

repetitorium **ÓSMOKLASISTY**

PODRĘCZNIK DO JĘZYKA ANGIELSKIEGO



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Nr MEN 925/2018

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repetitorium **ÓSMOKLASISTY**

SPIS TREŚCI

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2 MIEJSCE ZAMIESZKANIA page 12	Uzupełnianie luk (w języku polskim)	- Wybór wielokrotny - Uzupełnianie luk	Wybór wielokrotny
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3 EDUKACJA page 22	Dobieranie (zdań do luk)	- Dobieranie - Uzupełnianie luk	- Uzupełnianie luk - Dobieranie
4 PRACA page 30	Uzupełnianie luk (w języku polskim)	- Uzupełnianie luk - Wybór wielokrotny	Wybór wielokrotny
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5 ŻYCIE PRYWATNE page 40	Wybór wielokrotny	- Dobieranie - Uzupełnianie luk	- Dobieranie - Uzupełnianie luk
6 ŻYWIENIE page 48	Dobieranie (nagłówków)	- Uzupełnianie luk - Wybór wielokrotny	Wybór wielokrotny
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13 ŚWIAT PRZYRODY page 112	Uzupełnianie luk	- Wybór wielokrotny - Uzupełnianie luk	Wybór wielokrotny
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USE OF ENGLISH		WRITING
• <i>Present simple: to be</i> • <i>have got</i> • <i>there is / there are</i>	• Tłumaczenie fragmentów zdań • <i>Phrasal verbs</i> • Parafraza	• E-mail
• <i>Present simple and present continuous</i> • Układanie fragmentów zdań	• <i>Compound nouns</i> • Dobieranie	• List
• <i>Past simple and past continuous</i> • <i>Used to</i> • Tłumaczenie fragmentów zdań	• <i>Verbs / Adjectives with prepositions</i> • Wybór wielokrotny	• E-mail
• <i>Past simple and present perfect</i> • <i>Indefinite pronouns</i>	• Parafraza • Dobieranie	• Wpis na blogu
• <i>Countable and uncountable nouns</i> • <i>Prepositions of time, place and manner</i>	• Wybór wielokrotny • Tłumaczenie fragmentów zdań	• E-mail
• <i>Will, be going to and present continuous for future plans</i> • <i>There and it / they</i> • <i>Phrasal verbs</i>	• Układanie fragmentów zdań • Dobieranie	• List
• <i>Passive voice: present simple, present perfect, past simple, future simple</i> • <i>Compound nouns</i>	• Parafraza • Wybór wielokrotny	• E-mail
• <i>should</i> • <i>must / mustn't / have to</i> • <i>Defining relative clauses</i>	• <i>Phrasal verbs</i> • Uzupełnianie luk • Tłumaczenie fragmentów zdań	• E-mail
• <i>Conditionals</i> • <i>Time clauses</i> • Wybór wielokrotny	• Układanie fragmentów zdań	• List
• <i>Comparison of adjectives and adverbs</i> • <i>Comparative structures</i> • <i>The superlative</i> • <i>Too and enough</i>	• <i>So, such, how and what</i> • Parafraza • Tłumaczenie fragmentów zdań • Dobieranie	• Wpis na blogu
• <i>Past perfect</i> • <i>Verb patterns</i> • Układanie fragmentów zdań	• <i>Phrasal verbs</i> • Wybór wielokrotny	• Notatka
• <i>Reported speech</i> • Parafraza	• Tłumaczenie fragmentów zdań • Dobieranie	• List
• <i>articles: a, an and zero article</i> • <i>can, could, be able to</i> • <i>this / that</i>	• Wybór wielokrotny • Układanie fragmentów zdań	• E-mail
• <i>Tenses: revision</i> • <i>Pronouns</i> • Parafraza	• Tłumaczenie fragmentów zdań • Dobieranie	• Ogłoszenie
Writing bank page 187		
Irregular verbs page 190		

LIFE STAGES

1 Look at these photos of special occasions (A–G). Which words and phrases could you use to describe each occasion?

- bride • feel nervous • get engaged / married
- go to your school prom • groom • retire
- housewarming party • leaving present
- move house / in / out • reception • start a family
- start a new job • start at a new school
- take / pass / fail your driving test • unpack
- wear a dress / suit • wedding • your first day

2 At which of the events in exercise 1 would you say these phrases?

Fingers crossed!

Good luck in your new career!

You'll make new friends soon.

I hope you'll both be very happy.

Enjoy yourselves!

Congratulations on getting your licence!

CLOTHES AND ACCESSORIES

3 Work in pairs. What would you wear to each of the events? Use the words in the box and your own ideas to tell your partner about your outfit.

- a school trip
- an ordinary day at school
- a party at a friend's house
- a picnic in the country
- your cousin's wedding

- sweatshirt • belt • blouse • (checked) shirt
- coat • dress • handbag • glasses • earrings
- hat • hoodie • jeans • (leather) jacket
- leggings • (long) sleeves • ponytail holder
- pullover / sweater / jumper • (sew-on) badge
- shorts • skirt • bandana • swimsuit • suit
- tracksuit • tie • tights • uniform



C



B



D



E



F



G

PERSONAL DATA

4 Choose a famous person. In your notebook, fill in the form as this person. Use your imagination if you're not sure of some information.

First name:

Middle name:

Surname / Family name:

Nickname / Preferred name:

Date of birth (DOB):

Place of birth:

Nationality:

Address:

Email:

Phone:

5 In pairs, ask and answer questions about the information in exercise 4.

*What's your name?
I'm ...*

PERSONAL POSSESSIONS

6 Work in pairs. Choose one of the personal possessions in the box and describe it for your partner to guess what it is. Say:

- Why did you choose this item?
- Do you own it?
- Is it important to you?

• bracelet • backpack • diary / journal
• headphones • ring • necklace
• smartphone • wallet • wristband • watch

"I have one of these and I wear it every day on my wrist. It's important to me because I always need to know what time it is."

APPEARANCE

7 Choose the correct words and write them in your notebook. Then use the words to describe two people you know.



This (1) **good-looking** / **pretty** young man is of medium (2) **tall** / **height** with (3) **ginger** / **curly** dark hair. He's in his (4) **twenties** / **twenty** and is quite slim. He also has a (5) **beard** / **fringe** and a moustache which is quite fashionable right now.



Sarah has long (6) **fair** / **dark** hair which she usually wears in a (7) **tail** / **ponytail**. Her eyes are blue and she has a very pale (8) **skin** / **complexion**. In the summer, she gets (9) **freckles** / **wrinkles** on her cheeks. She's (10) **handsome** / **beautiful**, isn't she?

CHARACTER

8 In your notebook, match each speaker (1–5) with one of the adjectives in the box. Then use the words to describe a friend or a relative.

- brave • bossy • cheerful • clever • confident
- friendly • funny • gentle • generous • kind
- lazy • lovely • patient • quiet • punctual
- reliable • sweet • serious

1 I'm sure I'll pass the exam tomorrow.

2 Go and make me a sandwich!

3 I never help my parents around the house.

4 I'm always on time and never late.

5 Don't worry – I don't mind waiting.

FEELINGS AND EMOTIONS

9 Do the quiz in your notebook to find out if you suffer from social anxiety. Compare your answers with a partner.

How would you feel or react in each of these situations?

QUIZ!

1 Your friend invites you to a birthday party.

A I'm too tired because of school work and exams. I can't go.

B I'm really glad he's invited me and delighted that I can share this special day.

2 Your mother wants to introduce you to the neighbour's children.

A I feel anxious and uncomfortable in social situations. Don't make me do this!

B I'm curious to find out more about them – maybe we can be friends.

3 You got a bad mark in a test.

A I'm so ashamed. I feel terrible. My parents will be really disappointed.

B I'm not satisfied with my results, but I'm not too concerned. I'll do better next time.

4 You are taking part in a school concert this evening.

A I'm so nervous that I don't think I'll be able to play, but I'll feel guilty if I disappoint my teacher.

B The concert is going to be wonderful. I feel happy and ready to perform!

See p. 191 for results »

10 In your notebook, write the adjectives from the quiz that describe feelings and emotions under the headings **positive**, **negative**, and **neutral**.

SKILLS AND INTERESTS

11 Listen to three students talking about their hobbies and interests. In your notebook, match each speaker (1–3) with three hobbies and interests (a–i).

a	collecting postcards
b	making videos
c	drawing
d	playing chess
e	playing computer games
f	playing a musical instrument
g	taking photos
h	using social networks
i	watching films

12 Which speaker in exercise 11 has the most interesting hobby? Why?

- 1 Work in pairs. In your notebook, order the activities from most (1) to least interesting (4). Give reasons for your answers.

☐	Foreign Language Club
☐	Theatre Club
☐	Beginners Filmmaking Club
☐	Volunteering in the Community

- 2 Quickly read the texts in exercise 3. In your notebook, match each text with a club name from exercise 1. There is one extra name you do not need.

TIP Przeczytaj w szybkim tempie trzy poniższe teksty i podane zdania. Najpierw dopasuj te zdania, co do których nie masz wątpliwości. Nie musisz ich dobierać w kolejności, w jakiej występują w zadaniu. Szukaj w tekstach treści zbliżonych do podanych informacji, a nie pojedynczych wyrazów – ta sama myśl może być wyrażona innymi słowami. Pamiętaj, że do jednego z tekstów pasują dwa zdania.

- 3  Zapoznaj się z tekstem z ramki **TIP**. Przeczytaj trzy opisy różnych zajęć (A–C). Do każdego zdania (1–4) dopasuj właściwy opis. Jeden opis pasuje do dwóch zdań. Odpowiedzi zapisz w zeszytcie.

A



**ARE YOU INTERESTED IN FILMMAKING?
ARE YOU BETWEEN THE AGES
OF SEVEN AND TWELVE?**

We offer 10 weekly workshops to help young film-makers. Learn how to use editing **software** and specialist filming equipment. Spaces are limited to 12 people per **workshop**, so apply now to avoid being disappointed! Who knows? Perhaps one day you'll direct a Hollywood blockbuster!

1	This activity will give you the opportunity to travel abroad.	☐
2	This activity is for someone who wants to help other people.	☐
3	This activity sometimes involves parties and celebrations.	☐
4	This activity can only be done by a small number of people.	☐

- 4 In your notebook, match the highlighted words or phrases in the texts in exercise 3 with their definitions (1–6).

- 1 a place where homeless people can get a hot meal
- 2 collecting money to help other people
- 3 a kind of meeting where people learn new things in a practical way
- 4 a person who works without getting paid
- 5 a kind of holiday where you stay with a host family to learn about their language and culture
- 6 computer programs

- 5 What after-school activities do you do? Can you think of any other ideas for activities like the ones in exercise 3?

- 6 Work in pairs or groups. In your notebooks, write an advert for an after-school club. Include the information below:

- name of the club
- what you do
- who it's for
- where and when you meet

B

Practise your SPANISH, FRENCH, GREEK ... and even CHINESE in small, friendly groups!

We speak **ONLY** in the foreign language to give you lots of practice. We also organise traditional cultural events such as Greek Easter or Chinese New Year. Learn to read newspapers and books in a foreign language and experience the real Spain on our summer **exchange trip** to Madrid!

C

We aim to give something back to the community in which we live. We organise **fundraising** events for the homeless, hand out food at the city-centre **soup kitchen**, and run workshops for children in need. It's time to stop taking and start giving, so help us by becoming a **volunteer**. We meet at Byron Hall every Wednesday at 7 pm.



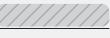
- 1 Work in pairs. Think of three situations in which you would need to introduce yourself to a new person.



- 2 In your notebook, match the headings with the phrases in the Phrase Box.

- Asking for clarification
- Ending a conversation
- Introducing yourself and other people
- Starting a conversation

PHRASE BOX

- 1 
- Hi, I'm ... / Hello, my name is ...
 - Pleased / Nice to meet you.
 - I'd like you to meet my friend, Nick.
- 2 
- How have you been?
 - What have you been up to lately?
- 3 
- What do / did you mean by ...?
 - I'm afraid I don't understand.
 - Could you repeat that?
 - Could you say that again?
 - Sorry?
- 4 
- It was nice talking to you.
 - I'm afraid I have to go now.
 - Take care.
 - Bye for now.

- 3  **OPEN TASK** Uzupełnij dialog. Wpisz w każdą lukę (1–6) brakujący fragment tak, aby otrzymać spójny i logiczny tekst. Odpowiedzi zapisz w zeszyście.

Sarah: Hi, (1)  Sarah. I don't think we've met before.
 Patryk: No, we haven't. My (2)  is Patryk. And (3)  my brother, Otto.
 Sarah: Hi, Otto. (4)  meet you.
 Otto: Hello, Sarah.
 Sarah: Are you enjoying the party?
 Patryk: Yes, it's great fun.
 Sarah: I'm afraid I have (5)  now.
 Otto: OK, Sarah. (6)  care.
 Sarah: It was nice talking to you. Bye, Patryk.
 Bye, Otto.

- 4 Look at responses A–E in exercise 5. In what situations might people say these things? What has the other person just said?

- 5  02  Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszyście.

A	Yes, of course. No problem.
B	Bye for now.
C	Could you repeat that?
D	Not bad.
E	Pleased to meet you.

Speaker 1  Speaker 2 
 Speaker 3  Speaker 4 

- 6 Look at the phrases in the Teen Talk box. How do you say them in your language?

TEEN TALK

-  **How's it going?**
 Not bad. / Pretty good. / I've been better.
 **What's up?**
 Nothing much. / Just the usual. / Not a lot.

- 7 In your notebook, put the lines from the phone conversation in the correct order.

Elizabeth: Hi, Konrad.

- a Elizabeth: Oh, sorry. The flu. A kind of very bad cold.
 b Konrad: Oh, hello, Lizzie. How's it going?
 c Elizabeth: I've had the flu.
 d Konrad: Oh, I see. Poor you. Are you feeling better now?
 e Konrad: Oh, dear. What's the matter?
 f Elizabeth: Well, I've been better.
 g Elizabeth: Yes, I'm slowly getting better, thanks.
 h Konrad: You've had what? I'm afraid I didn't hear you.

- 8 Work in groups of three. Imagine you are at a party. Prepare and practise a dialogue in which you introduce yourselves.

- 1 Read the words. Which language do they come from? Use a dictionary or the Internet to find out what they mean.

origami

FUTON

manga

haiku

sushi

tsunami

- 2  03  **OPEN TASK** Usłyszysz dwukrotnie ogłoszenie dotyczące kółka kulturowego. Uzupełnij luki 1–4 w poniższym ogłoszeniu zgodnie z treścią nagrania. Odpowiedzi zapisz w zeszyte.

TIP Zanim wysłuchasz nagrania, przeczytaj uważnie notatkę. Zastanów się nad tym, jakie informacje należy uzupełnić, oraz nad tym, jakich części mowy brakuje w każdej lukie (np. rzeczownika, przymiotnika itp.).

CULTURE CLUB

When do we meet? Saturday afternoons, 4 pm until (1) .

Where do we meet? School library.

What do we study? History, (2) , geography, the cultures of different countries.

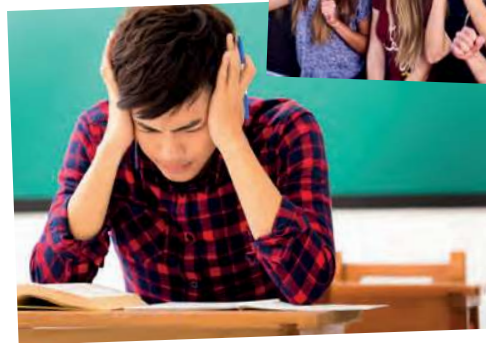
This week's country: Japan!

Activities: Drawing (3) , making birds and animals out of (4) .

- 3 Choose the correct words and write them in your notebook.

- I went to school wearing my bedroom slippers! I felt so **embarrassed** / **frightened**!
- Magda had completed her exams and was enjoying the first day of her holidays. She felt **relaxed** / **jealous**.
- I came first in the music competition. My parents are very **nervous** / **proud**.
- David had prepared for the interview and knew what questions to expect. He felt **confident** / **embarrassed**.
- There was a lot of traffic on the road when Aneta did her driving test. She felt **proud** / **frightened**.
- My brother is giving a speech tomorrow. He feels **relaxed** / **nervous**.
- Filip is going to see his favourite band in concert this weekend. He's really **excited** / **confident**.
- I'm a bridesmaid at my sister's wedding. I'm **relaxed** / **delighted**!

- 4 In pairs, tell your partner about a time you felt nervous, relaxed, excited or embarrassed.



- 5  04  Usłyszysz dwukrotnie cztery wypowiedzi na temat ważnych wydarzeń i uroczystości. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) właściwe zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszyte.

This speaker

A	was happy to spend the occasion with friends.
B	did well in spite of a few problems.
C	enjoyed an occasion that he/she had been anxious about.
D	wore a special dress for the ceremony.
E	hopes to continue a family tradition.

Speaker 1 Speaker 2 Speaker 3 Speaker 4 

- 6 Tell your partner about a special event which you attended. Describe the event and how you felt.

check
your GRAMMAR

1 Choose the correct word or phrase and write it in your notebook.

Present simple: *to be*

1 My sister 10 years old.

a is b has

2 here yet?

a Are your grandparents

b Your grandparents are

have got

3 Has a dog?

a she b she got

4 They got any pets.

a not b haven't

there is / there are

5 There many people here.

a aren't b isn't

6 some lemonade in the fridge.

a It's b There's

2 Choose the correct phrase in each pair and write it in your notebook.

1 Ella: *Ella's hair* / *Ellas hair*

2 two brothers: *the boy's bedroom* / *the boys' bedroom*

3 some children: *the childrens' books* / *the children's books*

4 *That's my bike.* / *That's mine bike.*

5 *That phone is her.* / *That phone is hers.*

See Grammar bank pp. 130–133 »

4 PHRASAL VERBS Choose the correct words and write them in your notebook.

1 I'm afraid she doesn't get **on** / **out** very well with her sister – they're always arguing.

2 I often meet **up** / **off** with my friends for coffee or an ice cream on Saturdays.

3 My sister would love to go **around** / **out** with Jason, but I don't think he likes her.

4 Where do the teenagers in your town hang **out** / **off** at weekends?

5 Gabriel and Agata didn't have many common interests and they split **back** / **up** after about three months.

6 Why didn't you invite Regina to the party? Have you two fallen **in** / **out**?

7 Sofia was really angry with her brother, but they made **up** / **on** after he apologised to her.

5 In pairs or groups, discuss the questions.

1 Have you ever fallen out with your best friend? How long was it before you made up?

2 Who in your family do you get on very well with?

6 OPEN TASK Uzupełnij każde zdanie z luką tak, aby zachować znaczenie zdania wyjściowego. Wykorzystaj podany wyraz, nie zmieniając jego formy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność gramatyczna i ortograficzna. Odpowiedzi zapisz w zeszyty.

1 My friends and I like spending Saturday afternoons in a local café. **OUT**
My friends and I enjoy on Saturday afternoons in a local café.

2 These photos belong to the students. **ARE**
These photos.

3 Oh, no! I haven't made enough food for all the guests! **THERE**
Oh, no! enough food for all the guests!

4 Do you have a good relationship with your parents? **ON**
Do you with your parents?

5 Danny and I stopped being friends when he lied to me. **OUT**
Danny and I when he lied to me.

6 Those are our books and we need them – please don't take them. **THEY**
Please don't take those books – and we need them.

7 How long was Irena your girlfriend for? **GO**
How long did you and Irena for?

3 OPEN TASK Przetłumacz na język angielski podane w nawiasach fragmenty zdań tak, aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność ortograficzna. Odpowiedzi zapisz w zeszyty.

1 (*Ile lat ma*) your sister? Isn't she twelve?

2 I'm sorry, but I (*nie mam*) any time to help you.

3 Excuse me, (*czy jest*) a sports centre near here?

4 Are those (*bluzy dzieci*) hanging on the washing line?

5 This house (*jest nasz*) and that one over there is our grandparents'.

- 1 Look at the advertisement and answer the questions.



HAVE YOU GOT A TALENT?

Maybe you can sing, dance, or play a musical instrument.

If you're between **11 and 15 years** old, we'd love to hear from you.

Send us a short video telling us about yourself and your talent.

Who knows? Maybe we'll choose you to be on our new TV show!

- 1 What kind of people might find this advertisement interesting?
- 2 What do you have to do to apply?
- 3 Would you like to apply? Why (not)?

- 2 Read Anna's email to Adam. Match each part of the email (1–6) with a description (a–f).

< ✉ New message

To: **Adam**

- 1 Hi Adam,
- 2 How are you? I hope you're well!
- 3 Guess what! I'm going to be on TV! I saw an advert for a new talent show, and I sent them a video of me singing. They liked it and asked me to be on the show!
- 4 It's next month, so I'm practising every day. It's hard work, but I'm enjoying it. And I think I'm getting better each day.
- 5 My parents are really excited! When I told my mum, she screamed! I think my dad's more nervous than me.
- 6 So – wish me luck!

Bye for now!
Love,
Anna

- a explaining what you're doing and how you feel about it
- b saying goodbye
- c greeting
- d describing how other people feel
- e introductory remarks and questions
- f describing what you did, and what happened after that

- 3 In your notebook, complete the instructions for the writing task in exercise 2.

✉ Zamierzasz wziąć udział w nowym programie typu *talent show*. Napisz e-mail do kolegi z Cambridge.

- Wyjaśnij, jak zgłosiłeś się/zgłosiłaś się do programu.
- Opisz, w jaki sposób _____.
- Napisz, jak _____.

- 4 Read the writing task. Copy the chart into your notebook and complete the information.

✉ Niedawno zaprzyjaźniłeś/zaprzyjaźniłaś się z nową osobą. Napisz e-mail do kolegi z Londynu.

- Wyjaśnij, jak się poznaliście.
- Opisz nowego przyjaciela/nową przyjaciółkę.
- Napisz, jak wspólnie spędzacie czas.

E-mail powinien zawierać od 50 do 120 słów.

	Questions to ask and answer	Your notes
1	What's your friend's name? How old is he/she? Where / how / when did you meet?	_____
2	What does he/she look like? What kind of character and personality does he/she have? Are you and your friend similar or different?	_____
3	What things do you like doing together?	_____

Pamiętaj, że w tym zadaniu należy przekazać trzy informacje. Każdą z nich napisz w osobnym akapicie.

- 5 In your notebook, make a paragraph plan for the writing task in exercise 4.

PHRASE BOX

- We first met ...
- He/She seems ...
- He/She looks like ...
- He's/She's the kind of person who ...
- He/She's always very ...
- We're both interested in / keen on ...

- 6 Write your email in your notebook, using your notes in exercise 4, your plan in exercise 5, and some of the phrases in the Phrase Box.

< ✉ New message

Hi Tom!

Thanks for your email. Guess what! I've made a new friend!

VOCABULARY, pp. 4-5

Life stages / Etapy życia

bride /braɪd/ panna młoda
get engaged / married /get ɪn'geɪdʒd / 'mæriəd/ zaręczyć się/pobrać się
go to your school prom /gəʊ tə ʃə: (r) 'sku:l prəm/ iść na bal maturalny
groom /gru:m/ pan młody
housewarming party /haʊswɔ:(r)mɪŋ 'pɑ:(r)ti/ parapełówka
leaving present /li:vɪŋ 'prez(ə)nt/ prezent pożegnalny
move house /mu:v haʊs/ przeprowadzać się
move in / out /mu:v 'ɪn / 'aʊt/ wprowadzać się/wyprowadzać się
pass / fail a driving test /pɑ:s / feɪl ə draɪvɪŋ 'test/ zdać/oblać egzamin na prawo jazdy
reception /rɪ'sepʃ(ə)n/ przyjęcie
retire /rɪ'taɪə(r)/ przejść na emeryturę
start a family /stɑ:(r)t ə 'fæm(ə)li/ założyć rodzinę
start a new job / school /stɑ:(r)t ə nju: 'dʒɒb / 'sku:l/ zacząć nową pracę/szkolę
take a driving test /teɪk ə draɪvɪŋ 'test/ podejść do egzaminu na prawo jazdy
unpack /ʌn'pæk/ rozpakować
wear a dress / suit /weə(r) ə dres / su:t/ nosić sukienkę/garnitur
wedding /'wedɪŋ/ ślub

Phrases / Zwroty

Congratulations on getting your licence!
 Gratuluję zdobycia prawa jazdy!
Enjoy yourselves! Bawcie się dobrze!
Fingers crossed! Trzymam kciuki!
Good luck in your new career! Powodzenia w nowej pracy!
I hope you'll both be very happy. Mam nadzieję, że będziecie bardzo szczęśliwi.
You'll make new friends soon. Wkrótce zdobędziesz nowych przyjaciół.

Clothes and accessories / Ubrania i dodatki

(sew-on) badge /səʊ ɒn 'bædʒ/ naszywka
bandana /bæn'dænə/ kolorowa chusta
belt /belt/ pasek
blouse /blaʊz/ bluzka
coat /kəʊt/ płaszcz
dress /dres/ sukienka
earrings /'ɛərɪŋz/ kolczyki
glasses /'glɑ:sɪz/ okulary
handbag /'hæn(d)bæg/ torebka
hat /hæt/ kapelusz
hoodie /'hʊdi/ bluza z kapturem
(leather) jacket /leðə(r) 'dʒækɪt/ kurtka (skórzana)
jumper / pullover / sweater / 'dʒʌmpə(r) / 'pʊləʊvə(r) / 'swetə(r)/ sweter
ponytail holder /pəʊnɪteɪl 'həʊldə(r)/ gumka do włosów
shorts /ʃɔ:(r)ts/ krótkie spodenki
(checked) shirt /tʃekəd 'ʃɜ:(r)t/ koszula (w kratę)
skirt /skɜ:(r)t/ spódnica
(long) sleeves /lɒŋ 'sli:vz/ (długie) rękawy
suit /su:t/ garnitur
sweatshirt /'swetʃɜ:(r)t/ bluza
swimsuit /'swɪmsu:t/ strój kąpielowy

tie /taɪ/ krawat
tights /taɪts/ rajstopy
tracksuit /'træksu:t/ dres
uniform /'ju:nɪfɔ:(r)m/ mundur, mundurek szkolny
Personal data / Dane osobowe
date of birth (DOB) /deɪt əv 'bɜ:(r)θ/ data urodzenia
family name / surname / 'fæm(ə)li neɪm / 'sɜ:(r)neɪm/ nazwisko
first name /'fɜ:(r)st neɪm/ pierwsze imię
middle name /'mɪd(ə)l neɪm/ drugie imię
nationality /næʃə'næləti/ narodowość
nickname / preferred name /'nɪkneɪm / prɪ'fɜ:(r)d neɪm/ pseudonim, imię używane
place of birth /pleɪs əv 'bɜ:(r)θ/ miejsce urodzenia

Personal possessions / Rzeczy osobiste

backpack /'bækpæk/ plecak
bracelet /'breɪslət/ bransoletka
diary / journal /daɪəri / 'dʒɜ:(r)n(ə)l/ dziennik, pamiętnik
headphones /'hedfəʊnz/ słuchawki
necklace /'nekləs/ naszyjnik
ring /rɪŋ/ pierścionek
wallet /'wɒlɪt/ portfel
watch /wɒtʃ/ zegarek
wristband /'rɪstbænd/ bransoletka silikonowa

Appearance / Wygląd

beard /bɪə(r)d/ broda
complexion /kəm'plekʃ(ə)n/ cera, karnacja
curly /'kɜ:(r)li/ kręcone (włosy)
dark /dɑ:(r)k/ ciemny
fair /feə(r)/ jasny
freckles /'frek(ə)lz/ piegry
fringe /frɪndʒ/ grzywka
ginger /'dʒɪndʒə(r)/ rudy
good-looking /gʊd 'lʊkɪŋ/ atrakcyjny, przystojny
handsome /'hæns(ə)m/ przystojny
height /haɪt/ wzrost
moustache /mə'sta:ʃ/ wąsy
ponytail /'pəʊnɪteɪl/ kucyk
pretty /'prɪti/ ładny
skin /skɪn/ skóra
slim /slɪm/ szczupły
tall /tɔ:l/ wysoki
wrinkles /'rɪŋk(ə)lz/ zmarszczki

Character / Cechy charakteru

bossy /'bɒsi/ apodyktyczny, władczy
brave /breɪv/ odważny
cheerful /'tʃɪə(r)f(ə)l/ radosny
clever /'klevə(r)/ bystry, zdolny
confident /'kɒnfɪd(ə)nt/ pewny siebie
friendly /'frendli/ przyjacielski
generous /'dʒenərəs/ hojny, szczodry
gentle /'dʒent(ə)l/ łagodny
kind /kaɪnd/ miły, uprzejmy
lazy /'leɪzi/ leniwy
lovely /'lʌvli/ uroczy, czarujący
patient /'peɪʃ(ə)nt/ cierpliwy
punctual /'pʌŋktʃuəl/ punktualny
quiet /'kwaɪət/ cichy, spokojny
reliable /rɪ'laɪəb(ə)l/ rzetelny

serious /'sɪəriəs/ poważny
sweet /swi:t/ słodki
Feelings and emotions / Uczucia i emocje
anxious /'æŋkʃəs/ zaniepokojony
ashamed /ə'ʃeɪmd/ zawstydzony
concerned /kən'sɜ:(r)nd/ zmartwiony
curious /'kjʊəriəs/ ciekawski
delighted /dɪ'laɪtɪd/ zachwycony
disappointed /dɪsə'pɔɪntɪd/ rozczarowany
glad /glæd/ zadowolony
guilty /'gɪlti/ winny
nervous /'nɜ:(r)vəs/ nerwowy
satisfied /'sætɪsfaɪd/ zadowolony, usatysfakcjonowany
social anxiety /səʊʃ(ə)l æŋ'zaɪəti/ fobia społeczna
tired /'taɪə(r)d/ zmęczony

uncomfortable /ʌn'kʌmfətb(ə)l/ nieswój

Skills and interests / Umiejętności i zainteresowania

collect postcards /kəlekt 'pəʊs(t)kɑ:(r)dz/ zbierać pocztówki
draw /drou/ rysować
make videos /meɪk 'vɪdɪəʊs/ robić filmy wideo
play chess / computer games /pleɪ 'tʃes/ kəm'pjʊ:tə(r) geɪmz/ grać w szachy/w gry komputerowe
play a musical instrument /pleɪ ə mju:zɪk(ə)l 'ɪnstɹəmənt/ grać na instrumencie
take photos /teɪk 'fəʊtəʊs/ robić zdjęcia
use social networks /ju:z səʊʃ(ə)l 'netwɜ:(r)ks/ korzystać z serwisów społecznościowych

READING, p. 6

exchange trip /ɪks'tʃeɪndʒ trɪp/ wyjazd językowy
fundraising /'fʌndreɪzɪŋ/ kwestowanie, zbieranie funduszy
software /'sɒf(t)weə(r)/ oprogramowanie
soup kitchen /su:p 'kɪtʃən/ stołówka dla bezdomnych
volunteer /vɒlən'tɪə(r)/ ochotnik
workshop /'wɜ:(r)kʃɒp/ warsztaty

LISTENING, p. 8

embarrassed /ɪm'bærəst/ zakłopotany, zażenowany
excited /ɪk'saɪtɪd/ podekscytowany
frightened /'fraɪt(ə)nd/ przestraszony
jealous /'dʒeləs/ zazdrosny
proud /praʊd/ dumny
relaxed /rɪ'læksd/ zrelaksowany

USE OF ENGLISH, p. 9

Phrasal verbs

fall out (with) /fɔ:l 'aʊt wɪð/ pokłócić się (z kimś)
get on well / badly (with) /get ɒn 'wel / 'bædli wɪð/ być (z kimś) w dobrych/złych stosunkach
go out (with) /gəʊ 'aʊt wɪð/ spotykać się (z kimś), iść na randkę
hang out /hæŋ 'aʊt/ spędzać czas, przebywać
make up /meɪk 'ʌp/ pogodzić się
meet up (with) /mi:t 'ʌp wɪð/ spotykać się (z kimś)
split up /splɪt 'ʌp/ rozstać się, zerwać



a detached house **A**



a flat / an apartment **B**



a cottage **C**



a bungalow **D**



a terraced house **E**



a mobile home / caravan **F**

TYPES OF HOMES

- Look at these photos of different homes (A–F). Which one looks most like where you live? Which one is most likely to be a holiday home?
- Work in pairs. Talk about where you live and where you would not like to live. Use the words and phrases in the box.

• dark • charming • expensive • huge • ugly
• modern • new • old • small • tiny

I live on the second floor in a modern apartment in a block of flats.

I wouldn't like to live in a terraced house with neighbours on both sides because the neighbours might be very noisy.

in:

- a(n) old / new / big block of flats
- a nice part of town • the country(side)
- the centre of the town / city
- the mountains / woods

far from / near:

- a park / a forest • the sea / a river
- the shops / my school

on:

- an island • the edge of town
- the ground / first / top floor

surrounded by:

- fields / houses / trees

with:

- a big / small / huge garden • a great view
- loads of rooms • lots of neighbours
- plenty of space inside / outside

OUTSIDE THE HOUSE

- 05** Listen to the conversation. Write *true* or *false* in your notebook.
 - The girl has a garden with grass, trees and hedges.
 - There's a swimming pool in the girl's garden.
 - The girl's family sometimes has a barbecue in the garden.
 - The boy keeps his skateboard in his bedroom.
 - There's a playground and a café in the park.
- Work in pairs. Describe the surroundings of your own house / flat. Use some of the words in the box.

• barbecue • garage • café • dustbin • garden
• lawn • hedge • plant • playground • tree
• swimming pool

INSIDE THE HOUSE

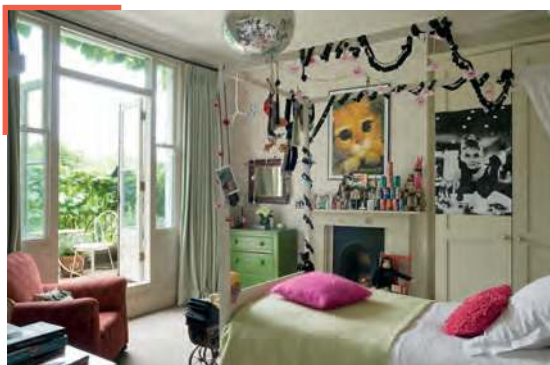
- Which room or rooms do you usually find these things in? In your notebook, match the items in the box with the rooms in the table.

• basin • armchair • bath • bunk bed • bookcase
• chair • coffee table • chest of drawers • toilet
• shower • cupboard • dining chair • dining table
• sideboard • sink • stool • sofa • wardrobe

rooms	things
bathroom	☐
bedroom	☐
dining room	☐
kitchen	☐
living room / lounge	☐

- 6 In your notebook, complete the description of a teenage girl's bedroom with the words in the box.

• curtains • armchair • ceiling • chest of drawers
• blanket • cushions • mirror • fireplace • pillow
• posters • wardrobe • shelf



My room's quite large and I don't have to share it, so I have a lot of space to myself. In the corner, by one of the light green (1) , there's a green (2) where I keep some of my clothes. There's a (3) on the wall just above it. I put my other clothes in the (4) , which is on the other side of the (5) . I've got a couple of nice (6) on the wall. Below the one of the cat, there's a (7) where I've got lots of different things. Above my bed, there's a silver lampshade hanging from the (8) . My bed's got things hanging over it. On the bed, there's a green (9) on top, a couple of colourful (10) , and a white (11) for my head. In the picture, you can also see my comfy red (12) , and some books on my desk.

- 7 Is the room in exercise 6 like yours? In pairs, talk about similarities and differences.

Student A: My room's quite similar because I've got ...

Student B: My room's very different. I haven't got ...

- 8 Choose the correct words and write them in your notebook.

- Our flat's got a small **basement** / **balcony** so we can sit outside when the weather's nice.
- My dad works from home, so he uses the **spare** / **space** bedroom as a(n) **corridor** / **office**.
- Some large houses have a **cellar** / **cloakroom**, a room where you can hang up your coat.
- In very large houses, you go through the front door on the **ground** / **down** floor into an **entrance** / **entry** hall.

HOUSEHOLD APPLIANCES AND ELECTRICAL ITEMS

- 9 In your notebook, match the words and phrases in the box with definitions 1–8.

• cooker • alarm clock • central heating • freezer
• DVD player • fridge • heater • hairdryer • kettle
• iron • media centre • microwave • oven
• sound system • washing machine

- Two things to keep you warm in winter.
- Three appliances you can cook food with.
- Two things that help keep your clothes nice.
- Two things that help keep food safe to eat.
- Three things you use for home entertainment.
- An appliance you use after washing your hair.
- Something that you use to make a cup of tea.
- Something that wakes you up in the morning.

- 10 Think of your ideal flat or house. Make a list of furniture and equipment. Compare your list with a partner. Imagine you're going to share the flat / house. Agree on eight items you both would like to have.

HOUSEWORK AND HOUSEHOLD TASKS

- 11 Work in pairs. Ask and answer the questions. Report to the class on your partner's answers. Do you think he/she helps out enough?

HOUSEWORK & YOU

How often do you ...

every day / most days / quite often /
occasionally / never

tidy your room?

make your bed?

do the washing?

cook or help prepare a meal?

set the table?

wash the dishes?

load the dishwasher?

clean the bathroom?

water the plants?

take the rubbish out?



- 1 Work in pairs. Which of the houses would be the most interesting to live in? Why?



a tree house



an underground house



a houseboat

- 2 In your notebook, complete the sentences with the correct form of the verbs in the box.

• furnish • redecorate • share • buy • rent
• sell • renovate

- Last month, my uncle his house at the seaside very cheaply. The couple who it paid only £150,000. They are planning to it and the rooms to tourists in summer.
- I'd like to my room. I'm thinking of hanging some of my own paintings on the walls.
- My parents spent a lot of money on the flat, and now it looks beautiful. I love the new leather sofa and the armchairs in the living room.
- Ann's sister is very untidy. That's why Ann doesn't want to a room with her anymore.

- 3 Read the first text in exercise 4 and answer questions 1–6.

- Who is the email to?
- Why has Jack written the email?
- What does Jack say about living on a boat?
- How many rooms are there on the houseboat?
- Does Jack's family live in one place?
- Where does Jack go to school?

- 4 **OPEN TASK** Przeczytaj e-mail Jacka do Tomka. Uzupełnij luki 1–5 w wiadomości, którą Tomek napisał do Marka. Luki należy uzupełnić w języku polskim. Odpowiedzi zapisz w zeszytach.

< New message

Hi Tomek,

I'm writing to tell you some exciting news. My parents, who always wanted to try a different way of life, have bought ... a houseboat! They started looking for it in April and shortly afterwards, in May, we became the proud owners of a houseboat which we named Dream. We've lived on the boat since July. It's an incredible way to live. There's no traffic and that terrible city noise. Instead, we're close to nature, and we've got some amazing views.

The boat's got four bedrooms, two bathrooms, and a living room with a kitchen. I absolutely love my room. I even helped my dad paint it. The walls are white and I've got photos in black frames. There's a very comfortable dark blue sofa and a striped red and black rug on the floor. I think it looks great! I love looking at ducks and swans swimming past my bedroom window. Living on a boat in London means that we often move from one place to another. One week we're in Little Venice, the next we've moved to Regent's Canal. We can stay in one place for up to fourteen days, and then we have to find another place. I don't go to school as my parents have chosen home education for me. That means I have more time for myself now. I'm doing a lot of reading when I'm not busy, and I'd like to start taking photos of the places we visit to make an album. Anyway, we can't imagine living on land again!

You must come here with Marek. Can't wait to see you!
Take care,
Jack

< New message

Cześć, Marku!

Przed chwilą przeczytałem maila od Jacka. Wyobraź sobie, że jego rodzice kupili łódź mieszkalną i od (1) na niej mieszkają. Jest całkiem duża – znajdują się na niej (2) sypialnie, dwie łazienki i kuchnia. Rodzinie Jacka odpowiada mieszkanie blisko natury. Jack ma swój pokój – nawet pomógł swojemu tacie pomalować go na (3) . Rodzina Jacka przemieszcza się z jednej dzielnicy miasta do drugiej. Nie mogą jednak przebywać w jednym miejscu dłużej niż (4) . Z tego powodu Jack uczy się w domu z rodzicami i nie musi chodzić do szkoły. Dzięki temu ma sporo czasu na (5) . Jack zaprasza nas do siebie. Musimy zdecydować, jaki prezent moglibyśmy mu kupić.
Tomek

- 5 Work in pairs. What present would you buy for Jack on this occasion? Use the suggestions below or your own ideas.

• a photo frame • a clock • a poster • a mug

- 1 In pairs, imagine that your classmate has just moved into a new flat. Write three questions to ask him/her about the new flat.



Why did your parents choose this block of flats?
Which room in the new flat is your favourite?

- 2 In your notebook, complete the phrases in the Phrase Box with the words below.

• how • what • there • which • why • how many

- 3 In your notebook, match each question (1–6) with an answer (a–f).

PHRASE BOX

Asking for information

- Is (1) a park near here?
- (2) do you get to the cinema from here?
- (3) colour is your duvet?
- (4) did you choose that poster?
- (5) room is yours?
- (6) books have you got?

Giving information

- a Go down the street and turn right.
- b The one next to the bathroom.
- c It's green and red.
- d More than forty.
- e Because I love dogs.
- f Yes, it's very close.

- 4 Do każdej z opisanych sytuacji (1–3) dobierz właściwą reakcję (A–C). Odpowiedzi zapisz w zeszycie.

- 1 Niedawno przeprowadziłeś/przeprowadziłaś się do nowej miejscowości. Jak zapytasz sąsiada o miejsca rozrywki w najbliższej okolicy?

- A Why do you go to concerts?
- B Is there a cinema near here?
- C Do you play in a sports centre?

- 2 Na ulicy ktoś pyta cię o najbliższą aptekę. Co mu odpowiesz?

- A I think you should find a chemist.
- B I'm sorry but I'm not a chemist.
- C There's one at the end of this street.

- 3 Opisując swój pokój, Twój kolega z Anglii użył wyrazu *blinds*, którego ty nie znasz. Jak zapytasz o jego znaczenie?

- A What does the word 'blinds' mean?
- B How many blinds have you got?
- C Are there any blinds in your room?

- 5 **OPEN TASK** Uzupełnij luki w poniższych minialogach (1–4) tak, aby otrzymać logiczne i spójne wypowiedzi. Odpowiedzi zapisz w zeszycie.

- 1 X: the walls?

Y: They're yellow and blue.

- 2 X: Where are the blankets?

Y: I think they're in the wardrobe over there.

X: Sorry, I them there.

- 3 X: Is there a shopping centre near here?

Y: Yes, there's one.

X: How there?

Y: Turn left here. It's just round the corner.

- 4 X: Do you have a room of your own?

Y: a room with my younger sister.

- 6 Look at the phrases in the Teen Talk box. How do you say them in your own language?

TEEN TALK

How's your new flat?

It's awesome. / I love it. / It's really cool.

Are your parents out at the moment?

Yes, come over!

- 7 Work in pairs. Use the prompts to role-play a conversation about a new flat.

Student A: Hi. / How you? / Any news?

Student B: Yes. / Moved house. / New flat.

Student A: Ask a question about the flat.

Student B: Answer the question.

Student A: Ask another question about the flat.

Student B: Answer the question.

- 1 Which of the chairs below would you choose for your bedroom? Which would you definitely not want? Why?



- 2 06 Listen to people talking in five different situations. For each situation, choose the correct answer and write it in your notebook.

- Where are they?
 - in a shop
 - at home
- Where are they talking?
 - in the same room
 - on the phone
- What is the girl doing?
 - telling a joke
 - leaving a message
- Who are they?
 - brother and sister
 - friends
- What's he describing?
 - life in the city
 - life in the countryside

- 3 Work in pairs or groups. Take turns to choose a phrase and describe it for the others to guess.

- comfortable accommodation
- huge area
- solar lights
- fairly tale
- gas bottle
- phone signal

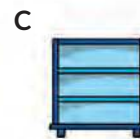
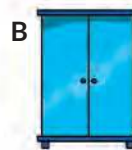
These are usually outside. They help you see at night ...

- 4 06 Usłyszysz dwukrotnie pięć tekstów.

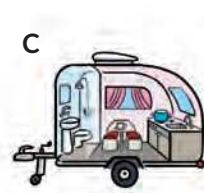
Na podstawie usłyszanych informacji w zadaniach 1-5 wybierz właściwą odpowiedź (A-C). Odpowiedzi zapisz w zeszyte.

TIP Zanim wysłuchasz nagrania, popatrz na ilustracje zamieszczone pod każdym pytaniem. Zastanów się, czym się różnią. Pomoże to wybrać właściwą odpowiedź w trakcie słuchania.

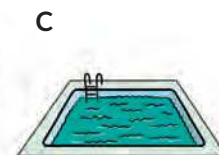
- 1 What does the girl choose?



- 2 Where is the boy staying?



- 3 What is the girl describing?



- 4 Where are the boy and girl?



- 5 The boy is
- inviting someone.
 - apologising for something.
 - criticising a way of life.

- 5 Carry out a class survey.

How many people ...

- | | |
|---|--|
| 1 | have slept in a tent? |
| 2 | have slept in a caravan? |
| 3 | have stayed in a hotel? |
| 4 | have been to a house with a swimming pool? |
| 5 | have been to a furniture shop? |

check your GRAMMAR

- 1 Choose the correct answers and write them in your notebook.

Present simple and present continuous

- 1 My mother usually **buys** / **is buying** food at a shop near our house.
- 2 My family **loves** / **is loving** watching TV together in the living room.
- 3 My parents **don't often cook** / **aren't often cooking** dinner in the microwave.
- 4 Our washing machine broke, so we **need** / **are needing** to buy a new one.
- 5 My brother **mops** / **is mopping** the kitchen floor because he dropped the pasta.
- 6 **Do you know** / **Are you knowing** what his new address is?
- 7 Lucy **usually goes** / **is usually going** to school by bus, but this week her dad **takes** / **is taking** her to school in his car.
- 8 Hi, Alec! What **do you play** / **are you playing**? It looks fun!
- 9 Where **do kangaroos come** / **are kangaroos coming** from?

See Grammar bank pp. 134–137 »

- 3 COMPOUND NOUNS In pairs, answer questions 1–8.

What do you call ...

- | | |
|---|--|
| 1 | a bin for rubbish? |
| 2 | a box for toys? |
| 3 | keys you use to open and lock your car? |
| 4 | a lock for your bike? |
| 5 | a frame around a picture? |
| 6 | a door to a bedroom? |
| 7 | a switch for a light? |
| 8 | two beds fixed together one above the other? |

- 4  Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1–3). Zapisz w zeszyte odpowiednią literę (A–F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A appliances B bed C bedrooms
D bigger E dishwashers F smaller

- 2  OPEN TASK Uzupełnij zdania 1–7. Wpisz podane w nawiasach wyrazy w odpowiedniej formie tak, aby zdania były logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Nie zmieniaj kolejności podanych wyrazów. Dodaj wszystkie niezbędne elementy. Odpowiedzi zapisz w zeszyte.

- 1 Where (**he** / **stay**) when he travels to the UK?
- 2 My mother's asked me to tidy my room now, but I (**want** / **do**) it tomorrow.
- 3 These (**house** / **be**) about fifty years old.
- 4 How long (**it** / **take**) you to get ready each morning?
- 5 Listen! (**He** / **sing**) in the shower!
- 6 We're lucky there (**be** / **park**) near here.
- 7 Dan, are these (**you** / **sister** / **shoe**) ?

AMERICAN HOUSES

Houses in the United States are getting larger. Today's modern house is almost twice as large as it was 40 years ago. Children no longer have to share a bunk (1) with their brother or sister as homes also have more bedrooms than ever. They save more energy than in the past too. Electrical (2) such as refrigerators, ovens, and air conditioning, all use much less energy. At the same time, the number of people living in each house has become (3) . In the 1970s, there were 3.01 people living in the average house. Today, there are only 2.54 people.

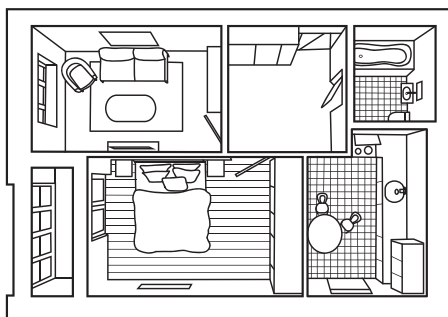


- 5 In pairs or as a group, discuss the questions.

- Do you share a bedroom with someone else? Is it better to share, or to have a room of your own?
- Would you prefer to live in a big house or a small house? Why?

- 1 Draw a simple plan of your house or flat in your notebook. Describe the rooms on the plan to your partner.

This is the bedroom. It's next to the kitchen. It's quite big and has a nice bed in it.



- 2 In your notebook, put the parts of this letter into the correct order.

a *But that's okay because the flat is lovely. It's large and sunny. There are three bedrooms, a huge living room, a kitchen, a bathroom, and a big balcony.*

b *The only bad thing is that it's further from my school. I now have to take a bus.*

c *Come and visit me soon!
Bye for now!
Joanna*

d *I'm writing to tell you my exciting news – we've moved to a new flat! I love it! I have my own bedroom so no more sharing with my sister!*

e *Hi Susan,*

f *How have you been? I hope you're well!*

- 3 How did you decide on the order of the three main paragraphs in the letter?

- 4 Which of these points did Joanna cover in her letter?

- 1 Opisz przeprowadzkę do nowego mieszkania.
- 2 Poinformuj kolegę/koleżankę o przeprowadzce.
- 3 Opisz swoje nowe mieszkanie.
- 4 Opisz okolicę, w której mieszkasz.
- 5 Wyjaśnij, dlaczego twoja rodzina wybrała to mieszkanie.
- 6 Opisz jedną rzecz, która nie podoba ci się w twoim nowym miejscu zamieszkania.

- 5 Read the writing task. Copy the chart into your notebook and complete the information. Use your imagination.

Podczas remontu twojego domu/mieszkania zatrzymałeś/zatrzymałaś się u dziadków, co ci nie odpowiada. W liście do kolegi z USA:

- wyjaśnij, dlaczego mieszkasz z dziadkami;
- opisz ich dom/mieszkanie;
- napisz, co nie podoba ci się w mieszkaniu twoich dziadków.

List powinien zawierać od 50 do 120 słów.

	Questions to ask and answer	Your notes
1	Why are you staying with your grandparents? Where is their home?	
2	How many rooms are there? What is your bedroom like? Is there a garden or balcony?	
3	What do you not like about staying at your grandparents' house? Why?	

TIP Pamiętaj, aby w liście odnieść się do wszystkich trzech punktów z zadania. Zwykle warto przekazać informacje w tej samej kolejności, w jakiej podane są w poleceniu. Po napisaniu pracy sprawdź, czy informacje zawarte w liście logicznie się ze sobą łączą.

- 6 In your notebook, make a paragraph plan for the writing task in exercise 5.

PHRASE BOX

- Their flat / house is quite / very close to / near ...
- It's modern / tiny / dark / etc.
- It has ... rooms.
- The problem with my bedroom is that ...
- There is ... / There are ...
- The living room / kitchen is ...
- What I don't really like about the flat / room / etc., is ...

- 7 Write the letter in your notebook, using your notes in exercise 5, your plan in exercise 6, and some of the phrases from the Phrase Box.

*Hi Brad,
Thanks for your letter. I've got some news! I'm living with my grandparents at the moment.*

VOCABULARY, pp. 12-13

Types of home / Rodzaje domów

apartment /ə'pɑ:(r)tment/ mieszkanie
bungalow /'bʌŋɡələʊ/ dom parterowy
caravan /'kærəvæn/ przyczepa kempingowa
charming /'tʃɑ:(r)mɪŋ/ uroczy/urokliwy
cottage /'kɒtɪdʒ/ domek wiejski
dark /dɑ:(r)k/ ciemny
detached house /dɪ'tætʃt haʊs/ dom wolnostojący
expensive /ɪk'spensɪv/ drogi, kosztowny
flat /flæt/ mieszkanie
huge /hju:dʒ/ ogromny
mobile home /'məʊbaɪl həʊm/ dom mobilny (dom na kółkach; stawiany często na działkach czy kempingach)
modern /'mɒdə(r)n/ nowoczesny
terraced house /'terəst haʊs/ dom szeregowy, segment
tiny /'taɪni/ mały, malutki
ugly /'ʌɡli/ brzydki

Phrases / Zwroty

in w:

a(n) old / new / big block of flats starym/ nowym/dużym bloku
a nice part of town ładnej dzielnicy miasta
the centre of the town / city centrum miasta
the country(side) na wsi
the mountains / woods górach/lesie
far from / near daleko od/blisko:
a park / a forest parku/lasu
the sea / a river morza/rzeki
the shops / my school sklepów/szkoły

on na:

an island wyspie
the edge of town obrzeżach, skraju miasta
the ground / top / first floor parterze/ najwyższym piętrze/pierwszym piętrze
surrounded by w otoczeniu:
fields / houses / trees pól/domów/drzew

with z:

a big / small / huge garden dużym/małym/ ogromnym ogrodem
a great view wspaniałym widokiem
loads of rooms wieloma pokojami
lots of neighbours wieloma sąsiadami
plenty of space inside / outside dużą ilością miejsca w środku/na zewnątrz

Outside the house / Na zewnątrz domu

barbecue /'bɑ:(r)bɪkjʊ:/ grill
café /'kæfeɪ/ kawiarnia
dustbin /'dʌs(t)ɪn/ pojemnik na śmieci
garage /'gærɑ:ʒ/ garaż
garden /'gɑ:(r)d(ə)n/ ogród
hedge /hedʒ/ żywopłot
lawn /lɔ:n/ trawnik
plant /plɑ:nt/ roślina
playground /'pleɪgraʊnd/ plac zabaw
swimming pool /'swɪmɪŋ pu:l/ basen

Inside the house / Wewnątrz domu

armchair /'ɑ:(r)mtʃeə(r)/ fotel
balcony /'bælkəni/ balkon

basement /'beɪsmənt/ piwnica
basin /'beɪs(ə)n/ umywalka
bath /bɑ:θ/ wanna
bathroom /'bɑ:θru:m/ łazienka
bedroom /'bedru:m/ sypialnia
blanket /'blæŋkɪt/ koc
bookcase /'bɒkkeɪs/ regał na książki
bunk bed /'bʌŋk bed/ łóżko piętrowe
ceiling /'si:lɪŋ/ sufit
cellar /'selə(r)/ piwnica (pomieszczenie do przechowywania)
chair /tʃeə(r)/ krzesło
chest of drawers /tʃest əv 'drɔ:(r)z/ komoda
cloakroom /'kləʊkru:m/ garderoba, szatnia
coffee table /'kɒfi teɪb(ə)l/ stół kawowy
corridor /'kɒrɪdɔ:(r)/ korytarz
cupboard /'kʌbə(r)d/ szafka kuchenna
curtains /'kɜ:(r)t(ə)nz/ zasłony
cushions /'kʊʃ(ə)nz/ poduszki ozdobne
dining chair /'daɪnɪŋ tʃeə(r)/ krzesło z jadalni
dining room /'daɪnɪŋ ru:m/ jadalnia
dining table /'daɪnɪŋ teɪb(ə)l/ stół w jadalni
entrance hall /'entrəns hɔ:l/ hol wejściowy, przedpokój
fireplace /'faɪə(r)pleɪs/ kominek
ground floor /graʊnd 'flo:(r)/ parter
kitchen /'kɪtʃən/ kuchnia
living room / lounge /'lɪvɪŋ ru:m / ləʊndʒ/ salon
mirror /'mɪrə(r)/ lustro
office /'ɒfɪs/ gabinet, biuro
pillow /'pɪləʊ/ poduszka
poster /'pəʊstə(r)/ plakat
shelf /ʃelf/ półka
shower /'ʃaʊə(r)/ prysznic
sideboard /'saɪdbɔ:(r)d/ kredens
sink /sɪŋk/ zlew
sofa /'səʊfə/ sofa, kanapa
spare bedroom /speə(r) 'bedru:m/ dodatkowa sypialnia, pokój dla gości
stool /stu:l/ stołek
toilet /'tɔɪlət/ toaleta
wardrobe /'wɔ:(r)drəʊb/ szafa

Household appliances and electrical items / Urządzenia i sprzęty domowe

alarm clock /ə'la:(r)m klɒk/ budzik
central heating /sentrəl 'hi:tɪŋ/ centralne ogrzewanie
cooker /'kʊkə(r)/ kuchenka
DVD player /di: vi: di: 'pleɪə(r)/ odtwarzacz DVD
freezer /'fri:zə(r)/ zamrażarka
fridge /frɪdʒ/ lodówka
heater /'hi:tə(r)/ grzejnik
hairdryer /'heə(r)draɪə(r)/ suszarka do włosów
iron /'aɪə(r)n/ żelazko
kettle /'ket(ə)l/ czajnik
home cinema /həʊm 'sɪnəmə/ kino domowe
microwave /'maɪkrəweɪv/ kuchenka mikrofalowa
oven /'ʌv(ə)n/ piekarnik
sound system /'saʊnd sɪstəm/ nagłośnienie
washing machine /'wɒʃɪŋ məʃi:n/ pralka

Housework and household tasks / Prace domowe

clean the bathroom /kli:n ðə 'bɑ:θru:m/ sprzątać łazienkę
cook a meal /kʊk ə 'mi:l/ przygotowywać posiłek
do the ironing /du: ðə 'aɪə(r)nɪŋ/ prasować
do the washing /du: ðə 'wɒʃɪŋ/ prać, robić pranie
help prepare a meal /help prɪ'peə(r) ə 'mi:l/ pomagać przygotowywać posiłek
load the dishwasher /ləʊd ðə 'dɪʃwɒʃə(r)/ załadować zmywarkę
make your bed /meɪk jɔ:(r) 'bed/ słać łóżko
set the table /set ðə 'teɪb(ə)l/ nakrywać do stołu
take the rubbish out /teɪk ðə 'rʌbɪʃ aʊt/ wynosić śmieci
tidy your room /taɪdi jɔ:(r) 'ru:m/ sprzątać pokój
wash the dishes /wɒʃ ðə 'dɪʃɪz/ zmywać naczynia
water the plants /wɔ:tə(r) ðə 'plɑ:nts/ podlewać rośliny

READING, p. 14

furnish /'fɜ:(r)nɪʃ/ meblować
redecorate /ri:'dekəreɪt/ zmienić wystrój
renovate /'renəveɪt/ odnowić, remontować
rent /rent/ wynajmować
sell /sel/ sprzedać
share a room with /ʃeə(r) ə 'ru:m wɪð/ dzielić pokój z

LISTENING, p. 16

comfortable accommodation /kʌmfə'təb(ə)l əkɒmə'deɪʃ(ə)n/ wygodne zakwaterowanie
fairy tale /'feəri teɪl/ bajka
furniture shop /'fɜ:(r)nɪtʃə(r) ʃɒp/ sklep meblowy
gas bottle /'gæs bɒt(ə)l/ butla gazowa
huge area /hju:dʒ 'eəriə/ wielki obszar (powierzchnia)
phone signal /'fəʊn sign(ə)l/ sygnał telefonu
sleep in a tent /sli:p ɪn ə 'tent/ spać w namiocie
solar lights /'səʊlə(r) laɪts/ lampy solarne
stay in a hotel /steɪ ɪn ə həʊ'tel/ zatrzymać się w hotelu

USE OF ENGLISH, p. 17

bedroom door /bedru:m 'dɔ:(r)/ drzwi do sypialni
bike lock /'baɪk lɒk/ zapięcie rowerowe
car keys /'kɑ:(r) ki:z/ klucze do samochodu
light switch /'laɪt swɪtʃ/ włącznik światła
picture frame /'pɪktʃə(r) freɪm/ ramka obrazu
rubbish bin /'rʌbɪʃ bɪn/ kosz na śmieci
toy box /'tɔɪ bɒks/ pudło na zabawki

VOCABULARY

1 Choose the correct answers and write them in your notebook.

- Are you cold? Here's a [] you can wear.
a badge b hoodie c tie
- My dad's got a small [] between his nose and his mouth.
a moustache b beard c ponytail
- Helen is very []. She always tells everyone what to do!
a bossy b lazy c brave
- The kids are running around on the [] in the garden.
a plant b hedge c lawn
- I put some clothing in that [].
a bookcase
b sideboard
c chest of drawers
- They live on a hill with a great [] of the valley.
a sight b view c look
- We're [] house to live in a neighbouring town.
a moving b starting c going
- Dinner will be ready soon, so let's [] the table.
a do b set c make

2 Choose the correct words and write them in your notebook.

- It's a bit cold outside, so I'm wearing a shirt with long **leggings** / **sleeves**.
- His real name's Benjamin but people call him by his **surname** / **nickname** Bendy.
- She puts lots of sun cream on her **complexion** / **skin**.
- We're sitting on the **balcony** / **basement** and watching a nice sunset.
- My uncle has a farm on the **centre** / **edge** of town.
- We drove round in a **caravan** / **cottage** this summer for our holiday.
- Brian is very **gentle** / **generous**. He buys everyone lots of presents.
- Do you **make** / **do** your bed before you leave the house?

3 In your notebook, complete the sentences with eight of these words and phrases.

• sweater • blouse • kettle • alarm clock
• fireplace • central heating • holder • shirt
• cooker • wallet • backpack

- I carry my books in a large [].
- A pullover is also called a [] or a jumper.
- He turned off his [] and fell back to sleep.
- I put my money and my cards in my [].
- Pour the boiling water from the [] into the cup.
- Could you put some more wood in the []?
- My house stays warm because we have [].
- Cowboys in films often wear a checked [] and jeans.

GRAMMAR

4 Choose the correct words and write them in your notebook.

- Do you know where **your** / **yours** gloves are?
- That looks like Maria's bag, but I don't think it's **her** / **hers**.
- There **is** / **are** some seats in the back of the class.
- Jean **don't** / **doesn't** have freckles anymore.
- This area is the **childrens'** / **children's** playground.
- Do you see** / **Are you seeing** my book in this room?
- How many cats and dogs **Tom has** / **has Tom** got?
- At the moment, the kids **study** / **are studying** for an exam.

5 In your notebook, write sentences using the prompts. Use the present simple or present continuous.

- My parents / names / be / Joyce and David
- Tim / have got / smartphone?
- There be / a gift / you / the table
- Carol / really / like / Daniel / new house
- Tom / not / cook / dinner / his family every night
- What / you / do / right now?
- Baz / want / new clothes / for his birthday
- Mum / often / take / the bus / work but today she / drive / her car

USE OF ENGLISH

- 6 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1–3). Zapisz w zeszycie odpowiednią literę (A–F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A apartment B earth C ground
D loaded E terraced F unpacked

< New message

Hi John,

I wanted to tell you my news. We've just moved house! We've left our little (1) house in the city and moved into a big bungalow in the country. We're enjoying the new place a lot. My bedroom is on the (2) floor and looks out over a lovely garden. I haven't (3) yet, so my things are all still in boxes around my room. There's a spare bedroom too, so you're welcome to come and stay any time!



- 7 **OPEN TASK** Uzupełnij zdania 1–5. Wpisz podane w nawiasach wyrazy w odpowiedniej formie tak, aby zdania były logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Nie zmieniaj kolejności podanych wyrazów. Dodaj wszystkie niezbędne elementy. Odpowiedzi zapisz w zeszycie.

- My (sister / get) well with my younger brother – they're really close.
- Is this (Mike / bag) or is it yours?
- What (you / listen) to on your music player at the moment?
- Sandy (often / wear) earrings because she's keen on jewellery.
- I'm glad there (be / beach) near here. I love sunbathing!

LANGUAGE FUNCTIONS

- 8 07 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.

A	A blue one, I think.
B	Yes, it's just down the road.
C	Mine are the red ones.
D	Nice talking to you.
E	Nothing much, just studying as usual.

Speaker 1 Speaker 2
Speaker 3 Speaker 4

- 9 **OPEN TASK** Uzupełnij luki (1–5) w poniższym dialogu, tak aby był on spójny i logiczny. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy. Zapisz odpowiedzi w zeszycie.

X: Hi, my name is Joshua.

Y: Hi, Joshua. Nice (1) (meet) .
I'm Sarah.

X: I'm new in town. My family just moved here.

Y: Very nice. Welcome to our town! How (2) (like) it here?

X: It's great. I love it. It seems very charming.
(3) (there) a nice park round town?

Y: Yes, Stanley Park. It's in my neighbourhood.

X: Oh, (4) (where) live?

Y: My house is just a few blocks from here.
We can go to the park together sometime, if you like.

X: That would be nice! Well, I'm afraid I (5) (go) home now. Nice talking to you!

WRITING

- 10 Read the instructions and do the writing task.

OPEN TASK Bierzesz udział w wymianie międzynarodowej. Napisz e-mail do koleżanki z Anglii.

- Poinformuj, jak spędzasz czas podczas wymiany.
- Opisz dom rodziny, u której mieszkasz.
- Napisz, jak układają ci się relacje z rodziną, u której gościsz.

E-mail powinien zawierać od 50 do 120 słów.

< New message

Hi Caroline,

How are you? I've got some news. I'm taking part in an international school exchange!



AT SCHOOL

- 1 In your notebook, match the words in the box with objects a–n in the picture. There are three extra objects in the picture. What are they?

• felt-tip pen • eraser / rubber • folder • gel pen
• glue • paper clip • highlighter • pencil case
• pencil sharpener • tape • stapler

- 2 Work in pairs. Choose one of the items from exercise 1 and describe it for your partner to guess what it is.

We don't use it very often at school, but sometimes we use it to stick pictures into our books.

- 3 The words and phrases in **bold** are in the wrong sentences. Write correct sentences in your notebook.

- We have a hot meal in the school **science lab** every day at 12:30.
- Go down that **cafeteria** and turn left at the end.
- In the **playground**, there are mats on the floor and ropes hanging from the ceiling.
- There are hundreds of books and magazines in the school **corridor**.
- In the break, we usually go outside and chat in the **gym**.
- We do experiments with chemicals in the **library**.

- 4 One of the places in exercise 3 is sometimes called a 'canteen'. Which place is it?

SCHOOL SUBJECTS

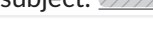
- 5 In your notebook, match the school subjects in the box with descriptions 1–12.

• biology • art and design • chemistry • drama
• history • geography • literature • maths
• modern foreign languages (MFL) • music
• physical education (PE) • physics

In this subject, we ...

- | | |
|----|---|
| 1 | study how the human body works. |
| 2 | learn about important events that happened in the past. |
| 3 | do experiments with chemicals. |
| 4 | draw and paint. |
| 5 | learn about acting and put on plays. |
| 6 | learn about different countries around the world. |
| 7 | read books, plays and poetry. |
| 8 | learn about electricity and magnetism. |
| 9 | sing and play instruments. |
| 10 | learn how to speak another language. |
| 11 | add, subtract, multiply, and divide. |
| 12 | do sport and exercise. |

- 6**  08 Listen to three students talking about subjects at school. Copy the table into your notebook and complete the information.

	Age	Year	Favourite subject	
Anna				Might study at university: 
Mark				Learning to play: 
Julia				Most difficult subject: 

- 7** In pairs or groups, discuss the questions.

- Which of the subjects in exercises 5 and 6 do you do at school?
- What do you think Anna learns about in citizenship? Do you have a similar lesson in your country?
- What do you like / dislike about your school timetable?

STUDYING

- 8** In your notebook, complete sentences 1–6 with the correct form of the verbs in the box.

• train • learn • revise • teach • educate
• study

-  English is much more fun when we use our phones to look up unknown words.
- Schools need to  teenagers in the use of modern technology because nowadays every career depends on it.
- Which subject does Miss Hardy ?
- In June, all students are  for their end-of-year exams.
- We're  the Second World War in history this term.
- My older sister is  to be a fitness instructor.

- 9** Do you do these things at your school? Which do you think are the most useful / enjoyable? Which do you do in your English lessons? Do you prefer working with a partner, in a group, or on your own?

• homework assignments • essay writing
• project work • note taking • online research
• taking tests / exams • speaking in class
• using a dictionary (or other reference books)

- 10** Choose the correct words and write them in your notebook. Then work in pairs and talk about your school life.

New post



I'm in (1) **Term / Year** 10 at my school. I do (2) **assignment / homework** for at least an hour every night. Today, I have to write an (3) **instruction / essay** about the main character of the book we are reading in literature. On Fridays, our teacher gives us a (4) **test / course** about everything we have learned that week.



I usually get good (5) **marks / certificates**, but I'm not the best student. My (6) **classmate / pupil** Michael is the best. He always knows the answers to the teachers' questions and he always (7) **passes / succeeds** tests and exams. I don't think he's ever (8) **lost / failed** a test! He has beautiful (9) **letters / handwriting** too.



I arrive at school every day at 8:30. The day is organised into six (10) **lessons / projects**. Each one lasts 50 minutes. We have a (11) **pause / break** at 10:15 and lunch is at 12:15. Some pupils have a cooked lunch in the canteen, but I usually bring sandwiches from home. Form time is at 1:00 pm. That's when we meet with our form (12) **tutor / trainer** who helps us with any problems we have. We finish school at 3:30 pm. It's a long day!

- 11** **PHRASAL VERBS** In your notebook, match the phrasal verbs with their definitions.

- | | |
|-----------------|---|
| 1 catch up with | a learn new information |
| 2 fall behind | b give a piece of work to your teacher |
| 3 note down | c do the work you have missed |
| 4 find out | d not manage to do the same work as your classmates |
| 5 hand in | e write in a few words |

- 12** In your notebook, complete sentences 1–5 with the phrasal verbs from exercise 11.

- I was absent from school yesterday, so I have to  the material I missed.
- For my online research project, I have to  about sea animals.
- Our teacher asked us to  the names of the kings in our notebooks.
- When do we have to  our geography projects to Mr Smith?
- It's important to do all your assignments on time so you don't .

- 1** In your notebook, write a list of school subjects and make a note of how much time you spend doing homework for each subject. Compare your answers with a partner.
- 2** Read the text in exercise 3 and answer questions 1–4.
- 1 Who is this article about?
 - 2 What has she done?
 - 3 Where did it take place?
 - 4 How do other people feel about it?
- TIP** Przeczytaj cały tekst, żeby dowiedzieć się, o czym jest. Następnie dopasuj zdanie do pierwszej luki. Przeczytaj fragment tekstu ze wstawionym zdaniem, aby upewnić się, że jest on spójny i logiczny. Sprawdź też, czy nie ma innych zdań, które pasują do tej samej luki. Postępuj podobnie z każdą luką. Pamiętaj, że jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.
- 3**  Zapoznaj się z tekstem z ramki **TIP**. Następnie przeczytaj tekst, z którego usunięto cztery zdania. Do każdej luki (1–4) dopasuj zdanie (A–E) tak, aby otrzymać logiczny i spójny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Odpowiedzi zapisz w zeszytach.
- 4** In your notebook, match the highlighted words and phrases from the text in exercise 3 with the headings below.
- a Hobbies and leisure
 - b Doing homework
- 5** Do you think your teachers give you too much homework? Would you like it if they stopped giving homework? What would your parents think?
- 6** In pairs or groups, look at these extra-curricular activities. Which do you do? Which would you like to do?
- Arts and crafts
 - Chess club
 - Cookery
 - Computer games
 - Dance class
 - Football
 - Graphic design
 - Indoor wall climbing
 - Swim club

NO MORE HOMEWORK!

An eighth-grade teacher in New York City has stopped giving her students homework. Gayle Wilson, a teacher at Midtown Junior High, sent an e-mail to the parents of her students telling them about her plan.



Miss Wilson wrote, 'I will not be giving any more homework. (1)  The only homework your son or daughter will have is to finish off any **tasks** which they didn't complete during the school day.'

Sarah Greenwald, one of Miss Wilson's students, said, 'I'm so happy about this! I had so much homework before, I couldn't do any **extra-curricular activities**. (2)  All my afternoons and evenings after school were spent working on **assignments**.'

Jenny Greenwald, Sarah's mother, also liked the idea. (3)  Jenny pointed out that Sarah did at least two hours of homework every evening. 'She has lots of things she likes to do for **recreation** but had no time for any of them. She also needs some time to **relax**. (4)  So, I think Miss Wilson's idea is a very good one,' she said.

- A It's good for Sarah to spend time with friends and family.
- B Some subjects will still have weekly assignments.
- C She thought Sarah spent too much time doing homework before.
- D Instead, I expect pupils to complete all their work in class.
- E There just wasn't time.

1 In your notebook, match places 1–3 with conversations a–c. Who do you think is talking? How did you decide on your answers?

- 1 in a clothes shop
- 2 in a classroom
- 3 in an art gallery

- a **John:** How do you feel about this one?
Mary: Umm ... What does it show exactly?
- b **Sue:** What do you think about these?
Tim: If you ask me, the green one is nicer.
- c **Kate:** Who knows the correct answer?
Eric: I know!

2 In your notebook, match the headings with the phrases in the Phrase Box.

- Expressing an opinion
- Asking others about their opinions
- Agreeing
- Disagreeing

PHRASE BOX

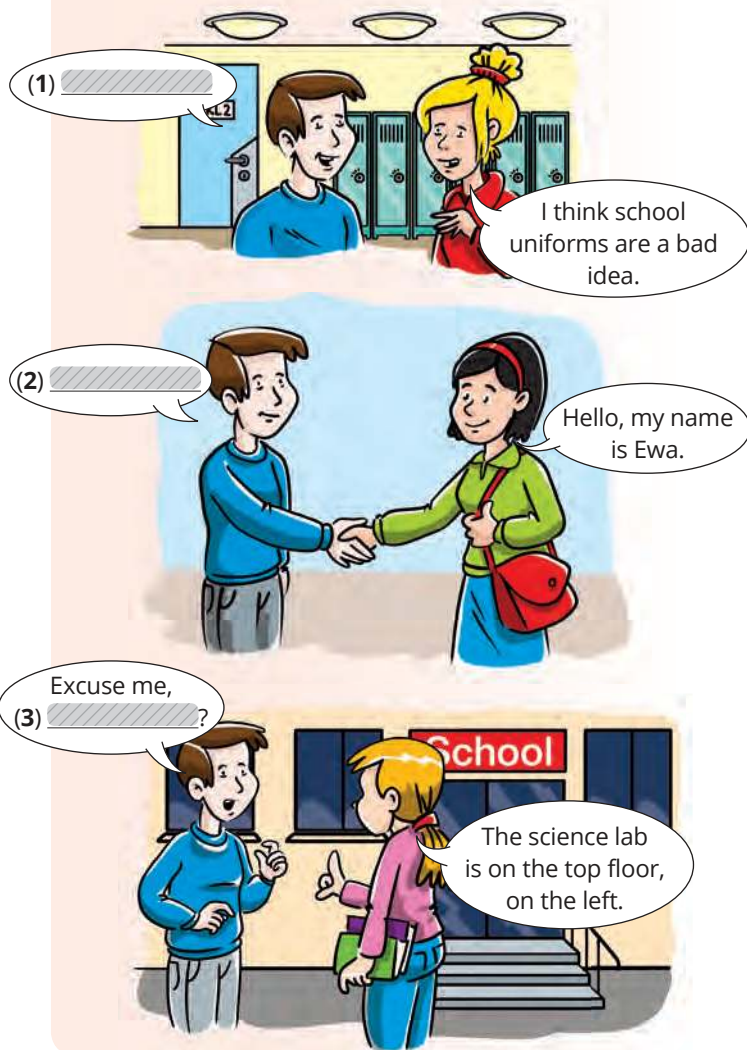
- 1 ☐
 - I'm afraid I (have to) disagree.
 - I'm sorry to disagree with you, but ...
 - I'm not so sure about that.
- 2 ☐
 - What do you think?
 - What do you think about ...?
 - How do you feel about ...?
- 3 ☐
 - In my opinion, ...
 - Personally, I think (that) ...
 - I believe (that) ...
 - From my point of view, ...
- 4 ☐
 - You're absolutely right.
 - I totally agree with you.
 - I think so, too.

3 09 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.

A	I totally agree with you.
B	Sorry. I said, 'At my school, we don't study citizenship.'
C	Of course you can.
D	I think she's really great.
E	Go down this corridor, and turn right at the end.

Speaker 1 ☐ Speaker 2 ☐
Speaker 3 ☐ Speaker 4 ☐

4 **OPEN TASK** Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty. Odpowiedzi zapisz w zeszycie.



5 Look at the phrases in the Teen Talk box. How do you say them in your own language?

TEEN TALK

- Agreeing**
 Sure thing! / I know, right? / You said it.
- Disagreeing**
 No way! / You're kidding, right? / You can't be serious!

6 In pairs or groups, discuss the statements below. Use some of the words and phrases from this lesson.

1 Teachers have a difficult job.

2 The school year should be shorter so we can have more holidays.

3 Geography is more interesting than biology.

4 Learning a foreign language is very important.

- 1 Do you or your friends play any of these musical instruments? If you don't play an instrument, which one would you like to learn?

• piano • violin • guitar • flute • drums • clarinet

- 2 Read the message in exercise 3. Think of words and phrases that might fill each gap.

- 3  10  **OPEN TASK** Usłyszysz dwukrotnie rozmowę ucznia z nauczycielem muzyki. Uzupełnij luki 1–4 w poniższej wiadomości, którą nauczyciel napisał do rodziców ucznia, zgodnie z treścią nagrania. Odpowiedzi zapisz w zeszyty.

<  New message

Your son is one of my best students. He plays music extremely (1) . I think he should join the (2) . It would be a great (3)  for him. He would need (4)  a piece of music before the audition, which I can help him with. I hope you will agree to let Robert join. Please call me if you have any questions.



- 4 In your notebook, match words 1–6 and a–f to make phrases. Sometimes more than one answer is correct.

- | | |
|---------|--------------------|
| 1 get | a an interest |
| 2 take | b a school uniform |
| 3 make | c ugly |
| 4 look | d a decision |
| 5 wear | e ready |
| 6 spend | f money |

- 5  11  Usłyszysz dwukrotnie cztery wypowiedzi na temat noszenia mundurków szkolnych. Na podstawie informacji zawartych w nagraniu do każdej wypowiedzi (1–4) dopasuj właściwe zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszyty.

This speaker

- | | |
|---|--|
| A | thinks uniforms are too expensive. |
| B | doesn't think uniforms make all students the same. |
| C | is happy to start wearing a uniform in the future. |
| D | thinks his/her old uniform was not attractive. |
| E | believes wearing uniforms can save money. |

Speaker 1  Speaker 2 
Speaker 3  Speaker 4 

- 6 Work in pairs or groups. Do you agree with the statements below? Why (not)?

1 You don't have to worry about what you wear if you have a school uniform.

2 School uniforms are sometimes ugly.

3 You can't show your personality if you wear a school uniform.

4 School uniforms make all students equal.

5 Having a school uniform is better for families who don't have much money.

- 1 Choose the correct answers and write them in your notebook.

Past simple and past continuous

- 1 We have to show how we **calculated** / **were calculating** our answers.
- 2 We **did** / **were doing** a test in biology when all the lights **went** / **were going** out!
- 3 Sean **didn't come** / **wasn't coming** to school today.
- 4 Why **didn't you do** / **weren't you doing** your homework last night, Greg?
- 5 While I **went** / **was going** to school this morning, I **was falling** / **fell** off my bike.
- 6 What lesson **did you do** / **were you doing** when the head teacher **came** / **was coming** in?
- 7 Debbie and Sue were arguing **when** / **while** Mrs Carter came into the classroom.

- 2 Read the mini-dialogues.

Choose the correct answer and write it in your notebook.

Used to

- 1 **Boy:** Do you have piano lessons?
Girl: I used to have them in Year 2.
a The girl still has piano lessons.
b The girl doesn't have piano lessons anymore.
- 2 **Man:** I'm sure I know you. Did you use to teach at Valley High School?
Woman: No. But I used to work in the library.
a The woman worked as a teacher.
b The woman doesn't work in the library anymore.
- 3 **Girl:** I have so many school books to carry around this term!
Boy: I know, right? It's crazy! We never had that many.
a They used to carry fewer books.
b They used to carry more books.

See Grammar bank pp. 138–141 »

- 3 **OPEN TASK** Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Odpowiedzi zapisz w zeszytcie.

- 1 Paul (zwykle *chodzi pieszo*) to school – he enjoys the exercise.
- 2 Is this (*projekt chłopców*) ?
- 3 I couldn't go to the concert last night because (*przygotowywałam się*) for a physics exam.
- 4 Many of the pupils (*nie zrozumiało*) the maths homework.
- 5 What (*uczycie się*) in history this term?
- 6 Were you listening to music (*kiedy zadzwoniłam*) you last night?

- 4 **VERBS / ADJECTIVES WITH PREPOSITIONS** In your notebook, complete the sentences with *about*, *for*, *from*, *to* or *with*.

- 1 I was revising my exams last week.
- 2 George was really upset failing the test.
- 3 I used to belong the chess club, but I lost interest and left.
- 4 I hate to disagree you, but I think you're wrong about that.
- 5 I didn't revise enough, so I wasn't prepared the test.
- 6 I'm beginning to get bored our class project – it's been going on for weeks!
- 7 I forgot to bring my notebook, so I borrowed some paper a classmate.

- 5 **Przeczytaj SMS. Wybierz odpowiedź A, B lub C, aby poprawnie uzupełnić luki (1–4). Odpowiedzi zapisz w zeszytcie.**

School finally (1) a week ago, so now it's the summer holidays! I'm so glad that school is over for the year. I was so busy (2) school work and all my extra-curricular activities that I had no time to relax. Remember how I (3) so exhausted every day that I didn't even want to listen to music or read a book? Well, now that's all changed! Right now, I (4) in the garden, enjoying the sunshine and texting you!

- | | |
|-----------------|-------------|
| 1 A finished | 2 A about |
| B has finished | B with |
| C was finishing | C on |
| 3 A used to be | 4 A lie |
| B was being | B was lying |
| C have been | C am lying |

- 6 In pairs or groups, discuss the questions.

What's the best thing about school holidays?

Do you have fun on holidays or are you bored when there's no school?

1 Read the advertisement and answer the questions.

SCHOOL TRIPS TO THE BOTANICAL GARDENS!

At the Botanical Gardens, students can:

- investigate plant and animal life
- learn about gardening
- explore different natural habitats, including a glass-covered rain forest, desert and swamp.

Trips to the Botanical Gardens offer something for students of every age.

For more information visit the [Botanical Gardens website](#).



- 1 Who is the advertisement for?
- 2 What are some of the things that students can learn about?
- 3 Is this something you would like to do?

2 Read Piotr's email to Alex. Where did he go? Did he enjoy the trip?

< ✉ New message

To: **Alex** ⊕ ⊗

Hi Alex,
How are you?

I remember you told me that your class had gone to the Botanical Gardens last month. Well, my class went yesterday. (1)

We learned about different habitats and visited a mini rainforest. What interested me most was the animals that live in the rainforest. (2)

I used to think biology was boring, but now I've changed my mind. (3) Now I want to learn more about the natural environment.

All the best,
Piotr

3 Answer the questions about the email in exercise 2.

- 1 Is Piotr's email interesting to read?
- 2 What information could you add to make it more interesting?

4 In your notebook, match sentences a–c with gaps 1–3 in Piotr's email.

- a The visit to the Botanical Gardens made me feel excited and happy.
- b We had a great time and I really enjoyed the trip.
- c There were birds, frogs, and even tortoises.

5 Read the writing task. Copy the chart into your notebook and complete the information.

Niedawno twoja klasa była na wycieczce szkolnej. W e-mailu do koleżanki ze Szkocji:

- napisz, dokąd pojechaliście i dlaczego wasz nauczyciel wybrał to miejsce;
- wyjaśnij, co tam robiliście i zobaczyliście;
- opisz swoje wrażenia z wycieczki.

E-mail powinien zawierać od 50 do 120 słów.

	Questions to ask and answer	Your notes
1	Where did you go? Why did your teacher decide to take you there?	
2	What did you do or see while you were there? What did you learn? What was the most interesting thing about the trip?	
3	How did you feel? What did you like / dislike?	

6 In your notebook, make a paragraph plan for the writing task in exercise 5.

PHRASE BOX

- It was really exciting / relaxing / embarrassing / fun / etc.
- We had a great / terrible time.
- I really enjoyed / liked ...
- What excited / interested me most was ...
- I thought ... was fascinating / amazing / etc.
- The best part was ...
- It made me feel relaxed / excited / interested.

7 Write the email in your notebook, using your notes in exercise 5, your plan in exercise 6, and some of the phrases in the Phrase Box.

< ✉ New message

Hi Miley!

How are you? I hope you're well! I want to tell you about my school trip.

VOCABULARY, pp. 22-23

At school / W szkole

calculator /'kælkjələtə(r)/ kalkulator
eraser / rubber /'i:reɪə(r) / 'rʌbə(r)/ gumka
felt-tip pen /'felt-tɪp pen/ flamaster
folder /'fəʊldə(r)/ teczka
gel pen /'dʒel pen/ długopis żelowy
glue /glu:/ klej
highlighter /'haɪlaɪtə(r)/ zakreslacz
paper clip /'peɪpə(r) klɪp/ spinacz
pencil case /'pens(ə) keɪs/ piórnik
pencil sharpener /pens(ə)l 'ʃɑ:(r)p(ə)nə(r)/ temperówka
ruler /'ru:lə(r)/ linijka
(a pair of) scissors /ə peə(r) əv 'sɪzə(r)z/ nożyczki
stapler /'steɪplə(r)/ zszywacz
tape /teɪp/ taśma klejąca

Places at school / Miejsca w szkole

cafeteria / canteen /kæfə'tɪəriə / kæn'ti:n/ stołówka
corridor /'kɒrɪdɔ:(r)/ korytarz
gym /dʒɪm/ siłownia
library /'laɪbrəri/ biblioteka
playground /'pleɪgraʊnd/ plac zabaw
science lab /'saɪəns læb/ laboratorium

School subjects / Przedmioty szkolne

art /ɑ:(r)t/ plastyka
biology /baɪ'ɒlədʒi/ biologia
chemistry /'kemɪstri/ chemia
citizenship /'sɪtɪz(ə)nʃɪp/ wiedza o społeczeństwie, edukacja obywatelska (przedmiot przygotowujący uczniów do aktywnej roli obywatela w społeczeństwie; obejmuje zagadnienia m.in. z zakresu prawa, ekonomii, praw człowieka, systemów politycznych)
computing /kəm'pjʊ:tɪŋ/ informatyka
design and technology /dɪ'zain ən tek'nɒlədʒi/ technika (przedmiot dotyczący projektowania i tworzenia różnych produktów)
drama /'dra:mə/ zajęcia teatralne
English /'ɪŋɡlɪʃ/ język angielski
French /frentʃ/ język francuski
geography /dʒi:'bɒɡrəfi/ geografia
history /'hɪst(ə)rɪ/ historia
literature /'lɪtrətʃə(r)/ literatura
maths /mæθs/ matematyka
modern foreign languages (MFL) /mɒdə(r)n fɒrɪn 'læŋɡwɪdʒɪz/ języki obce nowożytnie
music /'mju:zɪk/ muzyka
physical education (PE) /fɪzɪk(ə)l edʒə'keɪʃ(ə)n/ wychowanie fizyczne
physics /'fɪzɪks/ fizyka
science /'saɪəns/ przyroda
timetable /'taɪmteɪb(ə)l/ plan lekcji

Studying / Nauka

break /breɪk/ przerwa
certificate /sə(r)'tɪfɪkət/ świadectwo ukończenia kursu lub zdania egzaminu
classmate /'kla:smet/ kolega z klasy
course /kɔ:(r)s/ kurs
do homework /du: 'həʊmwɜ:(r)k/ odrabiać pracę domową
educate students /edʒəkeɪt 'stju:d(ə)nts/ kształcić uczniów
essay writing /'eseɪ raɪtɪŋ/ pisanie wypracowań
fail /feɪl/ nie zdać, oblać (np. egzamin)
form time /'fɔ:(r)m taɪm/ godzina wychowawcza
form tutor /'fɔ:(r)m tju:tə(r)/ wychowawca
handwriting /'hændraɪtɪŋ/ charakter pisma
homework assignments /həʊmwɜ:(r)k ə'saɪnmənts/ zadania domowe
learn English / German /lɜ:(r)n 'ɪŋɡlɪʃ / 'dʒɜ:(r)mən/ uczyć się języka angielskiego/ niemieckiego
lesson /'les(ə)n/ lekcja
mark /mɑ:(r)k/ ocena
note taking /'nəʊt teɪkɪŋ/ robienie notatek
online research /ɒnlaɪn rɪ'sɜ:(r)tʃ/ poszukiwanie informacji w Internecie
pass /pɑ:s/ zdać
project /'prɒdʒekt/ projekt
project work /prɒdʒekt 'wɜ:(r)k/ praca nad projektem
pupil /'pju:p(ə)l/ uczeń
read /ri:d/ czytać
revise for an exam /rɪ'vaɪz fə(r) ən ɪɡ'zæm/ powtarzać do egzaminu
speak in class /spi:k ɪn kla:s/ rozmawiać, dyskutować w klasie
study the Second World War /'stʌdi ðə 'sekənd wɜ:(r)ld wɔ:(r)/ uczyć się o II wojnie światowej
succeed /sək'si:d/ osiągnąć sukces
take tests / exams /teɪk 'tests / ɪɡ'zæms/ podejść do testów/egzaminów
teach /ti:tʃ/ uczyć
term /tɜ:(r)m/ semestr
test /test/ test, sprawdzian
train /treɪn/ trenować
trainer /'treɪnə(r)/ trener
using a dictionary (or other reference books) /ju:zɪŋ ə 'dɪkʃən(ə)rɪ ɔ:(r) əðə(r) ref(ə)rəns bʊks/ korzystać ze słownika (lub innych źródeł)
in Year 8 /ɪn jɪə(r) eɪt / w klasie VIII

Phrasal verbs

catch up with /kætʃ 'ʌp wɪθ/ dogonić, nadrobić
fall behind /fɔ:l bɪ'hænd/ odstawać, zostawać w tyle
find out /faɪnd 'aʊt/ dowiedzieć się
hand in /hænd 'ɪn/ oddać (coś), wręczyć
note down /nəʊt 'daʊn/ zanotować

READING, p. 24

assignment /ə'saɪnmənt/ zadanie
extra-curricular activities /ekstrəkərɪkjələ(r) æk'tɪvətɪs/ zajęcia pozalekcyjne
leisure /'leɪzə(r)/ odpoczynek, czas wolny
recreation /rekri'eɪʃ(ə)n/ rekreacja, odpoczynek
relax /rɪ'læks/ relaks
task /tɑ:sk/ zadanie
Extra-curricular activities / Zajęcia pozalekcyjne
arts and crafts /ɑ:(r)ts ænd 'krɑ:fts/ zajęcia plastyczne
chess club /'tʃes klʌb/ szachy
computer games /kəm'pjʊ:tə(r) geɪmz/ gry komputerowe
cooking /'kʊk(ə)rɪ/ gotowanie
dance class /'dɑ:ns kla:s/ taniec
football /'fʊtbɔ:l/ piłka nożna
graphic design /græfɪk dɪ'zain/ grafika komputerowa
indoor wall climbing /ɪndɔ:(r) 'wɔ:l klɑɪmɪŋ/ wspinaczka na ścianie
swim club /'swɪm klʌb/ klub pływacki

LISTENING, p. 26

Musical instruments / Instrumenty muzyczne

clarinet /klærə'net/ klarnet
drums /drʌmz/ perkusja
flute /flu:t/ flet
guitar /gr'tɑ:(r)/ gitara
piano /pi'ænəʊ/ pianino
violin /vaɪə'lin/ skrzypce

Phrases

get ready /get 'redi/ szykować się, przygotowywać się
look ugly /lʊk 'ʌɡli/ wyglądać brzydko
make money /meɪk 'mʌni/ zarabiać pieniądze
make / take a decision /meɪk / teɪk ə dɪ'sɪʒ(ə)n/ podejmować decyzję
spend money /spend 'mʌni/ wydawać pieniądze
take an interest /teɪk ən 'ɪntrəst/ zainteresować się (czymś)
wear a school uniform /weə(r) ə sku:l 'ju:nɪfɔ:(r)m/ nosić mundurkę szkolny

USE OF ENGLISH, p. 27

be ready for /bi: 'redi fə(r)/ być gotowym (na coś)
be upset about /bi: ʌp'set əbaʊt/ być zmartwionym czymś
be / get bored with /bi: / get 'bɔ:(r)d wɪð/ być znudzonym czymś
belong to /bɪ'lɒŋ tə/ należeć do
borrow from /'bɒrəʊ frəm/ pożyczyć od
disagree with /dɪsə'ɡri: wɪð/ nie zgadzać się z
prepare for /prɪ'peə(r) fə(r)/ przygotowywać się do
revise for /rɪ'vaɪz fə(r)/ powtarzać do (np. egzaminu)

PRACA

VOCABULARY

factory worker **A**cameraman **B**paramedic **C**lorry driver **D**police officer **E**hairdresser **F**

JOBS

- 1 In your notebook, match statements 1–6 with the jobs in the pictures A–F.

- 1 It's very stressful, but it's great to help people when they're ill.
- 2 I love being on the road, but it's difficult when I'm away from my family for a long time.
- 3 I love chatting to my clients while I'm doing their hair.
- 4 It's not an easy job, but we keep people safe and solve crimes.
- 5 It's great fun! And sometimes I work with famous actors and directors!
- 6 It's boring because I do the same thing every day, but people need cars, so someone has to do it!

- 2 Which jobs in exercise 1 would you / wouldn't you like to do? Why? Use the words and phrases in the box to help you.

- boring • challenging • exciting
- dangerous • risky • satisfying
- to have a lot of responsibility
- to work indoors / outdoors
- well-paid / poorly-paid
- stimulating

I don't think I'd like to be a lorry driver as it's boring. I think I'd like to be a camerawoman. You sometimes work indoors, sometimes work outdoors, and it's probably exciting and satisfying.

- 3 In your notebook, match the jobs in the box with the sectors they belong to. Can you add any other jobs to each category?

- accountant • actor / actress • bank clerk • police officer
- chef • computer programmer • dentist • taxi driver
- driving / skiing instructor • engineer • judge • secretary
- fireman / firefighter • flight attendant • model • nurse
- journalist • mechanic • professor • scientist
- shop assistant • software designer • travel agent
- waiter / waitress • sales rep (representative)

The service sector: *cook, ...*

Business: *manager, ...*

Entertainment & media: *cameraman / camerawoman, ...*

Law: *lawyer, ...*

Medicine & health: *doctor, ...*

Education: *teacher, ...*

Emergency services: *ambulance driver, ...*

Technology: *technician, ...*

- 4 In your notebook, match the statements with the correct jobs from exercise 3. There is more than one job for some statements.

This person ...

- | | |
|---|--|
| 1 | prepares food in a restaurant. |
| 2 | works in a shop and serves customers. |
| 3 | looks after you on a plane. |
| 4 | drives you where you want to go. |
| 5 | helps you with your money and bank accounts. |
| 6 | writes news stories. |
| 7 | brings food to your table. |
| 8 | wears the latest fashions. |

- 5 Choose a job, but don't tell the rest of the group what it is. They must ask you questions to find out. You can only say **yes** or **no**.

*Do you work indoors? Do you work with people?
Do you work with your hands? Is it a well-paid job?*

CHOOSING A PROFESSION

- 6 In your notebook, complete the text with the words in the box.

• earn • salary • overtime • unemployed
• commute • apply • work • find • promoted

GETTING THE RIGHT JOB FOR YOU

Why do we need to work? One answer is that people like doing things. Another answer is money! If you're (1) , you probably don't have enough money. If, on the other hand, you have a well-paid job, you (2) a high (3) which you can use to buy the things you need.

Before you (4) for a job, you should ask yourself some key questions. Are you happy to (5) to work every day? Some people like driving to work in the morning. Others don't and prefer to (6) from home. Are you happy to work (7) ? (This is when you work extra hours for more money.) Is it the kind of job where you can get (8) soon and earn more money? If you ask yourself the right questions, you'll (9) the right job!

- 8 In pairs, take turns to answer the questions in the Checklist in exercise 7. Make a note of your partner's answers in your notebook. Then suggest a suitable job for your partner.

"I think Basia could work as a computer programmer. She is very good at maths and she likes working alone."

- 9  12 Listen to three people talking about their working life and answer the questions in your notebook. Sometimes more than one answer is possible.

Which of the speakers (1, 2 or 3) ...

1 is unemployed?	4 works overtime?
2 commutes?	5 got promoted?
3 is well paid?	6 has applied for a new job?

- 10 In your notebook, write questions that you can ask someone about their job. Then interview a member of your family or a friend who speaks English. Write a short report about their job.

- 1 What time do you start work?
- 2 How long does it take you to get to work?
- 3 Do you think your job is stressful?



- 7 In your notebook, match the highlighted words or phrases in the Career Checklist with definitions a–j.

- a the number of hours per week you work and the time / days
- b a job or jobs you have done before
- c characteristics
- d someone who can influence and manage others
- e things you are good at
- f people you work with
- g the ability to talk to people clearly
- h in a different country
- i a short biography including your qualifications and experience
- j people can trust you to do what you say

THINKING ABOUT CAREERS: A CHECKLIST

We all need to get a job at some point. It helps if you know what you're good at and what you're looking for. Here are some questions to get you thinking.

- 1 Which school subjects are you best at? Are they the same as the subjects you enjoy the most?
- 2 Where do you see yourself ten years from now?
- 3 Do you have any **work experience** (including voluntary work) that you could put on your **CV**?
- 4 Would you like to work **abroad** in the future?
- 5 What are your **strengths**?
- 6 Which of these **personal qualities** describe you?
adventurous confident hard-working reliable
- 7 Do you think you have **good communication skills**?
- 8 Would you like to work full-time or part-time?
What are your ideal **working hours**?
- 9 Do you think you work better with **colleagues** or alone? Why?
- 10 Do you think of yourself as a good **leader**? Why (not)?

1 Would you like to do any of the summer jobs presented in the pictures A–D? Why (not)?

2 Work in pairs and answer the questions.

- 1 What skills and features of character do you need to do the jobs in the box?
- 2 Are any of these jobs better suited to boys or girls? Why (not)?

- car washing • pet sitting / grooming
- handing out leaflets • working in a restaurant
- gift wrapping • newspaper delivery

3 Read Jane's email to Marta in exercise 4. In your notebook, write *true* or *false*.

- 1 Jane's grandparents own a restaurant.
- 2 Grandpa encouraged Jane to take the job.
- 3 Jane accepted the job straightaway.
- 4 She cooks at the restaurant.
- 5 She works regular hours.
- 6 Jane spent the money she had earned on a new camera.

4  Przeczytaj e-mail Jane do Marty. Uzupełnij luki 1–5 tak, aby wiadomość od Marty do Ani była zgodna z e-mailem od Jane. Wiadomość należy uzupełnić w języku polskim. Odpowiedzi zapisz w zeszytach.



5 Work in groups. Use the Internet to find information about job opportunities for teenagers in Poland. Find information about the points below and present them to your classmates.

- types of jobs teenagers can do or can't do
- what hours they can work
- minimum pay

<  New message

To: Marta

Dear Marta,

I'm spending my holidays at my grandparents' place in the small town of Wexford, about ninety miles south of Dublin. You won't believe what happened when I arrived. My grandparents' neighbours have their own restaurant. This year they are very busy and need extra people to serve customers. So when they met me, they offered me a part-time job. At first, I wasn't sure whether to accept it or not, but my grandpa said that at the age of sixteen I could try to earn my own money. So I agreed. They asked me to work at the sandwich bar. My duties are quite simple. I use fresh vegetables, meat, bread or club rolls and make take-away sandwiches. I always start working when the restaurant opens at 10 am and finish at 3 pm. I could work longer but I think five hours a day is enough. This leaves me some time to hang out with the other kids in the neighbourhood and do some sightseeing. I've already bought some clothes with the money I've earned. I hope to save enough for a new MP4 player. Anyway, I enjoy working here. The bosses are very kind to me and they are happy I work for them.

I'll write to you soon.

Take care,

Jane

<  New message

To: Ania

Cześć Aniu,

Jane w końcu się do mnie odezwała. Nie miała czasu napisać, ponieważ jest zajęta. Po zakończeniu roku szkolnego wyjechała na wakacje do swojej rodziny, która mieszka w Wexford, miejscowości położonej (1) mil od Dublina. Nieoczekiwanie sąsiedzi dziadków zaproponowali jej pracę w swojej restauracji, którą zdecydowała się przyjąć. Jej zadaniem jest (2) . Nie jest to bardzo trudna i czasochłonna praca, Jane pracuje (3) godzin dziennie, więc ma sporo czasu na spotkania z przyjaciółmi i na (4) . Poza tym zbiera pieniądze na (5) . Może my też poszukamy jakiejś pracy na wakacje? Daj znać, co o tym myślisz.

Marta

- 1 Work in pairs. Which choices below do you prefer? Why?

working with people **OR**

working with numbers

having friendly colleagues **OR**

earning a lot of money

working with children **OR**

working with animals

- 2 In your notebook, match the headings with the phrases in the Phrase Box.

- Expressing preferences
- Asking others about their preferences and intentions
- Expressing intentions

PHRASE BOX

- 1 
- Are you planning to (go) ... ?
 - What are you planning to (do) ... ?
 - Are you thinking of / about (doing) ... ?
 - Do you prefer X or Y ... ?
 - Do you prefer (going / doing / etc.) or (going / doing / etc.) ... ?
- 2 
- I plan / I'm planning to (go) ...
 - I want to (go)...
 - I'd like to (do)...
 - I'm thinking of / about (going) ...
- 3 
- I (would) like ... more than ...
 - I prefer (maths) to (languages).
 - I prefer not to (do) ...

- 3 Choose the correct answers and write them in your notebook.

- 1 I want **be** / **to be** a doctor when I grow up.
- 2 Are you thinking **to study** / **of studying** abroad?
- 3 I prefer history **to** / **than** geography.
- 4 I **think** / **'m thinking** of studying history.
- 5 I prefer **visit** / **visiting** companies to reading about different careers.
- 6 **Do** / **Are** you plan to apply for that job?
- 7 I'd like **work** / **to work** outdoors more **than** / **that** indoors.

- 4  **OPEN TASK** Uzupełnij luki (1–5) w poniższym dialogu tak, aby był on spójny i logiczny. Odpowiedzi zapisz w zeszycie.

X: What job do you want to do in the future?

Y: I (1)  yet. I'm only thirteen! Personally, (2)  that you don't need to choose when you're so young.

X: You're absolutely (3) , but I've decided I don't want to go to university.

Y: You can't be serious! Do you want to get a job? What are (4)  in the future?

X: I want to become a PE teacher.

Y: Sounds interesting! But I'm (5)  to tell you that you'll have to go to university if you want to be a PE teacher.

- 5 Look at the replies in the Teen Talk box. How do you say something similar in your own language?

TEEN TALK

 Do you know what job you want to do?

 Not really. / Kind of. / Sort of.

 What shall we do on our day off?

 I don't mind. / I'm not bothered. / It's up to you. / Whatever you like. / I'm not fussy.

- 6  Do każdej z opisanych sytuacji (1–3) dobierz właściwą reakcję (A–C). Odpowiedzi zapisz w zeszycie.

- 1 Twoja koleżanka ze Szkocji pyta o twoje plany zawodowe na przyszłość. Co jej odpowiesz?

- A The doctor is very good.
- B I'm thinking about becoming a doctor.
- C I think I'll call the doctor.

- 2 Podczas wakacji pracujesz w restauracji jako kelner/kelnerka. Jak zwrócisz się do gościa siedzącego przy stoliku?

- A Can I have a salad with some chips, please?
- B Are you planning to serve salad and chips with the meal?
- C Do you prefer salad or chips with your meal?

- 3 Twój tata uważa, że nastolatki powinny wykonywać prace dorywcze. Podzielasz jego zdanie. Co powiesz?

- A I totally agree with you.
- B It's up to you.
- C I'm afraid I disagree.

- 7 In pairs or groups, ask and answer the questions.

- What do you hope to achieve before you are 25?
- Would you like to be famous?

- 1 Read the text. Then, in pairs, make guesses to complete the information in points 1–8.



How many hours a week does your mum or dad work? 20? 40? More than 40? Every year, scientists and economists calculate the average number of working hours per person per week for each country. Strangely, not all countries are the same! Of course, it's only an average. Some people work more hours, and some work fewer.

Which of these countries has the highest average number of working hours per week? And which has the lowest? Make a guess!

- Chile • France • Germany • Greece
- Mexico • Norway • Poland • Sweden

- 1 43.37 hours per week:
- 2 39.13 hours per week:
- 3 37.96 hours per week:
- 4 37.08 hours per week:
- 5 31.17 hours per week:
- 6 28.31 hours per week:
- 7 27.38 hours per week:
- 8 26.21 hours per week:

- 2 Choose the correct words. Then, in your notebook, match each sentence 1–4 with a sentence a–d that has a similar meaning.

- 1 At the weekends, I prefer to **hang** / **hold** out with my friends.
 - 2 I'm not very **responsible** / **logical** with money.
 - 3 I've got very strong **looks** / **views** on this subject.
 - 4 I'm not very good at **counting** / **organising** my time.
- a I sometimes waste time.
b We meet and do nothing particular.
c Not everyone agrees with me.
d I buy unimportant things.

- 3 13 Read the questions and options in exercise 4. Which of these ideas do you think will be discussed in the recording? Listen and check.

Text 1

- 1 working hours
- 2 job interviews
- 3 lunch breaks
- 4 commuting to work

Text 2

- 1 playing online games
- 2 doing homework
- 3 sharing a room
- 4 having a job

- 4 13 Usłyszysz dwukrotnie dwa teksty.

W zadaniach 1–6, na podstawie informacji zawartych w nagraniu, wybierz właściwą odpowiedź (A–C). Odpowiedzi zapisz w zeszyty.

TIP Zanim wysłuchasz nagrania, przeczytaj pytania i podane odpowiedzi. Pomoże ci to określić, o czym jest tekst. Wyszukaj kluczowe wyrazy i zwroty. Zwróć uwagę na to, że jedno z pytań w tym zadaniu (pytanie 6.) wymaga określenia głównej myśli całego tekstu.

Tekst 1.

- 1 How does Frances begin the conversation?
A By asking Amy her opinion.
B By expressing his surprise.
C By asking Amy for some information.
- 2 What does Frances tell Amy about people in France?
A They have a lot of days off work.
B They work long hours.
C They have long breaks for lunch.
- 3 The two people are discussing
A how long lunch breaks are in different countries.
B how many hours a week people work in different countries.
C how hard it is to find work in certain countries.

Tekst 2.

- 4 What does Helen say about spending time with friends?
A Some students prefer it to studying.
B You can't do it if you get a job.
C It is a necessary thing for students to do.
- 5 Helen believes that students who work
A cannot study very well.
B only do it because they need money.
C do not actually have less time for studying.
- 6 Which statement is true about Helen?
A She gives advice on how to find a job.
B She strongly disagrees with the presenter.
C She criticises the behaviour of some students.

- 5 Is it a good or a bad idea to get a job while you're studying? Make a list of advantages and disadvantages in your notebook. Discuss your ideas with a partner.

- 1 In your notebook, complete the sentences with the correct form of the verbs in brackets.

Past simple and present perfect

- My dad (**get**) his first job when he was a teenager.
- I (**already / choose**) the job I want to do.
- (**you / decide**) what you want to do yet?
- My mum (**work**) as a dentist since 2015.
- I (**have**) the same doctor since I was a baby.
- When I was your age, I (**not / know**) what I wanted to do.
- Yesterday, I (**hear**) about a great job, so I (**just / send**) the company an email.
- (**you / ever / think**) about working abroad?

See Grammar bank pp. 142–144 »

- 2 Choose the correct answers and write them in your notebook.

Indefinite pronouns

- Do you want **anything** / **nothing** to eat?
- I looked **somewhere** / **everywhere** for a job but I couldn't find one **nowhere** / **anywhere**.
- Don't tell **someone** / **anyone** that I've applied for the job!

- 4 Choose the correct answers and write them in your notebook.

- What job do you want to **do** / **make** when you're older?
- I was lucky to get the **occasion** / **chance** to look round the farm.
- Doing a part-time job gives you great work **experience** / **experiment**.

- 5 Look at the gaps in the text in exercise 6. What kind of word (noun, verb, adjective, etc.) is missing in each gap? How do you know?

- 6  Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1–3). Zapisz w zeszyte odpowiednią literę (A–F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

- | | | |
|--------------|--------|--------------|
| A chance | B do | C experience |
| D experiment | E make | F occasion |

- 3  **OPEN TASK** Uzupełnij każde zdanie z luką tak, aby zachować znaczenie zdania wyjściowego. Wykorzystaj podany wyraz, nie zmieniając jego formy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność gramatyczna i ortograficzna. Odpowiedzi zapisz w zeszyte.

- My dad started working in this office two years ago. **YEARS**
My dad has worked in this office .
- Sally wasn't at work yesterday because she was ill. **GO**
Sally to work yesterday because she was ill.
- Does working for a few hours on Saturday interest you? **IN**
Are working for a few hours on Saturday?
- This is the first time I have ever met a famous person! **HAVE**
I a famous person before!
- How much time do you spend on your homework every evening? **TAKE**
How long you to do your homework every evening?
- I decided some time ago which college I want to go to. **ALREADY**
I which college I want to go to.
- When I was younger, I had no idea what job I wanted to do. **KNOW**
When I was younger, I what job I wanted to do.

CAREERS LESSONS IN SCHOOLS

It's difficult to know what career you want when you're still at school. You don't have the work (1) to know what suits you, and you simply don't know what jobs are available. It's very important to have careers guidance in schools, especially when students get the (2) to talk to people who do different jobs. That way, you can see for yourself if you like the job. Sometimes, you get the opportunity to (3) a job that you've never thought of, which is a good start!

- 7 What do you think these jobs involve? Which do you prefer? Why?

- chocolate taster
- personal shopper
- mystery shopper

- 1 Imagine you can invite someone to your school to talk about their job. Who you would like to invite and why? Discuss your ideas with the class.

I'd like to invite a local hairdresser because I'd like to know what it's like working in a hairdressing salon.

Let's invite a famous explorer! That would be really interesting!



- 2 Read the two blogs. Which one is better? Why?

My blog x

22nd October

Today, a journalist came to our school and talked. She told us about writing news reports. It was interesting. She answered all our questions. I learnt a lot.

I don't know what I want to be when I grow up, but I'm thinking of becoming a journalist. It sounds like a good job.

My blog x

22nd October

Today, a journalist who works for a local newspaper came to our school and talked about her job. She told us about writing news reports and interviewing people.

It was very interesting! She answered all our questions and was really friendly. I learnt a lot about journalism.

I still don't know what I want to be when I grow up, but now I'm thinking of becoming a journalist too. It sounds like an amazing job!

- 3 **-ED VS -ING ADJECTIVES** Choose the correct words and write them in your notebook. Give reasons for your answers.

- Janice was very **exciting** / **excited** about earning money for the first time.
- I couldn't do that job – it's really **boring** / **bored**.

TIP W swojej wypowiedzi stosuj różnorodne struktury gramatyczne. Unikaj powtarzania tych samych słów.

- 4 Complete the sentences with the correct **-ed** or **-ing** form of the words in bold.

- Jan was **excite** about getting a job interview. **EXCITE**
- Anatol was **please** with the money they offered him for the job. **PLEASE**
- Working in a factory can be very **tire**. **TIRE**
- The girls were **exhaust** after clearing up the beach all day. **EXHAUST**
- This is a very **challenge** job. **CHALLENGE**
- Ewa was **amaze** at how quickly she learned to do the job. **AMAZE**
- Damien finds his new job a little **disappoint**. **DISAPPOINT**

- 5 Read the writing task. Copy the chart into your notebook and complete the information.

OPEN TASK Przebywasz na obozie wakacyjnym, gdzie wykonujesz swoją pierwszą pracę. Piszesz o tym na blogu.

- Opisz swoje obowiązki.
- Napisz, co sądzisz o tej pracy.
- Napisz, co chciałbyś/chciałabyś robić w przyszłości i dlaczego.

Wpis powinien zawierać od 50 do 120 słów.

	Questions to ask and answer	Your notes
1	What is your job? What do you have to do?	
2	What do you think about the job? What do you like / dislike? What do you find easy / difficult?	
3	What kind of job do you want to have in the future? Why?	

PHRASE BOX

- I dream of ...
- I plan / hope / intend to ...
- I'm planning to / hoping to / dreaming of ...
- I can't wait to / until ...
- I'm not sure yet, but ...

- 6 Write the blog entry in your notebook, using your notes in exercise 5 and some of the phrases from the Phrase Box.

My blog x

23rd June

I'm here at summer camp! Let me tell you all about my job.

VOCABULARY, pp. 30-31

Jobs / Zawody

accountant /ə'kaʊntənt/ księgowy/księgowca
actor/actress /'æktə(r) / 'æktɹəs/ aktor/aktorka
ambulance driver /'æmbjʊləns draɪvə(r)/ kierowca karetki
bank clerk /'bæŋk klɜ:(r)k/ pracownik banku
cameraman/woman /'kæm(ə)rəməŋ / wɒmən/ operator filmowy
chef /ʃef/ szef kuchni
computer programmer /kəm'pjʊ:tə(r) prəʊgræmə(r)/ programista
cook /kʊk/ kucharz
dentist /'dentɪst/ dentysta
doctor /'dɒktə(r)/ lekarz
driving/skiing instructor /draɪvɪŋ / ski:ɪŋ ɪn'straktə(r)/ instruktor jazdy/narciarski
emergency services /'ɪmɜ:(r)dʒ(ə)nsɪ sɜ:(r)visɪz/ służby ratownicze
engineer /endʒɪ'nɪə(r)/ inżynier
entertainment & media /entə(r)'teɪnmənt ænd mi:diə/ rozrywka i media
factory worker /'fæktəri wɜ:(r)kə(r)/ pracownik fabryki
fireman/firefighter /'faɪə(r)mən / 'faɪə(r) faɪtə(r)/ strażak
flight attendant /flaɪt ə'tendənt/ steward/stewardesa
food & hospitality /fu:d ænd hɒspi'tæləti/ sektor hotelarski i gastronomiczny
hairdresser /'heə(r)dresə(r)/ fryzjer
journalist /'dʒɜ:(r)nəlɪst/ dziennikarz
judge /dʒʌdʒ/ sędzia
law /lɔ:/ prawo
lawyer /'lɔ:jə(r)/ prawnik
lorry driver /'lɒri draɪvə(r)/ kierowca ciężarówki
manager /'mænɪdʒə(r)/ menadżer
mechanic /mi'kæni(k)/ mechanik
model /'mɒd(ə)l/ model
nurse /nɜ:(r)s/ pielęgniarz
paramedic /pærə'medɪk/ ratownik medyczny
police officer /pə'li:s ɒfɪsə(r)/ policjant
professor /prə'fesə(r)/ profesor
sales rep (representative) /'seɪlz rep (repɪ'zentətɪv)/ przedstawiciel handlowy
scientist /'saɪəntɪst/ naukowiec
secretary /'sekrətri/ sekretarz
shop assistant /ʃɒp ə'sɪst(ə)nt/ sprzedawca w sklepie
software designer /sɒf(t)weə(r) di'zajna(r)/ projektant oprogramowania
taxi driver /'tæksi draɪvə(r)/ taksówkarz
teacher /'ti:tʃə(r)/ nauczyciel
technician /tek'nɪʃ(ə)n/ technik
(the) service sector /ðə 'sɜ:(r)vis sektə(r)/ sektor usług
travel agent /'træv(ə)l eɪdʒ(ə)nt/ agent biura podróży

TV presenter /ti:'vi: prɪ'zentə(r)/ prezydent telewizyjny

waiter/waitress /'weɪtə(r) / 'weɪtrəs/ kelner

Words and phrases to describe a job / Wyrażenia związane z pracą

bank account /bæŋk ə'kaʊnt/ rachunek bankowy

boring /'bɔ:ɪŋ/ nudny

challenging /'tʃælɪndʒɪŋ/ stanowiący wyzwanie, wymagający

dangerous /'deɪndʒərəs/ niebezpieczny

exciting /ɪk'saɪtɪŋ/ ekscytujący

have a lot of responsibility /hæv ə lɒt əv rɪspɒnsə'bɪləti/ mieć dużą odpowiedzialność

look after sb /lʊk 'ɑ:ftə(r) sʌmbədi/ opiekować się kimś

risky /'rɪski/ ryzykowny

satisfying /'sætɪsfajɪŋ/ satysfakcjonujący

serve customers /sɜ:(r)v 'kʌstəmə(r)s/ obsługiwać klientów

stimulating /'stɪmjʊleɪtɪŋ/ stymulujący, motywujący

well-paid/poorly-paid /'wel peɪd / 'pɔ:(r)li peɪd/ dobrze płatny/źle płatny

work indoors/outdoors /wɜ:(r)k ɪn'dɔ:(r)z / əʊt'dɔ:(r)z/ pracować w pomieszczeniu/na zewnątrz

Choosing a profession / Wybór zawodu

apply for a job /əpleɪ fɔ:(r) ə 'dʒɒb/ ubiegać się o pracę

be unemployed /bi: ʌnɪm'plɔɪd/ być bezrobotnym

be well paid /bi: wel 'peɪd/ być dobrze opłacanym

be/get promoted /bi: / get prə'məʊtɪd/ awansować

colleagues /'kɒli:gz/ koledzy z pracy, współpracownicy

(good) communication skills /gʊd kəmju:nɪ'keɪʃ(ə)n skɪlz/ (dobre) umiejętności komunikacyjne

commute /kə'mju:t/ dojeżdżać do pracy

earn money/a salary /ɜ:(r)n 'mʌni / ə 'sæləri/ zarabiać pieniądze/otrzymywać pensję

find work /faɪnd 'wɜ:(r)k/ znaleźć pracę

leader /'li:də(r)/ lider, przywódca

personal qualities /pɜ:(r)s(ə)nəl 'kwɒlətɪs/ cechy osobiste

reliable /rɪ'laɪəb(ə)l/ niezawodny, solidny

strengths /streŋθs/ mocne strony

stressful /'stresf(ə)l/ stresujący

work abroad /wɜ:(r)k ə'brɔ:d/ pracować za granicą

work experience /wɜ:(r)k ɪk'spiəriəns/ doświadczenie zawodowe

work full-time/part-time /wɜ:(r)k 'fʊl taim/'pɑ:(r)t taim/ pracować w pełnym wymiarze/w niepełnym wymiarze

work overtime /wɜ:(r)k ə'ʊvə(r)taim/ pracować w nadgodzinach/po godzinach

working hours /wɜ:(r)kɪŋ 'aʊə(r)z/ godziny pracy

READING, p. 32

babysitting /'beɪbɪsɪtɪŋ/ opieka nad dzieckiem

car washing /kɑ:(r) 'wɒʃɪŋ/ mycie samochodu

dog walking /'dɒg wɔ:kiŋ/ wyprowadzanie psa

gift wrapping /'gɪft ræpɪŋ/ pakowanie prezentów

grocery bagging /'grəʊsəri bæɡɡɪŋ/ pakowanie zakupów przy kasie

hand out leaflets /hænd əʊt 'li:fləts/ rozdawać ulotki

newspapers delivery /'nju:zpeɪpə(r)z dɪlɪv(ə)ri/ roznoszenie prasy

pet grooming /'pet gru:mɪŋ/ czesanie zwierzęcia

pet sitting /'pet sɪtɪŋ/ opiekowanie się zwierzęciem w czasie nieobecności właściciela

LISTENING, p. 34

be responsible with money /bi: rɪspɒnsəb(ə)l wɪð 'mʌni/ umieć gospodarować pieniędzmi

hang out with /hæŋ 'aʊt wɪð/ spędzać czas z (kimś)

have strong views (on) /hæv strɒŋ 'vju:z (ɒn)/ mieć zdecydowane poglądy (na temat)

organise your time /ɔ:(r)gənəɪz jɔ:(r) 'taɪm/ organizować swój czas

USE OF ENGLISH, p. 35

do a job /du: ə 'dʒɒb/ wykonywać pracę

have/get the chance (to do) /hæv / get ðə 'tʃɑ:ns (tə du:)/ mieć/otrzymać szansę zrobienia (czegoś)

mystery shopper /mɪst(ə)ri 'ʃɒpə(r)/ tajemniczy klient (osoba podszycająca się pod klienta w celu sprawdzenia, jak zachowują się sprzedawcy)

WRITING, p. 36

amazed/amazing /ə'meɪzd / ə'meɪzɪŋ/ zdumiony/zdumiewający

bored/boring /bɔ:(r)d / 'bɔ:ɪŋ/ znudzony/nudny

challenged/challenging /'tʃælɪndʒd / 'tʃælɪndʒɪŋ/ w obliczu wyzwania/stanowiący wyzwanie

disappointed/disappointing /dɪsə'pɔɪntɪd / dɪsə'pɔɪntɪŋ/ rozczarowany/rozczarowujący

excited/exciting /ɪk'saɪtɪd / ɪk'saɪtɪŋ/ podekscytowany/ekscytujący

exhausted/exhausting /ɪɡ'zɔ:stɪd / ɪɡ'zɔ:stɪŋ/ wyczerpany/wyczerpujący

pleased/pleasing /pli:zd / 'pli:zɪŋ/ zadowolony/przyjemny

tired/tiring /'taɪə(r)d / 'taɪəɪŋ/ zmęczony/męczący

VOCABULARY

1 Choose the correct words and write them in your notebook.

- The school **gym** / **library** is a great place to exercise.
- Danny is **confident** / **reliable** and always arrives at work exactly on time.
- Ellie was ill for two weeks so she fell **down** / **behind** with her school work.
- To work **overtime** / **abroad** means to work more hours than defined in the contract.
- Firefighters have a very **challenging** / **stimulating** job because they often have to work under a lot of stress.
- How much money do you **win** / **earn** in your job as a taxi driver?
- Can I borrow your **stapler** / **highlighter** to fix these papers together?
- We played basketball in **NBA** / **PE** today.



2 In your notebook, match the parts of the sentences.

- Use a pencil
- Please hand me a paper
- I like to do online
- It's great to be a software
- I have a lot of work
- I told the police
- I didn't finish my homework
- If you work as a bank
 - experience as a shop assistant.
 - research because it's fast and easy.
 - clerk, you have to handle a lot of money.
 - sharpener before you start drawing your picture.
 - assignment because it was quite long.
 - designer if you really like computers.
 - clip so I can keep these documents together.
 - officer about the crime in our neighbourhood.

3 Choose the correct answers and write them in your notebook.

- My dad works as a ☐ and fixes lots of different types of cars.
 - factory worker
 - lorry driver
 - mechanic
- My mum ☐ to work every day by train.
 - commutes
 - drives
 - manages
- I want to ☐ to be a hairdresser after I leave school.
 - read
 - educate
 - train
- If you want to know the meaning of a word, look it up in a(n) ☐.
 - essay
 - dictionary
 - research
- My favourite class is ☐ because I really like acting.
 - drama
 - art and design
 - literature
- Mike is ☐. He lost his job a few months ago.
 - promoted
 - part-time
 - unemployed
- As a ☐, Lionel's job is to save lives.
 - newsagent
 - paramedic
 - dentist

GRAMMAR

4 In your notebook, complete sentences 1-7 with the correct form of the verbs in brackets.

- I (**write**) in my notebook when Josh called.
- (**Karen** / **ever** / **have**) a job interview?
- While Henry was walking to school, he (**see**) a fire.
- I (**not find**) a job that I like yet.
- My dad (**work**) as a lorry driver when he was young.
- We (**already** / **decide**) what we're going to do the project on.
- John (**speak**) to the manager about the interview yesterday morning.

5 In your notebook, put one word in each gap.

- Dan used work in a glass factory.
- I've looked but I can't find the cat.
- Who does this bag belong ?
- Marsha was revising her exam all evening.
- She often disagrees her colleagues.
- I don't want to drink, thanks.
- you use to be in the maths club?

USE OF ENGLISH

- 6 Przeczytaj tekst. Wybierz odpowiedź A, B lub C, aby poprawnie uzupełnić luki (1–4). Odpowiedzi zapisz w zeszyście.

< New message

Hi Jessica,
How are things? School starts in one week. Are you excited? I'm really looking forward to it. I (1) an email from George yesterday. He's ready (2) school to start too. He wants to know about the music club. Have you thought about (3) ? They usually (4) once a week, so I think it's easy to do, and it won't get in the way of school work. Let me know when you get a chance.
Bye for now,
Lyle

- 1 A have got B got C was getting
2 A about B for C with
3 A joining B to join C join
4 A met B are meeting C meet

- 7 **OPEN TASK** Uzupełnij każdą lukę (1–5) jednym wyrazem tak, aby powstał spójny i logiczny tekst, zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów. Odpowiedzi zapisz w zeszyście.



This is a photo of me with three of my classmates. We're in the science (1) at school. We're doing a(n) (2) with some chemicals. We're (3) goggles and white coats over our school (4) . As you can see, everyone at my school has to wear a red (5) .

LANGUAGE FUNCTIONS

- 8 Do każdej z opisanych sytuacji (1–3) dobierz właściwą reakcję (A–C). Odpowiedzi zapisz w zeszyście.

1 Twój kolega uważa, że historia jest najciekawszym przedmiotem szkolnym. Nie zgadzasz się z tą opinią. Co powiesz?

- A I'm afraid I'm not feeling very well.
B I'm not so sure about that.
C I don't know what to do.

2 Nauczyciel pyta cię, czy wolisz pracować samodzielnie, czy w grupie. Jak odpowiesz?

- A I believe that it's good to work.
B I'm not planning to work right now.
C I prefer to work with others.

3 Jak zapytasz kolegę, co sądzi na temat pracy uczniów po lekcjach w niepełnym wymiarze godzin?

- A Where do you work after school?
B How do you feel about part-time jobs?
C Are you planning to get a part-time job?

- 9 **OPEN TASK** Uzupełnij luki w poniższych minidialogach (1–3) tak, aby otrzymać logiczne i spójne wypowiedzi. Odpowiedzi zapisz w zeszyście.

1 X: Is working when you're a student a good idea?
Y: Yes, from my point , it's a useful life lesson.

2 X: Do you revising alone or with other people?
Y: I think revising with other people is better.

3 X: This is a nice office. is yours?
Y: My desk is the one by the window.

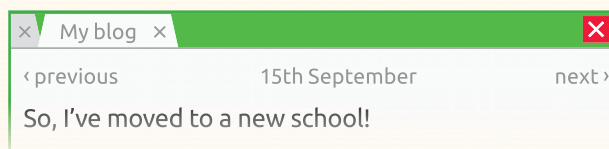
WRITING

- 10 Read the instructions and do the writing task in your notebook.

OPEN TASK Niedawno przeniostaś/przeniosłaś się do nowej szkoły. Na prowadzonym przez siebie anglojęzycznym blogu:

- napisz, jak się czułeś/czułaś pierwszego dnia w szkole;
- wyjaśnij, co ci się najbardziej podoba w nowej szkole;
- poinformuj, co planujesz robić podczas zbliżających się ferii szkolnych.

Post powinien zawierać od 50 do 120 słów.





FAMILY MEMBERS

- 1 How do you think the people in the photo are related to each other? Use the words in the box to talk about them.

I think this woman is the mother of the two children, and that's her husband.

• father • daughter • brother • grandchildren
• granddaughter • grandfather • grandmother
• grandparents • grandson • mother • husband
• wife • parents • sister • son

- 2 14 Listen to five short dialogues. In your notebook, for each dialogue, complete the sentences with the correct words in the box.

• great-grandmother • cousin • brother-in-law
• mother-in-law • nephews

- 1 The cottage in Wales belongs to the man's .
- 2 The man has two .
- 3 The elderly lady is the girl's .
- 4 Adam is the boy's .
- 5 Bruce is the woman's .

- 3 In your notebook, write the male or female equivalent of the words in exercise 2. Which word is the same for both men and women?

- 4 Choose the correct words and write them in your notebook.

My parents are (1) **adopted** / **divorced** and I live with my mum and my (2) **half-father** / **step-father**. Luckily for me, he's a really cool guy and we get on well together. He has a daughter, Agata, from his first (3) **marriage** / **wedding**, but she lives with her mum. Last summer, Agata came on holiday with us and I got to know her better. She's clever and funny and I'm proud to call her my (4) **cousin** / **step-sister**. Her mum has remarried too and Agata now has a baby (5) **half-sister** / **sister-in-law** whose name is Nina. My family life is a bit complicated, but we love each other a lot.

FRIENDS AND ACQUAINTANCES

- 5 In your notebook, match descriptions 1–8 with the people in the box.

• classmate • best friend / mate • acquaintance
• boyfriend / girlfriend • colleague • neighbour
• flatmate / housemate • fiancé / fiancée

This person ...

- | | |
|---|---|
| 1 | works with you. |
| 2 | lives in your street or area. |
| 3 | is going to marry you. |
| 4 | is in your class at school. |
| 5 | is your closest friend. |
| 6 | is in a relationship with you. |
| 7 | is somebody you know but not very well. |
| 8 | shares your home but isn't a relative. |

- 6 Which of the words in exercise 5 show whether the person is a man or a woman? Which words can be used for both men and women? Is this the same in your language?

CONFLICTS AND PROBLEMS

- 7 15 Read the dialogues. Which words do you think you need to fill in the gaps? Write the answers in your notebook. Listen and check.

- 1 A: What you said really hurt my (1) .
B: I didn't (2) it. I was angry and I said some stupid things. I (3) .
A: OK. I (4) you.
- 2 A: You took my things without asking me!
B: I didn't (5) you'd mind.
A: Well, I do mind. You have to ask first!
B: I'm sorry, it won't (6) again.
- 3 A: What's the (7) ?
B: You forgot my name day!
A: Oh no! I'm really sorry. I promise I'll (8) it up to you. I'll take you out for pizza on Saturday. How about that?

DAILY ROUTINES

- 8 Read about Amy's morning routine. In your notebook, complete the text with the correct form of the verbs in the box.

• brush • catch • feed • get • go • have • ring
• take • wake up • wash



< ✉ New post

I have to (1) _____ early on school days – at seven o'clock. When my alarm clock (2) _____, I get straight out of bed and go to the bathroom. I don't always have time to (3) _____ a shower in the morning, but I always (4) _____ my hands and face and (5) _____ my teeth. I don't like (6) _____ breakfast so early in the morning, but my dad always makes me have some cereal or a piece of toast and a glass of milk. Then I (7) _____ dressed – we have to wear a school uniform at my school, so it's not difficult to choose my clothes! Mum and Dad (8) _____ to work very early in the morning, so before school I have to (9) _____ the dog and take him for a walk. I leave the house at eight o'clock and (10) _____ the bus to school at five past eight.

SPENDING FREE TIME

- 9 What do people your age do in their free time? Can you add other activities to the list?

Free time activities

- | | |
|-------------------------|-----------------|
| ✓ checking social media | ✓ reading |
| ✓ listening to music | ✓ skateboarding |
| ✓ playing video games | ✓ watching TV |

- 10 Work in pairs. Use the phrases below to talk about your free time activities.

” In my free time, I like to play video games. I'm also a big fan of hip hop, so I listen to a lot of music.

Asking about free time activities

What do you do in your free time?
What do you like to do for fun?
What are you into?

Describing your free time activities

I enjoy / like / love ...	I'm keen on ...
I'm a big fan of ...	My favourite thing is ...
I'm interested in ...	My hobbies are ...
I'm into ...	

HOLIDAYS AND CELEBRATIONS

- 11 In your notebook, match the holidays with descriptions 1–7.

• Constitution Day • Carnival • Boxing Day
• Good Friday • Halloween • Mother's Day
• (Saint) Valentine's Day

- This is two days before Easter Sunday.
- People often dress up in funny clothes and have a party.
- This is on 31st October. Some people wear scary costumes.
- You might give your mum a card or make her breakfast.
- This is the day after Christmas Day.
- 14th February is the day to tell someone you love them!
- In Poland, this is on 3rd May.

- 12 In pairs or groups, discuss the questions.

- Which of the holidays in exercise 11 are national or religious?
- Which of these events do you celebrate in your country?
- How do you celebrate? Use the words in the box to help you.

• eat cake / special dishes • dress up
• give a speech • give cards / presents
• have a family dinner • go to church
• have a parade • wear costumes / masks

TELLING THE TIME

- 13 Write three different times in your notebook. In pairs, practise asking for and telling the time. Use the phrases below.

Asking the time

What time is it?
What's the time?
Do you have the time?
Have you got the time?



Telling the time

It's five / twenty / half past seven.
It's ten / quarter / twenty-five to three.
It's five fifteen / ten thirty / eleven o'clock.
It's one am / three pm.
It's noon / midday / midnight.
It's three in the morning / afternoon / evening.
It's almost / nearly / about / exactly ...

1 What are the differences between a family event and a national holiday? Which kind of occasion do you prefer?

2 Read the texts A–D in exercise 3. In your notebook, answer questions 1–4.

Which text (A–D) mentions ...

- 1 a product you can buy?
- 2 a religious event?
- 3 a national holiday?
- 4 a personal celebration?

TIP Przeczytaj tekst i pytania do tekstu. Zanim zapoznasz się z możliwościami odpowiedzi (A–C), spróbuj samodzielnie odpowiedzieć na zadane pytanie. Sprawdź, czy któraś z podanych propozycji jest zgodna z twoją odpowiedzią, a jeśli, twoim zdaniem, żadna z nich nie jest właściwa, przeczytaj tekst ponownie i spróbuj wyeliminować te odpowiedzi, które wydają ci się błędne. Odpowiedź, która pozostanie, najprawdopodobniej będzie właściwym rozwiązaniem.

4 In your notebook, match the highlighted words and phrases in the texts in exercise 3 with their definitions 1–5.

- 1 fashionable and smart
- 2 time when you pay less money for things in a shop
- 3 meet with other people in the same place
- 4 food on a table where you take what you want to eat
- 5 which happens once every year

5 How do you and your family celebrate these holidays? Make notes and then write a short paragraph about each one.



Christmas



New Year



All Saints' Day



Easter

3 Zapoznaj się z tekstem z ramki **TIP**. Przeczytaj teksty A–D. W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą (A, B lub C), zgodną z treścią tekstu. Odpowiedzi zapisz w zeszyte.

A Hi Magda! It's my birthday next Saturday and I really hope you can come to my party. It's at my house and starts at 5 pm. We'll have a **buffet**, so don't worry about dinner. And of course, there'll be a big birthday cake! My parents have booked a DJ, so there will be lots of great music and dancing! Can you come? Paul

- 1 Why did Paul write to Magda?
 - A To ask her about her birthday.
 - B To invite her to a party.
 - C To offer to help her make a cake.

C **Boot World: Annual Holiday Sale!**
 When it's cold and wet, you need to wear a pair of warm boots. For the whole of December, we're offering our entire collection of boots at an incredible 50% off!
 Remember! Christmas is almost here and a pair of warm and **stylish** boots makes a great gift!
Sale ends December 31st!
 Boot World – the world's best boots at the world's best prices.



- 3 The advertisement suggests that boots are
 - A only for wet weather.
 - B a good Christmas present.
 - C warmer than ordinary shoes.

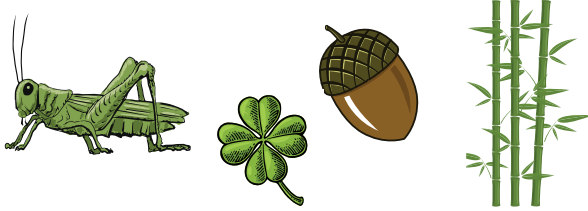
B
Thailand's Loy Krathong Festival
 Loy Krathong is an **annual** festival. It is celebrated during the full moon in the twelfth month of the Thai lunar calendar, which is usually in November. In the festival, small baskets made out of leaves float down the river. The baskets contain a traditional Thai sweet dessert or a coin as a present to the spirits, as well as a candle. Seeing thousands of little baskets with candles floating down the river is an amazing experience!

- 2 The coins are
 - A thrown into the river.
 - B used to pay for the baskets.
 - C given as a gift for the spirits.

D **New message**
 Hi Matt,
 Today was Thanksgiving in the United States. It's celebrated on the fourth Thursday of November, so the date is different every year.
 Our whole family **got together** at our house and had a huge meal – me, my parents, my grandparents, and three of my cousins. We ate so much! We spent the day together and had a great time.
 I'll send you some pictures later.
 Julie

- 4 What does Julie explain in her email?
 - A What she and her family did for Thanksgiving.
 - B Where the name 'Thanksgiving' comes from.
 - C Why people celebrate Thanksgiving in the USA.

- 1 In which countries and cultures are these symbols of good luck? Do you know of any other good luck symbols? What objects or animals are believed to bring good luck in your country?



- 2 In your notebook, match the headings with the phrases in the 'Offering wishes' section of the Phrase Box.

- Illness • Wedding / Engagement • Success

PHRASE BOX

Offering wishes

- 1 []
- Well done! / Congratulations!
 - Congratulations on passing your exams! / Congratulations on your exam results!
- 2 []
- Get well soon.
 - I hope you feel better soon.
- 3 Good luck
- Good luck!
 - I wish you the best of luck!
- 4 []
- I wish you both much happiness!
 - I'm sure you'll be very happy together!

Responding to wishes

- Thank you for your kindness / kind words / good wishes.
- That's very nice of you.
- It was just luck.
- I had a lot of help.

- 3 16 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobrać właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.

A	Very well done!
B	It was just luck.
C	Thanks. I hope so too!
D	I'm not so sure about that. How about a magician instead?
E	I think I'd like to go out for dinner with my family.

Speaker 1 [] Speaker 2 []
Speaker 3 [] Speaker 4 []

- 4 When was the last time you congratulated someone or wished someone well? When was the last time someone congratulated you or wished you well? Discuss with a partner.



- 5 OPEN TASK Uzupełnij luki w poniższych minialogach (1–5) tak, aby otrzymać logiczne i spójne wypowiedzi. Odpowiedzi zapisz w zeszycie.

- 1 X: I'm not going to school today because I have a bad cold.
Y: Oh dear. I [] better soon.
- 2 X: Congratulations [] first prize in the writing competition! Your story was really interesting.
Y: Thank you. I appreciate it.
- 3 X: So ... I have to go now. Maybe we'll meet again some time.
Y: OK. Bye. It [] to you.
- 4 X: Excuse me. Do [] the wedding reception is?
Y: Yes, it's in the hotel ballroom – just through that door on the right.
X: Oh, OK. Thanks.
- 5 X: My sister just got accepted into one of the top universities in the UK.
Y: Really? That's great! Please tell her that [] the best of luck.

- 6 Look at the phrases in the Teen Talk box. How do you say something similar in your own language?

TEEN TALK

- A: I think you did an awesome / a super job. Congrats!
B: Now you're making me blush!
A: I hope everything works out for you.
B: Thanks a million!

- 7 Work in pairs. Role-play a conversation for each situation below. Use the phrases from this lesson.

- Your friend has just passed a difficult exam.
- Your brother has broken his arm.
- A family member has just won a competition.
- Your best friend is ill at home.

1 In pairs or groups, discuss the questions.

- How do children in Poland usually celebrate their name day? What about adults?
- Which is more important in Poland, your name day or your birthday?



2 17 Usłyszysz dwukrotnie cztery wypowiedzi na temat imienin. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) właściwe zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszyście.

This speaker

A	doesn't do anything special on his/her name day.
B	shares a name day with other people he/she knows.
C	learned about name days from someone else.
D	only celebrates his/her name day at home.
E	often receives gifts on his/her name day.

Speaker 1 Speaker 2
Speaker 3 Speaker 4

3 Before people get married, they get engaged. In the UK, they often have an engagement party to celebrate. In pairs or groups, discuss what might happen at this event.



4 In your notebook, match words or phrases 1–5 with a word or phrase a–e that means something similar.

- | | |
|--------------------------|------------------|
| 1 guess (verb) | a collect |
| 2 get ready (verb) | b cold |
| 3 pick someone up (verb) | c imagine |
| 4 chilly (adjective) | d arrange, order |
| 5 book (verb) | e prepare |

5 18 **OPEN TASK** Usłyszysz dwukrotnie wiadomość głosową. Uzupełnij luki 1–4 w poniższej notatce zgodnie z treścią nagrania. Odpowiedzi zapisz w zeszyście.

TIP Wykonując to zadanie, pamiętaj, że wyrazy, którymi należy uzupełnić luki, zazwyczaj usłyszysz w nagraniu. Czasami jednak w lukę należy wpisać informację zgodną z treścią nagrania, ale nie konkretny wyraz lub zwrot w nim użyty, np. w nagraniu usłyszysz *The shop is open from 9 in the morning till 5 in the evening*, a do uzupełnienia masz następujące zdanie *The shop is open for hours a day*. W lukę należy więc wpisać cyfrę 8 lub wyraz *eight*.

Louise, can you call Grandma and tell her the plan for Linda's (1) ?
I'll pick her up on Saturday at (2) pm.
Remind her to bring (3) .
(4) will take her home at 9 pm.
Thanks!
Mum

6 In pairs or groups, plan a surprise birthday party for a friend. Think about the ideas listed below.

- Time and place
- Who to invite
- How to get your friend there without him/her finding out
- Food and drink
- Music
- Other entertainment
- Presents
- Decorating the venue



check your GRAMMAR

- 1 Copy the table in your notebook. Then write the words in the correct group.

Countable and uncountable nouns

- box • animal • milk • book • suitcase
- child • happiness • fact • water • money
- knowledge • luggage • information
- phone • advice • electricity

Always countable	Always uncountable

- 2 Choose the correct answers and write them in your notebook.

- There are *some* / *any* sweets in the cupboard.
- Very *little* / *few* girls these days are called Geraldine. In fact, I don't know any!
- There's a *little* / *few* cheese left – just enough for lunch.
- How *much* / *many* posters have you got on your bedroom wall?
- Have you got *many* / *any* money left?
- How *much* / *many* luggage are you taking with you?
- There *was* / *were* no milk in the fridge, so we couldn't have cereal for breakfast.
- I know a *little* / *few* people who have a step-mother.
- There's very *little* / *few* time until the train leaves. Let's hurry!
- I love reading, and I've got *lot* / *a lot* of books in my bedroom.

See Grammar bank pp. 145–147 »

- 4 Przeczytaj tekst. Wybierz odpowiedź A, B lub C, aby poprawnie uzupełnić luki (1–4). Odpowiedzi zapisz w zeszycie.

< New message

To: Sarah

Hi Sarah!

I can't wait till your party (1) Saturday! It's going to be great fun!

I've got a couple of questions. Firstly, (2) a bus from the town centre to your house? I'm planning (3) to your house at about half past eight. What time do you think I should leave home? Also, I've got (4) small pizzas in the freezer. Would you like me to bring them with me?

See you soon!

Love,

Ali

- | | | |
|--------------|---------|----------|
| 1 A at | B on | C in |
| 2 A is there | B is it | C is |
| 3 A getting | B get | C to get |
| 4 A a little | B a few | C much |

- 5 OPEN TASK Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Odpowiedzi zapisz w zeszycie.

- What time (*budzisz się*) up in the morning?
- (*Czy interesujesz się*) in classical music at all?
- Last Saturday, we (*poszliśmy do*) a fantastic café.
- (*Nie ma żadnego*) juice left in the fridge.
- (*Czy słyszałeś*) this song before, Carl?
- (*Rada Helen była*) really helpful.
- Mike (*ma wielu*) friends.

- 6 Read the email from Ali in exercise 4. In your notebook, write a short message answering her questions.

- 3 PREPOSITIONS OF TIME, PLACE AND MANNER
Choose the correct answers and write them in your notebook.

- Let's meet *on* / *at* three o'clock.
- Is the history test *on* / *at* Tuesday?
- I've booked a table *to* / *at* the pizzeria.
- Does your cousin live *in* / *at* London?
- Shall we go to the beach *by* / *on* bus?
- I'm going to the dentist *next* / *on next* Wednesday.
- Where are you going *in this* / *this* summer?

1 In pairs or groups, talk about your family life.

- Who do you live with?
- Do you have any chores? What chores do other members of your family do?
- When was your last family celebration (wedding, family dinner, birthday party, name day celebration, etc.)? Who was there? What did you do?

2 In pairs, study the underlined words and phrases in Emma's email to Alicia. What grammatical mistakes has she made? Correct them in your notebook.

< ✉ New message

To: **Alicia**

Hi Alicia,

How are you? I hope your well!

You ask me about my family. I live with my mum and dad, my younger brother Tom, and us dog Rusty. Rusty's lovely!

My mum usually do the cooking, but Dad sometimes cook at the weekend. He's a very good cook! Tom and I have to tidy our bedrooms, and we are having some other jobs too. For example, I take out the rubbish every evening. Your project about families sounds interesting. Which subject in school is it for? Let me know if you need any more informations from me.



Bye for now!

Lots of love,

Emma

3 Read Emma's email again. Which of the points below does she mention?

- 1 Saying who she lives with.
- 2 Describing their family meals.
- 3 Describing how the family shares housework.
- 4 Asking Alicia what subjects she does at school.
- 5 Asking for more information about Alicia's project.

4 Read the writing task and complete the table in your notebook. Use your imagination.

📖 **OPEN TASK** Koleżanka z Anglii, która opracowuje projekt dotyczący życia rodzin w Europie, poprosiła cię o informacje o twojej rodzinie. W e-mailu do niej:

- napisz, z kim mieszkasz;
- opisz ostatnią uroczystość rodzinną;
- zaproponuj, że wyślesz koleżance zdjęcia/ dodatkowe materiały do wykorzystania w projekcie.

E-mail powinien zawierać od 50 do 120 słów.

	Questions to ask and answer	Your notes
1	Who do you live with? (Don't forget pets!) How do you and your family spend free time together?	
2	When and where was the last family celebration? What did you celebrate? Who was there? What did you do?	
3	What will you offer to send your friend? Why?	

TIP Po napisaniu pracy przeczytaj ją ponownie, aby sprawdzić, czy nie zawiera błędów ortograficznych lub językowych.

5 In your notebook, make a paragraph plan for the writing task in exercise 4.

PHRASE BOX

- Last Saturday / week / month, we ...
- When everyone/everybody (had) arrived, we ...
- I gave my mum some chocolates.
- I gave some flowers to my mum.
- It was great fun!
- We had a lot of fun!
- We all ate / danced / etc. ...
- Everybody / Everyone ate / danced / etc. ...
- At the end, ...

6 Write your email in your notebook, using your notes in exercise 4, your plan in exercise 5, and some of the phrases in the Phrase Box.

< ✉ New message

Hi Keira!

Thanks for your email. Your project sounds interesting!

VOCABULARY, pp. 40–41

Family members / Członkowie rodziny

brother /'brʌðə(r)/ brat

brother-in-law /'brʌðə(r)ɪnlɔː/ szwagier

cousin /'kʌz(ə)n/ kuzyn

daughter /'dɔːtə(r)/ córka

father /'fɑːðə(r)/ ojciec, tata

father-in-law /'fɑːðə(r)ɪnlɔː/ teść

grandchildren /'græŋ(d)tʃɪldrən/ wnuki

granddaughter /'græŋ(d)dɔːtə(r)/ wnuczka

grandfather /'græŋ(d)fɑːðə(r)/ dziadek

grandmother /'græŋ(d)mʌðə(r)/ babcia

grandparents /'græŋ(d)pɛərənts/ dziadkowie (babcia i dziadek)

grandson /'græŋ(d)sʌn/ wnuk

great-grandfather /greɪt'græŋ(d)fɑːðə(r)/ pradiadek

great-grandmother /greɪt'græŋ(d)mʌðə(r)/ prababcia

half-sister / brother /hɑːf'sɪstə(r) / hɑːf'brʌðə(r)/ siostra przyrodnia/brat przyrodni (rodzeństwo, które ma wspólnego tylko jednego rodzica)

husband /'hʌzbənd/ mąż

mother /'mʌðə(r)/ matka, mama

mother-in-law /'mʌðə(r)ɪnlɔː/ teściowa

nephew /'nefjuː/ bratanek, siostrzeniec

niece /'niːs/ bratanica, siostrzenica

parents /'pɛərənts/ rodzice

sister /'sɪstə(r)/ siostra

sister-in-law /'sɪstə(r)ɪnlɔː/ szwagierka, bratowa

son /sʌn/ syn

step-mother / step-father /step'mʌðə(r) / step'fɑːðə(r)/ macocha/ojczym

step-sister / step-brother /step'sɪstə(r) / step'brʌðə(r)/ siostra przyrodnia/brat przyrodni (dzieci macochy lub ojczyma)

wife /waɪf/ żona

Other words related to family /

Inne słowa związane z rodziną

adopted /ə'dɒptɪd/ adoptowany

divorced /di'vɔː(r)st/ rozwiedziony

marriage /'mæɪdʒ/ małżeństwo

wedding /'wedɪŋ/ ślub

Friends and acquaintances / Przyjaciele i znajomi

acquaintance /ə'kweɪntəns/ znajomy

best friend / mate /best 'frend / meɪt/ najlepszy przyjaciel/kolega, kumpel

boyfriend / girlfriend /'bɔɪfrend / 'gɜː(r)lfrend/ chłopak (z którym jest się w związku)/ dziewczyna (z którą jest się w związku)

classmate /'klɑːsmeɪt/ kolega z klasy

colleague /'kɒliːg/ kolega z pracy, współpracownik

fiancé / fiancée /fi'ɒnseɪ/ narzeczonny/ narzeczona

flatmate / housemate /'flætmeɪt / 'haʊsmeɪt/ współlokator

neighbour /'neɪbə(r)/ sąsiad

Conflicts and problems / Konflikty i problemy

apologise /ə'pɒlədʒaɪz/ przepraszać

forgive /fɔː(r)'ɡɪv/ wybaczać

happen /'hæpən/ zdarzyć się

hurt someone's feelings /hɜː(r)t sʌmwʌnz 'fiːlɪŋz/ ranić czyjeś uczucia

make it up to someone /meɪk ɪt 'ʌp tə sʌmwʌn/ wynagrodzić coś komuś

not mind /nɒt 'maɪnd/ nie przejmować się (czymś)

not mean it /nɒt 'miːn ɪt/ nie zamierzać (czegoś), nie mieć czegoś na myśli

problem /'prɒbləm/ problem, kłopot

Daily routines / Codzienne czynności

brush hair / teeth /brʌʃ 'heə(r) / 'tiːθ/ szczotkować włosy/myć zęby

catch the bus /kætf ðə 'bʌs/ złapać, zdążyć na autobus

feed the dog /fiːd ðə 'dɒg/ karmić psa

get dressed /get 'drest/ ubierać się

go to work /gəʊ tə 'wɜːk/ iść do pracy

have breakfast /hæv 'brekfəst/ jeść śniadanie

have / take a shower /hæv / teɪk ə 'ʃaʊə(r)/ brać/wziąć prysznic

leave the house /liːv ðə 'haʊs/ wyjść z domu

ring /rɪŋ/ dzwonić

take the dog for a walk /teɪk ðə dɒg fə(r) ə 'wɔːk/ zabrać psa na spacer

take a bus /teɪk ə 'bʌs/ pojechać autobusem

wake up /weɪk 'ʌp/ obudzić się

wash your hands / face /wɒʃ jə(r) 'hændz/ 'feɪs/ myć ręce/twarz

Spending free time /

Spędzanie wolnego czasu

check social media /tʃek səʊʃ(ə)l 'miːdiə/ korzystać z mediów społecznościowych

listen to music /lɪs(ə)n tə 'mjuːzɪk/ słuchać muzyki

play video games /pleɪ 'vɪdɪəʊ geɪmz/ grać w gry wideo

read /riːd/ czytać

skateboarding /'skeɪtbɔː(r)dɪŋ/ jazda na deskorolce

watch TV /wɒtʃ tiː'viː/ oglądać telewizję

Describing your free time activities / Opisywanie czynności wykonywanych w wolnym czasie

I enjoy / like / love ... Lubię/Uwielbiam...

I'm a big fan of ... Jestem wielkim fanem/ wielką fanką...

I'm interested in ... Interesuję się...

I'm into ... Pasjonuję się...

I'm keen on ... Uwielbiam...

My favourite thing is ... Moim ulubionym zajęciem jest...

My hobbies are ... Moje hobby to...

Holidays and celebrations / Święta i uroczystości

Boxing Day /'bɒksɪŋ deɪ/ drugi dzień świąt Bożego Narodzenia; nazwa tego dnia wiąże się z rozdawaniem prezentów zapakowanych w pudełka (ang. box).

Carnival /'kɑː(r)nɪv(ə)l/ karnawał

Constitution Day /kɒnstɪ'tjuːʃ(ə)n deɪ/ Święto Konstytucji

Good Friday /gʊd 'fraɪdeɪ/ Wielki Piątek

Halloween /'hæləʊ'iːn/ Halloween

Mother's Day /'mʌðə(r)z deɪ/ Dzień Matki

(Saint) Valentine's Day /(seɪnt) 'væləntaɪnz deɪ/ Walentynki, Dzień Świętego Walentego

Describing holidays and celebrations / Opisywanie świąt i uroczystości

celebrate /'seləbreɪt/ obchodzić

dress up /dres 'ʌp/ przebierać się

eat cake / special dishes /iːt 'keɪk / speʃ(ə)l 'dɪʃz/ jeść ciasto/specjalne dania

give a speech /gɪv ə 'spiːtʃ/ wygłosić przemowę

give cards / presents /gɪv 'kɑː(r)dz / 'prez(ə)nts/ dawać karty/prezenty

go to church /gəʊ tə 'tʃɜː(r)tʃ/ iść do kościoła

have a family dinner /hæv ə fæm(ə)li 'dɪnə(r)/ jeść obiad z rodziną

have a parade /hæv ə pə'reɪd/ uczestniczyć w paradzie

wear costumes / masks /weə(r) 'kɒstjuːms/ 'mɑːks/ nosić przebrania/maski

Asking the time / Pytanie o godzinę

What time is it? Która jest godzina?

What's the time? Która godzina?

Do you have the time? Czy masz zegarek?/ Czy wiesz, która godzina?

Have you got the time? Czy masz zegarek?/ Czy wiesz, która godzina?

Telling the time / Określanie czasu

It's exactly ... Jest dokładnie...

It's five / twenty / half past seven. Jest pięć po/ dwadzieścia po siódmej/wpół do ósmej.

It's ten / quarter / twenty-five to three.

Jest za dziesięć/kwadrans/dwadzieścia pięć trzecia.

It's five fifteen / ten thirty / eleven o'clock. Jest godzina 17:15/10:30/11:00.

It's one am / three pm. Jest pierwsza w nocy/ trzecia po południu.

It's midnight. Jest północ.

It's noon / midday. Jest południe.

It's three in the morning / afternoon / evening. Jest trzecia rano/po południu/w nocy.

It's almost / nearly / about ... Jest prawie...

READING, p. 42

annual /'ænjʊəl/ coroczny

buffet /'bʊfeɪ/ szwedzki stół (bufet, przyjęcie na stojąco)

get together /get tə'geðə(r)/ spotkać się

sale /seɪl/ wyprzedaż

stylish /'stɑɪlɪʃ/ stylowy

LISTENING, p. 44

book /bʊk/ rezerwować

chilly /'tʃɪli/ chłodny

get ready /get 'redi/ przygotowywać się

guess /ges/ zgadywać

pick someone up /pɪk sʌmwʌn 'ʌp/ odebrać kogoś



FOOD PRODUCTS

- 1 Copy the table into your notebook. Then write the words in the correct group. Some words may belong to more than one category.

• cakes • broccoli • sandwich • biscuits • roll • beef • grapes • nuts • bread • juice • cabbage • rice • cheese
• chicken • milk • tea • chocolate bar • onion • coffee • pork • cola • pasta • ham • crisps • tuna • sweets
• salmon • cucumber • strawberry • potato • green / red pepper • yoghurt • lettuce • turkey • mushrooms
• sausage • tomato • spinach

Fruit and vegetables	Meat	Fish and seafood	Dairy products	Snacks	Drinks	Other

- 2 In pairs, ask and answer the questions. Give reasons for your answers.

- Which of the food items in exercise 1 do you like? Which don't you like?
- Which are healthy / unhealthy?
- Which do people in your country eat a lot of?

PREPARING AND COOKING FOOD

- 3 In your notebook, complete sentences 1–10 with the kitchen equipment in the box.

• (chopping) board • bowl • plate • tin opener
• frying pan • knife • pan / pot • can • cup • fork

- 1 We use a to pick up our food.
- 2 We often have a of tea in the morning.
- 3 We fry fish in a .
- 4 We serve food on a .
- 5 We use a to cut a steak.
- 6 We might have a of fizzy drink on a hot day.
- 7 We use a to open tins.
- 8 We cut vegetables on a .
- 9 We eat soup or cereal from a .
- 10 We make soup in a .

- 4 In your notebook, complete the recipes, using the verbs from the list below. Sometimes more than one answer is correct.

- add (salt / spices / pepper)
- cut (tomatoes / chicken)
- fry (fish / onions)
- grill (chicken / vegetables)
- heat (up) (oil / a pan)
- peel (a banana / potatoes)
- slice (bread / tomatoes)
- spread (ketchup / mayonnaise)

1 Francesca's Fish and Chips
First, put some oil into a frying pan and (1) it up. Roll the fillet of fish in a little flour and (2) it in the oil until golden brown. For the chips: (3) the skin off the potatoes and (4) them into long pieces. Cook them in hot oil for five minutes. Serve hot!

2 Easy Peasy Grilled Chicken Sandwich
First, put a chicken breast on a hot grill and (5) it for a few minutes. (6) salt and pepper if you like. While it cooks, (7) two pieces of bread and some tomatoes. (8) mustard and mayonnaise on the bread and put the tomatoes and some lettuce on it. Place the chicken in the bread and enjoy!

DESCRIBING TASTE

- 5 In your notebook, complete comments 1–5 with the correct adjectives in the box.

• savoury • salty • sour • sweet • spicy • bitter

- 1 This lemonade is really . Did you forget to add the sugar?
- 2 This curry is so ! I can't eat it – my mouth is burning!
- 3 The cook added too much salt. I think it's too to eat.
- 4 This raspberry cake is delicious. It's so nice and .
- 5 Do you want a crepe with chocolate or a one with cheese?
- 6 Herbs are usually in taste.

EATING OUT

- 6 In your notebook, put the actions in the box in the order they happen when people go out to eat at a restaurant.

• enjoy the meal • leave a tip • look at the menu
• enter the restaurant and sit down • book a table
• order dessert • pay the bill • order a meal
• read a restaurant review

- 7 Who do you think says these phrases in a restaurant: a customer or a waiter / waitress?

1 I'd like a table for two, please.

2 Are you ready to order?

3 Our special today is grilled chicken with walnuts.

4 Could we have the bill, please?

5 This dish is a bit too salty.

6 Would you like to see the dessert menu?



- 8 19 Listen to four people talking about food and restaurants. For each speaker, choose the correct answer. Write the answers in your notebook.

Speaker 1:

He is a *waiter / manager / customer* in a pizza restaurant.

Speaker 2:

She is a *chef / waitress / baker*.

Speaker 3:

She is *trying to lose weight / a vegetarian / a vegan*.

Speaker 4:

She is talking about a(n) *sandwich bar / expensive restaurant / school canteen*.

EATING HABITS / PARTIES

- 9 Choose the correct words to complete the survey about British eating habits.

How do British people eat?

Here at *Good Cook* we did a survey of British eating habits, and this is what we learnt:



- The British (1) **eat up / eat out** an average of 1.5 times a week, and they spend around £50 on a meal in a restaurant.
- British people love having (2) **grills / barbecues**. They spend £750 a year on grilling meat during their outdoor parties.
- However, not everybody likes meat. 1.2 million people in the UK are (3) **vegetables / vegetarians** and don't eat any meat at all.
- 64% of people under twenty like to (4) **snack / bake** between meals. We all love a bag of crisps!
- British people love to eat in the park, and having a (5) **picnic / banquet** is one of their favourite activities.
- Lastly, we found that dinner parties are a big hit. The British (6) **please / entertain** guests for a meal in their home an average of 36 times a year.

- 10 Work in pairs. Use the words from the survey to ask your partner about his/her eating habits. In your notebook, make a note of the answers and report them to the class.

- How many times a week or a month do you eat out?
- Are you a vegetarian?
- Do you cook for yourself and/or your family?
- Do you often have friends over for a meal?

1 In pairs, discuss the questions.

- Do you ever cook at home? If you do, what dish do you make most often? If you don't, what dish would you like to make?
- Do you ever watch cooking programmes on TV?

2 Quickly read the text in exercise 3 and complete sentences 1–4 in your notebook.

- 1 The article is about a _____.
- 2 The name of the restaurant is _____.
- 3 Ferran Adrià is from _____.
- 4 To find ingredients, Amaro travelled around _____.

TIP Gdy masz wykonać zadanie polegające na dobieraniu nagłówków do fragmentów tekstu, pamiętaj o dokładnym przeczytaniu nagłówków i znalezieniu w nich słów kluczowych. W ten sposób dowiesz się, na co należy zwrócić uwagę podczas czytania tekstu. W poszczególnych akapitach mogą występować słowa użyte w nagłówkach. Wskazując odpowiedź, nie sugeruj się pojedynczymi wyrazami, lecz zwracaj uwagę na sens całego akapitu.

4 In your notebook, match the highlighted words or phrases in the text in exercise 3 with words or phrases 1–6 which have similar meanings.

- | | |
|----------------------|-------------------------------|
| 1 a prize for food | 5 to give to a younger person |
| 2 ways of cooking | 6 wonderful |
| 3 to be a success | |
| 4 out of the country | |

5 What do these people do in a restaurant? Which job would you like to do? Which would be the hardest / easiest?

- chef • assistant chef • waiter / waitress
- dishwasher • owner

6 In your notebook, write and draw a menu for a restaurant. Use the ideas below and your imagination.

- name of the restaurant
- kind of restaurant (fast food, ethnic, bistro, etc.)
- type of food
- prices

3 Zapoznaj się z tekstem z ramki **TIP**. Następnie przeczytaj tekst. Do każdego akapitu (1–3) dopasuj właściwy nagłówek (A–E). Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnego akapitu. Odpowiedzi zapisz w zeszyte.

POLAND'S SHINING STAR

1  Polish chef Wojciech Modest Amaro loves Polish food. He opened his restaurant, Atelier Amaro, in Warsaw in 2012. Before that, he had trained for years to be a chef, and his hard work finally **paid off**. His restaurant received a Michelin Star soon after it opened. That's the world's highest **culinary award** for a restaurant, and the first in Poland.

2  Amaro spent many years in other countries training as a chef. He worked with Spanish chef Ferran Adrià, who some call the world's greatest chef. His time **abroad** allowed him to learn new **cooking techniques**. Because of that, he gave new life to some Polish dishes that people had almost forgotten.

3  Nature and freshness are important to Amaro. Before opening his restaurant, he travelled round the Polish countryside looking for the best ingredients for his dishes. He collected **delightful** traditional recipes from villages all over the country. If you want to try award-winning meals cooked with the best ingredients according to recipes which families have **handed down** for hundreds of years, visit Atelier Amaro.

- A Why did Amaro open a restaurant?
- B How did Amaro become so skilled?
- C What is Amaro's favourite dish to cook?

- D How successful has Amaro been?
- E Where does Amaro's food come from?



- 1 It's your birthday. You want to invite some friends to a restaurant. Where would you go? What food and drinks would you order?



- 2 In your notebook, match the headings with the phrases in the Phrase Box.

- Accepting an invitation
- Considering an invitation
- Declining an invitation
- Making an invitation

PHRASE BOX

- 1
- Would you like to go ...?
 - How about going ...?
 - Do you want to go ...?
- 2
- Sure, I'd love to!
 - That sounds nice / great / etc.
 - What a great idea!
- 3
- Let me think about it.
 - I'm not sure I can.
 - I'll let you know later.
- 4
- I'm sorry, but I can't.
 - I don't think I can make it.
 - I've got other plans.

- 3 Choose the correct answers and write them in your notebook.

- Would you like **going** / **to go** to a concert this weekend?
- I don't think I **can** / **want to** make it to your party.
- How about **to go** / **going** to the theatre tomorrow?
- I love picnics. What **great** / **a great** idea!
- I have to see what my plans are. I **let** / **'ll let** you know later.
- Do you want **going** / **to go** to the new restaurant with me?
- I'm sorry, but I **don't** / **can't** stay for lunch.

- 4 **OPEN TASK** Uzupełnij w poniższym dialogu luki 1–5 tak, aby był on spójny i logiczny. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy. Odpowiedzi zapisz w zeszycie.

X: I'm going to watch a football match this Monday. Would (1) (come) with me?

Y: Thanks, but I don't think I (2) (make) . I'm going to a wedding.

X: Ah, I see. Well, how (3) (come) with me to the cinema on Sunday?

Y: Sure, I (4) (love) .

X: Great, I'm looking forward to it. Watching a film in the cinema is much better than watching TV.

Y: I totally (5) (agree) you. It'll be fun!

- 5 Look at the phrases in the Teen Talk box. How do you say something similar in your own language?

TEEN TALK

Fancy going to the café tomorrow?

You bet! / Count me in! / Sounds great! / Maybe, we'll see. / Not really. / I can't be bothered.

(About food) What's it like?

Awesome! / Delicious! / Not bad. / Disgusting! / Yuck!

- 6 Do każdej z opisanych sytuacji (1–3) dobierz właściwą reakcję (A–C). Odpowiedzi zapisz w zeszycie.

1 Twój kolega proponuje, abyście podczas weekendu wybrali się do muzeum. Nie wiesz jeszcze, czy ci to odpowiada. Co odpowiesz?

- A I'm sorry, but I can't.
B I don't think so.
C Let me think about it.

2 Po lekcjach chcesz pójść z kolegą do kawiarni. Jak mu to zaproponujesz?

- A Why didn't you come to the café after school?
B How about going to a café after school?
C Do you usually go to a café after school?

3 Kolega zapytał, jak w tym roku będziesz obchodzić urodziny. Co odpowiesz?

- A I'm thinking of inviting people over for pizza.
B When is your birthday?
C That birthday cake is delicious!

- 7 In pairs or groups, ask and answer the questions.

- How often do you invite people to your house?
- Do you like having parties at home?
- Where do you and your friends go when you're not at home? What do you do?

1 Do you and your family or friends often eat out? Where is your favourite place to eat out? Which of these places would you like to go to?

- a fancy restaurant
- a café
- a fast food place
- an ethnic restaurant

2 20 Listen to people talking in five different situations. Choose the correct answers and write them in your notebook.

- 1 What are Tina and Mark deciding?
 - a where to eat b what time to eat
- 2 What is the man describing?
 - a his favourite food b a special diet
- 3 Who is the woman?
 - a a customer b a waitress
- 4 Where is the girl?
 - a in her kitchen b in a shop
- 5 What is Martin doing?
 - a taking an order
 - b leaving a phone message

TIP

Usłyszysz kilka tekstów (1–5). Każdy z nich odnosi się do trzech ilustracji (A–C). Słuchając poszczególnych nagrań, nie skupiaj się na pojedynczych wyrazach, gdyż mogą one sugerować błędną odpowiedź. Skoncentruj się na zrozumieniu sensu wypowiedzi i wychwyceniu istotnych informacji. To umożliwi ci wskazanie właściwego rozwiązania.

4 In your notebook, match words 1–6 and a–g to make phrases. Sometimes more than one answer is correct.

- | | |
|------------|---------------|
| 1 go out | a your basket |
| 2 stick to | b outside |
| 3 sit | c a diet |
| 4 have | d on time |
| 5 fill | e a toast |
| 6 be ready | f to eat |
| | g a picnic |

5 In your notebook, complete the sentences with the phrases from exercise 4.

- 1 The restaurant has got a lovely open-air patio. Let's .
- 2 Don't buy so much junk food from the supermarket. with fruit and veggies.
- 3 I hope lunch will . I'm starving!
- 4 It's difficult to when many food choices are unhealthy.
- 5 It's so boring to eat at home all the time. Let's .
- 6 If we're going to in the park, remember to bring a blanket to lie on.

6 In pairs or groups, discuss whether you agree or disagree with the following statements.

- It's difficult to eat a healthy meal when you go out to a restaurant.
- It's OK not to pay for your meal if the waiter makes a mistake.
- Schools should not be allowed to sell sweets and snacks.

3 20 Zapoznaj się z tekstem z ramki TIP. Usłyszysz dwukrotnie pięć tekstów. Na podstawie usłyszanych informacji w zadaniach 1–5 wybierz właściwą odpowiedź (A–C). Odpowiedzi zapisz w zeszyte.

1 What will Tina and Mark do for supper?



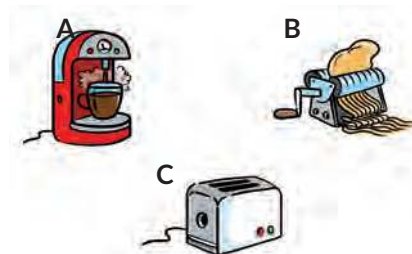
2 Where are the man and woman?



3 Where is the woman going to sit?



4 Which appliance is the girl thinking of buying for her dad?



- 5 Martin is calling to
- A check information about an order.
 - B apologise for a mistake.
 - C recommend a bakery.

check your GRAMMAR

1 Choose the correct answers and write them in your notebook.

Will, be going to and present continuous for future plans

- Look out! **You're going to / You will** cut yourself!
- I think she **will be / is being** a great chef one day!
- Dan, **will you / are you going to** eat that sandwich or have you finished?
- 'I forgot to cut the onions! Tina, **are you going to / will you** help me, please?' 'Sure! **I'll / I am going to** do it right now, if you like.'
- Mum doesn't want to cook tonight, so **we will / we're going to** get a pizza.
- I can't wait till dinner! **We're having / We will have** my favourite!
- Put the ice cream in the freezer so it **won't / isn't going to** melt.
- I'm going to invent / I'm inventing** tasty food for astronauts when I'm older!

2 In your notebook, complete the sentences with **There is / are** or **It is / They are**.

There and it / they

- 'What have we got in the fridge?' '_____ only a little milk.'
- 'What's that red thing on the plate?' '_____ ketchup.'
- 'How many people are there in the kitchen?' '_____ six.'
- 'Who's with Sarah?' '_____ her cooking teacher.'
- 'What are these things on the tray?' '_____ fried cheese balls.'
- 'Have you got anything to eat?' '_____ a bag of crisps in the kitchen.'

See Grammar bank pp. 148-151 »

3 PHRASAL VERBS In your notebook, complete the sentences with the prepositions in the box.

• up • over • up • down • up

- My food's cold. Can you warm it _____, please?
- He's on a diet, so he's trying to cut _____ on sugary foods.
- To make vegetable soup, first chop _____ the vegetables.
- Children, you have to eat _____ all your food if you want dessert.
- Be careful, or the milk will boil _____.

4 **OPEN TASK** Uzupełnij zdania 1-7. Wpisz podane w nawiasach wyrazy tak, aby zdania były logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Nie zmieniaj kolejności podanych wyrazów. Dodaj wszystkie niezbędne elementy. Odpowiedzi zapisz w zeszyście.

- We're (**have / supper**) _____ 7 pm this evening.
- I am (**go / cook**) _____ for eight people tomorrow night.
- Wait a minute. (**I / help**) _____ you as soon as I finish my homework.
- Look! (**there / lots**) _____ of cakes and sweets for dessert!
- They are (**go / bake**) _____ the largest soufflé in the world!
- Mum (**already / chop**) _____ up the vegetables for the soup – they're in the pan.
- There (**be / not**) _____ apples for the pie. Will you get some more from the greengrocer's?

5 In pairs or as a group, discuss the questions.

- Should you cut down on how much sugary food you eat? What about the number of fizzy drinks you drink each week?
- What's your ideal meal for breakfast, lunch and dinner?

6 **Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1-3). Zapisz w zeszyście odpowiednią literę (A-F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

A slice	B receipt	C flavour
D peel	E tasty	F recipe

<  **New message**

Hi Richard,
You wanted to know how to make pizza. Here's the (1) _____. First, you make the dough and roll it out into a big, flat circle. You spread some tomato sauce over it, then you (2) _____ some green peppers, black olives, red onions, and mushrooms and throw those on. I put a bit of salt on the vegetables so they're nice and (3) _____. Lastly, you grate some cheese and put that on the top. Bake at 250°C for 10 minutes and enjoy!
Bye for now,
Ben

check your GRAMMAR

- 1 Read the advertisement and answer the questions.

COOKING LESSONS FOR BEGINNERS AT THE CULINARY SCHOOL



Our Culinary School is offering evening and weekend courses for basic cooking skills. Learn how to cook a variety of delicious meals. Find out how to prepare a great dinner for your family or fantastic party meals! Students as young as 12 can join. Courses start in two weeks, so enrol now.

For more information, please visit the [Culinary School website](#).

- 1 What is this advertisement for?
- 2 What can you learn to do?
- 3 Is this something you would like to do?

- 2 Read Diana's email to Rachel. What course does Diana prefer and what is one thing Diana wants to learn?

< New message

Hi Rachel,

Thanks for letting me know about the cooking lessons. They sound really interesting. I'd like to improve my cooking skills because (1) .

Do you want to take a course in the evening or (2) ?

I prefer the evening course so that (3) . I hope that's OK with you.

I'd really like to learn how to make a great meal for a party. It's my birthday next month, so (4) ! I'll also tell my sister and (5) .

Talk to you soon,

Diana

- 3 In your notebook, match each sentence ending (a-e) with a gap (1-5) in the email in exercise 2.

- a the three of us can take the course together
- b let's enrol
- c do you want to take weekend courses
- d I don't know very much about cooking
- e I can do other things on Saturdays and Sundays

- 4 Think of alternative ideas to fill gaps 1-5 in the email above. Write them down in your notebook.

- 5 In your notebook, write *and*, *or*, *because* or *so* in each gap to complete the sentences.

- 1 I can't go to Julie's party tonight I've got an exam in the morning.
- 2 You cut the vegetables I'll grate the cheese.
- 3 Do you want to have dinner now shall we wait for Karen to get home?
- 4 I'm starving I'm going to make a sandwich. Do you want one too?

See Grammar bank p. 151 »

- 6 Read the writing task. Copy the chart into your notebook and complete the information.

OPEN TASK Niedawno wzięteś/wzięłaś udział w kursie gotowania. W liście do koleżanki z Walii:

- napisz, w jakim kursie wzięteś/wzięłaś udział oraz gdzie i kiedy się on odbył;
- opisz, czego się nauczyteś/nauczyłaś;
- zaproś koleżankę na obiad i napisz, co planujesz ugotować.

List powinien zawierać od 50 do 120 słów.

1	What kind of course was it (general cooking / Italian food / etc.)? When and where were the lessons?	
2	What did you learn?	
3	When would you like her to come? What are you planning to cook?	

TIP Pamiętaj, aby w wypowiedzi pisemnej odnieść się nie tylko do każdej informacji zawartej w poleceniu, lecz także ją rozwinąć, np. uzasadnić swoje opinie czy dokonane wybory. W tym celu buduj zdania złożone i łącz je za pomocą różnorodnych spójników, np. *and*, *so*, *because* czy *or*.

PHRASE BOX

- I really enjoyed learning (how / about) ...
- I preferred making pasta to making pizza.
- Now I (really) enjoy / like holding dinner parties.
- Would you like to ...?
- I'm thinking of making / baking / etc., ...

- 7 Write the letter in your notebook, using your notes and some of the phrases in the Phrase Box.

Hi Sam,

How are you? I hope you're well. Guess what! I took a cooking course recently.

VOCABULARY, pp. 48–49

Food products / Żywność

beef /bi:f/ wołowina
biscuits /'bɪskɪts/ herbatniki, kruche ciastka
bread /bred/ chleb
broccoli /'brɒkəli/ brokuł, brokuły
cabbage /'kæbɪdʒ/ kapusta
cakes /keɪks/ ciastka
cheese /tʃi:z/ ser
chicken /'tʃɪkɪn/ kurczak
chocolate bar /'tʃɒklət bɑ:(r)/ tabliczka czekolady
coffee /'kɒfi/ kawa
cola /'kəʊlə/ cola
crisps /krɪspz/ chipsy
cucumber /'kju:kəmbə(r)/ ogórek
dairy products /'deəri prɒdʌkts/ nabiał
drinks /drɪŋks/ napoje
fish /fɪʃ/ ryba
fruit /fru:t/ owoce
grapes /greɪps/ winogrona
green / red pepper /'gri:n / red 'pepə(r)/ zielona / czerwona papryka
ham /hæm/ szynka
juice /dʒu:s/ sok
lettuce /'letɪs/ sałata
milk /mɪlk/ mleko
mushrooms /'mʌʃru:mz/ grzyby
nuts /nʌts/ orzechy
oil /ɔɪl/ olej/oliwa
onion /'ʌnjən/ cebula
pasta /'pæstə/ makaron
pork /pɔ:(r)k/ wieprzowina
potato /pə'tetəʊ/ ziemniak
rice /raɪs/ ryż
roll /rəʊl/ bułka
salmon /'sæmən/ łosoś
salt /sɔ:lt/ sól
sandwich /'sæn(d)wɪdʒ/ kanapka
sausage /'sɒsɪdʒ/ kiełbaska
seafood /'si:fu:d/ owoce morza
snacks /snæks/ przekąski
spices /spaɪsɪz/ przyprawy
spinach /'spɪnɪdʒ/ szpinak
strawberry /'strɔ:b(ə)ri/ truskawka
sweets /swi:ts/ słodczyce
tea /ti:/ herbata
tomato /tə'mɑ:təʊ/ pomidor
tuna /'tju:nə/ tuńczyk
turkey /'tɜ:(r)ki/ indyk
vegetable /'vedʒtəb(ə)l/ warzywo
yoghurt /'jɒgə(r)t/ jogurt
Preparing and cooking food – equipment / Przygotowanie i gotowanie jedzenia – narzędzia
(chopping) board /'tʃɒpɪn bɔ:(r)d/ deska do krojenia
bowl /bɔ:l/ miska, salaterka
can /kæn/ puszka
cup /kʌp/ filiżanka
fork /fɔ:(r)k/ widelec
frying pan /'fraɪɪŋ pæn/ patelnia
knife /naɪf/ nóż

pan / pot /pæn / pɒt/ garnek/rondel
plate /pleɪt/ talerz
tin opener /tɪn 'əʊp(ə)nə(r)/ otwieracz do konserw

Preparing and cooking food / Przygotowanie i gotowanie jedzenia

add /æd/ dodawać
cut /kʌt/ kroić
fry /fraɪ/ smażyć
grill /grɪl/ grillować
heat up /hi:t 'ʌp/ podgrzewać
peel /pi:l/ obierać
recipe /'resəpi/ przepis
slice /slice/ ciąć na plaster
spread /spred/ smarować

Describing taste / Określanie smaku

bitter /'bɪtə(r)/ gorzki
salty /'sɔ:lti/ słony
savoury /'seɪvəri/ słony (wytrawny)
sour /'saʊə(r)/ kwaśny
spicy /'spaɪsi/ pikantny
sweet /swi:t/ słodki

Eating out / Jedzenie poza domem

be ready to order /bi redi tə 'ɔ:(r)də(r)/ być gotowym do złożenia zamówienia
book a table /bʊk ə 'teɪb(ə)l/ rezerwować stół
(school) canteen /sku:l kæn'ti:n/ (szkolna) stołówka
chef /ʃef/ szef kuchni
customer /'kʌstəmə(r)/ klient
enjoy the meal /ɪn'dʒɔɪ ðə 'mi:l/ smacznego
enter the restaurant and sit down /entə(r) ðə rest(ə)rɒnt ænd sɪt 'daʊn/ wejść do restauracji i usiąść
leave a tip /li:v ə 'tɪp/ zostawić napiwek
look at the menu /lʊk ət ðə 'menju:/ przeglądać menu
manager /'mænɪdʒə(r)/ menadżer
order a meal /ɔ:(r)də(r) ə 'mi:l/ zamówić posiłek
order dessert /ɔ:(r)də(r) dɪ'zɜ:(r)t/ zamówić deser
pay the bill /peɪ ðə 'bɪl/ zapłacić rachunek
read a restaurant review /ri:d ə 'rest(ə)rɒnt rɪvju:/ przeczytać recenzję restauracji
sandwich bar /'sæn(d)wɪdʒ bɑ:(r)/ bar kanapkowy
special(s) /'speʃ(ə)l(z)/ specjalności kuchni
table for two /'teɪb(ə)l fə(r) tu:/ stół dla dwóch osób
vegan /'vi:gən/ wegański
vegetarian /vedʒə'teəriən/ wegetariański
waiter/waitress /'weɪtə(r) / 'weɪtrəs/ kelner/ kelnerka
Eating habits / Parties / Nawyki żywieniowe / Rodzaje przyjęć
banquet /'bæŋkwɪt/ bankiet, przyjęcie
barbecue /'bɑ:(r)bɪkju:/ grill, przyjęcie w ogrodzie
eat out /i:t 'aʊt/ jeść poza domem
entertain guests /entə(r)'teɪn 'gests/ podejmować, przyjmować gości
picnic /'pɪknɪk/ piknik

snack (between meals) /snaek/ jeść pomiędzy posiłkami, przekąsić
--

READING, p. 50

abroad /ə'brɔ:d/ za granicą
assistant chef /ə'sɪst(ə)nt ʃef/ pomocnik szefa kuchni
cooking technique /kʊkɪŋ tek'ni:k/ technika gotowania
culinary award /'kʌlɪn(ə)ri ə'wɔ:(r)d/ nagroda kulinarna
delightful /dɪ'laɪt(ə)l/ wspaniały, zachwycający
dishwasher /'dɪʃwɒʃə(r)/ zmywarka
hand down /hænd 'daʊn/ przekazywać (komuś młodszemu)
owner /'əʊnə(r)/ właściciel
pay off /peɪ 'ɒf/ opłacać się

LISTENING, p. 52

be ready to eat /bi: redi tə 'i:t/ być gotowym do jedzenia
fill your basket /fɪl jɔ:(r) 'bɑ:skɪt/ napełnić koszyk
go out to eat /gəʊ aʊt tə 'i:t/ wyjść zjeść coś poza domem
have a picnic /hæv ə 'pɪknɪk/ urządzić piknik
have toast /hæv 'təʊst/ zjeść tost
sit outside /sɪt aʊt'saɪd/ siedzieć na zewnątrz
stick to a diet /stɪk tə ə 'daɪət/ przestrzegać diety

USE OF ENGLISH, p. 53

boil over /bɔɪl 'əʊvə(r)/ kipieć, wykipieć
chop up /tʃɒp 'ʌp/ siekać, krajać, szatkować
cut down (on) /kʌt 'daʊn ɒn/ ograniczać (coś)
eat up /i:t 'ʌp/ zjadać wszystko
warm up /wɔ:(r)m 'ʌp/ podgrzewać

OTHER WORDS

bakery /'beɪkəri/ piekarnia
be on a strict diet /bi: ɒn ə strɪkt 'daɪət/ być na ścisłej diecie
carbohydrates /kɑ:(r)bəʊ'haidreɪts/ węglowodany
crepe /kreɪp/ cienki naleśnik (francuski)
low-carb diet /ləʊ kɑ:(r)b 'daɪət/ dieta niskowęglowodanowa
mayonnaise /meɪə'neɪz/ majonez
mix-up /'mɪksʌp/ pomyłka
protein /'prəʊti:n/ białko, proteina

VOCABULARY

- 1 Choose the correct answers and write them in your notebook.**
- Which word does **not** describe the taste of food?
savoury / sour / sweets / spicy
 - Which thing can you **not** put soup in?
plate / bowl / pot / pan
 - Which person is **not** someone in your family?
nephew / colleague / cousin / niece
 - Which of these is **not** a vegetable?
lettuce / spinach / grape / cabbage
 - Which of these is **not** a way to prepare food?
fry / feed / grill / slice
 - Which of these is **not** on the same date every year?
Boxing Day / Valentine's Day / Halloween / Good Friday
 - Which of these is **not** an exact time on a clock?
morning / one fifteen / noon / midnight



- 2 In your notebook, complete sentences 1-8 with the words in the box.**

• heat • make • check • book • have
• order • mean • wake

- I'm sorry I forgot your birthday – I'll it up to you.
- Excuse me. I think we're ready to now.
- Can you believe there are some people who don't their social media every day?
- I have to up really early on school days.
- I'd like to a table for six for tomorrow evening, please.
- Sometimes my mum cooks a meal in the morning and I it up when I come home.
- I know he said some bad things but he didn't it – he was just angry.
- We sometimes a family dinner to celebrate an important occasion like a birthday.

- 3 Choose the correct answers and write them in your notebook.**
- 'What time is it?' 'It's three o'clock.'
a about b for c at
 - You have to a banana before you can eat it.
a cut b spread c peel
 - My brother a speech at my dad's fortieth birthday party.
a gave b took c put
 - I'm not very keen vegetables, so I don't eat a lot of salad.
a in b on c for
 - I decided to go to that restaurant after I read a great of it online.
a menu b book c review
 - Let's dress for the carnival party!
a out b up c off

GRAMMAR

- 4 Choose the correct word or phrase and write them in your notebook.**
- Jill couldn't find **many** / **much** information about the festival on the Internet.
 - Look out! **You will** / **You're going to** fall!
 - We went to Anna's party but there were very **few** / **little** people there.
 - What **do you have** / **are you having** for dinner tonight?
 - See you **at** / **on** Friday morning!
 - I hope you're free tonight. **There** / **It** is an extra training session for the team.
 - I asked my teacher for **an** / **some** advice about improving my test marks.
 - Dawn works hard, so I'm sure she's **passing** / **going to pass** her exams.
- 5 In your notebook, write one word in each gap.**
- There are apples in the kitchen if you're hungry.
 - I hope I be rich one day!
 - When Phil and Adam going to have another party?
 - There was milk in the fridge this morning but there is now. Have you bought some?
 - I will have a time later – phone me then.
 - What time are we dinner tonight, Mum?
 - I'll see you Monday. Have a nice weekend!
 - Have you got a lot posters in your bedroom?

USE OF ENGLISH

- 6 Przeczytaj tekst. Wybierz odpowiedź A, B lub C, aby poprawnie uzupełnić luki (1–4). Odpowiedzi zapisz w zeszytcie.

Hi Carl,
Sorry I'm not at home. I (1) to the park. John and Tim (2) me there soon. We're not going to do anything special because we haven't got (3) money! Come and join us – it (4) fun! Call me when you get this note.
Vic

- | | | |
|-----------------|-------------|------------|
| 1 A was going | B have gone | C go |
| 2 A are meeting | B meet | C have met |
| 3 A no | B some | C any |
| 4 A going to be | B is | C will be |

- 7 **OPEN TASK** Uzupełnij każde zdanie z luką tak, aby zachować znaczenie zdania wyjściowego. Wykorzystaj podany wyraz, nie zmieniając jego formy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność gramatyczna i ortograficzna. Odpowiedzi zapisz w zeszytcie.

- I would offer you a coffee but we've run out of milk. **ANY**
I can't offer you a coffee because there milk left.
- Have you got any plans for later this evening? **DOING**
What later this evening?
- Oh no! There's no electricity! **GONE**
Oh no! The electricity .
- I've arranged to meet Mark after work. **GOING**
I meet Mark after work.
- Hurry up! We haven't got much time left! **VERY**
Hurry up! There time left!
- I know where I'm going on holiday – I chose the hotel last week. **ALREADY**
I know where I'm going on holiday.
I the hotel!
- Sharon hasn't been a student at our school for long. **JUST**
Sharon studying at our school.
- In the beginning, I had no idea what was happening. **KNOW**
In the beginning, I what was happening.

LANGUAGE FUNCTIONS

- 8 Do każdej z opisanych sytuacji (1–3) dobierz właściwą reakcję (A–C). Odpowiedzi zapisz w zeszytcie.

- Jak zaproponujesz koleżance wspólne wyjście na zakupy w sobotę?
A How can you go shopping with me on Saturday?
B How about going shopping with me on Saturday?
C How often do you go shopping on Saturdays?
- Twoja koleżanka zdaje jutro ważny egzamin. Co jej powiesz?
A I wish you the best of luck!
B Get well soon!
C Thank you for your kindness!
- Jesteś w nieznannej miejscowości. Jak zapytasz, czy w pobliżu znajduje się bank?
A Is there a bank near here?
B Shall we go to the bank?
C Is this the bank?

- 9 **OPEN TASK** Uzupełnij luki (1–3) w poniższym dialogu tak, aby był on spójny i logiczny. Odpowiedzi zapisz w zeszytcie.

X: Would (1) go for an ice cream after school?
Y: I'm sorry but I've got other plans today.
X: How about tomorrow then? I could buy you a coffee.
Y: That's very (2) you, but I think I have to help my mum at home.
X: You don't have to answer now.
Y: OK. I'll (3) know later.

WRITING

- 10 Read the instructions and do the writing task in your notebook.

OPEN TASK Twoja koleżanka z Anglii przygotowuje projekt dotyczący zwyczajów żywieniowych wśród młodzieży i poprosiła cię o informacje na temat twojego kraju. W liście:

- napisz, jakie potrawy potrafisz przygotować samodzielnie;
- opisz posiłek, który przygotowałeś/przygotowałaś na specjalną okazję;
- zapytaj o najpopularniejsze potrawy w Anglii.

List powinien zawierać od 50 do 120 słów.

Hi Sue,
It was nice to hear from you. You asked me about food – my favourite subject!



SHOPS

- 1 In your notebook, match six of the shops in the box with photos A–F. What kinds of things can you buy in each one? Which of them have you been to recently? What did you buy?

- baker's • bookshop • supermarket • butcher's
- clothes shop • department store • chemist's
- computer / gaming store • sports shop
- electronics store • greengrocer's • pet shop
- newsagent's • shoe shop • street market

- 2 Read comments 1–6. Which shops from exercise 1 are the people talking about?

- 1 These trainers are nice. I hope they have my size!
- 2 I just want to quickly look at the clothes. Go and look at the toys and I'll meet you there.
- 3 It's really crowded here and there are loads of stalls. I'm glad it's not raining!
- 4 Could I have three steaks and a kilo of sausages, please?
- 5 I need a collar for a medium-sized dog and a large bag of dried food, please.
- 6 Let's get a loaf of bread and some rolls.

- 3 Work in pairs and discuss where you would buy the items below. Would you go to a shop or would you buy them online?

"I might buy some things for school – like a new backpack – online. I usually get other things, like pens, from a local bookshop or newsagent's.

- a computer game
- credit for your phone
- shampoo
- a magazine
- a pair of earphones / headphones
- sports equipment
- a sweatshirt
- things for school

SPENDING HABITS

- 4 Read the questionnaire. In your notebook, match the highlighted words or phrases with definitions 1–10.

- 1 presents
- 2 something which is very cheap
- 3 money from your parents
- 4 piece
- 5 looking in shops without buying
- 6 used, not new
- 7 more expensive than it should be
- 8 give / pay money to buy something
- 9 spend less
- 10 compare prices in different places

WHERE DOES YOUR MONEY GO?

Answer these questions and you might be surprised.

- How much **pocket money** do you get each week?
- How much do you **spend on** snacks, drinks, magazines, etc., each week?
- How often do you buy **gifts** for other people?
- Do you always **shop around** before you buy something?
- Can you think of something you bought which was **overpriced**?
- When was the last time you found a **bargain**? What was it? Did you buy it?
- What do you do if you want to **save money**?
- How much would you pay for a single **item** of clothing?
- Do you ever go **window-shopping**?
- What kind of things would you buy **second-hand**?

- 5 In pairs, ask and answer the questions in the questionnaire.

BUYING, SELLING, AND MEANS OF PAYMENT

- 6 Choose the correct meaning for each word or phrase in bold. Write the answers in your notebook.
- We only accept payment in **cash**.
a with a card b with notes and coins
 - That's three euros ninety-nine. Here's your one cent **change**.
a reduction in price
b money back after paying
 - Can you show me the way to the **changing room**, please?
a place to try on clothes
b place to take back things that you don't want
 - Can I pay by **credit card**?
a without using cash
b at a later date
 - I'm afraid we don't have any more in **stock**.
a in fashion b in the shop
 - If you buy three shirts at the same time, they give you a **discount**.
a a reduced price b an extra shirt
 - I **can't afford** to buy a new phone this year.
a don't need to
b haven't got enough money
 - They're having a sale and all these phone cases are **half price** this week.
a 50% cheaper b 25% cheaper

- 7 Choose the correct words and write them in your notebook.

< ✉ New post

For years, we've been able to use the telephone to (1) **close** / **book** a taxi or a table at a restaurant. Now with smartphones, people can check their bank (2) **numbers** / **account** when they're still in bed! With online payments, we can use our phones to pay electricity or water (3) **bills** / **receipts**. If we want to send someone a gift, we just go online. We can even ask for it to be (4) **wrapped** / **tied**. Some supermarkets have apps or websites where you fill in your shopping list and they bring the goods to your house. No more waiting in (5) **rows** / **queues**!

In the future, when we (6) **demand** / **order** something online, it might be (7) **delivered** / **dropped** by drone. We will either pre-pay as we order or pay by cash or card on (8) **delivery** / **distribution**. We may never need to leave the house again!

REPLACING AND RETURNING GOODS

- 8 In your notebook, complete sentences 1–6 with the correct form of the words or phrases in the box.

• not fit • damaged • refund • exchange
• faulty • repair service • return

- Dad gave me a jumper for my birthday but it me at all. It was much too big!
- Can I this jumper for a smaller one, please?
- When I got my new phone, the box was a bit but luckily the phone inside was fine.
- I think these headphones are . I can't hear anything in my left ear.
- That electronics store provides a great . They'll fix your keyboard for you.
- Please the broken item to us and we'll give you a full .

- 9  21 Listen to four people talking about returning items to a shop. In your notebook, match sentences a–d with speakers 1–4.

a	This speaker wants money back for an item.
b	The item was too small.
c	The item never worked properly.
d	This speaker wants something to be fixed.

Speaker 1 ☐ Speaker 2 ☐
Speaker 3 ☐ Speaker 4 ☐

- 10 Work in pairs. Have you ever returned an item to a shop? What was it like?

SERVICES

- 11 In your notebook, match the people in the box with statements 1–7.

• lawyer • electrician • hairdresser • mechanic
• vet • plumber • optician

- It's too long. You can't see your eyes! You should get it cut before school starts again.
- Hello, could I make an appointment for an eye test, please?
- Got a problem with your car? I know who can fix it!
- Oh no! The lights have gone out. Get some candles or a torch!
- Our dog Sally isn't eating. I think she's ill.
- There's water all over the kitchen floor! What's happened?
- This is a serious problem. We need legal help.



bike store



supermarket



market



online

- 1 Look at the pictures above. Where would you buy a bike? Why?
- 2 Which of the bikes below would you like to buy most? Why?

- road bike • mountain bike • city bike • BMX
- tandem

- 3 Read texts A, B and C. In your notebook, write *true* or *false* next to statements 1–6.

Text A

- 1 The bike needs some serious repairs.
- 2 You can contact Martin no later than 9 pm.

Text B

- 3 The sale will take place at the weekend.
- 4 You can leave your bike at the club till the next sale.

Text C

- 5 The sale comes before March.
- 6 Every customer will get a bonus item at no additional cost.

- 4 **OPEN TASK** Przeczytaj ogłoszenia A–C jeszcze raz. Następnie uzupełnij luki w zdaniach 1–4. Luki należy uzupełnić w języku polskim. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Odpowiedzi zapisz w zeszycie.

- 1 Tekst A został napisany przez osobę, która .
- 2 Tekst B zachęca do udziału w wydarzeniu, które kończy się o godzinie .
- 3 Tekst C informuje, że przy zakupie roweru o wartości minimum 200 funtów można otrzymać bez dodatkowej opłaty.
- 4 Wszystkie teksty są napisane w formie .

- 5 You have an item at home to sell. Write an internet ad in your notebook. Include the points below.

- name of the item
- description of the item
- asking price
- contact information

A



ONLINE STORE

Mountain Bike in great condition for sale!
A very nice black and white bike.
Would suit 13–14-year-olds.
Please phone Martin on 01632 960477
between 6 pm and 9 pm
if you are interested.
We can negotiate the price!

C



SPRING SAVINGS! RIDE OUT OF WINTER!

Three-week sale starts on 1st March.
About 45 bike models available!
Up to 25% off the original price.
Buy any model for over £200 and get a free
bicycle bag.

B

Bicycle Yard Sale FARMINGDALE



Come and find that old bike
you've always dreamed about!

Do you want to sell your
bicycle? We can find a buyer
for you! If we sell your bike,
10% of the sale price will be
donated to the Farmingdale
Bike Club. Bikes that do
not sell must be picked up
between 3–3:30 pm.

Saturday–Sunday,
10–11th June, 9 am–3 pm

- 1 Look at the picture. What do you think the boy and girl are saying? Suggest as many different answers as possible.



- 2 In your notebook, match the headings with the phrases in the Phrase Box.

- Accepting an offer
- Politely refusing an offer
- Making an offer

PHRASE BOX

- 1
- Would you like (me) (to) ... ?
 - Can / Shall I ... ?
 - I'll ... if you like / want.
 - How / What about ... ?

- 2
- Yes, please.
 - Thanks – that's very kind of you.
 - That would be great / nice / lovely.
 - Great idea!

- 3
- No, thanks. / No, thank you.
 - I'm fine / OK, thanks.
 - Don't worry – I'll do it!
 - I'm sorry. I can't.

- 3 In your notebook, complete the sentences with the correct form of the verbs in brackets.

- Shall I (ask) if they have this in a bigger size?
- How about (come) to dinner at our house tomorrow night?
- I'll (hold) those for you if you like.
- Would you like me (get) your favourite magazine when I'm in town?

- 4 Do każdej z opisanych sytuacji (1–3) dobierz właściwą reakcję (A–C). Odpowiedzi zapisz w zeszyście.

- 1 Sprzedawca w sklepie powiedział coś, czego nie rozumiałeś/nie rozumiałaś. Jak poprosisz o powtórzenie?

- A Shall I speak more slowly?
B Would you like me to repeat it?
C Could you say that again, please?

- 2 Kolega doradza ci zakup kurtki, która niezbyt ci się podoba. Co powiesz?

- A I'm not so sure.
B Why don't you like it?
C I couldn't agree with you more.

- 3 Koleżanka oferuje ci pomoc. Co powiesz, żeby pokazać, że nie potrzebujesz pomocy.

- A You're doing great.
B I'm fine, thanks.
C That would be great.

- 5 **OPEN TASK** Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty. Zapisz odpowiedzi w zeszyście.



- 6 Look at the phrases in the Teen Talk box. How do you say them in your language?

TEEN TALK

- Offering help:**
• Need a hand?
• Let me ...
- Responding:**
• Oh, cheers!
• No, really, I'm fine.

- 7 Work in pairs. Role-play a conversation for the situation below, using the words and phrases from this page.

Uczeń A:

Jest u ciebie z wizytą kolega/koleżanka z Anglii. W porze obiadu jesteście głodni/głodne. Zaproponuj coś do picia i jedzenia.

Uczeń B:

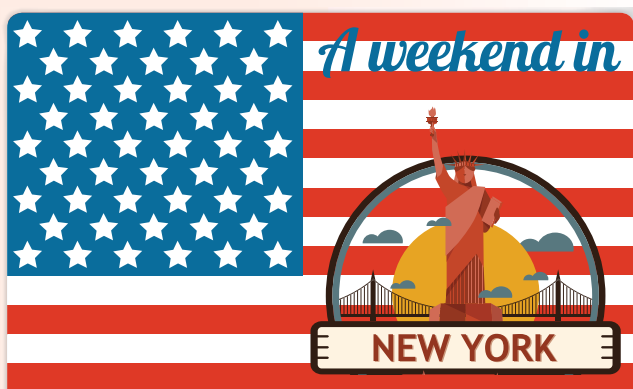
Wciel się w rolę kolegi/koleżanki z Anglii ucznia A, który/która proponuje ci różne potrawy i napoje. Uprzejmie przyjmij lub odrzuć jego/jej propozycje.

1 In pairs, talk about the shops and services in your neighbourhood. Use the questions below to help you.

- What kind of food can you get near your house?
- Do the shops open on Sundays? In your opinion, is this a good or a bad thing?
- What do you think about all-night shopping? Is it a good thing?
- Is it possible to buy food from other countries? Where?

2 22 **OPEN TASK** Usłyszysz dwukrotnie rozmowę na temat wizyty w Nowym Jorku. Uzupełnij luki 1–4 w poniższym ogłoszeniu zgodnie z treścią nagrania. Odpowiedzi zapisz w zeszyście.

TIP Pamiętaj, że w każdą lukę zwykle należy wpisać nie więcej niż trzy wyrazy. Przeczytaj tekst i zastanów się, jakiego wyrazu brakuje w każdej lukie, np. rzeczownika z rodzajnikiem *a* lub *the*, przymiotnika, zwrotu, liczby, godziny itp.



Come to New York for an unforgettable holiday!

Shopping

Nearly all the shops are open (1) so you can shop whenever you want. Find everything from the latest designer labels to second-hand bargains.

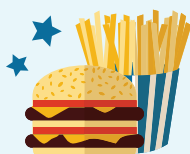


★ **TOP TIP!** Visit the Apple Store on Fifth Avenue and try out the latest iPhones. Go to the Genius Bar to get advice about repairs for your phone or other device. It's open (2) hours a day.

Eating

You're going to be hungry with all that sightseeing. Try one of the many delis offering food from (3) .

★ **TOP TIP!** Head to Smorgasburg in Brooklyn on Saturday from (4) to 6 pm. You'll find an incredible variety of food.



3 Choose the correct meaning (a or b) for each sentence (1–4). Use the words and phrases in bold to help you make the correct choice. Write the answers in your notebook.

- I thought the assistant was **rude**.
a The assistant was kind and polite.
b The assistant was unkind and impolite.
- They **persuaded** me to try something on.
a In the end, I agreed to do it.
b They tried but I didn't agree.
- I bought some **accessories** for my computer.
a I bought a new computer.
b I bought small things for my computer.
- Five pounds for that? That's just **ridiculous**!
a It's a fair price.
b It's too much money.

4 23 Usłyszysz dwukrotnie cztery wypowiedzi na temat robienia zakupów. Na podstawie informacji zawartych w nagraniu do każdej wypowiedzi (1–4) dopasuj właściwe zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszyście.

This speaker ...

- | | |
|---|-----------------------------------|
| A | managed to find a bargain. |
| B | only went window-shopping. |
| C | had to return something. |
| D | was unhappy with the service. |
| E | thought everything was expensive. |

Speaker 1 Speaker 2
Speaker 3 Speaker 4

5 Tell your partner about the last time you managed to find a bargain while you were out shopping.



check your GRAMMAR

- 1 Choose the correct answers and write them in your notebook.

Present simple passive

- Only second-hand items are *sell* / *sold* in that shop.
- A lot of money *spent* / *is spent* each year on new mobile phones.

Present perfect passive

- My phone *has fixed* / *has been fixed* and it's working fine now.
- Has your computer *been repaired* / *be repaired* yet?

Past simple passive

- The packaging *was damaged* / *damaged* by the man who delivered it.
- I returned the faulty headphones and I *was given* / *gave* a refund.

Future simple passive

- The new shopping mall will be *opening* / *opened* by the mayor.
- Your order *will be delivered* / *will deliver* within three working days.

- 2 In your notebook, rewrite sentences 1–4 in the passive. Use the beginnings given.

- The customer damaged some of the items in the shop.
Some of the items in the shop _____.
- In the future, they will deliver anything you buy to your home.
In the future, anything you buy _____.
- At the moment, they don't sell this product in Poland.
At the moment, this product _____.
- Have you heard? They have closed down the sweet shop!
Have you heard? The sweet shop _____!

See Grammar bank pp. 152–154 »

- 4  **OPEN TASK** Uzupełnij każde zdanie z luką tak, aby zachować znaczenie zdania wyjściowego. Wykorzystaj podany wyraz, nie zmieniając jego formy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność gramatyczna i ortograficzna. Odpowiedzi zapisz w zeszyście.

- Every time we buy a gift from that shop, they wrap it in lovely paper. **IS**
Every time we buy a gift from that shop, _____ in lovely paper.
- In the past, we paid for most things in cash. **PAID**
In the past, most things _____ in cash.
- I've made up my mind to buy that new phone I saw in the shop. **GOING**
I _____ buy that new phone I saw in the shop.
- We will give you a refund if you bring us the receipt. **BE**
Bring us the receipt and you _____ a refund.
- Oh no! Somebody has stolen my debit card! **BEEN**
Oh no! My debit card _____!
- There was no bread left at the baker's. **ANY**
There _____ bread left at the baker's.

- 5  Przeczytaj tekst. Wybierz odpowiedź A, B lub C, aby poprawnie uzupełnić luki (1–4). Odpowiedzi zapisz w zeszyście.

< New message

Dear Mr Jones,
Your email was sent to me (1) _____ the manager of our Newtown store. I am sorry to hear about the problems you had with the computer monitor you bought from (2) _____.
Please return the item with the receipt so that we (3) _____ exactly when it was bought. Go to any of our stores and your monitor (4) _____.
Yours sincerely,
Giles Peterson, General Manager

- | | | |
|-----------------|----------------|--------------------|
| 1 A with | B by | C from |
| 2 A we | B our | C us |
| 3 A know | B have known | C knew |
| 4 A is replaced | B will replace | C will be replaced |

- 6 In pairs or groups, discuss the questions.

- Have you ever been given a particularly good or bad present?
- Have you got a favourite shop?
- Do you like shopping at big or small shops? Why?

- 3 **COMPOUND NOUNS** In your notebook, match words 1–6 with words a–f to make compound nouns.

- | | |
|------------|-----------------|
| 1 corner | a card |
| 2 debit | b centre / mall |
| 3 dry | c monitor |
| 4 wrapping | d cleaner's |
| 5 computer | e paper |
| 6 shopping | f shop |

- 1 Read opinions 1–4. For each one, choose the option that is closest to your own view and complete the sentences with your own ideas.

- I think it's better to go shopping *alone* / *with a friend* because ...
- Credit cards are a *good* / *bad* idea. That's because ...
- I *like* / *don't like* window shopping. The reason for this is ...
- I *like* / *don't like* shopping for food because ...

- 2 Read Mary's email to Helen. Find the information below.

- the reasons Mary likes shopping
- where she shops and who she shops with
- what she bought when she last shopped

< ✉ New message

Hi Helen,

It's Saturday today and I'm going shopping!

(A) I love shopping because you never know what's going to happen. Every shopping trip is different. Also, **you** can spend time with **your** friends. Personally, I don't like shopping for food because it's boring. I love buying clothes, but sometimes I just get a magazine and a snack.

(B) I usually go into town with my friends but sometimes we take the train to Oxford. I like it there because there are more shops.

(C) The last time I went shopping, I bought some jeans for myself and a birthday present for my mum. I got her a gardening book. She loved it! Do you like shopping too?

Love,
Mary

- 3 In paragraph A of her email, Mary uses the words *you* and *your*. Who does she refer to? How would you say the same thing in Polish?

check your GRAMMAR

- 4 In your notebook, rewrite the sentences using the impersonal *you* and *your*.

- People spend a lot of money if they use their credit card.
- Shoppers can find bargains if they look hard.
- Young people should save their money and buy something they really need.
- I think teenagers should help their parents with the weekly food shopping.

See Grammar bank p. 154 »

- 5 Choose the best second sentence for statements 1–3. For number 4, write your own next sentence in your notebook.

- I don't think you should use credit cards.
 - They encourage you to spend too much.
 - I don't like shopping on my own.
- I sometimes go into town.
 - My mum does the food shopping.
 - It only takes five minutes on the bus.
- I always take a friend when I'm shopping for clothes.
 - I need a second opinion.
 - I love my friend very much.
- I don't go shopping every week.

- 6 Read the writing task. Copy the chart into your notebook and complete the information.

OPEN TASK Twoja koleżanka z Anglii zapytała, co sądzisz o robieniu zakupów. Napisz do niej e-mail.

- Przedstaw i uzasadnij swoją opinię na temat robienia zakupów.
- Napisz, gdzie i z kim chodzisz na zakupy.
- Opisz sytuację, kiedy ostatnio kupiłeś/kupiłaś komuś prezent.

E-mail powinien zawierać od 50 do 120 słów.

1	How do you feel about shopping? Why?	
2	Where do you shop? Who do you shop with?	
3	When was the last time you bought a present for someone? What did you buy? Who was it for? Did they like it?	

PHRASE BOX

Expressing your opinion

- Don't forget that ...
- I agree that ...
- I believe ... / I think ...
- In my opinion/view, ...
- Personally speaking, ...
- The way I see it, ...
- To be honest, ...

Justifying your opinion

- I feel this way because ...
- One / The / Another reason for this is ...
- That's because ... / This is because ...

- 7 Write the email in your notebook, using some of the phrases from the Phrase Box.

< ✉ New message

Hi Liz!

Thanks for your email! You asked me if I enjoyed shopping.

VOCABULARY, pp. 58–59

Shops / Sklepy

baker's /'beɪkə(r)z/ piekarnia
bookshop /'bʊkʃɒp/ księgarnia
butcher's /'bʊtʃə(r)z/ sklep mięsny
chemist's /'kemɪsts/ apteka, drogeria
clothes shop /'kləʊðz ʃɒp/ sklep odzieżowy
computer / gaming store /kəm'pjʊ:tə(r) /
 'geɪmɪŋ stɔ:(r)/ sklep komputerowy/z grami
department store /dɪ'pɑ:(r)tmənt stɔ:(r)/ dom
 towarowy
electronics store /elek'trɒnɪks stɔ:(r)/ sklep
 elektroniczny
greengrocer's /'gri:ngrəʊsə(r)z/ sklep
 owocowo-warzywny, warzywniak
newsagent's /'nju:zeɪdʒ(ə)nts/ kiosk
pet shop /'pet ʃɒp/ sklep zoologiczny
shoe shop /ʃu: ʃɒp/ sklep obuwniczy
sports shop /'spɔ:(r)tsʃɒp/ sklep sportowy
street market /'stri:t mɑ:(r)kɪt/ bazar
supermarket /'su:pə(r)mɑ:(r)kɪt/ supermarket

Spending habits / Zwyczaje zakupowe

bargain /'bɑ:(r)ɡɪn/ okazja
buy sth second-hand /baɪ sʌmθɪŋ
 'sekəndhænd/ kupować coś używanego
gift /ɡɪft/ prezent
item (of clothing) /aɪtəm əv 'kləʊðɪŋ/ artykuł,
 sztuka
overpriced /əʊvə(r)'praɪst/ zbyt drogi
pocket money /'pɒkɪt mʌni/ kieszonkowe
save money /seɪv 'mʌni/ oszczędzać
 pieniądze
shop around /ʃɒp ə'raʊnd/ rozglądać się
spend money (on sth) /spend mʌni ɒn
 'sʌmθɪŋ/ wydawać pieniądze na coś
window-shopping /'wɪndəʊ ʃɒpɪŋ/ oglądanie
 wystaw sklepowych

Buying, selling and means of payment /
Kupowanie, sprzedawanie i sposoby
płatności

afford /ə'fɔ:(r)d/ pozwalać (sobie na coś)
bank account /bæŋk ə'kaʊnt/ konto
 bankowe
bill /bɪl/ rachunek
book a taxi / table /bʊk ə 'tæksɪ / 'teɪb(ə)l/
 rezerwować taksówkę/stolik
change /tʃeɪndʒ/ reszta
changing room /'tʃeɪndʒɪŋ ru:m/ przymierzalnia
credit card /'kredit kɑ:(r)d/ karta kredytowa
deliver /dɪ'lɪvə(r)/ dostarczać
demand /dɪ'mɑ:nd/ żądać
discount /'dɪskaʊnt/ rabat
distribution /dɪstrɪ'bju:ʃ(ə)n/ dystrybucja
drop /drɒp/ rzucić
half price /hɑ:f 'praɪs/ za pół ceny
in cash /ɪn 'kæʃ/ w gotówce
in stock /ɪn 'stɒk/ w sprzedaży, w magazynie
number /'nʌmbə(r)/ numer
on delivery /ɒn dɪ'lɪv(ə)rɪ/ przy odbiorze
order /'ɔ:(r)də(r)/ zamawiać
queue /kju:/ kolejka

receipt /rɪ'si:t/ paragon

row /rəʊ/ rząd

tie /taɪ/ związać

wrap /ræp/ zapakować, zawinąć

Replacing and returning goods /
Wymiana i zwrot produktów

damaged /'dæmɪdʒd/ zniszczony, uszkodzony

exchange /ɪks'tʃeɪndʒ/ wymiana

fit /fɪt/ pasować

faulty /'fɔ:ltɪ/ wadliwy

refund /'ri:fʌnd/ zwrot pieniędzy

repair service /rɪ'peə(r) 'sɜ:(r)vis/ naprawa,
serwis

return /rɪ'tɜ:(r)n/ zwrot

Services / Usługi

electrician /ɪlek'trɪʃ(ə)n/ elektryk

hairdresser /'heə(r)dresə(r)/ fryzjer

lawyer /'lɔ:jə(r)/ prawnik

mechanic /mi'kænik/ mechanik

optician /ɒp'tɪʃ(ə)n/ optyk

plumber /'plʌmə(r)/ hydraulik

vet /vet/ weterynarz

READING, p. 60

BMX /bi: em 'eks/ rower BMX

city bike /'sɪti baɪk/ rower miejski

mountain bike /'maʊntɪn baɪk/ rower górski

road bike /'rəʊd baɪk/ rower szosowy

tandem /'tændəm/ tandem (rower
dwuosobowy)

LISTENING, p. 62

accessories /æk'sesəriz/ akcesoria

persuade /pə'sweɪd/ przekonywać,
namawiaćridiculous /rɪ'dɪkjʊləs/ śmieszny,
niedorzeczny

rude /ru:d/ nieuprzejmy

USE OF ENGLISH, p. 63

computer monitor /kəm'pjʊ:tə(r) mɒnɪtə(r)/
monitor komputerowy

corner shop /'kɔ:(r)nə(r) ʃɒp/ pobliski sklepik

debit card /'deɪt kɑ:(r)d/ karta debetowa

dry cleaner's /draɪ 'kli:nə(r)z/ pralnia
chemicznashopping centre / mall /'ʃɒpɪŋ sentə(r) / mɔ:l/
centrum handlowe / galeria handlowawrapping paper /ræpɪŋ 'peɪpə(r)/ papier do
pakowania

OTHER WORDS

available /ə'veɪləb(ə)l/ dostępny

collar /'kɒlə(r)/ obroża, kołnierz

complaints department /kəm'pleɪnts
dɪpɑ:(r)tmənt/ dział reklamacjidesigner label /dɪ'zəɪnə(r) label/ odzież z logo
projektanta, ubrania znanych marek

disgusted /dɪs'ɡʌstɪd/ zniesmaczony

fix /fiks/ naprawiać

free /fri:/ darmowy

guarantee /gæ'rən'ti:/ gwarancja

make an appointment /meɪk ən ə'pɔɪntmənt/
umawiać spotkanie, wizytę

packaging /'pækɪdʒɪŋ/ opakowanie

pick sth up /pɪk sʌmθɪŋ 'ʌp/ odebrać

sale /seɪl/ wyprzedaż

size /saɪz/ rozmiar

stall /stɔ:l/ stragan

sweatshirt /'swetʃɜ:(r)t/ bluza sportowa

take sth back to the shop /teɪk sʌmθɪŋ 'bæk
tə ðə ʃɒp/ zwrócić coś do sklepu

try sth on /traɪ sʌmθɪŋ 'ɒn/ przymierzać coś

variety /və'reɪti/ różnorodność

yard sale /'jɑ:(r)d seɪl/ wyprzedaż rzeczy
używanych (na posesji właściciela)



A



B



C



D



E



F

TRANSPORT

- 1 In your notebook, put the words and phrases in the box into the correct category.

• boarding pass • airport • bus stop • cabin crew
• pilot • drive • driver • guard • garage • fly
• luggage • passenger • passport • petrol station
• delay • platform • ticket inspector • ride
• ticket • seatbelt • (railway) station • traffic jam

Places

People

Problems

Verbs

Things you
need / have / use

- 2 In your notebook, match the means of transport with pictures A–F. Which have you been on? Which do you like? Use the words and phrases to help you.

• bus • coach • tram • plane • train • motorbike

"I've never been on a motorbike but I've been on all the others. I don't like buses because they're uncomfortable and can be slow. I love flying. It's great fun!"

• cheap • boring • clean • dirty • dangerous
• exciting • expensive • fast • fun • slow • safe
• (un)comfortable • (un)reliable

- 3 Work in pairs. What other means of transport can you think of?

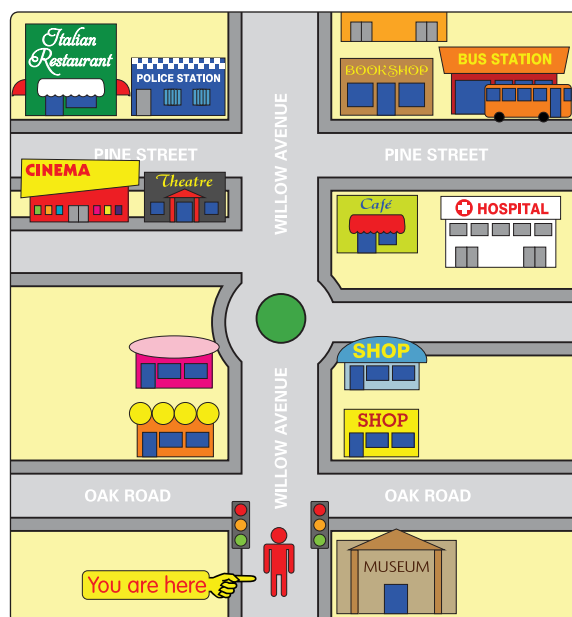
DIRECTIONS

- 4 In your notebook, complete sentences 1–8 with the words in the box.

• cross • way • past • opposite • round
• straight • turn • get

- How do I to the post office from here?
- What's the best to the supermarket?
- The playground is just the corner.
- over the road and walk down to the park.
- When you get to the crossroads, go on.
- right at the end of the road.
- Go the pet shop.
- The bank is the bakery.

- 5 24 Listen to someone giving directions. Follow the directions as you listen. Where does the person want to get to?



- 6 In pairs, practise giving directions using the phrases in exercise 4. Then change roles.

Student A: Explain how to get to your house or a shop or a restaurant in town from your school.

Student B: Draw a map as you listen.

TRAVEL AND SIGHTSEEING

- 7 Choose the odd one out. Write the answers in your notebook. How could you use the odd word or phrase in a sentence?

- 1 We stayed *on a campsite* / *in a brochure* / *in a tent*.
- 2 George is planning to stay in a *hotel* / *backpack* / *guest house*.
- 3 I'd like a *deck* / *single room* / *double room* for three nights, please.
- 4 The staff carried my heavy *luggage* / *suitcases* / *handbag* up to my room.
- 5 I always phone the hotel the day before I travel so I can confirm my *booking* / *reception* / *reservation*.
- 6 On the main road just outside the hotel entrance, there was a *runway* / *taxi rank* / *parking space*.
- 7 Dan's going on a(n) *tent* / *excursion* / *school trip* next week.
- 8 Don't forget to bring your *flight* / *passport* / *boarding pass*. You can't fly without it!

- 8 In your notebook, complete the text with the correct words in the box.

• lost • journey • by • ticket • missed • on • trip



Jenny Pie
1min • 🌐

Well – I'm back! But it wasn't an easy (1) . As you know, I was planning to come back (2) train, but I got to the station five minutes late and (3) the last train home. There weren't any taxis, so I had to go (4) foot – with my really heavy suitcase! – to the bus station. It was awful! I got completely (5) and just sat down and started crying. Thankfully, a couple of teenagers came over and helped me. They walked me to the bus station and showed me where to buy my (6) . I was so tired I slept for most of the (7) home. I'll see you all tomorrow!



- 9 Do the holiday quiz in your notebook. You can choose more than one answer for each question and add your own ideas too.

THE PERFECT HOLIDAYS

- 1 What's your favourite kind of holiday?
 - beach holiday
 - camping holiday
 - adventure / activity holiday
 - package holiday
 - other
- 2 How would you prefer to see a new place?
 - from the deck of a ship
 - by train or open-top bus
 - on a horse-drawn vehicle
 - on foot
- 3 Which of these holiday activities do you enjoy?
 - sunbathing
 - sightseeing
 - shopping for souvenirs
 - hiking
 - watersports (canoeing / kayaking / water-skiing)
- 4 What do you like to visit when you go sightseeing?
 - museums
 - galleries
 - old / famous buildings and streets
 - souvenir shops
 - other

- 10 Tell a partner about your dream holiday. Use some of the words and phrases in exercise 9.

My dream is to have a beach holiday with my friends. We'll go shopping for souvenirs or sightseeing every morning and every afternoon we'll go sunbathing, swimming, and do watersports such as parasailing. ...



- 1 Which of the different ways of travelling around a town are available where you live? Which ones do you think are best?

• bus • bicycle • walking • taxi • train • tram

- 2  Przeczytaj tekst, z którego usunięto cztery zdania. Do każdej luki (1–4) dopasuj zdanie (A–E), tak aby otrzymać logiczny i spójny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Odpowiedzi zapisz w zeszyście.



Manchester is an increasingly cool place to live or to visit. Now, getting around has never been easier thanks to more and more means of transport.

A fantastic website, *Transport for Greater Manchester* (tfgm.com), will help you get to where you need to go. The website will tell you about the latest delays caused by accidents or road works. It will even tell you when there is a big football match so you can avoid traffic jams. (1)  Isn't that a cool way to arrive at the match?

Manchester has a great bus service, with buses covering the city centre as well as nearby towns. You can use the website's *Route Explorer* to help you plan your bus route. (2)  It will also tell you where the buses link up with trains and trams.

If you want to get fit, how about cycling? (3)  After that, you just pick up one of the many bikes that you'll find on the streets and ride it to wherever you want to go. (4)  For you and for them, it's very cheap, and it's very convenient!

- A Then you just leave it for the next cyclist to pick up.
 B Just type in where you want to go and you will see your choices.
 C A new bike scheme, introduced in 2017, allows you to register using an app.
 D And don't forget that you can travel by bus or bike all-round the city centre.
 E One solution to avoid the traffic is to take a boat along the canal to the football ground.

- 3 In your notebook, complete sentences 1–4 using words from the text.

- 1 I prefer to get  on foot. This way you can explore more interesting places.
 2 There are many different  of transport to choose from.
 3 Drivers want to  traffic jams, so they often use online maps.
 4 When I'm going somewhere new, I like to plan my  before I travel.

- 4  **OPEN TASK** Przeczytaj tekst. Uzupełnij luki w zdaniach 1–3 zgodnie z jego treścią. Odpowiedzi zapisz w zeszyście.

TIP Pamiętaj, że w tym zadaniu należy przede wszystkim odszukać w tekście właściwe informacje, których brakuje w każdej luce. Drobne błędy ortograficzne lub gramatyczne są dopuszczalne, o ile odpowiedzi są zgodne z treścią tekstu.

MOBIKE IN MANCHESTER

Are you visiting Manchester?
 Do you want to travel round the city by bike?
 Manchester Mobike is the answer!



- One thousand bikes around the city!
- Simply download the app onto your smartphone and register.
- The app will tell you where the nearest bike is.
- Just 50p for half an hour!
- When you've finished your ride, leave the bike wherever you like for the next person.

- 1 To register for the service, users need to have a .
 2 For 50p, you can ride for  minutes.
 3 Just  for someone else to use at the end of your journey.

- 5 Is there a bike system like the one described where you live? If there is, what do you think of it? If there isn't, do you think it would be popular?

"I live in a village so I don't have a bike system nearby. When I go to town on weekends, I sometimes use the bike system there and I find it very helpful and easy to use."

1 In pairs or groups, answer the questions.

- When was the last time you asked someone for advice? Was their advice useful?
- When was the last time someone asked you for advice? What was their problem? What was your advice?

2 In your notebook, complete the phrases in the Phrase Box with the words in the boxes.

PHRASE BOX

1 Asking for advice

• think • advice • suggest • should

- Do you (1) I should ...?
- What do you (2) I should do about ...?
- What (3) I do about ...?
- What's your (4) ?

2 Giving advice

• should • good • why • were • should

- I think you (5) ...
- Perhaps you (6) ...
- If I (7) you, I would ...
- It might be a (8) idea to ...
- (9) don't you ...?

3 OPEN TASK Uzupełnij luki w poniższych minidialogach (1–5) tak, aby otrzymać logiczne i spójne wypowiedzi. Odpowiedzi zapisz w zeszycie.

- X: I'm not sure whether to take the bus or a taxi to the concert on Saturday.
Y: Well, you, I'd take the bus.
- X: Did you hear that Jean and Danielle are getting married?
Y: That's fantastic news. I'm sure they'll together.
- X: The lights on my bike aren't working properly.
Y: Yes, I've noticed that.
X: What do you advise about it?
- X: Excuse me. to the Science Museum from here?
Y: It's easy. Just turn left and it's the second street on your right.
- X: Would you like to go camping this weekend?
Y: What ! I can use my new tent!

4 25 Usłyszysz dwukrotnie cztery krótkie wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.

A	I prefer beach holidays to camping holidays.
B	What do you think I should do?
C	If I were you, I'd book it immediately.
D	I completely disagree. I prefer trains.
E	Why don't you start riding your bike to work?

Speaker 1 ☐ Speaker 2 ☐
Speaker 3 ☐ Speaker 4 ☐

5 Study the phrases in the Teen Talk box. How do you say something similar in your language?

TEEN TALK

 My neighbour's offered to give me a ride on his huge motorbike this weekend. **What do you think I should do?**

 I'd jump at the chance. / What are you waiting for?

 Are you nuts? / Run a mile!

6 Work in pairs. Read the statements below. Take turns to give and ask for advice.

- I'm thinking about buying a new skateboard but I'm not sure what to get and where to get it.
- My parents say I can choose whether we go camping or have a beach holiday this summer.
- I want to go away with my friends for the weekend but my parents won't let me.



- 1 Look at the poster. What does it suggest you can do in New York? What could you include on a similar poster advertising a large city in your country? Think about the ideas below.

- famous buildings and sights
- people and activities
- tradition and history
- means of transport
- food and entertainment



- 2 In your notebook, match each statement 1–5 with a statement a–e that has a similar meaning.

- Okay, let's do that later, then.
 - We can see what our friends and family think.
 - I didn't really want to go there.
 - I went nearly everywhere on foot.
 - I can't wait!
- Let's ask people we know.
 - I did a lot of walking.
 - Let's not deal with that now.
 - I'm really looking forward to it!
 - I wasn't very keen on visiting it.

- 3 26 Usłyszysz dwukrotnie dwa teksty. W zadaniach 1–5, na podstawie informacji zawartych w nagraniu, wybierz właściwą odpowiedź (A–C). Odpowiedzi zapisz w zeszytcie.

TIP Uważaj na odpowiedzi zawierające te same słowa, które pojawiają się w nagraniu, gdyż niekoniecznie są one odpowiedziami poprawnymi. Dokonując wyboru, kieruj się przede wszystkim sensem wypowiedzi.

Tekst 1.

- What do Paul and Rosa agree on?
 - Creating something very unusual.
 - Using pictures of lots of churches.
 - Including both old and new things.
- Paul likes Rosa's idea about
 - talking to friendly people.
 - using pictures of people.
 - working with other people.
- Paul and Rosa are
 - writing an article.
 - designing a poster.
 - planning places to visit.

Tekst 2.

- During his visit, John
 - learned to speak Polish.
 - talked to lots of young people.
 - did a lot of walking.
- John tries to
 - show that he enjoyed his trip to Poland.
 - explain the best way to travel round Poland.
 - describe difficulties he had during the trip.

- 4 Choose the correct words and write them in your notebook.

- We visited all the traditional **sights** / **sightseeing** when we went to Rome.
- The people in our country are warm and **welcome** / **welcoming** to visitors.
- The young people were dressed very **fashionable** / **fashionably**.
- A lot of people were **willing** / **wanting** to speak English.
- It's very easy to get around **by** / **on** foot.

- 5 Work in pairs. Do you agree with what John said about Poland? Think about the ideas below.

- public transport (clean? comfortable? modern?)
- people who can speak English
- sightseeing on foot
- cafés and other places for young people
- fashionable people

check
your GRAMMAR

- 1 Choose the correct word or phrase and write it in your notebook.

Modal verbs

- 1 Passengers shouldn't on the floor of trains, but some of them do.
a sitting b sit
- 2 Should some extra money with me for emergencies?
a I take b take I

must / mustn't / have to

- 3 You mustn't your passport!
a to forget b forget
- 4 What to do to get ready for your holiday?
a have you b do you have
- 5 You pay for the airport bus. It's free.
a mustn't b don't have to
- 6 When I went to the concert, I change trains in London.
a had to b must

- 2 In your notebook, complete sentences 1–5 with the correct relative pronouns. In which sentences can the relative pronoun be left out? In which sentences can you use *that* instead?

Defining relative clauses

• when • which • where • who • whose

- 1 This is the hotel we stayed.
- 2 A tour guide is someone gives you information about a place.
- 3 That's the woman son won a trip round the world.
- 4 Do you remember this photo? It was the time we got lost!
- 5 Is this the building they told us to see?

See Grammar bank pp. 155–158 »

- 3 PHRASAL VERBS Read the definitions and choose the correct preposition to complete each phrasal verb. Write the answers in your notebook.

- 1 check **in** / **on**:
a arrive at your hotel and give your details
b arrive at an airport and show your passport
- 2 get **on** / **in**: enter (a bus, train, etc.)
- 3 get **off** / **out**: leave (a bus, train, etc.)
- 4 get **on** / **in**: enter (a car / taxi)
- 5 get **off** / **out (of)**: leave (a car / taxi)
- 6 take **up** / **off**: leave the ground (on a plane)

- 4  OPEN TASK Uzupełnij każdą lukę (1–4) jednym wyrazem tak, aby powstał spójny i logiczny tekst, zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów. Odpowiedzi zapisz w zeszycie.



This photograph was taken in London, on the London Underground. In the (1) of the picture we can see a woman on the platform. She's got a large, black (2) . She's probably just got off the train that's in the (3) . Perhaps she's going to (4) in a hotel for a few days, or maybe she's going home after a holiday or business trip.

- 5  OPEN TASK Przetłumacz na język angielski podane w nawiasach fragmenty zdań tak, aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów. Odpowiedzi zapisz w zeszycie.

- 1 The only time I'm scared on a plane is when it (startuje) .
- 2 There's someone in my class (którego mama jest) a travel agent.
- 3 In a foreign country, (nie wolno łamać) any laws, just like in your own.
- 4 I dropped my phone while I (kiedy wysiadałam) of the car.
- 5 The package (został zgubiony) by someone on a bike.

- 6 In pairs, discuss the topics below.

- a time when you got lost
- someone you know who travels a lot
- things you have to do before a holiday
- your favourite place in the world

1 Read the email and answer the questions.

< ✉ New message

Hi Tereska,

Just a very quick email to say I'm coming to Poland for a couple of weeks in October. Will you be there? I'd love to meet you if you're free.

Let me know!

Gary

- 1 What is Gary's news?
- 2 What does he suggest?
- 3 What do you think Tereska will say in her reply?

2 Read Tereska's reply. What does she invite Gary to do? How does she make suggestions?

< ✉ New message

Hi Gary,

Thanks for your email! I'm so glad you're coming to Poland. I'll be here then and I'd love to meet you too. Would you like to come and stay with me and my parents for the weekend?

October is a **good** time to visit, because the weather will be **nice**. If you're coming from Warsaw, a **good** way to get here is by train. The trains are **nice** and not too expensive.

There are lots of **nice** things we could do. For example, we could go for a walk in the park – the leaves have **nice** colours at that time of the year. Or why don't we spend a **nice** afternoon in my favourite café? In the evening, how about going to the cinema?

Let me know what you think of my suggestions!

Bye for now!

Love,
Tereska

3 In your notebook, replace the words in bold in the email in exercise 2 with the words in the box. There may be more than one correct answer.

- brilliant • beautiful • fascinating
- comfortable • fun • great • wonderful
- perfect • lovely • pleasant • relaxing
- interesting

4 Read the writing task. Copy the chart into your notebook. Write questions to refer to each of the bullet points. Then make notes to complete the information.

 **OPEN TASK** Chciałbyś/Chciałabyś zaprosić swojego kolegę z Irlandii do odwiedzenia cię podczas ferii zimowych. Napisz do niego e-mail.

- Zaproś kolegę i napisz, jaki termin najbardziej ci odpowiada, i wyjaśnij, dlaczego.
- Wyjaśnij, jak najlepiej dotrzeć do twojego domu z lotniska.
- Zaproponuj, jak wspólnie moglibyście spędzić czas.

E-mail powinien zawierać od 50 do 120 słów.

	Questions to ask and answer	Your notes
1	When 	
2	What 	
3	What 	

TIP W swojej wypowiedzi dbaj o urozmaicone i bogate słownictwo. Unikaj powtórzeń, np. zamiast *good* i *nice* możesz użyć przymiotników *perfect*, *wonderful* lub *fascinating*. Używaj zwrotów zwyczajowo stosowanych w danej sytuacji. Aby komuś coś zaproponować, możesz użyć różnych zwrotów, np. *We could ...*, *Why don't we ...?* lub *How about ...?*

5 In your notebook, make a paragraph plan for the exam task in exercise 4.

PHRASE BOX

- Would you like ...?
- I'd like to invite you to ...
- I wonder if you'd like to ...
- How about ...?
- I suggest we ...
- Shall we ...?
- We could ...
- What about ...?
- Why don't we ...?

6 Write the email in your notebook, using your notes in exercise 4, your plan in exercise 5, and some of the phrases from the Phrase Box.

< ✉ New message

To: Frank

Hi Frank!

Thanks for your letter. What are your plans for the winter holidays this year?

VOCABULARY, pp. 66–67

Transport / Transport

airport /'eə(r)pɔ:(r)t/ lotnisko
boarding pass /'bɔ:(r)dɪŋ pɑ:s/ karta pokładowa
boring /'bɔ:ɪŋ/ nudny
bus stop /'bʌs stɒp/ przystanek autobusowy
cabin crew /'kæbɪn kru:/ personel pokładowy
cheap /tʃi:p/ tani
clean /kli:n/ czysty
(un)comfortable /ʌn'kʌmfətb(ə)l/ (nie)wygodny
dangerous /'deɪndʒərəs/ niebezpieczny
delay /di'lei/ opóźnienie
dirty /'dɜ:(r)ti/ brudny
drive /draɪv/ prowadzić samochód, kierować pojazdem
driver /'draɪvə(r)/ kierowca
exciting /ɪk'saɪtɪŋ/ ekscytujący
expensive /ɪk'spensɪv/ drogi, kosztowny
fast /fɑ:st/ szybki
fly /flaɪ/ lecieć
fun /fʌn/ zabawny
garage /'gæərɪdʒ/ garaż
guard /gɑ:(r)d/ strażnik
luggage /'lʌɡɪdʒ/ bagaż
passenger /'pæsɪndʒə(r)/ pasażer
passport /'pɑ:spɔ:(r)t/ paszport
petrol station /'petrəl steɪʃ(ə)n/ stacja benzynowa
pilot /'paɪlət/ pilot
platform /'plætfɔ:(r)m/ peron
(un)reliable /ʌn'reɪləb(ə)l/ (nie)solidny
ride /raɪd/ jeździć (na rowerze, motorze)
safe /seɪf/ bezpieczny
seatbelt /'si:t belt/ pas bezpieczeństwa
slow /sləʊ/ wolny
(railway) station /'reɪlweɪ 'steɪʃ(ə)n/ dworzec kolejowy
ticket /'tɪkɪt/ bilet
ticket inspector /'tɪkɪt ɪnspektə(r)/ kontroler biletów
traffic jam /'træfɪk dʒæm/ korek uliczny

Means of transport / Środki transportu

container ship /kən'teɪnə(r) ʃɪp/ kontenerowiec
cruise ship /'kru:z ʃɪp/ statek rejsowy
(hot-air) balloon /'hoteɪ(r) bə'lu:n/ balon napęczniony ciepłym powietrzem
bicycle / bike /'baɪsɪk(ə)l / baɪk/ rower
boat /bəʊt/ łódź
bus /bʌs/ autobus
car /kɑ:(r)/ samochód
coach /kəʊtʃ/ autokar
ferry /'feri/ prom
helicopter /'helɪkɒptə(r)/ helikopter
lorry /'lɒri/ ciężarówka
motorbike /'məʊtə(r)baɪk/ motocykl
plane /pleɪn/ samolot
skateboard /'skeɪtbɔ:(r)d/ deskorolka
spaceship /'speɪʃɪp/ statek kosmiczny
submarine /'sʌbməri:n/ łódź podwodna

train /treɪn/ pociąg
tram /træm/ tramwaj
truck /trʌk/ ciężarówka
van /væn/ furgonetka, samochód dostawczy

Directions / Kierunki

cross (over) /krɒs 'əʊvə(r)/ przejść przez
get to /'get tə/ dotrzeć (do)
go past /gəʊ 'pɑ:st/ minąć
go straight on /gəʊ 'streɪt ɒn/ iść prosto
next door /nekst 'dɔ:(r)/ po sąsiedztwu
opposite /'ɒpəzɪt/ naprzeciwko
(just) round the corner /dʒʌst 'raʊnd ðə 'kɔ:(r) nə(r)/ tuż za rogiem
take the first / second left / right /teɪk ðə 'fɜ:(r)st / 'sekənd left / raɪt/ skręcić w pierwszą/drugą w lewo/prawo
the (best) way to /ðə best 'wei tə/ najlepsza droga do
turn right / left /tɜ:(r)n 'raɪt / 'left/ skręcić w prawo/w lewo

Travel and sightseeing / Podróż i zwiedzanie

adventure / activity holiday /əd'ventʃə(r) / æk'tɪvəti hɒlɪdeɪ/ wakacje dla amatorów aktywnego wypoczynku
backpack /'bækpæk/ plecak
beach holiday /bi:tʃ 'hɒlɪdeɪ/ wakacje na plaży
booking /'bʊkɪŋ/ rezerwacja
brochure /'brɒʃʊə(r)/ broszura, prospekt
by train /baɪ 'treɪn/ pociągami
camping holiday /'kæmpɪŋ hɒlɪdeɪ/ wakacje pod namiotem
campsite /'kæmpsait/ kemping
canoeing /kə'nu:ɪŋ/ pływanie kajakiem
deck /dek/ pokład
excursion /ɪk'skɜ:(r)ʃ(ə)n/ wycieczka
fare /feə(r)/ opłata
flight /flaɪt/ lot
gallery /'gæləri/ galeria
get lost /get 'lɒst/ zgubić się
go on foot /gəʊ ɒn 'fʊt/ iść pieszo
guest house /'gest haʊs/ dom gościnny, pensjonat
handbag /'hænd(b)æg/ torebka damska
hiking /'haɪkɪŋ/ piesza wycieczka (zwykle w górach)
holiday /'hɒlɪdeɪ/ wakacje
hotel /həʊ'tel/ hotel
journey /'dʒɜ:(r)ni/ podróż
kayaking /'kaɪækɪŋ/ pływanie kajakiem
miss a train / plane / etc /mɪs ə 'treɪn / 'pleɪn/ spóźnić się na pociąg, samolot itp.
museum /'mju:zi:əm/ muzeum
open-top bus /əʊpən'tɒp bʌs/ autobus z odkrytym dachem
package holiday /'pækɪdʒ hɒlɪdeɪ/ wakacje zorganizowane (biuro podróży zapewnia noclegi i transport, czasami także posiłki i dodatkowe atrakcje)
parking space /'pa:(r)kɪŋ speɪs/ miejsce parkingowe
reception /n'sep(ə)n/ recepcja
reservation /rezə(r)'veɪʃ(ə)n/ rezerwacja

runway /'rʌnweɪ/ pas startowy
school trip /'sku:l trɪp/ wycieczka szkolna
sightseeing /'saɪtsi:ŋ/ zwiedzanie
single / double room /'sɪŋɡ(ə)l / 'dʌb(ə)l ru:m/ pokój jednoosobowy/dwuosobowy
souvenir shop /su:və'niə(r) ʃɒp/ sklep z pamiątkami
suitcase /'su:tkeɪs/ walizka
sunbathing /'sʌnbetɪŋ/ opalanie się
taxi rank /'tæksɪ ræŋk/ postój taksówek
tent /tent/ namiot
travel /'træv(ə)l/ podróż, podróżować
trip /trɪp/ wycieczka, krótka podróż, wyprawa
water-skiing /'wɔ:tə(r)ski:ŋ/ narciarstwo wodne
water sports /'wɔ:tə(r) spɔ:(r)ts/ sporty wodne

READING, p. 68

avoid /ə'vɔɪd/ unikać
get around /get ə'raʊnd/ podróżować
means of transport /mi:nz əv 'trænsɒ:(r)t/ środki transportu
plan a route /plæn ə 'ru:t/ planować trasę

LISTENING, p. 70

dress fashionably /dres 'fæʃ(ə)nəb(ə)li/ ubierać się modnie
on foot /ɒn 'fʊt/ pieszo
visit sights /vɪzɪt 'saɪts/ zwiedzać atrakcje turystyczne
welcoming /'welkəmɪŋ/ gościnny, serdeczny
willing to do sth /wɪlɪŋ tə 'du: sʌmθɪŋ/ chętny, gotów (coś zrobić)

USE OF ENGLISH, p. 71

Phrasal verbs

check in /tʃek 'ɪn/ meldować się (w hotelu), odprawiać się (na lotnisku)
get in /get 'ɪn/ wsiadać (do samochodu, taksówki)
get off /get 'ɒf/ wysiadać (z pociągu, autobusu itd.)
get on /get 'ɒn/ wsiadać (do pociągu, autobusu itd.)
get out (of) /get 'aʊt (ɒv)/ wysiadać (z samochodu, taksówki)
take off /teɪk 'ɒf/ startować (o samolocie)

OTHER WORDS

parascending /'pærə'sendɪŋ/ latanie na spadochronie wyniesionym w powietrze przez samochód lub motorówkę

VOCABULARY

- 1 In your notebook, replace each phrase in bold with a word or phrase from the box.

• butcher's • cabin crew • platform • can't afford
• department store • passenger

- I bought beef from the new **place that sells meat** in the High Street.
- Although I don't like flying, the **people who work on the plane** made me feel relaxed.
- They are going to open a **shop that sells everything** near my house.
- My mum explained that she **hasn't got enough money** to buy us a new computer.
- I don't like driving – I'm much happier being a **person who sits next to the driver**.
- Sarah slipped on the **place where people get on and off the train** and broke her leg.

- 2 Choose the correct words and write them in your notebook.

- I found it much cheaper online. In fact it was a **bargain** / **discount**!
- Jan liked the view from the train window, but the seats were really **unreliable** / **uncomfortable**.
- We usually buy vegetables from the **greengrocer's** / **newsagent's** on the way home.
- We didn't plan to take much **luggage** / **handbag** with us on the journey.
- Gary always carries money with him because he pays for everything in **cash** / **stock**.
- For people who love history, a **sightseeing** / **souvenir** tour is perfect in this city.

- 3 Choose the best definition for the words in bold. Write the answers in your notebook.

- Let's call a **plumber** to fix the pipe in the bathroom.
 - a person who works in a shop
 - a person who solves problems with water
- They said there was a **delay** and we had to wait an hour for the plane.
 - a mechanical problem
 - something that makes you late
- The washing machine was **faulty** so the shop replaced it.
 - not working properly
 - second-hand
- We got stuck in a **traffic jam** and were late for school.
 - slow-moving cars
 - a dangerous area
- We waited for hours in a **queue**.
 - a line of people
 - a reception area

- Here's your receipt, and here's your **change**. Thanks for shopping with us!
 - money you get back when you pay for something
 - a replacement for a broken item
- These days, you can print out your **boarding pass** before you go to the airport.
 - a document that shows you have checked in for a flight
 - a document that shows you have just got off a flight

GRAMMAR

- 4 In your notebook, complete sentences 1–7 with the correct passive form of the verbs in brackets.

- Every summer, items (**sell**) in that shop at half price. It's great!
- Breakfast (**serve**) between 7 and 11 every morning. Don't miss it!
- I'm really upset. The bike I wanted to buy (**just / buy**) by someone else!
- Ten people (**choose**) last week to take part in the competition.
- That hotel (**close down**) last year because they found rats in the kitchen.
- The electrical shop (**break into**) last night and thieves stole laptops and tablets.
- You (**give**) the key to your room when you arrive at reception.

- 5 In your notebook, rewrite the words and phrases in bold so that the sentences are correct.

- This train goes all the way to where you want to go so you **haven't** to change trains.
- When you buy something new, you should **to keep** the receipt in case there's a problem with it.
- Whatever you do, you **don't have to** forget to take your passport.
- That's the shop **who** sells really nice jewellery.
- If I want to enter this competition, what **I have** to do?
- If she doesn't want to go on the trip, it's no problem – she **mustn't**.
- Have you ever been back to the town **that** you were born?
- Daniel is the boy **who his** dad runs the local shop.

USE OF ENGLISH

- 6** **OPEN TASK** Uzupełnij zdania (1–5). Wpisz podane w nawiasach wyrazy w odpowiedniej formie tak, aby zdania były logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Nie zmieniaj kolejności podanych wyrazów. Dodaj wszystkie niezbędne elementy. Odpowiedzi zapisz w zeszytcie.

- I ordered a new tablet online but (*it / damage*) in the post.
- I've got homework but I (*not / have*) to do it today – it's for Monday.
- They say the new sports hall (*will / open*) by a famous sportsperson.
- Do you remember the day when we (*get / lose*) in Rome?
- I met Jane while (*I / travel*) to Amsterdam.

- 7** **Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1–3). Zapisz w zeszytcie odpowiednią literę (A–F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

A by	B getting	C motorway
D on	E railway	F taking

×

My blog

×

← previous

28th December

next →

LIVING IN THE COUNTRYSIDE

I live in the countryside, so (1) around can be a problem. There's very little public transport and taxis are really expensive. If I want to see one of my friends in the village, then I go (2) bike. It's OK, but that's not so good if it's raining! When I want to go into the city, my dad takes me to the (3) station and then I travel there on the train.



LANGUAGE FUNCTIONS

- 8** **OPEN TASK** Uzupełnij luki (1–3) w poniższym dialogu tak, aby był on spójny i logiczny. Odpowiedzi zapisz w zeszytcie.

X: I have to take this phone back and ask for a refund. I know they're going to be difficult about it.

Y: Would (1) to come with you?
You might feel better if there are two of us.

X: Oh could you? That would (2) !
Are you free tomorrow morning?

Y: I'm really sorry but I can't then.

X: Okay. (3) after school on Monday?

Y: Sure!

- 9** 27 **Usłyszysz dwukrotnie cztery krótkie wypowiedzi (1–4). Do każdej wypowiedzi dopasuj właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszytcie.**

A	Not really. They're very dangerous.
B	I'm hoping to become a chef.
C	How about coming to my house? I'll cook something.
D	Don't worry. I'll do it.
E	Yeah, I think so too!

Speaker 1	Speaker 2
Speaker 3	Speaker 4

WRITING

- 10** **Read the instructions and do the writing task in your notebook.**

OPEN TASK Wkrótce wybierasz się do centrum handlowego, aby kupić nowe ubrania. Napisz e-mail do koleżanki z Anglii, która przebywa obecnie w Polsce.

- Zaproś ją na wspólne zakupy.
- Wyjaśnij, jaką odzież chcesz kupić i dlaczego.
- Zaproponuj, co możecie wspólnie robić po zakupach.

E-mail powinien zawierać od 50 do 120 słów.

< New message

Hi Janey,

How are you? I need to do some shopping soon.



A



B



C



D



E



F

ART AND CULTURE

- 1 In your notebook, match each job with a picture (A–F).

• (fashion) designer • actor / actress • painter
• author / writer / poet • dancer • musician

- 2 Copy the table into your notebook. Write each word or phrase from the box in the correct group. Some words fit in more than one category.

• band / group • acting • brush • cast • classical
• pop • concert • director • drawing • poem
• illustrations • instrument • novel • orchestra
• painting • rock • portrait • short story • sketch
• song • soundtrack • tune • stage • cinema

Music	Art	Literature	Film and theatre

- 3 28 Listen to six short dialogues about different art forms. In your notebook, match each dialogue (1–6) with an art form (a–f).

Dialogue 1	a dance
Dialogue 2	b writing
Dialogue 3	c singing
Dialogue 4	d painting
Dialogue 5	e acting
Dialogue 6	f photography

- 4 In your notebook, complete the advertisement for classes with the correct form of the verbs in the box. Which class would you choose? Why?

• draw • design • write • perform • put on
• sing • paint

AXENFURT ARTS CENTRE NEW COURSES FOR THE WINTER!

- **Drama Club:** Do you like (1) on stage? Learn how to (2) a play to entertain your friends.
- **Music Club:** Learn how to (3) into a microphone and write great pop songs. For singers and other musicians.
- **Art Club:** For anyone who loves (4) and (5) .
- **Design Club:** Interested in (6) magazine covers? Cool websites? Learn all about graphic design here.
- **Writers Club:** Want to produce a school magazine or newspaper? Learn how to (7) interesting articles and entertaining stories.



- 5 Choose the correct words to complete the book review and write them in your workbook. Then, in pairs, take turns to talk about your favourite book or film. Use the words and phrases in the box to help you.



My favourite book is 'City of Bones' (1) **from** / **by** Cassandra Clare. It's (2) **set** / **placed** in New York, and is a crime story, science (3) **fiction** / **story** and fantasy. The (4) **main character** / **lead actor** is Clary Fray, who is fifteen. She sees a murder – but it's a very strange one! I won't tell you what happens but the (5) **play** / **plot** is very exciting!

- It's called ...
- It's about ...
- It's set in ...
- It's written by ...
- It stars ...
- It's directed by ...
- He/She plays a/an ...

CULTURAL EVENTS

- 6 Choose the correct answers and write them in your notebook. Have you been to any events or places like these?
- The annual film **carnival** / **festival** shows short films and documentaries.
 - Michelle's clothing designs are in a local fashion **show** / **parade**.
 - We're going on a school trip to a famous art **hall** / **gallery** next week.
 - I enjoy **outdoors** / **outdoor** concerts because it's great to hear live music in the open air.
 - Have you ever been to a magic **fair** / **show** where the magician cuts someone in half?
 - I think it's cruel to use wild animals in a circus **attraction** / **performance**, but I love the acrobats!
- 7 At which events or places from exercise 6 would you see these things?
- a runway, models, a spring collection
 - audience, a band, loud speakers
 - white doves, a rabbit, a card trick
 - a big top, a trapeze, a juggler
 - works of art
 - celebrities, screen, presenters

THE MEDIA AND SOCIAL MEDIA

- 8 In your notebook, match descriptions 1–10 with the people or things in the box.

- article • advertisement / advert • channel
- headline • documentary • magazine • journalist
- newspaper • presenter • interviewer

This is ...

1	a person who writes for a newspaper or magazine.
2	something you read which comes out every week or month.
3	something you read every day to find out what's happened in the world.
4	something you watch which describes real life people and places.
5	a setting on your TV or radio that broadcasts a set of programmes.
6	a short piece of writing which you see in a newspaper or magazine.
7	a short piece of text with a photo that tries to sell a product.
8	a person who gives you the news on television or radio.
9	a person who talks to people and asks them questions.
10	the most important and biggest text on the front page of a newspaper.

- 9 In pairs or groups, take turns to ask and answer the questions about your online life.

ONLINE LIVING

- Which websites do you visit regularly?
- What do you post about and/or share online?
- Do you subscribe to any YouTube channels? Which ones? Why?
- What do you upload / download (music / images / etc.)?
- Which of these do you use: Facebook / Snapchat / Instagram / WhatsApp?



- 10 Work in pairs. Give examples of each of the items in the box.

- a cooking show • a travel show • a comic
- a reality show • a YouTube channel
- a TV crime series • a teen magazine
- a national newspaper • a cartoon

- 1 Which of the museums presented in the pictures would you like to visit most? Why?



- 2 **OPEN TASK** Przeczytaj teksty 1. i 2. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą (A, B lub C). Następnie, zgodnie z treścią tekstów, uzupełnij w e-mailu luki 4–6. Należy uzupełnić je wyrazami w języku polskim. Odpowiedzi zapisz w zeszycie.

Tekst 1.

The Museum of Childhood in Edinburgh, Scotland

When the museum opened in 1955, it was the first of its kind in the world. It was founded by a Scotsman, Patrick Murray, who was an enthusiastic collector of toys and childhood objects. One day, Murray read a newspaper article about two 18th century dolls (one of them used to belong to Queen Victoria) in Edinburgh, his home city. It turned out there was no good place to display the dolls in Scotland, but Murray managed to persuade the local politicians to keep the dolls somewhere in Edinburgh, instead of sending them to London. He realised that there was a need to create a museum dedicated only to the history of childhood – and soon a new museum was opened. Murray donated a lot of toys from his private collection to the museum, although he publicly said that he didn't like children.

In the museum, there are now large collections of toys and games from almost every country. Visitors can enjoy looking at dolls, teddies, train sets, cars and even a puppet theatre. They can imagine themselves playing all kinds of indoor and outdoor games from the past such as hide and seek or snakes and ladders. Visitors to the museum can also learn about the games we still play and those they didn't know existed! They can also find out how children were brought up, dressed and educated in the past.

The museum is now collecting toys, books, children's clothes, photographs and domestic items from the 1970s as well as any items relating to childhood during World War II. Please consider donating any children's items to the museum if you would like to help it become bigger. At the present time, the museum is not accepting any dolls as they already have too many. If you would like to donate, please contact the museum first to check if your items are needed for the museum's collection.

- Patrick Murray created the Museum of Childhood in Edinburgh because
 - there wasn't such a museum there.
 - he wanted to keep his collection of toys there.
 - the local politicians gave him the idea to do it.
- In the museum, you cannot
 - see items from all over the world.
 - learn how to play different games from the past.
 - learn about children's school life.
- In the last paragraph, the author
 - invites people to donate certain things to the museum.
 - asks visitors for an opinion on its collection.
 - explains why the museum collects old items.

- 3 Prepare a three-minute presentation about a museum in Poland. Include the following information:

- name of the museum
- location
- opening hours
- exhibits
- facilities
- admission fees

Tekst 2.

THE MUSEUM OF CHILDHOOD

a museum for all ages

Current Exhibition:
It's Alive

See mechanical toys from the last two centuries

When to visit
Monday, Thursday – Saturday: 10 am–5 pm
Tuesday and Wednesday: closed
Sunday: 12 pm–5 pm

Shopping
Lots of wonderful toys, games, books, and souvenirs. The shop closes at 4:45 pm.

Admissions
Free entry – donations are welcome



TIP Pamiętaj, że informacje potrzebne do uzupełnienia wiadomości w języku polskim mogą znajdować się w pierwszym lub drugim tekście. Zanim uzupełnisz luki, przeczytaj uważnie oba teksty i odśzukaj fragmenty, które zawierają prawidłowe odpowiedzi.

< ✉ New message

Cześć Maciek,

Cieszę się, że odwiedzisz mnie w przyszłym miesiącu. Myślę, że spodoba Ci się tutejsze Muzeum Zabawek. Z informacji na stronie internetowej wynika, że najlepszym dniem na zwiedzanie muzeum będzie (4) , ponieważ podczas weekendu pojedziemy nad morze, a od czwartku do soboty warto wziąć udział w Festiwalu Edynburskim. Obecnie w muzeum jest interesująca wystawa, na której można zobaczyć mechaniczne zabawki. Wejście na nią (5) , więc zostanie nam trochę więcej pieniędzy na zakup pamiątek w muzealnym sklepie. Co ciekawe, muzeum przyjmuje dary do swoich zbiorów. Wiem, że dostałeś wiele starych zabawek od babci, a muzeum zbiera obecnie różne zabawki z wyjątkiem (6) .

Do zobaczenia w przyszłym miesiącu!

Pozdrawiam,
Ala

- 1 In your notebook, match each photo with a sentence. What's the difference between using *Can I ...?* and *May I ...?*



- 1 May I leave the room?
- 2 Can I borrow your bike?

- 2 In your notebook, match the headings with the phrases from the Phrase Box.

- Giving permission
- Refusing permission
- Asking for permission

PHRASE BOX

- 1
 - May I leave the room?
 - Could I invite a friend over for lunch?
 - Do you mind if I sit here?
- 2
 - Yes, of course.
 - Go right ahead.
 - Yes, no problem.
 - Of course I don't mind.
- 3
 - No, I'm sorry.
 - No, I'm afraid you can't.
 - Sorry, that's not possible.

- 3 Do każdej z opisanych sytuacji (1–3) dobierz właściwą reakcję (A–C). Odpowiedzi zapisz w zeszycie.

- 1 Chcesz poprosić swojego ulubionego zagranicznego piosenkarza o autograf. Co powiesz?

- A Can you take a photo?
- B May I sign this photo for you?
- C Could you sign this photo, please?

- 2 Koleżanka z Anglii chce skorzystać z twojego telefonu podczas przerwy w spektaklu. Co jej odpowiesz?

- A Of course I can borrow it.
- B I'm afraid it is.
- C No problem. Here you are.

- 3 Kolega ze Szkocji proponuje, abyście wspólnie wybrali się do cyrku. Jak odmówisz mu w uprzejmy sposób?

- A I'm not sure I can.
- B Of course I don't mind.
- C I'm afraid you can't.

- 4 Read the dialogue in exercise 5. For gaps 1 and 2, is 'Y' giving permission or refusing permission?

- 5 **OPEN TASK** Uzupełnij luki (1–3) w poniższym dialogu tak, aby był spójny i logiczny. Odpowiedzi zapisz w zeszycie.

X: May I look at your work?

Y: Sure. (1) ahead.

X: It's quite nice. Could I take a photo of it?

Y: Sorry, (2) possible.

X: I'm (3) understand.

Y: It's not finished yet. When it is, you can photograph it.

- 6 Study the phrases in the Teen Talk box. How do you say something similar in your language?

TEEN TALK

How about lending me a few pounds?

Are you joking? / No way!

Give me your phone, will you?

Sure thing. / Here you go! / OK.

- 7 Work in pairs. Prepare and practise a dialogue using the ideas below.

Student A: You've won a competition to meet your favourite singer. Ask the singer to:

- take a selfie with you;
- say *Hi* to your best friend on your phone;
- record a short video on your phone;
- write a song about you.

Student B: You're a famous singer. You're meeting one of your fans. You're happy to do some but not all of the things they want you to do.

- 1 Look at the photo. What kind of event is this? Which of the things listed below do you think you might see there? Would you like to go to an event like this?

colourful costumes performers
handmade crafts
magic show historical play
live music



- 2 29 **OPEN TASK** Usłyszysz ogłoszenie dotyczące jarmarku historycznego. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Odpowiedzi zapisz w zeszycie.

TIP Pamiętaj, że te same informacje są w odmienny sposób sformułowane w nagraniu i w zadaniu. W trakcie słuchania zwracaj uwagę na to, w jaki sposób treści zawarte w zadaniu zostały sparafrazowane, np. w zadaniu przeczytasz sformułowanie *Price to enter*, a w nagraniu usłyszysz *Entrance fee*, co jest innym sposobem wyrażenia, że obowiązuje opłata za wstęp do jakiegoś miejsca.

YORK LIVING HISTORY FAIR



When? Saturday

Where? York's (1)

What's on offer? Handmade crafts, performers, and (2) painting

Event time? Stage performance at (3)

Price for children to enter? £ (4)

- 3 Choose the correct words and write them in your notebook.
- Martin is quite talented *for* / *at* playing comic roles.
 - Michelle's trying to get a *scene* / *role* in a Broadway production.
 - My favourite actor is *starring* / *shining* in the theatrical production of *Billy Elliot*.
 - I'm the *understudy* / *cast* for the lead actress in this production, so I have to be ready in case she gets ill.
 - I've been waiting to play this role for years and now this is my chance to *shine* / *burn*.
 - The school play's next month so we have *rehearsals* / *practice* twice a week after school.

- 4 In pairs or as a group, discuss the questions.
- Have you ever been to the theatre? What play did you see?
 - Have you taken part in a school play? Were you involved in the production or were you a member of the audience?
 - Did you or another actor shine in a role or forget a line?

- 5 30 Usłyszysz dwukrotnie cztery wypowiedzi dotyczące występowania w teatrze. Na podstawie usłyszanych informacji do każdej wypowiedzi (1–4) dopasuj właściwe zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.

This speaker

A	isn't very good at acting and it shows.
B	always makes friends with the other actors.
C	wants to discuss a problem with a cast member.
D	acts well but doesn't rehearse enough.
E	was pleased about an opportunity.

Speaker 1 ☐ Speaker 2 ☐
Speaker 3 ☐ Speaker 4 ☐

- 6 Some people say hard work is more important than talent. Do you believe that is true? Why (not)? Discuss your ideas with a partner.

Well, I really don't understand this opinion. I think that talent and hard work are equally important. How about you?

- 1 Choose the correct answers and write them in your notebook. Which sentences are zero, first or second conditional?

Conditionals

- 1 If an artist **does** / **will do** amazing work, they get good reviews.
- 2 If I **got** / **get** the main part in the school play, I'll be really happy.
- 3 If she **starred** / **stars** in a major film, she'd become famous.
- 4 The publisher **published** / **will publish** your book if they like it.
- 5 What **will** / **would** you do if you met a famous film star?
- 6 You **get** / **got** better seats if you buy your tickets in advance.
- 7 What will you win if you **will come** / **come** first in the writing competition?
- 8 If Mike **didn't come** / **doesn't come** to the concert, I'll be quite disappointed.

- 2 In your notebook, complete the sentences with the correct form of the verbs in brackets.

Time clauses

- 1 After I (**complete**) this painting, I'm going to celebrate.
- 2 She's going to practise until she (**get**) it right.
- 3 I'll text you when the show (**finish**) .
- 4 We'll start as soon as everyone (**be**) here.
- 5 She'll probably read some of her book before she (**go**) to sleep.
- 6 I'll read a book while I (**wait**) for the bus.

See Grammar bank pp. 158–161 »

- 3  Przeczytaj tekst. Wybierz odpowiedź A, B lub C, aby poprawnie uzupełnić luki 1–4. Odpowiedzi zapisz w zeszycie.

< New message

Hi Nathan,
I'm really excited (1) going to the art gallery with you. Jake Hall is a very talented painter and I think it will be a great exhibition. I'd love to own one of his paintings. If I had the money, I (2) one. So, let's meet at the Village Café. I'll text you (3) I leave home.
By the way, if you (4) on the gallery's website, they send you a newsletter every month. I think it's a great idea.
Bye for now,
Trish

- | | | |
|----------------|-----------------|-------------|
| 1 A to | B about | C for |
| 2 A will buy | B bought | C would buy |
| 3 A as soon as | B until | C during |
| 4 A registered | B will register | C register |

- 4 In your notebook, rewrite phrases 1–5 using **-ed** and **-ing** adjectives.

an assignment that is a challenge = a challenging assignment

- 1 a viewer who watches with interest
- 2 a film that can cause depression
- 3 an exhibit people view with fascination
- 4 a student that feels inspiration
- 5 a documentary that causes shock

- 5  **OPEN TASK** Uzupełnij zdania 1–8. Wpisz podane w nawiasach wyrazy w odpowiedniej formie tak, aby zdania były logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Nie zmieniaj kolejności podanych wyrazów. Dodaj wszystkie niezbędne elementy. Odpowiedzi zapisz w zeszycie.

- 1 She (watch / bore) programme on TV last night.
- 2 I'll call you as soon as (concert / finish).
- 3 I (be / amaze) if Mary gets the lead role in the musical.
- 4 That's the girl (father / be) a famous composer.
- 5 How will you feel if your performance (go / good)?
- 6 Shelley (receive / disappoint) review in the paper for her novel.
- 7 Dan (be / please) when he won a scholarship to the Royal Academy of Music.
- 8 (you / become) a pop star, would you give me free tickets to your concerts?



1 In your notebook, rearrange the letters to find the countries where these wedding traditions happen. The first letter is given. Do any of them take place at Polish weddings? What are Polish weddings like?

- 1 In P , the bride takes off her shoes at the wedding reception and people put money in them. **ORLUPGTA**
- 2 In S , after the wedding, people hit the groom's feet with a fish. **OHSTU AKROE**
- 3 In S , before the wedding, people pour buckets of old, smelly food over the bride-to-be. **SDCOLTNA**
- 4 In G , just after the wedding, the bride and groom sometimes cut a piece of wood in half. **MERGAYN**
- 5 At a Yugur wedding in C , the groom shoots three arrows at the bride and then breaks the bow and arrow. The bride doesn't get hurt! **ICANH**
- 6 In I , at the wedding reception, people sometimes cut the groom's tie into small pieces. They then hand them out to the guests. **TLYAL**

2 Read Alicia's email to Charlotte. The words in blue are grammatical mistakes. The words in green are spelling mistakes. The words in red are vocabulary mistakes. In pairs or groups, discuss how to correct the mistakes.

< ✉ New message

Hi Charlotte,

How are you? My cousin Marek is **becoming** married **with** an English girl and they've invited me to the wedding. It's on 24th July next year at a big church in London. I'm very **exciting** because I've never **bean** to a English wedding before!

I'm not sure what to **dress on**. Could you **to give** me **an** advice? What would you **ware** to a summer wedding? Also, I want to buy them a **marriage** present and **I'm having** no idea what to get! Have you got any ideas?

My parents and I are going to **live** in the UK for a few days after the wedding. I'd love to **meat** you in London for the day. Do you think you can come? It would be great to see you!

Right back soon!

Love,
Alicia

3 In your notebook, rewrite the email in exercise 2 without the mistakes.

4 What points has Alicia covered in the email in exercise 2? In your notebook, complete the writing task with the correct information.

Twój kuzyn wkrótce żeni się w Londynie z Angielką. W liście do koleżanki z Anglii:

- poinformuj ,
- zapytaj ,
- zaproponuj koleżance .

5 Read the writing task. Copy the chart into your notebook and complete the questions and the information.

📖 **OPEN TASK** Twój kolega z Anglii został zaproszony na uroczystość weselną w Polsce. W liście do kolegi:

- poradz mu, jak powinien się ubrać na ślub;
- wyjaśnij, jak zwykle przebiega uroczystość weselna;
- przypomnij koledze, że powinien kupić prezent ślubny i zaproponuj swój pomysł.

List powinien zawierać od 50 do 120 słów.

	Questions to ask and answer	Your notes
1	What kind ... Should ...	<u> </u>
2	What things ...	<u> </u>
3	What kind ... How much ...	<u> </u>

TIP Po napisaniu pracy przeczytaj ją i zwróć uwagę na poprawność językową. Sprawdź, czy nie zawiera błędów ortograficznych, gramatycznych lub leksykalnych.

6 In your notebook, make a paragraph plan for the writing task in exercise 5.

PHRASE BOX

Giving advice

- I think you should / shouldn't ...
- Another good idea would be to ...
- I (would) suggest ...
- What / How about + -ing ...?

Asking for advice

- I need some advice about ...
- What do you think I should do?
- What do you think about ...?

7 Write the letter in your notebook, using your notes in exercise 5, your plan in exercise 6, and some of the phrases in the Phrase Box.

Hi Dave!

Thanks for your email. I think you'll have lots of fun at the wedding!

VOCABULARY, pp. 76-77

Art and culture / Sztuka i kultura

acting /'æktɪŋ/ aktorstwo, gra aktorska
actor / actress /'æktə(r) / 'æktɹəs/ aktor/ aktorka
author /'ɔ:θə(r) / autor
band / group /bænd / gru:p/ zespół/grupa
brush /brʌʃ/ pędzel
cast /kɑ:st/ obsada
cinema /'sɪnəmə/ kino
classical /'klæsɪk(ə)l/ klasyczny
concert /'kɒnsə(r)t/ koncert
dancer /'dɑ:nsə(r)/ tancerz
design /dɪ'zaɪn/ projektować, projekt
director /daɪ'rektə(r)/ reżyser
draw /drɔ:/ rysować
drawing /'drɔ:ɪŋ/ rysunek
(fashion) designer /fæʃ(ə)n dɪ'zaɪnə(r)/ projektant (mody)
illustrations /ɪlə'streɪʃ(ə)nz/ ilustracje
instrument /'ɪnstɹəmənt/ instrument
lead actor /li:d 'æktə(r)/ główny (pierwszoplanowy) aktor
main character /meɪn 'kærɪktə(r)/ główny bohater
musician /mju:ʃɪən/ muzyk
novel /'nɒv(ə)l/ powieść
orchestra /'ɔ:(r)kɪstrə/ orkiestra
paint /peɪnt/ malować
painter /'peɪntə(r)/ malarz
painting /'peɪntɪŋ/ obraz
perform /pə(r)'fɔ:(r)m/ występować
photography /fə'tɒɡrəfi/ fotografia
plot /plɒt/ fabuła
poem /'pəʊɪm/ wiersz
poet /'pəʊɪt/ poeta
pop /pɒp/ pop (rodzaj muzyki)
portrait /'pɔ:(r)trɪt/ portret
put on /pʊt 'ɒn/ wystawiać (sztukę, przedstawienie)
rock /rɒk/ rock (rodzaj muzyki)
science fiction /saɪəns 'fɪkʃ(ə)n/ science fiction
short story /ʃɔ:(r)t 'stɔ:ri/ opowiadanie
sing /sɪŋ/ śpiewać
sketch /sketʃ/ szkic
song /sɒŋ/ piosenka
soundtrack /'saʊnd(ɪ)træk/ ścieżka dźwiękowa do filmu
stage /steɪdʒ/ scena
tune /tju:n/ melodia
write /raɪt/ pisać
writer /'raɪtə(r)/ pisarz

Phrases

It stars ... Występuje w nim...
It's about ... To jest o.../To jest na temat...
It's called ... Zatytułowany jest...
It's directed by ... Został wyreżyserowany przez...
It's set in ... Akcja rozgrywa się w...
It's written by ... Został napisany przez...
He/she plays a/an ... On/Ona gra...

Cultural events / Wydarzenia kulturalne

art gallery /'ɑ:(r)t ɡæləri/ galeria sztuki
attraction /ə'trækʃ(ə)n/ atrakcja
audience /'ɔ:diəns/ widownia, publiczność
big top /bɪɡ 'tɒp/ namiot cyrkowy
card trick /'kɑ:(r)d trɪk/ sztuczka karciana
carnival /'kɑ:(r)nɪv(ə)l/ karnawał
celebrity /sə'lebrəti/ znana osoba, celebryta
circus /'sɜ:(r)kəs/ cyrk
fair /feə(r)/ targ, jarmark
fashion show /'fæʃ(ə)n ʃəʊ/ pokaz mody
festival /'festɪv(ə)l/ festiwal
juggler /'dʒʌɡlə(r)/ żongler
loud speakers /laʊd 'spi:kə(r)z/ głośniki
magic show /'mædʒɪk ʃəʊ/ pokaz magii
microphone /'maɪkrəfəʊn/ mikrofon
model /'mɒd(ə)l/ model
outdoor concert /aʊtdɔ:(r) 'kɒnsə(r)t/ koncert na świeżym powietrzu
parade /pə'reɪd/ parada
performance /pə(r)'fɔ:(r)məns/ występ
presenter /pri'zentə(r)/ prezenter
rabbit /'ræbɪt/ królik
runway /'rʌnweɪ/ wybieg (na pokazie mody)
screen /skri:n/ ekran
(spring) collection /sprɪŋ kə'lekʃ(ə)n/ kolekcja (wiosenna)
trapeze /trə'pi:z/ trapez (drążek gimnastyczny)
work of art /wɜ:(r)k əv 'ɑ:(r)t/ dzieło sztuki

The media and social media / Media i media społecznościowe

advertisement / advert /əd'vɜ:(r)tɪsmənt / 'ædvɜ:(r)t/ reklama
article /'ɑ:(r)tɪk(ə)l/ artykuł
cartoon /kɑ:(r)'tu:n/ kreskówka
channel /'tʃæn(ə)l/ kanał
comic /'kɒmɪk/ komiks
cooking show /'kʊkɪŋ ʃəʊ/ program kulinarny
crime series /'kraɪm sɪəri:z/ serial kryminalny
documentary /dɒkjə'ment(ə)ri/ film dokumentalny
download /daʊn'ləʊd/ ściągać, pobierać
headline /'hedlaɪn/ nagłówek (tytuł artykułu prasowego)
image /'ɪmɪdʒ/ obraz (ilustracje, pliki graficzne)
interviewer /'ɪntə(r)vju:ə(r)/ osoba przeprowadzająca wywiad
journalist /'dʒɜ:(r)nəlɪst/ dziennikarz
national newspaper /næʃ(ə)nəl 'nju:zpeɪpə(r)/ gazeta ogólnokrajowa
post /pəʊst/ publikować
reality show /ri'æləti ʃəʊ/ reality show
share online /ʃeə(r) ɒn'laɪn/ udostępniać w sieci
subscribe to sth /səb'skraɪb tə səmθɪŋ/ subskrybować (coś)
teen magazine /ti:n mæɡə'zi:n/ czasopismo dla nastolatków

travel show /'træv(ə)l ʃəʊ/ program podróżniczy
upload /'ʌpləʊd/ wysyłać (np. pliki na serwer internetowy)
website /'websaɪt/ strona internetowa

LISTENING, p. 80

be talented at (doing) /bi 'tæləntɪd ət du:ɪŋ/ mieć talent, zdolności (w jakiejś dziedzinie)
rehearsal /'hɜ:(r)s(ə)l/ próba
role /rəʊl/ rola
scene /si:n/ scena
shine /ʃaɪn/ świecić, błyszczeć
star /stɑ:(r)/ grać główną rolę
understudy /'ʌndə(r)stʌdi/ dubler

OTHER WORDS

admission /əd'mɪʃ(ə)n/ wstęp
arrow /'ærəʊ/ strzała
bow /bəʊ/ łuk
bride /braɪd/ panna młoda
bring up /brɪŋ 'ʌp/ wychowywać
bucket /'bʌkɪt/ wiadro
collector /kə'lektə(r)/ kolekcjoner
display /dɪ'spleɪ/ prezentować
donate /dəʊ'neɪt/ ofiarowywać, przekazywać pieniądze
entrance /'entrəns/ wejście
exhibit /ɪɡ'zɪbɪt/ wystawa
found /faʊnd/ zakładać, fundować (np. instytucję)
get hurt /get 'hɜ:(r)t/ zranić się
groom /gru:m/ pan młody
hand out /hænd 'aʊt/ rozdawać
happy ending /hæpi 'endɪŋ/ szczęśliwe zakończenie
hide and seek /haɪd ænd 'si:k/ zabawa w chowanego
impress /ɪm'pres/ wywierać na kims wrażenie, imponować komuś
item /'aɪtəm/ rzecz, artykuł, przedmiot
lyrics /'lɪŋks/ tekst piosenki
paints /peɪnts/ farby
persuade /pə(r)'sweɪd/ przekonywać
shoot /ʃu:t/ kręcić, filmować
smelly /'smeli/ śmierdzący
snakes and ladders /sneɪks ænd 'lædə(r)z / węże i drabiny (gra planszowa)
tie /taɪ/ krawat



A



B



C



D



E



F

SPORT

- 1 In your notebook, match each photo A-F with a name of the sport in the box.

• (beach) volleyball • athletics • baseball • boxing
• canoeing • climbing • cricket • cycling • diving
• football • golf • weightlifting • horse-riding
• ice hockey • ice skating • rollerblading • rugby
• running • skateboarding • skiing • squash
• snowboarding • surfing • swimming • tennis
• table tennis • gymnastics • wrestling

- 2 Find sports from the box in exercise 1 which match categories 1-6.

- 1 four water sports
- 2 two sports connected with fighting
- 3 three sports where you usually sit down to do the sport
- 4 two sports which involve a number of different activities
- 5 sports which you can do on your own
- 6 sports which you play in teams

SPORTS EQUIPMENT

- 3 In your notebook, match the words in the box with pictures 1-8.

• net • boots • goggles • helmet • racket • bat
• skis • strip



- 4 What equipment do you need for sports 1–7? Use the words from exercise 3 and the words in the box.

- 1 tennis
- 2 baseball
- 3 swimming
- 4 golf
- 5 surfing
- 6 football
- 7 skiing

- ball
- board
- club
- costume / trunks
- goal
- wetsuit

SPORTS FACILITIES

- 5 In your notebook, complete the phrases for different sports facilities with the words in the box. Some words may be used more than once. Which of these facilities do you have access to?

- centre • court • pitch • pool • ring • rink
- slope • stadium

- 1 athletics
- 2 Olympic-size swimming
- 3 football
- 4 health and fitness
- 5 dry ski
- 6 tennis
- 7 ice-skating
- 8 boxing

- 6 Work in groups. One of you chooses a sport. Describe it for the others to guess, using the questions below or your own ideas.

- Is it a team game?
- What equipment do you need?
- Where do people do it?
- Do people compete or usually do it just for fun?
- Does it involve several different sports?
- Is it dangerous?
- Have you ever done / played it?
- Would you like to do / play it? Why (not)?

SPORTS PEOPLE

- 7 In your notebook, write the names of people who do the sports in the box. Can you think of any famous examples of each person?

- athletics • boxing • cycling • diving • football
- gymnastics • running • swimming • weightlifting



SPORTS TRAINING AND EVENTS

- 8 In your notebook, complete the sentences using the correct form of the words in the box.

- catch • hit • kick • score • throw • win

- 1 In football, the players goals by the ball into the net.
- 2 In baseball and cricket, if you the ball with your bat and a player from the other team it, you're out.
- 3 In basketball, you get points when you the ball into the net. The team with the most points.

- 9 Listen 31 Listen to three students talking about sport. In your notebook, match each speaker (1–3) with two statements (a–f).

a	I like watching it, not playing it.
b	I have an important position in my team.
c	I've only just started playing.
d	I've done very well in this sport.
e	I really need to practise more.
f	I got slightly better with the help of a trainer.

Speaker 1 Speaker 2 Speaker 3

- 10 Listen 31 Listen again and complete gaps 1–6 in your notebook.

Speaker 1

I'm the (1) of my football team. Last year we were (2).

Speaker 2

I know I don't (3) enough. I had a few sessions with our (4).

Speaker 3

I think it's nice to watch, but I'm not an enthusiastic (5). Sometimes I go to the local court but I'm not very (6)!

- 11 Choose the correct words and write them in your notebook.

- 1 The young tennis star should **beat** / **win** her opponent in tomorrow's match.
- 2 I'm going to win the game and you're going to **miss** / **lose**!
- 3 Why don't you **join** / **enter** the 100-metre race in our school sports day?
- 4 Who do you **cheer** / **support**, Manchester United or Manchester City?
- 5 Our team **drew** / **competed** 1–1 with Cracovia in yesterday's game.

1 Work in pairs. Which opinions do you agree with?

- Team sports are more fun than sports you do on your own.
- Everyone at school should do sports.
- Winning is not the most important thing.

2 Quickly read the texts in exercise 3 and answer questions 1–4 in your notebook.

- 1 In Text A, why do Suze and Brian send their emails?
- 2 In Text B, why were the fans annoyed?
- 3 In Text C, is 55 cm a lot or a little?
- 4 In Text D, what is Ted doing now?

TIP Zwróć uwagę, że zadanie 3. zawiera pytania, które wymagają określenia głównej myśli tekstu (pytanie 1.) oraz intencji autora tekstu (pytanie 2.). W trakcie czytania skup się na zrozumieniu sensu lub celu całej wypowiedzi, a nie na szczegółowych informacjach.

4 Find words and phrases in the texts in exercise 3 which mean the same as the words and phrases below.

- 1 competition (Text A)
- 2 people who are paid to do a sport (Text A)
- 3 people who follow a particular sport (Text B)
- 4 the 'judge' in a football or basketball match (Text B)
- 5 be with (Text D)

5 In pairs or as a group, discuss the questions. Use some of the language from this lesson.

- Do you prefer watching sport live or on TV? Why?
- Do you know any world record holders in athletics?
- Why do some supporters behave badly?

3 **Zapoznaj się z tekstem z ramki TIP. Przeczytaj teksty A–D. W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą (A, B lub C), zgodną z treścią tekstu. Odpowiedzi zapisz w zeszytcie.**

Text A

<  New message

Hi Anna!

There's an athletics tournament next month. It would be so cool to go together! It won't be like sports day at school. There will be professional athletes and they might break some records. Also the TV cameras will be there, so we might be on TV! Let me know.

Suze

<  New message

Paul,

I've got two tickets for the match on Wednesday. It won't be on TV, so this is our only chance to watch the game. I think our team will win because they haven't lost a match since January! We'll leave at 7 pm so we'll get back late. We've got school the next day, but I'm sure it won't be a problem. Are you interested?

Brian

- 1 Both emails are about
A watching sport on TV.
B attending a live sporting event.
C taking part in sports at school.

Text B

Football supporters are calling for the use of video technology after a referee made a terrible mistake in a recent game. The match was nearly over when the referee gave a penalty, and the fans were angry because they believed that the wrong team won.

- 2 The writer wrote this text
A to explain why the players didn't play well.
B to warn readers about using video technology.
C to show that referees can make wrong decisions.

Text C

The long jump world record

When an athlete breaks a world record, we know that he or she will probably jump a little further or run a little faster. But in the 1968 Olympics, Bob Beamon broke the previous long jump record by an incredible 55 cm! His world record of 8.90 metres stood for 22 years, until Mike Powell jumped 8.95 metres at the World Athletics Championship. However, nobody ever jumped further than Beamon during the Olympic Games.

- 3 Bob Beamon
A made the second longest jump.
B still holds the world record for the long jump.
C has jumped the furthest in the Olympic Games.

Text D

Morning Sam,

- 1 See you soon.
 - 2 When you wake up, come and join us.
 - 3 I've gone to play tennis with Gina.
 - 4 Please bring your racket and balls.
- Ted

- 4 The correct order of the sentences in the message is
A 3-2-1-4.
B 3-2-4-1.
C 2-1-4-3.

1 In pairs or as a group, answer the questions.

- What things did your teacher tell you to do in your last class?
- What are you not allowed to do at school?
- What have your parents told you to do or not to do recently?

2 In your notebook, complete the Phrase Box with the words in the box.

• what • careful • forget • again • law

PHRASE BOX

Giving orders

- Tidy your room now!
- Don't (ever) do that (1) .
- Do (2) I tell you!

Giving instructions

- First / Firstly / Secondly / Then, ...
- Make sure you ...
- Don't (3) to ...

Giving warnings

- Be (4) .
- Watch out! / Look out! / Mind out!

Forbidding

- Don't touch the ball!
- You mustn't / must not touch the ball.
- ... is not / isn't allowed. / is forbidden.
- ... is against the (5) / rules.

3 Quickly read the mini-dialogues in exercise 4. Which gaps in the dialogues match these functions?

- A dawanie instrukcji
- B składanie gratulacji
- C zgadzanie się
- D zakazywanie
- E ostrzeganie

4 **OPEN TASK** Uzupełnij luki w poniższych minidialogach (1–5) tak, aby otrzymać logiczne i spójne wypowiedzi. Odpowiedzi zapisz w zeszycie.

- X: What are you doing?
X: I'm just taking a few photographs.
Y: I'm sorry. Taking photographs the rules here.
- X: I came first in my race and won a prize!
Y: . You deserve it!
- X: When's Mum's birthday?
Y: It's on Wednesday. don't forget!

4 X: That decision was completely wrong!

Y: I you. The referee is awful today.

5 X: Shall I help you?

Y: Yes, please. Firstly, could you bring the rest of the sports equipment out here? And tell you what I want you to do next.

5 Study responses A–E in exercise 6. In what situations might people say these things? What do you think the other person has just said?

6 **32** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.

A	Okay, but be very careful on the road!
B	Yes, of course. Understood.
C	First, you control the ball. Then you choose your moment and shoot.
D	No, sorry. It's not allowed.
E	Their goalkeeper's good at stopping the ball going into the goal.

Speaker 1 Speaker 2
Speaker 3 Speaker 4

7 Study the phrases in the Teen Talk box. How do you say similar things in your own language?

TEEN TALK

- Checking if someone has understood instructions:**
Got that? / Did you get (all) that?
- Positive reply:** Got it. / Yeah, think so. / Done!
- Uncertainty:** Come again? / One more time. / Sorry, I didn't catch that.

8 Work in pairs or small groups. What would you say in the following situations? Suggest as many ideas as possible.

- You're in charge of a group of small children. They are not listening to you.
- You need to tell some students to get the gym ready for a match.
- A friend is going to visit you in the afternoon. You need to warn your friend that there is a dangerous dog next door.

- 1 Work in pairs. How do you imagine the sports in the pictures are played? Which country do you think they are from? Are they similar to sports played in your country? Use some of these words in the box to help you.

• stick • net • pitch • goal • ball • posts • hit



- 2 33 **OPEN TASK** Usłyszysz dwukrotnie tekst dotyczący popularnych w Irlandii dyscyplin sportowych. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3.

- How many players are there in a Gaelic football team?
- What is above the net in both sports?
- How is the ball in Gaelic football different to the ball in hurling?

- 3 Choose the best meaning for each word in bold. Write the answers in your notebook.

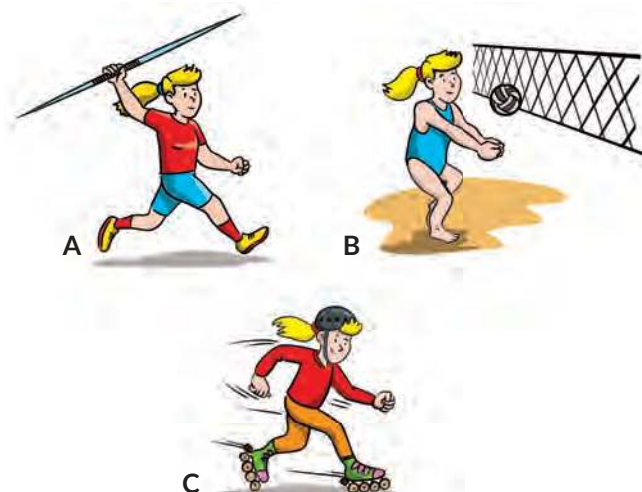
- The first thing I do after a match is wash my **kit**.
a hair b clothes
- If you play a match in the rain, you'll probably get very **muddy**.
a dirty b clean
- I was running to the tennis court when I **tripped**. I hurt my knee quite badly.
a fell b jumped
- When people fall, they usually put their hands out to **protect** their face.
a show b avoid hurting
- How many **laps** do you have to run in this race?
a minutes b times around the track

- 4 34 Usłyszysz dwukrotnie pięć tekstów. Na podstawie usłyszanych informacji wybierz w zadaniach 1–5 właściwą odpowiedź (A–C). Odpowiedzi zapisz w zeszycie.

- 1 Where are the people talking?



- 2 What has the girl enjoyed most?



- 3 What time will the match begin?



- 4 What are they mainly talking about?

- A How to skate safely.
B A skating accident
C Where to buy equipment.

- 5 The girl is

- A warning about accidents in sport.
B describing something that happened to her.
C complaining about someone's behaviour.

- 5 Work in pairs or small groups. Do you agree or disagree with these statements? Why?

- We should all try different sports – you might enjoy something new!
- Sports camps are a great idea.
- Every town should have a public swimming pool.

check
your GRAMMAR

- 1 Choose the correct answers and write them in your notebook.

Comparison of adjectives and adverbs

- 1 This game is **more difficult** / **difficult** than I thought!
2 Betty runs **more fast** / **faster** than I do.

Comparative structures

- 3 Throwing the discus isn't as easy **than** / **as** it looks.
4 George is much better **than** / **from** me so he always wins.

The superlative

- 5 Zack is the **taller** / **tallest** boy in the team.
6 This is the **worst** / **worse** game in the world!

Too and enough

- 7 He'll never score from there – he's **far enough** / **too far** from the goal.
8 I don't think I'm **enough tall** / **tall enough** to play basketball.

- 2 In your notebook, complete the sentences with **so, such, how** and **what**.

So, such, how and what

- 1 After a hard game, we were all exhausted.
2 Once you try badminton, you'll see exciting it is.
3 Pete hit the ball far that we couldn't find it.
4 an exciting tennis match!

See Grammar bank pp. 161–164 »

- 3 **OPEN TASK** Uzupełnij każde zdanie z luką tak, aby zachować znaczenie zdania wyjściowego. Wykorzystaj podany wyraz, nie zmieniając jego formy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność gramatyczna i ortograficzna. Odpowiedzi zapisz w zeszytce.

- 1 I'm not a good player, but Gary is. **THAN**
Gary is a I am.
2 By training more, you can run faster. **BE**
If you trained more, you faster runner.
3 This ball isn't better than that one. **AS**
This ball is that one.
4 The weather was so hot that we had to stop for a drink. **SUCH**
It was day that we had to stop for a drink.
5 I need to be sixteen to join that club – I'm too young. **ENOUGH**
I'm to join that club – I need to be sixteen.

- 4 **OPEN TASK** Przetłumacz na język angielski podane w nawiasach fragmenty tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Odpowiedzi zapisz w zeszytce.

- 1 Until I tried hockey, I didn't realise (**jak męczący**) it was.
2 Gregor is (**tak szybki**) nobody can catch him.
3 It was (**za późno**) for us to get tickets, so we watched the match on TV.
4 Watching a sport on TV is not (**tak ciekawe jak**) going to the stadium.
5 In netball, you (**nie wolno biegać**) with the ball.
6 I'm not (**wystarczająco dobry**) to play in the school team.

- 5 In pairs or as a group, discuss the questions.

- In which Olympic events does Poland usually do best?
- What would you say are the most popular sports in Poland?
- Which famous Polish sportspeople can you name? What are they famous for?

- 6 **Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1–3). Zapisz w zeszytce odpowiednią literę (A–F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

A bad	B good	C tall
D scored	E short	F won

Jerzy Klempel (1953–2004)

Klempel began his sports career as an ice hockey player but changed to handball in 1970. The highlight of his career was when he represented his country at the 1976 Olympics, where he (1) a total of 23 goals and helped his team get a bronze medal. In the 1980 Olympics, he was the top scorer of the tournament, but the team's performance was not (2) enough to win a medal. At 1 metre, 92 centimetres, Klempel was so (3) that he could jump higher than the other players and shoot above their heads.

- 1 Read the advertisement and answer the questions.



COME TO OUR GYM



and we guarantee that you'll feel better. If you don't feel healthier and fitter after one month, we'll give you your money back!

- All you need is half an hour a day.
- You're sure to make friends.
- Keeping fit is fun!



- 1 Why do people go to the gym?
- 2 What sort of things can you do at the gym?
- 3 Why might going to the gym make you feel better?

- 2 Read Bill's blog entry and answer the questions.

My blog
✕

◀ previous
18th September
next ▶

You won't believe it, but I've joined a gym! I joined in order to get fit.

I usually spend half an hour on the exercise bike or the treadmill to build up my legs.

I really like going there because it's cheap and it makes me feel good!

Which sentence says ...

- 1 what Bill likes about the gym?
- 2 why Bill joined a gym?
- 3 what Bill does at the gym?

- 3 The model blog entry in exercise 2 is too short. In pairs, discuss where you could include these sentences to add extra information.

- A I've also met some really nice people.
- B Then I use the other equipment to make my arms and back stronger.
- C It's near my house and I go there three times a week after school.
- D In my next blog entry, I'll tell you about them.
- E I also wanted to exercise more in order to keep active during the winter months.

TIP Po napisaniu pracy zawsze sprawdzaj, czy mieści się ona w wymaganym limicie słów (50–120). Jeśli jest zbyt długa, ponownie przeczytaj polecenie i wykreśl z pracy zbędne informacje. Jeśli jest zbyt krótka, zastanów się, w jaki sposób możesz dodatkowo rozwinąć informacje podane w poleceniu.

- 4 Read the writing task. Copy the chart into your notebook and use the questions in the box to complete it. Then make notes to answer the questions about each bullet point in the task.

OPEN TASK Od jakiegoś czasu uprawiasz nową dyscyplinę sportu. Pisziesz o tym na swoim blogu.

- Wyjaśnij, dlaczego wybrałeś/wybrałaś tę dyscyplinę sportu.
- Opisz zasady, jakie w niej obowiązują.
- Napisz, w jakich zawodach sportowych ostatnio brałeś/brałaś udział.

Post powinien zawierać od 50 do 120 słów.

Can you score points? How?
Where / When was the sporting event?
Why did you choose that sport?
What equipment do you use?
Do you throw / hit / kick a ball?
What happened? Did you win?
What is the aim of sport?

	Questions to ask and answer	Your notes
1		
2		
3		

- 5 In your notebook, make a paragraph plan for the writing task in exercise 4.

- 6 In your notebook, match the sentence halves in the Phrase Box.

**PHRASE
BOX**

- 1 You wear a helmet in
- 2 I go running so
- 3 I wear knee pads so as
- 4 You put the ball in the net to
 - a not to get hurt.
 - b get a point.
 - c order to protect your head.
 - d as to keep fit.

See Grammar bank p. 151 »

- 7 Write the blog entry in your notebook, using your notes in exercise 4, your plan in exercise 5, and some of the phrases in the Phrase Box.

My blog
✕

◀ previous
15th February
next ▶

Today I'm going to tell you about a sport I've recently taken up.

VOCABULARY, pp. 84–85

Sport / Sport

athletics /æθ'letiks/ lekkoatletyka

baseball /'beɪsbɔ:l/ baseball

boxing /'bɒksɪŋ/ boks

canoeing /kə'nu:ɪŋ/ kajakerstwo

climbing /'klaɪmɪŋ/ wspinaczka

cricket /'krɪkɪt/ krykiet

cycling /'saɪklɪŋ/ kolarstwo

diving /'daɪvɪŋ/ nurkowanie

football /'fʊtbɔ:l/ piłka nożna

golf /gɒlf/ golf

gymnastics /dʒɪm'næstiks/ gimnastyka

horse-riding /'hɔ:(r)s raɪdɪŋ/ jazda konna, jeździectwo

ice hockey /'aɪs hɒki/ hokej na lodzie

ice-skating /'aɪs skeɪtɪŋ/ łyżwiarstwo

rollerblading /'rɒlə(r) bleɪdɪŋ/ jazda na łyżworolkach

rugby /'rʌɡbi/ rugby

running /'rʌnɪŋ/ bieganie

skateboarding /'skeɪtbɔ:(r)dɪŋ/ jazda na deskorolce

skiing /'ski:ɪŋ/ narciarstwo

snowboarding /'snəʊbɔ:(r)dɪŋ/ jazda na snowboardzie

squash /skwɒʃ/ squash

surfing /'sɜ:(r)fɪŋ/ surfing

swimming /'swɪmɪŋ/ pływanie

table tennis /'teɪb(ə)l tenɪs/ tenis stołowy

tennis /'tenɪs/ tenis ziemny

(beach) volleyball /bi:tʃ 'vɒlibɔ:l/ siatkówka (plażowa)

weightlifting /'weɪtlɪftɪŋ/ podnoszenie ciężarów

wrestling /'res(ə)lɪŋ/ zapasy

Sports equipment / Sprzęt sportowy

ball /bɔ:l/ piłka

bat /bæt/ kij (do baseballa, krykieta)

board /bɔ:(r)d/ deska

boots /bu:ts/ buty (np. korki)

club /klʌb/ kij golfowy

costume / trunks /'kɒstju:m / trʌŋks/ strój kąpielowy/kąpielówki

goal /ɡəʊl/ bramka

goggles /'ɡɒɡ(ə)lz/ gogle, okulary ochronne

helmet /'helmit/ kask

net /net/ siatka, kosz (w koszykówce)

racket /'rækɪt/ rakieta

skis /ski:s/ narty

strip /stri:p/ strój sportowca

wetsuit /'wetsu:t/ pianka do nurkowania

Sports facilities / Obiekty sportowe

(athletics / sports) stadium /æθ'letiks / spɔ:(r)ts 'steɪdiəm/ stadion lekkoatletyczny/sportowy

(boxing) ring /'bɒksɪŋ rɪŋ/ ring (bokserski)

(dry) (ski) slope /draɪ 'ski: sləʊp/ (sztuczny) stok (narciarski)

(football / rugby) pitch /'fʊtbɔ:l / 'rʌɡbi pɪtʃ/ boisko do piłki nożnej/rugby

(health and fitness / sports) centre /helθ ənd 'fɪtnə / 'spɔ:(r)ts sentə(r)/ klub fitness/sportowy

(ice-skating) rink /'aɪs skeɪtɪŋ rɪŋk/ lodowisko

(Olympic-size) (swimming) pool /ə'lɪmpɪk saɪz 'swɪmɪŋ pu:l/ basen (pływakowski/olimpijski)

tennis / basketball court /'tenɪs / 'bɑ:skɪtbɔ:l kɔ:(r)t/ kort tenisowy/boisko do koszykówki

Sportspeople / Sportowcy

athlete /'æθli:t/ lekkoatleta

boxer /'bɒksə(r)/ bokser

cyclist /'saɪklɪst/ kolarz

diver /'daɪvə(r)/ nurek

footballer /'fʊtbɔ:lə(r)/ piłkarz

gymnast /'dʒɪmnæst/ gimnastyk

runner /'rʌnə(r)/ biegacz

swimmer /'swɪmə(r)/ pływak

weightlifter /'weɪtlɪftə(r)/ sztangista

Sports training and events / Trening i zawody sportowe

athletic /æθ'letɪk/ wysportowany

beat /bi:t/ pokonać, wygrać z kimś

captain /'kæptɪn/ kapitan

catch /kæʃ/ złapać

champion /'tʃæmpiən/ mistrz

cheer /tʃɪə(r)/ wiwatować, wznosić okrzyki

coach /kəʊtʃ/ trener

compete /kəm'pi:t/ konkurować

draw /drɔ:/ zremisować, remis

enter /'entə(r)/ brać udział (w zawodach)

hit /hɪt/ uderzyć

join /dʒɔɪn/ przyłączyć się

kick /kɪk/ kopnąć

lose /lu:z/ przegrać

miss /mɪs/ chybić, nie trafić

player /'pleɪə(r)/ gracz

position /pə'zɪʃ(ə)n/ pozycja

practise /'præktɪs/ ćwiczyć

score goals /sko:(r) 'gəʊlz/ strzelać gole

support /sə'pɔ:(r)t/ kibicować

team /ti:m/ zespół, drużyna

throw /θrəʊ/ rzucać

train /treɪn/ trenować

trainer /'treɪnə(r)/ instruktor, trener

win /wɪn/ wygrywać

OTHER WORDS

break a record /breɪk ə 'rekɔ:(r)d/ pobić rekord

bronze medal /brɒnz 'med(ə)l/ brązowy medal

come second /kʌm 'sekənd/ zająć drugie miejsce

crash into sb /'kræʃ ɪntu: səmbədi/ wpaść na kogoś

get hurt /get 'hɜ:(r)t/ zranić się

incredible /ɪn'kredəb(ə)l/ niezwykły

penalty /'pen(ə)lti/ kara, punkty karne, karny

record holder /'rekɔ:(r)d həʊldə(r)/ rekordzista

sports camp /'spɔ:(r)ts kæmp/ obóz sportowy

tactics /'tæktɪks/ taktyka

READING, p. 86

tournament /'tʊə(r)nəmənt/ turniej

professional athlete /prəfeʃ(ə)nəl 'æθli:t/ zawodowy sportowiec

supporter /sə'pɔ:(r)tə(r)/ kibic

referee /refə'ri:/ sędzia (np. w piłce nożnej)

LISTENING, p. 88

get muddy /get 'mʌdi/ pobrudzić się błotem

kit /kɪt/ komplet, zestaw

lap /ləp/ okrążenie (np. wokół stadionu)

protect /prə'tekt/ chronić

trip /trɪp/ potknąć się

VOCABULARY

1 In your notebook, match each pair of words to a person. Then add one more word to each pair.

- | | |
|-------------------------|--------------------|
| 1 instrument, orchestra | a swimmer |
| 2 stage, theatre | b actor |
| 3 clothing, runway | c tennis player |
| 4 portrait, colours | d fashion designer |
| 5 pool, goggles | e musician |
| 6 stadium, track | f runner |
| 7 pitch, team | g footballer |
| 8 racket, ball | h painter |

2 In your notebook, complete sentences 1–8 with the words in the box.

• put • draw • perform • catch • cheer • beat
• set • score

- The novel is _____ in London during the 1960s.
- Michelle is going to _____ a dance in the school concert.
- She used a pencil to _____ the landscape.
- We've decided to _____ on a play at the end of term.
- Mark tried to _____ the ball but dropped it at the last moment.
- If they _____ one more point, they'll win the game.
- Our team might win if we _____ loudly for them.
- You won the last game, but I'm going to _____ you in the next.

3 Choose the correct answers and write them in your notebook.

- Helen is taking a _____ class to learn how to take better pictures.
a drama b drawing c photography
- I love the _____ to this film – I could listen to it all day.
a plot b sketch c soundtrack
- The characters in the book were interesting, but I thought the _____ was a bit boring.
a article b plot c performance
- My mum is a _____ and writes for a national newspaper.
a presenter b journalist c headline
- They're opening a new fitness _____ in my neighbourhood.
a centre b stadium c rink

- If you're going to ride a bike, you need to wear a _____.
a kit b helmet c board
- Jack wants to _____ a gym in order to get fit.
a join b support c enter
- We're going _____ along the river this weekend.
a surfing b skiing c canoeing

GRAMMAR

4 In your notebook, complete sentences 1–8 with the words in the box.

• such • soon • how • after • enough • so
• until • too

- I'll practise my flute _____ it's time for dinner.
- The play will start as _____ as everyone's seated.
- Her performance was _____ incredible that the audience stood and clapped.
- Once you play tennis, you'll learn _____ hard it is.
- It's _____ wet to train outdoors today.
- She wasn't fast _____ to win the race.
- You can practise your guitar _____ you do your homework.
- It was _____ a terrible concert that they wanted their money back.

5 In your notebook, complete sentences 1–10 with the correct form of the words in brackets. Write no more than three words in each gap.

- They usually cancel the parade if it (rain) _____.
- If we arrive at the theatre late this evening, we (not get) _____ good seats.
- Swimming as a sport is not as (fun) _____ it looks.
- The lead actress was (tall) _____ than all the other people on stage.
- If the gallery doesn't sell your paintings, what (do) _____?
- Do you think science is (exciting) _____ art?
- That is (bad) _____ song I have ever heard!
- I'll call you when I (get) _____ home after the play this evening.
- If you were rich and famous, (you / move) _____ house?

USE OF ENGLISH

- 6 **OPEN TASK** Uzupełnij każdą lukę (1–4) jednym wyrazem tak, aby powstał spójny i logiczny tekst zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów. Odpowiedzi zapisz w zeszycie.



This is a photo of me with my teammate Patrick at a (1) match. Patrick is on the right of the picture, and as you can see, he's a little (2) than me. Of course, he's 13 and I'm only 11. We're (3) in the photo because we won our match that day against the other team. Next week, we're going to play against a tough opponent, the Tigers. I (4) we do well!

- 7 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1–3). Zapisz w zeszycie odpowiednią literę (A–F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A continue	B main	C performers
D presenters	E stand	F top

★ ARE STARS PAID TOO MUCH? ★

In film, music, and sport, the best (1) are paid millions every year to entertain us. Some people believe they're worth it. People will spend money on a film if their favourite actor is in the (2) role. The same is true for sporting or musical events. When a famous singer puts on a concert, some fans will (3) in a queue for hours to get the best tickets. If people want to pay a lot of money to see a star, shouldn't that star be well-paid? What do you think?

LANGUAGE FUNCTIONS

- 8 Do każdej z opisanych sytuacji (1–3) dobierz właściwą reakcję (A–C). Odpowiedzi zapisz w zeszycie.

- Wybierasz się na mecz piłki nożnej z tatą. Chcesz zaprosić swojego kolegę. Co powiesz?
A May I go to a match with my friend?
B Can I invite a friend to join us?
C Are you planning to invite my friend?
- Twoja koleżanka pyta cię, jak nakręcić film na YouTube. Co powiesz, aby jej to wyjaśnić?
A Here's a good webcam.
B First, you need a good webcam.
C I recently bought a new webcam.
- Twój kolega zaprosił cię na koncert, ale nie ma czasu odebrać biletów. W jaki sposób zaoferujesz mu pomoc?
A I'll go and collect the tickets if you want.
B Go and collect the tickets.
C We should get the tickets soon.

- 9 **OPEN TASK** Uzupełnij dialogi. Wpisz w każdą lukę (1–2) brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty. Odpowiedzi zapisz w zeszycie.



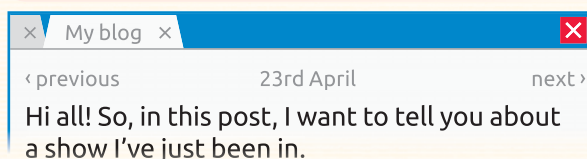
WRITING

- 10 Read the instructions and do the writing task.

OPEN TASK Niedawno wzięłeś/wzięłaś udział w szkolnym przedstawieniu. Napisz wpis na bloga.

- Opisz, o czym był spektakl i jaką rolę w nim grałeś/gralaś.
- Napisz, jaka była reakcja publiczności.
- Zachęć czytelników do obejrzenia nagrania wideo z przedstawienia na YouTube.

Post powinien zawierać od 50 do 120 słów.



PARTS OF THE BODY

- 1 In your notebook, match the words in the box with parts of the body (1–11) in the picture.

• cheek • ankle • wrist • elbow • neck
• forehead • knee • stomach • shoulder
• waist • chin

HEALTHY LIFESTYLE

- 2 Work in pairs. How important are the lifestyle choices below for staying healthy?

In your notebook, write:

1 = extremely important

2 = quite important

3 = not so important.

Share your ideas with the class, giving reasons for your answers.

I think that eating fruit and vegetables is extremely important because we need vitamins to keep healthy.

- a be positive
- b drink lots of water
- c eat fruit and vegetables
- d get fresh air
- e get lots of sleep
- f get regular check-ups
- g have a balanced / healthy diet
- h have close relationships with family / friends
- i exercise

- 3 Work in pairs. Which of the things from exercise 2 do you do? Can you think of any lifestyle choices which are bad for our health?

- 4  35 Listen to a podcast about forest bathing and, in your notebook, complete the gaps.

- 1 Forest bathing involves sitting in a forest and in fresh air.
- 2 Forest bathing helps to our heart rate and blood pressure.
- 3 It also generally our health.
- 4 Scientists think that it helps our immune .
- 5 This can help to cancer and other diseases.



The human body

ILLNESSES AND ACCIDENTS

- 5 In your notebook, match the words and phrases in the box with a medical problem that each person (1–6) has. There is one extra word or phrase that you do not need to use.

• headache • sore throat • high temperature
• runny nose • broken leg • sprained ankle
• stomach ache

- 1 It really hurts to swallow and I can't talk properly!
This person has a .
- 2 I think I ate something bad.
This person has .
- 3 My forehead is really hot!
This person has a .
- 4 Do you want to write something on the plaster cast on my leg?
This person has a .
- 5 I need another tissue!
This person has a .
- 6 I fell while I was out running. Now it's really painful and I can't walk properly.
This person has a .

6 Choose the odd one out. Write the answers in your notebook.

- 1 Anna suffers from **asthma** / **an allergy** / **broken bones**.
- 2 Don't spread germs on other people! Cover your mouth when you **cough** / **sneeze** / **faint**.
- 3 Melanie was very ill with flu, but she's **mending** / **recovering** / **getting better** now.
- 4 Mum, my legs **hurt** / **pain** / **ache** today.
- 5 Kelly is keeping her son at home today because she doesn't want him to catch the **virus** / **earache** / **cold** that's going round.
- 6 The doctor gave me a **prescription** / **check-up** / **receipt**.
- 7 I'm feeling a bit **dizzy** / **poor** / **unwell**. I think I'll lie down for a few minutes.
- 8 Why don't you take an aspirin for your **headache** / **infection** / **back pain**?

7 In your notebook, match each medical problem in the box with descriptions 1–7.

• sting • bruises • flu • nosebleed • hay fever
• spots • acne

- 1 If you hit or bang a part of your body hard you will get these.
- 2 When this happens to you, you must tip your head forward and pinch your nostrils to stop the blood coming out.
- 3 This is caused by a bee or wasp, for example, and might give you red skin or pain.
- 4 Teenagers often get these on their cheeks or forehead.
- 5 This medical problem causes a lot of red marks on your face and neck.
- 6 People who are allergic to flowers sneeze and have a runny nose because of this.
- 7 This virus usually causes you to have a fever, cough, sore throat, and headache.

TREATMENT

8 In your notebook, match the words in the box with pictures 1–6.

• cream • bandage • first-aid kit • pills / tablets
• thermometer • plaster



9 The words in bold are in the wrong sentences. Write the correct sentences in your notebook.

- 1 After the doctor had stitched up the wound, the nurse wrapped a **pill** around it.
- 2 I was given this **syrup** to put on the spots.
- 3 This **bandage** will help stop your cough. Drink it with a spoon.
- 4 **Plasters** are used to fight off bacteria, not viruses.
- 5 My grandmother takes a **thermometer** for her high blood pressure.
- 6 You should always have **antibiotics** in your first-aid kit for small cuts.
- 7 Put this **cream** under your arm to see if you have a high temperature.

10 How much do you know about medical treatments? Take the quiz and find out!

QUIZ!

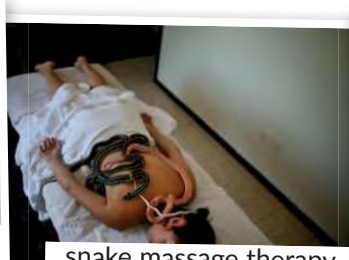
- 1 **What should you do if you cut yourself badly?**
 - A Put pressure on the skin until the bleeding stops.
 - B Put the cut under running cold water immediately.
 - C Call a friend and start screaming loudly.
- 2 **What's the best way to treat acne?**
 - A Follow a balanced diet and leave your skin alone.
 - B Apply a skin cream to help with the redness.
 - C Drink lots of water and stay out of the sun.
- 3 **What should you do if you have toothache?**
 - A Take an aspirin and see a dentist as soon as you can.
 - B Put ice on it and keep it there for several minutes.
 - C Go to hospital and ask to see the nurse.
- 4 **How do we treat the flu?**
 - A Take flu medicine and get lots of rest.
 - B Have a hot bath for half an hour.
 - C Sit in a sauna until you sweat the virus out.

See p. 191 for results »

11 Work in pairs. Describe a situation when you or someone you know was ill. What did you/they do? What medicine did you/they take? How long did it take for you/them to get better?



bee sting therapy



snake massage therapy



aromatherapy



acupuncture

- 1 Work in pairs. Would you like to try any of the treatments above? Why (not)? Which one would you like to try?

- 2 **OPEN TASK** Przeczytaj tekst o klubie morsów, a następnie na jego podstawie uzupełnij luki 1–5 w notatce, którą wykorzystasz w szkolnej prezentacji. Luki należy uzupełnić w języku polskim. Odpowiedzi zapisz w zeszyte.

The Coney Island Polar Bear Club was created by Bernarr Macfadden in 1903.

He believed that bathing in the ocean during the winter could help people stay in good health. That's why he created the oldest winter bathing organisation in the United States. Members of the club swim in the Atlantic Ocean every Sunday from November to April, but their swim on New Year's Day is very special. About 3,000 swimmers and around 6,000 spectators take part in this event. The swimmers wear bathing suits or even warm clothes and bathe in the very cold waters of the Atlantic. Members of the Club swim in the freezing cold water not only for health reasons – they also regularly collect money for sick children.



Prezentacja: The Coney Island Polar Bear Club

- Klub został założony przez Bernarra Macfaddena w (1) _____ roku.
- Celem członków klubu jest utrzymanie dobrego zdrowia.
- Członkowie klubu zażywają zimnych kąpeli raz w tygodniu od listopada do (2) _____.
- Specjalna kąpiel odbywa się w dzień (3) _____.
- Niektórzy uczestnicy są ubrani w stroje kąpielowe, a inni w (4) _____.
- Oprócz dbania o własne zdrowie, członkowie klubu zbierają pieniądze dla (5) _____.

- 3 In your notebook, complete the leaflet with the words in the box.

• healthcare • regular • limit • active • skip
• sleep • sugary • take

How to be a health champion!

- Don't (1) _____ meals.
- (2) _____ control of how much and what types of food you eat.
- Avoid (3) _____ drinks.
- Go to bed at a (4) _____ time.
- Try to get at least 8 hours of (5) _____ each night.
- Be physically (6) _____ for at least 60 minutes a day.
- Try to (7) _____ TV and computer game time.
- Talk to a (8) _____ professional.

- 4 Work in pairs. Which pieces of advice in exercise 3 do you find most useful for teenagers? Why?
- 5 Work in pairs. Prepare a dialogue in which you give advice to a friend who has one of the problems below. Use the phrases from exercise 3 to help you. Then change roles.

- feel tired
- have sleep problems
- have a sore throat
- catch colds easily
- have back pain
- play computer games for a few hours every day

A: I feel tired all the time.

B: I think you should go to bed at a regular time.
Don't stay up so late.

1 In pairs or groups, discuss the questions.

- Think of a time you asked someone to do something. What did you say? What did they say?
- Think of a time someone asked you to do something. What did they say? What did you say?

2 Choose the correct words to complete the Phrase Box and write them in your notebook.

PHRASE BOX

Making a request

- Can you help me (1) *with / for* this?
- Could I (2) *speak / tell* to a doctor?
- (3) *I'd / I* like to (4) *make / do* an appointment.
- Would it be OK if I stayed at home today?

Accepting a request

- Yes, (5) *of / off* course (I/you can / I will).
- Sure!
- No problem.

Refusing a request

- I'm afraid I can't.
- I'm afraid (6) *not / no*.
- I'm sorry, you can't.
- That's not possible.

3 Do każdej z opisanych sytuacji (1–3) dobierz właściwą reakcję (A–C). Odpowiedzi zapisz w zeszycie.

1 Doznałeś/Doznałaś urazu kostki i jesteś u lekarza. Jak poprosisz go, aby zbadał twoją kostkę?

- A I'm afraid you can't look at my ankle.
- B How did you hurt your ankle?
- C Could you look at my ankle?

2 Twoja ciocia jest przeziębiona i prosi cię, żebyś poszedł/poszła do apteki. Jak odpowiesz?

- A That sounds nice.
- B Yes, of course.
- C Yes, thank you.

3 Twoja koleżanka źle się czuje. Co jej doradzisz w tej sytuacji?

- A When did you last lie down?
- B Why don't you lie down?
- C Where do you usually lie down?



4 Did these people accept or refuse the request? Read dialogues 1–3 and choose the correct answer. Write the answers in your notebook.

1 X: Can I have a glass of water?

Y: *I'm afraid not. / No problem.*

X: Thanks.

2 X: I'd like to book a table at your restaurant for Saturday night.

Y: *I'm sorry. That's not possible. / Yes, of course.*
We're full.

X: Oh, OK. Thanks anyway.

3 X: Could you look at my shoulder? I think I've pulled a muscle.

Y: *I'm afraid not. / Of course.*

X: Great.

5 Read dialogues 1–4 in exercise 6. In which dialogues is somebody making a request?

6 OPEN TASK Uzupełnij luki w poniższych minidialogach (1–4) tak, aby otrzymać logiczne i spójne wypowiedzi. Odpowiedzi zapisz w zeszycie.

1 X: How's your cough?

Y: It's getting worse. Could you get some cough syrup for me?

X: Yes, I can.

2 X: I'm not feeling well. Would if we had lunch another day?

Y: Sure! No problem.

3 X: Good morning, Dr Collins' surgery.

Y: Hi. I'd like to make an appointment with the doctor today.

X: That's . He's fully booked for the day. How about tomorrow morning?

Y: Yes, that's fine.

4 X: I can't come to the swimming club today because I've got a cold.

Y: Oh dear. Well, I hope you soon.

X: Thanks.

7 Study the phrases in the Teen Talk box. How do you say them in your language?

TEEN TALK

🗨️ **Get me some aspirin from the cupboard, would you?**

🗨️ **Positive reply:** Coming right up! / Yup, just a sec.

🗨️ **Negative reply:** Get it yourself!

- 1 In your notebook, match the words and phrases in the box with the pictures (A–D). Have you ever done the activity or used the equipment?

• pilates • spin class • weight training • treadmill



- 2 36 **OPEN TASK** Usłyszysz dwukrotnie rozmowę telefoniczną. Uzupełnij luki 1–4 w poniższej notatce zgodnie z treścią nagrania. Odpowiedzi zapisz w zeszyście.

TIP Zwróć uwagę na to, że często właściwą odpowiedź można wyrazić różnymi słowami, np. zwroty *30 minutes* i *half an hour* mają to samo znaczenie.

< New message

Hi Val,

I've just talked to the fitness trainer who runs the spin classes in (1) at the sports centre. I really need to (2) so I'm thinking of going along. Would you like to come with me? The class seems simple and the trainer is experienced. She's been a cyclist for more than (3) . She recommends this form of exercise because you don't (4) . Let me know if you're still interested.

Bye for now,
Sue

- 3 Choose the correct words and write them in your notebook.

- 1 Mike has trouble walking because he suffers from a leg **injury** / **ache**.
- 2 Be careful not to **push** / **pull** a muscle when you're lifting heavy weights!
- 3 Henry visited the hospital to get **treatment** / **prescription** for a sprained ankle.
- 4 Joanne **saves** / **keeps** fit by exercising for half an hour every day.
- 5 I fell over last week and now it's **painful** / **aching** when I walk.

- 4 Work in pairs. Describe a time when you needed treatment for an injury. Use the phrases in the box or your own ideas.

• pull a muscle • hurt your knee • break a bone
• cut yourself

- 5 37 Usłyszysz dwukrotnie cztery wypowiedzi na temat różnych problemów ze zdrowiem. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) właściwe zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszyście.

TIP Pamiętaj, że aby dobrać właściwe zdania do wypowiedzi, należy w trakcie słuchania odszukać fragmenty wypowiedzi, które są parafrazą podanych stwierdzeń. Niekiedy w nagraniu możesz usłyszeć te same słowa, które występują w podanych stwierdzeniach. Wybierając odpowiedź, nie kieruj się jednak pojedynczymi wyrazami, gdyż możesz się wtedy pomylić.

This speaker

A	needed treatment for an injury.
B	stopped doing something harmful.
C	uses music to reduce stress.
D	tried a breathing technique to relax.
E	wore something for extra support.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

- 6 Work in pairs. What do you do to relax at the end of each day? What did you do on one particularly stressful day?

When I need to relax after an important test or exam, I usually go for a run and then take a long, hot bath.

- 1 In your notebook, complete the sentences with the correct past perfect form of the verbs in brackets.

Past perfect

- Paul took his daughter to hospital because she (fall) down the stairs.
- Jeff (feel) dizzy before he fainted.
- By the time John arrived at the clinic, the doctor (already / leave).
- Jill was wearing a bandage on her arm because she (burn) it on the cooker.
- Jenny knew what to expect because it wasn't the first time she (give) blood.

- 2 Choose the correct word or phrase and write them in your notebook.

Verb patterns

- I'd like **take** / **to take** yoga classes.
- Some people enjoy **to go** / **going** to the dentist!
- Jane refused **to follow** / **following** a low-carb diet.
- Many people dislike **to take** / **taking** medicine.
- I promise **eating** / **to eat** more healthily after school starts.
- When summer's over, I miss **to swim** / **swimming** in the sea.
- Have you considered **to see** / **seeing** a skin doctor for your problem?

See Grammar bank pp. 164–166 »

- 3 **OPEN TASK** Uzupełnij zdania 1–5. Wpisz podane w nawiasach wyrazy w odpowiedniej formie tak, aby zdania były logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Nie zmieniaj kolejności podanych wyrazów. Dodaj wszystkie niezbędne elementy. Odpowiedzi zapisz w zeszyście.

- When she had flu, Dana (**refuse** / **see**) a doctor and just stayed at home.
- I reminded Jim about the dentist's bill, but he said he (**already** / **pay**) it.
- When you saw the doctor yesterday, (**you** / **give**) any medicine?
- The nurse (**just** / **finish**) bandaging Tom's arm when the doctor came in.
- Have you (**consider** / **buy**) an exercise bike?

- 5 Przeczytaj tekst. Wybierz odpowiedź A, B lub C, aby poprawnie uzupełnić luki (1–4). Odpowiedzi zapisz w zeszyście.

< New message

Hi Kyle,
I wanted to tell you that Harriet is feeling much (1) now!
It seems that she (2) to take her medication for a few days. Her blood pressure went down and that's why she (3) out.
She went for a check-up yesterday and the doctor says there's (4) to worry about, so that's a relief!
How's everything with you? Write back soon.
Love,
Bethany

- | | | |
|-------------|-----------------|-----------------|
| 1 A best | B good | C better |
| 2 A forgets | B had forgotten | C has forgotten |
| 3 A threw | B passed | C went |
| 4 A nothing | B something | C anything |

- 6 In pairs or groups, discuss the questions

- Have you ever had to look after a friend or family member who was ill? What did you do to help them?
- What is the best way to fight off a cold? Do you use any home-made remedies?

- 4 **PHRASAL VERBS** In your notebook, complete the sentences with the prepositions in the box.

• after • off • up • over • down • out

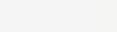
- Alina threw on the coach journey because she hadn't taken a travel sickness pill.
- My head hurts and I've got a sore throat. I think I'm coming with a cold.
- It took Sarah ten days to get the flu, but she's feeling better now.
- Taking vitamin C can help you to fight infection by boosting your immune system.
- Mrs Smith has to stay at home today to look her son who isn't well.
- Mary passed after standing for a long time in the hot, overcrowded room.

- 1 When was the last time you had to cancel an appointment or miss a lesson because you were ill? How did you let people know? How did they react?
- 2 Andrew and Marek are roommates at a sports camp. Read Marek's note and complete gaps 1–4 in your notebook. Use your imagination.

Hi Andrew,

This is just a quick note to let you know I can't come to football practice this evening. I've actually got a small health problem. I saw the doctor today and he told me not to do any (1) . Hopefully I'll be better tomorrow.

I'm really sorry I can't (2) . Could you let the coach know what the situation is?

I'm going to the chemist's now to get some (3) . I think I'll take the opportunity to go to the cinema this evening. Have fun at (4) !

Bye for now!

Marek

- 3 In pairs, decide where sentences a–e could fit in the note in exercise 2. Then rewrite the note in full in your notebook.

- a I was looking forward to it!
- b I'll see you later on.
- c There's a science fiction film on I really want to see.
- d Thanks!
- e I've got a really sore throat.

- 4 In your notebook, complete sentences 1–4 with the linking words in the box.

• because • then • also • although

- 1 I can't come tonight  I'm not feeling well.
- 2 My throat's really sore. I've  got a bad headache.
- 3  I really wanted to come, the doctor says I have to rest.
- 4 I'm going to the chemist's and  I'll probably go to the cinema.

- 5 In your notebook, complete sentences 1–4 with your own ideas.

- 1 Although I've still got a headache, .
- 2  because I have to go and see the doctor now.
- 3 The doctor said I've broken my arm. I've also .
- 4 After the check-up, I think I'll go to the post office and then .

- 6 Read the writing task. Work in pairs and discuss what you might say for each of the three points.

 **OPEN TASK** Przebywasz na obozie sportowym w Anglii. Wraz ze współlokatorem/ współlokatorką planowaliście wspólne wyjście wieczorem, ale podczas zawodów sportowych doznałeś/doznałaś kontuzji. Zostaw współlokatorowi/współlokatorce wiadomość.

- Napisz, co ci się przytrafiło.
- Opisz, jak obecnie się czujesz.
- Przeprasz kolegę/koleżankę i zaproponuj inny termin wspólnego wyjścia.

Wiadomość powinna zawierać od 50 do 120 słów.

TIP W pracy oprócz zdań pojedynczych stosuj zdania złożone, aby rozwinąć wypowiedź i podać dodatkowe informacje. Pamiętaj o używaniu różnych spójników logicznych, np. *although*, *because*, *also* oraz *then*.

- 7 Make a paragraph plan for the writing task in exercise 6.

PHRASE BOX

Apologising

- I'm really / very / terribly / so sorry.
- I'm really sorry but I can't come this evening.
- I'm really sorry that I won't be there.
- Sorry for cancelling at short notice.
- Please forgive me!

- 8 Write your note in your notebook, using your plan in exercise 7 and some of the useful phrases from the Phrase Box.

Hi Lucy,

Just a quick note to tell you what happened to me today. I got injured!

VOCABULARY, pp. 94–95

Parts of the body / Części ciała

ankle /'æŋk(ə)l/ kostka, staw skokowy

cheek /tʃiːk/ policzek

chin /tʃɪn/ broda, podbródek

elbow /'elbəʊ/ łokieć

face /feɪs/ twarz

forehead /'fɒrɪd/ czoło

knee /niː/ kolano

neck /nek/ szyja

shoulder /'ʃəʊldə(r)/ ramię

stomach /'stʌmək/ brzuch

waist /weɪst/ talia

wrist /rɪst/ nadgarstek

Healthy lifestyle / Zdrowy tryb życia

be positive /biː 'pɒzətɪv/ być optymistą

blood pressure /blʌd 'preʃə(r)/ ciśnienie krwi

breathe /'briːð/ oddychać

cancer /'kænsə(r)/ nowotwór, rak

disease /diː'ziːz/ choroba

drink lots of water /drɪŋk lɒts əv 'wɔːtə(r)/ pić dużo wody

eat fruit and vegetables /iːt fruːt ænd 'vedʒtəb(ə)lz/ jeść owoce i warzywa

get fresh air /get freʃ 'eə(r)/ przebywać na świeżym powietrzu

get lots of sleep /get lɒts əv 'sliːp/ spać dużo, wysypiać się

get regular check-ups /get regjələ(r) 'tʃek ʌp/ badać się regularnie

have a balanced / healthy diet /hæv ə 'bælənst / 'helθi daɪət/ mieć zbilansowaną/ zdrową dietę

have close relationships with family / friends /hæv kləʊz rɪ'leɪʃ(ə)nʃɪps wɪð 'fæm(ə)li / frendz/ mieć bliskie relacje z rodziną / przyjaciółmi

heart rate /'hɑː(r)t reɪt/ tętno

immune system /ɪ'mjuːn sɪstəm/ układ immunologiczny (odpornościowy)

improve your health /ɪm'pruːv jɔː(r) 'helθ/ poprawiać zdrowie

lower /'ləʊə(r)/ obniżać

prevent illnesses /pri'vent 'ɪlnəsɪz/ zapobiegać chorobom

exercise /'eksə(r)saɪz/ wykonywać ćwiczenia fizyczne

Illnesses and accidents / Choroby i wypadki

ache /eɪk/ boleć

acne /'ækni/ trądzik

allergy /'ælə(r)dʒi/ alergia, uczulenie

asthma /'æsmə/ astma

back pain /'bæk peɪn/ ból pleców

broken bone /'brəʊkən bæʊn/ złamanie kości

bruise /bruːz/ siniak, stłuczenie

catch a cold /kætf ə 'kəʊld/ przeziębienie się

check-up /tʃek 'ʌp/ badanie kontrolne

cough /kɒf/ kaszel

earache /'iəreɪk/ ból ucha

faint /feɪnt/ zemdleć

feel dizzy /fiːl 'dɪzi/ mieć zawroty głowy

feel poor / unwell /fiːl puː(r) / ʌn'wel/ czuć się źle

flu /fluː/ grypa

get better /get 'betə(r)/ zdrowieć

hay fever /'heɪ fiːvə(r)/ katar sienny

headache /'hedeɪk/ ból głowy

high temperature /haɪ 'tempɪtʃə(r)/ wysoka gorączka

hurt /hɜː(r)t/ zranić się

infection /ɪn'fekʃ(ə)n/ infekcja

nosebleed /'nəʊzbliːd/ krwawienie z nosa

pain /peɪn/ ból

prescription /prɪ'skrɪpʃ(ə)n/ recepta

recover /rɪ'kʌvə(r)/ powracać do zdrowia

runny nose /rʌni 'nəʊz/ katar

sneeze /sniːz/ kichać

sore throat /sɔː(r) θrəʊt/ ból gardła

spots /spɒts/ pryszcze, krosty

sprained ankle /spreɪnt 'æŋk(ə)l/ skręcony staw skokowy

sting /stɪŋ/ użądlenie

stomach ache /'stʌmək eɪk/ ból brzucha

suffer from /sʌfə(r) 'frɒm/ cierpieć (na coś, z jakiegoś powodu)

unwell /ʌn'wel/ chory, нездоровy

virus /'vaɪrəs/ wirus

Treatment / Leczenie

antibiotics /æntɪbaɪ'ɒtɪks/ antybiotyki

apply /ə'plai/ stosować, używać

apply a skin cream /ə'plai ə 'skɪn kriːm/ używać kremu do pielęgnacji skóry

bandage /'bændɪdʒ/ bandaż

bleeding /'bliːdɪŋ/ krwawienie, krwotok

cough syrup /'kɒf sɪrəp/ syrop na kaszel

cream /kriːm/ krem

cut yourself /kʌt jə(r)'self/ skaleczyć się

first aid kit /fɜː(r)st eɪd 'kɪt/ apteczka

follow a diet /fɒləʊ ə 'daɪət/ przestrzegać diety

medicine /'med(ə)s(ə)n/ lekarstwo

nurse /nɜː(r)s/ pielęgniarzka

pill /pɪl/ tabletki

plaster /'plɑːstə(r)/ plaster

plaster cast /'plɑːstə(r) kɑːst/ gips

put sth under running water /pʊt stʌmθɪŋ ʌndə(r) rʌnɪŋ 'wɔːtə(r)/ opłukać coś pod bieżącą wodą

stay out of the sun /steɪ aʊt əv ðə sʌn/ nie przebywać na słońcu

sweat /swet/ pocić się

tablet /'tæblət/ tabletki

take an aspirin /teɪk æn 'æsprɪn/ wziąć aspirynę

thermometer /θə(r)'mɒmɪtə(r)/ termometr

treat /triːt/ leczyć

have back pain /hæv 'bæk peɪn/ mieć ból pleców

healthcare professional /helθkeə(r) prə'feɪʃ(ə)nəl/ członek personelu medycznego

limit computer game time /'lɪmɪt kəm'pjʊːtə(r) geɪm taɪm/ ograniczać czas gry na komputerze

skip meals /skɪp 'miːlz/ opuszczać posiłki

LISTENING, p. 98

break a bone /breɪk ə 'bəʊn/ złamać kość

get treatment for /get triːtmənt 'fɔː(r)/ być leczonym (na, z powodu)

hurt your knee /hɜː(r)t jɔː(r) 'niː/ zranić się w kolano

keep fit /kiːp 'fɪt/ utrzymywać formę

leg injury /leg 'ɪndʒəri/ uraz nogi

painful /'peɪnf(ə)l/ bolesny

pull a muscle /pʊl ə 'mʌs(ə)l/ naciągnąć mięsień

USE OF ENGLISH, p. 99

come down with /kʌm daʊn wɪð/ zachorować na coś

fight off /faɪt 'ɒf/ zwalczać

get over /get ə'ʊvə(r)/ dojść do siebie

look after /lʊk 'ɑːftə(r)/ zajmować się kimś, opiekować się kimś

pass out /pɑːs 'aʊt/ zemdleć

throw up /θrəʊ 'ʌp/ wymiotować

OTHER WORDS

bang your head /bæŋ jɔː(r) 'hed/ uderzyć się w głowę

coach /kəʊtʃ/ trener

exercise bike /'eksə(r)saɪz baɪk/ rower treningowy

fever /'fiːvə(r)/ gorączka

football practice /'fʊtbɔːl 'præktɪs/ trening piłkarski

lungs /lʌŋz/ płuca

mend /mend/ zdrowieć

opportunity /ɒpə(r)'tjuːnəti/ okazja

receipt /rɪ'siːt/ paragon

relief /rɪ'liːf/ ulga

scream /skriːm/ krzyczeć

spin classes /spɪn 'klaːsɪz/ spinning (ćwiczenia na rowerze stacjonarnym)

stitch up the wound /stɪtʃ ʌp ðə 'wuːnd/ zszywać ranę, zakładać szwy

stretch /stretʃ/ rozciągać się

take a bath / shower /teɪk ə 'bɑːθ / 'ʃaʊə(r)/ brać kąpiel/prysznic

treadmill /'tredmɪl/ stacjonarna bieżnia

wasp /wɒsp/ osa

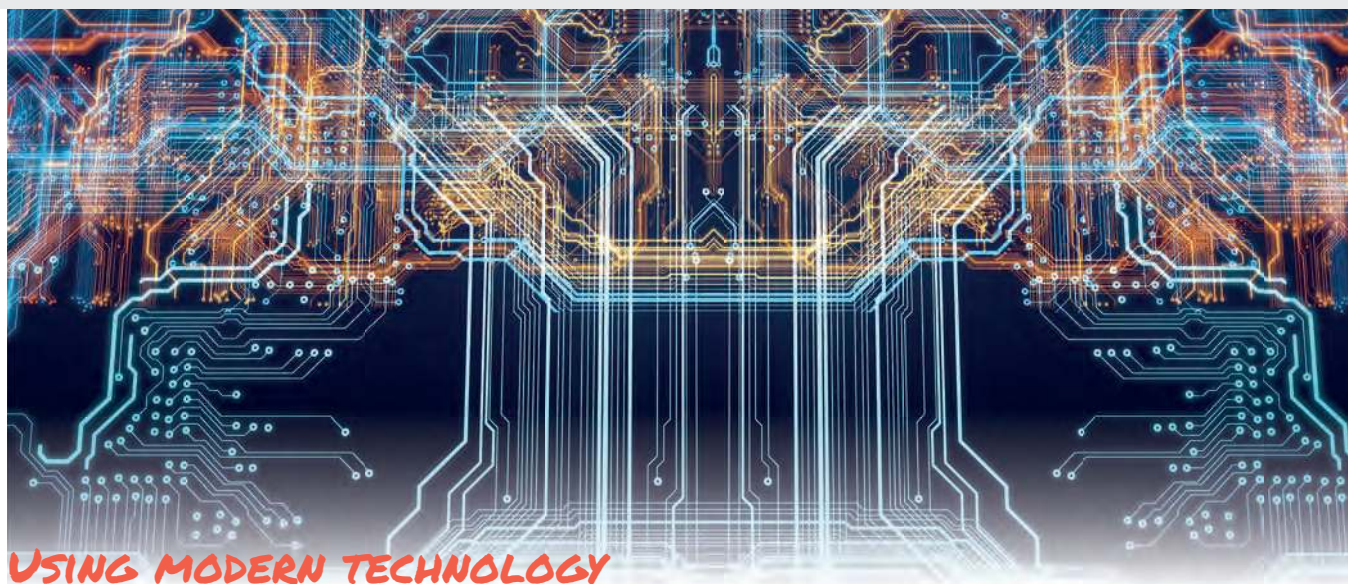
weight training /weɪt 'treɪnɪŋ/ ćwiczenia siłowe

READING, p. 96

avoid sugary drinks /əvɔɪd 'ʃʊɡəri drɪŋks/ unikać napojów słodzonych

be physically active /biː fɪzɪkli 'æktɪv/ być aktywnym fizycznie

go to bed at a regular time /gəʊ tə bed æt ə 'regjələ(r) taɪm/ chodzić spać o stałej porze



1 In your notebook, match the words and phrases in the box with icons 1–10.

- (video) camera • folder • remote control
- games console / handset • headphones • volume
- memory / USB stick / flash drive • microphone
- monitor / screen • speaker



2 Work in pairs or groups. Which of the items in the first box do you use? What do you use them for?

- digital camera • Bluetooth • DVD • scanner
- earphones • keyboard • phone case • tablet
- phone charger • printer • selfie stick • Wi-Fi

- charge a phone / battery • take a selfie
- connect to (the Internet / speakers / etc.)
- listen to (music / a podcast / etc.) • protect
- print (out) a document • type • watch

I use my earphones to listen to music on the bus to school, so I don't disturb other people.

3 In your notebook, complete the texts with the words in the boxes.

- verbs:** • click • download • install
nouns: • pop-ups • virus

< ✉ New post

You need to be careful online because if you (1) on a link or (2) a program, picture, or document from the Internet, you might accidentally get a (3) on your computer. One solution is to (4) anti-virus software on your PC. I've done this, so for me the worst thing is 'adware' – when you get these annoying (5) with adverts on them.

- verbs:** • charge • contact • post • call
nouns: • memory • signal

< ✉ New post

Smartphones are great – and much better than telephones from 30 years ago. With a smartphone, it's really easy to (6) someone. You don't even have to remember their phone number as it's stored in the phone's (7) . And if you want to make a video call or (8) on social media, there are thousands of apps you can use. However, you need to remember to (9) your phone battery regularly, and if there's no Wi-Fi and no phone (10) , then you can't (11) anyone with your phone.



INVENTIONS AND DISCOVERIES

- 4 In your notebook, complete sentences 1–7 with the words in the box.

• hardware • crash • browser • cursor • router
• SMS • software

- You can download a lot of _____ from the web.
- With a _____, everyone in the house can enjoy Wi-Fi.
- Running too many programs at the same time can cause your computer to _____.
- Use a _____ such as Chrome, Safari, or Edge to surf the Internet.
- Computers, printers, and scanners are known as _____.
- The _____ is the small symbol on a computer screen that shows where you are typing.
- A text message is also called a(n) _____ and is sent using a mobile phone.

- 5 Work in groups. In your notebook, write a list of the most popular websites, software, and apps you use. Compare your list with another group. Which items are the most popular in the class?

Apps:

- Instagram
- Snapchat ...



PEOPLE AND TECHNOLOGY

- 6 In your notebook, match statements 1–6 with the people in the box.

• hacker • programmer • moderator • blogger
• troll • web designer

- I use computer code to write new software.
- I get into other people's websites illegally.
- I create websites that look interesting and are easy to use.
- I write articles and post photos online.
- I decide if somebody can join a forum and if people's comments are acceptable.
- I write rude and annoying comments about people online.

- 7 Choose the correct words and phrases and write them in your notebook. Sometimes more than one answer is correct.

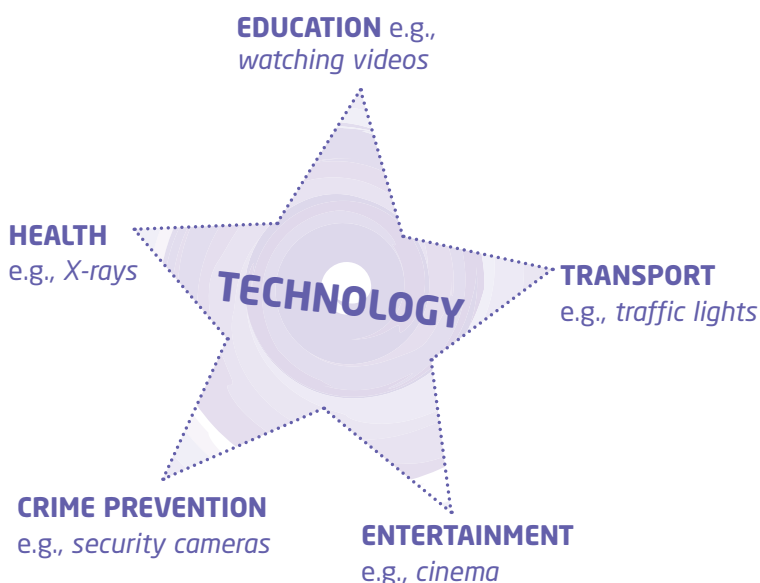
- Do you know who **discovered** / **invented** / **came up with** the vacuum cleaner?
- Clyde Tombaugh, an astronomer, **discovered** / **invented** / **found out** the dwarf planet Pluto in 1930.
- Do you know who **discovered** / **invented** / **found out** that the Earth goes round the Sun?
- We **carried out** / **did** / **made** an interesting experiment in physics yesterday.
- A robot called 'Opportunity' is **carrying out** / **doing** / **making** research on the planet Mars.

- 8 38 Listen to a woman talking about inventions. In your notebook, complete the missing information.

The top five inventions that changed the world!

- The _____. Without this, there would be no civilisation.
- The _____ press. It allowed us to share ideas.
- The _____. This helps us stay in touch and keep safe.
- The _____. It has so many uses.
- The _____. This is a truly amazing invention.

- Which of the inventions in exercise 8 do you think is the most important? Why?
- Work in pairs. Look at the star chart below and suggest other ways in which technology is used in the different areas.



- 1 Work in pairs. Which of these comments about video games do you agree with? Give reasons for your answers.
 - Video games are all about violence and killing.
 - They are a great way to learn English.
 - They are addictive.
 - They are educational.
 - It's great playing online because you can play against someone on the other side of the world.
- 2 Quickly read the text in exercise 4. What kinds of games are described? Which of the comments in exercise 1 would the writer of this text agree with?
- 3 Look again at the text in exercise 4. Where might you see a text like this? Choose the correct answer and write it in your notebook. Give reasons for your answer.
 - a in an online encyclopaedia
 - b in a magazine for young people
 - c in an essay for a teacher at school
 - d in a novel
- 4  Przeczytaj trzy opisy różnych gier komputerowych (A–C). Do każdego zdania (1–4) dopasuj właściwy opis. Jeden opis pasuje do dwóch zdań. Odpowiedzi zapisz w zeszytcie.
- 5 In your notebook, match the highlighted words or phrases in the text in exercise 4 with their definitions (1–7).
 - 1 main subject
 - 2 an object like a box with six square sides
 - 3 manage, handle
 - 4 success
 - 5 professional critics
 - 6 staying alive
 - 7 different to
- 6 Do you have a favourite video game? What is it about? What is exciting about it?
- 7 In pairs or small groups, design your own video game. Use the ideas below and your own imagination.
 - name of the game
 - the main theme (e.g., war, survival, space, sport, shooting, car racing, etc.)
 - what you have to do

VIDEO GAMES WITH A DIFFERENCE

To become a **hit** with young people, video games need to have something very special. Three games which have this are: *The Witcher*, *This War of Mine*, and *Minecraft*. They all offer something a little different!

A

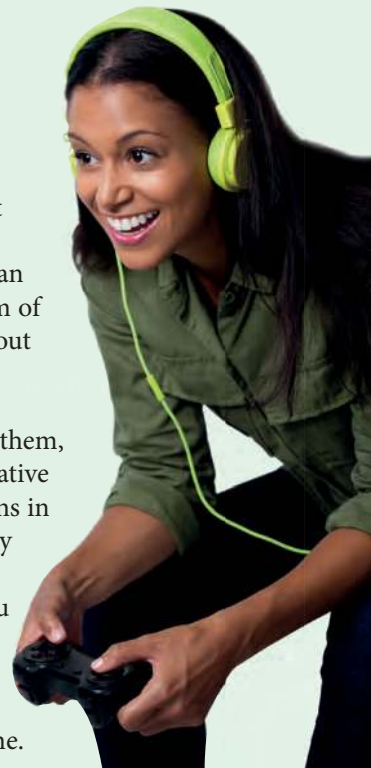
The Witcher, which is based on a series of successful fantasy stories by Andrzej Sapkowski, was popular with **reviewers**. They liked how the game made players think about their decisions. This is **in contrast with** many other games where the focus is just on violence and killing. There is fighting in the game, however, and players can choose at any time from three different fighting styles: fast, strong, and group.

B

This War of Mine, designed by 11 bit studios, also involves decision-making. The **theme** is war but, again, the emphasis is not on killing because players are not soldiers. Instead, the game is about **surviving** as a normal person in a war situation. Players have to deal with difficult problems. These include how to **cope with** hunger, health issues, and keeping a positive attitude.

C

Minecraft is one of the most popular video games in the world and has sold more than 120,000,000 copies! One aim of the game is to build things out of **cubes**, but players can do many other things too. Although fighting is one of them, a lot of the activities are creative and involve making decisions in order to stay healthy. Exactly what you do in the game depends on what 'mode' you choose: Survival, Creative, Adventure, or Spectator. Several books are available to help players with the game.



This video game ...

- | | |
|---|---|
| 1 | does not involve players fighting other characters. |
| 2 | gives players a choice of the game types they want to play. |
| 3 | has a connection to some popular novels. |
| 4 | has a few ways of attacking. |

- 1 Work in pairs. Divide the words and phrases into positive or negative.

• a mess • a pity / shame • incredible • lovely
• a waste of time / money • amazing • awful
• brilliant • fantastic • great • horrible • terrible
• not good enough • rubbish • wonderful

- 2 Choose the correct words to complete the Phrase Box. Write the answers in your notebook.

• encouragement • hope • negative • positive

PHRASE BOX

1 Expressing feelings and emotions

- Oh no! / Oh dear!
- This/That is/was awful / etc.!
- What a mess / waste of time/money!
- What a pity/shame.

2 Expressing feelings and emotions

- How lovely / etc.
- What a great / fantastic / etc., phone!
- That's incredible / amazing /etc.
- What a (nice) surprise!

3 Expressing

- I / Let's hope so.
- With any luck, ...
- Let's hope that ...

4 Giving

- Keep going!
- Well done!
- You can do it!
- You're doing great / well!

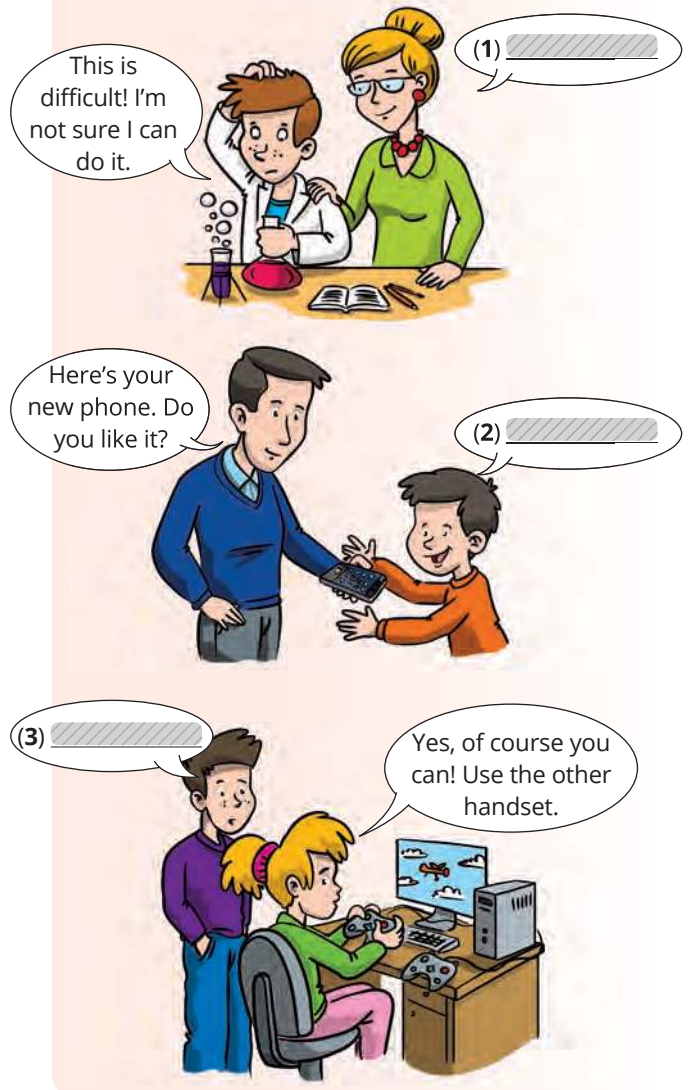
- 3 Read the responses A–E in exercise 4. In what situations might people say these things? What has the other person just said?

- 4 39 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobrać właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.

A	Let's hope so!
B	What a pity!
C	No, thanks. I can do it.
D	You can do it! Keep going!
E	What a lovely surprise!

Speaker 1 Speaker 2
Speaker 3 Speaker 4

- 5 **OPEN TASK** Uzupełnij dialogi. Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty. Odpowiedzi zapisz w zeszycie.



- 6 Study the phrases in the Teen Talk box. How do you say something similar in your language?

TEEN TALK

Expressing positive emotions

Awesome! / That's so cool!

Expressing negative emotions

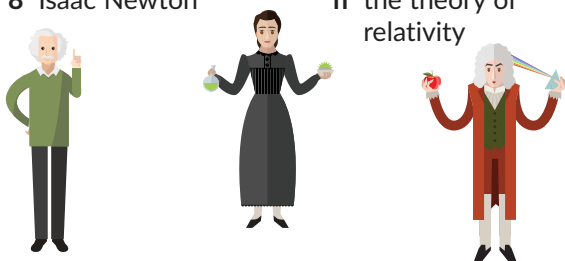
That sucks.

- 7 What would you say in the following situations? Use language from this page.

- Someone gives you a new phone for your birthday.
- Your exam results are not very good.
- Your team wins a big sporting event.
- You just had a very disappointing meal.
- A dangerous animal escapes from the zoo.
- Your favourite teacher has just announced that he/she is leaving the school.

- 1** Work in pairs. In your notebook, match the scientists (1–8) with their scientific discoveries (a–h).

- | | |
|--------------------------|----------------------------|
| 1 Alexander Fleming | a the solar system |
| 2 Georges Lemaître | b radium and polonium |
| 3 Nicolaus Copernicus | c electricity |
| 4 Albert Einstein | d penicillin |
| 5 Marie Skłodowska-Curie | e gravity |
| 6 Charles Darwin | f the theory of evolution |
| 7 Michael Faraday | g the Big Bang theory |
| 8 Isaac Newton | h the theory of relativity |



- 2** Choose the correct meaning for each sentence. Write the answers in your notebook.

- Up until the 20th century, people often died of simple illnesses.
 - After the 20th century, nobody died of simple illnesses.
 - There were fewer deaths from simple illnesses in the 20th century.
- Initially, this was not a popular theory.
 - People did not like this theory at first.
 - The theory very quickly became popular.
- Modern electronics have revolutionised the way we communicate.
 - We don't communicate so well with modern electronics.
 - Communication has improved a lot because of modern electronics.

- 3** 40 Read the questions and answers in exercise 4. Which of these ideas do you think will be talked about in the recording? Listen and check.

Text 1

- The life of Copernicus.
- Scientists before Copernicus.
- Revolutionary ideas.
- Modern technology.

Text 2

- Studying science in school.
- The origin of humans.
- The influence of different scientists.
- How much scientists are paid.

- 4** 40 Usłyszysz dwukrotnie dwa teksty. W zadaniach 1–6, na podstawie informacji zawartych w nagraniu, wybierz właściwą odpowiedź (A–C). Odpowiedzi zapisz w zeszycie.

Tekst 1.

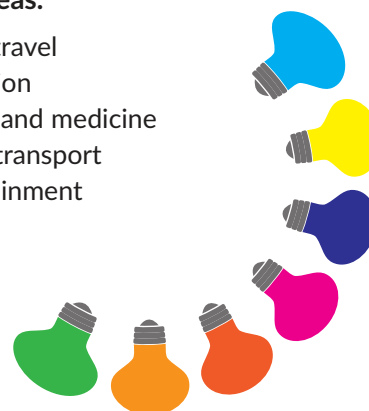
- Andrew is impressed by
 - how long Copernicus lived.
 - the work Deborah has done so far.
 - how many subjects Copernicus studied.
- Deborah asks Andrew to
 - write down some of the key theories Copernicus had.
 - look up the information about Copernicus's personal life.
 - phone her later with some information.
- Deborah and Andrew are most probably
 - teacher and student.
 - classmates.
 - brother and sister.

Tekst 2.

- According to Gillian, whose ideas will be important for space travel?
 - Faraday's.
 - Darwin's.
 - Einstein's.
- Gillian says that both Skłodowska-Curie and Fleming
 - won important prizes for their work.
 - did work that improved people's health.
 - discovered more things than most other scientists.
- Gillian is on the radio to
 - talk about the greatest scientists.
 - recommend a book she has read.
 - join a discussion about important discoveries.

- 5** What inventions or discoveries do you think will happen in your lifetime? Work in pairs or small groups and talk about developments in these areas.

- Space travel
- Education
- Health and medicine
- Public transport
- Entertainment



check
your GRAMMAR1 Choose the correct word or phrase.
Write the answers in your notebook.

Reported speech

- 'I use a computer every day,' said Jane.
 - Jane told me that she **did use / used** a computer every day.
- 'I'm learning to program computers,' my friend explained.
 - My friend explained that he **was learning / learned** to program computers.
- Billy said, 'I bought a tablet last month.'
 - Billy said that he **was buying / had bought** a tablet **last month / the month before**.
- 'I think we'll need a new TV soon,' said Victor.
 - Victor said he thought we **will / would** need a new TV soon.
- Sally said, 'I must get a new phone.'
 - Sally said she **had to / must** get a new phone.
- 'Have you got a flat-screen TV?' Joanne asked Derek.
 - Joanne asked Derek **did he have / if he had** a flat-screen TV.
- 'How did you open this program?' Carol wanted to know.
 - Carol wanted to know how **I had opened / did I open** the program.
- 'What are you studying right now?' asked Bill.
 - Bill asked me what **did I study / I was studying** right then.

See Grammar bank pp. 166–169 »

- This app is free to download. **HAVE**
You to pay anything to download this app.
- 'Can you help me?' Jim asked. **IF**
Jim asked me help him.

3 **OPEN TASK** Przetłumacz na język angielski podane w nawiasach fragmenty zdań tak, aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność ortograficzna. Odpowiedzi zapisz w zeszycie.

- Our teacher told us that (*będziemy mieć*) a chemistry test later that week.
- Sam told me that (*ściąga*) a new web browser when I called him yesterday.
- There's a girl at school (*której ojciec jest*) a famous scientist.
- I need to find (*kilka informacji*) about famous inventors.
- Ben said that they (*włączyli*) the burglar alarm before leaving the house.
- The experiment (*został wykonany*) by all of the students in the class.

4 **Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1–3). Zapisz w zeszycie odpowiednią literę (A–F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

A cables	B control	C devices
D phone	E remote	F speakers

2 **OPEN TASK** Uzupełnij każde zdanie z luką tak, aby zachować znaczenie zdania wyjściowego. Wykorzystaj podany wyraz, nie zmieniając jego formy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność gramatyczna i ortograficzna. Odpowiedzi zapisz w zeszycie.

- 'Did you see that science documentary?' Johnny asked. **HAD**
Johnny asked me if that science documentary.
- Unfortunately, the experiment didn't work properly. **FAILED**
Unfortunately, the experiment completely.
- Joe said to us, 'See you tomorrow!' **FOLLOWING**
Joe told us that he would see day.
- 'I'm trying to find a solution to the problem,' Clara explained. **TRYING**
Clara explained that to find a solution to the problem.

**WIRELESS CHARGING –
A REVOLUTION IN ENERGY**

With portable (1) like mobile phones, one big disadvantage is that you have to remember to charge the batteries. In the past, they said that one day we would no longer have to charge things using special chargers. Well, that time has come! With wireless charging, you just put a (2) down on a charging surface and it does everything for you – no more looking for chargers and plugging in (3) . Life just got that little bit easier!

5 In pairs or as a group, discuss the questions.

- Can you name all the electronic devices and appliances in your home?
- How many portable devices do you own?
- How long does the battery on your phone last?

1 In pairs or groups, discuss the questions.

- How often do you use Skype or a similar video call service?
- Is a video call better than a phone call? Why (not)?
- How can students and classes make use of video calls?

2 Read the letter and answer the questions.

Dear Mrs Thomas,

Thank you for your letter. You suggested that your science club in Manchester and our club here in Warsaw have Skype calls regularly. I've discussed it with everyone here and we're very excited! We think it's a great opportunity and it will help us to share ideas.

You suggested Tuesday afternoons, but I'm afraid we don't meet on Tuesday. We only meet on Thursdays. Would Thursday afternoons at 2 pm UK time suit you?

For the first Skype call, perhaps we can all introduce ourselves and talk about what we're interested in. It will be wonderful to talk to teenagers in the UK who are keen on science too.

I'm looking forward to hearing from you.
All the best,
Agata Badura

- 1 Who do you think Mrs Thomas is?
- 2 What did Mrs Thomas suggest in her letter?
- 3 What is the Polish club not able to do?
- 4 What does Agata suggest instead?
- 5 What does Agata want them to do in the first Skype call?
- 6 How would you describe Agata's language: formal, semi-formal, informal? Why?

3 Find words and phrases in the letter that have a similar meaning to words and phrases 1–6.

- 1 Thanks
- 2 often
- 3 I'm sorry to say
- 4 be good for
- 5 maybe
- 6 Please write back soon.

4 In your notebook, match sentences 1–5 with their functions (a–e).

- 1 You see, there was a problem at school because one of my teachers was ill, so things got delayed.
- 2 I'm sorry I haven't sent the information you need.
- 3 How about meeting outside the Science Museum at ten o'clock?
- 4 Could you send me more details?
- 5 Of course, I would be very happy to help you.

- | | |
|--------------------|----------------------|
| a wyrażanie prośby | d przepraszenie |
| b wyjaśnianie | e wyrażanie sugestii |
| c zgadzanie się | |

5 Read the writing task. In pairs or groups, discuss what you could say for each bullet point. Use your imagination.

Przeczytaj zadanie i zastanów się, jakich zwrotów w języku angielskim możesz użyć, aby przekazać intencje zawarte w poleceniu, np. aby wyrazić prośbę, przedstawić propozycję, wyjaśnić jakąś sytuację.

 **OPEN TASK** Znalazłeś/Znalazłaś w Internecie ofertę letniego kursu tworzenia muzyki elektronicznej. W liście do organizatora kursu:

- Napisz, dlaczego jesteś zainteresowany/zainteresowana kursem.
- Poproś o dodatkowe informacje dla uczestników.
- Poinformuj, że w czasie kursu chciałbyś/chciałabyś zatrzymać się u rodziny w Londynie.

List powinien zawierać od 50 do 120 słów.

6 In your notebook, make a paragraph plan for the writing task in exercise 5.

PHRASE BOX

Making semi-formal requests

- Could you ...? Could I ...?
- Would it be possible (for me/you) to ...?
- Would you mind (if / -ing) ...?
- I would like to ...

Refusing requests

- I'm sorry but ...
- I'm afraid (that) ...
- Unfortunately, (I can't ...)

7 Write the letter in your notebook, using your ideas in exercise 5, your plan in exercise 6, and some of the phrases in the Phrase Box.

Dear Mr Jenkins,

I am writing about your summer course in electronic music.

VOCABULARY, pp. 102-103

Using modern technology / Korzystanie z nowoczesnych technologii

(video) camera /'vidiəʊ kæm(ə)rə/ kamera wideo
 Bluetooth /'blu:tʊθ/ Bluetooth (technologia bezprzewodowego transferu danych na krótki zasięg)
 browser /'braʊzə(r)/ przeglądarka internetowa
 charge a phone / battery /tʃɑ:(r)dʒ ə fəʊn / 'bæt(ə)rɪ/ ładować telefon/baterię
 click /kɪk/ klikać
 connect to (the Internet / speakers) /kənekt tu: ðə 'ɪntə(r)net / 'spi:kə(r)z/ łączyć się (z Internetem/z głośnikami)
 contact /'kɒntækt/ kontaktować się
 crash /kræʃ/ zawiesić się (o komputerze)
 cursor /'kɜ:(r)sə(r)/ kursor
 digital camera /dɪdʒɪt(ə)l 'kæm(ə)rə/ aparat cyfrowy
 download /daʊn'ləʊd/ ściągać (pliki)
 DVD /di: vi: 'di:/ płyta DVD
 earphones /'iə(r)fəʊnz/ słuchawki douszne
 folder /'fəʊldə(r)/ folder
 games console /'geɪmz kənsəʊl/ konsola gier
 handset /'hænd(ɪ)set/ kontroler do gier
 hardware /'hɑ:(r)dweə(r)/ sprzęt komputerowy
 headphones /'hedfəʊnz/ słuchawki nauszne
 install /'ɪnstə:l/ instalować
 keyboard /'ki:bɔ:(r)d/ klawiatura
 listen to (music / a podcast) /lɪs(ə)n tə 'mju:zɪk / ə 'pɒdkɑ:st/ słuchać muzyki/podcastu
 memory /'mem(ə)rɪ/ pamięć
 memory stick / flash drive /'mem(ə)rɪ stɪk / flæʃ draɪv/ przenośna pamięć USB
 microphone /'maɪkrəfəʊn/ mikrofon
 monitor / screen /'mɒnɪtə(r) / 'skri:n/ monitor
 phone case /'fəʊn keɪs/ obudowa na telefon
 phone charger /'fəʊn tʃɑ:(r)dʒə(r)/ ładowarka do telefonu
 pop-up /'pɒp ʌp/ wyskakujące okienko w przeglądarce
 post /pəʊst/ zamieszczać post (np. na stronie www)
 print (out) a document /prɪnt aʊt ə 'dɒkjʊmənt/ drukować dokument
 printer /'prɪntə(r)/ drukarka
 protect /prə'tekt/ chronić
 remote control /rɪməʊt kən'trəʊl/ pilot
 router /'ru:tə(r)/ router
 scanner /'skænə(r)/ skaner
 selfie stick /'selfɪ stɪk/ kijek do selfie
 signal /'sɪgn(ə)l/ sygnał/zasięg
 SMS /es em' es/ SMS, wiadomość tekstowa
 software /'sɒf(t)weə(r)/ oprogramowanie
 speaker /'spi:kə(r)/ głośnik
 tablet /'tæblət/ tablet
 take a selfie /teɪk ə 'selfɪ/ zrobić selfie
 type /taɪp/ pisać (na komputerze)

USB stick /ju: es 'bi: stɪk/ przenośna pamięć USB

virus /'vaɪrəs/ wirus

volume /'vɒlju:m/ głośność

Wi-Fi /'waɪ faɪ/ Wi-Fi

People and technology / Ludzie i technologia

blogger /'blɒgə(r)/ bloger

hacker /'hækə(r)/ haker

moderator /'mɒdəreɪtə(r)/ moderator

programmer /'prəʊgræmə(r)/ programista

troll /trɒl/ troll (osoba umieszczająca złośliwe i nie stosowne komentarze w sieci)

web designer /'web dɪzajniə(r)/ projektant stron internetowych

Inventions and discoveries / Wynalazki i odkrycia

carry out research / an experiment /kæri aʊt rɪ'sɜ:(r)tʃ / ən ɪk'sperɪmənt/ prowadzić badania/eksperyment

come up with /kʌm 'ʌp wɪð/ wymyślić coś, znaleźć rozwiązanie

discover /dɪ'skʌvə(r)/ odkrywać, odnaleźć

do research / an experiment /du: rɪ'sɜ:(r)tʃ / æn ɪk'sperɪmənt/ prowadzić badania/eksperyment

find out /faɪnd 'aʊt/ dowiedzieć się, odkryć coś

invent /ɪn'vent/ wynaleźć

printing press /'prɪntɪŋ pres/ prasa drukarska

wheel /wi:l/ koło

READING, p. 104

cope with /'kəʊp wɪð/ radzić sobie (z czymś)

cube /kju:b/ kostka, sześcian

hit /hɪt/ hit, przebój

in contrast with /ɪn 'kɒntrɑ:st wɪð/ w przeciwieństwie do czegoś

reviewer /rɪ'vju:ə(r)/ krytyk, recenzent

survive /sə(r)'vaɪv/ przeżyć, przetrwać

theme /θi:m/ temat, motyw przewodni

LANGUAGE FUNCTIONS, p. 105

amazing /ə'meɪzɪŋ/ niezwykły

awful /'ɔ:f(ə)l/ okropny

hope /haʊp/ nadzieja

horrible / terrible /'hɒrəb(ə) / 'terəb(ə)l/ obrzydliwy, potworny

incredible /ɪn'kredəb(ə)l/ niesamowity, nieprawdopodobny

joy /dʒɔɪ/ radość

lovely /'lʌvli/ piękny, śliczny, czarujący

mess /mes/ bałagan

not good enough /nɒt 'ɡʊd ɪnʌf/ nie dość dobry

pity /'pɪti/ szkoda

rubbish /'rʌbɪʃ/ bzdury

shame /ʃeɪm/ wstyd

waste of time / money /weɪst əv 'taɪm / 'mʌni/ strata czasu/pieniędzy

OTHER WORDS

addictive /ə'dɪktɪv/ uzależniający, prowadzący do uzależnienia

announce /ə'naʊns/ ogłaszać, zapowiadać

annoying /ə'noɪɪŋ/ irytujący

anti-virus software /æntɪvaɪrəs 'sɒf(t)weə(r)/ program antywirusowy

attitude /'ætɪtju:d/ nastawienie, stosunek

civilisation /sɪvəlaɪ'zeɪʃ(ə)n/ cywilizacja

disappointing /dɪsə'pɔɪntɪŋ/ niespełniający oczekiwań/rozczarowujący

electricity /ɪlek'trɪsəti/ elektryczność

encouragement /ɪn'kʌrɪdʒmənt/ zachęta, wsparcie, poparcie

escape /ɪ'skeɪp/ ucieczka

evolution /i:və'lju:ʃ(ə)n/ ewolucja

explore the universe /ɪksplɔ:(r) ðə 'ju:nɪvɜ:(r)s/ badać wszechświat

gravity /'grævəti/ grawitacja

hunger /'hʌŋgə(r)/ głód

influence /ɪnfluəns/ wpływ

medical advances /medɪk(ə)l əd'vɑ:nsɪz/ postęp medyczny

origins /'ɒrɪdʒɪnz/ źródło/pochodzenie

revolutionise /revə'lʊ:ʃənaɪz/ rewolucjonizować

security cameras /sɪ'kjʊərəti kæm(ə)rəs/ kamery bezpieczeństwa

solar system /'səʊlə(r) sɪstəm/ układ słoneczny

space travel /'speɪs træv(ə)l/ podróż kosmiczna

stay in touch /steɪ ɪn 'tʌtʃ/ pozostawać/być w kontakcie

theory of relativity /θɪəri əv relə'tɪvəti/ teoria względności

traffic lights /'træfɪk laɪts/ światła uliczne

vacuum cleaner /'vækjuəm kli:nə(r)/ odkurzacz

violence /'vaɪələns/ przemoc

VOCABULARY

1 Read the definitions and complete the words in your notebook.

- This is in the middle of your leg and can bend. k
- You need this on your computer to surf the Internet. b
- This is between the top of your arm and your neck. s
- You keep documents, songs, or photos in this place on a computer. f
- This is a blue or black mark on your skin from an injury. b
- You wear these for private listening so that you don't disturb others. e
- You do this when you have a cold, or an allergy to something. s
- This is a person who writes rude or annoying comments online. t
- This is the name of the system in your body that fights off illness. i
- This can make you ill or damage your computer. v

2 In your notebook, match the parts of the sentences.

- The doctor gave me a prescription and told me to
- I was having trouble connecting
- Having a regular check-up
- We contacted the moderator
- If you have a runny nose, sore throat and a high temperature,
- We carried out
- A balanced diet includes
- We downloaded the songs and
- a eating lots of fruit and vegetables.
- b an interesting experiment in physics yesterday.
- c to the Internet.
- d can help you stay healthy.
- e you might have flu.
- f take one tablet every morning after meals.
- g put them on a memory stick.
- h to complain about the rude comments on the site.

3 Choose the correct words and write them in your notebook.

- If you want the music to be louder, you'll need to connect the smartphone to a **bluetooth** / **speaker** / **monitor**.
- Carl injured his **ankle** / **wrist** / **elbow** and couldn't walk.
- He's ill, but the doctor said his health would **cure** / **improve** / **treat** in the next few days.

- I bought a **case** / **cursor** / **folder** for my phone to protect it from damage.
- It's a good idea to put a **pill** / **plaster** / **tablet** on that cut so it doesn't get infected.
- Can you operate your sound system by **digital** / **console** / **remote** control?
- The appearance of a lot of spots on your skin is sometimes called **ache** / **acne** / **asthma**.
- I keep a **charger** / **signal** / **pop-up** by my bed and I plug my phone in every night.

GRAMMAR

4 In your notebook, complete sentences 1–8 with the correct form of the words in brackets.

- I went to the doctor because I (**have** / **accident**) the day before and I was in pain.
- Annette (**be** / **ill**) for a week before she went to the doctor.
- I (**like** / **be**) a bit healthier. I wonder what I can do.
- Andrew said that we (**will** / **soon** / **develop**) a new kind of computer.
- I (**miss** / **have**) computer classes with Miss Green. She was great.
- Miranda asked me (**I** / **buy**) a new phone yet.
- I suddenly realised that my leg (**stop**) hurting and I was walking normally.
- Jeannette told me that they (**plan** / **move**) to the USA the next year.

5 In your notebook, rewrite the sentences beginning with the words given.

- 'Have you eaten anything unusual?', the doctor asked me.
The doctor asked me .
- Karin said, 'I must get a new phone.'
Karin told me that she .
- Rob's finger stopped bleeding before he put a plaster on it.
When Rob put a plaster on his finger, it .
- 'What are you studying this year?', Ben asked me.
Ben asked me .
- Philip said he was not going to see a doctor.
Philip refused .
- Before my diet, I used to eat chocolate. It was great!
Now I'm on my diet, I miss .
- 'I buy a new phone case every six months,' explained Susan.
Susan explained that she .
- Colin said that he would phone me later.
Colin promised .

USE OF ENGLISH

- 6 Przeczytaj tekst. Wybierz odpowiedź A, B lub C, aby poprawnie uzupełnić luki (1–4). Odpowiedzi zapisz w zeszyście.

< Dora answers



Dear Scott,
You said in your letter that you (1) it difficult to sleep at night. You also (2) me that you had stopped using your computer so much. That's good, but I think the problem is using your mobile before bed. If you turn off your phone in the evenings, I think you will go to sleep more (3) . Have you considered (4) a book in bed rather than using an electronic device? I think you'll find it will help.
Why don't you give it a try?
Good luck,
Dora

- | | | |
|--------------|-----------|--------------|
| 1 A can find | B found | C would find |
| 2 A told | B said | C spoke |
| 3 A easy | B easier | C easily |
| 4 A to read | B reading | C read |

- 7 **OPEN TASK** Uzupełnij każde zdanie z luką tak, aby zachować znaczenie zdania wyjściowego. Wykorzystaj podany wyraz, nie zmieniając jego formy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność gramatyczna i ortograficzna. Odpowiedzi zapisz w zeszyście.

- 'Do you know anything about programming?' Kim asked me. **IF**
Kim asked me anything about programming.
- It's not necessary for us to share a computer because we've got one each. **HAVE**
We each have a computer so we to share.
- My phone works fine since I took it to be fixed. **BEEN**
My phone and it works fine now.
- 'Where can I buy a cheap tablet?' my Mum asked. **WHERE**
My Mum wanted to know buy a cheap tablet.
- I haven't got enough money so I can't buy a new computer now. **ABLE**
If I had more money, I to buy a new computer.
- Chris is a boy in my class and his dad is a journalist. **WHOSE**
Chris is the boy in my class a journalist.

LANGUAGE FUNCTIONS

- 8 41 Usłyszysz dwukrotnie cztery krótkie wypowiedzi (1–4). Do każdej wypowiedzi dopasuj właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszyście.

A	How lovely! That was very kind.
B	I'm afraid you can't. I have an appointment.
C	I'd like to make an appointment.
D	You're welcome!
E	Oh no! What a waste of time!

Speaker 1 Speaker 2
Speaker 3 Speaker 4

- 9 **OPEN TASK** Uzupełnij luki (1–5) w poniższym dialogu tak, aby był on spójny i logiczny. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Odpowiedzi zapisz w zeszyście.

X: So how long did the doctor tell you to stay at home?

Y: He said that, (1) **(luck)** , I'll be OK in a week.

X: Well, that's not so bad.

Y: (2) **(help)** with my schoolwork?
I mean – maybe you can make copies of things I miss, make a note of the homework ... that sort of thing? Do you mind?

X: No, (3) **(course)** don't mind. I'll phone you after school every day and if there are things to bring you, I can come and give them to you.

Y: Brilliant. Thanks!

WRITING

- 10 Read the instructions and do the writing task in your notebook.

OPEN TASK Podczas kursu językowego w Anglii zatrzymałeś/zatrzymałaś się u kolegi. Zostaw mu wiadomość.

- Wyjaśnij, że wrócisz później z powodu imprezy w szkole.
- Poproś kolegę o pomoc w rozwiązaniu problemu z twoim laptopem.
- Zaproponuj wspólne wyjście do restauracji w weekend.

Wypowiedź powinna zawierać od 50 do 120 słów.

Hi Mike,

This is just a quick note to tell you that my plans have changed.



THE WEATHER

- 1 In your notebook, match the words in the box with the pictures of different weather conditions (A–H). Some words match more than one picture.

• frost / frosty • sun / sunny • cloud / cloudy • dry
• heat / hot • cool • shine • cold • fog / foggy
• ice / icy • snowfall • lightning • snow / snowy
• rain / rainy • wind / windy • rainbow • shower
• storm / stormy • thunder • sunshine

- 2 In your notebook, complete the sentences with the correct form (noun, verb or adjective) of the word in bold.

1 snow

There's no school today because it's **snowy**.
This card shows a **snowy** scene at Christmas time.

2 ice

Be careful of the **ice** on the roads.
She slipped on the **ice** path.

3 frost

It's a cold and **frosty** morning.
Can you see the **frost** on the trees?

4 rain

I hate **rainy** days.
Dad's going to drive to work today because it's **rainy**.

5 cloud

There are **clouds** in the sky.
The weather is dark and **cloudy** today.

6 wind

A strong **wind** blew all the apples off the tree.
It was so **windy** that my hat blew off!

7 fog

The **fog** is so thick that I can't see!
It was a **foggy** morning.

THE SEASONS

- 3 In pairs ask and answer the questions.

- What's the weather like right now?
- If someone's going outside today, what should they wear?

- 4 In pairs or groups, talk about the seasons (spring, summer, autumn and winter). Say:

- what the weather is like
- what things you associate with each season

The weather in spring is often cool and rainy, with some sunny days. In spring, flowers start to grow, and we celebrate Easter.

PLANTS AND ANIMALS

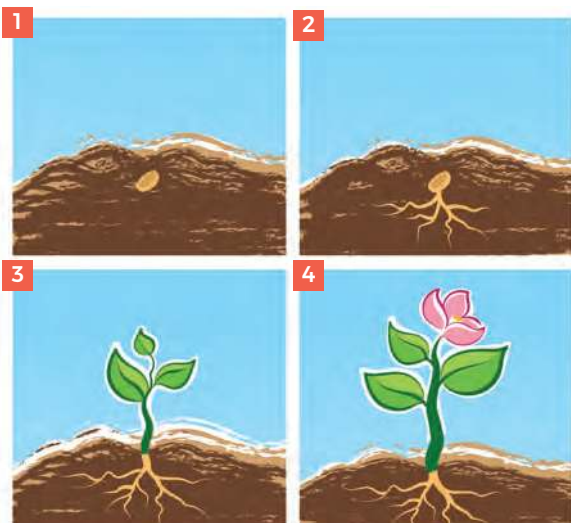
- 5 In pairs or groups, answer questions 1–8 about the animals in the box. Write the answers in your notebook.

• fox • ant • parrot • bear • duck • bee • lizard
• cow • butterfly • hippo • shark • crocodile • pig
• dolphin • donkey • goat • lion • spider • mouse
• elephant • giraffe • rabbit • gorilla • hamster
• tiger • snake • horse • rhino • sheep • monkey
• kangaroo • mosquito • penguin • whale

Which animals ...

- | | |
|---|------------------------------------|
| 1 | can fly? |
| 2 | often live in people's houses? |
| 3 | are very noisy? |
| 4 | can swim? |
| 5 | are very colourful? |
| 6 | are often found on a farm? |
| 7 | are often kept in zoos? |
| 8 | might you see in a garden or park? |

- 6 In your notebook, match each picture with its description (a–d). Then label the parts of a plant with the words in bold.



- a First, it grows **roots**. These grow under the ground, into the **soil**. They take water from the soil and use it to make food for the plant.
- b When the plant has grown more, it produces **flowers**. These have seeds that can make new plants.
- c After this, a **stem** grows out of the ground. This grows some **leaves**.
- d A plant starts as a **seed**. With light and water, it will start to grow.

LANDSCAPE

- 7 42 Listen to four podcasts. In your notebook, match each speaker with the location they describe. There are two extra locations.

• cave • beach • mountain • desert • rainforest
• waterfall

1 2 3 4

- 8 Choose the correct words to complete the story and write them in your notebook.

Julie woke up at (1) *sunrise / sunset* to begin her early morning hike. She left her room and climbed the (2) *forest / hill* behind the hotel. At the top, looking down the other side, she could see a pretty green (3) *valley / coast* at the bottom. It was quite lovely and she was excited to explore it. There were (4) *fields / parks* of wheat and green grass. It was a nice change from the city! She climbed over a stone wall and then walked along a narrow (5) *avenue / path*. She knew that it led to a bridge where she could cross the (6) *river / sea*. 'What a wonderful hike!', she said to herself as she walked towards the bridge.

PROTECTING THE ENVIRONMENT

- 9 In your notebook, match words 1–8 and a–h to make compound nouns.

1 global	a fuels
2 sea	b level
3 forest	c waste
4 air	d warming
5 fossil	e energy / power
6 toxic	f fires
7 solar	g change
8 climate	h pollution

- 10 In your notebook, complete the online post with the compound nouns from exercise 9. For one of the gaps, there are two possible answers.

< New post

Our planet is in trouble! Temperatures are getting higher because of (1) , but people are slow to act. We must stop burning (2) like petrol and gas and instead use wind and (3) to power our homes. And that's not all. CO₂ from factories and cars causes (4) . This is dangerous for our health. Why don't people walk and cycle to work and school every day? Some factories also pour (5) into rivers and lakes. This kills the fish and plants in the water. Ice in the Arctic is melting, causing the (6) to rise. When are we going to wake up and act to save our planet?

- 11 In your notebook, complete sentences 1–5 with the words in the box. In pairs or groups, discuss what you or other people need to do to help the environment in your country.

• jams • bottle • friendly • landfills
• recycle • rubbish • recycling • public

- 1 If people used transport more often, there would be fewer traffic .
- 2 Organic farming is environmentally because it doesn't use chemicals.
- 3 If we plastic and glass, we'll really help the environment.
- 4 Instead of throwing plastic in the bin, we should put it in the bin.
- 5 Many glass containers end up in when they should be going to banks.

1 In pairs, discuss the questions.

- Are there any famous national parks in your country? Have you ever visited any of them?
- Do you enjoy visiting places of natural beauty with forests, mountains and lakes? Why (not)?

2 Quickly read texts 1 and 2 in exercise 3. Choose the correct answers and write them in your notebook.

- Why did Liam send Penny an email about the national park?
 - To give her some information.
 - To invite her to visit him there.
- Why did Penny send an email to Charlotte?
 - To discuss the weather.
 - To arrange travel plans.
- What can they do to prepare for their trip?
 - Check the weather online.
 - Do some online research about lakes.

3 **OPEN TASK** Przeczytaj teksty 1. i 2. Uzupełnij luki 1–4 w e-mailu do Charlotte zgodnie z treścią tekstów. Odpowiedzi zapisz w zeszycie.

Tekst 1.

New message

Subject: **Park Information**

Dear Penny,

Thanks for your interest in Waimea Canyon State Park. You asked about the park's natural features. It's got a **canyon** that's 1.2 kilometres deep. It's also got a **river** and spectacular **waterfalls**. There are different walking paths that you can choose from. One leads to **cliffs** where you can see for miles! This hike takes about an hour. The Nature Loop is the shortest path (about 15 minutes) and the Ditch Trail takes about four hours.

You also asked about the weather. This is a good time of the year for your visit. I have posted a link to a weather website that I often look at. If you visit this weekend, you might see a rainbow!

I hope this information helps you to plan your trip.

Liam McKenny
Park Manager
Waimea Canyon State Park

4 Copy the chart into your notebook and complete it with the highlighted words from Text 1.

Water features	Land features

5 Add the words in the box to the chart in exercise 4.

• coast • cave • hill • lake • valley • ocean

6 In pairs or small groups, imagine that you are going on a family trip to a national park. Use the points below and your own ideas to help plan your trip.

- Seaside, mountains or lakes?
- Spring, summer, autumn or winter?
- Hiking, canoeing or cycling?
- Day trip, weekend trip or longer?

Tekst 2.

Kauai Island – 5-Day Weather Forecast

Thursday	Friday	Saturday	Sunday	Monday

TIP

Po uzupełnieniu luk przeczytaj cały e-mail jeszcze raz, aby sprawdzić, czy jest on logiczny i czy odpowiedzi pasują do zdań pod kątem gramatycznym (np. czy użyłeś/użyłaś czasownika we właściwej formie, rzeczownika w odpowiedniej liczbie itp.).

New message

Subject: **Kauai Island Trip**

Hi Charlotte,

I've just got an email from the Park Manager at Waimea Canyon State Park. He sent me a link that gives a good (1) for the island. It'll be warm and sunny when we arrive on Thursday, but unfortunately it's going (2) on Saturday and Sunday. The good news is that we might see (3) if we are there at the weekend.

There are lots of amazing natural features to see, and we can choose our route. The path to the cliffs (4) than the Nature Loop path but the views are fantastic, so I really want to go up there. I can't wait!

Bye for now,
Penny

- 1 Look at the questions below. Why are there two different ways of asking the same question? In what situations would you use the different forms?

- 1 So, how big is the zoo?
- 2 I'd like to know how big the zoo is.

- 2 Study the pairs of sentences in the Phrase Box. Which sentence in each pair is a direct and which an indirect question? Write *D* or *I* in your notebook.

PHRASE BOX

- 1 • Where's the zebra exhibit?
• Can you tell me where the zebra exhibit is?
- 2 • Could you tell me why you studied birds at university?
• Why did you study birds at university?
- 3 • I'd like to know how much the entrance fee is.
• How much is the entrance fee?

See Grammar bank p. 169 »

- 3 Which sentence in exercise 2 is different from the others? Why?

- 4 In your notebook, rewrite questions 1–5 as indirect questions, using the phrases given.

- 1 What is a giraffe's favourite food?
I'd like to know [] .
- 2 When did the dolphin show begin?
Can you tell me [] ?
- 3 What have the pandas eaten so far today?
Do you know [] ?
- 4 Can we feed the monkeys?
Do you know [] .
- 5 How much does a dolphin weigh?
Could you tell me [] ?

- 5  Do każdej z opisanych sytuacji (1–3) dobierz właściwą reakcję (A–C). Odpowiedzi zapisz w zeszycie.

- 1 Wraz z kolegą z Anglii planujecie wycieczkę do zoo. Zapytaj o dogodny dla niego termin.

- A Why don't we go to the zoo on Sunday?
- B When are you planning a trip to the zoo?
- C Which day will be best for you to go to the zoo?

- 2 Twój kolega wyjeżdża z rodziną na weekend. Jak zaproponujesz, że będziesz karmił/karmiła jego kota?

- A How often shall I feed your cat while you're away?
- B Are you going to feed your cat while you're away?
- C Would you like me to feed your cat while you're away?

- 3 Poszukujesz w muzeum historii naturalnej sklepu z pamiątkami. Jak poprosisz o wskazówki?

- A Could you tell me how to get to the gift shop?
- B May I go the gift shop, please?
- C Can you show me round the gift shop?

- 6 Study the phrases in the Teen Talk box. How do you say something similar in your own language?

TEEN TALK

 Zoos are pretty cool, huh?

 Very positive: Yeah, ace!

 A little positive: Yeah, they're all right.

 Negative: Not really my thing.

- 7  **OPEN TASK** Uzupełnij luki 1–4 w poniższym dialogu tak, aby był on spójny i logiczny. Odpowiedzi zapisz w zeszycie.

X: This tree is one of my favourites.

Y: Could (1) [] what its name is?

X: Of course. It's a silver maple. It's quite common in Canada.

Y: (2) [] interesting! Do you know how long this type of tree lives?

X: It can live up to 130 years.

Y: And do you know how old (3) []?

X: It's probably about 30 years old.

Y: I see. We should have more of these where I live.

X: From my point (4) [], I think we should plant more trees everywhere.

Y: I agree!

- 8 In pairs or groups, ask and answer these questions.

- Have you ever visited a zoo?
- What animals did you see?
- Did you enjoy your visit?
- Some people believe it is wrong to keep animals in zoos. What do you think?

1 Work in pairs. Which comments do you agree with? Give reasons for your answers.

- People should use public transport and not drive everywhere in their cars.
- If you visit a nature reserve, you disturb the animals.
- Recycling household rubbish is a waste of time.
- Visiting a zoo is an educational experience for children.

2 Study the questions and pictures in exercise 3. What words and phrases do you think you might hear in the recording? In your notebook, add your own ideas to the list below.

- 1 giraffe, lion, ...
- 2 forest, mountain, ...
- 3 weather, sunny, ...
- 4 taxi, bus, ...

TIP Przed wysłuchaniem nagrania przeczytaj pytania i zastanów się, co przedstawiają ilustracje zamieszczone w zadaniu, np. jeśli obrazki przedstawiają zwierzęta, przypomnij sobie nazwy tych zwierząt w języku angielskim. Pomoże Ci to w wyborze właściwej odpowiedzi.

4 VERBS / ADJECTIVES WITH PREPOSITIONS In your notebook, complete the sentences with the prepositions in the box.

• in • from • about • of • on • for • to

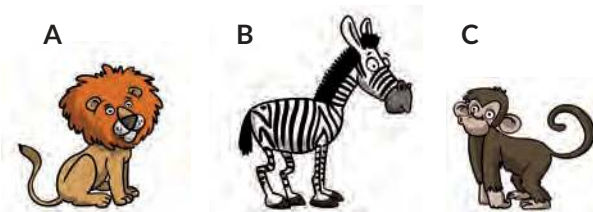
- 1 The planet Saturn is famous its amazing rings.
- 2 Animals depend water, food, and oxygen to live, just like we do!
- 3 The only planet that is similar the Earth in size is Venus.
- 4 Plants in tropical places are very different plants in colder areas.
- 5 The students were very proud their results in the science exam.
- 6 Many people worry the future of our planet.
- 7 I think it's terrible that some politicians don't believe global warming.

5 In pairs or groups, discuss what you think is the most serious environmental problem where you live. How could you solve this problem?

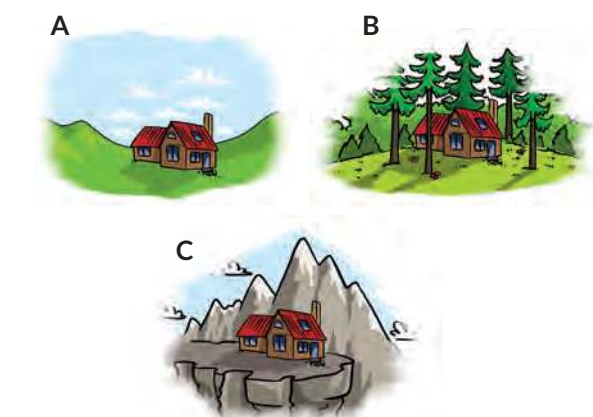
"I think the biggest problem here is that there are too many cars on the roads. One solution is to have more buses."

3 43 **Zapoznaj się z tekstem z ramki TIP. Usłyszysz dwukrotnie pięć tekstów. Na podstawie usłyszanych informacji wybierz w zadaniach 1–5 właściwą odpowiedź (A–C). Odpowiedzi zapisz w zeszytcie.**

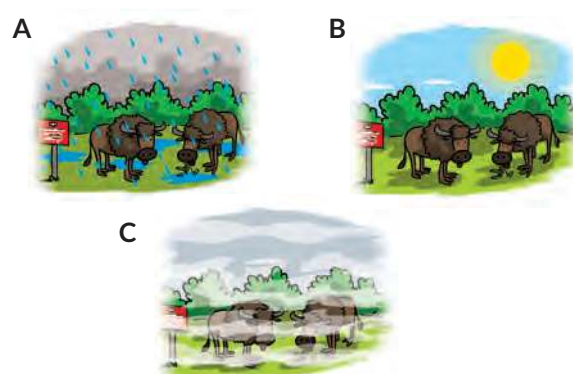
1 Which animal are the children going to see next?



2 Where is Paul's grandmother's house?



3 What was the weather like at the wildlife park?



4 What do the listeners think the city needs more of?



- 5 The speaker is**
- A explaining some rules.
 - B advertising a shop.
 - C encouraging visitors to take a tour.

check your GRAMMAR

- 1 In your notebook, complete sentences 1–6 with correct article: *a / an, the* or – (no article). Can you think of any countries which have *the* at the beginning of their name?

Articles

- 1 My cousin lives on houseboat in Netherlands.
- 2 Is there university in your area that is good for studying nature?
- 3 Can you believe that scientists have discovered water on Moon?
- 4 Shall we have dinner in garden? I love having meals outside!
- 5 My sister rode elephant in India. She said elephant was enormous!
- 6 It was hottest day of the year today. temperature rose 10 degrees in less than hour!

- 2 In your notebook, complete sentences 1–6 with the words in the box. There is one extra word that you do not need to use.

Can / could and be able to

• could • couldn't • can • can't • able
• isn't • won't

- 1 I was such a smart kid, I name all the planets by the time I was six.
- 2 It's very dark in this room and I see a thing!
- 3 I do my homework last night because I left my book at school.
- 4 Were you to climb to the top of the tree?
- 5 We be able to go out this evening because of the storm.
- 6 I wasn't very good at swimming at the beginning, but after lots of practice I now swim very fast.

- 3 Choose the correct words and write them in your notebook. When do we use *this / these*? When do we use *that / those*?

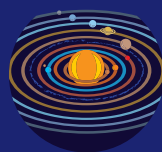
Demonstrative pronouns

- 1 *This / That* plant here in front of me is a holly bush.
- 2 I think *this / that* tree across the street will fall down in the next storm.
- 3 What do you call *these / those* clouds over the distant mountains?
- 4 *These / Those* chairs we're sitting on are quite comfortable.

See Grammar bank pp. 170–171 »

- 4  Przeczytaj tekst. Wybierz odpowiedź A, B lub C, aby poprawnie uzupełnić luki (1–4). Odpowiedzi zapisz w zeszycie.

Just twenty-five years ago, scientists (1) see any planets outside our own solar system. Today, they are able (2) planets that are billions of kilometres away. On one of the planets they have discovered, COROT-7b, it rains rocks! (3) temperature there is 2,300 degrees centigrade and, because of the heat, the rocks turn into gas. In cooler areas, the gas turns back into rocks (4) fall to the ground like rain!



- | | | |
|-----------|------------|----------|
| 1 A could | B couldn't | C can't |
| 2 A see | B seeing | C to see |
| 3 A – | B A | C The |
| 4 A which | B where | C who |

- 5  **OPEN TASK** Uzupełnij zdania 1–6. Wpisz podane w nawiasach wyrazy w odpowiedniej formie tak, aby zdania były logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Nie zmieniaj kolejności podanych wyrazów. Dodaj wszystkie niezbędne elementy. Odpowiedzi zapisz w zeszycie.

- 1 It was loud in the study hall and Helen (*can / concentrate*) on her studies.
- 2 He (*already / write*) three science books before he became famous.
- 3 Paula (*be / proud*) her son when he won the school Physics Prize.
- 4 If I (*have / this*) apps on my phone, I would use them all the time.
- 5 Have you and your family ever (*visit / UK*) ?
- 6 Anatol (*be / able*) finish all the questions in the exam yesterday.

1 In pairs or groups, discuss the questions.

- Have you ever won a prize or a medal, or come first in a competition?
- What was the competition / race / etc.?
- Which competition or prize do you dream of winning? Why?

2 Read the writing task and sample email below. Ignore the underlined mistakes for now. Has Rachel completed the task properly? Why (not)?

 Twój kolega z Anglii niedawno zakwalifikował się do finału konkursu przyrodniczego i zaprosił cię na ceremonię rozdania nagród. Napisz do niego e-mail.

- Odpowiedz na zaproszenie i pogratuluj mu sukcesu.
- Poproś o dodatkowe informacje na temat pracy konkursowej.
- Napisz, w jakim konkursie niedawno brałeś/ brałaś udział.

< New message

Hi Derek,

Congratulations on being a finalist in the competition about the environment! And thank you so much for inviting me to the caremony. I would love come, but unfortunately I'll be in Poland then. I hope you have a great time and I really hope you win. I am wishing you the very best of luck!

I know that the competition was about protecting the environment, and that you produced a poster, but what exactly was your poster about? I'd love you to say me more about your entry. Maybe you could send me photo of your poster. I'd love to see it!

We're studing the environment at school. At the moment, we learn about weather change and earth warming, and how important is recycling. It's very interesting!

Bye for now,
Rachel



3 In pairs, study the underlined mistakes in the email in exercise 2. What kind of mistakes are they? Copy the chart into your notebook and correct the mistakes.

Spelling mistakes	Grammatical mistakes	Wrong word
		

4 Read the writing task below. In pairs or groups, discuss how you can develop the three points below by adding additional information.

-  **OPEN TASK** Właśnie dowiedziałeś/ dowiedziałas się, że twoja koleżanka z Anglii zakwalifikowała się do finału konkursu wiedzy na temat ochrony środowiska. W e-mailu:
- pogratuluj jej sukcesu i zapytaj, kiedy odbędzie się finał/będą ogłoszone wyniki.
 - zapytaj, w jaki sposób przygotowywała się do konkursu.
 - opisz projekt ekologiczny, w którym niedawno brałeś/brałaś udział.

E-mail powinien zawierać od 50 do 120 słów.

TIP Po napisaniu pracy przeczytaj ją ponownie i sprawdź, czy nie zawiera błędów ortograficznych lub gramatycznych. Zastanów się, czy użyłeś/ użyłaś właściwego słownictwa.

5 In your notebook, make a paragraph plan for the writing task in exercise 4.

PHRASE BOX

- Congratulations on ...!
- Well done!
- I'm very proud of you.
- I'm sure you'll do well / brilliantly.
- I wish you the best of luck.
- Good luck!

6 Write the email in your notebook, using your ideas in exercise 4, your plan in exercise 5, and some of the phrases from the Phrase Box.

< New message

Hi Lizzie!

Thanks for your email. So – you're one of the finalists in the competition!

VOCABULARY, pp. 112-113

The weather / Pogoda

cloud /klaʊd/ chmura
cloudy /'klaʊdi/ pochmurny
cool /ku:l/ chłodny
cold /kəʊld/ zimny
dry /draɪ/ suchy
fog /fɒɡ/ mgła
foggy /'fɒɡi/ mglisty
frost /frɒst/ mróz
frosty /'frɒsti/ mroźny
heat /hi:t/ upał
hot /hɒt/ gorący
ice /aɪs/ lód
icy /'aɪsi/ oblodzony
lightning /'laɪtnɪŋ/ błyskawica
rain /reɪn/ deszcz
rainy /'reɪni/ deszczowy
rainbow /'reɪnbəʊ/ tęcza
shine /ʃaɪn/ świecić
shower /'ʃaʊə(r)/ przelotny deszcz
snowfall /'snəʊfɔ:l/ opady śniegu
snow /snəʊ/ śnieg
snowy /'snəʊi/ śnieżny
storm /stɔ:(r)m/ burza
stormy /'stɔ:(r)mɪ/ burzowy
sun /sʌn/ słońce
sunny /'sʌni/ słoneczny
sunshine /'sʌnʃaɪn/ światło słoneczne
thunder /'θʌndə(r)/ grzmot
wind /wɪnd/ wiatr
windy /'wɪndi/ wietrzny

The seasons / Pory roku

autumn /'ɔ:təm/ jesień
spring /sprɪŋ/ wiosna
summer /'sʌmə(r)/ lato
winter /'wɪntə(r)/ zima

Plants / Rośliny

flower /'flaʊə(r)/ kwiat
leaf /leaves /li:f / li:vz/ liść/liście
root /ru:t/ korzeń
seed /si:d/ ziarno
soil /sɔɪl/ gleba, ziemia
stem /stem/ łodyga

Animals / Zwierzęta

ant /ænt/ mrówka
beak /bi:k/ dziób
bear /beə(r)/ niedźwiedź
bee /bi:/ pszczoła
butterfly /'bʌtə(r)flaɪ/ motyl
claw /klɔ:/ pazur
cow /kaʊ/ krowa
crocodile /'krokədaɪl/ krokodyl
dolphin /'dɒlfɪn/ delfin
donkey /'dɒŋki/ osioł
duck /dʌk/ kaczką
elephant /'elifənt/ słoń
feather /'feðə(r)/ pióro
fox /fɒks/ lis
fur /fɜ:(r)/ futro
giraffe /dʒə'ra:f/ żyrafa

goat /ɡəʊt/ koza
gorilla /ɡə'ri:lə/ goryl
hamster /'hæmstə(r)/ chomik
hippo /'hɪpəʊ/ hipopotam
horse /hɔ:(r)s/ koń
kangaroo /kæŋɡə'ru:/ kangur
lion /'laɪən/ lew
lizard /'lɪzə(r)d/ jaszczurka
monkey /'mʌŋki/ małpa
mosquito /mɒ'ski:təʊ/ komar
mouse /maʊs/ mysz
parrot /'pærət/ papuga
paw /pɔ:/ łapa
penguin /'pɛŋɡwɪn/ pingwin
pig /pɪɡ/ świnia
rabbit /'ræbɪt/ królik
rhino /'raɪnəʊ/ nosorożec
shark /ʃɑ:(r)k/ rekin
sheep /ʃi:p/ owca
snake /sneɪk/ wąż
spider /'spaɪdə(r)/ pająk
tail /teɪl/ ogon
tiger /'taɪɡə(r)/ tygrys
whale /weɪl/ wieloryb
whisker /'wɪskə(r)/ wąs (u zwierząt)
wing /wɪŋ/ skrzydło

Landscape / Krajobraz

beach /bi:tʃ/ plaża
cave /keɪv/ jaskinia
coast /kəʊst/ wybrzeże
desert /'dezə(r)t/ pustynia
field /fi:ld/ pole
forest /'fɒrɪst/ las
hill /hɪl/ wzgórze
mountain /'maʊntɪn/ góra
park /pɑ:(r)k/ park
path /pɑ:θ/ ścieżka
rainforest /'reɪnfɒrɪst/ las deszczowy
river /'rɪvə(r)/ rzeka
sea /si:/ morze
sunrise /'sʌnraɪz/ wschód słońca
sunset /'sʌnset/ zachód słońca
valley /'væli/ dolina
waterfall /'wɔ:tə(r)fɔ:l/ wodospad

Protecting the environment /
Ochrona środowiska

air pollution /'eə(r) pəlu:(ə)n/ zanieczyszczenie środowiska
bottle bank /'bɒt(ə)l bæŋk/ pojemnik na szkło
climate change /'klaɪmət tʃeɪndʒ/ zmiana klimatu
environmentally friendly /ɪnvaɪrənmənt(ə)li 'fren(d)li/ przyjazny dla środowiska
fossil fuel /'fɒs(ə)l fju:əl/ paliwo kopalne
global warming /gləʊb(ə)l 'wɔ:(r)mɪŋ/ globalne ocieplenie
landfill /'lænd(fɪ)l/ wysypisko śmieci
public transport /pʌblɪk 'trænsɒ:(r)t/ transport publiczny
recycle /ri:'saɪk(ə)l/ przetwarzać (np. odpady)

recycling bin /ri:'saɪklɪŋ bɪn/ kosz do segregacji odpadów
rubbish bin /'rʌbɪʃ bɪn/ kosz na śmieci
sea level /'si: lev(ə)l/ poziom morza
solar energy / power /səʊlə(r) 'enə(r)dʒi / 'pəʊə(r)/ energia słoneczna
toxic waste /tɒksɪk 'weɪst/ toksyczne odpady
traffic jam /'træfɪk dʒæm/ korek uliczny

READING, p. 114

canyon /'kænjən/ kanion
cliff /klɪf/ klif, urwisko
lake /leɪk/ jezioro
ocean /'eɪʃ(ə)n/ ocean

OTHER WORDS

disturb /dɪ'stɜ:(r)b/ przeszkadzać
factory /'fæktəri/ fabryka
fee /fi:/ opłata
feed /fi:d/ karmić
maple /'meɪp(ə)l/ klon
melt /melt/ roztopiać się, topić
natural feature /nætʃ(ə)rəl 'fi:tʃə(r)/ cecha (krajobrazu)
petrol /'petrəl/ benzyna
range /reɪndʒ/ łańcuch górski
scenery /'si:nəri/ sceneria, krajobraz
seaside /'si:said/ wybrzeże, tereny nadmorskie
traffic /'træfɪk/ ruch uliczny
wave /weɪv/ fala



CITIZENSHIP

1 How much do you know about your country? Answer questions 1–8 in your notebook and find out! Compare your answers in pairs.

- 1 Who is the **head of state** of your country?
- 2 How often are national **elections** held?
- 3 Which **political party** is in power at the moment?
- 4 What is the **population** of your country?
- 5 What is shown on your country's **flag**?
- 6 What is the most popular religion in your country?
- 7 What is the national **currency**?
- 8 With which other countries does your country share a **border**?

2 Choose another country (e.g. the UK, the USA, Germany). Then ask and answer the questions from exercise 1.



3 In your notebook, complete sentences 1–6 with the words in the box. Do you agree with the statements?

• proud • community • duty • break • respect • responsible

To be a good citizen, you ...

- | | |
|---|---|
| 1 | shouldn't <input type="text"/> the law or disobey rules. |
| 2 | should <input type="text"/> the rights of others. |
| 3 | have a <input type="text"/> to behave well and be kind to others. |
| 4 | should be a useful member of your <input type="text"/> . |
| 5 | should be <input type="text"/> of your country. |
| 6 | should be a <input type="text"/> member of society who votes in elections and pays taxes. |

VOLUNTEERING

4 44 Listen to four people talking about volunteering and then complete the gaps in your notebook.

Speaker 1

The boy and his friends collected money door-to-door for a that helps children. People a lot of money to help.

Speaker 2

This woman volunteers for a relief . They send – food or medicine – to countries that need help in a crisis.

Speaker 3

This man takes people for day trips on a minibus. He describes his work as .

Speaker 4

This woman helps run a for teenagers with problems. Talking to someone helps the teenagers, but it doesn't always their problems.

- 5 Work in pairs. Choose three kinds of volunteer work which you have done before or would like to do. Give reasons for your answers.

- collecting items for recycling
- park clean-up or tree planting
- helping animals
- helping the elderly
- helping the homeless
- mentoring a younger or weaker student
- working on a helpline

CRIME AND PUNISHMENT

- 6 Copy the chart into your notebook and complete it with the correct words. In pairs, take turns to describe one of the kinds of criminals for your partner to guess.

Verb	Noun (person)	Noun (action)
burgle	burglar	(1)
–	(2)	crime
murder	(3)	murder
rob	robber	(4)
shoplift	shoplifter	(5)
steal	(6)	theft
terrorise	terrorist	(7)
vandalise	(8)	vandalism

A: This person has stolen something from a shop.

B: A shoplifter.

- 7 Which person is speaking? In your notebook, match comments 1–7 with the people in the box. Use the words in bold to help you.

- police officer • lawyer • judge • prisoner
- traffic warden • witness • victim

- I **arrested** the thief and took him to the station.
- I **committed the crime** and my **punishment** is to stay here for five years.
- Oh no! My bike's been **stolen**!
- Adam Jones, I have listened to the **evidence** throughout this **trial** and it is clear you are **guilty**. Now, you must go to **prison**.
- Excuse me, it's **illegal** to park here. I'm afraid you'll have to pay a **fine**.
- It's my job to **defend** my client in **court**.
- I saw that man **break into** the house. I'm sure it's him.

SOCIAL PROBLEMS

- 8 In your notebook, match each statement with a social problem from the box. There may be more than one correct answer.

- crime • bullying • discrimination • drug use
- homelessness • poverty • terrorism • racism
- unemployment

- 1 They're all serious problems, but it's terrible if you don't have a job. You don't have enough money and you don't have anything to do all day. People need to work!

- 2 This isn't a big problem in my school, but it can be serious. These days, it's often online. If someone's a bit different, then it's easy for others to attack them. This is terrible because it's cruel and nasty. If you experience this, tell a teacher or your parents immediately!

- 3 This is serious, but not as serious as killing or hurting people. With this problem, you often hurt yourself more than other people. Sometimes, people lose their jobs and families. It's too easy to become addicted. Don't start! Just say no!

- 9 In pairs or groups, talk about the social problems in exercise 8. Which have you experienced or heard of? How do they affect people's lives?

PHASES AND CRAZES

- 10 Choose the best option to complete each sentence. Write the answers in your notebook.

HOW MUCH DO YOU KNOW ABOUT MODERN SOCIAL PHENOMENA?

QUIZ!

- If you see a **flash mob**, you
 - might witness an interesting performance.
 - should run away so you don't get hurt.
- Crowdfunding** is a way of
 - raising money by asking many people to pay a small amount.
 - controlling people who want to demonstrate in the streets.
- If someone describes something online as **clickbait**, it means that
 - it's just there to encourage you to go to a webpage.
 - it might take a long time to get to that page.
- Fake news** refers to a news story
 - about fake products.
 - that is not true.
- When something is a **new trend**, it means that it
 - was always popular with young people.
 - is fashionable now.

1 Work in pairs. At what age are you allowed to do these things in your country?

- open a bank account
- ride a motorbike
- get married

2 Quickly read the texts in exercise 3 and answer questions 1–4 in your notebook.

- 1 Text A: What ages are Ellie and Jacob?
- 2 Text B: What is the minimum age at which people can get married?
- 3 Text C: What has Phil probably asked Bob?
- 4 Text D: Why is the author surprised?

TIP W przypadku pytania o gatunek tekstu należy określić, czy tekst jest np. artykułem czy wpisem na blogu. Zastanów się, jakie zwroty występują w tekście, w jakim celu został on napisany i czy jego styl jest formalny, czy nieformalny.

4 Find words in the texts in exercise 3 which mean the same as these words and phrases. Write them in your notebook.

- 1 not new (Text A)
- 2 lowest possible (Text B)
- 3 jobs and work (Text B)
- 4 an official document (Text C)
- 5 not a child (Text D)

5 In small groups, discuss the questions.

At what age should people be able to ...

- travel alone on public transport?
- drive a car?
- vote for the country's president or PM?
- join the army?
- get a part-time job?
- get married?
- get a tattoo?

3 **Przeczytaj ramkę TIP powyżej. Następnie przeczytaj teksty A–D. W zadaniach (1–4) z podanych odpowiedzi wybierz właściwą (A, B lub C), zgodną z treścią tekstu. Odpowiedzi zapisz w zeszytcie.**

Text A

<  **New message**

Hi Lena,
Thanks for a great party last weekend!
I'm planning to have driving lessons next month when I'm seventeen, so could you send me a link to that website with second-hand cars? I want to buy one. Imagine – I'll pass my test soon hopefully, but I won't have a car to drive. That would be silly!
Thanks!
Ellie

<  **New message**

Hi Danny!
As you know, tomorrow is my sixteenth birthday and, for a present, my parents are paying for my first driving lesson. I've met my driving instructor and she's really friendly. Wish me luck! I'll tell you about it at my party on Saturday night. Are you coming in your new car?
Jacob

- 1 Both texts are about
 - A buying a car.
 - B learning to drive.
 - C organising a party.

Text B

The minimum legal age for getting married in most countries is sixteen, but this does not mean that lots of young people do so at that age. Military service, education and careers are all the reasons why people delay marriage until they are in their twenties or older, even though the law says they can do so at a much younger age.

- 2 The writer says that people often marry
 - A as soon as the law allows them to.
 - B before they have major responsibilities in life.
 - C when they are a lot older than the minimum age.

Text D

These rights and duties make no sense. For example, how can someone be considered old enough to get married at sixteen, but not allowed to drive a car? It's crazy. You can join the army, but you can't have a tattoo or vote? Either you're an adult or you're not. What does everyone else think?

Text C

Hi Phil,

- 1 Let me know if you need any more information.
- 2 You also have to have a licence, but you don't need to take a test.
- 3 To answer your question: you can ride a motorbike at sixteen but there are some restrictions.
- 4 First of all, the engine must be no bigger than 50cc.

Bob

- 3 The correct order of the sentences in the message is
 - A 4-2-1-3
 - B 3-4-2-1
 - C 3-1-4-2

4 This text is

- A someone's opinion on a forum.
- B part of an advertisement for a car.
- C a notice on a noticeboard.

- 1 Look at the photos. In pairs or groups, discuss what it might be and when people used it.

It might be an old computer. Perhaps people used it in the 1960s.



- 2 In your notebook, match the headings with the phrases.

- Expressing certainty
- Expressing possibility or uncertainty

PHRASE BOX

- 1 []
- They may interview the witness again.
 - She might (not) go to prison.
 - That could be the police at the door.
- 2 []
- Jilly's not answering her phone. She must be busy.
 - These can't be Dave's headphones. His are blue.

- 3 What would you say in these situations? Use *could*, *might*, *may*, *must* or *can't*.

- Your friend isn't answering her phone.
- Your neighbours are making lots of noise.
- Your friend looks very happy today.
- Your mum has been sneezing a lot.
- Your laptop isn't working.
- Your brother looks very tired.

*Diane's not answering her phone.
She could / may / might / must be busy.*

- 4 [] 45 [] Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.

- | | |
|---|----------------------------|
| A | Yes, of course you can. |
| B | Oh, that's a shame. |
| C | She must be. |
| D | Yes, just over there. |
| E | No, I don't think she was. |

- Speaker 1 [] Speaker 2 []
Speaker 3 [] Speaker 4 []

- 5 [] OPEN TASK Uzupełnij luki w poniższych minidialogach (1–4) tak, aby otrzymać logiczne i spójne wypowiedzi. Odpowiedzi zapisz w zeszycie.

- 1 X: What do you think is the most serious social problem where you live?
Y: In [], it's unemployment. A lot of people can't find work.
- 2 X: Is Monica on holiday in Italy now?
Y: [] be in Italy – I saw her in town today.
- 3 X: Can you show [] make a video call?
Y: Firstly, you open your contacts list. After that, you click on the video icon.
- 4 X: I'm thinking of organising an event to raise money for charity.
Y: What []! I'll help you if you like.

- 6 Study the phrases in the Teen Talk box. How do you say something similar in your language?

TEEN TALK

- It's not true, is it?
- Could / Might be.
- Do you think it actually happened?
- I dunno. Maybe.

- 7 In pairs or groups, discuss the questions. Use the language from this lesson to express possibility, certainty and uncertainty.

- What do you think is the most useful social networking site or app?
- What do you think daily life is like for a YouTube star?



1 In pairs or groups, discuss the questions.

- What problems do foreign teenagers sometimes have in Poland?
- What is the best way to make a foreigner feel welcome in your school?

2 46 Usłyszysz dwukrotnie cztery wypowiedzi na temat życia w obcym kraju. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) właściwe zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszyte.

TIP Pamiętaj, że jedno ze zdań w tym zadaniu zostało podane dodatkowo. W zdaniu tym mogą pojawić się wyrazy i zwroty, które usłyszysz w nagraniu, jednak nie oznacza to, że jest ono zgodne z treścią jednej z wypowiedzi.

This speaker ...

A	was pleased to be able to spend more time with family.
B	was sad to leave old friends behind.
C	did not always hear friendly things.
D	was disappointed because of social problems.
E	soon felt part of the new community.

Speaker 1 Speaker 2
Speaker 3 Speaker 4

3 Copy the chart into your notebook and write the words and phrases in the correct group. Can you think of any other words/phrases for each column?

- being peaceful • being nice • being polite
- causing trouble • respecting others • racism
- vandalism • waiting your turn

Good behaviour	Bad behaviour

4 47 **OPEN TASK** Usłyszysz dwukrotnie rozmowę dwojga uczniów. Uzupełnij luki 1–4 w poniższym e-mailu zgodnie z treścią nagrania. Odpowiedzi zapisz w zeszyte.

< New message

Hi Angie,
Just a quick email to let you know I talked to Julie today.
She sounded happy – it seems the people there are very (1) . For example, there's no jumping the queue instead of waiting your turn, so it's not (2) here! She said everyone's peaceful and calm and they don't (3) .
She likes her school – not so many problems with vandalism as there are here. And everyone (4) everyone else.
Just how it should be!
Bye for now!
Amanda

5 Imagine that your parents suddenly announce you are all going to live in England. Make some notes about the following points. Then discuss them in pairs.

- How do you feel about the move?
- What are you looking forward to?
- What will you definitely pack to take with you?
- What will you miss about your home country?



- 1 In your notebook, complete sentences 1–9 with the correct form of the verbs.

Tenses: revision

- 1 Everybody at my school always (*help*) each other.
- 2 My parents (*think*) of moving abroad soon.
- 3 We (*vote*) for a new class president tomorrow.
- 4 Joel (*go*) to live in the USA when he was six.
- 5 On the bus, an old lady (*stand*) , so I gave her my seat.
- 6 I (*never experience*) racism, so I don't know what it's like.
- 7 Jill hopes that one day we (*all / live*) in peace.
- 8 In the next lesson, we (*talk*) about immigration.
- 9 By the time Darren made any friends, he (*live*) in Hull for a year.

- 2 In your notebook, complete each gap (1–5) with a reflexive pronoun or *each other*.

Pronouns

- 1 The children enjoyed on their trip. They didn't fight with at all.
- 2 We were new in town, so we introduced .
- 3 My sister hurt when she fell off her bike.
- 4 There's an old man next door and he lives by .
- 5 When my mum and dad got married, they gave a gold ring.

See Grammar bank pp. 172–174 »

- 3  **OPEN TASK** Uzupełnij każde zdanie z luką tak, aby zachować znaczenie zdania wyjściowego. Wykorzystaj podany wyraz, nie zmieniając jego formy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność gramatyczna i ortograficzna. Odpowiedzi zapisz w zeszycie.

- 1 I explained to the old man who I was. **INTRODUCED**
I the old man.
- 2 When I got to the house, John was not there. **HAD**
John the time I got to the house.
- 3 We can't chat now because I'm revising for my history test. **FINISH**
We'll have a chat online when for my history test.
- 4 I think the guests had a good time. **ENJOYED**
I think the guests .
- 5 I can't send her a text because I don't know her number. **IF**
I would send her a text her number.

- 4  **OPEN TASK** Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Odpowiedzi zapisz w zeszycie.

- 1 By the time I checked my phone, I (*otrzymałam już*) over twenty text messages.
- 2 Someone (*włamał się*) our neighbour's house last night and stole some jewellery.
- 3 The girls didn't speak the same language, so they couldn't (*zrozumieć się nawzajem*) .
- 4 Mrs Smith asked me why (*spóźniłem się*) for class.
- 5 We (*nie chcemy*) to move to another country because we're happy here.
- 6 You (*musisz kupić*) a ticket before you get on the bus.

- 5  **Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1–3). Zapisz w zeszycie odpowiednią literę (A–F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

A lost	B connect	C download
D alone	E missed	F yourself

TV on demand

One thing that has changed a lot in society is the way we watch TV. In the old days, you had to wait for your favourite TV programme to come on and if you (1) it, bad luck! Nowadays, with a few clicks, your programme will (2) itself onto your computer and you can watch it whenever you like. Also, thanks largely to *YouTube*, you can produce programmes (3) and, if you're good, you can become an internet star!

- 1 In pairs or groups, think of different ways to raise money locally for a charity or good cause.

"We could all bake cakes and sell them at a school fair. Another idea is to organise a sponsored bike ride. People give you money for every kilometre you cycle."

- 2 Read the advertisement below. Find and correct in your notebook:

- two spelling mistakes;
- three grammar mistakes;
- one vocabulary mistake.

FUN CHARITY CYCLE RIDE!

Come along and take place in our Fun Charity Cycle Ride. It's on Saturday 24th June at 11 am! We're meeting at the main gates of the Town Park, and cycling 10 km thru the park and forest nearby.

All the money who we raise from the entry fee will used to buy books and ekwipment for the Town Library. This will be really **good** for everyone in the town, including students.

If you will want to come, please confirm in a comment below, or email rideforbooks@kmail.com. We hope to see you there. It'll be **good** fun! Thanks!



- 3 Read the writing task for the advertisement in exercise 2. In pairs or groups, answer questions 1–3.

Wraz z kolegami/koleżankami organizujesz charytatywny wyścig rowerowy. Napisz ogłoszenie, które zamieścisz w Internecie.

- Poinformuj gdzie i kiedy odbędzie się impreza.
- Poproś uczestników o potwierdzenie uczestnictwa i podzielenie się informacją o wydarzeniu w mediach społecznościowych.
- Wyjaśnij, na jaki cel przeznaczą zebrałe środki.

- 1 One important piece of information is missing from the advert. What is it?
- 2 The writer hasn't followed the order of the points in the exam task. In what way have they changed the order? Is that a problem?
- 3 The writer has used the word 'good' twice. What are better ways of saying the same thing?

- 4 Read the writing task below. Think about what you will include as your main points. How will you develop these points? Copy the chart into your notebook and complete the information.

OPEN TASK Wraz z kolegami/koleżankami z klasy organizujesz w szkole spotkanie, na którym uczniowie będą mogli porozmawiać o swoich problemach. Napisz ogłoszenie, które zamieścisz na stronie internetowej szkoły.

- Poproś uczniów, aby zgłosili kwestie, które chcieliby omówić.
- Poinformuj, gdzie i kiedy odbędzie się spotkanie.
- Zachęć uczniów do udziału w spotkaniu.

Ogłoszenie powinno zawierać 50–120 wyrazów.

	Main points	Development
1		
2		
3		

- 5 In your notebook, make a paragraph plan for your advertisement.

TIP Sprawdź pracę po napisaniu. Odpowiedz na następujące pytania:

- Czy przekazałeś i rozwinąłeś wszystkie wymienione w poleceniu informacje?
- Czy wypowiedź jest podzielona na logiczne i spójne akapity?
- Czy wypowiedź zawiera jakieś błędy leksykalne, gramatyczne lub ortograficzne?
- Czy objętość pracy mieści się w wymaganym limicie słów?

PHRASE BOX

- It's at / It will be (held) at 5 pm ... in the Social Room, etc.
- Don't forget to bring ... with you.
- Please come if you can.
- Don't miss it!
- It's important that you all come and take part.
- Please let us / me know what ...
- Leave a comment here or ...

- 6 Write the advertisement in your notebook, using your ideas from exercise 4, your paragraph plan from exercise 5, and some of the phrases from the Phrase Box.

We are organising a meeting for students!

VOCABULARY, pp. 120–121

Citizenship / Postawy obywatelskie

be kind (to) /bi: 'kaɪnd tə/ być miłym, uprzejmym (dla)
be proud of /bi: 'praʊd əv/ być dumnym (z)
behave (well) /bi: 'heɪv wel/ zachowywać się (dobrze)
border /'bɔ:(r)də(r)/ granica
break the law /breɪk ðə 'lɔ:/ łamać prawo
currency /'kʌrənsi/ waluta
election /i'lekʃ(ə)n/ wybory
flag /flæg/ flaga
have a duty to do /hæv ə 'dju:ti tə du:/ mieć obowiązek (zrobienia czegoś)
head of state /hed əv 'steɪt/ głowa państwa
member of a community /'membə(r) əv ə kəmju:nəti/ członek społeczności
obey / disobey a rule /ə'bei / dɪsə'bei ə ru:l/ przestrzegać/nie przestrzegać zasady
pay tax /peɪ 'tæks/ płacić podatki
political party /pə'lɪtɪk(ə)l 'pɑ:(r)ti/ partia polityczna
population /pɒpjə'seɪʃ(ə)n/ populacja, liczba ludności
religion /rɪ'lɪdʒ(ə)n/ religia
respect the rights of others /rɪ'spekt ðə raɪts əv ʌðə(r)z/ respektować prawa innych
responsible /rɪ'spɒnsəb(ə)l/ odpowiedzialny
rights /raɪts/ prawa
society /sə'saɪəti/ społeczeństwo
vote /vəʊt/ głosować

Volunteering / Wolontariat

aid /eɪd/ pomoc
charity /'tʃærəti/ dobroczynność, organizacja charytatywna
collect money (door-to-door) /kəlekt 'mʌni dɔ:(r) tu: dɔ:(r)/ zbierać pieniądze (od drzwi do drzwi)
crisis /'kraɪsɪs/ kryzys
donate /dəʊ'neɪt/ ofiarować (datek)
help the elderly / the homeless /help ðə 'eldə(r)li / ðə 'həʊmɪləs/ pomagać osobom starszym/bezdomnym
helpline /'helplaɪn/ telefon zaufania
mentoring /'mentərɪŋ/ mentoring (pomoc starszemu lub młodszemu uczniowi)
park clean-up /'pɑ:(r)k kli:n ʌp/ sprzątanie parku
relief organisation /rɪ'li:f ɔ:(r)gənɪzeɪʃ(ə)n/ organizacja humanitarna
rewarding /rɪ'wɔ:(r)dɪŋ/ dający satysfakcję
solve a problem /sɒlv ə 'prɒbləm/ rozwiązywać problem
tree planting /'tri: plɑ:ntɪŋ/ sadzenie drzew
volunteer /vɒlən'tɪə(r)/ ochotnik
work on /wɜ:(r)k ɒn/ zajmować się (czymś)

Crime and punishment / Przestępstwo i kara

arrest /ə'rest/ aresztować
break into /breɪk 'ɪntu:/ włamać się
burglar /'bɜ:(r)glə(r)/ włamywacz
burglary /'bɜ:(r)gləri/ włamanie
burgle /'bɜ:(r)g(ə)l/ włamywać się
commit a crime /kə'mɪt ə 'kraɪm/ popełnić przestępstwo

crime /kraɪm/ przestępstwo
criminal /'krɪmɪn(ə)l/ przestępca
court /ɪn 'kɔ:(r)t/ sąd
defend /dɪ'fend/ bronić
evidence /'evɪd(ə)ns/ dowód
fine /faɪn/ grzywna, mandat
guilty /'ɡɪlti/ winny
judge /dʒʌdʒ/ sędzia
lawyer /'lɔ:jə(r)/ prawnik
legal / illegal /'li:g(ə)l / 'ɪli:g(ə)l/ legalny/ nielegalny
murder /'mɜ:(r)də(r)/ zamordować (kogoś)
murderer /'mɜ:(r)dərə(r)/ morderca
police officer /pə'li:s 'ɒfɪsə(r)/ policjant
prison /'prɪz(ə)n/ więzienie
prisoner /'prɪz(ə)nə(r)/ więzień
punishment /'pʌnɪʃmənt/ kara
rob /rɒb/ rabować, okradać
robber /'rɒbə(r)/ złodziej, rabuś (np. napadający na bank)
robbery /'rɒbəri/ rabunek, kradzież, napad (np. na bank)
shoplift /'ʃɒplɪft/ kraść w sklepie
shoplifter /'ʃɒplɪftə(r)/ złodziej sklepowy
shoplifting /'ʃɒplɪftɪŋ/ kradzież w sklepie
steal /sti:l/ kraść
terrorise /'terəraɪz/ terroryzować
terrorism /'terərɪz(ə)m/ terroryzm
terrorist /'terərɪst/ terrorysta
theft /θeft/ kradzież
thief /θi:f/ złodziej
traffic warden /'træfɪk wɔ:(r)d(ə)n/ policjant drogowki
trial /'traɪəl/ proces
vandal /'vænd(ə)l/ wandal
vandalise /'vændəlaɪz/ dewastować, demolować, niszczyć
vandalism /'vændəlɪz(ə)m/ wandalizm
victim /'vɪktɪm/ ofiara
witness /'wɪtnəs/ świadek

Social problems / Problemy społeczne

bullying /'bʊlɪŋ/ znęcanie się, dręczenie
discrimination /dɪskrɪ'mɪneɪʃ(ə)n/ dyskryminacja
drug use /'drʌg ju:z/ zażywanie narkotyków
homelessness /'həʊmɪləsnəs/ bezdomność
poverty /'pɒvə(r)ti/ bieda
racism /'reɪsɪz(ə)m/ rasizm
unemployment /ʌnɪ'm'plɔɪmənt/ bezrobocie

Phases and crazes / Zjawiska

clickbait /'kɪkbeɪt/ treści lub odnośniki w Internecie, których celem jest skłonienie internauty do wejścia na konkretną stronę
crowdfunding /'kraʊdfʌndɪŋ/ forma finansowania różnego rodzaju projektów przez internautów; finansowanie społecznościowe
fake news /feɪk 'nju:z/ fałszywe wiadomości
flash mob /'flæʃ mob/ sztuczny tłum ludzi gromadzących się niespodziewanie w miejscu publicznym w celu przeprowadzenia krótkotrwałego zdarzenia, zazwyczaj zaskakującego dla przypadkowych świadków (dosł. błyskawiczny tłum)

(new) trend /nju: 'trend/ (nowy) trend

READING, p. 122

adult /'ædʌlt/ dorosły
career /kə'riə(r)/ kariera
licence /'laɪs(ə)ns/ licencja/pozwolenie
minimum /'mɪnɪməm/ minimalny
second-hand /sekənd 'hænd/ z drugiej ręki, używany

LISTENING, p. 124

cause trouble /kɔ:z 'trʌb(ə)l/ sprawiać problem
peaceful /'pi:sf(ə)l/ spokojny
polite /pə'laɪt/ uprzejmy
wait your turn /weɪt jɔ:(r) 'tɜ:(r)n/ czekać na swoją kolej

OTHER WORDS

become addicted /bɪkəm ə'dɪktɪd/ uzależnić się
confirm /kən'fɜ:(r)m/ potwierdzić
cruel /'kru:əl/ okrutny
delay /dɪ'leɪ/ opóźnienie
driving instructor /'draɪvɪŋ ɪnstrʌktə(r)/ instruktor jazdy
duty /'dju:ti/ obowiązek
get a tattoo /get ə tæ'tu:/ zrobić sobie tatuaż
join the army /dʒɔɪn ðə 'ɑ:(r)mi/ wstąpić do wojska
jump the queue /dʒʌmp ðə 'kju:/ wypychać się bez kolejki
nasty /'nɑ:sti/ niegrzeczny, nieprzyjemny
raise money /reɪz 'mʌni/ zbierać pieniądze
ride a motorbike /raɪd ə 'məʊtə(r)baɪk/ jeździć na motorze
take part (in sth) /teɪk 'pɑ:(r)t ɪn sʌmθɪŋ/ brać udział (w czymś)
take place /teɪk 'pleɪs/ odbywać się

VOCABULARY

1 In your notebook, match the parts of the sentences. Use the words in bold to help you.

- 1 We can't burn **fossil**
- 2 People will have to leave the coast if **sea**
- 3 You must always **respect**
- 4 He didn't want to say which **political**
- 5 We take all our glass to the **bottle**
- 6 I prefer to travel by **public**
- 7 Tomorrow's **weather**
- 8 Be careful of reading **fake**
 - a **transport** because it's more relaxing.
 - b **bank** so it can be recycled.
 - c **levels** continue to rise.
 - d **party** he belonged to.
 - e **fuels** forever because it causes air pollution.
 - f **forecast** is for rain and wind.
 - g **news** on the Internet.
 - h **the rights** of others.

2 Read the definitions and complete the words in your notebook.

- 1 This jumping animal lives in Australia. k
- 2 This is a hot place with lots of sand and very little rain. d
- 3 Birds are covered in these. f
- 4 We hate this tiny insect because it bites us. m
- 5 We plant things in this in a garden and they grow in it. s
- 6 Cats have these thick hairs on their faces. w
- 7 We see this just before it gets dark at the end of the day. s
- 8 When the sun shines during rain, you might see this. r

3 In your notebook, complete sentences 1-8 with the correct forms of the words in bold.

- 1 Police are investigating a at the town's main bank. **ROB**
- 2 The U.S. has a of over 300 million people. **POPULATE**
- 3 How often are national held in your country? **ELECT**
- 4 The was caught leaving the building with a stolen laptop. **BURGLE**
- 5 Police are hunting a dangerous who escaped from prison. **CRIME**

- 6 is a big problem in many European cities. **HOMELESS**
- 7 The man hired a good to help him win his case. **LAW**
- 8 His for the crime was to spend three years in prison. **PUNISH**

GRAMMAR

4 Choose the correct word or phrase and write them in your notebook.

- 1 Donkeys are rather similar **from / to** horses.
- 2 Don't throw **away / up** those old clothes. Give them to a charity.
- 3 I **can't / don't have to** open this door because it's locked.
- 4 I waited for them for over **a / an** hour before I decided to leave.
- 5 Do you know **this / that** woman standing over there?
- 6 After the argument, Ann and Paul didn't speak to **each other / themselves** for days.
- 7 The 21st of December is **the / a** shortest day of the year.
- 8 Do you like the treehouse? We built it **itself / ourselves**.
- 9 I uploaded **the / a** photo to Instagram recently and **the / a** picture got more than 200 likes!

5 In your notebook, complete sentences 1-8 with the correct form of the words in brackets. Write between two or three words in each gap. Add all necessary words.

- 1 (**you / able**) to finish your project on time yesterday?
- 2 Mark stopped a man on the street and (**ask**) directions.
- 3 Jill (**read**) her book in the park when it started to rain.
- 4 I (**be / proud**) you for helping that injured dog yesterday.
- 5 My mum (**use / work**) in a museum when she was a student.
- 6 I (**never / see**) a shooting star, but I hope to one day.
- 7 Do you think robots (**think**) and feel like we do one day?
- 8 By the time I realised my mobile was missing, the thief (**leave**) the café.

USE OF ENGLISH

- 6 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1–3). Zapisz w zeszytcie odpowiednią literę (A–F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A dry	B wet	C planet
D thunder	E lightning	F world

FOREST FIRES

Forest fires are not always the result of people being careless or criminal activity. In (1) weather, such as in late summer after a long period without rain, the risk of fires is highest. All it takes is a (2) strike for a fire to start. In these conditions, the fire is able to spread quickly. This has happened for millions of years and started long before people appeared on the (3) .

- 7 **OPEN TASK** Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Odpowiedzi zapisz w zeszytcie.

- If the weather's good, we (*będziemy mogli*) to go on the trip.
- Do you know (*kto wynalazł*) the hot-air balloon?
- Narcia and Sean (*pobrali się*) in 2016.
- There's (*dużo*) pollution in the river.
- Some people are very happy living (*samotnie*) .
- How many of the planets (*potrafisz nazwać*) ?
- My dad bought me this watch while (*odwiedzał*) London.
- Physics is (*najtrudniejsza*) lesson for me at school.

LANGUAGE FUNCTIONS

- 8 Do każdej z opisanych sytuacji (1–3) dobierz właściwą reakcję (A–C). Odpowiedzi zapisz w zeszytcie.

- Chcesz zaproponować koledze pomoc w odrobieniu pracy domowej. Co powiesz?
A Would you like me to help you with your homework?
B Are you going to help me with my homework?
C Who helps you with your homework?
- Twoja koleżanka nie odbiera telefonu. Podejrzewasz, że śpi. Co powiesz?
A She has to sleep there.
B She can sleep now.
C She must be asleep.
- Szukasz komendy policji w nieznanym mieście. Jak zapytasz o drogę?
A Would it be OK if I went to the police station?
B Could you tell me where the police station is?
C Shall we go to the police station?

- 9 **OPEN TASK** Uzupełnij luki w poniższych minidialogach (1–3) tak, aby otrzymać logiczne i spójne wypowiedzi. Odpowiedzi zapisz w zeszytcie.

- X: passing your citizenship exam!
You did really well!
Y: Thanks. I had a lot of help from my teacher.
- X: Do you think they'll send the vandals to prison?
Y: It's possible, but they to pay a fine instead.
- X: why she's so afraid of spiders.
Y: She saw a really big one when she was little.

WRITING

- 10 Read the instructions and do the writing task in your notebook.

OPEN TASK Pomagasz w organizacji wykładu o tematyce przyrodniczej dla lokalnych mieszkańców. Napisz ogłoszenie, które zamieścisz w mediach społecznościowych.

- Poinformuj, gdzie i kiedy odbędzie się wykład.
- Opisz, jakiej tematyki będzie dotyczyć.
- Poproś mieszkańców o zaproponowanie dodatkowych tematów, które mogłyby być omówione na wykładzie.

Ogłoszenie powinno zawierać od 50 do 120 słów.

NATURE WORKSHOP

The best way to find out more about nature in the area we live in!

UNIT 1

Present simple: be

- Czasownika *be* używamy z rzeczownikami i przymiotnikami, np.
My mother is a police officer.
The students are very friendly.
- Czasownik *be* odmienia się przez osoby.

Zdania twierdzące

I	am ('m)	a student.
He / She / It	is ('s)	14 years old.
We / You / They	are ('re)	friends.

Zdania przeczące

I	am not ('m not)	from England.
He / She / It	is not (isn't)	English.
We / You / They	are not (aren't)	tall.

Pytania

Odpowiedzi

Are you	at home?	Yes, I am.
Is he	a teacher?	No, he isn't.
Are they	your friends?	Yes, they are.
Where are they from? How old is she?		

- 1 In your notebook, write sentences about the famous people or things below.

Katy Perry singer / American

Katy Perry is a singer.
She's an American singer.

1 Stephen King	writer / American
2 Cate Blanchett	actress / Australian
3 Martyna Wojciechowska	traveller / Polish
4 Pizza and lasagne	dishes / Italian
5 Toyota	car / Japanese
6 Dell and Apple	companies / American

- 2 In your notebook, write sentences from the prompts.

are / happy / you / ?

Are you happy?

- students / are / they / Italian / .
- Messi / an / Argentinian / is / football player / ?
- interested / you / are / rock music / in / ?
- my / handsome / is / boyfriend / very / .
- Jim / of / fan / is / a / football / American / not / .
- dogs / animals / are / clever / .
- ready / we / to / are / competition / start / the / ?
- the / they / United States / from / are / not / .

- 3 In your notebook, complete sentences 1–5 with the correct affirmative or negative form of *be*.

- I interested in history. I think it very boring.
- Who these teenagers next to you in the photo? they your cousins from Liverpool? No, they . They my friends from the skiing camp.
- My brothers teenagers anymore. Tom 24 and Steve 21.
- you excited about the trip to Barcelona next week? Yes, we .
- Tom tall, he's only 1.60 m, but he very fit.

Have got

- Czasownika *have got* (mieć) używamy, aby mówić o posiadanych rzeczach, krewnych, cechach lub chorobach, np.
She's got a pet snake.
I've got two brothers and a sister.
My cousin has got very long hair.

Zdania twierdzące

I / We / You / They	have got ('ve got)	a cat.
He / She / It	has got ('s got)	short hair.

Zdania przeczące

I / We / You / They	haven't got	a dog.
He / She / It	hasn't got	short hair.

Pytania

Odpowiedzi

Have you got	a brother?	Yes, I have. / No, I haven't.
Has she got	a new computer?	Yes, she has. / No, she hasn't.

How many notebooks **have** you **got**?

- 1 In your notebook, complete sentences 1–5 with the correct affirmative (✓) or negative (X) form of *have got*.

- I two brothers (✓), but I (X) a sister.
- you many friends?
No, I (X).
- The person in the photo is quite old, I think.
He (X) much hair and (✓) a grey beard.
- My sisters (X) long blond hair. They both (✓) short dark hair.
- she a new jacket?
Yes, she (✓).

2 In your notebook, write questions from the prompts using the verb *have got*.

he / a bike ?

Has he got a bike?

- 1 Mr and Mrs Dilks / an expensive car?
- 2 they / a model plane?
- 3 what colour / pencil case / you / ?
- 4 your cat / brown fur / ?
- 5 how many friends / you / ?
- 6 she / a new camera / ?
- 7 he / posters in his room / ?
- 8 what kind of / computer games / he / ?
- 9 they / a new computer game / ?
- 10 a clown / a funny nose / ?

Be and have got

3 In your notebook, translate the Polish parts of sentences 1–5 into English. Use no more than four words.

- 1 Tell me about your family. (*Czy masz*) any brothers or sisters?
- 2 My aunt (*nie jest niska*) . She's almost 1.80 metres tall.
- 3 The woman in the photo is very attractive. She (*ma piękne włosy*) .
- 4 Is this your friend from Berlin? (*Ile on ma lat*) ?
- 5 I know Tom a little but we (*nie jesteśmy dobrymi przyjaciółmi*) .

4 In your notebook, complete sentences 1–5 with the correct form of the words in brackets. Add extra words where necessary. Use no more than four words.

- 1 Paul's a boring person. (*he / not have*) any hobbies or interests.
- 2 My friend Agatha (*be / like / sister*) to me.
- 3 What's the matter, Kate? (*be / you / worried*) something?
- 4 (*have / you*) a present for Jane? It's her birthday tomorrow.
- 5 I (*be not / interested*) computers. I prefer sport.



There is / There are

- Konstrukcji *there is / there are* użyj, aby powiedzieć, że ktoś lub coś znajduje się w danym miejscu.

Zdania twierdzące

Liczba pojedyncza

There is a sofa in my room.

Liczba mnoga

There are three apples on the table.

Zdania przeczące

There isn't a garden.

There aren't any windows.

Pytania

Is there a garage?

Yes, there is. /
No, there isn't.

Are there any students in the classroom?

Yes, there are. /
No, there aren't.

How many rooms are there in the house?

1 In your notebook, write affirmative (✓) and negative sentences (x) or questions. Use *there is / there are*.

- 1 How many chairs in the dining room?
- 2 (x) a garage next to the house.
- 3 (✓) some freckles on my sister's cheeks.
- 4 In my class (✓) a boy who speaks three foreign languages.
- 5 (x) any blankets on the bed.
- 6 How many CDs in his collection?
- 7 many mistakes in your essay?
- 8 (✓) a hole in Barbara's jeans. She can't wear them.

2 In your notebook, translate the Polish parts of sentences 1–7 into English. Use no more than five words.

- 1 (*Są dwa balkony*) in the flat.
- 2 How many flats (*znajduje się na*) your floor?
- 3 I usually study in bed, so (*zawsze są*) some of my books under the bed.
- 4 (*Jest nowy*) piece of furniture in my room. It's very nice.
- 5 (*Czy są jakieś*) English books in this library?
- 6 (*Czy jest wiele*) people in your family?
- 7 (*Nie ma pieniędzy*) in my account, so I can't do the shopping.

- 3 Work in pairs. What's in your partner's suitcase? Take turns to ask and answer. Use *there is* and *there are*.

Student A: go to page 189.

Student B: go to page 191.

A: Are there any towels in your suitcase?

B: Yes, there are.

A: How many towels are there in your suitcase?

B: There are three towels in my suitcase.

Pronouns

Zaimki osobowe w formie podmiotu	Zaimki osobowe w formie dopełnienia	Przymiotniki dzierżawcze	Zaimki dzierżawcze
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
we	us	our	ours
you	you	your	yours
they	them	their	theirs

- Zaimków osobowych podmiotu użyj, aby powiedzieć, kto lub co jest tematem wypowiedzi, np.

She is my best friend.

- Zaimków osobowych dopełnienia użyj, aby powiedzieć, dla kogo, z kim itp. wykonana jest dana czynność, np.

I often help my parents. I often help them.

- Przymiotników i zaimków dzierżawczych użyj, aby powiedzieć, do kogo należy dany przedmiot. Przymiotniki dzierżawcze wstaw przed rzeczownikiem; zaimków dzierżawczych używaj samodzielnie, bez rzeczownika, np.

This is my book. This book is mine.

That's their car. That car is theirs.



- 1 Choose the correct answers and write them in your notebook.

- This car is *our / ours*.
- I can give *you / your* a glass of juice.
- These puppies are so cute. Just look at *them / theirs*.
- This is John, our new student. Show *him / his* the way to *our / ours* classroom.
- Can you see this new laptop? It is *mine / my*.
- What does *she / her* usually do after school?
- Please help *we / us* do our homework.
- I know *their / theirs* holiday plans.
- Look at *my / me* now!
- Don't ask Mary and Tom. *Their / They* don't know the answer.

- 2 In your notebook, replace the underlined phrases with the correct pronouns.

- I can't find my glasses.
- I want to talk to Peter.
- They often visit me and my brother.
- He sometimes stays with his sister in Cracow.
- I don't need this old chair.

- 3 In your notebook, complete sentences 1–4 with the correct pronouns.

- A: Tom, are these CDs on the table?
B: No, they aren't .
- My sister and I often visit grandparents.
 house is really big, so we help them clean it.
- Don't sit on this chair! One of legs is broken.
- A: Whose school bag is that? Susan's?
B: No, bag isn't black.
C: Mary's got a black bag, so I think it's .

- 4 In your notebook, translate the Polish parts of sentences 1–7 into English. Use no more than three words.

- I've got a twin brother, but we are different. His hair is black and (*moje*) is blond.
- Our neighbours' garden is really big. (*Nasz nie jest*) so big, but it's very nice.
- My schoolmate plays tennis very well, but I'm better (*od niej*).
- Our cousins (*odwiedzają nas*) a few times a year.
- This room feels cold because (*jego podłoga jest*) made of stone.
- I can't give my dad a book for his birthday. (*Dałem mu*) one last year.
- Give it back to me. It's not (*twoje*).

Nouns: singular and plural

- Aby utworzyć liczbę mnogą rzeczownika, należy do rzeczownika w liczbie pojedynczej dodać literkę **-s**, np. *a cup – some cups, one student – three students.*
- Jeśli rzeczownik kończy się literami **-ch, -s, -ss, -sh, -x**, w liczbie mnogiej przyjmie on końcówkę **-es**, np. *bus – buses, kiss – kisses, watch – watches, box – boxes.*
- Również rzeczowniki kończące się na **-o** najczęściej przyjmują w liczbie mnogiej końcówkę **-es**, np. *potato – potatoes, tomato – tomatoes*, ale *photo – photos.*
- Gdy rzeczownik w liczbie pojedynczej kończy się na **-y**, w liczbie mnogiej otrzymuje końcówkę **-ies**. Jeśli jednak ostatnią literę **-y** poprzedza samogłoska, to w liczbie mnogiej dodajemy literę **-s**, np. *family – families, city – cities*, ale *day – days.*
- Niektóre rzeczowniki tworzą liczbę mnogą w sposób nieregularny, np.
wife – wives; knife – knives; man – men;
woman – women; child – children; person – people;
foot – feet; tooth – teeth; mouse – mice; fish – fish.

Possessive 's (Saxon genitive)

- Konstrukcji **rzeczownik** (osoba lub inna istota żywa) + **'s** używamy, aby wyrazić przynależność, posiadanie, np.
This is Lucy's bike.
- Tworząc dopełniacz rzeczownika w liczbie mnogiej, dodajemy tylko znak apostrofu po końcówce **-s**, np.
I went to my cousins' house.

2 In your notebook, write phrases to show that something belongs to somebody.

Lucy + her watch
Lucy's watch

- 1 women + their children
- 2 Jim + his room
- 3 Kate + her friends
- 4 Peter + his shoes
- 5 the girls + their dolls
- 6 Mary + her brother
- 7 Johnny + his garden
- 8 Maggie + her dog
- 9 Mike + his parents
- 10 children + their toys



1 In your notebook, write what you can see in the pictures.



Some people.



3 In your notebook, translate the Polish parts of sentences 1–10 into English. Use no more than three words.

- 1 (*Szkoła mojej siostry*) is in the city centre.
- 2 (*Oczy Mary*) are blue.
- 3 These are (*rodzice naszych przyjaciół*) .
- 4 (*Ubrania dzieci*) are on the shelves.
- 5 George has got (*dwóch braci*) .
- 6 (*Ogród moich dziadków*) is beautiful.
- 7 Jenny has got (*dwie białe myszy*) .
- 8 Can you buy (*pięć pomidorów*) for pizza sauce?
- 9 There are (*dwa noże*) on the kitchen table.
- 10 (*Ci mężczyźni*) always wear expensive clothes.

UNIT 2

Present simple

Czasu *present simple* używaj, aby opisać:

- czynności wykonywane regularnie: *every day, often, once a week*, np.
I get up at 7 am every morning.
We often meet after school.
- stany stałe i upodobania, np.
They live in London. I don't like wearing shorts.

Zdania twierdzące

I / We / You / They	live in Poland.
He / She / It	lives in Germany.

Zdania przeczące

I / We / You / They	don't live in England.
He / She / It	doesn't live in France.

Pytania ogólne

	Odpowiedzi
Do they live in Poland?	Yes, they do . / No, they don't .
Does she wear glasses?	Yes, she does . / No, she doesn't .

Where **does** your aunt **live**?

Where **do** you usually **go** on holiday?

1 In your notebook, complete the sentences about the pictures.

- 1 The students never jeans at school.



- 2 The woman always in bed.



- 3 The children usually by bus.



- 4 Mike hardly ever . He doesn't like them.



2 In your notebook, complete the questions and short answers. Use the present simple.

- (you / wear) sunglasses in summer?
Yes, .
- (she / like) going to discos?
No, .
- (they / meet) at the club every afternoon?
Yes, .
- (your best friend / go) to your school? Yes, .
- (you / water) the grass in your garden? No, .
- (he / invite) his schoolmates to his house?
No, .
- (Greg / make) his bed in the morning? Yes, .

3 In your notebook, translate the Polish parts of sentences 1–7 into English. Use no more than four words.

- My sister doesn't go out on weekdays because (*ona często uczy się*) for her tests.
- My sister's got some smart dresses, but she (*nie nosi ich*) very often.
- My parents (*nie dają*) me enough pocket money.
- Your friends are interested in computer games. What games (*oni zwykle grają*) ?
- My brother loves football matches. He (*ogląda je dwa razy w*) week.
- My dad (*nigdy nie prasuje*) his shirts. I (*zawsze robię*) it for him.
- Mark's room is messy because he (*nie sprząta*) it regularly.

4 In your notebook, complete the second sentence so that it means the same as the first. Use no more than three words.

- I think the man is a businessman.
 like a businessman to me.
- What is her address? I'd like to send her a postcard.
Where exactly ? I'd like to send her a postcard.
- Swimming is Ben's favourite free time activity.
Ben always in his free time.
- He plays tennis on Monday, Wednesday and Friday.
He plays tennis week.
- What is your job?
What sort of work ?

Present continuous

- Czasu *present continuous* użyj, aby opisać czynności wykonywane w chwili mówienia, tj. *now, at the moment*, np. *I am revising for a geography test now.*
- Użyj również tego czasu, aby opisać czynności wykonywane tymczasowo, tj. *today, this week, this month*, np. *She is having her exams this week.*
- W zdaniach w czasie *present continuous* użyj czasownika *be* w odpowiedniej formie oraz czasownika głównego z końcówką *-ing*.

Zdania twierdzące

I	am ('m) studying	history now.
He / She / It	is ('s) sitting	in the garden.
We / You / They	are ('re) listening	to music.

Zdania przeczące

I	am not ('m not) taking	notes now.
He / She / It	is not (isn't) listening	to me.
We / You / They	are not (aren't) doing	my homework now.

Pytania

Are you writing an essay now?	Yes, I am. / No, I'm not.
Is she studying for a test at the moment?	Yes, she is. / No she isn't.
Where are you going?	
What is he revising for this week?	

Odpowiedzi

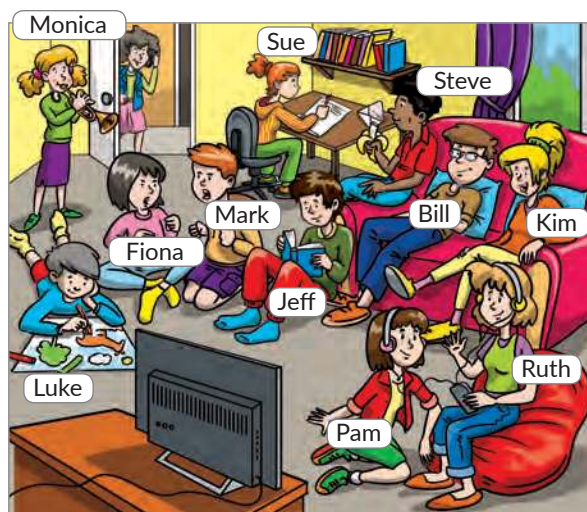
- 1 In your notebook, write sentences from the prompts.

is / right now / playing / the / Jill / piano.
Jill is playing the piano right now.

- making / awful / the / are / birds / an / noise / .
- anything / is / the / cooking / in / kitchen / not / grandma / my / .
- about / are / talking / you / what / ?
- and / now / are / her / going / Jill / mother / shopping / .
- dad / project / my / working / a / big / on / right now / is / .
- helping / with / is / he / friend / English / his / now / .
- the / wearing / not / are / school / students / uniforms / today / .
- not / why / learning / is / now / Luke / ?

- 2 What are they doing? In your notebook, write present continuous sentences about the people in the picture. Use the phrases from the box or your own ideas.

- play / trumpet • have / argument
- do / homework • read / book • eat / banana
- watch / TV • listen / music • draw / picture



Monica is playing the trumpet.

- Sue _____.
- Steve _____.
- Bill and Kim _____.
- Mark and Fiona _____.
- Jeff _____.
- Luke _____.
- Pam and Ruth _____.

- 3 In your notebook, complete sentences 1–6 with the present continuous form of the verbs in brackets.

- Grandpa is in the garden right now. He (*plant*) _____ new trees.
- Don't disturb mum! She (*do*) _____ the laundry now.
- I (*prepare*) _____ for my biology test tomorrow.
- She (*not use*) _____ her coursebook at the moment.
- They (*look*) _____ for some information on the Internet now.
- My computer (*not work*) _____ well at the moment.

4 In your notebook, complete questions 1–5 with the present continuous form of the verbs in the brackets. Complete the short answers as well.

- (you / study) _____ very hard this week?
Yes, _____.
- (she / do) _____ her homework now?
No, _____.
- (they / have) _____ lunch now?
No, _____.
- Mum, why (you / dust) _____ the furniture? I can do it later.
- Why (he / cut) _____ those pieces of paper?

5 In your notebook, complete sentences 1–7 with the correct form of the verbs in brackets. Add extra words where necessary. Use no more than four words.

- I can't do this exercise, so (Peter / help) _____ me to do it.
- Please don't walk in here. (I / sweep) _____ the floor right now.
- Susan, (you / use) _____ your dictionary at the moment?
- I'm taking an important exam next week, so (I / not spend) _____ much time with my friends this week.
- Ann, (phone / ring) _____. Can you pick it up?
- My dad always paints the kitchen blue, but this time (he / paint) _____ it green.
- Jack and Steve are at the party now. (they / have) _____ a good time there.

6 In your notebook, translate the Polish parts of sentences 1–5 into English. Use no more than four words.

- Don't change the channel, please. (*Czekam na*) _____ a documentary about Spanish history that begins in a few minutes.
- (*Dlaczego zmieniasz*) _____ things in your essay? I think it's really good now.
- What (*szukasz*) _____? Your glasses are in the bathroom.
- (*Czy ona pracuje*) _____ on her project at the moment?
- Tom has a problem with his leg, so (*on nie bierze udziału*) _____ part in any PE classes this month.

Present simple and present continuous

- Użyj czasu *present simple*, aby opisać czynności powtarzające się oraz sytuacje stałe.
- Typowe określenia tego czasu to np. *always, sometimes, usually, every day, at weekends*.
- Użyj czasu *present continuous*, aby opisać czynności wykonywane w chwili mówienia lub tymczasowe.
- Typowe określenia tego czasu to np. *now, at the moment*.

Uwaga!

NIE używaj w czasie *present continuous* czasowników:

- wyrażających stany umysłu, np. *know, understand*;
I understand the problem now.
- opisujących uczucia, np. *like, hate*;
She doesn't like this dress.
- związanych ze zmysłami, np. *see, taste*.

1 Choose the correct answers and write them in your notebook.

- Do you use / Are you using** your computer regularly to do your homework?
- We **don't play / aren't playing** football during our PE classes very often.
- Tom **doesn't come / isn't coming** to school today.
- She **spends / is spending** her evening revising for her exams.
- What **do you do / are you doing** after school on Fridays?
- Now, the dish **tastes / is tasting** much better.

2 In your notebook, complete sentences 1–6 with the correct form of the verbs in brackets. Use the present simple or present continuous.

- (you / read) _____ books every day?
- She (**not stay**) _____ at home at the moment. It's under renovation.
- I (**not know**) _____ how to do this exercise.
- (you / write) _____ an essay now?
- He (**not go**) _____ to his piano lessons on Mondays.
- We (**do**) _____ some grammar exercises at the moment.

- 3 In your notebook, complete sentences 1–6 with the correct form of the verbs in bold. Use the present simple or present continuous.

Lucy often **reads** horror stories, but this week she's **reading** a love story.

- 1 Geoffrey never **cleans** his room, but today he **is cleaning** it because his friend wants to visit him.
- 2 Jane **lives** with her parents in Ireland, but this month she **is living** with her aunt because her parents are away.
- 3 Usually Lucy **works** in a shop six hours a day. This week she **is working** longer because there are more customers.
- 4 Jack **goes** to school by bus, but this week he's **going** by car with his dad.
- 5 They always **stay** at the Bristol Hotel, but this year they **are staying** at the Ritz.
- 6 I always **revise** for tests alone, but this time I'm **revising** with Martin.

- 4 In your notebook, complete the dialogues with the correct forms of the verbs in brackets. Use the present simple or present continuous.

Dialogue 1

Mark: Where ¹(you / go) **are you going** now?

Alice: ²(you / not remember) **aren't you remembering**?
I always ³(go) **go** to my piano classes on Thursdays. My lesson ⁴(start) **starts** at 5:30.

Mark: Ah, yes. But why ⁵(you / leave) **are you leaving** so early? You usually ⁶(go) **go** out much later.

Alice: Yes, my dad usually ⁷(take) **takes** me there in his car. But today he ⁸(work) **is working** late, so I ⁹(need) **need** to take the bus. Bye!

Dialogue 2

Mum: Why ¹(Jackie / vacuum) **is Jackie vacuuming** her room now? I'm surprised. She always ²(do) **does** it on Saturday.

Dad: Well, she ³(want) **wants** to invite her friends over in the evening.

Mum: Oh, I see. Can't John help her?

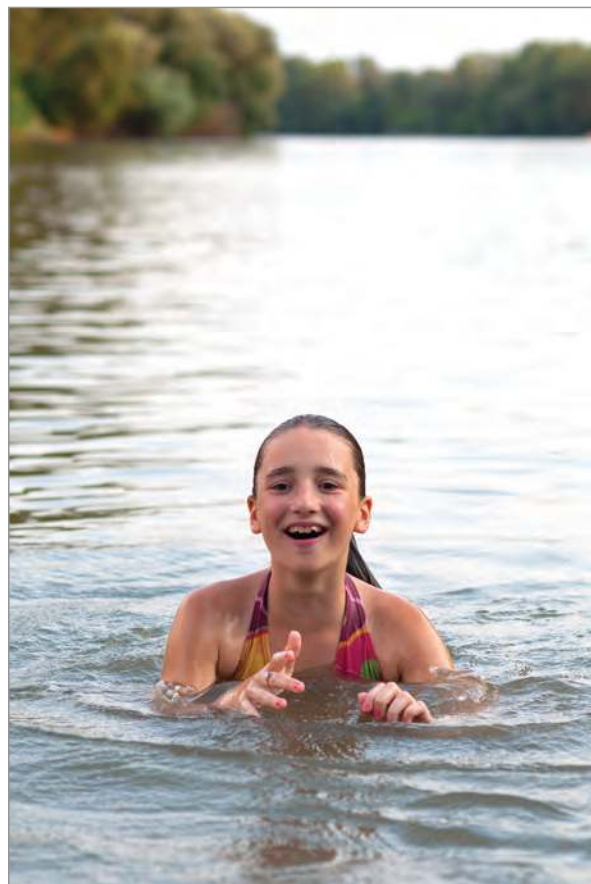
Dad: He's busy upstairs. He ⁴(clean) **is cleaning** the hall.

Mum: You seem to be very busy, too.

Dad: That's right, I ⁵(wash) **am washing** the dishes.

- 5 In your notebook, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 They plant flowers in their garden in April and August.
They plant flowers in their garden **once a year**.
- 2 I'm not usually good at repairing things at home.
I **find it** difficult to repair things at home.
- 3 Fortunately, there are no tests this week, so we can chill out.
Fortunately, we **don't have** any tests this week, so we can chill out.
- 4 She is not busy with her history project now.
She **isn't doing** her history project now.
- 5 What is the usual number of lessons that you have a day?
How many lessons **do you have** a day?
- 6 There's a gym in the basement of our house.
We **have** a gym in the basement of our house.
- 7 They can't leave the room now because they are at the meeting there.
They can't leave the room now because they **are at** a meeting there.
- 8 Pauline usually swims in the lake. Today it is different because she is in the river now.
Pauline **isn't swimming** in the river today, not in the lake.



UNIT 3

Past simple

- Czasu *past simple* użyj, aby opisać czynności i sytuacje zakończone w przeszłości, np.
We had a lovely meal in a new restaurant last night.
- Z czasem tym użyj wyrażen określających okoliczności, w jakich dana czynność lub sytuacja miała miejsce, np. *yesterday, last week / month / year, at 8 pm, two days / a week / four months ago.*

Past simple: be

Zdania twierdzące		
I / He / She / It	was at home yesterday.	
We / You / They	were at the party last night.	
Zdania przeczące		
I / He / She / It	wasn't at the cinema last night.	
We / You / They	weren't in London last summer.	
Pytania		Odpowiedzi
Was she	at the cinema last weekend?	Yes, she was. No, she wasn't.
Were they	at home last Sunday?	Yes, they were. No, they weren't.
Where were you at 8 pm yesterday?		

Past simple: regular and irregular verbs

W czasie *past simple* w zdaniu twierdzącym użyj (dla wszystkich osób) czasownika regularnego z końcówką *-ed* lub czasownika nieregularnego w formie przeszłej, np:

I played computer games yesterday.

She saw a play at the theatre last Friday.

Uwaga!

play – played, live – lived, stop – stopped, study – studied

Zdania twierdzące	
I / He / She / It /	played computer games yesterday.
We / You / They	saw a play at the theatre last Friday.
Zdania przeczące	
I / He / She / It /	didn't go out yesterday.
We / You / They	didn't see any films last night.
Pytania	
Did you meet your friends yesterday?	Yes, I did . No, I didn't .
Did she go to the cinema last week?	Yes, she did . No, she didn't .
What film did you see last Sunday?	

- 1 Copy the table into your notebook and write the words in the correct column.

• cook • love • try • stop • travel • tidy • like
• invite • start • kiss • hurry • rob • enjoy • jog
• worry • believe

cleaned	danced	studied	planned

- 2 Copy the table into your notebook and complete it with the correct form of the verbs.

PRESENT	PAST	PRESENT	PAST
be		know	
	broke		lost
bring		make	
	built	meet	
buy			paid
	came	put	
do		read	
	drank		ran
drive		see	
eat		speak	
	flew	spend	
forget		swim	
give			took
	went	tell	
have		write	

- 3 In your notebook, complete the dialogue with the correct past simple forms of *be*.

Annie: How ¹ your weekend, Paul?

Paul: Really great! Alice and I ² at Tom's birthday party on Saturday.

Annie: Great! ³ there many people at the party?

Paul: No, there ⁴. Just a few good friends. But we had lots of fun, and Tom ⁵ really happy with the presents he got.

4 In your notebook, complete sentences 1–5 with the correct past simple form of the verbs in brackets.

- They (**get**) married two years ago. The wedding ceremony (**take**) place on July 28th.
- He (**not play**) tennis yesterday. He (**study**) for a test.
- (**she / meet**) her friends last weekend? No, she . She (**visit**) her grandparents.
- What time (**you / leave**) home? I (**leave**) at 7:30.
- (**you / see**) the game on TV last night? Yes, I . But I (**not enjoy**) it very much.

5 In your notebook, translate the Polish parts of sentences 1–5 into English. Use no more than three words.

- (*Ona była zainteresowana*) in the exhibition, so she went with us.
- How many hours a day (*pracowała*) last year?
- We (*nie graliśmy*) computer games yesterday because we were too tired.
- The town was boring because (*nie było*) anything to do there.
- What film (*zobaczyliście*) at the cinema last night?

Past continuous

- Czasu *past continuous* użyj, aby opisać czynność, która trwała w określonym momencie w przeszłości, np. *I was walking my dog at 5 pm yesterday afternoon.*
- W zdaniu w czasie *past continuous* użyj odpowiedniej formy czasownika *be* w czasie przeszłym (*was / were*) oraz czasownika z końcówką *-ing*. W tym czasie używaj okoliczników czasu przeszłego, np. *at 8 am yesterday, at midnight, all evening, etc.*

Zdania twierdzące

I / He / She / It	was walking in the park.
We / You / They	were playing cards.

Zdania przeczące

I / He / She / It	wasn't sleeping.
We / You / They	weren't watching TV.

Pytania

Was she	having dinner?	Yes, she was. No, she wasn't.
Were they	playing games?	Yes, they were. No, they weren't.

Where was she going?

1 In your notebook, write sentences about the pictures using the prompts. Use the past continuous.

At 6 pm yesterday ...
boy / play / piano
... *the boy was playing the piano.*



1 man / cut / grass



2 children / swim in the pool



3 men / talk / in the street



4 girl / feed / parrots



5 woman / paint / room



2 In your notebook, complete sentences 1–6 with the correct past continuous forms of the verbs in brackets.

- (**He / do**) his homework all evening yesterday.
- At 5 pm yesterday, (**they / chat**) online.
- I (**not read**) a book at 9 pm yesterday.
- (**she / dance**) at the disco at 8 pm last night? Yes, she .
- (**they / take**) an exam yesterday at 7 pm? No, they .
- While (**my mum / drive**) , (**I / listen**) to music.

Past simple and past continuous: when / while

- Aby powiedzieć, że w trakcie trwania jednej czynności, wyrażonej w czasie *past continuous*, miało miejsce inne zdarzenie, wyrażone w *past simple*, użyj spójników: *when* lub *while*.
- Po spójniku *when* użyj czasu *past simple*, a po *while* czasu *past continuous*, np.
I hurt my leg while I was jogging in the park.
We were having dinner when Tom arrived.
I was walking in the park when I met my friends.
I met my friends while I was walking in the park.

Uwaga!

While Mike was watching TV, Lucy was reading a book.
(dwie czynności odbywające się równocześnie)

- 1** In your notebook, complete sentences 1–6 with the correct forms of the words in brackets. Add extra words where necessary. Use the past simple or the past continuous.

- 1 She (*chat / online*) _____ last night when her computer (*stop*) _____ working.
- 2 All the students (*listen / teacher*) _____ while he (*explain / tenses*) _____.
- 3 My friend (*call / me*) _____ yesterday while I (*watch / TV*) _____.
- 4 He (*make / salad*) _____ when he (*cut / finger*) _____.
- 5 Jack was late for school again. He (*run / classroom*) _____ while the teacher (*check / homework*) _____.
- 6 We (*see / accident*) _____ while we (*wait*) _____ for the bus.

- 2** In your notebook, use the question words in the box to ask about the underlined parts of sentences 1–7. Use the past continuous.

- what • what kind of ... (x2) • where (x2) • why
- who • ~~what~~

Jim was taking a photo when he dropped his camera.

What was Jim doing when he dropped his camera?

- 1 Karen was listening to pop music when I came into her room.
- 2 The thieves were hiding in the garden when the police caught them.
- 3 They were waiting a long time to see the doctor.
- 4 Mr Wilson had an accident while he was driving his BMW.

- 5 I was drawing a picture at this time on Sunday.
- 6 Helen was practising the piano all day yesterday.
- 7 We were walking along the beach when I saw them.

- 3** In your notebook, complete the dialogues with the correct forms of the words in brackets. Use the past simple or the past continuous.

Dialogue 1

Robert: What ¹(*you / do*) _____ at 10 am this morning? I ²(*call*) _____ you a few times, but you ³(*not answer*) _____ the phone.

Ben: Sorry, I ⁴(*not hear*) _____ the phone because I ⁵(*listen*) _____ to the new Coldplay CD.

Dialogue 2

Mary: What's wrong with your leg? ¹(*you / have*) _____ an accident?

Amy: Yes, sort of. I ²(*fall*) _____ and ³(*hurt*) _____ my leg. Fortunately, some people ⁴(*cycle*) _____ in the park, and they ⁵(*help*) _____ me.

Dialogue 3

Vicky: How ¹(*be*) _____ your presentation yesterday?

John: Please don't ask me. It ²(*be*) _____ terrible.

Vicky: Really? What ³(*happen*) _____?

John: While I ⁴(*show*) _____ the slides, the projector ⁵(*break*) _____ down. Then, the teacher ⁶(*call*) _____ the repairman, but when he ⁷(*try*) _____ to repair it, he ⁸(*fall*) _____ from the ladder and ⁹(*break*) _____ his arm.

Vicky: That's too bad.

- 4** In your notebook, translate the Polish parts of sentences 1–5 into English. Use no more than four words.

- 1 (*Co robił Peter*) _____ when the fire started?
- 2 When I got home late last night, my parents (*czekali na mnie*) _____ and told me off.
- 3 (*Widziałem ten film*) _____ while I was staying with my aunt in York.
- 4 I burnt my hand (*podczas gdy robiłam*) _____ a cake yesterday.
- 5 While the teacher (*pisał coś*) _____ on the board, Steve was texting.

5 In your notebook, complete the second sentence so that it means the same as the first. Use no more than three words.

- We heard the news during breakfast this morning.
We heard the news while we _____ this morning.
- He met her on the train to Warsaw last week.
He met her while _____ by train to Warsaw last week.
- While they were talking, they saw a rat.
They were talking _____ a rat.
- I couldn't understand her because of her strange accent.
I couldn't understand her because she _____ with a strange accent.
- She was watching a horror film and suddenly the lights went out.
She was watching a horror film _____ suddenly went out.

Used to

Konstrukcji *used to* użyj, aby opisać sytuacje, które miały miejsce w przeszłości, ale uległy zmianie, np.

*I **used to be** very shy when I was younger.*

*She **didn't use to like** concerts, but now she **likes** them a lot.*

Zdania twierdzące

I / He / She / It	used to live in London before moving here.
We / You / They	

Zdania przeczące

I / He / She / It	didn't use to be very good at swimming.
We / You / They	

Pytania

Did you use to like	concerts when you were younger?	Yes, I did . No, I didn't .
Did she use to play	football when she was at school?	Yes, she did . No, she didn't .

What games **did** you **use to play** when you were a child?

1 Choose the correct answers and write them in your notebook.

- We **used to / didn't use to** go camping a lot, but now we prefer staying at a hotel.
- My grandpa **used to / didn't use to** wear jeans, but now he wears them every day
- Mr Jones **used to / didn't use to** walk to his office, but last week he bought a bike, and now he rides it to work.
- Sally **used to / didn't use to** go to parties. She preferred spending time on her own.

5 I **used to / didn't use to** listen to fairy tales my mum told me. Now I tell them to my younger sister.

6 Computers **used to be / didn't use to be** a lot more expensive than they are today.

2 In your notebook, complete sentences 1–6 with **used to** or **didn't use to** and the correct verb.

- I don't drink milk for breakfast anymore, but when I was a child I _____ one cup a day.
- Jane _____ long hair when she was at school, but now she's got short hair.
- My dad _____ in hospital. Now he works in a small clinic.
- Aunt Grace _____ us as often as she does. Now she visits us whenever she can.
- I never tell lies now, but when I was a small child I _____ a lot.
- There _____ so many supermarkets in our city as there are now.

3 In your notebook, answer the questions using **used to**.

- What games did you use to play when you were five years old?
- Where did your father use to spend his summer holidays when he was a boy?
- What food did you use to hate but now you like?
- What things that irritated your parents did you use to do when you were a child?
- Did you use to cry a lot when you were little?
- Who used to be your favourite singer when you were twelve years old?



UNIT 4

Present perfect

Czasu *present perfect* użyj:

- aby opisać czynności i sytuacje, które miały miejsce niedawno (bez określania, kiedy), a których skutki widoczne są w teraźniejszości, np. *Our car has broken down, so we can't drive to London tomorrow.*
- aby opisać sytuacje i stany, które trwają od pewnego czasu aż do chwili obecnej (*for* – jak długo? *since* – od kiedy?), np. *They have been in Poznań for a week / since last week.*
- z następującymi przysłówkami:
 - **ever** (kiedykolwiek), np. *Have you ever been to the USA?*
 - **never** (nigdy), np. *I have never eaten sushi.*
 - **just** (właśnie, dopiero co), np. *They have just returned from their holiday.*
 - **already** (już), np. *She has already visited China a few times.*
 - **yet** (już – w pytaniach), np. *Have you finished your homework yet?*
 - **yet** (jeszcze nie – w zdaniach przeczących), np. *I haven't done the shopping yet.*

We wszystkich typach zdań (twierdzących, przeczących i pytających) w czasie *present perfect* użyj *have / has* oraz 3. formy czasownika.

Uwaga!

- do czasowników regularnych dodaj końcówkę *-(e)d*, np. *watched, lived*;
- dla czasowników nieregularnych użyj 3. formy czasownika z tabeli czasowników nieregularnych (str. 182), np. *see – seen, do – done*.

Zdania twierdzące		
I / We / You / They	have ('ve) watched	the film together.
He / She / It	has ('s) just missed	the train.
Zdania przeczące		
I / We / You / They	have not (haven't) finished	the race yet.
He / She / It	has not (hasn't) arrived	at the airport yet.
Pytania		Odpowiedzi
Have they	passed the test?	Yes, they have . No, they haven't .
Has he	been to Paris?	Yes, he has . No, he hasn't .
What have you	done to your hair?	

Uwaga!

Have you ever been to in the USA?

1 In your notebook, complete sentences 1–6 with the correct present perfect form of the verbs in brackets.

- They (**be**) _____ in Los Angeles since yesterday.
- She (**not drive**) _____ a car for a few years.
- I (**not pack**) _____ my suitcase yet.
- He (**want**) _____ to be a firefighter since he was a child.
- Gina is very happy because she (**find**) _____ a new job.
- I can't work in Spain because I (**not learn**) _____ Spanish yet.

2 In your notebook, complete the present perfect questions with the correct form of the words in brackets. Then complete the short answers.

- (**she / ever / try**) _____ scuba diving?
No, _____.
- (**your friend / ever / have**) _____ a summer job? No, _____.
- (**you / ever / see**) _____ a ghost?
No, _____.
- (**they / ever / climb**) _____ Mount Kilimanjaro? No, _____.
- (**your dad / ever / change**) _____ jobs?
Yes, _____.
- (**they / ever / serve**) _____ Polish food in this restaurant? Yes, _____.

3 In your notebook, write sentences from the prompts. Use the present perfect.

- Mr Grant / be / a teacher / ten years
- Jack / play / the piano / 2015
- Nobody / see / him / last week
- My grandparents / live / in the country / November
- I / not eat / anything / two hours
- They / not speak / to me / yesterday
- My sister / visit / twenty countries / 2014
- It / not / snow / here / two months
- Many things / change / here / my last visit
- Why / you / not do / anything about it / such a long time?

4 In your notebook, complete the mini-dialogues with *just*, *already* or *yet*.

- 1 A: Has Peter left for school []?
B: Yes, he has.
- 2 A: How about another piece of cake?
B: No, thanks. I've [] had three pieces.
- 3 A: Bob, this is my brother Mark.
B: Well, we know each other very well.
We've [] met.
- 4 A: I'm hungry. Have you made breakfast []?
B: I've [] made some sandwiches.
They're on the table.
- 5 A: I've [] been to Canada five times.
B: Lucky you. I haven't been to Canada [].
- 6 A: Has Sally washed her hair []?
B: Yes, she has. And she has [] dried it too.

5 In your notebook, translate the Polish parts of sentences 1–5 into English. Use no more than four words.

- 1 (Czy on kiedykolwiek podróżował) []
on a ship?
- 2 They've been (na wakacjach od poniedziałku) [].
- 3 Is Jackie still in town or (już wyjechała) []?
- 4 Can you wait a moment, please? (Nie znalazłem) [] my sunglasses yet.
- 5 Mary and Steve are in London at the moment. (Właśnie zadzwonili) [] me.

6 In your notebook, complete sentences 1–5 with the correct forms of the words in brackets. Add extra words where necessary. Use no more than three words.

- 1 I don't remember the town very well. I haven't been there for (few / years) [].
- 2 (they / bring) [] any souvenirs from their holiday in Japan?
- 3 (he / send) [] his CV yet?
- 4 I (never / be) [] to Japan, so I'd certainly like to go there.
- 5 I'd like to try crab meat for dinner today. I (not / eat) [] it yet.

7 Complete sentences 1–8 so that they are true for you. Use the present perfect.

- 1 I have never [] in my life.
- 2 I have already [].
- 3 I have [] for five years.
- 4 I have [] since I was a child.
- 5 I have [] a few times.
- 6 I haven't [] yet.
- 7 I haven't [] any famous person yet.
- 8 I have just [].

Present perfect and past simple

Użyj czasu *present perfect*, aby:

- opisać czynności i sytuacje z przeszłości, zazwyczaj wpływające na sytuację teraźniejszą, bez określania, kiedy konkretnie miały one miejsce.
I can't take any photos. I have left my camera at the hotel.
- opisać sytuacje i stany, które zaczęły się w przeszłości i trwają do chwili obecnej.
She has lived in Canada for two years now.

Typowe wyrażenia używane z czasem *present perfect* to: *ever / never, since (Monday), for (two days), just, already, yet, so far.*

Użyj czasu *past simple*, aby:

- opisać czynności i sytuacje z przeszłości, wskazując, kiedy miały one miejsce.
We went to the island by plane yesterday.
- opisać sytuacje, czynności i stany, które trwały przez pewien czas w przeszłości.
They stayed in Greece for two weeks last summer.

Typowe wyrażenia używane z czasem *past simple* to: *yesterday, in (2015), (two days) ago, last (week / year).*

1 Choose the correct answers and write them in your notebook.

- 1 They're still on holiday. They [] back home yet.
a didn't come b haven't come
- 2 Someone [] my camera on the beach yesterday.
a stole b has stolen
- 3 Paula is crying because she [] all her money.
a has just lost b just lost
- 4 Yesterday Tom [] me a very interesting story.
a told b has told
- 5 I think we're all hungry. We [] anything for a few hours.
a didn't eat b haven't eaten
- 6 My cousin doesn't go to work because the workers in his company [] on strike since last Monday.
a were b have been
- 7 Grandpa [] his first job at the age of fifteen.
a got b has got

- 2 In your notebook, complete the email with the correct form of the verbs in brackets. Use the past simple or present perfect.

< ✉ New Message

Hi Tom,
I'm camping in the Rocky Mountains with some friends at the moment. I ¹ (be) [] here for three days. I ² (leave) [] home on Sunday. My dad ³ (give) [] me a lift to the station, where my friends and I ⁴ (take) [] the train to the mountains. So far, we ⁵ (already / do) [] a few interesting things. For example, we ⁶ (go) [] rock climbing two days ago, and yesterday we ⁷ (make) [] a campfire in the evening. We sat down and ⁸ (sing) [] some songs, and then we ⁹ (tell) [] some scary stories. Tomorrow, we're going rafting on the river. I ¹⁰ (never / try) [] this before, so I'm both excited and a little bit scared. How is your holiday? ¹¹ (you / get) [] back from Scotland yet?
Write back soon,
Alex

- 3 In your notebook, complete the mini-dialogues with the correct form of the words in brackets. Use the past simple or present perfect.

A: Why are you so happy Fiona?

B: (I / buy / a new dress) *I've just bought a new dress.*

A: (Where / you / get) *Where did you get it?*

1 A: Do you know Mary?

B: I do. (I / know / her / a long time) [].

A: (When / you / meet / her) []?

B: About five years ago.

2 A: Are you ready to leave?

B: No, (I / not / take / a shower / yet) [].

A: (you / get up / an hour / ago) [].

Hurry up.

3 A: Why are you so upset?

B: (I / break / my leg) [] and I can't go on the school trip.

A: (When / it / happen?) [].

B: Yesterday.

- 4 In your notebook, complete sentences 1–5 with the correct forms of the words in brackets. Add extra words where necessary. Use no more than three words.

1 We visited some museums yesterday, but we (not / be) [] to the botanical gardens yet.

2 I (not / eat) [] pizza for many weeks.

3 We (read) [] this book when we were at school, and we (enjoy) [] it.

4 Is she still at home or (she / leave) [] for the airport yet?

5 (they / go) [] to Hawaii last summer?

- 5 Read the sentence pairs below. In your notebook, complete the second sentence so that it means the same as the first. Use no more than four words.

1 I last skated in March.

I [] since March.

2 How long was your flight?

How long [] take?

3 I first met Judy three years ago.

I [] three years.

4 We have lived in this house for one year.

We [] into this house a year ago.

5 It's her first trip to Ireland.

She [] Ireland before.

6 Robert hasn't come to Poland since 2010.

Robert last [] 2010.

Indefinite pronouns

- Zaimki nieokreślone tworzymy od słów: *some, any, no, every*.

Zaimków utworzonych od:

- **some** – użyj w zdaniach twierdzących;
- **any** – użyj w pytaniach i zdaniach przeczących;
- **no** – użyj, aby zdaniu twierdzącemu nadać znaczenie zdania przeczącego;
- **every** – możesz używać w dowolnym typie zdań.

	OSOBA	RZECZ	MIEJSCE
some	someone / somebody	something	somewhere
any	anyone / anybody	anything	anywhere
no	no one / nobody	nothing	nowhere
every	everyone / everybody	everything	everywhere

Uwaga!

We didn't see anything = We didn't see saw nothing.
Everybody / Everyone were was tired after the walk.

- 1 Choose the correct answers and write them in your notebook.

1 The weather was really bad yesterday, so we didn't go **anywhere / nowhere**.

2 We shouted for help but **someone / no one** could hear us. There was nobody in the forest.

3 Do you know **anyone / no one** who has been to the North Pole?

4 My boss is a very nice man.
Everybody / Anybody wants to work with him.

5 We looked **everywhere / somewhere**, but we didn't find the papers.

6 We camped in a really wild area and we didn't see **nobody / anybody** for the whole week.

2 In your notebook, complete sentences 1–6 with the correct indefinite pronouns.

- 1 Listen! I can hear [] talking in the hall.
- 2 She was too frightened to say [].
- 3 There was [] in the classroom, it was completely empty.
- 4 She works [] in the city centre, but I don't know exactly where.
- 5 I looked [], but I couldn't find my documents.
- 6 [] should learn foreign languages because it is important in private and professional life.

3 In your notebook, translate the Polish parts of sentences 1–6 into English. Use no more than four words.

- 1 We found a house in the forest but (*nikogo nie było*) [] there.
- 2 (*Czy znasz kogoś*) [] who has been to the Sahara Desert?
- 3 (*Pojedźmy gdzieś*) [] this weekend. How about a trip to the mountains?
- 4 In this company, they are looking for (*kogoś, kto zna*) [] Chinese or Japanese.
- 5 You can (*zrobić cokolwiek*) [] you want during your lunch break, but you mustn't leave the office.
- 6 (*Nie mów nikomu*) [] how much money you earn.

UNIT 5

Countable and uncountable nouns; some, any, no

- **Rzeczowniki policzalne** to nazwy osób i przedmiotów, które można policzyć, np. *a boy, a chair*. Rzeczowniki policzalne mają liczbę pojedynczą i mnogą.
- **Rzeczowniki niepoliczalne** to nazwy substancji, uczuć oraz pojęć abstrakcyjnych, których nie można policzyć, np. *sugar, love, music*. Rzeczowniki niepoliczalne nie mają liczby mnogiej.

Uwaga!

- Niektóre rzeczowniki są policzalne w języku polskim, ale niepoliczalne w języku angielskim, np. *furniture, advice, news, information*.

Użyj:

- **a/an** z rzeczownikiem policzalnym w liczbie pojedynczej, np. *I can see a table over there. Is there an apple on the table?*
- **some** z rzeczownikiem policzalnym w liczbie mnogiej lub rzeczownikiem niepoliczalnym w zdaniach twierdzących, np. *We've got some vegetables. There's some water in the bottle.*
- **any** z rzeczownikiem policzalnym w liczbie mnogiej lub rzeczownikiem niepoliczalnym w zdaniach przeczących albo w pytaniach, np. *Are there any potatoes? I haven't got any sugar. Have we got any milk left?*
- **no** z rzeczownikiem policzalnym w liczbie mnogiej lub rzeczownikiem niepoliczalnym w zdaniach przeczących, np. *We've got no bananas. There's no cheese in the fridge.*

Uwaga!

We have got no bread. We haven't got any (no) bread.

1 Are the nouns countable or uncountable?
In your notebook, write C or U. For countable nouns, write the plural forms as well.

- | | |
|---------------|------------|
| 1 information | 7 bag |
| 2 cherry | 8 money |
| 3 advice | 9 sandwich |
| 4 tomato | 10 luck |
| 5 carrot | 11 cheese |
| 6 child | 12 yoghurt |

2 Choose the correct answers and write them in your notebook.

- 1 There aren't **no** / **any** chocolates in the box.
- 2 Is there **a** / **some** good film on at the Silver Moon today?
- 3 I've got **an** / **some** orange in my packed lunch.
- 4 I need **an** / **some** advice. What should I buy him for his birthday?
- 5 I'm afraid we've got **no** / **any** eggs in the fridge.
- 6 There isn't **a** / **any** water in the bottle, so I can't water the flowers.

3 In your notebook, complete the sentences with *a/an, some, any* or *no*.

- A:** Are there tickets left for the 6 pm show today?
B: Sorry, there are tickets for this show. But we still have tickets for tomorrow's show. You can book them now.
- There are good restaurants near my home, where we sometimes eat out. There's also small snack bar where you can have sandwiches or cakes.
- I don't usually eat much for lunch, just yoghurt or apple. And I never have snacks before dinner.

4 In your notebook, complete sentences 1–5 with the correct forms of the words in brackets. Use no more than four words.

- Watch out! (*there / be / hole*) in the floor.
- I feel like eating something sweet. (*be / there / chocolate*) or biscuits?
- I want to make a pizza, but we (*have / no / tomato*) , so could you go to the shop and buy some?
- (*there / be / tiger*) in the zoo. Let's go and see it.
- (*be / there / park*) near your house?

A lot of, many, much, (a) few, (a) little

Użyj słów *a lot of, many, much, (a) few, (a) little*, aby opisać liczbę osób lub przedmiotów albo ilość, np. substancji.

Rzeczowniki policzalne

a lot of (dużo, wiele) zдания twierdzące	<i>She asks a lot of questions.</i>
many (dużo, wiele) zдания przeczące i pytania	<i>There aren't many students at the school.</i> <i>How many sandwiches do you want?</i>
a few (kilka / parę)	<i>I invited a few people to the party.</i>
few (niewiele)	<i>We have very few tomatoes – not enough to make this soup.</i>

Rzeczowniki niepoliczalne

a lot of (dużo, wiele) zдания twierdzące	<i>There's a lot of cake in the fridge.</i>
much (dużo, wiele) zдания przeczące i pytania	<i>There isn't much sugar left.</i> <i>How much money did you spend?</i>
a little (trochę)	<i>I need a little help with this maths problem.</i>
little (niewiele / mało)	<i>There is too little milk for the pancakes.</i>

1 In your notebook, write sentences about the pictures. Use the words from the box to complete the gaps. There may be more than one correct answer.

• a little • little • many • much • lots of • few
• a few

there / be / / people / beach
*There are **few** people on the beach.*



1 I / have / / books



2 there / be / / jam in the jar.
Is it enough for you?



3 there / be / / car /
in the highway



4 the man / not have / / time



5 there / be / / water /
in the glass



6 Jack / have / / friends



2 Choose the correct answers and write them in your notebook.

- 1 How **much** / **many** sandwiches do you usually have for breakfast?
- 2 Very **few** / **little** students passed the exam last week.
- 3 Can you give me **some** / **a few** information about the concert?
- 4 He doesn't like his coffee too sweet, so he only takes **a little** / **a few** sugar.
- 5 My grandma has got **some** / **a few** grey hair.
- 6 There are **a little** / **a few** good restaurants in the town centre.
- 7 I sometimes eat chocolate but not too **many** / **much**.
- 8 There are only **a little** / **a few** days left to buy this car on sale.

3 In your notebook, complete the text with **many**, **much**, **a lot of**, **a few**, **a little**, **few**, **little**.

A: Do you have a healthy diet?

B: Well, I'm not sure. On the one hand, I try to eat very ¹ fast food, so I hardly ever have chips or hamburgers. And I only eat ² red meat – I prefer chicken or fish most of the time. I also like fresh fruit. I eat ³ apples and oranges. But on the other hand, I don't eat regularly enough. I eat too ⁴ meals during the day, usually one or two while it's healthier to have ⁵ meals, like four or five so that you avoid eating too ⁶ during the main meals. I also eat too ⁷ sweets. I just love chocolate!

4 In your notebook, translate the Polish parts of sentences 1–9 into English. Use no more than four words.

- 1 He drinks (*zbyt dużo kawy*) .
- 2 Open the window, please. We need (*trochę świeżego powietrza*) in the room.
- 3 (*Ile samochodów*) have your parents had so far?
- 4 I'm really hungry. I only ate (*trochę sałatki*) for lunch and that was hours ago.
- 5 Why don't you say (*kilka miłych słów*) to cheer her up.
- 6 I'm afraid (*nie ma kawy*) , so would you like some tea instead?
- 7 (*Czy są jakieś koncerty*) at the Arena Concert Hall this week?
- 8 (*Nie ma wiele*) to do today. We can go home now.
- 9 (*Nie ma dużo*) homework for tomorrow. Let's go to the cinema today.

5 In your notebook, complete sentences 1–10 with your own ideas.

- 1 I need a few .
- 2 Mary has few .
- 3 There is little .
- 4 We've got a little .
- 5 Were there many .
- 6 There isn't much .
- 7 I'd love to have a lot of .
- 8 Was there much .
- 9 How much .
- 10 How many .

UNIT 6

Future forms: *be going to* / *will* / *present continuous*

Konstrukcji *be going to* użyj, aby:

- opisać zamiar wykonania jakiejś czynności w przyszłości, np. *We are going to work in a restaurant next summer.*
- wyrazić przypuszczenie, że jakieś zdarzenie będzie miało miejsce w najbliższej przyszłości, ponieważ wskazują na to obecne okoliczności, np. *The sky is dark. It is going to rain.*

Zdania twierdzące

I	am ('m) going to look for a job.
He / She / It	is ('s) going to apply for a scholarship.
We / You / They	are ('re) going to visit John tomorrow.

Zdania przeczące

I	am not ('m not) going to do any babysitting next weekend.
He / She / It	is not (isn't / 's not) going to call the police.
We / You / They	are not (aren't / 're not) going to come to the party.

Pytania

Pytania	Odpowiedzi
Is he	going to work next summer? Yes, he is. No, he isn't.
Are they	going to help us? Yes, they are. No, they aren't.

Where are you going to stay during your visit?

Użyj czasu *present continuous*, aby opisać czynność przyszłą, która została już zaplanowana.

I'm helping my dad in the shop this Saturday.

My sister is going on a school trip next Monday.

Czasu *future simple* użyj, aby:

- opisać czynności przyszłe, które nie zostały wcześniej zaplanowane (spontaniczne decyzje), np. *I think (that) I'll stay at home tonight.*
- wyrazić przypuszczenie odnośnie sytuacji lub zdarzeń w przyszłości, np. *I think (that) Peter will find a new job soon.*
- wyrazić nadzieję, obietnicę lub prośbę, np. *I hope (that) I'll do well at my job interview tomorrow.*

Zdania twierdzące

I / You / He / She /	will ('ll) earn a lot of money.
It / We / They	

Zdania przeczące

I / You / He / She /	will not (won't) work in this shop.
It / We / They	

Pytania

Will you	look for a job this summer?	Yes, I will. No, I won't.
Will it	be enough to succeed?	Yes, it will. No, it won't.

When will they arrive in London?

Wyrażanie przyszłości

Kiedy mówisz o przyszłości, możesz użyć różnych struktur. Porównaj przykłady w poniższej tabelce.

Future simple

You know what? I'll cook some pasta tonight.
(czynność nieplanowana, decyzja podjęta spontanicznie)

Be going to

Are you going to invite some friends to lunch next weekend?
(pytanie o zamiar/plan)

Present continuous

We are eating at an Italian restaurant on Friday.
(czynność zaplanowana na konkretny czas w przyszłości)

1 In your notebook, complete the sentences using *be going to*.

- (you / become) a teacher in the future?
- I (not work) this weekend.
- They (start) the new project next week.
- What (she / do) next summer?
- He (study) engineering at university.

2 In your notebook, complete the sentences above the pictures using *be going to*.

Look at the clouds! (It / rain) !

It is going to rain.



- Hurry up! (The bus / leave) any minute.



- 2 He's a careless driver. (He / have) an accident.



- 3 (The woman / buy) the shoes she's looking at.



- 4 Look! (She / win) the race!



- 5 (He / fall) off the chair.



- 3 In your notebook, complete sentences 1–9 with the correct forms of the words in brackets. Use the present continuous.

- Sorry, (I / take care) of my little sister today.
- Eve wants to talk to me, so (I / meet) her after school.
- (Jack / go) to the cinema with his girlfriend tonight. There's a good comedy on at the Blue Star.
- Don't call us in the evening. (We / have) our dance classes.
- (My parents / take) me on a trip to London next week. It's my birthday present.
- (They / open) a new gym near my house this Monday.
- I'm really scared. (I / see) my dentist tomorrow.
- We've invited a lot of people to our house. (We / have) a party tonight.
- Mum has bought tomato sauce. (She / cook) soup for dinner today.

- 4 In your notebook, complete the email. Use *be going to* or the present continuous. Sometimes both forms are correct.

< ✉ New Message

Hi Robert,
School's over at last! But, in fact, I ¹(not relax) much during the first two weeks of the school holidays. You know that I'm really into computer graphics, so I ²(help) my dad with some documents at his company office. He ³(take) me to the office tomorrow morning. It looks as if it ⁴(be) a long but interesting day for me. What about your plans for this summer? ⁵(you / find) a job, or are you just going to relax and enjoy yourself? Are you going anywhere? Write back soon,
Amanda

- 5 In your notebook, complete sentences 1–10 with the correct forms of the words in brackets. Use *will*. Decide in which sentences *will* is used to express predictions (a), hopes / promises / offers (b) or decisions made at the moment of speaking (c).

- This bag looks heavy. (I / help) you.
- A: What would you like to drink?
B: (I / have) a glass of water.
- A: I'm not prepared for today's test.
B: Let's hope (it / not / be) difficult.
- Jim loves Julie and I think (he / marry) her.
- Gina says her (sister / be) a good doctor.
- A: Can I talk to Mary?
B: Hold on a minute. (I / check) if she's in her room.
- Maybe (we / stay) at home tonight if we have no idea what to do.
- I think that people (eat) less meat in the future.
- The phone's ringing! (I / answer) it.
- I'm really tired. (I / go) to bed.
That's the best I can do.



6 Choose the correct answers and write them in your notebook.

Tom: Di, what ¹ *will you do / are you doing* this summer? Have you got any plans yet?

Di: Yes, I have. In the first two weeks of July, I ² *will work / am going to work* as a shop assistant in Berlin. You see, I ³ *will do / am doing* a Spanish course in Madrid in August, so I ⁴ *will save / am going to save* the extra money from the work for that.

Tom: Great! When exactly ⁵ *will you leave / are you leaving* for Berlin?

Di: Well, I ⁶ *will fly / am flying* there on Monday 2nd July. I really hope that I ⁷ *won't have / am not going to have* any problems during the flight.

Tom: Oh, don't worry. I'm sure it ⁸ *will be / is* fine.

Di: Thanks.

7 In your notebook, complete sentences 1–9 with the correct form of the words in brackets. Use *will*, *be going to* or the present continuous. Add extra words where necessary.

- 1 My sister loves cooking, so she (*work*) in a small restaurant this summer.
- 2 My Dad often travels on business. In fact, (*he / leave*) for a business conference on Tuesday.
- 3 So, you'd like to buy a motorbike in a few months. How are (*you / earn*) the money for it?
- 4 I'm a babysitter tonight. (*I / look after*) my neighbours' children.
- 5 Why don't you come over to our house? My mum (*be*) glad to meet you.
- 6 He was very nervous during the interview, and now he's afraid that (*he / not get*) the job.
- 7 Paula thinks that she (*work*) with children in the future.
- 8 Someone is ringing the bell. (*I / open*) the door.
- 9 She loves travelling but says that she's (*not become*) a travel agent in the future.

8 In your notebook, complete the second sentence so that it means the same as the first. Use no more than four words.

- 1 I don't plan to change my job in the near future.
I'm my job in the near future.
- 2 I'm sorry, I promise not to come to work late again.
I'm sorry, I promise that I to work late again.
- 3 Is it her plan to find a job for next summer?
Is she job for next summer?
- 4 I've found a job at a club and tomorrow is my first day at work.
I've found a job at a club and I work tomorrow.
- 5 Tomorrow is the last day to give us the exam results.
We what the exam results are tomorrow.

9 In your notebook, answer the questions.

- 1 How long are you going to stay at school?
- 2 Where will you organise your birthday party?
- 3 When is your class going on a school trip?
- 4 Where are you going to live when you're eighteen?
- 5 When are you going to start a new sport?
- 6 How much time will you need to learn 100 new English words?
- 7 What are your parents doing this weekend?
- 8 What new furniture are you going to buy?
- 9 How do you think the place where you live will change in the future?
- 10 How will you use your English in the future?

There is / There are vs It / They

- Gdy mówimy, że coś się gdzieś znajduje, stosujemy konstrukcję *There is / There are*.
There are some apples on the table.
- *It* jest podmiotem w zdaniach bezosobowych. W języku angielskim użycie podmiotu w zdaniu jest konieczne.
It's one o'clock. It's sunny today. It's nice to walk in the park in spring.
- *It / they* stosujemy też, gdy chcemy przedstawić opinię na jakiś temat, np.
There are some chairs in the living room. They are very comfortable.

1 In your notebook, complete the sentences with *there* or *it / they*.

- 1 are black clouds in the sky. is going to rain.
- 2 Is a bus stop near here? Yes, is, just round the corner.
- 3 is a pity you can't come to help me. is so much to do.
- 4 is dangerous to cross the street in this place. is too much traffic here.
- 5 is nice to see you. is so much I want to tell you.
- 6 is a mess in your room. should be cleaned as soon as possible.
- 7 are many museums in our city, but are all closed because is a holiday today.
- 8 was six o'clock when we got to the football stadium. were hundreds of people waiting at the entrance gate there.
- 9 are some vegetables in the fridge. I'm afraid are all off.
- 10 is fantastic working here. are so many helpful people.

2 In your notebook, complete the dialogue with *there* or *it / they*. Add extra words where necessary.

- Robert:** Where are these photographs from?
Helen: ¹ from my aunt's house in Italy.
Robert: ² a great house!
Helen: Yes, ³ . ⁴ three bedrooms in the house. ⁵ all upstairs. ⁶ also a nice garden around the house.
Robert: ⁷ a swimming pool too?
Helen: No, but the house is very near the sea. Look at those beaches in the background. ⁸ beautiful!
Robert: Wow! And what are these buildings in the distance?
Helen: Ah, my aunt's house is about two kilometres away from a small seaside town. ⁹ a nice place, but ¹⁰ aren't any discos or cinemas there.
Robert: Still, the house looks really cool.

Linking words

- W zdaniach okolicznikowych stosujemy następujące spójniki:
 - **because** (ponieważ) – aby wyrazić przyczynę,
We wore some warm clothes because it was cold.
 - **so** (więc) – aby wyrazić skutek,
It was very cold yesterday, so we didn't go out.
 - **although** (choć) – aby wyrazić kontrast,
I like Tim, although he is rude sometimes.
 - **(not) to / in order (not) to / so as (not) to** + czasownik (żeby / żeby nie) – aby wyrazić cel.
I am going to the supermarket to buy some chocolate.
I took a taxi not to be late for the flight.
I called the doctor's office in order to make an appointment.
My parents want to move house so as to live closer to their office.
- Spójnik **and** (i, a) stosujemy, aby dodać kolejną informację w zdaniu, a **but** (ale), aby przeciwstawić dwie treści w zdaniu.
Sue's very smart and she's hard-working.
My little brother's sometimes very noisy but I love him very much.

1 In your notebook, join the sentences using the linking words in brackets.

- 1 Mr Jory has a lot of money. He doesn't buy expensive things. (**although**)
- 2 Mandy didn't go to Luke's party. He didn't invite her. (**because**)
- 3 They were hungry. She made something to eat. (**so**)
- 4 The silk dress was very expensive. Nancy decided to buy it. (**but**)
- 5 My cousin is funny. He makes people laugh. (**and**)
- 6 He finished the race first. He didn't get the gold medal. (**although**)
- 7 People left the cinema. The film was boring. (**because**)
- 8 I don't cheat. I don't tell lies. (**and**)
- 9 My friend was in hospital. I went to visit him. (**so**)

2 In your notebook, join the sentences using **to + infinitive** or **in order to + infinitive**.

- 1 I went to Italy. I wanted to learn Italian
- 2 Mike apologised to Martin. He didn't want to lose a friend.
- 3 Jane often dyes her hair. She wants to look fashionable.
- 4 We studied hard. We didn't want to fail the exam.
- 5 I eat healthy food. I want to feel good.
- 6 Jill wears dark glasses. She wants to protect her eyes from the sun.
- 7 Lucy followed the recipe carefully. She didn't want to spoil the dish.
- 8 Mary went to the dentist. She wanted to have a check-up.

UNIT 7

The passive

- Strony biernej użyj, aby opisać:
 - czynności lub sytuacje, w których wykonawcą czynności jest nieznany lub nieistotny, np.
Mangoes are grown in Brazil.
 - zjawiska, procesy lub mechanizmy, np.
Mobile phones are used all over the world.
- Aby podkreślić informację o tym, kto jest wykonawcą czynności w stronie biernej, użyj przyimka *by*, np.
America was discovered by Columbus.
- Zdania w stronie biernej tworzymy za pomocą czasownika *be* w odpowiedniej formie oraz 3. formy czasownika.

Present simple

Zdania twierdzące		
I	am ('m) invited	to the party.
He / She / It	is ('s) invited	
We / You / They	are ('re) invited	
Zdania przeczące		
I	am not ('m not) invited	
He / She / It	is not (isn't) invited	
We / You / They	are not (aren't) invited	
Pytania		Odpowiedzi
Is she invited to the party?		Yes, she is. No, she isn't.
Are they given pocket money?		Yes, they are. No, they aren't.
Where is coffee grown?		

Past simple

Zdania twierdzące		
I / He / She / It	was taken	to hospital last week.
We / You / They	were taken	
Zdania przeczące		
I / He / She / It	was not (wasn't) taken	
We / You / They	were not (weren't) taken	
Pytania		Odpowiedzi
Was the book written by a Polish author?		Yes, it was . No, it wasn't .
Were you given a present?		Yes, we were . No, we weren't .
When was the Great Pyramid of Giza built ?		

Future simple

Zdania twierdzące		
I / You / He / She / It /	will ('ll) be given	a present.
We / They		
Zdania przeczące		
I / You / He / She / It /	will not (won't) be given	
We / They		
Pytania		Odpowiedzi
Will the concerts be held in Gdańsk?		Yes, they will. No, they won't.
Will the film be shown on TV?		Yes, it will. No, it won't.
Where will the championship be organised?		

Present perfect

Zdania twierdzące		a letter.
I / You / We / They	have ('ve) been sent	
He / She / It	has ('s) been sent	
Zdania przeczące		
I / You / We / They	have not (haven't) been sent	
He / She / It	has not (hasn't) been sent	
Pytania		Odpowiedzi
Has the computer been repaired yet?	Yes, it has. No, it hasn't.	
Have the bills been paid?	Yes, they have. No, they haven't.	
Where has the bag been found?		

1 In your notebook, rewrite sentences 1–8 in the passive. Use the present simple.

- Many people enjoy TV series.
- They don't grow tea in Great Britain.
- They don't change the decorations in the shop window very often.
- Do children watch a lot of cartoons?
- Students don't take tests every day.
- Do many people visit the British Museum every year?
- Does almost everybody here wear trainers in winter?
- Tourists always admire the view from the Eiffel Tower.

2 In your notebook, rewrite sentences 1–8 in the passive. Use the past simple.

- 1 Did Leonardo da Vinci paint the 'Mona Lisa'?
- 2 A police officer caught a thief yesterday.
- 3 My friends gave me a lot of presents for my last birthday.
- 4 Our teacher didn't organise a class trip to the mountains last year.
- 5 They first produced Coca Cola in the USA.
- 6 Did the doctor examine twenty patients yesterday?
- 7 They built a new road in my city last year.
- 8 John didn't eat the cookies.

3 In your notebook, complete the gaps with *who*, *what*, *when*, *where*. Then, write questions in the passive using the words in brackets. Answer the questions in your notebook.

 (ketchup / invent / by)? the Chinese
Who was ketchup invented by?
It was invented by the Chinese.

- 1  (the Brooklyn Bridge in New York / design / by)? John Roebling
- 2  (the European Union / create)? in 1993
- 3  (food / eat / on Thanksgiving Day in the USA)? turkey
- 4  (carols / sing)? at Christmas
- 5  (the first iPhone / introduce)? in 2007
- 6  (Dark Matters / write / by)? Philip Pullman
- 7  (cars / repair)? in a garage
- 8  (snack / sell / at the cinema)? popcorn

4 In your notebook, rewrite sentences 1–10 in the passive. Use the present perfect.

- 1 I have already finished my work.
- 2 The singer hasn't recorded the new song yet.
- 3 Our class has discussed a new project on ecology.
- 4 My neighbours have found a small dog.
- 5 Have they opened the new shopping mall yet?
- 6 They have sent 20 letters to Santa Claus.
- 7 My father hasn't painted my room yet.
- 8 Have they practised a new dance at school?
- 9 The cat has broken her favourite mug.
- 10 Mike hasn't watered the plants in his garden.

5 In your notebook, rewrite sentences 1–9 in the passive.

- 1 The coach will organise a training for his players.
- 2 We will translate this poem into Polish.
- 3 Will the students return the books to the library tomorrow?
- 4 They will not build a new shopping centre in the city.
- 5 Will the teacher prepare a quiz for all the students in our class?
- 6 We will not invite Barbara and her sister to the picnic.
- 7 They will sell these clothes in Poland next month.
- 8 The fastest runner will win the race.
- 9 They will give a reward to the best student.

6 Choose the correct answers and write them in your notebook.

- 1 Whose wedding  by millions of people all over the world in 2011?
 a was watched b has been watched
 c watched
- 2 A new swimming pool  in our city next week.
 a has been opened b will be opened
 c was opened
- 3 Those beautiful poems  by my best friend last year.
 a have been written b were writing
 c were written
- 4 Look! My car is clean. Who has it been washed  ?
 a by b for
 c with
- 5 Nowadays, a lot of computers  in Asia.
 a make b are made
 c are making
- 6 I haven't got the parcel yet. I hope it  soon.
 a has been delivered b will be delivered
 c will deliver
- 7 I'm afraid your watch  yet. Please come again tomorrow.
 a wasn't fixed b hasn't been fixed
 c will be fixed
- 8 Two large supermarkets  in my city last month.
 a were opening b have been opened
 c were opened
- 9 When  *The Starry Night*  by Vincent van Gogh?
 a did ... paint b was ... painted
 c has ... painted

7 In your notebook, complete sentences 1–8 with the correct passive form of the verbs in brackets.

- 1 Millions of text messages (*send*) [] every day.
- 2 This building (*not renovate*) [] for thirty years.
- 3 My computer's still in the shop. It (*not repair*) [] yet.
- 4 The first cars (*not produce*) [] on a production line, so each one was different.
- 5 Some people think that in the future all work (*do*) [] by robots.
- 6 Who (*the first plane / build*) [] by?
- 7 Look! All the cakes (*eat*) [].
- 8 (*your computer / protect*) [] with an antivirus program?

8 In your notebook, rewrite sentences 1–8 in the passive. Use *by* to show who does the action.

- 1 More and more people play online games all over the world.
- 2 Thomas Wedgewood made the first photograph on glass in 1802.
- 3 Someone has deleted some of my files.
- 4 Why haven't they repaired this road yet?
- 5 CERN created the first website in the world in 1991.
- 6 They'll install our new dishwasher tomorrow.
- 7 They have moved the armchair from the bedroom to the hall.
- 8 Everyone buys these products.

9 In your notebook, complete the gaps with one word.

- 1 The window [] just been broken. The glass is still lying on the floor.
- 2 My new desk will [] transported to our flat tomorrow.
- 3 This beautiful photo [] not taken last summer. It's from our yesterday's school trip.
- 4 Who is dinner cooked [] in your home?
- 5 This house has not [] lived in for the last ten years.
- 6 My computer [] be repaired next week.
- 7 The missing books were [] yesterday. They were on the top shelf.
- 8 The results of the exam have [] been given to us yet.

10 In your notebook, translate the Polish parts of sentences 1–7 into English. Use no more than four words.

- 1 These pictures (*zostały zrobione*) [] last summer.
- 2 My camera (*nie została naprawiona*) [] yet.
- 3 All the letters (*zostały wysłane*) [] yesterday.
- 4 Social media platforms (*są wykorzystywane przez*) [] millions of people to communicate.
- 5 The new printer (*zostanie dostarczona*) [] this week.
- 6 The (*dokumenty są zapisywane*) [] automatically every few minutes if this option is on.
- 7 Most of our money (*zostanie wydana*) [] on entrance tickets to museums.

Impersonal pronouns

- Zaimek bezosobowy *you* nie odnosi się do konkretnej osoby, ale do ogółu. Stosujemy go, aby wyrazić zasadę, zakaz, powszechnie panującą opinię itp. W zdaniach bardziej oficjalnych stosujemy *one*.
You can't park here. (Tu nie wolno parkować.)
One can learn a lot in this course. (Na tym kursie można się wiele nauczyć.)

1 In your notebook, translate the Polish parts of sentences 1–9 into English. Use impersonal pronouns.

- 1 (*Nie powinno się pozwalać*) [] children to stay up late.
- 2 (*Można płacić*) [] in cash in this shop.
- 3 (*Należy dbać*) [] of one's health.
- 4 (*Powinno się pamiętać*) [] to say 'Thank you.'
- 5 (*Nie wolno brać*) [] medicines without consulting a doctor.
- 6 (*Nie wolno karmić*) [] animals in zoos.
- 7 (*Można dużo zarobić*) [] in this company.
- 8 (*Nie powinno się jeść*) [] too much in the evening.
- 9 In this school (*należy nosić*) [] a uniform.

UNIT 8

Have to and modal verbs must / mustn't / should

- Użyj czasownika modalnego **must**, aby wyrazić konieczność lub wewnętrzną potrzebę, np. *I **must** practise more before the next competition.*
- Użyj czasownika modalnego **mustn't**, aby wyrazić zakaz, np. *You **mustn't** kick the ball in a game of handball.*
- Użyj czasownika modalnego **should**, aby wyrazić radę, zalecenie, np. *You **shouldn't** spend so much money.*
- Użyj konstrukcji **have to**, aby wyrazić nakaz, zasadę, konieczność lub jej brak.
*Mike **has to** do the shopping every weekend. You **don't have to** have a passport when you go to France.*
- Pamiętaj, że wyrażenie **have to** nie jest czasownikiem modalnym i odmienia się przez osoby w różnych czasach gramatycznych, np.
*When I went climbing last year, I **had to** buy some equipment. We **will have to** buy some new shoes next week.*

Uwaga!

- Czasowniki modalne nie odmieniają się przez osoby.
- Po czasowniku modalnym zawsze używaj podstawowej formy czasownika (bez to).
- W czasie przeszłym zamiast czasownika **must** użyj **had to**.

Must

Zdania twierdzące	
I / He / She / It /	must go now.
We / You / They	
Pytania	Odpowiedzi
Must she really call us every evening?	Yes, she must . No, she doesn't have to .
Why must they always argue with us?	

Mustn't

I / He / She / It /	mustn't (must not) lie.
We / You / They	

Have to

Zdania twierdzące		
I / We / You / They	have to come	home before midnight.
He / She / It	has to come	
Zdania przeczące		
I / We / You / They	do not (don't) have to do	it now.
He / She / It	does not (doesn't) have to do	
Pytania		Odpowiedzi
Do we have to get up early tomorrow?		Yes, you do . No, you don't .
Does she have to go to school tomorrow?		Yes, she does . No, she doesn't .
What do we have to do now?		

Should

Zdania twierdzące	
I / He / She / It /	should eat less sugar.
We / You / They	
Zdania przeczące	
I / He / She / It /	shouldn't (should not) stay at home all day.
We / You / They	
Pytania	Odpowiedzi
Should I help her?	Yes, you should . No, you shouldn't .
Should he do more sport?	Yes, he should . No, he shouldn't .
Who should we invite to the party?	

1 In your notebook, complete sentences 1–8 with the correct form of **have to**. Use the present simple or past simple.

- Drivers (**wear**) seat belts. It's the law.
- My grandma (**use**) glasses for reading and writing.
- What time (**you / get up**) to get to school on time?
- There was a lot of milk in the fridge, so I (**not buy**) any.
- Jack failed the maths test. He (**take**) it again next week.
- (**you / show**) your ID when you wanted to rent a bike?
- We had a lot of luggage with us so we (**take**) a taxi.
- I feel much better now. I (**not go**) to the doctor.

2 In your notebook, complete the mini-dialogues with *must* or *mustn't* and the words in brackets.

- 1 A: Can you lend me your notebook?
B: Sure, but you (*give*) it back to me tomorrow.
- 2 A: Please be quiet. You (*talk*) here.
B: Oh, I'm sorry.
- 3 A: What time should we arrive at the airport?
B: We (*check in*) at 12 pm, two hours before departure.
- 4 A: Mum! Look! What a beautiful view!
B: Gary! You (*lean*) out of the window. It's dangerous.
- 5 A: Can I buy a student ticket for the train to Glasgow?
B: Of course, but you (*show*) me your student ID card.

3 In your notebook, write sentences from the prompts.

- 1 park / you / flowers / pick / shouldn't / in / the / .
- 2 buy / should / Pete / present / I / for / what / ?
- 3 we / should / bags / vegetables / plastic / in / not / keep / .
- 4 red / should / not / street / you / the / cross / on / light / .
- 5 shouldn't / animals / people / the / why / at / feed / zoo / ?
- 6 people / how / we / should / invite / to / the / many / party / ?
- 7 blue / your / should / room / paint / you / .
- 8 English / should / students / news / in / the / listen / every / day / to / .
- 9 not / should / so / children / watch / TV / often / .
- 10 spend / money / on / Jane / should / less / clothes / .

4 In your notebook, complete the text with the correct form of *have to*, *must*, *mustn't*, or *should*.

If you feel unfit and you think you ¹ do something about it, try running. It's easy, you can do it anywhere and you ² buy any special equipment, except for some good running shoes. But there are some important rules you ³ follow. For example, you ⁴ start each run with walking or slow running to warm up. And remember, you ⁵ run on hard ground because you may hurt your knees.

5 Choose the correct answers and write them in your notebook.

- 1 Remember that you tell anybody about my secret.
a mustn't b must
- 2 When you talk to your teacher, you be polite.
a should b don't have to
- 3 Sorry, but you park here. Can't you see the 'No Parking' sign?
a don't have to b mustn't
- 4 We be late if we want to see the beginning of the match.
a mustn't b don't have to
- 5 You buy these jeans. They are too expensive.
a shouldn't b should
- 6 Our bus leaves in two hours, so we still have a lot of time. We hurry up.
a don't have to b should
- 7 The driver slow down. He's going too fast.
a has to b mustn't
- 8 You smoke on the bus.
a mustn't b do have to
- 9 Mark come in if he doesn't take off his shoes.
a doesn't have to b mustn't
- 10 I go to bed early when I was a child.
a had to b have to

6 In your notebook, complete the second sentence so that it means the same as the first. Use no more than five words.

- 1 It's against the rules to push the other players in basketball.
You the other players in basketball.
- 2 It would be good for mum to have some rest after work.
Mum some rest after work.
- 3 I need to do sports more often.
I often.
- 4 It isn't necessary for you to check your mail box every day.
You your mail box every day.
- 5 Is it a good idea to go cycling in such bad weather?
 in such bad weather?
- 6 Smoking in public places is forbidden.
People in public places.
- 7 It wasn't necessary for Jason to set his alarm clock yesterday.
Jason his alarm clock yesterday.
- 8 Don't wait for us. It is not necessary.
You for us.

7 What would you say in the following situations? Use modal verbs and the words in brackets to help you. Write the answers in your notebook.

Twoim zdaniem koleżanka wydaje zbyt dużo pieniędzy na ubrania. (spend)

I think you shouldn't spend so much money on clothes!

- 1 Twoja koleżanka postanowiła ufarbować włosy. Uważasz, że to zły pomysł. (dye)
- 2 Z powodu alergii nie jadasz owoców, którymi częstuje cię mama kolegi. (allergy)
- 3 Twój przyjaciel jeździ na rolkach po jezdni, chociaż jest duży ruch. (skate)
- 4 Uważasz, że obowiązkiem kolegi/koleżanki jest pomaganie rodzicom w pracach domowych. (housework)
- 5 Twoi sąsiedzi słuchają zbyt głośnej muzyki, co przeszkadza innym lokatorom. (turn down)

Defining relative clauses

- Zdania przydawkowe stosujemy, by podać dodatkowe informacje niezbędne do zrozumienia, o kim lub o czym jest mowa. W takich zdaniach nie stosujemy przecinków.
- Utwórz zdanie przydawkowe, używając następujących zaimków względnych:
 - **who** – aby opisać osobę, np. *The man who lives next door is an actor.*
 - **which** – aby opisać przedmiot, np. *Can you lend me the book which you bought last week?*
 - **where** – aby opisać miejsce, np. *There's an art gallery in the town centre where you can see an interesting exhibition.*
 - **when** – aby określić czas, np. *Christmas is a time when people come together.*
 - **whose** – aby określić przynależność, np. *Suzie is the girl in my class whose mother is a famous actress.*

1 In your notebook, complete sentences 1–7 with relative pronouns.

- 1 The man luggage got lost received a refund from the airlines.
- 2 There's a club near here they often have jazz concerts.
- 3 In the play, I liked the actor played the main role.
- 4 I've got a friend sister is a bus driver.
- 5 We went to the new cinema opened a few weeks ago.
- 6 Is this the woman daughter travelled around the world?
- 7 During their holidays, they lived in a beach house was made of wood and straw.

2 Match the beginnings and endings of the sentences. Complete the gaps with who, whose, where, which and when. Write the answers in your notebook.

- 1 A horror film is a type of film
 - 2 A flight attendant is a person
 - 3 A bakery is a shop
 - 4 A carpenter is a man
 - 5 A koala bear is an animal
 - 6 A boarding card is a document
 - 7 A fridge is a place
 - 8 A holiday is a time
- a people keep food.
 b you can relax.
 c people buy bread.
 d lives in Australia.
 e you show when you get on a plane.
 f makes things of wood.
 g makes people scared.
 h job is to take care of passengers on a plane.

3 In your notebook, translate the Polish parts of sentences 1–5 into English. Use no more than three words.

- 1 Do you remember the time (*kiedy zgubiliśmy*) our passports?
- 2 Broadway is a famous street in Manhattan (*gdzie znajduje się*) a lot of theatres.
- 3 I'm now reading a science fiction book (*którą kupiłem*) a few days ago.
- 4 Jill is the girl (*której brat biegnął*) a marathon three times last year.
- 5 We stopped to listen to some street musicians (*którzy grali*) a song by the Beatles.

4 Read the sentence pairs below. In your notebook, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Ken is a sprinter. His school record was beaten by Robert.
Ken is the sprinter was beaten by Robert.
- 2 I've got a friend in the UK. Her parents are both artists.
I've got a friend in the UK both artists.
- 3 Mr Jones is a teacher in our school. He runs the drama group.
Mr Jones is the teacher in our school the drama group.
- 4 The Louvre is a museum. You can see some famous works of art there.
The Louvre is a museum see some famous works of art.

- 5 In your notebook, use relative pronouns to define the following things.

A teenager

A teenager is a person who has a lot of hobbies.

- 1 A spaceship
- 2 A tent
- 3 A school
- 4 Summer
- 5 A guidebook
- 6 An airport
- 7 A pilot
- 8 A teacher

UNIT 9

Conditionals: type 0, 1

- **Zdania warunkowego typu 0.** użyj, aby opisać skutki powtarzających się regularnie zdarzeń, czynności lub zjawisk. W obu częściach zdania warunkowego typu 0. zastosuj czas *present simple*, np.

Zdanie główne	Zdanie podrzędne
Present simple	Present simple
The grass gets wet I can't sleep	if it rains . if / when the window is closed.

- **Zdania warunkowego typu 1.** użyj, aby opisać czynności lub sytuacje, które będą miały miejsce, jeżeli zostanie spełniony określony warunek. W zdaniu podrzędnym (po spójniku *if / unless*) zastosuj czas *present simple*, zaś w zdaniu głównym czas *future simple*, np.

Zdanie podrzędne	Zdanie główne
Present simple	Future simple
If it doesn't rain tomorrow, Unless he comes on time,	we will go for a walk. he will be in big trouble.

Uwaga!

unless = if not

Unless the weather is bad, we'll have a picnic in the park tomorrow.

If the weather isn't bad, we'll have a picnic in the park tomorrow.

- 1 In your notebook, complete sentences 1–7 with the correct form of the words in brackets. Add extra words when necessary. Use the zero conditional.

- 1 (water / boil) if (you / heat) it to 100 degrees Celsius.
- 2 If (you / mix) yellow and blue, (you / get) green.
- 3 Alice is allergic to oranges. If (she / eat / any) , (she / feel) very bad.
- 4 When (Aunt Lucy / visit) us, (she / always / bring) a large box of homemade cookies.
- 5 (They / usually / get) sick when (they / travel) by car or by bus.
- 6 How much (Mike / pay) when (he / take) a taxi from school?
- 7 What equipment (you / need) if (you / want) to play hockey?

- 2 In your notebook, complete sentences 1–6 with the correct form of the verbs in brackets. Use the first conditional.

- 1 If you (study) hard, you (pass) the test.
- 2 If she (not take) any medicine, she (feel) worse.
- 3 If I (manage) to get the singer's autograph, I (give) it to you.
- 4 Fiona (buy) a new top if she (get) some pocket money.
- 5 If the weather (be) nice, we (go) out tonight.
- 6 If you (not be) careful, you (have) an accident.

- 3 In your notebook, complete the second sentence so that it means the same as the first. Start with the words given.

- 1 If you don't take an umbrella, you'll get wet.
Unless .
- 2 Unless you are a member of the swimming club, you can't use this swimming pool.
If .
- 3 If you don't speak slowly, I won't understand you.
Unless .
- 4 The doctor will not see you if you don't make an appointment.
Unless .
- 5 My dad will change his job unless he gets a pay rise.
If .
- 6 Unless it rains, I will throw a party in the garden.
If .

4 In your notebook, translate the Polish parts of sentences 1–5 into English. Use no more than three words.

- 1 Sarah's in hospital at the moment. I'm sure she'll be very happy (*jeżeli odwiedzimy*) her tomorrow.
- 2 My parents will be angry if I (*się spóźnię*) for the lesson again.
- 3 I don't normally have problems falling asleep (*chyba że wypiję*) too much coffee during the day.
- 4 Mark (*spóźni się*) the train if he doesn't hurry up.
- 5 Unless Joanne (*przyniesie*) her flash drive, I won't show the presentation.



Conditionals: type 2

- Zdania warunkowego typu 2. użyj dla opisanego mało prawdopodobnych lub praktycznie niemożliwych do spełnienia warunków w teraźniejszości lub przyszłości, np. *If I won the lottery, I would buy a big house.*
- Zdania warunkowego typu 2. możesz również użyć do udzielania rad lub pytania o radę, np. *If I were you, I would go to a doctor.*
- W zdaniu podrzędnym (po spójniku *if/unless*) użyj czasu *past simple*, zaś w zdaniu głównym zastosuj *would* + czasownik w formie podstawowej, np.

Zdanie podrzędne	Zdanie główne
Past simple	would + czasownik
If you exercised more,	you would feel better.
If he didn't study so much,	he wouldn't get such good grades.

Uwaga!

If I/he/she were ... = If I/he/she was ...

1 In your notebook, complete sentences 1–5 with the correct form of the verbs in brackets. Use the second conditional.

- 1 If I (*win*) the lottery, I (*travel*) to a different country every week.
- 2 What (*you / do*) if you (*find*) a wallet in the street?
- 3 Maggie (*be*) a better dancer if she (*practise*) dancing regularly.
- 4 He (*feel*) healthier if he (*not spend*) so much time playing computer games.
- 5 If your favourite film star (*visit*) Poland, what question (*ask*) him/her?

2 In your notebook, write sentences about the situations below using the second conditional.

Jackie doesn't get good grades because she doesn't study regularly.

If Jackie studied regularly, she would get some good grades.

- 1 My sister forgets to do some things because she never makes a list of tasks.
- 2 I'm very nervous. I've got an exam today.
- 3 We don't have enough time to practise karate.
- 4 I don't know French, so I can't tell you what this word means.
- 5 I don't live on a desert island, so I don't lie on the beach all day long.
- 6 She doesn't travel by bike. She doesn't save money.
- 7 There's not enough room in our flat. That's why I don't have a dog.
- 8 My dad is always busy. We don't spend much time together.
- 9 Timothy doesn't write songs for Sandra. She isn't a famous singer.
- 10 I can't eat this dish because I'm allergic to seafood.

Conditionals: revision

3 Choose the correct answers and write them in your notebook.

- 1 Mark tries to keep fit. He always goes jogging in the evening unless he **feels / will feel** very tired.
- 2 She's got a very stressful job. If she **didn't have to / wouldn't have to** work so hard, she **wouldn't get / didn't get** headaches so often.
- 3 Chris always **asks / will ask** his parents for help if he **will have / has** a problem.
- 4 If I **would be / were** you, I **wouldn't eat / ate** such a heavy meal in the evening.
- 5 People in this country **would be / were** happier if there **would be / were** more sunny days.
- 6 I **go / will go** with you if my mum **lets / will let** me.

4 In your notebook, complete sentences 1–5 with the correct form of the verbs in brackets. Use no more than four words.

- 1 (**unless / she / stay**) _____ at home to collect the parcel, she will have to go to the post office to pick it up.
- 2 If (**there / no / fog**) _____, the plane will land soon.
- 3 What do you do if (**you / not have**) _____ any homework?
- 4 (**he / lose / weight**) _____ quickly if he did some exercise.
- 5 If I (**not like**) _____ the present, I will not tell anybody about it.

5 Answer questions 1–10 in your notebook. Use your imagination.

- 1 What would you do if you saw a flying saucer?
- 2 What will you do tomorrow if the lessons finish early?
- 3 What animal would you like to have if you lived on a farm?
- 4 Where would you organise your birthday party if you had €1,000,000?
- 5 What do you need if you want to travel abroad?
- 6 What famous person would you like to meet if you had the chance?
- 7 What do you do when someone pays you a compliment?
- 8 What song would you sing if you took part in a talent show?
- 9 What would you do if you could be invisible for one day?
- 10 What present will you buy if a friend invites you to her birthday party?

Future time clauses

- Zdań okolicznikowych czasu używamy, aby opisać kolejność zdarzeń lub czynności w przyszłości. W zdaniach tych stosujemy spójniki: *after* (po tym, jak), *before* (zanim), *when* (kiedy), *until* (dopóki), *as soon as* (jak tylko).
- W tych zdaniach stosujemy następujące konstrukcje:

Zdanie główne	Zdanie podrzędne
will + bezokolicznik	present simple
I will call them	after we get back home.
You won't go out	until you clean your room.

1 In your notebook, complete sentences 1–7 with the correct form of the verbs in brackets.

- 1 When the film (**end**) _____, I will go to bed.
- 2 As soon as mum (**finish**) _____ cooking, she'll help you with your homework.
- 3 My parents (**not / let**) _____ my little brother walk to school alone until he is a little older.
- 4 When you read my email, I (**be**) _____ on the plane to Great Britain.
- 5 When the match (**be**) _____ over, they'll have a party.
- 6 Let's wait here until she (**come**) _____ back.
- 7 Tim will go cycling when the rain (**stop**) _____.

2 In your notebook, complete the second sentence so that it means the same as the first. Use the words in brackets.

- 1 Keith is taking his exams in June. Then he will go on holiday. (**as soon as**)
_____ his exams in June, he will go on holiday.
- 2 It will get dark soon. Then we will go home. (**when**)
We will go home _____ dark.
- 3 Mathew wants to meet his friend. His mum says he must do his homework. (**until**)
Mathew won't meet his friend _____ his homework.
- 4 Sarah's not here. She is having a piano lesson. (**after**)
Sarah _____ she finishes her piano lesson.
- 5 I will charge the battery in my phone. I must get home first. (**as soon as**)
I will charge the battery in my phone _____ home.

3 In your notebook, translate the Polish parts of sentences 1–8 into English. Use no more than five words.

- 1 (Kiedy skończy się lekcja) [redacted], we can go home.
- 2 I have to clean up my room (zanim moi rodzice wrócą) [redacted] home.
- 3 (Czy zadzwonisz do mnie) [redacted] as soon as you arrive?
- 4 Wait until the red light (zmieni się) [redacted] into green and then cross the street.
- 5 My parents will be happy (kiedy dowiedzą się) [redacted] my team has won the match.
- 6 Go straight ahead (aż zobaczysz) [redacted] a tall building, then turn right.
- 7 He'll buy a yacht (jak tylko będzie miał) [redacted] enough money.
- 8 I will check my email (zanim pójdę) [redacted] to bed.

4 In your notebook, complete sentences 1–8 with your own ideas.

- 1 I will meet you when [redacted].
- 2 The game will not start until [redacted].
- 3 I have to hurry to return the book before the library [redacted].
- 4 Please call me as soon as you [redacted].
- 5 Think twice before you [redacted].
- 6 Read the instructions carefully before you [redacted].
- 7 My dad will change his job as soon as he [redacted].
- 8 We will visit Jack after [redacted].



UNIT 10

Comparison of adjectives and adverbs

- Przymiotnik nazywa osoby lub rzeczy i odpowiada na pytania: jaki? jaka? jakie?

Stopniowanie przymiotników

- Aby porównać dwie osoby lub rzeczy, użyj przymiotnika w stopniu wyższym oraz słowa *than*.
- Do przymiotników krótkich (jednosylabowych, np. *long, great*) dodajemy końcówkę *-er*, aby utworzyć stopień wyższy, a końcówkę *-est*, aby utworzyć stopień najwyższy.
- Do przymiotników dłuższych (wielosylabowych, np. *interesting*) dodaj słowo *more* przed przymiotnikiem w stopniu wyższym, np. *more colourful*, lub *the most* w stopniu najwyższym, np. *the most colourful*.

This T-shirt is more colourful than the other one.

'Royal Mile' is the most popular restaurant in the city.

Zasady stopniowania przymiotników przedstawia poniższa tabela.

Przymiotniki krótkie (jednosylabowe i niektóre dwusylabowe):

	Stopień wyższy	Stopień najwyższy
long	longer	the longest
nice	nicer	the nicest
heavy	heavier	the heaviest
big	bigger	the biggest

Przymiotniki dłuższe (dwu- i wielosylabowe)

expensive	more expensive	the most expensive
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Przymiotniki nieregularne

good	better	the best
bad	worse	the worst

- Przysłówek opisuje sposób wykonania czynności i odpowiada na pytanie: jak? Aby utworzyć przysłówek, dodaj do przymiotnika końcówkę *-ly*, np. *quick – quickly, easy – easily*.

Stopniowanie przysłówków

- Aby utworzyć stopień wyższy przysłówków z końcówką *-ly*, dodaj *more* przed przysłówkiem (*more easily*);
- aby utworzyć stopień najwyższy, dodaj *the most* przed przysłówkiem (*the most easily*).

carefully	more carefully	the most carefully
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Uwaga!

Niektóre przysłówki mają taką samą formę, jak przymiotniki, np. *hard, little, early, late, fast*, i tworzą stopień wyższy w ten sam sposób, co przymiotnik, czyli *harder, less, earlier, later, faster*.

Comparative structures

- Aby porównać dwie osoby lub rzeczy, użyj przymiotnika lub przysłówka w stopniu wyższym oraz słowa *than* (niż).

*This jacket is **nicer than** the blue one.*

*This dress is **shorter than** the red one.*

*He can speak German **more fluently than** other students.*

- Aby powiedzieć, że jakaś osoba lub rzecz jest najlepsza, najdroższa itp., użyj przymiotnika w stopniu najwyższym.
*That's **the tallest** building in the town centre.*
*Sam spends his money **the most carefully** of us all.*

as ... as

- Aby porównać dwie osoby lub rzeczy, użyj konstrukcji *as* + przymiotnik/przysłówek (w stopniu równym) + *as* (tak ... jak).

*These jeans aren't **as nice as** the other ones.*

*I cannot dance **as beautifully as** my sister.*

Too and enough

- Przysłówka *enough* użyj w znaczeniu „dosyć”, „wystarczająco”, po przymiotniku, np.
*He isn't fast **enough** to win the race.*
- Przysłówka *too* użyj przed przymiotnikiem lub przysłówkiem w znaczeniu „zbyt”, np.
*This smartphone is **too** expensive for me.*

1 In your notebook, write sentences from the prompts using the comparative form of adjectives.

Steve / fast / Stanley

Steve is faster than Stanley.

- Jake / strong / Bill
- Jill / good / sportswoman / Peggy
- ski jumping / dangerous / cross-country skiing
- ice-skating / nice to watch / boxing
- golf / expensive to play / volleyball
- tennis racket / big / table tennis racket

2 In your notebook, complete sentences 1–9 with a comparative or superlative form of the adjectives in brackets.

- In Poland, August is (**hot**) than April.
- Jack is good at maths. Actually, he is (**good**) in our class.
- I'm busy at the moment, so maybe we could meet at a (**late**) time?
- I like this jacket, but it's (**expensive**) than I expected.

- For me, shopping is one of (**exciting**) free time activities.
- Novak Djokovic is one of (**talented**) tennis players in the world.
- Unfortunately, it's one of (**bad**) meals I've ever had in a restaurant.
- These shoes don't fit. I think I need a (**big**) size.
- The Ice Cream Farm (UK) is (**large**) ice cream centre in the world.

3 In your notebook, write comparative and superlative sentences using the prompts.

dog / antelope / cheetah – *fast*

An antelope is faster than a dog, but a cheetah is the fastest animal in the world.

- French / Chinese / English – *easy to learn*
- lake / sea / ocean – *large*
- downhill skiing / ski jumping / sky diving – *dangerous*
- Mont Blanc / Kilimanjaro / Mount Everest – *high*
- Uranus / Neptune / Pluto – *far from the Sun*
- the Yellow River / the Mississippi / the Amazon – *long*
- captain / major / general – *important*
- silver / gold / platinum – *expensive*

4 Choose the correct answers and write them in your notebook.

- My cousin drives his sports car very **fast** / **fastly**.
- The Bears won the match **easy** / **easily**.
- We were really **sad** / **sadly** after we lost the match.
- Jack worked **hard** / **hardly** to win the gold medal.
- Bolt came **late** / **lately** out of the starting blocks, but reached the finishing line first.
- Some athletes have to practise **near** / **nearly** every day to be champions.
- Professional athletes often earn very **high** / **highly** salaries.
- My sister can play tennis really **good** / **well**.



- 5 Form adverbs from the adjectives in the box. Then complete sentences 1–6 with the comparative or superlative form of the correct adverb. Write the answers in your notebook.

• careful • good • bad • fast • quiet • fluent

- 1 The supermarket isn't far, so we'll get there on foot than by bus.
- 2 Kasia lived in London for five years. That's why she can speak English in class.
- 3 This shirt fits me than the other one, so I'll take it, thanks.
- 4 Could you speak , please? You're disturbing us.
- 5 I think you should spend your money . You buy too many things you don't need.
- 6 I feel I play in the school team. I really need to practise more.

- 6 In your notebook, complete the second sentence so that it means the same as the first. Use *as ... as*. Use no more than three words.

- 1 The red trainers cost £20. The blue ones cost the same.
The red trainers cost the blue ones.
- 2 Mike saves some pocket money every month, but Peter hardly ever saves any money.
Peter can't save money as Mike.
- 3 Jack is the strongest boy in our school.
No other boy in the school is Jack is.
- 4 I find learning English easier than learning Japanese.
Learning Japanese isn't learning English, in my opinion.
- 5 Jason arrived at the meeting at eight. Robert came one hour after Jason.
Robert didn't arrive at the meeting Jason.
- 6 I am a worse dancer than my sister.
I cannot dance my sister can.

- 7 In your notebook, complete sentences 1–5 with *too* or *enough* and the words in brackets.

- 1 The shop closes at six, so I'm afraid we haven't got (*time*) to get there.
- 2 She didn't want to buy the dress because she said it wasn't (*trendy*) .
- 3 The weather isn't (*warm*) for us to go jogging.
- 4 The cake is (*sweet*) to eat.
- 5 He speaks French (*fast*) and I don't understand him.

- 8 In your notebook, translate the Polish parts of sentences 1–7 into English. Use no more than four words.

- 1 A photographic shop? I think you'll find one (*najłatwiej*) in the town centre.
- 2 This tea is (*zbyt gorąca*) to give to my little sister.
- 3 Fortunately, finding a new suit didn't take me (*tak długo jak*) I thought it would.
- 4 I'm afraid these shoes (*nie są wystarczająco wygodne*) . I'll try on another pair.
- 5 I loved the dress that I saw in the shop window, but I had (*zbyt mało pieniędzy*) to get it.
- 6 The team scored (*wystarczająco dużo punktów*) to be the national champions.
- 7 The cinema that has just opened in my city is one of (*najnowocześniejszych*) cinemas in the country.

So and such / What and how

- So (*tak*) stosujemy przed przymiotnikiem lub przysłówkiem
The tea is so sweet.
Maria sang so beautifully.
- Such (*taki*) stosujemy przed przymiotnikiem, po którym występuje rzeczownik niepoliczalny, a *a such a/an* przed przymiotnikiem, po którym występuje rzeczownik policzalny, np.
That was such excellent food.
It was such an amazing match.
- Zdania wykrzyknikowe możemy tworzyć za pomocą poniższych konstrukcji:
 - *What* + adjective + noun
What a great athlete! (Jaki świetny sportowiec!)
 - *How* + adjective
How interesting! (Ależ to ciekawe!)

- 1 In your notebook, complete sentences 1–7 with *so* or *such* / *such a(n)*.

- 1 My friend has a wonderful sense of humour.
He is funny guy.
- 2 We decided to stay at home. It was cold.
- 3 You shouldn't read magazines! There's nothing interesting in them.
- 4 It was easy test that we all wrote it in half an hour.
- 5 The sweatshirt was expensive that I couldn't afford it.
- 6 You've got beautiful furniture in your room.
- 7 Agnes played badly that she lost the game.

2 In your notebook, complete sentences 1–8 with the correct form of the words in brackets and *so* or *such* / *such a(an)*.

- I don't believe in what Tom says. (*He / be / liar*) .
- Next time read the instructions carefully, and (*not / make / stupid / mistake*) .
- (*Mum / feel / tired*) yesterday that she fell asleep on the sofa.
- I must buy a counter for my bike. (*It / be / useful / gadget*) .
- We love listening to Brenda. (*She / sing / beautifully*) .
- (*dog / bark / loudly*) that it woke up everybody in the house.
- I enjoy spending time with Eve and Tim. (*They / be / lovely / people*) .
- Everybody believes Maciek is a native speaker of English. (*He / speak / fluent*) .

3 In your notebook, complete the sentences with *what*, *what a(an)* or *how*.

- beautiful butterfly!
- great trip!
- nice of you to bring the flowers!
- funny joke!
- interesting!
- silly of me to ask him this question!
- amazing style!
- amazing story!
- mess!



UNIT 11

Past perfect

- Użyj czasu *past perfect*, aby opisać czynności lub sytuacje przeszłe, które miały miejsce wcześniej niż inne wydarzenia w przeszłości, np. *She didn't know how to play tennis because she hadn't tried it before.*

Zdania twierdzące

I / You / He / She / It /	had ('d)	German
We / You / They	learnt	before.

Zdania przeczące

I / You / He / She / It /	had not (hadn't)	German
We / You / They	learnt	before.

Pytania

Odpowiedzi

Had he practised this sport?	Yes, he had. No, he hadn't.
Had they won any match before James joined the team?	Yes, they had. No, they hadn't.
Where had she lived before she moved to Poznań?	

1 In your notebook, complete sentences 1–4 with the correct form of the verbs in brackets. Use the past perfect.

- When I joined the gym, I felt very unfit at first because I (*not do*) any sports for a few years.
- Peter couldn't dance at my birthday party because a week earlier he (*break*) his leg.
- Tom told me yesterday that he didn't play basketball in the club any longer. He (*give*) it up a few weeks earlier.
- After my little brother (*eat*) too much chocolate, he had a terrible stomachache.

2 In your notebook, write past perfect sentences about situations 1–7. Use the word in brackets to join the sentences.

Tom trained hard for three months. He won the tennis tournament. (*after*)

After Tom had trained hard for three months, he won the tennis tournament.

- Mr Jenkins couldn't see the doctor. The doctor left his office an hour earlier. (*because*)
- She went to bed. Monica drank a glass of hot milk. (*before*)
- Someone stole Ann's bicycle. Ann did not go cycling with us last weekend. (*because*)
- Peter felt better. Peter stayed all week in bed. (*after*)
- The film started. Then we arrived at the cinema. (*by the time*)

- 6 My sister stayed up all night. She was very tired in the morning. (*because*)
- 7 We played Monopoly. We finished doing our homework. (*after*)

Past tenses: revision

- Użyj czasu *past simple*, aby opisać czynności i sytuacje, które zostały zakończone w przeszłości, np. *Sue went to see a dentist yesterday.*
- Użyj czasu *past continuous*, aby opisać czynności, które trwały w momencie, kiedy miała miejsce inna czynność przeszła, np. *I was running in the park when I met my English teacher.*
- Użyj czasu *past perfect*, aby opisać czynności lub sytuacje, które miały miejsce przed inną czynnością lub sytuacją w przeszłości, np. *We all felt very tired after we had run almost five kilometres.*

1 In your notebook, complete sentences 1–6 with the correct past form of the words in brackets. Use no more than four words.

- 1 Sue felt much better after she (*tell*) her mother about her problem.
- 2 Mark hurt his leg badly while (*he / play / basketball*) last week.
- 3 (*I / never / meet*) a famous person before, so I didn't know what to say.
- 4 (*you / watch*) 'You Can Dance' when I called you last night?
- 5 Mike (*break / arm*) while he was skiing in the Tatras.
- 6 What (*you / do*) when I called? You did not answer the phone.

2 In your notebook, complete the text with the correct past forms of the verbs in brackets.

It was a long lunch break and Wayne ¹(*have*) his lunch in the school canteen. He ²(*sit*) alone because he had started that school only two days earlier and still ³(*not make*) any friends. So, he ⁴(*feel*) quite surprised when Gareth, the captain of the school football team, ⁵(*come*) over to his table. 'You're Wayne, right? You ⁶(*be*) at St Patrick's High School before you ⁷(*come*) to us. And you ⁸(*play*) for their football team there.' 'Yes, how do you know that?' 'Our coach ⁹(*tell*) me about you yesterday. You know, before he started to work in our school, he ¹⁰(*be*) your ex-coach's assistant and they're still close friends. Anyway, the thing is we could do with a good player. Interested?'

3 In your notebook, complete sentences 1–5 with your own ideas.

- 1 When Tom got back to his car, he discovered that someone .
- 2 By the time I arrived at school, .
- 3 When we reached the top of the mountain, .
- 4 When Juila got home, her parents .
- 5 While they were cleaning their house, .
- 6 The accident happened because .
- 7 The test had already started when I .
- 8 While I was revising for the test, my friends .
- 9 When the teacher walked into the room, the boys .

Verb patterns

- Użyj bezokolicznika z *to*:
 - aby wyrazić cel, np. *We went to the cinema to see a film.*
 - po niektórych przymiotnikach, np. *We were really excited to meet the actors.*
 - po niektórych czasownikach, np. *advise, agree, ask, choose, decide, expect, manage, mean, offer, plan, promise, tell, want, would like.*
 - My parents promised to buy me a new guitar.*
 - The doctor asked us to visit her after a month.*
- Użyj formy czasownika z końcówką *-ing*:
 - po niektórych czasownikach, np. *like, love, enjoy, hate, (not) mind, prefer*, np. *She enjoys watching soap operas.*
 - po wyrażeniach z przyimkiem, np. *be good at, be keen on, be sorry for*, np. *We were keen on seeing the show.*
 - po czasownikach, po których występuje przyimek, np. *thank for, think of, prepare for, dream of / about, look forward to*, np. *I'm thinking of going to Ireland next summer.*

1 Choose the correct answers and write them in your notebook.

- 1 I don't enjoy *watching / to watch* horror films.
- 2 I asked my mother *helping / to help* me write an essay.
- 3 Are you thinking of *visiting / to visit* Oxford when you go to England in summer?
- 4 Sue was really sad *leaving / to leave* her friends when she moved to another town.
- 5 My brother decided *studying / to study* mathematics.
- 6 I'm really looking forward *to going / to go* to my new school.
- 7 Are you fond of *reading / to read* historical books?

2 In your notebook, complete sentences 1–8 with the correct form of the verbs in brackets.

- I'm not very good at (**play**) _____ the piano.
- The teacher wants us (**write**) _____ a short story for next week.
- She offered (**buy**) _____ the cinema tickets for us.
- I prefer (**read**) _____ books to (**watch**) _____ films.
- The film was so scary that I couldn't sleep after (**see**) _____ it.
- She did a lot of research (**find**) _____ some information for her project.
- I don't mind (**listen**) _____ to blues, although it isn't my favourite music.
- Mrs Jory was very happy (**get**) _____ some flowers from her students.

3 In your notebook, complete sentences 1–6 with the correct form of the words in brackets. Use no more than five words.

- I like films very much, and I (**interested / learn**) _____ more about the history of the cinema.
- My brother is going out tonight, but I (**plan / stay**) _____ at home and watch a film on DVD.
- My best friend (**dream / study**) _____ medicine in the future.
- My mum always (**tell / I / clean**) _____ my room.
- (**you / enjoy / go**) _____ to school?
- My parents (**not / want / give**) _____ me money for a new laptop.

4 In your notebook, complete the second sentence so that it means the same as the first. Use no more than four words.

- My friend often says I should join a band.
My friend often tells _____ band.
- I'm quite sure she'll win the singing contest.
I expect her _____ contest.
- Visiting the zoo was an exciting experience for the students.
The students were _____ the zoo.
- I borrowed some money from Tom because I wanted to buy a hamburger.
I borrowed some money from Tom to _____.
- 'Would you like me to carry your bag?' asked my friend Peter
My friend Peter offered _____.

5 In your notebook, complete sentences 1–6 with your own ideas.

- I enjoy _____ in my free time.
- I love _____ but I don't mind _____.
- I am really good at _____.
- I have recently decided _____ next weekend.
- In the future, I would like _____.
- I don't want _____ tonight because _____.

UNIT 12

Reported speech

Użyj mowy zależnej, kiedy chcesz zrelacjonować czyjąś wypowiedź, a nie przytoczyć ją dosłownie. W mowie zależnej zastosuj reguły następstwa czasów, które przedstawia poniższa tabela.

Mowa niezależna	Mowa zależna
present simple to be	past simple to be
I'm interested in computers.	He said he was interested in computers.
present simple	past simple
We do voluntary work every weekend.	They said they did voluntary work every weekend.
present continuous	past continuous
I am playing a video game.	She said she was playing a video game.
past simple to be	past perfect to be
Monica was at the cinema.	They said that Monica had been at the cinema.
past simple	past perfect
Mike bought a new laptop.	They said Mike had bought a new laptop.
present perfect	past perfect
We have taken some pictures.	They said they had taken some pictures.
future simple (will)	would
The teacher will come to the meeting.	He said that the teacher would come to the meeting.
can	could
She can write new software.	They said she could write new software.
must	had to
We must report it to the police.	She said we had to report it to the police.

Pamiętaj, że w mowie zależnej należy zmienić również inne elementy zdania, zwłaszcza określenia czasu i miejsca.

Mowa niezależna	Mowa zależna
today	that day
tonight	that night
now	then
yesterday	the day before
last week / month / year	the previous week / month / year
last Monday / weekend	the previous Monday / weekend
a week / month / year ago	a week / month / year before
tomorrow	the next / following day
next week / month / year	the next / following week / month / year
here	there
this	that
these	those

Uwaga!

He **said me (that)** he was a hacker. He **told me (that)** he was a hacker.

Reported questions

Aby przytoczyć pytanie w mowie zależnej, użyj szyku zdania oznajmującego oraz zmień czas zgodnie z regułą następstwa czasów.

- Po czasownikach wprowadzających pytanie ogólne w mowie zależnej, np. *ask, inquire, want to know*, zamiast czasownika posiłkowego tworzącego pytanie wstaw spójnik *if*.

Pytania ogólne	
Mowa niezależna	Mowa zależna
'Do you often miss classes?'	She asked me if I often missed classes.
'Have you ever done an experiment?'	She asked him if he had ever done an experiment.

- W przypadku pytań szczegółowych pomiń spójnik *if* i zostaw zaimek pytający (*where, when, who, why, how*).

Pytania szczegółowe	
'Where is Sue?'	They asked where Sue was .
'What are you doing?'	He asked what I was doing .

Uwaga!

Pamiętaj o zmianie zaimków/przymiotników dzierżawczych w całości wypowiedzi.

1 Choose the correct answers and write them in your notebook.

- 'I made 1,000 copies on this printer yesterday.'
Sue said that she **made / had made** 1,000 copies on that printer the day before.
- 'I'm not going to lie.'
She said she **wasn't / isn't** going to lie.
- 'The doctor will arrive soon.'
You told me that the doctor **will / would** arrive soon.
- 'Everyone must switch off their computers.'
The teacher told us that everyone **must / had to** switch off their computers.
- 'I don't like reading crime stories.'
She said she **didn't like / hadn't liked** reading crime stories.
- 'She can't come to the meeting next week.'
He told me that she **didn't / couldn't** come to the meeting the following week.
- 'I've just downloaded a new song.'
She said she **just downloaded / had just downloaded** a new song.

2 In your notebook, complete sentences 1–6 with **said** or **told**. Correct the words which have been crossed out.

- She us someone had stolen her smartphone ~~yesterday~~ .
- They they were listening to music ~~now~~ .
- He he hadn't seen anyone ~~here last night~~ .
- I them that the computer conference would be at our school ~~tomorrow~~ .
- They they weren't coming to school ~~today~~ .
- He me his computer had crashed ~~last Saturday~~ .

3 In your notebook, rewrite sentences 1–6 in the reported speech.

- 'I'm not interested in computer technology.'
Jim informed me .
- 'I don't know any famous politicians.'
Tom said .
- 'We've worked as computer programmers for a long time.'
The men told us .
- 'My father can drive a car very well.'
Mark said .
- 'We're learning a new computer programme today.'
My friend told me .
- 'I won't do that again.'
The young hacker said .

4 Choose the correct answers and write them in your notebook.

- 1 They asked me ☐ to give me a new smartphone for my birthday.
a were my parents going
b if my parents are going
c if my parents were going
- 2 The police asked her what time ☐ home that morning.
a she had left
b had she left
c did she leave
- 3 I asked the scientist what research ☐ at the moment.
a is he doing
b he was doing
c were he doing
- 4 The students asked the teacher ☐ some questions.
a could she answer
b if she can answer
c if she could answer
- 5 Mark asked Jo ☐ her new tablet.
a could she lend him
b if she can lend him
c if she could lend him
- 6 I asked my friend when ☐ his English language course.
a he begun
b he had begun
c had he begun

5 In your notebook, rewrite sentences 1–5 in the reported speech.

- 1 'Did you go abroad last summer?'
My friends asked me ☐.
- 2 'What do you think of the problem?'
She asked me ☐.
- 3 'Is your brother interested in mathematics?'
They asked me ☐.
- 4 'What time will you be home tomorrow?'
My sister asked me ☐.
- 5 'Were you at the meeting?'
I asked him ☐.

6 In your notebook, correct the mistakes in sentences 1–4.

- 1 Tom told that he wanted to do voluntary work in the local hospital.
- 2 I asked the shop assistant if I can try on that blouse.
- 3 She asked the mechanic when would he repair her bicycle.
- 4 They said they were having a meeting today.

7 In your notebook, rewrite questions 1–5 in the reported speech.

- | | |
|----------------|---|
| Eric: | Why did you become a scientist? |
| Martha: | What problems will science help to solve in the future? |
| Daniel: | Have you made any interesting discoveries recently? |
| Tina: | Are you doing any important research? |
| Mark: | What can teachers do to make science more interesting for students? |

- 1 Eric asked the professor ☐.
- 2 Martha asked him ☐.
- 3 Daniel asked him ☐.
- 4 Tina asked ☐.
- 5 Mark asked ☐.

8 In your notebook, complete sentences 1–5 with the correct form of the words in brackets. Use no more than three words.

- 1 I asked my friend (**he / want**) ☐ to do some voluntary work the next day.
- 2 He told his parents that his (**team / win**) ☐ the match that day.
- 3 She said (**she / work**) ☐ with computers in the future.
- 4 He asked me how long the (**meeting / last**) ☐ the week before.
- 5 I told my mother that (**we / visit**) ☐ the British Museum the day before.

9 In your notebook, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 'My laptop broke last night,' she said.
She said her laptop ☐ previous night.
- 2 'She's a dangerous hacker,' he said to us.
He told us that she ☐ hacker.
- 3 'Did you break your arm last winter?' she asked me.
She asked me ☐ broken my arm the previous winter.
- 4 'I can't come to the meeting tomorrow,' he told me.
He told me he ☐ to the meeting the following day.
- 5 'Do you have to write an essay for your next English lesson?' mum asked Ruth.
Mum asked Ruth ☐ to write an essay for her next English lesson.

10 In your notebook, complete sentences 1–8 with the correct form of the phrases below. Add extra words where necessary.

- come / school • play / piano
- have / fantastic poster • can help / she
- not see / she • buy / his iPod • go / cinema
- learn / swim

- 1 It was already 11 o'clock. I asked Tom why he so late.
- 2 Susan said that she at the pool that month.
- 3 He looked around my room and said that I on the walls.
- 4 My mother asked me if I clean the house on Saturday.
- 5 I asked Mark where he . I wanted to buy the same type.
- 6 Pete said that his neighbours' son every evening. He's very good at it!
- 7 Fiona asked us when we . She wanted to go with us.
- 8 Everyone was looking for Ann, but I said that I for two days.

UNIT 13

Indirect questions

- Pytań pośrednich używamy, aby zadać pytanie lub wyrazić prośbę bardziej uprzejmie, np.
Can you tell me where the nearest bus stop is?
Do you know if they will come to the party?
- Pytania pośrednie tworzymy, poprzedzając pytanie zdaniem wprowadzającym, np.
Could you tell me ...? I wonder ... I would like to know ...
- W pytaniach pośrednich w zdaniu podrzędnym (po zaimkach *where, when, how much* itd.) stosujemy szyk zdania oznajmującego:
How much does this laptop cost?
Can you tell me how much this laptop costs?

Where is the science lab?
I don't know where the science lab is.

1 In your notebook, write indirect questions. Start with the phrases below.

- 1 'Are you very busy?'
I'd like to know .
- 2 'Will it snow today?'
Do you know .
- 3 'Has he eaten his breakfast?'
I wonder .
- 4 'Did you book the tickets?'
Could you tell me .

- 5 'Can Alice play tennis?'
I don't know .
- 6 'Is Jennifer doing anything important now?'
Can you tell me .
- 7 'Does he speak Greek?'
Do you have any idea .
- 8 'Can they dance?'
Please find out .
- 9 'Do you love me?'
Tell me .
- 10 'Should I say "sorry" to her?'
I am not sure .

2 In your notebook, finish the second sentence in each pair using indirect questions.

- 1 'When is Mary's birthday?'
Do you know when .
- 2 'Where was Shakespeare born?'
Do you remember where .
- 3 'What time does the train for Leeds leave?'
Please check what time .
- 4 'Why did Pam go home after the meeting?'
I wonder why .
- 5 'How many times has she been to Manchester?'
Ask her how many times .
- 6 'Who are they working on the project with?'
Can you tell me .
- 7 'How much did you pay for your new laptop?'
Tell me .
- 8 'How long has Jackie known my brother?'
Could you tell me how long .
- 9 'Why does he prefer apples to bananas?'
I don't know why .
- 10 'Are you interested in ecological projects?'
I'd like to know .

3 Imagine an astronaut is going to visit your school next week. Write five indirect questions you would like to ask.

Can you tell me how many times you have travelled into space?



Articles: a/an, the and zero article

Użyj przedimka **a/an**:

- z rzeczownikiem policzalnym w liczbie pojedynczej, wymieniając jakąś osobę lub rzecz po raz pierwszy, np. *I've got **a** dog. There's **an** elephant.*
- mówiąc, że jakaś osoba lub rzecz należy do pewnej kategorii, np. *An emu is **a** bird.*
- opisując jakąś cechę osoby lub rzeczy, np. *It's **an** old forest.*

Użyj przedimka **the**:

- kiedy mówisz o jakiejś osobie lub rzeczy po raz kolejny lub z kontekstu wiadomo, o kim/o czym jest mowa, np. *Yesterday I found **a** cat in the garden. **The** cat was all black.*
***The** park next to my house is really nice.*
- aby zaznaczyć, że istnieje tylko jedna osoba lub rzecz danego typu, oraz z przymiotnikami w stopniu najwyższym, np. *Asia is **the** largest continent in the world.*
- przed nazwami rzek, oceanów, łańcuchów górskich, pustyń, niektórych państw, np. *the Nile, the Pacific Ocean, the Rocky Mountains, the Sahara Desert, the United States, the United Kingdom.*

Nie używaj przedimka:

- przed rzeczownikami niepoliczalnymi, np. *Air pollution is **a** serious problem in Poland.*
- przed rzeczownikami policzalnymi w liczbie mnogiej, jeżeli wymieniasz je po raz pierwszy, np. *I'm afraid of **snakes**.*
- przed nazwami własnymi, takimi jak nazwy kontynentów, krajów, miast, szczytów górskich, np. *Europe, Germany, Berlin, Mount Everest.*
- w niektórych wyrażeniach, np. *at work, in bed, at home, have breakfast / lunch / dinner.*

1 Choose the correct answers and write them in your notebook.

- 1 There's **a** / - new gym near my house.
A / **The** gym is open every day.
- 2 Give me **the** / - red pen lying on **the** / - table.
- 3 **A** / - parrot is - / **a** bird.
- 4 We usually have **the** / - breakfast at 7 am.
- 5 **The** / **A** dress Sarah is wearing is expensive.
- 6 My cousins live in - / **a** small town.
- 7 Jane's younger **the** / - brother is **a** / - student.
- 8 My dad always drinks **a** / - cup of **the** / - coffee after **the** / - dinner.
- 9 Turn down **the** / - radio, please. **The** / **A** music is just too loud.
- 10 In **the** / **a** photo I can see **a** / - boy and - / **a** girl.
- / **The** boy is singing and - / **the** girl is dancing.

2 In your notebook, complete the text with a/an, the or put – for no article.

Moving to ¹ [] United States was a good decision for our family. We moved here in July. My parents bought ² [] apartment in ³ [] New York City. In my opinion, New York is ⁴ [] most exciting city in ⁵ [] world. It is full of adventure and interesting people. Yesterday I saw ⁶ [] famous actor on the street! He gave me his autograph. My father has ⁷ [] job in one of the banks here. ⁸ [] bank is on Wall Street. My father has ⁹ [] office on ¹⁰ [] thirty-first floor. I visited him there on ¹¹ [] Friday. He had some free time so he invited me to ¹² [] lunch to ¹³ [] McDonald's near his bank. Tomorrow I am going to ¹⁴ [] school for ¹⁵ [] first time. I am happy because I will meet Mark there. Mark is my new neighbour. He plays ¹⁶ [] basketball very well. He is ¹⁷ [] captain of the school team. I am going to train with him three times ¹⁸ [] week. I am really excited about it.

3 In your notebook, complete sentences 1–4 with a/an or the or put – for no article.

- 1 They went on [] trip to [] Africa last year. They took [] fantastic photos of [] landscape and [] wild animals.
- 2 [] weather was terrible yesterday. It was [] very cold day, with [] heavy rains and [] strong winds.
- 3 There's [] small lake outside [] town where I live. [] residents of [] town like walking and cycling around [] lake.
- 4 In general, I like [] animals. [] only kind I can't stand are [] snakes. I'd never keep [] pet snake at [] home!

4 In your notebook, complete sentences 1–10 with the article the or put – for no article.

- 1 He was born in [] Germany in 2008.
- 2 My class is going on a trip to [] Netherlands.
- 3 Does [] Danube flow into [] Black Sea?
- 4 He is an experienced climber so next year he is going to climb [] Himalayas.
- 5 Where is [] Lake Windermere located?
- 6 Paris is famous for [] Eiffel Tower.
- 7 You must go and see [] Buckingham Palace when you're in London.
- 8 [] Mount Everest and [] K2 are the two highest mountains in the world.
- 9 I'd like to travel to [] Moon one day.
- 10 Peru is a country in [] South America.

Can / could and be able to

- Can stosujemy, aby wyrazić umiejętność posiadaną (lub nie) w teraźniejszości, np.
Pam can't read, she's only four.
- Could stosujemy, aby wyrazić umiejętność posiadaną (lub nie) w przeszłości, np.
I didn't go to the party because I couldn't dance.
- Can i could możemy też stosować, gdy wyrażamy prośbę lub gdy pytamy/prosimy o przyzwolenie, np.
Could I use your phone?

Zdania twierdzące

I / He / She / It /

We / You / They

can / could speak Chinese.

Zdania przeczące

I / He / She / It /

We / You / They

cannot (can't) / could not (couldn't)
speak Chinese.

Pytania

Can / Could you help me?

Odpowiedzi

Yes, I can.

No, I can't.

Where can I find a park here?

- Konstrukcji **be able to** używamy, aby zastąpić czasowniki *can* i *could*, szczególnie w czasach innych niż *present simple* i *past simple*.
I would like to be able to paint.
Chris has never been able to learn Chinese.

- 1 In your notebook, complete the gaps in sentences 1–7 with **can** or **could**. Write affirmative and negative forms.

- 1 It's a pity I jump like a kangaroo.
- 2 Cheetahs run very fast.
- 3 Dolphins fly, but they swim very well.
- 4 When I was five I ride a bike very well, but I skate.
- 5 How many foreign languages you speak?
- 6 you show me the way to the zoo?
- 7 The dog wants to go out. you walk him?

- 2 In your notebook, complete sentences 1–7 with the correct form of **be able to**. Write affirmative forms, negative forms, or questions.

- 1 Peter never learn to dance. He doesn't like it.
- 2 Jane read French at the age of five.
- 3 The doctor is very busy now but I'm sure she see you tomorrow.
- 4 I skate since I was six. I'm really good.
- 5 George is a great swimmer. He swim five kilometers without a break.

- 6 Mark is ill – he to go hiking with us next Saturday.
- 7 I'm sorry but I to phone you yesterday.

- 3 In your notebook, translate the Polish parts of sentences 1–6 into English.

- 1 (Możemy zobaczyć) the mountains from our windows.
- 2 (Czy mógłbyś powiedzieć) me the truth?
- 3 How many people (możemy zaprosić) to the party?
- 4 I would like (potrafić tańczyć) the Waltz.
- 5 (Czy będziesz mogła przyjść) to the meeting tomorrow?
- 6 (Czy mógłbym zrobić) a picture of you?

Demonstrative pronouns

- Zaimków wskazujących: *this* (l.poj.), *these* (l.mn.)
używaj, aby wskazać na kogoś lub coś znajdującego się w pobliżu.
- Zaimków wskazujących: *that* (l.poj.), *those* (l.mn.)
używaj, aby wskazać na kogoś lub coś znajdującego się w pewnej odległości.
This is my room. That is my brother's room.
Take these books from the floor. Look at those skyscrapers over there.

Uwaga!

This / that - liczba pojedyncza

These / those - liczba mnoga

- 1 In your notebook, complete sentences 1–4 with **this**, **that**, **these** or **those**.

- 1 are my books on the desk.
- 2 Whose is sports car over there?
- 3 houses by the sea are very nice.
- 4 Is your new tablet?

- 2 In your notebook, complete the dialogue with demonstrative pronouns: **this**, **that**, **these** or **those**.

A: Good afternoon. I'd like to return the books.

B: Ok. It seems ¹ books are two weeks overdue.

A: Sorry. It'll never happen again.

B: Put them on ² desk over here, but please don't take ³ books lying on the desk. They're for somebody else.

A: Do you have any books in English?

B: You'll find them on ⁴ shelves in ⁵ bookcase over there.

A: Thank you.

UNIT 14

Tense revision

	Przykład	Typowe określenia czasu
Czas <i>present simple</i> stosuj, aby: - opisać nawyki; - opisać czynności codzienne.	<i>We often go out at weekends.</i> <i>How many times a week do you play volleyball?</i>	<i>never, hardly ever, sometimes, often, usually, always, every day, twice a week</i>
Czas <i>present continuous</i> stosuj, aby: - opisać czynność wykonywaną w chwili mówienia lub tylko tymczasowo; - opisać czynności zaplanowane na najbliższą przyszłość.	<i>They are preparing a presentation about homeless people this week.</i> <i>We are going on a school trip to Kraków tomorrow.</i>	<i>now, at the moment, today, this week, this month, tomorrow, next week</i>
Czas <i>present perfect</i> stosuj, aby: - opisać czynności, które miały miejsce niedawno, a ich skutki są widoczne obecnie; - opisać sytuacje, które trwają od jakiegoś czasu do teraz.	<i>I'm sorry. I have broken your mug.</i> <i>Sue has worked as an engineer for two years.</i>	<i>never, ever, already, yet, just, since 1993, for many years</i>
Czas <i>past simple</i> stosuj, aby: opisać zakończone czynności i zdarzenia przeszłe.	<i>I took part in an ecological protest last week.</i>	<i>yesterday, last week / month / year, a few days / weeks / months / years ago, in 2013</i>
Czas <i>past continuous</i> stosuj, aby: - opisać zdarzenia i czynności, które trwały w pewnym momencie w przeszłości. - opisać trwanie danego zdarzenia lub czynności w przeszłości, podczas gdy wydarzyło się coś innego.	<i>At 8 pm last night, I was watching a horror film on TV.</i> <i>My mum was cooking dinner when I came back home.</i>	<i>at 9 am yesterday</i>
Czas <i>past perfect</i> stosuj, aby: opisać czynności przeszłe, które poprzedzały inne czynności przeszłe.	<i>Before we got to the theatre, the play had already begun.</i>	<i>when, after, before, by the time</i>
Will stosuj, aby: - wyrazić spontaniczne decyzje; - opisać przewidywanie dotyczące przyszłości.	<i>Wait! I'll help you carry this bag.</i> <i>I think people will live on Mars one day.</i>	<i>tomorrow, next week / month / year, in a few days / weeks</i>
Be going to stosuj, aby: - opisać zamierzenia na przyszłość; - opisać sytuacje, które wkrótce się wydarzą, gdyż wskazują na to obecne okoliczności.	<i>I am going to study medicine.</i> <i>Look at the sky – it's going to rain soon.</i>	

1 Choose the correct answers and write them in your notebook.

- I **had / have had / had had** this mobile phone since last year.
- We haven't got any plans for tomorrow. Maybe we **are visiting / are going to visit / will visit** some friends.
- He **has studied / was studying / had studied** for a maths test when I came home.
- Before she bought her new car, she **was having / has had / had had** the old one for 10 years.
- You can take my laptop for a while. I **don't use / am not using / haven't used** it right now.
- We **bought / have bought / were buying** a new printer yesterday.
- She **goes / is going / has gone** jogging twice a week.
- I can't go out this evening. I **will study / am going to study / study** for a physics test.
- Let's stay in the pool. Mum **is calling / will call / calls** us when the dessert is ready.
- Look! There's a police officer there. I **ask / am asking / will ask** him the way to the post office.

2 In your notebook, complete the gaps with the correct form of the verbs in brackets.

- 1 We **(visit)** _____ Stockholm last weekend. We **(be)** _____ there a few times before that, but we still **(enjoy)** _____ the visit very much.
- 2 Pete **(become)** _____ interested in history last year. Since then, he **(read)** _____ a lot of historical books.
- 3 Usually I **(not go)** _____ to bed so late at night, but tonight I **(watch)** _____ my favorite TV series.
- 4 John **(begin)** _____ collecting stickers two years ago. He **(already / collect)** _____ about 1,000 stickers.
- 5 My computer **(break)** _____ yesterday while I **(do)** _____ my homework. It's quite old, so we **(buy)** _____ a new one soon.
- 6 A: What project **(you / work on)** _____ ?
B: It's about festivals and holidays in Poland. We still have a lot of work but we **(already / draw)** _____ the posters.

3 In your notebook, translate the Polish parts of sentences 1–10 into English. Use no more than four words.

- 1 When I got to the station, Mark **(czekał na mnie)** _____ on the platform. I was very happy to see him.
- 2 **(Czy on chodzi)** _____ this school? No, he's only come here to take his younger sister home.
- 3 By the time we **(dotarliśmy)** _____ the station, the train had already left.
- 4 Do you think that **(ludzie kiedykolwiek będą żyć)** _____ on other planets?
- 5 We only bought this video camera yesterday and we **(nie używaliśmy jej)** _____ yet.
- 6 I think that next Sunday **(pojadę na ryby)** _____ with my dad.
- 7 I was a little afraid of the flight because **(nie podróżowałem)** _____ by plane before.
- 8 John is in the garage. **(On reperuje)** _____ his car there now.
- 9 The man fell while he **(przechodził przez ulicę)** _____ yesterday.
- 10 Lucy discovered that she **(zapomniała)** _____ to take her camera on the trip.

4 In your notebook, write questions about the underlined parts of the sentences.

- 1 I borrow three books from the library every week.
- 2 The woman thanked me for helping her cross the street.
- 3 The sun always shines in Jamaica.
- 4 Fiona has just lost her wallet.
- 5 Yesterday at 6 pm, Bill and Sue were jogging in the forest.
- 6 While Mary was taking a bath the telephone rang.
- 7 She'll call us after the lesson.
- 8 It took me a month to prepare this presentation.
- 9 The teacher is correcting our homework now.
- 10 Donna had lived in London for five years before she moved to Lublin.

5 In your notebook, complete the second sentence so that it means the same as the first. Use the words given. Do not change their form.

- 1 Jack is a very good volleyball player. **VERY**
Jack _____ well.
- 2 The last time we had a maths test was two months ago. **FOR**
We _____ two months.
- 3 There was a lot of noise in the street. They couldn't sleep. **SOMEONE**
They couldn't sleep because _____ a lot of noise in the street.
- 4 We still don't have any food for the party. **BOUGHT**
We _____ for the party yet.
- 5 Peter saved enough money and he bought a snowboard. **HAD**
After Peter _____, he bought a snowboard.
- 6 Sue is planning to invite five friends to her birthday party. **GOING**
Sue _____ to her birthday party.
- 7 Jane hasn't visited her aunt in Canada for two years. **VISITED**
Jane last _____ ago.
- 8 The teacher came into the classroom and saw all the students at their desks. **SITTING**
When the teacher came into the classroom, _____ at their desks.
- 9 Tom is doing the second exercise now. **HAS**
Tom _____ so far.
- 10 It is too rainy to go to the beach today. **GOING**
We are _____ to the beach today because it is too rainy.

6 In your notebook, write a short story about the people in the picture. Use different tenses. Use the phrases from the box and your own ideas. Write:

- who the main characters are
- where they went
- what they were doing
- what happened to them.

- go camping
- have a good time
- sleep in a tent
- hear strange noises
- get frightened
- scream
- see a strange creature
- take photos



Reflexive pronouns; each other

Zaimków zwrotnych użyj:

- aby określić, że czynność odnosi się do osoby, która ją wykonuje, np. *Don't cut **yourself** with the knife!*
*I always sing to **myself** when I'm happy.*
- aby powiedzieć, że dana osoba wykonuje czynność samodzielnie, np.
*Don't help **her**. She can do it (by) **herself**.*
- w sytuacji gdy mówimy, że jakieś osoby wzajemnie coś wykonały wobec siebie, używamy zaimka **each other**, np.
*I often write to **Peter**. **Peter** often writes to **me**.*
*We often write to **ourselves** **each other**.*

1 In your notebook, complete the sentences with the correct reflexive pronouns or **each other**.

- 1 Pam hurt [] when she was cutting onions.
- 2 When I feel unhappy, I go shopping and buy something just for [].
- 3 My friends and I often help [] with our difficult homework.
- 4 Be careful! The oven is very hot. Don't burn []!
- 5 My sister and I always try to give [] funny presents for our birthdays.
- 6 Bob looked at [] in the mirror. He looked very elegant.

2 In your notebook, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 I always have good fun when I visit my cousins.
I always enjoy [] visit my cousins.
- 2 I send postcards to my best friend. She also sends postcards to me.
My best friend and I often send postcards [].
- 3 No one helps me to tidy my room.
I always tidy [].
- 4 I didn't understand Thomas because he spoke German. I don't speak German.
Thomas and I didn't [] because I don't know German.
- 5 It's not your fault that there is such a mess in this room.
You shouldn't blame [] for the mess in this room.
- 6 We are really good friends. Ann helps me and I help her when we have problems.
Ann and I always help [] when we have problems.



Modals: deduction (present)

- Aby wyrazić przypuszczenie, używamy czasowników *may*, *might* i *could*.

We might win tomorrow's game.

It might snow tonight.

- Aby wyrazić przekonanie, że coś niemal na pewno nie jest możliwe, używamy czasownika *can't*.

She can't be at home. She left one hour ago.

- Aby wyrazić przekonanie, że coś jest niemal pewne, używamy czasownika *must*.

She must know him very well.

- 1** In your notebook, complete the sentences about the pictures. Use *must*, *can't*, *may*, *might*, or *could*.

The film must be really scary.



- 1 This be a shark. There are no sharks in this lake.



- 2 She be happy. She's crying.



- 3 I think the picture be taken in Italy or Spain.



- 4 He be a good skier. He has fallen again.



- 5 They be a father and a son, but I am not sure.



- 2** In your notebook, rewrite sentences 1–5 using *must*, *can't*, *may* / *might*, or *could*.

It is possible that Jane is at home.

She may be at home.

- 1 I'm sure they are hungry.
- 2 I'm sure Julia doesn't work at the bank.
- 3 Perhaps Greg speaks five foreign languages.
- 4 I'm certain that Bon and Jack are not cousins.
- 5 I'm sure they know this city very well.

- 3** In your notebook, translate the Polish parts of sentences 1–6 into English. Use no more than four words.

- 1 It (*musi być naprawdę gorąco*) outside.
- 2 Brian (*niemożliwe, że zna*) our secret.
- 3 George isn't answering the phone. He (*może jest zajęty*) now.
- 4 They (*niemożliwe, że oni są*) friends. They always have arguments.
- 5 Ask Tim. He (*być może zna*) the answer.
- 6 This woman (*musi być bardzo bogata*) . She drives a Porsche.

1 Copy the table into your notebook and complete the information.

- Wales
- Northern Ireland
- Scotland
- Cardiff
- London

	England ¹ <u>London</u>
	² <u>Scotland</u> Edinburgh
	³ <u>Wales</u> ⁴ <u>Cardiff</u>
	⁵ <u>Northern Ireland</u> Belfast



3  48 Listen to the fragment of the quiz and check your answers in exercise 2. Count up your points.

4  49 Listen to the next fragment of the quiz and complete questions 1–4. Write the answers in your notebook. Then, in pairs, discuss the possible answers.

2 Work in pairs. Do the quiz about Great Britain. Depending on how sure of your answer you are, choose 0, 1 or 2 points.

- William Shakespeare did NOT write: **0 1 2**
 - Romeo and Juliet*
 - Gulliver's Travels*
 - Hamlet*
- The highest mountain in the UK is: **0 1 2**
 - Ben Nevis
 - Snowdon
 - Mount Everest
- The official house of the British monarch is: **0 1 2**
 - Buckingham Palace
 - Windsor Castle
 - Westminster Abbey
- Big Ben refers to: **0 1 2**
 - the clock
 - the tower
 - the bell
- There are over ... languages spoken in England. **0 1 2**
 - 30
 - 100
 - 300
- ... of Londoners weren't born in the UK. **0 1 2**
 - 5%
 - 25%
 - 40%
- London was the first city in the world to have: **0 1 2**
 - an observation wheel
 - an underground
 - an airport
- The UK became a member state of the European Union in: **0 1 2**
 - 2004
 - 1973
 - 2014

1
2
3
4
5

- How many  are there in the European Union?
- Where are the offices of the ?
- When did the UK join the ?
- Which British  wanted to renegotiate Britain's EU membership?

5 Match the answers to the questions in exercise 4. There are four extra options.

- 2014 • London, Belfast and Edinburgh
- 28 • never • Margaret Thatcher
- Brussels, Luxembourg and Strasbourg
- David Cameron • 50

6 In pairs or groups, prepare a short quiz about Poland. Write four questions referring to some of the aspects below.

FOOD AND DRINK

GEOGRAPHY

TRADITIONS

HISTORY

TOURIST ATTRACTIONS

USEFUL LANGUAGE

To start with, we could ...
Why don't we ... / Let's ...
We could also ask about ...
How about ... ?
I (don't) think we should ...
You're absolutely right! / It's a great idea!



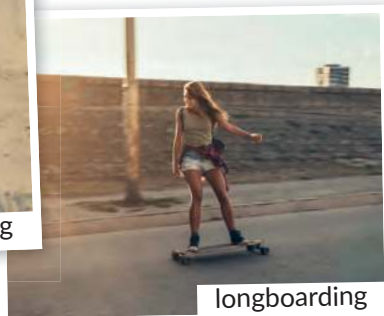
parkour



bmx freestyle



buildinging



longboarding

Skateboarding manners

If you've just bought a longboard because you think it will be cool to cruise around town, be aware that 'real' skaters can be pretty hostile towards you. Why? Well, they simply hate anyone who **shows off** with what seems to be all their life. Here are some tips from a real skater about what you should, or shouldn't do.

1

If you move forward using the front foot, stop it. It looks ridiculous and instantly tells everyone that you're an amateur. Skateboarding is all about style and technique, so **do yourself a favour** and learn the right moves.

2

There are lots of correct ways to hold your board and only one wrong. It's a 'mall grab', which **is spreading like a disease** and it's something real skaters hate to see. A mall grab is when you hold your board by the wheels. Well ... don't!

3

If you ever call skateboarding 'boarding', you can be sure that skaters will mock you. You **couldn't come up with anything more annoying** than 'Dudes, want to go boarding today?' Skating may refer to either ice-skating, roller skating or rollerblading, but **for goodness sake**, it is not called 'boarding'!

4

While skateboards only have one shape and appearance, longboards can be pretty colourful and there are lots of designs to choose from. Don't buy ugly stuff from a producer who only wants to make money while skateboarding is hot!

1 Work in pairs. Look at the photos and discuss the questions.

Which of these sports ...

- would you like to try? Why?
- would be the easiest to learn for you? Why?
- have you ever seen live? When?

2 Read the text. Choose the best heading (A-D) for each fragment (1-4) and write the answers in your notebook. Then, in pairs, discuss how the highlighted phrases can be translated into your language.

- | | |
|-------------------|------------------|
| A Learn The Names | B Carry It Right |
| C Do It Properly | D Mind The Looks |

3 Read the text again and answer the questions in your notebook.

- 1 Why do real skaters tend to dislike amateurs?
- 2 What is a 'mall grab'?
- 3 Which word gets on skaters' nerves the most?

4 In pairs or groups, discuss the statements below.

It's important for every teenager to belong to a youth subculture.

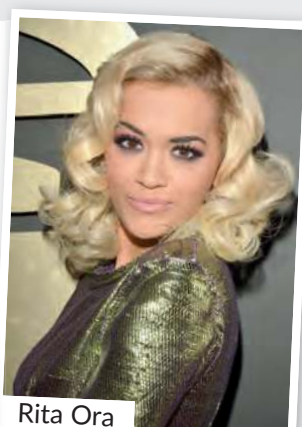
You need to show off to be liked by your peers.

USEFUL LANGUAGE

In my view, ...
If you ask me, ...
I don't think that...
What do you think?
What's your opinion about it?



Pharrell Williams



Rita Ora



Snoop Dogg



Lana Del Rey

1 Work in pairs. Look at the photos and discuss the questions.

- Which of the celebrities in the photos
 - became famous after appearing in *The Twilight Saga*?
 - started his/her music career under a different name?
- Do you know any interesting facts about a celebrity? Can your partner guess who the information is about?

2 In your notebook, complete phrases 1–6 with the words in the box. Then, in pairs, discuss which celebrity in the photos the phrases refer to.

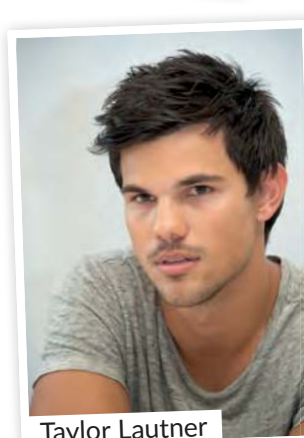
- a certified coach
- vocal range
- skateboarding
- videos
- a champion's title
- a horse

- go
- ride
- hold
- have a wide
- become
- create

3 50 Listen to the fragment of a TV show and check your answers in exercise 2.

4 50 Listen to the recording again and decide if sentences 1–6 are true or false. Write the answers in your notebook.

- After this round, one contestant is out of the game.
- Jennifer Lawrence owns a stable.
- Pharrell Williams won a skateboarding championship at the age of 8.
- Snoop Dogg was a coach of his children.
- Rita Ora started her career as an opera singer.
- Not everyone appreciates the talent of Lana Del Rey.



Taylor Lautner



Jennifer Lawrence

5 Work in groups. Think of arguments for and against the thesis below. Then have a class debate.

Celebrities should have the right to keep their private lives.

FOR	AGAINST
Celebrities should have private lives because:	Celebrities should accept public attention because:

USEFUL LANGUAGE

One argument for / against the thesis is ...
 I think it is (un)fair / rude / justified to ...
 There are some examples of celebrities who ...
 It would be better if ...
 To start with, celebrities are ...
 Moreover / What's more, they ...
 In my opinion ... / To my mind ...

1 Work in pairs and discuss the questions.

- 1 Which applications do you use most often? What for?
- 2 Which do you find the least useful? Why?

2 51 Read the text about an internet application and try to guess the missing words. Then listen to the recording and check your answers.



I bet you like image-based communication, don't you? Well, it's great fun to post photos online with a silly comment, especially when the images (1) disappear or automatically after some time, like in some modern applications. Unfortunately, using such messengers can make teenagers quite careless. Why? Because the fact that the photos don't last forever may give the sender **a false feeling of privacy**. It doesn't take a computer geek to figure out that nothing is really removed from the server. There is a trace of everything you send (2) online. So to avoid problems and potentially dangerous situations, there are a number of things to keep in mind.



Take and send only such photos you will never **be ashamed of**.



Remember that the person that receives your photo can make a (3) screen of what you send and later use it against you.



Send photos only to those users you've met personally. The Internet is not a good tool for making (4) friends, but for **keeping in touch** with those you know well already.



Don't send (5) private information – you never know who your friend will be with when they look at your photo.



Manage your privacy (6) settings wisely so that only you receive images from the people you know. Just **to be on the safe side** ...



Protect your (7) password, don't share it with anyone, even your best friend. If you **keep it to yourself**, no one will ever embarrass you by publishing the photos you don't want anyone to see.



3 Read the text in exercise 2 again and answer the questions. Then, in pairs, discuss how the highlighted phrases can be translated into your language.

- 1 What makes teens feel safe using the app described?
- 2 Why can using such apps lead to unwanted situations?
- 3 What are image-based apps useful for?
- 4 How can someone embarrass the user of such an app?

4 In groups, discuss the potential threats of using social networking sites and suggest ways of staying safe online.

5 Work in pairs. Design a new application. Think of the following aspects.

- purpose
- users
- name
- how it works

USEFUL LANGUAGE

We could call it ...
 ... would be a catchy name.
 It would be great for someone who ...
 It would be useful when ...
 It could be used by ...
 You could click ... to ...
 It could show you how to ...



fugu **A**



kopi luwak **B**



hákari **C**



haggis **D**

1 Match pictures A–D to the descriptions of dishes. There is one extra text.

- 1 It's nothing else but rotten shark meat. After a fermentation process, it is left to hang on racks for a few months. It gets really smelly and for some reason is considered delicious in Iceland.
- 2 This one of the world's most expensive varieties of coffee can cost up to \$300 per kilo. It is made from coffee berry beans that are eaten and, well ... given out by civets – small mammals from southeast Asia.
- 3 Ant larvae collected from plants are a real delicacy in Mexico. In fact, they are sometimes called 'insect caviar'. People say they taste like butter with nuts.
- 4 It's a meal which involves risking your life. It comes from Japan and can kill you within less than 20 minutes if its toxic parts are not correctly removed. Over 20 people have died in Japan after eating the fish since 2000.
- 5 Made from sheep's liver, lungs and stomach, it's a traditional food in Scotland. In fact, one Scottish poet even wrote a poem about it back in the 18th century!

2 Work in pairs. Answer the questions using the names of the dishes described in exercise 1.

Which product(s) ...

- would you like to try?
- wouldn't you eat/drink even if someone paid you?
- is the most disgusting you've ever heard of?

3 Listen to the first part of a radio programme and choose the correct answer.

In the programme, the DJs:

- a try some of the foods they describe.
- b tell listeners where dishes come from.
- c focus only on edible products.

4 Read the words in the box which come from the second part of the radio programme. Discuss with a partner what the programme might be about. Then listen and check your answer.

• indigestible • coffin • perform
• bananas and eggs • diet • plane

5 Listen again and answer the questions in your notebook.

- 1 What was Lotito's job?
- 2 What objects did he eat?
- 3 How much metal did he eat in his life?
- 4 How did he manage to eat such things?
- 5 What made him feel sick?

6 Work in pairs. Read your roles and do the interview.

Student A

You are a journalist and your new job is to interview an entertainer who eats indigestible objects.

USEFUL LANGUAGE

Where / What / When do you ... ?
Why did you decide to ... ?
If you could ... , what would it be?

Student B

You are an entertainer who eats indigestible objects. A journalist wants to interview you.

USEFUL LANGUAGE

I'd love to ... one day.
If I could ..., I'd ...
I started / came / was born ... in ...

1 Work in pairs and answer the questions.

- 1 What type of cheese is made backwards?
- 2 Which letter of the alphabet has the most water?
- 3 What five-letter word becomes shorter when you add two letters to it?

2 Complete sentences 1–6 with the words in the box. Write the answers in your notebook.

• letter • alphabet • vowels • pronounce
• word • sentence

- 1 'I am.' is the shortest in the English language.
- 2 The longest English word spelt without repeating any is 'uncopyrightable'.
- 3 There are nine different ways to 'ough' in English.
- 4 'Pronunciation' is the which is most mispronounced in English!
- 5 More English words begin with the letter 'S' than any other letter of the .
- 6 'Queueing' is the only word with five in a row.

5 Work in pairs and discuss the questions.

- 1 What do you find the most difficult in learning English?
- 2 What method of learning English is the most useful for you?

6 Work in groups. Think of arguments for and against the statement below. Then have a class debate.

It's better to learn English at a youth camp in England than on a language course in Poland.

USEFUL LANGUAGE

*It can help you ...
Thanks to ... you can ...
You can not only ..., but also ...
It's more efficient / easier / faster / cheaper to ...
It gives you a chance to ...
Due to ... you will be able to ...*

3 In groups, discuss the reasons why people learn foreign languages.

4 Read the text and find out which of the reasons you talked about in exercise 3 were also mentioned in the survey. Then, in pairs, discuss how the highlighted phrases can be translated into your language.

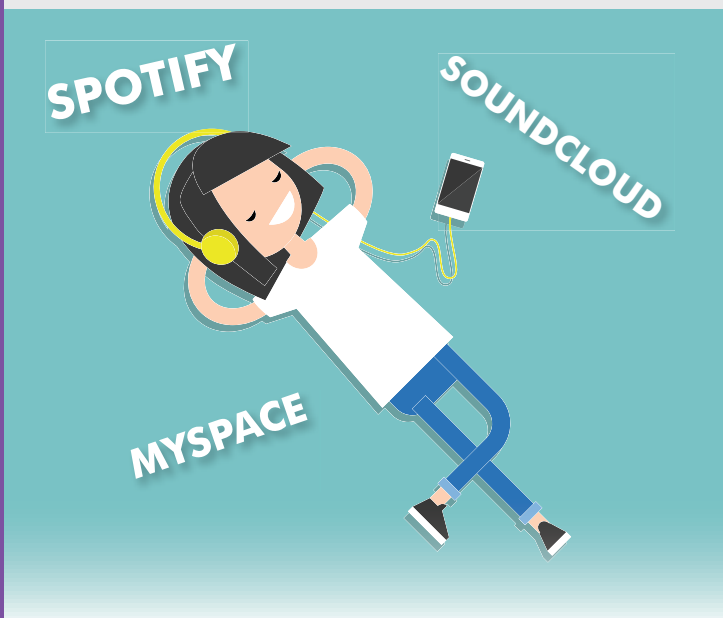
Why do young people learn English? Well, most of them will probably tell you they have to. Parents and teachers expect good grades at school and make teenagers study to pass exams.

We decided to do a survey to see **if there is anything behind the obvious**. We asked young people **'What's in learning English for YOU?'** We told them to forget what adults think, forget the tests and think why it's actually cool to know English. The results were quite interesting.

While nobody said that learning English was any fun, most teenagers admitted they were doing it for entertainment. They wanted to know what songs were all about and understand actors in their favourite TV shows. Almost 50 per cent of the pupils we asked thought that learning languages was **good for your memory** in general and helped you practise learning things by heart. **Believe it or not**, as many as 10 per cent of the respondents said that speaking English fluently with a British accent was cool and they said it could help them **make a good impression**.

And what's in learning English for you, eh?





- 1 Work in pairs. Look at the picture and answer the questions.

Do you use any of these music services?

- If so, what do you use them for?
- If not, do you use any others? In what way are they useful?

- 2 Read the question and choose your answers from the given options.

What can you do with *Spotify*?

- download singles for free
- browse playlists
- upload other artists' albums
- publish your own music
- create a music blog
- access songs by various artists



- 3 Work in pairs. Discuss the advantages and disadvantages of using a music streaming service such as *Spotify*.

"I think Spotify is a great way to access all the music in the world and see what your friends are into right now."

- 4 54 Listen to three teenagers talking about using a music streaming service and compare their arguments with your ideas from exercise 3.

- 5 54 Listen again and answer the questions in your notebook.

- 1 What does speaker 1 consider the greatest disadvantage of using *Spotify*?
- 2 What does speaker 2 find the most annoying about using *Spotify*?
- 3 Why does speaker 3 warn listeners about sharing the music you listen to through *Spotify* on Facebook?

- 6 Read the newspaper headlines. Then in groups of four, discuss the questions.



- 1 Should *Spotify* remain unpaid or should there be an obligatory fee so that artists are paid enough?
- 2 Do teenagers download illegally or buy music? Why?

- 7 Work in pairs. Create five playlists with five songs each, ideal for the given occasions.



USEFUL LANGUAGE

I think the best song would be ...
Let's start with ...
We could also play / use / choose ...
How about ...?
I (don't) think it's a good idea because ...
You're absolutely right! / That will be great! / It's a great idea!
I don't think it fits. / is a good choice. / anyone would like to listen to it.

1 Work in pairs and discuss the questions.

Which of these would you do if someone challenged you?

- jump into icy water
- eat something disgusting
- allow someone to paint your face
- make a complete fool of yourself
- do something exhausting



ice bucket challenge

2 55 In pairs, discuss what the given actions might be about. Then listen to two teenagers talking about taking part in challenges and check your answers.

Cinnamon Challenge

GALLON CHALLENGE

Ghost Pepper Challenge

Cotton Ball Challenge



step count challenge

3 Read the text and answer the questions. Then, in pairs, discuss how the highlighted phrases can be translated into your language.

There is no person on this planet who hasn't heard of the Ice Bucket Challenge, is there? What is more, **I'm pretty sure** quite a lot of the readers have actually poured a bucket of ice-cold water on their heads. Hopefully, on doing so you did not fail to mention why you were doing it in the first place. Some people seem to have forgotten that the whole event **was meant to be** a charity activity, raising money for people with a very serious neurological disease, called ALS.

Many people criticised the action for not serving the cause. Why? Because those who started it, didn't expect that internet users would **take up the challenge so willingly**.

The idea behind the challenge was that if you preferred to keep your hair dry, you could write a cheque for the ALS organisation. **What happened was that** everybody wanted to have fun!

There is no doubt that the challenge became so popular because of the celebrities. It was great fun to watch David Beckham, Bill Gates, George Bush, Justin Timberlake and many more get wet! Thanks to their participation, the whole world became aware of the disease so many people suffer from.

4 56 Listen to the radio programme about the Step Count Challenge and complete the text below. Write the answers in your notebook. Would you like to take part in such an event?

The Step Count Challenge is organised to make people aware of (1) . People are encouraged to (2) as much as possible and count (3) .

5 Work in groups. Plan a charity event involving an unusual challenge. Think of the following aspects.

FUNDS – how to raise money

ACTIVITY – what to do

CAUSE – what charity

TARGET – who can take part

USEFUL LANGUAGE

I think we should ...

Why don't we ...?/Let's ...

If we want to ..., we should ...

We could involve / ask / organise ...

Another thing we could do is ...

In order to collect a lot, we ought to ...

- 1 What did people forget to do in the Ice Bucket Challenge?
- 2 How could anyone avoid taking up the challenge?
- 3 Why was the event so successful?

Introducing yourself and other people •

Przedstawianie siebie i innych osób

Hi, I'm ... / Hello, my name is ... Cześć, jestem... / Cześć, mam na imię...

Pleased/Nice to meet you. Miło mi cię poznać.

I'd like you to meet my friend, Nick. Poznaj mojego przyjaciela, Nicka.

Starting a conversation • Rozpoczynanie rozmowy

How have you been? Jak się masz?

What have you been up to lately? Co u ciebie?

Asking for clarification • Zwracanie się z prośbą o wyjaśnienie

What do/did you mean by ...? Co masz/miałeś na myśli, mówiąc...?

I'm afraid I don't understand. Obawiam się, że nie rozumiem.

Could you repeat that / say that again? Mógłbyś powtórzyć?

Sorry? Słucham?

Ending a conversation • Kończenie rozmowy

It was nice talking to you. Miło było z tobą porozmawiać.

I'm afraid I have to go now. Niestety muszę już iść.

Take care. Trzymaj się.

Bye for now. Na razie.

Asking for information • Zasięganie informacji

Is there a park near here? Czy w pobliżu jest jakiś park?

How do you get to the cinema from here? Jak dotrzeć stąd do kina?

What colour is your duvet? Jakiego koloru jest twoja kołdra?

Why did you choose that poster? Dlaczego wybrałeś ten plakat?

Which room is yours? Który pokój jest twój?

How many books have you got? Ile masz książek?

Giving information • Udzielanie informacji

Go down the street and turn right. Idź prosto ulicą i skręć w prawo.

The one next to the bathroom. Ten obok łazienki.

It's green and red. Jest zielono-czerwona.

More than forty. Ponad czterdzieści.

Because I love dogs. Bo uwielbiam psy.

Yes, it's very close. Tak, bardzo blisko.

Disagreeing with sb/sth • Niezgadzanie się z kimś/z czymś

I'm afraid I (have to) disagree. Niestety, nie zgadzam się. / Niestety nie mogę się zgodzić.

I'm sorry to disagree with you, but ... Przykro mi, że się z tobą nie zgadzam, ale...

I'm not so sure about that. Nie jestem tego taki pewien.

Asking others about their opinions • Pytanie innych o opinię

What do you think? Jak myślisz?

What do you think about ...? Co myślisz o...?

How do you feel about ...? Jakie są twoje odczucia na temat...?

Expressing an opinion • Wyrażanie opinii

In my opinion, ... Moim zdaniem...

Personally, I think (that) ... Osobiście uważam, że...

I believe (that) ... Wydaje mi się, że...

From my point of view ... Z mojego punktu widzenia...

Agreeing with sb/sth • Zgadzanie się z kimś/z czymś

You're absolutely right. Masz całkowitą rację.

I totally agree with you. Całkowicie się z tobą zgadzam.

I think so too. Też tak myślę.

Asking others about preferences and intentions • Pytanie innych o upodobania i intencje

Are you planning to (go) ...? Czy zamierzasz (pójść, pojechać)...

What are you planning to (do) ...? Co planujesz (zrobić)...

Are you thinking of/about (doing) ...?

Czy zastanawiasz się nad (zrobieniem)...

Do you prefer X or Y ...? Wolisz X czy Y...?

Do you prefer (going / doing / etc.) or (going / doing / etc.) ...? Wolisz (iść/zrobić/itp.) czy (iść/zrobić/itp.)...?

Expressing intentions • Wyrażanie planów i intencji

I plan / I'm planning to (go) ... Zamierzam (pójść / pojechać)...

I want to (go) ... Chcę (pójść/pojechać)...

I'd like to (do) ... Chciałbym (zrobić)...

I'm thinking of/about (going) ... Zastanawiam się nad (pójściem)...

Expressing preferences • Wyrażanie upodobań

I like / I would like ... more than ... Lubię... / Chciałbym... bardziej niż...

I prefer maths to languages. Wolę matematykę niż języki.

I prefer not to (do) ... Wolałbym nie (robić)...

Offering wishes • Składanie życzeń

Well done! / Congratulations! Dobra robota! / Gratulacje!

Congratulations on passing your exams! / your exam results! Gratuluję zdania egzaminów! / wyników egzaminu!

Illness • Choroba

Get well soon. Zdrowiej szybko. / Kuruj się.

I hope you feel better soon. Mam nadzieję, że wkrótce poczujesz się lepiej.

Good luck • Życzenie szczęścia

Good luck! Powodzenia!

I wish you the best of luck! Życzę szczęścia!

Wedding / Engagement • Ślub/Zaręczyny

I wish you both much happiness! Życzę wam obojgu dużo szczęścia!

I'm sure you'll be very happy together! Jestem pewien, że będziecie razem bardzo szczęśliwi!

Responding to wishes • Odpowiadanie na życzenia

Thank you for your kindness / kind words / good wishes. Dziękuję za twoją życzliwość/miłe słowa/życzenia.

That's very nice of you. To bardzo miło z twojej strony.

It was just luck. To była kwestia szczęścia.

I had a lot of help. Miałem dużo pomocy.

Making an invitation • Zapraszanie

Would you like to go ...? Chciałbyś iść/pojechać...?

How about going ...? Może by tak pójść/pojechać...?

Do you want to go ...? Chcesz iść/jechać...?

Accepting an invitation • Przyjmowanie zaproszenia

Sure, I'd love to! Pewnie, z chęcią!

That sounds nice/great/etc. Brzmi fajnie/świetnie/...

What a great idea! Świetny pomysł!

Considering an invitation • Rozważanie zaproszenia

Let me think about it. Muszę to przemyśleć.

I'm not sure I can. Nie jestem pewien, czy mogę.

I'll let you know later. Dam ci znać później.

Declining an invitation • Odrzucanie zaproszenia

I'm sorry, but I can't. Niestety nie mogę.

I don't think I can make it. Raczej nie dam rady.

I've got other plans. Mam inne plany.

Politely refusing an offer • Grzeczne odrzucanie propozycji

No, thanks. / No, thank you. Nie, dziękuję.

I'm fine / OK, thanks. Nie trzeba, dziękuję.

I'm sorry. I can't. Przepraszam, nie mogę.

Making an offer • Proponowanie

Would you like (me) (to) ...? Czy chciałbyś, żebym...?

Can/Shall I ...? Może bym...?

I'll ... if you like / want. Mogę..., jeśli chcesz.

How / What about ...? A może by tak...?

Don't worry - I'll do it! Nie martw się - ja to zrobię!

Accepting an offer • Przyjmowanie propozycji

Yes, please. Tak, poproszę.

Thanks - that's very kind of you. Dzięki, to bardzo miłe z twojej strony.

That would be great / nice / lovely. Byłoby świetnie/miło/wspaniale.

Great idea! Świetny pomysł!

Asking for advice • Proszenie o poradę

Do you think I should ...? Myślisz, że powinienem...?

What do you suggest I should do about ...?

Co sugerujesz, żebym zrobił w sprawie...?

What should I do about ...? Co powinienem zrobić w sprawie...?

What's your advice? Co mi radzisz?

Giving advice • Udzielanie porad

I think you should ... Myślę, że powinienesz...

Perhaps you should ... Może powinienesz...

If I were you, I would ... Na twoim miejscu bym...

It might be a good idea to ... Może dobrym pomysłem byłoby...

Why don't you ... ? Może byś...?

Giving permission • Udzielanie pozwolenia

Yes, of course. Tak, oczywiście.

Go right ahead. Śmiało.

Yes, no problem. Tak, żaden problem.

Of course I don't mind. Oczywiście, nie mam nic przeciwko.

Refusing permission • Odmawianie pozwolenia

No, I'm sorry. Nie, przykro mi.

No, I'm afraid you can't. Niestety obawiam się, że nie możesz.

Sorry, that's not possible. Przykro mi, to niemożliwe.

Asking for permission • Wyrażanie prośby o pozwolenie

May I leave the room? Czy mogę wyjść?

Could I invite a friend over for lunch? Czy mogę zaprosić znajomego do nas na obiad?

Can I borrow your phone for a second? Mogę pożyczyć na chwilę twój telefon?

Do you mind if I sit here? Mogę tu usiąść?

Giving orders • Wydawanie poleceń

Tidy your room now! Natychmiast posprzątaj swój pokój!

Don't (ever) do that again! Nigdy więcej tego nie rób!

Do what I tell you! Rób, co mówię!

Giving instructions • Udzielanie wskazówek

First / Firstly / Second / Secondly / Then, ...

Najpierw/W drugiej kolejności/Potem...

Make sure you ... Upewnij się, że...

Don't forget to ... Nie zapomnij o...

Giving warnings • Ostrzeganie

Be careful! Bądź ostrożny!

Watch out! / Look out! / Mind out! Uważaj!

Forbidding • Zakazywanie

Don't touch the ball! Nie dotykaj piłki!

You mustn't / must not touch the ball. Nie wolno dotykać piłki.

... is not / isn't allowed. / is forbidden. ... nie jest dozwolone / jest zabronione.

... is against the law / rules. ... jest sprzeczne z prawem/zasadami.

Making a request • Wyrażanie prośby

Can you help me with this? Czy możesz mi z/w tym pomóc?

Could I speak to a doctor? Czy mogę porozmawiać z lekarzem?

I'd like to make an appointment. Chciałbym umówić się na wizytę.

Would it be OK if I stayed at home today? Czy mogę dziś zostać w domu?

Accepting a request • Wyrażanie zgody

Yes, of course (I/you can/will). Tak, oczywiście, mogę/możesz.

Sure! Jasne!/Pewnie!

No problem. Żaden problem.

Refusing a request. • Wyrażanie odmowy

I'm afraid I can't. Obawiam się, że nie mogę.

I'm afraid not. Obawiam się, że nie.

I'm sorry, you can't. Przykro mi, nie możesz.

That's not possible. To nie jest możliwe.

Expressing negative feelings and emotions •

Wyrażanie negatywnych uczuć i emocji

Oh no! / Oh dear! O nie! / Ojej!

This/That is/was awful/etc! To okropne!

What a mess / waste of time/money! Co za bałagan / strata czasu/pieniędzy!

What a pity/shame. Jaka szkoda!

Expressing positive feelings and emotions. •

Wyrażanie pozytywnych uczuć i emocji

Wow! – O! No, no!

How lovely/etc.! Jak wspaniale!

What a great / fantastic / etc. phone!

Ależ wspaniały/fantastyczny/itp. telefon!

That's incredible / amazing! To fantastycznie/wspaniale!

What a (nice/etc) surprise! Co za miła/itp. niespodzianka!

Expressing hope. • Wyrażanie nadziei

I/Let's hope so. Mam/Miejmy nadzieję.

With any luck, ... Jeśli szczęście dopisze,

Let's hope that ... Miejmy nadzieję, że...

Giving encouragement. • Dawanie wsparcia, zachęcanie

Keep going! Tak trzymaj!

Well done! Dobra robota!

You can do it! Dasz radę!

You're doing great / well! Świetnie ci idzie!

Expressing possibility or uncertainty • Wyrażanie możliwości lub niepewności

They may invent something to replace the Internet. Być może wymyślą coś, co zastąpi Internet.

Your computer might (not) have a virus.

Twój computer może (nie) mieć wirusa.

Paul could be online now. Paul może być teraz online.

Expressing certainty • Wyrażanie pewności

Jilly's not answering her phone. She must be busy. Jill nie odbiera telefonu. Musi być zajęta.

These can't be Dave's headphones. His are blue.

To nie mogą być słuchawki Dave'a. Jego słuchawki są niebieskie.

WYPOWIEDŹ PISEMNA – WSKAZÓWKI

W wypowiedzi pisemnej ważne są takie elementy, jak: treść, spójność i logika, bogactwo środków językowych oraz poprawność gramatyczna i ortograficzna. Najważniejsze jednak jest to, by odnieść się do wszystkich punktów polecenia i odpowiednio je rozwinąć, mieszcząc się jednocześnie w podanym limicie słów.

PAMIĘTAJ! Warto najpierw sporządzić plan pracy, uwzględniając wszystkie informacje, a następnie napisać ją na brudno. Przed przepisaniem pracy sprawdź, czy przekazałeś/przekazałaś w niej wszystkie informacje, czy nie zawiera ona błędów i czy twój tekst jest spójny i logiczny.

TREŚĆ

- Pamiętaj, aby odnieść się do wszystkich informacji zawartych w poleceniu.
- Każdą informację przekaz w osobnym akapicie. Informacje zwykle warto przekazywać w takiej kolejności, w jakiej są one podane w treści zadania.
- Rozwiń każdą informację o dodatkowe szczegóły pasujące do tematu – możesz np. opisać swoje doświadczenia, wyrazić opinię lub podać przykłady.
- Przed rozpoczęciem pisania zrób notatki, zapisując swoje pomysły na rozwinięcie każdego punktu.
- Przed oddaniem pracy sprawdź liczbę wyrazów – jeśli twój tekst jest zbyt długi, przeczytaj ponownie treść zadania i wykreśl zbędne informacje. Jeśli wypowiedź jest zbyt krótka, zastanów się, w jaki sposób możesz dodatkowo rozwinąć informacje podane w treści zadania.

SPÓJNOŚĆ I LOGIKA WYPOWIEDZI

- Przed napisaniem pracy sporządź plan swojej wypowiedzi. Możesz to zrobić w języku polskim.
- Zwróć uwagę na gatunek tekstu – czy jest to e-mail, list, wpis na blogu, notatka, itp.
- Zadbaj o logiczne połączenie ze sobą kolejnych akapitów, tak aby praca stanowiła spójną całość. Stosuj różne spójniki np. *although*, *because*, *also* oraz *then*.
- Zastanów się, czy wszystkie informacje są przekazane w zrozumiały sposób, pomimo ewentualnych błędów językowych.

ZAKRES ŚRODKÓW JĘZYKOWYCH

- Przeczytaj polecenie i treść zadania. Zastanów się, jakich zwrotów w języku angielskim możesz użyć, aby przekazać intencje zawarte w zadaniu, np. aby wyrazić prośbę, przedstawić propozycję, wyjaśnić jakąś sytuację.
- W swojej wypowiedzi stosuj różnorodne struktury gramatyczne.
- Dbaj o precyzyjne przekazywanie informacji i używanie zróżnicowanego słownictwa związanego z tematem, np. gdy opisujesz dom rodzinny, używaj słów typu *furniture*, *living room*, *lawn*.
- Unikaj powtórzeń. Po napisaniu pracy przeczytaj ją ponownie. Jeżeli znajdziesz powtarzające się wyrazy, postaraj się je zastąpić synonimami.
- Unikaj przymiotników pospolitych, np. zamiast *good* i *nice* – możesz użyć przymiotników *perfect*, *wonderful* lub *amazing*.

POPRAWNOŚĆ ŚRODKÓW JĘZYKOWYCH

- Zawsze zaczynaj od pisania na brudno.
- Po napisaniu pracy przeczytaj ją ponownie, aby sprawdzić, czy nie zawiera ona błędów leksykalnych, ortograficznych lub gramatycznych. Sprawdź, czy:
 - użyłeś/użyłaś odpowiedniego słownictwa, które pasuje do tematu;
 - wszystkie wyrazy zapisane są poprawnie;
 - wyrazy zostały użyte w odpowiedniej formie. Jeżeli na przykład piszesz o wydarzeniu, które miało miejsce w przeszłości, zwróć uwagę na to, czy użyłeś/użyłaś czasowników w formie przeszłej.

Describing people • Opisywanie osób

We first met ... Pierwszy raz spotkaliśmy się... /
Poznaliśmy się...

I think he/she's ... Myślę, że on/ona jest...

He/she seems ... On/ona wydaje się być...

He/she looks like ... On/ona wygląda jak...

He's/she's the kind of person who ... On/ona jest osobą, która...

He's/she's always very ... On/ona jest zawsze bardzo...

We're both interested in / keen on ... Oboje interesujemy się/bardzo lubimy...

Describing houses • Opisywanie domów

Their flat / house is quite / very close to / near ... Ich mieszkanie/dom jest dosyć/bardzo blisko/w pobliżu...

It's modern / tiny / dark / etc. Jest nowoczesne/małutkie/ciemne/itp.

It has ... rooms. Ma ... pokoje/pokoiki.

The problem with my bedroom is that ... Problem z moją sypialnią jest taki, że...

There is ... / There are ... Jest (tam)... / Są (tam)...

The living room / kitchen is ... Salon/kuchnia jest...

What I don't really like about the flat / room / etc., is ... W tym mieszkaniu/pokoju/itp. niezbyt podoba mi się, że...

Describing experiences • Opisywanie wrażeń związanych z wydarzeniami

It was really exciting / relaxing / embarrassing / fun / etc. To było bardzo ekscytujące/relaksujące/krępujące/fajne/itp.

We had a great / terrible time. Świetnie/Źle się bawiliśmy.

I really enjoyed / liked ... Bardzo podobało mi się...

What excited / interested me most was ... To, co podekscytowało/zainteresowało mnie najbardziej, to...

I thought ... was fascinating / amazing / etc. ... było dla mnie fascynujące/wspaniałe/itp.

The best part was ... Najlepszą częścią było...

It made me feel relaxed / excited / interested / etc. Dzięki temu czułem się zrelaksowany/podekscytowany/zainteresowany/itp.

Expressing plans / intentions • Wyrażanie planów/zamiarów

I dream of ... Marzę o...

I plan / hope / intend to ... Planuję/Mam nadzieję/Zamierzam...

I'm planning to / hoping to / dreaming of ... Planuję/Mam nadzieję/Marzę o...

I can't wait to / until ... Nie mogę się doczekać, aż...

I'm really looking forward to ... Czekam z niecierpliwością na...

I'm not sure yet, but ... Nie jestem jeszcze pewien, ale...

Describing past events • Opisywanie wydarzeń z przeszłości

Last Saturday / week / month, we ... W zeszłą sobotę/zeszłym tygodniu/miesiącu my...

When everyone/everybody (had) arrived, we ... Kiedy wszyscy dotarli, my...

I gave my mum some chocolates. Dałem mojej mamie czekoladki.

I gave some chocolates to my mum. Dałem czekoladki mojej mamie.

It was great fun! Była super zabawa!

We had a lot of fun! Świetnie się bawiliśmy!

We all ate / danced / etc. Wszyscy jedliśmy/tańczyliśmy/itp.

Everybody / everyone ate / danced / etc. Wszyscy jedli/tańczyli/itp.

At the end, ... Na koniec...

Describing preferences • Wyrażanie upodobań

I really enjoyed learning (how/about) ... Bardzo dobrze się bawiłem, ucząc się (czegoś/o czymś).

In the future, I'd (really) like to learn ... W przyszłości (bardzo) chciałbym się nauczyć...

I preferred making pasta to making pizza. Wolałem ugotować makaron niż pizzę.

Now I (really) enjoy / like holding dinner parties. Teraz (bardzo) lubię urządzać przyjęcia.

Would you like to ...? Czy chciałbyś/Czy masz ochotę...?

I'm thinking of making/baking/etc., ... Myślę, czy nie zrobić/nie upiec/itp.

Expressing your opinion • Wyrażanie swojej opinii

Don't forget that ... Nie zapominaj, że...

I agree that ... Zgadzam się, że...

I believe ... / I think ... Uważam/Sądzę, że...

In my opinion/view, ... Moim zdaniem...

Personally speaking, ... Osobiście myślę, że...

The way I see it, ... Ja widzę to tak, że...

To be honest, ... Prawdę mówiąc, ...

Justifying your opinion • Uzasadnianie swojej opinii

I feel this way because ... Czuję (się) tak, ponieważ...

One / The / Another reason for this is ... Jednym z powodów/Powodem/Kolejnym powodem jest to, że...

That's because ... / This is because ... To dlatego, że...

Making offers / suggestions • Składanie propozycji/Sugerowanie

Would you like ...? Czy chciałbyś...?

I'd like to invite you to ... Chciałbym zaprosić cię na...

I wonder if you'd like to ... Zastanawiam się, czy nie chciałbyś...

How about ...? A może by tak...?

I suggest we ... Sugeruję, żebyśmy.....

Shall we ...? Może...?

We could ... Moglibyśmy...

What about ...? Może by...?

Why don't we ...? Może byśmy...?

Giving advice • Udzielanie porad

I think you should/shouldn't ... Myślę, że powinienesz/ nie powinienesz...

Another good idea would be to ... Innym dobrym pomysłem byłoby...

I (would) suggest ... Sugeruję/Sugerowałbym...

What / how about ...? A może by tak...?

Asking for advice • Prośenie o poradę

I need some advice about ... Potrzebuję rady w sprawie...

What do you think I should do? Co myślisz, że powinienem zrobić?

What do you think about ...? Co myślisz o...?

Apologising • Przepraszanie

I'm really/very/terribly/so sorry. Bardzo mi przykro. / Bardzo przepraszam.

I'm really sorry, but I can't come this evening. Przepraszam, ale nie mogę przyjść dziś wieczorem.

I'm really sorry that I won't be there. Przykro mi, że mnie tam nie będzie.

Sorry for cancelling at short notice. Przepraszam, że odwołuję w ostatniej chwili.

Please forgive me! Proszę, wybacz mi!

Making semi-formal requests • Prośenie (styl półformalny)

Could you ...? Czy mógłbyś...?

Could I ...? Czy mógłbym...?

Would it be possible (for me/you) to ...? Czy byłoby możliwe, żebym/żebyś...?

Would you mind (if / -ing) ...? Czy miałbyś coś przeciwko, gdybym...?

I would like to ... Chciałbym...

Refusing requests • Odmawianie

I'm sorry but ... Przykro mi, ale...

I'm afraid (that) ... Obawiam się, że...

Unfortunately, (I can't ...) Niestety (nie mogę)...

Wishing and congratulating • Składanie życzeń i gratulacji

Congratulations on ...! Gratulacje z powodu...!

Well done! Dobra robota!

I'm very proud of you. Jestem z ciebie bardzo dumny.

I'm sure you'll do well / brilliantly. Jestem pewien, że świetnie sobie poradzisz.

I wish you the best of luck. Życzę ci dużo szczęścia.

Good luck! Powodzenia!

Inviting to an event • Zapraszanie na wydarzenie

It's at / It will be (held) at 5 pm ... in the social room / etc. Wydarzenie będzie miało miejsce o 17:00/w pomieszczeniu socjalnym/itp.

Don't forget to bring ... with you. Pamiętaj, aby wziąć ze sobą...

Please come if you can. Jeżeli to możliwe, prosimy o obecność.

Don't miss it! Nie przegap tego!

It's important that you all come and take part. To bardzo ważne, żebyście wszyscy wzięli udział w spotkaniu.

Please let us / me know what ... Proszę/Prosimy o informację na temat...

Leave a comment here or ... Zostaw wiadomość tutaj lub...

GRAMMAR BANK

Ex. 3 p. 135

Student A



In your suitcase, you've got:

- two pairs of shoes
- three pairs of socks
- two T-shirts
- two pairs of jeans
- one pullover
- four CDs



Infinitive	Simple past	Past participle	Translation
be	was/were	been	być
beat	beat	beaten	bić
become	became	become	zostawać, stawać się
begin	began	begun	zaczynać
bite	bit	bitten	gryźć
blow	blew	blown	wiać, dmuchać
break	broke	broken	łamać, psuć się
bring	brought	brought	przynosić
build	built	built	budować
burn	burnt, burned	burnt, burned	palić (się)
buy	bought	bought	kupić
catch	caught	caught	łapać
choose	chose	chosen	wybierać
come	came	come	przychodzić
cost	cost	cost	kosztować
cut	cut	cut	ciąć
do	did	done	robić
draw	drew	drawn	rysować, ciągnąć
dream	dreamt	dreamt	marzyć, śnić
drink	drank	drunk	pić
drive	drove	driven	jechać
eat	ate	eaten	jeść
fall	fell	fallen	upadać
feel	felt	felt	czuć
fight	fought	fought	walczyć
find	found	found	znajdować
fly	flew	flown	latać
forget	forgot	forgotten	zapominać
forgive	forgave	forgiven	wybaczzać
get	got	got	dostawać
give	gave	given	dawać
go	went	gone	iść, jechać
grow	grew	grown	rosnąć
have	had	had	mieć
hang	hung	hung	wieszać
hear	heard	heard	słyszeć
hide	hid	hidden	ukrywać, chować
hold	held	held	trzymać
hurt	hurt	hurt	ranić
know	knew	known	znać
lead	led	led	prowadzić, wieść
learn	learnt, learned	learnt, learned	uczyć się
leave	left	left	opuszczać, zostawiać
lend	lent	lent	pożyczać (komuś)

Infinitive	Simple past	Past participle	Translation
let	let	let	pozwalać
lose	lost	lost	gubić, tracić
make	made	made	robić
mean	meant	meant	znaczyć
meet	met	met	spotykać, poznawać
pay	paid	paid	płacić
put	put	put	kłaść
quit	quit	quit	rezygnować
read	read	read	czytać
ride	rode	ridden	jeździć
ring	rang	rung	dzwonić
rise	rose	risen	podnosić się, wschodzić (o słońcu)
run	ran	run	biec
say	said	said	powiedzieć
see	saw	seen	widzieć
sell	sold	sold	sprzedawać
set	set	set	ustawiać, zachodzić (o słońcu)
show	showed	shown	pokazywać
shut	shut	shut	zamykać
sing	sang	sung	śpiewać
sit	sat	sat	siedzieć
sleep	slept	slept	spać
smell	smelt	smelt	czuć
speak	spoke	spoken	mówić
spend	spent	spent	spędzać, wydawać
stand	stood	stood	stać
steal	stole	stolen	kraść
swim	swam	swum	pływać
take	took	taken	brać, wziąć
teach	taught	taught	uczyć (kogoś)
tell	told	told	powiedzieć
think	thought	thought	myśleć
throw	threw	thrown	rzucić
understand	understood	understood	rozumieć
wear	wore	worn	nosić
win	won	won	wygrywać, zdobywać
write	wrote	written	pisać

UNIT 1

Ex. 9, p. 5

Mostly As: You have difficulty making friends and you often feel that other people are judging you in a negative way. You may have a problem with social anxiety. Talk to your parents or a good friend about how you feel and ask for their support.

Mostly Bs: You enjoy making friends and being in new social situations. You're usually calm and relaxed and you enjoy being the centre of attention. Social anxiety is not a problem for you.

UNIT 11

Ex. 10, p. 95

Mostly As: Congratulations! You know what you're talking about!

Mostly Bs: You know some good treatments, but not necessarily the right ones for the right problems.

Mostly Cs: Please do us all a favour and take a first-aid course right now!

GRAMMAR BANK

Ex. 3 p. 135

Student B



In your suitcase, you've got:

- a pair of shoes
- two pairs of socks
- three T-shirts
- a pair of jeans
- two pullovers
- two CDs



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