

Teen Explorer *new*

8



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Tracks 1–127
Kod: A8T75Z

Podręcznik

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*nowa
era*

Twoje mocne strony

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Czas rozpocząć nową erę (o ironio), w której papier nie jest beczelnie marnowany dla pieniędzy. Przedstawiam e-book, który spełnia wszystkie oczekiwania uczniów.

Dbajmy o środowisko, zróbmy to dla młodych pokoleń.

Grammar: present simple, present continuous, past simple, past continuous, present continuous for future plans, prepositions, *be going to* and *will*, countable and uncountable nouns, quantifiers, present perfect, articles, conditionals, gerunds and infinitives, modal verbs

Listening	Speaking	Vocabulary 2	Grammar 2	Writing
multiple choice (pictures) getting ready to listen	getting information about places asking about a holiday describing a holiday	holidays word completion translation	adverbs open cloze multiple choice	a social media post
SKILLS CHECKPOINT p 21		WORDLIST p 24		
ways to talk about time predicting answers before listening gap-fill (dialogue)	asking for & giving travel information	travel phrasal verbs collocations grammar gap-fill	passive voice: present perfect simple & future simple translation	a reply to an invitation
SKILLS CHECKPOINT p 37		EXPLORERS' CLUB 1 p 40	WORDLIST p 42	
matching identifying the weather forecast	expressing differences & similarities	natural disasters seasons multiple choice	superlative adjectives & adverbs multiple choice	a postcard
SKILLS CHECKPOINT p 55		WORDLIST p 58		
multiple choice preparing to choose the right option	formulating <i>wh</i> - questions formulating other question types	animals in the garden translation	adjectives ending in <i>-ing</i> and <i>-ed</i> key word transformation	an email to a friend
SKILLS CHECKPOINT p 71		EXPLORERS' CLUB 2 p 74	WORDLIST p 76	
multiple choice (pictures) identifying differences	talking about the family describing photos	collocations & expressions translation vocabulary gap-fill	countable & uncountable nouns quantifiers key word transformation	wishes
SKILLS CHECKPOINT p 89		WORDLIST p 92		
listening for numbers multiple choice	talking about food describing photos using adjectives	word formation vocabulary gap-fill key-word transformation	<i>used to</i> & <i>would</i> , <i>be used to</i> & <i>get used to</i> translation	a formal email
SKILLS CHECKPOINT p 105		EXPLORERS' CLUB 3 p 108	WORDLIST p 110	
gap-fill thinking about the answers beforehand	discussing ideas talking about projects	prepositions multiple choice picture description	articles	a message
SKILLS CHECKPOINT p 123		WORDLIST p 126		
answering open questions	relationships problem solving giving advice	phrasal verbs key-word transformation	reported speech: statements, questions, commands & requests	a story
SKILLS CHECKPOINT p 139		EXPLORERS' CLUB 4 p 142	WORDLIST p 144	



Listen



Work in pairs



Work in groups



Present



Useful expressions



Useful tips



Remember



Move to

Present simple & continuous, prepositions, dates

- 1 Read the text. Write the verbs in brackets in the correct tense in your notebook.

My grandmother (1) ? (be) from Hong Kong, so the Chinese New Year is an important festival in our family. It (2) ? (take) place in January or February each year. Before the festival, Grandma always (3) ? (clean) the house, but I hardly ever (4) ? (help) her. Sorry Grandma! But I often (5) ? (decorate) the house with her. Grandma always (6) ? (give) us money in a red envelope for New Year. We sometimes (7) ? (go) to the Magical Lantern Festival in London's China Town. The lanterns are amazing. Today, I (8) ? (make) some lanterns for the house. My cousin (9) ? (help) me. He (10) ? (stay) at our house for a few months while he (11) ? (learn) English. That's good, because I (12) ? (not speak) much Chinese. We (13) ? (cut) out some cardboard for the lanterns at the moment.



- 2 Listen and check your answers.
- 3 Spin a pencil on the Wheel of Fortune. Choose the correct word and ask your partner the question.



- 4 Listen to six recordings. You will hear six dates. Write 1–6 in your notebook. Put the date that you hear next to each number.
- 5 Write out the dates in Exercise 4 in full in your notebook, e.g. the twenty-third of April.

Adjectives, prepositions

- 6 Listen to twelve short recordings. Who are the speakers describing? Write 1–12 in your notebook. Put the correct name next to each number.



ALEX



MARIA



TOM



JULIA

- 7 Make up some sentences about the pictures in Exercise 6. Your partner must guess who you are talking about.
- 8 Complete the sentences with the words in the box. Write the answers in your notebook.

cheerful funny kind shy silly sociable
about of to with

- 1 Alex doesn't like talking to people he doesn't know well. He's quite ?. However, he loves animals, so he's always kind ? them.
- 2 Maria always worries ? her friends. She always tries to help them. She's so ?.
- 3 Most of the time, Tom is really ? – he makes me laugh a lot. But sometimes he can be quite ?. I get annoyed ? him when he does stupid things.
- 4 Jill is ? – she loves talking to people. She's never scared ? them. She's always happy and ? too.
- 9 Name people you know who are sociable, funny, kind, shy or cheerful. Why do you think so?

Example

My mum is ... because ...

Past simple & continuous, phrasal verbs

1 Complete the sentences with the past simple form of the verbs in brackets. Write the answers in your notebook.

- 1 Anansi the spider (have) beautiful long hair.
- 2 One day, he (go) to his auntie's house.
- 3 Anansi (taste) some of the beans.
Then he (eat) some more.
- 4 He (not want) to leave the beans in the pot.
- 5 He (take) his hat off his head and quickly (put) the beans in the hat.

2 **5** Listen and check your answers.

3 Complete the sentences with the past continuous form of the verbs in brackets. Write the answers in your notebook.

- 1 It was a hot day, and the sun (shine) brightly.
- 2 The cook (cook) the beans over a hot stove.
- 3 As he (eat) the beans, he heard a noise.
- 4 While Auntie (make) lunch, her nephew (plant) beans.
- 5 What you (do) at 3 o'clock yesterday?

4 Write five sentences in the past simple and past continuous that give true information about you.

Example

Yesterday at 3 p.m. I was leaving school.

5 Choose the correct preposition for each sentence. Write the answers in your notebook.

- 1 Who did you hang **out** / **up** with yesterday?
- 2 Which friend did you get **on** / **together** with best when you were at kindergarten?
- 3 Where did you go **around** / **out** with your friends last weekend?
- 4 How often do you stay **in** / **up** until midnight?
- 5 Did your parents take you **away** / **out** to a restaurant last year?
- 6 Which famous people did you look **up to** / **forward to** in the past?

6 Ask and answer the questions in Exercise 5.

Present continuous for future plans, prepositions

7 **6** Katie and her friends are talking about their plans for a party. Listen to the recording and decide who is doing what. One name is mentioned twice. Write the answers in your notebook.

Adrian Becky Julia Katie Oscar



- | | |
|---|----------------------|
| 1 bringing the balloons | <input type="text"/> |
| 2 getting the streamers, sparklers and confetti | <input type="text"/> |
| 3 making the cake and buying candles | <input type="text"/> |
| 4 downloading music | <input type="text"/> |
| 5 buying the present | <input type="text"/> |

8 Write sentences about Katie and her friends in your notebook.

Example

Oscar is bringing the balloons.

9 Complete sentences 1–8 with a suitable preposition: **at**, **in** or **on**.

- 1 Are we meeting the weekend?
- 2 We're meeting Saturday.
- 3 They're having a party two weeks.
- 4 It's the 5th of November.
- 5 It starts 8 o'clock.
- 6 It's the evening.
- 7 What do you usually do the summer?
- 8 the moment, I'm writing a list.

10 **7** Listen and check your answers.

Household chores, be going to

- 1  Name the chores in pictures A–I. Write the answers in your notebook.



- 2  8 Listen to the conversation. Which six household chores in Exercise 1 are mentioned?

- 3 Complete sentences 1–7 using *be going to* and the words in brackets.

- 1 What  (you / do) today?
- 2 I  (do) the washing up.
- 3 I  (not / do) anything nice.
- 4 I  (sweep) the floor.
- 5 You  (be) very tired.
- 6 I  (ask) the children to help.
- 7 We  (try) that new pizza place.

- 4  8 Listen to the conversation again and check your answers.

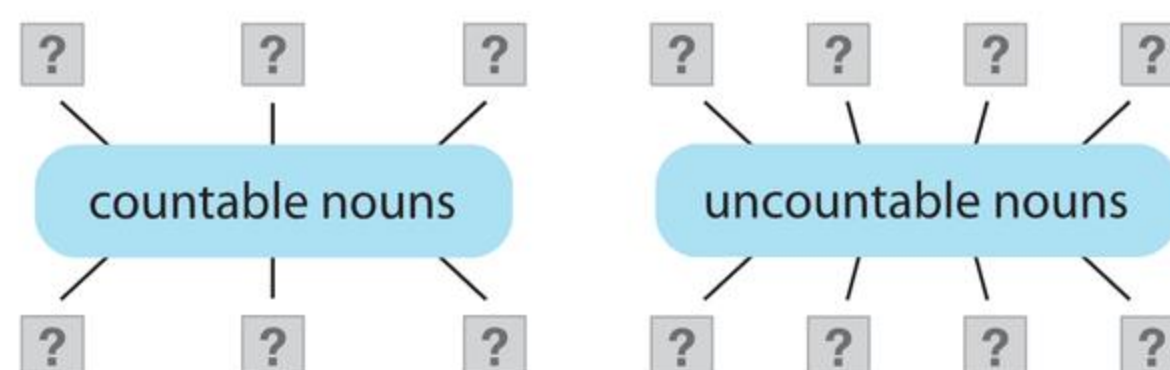
- 5  Roll the dice and ask each other about household chores. Use the question forms below.

- | | |
|--|---|
|  What are you  . |  Who in your house is going to  . |
|  Do you ever  . |  Who likes  in your house? |
|  Are you  . |  When do you  . |

Countable & uncountable nouns, will

- 6  Draw two mind maps in your notebook. Divide the words into two categories. Add more words to the mind maps.

banana jam biscuit bread cheese olive
chocolate fruit ice cream can prawn
spaghetti tomato water



- 7 Choose the correct option in sentences 1–8. Write the answers in your notebook.

- 1 I'm going to buy *any* / *some* biscuits.
- 2 I'd like *a few* / *a little* garlic bread, please.
- 3 Have you got *any* / *much* prawns?
- 4 How *many* / *much* cheese is there in the fridge?
- 5 Would you like *many* / *some* sparkling water?
- 6 There's *a lot of* / *a few* ice cream in this dessert.
- 7 I'd like *lots of* / *any* tomatoes on my pizza.
- 8 There isn't *any* / *some* juice in the fridge.

- 8  9 Tom and his mum are in a shop. Listen to their conversation. Write what they are buying in your notebook.

- 9  9 Listen to the conversation again and complete sentences 1–3.

- 1 I'll  a pizza tonight.
- 2 The shop will  soon.
- 3 I think we'll  here for a while.

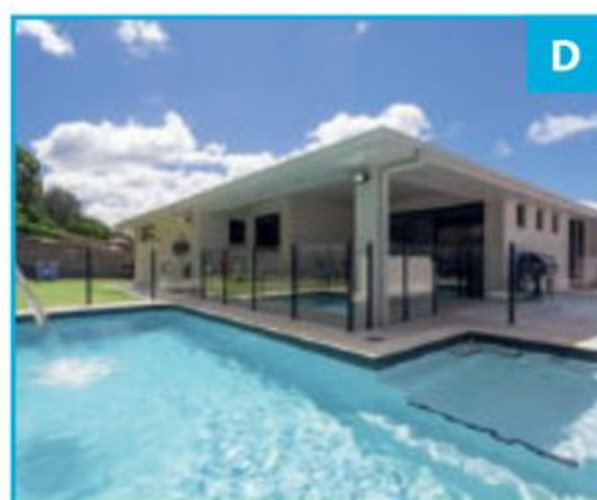
- 10  Make questions with *be going to* and *will*. Then, ask and answer them in turns.

Example

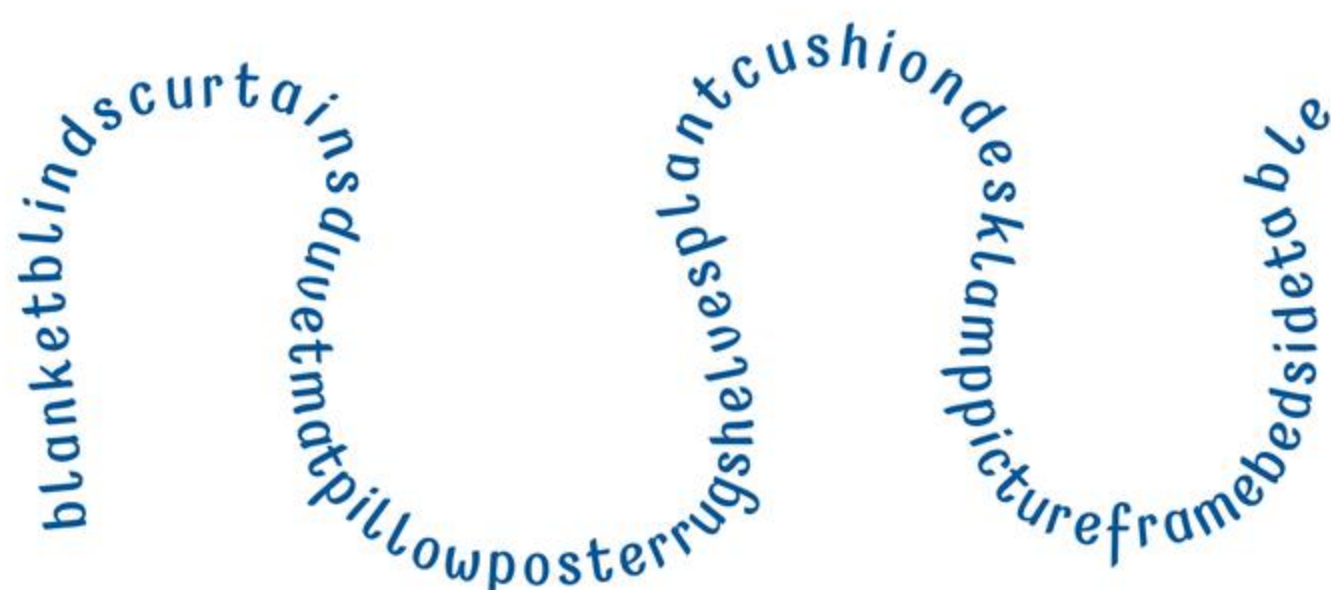
- A:** What food are you going to eat after school today / next weekend?
B: I'm going to ...
A: Do you think it will rain tomorrow?
B: No, I think / know / am sure it will be sunny tomorrow.

Houses, possessions, present perfect simple

- 1  Listen to recordings 1–4. Match them with pictures A–D. Write the answers in your notebook.



- 2  Find 15 words in the word snake. Which of them have you got in your bedroom?



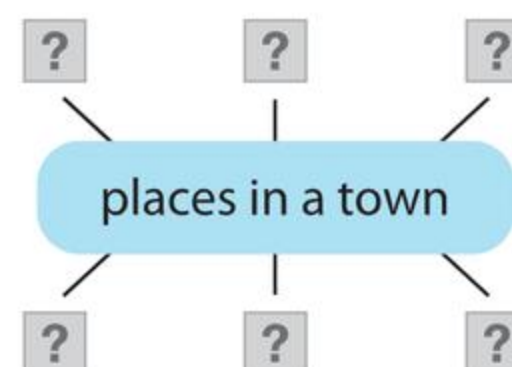
- 3  Imagine you can only have four items from Exercise 2 in your bedroom. Tell your partner which ones you want and why. Then, talk to another pair and decide on two items. Finally, choose one item with the whole class.

- 4 Complete sentences 1–6 with the present perfect simple form of the verbs in brackets in your notebook.

- It's so hot! I just (switch) the air-conditioner on.
- you ever (live) in a different house?
- We (have) this sofa for five years.
- My sister never (clean) the bathroom.
- Oh no! He (not take) the clothes out of the washing machine!
- My mum and dad (not be) here since 1999.

Places in a town, giving directions, articles

- 5 Draw a mind map in your notebook. You have one minute to complete it. Who has the most words for places in a town?



- 6  Where are these people? Listen to recordings 1–10 and write the names of the places in a town in your notebook.
- 7 Read dialogues 1–3. Complete the sentences with the words in the box. Write the answers in your notebook.

at follow left next off straight
take turn until

- A: Where is the library?

B: Turn left the traffic lights, then go straight on for a few minutes you get to a crossroads. The library is at the crossroads, on the . It's to the museum.
- A: Excuse me, is there a car park near here?

B: Yes. right at the roundabout, then go on for about 300 metres. It's opposite the fire station.
- A: How can I get to Corfe Castle?

B: You need to a number 40 bus. Get on at the station here and don't get until you reach the village centre. Then, just the signs.

- 8  Listen and check your answers.

- 9 Choose the correct article: a, an, the or – (no article). Write the answers in your notebook.

- Do you like living in / countryside?
- My sister works in a bank. / bank is in the High Street.
- My mother is / doctor.
- I went to the Royal Cinema with / Michael.
- There's / exhibition on at the museum.
- / River Severn is the longest river in / United Kingdom.
- The bank isn't open in / evening.

Conditional sentences, gerund, infinitive

1 Match sentence beginnings 1–5 with endings A–E. What type of conditional are they?

- | | |
|---------------------------------|----------------------------|
| 1 If I do yoga, | A when you go shopping. |
| 2 If you sort out your rubbish, | B you help save the world. |
| 3 When we recycle, | C if the weather is bad. |
| 4 You need your own bag | D I usually feel relaxed. |
| 5 We can't go sailing | E we protect our planet. |

2 Complete sentences 1–5 using the verbs in brackets to make first conditional sentences. Write the answers in your notebook.

- If you every day, you fitter. (*run, be*)
- You more about the environment if you to the ecology club. (*learn, go*)
- If you the piece of paper here, you the butterfly's wing. (*fold, make*)
- My mother any gardening if it tomorrow. (*not do, rain*)
- If your brother recycling, I think he the Animal Protection Club. (*like, enjoy*)

3 Complete the sentences using the second conditional. Stand up, walk around the class and share your sentences with your friends.

If I found 10,000 euros, .

If I were invisible for a day, .

If I could go back to any time in history, .

If I met my favourite film star, .

4 Complete sentences 1–7 with the gerund, the infinitive or the infinitive without to form. Use the verbs in brackets. Write the answers in your notebook.

- I joined this club (*learn*) about sorting out waste.
- I'm too scared (*walk*) on a tightrope.
- Would you rather (*do*) some reading or cleaning?
- Oliver loves (*help*) animals.
- You had better (*practise*) your speech before giving it.
- Are you interested in (*come*) to the protest?
- My sister's favourite freetime activity is (*collect*) rubbish in the forest.

Phrasal verbs, modal verbs

5 Read the text. Choose the correct preposition. Write the answers in your notebook.

Last year I started going to the gym. At first, I loved it. I enjoyed warming (1) / , and then working (2) / on the different equipment, or doing the aerobics classes. Then, over the next few months I went less and less often until three months ago I gave (3) / completely. That's right, I dropped (4) / . And now it's embarrassing. When my friend and I were running for a bus yesterday, I couldn't catch (5) / with her! I think I'll have to go back. But this time, I'll keep going!



6 13 Listen and check your answers.

7 Read the text in Exercise 5 again and answer questions 1–3.

- Did the girl like going to the gym to begin with?
- Is she still going to the gym?
- Does she find going to the gym useful?

8 14 Listen and complete the sentences with *have to*, *must*, *mustn't*, *don't have to*, *needn't*. Change the form of the verb if necessary. Write the answers in your notebook.

- Alex go swimming.
- People run by the pool.
- People dive into the pool.
- Everyone listen to the lifeguards.
- People wear a swimming cap.
- People take any food.
- Alex take any money.

9 Write some tips for a person who wants to get fitter. Use the modal verbs *should* / *have to* / *don't have to* / *mustn't* + infinitive.

Example

You don't have to work out every day, but you should do it twice a week.
You mustn't eat less, but you should eat more vegetables and healthy food.

1 Take a Break

Reading: I can understand simple blog posts about travel destinations.

Vocabulary: I can name the continents. I can talk about places to stay on holiday and different types of trips. I can talk about holiday activities.

Grammar: I can use pronouns to refer to people, things and places. I can describe how I do things.

Listening: I can understand people talking about their trips and holidays.

Speaking: I can talk about my holidays. I can ask about and describe my best or worst holiday experiences. I can describe a holiday destination.

Writing: I can write a social media post. I can greet people, say where I am, describe holiday activities and use correct punctuation.

Dawn in the Zermatt Valley in Switzerland with the Matterhorn in the background

New words and phrases

- | | | | | |
|-----------------|---------------------|-------------------|-----------------------|--------------------------|
| • all-inclusive | • amusement park | • destination | • peak | • go sightseeing |
| • ancient | • ash | • excursion | • sunglasses | • pack my suitcase |
| • awesome | • bed and breakfast | • guided tour | • tour guide | • see the sights |
| • basalt | • campsite | • holiday resort | • tourist information | • stay at a luxury hotel |
| • impressive | • caravan park | • hot spring | • travel agent | • take a holiday |
| • typical | • chalet | • island | • youth hostel | • take a lot of photos |
| • unique | • city break | • long weekend | • erupt | • wander around |
| • weird | • day trip | • Northern Lights | • go on a short trip | |

1  Name some of the places where you like to spend your summer holidays. Make a class list of your favourite summer destinations. Why do you like these places? Which of these places did you go to last summer?

2 Quickly read the holiday blogs. Then, choose the correct title for each one.

- Unusual Volcanic Landscapes
- The Land of the Midnight Sun

1 ?

I wasn't looking forward to coming here. I mean, who wants to go to Iceland for their summer holiday? But I'm glad that I have. I truly love it! It's a **unique** place – I've never seen anywhere like it!

Did you know that they have daylight 24 hours a day in the summer? It's **weird** to go to sleep when the sun is still shining!

During our holiday, we've seen volcanoes, waterfalls, mountains, lakes and glaciers. The landscape is **awesome**. Our campsite, which is out under the stars, is an amazing place to observe the sky. There are no trees, so we can see the sky clearly. It looks like something out of Star Trek. I haven't seen **the Northern Lights**, however. They are only visible in winter!

It's about 10°C, which is **typical** for summer here! It doesn't matter because we often go swimming in the **hot springs**. Yesterday we went to one called the Blue Lagoon. The water was a beautiful blue colour and very warm. It was very different from our usual **all-inclusive holidays**, but I loved it. I'll tell you about the food next time. You won't believe what they eat! I could easily live in Iceland.



TIM, 14

Word Focus

the Northern Lights: naturally occurring red or green lights in the sky

hot spring: a small lake or natural pool filled with hot water which comes from underground

all-inclusive holidays: holidays in which the cost of everything is in the price

erupt: when fire and rocks explode from a volcano

ash: the soft black and grey powder which is left after something has burned

peak: the top of a mountain

2 ?

I'm writing this from my hotel in Jelenia Góra. I am here visiting the Volcano Trail! My father, who is a volcano expert, is really happy here. In fact, he is the person who I came here with. Did you know that millions of years ago there were volcanoes in this area?



EWA, 13

They were active at the time, so they often **erupted** with magma, rocks and **ash**. The hotel we're staying in has got a swimming pool, and I sit by the pool to watch the sunset every evening. The colour of the sky is magical.

There's lots to see and do here. Every day we go to a new place. On Tuesday I saw the Organy Myśluborskie rock formation. I quite liked it, but yesterday I saw something fantastic – the famous Organy Wielisławskie in the Kaczawa Mountains. They were formed from lava cooling down in the neck of a volcano. The formation looks really impressive. Tomorrow we are going for a walk to Wilcza Góra. This **peak** is made of basalt from a volcanic eruption. I know my dad will be running as fast as he can to the **peak**. It's close to the town of Złotoryja, so we will go there too. Gold was mined there in the Middle Ages!

I love it here and I want to stay forever! If you want to get some rest and see some unusual places – visit the Kaczawa Mountains!

A beautiful sunset in the Kaczawa Mountains, Poland



The Northern Lights, also known as the Aurora Borealis, Reykjavik, Iceland



3 Read the holiday blogs again and decide if the sentences below are true (T) or false (F). If there is not enough information, choose doesn't say (DS). Write the answers in your notebook.

- 1 Tim wanted to visit Iceland very much. ☐
- 2 He's watched Star Trek in Iceland. ☐
- 3 In Iceland, it's too cold to go swimming. ☐
- 4 Tim is going to write another entry for his blog. ☐
- 5 Ewa enjoys the sunsets in the Kaczawa Mountains. ☐
- 6 All the formations are made of basalt. ☐
- 7 Ewa would prefer to stay in another place. ☐
- 8 She really likes the area she's visiting. ☐

4 Match the adjectives in bold in Tim's blog with the group of words in 1–4 that has a similar meaning. Write the answers in your notebook.

- 1 impressive, wonderful, fantastic ☐
- 2 different, uncommon, unusual ☐
- 3 average, common, normal ☐
- 4 odd, strange, unnatural ☐

5  **Listen and check your answers.**

6 Read the *Skills Explorer* and decide which tip is best for you.

Skills Explorer

Uzupełnianie luk w języku polskim

- Relacjonując w języku polskim informację przeczytaną w języku angielskim, musisz pamiętać, że nie chodzi o dokładne przetłumaczenie fragmentów, a o oddanie sensu.
- Pamiętaj, że relacja w języku polskim zachowuje kolejność tekstu angielskiego.
- Użyj synonimów, opisów.
- W przypadku konieczności wpisania nazwy własnej – nie możesz jej zastąpić innym słowem.

Ideas Focus

- Would you prefer to visit a place which has lots of tourists or a place with very few tourists? Why?
- Which is better – one long holiday or a few short ones every year? Why?

7 Now complete the *Skills Booster* task.

Skills Booster

Uzupełnij w języku polskim luki 1–6 w e-mailu Joanny do Ani, zgodnie z treścią wypowiedzi Tima. W każdą lukę możesz wpisać maksymalnie dwa wyrazy. Zapisz odpowiedzi w zeszycie.

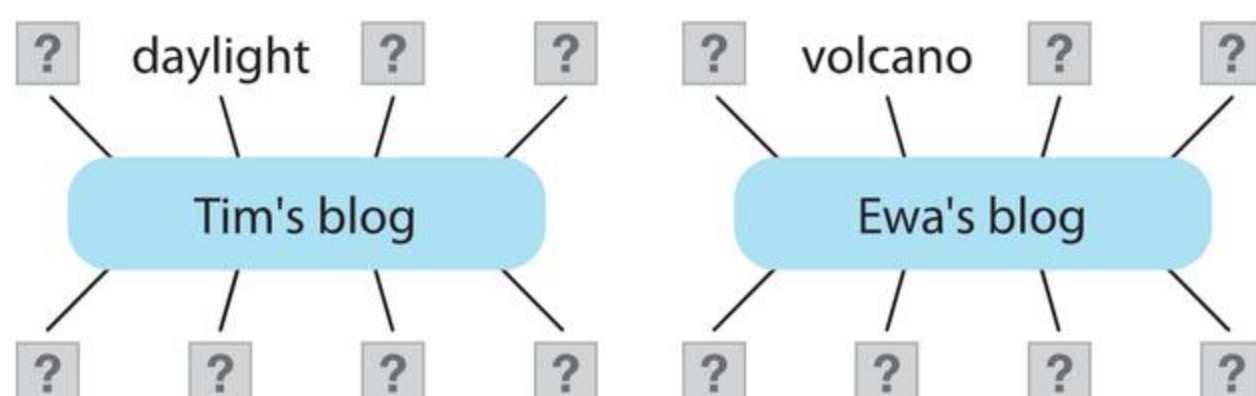
Hej Aniu,
mój kolega wrócił właśnie z Islandii. Wiem, że Ty bardzo chciałaś się tam wybrać. Opowiem Ci więc, co Tim przekazał mi o tym kraju.

Tim był bardzo zaskoczony, że latem jest tam (1) ☐ przez całą dobę. Bardzo podobał mu się krajobraz składający się z wulkanów, gór, rzek, lodowców i (2) ☐. Nie widział (3) ☐, ponieważ w miesiącach letnich nie można jej zobaczyć. Nie przeszkadzała mu niska (4) ☐, bo często pływał w gorących źródłach. Nie zdążył mi jedynie opowiedzieć o (5) ☐, ale obiecał, że robi to następnym razem. Ogólnie, był (6) ☐ wyjazdem i stwierdził, że mógłby tam z łatwością zamieszkać.

Jeśli masz jakieś pytania o Islandię, daj znać. Skontaktuję Cię z Timem.
Joanna

8  **Would you prefer to spend your holidays in Iceland or in the Kaczawa Mountains? Why?**

9  **Student A draws a mind map with key words from Tim's blog. Student B – with key words from Ewa's blog. Exchange your mind maps. Student A talks about Ewa's holiday and Student B about Tim's holiday. You can only look at the key words.**



- 1 Match continents A–F with their names. Write the answers in your notebook.

Asia Africa Europe Oceania
North America South America



- 2 16 Now match the country fact files with the name of the continent. Find the countries on the map in Exercise 1 (in light blue). Listen and check.

1 Continent: ?

Country: Portugal
Population: 10.5 million
It's a popular tourist destination



2 Continent: ?

Country: South Africa
Population: 53 million
World famous safari parks



3 Continent: ?

Country: Peru
Population: 30.5 million
Ancient home of the Incas



4 Continent: ?

Country: Canada
Population: 35.2 million
There are some beautiful landscapes



5 Continent: ?

Country: Australia
Population: 23.2 million
Another world under the water



6 Continent: ?

Country: South Korea
Population: 50.2 million
A high tech place with a sense of history



- 3 Which place in Exercise 2 do you want to visit?

Example

I would like / want to go to ... because ...
My dream destination is ... because ...

- 4 17 Listen and repeat the words. Then, match the different places to stay when you are on holiday with sentences 1–6.

bed and breakfast campsite caravan park
hotel villa youth hostel

- It was very basic and cheap. There were six beds in each room. ?
- We parked under some trees and connected up the electricity to cook our lunch. ?
- We had our own room, but we shared the bathroom. The breakfast was very basic. ?
- I was worried the rain might come through the tent. ?
- There were three bedrooms, two bathrooms, a kitchen and a huge pool. ?
- My room was on the fourth floor. It had a comfortable bed and a bathroom. ?

- 5 Match the sentence halves. Write the answers in your notebook.

- There's a **tourist** ?
- A very nice **tour** ?
- Our local **travel** ?
- Hooray! It's a **long** ?
- We stayed at a **holiday** ?

- A **weekend** next week, so there's no school on Monday.
B **guide** showed us all of the important sights.
C **resort** on Majorca, and it was very nice.
D **information** centre in the town, so we can get maps there.
E **agent** recommended this hotel and booked it for us.

- 6 What places can you see through the keyholes?



Relative pronouns

Zaimki względne (relative pronouns) stosujemy w zdaniach podrzędnie złożonych. Dzięki nim rozumiemy, kogo lub co autor wypowiedzi ma na myśli.

- Odnosząc się do osób (**podmiot w zdaniu**), używamy zaimka względnego **who**, np. *In fact, he is the person **who** I came here with.*
- Odnosząc się do przedmiotów lub zwierząt (**podmiot w zdaniu**), używamy zaimka względnego **which**, np. *Ash is soft black and grey powder **which** is left after something has burned.*
- Zaimek **that** może odnosić się zarówno do osób, jak i do przedmiotów / zwierząt, np. *A hot spring is a small lake or natural pool filled with hot water **which (that)** comes from underground. In fact, he is the person **who (that)** I came here with.*

← Reading reference p 10

1 Complete the sentences with relative pronouns. Write the answers in your notebook.

- 1 This is the guide ? / ? showed us the forest.
- 2 This is a giant tortoise ? / ? lives in the Galapagos Islands.
- 3 The man ? / ? is standing next to uncle Terry is my older brother.
- 4 The neighbour ? / ? lives on the second floor is a dentist. It's very convenient for making appointments.
- 5 Ash is the soft powder ? / ? is left after a volcanic eruption.
- 6 Have you ever seen a cat ? / ? has blue eyes?

 **Zaimek względny** (who, which, that) **zastępuje zaimek osobowy** (I, you, he, she, it, we, they). Nie można powiedzieć: *This is the guide **who he** showed us the forest*, ponieważ **who** oraz **he** odnoszą się do tej samej osoby.

2 Which of the pronouns are incorrect or unnecessary?

- 1 These are the photos that we took on holiday.
- 2 We want a hotel which it is near the beach.
- 3 This photo shows the friends who we met on holiday.
- 4 The tourist who he lost his passport was upset.
- 5 The room that it has a balcony is ours.
- 6 The person that they took my suitcase thought it was theirs.

Jeśli **who** / **which** / **that** odnosi się do **dopełnienia w zdaniu**, możemy je opuścić, np.

*This is **the place**. We visited **it**.*

*This is the place (**which** / **that**) we visited.*

*She is **the waitress**. We paid **her**.*

*She's the waitress (**who** / **whom** / **that**) we paid.*

Uwaga! **Who** można zastąpić **whom**, jeśli odnosi się do dopełnienia w zdaniu.

3 Complete the sentences with relative pronouns where necessary. Write them in your notebook.

- 1 This is a rare bird ? lives in the forest.
- 2 The plane ? we caught stopped in Dubai.
- 3 That's the taxi driver ? drove us to the airport.
- 4 Max and Brad are the boys ? we met on the train.
- 5 Is this the suitcase ? you lost?
- 6 This website is useful for people ? travel a lot.

4 18 Listen and check your answers.

5 Now complete the Skills Booster task.

Skills Booster

Uzupełnij zdania 1–6. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach, tak aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 This is the ? (man / help) me look for my lost dog.
- 2 The ? (birds / live) in Australia are different to the ones in Poland.
- 3 I love the ? (book / you / give) me a week ago.
- 4 The woman ? (live / upstairs) is really noisy.
- 5 We were dancing when they played the ? (song / he / write) for me.
- 6 This is the ? (place / we) visited.

6 Describe the nouns so that your partner can guess which word you are describing.

supermarket mountains bag teacher
hamster brother room travel guide

Example

It's a person It's a place

It's an object... . It's an animal

- 1  Look at pictures A–D of different hostel rooms. Find 5 differences and 5 similarities.

Example

In pictures A and B there is / are

In picture A, I can see In all the pictures



- 2  Talk about the similarities / differences between the three pictures in each set.

1



2



3



- 3  19 Now listen and choose the correct pictures from Exercise 2: A, B or C. Check in pairs.

- Where are they going to stay?
- What is the weather like today?
- What do they buy in the shop?

- 4 Read the *Skills Explorer* and decide which tip is best for you.

Skills Explorer



Wybór wielokrotny

- Przed wysłuchaniem nagrania przyjrzyj się ilustracjom. Co je łączy? Czym się różnią?
- Zastanów się, gdzie odbywają się rozmowy.
- Pamiętaj, że zwykle są to typowe rozmowy i dotyczą codziennych sytuacji.
- Przeważnie rozmówców jest dwóch – kobieta i mężczyzna. Dzięki temu łatwiej identyfikować, kto co mówi.

- 5  20 Now complete the *Skills Booster* task.

Skills Booster

Usłyszysz dwukrotnie pięć rozmów. W zadaniach 1–5 z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.

- 1 Which is the woman's luggage?



- 2 What time will their flight leave?



- 3 Which country are they visiting?



- 4 What activity are they doing in the morning?



- 5 Which person is the tour guide?



1 Match words 1–6 with their opposites A–F. Write the answers in your notebook.

- | | |
|---------------|-------------|
| 1 ancient ? | A boring |
| 2 empty ? | B beautiful |
| 3 exciting ? | C quiet |
| 4 expensive ? | D cheap |
| 5 noisy ? | E modern |
| 6 ugly ? | F crowded |

2 Which words in Exercise 1 can you use to describe: a pyramid / a shopping centre / a room / music / a T-shirt / a place / a film?

3 Read the conversation between Tom and Jenny. What do they have to choose?

J: Tom, which hostel should we book this year?

T: I think the one in which Michael stayed last year would be great.

J: Did he enjoy his stay?

T: Absolutely, it was really quiet.

J: Oh no, does it mean it was boring as well?

T: No, Jenny, not at all. It was near the beach and close to the city centre so he could easily find lots of things to do.

J: What activities did he do?

T: He went sailing and he did a lot of sightseeing.

J: What was the weather like?

T: It was mostly sunny, but on rainy days he stayed in the hostel.

J: Were there any things to do indoors as well?

T: Sure, the hostel was quite modern, so it had many options.

J: OK, let's book it immediately.

4 Read the conversation again and answer the questions below.

- Why are they talking about Michael?
- What outdoor activities could Michael do?
- Was Michael bored when the weather was bad?
- Do they decide to make the same choice as Michael?

5 Listen to the dialogue and repeat it. Then, act it out changing the words in bold. Use the words in the Dialogue Word Box.



Phrase Book

Asking about a holiday

- Where did you go?
- Where did you stay?
- What was the weather like?
- What activities did you do?
- Did you enjoy the holiday?

Describing a holiday

- We went to a place called Trapani.
- It was in the countryside / near the beach / in the city.
- It was a really modern / noisy / busy city.
- It was really quiet and boring.
- It was amazing!

6 Student A p 147. Student B p 169 (Exercises 1&2).

Dialogue Word Box

best • favourite • mountains • lakes • countryside • holiday resort • campsite • villa • youth hostel • chalet • caravan • beautiful • modern • cheap • empty • crowded • sunny • rainy

Ideas Focus

- 'If you enjoyed a holiday, you should go back to the same place every year.' Do you agree? Why? / Why not?
- Do tourists visit your hometown? Why? / Why not?

- 1  **22 Listen and repeat the phrases in the box. Find three phrases to describe pictures A–C.**

city break day trip excursion
amusement park guided tour



- 2 **Complete the sentences with the words in Exercise 1. Write the answers in your notebook.**
- If it's a nice day this Saturday, we might go on a **?** to the countryside and have a picnic there.
 - The best thing about a **?** is that you visit important sights, and someone explains everything to you.
 - Let's spend Sunday at the **?** near the beach; we will have fun on the rides.
 - A **?** is a good idea if you only have a few days to spare and you're interested in visiting museums and going to restaurants.
 - Our school **?** to a country farm was cancelled because it was raining.
- 3 **Choose the correct option in the following dialogues. Write the answers in your notebook.**
- A:** Can you help me to **pack** / **make** my suitcase?
B: Are you taking all these clothes?
 - A:** I'm really excited about our holiday!
B: Me too. I've never **lived** / **stayed** at a luxury hotel before!
 - A:** What shall we do after dinner?
B: Let's **wander** / **wonder** around the streets of the Old Town.
 - A:** When my exams are over, I'm **going** / **taking** a holiday.
B: Where are you going to go?
 - A:** I can't wait to **see** / **look** the sights in Paris.
B: Yes. It's the most amazing city on Earth.
 - A:** I want to **go on** / **go to** a short trip this weekend.
B: I've heard it's going to rain.
 - A:** If you **do** / **go** sightseeing in Rome, don't forget to visit the Colosseum.
B: We'll certainly go there! I'll send you a postcard!
 - A:** Did you **make** / **take** a lot of photos in Mikołajki?
B: Yes, lots of them! I'll show you some.

- 4  **23 Listen and check your answers.**

- 5 **Now complete the Skills Booster task.**

Skills Booster

Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- The hotel **?** (*który widzieliśmy*) on the internet was beautiful.
- The **?** (*szkolna wycieczka, która*) was organised by our teacher was amazing!
- They are the people **?** (*którzy kupili*) the house from us.
- Tom is reading the book **?** (*którą ja*) gave him.
- I packed **?** (*walizkę, którą*) you gave me.

- 6 **Guess the missing words. The first letter has been given. Write the answers in your notebook.**

- A p **?** is a thing you send when you are on holiday.
- A t **?** is a person who visits a place to go sightseeing.
- When you arrive in another country, you show your p **?**.
- S **?** is an activity you do in the sea on a board.
- When it's sunny, you wear s **?** to protect your eyes.
- An i **?** is a place that has water all around it.

- 7  **Describe the word / phrase in bold to your team. Don't use any of the three words under it. Your team has to guess the word.**

AMUSEMENT PARK fun • place • fast	GUIDED TOUR information • person • museum	WANDER walk • legs • tourist
SIGHTSEEING look • visit • old	TAKING PHOTOS camera • polaroid • picture	EXCURSION visit • place • holiday

Ideas Focus

- Imagine you could go anywhere in the world. Where would you go?
- Do you use English when you are on holiday? Why? / Why not?



Adverbs

Przysłówki (adverbs) opisują czasowniki, np. **Quickly** read the holiday blogs.

- Tworzymy je, dodając końcówkę **-ly** do przymiotników (careful – carefully, quiet – quietly), np. *There were no trees, so we could see the sky **clearly**.*
- W przymiotnikach zakończonych na **-y**: zamieniamy **-y** na **-i** oraz dodajemy **-ly** (heavy – heavily, easy – easily), np. *I could **easily** live in Iceland.*
- W niektórych przymiotnikach zakończonych na **-e**: usuwamy **-e** oraz dodajemy końcówkę **-ly** (true – truly, terrible – terribly), np. *I **truly** love it!*

← Reading reference p 10

🔔 Niektóre wyrazy, np. *hard, late, straight* czy *fast*, mają taką samą formę jako przymiotniki i jako przysłówki, np. *I know my dad will be running as **fast** as he can to the peak.*

Inne tworzą formy nieregularne, np. *good – well*, np. *She's a good dancer. She dances **well**.*

1 Decide which words in blue are adjectives and which are adverbs.

- A** Maria is a **careful** driver.
B Maria drives **carefully**.
- A** It is **easy** for Bo to make friends.
B Bo makes friends **easily**.
- A** The taxi journey was **fast**.
B The taxi driver drove **fast**.
- A** The barman made **good** coffee.
B The barman made coffee **well**.

2 In your notebook, form adverbs from the following adjectives.

beautiful ? happy ? good ?
fast ? loud ? healthy ?

3 Complete the sentences with the adverbs in Exercise 2. Write the answers in your notebook.

- The cars drove ? through the empty streets.
- The sun shone ? on the sea.
- The square was full of men talking ?.
- The children played ? in the street.
- The food was fresh, so we ate very ? in Asia.
- I played tennis ? on holiday and beat my dad!

4 🎧 Listen and check your answers.

5 Match verbs 1–6 with adverbs A–F. Write the answers in your notebook. Then, choose a pair and mime it for the class to guess.

- | | |
|-------------|-------------|
| 1 ask ? | A sweetly |
| 2 prepare ? | B politely |
| 3 shout ? | C angrily |
| 4 sleep ? | D hungrily |
| 5 smile ? | E deeply |
| 6 eat ? | F carefully |

6 Now do the Skills Booster task.

Skills Booster

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–8: A, B albo C. Zapisz odpowiedzi w zeszyte.

Dear family,
We're having a (1) ? time on our trip. This is a picture of the mountain (2) ? we climbed yesterday. The guide (3) ? showed us the way is called Raj and he speaks English very (4) ?. We arrived late at our hotel, but they welcomed us (5) ?. They prepared a very (6) ? meal, which we ate (7) ?. We were in such a (8) ? sleep the first night that we woke up late and missed breakfast.
Love, Granny and Grandpa

- | | | |
|---------------|---------------|--------------|
| 1 A wonderful | B wonderfully | C well |
| 2 A who | B whom | C that |
| 3 A — | B which | C who |
| 4 A good | B well | C slow |
| 5 A warm | B warmly | C nice |
| 6 A taste | B tasty | C tastefully |
| 7 A hungry | B angrily | C hungrily |
| 8 A deeply | B deep | C depthly |

7 Write three sentences with adverbs about how you learn English. Think about listening, speaking, grammar, reading and vocabulary.

Example

I learn English grammar fast, but I can speak slowly.

8 Talk to your partner about how you learn English. Find two things you have in common.

A social media post

Forms Explorer

- Gdy piszesz post, unikaj powtórzeń. Nazywaj te same obiekty lub cechy na różne sposoby.
- Pamiętaj o stosowaniu znaków interpunkcyjnych: przecinków, kropek, znaków zapytania, apostrofów oraz o pisowni odpowiednich wyrazów wielką literą.

- 1 Read version A and B of the same post. What are the differences between them?**

connect   



Hey, guys! I'm in Switzerland! I arrived in Switzerland yesterday. I'm going to do a lot of things today. I'm going to go skiing first! After skiing, I think I'll go hiking. More news later. Bye!

Hey, guys! I'm in Switzerland! I arrived here yesterday. I'm going to do a lot of things today, and the first is skiing! After that, I think I'll go hiking. More news later. Bye!

- 2 Find all the repetitions in version 1. Find out which words replaced the repetitions in 2.**
- 3 Read the post below and choose the best options. Write the answers in your notebook.**

connect   



Hi all. Here I am in Lisbon. (1) *Lisbon* / *It's* a beautiful city. I arrived a few days ago. When I (2) *got here* / *arrived*, the weather was cold, but it's warm and sunny today. (3) *Because it's sunny today* / *That's why* I'm going to go sightseeing. Bye for now!

Vintage trams run through the city centre in Lisbon, Portugal

- 4 Read the punctuation rules and correct the mistakes in sentences 1–6. Write the corrected sentences in your notebook.**

Punctuation rules

- apostrophes for possession and contractions
- commas in conditional sentences that start with *if*
- capital letters begin a sentence and for the names of people and places
- full stops at the end of sentences
- question marks at the end of questions

- 1 Romes Angelas favourite city and shes visited it a few times
- 2 if you go to Paris youll fall in love with the place.
- 3 I didnt visit my grandparents village in spain last year
- 4 You and helen should see the great wall of china.
- 5 Theyre late and the planes ready to leave
- 6 On greek islands every tourists favourite activity is swimming.

- 5 Think of a place you have been to or would like to visit. Write some notes about it in your notebook.**

Where: Weather: Sights: Activities:

- 6  Write a short social media post about the place using the notes in Exercise 5. Remember about correct punctuation and the ways to avoid repetition.**

Phrase Book

Greetings

- Hi guys!
- Hi all!
- Hi everyone!

Saying where you are

- Here I am in
- I'm in

Arriving

- I got here
- I arrived

Talking about activities

- I'm going to
- I think I'll
- I'm planning to

- 7 Read a post from your friend, Nick. Write a post in reply. Write 25–50 words.**

connect   



Hi! Tell us about your holiday. Where are you? When did you arrive? What are you going to do there?

Wpis na portalu społecznościowym

Portal społecznościowy jest miejscem spotkań w internecie ludzi, którzy chcą się ze sobą komunikować, wymieniając informacje w postaci tekstów i / lub materiałów wizualnych. Rozmowa odbywa się głównie między znajomymi, a wymiana informacji następuje często i szybko. Wpisy mogą być oceniane i udostępniane innym przez czytelników. Celem wpisu na portalu jest nie tylko podzielenie się informacją, ale też wzbudzenie zainteresowania społeczności, utrzymanie kontaktu z odbiorcą bądź zachęcenie go do określonego działania, na przykład udostępnienia wpisu innym znajomym.

- Wpisy są krótkie, często to tylko jeden akapit.
- Post cechuje język nieformalny, krótkie formy czasowników (np. *I'm, it's*) oraz zwięzłe zdania, np. *Here I am in Lisbon.*
- Zastosowanie spójników, np. *so, but, when*, wspomaga klarowność przekazu.
- Zastosowanie wykrzykników umożliwia podkreślenie emocji, np. *I'm so happy!*
- Stosuje się urozmaicone słownictwo, aby uniknąć powtórzeń, np. *get vs. arrive.*
- Autorzy zwracają się bezpośrednio do czytelników, np. *Hi guys, tell me what you think; Bye for now.*

Plan

Zwrot powitalny (opcjonalnie)

Hi all! / Hi guys!

Akapit (przeważnie jeden)

Wstęp, rozwinięcie

Zdanie wprowadzające i dalsze informacje zamieść w tym samym akapicie, np. *Here I am in Lisbon. I'm so happy!*

Zakończenie

Zamieść w tym samym akapicie co pozostałe informacje, np. *Bye for now!*



Sprawdź poprawność swojej wypowiedzi

- Czy wybrałeś / wybrałaś interesujący dla czytelników temat lub wydarzenie?
- Czy wpis jest stosunkowo niedługi? Czy jego język jest zwięzły i nieformalny?
- Czy zawarłeś / zawarłaś powitanie, rozwinięcie i zakończenie? Czy uszeregowałeś / uszeregowałaś logicznie treści?
- Czy komunikujesz swoje emocje?
- Czy zwróciłeś / zwróciłaś się do czytelników, próbując skłonić ich do reakcji?
- Czy użyłeś / użyłaś zrozumiałego, ale jednocześnie zróżnicowanego słownictwa i struktur gramatycznych?
- Czy sprawdziłeś / sprawdziłaś poprawność gramatyczną i ortograficzną wpisu?

1 Review

1 25 Complete the Skills Booster task.

Skills Booster

Usłyszysz dwukrotnie rozmowę Teda z Caroline. W zadaniach 1–5 z podanych wypowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.

- 1 **Ted would like to spend his holiday at**
A a hotel. B a villa. C a caravan park.
- 2 **A few years ago, the travel agent recommended**
A a holiday resort.
B a bed and breakfast.
C a campsite.
- 3 **This year, Caroline and Ted are not going to**
A take any day trips.
B have a city break.
C go sightseeing.
- 4 **Caroline and Ted**
A took a guided tour around Athens.
B didn't visit the tourist information centre in Athens.
C visited Athens when they were still at school.
- 5 **Caroline and Ted**
A stayed at a youth hostel in Athens.
B stayed in Athens for a week.
C stayed at a campsite in Athens.

2 Change the adjectives in the box into their adverb forms. Use them to complete the dialogues. Write the answers in your notebook.

beautiful careful fast good slow

- 1 **A:** Hi, Tom. Will you come out on your bike after school?
B: Hi, Greg. I will. I like riding my bike around town, even if my mum is always telling me to ride (1) .
- A:** That's what mums usually say ... but aren't they right? It's not a good idea to ride too (2) .
- B:** But I always ride (3)  and watch out for cars!
- 2 **A:** Did you hear Janine in the talent show? She sang so (4)  that I almost cried.
B: I wish I could sing like that.
A: Unfortunately, we can't. But I can dance hip hop, and you play basketball so (5) .

3 Complete sentences 1–7 with *who*, *which* or *that* where necessary. Write the answers in your notebook.

- 1 That is the boy  knows my sister.
- 2 The house  they live in is on my street.
- 3 Do you know the teacher  my dad went to school with?
- 4 Have you found the cat  ran away?
- 5 Did you drink the milk  I bought yesterday?
- 6 My best friend is someone  everybody likes.
- 7 I ate the biscuits  were on the table.

4 Student A p 147. Student B p 169.



Q&A

You answered mostly A

An all-inclusive holiday near the beach is the best option for you. How about a week in Barbados?

You answered mostly B

A camping holiday would be good for you. What about a week camping in the Dordogne, France?

You answered mostly C

A city break is the best holiday for you. How about a long weekend in Istanbul?

You answered mostly D

A skiing holiday would be great for you. How about a week skiing in Austria, staying in a traditional chalet?

5 Imagine you are describing holiday photos to your friend. Ask questions to find out more about them. Take turns.

Example

- A:** This is a campsite which I stayed at.
B: Where did you go?
A: I went to Scotland.

Verbs	Nouns		Adverbs
stay at	a hotel	a city break	happily
go (to)	a caravan park	tourist information	politely
take (a)	a campsite	a guided tour	slowly
eat	a bed and breakfast	a hike	carefully
pack	photos	a holiday resort	hungrily
	local food	sightseeing	fast
	passport	a suitcase	

Rozumienie ze słuchu

1 26 Usłyszysz dwukrotnie wypowiedź Maddie o jej najgorszych wakacjach. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.

1 Maddie stopped enjoying her holiday because

- A she didn't like Spain.
- B the weather was awful.
- C the place was worse than she had thought.

2 The hotel website gave false information about

- A the view.
- B the number of beds.
- C the size of the room.

3 Maddie was sleepy because

- A there were too many spiders.
- B there was too much noise.
- C she watched TV at night.

2 27 Usłyszysz dwukrotnie wywiad z Anną. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszycie.

Anna

- planned to stay in Iceland for (1) ?
- place of work (2) ?
- current position at work (3) ?
- plans for the future (4) ?

3 28 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dopasuj dokończenie zdania spośród A–E. Jedno dokończenie zostało podane dodatkowo. Wpisz rozwiązanie do tabeli w zeszycie.

The speaker is talking about

- A a villa.
- B a campsite.
- C a hostel.
- D a bed and breakfast.
- E a hotel.

1	2	3	4
?	?	?	?

View of the beach and pier, Sopot, Poland

Znajomość funkcji językowych

4 29 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo. Wpisz rozwiązanie do tabeli w zeszycie.

- A Yes, we had a great time!
- B She really liked it a lot.
- C We found a nice, cheap place near the station.
- D I think I'll stay at the hotel.
- E It was a really amazing city!

1	2	3	4
?	?	?	?

5 Dla każdej z opisanych sytuacji (1–5) wybierz właściwą reakcję: A, B albo C. Zapisz odpowiedzi w zeszycie.

1 Nauczyciel pyta cię, gdzie spędziłeś wakacje. Co odpowiesz?

- A I went to Sopot.
- B I like Sopot.
- C I've never been to Sopot.

2 Rodzice pytają, jaka była pogoda na wycieczce. Co odpowiesz?

- A I liked it.
- B It was warm and sunny.
- C The weather is bad.

3 Koleżanka pyta cię, jak długo byłeś na wakacjach. Co odpowiesz?

- A We were there two weeks ago.
- B We're going there in two weeks.
- C We stayed for two weeks.

4 Siostra pyta cię, czy podobało ci się na wakacjach. Co odpowiesz?

- A No, I don't.
- B No, I not.
- C No, I didn't enjoy it.

5 Babcia pyta, dlaczego nie podobało ci się na wakacjach. Co odpowiesz?

- A I get sunburnt and feel ill.
- B I got sunburnt and felt ill.
- C I was sunburnt and felt ill.

1 Skills Checkpoint

Rozumienie tekstów pisanych

- 6 Przeczytaj teksty 1 i 2. W zadaniach 1–4 z podanych odpowiedzi A–C wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszycie.

Spooky London Tours

TEXT 1

Want to find out what London is really like? Come with us on a unique walking tour! See some of the capital's strangest sights. Tours start at Westminster Bridge at 10 a.m. They last 3 hours and are free.

Call now to book a place: +44 41 552246.



TEXT 2

Hi Kasia,

I've just come back from London, where I had a brilliant time! There was so much to do and so many places to see. London is really big, but we easily got from one place to another by underground. We went to all the usual tourist attractions, you know: Big Ben, Tower Bridge, the British Museum and other places like that. They were really impressive, and I took loads of photos. But we had to walk slowly wherever we went because the streets were full of people. At the hotel they also told us to watch out for pickpockets.

Anyway, we went on a really original guided tour. They told us about it at the tourist information centre, so we decided to try it out. It was three hours of walking, which was quite tiring, but we saw some really unusual and cool places. The guide was a man whose grandfather was from the city centre. We went to see an old London Underground station that wasn't in use any more, and we also went up a tall office block which was completely empty. The lift took us to the top floor really fast! There was a fantastic view from the top. You could see the whole city centre really clearly, and the people down on the street looked really small. We were the only people in the block, so it was a bit like being in a disaster movie! I'll tell you more about it when we meet up next week. See you,
Nina

- 1 Text 1 is for people who

- A want to go to an amusement park.
- B would like to do something different.
- C prefer visiting typical tourist sights.

- 2 Nina returned from holiday

- A a day or two ago.
- B a few weeks ago.
- C sometime last month.

- 3 In her opinion, the walking tour

- A wasn't very exciting.
- B was rather tiring.
- C was quite expensive.

- 4 What did she think of the places they saw on the tour?

- A She thought there were too many people there.
- B She didn't like the underground station.
- C She liked all of them.

- 7 Przeczytawszy e-mail od Niny, Kasia napisała o wycieczce innej koleżance. Uzupełnij luki 5–7 zgodnie z treścią tekstów 1–2. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

< Back (3)

Contact

Chciałabym kiedyś zobaczyć Londyn.

Ja też. Moja przyjaciółka zwiedzała go ostatnio w nietypowy sposób. Chodziła po Londynie przez (5) ?, zwiedzając nietypowe miejsca.

Nietypowe?

Tak, widziała na przykład zamkniętą (6) ?. Podziwiała też panoramę Londynu, stojąc na (7) ?.



Message

OK

A London Underground sign, Great Britain



Znajomość środków językowych

8 Wykorzystując podane wyrazy, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–6). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 Our hotel room was noisy.
quiet
We stayed in a hotel room that .
- 2 The queue was very slow.
moved
The queue .
- 3 This is a list of animals which live only in Africa.
that
This is a list of animals live outside Africa.
- 4 The girl you are looking at is my cousin.
who
The girl looking at is my cousin.
- 5 My dad makes great meals.
cooks
My dad .
- 6 I couldn't hear the song she was singing because she was too quiet.
quietly
I couldn't hear because she .

9 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Zapisz odpowiedzi w zeszycie.

A typical B long C much
D unusual E far F lots

This year we went to a really (1) hotel. Most of the places we stay in are fairly standard. You know, big hotels next to the beach with their own pools and restaurants. This one was very different because it was a (2) way from everything. The nearest city was about 50 kilometres away. Anyway, the hotel was located in some old farm buildings on a hill. It sounds boring, but there were (3) of activities we could do like riding on quad bikes, picnicking, paintball and hiking, so we all had a great time.

Tworzenie wypowiedzi pisemnej

10 Wyjechałeś / wyjechałaś na wakacje za granicę. W poście przeznaczonym do zamieszczenia w mediach społecznościowych:

- opisz miejsce, w którym jesteś,
- opowiedz, czym się do tej pory zajmowałeś / zajmowałaś,
- opisz, co zamierzasz robić w ciągu najbliższych kilku dni.

Napisz post w języku angielskim. Rozwiń swoją wypowiedź w każdym z trzech podpunktów. Pamiętaj, że długość posta powinna wynosić od 50 do 120 słów. Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

Picnicking
on a hill





(n) – noun / rzeczownik

(v) – verb / czasownik

(adj) – adjective / przymiotnik

(adv) – adverb / przysłówek

(conj) – conjunction / spójnik

(prep) – preposition / przyimek

(det) – determiner / określnik

(phr) – phrase / wyrażenie

ADJECTIVES

ancient (adj)	/ˈeɪnʃ(ə)nt/	starożytny
average (adj)	/ˈæv(ə)rɪdʒ/	przeciętny, średni
awesome (adj)	/ˈɔːs(ə)m/	fantastyczny, rewelacyjny
cheap (adj)	/tʃiːp/	tani
common (adj)	/ˈkɒmən/	pospolity, zwykły
crowded (adj)	/ˈkraʊdɪd/	zatłoczony
different (adj)	/ˈdɪfrənt/	inny
empty (adj)	/ˈempti/	pusty
exciting (adj)	/ekˈsaɪtɪŋ/	ekscytujący
expensive (adj)	/ekˈspensɪv/	drogi
fantastic (adj)	/fænˈtæstɪk/	fantastyczny
impressive (adj)	/ɪmˈpresɪv/	imponujący
modern (adj)	/ˈmɒdə(r)n/	nowoczesny
noisy (adj)	/ˈnɔɪzi/	hałaśliwy / hałasujący
odd (adj)	/ɒd/	dziwny
quiet (adj)	/ˈkwaɪət/	cichy
typical (adj)	/ˈtɪpɪk(ə)l/	typowy
ugly (adj)	/ˈʌɡli/	brzydki
uncommon (adj)	/ʌnˈkɒmən/	rzadki
unique (adj)	/juːˈniːk/	wyjątkowy, unikatowy
unnatural (adj)	/ʌnˈnætʃ(ə)rəl/	nienaturalny
unusual (adj)	/ʌnˈjuːʒuəl/	niezwykły, niespotykany
weird (adj)	/ˈwiːd/	dziwaczny
wonderful (adj)	/ˈwʌndə(r)fʊl/	wspaniały, cudowny

CONTINENTS AND ISLANDS

Africa (n)	/ˈæfrɪkə/	Afryka
Asia (n)	/ˈeɪʃə/	Azja
Europe (n)	/ˈjʊərəp/	Europa
North America (n)	/nɔː(r)θ əˈmɛrɪkə/	Ameryka Północna
Oceania (n)	/əʊsiˈɑːniə/	Oceania
South America (n)	/saʊθ əˈmɛrɪkə/	Ameryka Południowa

HOLIDAYS

amusement park (n)	/əˈmjʊːzmənt paː(r)k/	wesołe miasteczko
all-inclusive (adj)	/ɔːl ɪnˈkluːsɪv/	zawierający wszystkie opłaty
bed and breakfast (n)	/bed ən ˈbrekfəst/	nocleg ze śniadaniem (B&B)
campsite (n)	/ˈkæmp saɪt/	kemping
caravan park (n)	/ˈkærəvæn paː(r)k/	pole dla przyczep kempingowych
chalet (n)	/ˈʃæleɪ/	drewniany domek letniskowy
city break (n)	/ˈsɪti breɪk/	krótki wyjazd turystyczny do dużego miasta
day trip (n)	/deɪ trɪp/	wycieczka całonocna
destination (n)	/destɪˈneɪʃ(ə)n/	cel podróży
excursion (n)	/ekˈskɜː(r)ʃ(ə)n/	krótka wycieczka
go on a trip (v)	/gəʊ ɒn ə trɪp/	pojechać na wycieczkę
go sightseeing (v)	/gəʊ ˈsaɪt siːɪŋ/	zwiedzać
guided tour (n)	/gaɪˈded tuə(r)/	zwiedzanie z przewodnikiem
holiday resort (n)	/ˈhɒlɪdeɪ riˈzɔː(r)t/	ośrodek wypoczynkowy
island (n)	/ˈaɪlənd/	wyspa
long weekend (n)	/lɒŋ ˈwiːkˈend/	długi weekend
pack my suitcase (v)	/pæk maɪ ˈsuːt keɪs/	spakować walizkę
passport (n)	/ˈpɑːspɔː(r)t/	paszport
postcard (n)	/ˈpəʊs(t) kɑː(r)d/	pocztówka
see the sights (v)	/siː ðə saɪts/	obejrzyć zabytki
stay at the hotel (v)	/steɪ ət ðə ˈhəʊ tel/	zostać w hotelu
sunglasses (n)	/ˈsʌŋ ɡlɑːsɪz/	okulary przeciwsłoneczne
surfing (n)	/ˈsɜː(r)fɪŋ/	surfing

take a holiday (v)	/teɪk ə ˈhɒlɪdeɪ/	pojechać na wakacje
take photos (v)	/teɪk ˈfəʊtəʊz/	robić zdjęcia
tour guide (n)	/tuə(r) gaɪd/	przewodnik wycieczek
tourist (n)	/ˈtuərɪst/	turysta
tourist information (n)	/ˈtuərɪst ɪnfə(r)meɪʃ(ə)n/	informacja turystyczna
travel agent (n)	/ˈtræv(ə)l ˈeɪdʒ(ə)nt/	agencja turystyczna
wander around (v)	/ˈwɒndə(r) əˈraʊnd/	włóczyć się
youth hostel (n)	/juːθ ˈhɒst(ə)l/	schronisko młodzieżowe

OTHER WORDS

angrily (adv)	/ˈæŋɡrɪli/	ze złością, gniewnie
ash (n)	/æʃ/	popiół
basalt (adj, n)	/ˈbæsoʊlt/	bazaltowy, bazalt
beautifully (adv)	/ˈbjʊːtɪfli/	pięknie
carefully (adv)	/ˌkeəfəli/	ostrożnie
deeply (adv)	/ˈdiːpli/	głęboko
easily (adv)	/ˈiːzli/	łatwo
erupt (v)	/ɪˈrʌpt/	wybuchać (o wulkanie)
fast (adj)	/fɑːst/	szybki
fast (adv)	/fɑːst/	szybko
happily (adv)	/ˈhæpɪli/	szczęśliwie
healthily (adv)	/ˈhelθli/	zdrowo
healthy (adj)	/ˈhelθi/	zdrowy
hot spring (n)	/hɒt sprɪŋ/	gorące źródło
hungrily (adv)	/ˈhʌŋɡrɪli/	chciwie, łapczywie
loudly (adv)	/ˌlaʊdli/	głośno
Northern Lights (n)	/ˈnɔː(r)ðə(r)n laɪtɪz/	zorza polarna
peak (n)	/piːk/	szczyt (góry)
politely (adv)	/pəˈlaɪtli/	grzecznie, uprzejmie
slowly (adv)	/ˈsləʊli/	wolno, powoli
sweetly (adv)	/ˈswiːtli/	słodko
well (adv)	/wel/	dobrze

USEFUL EXPRESSIONS

ASKING ABOUT HOLIDAYS

Did you enjoy the holiday?	Czy podobało ci się na wakacjach?
What activities did you do?	Co robiłeś / robiłaś?
What was the weather like?	Jaka była pogoda?
Where did you go?	Gdzie byłeś / byłaś?
Where did you stay?	Gdzie się zatrzymałeś / zatrzymałaś?

DESCRIBING A HOLIDAY

It was a really modern city.	To było bardzo nowoczesne miasto.
It was amazing!	Było świetnie / wspaniale!
It was in the city / countryside.	To było w mieście / na wsi.
It was near the beach.	To było niedaleko plaży.
It was really quiet and boring.	Było bardzo cicho i nudno.
We went to a place called Trapani.	Byliśmy w miejscu zwanym Trapani.

GREETINGS

Hi everyone! / all! / guys!	Cześć wszystkim!
-----------------------------	------------------

SAYING WHERE YOU ARE

Here I am in ...	Oto jestem w ...
I'm in ...	Jestem w ...

ARRIVING

I arrived ...	Dojechałem / Dojechałam ...
I got here ...	Dotarłem / Dotarłam ...

TALKING ABOUT ACTIVITIES

I think I'll ...	Myślę, że ...
I'm going to ...	Zamierzam ...
I'm looking forward to ...	Nie mogę się doczekać ...
I'm planning to ...	Planuję ...

2 Road Trip!

- Reading:** I can understand a simple article on traditional boats. I can read information and notices concerning transport issues.
- Vocabulary:** I can name different means of transport. I can talk about activities, places and objects related to transport. I can use phrasal verbs to talk about travelling.
- Grammar:** I can talk about actions that are, were, have been or will be done, with or without mentioning the agent.
- Listening:** I can predict answers before listening to dialogues. I can understand tourist information.
- Speaking:** I can ask for and give information related to different means of transport.
- Writing:** I can accept an invitation and ask about details. I can decline an invitation and give my reasons.

Heavy traffic moving over the Shahrah-e-Pakistan in Laloo Khet (aka Liaquatabad), Karachi, Pakistan

New words and phrases

- | | | | | |
|---------------|-------------------|-------------------------|----------------------|--|
| • waterproof | • lorry | • reed boat | • drive off in a car | • How much is the fare for a ... ticket? |
| • adult | • motorway | • return ticket | • drop someone off | • What time does the bus leave? |
| • airport | • platform | • single ticket | • get into a car | • Where does it leave from? |
| • coach | • rickshaw | • standard class | • get out of a car | • Which stop do I need? |
| • destination | • timetable | • remove | • get off a bus | • That would be great. |
| • fare | • driving licence | • change his / her mind | • get on a bus | |
| • ferry | • first class | • give someone a hand | • miss the bus | |
| • gear | • floating market | | • on his / her own | |
| • journey | • roundabout | | • pick someone up | |

- 1 Some people use unusual forms of transport. Look at the photos and answer the questions. Write the answers in your notebook.



rickshaw



reed boat



electric car

- Which one needs a battery?
- Which one might make your legs tired?
- Which one will exercise your arms?

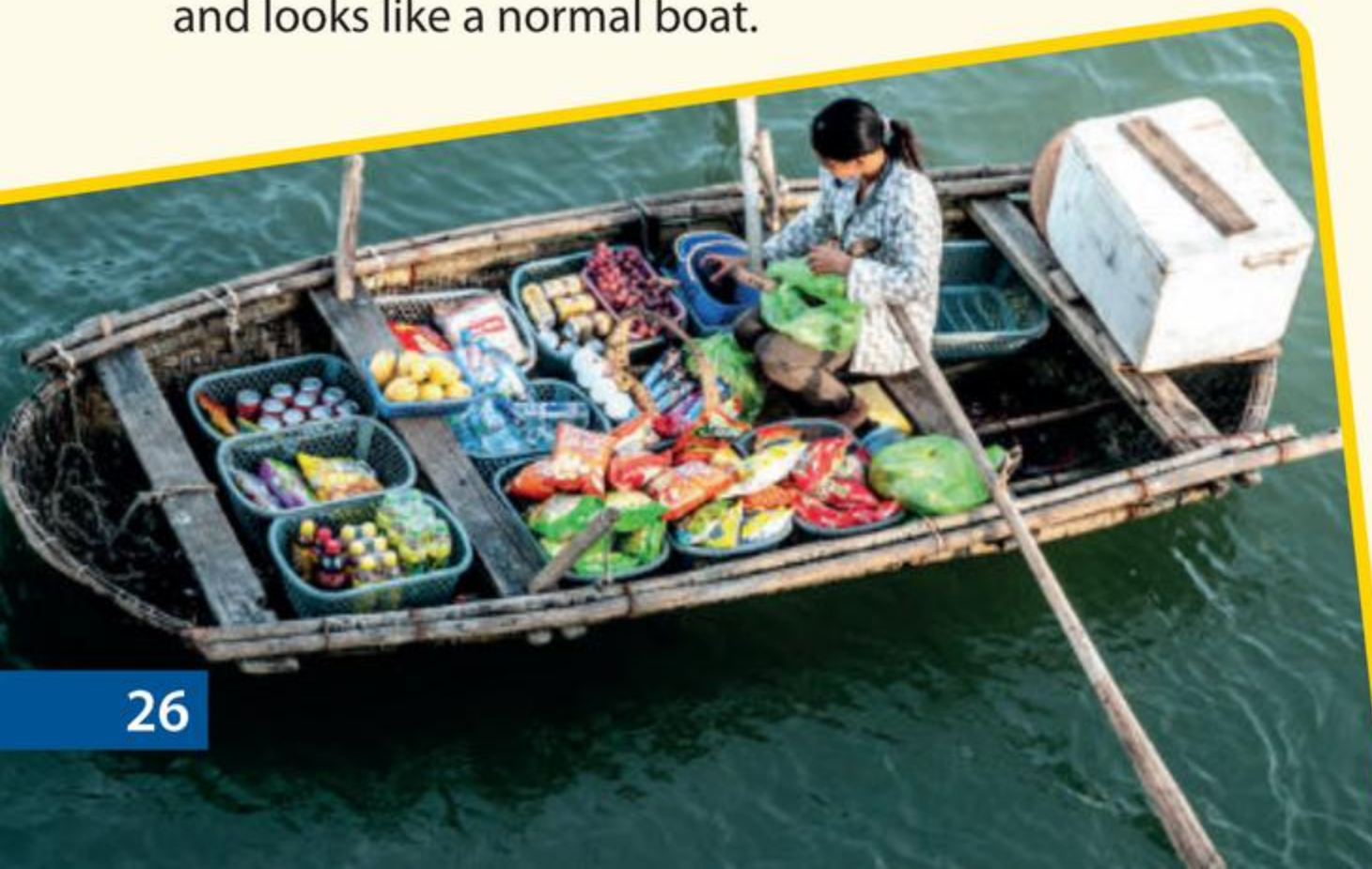
Basket Boats

Meet Minh. He's 15 and he's from Vietnam. Minh's got two brothers – Sang and Thao. You can see them in this photo. Minh is the boy on the left.



Minh is a student but when he isn't at school, he **gives his father a hand**. He has always been told that hard work is important. His father, who was born into a fishing family, uses a **traditional** Vietnamese basket boat to catch fish. Minh's father has two basket boats: a one-man boat that he can use when he is **on his own**, and a bigger boat that can carry several men, their fishing **gear** and the fish they catch as well. Minh pushes the boat into the sea and uses paddles to move it. When he finds a good spot, he throws a net into the water and waits for the fish. Then, with his father, they pull the net into the boat and **remove** the fish from the net.

Then, it's time to sell the fish. Minh's mum does this at the **floating market**. She sells fish on her boat, as well as fruit and vegetables from their garden. It's also a basket boat, but it isn't round – it's long and looks like a normal boat.



- 2 Discuss the questions.

- Have you tried any of the forms of transport in Exercise 1? What was it like?
- If not, which one would you like to try and why?
- Do you see people using rickshaws, boats or electric cars in your town? Why? / Why not?

- 3 Look at the pictures of basket boats. What do you think they are made from? Quickly read the article and check your ideas.

Word Focus

gear: equipment

floating market: a market in which things are sold from boats that float on the water

waterproof: any type of material that stays dry on the inside



They are called basket boats not only because they look like baskets, but also because they are made with the same material as baskets – bamboo. After the boats are made, they are painted with a special substance to make them **waterproof**. Basket boats are very **popular** in Vietnam because they have many advantages. Firstly, they are cheap to make because bamboo is found everywhere in Vietnam. Secondly, bamboo is very strong. If it is hit by a big wave, the boat will not break.

Minh's grandfather is teaching him how to make a basket boat. Minh isn't interested in becoming a fisherman, but if he ever **changes his mind**, he'll know what to do! The whole family hopes that the boats will be made in the future.

4 Read the text again and choose the correct option in 1–6. Write the answers in your notebook.

- 1 Minh's father **always** / **sometimes** goes fishing alone.
- 2 Minh **takes** / **doesn't take** the fish to the floating market.
- 3 Minh's mother **grows** / **doesn't grow** fruit and vegetables at home.
- 4 Basket boats are made in **different shapes** / **one shape only**.
- 5 The boats are painted to **make them look pretty** / **stop water getting inside**.
- 6 It's very **easy** / **difficult** to find bamboo in Vietnam.

5 Listen and check your answers.

6 Read the Skills Explorer and decide which tip is best for you.

Skills Explorer

Udzielanie odpowiedzi na pytania otwarte

- Przeczytaj uważnie pytanie otwarte.
- Dla ułatwienia możesz podkreślić w nim słowa kluczowe (czyli najważniejsze), a potem poszukać ich lub ich synonimów w tekście.
- Odpowiedz na pytanie zgodnie z podanym początkiem odpowiedzi.

7 Now complete the Skills Booster task.

Skills Booster

Przeczytaj jeszcze raz tekst. Odpowiedz na pytania 1–6 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując odpowiedzi w luki. Zapisz odpowiedzi w zeszycie.

- 1 How many siblings has Minh got?
Minh has ?.
- 2 How does Minh make the boat move?
Minh uses ?.
- 3 What does his mother do at the floating market?
His mother ?.
- 4 Why are the boats called basket boats?
They are called ?.
- 5 Why is bamboo important in making boats?
Bamboo is important because ?.
- 6 Who does Minh not want to be in the future?
Minh doesn't ?.

8 Look at the phrases in bold in the text and in sentences 1–6. Match them with their meanings (A–F). Write the answers in your notebook.

- | | |
|-----------------|---------------------|
| A old-fashioned | D think differently |
| B alone | E commonly used |
| C help | F take out |

- 1 It's heavy. Can you **give me a hand**, please? ?
- 2 A gondola is a **traditional** Venetian boat. ?
- 3 I never use buses at night if I am **on my own**. ?
- 4 Don't forget to **remove** your luggage from the overhead lockers. ?
- 5 The most **popular** form of transport in London is the Underground. ?
- 6 Maybe Mum will **change her mind** and drive us to the concert. ?

9 Which notice (A–H) contains the following information (1–5)?

- 1 Your train will leave from here. ?
- 2 Be careful where you stand. ?
- 3 Wait in this queue to get a ticket. ?
- 4 You must take two different trains. ?
- 5 You must wait longer for your train. ?



Ideas Focus

- 'All new cars should be electric cars.' Do you agree? Why? / Why not?
- Which is the most dangerous means of transport: a basket boat, a helicopter or a motorbike? Why?

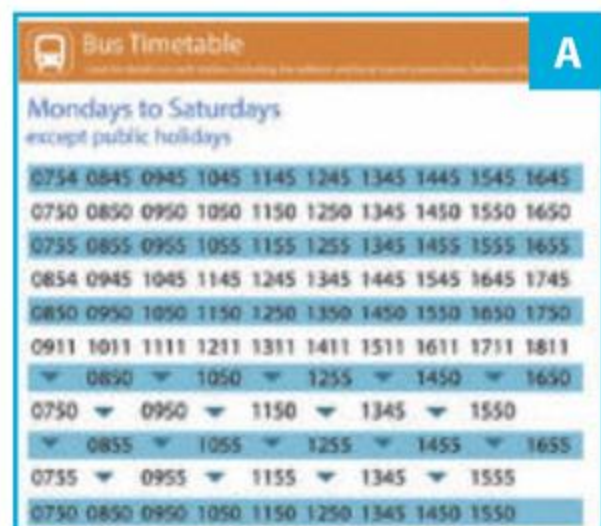
1 Complete the sentences with these words. Write the answers in your notebook.

coach ferry helicopter motorbike
plane taxi

- When the ? arrived at my place, I still wasn't ready, so the driver had to wait.
- When there is a traffic report on the news, the reporter is often in a ? so they can see from above if there are any problems.
- I don't like flying, so I often travel by ?.
The journey is safe, and it means I can see the countryside.
- You must always wear a helmet to protect your head when you ride on a ?.
- It's always really exciting when the ? leaves the ground and climbs up into the sky.
- Last year I travelled around the Greek islands by ?. It was nice to sit on the deck and enjoy the fresh air.

2 31 Listen and check your answers.

3 Choose the word that matches the picture.



platform / timetable



lorry / van



van / petrol



captain / petrol



platform / captain



platform / petrol

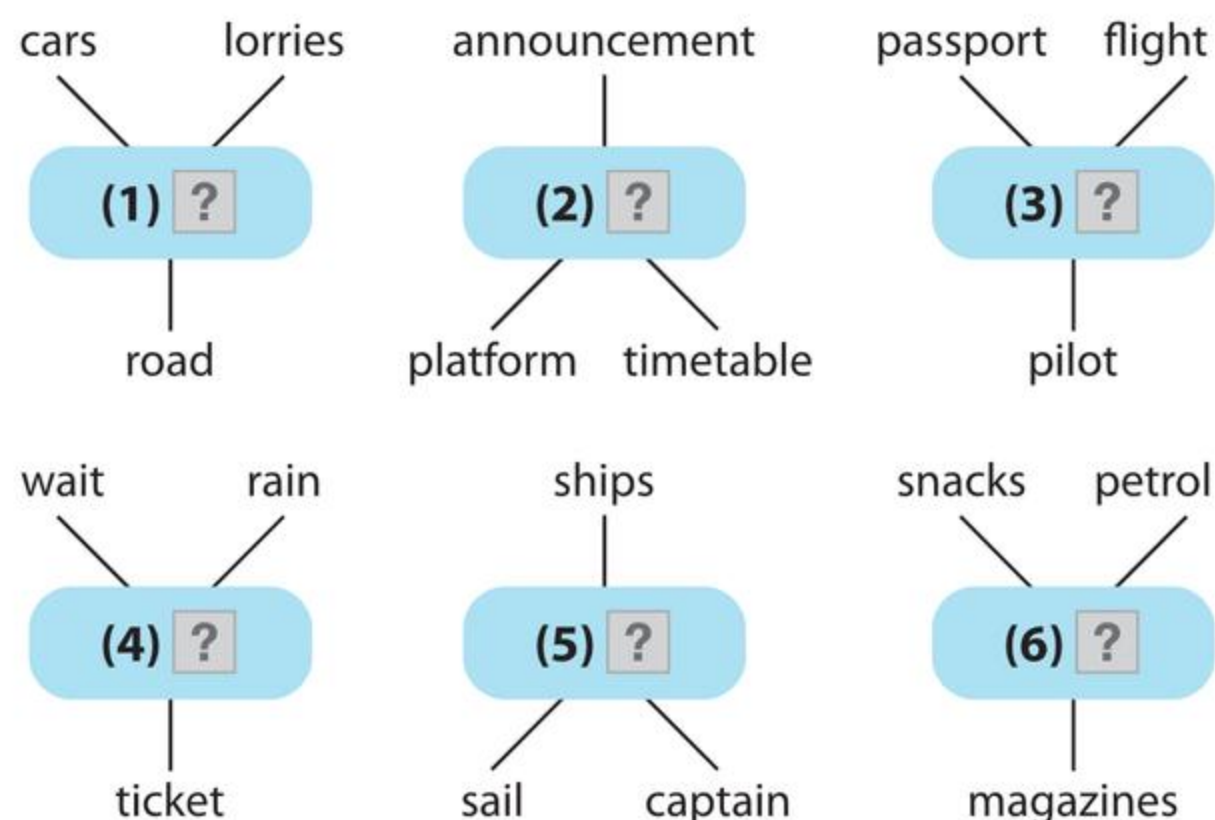
4 Choose the correct option in the dialogues. Write the answers in your notebook.

- A: Has your son got his driving *diploma* / *licence* yet?
B: No, he didn't pass the test.
- A: Do you know a good *engineer* / *mechanic*?
B: Why? Is there a problem with your car?
- A: Run fast, or we'll *lose* / *miss* the bus!
B: Forget it. The bus has left.
- A: Which exit at this *all around* / *roundabout*?
B: The first exit, I think.
- A: How long is the *journey* / *road* from Paris to Nice?
B: It's about six hours if you take the train.

5 32 Listen and check your answers.

6 Complete the mind maps with the words in the box. Draw them in your notebook.

airport bus stop motorway petrol station
port railway station



7 Think about a 'secret' word. Now tell your partner three words that are related to this word. Your partner has to guess your 'secret' word.

Example

- A: I'm thinking about: money, car, city. What is my word?
B: Is it a taxi?

Ideas Focus

- 'It's easier to travel by car than by public transport in my city.' Do you agree with this statement? Why? / Why not?
- Have you flown? Do you enjoy it? Why? / Why not?



Passive voice: present simple, past simple

Stronę bierną (passive voice) stosujemy, jeśli:

- czynność jest ważniejsza niż odpowiedzialna za nią osoba lub podmiot (agent), np. *After the boats **are made**, they **are painted** with a special substance to make them waterproof.*
- nie wiemy, kto lub co odpowiada za daną czynność, bądź nie jest to ważne, np. *Bamboo **is found** everywhere in Vietnam.*

Gdy zmieniamy zdanie w stronie czynnej na zdanie w stronie biernej, **dopełnienie** ze zdania w stronie czynnej zmienia się w **podmiot** zdania w stronie biernej, np.

Strona czynna: *Minh's father makes **the boats**.*

Strona bierna: ***The boats** are made by Minh's father.*

← Reading reference p 26

1 Which sentence is in the passive voice: A or B?

- A** My mum packs my suitcase.
B My suitcase is packed by my mum.
- A** Flights are delayed by bad weather.
B Bad weather delays flights.
- A** My mum packed my suitcase.
B My suitcase was packed by my mum.
- A** Flights were delayed by bad weather.
B Bad weather delayed flights.

Aby utworzyć zdania twierdzące i przeczące w stronie biernej, do podmiotu dodajemy **orzeczenie** – czasownik posiłkowy **be** w odpowiedniej formie i czasownik główny w formie **past participle**.

Czas	Podmiot	Be	Past participle
Present simple	The car(s)	is / isn't are / aren't	<u>parked</u> in the street.
Past simple	The car(s)	was / wasn't were / weren't	<u>parked</u> in the street.

Czasownik **be** przyjmuje formę tego czasu, w jakim występuje czasownik główny w stronie czynnej.

Present simple:

Strona czynna – *My whole family **plays** chess.*

Strona bierna – *Chess **is played** by my whole family.*

Past simple:

Strona czynna – *I **took** this photo.*

Strona bierna – *This photo **was taken** by me.*



Hamlet
was written
by Shakespeare

2 Match sentences 1–6 with sentences A–F. Write the answers in your notebook.

- Did you pay for your ticket?
- Did you lose your passport?
- Where did you get that hat?
- Who left their bike here?
- Where did they find your sunglasses?
- Where did they send your ticket?

- A** It was put here by a tourist.
B No, the trip was paid for by my dad.
C It was sent to my email address.
D No, it was stolen from my bag.
E It was given to me on a trip.
F They were found at the station.

3 33 Listen and check your answers.

4 Finish sentence B with the passive voice. Write the answers in your notebook.

- A** I made this sandwich. **B** This sandwich .
- A** He walks the dog every day. **B** The dog .
- A** They read the book in 2 hours. **B** The book .
- A** Everyone loves this teacher. **B** This teacher .
- A** My class doesn't speak French. **B** French .
- A** The actor didn't do the jump. **B** The jump .

5 Complete the sentences with the correct passive forms of the verbs in brackets. More than one correct answer is possible. Write the answers in your notebook.

- These trains (make) in Korea.
- Your ticket (not always check) on the train.
- How many passports (steal) every year?
- This new car (drive) by a computer.
- What kind of meal (serve) on the flight?

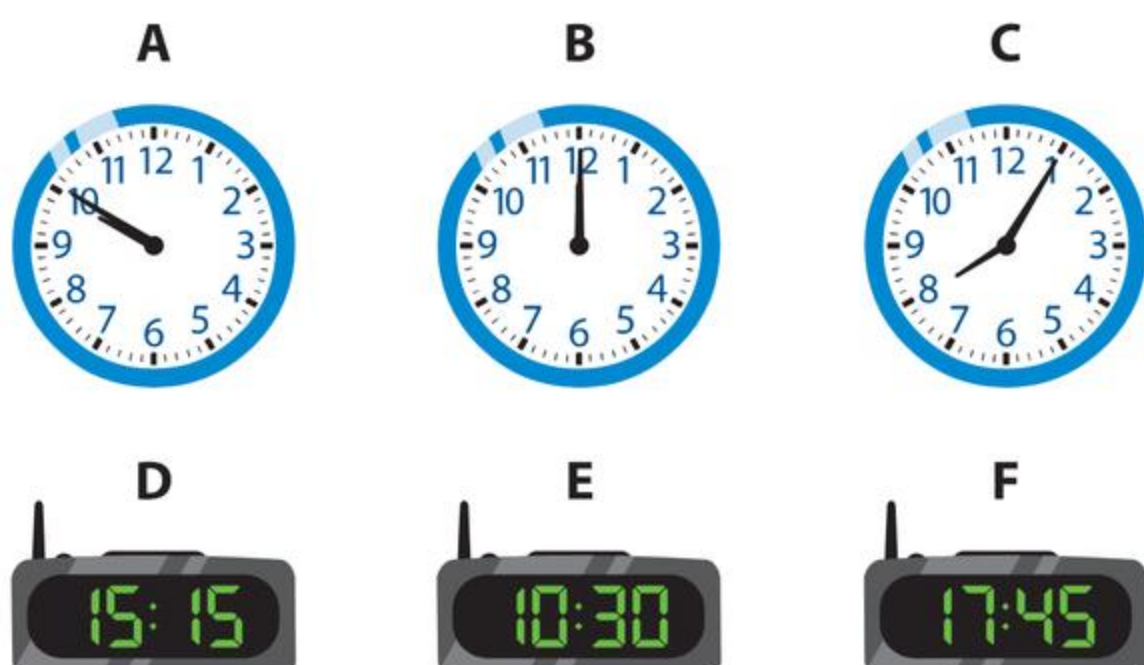
6 Student A p 147. Student B p 169.

More exercises in the **Grammar Guide p 152** ➔

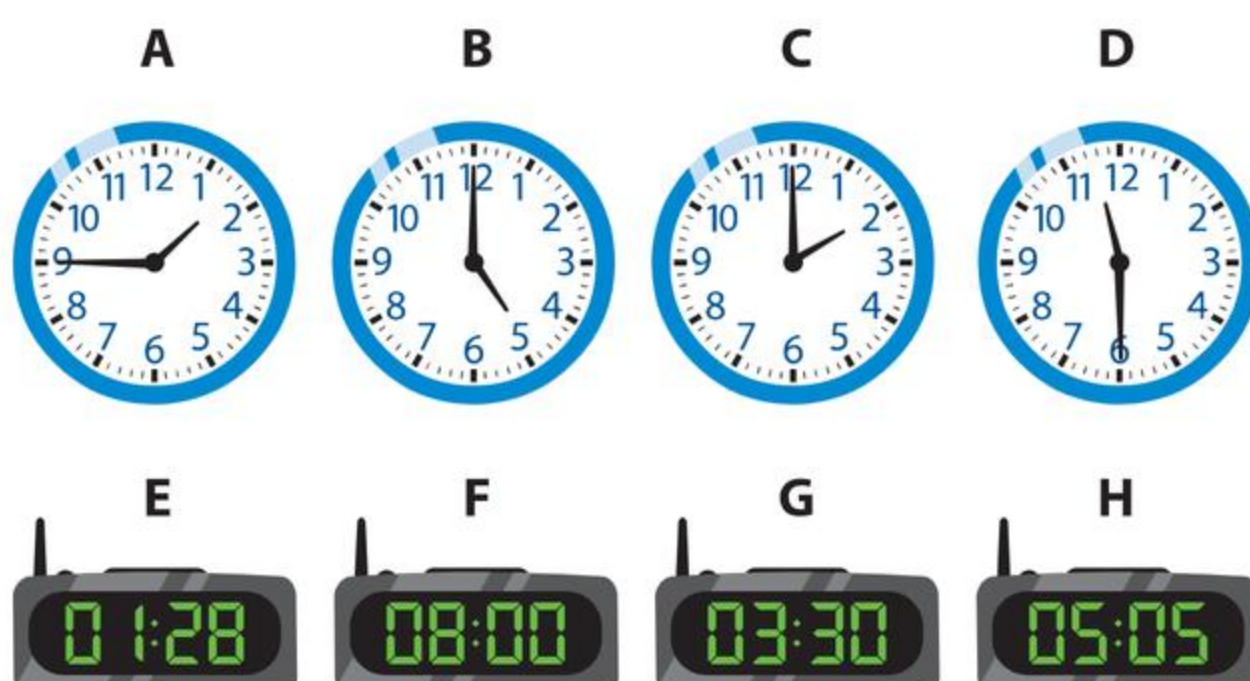
1 Which expressions are used to tell the time?
Write the answers in your notebook.

- 1 *ten and a half / half past ten*
- 2 *five past eight / eight and five*
- 3 *ten minutes to ten / nine and fifty*
- 4 *a quarter to six / a quarter before six*
- 5 *a quarter past three / three and a quarter*
- 6 *twelve noon / twelve afternoon*

2 Match the time as it is written in Exercise 1 with each clock. Write the answers in your notebook.



3 34 Listen to eight recordings (1–8) and match them with the clocks (A–H). Write the answers in your notebook.



4 35 Now listen to five conversations and write the times in your notebook.

- 1 The bus arrives at: ?.
- 2 The train leaves at: ?.
- 3 The boat returns at: ?.
- 4 The plane takes off at: ?.
- 5 The tour ends at: ?.

5 Read the *Skills Explorer* and decide which tip is best for you.

Skills Explorer



Uzupełnianie luk w notatce – typowanie odpowiedzi przed wysłuchaniem nagrania

- Przed wysłuchaniem nagrania zastanów się, jakiego rodzaju informacji potrzebujesz (liczby, czasu, ceny itd.).
- Wyobraź sobie, jakie pytania mogą paść w rozmowie.
- Pisz starannie. Jeśli wpiszesz niewłaściwą odpowiedź, skreśl ją. Nigdy nie wpisuj w lukę więcej niż jednej odpowiedzi.

6 36 Now complete the *Skills Booster* task.

Skills Booster

Usłyszysz rozmowę, w której mężczyzna pyta kobietę o rejs po Tamizie. Uzupełnij luki 1–5 w poniższej notatce. Zapisz odpowiedzi w zeszycie.

Thames River Cruises

- Place: Westminster Pier
- Circular cruise lasts: (1) ? minutes
- Red Rover ticket includes stops at: (2) ? Eye, Tower Bridge and Greenwich
- Boats leave every: (3) ? minutes
- Next boat leaves at: (4) ?
- Cost of Red Rover ticket: Adult £18, Child (5) £ ?

7 Plan and schedule a river cruise in your neighbourhood.

A city tour boat on the River Thames, near Tower Bridge, London, England

4 **37** Listen to the dialogue and repeat it. Then, act it out changing the words in **bold**. Use the words in the *Dialogue Word Box*.



- 1 The bus leaves at half past ten.
- 2 The bus stop is next to Mary's house.
- 3 They decide to walk to the bus stop.
- 4 They each have to pay £5 for the taxi.

petrol station • port • railway station • 10 km • 1 km
• 5 km • cinema • chemist's • shopping centre •
theatre • corner shop • library • post office • hospital

- 4**  **37**  **Listen to the dialogue and repeat it. Then, act it out changing the words in bold. Use the words in the *Dialogue Word Box*.**

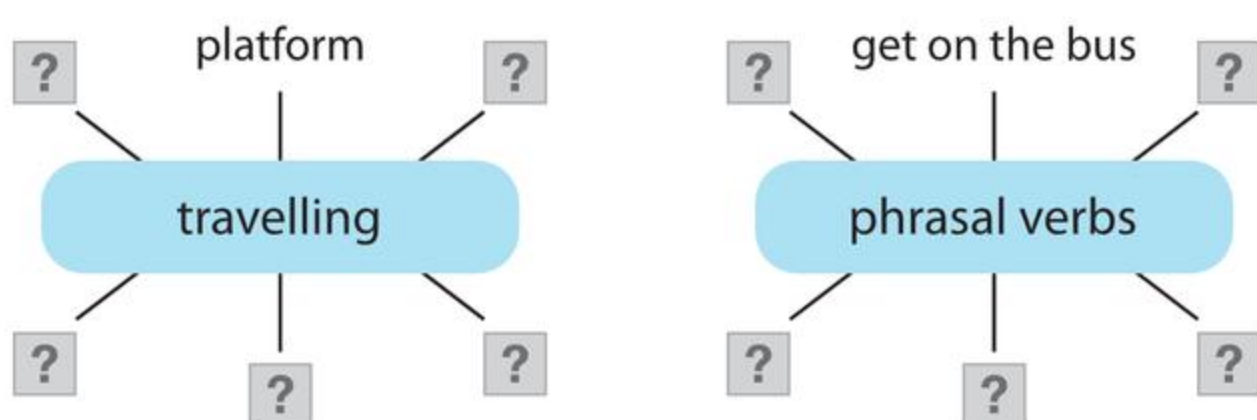


- What time does the bus leave?
- Where does it leave from?
- Which stop do I need?
- How far is ... from ... ?
- How long does it take to get from ... to ... ?
- How much is the fare for a ... ticket?
- Which underground line do I need for the airport?

- The airport is 30 km away.
- The port is 5 km from the town centre.
- Trains run every half hour.
- It leaves from gate 22.
- It departs at 8 a.m.
- The taxi fare is £20.

- 5**  **Student A p 148. Student B p 170.**

- 1  Half of the class – draw a mind map in your notebook with travelling vocabulary. The other half – with phrasal verbs related to travelling.



- 2  Exchange your mind maps and complete them with any extra ideas.

- 3 Choose the correct option.

- A: When did you learn how to *drive* / *ride* a car?
B: My dad taught me a few years ago.
- A: If the pilot is out here with us, who is *driving* / *flying* the plane?
B: Don't worry. There's a co-pilot on board.
- A: I *drove* / *rode* a motorbike last week.
B: Really? Where did you do that?
- A: My grandfather was a captain.
B: Did he *sail* / *move* on many ships?
- A: I think we're going to be late for the match.
B: Let's *call* / *shout* a taxi instead of taking the bus.
- A: I can't drive you to school tomorrow, Alex.
B: It's OK, Mum. I can *catch* / *go* the bus.

- 4  38 Listen and check your answers.

- 5 Ed is using a ticket machine to buy a train ticket. Look at his ticket and the words in the box to complete his description. Write the answers in your notebook.

adult cash child destination
fare first return standard

At the ticket machine

"The machine said 'select your (1) ?', so I chose Severn Tunnel. Then, it asked me if I wanted a single or a (2) ? ticket. Next, I chose (3) ? class because it's cheaper than (4) ? class. I'm over 21, so I had to click on (5) ?, not (6) ?. Then, the machine told me the (7) ?. It was £9.20. I didn't have any (8) ?, so I paid by card."



- 6 Match the phrasal verbs (1–7) with the synonyms (A–G).

- | | |
|----------------------|---------------------------------------|
| 1 get on ? | A leave (a train / bus) |
| 2 pick someone up ? | B leave by car |
| 3 get off ? | C leave someone somewhere |
| 4 get into ? | D enter (a train / bus) |
| 5 drop someone off ? | E leave (a car) |
| 6 get out ? | F meet someone to take them somewhere |
| 7 drive off ? | G enter (a car) |

- 7 Complete the phrasal verbs with *off*, *up*, *into*, *on* or *out*. Write the answers in your notebook.

- Rob just drove ? and left me in the street.
- I got ? the train at Newbury station. It was packed!
- I asked Mum to pick me ? from the station.
- I had a lot of luggage, so Dad dropped me ? at the station.
- We left the shop and got ? the first taxi we saw.
- The traffic was bad, so I got ? the bus and started walking.
- I had to help Grandad get ? of our car.

- 8 Now complete the *Skills Booster* task.

Skills Booster

Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach, tak aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- This car ? (be / drive / by) my brother yesterday.
- Anna ? (not / buy) a return ticket, she got a single.
- The plane we saw ? (be / fly) by an experienced pilot.
- The child ? (be / always / seat) in the front seat.
- The taxi ? (be / call) by Tony.

- 9  Add any travelling words and phrasal verbs from today's lesson to the mind maps in Exercise 1.

Ideas Focus

- Do you like using public transport in your area? Why? / Why not?
- Will you learn to drive? Why? / Why not?



Passive voice: present perfect simple, future simple

Stronę bierną (passive voice) stosujemy, jeśli:

- czynność jest ważniejsza niż odpowiedzialna za nią osoba lub podmiot (agent), np. *Minh **has always been told** that hard work is important. The whole family hopes that the boats **will be made** in the future.*

← Reading reference p 26

Przypomnij sobie, kiedy jeszcze używamy **strony biernej** oraz kiedy stosujemy czas **present perfect simple** i **future simple**.

Aby utworzyć zdania twierdzące i przeczące w stronie biernej, do podmiotu dodajemy **orzeczenie** – czasownik posiłkowy **be** w odpowiedniej formie i czasownik główny w formie **past participle**.

Czas	Podmiot	Be	Past participle
Present perfect simple	The boat(s)	has / hasn't have / haven't been	<u>made</u> with bamboo.
Future simple	The boat(s)	will / won't be	<u>made</u> with bamboo.

Pytania w stronie biernej tworzymy przez inwersję, np.

Present perfect simple

Has the homework been done by all the students?

Future simple

Will the homework be done by all of you?

Present simple

Is homework done every day?

Past simple

Was the homework done yesterday?

1 39 Listen to the recording. Are sentences 1–10 written in the passive or the active?

2 Transform sentences 1–6 into the passive.

- My class will throw a party next week. A party ?.
- Nobody there has seen an elephant. An elephant ?.
- Someone will post a video. A video ?.
- She hasn't bought this book. This book ?.
- The dog has bitten me. I ?.
- He will write the book soon. The book ?.

3 Complete the sentences with the correct present perfect simple (pps) or future simple (fs) passive form of the verbs in brackets. Write the answers in your notebook.

- The control tower ? ? ? for permission pps + to land. (ask)
- This bridge ? ? ? again on Sunday. (open) fs –
- ? the airport ? ? ? because of the strong fs ? winds? (close)
- My driving licence ? ? ? to me yet. (give) pps –
- ? your new shoes ? ? ? for you by your pps ? uncle yet? (buy)
- The train station ? ? ? in June. (renovate) fs +

4 Now complete the Skills Booster task.

Skills Booster

Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Zapisz odpowiedzi w zeszycie.

- Our suitcases ? (nie zostały rozpakowane) yet.
- This expensive watch ? (został wykonany przez) a famous Swiss watchmaker.
- The postcard ? (nie zostanie wysłana) tomorrow. The post office ? (będzie zamknięta).
- ? (Czy kwiaty są podlewane) by your grandma?
- Has your homework ? (została zrobiona)?
- All the bananas ? (zostały zjedzone) by monkeys. I can't see any left.

5 Think about your life, the way people lived in the past and will live in the future. Compare the things in the box using the passive voice.

the USA cars books money pets house
TV newspapers planes the internet letters
landlines mobiles digital technology

Example

London was known about from books in the past. London will only be known about from travelling in the future.

E-books readers have been bought by more and more people recently.

Only e-books will be read in 20 years.

In the past only paper books were read.

A reply to an invitation

Forms Explorer

Zastosowanie czasowników modalnych

Could / May / Can I bring a friend to your party?

(pytanie o pozwolenie)

Shall I help you with the decorations? (propozycja)

Would you like to go out with me? (zaproszenie)

I **would** love to come! (przyjęcie zaproszenia)

Should I bring anything to the party? (pytanie o radę)

I'm sorry, but I **can't** make it. (uprzejma odmowa)

- 1 Complete the table below with the information from the advertisement. Write the answers in your notebook.

SPLISH SPLASH!

Join us for a **BEACH PARTY** on **SUNDAY**

14th July from 2 p.m. until 7 p.m. at **MANDY'S BEACH HOUSE**

take a train or a bus to Bayside Beach

Reply to Mandy 9569 0344 or Brad 0431 673455

sandymandy@bmail.com
bradman@iconnect.com

Date	Time	Place	Contact
?	?	?	?

- 2 Find all the modal verbs in Kate's reply. Translate the sentences with modal verbs in your notebook.

Hi Mandy,

Thanks for inviting me to your party. I'd love to come! Could I bring my cousin, too? She's visiting us from the USA, and I don't want to leave her at home. Should I take the train or bus? Which is better?

Let me know!

Love,

Kate

- 3 Choose the things that Kate does in her reply.

- A accepts the invitation D asks for permission
B makes an offer E makes a suggestion
C expresses a possibility F asks for advice

- 4 Complete this reply to the invitation. Translate the phrases in brackets into English. Write the answers in your notebook.

(1) [Dzięki za] inviting me to your party.

(2) [Niestety], I can't make it. We're painting our house that day and I (3) [muszę] help my parents.

I (4) [może będę] free after 7 o'clock if we finish early. Maybe we can meet up then.

Bye for now, Todd

- 5 Write a party invitation similar to the one in Exercise 1. Swap your invitation with a partner. Reply to what they have written. Use Plan A or B below.

Plan A – Accept the invitation. Ask for permission to do something. Ask for advice.

Plan B – Decline the invitation. Explain the reason why. Express the possibility of meeting at another time.

Phrase Book

Inviting

- Would you like to come to ... ?
- I hope you can come to ...

Accepting an invitation

- Thanks, I'd love to ...
- That would be great.

Declining an invitation

- Sorry, I can't make it.
- Unfortunately, I can't come.

Explaining why

- I have to ...
- I must ...
- I need to ...

Responding to a request

- Of course ...
- I'm afraid not.
- Sorry, but ...

- 6 Read the text message from your friend, Bob.

Hi, would you like to take part in Nightskating Warszawa? It's at 7 on Saturday. You can bring your sister. Do you think she might be interested? Also, could I borrow a pair of your skates? Let me know!

Write a reply to Bob. Write 40–60 words.

Odpowiedź na zaproszenie

Zaproszenie może mieć różną formę, np. plakatu, ulotki, listu, e-maila. Zawiera informacje dotyczące imprezy, a często również prośbę o potwierdzenie przybycia. Gdy odpowiadasz na zaproszenie, zawsze podziękuj za nie. Pamiętaj również o użyciu czasowników modalnych. Tekst nie musi być długi, ale powinien zostać podzielony na akapity.

Hi all,
Do you remember that my birthday is in June? ☺
Actually, it's next Saturday!
I'm throwing a big party at my family's seaside house, near Godley, at 6 p.m. The address is: 14 Sea Drive, 125 Godley. We'll have a barbecue on the beach or we'll stay indoors if it is raining.
I need help with snacks and music. Who can prepare the food and drinks with me? Rob and DJ Jack, would you like to be responsible for the music? Jess, could you help me with the invitations?
Guys, I'd really love to have you all there on Saturday! Let me know if you can make it. And don't forget your swimming gear! ☺
CU there and then!
Kate

Plan (odpowiedź na zaproszenie)

Akapit 1

Podziękuj za zaproszenie, np.
Thanks for inviting me to your party.

Akapit 2

Poinformuj adresata, czy przyjmujesz zaproszenie, np. *I would love to come. / I'm afraid I can't come.*
Jeśli nie możesz przyjąć zaproszenia, podaj powód, np. *I'm visiting my parents that weekend.*
Jeśli przyjmujesz zaproszenie, skomentuj wydarzenie lub poproś o dodatkowe informacje, np. *It's going to be a great party! / Can I bring a partner?*

Akapit 3

Odnieś się do planowanego spotkania, np.
Can't wait to see you there!

Pozytywna odpowiedź na zaproszenie

prosty zwrot powitalny: Hi Kate,
słownictwo potoczne: Thanks for inviting me to your party. I'd love to come! Could I bring my cousin too? She's visiting us from the USA and I don't want to leave her at home. We can help you prepare the food and drinks.
formy skrócone: Should I take the train or bus? Which is better? Let me know!
czasowniki modalne: Hugs and kisses,
podział na akapity
zwrot powitalny
zwrot pożegnalny
Sandy

Negatywna odpowiedź na zaproszenie

prosty zwrot powitalny: Hi Kate,
słownictwo potoczne: Thanks for inviting me to your party. Unfortunately, I can't make it. We're painting our house that day, and I promised to help my parents.
formy skrócone: I might be free after 7 o'clock if we finish early. Maybe I can join you around 8.
czasowniki modalne: Bye for now
podział na akapity
zwrot powitalny
zwrot pożegnalny
Todd

Sprawdź poprawność swojej wypowiedzi

- Czy zawarłeś / zawarłaś w odpowiedzi na zaproszenie wszystkie informacje wymienione w planie?
- Czy dostosowałeś / dostosowałaś język tekstu do adresata (formalny / nieformalny)?
- Czy tekst został podzielony na akapity?
- Czy zawiera charakterystyczne elementy, oznaczone w odpowiedzi modelowej?
- Czy użyłeś / użyłaś zróżnicowanego słownictwa i struktur gramatycznych, w tym czasowników modalnych?

1 Complete the dialogue with the words in the box. There are three extra words. Write the answers in your notebook.

licence on return up rode mechanic
cash call fare bus missed off

- A:** Hi Peter. We have just (1) ? the bus, so now we will have to wait for a while.
- B:** OK. I'm late because my brother said he would drop me (2) ? at school. You know he's just got his driving (3) ?, but his car has broken down, so now he has to find a (4) ?.
- A:** That's too bad.
- B:** The problem is I haven't got enough money for the (5) ?.
- A:** I have some (6) ? on me. How much do you need?
- B:** Enough for a (7) ? ticket. I don't know if he can pick me (8) ? later.
- A:** Here you are. Next time you might have to (9) ? a taxi!

2 **40** **Listen to the recording. Where are the people in 1–5? Match them with the places in A–G. There are two extra places. Write the answers in your notebook.**

- 1 Lou ? A petrol / service station
- 2 Bill ? B car
- 3 Rita ? C motorway
- 4 Dan ? D railway station waiting room
- 5 Cheryl ? E ferry
- F railway station platform
- G van

3 **Throw a dice. Find as many phrases in the word cloud as there are dots on the dice. Then, translate them. Take turns.**



4 Complete the *Skills Booster* task.

Skills Booster

Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 At first I wanted to go by bus but then I changed **?** (*zдание*) and took a taxi.
- 2 My dad was late for work, so he quickly **?** (*wysadził mnie*) by the school and drove off.
- 3 I don't like this table. It looks **?** (*tradycyjnie*) and I prefer modern ones.
- 4 I can't lift the sofa. Can you give **?** (*pomóc mi*)?
- 5 Tina, be ready at 6.15. I'll **?** (*odbiorę cię*) from home, and we'll go together.
- 6 Mary, come on! **?** (*Wsiądź*) the car and let's go!

5 Complete sentences 1–7 with the passive forms of the verbs in brackets. What tenses should you use? Write the answers in your notebook.

- 1 My bus ticket just (*check*).
- 2 Cash (*use*) to buy tickets at that machine.
- 3 English (*speak*) in the UK and Australia.
- 4 The lorry (*drive*) to Slovakia next weekend.
- 5 A lot of time already (*waste*) this morning.
- 6 They (*tell*) to sit down when the bus was moving.
- 7 It was a short flight, so only snacks (*serve*).

6 List the subjects and tenses in the sentences in 1–8. Then, transform the sentences into the passive voice. Use *by* if necessary. Write the answers in your notebook.

Example:

Our car **was stopped** by the police.
The police → Our car; past simple.

- 1 The police stopped our car.
- 2 A factory in Poland makes these vans.
- 3 A person at the border has checked my passport.
- 4 The town will build the ring road in two years.
- 5 The airline hasn't found my lost luggage yet.
- 6 Everyone on this train ordered lunch.
- 7 Snow usually delays flights.
- 8 My mum will pack my suitcase for me.

Rozumienie ze słuchu

- 1**  **41** Usłyszysz dwukrotnie wypowiedź o podróży do Indii. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.

1 The train took the family

- A to Goa.
- B to Mumbai.
- C to India.

2 You can get to visit a floating market by

- A bike.
- B rickshaw.
- C boat.

3 The girl's sister

- A fell into the water.
- B wants to visit India again.
- C was really funny.

- 2**  **42** Usłyszysz dwukrotnie rozmowę na dworcu kolejowym. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–5. Zapisz odpowiedzi w zeszycie.

- 1 What time did the train leave?
- 2 What time does the plane leave?
- 3 Can the taxi get to the airport on time?
- 4 What means of transport do the people finally take?
- 5 Why do they decide to take this means of transport?

?

?

?

?

?

Znajomość funkcji językowych

- 3** Uzupełnij dialog. Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi, tak aby otrzymać spójny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy. Zapisz odpowiedzi w zeszycie.

A: Excuse me, I need some information about how to get to the airport.

B: Yes, of course. (1) ? (help)?

A: Could you tell me how long it takes to get to the airport from the railway station? Is it one hour?

B: Well, some buses do take an hour, but if you take an E75 express bus, it only takes 40 minutes.

(2) ? (prefer), you can also take a train, which goes directly to the airport terminal.

A: I see, and how much is the fare for the train? The guidebook says it is much more expensive than the bus.

B: At peak times that's true. But if you travel before 9 a.m. or after 6 p.m., it is 30% cheaper.

A: Oh, that's perfect because my flight is at 9 p.m. How often (3) ? (run)?

B: There is a train every 20 minutes from platform 4.

A: That's great. Thanks very much for your help.

- 4** Uzupełnij dialogi 1–5. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Zapisz odpowiedzi w zeszycie.

1 **A:** ? come to the show.

B: I'd love to, but I can't. I'm sorry.

2 **A:** Excuse me, where can I get on the bus?

B: You need to go straight on and there ? on the left.

A: Thank you.

3 **A:** What time does our train leave, Mark?

B: I have no idea, let's ?.

A: Oh, here it is. It leaves at 8 p.m.

4 **A:** ? do we board from?

B: It's gate 22.

A: Thank you.

5 **A:** Can I ??

B: Sure, go to the railway website and you can buy tickets there.

A: That's great. Thank you.



2 Skills Checkpoint

- 5** Dla każdej z opisanych sytuacji (1–8) wybierz właściwą reakcję: A, B albo C. Zapisz odpowiedzi w zeszycie.
- 1** Kolega zaprasza cię na imprezę, ale nie możesz iść. Co powiesz?
A Thanks, I'd love to come.
B Sorry, I don't come.
C Sorry, I can't make it.
 - 2** Szukasz dworca. Jak dowiesz się, czy jest blisko?
A Is there far to the train station?
B Where far is the train station?
C How far is it to the train station?
 - 3** Chcesz kupić bilet na autobus. Jak zapytasz o cenę?
A What is the bus ticket?
B How much is the bus fare?
C Is the bus fare expensive?
 - 4** Jesteś na lotnisku. Jak zapytasz, którą bramką dostaniesz się do twojego samolotu?
A Where is the plane?
B Where does the plane depart from?
C Where is the plane from?
 - 5** Przyjaciółka zaprasza cię na koncert. Jak potwierdzisz, że chcesz iść?
A Shall I come?
B Thanks, I'd love to come.
C Thanks, I can't come.
 - 6** Chcesz zaprosić kolegę na urodziny. Co powiesz?
A Should you come to my birthday party?
B I hope you can't come to my birthday party.
C Would you like to come to my birthday party?
 - 7** Chcesz zapytać organizatorów imprezy, czy przynieść coś na ich przyjęcie. Co powiesz?
A Should I bring anything to the party?
B What do you want?
C Must I bring?
 - 8** Chcesz zapytać organizatorów, czy możesz zabrać przyjaciółkę na imprezę. Co powiesz?
A Should I bring a friend to the party?
B Would I bring a friend to the party?
C Could I bring a friend to the party?

Rozumienie tekstów pisanych

- 6** Przeczytaj e-mail. Uzupełnij w zaproszeniu luki 1–3 zgodnie z treścią e-maila. W każdą lukę możesz wpisać maksymalnie dwa wyrazy. Zapisz odpowiedzi w zeszycie.

Hi Maciek,
I've just got an invitation to an Andrzejki party at Grey Sugar, you know, the place near the theatre. It looks like it'll be really cool because they're going to do all the usual Andrzejki games like pouring wax through a key to tell your fortune. The invitation has a great photo of candles and a spider on it, and it looks like it's going to be really atmospheric. Food is also included in the price. The email says there are going to be sandwiches, salads and fizzy drinks.
Anyway, let me know if you want to come. It's on the 30th November at 6 p.m., and I need to call and book tickets, so email me back as soon as you can.
See you,
Marta

ANDRZEJKOWA
ZABAWA TANECZNA RETRO
w Centrum Rozrywki **Grey Sugar**

Zapraszamy (1) ? na godzinę **18**.
Bawimy się przy muzyce **disco z lat 80**.
Wróżymy z (2) ?.

Darmowy poczęstunek:
kanapki, (3) ?
i gazowane napoje.

Aby potwierdzić udział, zadzwoń:
tel. 790 730 740.



7 Przeczytaj teksty. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.

1 Both texts are about

- A** a boat trip.
- B** the fastest way to reach your destination.
- C** an expensive means of transport.

The journey only takes about forty minutes, but you have to arrive one hour earlier. The port is very busy and there is usually a long queue to passport control. I know the tunnel is faster and cheaper, but the trip is a great experience, especially for kids who don't usually travel by boat.

It's definitely the easiest way to get from the airport to the hotel. There are buses, but they are hot and very often late. This is a much better option, even if it is expensive. Ask the driver how much it will cost before you get in. Some drivers double the price when they see you are a tourist. It should cost around \$25.

2 This text is

- A** a description.
- B** an invitation.
- C** an advert.

The trip takes you through the mountains, which are beautiful in autumn. The road is quite narrow, but for riders with a lot of experience it is great fun. You don't meet many cars, and lorries are not allowed on the road, so it's really empty. A few riders remove their helmets, but be careful because the road can be dangerous in some places.

3 When you're on board, you can't

- A** eat or drink.
- B** buy a timetable.
- C** use free wifi.

The trip only takes two hours and takes you to the very centre of the city. It's a very comfortable journey, you can buy drinks and snacks on board, and there is free wifi. Don't forget to buy a timetable at the tourist information centre. Make sure you check the timetable carefully, though, because there are a lot of changes to services during the holidays.

Znajomość środków językowych

8 Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją. Zapisz odpowiedzi w zeszycie.

Look at these two happy girls going on holiday! The girl on the right is Anna, and the girl on the (1) ? is Tina. They are (2) ? along a corridor in the airport, smiling and pulling their heavy (3) ?. It's probably a sunny day as they are both wearing (4) ? on their heads. Where do you think they are going?



9 Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 The man ? (wsiadł do) a taxi at the airport.
- 2 The plane ? (startuje) at 4.00 in the morning.
- 3 She ? (zmieniła zdanie) and took a bus.
- 4 I'd like ? (bilet powrotny), please.
- 5 The bus runs ? (co pół godziny).
- 6 Can I pay by card? I don't have ? (żadnej gotówki).

Tworzenie wypowiedzi pisemnej

10 Przyjaciół zaprosił cię w weekend na imprezę, lecz nie możesz na nią iść. Napisz w odpowiedzi e-mail, wyjaśniając powód. W e-mailu:

- podziękuj przyjacielowi za zaproszenie,
- wyjaśnij, dlaczego nie możesz wziąć udziału w imprezie,
- zaproponuj spotkanie innego dnia.

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

Special Days

1  **Listen to four statements and answer the following questions. Write the answers in your notebook.**

- What question do you think the speakers were asked?
- Which speaker feels thrilled and why?
- Where can you hear some amazing bands?
- Which speaker likes to hear a particular song? When do they like to hear it?

Which is the most special day of the year for you? For many people in Poland, it is Easter Sunday, when eggs are decorated, and you can spend time with your family. For others it is Christmas Eve, when the family meet up for a special dinner. Children often love Halloween, when they can dress up in **scary costumes**.

Your choice might depend on your age. Teenagers often love Valentine's Day on 14th February, when they might receive a card from a **secret admirer**. Parents may prefer either Father's Day or Mother's Day, as it is an opportunity for them to receive flowers. Older people might enjoy Grandmother's or Grandfather's day. Or perhaps you look forward to your birthday more, especially if it is an important one like your eighteenth, which is the age at which you can legally vote, get married without your parents' **consent**, or apply for a driving licence.

4  **Look at the bar chart and answer the questions.**

- 1 Why do you think the authorities in different countries have different rules for when you can do things?
- 2 Do you think that being able to buy alcohol at the age of 16 in Belgium and Denmark could lead to problems? Why? / Why not?
- 3 Do you think it is a good idea to prevent teenagers from buying alcohol, as is the case in Iceland? Why? / Why not?

5  **Answer the questions.**

- 1 Do you know the current legal age in Poland for the following?
 - A When you can get married with parental consent.
 - B When you can get married without parental consent.
 - C When you can legally vote.
 - D When you can start learning to drive.
 - E When you can be arrested and given a prison sentence for breaking the law.
 - F When you can have your own bank account.
- 2 Find out what the rules are for the same things in Canada and one other country of your choice.

2  **Answer the following questions.**

- 1 Which festivals or special days do you like most?
- 2 What do people do on these days?
- 3 Which of these festivals are also celebrated in other countries?
- 4 Which do you think is the most important celebration? Why?

3 **Quickly read the text about special days. Do any of your answers appear in the article?**

Different countries have different traditions. In Greece, name days are more important than birthdays. In England, Christmas Eve is not as important as Christmas Day. In Scotland, New Year's Eve is more important than Christmas. Halloween is a very big event in the USA, where they also celebrate Thanksgiving in November to give thanks for the **harvest**.

So the day that you think is most important often depends on your age and where you are in the world!

Word Focus

scary: frightening

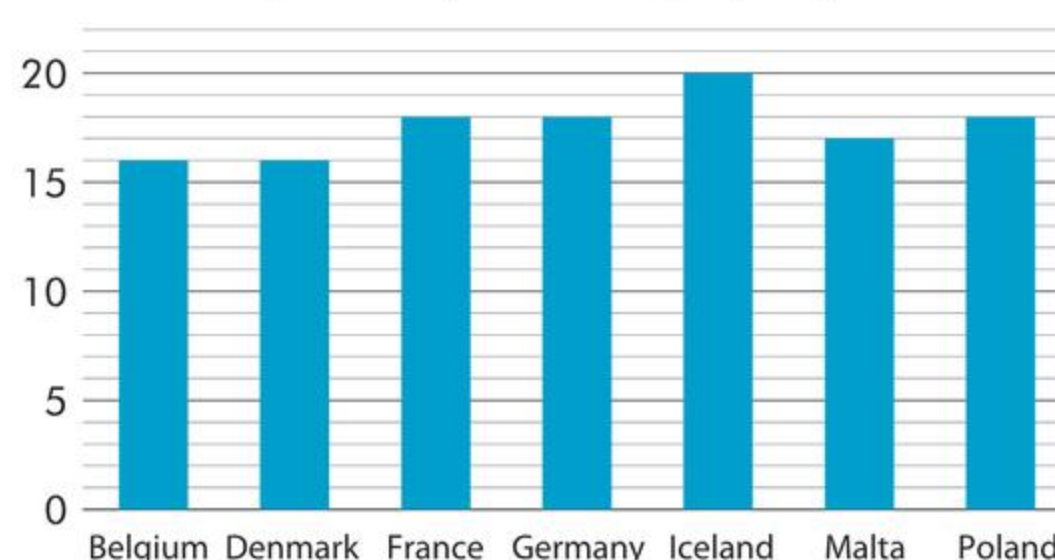
costume: an outfit worn for a particular event or occasion

secret admirer: an person who respects you or who thinks you are beautiful, but whose identity is unknown to you

consent: permission to do something

harvest: the time when crops are collected from the fields

The age when you can legally buy alcohol



A big event

Step 1

Choose your favourite event of the year. Answer these questions.

- | | |
|-----------------------------|--|
| 1 What is it called? | <i>The Wianki Festival</i> |
| 2 Where is it held? | <i>The biggest event is in Krakow.</i> |
| 3 When is it? | <i>Midsummer's day</i> |
| 4 What happens? | <i>Flowers are placed in the river.
There is also a firework display
and several other events.</i> |

**The Wianki Festival by night,
Kraków**



Step 2



Make a short vlog about your favourite event.

- 1 Write a script.
- 2 Plan extra materials: posters, advertisements, photos, drawings.
- 3 Pay attention to grammar and spelling.
- 4 Check the script with your teacher.
- 5 Practise your presentation.
- 6 Shoot it! Have fun.
- 7 Share it with your friends online.



(n) – noun / rzeczownik

(v) – verb / czasownik

(adj) – adjective / przymiotnik

(adv) – adverb / przysłówek

(conj) – conjunction / spójnik

(prep) – preposition / przyimek

(det) – determiner / określnik

(phr) – phrase / wyrażenie

TRAVELLING & MEANS OF TRANSPORT

adult (n, adj)	/ˈædʌlt/	dorosły
airport (n)	/ˈeə(r)pɔː(r)t/	lotnisko
arrive (v)	/əˈraɪv/	przybywać, przyjeżdżać
boat (n)	/bəʊt/	łódź
bus (n)	/bʌs/	autobus
bus stop (n)	/bʌs stɒp/	przystanek autobusowy
captain (n)	/ˈkæptɪn/	kapitan
cash (n)	/kæʃ/	gotówka
catch (v)	/kætʃ/	złapać (np. pociąg)
coach (n)	/kəʊtʃ/	autokar
delay (v)	/dɪˈleɪ/	opóźnić
depart (v)	/dɪˈpɑː(r)t/	odjeżdżać (o pociągu), odlatywać (o samolocie)
destination (n)	/ˌdestɪˈneɪʃ(ə)n/	cel (podróży)
drive (v)	/draɪv/	kierować pojazdem
driving licence (n)	/ˈdraɪvɪŋ ˈlaɪs(ə)ns/	prawo jazdy
electric car (n)	/ɪˈlektɪk kɑː(r)/	samochód elektryczny
fare (n)	/feə(r)/	opłata za podróż
ferry (n)	/ˈferi/	prom
first class (n)	/fɜː(r)st klɑːs/	pierwsza klasa (w pociągu, samolocie)
fly (v)	/flaɪ/	latać samolotem
gate (n)	/geɪt/	brama, wejście (np. na lotnisku)
gear (n)	/ɡɪə(r)/	sprzęt
helicopter (n)	/ˈhelɪkɒptə(r)/	helikopter
journey (n)	/ˈdʒɜː(r)ni/	podróż
leave (v)	/liːv/	wychodzić, wyjeżdżać
lorry (n)	/ˈlɒri/	ciężarówka
mechanic (n)	/mɪˈkænɪk/	mechanik
miss (v)	/mɪs/	spóźnić się (np. na pociąg)
motorbike (n)	/ˈməʊtə(r)baɪk/	motocykl
motorway (n)	/ˈməʊtə(r)weɪ/	autostrada
move (v)	/muːv/	(po)ruszać się
petrol (n)	/ˈpetrəl/	benzyna
petrol station (n)	/ˈpetrəl ˈsteɪʃ(ə)n/	stacja benzynowa
plane (n)	/pleɪn/	samolot
platform (n)	/ˈplætfɔː(r)m/	peron
reed boat (n)	/riːd bəʊt/	tradycyjna łódka zbudowana z trzciny
return (v)	/rɪˈtɜː(r)n/	wracać
return ticket (phr)	/rɪˈtɜː(r)nˈtɪkt/	bilet w obydwie strony
rickshaw (n)	/ˈrɪkʃɔː/	riksza
ride (v)	/raɪd/	jeździć (na czymś)
roundabout (n)	/ˈraʊndəˌbəʊt/	rondo
single ticket (phr)	/ˈsɪŋɡ(ə)lˈtɪkt/	bilet w jedną stronę
standard (adj)	/ˈstændə(r)d/	standardowy
timetable (n)	/ˈtaɪmˌteɪb(ə)l/	rozkład jazdy
tour (n)	/tuə(r)/	podróż, wycieczka
train (n)	/treɪn/	pociąg
railway station (n)	/ˈreɪlweɪ ˈsteɪʃ(ə)n/	stacja kolejowa
van (n)	/væn/	furgonetka, van

PHRASAL VERBS

drive off (phr v)	/draɪv ɒf/	odjechać
drop sb off (phr v)	/drɒp ˈsʌmbədi ɒf/	wysadzić kogoś (podwieźć kogoś i wysadzić)
get into (phr v)	/get ˈɪntə/	wsiadać, wchodzić
get off (phr v)	/get ɒf/	wysiadać (z autobusu, pociągu, samolotu)
get on (phr v)	/get ɒn/	wsiadać (do autobusu, pociągu, samolotu)
get out (phr v)	/get aʊt/	wysiadać (z samochodu)
pick sb up (phr v)	/pɪk ˈsʌmbədi ʌp/	odbierać kogoś (np. ze stacji, szkoły)
take off (phr v)	/teɪk ɒf/	startować (o samolocie)

PHRASES & PREPOSITIONS

ask for	/ɑːsk fə(r)/	prosić o coś
change his / her mind	/tʃeɪndʒ ɪz / hɜː(r) maɪnd/	zmienić zdanie
give sb a hand	/ɡɪv ə hænd/	pomagać komuś
on his / her own	/ɒn ɪz / hɜː(r) əʊn/	na własną rękę

OTHER WORDS

accept (v)	/əkˈsept/	zaakceptować
call sb (v)	/kɔːl/	dzwonić do kogoś
consent (n)	/kənˈsent/	zgoda (pozwolenie na coś)
costume (n)	/ˈkɒstjuːm/	kostium, przebranie
decline (v)	/dɪˈklaɪn/	odmawiać (prośbie), odrzucać (ofertę)
explain (v)	/ɪkˈspleɪn/	wyjaśnić
express (v)	/ekˈspres/	wyrażać
floating market (n)	/ˈfləʊtɪŋ ˈmɑː(r)kɪt/	targ na wodzie
harvest (n)	/ˈhɑː(r)vɪst/	plony, zbiory
popular (adj)	/ˈpɒpjələ(r)/	popularny
queue (n, v)	/kjuː/	kolejka, stać w kolejce
scary (adj)	/ˈskeəri/	straszny, przerażający
secret admirer (n)	/ˈsiːkrət ədˈmaɪə(r)/	tajemniczy wielbiciel
shout (v)	/ʃaʊt/	krzyczeć
traditional (adj)	/trəˈdɪʃ(ə)nəl/	tradycyjny
waterproof (adj)	/ˈwɔːtə(r)pruːf/	wodoodporny

USEFUL EXPRESSIONS

ASKING ABOUT TRAVEL INFORMATION

How far is ... from ... ?	Jak daleko jest ... od ... ?
How long does it take to get from ... to ... ?	Ile czasu trwa dojechanie z ... do ... ?
How much is the fare for a ... ticket?	Ile kosztuje bilet dla ...?
What time does the bus leave?	O której godzinie odjeżdża autobus?
Where does it leave from?	Skąd odjeżdża?
Which stop do I need?	Na którym przystanku muszę wysiąść?
Which underground line do I need for the airport?	Którą linią metra powinienem/powinnam jechać na lotnisko?

GIVING TRAVEL INFORMATION

It departs at 8 a.m.	Odlatuje o 8 rano.
It leaves from gate 22.	Odjeżdża spod bramki 22.
The airport is 30 km away.	Lotnisko jest 30 km stąd.
The port is 5 km from the town centre.	Port jest oddalony o 5 km od centrum miasta.
The taxi fare is 20 pounds.	Opłata za taksówkę wynosi 20 funtów.
Trains run every half hour.	Pociągi odjeżdżają co pół godziny.

INVITING

I hope you can come to ...	Mam nadzieję, że możesz przyjść do ...
Would you like to come to ... ?	Czy chciałbyś / chciałybyś przyjść do ... ?

ACCEPTING AN INVITATION

Thanks, I'd love to ...	Dziękuję, z chęcią ...
That would be great.	Byłoby super.

DECLINING AN INVITATION

Sorry, I can't make it.	Przepraszam, ale nie dam rady.
Unfortunately, I can't come.	Niestety, nie mogę przyjść.

EXPLAINING WHY

I have to ...	Muszę ...
I must ...	Muszę ...
I need to ...	Muszę / Potrzebuję ...

RESPONDING TO A REQUEST

I'm afraid not.	Obawiam się, że nie.
Of course ...	Oczywiście ...
Sorry, but ...	Przepraszam, ale ...

3 It's freezing cold!

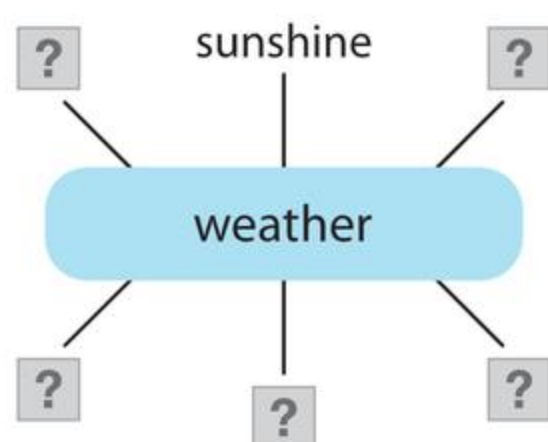
- Reading:** I can understand emails about the weather. I can complete simple chats between teenagers.
- Vocabulary:** I can name different types of weather and weather-related phenomena. I can talk about the temperature. I can ask about the weather. I can name the months and the seasons.
- Grammar:** I can compare people and things using both long and short adjectives. I can compare actions using adverbs. I can use the superlative forms of adjectives and adverbs.
- Listening:** I can understand the weather forecast.
- Speaking:** I can ask and answer questions about the weather. I can express similarities and differences.
- Writing:** I can write a postcard about my past, present and future activities.

**A frozen lighthouse
in Michigan, the USA**

New words and phrases

- | | | | | |
|------------|----------------|--------------------|-------------|----------------------|
| • boiling | • freezing | • slightly / a bit | • north | • sting |
| • bright | • icy | • somehow | • spring | • as sunny as |
| • buried | • injured | • autumn | • south | • hotter than |
| • cloudy | • light | • disaster | • stamp | • How's the weather? |
| • cold | • southerly | • drought | • summer | • What's it like |
| • collapse | • stormy | • dust | • thunder | outside? |
| • cool | • trapped | • heater | • west | • What's the weather |
| • dark | • warm | • east | • winter | like? |
| • deep | • windy | • flood | • bush fire | • Will it rain |
| • foggy | • much / a lot | • lightning | • sign off | on Monday? |

- 1  Draw a mind map in your notebook and complete it with weather vocabulary. Show it to your partner. Who has got more words?



- 2 Quickly read two emails by Natalie and Zach. Which picture shows the weather conditions that each of them experienced?



Hi Zach!

I just had to email and tell you about our day at the beach. It was a **disaster**! It was probably the worst day I've ever had. You should be happy that you didn't come too.

It was lovely when we first arrived but, not long after that, everything changed. Dark clouds started getting closer, and we started to worry about what we would do if it began to rain. The clouds looked more dangerous than normal clouds. We needn't have worried, although what actually happened was worse. The sand started flying everywhere. It was in my hair and up my nose. It **stung** my eyes so much that I couldn't keep them open. We ran the fastest we could to escape it.

Somehow we managed to get back to the car, and we left as quickly as possible! We drove faster than in a Formula 1 race. It was definitely not the day out I had been hoping for!

Have you ever had such bad weather at the beach?

Natalie

Word Focus

disaster: a very bad event
sting: to cause sharp pain, but not for long
somehow: in a way that is not known
heater: a machine that produces heat

Hi Natalie

Your day at the beach sounds terrible! I've never had bad weather on the beach, but your email did remind me about the worst weather I've ever experienced.

It was a time when snow fell more heavily than ever before, and my family and I were **trapped** in our house. We couldn't open the door. It was also the coldest winter in my life. Some streets, like ours, were covered with deep snow. No-one could get anywhere easily. Driving was impossible, and some cars were completely **buried**. My uncle and his family had bigger problems than ours. The roof of their house **collapsed**. They were very lucky no-one was **injured**. The electricity lines were most seriously affected by the snow. Many homes in the city, including mine, had no electricity for a few days, so people couldn't use their **heaters** when they really needed to keep warm. It was terrible!

Let's hope we get good weather this weekend! I'd like to go go-karting, it's much better than complaining :) Would you like to come too?

Zach

- 3 Read the emails again and decide who the questions refer to: Natalie or Zach.

- Who could not leave home? ☐
- Who expected something else to happen? ☐
- Who was not able to see? ☐
- Who did not have a warm house? ☐

- 4 These words appeared in bold in Zach's email. Match them with the definitions. Write the answers in your notebook.

- | | |
|--------------------------------------|--|
| 1 buried ☐ | A impossible to leave a place |
| 2 trapped ☐ | B covered partially or completely by something |
| 3 injured ☐ | C when part of the body is hurt |
| 4 collapsed ☐ | D fell down and broke into pieces |

5  44 Listen and check your answers.

6 Read the *Skills Explorer* and decide which tip is best for you.

Skills Explorer



Uzupełnianie luk w języku angielskim

- Często, oglądając lub czytając coś w języku angielskim, musimy zrelacjonować to własnymi słowami.
- Przeczytaj szybko e-mail, który masz uzupełnić. Zastanów się, jakich informacji powinieneś szukać.
- Następnie przeczytaj dwa teksty główne pod kątem szukanych informacji.
- Pamiętaj, aby nie zawsze szukać dosłownych odpowiedzi, ponieważ tekst, który masz uzupełnić, wymaga czasem uzupełnienia główną myślą obu tekstów.

7 Now complete the *Skills Booster* task.

Skills Booster

Przeczytaj jeszcze raz oba e-maile na str. 44. Uzupełnij luki 1–4 w e-mailu Amy do koleżanki zgodnie z treścią tekstu. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Zapisz odpowiedzi w zeszycie.

From: Amy

To: Jessica

Hi Jessica,

I was just visiting Natalie, and she showed me an email she had sent to Zach and his reply. We always complain about our country being too hot, but it turns out every country or region has its own (1) ?. Natalie told Zach a story about how she was attacked by (2) ? at the beach, while Zach described a day when he was trapped in his house because of (3) ?. Fortunately, (4) ? and they now have good stories to tell about their scary experiences.

I wish you were here to describe the hot day when your fridge broke down.

Love, Amy

8 Complete the online chat between Natalie and Zach. Choose the correct answer from A–G. There are two extra answers. Write the answers in your notebook.

Back (3)

Contact

Hi, Natalie. It's Zach.

(1) ?

Why? Has something happened?

(2) ?

Don't tell me you can't come. I was so looking forward to it!

(3) ?

Oh, no! Are you sure about that?

(4) ?

So what do you want to do instead?

(5) ?

Yes, I suppose we could do that.

 Message

OK

- A I was also looking for something.
- B Absolutely. I heard it on the news today.
- C Hi, I'm glad you contacted me. I wanted to message you.
- D You'll never believe what's happened!
- E Me too! But it's going to rain at the weekend.
- F Sort of. It's about the go-karting on Saturday.
- G How about watching a film at my house?

9  Have you ever experienced a sandstorm or heavy snowfall? What was it like? Which type of weather is the most unusual in your country?

Ideas Focus

- Do you think hot weather is better than cold weather? Why? / Why not?
- Do you hate winter? Why?
- Some people move to another country because of the weather. What do you think of that?



1 Complete the table in your notebook.

Noun	Adjective
rain	(1) ?
cloud	(2) ?
fog	(3) ?
ice	(4) ?
snow	(5) ?
storm	(6) ?
sun	(7) ?
wind	(8) ?

2 Listen and check. Then, repeat the words.

3 Complete sentences 1–6 with words from Exercise 1. Write the answers in your notebook.

- It was a warm day, and the drops of ? felt nice on my face.
- The strong ? blew away my new umbrella!
- When the roads are ? like this, you shouldn't drive at all.
- The night was ?, and the roads were all white the next morning.
- There was a ? at sea, and three boats nearly sank.
- I didn't want to go out. It was ? and dull – I couldn't even see the sun.

4 Listen and check your answers.

5 Describe pictures A–D using as many words from Exercise 1 as possible.



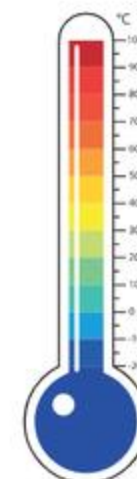
We write: 5°C or –5°C

We say: Five degrees or minus five degrees Celsius.

6 Match the adjectives with the temperatures they are describing. Write the answers in your notebook.

boiling cold cool freezing hot warm

- 35°C or more ?
- 28°C – 35°C ?
- 15°C – 28°C ?
- 10°C – 15°C ?
- 0°C – 10°C ?
- 0°C or less ?



7 Listen and check. Then, repeat the words.

8 Fill the gaps in sentences 1–5. Write the answers in your notebook.

- In winter it's ? in Canada, so people wear warm clothes to go outside.
- It was a ? night, so the captain didn't see the rocks, and the ship sank.
- We couldn't see any stars because the sky was too ?.
- What was the ? like here last autumn?
- There was a huge ?, and the roof blew off our garden shed.

9 Match the two halves of the questions. Write the answers in your notebook.

- | | |
|---------------|---------------------|
| 1 What's it ? | A the weather? |
| 2 How's ? | B raining? |
| 3 What's ? | C like outside? |
| 4 Is it ? | D the weather like? |

10 Make sentences about the following points and tell each other:

- what the weather was like yesterday.
- what's it like outside.
- what the weather was like on holiday.

11 Student A p 148. Student B p 170.

Ideas Focus

- What is the weather usually like in your town? Do you like it? Why? / Why not?
- Would you like to live in a very cold country? Why? / Why not?



Comparative adjectives and adverbs

Stopień wyższy przymiotnika (a comparative adjective) stosujemy, gdy chcemy porównać dwie osoby lub dwa obiekty, np. *My uncle and his family had **bigger** problems **than** that. The clouds looked **more dangerous** **than** normal clouds.*

← Reading reference p 44

- Większość przymiotników: dodajemy końcówkę **-er**, np. *fast – faster*.
- Przymiotniki kończące się spółgłoską, przed którą stoi samogłoska: podwajamy tę spółgłoskę, np. *big – bigger*.
- Przymiotniki kończące się na **-y**: zamieniamy **-y** na **-i** i dodajemy **-er**, np. *dry – drier*.
- Przymiotniki trzysylabowe i niektóre dwusylabowe: stawiamy przed nimi **more**, np. *He is **more optimistic** than I am.*
- Wyjątki: **good – better**, **bad – worse**.
- Aby porównać dwa obiekty, stosujemy wyraz **than**, np. *He is better **than** me.*

1 Complete the sentences with the comparative form of the adjectives in brackets. Write the answers in your notebook.

- A bear is ? (*dangerous*) than a dog.
- Summer is usually ? (*warm*) than winter.
- Is this week ? (*wet*) than last week?
- The weather is ? (*dry*) than last month.
- The climate in Italy is ? (*good*) than in Iceland.

 Konstrukcję **as + adjective + as** stosujemy, aby pokazać podobieństwo, np. *The winter sun is **as bright as** the summer sun.*

2 In your notebook, write sentences using the comparative form of the adjectives in brackets.

Example

In my opinion, a scooter is as good as a bike.

- In my opinion, ? (*scooter / good / bike*).
- I believe ? (*armchair / comfortable / chair*).
- I think ? (*flowers / beautiful / trees*).
- I don't like the fact that ? (*my brother / tall / me*).
- My ? (*dad / young / mum*).
- I found out that ? (*this house / old / castle*).

Stopień wyższy przysłówka (a comparative adverb) stosujemy, gdy chcemy porównać dwa sposoby wykonania danej czynności, np. *It was a time when snow fell **more heavily than** ever before. We drove **faster than** in a Formula 1 race.*

← Reading reference p 44

- Przysłówki z końcówką **-ly**: stawiamy przed nimi wyraz **more**, a za nimi **than**, np. *more wonderfully*.
- Przysłówki bez końcówki **-ly**: dodajemy końcówkę **-er**, np. *hard – harder*.
- Wyjątki: **well – better**, **badly – worse**.

3 Complete the table in your notebook.

Adjective	Comparative Adjective	Adverb	Comparative Adverb
slow	(1) ?	slowly	(2) ?
fast	(3) ?	(4) ?	(5) ?
(6) ?	more careful	(7) ?	more carefully
easy	(8) ?	(9) ?	(10) ?
good	(11) ?	(12) ?	(13) ?
(14) ?	(15) ?	badly	(16) ?
strong	(17) ?	(18) ?	(19) ?

4 48 Listen and check your answers.

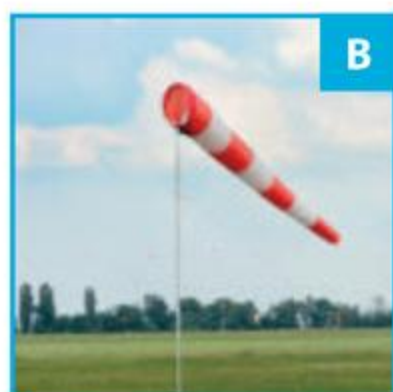
5 Use words from Exercise 3 to complete sentences 1–6. Write the answers in your notebook.

- Drivers should be ? in fog than in clear weather conditions.
- A sea wind is ? than the wind in the city.
- You can get through the jungle ? on foot than in a jeep.
- We often feel ? on sunny days than on rainy days.
- Cyclists go ? with the wind behind them.
- The weather is improving; it is not as ? as it was yesterday.

6 How many ways can you think of to compare the words in each set? Find at least three.

summer holidays / winter holidays
 dogs / cats meat / vegan food cash / card
 Poland / the USA books / audiobooks
 bath / shower kindergarten / school
 planes / cars comedies / horror films

- 1 Look at pictures 1–3. What do they have in common?

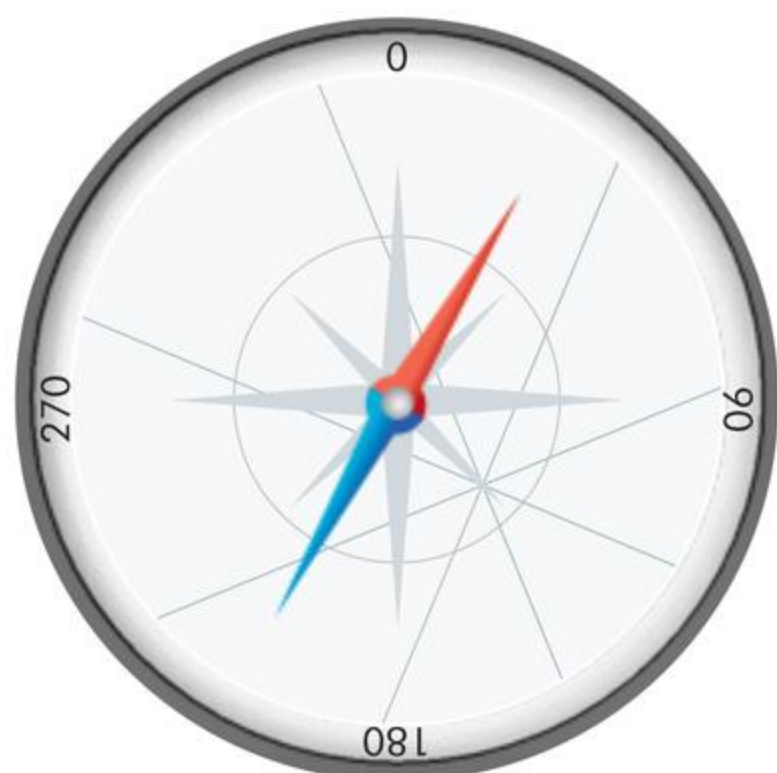


- 2 Find the word that doesn't fit.

- temperature: 30°C / freezing / high / light
- rain: 1 cm / light / heavy / north
- wind: 70 km/h / southerly / light / heavy
- snow: 1 m / deep / heavy / strong
- cloud: thick / dark / west / thin
- sun: bright / dark / hot / strong

- 3 Draw a compass in your notebook. Write the words in the box in the appropriate place.

east north south west



NEVER
WAFFLES ← → EAT
SWEET

- 4 49 Listen and choose the correct option. Write the answers in your notebook.

- Temperatures will reach 30°C / 13°C in the south.
- The rain will be heavy in the north / west.
- The wind will be warm / cool on the coast.
- The snow was 1 cm / 1 m deep in some places.
- There will be some snow / rain in the afternoon.
- Wear sunglasses because the sun is very bright / hot.

- 5 50 You will hear two speakers talking about the weather forecast. For each speaker, choose the correct option A–D. There are two extra options. Write the answers in your notebook.

This speaker

- gives a full weather forecast for Poland.
- says that it's going to snow in the south.
- gives a full weather forecast for Germany.
- says that we can expect rain in the south.

1	2
?	?

- 6 Read the *Skills Explorer* and decide which tip is best for you.

Skills Explorer



Dobieranie:

- Przeczytaj najpierw opcje, spośród których możesz wybrać, zastanów się, czym się różnią.
- Zauważ, że niektóre z opcji dotyczą szczegółów, a inne wymagają ogólnego zrozumienia tekstu.
- Wysłuchaj nagrania po raz pierwszy, wstępnie dopasowując odpowiedzi do nagrania.
- Wysłuchaj nagrania po raz drugi, sprawdzając swój wybór lub go uzupełniając.

- 7 51 Now complete the *Skills Booster* task.

Skills Booster

Usłyszysz dwukrotnie cztery wypowiedzi dotyczące pogody (1–4). Do każdej z nich dopasuj zdanie spośród A–E. Jedno zdanie zostało podane dodatkowo. Zapisz odpowiedzi w zeszycie.

This forecast

- is for one day at the weekend.
- is certain that there will be no rain.
- mentions two different weather conditions in the same country.
- mentions temperatures below zero.
- talks about dangerous weather.

1	2	3	4
?	?	?	?

- 1  Look at the temperatures and answer questions 1–4.

TUESDAY		27°	FRIDAY		29°
WEDNESDAY		28°	SATURDAY		25°
THURSDAY		30°	SUNDAY		23°

- Which day was **slightly** warmer than Friday?
- Which day was **a bit** cooler than Wednesday?
- Which day was **much** colder than Thursday?
- Which day was **a little** warmer than Saturday?

 Jeśli różnice przy porównywaniu są niewielkie, używaj **a bit / slightly / a little**, jeśli duże, stosuj **a lot / much**.

- 2 Read the conversation. Who is visiting: the man or the woman?

M: Hi, Jack. We're coming on Monday.

J: Hi, Mary. Great, remember to bring your umbrella.

M: Why? Will it rain on Monday?

J: Not only on Monday, it will rain every day until Friday.

M: I hate it when it rains, but we will be really happy to see you.

J: I was hoping it would be sunny like today, but the weather forecast mentioned only rain.

M: I've just checked the forecast, and today is as sunny here as it is in your city. And it's going to be like that for the next few weeks.

J: Maybe next time I will visit you. The weather is always a little bit better in your town.

- 3 Read the conversation again and decide if the sentences are true (T) or false (F).

- The weather in Jack's town will be rainy for just two days.
- It is sunny on the day of the conversation.
- In Mary's town it will also be rainy.
- Jack decides to cancel Mary's visit.



Dialogue Word Box

Friday • Saturday • Thursday • Wednesday • colder
• cooler • hotter • rain • sunshine • wind • fog •
ice • rainy • sunny • windy • foggy • icy • rainier •
sunnier • windier • foggier • icier

- 4  52  Listen to the dialogue and repeat it. Then, act it out changing the words in bold. Use the words in the *Dialogue Word Box*.



Phrase Book



Asking questions about the weather

When will there be snow?
Will it rain on Monday?
Which city has the warmest weather?
What will the temperature be in Prague?
Which city has the best weather?

Describing differences

On Saturday Madrid will be colder than Rome.
There will be more rain in Oslo than in Stockholm.
Miami will be hotter than Chicago.

Describing similarities

London is as sunny as Rome today.
It's cold and wet in Paris and Amsterdam.

- 5  Student A p 148. Student B p 170.

1 Match the words (1–5) with the meanings (A–E). Write the answers in your notebook.

- | | |
|---------------|---|
| 1 bush fire ? | A lots of water that covers a normally dry area |
| 2 flood ? | B a long period of time in which there is no rain |
| 3 lightning ? | C a flash of bright light in the sky |
| 4 thunder ? | D a loud noise during a storm |
| 5 drought ? | E a fire in a wood or forest that is difficult to control |

2 53 Listen and check your answers.

3 Complete the sentences with the words in Exercise 1.

- Suddenly, I heard the ?; it was very close to my house.
- The ? burnt many trees in the forest and destroyed several homes, too.
- All the plants in the field died during the ?, and we had almost no food.
- The water covered everything; it was the worst ? in the history of the town.
- ? suddenly struck the building and started a fire.

4 54 Listen and check your answers.

5 Match the four seasons of the year with the months.

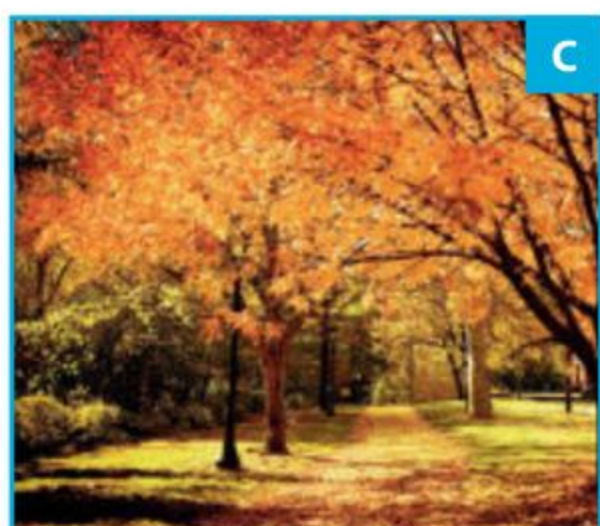
autumn summer winter spring



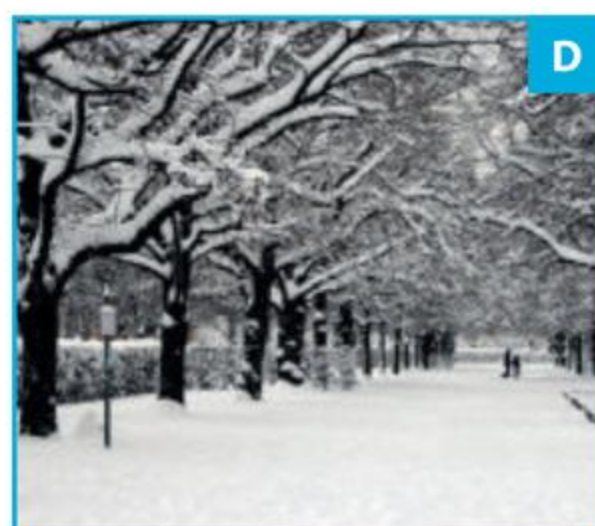
March, April, May: ?



June, July, August: ?



September, October, November: ?



December, January, February: ?

6 Complete the sentences using both of the words in brackets. Translate the sentences into Polish.

- On New Year's Day, it's usually ? in Australia, but ? in the UK. (*freezing, hot*)
- In October it's ? in England, but ? in Australia. (*autumn, spring*)
- In January Beth goes ? in Canada, and Jack goes ? in Australia. (*surfing, skiing*)
- In Australia the school year starts at the end of ?, but in the UK it starts in ?. (*September, January*)

7 Now complete the Skills Booster task.

Skills Booster

Przeczytaj blog. Wybierz poprawne uzupełnienie luk 1–9: A, B albo C. Zapisz odpowiedzi w zeszycie.

connect

Hi everyone,
I have to tell you (1) ? the fantastic Rock Blast festival. I (2) ? given two tickets for my birthday, so I decided (3) ? take my cousin. We had the (4) ? time of our lives! If you had gone too, you (5) ? know what I mean!

First of all, the weather was (6) ?! There wasn't a (7) ? in the sky and it was pretty warm. Actually, the temperature was (8) ? 25 degrees.

The place where they had the festival was in a forest! I'm going to make (9) ? that I go again next year!

- | | | |
|-----------|------------|----------|
| 1 A of | B about | C on |
| 2 A am | B had | C was |
| 3 A about | B so | C to |
| 4 A good | B better | C best |
| 5 A would | B will | C – |
| 6 A badly | B perfect | C high |
| 7 A flood | B cloud | C cloudy |
| 8 A minus | B around | C not |
| 9 A best | B remember | C sure |

Ideas Focus

- Which disaster is the worst: a bush fire, flood or drought? Why?
- Does bad weather mean a bad holiday? Why? / Why not?



Superlative adjectives and adverbs

Stopień najwyższy przymiotnika (a superlative adjective) umożliwia przekazanie informacji, że pewna cecha występuje w najwyższym natężeniu, np. *It was also **the coldest** winter in my life. It was probably **the worst** day I've ever had.*

← Reading reference p 44

- Przed formami stopnia najwyższego stawiamy przedimek **the**, np. *It's **the** longest river in Poland.*
- Większość przymiotników: dodajemy końcówkę **-est**, np. *fast – **the fastest**.*
- Przymiotniki kończące się spółgłoską, przed którą stoi samogłoska: podwajamy tę spółgłoskę, np. *big – **the biggest**.*
- Przymiotniki kończące się na **-y**: zamieniamy **-y** na **-i** i dodajemy **-est**, np. *dry – **the driest**.*
- Przymiotniki trzysylabowe i niektóre dwusylabowe: stawiamy przed nimi **the most**, np. ***the most beautiful**.*
- Wyjątki: **good – the best, bad – the worst.**

1 In your notebook, rewrite these sentences using the opposites of the adjectives in bold.

- 1 She is the **shortest** in her family.
- 2 He is the **best** person in the world.
- 3 Yesterday I had the **most delicious** dinner ever.
- 4 This is the **loudest** neighbour I've ever had.
- 5 This hotel is the **ugliest** in the world.

2 Complete the questions with the superlative adjective form of the words in brackets. Write the questions in your notebook. Then, answer them.

- 1 Which ocean is **?**? (*deep*)
- 2 Which part of the world has **?** weather? (*bad*)
- 3 Which part of the world has **?** rainfall? (*heavy*)
- 4 Which month of the year is **?**? (*sunny*)
- 5 Which country has **?** winter? (*long*)
- 6 Which is **?** night of the year? (*short*)

Stopień najwyższy przysłówka (a superlative adverb) stosujemy, gdy chcemy przekazać, że czynność wykonano „naj”- szybciej / dokładniej / lepiej etc., np. *We ran **the fastest** we could to escape it.*

← Reading reference p 44

- Przysłówki kończące się na **-ly**: stawiamy przed nimi **most**, np. *The sun shines **most brightly** at midday.*
- Przysłówki bez końcówki **-ly**: dodajemy końcówkę **-est**, np. *He works **the hardest** in class.*
- Wyjątki: **well – (the) best, badly – (the) worst.**

3 In your notebook, write true sentences using the words in brackets in the superlative form.

- 1 I / my class (*tall*)
- 2 Śniardwy / lake / Poland (*big*)
- 3 I think my country / world (*good*)
- 4 My dad / drive / all the people I know (*careful*)
- 5 In my opinion, my mum's cakes / the town (*delicious*)
- 6 My dog / run / all pets I know (*fast*)

4 Now do the Skills Booster task.

Skills Booster

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–7: A, B albo C. Zapisz odpowiedzi w zeszycie.

Extreme Weather

Extreme weather, like heavy rainstorms, now happens (1) **?** regularly than in the past. It's because the climate is getting hotter; 13 of the 14 (2) **?** years on record have occurred since 2000. The situation is bad and it is likely to get (3) **?**. Dry areas will also become (4) **?** than in the past because there will not be as much rain (5) **?** before. Global warming is perhaps (6) **?** most dangerous problem that the planet is facing, so why aren't we acting more (7) **?**?

- | | | |
|-------------|-------------|-----------|
| 1 A more | B the most | C most |
| 2 A hotter | B hottest | C shorter |
| 3 A best | B better | C worse |
| 4 A colder | B drier | C driest |
| 5 A as | B than | C more |
| 6 A much | B as | C the |
| 7 A careful | B carefully | C wise |

5 Tell your class about five things you have or that you have done that you think are a record.

Example

I have got the longest fingers in the world.
I have cooked the worst dinner.

A postcard

Forms Explorer

Stosowanie różnych czasów

- Jeśli opisujesz chwilę obecną, stosuj czas **present continuous**, np. *I'm lying on the beach.*
- Opisując wydarzenia z przeszłości, stosuj czas **past simple**, np. *Yesterday we went to the zoo* (dokładny czas zdarzenia jest istotny). Jeśli chcesz zastosować jedno z wyrażen *just, yet* lub *already, for, since*, pamiętaj, że występują one z czasem **present perfect simple**, np. *We've just been to the beach* (dokładny czas zdarzenia nie jest istotny).
- Aby wyrazić plany na przyszłość, posłuż się konstrukcją **be going to** lub czasem **present continuous**, np. *I'm going to take lots of photos.*

1 Correct these sentences in your notebook.

- 1 Tomorrow we visit the Eiffel Tower.
- 2 Yesterday we've done a city tour.
- 3 It is snowing heavily yesterday, so we couldn't go out.
- 4 We going to visit the art museum tomorrow.
- 5 We haven't went to the beach yet.
- 6 I'm write from Mombasa, in Kenya.

2 Read Peter's postcard to Ann. Label the highlighted parts with the words / phrases in the box.

sign off ending sentence date
starting sentence greeting

Thursday, 15th Sept

Hi Peter,

I hope you are well. I'm writing to you to let you know I arrived safely in Spain. It's really hot here, but hot weather is my favourite kind of weather.

We travelled here by coach, so the journey took us (1) [trochę dłużej] but, as you know, my sister is scared of flying. She panics every time we get on a plane. We (2) [przybyliśmy do] Barcelona after 17 hours of travelling, so we were all dead tired, but when we got off the bus and saw the views, we immediately (3) [poczuliśmy się lepiej]. We have not been sightseeing yet. Tomorrow we're going to visit a local restaurant to try some tapas. I can't wait!

I hope to see you when I get back,
Love, Ann

- 3 Now read the postcard again and translate the phrases in brackets into English. Write the answers in your notebook.
- 4 Find examples of the present simple, past simple, present continuous, present perfect simple and *be going to* in the postcard.
- 5 Write a postcard to your friend telling them about your trip to London. Use the notes below. Today is Wednesday. Write about activities in the past, present and future.

Day	Activities
Monday	1 p.m. arrive in London
Tuesday	10 a.m. shopping 2 p.m. the British Museum
Wednesday	12 p.m. London double-decker bus 2 p.m. Buckingham Palace
Thursday	10 a.m. Big Ben 8 p.m. London By Night Walking Tour <i>Cancelled! Freezing!</i>
Friday	7 p.m. Football match! Chelsea vs. Arsenal!
Saturday	9 a.m. airport, fly home

Phrase Book

Talking about present activities

- I'm in
- Right now, I'm + *-ing*.
- I'm + *-ing* at the moment.

Talking about past activities

- A few days ago, I went to
- We saw ... yesterday.
- I've already been to the History Museum.
- We haven't visited the zoo yet.
- I've just eaten the most amazing meal!

Talking about future activities

- Next week I'm going to go on a river cruise.
- Tomorrow morning we're taking the train to Venice.

6 Imagine you are on a school trip abroad. Write a postcard to your family and tell them:

- what you are doing
- what you have done
- what you're going to do before you return home

Write 50–120 words.

Pocztówka

Pocztówki zwykle są wysyłane do członków rodziny, przyjaciół lub znajomych. Ten typ wypowiedzi wymaga uwzględnienia stałych elementów, takich jak: miejsce i data, formuła powitalna i pożegnalna oraz adres odbiorcy. Tekst jest dość krótki – zazwyczaj to tylko jeden akapit, czasem dwa.

- Tekst pocztówki zawiera opis wrażeń z pobytu w jakimś miejscu, czynności przeszłych, teraźniejszych i przyszłych, dlatego należy używać charakterystycznych określeń dla czasów, np. *last week, already, now, tomorrow*.
- Tekst pocztówki powinien być napisany językiem nieformalnym, który charakteryzują wyrażenia potoczne i formy skrócone czasowników:
 - wyrażenia potoczne, np. *How are you?*
 - formy skrócone czasowników, np. *I'm, I'll, It's*.

Plan

Miejsce i data: *Anchorage, 15th Sept*

Zwrot powitalny

Dear Martha / Hi Sam! / Hello Robert,

Tekst (1–2 akapity)

Rozpocznij uprzejmym zwrotem, skierowanym do adresata, np. *How are you?, How's life?*

Następnie przejdź do opisu wrażeń z miejsca, w którym aktualnie przebywasz.

Zakończenie i zwrot pożegnalny

Zakończ, zwracając się do adresata, np. *I'll tell you more when we get back*. Dodaj zwrot pożegnalny, np. *That's all for now. / See you soon! / Love, / Take care*, Pamiętaj, aby się podpisać. Wystarczy samo imię.

W tekście modelowym zastosowano:

- **Present continuous:** dla opisanie czynności wykonywanych w danej chwili, np. *I'm writing to you*.
- **Present continuous:** dla opisanie czynności, które są zaplanowane na niedaleką przyszłość, np. *Tomorrow we're driving south*.
- **Past simple:** dla opisanie czynności przeszłej dokonanej, np. *We arrived on Monday*.
- **Present perfect simple:** dla opisanie czynności, która dopiero co się zakończyła, np. *We've just visited Alaska Zoo*.
- **be going to:** dla opisanie planów na przyszłość, np. *I'm going to take loads of photos*.

prosty zwrot powitalny → Hi Phoebe

uprzejmy zwrot, skierowany do adresata → How are you? I'm writing to you from Anchorage, in Alaska!

język nieformalny – skrócone formy czasowników → I told you I love holidays in cold places!!

słownictwo i zwroty z języka potocznego → We arrived on Monday. On Tuesday morning we went to the Anchorage Museum. Unfortunately, it rained all afternoon, so we couldn't go on the guided coastal walk. Yesterday it was sunny, so we went on a bike ride. It's so beautiful here, but I was exhausted at the end of the day. We've just visited Alaska Zoo. The brown bears were amazing! Tomorrow we're driving south to a town called Whittier, where we're going to get on a boat and start our 26-Glacier cruise. I can't wait!

prosty zwrot pożegnalny → I'm going to take loads of photos!

I'll tell you more when we get back.

Love,
Lucy

miejsce i data → Anchorage, 15th Sept

zwrot powitalny → Hi Phoebe

tekst (1–2 akapity)

To: Phoebe Watkins
23 St Peter's Road
Birmingham
B14 2HL
U.K.

zakończenie → Love,
zwrot pożegnalny →
podpis → Lucy

uzupełnij dane i adres odbiorcy

Sprawdź poprawność swojej wypowiedzi

- Czy wpisałeś / wpisałaś miejsce i datę na pocztówce?
- Czy napisałeś / napisałaś słowa powitania i pożegnania oraz adres odbiorcy?
- Czy tekst pocztówki jest krótki – jedno- lub dwuakapitowy?
- Czy język tekstu jest nieformalny? Czy zawiera formy skrócone czasowników, wyrażenia potoczne?
- Czy użyłeś / użyłaś zróżnicowanych czasów i struktur gramatycznych?

3 Review

- 1 Make adjectives out of the words in the box. Complete sentences 1–5 with either the noun or the adjective. Write the answers in your notebook.**

fog ice rain storm wind

- There is a lot of ? today, and my beach umbrella keeps blowing over. It is really ?.
- I don't like riding my bike when it is ? because I can't see very well. I think there will be ? all the way home on this road.
- When a ? breaks, I like to stay at home because I don't want to be outside in the wind and rain. ? weather is the perfect time to read a book or spend time indoors with my family.
- There are a lot of ? days in the UK in autumn. I take my umbrella every time I go out in the ?.
- In winter the streets can be ?, and drivers have to be very careful. However, we always enjoy it when there is ? on the lake because we can go skating.

- 2**  **55 Listen to Michelle and Brian talking about the weather. Decide if sentences 1–6 are true (T) or false (F).**

- Brian likes winter more than summer. ?
- Michelle likes cold weather. ?
- Brian likes to look around while he is swimming. ?
- Michelle doesn't worry about getting hurt when swimming. ?
- Michelle and Brian never swim during a thunderstorm. ?
- Brian likes surfing more than skiing. ?

- 3 Complete sentences 1–7 with the correct form of the words in the box. Write the answers in your notebook.**

heavy short bad dry cold slow good

- In Poland, it is ? in winter than it is in summer.
- Both of my brothers are very good at football. Billy plays the game as ? as Johnny.
- The traffic is moving ? this afternoon than it did this morning. There are too many cars on the road.
- In December the days are ? than they are in July.
- We have had no rain for months. It is as ? as in a desert.
- It is raining outside. This is ? rain I have ever seen.
- The weather has not been good. In fact, it is ? I can remember.

- 4 Complete sentences 1–5 with the comparative or superlative form of the words in brackets. Change the adjectives into adverbs if necessary. Write the answers in your notebook.**

- I love the weather in Portugal. It is always ? than it is in the UK during the summer. I think the weather in Portugal is ?. (*good*)
- The wind is much ? than it was yesterday. Today we have ? wind I can remember. (*strong*)
- Always beware of tornadoes. They are much ? than storms. One of ? tornadoes was the *Tri-State Tornado* which hit the USA in 1925. (*dangerous*)
- It rained all day yesterday, but today the weather is even ? because it is also windy and cold. It is ? weather so far this month. (*bad*)
- I think that my dad sings ? than I. My dad sings ? of all the people I know. He could be a professional! (*good*)

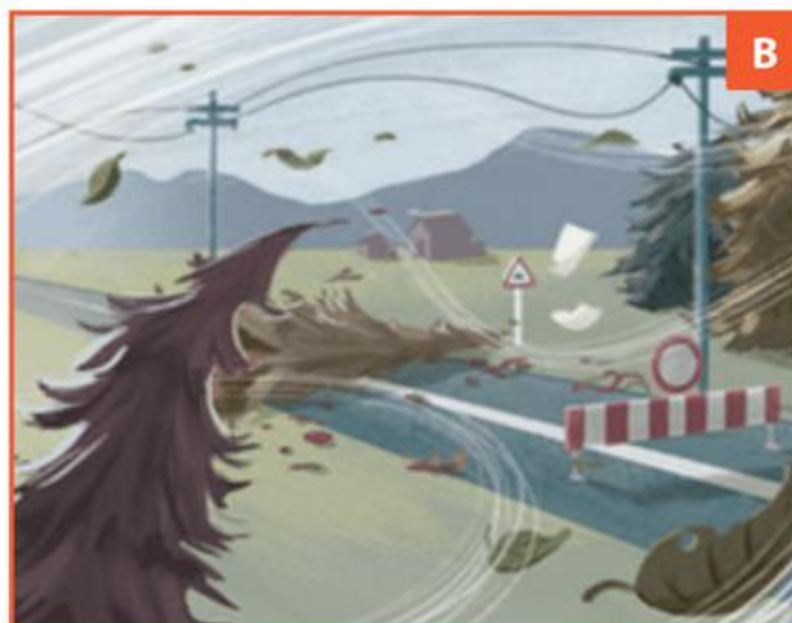
- 5**  **Choose a category for your partners and roll the dice. Your partners must compare two of the people / things from the category that corresponds to the number on the dice. After comparing, give your partners one more word so that they can make a sentence that uses a superlative adjective.**

WEATHER	OBJECTS	PEOPLE	SURPRISE
1 summer / spring	1 cash / card	1 teachers / parents	1 eating / ?
2 winter / autumn	2 ebook reader / book	2 singer / actor	2 shopping / ?
3 Africa / Iceland	3 TV / laptop	3 Justin Bieber / Taylor Swift	3 texting / ?
4 Poland / Russia	4 trainers / elegant shoes	4 Robert Lewandowski / Cristiano Ronaldo	4 talking on the phone / ?
5 January / June	5 jacket / coat	5 my dad / my mum	5 walking a dog / ?
6 September / December	6 ball / bike	6 Harry Potter / Hermione Granger	6 hugging / ?

Rozumienie ze słuchu

1  ⁵⁶ Usłyszysz dwukrotnie trzy wypowiedzi. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych wypowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.

1 Which weather conditions is the man describing?



2 What is the weather forecast?



3 Which month is the woman talking about?



2  ⁵⁷ Usłyszysz dwukrotnie prognozę pogody. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w poniższej notatce. Zapisz odpowiedzi w zeszycie.

Weather forecast

- Day: Saturday, 3rd (1) ?
- Temperature: (2) ?
- Unusual rain: in the (3) ?
- 'Blood rain' leaves: (4) ? dust everywhere
- The wind blows the dust: (5) ? miles from the Sahara desert

3  ⁵⁸ Usłyszysz dwukrotnie wypowiedź o pogodzie. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–3. Zapisz odpowiedzi w zeszycie.

- 1 Which part of Europe is going to be colder?
- 2 What is the temperature going to be in Italy?
- 3 Will it rain in London?

?

?

?

Znajomość funkcji językowych

4 Wpisz w każdą lukę (1–2) brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne dialogi. Zapisz odpowiedzi w zeszycie.



3 Skills Checkpoint

5 Uzupełnij dialogi 1–3. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Zapisz odpowiedzi w zeszycie.

- 1 A: What weather ? ?
B: I like warm, sunny days in spring.
- 2 A: ? to the zoo yet?
B: Yes, we went there on Sunday.
- 3 A: What did they say in the weather forecast?
B: Tomorrow Kraków ? colder than Gdańsk.

Rozumienie tekstów pisanych

6 Uzupełnij luki 1–3 w tekście pocztówki zgodnie z treścią ulotki oraz mapy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

Hi Igor,

I'm having a great time here in the Pieniny mountains. It's a fantastic place. We climbed up the hills yesterday, which was easier than I had thought it would be and then, we went on a (1) ? on the river. The guides were really funny and told us lots of jokes.

Later, we had some local food at a (2) ? near the river. It was all really tasty, so we plan to go again! The only problem we had was with the weather. They said it would be sunny, but it was (3) ? all day. I suppose we were lucky though, because it was really windy in the east of Poland. How is your holiday going?

See you soon, Asia



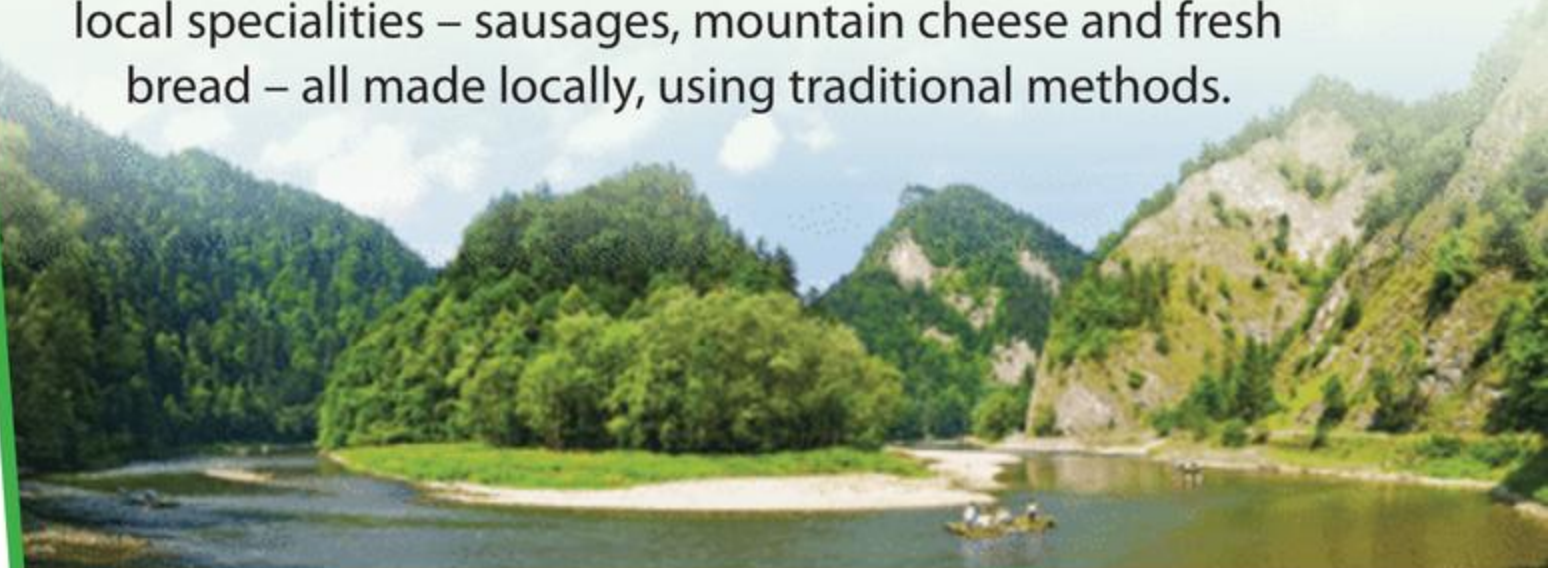
Border Rafting Trips

Enjoy an exciting trip down the Dunajec river on one of our wooden rafts.

We guarantee:

- beautiful views of the Pieniny mountains,
- a relaxing time on the cool waters of the river.

After the trip, join us at our riverside camp to try some local specialities – sausages, mountain cheese and fresh bread – all made locally, using traditional methods.



Book online at dunajecrafting.pl or call us on 493 754 062.

7 Przeczytaj tekst. Odpowiedz na pytania 1–3 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując odpowiedzi w luki. Zapisz odpowiedzi w zeszycie.

New Zealand Weather

New Zealand has a lot of sunshine all year round, with the best months being from December to February. This is probably the most popular time of year to visit and enjoy the summer sunshine.

The weather in New Zealand can change very quickly, so tourists should be prepared for different weather conditions. A cold front can suddenly come in from the ocean, and the weather can change dramatically. Compared to other places, though, the country does not have much rain, and some places have over 2000 hours of sunshine a year.

Every season of the year has its own special attractions in New Zealand. Winter brings a lot of snow to the mountains on both islands, with excellent opportunities for skiing. Summer has lovely warm weather and is perfect for water sports at one of the many beautiful beaches. If you like rafting, spring is the best time to visit, when the rivers are high and fast flowing. Autumn is cool, but you can still swim in some places, and the views are amazing.

- 1 What is the best time to visit New Zealand?
You should go there between ?.
- 2 How much rain is there?
There isn't ?.
- 3 What sports can you do at different times of the year?
In New Zealand you can ?.

Znajomość środków językowych

- 8 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4: A, B albo C. Zapisz odpowiedzi w zeszycie.

Bad Luck

My brother broke his leg last year. He was with his best friends in the forest, jumping over things and climbing trees. He wanted to be (1) ? and faster than his friends. He looked for the (2) ? rock and climbed it. He got to the top and then, he jumped off. Unluckily, there were lots of fallen leaves on the ground, and more rocks were hidden under them. He felt a sudden, sharp pain and he was unable to walk – his leg was broken. He (3) ? to hospital and his leg was put in plaster. He was (4) ? in hospital for three weeks.

- | | | |
|---------------|------------|------------|
| 1 A the best | B well | C better |
| 2 A high | B higher | C highest |
| 3 A was taken | B is taken | C was took |
| 4 A keep | B kept | C kepted |

- 9 Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją. Zapisz odpowiedzi w zeszycie.

In the picture there is a scene in the countryside. In the foreground, there is a big field of green (1) ? with bushes and trees next to it. At the top of the picture, there are many dark (2) ? covering the sky. The photograph also shows the moment when a flash of (3) ? appeared in the sky. Looking at the background, we may say that the weather is going to (4) ? because sky looks much better and brighter further away, and the sun will probably come out in a few minutes.

- 10 Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach, tak aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 The weather in Poland ? (be / bad) the weather we had in the past.
- 2 My mum told me a story about ? (the / freeze) day in the history of our region.
- 3 Yesterday it was ? (as / warm) it is today.
- 4 Temperatures in the summer ? (not / as) high here as they are in your country.
- 5 Have you ever heard thunder ? (loud / than) this?

Tworzenie wypowiedzi pisemnej

- 11 Jesteś na wakacjach. Napisz tekst pocztówki, którą wyślesz babci. Na kartce opis:

- gdzie byłeś / byłaś i co robiłeś / robiłaś,
- czym się obecnie zajmujesz,
- co zamierzasz robić w ciągu najbliższych kilku dni.

Rozwiń swoją wypowiedź w każdym z trzech podpunktów. Pamiętaj, że długość tekstu powinna wynosić od 50 do 120 słów. Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.



(n) – noun / rzeczownik
(v) – verb / czasownik
(adj) – adjective / przymiotnik
(adv) – adverb / przysłówek

(conj) – conjunction / spójnik
(prep) – preposition / przyimek
(det) – determiner / określnik
(phr) – phrase / wyrażenie

THE WEATHER

boiling (adj)	/ˈbɔɪlɪŋ/	gorąco, upalnie
bright (adj)	/braɪt/	jasny, jaskrawy
cloud (n)	/klaʊd/	chmura
cloudy (adj)	/ˈklaʊdi/	pochmurny
cool (adj)	/ku:l/	chłodny
dark (adj)	/dɑ:(r)k/	ciemny
deep (adj)	/di:p/	głęboki (np. śnieg)
dust (n)	/dʌst/	kurz, pył
fog (n)	/fɒg/	mgła
foggy (adj)	/ˈfɒgi/	mglisty
freezing (adv)	/ˈfri:zɪŋ/	przeziębienie zimno
ice (n)	/aɪs/	lód
icy (adj)	/ˈaɪsi/	lodowaty
light (adj)	/laɪt/	jasny
rain (n)	/reɪn/	deszcz
rainy (adj)	/ˈreɪni/	deszczowy
sandstorm (n)	/ˈsæn(d),stɔ:(r)m/	burza piaskowa
snow (n)	/snəʊ/	śnieg
snowfall (n)	/ˈsnəʊfɔ:l/	opady śniegu
snowy (adj)	/ˈsnəʊi/	śnieżny (np. dzień)
storm (n)	/stɔ:(r)m/	burza, nawałnica
stormy (adj)	/ˈstɔ:(r)mi/	burzowy, sztormowy
sunny (adj)	/ˈsʌni/	słoneczny
sunshine (n)	/ˈsʌnˌʃaɪn/	światło słoneczne
warm (adj)	/wɔ:(r)m/	ciepły
wind (n)	/wɪnd/	wiatr
windy (adj)	/ˈwɪndi/	wietrzny

THE SEASONS

autumn (n)	/ˈɔ:təm/	jesień
spring (n)	/sprɪŋ/	wiosna
summer (n)	/ˈsʌmə(r)/	lato
winter (n)	/ˈwɪntə(r)/	zima

DIRECTIONS

east (n)	/i:st/	wschód
north (n)	/nɔ:(r)θ/	północ
south (n)	/sauθ/	południe
southerly (adj, adv)	/ˈsʌðə(r)li/	południowy (np. wiatr)
west (n)	/west/	zachód

NATURAL DISASTERS

bush fire (n)	/bʊʃ ˈfaɪə(r)/	pożar buszu
disaster (n)	/dɪˈzɑ:stə(r)/	katastrofa
drought (n)	/draʊt/	susza
flood (n)	/flʌd/	powódź
lightning (n)	/ˈlaɪtnɪŋ/	błyskawica, piorun
thunder (n)	/ˈθʌndə(r)/	grzmot

COMPARATIVE ADJECTIVES & ADVERBS

a bit (adv)	/əˈbɪt/	trochę (np. lepszy)
a little (adv)	/əˈlɪt(ə)l/	trochę (np. lepszy)
a lot (adv)	/əˈlɒt/	o wiele (np. lepszy)
bad (adj)	/bæd/	zły
badly (adj)	/ˈbædli/	źle
better (adv)	/ˈbetə(r)/	lepiej
easier (adv)	/ˈi:ziə(r)/	łatwiej
easily (adv)	/ˈi:zɪli/	łatwo
easy (adj)	/ˈi:zi/	łatwy
fast (adj)	/fɑ:st/	szybki
fast (adv)	/fɑ:st/	szybko
faster (adv)	/ˈfæstə(r)/	szybciej

much (adv)	/mʌtʃ/	o wiele (np. lepszy)
slightly (adv)	/ˈslaɪtli/	trochę (np. lepszy)
slow (adj)	/sləʊ/	wolny
slower (adv)	/ˈsləʊə(r)/	wolniej
slowly (adv)	/ˈsləʊli/	wolno
strong (adj)	/strɒŋ/	silny
stronger (adj)	/ˈstrɔ:ŋə(r)/	silniejszy
strongly (adv)	/ˈstrɔ:ŋli/	intensywnie (np. czuć)
well (adv)	/wel/	dobrze
worse (adv)	/wɜ:(r)s/	gorzej

OTHER WORDS

address (n)	/əˈdres/	adres
buried (adj)	/ˈberɪd/	zakopany, pogrzebany
collapse (adj)	/kəˈlæpst/	runąć, zawalić się
date (n)	/deɪt/	data
ending sentence (n)	/ˈendɪŋ sentəns/	końcowe zdanie
greeting (n)	/ˈgri:tɪŋ/	powitanie, przywitanie
heater (n)	/ˈhi:tə(r)/	grzejnik
injured (adj)	/ˈɪndʒə(r)d/	ranny
sign off (n)	/saɪn ɒf/	zwrot pożegnalny
somehow (adv)	/ˈsʌmhaʊ/	jakoś
stamp (n)	/stæmp/	zaczek (pocztowy)
starting sentence (n)	/ˈstɑ:tɪŋ ˈsentəns/	zdanie początkowe
sting (v)	/stɪŋ/	ukąsić, użądlić
trapped (adj)	/ˈtræpt/	w pułapce, zaklinowany

USEFUL EXPRESSIONS

ASKING FOR WEATHER INFORMATION

When will there be snow?	Kiedy spadnie śnieg?
Will it rain on Monday?	Czy będzie padać w poniedziałek?
Which city has the warmest weather?	W którym mieście jest najcieplej?
What will the temperature be in ... ?	Jaka będzie temperatura w ... ?
Which city has the best weather?	W którym mieście jest najlepsza pogoda?

GIVING WEATHER INFORMATION

It's cold and wet in Paris and Amsterdam.	W Paryżu i Amsterdamie jest zimno i mokro/deszczowo.
London is as sunny as Rome today.	W Londynie jest dziś tak samo słonecznie jak w Rzymie.
Miami will be hotter than Chicago.	W Miami będzie goręcej niż w Chicago.
On Saturday Madrid will be colder than Athens.	W sobotę w Madrycie będzie zimniej niż w Atenach.
There will be more rain in Oslo than in Stockholm.	W Oslo będą większe opady niż w Sztokholmie.

TALKING ABOUT PRESENT ACTIVITIES

I'm (working) at the moment.	(Pracuję) w tym momencie.
I'm in ...	Jestem w ...
Right now, I'm (working).	Teraz (pracuję).

TALKING ABOUT PAST ACTIVITIES

A few days ago I went to ...	Kilka dni temu byłem / byłam w ...
I've already been to ...	Już byłem / byłam w ...
I've just eaten the most amazing meal.	Właśnie zjadłem / zjadłam najbardziej niezwykle danie.
We haven't visited the zoo yet.	Nie byliśmy / byłyśmy jeszcze w zoo.
We saw ... yesterday.	Widzieliśmy / Widziałyśmy ... wczoraj.

TALKING ABOUT FUTURE ACTIVITIES

Next week I'm going to go on a river cruise.	W następnym tygodniu wybieram się na rejs po rzece.
Tomorrow morning we're taking the train to Venice.	Jutro rano jedziemy pociągiem do Wenecji.

4 The World Around Us

- Reading:** I can understand long texts and short texts about environmental protection.
- Vocabulary:** I can use words and phrasal verbs related to the environment. I can use the correct preposition before or after particular verbs. I can name different kinds of animals.
- Grammar:** I can put adjectives in the correct order in a sentence. I can form and use adjectives ending in *-ing* and *-ed*.
- Listening:** I can understand conversations about a day out in the country. I can analyse questions and possible answers to them before listening to a conversation.
- Speaking:** I can use question words to talk about waste.
- Writing:** I can write an email containing questions to a friend.

A woman walking on a suspension bridge in the Aiguebelle National Park, Quebec, Canada

New words and phrases

- | | | | | |
|------------------|--------------------|--------------------|-------------------|--------------|
| • aggressive | • cage | • safety equipment | • on the ground | • die out |
| • cute | • desert | • seed | • out of water | • dry up |
| • extinct | • electric vehicle | • snail | • mislead | • go back |
| • furry | • food miles | • volunteer | • grow plants | • go down |
| • massive | • heights | • zip wire | • ride a Segway | • look for |
| • scary | • moonlight | • at risk | • stay alive | • run out of |
| • animal welfare | • nest | • in danger | • water the seeds | • turn off |
| • branch | • rainforest | • in trees | • cut down | • use up |
| • butterfly | • rope bridge | • on land | • deal with | |

- 1 Look at the animals in the pictures: a panda, a sea turtle and a polar bear. What do they have in common?



- 2 Match the adjectives (1–8) with the meanings (A–H).

- | | |
|----------------|--------------------------|
| 1 cute ? | A attractive or sweet |
| 2 furry ? | B unusual |
| 3 funny ? | C angry or violent |
| 4 aggressive ? | D frightening |
| 5 strange ? | E no longer existing |
| 6 scary ? | F very big |
| 7 extinct ? | G covered with soft hair |
| 8 massive ? | H making you laugh |

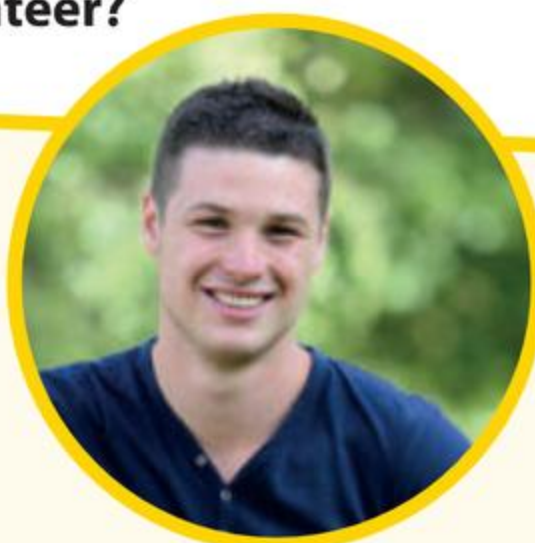
- 3 59 Listen and check your answers.

- 4 Talk about the animals in Exercise 1 using the words in Exercise 2.

- 5 Read the article by Jake Nicols. Why did he decide to become a volunteer?

Why I Became a Volunteer

by Jake Nicols



I never cared about animals or the environment, but when I read that pandas and polar bears could soon **become extinct**, I changed my mind. That's why I decided to help. I love the sea, so I joined an organisation in Spain that **protects** *Caretta caretta*, the loggerhead turtle. They were looking for **volunteers**, so I flew there in the summer to help.

I became very interested in loggerhead turtles and learned a lot about them. They are disappearing because people are building homes or hotels near the sandy beaches where the turtles lay their eggs. That's why they are at risk of becoming endangered. Also, baby turtles sometimes need the **moonlight** to **return** to the sea, but if there is a town near the beach, the aggressive town lights **mislead** the baby turtles and they never reach the sea. Plus, loggerhead turtles

- 6 Read the article again and match each picture with the correct description.

First swim Helping them reach the water
Finding the eggs Protecting the nest



Word Focus

volunteer: a person who works without pay

moonlight: the light from the Moon

mislead: to make someone believe something that is not true

cage: a box with bars instead of walls, where animals are sometimes kept

nest: a place made by birds to keep their eggs

sometimes accidentally eat colourful plastic rubbish because it looks like a fish, and they die as a result. They need clean, unpolluted seas and beaches to **survive**.

I had an interesting job. Every day, I **searched for** turtle nests and counted the eggs in them. I was fascinated by the process. Then, I put funny wooden **cages** around the **nests** to protect them. At night, I checked the beach to make sure that no animals were trying to eat the eggs. I also cleaned the beach and helped the cute, little baby turtles **reach** the scary ocean. I was never bored there.

The best day was when some baby turtles walked slowly towards the water. It was fascinating to be able to observe them. I watched closely, ready to help if one went the wrong way. When the beautiful, tiny babies entered the water and swam away, they were no longer in danger. I felt like crying because I was so happy because I could help them.

- 7 Read the *Skills Explorer* and decide which tip is best for you.

Skills Explorer



Wybór wielokrotny – wyszukiwanie konkretnych informacji

- Jeśli potrzebujesz konkretnych informacji, odszukaj kluczowe wyrazy w zadaniach, a następnie w głównym tekście odszukaj informacje z nimi związane.
- Jeżeli wybór wielokrotny dotyczy dwóch tekstów, przeanalizuj oba, aby upewnić się, że pasują do odpowiedzi.

- 8 Now complete the *Skills Booster* task.

Skills Booster

Przeczytaj jeszcze raz artykuł Jake'a. W zadaniach 1–6 z podanych odpowiedzi wybierz właściwą: A, B lub C. Zapisz odpowiedzi w zeszycie.

- 1 **Jake decided to help**
A because he loves the sea.
B so that he could visit Spain.
C after he had discovered some facts.
- 2 **Caretta caretta is the name of**
A an animal.
B an organisation.
C a place.
- 3 **Sandy beaches are important because**
A people like swimming there.
B nice buildings are often located there.
C turtles leave their eggs there.
- 4 **Baby turtles**
A can get lost.
B prefer towns.
C avoid bright lights.
- 5 **On the beach, Jake**
A counted nests.
B protected eggs.
C gave food to other animals.
- 6 **When the baby turtles left the nest, Jake felt**
A helpful but sad.
B happy and helpful.
C sad and happy.

- 9 Replace the words in bold in sentences 1–6 with one of the words that appears in bold in the article. Make any necessary changes to the word form. Write the answers in your notebook.

- 1 If pandas **die out**, I'll be very sad.
- 2 Animals need a safe environment to **stay alive**.
- 3 It is important that we **keep** all animals **safe**.
- 4 Some birds **go back** to the same place every summer.
- 5 It's terrible that some hunters **look for** lions and kill them.
- 6 How did the baby elephant **get to** the river?

- 10 60 Listen and check your answers.

- 11 Read the texts below and choose the correct answer: A, B or C.

- 1 Both texts are about
A helping animals.
B the origin of turtles.
C one particular species of turtle.

Ninja Turtles help the world.

Now you can help turtles. Join our organisation to help protect these beautiful, tiny green creatures. You can help by protecting loggerhead turtle eggs and keeping beaches and the sea clean.

For more information call
929241-4890-23 and ask for Theresa.

The population of loggerhead turtles is going down. These animals are really fascinating, so people are becoming more and more interested in the species. They can weigh up to 160 kg and their name comes from their large, powerful heads. They can be found in Greece, Turkey, Spain and Libya.

- 12 You are a journalist. Based on the information in the text, write five questions for Jake to answer in an interview. Then, play the role of a journalist and ask Jake the questions. Take turns.

Ideas Focus

- 'We should give money to help people, not animals.'
Do you agree? Why? / Why not?
- Would you like to become a volunteer in order to protect animals?
Why? / Why not?



- 1 61 Listen to the words below and repeat them. Then, match them with the pictures.

desert lake mountain ocean rainforest river



- 2 Do you know the names of any Polish lakes and rivers? Are there any deserts in Poland?

- 3 Complete the sentences with the words in Exercise 1. Write the answers in your notebook.

- 1 People still ride camels across the Sahara ?.
- 2 The tourists sailed down the ? Nile on a boat.
- 3 Kilimanjaro is the highest ? in Africa.
- 4 Hawaii is a tropical island in the Pacific ?.
- 5 ? Como in Italy is surrounded by some beautiful architecture.
- 6 The Amazon ? is home to millions of animals.

- 4 What phrasal verbs do the pictures represent?



- 5 Choose the correct phrasal verb. Write the answers in your notebook.

Environment Fact Sheet

- Every year we (1) *cut down* / *fall down* more than 20,000 km² of rainforest.
- In many places, it hasn't rained for a very long time, and some rivers have (2) *dried up* / *given up*.
- The animals in these places are dying, so their numbers are (3) *moving down* / *going down*.
- We must save these animals now; we are (4) *finishing with* / *running out of* time.
- We are (5) *bringing up* / *using up* all of the planet's natural resources.
- It's a big problem, so we must all learn how to (6) *deal with it* / *fix it up*.
- Here's a simple thing you can do: (7) *turn off* / *switch off* the tap while brushing your teeth.

- 6 Complete the gaps in the sentences with *at*, *in*, *of*, *on* or *to*. Write the answers in your notebook.

- 1 Pandas are ? risk of disappearing because of the damage ? their environment.
- 2 Penguins spend their lives ? land and ? water.
- 3 Fish cannot survive out ? water. They will live for only a few minutes ? most.
- 4 So many animals are ? danger. Look at all of the species ? this list.
- 5 Monkeys live ? trees. They jump from one to another, but they also walk ? the ground.

- 7 62 Listen and check your answers.

- 8 Complete these questions. Write two more questions. Take turns asking and answering them.

- 1 Is it better to have a house ? land or ? trees?
- 2 Have you ever been ? danger? When?
- 3 Have you ever realised you are ? of money when shopping? What did you do?
- 4 Do you turn ? the light when you leave a room?
- 5 Have you ever run ? time during a test? Why?

Ideas Focus

- Do you worry about the environment? Why? / Why not?
- Is your government doing enough to help the environment? Why? / Why not?



Order of adjectives

Kiedy przed rzeczownikiem występuje więcej niż jeden przymiotnik, zazwyczaj zachowana jest odpowiednia **kolejność przymiotników** (the order of adjectives):

opinia	great	beautiful
rozmiar	little	long
wiek	old	new
kształt	square	rectangular
kolor	red	white
narodowość / pochodzenie	Chinese	Egyptian
materiał	wooden	cotton
rzeczownik w funkcji przymiotnika	music	bath
rzeczownik	box	towel

Examples: ... *loggerhead turtles sometimes accidentally eat **colourful plastic** rubbish. Then, I put **funny wooden** cages ...*

← Reading reference p 60

Przymiotniki wyrażające opinie stawiamy dalej od opisywanego rzeczownika, np. **great** wooden box. Przymiotniki odnoszące się do faktów stawiamy bliżej opisywanego rzeczownika, np. **great round wooden** box.

1 Find the adjectives in sentences 1–4. Then, match them with the following categories: 1 origin / nationality, 2 general opinion, 3 shape, 4 age, 5 size, 6 colour, 7 noun used as an adjective, 8 material. Write the answers in your notebook.

- There were some horrible, old plastic fishing nets on the beach.
- I found a broken wooden garden chair.
- We saw a giant, old Chinese temple.
- I put it in a big orange rectangular plastic litter bin.

2 **63 Listen and check your answers.**

3 Write these adjectives about a lunchbox in the correct order in your notebook.

blue metal old Chinese square little special

4 Think of one of your personal possessions. In your notebook, describe it with as many adjectives as possible. Put the adjectives in the right order.

5 Put two or three adjectives in the box in the correct order to describe the pictures in A–D. You can use your own adjectives. Write the answers in your notebook.

busy cute pretty ugly polluted modern
little round red furry tall wooden



A



B



C



D

6 Read the description below and guess which picture in Exercise 5 it is about. Then, complete the Skills Booster task.

Skills Booster

Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Zapisz odpowiedzi w zeszycie.

A tall B clear C black D modern
E angry F old

In the picture, there aren't many details. At the front of the picture, we can see a (1) , (2) skyscraper with many small windows. The colour of the building is mostly white, but there are many different shades and some parts of the building are orange. Above the building there is a beautiful, (3) blue sky with no signs of bad weather.

7 Roll the dice and describe some of the things in the classroom or in your bags. Use as many adjectives as there are dots on the dice. Your partner must guess what you are describing.

Example

A: It's a big, flat rectangular white thing.
B: The whiteboard.

- 1  Describe the similarities and differences between the pictures in A–C. Have you ever tried any of these activities?



- 2 Answer these questions about the pictures.

- Which picture shows **safety equipment** and **a zip wire**?
- Which picture shows **an electric vehicle**?
- Which picture shows **heights** and **a rope bridge**?

- 3  64 Listen to three conversations. Which activity in Exercise 1 is being discussed in each conversation?

- Conversation 1
- Conversation 2
- Conversation 3

- 4  65 Listen to the first part of a conversation between Sally and Jake about a day in the country. Which activity in Exercise 1 are they going to do?

- 5 Match questions 1–7 with answers A–G. Write the answers in your notebook.

- | | |
|--|------------|
| 1 What time does it open? <input type="text"/> | A 40 kilos |
| 2 How long does it take? <input type="text"/> | B 2 hours |
| 3 How much does she weigh? <input type="text"/> | C £20 |
| 4 How old is your big sister? <input type="text"/> | D 9 a.m. |
| 5 What time does it close? <input type="text"/> | E 5 p.m. |
| 6 Can I wear my own helmet? <input type="text"/> | F No |
| 7 How much does it cost? <input type="text"/> | G 14 |

- 6 Read the *Skills Explorer* and decide which tip is best for you.

Skills Explorer



Wybór wielokrotny

- Wyobraź sobie, jakie treści powinny znaleźć się w nagraniu, aby poprawną odpowiedzią było odpowiednio A, B lub C.
- Pamiętaj, że o liczbach, regułach czy czasie można mówić na wiele sposobów.
- Podczas drugiego słuchania nagrania sprawdź swoje odpowiedzi.

- 7  66 Now complete the *Skills Booster* task.

Skills Booster

Usłyszysz dwukrotnie całą rozmowę Sally i Jake'a o wycieczkę do lasu. W zadaniach 1–5 z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.



- Who is afraid of heights?
A Sally B Jake C Sally and Jake
- They will start the 'Segway Safari' at
A 10.20 a.m. B 11.40 a.m. C 1.00 p.m.
- The 'Segway Safari' trip lasts
A an hour and twenty minutes.
B an hour.
C twenty minutes.
- For the trip, you must
A borrow a helmet.
B rent a helmet.
C bring your own helmet.
- To go on the 'Segway Safari', you must weigh
A 10 kilos.
B between 40 and 45 kilos.
C 45 kilos or more.

- 1  Discuss the meaning of the words / phrases below. What effect does the food we eat have on the environment?

animal welfare chemicals food miles waste

- 2 Read the conversation between Sue and a journalist. Where is it taking place?

J: Hello! Why are you protesting here in front of this factory?

S: Well, we are shocked by the inhumane policies that the company has.

J: Can you give any examples?

S: First of all, their products are tested on animals, which is one of our biggest concerns regarding animal welfare. Secondly, it promotes cruelty to animals.

J: Does the company website clearly say they do it?

S: Yes, it does. It's written in the small print.

J: How long do you plan to protest?

S: Until someone from the company comes out to speak to us and promises us that there will be changes made to their policies.

J: Is there anything else you find worrying?

S: Mostly the amount of food waste around the world.

J: How much food is wasted?

S: Around 1.3 billion tons of food is wasted globally each year.

J: Why is it so much?

S: Well, supermarkets don't give away the food they don't sell, they throw it away. The country also exports food, which results in thousands of food miles.

- 3 Read the conversation again. Answer the questions in your notebook.

1 How did Sue learn about the company's bad practices?

2 How long are the people planning to stay there?

3 What two problems does Sue mention to the journalist?

Dialogue Word Box

clothes • things • objects • planet's resources •
natural resources • planet • environment •
supermarket • grocery shop • clothes shop •
vegetables • fruit • dresses • bags

- 4  Listen to the dialogue and repeat it. Then, act it out changing the words in bold. Use the words in the *Dialogue Word Box*.



Phrase Book

Wh- questions

- Where is the ... ?
- Where can I buy ... ?
- Why do people waste so much food?
- What can you buy in your local shops?
- What is the cost of ... ?

Other questions

- How much food is wasted ... ?
- Is there a website ... ?
- Does the website ... ?

- 5  Correct the mistakes in these questions. Then, ask and answer them in turns.

- 1 How much food you do throw in the bin every week?
- 2 Why people buy more food than they need?
- 3 What could you to stop wasting food?
- 4 What the supermarkets should do to stop wasting food?

- 6  Student A p 148. Student B p 170.

- 1  Are you good at gardening? Do you sometimes take care of plants?
- 2  Choose the correct option in Gabby's Garden blog. Write the answers in your notebook.

Gabby's Garden Blog

It's very easy to (1) **grow** / **make** plants in your garden. Just follow these tips:

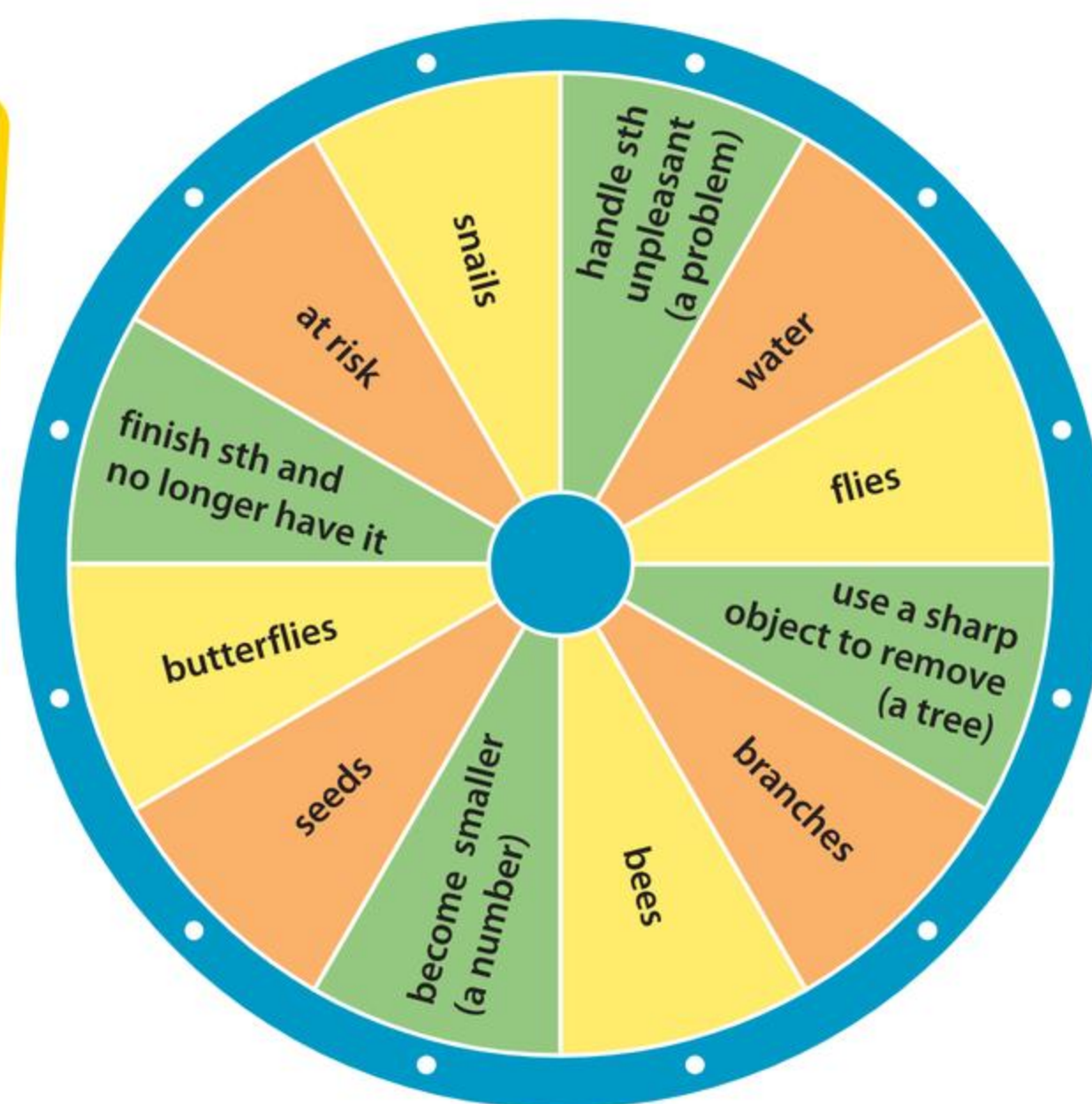
- First, you have to (2) **put** / **plant** some seeds.
- Then, you must (3) **water** / **wet** the seeds, especially if the weather is warm.
- In about a week, you will see the first small, green (4) **leaves** / **branches** coming up through the ground. Now all your plants need is sunlight and water.

Your plants will attract insects and other small creatures:

- (5) **Snails** / **Butterflies** are slow but they can eat your plants.
- (6) **Flies** / **Spiders** are scary and can even bite.
- (7) **Bees** / **Ants** can sting, but they also make honey.
- (8) **Snails** / **Flies** are annoying in the summer when you are outside.
- (9) **Ants** / **Spiders** work hard. If you look closely, you can see them carrying food across your garden.
- (10) **Bees** / **Butterflies** look very pretty in the garden. Some of them have wonderful colours.



- 4  Spin a pencil on the Wheel of Fortune. When you land on green – guess the phrasal verb, yellow – give a definition of the word, orange – use the word in a sentence. Take turns.



- 5 Now complete the **Skills Booster** task.

Skills Booster

Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 My grandparents have a dog. They have to take her for a walk **?** (*dwa razy dziennie*).
- 2 I have two rabbits. They live in a cage at home, but we sometimes let them out **?** (*w ogrodzie*).
- 3 **?** (*Jedynym zwierzakiem*) that my parents will allow me to have is a goldfish.
- 4 My uncle has a canary. It (*dużo śpiewa*), and I like feeding it.
- 5 We have a cat. She's cute and furry, but **?** (*często przynosi*) birds into the house!
- 6 My brother has a hamster in a cage **?** (*w swojej sypialni*). It has a wheel to exercise on.
- 7 One of my chores at home is **?** (*podlewanie roślin*). I enjoy it.
- 8 My friend told me he has a problem but he wants to **?** (*poradzić sobie z tym*) by himself.

- 3 Match the names of the animals with the pictures in A–C. Write the answers in your notebook. What other pets do you know?

guinea pig hamster rabbit



Ideas Focus

- 'Gardening is boring. It's a waste of time.' Do you agree? Why? / Why not?
- What could you do to help the environment? Will you do it? Why? / Why not?



Adjectives ending in -ing and -ed

Przymiotniki zakończone na -ed (adjectives ending in -ed) opisują odczucia osoby, np. *I got **interested** in the loggerhead turtle and learned a lot about them. I was never **bored** there.*

Przymiotniki zakończone na -ing (adjectives ending in -ing) opisują, jakie coś jest, np. *I had an **interesting** job. It was **fascinating** to be able to observe them doing that.*

← Reading reference p 60

🔔 Jeśli mówisz 'I am **boring**', to oznacza, że nudzisz innych ludzi! Gdy chcesz powiedzieć, że jesteś czymś znudzony / znudzona, powiedz 'I am **bored**'.

🔔 **Przymiotniki zakończone na -ing lub -ed** tworzymy od takich czasowników, jak *amaze, amuse, bore, excite, fascinate, frighten, interest, tire*.

- 1 **Copy the table into your notebook and complete it with the two adjective forms of the verbs above.**

Verb	Adjective -ing	Adjective -ed
amaze	?	?

- 2 🎧 **Listen and check. Then, repeat the words.**

- 3 👤 **Describe the photos with the adjectives in Exercise 1. Tell your partner how you feel about them.**



- 4 **Choose the correct option. Write the answers in your notebook.**

- The **frightening** / **frightened** gorillas ran away from the hunters.
- Seeing a gorilla up close can be very **frightening** / **frightened**.
- After the long walk through the forest, the explorers were **tired** / **tiring**.
- Walking through the thick rainforest is **tired** / **tiring**.
- We need volunteers to clean up the beach; please sign here if you are **interesting** / **interested**.
- This programme about the environment is not very **interesting** / **interested**.
- The view from the top of the mountain is **amazed** / **amazing**.
- I didn't expect the island to be so beautiful, but I was **amazed** / **amazing** when I saw it for the first time.

- 5 **Now complete the Skills Booster task.**

Skills Booster

Wykorzystując podane wyrazy, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–6). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- We were afraid of the Ghost Tunnel. **scared**
We ? of the Ghost Tunnel.
- The children were exhausted after the hiking trip. **tired**
The children ? after the hiking trip.
- We found the new film boring. **interested**
We ? in the new film.
- The dog looked scared when he saw us. **frightened**
When we came up to the dog, it ?.
- I found the book funny. **amused**
I ? the book.
- The boy in the audience doesn't look like the show is interesting. **bored**
The boy in the audience looks ? the show.

- 6 👤 **Take turns to mime people's emotions in certain situations in order for your class to guess how you are feeling. DO NOT use any sounds.**

Example

You are amazed!
This book is amazing.

An email to a friend

Forms Explorer

- Pisząc e-mail do koleżanki / kolegi, możemy używać języka nieformalnego i skróconych form czasowników, np. *can't*, *aren't*.
- Pamiętamy o przywitaniu i pożegnaniu, które w takim e-mailu są również nieformalne.
- W e-mailu warto nawiązać rozmowę, tj. nawiązać do poprzedniego e-maila od tej osoby i zadać jakieś pytanie.

1 Look at the fragments from two emails. Which of them is informal? Give examples.

1

Hello,
I am writing to inquire about the ecological habits of your family. My first question is if your family uses tap water for drinking or if you purchase bottled water?

2

Hi,
I'm writing to ask you about ecological habits in your family. Do you drink tap water or do you buy bottled water?

2 Transform sentences 1–5 into less formal ones. The phrases in the box may help. Write the answers in your notebook.

I'm afraid make Adam Sure isn't

- 1 Dear Sir, I would like to reply to your email.
- 2 Unfortunately, I cannot participate in your event.
- 3 You should not produce such a large amount of rubbish.
- 4 He is not a member of our club.
- 5 Of course, I will attend your meeting.

3 Find examples of the following in the email on the right. Write the answers in your notebook.

informal language shortened verbs
welcoming phrase goodbye phrase
reasons for writing questions

Hi Maggie,
Congratulations on passing all your exams. I'm sure you are really happy as a result. Anyway, I'm writing to ask you a few questions for my school report.

I know your family is crazy about ecology and promotes zero waste. That's why I'd like to ask you about your habits. I hope you can help me out. Do you drink tap water? If so, why do you think it's OK to drink? I'd also like to know how much rubbish you produce and what you do to reduce the amount of waste.

Thanks so much for your help. Hope to hear from you soon, Pola

4 Imagine your friend asks you these questions in the course of a conversation. In your notebook, write short answers to each of them (2, 3 sentences), using informal language.

- 1 How do you travel to school? Is it ecological?
- 2 How often do people in your family switch off the lights when they leave a room?
- 3 Do you think your lifestyle helps to protect the world? Why / Why not?

5 Write an email to your friend to find out how ecological her / his way of living is. In the email:

- ask about ways to save water
- ask if your friend's family is involved in these practices
- share some of your ideas about saving water

Write 50–120 words.

Phrase Book

Welcome phrases

- Hi Maggie, • Hello Adam,
- Dear Sophie,

Reasons for writing

- I'm writing to ...
- I'd like to ask you about ...

Questions

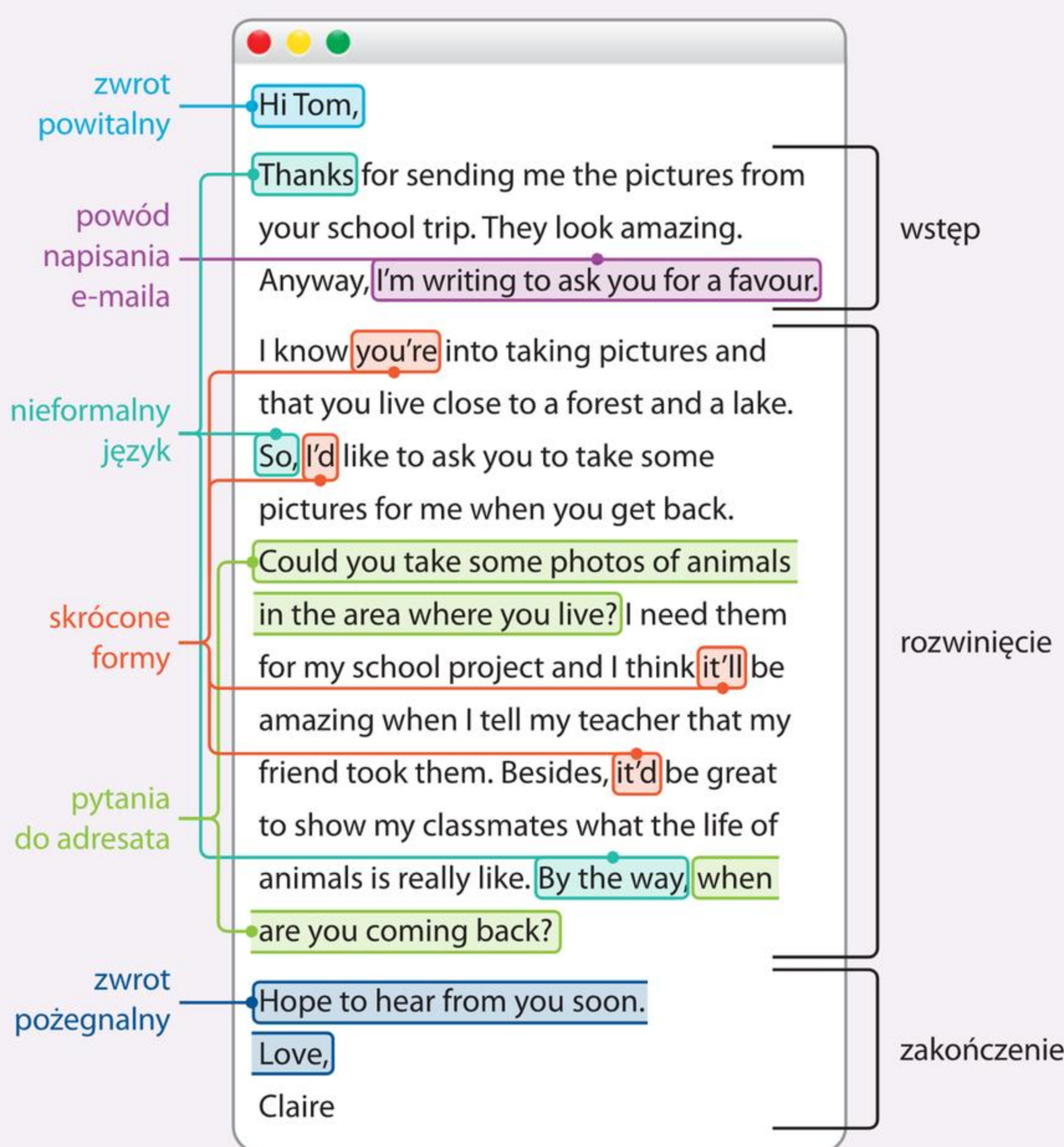
- What can you tell me about ... ?
- Is it OK if I ask you a few questions?
- I'd like to know ...
- Why do you ... ?

Goodbye phrases

- Hope to hear from you soon.
- Looking forward to seeing you.
- All the best.

E-mail do przyjaciela

- E-maile dzielą się na formalne i nieformalne. Formalne piszemy do osób, których nie znamy lub z którymi łączą nas wyłącznie profesjonalne stosunki. Nieformalne piszemy do rodziny, znajomych i przyjaciół.
- W e-mailach nieformalnych możemy pozwolić sobie na okazanie zażyłości, a więc użycie języka nieformalnego, skróconych form czasowników i pytań bezpośrednich.
- W powitaniach i pożegnaniach możemy również pozwolić sobie na użycie zwrotów mniej formalnych i nie musimy adresować naszych odbiorców tytułami, wystarczą np. imiona.
- Dobrze jest, aby e-mail „rozmawiał” z odbiorcą, a więc odnosił się do jego pytań i zadawał mu kolejne pytania.



Plan

Zwrot powitalny

Dear Sue, / Hi Tom, / Hello Robert,

Wstęp

Akapit 1

Nawiąż do wydarzeń znanych adresatowi, np. *Sorry to hear about your weekend.* / *Congratulations on ...* / *Thanks for ...*. Następnie przedstaw powód, dla którego piszesz, np. *I'm writing to ask ...*

Rozwinięcie

Akapit 2

Wyjaśnij, dlaczego pytasz właśnie adresata. Zadaj adresatowi pytania, np. *Do you ... ?* / *Why do you think ... ?* / *I'd also like to know ...* / *Can / Could you ... ?*. Możesz również wyjaśnić, jakie są twoje poglądy w danej sprawie.

Zakończenie i zwrot pożegnalny

Akapit 3

Podziękuj za pomoc, np. *Thanks so much for your help.* Następnie użyj zwrotu pożegnania, np. *Hope to see you soon.* / *Write back soon.* / *Hope to hear from you soon.* / *Love,* / *Take care,* / *Best wishes,*

Sprawdź poprawność swojej wypowiedzi

- Czy struktura e-maila odpowiada planowi i zawiera podział na akapity, zwrot powitalny i pożegnalny?
- Czy w pierwszym akapicie podałeś / podałaś powód napisania e-maila?
- Czy e-mail zawiera w rozwinięciu pytania do adresata?
- Czy język e-maila jest nieformalny? Czy e-mail zawiera potoczne sformułowania?
- Czy sprawdziłeś / sprawdziłaś poprawność gramatyczną i ortograficzną e-maila?

4 Review

1 Look at the words and answer the questions.

canary goldfish hamster orangutan
panda polar bear turtle

- Which two animals live in water?
- Which three animals live in trees?
- Which four animals are furry?
- Which two animals are often kept as pets in cages?
- Which two animals are huge?

2 Choose the correct option. Write the answers in your notebook.

- Cutting **off** / **down** trees is destroying the natural environment of the panda and the orangutan.
- Planting more trees is one way to deal **with** / **down** this problem.
- Freshwater crocodiles are in danger of dying **off** / **out** if there are droughts which cause rivers to dry **off** / **up**.
- We are using **out** / **up** a lot of the world's water.
- We'll need to find more water before we run **with** / **out of** our reserves.
- One way to save water is to turn **off** / **down** the tap when you are not using it.
- How long did it take you to get **in** / **to** the top of the mountain?
- We wasted a whole day looking **at** / **for** rare butterflies, but we didn't see any.

3 Complete the text with the correct form of the words in brackets. Write the words in your notebook. Listen and check.

I've always been (1) ? (interest) in wildlife and nature, so I was very (2) ? (excite) to be going to Costa Rica on an eco adventure. I certainly wasn't (3) ? (disappoint). There's so much to see and do there – you're never (4) ? (bore). The wildlife was fantastic! We went on an (5) ? (amaze) hike to look for all kinds of (6) ? (interest) animals that live on the ground and in the trees. It was pretty (7) ? (frighten) to encounter massive snakes, though! I must admit, I found the weather in the hot and humid rainforest very (8) ? (tire). However, our hostel was next to a (9) ? (relax) river, where we could cool down and discuss all the (10) ? (fascinate) things we had seen that day.

4 Complete the sentences with the adjectives in brackets in the correct order. Write the sentences in your notebooks. Which sentences do pictures A–B match with?

- It's a ? table. (wooden, dining, Indonesian, beautiful)
- He's a(n) ? gentleman. (English, tall, elderly)
- The ? elephant is on the list of animals in danger of extinction. (African, grey, female, huge)
- I collect ? postcards. (black and white, unusual, old)
- He works in a ? building. (glass and steel, triangular, modern, strange)



5 Write three-adjective descriptions for pictures 1–6 in your notebooks. Use some adjectives from the box and / or your own ideas. Then, work in pairs. Read the description to your partner. Can your partner guess which picture you are describing?

cute furry funny aggressive strange
scary extinct massive amazing excited
interesting tired bored frightened



Rozumienie ze słuchu

- 1  **70** Usłyszysz dwukrotnie zachętę do udziału w wycieczce. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszyte.

	<i>Mountain trip</i>
	• starts at (1) ?
	• lasts (2) ?
	• bring (3) ?
	• you can see (4) ?

- 2  **71** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dopasuj zdanie spośród A–E. Jedno zdanie zostało podane dodatkowo. Wpisz rozwiązanie do tabeli w zeszyte.

This speaker

- A has lived ecologically for many, many years.
 B has been introduced to eco trends by family members.
 C invented the zero waste trend.
 D doesn't follow the zero waste trend.
 E thinks living according to the zero waste trend isn't so difficult.

1	2	3	4
?	?	?	?

- 3  **72** Usłyszysz dwukrotnie rozmowę Melissy i Joey'a. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–3. Zapisz odpowiedzi w zeszyte.

- 1 What topic does Joey suggest working on? ?
 2 What topic do Melissa and Joey decide to work on together? ?
 3 When do they want to begin working? ?



Znajomość funkcji językowych

- 4  **73** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo. Wpisz rozwiązanie do tabeli w zeszyte.

- A There are about 25 on the list.
 B I suggest that we go to the animal welfare centre.
 C It is caused by people cutting down trees.
 D Yes, some experts think they will soon be extinct.
 E There's a shop next to the post office.

1	2	3	4
?	?	?	?

- 5 Uzupełnij dialog. Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi, tak aby otrzymać spójny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy. Zapisz odpowiedzi w zeszyte.

- A: Have you seen Simon Smith's latest film? I heard it's really interesting.
 B: I'd also heard it was amazing before going to the cinema. Unfortunately, when we got there we (1) ? (felt).
 A: Oh, seriously? It wasn't interesting? What a shame.
 B: I actually fell asleep, and that doesn't happen to me very often.
 A: Well. I'm going to see *Beautiful Trees* next weekend. (2) ? (come)?
 B: Sure, I'd love to go. (3) ? (buy)?
 A: Online. But don't worry, I'll get them for us.
 B: Does the cinema have a website in case I need to buy tickets in the future?
 A: Sure, it does. I'll send you the link.

- 6 Uzupełnij dialogi 1–3. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Zapisz odpowiedzi w zeszyte.

- 1 A: Excuse me, ? nearest shop?
 B: It's over there, just go across the street.
 2 A: Excuse me, what ? of this T-shirt?
 B: It's £24.
 3 A: Why didn't you come to the meeting last week?
 B: Sorry, I ?.
 A: Oh, right, I forgot you find the club boring.

Rozumienie tekstów pisanych

7 Przeczytaj teksty. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.

1 Both texts

- A** are about animals that have been found.
- B** include contact details.
- C** are about cats and dogs.

Looking for a free pet?

I have 5 cute little cats which need a good home. They are grey and white and very furry. For more information, call me on 386 562 994 after 5 p.m.

Found

Last Friday we found a small black and brown dog on the street near the railway station. If it is yours, please call us on 487 298 611.

2 This text is

- A** a job offer for dog trainers.
- B** a set of instructions on training dogs.
- C** an advertisement for a special offer.

Need a pet trainer?

Does your dog not listen to you? Is it difficult to control your pet? Call us on 177 399 562 to ask about our special training courses for dogs.

3 This shop is not offering

- A** online sales.
- B** low prices.
- C** a range of pets.

Want an exotic pet?

We have a large number of snakes, spiders and insects at good prices. Visit our shop on West Street. Open every day from 9 a.m. to 6 p.m. Check out our website.

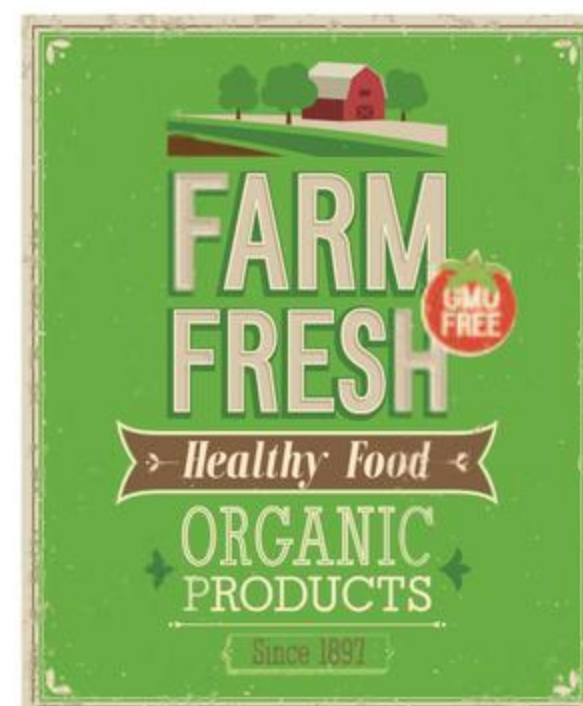
8 Przeczytaj teksty 1 i 2. Odpowiedz na pytania 1–4 zgodnie z treścią tekstów. Uzupełnij zdania, wpisując odpowiedzi w luki. Zapisz odpowiedzi w zeszycie.

Text 1

- Tom:** Hi, Anna. How are things?
- Anna:** Great, thanks. I've just finished my biology lesson. We were talking about healthy food.
- Tom:** Really? Do you often buy healthy products?
- Anna:** Not really.
- Tom:** So ... maybe you should think about changing your diet. The EU gives a lot of advice about healthy eating. For example, it is good to avoid food containing high levels of fat, sugar and salt. These can be very bad for your health, and you may have serious problems many years afterwards if you eat too much.
- Anna:** Yes. The EU recommends organic food, too.
- Tom:** What do you mean by 'organic'?
- Anna:** Well, it should mean that no chemicals are used to grow the food. You need to be careful, though, because many producers now use the term 'organic' because it has become trendy, not because the product is healthy.
- Tom:** We should be careful with GMO, too. The label GMO means that the food has been genetically modified and is not the same as the natural variety. In the EU, production of GM food is still not allowed in many countries.
- Anna:** The question is, what is better – to be organic but use genetic modification, or to continue using chemicals to produce our food?

- 1 Where would you find text number 2? You can ?.
- 2 What shouldn't the food we eat contain? The food we eat shouldn't ?.
- 3 Why is the word organic often used? The word ?.
- 4 Where can GM food be produced in Europe? In Europe GM food ?.

Text 2



- 9** Przeczytaj tekst 1 jeszcze raz. Uzupełnij luki 1–3 w poniższej wymianie wiadomości zgodnie z treścią tekstu. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

[Back \(3\)](#)[Contact](#)

Cześć, Aniu, co słychać?

Właśnie spotkałam Toma.

Co u niego?

Rozmawialiśmy o (1) . Tom mnie do niego przekonywał. Twierdził, że (2) niewłaściwego odżywiania mogą się pojawiać nawet (3) . Dlatego warto już dziś zastanawiać się, co jemy.

Miał rację!



Znajomość środków językowych

- 10** Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 He (był zaskoczony) by her change of habits.
- 2 Why do people (marnują tyle) water?
- 3 (Dobrostan zwierząt) is a very important issue.
- 4 The company released (niebezpieczne chemikalia) into the river.
- 5 It's easy (uprawiać rośliny) in the garden.
- 6 (Muchy są denerwujące) when they fly close to my face.

- 11** Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją. Zapisz odpowiedzi w zeszycie.

- 12** Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach, tak aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 When we went into the Haunted House I (get / scare) by everything around me.
- 2 The 32 km walk around the city (be / tire) and I went to sleep right after we finished.
- 3 What (interest / book) can you recommend?
- 4 Why do you want to (deal / this) problem yourself?
- 5 Yesterday's lesson was (incredible / bore).

Tworzenie wypowiedzi pisemnej

- 13** Napisz do koleżanki e-mail, w którym wspólnie zaplanujcie, jak sprawić, by wasza szkolna wycieczka była bardziej eko. W e-mailu:

- opisz swoje pomysły na ograniczenie produkcji śmieci,
- napisz, jakie masz pomysły na niemarnowanie jedzenia,
- zapytaj koleżankę o jej doświadczenia z wyjazdów z rodzicami.

Rozwiń swoją wypowiedź w każdym z trzech podpunktów. Pamiętaj, że długość tekstu powinna wynosić od 50 do 120 słów.



In the picture, there are seven goats. One of them is walking on the ground, while the other six are (1) the tree. Some of the (2) of the tree are really thin, so the goats, which look heavy, are at (3) of falling. Goats are animals that live (4) land so a picture of goats up a tree looks strange.

Family Matters

- 1  **Listen to a conversation and answer questions 1–3. Write the answers in your notebooks.**

- 1 Where are the family, and what are they doing?
- 2 What is the girl's problem?
- 3 What does her father suggest?

- 2  **Look at the topics in the box and answer questions 1–3.**

school work and exams your appearance
problems with your friends bullying
what people say about you on social media

- 1 Do you ever have conversations like this with your family? Why? / Why not?
- 2 Who do you like to talk to when you have a problem?
- 3 Which of the issues in the box do you worry about?

- 3 **Quickly read the text about family meals. What are the advantages of talking to your family about your problems?**

Family meals

How do you usually eat your evening meal? Do you eat it while you are watching television, or when you are halfway through playing a long, exciting computer game? Or do you sit down at the table and eat with your family?

Some teenagers don't want to have a long meal with their families. They want to eat quickly so they can do something more interesting instead. However, a recent report has suggested that mealtimes provide the best time to talk about problems, and teenagers who talk at mealtimes are also the best **communicators**. The results are based on a study of hundreds of teenagers in the UK.

The report discovered that 87% of teenagers have their evening meal with their family. Most of these teenagers like to talk to other family members about their problems while they are eating, but what kind of problems do teenagers generally have? The biggest worry is feeling **stressed** about school work. Next, comes the problem of **bullying** and receiving **nasty** messages on social media. Both of these problems are extremely **disturbing**

- 4 **Read the text again. For questions 1–4, circle the correct option: A, B or C.**

- 1 **Why do some teenagers want to eat their meals quickly?**
 - A They would rather do something more interesting.
 - B They are hungry.
 - C They need to go somewhere later.
- 2 **How many teenagers in the UK talk to family members while they are eating?**
 - A 25% B Fewer than 87% C 87%
- 3 **What are the consequences for teenagers who do not talk to their families at mealtimes?**
 - A They become worse communicators.
 - B They become better communicators.
 - C They become more confident.
- 4 **What happens to teenagers who like to talk to other family members at mealtimes?**
 - A They do well in exams.
 - B They become more confident as students.
 - C They don't have any problems.

Word Focus

communicator: someone who can talk clearly about their thoughts and feelings

stressed: so worried and tired that you cannot relax

bullying: hurting someone, either physically or verbally because they are different from you in some way

nasty: very bad or unkind

disturbing: making you feel extremely worried or sad

depressed: very sad

confident: you feel like this when you know that you can do something well

for the victim. Many teenagers also worried about their appearance or felt **depressed** for no reason.

The report also found that about 25% of teenagers do not talk to their families at mealtimes. These teenagers are less **confident** about discussing their problems. They are also worse at communicating with other people. For example, they find it more difficult to speak in front of the class at school. The most confident students at school are usually those who talk about their problems at home. They are also the best at dealing with any problems they may face in the future.

Organisations that help people

Step 1

Find out about an organisation in your area that helps people with their problems. Answer the questions.

- 1 What is the organisation called?
- 2 Who does the organisation help?
- 3 How does it help?
- 4 Who works for the organisation?
Are they volunteers?
- 5 Why is their work important?

Hope for Food.

It helps poor people in Bournemouth, UK.

It provides food, clothes and bedding.

Businesses give money, and volunteers work for the organisation.

They help people who do not have any work or much money.



Step 2



Make a short vlog about the organisation that you have found out about.

- 1 Write a script.
- 2 Prepare any extra materials: photos, films, drawings, etc.
- 3 Pay attention to grammar and spelling.
- 4 Check the script with your teacher.
- 5 Practise your presentation.
- 6 Shoot it! Have fun!
- 7 Share it with your friends online.

4 Wordlist



Posłuchaj
dowiedzenia.pl
Kod: A8MRQ1

(n) – noun / rzeczownik

(v) – verb / czasownik

(adj) – adjective / przymiotnik

(adv) – adverb / przysłówek

(conj) – conjunction / spójnik

(prep) – preposition / przyimek

(det) – determiner / określnik

(phr) – phrase / wyrażenie

ADJECTIVES

aggressive (adj)	/ə'gresɪv/	agresywny
amazed (adj)	/ə'meɪzd/	zdumiony
amazing (adj)	/ə'meɪzɪŋ/	zdumiewający
amused (adj)	/ə'mju:zd/	rozbawiony
amusing (adj)	/ə'mju:zɪŋ/	zabawny, śmieszny
bored (adj)	/bɔ:(r)d/	znudzony
boring (adj)	/ˈbɔ:rɪŋ/	nudny
confident (adj)	/ˈkɒnfɪd(ə)nt/	pewny siebie
cute (adj)	/kju:t/	ładny, uroczy
depressed (adj)	/dɪˈprest/	przygnębiony
disturbing (adj)	/dɪˈstɜ:(r)bɪŋ/	niepokojący
excited (adj)	/ɪk'saɪtɪd/	podekscytowany
exciting (adj)	/ɪk'saɪtɪŋ/	ekscytujący
extinct (adj)	/ɪk'stɪŋkt/	wymarły
frightened (adj)	/ˈfraɪt(ə)nd/	przestraszony
frightening (adj)	/ˈfraɪt(ə)nɪŋ/	straszny
funny (adj)	/ˈfʌni/	zabawny
furry (adj)	/ˈfɜ:ri/	futrzasty
interested (adj)	/ˈɪntrəstɪd/	zainteresowany
interesting (adj)	/ˈɪntrəstɪŋ/	interesujący
massive (adj)	/ˈmæsɪv/	masywny
nasty (adj)	/ˈnɑ:sti/	niegrzeczny, okropny
scary (adj)	/ˈskeəri/	przerażający
strange (adj)	/streɪndʒ/	dziwny
stressed (adj)	/strest/	zestresowany
tired (adj)	/ˈtaɪə(r)d/	zmęczony
tiring (adj)	/ˈtaɪərɪŋ/	męczący

ANIMALS

ant (n)	/ænt/	mrówka
bee (n)	/bi:/	pszczoła
butterfly (n)	/ˈbʌtə(r)flaɪ/	motyl
canary (n)	/kəˈneəri/	kanarek
fly (n)	/flaɪ/	mucha
guinea pig (n)	/ˈɡɪni pɪɡ/	świnka morska
hamster (n)	/ˈhæmstə(r)/	chomik
polar bear (n)	/ˈpəʊlə(r) beə(r)/	niedźwiedź polarny
rabbit (n)	/ˈræbɪt/	królik
sea turtle (n)	/si: ˈtɜ:(r)t(ə)l/	żółw morski
snail (n)	/sneɪl/	ślimak

NATURE

animal welfare (phr)	/ˌænɪm(ə)l ˈwelfeə(r)/	dobrostan zwierząt
branch (n)	/brɑ:ntʃ/	gałąź
chemicals (n, pl)	/ˈkemɪk(ə)ls/	substancje chemiczne
desert (n)	/ˈdezə(r)t/	pustynia
environment (n)	/ɪnˈvaɪrənmənt/	środowisko
food miles (phr, pl)	/fu:d ˈmaɪlz/	odległość, jaką pokonuje żywność, aby dotrzeć do odbiorcy
grow (v)	/grəʊ/	rosnąć, uprawiać
lake (n)	/leɪk/	jezioro
leaves (n, pl)	/li:vz/	liście
mountain (n)	/ˈmaʊntɪn/	góra
natural resources (n, pl)	/ˈnætʃ(ə)rəlɪˈzɔ:(r)s/	zasoby naturalne
nest (n)	/nest/	gniazdo
ocean (n)	/ˈəʊʃ(ə)n/	ocean
plant (n, v)	/plɑ:nt/	roślina, sadzić
rainforest (n)	/ˈreɪn,fɔ:ɪst/	las deszczowy
river (n)	/ˈrɪvə(r)/	rzeka
seed (n)	/si:d/	ziarno
waste (n, v)	/weɪst/	odpadki, marnować

PHRASAL VERBS

cut down (phr v)	/kʌt daʊn/	ścinać, ograniczać
deal with (phr v)	/di:l wɪθ/	dotyczyć, radzić sobie
die out (phr v)	/daɪ aʊt/	ginąć, wymierać
dry up (phr v)	/draɪ ʌp/	wyschnąć
get to (phr v)	/get tu/	dojechać, skłonić
go back (phr v)	/gəʊ bæk/	wracać
go down (phr v)	/gəʊ daʊn/	zejść, spadać
look for (phr v)	/lʊk fə(r)/	szukać
run out (of) (phr v)	/rʌn aʊt/	wyczerpać coś
turn off (phr v)	/tɜ:(r)n ɒf/	wyłączyć
use up (phr v)	/ju:z ʌp/	wyczerpać, zużyć

PHRASES & PREPOSITIONS

at risk	/æt rɪsk/	zagrożony
damage to	/ˈdæmɪdʒ tu/	ze szkodą dla
in danger	/ɪn ˈdeɪndʒə(r)/	zagrożony
in trees	/ɪn tri:z/	wśród drzew
in water	/ɪn ˈwɔ:tə(r)/	w wodzie
keep safe	/ki:p seɪf/	chronić
on land	/ɒn lænd/	na lądzie
on the ground	/ɒn ˈðə ˌɡraʊnd/	na ziemi
out of water	/aʊt ɒv ˈwɔ:tə(r)/	poza wodą, z wody
search for	/sɜ:(r)tʃ fɔ:(r)/	poszukiwać
stay alive	/steɪ əˈlaɪv/	pozostać żywym

OTHER WORDS

bully (v)	/ˈbʊli/	znęcać się nad słabszymi
cage (n)	/keɪdʒ/	klatka
communicator (n)	/kəˈmju:nɪˌkeɪtə(r)/	dobry mówca
electric vehicle (n)	/ɪˈlektɪk ˌvi:ɪk(ə)l/	pojazd elektryczny
feed (v)	/fi:d/	karmić, żywić
heights (n, pl)	/haɪts/	wysokość
helmet (n)	/ˈhelmt/	hełm, kask
mislead (v)	/mɪsˈli:d/	wprowadzić w błąd
moonlight (n)	/ˈmu:nˌlaɪt/	blask księżyca
return (v)	/rɪˈtɜ:(r)n/	wracać
rope bridge (phr)	/rəʊp brɪdʒ/	most linowy
safety equipment (n)	/ˈseɪftɪ ɪˈkwɪpmənt/	wyposażenie ochronne
search engine (n)	/sɜ:(r)tʃ ˈendʒɪn/	wyszukiwarka
Segway (n)	/ˈsegweɪ/	rodzaj dwukołowego pojazdu elektrycznego
survive (v)	/sə(r)ˈvaɪv/	przetrwać, przeżyć
volunteer (n)	/ˌvɒlənˈtɪə(r)/	ochotnik
zip wire (phr)	/zɪpˈwaɪə(r)/	zjazd tyrolski, tyrolka

USEFUL EXPRESSIONS

WH- QUESTIONS

Where is the ... ?	Gdzie się znajduje ... ?
Where can I buy ... ?	Gdzie mogę kupić ... ?
Why do people waste ... ?	Dlaczego ludzie marnują ... ?
What can you buy in ... ?	Co można kupić w ... ?
What is the cost of ... ?	Ile kosztuje ... ?

REASONS FOR WRITING

I'm writing to ...	Piszę, aby ...
I'd like to ask you about ...	Chciałbym / Chciałabym zapytać o ...

QUESTIONS

How much food is wasted?	Ile jedzenia się marnuje?
Is it OK if I ask you a few questions?	Czy mogę ci zadać kilka pytań?
I'd like to know ...	Chciałbym / Chciałabym wiedzieć ...
What can you tell me about ... ?	Co możesz mi powiedzieć o ... ?
Why do you ... ?	Dlaczego ... ?

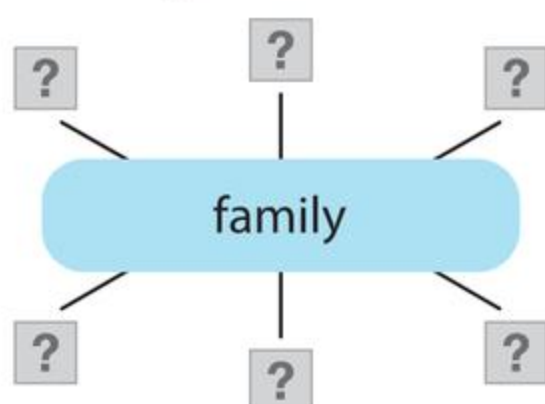
5 Family Ties

- Reading:** I can analyse questions before reading a text. I can decide if information is true or false. I can match information with the paragraph it appears in.
- Vocabulary:** I can use words, collocations and expressions that describe family relations, personality and appearance.
- Grammar:** I can talk about habits, repeated actions and permanent situations. I can talk about actions happening now, temporary situations, future plans and annoying habits. I can use stative verbs. I can use countable and uncountable nouns with quantifiers.
- Listening:** I can choose the picture being described as a result of the conversations I have listened to. I can identify the differences between the suggested answers.
- Speaking:** I can describe photos. I can use prepositions to talk about the location of objects in a photo.
- Writing:** I can write a reply to an invitation and include wishes in it.

New words and phrases

- | | | | | |
|----------------|-------------|---------------|--------------|--------------------|
| • easy-going | • unkind | • research | • look like | • fall in love |
| • elderly | • advice | • step-mother | • mean | • fall to pieces |
| • generous | • ancestor | • weight | • own | • get divorced |
| • hard-working | • equipment | • believe | • possess | • get married |
| • honest | • gene | • belong to | • seem | • have a family |
| • jealous | • height | • consist | • suppose | • have sympathy |
| • middle-aged | • knowledge | • contain | • find out | • keep a diary |
| • overweight | • luggage | • doubt | • look for | • keep a secret |
| • reliable | • progress | • imagine | • pass down | • pay a compliment |
| • scruffy | • relative | • include | • take after | • pay a visit |

- 1  Draw a mind map in your notebook and complete it with family words. Show it to your partner. Who has got more words?



- 2 Write down different ways you can use to learn about your family's past in your notebook. Then, quickly read the text below. Are your suggestions the same as those in the text?

- 3 Read the text about family history again and match headings 1–4 with paragraphs A–D. Write the answers in your notebook.

- | | |
|----------------------|------------------------|
| 1 Your turn | 3 Research and records |
| 2 What is genealogy? | 4 DNA matters |

Meet the Ancestors

What makes you who you are? Part of the answer is in your family's past. Become a detective and find clues to your family history.



A ?

When you look in the mirror, do you see your father's smile? Maybe you **take after** your mother or **look like** one of your grandparents? That's because of DNA. Our DNA contains the **genes** that make each person in the world different – no two people look, think or act the same. We **pass down** our genes through the **generations**. Scientists can test your DNA to **find out** which part of the world your ancestors were from.

B ?

Your family's history may be a mystery to you, but there's a way to **find out** more about it. It's called genealogy, and it's the study of the people you are related to. Genealogy helps you put together your family history. It starts with the **relatives** you know, such as parents and grandparents but then, you can start to learn about the **ancestors** who lived and died before you were born.

- 4 Read the text again and decide if the sentences below are true (T) or false (F). Write the answers in your notebook.

- | | |
|--|--------------------------|
| 1 A DNA test can show where in the world our ancestors lived. | ☐ |
| 2 You can discover the number of relatives you have in a DNA test. | ☐ |
| 3 Genealogy is the history of our present family members. | ☐ |
| 4 A family tree shows how you are related to other people in your family. | ☐ |
| 5 A detective can help you to find out more information about your family. | ☐ |
| 6 You can buy old newspapers at some libraries. | ☐ |

Word Focus

gene: part of a cell passed from parents to children that determines how they look

generation: people around the same age in a particular family

ancestor: a person related to you who lived a long time ago

research: serious study of a subject conducted to learn new facts and ideas

C ?

It isn't difficult to learn about your past. You can begin by asking your **relatives** questions about your ancestors. While you are talking to family members, take notes. This helps you organise any information you get. Make sure you write down all of the names, dates or places that people mention. Then, you can begin to draw a family tree by starting with your name at the top. After that, you should add all the relatives from you to your great grandparents so you can see how everyone is related.

D ?

If there are any blank boxes in your tree, it's time for some detective work! Many people begin at the local library where they can **look for** family names in old newspapers. Public records are usually a very good thing to look at, too. They have information about births and marriages, and they also have death certificates. Some records show if people moved to a different country. Sometimes, records tell you where people went to school. You can also search the internet. With every bit of **research** you do, you are discovering your family's history.

- 5 Read the *Skills Explorer* and decide which tip is best for you.

Skills Explorer



Dobieranie tekstów do zdań

- Przeczytaj zdania, które należy dopasować do tekstów.
- Przeczytaj teksty główne. W trakcie czytania zastanów się, które zdanie z wcześniej przeczytanych przychodzi ci na myśl.
- Zastanów się, czy zdanie do dopasowania zawiera synonimy słów występujących w tekście, do którego chcesz je dopasować.

- 6 Now complete the *Skills Booster* task.

Skills Booster

Przeczytaj jeszcze raz tekst *Meet the Ancestors* oraz zdania 1–5. Do każdego zdania dopasuj właściwy akapit. Jeden akapit pasuje do dwóch zdań. Zapisz odpowiedzi w zeszycie.

In this paragraph, you learn that

- 1 we look the way we do because of our genes. ?
- 2 relatives who are still alive could have information about ancestors. ?
- 3 websites can help you find information about your ancestors. ?
- 4 you need a method to study people you are related to. ?
- 5 public records can tell you when people were born. ?

- 7 Look at the words in bold in the text and think about what they mean. Then, choose the correct definition. Write the answers in your notebook.

- 1 **take after:** *to follow somebody / to be like somebody*
- 2 **look like:** *to have a similar appearance / to see things you enjoy*
- 3 **pass down:** *to respect / to transfer to the next generation*
- 4 **find out:** *to take outside / to discover or learn*
- 5 **relative:** *family member / close friend*
- 6 **look for:** *to be similar to / to try to find*

- 8 75 Listen and check your answers.

- 9 What's the correct order of the paragraphs in the email below?

A 1-2-3-4 B 4-3-1-2 C 2-4-1-3 D 2-3-1-4

Hi Joe,

- 1 One piece of information I discovered was that my grandpa's grandpa worked in a circus and performed in front of the king. Isn't that amazing?
- 2 I'm writing to you to tell you a little bit about my ancestors. Some time ago I got interested in genealogy and started asking my relatives lots of questions.
- 3 Are you keen on creating a family tree as well? If so, let me know. It would be great to help you.
- 4 The first people I talked to were my grandparents, and they told me a lot of fascinating facts about relatives I had never heard of.

Love,
Nina

- 10 Roll the dice and ask your partner a question. Take turns.

- | | |
|--|--|
| | Who do you take after in your family? |
| | What have you found out about your family by talking to your grandparents? |
| | Who is your oldest relative? |
| | Who do you look like in your family? |
| | What characteristic appearance traits are passed down in your family? |
| | Are there any people in your family who are looking for information about their ancestors? |

Ideas Focus

- If you could choose someone famous as a family member, who would you choose and why?
- If you could go back in time, which one of your ancestors would you like to meet? Why?



1 Match the definitions with the names of family members. Write the answers in your notebook.

- | | |
|--------------------------------|---------------|
| 1 Your mum's mother. ? | A aunt |
| 2 Your brother's daughter. ? | B niece |
| 3 Your aunt's children. ? | C step-mother |
| 4 Your sister's son. ? | D grandmother |
| 5 Your mother's sister. ? | E nephew |
| 6 Your father's second wife. ? | F cousins |

2  76 Listen and check your answers.

3 Complete the sentences with two of the words in each group. Write the answers in your notebook.

1 height slim tall

Peter has always been very ?; he was 1.98 m when he was 14 years old! He's also quite ?, even though he eats a lot.

2 weight overweight build

Annabel and Claire have got the same ?. They aren't very tall and they're both a bit ?.

3 beard blond straight

I love your son's curly ? hair. Mine is very ? and dark.

4 elderly middle-aged young

Sunday was boring! We spent it with our ? grandparents and our ? parents.

5 hard-working jealous generous

My aunt is a very ? person. She often gives money to people in need. She's also very ? and spends lots of time helping at the local care home.

6 relax honest nervous

My cousin Jack is a very ? person. He needs to do more exercise to help him ?.

7 unkind easy-going scruffy

Grandad is very ? and fun-loving, but he always dresses in ? clothes.

8 lazy clever reliable

Jack isn't very ?. If you ask him to do something, he usually forgets. He's very ? though and always does very well at school.

4 Now complete the Skills Booster task.

Skills Booster

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–8: A, B albo C. Zapisz odpowiedzi w zeszycie.

Animals of higher intelligence

Elephants are very sociable animals, so family life is extremely important to them. They can grow to a (1) ? of over 3 metres and usually (2) ? about 3,800 kilos. Normally they are quite relaxed and (3) ? animals, but sometimes they can get (4) ? when they are looking after (5) ? elephants. They are also quite clever and (6) ?. They sometimes slow down and help feed (7) ? or ill members of the family group. These qualities and the fact that they are so strong and (8) ? are the reasons why people want to protect them and the land they live on for the future.

A mother and baby African elephant



- | | | |
|--------------|--------------|----------------|
| 1 A height | B tall | C high |
| 2 A weight | B weigh | C heavy |
| 3 A angry | B easy-going | C hard |
| 4 A nervous | B hungry | C good-looking |
| 5 A elderly | B big | C young |
| 6 A tall | B kind | C silly |
| 7 A elderly | B oldest | C elderest |
| 8 A straight | B blond | C hard-working |

5  Think about the people in your class / family. Which adjectives from Exercise 3 could you use to describe them? Name a person and give as many adjectives as you can. See if other students in your group agree.

Ideas Focus

- Is family life important to you? Why / Why not?
- Do you think young people can learn things from elderly members of their family? Why? / Why not?



Present simple, present continuous, stative verbs

Czas **present simple** stosujemy, gdy mówimy o: faktach i prawdach powszechnie znanych; czynnościach rutynowych i nawykowych; trwałych stanach, np. *Genealogy helps you put together your family history.*

Czas **present continuous** stosujemy, gdy mówimy o: czynnościach, które właśnie trwają; sytuacjach tymczasowych; irytujących zwyczajach (z *always*, *continually*); pewnych planach i ustaleniach na bliską przyszłość, np. *With every bit of research you do, you are discovering your family's history.*

← Reading reference p 78

Przypomnij sobie, jakie określenia czasu stosujemy w zdaniach w czasie **present simple** i **present continuous** oraz jak tworzymy pytania i przeczenia. More information in the **Grammar Guide p 158** ➔

1 Complete the text with the correct form of the verbs in brackets.

Identical Twins

I (1) ? (*think*) that identical twins are fascinating. They (2) ? (*have*) the same DNA, but they've got different fingerprints and personalities.

My sisters, Katy and Sandy, (3) ? (*be*) identical twins, and my parents (4) ? (*not / know*) which one is which most of the time. In fact, they (5) ? (*always / play*) tricks on us. They (6) ? (*wear*) different clothes, so we know who is who but then, they (7) ? (*sometimes / change*) clothes later just to confuse us. There is one thing that helps us tell who is who: Katy (8) ? (*spend*) her free time reading books, but Sandy (9) ? (*hate*) reading. She often complains about it, saying, 'Katy (10) ? (*read*) again!'



Czasowniki statyczne (*stative verbs*) nie tworzą form ciągłych, ale opisują stan. Gdy chcemy ich użyć w czasie teraźniejszym, stosujemy czas **present simple**. Wyrażają:

- emocje: *hate, like, love, need, prefer, want*,
- zmysły: *feel, hear, see, smell, sound, taste*,
- stany umysłu: *believe, doubt, forget, imagine, know, remember, seem, suppose, think, understand*,
- posiadanie: *belong to, have, own, possess*,
- inne: *be, consist, contain, cost, include, mean*.

Niektóre **czasowniki statyczne** mogą oznaczać zarówno **stan**, jak i **działanie**, w zależności od użytego czasu. Są to: *be, expect, have, look, taste, think, see, smell, weigh*.

Examples in the **Grammar Guide p 158** ➔

2 Choose the correct option. Write the answers in your notebook.

- 1 Quiet, William! Tell me what *you can see* / *you are seeing* in the picture, please.
- 2 Why *are you smelling* / *do you smell* this dish? Is there something wrong with it?
- 3 Irene *stays* / *is staying* with her cousin for a few weeks.
- 4 Grandad isn't feeling well. He's *seeing* / *sees* the doctor later today.
- 5 Tony *is looking* / *looks* like his grandfather.
- 6 Mum and Dad always *take* / *are taking* us with them on holiday.
- 7 Bob and Sue *are going* / *go* to their aunt's house every weekend.
- 8 Why *do you think* / *are you thinking* our children are jealous of each other?

3 Listen and check your answers.

4 Now complete the Skills Booster task.

Skills Booster

Uzupełnij zdania 1–6. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach, tak aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 She ? (*always / smell*) so beautiful. Her perfume is amazing.
- 2 I can't sit with Tomek. He ? (*always / talk*), so I can't hear the teacher.
- 3 Next week ? (*we / go*) to Warsaw to meet my grandma.
- 4 The internet ? (*be / helpful*) when you are looking for information about your ancestors.
- 5 My best friend ? (*not / like*) going out with me.
- 6 My sister ? (*currently / live*) in London. She will be back in 2 months.

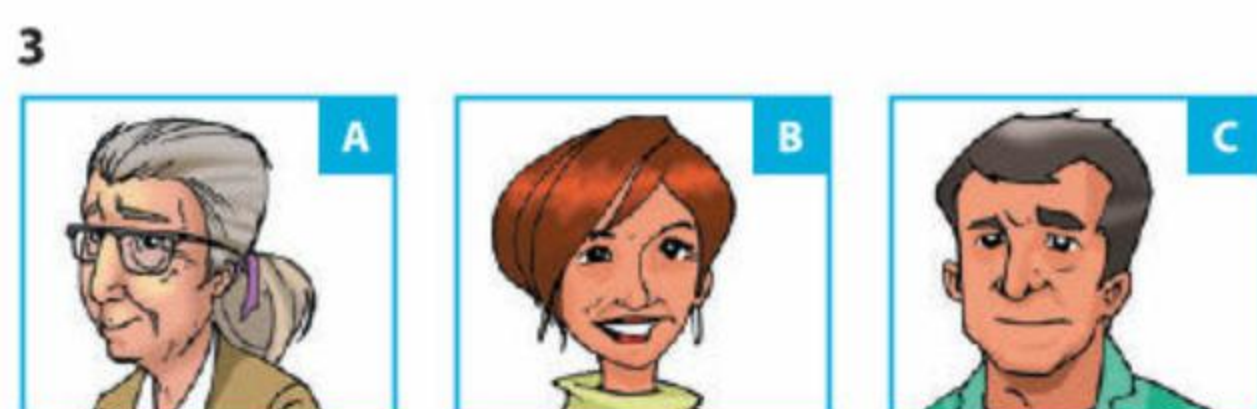
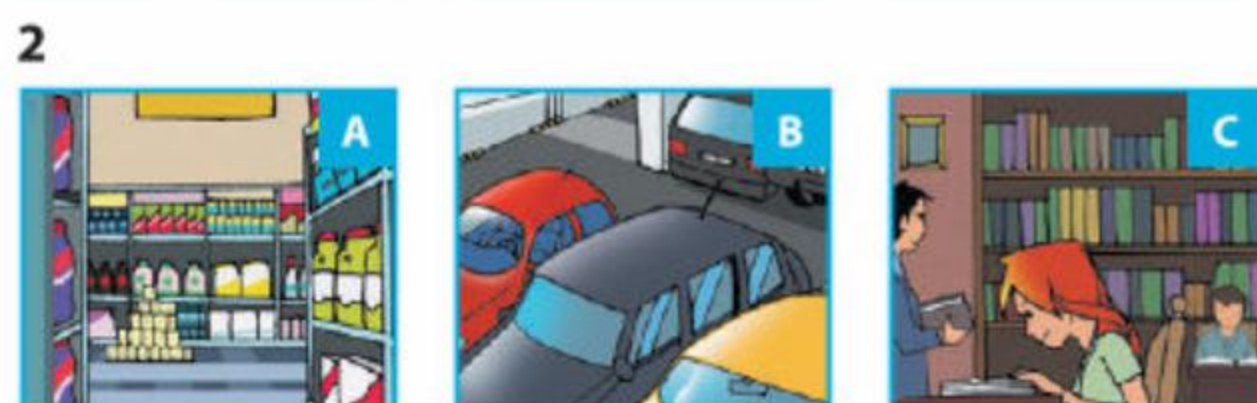
5 Student A p 149. Student B p 171.

More exercises in the **Grammar Guide p 158** ➔

- 1  Look carefully at the pictures below. What can you see in each one? What are some of the possible questions that could be asked about each set?

Example

Set 1: What did the speaker do in his free time when he was five?



- 2 Look at the pictures in Exercise 1 again and match them to the questions below.

- Where did the woman meet her cousin?
- Who does the man's niece take after?
- How does the man's daughter spend her free time?

?

?

?

- 3  78 Now listen to the three conversations and choose the correct pictures (A, B or C) in Exercise 1.

- 4 Read the *Skills Explorer* and decide which tip is best for you.

Skills Explorer

Rozpoznawanie różnic

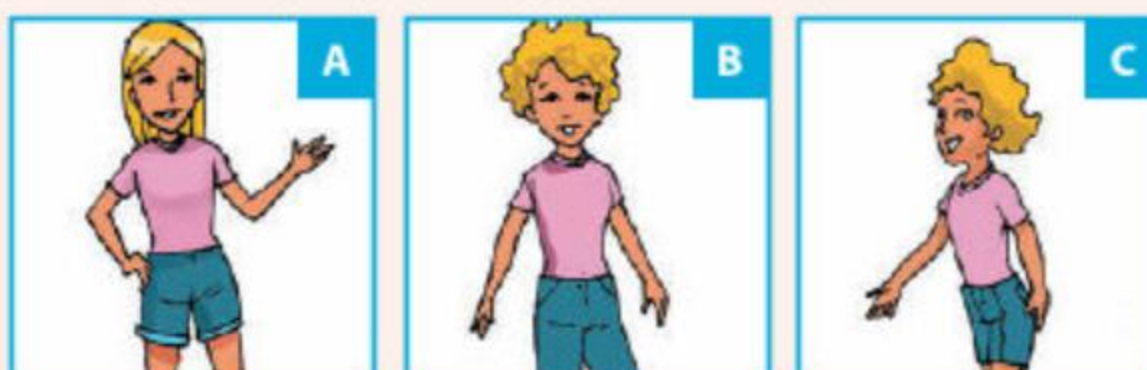
- Przed wysłuchaniem nagrań uważnie przeczytaj pytania do nich i upewnij się, jakiego aspektu ilustracji dotyczą.
- Kolejno przyjrzyj się ilustracjom.
- Zastanów się, czym się od siebie różnią.

- 5  79 Now complete the *Skills Booster* task.

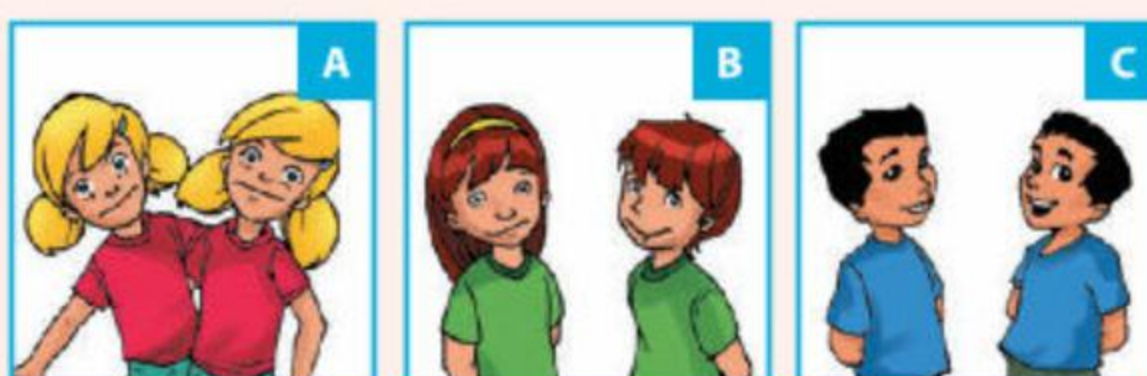
Skills Booster

Usłyszysz dwukrotnie sześć tekstów. W zadaniach 1–6 z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.

- 1 Which girl is the sister?



- 2 Who are the neighbours' children?



- 3 What time will the boy and his mother leave for the station?



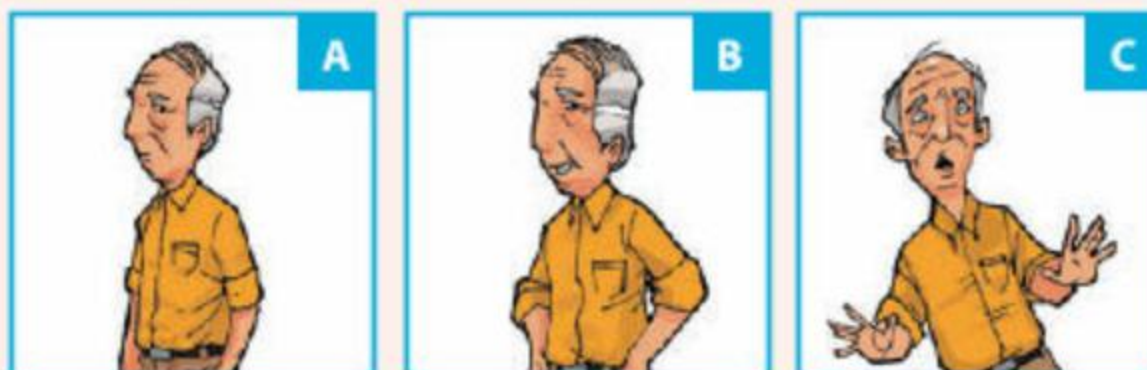
- 4 Where do Sophie and her family live now?



- 5 When will they have their picnic?



- 6 What did the boy think of his friend's father?



1 Ask and answer these questions.

- How often do you have family get-togethers? On what occasions are they? Do you like them?
- Do you post pictures of your family on social media sites? Why / Why not?

2 Read the conversation between Daisy and Harry. What family event are they talking about? Why are the people described so special?

D: Have you seen the latest photo I posted on social media?

H: No, I don't use social media. What's the photo of?

D: It's a photo from my family get-together. It was awesome!

H: What was so special about it?

D: Just look, here are my two great-grandparents who are both over 100 years old!

H: Wow, that's impressive.

D: Look, you can see my great-grandfather, Steve sitting on a chair. He's got long, grey hair, a long, grey moustache and sideburns on his cheeks.

H: Who is that next to him?

D: That's my great-grandmother, Therese, his wife. She is relaxed, easy-going and cheerful. She likes to play pranks on people all the time.

H: She looks really tall.

D: That's true, there is no-one taller than her in my family. Wait, my brother is as tall as her. Yes, he takes after her.

H: Why did you have the family get-together?

D: It was my grandpa's 70th birthday.

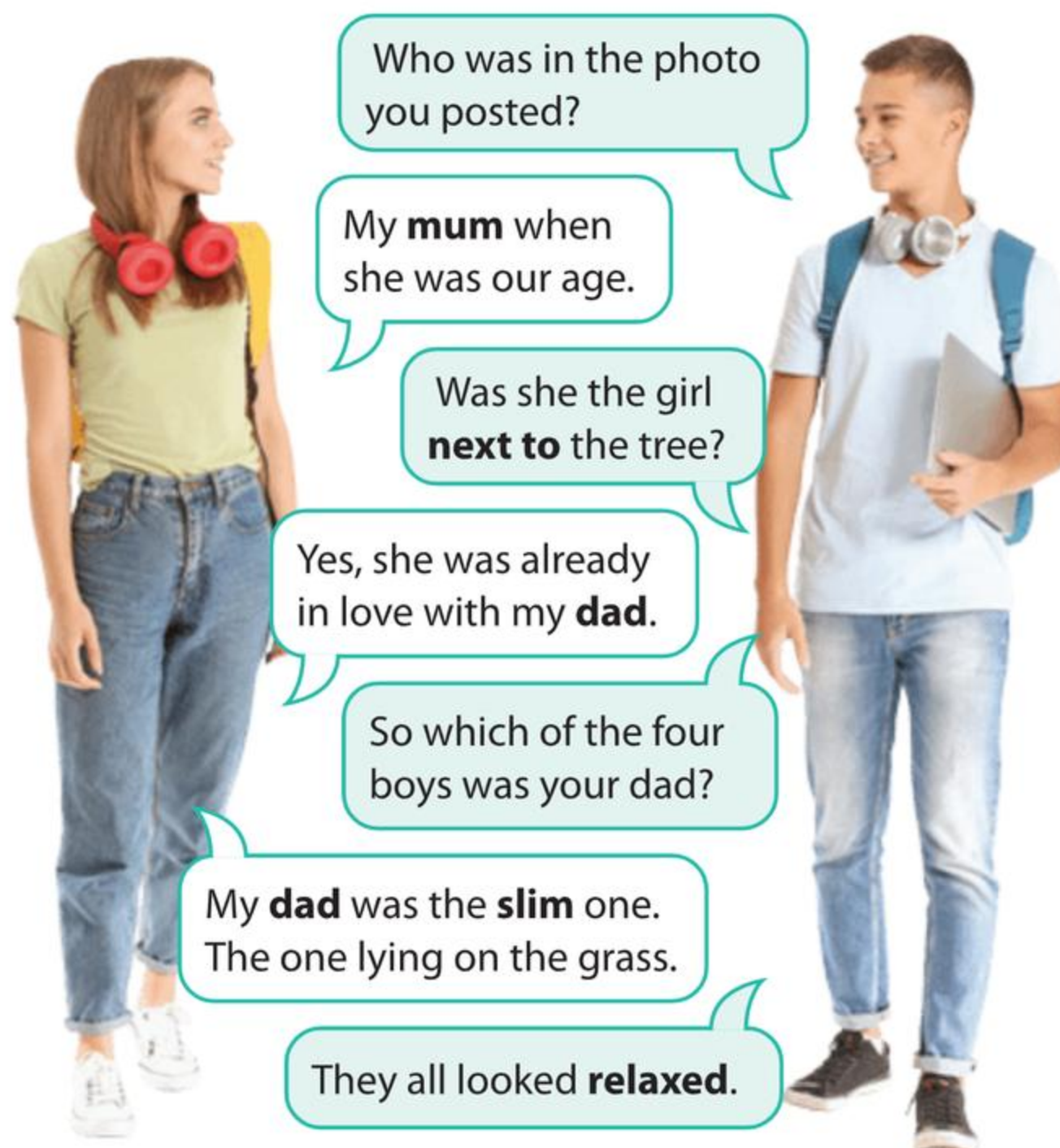
3 Read the conversation again and answer the questions below. Write the answers in your notebook.

- What do Daisy's great-grandparents look like?
- What is her great-grandmother like?
- Is her grandpa the tallest member of the family?
- How old is the person celebrating a birthday?

Dialogue Word Box

sister • grandma • aunt • behind • in front of • on the right of • on the left of • brother-in-law • grandpa • uncle • good-looking • overweight • tall • blond • easy-going • nervous • lazy • jealous • unhappy • bored • angry

4 Listen to the dialogue and repeat it. Then, act it out changing the words in bold. Use the words in the Dialogue Word Box.



Phrase Book

Describing photos

- ... lying on the floor.
- I can see a ... in the foreground / background.
- There's a white ...
- He's behind / in front of / next to / on the right.
- He's wearing ...
- She's tall / slim / good-looking.
- He's / She's got long, dark hair.
- They look relaxed / happy / easy-going.
- There are four ...
- She's got long ...

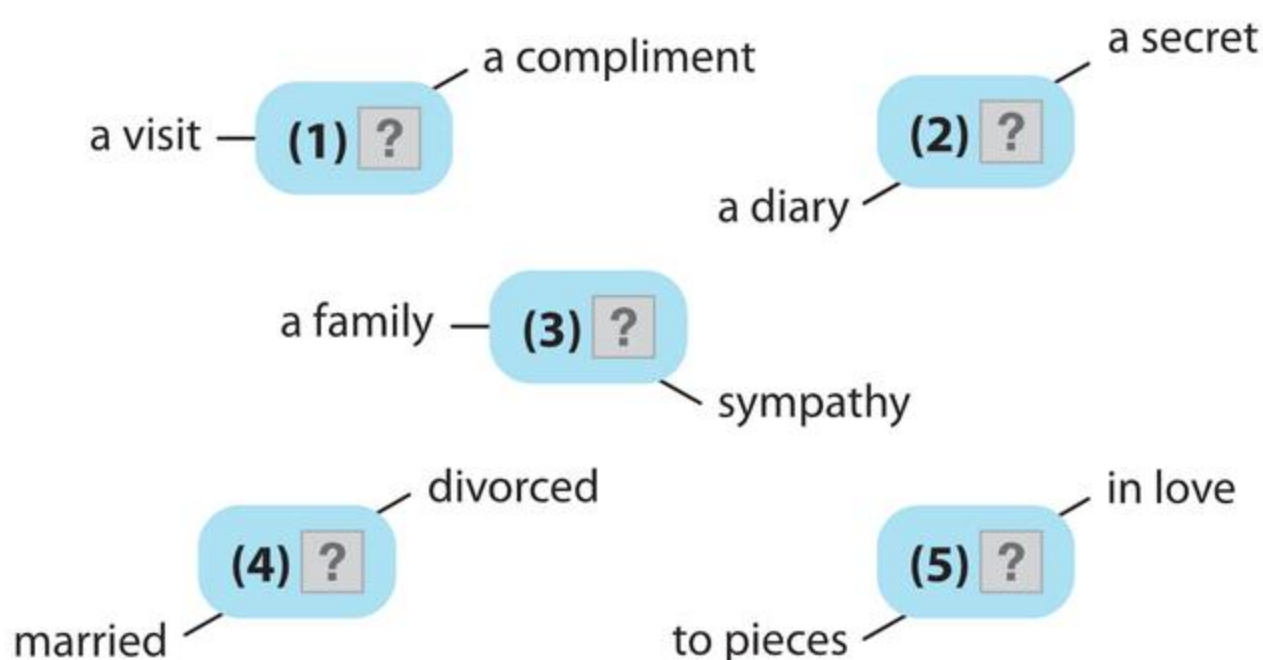
5 The picture on p 23 was posted on a social media site. Make up a dialogue between two people who are looking at it.

6 Student A p 149. Student B p 171.

Ideas Focus

- Would you prefer to be part of a large family or a small family? Why?
- Do parents spend enough time with their children? Why? / Why not?

- 1 Draw these mind maps in your notebook. Then, complete them with **keep, fall, pay, get** and **have**.



- 2 81 Listen and check your answers.

- 3 Complete sentences 1–10 with the phrases in Exercise 1. Write the answers in your notebook.

- I'm not ready for children yet, but I'd love to **have** ? in a few years.
- Shhh! You mustn't tell anyone about it! Can you **keep** ?
- I don't think I'll ever **fall** ? again. My divorce was very upsetting.
- My husband **paid** me ? yesterday. He said I looked lovely.
- Tom and I want to **get** ? as soon as possible. We love each other so much.
- I'd never **keep** ?. My sister might read it!
- Have** some ?, Pete; your brother has just lost his job.
- If they can't sort out their problems soon, they may **get** ?.
- Why not **pay** Grandma ?, Tom? She'll be pleased to see you.
- It is difficult not to **fall** ? when someone close to you passes away.

- 4 82 Listen and check your answers.

- 5 Take turns miming the phrases in Exercise 1 for the class to guess.

Ideas Focus

- Do you think it is better to have a family when you are young? Why?
- Do you think people can only really fall in love once in their lives? Why?
- Do you think it is a good idea to keep a diary? Why? / Why not?



- 6 Now complete the **Skills Booster** tasks.

Skills Booster

Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- Mum, do you remember what it was that made you ? (zakochać się) with Dad?
- My sister ? (wychodzi za mąż) at the end of the month.
- Do you plan to ? (założyć rodzinę) when you grow up?
- Some of my friends ? (prowadzą pamiętnik). They write something in it every day.
- Pam, can you ? (dotrzymać tajemnicy)? Good, come here and I'll whisper it in your ear.
- I have a lot ? (współczucia) for people who have never fallen in love.

Skills Booster

Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Zapisz odpowiedzi w zeszycie.

A visit B fall C get D compliment
E diary F keep

Recently I met my friend Miranda, and she wanted to tell me a huge secret. Of course, I had to promise I would (1) ? it. The secret news was that she had fallen in love with Sam from our class and now she is sure she wants to (2) ? married to him. It was so funny to listen to her and to see her head over heels in love. We were thinking about a plan of how to spend some more time with him and we decided she should pay a (3) ? to his place and tell him she doesn't understand the maths homework. Sam, I ought to say, is good at maths.

- 7 Ask and answer the questions in turns.

- Have you ever fallen in love? When was it?
- Are you good at keeping secrets?
- Do you keep a diary? Why / Why not?
- Do you like it when someone pays you a compliment? Why / Why not?
- When do / Do you want to get married?

Countable / uncountable nouns, quantifiers

Rzeczowniki policzalne (countable nouns) tworzą liczbę pojedynczą i mnogą. W liczbie pojedynczej stawiamy przed nimi *a / an, the* lub liczebnik, w liczbie mnogiej – *some, any*, np. **Some records** show if people moved to **a different country**.

Rzeczowniki niepoliczalne (uncountable nouns) nie tworzą liczby mnogiej. Stawiamy przed nimi *some / any* lub *the*. Są to m.in. *advice, equipment, homework, information, knowledge, progress, research, rubbish, work*, np. ... *it's time for some detective work*.

More examples of uncountable nouns in the **Grammar Guide p 159** ➔

← **Reading reference p 78**

1 Complete the table in your notebook with the words in the box.

advice food generation information mirror
people maths family research leaf fun
weather cheese luggage equipment money

Countable nouns	Uncountable nouns
?	?

2 Complete the dialogues with *a / an* or *some*. Write the answers in your notebook.

- A:** Can I have ? orange, please?
B: Of course!
- A:** I saw ? cool piece of audio equipment in a shop.
B: Oh, did you buy it?
- A:** Mum wants to make ? apple pie, but there are only two apples.
B: Oh? Well, I'll go and buy ?.
- A:** What did you get for your birthday?
B: I got ? delicious chocolate and ? great book!
- A:** Could I have ? milk?
B: Oh dear, there isn't any left.
- A:** Do you want ? sugar in your tea?
B: No, thanks.

Quantifiers		
Countable nouns	Uncountable nouns	Both
a few (+)	a little (+)	some (+, ?)
many (–, ?)	much (–, ?)	any (–, ?)
		a lot / lots of (+)

🔔 Aby określić ilość rzeczy wyrażanych przez rzeczowniki niepoliczalne, stosujemy określenia: *a bag of, a bottle of, a bowl of, a can of, a carton of, a cup of, a glass of, a jar of, a kilo of, a loaf of, a number of, a packet of, a piece of, a tin of*.

3 Now complete the **Skills Booster** task.

Skills Booster

Wykorzystując podane wyrazy, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- I don't know what has happened. *information*
I haven't got ? the latest events.
- Could anyone help me? *people*
Are there ? could help me?
- We had so many bags that we couldn't find room for them in our car. *luggage*
We had too ? and not enough room in the car.
- I went skiing but forgot my skis and poles. *equipment*
I didn't take ? when I went skiing.
- Mum prepared three cakes for my party. *food*
Mum made ? for my party.

4 🧑🧑 Spin a pencil on the Wheel of Fortune and ask each other questions about the food pictured.

Example:

Student A: (spins) Is there any / much / many / a glass of / a piece of / a kilo of ... in your fridge?

Student B: There is / are / a few / a little / a piece of / a jar of / a lot of ... in my fridge.



More exercises in the **Grammar Guide p 159** ➔

Wishes

Forms Explorer



Skróty (abbreviations)

- a.m. (rano) i p.m. (po południu)
- tytuły – Mrs, Mr, Miss, Ms, Dr
- liczebniki porządkowe – 10th (dziesiąty)
- skróty – e.g. (na przykład), i.e. (to znaczy)
- nazwy wybranych krajów – USA, UK, UAE
- elementy adresów – Rd (droga), Ave (aleja), St (ulica)

1 Read the invitation and find two abbreviations.

IT'S A (1) ?!
Kendall has arrived!
Come and celebrate with us on Saturday,
29th (2) ?, (3) ? p.m. at 12 Graham Rd, Torquay.
We'll provide the (4) ? and drinks.
Please bring some (5) ? : salads, olives, etc.
Let us know if you can come.
Reply to Rosie and Josh: 020-7946-0702.

2 83 Listen to the conversation and complete the invitation in Exercise 1. Write the missing words in your notebook.

3 Complete the reply to the invitation in Exercise 1 with the words in the box. Write the answers in your notebook.

after celebrate few forward inviting
make many wish

Rosie and Josh,
Thank you so much for (1) ? us all to (2) ?
the birth of your new baby, Kendall. Unfortunately,
we can't (3) ? it. It's my mother Susan's 70th
birthday party on the same day.
We (4) ? you and your new baby (5) ? years of
good health, love and happiness. The next (6) ?
years are going to be the best years of your life. We
are looking (7) ? to meeting Kendall. We hope that
he takes (8) ? you both.
With lots of love,
Anna, Mark and family

4 Find two sentences with wishes in the email.

5 Translate the phrases in brackets in John's birthday card for Susan. Write the answers in your notebook.

Dear (1) ? [Ciociu] Susan,
I wish you all the very best for your
70th birthday. I am sorry that I can't
(2) ? [świętować] it with you, but I hope to see you
very soon. May your day be full of happy hours and
special moments to remember for (3) ? [wiele lat].
Your loving (4) ? [siostrzeniec],
John



6 Find one abbreviation and two sentences with wishes in John's birthday card in Exercise 5.

7 84 Listen to wishes 1–10. Match them with the special occasions in the box.

anniversary birthday christening
December 25th / January 1st Father's Day
illness important exam moving house
new job wedding

Phrase Book



Sending wishes and congratulations

- I / we wish you ...
- I / we hope that ...
- May your day be ...
- Wishing you ...
- Congratulations on ...

Saying when you will see someone

- I / We hope to see you very soon.
- Looking forward to seeing you soon.
- We're thinking of coming ...

Writing about special events

- celebration
- guests
- invitation
- surprise party
- celebrate
- invite
- organise
- have a party

8 Your cousin who lives abroad got some new rollerskates for his / her birthday. Write an email to him / her. In your email:

- congratulate him / her on their new skates
- include birthday wishes
- explain why you can't visit him / her at the moment

Write 50–80 words.

Życzenia

Życzenia w formie pisemnej wysyła się przy różnych okazjach. Mogą to być urodziny, Boże Narodzenie czy sytuacje z życia codziennego, np. choroba lub egzamin. Życzenia mogą być częścią odpowiedzi na zaproszenie, np. na ślub, albo mogą stanowić samodzielny tekst wpisany np. na kartce okolicznościowej. Powinny być zwięzłe.

- Użycie języka formalnego lub nieformalnego jest uzależnione od tego, w jakich relacjach pozostajesz z adresatem (zależnie od stopnia znajomości, pozycji, wieku).
- Możesz wykorzystać typowe zwroty związane z życzeniami, np. *Happy Birthday!*, *Many Happy Returns!*, *Congratulations on your promotion!*, *Good luck!*, *I'm sorry to hear about your mum.*, *Get well soon!*, *Wishing you all the best.*
- W życzeniach często stosujemy czasowniki *wish*, *hope* oraz *may*, np. *May your wedding day be full of happiness.*
- Pamiętaj, że celem składania życzeń jest sprawienie adresatowi przyjemności, podniesienie go na duchu lub dodanie odwagi, dlatego stosuj wyrażenia o pozytywnym zabarwieniu.

Plan

Zwrot powitalny

Rozpocznij stosownie do tego, kim jest odbiorca, np. *Dear Aunt Susan*, / *Hi Diana*,

Tekst (1–2 akapity)

Akapit 1

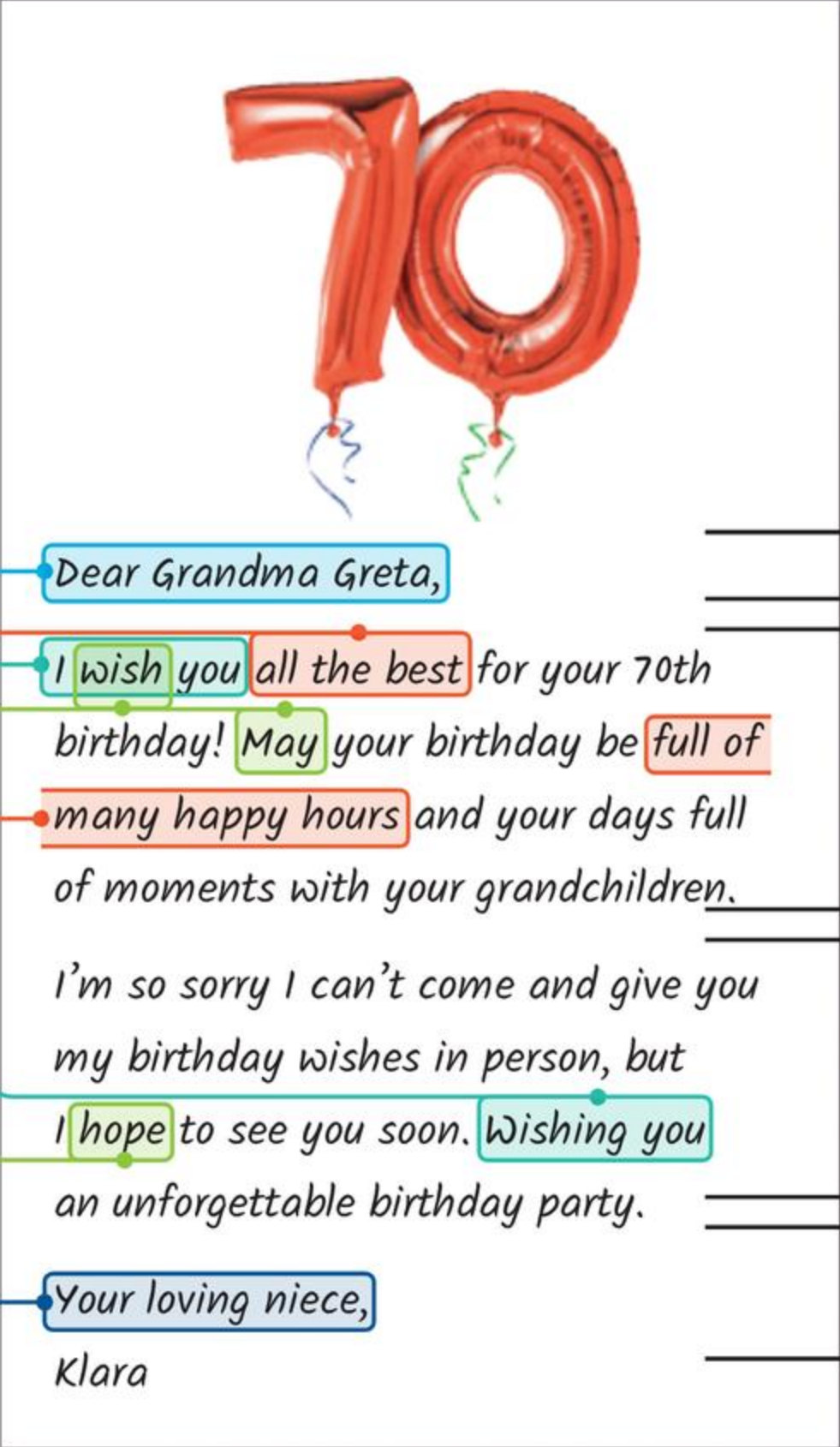
Złóż życzenia, nawiązując do okazji, np. *Congratulations on your success in the exam!* / *I wish you all the best for your 70th birthday!*

Akapit 2

Dodaj inne informacje, przeproś, że nie możesz zobaczyć się z adresatem, np. *Looking forward to seeing you very soon.* / *Sorry, we can't be with you.*

Zwrot pożegnalny

Pamiętaj, aby zakończyć uprzejmie i się podpisać, np. *All the best, Alex* / *With lots of love, Anna, Mark and family*



The diagram shows a birthday card for Grandma Greta. At the top is a large red balloon with the number '70'. The card text is annotated with lines pointing to specific parts:

- zwrot powitalny, język dostosowany do adresata** points to *Dear Grandma Greta,*
- typowe zwroty** points to *I wish you all the best for your 70th birthday!*
- wyrażenia o pozytywnym zabarwieniu** points to *May your birthday be full of many happy hours and your days full of moments with your grandchildren.*
- często stosowane czasowniki** points to *I hope to see you soon.*
- zwrot pożegnalny** points to *Your loving niece, Klara*

On the right side, brackets group the text into sections:

- zwrot powitalny** (greeting)
- życzenia** (wishes)
- dodatkowe informacje** (additional information)
- zwrot pożegnalny** (closing)

Sprawdź poprawność swojej wypowiedzi

- Czy w tekście z życzeniami zawarłeś / zawarłaś wszystkie informacje wymienione w planie?
- Czy język tekstu jest dostosowany do adresata (formalny / nieformalny)?
- Czy tekst zawiera pozytywny przekaz?
- Czy użyłeś / użyłaś zróżnicowanego słownictwa i struktur gramatycznych, w tym czasowników *may*, *wish* lub *hope*?
- Czy tekst zawiera charakterystyczne zwroty i struktury, zaznaczone w odpowiedzi modelowej?
- Czy sprawdziłeś / sprawdziłaś poprawność gramatyczną i ortograficzną tekstu?

- 1 Match sentences 1–8 with the words in the box. Write the answers in your notebook. Change the form of the words if necessary.

aunt cousin grandparent grandson
nephew niece step-mother uncle

- These are my mum and dad's parents. They are **elderly**.
- This is my mum's sister's daughter. She is **slim** and **tall**.
- These are my dad's three brothers. One is **overweight**, but the other two are not.
- This is my dad's second wife. She is very **relaxed** and **easy-going**.
- These are my dad's two sisters. They are both very **generous**, but sometimes they are **jealous** of each other.
- These are my sister's three daughters. One is very **honest**, one is sometimes **unreliable**, and one is simply **lazy**.
- My daughter's son has got **straight, blond** hair.
- This is my sister's son. He is **well-built** but often wears **scruffy** clothing.

- 2 Now match the words in bold in Exercise 1 with definitions A–H. Write the answers in your notebook.

- A ? someone who isn't nervous and doesn't get upset
B ? hair which is light-coloured and which isn't curly
C ? to be old
D ? to weigh too much
E ? to have a muscular body but a bad dress sense
F ? to give things to other people and to want things others have
G ? to be thin and not short
H ? to tell the truth, to not do the things you promise to do, and to not want to work hard

- 3  Take turns rolling the dice and give:

- | | |
|---|---|
|  three positive adjectives to describe a person's character. |  three adjectives to describe a person's weight. |
|  three negative adjectives to describe a person's character. |  three uncountable nouns. |
|  three adjectives to describe a person's age. |  three countable nouns. |

- 4  85 Now complete the *Skills Booster* task.

Skills Booster

Usłyszysz dwukrotnie rozmowę Hannesa i Sabine. W zadaniach 1–5 z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.

- Hannes likes to ? at weekends.
A see his uncle
B have lunch
C pay his cousins a visit
- Hannes hopes his uncle
A gets divorced.
B gets married.
C falls in love again.
- Sabine likes
A keeping a diary.
B having a big family.
C going out with her family.
- Sabine's sister always
A reads her diary.
B keeps a secret.
C tells her family about her diary.
- Sabine
A paid Hannes a compliment.
B fell in love with Hannes.
C fell to pieces because Hannes left her.

- 5 Complete sentences 1–6 with the correct option. Write the answers in your notebook.

- We stayed up late last night to hear the **new** / **news**.
- We got **a lot of** / **many** information about the homework from our teachers.
- He brushes his **hair** / **hairs** every morning.
- I need **a number of** / **much** books from the library.
- Did you know that there are still many old **tradition** / **traditions** preserved in our culture?
- Last year there was only **a little** / **a few** snow.

- 6 Match 1–7 with A–G. Write the answers in your notebook.

- | | |
|-----------------------------|--|
| 1 Next week I am | A paying a visit to my cousin. |
| 2 My grandparents' train | B orbits the Sun. |
| 3 The Earth | C tastes delicious. |
| 4 My aunt and my uncle both | D work in the city. |
| 5 My cousin and I are | E reading my diary, and it makes me angry. |
| 6 The cake my sister baked | F arrives in two hours. |
| 7 My brother is always | G reading the same book. |

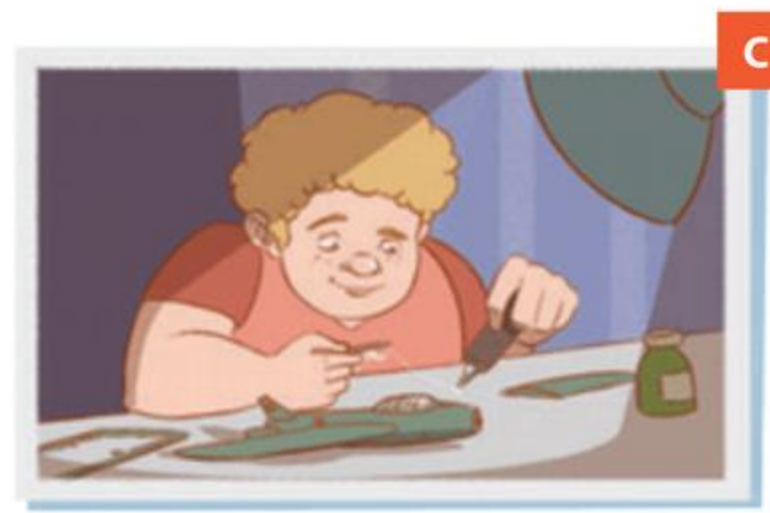
Rozumienie ze słuchu

1   Usłyszysz dwukrotnie cztery wypowiedzi. W zadaniach 1–4, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.

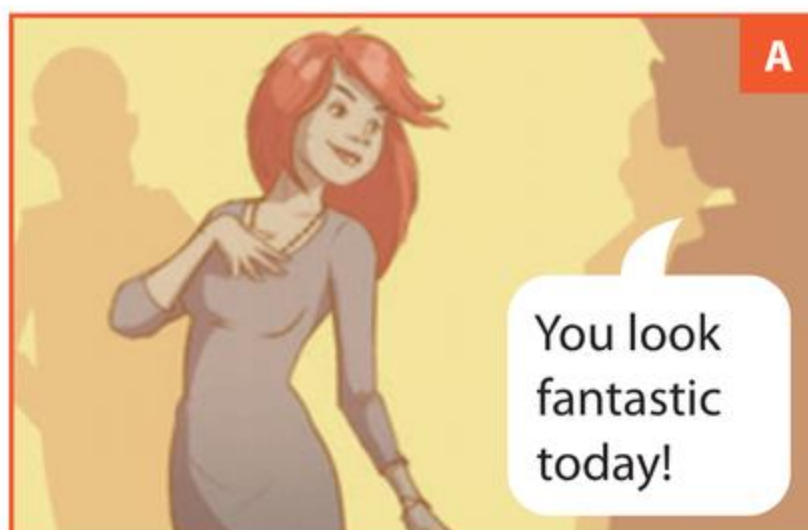
1 Which is the girl's family photo?



2 Who is the boy's friend?



3 Why is Amanda happy?



4 What was the secret that Anthony had to keep?

A A broken chair.

B A broken bed.

C Loud music.

2   Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dopasuj zdanie spośród A–E. Jedno zdanie zostało podane dodatkowo. Wpisz rozwiązanie do tabeli w zeszycie.

This text is about

- A keeping a diary.
- B paying someone a visit.
- C paying someone a compliment.
- D keeping a secret.
- E getting married.

1	2	3	4
?	?	?	?

3   Usłyszysz dwukrotnie nagranie, w którym mama opowiada córce o przyjaźni z dzieciństwa. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–5. Zapisz odpowiedzi w zeszycie.

- 1 Why was she angry with Tom?
- 2 What made her stressed?
- 3 What did the teacher think about her dancing skills?
- 4 How was Nelly different in the company of adults?
- 5 How many friends is she talking about?

?

?

?

?

?

Znajomość funkcji językowych

- 4 Wpisz w każdą lukę (1–2) brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne dialogi. Zapisz odpowiedzi w zeszycie.



- 5 Uzupełnij dialogi 1–3. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Zapisz odpowiedzi w zeszycie.

- 1 A: Hi, you look amazing today.
B: Thank you, it's so nice when people ?.
A: If it's true, they should do it more often!
- 2 A: Hello, I'm calling to get some advice.
B: What is the problem?
A: ? and I'm looking for ways to lose weight.
- 3 A: What can you tell me about the new teacher?
B: Well, he has never ? in class so far.
A: Great, I like it when people are not nervous.

- 6 Dla każdej z opisanych sytuacji (1–3) wybierz właściwą reakcję: A, B albo C. Zapisz odpowiedzi w zeszycie.

- 1 Jesteś zazdrosna o swoją przyjaciółkę i chcesz jej to powiedzieć. Jak to zrobisz?
A Sorry, I'm nervous.
B Sorry, I'm jealous.
C Sorry, I'm generous.
- 2 Opisujesz w klasie swojego dziadka, który zawsze ciężko pracował. Co powiesz?
A He hardly ever works.
B He is reliable.
C He has always been really hard-working.
- 3 Chcesz powiedzieć rodzicom, że ktoś w klasie wyśmiewa się z ciebie. Jak to powiesz?
A Jack is really clever.
B Jack likes laughing.
C Jack is unkind.

Rozumienie tekstów pisanych

- 7 Przeczytaj teksty. W zadaniach 1–2 z podanych odpowiedzi wybierz właściwą: A, B albo C.

- 1 What's the correct order of the sentences?

A 4-2-1-3-5 B 2-1-4-3-5 C 5-3-1-4-2

Dear Grandad,

1 It is a special product local people make in our region.
2 Dad likes it a lot, so I'm sure you will too.
3 We hope you like the present we bought you.
4 They make it with honey and herbs.
5 Happy Birthday from me and Helen.

Love, Jake and Helen

- 2 This text

- A is advertising a dating website.
B is about a website with celebrity love stories.
C is giving information on a website about wedding planning.

contact us at
www.weddingplanner.com

Do you want to fall in love?
Are you planning to get married in the future?
We can help you to find "your perfect" partner.

- 8** Przeczytaj dialog, z którego usunięto cztery zdania. Dopasuj zdania A–E do luk 1–4, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo. Zapisz odpowiedzi w zeszycie.

Mum: Who was that at the door, Alison?

Alison: I don't know, Mum. (1) ? – about 40 years old. He said he was looking for Bart, so I told him no-one with that name lived here.

Mum: What did he look like?

Alison: Well, he was slim and he had a small beard. (2) ? It looked like he never brushed it.

Mum: Did he look trustworthy?

Alison: No, he was rather nervous. (3) ? But he wasn't unkind.

Mum: Oh, right. If you see him again, tell me. There have been a few burglaries in the neighbourhood recently. (4) ?

- A Oh, and his hair was really scruffy.
- B I wouldn't trust him.
- C It was a middle-aged man
- D The police are still looking for the thief.
- E He looked great.

Znajomość środków językowych

- 9** Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją. Zapisz odpowiedzi w zeszycie.

This photo was taken on a beach in the summer. You can see the blue sea in the (1) ?. There are two people on the right of the photo who have just got (2) ?. The man is quite (3) ? and the woman is a little shorter than him. In the middle of the photo, there is a man playing the guitar, and (4) ? to him are two other musicians. They are playing music for the wedding. The guests will probably now want to wish the couple all the best for the future.



- 10** Wykorzystując podane wyrazy, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–6). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

1 I think I have the same character as my father.

take

I think I ? my father.

2 She hasn't got many cousins.

few

She only ? cousins.

3 I'm standing behind my uncle in this photo.

front

The man standing ? me in this photo is my uncle.

4 My best friend is standing beside me in the photo.

next

I'm ? best friend in the photo.

5 This actress ended her marriage three years ago.

got

This ? three years ago.

6 Promise not to tell anyone about it!

keep

Promise to ?!

Tworzenie wypowiedzi pisemnej

- 11** Organizujesz dla brata przyjęcie niespodziankę. Chcesz, aby wszyscy goście wpisali życzenia dla niego na jednej karcie. Napisz do jego przyjaciół e-mail, a w nim:

- zaproś ich na przyjęcie – napisz, gdzie i kiedy odbędzie się przyjęcie niespodzianka,
- poproś o wpisanie się na wspólnej kartce z życzeniami,
- podaj dla przykładu, jakie życzenia ty złożysz bratu.

Napisz e-mail w języku angielskim. Rozwiń swoją wypowiedź w każdym z trzech podpunktów. Pamiętaj, że długość e-maila powinna wynosić od 50 do 120 słów. Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.



(n) – noun / rzeczownik

(v) – verb / czasownik

(adj) – adjective / przymiotnik

(adv) – adverb / przysłówek

(conj) – conjunction / spójnik

(prep) – preposition / przyimek

(det) – determiner / określnik

(phr) – phrase / wyrażenie

APPEARANCE & CHARACTER

clever (adj)	/ˈkleɪvə(r)/	sprytny, bystry
easy-going (adj)	/ˈiːziˈɡəʊɪŋ/	wyluzowany
elderly (adj)	/ˈeldə(r)li/	starszy, starszawy
generous (adj)	/ˈdʒenərəs/	hojny
hard-working (adj)	/hɑː(r)d ˈwɜː(r)kɪŋ/	pracowity
height (n)	/haɪt/	wzrost
honest (adj)	/ˈɒnɪst/	szczerzy, uczciwy
jealous (adj)	/ˈdʒeləs/	zazdrosny
look like (v)	/lʊk laɪk/	wyglądać jak
middle-aged (adj)	/ˈmɪd(ə)l eɪdʒd/	w średnim wieku
nervous (adj)	/ˈnɜː(r)vəs/	nerwowy
overweight (adj)	/ˌəʊvə(r)ˈweɪt/	z nadwagą
relax (v)	/rɪˈlæks/	zrelaksować się
reliable (adj)	/rɪˈlaɪəb(ə)l/	niezawodny, wiarygodny
scruffy (adj)	/ˈskrʌfi/	niechlujny
slim (adj)	/slɪm/	szczupły
straight (adj)	/streɪt/	szczerzy, uczciwy
unkind (adj)	/ʌnˈkaɪnd/	nieuprzejmy
weigh (v)	/weɪ/	ważyć
weight (n)	/weɪt/	waga (człowieka)

QUANTIFIERS

a few	/ə fjuː/	kilka (z rzecz. pol.)
a little	/ə ˈlɪt(ə)l/	trochę (z rzecz. niepol.)
a lot of / lots of	/ə lɒt ɒv, lɒts ɒv/	dużo (czegoś)
any	/ˈeni/	trochę, jakiś (w pytaniach); żaden (w przeczeniach)
many	/meni/	wiele (z rzecz. pol.)
much	/mʌtʃ/	wiele (z rzecz. niepol.)
some	/sʌm/	trochę, kilka

FAMILY

ancestor (n)	/ˈænsəstə(r)/	przodek
gene (n)	/dʒiːn/	gen
genealogy (n)	/ˌdʒiːniˈælədʒi/	genealogia
generation (n)	/ˌdʒenəˈreɪʃ(ə)n/	generacja
grandmother (n)	/ˈgræn(d)ˌmʌðə(r)/	babcia
great-grandmother (n)	/ɡreɪtˈgræn(d)ˌmʌðə(r)/	prababcia
great-grandfather (n)	/ɡreɪtˈgræn(d)ˌfɑːðə(r)/	pradziadek
nephew (n)	/ˈnefjuː/	bratanek, siostrzeniec
niece (n)	/niːs/	bratanica, siostrzenica
relative (n)	/ˈrelatɪv/	krewny
step-mother (n)	/ˈstepˌmʌðə(r)/	macocha

PHRASAL VERBS

find out (phr v)	/faɪnd aʊt/	dowiadawać się
look for (phr v)	/lʊk fɔː(r)/	szukać (czegoś, kogoś)
pass down (phr v)	/pɑːs daʊn/	przekazać komuś
take after (phr v)	/teɪk ˈɑːftə(r)/	być podobnym do kogoś

PHRASES

fall in love (phr)	/fɔːl ɪn lʌv/	zakochać się
fall to pieces (phr)	/fɔːl tuː piːsɪs/	rozkleić się
get divorced (phr)	/get dɪˈvɔː(r)st/	rozwieść się
get married (phr)	/get ˈmæriəd/	wziąć ślub
have a family (phr)	/hævəˈfæm(ə)li/	mieć / założyć rodzinę
have sympathy (phr)	/hæv ˈsɪmpəθi/	współczuć
keep a diary (phr)	/kiːpəˈdaɪəri/	prowadzić pamiętnik
keep a secret (phr)	/kiːpəˈsiːkrət/	dotrzymać tajemnicy
pay a compliment (phr)	/peɪəˈkɒmplɪmənt/	powiedzieć komplement
pay a visit (phr)	/peɪəˈvɪzɪt/	złożyć wizytę

STATIVE VERBS

believe (v)	/bɪˈliːv/	wierzyć
belong to (phr v)	/bɪˈlɒŋ tu/	należać do
consist of (v)	/kənˈsɪst/	składać się z (czegoś)
contain (v)	/kənˈteɪn/	zawierać
doubt (v)	/daʊt/	wątpić
imagine (v)	/ɪˈmædʒɪn/	wyobrażać sobie
include (v)	/ɪnˈkluːd/	zawierać, obejmować
mean (v)	/miːn/	mieć na myśli, znaczyć
own (v)	/əʊn/	posiadać
possess (v)	/pəˈzes/	posiadać, mieć
seem (v)	/siːm/	wydawać się
suppose (v)	/səˈpəʊz/	przypuszczać, zakładać

UNCOUNTABLE NOUNS

advice (n)	/ədˈvaɪs/	rada
equipment (n)	/ɪˈkwɪpmənt/	sprzęt
knowledge (n)	/ˈnɒlɪdʒ/	wiedza
luggage (n)	/ˈlʌɡɪdʒ/	bagaż
progress (n)	/ˈprəʊɡres/	postęp
research (n)	/ˈriːsɜː(r)tʃ/	badania (naukowe)

OTHER WORDS

background (n)	/ˈbækˌɡraʊnd/	tło, drugi plan
foreground (n)	/ˈfɔː(r)ˌɡraʊnd/	pierwszy plan
prank (n)	/præŋk/	psikus, psota, kawał

WRITING ABOUT SPECIAL EVENTS

celebrate (v)	/ˈseləˌbreɪt/	świętować
celebration (n)	/ˌseləˌbreɪʃ(ə)n/	świętowanie
christening (n)	/ˈkrɪs(ə)nɪŋ/	chrzest
guest (n)	/ɡest/	gość
have a party (phr)	/həvəˈpɑː(r)ti/	zorganizować imprezę
invite (v)	/ɪnˈvaɪt/	zaprosić
invitation (n)	/ˌɪnvɪˈteɪʃ(ə)n/	zaproszenie
organise (v)	/ˈɔː(r)ɡənaɪz/	organizować
surprise party (phr)	/sə(r)ˈpraɪz ˈpɑː(r)ti/	przyjęcie niespodzianka

USEFUL EXPRESSIONS

DESCRIBING PHOTOS

... lying on the floor.	... leży na podłodze.
He's wearing ...	On ma na sobie ...
He's behind / in front of / next to ...	On jest za / przed / obok ...
He's on the right / left (of) ...	On jest na prawo / lewo (od) ...
I can see a ... in the foreground / background.	Widzę ... na pierwszym planie / drugim planie.
She's slim / good-looking.	Ona jest szczupła / atrakcyjna.
There are four ...	Są / Znajdują się cztery ...
There's a white ...	Jest / Znajduje się biały ...
They look relaxed / happy / easy-going.	Wyglądają na zrelaksowanych / szczęśliwych / wyluzowanych.

SENDING WISHES AND CONGRATULATIONS

I / We wish you ...	Życzę / Życzymy Ci ...
I / We hope that ...	Mam / Mamy nadzieję, że ...
May your day be ...	Niech ten dzień będzie ...
Wishing you ...	Życząc Ci ...
Congratulations on ...	Gratulacje z ...

SAYING WHEN YOU WILL SEE SOMEONE

I / We hope to see you very soon.	Mam / Mamy nadzieję niedługo Cię zobaczyć.
Looking forward to seeing you soon.	Nie mogę się doczekać, aby Cię zobaczyć.
We're thinking of coming ...	Myślimy o przyjeździe ...

6 Food, Food, Food!

Reading: I can find answers to a quiz in a text. I can answer open-ended questions and complete a note about a text. I can complete the missing words in a text by choosing the correct option.

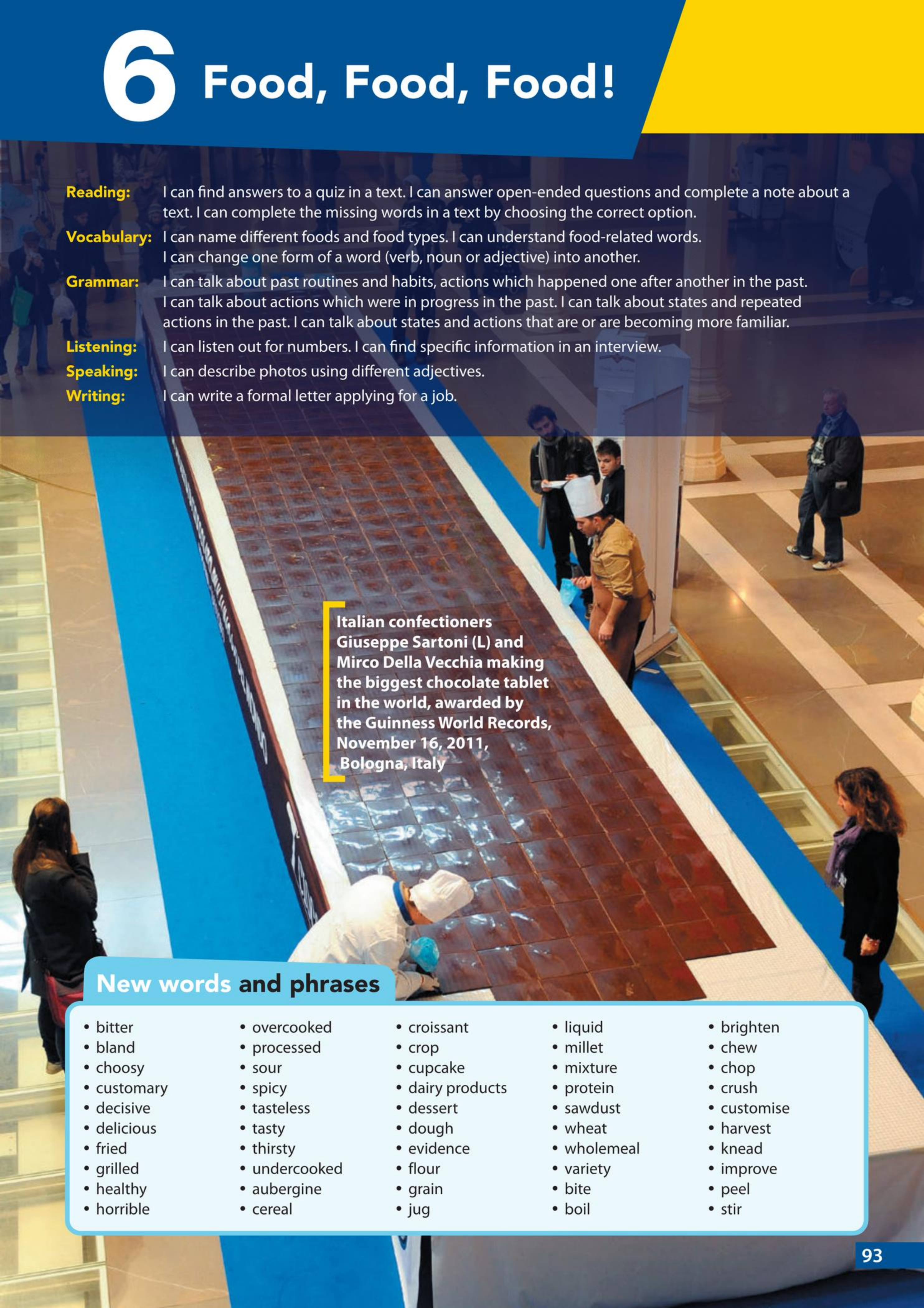
Vocabulary: I can name different foods and food types. I can understand food-related words. I can change one form of a word (verb, noun or adjective) into another.

Grammar: I can talk about past routines and habits, actions which happened one after another in the past. I can talk about actions which were in progress in the past. I can talk about states and repeated actions in the past. I can talk about states and actions that are or are becoming more familiar.

Listening: I can listen out for numbers. I can find specific information in an interview.

Speaking: I can describe photos using different adjectives.

Writing: I can write a formal letter applying for a job.



Italian confectioners
Giuseppe Sartoni (L) and
Mirco Della Vecchia making
the biggest chocolate tablet
in the world, awarded by
the Guinness World Records,
November 16, 2011,
Bologna, Italy

New words and phrases

- | | | | | |
|-------------|---------------|------------------|-------------|-------------|
| • bitter | • overcooked | • croissant | • liquid | • brighten |
| • bland | • processed | • crop | • millet | • chew |
| • choosy | • sour | • cupcake | • mixture | • chop |
| • customary | • spicy | • dairy products | • protein | • crush |
| • decisive | • tasteless | • dessert | • sawdust | • customise |
| • delicious | • tasty | • dough | • wheat | • harvest |
| • fried | • thirsty | • evidence | • wholemeal | • knead |
| • grilled | • undercooked | • flour | • variety | • improve |
| • healthy | • aubergine | • grain | • bite | • peel |
| • horrible | • cereal | • jug | • boil | • stir |

1  **What do you know about bread?**
Do the quiz to find out. In some questions all the alternatives are correct.

1 People have baked bread for

- A** 2,000 years. **C** 11,000 years.
B 6,000 years.

2 Millet bread was made

- A** by the Romans. **C** in the Middle East.
B by the Greeks.

3 Baking developed in Poland

- A** in the Middle Ages.
B in a village called Piekary.
C when Bolesław the Brave was king.

2 Read the text and check your answers to the quiz.

Baked Goods

No-one knows when the first bread was baked because it was long before people wrote and kept records. However, there is **evidence** that people began baking some sort of bread approximately 11,000 years ago.

The first known grain was **millet**. Ancient **civilisations** – the Romans, Greeks and the other peoples of the Middle East – **crushed** it with heavy stones and then, added water. They would bake it on hot stones.

In the Middle Ages, the climate in the area of what is now Poland was good for **harvesting crops**, and baking developed. There is a legend which says that King Bolesław the Brave of Poland used to like different types of bread so much that he named a particular village, where people **(1) ?** tasty bread, Piekary. The legend goes on to say that he used to spend long hours celebrating and eating bread. From that time **(2) ?** today, the basic **process** of producing bread is the same – we mix **liquid** and flour and bake it, but the technology has **improved**.

However, we don't harvest grain in the traditional way anymore. We use massive machines called harvesters to do it. And we don't **knead dough** by hand because there are now machines for making bread dough.

Word Focus

millet: a type of grain used today as a food for birds

crush: to press something very hard until it breaks

harvest: to pick and collect crops

crop: a plant that is grown for food

improve: to make something better

knead: to press dough, traditionally by hand, until it forms a smooth mixture

dough: a mixture of flour and water that is baked to make bread

sawdust: very small pieces of wood produced when you cut wood



Traditional bread cockerel, Kazimierz Dolny



Traditional Polish pretzel, Market Square, Krakow

When Europe was fighting World War II, there was a shortage of grain, so people had to get used to eating bread made with other ingredients. They mixed **sawdust** with flour to bake it. Was it tasty? Probably not. But people were hungry, so they waited long hours **(3) ?** front of shops to buy some. Thankfully, those days are over. **(4) ?** days, we are used to buying a variety of bread, rolls and cakes at any time of the day and night in every city, town or village. It's not expensive and it's always **(5) ?**. There are many different kinds of bread, so we need to decide which one is best for us. It's believed that the healthiest is **wholemeal** bread.

There are many kinds of traditional baked goods from Poland. They are baked in the same way our ancestors used to bake them. The residents **(6) ?** Poznan love St. Martin's **croissants**, the residents of Krakow prefer pretzels, and visitors to Kazimierz Dolny buy the locally produced bread cockerels.

Traditional Polish Easter breakfast with white borsch in a bread bowl



3 Read the text again and answer questions 1–4. Write the answers in your notebook.

- How do we harvest grain nowadays?
Today people ?.
- How was the bread during World War II different to bread nowadays?
In World War II ?.
- How are traditional baked goods baked now compared to the past?
Traditional baked goods are ?.
- Are traditional baked goods the same or different in different parts of Poland?
Traditional baked goods are ?.

4 Look at words 1–6 in the text *Baked Goods* and match them to definitions A–F.

- evidence ?
 - civilisation ?
 - process ?
 - liquid ?
 - wholemeal ?
 - croissant ?
- A something like water that you can pour easily
B a series of things that you do in order to make something
C reasons for believing that something is or isn't true
D light, crescent-shaped bread, usually eaten for breakfast
E a large group of people with its own culture
F containing all the grain, even the outer part

5 Listen and check.

6 Read the *Skills Explorer* and decide which tip is best for you.

Skills Explorer

Uzupełnianie notatki w języku angielskim

- Najpierw przeczytaj uważnie zdania z lukami. Zastanów się, jakich informacji potrzebujesz.
- Zastanów się nad możliwymi odpowiedziami. Wyodrębnij słowa kluczowe.
- Następnie przeczytaj tekst i porównaj swoje przypuszczenia z odpowiedziami.

Ideas Focus

- Is your country famous for a particular type of food? Do you enjoy it? Why? / Why not?
- Do you prefer eating at a restaurant or at home? Why?

7 Now complete the *Skills Booster* task.

Skills Booster

Przeczytaj tekst *Baked Goods* jeszcze raz. Uzupełnij luki w zdaniach 1–9 zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszytce.

- The first evidence of bread is from over ? ago.
- To crush millet, people ?.
- Heated rocks were used by ancient civilisations ?.
- The weather conditions in what is now Poland today were perfect for ?.
- To bake bread, we need to mix ?.
- Nowadays, machines are used to ?.
- It is said that the healthiest bread is ?.
- The three types of traditional baked products are ?.
- The patron of baked goods in Poznan is called ?.

8 Read the incomplete text below. What type of word do you need for each gap?

If you want to (1) ? a healthy life, bake your own bread (2) ? home. Homemade bread is (3) ? for you than anything bought in shops. It's fresh and it tastes (4) ?.

9 Choose the correct option to complete the sentences in Exercise 8.

- | | | | |
|-----------|-------------|-------------|-----------|
| 1 A lunch | B good | C live | D old |
| 2 A eat | B on | C at | D for |
| 3 A makes | B likes | C better | D healthy |
| 4 A fat | B delicious | C infection | D sleep |

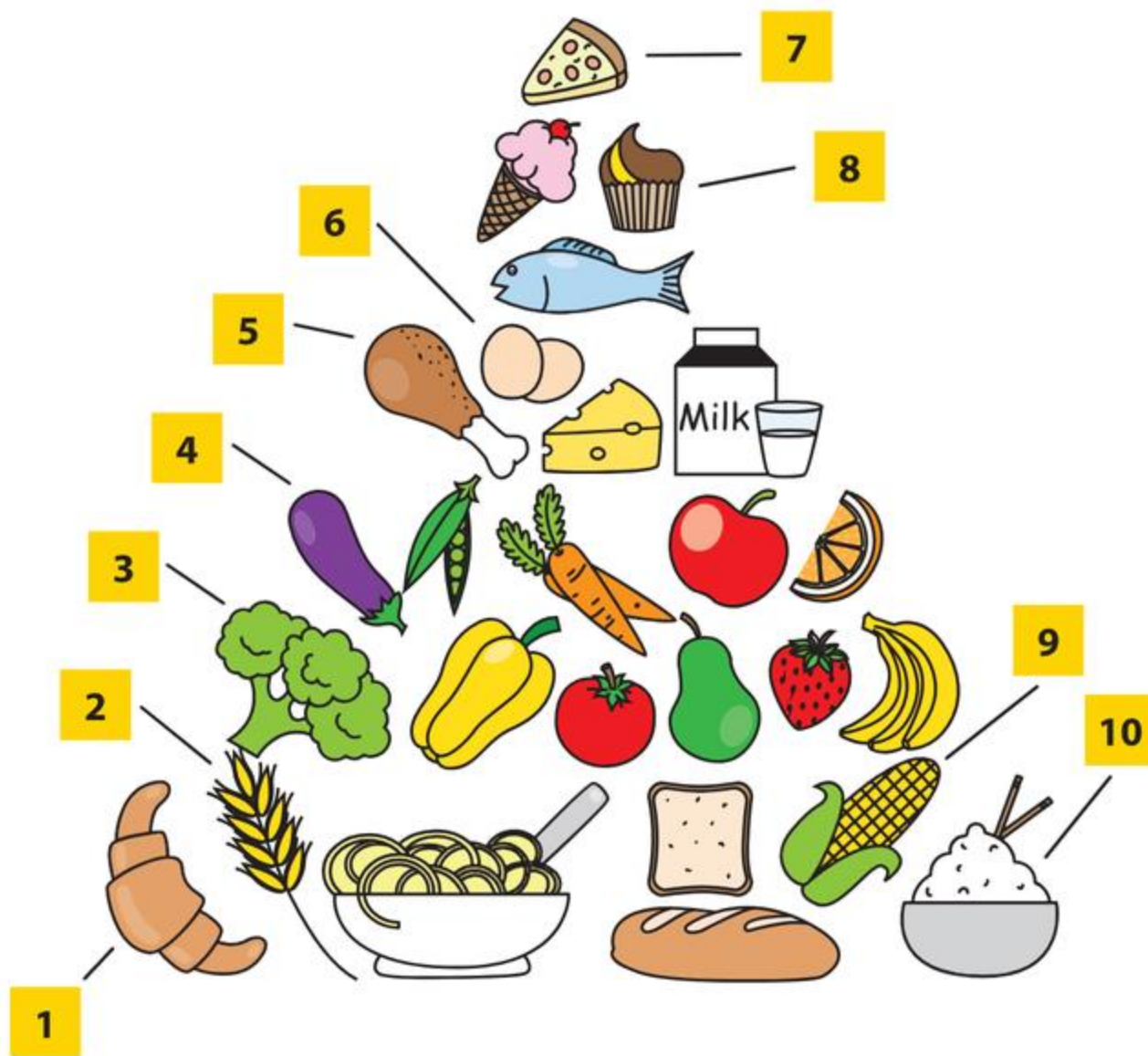
10 Read the text *Baked Goods* again and choose the correct word for each gap. Write the answers in your notebook.

- | | | | |
|-------------|----------|-----------|------------|
| 1 A crushed | B wanted | C kneaded | D produced |
| 2 A since | B for | C through | D until |
| 3 A as | B at | C in | D on |
| 4 A There | B These | C This | D Those |
| 5 A fat | B fresh | C flour | D small |
| 6 A of | B to | C got | D for |

1 List all the items of food you have eaten today.

2 Match the words in the box with the types of food that have been numbered in the picture.

pizza aubergine eggs wheat broccoli
sweetcorn rice cupcake chicken croissant



3 Find the names of the other products in the food pyramid. Copy and complete the table with the names of all the products in the pyramid.

Grains and cereals	?
Fruit and vegetables	?
Protein and dairy	?
Sugar and fat	?

4 Listen and check your answers.

5 Choose the odd ones out. Justify your answers.

Example

I think **bread** is the odd one out because **thirsty** and **hungry** are adjectives.

- | | | |
|------------|-----------|-------|
| 1 thirsty | hungry | bread |
| 2 dessert | starter | lunch |
| 3 kitchen | chop | peel |
| 4 grill | boil | meat |
| 5 bite | breakfast | chew |
| 6 horrible | delicious | mix |
| 7 fridge | jug | bowl |
| 8 fry | stir | knife |

6 Complete the sentences with some of the words in Exercise 5. Write the answers in your notebook.

- Don't ? the egg in this oil. It's too old.
- Have we got a ? for the chicken and rice to go in?
- The strawberry and ice-cream ? was delicious!
- The ? isn't working. This drink isn't cold.
- ? the apple for the baby – he can't eat the skin.
- I'll need a sharp knife to ? the broccoli.
- You have to ? the sauce so it doesn't stick.
- Don't ? with your mouth open! It's bad manners!

7 Prepare an *Odd One Out* game for your partner similar to the one in Exercise 5. Exchange games. Did your partner guess the answers?

8 Now complete the *Skills Booster* task.

Skills Booster

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–7: A, B albo C. Zapisz odpowiedzi w zeszycie.

The Story of the Hamburger

The (1) ? hamburger is one of the most popular foods in the world, but what are its origins?

One theory is that about 800 years ago Mongolian soldiers, who didn't have (2) ? or cookers, used to put meat under their saddles while they rode their horses to make it soft. In the evening they ate it.

Another story is that immigrants to America from the city of Hamburg in Germany brought their 'Hamburg steak' with them – a type of (3) ? meat served between slices of (4) ?.

Or perhaps Otto Kuasw from Hamburg made the first hamburger. Otto (5) ? meat with (6) ?, fried it, put it between slices of bread, and sold it to young, hard-working and (7) ? sailors for their (8) ?. When the sailors went back to America, they made the same thing, and so the hamburger was born.

- | | | |
|---------------|-------------|-------------|
| 1 A horrible | B delicious | C breakfast |
| 2 A meat | B food | C fridges |
| 3 A fried | B peeled | C stirred |
| 4 A bowl | B bread | C kitchen |
| 5 A chewed | B bit | C mixed |
| 6 A breakfast | B eggs | C starter |
| 7 A starter | B kitchen | C hungry |
| 8 A dessert | B lunch | C meat |

9 Make a list of products you usually eat. Decide if your diets are healthy or not.

Past simple, past continuous

Czas **past simple** stosujemy, gdy mówimy o: czynności lub sytuacji, która zakończyła się w przeszłości w określonym czasie; czynnościach nawykowych i zwyczajach z przeszłości; czynnościach i sytuacjach przeszłych następujących po sobie jedna po drugiej, np. *Ancient civilisations ... **crushed** it with heavy stones and then **added** water.*

Czas **past continuous** stosujemy, gdy mówimy o: czynności, która trwała w przeszłości przez jakiś czas; dłuższej czynności przeszłej, która została zakłócona przez inną czynność przeszłą; dla opisanie tła opowiadania, np. *When Europe **was fighting** WWII, there was a shortage of grain, so people ...*

← Reading reference p 94

🔔 Przypomnij sobie, jakie określenia czasu stosujemy w zdaniach w czasie **past simple** i **past continuous**, jak tworzymy pytania i przeczenia oraz zasady pisowni **czasowników regularnych**.

More information in the **Grammar Guide p 160** ➔

- 1 **Complete the text with the past simple form of the verbs in brackets. Write the answers in your notebook.**

Pizza, pizza, pizza!

Pizza has been around for a very long time now.

(1) ? (you / know) that something similar to pizza was prepared in Ancient Greece? The Ancient Greeks (2) ? (cover) their bread with oil, herbs and cheese. The Romans later (3) ? (develop) placenta, which was a type of bread with cheese and honey. However, pizza as we know it (4) ? (originate) in Italy as a Neapolitan pie with tomato.

A lot of people enjoy making their own pizza. Some of them try to break the record for the largest pizza. The current record was set in Johannesburg, South Africa. The pizza (5) ? (be) 37.4 metres in diameter. Lots of people (6) ? (work) together for many hours to break the previous record. Some (7) ? (make) the base and others (8) ? (grate) the cheese. They used 500 kg of flour, 800 kg of cheese and 900 kg of tomato puree. The result was one enormous pizza!



- 2 **Rewrite these sentences in your notebook using the past continuous.**

- the students / not eat / breakfast / in the classroom / when I arrived
- we / not have / lunch / because we were asleep
- you / make / cupcakes / all morning?
- this time last week / we / taste / French cheese
- Cathy / prepare / dinner / when the match started?

- 3 91 **Listen and check your answers.**

- 4 **Complete the sentences with either the past simple or past continuous form of the verbs in brackets. Write your answers in your notebook.**

- ? (Joey / call) you while you ? (watch) Jamie Oliver's cookery programme?
- My dad ? (cook) dinner on Saturday because Mum ? (be) ill.
- The children ? (order) pizza when I ? (walk) into their bedroom.
- I ? (not / fry) the hamburgers, I ? (grill) them.
- Karen ? (make) lunch while Peter ? (set) the table.
- ? (they / have) a barbeque when it ? (start) to rain?
- ? (you / order) a dessert after you ? (have) your main course?

- 5 **Now complete the Skills Booster task.**

Skills Booster

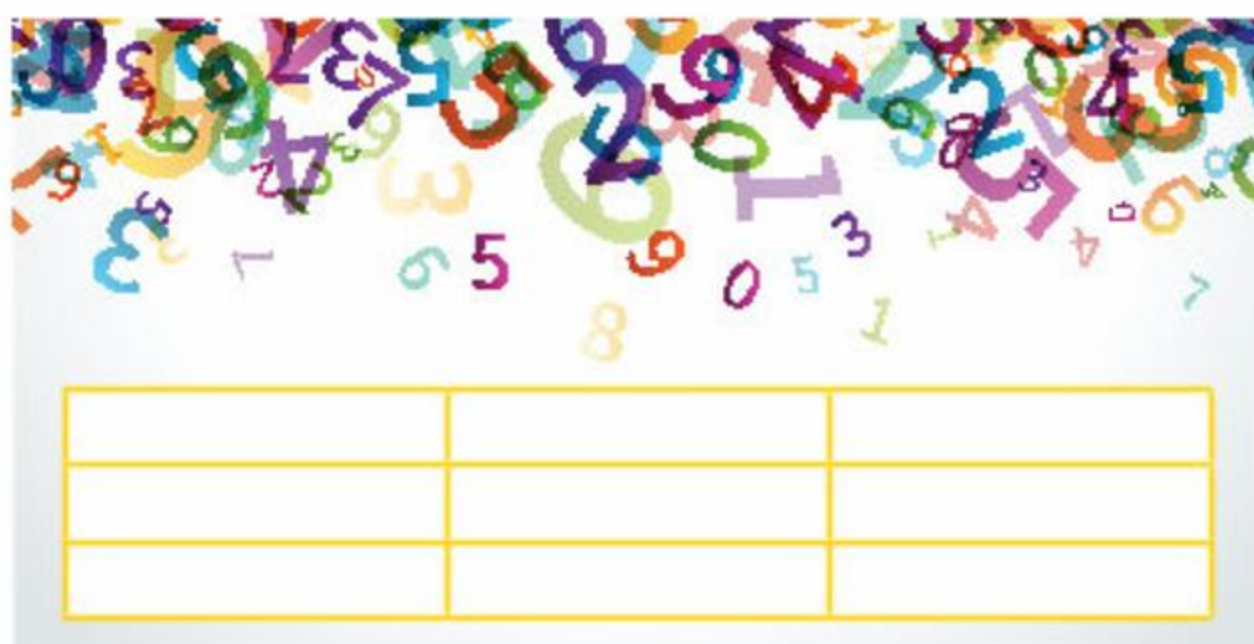
Uzupełnij zdania 1–6. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach, tak aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- We ? (be / in / this) restaurant two weeks ago.
- We ? (not / sleep) when you called us.
- My brother ? (cook / three / dish) last weekend.
- Some of the kids in my class ? (jump / on) the desks when the teacher came in.
- I called Suzanne, but she ? (work) and couldn't talk to me.
- My best friends ? (not / want) to visit me yesterday.

- 6 **Use these phrases to talk about your past.**

when I was 7 years old last Sunday last week
yesterday a few months ago when you saw me

- 1  Draw a 3 x 3 grid in your notebook. Complete it with random numbers 10–150. Say the numbers to your partners. If any of the numbers is the same as in your partner's grid – it's Bingo. Talk to as many students in the class as possible. Don't look at each other's grid.



- 2  First, read the numbers below. Then, listen and choose the correct option: A, B or C.

- | | | |
|----------|--------|--------|
| 1 A 2010 | B 2011 | C 2025 |
| 2 A 35 | B 25 | C 29 |
| 3 A 550 | B 150 | C 950 |
| 4 A 25th | B 21st | C 26th |
| 5 A 250 | B 260 | C 160 |

- 3 Imagine you are listening to a chef talking about the restaurant where he / she worked. Look at the possible answers below. What questions did they ask him / her? Write them in your notebook.

- | | | |
|---|----------|--------------------|
| 1 A 6 months | B 1 year | C 2 years |
| 2 A pasta dishes | B pizzas | C seafood risottos |
| 3 A he / she didn't like the restaurant owner | | |
| B to start his / her own restaurant | | |
| C to work in a different type of restaurant | | |

- 4 Read the *Skills Explorer* and decide which tip is best for you.

Skills Explorer

Wybór wielokrotny: liczby i słowa kluczowe

- Przed wysłuchaniem nagrania uważnie przeczytaj pytania. O czym będzie nagranie?
- Wypisz do zeszytu ważne wyrazy i liczby, które znajdują się w pytaniach i opcjach odpowiedzi.
- Niektóre liczby brzmią bardzo podobnie! Uważaj na nie. Sprawdź odpowiedzi podczas drugiego wysłuchania nagrania.

- 5  Now complete the *Skills Booster* task.

Skills Booster

Usłyszysz dwukrotnie wywiad o festiwalu restauracji w Londynie. W zadaniach 1–6 z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.

- How many restaurants took part in the festival in 2009?**
A Over 415. B Over 800. C Over 450.
- At the festival, each restaurant**
A offers classes to the public with their favourite chef.
B prepares a special menu.
C has four different dishes on the menu.
- The festival helps charities because**
A it provides meals for people living on the streets.
B it donates money to a charity that works for people living on the streets.
C it has set up a website for people living on the streets.
- The Gourmet Odyssey offers**
A four courses in four different restaurants.
B transport between the restaurants in a bus.
C a chance to travel with the chefs.
- The walking version of the Gourmet Odyssey costs**
A £35. B £95. C £135.
- Faye Wallis says**
A Gordon Ramsay will be cooking every night.
B all the London Eye capsules will become dining rooms.
C Gordon Ramsay's meal will raise money for charity.

- 6  Write a riddle for your class so that the answer is a number. Read it out loud. Who can work out the answer?

Example

When Tom was 10, his sister was five. Tom is 15 now, how old is his sister?

Dinner in the sky



1 Ask and answer these questions.

- Can you cook? What can you cook?
- Who normally does the cooking at home?
- What food do you never eat? Why?

2 Choose the correct adjective to complete the sentences.

- 1 The cake was **delicious** / **horrible**. I ate three pieces!
- 2 This chicken is **undercooked** / **overcooked**. It's black!
- 3 I love **bland** / **spicy** food, especially Indian curry.
- 4 This salad looks **tasty** / **tasteless**! It's so colourful.
- 5 I like the **bitter** / **sour** / **sweet** taste of lemons.
- 6 Too much **healthy** / **processed** food isn't good for you.
- 7 They usually eat **grilled** / **fried** fish; it is healthier.

3 Read the conversation between Dora and Jane. Is it about a big culinary success?

D: Jane, do you remember the time when you tried to become a Masterchef?

J: Oh, that was a long time ago. Why are you talking about it now?

D: Look, I just came across a photo of you in the kitchen. What are you doing in the photo?

J: I'm cleaning up a cake that's on the floor. I was lifting it up when it fell onto the floor.

D: That wasn't the best day for you. What cake were you trying to make?

J: Well, I was trying to make the famous rainbow cake.

D: Oh, is that the colourful one?

J: Yes, exactly. Look, I have a photo of it. What's in the photo was my goal. I tried to make exactly the same cake.

D: What went wrong?

J: Well, I made the wrong decision about which colours to use in the cake, and they ended up getting all mixed up, and the end result looked terrible.

D: It seems you were angry here, looking at the photo.

J: It looks like it, yes. I remember when I tasted the cake – it was horrible.

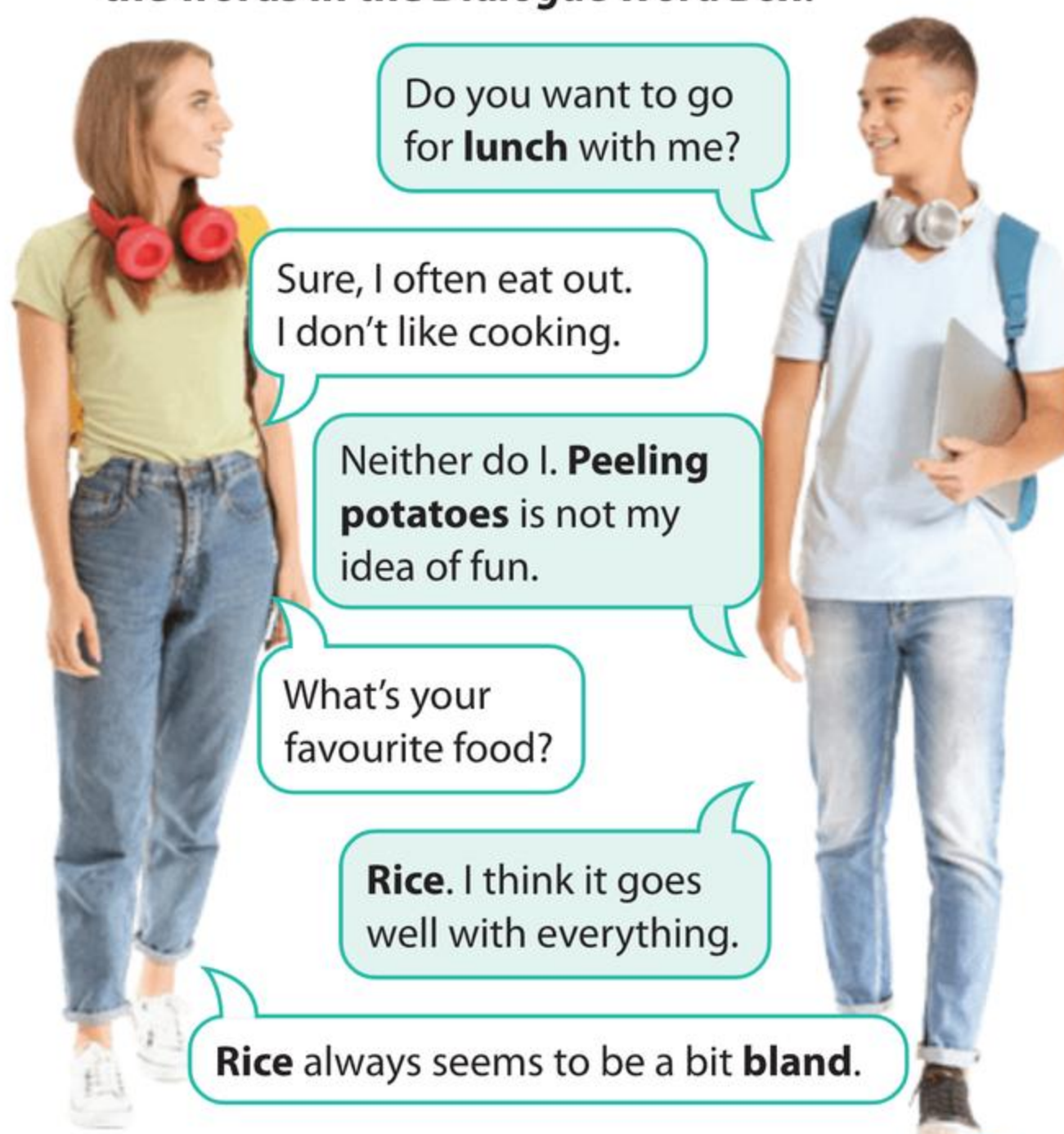
Dialogue Word Box

breakfast • dinner • Preparing food •
Chopping onions • Stirring soup • Frying meat •
Mixing ingredients • Broccoli • Sweetcorn • Bread •
Meat • Aubergine • Chocolate • Grapefruit •
Onion • spicy • sour • sweet • bitter

4 Read the dialogue again and decide if the sentences are true (T) or false (F).

- 1 The dish the cook prepared got destroyed. ☐
- 2 One of the speakers tried to make a rainbow cookie. ☐
- 3 The dish didn't look good, but it was delicious. ☐
- 4 The cook was angry in the photo. ☐

5 Listen to the dialogue and repeat it. Then, act it out changing the words in bold. Use the words in the Dialogue Word Box.



Phrase Book

Using adjectives

- It looks / seems to be (+ *adjective*).
- I think they are (+ *adjective*).
- That is / isn't good for you because it's (+ *adjective*).
- I don't usually eat that because it's (+ *adjective*).
- I like / don't like that because it's (+ *adjective*).

6 Student A p 149. Student B p 171.

Ideas Focus

- Do you enjoy eating fast food? Why? / Why not?
- Do young people still eat lots of traditional food? Why / Why not?



1 Complete the table in your notebook.

Noun	Verb	Adjective
(1) ?	colour	coloured / colourful
taste	(2) ?	tasty / tasteless
tradition	×	(3) ?
decision	(4) ?	decisive
choice	(5) ?	choosy
custom / (6) ?	customise	customary
mixture	(7) ?	mixed / mixing
(8) ?	×	trendy
(9) ?	brighten	bright
variety	vary	(10) ?

2 95 Listen and check. Then, repeat the words.

3 Say the tongue twisters aloud to your partner several times. Each time say them faster.

Connor coloured the colourful walls in bright colours.
Daisy decided that my decision was wrong.
Max was mixing colours to make a colourful mixture.
Tess tasted the tasteless tea. The taste was terrible.
A variety of various vases was shown in the video.
Brian brightened my day with his bright bracelet.

4 Choose a word from the table above and ask your partner to give you the two remaining words with their books closed. Take turns.

5 Complete the dialogues in a way that sounds logical. Use the words in Exercise 1 and any other necessary words. Write the answers in your notebook.

- A:** What a nice café! Reds and yellows – it's ?!

B: Oh yes, I really like the variety of colours.
- A:** There were a lot of people waiting to get into *The Hummingbird Bakery*.

B: Do they have so ??

A: Hundreds of them. I always see them queuing.
- A:** Look at all those different types of cake! ? which one to get for Mum. Which one do you think I should choose?

B: If I were you, I'd take the chocolate one.
- A:** Can I have another biscuit, please? They're ?.

B: Sure, help yourself.

6 Now complete the Skills Booster tasks.

Skills Booster

Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Zapisz odpowiedzi w zeszycie.

A colourful **B** decisive **C** colour **D** choice
E choosy **F** decision

The Hummingbird Bakery

Do you like sweet things? If you do, then *The Hummingbird Bakery* in London is the place for you.

The shops are full of the most delicious and (1) ? cupcakes you can imagine. The first bakery opened in 2004 after a group of Americans couldn't find any American-style cupcakes for sale in London. It has proved to be a great (2) ?!

Visitors to the bakery will be spoilt for (3) ?!

Skills Booster

Wykorzystując podane wyrazy, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- I had a delicious combination consisting of vanilla cake with cream cheese. *mixture*
I ate a very tasty ? cake with cream cheese.
- Her clothes are fashionable. *trendy*
She wears ?.
- I can't decide which cupcake to choose. *decision*
I can't ? which cupcake to choose.
- A large TV screen advertises the bakery's 50 different choices of cake. *variety*
The TV in the bakery advertises ? 50 different cakes.
- He can't decide which food to choose. *choosy*
He is ? food.

Ideas Focus

- Is it difficult for you to decide what to have when you are in a restaurant? Why? / Why not?
- Do you like tasting new things? Why? / Why not?



Used to, would, be used to, get used to

Konstrukcję **used to** + **bezokolicznik** stosujemy, mówiąc o:

- **czynnościach**, które były wykonywane w przeszłości regularnie, a obecnie już nie są wykonywane, np. *The legend goes on to say that **Bolesław used to spend** long hours celebrating and eating bread.*
- **stanach**, które trwały w przeszłości, ale obecnie już nie trwają, np. ... *King **Bolesław the Brave of Poland used to like** different types of bread ...*

Konstrukcję **would** + **bezokolicznik (bez to)** stosujemy, mówiąc **tylko o czynnościach (nie stanach)**, które były wykonywane w przeszłości regularnie, a obecnie już nie są wykonywane, np. ***They would bake** it on hot stones.*

← Reading reference p 94

Pytania z konstrukcją **used to** + **bezokolicznik** tworzymy według schematu:

did + **podmiot** + **use to** + **bezokolicznik**, np.

Did Dad use to read?

Zdania przeczące tworzymy według schematu:

podmiot + **didn't use to** + **bezokolicznik**, np.

Mum didn't use to work.

1 Read sentences 1–3 and answer the questions that follow in Polish.

- The family **used to live** in London, but they moved to Scotland 5 years ago.
 - Czy rodzina nadal mieszka w Londynie?
- '**Did Dad use to read** on the train?' 'Yes, he did.'
 - Co tata zazwyczaj robił w pociągu?
- Mum **didn't use to work**, but now she manages her own shop.
 - Czy mama teraz pracuje?

2 In which sentences can the words in bold be replaced with *would*?

- Bolesław **used to** spend long hours celebrating.
- These chocolates **used to** cost much less.
- Did you use to** like spinach when you were five?
- I **didn't use to** own a fridge, but now I do.
- Dan **used to** eat a lot of rice when he lived in China.
- Our cat Max **used to** hide its food in the garden.

3 What did you use to do / would you do when you were a child? Write 5 sentences in your notebook.

Konstrukcję **be used to** + **verb** + **-ing** / **rzeczownik** stosujemy, gdy mówimy o czymś, do czego jesteśmy lub byliśmy przyzwyczajeni, np. *These days, **we are used to buying** a variety of bread, rolls and cakes at any time of the day and night ...*

Konstrukcję **get used to** + **verb** + **-ing** / **rzeczownik** stosujemy, gdy mówimy o procesie, w którym przyzwyczajamy się do czegoś, np. *When Europe was fighting World War II, there was a shortage of grain, so people had to **get used to eating bread** made with other ingredients.*

← Reading reference p 94

4 Choose the correct option: A, B or C. Then, translate the completed sentences into Polish.

- I **?** having bread and cheese for breakfast.
A am used to B used to C getting used
- My cookery teacher **?** to be a chef.
A is getting used B is used C used
- Maria **?** to the lunches at the new canteen.
A is getting used B used C get used
- Jess loved India, but she **?** to the spicy food.
A didn't use B couldn't get used C used
- I **?** to eating anything I liked before I went on a diet.
A was used B am getting used C used
- ?** to help your mum set the table?
A Did you used B Did you use C Were you used

5 Now complete the Skills Booster task.

Skills Booster

Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- I am **?** (przyzwyczajam się do) healthy food.
- Her son is **?** (przyzwyczajony jeść) late at night.
- I am used to **?** (jedzenia zdrowej) food.
- ?** (Czy Susan kiedyś) to be slim?
- They **?** (kiedyś mieli) picnics on the beach.
- ?** (Czy Ted ma w zwyczaju) to watching his weight?

6 Ask five students the questions below.

- What did you use to do at kindergarten?
- What are you used to doing now?

More exercises in the **Grammar Guide p 161** ➔

A formal email

Forms Explorer

Pisząc formalny e-mail, należy pamiętać o:

- formalnych zwrotach grzecznościowych: *Dear Sir / Madam, Yours sincerely.*
- pełnych formach czasowników, których nie skracamy: *I did not want, I have seen.*
- formalnych synonimach wyrazów potocznych, np. *receive* zamiast *get*.
- użyciu pełnej formy imienia i nazwiska.

1 Read the following email. Can you find all the features of a formal email listed in the Forms Explorer?

Dear Madam,
I am writing this email to inquire about the position of assistant cook at your restaurant.
I have helped my mother in her company, which provides catering services for business meetings. I am able to present some innovative solutions inspired by Polish cuisine.
I am looking forward to hearing from you,
Yours faithfully,
Amelie Johnson

2 Find formal synonyms of these common words in the dictionary. Write the answers in your notebook.

so ? stuff ? start ? pretty ?
get ? happy ? can't ? but ?

3 Change the words and forms in bold in the email to make them sound more formal. Write the answers in your notebook.

Dear (1) **Sam**,
(2) **I'm** writing to you (3) **cause** I promised to
(4) **help you out** with buying some (5) **stuff** online.
(6) **How about** we chat online tomorrow, and
(7) **you'll** show me the things (8) **you're** looking for.
(9) **I'll** be glad to help.
(10) **Love**,
Mandy

4 Match the informal expressions in 1–5 with their more formal equivalents in A–E. Write the answers in your notebook.

1 I'm writing to you cause ... ?	A I would like to become one of your employees.
2 I've done lots of things connected to this job. ?	B That is why I would appreciate ...
3 So it'd be great ... ?	C I have experience in this field.
4 If you gave me a chance to come for a trial day ... ?	D If you invited me for a trial day ...
5 I want to work for you. ?	E I have decided to write this email because ...

5 Now read the formal email below and translate the phrases in brackets into English.

(1) [Szanowna Pani,]
(2) [Piszę do] you to apply for the position of waiter at your restaurant.
(3) [Moje doświadczenie] comes from my work at the school canteen where I was in charge of preparing food. (4) [Chciałbym / Chciałabym prosić] you to look at the portfolio of the meals I made.
Yours faithfully,
John Prior

Phrase Book

Reasons for writing

- I have decided to write ...
- I would like to apply ...
- I am writing this email to apply ...

Describing experience and personality

- I have worked ...
- I believe I am ...
- I have experience in ...

Sign-off

- Yours sincerely,
- Yours faithfully,

6 Write a formal email to a restaurant manager in order to apply for a summer job as a waiter. In the email write:

- why you want the job
- what experience you have
- when you can start

Write 50–120 words.

E-mail formalny

E-maile formalne piszemy do instytucji lub osób, których nie znamy osobiście lub które znamy bardzo słabo. Występuje wiele rodzajów e-maila formalnego, np. zaproszenie, zażalenie. W tym rozdziale opisujemy e-mail do pracodawcy. Przy pisaniu e-maila formalnego nie obowiązują tak ściśle zasady jak w wypadku listu, ale trzeba pamiętać, że kreuje on nasz wizerunek, więc należy go przygotować profesjonalnie.

W formalnym e-mailu do pracodawcy:

- używamy formalnych synonimów słów potocznych, np. *good – positive, ask – inquire*
- używamy pełnych form czasowników posiłkowych, np. *I'm – I am, I'd – I would*
- chcemy pokazać swoją wiedzę / doświadczenie, np. *I have worked ... , I have been ...*
- podpisujemy się pełnym imieniem i nazwiskiem

Plan

Formalny zwrot powitalny

Dear Sir / Madam,
Dear Mr / Miss / Ms (nazwisko),

Rozwinięcie

Akapit 1

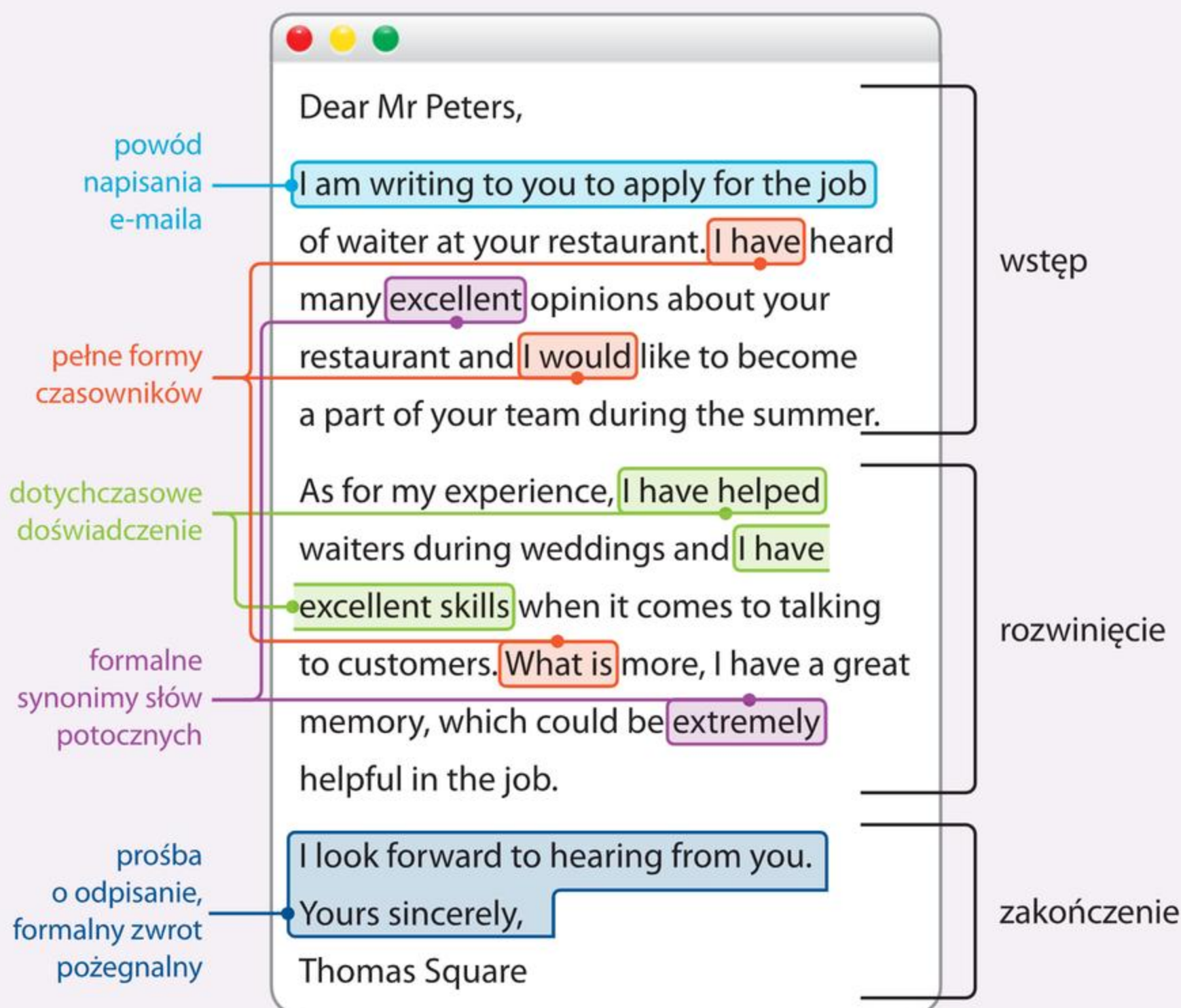
Podajemy powód napisania e-maila, np. *I have decided to write ...*
I am writing this email to apply ...
I would like to apply ...
Możemy również wspomnieć o naszej opinii o firmie czy instytucji, do której piszemy, np.
In my opinion, ...

Akapit 2

Opisujemy swoje dotychczasowe doświadczenie, podkreślamy swoje mocne strony, np. *I have worked ...*
I have experience in ...
I believe I am ...

Zakończenie

Zakończenie zawiera prośbę o odpisanie, np. *I look forward to hearing from you.* Powinniśmy też dopisać formalny zwrot pożegnalny, np. *Yours sincerely* (jeśli do adresata zwracaliśmy się po nazwisku), *Yours faithfully* (jeśli e-mail rozpoczęliśmy *Dear Sir / Madame*).



Sprawdź poprawność swojej wypowiedzi

- Czy struktura e-maila odpowiada planowi i zawiera zwrot powitalny, podział na akapity i zwrot pożegnalny?
- Czy język e-maila jest formalny? Czy zawiera formalne zwroty grzecznościowe i pełne formy czasowników? Czy zawiera formalne synonimy wyrażen potocznych?
- Czy w e-mailu opisałeś / opisałaś swoje doświadczenie?
- Czy sprawdziłeś / sprawdziłaś poprawność gramatyczną e-maila?

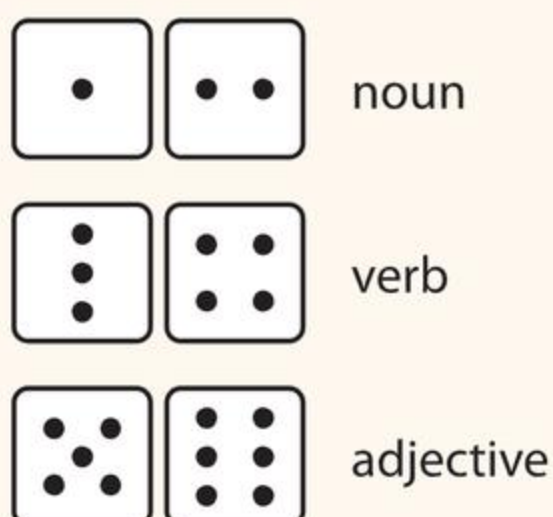
1 Complete sentences 1–6 with the correct option. Write the answers in your notebook.

- 1 *Wheat* / *An aubergine* is a type of grain which is used to make bread.
- 2 *Broccoli* / *Sweetcorn* is a yellow vegetable.
- 3 We often have *cereal* / *protein* with milk.
- 4 Carrots are a popular *vegetable* / *fruit*.
- 5 We sometimes have a *cupcake* / *pizza* for dessert.
- 6 Milk and cheese are *dairy products* / *grains*.

2 Finish the sentences to make them true for you. Compare them with your partner.

- 1 I'm usually very hungry after ...
- 2 In my kitchen there are many ...
- 3 At school I usually eat ...
- 4 I can cook ...
- 5 For breakfast my family usually eats ...
- 6 Right now I could have ...

3 Roll the dice twice. Choose two words from the box corresponding to the number on the dice. Make a sentence with your words. Write it in your notebook.



bright choice
coloured customer
decide mix tasteless
tradition vary
decision brightness
customary variety
trendy colour
taste choosy

4 Complete sentences 1–6 with the correct option: A, B or C. Write the answers in your notebook.

- 1 When I was a child, my grandmother  give me a bowl of cereal for breakfast.
A was used to B would C could get used to
- 2 Our dog often  chew on a bone.
A was used to B got used to C used to
- 3 We  having grapefruit as a starter.
A were used to B used to C would
- 4 They  very spicy food when they were travelling.
A used to B got used to C didn't use to
- 5  have barbecues in the summer?
A Are you used to C Were you used to
B Did you use to
- 6 I  eating fruit for dessert.
A used to B would C am getting used to

5 96 Complete the Skills Booster task.

Skills Booster

Usłyszysz dwukrotnie rozmowę Andrzeja i Kate o przygotowywaniu posiłków. W zadaniach 1–6 z podanych odpowiedzi wybierz właściwą: A, B lub C. Zapisz odpowiedzi w zeszycie.

1 Andrzej

- A enjoys peeling and chopping vegetables.
- B is good at grilling meat.
- C likes baking bread.

2 Kate

- A often cooks and eats eggs.
- B does not eat eggs with vegetables.
- C puts cheese on her eggs after she has fried them.

3 Andrzej's family

- A often orders pizza.
- B very often makes their own pizza.
- C likes pizza with aubergine.

4 Kate's family

- A quite often eats pizza.
- B likes healthy meals.
- C always eats rice with meat.

5 Andrzej's family

- A likes to eat cheese.
- B usually eats food containing dairy products.
- C eats meat every day.

6 Kate's family

- A does not eat a large variety of things.
- B eats grains in the summer.
- C enjoys sweetcorn.

6 Complete the text with the words in the box. Use the correct tense: the past simple or past continuous. Write the answers in your notebook.

eat fry leave ring peel speak ask
open come go

We (1)  some bread for breakfast when my mum (2)  into the kitchen. Mum (3)  us if we were also feeling thirsty and (4)  to the fridge. She (5)  the door of the fridge when the telephone (6) . She went to answer it quickly. When we (7)  for school, Mum (8)  still  to her friend. When we came home later, Mum (9)  some carrots and, at the same time, she (10)  some meat on the stove. It smelt delicious.

Rozumienie ze słuchu

- 1  97 Usłyszysz dwukrotnie wypowiedź o posiłku. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.

1 For lunch Mike had

- A a chicken sandwich.
- B some rice and vegetables.
- C a vegetable pizza.

2 When he had finished eating, he felt

- A thirsty. B full. C still hungry.

3 He decided that next time he would

- A eat later.
- B try something grilled.
- C prepare something spicy.

- 2  98 Usłyszysz dwukrotnie rozmowę o wizycie w restauracji. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższym menu. Zapisz odpowiedzi w zeszycie.



ITALIAN MENU



STARTERS

- Cheesy bread
- Grilled shrimps
- Chicken salad
- (1) ? salad

PASTA

- Primavera ravioli with Buffalo ricotta
- Spicy pappardelle
- Tagliatelle with ham, aubergine and (2) ?
- Veggie tagliatelle Bolognese

LUNCH TIME MENU
SERVED FROM MIDDAY

PIZZA

- Margherita: mozzarella, parmesan
- Pepperoni: sliced turkey pepperoni, mozzarella
- Venetian: tomatoes, (3) ?, anchovy fillets, rosemary

BEVERAGES

- Black tea
- Green tea
- (4) ?
- Fizzy drinks
- Water

DESSERTS

- Vanilla ice-cream with raspberries
- Fruit flan
- Tiramisu

Znajomość funkcji językowych

- 3 Uzupełnij dialogi 1–3. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Zapisz odpowiedzi w zeszycie.

1 A: What food don't you like?

B: I ? dairy foods or anything spicy.

2 A: Why are you so surprised with the food here?

B: I ? eat Swedish food, so it's new and surprising to me.

3 A: Do you enjoy eating fast food?

B: No, I don't ? it isn't good for you. In fact, it's unhealthy.

- 4  99 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo. Wpisz rozwiązanie do tabeli w zeszycie.

- A Yes, please.
- B It was delicious.
- C It had dark chocolate all over it.
- D It took all day.
- E My mum showed me how to do it.

1	2	3	4
?	?	?	?

- 5 Uzupełnij dialog. Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi, tak aby otrzymać spójny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy. Zapisz odpowiedzi w zeszycie.

A: What were you doing when I called you yesterday?

B: I was in the kitchen and (1) ? (baking) cake.

A: I didn't know you could do that!

B: I'm still learning. Yesterday my (2) ? (helped).

A: Your mum is a great baker. I made a cake with one of her recipes.

B: Really? What (3) ? (make)?

A: It was mango cheesecake.

B: Oh, that's one of my favourites.

A: Would you like a piece? I can bring you some tomorrow.

B: Sure! I'd love some.

6 Dla każdej z opisanych sytuacji (1–9) wybierz właściwą reakcję: A, B albo C. Zapisz odpowiedzi w zeszycie.

- 1** Zapraszasz do siebie gości i chcesz powiedzieć, żeby się poczęstowali. Jak to zrobisz?
 A Help me.
 B Help yourself.
 C Help the cake.
- 2** Babcia chce dać ci jeszcze kawałek ciasta, ale ty już nie możesz jeść. Jak zareagujesz?
 A Stop making cakes.
 B I'm full, thank you.
 C Can I have some more cake, please?
- 3** Twój brat je pyszny batonik, a ty chcesz spróbować. Co powiesz?
 A Can I talk to you?
 B Can I bite you?
 C Can I have a bite?
- 4** Chcesz kupić w sklepie gumę do żucia. Jak o nią poprosisz?
 A Chew the gum, please.
 B Some chewing gum, please.
 C No chewing gum, please.
- 5** Jesteś bardzo głodny i potrzebujesz wyjść z zajęć, żeby coś zjeść. Co powiesz?
 A I need to be a cook, can I go out for a moment?
 B I'm so hungry, can I go out for a moment?
 C I'm so angry, can I go out for a moment?
- 6** Podczas upału widzisz kota, który szuka wody. Jak zwrócisz uwagę pana z najbliższego sklepu na ten problem?
 A The cat is hungry, can you get it some water?
 B The cat is first, can you get it some water?
 C The cat looks thirsty, can you get it some water?
- 7** Jedzenie, które zrobiła twoja siostra, wymaga poprawienia. Co jej powiesz?
 A It's a bit bland.
 B It's too salty.
 C It's a bit hot.
- 8** Siedzisz w restauracji i chcesz zapytać kuzynkę, co zamawia. Co powiesz?
 A What do you like?
 B What are you like?
 C What would you like?
- 9** Kolega pyta cię, czy nie przeszkadza ci szczekanie psa sąsiadów:
 A No, I used to do it.
 B No, I'm used to it.
 C No, I use it.

Rozumienie tekstów pisanych

7 Przeczytaj tekst, z którego usunięto trzy zdania. Dopasuj zdania A–D do luk 1–3, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo. Zapisz odpowiedzi w zeszycie.

You Are What You Eat

Everyone seems to be talking about healthy eating nowadays, but what should you actually eat to stay healthy? In general, eating a little of everything is the best way to keep yourself in good health. (1) ? You should also try to avoid products made with flour, like bread, pizza and cakes.

Although eating vegetables is a good idea, it's not true that all vegetables are good for your health. (2) ? It does not have many vitamins either, so eating it too often is not the best idea. It is also recommended to eat rice, pasta and grains instead of having potatoes every day for dinner.

Another thing to remember is the time of day when you eat. There are a lot of people today who don't eat anything for breakfast, and wait until 12 o'clock or even later before they eat something. (3) ? Your metabolism slows down then. It is better to eat early in the day and a little in the evening.



- A** In addition, it is true that vegetables are better for you than a lot of meat.
- B** It may play a role in the development of mental health disorders.
- C** This is definitely bad for you because you can easily get fat.
- D** Sweetcorn, for example, has a lot of sugar in it.

- 8 Przeczytaj teksty 1 i 2. Następnie uzupełnij luki 1–3 w e-mailu zgodnie z treścią tekstów. W każdą lukę możesz wpisać maksymalnie dwa wyrazy. Zapisz odpowiedzi w zeszycie.

Jump off!

1

Come along to the **Jump Off** trampoline centre and have the time of your life.

- the best jump centre in the region
- many different types of trampolines
- fun activities for everyone

Our instructors will show you amazing things you can do. Call now on 182 360 984 or visit our website.

www.jump-off.uk



You are invited to a party for Katie's 14th Birthday

2

On Saturday 21st May at 4 p.m.

We're meeting at my house and then, we're going to the **Jump Off** centre, so bring lots of energy!

After that we're going to have some



and of course a big !

Let me know if you can come either by phone **573 869 723** or by email: katie@writetome.com. Please come and join me to celebrate!

Hi Emmy,

I'm writing to ask if you can come to my (1) . I know you're very busy, but I would love you to be there! You must be great on a trampoline with all your gym training. I haven't invited many people because I think it will be better with only a few of us.

The trampoline centre has a wide range of (2) and you can do all kinds of tricks and jumps. It's great fun. Afterwards, we're going to have a pizza, a birthday cake and then, some ice cream.

Anyway, let me know if you can come either by email or (3) .

Katie

Znajomość środków językowych

- 9 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Zapisz odpowiedzi w zeszycie.

A bland B fry C hungry D fresh
E choose F bite

Burger Time!

Yesterday after school I went to the burger bar on the main square. I was really (1) , so I wanted something big. There was a long queue, so I had a lot of time to (2) what I wanted. When I finally got my food, I opened up the box and saw that the salad in my burger wasn't very (3) . I took the food back, but that meant I had to wait for another 15 minutes for another burger.

- 10 Uzupełnij zdania 1–6. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach, tak aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 The chef (not / chop) the carrots, he cooked them in one piece.
- 2 Why (you / shout) at Mary when I saw you?
- 3 Who (take / my / biscuit) from the box?
- 4 I'll wear colours that will (bright / my / face).
- 5 There were (many / custom) in the shop that we couldn't get in.
- 6 She (be / use) to getting up in the morning.

Tworzenie wypowiedzi pisemnej

- 11 Chcesz dostać wakacyjną pracę jako pomocnik piekarza. Napisz formalny e-mail do właściciela piekarni, w którym:

- wyjaśnisz, dlaczego piszesz e-mail,
- opisziesz swoje dotychczasowe doświadczenie,
- napiszesz, jaką masz opinię o piekarni.

Długość e-maila powinna wynosić od 50 do 120 słów.

1 Listen to the conversation and answer the questions. Write the answers in your notebook.

- 1 What is the quiz about? 
- 2 Does Olivia think it is good or bad to be bored? 
- 3 Does Sara agree that you should always try to finish something that you have started? 
- 4 Why does Olivia think it is always good to ask questions? 
- 5 Does Olivia think that we can all help to make the world a better place? 

3 Quickly read the text about these famous people. Does the article give the same answers as Olivia gave to the quiz in Exercise 1?

We all want to do well in life, and although we cannot all become famous, we can take inspiration from some of the great people in history. Let's look at how some of Poland's most famous people became successful.

Krzysztof Penderecki was Poland's greatest contemporary composer. He said that the long and lonely hours spent writing compositions were the most important hours of his life. Psychologists agree. They say that when you are bored because you are doing nothing, you are more likely to be **creative** and think of new ideas.

Film and television director Agnieszka Holland won an award for her film *Europa Europa* and has also directed episodes of the famous TV shows *House of Cards* and *The Wire*. She says she is successful because she is **stubborn**: "When I start something, I finish it, too."

So it helps to be bored and stubborn, but don't be **put off** when you don't understand something. The poet Wisława Szymborska said that any knowledge that didn't lead to her asking more questions was soon forgotten. This **curiosity** for life helped her to win the 1996 Nobel Prize in Literature.

4 Can you match these Nobel Prize winners (A–F) with the countries they come from (1–6) and the year of the prize in the box? Use the internet to check your answers.

1909 1921 1953 1990 1999 2007

- A Albert Einstein
- B Leonid Hurwicz
- C Doctors Without Borders
- D Guglielmo Marconi
- E Mikhail Gorbachev
- F Winston Churchill

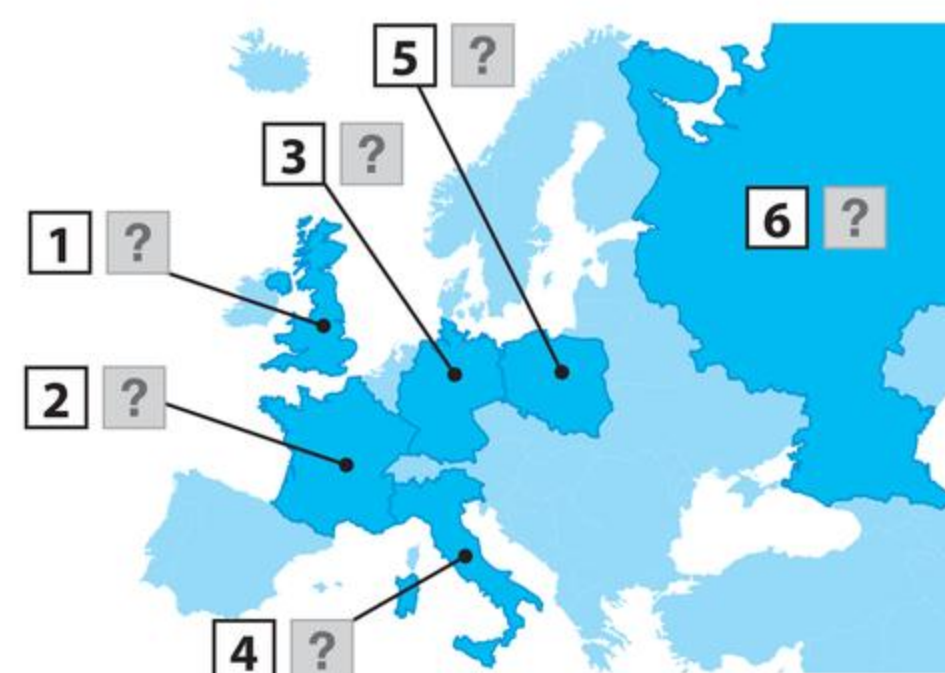
2 Ask and answer the questions.

- 1 Do you agree with the answers Sara and Olivia gave to the quiz questions? Why? / Why not?
- 2 Do you think that there are any other qualities that people need to be successful?
- 3 Which of the qualities below do you think does not help in achieving success?
clever easy-going hard-working lazy reliable sociable
- 4 What do you know about Krzysztof Penderecki, Agnieszka Holland, Wisława Szymborska and Maria Skłodowska-Curie? What were the qualities that helped these people become successful?

Word Focus

- creative**: full of imagination and new ideas
stubborn: difficult to be stopped or changed
put off: not wanting to do something anymore
curiosity: the feeling of wanting to find out about something
quality: a part of someone's character or personality
ambition: the feeling that you want to become successful

Some of the other **qualities** you might need to be successful are **ambition** and hope for the future. Poland's greatest scientist Maria Skłodowska-Curie always used to believe that she could make the world a better place. She discovered polonium and radium. She won the Nobel Prize twice, and her work helped in the development of X-ray technology. Maria said that people shouldn't look back to how things used to be done but should look forward to the things that have to be done. That is a good piece of advice. It means we can all try to do things to make the world a better place.



5 Find out about some other European winners of the Nobel Prize. What did they win the prizes for?

A person who inspires me

Step 1

Choose a person from history who inspires you. Answer the questions.

- 1 Who is the person?
Nelson Mandela
- 2 Why is the person famous?
He was the first black president of South Africa.
- 3 When did the person live?
1918–2013
- 4 How did the person inspire you?
He helped to bring peace to South Africa even though he spent much of his life in prison.
- 5 What qualities did the person have?
He was very patient, brave, wise and kind.



Step 2



Make a short vlog about the person.

- 1 Write a script. Answer the questions in Step 1.
- 2 Plan and prepare some extra materials: posters, photos, drawings, etc.
- 3 Pay attention to grammar and spelling.
- 4 Check the script with your teacher.
- 5 Practise your presentation.
- 6 Shoot it! Have fun.
- 7 Share it with your friends online.



(n) – noun / rzeczownik

(v) – verb / czasownik

(adj) – adjective / przymiotnik

(adv) – adverb / przysłówek

(conj) – conjunction / spójnik

(prep) – preposition / przyimek

(det) – determiner / określnik

(phr) – phrase / wyrażenie

ADJECTIVES

bitter (adj)	/ˈbɪtə(r)/	gorzki
bland (adj)	/blænd/	bez smaku, nijaki
bright (adj)	/braɪt/	jasny, pełen światła
choosy (adj)	/ˈtʃuːzi/	wybredny, grymaśny
colourful (adj)	/ˈkʌlə(r)f(ə)l/	barwny, kolorowy
coloured (adj)	/ˈkʌləd/	kolorowy
creative (adj)	/kriˈeɪtɪv/	twórczy, kreatywny
customary (adj)	/ˈkʌstəməri/	w zwyczaju, powszechny
decisive (adj)	/dɪˈsaɪsɪv/	stanowczy, zdecydowany
delicious (adj)	/dɪˈlɪʃəs/	pyszny, wyśmienity
expensive (adj)	/ekˈspensɪv/	drogi
healthy (adj)	/ˈhelθi/	zdrowy
horrible (adj)	/ˈhɒrəb(ə)l/	obrzydliwy, potworny
hungry (adj)	/ˈhʌŋɡri/	głodny
mixed (adj)	/mɪkst/	przemieszany
overcooked (adj)	/ˌəʊvə(r)ˈkʊkt/	przegotowany
processed (adj)	/ˈprəʊsest/	przetworzona (o żywności)
spicy (adj)	/ˈspeɪsi/	pikantny
stubborn (adj)	/ˈstʌbə(r)n/	uporczywy, uparty
tasteless (adj)	/ˈteɪs(t)ləs/	bez smaku
tasty (adj)	/ˈteɪsti/	smaczny
thirsty (adj)	/ˈθɜː(r)sti/	spragniony
traditional (adj)	/trəˈdɪʃ(ə)nəl/	tradycyjny
trendy (adj)	/ˈtrendi/	modny
undercooked (adj)	/ˌʌndə(r)ˈkʊkt/	niedogotowany
unhealthy (adj)	/ʌnˈhelθi/	niezdrowy
varied (adj)	/ˈveəriəd/	różnorodny, urozmaicony
wholemeal (adj)	/ˈhəʊl.mi:l/	pełnoziarnisty, razowy

FOOD

aubergine (n)	/ˈəʊbə(r)ˌʒiːn/	bakłażan
bite (v)	/baɪt/	ugryźć
boil (v)	/bɔɪl/	gotować, ugotować
bowl (n)	/bəʊl/	miska
bread (n)	/bred/	chleb
broccoli (n)	/ˈbrɒkəli/	brokuły
cereal (n)	/ˈsɪəriəl/	zboże
chew (v)	/tʃuː/	żuć, przeżuwać
chop (v)	/tʃɒp/	siekać
croissant (n)	/ˈkwæsjɔ̃/	rogal, rogalik francuski
crop (n)	/krɒp/	uprawa, plony, zbiory
crush (v)	/krʌʃ/	zgnieść, rozgnieść
cupcake (n)	/ˈkʌpˌkeɪk/	babeczka
dairy products (phr)	/ˈdeəri ˈprɒdʌkts/	nabiał
dessert (n)	/dɪˈzɜː(r)t/	deser
dough (n)	/dəʊ/	ciasto (przed upieczeniem)
fat (n)	/fæt/	tłuszcz
flour (n)	/flaʊə(r)/	mąka
fry (v)	/fraɪ/	smażyć
grain (n)	/greɪn/	ziarno, ziarno (np. zboża)
grill (v)	/ɡrɪl/	grillować
harvest (n, v)	/ˈhɑː(r)vɪst/	plony, zbierać plony
jug (n)	/dʒʌɡ/	dzbanek, dzban
knead (v)	/niːd/	gnieść, zagnieść, zagniatć
knife (n)	/naɪf/	nóż
liquid (n)	/ˈlɪkwɪd/	ciecz, płyn
meat (n)	/miːt/	mięso
millet (n)	/ˈmɪlɪt/	proso
mix (v)	/mɪks/	mieszać, łączyć
mixing (n)	/ˈmɪksɪŋ/	mieszanie
mixture (n)	/ˈmɪkstʃə(r)/	mieszanina
peel (v)	/piːl/	obierać (ze skórki)

process (n)	/ˈprəʊses/	proces, metoda
protein (n)	/ˈprəʊtiːn/	białko
starter (n)	/ˈstɑː(r)tə(r)/	przystawka
stir (v)	/stɜː(r)/	zamieszać
sweetcorn (n)	/ˈswiːtˌkɔː(r)n/	kukurydza
taste (n, v)	/teɪst/	smak, próbować, smakować
wheat (n)	/wiːt/	pszenica

OTHER WORDS

ambition (n)	/æmˈbɪʃ(ə)n/	ambicja
apply (v)	/əˈplaɪ/	aplikować
brighten (v)	/ˈbraɪt(ə)n/	rozświetlać, rozjaśniać
brightness (n)	/ˈbraɪtnəs/	jasność, blask
choice (n)	/tʃɔɪs/	wybór
choose (v)	/tʃuːz/	wybrać
civilisation (n)	/ˌsɪvəlaɪˈzeɪʃ(ə)n/	cywilizacja
colour (n, v)	/ˈkʌlə(r)/	kolor, kolorować
cuisine (n)	/kwiˈziːn/	kuchnia (regionu, kraju)
curiosity (n)	/ˌkjʊəriˈɒsəti/	ciekawość
custom (adj)	/ˈkʌstəm/	zwyczaj, tradycja
customer (n)	/ˈkʌstəmə(r)/	klient
customise (v)	/ˈkʌstəmaɪz/	dostosowywać do klienta
decide (v)	/dɪˈsaɪd/	zdecydować, postanowić
decision (n)	/dɪˈsɪʒ(ə)n/	decyzja
employee (n)	/ˌemplɔɪˈiː/	pracownik
evidence (n)	/ˈevɪd(ə)ns/	dowód (np. w sprawie)
improve (v)	/ɪmˈpruːv/	poprawiać (się), ulepszać
innovative (adj)	/ɪˈnəveɪtɪv/	innowacyjny
inquire (v)	/ɪnˈkwaɪə(r)/	pytać, pytać się
put off (phr v)	/pʊt ɒf/	odkładać coś na później
quality (n)	/ˈkwɒləti/	jakość, cecha
sawdust (n)	/ˈsɔːˌdʌst/	trociny
solution (n)	/səˈluːʃ(ə)n/	rozwiązanie
tradition (n)	/trəˈdɪʃ(ə)n/	tradycja
trend (n)	/trend/	tendencja, trend
until (prep)	/ənˈtɪl/	do, aż
variety (n)	/vəˈraɪəti/	różnorodność, różnorodność
vary (v)	/ˈveəri/	różnić się

USEFUL EXPRESSIONS

USING ADJECTIVES

I like / don't like that because it's (+ adjective).	Lubię / nie lubię tego, ponieważ to jest (+ przymiotnik).
I often eat / don't usually eat that because it's (+ adjective).	Często to jadam / Zwykle tego nie jadam, ponieważ to jest (+ przymiotnik).
I think they / he / she is / are (+ adjective).	Myślę, że oni / on / ona jest / są (+ przymiotnik).
It looks / seems to be (+ adjective).	To wygląda na / To wydaje się (+ przymiotnik).
That is / isn't good for you because it's (+ adjective).	To jest / nie jest dla ciebie dobre, ponieważ jest (+ przymiotnik).

WRITING A FORMAL LETTER

REASONS FOR WRITING

I am writing this email to apply ...	Piszę, żeby aplikować ...
I have decided to write ...	Zdecydowałem / Zdecydowałam się napisać ...
I would like to ...	Chciałbym / Chciałabym ...

DESCRIBING EXPERIENCE AND PERSONALITY

I believe that I am ...	Wierzę, że jestem ...
I have experience in ...	Mam doświadczenie w ...
I have worked ...	Pracowałem / Pracowałam ...

SIGN-OFF

Yours sincerely, Yours faithfully	Z poważaniem
-----------------------------------	--------------

7 Natural Wonders

- Reading:** I can recognise the source of a given text. I can understand a text about sea life.
- Vocabulary:** I can understand environment-related words. I can use the correct prepositions.
- Grammar:** I can talk about actions that happened at an indefinite time in the past or which still have an effect in the present. I can talk about situations that finished before another situation in the past. I can use articles with different types of nouns.
- Listening:** I can recognise the type of missing words in gap-fill exercises. I can listen for specific information to complete the gaps.
- Speaking:** I can talk about the environment. I can use appropriate phrases to open a discussion and keep it going.
- Writing:** I can write a text message. I can use abbreviations.

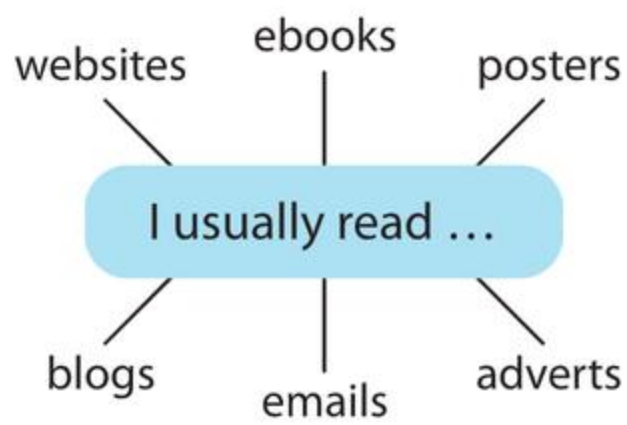


Karaca Cave, a 147 million year-old natural formation, Gumushane, Turkey

New words and phrases

- | | | | | |
|---------------------|----------------------|-----------------------|-----------------------|---|
| • educational | • endangered species | • renewable energy | • clear up rubbish | • First of all, |
| • poisonous | • the Equator | • solar power | • get onto something | • Let's begin / start by looking at |
| • cave | • fossil fuel | • stream | • plant trees | • Let's move on to |
| • cement | • glacier | • threat | • put up posters | • Shall we start with this ... ? |
| • cliff | • limestone | • valley | • recycle plastic | • Shall we talk about ... now? |
| • climate change | • natural habitat | • entertain | • take action on | • That's true but |
| • coast | • pond | • stun | • turn into something | |
| • conservation area | • power station | • threaten | • use up | |
| • coral polyp | • rainforest | • appear in something | | |

- 1  What do you usually read? Look at the ideas below and tell your partner. Do you read anything else?



- 2  Decide which publication in Exercise 1:

- gives facts.
- is educational.
- entertains the reader.
- gives a personal opinion.

- 3 Read the text quickly. Where might you find this type of text? What type of information does it include?

Word Focus

coral polyp: a small animal that lives in the sea

limestone: a rock that is made of calcium carbonate

the Equator: an imaginary line drawn around the middle of the Earth

threaten: possible to harm or destroy something

poisonous: containing a substance that causes death or illness when you eat it

stun: make someone or something unconscious so that they are unable to move for a short time

Cities Beneath the Sea

1 ?

Coral polyps are truly the animals that helped make the world. Tiny coral polyps have built huge underwater cities since the beginning of the Paleozoic Era, so they started forming millions of years ago. The polyps create something called **limestone**, on which they then live. Under the ocean there are huge amounts of limestone, which form islands and mountains called coral reefs. Some reefs are bigger than anything people have ever made. The Egyptians used limestone to build the Great Pyramids. More recently, we have used limestone for building, and crushed limestone is used to make cement.

2 ?

Living coral reefs are amazing 'cities beneath the sea' that are full of life. The reefs grow well in the warm oceans near **the Equator**. Coral reefs are colourful places, full of brightly-coloured fish. Reef fish are an important food source for humans and, as a result, many are caught for food.



Coral reef formation, Red Sea, Egypt

3 ?

The Great Barrier Reef in Australia is the largest reef in the world. It is 2,000 kilometres long. Over 400 types of coral and 1,500 species of fish live in and around the reef. Each year thousands of visitors come to see this wonderful world beneath the waves. However, visitors can only visit 5% of the reef. This way they can enjoy the reef while protecting it for future generations.

4 ?

In recent years, a number of dangers have **threatened** coral reefs and the life that depends on them. One of the biggest threats is an illegal way of fishing that explodes bombs in the water to kill as many fish as possible. It causes great damage to the reef's structure.

Fishing with an extremely dangerous chemical called cyanide is another threat to reefs, particularly in the Philippines. Fishermen put this **poisonous** chemical into the reef water because it **stuns** the fish and they can't move. The fishermen catch the fish easily and then, sell them for big money to aquariums or restaurants. The chemical they use kills coral polyps.

Water pollution also damages reefs. In addition, warmer water in the oceans has caused many areas of reefs to turn white. Biologists are worried that any further warming may damage coral reefs even more.

The Great Barrier Reef, Australia

4 Read the text again. Match headings A–D with paragraphs 1–4. Write the answers in your notebook.

- | | |
|--------------------------|-----------------------|
| A Threats to Coral Reefs | C The Biggest of All |
| B A Variety of Life | D Little but Powerful |

5 Read the *Skills Explorer* and decide which tip is best for you.

Skills Explorer



Analizowanie formy tekstu

- Jeśli ustalisz, jaki to rodzaj tekstu, lepiej rozumiesz zawarte w nim informacje.
- Szybko przeczytaj tekst, zastanawiając się nad jego formą. Czy jest to recenzja, wywiad, list czy inna forma? Jakie informacje zawierają takie teksty?
- Przed przeczytaniem akapitów przeczytaj tytuł i śródtytuły, co pomoże ci w zrozumieniu przekazu.

6 Now complete the *Skills Booster* task.

Skills Booster

Przeczytaj jeszcze raz tekst o rafie koralowej. W zadaniach 1–5 z podanych odpowiedzi wybierz właściwą: A, B lub C. Zapisz odpowiedzi w zeszycie.

- The text was written to**
 - entertain the reader.
 - give information about reefs.
 - advertise a holiday destination.
- The coral reefs are made of**
 - mountains.
 - cement.
 - rock.
- Which statement about coral reefs is NOT true?**
 - They are an important source of fish.
 - They are very colourful places.
 - They are usually found in deep ocean waters.
- The Great Barrier Reef is protected by**
 - allowing only a small part of visitors to see it.
 - allowing visitors to see 5% of it.
 - being very strict with visitors.
- Which is the best summary of the text?**
 - Polyps are very important because they create rock known as limestone.
 - Coral reefs are natural wonders that are in danger and we should save them.
 - Catching fish is not safe for the environment.

7 Look at the text below. What kind of publication is it?

Visit Australia to see the Great Barrier Reef

Have you ever seen the magical underwater world? Have you ever admired the huge variety of underwater organisms? We have a unique experience for you! Diving on a coral reef!

Call GBR Travel Australia or visit www.gbr.au for more information!

Let us take you on an adventure you will never forget!



8 Now complete the *Skills Booster* task.

Skills Booster

Przeczytaj jeszcze raz tekst o rafie koralowej i tekst ulotki. Uzupełnij w języku polskim luki 1–3 w e-mailu Ani do Laury zgodnie z treścią tekstów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Zapisz odpowiedzi w zeszycie.

Cześć Lauro,
Przeczytałam ostatnio czasopismo o Australii. Poleciła mi je moja mama, która od zawsze chce tam pojechać.
Znalazłam tam jeden artykuł, który skupiał się głównie na rafie koralowej, okazało się, że (1) ? jest właśnie w Australii. Składa się z ponad 400 różnych typów koralowców. Niestety, czyha na nią wiele niebezpieczeństw, a jednym z głównych jest (2) ?
W czasopiśmie była również świetna oferta biura podróży zapraszającego do (3) ?. Wow! Moja mama bardzo chciałaby to zrobić i już dzwoniła do biura, żeby zapytać o szczegóły. Mam nadzieję, że się uda.
Pozdrawiam, Ania

Ideas Focus

- Have you ever seen a coral reef? If not, would you like to? Why / Why not?
- Do you agree that coral reefs should be protected from tourists? Why? / Why not?



1 101 Listen to the words below and repeat them. Then, match them with the pictures.

cave cliff coast glacier pond rainforest stream valley



2 Have you ever seen any of the natural wonders in the pictures in Exercise 1? If yes, where was it? How did you feel when you saw them?

3 Quickly read the text below. What is it about? Use the text to match words 1–8 with words A–H to form phrases.

1 fossil, 2 conservation, 3 climate, 4 natural, 5 solar, 6 power, 7 endangered, 8 renewable

A habitats, B energy, C change, D fuels, E areas, F stations, G power, H species

5 Match each sentence 1–6 with sentences A–F so that there is a logical connection.

- 1 Renewable energy is very important.
 - 2 We are using up the planet's fossil fuels.
 - 3 Many people think climate change is a problem.
 - 4 Conservation areas are very important.
 - 5 Power stations are often huge.
 - 6 Many animals are on the list of endangered species.
- A They give endangered animals a safe place to live in.
 - B The temperature has gone up by about 1°C.
 - C If we don't protect them, they will become extinct.
 - D It is the power we get from the sun, wind and sea.
 - E Most of our electricity is still produced in them.
 - F It took millions of years for oil and coal to form.

6 Copy the grid into your notebook and play noughts and crosses. Put a symbol (X or O) in the grid and make a sentence containing the word in the square you choose. Take turns.

climate	natural	fossil
stream	endangered	solar
renewable	glacier	valley

What's new?

Every day we read or hear how humans are causing climate change by burning fossil fuels in huge power stations instead of using renewable energy such as solar power. The news is full of stories of how people are destroying natural habitats and putting animals in danger of extinction.

However, there is some good news – scientists are still making new discoveries in rainforests and caves and on the coast. We think there are probably another eight million species of animals that we haven't discovered yet.

However, as scientists discover these new animals, they already know there are many endangered species. Many countries have set up conservation areas, which are safe places for the animals to live in.

Ideas Focus

- Glaciers are melting and the rainforests are being destroyed. Do you agree that it's all our fault, but we can't do anything to change the situation? Why? / Why not?

4 102 Listen and check. Then, repeat the phrases.

Present perfect simple, past simple, past perfect simple

Present perfect simple stosujemy, gdy:

- czynność rozpoczęła się w przeszłości i nadal trwa, np. *Tiny coral polyps **have built** huge underwater cities since the beginning of the Paleozoic Era.*
- coś wydarzyło się w przeszłości, ale nie wiemy, kiedy dokładnie, np. *A number of dangers **have threatened** coral reefs.*
- coś wydarzyło się w przeszłości, a rezultaty są widoczne obecnie, np. *Warmer water in the oceans **has caused** many areas of reefs to turn white.*
- mówimy o doświadczeniach i osiągnięciach, np. *Some reefs are bigger than anything people **have ever made**.*

More information about the **present perfect simple** in the **Grammar Guide p 162** ➡

➡ **Reading reference p 112**

Past simple służy do mówienia o czynnościach i sytuacjach, które rozpoczęły się i zakończyły w przeszłości w określonym czasie. Natomiast **present perfect simple** stosujemy, gdy czynność została zakończona, ale nie określono, kiedy się wydarzyła, wiadomo natomiast, że ma wpływ na teraźniejszość, np. *We **met** a famous scientist at a conference **last year**. He **has explored** many places in the Amazon.*

1 Choose the correct option. Write the answers in your notebook.

- Many explorers have ? to the North Pole.
A go B been C going
- Nobody is here. They have ? to the rainforest.
A gone B been C going
- Hillary and Norgay got to the top of Mount Everest ?.
A since 1953 B 70 years ago C for 70 years
- Kate has studied endangered species ? years.
A for ten B since ten C ten
- He has collected fossils ? he was a student.
A for B ago C since

2 Time to boast! Think about your life experience and achievements. Present them to the class and say when you did them.

Example

I have been to Australia. I went there two years ago.

Past perfect simple stosujemy, gdy czynność lub sytuacja została zakończona przed inną sytuacją w przeszłości, np. *The missing climber **had been** on the mountain for days **before he was rescued**.*

More information about the **past perfect simple** in the **Grammar Guide p 162** ➡

Zdania w czasie **past perfect simple** tworzymy, wstawiając czasownik posiłkowy **had** przed czasownik główny (*past participle*).

Osoba	Czasownik posiłkowy had	Czasownik główny (<i>past participle</i>)
Jenny	had / had not (hadn't)	played football.

W pytaniach zamkniętych czasownik posiłkowy **had** przechodzi na początek zdania przed osobą, np. ***Had** Jenny played football?*

3 Complete the sentences with the correct form of the past perfect simple using the verbs in brackets. Write the answers in your notebook.

- Before last summer, I ? (not / swim) in the sea.
- Until 2008, we ? (never / be) abroad.
- ? (they / already / call) a taxi by the time you arrived?
- I ? (work) as a nurse for ages and was bored with it.
- Fran ? (walk) in the Alps before and really enjoyed himself.

4 Complete the text with the correct form of the present perfect simple, past perfect simple or past simple using the verbs in brackets. Write the answers in your notebook.

Icebergs

The word 'iceberg' probably comes from the Norwegian word 'isberg', which means 'ice mountain'.

In the past, icebergs (1) ? (be) one of the biggest dangers in the sea. Before the Titanic disaster in 1912, many other ships (2) ? (sink) after hitting icebergs. Unfortunately, a lot of passengers on the Titanic (3) ? (die) when the ship went down, so after the accident, 13 countries (4) ? (form) the International Ice Patrol in 1914.

Recent research by scientists (5) ? (help) us to understand how icebergs break into smaller pieces. One of the biggest icebergs ever seen (6) ? (break) off from the Ross Ice Shelf in Antarctica in 2000. It was 295 km long and 37 km wide!



More exercises in the **Grammar Guide p 162** ➡

- 1  Divide notes 1–10 into two categories. Your choice should depend on whether the answers refer to a number or a word. Say what you think the words might be.



- 1 Number of books read: ?
- 2 Number of kilometres on the ? : 1,900
- 3 Number of cats in the house: ?
- 4 Number of ? since the opening: 2,000,000
- 5 Date of birth: ?
- 6 Date of ? : 12th of June, 2003
- 7 Shoe size the girl needs: ?
- 8 The length of the tail: ?
- 9 Money made from CDs: ?
- 10 The ? of the meal: £45

- 2  ¹⁰³ Now listen to ten speakers and check your answers. Complete the numbers.

- 3  What do you know about sharks? Share your ideas with your partners.

- 4 Which of the answers that are missing in the notes below will NOT be a number? Try to guess them. Did you talk about any of the numbers in your conversation?

- 1 The average length of a Great White Shark is ? metres.
- 2 The biggest shark ever found was ? kg.
- 3 Great Whites are not completely white, but ?.
- 4 A Great White Shark has got about ? teeth.
- 5 Its top speed is ? kilometres per hour.
- 6 ? is the Great White Shark's most important sense.

- 5  ¹⁰⁴ Listen and check your answers.

- 6 Read the *Skills Explorer* and decide which tip is best for you.

Skills Explorer



Przewidywanie poprawnych odpowiedzi

- Zanim wysłuchasz nagrania, spróbuj przewidzieć, jakie informacje powinny znaleźć się w lukach.
- Zwróć uwagę na wyrazy przed luką i po niej. Co do nich pasuje – wyraz czy liczba?
- Posłuchaj nagrania. Wpisz w luki dokładnie te wyrazy, które występują w nagraniu.
- Zazwyczaj w luki wpisujemy od jednego do trzech wyrazów.

- 7  ¹⁰⁵ Now complete the *Skills Booster* task.

Skills Booster

Usłyszysz wywiad z Claire Pierson, biologiem morskim. Uzupełnij luki 1–6 w poniższej notatce. Zapisz odpowiedzi w zeszycie.

Wildlife Watch shark investigation

- Number of people who died from shark attacks in 2008: (1) ?.
- Number of different (2) ? of shark: over 360.
- Reason why sharks bite: to find out (3) ? about objects.
- Humans are rarely eaten by sharks because humans have too many (4) ?.
- Approximately (5) ? sharks are killed by humans each year.
- Many sharks are now (6) ? extinction.



A Great White Shark in its natural habitat

1 Ask and answer these questions.

- What school projects have you done so far?
- What was your favourite project? Why?

2 Read the conversation between two teens and answer these questions.

- 1 Where is the conversation taking place?
- 2 How many people are going to work on the project?

A: OK, shall we talk about our biology project now?

B: Yes, let's, we're running out of time.

A: Is Jackson going to join us?

B: I don't think so, he's already gone home.

A: Let's start by looking at the topics our teacher has suggested.

B: How about choosing the one about the underwater world?

A: Yes!!! I love diving. I have so many pictures of my diving adventures.

C: Quiet please, other people are reading or learning.

A: Of course. Sorry, Miss Pennington.

B: Let's begin with a song.

A: Great idea, are you thinking of the one by Disney?

B: Of course. Let's move on to the presentation.

A: I think we should prepare slides with your pictures, and play the sounds of the underwater world.

B: First of all, let's make the classroom look like it's underwater.

A: OK, let's start looking for information.

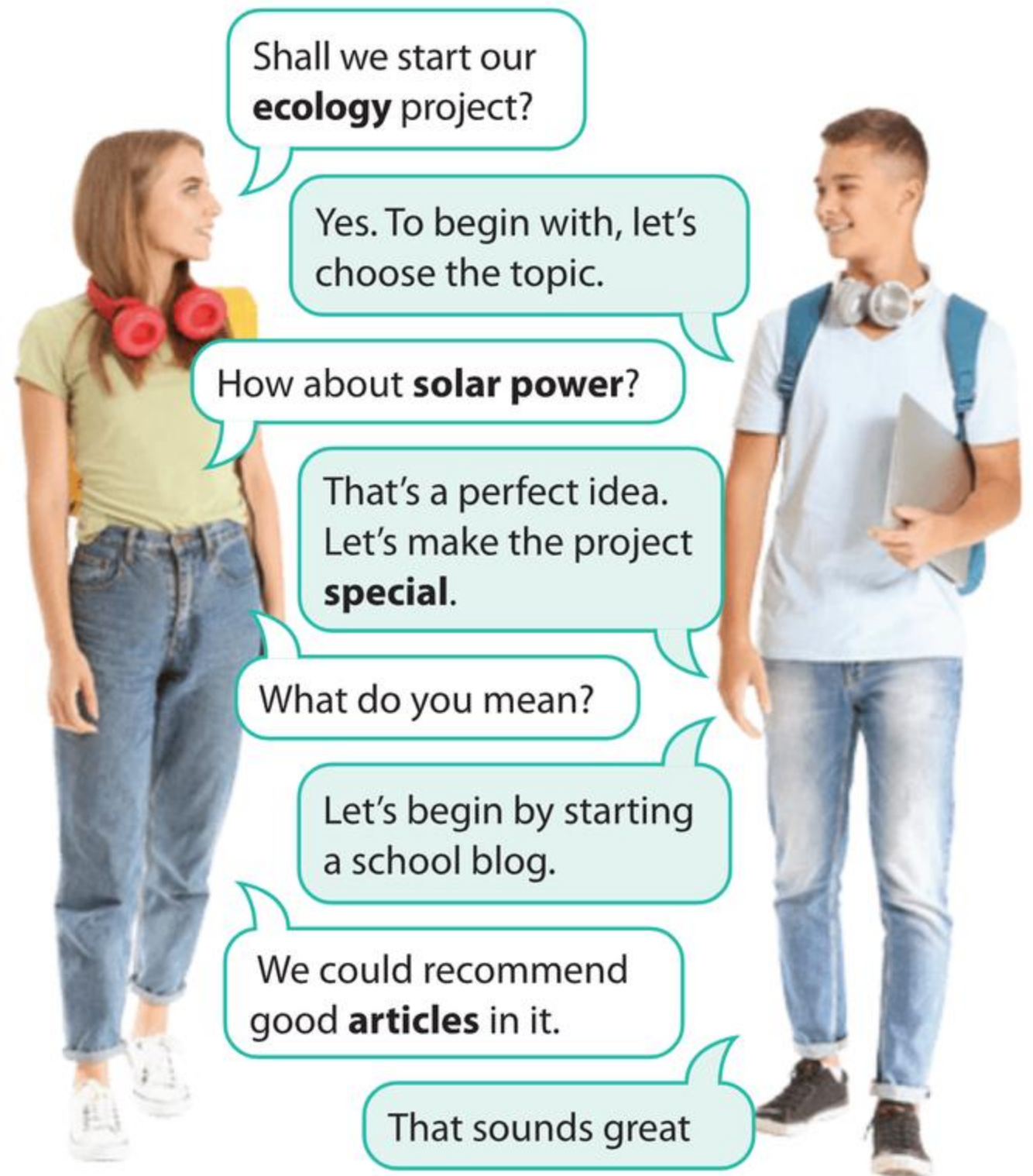
3 Read the conversation again. Answer the questions in your notebook.

- 1 What lesson will the project be presented in?
The project .
- 2 Why is one person happy with the choice of subject?
One of .
- 3 How will the presentation begin?
The presentation will .
- 4 What will the classroom look like?
The classroom will look like .

Dialogue Word Box

geography • English • power plants • renewable energy • endangered species • fossil fuels • caves • glaciers • rainforests • valleys • music • songs • films • unforgettable • crazy • unique • interesting • ebooks • websites • magazines • blogs

4 106 Listen to the dialogue and repeat it. Then, act it out changing the words in bold. Use the words in the *Dialogue Word Box*.



Phrase Book

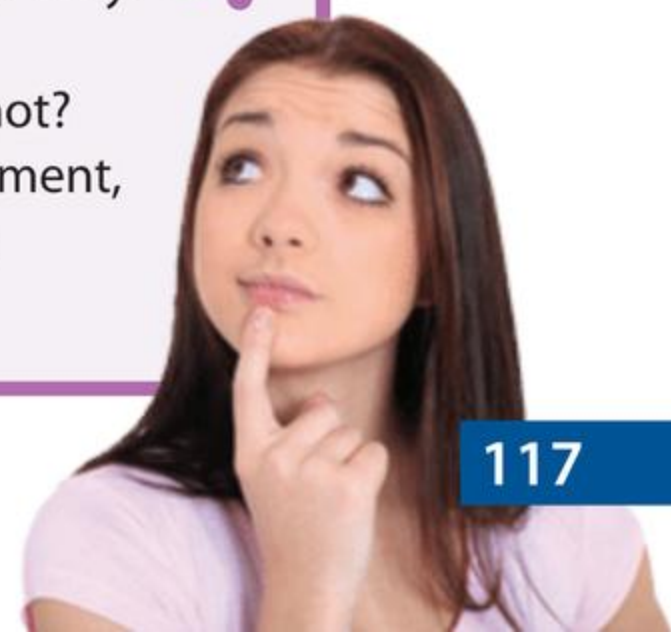
Discussing ideas

- Shall we start with this ... ?
- Let's begin / start by looking at ...
- First of all, ...
- To begin with, ...
- Let's move on to ...
- Shall we talk about ... now?
- I agree with you.
- That's true but ...
- I don't agree because ...

5 Students A&B p 174.

Ideas Focus

- Are zoos a good or a bad thing? Why?
- Should you help to protect the environment? Why / Why not?
- If we don't protect the environment, what do you think will happen in the future?



1 Complete the phrases with the correct preposition. Write the answers in your notebook.

- 1 *after* / *across* years of something
- 2 take action *on* / *onto* something
- 3 for *between* / *over* 20 years
- 4 go from here *to* / *in* there
- 5 get *for* / *from* this to that
- 6 appear *in* / *into* something
- 7 get *during* / *onto* something
- 8 *on* / *at* the moment
- 9 turn *at* / *into* something
- 10 *before* / *on* something happens

2 Complete the sentences with the prepositions in the box. Write the answers in your notebook.

in into to over at onto before from

- 1 We need to protect the rainforest it disappears.
- 2 I have been using solar power for a decade now. Twelve years, in fact.
- 3 In Iceland, you can explore anything caves to glaciers.
- 4 They are turning this land a conservation area.
- 5 The stream goes from the top of the mountain the bottom of the valley.
- 6 Species from the rainforest have appeared people's garden ponds.
- 7 Bacteria living on animals can get our hands.
- 8 I can't talk right now; I'm very busy the moment.

3 Listen and check your answers.

4 Complete the questions, then roll the dice and answer them. Take turns.

- | | |
|---|---|
|  | Have you ever done the same thing you are doing (1) <input type="text"/> ? |
|  | Do you know any animals which we need to (2) <input type="text"/> they disappear? |
|  | Have you been interested in something (3) <input type="text"/> ten years? |
|  | What animals (4) <input type="text"/> Poland in the spring? |
|  | How long does it take you to (5) <input type="text"/> home <input type="text"/> school? |
|  | What are the things that (6) <input type="text"/> something else when you add water? |

5 Now complete the Skills Booster tasks.

Skills Booster

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–7: A, B albo C. Zapisz odpowiedzi w zeszycie.

What a load of rubbish!!!

Oceanographers have discovered a huge area of 'plastic soup' made of rubbish floating in the Pacific Ocean. This island of rubbish has been growing slowly for (1) 60 years and is now so big that it goes from California (2) Hawaii. It contains everything you could imagine, (3) plastic bags to children's toys.

One of the problems it has caused is that chemicals and small pieces of plastic from the 'soup' are now appearing (4) fish. This means the plastic-filled fish could get (5) our dinner plates!

It's not all bad news though. (6) the moment, a conservation group is investigating if the 100 million tons of waste can be turned (7) fuel.

- | | | |
|----------------|-----------|----------|
| 1 A between | B over | C below |
| 2 A in | B outside | C to |
| 3 A for | B to | C from |
| 4 A after | B in | C at |
| 5 A over | B behind | C onto |
| 6 A At | B On | C In |
| 7 A instead of | B into | C inside |

Skills Booster

Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–3) jednym wyrazem, tak aby powstał spójny tekst zgodny z ilustracją. Zapisz odpowiedzi w zeszycie.

In the foreground of the picture, there is a pile of plastic rubbish that could easily be turned (1) something else if segregated properly. Unfortunately, the rubbish is lying on the sand, which shows that people are too lazy even to get (2) their towels to a rubbish bin. We need to protect the natural environment (3) it becomes full of rubbish.



Articles

Przedimek nieokreślony **a / an** stosujemy z rzeczownikami policzalnymi w znaczeniu ogólnym oraz wtedy, gdy mówimy o czymś po raz pierwszy, np. *Fishing with **an extremely dangerous chemical** called cyanide is another threat to reefs.*

Przedimek określony **the** stosujemy z rzeczownikami policzalnymi i niepoliczalnymi, jeśli mówimy o czymś po raz kolejny oraz gdy odnoszą się one do konkretnych obiektów, np. ***Fishermen** put this poisonous chemical into the reef water ... **The fishermen** catch the fish easily ... **The reefs** grow well in **the warm oceans** near **the Equator**.*

Z rzeczownikami w liczbie mnogiej oraz rzeczownikami niepoliczalnymi stosowanymi w znaczeniu ogólnym **nie** stosujemy **a** ani **an**, np. ***Coral polyps** are truly the animals that helped make the world.*

More information about **a / an, the** and **zero article** in the **Grammar Guide p 163** ➔

➔ Reading reference p 112

- **Zawsze** stosujemy **a / an** z nazwami zawodów, np. *She is a biologist.*
- **Zawsze** stosujemy **the** z nazwami instrumentów, obiektów wyjątkowych, nazwami rzek, pustyni i łańcuchów górskich (ale nie szczytów), narodowości, np. *She plays **the** violin. **The** Earth is round. He loves **the** Rockies. **The** Polish are a hardworking nation.*
- Nie stawiamy przedimków przed imionami, np. *Is James here?*

1 Find the following examples in the Word Focus and in the text on p 112.

- 1 four unique objects with *the* ?
- 2 one nationality with *the* ?
- 3 two superlative adjectives with *the* ?
- 4 one plural name of a country with *the* ?
- 5 five nouns with the zero article ?
- 6 three nouns with *a / an* ?

2 Complete the sentences with the correct article and then, mime the sentences for your partner to guess. Write one more sentence with an article for your partner to guess.

- 1 I am ? teacher.
- 2 My friend plays ? piano.
- 3 I have ? small puppy.
- 4 I love ? USA.
- 5 He is ? tallest in our class.
- 6 ? French are elegant.

3 Complete the sentences with *a, an, the* or *(-)*. Write the answers in your notebook.

- 1 There is ? elephant in the zoo. ? elephant is nearly 40 years old.
- 2 ? millions of people speak Chinese.
- 3 He plays ? piano very well, so his parents want to buy him ? piano for his birthday.
- 4 In ? 70s ? Jacques Cousteau became famous for his expeditions.
- 5 ? Moon is round and it orbits ? Earth.
- 6 I saw ? octopus in the sea. ? octopus was tiny.
- 7 There is ? article in ? Times about ? Alps.
- 8 I love ? music, but ? music I like most is ? hip hop.

4 Complete the text with *a, an, the* or *(-)*. Write the answers in your notebook.

Angel Falls

At a height of 979 metres, Angel Falls is (1) ? highest waterfall in the world. It is situated on (2) ? Auyantepui Mountain in Venezuela.

Because of its location deep in the rainforest, nobody in (3) ? outside world knew about Angel Falls until 1935. However, (4) ? local people, called (5) ? Pemones, had known about it for thousands of years until then. Its name in (6) ? Pemon language is Kerepakupai Merú.

In 1935, (7) ? American pilot, Jimmie Angel, was flying his plane along (8) ? Carrao River when he discovered the falls. He returned in 1937 and tried to land his plane on the top of the falls, but (9) ? plane got stuck in mud. Angel had to walk down from (10) ? top of the falls on foot. It took 11 days, but (11) ? people all over the world learnt about (12) ? waterfall. He became (13) ? legend.

Thirty-three years later, (14) ? helicopter lifted Angel's plane from the mountain and today it is in front of (15) ? airport at Ciudad Bolívar in Venezuela. Sadly, Jimmie was injured while he was landing (16) ? aeroplane on 17th April, 1956 in (17) ? Panama. He died eight months later.

Angel Falls,
Venezuela



A message

Forms Explorer



- Rozpocznij wiadomość od przyjaznego powitania, np. *Hi! Hello! How are you?*
- W rozwinięciu możesz wykorzystać popularne wyrażenia typu: *Have fun. Have a great time.*
- Zakończ w miły sposób, np. *Bye for now. See you soon.*

1 **108** A teacher and a group of students are talking about ways to raise money to save bees. Listen and say which of the options A–D they mention.

- A** Taking part in a quiz. **C** Dressing up in pyjamas.
B Dressing up as animals. **D** Cooking for parents.

2 Read the text messages. Guess the meanings of the words and phrases in bold.

Back (3)
Contact

Hi Jo! **How r u?** Lily X

Hi Lily! I'm OK **THX**.

What did **u** all decide to do **2 raise** money?

We've decided to make and bring things to sell.

GR8! **R u** going to make or bring something?

I'm going to make some bee cupcakes. 🐝

LOL. Why?

B/C we're raising money **2 save** bees.

Good luck. **BTW c u l8r?** 6 p.m.?

Sure. **BFN. XOXO.**

Message OK

3 Match abbreviations 1–10 with phrases A–J.

- 1 B4, 2 RUOK, 3 2moro, 4 ATM, 5 HAND, 6 BRB, 7 IDK,
8 NP, 9 PTB, 10 TTYL

- A** I don't know, **B** Before, **C** Talk to you later,
D Please text back, **E** Have a nice day, **F** Are you okay,
G Tomorrow, **H** Be right back, **I** No problem,
J At the moment

4 Read the text messages and translate the phrases in brackets. Use abbreviations.

Back (3)
Contact

Hi! (1) **[Czy wszystko u ciebie w porządku?]** Jo X

Hi Jo! I'm OK thanks. (2) **[Jak się masz?]**

I'm OK. What r u doing (3) **[jutro?]**

(4) **[Nie wiem]**. Why?

(5) **[Ponieważ]** there is a concert at school. We're raising money 2 save the rainforests.

Sounds GR8. What time?

It's at 7 p.m. (6) **[Do zobaczenia na miejscu?]**

Sure! (7) **[To na razie!]**

Message OK

Phrase Book



Friendly openings

- Hi!
- Hello
- How are you?
- How are things?
- How is it going?

- Have fun!
- Have a great time.
- Have a nice day.
- Good luck!

Useful phrases

- Thanks for the message.
- It's great to hear from you.
- I really miss you.

Friendly endings

- Bye!
- Bye for now.
- See you soon.
- Talk to you later.
- That's all for now.
- Write soon!

5 Student A writes a one line message on a piece of paper and passes it on to student B. Student B continues the chat and passes it to Student C, etc.

6 You are chatting with a friend about your dream holiday in Australia. Write some possible chat messages about it. In the messages:

- discuss what places you should visit in Australia
- chat about Australia's ecosystem
- decide that you should visit Australia together

Write 40–60 words.

Wiadomość tekstowa (SMS)

Wiadomości tekstowe, czyli tzw. SMS-y (od: **S**hort **M**essage **S**ystem), to krótkie formy pisemne. Służą do szybkiej wymiany informacji między osobami, które dobrze się znają i którym wystarczy zaledwie kilka słów / zdań, aby się porozumieć. Na zwięzłość wiadomości i liczbę składających się na nią znaków, szczególnie tych wysyłanych za granicę, długo wpływał koszt ich wysłania – stąd też użycie prostych struktur, skrótowców i znaków graficznych. Obecnie nie ma to już dużego znaczenia, a wymiana wiadomości coraz częściej przyjmuje formę chatów (krótkich pogawędek).

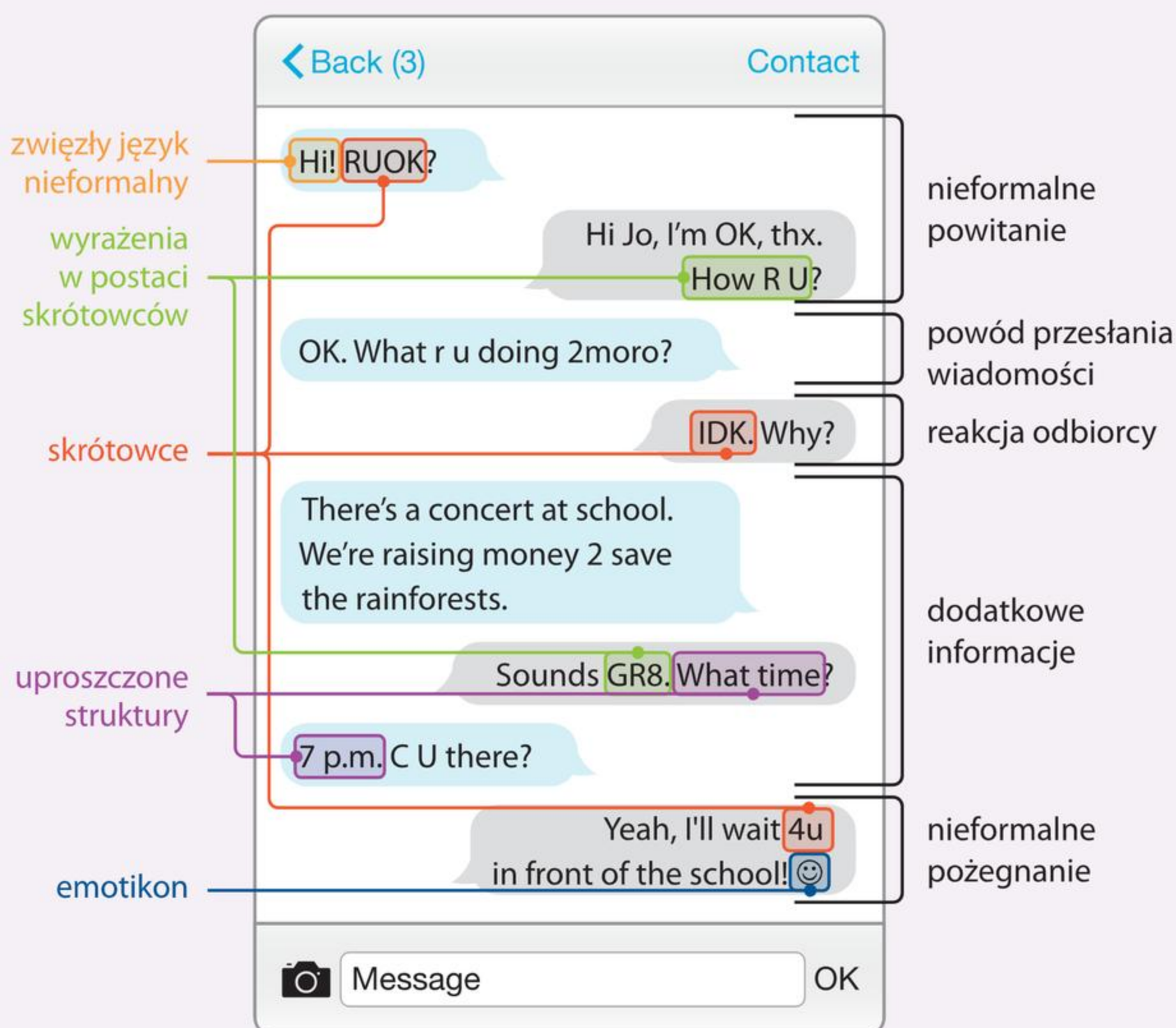
- W SMS-ach i chatach dominuje język nieformalny i zwięzły, np. *Hi!*
- Występują uproszczone struktury, np. *What time?* (zamiast: *What time is it?*), *CU there?* (zamiast: *Will I see you there?*), czy takie wyrażenia, jak *How R U?* *CU l8r*.
- Często używane wyrażenia również mogą przyjmować postać skrótowców, np. *HAND* (Have a nice day), *TTYL* (Talk to you later), *IDK* (I don't know), *BFN* (Bye for now), *RUOK* (Are you OK?).
- SMS / wiadomość może zawierać znaki graficzne, np. ;-), (przymrużenie oka, żart) i / lub emotikony 😊 (zadowolenie, radość, dobra wiadomość).

Plan

Powitanie
Użyj nieformalnego zwrotu powitalnego, np. *Hi! / Hello! / How R U?*

Wiadomość
Przedstaw powód napisania wiadomości lub odpowiedz na nią, np. *What are you going to do tomorrow? There's a concert at school at 7 p.m. Want to come? Sounds GR8. What time?*

Zakończenie
Zakończ wymianę wiadomości w nieformalny i przyjazny sposób, np. *Bye for now / TTYL / HAND / Text soon.*



Sprawdź poprawność swojej wypowiedzi

- Czy język krótkiej wiadomości tekstowej jest zwięzły i nieformalny?
- Czy służy szybkiej wymianie informacji?
- Czy zawiera skrótowce, w tym wyrażenia w formie skrótowców?
- Czy zawiera uproszczone struktury gramatyczne?
- Czy zawiera znaki graficzne lub emotikony?

7 Review

1 Match 1–8 with A–H to make collocations. Write the answers in your notebook.

- | | |
|----------------|-----------|
| 1 fossil | A energy |
| 2 natural | B station |
| 3 solar | C species |
| 4 renewable | D fuel |
| 5 conservation | E change |
| 6 climate | F areas |
| 7 endangered | G habitat |
| 8 power | H power |

2 Put your counter at the start. Roll the dice and move your counter. Complete the sentences in the square your counter lands on with collocations from Exercise 1 (odd numbers) or articles: a / the / (-) (even numbers). If you cannot do the task, you must move back to the start. Take turns. The winner is the first person to reach the finish.

START		
1 The glaciers on our planet are starting to melt because of ?.	2 I think it is very interesting to go exploring in ? cave.	3 Oil is a ? that is used either to produce energy or for transport purposes.
4 Scientists say that ? pollution is a big problem today.	5 Windfarms built on cliffs or at the coast, where the wind is strong, are a good example of ?.	6 When we were walking in the rainforest, we saw ? animals in the trees.
7 Countries that have a lot of sunshine can use ? to provide hot water or to heat houses.	8 We all need ? information on how to save our planet.	9 Ponds and streams can be a ? for many animals that live in water.
10 He is ? scientist and he is currently studying the water in our rivers.	11 It is necessary to create ? so that animals can live in safety.	12 We have to do more to help bees because they are ? endangered species.
13 Rainforests are home to many ? of animals and plants.	14 ? sea level is rising every year.	15 A ? is often found by a river because it needs water to cool down stages of the process.
FINISH		

3 Complete the sentences with the present perfect simple or past perfect simple form of the verbs in brackets. Write the answers in your notebook.

- Before we travelled to Antarctica, we ? never ? (take) such a long trip.
- As we are both very interested in our planet, we ? (read) several books before we decided to make this trip.
- Both of us ? (want) to travel to Antarctica since we first heard about tours there.
- We booked our tickets at a travel agency after we ? (check) which trips seemed most interesting.
- The travel agency ? (run) these tours since 2010, and their customers ? (be) very happy with them.
- We ? (sail) for about five days since leaving Argentina and ? (see) many types of fish in the ocean.

4 You will hear a radio programme about climate change. Listen and complete sentences 1–6 with one or two words. Write the answers in your notebook.

- We can see changes in our climate ? of using oil and coal.
- One danger we are facing at ? is the rise in sea levels.
- We have these problems today because we haven't ? on climate change until now.
- A problem facing ? is that they might turn into deserts, and the animals living there will die.
- An idea that can help is to ? land ? conservation areas.
- Articles about what we can do ? the magazine called 'Save our Planet'.

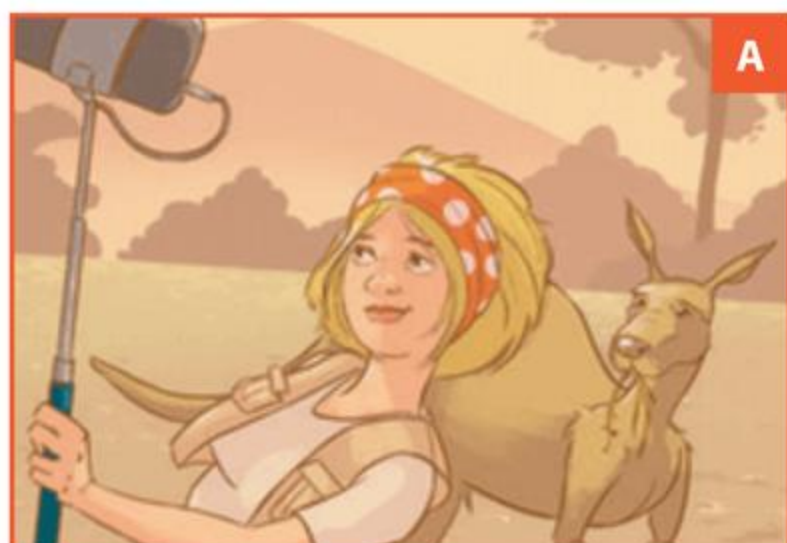
5 Copy the grid into your notebook and play noughts and crosses. Put a symbol (X or O) in the grid and make a sentence containing the word on the square you choose. Take turns.

since	coral reef	appear in	conservation
last month	renewable	to begin	fuel
fossil	ever	ago	has seen
habitat	turn into	first of all	for over 2 years

Rozumienie ze słuchu

1  **110** Usłyszysz dwukrotnie trzy rozmowy. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.

1 Which of these has Mum already done?



2 Which species is endangered?



3 Which route did Andy take in Australia?



2  **111** Usłyszysz dwukrotnie rozmowę o zagrożeniach dla środowiska naturalnego. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–5. Zapisz odpowiedzi w zeszycie.

- 1 What's in the picture they talk about first?
- 2 What does the boy say about his neighbours?
- 3 What does the girl say about air pollution?
- 4 What's happening to the coral reef near Australia?
- 5 Why can't the boy visit Australia at the moment?

?

?

?

?

?

Znajomość funkcji językowych

3  **112** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo. Wpisz rozwiązanie do tabeli w zeszycie.

- A Of course, there are many who are active on this issue.
- B I think it's climate change.
- C All the way from Poland to Italy.
- D I'm really sorry for not calling you before it happened.
- E I agree with you.

1	2	3	4
?	?	?	?

7 Skills Checkpoint

- 4** Wpisz w każdą lukę (1–2) brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne dialogi. Zapisz odpowiedzi w zeszycie.



- 5** Uzupełnij dialog. Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi, tak aby otrzymać spójny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Zapisz odpowiedzi w zeszycie.

A: Hey, Mike, have a look at this website. It's all about solar power.

B: What does it say about our region? Are they finally going to (1) ? (action) the smog and clean up the city?

A: Well, it says they're trying to use more renewable energy, but it's a slow process.

B: That's true. I think it will be years (2) ? (happens) to make it better.

A: Maybe, but (3) ? (moment) they are working on it. I saw a lot of construction work in town.

B: Yes, they probably do believe in climate change then.

- 6** Uzupełnij dialogi 1–3. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Zapisz odpowiedzi w zeszycie.

1 A: ?

B: No, I haven't, but my mum has and she loved the Eiffel Tower.

2 A: When did you talk to Mike?

B: The last ? was 3 months ago.

A: We need to give him a call.

3 A: What are some of the stereotypes about people from Germany?

B: Well, we say that ? very organised and strict.

Rozumienie tekstów pisanych

- 7** Przeczytaj tekst. Uzupełnij luki w zdaniach 1–3 zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszycie.

1 The ice in the Arctic is disappearing because ?.

2 ? should be recycled.

3 People can push ? into taking action.



Our planet isn't as healthy as it used to be. The climate is changing, and it's possible that part of this change is thanks to people. The ice in the Arctic is disappearing, the deserts are getting bigger and our weather is more extreme – so we have to do something about it. If we don't act, the oceans may soon be empty of life.

We all have to try and do something to help, and we can start with small things. Everyone should recycle their rubbish – glass, paper and metal can be used again. We can also travel less often by car and use public transport instead. At home we can try to use less water and electricity. Often, little steps like these can be a big help.

After years of doing nothing, governments now have to take action. We can push them into doing something by sending letters to politicians, writing magazine articles and starting blogs. If we talk about the situation more, then everyone will understand what we have to do. Sitting at home is not going to change anything, we need to get out and take action.

- 8 Przeczytaj poniższe e-maile (A–C) oraz zdania 1–4. Do każdego zdania dopasuj właściwy e-mail. Jeden e-mail pasuje do dwóch zdań. Wpisz rozwiązania do tabeli w zeszycie.**

A

Hi!

How are you? Sorry for not answering your last email. I was really busy last week because I had to do a project on renewable energy for my eco-club. I spent a long time looking for information on the internet! Anyway, how was your sports camp? Write back and tell me all about it.

Bye for now,

John

B

Hello,

How is it going? I really miss you. When are you coming back? Maybe we could meet up sometime at the weekend. I'm busy on Sunday, but I have time on Saturday if you're free.

Write back soon and let me know.

Kisses,

Greta

C

Hi!

How are you at the moment? The last time we spoke was probably three weeks ago. Listen, I hope you're not busy because I need you to do something for me. I've got a long essay to write about the environment (not my favourite topic!), and I know you're an expert.

Can we meet up sometime so you can have a look at what I've done?

Bye for now,

Tom

This email is

1	asking for help.	?
2	about homework.	?
3	giving an explanation.	?
4	about a future plan.	?

Znajomość środków językowych

- 9 Uzupełnij w zeszycie zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach, tak aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.**

- The city ? (have / start) using more renewable energy recently.
- OK, let's ? (move / to) the problem of endangered species.
- They ? (already / start) recycling before the new law was introduced.
- Due to climate change, the apples did ? (no / appear / on) my trees last year.
- Welcome to our meeting. ? (let / begin) by listening to your opinions.

- 10 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Trzy wyrazy zostały podane dodatkowo. Zapisz odpowiedzi w zeszycie.**

A plant B action C nature D recycle
E clean F habitat

The climate on our planet is changing, so we must take (1) ? to help preserve the environment. Our air and water are polluted, and animals have fewer places to live because their natural (2) ? is disappearing fast. Everyone can do something to help. Saving energy at home is one way. You can also join an organisation and (3) ? trees in your local area. The more trees we have, the cleaner our air is.

Tworzenie wypowiedzi pisemnej

- 11 Chciałbyś / chciałabyś, aby twój przyjaciel poszedł z tobą na spotkanie organizacji ekologicznej. Napisz wiadomości do przyjaciela oraz odpowiedzi od niego. W wymianie wiadomości:**

- powiedz, w jakim celu pisesz i czym zajmuje się organizacja,
- podaj datę, godzinę i miejsce spotkania,
- przyjaciel zdecyduje, czy weźmie udział w spotkaniu.

Długość wymiany wiadomości SMS powinna wynosić od 40 do 80 słów.



(n) – noun / rzeczownik

(v) – verb / czasownik

(adj) – adjective / przymiotnik

(adv) – adverb / przysłówek

(conj) – conjunction / spójnik

(prep) – preposition / przyimek

(det) – determiner / określnik

(phr) – phrase / wyrażenie

THE ENVIRONMENT

become extinct (phr)	/bɪ'kʌm ɪk'stɪŋkt/	wyginąć
cave (n)	/keɪv/	jaskinia
cement (n)	/sə'ment/	cement
cliff (n)	/klɪf/	klif, urwisko
climate change (phr)	/'klaɪmət tʃeɪndʒ/	zmiana klimatu
coal (n)	/kəʊl/	węgiel (skała)
coast (n)	/kəʊst/	wybrzeże
conservation area (phr)	/'kɒnsə(r)'veɪʃ(ə)n 'eəriə/	obszar ochronny
coral polyp (n)	/'kɒrəl 'pɒlɪp/	polip koralowy
endangered species (phr)	/'ɪn,deɪndʒə(r)d 'spi:ʃi:z/	zagrożony gatunek
Equator (n)	/'i kwetə(r)/	równik
extinction (n)	/'ɪk'stɪŋkʃ(ə)n/	zagłada, wymarcie
fossil fuel (n)	/'fɒsəl ,fju:əl/	paliwo kopalne
glacier (n)	/'glæsiə(r)/	lodowiec
in danger of (phr)	/'ɪn,deɪndʒə(r)ɒv/	w niebezpieczeństwie, w zagrożeniu
limestone (n)	/'laɪm,steɪn/	wapień
natural habitat (n)	/'nætʃ(ə)rəl 'hæbrɪtæt/	środowisko naturalne
plant (n)	/'plɑ:nt/	fabryka, wytwórnia
poisonous (adj)	/'pɔɪz(ə)nəs/	trujący, jadowity
pond (n)	/'pɒnd/	staw, sadzawka
power station (phr)	/'paʊə(r) 'steɪʃ(ə)n/	elektrownia
rainforest (n)	/'reɪn,fɔrɪst/	las deszczowy
recycle (v)	/'ri:'saɪk(ə)l/	powtórnie przetwarzać (np. papier, szkło, plastik)
renewable energy (phr)	/'ri:nju:əb(ə)l ,enə(r)dʒi/	energia odnawialna
solar power (phr)	/'səʊlə(r) 'paʊə(r)/	energia słoneczna
species (n)	/'spi:ʃi:z/	gatunek
start (v)	/'stɑ:(r)t/	zacząć
stream (n)	/'stri:m/	strumyk, rzeczka
stun (v)	/'stʌn/	ogłuszać
threat (n)	/'θret/	zagrożenie, pogrożka
threaten (v)	/'θret(ə)n/	zagrażać, grozić
valley (n)	/'væli/	dolina

TEXTS

advert (n)	/'ædvɜ:(r)t/	ogłoszenie
blog (n)	/'blɒg/	blog
book (n)	/'bʊk/	książka
ebook (n)	/'i:bʊk/	książka w wersji elektronicznej
email (n)	/'i:meɪl/	list elektroniczny
leaflet (n)	/'li:flət/	ulotka, broszurka
letter (n)	/'letə(r)/	list
magazine (n)	/'mæɡə'zi:n/	czasopismo
newspaper (n)	/'nju:z,peɪpə(r)/	gazeta
notice (n)	/'nəʊtɪs/	notatka
postcard (n)	/'pəʊs(t),kɑ:(r)d/	pocztówka
poster (n)	/'pəʊstə(r)/	plakat
text message (n)	/'tekst ,mesɪdʒ/	wiadomość SMS
website (n)	/'web,sɑɪt/	strona internetowa

PHRASES & PREPOSITIONS

after years	/'ɑ:ftə(r) jɪə(r)z/	po latach
appear in	/'ə'piə(r) ,ɪn/	pojawić się w
at	/'æt/	w (przy podawaniu dokładnego miejsca)
at the moment	/'æt ðə 'məʊmənt/	w tym momencie
before	/'bɪ'fɔ:(r)/	przed

before something happens	/'bɪ'fɔ:(r) 'sʌmθɪŋ ,hæpəns/	zanim coś się stanie
for over	/'fɔ:(r) 'əʊvə(r)/	przez ponad (np. trzy lata)
from ... to ...	/'frɒm ... tə .../	z... do...
from here to there	/'frɒm 'hɪə(r) tə ,ðeə(r)/	stąd tam
get from ... to ...	/'get frɒm ... tə .../	dostać się z ... do ...
get onto	/'get 'ɒntə/	wejść na
into	/'ɪntu:/	do środka
onto	/'ɒntə/	na
over	/'əʊvə(r)/	ponad
take action on	/'teɪk 'ækʃ(ə)n ɒn/	reagować na
to	/'tu:/	do, ku
turn into	/'tɜ:(r)n 'ɪntə /	przemienić się w (coś)

OTHER WORDS

cyanide (n)	/'saɪənaɪd/	cyjanek (trucizna)
educational (adj)	/'edʒu'keɪʃ(ə)nəl/	edukacyjny, pouczający
entertain (v)	/'entə(r)'teɪn/	zabawiać, bawić
illegal (adj)	/'ɪli:g(ə)l/	nielegalny, bezprawny
instead of (something) (phr)	/'ɪn'stedəv/	zamiast (czegoś)
tiny (adj)	/'taɪni/	niewielki, mały

PHRASAL VERBS

clear up (phr v)	/'kliə(r) 'ʌp/	robić porządek
put up (phr v)	/'pʊt 'ʌp/	zawiesić
use up (phr v)	/'ju:z 'ʌp/	zużywać (coś)

USEFUL EXPRESSIONS

DISCUSSING IDEAS

I agree with you.	Zgadzam się z tobą.
I don't agree because ...	Nie zgadzam się, ponieważ ...
First of all ...	Przede wszystkim ...
Let's begin / start by looking at ...	Zacznijmy od przejrzenia / spojrzenia na ...
Let's move on to ...	Przejdźmy do ...
Shall we start with this ... ?	Czy powinniśmy zacząć od tego ... ?
Shall we talk about ... now?	Czy możemy teraz porozmawiać o ... ?
To begin with ...	Na początku ...
That's true but ...	To prawda, ale ...

FRIENDLY OPENINGS

Hello!	Cześć!
Hi!	Hej!
How are things?	Jak tam twoje sprawy?
How are you?	Jak się masz?
How is it going?	Jak leci? / Co słychać?

USEFUL PHRASES

Good luck!	Powodzenia!
Have a great time.	Dobrej zabawy.
Have a nice day.	Miłego dnia.
Have fun!	Dobrej zabawy!
I really miss you!	Naprawdę za tobą tęsknię!
It's great to hear from you.	Dobrze usłyszeć, co u ciebie.
Thanks for the message.	Dziękuję za wiadomość.

FRIENDLY ENDINGS

Bye!	Pa!
Bye for now.	Na razie.
See you soon.	Do zobaczenia wkrótce.
Talk to you later.	Porozmawiamy / Do usłyszenia później.
That's all for now.	To wszystko na tę chwilę.
Write soon!	Napisz wkrótce!

8 Special Relationships

- Reading:** I can understand a text about facts. I can match pictures to paragraphs. I can find the missing sentences in a text. I can decide if the information given is true or false.
- Vocabulary:** I can describe relationships. I can use the correct prepositions after certain verbs and adjectives. I can use phrasal verbs to describe the relationships between people.
- Grammar:** I can add essential or extra information to sentences. I can refer to people, things and places using relative pronouns. I can use reported speech.
- Listening:** I can recognise a speaker's feelings. I can listen in order to answer open-ended questions.
- Speaking:** I can talk about relationships. I can give advice, suggestions and orders.
- Writing:** I can write a story.

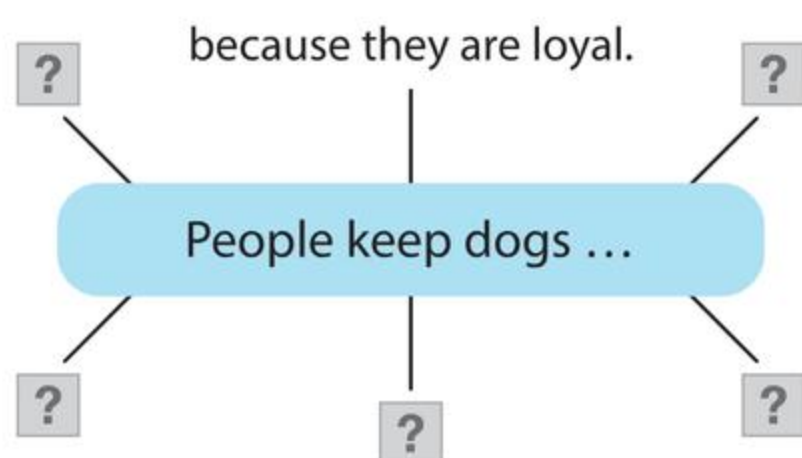


A German shepherd dog with a little kitten on its head

New words and phrases

- | | | | | |
|----------------|-----------------------|-------------------|-------------------|--------------------------|
| • astonishing | • physical disability | • be in love with | • listen to | • let someone down |
| • beneficial | • rubble | • be jealous of | • rely on | • look up to someone |
| • disappointed | • breed | • be keen on | • respect someone | • make up |
| • impressed | • sniff | • be proud of | • trust someone | • put someone down |
| • lovely | • agree with | • be similar to | • ask someone out | • He should also ... |
| • obedient | • argue with | • belong to | • break up | • If I were him, I'd ... |
| • prohibited | • be angry with | • concentrate on | • get on | • To be honest, I'd ... |
| • suspicious | • be ashamed of | • feel let down | • hang out | • Why don't you ... ? |

- 1  Draw a mind map in your notebook with possible reasons why people keep dogs. Discuss the reasons in class.



- 3 Read the text quickly and match the dogs in Exercise 2 with the four paragraphs.

Dogs in a Human World

The friendship between humans and dogs began 14,000 years ago. Humans took the puppies of wild dogs and trained them to be **obedient** helpers. When humans **breed** dogs, they can create a wonderful variety of dogs with lots of talents and in many different shapes and sizes. Here are four examples of 'a dog's life' in the human world.

Food sniffer dogs ?

Jacques is just one member of the Beagle Brigade, a group of beagles that work at international airports in the United States. (1) ? These are banned because they sometimes bring insects and diseases into the country, which could be dangerous for the environment.

If the dog smells anything **suspicious** in a suitcase, it sits down calmly next to the piece of luggage and waits for its human partner to check the contents. Why beagles? They're friendly and cute, so they don't scare people as they **sniff** through the crowds. More importantly, however, beagles have an **astounding** nose for food items.

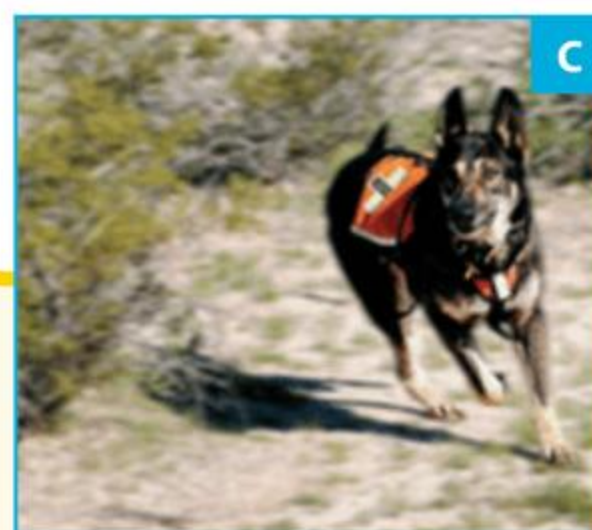
The Beagle Brigade is successful in finding **prohibited** food in luggage and packages 84% of the time!

Treated like a queen ?

Some dogs live in luxury. Tiffy, a **lovely** Maltese, is one of these. (2) ? She carefully prepares Tiffy's meals made of meat, fish or chicken, ham and eggs. Tiffy also eats yoghurt and biscuits after dinner.

Loewy's husband, who is often away, has a very good job. So she has the time and money to treat Tiffy extremely well. It is a chore she truly enjoys doing. She says she wants to give her the healthiest life possible.

- 2 Look at the photos of dogs. How are they helping the people in pictures A–C? How can the dog in picture D help its owner?



Animal carers ?

Jessie is a whippet that visits very sick children in hospital. She shows them her affection and gives them a chance to exercise. When they feel down, Jessie makes them happy. Jessie helps patients to stay **strong** during their time in hospital.

There are many different kinds of animals that help people. We train 'service dogs' to help people with **physical disabilities**. The best known service dogs are guides for the blind. (3) ? They can learn to open and close doors, turn lights on and off, pick up objects from the floor, and they can even pull wheelchairs.

Doggie detectives ?

Search-and-rescue (SAR) dogs use their amazing noses to find people. Hercules, an Alsatian, can smell the tiny clues that people leave wherever they go. (4) ? Hercules has found missing hikers and has searched through **rubble** after earthquakes. SAR dogs must be strong, obedient, athletic and smart. Most of all, they must love to play. Trainers look for dogs which go crazy over a favourite toy, such as a tennis ball. These dogs will do any job if the reward afterwards is playtime.

As workers or pets, dogs are certainly **beneficial** to humans in many ways.

They have a special place as 'man's best friend', and this has helped dogs to survive in our world.



Word Focus

- breed:** to keep animals in order to produce young
suspicious: feeling that something is wrong or illegal
sniff: to smell something
prohibited: officially not allowed
physical disability: a physical condition that makes it difficult for someone to do everyday things
rubble: the broken bricks, stone, etc. that are left when a building falls down

- 4 Read the *Skills Explorer* and decide which tip is best for you.

Skills Explorer

Dobieranie zdań do luk w tekście

- Najpierw przeczytaj dokładnie zdania, które są do wyboru, aby dopasować je do tekstu.
- Czytając tekst, zastanów się, czy któreś ze zdań jest zbliżone tematycznie do tekstu.
- Wybierając zdanie, zastanów się, czy nawiązuje ono logicznie do poprzedzającego je zdania lub czy łączy się ze zdaniem kolejnym.

- 5 Now complete the *Skills Booster* task.

Skills Booster

Przeczytaj jeszcze raz tekst o psach, z którego usunięto cztery zdania. Dopasuj zdania A–E do luk 1–4, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo. Zapisz odpowiedzi w zeszycie.

- A** But four-legged friends perform other roles, too.
B These include bacteria and small pieces of clothing.
C Their job is to smell and find illegal fruit, vegetables and other prohibited foods in luggage and mail.
D Some people say we should enjoy every moment of life like dogs do.
E Her owner, Nancy Jane Loewy, treats her like a queen.

Ideas Focus

- Do you know anyone who has an animal helper?
- Do you think it's right to make animals work for humans? Why / Why not?

- 6 Read the text about dogs again and decide if the sentences below are true (T) or false (F). Write the answers in your notebook.

- Humans are responsible for the many different kinds of dogs that exist. ?
- Airports in the United States use beagles to check for illegal food items. ?
- Some foods are not safe because they can carry harmful substances. ?
- Tiffany eats home-cooked meals, not normal dog food. ?
- Jessie doesn't help hospital patients. ?
- Service dogs can do simple tasks for people who are unable to walk. ?
- SAR dogs use their sense of smell to find people who are lost. ?
- Dogs that love to chase a tennis ball do not need rewards. ?

- 7  Listen and repeat the adjectives below. Then, find them in the text and match them with meanings 1–5.

astounding beneficial lovely obedient strong

- listens and does what you say ?
- can move heavy things ?
- very nice and beautiful ?
- good for you ?
- very surprising ?

- 8  Listen and check your answers.

- 9 Think about a dog that is / was yours or a dog you know. In your notebook, write 5 sentences about it that refer to the following:

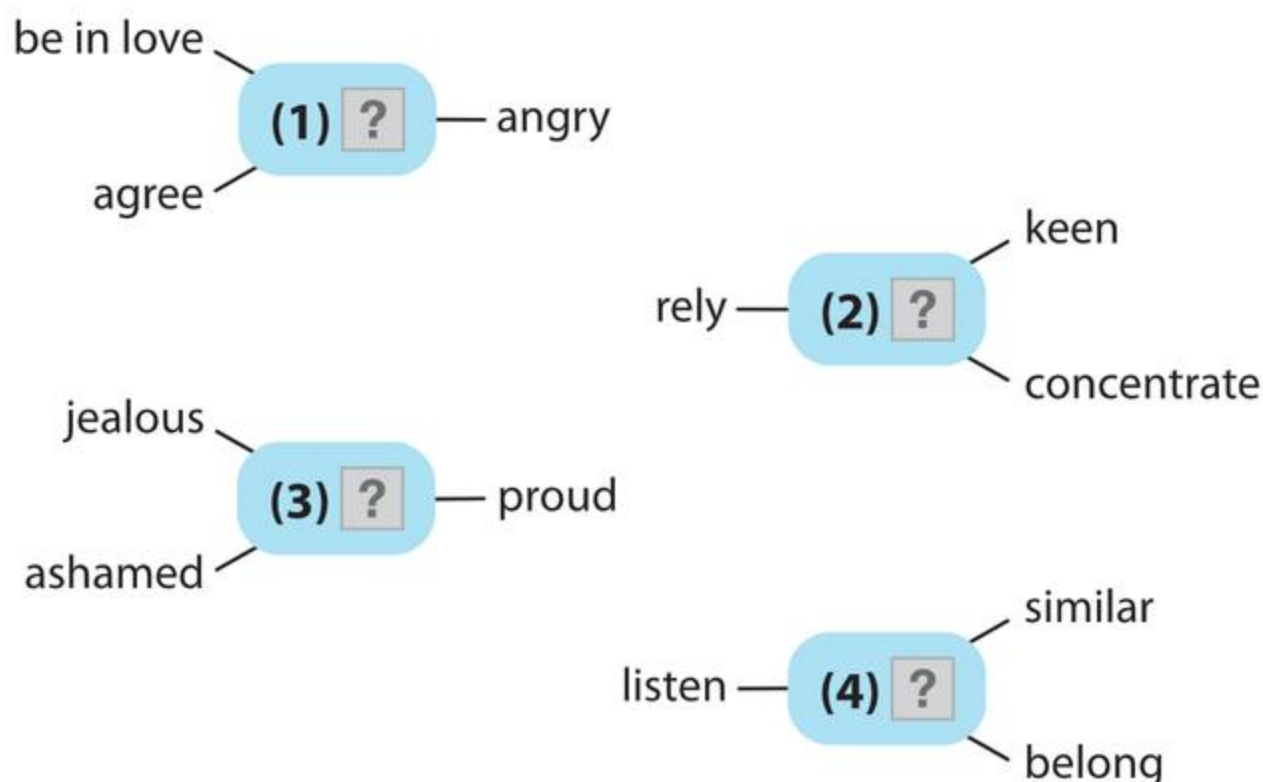
Breed ? Looks ?
 Hobby ? Character ?
 Favourite toy ?

Example:

My dog Prince is a lovely golden retriever. He loves swimming and does it whenever he can. He looks like a typical golden retriever – he's got long, golden fur and a black nose. He is very loyal and not dangerous at all. He never goes anywhere without his favourite teddy bear.

- 10  Tell your partner about the dog you have chosen. Your partner needs to complete the information in Exercise 9. Take turns.

1 Draw these mind maps in your notebook. Then, complete them with *to*, *with*, *of* and *on*.



2 Listen and check. Then, repeat the phrases.

3 Play preposition ping pong. One student says a word / phrase, and the other student guesses the preposition that goes with it, but with his or her book closed. Take turns.

4 Complete the sentences with some of the verbs and adjectives from Exercise 1. Write the answers in your notebook.

- Jamie is really ? to his sister Louisa. They both have blonde hair and blue eyes.
- 'Be quiet! I can't ? on my homework with so much noise!'
- We're very ? of our son Daniel. He's done very well in his exams.
- I think Susie is really ? on Alex. She's always smiling at him in class.
- 'Do these shoes ? to you?'
- My uncle is very ? of his car. It's old and dirty.
- My grandmother has to ? on my mum to help her with the housework.
- She doesn't ? with making animals work. She thinks it's unkind.
- Tara is really ? of her sister, she thinks she is more talented.

Ideas Focus

- Do you ever get jealous of other people? Why? / Why not?
- Do you think it's good to rely on other people for help? Why? / Why not?
- Do you agree that people shouldn't be ashamed of their family? Why? / Why not?

5 Complete the text with some of the words from Exercise 1. Write the answers in your notebook.

A Relationship that Breaks the Ice

Explorers first started to go to Everest in the early 20th century, but they needed to (1) ? on local people to give them information about the mountain. Sherpas live in the Himalayas and are very (2) ? of the mountains. They can also breathe the thin air that is found there because they are used to living so high up.

Many explorers are very (3) ? of this ability because Sherpas can climb Everest more easily than most visiting climbers. However, climbers (4) ? to what Sherpas say about the mountain because they want to get to the top and back down again safely. If a Sherpa says it's not a good day to climb, then explorers usually (5) ? with them. Even though mountain explorers aren't (6) ? to their Sherpa guides and they don't have much in common, they often become life-long friends after a climb.



6 Now complete the Skills Booster task.

Skills Booster

Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- I did ? (*nie zgadzałem się z*) my mum when I was younger.
- The teacher ? (*wstydził się za*) us on the school trip, because we behaved badly.
- My cat got lost last week, and I have looked for her everywhere. I have only found ones that do ? (*nie należą do*) me.
- I saw a dog ? (*tak podobnego do*) mine that I really thought it was Lucky.
- I could see that my father ? (*był dumny ze*) me.

Relative clauses: defining & non-defining

Zdania podrzędnie złożone przydawkowe określające (*defining relative clauses*) podają kluczowe informacje o danej osobie lub rzeczy. Bez nich nie byłibyśmy w stanie zrozumieć, o kim / o czym jest mowa w zdaniu głównym. Nie oddzielamy ich przecinkiem od zdania głównego, np. *Trainers look for dogs **which go crazy over a favourite toy**.*

Zdania podrzędnie złożone przydawkowe nieokreślające (*non-defining relative clauses*) podają informacje dodatkowe, które nie są konieczne dla zachowania sensu zdania głównego. Są one wydzielone przecinkami, np. *Loewy's husband, **who is often away**, has a very good job.*

W zdaniach podrzędnie złożonych przydawkowych używamy następujących zaimków względnych (*relative pronouns*): **who, which, that, whose, when, where**.

More information about relative pronouns in the **Grammar Guide p 164** ➔

➔ **Reading reference p 128**

W zdaniu podrzędnie złożonym przydawkowym określającym możemy zastosować *that* zamiast *who* lub *which*, ale nie wolno tego zrobić w zdaniu nieokreślającym, np. *My friend, who (that) I've known for 8 years, is in Brussels now.*

1 Decide which of the relative clauses below are defining and which are non-defining. In which sentence can *that* replace *which* / *who*?

- 1 His father, who is a trainer, has a great love for dogs.
- 2 These are the rescue workers who rescued hundreds of people in the flood.
- 3 This is the place where I was born. Isn't it lovely?
- 4 The ball, which is over there, is mine.
- 5 June is the time when roses bloom in gardens.

2 Choose the correct relative pronoun in these defining relative clauses.

- 1 That's the woman **whose** / **who** son won a prize.
- 2 Have you seen Dad's keys **where** / **which** I left on the sofa?
- 3 What's the name of the hotel **when** / **where** we stayed last year?
- 4 Summer is a time **when** / **who** people relax.
- 5 This is the boy **whose** / **that** always looks scruffy.

3 Match sentences 1–5 with clauses A–E. Decide if the clauses are defining (D) or non-defining (N). Add commas where necessary. Write the answers in your notebook.

- 1 My dog **?** can run really fast.
- 2 This film **?** is directed by a Polish director.
- 3 The group of people **?** are trying to save a squirrel.
- 4 The competition **?** takes place in July.
- 5 The lady **?** is a volunteer at our shelter.

- A who are standing under the tree
 B who is holding the cat
 C which is a beagle
 D which will be released next Monday
 E which is very popular

4 Complete the text with *which, when, where* and *whose*. Use one of the words twice. Write the answers in your notebook.

An Unusual Relationship

You don't often find orangutans that are in love with dogs. However, Surya the orangutan is an exception. He and his dog friend, Roscoe, are two animals (1) **?** friendship is unique.

Surya and Roscoe live at the Myrtle Beach Safari, (2) **?** is a 50-acre nature park in South Carolina, USA. In 2008, (3) **?** Surya was riding on an elephant with the director of the park, a dog suddenly came out of the woods. Surya jumped off the elephant and ran to the dog. They have been best friends ever since. They often go to the pool in the park, (4) **?** they swim and play around. Surya holds Roscoe by the tail, and Roscoe pulls him around in the water.

This friendship, (5) **?** is very unusual, has made many people around the world smile.



Suriya with Roscoe

5 Use the phrases: *who has* / *that lives* / *who likes* / *where* to make sentences about your classmates.

More exercises in the **Grammar Guide p 164** ➔

- 1 Divide the emotions in the wheel of fortune into two categories: P (positive) or N (negative). Write them in the table in your notebook.



Positive	Negative
?	?

- 2 116 Listen and check. Then, repeat the phrases.
- 3 Spin a pencil on the wheel in Exercise 1 and tell your partner about the last time you felt the emotion that your pencil stops on.
- 4 117 Listen to four speakers and decide what they are all talking about in general.
- 5 117 Listen to the four speakers again and answer the questions below about each speaker. Write the answers in your notebook.
- Why does speaker one avoid talking to their friends?
This person ?.
 - Where had speaker two met their friend before they argued and split up?
They ?.
 - What does speaker three like about their boss?
Their boss isn't ?.
 - Why is speaker four ashamed?
The person hasn't ?.

- 6 118 Listen to two friends talking about relationships, and answer questions 1–4. Write the answers in your notebook.

- Why is the girl unhappy with Tim's behaviour? ?
- What is the secret the friends are talking about? ?
- Who has the girl already told about her secret? ?
- What does the boy suggest to the girl? ?

- 7 Read the *Skills Explorer* and decide which tip is best for you.

Skills Explorer



Pytania otwarte

- Przed wysłuchaniem nagrania przeczytaj pytania.
- Słuchając po raz pierwszy, zapisz główne myśli.
- Słuchając po raz drugi, upewnij się, że usłyszałeś / usłyszałaś właściwe informacje.

- 8 119 Now complete the *Skills Booster* task.

Skills Booster

Usłyszysz dwukrotnie rozmowę Danny'ego i Cathy o ich rodzinach. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–8. Zapisz odpowiedzi w zeszycie.

- Who are the people Danny and Cathy mention in their conversation? ?
- How many siblings does Danny have? ?
- Is Danny the oldest of his siblings? ?
- Who helps Cathy solve her problems? ?
- Why isn't Cathy comfortable with solving problems the way she does? ?
- What subject is Cathy good at? ?
- What does Danny suggest eating? ?
- Are Danny and Cathy in the same mood at the beginning and at the end of the conversation? ?



1 Ask and answer these questions.

- Are you a sociable person?
- Do you make an effort to be popular?
- Do you have a good relationship with your friends / family / neighbours?

2 Decide which sentences give advice and which give orders.

- 1 Don't stay up late!
- 2 Why don't you talk to your mum?
She usually knows what to do.
- 3 They must clear up the room before they leave.
- 4 I think it would be better if he said sorry to her.
- 5 He shouldn't waste so much time playing video games all day.

3 120 Listen and check.

4 Read the conversation and decide what Tom's problem is.

- T:** Oh hi, Jack. What are you doing here?
- J:** Hi, Tom. I work here. I'm a part-time waiter.
- T:** Can I ask you a question?
- J:** To be honest, I'm a little surprised you are chatting to me. We never talk at school.
- T:** That's true, but I need some advice.
- J:** What's up?
- T:** I wanted to ask Tamara out, but she said she would never go out with someone who hardly ever talks. What do you do to be so relaxed around girls?
- J:** If I were you, I'd imagine I am a film star who everyone wants to talk to.
- T:** I think it would help me more if you explained what you mean.
- J:** I really think it's best to forget about others and imagine you are playing in a film.

5 Now read the conversation again. Answer the questions in your notebook.

- 1 Why is Jack surprised?
- 2 What's Jack's job?
- 3 Why doesn't the girl want to date Tom?
- 4 Who should Tom imagine he is?

6 121 Listen to the dialogue and repeat it. Then, act it out changing the words in bold. Use the words in the Dialogue Word Box.



Dialogue Word Box

- talk back to a teacher • attack someone weaker • leave him alone • tell everyone to keep it a secret • leave it • ask someone to do it • disappointed with • angry with • let down by • annoyed with

Phrase Book

Giving advice

- If I were him, I'd ...
- He should also ...
- I think it would be better to ... because ...
- Perhaps he should ... Then he ...
- I really think it's best to ... because ...
- To be honest, I'd ...
- Why don't you ... ?

7 Students A&B p 174.

1 Why do people fight with each other?

2 Match phrasal verbs 1–8 with meanings A–H.

- | | |
|---------------------------|--|
| 1 look up to someone ? | A suggest having a date |
| 2 hang out ? | B have respect for someone |
| 3 make up ? | C stop being a girlfriend or boyfriend |
| 4 ask someone out ? | D like, be friends |
| 5 break up with someone ? | E forgive each other |
| 6 put someone down ? | F disappoint someone |
| 7 let someone down ? | G spend time relaxing |
| 8 get on ? | H be critical of someone |

3 Choose the correct phrasal verb. Write the answers in your notebook.

- My sister **got on** / **broke up** with her boyfriend last week, so she's really sad.
- I was really surprised when Robert **asked me out** / **let me down**. I didn't think he likes me.
- One of my favourite pastimes is **hanging out** / **making up** with my friends.
- I have always **looked up to** / **made up with** my grandpa, he's my role model.
- I think it's important to say positive things to others and not to **let them down** / **put them down**.

4 Complete the blogs with the phrasal verbs in Exercise 1. Write the answers in your notebook. What should the girls do?

Lonelygirl56 – Missing my friend

My friend and I used to (1) ? really well, but last week she told me that she wanted to have some new friends. We used to (2) ? together all the time, but now she's just unkind and wants to (3) ? me ? all the time by saying that I look scruffy and that I'm overweight.

Dreamyboy23 – Nobody to talk to

I always try to talk to my older brother about my problems because I really (4) ? him. When I ask him something, though, he always says he's busy, which means I feel like he's (5) ? me ? because I don't have anyone else to talk to. What should I do?



5 Now complete the Skills Booster task.

Skills Booster

Wykorzystując podane wyrazy, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–7). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- He wants to have a date with Julia. **out**
He wants to ?.
- Billy stopped being Helen's boyfriend because he moved to another city. **with**
Billy moved to another city, so he ? Helen.
- I have respect for my father because he's reliable and honest. **look**
My father is reliable and honest, so I ? him.
- Everyone is friends with her, but I'm not. **on**
She's friends with everyone, but I don't ? with her.
- I spend a lot of time relaxing in the park with my friends. **hang**
I ? in the park with my friends a lot.
- After the argument, it took Joe and Fran a long time to forgive each other. **up**
It took Joe and Fran a long time to ? after the argument.
- Why do you always say I'm stupid and lazy? You criticise me all the time! **put**
Why do you ? all the time? You always say I'm stupid and lazy.

6 Ask and answer the questions in turns.

When was the last time:

- someone put you down?
- someone let you down?
- you made up with someone?
- you had a fight with someone?
- you hung out with someone?
- you looked up to someone?
- someone looked up to you?
- you let someone down?
- you asked someone out?

Ideas Focus

- Do you think it's important to make up after an argument? Why? / Why not?
- Who do you look up to? Why?



Reported speech

Statements

Mowa zależna (reported speech) służy do przekazywania tego, co powiedziała inna osoba. Stosujemy w niej następstwo czasów – orzeczenie cytowanego zdania zmienia formę. Jeśli trzeba, zmieniamy również zaimki i przymiotniki dzierżawcze. Mogą się również zmienić określenia dotyczące czasu i miejsca, np.

*'It **is** the best film **I have** ever seen,' **my uncle** said.*

*My uncle said that it **was** the best film **he had** ever seen.*

*'I **will** go with **you tomorrow**,' I told **my parents**.*

*I told my parents I **would** go with **them the next day**.*

More information about the change in tenses, time and place phrases in the **Grammar Guide p 164, 165** ➔

 **Zdania w mowie zależnej** są często wprowadzane przez czasowniki **say** i **tell**. W przypadku **tell** musimy wspomnieć o osobie, do której ktoś mówi (dopełnienie); **say** występuje samo (bez dopełnienia).

*My piano teacher **said that** I had improved.*

*My piano teacher **told me that** I had improved.*

1 Choose the correct option. Write the answers in your notebook.

- 1 I couldn't believe it when my drama teacher said that **she / I** had acted on Broadway.
- 2 The director said he was busy **at the moment / at that moment**.
- 3 Mrs Hill said her son's friend had scratched **her / its** violin.
- 4 Tina told me that **she / I** thought the song lyrics to Mamma Mia were great.
- 5 I **told / said** Jodie that she had an audition on Thursday afternoon.

2 Change the quotes by famous people into reported speech. Write the answers in your notebook.

- 1 'You don't have to be perfect to achieve your dreams.' Katy Perry
- 2 'I close my eyes and I can see a better day.' Justin Bieber
- 3 'I've been picking up pieces of the mess you made.' Taylor Swift
- 4 'I've always done whatever I want and always been exactly who I am.' Billie Eilish
- 5 'If there is one thing I'm willing to bet on – it's myself.' Beyonce

Questions, commands & requests

- **Pytanie** (a question) w mowie zależnej ma szyk zdania oznajmującego. Nie stawiamy po nim znaku zapytania, np.
*'Do you play the violin?' He asked me **if I played** the violin.*
- Jeśli pytanie w mowie niezależnej rozpoczyna się od zaimka pytającego, to zaimek ten stawiamy również w mowie zależnej, np.
*'Which instrument do you like best?' Jason asked. Jason asked me **which** instrument I liked best.*
- Jeśli w pytaniu w mowie niezależnej nie występuje zaimek pytający, to musimy użyć wyrazu *if / whether*, np. *'Did you enjoy the festival?' my friend asked me. My friend asked me **if / whether** I had enjoyed the festival.*

Gdy relacjonujemy **pytania** (questions), **polecenia** (commands) i **prośby** (requests), stosujemy konstrukcję: **ask / tell + dopełnienie + to + bezokolicznik**, np.
*'Can you calm down?' Mary asked me **to calm down**.*
*'Calm down.' Mary told me **to calm down**.*

3 Tanya asked you these questions. Change them into reported speech. Write the answers in your notebook.



- 1 When are you coming to visit?
- 2 Did you call her?
- 3 Why were you crying?
- 4 Who is this?
- 5 Can you help me, please?

4 Change sentences 1–7 into reported speech. Write the answers in your notebook.

- 1 'I enjoyed the party last night,' Veronica said.
- 2 'My mum doesn't like this reality show,' Tom said.
- 3 'We're going to visit the National Art Gallery tomorrow,' Mrs Jones told us.
- 4 'Turn down the volume!' my sister told me.
- 5 'Where is the concert hall?' the tourist asked.
- 6 'Do you like hip-hop music?' Maria asked.
- 7 'Please sit down,' our teacher told us.

5 Write three sentences for the class to change into reported speech.

More exercises in the **Grammar Guide p 165** ➔

A story

Forms Explorer



- Nim rozpocznesz pisanie opowiadania, zanotuj pomysły dotyczące jego treści: bohaterowie, miejsce akcji, co się wydarzy, zaskakujące elementy, rozwiązanie tajemnicy.
- W opowiadaniu należy wydzielić w formie akapitów: wstęp, rozwinięcie i zakończenie.

1 Use the ordering phrases in the box to complete the sentences. Write them in your notebook.

At first In the end It all started Meanwhile
Once upon a time Suddenly

- 1 ? , there was a beautiful princess called Louise.
- 2 ? a few years ago, on the first day of summer.
- 3 ? , she thought she was still asleep.
- 4 ? , there was a bang!
- 5 ? , the others were still looking for a way out.
- 6 ? , nobody won the prize.



2 Read paragraphs 1–4 of the story *A true mystery* and put them in the correct order. Use one of the options below.

A 1-2-4-3 B 4-3-1-2 C 2-4-1-3

At first, Molly looked at the cat and read the name on its collar. Yes, it was Toby! The cat that had belonged to her when she was six years old. Her old phone number was still on the collar.

1

Molly was walking home from school one day. It was a bright sunny day and Molly, a tall, clever girl from Manchester, was relaxed and thinking about the weekend.

2

Then, Molly started to run. She was scared. Toby can't be here! No, because Toby is dead. He died 10 years ago.

3

Before Molly turned into her street, a cat suddenly appeared in front of her. It was a beautiful black cat.

4

3 Read the story again and decide if the sentences are true (T) or false (F).

The girl

- 1 is scared of cats.
- 2 knew that Toby was dead.
- 3 says that Toby was ten when he died.

?

?

?

4 Find all the ordering words in the story in Exercise 2. Write the answers in your notebook.

5 Complete the sentences by using the words in the *Phrase Book*. Write the answers in your notebook.

- 1 It is so ? . Winter has definitely arrived.
- 2 Sorry, I'm so ? . The traffic was awful.
- 3 My friend is very ? . She wears size S clothes.
- 4 My audition is tomorrow. I am feeling ? .
- 5 I can't wait for my party this ? .

6 Find all the adjectives and expressions describing place and time in the story in Exercise 2. Write the answers in your notebook.

Phrase Book



Describing people

- tall / short
- slim / overweight
- kind / unkind
- friendly / unfriendly
- clever / stupid
- young / old
- easy-going / nervous
- scared / happy

Describing place / time

- morning / lunchtime / afternoon / evening
- dark / bright / clean / dirty
- cold / hot / early / late

7 Write a story. Your story must begin with the sentence: *A girl was walking home one day.* Remember to give it a title. In the story:

- describe the girl and where the story happened
- present the events of the story in chronological order
- write a surprising ending

Write 50–120 words.



Opowiadanie

Opowiadanie może odwoływać się do prawdziwych lub fikcyjnych wydarzeń. Stosujemy w nim czasy przeszłe (past simple, past continuous oraz past perfect simple). Wymaga planowania – roli narratora, bohaterów, miejsca akcji oraz sekwencji wydarzeń. Celem opowiadania jest zainteresowanie czytelnika oraz wzbudzenie jego reakcji, np. śmiechu, wzruszenia, strachu, refleksji. Opowiadanie może też czegoś nauczyć.

- Zanim napiszesz opowiadanie, zaplanuj jego treść oraz strukturę. Gdy plan jest gotowy, zatytułuj opowiadanie.
- We wstępie tekstu przedstaw bohaterów, czas i miejsce akcji tak, aby zaintrygować czytelnika.
- W rozwinięciu przedstaw fabułę opowiadania.
- Łącz zdania w logiczny ciąg za pomocą różnorodnych określeń, np. *At first, Then, Suddenly, etc.*
- Stosuj przymiotniki w celu charakteryzowania ludzi, miejsc czy atmosfery.
- Na końcu możesz wyjaśnić wcześniejsze zagadki bądź pozostawić czytelnika z nierozwiązaną tajemnicą.

Plan Tytuł Wstęp Akapit 1 Opisz miejsce akcji i wprowadź głównych bohaterów, np. <i>It was a cold, dark evening. John was very scared.</i> Podaj informacje na temat głównego wątku opisywanej historii, np. <i>Maddy and Sally met at their dance class a year ago.</i> Rozwinięcie Akapit 2 Opisz ciąg wydarzeń w porządku chronologicznym, np. <i>At first, ...</i> Akapit 3 Opisz punkt zwrotny lub ważny moment w ciągu wydarzeń, np. <i>That was when ... / Soon after that ... / Suddenly, ...</i> Zakończenie Akapit 4 Zakończ opowiadanie w ciekawy sposób, np. <i>Eventually, ... / We never went to the castle again.</i>	intrygujący tytuł wprowadzenie bohatera, czasu i miejsca akcji przymiotniki czasy przeszłe punkt zwrotny wydarzeń określanie chronologii zdarzeń intrygujące zakończenie	Frightening Eyes It was a quiet, dark night. Clara woke up and sat up on her bed. Only a little light was coming into her bedroom through the windows. She heard some strange noises. There was some scratching in her big, wooden wardrobe. Clara went towards it. Her heart was beating hard and she was quite scared. What might it be? She waited for a while and then, she quickly opened the wardrobe door ... Two round, green eyes were staring at her from the bottom of the wardrobe. Suddenly, they moved towards her. Clara screamed and ran to switch on the light. Then, it all became clear to her. It was the neighbours' small black cat, which often came to Clara's house. But how had he got into the wardrobe?	tytuł wstęp rozwinięcie zakończenie
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Sprawdź poprawność swojej wypowiedzi

- Czy przed napisaniem opowiadania zaplanowałeś / zaplanowałaś jego treści?
- Czy nadałeś / nadałaś opowiadaniu intrygujący tytuł?
- Czy podzieliłeś / podzieliłaś tekst na akapity?
- Czy odpowiednio wprowadziłeś / wprowadziłaś bohatera oraz opisałeś / opisałaś miejsce i czas akcji?
- Czy twoje opowiadanie ma ciekawe zakończenie?
- Czy zastosowałeś / zastosowałaś czasy przeszłe i przymiotniki?
- Czy połączyłeś / połączyłaś wydarzenia w ciąg chronologiczny?

8 Review

1 Match words 1–12 with the prepositions in the box. Write the answers in your notebook.

on with to in of

- | | | | |
|-----------|---|----------------|---|
| 1 in love | ? | 7 agree | ? |
| 2 rely | ? | 8 similar | ? |
| 3 jealous | ? | 9 angry | ? |
| 4 listen | ? | 10 proud | ? |
| 5 keen | ? | 11 belong | ? |
| 6 ashamed | ? | 12 concentrate | ? |

2 Roll a dice twice to see which box you are in. Make a question for your partner to answer using the word / phrase in the box.

	divorced	of	to	was	agree	to
	on	jealous	why were	belong	with	ashamed
	similar	when was the last time	concentrate	who are you	of	on
	rely	of	to	about	angry	why was
	in	keen	proud	have you ever	when are you	with
	on	in love	have	listen	to	were

3 122 You are going to hear some students being interviewed for a school radio programme about relationships. Complete each sentence with the correct option: A, B or C.

1 Dorota

- A broke up with her boyfriend so she could spend more time with her other friends.
- B spent a lot of time doing sports.
- C wasn't getting on with her boyfriend two months before the interview.

2 Przemek

- A likes to hang out with girls.
- B is thinking of asking a girl out.
- C likes to be a member of a big group.

3 Marta

- A prefers to spend time alone with her boyfriend.
- B was sad when her friends broke up.
- C wants to meet someone she can get on with.

4 Choose the correct option to complete sentences 1–7. Write the answers in your notebook.

- Is that the man **that** / **which** / **whose** dog looks very similar to ours?
- I am proud of the poster **which** / **where** / **when** we made in class last week.
- That's the school **which** / **where** / **that** I spent four years.
- My boyfriend says he will never forget the day **when** / **who** / **whose** we fell in love.
- Here is the book **which** / **whose** / **where** belongs to Johnny.
- Over there is the house **when** / **where** / **which** they lived when he was at school.
- I can always rely on the friends **who** / **whose** / **which** I have known for many years.

5 Change these sentences into reported speech. Write them in your notebook. Underline the words you had to change.

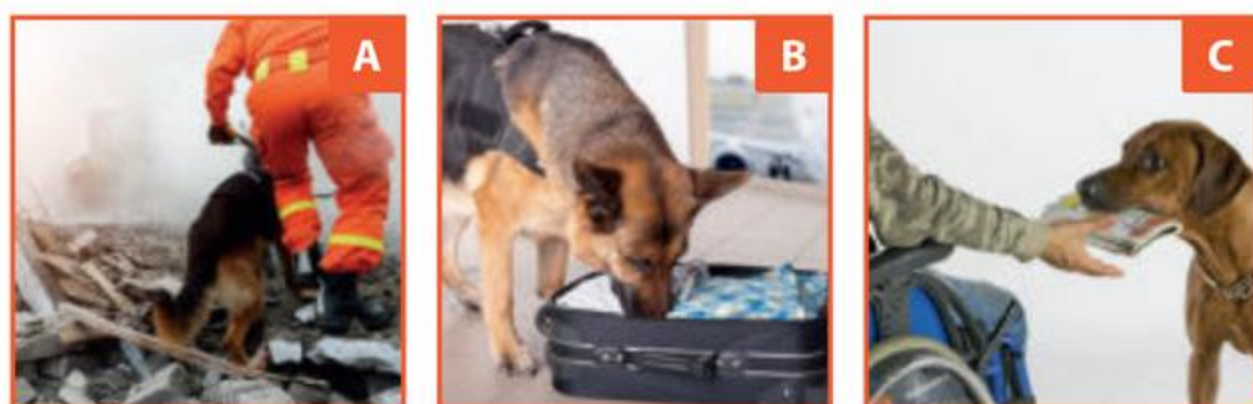
- They are proud of their team.
Jon said **?**.
- I am going to go to the cinema with my boyfriend.
Katie said **?**.
- I don't agree with my sister very often.
Michael told us **?**.
- I relied on him to remember my birthday.
Carolyn said **?**.
- I am falling in love with Carolyn.
Markus said **?**.
- I have been ashamed of my work since last month.
Sasha told us **?**.
- I will see him this evening.
Bernadette said **?**.

6 Chat for one minute. Then, tell another pair what your partner said.

Rozumienie ze słuchu

- 1**  **123** Usłyszysz dwukrotnie dwie wypowiedzi. W zadaniach 1–2, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.

1 What job does Larry the dog do?



2 What kinds of dogs does the girl like most?



- 2**  **124** Usłyszysz dwukrotnie fragment pamiętnika aktorki. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszycie.

Diary of an actress

- her biggest social problem (1) ?
- when others asked Natasza about her name, she (2) ?
- her mother decided to (3) ?
- first role (4) ?

- 3**  **125** Usłyszysz dwukrotnie rozmowę dwóch koleżanek. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.

- 1 The puppy was walked by
A Sandra. B teenagers. C Grace.
- 2 The people walking the puppy were concentrated on
A the lake. B the puppy. C each other.
- 3 The puppy was rescued by
A Fluffy. B Sandra. C a teenager.

Znajomość funkcji językowych

- 4** Dla każdej z opisanych sytuacji (1–5) wybierz właściwą reakcję: A, B albo C. Zapisz odpowiedzi w zeszycie.

1 Chcesz spędzić czas z koleżanką po południu. Co powiesz?

- A Do you want to make up later?
B Do you want to hang out later?
C Do you want to ask me out later?

2 Chcesz wskazać znajomym swojego brata. Co powiesz?

- A The boy standing with my brother is Jack.
B The boy standing next to Jack is his brother.
C The boy standing next to Jack is my brother.

3 Chcesz powiedzieć przyjaciółce, że może zawsze na ciebie liczyć. Co powiesz?

- A I will never let you down.
B Can we make up already?
C I'm proud of you.

4 Chcesz zapytać kolegę o rasę jego psa. Jak to zrobisz?

- A I really like your dog.
B What breed is it?
C I'm jealous of your dog.

5 Chcesz powiedzieć mamie, że zgadzasz się z jej opinią. Co powiesz?

- A I agree to you.
B I agree with you.
C I agree on you.

- 5**  **126** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo. Wpisz rozwiązanie do tabeli w zeszycie.

- A Very shy but reliable.
B Creative activities.
C She's tall and slim, with long, brown hair.
D Not really.
E She's better than yesterday.

1	2	3	4
?	?	?	?

8 Skills Checkpoint

- 6 Wpisz w każdą lukę (1–2) brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne dialogi. Zapisz odpowiedzi w zeszycie.



Rozumienie tekstów pisanych

- 7 Przeczytaj teksty 1 i 2. W zadaniach 1–4 z podanych odpowiedzi A–C wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszycie.

- 1 The email in text 2 was written for

- A all teenagers.
- B teenagers who have problems.
- C young people from poor families.

- 2 Text 1 is

- A an article.
- B an essay.
- C a poster.

- 3 What will the workshops teach about arguments?

- A How to win an argument.
- B How to avoid arguments.
- C How to be friends again.

- 4 If you are interested you should

- A wait until someone contacts you.
- B answer the email.
- C visit the organisers.

Text 2

From: teencare@teencare.com
To: Students
Topic: a workshop for teenagers

To all teenagers out there, whoever you are! Happy or sad, rich or poor. What can you do if someone keeps putting you down? What should you do when a friend lets you down?

If you want to know the answers to these and many other questions, come along this Friday at 4 p.m. to the workshop **BE YOURSELF, ONLY BETTER!** for teenagers at the cultural centre.

We'll show you fun activities on how to get on with people, how to make up after an argument, how to listen to others better – and lots more.

Our experts have years of experience talking with young people, motivating and helping them to find solutions to their problems.

If you are interested, reply to this email, and we will get back to you as soon as we can.

Joan Rivers & the Teencare team

Text 1

BE YOURSELF, ONLY BETTER!

Want to be happier and feel more positive?

Need to motivate yourself and realise your passion?

Workshops for all at the cultural centre on Fridays at 4 p.m.



For more information write to: teencare@teencare.com

See you there!

- 8** Przeczytaj teksty 1 i 2 jeszcze raz. Uzupełnij luki 5–7 w dialogu online zgodnie z treścią tekstów. W każdą lukę możesz wpisać maksymalnie dwa wyrazy. Zapisz odpowiedzi w zeszycie.

Back (3)
Contact

Cześć, Aniu. Czy byłeś na warsztatach poświęconych motywacji?

Na warsztatach? Kiedy?

W (5) , w centrum kultury.

Pierwsze słyszę.

W szkole wisiały plakaty, a pani (6) dodatkowo wysłała nam e-mailem informację.

Podobało ci się?

Bardzo! Dobrze czasem posłuchać specjalistów, którzy mają (7) w pracy z naszymi rówieśnikami.

- 9** Przeczytaj tekst w języku polskim. Uzupełnij luki 1–3 w tekście w języku angielskim. W każdą lukę możesz wpisać maksymalnie dwa wyrazy. Zapisz odpowiedzi w zeszycie.

Poradnia Time to Improve

zajęcia dla młodzieży z problemami emocjonalnymi

Poniedziałki, godz. 16:00, sala nr 12

Jak budować bliskość

Wspólnie zastanowimy się, dlaczego takie wartości, jak zaufanie i szacunek, są kluczem do udanego życia.

Środy, godz. 15:00, sala nr 16

Zapanuj nad złością

Jeśli złość utrudnia ci życie, przyjdź do nas w środę. Nauczymy cię czerpać satysfakcję z dobrych relacji.

Piątki, godz. 18:00, sala nr 12

Trudne przyjaźnie

Co zrobić, gdy bliska ci osoba zawiedzie cię lub rozczaruje? Dowiedz się, jak kształtować związki z poszanowaniem granic innych osób.

Podczas warsztatów nauczysz się, jak lepiej panować nad swoimi emocjami.

**Zapisy przyjmujemy drogą telefoniczną:
+48 12 560 00 01.**

Znajomość środków językowych

- 10** Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- The dog (który biegnie) towards me is my favourite breed.
- Mum (wstydziła się za) us last week in the shop.
- The dog owner told me (abym przestał gonić) her dog.
- The reason (dlaczego) I am crying is because he's let me down.
- When you say mean things to him, you (poniżasz go).
- He asked me (czy widziałem) seen her cat.

Tworzenie wypowiedzi pisemnej

- 11** Napisz opowiadanie o znajomym / znajomej. W opowiadaniu:

- wyjaśnij, kim jest dla ciebie ta osoba i w jaki sposób się poznaliście,
- przedstaw okoliczności wydarzeń,
- przedstaw intrygujące zakończenie historii.

Długość opowiadania powinna wynosić od 50 do 120 słów. Pamiętaj o nadaniu tytułu.

Workshops for Teens

Do you sometimes feel angry or jealous?
Do you know how to deal with your emotions?
Come along to IMPROVE YOUR LIFE! workshops!

- On Monday: learn how to respect and (1) around you.
- On Wednesday: stop arguing with others.
- On Friday: control yourself if you feel (2) by someone or you are disappointed.

Remember! You are not the only person who feels this way. We all have strong emotions, but we all need to learn how to be in control of how we feel.

Join our group sessions on Mondays, Wednesdays or Fridays. You will be impressed how your skills for managing (3) improve!

**For more information contact
Anna Zakrzewska on +48 12 560 00 01.**

Architectural Wonders

1  **Listen to a conversation and answer the questions. Write the answers in your notebook.**

- 1 Which cities are mentioned in the recording? ?
- 2 Which city would they like to visit most? Why? ?
- 3 Which of these cities would you like to visit most? ?

2  **Listen to the recording again. Look at pictures A–F and match them with the names of the landmarks (1–6) and the cities from Exercise 1.**

- 1 Big Ben ?
- 2 the Hobbit's house ?
- 3 Westminster Abbey ?
- 4 Sydney Opera House ?
- 5 Antonio Gaudi's project ?
- 6 the Sukiennice ?



3  **Answer the questions in 1–2.**

- 1 Which cities have you visited in Europe? Were they in an English-speaking country?
- 2 What architectural wonders did you see there? What architectural wonders can you see in your area?

4  **Which of the countries in Exercise 1 are English-speaking countries? Now you have one minute to list as many English-speaking countries as you can think of. Which pair has the most?**

5 **Read the text. Have you been to these places? What do you know about them?**

Unusual Polish Architecture

If you have ever been to Poland, you will already know that Polish architecture is both **diverse** and surprising. Here are some examples of different architectural styles around the country:

- The Crooked House in Sopot, designed by Jan Szancer, is a symbol of the modern world. According to the Village of Joy portal it is the strangest building in the world!
- Szczecin's landmark is its Philharmonic Orchestra building. It was awarded the 2015 EU Prize for **Contemporary** Architecture – the Mies van der Rohe Award.
- The Vang Church in Karpacz is an example of traditional architecture. It's a **Medieval** wooden church, built in Norway, which was later moved to Karpacz.
- Founded by Jan Zamoyski, Zamość is a unique example of a **Renaissance** town. The central square – the Main Market Square (Rynek Wielki) measures 100 x 100 metres!
- One of the best-known architectural treasures in Poland is Wawel Royal Castle in Kraków. Once the seat of Polish kings, it is now a museum.

Word Focus

diverse: various, not all the same

contemporary: relating to the present

Medieval: relating to the period that lasted approximately from the 5th to the 15th century

Renaissance: relating to the period from the 15th to the 16th century

Polish architectural wonders

Step 1

Imagine you are making a TV guide for tourists. Think about some of the architectural wonders that visitors to your area can see. Answer the questions.

- | | |
|---|--------------------------------|
| 1 Where do you live? | <i>I live in Cassubia.</i> |
| 2 What is the local architectural landmark? | <i>The Upside Down House.</i> |
| 3 Where is it? | <i>In Szymbark.</i> |
| 4 Why is it unique? | <i>It's built on its roof.</i> |

Then, compare the object with a similar one from another country.

We can see an Upside Down House in Belarus, too. The house in Dukowa is more traditional – the house in Szymbark is bigger. The house in Belarus has got one storey – the Polish house has got two storeys. Both houses have got some furniture inside and both of them are part of a permanent exhibition.



Szymbark, Poland



Dukowa, Belarus

Step 2

Make a short vlog about an architectural landmark in your local area of your choice. Compare it with a similar structure from abroad.

- 1 Write a script. Answer the questions in Step 1 and compare the two objects.
- 2 Plan any extra materials: photos, drawings, pictograms. Remember to mark the places on the map / maps.
- 3 Pay attention to grammar and spelling.
- 4 Check the script with your teacher.
- 5 Practise your presentation.
- 6 Shoot it! Have fun.
- 7 Share it with your friends online.



(n) – noun / rzeczownik

(v) – verb / czasownik

(adj) – adjective / przymiotnik

(adv) – adverb / przysłówek

(conj) – conjunction / spójnik

(prep) – preposition / przyimek

(det) – determiner / określnik

(phr) – phrase / wyrażenie

ADJECTIVES

astonishing (adj)	/ə'stɒnɪʃɪŋ/	zdumiewający
beneficial (adj)	/ˌbenɪ'fɪʃ(ə)l/	korzystny, pozytywny
contemporary (adj)	/kən'temp(ə)r(ə)ri/	współczesny
dangerous (adj)	/ˈdeɪndʒərəs/	niebezpieczny
diverse (adj)	/daɪ'vɜ:(r)s/	różnorodny, rozmaity
lovely (adj)	/ˈlʌvli/	przyjemny, miły
Medieval (adj)	/ˌmedi'i:v(ə)l/	średniowieczny
obedient (adj)	/ə'bi:diənt/	posłuszny, uległy
prohibited (adj)	/prəʊ'hɪbɪtɪd/	zakazany, zabroniony
Renaissance (adj)	/ri'neɪs(ə)ns/	renesansowy
strong (adj)	/strɒŋ/	silny
suspicious (adj)	/sə'spɪʃəs/	podejrzliwy, podejrzany

PHRASAL VERBS

ask someone out (phr v)	/ɑ:sk ˌsʌmwʌn 'aʊt/	zapraszać kogoś na randkę
break up (phr v)	/breɪk 'ʌp/	zerwać (z kimś)
get on (phr v)	/get ɒn/	dobrze się (z kimś) dogadywać
hang out (phr v)	/hæŋ aʊt/	spędzać czas
let someone down (phr v)	/let ˌsʌmwʌn daʊn/	zawieść kogoś
look up to someone (phr v)	/lʊk ʌp tə ˌsʌmwʌn/	podziwiać kogoś
make up (phr v)	/meɪk ʌp/	pogodzić się
put someone down (phr v)	/pʊt ˌsʌmwʌn daʊn/	wyśmiewać, wyszydzać, poniżać kogoś

PHRASES & PREPOSITIONS

after (prep)	/ɑ:ftə(r)/	po
agree with (v)	/ə'gri: wɪθ/	zgadzać się z (kimś / czymś)
argue with (v)	/ɑ:(r)ɡju wɪθ/	kłócić się z (kimś / czymś)
at the moment (phr)	/æt ðə 'məʊmənt/	w tej chwili
be angry with (phr)	/bi: 'æŋɡri wɪθ/	być złym na kogoś
be ashamed of (phr)	/bi: ə'ʃeɪmd ɒv/	wstydząć się za
be disappointed (phr)	/bi: ˌdɪsə'pɔɪntɪd/	być rozczarowanym
be impressed (phr)	/bi: ɪm'prest/	być pod wrażeniem
be in love with (phr)	/bi: ɪn 'lʌv wɪθ/	być w kimś zakochanym
be jealous of (phr)	/bi: 'dʒeləs ɒv/	być zazdrośnym o (kogoś / coś)
be keen on (phr)	/bi: ki:n ɒn/	być zapalonym do
be proud of (phr)	/bi: praʊd ɒv/	być dumnym z (kogoś / czegoś)
be similar to (phr)	/bi: 'sɪmɪlə(r) tə/	być podobnym do
before (prep)	/bɪ'fɔ:(r)/	przed
belong to (v)	/bɪ'lɒŋ tə/	(przy)należać do
by the time (phr)	/baɪ ðə taɪm/	do czasu, gdy; zanim
concentrate on (v)	/ˈkɒns(ə)nˌtreɪt ɒn/	być skoncentrowanym na czymś
feel ashamed (phr)	/fi:l ə'ʃeɪmd/	czuć się zawstydzonym
feel let down (phr)	/fi:l let daʊn/	czuć się zawiedzionym
listen to (v)	/lɪs(ə)n tə/	słuchać
rely on (v)	/rɪ'laɪ ɒn/	polegać na
respect someone (v)	/rɪ'spekt ˌsʌmwʌn/	szanować kogoś
that (pron)	/ðæt/	który
trust someone (v)	/trʌst ˌsʌmwʌn/	ufać komuś
until (conj, prep)	/ən'tɪl/	dopóki
when (adv)	/wen/	kiedy
where (adv)	/weə(r)/	gdzie
which (det)	/wɪtʃ/	który
who (pron)	/hu:/	kto
whose (det)	/hu:z/	kogo, czyj

OTHER WORDS

breed (v, n)	/bri:d/	hodować (np. zwierzęta), rasa hodowlana
physical disability (n)	/ˈfɪzɪk(ə)l ˌdɪsə'bɪləti/	niepełnosprawność fizyczna
rumble (n)	/ˈrʌb(ə)l/	rumowisko, gruz
sniff (v)	/snɪf/	wąchać
whippet (n)	/ˈwɪpɪt/	chart angielski

DESCRIBING PEOPLE

clever (adj)	/ˈklevə(r)/	sprytny, bystry
easy-going (adj)	/ˌi:zi'ɡəʊɪŋ/	wyluzowany
friendly (adj)	/ˈfren(d)li/	przyjacielski
happy (adj)	/ˈhæpi/	szczęśliwy
kind (adj)	/kaɪnd/	uprzejmy
nervous (adj)	/ˈnɜ:(r)vəs/	nerwowy
overweight (adj)	/ˌəʊvə(r)'weɪt/	z nadwagą
scared (adj)	/skeə(r)d/	przestraszony
short (adj)	/ʃɔ:(r)t/	niski
slim (adj)	/slɪm/	szczupły
stupid (adj)	/ˈstju:pid/	głupi
tall (adj)	/tɔ:l/	wysoki
unfriendly (adj)	/ʌn'fren(d)li/	nieprzyjemny
unkind (adj)	/ʌn'kaɪnd/	nieuprzejmy

DESCRIBING TIME / PLACE

afternoon (n)	/ɑ:ftə(r)'nu:n/	popołudnie
bright (adj)	/braɪt/	jasny
clean (adj, adv)	/kli:n/	czysty, czysto
dark (adj, adv)	/dɑ:(r)k/	ciemny, ciemno
dirty (adj, adv)	/ˈdɜ:(r)ti/	brudny, brudno
early (adj, adv)	/ˈɜ:(r)li/	wczesny, wcześnie
evening (n)	/ˈi:vniŋ/	wieczór
late (adj, adv)	/leɪt/	spóźniony, późno
lunchtime (n)	/ˈlʌntʃˌtaɪm/	pora lunchu
morning (n)	/ˈmɔ:(r)niŋ/	poranek

USEFUL EXPRESSIONS

GIVING ADVICE

He / She should also ...	Powinien / Powinna również ...
I really think it's best to ... because ...	Naprawdę myślę, że najlepiej jest ..., ponieważ ...
I think it would be better to ... because ...	Myślę, że lepiej byłoby ..., ponieważ ...
If I were him / her, I'd ...	Na jego / jej miejscu ...
Perhaps he / she should ...	Być może powinien / powinna ...
Then he / she ...	A następnie ...
To be honest, I'd ...	Szczerze mówiąc, (zrobiłbym / zrobiłabym) ...
Why don't you ... ?	Dlaczego nie (zrobisz) ... ?

WRITING A STORY

All of a sudden ... (phr)	/ɔ:l əv ə'sʌd(ə)n/	Nagle ...
As soon as ... (phr)	/æz su:n æz/	Gdy tylko ...
At first ... (phr)	/æt fɜ:(r)st/	Najpierw ...
Eventually ... (adv)	/ɪ'ventʃuəli/	Ostatecznie ...
In the end ... (phr)	/ɪn ði end/	Na / W końcu ...
It all started ... (phr)	/ɪt 'ɔ:l stɑ:(r)tɪd/	To wszystko zaczęło się ...
Meanwhile ... (adv)	/ˈmi:nˌwaɪl/	Tymczasem ...
Once upon a time ...	/wʌns ə'pʊn ə ˌtaɪm/	Pewnego razu ...
Soon after that ... (phr)	/su:n'ɑ:ftə(r) ðæt/	Wkrótce po tym ...
Suddenly ... (adv)	/ˈsʌd(ə)nli/	Nagle ...
Then ... (adv)	/ðen/	Następnie, potem ...

 **Communicate with each other by reading the phrases on the cards or by using the numbers and letters.**
You can also play silently by showing the sentences with your pen. There can be more than one match.

Example 1

Student A: Have you ever stayed in a youth hostel?
Student B: No, I prefer modern places.

Example 2

Student A: B6
Student B: J1

A

- 1 Have you ever stayed in a youth hostel?
- 2 Who knows?
- 3 May.
- 4 Very fast.
- 5 I wish.
- 6 Did you like it?

A

B

- 1 It was too noisy.
- 2 Right now I'm dancing.
- 3 Not mine.
- 4 Was she shouting?
- 5 Unfortunately, I can't.
- 6 Who are these people?

B

C

- 1 Walking in crowded streets mostly.
- 2 Where can I buy it?
- 3 Will it be changed? I don't like it.
- 4 Have you ever driven a car?
- 5 You.
- 6 It was really noisy.

C

D

- 1 How does she cook?
- 2 Will your room be renovated?
- 3 It was amazing.
- 4 Many times.
- 5 So many people.
- 6 It was too hot.

D

E

- 1 What time does your bus leave?
- 2 I have to be home by six.
- 3 What's the temperature?
- 4 What was the weather like?
- 5 Yes, it will.
- 6 In the morning.

E

F

- 1 A lot of sunbathing.
- 2 What was it like?
- 3 It's an amazing place.
- 4 How much is the ticket?
- 5 Will you come to the party?
- 6 Not bad.

F

G

- 1 Where did you go?
- 2 Which month of the year is the coldest?
- 3 I think you are right.
- 4 At 8 a.m.
- 5 I'm not interested in it.
- 6 Too much.

G

H

- 1 No, never.
- 2 It's cheap.
- 3 Are you bored?
- 4 Three pounds.
- 5 Which city has the warmest weather?
- 6 No, I prefer modern places.

H

I

- 1 Of course.
- 2 What activities did you do?
- 3 Africa.
- 4 It's the hottest day.
- 5 Loudly.
- 6 It's a hard question.

I

J

- 1 These are my friends.
- 2 What are you looking at?
- 3 I need to check.
- 4 Not now.
- 5 Well.
- 6 It's possible.

J

K

- 1 Maybe in Spain.
- 2 A beautiful, round old one.
- 3 Yes, I have.
- 4 I'm freezing.
- 5 No, it won't.
- 6 A quarter past 7.00.

K

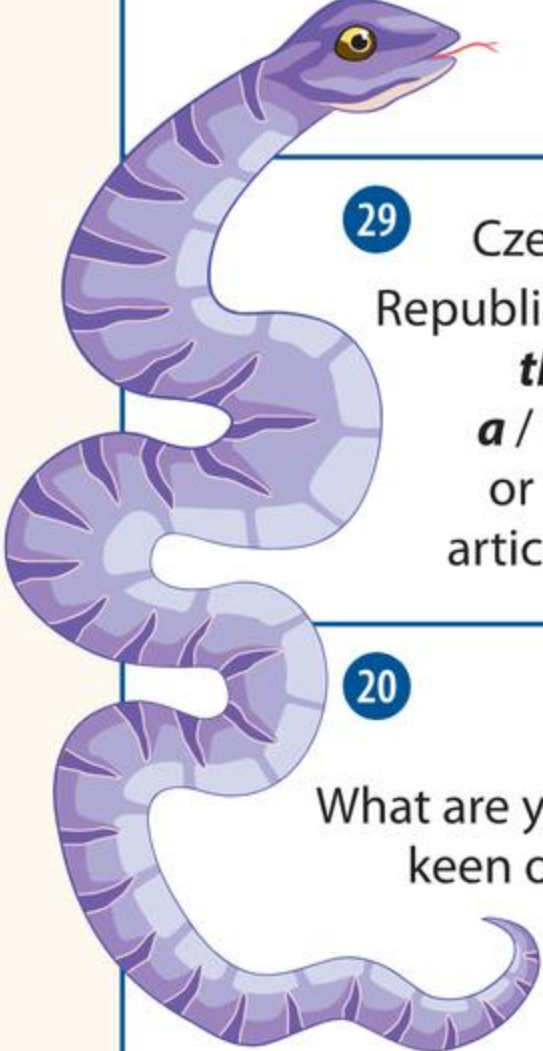
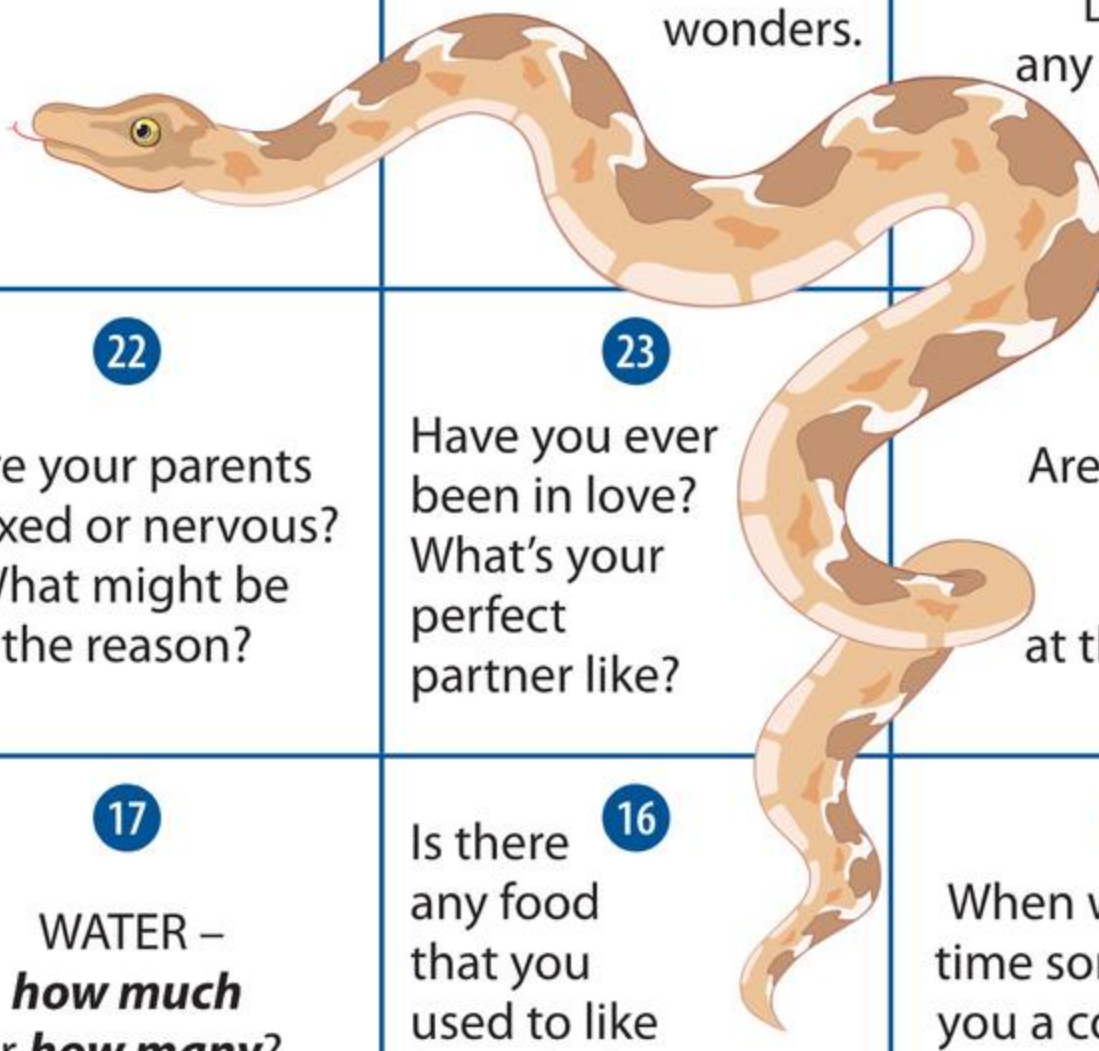
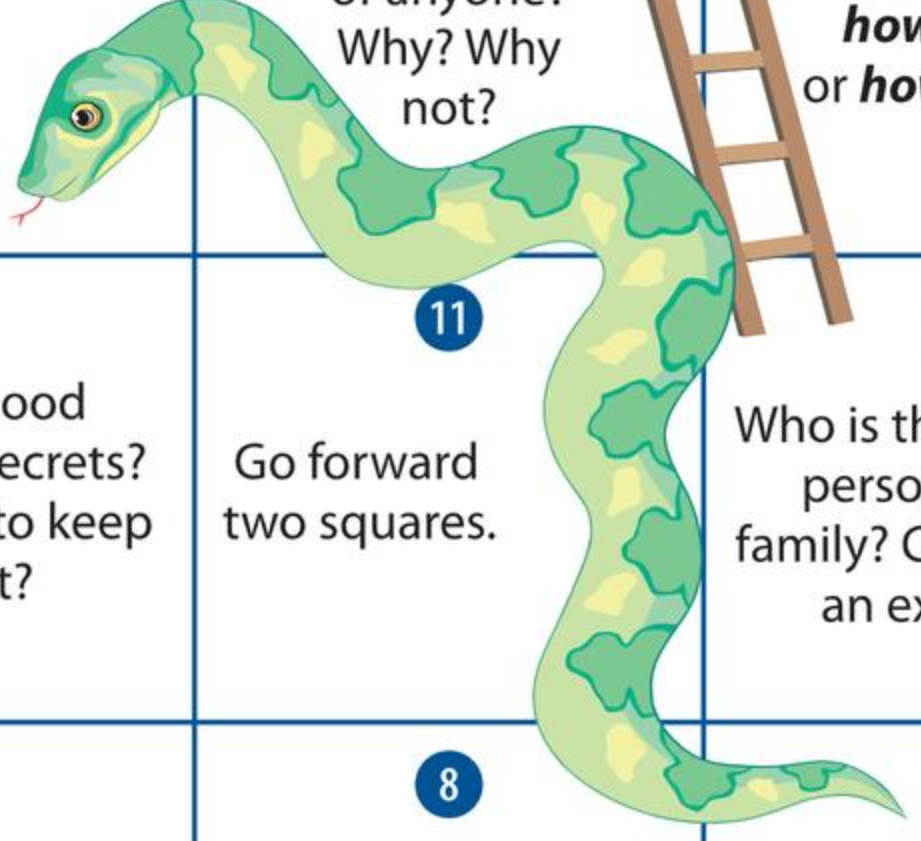
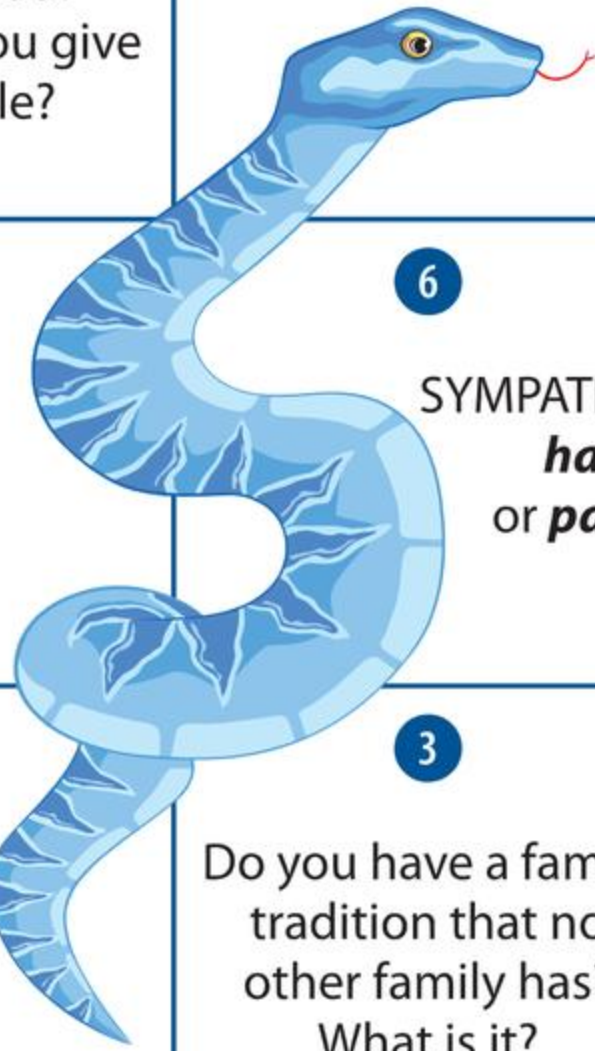
L

- 1 Sorry, but I can't.
- 2 Too expensive.
- 3 How did she sing?
- 4 Which one?
- 5 I don't know.
- 6 It would be a good idea to suggest it.

L

 Put your counter on **START**. Roll the dice. Do the task on the square you land on. If your counter lands at the bottom of a ladder, after doing the task, move up to the top of it. If your counter lands on the head of a snake, slide down to the bottom of it.

30	31 What are you proud of? 	32 Why is solar power becoming more popular?	33 Do you have a pet? What's it like? What does it look like? What does it like?	FINISH
29 Czech Republic – the, a / an or no article?	28 Report the question. Why are you crying? Dad asked me ...	27	26 Name 8 natural wonders.	25 Do you know any endangered species? What are they?
20 What are you keen on?	21 When do we use the present perfect simple? Think of four situations.	22 Are your parents relaxed or nervous? What might be the reason?	23 Have you ever been in love? What's your perfect partner like?	24 Are you looking forward to anything at the moment?
19	18 Are you jealous of anyone? Why? Why not?	17 WATER – how much or how many ?	16 Is there any food that you used to like but which you don't now?	15 When was the last time someone paid you a compliment? What was it?
10 Are you good at keeping secrets? Is it difficult to keep a secret?	11 Go forward two squares.	12 Who is the choosiest person in your family? Can you give an example?	13	14 PEOPLE – how much or how many ?
9 Has any open space in your town been turned into a housing development?	8 Does your father have a beard? What does he look like?	7 List 5 ways to prepare meals.	6 SYMPATHY have or pay ?	5 Do you ever do something to help the elderly? What is it? What problems do they have?
START	1 Pick a photo from your English coursebook. What can you see in the background?	2 Give 7 uncountable nouns.	3 Do you have a family tradition that no other family has? What is it?	4 Do you consider yourself to be hard-working? Why / Why not?

Unit 1

Exercise 6 p 15 (1)

- 1 You are a journalist. Ask a star about his / her best holiday using the prompts below.

Where / your best holiday?	
Did / stay in a hotel?	
What food / you eat there?	
What activities / you do there?	

- 2 You are a star. Answer the questions about your worst holiday.

	In Italy.
	My parents.
	Sunny and hot.
	Because I was sick and I had to stay in my room.

Exercise 6 p 15 (2)

- 1 Ask Student B about his / her worst and favourite holiday. Use the prompts below.

Worst holiday	Favourite holiday
1 Where / worst holiday?	1 Where / favourite holiday?
2 Who / go with?	2 stay in hotel / cottage?
3 Weather?	3 What activities / there?
4 What activities / there?	4 What food / there?
5 Why / didn't / like it?	5 Why / like it there?

- 2 Answer Student B's questions.

Exercise 4 p 20

- 1 Ask Student B the Quiz questions to find out about his / her favourite type of holiday. Then, check the results together in Exercise 4 on p 20.
- 2 Answer Student B's questions to find out the Quiz results for you.

- 1 Where would you like to stay on holiday?
- A A luxurious hotel on the coast.
 - B A tent or a caravan.
 - C A hotel in the centre of a city.
 - D A chalet or cottage.
- 2 What activities would you like to do most?
- A Sunbathing, swimming in the sea.
 - B Going for walks and bike rides.
 - C Visiting museums, art galleries and shops.
 - D Doing sports and outdoor activities.

Unit 2

Exercise 6 p 29

- 1 Choose one 'secret' word in bold from the table below. Make three sentences about it, using the verbs in the passive voice, without telling Student B the word you have chosen.

Example 1

- A: It is played by sportspeople. It is bought by computer users. It is enjoyed by fans. What is it?
- B: A game.

Example 2

- A: They are often grown for their smell. They are grown in the garden. They are loved by women. What are they?
- B: Roses.

GAME play • buy • enjoy	TICKETS buy • sell • lose
CARS park • drive • wash	PIZZA make • eat • invent
DOG walk • feed • adopt	ROSES smell • grow • love
LONDON EYE photo • make • visit	COMPUTER play • buy • enjoy
MY ROOM clean • paint • decorate	R. LEWANDOWSKI buy • raise • be born

- 2 Listen to Student B's sentences and guess the word from the table.

- 3 What would the weather be like?
- A Hot, sunny weather.
 - B Dry, warm weather.
 - C Any kind of weather is OK.
 - D Dry, cold and sunny weather.
- 4 Where (and what) would you like to eat?
- A Eating every meal in the same hotel.
 - B Cooking easy meals on a BBQ.
 - C Trying out lots of different restaurants.
 - D Big meals, freshly cooked.



Speaking Information for Student A

Exercise 5 p 31

- 1 Look at the information below about a trip to Jurata and answer Student B's questions.

Getting to Jurata



From the airport in (1) , take a taxi to the main railway station in Gdynia. Trains depart **every four hours** from 06.35 until (2) . The fare is **PLN 20** for a single and PLN (3) for a return. You can buy a ticket from a machine at the station. Get off at Władysławowo. The trip takes about **50 minutes**. At Władysławowo, you take the **local** line to Jurata. This part of the trip takes about (4) .

To book tickets online go to: www.rozklad-pkp.pl

- 2 Ask Student B questions to fill in the gaps.

Unit 3

Exercise 11 p 46

- 1 You went to Zakopane last week. Look at your weather diary and answer Student B's questions.

ZAKOPANE

Mon		18°C	Fri		8°C
Tue		16°C	Sat		8°C
Wed		14°C	Sun		10°C
Thu		10°C			

- 2 Student B went to Lublin last week. Ask Student B questions about the weather in Lublin.

Example

What was the weather like on Monday / Tuesday ... ?

Exercise 5 p 49

- 1 Look at this weather forecast for two different cities for Monday and Tuesday. Answer Student B's questions.

Lisbon, Portugal		Berlin, Germany	
Mon	Rainy 21°C	Mon	Cloudy 22°C
Tue	Sunny 27°C	Tue	Sunny 20°C

- 2 Ask Student B questions about the weather forecast in their two different cities. Use the prompts below.

- 1 *What cities / weather forecasts for?*
- 2 *Which city / colder / Monday? / temperature?*
- 3 *Which city / warmer / Tuesday? / temperature?*
- 4 *When and where / fog?*
- 5 *Which city / better weather in your opinion? / Why?*

Unit 4

Exercise 6 p 65

- 1 Read the facts about food waste in the UK. Answer Student B's questions.



Food Waste

In the UK 7 million tons of food and drink goes in the bin every year. This waste costs the average family £60 per month.

Two reasons we waste food:

- 1 we prepare too much
- 2 we keep food for too long

The types of food we waste most:

fresh fruit and vegetables

To find out more:

www.lovefoodhatewaste.com



- 2 Ask Student B questions about the Farmers' Market. Use the prompts below.

- 1 *Where?*
- 2 *What time / start and finish?*
- 3 *What / buy there?*
- 4 *Why / better / buy there?*
- 5 *Why / good for the environment?*

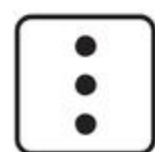
Unit 5

Exercise 5 p 81

- 1 Say whether you think Student B's sentences are true or false.
- 2 Roll the dice and say a true or false sentence about yourself using these words for Student B to guess.

Example

I always hang out with my friends on Sunday morning.
True or false?

	always		sometimes
	never		this month
	at the moment		now

Exercise 6 p 83

- 1 Describe the photo to Student B. Use the following words: dogs, parents, children, friendly, jeans, garden, outdoors, background, foreground.



- 2 Listen to Student B's description and draw the photo. Compare your drawing with the original photo.

Unit 6

Exercise 6 p 99

- 1 What are the people in the picture looking at? Listen to Student B's description of the other half of the picture. What did you expect to hear?



- 2 Now describe your half of the picture to Student B.

Example

It looks / seems to be ... I think it is ... There are ...
I can see ...



- 3 Together, give your opinion about the pictures and the food in the pictures.

Example

That isn't good for you because it's (+ adjective).
I often ... because it's + (+ adjective).
I like / don't like that because it's + (+ adjective).

Zaimki względne (who / which / that)

Kiedy stosujemy? W zdaniach złożonych.

W jakim celu? Aby określić, kogo lub co autor wypowiedzi miał na myśli np.

*That's the man **who** / **that** gave us directions.*

*The lamp **which** / **that** stands on my table has broken.*



Kiedy nie musimy stosować?

Jeśli **who** / **whom**, **which** lub **that** odnosi się do dopełnienia, np.

This is the guide. We met him on holiday.

*This is the guide (**who** / **whom** / **that**) we met on holiday.*

This is the giant tortoise. I saw it on holiday.

*This is the giant tortoise (**which** / **that**) I saw on holiday.*

Sprawdź, czy potrafisz

- 1** Uzupełnij luki 1–8 w tekście zaimkami względnymi. Wymień wszystkie możliwe opcje. Zapisz odpowiedzi w zeszycie.

Where would you like to go?

I have two friends (1) ? have travelled to the Himalayas. The Himalayas are the range of mountains (2) ? is the tallest in the world, but my friends didn't climb them, of course. Mark and James are friends (3) ? I've known all my life. They went there with Mark's dad, but they were too young to climb the mountains. Some people (4) ? aren't good climbers go to the mountains and try to climb them, but they have problems. So Mark and James didn't climb. They did, however, hire a tour guide. The people (5) ? live in the area and give guided tours are called Sherpas. The Sherpas (6) ? Mark and James' family hired have lived in the Himalayas all their lives. The Sherpas know how dangerous the mountains can be. They only use equipment (7) ? is the best in the world for exploring the area. Mark and James had a great time. Because of their stories, this is the place (8) ? I want to visit the most!

**A beautiful view
of the Himalayan
mountains, Nepal**

- 2** Dopasuj zaimki względne do zdań 1–5. Do niektórych luk pasuje więcej niż jeden zaimek. W których zdaniach zaimek nie jest konieczny? Zapisz odpowiedzi w zeszycie.

that which who whom

- I would like to stay at the campsite ? my friends visited last year.
- I will buy the holiday ? I heard about at the travel agent's.
- The woman ? has just phoned is my mum.
- In May I visited my aunt ? has got thirteen cats.
- This is the tourist ? I asked for directions.

- 3** Wybierz odpowiedni zaimek względny. W których zdaniach zaimek nie jest konieczny? Zapisz odpowiedzi w zeszycie.

- That strange old man **which** / **whom** we met there was a robber.
- This is my friend **who** / **whom** eats healthy food.
- This is a postcard **that** / **who** I sent to my friend.
- I have a friend **that** / **which** has climbed Everest with a Sherpa guide.
- My dream is to be a professional tour guide **that** / **whom** everyone admires.

- 4** Połącz zdania 1–4 oraz A–D za pomocą zaimków względnych. Zapisz odpowiedzi w zeszycie.

- This is my passport.
 - Oceania is a region of the Pacific Ocean.
 - In this photo, you can see my nephew.
 - This is the robber.
- A He is my favourite.
B That woman was chasing after him.
C I thought I had lost it.
D It is inhabited by unusual animals.

Teen Talks



Przetłumaczcie pytania i odpowiedzcie na nie.

Uczeń A zadaje pytania, a **Uczeń B** opowiada na nie, stosując w odpowiedziach zaimki względne.

- Kogo dziś spotkałeś / spotkałaś w drodze do szkoły?
- Jaki film chcesz obejrzeć?

Następnie **Uczeń B** zadaje pytania, a odpowiada **Uczeń A**, stosując w odpowiedziach zaimki względne.

- Z kim rozmawiałeś / rozmawiałaś o ostatnich wakacjach?
- Jaką książkę masz w plecaku?

Przysłówki

Jaką część mowy określa przysłówki? czasownik

Jak tworzymy przysłówki? przymiotnik + *ly*



He usually reads books **loudly** / **slowly** / **quietly** / **easily**.



My teacher drives very **fast**, which is dangerous.
My brother worked very **hard** when he was at university.
He arrived **late** for the party.
I looked **straight** into her face.

Sprawdź, czy potrafisz

1 Do każdej z poniższych reguł dopisz po dwa przymiotniki i utworzone od nich przysłówki.

- Aby utworzyć przysłówki, dodajemy do przymiotnika końcówkę *-ly*.
- Jeśli przymiotnik kończy się na *-y*, zmieniamy *-y* na *-i*, po czym dodajemy końcówkę *-ly*.
- Niektóre przymiotniki mają taką samą formę jak przysłówki.

2 Uzupełnij luki 1–3 przysłówkami utworzonymi od podanych przymiotników, tak aby powstał spójny i logiczny tekst. Jeden wyraz został podany dodatkowo. Zapisz odpowiedzi w zeszycie.

fast good lucky loud



Look at my friend, Nick. He is really good at skateboarding, but that particular day he was skateboarding too (1) ? and he fell. We thought he had broken his leg! (2) ?, after a few minutes, he stood up and we could go home. The story ended (3) ?, but I say it loud and clear – he should be more careful!

3 Wykonaj zadania w sekcjach Skills Booster.

Skills Booster

Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- The little girl ? (uśmiechnęła się słodko) to her mum.
- The tour guide has shown us a ? (wyjątkowy park rozrywki).
- After the trip they ate their lunch ? (łapczywie).
- The cat climbed the tree ? (z łatwością).
- It's ? (zbyt późno) to leave home.
- He plays tennis ? (strasznie).

Skills Booster

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4: A, B albo C. Zapisz odpowiedzi w zeszycie.

Hi, George,
Do you know what happened? Today, after school, I saw a weird woman. She looked (1) ? and was really (2) ?. She ran after me, so I was a little afraid. But she only asked me (3) ? if I knew where the train station was. Now I (4) ? agree with the statement that we should not judge others by their appearance. Anyway, how was your day? Write soon.
Ann

- | | | |
|--------------|------------|----------|
| 1 A odd | B oddy | C oddly |
| 2 A noise | B noisily | C noisy |
| 3 A politics | B politely | C polite |
| 4 A fullery | B full | C fully |

Teen Talks

Ułóżcie cztery zdania z podanymi wyrazami / zwrotami oraz dowolnymi przysłówkami. Przedstawcie swoje wersje zdań na forum klasy. Która para stworzyła najciekawsze zdania?

- | | |
|------------------|-----------------------|
| 1 wander around | 4 Africa |
| 2 go sightseeing | 5 go on a school trip |
| 3 empty | 6 campsite |

Strona bierna

Present simple

Strona czynna	Strona bierna
Zdania oznajmujące	
I eat lunch(es). He / She / It eats lunch(es). We eat lunch(es). You eat lunch(es). They eat lunch(es).	Lunch is eaten . Lunches are eaten .
Przeczenia	
I don't eat lunch(es). He / She / It doesn't eat lunch(es). We don't eat lunch(es). You don't eat lunch(es). They don't eat lunch(es).	Lunch isn't eaten . Lunches aren't eaten .
Pytania	
Do I eat lunch(es)? Does he / she / it eat lunch(es)? Do we eat lunch(es)? Do you eat lunch(es)? Do they eat lunch(es)?	Is lunch eaten? Are lunches eaten?

Past simple

Strona czynna	Strona bierna
Zdania oznajmujące	
I ate lunch(es). He / She / It ate lunch(es). We ate lunch(es). You ate lunch(es). They ate lunch(es).	Lunch was eaten . Lunches were eaten .
Przeczenia	
I didn't eat lunch(es). He / She / It didn't eat lunch(es). We didn't eat lunch(es). You didn't eat lunch(es). They didn't eat lunch(es).	Lunch wasn't eaten . Lunches weren't eaten .
Pytania	
Did I eat lunch(es)? Did he / she / it eat lunch(es)? Did we eat lunch(es)? Did you eat lunch(es)? Did they eat lunch(es)?	Was lunch eaten? Were lunches eaten?

 Jeśli w zdaniu w stronie biernej chcemy zawrzeć informację, kto wykonał daną czynność, stosujemy przyimek **by**. Jeśli chcemy wskazać za pomocą jakiego narzędzia lub materiału coś zostało wykonane, stosujemy przyimek **with**, np.
*The Yungas Road was built **by prisoners**.*
*The photo was taken **with a smartphone**.*

Sprawdź, czy potrafisz

1 Uzupełnij zdania formami strony biernej czasu present simple, utworzonymi od czasowników z nawiasów. Zapisz odpowiedzi w zeszycie.

- The bus **?** (*drive*) by an experienced driver.
- Planes **?** (*fly*) in bad weather all the time.
- These days, most plane tickets **?** (*buy*) online.
- Food and drinks **?** (*not serve*) on this short flight.
- The bus you're waiting for **?** (*usually delay*) because of traffic.
- This airport **?** (*not use*) by helicopters.

2 Uzupełnij zdania formami strony biernej czasu past simple, utworzonymi od podanych czasowników. Zapisz odpowiedzi w zeszycie.

design film hide send steal write

- My keys **?** by my brother behind the sofa.
- This airport **?** by a famous architect.
- I'm sorry, but the letters **?** to the wrong address.
- I'm so upset! My bike **?** last night.
- Did you see whom the emails **?** to?
- Do you know where this holiday video **?**?

3 Uzupełnij tekst formami strony biernej czasowników w nawiasie w czasie present simple lub past simple. Zapisz odpowiedzi w zeszycie.

The journey started badly. Our electric car (1) **?** (*break*) down, so we rented a van. After an hour, I realised that my driving licence (2) **?** (*leave*) on a table at the car hire company, but I decided to continue the trip. Usually, the motorway (3) **?** (*jam*) with traffic, but this time there weren't any problems. We soon started to run out of fuel, so I decided to fill up. Unfortunately, the nearest petrol station (4) **?** (*close*), so we had to call the help line. The first thing I (5) **?** (*ask*) about was my driving licence number ...

Teen Talks

 Na zmianę wskazujcie różne przedmioty w klasie, układając o nich zdania w stronie biernej, np.
*This board **is made** of wood.*
*That door **was closed** because it was too cold.*

Strona bierna

Present perfect simple

Strona czynna	Strona bierna
Zdania oznajmujące	
I have eaten lunch(es). He / She / It has eaten lunch(es). We have eaten lunch(es). You have eaten lunch(es). They have eaten lunch(es).	Lunch has been eaten . Lunches have been eaten .
Przeczenia	
I haven't eaten lunch(es). He / She / It hasn't eaten lunch(es). We haven't eaten lunch(es). You haven't eaten lunch(es). They haven't eaten lunch(es).	Lunch hasn't been eaten . Lunches haven't been eaten .
Pytania	
Have I eaten lunch(es)? Has he / she / it eaten lunch(es)? Have we eaten lunch(es)? Have you eaten lunch(es)? Have they eaten lunch(es)?	Has lunch been eaten? Have lunches been eaten?

Future simple

Strona czynna	Strona bierna
Zdania oznajmujące	
I will eat lunch(es). He / She / It will eat lunch(es). We will eat lunch(es). You will eat lunch(es). They will eat lunch(es).	Lunch will be eaten . Lunches will be eaten .
Przeczenia	
I won't eat lunch(es). He / She / It won't eat lunch(es). We won't eat lunch(es). You won't eat lunch(es). They won't eat lunch(es).	Lunch won't be eaten . Lunches won't be eaten .
Pytania	
Will I eat lunch(es)? Will he / she / it eat lunch(es)? Will we eat lunch(es)? Will you eat lunch(es)? Will they eat lunch(es)?	Will lunch be eaten? Will lunches be eaten?

Strona bierna – podsumowanie

Tense	Active	Passive
Present simple	take / takes	am / are / is taken
Past simple	took	was / were taken
Present perfect simple	have / has taken	have / has been taken
Future simple	will take	will be taken

Sprawdź, czy potrafisz

1 Uzupełnij zdania formami strony biernej czasu present perfect simple (pps) lub future simple (fs) czasowników z ramki. Zapisz odpowiedzi w zeszycie.

- My camera ? (steal)! **pps**
- Our passports ? (check) at the airport. **fs**
- My luggage ? (lose) by the airline. **pps**
- Diamonds ? (find) in the passenger's bag. **pps**
- Passengers ? (not tell) about the delays. **pps**
- My flight ? (book) online. **fs**
- Why ? the station ? (close) tomorrow? **fs**
- A new road ? (build). **pps**

2 Uzupełnij luki odpowiednimi formami czasowników w stronie biernej. Zapisz odpowiedzi w zeszycie.

The most dangerous road?

In every country, roads (1) ? (need) to connect places. In Bolivia, the highlands and lowlands (2) ? (connect) by the Yungas Road. This narrow mountain road (3) ? (sometimes call) 'The Road of Death', because hundreds of people (4) ? (kill) on it every year. It (5) ? (build) in the 1930s. Then, for the first time, the route (6) ? (change) from a path for animals and people on foot to a road for cars. It (7) ? (modernise) since then, but it's still dangerous. It follows the edge of the mountain, and accidents are quite common. Sometimes, accidents (8) ? (cause) by the terrible weather. The local people believe that travellers (9) ? (protect) by the spirits of those who have died, but many lives (10) ? (lose) even today. Anyway, the Yungas Road (11) ? (use) in the future by many different vehicles, from trucks to mountain bikes.

Teen Talks

 Przetłumaczcie pytania i odpowiedzcie na nie. **Uczeń A** zadaje pytania, a **Uczeń B** na nie odpowiada. Możecie korzystać ze słownika.

- Gdzie zostanie wygłoszona przemowa?
- Które zadanie nie zostało jeszcze zrobione?

Następnie **Uczeń B** zadaje pytania, a odpowiada na nie **Uczeń A**.

- Kiedy zostanie podany obiad?
- Co właśnie zostało powiedziane?

Przymiotniki i przysłówki w stopniu wyższym

Stopień wyższy przymiotnika



Przymiotnik w formie podstawowej	Przymiotnik w stopniu wyższym
fast	faster (than)
big	bigger (than)
heavy	heavier (than)
beautiful	more beautiful (than)

Konstrukcja **(not) as / so + adjective + as** umożliwia pokazanie, że pewna cecha charakteryzuje jeden obiekt w mniejszym stopniu niż inny, np. *The weather today is **not as sunny as** yesterday.*

Stopień wyższy przysłówka

Przysówek w formie podstawowej	Przysówek w stopniu wyższym
hard	harder (than)
slowly	more slowly (than)

Przymiotniki i przysłówki nieregularne

Przymiotnik/ przysówek	Stopień wyższy	Przymiotnik/ przysówek	Stopień wyższy
good / well	better	much	more
bad / badly	worse	little	less
many / more	more	far	farther / further

Sprawdź, czy potrafisz

1 Wypiszcie w zeszycie po dwa wyrazy z innych rozdziałów z podręcznika, które pasują do podanych reguł. Porównajcie je z odpowiedziami innych par.

- Do przymiotnika w formie podstawowej dodajemy końcówkę **-er**.
- Przed przymiotnikiem trzysylabowym stawiamy wyraz **more**.
- Przed przysłówkiem zakończonym na **-ly** stawiamy wyraz **more**.
- Niektóre przymiotniki i przysłówki tworzą nieregularne formy stopnia wyższego.

2 Przeczytaj tekst. Od podanych w ramce wyrazów utwórz stopień wyższy (odpowiednio – przymiotnika lub przysłówka). Utworzonymi formami uzupełnij luki 1–3. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Zapisz odpowiedzi w zeszycie.

bad cloudy little much sunny well

We had some really rainy weather today, but the storm yesterday was even (1) . The day started nicely. At first, the sun was shining, but then, it became colder and (2) . I realised that the weather was changing fast, so I didn't wait any (3) and I ran home quickly.

3 Wykonaj zadanie w sekcji **Skills Booster**.

Skills Booster

Wykorzystując podane wyrazy, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- Her art lessons are not as good as her English lessons. **than**
Her English lessons are her art lessons.
- Anna is less friendly than Eva. **more**
Eva is than Anna.
- Driving in the mountains is easier in summer than in winter. **dangerous**
Driving in the mountains is in winter than in summer.
- The air in Warsaw is more polluted than in Gdańsk. **as**
The air in Gdańsk is as in Warsaw.
- The Dunajec river is shorter than the Vistula river. **longer**
The Vistula river the Dunajec river.

Teen Talks

Stwórzcie wspólnie trzy postanowienia noworoczne. Zastosujcie formy stopnia wyższego przymiotników lub przysłówków. Porównajcie swoje odpowiedzi z odpowiedziami innych par, np. *Next year I want to learn English **more**.*

Przymiotniki i przysłówki w stopniu najwyższym

Stopień najwyższy przymiotnika



Przymiotnik w formie podstawowej	Przymiotnik w stopniu najwyższym
fast	the fastest
big	the biggest
heavy	the heaviest
beautiful	the most beautiful

Gdy mówimy o zbiorze, w którym dana osoba lub rzecz jest określona przymiotnikiem w stopniu najwyższym, używamy **of** lub **in**, np.
*He is the tallest boy **in** the class. He is the tallest **of** all the boys.*

Stopień najwyższy przysłówka

Przysłówek w formie podstawowej	Przysłówek w stopniu najwyższym
hard	the hardest
slowly	(the) most slowly

Przed formami stopnia najwyższego przysłówków stawiamy również przedimek **the**, np. *The storm affected the fishing village **the most seriously**.* Można go pominąć w określeniach: najbardziej (**most**) oraz najlepiej (**best**), np. *That's what we do **best**.*

Gdy mówimy o zbiorze, w którym sposób wykonania danej czynności jest określony przysłówkiem w stopniu najwyższym, używamy **of** lub **in**, np.
*Jack works the hardest **in** the class.
Jack works the hardest **of** all the boys in the class.*

Przymiotniki i przysłówki nieregularne

Przymiotnik / przysłówek	Stopień najwyższy
good / well	(the) best
bad / badly	the worst
many / more	(the) most
much	(the) most
little	the least
far	the farthest / furthest

Sprawdź, czy potrafisz

1 Uzupełnij zdania 1–6 odpowiednimi formami wyrazów z nawiasów. Zapisz odpowiedzi w zeszycie.

- This spring was the ? (rainy) I've ever seen.
- The weather today is the ? (good) for skiing.
- We had 16 centimetres of snow the other day, which was the ? (heavy) we've had in a long time.
- The ? (difficult) part of being a weather forecaster is getting the forecast right.
- The wind at the centre of a hurricane blows the ? (strong).
- Which weather conditions are ? (difficult)?

2 Przeczytaj tekst. Wybierz poprawne opcje w zdaniach 1–3, zgodne z treścią tekstu. Zapisz odpowiedzi w zeszycie.

Back (3)

Contact

Hi, Tina. I've just seen Greg playing basketball! He's great!

I know – he's the fittest boy in our class and he can run the fastest of all.

I thought that Al is the best at sports.

Not at all. He's stronger than Greg, but not as fast as him.

Message

OK

- Al / Greg / Tina is the best at sports.
- Al / No-one / Tina is as quick as Greg.
- Al / Tina / No-one is stronger than Greg.

Teen Talks

Pomyślcie o rzeczy, miejscu i osobie, które są dla was *naj*. Ułóżcie o nich zagadki z przymiotnikami lub przysłówkami w stopniu najwyższym. Odczytajcie zagadki na forum klasy, aby inni uczniowie mogli je odgadnąć, np. *It's **the best** place to go after school. (the cinema)*

Kolejność przymiotników

Czasami przed rzeczownikiem stawiamy więcej niż jeden przymiotnik, np.

*He is a **tall, young** man.*

*We bought a **round, white Japanese** vase.*

Kolejność występowania przymiotników: opinia, rozmiar, wiek, kształt, kolor, narodowość / pochodzenie, materiał, rzeczownik w funkcji przymiotnika.



Zazwyczaj przed rzeczownikiem stawia się dwa lub trzy przymiotniki, rzadko kiedy więcej, np.

*We visited the **fascinating, famous London Natural History** Museum on a **horrible, rainy** day.*

*They put their **old brown cardboard** boxes in the **ugly, huge blue plastic** recycling bin.*

Sprawdź, czy potrafisz

1 Określ, czy podane przymiotniki wyrażają opinię, kolor, pochodzenie, rozmiar, wiek, kształt czy materiał. Zapisz odpowiedzi w zeszycie.

1 English	?	9 metal	?
2 oval	?	10 purple	?
3 glass	?	11 red	?
4 gorgeous	?	12 small	?
5 horrible	?	13 tiny	?
6 huge	?	14 white	?
7 Italian	?	15 wooden	?
8 lovely	?	16 old	?

2 Przerysuj tabelę do zeszytu i uzupełnij ją przymiotnikami z ramki. Sprawdź na str. 63.

old Chinese bath long white
great rectangular wooden box

opinia	(1) ?	beautiful
rozmiar	little	(2) ?
wiek	(3) ?	new
kształt	square	(4) ?
kolor	red	(5) ?
narodowość / pochodzenie	(6) ?	Egyptian
materiał	(7) ?	cotton
rzeczownik w funkcji przymiotnika	music	(8) ?
rzeczownik	(9) ?	towel

3 Wskaż, który z podanych przymiotników wystąpi przed rzeczownikiem jako pierwszy.

- | | |
|-----------------|------------------|
| 1 great / new | 3 cute / French |
| 2 massive / red | 4 square / scary |

4 Uzupełnij zdania przymiotnikami z nawiasów. Zamieść je we właściwej kolejności. Zapisz odpowiedzi w zeszycie.

- Do you ever eat a meal while you are playing a(n) ? computer game? (*exciting / long*)
- Some teenagers don't want a ? meal with their families. (*boring / slow*)
- The student received a(n) ? text message. (*English / funny*)
- The woman had a ? dress. (*beautiful / red*)
- The girl gave a(n) ? talk to the class. (*amazing / confident*)
- They bought a ? cat last week. (*small / white / lovely*)
- He made a ? cage for his hamster. (*wooden / nice / brown*)
- My neighbour has a(n) ? dog. (*old / big / German shepherd / scary*)
- I watched a(n) ? nature documentary yesterday. (*British / interesting / new*)
- She is a volunteer in a(n) ? organisation. (*French / wonderful / new / environmental*)

5 Popraw te zdania, w których występują błędy. Zapisz poprawione zdania w zeszycie.

- She has a lovely large wooden table in her living room.
- Whose is the Italian red sports car parked in front of the school?
- These items go in the plastic small blue bin.
- She's wearing a comfortable cotton old jumper.
- What is this strange metal object used for?
- We went to a new Italian fantastic restaurant.
- Can you see that pretty little canary over there?
- Do you like my French cotton new scarf?
- We are staying in a big modern room.

Teen Talks



Spróbujcie ułożyć łamaniec językowy z jak największą liczbą przymiotników. Przedstawcie swoje łamańce na forum klasy. Czy zastosowaliście przymiotniki we właściwej kolejności?

Przymiotniki zakończone na -ing oraz -ed

Przymiotniki zakończone na -ed (adjectives ending in -ed) opisują odczucia osoby.



The children are **tired**.



She's **interested** in the book.



They are **frightened**.

Przymiotniki zakończone na -ing (adjectives ending in -ing) opisują, jakie coś jest.



These exercises are **tiring**.



It's an **interesting** book.



It's a **frightening** ghost!

Przymiotniki zakończone na **-ing** oraz **-ed** tworzą stopień wyższy za pomocą wyrazu **more**, np. *This trip is **more tiring** than the last trip. The pupils were **more bored** in the classroom than in the playground.*

Sprawdź, czy potrafisz

1 Przeczytaj zdania i odpowiedz na pytania.

*I was **tired** of the last project.
The project was very **tiring**.*

Który z pogrubionych przymiotników:

- 1 opisuje odczucia osoby?
- 2 wyjaśnia, jaki był ten projekt?

2 Dopasuj wyrazy 1–5 do definicji A–F. Jedna definicja została podana dodatkowo.

- | | |
|---------------|---|
| 1 interesting | A very surprised |
| 2 bored | B making you feel afraid |
| 3 amazed | C it makes you want to know more |
| 4 frightening | D needing to sleep or rest |
| 5 tired | E you feel like this when you are not interested in something |
| | F showing fear, especially suddenly |

3 Wybierz przymiotnik poprawnie uzupełniający zdanie. Zapisz odpowiedzi w zeszycie.

- 1 Many teenagers like **excited** / **exciting** computer games.
- 2 They were so **excited** / **exciting** about their trip to Vienna.
- 3 Do you find that meals with your parents are usually **bored** / **boring**?
- 4 I was really **bored** / **boring** with the presentation about safety equipment.
- 5 I was very **tired** / **tiring** after studying all day.
- 6 The game of handball was too long. It was much too **tired** / **tiring**.
- 7 Some teenagers feel **depressed** / **depressing**, but don't know why.
- 8 It is easy to feel **worried** / **worrying** about the news on TV.
- 9 Nasty text messages can be **frightened** / **frightening**.
- 10 The cakes which that girl on YouTube makes are absolutely **amazed** / **amazing**.

4 Uzupełnij zdania za pomocą przymiotników z końcówkami -ing lub -ed, zgodnie ze swoimi przekonaniem. Uzasadnij dobór przymiotników. Zapisz odpowiedzi w zeszycie.

- 1 I think that English lessons are because .
- 2 My best friend is often because .
- 3 In my opinion, Italian pizza is because .
- 4 Most insects are because .
- 5 Holidays in the Amazon can be because .
- 6 Caravan parks are because .
- 7 My mum is usually because .
- 8 Travelling by rickshaw can be because .

Teen Talks

Ułóżcie po kilka pytań z przymiotnikami zakończonymi na -ing i -ed oraz ze zwrotami z ramki. Zadawajcie sobie pytania na zmianę. Czy zgadzacie się w swoich opiniach?

**becoming a volunteer meeting polar bears
Kilimanjaro an electric vehicle shopping**

A: Is Kilimanjaro fascinating?

B: Yes, it is. / No, it's boring.

Present simple, present continuous, czasowniki statyczne

Present simple

Zdania oznajmujące	Przeczenia
I / We / You / They play. He / She / It plays.	I / We / You / They don't play. He / She / It doesn't play.
Pytania	
Do I / we / you / they play?	Does he / she / it play?
Krótkie odpowiedzi	
Yes , I / we / you / they do . Yes , he / she / it does .	No , I / we / you / they don't . No , he / she / it doesn't .

W zdaniach w czasie **present simple** często stosujemy określenia: *every day / week / month / summer, every other day, once a week, twice a month, at the weekend, in January, in the morning / afternoon / evening, at night, on Tuesdays, on Friday mornings*.

Aby wyrazić, jak często odbywa się dana czynność, stosujemy przysłówki częstotliwości. Stawiamy je przed głównym czasownikiem, ale po czasowniku *to be*, np.

Jeremy **is often** tired in the morning.

Mum **always makes** our birthday cakes.

Popularne przysłówki częstotliwości to: *always, usually, often, sometimes, rarely / seldom, hardly ever, never*.

Present continuous

Zdania oznajmujące	
I am ('m) playing. He / She / It is ('s) playing. We / You / They are ('re) playing.	
Przeczenia	
I am ('m) not playing. He / She / It is not (isn't) playing. We / You / They are not (aren't) playing.	
Pytania	
Am I playing? Is he / she / it playing? Are we / you / they playing?	
Krótkie odpowiedzi	
Yes, I am. Yes, he / she / it is. Yes, we / you / they are.	No, I'm not. No, he / she / it isn't. No, we / you / they aren't.

Pisownia: make → making, swim → swimming,
study → studying

W zdaniach w czasie **present continuous** często stosujemy wyrażenia: *at the moment, now, for the time being, this morning / afternoon / evening / week / month / year, today*.

Czasowniki statyczne

Czasowniki statyczne opisują stany, nie działania, np. *hate, like, love, need, prefer, want, feel, hear, see, smell, sound, taste, believe, doubt, forget, imagine, know, remember, seem, suppose, think, understand, belong to, have, own, possess, be, consist, contain, cost, include, mean*.

Niektóre czasowniki statyczne mogą oznaczać zarówno stan, jak i działanie, w zależności od kontekstu, np.
*They **think** that having a lot of children is fantastic.* (uważają, są zdania)
*They **are thinking** of moving house this year.* (rozważają, zastanawiają się)
*This soup **tastes** horrible!* (ma określony smak)
*Why **are you tasting** the sauce?* (smakujesz, próbujesz)
*I can **see** a mountain in the picture.* (widzę)
*My granny **is seeing** a doctor on Monday.* (ma wizytę)
*He **is being** noisy today.* (dzisiaj zachowuje się głośno)
*He **is** noisy.* (jest hałaśliwy)
*That flower **smells** nice.* (pachnie)
*She **is smelling** flowers.* (wącha)

Sprawdź, czy potrafisz

1 Uzupełnij zdania wyrazami z ramki. Określ, jakie czasy zostały zastosowane w zdaniach. Które z czasowników to czasowniki statyczne? Zapisz odpowiedzi w zeszycie.

consists is getting is staying
're visiting speaks tastes

- Food more expensive these days.
- My cousin with us this weekend.
- This soup delicious.
- We my aunt this Saturday.
- My grandmother five languages.
- My favourite book of three sections.

Teen Talks

Przetłumaczcie pytania, stosując formy czasów teraźniejszych. Następnie zadajcie sobie nawzajem pytania i odpowiedzcie na nie.

- Na co zawsze narzeka twoja mama?
- Co myślisz o ochronie środowiska?
- O czym teraz myślisz?
- Gdzie mieszka nauczyciel języka angielskiego?
- Co widzisz na obrazku na str. 77 tego podręcznika?
- Czy masz wizytę u lekarza w przyszłym tygodniu?

Rzeczowniki policzalne i niepoliczalne, określniki ilościowe

Rzeczowniki policzalne

Większość rzeczowników to rzeczowniki policzalne. Tworzą one zarówno formy liczby pojedynczej, jak i mnogiej.

sister → **sisters** leaf → **leaves**
family → **families** child → **children**
tomato → **tomatoes** foot → **feet**

 Pamiętaj o zastosowaniu z rzeczownikami policzalnymi czasowników w odpowiedniej formie – pojedynczej lub mnogiej, np.
*The **wedding** was great. The **weddings** were great.*

 Niektóre rzeczowniki policzalne w liczbie mnogiej nie kończą się na -s. Z nimi również należy stosować formy liczby mnogiej czasowników, np.
*Children **are** sometimes unkind.*

Rzeczowniki niepoliczalne

Są to m.in. *advice, biology, cheese, chocolate, equipment, food, fruit, fun, furniture, health, history, homework, information, knowledge, luggage, maths, medicine, milk, money, music, progress, research, rubbish, salt, time, traffic, water, weather, work.*

 Z rzeczownikami niepoliczalnymi stosujemy wyłącznie formy liczby pojedynczej czasowników, np.
*Milk **is** good for you. Milk **gives** you energy.*

 Niektóre rzeczowniki niepoliczalne kończą się na -s. Pamiętaj, że z nimi również należy stosować formy liczby pojedynczej czasowników, np.
*The **news isn't** good.*

Określniki ilościowe

Some stosujemy w zdaniach oznajmujących, prośbach i propozycjach z rzeczownikami niepoliczalnymi oraz policzalnymi w liczbie mnogiej, np.

*Here are **some books** for your research.*
*Can you give me **some advice**?*
*Would you like **some chocolate**?*

Any stosujemy w przeczeniach i pytaniach z rzeczownikami niepoliczalnymi i policzalnymi w liczbie mnogiej. W pytaniach **any** oznacza „jakieś”, a przeczeniach „żadnych”, np.

*Did Julia buy **any fruit** at the market?*
*Sarah hasn't got **any brothers**.*

A lot of / lots of stosujemy w zdaniach oznajmujących z rzeczownikami niepoliczalnymi i policzalnymi w liczbie mnogiej, np.

*There's **a lot of / lots of traffic** today.*
*There are **a lot of / lots of people** in town.*

A little stosujemy w zdaniach oznajmujących z rzeczownikami niepoliczalnymi, natomiast **a few** w zdaniach oznajmujących z rzeczownikami policzalnymi w liczbie mnogiej, np.

*I like **a little milk** in my tea.*
*James always eats **a few biscuits** for breakfast.*

Much stosujemy z rzeczownikami niepoliczalnymi, zaś **many** z rzeczownikami policzalnymi w liczbie mnogiej w przeczeniach i pytaniach, np.

*There wasn't **much snow** last night.*
*Have **many of your friends** seen that film?*

Sprawdź, czy potrafisz

1 Wykonaj zadanie w sekcji **Skills Booster**.

Skills Booster

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4: A, B albo C. Zapisz odpowiedzi w zeszycie.

Dear Auntie,
I'm going to make a delicious pizza for my friends on Sunday. Could you remind me what is needed? I've got (1) ? flour and (2) ? eggs. Do we really need eggs? I will need (3) ? water, too, and some toppings. I wonder what I could put on my pizza as I haven't got (4) ? tomatoes or ham. What do you think?
Kisses, Tomek

- | | | | |
|---|---------|---------------|-------------|
| 1 | A many | B a number of | C a kilo of |
| 2 | A a few | B a little | C many |
| 3 | A much | B some | C any |
| 4 | A a few | B much | C any |

Teen Talks

  Wyobraźcie sobie, że przygotowujecie poczęstunek na Dzień Zdrowego Jedzenia. Jakie produkty kupicie? Zróbcie ich listę, stosując określniki ilościowe. Jakie potrawy z nich przygotujecie? Przedstawcie swoją propozycję na forum klasy. Która propozycja jest najciekawsza?

Past simple, past continuous

Past simple

Zdania oznajmujące

I / He / She / It / We / You / They **cooked**.

Przeczenia

I / He / She / It / We / You / They **didn't** cook.

Pytania

Did I / he / she / it / we / you / they cook?

Krótkie odpowiedzi

Yes, I / he / she / it **did**.

Yes, we / you / they **did**.

No, I / he / she / it **didn't**.

No, we / you / they **didn't**.

Pisownia: walk → walked, dance → danced,
travel → travelled, tidy → tidied

Powyższe zasady pisowni nie dotyczą czasowników nieregularnych. Lista takich czasowników znajduje się na stronach 172–173 tego podręcznika.

W zdaniach w czasie **past simple** często stosujemy wyrażenia: *yesterday, last night / week / month / summer, a week / month / year ago, twice a week, once a month, at the weekend, in March, in the morning / afternoon / evening, at night, on Thursdays, on Monday mornings / when*.

Past continuous

Zdania oznajmujące

I / He / She / It **was** cooking.

We / You / They **were** cooking.

Przeczenia

I / He / She / It **was not (wasn't)** cooking.

We / You / They **were not (weren't)** cooking.

Pytania

Was I / he / she / it cooking?

Were we / you / they cooking?

Krótkie odpowiedzi

Yes, I / he / she / it **was**.

Yes, we / you / they **were**.

No, I / he / she / it **wasn't**.

No, we / you / they **weren't**.

Pisownia: patrz: present continuous, str. 158

W zdaniach w czasie **past continuous** często stosujemy wyrażenia: *while, as, all day / week / month / year, at ten o'clock last night, last Sunday / week / year, this morning*.

Sprawdź, czy potrafisz

1 Uzupełnij zdania odpowiednimi formami czasowników z nawiasów. Zapisz odpowiedzi w zeszycie.

- We (get) ready when the doorbell rang.
- My friend (not do) her homework yesterday.
- I (cook) while my brother (watch) TV.
- Sue never (eat) fast food at school.
- I (finish) the book a few minutes ago.
- you (call) our mum? It was her birthday!

2 Wykonaj zadanie w sekcji **Skills Booster**.

Skills Booster

Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- We (poszliśmy do) the park and had a picnic.
- (Czy ona czekała) for a bus at 8 o'clock?
- The sun (świeciło), and the children (bawiły się) outside when Dad came back home.
- I (wyprowadziłam psa na spacer) in the morning.
- I (nie słuchałem) while she was talking.
- Mum (robiła hamburgery) for us at midnight.

3 Uzupełnij historyjkę odpowiednimi formami czasowników z nawiasów. Zapisz odpowiedzi w zeszycie.

Mary (1) (walk) home from school early in the evening when suddenly she (2) (see) a strange light. She was scared but (3) (decide) to walk towards it. Her steps (4) (become) softer because she (5) (be) uncertain what the light was. As she (6) (pass) the bank, a man (7) (run) out of the building with two police officers behind him. Emily was in his way, so the man (8) (have to) slow down and, at that moment, the police (9) (catch) him.

Teen Talks

Wymyślcie śmieszną historię. Stosujcie czasy past simple oraz past continuous. Możecie korzystać ze słowników. Przedstawcie historię na forum klasy. Która z historii jest najśmieszniejsza?

Used to, would, be used to, get used to

Used to / would

used to + verb

*I **used to run** everyday.*

Konstrukcję tę stosujemy do opisu czynności wykonywanej regularnie w przeszłości (teraz już nie). Używamy jej też do opisu stanów z przeszłości.



would + verb

*I **would get up** at 11.00 before I had my son.*

Konstrukcji **would + verb** możemy użyć zamiennie z konstrukcją **used to + verb**, ale tylko w odniesieniu do czynności.



Be used to / get used to

be used to + verb + -ing / noun

*I **am used to drinking** water every hour.*

Konstrukcję tę stosujemy, gdy mówimy o czynności nawykowej.



get used to + verb + -ing / noun

*I'm **getting used to waking up** early again after the holidays.*

Konstrukcję tę stosujemy, gdy mówimy o przyzwyczajaniu się do czegoś.



Czasowniki *be* oraz *get* mogą przybierać formy różnych czasów, w zależności od kontekstu, np.
*Julie **has never got used to eating** a lot of olive oil.*

Sprawdź, czy potrafisz

1 Uzupełnij zdania 1–4 wyrażeniami z ramki. Zapisz zdania w zeszycie.

am getting used to am used to used to would

- I eating chocolate at night, but I promise I won't.
- I cook a healthy meal on Sundays.
- I a low fat diet. It's quite tasty!
- I be a vegetarian, but now I eat some meat.

2 Przeczytaj tekst. Odpowiedz na pytania 1–3 zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszycie.

I used to visit my grandma near Ciechocinek when I was a child. I used to chat with her for hours. I would ride a horse there and help her in the stables. But three years ago, she sold her house and moved to Warsaw. Now, she has got used to going for a walk to the Old Town with me. But it's hard for me to get used to spending my holidays in the capital city.

- Does she still visit her grandma?
- Did she visit the Old Town with her grandma when she was a child?
- Where does she usually spend her holidays?

3 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Wykorzystując podane wyrazy, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–4). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- They liked meat more. Now they like fruit more. *eat*
They more meat, but now they prefer fruit.
- Dorota didn't like the rainy weather in Ireland, but now she doesn't mind it. *used*
Dorota is the rainy weather in Ireland.
- When he was younger, he got up every morning to practise yoga. *would*
In the past, up in the morning to practise yoga.
- My parents are happier than they were with me being a vegetarian. *used*
My mum and dad to me not eating meat.

Teen Talks



Przetłumaczcie podane fragmenty zdań i uzupełnijcie w nich luki zgodnie z prawdą – tak aby dwa zdania mówiły o jednej osobie i dwa o drugiej. Przedstawcie swoje zdania innej parze. Czy potrafi odgadnąć, o kim są te zdania?

- Dawniej zwykle , ale obecnie już nie .
- Powoli przyzwyczajam się do .
- Zwykle po lekcjach .
- Kiedyś uwielbiałem / uwielbiałam , teraz jednak wolę .

Present perfect simple, past simple, past perfect simple

Present perfect simple

Zdania oznajmujące

I / We / You / They **have** ('ve) **seen**.
He / She / It **has** ('s) **seen**.

Przeczenia

I / We / You / They **have not** (haven't) **seen**.
He / She / It **has not** (hasn't) **seen**.

Pytania

Have I / we / you / they **seen**?
Has he / she / it **seen**?

Krótkie odpowiedzi

Yes , I / we / you / they have .	No , I / we / you / they haven't .
Yes , he / she / it has .	No , he / she / it hasn't .

Pisownia czasowników regularnych patrz: past simple, str. 160

Pisownia czasowników nieregularnych patrz: str. 172–173

 W zdaniach w czasie **present perfect simple** często stosujemy wyrażenia: *already, ever, for, for a long time, for ages, just, never, once, recently, since 2007 / June, so far, twice, three times, until now, yet* itp.

 **Have been i have gone**
have been = ktoś się dokądś udał, ale już wrócił, np.
I have been to that natural history museum. It's great.
have gone = ktoś się dokądś udał i nadal tam przebywa, np. *Mum is not here. She's gone to work.*

Past simple vs. present perfect simple

 *Ago, yesterday, last night* stosujemy z formami czasu **past simple**, natomiast *for* oraz *since* z formami czasu **present perfect simple**.

Past perfect simple

Zdania oznajmujące

I / He / She / It / We / You / They **had** ('d) **climbed**.

Przeczenia

I / He / She / It / We / You / They **had not** (hadn't) **climbed**.

Pytania

Had I / he / she / it / we / you / they **climbed**?

Krótkie odpowiedzi

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

Past perfect simple vs. past simple

Gdy mówimy o dwóch czynnościach i obie czynności nastąpiły jedna po drugiej lub jedna jest bezpośrednim rezultatem drugiej, to w obu częściach zdania stosujemy czas **past simple**, np.

*We **went** to a talk and **met** a famous explorer.*

Jeśli chcemy podkreślić, co zdarzyło się najpierw, pierwszą czynność przedstawiamy za pomocą czasu **past perfect simple**, np.

*He **realised later** that he **had done** a dangerous thing.*

Sprawdź, czy potrafisz

1 Wykonaj zadanie w sekcji Skills Booster.

Skills Booster

Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach, aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 He (*have / protect*) 57 endangered animals since 2013.
- 2 My family (*start / use*) solar energy 10 years ago.
- 3 I (*not / know*) anything about Australia on Monday but now, after the lesson, I know much more.
- 4 (*have / you / hear*) about using fossil fuels?
- 5 Our shopping trip was my first visit to the new shopping centre. I (*not / visit*) it before.

2 Uzupełnij zdania poprawną formą czasowników w nawiasach. Zapisz odpowiedzi w zeszycie.

My uncle is never happy, he always (1) ? (*complain*) about everything. He (2) ? (*never, go*) on a trip anywhere, and he (3) ? (*never, make*) any friends in his whole life. I (4) ? (*always, be*) scared of him. I remember that I was first scared of him when I (5) ? (*be*) a baby. I screamed when he came into the room because he (6) ? (*dress*) up as a monster. My friends (7) ? (*make*) fun of him ever since I can remember.

Teen Talks

 Stwórzcie wspólnie opis życia osoby, którą dobrze znacie. Opowiedzcie o jej doświadczeniach, o czasie spędzonym razem w przeszłości. Stosujcie czasy past simple, present perfect simple i past perfect simple.

Przedimki

Przedimek nieokreślony: a / an

Jeśli rzeczownik (w wymowie) zaczyna się od spółgłoski, to stawiamy przed nim przedimek **a**.

Jeśli rzeczownik (w wymowie) zaczyna się od samogłoski, to stawiamy przed nim przedimek **an**, np.

a fisherman

an hour

Przedimki **a / an** stosujemy z rzeczownikami policzalnymi w liczbie pojedynczej:

- w zwrotach określających częstotliwość, w znaczeniu *per / each*, np. *Our teachers meet once **a** week.*
- gdy wspominamy o czymś po raz pierwszy; kiedy o tym samym obiekcie mówimy ponownie, stosujemy **the**, np.
***An** elephant was born at the zoo.*
***The** baby elephant is very popular with visitors.*
- aby nazwać zawód, określić status, np.
*He is **an** archaeologist.*

Przedimek określony: the

Przedimek określony **the** stosujemy z rzeczownikami policzalnymi w liczbie pojedynczej i mnogiej oraz niepoliczalnymi, gdy mówimy o czymś po raz kolejny, np.

*Look! There's **a** fisherman on **a** boat.*

***The** boat looks very old.*

Przedimek **the** stawiamy również przed:

rzeczownikami oznaczającymi obiekty jedyne w swoim rodzaju; nazwami kin, teatrów, statków, hoteli; nazwami rzek, mórz, oceanów, pustyń, łańcuchów górskich, archipelagów oraz nazwami złożonymi z przymimkiem *of*; nazwami państw / regionów lub ich grup, jeśli są to nazwy w liczbie mnogiej; nazwami instrumentów muzycznych; narodowościami; przymiotnikami pełniącymi funkcje rzeczowników; formami stopnia najwyższego; wyrazami *morning, afternoon, evening, beach, countryside, station, jungle* itp.

Przedimek zerowy

Nie stosujemy przedimka **the przed:** nazwami sportów, gier, kolorów, dni tygodnia, miesięcy, napojów, świąt, posiłków oraz języków (o ile nie stawiamy po nich wyrazu *language*); nazwami przedmiotów nauczania; nazwami państw, miast, ulic (ALE: *the High Street*), placów, mostów (ALE: *the Golden Gate Bridge*), parków, stacji, szczytów górskich, wysp, jezior, kontynentów; nazwami budynków, jeśli odnosimy się do ich głównej funkcji; nazwami środków transportu w wyrażeniach typu *by car* (ALE: *in the car*).

Sprawdź, czy potrafisz

- 1 Przepisz tabelę do zeszytu. Następnie uzupełnij ją wyrazami z ramki.

Wall Street River Thames volleyball Poland
Rysy love Tatra Mountains biology
Czech Republic President of Poland
Michael Jackson Baltic Sea Irish Monday

zero article	the
?	?

- 2 Wybierz poprawne opcje w zdaniach 1–7. Zapisz odpowiedzi w zeszycie.

- I see my grandma twice **a / an / the** week.
- My mum is **a / an / the** police officer.
- / The / A** Spanish are very energetic.
- I would love to learn to play **- / a / the** saxophone.
- Why are you scared of going to **a / - / the** UK?
- This man visited **- / an / the** Gobi desert last year.
- / A / An** gorillas can be dangerous.
- / The / An** Ala has visited many caves.

- 3 Uzupełnij tekst przedimkami **a, an, the** lub **(-)**.

I visited (1) ? Gobi desert last year. At first, I was scared to go there by (2) ? car but then, I met (3) ? wonderful travelling companion. (4) ? man was from my city and he had already had some (5) ? experience with (6) ? extreme trips. I packed my bag and went to pick him up. He was already standing on (7) ? street. When he got into (8) ? car, he gave me (9) ? sandwich and (10) ? map. I looked at my phone to say that we don't really need (11) ? map, but he insisted. And so our journey began.

Teen Talks



Ułóżcie trzy pytania z podanymi wyrazami, tak aby w pierwszym z nich występował przedimek nieokreślony, w drugim przedimek określony, a w trzecim zerowy. Zadajcie pytania innej parze. Następnie wysłuchajcie pytań ułożonych przez drugą parę i na nie odpowiedzcie.

morning Italian London Eye Nile
Czech Republic flower pet afternoon
Kraków guitar basketball

Zdania podrzędnie złożone przydawkowe: określające i nieokreślające

Zdania podrzędnie złożone przydawkowe są wprowadzane następującymi zaimkami względnymi:

- **who** or **that**, gdy mowa o ludziach, np.
*The book is about a boy **who (that)** is homeless.*
- **which** or **that**, gdy mowa o przedmiotach, np.
*I need a new lead **which (that)** would suit my dog.*
- **whose**, gdy określamy przynależność, np.
*The woman **whose** dog got lost was very upset.*
- **when**, gdy określamy czas, np.
*A birthday is a time **when** you might feel emotional.*
- **where**, gdy określamy miejsce, np.
*This is the house **where** we grew up.*

 W zdaniach podrzędnie złożonych przydawkowych **nieokreślających nie** stosujemy zaimka **that**.

Sprawdź, czy potrafisz

1 Wybierz poprawne opcje w zdaniach 1–4.

- 1 My grandparents remember the day **when / where / which** they first met.
- 2 That's the shop **when / where / that** my son works.
- 3 Is that the man **that / whom / whose** dog saved the little girl?
- 4 Did you like the poster **when / whose / which** I bought you?

2 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Trzy wyrazy zostały podane dodatkowo. Zapisz odpowiedzi w zeszycie.

who which whose when where that

The man I met at the beach, (1)  surname I don't remember, was astonishing. It was the first time (2)  I met someone who was so clever and easy-going. But I have to admit that Sopot is a town (3)  you can meet many lovely people.

Teen Talks

-  Ułóżcie po jednym zdaniu określającym i jednym nieokreślającym. Przeczytajcie je koledze / koleżance. Czy rozpoznają, jaki to typ zdania?

Mowa zależna: zdania oznajmujące

Gdy wprowadzamy mowę zależną, czasy w zdaniach zmieniają się zgodnie z poniższym zestawieniem.

Present simple	Past simple
'He likes hip-hop,' she said.	She said (that) he liked hip hop.
Present continuous	Past continuous
'He is listening to his new CD,' she said.	She said (that) he was listening to his new CD.
Present perfect simple	Past perfect simple
'They have bought a new CD,' she said.	She said (that) they had bought a new CD.
Past simple	Past perfect simple
'He watched a film on TV,' she said.	She said (that) he had watched a film on TV.
Past continuous	Past perfect continuous
'He was reading about Imiz,' she said.	She said (that) he had been reading about Imiz.

Inne zmiany form czasowników:

can	could
'Jane can play the piano,' she said.	She said (that) Jane could play the piano.
may	might
'He may come to the concert,' she said.	She said (that) he might come to the concert.
must	had to
'He must collect the tickets later,' she said.	She said (that) he had to collect the tickets later.
will	would
'They will never like opera,' she said.	She said (that) they would never like opera.

 Nastęstwo czasów występuje, gdy w części wprowadzającej mamy czas przeszły,
*He / She **said** ... He / She **told** me ...*

 Formy zaimków i przymiotników dzierżawczych mogą się zmieniać.
*'**We** are going to form a band,' he said. → He said (that) **they** were going to form a band.*
That w zdaniach w mowie zależnej można pominąć.

 Czasowniki *would, could, might, should, ought to, used to, mustn't* oraz *must* (o ile nie odnosi się do wniosków), wyrażenie *had better* i formy czasów past perfect simple nie zmieniają się w mowie zależnej.

Zmiana czasu i miejsca

Gdy w mowie zależnej relacjonujemy wypowiedzi innych osób, zmianie mogą ulec określenia dotyczące czasu i miejsca.

now → then

today → that day

tonight → that night

yesterday → the previous day / the day before

last week / month → the previous week / month

lub the week / month before

tomorrow → the next day / the following day

next week / month → the following week / month

this / these → that / those

ago → before

at the moment → at that moment

here → there

Mowa zależna: pytania

Przytaczając pytania w mowie zależnej, stosujemy takie same zmiany form czasów, zaimków, przymiotników dzierżawczych oraz określeń dotyczących czasu i miejsca, jak w zdaniach oznajmujących. **W pytaniu w mowie zależnej stosujemy szyk zdania oznajmującego i nie stawiamy znaku zapytania.**

Jeśli w relacjonowanym pytaniu występował zaimek pytający, stawiamy go również w mowie zależnej, np.

'When did you start making records?' he asked.

He asked **when** I had started making records.

Jeśli w relacjonowanym pytaniu zaimek pytający nie występował, to w mowie zależnej stosujemy *if* lub *whether*, np.

'Do you like classical music?' he asked.

He asked **if / whether** I liked classical music.

Mowa zależna: polecenia

Przytaczając polecenia w mowie zależnej, stosujemy konstrukcję: **tell + dopełnienie + bezokolicznik z to**, np.

'Turn the volume down!' he shouted at me.

He **told me to turn** the volume down.

'Don't take my MP3 player!' he said to his sister.

He **told his sister not to take** his MP3 player.

Mowa zależna: prośby

Przytaczając prośby w mowie zależnej, zwykle stosujemy konstrukcję: **ask + dopełnienie + bezokolicznik z to**, np.

'Can you lend me your headphones, please?' she asked.

She **asked me to lend** her my headphones.

(LUB: *She asked if I could lend her my headphones.*)

'Please don't tell anyone,' he said.

He **asked us not to tell** anyone.

Sprawdź, czy potrafisz

1 Zmień zdania w mowie niezależnej na zdania w mowie zależnej. Zapisz odpowiedzi w zeszycie.

- 1 'Susan and Amanda will help me learn my lines,' said Natalie. Natalie said **?**.
- 2 'I must finish my film review tonight,' Samantha said. Samantha said **?**.
- 3 'I'm watching an interesting documentary at the moment,' Dad said. Dad said **?**.
- 4 'Matthew joined the drama group last month,' Bill told me. Bill told **?**.
- 5 'My grandmother has seen *The Phantom of the Opera*,' Vanessa told us. Vanessa told **?**.

2 Zmień zdania w mowie zależnej na zdania w mowie niezależnej. Zapisz odpowiedzi w zeszycie.

- 1 Joanna asked Harry if he liked the lyrics.
- 2 Grant told us that he had been chosen for the school band.
- 3 She asked her friend to download some songs.
- 4 Brett asked me what type of music I was listening to.
- 5 Julia told her friend not to take a photo of her.

3 Wykonaj zadanie w sekcji **Skills Booster**.

Skills Booster

Wykorzystując podane wyrazy, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–4). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 'Your brother will help you with the shopping,' my mum said. **would**
My mum told me that **?** help me with the shopping.
- 2 'Don't play your drums all day!' Mum told me. **to**
Mum told me **?** my drums all day.
- 3 'Do you like the film?' asked Melanie. **if**
Melanie asked us **?** the film.
- 4 'Please don't be late,' Aunt Judy said to us. **not**
Aunt Judy asked us **?** late.

Teen Talks



Napiszcie 3 zdania o waszym wczorajszym dniu. Podyktujcie je sobie wzajemnie. Następnie przedstawcie je innej parze w mowie zależnej.

Grammar Summary

Present simple

To czas teraźniejszy prosty. Używamy go, mówiąc o:

- rzeczach i zjawiskach, które są zawsze prawdziwe, np.
*The Earth **orbits** round the Sun.*
- czynnościach, które regularnie wykonujemy, np.
*We often **do** homework after school.*
- trwałych / niezmiennych stanach, np.
*We **live** in Poland.*
- wydarzeniach zaplanowanych według ścisłego terminarza, np.
*The train to Szczecin **leaves** at 5 p.m.*



Określenia czasu stosowane w czasie present simple:

- **every** day / week / month; **once** a day / twice a week,
- *always, usually, often, sometimes, rarely, never.*

Zdania oznajmujące

I/You/We/They He/She/It	live lives	in Poland.
----------------------------	---------------	------------

Przeczenia

I/You/We/They He/She/It	don't doesn't	live lives	in Poland.
----------------------------	------------------	---------------	------------

Pytania

Do Does	I/you/we/they he/she/it	live lives	in Poland?
------------	----------------------------	---------------	------------

Krótkie odpowiedzi

Yes, I/you/we/they Yes, he/she/it	do. does.	No, I/you/we/they No, he/she/it	don't. doesn't.
--------------------------------------	--------------	------------------------------------	--------------------

Present continuous

To czas teraźniejszy ciągły. Używamy go, mówiąc o:

- czynnościach odbywających się w danym momencie, np.
*I'm **having** an English lesson at the moment.*
- zachodzącym aktualnie procesie, np.
*I'm **looking** for a new job.*
- czynnościach zaplanowanych na najbliższą przyszłość, szczególnie gdy podajemy datę lub czas planowanych działań, np.
*We're **going** to the cinema on Saturday.*
- irytujących zwyczajach, np.
*She **is using** her mobile phone during our lessons.*
- sytuacjach, które właśnie się zmieniają, np.
*She **is getting** married this week.*



Określenia czasu stosowane w czasie present continuous:

- *now, right now, at the moment, at present, today,*
- **this** morning / afternoon / evening / week / month.

Zdania oznajmujące

I You/We/They He/She/It	am are is	reading	a book at the moment.
-------------------------------	-----------------	---------	-----------------------

Przeczenia

I You/We/They He/She/It	'm not aren't isn't	reading	a book at the moment.
-------------------------------	---------------------------	---------	-----------------------

Pytania

Am Are Is	I you/we/they he/she/it	reading	a book at the moment?
-----------------	-------------------------------	---------	-----------------------

Krótkie odpowiedzi

Yes, I Yes, you/we/they Yes, he/she/it	am. are. is.	No, I No, you/we/they No, he/she/it	'm not. aren't. isn't.
--	--------------------	---	------------------------------

Past simple

To czas przeszły prosty. Używamy go, mówiąc o:

- czynnościach i sytuacjach, które rozpoczęły się i zakończyły w przeszłości i o których wiemy, kiedy się wydarzyły, np.
*They **lived** in London **from 2010 to 2014**.*
- czynnościach zwyczajowych w przeszłości, np.
*We often **played** football or basketball after school.*
- czynnościach w przeszłości, które następowały jedna po drugiej, np.
*He **got up**, **took** a shower, **had** breakfast, and **went** to school.*



Określenia czasu stosowane w czasie past simple:

- *yesterday,*
- **last** week / month / year,
- *a week / month / year ago.*

Zdania oznajmujące

I/You/He/She/It/ We/They	visited bought	Spain last year. a new bike a week ago.
-----------------------------	-------------------	--

Przeczenia

I/You/He/She/It/ We/They	didn't	visit buy	Spain last year. a new bike a week ago.
-----------------------------	--------	--------------	--

Pytania

Did	I/you/he/ she/it/we/they	visit buy	Spain last year? a new bike a week ago?
-----	-----------------------------	--------------	--

Krótkie odpowiedzi

Yes, I/you/he/she/ it/we/they	did.	No, I/you/he/she/ it/we/they	didn't.
----------------------------------	------	---------------------------------	---------

Past continuous

To czas przeszły ciągły. Używamy go, mówiąc o:

- czynnościach lub zdarzeniach odbywających się w danym momencie w przeszłości, np.
*We **were playing** tennis at 6 o'clock yesterday afternoon.*
- dwóch lub więcej czynnościach odbywających się w tym samym czasie w przeszłości, np.
*Kate **was playing** computer games, Tom **was reading** a book, and Mum and Dad **were watching** a film on TV.*
- czynności, która trwała, gdy nastąpiła inna, jednorazowa czynność, np. *I **was cycling** when I **met** Tim.*

-  Określenia czasu stosowane w czasie past continuous:
- while, as, **all** day / week / month / year,*
 - at 8 o'clock last night.*

Zdania oznajmujące			
I/He/She/It You/We/They	was were	watching	a film when the power went off.
Przeczenia			
I/He/She/It You/We/They	wasn't weren't	watching	a film when the power went off.
Pytania			
Was Were	I/he/she/it you/we/they	watching	a film when the power went off?
Krótkie odpowiedzi			
Yes, I/he/she/it Yes, you/we/they	was. were.	No, I/he/she/it No, you/we/they	wasn't. weren't.

Used to

To wyrażenie, którego używamy, mówiąc o:

- czynnościach, które wykonywaliśmy regularnie w przeszłości, a których obecnie już nie wykonujemy, np.
*I **used to** ride my bike to school.*
- okolicznościach, które miały miejsce w przeszłości, ale obecnie nie istnieją, np.
*Julia's hair **used to** be curly, but now it's straight.*

Zdania oznajmujące			
I/You/He/She/It/ We/They	used to	spend	the summer holidays at the seaside.
Przeczenia			
I/You/He/She/It/ We/They	didn't use to	spend	the summer holidays at the seaside.
Pytania			
Did	I/you/he/she/it we/they	use to spend	the summer holidays at the seaside?
Krótkie odpowiedzi			
Yes, I/you/he/she/it/we/they	did.	No, I/you/he/she/it/we/they	didn't.

Future simple

To czas przyszły prosty. Używamy go, mówiąc o:

- przewidywaniach dotyczących przyszłości, np.
*Everyone **will drive** electric cars in the future.*
- decyzjach, które właśnie podjęliśmy, np.
*The fridge is empty. I'**ll buy** some food.*
- obietnicach i propozycjach, np. *I'**ll call** you later.*
- po czasownikach: *think, believe, be sure, expect, hope*, np.
*I think he'**ll arrive** on time.*

-  Określenia czasu stosowane w czasie future simple:
- tomorrow, **in** a week / 5 years,*
 - next** day / week / month.*

Zdania oznajmujące			
I/You/He/She/It/ We/They	will	drive	electric cars in the future.
Przeczenia			
I/You/He/She/It/ We/They	won't	drive	electric cars in the future.
Pytania			
Will	I/you/he/she/it we/they	drive	electric cars in the future?
Krótkie odpowiedzi			
Yes, I/you/he/she/it/we/they	will.	No, I/you/he/she/it/we/they	won't.

Be going to

To wyrażenie, którego używamy, mówiąc o:

- planach i intencjach dotyczących przyszłości, np.
*I'**m going to** watch my favourite football team this evening.*
- wydarzeniu, które będzie miało miejsce, co oceniamy na podstawie widocznych przesłanek, np.
*Look at those black clouds. It'**s going to** rain.*

-  Określenia czasu, których używamy z wyrażeniem *be going to*: **this** week / year, **in a few** minutes / days.

Zdania oznajmujące			
I You/We/They He/She/It	am are is	going to travel	to Canada this summer.
Przeczenia			
I You/We/They He/She/It	'm not aren't isn't	going to travel	to Canada this summer.
Pytania			
Am Are Is	I you/we/they he/she/it	going to travel	to Canada this summer?
Krótkie odpowiedzi			
Yes, I Yes, you/we/they Yes, he/she/it	am. are. is.	No, I No, you/we/they No, he/she/it	'm not. aren't. isn't.

Present perfect simple

Czasu present perfect simple używamy, mówiąc o:

- czynnościach, które odbyły się w niedalekiej przeszłości, bez określania, kiedy się one odbyły, np.
*I **have washed** the dishes.*
- czynności, która rozpoczęła się w przeszłości i wciąż trwa, np.
*We've **lived** in this house for ten years.*
- czynności, która miała miejsce w niedalekiej przeszłości, a jej skutki są obecnie odczuwalne, np.
*I'm not hungry. I've just **had** a big lunch.*

 Określenia czasu stosowane w czasie present perfect simple:

- already, just, never, ever, since, yet, still, recently,*
- for** ages / a long time / a few days / years / 24 hours / three minutes,*
- since** 1992 / 8.00 o'clock / last week / yesterday / November 5th.*

Zdania oznajmujące

I/You/We/They He/She/It	have travelled has sent	to many countries. an email.
----------------------------	--	---------------------------------

Przeczenia

I/You/We/They He/She/It	haven't travelled hasn't sent	to many countries. an email.
----------------------------	--	---------------------------------

Pytania

Have Has	I/you/we/they travelled he/she/it sent	to many countries? an email?
---------------------------	--	---------------------------------

Krótkie odpowiedzi

Yes, I/you/we/they Yes, he/she/it	have. has.	No, I/you/we/they No, he/she/it	haven't. hasn't.
--------------------------------------	-----------------------------	------------------------------------	-----------------------------------

Past perfect simple

Czasu past perfect simple używamy, mówiąc o:

- czynności, która wydarzyła się przed inną przeszłą czynnością lub przeszłym wydarzeniem.

 Określenia czasu stosowane w czasie past perfect simple: *before, when, after, as soon as, till, until, by, by the time, for, since.*

Zdania oznajmujące

I/You/He/She/It We/They	had seen the film,	so (she) didn't want to go.
----------------------------	---------------------------	--------------------------------

Przeczenia

I/You/He/She/It We/They	hadn't seen the film,	so (she) wanted to go.
----------------------------	------------------------------	---------------------------

Pytania

Had	I/you/he/she/it we/they] seen the film	before (she) went?
------------	--	-----------------------

Krótkie odpowiedzi

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

Strona bierna

Stronę bierną stosujemy, jeśli:

- czynność jest ważniejsza niż odpowiedzialna za nią osoba lub podmiot (agent), np.
*The animals **are fed** by a zookeeper.*
- nie wiemy, kto lub co odpowiada za daną czynność, bądź nie jest to ważne, np.
*The pictures **are exhibited** in the gallery.*

Orzeczenie w stronie biernej składa się z formy odpowiedniego czasu czasownika *to be* oraz imiesłowu czasu przeszłego (*past participle*).

Czas	Strona czynna	Strona bierna
Present simple	make/makes	am/are/is made
Present continuous	am/are/is making	am/are/is being made
Past simple	made	was/were made
Past continuous	was/were making	was/were being made
Future simple	will make	will be made
Present perfect simple	have/has made	have/has been made
Past perfect simple	had made	had been made

Mowa zależna

Mowy zależnej używamy, kiedy chcemy zrelacjonować, co ktoś powiedział, nie cytując dokładnie jego wypowiedzi.

	Mowa niezależna	Mowa zależna
Zdania oznajmujące	I like pizza.	He said he liked pizza.
	I am eating pizza.	He said he was eating pizza.
	I have eaten pizza.	He said he had eaten pizza.
	I ate pizza.	He said he had eaten pizza.
Pytania	I was eating pizza.	He said he had been eating pizza.
	Do you like pizza? Which pizza did you choose?	He asked if I liked pizza. He asked which pizza I had chosen.
Polecenia	Bring me a pizza!	He told me to bring him a pizza.
	Don't eat my pizza!	He told me not to eat his pizza.
Prośby	Can you bring me some pizza?	He asked me to bring him some pizza.
	Please, don't eat all the pizza.	He asked me not to eat all the pizza.

Unit 1

Exercise 6 p 15 (1)

- 1 You are a star. Answer the questions about your best holiday.

	In Greece.
	No, we lived in a cottage.
	Olives and delicious salads.
	Sunbathing and swimming.

- 2 You are a journalist. Ask a star about his / her worst holiday using the prompts below.

Where / your worst holiday?	
Who / you go with?	
What / the weather like?	
Why didn't / like it?	

Exercise 6 p 15 (2)

- 1 Answer Student A's questions.
- 2 Ask Student A about his / her worst and favourite holiday. Use the prompts below.

Worst holiday	Favourite holiday
1 Where / worst holiday?	1 Where / favourite holiday?
2 Who / go with?	2 stay in hotel / cottage?
3 Weather?	3 What activities / there?
4 What activities / there?	4 What food / there?
5 Why / didn't / like it?	5 Why / like it there?

Exercise 4 p 20

- 1 Answer Student A's questions to find out the Quiz results for you.
- 2 Ask Student A the Quiz questions to find out about his / her favourite type of holiday. Then, check the results together in Exercise 4 on p 20.

- 1 Where would you like to stay on holiday?
- A A luxurious hotel near the sea.
 - B A caravan park.
 - C A large hotel in the centre of a city.
 - D A cottage or a chalet.
- 2 What activities would you like to do most?
- A Sunbathing on the beach.
 - B Hiking and nordic walking.
 - C Visiting art galleries and shopping.
 - D Biking, skiing and other outdoor activities.

Unit 2

Exercise 6 p 29

- 1 Listen to Student A's sentences and guess the word from the table below.

GAME play • buy • enjoy	TICKETS buy • sell • lose
CARS park • drive • wash	PIZZA make • eat • invent
DOG walk • feed • adopt	ROSES smell • grow • love
LONDON EYE photo • make • visit	COMPUTER play • buy • enjoy
MY ROOM clean • paint • decorate	R. LEWANDOWSKI buy • raise • be born

- 2 Choose one 'secret' word in bold from the table above. Make three sentences about it, using the verbs in the passive voice, without telling Student A the word you have chosen.

Example 1

B: It is played by sportspeople. It is bought by computer users. It is enjoyed by fans. What is it?
A: A game.

Example 2

B: They are often grown for their smell. They are grown in the garden. They are loved by women. What are they?
A: Roses.

- 3 What would the weather be like?
- A Hot, sunny weather.
 - B Mild weather without rain.
 - C Any kind of weather is OK.
 - D Dry, cold and sunny weather.
- 4 Where (and what) would you like to eat?
- A Eating every meal in the same hotel.
 - B Cooking meals on a BBQ.
 - C Trying out lots of different restaurants.
 - D Big meals, freshly cooked.



Speaking Information for Student B

Exercise 5 p 31

- 1 Look at the information below about a trip. Ask Student A questions to fill in the gaps.

Getting to Jurata



From the airport in **Gdańsk**, take a taxi to the main railway station in Gdynia. Trains depart every (1) ? from 06.35 until **18.35**. The fare is PLN (2) ? for a single and **PLN 34** for a return. You can buy a ticket from a machine at the station. Get off at Władysławowo. The trip takes about (3) ? minutes. At Władysławowo, you take the (4) ? line to Jurata. This part of the trip takes about **30 minutes**.

To book tickets online go to: www.rozklad-pkp.pl

- 2 Answer Student A's questions.

Unit 3

Exercise 11 p 46

- 1 Student A went to Zakopane last week. Ask Student A questions about the weather in Zakopane.

Example

What was the weather like on Monday / Tuesday ... ?

- 2 You went to Lublin last week. Look at your weather diary and answer Student A's questions.

LUBLIN

Mon		28°C	Fri		22°C
Tue		26°C	Sat		23°C
Wed		23°C	Sun		24°C
Thu		24°C			

Exercise 5 p 49

- 1 Ask Student A questions about the weather forecast in their two different cities. Use the prompts below.
 - 1 What cities / weather forecasts for?
 - 2 Which city / warmer / Monday? / temperature?
 - 3 Which city / colder / Tuesday? / temperature?
 - 4 When and where / rain?
 - 5 Which city / better weather in your opinion? / Why?
- 2 Look at this weather forecast for two different cities for Monday and Tuesday. Answer Student A's questions.

New York, USA		Los Angeles, USA	
Mon	Sunny 23°C	Mon	Sunny 33°C
Tue	Foggy 19°C	Tue	Sunny 25°C

Unit 4

Exercise 6 p 65

- 1 Ask Student A questions about food waste in the UK. Use the prompts below.
 - 1 How much food / waste / UK?
 - 2 cost / wasted food / per UK family?
 - 3 Why / waste food?
 - 4 What kind / food / waste the most?
 - 5 website / more information?
- 2 Read the information about a Farmers' Market. Answer Student A's questions.

Farmers' Market

Every Saturday in West Street

Start: 9 a.m.

Finish: 12.30 p.m.

Fresh fruit and vegetables from local farms!
Better quality than in the supermarkets!
Help the environment (all our fruit and vegetables travel less than 5km)!

Unit 5

Exercise 5 p 81

- 1 Roll the dice and say a true or false sentence about yourself using these words for Student A to guess.

Example

I never get up at 6 a.m. True or false?



never



often



currently



usually



every day



today

- 2 Say whether you think Student A's sentences are true or false.

Exercise 6 p 83

- 1 Listen to Student A's description of a photo and draw it. Compare your drawing with the original photo.
- 2 Describe the photo to Student A. Use the following words: parents, child, friendly, shorts, indoors, relaxed, background, foreground.



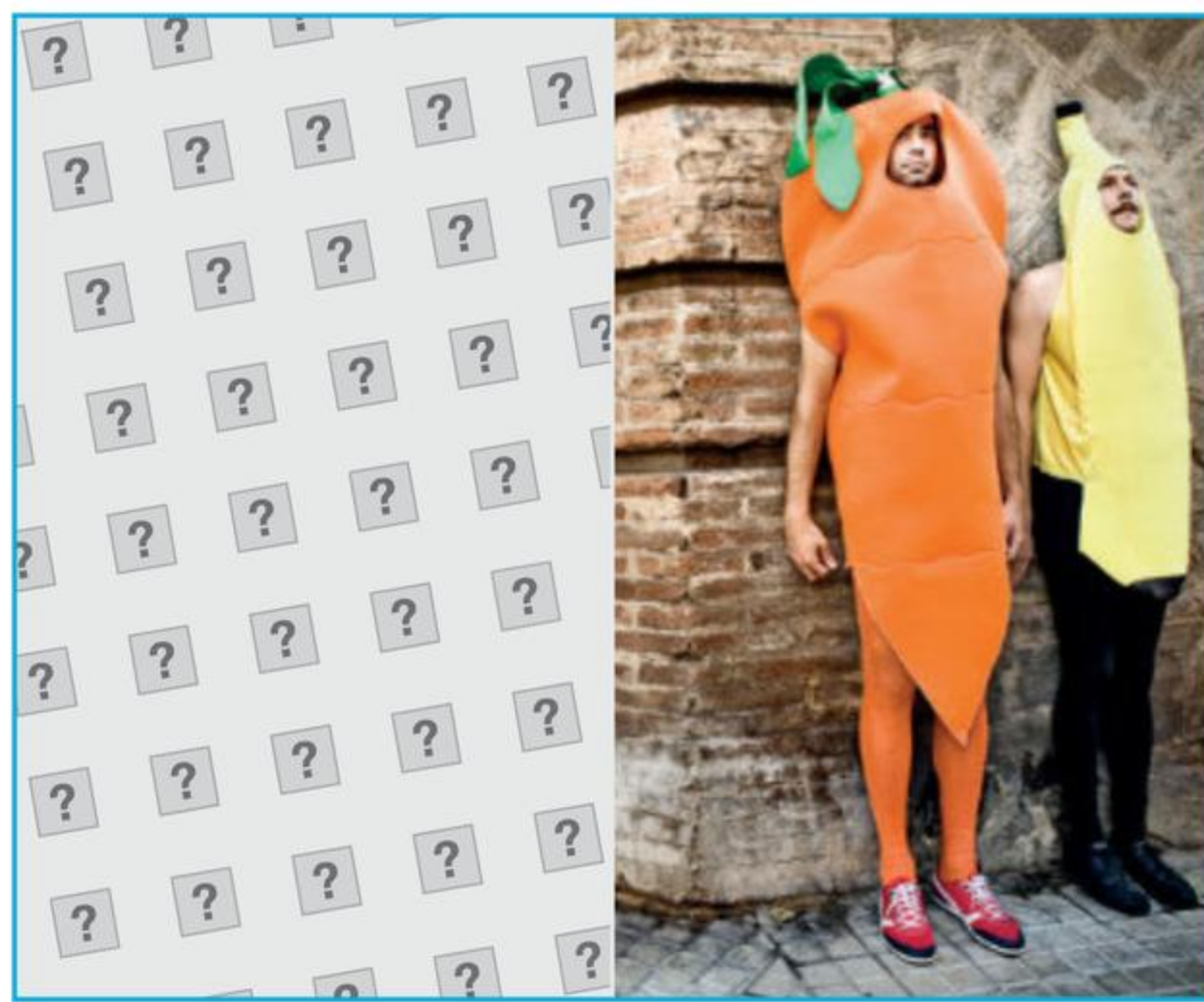
Unit 6

Exercise 6 p 99

- 1 Describe your half of the picture to Student A.

Example

It looks / seems to be ... I think they are ...
There are ... I can see ...



- 2 What is the woman in the picture looking at? Listen to Student A's description of the other half of the picture. What did you expect to hear?



- 3 Together, give your opinion about the pictures and the food in the photos.

Example

That isn't good for you because it's (+ adjective).
I often ... because it's (+ adjective).
I like / don't like that because it's (+ adjective).

Irregular Verbs



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INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	MEANING
be	was/were	been	być
beat	beat	beaten	bić, pokonywać (kogoś)
become	became	become	stawać się
begin	began	begun	zaczynać
bite	bit	bitten	ugryźć
blow	blew	blown	dmuchać, wiać
break	broke	broken	łamać, psuć się
bring	brought	brought	przynosić, przyprowadzać
broadcast	broadcast	broadcast	transmitować, nadawać
build	built	built	budować
burn	burnt	burnt	palić się, spłonąć
buy	bought	bought	kupować
can	could	–	móc, potrafić
catch	caught	caught	łapać, chwycić
choose	chose	chosen	wybierać
come	came	come	przyjść, przyjechać
cost	cost	cost	kosztować
cut	cut	cut	ciąć, rozcinać
deal	dealt	dealt	radzić sobie
do	did	done	robić, czynić
draw	drew	drawn	rysować
dream	dreamt	dreamt	śnić, marzyć
drink	drank	drunk	pić
drive	drove	driven	prowadzić, kierować czymś
eat	ate	eaten	jeść
fall	fell	fallen	padać, upadać
feed	fed	fed	karmić
feel	felt	felt	czuć
fight	fought	fought	walczyć
find	found	found	znaleźć
fly	flew	flown	latać
forecast	forecast	forecast	prognozować
forget	forgot	forgotten	zapomnieć
get	got	got	dostawać, otrzymywać
give	gave	given	dawać
go	went	gone	iść
grow	grew	grown	rosnąć
have	had	had	mieć, posiadać
hear	heard	heard	słyszeć
hide	hid	hidden	chować, ukrywać
hit	hit	hit	uderzać
hold	held	held	trzymać
hurt	hurt	hurt	ranić, boleć
keep	kept	kept	trzymać, zachować
know	knew	known	wiedzieć, znać
lead	led	led	prowadzić, przewodniczyć
learn	learnt	learnt	uczyć się
leave	left	left	opuszczać, wyjeżdżać
lend	lent	lent	pożyczać (komuś)

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	MEANING
let	let	let	pozwalać
lie	lay	lain	leżeć
light	lit	lit	zapalać, oświetlać
lose	lost	lost	gubić, tracić
mean	meant	meant	mieć na myśli, znaczyć
make	made	made	robić
meet	met	met	spotykać
pay	paid	paid	płacić
prove	proved	proven	udowodnić, dowieść
put	put	put	kłaść
read	read /red/	read /red/	czytać
ride	rode	ridden	jeździć (np. rowerem, konno)
ring	rang	rung	dzwonić
rise	rose	risen	wzrastać, wstawać
run	ran	run	biec
say	said	said	powiedzieć
see	saw	seen	widzieć, rozumieć
sell	sold	sold	sprzedawać
send	sent	sent	wysyłać
shake	shook	shaken	potrząsać
shine	shone	shone	świecić
show	showed	shown	pokazywać
shoot	shot	shot	strzelać
shut	shut	shut	zamykać
sing	sang	sung	śpiewać
sink	sank	sunk	tonąć
sit	sat	sat	siadać
sleep	slept	slept	spać
slide	slid	slid	ślizgać się
smell	smelt	smelt	wąchać, pachnieć
speak	spoke	spoken	mówić
speed	sped	sped	pędzić, przyspieszyć
spend	spent	spent	wydawać (pieniądze), spędzać
stand	stood	stood	stać, postawić
steal	stole	stolen	kraść
stick	stuck	stuck	przyklejać
stink	stank	stunk	cuchnąć
sweep	swept	swept	zamiatać
swim	swam	swum	pływać
take	took	taken	wziąć
teach	taught	taught	uczyć (kogoś)
tell	told	told	powiedzieć
think	thought	thought	myśleć, sądzić
throw	threw	thrown	rzucić
understand	understood	understood	rozumieć
wake	woke	woken	budzić się, obudzić
wear	wore	worn	nosić (ubranie)
win	won	won	wygrywać
write	wrote	written	pisać

Speaking Information for Students A&B

Unit 7

Exercise 5 p 117

1 Match verbs 1–5 with words A–E to make phrases. Then, match the phrases with pictures A–E.

1 start ☐, 2 recycle ☐, 3 plant ☐,
4 clear up ☐, 5 put up ☐

A rubbish on the beach, B posters for a campaign,
C trees, D a school blog, E plastic and paper

2 Discuss ways to protect the environment. Use the phrases from Exercise 1.



Ways to
protect the
environment

Unit 8

Exercise 7 p 133

Your friend Mark has been invited to a party the night before an exam. Talk together about what he should do and then, say which would be the best option.

- What is the problem?
- What are the options?
- What are the advantages and disadvantages of each option?



Teen Explorer new

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B1

Asking about a holiday

- Where did you go?
- Where did you stay?
- What was the weather like?
- What activities did you do?
- Did you enjoy the holiday?

Describing a holiday

- We went to a place called Trapani.
- It was in the countryside / near the beach / in the city.
- It was a really modern / noisy / busy city.
- It was really quiet and boring.
- It was amazing!

Asking for travel information

- What time does the train / bus / plane leave?
- Where does it leave from?
- Which stop do I need?
- How far is ... from ... ?
- How long does it take to get from ... to ... ?
- How much is the fare for a ... ticket?
- Which underground line do I need for the airport?

Giving travel information

- The airport is 30 km away.
- The port is 5 km from the town centre.
- Trains run every half hour.
- It leaves from gate 22 / platform 2.
- It departs at 8 a.m.
- The taxi fare is £20.

Describing similarities

- London is as sunny as Rome today.
- It's cold and wet in Paris and Amsterdam.

Describing differences

- On Saturday, Madrid will be colder than Athens.
- There will be more rain in Oslo than in Stockholm.
- Miami will be hotter than Chicago.

Wh- questions

- Where is the ... ?
- Where can I buy ... ?
- Why do people waste so much food?
- What can you buy in your local shops?
- What is the cost of ... ?

Describing photos

- ... lying on the floor.
- I can see a ... in the foreground / background.
- There's a white ...
- There are four ...
- She's got long ...
- He's behind / in front of / next to / on the right.
- He's wearing ...
- She's tall, slim / good-looking.
- He's / She's got long, dark hair.
- They look relaxed / happy / easy-going.

Asking questions about the weather

- When will there be snow?
- Will it rain on Monday?
- Which city has the warmest weather?
- What will the temperature be in Prague?
- Which city has the best weather?

Using adjectives

- It looks / seems to be (+ adjective).
- I think they / he / she are (+ adjective).
- That is / isn't good for you because it's (+ adjective).
- I often eat / don't usually eat that because it's (+ adjective).
- I like / don't like that because it's (+ adjective).

Discussing ideas

- Shall we start with this ... ?
- Let's begin / start by looking at ...
- First of all, ...
- To begin with, ...
- Let's move on to ...
- Shall we talk about ... now?
- I agree with you.
- That's true but ...
- I don't agree because ...

Giving advice

- If I were him, I'd ...
- I think it would be better to ... because ...
- Perhaps he should ... Then he ...
- He should also ...
- I really think it's best to ... because ...
- To be honest, I'd ...
- Why don't you ... ?