

All Clear ✓

Workbook

Olivia Johnston
Catherine Smith

klasa **8**

Dostęp do strony *Culture Watch*

Aby uzyskać dostęp do filmów kulturowych do podręcznika **All Clear** klasa 7, skorzystaj z poniższej instrukcji.

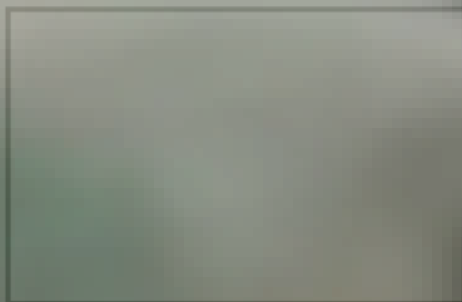
- 1 Wejdź na stronę **<http://culturewatch.macmillan.com/login.html>**
- 2 Kliknij **Click here to activate your code.**
- 3 Wpisz kod z poniższej ramki (**Access code**) oraz przepisz podany na stronie kod zabezpieczający.
- 4 Kliknij **Continue**, a następnie **Register new account**.
- 5 Wypełnij formularz rejestracyjny.
- 6 Kliknij **Continue**, a następnie **Confirm**.
- 7 Aby zakończyć rejestrację i wejść na stronę, kliknij **Enter**.

Do logowania używaj nazwy użytkownika (**Username**) oraz hasła (**Password**) podanych podczas rejestracji.

Dostęp do strony ważny jest przez 12 miesięcy od momentu aktywacji kodu.

Wszystkie zgłoszenia problemów technicznych prosimy kierować na adres: **helpdesk@macmillan.pl**

Twój kod dostępu do strony *Culture Watch*:



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Starter unit

Vocabulary

Revision

1 Circle the odd word out in each group.

- 1 apple picture bread meat
- 2 history maths teacher science
- 3 car bus train bedroom
- 4 theatre the news soap opera chat show
- 5 cough leg headache sore throat
- 6 flute drums hip hop keyboards
- 7 middle over under up
- 8 amazing terrifying red enormous
- 9 washing up soundtrack plot screen

2 Add a word to each group in exercise 1.

- | | |
|-----------------|---------|
| 1 <u>cheese</u> | 6 _____ |
| 2 _____ | 7 _____ |
| 3 _____ | 8 _____ |
| 4 _____ | 9 _____ |
| 5 _____ | |

Jobs

3 Circle the correct words.

- A journalist / lab technician works for a newspaper.
- 1 A **police officer** / **researcher** helps people and catches criminals.
 - 2 A **firefighter** / **lawyer** is someone who is an expert in legal questions.
 - 3 A **postal worker** / **politician** brings letters to people's homes.
 - 4 Picasso was a **doctor** / **an artist**. He painted many amazing pictures.
 - 5 An **electrician** / A **mechanic** installs or repairs electrical equipment.

Character adjectives

4 Complete the sentences with the correct word in brackets.

- Maria is very generous. She always buys people lovely birthday presents.
(generous / selfish)
- 1 My brother is _____.
He doesn't like talking to new people.
(shy / confident)
 - 2 Josh is _____. He does lots of sport and other activities.
(lazy / energetic)
 - 3 Why is Olly always so _____?
He should smile and laugh a bit more.
(funny / serious)
 - 4 I think Izzy is _____. She never tells lies and I trust her.
(honest / dishonest)
 - 5 Dad is usually very _____.
He likes reading the paper on his own.
(talkative / quiet)

Classroom language

5 Complete the questions with the words in the box.

borrow mean pronounce say spell

- Q: How do you say *dom* in English?
A: House.
- 1 Q: Can I _____ your pen?
A: Sorry, I'm using it.
 - 2 Q: How do you _____ *cough*?
A: I'm not sure but I think it's /kɒf/.
 - 3 Q: How do you _____ it?
A: C-O-U-G-H.
 - 4 Q: What does *boiling* _____?
A: Here's a dictionary. Let's look it up.

Grammar

Present continuous

- 1 Complete the dialogue with the present continuous form of the verbs in brackets.

Toby Hi, Liam!

Liam Hi, Toby.

Toby What ⁽¹⁾ are you doing (you / do) at the moment? ⁽²⁾ _____ (you / use) your bike?

Liam No, Josh and I ⁽³⁾ _____ (stay) at home today. We ⁽⁴⁾ _____ (watch) the match on TV at the moment. It's great. United ⁽⁵⁾ _____ (win).

Toby What ⁽⁶⁾ _____ (Dad / do)?

Liam He ⁽⁷⁾ _____ (make) lunch. Anyway, Toby, you can use my bike.

Toby Maybe I'll watch TV with you and Josh.

Liam OK.

Present simple and continuous

- 2 Circle the correct words.

My name's Oliver Riley and ⁽¹⁾ **I'm living** /

I live in Camden

Town in north London.

Camden is a great area

of London. I ⁽²⁾ **love** / **is**

loving it. At weekends

a lot of tourists

⁽³⁾ **come** / **are coming**

to Camden because of

its famous market. It's

Saturday today and ⁽⁴⁾ **I'm watching** / **I watch**

the market from my window. I can ⁽⁵⁾ **seeing** /

see a lot of tourists. Two girls ⁽⁶⁾ **look** / **are**

looking at some earrings and their boyfriends

⁽⁷⁾ **are taking** / **take** photos of the canal.

I can't go out to the market today because

⁽⁸⁾ **I'm doing** / **I do** my homework. ⁽⁹⁾ **I always get** /

I'm always getting a lot of homework. It's awful!



Question words

- 3 Circle the correct words.

1 **Who** / **What** is your favourite film star?

2 **How** / **Why** do you like him or her?

3 **Where** / **When** does your best friend live?

4 **When** / **How** is your mother's birthday?

5 **What time** / **What** does school finish?

6 **Where** / **How** do you get home after school?

7 **What** / **Who** is your favourite TV programme?

8 **Which** / **What time** book are you reading at the moment?



- 4 Answer the questions in exercise 3 for you.

My favourite film star is Daniel Craig.

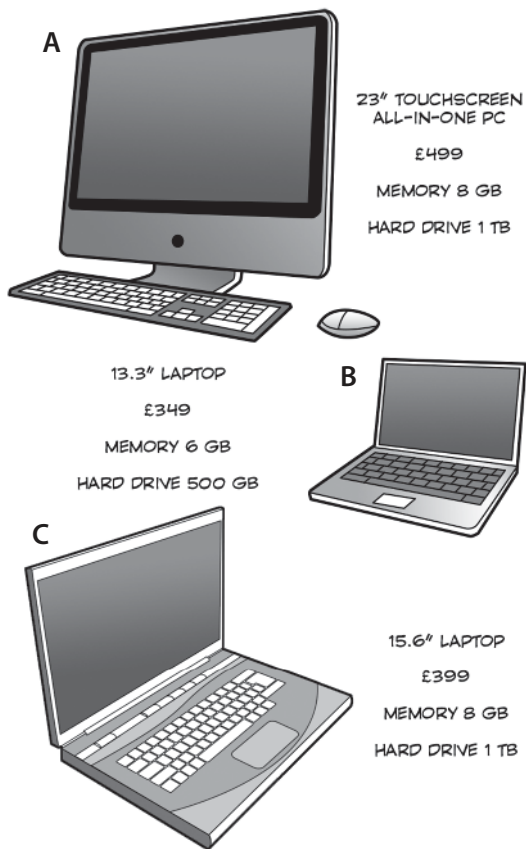
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

Comparatives and superlatives

- 5 Complete the table.

adjective	comparative	superlative
short	<u>shorter than</u>	<u>the shortest</u>
hot	_____	_____
cool	_____	_____
lazy	_____	_____
bad	_____	_____
far	_____	_____
interesting	_____	_____
sociable	_____	_____

- 6 Look at the pictures and complete the sentences with the correct comparative or superlative form of the adjective in brackets.



Computer A is the biggest.
(big)

- 1 Computer B is _____.
(small)
- 2 Computer C is _____
computer A. (small)
- 3 Computer B is _____.
(cheap)
- 4 Computer A is _____.
(expensive)
- 5 Computer C is _____
computer B. (expensive)
- 6 Computer C is _____
computer B. (powerful)

- 7 Complete the sentences with the correct comparative or superlative form of the adjectives in the box.

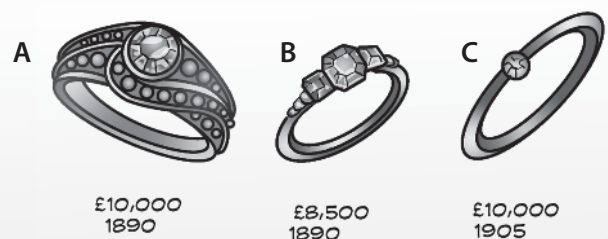
adventurous big difficult good
high talented talkative

Mount Everest is the highest mountain
in the world.

- 1 My grandmother is _____ person I
know. She travelled to India alone last year and she's
61 years old!
- 2 Spain is _____ Scotland. Scotland is
quite small.
- 3 I think Lorde is _____ Rihanna.
She writes all her own songs.
- 4 Mark is _____ person in the class.
He never stops talking!
- 5 In my opinion, Real Madrid are _____
Manchester City. They won more games last season.
- 6 Japanese is _____ language to learn.
It takes a long time to speak it well.

(not) as ... as

- 8 Look at the pictures and complete the sentences with (not) as ... as and the adjectives in brackets.



Ring C is as expensive as ring A.
(expensive)

Ring B is not as expensive as ring A.
(not / expensive)

- 1 Ring A is _____ ring B.
(old)
- 2 Ring C is _____ ring A.
(not / beautiful)
- 3 Ring B is _____ ring A.
(beautiful)
- 4 Ring C is _____ ring B.
(not / old)
- 5 Ring C is _____ ring B.
(not / small)

Speaking

A new student / Starting and continuing a conversation



1 Complete the questions with the words in the box.

Are How long What (x2) Where Would

- 1 Are you new?
- 2 _____ did you go to school before?
- 3 _____ have you been at this school?
- 4 _____ is there to do in Brighton?
- 5 _____ are you going to do after school?
- 6 _____ you like to come?

2 Match the questions in exercise 1 with the answers.

- a) Five years.
- b) OK, great!
- c) You can go to the beach.
- d) Yes, it's my first day here.
- e) Nothing. Why?
- f) In London.

1

3 Complete the dialogue with the correct form of the verbs in brackets. Listen and check your answers.

- Kate Hi, ⁽¹⁾ are you (you / be) new at this school?
- Carmen Yes, it's my first day here.
- Kate I ⁽²⁾ _____ (be) Kate. What ⁽³⁾ _____ (be) your name?
- Carmen Carmen.
- Kate ⁽⁴⁾ _____ (you / be) Spanish?
- Carmen Yes. My mother's Spanish and my father ⁽⁵⁾ _____ (be) Greek.
- Kate Where ⁽⁶⁾ _____ (you / go) to school before?
- Carmen In Spain. How long ⁽⁷⁾ _____ (you / be) at this school?
- Kate Five years. I like it!
- Carmen Brighton ⁽⁸⁾ _____ (seem) like a great town. What is there to do here?
- Kate You can go to the beach and go shopping in the clothes shops. Hey, what ⁽⁹⁾ _____ (you / do) after school?
- Carmen Nothing. Why?
- Kate I ⁽¹⁰⁾ _____ (play) volleyball on the beach with some friends. Would you like to come?
- Carmen OK, great! Thanks for asking.

4 Practise saying the dialogue.

1

Lifestyle changes

Vocabulary

Life-changing events

- 1 ★ Look at the pictures and complete the words with vowels.



g _ e _ t _ i _ n _ t _ o _
t r _ o _ u _ b _ l _ e _



1 r _ _ t _ _ r _ _



2 b _ _ c _ _ m _ _
r _ _ c h



3 g _ _
_ _ b r _ _ _ d



4 m _ _ v _ _
h _ _ _ s _ _



5 s t _ _ r t
y _ _ _ r _ _ w n
b _ _ s _ _ n _ _ s s

- 2 ★★ Match 1–8 with a–h to make phrases.

- | | |
|----------|------------------------|
| 1 win | a) new friends |
| 2 take | b) school |
| 3 settle | c) for a job interview |
| 4 make | d) an award |
| 5 have | e) out of university |
| 6 go | f) an accident |
| 7 drop | g) down |
| 8 change | h) a gap year |

- 3 ★★ Match the phrases in exercise 2 with what the people say.

'We're getting married next month.
We've already bought a house.'

settle down

- 1 A 'What can you offer this company?'
B 'I'm very hard-working and I speak several languages.'
- 2 'And the winner of Teenager Of The Year is Damien Arrowsmith.'
- 3 'I'm going to volunteer in a hospital in Malawi. After that I want to travel in Africa.'
- 4 A 'I've moved into the house next door.'
B 'Would you like to come round for a coffee?'
- 5 'I'm only 19 but I've left university. It was too boring. I want to get a job and save some money to travel.'
- 6 A 'Where did you go to school before?'
B 'In Liverpool.'
- 7 A 'What's wrong with your leg?'
B 'It's broken. I fell off my motorbike.'

Verb + preposition

4 ★ Circle the correct prepositions.

argue about / to

- 1 wait **for** / on
- 2 agree **about** / for
- 3 participate **at** / in
- 4 argue **on** / with
- 5 dream **about** / for

5 ★ Complete the sentences with the prepositions in the box.

about on to to to with

My mother loves listening to music.

- 1 I usually agree _____ my best friend about most things.
- 2 She's a great person to have in the team. You can always depend _____ her.
- 3 I'm looking forward _____ seeing you next weekend.
- 4 My brother always worries _____ exams.
- 5 When I'm worried I sometimes talk _____ my aunt Alice.

6 ★ Complete the sentences with the phrases in the box.

agree about argue with dream about
talk about worry about



I often dream about learning to fly a plane.

- 1 If I'm staying out late, I phone my parents so they don't _____ me.
- 2 We have the same taste in music, so we always _____ which bands are the best.

- 3 I don't want to _____ that test. I know I did very badly in it.
- 4 When I _____ my father about politics he always wins because he knows more facts.

7 ★ Read what the people say and circle the correct phrase.

'Why does he want to climb that mountain? It's very dangerous. He might fall.'

look forward to / worry about

- 1 'I've got tickets for the concert on Saturday. It's going to be great.'
look forward to / dream about
- 2 A 'It was really interesting.'
B 'No it wasn't. It was really boring.'
agree about / argue about
- 3 A 'That book was really terrible.'
B 'Yes, you're absolutely right.'
agree with / argue with
- 4 'There's an athletics match tomorrow. I'm going to be in it because I'm in our school athletics team.'
participate in / worry about
- 5 'We need you in the team. We can't succeed without you.'
depend on / wait for
- 6 'Where is she? It's 4.15 and I got here at 4 pm. She's late!'
argue with / wait for
- 7 'I'd love to sail around the world in my own boat one day.'
dream about / listen to

8 ★ Complete the sentences for you.

- 1 I always look forward to the weekend.
- 2 My best friend and I sometimes argue about _____.
- 3 I enjoy participating in _____.

Present simple

- 1 ★ Order the words to make questions.

go / you / often / do / How / cycling ?

How often do you go cycling?

- 1 get / you / angry / ever / Do ?

- 2 often / cook / How / dinner / do / you ?

- 3 do / school / usually / What / finish / you / time ?

- 4 before midnight / to sleep / you / go / usually / Do ?

- 5 your friends / sometimes / go / you / Do / with / dancing ?

Past simple

- 2 ★ Complete the sentences with the past simple form of the verbs in brackets.

I won (win) £20 in a writing competition at school.

- 1 Yesterday, we _____ (start) a new unit in our English lesson.

- 2 Clare _____ (arrive) late for school yesterday.

- 3 My mother _____ (study) science at university.

- 4 Christopher Nolan _____ (make) his first film in 1999.

- 5 He _____ (become) famous in 2008 with the film *The Dark Knight*.

- 6 She _____ (decide) to become a doctor after that.



used to

- 3 ★ Circle the correct words.

When we were young, we always ⁽¹⁾ **used to go** / go on holiday to my grandparents' house at the beach, but now we ⁽²⁾ **used to like** / like to go abroad. We always ⁽³⁾ **used to go** / go camping in France, to the same campsite every year. My parents ⁽⁴⁾ **used to hate** / hate camping, but they love it now. When we visited my grandparents, we always ⁽⁵⁾ **used to travel** / travel by train, but now we always ⁽⁶⁾ **used to drive** / drive to the campsite. It isn't quicker, but it's easier because we always ⁽⁷⁾ **used to have** / have a lot of things.

- 4 ★ Complete the questions with *used to* and the words in brackets.

Did you use to get (you / get) into trouble a lot when you were young?

- 1 _____ (people / spend) more time cooking 20 years ago?

- 2 What kind of music _____ (you / listen to) when you were a teenager, Grandpa?

- 3 _____ (you / spend) a lot of time on the phone when you were a teenager, Grandma?

- 4 _____ (your brother / annoy) you when he was younger?

- 5 ★ Complete the dialogue with *used to* and the words in brackets.

Grandma I was born here 93 years ago.

It ⁽¹⁾ used to be (be) much quieter here in those days. It was a village and there weren't many cars. Do you know, even the policeman ⁽²⁾ _____ (ride) a bike.

Ellie What ⁽³⁾ _____ (you / do) in your free time? ⁽⁴⁾ _____ (you / watch) TV?

Grandma Oh no, dear. We didn't have a television. But we sometimes ⁽⁵⁾ _____ (go) to the cinema in Brighton. They ⁽⁶⁾ _____ (show) lovely black and white films. Nice and romantic!

- 6 Complete the text with the correct form of the verbs in brackets. Use the present simple or *used to* + verb.



SHE'S SO LUCKY!

Lily Thompson is a millionaire. She

(1) lives (live) in a big flat in the centre of London. She (2) _____ (go) on holiday in the Caribbean every year. She (3) _____ (not drive) because she's got a driver and she doesn't need to work. But Lily's life (4) _____ (not be) like this. What (5) _____ (her life / be) like? Very different! She (6) _____ (work) in a café as a waitress. She (7) _____ (buy) cheap clothes and she (8) _____ (not go) abroad for her holidays. Her life changed forever when she won the lottery last year!

Subject and object questions

- 7 Look at the questions. Write S if the question is a subject question with the verb in the affirmative form. Write O if the question is an object question with the verb in the interrogative form.

Who ate the cake? S

- 1 Who did you see in the park? _____
- 2 What did you buy at the shops? _____
- 3 Who told you about the party? _____
- 4 What do you usually have for breakfast? _____
- 5 What makes you laugh? _____

- 8 Tick the correct answer a) or b) for each question.

Who did Gina smile at?

- a) Gina smiled at Ben. ☒
- b) Ben smiled at Gina. ☐

1 Who smiled at Gina?

- a) Gina smiled at Ben. ☐
- b) Ben smiled at Gina. ☐

2 Who phoned Anna?

- a) Anna phoned Liam. ☐
- b) Liam phoned Anna. ☐

3 Who did Anna phone?

- a) Anna phoned Liam. ☐
- b) Liam phoned Anna. ☐



- 9 Write subject or object questions using *who* or *what* for the underlined information.

Picasso painted Guernica.

Who painted Guernica? _____

Picasso painted Guernica.

What did Picasso paint? _____

1 Shakespeare wrote Hamlet.

2 Shakespeare wrote Hamlet.

3 Walt Disney created Mickey Mouse.

4 Walt Disney created Mickey Mouse.

5 Larry Page and Sergey Brin started Google.

6 Larry Page and Sergey Brin started Google.

Speaking

Talking about photos / Describing a photo

1 ★ Circle the correct words.

There's blue sky at / **in** the background of the photo.

- 1 I'm **on** / **in** the middle.
- 2 Joe is **on** / **in** the left and Sam is **on** / **in** the right.
- 3 Joe **looks** / **looks like** very tired.
- 4 I think Sam **looks** / **looks like** Liam Hemsworth in this photo.

2 ★ Complete the dialogue with the words in the box.

like middle time taken can
left behind

- A Can I see your holiday photos?
- B Yes, sure. This is a photo of me and my cousins Mark and Carole. I'm on the ⁽¹⁾ _____, Carole is in the ⁽²⁾ _____, and that's her brother on the right.
- A Where was the photo ⁽³⁾ _____?
- B We're in France. That castle ⁽⁴⁾ _____ us is in the Loire Valley.
- A What were you doing there?
- B I was on holiday with my uncle, aunt and cousins. We had an amazing ⁽⁵⁾ _____!
- A That castle looks ⁽⁶⁾ _____ it's haunted!

3 ★ Choose one of your holiday photos and write a dialogue similar to the one in exercise 2.

You Do you want to see my holiday photos?

Friend Yes, please. _____?

You This is a photo of _____.

Friend Where _____?

You We're _____.

Friend What _____?

You I was _____.

Writing

A social networking message

4 ★ Complete the informal expressions.

- H i _____
- 1 How a _____ th _____?
 - 2 How a _____ y _____ d _____ g?
 - 3 Wh _____ 's n _____ w _____ h you?
 - 4 I c _____ n't w _____ t to h _____ r all y _____ r n _____ s!
 - 5 L _____ ts of I _____,
 - 6 Bye f _____ n _____,

5 ★ Complete the message with the expressions in the box.

please write soon Bye for now
How are things I can't wait to hear from you
What have you been up to It was great fun
Our last evening was great

TO: tom@mail.org

Hi Tom,

⁽¹⁾ _____?

I got back from my camping trip yesterday.

⁽²⁾ _____! Josh, Dan and I went to Wales for a week. We took our bikes on the train to Haverford West then cycled to the campsite at Newgale. The weather was amazing! ⁽³⁾ _____.

We were sitting on the beach and Dan was playing his guitar and singing when these three girls came up. They sat down around our bonfire and one of them – Jemma – started singing with Dan. She had a really great voice. Josh, Dan and I swapped phone numbers with the girls. They all live quite near us in London.

⁽⁴⁾ _____ in the last month? Did you go to Spain in August?

⁽⁵⁾ _____, so

⁽⁶⁾ _____.

⁽⁷⁾ _____.

Max

Unit 1 Progress Check

Cumulative Grammar



1 Circle the correct words to complete the text.

Bethany Hamilton

Bethany Hamilton was born in Hawaii in 1990 and

(1) **grew up / was growing up** near the ocean.

When she was a child, Bethany

(2) **used to spend / spends** all her time in the water and she learnt to surf before she could walk.

By the time Bethany was 13, she was the world's number two under-eighteen surfer and she

(3) **was planning / is planning** to become a professional. Then at the age of 13, Bethany's life

(4) **changed / used to change** forever. She

(5) **surf ed / was surfing** off the Hawaiian island of Kauai with her friend Alana Blanchard and Alana's brother and father. Bethany (6) **was lying / is lying** on her surfboard with her arms hanging in the water when a shark (7) **attacked / was attacking** her. It (8) **used to pull / pulled** her left arm off just under her shoulder. Her friends helped her get back to the shore, but Bethany (9) **lost / was losing** a lot of blood. She (10) **was / is** lucky to be alive today. But Bethany (11) **didn't stop / doesn't stop** surfing. Just one year after the attack, she

(12) **was starting / started** competing again. Today Bethany (13) **surf ed / surfs** in world championships. She (14) **wrote / writes** about the shark attack in a book, *Soul Surfer*, in 2004, and there's also a film of the book. She played herself in *Dolphin Tale 2*, released in 2014, a film about a baby dolphin.



All Clear Facts

Shark attacks are very rare. In 1996, 43,000 Americans suffered toilet-related injuries while sharks injured just 13.

Error Correction

2 Correct the underlined errors. Rewrite the sentences.

He didn't went abroad during his gap year.

He didn't go abroad during his gap year.

1 Do sometimes you eat breakfast at school?

2 What used you to watch on TV, Grandma?

3 Who you miss most after you changed school?

Translation

3 Translate the corrected sentences from exercise 2 into your language.

1 _____

2 _____

3 _____

Dictation

4  Listen and write the sentences.

1 _____

2 _____

3 _____

My Progress

Score your progress from 1 (needs improvement) to 5 (excellent).

I can use the present simple to talk about present facts, habits and routines.

☐

I can use the past simple to talk about events in the past.

☐

I can use *used to* to talk about past habits and states.

☐

I can use subject and object questions to ask about who and what.

☐

2

Books

Vocabulary

Literary genres

- 1 ★ Find eight literary genres in the wordsquare.

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

- 2 ★ Order the letter to make words.

- nafatys _____ *fantasy*
 1 trosh trosy _____
 2 onn-icfinot _____
 3 ecesnic nitifoc _____
 4 lisarichot _____
 oncitif _____
 5 cantimor velon _____
 6 byagarputoiho _____

- 3 ★ Read the descriptions and circle the correct words.

The pictures are really funny. I buy it every week.

comic / play

- 1 I love the work of Wisława Szymborska. She says everything in just 20 or 30 lines.
poetry / non-fiction
 2 The explorer travels to the North Pole – all alone!
adventure / romantic fiction

- 3 A woman travels to Mars and makes friends with aliens.

historical fiction / science fiction

- 4 A man is running away from the police. They say he is a criminal, but we know he is innocent. It's really exciting.

poetry / thriller

- 5 Prince Waldron fights the giants and tries to get back the magic sword.

autobiography / fantasy

- 4 ★ Complete the sentences with the words in the box.

adventure autobiography
 historical fiction non-fiction
 romantic fiction short story

It's a short story about a man whose life changes when he meets someone at an airport. It's only 25 pages long.

- 1 He mostly reads _____. He especially likes books about art.
 2 The last _____ story I read was about a man who is in a plane crash in the Brazilian jungle. He gets bitten by a snake and nearly dies.
 3 My favourite _____ is by a famous singer. She writes about her life really well.
 4 A lot of _____ has the same story. A woman meets a man and they fall in love.
 5 This _____ novel is set in 1492 and tells the story of a young boy working on Columbus' ship the *Pinta*.

Compound nouns

- 5 ★ Match 1–6 with a–f to make compound nouns.

- | | |
|-------------|------------|
| 1 book | a) holiday |
| 2 computer | b) letter |
| 3 love | c) message |
| 4 secondary | d) program |
| 5 school | e) school |
| 6 text | f) shop |

- 6 ★ Match the words in the box with the words below to make compound nouns.

book card deal library
life novel press seller

- audio book
1 best-
2 graphic
3 popular
4 public
5 book
6 social
7 post

- 8 ★ Complete the sentences with the compound nouns in the box.

bookshop book deal popular press
public library secondary school
text message

In Britain, children start secondary school at the age of 11.

- Please send me a _____ when you arrive in Brazil.
- I don't want to buy that book. I'm going to borrow it from the _____.
- If you are interested in stories about film stars and their love lives, read the _____!
- I need to go to the _____ to buy a dictionary for English this year.
- She wrote a thriller and immediately got a _____ with the biggest publishers in New York.

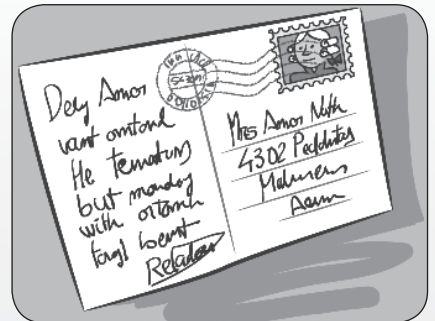
- 7 ★ Look at the pictures and circle the correct words.



graphic novel / text message



1 love letters / text message



2 school holiday / postcard



3 book deal / graphic novel



4 social life / popular press



5 audio book / best-seller

Past simple and past continuous

1 ★ Match the rules 1–3 with example sentences a–c.

- 1 We use the past simple to describe a completed action or series of actions. ☐
- 2 We use the past continuous to describe an action in progress in the past, often interrupted by another action. ☐
- 3 We use the past continuous to talk about finished past states that lasted some time. ☐

- a) I saw Pedro while I **was waiting** for James.
 b) I **phoned** Maria yesterday.
 c) I was born in India. My parents **were living** there.

2 ★ Complete the sentences with *when* or *while*.

_____ *When* _____ you called, I was having a bath.

- 1 _____ she was listening to the radio, the doorbell rang.
- 2 _____ she arrived, he was writing poetry.
- 3 J.K. Rowling had to look after her baby _____ she was writing the first Harry Potter book.

3 ★ Circle the correct words.

Luke **sat** / **was sitting** in the bath when he heard a loud noise.

- 1 While he **got** / **was getting** out of the bath, all the lights **went** / **were going** out.
- 2 While he **put** / **was putting** on his clothes, something **jumped** / **was jumping** through the bathroom window.
- 3 Luke **screamed** / **was screaming** and **ran** / **was running** out of the room.
- 4 He **looked** / **was looking** for a torch in the kitchen when he **felt** / **was feeling** something warm and soft near his feet.
- 5 Luke **started** / **was starting** to laugh because he **realised** / **was realising** it was the neighbour's cat.

4 ★ Complete the questions for these answers. Use the past simple or past continuous form of the verbs.

I found an interesting book in the library.
 What did you find in the library?

- 1 I started reading it yesterday afternoon.
 When _____ it?
- 2 I was thinking about the film when Adam arrived. What _____ when Adam arrived?
- 3 Sam was talking to his friend Anita.
 Who _____ ?
- 4 I lived there for more than two years.
 How long _____ there?

5 ★ Complete the text with the past simple or past continuous form of the verbs in brackets.



Last night Dave ⁽¹⁾ was watching (watch) TV when he suddenly saw his friend Jason on the screen. 'Jason McDermot ⁽²⁾ _____ (stop) two thieves today outside Alpha Bank in King Street,' the presenter said. 'How ⁽³⁾ _____ (you / stop) them, Jason?' 'I ⁽⁴⁾ _____ (ride) my bike on the pavement outside the bank when two men ran out of it,' Jason answered. 'They ⁽⁵⁾ _____ (wear) masks, but I knew they were bank robbers. I tried to stop, but I ⁽⁶⁾ _____ (hit) them with my bike and we fell to the ground. When the police arrived, they arrested the two men.' 'What ⁽⁷⁾ _____ (the police / say) to you, Jason?' the presenter asked. 'They were very angry with me because I ⁽⁸⁾ _____ (cycle) on the pavement. In fact, I had to pay a fine of £20.'

Past perfect

- 6 ★ Read the sentences and number the actions a and b in the order they happened.



I had just started my homework when the phone rang.

- a) I started my homework.
b) The phone rang.

- 1 The film had already begun when we arrived at the cinema.

- a) We arrived at the cinema.
b) The film began.

- 2 I hadn't seen a Cervantes play until I went to Spain.

- a) I went to Spain.
b) I saw a Cervantes play.

- 3 Jen had written two books before she left school.

- a) Jen wrote two books.
b) Jen left school.

- 4 When we went back everything had changed.

- a) We went back.
b) Everything changed.

- 7 ★ Complete the sentences with the past perfect form of the verbs in brackets.

When we got there, she had left (leave).

- 1 When they got home, somebody _____ (break) their ground-floor window.
- 2 I _____ (not read) the book before I saw the film.
- 3 He _____ (not start) his book when the phone rang.
- 4 He _____ (write) a graphic novel before he turned 15.
- 5 The publishers made a book deal with her before she _____ (finish) writing the book.

- 8 ★ Circle the correct words.

Last week, I went to the cinema with my friend Josh. I had arranged to meet Josh at 8 pm so we could buy our tickets and some popcorn ⁽¹⁾ before / already the film.
⁽²⁾ After / By the time I left the house, I checked my watch and it was 7.30. I walked to the bus stop, but my bus didn't come for ages. ⁽³⁾ By the time / By then it arrived, it was 8 pm and I was late. At twenty past eight, Josh texted me to say that he had ⁽⁴⁾ after / already gone in because he didn't want to miss the beginning of the film. I finally got there at 8.30, but ⁽⁵⁾ by then / before the film had started and they wouldn't let me in. What a night!

- 9 ★ Complete the dialogues with the past simple or past perfect form of the verbs in brackets.

A Why did you get the later flight?

B The plane had left (leave) when we arrived (arrive) at the airport. We were late because of the traffic.

A ⁽¹⁾ _____ (you / do) a lot of work when your computer ⁽²⁾ _____ (crash)?

B Yes, I ⁽³⁾ _____ (lose) my homework when the electricity ⁽⁴⁾ _____ (go) off.

A ⁽⁵⁾ _____ (you / see) that film last night?

B No, my parents ⁽⁶⁾ _____ (already / start) to watch another programme and they ⁽⁷⁾ _____ (not let) me watch it.
⁽⁸⁾ _____ (be) it good?

A It was OK, but after I ⁽⁹⁾ _____ (watch) half of the film, I ⁽¹⁰⁾ _____ (realise) I had seen it before on a plane.

Speaking

Asking for and giving opinions

- 1 ★ Read the dialogue and circle the correct words.

A I love science fiction films. What do you think of it / **them**?

B If you ⁽¹⁾ **ask** / **tell** me, I think they're all the same. I prefer thrillers.

A I like thrillers too. What ⁽²⁾ **with** / **about** romantic comedies?

B I reckon most of them are a little silly. I prefer historical films ⁽³⁾ **to** / **than** romantic comedies.

A Historical films? But don't you ⁽⁴⁾ **argue** / **agree** that historical films are boring?

B No, I don't agree. In my ⁽⁵⁾ **opinion** / **concern**, you're completely wrong.

A To be ⁽⁶⁾ **honest** / **reckon**, I think fantasy films are the best.

- 2 ★★ Think about your favourite types of books, films, or music. Write a dialogue similar to the one in exercise 2.

You I love _____.
What do you think of _____?

Friend If you ask me, I think _____.

You _____.

What about _____?

Friend I reckon _____.

I prefer _____.

You _____?

But don't you agree that _____?

Friend _____.

In my opinion, _____.

You To be honest, _____.

Writing

A book review

- 3 ★ Match the sentence beginnings (1–6) with the endings (a–f).

1 It was written by	d
2 The book tells the story of	
3 The main characters are	
4 The story starts when	
5 I liked it because	
6 In conclusion,	

a) it's imaginative and unusual.

b) Griet, a young Dutch girl who works for the Vermeer family.

c) Vermeer and Catharina meet Griet at her home.

d) Tracy Chevalier.

e) I would recommend this book.

f) Griet, Johannes and Catharina Vermeer.

- 4 ★★ Complete the book review with the phrases in the box.

Then author becomes enjoy However
narrated recommend set title

Girl With A Pearl Earring is a historical novel written by American ⁽¹⁾ author Tracy Chevalier. It was published in 1999. It is ⁽²⁾ _____ in the Netherlands in the middle of the 17th century. The book gets its ⁽³⁾ _____ from one of Johannes Vermeer's most famous paintings. The book tells the story of Griet, a 16-year-old Dutch girl who ⁽⁴⁾ _____ a servant in the house of Vermeer. It is ⁽⁵⁾ _____ by Griet herself. She has to work very hard cleaning, cooking, mending and shopping. Vermeer also wants Griet to work for him in his studio. Griet learns to mix colours and clean the studio. She even begins to influence Vermeer artistically. ⁽⁶⁾ _____, Vermeer secretly starts to paint Griet wearing Catharina's pearl earrings. ⁽⁷⁾ _____, when Catharina finds out, Griet is in trouble and the whole town starts talking about her. In conclusion, I would ⁽⁸⁾ _____ this book. I like it because it tells you about social life in the Netherlands in the 17th century. It also helps us to understand how Vermeer worked. If you like historical fiction and are interested in painting, then you will ⁽⁹⁾ _____ it.

Unit 2 Progress Check

Cumulative Grammar



- 1 Circle the correct words to complete the dialogue.

An interview with an author

Q When ⁽¹⁾ **were you writing** / **did you write** your first novel, Stephen?

A Three years ago when I was 17. I ⁽²⁾ **dropped** / **had dropped** out of school and I was living with my brother in London. I didn't have any money and I ⁽³⁾ **used to stay** / **stayed** in bed all day. One morning I ⁽⁴⁾ **lay** / **was lying** in bed when I got the idea for a book. It was a crime story.

Q So what ⁽⁵⁾ **did you do** / **did you** with this idea?

A I ⁽⁶⁾ **got** / **was getting** out of bed immediately and wrote down all my ideas. The ideas were coming to me very fast. I didn't use a computer because my brother ⁽⁷⁾ **was taking** / **had taken** his with him. It was difficult writing fast.

Q ⁽⁸⁾ **Were you starting** / **Did you start** writing the book that day?

A No, I ⁽⁹⁾ **didn't** / **wasn't**. I ⁽¹⁰⁾ **already decided** / **had already decided** on the title – *A Poisoned Smile*. But that day, I just began the plan for the book. I always ⁽¹¹⁾ **am writing** / **write** a detailed plan before I start writing the book itself.

Q Who ⁽¹²⁾ **did you help** / **helped you** with your writing?

A My brother, Martin ⁽¹³⁾ **read** / **was reading** every chapter and gave me his opinion. His advice was very good. I'm very grateful to him.

Q What things ⁽¹⁴⁾ **do you help** / **help you** in your work?

A I have a study now with a view of the sea. It keeps me calm.



Error Correction

- 2 Correct the underlined errors. Rewrite the sentences.

I didn't listening while you were speaking.

I wasn't listening while you were speaking.

1 He was hating the popular press all his life.

2 What were you doing while we chose books?

3 By the time he was 15, he designed a computer program.

Translation

- 3 Translate the corrected sentences from exercise 2 into your language.

1 _____

2 _____

3 _____

Dictation

- 4 Listen and write the sentences.

1 _____

2 _____

3 _____

My Progress

Score your progress from 1 (needs improvement) to 5 (excellent).

I can use the past simple to talk about completed actions in the past.

☐

I can use the past continuous to talk about actions that were in progress in the past.

☐

I can use the past continuous to talk about finished past states that lasted some time.

☐

I can use the past perfect to talk about an event that happened before a later event in the past.

☐

i All Clear Facts

The UK publishes more books per person than any other country: over 20 new books were published every hour during 2014.

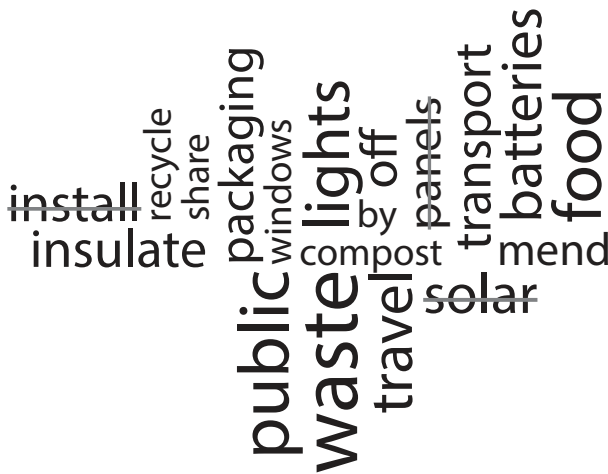
3

Save the planet

Vocabulary

Saving environmental resources

- 1 ★ Find five environment phrases in the word cloud.



- 1 install solar panels
- 2 _____
- 3 _____
- 4 _____
- 5 _____

- 2 ★ Circle the correct words.

- 1 install / recycle solar panels
- 1 compost / mend old clothes
- 2 ride / recycle a bike
- 3 use / save water
- 4 install / share car journeys
- 5 turn off / insulate lights
- 6 use / turn off rechargeable batteries

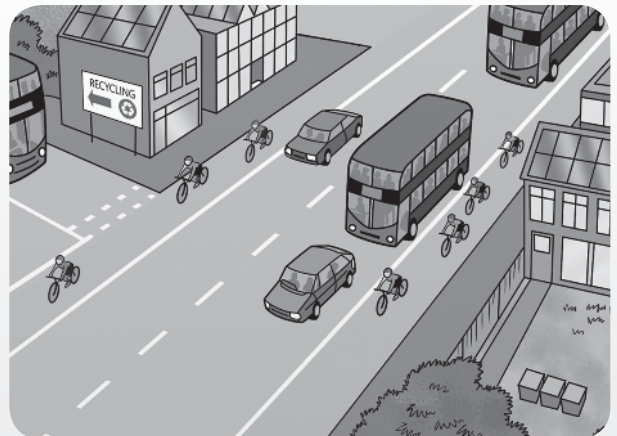
- 3 ★ Match the instructions with the sentences.

- | | |
|----------------------------|--|
| 1 Turn off lights. | a) Don't throw them away. |
| 2 Compost your food waste. | b) It's good for your health and for the planet. |
| 3 Mend your old clothes. | c) It's very good for the garden. |
| 4 Insulate windows. | d) We need to save electricity. |
| 5 Turn off the tap. | e) We need to save water. |
| 6 Ride a bike. | f) You'll save on central heating. |

- 4 ★★ Complete the text with the phrases in the box.

install solar panels recycle packaging
share car journeys travel by public-
transport use rechargeable batteries

People should stop driving their cars everywhere and start to ⁽¹⁾ travel by public transport. It will reduce carbon emissions. And if they want to use a car, they should ⁽²⁾ _____ with people who work in the same place. We should all ⁽³⁾ _____ in our cameras and phones. And in houses which get a lot of sun on the roof, it's a good idea to ⁽⁴⁾ _____. Finally, we shouldn't throw away so much paper, plastic and glass. We need to ⁽⁵⁾ _____.



Prefixes

- 5 ★ Find seven verbs with the prefixes *mis-*, *re-*, *under-* and *over-* in the wordsquare.

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

- 6 ★ Circle the correct prefix to make words with prefixes. Write the words.

<u>mis</u> / re	+ inform	<u>misinform</u>
1 over / mis	+ populate	_____
2 over / re	+ play	_____
3 under / mis	+ estimate	_____
4 re / under	+ organise	_____
5 re / mis	+ understand	_____
6 under / mis	+ pay	_____

- 7 ★ Match the definitions with the words in the box.

misinform misplace ~~overpopulate~~ replace
underestimate underpay underuse

- have too many people living in a place overpopulate
- pay someone too little for the work they do _____
 - tell someone something that isn't true or correct _____
 - get rid of something and put a new one in its place _____
 - not use something enough _____
 - not be able to find something _____
 - think that something is less important or smaller than it actually is _____

- 8 ★★ Complete the sentences using the words in the box.

misplace misunderstand recycle
reorganise replace replay underpay

Don't throw those bottles away.

Recycle them.

- I explained very clearly. Why did they _____ me?
- I broke my mother's favourite vase. I need to _____ it with a new one.
- Can you _____ that part of the film again? I couldn't hear what the people said.
- The money is bad at that company. They always _____ their workers.
- I need to _____ my wardrobe. I can't find anything.
- I don't often lose things, so I hate it when I _____ something.



Present perfect

- 1 ★ Complete the table with the phrases in the box.

2013 fifteen days four weeks I met you
last summer last weekend November
two years

for	since
	2013

- 2 ★ Complete the sentences with the present perfect form of the verb in brackets. Circle *for* or *since*.

Michael has worked (work) here **for** / **since** 2010.

- I _____ (not see) a good film **for** / **since** I saw *The Lord of the Rings*.
- We _____ (know) each other **for** / **since** we were at primary school.
- There _____ (be) life on Earth **for** / **since** millions of years.
- The European Union _____ (exist) **for** / **since** 1993.
- Kate _____ (have) a driving licence **for** / **since** she was 17.
- You _____ (feel) ill with that cough **for** / **since** two weeks.

- 3 ★ Write questions with *How long*.

you / have / a compost bin?
How long have you had a compost bin?

- she / live / in this place?

- you / be / interested in environmental issues?

- he / work / at the recycling centre?

- they / had / solar panels?

Present perfect and past simple

- 4 ★ Match 1–2 with a–b to make rules.

- We use the past simple to talk about ☐
- We use the present perfect to talk about ☐
 - experiences or actions in the past when we don't mention the exact time.
 - completed actions at a definite time in the past.

- 5 ★ Circle the correct words.

I've made / **I made** pancakes yesterday.

- Have you found / Did you find your glasses yet?
- When have you got / did you get here?
- We've already bought / We already bought food for the picnic.
- Who have you danced / did you dance with at the party last night?
- Oh, no! Somebody has stolen / stole my mobile phone. I can't find it anywhere.

- 6 ★ Complete the dialogues using the present perfect or past simple form of the verbs in brackets.

Martin Do you know Carmen's sister?

Rob I ⁽¹⁾ have seen (see) her at the gym a few times, but I ⁽²⁾ _____ (never / speak) to her. What about you?

⁽³⁾ _____ (you / ever / speak) to her?

Martin Yes. I ⁽⁴⁾ _____ (meet) her at a party two weeks ago. We ⁽⁵⁾ _____ (dance) together.

Emily ⁽⁶⁾ _____ (you / ever / be) to Rome?

Nick Yes, I ⁽⁷⁾ _____ (go) there on holiday last year.

Emily ⁽⁸⁾ _____ (you / have) fun?

Nick Yes, it ⁽⁹⁾ _____ (be) a brilliant holiday.

Time expressions with the present perfect

7 ★ Look at the pictures and write sentences with *just* + present perfect.



she / win the race

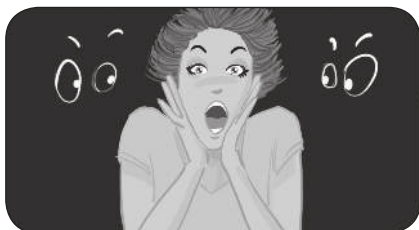
She has just won the race.



1 I / finish this book



2 it / start to rain



3 she / see a ghost



4 there / be an accident



5 they / have their breakfast

8 ★ Complete the rules with *still*, *yet* and *already*.

- We use _____ in affirmative sentences. It goes before the main verb.
- We use _____ in negative sentences and questions. It goes at the end of the sentence.
- We use _____ in negative sentences. It goes before the auxiliary verb.

9 ★ Circle the correct words.

You've **still** / **already** told me that twice!

- I haven't done the exercise **yet** / **still**.
- She has **already** / **still** put the leaves in the compost bin.
- Have you recharged those batteries **still** / **yet**?
- You **still** / **already** haven't given me the tickets.

10 ★ Write sentences using the present perfect.

Tim / already / leave ?

Has Tim already left?

1 Peter / not find / his keys / yet.

2 she / still / not write / to me.

3 you / make / the dinner / yet?

4 he / already / sort / the rubbish.

11 ★ You and a friend are planning a cycling holiday. Write questions using *yet* and answers using *already*, *still* and *yet*.

buy the maps

Q: Have you bought the maps yet?

A: (already) Yes, I've already bought them.

1 plan the route

Q: _____

A: (still) _____

2 choose the campsites

Q: _____

A: (yet) _____

3 check the bicycle lights

Q: _____

A: (already) _____

Speaking

Prioritising ideas

- 1 ★ Read the dialogue and circle the correct words.

A For me, the most / more important thing is enjoying your free time.

B I think studying hard is more important
(1) than / that enjoying your free time.

A Really? I think studying hard is as important
(2) than / as enjoying your free time.

B Well, I'd rather study more (3) than / as have more free time.

- 2 ★ Complete the dialogue with the words in the box.

For me important both opinion rather think agree

A It's important to have a good time.

B Yes, but don't you (1) _____ that we also need to study hard?

A I'd (2) _____ study less than spend less time with my friends.

B We can do (3) _____, but I think studying hard is more important.

A I don't agree. I (4) _____ having a good time is as necessary as studying hard.

B Do you? (5) _____, the most important thing is studying hard.

A What else do you think is important?

B In my (6) _____, it's getting a good job.

- 3 ★ Write a dialogue similar to the one in exercise 2. Use the information in the box or your own ideas.

become rich get a good job settle down start your own business take a gap year

You It's important to _____.

Friend Yes, but don't you agree that _____?

You I'd rather _____.

Friend We can do both, but I think _____.

You I don't agree. _____.

Friend Do you? _____.

Writing

An opinion essay

- 4 ★ Complete the table with the expressions in the box.

Consequently, ~~In my opinion~~, Firstly, What's more, Secondly, As a result, In conclusion, Furthermore, I believe

giving opinion	<i>In my opinion,</i>
introducing the arguments	
adding arguments	
introducing the result	
summarising	

- 5 ★ Complete the text with the phrases in the box.

In conclusion What's more I believe Secondly Consequently

At present, most cities allow petrol and diesel cars into their centres. In London there is a 'Congestion Charge' for driving them in the centre which has reduced traffic pollution a little. But, (1) I believe, it would be better if these cars were entirely banned and only clean electric cars were allowed.

Firstly, car emissions contain carbon dioxide, the main 'greenhouse gas'. Rising levels of greenhouse gases in our atmosphere will lead to disastrous changes in the world's climate.

(2) _____, car fumes cause poor air quality in our cities. (3) _____, this air is often carried by winds to the countryside. This has negative effects on people's health. Thirdly, there are too many cars on the roads anyway. (4) _____, there are a lot of traffic jams and travelling by car, taxi or bus in city centres is at present often very slow and frustrating.

(5) _____, I believe that banning petrol and diesel cars from city centres is necessary to improve our environment and health.

Unit 3 Progress Check

Cumulative Grammar



1 Circle the correct words to complete the text.

Plastic rubbish in the oceans

The United Nations Environment Programme ⁽¹⁾ **has calculated** / **calculated** that there are 13,000 pieces of plastic rubbish per square kilometre in the world's oceans. Last year rubbish ⁽²⁾ **has killed** / **killed** one million seabirds and 100,000 sea mammals. ⁽³⁾ **For** / **Since** the past ten years, scientists have found more and more cigarette lighters and toothbrushes inside the stomachs of dead seabirds. Seabirds ⁽⁴⁾ **had eaten** / **eat** these things because they think they are food.

Charles Moore, an American oceanographer, ⁽⁵⁾ **believes** / **is believing** there are now 100 million tonnes of plastic rubbish in the Pacific Ocean. In 1997, while he ⁽⁶⁾ **sailed** / **was sailing** from Los Angeles to Hawaii in a yacht race, he found himself in a huge area of rubbish. 'I ⁽⁷⁾ **was moving** / **have moved** through rubbish for a week,' he said. ⁽⁸⁾ **Since** / **For** that moment, he has been an environmental activist. The problem is that modern plastics aren't biodegradable. Plastic that got into the ocean 50 years ago ⁽⁹⁾ **still** / **yet** hasn't degraded. The problem in the Mediterranean is very serious too. In a recent study of dead turtles off the coast of Spain, 75% of them ⁽¹⁰⁾ **had swallowed** / **were swallowing** plastic bags because they look like jellyfish, the favourite food of these endangered animals.

So what things ⁽¹¹⁾ **do people throw** / **throw people** away? Plastic bags, bottles, containers, golf balls, plates, knives, forks, toothbrushes, helmets, beach toys, syringes and fishing things is the short answer. And who ⁽¹²⁾ **does throw** / **throws** all this stuff away? We don't know, but please make sure it's not you.

All Clear Facts

Plastic can take up to 500 years to decompose.

Error Correction

2 Correct the underlined errors. Rewrite the sentences.

Since last year we reduced our rubbish by 50 per cent.

Since last year we've reduced our rubbish by 50 per cent.

1 Last summer, they've decided to use public transport.

2 How long did you have these light bulbs?

3 She still didn't buy a bike to get to work.

Translation

3 Translate the corrected sentences from exercise 2 into your language.

- 1 _____
- 2 _____
- 3 _____

Dictation

4  Listen and write the sentences.

- 1 _____
- 2 _____
- 3 _____

My Progress

Score your progress from 1 (needs improvement) to 5 (excellent).

I can use the present perfect to talk about things that happened at an unspecified time in the past. ☐

I can use *for* and *since* to talk about how long things have been happening. ☐

I can use time expressions with the present perfect to talk about how long things ago things happened. ☐

4

Fashion world

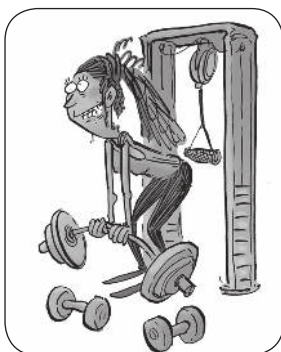
Vocabulary

Style adjectives

- 1 ★ Look at the pictures and complete the adjectives with vowels.



t _ i _ g h t



1 s p _ _ r t y



2 l _ _ _ s _



3 _ _ l d -
f _ _ s h _ _ _ n _ _ d

- 2 ★ Match 1-9 with a-i to make adjectives.

- | | |
|--------|--------------|
| 1 cas | a) ventional |
| 2 col | b) ractical |
| 3 com | c) dy |
| 4 con | d) fortable |
| 5 fash | e) ual |
| 6 for | f) orous |
| 7 glam | g) ionable |
| 8 imp | h) ourful |
| 9 tren | i) mal |

- 3 ★★ Circle the correct words.

She's very interested in fashion. All her clothes are very fashionable / old-fashioned.

- Those jeans are too **loose** / **tight**. She needs a bigger size.
- He's very **casual** / **formal**. He even wears a tie at weekends.
- You can walk all day in these shoes. They are really **impractical** / **comfortable**.
- His shirt was covered in big blue, red, green and yellow flowers. It was very **colourful** / **sporty**.
- These shoes are one size too big. They are too **loose** / **tight** for me.

- 4 ★★ Match the descriptions with the words in the box.

casual conventional glamorous
impractical sporty trendy

He works at a gym so he often wears a T-shirt, shorts and trainers.

sporty

- She was wearing a long silk dress and diamond earrings. She looked like a film star. _____
- My father always wears a suit with a white shirt and a blue tie. He works in a bank. _____
- She was wearing a long skirt and high heels on her bike. _____
- She's always very fashionable. Today she's wearing denim shorts with suede ankle boots. _____
- Adam is the guy in jeans and a pale blue sweater. _____

Phrasal verbs: clothes

- 5 ★ Look at the pictures and order the letters to make phrasal verbs.



tup no
_____ *put on*



1 evig yawa



2 worth yaaw



3 teg toni



4 kate fof



5 upt waya

- 6 ★ Circle the correct words.

I need to **go with** / **look for** a new top to wear to Jodie's party.

- Why don't you **try on** / **wear out** these jeans? I think they would suit you.
- My room is a mess! I need to **look for** / **pick up** all these clothes on the floor.

- These boots are so well made that it takes years to **wear them out** / **try them on**.
- I'm not sure if the blue shoes **go with** / **look for** your black jacket.
- You can ask the shop assistant to **pick up** / **pick out** a nice dress if you're not sure what suits you.

- 7 ★ Match the responses a–f with the sentences 1–6.

- It's cold.
 - Do you think this jumper will fit me?
 - It's hot in here.
 - Do you like my jumper?
 - This jumper has got holes in it.
 - I want a cashmere jumper.
- Take your jumper off.
 - Throw it away.
 - Put your jumper on.
 - Try it on.
 - Try to pick one up in the sales.
 - Yes, it goes well with your jeans.

c

- 8 ★ Complete the sentences with the phrasal verbs in the box.

get into give away look for
pick out put away wear out

Let's go shopping. I need to look for a new jacket.

- If you don't like those clothes any more, _____ them _____.
Charity shops always want clothes to sell.
- Can I _____ some earrings for you to wear with that dress?
- Do you get rid of your clothes when you're bored with them or do you keep them until you _____ them _____?
- I will have to buy some bigger clothes. I can't _____ this dress any more.
- There are clothes all over the floor. Can you _____ them _____?

Relative clauses

1 ★ Circle the correct words.

Mary Quant was a fashion designer **which** / **who** became famous in the sixties.

- The 1960s was the time **where** / **when** miniskirts first became fashionable.
- The shop **which** / **where** I bought this jacket is in Oxford Street.
- Why don't you wear those shoes **that** / **who** you bought last week?
- Let's go to that museum **who** / **which** has antique clothes.

2 ★ Complete the sentences with *who*, *which*, *when* or *where*.

My friend's got a cat which loves watching TV.

- That's the girl _____ smiled at you in the park.
- Do you remember that day _____ we both wore the same clothes?
- Can I see the dress _____ you wore to the party?
- Let's go to that shop _____ you got your jacket.

3 ★ Join the sentences using *who*, *which*, *where* or *when*.

I've got some fashion magazines. They're from the sixties.

I've got some fashion magazines which are from the sixties.

- There's a man outside. He wants to see you.

- There's a shop in town. You can get trainers for £5.

- I can't wait for the summer. We can wear sandals.

- I've got a dress of my grandmother's. It looks great on me.

4 ★ Complete the text using *which*, *who*, *where* or *when*.

A friend of mine ⁽¹⁾ who is studying fashion recently had to design clothes from unusual materials. One material ⁽²⁾ _____ she used was plastic rubbish bags. There were other students on her course ⁽³⁾ _____ made amazing clothes out of newspapers. My friend asked me to wear one of her dresses on the day ⁽⁴⁾ _____ her teachers were coming to see her work. When I arrived, my friend took me to the back ⁽⁵⁾ _____ there was a changing room. I put on the plastic dress ⁽⁶⁾ _____ she had made. I enjoyed the event, but the best bit was ⁽⁷⁾ _____ I took off the dress. It looked great, but it was very hot under those bright lights!

some / any / no compounds

5 ★ Complete the rules with the words in the box.

affirmative negative questions

- We use compounds with *some* and *no* with _____ verbs.
- We use compounds with *any* with _____ verbs and in _____.

6 ★ Circle the correct words.

I'd like something / *someone* to eat. I'm really hungry!

- I think St Petersburg is a city **somewhere** / **someone** in Russia.
- My town is OK, but there's **nothing** / **nowhere** to go in the evenings.
- My best friend is **someone** / **something** from my primary school.
- Do you like to stay **something** / **somewhere** with a pool when you go on holiday?
- You should wear **something** / **somewhere** warm in Moscow in winter.
- There isn't **anyone** / **someone** outside.

7 Complete the dialogue with the correct *some, no* or *any* compounds.

- Eva** Is there ⁽¹⁾ anywhere to buy a present for my parents?
- Kate** What sort of thing do you want?
- Eva** ⁽²⁾ _____ nice for the house, I think.
- Kate** You can't get ⁽³⁾ _____ nice in this area, but there's a nice shop for kitchen things on Fulham Road. I bought ⁽⁴⁾ _____ there last week.
- Eva** Really? What was it?
- Kate** ⁽⁵⁾ _____ very exciting. It was just something cheap and useful.
- Eva** What?
- Kate** It was ⁽⁶⁾ _____ to keep food in, in the fridge. A plastic container.
- Eva** Oh. Have they got ⁽⁷⁾ _____ more interesting than plastic food containers in this shop?
- Kate** Yes. They've got lovely plates and bowls.

The future

8 Match 1–4 with a–d to make rules.

- 1 We use the **present continuous**
 - 2 We use ***be going to***
 - 3 We use ***will***
 - 4 We use ***might***
- a) to make a future prediction.
 - b) to talk about a definite arrangement in the future.
 - c) to talk about a future possibility.
 - d) to make a future prediction based on present evidence or to talk about a future intention.

b

9 Circle the correct words.

- Lydia** Bye, Izzy. I'm leaving now for my interview in London.
- Izzy** How ⁽¹⁾ **might you get** / **are you getting** to the station?

- Lydia** Ben said he would drive me, but I'm not sure how ⁽²⁾ **I'm getting** / **I'll get** back home at the end of the day. ⁽³⁾ **I'm getting** / **I might get** the bus.
- Izzy** I'm not ⁽⁴⁾ **doing** / **going to do** anything this evening. ⁽⁵⁾ **I'll pick** / **I'm picking** you up at the station, if you like.
- Lydia** Thanks, Izzy! That would be great.
- Izzy** So what time are you ⁽⁶⁾ **going to arrive** / **arriving**?
- Lydia** About 5.30 pm.
- Izzy** OK. ⁽⁷⁾ **I'm going to** / **I'll be** there. And don't worry, ⁽⁸⁾ **I won't be** / **I'm not being** late.

10 Complete the dialogue with the correct form of the verbs in brackets. Use the present continuous, *be going to*, *will* or *might*.

- Alice** Hi Tom! What ⁽¹⁾ are you doing (do) this weekend?
- Tom** Hi Alice. I ⁽²⁾ _____ (see) an Italian film at Riverside Studios on Saturday. It's called *The Leopard*. Peter and Ellie ⁽³⁾ _____ (come) too.
- Alice** Have you already bought the tickets?
- Tom** Yes. Why? Would you like to come too?
- Alice** I'd love to!
- Tom** OK. I ⁽⁴⁾ _____ (buy) you a ticket too.
- Alice** Great. What time does the film start?
- Tom** Seven.
- Alice** OK. I'll meet you there. I ⁽⁵⁾ _____ (be) about five minutes late. It depends on the traffic.
- Tom** No problem.
- Alice** ⁽⁶⁾ _____ (we all / go) straight home after the film? I know a really nice pizza place near the cinema.
- Tom** That's a nice idea but I'd better check with Peter and Ellie first. They ⁽⁷⁾ _____ (not want) to go out for a pizza.
- Alice** OK. We can decide on Saturday. Anyway, I ⁽⁸⁾ _____ (see) you at the cinema at seven o'clock. Bye Tom.
- Tom** Bye.

Speaking

Giving and responding to compliments

1 ★ Order the words to make sentences.

A great / look / you / .

You look great.

B Oh, thank you!

A dress / fantastic / a / what / .

(1)

B Thanks. I'm really pleased with it.

A really / you / suits / The colour / .

(2)

B Do you really think so?

A new / I / your / And / love / shoes / .

(3)

B I'm glad you like them.

2 ★ You and your friend both have a new item of clothing. Write a dialogue similar to the one in exercise 1.

You Your _____ looks _____.

Friend Do you really _____?

You Yes, it's _____.

Friend Thanks. By the way, _____!

You I'm _____.

Friend Oh, I love it!

You Thanks, I'm _____.



Writing

A comparison

3 ★ Circle the correct linkers of contrast.

Pia is tall and slim, but / while she doesn't like sport very much.

1 Although / Whereas she can be very sociable, she also likes spending time on her own.

2 Although / While Pia is good at art and design, her sister Lucy is much more interested in music.

3 Pia usually wears jeans and a T-shirt, although / whereas Lucy likes to be really fashionable.

4 ★ Complete the comparative description with the words in the box.

boots old-fashioned glamorous dress
accessories whereas markets Although
While

My two friends Maxine and Leonie dress quite differently. ⁽¹⁾ _____ I don't see Leonie much during the week, we all go out together at weekends. And that's when I notice their different styles.

Maxine's style is a little bit aggressive. She often wears black leather trousers, a loose T-shirt and a tight jacket. And she's got a pair of red cowboy ⁽²⁾ _____ which look great with her trousers. She also uses ⁽³⁾ _____ like belts or jewellery to create different looks.

⁽⁴⁾ _____ Maxine nearly always wears trousers, Leonie loves skirts and dresses. And her clothes are always unusual. She loves vintage clothes, so she spends a lot of time mending old clothes which she buys in ⁽⁵⁾ _____. She's got one amazing ⁽⁶⁾ _____ dress that belonged to her grandmother in the early sixties.

While Maxine looks very ⁽⁷⁾ _____, Leonie always looks gentle and dreamy. And Maxine spends very little time on choosing her clothes ⁽⁸⁾ _____ Leonie is very interested in fashion magazines. But one thing is certain, both Maxine and Leonie are really stylish, just in different ways!

Unit 4 Progress Check

Cumulative Grammar



1 Circle the correct words to complete the text.

Beauty practices around the world

(1) **Anyone** / **Someone** who thinks our interest in fashion and beauty is new is mistaken. Beauty treatments and make-up have been

around (2) **since** / **for** thousands

of years. The ancient Egyptians

(3) **used** / **were using** minerals to make coloured eye shadows and powders. And Queen Cleopatra

(4) **was taking** / **used to take** baths in milk and honey.

(5) **Everywhere** / **Anywhere** in the world people decorate their bodies and faces in order to look more beautiful. But there are quite a lot of things (6) **where** / **which** seem strange to us in the West.

For example, in Kenya, Masai women

(7) **think** / **are thinking** long ears are beautiful, so they stretch their ears with heavy weights.

A lot of beauty practices are painful. In China they

(8) **have stopped** / **stopped** binding girls' feet now.

Until the middle of the 20th century, older women (9) **were putting** / **used to put** tight cloth around the feet of three-year-old girls and break the bones in their feet so that they would have small feet. It

(10) **hurt** / **was hurting** a lot and the girls grew up with deformed feet, unable to walk normally.

And what painful things (11) **do we do** / **we do** in the West in the name of beauty? Well, (12) **I'm standing** / **I stand** outside a tattoo place at the moment and some people are inside. That's one painful beauty practice (13) **when** / **that** people are happy to pay for in the West. (14) **Will there be** / **Is there being** a time when people don't suffer to be beautiful? I don't think so!



All Clear Facts

Although foot binding was officially banned in China in 1911, it continued in many rural areas until about 1939.

Error Correction

2 Correct the underlined errors. Rewrite the sentences.

Who's that girl which you smiled at you just now?

Who's that girl who smiled at you just now?

1 Can you remember that time where we tried on hats?

2 I know anyone who spends lots of money on clothes.

3 He's got his shorts on because he will play tennis later.

Translation

3 Translate the corrected sentences from exercise 2 into your language.

1 _____

2 _____

3 _____

Dictation

4 Listen and write the sentences.

1 _____

2 _____

3 _____

My Progress

Score your progress from 1 (needs improvement) to 5 (excellent).

I can use relative pronouns to give information about people, things, time and places. ☐

I can use *some* / *any* / *no* compounds to talk about people, things and places. ☐

I can use *will* to make a future prediction. ☐

I can use *might* to talk about a future possibility. ☐

I can use *be going to* to make a future prediction based on present evidence or to talk about a future intention. ☐

I can use the present continuous to talk about a definite arrangement in the future. ☐



On the job

Vocabulary

The world of work

- 1 ★ Complete the words with vowels.

b _ o _ n _ u _ s

- 1 _ _ ppl _ _ c _ _ t _ _ _ n _ _ f _ _ r m
- 2 j _ _ b _ _ dv _ _ rt _ _ s _ _ m _ _ nt
- 3 p _ _ y _ _ r _ _ s _ _
- 4 _ _ xp _ _ ns _ _ s
- 5 pr _ _ m _ _ t _ _ _ n
- 6 w _ _ rk _ _ xp _ _ r _ _ _ nc _ _

- 2 ★ Order the letters to make work and money words.

- | | |
|------------------|---------------------------|
| yaslar | _____ <i>salary</i> _____ |
| 1 prepanphisecit | _____ |
| 2 nondistico | _____ |
| 3 snubo | _____ |
| 4 pinsnoe | _____ |
| 5 esnifteb | _____ |
| 6 lawnecoal | _____ |
| 7 carottcn | _____ |

- 3 ★ Read the sentences about what happens when you get a job. Circle the correct words.

First, you see a job advertisement / a pay rise.

- 1 Then, you fill in an application form / a pension.
- 2 You go to a bonus / an interview.
- 3 If you get the job, they give you a contract / work experience.
- 4 If you do well at your job, you might get conditions / a promotion.

- 4 ★ Circle the correct words.

I have to fill in my qualifications and experience on the job advertisement / application form.

- 1 To be a plumber you have to do an apprenticeship / application form.
- 2 As a waiter, his pay rise / salary isn't great, but he gets tips.
- 3 I'm really happy! My boss gave me a pay rise / benefits of £3,000 a year.
- 4 When my mother travels for her job, she gets a daily apprenticeship / allowance for food, transport and accommodation.

- 5 ★ Complete the sentences with the words in the box.

benefits bonus contract pension
promotion work experience

I've got a new job. They've sent me the contract, so now I must sign it and send it back.

- 1 My grandfather has retired, but he's got money for holidays because he gets a good _____.
- 2 She gets £1,500 a month at the travel company, but she gets a _____ if she sells lots of holidays.
- 3 My cousin got a _____ last week. He's going to be Senior Sales Manager now.
- 4 The salary isn't very good but the _____ are excellent. There are long holidays and free flights all around the world.
- 5 I want to be a journalist, so I'm getting _____ at a local newspaper.

Work verbs

6 ★ Circle the correct verbs.

have / sign an interview

- 1 claim / earn a salary
- 2 be / lose unemployed
- 3 lose / claim a job
- 4 be / have a full-time job
- 5 apply / sign for a job

7 ★ Complete the phrases with the words in the box.

claim fill in get get sign work

- _____ get a job
- 1 _____ part-time
 - 2 _____ expenses
 - 3 _____ a pension
 - 4 _____ an application form
 - 5 _____ a contract

8 ★ Match the sentence beginnings 1–6 with the endings a–f.

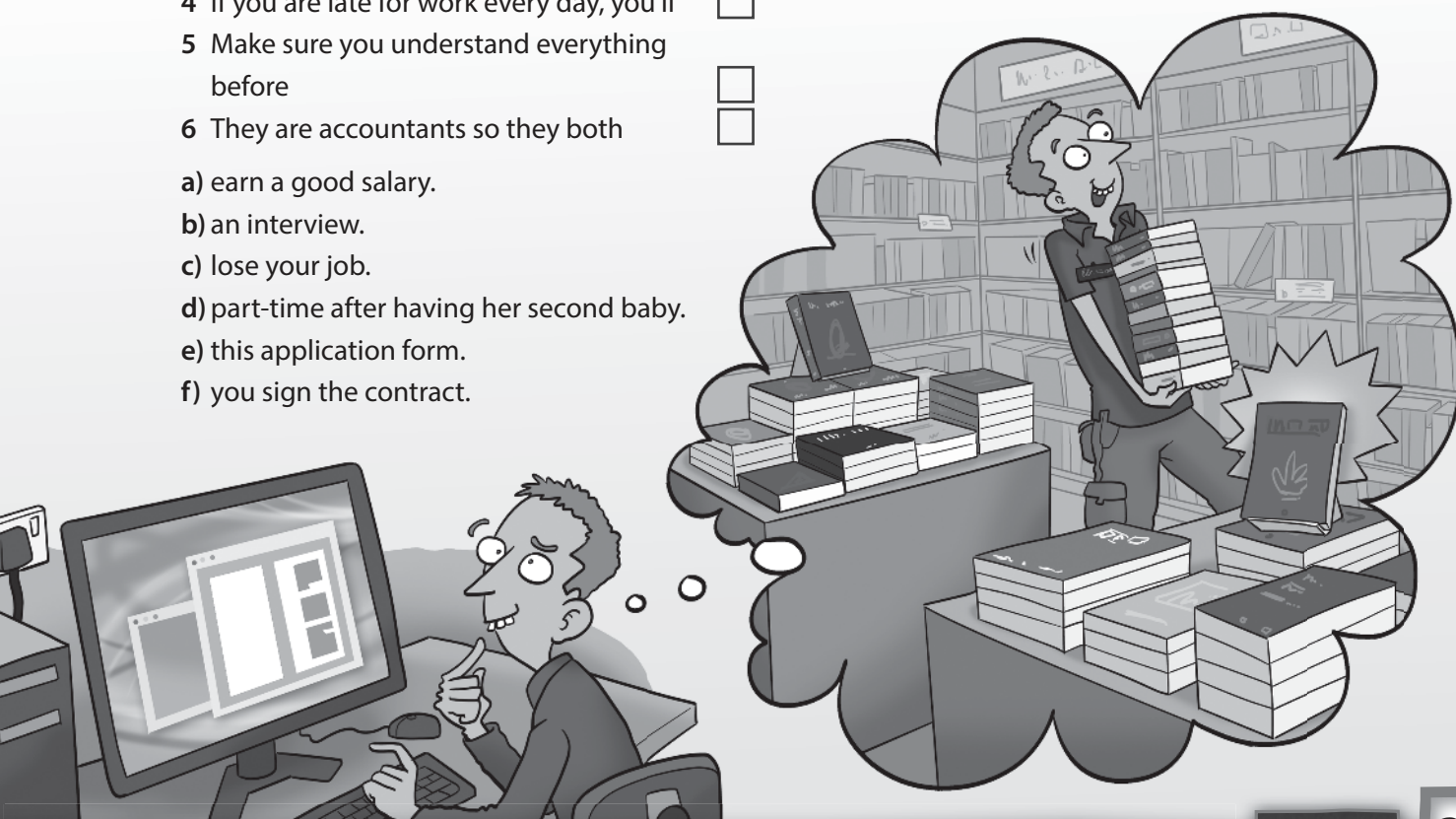
- 1 You should get a haircut before you have _____
 - 2 She decided to work _____
 - 3 It took me three hours to fill in _____
 - 4 If you are late for work every day, you'll _____
 - 5 Make sure you understand everything before _____
 - 6 They are accountants so they both _____
- a) earn a good salary.
 - b) an interview.
 - c) lose your job.
 - d) part-time after having her second baby.
 - e) this application form.
 - f) you sign the contract.

9 ★ Complete the sentences with the words in the box.

an interview contract full-time job
part-time pension salary unemployed

He was only working 12 hours a week, but now he has a full-time job and works a 40-hour week.

- 1 You look really smart. Have you got _____?
- 2 It's difficult to find a job at the moment – more than two million people are _____.
- 3 When my aunt retires from the police force, she will get a good _____.
- 4 I'm free on Tuesday and Thursday afternoons because I work _____ now.
- 5 Here's a pen. Can you sign the _____, please?
- 6 She loves being a cook, but she doesn't earn a very good _____.
- 7 They are looking for a shop assistant at the bookshop. You should apply for the _____.



The first and second conditional

- 1 ★ Circle the correct words to complete these first conditional sentences.

If you apply / will apply for this job, I'm sure you will get it.

- I **wear** / **will wear** a suit if they give me an interview.
- If I get an application form, **do you help** / **will you help** me fill it in?
- He'll lose his job if he **doesn't stop** / **won't stop** being late for work.
- If they **offer** / **will offer** her a job, will she take it?
- You **don't regret** / **won't regret** it if you go and work for them.

- 2 ★ Complete the first conditional sentences with the correct form of the verbs in brackets.



If you work (work) hard, you will pass (pass) your exams.

- If you _____ (not pass) your exams, you _____ (not get) a job.
- If you _____ (get) a job, you _____ (earn) some money.
- If you _____ (not earn) any money, you _____ (not have) enough money for a holiday.
- If you _____ (not have) enough money for a holiday, we _____ (not be able) to go away.

- 3 ★ Order the words to make second conditional sentences.

£5000, / had / how / If / it / spend / would / you / you ?

If you had £5000, how would you spend it?

- do / If / the president, / were / what / would / you / you ?

- buy / a house / I / I'd / If / the lottery, / my parents / won .

- buy / cost / didn't / I / If / one / so much, / those laptops / would !

- 4 ★ Complete the second conditional sentences with the correct form of the verbs in brackets.

If she knew (know) the answer, she would tell (tell) us.

- He _____ (not be) so poor if he _____ (not waste) his money on designer clothes.
- He _____ (not work) there if he _____ (can) get a job somewhere else.
- If I _____ (have) enough money, I _____ (start) my own company.
- You _____ (not like) it if you _____ (lose) your job.

- 5 ★ Match the sentence beginnings with the endings to make first or second conditional sentences.

- If you don't apply for the job,
 - If they offered him more money,
 - What would you say
 - If I forget,
 - Will you ask for help
- a) if I offered you a job?
b) if you have a problem?
c) will you remind me, please?
d) would he stay in the job?
e) you won't get it.

e

6 Complete the first and second conditional sentences in the dialogue.

Rose Let's do the quiz in this magazine.

Lila No, I'm busy.

Rose Please? If you ⁽¹⁾ do (do) it with me, I ⁽²⁾ will help (help) you with your maths homework.

Lila Fine. It's a deal.

Rose Here's the first question. What ⁽³⁾ will happen (you do) if you ⁽⁴⁾ see (see) a ghost?

Lila That's ridiculous. I don't believe in ghosts. What's the next question?

Rose What ⁽⁵⁾ will you do (you do) if you ⁽⁶⁾ find (find) £500?

Lila I ⁽⁷⁾ will not keep (not keep) it. I think I ⁽⁸⁾ will take (take) it to the police.

Rose Me, too. Next question ...

Lila I don't want to do this quiz any more.

Rose If you ⁽⁹⁾ do not do (not do) it, I ⁽¹⁰⁾ will not help (not help) you with your homework. Remember the deal?

Lila I don't care. I'll do my homework without your help, thanks.

7 Complete the sentences for you. Use the first or second conditional.

If I had a magic carpet, I would fly to India to see the Taj Mahal.

1 If the weather is nice this weekend, _____

2 If I won the lottery, _____

3 Would you like **to see / seeing** my application form?

4 What time did you finish **to tidy / tidying** your bedroom?

9 Complete the sentences using the infinitive or gerund form of the verbs in brackets.

I can't afford to buy (buy) new shoes.

1 _____ (surf) the internet is fun, but you can waste a lot of time.

2 She doesn't want _____ (move) house.

3 _____ (sleep) takes up about one-third of our lives!

4 I'm applying _____ (join) the police force.

10 Complete the text using the infinitive or gerund form of the verbs in brackets.

Dear Kiera,

I'm really looking forward to

⁽¹⁾ seeing (see) you next week.

Have you finished ⁽²⁾ _____ (make) the costumes for your school play? I'd like

⁽³⁾ _____ (help) with our school play too. I really enjoy ⁽⁴⁾ _____ (paint)

and I'm also learning ⁽⁵⁾ _____ (make) things out of wood, so maybe I can apply

⁽⁶⁾ _____ (help) with making the furniture and the stage set.

Do you want ⁽⁷⁾ _____ (come) and stay with us in August? Mum says she'll be happy

⁽⁸⁾ _____ (pick) you up.

Anna

11 Complete the sentences for you.

I really enjoy writing songs.

1 One day I would like _____

2 I am looking forward to _____

3 At the moment I am learning _____

Gerunds and infinitives

8 Circle the correct words.

My sister really enjoys **to learn / learning** languages.

1 Have you finished **to read / reading** *War and Peace* yet?

2 They've decided **to go / going** camping together.

Speaking

Evaluating a situation

- 1 ★ Complete the dialogue with the words in the box.

don't like best thing downside like
upside bedroom

- A What's your new house like ?
B Well ... On the ⁽¹⁾ _____, it's bigger than our last house.
A What's the ⁽²⁾ _____ ?
B The best thing is my new ⁽³⁾ _____.
A So what's the ⁽⁴⁾ _____ ?
B What I ⁽⁵⁾ _____ are the neighbours. They're so noisy!

- 2 ★ Read the dialogue and circle the correct words.

- A What's your new school / house like?
B Well, it's good and bad really.
A What do you mean?
B On the upside, there's my ⁽¹⁾ **teacher** / **classroom**. He's really funny.
A That's ⁽²⁾ **terrible** / **good**.
B But the best thing are my classmates. They're really ⁽³⁾ **boring** / **friendly**.
A So what's the ⁽⁴⁾ **upside** / **downside**?
B What I don't like is the timetable. The day is too ⁽⁵⁾ **short** / **long**.
A And what's the worst thing?
B The food in the school ⁽⁶⁾ **library** / **canteen**!

- 3 ★ Imagine you've just moved house and changed school. Write a dialogue similar to the one in exercise 2.

- Friend What's your _____ like?
You Well, _____.
Friend What do you mean?
You _____.
Friend That's good.
You _____.
Friend So what's the downside?
You _____.

Writing

A cover letter email

- 4 ★ Match the sentence beginnings (1–6) with the endings (a–f).

- | | |
|----------------------------|---|
| 1 Dear | f |
| 2 I am writing to | |
| 3 I would be very grateful | |
| 4 I am attaching | |
| 5 I look forward to | |
| 6 Yours | |
- a) apply for a job in your company.
b) faithfully,
c) hearing from you.
d) if you could send me an information pack.
e) my CV.
f) Sir, / Madam,

- 5 ★ Complete the advertisement seeking volunteers, using the words in the box.

apply available environment
hard-working interested in join location
passionate provide skills team players

GREEN CAMPS Volunteer Programme

Are you passionate about green issues? Do you want to do something to improve the ⁽¹⁾ _____? Every year we invite volunteers to ⁽²⁾ _____ the Green Camps Programme and help in a variety of environmental projects. This year we have 20 camps open from 1st July to 31st August. Volunteers stay in the camp for two weeks. We ⁽³⁾ _____ tents and meals. Depending on the ⁽⁴⁾ _____ of the camp, the jobs ⁽⁵⁾ _____ for volunteers are: cleaning beaches, planting trees, counting rare plants, updating our website. Volunteers must be aged 16-18, ⁽⁶⁾ _____, good ⁽⁷⁾ _____ and able to live and work outdoors in all kinds of weather. In return for your hard work, we offer training in many useful ⁽⁸⁾ _____ and fun activities in the evenings. To ⁽⁹⁾ _____, write and tell us what you can offer us and why we need you on one of our camps. Please say which type of activities you are most ⁽¹⁰⁾ _____.

Green Camps Volunteers, 77 Bridge Road, Swansea

Unit 5 Progress Check

Cumulative Grammar



1 Circle the correct words to complete the text.

When I grow up ...

Do you know ⁽¹⁾ **anyone / no one**

who chose their career when they were very young?

Melissa Thornton always knew she wanted to be a vet.

'I ⁽²⁾ **have grown up / grew up**

on a farm and I often

⁽³⁾ **used to help / was helping**

my parents look after the animals. I remember the day ⁽⁴⁾ **when / where** I thought, 'I'm ⁽⁵⁾ **being / going**

to be a vet when I grow up.' I was seven years old and we had a horse which had a bad leg. While

the vet ⁽⁶⁾ **has checked / was checking** its leg,

I watched her very carefully. By the time she had

finished cleaning the cut, I ⁽⁷⁾ **had made up / made**

up my mind about my future career.

I knew I wanted ⁽⁸⁾ **to work / working** with animals.'

When she was 16, Melissa ⁽⁹⁾ **was spending / spent**

two weeks during the summer holidays helping in

a veterinary surgery. She is now in her last year of

secondary school and is looking forward to ⁽¹⁰⁾ **go /**

going to university, to study veterinary medicine.

'They ⁽¹¹⁾ **were offering / have offered** me a place

at Edinburgh University, but I will need to work

hard! I won't be able to go there if I ⁽¹²⁾ **don't / won't**

get three As in my exams. ⁽¹³⁾ **I work / I'm working**

really hard at the moment. It would be terrible if

⁽¹⁴⁾ **I'll get / I got** two As and a B instead of three As.

If I succeed, I'm going to spend a month in Ghana

as a volunteer with local vets. What an amazing

experience before I start at university!



Error Correction

2 Correct the underlined errors. Rewrite the sentences.

If you will work part-time, you won't earn a lot.

If you work part-time, you won't earn a lot.

1 She lose her job if she is late again.

2 If I knew the answer, I would told you.

3 Are you looking forward to get your promotion?

Translation

3 Translate the corrected sentences from exercise 2 into your language.

1 _____

2 _____

3 _____

Dictation

4  Listen and write the sentences.

1 _____

2 _____

3 _____

My Progress

Score your progress from 1 (needs improvement) to 5 (excellent).

I can use the first conditional to talk about possible situations and their consequences. ☐

I can use the second conditional to talk about imaginary or unlikely future situations and their consequences. ☐

I can use gerunds as the subject of a sentence. ☐

I can use gerunds and infinitives after certain verbs, prepositions and adjectives. ☐

All Clear Facts

To train to be a vet in the UK, you have to go to university. The degree course is five or sometimes six years.

6

It's a. crime

Vocabulary

Crime verbs

- 1 ★ Circle the correct words to make crime phrases.

commit / arrest a suspect

- 1 catch / do a thief
- 2 commit / be a crime
- 3 arrest / go to prison
- 4 do / commit community service
- 5 look for / pay clues
- 6 solve / suspect someone

- 2 ★ Order the letters to complete the crime phrases.

investigate a crime meric
 1 be _____ oncenint
 2 be _____ uglity
 3 pay a _____ inef
 4 solve a _____ emrci
 5 question a _____ pusscet
 6 go on _____ litra

- 3 ★ Read the definitions and circle the correct words.

place where criminals are locked up
prison / trial

- 1 illegal action community service / crime
- 2 money paid by someone who breaks the law
 clues / fine
- 3 someone who steals thief / suspect
- 4 things that give the police information
 about a criminal clues / trial
- 5 work that a criminal does as a punishment
 prison / community service
- 6 person that the police think is a criminal
 suspect / guilty

- 4 ★ Complete the sentences with the words in the box.

catch commit go to prison
 investigate pay a fine
 question solve suspect

She is the detective and it is her job to
investigate this crime.

- 1 If you park your car illegally, you
 might have to _____.
- 2 Why did the thief
 _____ these crimes?
- 3 The bank robbers will
 _____ for a long time.
- 4 There were no clues so the police
 couldn't _____ the
 crime.
- 5 When the police
 _____ someone of
 a crime, they take him to the police
 station for questioning.
- 6 The thief drove away very fast and the
 police couldn't _____
 her.
- 7 The police want to
 _____ him about his
 activities on the night of 23rd April.



Crimes and criminals

5 Complete the words with vowels.

- th _ e _ ft
 1 m _ _ r d _ _ r
 2 p _ _ c k p _ _ c k _ _ t _ _ n g
 3 k _ _ d n _ _ p p _ _ n g
 4 v _ _ n d _ _ l _ _ s m
 5 r _ _ b b _ _ r y

6 Write the words for criminals.

Crime	Criminal
murder	<u>murderer</u>
1 kidnapping	_____
2 robbery	_____
3 pickpocketing	_____
4 theft	_____
5 vandalism	_____

7 Match the definitions with the words.

- 1 A person who steals something.
 2 A person who deliberately damages property.
 3 A person who kills another person.
 4 A person who takes money or property from another person.
 5 A person who steals from people's pockets or bags.
 6 A person who takes someone away and makes them a prisoner.

- a) robber
 b) kidnapper
 c) pickpocket
 d) murderer
 e) thief
 f) vandal



8 Read the sentences and circle the correct words.

The man stole a boy's MP3 player from his pocket.

pickpocketing / murder

- They drove the boy away in a car and then asked his parents for money.
robbery / kidnapping
- A group of men stole £50,000 from the bank on High Street this morning.
robbery / pickpocketing
- Teachers are concerned about the amount of graffiti at the school.
murder / vandalism
- The woman stole a laptop computer from the office.
theft / kidnapping
- Police think the man was killed by one of his neighbours.
vandalism / murder

9 Complete the sentences with the words in the box.

kidnapping murder pickpocketing
 robbery theft vandalism

There was a bank robbery here last week. The robbers stole £5 million.

- Keep your bag shut. It's very crowded here and that's when a lot of _____ happens.
- She got arrested for _____. She stole some clothes from a department store.
- There's a lot of _____ in this town. Last week some boys burned trees in the park.
- He went to prison for _____ last year after taking a child from its parents.
- They've found the body, but they still don't know who committed the _____.

Modals of deduction and possibility

- 1 ★ Complete the rules with the words in the box.

can't might / may / could must

- We use _____ when we are certain something is true.
- We use _____ when we believe something is possibly true.
- We use _____ when we are certain something is not true.

- 2 ★ Complete the sentences using *must be* or *can't be*.

He's got an unusual accent. He _____ *must be* foreign.

- He's had three car accidents this year, so he _____ a good driver.
- He's just broken that car window. He _____ a thief.
- She always says horrible things about her friends, so she _____ a nice person.
- Somebody stole his passport, so he _____ at the police station now.
- This dictionary has got my name in it, so it _____ yours.

- 3 ★ Circle the correct words.

The sitting room window is broken. There **can't** / **might** be a thief in there.

- They found the money and jewellery in his pockets. He **can't** / **must** be the thief.
- Her face is very red. She **could** / **can't** be hot.
- Don't try to catch the thief because he **might** / **can't** have a knife.
- Ask Andrew because he **can't** / **may** know the answer.
- The cat hasn't eaten for days, so I think it **can't** / **could** be ill.

- 4 ★ Order the words to make sentences.

after / be / journey / must / tired / You / the .
You must be tired after the journey.

- 1 be / man / police officer / might / a / That .

- 2 problem / be / to / a solution / may / this / There .

- 3 be / work / must / today / at / Everybody .

- 4 here / might / Russian / They / speak .

- 5 ★ Rewrite the second sentence in each pair using *must*, *can't* or *might*.

This thing isn't moving. I'm certain it's dead.
It must be dead.

- 1 It's only got six legs. I'm certain it's not a spider.

- 2 It's very small. It's definitely an insect.

- 3 It hasn't got any wings. It's definitely not an insect.

- 4 Not all insects have wings. It's possibly an ant.

- 6 ★ Look at the picture and write sentences with the words in the box. Use *must be*, *might be* and *can't be*.



cold hot lost thirsty

It can't be cold.

- _____
- _____
- _____

The third conditional

7 ★ Circle the correct words.

If I **would have** / **had** seen the shoplifters,
I would have called the store detective.

- 1 You **would have** / **had** been frightened if you had seen the robbery.
- 2 They **wouldn't have sent** / **didn't send** her to prison if she had been innocent.
- 3 If the dog hadn't smelt the drugs, they **didn't catch** / **wouldn't have caught** the drug dealers.
- 4 Nobody **would have known** / **knew** he had robbed the bank if he hadn't suddenly bought a huge new house.
- 5 If we **haven't** / **hadn't** seen the smoke, those vandals would have burned the whole forest down.



8 ★ Complete the sentences with the past perfect form of the verb in brackets.

If he had been (be) guilty,
he would have gone to prison.

- 1 If I _____ (recognise) him,
I would have told the police.
- 2 If she _____ (have) her bag
shut, the pickpocket wouldn't have stolen
her purse.
- 3 If he _____ (not have) a knife
in his bag, they wouldn't have arrested him.
- 4 If you _____ (be) in the bank
at the time of the robbery, what would you
have done?
- 5 If you _____ (not leave)
your laptop in the car, they wouldn't have
stolen it.

9 ★ Complete the third conditional sentences in the text with the correct form of the verbs in brackets.

Sometimes crimes have happy endings.

Here's an example. If a pickpocket

(1) hadn't stolen (not steal) my
purse at the train station, I wouldn't have
gone to the police station to report the
crime. If I (2) _____ (not go)
to the police station to report the crime, I
(3) _____ (not forget) to set my
alarm clock. If I (4) _____ (set) my
alarm clock, I would have woken up on time.
If I (5) _____ (not wake up) very
late, I (6) _____ (get) the eight
o'clock train. Instead, I got the nine o'clock train
and I met Adam. I (7) _____ (not
meet) Adam if I had taken the earlier train. And
now Adam and I are going out. We wouldn't
have met each other if that pickpocket
(8) _____ (not steal) my purse.
So you see, a crime *can* have a happy ending!

10 ★ Read the sentences. Then complete the third conditional sentences.

I saw the pickpocket. So he didn't try to steal
from me.

If I hadn't seen the pickpocket, he would have
tried to steal from me.

- 1 We had our mobiles. So we found each other.
If we hadn't _____
- 2 You didn't shut the window. That's how
the thieves got in.
If you had _____
- 3 They knew the car was unlocked. So they
stole it.
If they hadn't _____
- 4 We didn't know about the vandalism
in the area. So we went on holiday there.
If we had _____

Speaking

Showing interest

- 1 ★ Read the dialogue and circle the correct words.

A Guess ⁽¹⁾ **what** / **how**! I've ⁽²⁾ **just** / **yet** seen Marcin Gortat.
 B What, really? I can't believe ⁽³⁾ **so** / **it**!
 A Yes, he was buying clothes in the sports shop.
 B You're ⁽⁴⁾ **joking** / **shouting**! Tell me what happened.
 A I asked him for his autograph.
 B That's ⁽⁵⁾ **very** / **absolutely** incredible!

- 2 ★ Your friend has just had an unusual experience. Choose one of the situations below and write a dialogue similar to the one in exercise 1.

- Your friend has witnessed a crime.
- Your friend has rescued someone.
- Your friend has met a famous person.
- Your friend has had an amazing weekend.

Friend Guess what! _____

 You You're _____!
 When _____?
 Friend It _____.
 You Really? Tell me _____.
 Friend _____

 You That _____!



Writing

A narrative

- 3 ★ Complete the email with the adjectives in the box.

autumn beautiful delicious expensive
 fresh friendly front golden loud shiny
 short soft



TO: martina@mail.org

Hi Martina,
 Something really strange happened last week. I was sitting at my desk and trying to work on my science project. As you know, you can see the street from the window in front of my desk. Anyway, it was a lovely ⁽¹⁾ autumn day with a blue sky and just a few ⁽²⁾ _____ white clouds. I was looking at the trees with their ⁽³⁾ _____ leaves which were moving in the wind. Suddenly I heard a ⁽⁴⁾ _____ crash outside. I stood up and looked out of the window. A ⁽⁵⁾ _____ thin guy of about 20 had just smashed the ⁽⁶⁾ _____ window of a car in the street. I dialled the police on my mobile and ran outside. I was scared, but I shouted, 'Stop that, you thief!' When the guy saw me, he ran down the road. I looked in the car. There was a(n) ⁽⁷⁾ _____ black laptop on the front seat and a(n) ⁽⁸⁾ _____ - looking mobile. I stood by the car until the police came. They were able to contact the owner of the car. He was really grateful to me and very ⁽⁹⁾ _____. He owns a ⁽¹⁰⁾ _____ restaurant in our area where they serve really ⁽¹¹⁾ _____ salads and ⁽¹²⁾ _____ fruit cocktails. He's invited me to go there for a free lunch any time with a friend.
 I was thinking of going next Saturday. Would you like to come?
 Let me know,
 Orla

Unit 6 Progress Check

Cumulative Grammar



1 Circle the correct words to complete the text.

Tiger stops cricket game

Someone's toy tiger
(1) **has started** / **started**
a big police operation
in Hampshire last week
and stopped a game
of cricket at a nearby
cricket club.



The police (2) **received** / **have received** calls from
members of the public on Saturday about a white
tiger (3) **who** / **which** was 'hiding in a field' near
Hedge End. Armed police (4) **were going** / **went**
to the field and a helicopter prepared to take
thermal images of it from above. Animal experts
from nearby Marwell Zoo (5) **were also waiting** /
had also waited to give help.

Golfers at a nearby golf club were told to stay
inside and cricket players at the Rose Bowl stopped
their game for 20 minutes while the police (6) **were**
investigating / **have investigated** the area.

The police officers saw that the 'wild animal' was
not moving and the helicopter didn't (7) **detected** /
detect any body heat. Then the tiger (8) **was falling** /
fell onto its side as a rush of air from the helicopter
knocked it over. At that stage, the team realised
the tiger was a life-sized toy.

Here are some comments from people who read
about the incident.

'It was very realistic. If you (9) **have** / **had** seen it,
you would have been scared.'

'When I saw the tiger I said "it (10) **must** / **can't** be real."
I was certain it was a toy.'

'It (11) **would** / **will** have been funny if the police
had closed the motorway for a toy tiger.'

'I'm never (12) **forgetting** / **going to forget** this story.'

'I haven't laughed this much (13) **for** / **since** a very
long time. It's the funniest news story (14) **I'm ever**
hearing / **I've ever heard**.'

i All Clear Facts

Tigers are an endangered animal.
There are only around 3,200 left living
in the wild today.

Error Correction

2 Correct the underlined errors. Rewrite
the sentences.

He could being innocent, but I don't think so.

He could be innocent, but I don't think so.

1 She's an honest person, so she must be a thief.

2 If they'd suspected him, they will have
arrested him.

3 We wouldn't solve the crime if you hadn't
helped us.

Translation

3 Translate the corrected sentences from
exercise 2 into your language.

1 _____

2 _____

3 _____

Dictation

4 Listen and write the sentences.

1 _____

2 _____

3 _____

My Progress

Score your progress from 1 (needs improvement)
to 5 (excellent).

I can use modals of deduction to speculate
about things I am certain about. ☐

I can use modals of possibility to speculate about
things that might be possible or probable. ☐

I can use the third conditional to talk about
imaginary situations in the past and their
imaginary consequences. ☐

Sporting life

Vocabulary

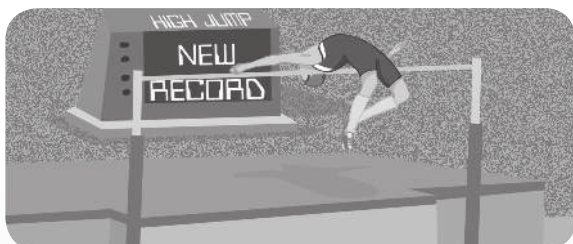
Sporting verbs

1 ★ Order the letters to make sporting verbs.

- et ak pu take up
 1 isvelete _____
 2 ohacc _____
 3 iwn _____
 4 selo _____
 5 ward _____

2 ★★ Look at the pictures and complete the phrases with the words in the box.

an event a goal a medal
 a record a record a team



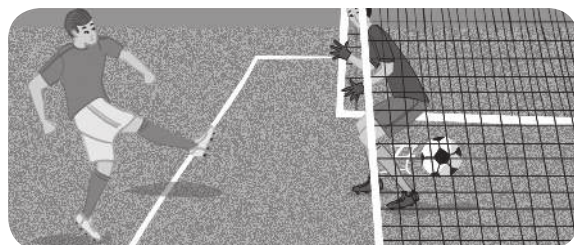
set a record



1 hold _____



2 get _____



3 score _____



4 break _____



5 support _____

3 ★★ Circle the correct words.

Did he get a medal / hold an event in the European Games?

- My brother is a Real Madrid fan, but I win / support Barcelona.
- I didn't lose / draw the race, but I came 12th out of 14.
- If you want to win / score the match, you need to play well.
- Chelsea drew / broke 3-3 with Newcastle.
- If you want to get fit, why don't you support / take up basketball?
- I think she will score a goal / break a record in the women's 500m.

4 ★★ Complete the sentences with the words in the box.

coach get a medal hold score a goal
set a record televise

You get a medal if you come first, second or third in the Olympics.

- At the moment it's 1-1 and there are only three minutes left to play. We need to _____ very soon.
- A lot of officials are going to watch him swim the Channel because he is hoping to _____ for his age group.
- They're building a new stadium in Rio because they are going to _____ the next Olympics there.
- They are going to _____ the match, so you'll be able to see it in your house!
- For a month, her instructor is going to _____ her for two hours every day to prepare for the race.

Confusing verbs

5 ★ Circle the correct words.

I hope I **beat** / **win** the competition!
The prize looks incredible!

- My brother **beat** / **won** Joe in the race – he was so fast.
- I **expect** / **hope** to see you there at 7 pm – don't be late!
- My sister **expects** / **hopes** she'll enjoy university, but she's nervous about moving to a new city.
- I learnt to **play** / **practise** the piano at school.
- My brother is in a band, so he's always **playing** / **practising** the guitar at home – he needs to improve a lot!
- Joanne **spent** / **wasted** £60 on her new dress – it's beautiful.
- That pizza cost £10 and tasted horrible! I really **spent** / **wasted** my money.

6 ★★ Circle the correct words to complete the sentences.



If you want to be a great athlete, you have to **teach** / **train** every day.

- I used to be an Olympic runner, so I can **teach** / **train** you for the marathon.
- I asked my father to **teach** / **train** me to drive.
- I think I need to **play** / **practise** a bit more – I crashed the car!
- Do you **remember** / **remind** the day we met?
- I'm afraid not! Please **remember** / **remind** me.

7 ★★ Complete the sentences with the words in the box.

beat play practise remember
remind teach win

I'm not very good at cooking – I need to practise more.

- Please try to _____ the colour of the car the thieves were driving.
- I really wish I could _____ the guitar. It looks like fun!
- They are better than the other team, so I think they will _____.
- Do you _____ people if they forget your birthday?
- They lost. We _____ them.
- When we're at the beach, I'll _____ you to stand on your head.

The passive

1 ★ Match the rules 1–3 with the example sentences a–c.

- 1 We use the active to emphasise the subject of the sentence. ☐
 - 2 We use the passive to emphasise the action, not who is doing it. ☐
 - 3 We use *by* in passive sentences to show who is doing the action. ☐
- a) The final goal was scored during the last minute of the game.
- b) My team scored the final goal of the match.
- c) The final goal was scored by my team.

2 ★ Complete the text with the present simple passive form of the verbs in brackets.



A medal ceremony ⁽¹⁾ is held (hold) at the end of each Olympic event. The medals ⁽²⁾ _____ (give) to the winners by a member of the International Olympic Committee. The flags of the three medallists ⁽³⁾ _____ (raise) and the national anthem of the gold medallist ⁽⁴⁾ _____ (play). The national anthems of the silver and bronze medallists ⁽⁵⁾ _____ (not play). The men's marathon ⁽⁶⁾ _____ (hold) on the morning of the last day of the Olympics. The medals for this event ⁽⁷⁾ _____ (not present) until the evening, during the closing ceremony.

3 ★ Complete the text with the past simple passive form of the verbs in brackets.

Tennis in the past ⁽¹⁾ wasn't played (not play) like it is today. A kind of tennis game ⁽²⁾ _____ (invent) by European monks in the 11th or 12th century. Rackets ⁽³⁾ _____ (not create) until the 14th century and the first tennis balls ⁽⁴⁾ _____ (make) of wood. In France, the game ⁽⁵⁾ _____ (play) by the royal family. It ⁽⁶⁾ _____ (not call) tennis. It ⁽⁷⁾ _____ (call) *jeu de paume* because it ⁽⁸⁾ _____ (play) with the palm of the hand (*paume* in French).

4 ★ Rewrite the sentences using the present simple passive or past simple passive. Add *by* if necessary.

Wimbledon fact file

At Wimbledon, they play tennis on grass courts.

At Wimbledon, tennis is played on grass courts.

1 They held the first Wimbledon tennis tournament in 1877.

2 Spencer Gore won the men's championship that year.

3 Lottie Dod won the women's championship in 1887.

4 Before 1986 they used white tennis balls at Wimbledon.

5 People see yellow balls more easily on television.

5 ★ Circle the correct words.

Perhaps skateboarding will **accept** / **be accepted** as an Olympic sport one day.

- The gold medal will probably **win** / **be won** by that Australian swimmer.
- Tickets are going to **sold** / **be sold** online six months before the event.
- The match is going to **televised** / **be televised**.
- All athletes will **test** / **be tested** for drugs.
- New records will **set** / **be set** in the next Olympics.
- Everyone is going to **give** / **be given** free T-shirts.

6 ★ Complete the future passive sentences using the *will* form of the verbs in brackets.

Spectators won't be allowed (not allow) to bring bottles into the stadium.

- You _____ (expect) to play in the match.
- The event _____ (not hold) because of bad weather.
- You _____ (not allow) into the stadium without a ticket.
- The results _____ (announce) in 15 minutes.
- The world record _____ (not break) for many years.

7 ★ Complete the future passive sentences using the *be going to* form of the verbs in brackets.

The match is going to be televised (televise).

- The finals _____ (play) on Saturday.
- This film _____ (show) again next month.
- The votes _____ (not counted) until tomorrow.
- The tennis match _____ (not continue) until it stops raining.
- The losing team _____ (not photograph) by the photographer.

Passive questions

8 ★ Complete the questions using the present simple passive form of the verbs in brackets.

Where is lacrosse played (play)?

- How often _____ the Commonwealth Games _____ (hold)?
- What _____ cricket balls _____ (make) of?
- What _____ a cricket bat _____ (make) of?
- _____ helmets _____ (wear) in American football?

9 ★ Write questions using the past simple passive.

When / tennis / invent ?

When was tennis invented?

- Who / the game / invent / by ?

- What / early tennis balls / make of ?

- When / rackets / first / create ?

- What / the game / originally call ?

10 ★ Complete the questions with the correct form of the verbs in brackets. Use the past, present or future passive.

In which sport are players given (give) yellow cards?

- How much _____ the world's top footballers _____ (pay)?
- Where _____ the 2008 Olympics _____ (hold)?
- In which sport _____ clubs _____ (use)?
- Where _____ the match _____ (hold) tomorrow?
- When _____ Camp Nou _____ (build)?

Speaking

Giving and responding to advice

- 1 ★ Complete the dialogue with the words in the box.

good sing idea learn singing look for

- A I'd like to find something interesting to do in my free time.
 B You should learn another language.
 A That's a good ⁽¹⁾ _____, but I'm already learning French at school.
 B Well, why don't you take up ⁽²⁾ _____?
 A You must be joking! I can't ⁽³⁾ _____!
 B If I were you, I'd ⁽⁴⁾ _____ a part-time job.
 A No, that's no ⁽⁵⁾ _____. Then I wouldn't have any free time!

- 2 ★ Imagine you would like to study abroad next year. Write a dialogue similar to the one in exercise 1.

- Friend Hi! What are you doing?
 You I want to _____.
 Friend _____.
 You No, _____.
 Friend Why don't _____?
 You You must be joking! _____.
 Friend I know! You should _____.
 You Thanks. That's _____.



Writing

An email

- 3 ★ Circle the correct words.

Sorry, but I really can't / **mustn't** help you.

- 1 Congratulations **in** / **on** passing the exams!
- 2 Would you mind **to send** / **sending** me the photos?
- 3 Thanks. I guess I was just **lucky** / **happy**.

- 4 ★ Write a short email to answer your friend's questions. You may use the phrases below to help you.

TO: youforever@mail.org

SUBJECT: Sports competition

Hi!

I hope you enjoyed the sports competition on Saturday!

Please tell me all about your day there!

Did you win? Sorry I couldn't come.

What did you do after the competition?

Could you send me some photos?

Love,

Lucy

- Thank you for your support.
- Thanks. I guess we were just lucky!
- Sure. I'll ... / Sorry, but I really can't ...

Unit 7 Progress Check

Cumulative Grammar



1 Circle the correct words to complete the text.

Wild swimming

In recent years, outdoor swimming ⁽¹⁾ **became** / **has become** very popular in Britain. This is swimming in lakes, rivers and the sea all the year round. It ⁽²⁾ **was called** / **is called** 'wild swimming' by some people. People ⁽³⁾ **which** / **who** have tried it say they can never go back to swimming pools. For the past four months, Elana Flight ⁽⁴⁾ **was swimming** / **has swum** every day at the Highgate Ladies' Pond in Hampstead, where there are changing rooms, showers and a ladder into the water. 'I ⁽⁵⁾ **used to go** / **had gone** to an indoor pool once a week,' she says, 'but I ⁽⁶⁾ **wasn't liking** / **didn't like** the chlorine in the water. I ⁽⁷⁾ **gave up** / **would have given up** swimming if a friend hadn't told me about this place. After I ⁽⁸⁾ **was swimming** / **had swum** here a few times, I fell in love with the place. I enjoy ⁽⁹⁾ **swimming** / **to swim** with ducks and waterlilies in the water and trees all around me. I'm going ⁽¹⁰⁾ **to swim** / **swimming** here all through the winter as well. I haven't done that before. I think the water ⁽¹¹⁾ **must** / **can't** be warm then, but if ⁽¹²⁾ **I'm** / **I will be** cold after my swim, I'll have a hot shower and run around.' Apparently last winter the pond ⁽¹³⁾ **was covered** / **covered** with ice, but some swimmers broke the ice and got in. That sounds very dangerous! I ⁽¹⁴⁾ **don't** / **wouldn't** go swimming in an icy pond!



All Clear Facts

Every year, on Christmas Day, some people go swimming in the Serpentine, a famous lake in London's Hyde Park.

Error Correction

2 Correct the underlined errors. Rewrite the sentences.

How many records was set in the athletics events?

How many records were set in the athletics events?

1 Children don't usually taught to swim at school.

2 The match isn't going to play tomorrow.

3 Where do you think the Olympics will held in 2024?

Translation

3 Translate the corrected sentences from exercise 2 into your language.

- 1 _____
- 2 _____
- 3 _____

Dictation

4 Listen and write the sentences.

- 1 _____
- 2 _____
- 3 _____

My Progress

Score your progress from 1 (needs improvement) to 5 (excellent).

I can use the present simple passive and the past simple passive to emphasise an action in the present or the past.

☐

I can use *by* with the passive to describe who did the action.

☐

I can use the future passive with *will* and *be going to* to emphasise an action in the future.

☐

I can use the passive to ask questions.

☐

Vocabulary

Developing products

- 1 ★ Complete the verbs with vowels.

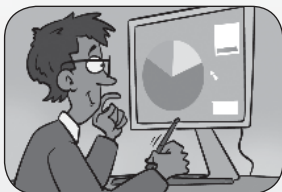
- d _ e _ v _ e _ l _ o _ p a concept
 1 r _ _ s _ _ _ r _ c _ h an idea
 2 t _ _ s _ t _ _ _ t the product
 3 _ _ n _ v _ _ n _ t characters
 4 m _ _ n _ _ f _ _ c _ t _ _ r _ _ a product
 5 d _ _ v _ _ l _ _ p the product

- 2 ★★ Match the verbs 1–6 with the nouns a–f.

- | | |
|-----------|--------------------|
| 1 analyse | a) a demonstration |
| 2 solve | b) the design |
| 3 do | c) the results |
| 4 design | d) any problems |
| 5 improve | e) market research |
| 6 give | f) a prototype |

- 3 ★★ Match the phrases in the box with the pictures.

analyse the results do market research
 give a demonstration test out the product



analyse the results



1 _____



2 _____



3 _____

- 4 ★★ Order the steps in a product's development from 1 to 7.
 1 is the first step.

- a) solve any problems
 b) manufacture the product
 c) test out the product
 d) research the idea
 e) analyse the results
 f) improve the design
 g) design a prototype

1

- 5 ★★ Match the sentences with the phrases in the box.

develop a concept develop the product
 improve the design invent characters
 test out a product

I'm thinking of ideas for a new game for mobile phones.

develop a concept

- 1 I'm still thinking about the look and style of the hero and the enemies.

- 2 My boss says the company wants to continue with work on my game.

- 3 Last week my colleague asked me to try out a game which he is working on.

- 4 Some of the graphics were difficult to see, but he has now made them a lot better.

Reporting verbs

- 6 ★ Find six reporting verbs in the wordsquare.

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

- 7 ★ Order the letters to make reporting verbs.

- eltl _____ *tell*
- 1 narw _____
- 2 gussetg _____
- 3 ferfo _____
- 4 erage _____
- 5 neconuna _____
- 6 seproim _____

- 8 ★ Circle the correct words.

We **warned** / **agreed** to meet at five o'clock.

- 1 I **told** / **invited** you not to use my computer.
- 2 She **offered** / **promised** not to tell anyone my secret.
- 3 He **admitted** / **complained** he was guilty.
- 4 The food was cold, so he **refused** / **complained** to the waiter.
- 5 I **suggested** / **explained** that my mobile wasn't working, so I couldn't call her.
- 6 He **refused** / **complained** to play football because he had hurt his foot.

- 9 ★ Complete the sentences with the verbs in the box.

admitted agreed announced
explained offered told

'I'm just going out to the shops,' she
_____ *told* _____ me.



- 1 'And the winner of this year's Golden Apple is Lily Bell!' the presenter _____.
- 2 'I couldn't print the tickets because my computer wasn't working,' she _____.
- 3 'I stole it,' she _____ quietly.
- 4 'I'll lend you some money,' he _____.
- 5 'That film was brilliant,' she said.
'Yes, it was,' he _____.

- 10 ★ Match the sentences with the words in the box.

complain ~~invite~~ promise
refuse suggest warn

- 'Would you like to come to my house for supper?'
_____ *invite* _____
- 1 'Watch out for pickpockets in the market.'

- 2 'I won't tell anyone, really.'

- 3 'This room's dirty and cold. Where's the manager?'

- 4 'I'm not going to work for £3 an hour.'

- 5 'Perhaps we should see the earlier film.'

Reported speech

- 1 ★ Read the quotes. Then circle the correct words to complete the reported speech.



'I know a brilliant designer.'

He said he **knows** / **knew** a brilliant designer.

- 1 'I'm designing a website.'

She said she **was designing** / **designed** a website.

- 2 'I met her at art college.'

He said he **had met** / **was meeting** her at art college.

- 3 'I have her phone number.'

He said he **has to** / **had** her phone number.

- 4 'I've worked on a lot of projects with her.'

He said he **were working** / **had worked** on a lot of projects with her.

- 5 'She's going to design the website.'

He said she **is going to** / **was going to** design the website.

- 2 ★ Read the quotes. Then complete the sentences using reported speech.

'I use my mobile phone all the time.'

She said she used her mobile phone all the time.

- 1 'I can't live without it.'

She said _____ without it.

- 2 'I've just sent an email from it.'

She said _____ an email from it.

- 3 'I'm taking it on holiday.'

She said _____ on holiday.

- 4 'But I won't make any calls.'

She said _____ any calls.

- 5 'I have to turn it off in class.'

She said _____ in class.

- 3 ★ Complete the table with the time expressions in the box.

12 days before ~~that day~~ that year
the following day the previous day
the week after the week before

Direct speech	Reported speech
today	<u>that day</u>
tomorrow	_____
yesterday	_____
next week	_____
last week	_____
12 days ago	_____
this year	_____

- 4 ★ Rewrite the direct speech as reported speech.

'I like technology of all kinds.'

He said that he liked technology of all kinds.

- 1 'Last month I went to a show by design students.'

He said that _____.

- 2 'I'm going to a robot exhibition in Tokyo next year.'

He said that _____.

- 3 'My uncle is coming with me.'

He said that _____.

- 4 'We'll fly out in June.'

He said that _____.

- 5 'I can't wait to go.'

He said that _____.



Charlie said that ⁽¹⁾ _____ *he*
_____ *was* _____ very sorry, but he
⁽²⁾ _____ come to Anna's party
⁽³⁾ _____ Saturday.
He said it ⁽⁴⁾ _____ his grandmother's
70th birthday. He said that his family
⁽⁵⁾ _____ a party for her
at his parents' house and that ⁽⁶⁾ _____
_____ to be there.
He said that ⁽⁷⁾ _____
_____ he ⁽⁸⁾ _____
_____ to the science museum
with Josh. He said that they ⁽⁹⁾ _____
_____ at a lot but they ⁽¹⁰⁾ _____
_____ Charles Babbage's calculator
which he ⁽¹¹⁾ _____
in 1871.

6

'Do you like science?'

1 'Are you good at physics?'

2 'Will you help me with my homework?'

3 'When can you help me?'

4 'Who discovered DNA?'

5 'What are you going to work on next?'

7

'Do you like your new laptop?'

She asked him *if he liked his new laptop* .

1 'Can I borrow your laptop?'

She asked him _____.

2 'Do you go on your computer every day?'

She asked him _____.

3 'Are you going home now?'

She asked him _____.

4 'Will you install this new program for me?'

She asked him _____.

8

1 What do you want to study at university?

2 How many languages do you speak?

3 Can you use a computer?

4 When will you be able to start?

5 Have you got any questions?

6 Will I be able to see your new films for free?



Hi Tom,

You remember I applied for a work experience position in that film company? Well I had an interview last week. They asked me

(1) what I wanted to study at university.

Then they asked me ⁽²⁾ _____.

I told them my Spanish was OK! They also wanted to know ⁽³⁾ _____. They

(4) _____. I said next week and they said OK. So I'm starting on Monday!!! Just before

I left they asked ⁽⁵⁾ _____ and I asked
⁽⁶⁾ _____. The answer was YES!

Bye for now,

Alice

Speaking

Agreeing and disagreeing

- 1 ★ Order the words to make sentences.

agree / I / totally / . *I totally agree.*

1 right / 're / absolutely / You / . _____

2 so / I / suppose / . _____

3 I / I / sorry, / but / agree / 'm / don't / .

4 not / 'm / sure / I / . _____

5 at / agree / don't / all / I / . _____

- 2 ★ Complete the dialogue with the words in the box.

minutes exciting football well good
see terrible

A Did you see the Champions League final on TV last night?

B Yes, I did. To be honest, it was a ⁽¹⁾ _____ match.

A I don't agree at all. Both teams played really ⁽²⁾ _____.

B I'm sorry, but I don't agree. The only goal was scored in the last few ⁽³⁾ _____.

A I suppose so, but it was a ⁽⁴⁾ _____ goal.

B I'm not sure. Don't you agree that there's too much ⁽⁵⁾ _____ on TV these days?

A You're absolutely right! And I reckon basketball is much more ⁽⁶⁾ _____ than football.

A I totally agree.

- 3 ★ Think about a sports or a cultural event you have seen recently. Write a dialogue similar to the one in exercise 2.

You Did you see _____?

Friend _____.

You I don't agree at all. _____.

Friend I'm sorry, but I don't agree. _____.

You I suppose so, but _____.

Friend I'm not sure. Don't you agree that _____?

You You're absolutely right! And I reckon _____.

Friend If you ask me, _____.

You I totally agree. _____.

Writing

A for and against essay

- 4 ★ Complete the text with the phrases in the box.

Another advantage Firstly However
In my opinion On the one hand positive

There are good and bad things about computer games. Let's start with the ⁽¹⁾ positive things. ⁽²⁾ _____ they're fun.

⁽³⁾ _____ is that they improve your reaction speeds. On the other hand, they're addictive, and a lot of people can't stop playing.

⁽⁴⁾ _____, this means that they stop you reading, talking to friends or doing sport. Secondly, they are bad for your body. You have to sit in front of a screen for a long time, so they are bad for your back and for your eyes.

⁽⁵⁾ _____, computer games are a waste of time. ⁽⁶⁾ _____, I know that a lot of people will disagree with me.

- 5 ★ Complete the text with the missing words.

More than 50% of teenagers listen to music on MP3 players every day. How is this popular technology affecting young people?

On the one ⁽¹⁾ hand, MP3 players have a lot of positive aspects. One ⁽²⁾ _____ is that they allow users to listen to their favourite music wherever they are. Secondly, you can store a huge amount of music on MP3 players. Thirdly, the sound quality is very high, so listening is a real pleasure.

On the ⁽³⁾ _____ hand, there are some negative aspects. ⁽⁴⁾ _____, people often play them at quite a high volume. This can result in hearing problems and it can disturb other people near them. ⁽⁵⁾ _____ disadvantage is that a lot of people listen to them whenever they are on the move. This means that they do not hear other sounds, for example traffic. Not hearing traffic can be very dangerous, especially if you are riding a bike. In conclusion, I admit that MP3 players have some negative aspects. ⁽⁶⁾ _____, in my opinion, they have more advantages than disadvantages.

Unit 8 Progress Check

Cumulative Grammar



1 Circle the correct words to complete the text.

Are you getting enough sleep?

Have you got the energy to stay up late playing computer games, but find it difficult to get up in the morning? ⁽¹⁾ **Do your parents think / Are your parents thinking** you're lazy because of this? Well, it probably isn't laziness or bad behaviour ⁽²⁾ **that / who** is causing your sleepiness in the morning. It ⁽³⁾ **can't / could** be biology. Since 1958, scientists ⁽⁴⁾ **knew / have known** that a hormone called melatonin helps us to fall asleep. Most adults ⁽⁵⁾ **start / are starting** producing melatonin at 10 pm. But when teenagers ⁽⁶⁾ **were studied / have studied** in a sleep laboratory, researchers found that they only ⁽⁷⁾ **started / have started** producing it at 1 am. On the one hand, this might be caused by the behaviour of teenagers; if teenagers ⁽⁸⁾ **didn't stay / won't stay** up late playing computer games, their brains wouldn't be stimulated at night and their melatonin ⁽⁹⁾ **will / would** be released earlier. On the other hand, it's possible that melatonin ⁽¹⁰⁾ **is released / was released** later in teenagers than adults because it's a time when all their hormones are changing. So even if they ⁽¹¹⁾ **are going / go** to bed early, they still won't produce melatonin at 10 pm. A psychologist ⁽¹²⁾ **who / which** works with teenagers said that a lot of teenagers ⁽¹³⁾ **weren't getting / hadn't got** enough sleep. She explained that teenagers ⁽¹⁴⁾ **needed / were needing** more sleep than children and adults. She added that lack of sleep could cause bad moods and depression. In America, some schools ⁽¹⁵⁾ **have changed / changed** their hours and now start an hour later. Apparently their students, who ⁽¹⁶⁾ **are now getting / will now get** an extra hour in bed, have started to get much better results.

i All Clear Facts

The average person spends 26 years of their life sleeping.



Error Correction

2 Correct the underlined errors. Rewrite the sentences.

He asked if I will help with the design.

He asked if I would help with the design.

1 I said that I am thinking about my holiday.

2 You asked me where had I been.

3 She asked do I want to go to the cinema.

Translation

3 Translate the corrected sentences from exercise 2 into your language.

- 1 _____
- 2 _____
- 3 _____

Dictation

4 Listen and write the sentences.

- 1 _____
- 2 _____
- 3 _____

My Progress

Score your progress from 1 (needs improvement) to 5 (excellent).

I can use reported speech to report what someone else said. ☐

I can use time expressions, pronouns and possessives in reported speech. ☐

I can use reported speech to report information questions and yes / no questions. ☐

Vocabulary

Messages

- 1 ★ Complete the communication words with vowels.

bl _ o _ g
 1 tr _ _ v _ _ l g _ _ _ d _ _
 2 c _ _ rt _ _ _ n _ _
 3 d _ _ ct _ _ _ n _ _ ry _ _ n try
 4 _ _ n str _ _ ct _ _ _ n m _ _ n _ _ _ l
 5 l _ _ b _ _ l
 6 q _ _ _ t _ _

- 2 ★ Order the letters to make communication words.

petrice	_____ <i>receipt</i> _____
1 datver	_____
2 opme	_____
3 weiver	_____
4 icatler	_____
5 pierce	_____
6 wette	_____

- 3 ★ Circle the correct words.

I read a **poem** / **review** of the new Javier Bardem film.

1 I'm keeping the **recipe** / **receipt** for my new bag because I might take it back to the shop.

2 I saw a funny **advert** / **article** for a new kind of lemonade.

3 There's a really funny **quote** / **cartoon** in the paper. It's a picture of a cat saying to its human owner, 'I'm going out. Do you need any mice?'

4 I read a beautiful **poem** / **dictionary entry** about snow falling in a forest.

5 I've got a **blog** / **recipe** about food. I write new posts every week.

- 4 ★ Read the definitions and circle the correct words.

information posted online; the maximum number of letters or characters is 140

blog / **tweet**

- 1 piece of writing in a newspaper
article / **review**
- 2 small piece of paper, on a bottle for example, or small piece of material on clothes, that gives information
label / **receipt**
- 3 information given to explain the meaning of a word or phrase
cartoon / **dictionary entry**
- 4 exact words which someone said
blog / **quote**

- 5 ★ Complete the sentences with the words in the box.

travel guide	article	blog
instruction manual	receipt	recipe

Here's your change. The receipt for the shirt is in the bag.

- 1 Let's go online and read her _____ so we can see what she's up to at the moment.
- 2 I read a really interesting _____ about technology in a magazine.
- 3 I want to see the best things in Paris when I go there in the summer. I've already bought a _____.
- 4 Can you help me install my new printer? The _____ is incomprehensible.
- 5 I found a great _____ for carrot soup online. Let's make it now!

Adjectives with **-able** and **-ible**

- 6 ★ Complete the adjectives with **-able** or **-ible**.

reason able

- 1 respons _____
- 2 vis _____
- 3 reli _____
- 4 accept _____
- 5 flex _____
- 6 bear _____

- 7 ★ Complete the opposites of the adjectives in exercise 1 with vowels.

u n r e a s o n a b l e

- 1 u n r e s p n s a b l e
- 2 u n v i s i b l e
- 3 u n r e i a b l e
- 4 u n a c c p t a b l e
- 5 u n f l x i b l e
- 6 u n b e r a b l e

- 8 ★ Circle the correct words.

Is it true that the Great Wall of China is **reasonable** / **visible** from space?

- 1 He is very **bearable** / **reliable**. If he says he'll do something, he does it.
- 2 She adapted very quickly to living in New York. She is very **acceptable** / **flexible**.
- 3 My tooth hurts but it's **bearable** / **responsible**. I see the dentist tomorrow.
- 4 He is very **responsible** / **acceptable**. He works hard at school and has a part-time job.
- 5 Jade always finds a solution when the others are arguing. She's so **reasonable** / **visible**.
- 6 Is it **bearable** / **acceptable** to wear shorts in the summer at your school?



- 9 ★ Read the sentences and circle the correct words.

He doesn't like changing his normal routine.
irresponsible / **inflexible**

- 1 That noise is horrible and it's hurting my ears.
unbearable / **unreliable**
- 2 You can't see the wind.
unacceptable / **invisible**
- 3 He doesn't look after his dog or take it for walks.
irresponsible / **unbearable**
- 4 She was supposed to bring food to the party, but she forgot.
unreasonable / **unreliable**
- 5 He should have moved his car when it was blocking the road.
unacceptable / **unreasonable**
- 6 It was wrong to wear jeans to Grandma's dinner.
unacceptable / **unreliable**



- 10 ★ Complete the sentences with the adjectives in the box.

flexible invisible reliable responsible
unacceptable unbearable unreasonable

She'll be here on time. She's never late. She's very reliable.

- 1 You can't go for a walk in the forest in those high heels. Don't be so _____.
- 2 When Superkid puts on his magic coat, you can't see him. He's _____.
- 3 Take me to the hospital now. This pain is _____.
- 4 Here are your tickets and passport. You are _____ for them now, not me.
- 5 A _____ person like you will have no problems when you go and live in Australia.
- 6 It's _____ to play computer games during a family dinner.

Tense review

- 1 ★ Match the example sentences 1–8 with the tenses a–h.

- 1 My sister always sends me a postcard.
- 2 Joey is lying in bed.
- 3 I spent three months in California.
- 4 I was working in a café all summer.
- 5 You've just sat on my glasses!
- 6 The film had already finished.
- 7 It's going to rain tomorrow.
- 8 I'll see you on Tuesday.

g

- | | |
|----------------------------|-----------------------------------|
| a) past perfect | e) past continuous |
| b) past simple | f) present perfect |
| c) future with <i>will</i> | g) present simple |
| d) present continuous | h) future with <i>be going to</i> |

The present

- 2 ★ Complete the sentences with the present simple or present continuous form of the verbs in brackets.

A lot of teenagers in the UK take (take) a gap year before university.

- 1 She's very shy, so she _____ (not make) new friends easily.
- 2 I _____ (stay) with my cousins at the moment while my parents are away.
- 3 Why _____ you _____ (cry)? What's the matter?
- 4 My friend often _____ (talk) about her friends at her last school.
- 5 You can sit here. We _____ (not use) that chair.
- 6 At what age _____ people in your country usually _____ (retire)?

- 3 ★ Circle the correct words.

Hello readers and welcome to my travel blog!

- (1) I write / I'm writing this from a youth hostel in Sweden. It's a lovely day and the sun (2) is shining / shines. (3) I'm having / I have a great time here. I've got a great routine. Every day (4) I'm getting up / I get up at seven and go to run on the beach. I often (5) see / am seeing

interesting birds there. After my run,

(6) I'm sitting / I sit down with my Swedish books. Yes, (7) I'm learning / I learn Swedish.

(8) I don't know / I'm not knowing many words yet, though.

The past

- 4 ★ Circle the correct words.

She hasn't answered / didn't answer my email yet.

- 1 I got a text message from Leah while I talked / was talking to my mum.
- 2 Where's Tom? We haven't heard / didn't hear from him for months.
- 3 They have had / had their own computers since they were 12.
- 4 I didn't read / haven't read her blog yesterday.
- 5 My mum used to work / has worked at my school, but now she works at a different one.
- 6 Dad had already left / already left when you called yesterday.

- 5 ★ Complete the text with the correct past form of the verbs in brackets.

Vicki Rowlands is a cartoonist. She (1) has worked (work) for *Laugh* magazine for two years. She (2) _____ (start) drawing funny pictures when she was 14. 'I (3) _____ (go) to all my classes, but I often couldn't concentrate on the lessons. One day, while I (4) _____ (sit) in a boring history lesson, I (5) _____ (begin) to draw penguins and that was the beginning of my interest in cartoons! I (6) _____ (stop) drawing penguins now though.'

At 18, Vicki went to art college where she (7) _____ (learn) a lot about illustration. 'I (8) _____ (already decide) to become a cartoonist before going to art college. I (9) _____ (work) very hard there and by the time I left, I (10) _____ (develop) my own personal style.'

The future

- 6 ★ Match the beginnings with the endings to make rules about future tenses.

- 1 We use the *be going to* to talk about ☐
 - 2 We use the future with *will* to talk about ☐
 - 3 We use the present continuous to talk about ☐
- a) a future event based on present evidence.
b) a future arrangement.
c) a future prediction.

- 7 ★ Circle the correct words.

Laura Do you want to come to Hyde Park with me and Izzy? It's ⁽¹⁾ going to be / **being** sunny tomorrow. ⁽²⁾ **We'll have** / **We're having** a picnic by the lake at two o'clock.

Claire I can't. ⁽³⁾ **I'll play** / **I'm playing** tennis in the club tournament all day. It's crazy because I know ⁽⁴⁾ **I won't win** / **I'm not winning**.

Laura Why do you say that?

Claire Because I'm sure Yasmin ⁽⁵⁾ **is winning** / **will win** again.

Laura How about coming to the cinema on Sunday afternoon, then? There's a film with Penelope Cruz. I'm sure ⁽⁶⁾ **you'll** / **you're going to** like it.

Claire No, thanks. ⁽⁷⁾ **I'm going to** / **I'll** stay at home. I need to work on my new blog. ⁽⁸⁾ **I'll** / **I'm going to** put some new photos on it.



Question forms

- 8 ★ Match the beginnings with the endings to make questions.

- 1 What were you doing ☐
 - 2 Have you ☐
 - 3 When will ☐
 - 4 Are you ☐
 - 5 What are ☐
 - 6 Had the party ☐
- a) finished when you got there?
b) ever lost your mobile phone?
c) going to phone her?
d) when he walked into the room?
e) you give me an answer?
f) you writing on that postcard?

- 9 ★ Complete the dialogue with the correct form of the verbs in brackets.

- James** Where ⁽¹⁾ did you meet (you / meet) Ed?
Thomas In a film.
James Really? ⁽²⁾ _____ (he / act) in the film?
Thomas Yes, and so was I.
James Wow! ⁽³⁾ _____ (you / be) in a lot of films?
Thomas Three so far. That was my first.
James ⁽⁴⁾ _____ (it / be) his first film too or ⁽⁵⁾ _____ (he / act) professionally before?
Thomas Yes, he had. He's worked in TV and films since he was eight.
James ⁽⁶⁾ _____ (you / be) in any more productions together?
Thomas I hope so. We've both just done auditions for a film called *Midnight*.
James When ⁽⁷⁾ _____ (you / know) if you've got parts?
Thomas Tomorrow at 10 am!
James Good luck!

Speaking

Showing interest and sympathising

1 ★ Circle the correct responses.

I've just passed my driving test.

a) Congratulations!

b) How terrible!

1 My sister's getting married.

a) That's wonderful news!

b) How terrible!

2 We didn't win the league.

a) I'm really happy for you.

b) I'm sorry to hear that.

3 My dad's broken his leg and he's in hospital.

a) That's great news!

b) Oh no! How awful!

4 I've just won the lottery!

a) I'm really delighted for you.

b) How terrible.

2 ★ Imagine you have just had a terrible weekend. Write a dialogue using some of the expressions from exercise 1.

Friend Hi! How was your weekend?

You It was terrible.

Friend _____
_____.

What happened?

You Well, I _____
_____.

Friend _____
_____!

You But there's some good news too.

Friend Really? What's that?

You _____
_____.

Friend Oh! _____
_____.

Writing

A blog post

3 ★ Match the underlined mistakes in the sentences (1–5) with the correct descriptions (a–e).

1 In the UK, 83% about of the population use the internet.

2 The internet has made communication easier?

3 The internet was making research and study much easier.

4 It is hard to controlling children's use of the internet.

5 I take the internet every day for fun or for study.

a) grammar mistake

b) punctuation

c) word order

d) wrong word

e) wrong tense

4 ★ Complete the text with the phrases in the box.

Firstly For example Furthermore However
~~In my opinion~~ Secondly Thirdly In conclusion

**The internet has improved our lives tremendously.
What is your opinion?**

Today I'm discussing the pluses and minuses of the internet. We have had it at home for about 15 years now. The internet has definitely changed our lives, but has it improved it?

(1) In my opinion, the internet has made life easier in a number of ways. (2) _____, it has improved communication enormously. Secondly, it has made research and study much easier. Thirdly, it has given us easy access to entertainment. (3) _____, it is possible to download songs and films, or play games with the click of a mouse. However, there are negative aspects to the internet as well. Firstly, it has reduced our physical contact with people. (4) _____, it is hard to control children's use of the internet, so they might log onto adult sites. (5) _____, it is hard to control criminal activity online. (6) _____, I couldn't manage without the internet. (7) _____, in today's society, people who don't have access to it are at a disadvantage. I use it every day for fun and for study. (8) _____, the internet has improved our lives tremendously.

What do you think?

[Posted by Paul 20:15]

Great post! I totally agree.

[Posted by Emma 20:46]

Unit 9 Progress Check

Cumulative Grammar



- 1 Circle the correct words to complete the text.

The next big thing in mobile technology

A mobile phone expert ⁽¹⁾ **is asking / was asked** why sales of mobile phones were still increasing. He said that sales ⁽²⁾ **have increased / had increased** by 19% in ⁽³⁾ **the previous / last** year because people were buying smartphones to send emails and surf the internet. He added that now people ⁽⁴⁾ **didn't just want / hadn't just wanted** extras like games and cameras on their phones. Young people ⁽⁵⁾ **which / who** are good with technology ⁽⁶⁾ **are encouraged / are encouraging** by some mobile companies to invent apps for smartphones. 14-year-old Luke Firth from Cardiff said: 'At the moment ⁽⁷⁾ **I develop / I'm developing** a game about an alien. It's fun but it's tiring and my mum ⁽⁸⁾ **isn't liking / doesn't like** me working on it. But if I ⁽⁹⁾ **sell / will sell** it to a mobile company, ⁽¹⁰⁾ **I'll make / I made** a lot of money.' So what ⁽¹¹⁾ **will the next big thing be / will be the next big thing** in mobile technology? Experts ⁽¹²⁾ **already developed / have already developed** technology which turns your hand into a touchscreen. A user's hand ⁽¹³⁾ **is filmed / is filming** by a tiny camera and the information ⁽¹⁴⁾ **has sent / is sent** by computer to their phone. So in the future, phones ⁽¹⁵⁾ **will be left / are left** in a pocket or bag while a user makes calls from the palm of their hand. But who would buy this technology if it ⁽¹⁶⁾ **became / will become** available? Drivers? Cyclists? Who knows!

i All Clear Facts

You can now buy a watch that is also a phone. Smartwatches are mini smartphones that fit on your wrist or in your pocket.



Error Correction

- 2 Correct the underlined errors. Rewrite the sentences.

I usually am reading the newspaper every day.

I usually read the newspaper every day.

- 1 While he looked at the cartoon, he got an idea.

I have just opened a comic when the phone rang.

- 3 Bye for now. I'm calling you again later.

Translation

- 3 Translate the corrected sentences from exercise 2 into your language.

1 _____

2 _____

3 _____

Dictation

- 4  Listen and write the sentences.

1 _____

2 _____

3 _____

My Progress

Score your progress from 1 (needs improvement) to 5 (excellent).

I can use the present simple and present continuous to talk about habits and routines and things that are happening now.

☐

I can use the past simple and past continuous to talk about events that happened or were happening in the past.

☐

I can use the present perfect to talk about events that happened at an indefinite time in the past.

☐

I can use the past perfect to talk about events that happened before a later event in the past.

☐

I can use *will* and *be going to* to talk about the future.

☐

Rozumienie ze słuchu

- 1  11 Usłyszysz dwukrotnie prezentację założycielki firmy *Hot Heads*. Uzupełnij luki 1–4 w poniższej notatce, zgodnie z treścią nagrania.

How I started *Hot Heads*

The speaker started her company when she was
(1) _____, studying for exams.

Her dad helps her (2) _____.

All her sales are (3) _____
as she doesn't have a shop.

She's had most orders from
(4) _____.

- 2  12 Usłyszysz dwukrotnie rozmowę kolegi i koleżanki. Na podstawie informacji zawartych w nagraniu dopasuj do każdej osoby (1–4) czynność, którą zajmowała się w weekend (A–E). Uwaga! Jedna czynność została podana dodatkowo i nie pasuje do żadnej osoby.

Who?

- 1 Chloe ☐
2 Zach ☐
3 Lizzie ☐
4 Josh ☐

What?

- A cycling
B playing a team sport
C studying for a test
D doing a university test
E running in a race

Rozumienie tekstów pisanych

- 3 Przeczytaj teksty na temat trzech sposobów komunikowania się (A–C) oraz pytania ich dotyczące (1–4). Do każdego pytania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Uwaga! Jeden tekst pasuje do dwóch pytań.

- A Hi, my name's Jim and I don't really agree that these days everyone just uses text messaging or Facebook. For me, the most important thing is either meeting my friends and discussing our everyday experiences and problems or calling to hear them. From time to time, I might video call a friend, but I don't enjoy it as much as talking to someone in person.

- B Hi, I'm Rob. In today's world, there are a lot of different ways of communicating. If you ask me, the best one is text messaging. You can do this instantly anywhere and at any time of the day or night without having to switch on the computer or an iPad®. All that you need to write to say 'happy' is: ^6^, which is gr8!

- C Hi, my name's Marta and for me the best way of communicating with friends is the cheapest option, which is texting or sending electronic mail. The second option is even cheaper, so I'd rather go for that one. On the downside, I do not always have access to the computer, and not everyone has access to the internet on their mobile.

Who believes that the best way of communicating with people is ...

- 1 sending texts?
2 face to face?
3 sending emails?
4 using the phone?

1	2	3	4

Znajomość funkcji językowych

- 4 Uzupełnij luki w poniższych minidialogach, tak aby otrzymać logiczne i spójne wypowiedzi.

- 1 X: Wow, your bag is big. _____
take it.
Y: Thanks. It's really heavy.
- 2 X: It's a nice photo. _____ was it taken?
Y: In Greece. I was on holiday with my parents there.
- 3 X: Shall we go? My parents are waiting in the car.
Y: Sure, I'm _____ meeting them.
- 4 X: Who are you with in this photo?
Y: My brother Jack is on the right, my cousin Emily is on the left, and I'm in _____.
- 5 X: How was your journey?
Y: Oh, it was terrible. I _____ travelling by train.

- 5  Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Wpisz rozwiązania do tabeli. Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A Do you really think so?
B I'm fine. And you?
C That would be great. Thank you.
D They don't feel well.
E At seven, I suppose.

1	2	3	4

Znajomość środków językowych

- 6 Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją. Wymagana jest pełna poprawność gramatyczna i ortograficzna.



This photo was taken in Rome a few years
(1) _____. It shows my mother and me.
We are both wearing summer clothes because it's really
warm. My mum (2) _____ long hair back
then, but now she wears it short. In the photo, she is
also wearing a hat. In the (3) _____ of
the picture, we can see some buildings of Rome.
We usually (4) _____ our holidays in Italy
because we like the weather and the amazing food there.

- 7 Uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego. Wykorzystaj podany wyraz, nie zmieniając jego formy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność gramatyczna i ortograficzna.

- 1 We started to live in this place last month. HOUSE
We _____ last month.
2 Who is in the photo with you? ARE
Who _____ in the photo?
3 We can see some amazing buildings in the
foreground of the picture. ARE
_____ some amazing buildings
in the foreground of the picture.
4 My parents and I often have different opinions
about things. WITH
I usually don't _____ my parents
about things.
5 I took part in a school maths competition last
week. IN
I _____ a school maths
competition last week.

Wypowiedź pisemna

- 8 Przeczytaj polecenie i zredaguj e-mail.

Kilka dni temu wygrałeś/wygrałaś konkurs fotograficzny. W e-mailu do kolegi z Londynu:

- wyjaśnij, dlaczego zdecydowałeś/zdecydowałaś się wziąć udział w konkursie;
- napisz, jaką nagrodę otrzymałeś/otrzymałaś;
- opisz reakcję rodziny i przyjaciół na wiadomość o Twojej wygranej.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość e-maila powinna wynosić od 50 do 120 słów. Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

Rozumienie ze słuchu

1 14 Usłyszysz dwukrotnie pięć tekstów.

Na podstawie informacji zawartych w nagraniu w zadaniach 1–5 z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C.

1 Why is Mike late for school?



A



B



C

2 What are Carol's plans for the afternoon?



A



B



C

3 What is the speaker going to do after school?



A



B



C

4 Where is the girl?



A



B



C

- 5 The speaker is talking about
- A her best friend from abroad.
 - B her gap year.
 - C her dream employer.

2 15 Usłyszysz dwukrotnie fragment video bloga dotyczący zmiany miejsca zamieszkania. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3.

1 Where did Suzie move from?

2 Why has she decided to start her blog?

3 Who does she want some information from?

Rozumienie tekstów pisanych

3 Przeczytaj poniższy tekst.


 To: Chris
 From: Tim
 Subject: Life changes

Hi, Chris!

Thanks for your email! It was nice to hear from you. My life has changed a lot, and I'm very excited! Now I live in a big city in an apartment. It's in a really big building. We've got a fantastic view of the city. At first, I didn't like it here because I missed my garden, but we've got a balcony, so it is OK. There are lots of shops and a few parks near my building. There's also a really cool skate park! My new school is OK and my classmates are very nice. My new friends are called Kate and Will. They are 14 years old. I travel to school by bus because it's far away, but I don't mind that. When are you coming to visit me? I miss you! Write back soon!

Bye!

Tim

Na podstawie informacji w tekście uzupełnij luki 1–3 w wiadomości, którą Krzysztof napisał do Jacka. Luki należy uzupełnić w języku polskim.


 Do: Jacek
 Od: Krzysiek
 Temat: Wiadomość od Tima

Jacku,

dostałem e-maila od Tima. Jest bardzo podekscytowany zmianami, jakie zaszły w jego życiu. Właśnie się przeprowadził do mieszkania w dużym mieście. W pobliżu jest wiele sklepów, (1) _____ oraz skate park.

Jest bardzo zadowolony z nowej szkoły i pisze, że ma fajnych ludzi w klasie. Co prawda ma (2) _____ i musi jeździć autobusem, ale to (3) _____.

Zaprasza mnie do siebie! Muszę mu szybko odpisać.

Pozdrawiam,

Krzysiek

Znajomość funkcji językowych

4 Uzupełnij poniższe dialogi. Wpisz w każdą lukę (1–2) brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty.

I'm totally into crime fiction.

(1) _____ of it?



I think it's boring.
I prefer graphic novels.

Excuse me, I'm (2) _____
the Museum of Modern Art. Is it near here?



Yes, it's
just round
the corner.

Znajomość środków językowych

5 Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

1 I was writing a poem for the competition (kiedy ona odwiedziła) _____ me.

2 Who (dzwonił do Ciebie) _____
last night while I was having a shower?

3 In (moim zdaniem) _____,
romantic novels are really boring.

4 I had learnt to drive (do czasu gdy)
_____ I turned 16.

5 I (już poprosiłem) _____ for
the bill when you told me to take it.

6 Przeczytaj poniższy tekst. Wybierz poprawne uzupełnienie luk 1–3. Zakreśl literę A, B albo C.

To: Ben

From: Frank

Subject: Rome – I just love this place!

Hi Ben,

I'm having a great time here! The day before yesterday, I went to the opera. I ⁽¹⁾ _____ to the opera before, so I thought it would be quite boring, but I was wrong – it was fantastic! Yesterday, my friend Pasquale and I ⁽²⁾ _____ on a historical tour of the old part of the city, and I took lots of photos. Unfortunately, we didn't visit the art museum. We arrived there at 6 pm and ⁽³⁾ _____, the museum had closed.

How's life at home?
See you on Saturday,
Frank

- 1 A had never been
B have never been
C was never
- 2 A were going
B have gone
C went
- 3 A by the time
B already
C by then



Wypowiedź pisemna

7 Przeczytaj polecenie i zredaguj wpis na blogu.

Kilka dni temu kupiłeś/kupiłaś e-booka w sklepie internetowym. Podziel się swoimi wrażeniami na blogu:

- Napisz, jak dowiedziałeś/dowiedziałaś się o sklepie;
- Wyjaśnij, dlaczego polecasz ten sklep;
- Opisz swoje wrażenia z użytkowania e-booka.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość wypowiedzi powinna wynosić od 50 do 120 słów. Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

Rozumienie ze słuchu

- 1  16 Usłyszysz dwukrotnie rozmowę kwalifikacyjną z nastolatkiem. Uzupełnij luki 1–4 w poniższej notatce, zgodnie z treścią nagrania.

Candidate's Report: Tom

Reason for applying: needs to get
(1) _____ before he graduates

Strengths: hard-working, responsible;
he thinks that (2) _____
a team is rewarding

Weaknesses: sometimes (3) _____

Age: (4) _____ old

- 2  17 Usłyszysz dwukrotnie komunikat. Zdecyduj, które ze zdań 1–4 są zgodne z treścią nagrania (P – Prawda), a które nie (F – Fałsz). Zakreśl literę P albo F.

1	The man went to the newsagent's to claim some money.	P	F
2	The shop assistant gave the ticket back to the man.	P	F
3	The ticket had the right numbers but not the right date.	P	F
4	The man won the lottery.	P	F

Rozumienie tekstów pisanych

- 3 Przeczytaj tekst, z którego usunięto cztery zdania. Do każdej luki (1–4) dopasuj zdanie (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

I always read the book before I go to the cinema to see a film version of it. (1) _____. For example, one of the first things that I noticed about *The Hunger Games* was that the book seemed to be less brutal than the film. (2) _____. Although the descriptions in the book were very graphic, I was still more terrified by the images of death in the film. (3) _____. True fans of the book will notice that there are a lot of changes related to the heroes' appearance and clothes.

Together with my friends, we found so many differences between the film and the book that last month, we started a website about *The Hunger Games*, where we put all our comments together and asked other users to send us their observations. (4) _____.

- A I like to see how the directors of the films make changes to the original text.
- B If you've read the book carefully, you'll spot other differences as well.
- C Watching a film that's identical to the book wouldn't be such an interesting experience.
- D Seeing brutal scenes in a film may be more shocking than reading about them.
- E I think that watching film adaptations of books is really boring.

- 4 Przeczytaj tekst. Odpowiedz na pytania 1–3 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując swoje odpowiedzi w luki.

DIGITAL REALITY – IS IT ALL THAT BAD?

Do you agree with the people who say that teens spend too much time watching TV and playing video games? Whatever your opinion is, it might be a good idea to look at some statistics. It turns out that average American teenagers spend over 50 hours a week using different media. This includes TV, computers and mobile devices. That's why it is not surprising that parents and teachers are worried about this situation.

Of course, there are lots of dangers connected with spending most of your time in the digital world. For instance, children who play video games a lot are often overweight and have problems at school. Besides, they find it difficult to control their emotions.

However, it seems that the world of digital reality offers some advantages as well. For example, our natural learning skills become more active when we interact with others through social media. Lots of game players communicate with each other using Twitter or Facebook to share what they're doing and learn new information. Some scientists have also found that video games can teach you how to try out different options when you want to solve a problem. Who knows, maybe the digital world isn't as bad as some people believe?

- What are parents and teachers worried about?
Parents and teachers are worried that _____

- What are the main dangers to children who play video games a lot?
The children who play video games a lot _____

- What important skill can video games develop?
Video games can help you learn how to _____

Znajomość funkcji językowych

- 5 Uzupełnij luki (1–3) w poniższym dialogu, tak aby był spójny i logiczny.

X: Excuse me, I'd like to try on these trousers. Have you got a bigger size?
Y: Sure, I'll just get them for you. What colour
(1) _____ like, blue or green?
X: I prefer blue, I think.
Y: How are they? (2) _____ OK?
X: Yes, they're great. How much are they?
Y: £24.99.
X: That's quite a lot, but price is not
the (3) _____ thing – they
look fantastic, don't they?
Y: Sure they do.

Znajomość środków językowych

- 6 Uzupełnij zdania 1–5. Wpisz podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast dodać wszystkie niezbędne elementy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność ortograficzna.

- I (have / not) _____ this phone for a year yet and it's already broken.
- How long (he / share) _____ car journeys?
- I travel to school by public transport (two / time) _____ week.
- Who (you / play) _____ with most often when you were a child?
- We've lived in this house since (Kate / born) _____.

- 7 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A travel	B planet	C turn
D waste	E protect	F go

I find it really difficult to understand why people don't want to be greener. Even if they ignore the fact that they are destroying their own ⁽¹⁾ _____, don't they really see that being environmentally friendly is good for their own wealth? For example, sharing car journeys or riding a bike to work lowers the cost of travelling. Also, not wasting water or electricity when you ⁽²⁾ _____ off any unnecessary lights results in having more cash in your pocket. So if you don't see the need to ⁽³⁾ _____ the world around you, you miss the opportunity to save some money.

Wypowiedź pisemna

- 8 Przeczytaj polecenie i zredaguj e-mail.

Kolega z Anglii zaprosił Cię / Koleżanka z Anglii zaprosiła Cię na piknik z okazji Dnia Ziemi w swojej szkole. W e-mailu do niego/niej:

- opisz swoją reakcję na zaproszenie;
- wyjaśnij, dlaczego nie możesz przyjechać;
- zaproponuj spotkanie w innym terminie.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość e-maila powinna wynosić od 50 do 120 słów. Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

Rozumienie ze słuchu

1 18 Usłyszysz dwukrotnie pięć tekstów.

Na podstawie informacji zawartych w nagraniu w zadaniach 1–5 z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C.

1 Which sport does the teenager want to take up?



A



B



C

2 Which situation made the girl worried?



A



B



C

3 Which job does the teenager think is too boring for him?



A



B



C

4 Where's the girl?



A



B



C

5 The boy and girl are talking about

- A last-minute holidays.
- B their holiday plans.
- C the dangers of going on holiday.

2 19 Usłyszysz dwukrotnie informacje dotyczące ulicznej grupy teatralnej. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3.

1 How many performers are there in the street theatre group?

2 What did they almost win last summer holidays?

3 What is the speaker encouraging his listeners to do?

Rozumienie tekstów pisanych

3 Przeczytaj poniższe teksty A i B.

Tekst A

To: applications@sheffieldsciencecamp.co.uk
 From: danbenson@gmail.com
 Subject: Science camp application

Dear Ms Green,

I would like to sign up for the camp this summer because I love science, especially biology. I'm 16 years old and I live at 11 Green Road, Manchester M20 6PJ. My mobile number is 07654321. I'd like to spend seven days at the camp. I'd love to participate in the renewable energy workshop because I am really interested in this topic. Please could you send me a registration form?

Many thanks,
 Dan Benson

Tekst B

To: danbenson@gmail.com
 From: applications@sheffieldsciencecamp.co.uk
 Subject: Re: Science camp application

Dear Dan,

I'm really happy to inform you that we have received your application to the science camp this summer. Please fill in the attached registration form and email it back as soon as possible. We will also need your parents' written agreement. Your weekly stay at the camp starts on Monday, July 12th, but I would like to invite you to a meeting with the organisers on Saturday, July 2nd. We will give you all the information about the camp. You will also be able to ask questions and find out more about the workshop you chose. Remember to bring your parents' agreement to the meeting. Please contact me if you have any more questions.

Best regards,
 Jessica Green

Na podstawie informacji w tekstach A i B uzupełnij luki 1–3 w wiadomości, którą Dan napisał do rodziców. Luki należy uzupełnić w języku polskim.

Mamo, Tato,
 Przyjęli moje zgłoszenie na obóz. udało mi się
 zakwalifikować na warsztaty z ⁽¹⁾ _____
 odnawialnej! Muszę tylko szybko ⁽²⁾ _____
 i odesłać formularz zgłoszeniowy. Potrzebna będzie
 też wasza pisemna zgoda na mój udział w obozie.
 A w sobotę ⁽³⁾ _____ odbędzie się spotkanie
 organizacyjne. Już nie mogę się doczekać!
 Dan

Znajomość funkcji językowych

4 Do każdej z opisanych sytuacji (1–4) dobierz właściwą reakcję. Zakreśl literę A, B albo C.

- 1 Zapytaj koleżankę o wrażenia z podróży.
 A What time did you set off?
 B How was your journey?
 C Are you looking forward to going there?
- 2 Powiedz sprzedawcy, że chcesz przymierzyć spodnie, które Ci pokazuje.
 A Here you are!
 B I'll take them.
 C Can I try them on?
- 3 Byłeś/Byłaś z kolegą w kinie. Zapytaj go o opinię na temat zakończenia filmu.
 A How did the film end?
 B What do you think of the ending?
 C Do you really think so?
- 4 Kolega pochwalił Twój nowy telefon. Jak zareagujesz?
 A I prefer phones with a bigger screen.
 B I love your phone! How much was it?
 C Thanks, I'm really pleased with it.

Znajomość środków językowych

5 Uzupełnij zdania 1–5. Wpisz podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast dodać wszystkie niezbędne elementy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność ortograficzna.

- 1 Are you (go / check) _____ the reviews before buying the cinema tickets?
- 2 Is that the place (where / you / meet) _____ for the first time?
- 3 (we / post) _____ our first article on the school website tomorrow. I can't wait to read the comments!

- 4 The internet may be good for communication, but it (never / replace) _____ face-to-face conversation.
- 5 He is a person (who / always / wear) _____ trendy clothes.

6 Przeczytaj poniższy tekst. Wybierz poprawne uzupełnienie luk 1–4. Zakreśl literę A, B albo C.

To: Chester
📧 📄 🗑️

From: Jack

Subject: Faux pas :(

Hi Chester,

Just a quick email about my first day in England. Well, I've only been here ⁽¹⁾ _____ 24 hours, and I ⁽²⁾ _____ a few faux pas. The worst one was when I just jumped the queue while getting on a bus. I realised what I had done when I saw the faces of the other passengers. Luckily, no one said ⁽³⁾ _____. I'll tell you more when I ⁽⁴⁾ _____ you tomorrow.

Bye,
Jack

- | | | |
|-----------------------|--------------------|----------------|
| 1 A since | B for | C when |
| 2 A have already made | B had already made | C already made |
| 3 A nothing | B something | C anything |
| 4 A will see | B am seeing | C see |

Wypowiedź pisemna

7 Przeczytaj polecenie i zredaguj e-mail.

Przygotowujesz artykuł o modzie na szkolną stronę internetową. Napisz wiadomość e-mail do kolegi/koleżanki z Australii.

- Opisz, jakie ubrania są obecnie modne wśród nastolatków w Polsce;
- Wyraź swoją opinię na temat panujących trendów;
- Zapytaj kolegę/koleżankę o ulubione ubrania nastolatków w Australii.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech punktów, pamiętając, że długość e-maila powinna wynosić od 50 do 120 słów. Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

Rozumienie ze słuchu

- 1  20 Usłyszysz dwukrotnie informację dotyczącą projektu. Uzupełnij luki 1–4 w poniższej notatce, zgodnie z treścią nagrania.

School project – important!

- We can't deliver our projects' outlines later than ⁽¹⁾ _____.
- We must write a ⁽²⁾ _____ of our objectives in the first section.
- We have to ⁽³⁾ _____ our project in detail in section three.
- We mustn't forget to include the sources we used, for example books or ⁽⁴⁾ _____.

- 2  21 Usłyszysz dwukrotnie wypowiedź dotyczącą Nagrody Ig Nobla. Na podstawie informacji zawartych w nagraniu w zadaniach 1–3 z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C.

- The Ig Nobel Prizes are for artists and scientists who
 - do very important things for humanity.
 - can inspire others to think.
 - can tell jokes.
- During the ceremony,
 - people pretend to be animals.
 - the participants are always bored.
 - you can see some real Nobel Prize winners.
- The radio speaker
 - criticises the Ig Nobel Prizes.
 - presents the lives of the prize winners.
 - describes the idea of the Ig Nobel Prizes.

Rozumienie tekstów pisanych

- 3 Przeczytaj ogłoszenia A–D. Do każdego z nich dobierz odpowiednie zdanie (1–5). Wpisz rozwiązania do tabeli. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnego ogłoszenia.

A

Max, remember to bring a poem you like on Monday. If you don't have any ideas, try Szyborska – her poems are short and easy to understand (that's what Miss Poetry says).

B

I'm looking for another fantasy book fan to exchange my Harry Potter books for other fantasy books. If you have LOTR or any of Flanagan's novels, click the email address to contact me: hobbit2001@fantasyworlds.com



C

THIS IS A QUIET STUDY AREA.

D

Write a story of 600 words or less and win a set of audio books. You must send it in by November 11th. The results will be announced on December 6th.



1	This text informs people about a competition.	
2	This text gives information about somebody's favourite genre of book.	
3	You could find this text in a bookshop.	
4	This text reminds someone about their homework.	
5	You could find this text in a library.	

Znajomość funkcji językowych

- 4 Uzupełnij luki (1–3) w poniższym dialogu, tak aby był spójny i logiczny. Wykorzystaj wyrazy podane w nawiasach. Nie zmieniaj ich formy.

X: Hi, Chloe. How's things?

Y: Fine, thanks. And you?

X: Yeah, great. Listen, ⁽¹⁾ (free) _____ tomorrow evening?

Y: Why?

X: Do you want ⁽²⁾ (come) _____ the cinema with me? They're playing the latest *Avengers*.

Y: I'd love to, but I can't. That's a pity. ⁽³⁾ (Are) _____ anything on Sunday evening? We could go then.

X: That sounds great.

Y: OK. See you at school tomorrow.

- 5  22 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Wpisz rozwiązania do tabeli. Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A It was fine. I don't mind flying.
B Yes, they're fine. I'll take them.
C Let's go. I'm looking forward to meeting them.
D It'll take you about 30 minutes to get there.
E I hope they are fit.

1	2	3	4

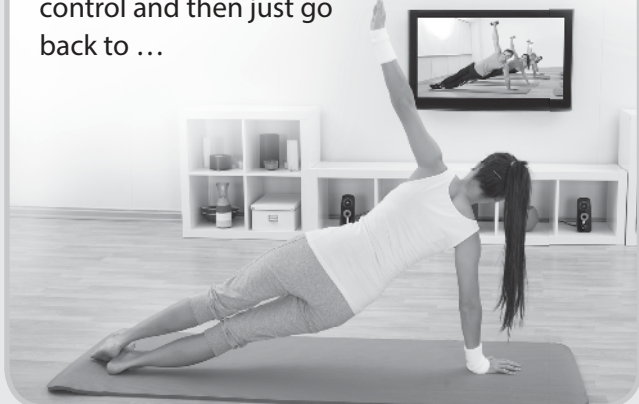
Znajomość środków językowych

- 6 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

- | | | |
|-------------|----------|---------|
| A watch | B fly | C smoke |
| D exercises | E drinks | F vote |

My Way

21st-century entertainment is all about choice. We now decide on our own what to ⁽¹⁾ _____, as there are lots of shows and films to choose from, both on TV and the internet. What's more, TV has become interactive! For example, we can download an app dedicated to a favourite TV talent or reality show and ⁽²⁾ _____ for who stays on and who goes off the show. Or consider this: you are watching a fitness programme on catch-up TV, and the instructor is showing you some difficult ⁽³⁾ _____ that you can't follow. What do you do? Well, it's enough to press the 'pause' button on your remote control and then just go back to ...



- 7 Uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego. Wykorzystaj podany wyraz, nie zmieniając jego formy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność gramatyczna i ortograficzna.

- 1 Mark's plan is to become a ballet dancer. TO
Mark is _____ become a ballet dancer.
2 You need to decide if you want to be a chef or not, Emma. DECISION
You need to _____ if you want to be a chef or not, Emma.
3 I hate meeting with people who aren't punctual. STAND
I _____ meeting with people who aren't punctual.
4 Sam thinks it's good fun to work with Lauren because she's outgoing and very experienced in her work. ENJOY
Sam _____ working with Lauren so much if she wasn't so outgoing and experienced in her work.
5 I may learn a trade instead of going to university. LEARN
Maybe I _____ a trade instead of going to university.

Wypowiedź pisemna

- 8 Przeczytaj polecenie i zredaguj e-mail.

Odbyłeś/Odbyłaś swoją pierwszą rozmowę o pracę. Napisz e-mail do kolegi/koleżanki z Londynu.

- Poinformuj go/ją o swojej rozmowie o pracę;
- Opisz, jak przebiegała rozmowa;
- Napisz, na jakie trudne pytania natrafiłeś/natrafiłaś.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość e-maila powinna wynosić od 50 do 120 słów. Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

Rozumienie ze słuchu

- 1  23 Usłyszysz dwukrotnie fragment prezentacji ucznia. Uzupełnij luki 1–4 w poniższej notatce, zgodnie z treścią nagrania.

How to make the world a better place

Reason why people fight: they ⁽¹⁾ _____ much about other cultures

If people travelled to different places:

- they would learn about other people's cultures and ⁽²⁾ _____
- there wouldn't be so many ⁽³⁾ _____
- they would help reduce poverty by ⁽⁴⁾ _____ local people

- 2  24 Usłyszysz dwukrotnie rozmowę Dana i Naomi na temat szkolnej prezentacji. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3.

- Which part of making the presentation would Dan like to be involved in?

- What character trait would make Emily a good presenter?

- What will the project manager do?

Rozumienie tekstów pisanych

- 3 Przeczytaj tekst. Do każdego akapitu (1–3) dobierz właściwy nagłówek (A–D). Wpisz odpowiednią literę obok numeru każdego akapitu. Uwaga! Jeden nagłówek został podany dodatkowo i nie pasuje do żadnego akapitu.

- Why do punishments make no sense?
- Why do young people become criminals?
- What are the best methods of dealing with crime?
- Who can help to stop young criminals?

TEENAGE CRIME

- Most people will say that the reasons why teenagers commit crimes are connected with the way their parents bring them up. While this is often true, the situation is not always that simple and there are other points to consider, such as the financial conditions at home or the influence of friends.
- As the situation of teenagers committing crimes is a complex problem, the police are not the only ones responsible for dealing with it. Indeed, it is necessary to join the efforts of parents, psychologists and teachers.
- It seems that those who say that prevention is better than cure are right. Studies have shown that while some punishments are effective, education is the best way to help young people deal with the difficulties of life. To put it simply, if you know you will get a well-paid job in the future, you're not likely to commit a crime.

Znajomość funkcji językowych

- 4 Uzupełnij luki w poniższych minialogach, tak aby otrzymać logiczne i spójne wypowiedzi.

- X: So, how was your first day as a shop assistant?
Y: It was OK. The _____ about it is that I have a special discount for the clothes.
X: Wow, that's great!
- X: You know what? Someone has stolen my backpack.
Y: Really? When _____?
X: Yesterday when I was exercising in the gym.
- X: Hello. How much is a double room for one night?
Y: It's £49 during the week and £39 at weekends.
X: I see. Is breakfast _____ the price?
- X: Do you know that Mr Grey, our maths teacher, caught a thief yesterday?
Y: Wow! That's _____! Tell me what happened.

5 Do każdej z opisanych sytuacji (1–5) dobierz właściwą reakcję. Zakreśl literę A, B albo C.

- 1 Zaproponowany przez kolegę termin spotkania Ci nie odpowiada. Jak zareagujesz?
A What about a meeting?
B Can you make it at 7.00?
C See you later!
- 2 Sprzedawca w sklepie proponuje Ci przymierzenie innych ubrań. Jak wyrazisz zadowolenie z tego faktu?
A That'd be great, thank you.
B Thank you, I'll try something different.
C I'm very happy to buy it.
- 3 Zgubiłeś/Zgubiłaś książkę pożyczoną od kolegi. Co mu powiesz?
A It's OK, buy another one.
B I feel really bad about it.
C I don't really mind it.
- 4 Kolega mówi, że nie czyta książek fantasy. Jak powiesz, że Ty też nie?
A So do I. I hate lectures on fantasy.
B I have no sympathy for fantasy either.
C Well, neither do I.
- 5 Koleżanka nie jest zadowolona ze spodni, które kupiła. Jak zapytasz, w czym leży problem?
A What's the matter with them?
B Can I help you with them?
C Have you got the receipt?

Znajomość środków językowych

6 Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 1 Where (ty szedłeś) _____ when you saw the police catching the thief?
- 2 He (nie może być) _____ American. He speaks broken English.
- 3 If I were you, I (kupiłabym) _____ the plane tickets much earlier.
- 4 Sarah is not answering her phone – she (musi być) _____ really busy right now.
- 5 (Zostawiłem) _____ my phone at home, so I couldn't call the police and report that accident.

7 Uzupełnij zdania 1–5. Wpisz podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast dodać wszystkie niezbędne elementy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność ortograficzna.

- 1 How long (you / do) _____ community service?
- 2 Have you read that book? (I / read) _____ last year and think the ending is really surprising.
- 3 I (rather / ride) _____ a bike than take the bus to school every day.
- 4 My brother has saved a lot of money (since / start) _____ walking to work.
- 5 I believe that recycling packaging is (important) _____ saving water.

Wypowiedź pisemna

8 Przeczytaj polecenie i zredaguj wpis na blogu.

Byłeś/Byłaś świadkiem przestępstwa. Podziel się swoimi wrażeniami na blogu:

- Napisz, co robiłeś/robiłaś w tym czasie;
- Opisz, czego byłeś/byłaś świadkiem;
- Napisz, jak zareagowałeś/zareagowałaś na tę sytuację.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość wypowiedzi powinna wynosić od 50 do 120 słów. Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

Rozumienie ze słuchu

- 1  25 Usłyszysz dwukrotnie cztery wypowiedzi na temat różnych stron internetowych. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- A I think the sport on the site isn't fascinating.
 B I'd like to try out something I've found on the website.
 C I found some advice about health on the site.
 D I've never done the sport on the site.
 E I've bought some things from this website.

1	2	3	4

Rozumienie tekstów pisanych

- 2 Przeczytaj tekst, z którego usunięto cztery zdania. Do każdej luki (1–4) dopasuj zdanie (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

Mobile phones – a change for the better?

The mobile phone industry offers services that our parents couldn't even imagine when they were teenagers. ⁽¹⁾ ____ Today, with the media being on the move, you can be informed about anything in the world all the time without going anywhere! And if you're too busy to check the headlines, don't worry. ⁽²⁾ ____ All this is possible thanks to something you can easily fit in your pocket. But have mobile phones made us happier? There is no easy answer to this question. There have been some complaints about mobile phones as well. ⁽³⁾ ____ Some people say that a teenager's biggest fear is that the battery of his/her mobile may run out, or that there may be no wireless internet connection somewhere. Another problem is that teenagers don't have a real need to have the latest model of a mobile. ⁽⁴⁾ ____ Finally, mobile phone producers target young people with catchy commercials showing that they must buy their product if they want to be fashionable. Love them or hate them, one thing is certain: mobile phones have definitely changed our daily routines and they are here to stay forever.

- A One of them is that young people are becoming addicted to these devices.
 B However, they will spend their last bit of money to buy one and impress their friends.
 C If they were interested in current affairs, they had to buy a newspaper or wait for the evening news.
 D What's more, they have many useful features such as GPS or high quality cameras.
 E Your newsfeed will automatically let you know what's happening around the globe.

- 3 Przygotowujesz prezentację na temat igrzysk paraolimpijskich. Przeczytaj poniższy artykuł. Na podstawie informacji w tekście uzupełnij luki (1–4) w notatce.

How the Paralympic Games began

Athletes with disabilities started participating in sporting events a long time ago. Then, after World War II, many ex-servicemen and civilians had serious physical injuries. In the UK, Dr Guttman used many therapies to treat his patients, including sports. Eventually, his patients began to participate in competitions. Dr Guttman organised a competition for his patients to take place at the same time as the 1948 Olympic Games. However, it wasn't until 1960 that the first Paralympic Games took place in Rome. An incredible 400 athletes participated in those games. Since then, there have been Paralympic Games every four years. Today, it is one of the most important sporting events in the world.

Paralympic Games – key facts

- ☐ First competition for Dr Guttman's patients was organised in ⁽¹⁾ _____.
- ☐ Participants: ex-servicemen and civilians injured during ⁽²⁾ _____.
- ☐ First Paralympic Games were held in 1960 in ⁽³⁾ _____.
- ☐ Number of participants: ⁽⁴⁾ _____.



Znajomość funkcji językowych

4 Uzupełnij luki (1–3) w poniższym dialogu, tak aby był spójny i logiczny.

X: You look really tired. What's up?

Y: I've been studying a lot recently and I haven't had the time to do any sport. I'm so unfit.

X: Why ⁽¹⁾ _____ start jogging?
We could run together.

Y: No, that's not for me. I don't like running.

X: How about doing yoga or pilates? It's good exercise.

Y: Yes, ⁽²⁾ _____ so. But it is so slow and boring.

X: How about something more energetic?
If ⁽³⁾ _____ you, I'd take up tennis.

Y: That's a great idea! We could play together.

Znajomość środków językowych

5 Uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego. Wykorzystaj podany wyraz, nie zmieniając jego formy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność gramatyczna i ortograficzna.

1 It is against the rules to smoke here. SMOKE
You _____ here.

2 This book's storyline is well-known. FOR
This book is _____ its storyline.

3 The coach of this team was Mr Brown. BY
This team _____ Mr Brown.

4 I think I will start learning Spanish next month.
UP
I think I _____ learning Spanish next month.

5 Despite the rain, the players continued the match.
OF

_____ the rain, the players continued the match.

6 You should try cycling today. DON'T
_____ you try cycling today?

6 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A skilful	B held	C impressive
D praised	E won	F excellent

The JCC Maccabi Games offer Jewish teenagers (aged 13–16) an ⁽¹⁾ _____ opportunity to take part in a worldwide Jewish event. Since 1982, each summer the Games are ⁽²⁾ _____ in the USA and bring together over 6,000 teens to compete in a variety of sporting events.
But these Olympics are more than just an athletic competition. The Games offer a fantastic chance for young people to build lifelong friendships and are ⁽³⁾ _____ for promoting communal involvement and teamwork.

Wypowiedź pisemna

7 Przeczytaj polecenie i zredaguj e-mail.

Interesujesz się sportem. Zaproponuj koledze/koleżance ze Szkocji, którego/którą poznałeś/poznałaś na obozie językowym, aby odwiedził/odwiedziła Cię w wakacje i wybrał/wybrała się z Tobą na wydarzenie sportowe (mecz, wyścigi). W e-mailu do niego/niej:

- zaproś go/ją na kilka dni do siebie;
- opisz to wydarzenie sportowe;
- wyraż nadzieję, że będzie mógł/mogła przyjechać.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość e-maila powinna wynosić od 50 do 120 słów. Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

Rozumienie ze słuchu

1  26 Usłyszysz dwukrotnie wypowiedź dotyczącą tworzenia animacji. Na podstawie informacji zawartych w nagraniu w zadaniach 1–3 z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B albo C.

- 1 You should start the process of writing a script for an animated cartoon by
 - A drawing a funny cartoon.
 - B looking for inspiration.
 - C finding pictures to illustrate a joke.
- 2 Your main concern when working on an animated cartoon should be that
 - A the script you've written is long enough.
 - B you don't get criticised by your friends.
 - C you make your cartoon possible to animate.
- 3 The woman believes that creating animated cartoons
 - A should be done in stages.
 - B should not be done by amateurs.
 - C takes less time when done with friends.

Rozumienie tekstów pisanych

2 Przeczytaj poniższe teksty A i B.

Tekst A

 To: Nick
From: Sophie
Subject: A sequel

Hi Nick,

I know we're both waiting for the sequel to our favourite game, so here's something that I've just heard. Chris O'Connor was on the radio and told the reporter that they were making a sequel to the game. He said that a fan had emailed them and suggested the idea, so they decided to do a survey on their Facebook page. They found out that lots of people were hoping for a sequel. Indeed, O'Connor announced that they had improved the design of the game and promised to solve any problems with the sound. Unfortunately, he refused to say anything about any new characters.

Cheers,
Sophie

Tekst B

LOST IN PARADISE 2

The sequel to Chris O'Connor's most successful game to be launched before Christmas!

What's new?

- improved design and sound
- new storylines
- better equipment for characters
- great to play with family and friends – up to 6 simultaneous players

Pre-order now and save up to 20%.

The offer is valid until November 30th.

COMING

SOON!

Na podstawie informacji w tekstach A i B uzupełnij luki 1–3 w wiadomości, którą Nick napisał do Tomka.

 To: Tomek
From: Nick
Subject: Lost in Paradise 2!!!

Hi Tomek,

Have you heard that LOST IN PARADISE 2 is going to appear before Christmas? I saw an advert in a magazine and Sophie has just emailed me about it, too. Chris O'Connor said on ⁽¹⁾ _____ that he had decided to make a sequel after a survey on Facebook. The sequel's design and sound will be improved, but I don't think there will be any new ⁽²⁾ _____ – he only mentions new equipment and storylines. Anyway, if you order the game by the end of November, you will pay ⁽³⁾ _____ – they are offering a 20% discount now. I'm definitely going to get it!

Cheers,
Nick

Znajomość funkcji językowych

- 3  27 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Wpisz rozwiązania do tabeli. Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A To be honest, I can't make up my mind.
B Yeah, speaking.
C It's me, Jackie.
D I'd love to, but unfortunately I can't.
E Yeah, my name is Jackie and I'm from Brighton.

1	2	3	4

Znajomość środków językowych

- 4 Przeczytaj poniższy tekst. Wybierz poprawne uzupełnienie luk 1–4. Zakreśl literę A, B albo C.

Professional sport can be very dangerous. My uncle, who plays for the national handball team, has had problems with his left knee ⁽¹⁾ _____ a few years. In fact, he had a knee surgery last year. Now he's thinking of starting training again, but he ⁽²⁾ _____ to wait a bit longer before he takes up any physical activity.

So, I'm not going to be a professional sportsperson, but I ⁽³⁾ _____ to play handball as an amateur. I love training three times a week. I hope that I ⁽⁴⁾ _____ to play for the school team this year if I work hard enough.



- | | | |
|----------------------|---------------|--------------------|
| 1 A since | B for | C in |
| 2 A has been advised | B has advised | C has been advised |
| 3 A want to | B will like | C would like |
| 4 A will be chosen | B will choose | C will be chose |

- 5 Uzupełnij zdania 1–5. Wpisz podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast dodać wszystkie niezbędne elementy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność ortograficzna.

- 1 Are you sure that the (race / win) _____ by a Polish driver last Sunday?
2 The teacher often reminds (we / turn) _____ the computers off after the lesson.
3 If I were you, (I / talk) _____ to him and explain the situation.
4 My grandfather is (hope / retire) _____ next year.
5 The FA Cup Final (be / hold) _____ at the new Wembley Stadium since 2007.

Wypowiedź pisemna

- 6 Przeczytaj polecenie i zredaguj wpis na blogu.

Używasz od niedawna nowej wersji aplikacji na telefony komórkowe. Podziel się swoimi wrażeniami na blogu:

- Poinformuj, jak dowiedziałeś/dowiedziałaś się o aplikacji;
- Przedstaw główne cechy nowej wersji;
- Wyjaśnij, dlaczego, Twoim zdaniem, warto jej używać.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość wypowiedzi powinna wynosić od 50 do 120 słów. Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

Rozumienie ze słuchu

- 1  28 Usłyszysz dwukrotnie wywiad na temat samochodów autonomicznych. Uzupełnij luki 1–4 w poniższej notatce, zgodnie z treścią nagrania.

Driveless cars

- they are being tested in four places in the UK, but won't be used widely too ⁽¹⁾ _____
- they are equipped with cameras and a ⁽²⁾ _____
- the highest ⁽³⁾ _____ they can reach is 12 mph
- they are electric – good for ⁽⁴⁾ _____

- 2  29 Usłyszysz dwukrotnie cztery wypowiedzi na temat problemów z komunikacją. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) właściwą opinię (A–E). Wpisz rozwiązania do tabeli. Uwaga! Jedna opinia została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A Parents and children find it hard to agree with each other.
 B Arguing may have a bad influence on your character when you get older.
 C You should be careful about who you argue with.
 D People often argue about unimportant things.
 E It's difficult to agree with people that you don't like.

1	2	3	4

Rozumienie tekstów pisanych

- 3 Przeczytaj teksty A i B. Na podstawie informacji w tych tekstach w zdaniach 1–3 wybierz poprawną odpowiedź i zakresl literę A, B lub C. Następnie uzupełnij luki 4–6, tak aby wiadomość od Tomka do Justyny była zgodna z przeczytanymi tekstami. Luki należy uzupełnić w języku polskim.

Tekst A

Every year, the Guinness World Records™ book sells thousands of copies. To date, it has sold more than 100 million copies in 100 different countries and 37 languages.

People break world records every week. We usually hear about crazy records, but there are records in thousands of different things.

For example, an organisation from Mallorca, Projecte Home Balears holds one world record because it had the most participants in a 24-hour swimming relay.

Adám Lörincz, from Hungary, became a record holder in 2002, at the age of 14. He was the youngest composer of a musical, *Star of the King*.

Birgit Berends, from Germany, is in the Guinness World Records™ book because she has a very big penguin collection.

Tekst B

 Let's celebrate the 50th school anniversary together!

Our plan is to celebrate our school anniversary by breaking a Guinness world record. If you have any good ideas that we could use, join our Guinness record group.

When? Friday, October 20th, 5 pm – 6 pm.

Where? School assembly hall.

What? To discuss all the ideas.

Who? Everyone is invited!

TIP: You can read about some records in the Guinness World Records™ book. You might find some inspiration!

- 1 Records are broken
 A in 100 countries.
 B every week.
 C in crazy things.
- 2 Projecte Home Balears is in the Guinness World Records™ book because
 A it organised the longest swimming relay.
 B there were 24 participants.
 C the biggest number of people took part in its 24-hour swimming relay.
- 3 Text B was written to
 A advertise the Guinness World Records™ book.
 B invite students to take part in a school event.
 C encourage students to read the Guinness World Records™ book.

Od: Tomek
Do: Justyna
Temat: Rekord Guinnessa

Cześć Justyna,
Widziałaś ogłoszenie w sprawie rekordu Guinnessa?
Chyba mam pomysł na to, jaki rekord nasza szkoła
mogłaby pobić z okazji jej 50 ⁽⁴⁾ _____!
Czytałem, że rekord Guinnessa można pobić
w naprawdę dziwny sposób – na przykład, ktoś
z Niemiec pobił rekord w posiadaniu największej
⁽⁵⁾ _____ pingwinów, a pewien
czternastolatek z Węgier pobił rekord, bo w wieku
12 lat ⁽⁶⁾ _____ musical. Można też
pobić rekord grupowy – i taki właśnie mam pomysł!
Koniecznie przyjdź na spotkanie!
Tomek

Znajomość funkcji językowych

4 Uzupełnij luki (1–3) w poniższym dialogu, tak aby był spójny i logiczny. Wykorzystaj wyrazy podane w nawiasach. Nie zmieniaj ich formy.

X: Hi, Chris. Guess what! I got the job at the café!
Y: That's great news! I'm really ⁽¹⁾ (pleased) _____ you!
X: Thanks. How about you? You don't look very happy.
Y: You know what? I forgot about the job interview yesterday and they found someone else.
X: Oh, I'm ⁽²⁾ (hear) _____ that.
Y: Well, it was my fault ...
X: Look, I think they are looking for a waiter at my café. Would you be interested?
Y: Sure! That would be great!
X: OK. I ⁽³⁾ (call) _____ Katie, my boss, right now.
Y: Thanks!

5 Do każdej z opisanych sytuacji (1–4) dobierz właściwą reakcję. Zakreśl literę A, B albo C.

- Nie wiesz, czy podoba Ci się film, który właśnie obejrzałeś/obejrzałaś. Jak to wyrazisz?
A I'm not very keen on this kind of films.
B I can't make up my mind about it.
C I quite liked it.
- Odbierasz telefon i słyszysz, że ktoś chce z Tobą rozmawiać. Co odpowiesz?
A By the telephone.
B I look forward to hearing from you.
C Speaking.

- Oczekujesz od sprzedawcy zwrotu pieniędzy za niedziałający telefon. Jak o to poprosisz?
A There's a problem with this smartphone.
B I'd like a refund for the smartphone.
C I need a receipt for this smartphone.

- Koleżanka pyta Cię o Twoją ulubioną drużynę piłkarską. Co powiesz?
A I'm not very keen on football.
B I quite like them.
C I really enjoy it.

Znajomość środków językowych

6 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A feel	B unacceptable	C visible
D reasonable	E apologise	F tweet

(...) Now, I realise that my behaviour was ⁽¹⁾ _____.
Of course, I didn't review the different food products which is what I usually do. But on this occasion I just wasn't ⁽²⁾ _____ enough. I didn't like a ready-made fruit salad and wrote about it. I was too inflexible to compare it with any other salad and just criticised it without giving it a fair chance. So I would like to ⁽³⁾ _____ to the company that sells Fruity Island Salad.

Wypowiedź pisemna

7 Przeczytaj polecenie i zredaguj e-mail.

Właśnie zacząłeś/zaczęłaś korzystać ze Snapchata lub Messengera. Napisz e-mail do kolegi/koleżanki.

- Zapytaj, jaką formę komunikacji z innymi preferuje;
- Wyraż opinię na temat Twojej ulubionej formy komunikowania się. Napisz, jakie są jej plusy i minusy;
- Zapytaj, czy kolega/koleżanka zna lepszy sposób komunikowania się.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość e-maila powinna wynosić od 50 do 120 słów. Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

Rozumienie ze słuchu

- 1  30 Usłyszysz dwukrotnie rozmowę na temat nauki języków obcych. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3.

- How long has Alan been interested in languages?

- What advice does Alan give to students learning foreign languages?

- Which language is Alan going to learn next?

Rozumienie tekstów pisanych

- 2 Przeczytaj poniższy tekst, zawierający instrukcję na temat zachowania przyjaznego dla środowiska. Na podstawie informacji w tekście uzupełnij luki 1–3 w wiadomości, którą Kasia napisała do Marty. Luki należy uzupełnić w języku polskim.

How to be eco-friendly



Do you and your family want to be eco-friendly? Read and follow the tips below:



- take your own shopping bags to the supermarket so you don't need to use the supermarket's plastic bags



- build a compost heap in the garden for your family's food waste



- sell the family car and use public transport or ride bikes to work and school



- put solar panels on the roof of your house
- swap clothes with someone rather than buy new clothes



Join our environmental group and help us convince more people that being eco-friendly is easy!



← → ✉

Od: Kasia

Do: Marta

Temat: Ekologia

Cześć Marta,

Bardzo podobała mi się dzisiejsza lekcja o tym, co robić, by chronić środowisko. Czytam właśnie tę ulotkę, którą dostaliśmy na lekcji. Wiem, że Ty też jeździsz rowerem do szkoły, ale nie jestem pewna, czy uda mi się przekonać rodziców, żeby sprzedali samochód i zaczęli jeździć rowerami ⁽¹⁾ _____!

Staramy się wszyscy pamiętać o tym, żeby zabierać na zakupy ⁽²⁾ _____, żeby nie korzystać z plastikowych jednorazówek, ale wciąż czuję, że to za mało.

Wpadłam na taki pomysł, żeby zorganizować w szkole wymianę ubrań – zamiast ⁽³⁾ _____ nowe ubrania, można się z kimś wymienić. Co Ty na to? Wydaje mi się, że taki pomysł mógłby się spodobać wielu osobom – oszczędzimy pieniądze, będziemy mieć nowe ubrania i wesprzemy środowisko naturalne! Daj znać, co o tym myślisz,

Kasia

Znajomość funkcji językowych

- 3 Uzupełnij luki (1–3) w poniższym dialogu, tak aby był spójny i logiczny.

X: Hi Bob, why ⁽¹⁾ _____ come to the match last night?

Y: Well, if I tell you the truth, you ⁽²⁾ _____ it.

X: Go on, tell me anyway, before dad calls us downstairs for the pizza.

Y: Well, I was reading, actually.

X: Reading?! You must ⁽³⁾ _____! What were you reading that was better than the match?!

Y: Well, my friend's really into writing. Her comics have just been published, so I got stuck in the bookstore looking for them. You know I'm not a sports fan.

4 Uzupełnij luki w poniższych minidialogach, tak aby otrzymać logiczne i spójne wypowiedzi.

- 1 X: Is it serious, doctor?
Y: Don't _____. You'll be fine.
- 2 X: Are you sure that you bought the milk?
Y: Of course I did.
X: OK, so it _____ in the fridge.
- 3 X: Let's watch this film. The reviews are very good.
Y: Sorry, I'm really busy this weekend.
X: _____ next week then?
- 4 X: _____ come to my birthday party on Saturday?
Y: Thanks for the invite. Of course, I'd love to.
- 5 X: Hello, how _____ you?
Y: I'd like to book a room for the weekend.
X: I'm afraid there are no free rooms then, sir.

Znajomość środków językowych

5 Uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego. Wykorzystaj podany wyraz, nie zmieniając jego formy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność gramatyczna i ortograficzna.

- 1 Which online hotel search is this amazing hotel recommended by? THIS
Which online hotel search _____ amazing hotel?
- 2 We don't know our destination, so we can't make any arrangements now. WE
If _____ destination, we could make some arrangements now.
- 3 What are you working on?, he asked her. SHE
He asked her _____ working on.
- 4 I last read an online review two weeks ago. READ
I _____ any online reviews for two weeks.
- 5 My brother brought me a very expensive souvenir from his last holiday in Australia. SOUVENIR
_____ my brother brought me from his last holiday in Australia was very expensive.

6 Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 1 He has bought her a cookery book. She (będzie zła) _____.
- 2 If (jeśli zostanę) _____ doctor, I will earn a lot of money.
- 3 (Zdecydowałem) _____ not to take a gap year.
- 4 He said he (że nie przyszedł) _____ to our party the previous night because he had felt sick.
- 5 What (byś zrobił) _____ if you lost your job?
- 6 We (może pojedziemy) _____ on the trip if we have enough money.

Wypowiedź pisemna

7 Przeczytaj polecenie i zredaguj e-mail.

Przeczytałeś/Przeczytałaś ostatnio ciekawy blog. Napisz e-mail do kolegi/koleżanki z Kanady.

- Poinformuj, jak znalazłeś/znalazłaś ten blog;
- Napisz, co najbardziej zwróciło Twoją uwagę;
- Poleć blog koledze/koleżance.

Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość e-maila powinna wynosić od 50 do 120 słów. Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

Irregular verbs

Infinitive	Past simple	Past participle	Translation
be /bi:/	was, were /wɒz, wɜ:(r)/	been /bi:n/	być
beat /bi:t/	beat /bi:t/	beaten /'bi:t(ə)n/	bić, pobić
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/	stać się, zostać
begin /bɪ'ɡɪn/	began /bɪ'ɡæn/	begun /bɪ'ɡʌn/	zaczynać
bite /baɪt/	bit /bɪt/	bitten /'bɪt(ə)n/	gryźć
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	łamać, psuć
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	przynosić
build /bɪld/	built /bɪlt/	built /bɪlt/	budować
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	kupować
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	łapać, chytać
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊz(ə)n/	wybierać
come /kʌm/	came /keɪm/	come /kʌm/	przychodzić
cost /kɒst/	cost /kɒst/	cost /kɒst/	kosztować
cut /kʌt/	cut /kʌt/	cut /kʌt/	ciąć, kroić
do /du:/	did /dɪd/	done /dʌn/	robić
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	rysować
dream /dri:m/	dreamt, dreamed /dremt, dri:md/	dreamt, dreamed /dremt, dri:md/	marzyć, śnić
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	pić
drive /draɪv/	drove /drəʊv/	driven /'draɪv(ə)n/	jechać, prowadzić
eat /i:t/	ate /eɪt/	eaten /'i:t(ə)n/	jeść
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	upadać
feed /fi:d/	fed /fed/	fed /fed/	karmić
feel /fi:l/	felt /felt/	felt /felt/	czuć
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	walczyć
find /faɪnd/	found /faʊnd/	found /faʊnd/	znajdować
fly /flaɪ/	flew /flu:/	flown /fləʊn/	latać
forget /fə(r)'get/	forgot /fə(r)'gɒt/	forgotten /fə(r)'gɒt(ə)n/	zapominać
get /get/	got /gɒt/	got /gɒt/	dostawać
give /ɡɪv/	gave /geɪv/	given /'ɡɪv(ə)n/	dawać
go /ɡəʊ/	went /went/	gone /ɡɒn/	iść, chodzić
grow /ɡrəʊ/	grew /ɡru:/	grown /ɡrəʊn/	rosnąć
have /hæv/	had /hæd/	had /hæd/	mieć
hear /hɪə(r)/	heard /hɜ:(r)d/	heard /hɜ:(r)d/	słyszeć
hide /haɪd/	hid /hɪd/	hidden /'hɪd(ə)n/	chować, ukrywać
hit /hɪt/	hit /hɪt/	hit /hɪt/	uderzyć, bić
hold /həʊld/	held /held/	held /held/	trzymać
hurt /hɜ:(r)t/	hurt /hɜ:(r)t/	hurt /hɜ:(r)t/	zranić, boleć
keep /ki:p/	kept /kept/	kept /kept/	utrzymywać, zachowywać
know /nəʊ/	knew /nju:/	known /nəʊn/	znać, wiedzieć
learn /lɜ:(r)n/	learnt, learned /lɜ:(r)nt, lɜ:(r)nd/	learnt, learned /lɜ:(r)nt, lɜ:(r)nd/	uczyć się

Infinitive	Past simple	Past participle	Translation
leave /li:v/	left /left/	left /left/	wychodzić, opuszczać
lend /lend/	lent /lent/	lent /lent/	pożyczać (coś komuś)
let /let/	let /let/	let /let/	pozwalać
lose /lu:z/	lost /lɒst/	lost /lɒst/	gubić, tracić
make /meɪk/	made /meɪd/	made /meɪd/	robić
mean /mi:n/	meant /ment/	meant /ment/	znaczyć
meet /mi:t/	met /met/	met /met/	spotkać, poznawać
pay /peɪ/	paid /peɪd/	paid /peɪd/	płacić
put /pʊt/	put /pʊt/	put /pʊt/	kłaść
read /ri:d/	read /red/	read /red/	czytać
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/	dzwonić, telefonować
run /rʌn/	ran /ræn/	run /rʌn/	biegać
say /seɪ/	said /sed/	said /sed/	powiedzieć
see /si:/	saw /sɔ:/	seen /si:n/	widzieć
sell /sel/	sold /səʊld/	sold /səʊld/	sprzedawać
send /send/	sent /sent/	sent /sent/	wysyłać
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/	świecić, błyszczeć
shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/	strzelać
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/	pokazywać
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/	zamknąć
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/	śpiewać
sit /sɪt/	sat /sæt/	sat /sæt/	siedzieć
sleep /sli:p/	slept /slept/	slept /slept/	spać
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/	mówić
spell /spel/	spelt /spelt/	spelt /spelt/	literować
spend /spend/	spent /spent/	spent /spent/	spędzać (czas), wydawać (pieniądze)
stand /stænd/	stood /stʊd/	stood /stʊd/	stać
steal /sti:l/	stole /stəʊl/	stolen /'stəʊl(ə)n/	kraść
swim /swɪm/	swam /swæm/	swum /swʌm/	pływać
take /teɪk/	took /tʊk/	taken /'teɪkən/	brać, wziąć
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/	uczyć (kogoś)
tell /tel/	told /təʊld/	told /təʊld/	powiedzieć
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/	myśleć
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/	rzucić
understand /ˌʌndə(r)'stænd/	understood /ˌʌndər'stʊd/	understood /ˌʌndər'stʊd/	rozumieć
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/	budzić, obudzić
wear /weə(r)/	wore /wɔ:(r)/	worn /wɔ:(r)n/	nosić, mieć na sobie
win /wɪn/	won /wʌn/	won /wʌn/	wygrać, zwyciężyć
write /raɪt/	wrote /rəʊt/	written /'rɪt(ə)n/	pisać

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