautiful carpet*** in her living room.
4 She's got a ***bin*** / ***bath*** / ***bookcase*** in her office.
5 You can put the dish in the ***microwave*** / ***cupboard*** / ***oven*** to heat it up.
6 We usually use ***curtains*** / ***carpets*** / ***blinds*** to cover the window.

4 **Complete the descriptions with the words from the box.**

bath bin ~~bookcase~~ cooker blinds shower sink wardrobe

What's your favourite place in your house?

a This is really my mum's space (she usually works from home), but I love doing my homework at her large desk. There's a large [1] *bookcase* with lots of books and documents, too. She's also got a [2] _____ for paper, which we recycle.
Jordan, Manchester

b I spend most of my time either on my bed, studying or reading, or in front of my computer, so I often use the [3] _____ to cut out the sunlight. My room's tidy because I've got a big [4] _____ for all my clothes and other things.
Naomi, Boston

c We spend a lot of time in here, doing the cooking or cleaning and talking. We've got a dishwasher, so there are hardly ever any dirty dishes in the [5] _____. And there's often something delicious cooking on the [6] _____.
Meena, Mumbai

d It has to be this room. When I wake up, I always have a [7] _____ before I do anything else. Other people prefer to have a [8] _____, but I think that wastes a lot of water!
Sebastien, Brussels

5 **Read descriptions a–d again and write the place.**

a *office*
b _____
c _____
d _____

6★ **Use the words and phrases from the box to complete the sentences. There are two extra words.**

down the electric litter ~~quick~~ roller rubbish soft walk-in

1 As soon as I come from my morning run, I take a *quick* shower and get ready for school.
2 My parents have a big, _____ wardrobe next to their bedroom.
3 There's a _____ carpet on the floor, so you can walk barefoot.
4 There's an _____ cooker in the kitchen.
5 The coffee tasted so awful that I just poured it _____ sink.
6 We bought some _____ blinds for the windows.

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

▶VIDEO 20

What does Graham tell Gloria about her life in ten years' time?

1 She *won't have* more free time.
2 She _____ with her parents.
3 It _____ possible for her to invite all her friends.

2 **Complete the predictions with *will* or *won't* and the verbs in brackets.**

We asked some experts for their future predictions. Do you agree with them?

Housing

Houses with gardens [1] *will disappear* (**disappear**). There [2] _____ (**be**) whole cities in the sky, and we [3] _____ (**need**) to build underground.

Communication

We [4] _____ (**not use**) mobile phones. We [5] _____ (**talk**) to images of our friends in the air.

Shopping

We [6] _____ (**not go**) to shops to try on clothes. 3D printers [7] _____ (**take**) photos of our bodies and they [8] _____ (**print**) perfect clothes for us.

3 **Write complete questions and short answers with *will*.**

1 you / be rich and famous?
Will you be rich and famous?
(–) *No, I won't.*
2 you and your family / live in the same house forever?
_____
(+) _____
3 your friends / get married before they're twenty-five?
_____
(–) _____
4 you / get a job in your town?
_____
(+) _____
5 your teacher / give you some homework tomorrow?
_____
(+) _____
6 your sister / have a holiday next month?
_____
(–) _____

4 **Complete the sentences according to your predictions, using *there will be* / *there won't be*.**

In 2040
1 *there will be* a lot of pollution.
2 _____ lots of intelligent houses.
3 _____ robots helping in the house.
4 _____ cars that use petrol or oil.
5 _____ a lot of libraries with traditional books.

5 **Complete the conversation with *will* or *won't* and the correct forms of the verbs in brackets.**

X: Where [1] *will you live* (**live**) when you're older?
Y: I'm not sure really. Maybe, I [2] _____ (**live**) here or I [3] _____ (**move**) to a larger city.
X: [4] _____ your house _____ (**be**) big with a garden?
Y: I'd love to have a big house, but I'm sure it [5] _____ (**be**) a small flat and there [6] _____ (**not be**) a garden. I just hope there [7] _____ (**be**) a large living room with a comfortable sofa, but I'm not sure.

6 **Write three predictions about yourself, your family and the people you know. Use some of the words from the box and your own ideas.**

be rich and famous	get a good job
~~live in a big house~~	make a difference
win an important competition	

1 *I won't live in a big house, I'll live in an apartment.*
2 _____
_____
3 _____
_____
4 _____
_____

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

1 In my opinion, *we won't have* (**we / not have**) much to do around the house in the future.
2 Do you think _____ (**you / be / free**) later this evening? I could use your help.
3 We're leaving tomorrow, and I hope _____ (**there / not be**) much traffic on the roads.
4 My laptop is very old, and I'm afraid _____ (**it / break**) soon.
5 _____ (**there / be**) live music at the party?
6 I hope everything goes well tomorrow, and we _____ (**not need**) solve any new problems.

6.3 Speaking

Making decisions

Key Phrases ▶VIDEO 21



1 **Look at the photo and choose the correct options.**

The photograph shows two people who [1] ***drink*** / ***are drinking*** coffee and talking. Both of them are teenage girls, most probably friends who [2] ***know*** / ***meet*** each other well. In the photo, they're wearing [3] ***casual*** / ***formal*** clothes, so I think they're just sitting in a street café or a park. It looks as if they need to discuss something or make a(n) [4] ***argument*** / ***decision***. One of the girls is probably asking a question or, maybe, she's [5] ***offering*** / ***suggesting*** what they should do.

2 **Match sentences 1–5 to replies a–f. There is one extra reply.**

1 What about ordering some pizzas for the party? ___
2 Do you think that we could get her a digital photo frame? ___
3 We could give her a surprise party on Saturday. ___
4 What do you think about having the party outdoors? ___
5 I think a special playlist for the party could be nice. ___
6 Don't you think it's better to eat at home? ___

a I'm not sure. That's a bit expensive.
b That's a good point. I'll ask Paul to choose the songs.
c OK, good idea. I'm sure everyone will enjoy such food.
d The good thing is that it won't take much time.
e I don't think it's a good idea. The weather's quite bad.
f You're right. That'll be the best day for it.
g I agree. There's lots of food in the fridge.



3 **Complete the dialogue.**



X: So, what do we need to get ready for the school disco?
Y: [1] *What* about downloading some cool music?
X: OK, good [2] _____. I think Anne-Marie and Sam will take care of that.
Y: Awesome! Do you [3] _____ we need to buy food and drink?
X: Well, I'm not [4] _____. It'll be more fun if we make our own.
Y: I'm sorry, but I can't [5] _____. We just won't have enough time.
X: That's a good [6] _____. So, let's make a list and buy it instead.
Y: The good [7] _____ is that we can reuse the decorations from last time.
X: You're [8] _____! Are they still in the cupboard in the music room?

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

1 Zastanawiasz się nad wyborem gry komputerowej na urodziny koleżanki. Zapytaj kolegę, czy jego zdaniem ta konkretna gra jej się spodoba.
Do you think she'll enjoy this game?

2 Rozmawiasz z koleżanką o przyjęciu niespodziance dla kolegi. Koleżanka sugeruje, że powinniście zorganizować je w ogrodzie. Nie zgódź się z tą sugestią i uzasadnij swoje stanowisko.

3 Uważasz, że w ramach prezentu urodzinowego dla koleżanki moglibyście zabrać ją do restauracji. Zaproponuj ten pomysł wspólnym znajomym.

4 Kolega proponuje, aby wspólnie kupić jeden prezent dla koleżanki. Podoba Ci się ten pomysł. Przedstaw jego zaletę.

5 Idziesz z koleżanką do kina. Zaproponuj film, który moglibyście/mogłybyście wspólnie obejrzeć.

A RUBBISH HOUSE IN BENGALURU, INDIA





What's your house built of? GV Dasarathi from Bengaluru, India, calls his house Kachra Mane which means 'Rubbish House'. Do you wonder why that is? [1] ___ He thinks that the 4Rs: reduce, reuse, recycle and rethink, are very important – so that's what he did. Around eighty percent of his house comes from recycled materials. How did he do it? [2] ___ Instead, he took an old house and renovated it himself – he made lots of changes to make it his home. He then used the wood from large boxes to make the stairs, kitchen cupboards and bookshelves. The glass for windows was reused, as were the basins, sinks and showers. [3] ___

As for household appliances like the washing machine, he got those in second-hand markets. Now that he lives in the house, he is very eco-friendly. [4] ___ In building his house, Dasarathi saved both time and money. First of all, it took him only seven months to complete it. [5] ___ He says that you should never pay more than twenty percent of the price of the same thing new.

Did you know?
'One man's trash is another man's treasure,' is an American expression which means that while one person might think something is waste, another might think the same thing is very useful and important.

1 **Look at the photos of a house in Bengaluru, India. What do you think is unusual about the house?**

WATCH OUT | SKILLS

Rozpoznawanie związków pomiędzy poszczególnymi częściami tekstu

Dobierając zdania do tekstu, zwróć szczególną uwagę na zgodność osób lub rzeczy w tekście i wstawianym zdaniu. Np.: *There were **a lot of old broken things** in the house, like a washing machine and an oven. We needed to remove **them** first.*

2 **Read the WATCH OUT I SKILLS box. Then read the article and complete the gaps 1–5 with the sentences A–F. There is one extra sentence.**

A He bought all these from people who destroy old houses.
B He didn't have enough money for a house like that.
C It's quite simple to explain – it's because he built his house from rubbish.
D And not surprisingly, it cost much less than a normal house.
E Well, he didn't start by building a brand new house.
F For example, he uses the sun to make electricity and he collects rain water to use in his home.

3 **Read the article again. Are the statements true (T) or false (F)? Correct the false ones.**

1 GV Dasarathi built his house on top of rubbish. T / F
He built his house from rubbish.
2 There are too many new materials in Dasarathi's house. T / F
3 Dasarathi cut down several trees to build his kitchen. T / F
4 Someone at the market sold Dasarathi the things for his bathroom. T / F
5 Dasarathi saves water by reusing rain water. T / F
6 It's as expensive to build a recycled house as it is to build a normal house. T / F

4 **Do you agree or disagree with the statements below? Why?**

1 People should use things made from recycled materials.
2 It's important to save money by buying second-hand things.
3 People should throw away things when they break.

6.5 Vocabulary 2

Seasons · Weather · Climate · Landscape

1 **Complete the sentences so that they are true for you.**

1 My favourite season of the year is _____ because _____.
2 I like / don't like spring because _____.
3 It's usually _____ and _____ in summer.
4 I enjoy _____ in _____ when there's a lot of snow.

2 **Complete the words with the missing vowels. Match the categories from the box to the words in points 1–4.**

places	weather adjectives
weather nouns	weather verbs

1 *weather adjectives*
· h _ t · w _ t · w *a* rm
· dr _ · c _ ld

2 _____
· m _ _ nt _ _ ns · _ sl _ nd
· l _ ke · f _ _ ld

3 _____
· sn _ w · r _ _ n

4 _____
· f _ g · w _ nd
· _ c _ · st _ rm



3 **Translate into English.**

1 The summers here are usually *hot and sunny* (*gorące i słoneczne*).
2 It was a _____ (*wietrzny, ale ciepły dzień*).
3 There were black, angry-looking _____ (*chmury na niebie*).
4 We don't have much _____ (*deszczu czy śniegu*) at this time of year. It's a dry period.
5 There was _____ (*lód na jeziorze*).

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

1 We looked at the *cloudy* (**cloud**) sky, hoping for a little sunshine.
2 It was a _____ (**storm**) night.
3 The winters here are usually very _____ (**snow**).
4 It'll be a _____ (**rain**) and _____ (**wind**) day.
5 It's dangerous to drive on a _____ (**fog**) day.
6 I like cycling when it's _____ (**sun**) and warm.

5 **Complete the sentences with *It* or *There*.**

1 *There* might be storms later in the evening.
2 _____ was cold and windy this morning.
3 _____ wasn't much snow last winter.
4 _____ was a hot and dry summer.

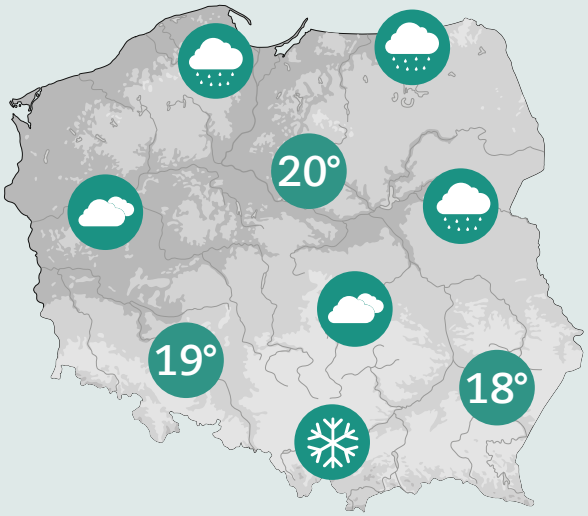
6* **Choose the correct options.**

New message

Hi Sally,

You asked how the redecorating is going in our house. Well, now we're busy choosing new furniture and kitchen and bathroom equipment. In my room, I've already got a big, new [1] ***wardrobe*** / ***cupboard*** for all my clothes. We also bought a modern induction [2] ***shower*** / ***cooker*** for the kitchen and a large, soft [3] ***blind*** / ***carpet*** to cover the floor in the living room. Your room is going to have some new stuff, too. You'll get a new [4] ***oven*** / ***bookcase*** so you don't have to keep your books all over the floor. I'll keep you updated.

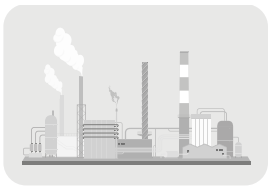
WEATHER FORECAST



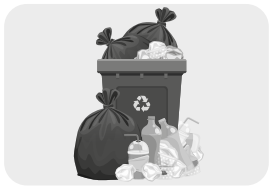
The beginning of the week will be [5] ***wet*** / ***dry*** as [6] ***it*** / ***there*** will be a lot of rain, especially [7] ***in*** / ***on*** the north and the east of the country. It will be quite cold, with temperatures of about 20°C. However, it will be much colder in the mountains where it will [8] ***snow*** / ***snowy***. The weather will get better later in the week. Although it'll still be quite [9] ***cool*** / ***warm*** and windy, it'll stop raining and we'll get some dry periods during the day.

1 **Use the words from the box to label the pictures.**

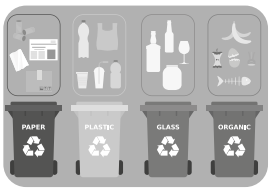
~~pollution~~	plant	recycling bins	rubbish



1 *pollution*



2 _____



3 _____



4 _____

2 **Match the sentence halves to make tips for the environment.**

To help the environment, we should

1 sort	___	**a** the lights when we don't need them.
2 save	___	**b** rubbish in recycling bins.
3 reuse	___	**c** trees during green events.
4 put	___	**d** things we don't need any more.
5 plant	___	**e** our rubbish.
6 turn off	___	**f** the number of new things we buy.
7 reduce	___	**g** energy.

4 **Decide which of the items listed below are dangerous to sea animals. Give reasons for your choices.**

a pollution _____
b rubbish _____
c tourism _____
d big companies _____

5 11 **Listen to the podcast and check your ideas in exercise 4.**

6 11 **Listen to the recording again and write full answers to the questions.**



1 What do some people predict about the amount of plastic in the sea by 2050?
There will be more plastic than fish in the sea by 2050.

2 What changes will fast food restaurants introduce to reduce the use of plastic?
_____

3 Why is the Belize Barrier Reef important for the environment?
_____

4 What were some companies planning to look for in the Belize Barrier Reef?
_____

5 What is the American scientist's team going to do all over the world?
_____

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

plant	pollution	save	~~sort~~	reduce	reuse	turn off

How much do you know about the environment?

1 Which of these things shouldn't we do if we want to help the environment?
a [1] *sort* our rubbish
b put rubbish in recycling bins
c throw away a lot of rubbish

2 Which of these things helps to [2] _____ water?
a having a bath
b a one-minute shower
c brushing your teeth with the water on



3 If we want to help the environment, we need to [3] _____ travelling
a by car.
b on foot.
c by bike.

4 Which of these is not a type of [4] _____?
a litter
b water
c rubbish

5 What are the 3Rs of recycling?
a reduce, [5] _____, recycle
b read, run, write
c rest, relax, recover

6.7 Grammar 2

Be going to • Be going to *vs* will

1 **Watch the video and complete the summary with the correct forms of the verbs from the box.**

▶VIDEO 22

consult	look	~~paint~~	put

Graham [1] *is going to paint* his living room black and he [2] _____ the microwave cupboard next to the sofa. He [3] _____ an interior designer at all. But Gloria thinks the room [4] _____ awful.

2 **Complete the sentences using *be going to* and the words in brackets.**

1 We *are going to stay* (stay) in the mountains for a few days.
2 _____ (you / paint) your room orange?
3 My sister _____ (not study) abroad next year.
4 What _____ (he / do) about the problem?
5 I _____ (not get) plastic cups for the party!
6 Unfortunately, it _____ (rain) all day tomorrow.
7 They _____ (buy) some new furniture next week.

3 **Choose the correct options.**

1 I hope there *going to* / *will* be a lot of attractions on the island.
2 She can't come and see us tomorrow. She *is going to* / *will* study for her exam.
3 I don't think people *are going* / *will* live on other planets in this century.
4 What are your plans for the weekend? *Will you to* / *Are you going to* visit your friends in London?
5 I'm afraid I *am going to* / *won't* have much free time this week.



4 **Complete the dialogue with the correct forms of the words in brackets. Use *be going to* or *will/won't*.**

Alice Have you got any plans for the weekend, Zoey? What [1] *are you going to do* (you / do)?
Zoey I'm not sure yet. Well, I'm busy on Friday afternoon because me and my mum [2] _____ (choose) new blinds for the living room windows. But I'm not sure what I [3] _____ (do) on Saturday. Any ideas?
Alice Yes, actually. There [4] _____ (be) a garage sale in my street on Saturday afternoon, so I think I [5] _____ (need) to look through some stuff. Do you think you [6] _____ (have) the time to come and help me on Saturday morning?
Zoey Sure, why not? I [7] _____ (be) there at around 9. OK?
Alice Great!

5 **Complete the second sentence so that it means the same as the first one. Use 2–4 words.**

1 Use less electricity – that's our plan.
We *are going to use* less electricity.
2 I hope for a lot of snow this winter.
I hope we _____ winter this year.
3 I don't expect to have my own flat when I'm twenty.
I'm afraid I _____ my own flat when I'm twenty.
4 They are planning on building a park here.
They _____ a park here.

6★ **The forum post contains six mistakes. Find and correct them.**

Adam, 17

I'd like to join the discussion about future plans. I'm going ~~leave~~ home when I'm eighteen and I hope I will to get a place at university.
I am go to study IT – it's been my dream for a long time! I'd like to study away from home and my parents promise they pay for my education. My twin brother has a different plan. He don't will study. Instead, he is going working in our father's building company when he leaves school.

1 *to leave*
2 _____
3 _____
4 _____
5 _____
6 _____

1 **Choose the correct options.**

1 I'd like to ***say*** / ***tell*** you about something important for me.
2 Thanks ***to*** / ***for*** your comments on my blog.
3 I'm really upset ***in*** / ***about*** leaving all my friends behind.
4 In my next post, I ***give*** / ***'ll give*** you some more details.
5 I've got ***some*** / ***a*** news for you.
6 I'm ***interested*** / ***glad*** about going there.

2 **Complete gaps 1–5 with adjectives describing feelings. The first letters are given.**

I'm really
1 e*xcited* about moving to a new house.
2 a_____ of losing touch with my friends here.
3 a_____ about living so far away from any city attractions.
4 h_____ about having my own room at last!
5 w_____ about changing schools.

3 **Match the words from the box to the descriptions 1–5.**

boring	clean	dangerous
relaxing	safe	

1 There's nothing to do here. _____
2 There's no pollution in this place. _____
3 There's a lot of crime here. _____
4 There are no dangers in the area. _____
5 You can have a good rest here. _____

4 **Complete the blog post with the correct adjectives, using the ideas in brackets.**

Hi everyone, I'm 16 and I'd like to tell you about something important for me. My older sister is going to work in a big city and so she's going to leave home and live there. She's moving out next weekend. She'll live in the city centre and, in my opinion, the place is [1] *ugly* (**not nice to look at**). Also, it's really noisy and [2] _____ (**full of people**). And with so many cars and factories near the city, the area is quite [3] _____ (**with dirty, smelly air**).
I know she's really [4] _____ (**she can't wait**) about moving, but I don't like this idea at all. We're very close and I'm [5] _____ (**quite angry**) about the fact I won't have her close by every day. She says we'll still chat every evening, but I'm [6] _____ (**not optimistic about something in the future**) that she won't have much time for me when she starts working.
Were you ever in a similar situation? Do you think I shouldn't feel so bad about it?
Thanks for your comments on my blog. That's all for today.



5 **Do the writing task.**

Twój bliski przyjaciel wkrótce wyprowadza się do małej miejscowości. Na prowadzonym przez siebie blogu:
- poinformuj o przeprowadzce Twojego przyjaciela,
- opisz miejsce, do którego się wyprowadza, i wyraź swoją opinię o tym miejscu,
- napisz, jakie masz odczucia w związku z tą sytuacją,
- poproś czytelników bloga o komentarze do opisanej przez Ciebie sytuacji.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi everyone,
I'm sixteen and I'd like to ...

6.9 Revision

VOCABULARY

1 Cross out extra letters. Then complete the sentences with the words from the box.

being corven gwardrobie riced
stinky sweat waindy

1 I ironed my clothes and put them in the *wardrobe*.
2 We'll have a very _____ week, with lots of heavy rain.
3 Could you turn off the _____ and take out the cake? It should be ready by now.
4 The _____ was so strong that it damaged some houses in the village.
5 There are some dirty plates in the _____. Could you wash up, please?
6 The temperature dropped to -10°C, and there was _____ on the lake.
7 The _____ is almost full, so I need to throw out the rubbish.

2 Choose two correct words in each sentence.

1 There was a small island in the ***river*** / ***field*** / ***lake***.
2 He often sits ***on the carpet*** / ***on the blind*** / ***in the armchair*** and reads a book.
3 It was a really pleasant ***sunny*** / ***stormy*** / ***warm*** morning.
4 My mum makes dinner for us which we heat up in the ***bookcase*** / ***microwave*** / ***oven*** later.
5 We went for a long walk in the ***mountains*** / ***sky*** / ***park***.

3 Complete the sentences with the correct words. Use the words in brackets.

1 It was a very *snowy* (snow) winter last year.
2 It was such a _____ (fog) day that we couldn't see the road.
3 There's an electric _____ (cook) in the kitchen.
4 The sky was _____ (cloud) and it was going to rain soon.
5 You'll find the coffee in the _____ (cup), on the bottom shelf.

GRAMMAR

4 Complete the mini-dialogues using *will* or *be going to* and the highlighted verbs and the short answers.

1 be
X: I'm afraid we *will be* late.
Y: No, we *won't*. We *will be* on time.

2 buy
X: They _____ a house by the sea. It's always been their dream to live there.
Y: No, they _____. They _____ a house in the mountains. Sarah told me so.

3 feel
X: I'm sure he _____ excited about this.
Y: No, he _____. He _____ annoyed, I'm afraid.

4 be
X: Look at this weather forecast! It _____ cold and rainy today.
Y: No, it _____! Look at the sky. It _____ warm and sunny.

5 use
X: In my opinion, people _____ petrol cars in twenty years.
Y: No, they _____. They _____ electric cars.

5 Complete the second sentence so that it has a similar meaning to the first one. Use the words in capitals. Use 2–4 words.

1 I think rain is quite possible today. **IT**
I think *it will rain* today.
2 We're thinking of buying some new furniture. **TO**
We _____ some new furniture.
3 Unfortunately, he expects to fail his driving test again. **PASS**
He's afraid _____ his driving test again.
4 It's not my plan to stay there long. **GOING**
I _____ stay there long.
5 I hope for a good change in the weather. **CHANGE**
I hope the _____ for the better.

ROUND-UP 1 2 3 4 5 6 7 8

6 Complete the text with one word in each gap.



What [1] *do you know about Greta Thunberg?*

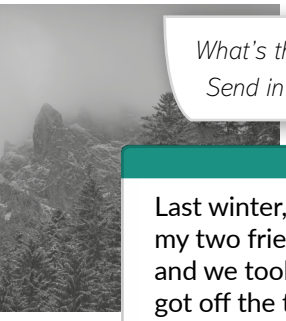
Imagine this scene: it's a pleasant, warm and [2] _____ *day in August, 2018, and Greta Thunberg, a schoolgirl from Sweden, is sitting outside the Parliament building in Stockholm. Why? Because she's going* [3] _____ *raise awareness about climate change.*

Greta first learnt about climate change when she was eight years old. When her teacher showed the class photos of [4] _____*, like plastic and other waste materials, in the oceans. At that moment, she knew she* [5] _____ *to make a difference. Greta stopped flying in 2015 because travelling by plane is worse for the environment* [6] _____ *other forms of transport. She goes everywhere by train. She's also now a vegan; she doesn't eat any* [7] _____ *that contain animal products because it's better for the environment. She's also studying hard, so she doesn't have* [8] _____ *free time.*

But [9] _____ *people interested in the environment in the past? Well, yes! On 22 April 1970, Gaylord Nelson, an American politician, created Earth Day to raise awareness about pollution and the environment. Where* [10] _____ *you be when we celebrate the 60th Earth Day?*

READING

1 **Przeczytaj tekst. Wybierz właściwą odpowiedź, zgodną z treścią tekstu.**



What's the worst weather you've ever experienced? Send in your stories and win a prize!

Last winter, I went ski touring for the weekend with my two friends. We rented a house in the mountains and we took a train to the village it was in. When we got off the train, we wondered how we were going to get to the house. No taxis, though there was a bus stop next to the station, but the waiting time was almost two hours. Walking there was the hard option – especially with all the luggage we had with us. Fortunately, when I called the landlady to tell her we were there, she drove to the station to give us the keys and kindly offered to give us a lift.

The house was some way up the mountain, perfectly located for us to get to the ski touring slope in a few minutes. It was quite small and rather basic inside. There was a small cooker and a sink in the kitchen, two very old armchairs near a fireplace and two small bedrooms. But it was just enough for our small group and, more importantly, it came at a good price.

The next morning, we went ski touring. The conditions were excellent, with lots of snow and a pleasant temperature of about -2°C. It was a little foggy earlier in the morning, but the light wind soon cleared it and it became sunny. There were just a few other skiers on the slope, so it wasn't crowded at all.

Early in the afternoon, the weather began to change. The wind got stronger and heavy clouds appeared in the sky. As we walked up the mountain next to the slope, it started snowing, more and more heavily. At last, I stopped and told my friends we had to go back to the house. Neither protested, as it was clear we couldn't go on skiing in that weather. By then it was snowing so heavily we could hardly see our way down to the house. In fact, we almost walked past it without seeing it. Once inside, we quickly checked the windows were all closed and looked for some candles because there was a power cut. It was only just past 3 pm, but it was already dark outside. We sat by the light of just one candle we had found in the cupboard and the fire in the fireplace. It was a scary experience, the semi-darkness, the howling of the wind, and worst of all, the sound of a tree falling down nearby at some point. But we had to stay there – walking to the village in that weather was out of the question as the weather seemed to be getting worse.

At about 7 pm we heard someone banging on the door. It was a rescue team who had come to take us down to the village. We were safe.

Dan, 17

1 Dan and his friends got to the house
- **A** in a car.
- **B** by bus.
- **C** on foot.
- **D** by taxi.

2 What does Dan say about the house they stayed in?
- **A** It was quite expensive to rent.
- **B** It had simple furniture and equipment.
- **C** It was rather big for the three of them.
- **D** It was quite far from the ski slope.

3 When Dan and his friends started skiing,
- **A** it was still quite foggy.
- **B** the slope was crowded.
- **C** the weather was very good.
- **D** the weather was already changing.

4 When they were back inside the house,
- **A** there was no electricity.
- **B** they couldn't make a fire.
- **C** they weren't afraid any more.
- **D** they thought of going to the village.

5 Which of the following might be a suitable title for the text?
- **A** Saved by a skier
- **B** A skiing accident
- **C** A scary house
- **D** A snowstorm story

USE OF ENGLISH

2 **W zadaniach 1–5 wpisz wyraz, którym poprawnie uzupełnisz obydwa zdania.**

1 I think that's a good *point* and I totally agree.
It's rude to *point* your finger at people, so stop doing it!

2 It was so foggy I couldn't see anything. I felt as if I was _____.
I need to buy a new _____ for my bedroom window.

3 I need to take out the _____. The bin is almost full.
The book is absolute _____. Don't waste your time reading it.

4 The new armchair is so _____. I can sit in it for hours.
I don't feel _____ when I have to speak in public.

5 She's a very _____ person, always friendly and smiling.
Although it was early in the morning, it was already quite _____ – around 25°C.

7 JUST A JOB

Vocabulary

▶VIDEO 23

Vocabulary 1

Jobs

1 **Complete the words with the missing letters.**

1 I'm an a*ctres*s in a local theatre.
2 I'm a f_____r. I grow corn.
3 I'm a c_____r. I tidy offices in an office building.
4 I'm a t_____r. I work in primary school.
5 I'm a taxi d_____r. I take people where they want to go.
6 I'm a s_____r in a rock band.

2 **Guess the job from the clues. Then add your own word or phrase related to the job.**

1 *chef*: cook, restaurant, dish, *uniform*
2 _____: design, office, buildings, _____
3 _____: repair, garage, car, _____
4 _____: look after, hospital, ill people, _____
5 _____: letters, bag, deliver, _____
6 _____: animals, clinic, medicine, _____
7 _____: build, paint, tools, _____

3 **Choose the correct options.**

1 I work *for* / *on* my own.
2 We *have* / *make* a well-paid job.
3 I often work *in* / *from* home.
4 I've got a full-time *work* / *job*.
5 They work *on* / *by* the computer.
6 We leave home *to* / *for* work every morning.
7 I've got a *badly-earned* / *badly-paid* job.

4 **Complete the forum post with the correct phrases from exercise 3. Guess the job.**

I [1] *work on my own* and it's really nice to be my own boss, but I need to be very well-organised. The good thing is that I don't have to [2] _____ and travel to an office in the morning traffic jams. Instead, I [3] _____ – in the living room, actually. My job is to create Internet sites, and that's why I [4] _____, of course. I used to work on a PC, but now I've got a new laptop, so I can work anywhere. The money is good, so I can say I [5] _____, but I often have to work hard.
Maria, 31, a [6] _____

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

1 I think the job of a factory worker is _____ because _____.
2 To be a journalist you have to be good at _____ _____.
3 One of the advantages of being a dentist is that you _____.
4 I _____ like to be a scientist because _____.
5 It's _____ to have a part-time job because _____.

6★ **Match the sentence halves.**

1 I'm **training** ___
2 When I'm patrolling the streets, I have to **wear** ___
3 I'm studying tourism management, and I'm also **working** ___
4 I want to have a satisfying job, but it's also important to **earn** ___
5 I'm a very independent person which is why I'd prefer to **run** ___
6 I'm good at working with my hands, so I think I could **do** ___

a **a full uniform**. It's important that people know you're a police officer.
b **a lot of money**, so I'd like to find a well-paid job.
c **my own company** in the future rather than work for one.
d **to become a nurse**. I've always wanted to look after people.
e **the job of a builder**. It's hard work, but maybe it isn't very stressful.
f **as a receptionist** in a local hotel to earn some extra money.



Present perfect for experiences: affirmative and negative

1 **Watch the video and complete the sentences with the present perfect forms of the verbs in brackets. Decide who says them: Graham or Gloria?**

▶VIDEO 24

1 Sam *has asked* (ask) me to be a photographer at a party. *Graham*
2 You _____ (not do) this kind of work before. _____
3 I _____ (take) photos at some of our parties. _____

2 **Complete the table.**

Verb	Past Simple	Past participle	Regular or irregular?
1 go	*went*	*gone*	*irregular*
2 make			
3 stop			
4 write			
5 travel			
6 eat			
7 try			

3 **Complete the sentences with the present perfect forms of the verbs in brackets. Then match the sentence halves.**

1 (–) I *haven't been* (be) to London before, ___
2 (+) She _____ (do) some babysitting, ___
3 (–) They _____ (use) this program, ___
4 (+) I _____ (help) my dad in his garage, ___
5 (+) He _____ (write) a few songs, ___
6 (–) We _____ (meet) our team leader, ___

a and one of them is now a hit.
b so I know a bit about cars.
c so I don't know the city at all.
d so we don't know what she's like.
e so she's got experience working with children.
f so they need some quick training in it.



4 **Correct the information in the sentences using the clues in brackets.**

1 She's taken a dance class. [art class]
She hasn't taken a dance class. She's taken an art class.
2 They've worked in a restaurant. [snack bar]
_____.
3 I've done a course in coding. [graphic design]
_____.
4 It's been dry all week. [wet]
_____.
5 You've earned a lot of money. [a little money]
_____.



5 **Complete the sentences in the present perfect so that they are true for you. Use the clues in brackets.**

1 [doing a job] I haven't *worked as a babysitter* because it's not for me.
2 [travelling] Some of my friends _____ _____, but I haven't.
3 [learning a skill] My friend _____ _____, and I'd like to do that, too.
4 [doing a sport] My family and I have _____ _____, but we haven't _____.

6 **Translate into English.**

1 She doesn't work here anymore. She *has changed her job* (*zmieniła pracę*).
2 Sebastian's got an interesting life story. He _____ (*wykonywał wiele zawodów*) in his life.
3 Fortunately, something like this (*nie zdarzyło mi się*) _____ me.
4 Unfortunately, we _____ _____ (*mieliśmy pewne problemy*) with our computer system in the office, so the reports are not ready yet.
5 I don't know what the new boss is like. I _____ (*nie poznałem go*).
6 We all want to thank you. You _____ _____ (*pomogłeś naszemu zespołowi*) a lot!

7.3 Speaking

Talking about experience

Key Phrases ▶VIDEO 25



1 Look at the photo and complete the description.

This photo [1] *shows* two people who are shaking hands. They're probably in an [2] _____ because there's a big desk between them and a bookcase behind the woman. The man is probably going to have a job [3] _____. I think there's quite a [4] _____ atmosphere. The woman is smiling and she doesn't want the man to feel stressed out. Anyway, he's probably going to answer questions about his qualifications and work [5] _____. With a bit of luck, he'll get the job!

2 Match the sentence halves.

1 Why do you want ___
2 Have you ever ___
3 Do you have ___
4 I know a little ___
5 I don't know ___
6 Can you ___
7 Why are you ___
8 I can ___

a interested in this type of event?
b about organising charity events.
c to join our group?
d help to update the website about the event.
e any experience working with children?
f done this kind of work before?
g use a video camera?
h anything about music equipment, I'm afraid.

3 Write the Key Phrases from exercise 2 in the correct category.

General questions	Questions about experience or abilities	Talking about experience or abilities
1	_____	_____
_____	_____	_____
	_____	_____

4 Complete the sentences using the Key Phrases from exercise 2.

1 I *know* a little about using the mixing desk.
2 _____ ever acted in a play?
3 I'm afraid I _____ anything about lighting.
4 _____ any experience with web design?
5 Why are you _____ working for our organisation?
6 _____ use this computer program?
7 Why do _____ to be a volunteer?

5 Complete the mini-dialogues using some of the phrases from exercise 2.

1 X: *Can you use a video camera*?
Y: Yes, I've filmed a lot of family events using my dad's camera.

2 X: _____?
Y: Because I think your group has a good idea and I want to help.

3 X: _____?
Y: I'm afraid not. I haven't worked with children before.

4 X: We need someone to help inform the public about the event.
Y: _____.

5 X: The people who are going to do the sound could use a little help.
Y: _____.

6 Choose the correct options.

1 X: ___
Y: Well, I've always been interested in cars.
A Do you work as a mechanic?
B Why do you want to work in our garage?
C Do you think I should work in a garage?

2 X: Do you have any experience working with this computer program?
Y: ___
A I can use a lot of computer programs.
B I'm interested in computers.
C I've used this program before.

3 X: How would you like to help us with the show?
Y: ___
A I can use some music equipment.
B Yes, I would like to help.
C I know a little about the show.

An advertisement

HAVE YOU EVER THOUGHT ABOUT ORGANISING AN EXPERIENCE DAY?

Since the 1990s it has been a more and more popular idea to get people an experience gift rather than a material one. While it might be a bit more expensive than just some 'stuff', you can team up with your friends or family to give someone a really special treat. So, if it's your best friend's birthday, a classmate is moving to a new town or your brother's going to university, why not get them one of these experiences?







Drive a Lamborghini

Have you ever wanted to drive a fast sports car? If you're not old enough to get a driving licence, then this experience allows people as young as eleven to achieve their dream. When you arrive at the race track, the instructors will first talk to you about safety. Then you'll get into your car, turn on the engine and off you go. You'll have about ten minutes on the track.

The Bear Grylls Adventure

You'll need to be fit and over ten if you want to enjoy an experience here. They'll organise you into teams and give you a challenge. First, they ask you to solve some problems in the escape room. Will you be fast enough to break out before the alarm rings? Next, you'll do an assault course where you'll climb over a big wall. Finish the day underwater, with twenty-five minutes in the snorkel cage looking at sharks.

Become an artist for a few days

At Chelsea College of Arts, UAL, London, you can learn lots of different things. On the three-day Studio Art course, you'll work with an artist and learn how to use different materials. On the 3D-design course, you'll learn to make real objects from your own 2D designs. This course includes a trip to an art gallery so you can get some new ideas. And if you're into photography and you'd like to learn how to improve your photos on a computer, then the Digital Art course is perfect for you. Don't forget your camera!

Did you know?
Bear Grylls has always been into adventure; he's jet skied around Great Britain, sailed across the Arctic Ocean, held the highest ever dinner party and he's had his own adventure series.

1 **Look at the title of the text, its headings and pictures. Complete the sentences so that they are true for you.**

1 I _____ been on an experience day.
2 I _____ like to take part in one because _____.
3 One thing that could be interesting for me to do on an experience day is _____.
4 The person/people I'd like to go on an experience day with is/are _____.

2 **Read the text and choose the correct options.**

1 The text says that experience gifts are
A not as popular as they used to be.
B only suitable for people's birthdays.
C popular ideas for different occasions.
D usually cheaper than other types of presents.

2 Which of the following is true about the Lamborghini experience?
A Someone will tell you how to avoid danger.
B An instructor will drive the car for you first.
C You'll drive the car on a normal road.
D You must have a driving licence to do this.

3 The correct order of events during the Bear Grylls Adventure is
A climbing, diving, problem-solving
B diving, problem-solving, climbing
C problem-solving, diving, climbing
D problem-solving, climbing, diving

4 During the Studio Art and Digital Art courses you will not
A visit a place to get some inspiration.
B receive a camera to work with.
C learn about using different materials.
D find out about graphic design programs.

5 Most of the text
A explains the popularity of experience days.
B presents some experience day options.
C compares different experience day opportunities.
D discusses the positive and negative sides of experience days.

3 **Read the text again and answer the questions (use a maximum of 3 words).**

1 How old do you need to be to drive a Lamborghini?
eleven (years old)
2 How long do you drive the Lamborghini for?
_____
3 What do you need to do in the escape room?
_____
4 What will you see at the end of your day at the Bears Grylls Adventure?
_____
5 How long does the art course take?
_____

7.5 Vocabulary 2

Workplace

1 ♻ **Complete the sentences with the verbs from the box. Decide where the people work.**

~~check~~	look	~~make~~	sell
serve	take	teach	work

1 I *make* reservations for our guests and I help them to *check* in. *hotel*

2 I _____ orders and I _____ food to our customers. _____

3 I _____ the products in our shop to customers. _____

4 I _____ biology to teenagers. _____

5 I _____ on a production line. _____

6 I _____ after patients with heart problems. _____

2 **The words in bold are in the wrong sentences. Put them in the correct sentences.**

1 Very young children go to **clinic** where they play games and learn some simple skills. *kindergarten*

2 You can go to a **garage** if you want to have some skin or hair treatment. _____

3 Here at the **travel agency**, we sell medicine and health products. _____

4 We work with bands in our **kindergarten** and record their music. _____

5 If you have problems with your car, visit our **building site**. _____

6 We do a lot of chemical tests in our **music studio**. _____

7 The doctors who work in our **IT office** specialise in skin conditions. _____

8 My **laboratory** sells holidays to both groups of tourists and individual clients. _____

9 There are a lot of workers and heavy machines on our **chemist's**. _____

10 We write office software for companies in our **beauty salon**. _____

3 **Choose the correct options.**

1 I work nine ***to*** / ***by*** five in an office.

2 My sister works long ***time*** / ***hours*** in her own design office.

3 We work with high-tech ***colleagues*** / ***equipment*** in our laboratory.

4 He works ***for*** / ***with*** children in the community centre, where he teaches painting and drawing.

5 They run projects in many countries and often work ***in*** / ***Ø*** abroad.

6 We always have to work ***hard*** / ***heavy*** because we've got so many customers here.

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



I run my own [1] *travel agency*. We specialise in organising adventure holidays and camps. Before and during the season, I always have to work [2] _____ hours to make sure everything is well-prepared.



I'm a programmer for a big [3] _____ which designs office software for companies and other organisations. When there's a new project, I work with [4] _____ (a team of four) to make sure we finish it on time. We usually have to work [5] _____ and I'm really tired when I get back home.



I'm a chemist and I work in a [6] _____ where I do chemical tests. I work [7] _____ to five, which means I have a very regular work routine.

5 **Write answers to the questions.**

1 Would you like to work with children in the future? Why/Why not?

_____

_____

2 Would you prefer to work long hours (and earn a lot) or have a nine-to-five job (and earn less)?

_____

_____

3 Do you think it's a good idea to work abroad? Why/Why not?

_____

_____

4 Would you like to use high-tech equipment in your future job? Why/Why not?

_____

_____

6* **Complete the sentences with the correct words and phrases. Use the clues in brackets.**

1 I think it's nice to *work with colleagues* [**be in a team**] because you can share ideas and solve problems together.

2 One day, I'd like to _____ [**find a job in another country**] because this way you can learn a lot.

3 I work in a garage and I enjoy _____ [**using my hands in my job**].

4 In the future, I hope to _____ [**get the qualification to become a nurse**].

5 My brother is still a student at university, but he already _____ [**works twice a week for a few hours**].

6 It's a good idea to _____ [**start and finish your work at the same times every day**] because you can easily plan your day ahead.

A radio interview about music business

1 **Complete the words with the missing vowels.**

1 c *o* mp *o* s *e* r
2 r _ _ d _ _
3 b _ nd
4 t _ _ r
5 p _ _ n _ st
6 c _ nc _ rt
7 s _ ng _ r

2 **Match the sentence halves.**

1 Our studio has the best **recording** ___
2 If you want to keep up-to-date with music news, read articles by our **music** ___
3 In our music school, there are excellent **music** ___
4 For the festival, we're looking for experienced **boom** ___

a operators.
b engineers.
c journalists.
d teachers.

3 **Complete the sentences with the correct words or phrases from exercises 1 and 2.**

1 My sister is doing a course in sound engineering at college. She'd like to work either as a *recording engineer* for a recording studio or as a _____ for a film company.
2 Thomas works as a _____ for an online music magazine. He often goes to a _____ to listen to a singer or a _____ and then writes reviews.
3 When his favourite band went on _____ last year, Ben became a _____. He worked for the band as a lorry driver.

4 **Answer the questions. Write full sentences.**

1 Have you got a favourite band/singer/composer? Who are they?

_____
_____
_____

2 Would you like to work in the music industry? Why/Why not?

_____
_____
_____

3 Have you ever been to a music festival or a concert? Which one?

_____
_____
_____

5 12 **Listen to the recording once and answer the questions.**

1 What is BrattRock?
It's a rock festival.
2 What kind of things can you do or see there?
a _____
b _____
c _____

WATCH OUT | SKILLS **Przetwarzanie wypowiedzi**

Pamiętaj, że informacje, które musisz uzupełnić, zwykle pojawiają się w nagraniu w zdaniach, które są nieco inaczej sformułowane niż zdania podane w samym zadaniu, np.:
Nagranie: *His job is to take care of the lighting during the concert.*
Zadanie: *During concerts, he's responsible for the lighting.*

6 **Read the WATCH OUT I SKILLS box. Then complete the second sentence so that it means the same as the first one. Use the words from the box. Ignore gaps a–e for now.**

~~began in~~ can play older than pay run

1 The first festival took place in ... .
The festival *began in* [a] _____.
2 The festival is open to musicians under ...
To perform, you can't be _____ [b] _____.
3 The workshops are organised by ... .
[c] _____ _____ the workshops.
4 The cost of the concert ticket for adults is ... .
Adults [d] _____ _____ for the concert ticket.
5 Family activities include a ... .
Families _____ [e] _____ together.

7 12 **Listen to the recording again and complete the notes a–e in exercise 6.**



7.7 Grammar 2

Present perfect for experiences: questions

1 **Watch the video. Complete the questions and short answers, using the present perfect. Decide who asks the questions and gives the answers. Write GR for Graham and GL for Gloria.**

▶VIDEO 26

GL: [1] *Have you ever heard* (you / ever / hear) this band live?
GR: [2] *Yes, I have.*
___: [3] _____ (she / be) here before?
___: [4] _____
___: [5] _____ (I / ever / meet) her?
___: [6] _____

2 **Write complete questions in the present perfect.**

1 you / play in an orchestra?
Have you played in an orchestra?
2 your mum / ride an elephant?
_____
3 your friends / sleep on the beach all night?
_____
4 I / miss the start of the film?
_____
5 we / be to this theme park before?
_____

3 **Write the short answers to the questions in exercise 1.**

1 (+) *Yes, I have.*
2 (+) _____
3 (–) _____
4 (+) _____
5 (–) _____

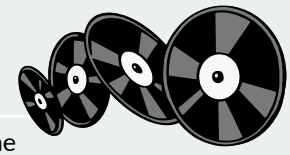
4 **Write questions with *ever* and answers with *never* in the present perfect.**

1 (you / play in a band)
Have you ever played in a band?
No, I've never played in a band.
2 (your brother / sing in a choir)
_____
_____
3 (you and your friends / win a sandcastle competition)
_____
_____
4 (your best friend / meet a famous musician)
_____
_____
5 (your parents / act in a musical)
_____
_____
6 (your mum / live in another country)
_____
_____

5 **Complete the interview with the present perfect forms of the verbs from the box and short answers.**

be	play ~~(x2)~~	sing	travel	visit

YOUNG MUSICIANS



Today Young Musicians (YM) magazine is talking to Paulie M, a fourteen-year-old DJ.

YM [1] *Have* you ever *played* a musical instrument?

Paulie M No, I [2] _____.

YM I understand you sing really well. [3] _____ you ever _____ in a band?

Paulie M No, I [4] _____.

YM Who's your favourite singer?

Paulie M I like lots of people, but I [5] _____ always _____ keen on Ariana Grande.

YM [6] _____ she ever _____ a concert near you?

Paulie M No, she [7] _____, but I [8] _____ to different places to see her. She's awesome!

YM [9] _____ you _____ other cities as a DJ?

Paulie M No, I [10] _____, but I'd love to.

6* **Complete the email with the present perfect forms of the verbs from the box.**

do	ever/be	ever/meet	have
~~not meet~~	not start	tell	visit

New message

Hi Tony,

Hope you're doing well. Do you remember my uncle, Thomas? I know you [1] *haven't met* him, but I [2] _____ you about him once or twice. He's an explorer, a photographer and a writer and he [3] _____ an exciting life. He [4] _____ almost all the continents! Now he's back home for a while. He lives alone because he [5] _____ a family, and he often comes to see us. I really enjoy talking to him about all the amazing things he [6] _____ so far. Every time I ask him lots of questions like: 'Is [7] _____ you _____ to this or that place? 'or' [8] _____ you _____ this or that person?' Believe it or not, but his answers are more often a 'yes' than a 'no'!

Write back soon,

Alicia

A blog post asking for advice

1 **Choose the correct options.**

1 In this company I could *learn* / *learning* to use some office programs.
2 My friends advise me *for looking* / *to look* for a different job.
3 I'm a little worried because I have *ever* / *never* done it before.
4 I'd prefer *go* / *to go* abroad and find a job there.

2 **Complete the blog post with the words from the box. There are two extra words.**

advise	never	offer	other	
prefer	rather	~~say~~	should	that

Hi,

I'm writing this post because I need some advice. I'm seventeen and my parents [1] *say* that I should get a job this summer. I have [2] _____ worked before, but I think it might be interesting. Now it seems I've got two options.

The first [3] _____ is from a bakery run by my parents' friend. The money is quite good and it'll be nice to learn some baking skills.

The [4] _____ one is from a local IT company. They are looking for juniors to help enter new data into their database. The money is OK as well.

The problem is [5] _____ both jobs are here, in my hometown. I'd [6] _____ work away from home, for example in a hotel or at a sports camp with children. But the summer holiday starts in just two weeks, and I have little time to keep looking. But my friends [7] _____ me to wait and try to find something else.

I'll be grateful for any comments and advice.
Joanne

3 **Answer these questions about Joanne's blog post.**

1 What do her parents say she should do this summer?
They say she should find a job this summer.
2 What are the positive and negative sides of the two offers she's got?
_____
_____
3 What would Joanne prefer to do?
_____
_____
4 What would you advise her to do?
_____
_____

4 **Translate into English.**

Comments:

Tony

Hi,

I've got a similar problem. I'd like to work this summer, too, and I've also got two options.

My parents run a building company and [1] *they say I should work for their company* (*mówią, że powinienem pracować w ich firmie*) because they hope I will run it one day. [2] _____ (*Problem polega na tym*) I don't want to work in an office – or work with my parents – during the summer! [3] _____ (*Wolałbym pracować*) away from home. [4] _____ (*Druga oferta jest*) more interesting because it's from a travel agency. They're looking for local guides and history is my great passion. But, [5] _____ (*nie mam żadnego doświadczenia*) in working with groups of people and I'm a little afraid. That's why most of my friends [6] _____ (*radzą mi, żebym wybrał*) the first option, but I'm not sure.

Thanks for any comments.

5 **Do the writing task.**

Planujesz znaleźć pracę na okres wakacji. Napisz o tym na swoim blogu.

- Poinformuj o swoich planach i przedstaw opinię innych osób na ten temat.
- Napisz, jakie dwie oferty pracy rozważasz i na czym polegałaby Twoja praca.
- Przedstaw zalety i wady tych ofert.
- Napisz o swoich preferencjach co do wyboru pracy wakacyjnej i poproś czytelników o radę.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi,
I'm writing this post because ...

7.9 Revision

VOCABULARY

1 Complete the words with the missing letters. Then match the sentences with phrases A–F from the box. There is one extra phrase.

A with high-tech equipment	B with my hands
~~C with children~~	D long hours
E a well-paid job	F a full-time job

1 I work in a *k i* n *d e* rg *a r t* en. I work *C*.
2 I'm a v _ _ and I take care of animals in a clinic. The money is good, so I can say I have ___.
3 I work on a _ ui _ di _ _ site. We use tools and heavy machines. I must be fit because I work ___.
4 You have to be creative if you want to be a web _ esi _ _ e _ like me. I work ___ and hardly ever stop working before 8 or 9 pm.
5 I'm a scientist and I work in a big _ ab _ _ at _ _ y. I work ___ which helps me do tests and experiments.

2 Complete the texts with the correct words.

I am a [1] *journalist* for a national newspaper. In theory, I should work nine to [2] _____, but it sometimes feels more like 24/7! I also have to travel and work [3] _____ when there is an important international event to write about.

I'm a [4] _____ for a large restaurant in my city. I [5] _____ home for work every morning at about 8 am and I often come back very late in the evening. In the restaurant kitchen I work with my [6] _____: cooking, cutting, mixing and so on. I couldn't do any other job!

I'm still at school, but I also work as a [7] _____ in a local car garage. I have a [8] _____ job, which means I only work three days a week. I'm really into cars and I'd like to stay in this job when I leave school.

GRAMMAR

3 Choose the correct options.

1 It's really hard to do nothing – you never know if you *were* / *have* finished or not.
2 Hard work *hasn't* / *haven't* killed anyone, but why take a chance?
3 I think my keyboard is broken. I *am* / *have* hit the 'ESCAPE' key a hundred times, and I'm still in the classroom.
4 Have you ever *spend* / *spent* the whole lesson thinking how they got the big board through the door? I have!
5 My teacher has *told* / *telling* me to start every presentation with a joke. OK, the first slide will be my last one.
6 It's very embarrassing to watch someone who has *did* / *done* something you said was impossible.

4 Complete the dialogues with the present perfect forms of the verbs in brackets.

X: [1] *Has John started* (John / start) a new job?
Y: No. He [2] _____ (look) at plenty of ads, but he [3] _____ (not find) anything.

X: OK, Ms Thomson, [4] _____ (you / have) any experience working with children?
Y: Yes, I [5] _____ (look) after children as a babysitter, but I [6] _____ (not work) with large groups of children before.

X: So, what do you think of the candidates?
Y: Well, Mrs Jones seems to be a good one. She [7] _____ (work) in a hotel like ours before. One thing that worries me is that she [8] _____ (not study) any foreign languages.

ROUND-UP 1 2 3 4 5 6 7 8

5 Choose the correct options.

New message

Dear Sir/Madam,

I [1] ___ your advertisement on your website and I would like to apply for a job at one of your camps [2] ___ a Camp Helper.

I think I am good at working with children because I have done this kind of work [3] ___. Last year I was a volunteer for our local community centre, [4] ___ I helped to organise extra activities for children aged 6–12. I also have some experience [5] ___ organising sport competitions and other events as I was one of the organisers of a Sports Day in my school last month.

Although I [6] ___ at a summer camp before, I believe I already have some useful skills and experience and I am a quick learner. I am ready to work [7] ___ and I am interested [8] ___ getting more experience in this type of work.

I really hope that you will find me [9] ___ good candidate and I can meet you for an interview at any time.

I [10] ___ forward to hearing from you.

Yours faithfully,

Jane Toppler

1	a have seen	b see	c seeing
2	a like	b with	c as
3	a ago	b before	c ever
4	a where	b which	c that
5	a by	b on	c in
6	a don't work	b not worked	c have never worked
7	a hard	b long	c heavy
8	a by	b in	c at
9	a Ø	b the	c a
10	a see	b look	c watch

LISTENING

1 13 **Usłyszysz rozmowę na temat wolontariatu. Na podstawie informacji z nagrania uzupełnij luki 1–5.**



Volunteer Centre Candidate information

- Adam Jondar, 17
- contact details: Skype, email address: adamjondar@email.com, phone number: [1] *509 241 008*
- some experience in working with [2] _____
- additional skills or training: [3] _____
- mostly available for work [4] _____
- face to face interview: [5] _____ at 3 pm

USE OF ENGLISH

2 **Z opcji A–C wybierz tłumaczenie fragmentu podanego w nawiasie.**

1 It's quite a new situation for me because I ___ (*nie pracowałem za granicą*) before.
- **A** didn't work away from home
- **B** haven't worked abroad
- **C** don't work in another country

2 ___ (*Czy kiedykolwiek korzystałaś*) this type of music equipment?
- **A** Do you ever use
- **B** Did you need to use
- **C** Have you ever used

3 My parents ___ (*doradzają mi znalezienie*) a seasonal job for the summer holiday.
- **A** advise me to find
- **B** say that I find
- **C** should find me

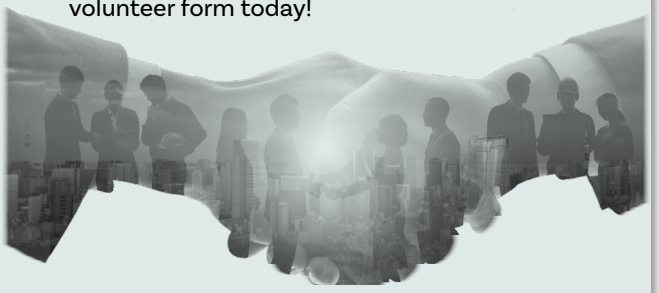
4 Why ___ (*interesuje Cię*) this job?
- **A** do you interest
- **B** are you interested in
- **C** are you interesting

5 She loves travelling. She ___ (*zwiedziła*) a lot of countries.
- **A** has visited
- **B** is visiting
- **C** was visited

3 **Uzupełnij każdą lukę 1–5 jednym wyrazem.**

Have you [1] *ever* thought about what kind of job you'd like to do in the future? Would you prefer to work for some company or [2] _____ your own?

How about taking part [3] _____ the Career Day at our school, which takes place on 21 March? It'll be a great opportunity to listen to experts and learn about different careers and workplaces.
This year the event will [4] _____ open to all students, not only seniors.
And if you have any [5] _____ organising such events and would like to help, fill in our volunteer form today!



WRITING

4 **Przeczytaj polecenie i wykonaj zadanie.**

Od niedawna pracujesz dorywczo. Na prowadzonym przez siebie blogu napisz:
- czym się zajmujesz i kiedy pracujesz,
- jak znalazłeś/znalazłaś tę pracę i dlaczego zdecydowałeś/zdecydowałaś się ją podjąć,
- jakie obowiązki lub zadania już wykonałeś/wykonałaś w ramach swojej pracy,
- jakie są Twoje odczucia odnośnie do tej pracy.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi,
I'd like to tell you about my part-time job.

8 BE YOURSELF

Vocabulary ▶VIDEO 27

Vocabulary 1

Clothes

1 **Complete the names of clothes with the missing letters.**

What might people wear

a on a hot summer day: sh *o r* ts, t-s _ _ r _

b on a cold winter day: j _ c _ _ t, _ _ eat _ _, j _ _ ns, co _ t

c to look smart: _ r _ ss, s _ i _ t, tr _ _ s _ rs

2 **Write words for the definitions. The first letters are given.**

1 a warm kind of sweater, usually made of wool: j*umper*

2 women's shoes that do not have heels: f_____

3 a type of shoe that covers all of your foot and part of your leg: b_____

4 a kind of sweatshirt with a hood: h_____

5 a type of coat to wear on a wet day: r_____

6 a type of footwear that you can wear for doing sports: t_____

3 **Translate into English. Then complete gaps a–e with the names of clothes from the box.**

cap	joggers	shirtdress	suit	top



Alice

'I am going out with my friends today and I'd like to look [1] *trendy* (*modnie*) and [2] _____ (*atrakcyjnie*), so I'm going to wear a miniskirt and a smart [a] _____.'



Robert

'In my school, students have to wear a kind of a [3] _____ (*oficjalny*) uniform. That's why I'm wearing a dark blue [b] _____, a shirt and tie.'



Gina

'I'm staying at home today, so I can wear [4] _____ (*codzienne*) clothes. At the moment, I'm wearing [c] _____ and a T-shirt.'



Eric

'I like wearing [5] _____ (*luźne*), comfortable clothes. I'm meeting my mates in the skatepark in a moment, so I'm wearing jeans, a [6] _____ (*jednolitą*) hoodie and a [d] _____ on my head.'



Lucy

'I'm wearing my new [e] _____. It's [7] _____ (*w kratę*), finishes just above the knees, and I think I look really great in it.'

4 **Write answers to the questions.**

What clothes do you usually wear when

a you want to look trendy but casual?

_____

b you need to look formal?

_____

c you want to do some sports?

_____

d you aren't planning to go out?

_____

e you want to feel comfortable and cool?

_____



5* **Choose the correct options. Then match words 1–6 to their translations a–f.**

1 He often ***dresses*** / ***wears*** in black. He says it's his favourite colour.

2 My mum often tells me that the colours I'm wearing do not ***fit*** / ***match***, but I don't care.

3 These shoes don't ***suit*** / ***fit*** me. I need a bigger size.

4 It's really cold today. You should ***put on*** / ***dress*** a warm jumper.

5 Checked clothes don't ***fit*** / ***suit*** me. I look better in plain ones.

6 I still don't know what I'm going to ***wear*** / ***dress*** for the party. Any ideas?

1 fit	___	**a**	pasować (sprawiać, że ktoś dobrze wygląda)
2 match	___	**b**	założyć na siebie
3 suit	___	**c**	pasować (do siebie nawzajem)
4 put on	___	**d**	nosić, być ubranym
5 wear	___	**e**	ubierać się
6 dress	___	**f**	pasować (być w odpowiednim rozmiarze)

Present perfect and past simple

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

▶VIDEO 28

Graham [1] *has been* to a fashion show before. In fact, he [2] _____ a model during a fashion show in [3] _____. Gloria [4] _____ the photos.

2 **Complete the sentences with the correct forms of the words in brackets. Use the present perfect [PP] or the past simple [PS].**

1 I *have seen* (see) this show. It's great. [PP]
2 We _____ (not buy) any clothes yesterday. [PS]
3 She _____ (not be) to London. [PP]
4 _____ (you / send) him a message last night? [PS]
5 _____ (you / get) your test results? [PP]
6 I _____ (be) at the cinema last weekend. [PS]

3 **Choose the correct options.**

1 My friends and I ***were*** / ***have been*** in the shopping centre yesterday afternoon.
2 She's a very experienced model. She ***worked*** / ***has worked*** with many famous designers.
3 Do you want to see my new jacket? I ***bought*** / ***have bought*** it in the sales last weekend.
4 ***Have you ever done*** / ***Did you ever do*** any work as a volunteer?
5 He doesn't know them. He ***didn't meet*** / ***hasn't met*** them before.
6 ***Have they visited*** / ***Did they visit*** their family in Australia last summer?

4 **Complete the conversations with the present perfect or past simple forms of the verbs in brackets.**

1 **X:** I don't think I [1] *have seen* (see) that coat. [2] _____ (you / buy) it last week?
Y: Yes, I [3] _____ (find) it on Friday in that fashion boutique next to the cinema.
X: I know that shop. Me and my sister [4] _____ (buy) quite a few nice things there.

2 **X:** [5] _____ (you / ever / be) to a fashion show?
Y: Actually, I [6] _____ (have).
X: Really? When [7] _____ (you / go) to a fashion show?
Y: Last year in Berlin. My aunt works for a modelling agency and she [8] _____ (take) me to a show there.

5 **Write sentences about yourself, using the ideas below.**

Write about

a a place you have visited many times, but don't really like.

_____

_____

b a piece of clothing you bought some time ago, but haven't worn much.

_____

_____

c the last time you got some clothes as a present. What did you get? Did you like it?

_____

_____

d a piece of clothing you've never worn, but you might one day.

_____

_____

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

Annie, [1] *have* you bought a dress for Robert's wedding?

No, I [2] _____ not. Mum and I [3] _____ in town last weekend, but we [4] _____ not find anything interesting. I'm beginning to panic.

[5] _____ you looked on the Internet?

Yes, but it's a bit late, especially if I need to send it back.

Look, why don't you come over to my place and we can go shopping together. A new shopping centre [6] _____ opened near here. I haven't [7] _____ there, but my friends say it's really good.

Great! Sounds like a good plan.



8.3 Speaking

Asking about lost and found objects

Key Phrases ▶VIDEO 29



1 **Look at the photo and complete the description.**

In the photo we [1] *can* see a lost property office in a town, with quite a few different items in the shop window. This is a place [2] _____ people go if they have lost a personal possesion, for [3] _____ a bag, on a bus or a train or in another public place. In a lost property office you need to give your personal and contact [4] _____, and you also have to fill in a form to [5] _____ the item you've lost. It will include the type of item, its colour and what material it is [6] _____ of. If you're lucky, they'll have it and you can get it back!

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

1 colour / What / is / it ?
What colour is it?

2 made / is / What / of / it / ?

3 you / leave / Where / did / it / ?

4 does / What / look / like / it / ?

5 is / brand / What / it / ?

3 **Answer the questions in exercise 2 using the phrases from the box.**

> I think I left it in the gym. It's Adidas.
> ~~It's dark blue.~~ It's made of cotton.
> It's medium-sized with a large pocket on the front.

1 *It's dark blue.*

2 _____

3 _____

4 _____

5 _____

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

Excuse me. I think I [1] *left* my sunglasses here while I was trying on some trainers. Have you seen them?

I don't think so. When did you [2] _____ them?

I was here just a moment ago with my mum.

What [3] _____ they look like?

They're dark brown and they're made [4] _____ plastic.

OK. What make [5] _____ they?

They're Ray-Ban and I've only had them for a week. Could you [6] _____ for them?

Sure! Are these them?

Yes, they are. Thanks!



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

1 Nie możesz znaleźć swojego notatnika, który zostawiłeś/zostawiłaś w klasie. Jak opiszesz go koleżance, która zaoferowała, że pomoże Ci go znaleźć?
It's a medium-sized notebook with a black cover.

2 Jak powiesz osobie w biurze rzeczy znalezionych, gdzie prawdopodobnie zostawiłeś/zostawiłaś swój telefon?

3 Oglądasz ubranie w sklepie. Zapytaj sprzedawcę, z jakiego materiału jest wykonane.

4 Kolega ma nowego smartwatcha. Jak zapytasz, jakiej jest marki?

5 Koleżanka nie może znaleźć swojej torebki. Chcesz pomóc ją znaleźć. Zapytaj, jak wygląda ta torebka.

Help! I've left my phone on the plane!

You've been on a plane for hours so when it lands, you rush to get off. Ten minutes later you realise that you've left your phone there. Don't worry, you aren't alone. Thousands of passengers leave things every year.



1 *What are the most common things people leave?*

Tablets and smartphones have been at the top of the list for years. People often put them in the seat pocket in front of them and leave them there when they get off. Soft neck pillows often end up on the floor. Glasses, scarves, valuable jewellery and musical instruments are other common items. Some people have even left their passport on the plane, which is incredibly stressful.

2 _____

Staff at London City Airport have found false teeth, a glass eye, a prosthetic leg and a bag of diamonds. On an American airline, a little girl left her pink plastic rabbit with some coins in it, but luckily they found the family.

3 _____

Airlines and airports will try to find the owner and will keep the objects for up to three months. They'll destroy laptops, tablets and phones because they usually have important information, but they'll often sell everything else to raise money for charity or donate it directly.

4 _____

The first thirty minutes are important as it usually takes this time to clean the plane and for the next passengers to board. Try to go back to the gate. If you have passed through passport control, then use Twitter to send a direct message to the airline. Give as much information as possible and if you have a photo, even better!

Did you know?
Mobile phones are the most common objects that people leave on London's public transport – they leave over 32,000 a year, but only about a half of them go back to their owners.

1 **Before you read the article, guess the answers to the questions.**

1 If you leave something on the plane, what should you do?
2 What unusual things do people leave?
3 What are the most common things people leave?
4 What happens if nobody collects the left object?



2 **Read the article. Check your ideas in exercise 1.**

3 **Write the questions in exercise 1 in the correct place in the text.**

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

1 The *seat pocket* is a common place where people put their phones during the journey.
2 There were some _____ inside a plastic toy found by the staff of an American airline.
3 People who have left an object on a plane or at an airport have _____ to get it back before its sale or destruction.
4 The text recommends using _____ to inform the airline that you've left something on their plane.
5 About _____ percent of passengers who leave their things on public transport in London get them back.

5 **Read the article again and answer the questions with your own words.**

1 What do we learn about tablets and phones?
They're the most common objects that people leave on planes.
2 What happened to the small child on an American airline?
_____
3 Do airlines or airports ever contact the person who has left the object?
_____
4 Why don't airlines ever donate mobile devices to charity?
_____
5 After you get off a plane, why are the first thirty minutes so important?
_____

8.5 Vocabulary 2

Personal qualities

1 **Complete the sentences with the phrases from the box. Then give reasons for your opinions.**

I don't like	I don't mind	I like

1 *I like* funny people.
a They make me laugh.
2 _____ clever people.
b _____
3 _____ noisy people.
c _____
4 _____ lazy people.
d _____
5 _____ quiet people.
e _____
6 _____ kind people.
f _____

2 **Choose the correct options.**

People who
1 always tell the truth are ***calm*** / ***honest***.
2 prefer doing things by themselves are ***independent*** / ***serious***.
3 believe in themselves are ***confident*** / ***patient***.
4 aren't afraid to take risks are ***creative*** / ***brave***.
5 like sharing their things or money with others are ***optimistic*** / ***generous***.
6 can think quickly and have good ideas are ***intelligent*** / ***friendly***.

3 **Complete the comments with the correct words from exercise 2.**

WHAT ARE YOUR POSITIVE QUALITIES? WRITE YOUR COMMENTS.



'A lot of my friends say that I'm a [1] *serious* person because I don't laugh much. Well, I'm not sure if that's a positive quality, but on the other hand, it also means I don't make quick, silly decisions. I also think that I'm quite [2] _____ because I also expect good things to happen.' **Mark, 17**



'I often help my younger sisters with their homework. I think I'm a very [3] _____ person because I never get angry with them when they can't do something quickly and I explain things to them many times. I'm also [4] _____ because I have lots of ideas.'
Sandra, 16



'My best quality is that I'm really [5] _____, which means I easily meet new people and they like being around me. I also think that I'm a [6] _____ person because I don't panic in stressful situations.'
Eric, 18

4 **Choose the options that are true for you. Then complete the sentences with personal qualities.**

1 I ***really hate*** / ***don't mind*** waiting. I ***am*** / ***am not*** a very *patient* person.
2 I ***like*** / ***don't like*** _____ people who hardly ever laugh or tell jokes.
3 I ***always tell*** / ***don't always tell*** the truth. I ***think*** / ***don't think*** I'm a very _____ person.
4 I ***often ask*** / ***hardly ever ask*** other people to help me or give me some advice. I ***am*** / ***am not*** very _____.
5 I ***am*** / ***am not*** ready to take risks very often. I ***am*** / ***am not*** very _____.



5 **Answer the questions.**

1 What are your most positive qualities? Why do you think so?
_____
_____
2 What qualities do you admire in other people? Why?
_____
_____

6* **Choose the correct options.**

1 My grandma likes giving me clothes as presents. She thinks that a warm ___ is the best Christmas gift.
a jumper **b** miniskirt **c** boots
2 Steve doesn't like patterned clothes much. He prefers ___ ones.
a heavy **b** trendy **c** plain
3 Always try to be a(n) ___ person and tell people the truth.
a independent **b** honest **c** calm
4 When I'm at home, I usually wear loose, ___ clothes like joggers and a T-shirt.
a comfortable **b** formal **c** friendly
5 I think it's important to be ___ and share your possessions with others.
a brave **b** generous **c** optimistic
6 I'm going to a job interview tomorrow, so I'm going to wear a ___ to look formal and serious.
a hoodie **b** sweatshirt **c** suit
7 In an emergency, try to stay ___ and do not panic.
a calm **b** creative **c** patient

1 **Make adjectives from the words in the box. Use the correct suffixes.**

act attract comfort fashion help mess necessity noise stress trend

-able *enjoyable*, _____, _____
-ary *voluntary*, _____
-ful *wonderful*, _____, _____
-ive *creative*, _____, _____
-y *lucky*, _____, _____, _____

2 **Complete the sentences with the correct adjective forms of the words in brackets.**

1 To be an artist, you need to be *creative* (create).
2 I can't study in the living room because it's too _____ (noise).
3 My best friend's into clothes and fashion. He's very _____ (fashion).
4 I'd like to do some _____ (volunteer) work next summer.
5 Don't throw away those cushions. They might be _____ (use) later.
6 It's such a _____ (wonder) place for a holiday! We come back here every summer.

3 **Complete the texts with the correct adjective forms of the words from the box.**

act comfort create enjoy help ~~luck~~ mess necessity stress

Tell us more about the people you like to hang out with!

Frances I think I'm [1] *lucky* because I love spending time with my sister. We both enjoy doing things and being [2] _____. We think it's [3] _____ to do sports and stay healthy!

Jess My best friend of course! She often invites me round to her house at weekends because they've got a huge [4] _____ sofa and we watch films for hours. It's [5] _____ and definitely not [6] _____.

Mario I'd say my aunt! She's an interior designer and at weekends we often get together to do something [7] _____ like painting a room or making furniture. My uncle gets cross because we aren't very tidy – we're [8] _____. If I have a school project to do, she looks at the design and that's really [9] _____.

4 **Complete the sentences so that they are true for you. Use some of the adjectives on the page.**

1 I like to hang out with _____ because _____.
2 I find school _____ because _____.
3 In my free time, I _____ because _____.

auction) /ˈɔːkʃ(ə)n/ noun [C] a public occasion when things are sold to the people who offer the most money for them.

5 **Read the definition above. What kind of things can you buy in an auction?**

_____

6 14 **Listen to an announcement about an auction. Complete the table.**

Who?	What?	When?	Where?
Simon Sullivan, (a student from class [1] *5C*)	A [2] _____ with the autographs of Arsenal players	On Saturday at [3] _____	Next to the gymnastics hall
Mary Atkins	A painting that shows the [4] _____ in the city	On Saturday morning at 10:30 am	Classroom number [5] _____
Sean Wright	A collection of [6] _____	On Saturday at 12 pm	In the [7] _____

7 14 **Listen to the recording again and answer the questions.**

1 Who will receive the money from the school auction?
_____
2 What subjects does Mary Atkins teach?
_____
3 Where is the river in the picture?
_____
4 What kind of games (apart from computer games) can you buy at the auction?
_____



8.7 Grammar 2

Subject and object questions

1 **Watch the video. Complete questions 1–3 with the correct forms of the verbs in brackets. Then match them to answers a–d. There is one extra answer.**

▶VIDEO 30

1 Who *saw* (see) some things on the floor? ___
2 Who _____ (put) the things there? ___
3 What _____ (Graham / collect)? ___

a Graham.
b Old odd socks.
c Gloria's friend.
d Gloria.

2 **Choose the correct options. Decide if the questions are subject questions (S) or object questions (O).**

1 What *make* / *makes* you angry sometimes? ___
2 Who *are seeing* / *are you seeing* this weekend? ___
3 Who *did give* / *gave* you a nice present for your last birthday? ___
4 How many friends *will you invite* / *will invite* to your next birthday party? ___
5 What *has it happened* / *has happened* to you this week? ___

3 **Write your own answers to the questions in exercise 2.**

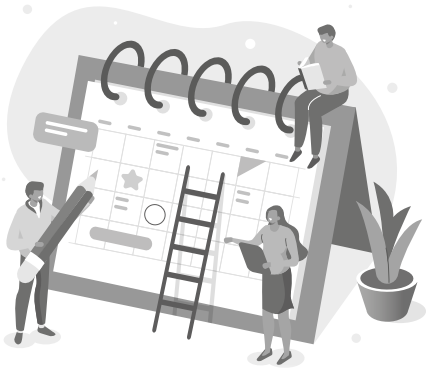
1 _____
_____
2 _____
_____
3 _____
_____
4 _____
_____
5 _____
_____

4 **Complete the subject questions with the correct forms of the verbs in brackets. Use the clues.**

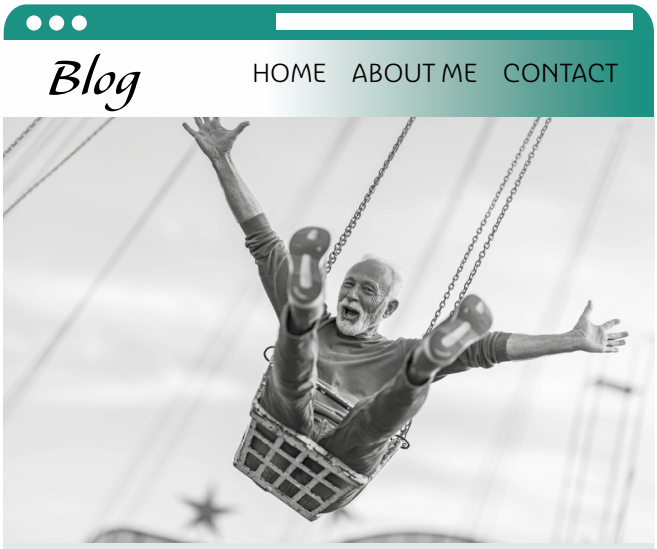
1 Who *often visits* (often / visit) your family at Christmas? [present simple]
2 What _____ (help) you concentrate on studying? [present simple]
3 Listen! What _____ (make) this strange noise? [present continuous]
4 Who _____ (do) the shopping yesterday? [past simple]
5 Who _____ (help) us with the new project? [future simple]
6 How many people _____ (see) this performance so far? [present perfect]

5 **Complete the object questions with one word in each gap.**

1 Who *are* you meeting this afternoon?
2 How many jobs _____ he done in his life?
3 What _____ they make for dinner yesterday?
4 Who _____ you usually see at weekends?
5 What _____ she study next year?



6★ **Choose the correct options.**



[1] ___ you ever wondered about the important things in life, like being happy, for example? What [2] ___ people happy?

Well, I'd like to tell you about my neighbour, Mr Jones. He's about seventy and he's one of the happiest people I [3] ___. He's a very interesting and enthusiastic person. He [4] ___ a lot of different jobs in his life and he [5] ___ a lot when he was younger. He often says that you can only enjoy life by doing the things you're really keen on. So, what [6] ___ to develop your passions?

Write your comments.

1	a Do	b Did	c Have
2	a does make	b makes	c does it make
3	a have ever met	b ever meet	c ever meeting
4	a does	b has done	c do
5	a has travelled	b travelling	c travelled
6	a do you do	b you do	c does it

An informal letter about a lost object

1 **Choose the correct options. Then match the sentence halves.**

1 I'd like to *say* / *tell* you ___
2 Many thanks *to* / *for* you and your parents for ___
3 It must *be* / *was* somewhere ___
4 *Say* / *Tell* thank you to ___
5 Let me *know* / *to know* ___
6 *Perhaps* / *Possible* I left it in ___
7 I'd like to thank you very much *on* / *for* inviting ___

a having me in your house for the weekend.
b that I'm already back home.
c your parents for a fantastic weekend.
d me to stay with your family.
e if you find it.
f near the bed.
g the bedroom I stayed in.

2 **Complete the letter with the correct sentences from exercise 1. Use the clues in brackets.**

Hi Angie,

How are you? [a] _____ [**poinformuj koleżankę, że wróciłeś/wróciłaś do domu**]. My dad picked me up from the airport.

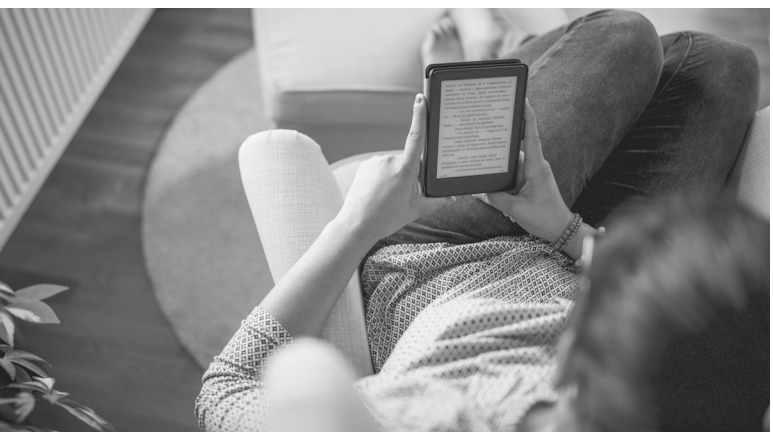
[b] _____ [**podziękuj koleżance i jej rodzinie za gościnę**]. Your family is really nice and the trip to the national park was great!

I think I left my e-book reader in your house. I couldn't find it anywhere when I came home. [c] _____ [**napisz, gdzie prawdopodobnie zostawiłeś/zostawiłaś czytnik**]. It's the size of a notebook, with a black case. Do you think you could look for it? [d] _____ [**poproś koleżankę o informację, czy udało jej się znaleźć zagubiony przedmiot**]. I really use it a lot, so if you could send it back to me, that would be great. Of course, I'll pay for the postage.

I'm so glad that now you're coming to stay with me and my family next month. I'm going to plan some nice attractions so that you also have a good time here.

Bye for now,

XYZ



3 **Complete the table with the adjectives from the box.**

~~amazing~~ cheap checked green huge medium-sized modern old plain rectangular round rubber white wool

Opinion	*amazing* , _____
Size	_____
Shape	_____
Age	_____
Pattern	_____
Colour	_____
Material	_____

4 **Complete Josie's email by writing the words in brackets in the correct order.**

New message

Hi Annelise,

I hope you had a safe journey home.
Did you leave something at mine? It's a [1] *small blue cotton bag* (bag / cotton / blue / small) with a [2] _____ (yellow / funny / face) on the front. Inside there's a [3] _____ (purse / cute / plastic) with some [4] _____ (silver / long / earrings / antique) in it. Let me know if the bag is yours and I'll send it to you.

Best wishes,

Josie

5 **Do the writing task.**

Podczas letnich wakacji jakiś czas spędziłeś/spędziłaś u przyjaciół Twoich rodziców za granicą. Po powrocie napisz do nich list, w którym:

- podziękujesz za pobyt i wymienisz atrakcje, które najbardziej Ci się podobały,
- poinformujesz o pozostawieniu jakiegoś przedmiotu w ich domu i opiszesz ten przedmiot,
- napiszesz, gdzie prawdopodobnie go zostawiłeś/zostawiłaś i dlaczego zależy Ci na jego odzyskaniu,
- poprosisz o odesłanie tego przedmiotu do Ciebie i przeprosisz za problem.

Długość tekstu powinna wynosić od 100 do 150 słów.

Dear Ben and Theresa,
Just to let you know that I got home safe and sound.

8.9 Revision

VOCABULARY

1 Choose the odd word out. Add your own idea instead.

1 This jacket looks really ___! I think I want to buy it.
comfortable, ~~generous~~, trendy, *cool*
2 She's fun to be with because she's so ___.
serious, optimistic, friendly, _____
3 Do you like my new ___? I bought them yesterday.
boots, casual, joggers, _____
4 It helps to be ___ when there's a problem to solve.
heavy, calm, patient, _____
5 It's a bit cold and wet today, so I'm going to wear a(n) ___.
honest, jumper, raincoat, _____
6 Most of the time, I prefer wearing clothes which are ___.
colourful, trendy, independent, _____

2 Complete the gaps with the correct words. The first and last letters are given.

1 My friend, Suzy, is good at making her own clothes. Last week she made a shirtdress. It's really cool, grey and c*hecke*d (with lines up and down all over it). Suzy's very c_____e. She's got so many interesting ideas that she should become a fashion designer one day!
2 My older sister was feeling very g_____s last month when she donated some of her clothes to charity. But the very next day, she spent the whole day shopping. She bought a trendy organic cotton t_____p, a miniskirt and a pair of nice t_____s.
3 My brother, Thomas, is a very i_____t person – he likes doing everything by himself. He's always c_____t of himself too and he never thinks he might fail in anything. He usually wears c_____l clothes, like jeans, a h_____e and a cap.

3 Complete the dialogue with the correct forms of the words in brackets.

Let's TALK

Today I'm talking to Annie Troysen, a 19-year-old who designs, makes and sells clothes online.

Mark: Annie, when [1] *did you start* (**you** / **start**) thinking of making clothes for sale?
Annie: About two years ago. I [2] _____ (**use**) my mum's old skirt to turn it into a miniskirt. One of my friends loved it so much that she [3] _____ (**offer**) to buy it.
Mark: What [4] _____ (**inspire**) you? Where do your ideas come from?
Annie: Anywhere, actually! But I love travelling and I [5] _____ (**be**) to quite a few interesting countries, like Peru and Vietnam, for example. I [6] _____ (**design**) some cool clothes when observing what people wear in such countries.
Mark: And what are your plans for the future? [7] _____ (**you** / **ever** / **think**) about that?
Annie: I want to go to a design college, that's for sure. I [8] _____ (**take**) the school-leaving exams last week and now I'm waiting for the results.
Mark: We're all keeping our fingers crossed for you! Thanks for talking to us, Annie.

GRAMMAR

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

1 What's the number of postcards in your collection? **MANY**
How many postcards have you collected?
2 Who was this gift from? **SENT**
_____ us this gift?
3 I only asked a few friends to come to the party last weekend. **INVITE**
I _____ many friends to the party last weekend.
4 Is this your first visit to Paris? **EVER**
_____ Paris before?
5 What were your clothes for the interview? **WEAR**
What _____ for the interview?
6 She doesn't have any experience making her own clothes. **NEVER**
_____ her own clothes before.

ROUND-UP 1 2 3 4 5 6 7 8

5 Choose the correct options.



Chris Adam, have you got a favourite possession? What is it?
Adam It [1] ***must*** / ***has*** be my leather jacket.
Chris What [2] ***does it make*** / ***makes*** it so special to you?
Adam Well, I look really [3] ***attractive*** / ***calm*** in it. Actually, it's a special pilot jacket which I got from my uncle who [4] ***was*** / ***has been*** a military pilot when he was young. He [5] ***gave*** / ***has given*** it to me last year.
Chris Nice! What exactly [6] ***looks it*** / ***does it look*** like?
Adam It's dark brown with a high fur collar. It's got nice pockets, too. It's very warm and [7] ***plain*** / ***comfortable***.
Chris Funny, I [8] ***never saw*** / ***have never seen*** you wear it.
Adam Actually, I don't wear it very often. It's much more to me than just [9] ***a*** / ***the*** piece of clothing.
Chris Yes, I see what you mean. You [10] ***have shown*** / ***have to show*** it to me when I come round next time.
Adam Sure, I will.

READING

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

Tekst A

According to modern psychology, personality is not something that cannot be changed or improved. There are a lot of methods and techniques to help people become more successful in their private or professional lives. Because it is not easy to do personality training by yourself, a lot of organisations offer special personality training programmes. The aim of these programmes is to teach people how to deal with situations that involve problem-solving or decision-making. There are a lot of personality qualities that companies value in their staff, such as being confident, independent or optimistic, to name just a few.

Tekst B

New message

Hi Amanda,

I'm writing because I think you could help me to make a decision about something. I've just read an article about personality training and I remember you telling me about a course which you did. I'm quite interested in doing one myself because I do not feel very confident when I have to speak in public or generally interact with a larger group of people (I've even heard people saying that I'm not a very friendly person). I also think I need to learn how to be a real team player and how to make a good impression on people when I first meet them. Do you think we could chat about the course you did so that I can have a better idea of it? Let me know.

All the best,

Eric

Tekst C

Job Training Centre

Next month (in March) we are going to run a personality development training programme to help young people enter the world of work. As your personality is usually something that interviewers focus on during the job interview, it is essential that you make a good first impression. Join us to develop your personal qualities and become successful!

We offer two types of training programmes:

- for individuals – the programme will focus on personal development to give you the basic, overall idea of how to work on your personality for years to come. It will teach you how to improve your positive qualities and work on the unwanted ones.
- for small groups – the programme will focus on interpersonal and communication skills to help you get better at social interaction and become a real team player.

The course is sponsored by a number of companies and organisations and it is free for people under eighteen. The complete list of sponsors is available here.

Tekst D

Eric: Hi Amanda, thanks for finding the time to chat. Can you tell me a bit about the course you did? It was this year, wasn't it?

Amanda: Last year, actually. But I'm not quite sure it's the same thing you'd be interested in doing. Mine was mostly about personal development. You know, how to work on your personality.

Eric: Sounds good. What sort of things did you do?

Amanda: We had a lot of practical activities in small groups where we played out real life situations. We also talked a lot about the things we would like to change about ourselves and how to do that. It was good fun, really.

Eric: And did it help you change anything about yourself?

Amanda: Yes, definitely. In the past, I was very disorganised. I always had a terrible mess in my room, my plans and everything else. Now I'm quite well-organised because I'm using some of the techniques they taught me during the course.

Eric: Now that's something I'd like to learn, too!

1 This text mentions a positive change made after personality training. ___
2 This text is a request for someone's advice on personality training. ___
3 This text presents general information about personality training. ___

2 Przeczytaj teksty A–D i wiadomość Erica. Uzupełnij luki 1–4 w języku angielskim, zgodnie z treścią tekstów A–D.

New message

Hi Robert,

I'd like to tell you about a personality training programme that I recently found out about. The course is organised by the Job Training Centre in our town. They offer two types of training: one for individuals and another in a [1] *(small) group* (that's the one I'd like to do). The idea of the training is to improve those personal qualities which can be useful at [2] _____. By making some positive qualities stronger, you can get better at some important [3] _____, like solving problems or making decisions. I've talked to Amanda because she did a similar course about [4] _____ ago and she was very happy with it. Care to join me?

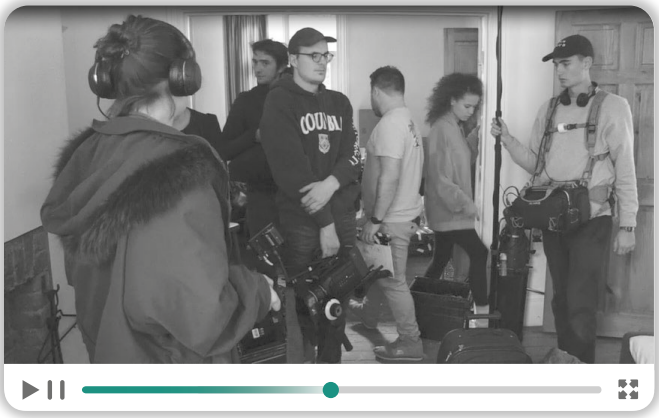
Let me know.

Eric

1 Video Worksheet

A day on a film set

Unit 1 Video ▶VIDEO 01





BEFORE WATCHING

1 Work in pairs. Discuss the ideas below with a partner.

1 Give an example of a film which you think is
   a brilliant,
   b scary,
   c moving,
   d silly.
2 Say why you think so. Ask your partner if he/she agrees with your opinion.

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

1 What do you think the people are working on?
2 Which of the people is/are
   a the director?
   b the actors?
   c the sound engineer?

WHILE WATCHING

3 Watch the video. Match people 1–4 to sentences a–e. There is one extra sentence.

1 Lauren _____
2 Sam _____
3 Romain _____
4 Annais _____

a I have to learn my lines perfectly.
b I'm responsible for making each scene look beautiful.
c It's my job to make the actors look great on camera.
d I've got a lot of roles on the film set.
e I make sure the actors don't miss out any lines.

4 Watch the video again and choose the correct options.

1 The people are making a _____.
   a feature film b documentary
2 Sam checks if the actors _____.
   a play out the scene well b say the correct lines
3 Romain has to get the _____ exactly right.
   a lighting b sound
4 Annais is making the actors look _____ today.
   a good b tired

FOLLOW-UP

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

clapperboard	credits	lines	~~rehearsal~~
responsible	script	shoot	

1 Lauren has to do a *rehearsal* with the actors to make sure they know their _____.
2 The end _____ in a film show us the names of people who are _____ for different jobs during the making of the film.
3 After all the preparations, they are ready to _____ the film. They use the _____ to mark the start of each shot.

6 Complete the text with the correct words from exercise 5.



We're on a film set. The film crew are preparing to [1] *shoot* a TV commercial for an expensive brand of shampoo for men. Thomas, the director, is [2] _____ for making the commercial. He's now having a quick [3] _____ with Adam, the model who is also the only actor in the film. The [4] _____ aren't difficult to remember, so Adam follows the [5] _____ without any problems. OK, now they're ready. Three, two, one, and the [6] _____ marks the start of the filming! Unfortunately, commercials do not have the [7] _____ to show the names of the film crew.

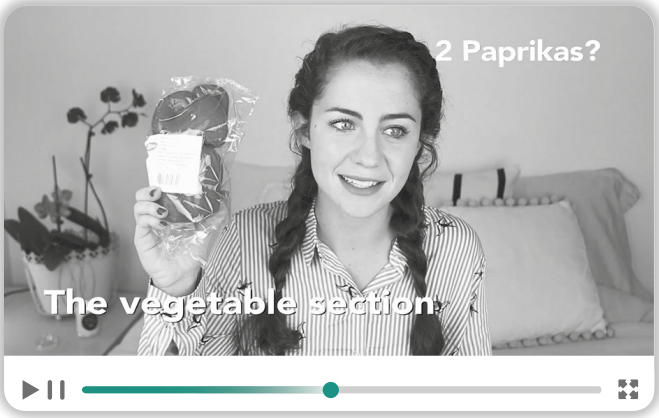
AFTER WATCHING

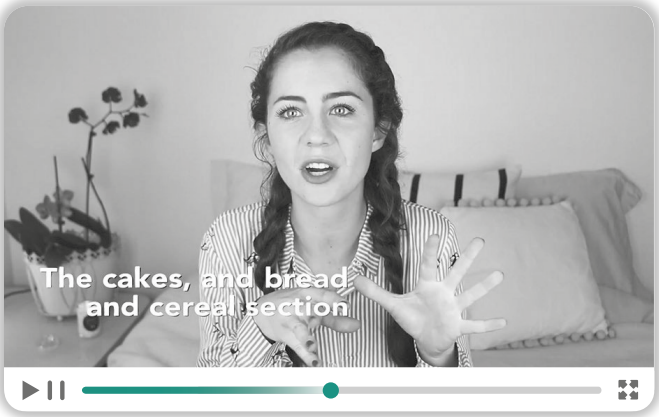
7 Imagine that you and your friends are going to make a film/video.

- Decide what the film/video is about.
- Decide who is who on the set. Say why this person is good for this role.

_____
_____
_____
_____

What can you buy for 1€ in a Norwegian supermarket?





BEFORE WATCHING

1 Work in pairs. Discuss the ideas below.

1 Do you think the prices of food in Poland are
   a lower than in other European countries?
   b the same as in other European countries?
   c higher than in other European countries?
2 Give examples to support your opinion.
   How much do you usually pay for
   a a coffee? b a sandwich? c a pizza?

2 Look at the video stills. Answer the question below.

1 What do you think the girl is talking about?
   Say why you think so.
   a Products which are part of a healthy diet.
   b The typical sections in a supermarket.
   c How much things cost in a supermarket.

WHILE WATCHING

3 Watch the video. Tick (✓) the items which cost under €1.

1 two red peppers ☐
2 a bag of baby carrots ☐
3 two pears ☐
4 an orange ☐
5 a bag of frozen potatoes ☐
6 cream ☐
7 cheese ☐

4 Watch the video again and complete the sentences.

1 Monica comes from Portugal, but she lives in _____*Norway*_____.
2 One euro is about _____ kroner.
3 After the vegetable and fruit sections, Monica 'visits' the _____ section.
4 'Papas de aveia' is the Portuguese word for _____.

FOLLOW-UP

5 Match the sentence halves.

1 Everything else here is above ____
2 Let's get a bag ____
3 Why don't we buy some frozen ____
4 Let's walk down the cereal aisle ____
5 I usually buy a packet of sliced ____

a fish sticks? They're so easy to make.
b because I need some cornflakes.
c the price of €1.
d cheese at the supermarket.
e of crisps.

6 Complete the text with the underlined words from exercise 5.

Today I'm visiting the local supermarket to find out what things you can buy for €1 or less.
So, here I am at the [1] ___*frozen*___ food section where all the products are in special fridges. I'm getting a [2] _____ of spinach and another one of [3] _____ potatoes (already cut into thin pieces). And that's it in this section because everything else is [4] _____ the price of €1. So I'm walking along another [5] _____ where I can find things like oats, which you can use to make porridge. And now I'm heading for the vegetable and fruit section ...



AFTER WATCHING

7 Imagine that you and your friend want to buy five food items to make a meal. You have got €5 for that.

- Decide what food you're going to buy.
- Say what kind of meal you can prepare with the food you've got.

_____

_____

3 Video Worksheet

Sharing life with 1,000 cats

Unit 3 Video
▶VIDEO 09





BEFORE WATCHING

1 Work in pairs. Think about having a pet. Complete the sentences below.

If you have a pet,

a you have to _____.
b you don't have to _____.
c you should _____.
d you shouldn't _____.

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

1 What kind of place is this? Why do you think there are so many cats there?
2 Who do you think the woman is? Are all the cats her pets?

WHILE WATCHING

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

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

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

a 30 *Lynnea started the Cat House on the Kings thirty years ago.*
b 1600 _____
c 4 _____
d 30–60 _____
e 500 _____

FOLLOW-UP

5 Choose the correct options.

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

6 Imagine these situations and answer the questions.

1 You've got a lot of clothes. Would you like to give them away? If so, to whom?
2 There's an empty room in your house. What would you like to turn it into?
3 You have to prepare your house for a party. What do you start by doing?
4 You keep a lot of plants at home. Who can you ask to look after them?
5 You work for an animal hotel. What time do you have to come in to start work?

AFTER WATCHING

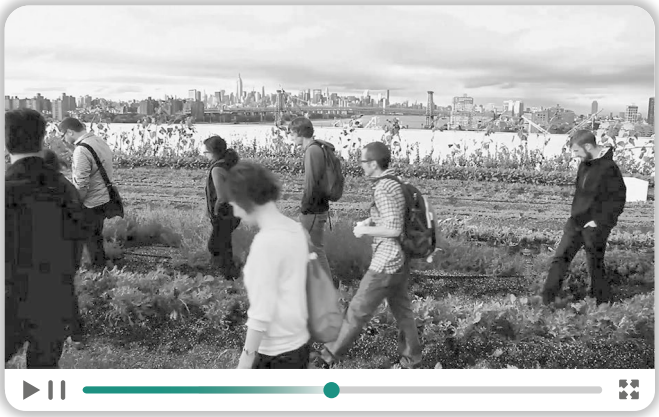
7 Work in small groups. Imagine that you run an animal hotel. Write down the information you can put on your website. You may want to include the following points.

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

Video Worksheet 4

Growing cities





BEFORE WATCHING

1 Work in pairs. Discuss the questions below.

1 What kind of food do people often grow in their gardens?
2 Is organic food better than supermarket food? Why/Why not?
3 Do you know anyone who grows their own food? What do they grow?

2 Look at the video stills. Complete the descriptions with a word or short phrase.

The first picture shows a [1] *map* of the USA and a title which says 'Growing Cities'. The letters in the title look like [2] _____, so I think the video is probably about some food that people [3] _____ in different parts of the USA. In the second picture, there are some people who [4] _____ on a farm. Because of the tall buildings in the background, I think this is somewhere in a [5] _____.

WHILE WATCHING

3 Match the places a–c to the sentences 1–4. One sentence matches two places.

a Omaha, Nebraska
b Detroit
c New York City

1 It's very hard for the people here to buy any fresh food. _____
2 In the past, people from here grew their own food near the city. _____
3 The rooftop farm is a very new idea to many people here. _____
4 There's a lot of empty space for growing food here. _____

4 Watch the video again and complete the notes.

1 Most of the food they grow in Omaha is not *for people*.
2 They grow _____ at the Brother Nature Farm.
3 Brooklyn Grange is on the _____.
4 Brooklyn Grange sells their food to _____ and _____.
5 People are beginning to take the idea seriously because of the _____ of the food.

FOLLOW-UP

5 Match definitions 1–6 to words or phrases a–f.

1 Food that people grow to sell to others. _____
2 A small area of land that belongs to a person or a company. _____
3 A shop that sells food products. _____
4 A part of a town or city where people live. _____
5 Food which is cheap and easy to prepare, but not healthy. _____
6 The people who live in one area. _____

a junk food
b produce
c neighbourhood
d community
e grocery store
f lot

6 Complete the video summary with the words from exercise 5.

Dan and Andrew want to find ways of growing food to help the [1] *community*. They visit Detroit where a lot of people only eat [2] _____ which they can get at a local [3] _____. They go to one [4] _____ in Detroit where they visit the Brother Nature Farm. It's on a small, one-acre [5] _____ where they grow salad. Then, Dan and Andrew go to New York to see a rooftop farm. Anastasia, who works on the farm, tells them that the food they grow there is really good [6] _____ and people realise it as soon as they taste the food. Dan and Andrew already have some great ideas to take home with them.

AFTER WATCHING

7 Look at other ideas for getting fresh food in a city. Choose one and explain why you think it would be a good idea.

vertical garden

pick-your-own farm

community garden

Life in 1927





BEFORE WATCHING

1 **Work in pairs. Choose the options that you agree with. Say why.**

1 Life in the 1920s was *harder* / *easier*.
2 Housework took *more* / *less* time.
3 Families spent *more* / *less* time together.

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

1 What clothes are the people wearing? Why?

_____

_____

2 What are the people doing? Who do you think the man with the food cart is?

_____

_____

WHILE WATCHING

3 **Watch the video. Tick (*v*) the things people had in the past and cross (*x*) those they did not.**

1 gas ☐
2 sweets ☐
3 buses ☐
4 birthday cards ☐
5 candles ☐






4 **Watch the video again and choose the correct answers.**

1 The people in the video are going to live in the past for _____.
   a an experiment
   b a TV show
   c an Internet video
2 They have to wash _____.
   a in the kitchen
   b in the bedroom
   c outside the house
3 A bar of chocolate costs _____.
   a two pence
   b five pennies
   c a pound
4 The men have to spend _____ walking to work.
   a half an hour
   b an hour
   c an hour and a half
5 People in the past had to be good at _____.
   a singing
   b making things
   c making music

FOLLOW-UP

5 **Write the missing letters.**

People in the past didn't have ¹ *e*__lectricit__*y*, so they couldn't use most of the devices which we have today, like a computer or a ² __ashin__ __achin__. They had a ³ __ir__ in the kitchen which they used for cooking and ⁴ __eatin__ the house.
After work, when they wanted to have some fun, they didn't go to the ⁵ __inem__ or a café but, for example, the men met to ⁶ __in__ together.

AFTER WATCHING

6 **Imagine you and your friend volunteered to take part in a programme about living in the past. Discuss and write answers to the questions below.**

- What decade in the past would you like to live in? Why?
- Why did you decide to take part in the programme?
- What did you find easy and what did you find difficult about living in the past?
- What did you miss most? Why?
- How did you spend your free time? What did you do to have fun?

_____
_____
_____
_____
_____
_____
_____

Video Worksheet 6

A fairy tale house





BEFORE WATCHING

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

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

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

1 Does the house in the video stills look like a typical house from the outside and inside? Why/Why not?

_____
_____
_____

2 Who do you think this kind of house is suitable for?

_____
_____
_____

WHILE WATCHING

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

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

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

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

FOLLOW-UP

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

plants	~~shelves~~	sink	sofa	table	window

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

6 **Answer the questions.**

1 Would you like to live in a small house like the one in the video? Why/Why not?
2 What changes (if any) would you like to make to the house in the video? Why?
3 What furniture or equipment would you like to have which isn't there in the house?





AFTER WATCHING

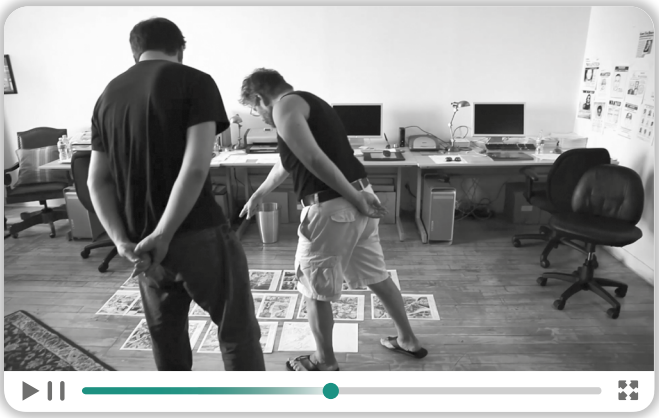
7 **Work in pairs. Design and describe an unusual house. Think about the following points.**

- Where is the house? What is the area around it like?
- What rooms are there in the house?
- What furniture and equipment does the house have?
- How do you spend your time there?

_____
_____
_____
_____
_____
_____
_____
_____

Chris the comic book writer





BEFORE WATCHING

1 **Work in pairs. Write a short summary of a film, book or a comic book (three sentences). Do not mention its title or any names of the characters. Read your summary to other students so they can try to guess the name of the film/book/comic book.**

The film is set during the World War II. It tells the story of a young man who becomes a super soldier after an experiment. He has to fight an evil organisation called HYDRA.

2 **Look at the video stills. Complete the sentences with your ideas.**

The two men are in a [1] *(comic) bookshop/ (comic) bookstore*. I think they're talking about [2] _____. Maybe they have decided to [3] _____.

These men are looking at [4] _____. Perhaps these are for a [5] _____.

WHILE WATCHING

3 **Watch the video. Match people a–c to sentences 1–4. There is one extra sentence.**

a Chris _____ b Chris's father _____
c Thor _____

1 I make the decision to put a comic on the shelves.
2 I'm a graphic artist, and now I'm working on *The Protector* character.
3 I play *The Protector* character in the promo.
4 I'm a writer and a comic book lover, and I'm going to be the director of the promo.

4 **Watch the video again and complete the summary.**

Chris is a writer from [1] *New York* who dreams about his own comic book about a superhero called *The* [2] _____. The comic store manager wants to see Chris's comic book before he puts it on the shelves. Chris has [3] _____ to get the comic ready. His father does the graphics for the comic. Chris also decides to make a promo and he makes a [4] _____ for the character. When Thor, the manager, sees the book and the video, he likes them so much that he makes the comic the book of the [5] _____.

FOLLOW-UP

5 **Use the words with the correct suffix to make the names of jobs.**

~~act~~ art direct write

-(e)r	-or	-ist
_____	*actor,* _____	_____

6 **Write the missing letters.**

1 Some comic books have an interesting *s t* o *r* y with lots of action and surprising moments.
2 Comic books have f _ _ s all over the world who buy them regularly.
3 A m _ v _ _ is another word for a film.
4 To be a writer, you must have a lot of interesting _ d _ as for your books.
5 A comic book has both some text and _ r _ _ in _ s.

AFTER WATCHING

7 **Work in small groups. Think of a comic book idea (a pitch) and design a poster for it. Use the ideas below to help you.**

- Who is the hero? Who is the villain?
- What is the title of your comic book?
- What slogan are you going to put on the poster to show what it's about?

Video Worksheet 8

Chloe the upcycler





BEFORE WATCHING

1 Work in pairs. Choose the options that you agree with. Say why.

1 I prefer buying clothes which *look normal* / *are unusual*.
2 Clothes made from recycled materials are *interesting* / *of poor quality*.
3 I think it is quite *easy* / *very difficult* to make your own clothes.

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

1 What clothes is the girl wearing? What do you think of them?
2 What kind of shop is it? Why do you think she is there?

WHILE WATCHING

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

1 Not many people know about Chloe's clothes. **T / F**
2 Chloe makes some of her clothes from recycled materials. **T / F**
3 She wants people to know how she makes her clothes. **T / F**
4 Chloe says you have to start with an idea for a new piece of clothing. **T / F**
5 There are different places where you can look for materials. **T / F**

4 Watch the video again. What does the video say about the following?

a Cowley Road
The main shopping street in Oxford.
b Prehistoric Love
c the environment
d three steps
e a festival

FOLLOW-UP

5 Match sentences 1–5 to sentences a–e.

1 Chloe makes **colourful** clothes. ____
2 Chloe's clothes are very **popular**. ____
3 Chloe's clothes are all about **responsible** fashion. ____
4 Chloe's clothes are **different**. ____
5 You can often see Chloe in the **main** shopping street. ____

a It's because she cares about the environment.
b A lot of people buy their clothes there.
c They're more interesting than plain ones.
d They don't look like the typical ones.
e So I think a lot of people are interested in them.

6 Choose the correct options.

1 Chloe knows how to bring old materials *out* / *back* to life.
2 Her clothes are *fun* / *funny* to wear.
3 To make new clothes, you have to *make* / *use* your imagination.
4 You can do it like this, or you can do it the other *way* / *step* round.

AFTER WATCHING

7 Work in small groups. Imagine you would like to make your own piece of clothing. Together, decide on the following points.

- What kind of clothing would you like to make?
- What occasion would you like to wear it for?
- What do you want it to look like?
- What materials are you going to need?

0.1 To be • Wh- questions

1 Complete the sentences with the affirmative (+) or negative (–) forms of *to be*.

1 (+) I *am* from Poland.
2 (–) Tennis _____ my favourite sport.
3 (+) Tom _____ fifteen.
4 (+) My friends _____ at school now.
5 (–) I _____ Italian.
6 (+) You _____ my best friend.
7 (–) We _____ from Germany.

2 Complete the questions with the words in brackets and the correct forms of *to be*.

1 *Are you* (you) from Scotland?
2 _____ (watching films) your hobby?
3 _____ (Peter and Angie) Canadian?
4 _____ (he) sixteen?
5 _____ (I) your best friend?
6 _____ (we) in Italy now?



3 Complete the questions.

1 *What is her* name? Her name's Paula.
2 _____ you? I'm fifteen.
3 _____ favourite sport? Our favourite sport is ice hockey.
4 _____ from? They're from the USA.
5 _____ birthday? His birthday is in December.
6 _____ favourite teacher? My favourite teacher is my biology teacher.

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

1 *What is your* (what / be / your) favourite school subject?
2 _____ (old / be) your friends from Brazil?
3 _____ (be / Eric) Germany?
4 My brother and _____ (I / not / be) in London now.
5 _____ (she / not be) sixteen.
6 _____ (where / be / they) from?
7 _____ (my / birthday / be) June.

0.2 The verbs love/like/hate • Object pronouns

1 Complete the sentences with *love*, *like* or *hate*.

1 I *like* computer games. They're quite interesting.
2 I _____ football! It's so boring!
3 I _____ Italian food! It's the best.
4 I _____ this music. It's quite nice.
5 I _____ horror films. They're terrible.

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

do	go	~~have~~	listen	read	relax	wake

1 We like *having* dinner in the garden in the summer.
2 I really hate _____ homework.
3 I love _____ out with friends.
4 We like _____ to music together.
5 I hate _____ up early in the morning.
6 I like _____ in front of the TV.
7 I love _____ books about famous people.

3 Complete the sentences with the correct object pronouns.

1 Where are you? I can't see *you*.
2 This pizza is great! I love _____.
3 I can't do this maths exercise. Please, help _____.
4 That girl is Sharon. Would you like to meet _____?
5 Your dogs are so cute! I love _____.
6 We often stay with our friends in Scotland. They often invite _____ for the weekend.
7 Who's that boy? I don't know _____.

4 Translate into English.

1 The girl in the photo is my cousin, Claire. *I like her* (*Lubię ją*) because she's really funny.
2 _____ (*Nie cierpię oglądać*) romantic comedies. They're so naive.
3 Get your school bag and _____ (*spakuj ją*) for tomorrow.
4 _____ (*My uwielbiamy grać*) video games together.
5 I have some good friends, and I _____ _____ (*wychodzę z nimi*) at the weekends.
6 Amanda is my best friend and I love _____ _____ (*rozmawiać z nią*).



0.3 Have got, can

1 Complete the sentences with the correct forms of *have got*.

1 I *have got* a new guitar. It's fantastic!
2 Peter _____ any brothers or sisters. He's an only child.
3 You _____ a nice skateboard. Let's go to the skate park.
4 The house is nice and it _____ a large, beautiful garden. I love it.
5 I use my old PC because I _____ a laptop.
6 They _____ three cats, but they _____ any dogs.

2 Complete the questions and short answers with the correct forms of *have got*.

1 *Have you got* (you) an electric guitar? Yes, I *have*.
2 _____ (she) a sister? No, she _____.
3 _____ (they) any musical instruments? No, they _____.
4 _____ (Paul) new headphones? Yes, he _____.
5 _____ (we) those old rollerblades? Yes, we _____.

3 Complete the sentences with the correct forms of *can* and the verbs from the box.

cook (?)	dance (–)	play (+)	run (–)
~~sing (–)~~	speak (?)		

1 I *can't sing* this song. I don't know it well.
2 _____ you _____ lasagne?
3 My sister _____ the piano really well.
4 We _____ the cha-cha! It's too difficult!
5 My dog's very small. It _____ fast.
6 _____ she _____ Spanish?

4 Choose the correct options.

New message

Hi Robin,

Thanks for your email asking about my hobbies. Well, me and my brother, Mark, love music and we [1] _____ play some musical instruments. I [2] _____ a piano in my bedroom and he [3] _____ an acoustic guitar. I also love singing, but Mark can't [4] _____ very well (he [5] _____ got a nice voice for singing ☺). What about you? What do you like doing in your free time? [6] _____ play any instruments?

Write back,
Lisa

1	A have	B can	C has
2	A has got	B 've got	C can
3	A 've got	B have	C 's got
4	A sing	B singing	C sings
5	A isn't	B can't	C hasn't
6	A Have you	B Can you	C Are you

0.4 There is/are • *Possessive adjectives, possessive 's*

1 Complete the sentences with the correct forms of *there is/are*.

1 (–) *There isn't* a whiteboard in this classroom.
2 (?) _____ any computers in the library?
(+) Yes, _____.
3 (+) _____ some maps on the walls.
4 (?) _____ a swimming pool in your school?
(–) No, _____.
5 (+) _____ a large canteen downstairs.
6 (–) _____ a language lab in the school.

2 Complete the sentences with the correct possessive adjectives.

1 I've got a new laptop. *My* new laptop is great!
2 Tom hasn't got a new guitar. _____ guitar is old.
3 We've got a big house. _____ garden is also very large.
4 This is a new school. _____ classrooms are large and modern.
5 They have got a dog. _____ dog is really cute!
6 Pat, is this _____ new camera? It's fantastic!
7 Tina has got some problems with maths, but _____ friends often help her.

3 Match words from categories A and B to make phrases, using possessive *'s*. Complete the sentences with the correct phrases.

A: dad | friend | neighbours | students | teachers | ~~Tom~~

B: ~~address~~ | brother | cat | desks | room | sister

1 Let's send a postcard to Tom. Wait! Do you know *Tom's address*?
2 George is my uncle. He's my _____.
3 Students can't go in the _____.
4 Our _____ often sleeps in our garden. It's a very lazy cat!
5 My best _____ is really nice and pretty! I like her a lot.
6 In the computer lab, there are eighteen computers on the _____.

4 Choose the correct translation.

1 _____ (*Nie ma*) any fast food in the school canteen.
A It hasn't got B There isn't C They aren't
2 I sometimes use _____ (*komputera mojej siostry*).
A my sister's computer B my sisters computer C computer my sister
3 _____ (*Czy jest*) a lot of chairs in the library?
A Are there B Is there C Is it
4 Are these _____ (*torby twoich kolegów*)?
A bags your friends B your friend's bags C your friends' bags

1.2 Present simple • Adverbs of frequency

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

1 enjoy / I / horror films / sometimes / watching / .
I sometimes enjoy watching horror films.
2 never / she / boring / is / .
_____
3 strategy games / we / play / often / .
_____
4 use / I / social media / hardly ever / .
_____
5 a camera / always / carries / he / .
_____

2 **Complete the sentences with the present simple forms of the verbs in brackets.**

1 I *like* (like) science fiction books, but my sister *hates* (hate) them.
2 My dad often _____ (go) to work by bike, but my mum _____ (drive) to her office every day.
3 Me and my sister _____ (not play) any games, but our brother _____ (play) role-playing games.
4 Susan _____ (not study) late in the evenings. She _____ (usually / be) tired.
5 My parents _____ (love) watching cookery shows, but I _____ (not enjoy) them very much.

3 **Choose the correct options.**

1 *Do* / *Are* you live near the city centre?
2 Does she *visit* / *visits* you every weekend?
3 How often *he watches* / *does he watch* this series?
4 What *you think* / *do you think* of this programme?
5 Who *is* / *does* your favourite film character?

4 **Choose the correct translation.**

1 She is so busy that she _____ (*prawie nigdy nie ogląda*) TV.
A doesn't hardly ever watch
B hardly ever watches
C watches hardly ever
2 I get up late, so I _____ (*nie jem*) a big breakfast before school.
A not have
B have not
C do not have
3 _____ (*Czy ty często pomagasz*) your younger sister with her homework?
A Do you often help
B Often help you
C You help often
4 My sister hates computer games. She _____ (*nigdy nie gra*) any.
A doesn't never play
B never plays
C never doesn't play

1.7 Present continuous • Present simple vs present continuous

1 **Complete the sentences with the present continuous forms of the verbs from the box.**

~~look~~ not have not work practise read stay

1 What *are* you *looking* for?
2 My brother _____ with his friends in London at the moment.
3 _____ Tina _____ the piano now? It sounds really nice.
4 I _____ breakfast now. I'm already late!
5 Which chapter _____ you _____ now? Is it the last one?
6 She _____ in the library this week. She's on holiday.

2 **Choose the correct options.**

Peter Hi, Tom. Where [1] ***do you go*** / ***are you going***?
Tom To Kate's. She [2] ***works*** / ***is working*** on a project, and she [3] ***needs*** / ***is needing*** my help with the computer. Again! It's really old and slow, but she [4] ***doesn't listen*** / ***isn't listening*** to me when I tell her to install a new operating system. What about you?
Peter Sandra [5] ***waits*** / ***is waiting*** for me near our school. I [6] ***go*** / ***am going*** to a drama group every Tuesday afternoon and she wants to join me.
Tom Nice. OK, see you later then.

3 **Complete the questions.**

1 What kind of books *does she like*?
She likes romantic novels.
2 Where _____?
They're sitting close to the stage.
3 What _____ of the novel?
I think it's really interesting.
4 What _____?
She's writing a review.
5 Why _____ new ballet shoes?
He needs new ballet shoes because his old ones are too small.

4 **Complete the second sentence so that it means the same as the first one. Use the words in capitals.**

1 Are you busy right now? DOING
Are you doing anything right now?
2 Fantasy films aren't my favourite. ENJOY
I _____ fantasy films much.
3 She always says 'no' to horror films. NEVER
_____ horror films.
4 There isn't a film club meeting this week. WE
_____ for the film club this week.
5 She has her guitar lessons on Tuesdays and Fridays. WEEK
She has her guitar lessons _____.

2.2 Countable and uncountable nouns · Quantifiers

1 Correct the mistakes in the sentences. Two sentences are correct.

1 I need to buy ~~a~~ sugar to make the cake. *some*
2 How much eggs do we need? _____
3 There isn't a lot of bread. _____
4 Is there some computer store in the city centre? _____
5 There is lot of meat in the fridge. _____
6 We haven't got many attractions here. _____

2 Choose the correct options.

1 I can't eat out because I don't have ***many*** / ***much*** money at the moment.
2 There aren't ***any*** / ***some*** sales at the moment.
3 I'm afraid there isn't ***any*** / ***many*** coffee in the box.
4 How ***many*** / ***much*** coins should I get?
5 I need to take out ***some*** / ***a*** cash.
6 Is there ***many*** / ***any*** cheese in the fridge?

3 Complete the sentences using *many*, *much*, *a lot of*, *some* or *any*.

1 Excuse me, are there *any* sports shops near here?
2 I don't carry _____ cash in my wallet.
3 I'd like to invite _____ friends, just two or three.
4 _____ people like to buy things during a sale, so the shops are very busy.
5 I'm afraid there aren't _____ discounts on these items. You have to pay the full price.
6 How _____ customers do you usually have in one day?

4 Complete the text with one word in each gap.



I don't get [1] *much* pocket money, so I try to be careful with it. When I want new clothes, I usually wait for [2] _____ sales to buy the things at a good price. Also, because there aren't [3] _____ good clothes shops where I live (just three or four, maybe), I often buy clothes online. A [4] _____ of my friends often spend all of their pocket money, but I don't. I think it's better to save [5] _____ of it each month. In this way, I don't have to borrow [6] _____ money from my sister or my friends when I really need something.

2.7 Comparative and superlative forms of adjectives and adverbs

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

1 We're a little late, so we have to walk *faster* (**fast**).
2 This is _____ (**expensive**) restaurant in town, but the food is really great here.
3 I think it's _____ (**dangerous**) to ride a motorbike than to drive a car.
4 I think that's _____ (**good**) garage in the area. They offer excellent service.
5 With a good map of the city, we can find all the attractions _____ (**easily**).
6 January and February are usually _____ (**cold**) months during the year.

2 Choose the correct options.

1 The sports centre here is smaller ***than*** / ***as*** the one in the city centre.
2 I don't go to a hairdresser's as often ***as*** / ***like*** my sister.
3 I'm afraid that 5 pm is ***earlier*** / ***the earliest*** time I can get there.
4 Could you drive ***more slowly*** / ***the most slowly***, please? We aren't in a hurry.
5 I think street markets are more interesting ***from*** / ***than*** a typical supermarket.

3 Complete the text with the words from the box.

as	~~more~~	most	than	the

Looking for a service near you? Afraid it might take [1] *more* time than you have? Don't worry – our website has the [2] _____ updated info about any service you need in your area. You can find everything much more easily now [3] _____ ever before. Just type in your location and the kind of service you need and you immediately get [4] _____ best matches. No other website can offer [5] _____ much information as ours.

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

1 The prices are higher in this shop than in any other one in our town. **EXPENSIVE**
This is *the most expensive* shop in our town.
2 The service here isn't as good as in the other garage. **THAN**
The service in the other garage _____ _____ in this one.
3 Nowadays finding good service is easier than before. **DIFFICULT**
Nowadays finding good service isn't _____ _____ before.
4 I can't imagine a worse idea! **THE**
This is _____ I can imagine!

3.2 Have to

1 Choose the correct options.

1 You _____ tidy your room today.
a have b have to
2 My brother _____ to do the washing-up.
a doesn't have b has not
3 What _____ to do today?
a have we b do we have
4 My younger sisters _____ to iron their clothes.
a don't have b have not
5 He _____ water the plants in the garden every day.
a have to b has to

2 Complete the sentences with the correct forms of *have to* and the verbs from the box.

~~do~~ feed not cut not look after not wash throw out

1 I *have to do* the vacuuming twice a week.
2 My brother _____ the grass in the garden. It's my dad's job.
3 You _____ the fish once a day.
4 You're an only child, so you _____ a younger sister or brother.
5 Thomas _____ the rubbish today! It's his job on Tuesdays!
6 We _____ up. We've got a dishwasher for that.

3 Write questions to ask about the underlined information.

1 *How often do you have to do the cooking*?
I have to do the cooking a few times a week.
2 _____?
Yes, we have to be there at 5 pm.
3 _____?
She has to sort the rubbish today.
4 _____?
They have to go to the chemist's.
5 _____?
I have to help my brother.

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

1 They *don't have to go* (not / have / go) to the supermarket today.
2 _____ (she / have / work) at weekends?
3 Unfortunately, I _____ (have / stay) in bed for a few days. I've got flu.
4 She usually starts school at 9, so she _____ (not / have / get) up as early as me.
5 _____ (I / have / lay) the table right now? Dinner isn't ready yet.

3.7 *Modal verbs:* could, should, must

1 Complete the sentences with *must*, *mustn't*, *should*, *shouldn't* or *could* to match the functions in brackets.

1 She *shouldn't* study till so late at night. [rada]
2 I think we _____ organise a special meeting. [możliwość]
3 Students _____ use the lab without a teacher. [zakaz]
4 Do you think I _____ join the drama group? [rada]
5 You _____ switch off your phone. [nakaz]

2 Decide if the sentences in each pair have a similar (S) or a different (D) meaning.

1 a We mustn't download any applications.
b We don't have to download any applications.
2 a Joining a band is a good idea for you.
b You should join a band.
3 a You mustn't use calculators during the test.
b The rule says: 'No calculators during the test.'
4 a It's possible she'll win the photography competition.
b She could win the photography competition.
5 a It isn't necessary to have your own instrument.
b You must have your own instrument.

3 Complete the second sentence so that it has a similar meaning to the first one. Use *must*, *mustn't*, *could*, *should*, *shouldn't* or the correct forms of *have to*.

1 Doing a coding course is just for you.
You *should do* a coding course.
2 It isn't legal to take photos here.
You _____ photos here.
3 It isn't necessary for her to take part in every meeting.
She _____ take part in every meeting.
4 For me, joining the singing classes is a terrible idea.
I'm sure I _____ the singing classes.
5 It's possible he'll be interested in fashion design.
He _____ interested in fashion design.

4 Choose the correct translation.

1 I think we _____ (*moglibyśmy wysłać*) invitations to some local artists.
A must send B could send
C have to send
2 _____ (*Uczniom nie wolno rozmawiać*) during the exam.
A Students shouldn't talk
B Students couldn't talk
C Students mustn't talk
3 _____ (*Czy powinienem zapytać*) a teacher for permission to use the photography lab?
A Do I have to ask B Should I ask
C Must I ask
4 We _____ (*musimy zorganizować*) an extra meeting to discuss the problem.
A must organise B could organise
C should organise

4.2 Past simple: was/were, there was/were

1 Choose the correct options.

1 They *was* / *were* in Paris last year.
2 I *wasn't* / *weren't* on the class trip last week.
3 *Are* / *Were* you at the science museum yesterday?
4 Karen *was* / *were* in hospital last week.
5 Tom was at the party. Who *he was* / *was he* with?
6 There *was* / *were* a lot of people in the restaurant.

2 Complete the sentences with the correct forms of *there was/were*.

1 *There weren't* any interesting attractions in the area and I was so bored. _____ anything exciting to do!
2 **X:** _____ good music at the festival?
Y: Yes, _____ some really good bands.
3 _____ any restaurants near the park, but _____ a good snack bar, so we weren't hungry after all.
4 **X:** _____ any interesting paintings in the gallery?
Y: Yes, _____ one amazing painting which I'd love to have in my room. But it was extremely expensive.

3 Complete the dialogue with *was/wasn't, were/weren't*.

Alex How [1] *was* your weekend? [2] _____ you at home?
Tony No, I [3] _____. My family and I [4] _____ in the new amusement park on Saturday.
Alex Nice! But what about the weather last weekend? What [5] _____ it like?
Tony Well, it [6] _____ very good, unfortunately. A bit cold and rainy. But because of that there [7] _____ too many people.
Alex That's good!

4 Complete the message with one word in each gap.

New message

Hi Marlene,

It's such a pity you [1] *were* not with us on the trip to the castle organised by our history club. In fact, there [2] _____ only six of us, including Mrs Trent, the history teacher. The tour of the castle [3] _____ really interesting! [4] _____ were so many amazing objects to see. It's just that I think it [5] _____ not long enough – only about one hour, a bit too short to look at everything carefully. Anyway, how are you feeling now? I know you [6] _____ not at school last week because of flu. I hope you are better now.

Write back,
Lisa

4.7 Past simple: affirmative

1 Complete the sentences with the correct past simple forms of the regular verbs in brackets.

1 The film *started* (start) at 8 pm.
2 I _____ (arrive) at school late this morning.
3 The police _____ (stop) him on his way home.
4 She _____ (study) Spanish last year.
5 They _____ (stay) in a very expensive hotel during their holiday.
6 You _____ (cook) a delicious meal yesterday.

2 Complete the sentences, using the correct past simple forms of the irregular verbs in brackets.

1 She *bought* (buy) a lot of souvenirs on holiday.
2 We _____ (eat) out last weekend.
3 I _____ (write) an email to you yesterday.
4 Mark _____ (give) me a computer game for my last birthday.
5 You _____ (make) a great salad last week.
6 They _____ (have) a lot of fun during the trip.

3 Complete the message with the correct past simple forms of the verbs from the box.

ask	be (x2)	book	go	like
look	order	pay	recommend	

New message

Hi Jane,

Yesterday we [1] *went* to that new Japanese restaurant which you [2] _____ to me. Fortunately, Dad [3] _____ a table earlier because there [4] _____ a lot of people there that evening. My parents and I [5] _____ sashimi, which [6] _____ delicious. My sister doesn't like fish so she [7] _____ for katsudon, which is a pork dish. We all [8] _____ the food very much, only my dad [9] _____ a bit unhappy when he [10] _____ the bill! ☹

Take care,
Ellie

4 Translate into English.

1 *We got a nice table* (*Dostaliśmy ładny stolik*) by the window.
2 They _____ (*zrobili rezerwację*) a few days ago.
3 I _____ (*kupiłem jedzenie na wynos*) this afternoon.
4 When she was a child, _____ (*ona wolała*) boiled meat.
5 The waitress _____ (*odebrała zamówienie*) forty minutes ago!
6 I hope _____ (*zostawiłeś napiwek*) for the waiter. The service was excellent.

5.2 Past simple: negative and questions

1 Change the sentences into negative ones.

1 She ~~bought~~ a new racket. *didn't buy*
2 I gave her a bracelet. _____
3 They lived in England. _____
4 We were late for the show. _____
5 He appeared on TV last year. _____

2 Complete the questions.

1 I went to the shopping centre.
Did you go there by car or by bus?
2 She bought a new music player.
_____ an MP3 or an MP4 player?
3 They made some of the first washing machines.
_____ them by hand or in a factory?
4 It was a beautiful bracelet.
_____ a gold or a silver one?
5 He stayed in Paris last week.
_____ with friends or in a hotel?

3 Write questions to ask about the underlined information.

1 *What did he invent* ?
He invented the telephone.
2 _____ ?
They introduced the first personal stereo in the 1980s.
3 _____ ?
I found this old clock in my grandma's house.
4 _____ ?
The journey took us twelve hours.
5 _____ ?
We watched that programme every day.

4 Choose the correct options.

New message

Hi Suzy,

I'd like to tell you about a special street market which some people [1] _____ in our town last weekend. It [2] _____ an ordinary market because the people didn't [3] _____ modern things but vintage stuff. It started on Friday afternoon, and I went there with my brother, but [4] _____ many sellers then, so we went there again on Saturday. Then the market was full of people. My brother [5] _____ buy anything, but I found a lovely old small mirror. Anyway, what [6] _____ last weekend? [7] _____ you out at last? I really hope he did. Write back soon,
Ella

1	A organised	B organising	C organise
2	A didn't	B weren't	C wasn't
3	A sold	B sell	C sells
4	A there wasn't	B there weren't	C they didn't
5	A didn't	B doesn't	C wasn't
6	A you did	B did you do	C did you
7	A Did Tom asked	B Does Tom ask	C Did Tom ask

5.7 Articles: a/an, the

1 Choose the correct options.

1 We went *the* / Ø cycling yesterday.
2 I took part in *a* / Ø swimming competition last week.
3 *A* / *The* new stadium in our town is really great.
4 For me, football isn't *the* / *an* exciting sport.
5 I think *the* / Ø people like watching big sporting events.
6 *A* / *The* winner of this competition can win a lot of money.

2 Correct the mistakes in the sentences. You may add, change or delete an article.

1 Is there a football game on ~~the~~ TV tonight?
2 I bought new bike last week. It's great!
3 A famous sportspeople can earn a lot of money.
4 Two players got red cards during a match and we lost.
5 Both men and women enjoy playing the tennis.
6 Michael Phelps is American former swimmer.

3 Complete the text with *a/an*, *the* or no article (Ø).



When I first went on [1] *a* trip to India to visit some friends, I was shocked to realise how popular [2] _____ cricket was there. Of course, I knew that [3] _____ game called cricket existed and [4] _____ people played it somewhere, but there in India I saw the real power of [5] _____ game. I was there during [6] _____ international cricket event and there were thousands of [7] _____ fans watching [8] _____ event in pubs and restaurants, cheering, shouting and even crying. It was [9] _____ amazing experience for me, even though I still prefer [10] _____ football.

4 Complete the sentences with the words in brackets. Add any other necessary words.

1 There were a lot of fans *along the route* (along / route), cheering the competitors.
2 Is there _____ (stadium / in) city?
3 We often play _____ (basketball / school).
4 Pierre de Coubertin is often called _____ (father / of) modern Olympic Games.
5 Sonia is _____ (best / at / swimming) in our school, so she's going to win the competition.

6.2 Will *for predictions*

1 Complete the predictions with *will* (✓) or *won't* (✗) and the verbs from the box.

be	do	have	~~live~~	produce	use

1 In the future, we *will live* in smart homes. (✓)
2 People _____ a lot of recyclable materials. (✓)
3 There _____ many open spaces. (✗)
4 We _____ much furniture at home. (✗)
5 Robots _____ the cleaning in our homes. (✓)
6 Fortunately, people _____ much rubbish. (✗)

2 Complete the questions with *will* and the words in brackets.

1 *Will they come* (they / come) to our party tomorrow?
2 What _____ (you / do) with the old carpets?
3 _____ (people / use) microwaves in the future?
4 When _____ (she / be) ready to go out?
5 Where _____ (they / live) after their university courses?
6 _____ (he / celebrate) his next birthday in a restaurant?

3 Correct the mistakes in the sentences. There is one correct sentence.

1 ~~She will~~ get a new cooker? *Will she*
2 They will be have a new wardrobe. _____
3 He won't goes to university. _____
4 What new equipment will buy we for the kitchen? _____
5 I'm afraid the old oven won't work for long. _____
6 You will getting a lot of presents. _____

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

1 We don't have enough money for new armchairs right now. **BUY**
I'm afraid we *won't buy new armchairs* right now.
2 I'm hoping for good exam results. **GET**
I hope _____ good exam results.
3 I don't believe in time machines. **TRAVEL**
I'm quite sure people _____ time.
4 I think the idea of smart robots doing housework is quite possible. **THERE**
I think _____ smart robots in the future doing housework.
5 I think smaller houses and flats are probable in the future. **BE**
In my opinion, houses and flats _____ in the future.

6.7 Be going to • Be going to *vs* will

1 Complete the sentences using *be going to* and the verbs in brackets.

1 I *am going to leave* (leave) early tomorrow.
2 My sister _____ (not study) medicine.
3 _____ (Tom / plant) some trees in the garden?
4 There _____ (not be) any storms this week.
5 _____ (you / sort) your rubbish?
6 Who _____ (we / invite) to the party?
7 What _____ (the weather / be) like tomorrow?

2 Correct the mistakes in the dialogue.

to

Adam What [1] **are you going do** on Saturday, Tom?
Tom I don't know yet. The weather forecast says the weather [2] **not going to be** nice, so I think I [3] **will be stay** at home.
Adam Look, my sister needs to move to a new flat on Saturday. Maybe, you [4] **will to help** us with the boxes?
Tom OK. What time do you want to start?
Adam Quite early, I'm afraid. At about 7.
Tom Wow, that's early. Sorry, I'm sure I [5] **won't getting up** before 7 on Saturday, but I can be there at about 8.
Adam That's great, anyway!

3 Choose the correct options.

New message

Hi Sally,
You can't imagine how happy I am to hear that you [1] _____ with us next month. We have a spare room and we [2] _____ it next week, so I think you [3] _____ it here during your stay. There are quite a few attractions in the area which I'd like to show you, so we [4] _____ on some nice trips. You're keen on nature, so I'm sure the national park in the mountains [5] _____ a good place for a hiking trip. I'd also like you to meet my friends, so we [6] _____ a party on the next day after your arrival. I really hope you [7] _____ bored for a single moment here.
Can't wait to see you!
Magda

1	A are going to stay	B stay	C will be stay
2	A renovate	B are going to renovate	C will renovating
3	A will like	B are liking	C are going to like
4	A are going to go	B go	C will go to
5	A going to be	B will be	C be
6	A are going to have	B will having	C have
7	A aren't going to be	B won't be	C isn't

7.2 Present perfect for experiences: affirmative and negative

1 Complete the sentences with *have/has* (+) or *haven't/hasn't* (–). Then match the sentence halves.

1 (–) He *hasn't* done ___c___
2 (+) I _____ had ___
3 (–) You _____ used ___
4 (+) She _____ trained ___
5 (+) They _____ worked ___
6 (–) He _____ won ___

a any competitions.
b abroad a few times.
c this job before.
d some experience working with children.
e this kind of equipment before.
f to be a web designer.

2 Complete the sentences with the present perfect forms of the verbs in brackets.

1 I *have worked* (work) from home, but I *haven't used* (not use) this application.
2 They _____ (be) to London, but they _____ (not visit) Buckingham Palace.
3 She _____ (not write) a novel, but she _____ (publish) some short stories.
4 My brother _____ (work) in a hotel, but he _____ (not do) the job of a receptionist.
5 We _____ (have) some part-time jobs, but we _____ (not work) full-time yet.

3 Complete the mini-dialogues with the verbs from the box. Use the present perfect.

be	meet	not play	not see	work

1 **X:** It seems you know this place well.
Y: Yes, I *have been* here quite a few times.
2 **X:** Hi, I don't think we _____. I'm Mike.
Y: Hello, Mike, nice to meet you. My name's Alicia.
3 **X:** He looks quite stressed.
Y: He does. He _____ a concert before.
4 **X:** It's an amazing show. Believe me, you _____ anything like it.
Y: I hope you're right.
5 **X:** She's an excellent cook, isn't she?
Y: Yes, she _____ in some top restaurants.

4 Translate into English.

1 She's got some experience in the hotel industry.
She *has worked as* (*pracowała jako*) a receptionist.
2 I don't know anything about this kind of equipment.
_____ (*Nie używałem*) it before.
3 We have no idea what to do now.
It _____ (*nigdy się nie zdarzyło*) to us.
4 He's a famous actor.
_____ (*On grał*) in a lot of popular films.
5 Your CV looks impressive. I can see _____ _____ (*ty pracowałeś*) for some top companies in our country.

7.7 Present perfect for experiences: questions

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

1 before / in / a / worked / you / team / have / ?
Have you worked in a team before?
2 done / she / voluntary / ever / has / work / ?
_____
3 it / to / happened / has / before / you / ?
_____
4 concert / played / a / they / have / ever / ?
_____
5 on / been / ever / have / you / tour / ?
_____

2 Complete the questions with the present perfect forms of the verbs in brackets. Then complete the short answers.

1 *Have you seen* (you / see) this new show?
Yes, *I have*.
2 _____ (they / be) to the science museum? No, _____.
3 _____ (he / study) Spanish?
Yes, _____.
4 _____ (we / do) all the things for today? No, _____.
5 _____ (it / go) well? No, _____.

3 Complete the questions.

1 What kind *of work have* they *done* before?
They've done some voluntary work before.
2 What kind _____ you _____ with?
I've worked with some hi-tech equipment.
3 _____ they _____ the tests?
They've done the tests in a laboratory.
4 What _____ she _____ in before?
She's worked in some kindergartens.
5 _____ you _____?
I've repaired some motorbikes.

4 Choose the correct paraphrase.

1 Is this your first job?
A When did you first get a job?
B Have you worked before?
C What did you do first?
2 Do you have any experience with hi-tech equipment?
A Where did you work with hi-tech equipment?
B Do you like working with hi-tech equipment?
C Have you ever worked with high-tech equipment?
3 Has he ever worked abroad before?
A When did he work abroad?
B Is this his first job abroad?
C Is he going to work abroad?
4 Does she have any experience selling car parts?
A Has she sold car parts before?
B Did she want to sell car parts?
C What car parts does she sell?

8.2 Present perfect and past simple

1 Choose the correct options.

1 I *saw* / *seen* a cool shirtdress on *Pinterest* yesterday.
2 She hasn't *buy* / *bought* any new clothes.
3 What did you *wear* / *worn* at the party?
4 Have you ever *make* / *made* your own dress?
5 He *didn't* / *hasn't* wear a suit for the job interview.
6 You've *did* / *done* a good job repairing my jacket. Thanks!

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

1 I *have seen* (see) a lot of fashions shows on TV, but I _____ (never / be) to a live one.
2 She _____ (take) part in some modelling competitions. Actually, she _____ (win) one of those last year.
3 I _____ (not meet) her last week. In fact, I don't think we _____ (ever / talk) to each other.
4 He _____ (not be) to the USA, but he _____ (travel) to Canada a few years ago.

3 Complete the dialogue with the present perfect or past simple forms of the verbs from the box.

~~ever/lose~~ have leave like never/see not be try

Robert [1] *Have you ever lost* anything important to you?
Marlene Yes, I [2] _____ my bag on a train last year.
Robert Oh dear. What [3] _____ you _____ in your bag?
Marlene Well, fortunately there [4] _____ any expensive things in it, like a mobile phone or a laptop, just some personal items. But I really [5] _____ that bag.
Robert [6] _____ you _____ to find it?
Marlene Yes, but no success there. I [7] _____ it again.

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

1 Where *did you go* (you / go) on holiday last summer?
2 _____ (he / ever / write) any articles about fashion?
3 _____ (I / buy) some cool clothes. Would you like to see them?
4 It was quite cold, so _____ (we / not wear) any shorts or T-shirts.
5 This city's amazing! _____ (I / not visit) a place like that before.

8.7 Subject and object questions

1 Choose the correct questions to match the answers.

1 No one saw me.
a Who saw you? b Who did you see?
2 She helps her friend.
a Who helps her? b Who does she help?
3 The radio is on.
a What is playing? b What are you playing?
4 He's broken his new smartphone.
a What has broken? b What has he broken?

2 Complete the table.

	Object question	Subject question
Present simple (invite)	Who [1] *invites* you to their parties?	Who [2] _____ you _____ to your parties?
Present continuous (cause)	What [3] _____ the problem?	What problem [4] _____ it _____?
Past simple (start)	Who [5] _____ the trend?	What trend [6] _____ they _____?
Future *will* (meet)	Who [7] _____ you at the airport?	Who [8] _____ we _____ at the airport?

3 Write subject or object questions about the underlined information.

1 *Who is the most serious person in your family*?
My brother is the most serious person in my family.
2 _____?
I bought her new boots.
3 _____?
Classical music helps me feel relaxed.
4 _____?
Tina and Mark have contacted me.
5 _____?
She's preparing a presentation.

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

1 I can't see my bag anywhere. *Who has taken* (who / take) it?
2 I still can't understand it. _____ (what / happen) there?
3 It sounds boring to me. _____ (what / you / find) so interesting about it?
4 So, she went to London last week. _____ (who / she / visit) there?
5 It's a terrible noise! _____ (what / make / it)?

Adjectives with prepositions / Przymiotniki z przyimkami		
afraid of sb/sth	bojący się kogoś/czegoś	They are not **afraid of** speaking in front of a large group.
allergic to sth	uczulony na coś	Susan mustn't drink milk. She's **allergic to** it.
based on sth	oparty na czymś	I love a good thriller, and films **based on** *Stephen King* novels are always brilliant.
excited about sth	podekscytowany czymś	Gym Team – if you are **excited about** sports.
experienced in sth	doświadczony w czymś	Which of the authors is **experienced in** working with music?
famous for sth	znany z czegoś	He is **famous for** making his first game, *Bubble Ball*, at the age of fourteen.
fascinated by/with sth	zafascynowany czymś	How did he become **fascinated with** technology then?
fond of sb/sth	zainteresowany kimś/czymś	I'm **fond of** writing poems, so the classes are perfect for me.
good/bad at sth	dobry/zły w czymś	Who is **good at** writing stories?
interested in sth	zainteresowany czymś	I'm not really **interested in** fantasy novels.
keen on sth	zainteresowany czymś	I'm not very **keen on** reading, but I'm really into the activities here!
mad about sb/sth	zakręcony na punkcie kogoś/czegoś	I'm not **mad about** technology, but I like drawing my own graphic novels.
popular with sb/sth	popularny wśród kogoś/czegoś	It's very **popular with** tourists, and especially with film fans.
ready for sth	gotowy na coś	What do we need to get **ready for** the party?
responsible for sb/sth	odpowiedzialny za kogoś/coś	Emma is **responsible for** the house plants.
similar to sb/sth	podobny do kogoś/czegoś	Whose clothing style is **similar to** yours?
tired of sth	zmęczony czymś	All in all, you could feel happier with a dog, but also **tired of** the responsibilities.
upset about sth	zasmucony czymś	I'm really **upset about** leaving all my friends behind.
worried about sb/sth	zmartwiony kimś/czymś	There is something I'm **worried about**.
Nouns with prepositions / Rzeczowniki z przyimkami		
course in sth	kurs czegoś	I also want to take a **course in** money management.
idea for sth	pomysł na coś	Where does she find **ideas for** her stories?
information about sb/sth	informacja o kimś/czymś	There isn't enough **information about** teenage markets.
member of sth	członek czegoś	I'd like to become a **member of** the group.
problem with sb/sth	problem z kimś/czymś	Unfortunately, there is a **problem with** my new smartphone.
reason for sth	przyczyna czegoś	The **reason for** this is her parents' dream to sail around the world.
recipe for sth	przepis na coś	My mum found a **recipe for** a delicious cake.
result of sth	wynik czegoś	Here are the **results of** my research.
space for sth	miejsce na coś	There won't be enough **space for** other things.
story about sb/sth	opowieść o kimś/czymś	The **stories about** the ancient Olympics were incredible.
time for sth	czas na coś	Teenagers do not have **time for** doing housework because they take part in extra activities and have to do homework.
trouble with sth	kłopoty z czymś	Are you having **trouble with** this exercise?
tutorial on sth	instruktaż dotyczący czegoś	I saw a great **tutorial on** painting clothes last week.
type of sth	rodzaj czegoś	Now, they often look for a new **type of** home.
Verbs with prepositions / Czasowniki z przyimkami		
apply for sth	ubiegać się, aplikować o coś	I would like to **apply for** a job at one of your camps as a Camp Helper.
borrow sth from sb	pożyczać coś od kogoś	I need to **borrow** money **from** my mum to buy a pair of sunglasses.
dream of sb/sth	marzyć o kimś/czymś	She also **dreamed of** an Olympic medal, but unfortunately, she had to stop doing sports for some time.
happen to sb	zdarzyć się komuś	It hasn't **happened to** me.

help (sb) with sth	pomagać (komuś) w czymś	He often **helps** children **with** their homework.
hope for sth	mieć nadzieję na coś	We looked at the cloudy sky, **hoping for** a little sunshine.
invite sb to some place	zaprosić kogoś gdzieś	We **invited** James **to** the party.
join in sth	dołączyć do czegoś	As you know, our school is going to **join in** this activity.
pay for sb/sth	płacić za kogoś/coś	I sometimes go to the cinema with my friends and **pay for** our tickets.
pay with sth	płacić za pomocą czegoś	In other words, more people **pay with** dollars than with pounds or euros.
revise for sth	powtarzać do czegoś	Are you **revising for** your exams this week?
save (money) for sth	oszczędzać (pieniądze) na coś	Have you ever **saved** money **for** something expensive?
share sth (with sb)	dzielić się czymś (z kimś)	I don't do this one completely on my own, though, because I **share** this job **with** an experienced waitress.
take care of sb/sth	zajmować, opiekować się kimś/czymś	We **take care of** women's skin and hair.
take out (money)	wypłacać (pieniądze)	Let's find a cash machine – I need to **take** some money **out**.
take part in sth	brać udział w czymś	Lots of people are interested in **taking part in** such events.
work on sth	pracować nad czymś	She's **working on** the script at the moment.
Phrasal verbs / Czasowniki frazowe		
cheer up (sb)	weselić się/ rozweselać (kogoś)	**Cheer up** the writer.
eat out	jeść na mieście	I **ate out** at the local restaurant last Saturday.
fill in sth	wypełniać coś	I'd like you to **fill in** this form first.
find out sth	dowiedzieć się o czymś	After-school activities help you **find out** about your talents.
get out (of sth)	wysiadać, wydostać się (z czegoś)	We **got out** of the car and carried all the shopping into the kitchen.
get up	wstać	Maybe, I should **get up** and clean the bathroom?
give up	poddać się	It's so inspiring that she didn't **give up**.
grow up	dorastać	Parents should remember that children **grow up**.
hang out (with sb)	spędzać czas (z kimś)	Tell us more about the people you like to **hang out with**!
hurry up	śpieszyć się	**Hurry up** with your lunch, Tom. The break is over in five minutes.
let sb down	zawieść kogoś	She doesn't want to **let** her fans **down**.
look after sb/sth	opiekować się kimś/czymś	Me and my brother have to **look after** our dog.
look for sth	szukać czegoś	Which book are you **looking for**?
look forward to (doing) sth	wyczekiwać na coś	I **look forward to** hearing from you.
move out	wyprowadzić się	She's **moving out** next weekend.
pick up sth	zbierać coś (np. śmieci)	Millions of volunteers from over 180 countries are going to come together to **pick up** rubbish all over the world.
put sth on	założyć coś	**Put on** a raincoat. I'm sure it's going to rain in a moment.
run away	uciekać	Soon there were thousands of people in the streets, **running away**, carrying their most valuable things.
run out	skończyć się	The battery in my music player **runs out** quickly and I need to charge it every few hours.
sign up for sth	zapisać się na coś	I'm going to **sign up for** singing lessons.
sum up (sth)	podsumować (coś)	To **sum up**, making children do some housework has its good and bad sides.
take up sth	zainteresować się czymś (np. sportem)	Her life story encouraged me to **take up** this sport.
throw sth away	wyrzucić coś, pozbyć się czegoś	So, think twice before you buy a new thing and **throw** the old one **away**!
try sth on	przymierzyć coś	After all, the chance to **try on** new clothes is the most enjoyable thing in the world!

turn sth on/off	włączyć/wyłączyć coś	In a smart home, the lamps will **turn on** or **off** at your voice command.
turn out	okazać się	So, it **turns out** that visiting a museum can be fascinating.
wake up	budzić się	Every morning, she **wakes up** early and bakes bread for her family before she goes to school.
work out	robić trening	When I want to do aerobics at home, I turn my music player on and I'm ready to start **working out**.
Prepositional phrases / Wyrażenia przyimkowe		
at		
at a discount	ze zniżką	I hope to buy some new trainers and jeans **at a discount**.
at all	w ogóle / wcale	I'm not into playing games **at all**.
at any time	o każdej porze	I've got the premium version thanks to my dad so, for example, I can access my bank account **at any time**.
at home	w domu	Thomas stays **at home** in the evenings, but tonight, he is going out.
at the beginning (of sth)	na początku (czegoś)	The most famous example is **at the beginning of** international rugby matches.
at the end (of sth)	na końcu (czegoś)	**At the end of** the tour there was a competition.
at the moment	teraz, w tym momencie	Tom isn't watching a quiz show **at the moment**.
at the same time	w tym samym czasie	When too many drivers want to travel **at the same time**, they have to wait in a traffic jam.
at the seaside	nad morzem	**At the seaside**, it will be windy, and there will be storms all week.
at the weekend	w weekend	Do you always read **at the weekend**?
by		
by bike/plane/train	rowerem/samolotem/pociągiem	I have travelled **by plane** many times.
by card	kartą	You pay **by card** when you don't have cash.
by heart	na pamięć	Why are you learning this poem **by heart** right now?
by oneself	samodzielnie	I baked a birthday cake for my sister **by myself**.
by phone	telefonicznie	You can book a table online or **by phone**.
by the sea	nad morzem	I'm sure they will have a great holiday **by the sea**.
for		
for ages/centuries	od wieków / od bardzo dawna	I've had it **for ages**, and it's got all my stuff on it.
for example	na przykład	The event has strict rules, **for example**, the players have to wear white clothes.
for fun	dla zabawy, rozrywki	I think the girls in the first photo use technology **for fun**.
for real	naprawdę	With a wrong choice, he doesn't survive, not **for real**, of course.
for the first time	pierwszy raz	They're showing the film **for the first time**.
from		
from time to time	od czasu do czasu	Tony uploads a new video **from time to time**.
in		
in a minute	za minutę	Hurry up! I'm leaving **in a minute**.
in a sale	na wyprzedaży	We have never found anything attractive **in a sale**.
in case	na wypadek gdyby, w przypadku	You should keep the receipt **in case** there's something wrong with the product.
in cash	gotówką	In the past, customers paid for their meals **in cash**.
in charge of	odpowiedzialny za kogoś/coś	Members of your family team are **in charge of** each other.
in class	na lekcji, na zajęciach	We often use our school computers to do research **in class**.
in fact	w rzeczywistości, właściwie, tak naprawdę	The books in this kind of library are **in fact** real people who suffer because of different stereotypes.

in love	zakochany	My mum and I are watching a series about two people who are **in love**.
in public	publicznie	I don't feel confident when I have to speak **in public**.
in the country	na wsi	I'm **in the country**, and I have a lot of time for reading here.
in the future	w przyszłości	Would you like to make films **in the future**?
in the middle of	pośrodku	There was a high tower **in the middle of** the square.
in the mood (for sth)	w nastroju (na coś)	I'm not **in the mood for** going out.
in the north/south/east/west	na północy/południu/wschodzie/zachodzie	**In the north**, it will be quite cold and wet.
in the past	w przeszłości	Finding a service like ours is more difficult now than **in the past**.
in the picture/photo	na obrazku/zdjęciu	**In the picture** there are some students in the school corridor.
in this way	w ten sposób	Would you like to change your local environment **in this way?**
on		
on foot	pieszo	There weren't any motorways, only one-lane roads, and travelling **on foot** or by bike was normal.
on holiday	na wakacjach	He doesn't have to do any homework. He's **on holiday**!
on offer	w promocyjnej ofercie	I always look for cheap things **on offer**.
on one's own	na własną rękę, samodzielnie	He has never travelled **on his own**.
on social media	w mediach społecznościowych	Do you share your personal stories **on social media**?
on a computer	na komputerze	She works **on a computer**.
on the Internet	w Internecie	I have written many articles for papers, but I haven't written any comments **on the Internet**.
on the island	na wyspie	I hope there will be a lot of attractions **on the island**.
on the lake/river	nad jeziorem/rzeką	Jay is going to spend a week **on the lake**.
on the right	po prawej stronie	**On the right**, there is a door to the classroom.
on time	na czas	Honestly, I don't always do my homework **on time** – sometimes I forget.

WORD FORMATION / SŁOWOTWÓRSTWO

Noun suffixes / Przyrostki rzeczownikowe	
-ation	civilisation, information
-tion	invention, competition, prediction, exhibition
-er	winner, designer, interviewer
-or	calculator
-ance	performance
-ment	amusement, development
-ty	popularity
-sion	impression

Adjective suffixes / Przyrostki przymiotnikowe	
-ed	complicated
-al	practical, traditional, regional
-ive	attractive, effective, impressive
-ful	helpful, successful
-ic	historic
-y	tasty
-able	suitable, comfortable

Negative prefixes / Przedrostki nadające znaczenie negatywne	
dis-	dislike, disappear
in-	incredible, independent
un-	uncountable, unfortunately

Wybór wielokrotny (zdania lub tekst)

Wskazówki

- W zadaniach tego typu najczęściej sprawdzana jest znajomość czasów gramatycznych, czasowników frazowych i idiomatycznych wyrażeń przyimkowych.
- Najpierw przeczytaj cały tekst, ignorując luki i starając się zrozumieć jego sens. Następnie przeczytaj tekst ponownie, zwracając szczególną uwagę na wyrazy znajdujące się przed każdą luką i po niej. Mogą to być np. określenia czasu, które pomogą Ci wybrać właściwy czas gramatyczny.
- Pamiętaj, aby najpierw wyeliminować odpowiedzi, które na pewno są nieprawidłowe, a dopiero potem wybrać ostateczną odpowiedź.
- Po wykonaniu zadania przeczytaj ponownie całe zdania lub tekst, aby upewnić się, że są one spójne i logiczne.

1 Choose the correct options.

1 What _____ you think of having an unusual hobby?
2 At the moment, I _____ to find something interesting to do in my free time.
3 My friend collects old coins, and he's really _____ of his collection.
4 Sometimes _____ weekends we go to a special market to look for new items.
5 I'm not really interested in old money, so I'd _____ find something else.
6 Do you have _____ interesting hobbies?

1	A are	B do	C does
2	A try	B trying	C 'm trying
3	A interested	B keen	C fond
4	A in	B for	C at
5	A rather	B prefer	C like
6	A any	B an	C much

2 Choose the correct options.

A lot of our young readers write to us complaining that they spend their pocket money too [1] _____, and then they need to borrow cash [2] _____ their friends. The question that comes up again and again in their emails is the following: 'I'd like to spend less money, but how [3] _____ I do that?' Well, first of all you have to learn to be [4] _____ with your money than you are now. If you really want to buy something, try to find it in a [5] _____ when prices are lower. And remember: the [6] _____ way to save your money is to keep in a bank and not take it out too often!



1	A quick	B quickly	C quicker
2	A to	B with	C from
3	A could	B am	C don't
4	A more careful	B more carefully	C the most careful
5	A discount	B bargain	C sale
6	A easily	B easiest	C easier

3 Choose the correct options.

home blog

JUNIOR STAFF COORDINATOR NEEDED

We are looking for a Junior Staff Coordinator to work in Superland, the new [1] _____ park, which offers various attractions such as game events, rides and roller coasters. The successful candidate [2] _____ to be a well-organised and responsible person and [3] _____ also have some experience in team management. A good knowledge of English is essential.

[4] _____ position of Junior Staff Coordinator involves being [5] _____ charge of a team of junior staff members who are working in the park. The coordinator is responsible for managing the team and coordinating their jobs in the park, from [6] _____ the grass to checking the tickets at the entrance.

If you feel you are a suitable candidate, use the information below to contact us and we [7] _____ be glad to give you more details.

1	A fun	B entertainment	C amusement
2	A should	B has	C must
3	A needs	B has	C should
4	A The	B A	C Ø
5	A at	B with	C in
6	A throwing	B cutting	C laying
7	A are going	B could	C will

4 Choose the correct options.

When asked about their career choices, most young people have strong likes and dislikes. But [1] _____ you ever wondered why? What [2] _____ us see some professions as good for us? Certainly, our interests and hobbies might play a big role here, but what about personality? Do our personal [3] _____ influence our career choices? Of course they do! Many general career preferences depend on the personality we have. For example, being a(n) [4] _____ person might mean that we would rather work on our own rather than for a company. A well-organised and hard-working person shouldn't have a problem working long [5] _____ to achieve success in their job. So, if you [6] _____ done a personality test before, don't wait. Follow the link below to discover your personality type and learn what careers could be the most suitable for you.

1	A do	B have	C did
2	A does it make	B makes	C do make
3	A qualities	B types	C styles
4	A honest	B independent	C serious
5	A time	B periods	C hours
6	A never	B did never	C have never

Minidialogi (zadania zamknięte)

Wskazówki
- Rozwiązując zadanie tego typu, pamiętaj, że wybrana odpowiedź musi pasować zarówno do fragmentu zdania przed luką, jak i po niej, tak aby dialog stanowił logiczną całość.
- Po wybraniu odpowiedzi przeczytaj cały dialog i sprawdź, czy jest logiczny i poprawny gramatycznie.

1 Choose the correct options.

1 **X:** There's a thriller on Channel 5. Let's watch it.
Y: _____ I'm not into thrillers.
A That's a good idea.
B What about a comedy?
C I'd rather watch it.

2 **X:** _____ of this poem?
Y: I'm really fond of it.
A Do you like
B Are you keen
C What do you think

3 **X:** I'm afraid I can't go. The ticket is too expensive.
Y: Well, _____ the money from your friends.
A you could always borrow
B I think you should lend
C why don't you ask

2 Choose the correct options.

1 **X:** This new MP4 player doesn't work. _____
Y: You should make a complaint.
A How could I do that?
B What am I doing?
C What should I do?

2 **X:** _____ to order?
Y: Yes, I'd like tomato soup, please.
A Are you ready
B Do you like
C What do you

3 **X:** Should I get this jacket?
Y: Of course! _____
A It's a discount.
B It's a bargain.
C It's an offer.

3 Choose the correct options.

1 **X:** And how much is a ticket to the museum?
Y: _____ It's free of charge.
A You mustn't pay.
B You don't have to pay.
C You couldn't pay.

2 **X:** Excuse me, _____ to the cathedral?
Y: It's not far. Go straight on and turn left.
A can you show me
B where's the nearest
C how can I get

3 **X:** _____ to book a table for two on Friday evening?
Y: Yes, of course.
A Is it possible
B Can I
C How could I

4 Choose the correct options.

1 **X:** I broke my arm a few days ago.
Y: Oh, _____ that. Poor you!
A you won't believe
B sorry I couldn't hear
C I'm sorry to hear

2 **X:** I don't think we have to sort our rubbish.
Y: Sorry, _____
A that's a good point.
B but I can't agree.
C it isn't going to work.

3 **X:** _____ for going to the theatre tonight?
Y: Yes, it's a good idea.
A Do you fancy
B Are you in the mood
C Would you rather

5 Choose the correct options.

1 **X:** _____ as a babysitter?
Y: I'm afraid not. I have no experience in working with children.
A Did you like working
B Why do you want to work
C Have you ever worked

2 **X:** OK, so you lost a small brown bag. _____
Y: Leather.
A What does it look like?
B What is it made of?
C What make is it?

3 **X:** I can't find my e-book reader.
Y: _____ next to the sofa in the living room. You always leave it there.
A I think it must be
B Maybe you'll put it
C Perhaps you leave it

6 Choose the correct options.

1 **X:** What was the weather like?
Y: _____
A I don't like it.
B It liked me.
C It was awful.

2 **X:** Unfortunately, the hotel was full.
Y: Oh dear, so _____?
X: We slept in the car.
A what are you going to do
B what did you do
C where will you sleep

3 **X:** You can track your package using the Internet.
Y: _____
X: There's a special app for this.
A Where should I do that?
B Why did I do that?
C How could I do that?

Tłumaczenie fragmentów zdań (zadania zamknięte)

Wskazówki
- W zadaniu tego typu z podanych opcji musisz wybrać tę, która jest poprawnym tłumaczeniem na język angielski fragmentu zdania podanego w nawiasie.
- Zasłoń opcje A–C kartką papieru i zastanów się, jak powinno brzmieć tłumaczenie fragmentu zdania podanego w nawiasie. Dopiero wtedy przeczytaj opcje A–C i podejmij decyzję, którą z nich wybrać.
- Pamiętaj, że dobra odpowiedź musi być nie tylko poprawna gramatycznie, ale musi również dokładnie oddawać sens fragmentu zdania zapisanego po polsku w nawiasie.

1 Choose the correct translation.

1 _____ (*On nigdy nie ogląda*) reality shows.
A He doesn't never watch
B He watch never
C He never watches

2 I _____ (*jestem zainteresowany*) on watching science-fiction films.
A am interested
B am keen
C am mad

3 _____ (*Ile czasu*) do you spend shopping during the week?
A How much time
B How many times
C How long time

4 My friend plays tennis _____ (*lepiej niż ja*).
A as well as me
B better than me
C the best of me

5 I don't think _____ (*że powinieneś kupić*) this game. It doesn't look interesting.
A could you buy
B you are buying
C you should buy

2 Choose the correct translation.

1 I _____ (*czasami pożyczam*) some money from my older sister.
A sometimes lend
B sometimes borrow
C sometimes waste

2 _____ (*Czy jest*) a library in the town centre?
A Is there
B Is it
C Is this

3 _____ (*Czy Ty wychodzisz*) now?
A Do you go out
B Can you go out
C Are you going out

4 Could you speak _____ (*wolniej*), please? I can't understand you.
A more slow
B more slowly
C slowlier

5 For me, computer games aren't _____ (*tak ciekawe jak*) books.
A as interesting as
B more interesting than
C so interesting like

3 Choose the correct translation.

1 _____ (*Czy on musi odkurzać*) the floor so early in the morning?!
A Has he vacuum
B Does he have to vacuum
C He must vacuum

2 He _____ (*nie wygrał*) the competition yesterday.
A didn't win
B doesn't won
C not won

3 It was _____ (*ciekawy mecz*), and we had a lot of fun watching it.
A the interesting game
B an interesting game
C interesting game

4 _____ (*Pomalują*) the house themselves sometime next week.
A They'll paint
B They painted
C They paint

5 _____ (*Czy masz zamiar pracować*) during the holiday this year?
A Do you plan work
B Will you work
C Are you going to work

4 Choose the correct translation.

1 I don't know that man. I _____ (*nie widziałam*) him before.
A haven't seen
B don't see
C wasn't seen

2 _____ (*Czy byliście*) angry when you heard the news?
A Did you be
B Have you been
C Were you

3 This is a lovely handbag. _____ (*Z czego jest zrobiona*)?
A What does it make
B What is it made of
C What has it made from

4 _____ (*Było wielu*) people in the restaurant, so we found another one.
A It was much
B They were many
C There were lots of

5 Choose the correct translation.

1 _____ (*Kto powiedział jej*) about the accident?
A Who did she tell
B Who told her
C Who has she told

2 I don't want to go out tonight. _____ (*Wolałabym*) to read a book.
A I'd like
B I'd rather
C I'd prefer

3 We spent a nice weekend _____ (*nad morzem*).
A in the sea
B over the sea
C by the sea

4 _____ (*Nie będzie*) many people at the stadium today because the weather's really bad.
A It isn't going to be
B There won't be
C They aren't

5 _____ (*Przejdź na drugą stronę ulicy*) and go as far as the traffic lights over there.
A Cross the street
B Go past the street
C Turn into the street

Tłumaczenie fragmentów zdań (zadania otwarte)

Wskazówki

- W zadaniu tego typu poprawna może być więcej niż jedna odpowiedź.
- Przeczytaj uważnie wyrazy występujące przed i po luce – mogą być one częścią wyrażenia, którego należy użyć.
- Nie tłumacz podanych fragmentów słowo w słowo. Zastanów się, jaka kolokacja lub struktura gramatyczna będzie potrzebna w tłumaczeniu podanego fragmentu zdania, np. jakiego czasu należy użyć, czy zastosować stronę czynną czy bierną, itd.
- Pamiętaj o różnicach w zastosowaniu struktur gramatycznych w języku polskim i angielskim. Na przykład, zdanie w czasie teraźniejszym w języku polskim może być wyrażone w języku angielskim za pomocą różnych konstrukcji: mieszkam tu = *I live here*, *I'm living here* (*at the moment*), *I've lived here* (*since 1998*).
- Przeczytaj gotowe zdanie i zastanów się, czy jest ono logiczne i poprawne gramatycznie oraz czy zawiera konieczne przedimki, przyimki i zaimki.

1 Translate into English.

1 I'm afraid we *haven't got/do not have/don't have any vegetables* (*nie mamy żadnych warzyw*).
2 She _____ (*rzadko uczy się*) late in the evenings.
3 I _____ (*nie interesuję się*) of role-playing games.
4 Why _____ (*korzystasz*) Paul's laptop today? Is there a problem with yours?
5 _____ (*Ile wody*) do you usually drink during the day?

2 Translate into English.

1 You shouldn't _____ (*tracić pieniędzy na gry*).
2 I don't get up _____ (*tak wcześnie jak*) my dad.
3 Wednesday is _____ (*najgorszym dniem*) for me. Look at my timetable!
4 Do you think we _____ (*powinniśmy zarezerwować*) the tickets now?
5 She _____ (*spędza dużo czasu*) in the gym this week. She really wants to get fit.

3 Translate into English.

1 Look at those dark clouds _____ (*na niebie*). I'm sure it's going to rain.
2 _____ (*Czy ona była*) at the rock concert with you last night?
3 I think he _____ (*mógłby spróbować*) to join the drama group.
4 _____ (*nie było*) any interesting photos on that website.
5 We _____ (*nie musimy podlewać*) the garden today. It's a wet day anyway.

4 Translate into English.

1 I'm afraid Susan _____ (*ma rację*). We shouldn't go there in this awful weather.
2 I'm sure you _____ (*nie będziesz miała*) any problems during the exam.
3 My mother drives _____ (*najbardziej ostrożnie*) of all the people I know.
4 _____ (*Czy ona zamierza kupić*) such an expensive dress?! It costs a fortune!
5 He _____ (*nie wygrał*) the race last weekend because he hurt his foot.

5 Translate into English.

1 I hope _____ (*nie będzie*) a storm today.
2 I don't know anything about this app. I _____ _____ (*nie używałem*) it before.
3 _____ (*Kto opiekuje się nią*) when her parents are at work?
4 _____ (*Czy on kiedykolwiek pracował*) with this kind of equipment before?
5 What _____ (*myślisz o tym, żeby zaprosić*) a few friends to a barbecue next weekend?



6 Translate into English.

1 _____ (*Kogo poprosiłeś*) to help you revise for the exam?
2 Our chemistry teacher is probably _____ (*najbardziej cierpliwą osobą*) I've ever met.
3 _____ (*Kto zwykle gotuje*) dinners in your home?
4 I don't think he's going _____ (*mieć na sobie garnitur*) at the party.
5 The performance won't be stressful for her. She _____ (*zagrała*) a lot of concerts before.

Transformacje zdań (zadania zamknięte)

Wskazówki

- W zadaniu tego typu z podanych opcji musisz wybrać tę, która najlepiej oddaje sens podanego zdania lub wyróżnionego fragmentu zdania.
- Upewnij się, że wybrana przez Ciebie opcja pasuje do zdania wyjściowego, np. czy podmiot zgadza się z orzeczeniem. Zastanów się, czy w zdaniu powinien być użyty czasownik w bezokoliczniku, czy może czasownik z przyrostkiem *-ing*.
- Zwróć szczególną uwagę na tzw. *false friends*, czyli słowa i wyrażenia, które w języku angielskim brzmią podobnie lub tak samo, jak wyrazy w języku polskim, ale mają zupełnie inne znaczenie (np. *audition* nie znaczy „audycja").

1 Choose the correct paraphrase.

1 I'm busy with my maths homework now.
I _____ my maths homework now.
A do B 'm doing
C doing

2 I don't want to go out. I'd rather watch a film at home.
I don't want to go out. _____ a film at home.
A I'd like watching B I'd prefer to watch
C I want watch

3 She hardly ever reads poems.
She _____ poems very often.
A doesn't read B isn't reading
C not reads

4 With a customer card, you pay a lower price for some products.
With a customer card, you _____ on some products.
A pay a deposit B spend cash
C get a discount

5 We've only got some milk.
We _____ milk.
A have a lot of B haven't got any
C haven't got much

2 Choose the correct paraphrase.

1 We aren't interested in video games.
We _____ about video games.
A aren't mad B don't fond
C aren't keen

2 There isn't a bigger shopping centre in the area.
This shopping centre _____ in the area.
A isn't as big B is the biggest
C is bigger than

3 He isn't a good cook, but I am.
He _____ me.
A doesn't cook as good as
B isn't cooking better than
C doesn't cook as well as

4 Sometimes she's late with her homework.
She _____ her homework on time.
A doesn't always do B never does
C doesn't ever do

5 These services are free of charge.
You _____ these services.
A waste money on B don't pay for
C spend a lot on

3 Choose the correct paraphrase.

1 Is it necessary for Peter to work at weekends?
_____ at weekends?
A Can Peter work B Is Peter going to work
C Does Peter have to work

2 All in all, I agree with this idea.
_____ up, I agree with this idea.
A To sum B Saying C To tell

3 What was your main course?
What _____ for the main course?
A do you eat B you ate
C did you have

4 I hope for an interesting trip this weekend.
_____ an interesting trip this weekend.
A I hope I'll have B I hope I'm going
C I hope I had

4 Choose the correct paraphrase.

1 Who was the author of that song?
Who _____ that song?
A wrote B has he written
C does write

2 She has some experience working in a restaurant.
She _____ in a restaurant before.
A is working B doesn't work
C has worked

3 I want to inform you about our next meeting.
I want to _____ about our next meeting.
A telling you B let you know
C get to know you

4 She often gives money to poor people.
She's a _____ person when it comes to poor people.
A generous B patient C calm

5 She earns a lot of money in her job.
She has a _____ job.
A full-time B very rich C well-paid

5 Choose the correct paraphrase.

1 We can't play the game tomorrow.
We _____ the game tomorrow.
A couldn't play B won't be able to play
C shouldn't play

2 Was she your teacher when you were at school?
_____ you when you were at school?
A Has she taught B Will she teach
C Did she teach

3 We're thinking of buying some new furniture next week.
We _____ some new furniture next week.
A are going to buy B have bought
C will buying

4 She's looking after our dog because we're on holiday.
She's _____ our dog because we're on holiday.
A careful about B taking care of
C in charge of

5 Who will your guests be at the party?
Who _____ to the party?
A invited you B you inviting
C did you invite

Transformacje zdań z podanym wyrazem (zadania otwarte)

Wskazówki

- W zadaniu polegającym na parafrazie zdań (z podanym wyrazem / bez podanego wyrazu) należy tak przeformułować zdanie wyjściowe, aby zachować jego znaczenie. Poprawna może być więcej niż jedna odpowiedź.
- Przeczytaj uważnie zdanie wyjściowe oraz podany początek i koniec drugiego zdania. Zwróć szczególną uwagę na wyrazy przed i po luce – one pomogą Ci zdecydować, jakiej konstrukcji gramatycznej lub słowa należy użyć.
- Jeśli wymagane jest użycie podanego wyrazu, zastanów się, w jaki sposób odnosi się on do znaczenia zdania wyjściowego i jakie struktury mogą być potrzebne do przeformułowania zdania.
- Pamiętaj, że nie wolno zmieniać podanego wyrazu ani fragmentów drugiego zdania.
- Po uzupełnieniu luki przeczytaj całe zdanie, aby upewnić się, czy jego znacznie jest takie samo jak znaczenie zdania wyjściowego. Zastanów się też, czy jest logiczne i poprawne gramatycznie.

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

1 Would you like to go for a walk? **FANCY**
Do you fancy going for a walk?
2 She isn't a big fan of romantic comedies. **WATCH**
She _____ romantic comedies very often.
3 She thinks it's fantastic to read travel blogs. **INTO**
She _____ travel blogs.
4 I'm totally busy this week. **HAVE**
I _____ free time this week.
5 I think you should buy it online. **WHY**
_____ buy it online?

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

1 These black shoes cost more than the brown ones. **EXPENSIVE**
The brown shoes aren't _____ the black ones.
2 No one in my family learns languages as easily as my sister. **THAN**
My sister learns languages _____ anyone in my family.
3 We think it's better to buy fruit at the market. **BUYING**
We _____ at the market.
4 Is she busy with her English essay right now? **WRITING**
_____ her English essay right now?
5 Because you're a student, you can pay less for the ticket. **GET**
You _____ on the ticket because you're a student.

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

1 Was she the author of the article? **WRITE**
_____ the article?
2 It isn't necessary for Paul to stay in bed. He's quite OK today. **TO**
Paul _____ stay in bed. He's quite OK today.
3 Perhaps I could help you with the shopping? **LIKE**
_____ to help you with the shopping?
4 I hope for a snowy winter this year. **IT**
I hope _____ a lot this winter.
5 They weren't present at school last week. **COME**
They _____ school last week.

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

1 Do you know any good restaurants in the city centre? **CAN**
_____ any good restaurants in the city centre?
2 The church was full of tourists. **LOT**
_____ of tourists in the church.
3 Swimming is my daily exercise. **SWIMMING**
I _____ day.
4 The party wasn't much fun for us. **ENJOY**
_____ the party much.
5 It's against the rules to use a smartphone in class. **YOU**
_____ a smartphone in class.

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

1 This is her first flight. **TRAVELLED**
She _____ plane before.
2 Where did you get the inspiration for the book? **WHAT**
_____ to write the book?
3 Who were your guests at the party? **INVITE**
_____ to the party?
4 Do you have any experience in this kind of work? **DONE**
_____ this kind of work before?
5 I'm sure it's in your room. **BE**
_____ in your room.
6 It isn't a good idea to go there by car. The traffic is terrible. **YOU**
_____ there by car. The traffic is terrible.
7 Is it your plan to run in the marathon next week? **PART**
Are you _____ in the marathon next week?

Transformacje zdań bez podanego wyrazu (zadania otwarte)

1 **Complete the second sentence so that it means the same as the first one.**

1 What would you like to watch tonight?
What do you fancy watching tonight?
2 I don't have as many fantasy books as my friend.
My friend has _____ me.
3 I'm afraid we have no milk in the fridge.
I'm afraid there _____ in the fridge.
4 I'm sure you can't find a more expensive restaurant in the city.
I'm sure this restaurant _____ one in the city.
5 She writes really good stories.
She's really _____ stories.

2 **Complete the second sentence so that it means the same as the first one.**

1 I think comic books are interesting.
I am _____ books.
2 My sister often borrows money from me.
I often _____ my sister.
3 What about having your party in the garden?
Why _____ your party in the garden?
4 My sister cooks better than I do.
I don't _____ as my sister.
5 I need your advice about this dress – take it or leave it?
Do you _____ this dress or not?

3 **Complete the second sentence so that it means the same as the first one.**

1 There's a 'NO PHOTOS' sign in the museum.
You _____ photos in the museum.
2 She irons her clothes only on Saturdays.
She does _____ a week – on Saturdays.
3 Sometimes I must look after my younger sister when my parents are out.
Sometimes I have _____ of my younger sister when my parents are out.
4 I don't think it's a good idea for you to go there by car.
In my opinion, you _____ by car.
5 Did many people go to the concert?
Were _____ people at the concert?



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

1 What was the date and place of her birth?
When and _____?
2 There wasn't a running competition yesterday because of the very bad weather.
Yesterday the running _____ place because of the very bad weather.
3 I don't think we should make a reservation so early.
I don't think it _____ to make a reservation so early.
4 I think that a storm is possible later today.
I think there _____ later today.
5 Is it his plan to buy a house in the countryside?
Is he _____ a house in the countryside?



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

1 This is the first time I'm going to swim such a long distance.
I _____ such a long distance before.
2 It's a plastic box.
The _____ of plastic.
3 Who is the author of that novel?
_____ novel?
4 It was too cold for a swim in the sea.
_____ enough for a swim in the sea.
5 Is this her first stage performance?
Has _____ stage before?

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

1 She doesn't talk much.
She _____ person.
2 It's not necessary for Tina to go on a diet.
Tina _____ go on a diet.
3 The show wasn't really good fun for me.
_____ the show very much.
4 The game was exciting.
It _____ game.
5 Whose bag is that on my desk?
Who _____ my desk?

Słowotwórstwo (zadania zamknięte)

Wskazówki

- Najpierw przeczytaj cały tekst, ignorując luki i starając się zrozumieć jego sens. Następnie przeczytaj tekst ponownie, zwracając szczególną uwagę na wyrazy znajdujące się przed każdą luką i po niej. Mogą to być np. określenia czasu, które pomogą Ci wybrać właściwy czas gramatyczny, lub kontekst, który podpowie Ci właściwą część mowy.
- Pamiętaj, aby najpierw wyeliminować odpowiedzi, które na pewno są nieprawidłowe, a dopiero potem wybrać ostateczną odpowiedź.
- Po wykonaniu zadania przeczytaj ponownie cały tekst, aby upewnić się, że jest on spójny i logiczny.

1 **Complete the text with the correct forms of the words from the box. There are two extra words.**

fun	~~hard~~	interest	look	perform
romance	watch			



Here are the results of the TV survey among our readers. It appears that over fifty percent of our readers [1] *hardly* ever watch TV at all, and when they do, they choose a particular film or a programme. Here, the list starts with superhero and action movies and ends with [2] _____ comedies. Quite a large number of our readers are keen on [3] _____ e-sport channels, especially when there's a big gaming event on. Sadly perhaps, theatre and opera [4] _____ shown on TV are not at all popular among our readers because only two percent of them find those shows [5] _____. To see the graph for more detailed results, follow the link below.

2 **Complete the text with the correct forms of the words from the box. There are two extra words.**

careful	complain	easy	excite	sell
shop	work			

New message

Hi Sally,
Thanks for your email! I hope your job in the [1] _____ centre isn't as boring as it sounds to me! ☺ But guess what! I've got a summer job, too. I'm [2] _____ in a games store in the city centre. My job is to read emails and letters with [3] _____ from customers who are not satisfied with the product or the service in our shop. So, I read everything very [4] _____, and if there's a serious one, I send it to my boss who tries to solve the problem. OK, so it isn't the most [5] _____ job in the world, but the pay is good and I get a big discount on computer games!
Bye for now,
Robert

3 **Complete the text with the correct forms of the words from the box. There are two extra words.**

become	collect	enter	get	old	paint	turn

You are now standing in front of the town's historic town hall. Built in 1549, it [1] _____ a museum four years ago when the city built a new city hall with modern offices. The museum is well worth a visit, as it has a unique [2] _____ of regional arts and crafts. To your left is St Peter's Church, which is the [3] _____ church in the whole region. To see the inside of the church, walk along Church Street and take the first [4] _____ on the left. Walk past the church and turn left again to get to the main [5] _____. You can now enter the church building.



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

big	cloud	danger	far	much	pollute	warm

Winter smog

- Poor air quality is one of the [1] _____ problems that a lot of large cities have to face during the winter months. In many places, people still burn coal to heat their houses and other buildings, which causes air [2] _____ and has a negative effect on the residents' health.
- Winter smog occurs because of temperature 'inversion', which often happens on cold, [3] _____ winter days, with little or no wind. The air near the ground is a bit [4] _____ than the air above it and, as a result, it does not allow the dirty air to escape, but instead keeps it near the ground.
- Winter smog is [5] _____ to people because they can cause serious health problems.

5 **Complete the text with the correct forms of the words from the box. There are two extra words.**

cook	create	depend	do	friend	have

Learn to cook in 10 days!

Learning to cook is one of the most important life skills, especially for young people who are soon going to leave their homes and live a(n) [1] _____ life. If you would like to learn to cook, but you have never [2] _____ any experience in doing it, this elementary course is for you. We'll teach you how to prepare simple but healthy and delicious meals and also how to be [3] _____ in your cooking by making your own unique recipes. If you feel this [4] _____ course is just right for you, follow the link below to start the online registration.

Sety leksykalne (zadania zamknięte)

Wskazówki
- W zadaniu tego typu z podanych wyrazów musisz wybrać ten, którym poprawnie uzupełnisz luki w obu zdaniach z pary.
- Zasłoń opcje A–C kartką papieru i zastanów się, jakie słowo Twoim zdaniem będzie poprawnym uzupełnieniem obu zdań. Dopiero wtedy przeczytaj opcje A–C i podejmij decyzję, którą z nich wybrać.
- Pamiętaj, że brakujący wyraz jest tą samą częścią mowy w obydwu zdaniach, ale w każdym z nich występuje w nieco innym znaczeniu.

1 Choose the correct options.

1 a I think I _____ like to see a comedy tonight.
b You don't fancy watching a film? So, _____ you rather go for a walk?
A would B do C want

2 a Suzy always _____ her homework late in the evening.
b What _____ your sister like doing in her free time?
A makes B has C does

3 a Are you keen _____ reading science-fiction books?
b I've got this app which shows me what's _____ offer in the local supermarket.
A in B on C of

4 a There's a new _____ on at our local theatre. Let's go and see it.
b You never told me that you _____ the piano.
A show B play C perform

5 a I often _____ too much of my pocket money on computer games.
b Would you like to _____ next weekend in the mountains?
A spend B waste C save

2 Choose the correct options.

1 a It's your turn to throw _____ the rubbish today!
b Let's stop at the cash machine. I need to take _____ some money.
A away B up C out

2 a He often takes _____ in cycling competitions, but he never wins any of them.
b Daniel Craig is most famous for the _____ of James Bond.
A role B part C place

3 a Space travel is a fascinating topic – I'd like to _____ out more about it.
b I think you could _____ a job for the summer to earn some extra money.
A find B learn C take

4 a That sounds like a good story. I want you to _____ me everything!
b Excuse me, could you _____ me the way to the railway station, please?
A tell B say C give

5 a I think we should _____ a tip for the waitress. The service was really good.
b Most of my friends want to go to university when they _____ school.
A give B finish C leave

3 Choose the correct options.

1 a It always _____ me a long time to find something to wear when I go out.
b My new camera _____ great photos! I love it.
A does B takes C makes

2 a Let's meet tomorrow _____ about 5 pm, OK?
b Ben is really good _____ writing stories.
A in B on C at

3 a _____ they staying in their house in the mountains this week?
b There _____ a lot of good shops in this street.
A Do/do B Are/are C Isn't/isn't

4 a Could I borrow your biology _____ from the last lesson?
b 5-pound _____ are often called 'fivers' in everyday English.
A notes B copies C papers

4 Choose the correct options.

1 a I'll have soup for a starter and then fish for the main _____. What about you?
b I'd like to do a _____ in coding so I can learn more about writing programs.
A course B lab C service

2 a My brother is going to _____ married in September.
b It'll probably _____ colder in the evening, so you should take a warm jacket.
A get B turn C take

3 a He grew _____ in a small village near the sea.
b I have to wake _____ at 4 am tomorrow to catch my plane.
A off B out C up

4 a What's that tall building over _____?
b _____ will be a storm later today.
A there/There B here/Here C it/It

5 Choose the correct options.

1 a Go and wash the dirty _____, please. The sink is full!
b When we travel, we like trying some traditional _____ in small local restaurants.
A meals B dishes C plates

2 a Hi, I'm writing to ask you _____ your trip to Scotland.
b How _____ visiting Tom and Jenny next weekend?
A about B for C of

3 a People should _____ their rubbish because then it's easier to recycle.
b This _____ of music isn't really my favourite. Play something else, please.
A sort B type C collect

4 a This is Paul Jones who is in charge _____ our Sales Department.
b Unfortunately, I can't think _____ a good solution to this problem.
A for B about C of

Sety leksykalne (zadania otwarte)

Wskazówki

- Ten typ zadania polega na uzupełnieniu obu zdań z zestawu tym samym słowem, na które musisz wpaść samodzielnie. Poprawna jest tylko jedna odpowiedź.
- Uzupełnij jedno ze zdań pasującym wyrazem, a następnie spróbuj uzupełnić drugie zdanie tym samym wyrazem, nie zmieniając jego formy. Jeśli wyraz nie pasuje do drugiego zdania, spróbuj jeszcze raz z kolejnym słowem, aż znajdziesz takie, które będzie pasować do obu zdań.
- Pamiętaj, że brakujący wyraz jest tą samą częścią mowy w obydwu zdaniach, ale w każdym z nich występuje w nieco innym znaczeniu.

1 Complete each pair of sentences with the same word.

1 a Make a shopping list each time you go to a supermarket. This ___*way*___, you won't spend too much.
b Excuse me, could you tell me the ___*way*___ to the art gallery?

2 a I agree with Marcus. I think he's _____.
b Go straight on and the cinema is on your _____.

3 a When I'm too tired to cook, I just _____ a meal from a nearby restaurant.
b I had to wait a long time for the waiter to come and take my _____.

4 a I think you should go there _____ plane because it's the fastest.
b We found a nice hotel _____ the sea for our holiday trip.

5 a You have to drive _____ the church and then turn left.
b Older people like to say that life was easier in the _____ than it is now.

2 Complete each pair of sentences with the same word.

1 a My brother's really _____ computer games, but I find them boring.
b Go straight on and then turn left _____ Church Street.

2 a Will you give me a _____, please? I'm almost ready.
b When we visited Madrid the _____ time, we already knew some nice places there.

3 a How about _____ climbing next weekend?
b I'm afraid it's _____ to rain today. See those black clouds?

4 a It's a good idea to _____ up before you start running.
b It was a _____ and sunny day, so we went hiking in the mountains.

5 a Thanks for your comments. In my next _____, I'll write more about the trip.
b Do you know if there's a _____ office near here? I need to send a parcel.

3 Complete each pair of sentences with the same word.

1 a He works in another city, so he has to leave home _____ work early every morning.
b We should all feel responsible _____ our planet and try to live green.

2 a He _____ never done this kind of work before.
b She's ill, so she _____ to stay in bed for a few days.

3 a This offer is quite good, but the other _____ sounds much better.
b It's a very small company, so they only need _____ office.

4 a I like this colour. It's _____ blue, like the sky.
b It's getting dark, so can you turn on the _____, please.

5 a Can you describe the bag you lost? What does it look _____?
b My dad doesn't _____ watching horror movies. Too scary, he says.

4 Complete each pair of sentences with the same word.

1 a She hardly _____watches anything on TV.
b Have you _____ thought of working abroad?

2 a My sister is a very _____ person, always polite and friendly.
b What _____ of clothes should I wear for a job interview?

3 a He works nine- _____ -five in an office.
b I hope you'll be able _____ come to the party next weekend.

4 a Tom is the best _____ on our team.
b This new music _____ isn't working. I have to take it back to the shop.

5 a The restaurant's usually very busy, so you should _____ a table earlier.
b Have you finished reading the _____ I lent you a few weeks ago?

5 Complete each pair of sentences with the same word.

1 a You should put on some warm clothes or you'll catch a _____.
b It's getting _____ now, so I'll turn on the heating.

2 a She was wearing a short skirt and a smart, black _____.
b We had a nice view from the _____ of the castle hill.

3 a Is it a good idea to wear green and orange? These colours don't _____, do they?
b They have won the final _____ in the competition. Now they're the champions!

4 a I'm trying to _____ some money this month.
b I always _____ important documents on a memory stick.

Uzupełnianie luk w tekście jednym wyrazem

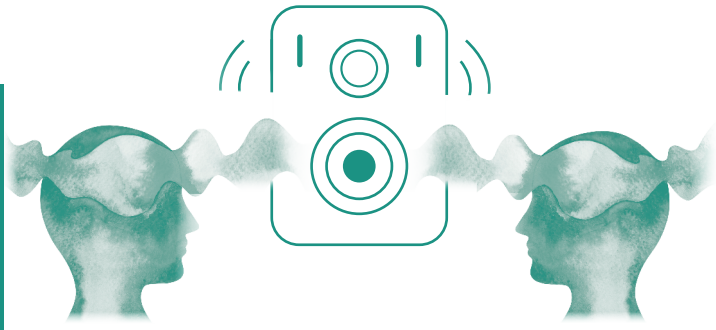
Wskazówki

- Zadanie tego typu polega na uzupełnieniu każdej luki w tekście jednym wyrazem. Najczęściej poprawna jest tylko jedna odpowiedź, ale może się zdarzyć, że do luki tak samo dobrze pasują np. dwa różne czasowniki modalne. Wtedy wybierz jeden z nich.
- Przeczytaj tekst i poszukaj w nim wskazówek, które podpowiedzą Ci, jaką częścią mowy ma być wpisywany wyraz. Może być on np. częścią konstrukcji gramatycznej, kolokacji lub wyrażenia przyimkowego.
- Po wykonaniu zadania przeczytaj ponownie cały tekst, aby upewnić się, że jest on spójny i logiczny.

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

DOES MUSIC PLAY... FOR SHOPPERS?

It doesn't matter what kind of shop you enter, you can almost always hear [1] *some* music there. Most shoppers believe it's just there to create a nice relaxing atmosphere for spending money. Actually, music plays a more important role in shopping [2] _____ most of us realise. The right kind of music creates a strong link in the shoppers' minds between the shop and the brand. Most importantly, it gives people some privacy.
Most shoppers aren't keen [3] _____ hearing all the background noises like other shoppers moving around the store, talking or asking assistants for advice. Music drowns out those noises and makes shopping a much more pleasant experience.



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

ONLINE PUBLISHING

Books are still the most popular items that people buy online, so it isn't a big surprise that a lot [1] _____ hopeful writers try to publish their stories. Nowadays it is easier than ever before because they can do so online. The big publishing companies can release an e-book easily, but they usually take more than sixty percent of the profits. However, [2] _____ are plenty of websites which make it possible for free. And it seems that these days many people [3] _____ using the opportunity to publish different kinds of writing, from personal blogs to poems and from crime stories to science-fiction books.

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

New message

Hi Kelly,
Are you free this weekend? If so, [1] _____ you fancy spending it with me in my city? They are opening a new shopping centre outside the city, and it is going to be one of the largest ones in the area. There'll be a lot of attractions on the opening day, like special offers in the shops and also a film show in the centre's multiscreen cinema, which is [2] _____ of charge on that day. Sounds good, doesn't it? We can have a great time! And I hope you can stop me from spending too much money because I'm trying to save [3] _____ a new bike. Let me know if you can make it.
Cheers,
Molly

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

The Phantom



A lot of fans of superhero films and comic books believe that Superman (the man who can fly, has X-ray vision and is almost impossible to hurt) is [1] _____ oldest superhero character. Actually, this honour goes to the Phantom, also known as 'The Ghost Who Walks', created in 1936 by Lee Falk. Unlike most other superheroes, the Phantom is an ordinary man called Kit Walker without [2] _____ superpowers. When he wears his skintight costume and a mask to fight the bad characters, he [3] _____ to use his strength, training and intelligence to win. The Phantom later became a model for many other superhero characters like Batman and Captain America.

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

One of the most popular mass sports events in the UK is the London Marathon. Usually held in April, the marathon attracts thousands of people who want to take [1] _____ in the event. In fact, there are several different elements of the event, like a mass run for ordinary people, a long-distance marathon for professional runners and even a mini-marathon for teenagers. But how [2] _____ the event start?

The idea came from an ex-Olympic champion and journalist, Chris Brasher, who enjoyed running in the New York Marathon in 1979 and [3] _____ very keen on organising a similar event in London. His dream came true just two years later, in 1981, when the first modern London Marathon took place on 29 March.

Uzupełnianie luk w tekście jednym wyrazem

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

MICROFLATS

Can you imagine living in a flat which is only about 20 square metres? Well, with the high cost of living in some big cities, microflats offer a solution and [1] _____ probably become more and more popular in the future. Developers in cities like New York and London are already building blocks of flats, or microflats, to meet the demand for cheaper accommodation.

What does a typical microflat look [2] _____? It's usually just one room, which is the living room, bedroom and bathroom. Quite often the microflat buildings have a communal kitchen which all the residents can share. Not so bad, isn't it?

However, some of the people living in microflats see this as only temporary accommodation and aren't [3] _____ to stay there for long. As soon as they can afford it, they'll move to a bigger flat or a house.

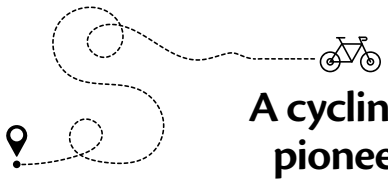
7 **Complete the text with one word in each gap.**

Ter3sa I've just finished reading your article about the problems that tourist areas often have, and I thought I'd like to post a comment. Unfortunately, some of [1] _____ solutions which you described in your article might be good for big cities, but they [2] _____ not going to work for smaller towns and holiday resorts. Instead, I believe we should promote the idea of 'responsible tourism'. This way we'll help tourists realise that they are just guests in places where local people live [3] _____ daily lives. I think that a lot of readers will agree with me.

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

Hiking in the mountains can be a nice way of spending your free time, but it also might be a dangerous one. Tiredness and the quickly changing weather are among the [1] _____ common problems for hikers who either get lost or simply are too exhausted to go on walking and have to call a mountain rescue team. 'People sometimes make really silly mistakes when they go hiking in the mountains,' says a member of Mountain Education. 'Some of them [2] _____ never been to high mountains before and don't have any idea how to prepare for a hike. Our aim is to give people advice on staying safe in the mountains, for example, what clothes they [3] _____ wear or what to do during a storm. Everyone must learn to be responsible for their own safety.'

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



A cycling pioneer

Nowadays, with modern bicycles or even electric bikes, cycling long-distance does not seem a very difficult task. But can you imagine how tiring and difficult it [1] _____ for the first cyclists who wanted to ride long distances over a century ago? One such pioneer was Francis Birtles, who started his cycling achievements [2] _____ 26 December, 1905, by riding across Australia from Freemantle to Melbourne. His journey quickly got a lot of attention from both the media and the general public and made [3] _____ famous. Later, he cycled around Australia twice and several times across the continent.

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

Capricorn



The beginning of this week isn't going [1] _____ be easy for Capricorns, and you will probably have a hard time at school or at work. You also need to take good care [2] _____ your money as there will be some unexpected costs for you this week. On the bright side, later during the week, things will go much better, and a person you [3] _____ invited to come and see you will get in touch with you. So, you can look forward to a pleasant and relaxing weekend which will make up for the bad start to the week.

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

New message

Hi Natalie,
Thanks for your email. It was great to hear from you.
I've also got some news to share with you. For a start, I [1] _____ given up playing volleyball for the local club. A few weeks ago, I hurt my knee again, this time really badly. Although I didn't need an operation after all, the doctor [2] _____ me to stop playing. Well, I had to take his advice, but I still miss it terribly. On the bright side, I started a clothes making course last week, and I'm enjoying it a lot. I hope I will be [3] _____ to make my own dress for the end-of-the-year party (that's still a few months away). I'll send you a photo when it's ready.
Bye for now,
Alexa

Gramatykalizacja

Wskazówki

- Zadanie tego typu polega na uzupełnieniu luk w zdaniach przy wykorzystaniu podanych wyrazów w odpowiedniej formie. Nie wolno zmieniać kolejności podanych wyrazów. Można dodać inne potrzebne wyrazy (np. przedimki, przyimki, czasowniki posiłkowe). Najczęściej jest tylko jedna poprawna odpowiedź.
- Zastanów się, jaka struktura będzie potrzebna do uzupełnienia luki. W podjęciu decyzji pomogą Ci m.in. określenia czasu, które pozwolą wybrać właściwy czas gramatyczny.
- Po wykonaniu zadania przeczytaj uzupełnione zdanie i sprawdź, czy jest logiczne oraz poprawne gramatycznie.

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

1 What *are you reading* (you / read)? Is it a crime story?
2 She _____ (not / often / go) shopping in the shopping centre. She buys most of her clothes online.
3 For many young people, online videos _____ (be / interesting) typical TV programmes.
4 **X:** _____ (often / you) watch sports programmes?
Y: Almost every day.
5 She uses mind maps with new vocabulary because she says she _____ (learn / things / quick) that way than by learning from a list.

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

1 He doesn't carry much cash. He usually _____ (pay / smartphone) because it's so much easier.
2 You are really _____ (good / draw), so computer graphics is a good option for you.
3 **X:** _____ (he / often / read) poems?
Y: Actually, he hates them.
4 We _____ (not / study) right now because we need a break.
5 It's a really good film. It _____ (be / based) book by Stephen King.



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

1 She _____ (never / listen) heavy metal music. She prefers pop.
2 They _____ (be / mad / play) online games, especially the League of Legends.
3 _____ (you / look) new summer clothes? You can find anything you need on our website!
4 This brand of cosmetics is popular with _____ (lot / woman).
5 My brother must _____ (be / lazy / person) in the whole world! He never does anything at home.



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

1 The service in the restaurant was really poor, so we _____ (not / leave) tip for the waiter.
2 I'm not _____ (go / do) this course next term. It just isn't good enough.
3 What time _____ (they / arrive) at the hotel last night?
4 Sorry, I can't go out tonight. I _____ (have / finish) my biology project.
5 The trip to the jungle last week _____ (be / amazing / experience)!

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

1 We _____ (be / fascinated / show) last night. A truly amazing one!
2 _____ (you / have / make) so much noise?! I'm studying.
3 How _____ (guest / be / there) at Robert's party last week?
4 The guard _____ (stop / we / entrance) because that part of the museum was closed for renovation.
5 _____ (I / tell / you) my trip to Japan five years ago?

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

1 My grandad _____ (not retire / age) of 65. In fact, he's still running his own company.
2 I don't spend _____ (much / money) clothes as my sister. She buys something new almost every week!
3 Why don't you take her to London next weekend? I'm sure she _____ (be / excited) trip.
4 _____ (she / go / move) to the countryside soon?
5 I _____ (want / blinds / windows), so my parents bought them last week.

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

1 Tom often works in the afternoons, so he _____ (not / have) get up early.
2 I hope the weather _____ (not / get) worse next week because I'm going on a trip.
3 How long _____ (they / live) in Oxford before moving to London?
4 There _____ (be / lot) people at the concert last weekend.
5 We love _____ (walk / mountains), so we try to do that every weekend.



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

1 No spoilers, please! I _____ (not finish / book) you are talking about!
2 She _____ (work / own) for a few months last year, but now she's working for an IT company.
3 I'm going to take my sons to a music festival next month. I hope they _____ (enjoy / event).
4 _____ (you / ever / swim) with dolphins? It's an amazing experience!
5 _____ (who / call / you) so late last night? It was almost midnight!

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

1 He _____ (never / be) Africa before. It's his first trip.
2 What do you _____ (think / have) a barbecue this weekend?
3 Well, the trip to Italy last week _____ _____ (not be / exciting) I hoped. In fact, it was rather boring.
4 This restaurant is often busy at weekend, so you _____ (should / make / reservation) to make sure you get a table.
5 Mark and I _____ (clear / table), so don't worry and take a rest.



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

1 She _____ (not work / waitress) before, but I'm sure she'll do just fine.
2 I've lost my e-book reader. I think I _____ _____ (leave / it / bus) on my way home last night.
3 She didn't like living in the country, so she _____ (feel / much / happy) when we moved back to the city.
4 _____ (what / help / you / relax) after a really hard day at school or at work?
5 What an amazing dress! _____ _____ (I / never / wear) anything as beautiful as this before!

Analiza prac pisemnych

Umiejętność pełnego przekazania informacji

Wskazówki
- Upewnij się, czy poprawnie zrozumiałeś/zrozumiałaś treść poszczególnych punktów polecenia, zwracając szczególną uwagę na konkretne funkcje językowe, np. wyrażenie zaproszenia.
- Zwróć uwagę na kontekst czasowy zawarty w poleceniach, np. czas przeszły.
- Pamiętaj, aby rozwinąć każdy z punktów podanych w poleceniu.
- Jeśli jeden lub więcej podpunktów składa się z dwóch członów, pamiętaj, aby odnieść się do każdego z nich.
- Upewnij się, że Twoja praca nie przekracza podanego limitu wyrazów.

1 **Read the tips and the writing task below. Match fragments 1–4 to sentences a–d.**

a This part contains correct and complete information.
b This part doesn't include the right language function.
c The information in this part is correct, but it isn't complete.
d This part doesn't give the right information.

Przebywając za granicą odwiedziłeś/odwiedziłaś koleżankę, u której spędziłeś/spędziłaś kilka dni. Po powrocie do domu piszesz do niej **list**. W liście:
- podziękuj za gościnę i napisz, co Ci się najbardziej podobało podczas pobytu u niej,
- opisz problem, który miałeś/miałaś podczas podróży powrotnej do domu,
- napisz, czym musiałeś/musiałaś się zająć po powrocie do domu i dlaczego jest to ważne,
- zaproś koleżankę do odwiedzenia Cię w Polsce podczas letnich wakacji.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), zakres środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).

Hi Pauline,
Just to let you know that I'm already back home. I arrived yesterday.

1 *It was very nice of you to invite me to stay with you and your family for the weekend. Please say a big 'thanks' to your parents.*

2 *My flight home didn't go very well because the weather was bad and the plane had to land in another city. I had to wait over two hours before my dad came to pick me up from the airport.*

3 *When I got home, I was really tired after the journey, so I didn't have the energy to do anything. I still have to finish my science project, so maybe I'll do it tomorrow.*

4 *Look, do you think it's a good idea to visit Poland next summer? Let me know what you think.*

Write back,
XYZ

2 **Look at the letter in exercise 1 again. Correct the information which is wrong and add the missing information.**

3 **Do the writing task.**

Właśnie wróciłeś/wróciłaś z wakacyjnego obozu sportowego. Napisz **list** do kolegi z Anglii, dzieląc się wrażeniami ze swojego pobytu na obozie. W liście:
- napisz, jaki charakter miał obóz, na którym byłeś/byłaś, i uzasadnij swój wybór,
- opisz miejsce, w którym zorganizowano obóz,
- napisz, jakie zajęcia przygotowali organizatorzy dla uczestników i wyraź swoją opinię,
- zapytaj kolegę, co sądzi o takim sposobie spędzania wakacji.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 100 do 150 słów (nie licząc wyrazów podanych na początku wypowiedzi).

Hi Robert,
How are you spending your holiday? I hope you're enjoying it.
I've just come back from my holiday trip.



Pamiętaj, że w wypowiedzi pisemnej oceniane są: umiejętność pełnego przekazania informacji ☑, spójność i logika wypowiedzi ☐, zakres środków językowych ☐ oraz poprawność środków językowych ☐.

Wskazówki
- Pamiętaj, że informacje wskazane w zadaniu zostały ułożone tak, aby tworzyć logiczną całość, więc nie ma potrzeby wprowadzania zmian w ich kolejności.
- Zadbaj o to, aby połączyć ze sobą poszczególne części wypowiedzi (informacje), stosując odpowiednie spójniki.
- Jeżeli jakaś część wypowiedzi nie wynika bezpośrednio z poprzedniej, napisz zdanie/zdania, które logicznie je ze sobą połączą.
- Stosuj odpowiednie czasy gramatyczne tak, aby precyzyjnie oddać kontekst czasowy danej części wypowiedzi.
- Upewnij się, że Twoja praca nie przekracza podanego limitu wyrazów.

1 **Read the tips and the writing task below. Complete gaps a–d in the example answer with the linking words/phrases from the box. There are two extra words/phrases. Ignore gaps 1–3 for now.**

Because	For example	From the start
On the other hand	To sum up	What's more

Niedawno wraz z grupą znajomych odwiedziłeś/odwiedziłaś nowo otwartą restaurację. Na prowadzonym przez siebie **blogu**:
- wyjaśnij, z jakiej okazji udaliście się do restauracji i ile osób uczestniczyło w spotkaniu,
- opisz swoje pierwsze wrażenia po przyjściu do restauracji,
- wyraź swoją opinię na temat jedzenia i obsługi w tej restauracji,
- napisz, czy polecasz tę restaurację czytelnikom Twojego bloga i uzasadnij swoje zdanie.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), zakres środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).

Hi everyone!
Today in my blog I'd like to tell you about a new restaurant I went to last weekend.
It was one of my friends' birthday and he invited us to celebrate the occasion there. [a]_____ there were only four of us, we didn't have a problem getting a free table. [1]____ [b]_____, I really liked the look of the restaurant. It was large and very modern, with some TV screens playing a music channel.
[2]____ The service was really quick and the food was absolutely delicious. [c]_____, I had spaghetti bolognese which was better than my mum's! [3]____ [d]_____, I really think the restaurant is worth a visit, either just to eat out at the weekend or to celebrate an occasion with family or friends. I'm sure you'll love the food and the pleasant atmosphere there.
That's all for now. Share your comments.

2 **Read the example answer in exercise 1 again. Choose the sentences a, b, or c which best fit the gaps 1–3.**

1 a We decided to sit outside in the restaurant's large garden.
  b We found one quickly and looked around, interested.
  c My friend was a little worried because he forgot to book a table earlier.
2 a The good first impression only got better.
  b In my opinion, it was a great place to eat out.
  c It took the waiter quite a while to take our orders.
3 a It's a pity she couldn't be there to cook it.
  b My friends also enjoyed their dishes.
  c We wanted to have a good time there.

3 **Do the writing task.**

Niedawno w Twojej szkole zorganizowano spotkanie ze znaną osobą. Na prowadzonym przez siebie **blogu**:
- wyjaśnij, kim jest zaproszona osoba i z czego jest znana,
- krótko opisz przebieg spotkania,
- opisz swoje wrażenia oraz wrażenia innych uczniów jakie wywołuje ta osoba,
- wyraź swoją opinię na temat organizowania tego typu spotkań dla uczniów.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 100 do 150 słów (nie licząc wyrazów podanych na początku wypowiedzi).

Hi everyone!
I'd like to write a few words about a meeting which was organised in my school. The guest of the meeting was ...



Pamiętaj, że w wypowiedzi pisemnej oceniane są: umiejętność pełnego przekazania informacji ☑, spójność i logika wypowiedzi ☑, zakres środków językowych ☐ oraz poprawność środków językowych ☐.

Analiza prac pisemnych

Zakres środków językowych

Wskazówki
- Unikaj stosowania prostych i ogólnikowych przymiotników, np. *good*, *nice*. Zamiast nich użyj bardziej różnorodnych przymiotników, np. *exciting*, *pleasant* itp.
- Unikaj powtórzeń wyrazów lub zwrotów. Jeżeli chcesz wyrazić podobną myśl, jak wcześniej, użyj synonimów, np. *be keen on*, *be fond of*, *be into*.
- Połącz proste, pojedyncze zdania w zdania złożone, używając odpowiednich spójników.
- Upewnij się, że Twoja praca nie przekracza podanego limitu wyrazów.

1 **Read the tips and the writing task below. Replace the words or phrases in brackets with the ones from the box.**

agreed	**belongings**	**enormous**
kind	**pleasant**	**solved**

Niedawno pomagałeś/pomagałaś swojemu kuzynowi w przeprowadzce do nowego mieszkania. W **e-mailu** do koleżanki z Irlandii:
- wyjaśnij, dlaczego Twój kuzyn przeprowadził się do nowego mieszkania,
- wyraź swoją opinię o jego nowym miejscu zamieszkania i uzasadnij ją,
- napisz, na czym polegała Twoja pomoc w tej sytuacji,
- opisz problem, który pojawił się w trakcie przeprowadzki i wyjaśnij, jak go rozwiązaliście.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), zakres środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).

New message

Hi Lisa,
How are you? Sorry I didn't write earlier, but I was busy last weekend. You see, my cousin, Eric, is now a student of engineering at Wrocław University. He has rented a flat here. He will share it with four other students. I quite liked the place when I saw it. It's a/an _____ (**very big**) flat, with five bedrooms, two bathrooms and a/an _____ (**nice**) view of a nearby park. Anyway, Eric asked me: 'Can you help me move to the new place?' Of course I _____ (**said 'yes'**), and we spent the whole Saturday packing his _____ (**stuff**) at home and then unpacking the boxes in the new flat. We had one small problem. Eric didn't have enough boxes for his stuff. So, I went to the computer store on the ground floor, and they were so _____ (**nice**) that they gave me a few boxes and the problem was _____ (**no more**).

How was your weekend? I hope you weren't as busy as me ☺

Write back,
XYZ

2 **Use the words in brackets to rewrite the sentences from the writing task in exercise 1 as one sentence.**

1 He has rented a flat here. He will share it with four other students. (**which**)

2 Anyway, Eric asked me: 'Can you help me move to the new place?' (**to**)

3 We had one small problem. Eric didn't have enough boxes for his stuff. (**because**)

3 **Do the writing task.**

Niedawno poznałeś/poznałaś interesującą osobę. W **e-mailu** do kolegi z Londynu:
- wyjaśnij, w jakich okolicznościach poznałeś/poznałaś tę osobę,
- krótko opisz jej wygląd i cechy charakteru,
- wyraź swoją opinię na temat tej osoby i uzasadnij ją,
- napisz, jak zamierzasz utrzymywać kontakt z tą osobą.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 100 do 150 słów (nie licząc wyrazów podanych na początku wypowiedzi).

Hi Lucas,
I'd like to tell you about an interesting person I met a few days ago.



Pamiętaj, że w wypowiedzi pisemnej oceniane są: umiejętność pełnego przekazania informacji ☑, spójność i logika wypowiedzi ☑, zakres środków językowych ☑ oraz poprawność środków językowych ☐.

Kompendium maturalne

Poprawność środków językowych

Wskazówki

- Przekazując informacje wskazane w zadaniu, zwróć szczególną uwagę na dobór odpowiedniej formy gramatycznej (np. czasu przeszłego). Pamiętaj, że użycie błędnej konstrukcji lub czasu gramatycznego będzie oznaczać przekazanie innej informacji aniżeli ta wskazana w zadaniu.
- Stosuj poprawne słownictwo tak, aby precyzyjnie oddać sens wymaganej treści zadania.
- Pamiętaj o użyciu przedimków *a/an*, *the* oraz poprawnych przyimków czasu, miejsca oraz przyimków związanych z konkretnymi wyrażeniami, np. *keen on*.
- Sprawdź swoją pracę pod kątem błędów gramatycznych, leksykalnych i ortograficznych.
- Upewnij się, że Twoja praca nie przekracza podanego limitu wyrazów.

1 Read the tips and the writing task below. Choose the correct options in the sample answer.

Niedawno przeczytałeś/przeczytałaś interesującą książkę. Chcesz zamieścić **wpis na forum** poświęconym opiniom czytelników. W swoim wpisie:

- napisz, jakiego typu książkę przeczytałeś/przeczytałaś i kto Ci ją polecił,
- pokrótce opisz, o czym jest ta książka,
- wyraź swoją opinię o przeczytanej książce i uzasadnij ją,
- zachęć innych uczestników forum do wyrażenia ich opinii na temat tej książki.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc wyrazów w zdaniach, które są podane). Oceniane są: umiejętność pełnego przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), zakres środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).

home blog

Hi everyone,
I decided to write a few words about a new book I read recently. It's a fantasy story called *The Anvil of Ice*.
I [1] ***have been*** / ***was*** in a bookshop a few weeks ago, and the assistant recommended it [2] ***to*** / ***for*** me.

The book tells the story of [3] ***a*** / – young boy who has a special talent for working with metals. He learns with a master [4] ***which*** / ***who*** seems to be a good man but is, in fact, evil.

In my [5] ***oppinion*** / ***opinion***, it's a really exciting book, one of the best I've ever read. The characters are interesting and the [6] ***chapter*** / ***plot*** is very surprising at times. I wasn't bored for a single moment while reading it.

If you've read it, too, I'd like you [7] ***write*** / ***to write*** what you think about it.

Thanks for sharing!



2 Underline and correct the mistakes in the English sentences.

1 Wyjaśnij koledze, dlaczego nie mogłeś skontaktować się z nim w zeszłym tygodniu.
I'm sorry, but I can't contact you last week because I was very busy with my schoolwork.

2 Odradź koleżance wyjazd w góry w najbliższy weekend ze względu na złą pogodę.
You really don't have to go to the mountains this weekend because it's going to rain.

3 Napisz, jak zwykle spędzasz czas poza szkołą.
After school, I'm cycling a lot and playing basketball with my friends.

4 Opisz swoje typowe obowiązki domowe.
I often do a lot of homework. I have to tidy my room and vacuum the floors twice a week.

5 Napisz, jakie przedmioty szkolne szczególnie Cię interesują.
I'm really interested on chemistry and biology because I'd like to study medicine.

3 Do the writing task.

Bierzesz na forum udział w dyskusji, w której jeden z uczestników krytycznie wyraża się na temat dodatkowych zajęć organizowanych przez szkoły. Zredaguj swój **wpis**, w którym:

- nie zgodzisz się z krytyczną opinią wyrażoną przez innego uczestnika dyskusji,
- napiszesz, w jakich zajęciach brałeś/brałaś udział i dlaczego je wybrałeś/wybrałaś,
- krótko opiszesz, jak przebiegały zajęcia,
- wyjaśnisz, dlaczego uważasz te zajęcia za przydatne.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 100 do 150 słów (nie licząc wyrazów podanych na początku wypowiedzi).

Hi everyone,
I'd like to join your discussion about extra classes at school.

Pamiętaj, że w wypowiedzi pisemnej oceniane są: umiejętność pełnego przekazania informacji ☑, spójność i logika wypowiedzi ☑, zakres środków językowych ☑ oraz poprawność środków językowych ☑.

E-mail prywatny

Przed napisaniem pracy:
- przeczytaj uważnie polecenie i podkreśl najważniejsze informacje,
- zaplanuj treść wypowiedzi i zapisz swoje pomysły,
- przy każdym podpunkcie zadania zanotuj wyrazy i zwroty, których użyjesz, by go rozwinąć.

Od niedawna uprawiasz nową dyscyplinę sportową. W **e-mailu** do koleżanki ze Szkocji:
- wyjaśnij powód, dla którego zacząłeś/zaczęłaś uprawiać tę konkretną dyscyplinę,
- napisz, jaki sprzęt sportowy musiałeś/musiałaś w związku z tym zakupić,
- opisz, jakie początkowo miałeś/miałaś trudności w uprawianiu tego sportu,
- wyraź swoją opinię na temat tej dyscypliny i korzyści z jej uprawiania.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), zakres środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).

Wypowiedź zacznij tak, jak zaczyna się prawdziwy e-mail/list, nie rozpoczynaj od udzielania odpowiedzi na pytania.

Zapamiętaj kilka zwrotów pomocnych w napisaniu e-maila/listu – pomogą Ci rozpocząć wypowiedź, zmienić temat, dodać informację, itp.

E-mail/list prywatny pisz w stylu nieformalnym – używaj form skróconych i potocznych zwrotów.

New message

Hello Lucy,
How are you? I hope you're having a great time at the sports camp.

1 *I'm writing to tell you* that I started playing squash a few weeks ago. I felt really unfit and I wanted to change that. My friend, who had a similar problem, suggested we could play squash together in our local sports centre.

2 *Anyway*, I didn't have any sports equipment, so I bought a racket and some good trainers and I was ready to start. Well, the truth is that squash wasn't as easy as it looked at first. *It's* a fast game and I couldn't hit the ball very well. But after a few games I got better, and now I really enjoy playing it.

3 *It's an exciting game, which helps me forget about everyday stress. I also have lost a few kilos!* That can't be bad, can it?

Write back,
XYZ

Podpunkty w zadaniach mogą być dwuczłonowe, czyli wymagać podania dwóch różnych informacji. Dokładnie przeczytaj każdy podpunkt i upewnij się, że w swoim liście lub e-mailu uwzględniłeś/uwzględniłaś wszystkie wymagane informacje.

Wpis na blogu/forum

Niedawno uczestniczyłeś/uczestniczyłaś w historycznym festiwalu. Na swoim blogu:
- napisz, gdzie i kiedy odbył się ten festiwal,
- wyjaśnij, z jakiej okazji został zorganizowany,
- opisz atrakcje przygotowane przez organizatorów,
- przekaż swoją opinię na temat tego typu uroczystości.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), zakres środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).

Wpis rozpocznij od bezpośredniego zwrotu do czytelników. Zapamiętaj kilka wyrażeń typowych dla bloga / wpisu na forum (np. *Guys! You're not going to believe what's happened. I want to tell you more about ...*)

Pisząc blog, możesz dzielić się swoimi przemyśleniami czy opiniami.

Do każdego podpunktu napisz co najmniej dwa zdania tak, aby nie tylko odnieść się, ale również rozwinąć każdy z nich.

Stosuj różnorodne przymiotniki tak, aby uniknąć powtórzeń, np. *amazing*, *exciting*, *important*, *useful*.

home blog

Hello everyone,

Have you ever been to a historical festival? Well, I went to the one which took place in my hometown last weekend. Let me tell you more about it.

1 The town hall organised the festival to celebrate the 500th anniversary of our town, and *I have to say that the organisers did a great job preparing the event*.

2 *First of all, there were a lot of different attractions, like the traditional food market where I could try some delicious old recipe dishes. But the best part was a special show by local actors, which presented the history of our town, especially the most important moments.*

3 The whole event was *amazing, and I believe that such celebrations are useful to show young people that history is really important. It's an exciting* way to find out more about the local culture and traditions.

You're very welcome to share your thoughts about such events.

Kończąc wpis, możesz poprosić odbiorców o komentarze lub podzielenie się ich opiniami/doświadczeniami (np. *Share your comments, please. Have you had a similar experience?*).

Writing Bank

Przydatne zwroty

Unit 1 | An informal email with a review

Starting an email
Hi .../Hello ...

Ending an email
Bye for now.
Write soon.
Take care.

Facts about the book/film
The film is based on the book ...
The book/film gets very good reviews.

Describing the story
The story is about a (boy) who ...
(Simon Phillips) plays the main character.
My favourite character is (Agnes), who ...

Your recommendation
I love every page/scene of the book/film.
You must read/watch the book/film because ...

E-mail nieformalny z recenzją

Rozpoczynanie e-maila
Hej.../Cześć...

Zakończenie e-maila
Na razie!
Napisz niedługo!
Trzymaj się!

Fakty o książce/filmie
Film jest oparty na książce...
Książka/film ma bardzo dobre recenzje.

Opisywanie historii
Historia jest o (chłopcu), który...
Głównego bohatera gra (Simon Phillips).
Moją ulubioną postacią jest (Agnes), która...

Twoja rekomendacja
Uwielbiam każdą stronę/scenę w tej książce / tym filmie.
Musisz przeczytać/obejrzeć książkę/film, bo...

Unit 2 | An informal email: asking for advice

Informing about a problem
I have/There is a problem ...
I need your help/advice.

Describing a problem
I think/In my opinion, the (place) is ...
We prefer going/buying ...

Asking for advice
Do you think I should ...?
Or should I ...?
What do you think I should do ...?
How could I ...?
I hope you can give me some advice.

E-mail nieformalny: proszenie o radę

Informowanie o problemie
Mam/Jest problem...
Potrzebuję Twojej pomocy/rady.

Opisywanie problemu
Myślę, że / Moim zdaniem (miejsce) jest...
Wolimy chodzić/kupować...

Proszenie o radę
Czy myślisz, że powinienem/powinnam...?
Czy może powinienem/powinnam...?
Jak myślisz, co powinienem/powinnam zrobić...?
Jak mógłbym/mogłabym...?
Mam nadzieję, że możesz mi coś poradzić.

Unit 3 | A forum post

Introducing the topic
There are good and bad sides to ...
It has its pluses and minuses.

Presenting the negative aspects
The problem is that ...
Another problem is ...

Presenting the positive aspects
The good thing about ... is that ...

Concluding
All in all, ...
To sum up, ...

Wpis na forum

Wprowadzanie do tematu
Są dobre i złe strony...
To ma swoje plusy i minusy.

Przedstawianie negatywnych stron
Problemem jest to, że...
Kolejnym problemem jest...

Przedstawianie pozytywnych stron
Dobre w... jest to, że...

Podsumowanie
Ogólnie rzecz biorąc, ...
Podsumowując, ...

Unit 4 | An informal letter of enquiry

Introduction
How are you (doing)?/What's up?
I'm writing to ask you for/about ...

Main body – asking questions
Do you know any ...?
Can you tell me/send me/recommend ...?
How/Where/When can I ...?
Is it possible to ...?
Are there any ...?
Where/When is the best ...?
Do I have to ...?/Should I ...?

Conclusion
Write back to me soon/ASAP, please.
I can't wait for/to ...

List nieformalny z zapytaniem

Wprowadzenie
Co słychać?/Jak leci?
Piszę, żeby poprosić/zapytać Cię o...

Główna część – zadawanie pytań
Czy znasz jakieś...?
Czy możesz mi powiedzieć/wysłać/polecić...?
Jak/Gdzie/Kiedy mogę...?
Czy jest możliwe...? / Czy da się...?
Czy są jakieś...?
Gdzie/Kiedy jest najlepszy...?
Czy muszę...? / Czy powinienem/powinnam...?

Podsumowanie
Odpisz mi niedługo/jak najszybciej, proszę.
Nie mogę się doczekać (aż)...

Unit 5 | An informal letter: telling a life story

Starting a story
At first, .../At the beginning, ...

Adding more facts
Then, .../Next, .../Later, .../Soon, ...
After that, .../When ...

Finishing a story
In the end, .../Finally, ...

Making a story more interesting
Can you imagine that ...?
Do you know that ...?
It is/was so inspiring/encouraging that ...
Suddenly, .../(Un)fortunately, .../(Un)luckily, ...

List nieformalny: opowiadanie historii życiowej

Rozpoczynanie historii
Najpierw.../Na początku...

Dodawanie kolejnych faktów
Potem.../Następnie.../Później.../Niedługo...
Po tym.../Kiedy...

Kończenie historii
Na końcu.../Ostatecznie...

Urozmaicanie historii
Wyobrażasz sobie, że...?
Czy wiesz, że...?
To było tak inspirujące/zachęcające, że...
Nagle.../Na szczęście (Niestety).../Szczęśliwie (Pechowo)...

Unit 6 | A blog post

Starting a blog post
Hi everyone, ...
Hello guys, ...
I've got some news for you.
I'd like to tell you about ...

Asking for comments
Thanks for your comments on my blog.
I'm waiting for your comments.

Describing feelings
I'm happy/glad that .../excited about ...
I'm (really) worried/upset about/afraid of ...

Finishing a blog post
That's all for today.
In my next post, I'll ...

Wpis na blogu

Rozpoczynanie wpisu na blogu
Cześć wszystkim...
Cześć, ludzie...
Mam dla was newsy./ Mam dla was wieści.
Chciałbym/Chciałabym wam powiedzieć o...

Proszenie o komentarze
Dzięki za Wasze komentarze na moim blogu.
Czekam na Wasze komentarze.

Opisywanie uczuć
Cieszę się, że... / Jestem podekscytowany/podekscytowana...
(Naprawdę) martwi/smuci mnie/boję się...

Zakończenie wpisu na blogu
To wszystko na dziś.
W kolejnym wpisie...

Unit 7 | A blog post asking for advice

Expressing other people's opinion
They say/think I could work ...
They advise me to work ...

Presenting two offers/suggestions
The first offer is ... The other one is ...
In the first company, I could ... In the other one, I could ...

Both offers/companies are ...

Explaining the problem
The problem is that I've never (done it before).

I have no experience in (working) ...
I'd rather (do) .../I'd prefer (to do) ...

Asking for advice
What should I do?
Should I (take) ... or (wait) ...?

Wpis na blogu z prośbą o radę

Wyrażanie opinii innych osób
Oni mówią/uważają, że mógłbym/mogłabym pracować...
Oni radzą mi pracować...

Przedstawianie dwóch ofert/propozycji
Pierwsza oferta jest... Druga jest...
W pierwszej firmie mógłbym/mogłabym... W drugiej mógłbym/mogłabym...
Obie oferty/firmy są...

Wyjaśnianie problemu
Problem w tym, że nigdy (wcześniej tego nie robiłem/robiłam).
Nie mam doświadczenia w (pracy)...
Wolałbym/Wolałabym (robić)...

Proszenie o radę
Co powinienem/powinnam zrobić?
Czy powinienem/powinnam (przyjąć)..., czy (poczekać)...?

Unit 8 | An informal letter about a lost object

Informing about something
Just to let you know that ...
I'd like to tell/inform you that ...

Saying thank you
Many thanks for ...
Say thank you to ... for ...
(I'd like to) thank you very much for ...

Speculating about a missing item
I think I left it ...
Perhaps/Maybe I put it ...
It must be .../I'm sure it is ...

List nieformalny o zgubionym przedmiocie

Informowanie o czymś
Daję tylko znać, że...
Chciałbym/Chciałabym powiedzieć Ci / poinformować Cię, że...

Dziękowanie
Wielkie dzięki za...
Podziękuj... za...
Chciałbym/Chciałabym bardzo Ci podziękować / Bardzo Ci dziękuję za...

Spekulowanie na temat zgubionego przedmiotu
Myślę, że zostawiłem/zostawiłam go...
(Być) może położyłem/położyłam go...
Musi być... / Jestem pewien/pewna, że jest...

Speaking Bank

Przydatne zwroty

Unit 1 | Expressing preferences

Asking about preferences

Do you fancy watching ...?	Czy masz ochotę obejrzeć...?
What do you want to watch?	Co chcesz obejrzeć?
What would you like to watch?	Co chciałbyś/chciałabyś obejrzeć?
Would you rather watch ...?	Czy wolałbyś/wolałabyś obejrzeć...?
How about/What about watching ...?	Co powiesz na obejrzenie...?

Talking about preferences

I'd rather watch ...	Wolałbym/Wolałabym obejrzeć...
I'd prefer to watch ...	Wolałbym/Wolałabym obejrzeć...
It sounds better/more interesting than ...	To brzmi lepiej/ciekawiej niż...
I'm (not) into watching ...	(Nie) lubię oglądać...
I'm (not) keen on watching ...	(Nie)chętnie oglądam... / (Nie) lubię oglądać...
I'm (not) in the mood for watching ...	(Nie) jestem w nastroju na oglądanie...

Unit 2 | Asking for and giving advice

Giving advice

Why don't you ask ...?	Dlaczego nie zapytasz...?
What about asking ...?	A może by tak zapytać...?
You could always (ask) ...	Zawsze możesz (zapytać)...
You should ask ...	Powinieneś/Powinnaś zapytać...

Asking for advice/clarification

What should I do?	Co powinienem/powinnam zrobić?
How could I do that?	Jak mógłbym/mogłabym to zrobić?
Do you think I should/could ...?	Myślisz, że powinienem/powinnam/mógłbym/mogłabym...?

Accepting/Rejecting advice

That's a good/great idea.	To dobry/świetny pomysł.
Thanks, I'll try that.	Dzięki, spróbuję tak zrobić.
That's not going to work.	To nie wyjdzie/nie zadziała.
I don't think that's a good idea.	Nie uważam/nie sądzę, żeby to był dobry pomysł.

Unit 3 | Chosing and offer and giving the reasons for your choice

I'd like to ... because ...	Chciałbym/Chciałabym..., ponieważ...
This is the best place for me because ...	To najlepsze miejsce dla mnie, ponieważ...
I have to refuse (this offer) because ...	Muszę odmówić, ponieważ...
I'm not keen on ... because ...	Nie podoba mi się..., ponieważ...

Unit 4 | Asking for and giving directions

Asking for directions

Where is (the nearest) ...?	Gdzie jest (najbliższy)...?
Excuse me, how can I get to ...?	Przepraszam, jak mogę dotrzeć do...?
Could you tell me the way (to ...), please?	Czy mógłbyś/mogłabyś wskazać mi drogę (do...), proszę?

Giving directions

Go straight on.	Idź prosto.
Go down/along this street.	Idź prosto tą ulicą/wzdłuż tej ulicy.
Go as far as ...	Idź aż do...
Turn right/left (into ... Street).	Skręć w prawo/lewo (w ulicę...).
Take the first/second (turning on the) left/right.	Na pierwszym/drugim zakręcie skręć w lewo/prawo.
Go past ...	Przejdź obok... / Miń...
Cross the street.	Przejdź przez ulicę.
It's on your left/right.	Jest po twojej lewej/prawej stronie.
It's in ... Street, next to/opposite/between ... and ...	Jest na ulicy..., obok/naprzeciwko/pomiędzy... i ...

Unit 5 | Telling a story	Opowiadanie historii
Starting a story	**Rozpoczynanie historii**
Did I tell you that .../about ...?	Czy mówiłem/mówiłam ci, że/o...?
You won't believe this!	Nie uwierzysz!
Keeping the listener interested	**Podtrzymywanie zainteresowania słuchacza**
Can you imagine that ...?	Wyobrażasz sobie, że...?
Did you know that ...?	Czy wiedziałeś/wiedziałaś, że...?
Responding	**Reagowanie**
You're kidding!	Żartujesz!
Oh, really?	Naprawdę?/Serio?
So, what happened?	A więc, co się stało?
That's awesome/incredible/exciting!	To niezwykłe/niesamowite/ekscytujące!
I'm sorry to hear that.	Przykro mi to słyszeć.

Unit 6 | Making decisions	Podejmowanie decyzji
Suggesting	**Sugerowanie**
Do you think (that) ...?	Czy myślisz, że...?
What do you think about (+ noun/*-ing* form) ...?	Co sądzisz o...?
What about (+ noun/*-ing* form) ...?	Co powiesz na...?
Agreeing and disagreeing	**Zgadzanie się i niezgadzanie**
That's a good point./OK, good idea.	Słuszna uwaga./OK, dobry pomysł.
The good thing is that ...	Plusem jest to, że...
I agree./You're right.	Zgadzam się./Masz rację.
I think it'll be fun.	Myślę, że będzie fajnie.
Yes, but .../I'm not sure.	Tak, ale.../Nie jestem pewien/pewna.
I'm sorry, but I can't agree.	Przykro mi, ale nie mogę się zgodzić.
I don't think it's a good idea.	Nie uważam/nie sądzę, żeby to był dobry pomysł.

Unit 7 | Talking about experience	Mówienie o doświadczeniu
General interview questions	**Ogólne pytania w rozmowie o pracę**
Why do you want to help with/work as ...?	Dlaczego chcesz pomagać przy/pracować jako...?
Why are you interested in (helping/doing) ...?	Dlaczego interesuje cię (pomaganie/robienie)...?
Asking about experience and abilities	**Pytanie o doświadczenie i umiejętności**
Have you ever worked as (a DJ) before?	Czy pracowałeś wcześniej jako (DJ)?
Do you have any experience with (doing/working with ...)?	Czy masz jakieś doświadczenie w (robieniu/pracy z...)?
Can you (use a mixing desk)?	Czy umiesz (używać stołu mikserskiego)?
Talking about your experience and abilities	**Mówienie o doświadczeniu i umiejętnościach**
I can (read music/dance).	Potrafię (czytać nuty/tańczyć).
I know a little about (sound/lighting).	Wiem trochę o (dźwięku/oświetleniu).

Unit 8 | Asking about lost and found objects	Pytanie o zgubione i znalezione przedmioty
Asking about a lost object	**Pytanie o zgubiony przedmiot**
What does it look like?	Jak wygląda?
What is it made of?	Z czego jest zrobiony?
What make/brand/colour is it?	Jakiej jest marki? / Jakiego jest koloru?
Where did you leave it?	Gdzie go zostawiłeś/zostawiłaś?
Describing a lost object	**Opisywanie zgubionego przedmiotu**
I think I left my ... here/in the gym/on the bus.	Myślę, że zostawiłem/zostawiłam mój... tutaj/na siłowni/w autobusie.
It's big/small/medium-sized.	Jest duży/mały/średniego rozmiaru.
It's round/square.	Jest okrągły/kwadratowy.
It's plain black./It's got a pattern/a logo on it.	Jest cały czarny./Ma wzór/logo.
It's made of plastic/wool/glass/leather.	Jest zrobiony z plastiku/wełny/szkła/skóry.

Część pisemna (poziom podstawowy)
Rozumienie ze słuchu

Wskazówki
- Gdy rozwiązujesz zadania na rozumienie ze słuchu, najpierw dokładnie przeczytaj polecenie i wszystkie pytania.
- Pamiętaj, że informacje w pytaniach są sformułowane inaczej niż w nagraniu. W trakcie słuchania zwróć uwagę na wyrazy, zwroty lub dłuższe fragmenty tekstu, których znaczenie jest zbliżone do treści wyrażonych w zadaniu.
- Nie zaznaczaj odpowiedzi przed wysłuchaniem całego nagrania. Słuchając nagrania po raz drugi, upewnij się, czy zaznaczyłeś/zaznaczyłaś właściwe odpowiedzi.

Zadanie 1. (0–6) | 15

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

Tekst 1.

1.1. From what the speaker says, she
- A. will probably start going to football games regularly.
- B. will probably watch a lot of football games on TV.
- C. probably won't become interested in football.

Tekst 2.

1.2. What do the course participants have to do first?
- A. Sign the course regulations.
- B. Create an account.
- C. Write their names on a list.

1.3. When talking about the course, the teacher does not say
- A. how long the course will take.
- B. when the classes will take place.
- C. what the level of the course is.

Tekst 3.

1.4. What does Alan say about the weather at the beginning of the summer?
- A. It will rain a lot in the north.
- B. It will be warmer than last year.
- C. It will not be sunny all over the country.

1.5. Which of the following is not true about the weather in July?
- A. There might be some dangerous weather.
- B. The temperature will be nicely warm.
- C. There will be some periods of wet weather.

1.6. Alan calls the weather in August 'good news' because it will be
- A. good for summer activities.
- B. ideal for a beach holiday.
- C. without any rain.

Zadanie 2. (0–5) | 16

Usłyszysz dwukrotnie pięć wypowiedzi związanych z obowiązkami domowymi. Do każdej wypowiedzi (2.1.–2.5.) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli.
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This person

A. describes some skills that housework can teach you.
B. explains why housework often causes conflicts in his/her family.
C. says that doing housework can have some advantages.
D. tells us why he/she dislikes a certain job in the house.
E. does not mind some jobs because they were his/her choice.
F. mentions a mistake about housework that parents often make.

2.1.	2.2.	2.3.	2.4.	2.5.

Zadanie 3. (0–4) | 17

Usłyszysz dwukrotnie informacje na temat akcji ekologicznej. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1.–3.4. w tabeli, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

Who?	What?	Where?	When?
Tom	collect litter	**(3.1.)** _____	meet the group at 9 am finish at **(3.2.)** _____
Sandra	give out **(3.3.)** _____	at the entrance to the botanical garden	from 10 am to 1 pm
Ida	help plant trees and bushes	the forest near **(3.4.)** _____	meet Mr Greenwald at 8:30

Część pisemna (poziom podstawowy)
Rozumienie tekstów pisanych

Wskazówki
- Kiedy przystępujesz do zadania sprawdzającego rozumienie tekstów pisanych, najpierw dokładnie przeczytaj pytania dotyczące tekstu. Następnie przeczytaj tekst i znajdź fragmenty, których dotyczą pytania. Szukaj w tekście tych samych treści wyrażonych innymi słowami.
- Pamiętaj, że odpowiedź może być wyrażona w tekście bezpośrednio lub jedynie pośrednio zasygnalizowana. Możesz też zostać poproszony/poproszona o wyciągnięcie wniosków z danego fragmentu tekstu.
- Gdy zaznaczysz już wszystkie odpowiedzi, przeczytaj ponownie tekst i upewnij się, czy są właściwe.

Zadanie 4. (0–4)

Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej części tekstu (4.1.–4.4.). Wpisz odpowiednią literę w każdą kratkę.
Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

A. Listening to you
B. Being honest with you
C. Giving a helping hand
D. Keeping in touch
E. Being there for you
F. Good company

WHO MAKES A GOOD FRIEND?

4.1. ☐

A friend in need is a friend indeed. A friend is someone you can depend on to help and support you, especially when times are hard. A lot of people can be friendly to you when you're successful, but they forget all about you when you are in trouble. Look who stays by your side then and you can call them real friends.

4.2. ☐

We all need a 'shoulder to cry on' from time to time. Someone who will be patient enough to sit down with you and hear how hard life can be. Everyone needs to have somebody they can tell almost everything to and having a 'heart-to-heart' conversation with a friend can cheer you up at any time you need this.

4.3. ☐

Sooner or later, everyone has to ask their friends for something: a favour, some money, some help with a problem and so on. When we're asking a friend for those things, we should expect them to be generous with their time, money or help. If they can't be generous with you, it is hard to call them a real friend.

4.4. ☐

A good friend should be a person you enjoy spending your time with. There are some positive qualities we usually like in others, such as being friendly, intelligent or optimistic. Friends often have a lot of things in common, for example, an interest in the same sports or hobbies. If you like being around this or that person, this might be the beginning of a friendship.

Zadanie 5. (0–7)

Przeczytaj cztery teksty (A–D) dotyczące ofert pracy. Wykonaj zadania 5.1.–5.7. zgodnie z poleceniami.

Tekst A



Restaurant Help Wanted!

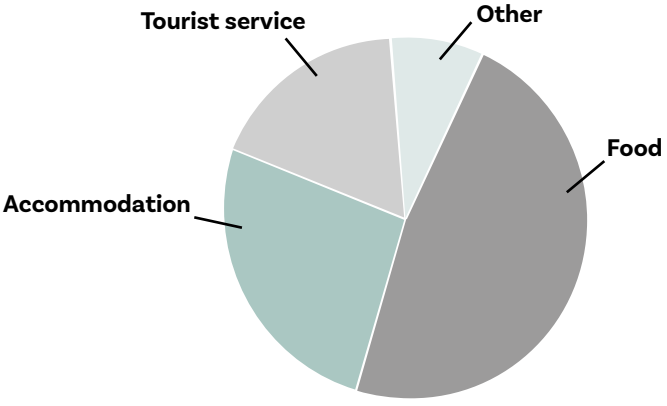
The Oak Park Restaurant is looking for a young person, preferably a student, to help in the restaurant kitchen and serving area during the summer holiday (July and August). We offer £8 an hour, a friendly atmosphere and flexible working hours (excluding weekends when the restaurant is very busy). Your responsibilities include washing up the dishes and cleaning the tables as well as helping to prepare the restaurant serving area.

Call Mark on 0561945.

Tekst B

SEASONAL JOB OPPORTUNITIES FOR SCHOOL STUDENTS

It comes as no surprise that in a city like ours, which has large numbers of tourists visiting each summer, most of the seasonal job offers come from places in or directly related to the tourist industry. Naturally, the local restaurants and other food serving places provide the biggest number of job opportunities during the peak season, and the hotels and youth hostels come second. A smaller number of students can find seasonal employment in many other areas, though. Offers range from becoming a lifeguard or museum assistant to working at one of the local tourist information centres.



Tekst C

New message

Hi Eric,

Thanks for sending me that link to the job ad. Actually, a restaurant job could be just the right thing for me this summer, and the money is quite good, so I've already called the guy called Mark. He is in charge of the kitchen staff in the restaurant. Well, one thing that worries me a little is that the working hours aren't that flexible after all and if I take the job, I'll need to work either from 9 am to 3 pm or 3 pm to 9 pm. That's why they're also looking for another assistant to take on the other shift. I'm still not quite sure if I'm OK with so many hours each day, and it'll only be worse at weekends. What do you think?

Write back,
Alice

Tekst D

Alice I'm wondering if I should take the job in the Oak Park Restaurant. It's still quite a few weeks before the summer, and maybe there'll be a better offer. What do you think?

Ray Wouldn't you rather work in a hotel or somewhere like that? The restaurant job sounds like pretty hard work to me.

Anna Actually, I've had some experience working in a restaurant, and it's really not that bad. Plus, most offers for the summer will come from restaurants and cafeterias and so on.

Alice OK, but I was also thinking about working in one of the hotels.

Emma Don't! I worked in one last summer, and it was terrible! But I'm going to work for a tourist information office in the city centre, and I think they're looking for one more person. If you want, I could recommend you there. But the pay's much lower, about half of what they offer you in the restaurant.

Alice Thanks, Emma. I'll need to think about it, OK?

Przeczytaj zdania 5.1.–5.3. Dopasuj do każdego zdania właściwy tekst (A–D). Wpisz rozwiązania do tabeli.
Uwaga: jeden tekst nie pasuje do żadnego zdania.

5.1.	This text includes advice for Alice on a possible summer job.	
5.2.	This text is an offer for someone looking for a summer job.	
5.3.	This text presents the most popular types of summer jobs in an area.	

Przeczytaj wiadomość Alice do Adama. Uzupełnij luki 5.4.–5.7. zgodnie z treścią tekstów A–D, tak, aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku angielskim. W każdą lukę można wpisać maksymalnie trzy wyrazy.

New message

Hi Adam,

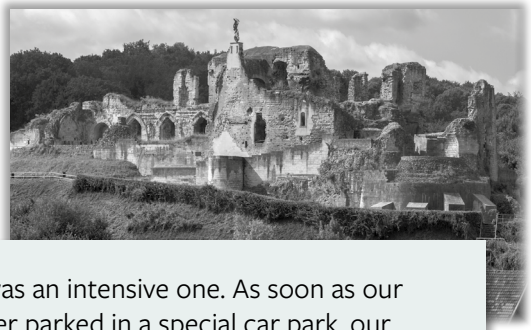
Remember that summer job I wrote to you about? I mean, the one **5.4.** _____ that Eric found? Well, I think I'll take it after all. There was another chance to work in a tourist information office, but I can **5.5.** _____ in the restaurant. Twice as much, in fact, and the money's important! I'll have to work for at least **5.6.** _____ each day, one week the morning shift and the next the afternoon shift. It's going to be a hard summer for me if you think how busy the restaurant will be because of all **5.7.** _____. Each summer it looks like there are twice as many people here as during the rest of the year. Anyway, I hope it won't be so bad.

Write back,

Alice

Zadanie 6. (0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (6.1.–6.4.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst.
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.



The tour was an intensive one. As soon as our coach driver parked in a special car park, our guide led us to the main square. **6.1.** _____ As with many other places in this area, the town suffered from wars and natural disasters, but it also enjoyed times of good commercial prosperity. We admired the beautiful seventeenth-century buildings in the square and then we took a short walk to see the historic railway station. **6.2.** _____ It was lovely – as if offering a train journey back in time. From there, we needed to take a much longer walk up a hill just on the edge of the town to see the ruins of the fourteenth-century castle. It took our group almost an hour to get up there. **6.3.** _____ From the top of the hill, there was a wonderful view of the town and the surrounding area, including the scenic river making its way between the hills and fields. We walked around the ruins of the castle, which was later destroyed during a war in the seventeenth century. Some parts of the ruins were not open to visitors because of some renovation work going on, so as soon as we rested a bit, we started walking back to the town. By then, we were all quite tired and a bit hungry. **6.4.** _____ The main square was full of all types of cafés and restaurants, and we were really looking forward to trying out some of the local dishes.

A. It was tiny, with only one platform, a ticket office and a small waiting room.
B. Fortunately, the town had a lot to offer when it came to eating out.
C. The exhibition there wasn't as interesting as we expected.
D. There, in front of the town hall, we listened about the town's history.
E. But the difficult climb was really worth the effort.

Zadanie 7. (0–5)

Przeczytaj tekst. Na podstawie informacji zawartych w tekście uzupełnij brakujące informacje w zdaniach 7.1.–7.5. Informacje należy uzupełnić w języku angielskim.

STORYTELLING SUMMER COURSE

The Film School is organising a 14-day storytelling summer course based in the school building. The course begins on 10 July and it is free for teenage students. Read the information below to find out more.

Who is the course for?

- Anyone who wants to learn about the art of storytelling.
- Ideal for those planning a career in novel writing, screenwriting or game developing.

What will you learn?

- About the necessary elements of an involving novel, film or game plot.
- To make your readers or audience engaged in the story.
- To create complex, interesting characters that your audience can identify with.
- How to develop your characters along with the story.
- To include exciting plot twists.

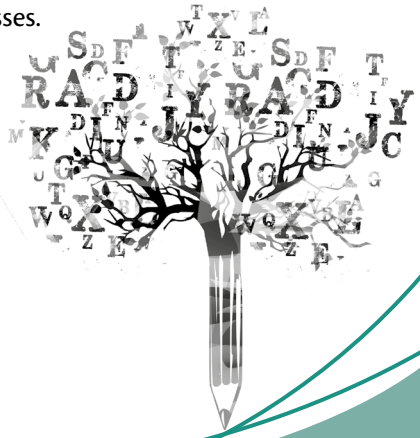
How will you learn?

- By listening to talks and presentations given by well-known experts in novels and screenwriting.
- By taking part in discussions and practical writing classes.

What do you need to take part in the course?

- You must be a school student.
- You have to register online for the course.
- You need your parents' written permission.

To register, follow the link below.



7.1. You don't have to _____ for the course if you're a teenage student.
7.2. The course might be useful if you want to become _____ or a game designer.
7.3. During the course, you can learn what your story _____ to be interesting.
7.4. The _____ include talks, presentations, discussions and writing classes.
7.5. In order for you to take part in the course, your parents have to _____ in writing.

Część pisemna (poziom podstawowy)
Znajomość środków językowych

Wskazówki

- Gdy rozwiązujesz zadanie sprawdzające znajomość środków językowych oparte na pojedynczych zdaniach, po uzupełnieniu luki sprawdź, czy całe zdanie jest logiczne i poprawne gramatycznie. Jeśli w poleceniu podany jest limit słów, upewnij się, że go nie przekroczyłeś/przekroczyłaś. Sprawdź, czy nie brakuje przyimków (*from*, *in*, *on*, *under*) lub przedimków (*a/an*, *the*).
- Gdy rozwiązujesz zadanie oparte na tekście, najpierw przeczytaj tekst, aby zorientować się, jakie słownictwo lub struktury gramatyczne są testowane. Ustal na podstawie kontekstu, jaka część mowy powinna zostać użyta, w jakim czasie należy użyć czasownika lub w którym stopniu powinien być przymiotnik, aby poprawnie uzupełniał lukę. Sprawdź, czy rzeczownik powinien być w liczbie pojedynczej czy mnogiej.

Zadanie 8. (0–3)

W zadaniach 8.1.–8.3. spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego zdania. Zakreśl jedną z liter: A, B albo C.

8.1. Is this your first visit to London?
- A. Have you ever been
- B. Did you go
- C. Are you going

8.2. What's the name of the author of *The Hobbit*?
- A. Who did he write
- B. Who wrote
- C. Who writes

8.3. I visited the amusement park last week, but **it wasn't interesting for me.**
- A. I have never been interested in it.
- B. I don't like it much.
- C. I didn't enjoy it.

Zadanie 9. (0–3)

W zadaniach 9.1.–9.3. spośród podanych opcji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie poprawnie uzupełniającym lukę w zdaniu. Zakreśl jedną z liter: A, B albo C.

9.1. I don't like spending (*zbyt dużo czasu*) _____ in front of the TV.
- A. too many times
- B. too much time
- C. such a lot of time

9.2. Being a firefighter is one of (*najbardziej niebezpiecznych zawodów*) _____.
- A. more dangerous jobs
- B. the very dangerous jobs
- C. the most dangerous jobs

9.3. (*Było*) _____ so many people on the platform that we couldn't get on the train.
- A. There were
- B. It was
- C. They have been

Zadanie 10. (0–4)

Uzupełnij zdania 10.1.–10.4. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

10.1. The competition started as a small local thing, but soon more and more people became (***interested*** / ***event***) _____.

10.2. The exam tomorrow is very important for me and I hope (***I*** / ***not*** / ***make***) _____ any silly mistakes because of stress.

10.3. He's saving all of his money because he (***go*** / ***buy***) _____ a motorbike when he's twenty-one.

10.4. It seems Robert is very keen on keeping fit. (***he*** / ***exercise***) _____ in the gym every day?

Zadanie 11. (0–3)

Przeczytaj tekst. Uzupełnij każdą lukę (11.1.–11.3.) jednym wyrazem tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

ARE EXPENSIVE BRANDS WORTH THE MONEY?

A lot of people think that expensive clothes are better **11.1.** _____ cheap ones because they are simply made better, which is true in many cases. But are the well-known companies always right in setting their prices so high for their products? A recent study done by the New York Times **11.2.** _____ shown that there is often a huge difference between the cost of producing an item and its price. On the other hand, most people realise that when they buy an expensive piece of clothing, they **11.3.** _____ not only pay for the quality of the item but also for the brand name on the label.

Część pisemna (poziom podstawowy)
Tworzenie wypowiedzi pisemnej

Wskazówki
- Zanim zaczniesz pisać swoją wypowiedź, przemyśl jej kompozycję, tak aby osoba, która czyta Twoją pracę, nie miała problemu z jej zrozumieniem.
- Wypowiedź pisemna powinna być logiczna, spójna i przejrzysta. Możesz wynotować sobie, co chciałbyś/chciałabyś umieścić we wstępie, poszczególnych akapitach i podsumowaniu wypowiedzi.
- Nie zapominaj też o właściwym ujęciu i wyczerpaniu tematu, zgodnie z instrukcją zawartą w poleceniu i rodzajem wypowiedzi.
- Po napisaniu pracy przeczytaj ją, aby sprawdzić, czy nie popełniłeś / nie popełniłaś błędów i czy odniosłeś/odniosłaś się do wszystkich podpunktów polecenia.
- Upewnij się, że nie przekroczyłeś/przekroczyłaś podanego limitu słów.

Zadanie 12. (0–12)

Niedawno w Twoim domu miał miejsce duży remont. W e-mailu do koleżanki z Anglii:
- **wyjaśnij, dlaczego Twoja rodzina postanowiła przeprowadzić remont,**
- **napisz, jak przebiegały prace i jaki był w nich Twój udział,**
- **opisz wystrój swojego pokoju po remoncie,**
- **napisz, co Ci się najbardziej podoba w nowym wystroju/umeblowaniu Twojego domu.**

*Rozwiń swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić **od 100 do 150** wyrazów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność **pełnego** przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), zakres środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).*

CZYSTOPIS

Hi Maddie,

Thanks for your last email. I'm writing to tell you about our home renovation.

2 minuty — Rozmowa wstępna

Wskazówki

- Rozmowa wstępna ma na celu oswojenie zdającego z sytuacją egzaminacyjną, przygotowanie go do głównej części egzaminu ustnego oraz poprawienie jego efektywności podczas wykonywania kolejnych zadań.
- Egzaminator zada Ci kilka pytań związanych z Twoim życiem i zainteresowaniami. Pytania te zamieszczone są wyłącznie w zestawie dla egzaminującego. Odpowiadając na nie, postaraj się używać pełnych zdań. Pamiętaj, że Twoim zadaniem jest wykazanie się znajomością zróżnicowanego słownictwa oraz środków językowych.
- Staraj się mówić wyraźnie i nie spiesz się z odpowiedziami.

Answer the questions.

1 What kind of films or TV programmes do you enjoy watching?
2 What sports or activities would you like to try? Why?
3 What is your favourite type of weather?
4 What job or jobs do you think you'll be good at?
5 What is your room like?

4 minuty **Zadanie 1.** — Rozmowa z odgrywaniem roli

Wskazówki

- Zadanie pierwsze polega na przeprowadzeniu rozmowy, w której zdający i egzaminator odgrywają role opisane w poleceniu. Szczegóły roli Twojego rozmówcy zamieszczone są wyłącznie w zestawie dla egzaminującego.
- W tej części egzaminu musisz odnieść się do czterech elementów wskazanych w poleceniu i omówić każdy z nich w co najmniej dwóch zdaniach.
- Możesz zostać poproszony/poproszona o dokładniejsze wyjaśnienie jakiejś kwestii, podanie większej ilości szczegółów, przedstawienie opinii lub udzielenie rady. W takiej sytuacji musisz właściwie zareagować na wypowiedź egzaminującego.
- Egzaminator może nie zgodzić się z Twoją propozycją i poprosić o inne rozwiązanie. Nie oznacza to, że podana przez Ciebie propozycja jest nieodpowiednia. To standardowa część egzaminu oraz sposób na ocenę Twojej wiedzy i umiejętności.

Do the task. Then change roles and do the task again.

Uczeń A

Rozmawiasz ze znajomym/znajomą z zagranicy (uczeń B), który/która wraz z rodziną zamierza spędzić kilka dni w Twojej miejscowości. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

Możliwości zakwaterowania

Atrakcje turystyczne

Restauracje

Korzystanie z lokalnego transportu publicznego

Uczeń B

Jesteś znajomym/znajomą ucznia A, który/która mieszka w miejscowości, którą zamierzasz wkrótce odwiedzić z rodziną w ramach wyjazdu turystycznego. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał zaproponować inne rozwiązanie,
- uprzedź ucznia A, iż niektórzy członkowie Twojej rodziny są wegetarianami,
- zasugeruj, że uczeń A mógłby być waszym przewodnikiem po okolicy.

(Rozmowę rozpoczyna uczeń A.)

3 minuty **Zadanie 2.** — Rozmowa na podstawie ilustracji

Wskazówki

- W zadaniu drugim zostaniesz poproszony/poproszona o opisanie ilustracji i o udzielenie odpowiedzi na pytania egzaminatora.
- Opisując ilustrację, używaj konstrukcji *There is/There are* i czasu *present continuous*. Uwzględnij informacje o tym, kogo przedstawia zdjęcie, gdzie się znajduje ta osoba, jaką czynność wykonuje, jak wygląda oraz co może czuć w przedstawionej sytuacji.
- Po opisaniu ilustracji egzaminujący zada Ci trzy pytania. Pytania te zamieszczone są wyłącznie w zestawie dla egzaminującego. Pierwsze z nich będzie odnosiło się bezpośrednio do zdjęcia. Drugie pytanie będzie związane z tematyką zdjęcia, lecz będzie dotyczyło Twoich wyborów, preferencji, zainteresowań lub planów. Trzecie pytanie dotyczy wydarzeń lub doświadczeń z przeszłości. Odpowiadając na nie, stosuj czas przeszły (*past simple*).

Describe the photo and answer the questions. Then change roles and do the task again.



1 Do you think the person in the photo is enjoying doing the housework?
2 Is it important for teenagers to help with housework? Why/Why not?
3 Tell us about a situation when you and your family had to do a lot of things in the house, for example after a renovation or before an important family celebration.

5 minut **Zadanie 3.** Rozmowa na podstawie materiału stymulującego

Wskazówki

- W zadaniu trzecim zostaniesz poproszony/poproszona o wybranie spośród zilustrowanych propozycji tej, która Twoim zdaniem najlepiej spełnia warunki wskazane w poleceniu. Następnie odpowiesz na pytania egzaminującego.
- Dokonując wyboru, odnieś się do zilustrowanych propozycji i podaj argumenty uzasadniające wybór jednej z nich oraz przyczyny odrzucenia pozostałych. Wypowiedź powinna składać się z pełnych zdań.
- Kiedy zakończysz wypowiedź, egzaminujący zada Ci dwa pytania. Pytania te zamieszczone są wyłącznie w zestawie dla egzaminującego. Pamiętaj, by nie tylko udzielić prostej odpowiedzi, lecz również uzasadnić ją w dwóch-trzech zdaniach.

Do the task and answer the questions. Then change roles and do the task again.

Popatrz na **Plakat 1.**, **Plakat 2.** i **Plakat 3.**
Zamierzasz podjąć pracę sezonową podczas letnich wakacji. Masz do wyboru trzy plakaty reklamujące pracę wakacyjną dla młodzieży.

- Wybierz tę propozycję, która Ci najbardziej odpowiada, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

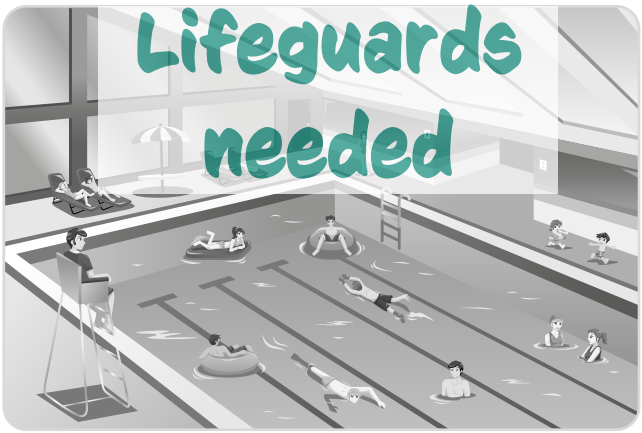
Plakat 1.



Plakat 2.



Plakat 3.



1 What are the advantages and disadvantages of getting a summer job?
2 What are the most popular jobs among teenagers? Why?

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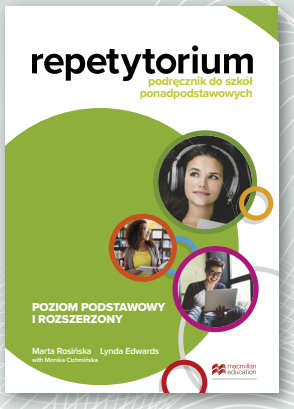
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