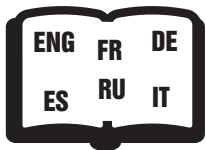


4

Study time

VOCABULARY school and schoolwork

1) Write the names of the following school subjects.



1 _____



2 _____



3 _____



4 _____



5 _____

2) Answer the questions.

In which subject do you

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

3) Complete the sentences with the missing words.

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

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

When did you last

- 1 g_____ a good mark? _____
- 2 f_____ a test? _____
- 3 t_____ an exam? _____
- 4 r_____ for a test? _____
- 5 p_____ an important exam? _____

5) Read the text and choose the correct words.

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



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

Vocabulary challenge!

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

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

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

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

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

- 1 What do you like most about your school?

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

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

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

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

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

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

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

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

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

Revision ■ Student's Book, page 41

5) Complete the sentences with the missing words.

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

6) Match the parts of the sentences.

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

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

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

Past simple and past perfect

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

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

Zdania twierdzące i przeczące

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

Pytania i krótkie odpowiedzi

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

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

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

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

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

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

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

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

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

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

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

1) Complete the table.

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

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

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

3) Choose correct options to complete the sentences.

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

- Did Mark finish / Had Mark finished* his lab experiment before the bell rang / had rung?
- By the time she *finished / had finished* her explanation, half of the students *fell / had fallen* asleep.
- Before we *went / had gone* to Florida, I *never saw / had never seen* a real dolphin.
- He *wasn't / hadn't been* happy with the book I gave him because he *already read / had already read* it.
- He *had / had had* a lot of homework to do after he *was / had been* sick for three weeks.

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

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

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

Hi,

Just wanted to let you know that I have told everybody about the exchange students arriving 5 hours earlier.

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

See you tomorrow morning at the train station!

Jess

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

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

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

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

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

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

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

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

- Czasowników modalnych *may/might/could* używamy, aby powiedzieć, że jakieś zdarzenie jest możliwe lub prawdopodobne:

He could be one of the new students.

(Być może to jest jeden z nowych uczniów.)

The man might be a teacher.

(Być może ten mężczyzna jest nauczycielem.)

- Czasownika modalnego *must* używamy, aby wyrazić przypuszczenie graniczące z pewnością:

They must be in the computer lab.

(Oni z pewnością są w sali komputerowej.)

- Formy *can't* używamy, aby z dużym prawdopodobieństwem powiedzieć, że coś jest niemożliwe:

They can't be at home.

(Niemożliwe, by byli w domu.)

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

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

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

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

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

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

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

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

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

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

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

4) Complete the photo description with appropriate modal verbs.



The photograph shows a student with her parents.

It ¹ _____ be a graduation ceremony, because the girl is wearing special clothes and a hat.

She ² _____ be leaving secondary school or college – it's difficult to say how old the girl is.

She ³ _____ have good grades, because she is smiling. The girl's parents ⁴ _____ be very proud. They all seem to be very happy. Who knows?

It ⁵ _____ be one of the most important days in the girl's life.

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

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

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

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

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

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

- 2 Julia was never abroad.

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

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

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

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

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

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

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

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

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

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

2) Read the text and answer the questions.

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

#SHADOWASTUDENT

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

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

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

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

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

To learn more visit shadowastudent.org.

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

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

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

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

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

Revision ■ Student's Book pages 44–45

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

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

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

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

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

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

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

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

7) Complete the sentences with the missing words.

- 1 I made so many spelling m_____ in my essay that the teacher asked me to write it again.
- 2 Finding words in online d_____ is much quicker than in traditional paper ones.
- 3 The last exam q_____ was so difficult that nobody could answer it.
- 4 Teachers who have interactive w_____ can make their lessons much more fun.
- 5 Modern teaching m_____ promote the use of multimedia in the classroom.
- 6 'I know my t_____ tables perfectly.' 'OK, so how much is 3x7?'
- 7 Sam loves computers – she'd like to study information t_____ at university.

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

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

educate inform revise know concentrate
present attend

NOUN Suffixes		
-ation	-ion	-edge

9) Translate the text into Polish.



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

SPEAKING

expressing and justifying an opinion

1) Complete the dialogue.

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



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

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

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

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

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

2) Write sentences from the prompts.

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

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

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

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

- believe / traditional courses / rather boring.

- what / you think / courses abroad?

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

TEST IT! ⌚ 4 minuty

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

kursy internetowe

wyjazd za granicę

oglądanie telewizji i czytanie książek

tradycyjne kursy

Rozmowę rozpoczyna egzaminujący.

WRITING

a letter of enquiry

4

1) Find and correct a mistake in each sentence.

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

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

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

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

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

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

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

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

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

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

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

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

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.



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

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

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

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

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

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

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

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

5 Translate the Polish parts of the sentences into English.

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



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

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

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

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

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

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

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

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

4) Read the instructions and do the speaking task.

TEST IT! ⌚ 3 minuty

Describe the picture and answer the three questions.



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

5) Complete the sentences using your own ideas.

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

6) Read the instructions and do the writing task.

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

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

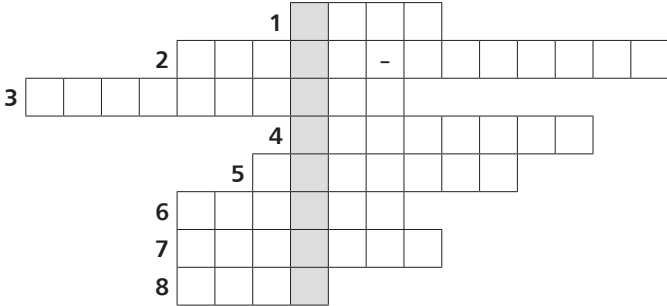
Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).

5

A work of art

VOCABULARY participating in culture

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



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

- 2) Complete the sentences with the missing words.

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

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

excellent moving rubbish keen on disappointing
live album

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

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

Hi Leo,

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

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

Gina



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

- 5) Choose the correct options.

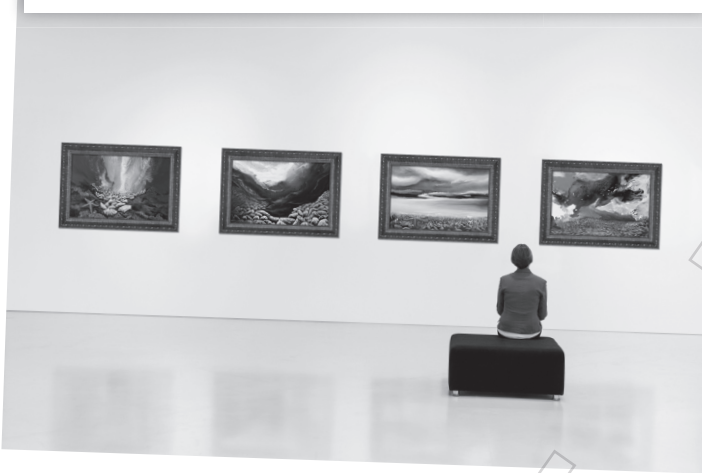
- 1 Which TV *channel / programme* is *The Lord of the Rings* on?
- 2 The ancient *stages / statues* in the exhibition were really amazing.
- 3 The film was a *big screen / blockbuster* on the night of its premiere – hundreds of people went to see it.
- 4 The theatre invites the *audience / exhibits*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

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

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

1) Read the text and choose the correct answers.

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



- What choice did the kids have that day? They could either
 - stay in the camp or go on a trip.
 - visit a museum or an exhibition.
- What did Adam think about the museum? He thought there were too many
 - people at the museum.
 - war pictures exhibited there.
- How did their plans change that day? They saw the graffiti show
 - on the Internet, not live.
 - instead of a film they wanted to watch.

2) **MP3 11** Listen to the conversation between Olivia and Luke about their art project and answer the questions using the beginnings given. Use no more than five words.

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

3) Complete the sentences using the words given.

agreeing among detail experience exploring zoom

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

Revision ■ Student's Book, page 55

4) Choose the correct prepositions.

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

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

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

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

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

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

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

Will and going to

Will używamy, aby opisać:

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

Zdania twierdzące i przeczące

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

Pytania i krótkie odpowiedzi

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

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

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

Zdania twierdzące i przeczące

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

Pytania i krótkie odpowiedzi

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

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

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

- I think / she / pass the exam.

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

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

- When / Tess / become an actress?

- You / not believe it! _____

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

help like be enjoy not know not say
not leave rain

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

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

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



1 Ella _____ tonight.



2 Tom _____.



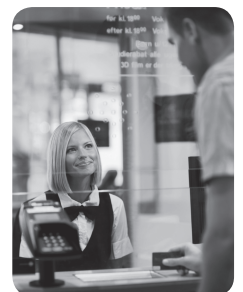
3 The students _____ soon.



4 We _____ in a few minutes.



5 Paula _____.



6 He _____
for this evening's show.

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

- I plan to buy their new album.

- Julia doesn't intend to say sorry.

- What are their plans for the summer?

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

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

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

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

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

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

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

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

Must, have to, need, can

Czasownika modalnego *must* używamy, aby wyrazić:

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

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

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

Czasownika modalnego *can* używamy, aby wyrazić:

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

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

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

Have to to używamy, aby wyrazić:

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

Zdania twierdzące i przeczące; pytania i krótkie odpowiedzi

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

Zdania twierdzące i przeczące; pytania i krótkie odpowiedzi

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

Zdania twierdzące i przeczące; pytania i krótkie odpowiedzi

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

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

Must i *have to* często stosuje się wymiennie.

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

I must read this book!

(Bardzo chcę przeczytać tę książkę.)

We have to read a lot of books at school.

(Nauczyciele każą nam je czytać.)

1) Write sentences from the prompts.

a MUST

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

2 students / not speak / during tests.

3 you / play your guitar / 6 am?

b CAN

4 we / make our presentations / on Tuesday?

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

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

c HAVE TO

7 Tom / be at home / by midnight?

8 she / study / this weekend.

9 they / not wear uniforms / at school.

d NEED TO

10 I / book the tickets?

11 we / inform everyone / about the show.

12 she / not know / about my plan.

2) Choose the correct options.

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

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

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

- It's time for Mark to start working hard.
Mark _____ working hard.
- Is it OK if I sing my own song at the concert?
_____ my own song at the concert?

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

At school: _____

At an art gallery: _____

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

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

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

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

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

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

Which text is

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

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

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

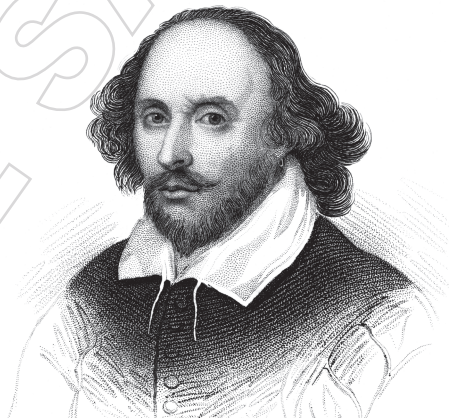
Text 1



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

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

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



Text 2

«previous

next»

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



Hi Mum,

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

Talk to you soon!

Love,
Ed

4) Match 1–6 with a–f.

- | | | |
|-----------------|--------------------------|-----------------|
| 1 interactive | <input type="checkbox"/> | a a performance |
| 2 perform one's | <input type="checkbox"/> | b greatest hits |
| 3 enthusiastic | <input type="checkbox"/> | c museums |
| 4 party | <input type="checkbox"/> | d on stage |
| 5 live | <input type="checkbox"/> | e reviews |
| 6 attend | <input type="checkbox"/> | f vibe |

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

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

Revision ■ Student's Book, pages 58–59

6) Unscramble the words to complete the sentences.

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



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

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



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

8) Complete the sentences with appropriate prepositions.

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

SPEAKING

arranging to go out

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

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

2) Complete the dialogue with appropriate words or phrases.

- Jake** Are you ¹ _____ on Saturday evening? Some friends and I are going ² _____ my brother's rock band's concert. Would you like to go with us?
- Eddy** Good ³ _____! I'd love to go. What time does it start? When ⁴ _____ we meet?
- Jake** It starts at 8 p.m., but how ⁵ _____ going out for a pizza first? It's right next to that new Italian restaurant, *Luigi's*. We could meet ⁶ _____ 5.
- Eddy** I'm ⁷ _____ I can't. That's a bit too early for me. Let's meet ⁸ _____ 7.30.
- Jake** That's ⁹ _____ by me.
- Eddy** Cool. ¹⁰ _____ you on Saturday.
- Jake** See you.

3) React to the prompts in English.

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

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

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

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

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

TEST IT! ⌚ 4 minuty

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

powody odrzucenia jego propozycji

inny pomysł na spędzenie czasu

termin spotkania

miejsce spotkania

Rozmowę rozpoczyna egzaminujący.

WRITING

a competition entry

5

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

gifted performed entertaining achievements
behalf / apply look forward / reply

- 1 I am waiting for your answer.

- 2 I am very good at singing jazz.

- 3 I am good at making people laugh.

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

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

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

2) Complete the competition entry using the prompts in brackets.

Dear Sir/Madam,

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

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

I believe I am a fairly talented photographer. My achievements include _____ (napisz, jakie masz osiągnięcia) **but** I've never taken part in an international competition before. Your competition is especially interesting for me **because** _____ (podaj powód Twojego zainteresowania).

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

Katie Forester

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

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

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

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

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

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

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

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

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

Hi Sara,

Guess what? I saw Dakota Johnson yesterday!

When I heard she was coming to the premiere of her new film I said 'I ¹ _____ go and see her!' The event was at 5 p.m., ² _____

I went to the cinema an hour beforehand to get a place close to the red carpet. Finally, limousines started arriving. One of them stopped right next to me. ³ _____

a moment a door opened and SHE stepped through it. I couldn't believe it! She was right there! She looked even better in real life than in the cinema on the ⁴ _____ screen! And when I called her name she looked right ⁵ _____ me!

And then she went in and I went home, but I was so excited that I couldn't ⁶ _____ to sleep until 2 a.m.! I'm sending you the picture!

Love,

M.



4) Find and correct a mistake in each sentence.

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

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

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

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

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

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

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

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

Rozumienie ze słuchu *Dobieranie* • Mówienie *Rozmowa z odgrywaniem roli* •
Znajomość środków językowych *Uzupełnianie minidialogów, Uzupełnianie dialogu*

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

This speaker

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

1	
2	
3	
4	

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

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

Student _____

(Wyjaśnij, dlaczego nie zgadzasz się z rozmówcą.)

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

Student _____

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

Examiner That's still too expensive for me.

Student _____

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

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

Student _____

(Wybierz jedną z opcji i uzasadnij swój wybór.)

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

Student _____

(Zaproponuj coś innego i zarekomenduj to miejsce.)

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

TEST IT! ⌚ 4 minuty

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

sposób spędzenia czasu

cena biletów

miejsce spotkania

jedzenie

Rozmowę rozpoczyna zdający.

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

1 X What time do you want to meet?
Y _____ 8 pm? The impro starts at 8.30.

2 X Would you like to go to this concert with me?
Y _____, I can't. I'm busy tonight.

3 X Tanya, _____ on Saturday?
Y Nothing yet. I'm free. Why?

4 X We _____ stay till the end if you don't like the show.
Y I don't. You're right, I'd like to go home.

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

1 X Have you seen the new play at the Good Theatre Company?

Y No, I read the reviews and I think _____ (*depressing*) for me.

- A it depressed
- B it's too depressing
- C I hate depressing plays

2 X We've been here since 3 pm and it's getting cold. It's time to go home, kids.

Y But this is the best part of the festival! _____ (*stay*) at least till the end of this concert?

- A Let me stay
- B How about staying
- C Can't we stay

3 X Would _____ (*see*) the *My city through my eyes* exhibition with me?

Y I'd love to. When?

- A you like to see
- B you let me see
- C you mind seeing

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

A Our school film festival was amazing this year.

B Well, it's not over yet. We ¹ _____ (*watch*) the last two films tonight, remember?

A Unfortunately, I've got something else to do.

B Oh, come on, what could be more important than this?

A My arts project. I haven't finished it yet and the deadline is in three days.

B But do ² _____ (*work*) on it tonight? It's the last night! They're planning some huge surprise. Please try to come. It's not as much fun if you're not there to talk to.

A OK, OK. I ³ _____ (*come*). Which film is your favourite so far?

B I ⁴ _____ (*decide*) between *Dark Images* and *Nothing Important*. They're different but both really good, so I don't know which to vote for. And you?

A I loved *Stay*. But I'm waiting for the last two to decide.

B OK, so ⁵ _____ (*meet*) at 6 pm in front of the school. We need to be there early to get good seats.

6

To spend or not to spend?

VOCABULARY shops and services • products • buying and selling

1) Choose the correct answers.

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

2) Complete the email with the names of shops.



Hi Paul,

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

First, we shopped for food.

We went to the ¹**b** _____ to get some bread and then to the

²**b** _____ to buy some meat for dinner. We also visited the ³**c** _____ to get some medicine for dad and went to the ⁴**n** _____ to get some magazines for my sister.

Finally, we ran to a ⁵**f** _____ to buy some roses for aunt Lucy – it was her birthday yesterday. We were about to go back home when mum realised she had nothing to wear for aunt Lucy's party. And that's when it started! Mum was running from one ⁶**c** _____ to another looking for a dress. Once she had bought one, it turned out she needed a new pair of sandals to go with it, so we visited three ⁷**s** _____. Can you believe it?

Luckily, mum saw how bored I was and took me to the ⁸**s** _____ to get me a new bike lock to cheer me up. Still, I came home exhausted! That's why I didn't call last night.

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

See you at school,

Mike

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

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

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

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

5) Complete the text with the prepositions below.

at by on off for in

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

Vocabulary challenge! » Student's Book, page 111, UNIT 6, ex. 1

6) Complete the sentences with appropriate words.

- If we want to book first minute holiday, we'd better go to the _____ soon.
- I wonder which hairdresser's she goes to. She always has a perfect _____.
- Could you go to the post office and _____ these parcels for me, please?
- The _____ came yesterday, but he didn't manage to fix the pipes.
- Mum sent dad to the _____ to get some new glasses.
- I got a letter from the bank saying I have to open a new _____.

7) Write 2–3 sentences to answer the questions.


When was the last time you

- went shopping?

- couldn't afford to buy something you wanted?

- found a real bargain?

1> Read the text and choose the correct answers.



Shopping online

«previous next»

I shop online quite often – mainly for clothes, but sometimes for food too. It saves a lot of time, because you don't need to go out and take a bus to the city centre. Even if you decide to buy something rather expensive, you never buy anything you don't really need. I must say I've never had any problems. Once they delivered a pair of jeans two days later than I expected, but I didn't mind waiting. The shop emailed me to say sorry and offered me a discount on my next pair of jeans.

Claire 👍 3 💬 1

- 1 What does the girl think about shopping online?
 - a It's faster.
 - b It's cheaper.
- 2 When the order took more time than usual, the girl
 - a didn't want to pay full price for them.
 - b didn't mind at all.

2> **MP3 13** Listen to four short texts and choose the correct answers.

- 1 Bea warns her grandmother not to
 - a click on the wrong department.
 - b do her shopping too quickly.
 - c buy things that are too expensive.
- 2 You can buy products from this shop online when
 - a the shop is no longer open.
 - b you spend at least £20.
 - c you don't want to return them.
- 3 Eva is unhappy, because the shoes she'd ordered
 - a were not in the sales.
 - b came in a different colour.
 - c arrived too late.
- 4 In the programme you can
 - a learn how to make a complaint.
 - b recommend a shopping website.
 - c express your opinion about shopping online.

3> Match the words below with their definitions.

checkout department item store survey

- 1 another word for a shop _____
- 2 a set of questions you ask a group of people _____
- 3 the place where you pay in a supermarket _____
- 4 a product _____
- 5 a section in a shop with the same type of product _____

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

- 1 I've recently taken part in a _____ about shopping habits.
- 2 How many _____ have you ordered?
- 3 There were so many people at the _____, that I decided not to wait.
- 4 Excuse me, where is the shoe _____?
- 5 Dad went to a DIY _____ to get some paint and nails.

Revision ■ Student's Book, page 67

5> Is the meaning of the sentences similar (✓) or different (x)?

- 1 a They sent the order on Friday.
- b They delivered the order on Friday.
- 2 a I returned the shoes two days later.
- b I took the shoes back two days later.
- 3 a The watch was broken, so they transferred the money I'd paid for it to my account.
- b The watch was broken, so they refunded the money.
- 4 a I haven't ordered anything.
- b I didn't pay for anything.

6> Complete the sentences with the missing words.

- 1 There is a huge parcel waiting for you in the hall. How many CDs did you o_____?
- 2 I hope they'll d_____ the book before Friday, so that I can read it over the weekend.
- 3 You don't need an online a_____ to shop on this website.
- 4 You've got 30 days to r_____ the items without giving any reason.
- 5 I wanted the shop to r_____ the money but they only agreed to exchange the product.

7> Complete the text with appropriate prepositions.

It took me a long time to save up ¹_____ that tablet! I really wanted to have one and I was prepared to spend a fortune ²_____ it. I ordered it online as it was cheaper. I didn't have enough money, so dad agreed to pay ³_____ it ⁴_____ credit card. It arrived ⁵_____ post three days later, but when I opened the parcel it turned out that the screen was broken. I complained ⁶_____ it immediately and I wanted to return it ⁷_____ the suppliers that same day. Unfortunately, it wasn't so easy ...

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

- 1 The one thing I love about shopping online is _____.
- 2 What I particularly dislike about going shopping is _____.

Comparatives and superlatives + *as ... as, too, enough*

Przymiotniki odpowiadają na pytania: *jaki? jaka? jakie?*:

It's an expensive shop. I'm tired.

Stopniowanie przymiotników służy do wyrażania porównań.

Przymiotniki stopniujemy według poniższych zasad:

	Stopień wyższy	Stopień najwyższy
Przymiotniki jednosylabowe		
<i>long</i>	+ <i>er</i> <i>longer</i>	+ <i>est</i> <i>the longest</i>
Przymiotniki wielosylabowe		
<i>expensive</i>	<i>more</i> <i>more expensive</i>	<i>most</i> <i>the most expensive</i>
Przymiotniki nieregularne		
<i>good</i> <i>bad</i> <i>old</i>	<i>better</i> <i>worse</i> <i>older / elder</i> (sister, brother etc.)	<i>the best</i> <i>the worst</i> <i>the oldest / eldest</i> (sister, brother etc.)

Pamiętaj o następujących zasadach ortograficznych:

- Jeśli przymiotnik jest zakończony pojedynczą samogłoską przed pojedynczą spółgłoską, podwajamy ostatnią literę:
big – bigger – the biggest.
- Do przymiotników zakończonych na *-e* dodajemy *-r, -st*:
fine – finer – the finest.
- W dwusylabowych przymiotnikach zakończonych na *-y, -y* zamieniamy na *-i* i dodajemy końcówkę *-er* lub *-est*:
funny – funnier – the funniest.

Uwaga!

Przed przymiotnikami w stopniu najwyższym stawiamy *the*:

This is the most expensive laptop in the shop.

Gdy porównujemy dwie osoby, rzeczy lub zjawiska, stosujemy *than* (niż): *English is easier to learn than Chinese.*

Grammar challenge! » Student's Book, page 111, UNIT 6

Przymiotniki możemy też stopniować, używając *less* (mniej) i *the least* (najmniej):

This book is less interesting than the one I read last week.
Jack is the least shy person in our class.

Najczęściej stosowane konstrukcje z przymiotnikami to:

- *as + przymiotnik + as* (tak jak):
Ann is as tall as her mother.
(Anna jest tak wysoka jak jej mama.)
- *too + przymiotnik* („zbyt“):
The price was too high. (Cena była zbyt wysoka.)
- *(not) + przymiotnik + enough* [(nie) dość, (nie) wystarczająco]:
The bag wasn't big enough, so I took it back.
(Torba nie była wystarczająco duża, więc ją oddałem/oddałam.)

1) Complete the table with the correct form of adjectives.

Adjective	Comparative	Superlative
loud		
	drier	
		the fastest
	smaller	
hot		
bad		
		the wisest
tiring		
rainy		
		the most polluted

2) Write adjectives in the same form (comparative or superlative) but with an opposite meaning. Use the words below.

cheap slow serious dangerous old late
cold happy

- faster _____
- sillier _____
- more expensive _____
- sooner _____
- the saddest _____
- the warmest _____
- the youngest _____
- the safest _____

3) Look at the pictures of three laptops and complete the email with the correct form of the adjectives in brackets.



Jake,

I want to buy a new laptop but I can't make up my mind.

There are three models I'm interested in. The first one is definitely ¹ _____ (*cheap*) than the other two.

Unfortunately, it is also ² _____ (*big*)

and ³ _____ (*old*) of all. The second one is

⁴ _____ (*expensive*) than the first one, but also

⁵ _____ (*modern*). It looks like a ⁶ _____

(*good*) choice, but the problem is it's got an operating

system I've never used before, so it will be ⁷ _____

(*difficult*) to work on. The last laptop is obviously

⁸ _____ (*good*) in quality, but as you can see the price

is ⁹ _____ (*high*) than I can afford, so I would have to

save up for another month or so. Any advice?

Clara

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

- No castle in Poland is older than this one.
It's _____ Poland.
- This test is easier than the last one.
The last _____ this one.
- I've never met a lazier person than Ted.
Ted is _____ met.
- There is no girl at our school more beautiful than Fiona.
Fiona _____ at our school.
- I like shopping for clothes more than shopping for food.
Shopping for clothes is _____ shopping for food.

Grammar challenge! » Student's Book, page 111, Unit 6, ex. 1

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

- It's _____ (*najmniej kosztowny*) computer model in the shop.
- Don't worry! The document you lost _____ (*jest mniej ważny niż*) this one.
- I don't _____ (*znam nikogo mniej zainteresowanego*) in studying than Dean.
- It's _____ (*najmniej interesująca książka*) we had to read this school year.
- The day of the trip _____ (*był najmniej ekscytującym dniem*) of the holidays.
- _____ (*Jestem mniej zadowolona*) with the products I ordered than last time.

6) Put the words in the correct order to make sentences.

- the hotel in Greece / as / this hotel / comfortable / isn't / as / .

- cars / as / planes / as / safe / aren't / .

- isn't / busy / he / as / Peter / yesterday / as / was / .

- Susan / as / was / tired / I / as / was / .

- as / she / as / happy / I / isn't / expected / .

7) Complete the email with appropriate words.

Lisa,

I've just come back from Park Galleria. I must say it's not much better ¹ _____ the old shopping centre. It's bigger and ² _____ modern, that's for sure, but there aren't ³ _____ many clothes shops as in the Big Mall. Also, the parking places aren't big ⁴ _____ – my mum found it really difficult to park the car. OK, the place is not as bad ⁵ _____ you may now be thinking. The staff is friendlier ⁶ _____ in the Big Mall and the design is ⁷ _____ impressive, perhaps even ⁸ _____ fancy for me.

Anyway, I hope we can go there together next week.

How about Thursday?

Let me know,

Beth

Relative clauses

Zdanie przydawkowe (odpowiadające na pytania: *jaki? który?*) zawierają istotną informację o rzeczowniku w zdaniu głównym, bez której zdanie to nie byłoby logiczne i sensowne. W zdaniach przydawkowych używamy następujących zaimków względnych:

- who / that** – w odniesieniu do osób:
I met a man who won the lottery last year.
- which / that** – w odniesieniu do rzeczy:
I've got an old camera which still takes very good pictures.
- where** – w odniesieniu do miejsc:
They took us to a shop where you can buy hand-made jewellery.
- whose** – aby określić, do kogo należy jakaś rzecz:
I saw a TV programme about a man whose wife spent all their money on shoes and clothes.

Zamiast zaimka **where** można użyć **which / that ... + in**.

W zdaniach z zaimkiem **where** nie używamy **in**:

This is the village which I grew up in.

or *This is the village where I grew up.*

Uwaga!

W zdaniach przydawkowych możliwe jest opuszczenie spójników: **who / which / that**, jeśli pełnią one w zdaniu funkcję dopełnienia, np.:

Can I see the phone (which / that) you bought last week?

(**which / that** = dopełnienie).

Zaimka względnego nie można pominąć, jeśli jest on podmiotem zdania podrzędnego: *That's the woman who drives that red Porsche.*

(**who** = podmiot)

1) Choose the correct relative pronouns. In three sentences both answers are correct.

- Do you know the man **which / that** was talking to Mary in the corridor?
- These are the people **who / which** have won the lottery.
- There is a boy here **which / whose** parents are diplomats.

- The documentary **which / that** you told me to watch yesterday was excellent.
- This is the restaurant **which / where** we first met. Do you remember?
- We still do not know the name of the person **who / that** sent the message.
- The man **that / who** is giving a lecture tonight owns a chain of toy shops.

2) Underline the relative pronouns that can be left out.

- 1 The writer that I told you about has sold over 5 million books already.
- 2 That's the cosmetic brand whose products are all natural.
- 3 The girl who gave me this bracelet is my best friend.
- 4 The house which we bought was in a very bad condition.
- 5 The photos which I saw online were not the same as the product I received.
- 6 Let's meet in a place where we can talk in private.
- 7 I'm waiting for the students who promised to help me.

3) Complete the text with appropriate relative pronouns.



In the picture, I can see a man and a woman ¹ _____ are probably a couple and ² _____ smile suggests that something exciting has happened. The man is shaking hands with another man ³ _____ is wearing a suit. It seems that the couple has just bought the house ⁴ _____ we can see in the background. The man ⁵ _____ sold it to them might be a real estate agent. The house is elegant and has a garden so the neighbourhood ⁶ _____ they're going to live is probably in nice suburbs. I think this is the day ⁷ _____ they have been waiting for for a long time. They hope this is the house ⁸ _____ their children will grow up in.

4) Write sentences with defining relative clauses, using the information below.

- 1 This film is about a mad scientist. His experiments get out of control. _____
- 2 The car crashed into a group of people. They were walking on the road. _____
- 3 Pete has got a job. It involves opening bank accounts for people. _____
- 4 Monica stayed at a hotel. It offered excellent service. _____
- 5 This is the lake. I used to swim there as a child. _____
- 6 The channel will earn a lot of money from commercials. It will show the concert live. _____

5) Find and correct mistakes in the sentences below. Two sentences are correct.

- 1 I'd like to book a room in the hotel where I stayed in three years ago. _____
- 2 Look for your bag in the classroom that you had the last lesson in. _____
- 3 This is the bookshop which we can buy books and magazines in foreign languages. _____
- 4 Where is the piggy-bank in which he keeps his money? _____
- 5 Let's meet in the shopping centre in where we bought the present for Elena. _____

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

- 1 I don't like online shops which _____.
- 2 The author whose book I like best is _____.
- 3 The game that I find very entertaining is _____.
- 4 It would be great to spend my next holidays in a place where _____.

7) CUMULATIVE GRAMMAR Complete the second sentence so that it means the same as the first one. Use the words given.

- 1 The red dress is more expensive than the white one. **NOT AS ... AS**
The white dress _____ the red one.
- 2 This painter's works are very expensive. **PAINTER**
This is the _____ very expensive.
- 3 The dress is £15 and the T-shirt is only £5. **THAN**
The T-shirt _____.
- 4 They sent me a package containing only half of my order. **WHICH**
The package _____ only half of my order.
- 5 I've never seen a more exciting film in my life! **THE**
This is _____ in my life.
- 6 We came one hour earlier so the shop was still closed. **TOO**
We _____ still closed.
- 7 This brand of coffee is too weak for my dad. **ENOUGH**
This brand _____.
- 8 He told me to meet him in the office where he used to work. **IN**
He told me to meet him in the office _____.
- 9 All the other armchairs were more comfortable than this one! **THE**
This armchair _____!
- 10 The necklace costs 200 zlotys. The earrings 110. The bracelet is only 45. **THAN**
The bracelet _____.

1) Match the words with the definitions. If necessary, use a dictionary to help you.


- | | | |
|--------------|--------------------------|--|
| 1 outfit | <input type="checkbox"/> | a a reduction in the price of something |
| 2 misleading | <input type="checkbox"/> | b clothes that you wear together, usually because they match |
| 3 delivery | <input type="checkbox"/> | c making you believe something that is not true |
| 4 charge | <input type="checkbox"/> | d bringing products to a place |
| 5 discount | <input type="checkbox"/> | e ask somebody to pay for something |

2) Read the following three texts and choose the correct answers.

Text 1

Hi Di,

I've just got some awesome shoes! For only £10! I found this online shop with fantastic bargains a few months ago and I can't believe their prices – they're the lowest I've ever seen! I never shop anywhere else now! I know what you're thinking – buying in such shops is risky because you can **get cheated** or the pictures can be misleading. And you may be right. Remember that dress that was too big for me? But that was a different shop. This one has such great prices that, in the end, I always decide to take the risk. Here's a pic of me and my new shoes!



What do you think?

Hugs,
Gina

- 1 This text is about
- two friends going on a shopping trip.
 - the reasons why the author likes this shop.
 - a decision Gina's made about shopping online.

Text 2

VISIT OUR NEW ONLINE SHOP!
FASHION FINDS OFFERS A NEW WAY TO SHOP!

- wider choice than in any other shop
- famous brands and new designers
- search by size, colour, brand, type of clothing or price
- the lowest prices, the best **quality** – guaranteed
- free delivery
- 48 hours to return the product – **free of charge**
- live chat with fashion consultants
- mix and match app that puts outfits together
- upload your picture and see yourself in our clothes before you buy them



- 2 Customers of this online shop can
- get help in creating a combination of clothes that look good together.
 - have a chat with famous fashion designers.
 - browse a picture gallery of satisfied customers.

Text 3

As teenagers we buy more things online than any other age group. Of course, it's the easiest way to shop – you see the pictures and other people's opinions, you compare the prices – what can go wrong? Well, for one thing – those reviews can be **fake**. Don't trust anything too enthusiastic! Some online shops offer discounts to their customers for posting positive comments. Others simply write their own reviews. So, be critical! And when you compare the prices – watch out for the **hidden costs**, such as extra fees for **paying** by credit card or **on delivery** ...

- 3 The author of this article wants to
- discourage young people from shopping online.
 - warn shoppers against some of the tricks used by online shops.
 - review some popular online shops.

3) Read the texts on page 59 again. Match the words in bold with their Polish equivalents below.

- 1 nieprawdziwy _____
- 2 zostać oszukanym _____
- 3 bezpłatnie _____
- 4 jakość _____
- 5 ukryte koszty _____
- 6 płacić przy odbiorze _____

4) Complete the sentences with words from exercise 3.

- 1 I _____ by a dishonest online shop owner, so I complained and got my money back.
- 2 You can exchange anything you buy here free _____.
- 3 You can pay for your order when you make it or on _____.
- 4 The website offering cheap computers for sale was _____ – they took people's money but didn't send them anything.
- 5 I always buy electronic equipment of the highest _____.

Revision ■ Student's Book, pages 70–71

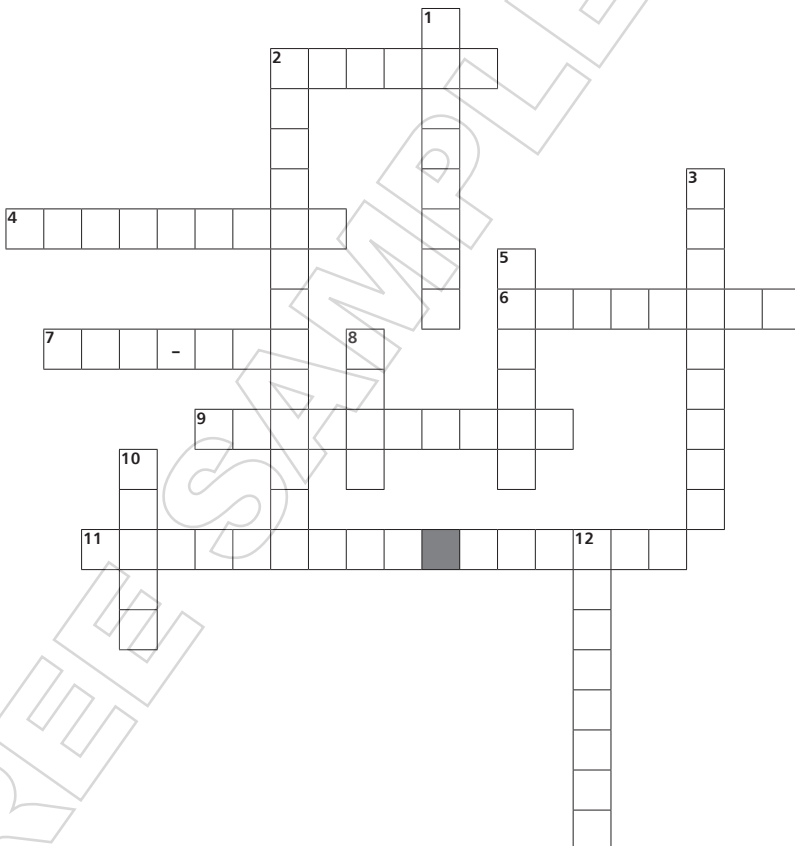
5) Do the crossword.

Across

- 2 podobać się
- 4 plakat reklamowy dużych rozmiarów
- 6 ulotki
- 7 reklamy w formie wyskakujących okienek
- 9 reklama (w telewizji)
- 11 chwyt marketingowe

Down

- 1 kampania (reklamowa)
- 2 reklama
- 3 reklamować
- 5 hasło reklamowe
- 8 darmowy (np. upominek)
- 10 marka
- 12 konsument



6) Complete the sentences with the missing words.

- 1 In the European Union a _____ g cigarettes on TV is illegal, because it encourages people to do something unhealthy.
- 2 A lot of people complain about the number of b _____ s that cover the buildings in the city because they think they make it look ugly.
- 3 Don't you hate it when a _____ y slogan gets into your head and refuses to go away?
- 4 The latest commercial of this _____ r _____ d of sportswear is the funniest video I've ever seen.
- 5 During the summer Tom's going to _____ v _____ flyers in the streets to earn some money.
- 6 I prefer to watch films on Blue Ray because the _____ m _____ on TV irritate me.
- 7 If you don't want to see the _____ -u_____ adverts on the Internet you can install a special program which stops them.
- 8 Sweets are often sold in very colourful packaging because the colours _____ p _____ l to children.



Vocabulary challenge! » Student's Book, page 111, UNIT 6, ex. 2, 3

7) Complete the sentences with the words below. Use each word twice.

clip company gift market

- 1 This car model is very popular on the Polish _____.
- 2 Have you seen the _____ for Ed Sheeran's latest song?
- 3 I don't know how you can see anything when your hair covers half of your face – why don't you use a _____ to keep it out of your eyes?
- 4 Steve Jobs set up his _____, Apple, when he was 21 years old. He had a real _____ for guessing what people need.
- 5 The tablet my parents bought me for my birthday was the best _____ I've ever been given – it's practical but also has many fun apps – I love it!
- 6 The vegetables at my local _____ are much cheaper and much fresher than the ones at the supermarket.
- 7 Why don't we invite Sara to come with us? I love her _____ – she's the funniest person I know.

SPEAKING

in a clothes shop

1) Complete the dialogue with appropriate words.

Shop assistant Good afternoon.
How can I ¹ _____ you?

Customer Good afternoon. I'm looking for a shirt I could wear for an important exam.

Shop assistant Are you looking for any particular colour or style?

Customer No, but I think it should be elegant and probably white or light blue.

Shop assistant And ² _____ about light pink like this one? They are very fashionable right now.

Customer Oh, I'm afraid I'm not a huge follower of fashion. Have you got ³ _____ more classic?

Shop assistant How ⁴ _____ this one then?

Customer That looks just right. Could I try it ⁵ _____, please?

Shop assistant What ⁶ _____ are you?

Customer I'm a 16.

Shop assistant Here you ⁷ _____.
The ⁸ _____ room is over there.

2) Choose the correct option to complete these shopping dialogues.

- W sklepie z ubraniami sprzedawca chce Ci podać marynarkę i pyta Cię o twój rozmiar. Co odpowiesz?
A These trousers are too small.
B I'm a 27.
C I think this suits me.
- Zapytaj w sklepie, ile kosztują okulary słoneczne.
A Will these glasses fit me?
B Can I pay for these glasses by credit card?
C How much are they?
- Pracujesz w sklepie i chcesz poinformować klientkę, że bluzka jest na promocji.
A We have some of these blouses on sale.
B We have this blouse in different sizes.
C I think this blouse is perfect for such an occasion.
- Chcesz przymierzyć sweter. Zapytaj sprzedawcę, czy możesz.
A How can I help you?
B Do you think the blue sweater suits me?
C Could I try it on, please?

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

TEST IT! ⌚ 4 minuty

Wybierasz się na urodziny koleżanki, które odbędą się w modnym klubie, i potrzebujesz odpowiedniego, ale niedrogiego stroju. W rozmowie ze sprzedawcą w sklepie odzieżowym porusz poniższe cztery kwestie.

interesujące Cię
części garderoby

rozmiar i kolor

dodatki

przedział
cenowy

Rozmowę rozpoczyna egzaminujący.

WRITING

a product review

6

1) Choose the correct words or phrases.

- That / Which / What* I like about my new keyboard is that it helps you learn how to play more than 100 melodies.
- Next / Second / Another* good thing is that it can imitate many instruments.
- Unfortunately, the guitar and the saxophone are *not as / not enough / not that* good as I was hoping they would be.
- The biggest disadvantage *is that / which is / it has* it is too big for my room, so it is kept in the living room.
- It may be *suitable / matching / pleased* not only for people who are beginners, but also for more advanced learners.
- I would recommend it *at / to / with* everybody.
- I'm really pleased *about / with / in* it.

2) Choose a suitable ending for each sentence. Then give reasons to support your answer.

- I bought this phablet because
- I needed something bigger than my phone.
I bought this phablet because I needed something bigger than my phone. I love watching films on the train on my way to school and it's got a screen which is big enough to do that.
 - I love new gadgets.
- I bought my new bike
a in a specialist bike shop. b online.
 - I decided to buy this e-reader because
a it's got a big display.
b it gives access to many ebooks.
 - The only problem with my MP3 player is
a the sound quality. b the menu.
 - I would recommend this tablet to people who think that ... is the most important factor.
a price b size
That's because _____.

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

TEST IT! Niedawno kupiłeś/kupiłaś nowy sprzęt sportowy, z którego nie jesteś zadowolony/zadowolona. Napisz jego recenzję (100–150 słów) na forum użytkowników tego typu sprzętu i:

- napisz, gdzie dokonałeś/dokonałaś zakupu i dlaczego wybrałeś/wybrałaś ten sklep;
- wyjaśnij, jakie cechy sprzętu zachęciły Cię do jego kupna;
- opisz, co Cię w nim rozczarowało;
- zapytaj innych użytkowników forum, czy ktoś ma ten sam sprzęt i jakie są ich opinie na jego temat.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

1) Put the words in the correct order to make sentences. Use the correct comparative form for the adjectives where necessary. The first and the last words are in the right places.

- he / to buy / not / enough / is / rich / such a car.

- online shopping / used to / popular / than / it / is / be.

- this computer / expensive / not / is / as / as / that one.

- this / the / in / shopping centre / is / big / our city.

2) Read the text and choose the correct answers.



Many people say that shopping online is the best way to shop. They argue that if you ¹ _____ afford something in a regular shop, you should search for it online because it's almost certain that you'll find it there for a much ² _____ price. However, online shopping can be as problematic as any other type of shopping. You can't touch the product before you buy it, so once you get it, it may turn out to be ³ _____. For example, when you buy clothes, the colours are often not ⁴ _____ as they seemed on the screen. Also the size might not fit you. I mean not all sizes M are exactly the same. That's especially true for people ⁵ _____ figure might be slightly different than the standards of your size. Those of you who are a bit shorter or have smaller waists or more muscular thighs or shoulders know what I'm talking about. In that case, you have to go through the process of returning it. Normally, you'd just go to the shop but here, you have to pack it, send it back and then wait for your money, so it's a bit more complicated. Another problem is that you can only pay ⁶ _____ credit card or money transfer. Many teenagers don't use them, so they must ask somebody who does to help them.

- | | | |
|--------------------|-----------------|--------------|
| 1 a haven't | b don't | c can't |
| 2 a low | b lower | c lowest |
| 3 a unsatisfactory | b dissatisfied | c satisfying |
| 4 a too bright | b much brighter | c as bright |
| 5 a which | b whose | c who |
| 6 a by | b on | c for |

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

- Let's stop at the sports shop, I need a new pair of _____. This team has had four _____ so far but none of them was as good as this one.
a trainers b coaches c shoes
- Please buy some milk on the way home. It _____ out last night. She looked at her watch and _____ out of the room.
a went b got c ran
- These books are on special offer – buy one, get one _____. Excuse me, is this chair _____? Can I sit here?
a off b free c taken

- I'd like to complain because I _____ a black phone and you sent me a pink one. The doctor _____ the patient to stay in bed for a few days.
a asked b ordered c took
- She's saving money _____ a new coat. How would you like to pay _____ it?
a for b on c with

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

book spend excite less bad get search market

Finally, the summer is almost here and it's time to go on holiday! This has been the ¹ _____ year of my life! First I broke my leg and then I had a car accident and my car couldn't be repaired. So, my husband said I needed something special to cheer me up. For example, a holiday in a four-star hotel in Greece! I'm so ² _____! We have ³ _____ the hotel already – it's called The Olympus. Of course, staying in four-star hotels isn't cheap. The Olympus is the ⁴ _____ expensive one we found, but it still costs a lot. Now I am reading as much as possible about the local places of interest. I want to know where to go sightseeing or where to find some ⁵ _____ nearby which sell Greek food and souvenirs. I love shopping in such places! Oh, and I am ⁶ _____ a haircut tomorrow – I want to look good on my holidays.

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

- This smartphone _____ (*nie jest wystarczająco szybki*) for me, do you have anything faster?
- The food is much tastier now because the man _____ (*który jest nowym właścicielem*) of this restaurant is a real Italian.
- Your order _____ (*przyjdzie pocztą*) within the next three days.
- If you are satisfied with the hotel _____ (*w którym się zatrzymałeś*), please let other tourists know that by posting a review on our travel website.
- If you want to get a credit card, _____ (*musisz otworzyć konto*) in our bank first.
- I'm going to the post office now, so _____ (*nadam tę paczkę*) for you if you want me to.
- This model _____ (*jest mniej popularny niż*) the older one, because it often breaks down.

1) Read the text in exercise 2 and answer the questions.

- 1 When is Black Friday?

- 2 Do people work on that day?

- 3 What do people do?

2) **TEST IT!** Przeczytaj tekst. Uzupełnij w e-mailu luki 1–5 zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.

Black Friday SALE

America has thousands of shopping centers (called 'malls'), where people of all ages come not just to shop but to hang out, eat and socialize. Shopping is one of America's most popular

pastimes and there are a few days during the year when more people go shopping than on any other day of the year. One such day is Black Friday. This is the Friday after Thanksgiving – one of the most important American holidays, which falls on the fourth Thursday of November. Thanksgiving symbols include pumpkins and turkeys and they decorate shops throughout November. Black Friday, however, is the first day of the Christmas season. During the night, shop decorations are changed from Thanksgiving decorations to Christmas trees and Santa Clauses. And when the morning comes, everyone in America goes shopping. Why? First of all, Black Friday is a day off. Also, shops have huge sales which are advertised everywhere. Shops play Christmas songs and offer you lower prices on almost everything. Many of them open early, some as early as midnight, to give customers more time to find the best bargains. And to buy more things, of course. Statistics show that these marketing tricks work. Besides the Saturday before Christmas and Valentine's Day, Black Friday is the day when Americans spend the most money on shopping.

Pola,

znalazłam ten artykuł, o którym Ci mówiłam. Mam nadzieję, że przyda Ci się do prezentacji o Świącie Dziękczynienia. Black Friday to nie tylko samo święto, ale także część długiego weekendu świątecznego. Ludzie spędzają go głównie w centrach handlowych, bo nie wiem, czy wiesz, że dla Amerykanów są to miejsca, w których robią zakupy, ale też jedzą i ¹_____. Black Friday jest dniem wolnym i jest ²_____ okresu bożonarodzeniowego. Dosłownie wszędzie są reklamy ³_____, a niektóre sklepy otwierają się już ⁴_____. Dlatego Black Friday to jeden z ⁵_____ dni w roku, kiedy Amerykanie wydają najwięcej pieniędzy. Fajnie byłoby kiedyś pojechać do Stanów i to zobaczyć! Więcej szczegółów znajdziesz w artykule.

Powodzenia!

A.

3) Describe the picture and answer the three questions.

TEST IT! ⌚ 3 minuty



- 1 Why are all these people standing in line?

- 2 Do you like shopping in big shopping centres?

- 3 Describe the time when you bought something that was a real bargain.

4) Find and correct a grammatical mistake in each sentence.

- 1 These headphones blocks out all external sounds.

- 2 They also promise you best bass sounds on the market.

- 3 The colours on the screen do not look as bright like I had hoped. _____
- 4 The computer is more slower than I read in the adverts.

- 5 I've decided keep the headphones because they have the coolest colour and design. _____
- 6 Sound quality is the more important for me, so I need something that sounds better. _____
- 7 I think I'm going return this MP4 player.

5) Read the instructions and do the task. Use the phrases from exercise 4 to help you.

TEST IT! Zachęcony/Zachęcona reklamą, kupiłeś/kupiłaś nowy sprzęt elektroniczny. Niestety, sprzęt nie do końca jest taki, jak obiecywała reklama. Napisz list (100–150 słów) do kolegi z USA i:

- wyjaśnij, co obiecują reklamy;
- opisz różnicę między reklamami a rzeczywistością;
- poinformuj, czy i dlaczego postanowiłeś/postanowiłaś produkt oddać lub zatrzymać;
- napisz, komu poleciłbyś/poleciałabyś ten sprzęt.

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

Hi Max,
How are you? Here's my news.

That's all for now.
XYZ