

Książka ucznia

Catherine McBeth

BRAINY



Podręcznik dopuszczony do użytku szkolnego przez ministra właściwego do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców:
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oraz pod kodami QR:



Class Audio 1



Class Audio 2



Class Audio 3

Welcome unit page 4		• Vocabulary: free time, places to go, daily routines, chores; activities, clothes, feelings, chores; music
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Grammar		
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- **Grammar:** Present simple; Present continuous; Past simple and Present perfect; irregular verbs
- **Functions:** introducing yourself and others; describing present activities; talking about past activities and experiences

Speaking	Reading	Writing	
• inviting and responding to invitations • making offers: <i>Would you like (to) ...?</i> <i>Shall I/we ...?</i>	• a film review • Around the world: the biggest film industries in the world	• an email	• Use of English (wybór wielokrotny) • Reading (wybór wielokrotny, uzupełnianie luk) • Language functions (dobieranie) • Listening (wybór wielokrotny) • Writing (e-mail) • Revision workout 
• describing objects	• a web forum • Around the world: crimes committed by animals	• a notice	• Reading (dobieranie) • Language functions (uzupełnianie luk) • Listening (dobieranie) • Use of English (tłumaczenie fragmentów zdań) • Writing (ogłoszenie) • Revision workout 
• asking the way • buying tickets for public transport	• an online chat • Around the world: unusual sightseeing experiences	• a travel blog	• Reading (uzupełnianie luk w języku polskim, uzupełnianie luk) • Language functions (uzupełnianie luk) • Listening (wybór wielokrotny) • Use of English (parafraza zdań) • Writing (blog) • Revision workout 
• buying things • paying for things	• an advert and a letter • Around the world: traditional products from the UK	• a thank you letter	• Use of English (uzupełnianie luk) • Reading (wybór wielokrotny, układanie zdań w kolejności) • Language functions (uzupełnianie luk) • Listening (uzupełnianie luk) • Writing (list) • Revision workout 
• making exclamations: <i>How ...!</i> <i>What (a/an) ...!</i>	• notices • Around the world: public art galleries around the world	• a school blog	• Use of English (parafraza zdań) • Reading (wybór wielokrotny, uzupełnianie luk w języku polskim) • Language functions (uzupełnianie luk) • Listening (odpowiadanie na pytania) • Writing (blog) • Revision workout 
• asking for permission (formal and informal): <i>May I ...?</i> <i>Can I ...?</i> • asking someone to do something? <i>Could you ...?</i>	• a feature article • Around the world: international sports events	• an email	• Use of English (tłumaczenie fragmentów zdań, parafraza zdań) • Reading (uzupełnianie odpowiedzi) • Language functions (uzupełnianie luk) • Listening (wybór wielokrotny) • Writing (e-mail) • Revision workout 
• talking about preferences • signing up for a school club	• an email and a web page • Around the world: Education in Britain and in the USA	• a note	• Reading (uzupełnianie luk) • Listening (dobieranie) • Use of English (parafraza zdań) • Writing (notatka) • Revision workout 
• ordering food at a restaurant	• an online article • Around the world: special meals	• an email	• Use of English (tłumaczenie fragmentów zdań) • Reading (uzupełnianie luk, dobieranie) • Language functions (dobieranie) • Listening (wybór wielokrotny) • Writing (e-mail) • Revision workout 

Warm up your brain!

Lesson objectives: Grammar revision: Present simple;
Vocabulary revision: free time, places to go, daily routines, chores;
Language functions: introducing yourself and others

Step 1

Be brainy!

Use Grammar hubs

Grammar hub: Present simple



Present simple

- + I **play** computer games with my friend.
- She **doesn't like** strategy games.
- ? Do you **hang out** with your friends in your free time?

- 1 Look at the **Grammar hub**. In your notebook, write:
 - one affirmative and one negative sentence about your free time,
 - two questions to ask your classmate about her/his free time.
- 2 In pairs, ask and answer the questions from exercise 1. In your notebook, write about each other.

Do you play computer games in your free time?

No, I don't.

Anya doesn't play any computer games in her free time.

Be brainy!

Recycle your vocabulary

- 3 Work in pairs. In your notebook, write all the words that you can remember from these groups.

free time activities

places to go

daily routines

household chores

- 4 In pairs, ask **How often ...?** questions, using the expressions from exercise 3. Use the adverbs or time expressions from the box.

sometimes ■ often ■ hardly ever ■ never
once/twice a week ■ every (Saturday)

How often do you cook dinner?

I hardly ever cook dinner!

Look

I 😊 love / 😊 like / 😊 don't mind /
😞 don't like / 😞 hate learning new words!

- 5 In your notebook, write one true sentence with each phrase from the **Look** box.

I love going to the cinema!

Be brainy!

Practise language functions: introducing yourself and others

- 6 Uzupełnij dialogi. Wpisz w każdą lukę (1–2) brakujący fragment wypowiedzi. Zapisz odpowiedzi w zeszycie.



- 7 Work in groups of three. Practise introducing yourself and another person.

Hello! I'm Janek and this is ...

- 8 Imagine that you and your family are going to visit England and stay with a host family that you don't know. Write a short email to introduce yourself and your family:

- introduce yourself,
- introduce the other people in your family,
- say what you like doing.

Warm up your brain!

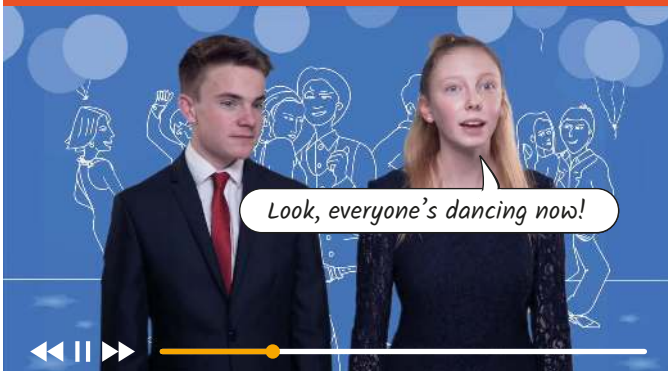
Step 2

Lesson objectives: Grammar revision: Present continuous; Vocabulary revision: activities, clothes, feelings, chores; Language functions: describing present activities

Be brainy!

Use Grammar hubs

Grammar hub: Present continuous



Present continuous

- + I'm **studying**.
- They **aren't dancing**.
- ? Are you **wearing** formal clothes?

- 1 Look at the *Grammar hub*. In your notebook, write example sentences for *he* and *they*.

Be brainy!

Remember vocabulary groups

- 2 In pairs, organise the following words into three groups. Write the answers in your notebook.

watch celebrate tired
bored sit dance
happy trousers dress excited
eat jacket sad
T-shirt skirt

Be brainy!

Use grammar and vocabulary

- 3 In pairs, take turns to ask and answer questions about the pictures (1–2). Use the Present continuous and the words from exercise 2.

Is she wearing a skirt?

No, she isn't.
She's wearing ...



- 4 Listen to Anna doing six activities. What is she doing?

- 5 Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał tekst zgodny z ilustracją. Zapisz odpowiedzi w zeszyte.



In this photograph, we can see a family: the parents and three ¹ _____. They're at home, in the ² _____. They're doing the household chores. On the left, the boy is sweeping the ³ _____. In the middle of the picture, the girls are ⁴ _____ the furniture. What's the father doing? I'm not sure, but he ⁵ _____ taking the rubbish out!

Be brainy!

Practise language functions: describing present activities

- 6 Work in pairs. Ask and answer questions about what these people are doing now.

you ■ your teacher ■ your classmates
the people in your family

What are you doing now?

I'm practising my English!

Warm up your brain!

Step 3

Lesson objectives: Grammar revision: Past simple and Present perfect; irregular verbs;
Vocabulary: music; Language functions: talking about past activities and experiences

Be brainy!

Revise tenses

Grammar hub: Past simple

- + We **went** to a concert.
- I **didn't buy** a CD.
- ? **Did** you **like** the music?

- 1 Look at the *Grammar hub* above. Which two verbs are irregular? Create example sentences with the verbs *listen* and *see*.

Grammar hub: Present perfect

- + I've **bought** a CD.
- I **haven't listened** to it.
- ? **Have** you ever **written** a song?

- 2 Look at the *Grammar hub* above. In your notebook, write examples for *she* and *they* in the affirmative, negative and question forms.

Be brainy!

Revise irregular verbs

- 3 Study the *Irregular verbs* on pages 126–127 for two minutes. Then follow the instructions.

- 1 Student A chooses one of the verbs from the box and Student B gives the Past simple and Present perfect forms. Then change roles.

go ■ have ■ do ■ buy ■ give ■ make
sell ■ sing ■ write ■ win

- 2 Now play 'freestyle'! Student A chooses any irregular verb from the list on pages 126–127!

Be brainy!

Practise language functions: talking about past activities and experiences

- 6 In pairs, ask and answer questions. Use the Present perfect and Past simple tenses and the phrases in the box.

buy a CD ■ sing in the shower ■ write a song
go to a concert

Have you ever bought a CD?

Yes, I have.

When did you buy it?

I bought it a week ago.

Be brainy!

Talk about music

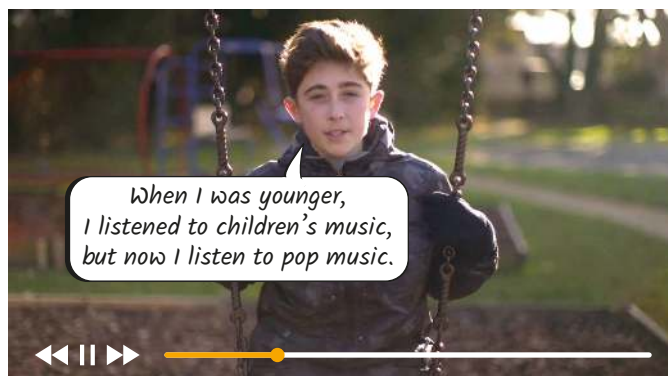
- 4 Work in pairs. Look at the pictures and answer the questions.



- 1 Can you name a singer or band for all these types of music?
- 2 Do you know any more types of music?

- 5 Over to you! Work in pairs and answer the questions.

- What type of music do you listen to? Why?
- What type of music did you listen to when you were younger?



ARE YOU A FILM FAN? Let's find out!

- 1 Who is Hermione Granger in the *Harry Potter* films?
- a the **lead actor/actress**
 - b one of the **main characters**
 - c a **supporting actor/actress**



- 2 Which of these films had the biggest **cast** of movie stars?
- a the **superhero film**, *Avengers: Infinity War*
 - b the **musical**, *Mamma Mia*
 - c the **animated film**, *Shrek*



- 3 How many **extras** were in *The Lord of the Rings* **fantasy** films?
- a about 200
 - b 2,000
 - c more than 20,000



- 4 What types of films is the American **director** Steven Spielberg famous for? (clue: *E.T.*, *Jurassic Park* and *Indiana Jones*)
- a **horror films**
 - b **romantic films** and **comedies**
 - c **action films**, **thrillers** and **science fiction films**



- 1 **1.02** Read and listen to the quiz. In your notebook, complete the table with the words in green.

types of films	people in film
<i>animated film</i>	<i>lead actor/actress</i>

- 2 **1.03** Do the film quiz. Then listen and check your answers. Are you a film fan?

- 3 Complete the text with the words in green from exercise 1. Can you guess the film?



Guess the film!

It's a superhero action film, and the **director** is Jon Watts. The lead

¹ is Tom Holland – he plays Peter Parker, the main ².

Zendaya is the ³ actress – she plays Peter's classmate Michelle Jones. The ⁴ also includes the supporting ⁵ Marisa Tomei and Cobie Smulders, and the ⁶ actors: Samuel L. Jackson and Jake Gyllenhaal. In the film, Peter Parker and his friends go on a school trip to Venice and London.

- 4 **1.04** Listen to five films extracts. Guess what type of film they are.

Are you a film fan?
 0-1 Perhaps you just aren't into films ...
 2-3 You're a film fan, but not quite an expert yet!
 4 Well done – you're definitely a film buff!

- 5 **Game** Work in groups of three. Play **Guess the film**.

- 1 **Student A:** Think of a film but don't say the title.
- 2 **Students B and C:** Ask Student A questions to guess the film.
- 3 The winner is the first to guess the right answer. Change roles.

What type of film is it?

It's an action film.

Who is the lead actor?

...

- 6 **Do a class survey.** Find out what types of films are the most popular.

What type of film is your favourite?

I like watching ... / I don't like watching ...

Grammar hub: Defining relative clauses



Defining relative clauses

This is a perfect film for people **who/that** like comedies.

It's a film **which/that** you will really enjoy!

Hollywood is a place **where** you can visit some big film studios.

1929 was the year **when** they gave the first Oscars.

Jaden Smith is an actor and rapper **whose** father is a famous actor.

>>> Grammar summary on page 17

- 5 Make definitions for these words. Use relative pronouns. Then test your partner.

extras ■ sci-fi film ■ lead actress ■ horror film
supporting actor ■ comedy

They're people who are part of a film cast, but they aren't professional actors.

Correct!

Extras?

- 6 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–6. Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszyty.



Avatar: the story continues ...

Avatar is a science fiction film

¹ was popular 10 years ago.

The story takes place at a time in the future ² humans are colonising space. The action happens on planet Pandora

³ the Na'vi people live. Soon

the Avatar sequels will continue the story, and the ⁴ actors who play the main characters

will be the same as before: Zoe Saldana and

Sam Worthington. Who is the ⁵ of these amazing films? His name is James Cameron – he's a Canadian film-maker ⁶ movies are famous

for their fantastic special effects!



- 1 Look at the picture. What does **who** mean?
- 2 In your notebook, write **who**, **which**, **that**, **where**, **when** and **whose** in the correct place.

people	possession	things	times	places
<u>who</u> , ...				

- 3 In your notebook, complete the sentences with information that is true for you. Use **who**, **which**, **that**, **where**, **when** or **whose**.

My smartphone is an object which I can't live without!

- 1 is the place I was born.
- 2 was the year I started school.
- 3 is a teacher classes I really enjoy.
- 4 is a person I really admire.
- 5 is a film I saw last year.

- 4 1.05 Join the sentence halves with **who**, **which**, **where**, **when** or **whose**. Write the answers in your notebook. Then listen and check.

- | | | |
|-----------------------------------|--------------|--|
| 1 Hogwarts is the school ... | who | a plays Hermione Granger. |
| 2 Quidditch is a sport ... | which | b the story takes place. |
| 3 2011 was the year ... | where | c books inspired the films. |
| 4 Emma Watson is the actress ... | whose | d they play at Hogwarts. |
| 5 J. K. Rowling is the writer ... | when | e they made the last film in the series. |

1 Look at the headings for texts (1–2). Which text (1–2) is an advert and which is a review?

ABOUT	GETTING HERE	WHAT'S ON?	REVIEWS
action musical	animated rom-com	comedy sci-fi	drama superhero film fantasy thriller horror western



1 BRAINYTOWN FILM FESTIVAL!

Saturday 14th to Sunday 15th, 10 am to 10 pm each day

- All films cost £5 (£3 concessions). Come early to get your seat!
- Our special guest is local director Tom Steiber, whose new film comes out this week.

Click on the links to see [What's On?](#) and read the [Reviews](#).

2 *Avengers: Endgame* (superhero film)

★★★★★

Avengers: Endgame is about a team of superheroes (called 'the Avengers') **who** must save the universe from disaster. The film is based on characters from the Marvel comics, such as Iron Man and Thor. The film is set in different places, including New York **where** the Avengers try to get back the magic Stones. The action happens in different years because the Avengers travel back in time. This film has an excellent cast. There are a lot of lead actors, including Robert Downey Jr., **who** stars as Iron Man, and Scarlett Johansson, **who** plays the role of Black Widow. She's my favourite character – she's a spy **who's** also an athlete, a gymnast and a martial arts expert. *Avengers: Endgame* is ideal for people **who** like action films, especially those **who** enjoyed the other Avengers films. It's quite long but you never get bored, and there are some scenes **which** will really surprise you. I definitely recommend this film!

2 1.06 Read and listen to the texts. Does the reviewer like the film? How do you know?

3 Przeczytaj teksty 1 i 2. W zadaniach (1–3) z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszycie.

- The purpose of Text 1 is to
 - explain how to write your own review.
 - invite Tom Steiber to present his new film.
 - inform visitors about a film festival.
- The reviewer
 - doesn't like the character of Black Widow.
 - says that Scarlett Johansson's character is her favourite.
 - loves the character which Robert Downey Jr. plays.
- The reviewer thinks that *Avengers: Endgame*
 - is a film which fans of disaster films will love.
 - has a story which is a bit boring.
 - is a film which has some great actors.

🧠 Brainy fact

The trailer for *Avengers: Endgame* is the most popular film trailer of all time. People looked at it 289 million times in the first 24 hours!

4 👥 Work in groups of three. Write a short review of a film to upload to the *Brayntown Film Festival* website. Use the phrases in the box.

... is about ... ■ ... is based on ...
 ... is set in ... ■ ... stars as ...
 ... plays the role of ...

5 Make a wall display of your film reviews. Walk around the classroom and choose the film you want to see.

1 **1.07** Read the dialogues and choose the correct answers for gaps (1–2). Then listen and check.

1 Yes, I'd love to! / Sorry, I can't tonight.

2 Good idea! / No, it's very expensive!

1

Would you like to go to the cinema tonight?

Which film shall we watch?

Shall we watch the new Avengers film?

OK, great!

2

Shall I buy some popcorn?

Would you like something to drink as well?

Would you like still or sparkling?

Yes, some water please.

Still, please.

Look: would like, shall

Would you like to go to the cinema tonight?

Would you like something to drink as well?

Shall we watch the new Avengers film?

Shall I buy some popcorn?

2 Match the functions (1–2) with the sentences in the Look box. You can use each function twice.

1 offer 2 invitation

3 **Work in pairs. Invite a friend to the cinema. Write a short instant message conversation like in exercise 1. Change the time and the film.**

A Would you like to...

...

B

Your message ... Send

4 In your notebook, rewrite the offers (1–4), using **Shall ...?** or **Would ...?**

Would you like some juice? = Shall I get some juice?

- 1 Shall I get some chocolate?
- 2 Would you like some cola?
- 3 Shall I get some sweets?
- 4 Would you like some popcorn?

MENU

Snacks

popcorn	£3 / £5	crisps / nachos	£2
sweets	£3.50	hot dogs	£3.75
chocolate	£2.50		

Drinks

cola	£2.50 / £3.50	water	£2
orange juice	£3	(still or sparkling)	

5 **Work in pairs. Look at the cinema menu above and decide what drinks and snacks you want.**

Shall I buy some ...?

6 **1.08** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobrać właściwą reakcję (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

1	2	3	4

- A. OK, great. See you then!
- B. No, thanks – I'm not thirsty.
- C. Yes, I'd love to! Who's playing?
- D. No, I don't. It's too expensive.
- E. Yes, please. I'd love some sweets.

Vocabulary 2 and Listening

Lesson objective: *film-making*

lesson 5

1 1.09 Listen and repeat the words. Can you find them in the pictures in exercise 2?

audience ■ blockbuster ■ plot ■ subtitles ■ make-up artist ■ costume designer
shoot a film ■ write a script ■ record a soundtrack ■ come out

2 1.10 Read the text. In your notebook, complete gaps (1–5) with the words from exercise 1. Then listen and check your answers.

 HOW TO MAKE A BLOCKBUSTER	 First, decide on the <u>plot</u>.	 Then write the <u>script</u>.	 Choose your lead and supporting actors and actresses.	 Find a <u>costume designer</u> and <u>make-up artist</u> to work with the cast.
 Shoot the film in the studio or outside.	 Edit the film and add special effects.	 Record the <u>soundtrack</u> in the music studio.	 Add <u>subtitles</u> to translate the dialogue if necessary.	 Finally, wait for your film to <u>come out</u> on the big screen, and hope that the audience will love it!

3 Match the words from exercise 1 with these definitions. Write the answers in your notebook.

Who or **what** is it?

- It's a person who designs clothes for the cast.
- It's the music which you hear while you're watching a film.
- It's the people who watch a film at the cinema.
- It's a story which takes place in a book or a film.
- It's a film which is very popular, and usually has a big budget and lots of special effects.

! Tips

Zanim zaczniesz słuchać nagrania, przeczytaj uważnie pytania i wszystkie opcje odpowiedzi.

4 Study the questions and the answer options in exercise 5. Which question is about:

- the speaker's intention?
- the speaker's profession?
- the place where the speakers are?

5 1.11 Usłyszysz dwukrotnie trzy teksty. W zadaniach (1–3), na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszycie.

1 What is the woman's job?



2 Where are the people?



3 The girl is calling to

- invite a friend to the cinema.
- explain the plot of a comedy.
- tell her friend about a film class.

6 Game Work in groups of three. Study all the steps of *How to make a blockbuster!* and play a memory game. How much can you all remember?

Grammar hub: Past simple



Past simple

- + I **watched** a blockbuster last night.
It **had** fantastic special effects.
- I **didn't watch** it on the big screen.
The director **didn't win** an Oscar.
- ? **Did** the film **have** subtitles?
Yes, it **did**. / No, it **didn't**.
Where **did** you **watch** it?

>>> Grammar summary on page 17

- 1 In your notebook, complete the text with the correct Past simple forms of the verbs in brackets. Which ones are irregular?



The history of special effects

In the past, films ¹ (not have) the digital special effects which we see today. When cinema ² (start), computers ³ (not exist). Film-makers started using CGI (computer-generated imagery) in the 1990s. Pixar's *Toy Story* – the first complete CGI film – ⁴ (come out) in 1995. After that, special effects ⁵ (continue) to develop with amazing 3-D technology in films like *Avatar*. When Andy

Serkis ⁶ (play) Gollum in *The Lord of the Rings*, he used a technology called 'motion capture'.

- 2 In your notebook, write Past simple questions.

- 1 when / you / last go to the cinema?
- 2 what time / you / get up yesterday?
- 3 when / you / start learning English?
- 4 what time / this class / begin?
- 5 when / you / last use your mobile phone?
- 6 when / the last *Avengers* film / come out?

- 3 In pairs, ask and answer questions from exercise 2. Use the past time expressions in the box.

last week / month / year
in July / summer / 2018
on Sunday ■ at the weekend / 8 o'clock
two days / three weeks / a year ago

When did you go to the cinema?

I went to the cinema three weeks ago.

Grammar hub: used to

- + Films **used to** be silent.
- They **didn't use to** have special effects.
- ? **Did** people **use to** go to the cinema?
Yes, they **did**. / No, they **didn't**.

>>> Grammar summary on page 17

- 4 In your notebook, complete the sentences with the correct form of *used to* and the verbs in brackets.

In the 1920s, ...

- 1 Directors (not make) films in 3-D. They (shoot) films in 2-D.
- 2 Actors (not speak) in the movies. Their words (appear) as subtitles on the screen.
- 3 Film-makers (not record) soundtracks. A real orchestra (play) music in the cinema.
- 4 Cinema audiences (not buy) crisps or sweets. They (eat) popcorn.
- 5 People (not watch) blockbusters. What kind of films (they / watch)?

- 5 In pairs, ask and answer questions about your life when you were little. Use the correct form of *used to* and the ideas in the box.

watch horror films / cartoons
go to school/kindergarten
go out with (my) friends/family
play video games / with toys

Did you use to watch horror films?

No, I didn't. I used to watch cartoons.



Around the world

Lesson objective: Culture: the biggest film industries in the world

lesson 7

UNIT 1

- 1 **1.12** Listen and read. Find all the Past simple verbs in the texts. Then write them in your notebook in two categories: *regular* and *irregular*.

★ ★ ★ ★ ★ HOLLYWOOD AND BOLLYWOOD ★ ★ ★ ★ ★



Hollywood, in Los Angeles in the USA, became the centre of the world's film industry in 1913. The film studios chose Hollywood because they could shoot films outside all year – it's always sunny there! At first, Hollywood films **didn't use to have** sound (the so-called 'silent films'). The first 'talkie' came out in 1927. The 1930s and 1940s were Hollywood's 'Golden Age', with actors and actresses like Cary Grant and Greta Garbo. Later, in the 1970s, the 'Blockbuster Age' began, with exciting sci-fi and action films like *Star Wars* and *Jaws*. Hollywood **used to be** the biggest film industry in the world, but now it only makes about 500 films a year. The average budget for a blockbuster is about \$65 million, but the most expensive film, *Pirates of the Caribbean: On Stranger Tides*, cost \$378.5 million!



India's film industry is called Bollywood, from the words 'Bombay' (which **used to be** the name for the city of Mumbai) and 'Hollywood'. Bollywood also started more than a century ago, and now it makes about 1,000 films a year – more than Hollywood! The plot in a Bollywood film is usually based on a love story or an adventure. There are often amazing costumes and fantastic soundtracks. The average budget is \$1 million, but the sci-fi action film *2.0* cost \$76 million because it's got amazing special effects with CGI technology.



Look

the 1930s = the nineteen thirties

- 2 Read the texts again. Complete the table in your notebook.

	Hollywood	Bollywood
Where is it?	Los Angeles, the USA	Mumbai, ¹
When did they start making films there?	²	more than a century ago
How many films come out each year?	About 500	³
What's the average budget for shooting a film/blockbuster?	⁴	\$1 million

- 3 Przeczytaj ponownie teksty w ćwiczeniu 1. Odpowiedz na pytania (1–4) zgodnie z treścią tekstów. Zapisz odpowiedzi w zeszyte.

- When did people use to watch only silent films?
People .
- What happened in Hollywood in the 1970s?
In Hollywood in the 1970s, .
- Why did the big film studios choose Hollywood?
The big film studios .
- How much did the Bollywood film *2.0* cost?
The Bollywood film *2.0* .

- 4 **1.13** Listen to the information about 'Nollywood'. In your notebook, write T (True) or F (False) for sentences (1–4). Correct the false sentences.

'Nollywood' is the film industry in Norway.

F – 'Nollywood' isn't the film industry in Norway. It's the film industry in Nigeria.

- The Nigerian film industry grew quickly in the 1930s.
- In the 1990s, most Nigerians used to watch films at the cinema.
- 'Nollywood' produces more films every year than Hollywood or Bollywood.
- The average Nollywood budget is about \$65 million.

Discover more!

- 5 Work in groups of three. Find out more about new films in Hollywood, Bollywood and Nollywood. Then make a leaflet for an international film day at your school.

! Tips

W ulotce uwzględnijcie:

- tytuły filmów, nazwiska reżyserów oraz aktorów pierwszoplanowych,
- krótkie opisy filmów,
- budżet każdego filmu.

Lesson objective: *an email (giving your opinion, inviting a friend to the cinema, describing a film)*

Brainy phrases

Paragraph 1

I saw ...
In my opinion, it was such a ... film!
The ... was/were so ...
The film had such (a/an) ...
I loved ...!

Paragraph 2

Would you like to see ... with me?
It comes out ...
It's on at ...
Shall we meet ... at ...?

Paragraph 3

It's a(n) ... (film).
It's based on ...
It's set in ...
It's about ...
... stars as ... / ... plays the role of ...

Hi Sam,

- 1 Hope you had a good weekend! I saw *Bumblebee* – that sci-fi film which you recommended. In my opinion, it was such a great movie! All the actors were good, but the actress who played the lead role was so amazing. And the film had such good special effects – I loved the robots!
 - 2 Would you like to see *Pokémon: Detective Pikachu* with me? It comes out next Saturday and it's on at the Brainytown Cinema. Shall we meet there at 6 o'clock?
 - 3 It's an action comedy which is based on the *Pokémon* video games. It's about a man whose father disappears, and he tries to find him with Detective Pikachu's help. Hope you can come!
- All the best,
Lucy



1 Read the model email. In your notebook, match paragraphs (1–3) with functions (a–c).

- a describing a film
- b giving your opinion of a film
- c inviting a friend to the cinema

Look: so, such

The lead actress is **so** talented!
It was **such an** amazing film!
It had **such** fantastic special effects!

2 Complete the sentences with so, such a(n) or such.

- 1 The film was sad.
- 2 It was exciting film.
- 3 It had good plot.
- 4 The tickets were expensive.
- 5 It had great actors!

3 Adjectives Work in pairs. Student A says the title of a film or TV programme and Student B reacts, using so/such and the words in the box. Change roles.

boring ■ sad ■ bad ■ funny ■ interesting
great ■ scary ■ exciting

Captain Marvel

It's such a great film!

4 In your notebook, write five sentences about each film below. Use the Brainy phrases.

A film I saw recently:

- I saw *Avengers: Endgame*.
- In my opinion,

A film I want to see:

- It's *an action film*.
- It's based on

5 Work in pairs. Invite each other to the films you want to see.

Would you like to ...

6 Zapoznaj się z treścią zadania i napisz e-mail. Odpowiedź zapisz w zeszyty.

Chcesz zaprosić kolegę/koleżankę z Anglii do kina. W e-mailu do niego/niej:

- przedstaw swoją opinię o filmie, który ostatnio widziałeś/widziałas,
 - zaproś kolegę/koleżankę do kina,
 - przedstaw film, który chcecie wspólnie obejrzeć.
- Użyj od 50 do 120 słów. Podpisz się jako XYZ.

Hi ...,

Hope you had a good weekend. I saw ...

! Tips

- Rozwiń każdy podpunkt polecenia w osobnym akapicie.
- Użyj maksymalnie 120 słów.



Revision workout

Lesson objective: Revision of lessons 1–8

lesson 9

- 1 **1.14** Usłyszysz dwukrotnie rozmowę na temat festiwalu filmowego. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–4) w poniższej notatce. Zapisz odpowiedzi w zeszyty. Luki należy uzupełnić w języku angielskim.

Film festival with Jenny this weekend

When? ¹ _____

Type of film? ² _____

What time? ³ _____

How much? ⁴ _____ for teenagers

4

- 2 Do każdej z opisanych sytuacji (1–3) wybierz właściwą reakcję. Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszyty.

- Zaprosiłeś/Zaprosiłaś koleżankę do kina. Zaproponuj, że kupisz bilety.
 - Would you like to buy the tickets?
 - Will I buy the tickets?
 - Shall I get the tickets?
- Kolega zapytał cię, jak ci się podobał film, który wspólnie obejrzeliście. Co mu powiesz?
 - Yes, I'd love to watch this film!
 - Yes, it was such a great film!
 - Yes, I enjoy it very much!
- Zaproś kolegę/koleżankę na przyjęcie urodzinowe.
 - Will you have a happy birthday?
 - Do you come to my birthday party?
 - Would you like to come to my birthday party?

3

- 3 Uzupełnij luki (1–4) tak, aby dialogi były spójne i logiczne. Zapisz uzupełnione wypowiedzi w zeszyty.

- X: Hello, can I help you?
 Y: Yes, ¹(have) _____ two tickets for *Star Wars*, please?
 X: Of course. Where ²(want) _____ to sit?
 X: ³(like) _____ some snacks before the film starts?
 Y: Yes, good idea! ⁴(get) _____ some popcorn?

4

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



In this picture they're making a film or a TV programme – we can see the camera at the top of the picture. The ¹ _____ isn't there – his chair is empty. In the background, we can see the cast. An ² _____ is sitting at the table on the left. He's talking to an ³ _____. Of course, this isn't a real house because there's only part of the wall on the right. They're ⁴ _____ this scene in a film studio.

4

- 5 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszyty.

- A friend of mine was an extra in a film.
WHO I have a friend _____ extra in a film.
- Cinema tickets didn't use to be so expensive.
USED Cinema tickets _____ cheaper.
- In the USA, a 'movie theater' is a place that shows films.
YOU In the USA, a 'movie theater' is a place _____ can watch films.
- When I was young, I didn't like horror films, but I like them now.
USE I _____ to like horror films, but I do now.
- Did you watch horror films when you were young?
USE _____ to watch horror films when you were young?

5

Total: _____/20

People in film

cast /kɑːst/ obsada
director /daɪ'rektə(r)/ reżyser
extra /'ekstrə/ statysta/statystka
lead actor /,liːd 'æktə(r)/ aktor pierwszoplanowy
lead actress /,liːd 'æktɹəs/ aktorka pierwszoplanowa
main character /,meɪn 'kærɪktə(r)/ główny bohater
supporting actor /sə,pɔːtɪŋ 'æktə(r)/ aktor drugoplanowy
supporting actress /sə,pɔːtɪŋ 'æktɹəs/ aktorka drugoplanowa

Types of films

action film /,ækʃ(ə)n 'fɪlm/ film akcji
animated film /,ænɪmeɪtɪd 'fɪlm/ film animowany
comedy /'kɒmədi/ komedia
fantasy film /,fæntəsi 'fɪlm/ film fantasy
horror film /,hɒrə 'fɪlm/ horror
musical /'mjuːzɪk(ə)l/ musical
romantic film /rəʊ,mæntɪk 'fɪlm/ romans (film o miłości)
science fiction film /,saɪəns 'fɪkʃən ,fɪlm/ film science fiction
thriller /'θrɪlə(r)/ thriller, dreszczowiec

At the cinema

Shall I (buy) ...? Może (kupię)...?
Shall we watch ...? Obejrzymy...?
Would you like something to drink as well? Chciałbyś/ Chciałabyś też coś do picia?
Would you like to go to the cinema tonight? Chciałbyś/ Chciałabyś pójść dziś wieczorem do kina?
Yes, I'd love to! Tak, bardzo!

Film-making

audience /'ɔːdiəns/ widownia
blockbuster /'blɒk,bʌstə(r)/ blockbuster, przebój kinowy
come out /,kʌm 'aʊt/ wyjść, wchodzić do kin

costume designer /,kɒstjuːm dɪ'zainə(r)/ kostiumograf/ kostiumografka
make-up artist /meɪk,ʌp 'ɑːtɪst/ wizażysta/wizażystka
plot /plɒt/ fabuła
record a soundtrack /rɪ,kɔːd ə 'saʊn(d),træk/ nagrywać ścieżkę dźwiękową
shoot a film /,ʃuːt ə 'fɪlm/ nakręcić film
subtitles /'sʌb,tɪt(ə)lz/ napisy
write a script /,raɪt ə 'skript/ napisać scenariusz

Other

admire /əd'maɪə(r)/ podziwiać
alien /'eɪliən/ obcy, kosmita
athlete /'æθliːt/ sportowiec
average /'æv(ə)rɪdʒ/ średni
big screen /,bɪɡ 'skriːn/ duży ekran (kino)
budget /'bʌdʒɪt/ budżet
century /'sentʃəri/ wiek, stulecie
CGI (computer-generated imagery) /,siː ,dʒiː 'aɪ (kəm,pjuːtədʒenəreɪtɪd 'ɪmɪdʒəri/ obraz generowany komputerowo
colonise /'kɒlənaɪz/ kolonizować
concessions /kən'seɪʃ(ə)nz/ bilety ulgowe
develop /dɪ'veləp/ rozwijać
digital /'dɪdʒɪt(ə)l/ cyfrowy
drama /'draːmə/ dramat
edit the film /,edɪt ðə 'fɪlm/ montować film
especially /ɪ'speʃ(ə)li/ szczególnie
exist /ɪg'zɪst/ istnieć
explain /ɪk'spleɪn/ tłumaczyć, wyjaśniać
famous for /'feɪməs fə(r)/ znany z
film buff /'fɪlm ,bʌf/ kinoman
film industry /,fɪlm 'ɪndəstri/ przemysł filmowy
film-maker /'fɪlm,meɪkə(r)/ filmowiec
including /ɪn'kluːdɪŋ/ włączając, łącznie z
inspire /ɪn'spaɪə(r)/ zainspirować
invite /ɪn'vaɪt/ zaprosić

kindergarten /'kɪndə,gɑːt(ə)n/ przedszkole
martial arts /'mɑːʃ(ə)l ,ɑːts/ sztuki walki
motion capture /'məʊʃ(ə)n ,kæptʃə(r)/ przechwytywanie ruchów
period /'piəriəd/ okres
purpose /'pɜːpəs/ cel
recommend /,rekə'mend/ rekomendować, polecać
review /rɪ'vjuː/ recenzja
reviewer /rɪ'vjuːə(r)/ recenzent
rom-com /'rɒm,kɒm/ komedia romantyczna
sci-fi /'saɪ,fai/ film science fiction
screen /skriːn/ ekran, sala kinowa
seat /siːt/ miejsce
sequel /'siːkwəl/ dalszy ciąg, kontynuacja
silent film /'saɪlənt ,fɪlm/ film niemy
space /speɪs/ kosmos
special effect /,speʃəl ɪ'fekt/ efekt specjalny
spy /spaɪ/ szpieg
take place /,teɪks 'pleɪs/ dziać się (gdzieś, kiedyś)
What's on? /wɒts 'ɒn/ Co grają?; repertuar (w kinie)

Defining relative clauses

Zdań przydawkowych używamy, kiedy chcemy przekazać informacje o osobach, rzeczach i miejscach. W zdaniach przydawkowych używamy zaimków względnych: **who** (do opisu osób), **which** (do opisu rzeczy), **that** (do opisu osób i rzeczy), **where** (do opisu miejsca), **when** (do opisu czasu) oraz **whose** (do opisu przynależności).

W tego typu zdaniach przydawkowych **nie** używamy przecinków.

A lead actor is someone **who/that** plays the main character in a film.

A thriller is an exciting film **which/that** is usually about a crime.

Mumbai is the city **where** the Bollywood film industry began.

1927 was the year **when** they made the first 'talkie' in the USA.

Zoe Saldana is the actress **whose** character Gamora has supernatural powers.

used to

Konstrukcji **used to** używamy, kiedy mówimy o zwyczajach z przeszłości i o czynnościach, które kiedyś były wykonywane regularnie, a które nie są kontynuowane w teraźniejszości. Po **used to** używamy zawsze czasownika w formie podstawowej. W pytaniach i przeczeniach **used to** zmienia się na **use to**.

Affirmative

I **used to read** comics.

You **used to read** comics.

He **used to read** comics.

She **used to read** comics.

We **used to read** comics.

You **used to read** comics.

They **used to read** comics.

Negative

I **didn't use to read** books.

You **didn't use to read** books.

He **didn't use to read** books.

She **didn't use to read** books.

We **didn't use to read** books.

You **didn't use to read** books.

They **didn't use to read** books.

Question

Did I **use to go** out?

Did you **use to go** out?

Did he **use to go** out?

Did she **use to go** out?

Did we **use to go** out?

Did you **use to go** out?

Did they **use to go** out?

Short answer

Yes, I **did**. / No, I **didn't**.

Yes, you **did**. / No, you **didn't**.

Yes, he **did**. / No, he **didn't**.

Yes, she **did**. / No, she **didn't**.

Yes, we **did**. / No, we **didn't**.

Yes, you **did**. / No, you **didn't**.

Yes, they **did**. / No, they **didn't**.

Past simple

Czasu **Past simple** używamy, gdy mówimy o przeszłości. W zdaniach twierdzących do czasowników regularnych dodajemy końcówkę **-ed** (np. *watched*, ale: *phoned*, *dropped*, *studied*).

Czasowniki nieregularne zmieniają swoją formę (patrz strony 126–127). W zdaniach przeczących dodajemy **did not = didn't**, a pytania tworzymy, dodając słowo **Did** na początku pytania.

W pytaniach i zdaniach przeczących czasownik główny jest zawsze w formie podstawowej.

Affirmative

I/You/He/She/It/We/You/They **won** an Oscar.

Negative

I/You/He/She/It/We/You/They **didn't win** an Oscar.

Question

Did I/you/he/she/it/we/you/they **win** an Oscar?

Short answer

Yes, I/you/he/she/it/we/you/they **did**. /

No, I/you/he/she/it/we/you/they **didn't**.

so and such

So, **such**, **such a** oraz **such an** używamy, gdy chcemy wzmocnić znaczenie przymiotnika.

So używamy tylko z przymiotnikiem, **such** z przymiotnikiem oraz rzeczownikiem w liczbie mnogiej lub rzeczownikiem niepoliczalnym, a **such a/an** z przymiotnikiem oraz rzeczownikiem policzalnym w liczbie pojedynczej.

That film was **so** great!

It was **such an** exciting plot!

It had **such** good actors!

Project

Teach the robot some film words. Remember that the robot knows very little English so you must explain all the film words.

The last film I saw was a comedy called *The Grinch*.

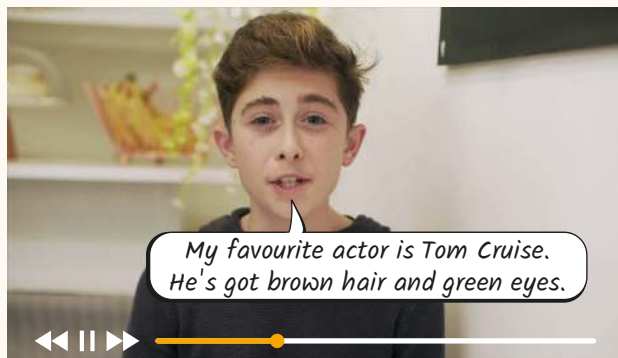
A *comedy* is a film which is funny!

I watched it at the *cinema* - that's a place where ...

Train your brain!

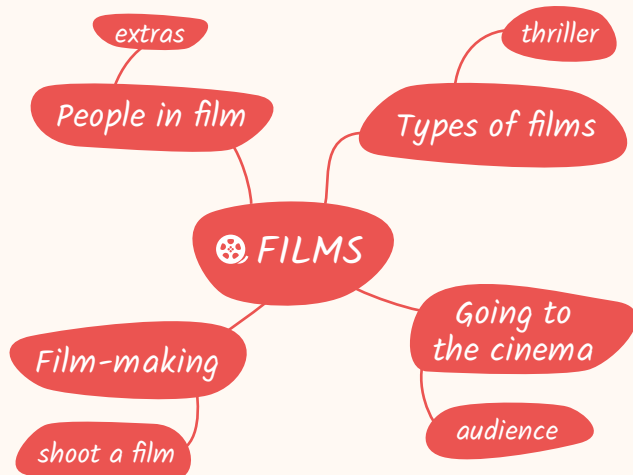


- 1 **Over to you!** Work in pairs. Who's your favourite actor?



Learning to learn!

- 2 Work in pairs. Make a poster with a mind-map. Write as many film words as possible. You can add drawings or photos from magazines.



- 3 **Game** Work in groups of three. Play *Memory chain*.

- Student A: Choose a place from the box and say what you did there.
- Student B and C: Repeat the sentences and then add your own.
- Change roles.

café ■ cinema ■ museum ■ shopping centre
train station ■ bookshop ■ clothes shop
newsagent's ■ baker's

I went to the baker's and I bought some bread.

I went to the baker's and I bought some bread, then I went to the cinema and I watched a thriller ...



Life Skills: Compromising

Remember to work together when trying to find a compromise. Each person's opinion is important. Listen to all the ideas before you make a decision!

- 4 **Game** Work in pairs. Play *Did you really?! Use used to*.

- Student A: Tell Student B something about your past. It can be true or false.

I used to live in Germany.

- Student B: Find out if Student B's sentence is really true by asking questions.

Did you really?! Where exactly did you use to live?

- 5 Work in groups of four. Look at all the films which are mentioned in Unit 1. Together, compromise and decide which one you want to see. Give your reasons.

Project

- 6 Work in groups. Make a film which is set in your school or town.

- Plan the film.

Our film will be about ...

Our lead actor/actress will be ...

- Write the script for a one-minute scene.
- Record the scene.
- Present your film.



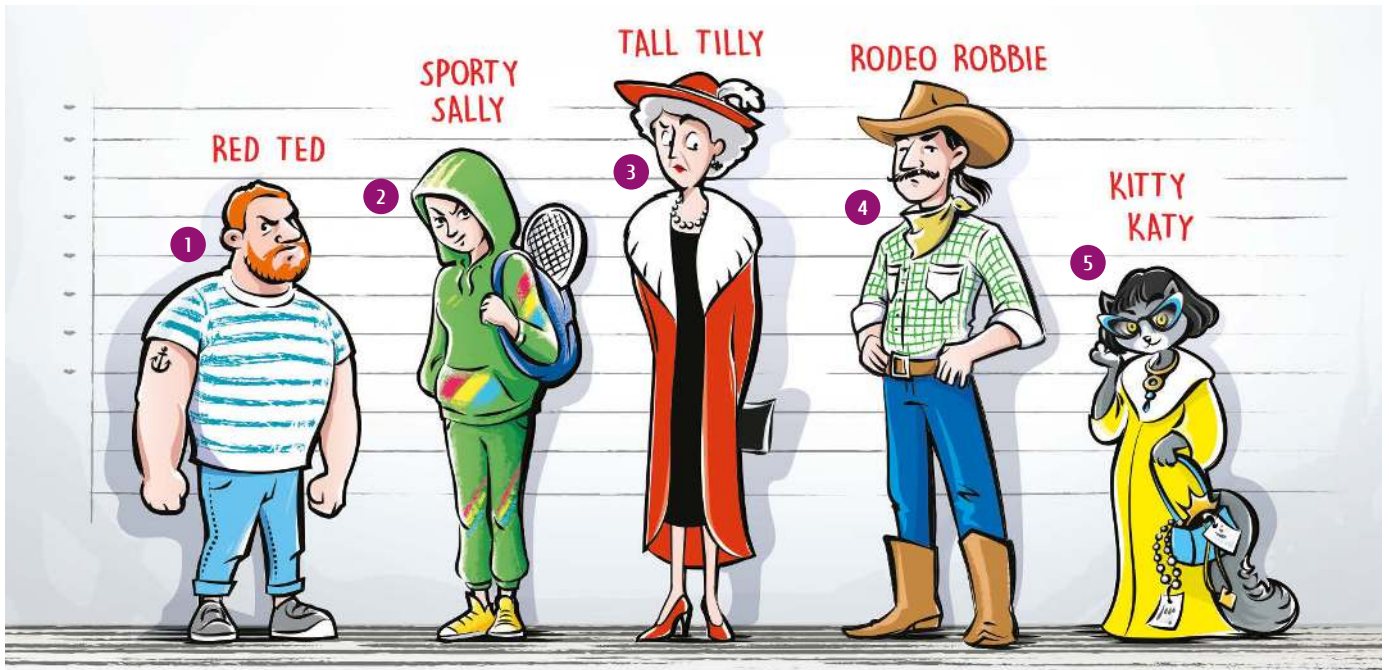
Sound alert! /ɪd/, /t/, /d/

- 7 **1.15** Look, listen and repeat. Then play the sound game.

/ɪd/ Ed wanted to work. /t/ He worked hard.
/d/ Then he travelled the world!

- 8 **Game** Work in groups. Play *The Sound Game!*

- Each student writes the Past simple form of five regular verbs on five small pieces of paper.
- Shuffle the papers and put them face down.
- Take turns to pick up a verb each. Say the words.
- Then, create a story, using all the verbs and present it to the class!



1 1.16 Read and listen to descriptions (a–e). In your notebook, match them with pictures (1–5) above. Who do you think is guilty of a crime?

a She's **tall** and **slim**, and she's wearing a red **coat** and a hat.

b He's **short** and **well-built**. He's got red hair and a **beard**.

c She's wearing **glasses** and she's carrying a **handbag**. She's got a lot of **jewellery**!

d He's got a **moustache**, but he hasn't got a beard. He's got long dark hair in a **ponytail**.

e She's **medium height**. She's wearing a **tracksuit** and a **hoodie**, and she's carrying a **backpack**.

2 1.17 In your notebook, complete the lists below with the words in green. Then listen, check and repeat.

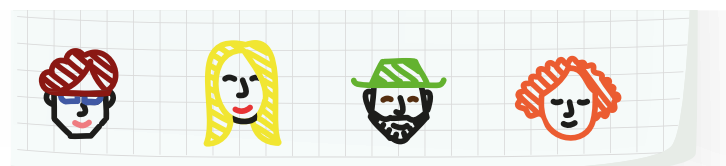
Hair: beard,

Body type: tall,

Clothes: coat,

Accessories: glasses,

4 1.18 Listen to two more descriptions. In your notebook, draw the faces. Compare your pictures with your classmates.



3 **Hair** Work in pairs. In turns, describe the hair of a student in your class and guess the name of the student whose hair it is.

black ■ brown ■ curly ■ fair ■ long ■ red
short ■ straight ■ wavy

He's got ...

She's got ...

5 **Game** Work in pairs. In turns, play *Guess the person*.

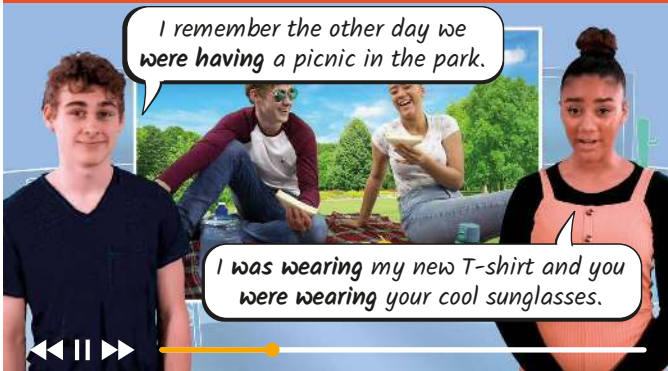
Student A: Look at the picture in exercise 1 for 1 minute. Close your book and answer the questions.

Student B: Ask Student A five questions about the people in the picture.

Has Sporty Sally got a ponytail?

...

Grammar hub: Past continuous: affirmative and negative



Past continuous: affirmative and negative

- + He **was having** a sandwich.
They **were wearing** jewellery.
- He **wasn't having** a sandwich.
They **weren't wearing** jewellery.

>>> Grammar summary on page 29

1 Answer the questions. In your notebook, make a Grammar hub for *she* and *you*.

- 1 Do we use the Past continuous to talk about actions in progress in the past or completed actions in the past?
- 2 What form of the verb do we use after *was/were*?

2 **Clothes** Work in pairs. How good is your memory? Say what your classmates were wearing yesterday.

dress ■ jacket ■ shirt ■ shoes ■ skirt
trainers ■ trousers ■ T-shirt ■ jeans

I think Laura was wearing jeans and a blue T-shirt.

Grammar hub: Past continuous: questions and short answers

- ? Was he **wearing** a hat?
Yes, he **was**. / No, he **wasn't**.
- Were they **wearing** hoodies?
Yes, they **were**. / No, they **weren't**.
- What **were** they **wearing**?
They **were wearing** coats.

>>> Grammar summary on page 29

4 In your notebook, write Past continuous questions, using the words given.

what / the witness / do?

What was the witness doing?

- 1 where / the criminals / go?
- 2 they / run?
- 3 they / carry / backpacks?
- 4 what / the criminals / wear?
- 5 the police / run after / the criminals?

5 1.19 Listen to a police interview with a witness. Then answer the questions (1–5) in exercise 4 in your notebook.

6 **Game** Play *Find someone who ...* In your notebook, write what you were doing yesterday at 5 o'clock in the afternoon. Find someone who was doing the same thing.

What were you doing yesterday at 5 o'clock in the afternoon?

I was watching a sci-fi film on TV.

3 Look at the picture below. In your notebook, complete the sentences (1–5), using the correct form of the verbs in brackets.

SWEDISH CROWN JEWELS STOLEN!

Two Swedish crowns are missing from Strängnäs Cathedral.



- 1 The witness (get) married.
- 2 The criminals (take) the crowns.
- 3 They (not wear) masks.
- 4 A boat (wait) on the lake.
- 5 Police officers (not run after) the men.

🔍 Type to search ...

Sign up

Log in

How embarrassing! 3 answers

Have you got an embarrassing story about mistaken identity?

A Andy | 16:05

14

I hugged a stranger once! I **was running** in the park when I saw my brother's friend Jack. I knew it was Jack because he **was wearing** his grey tracksuit and blue hoodie, and he **was carrying** his black backpack. So, I ran towards him, shouting 'Hey Jack!' and hugged him. But ... it wasn't Jack. It was so embarrassing!



C Cora | 20:45

66

A student called Guy Goma **was waiting** for a job interview at a BBC TV studio. Someone asked, 'Are you Guy?' and they took him to the studio where they **were filming** the news. When the presenter introduced him as 'the technology expert Guy Kewney,' he knew it was an embarrassing mistake. You can see the clip on YouTube – it's so funny!



B Beth | 18:22

2

My sister used to work at a supermarket, and she always used to see her best friend's parents when they **were shopping** there. Then, she started seeing her friend's dad with another woman – every week! Finally, she told her friend. Her friend asked, 'Did she have fair hair in a ponytail, and glasses?'. 'Yes!' my sister replied. 'Don't worry,' her friend laughed. 'My dad's twin brother moved here a month ago and that's his wife!' My sister was really embarrassed.



1 1.20 Read and listen to the texts. Guess the meaning of these words and choose the best emoji.

embarrassed ■ embarrassing



2 Przeczytaj ponownie teksty na temat kłopotliwych sytuacji (A–C) oraz poniższe zdania (1–4). Do każdego zdania dopasuj właściwy tekst. Zapisz odpowiedzi w zeszytce. Uwaga! Jeden tekst pasuje do dwóch zdań.

In this story,

1	two people had the same first name.	
2	there were two people who were brothers.	
3	the writer of the post saw an embarrassing situation.	
4	the writer of the post felt embarrassed.	

3 Work in pairs. Are the sentences true or false? In turns, correct the false sentences.

Andy was walking in the park.

False. He wasn't walking in the park. He was running.

- Andy hugged his friend Jack.
- The boy was wearing a blue tracksuit.
- Beth's sister used to work in a TV studio.
- Beth's sister often saw her friend's parents at the supermarket.
- They were filming a thriller at the TV studio.
- Guy Goma was waiting for a TV interview.

4 Choose task A or B. In your notebook, write a post for the web forum.

- Tell an embarrassing story that happened to you or someone you know.
- Invent a story about an embarrassing situation.

! Tips

- Użyj czasu Past continuous, aby opisać, co robiłeś lub co robiła inna osoba.
- Użyj czasu Past simple do opisanego krótkich wydarzeń z przeszłości.

5 Share your stories from exercise 4. Whose story is the most embarrassing?

1 1.21 Listen and read. Choose the correct words. Write the answers in your notebook.

Good morning! I lost a ¹sweatshirt / jumper yesterday.

Oh dear! What does it look like?

It's a ²plain / checked grey hoodie.

What's it made of?

It's made of ³denim / cotton.

What brand is it?

It's ⁴Crow / Stork. It's got a small logo on it.

I don't think we have it here. Where did you lose it?

I was travelling on the number ⁵60 / 16 bus. I was ⁶standing at the back / sitting near the front, I think.

Can you fill in this form, please? We'll contact you if we find it.

2 1.22 Listen and repeat descriptions (1–8). Find the objects in pictures (a–h). Then complete the table with the words in green in your notebook.



- | | |
|----------------------------------|-------------------------------|
| 1 a checked cotton shirt | 5 a gold earring |
| 2 a plain grey hoodie | 6 a silver watch |
| 3 a blue denim jacket | 7 a striped wool scarf |
| 4 some plastic sunglasses | 8 a leather handbag |

Materials: cotton,

Patterns: checked,

3 Work in pairs. In turns, describe and guess the objects in your classroom. Use words for colours, materials and patterns.

It's plain blue, and it's made of cotton.

Is it Peter's T-shirt?

4 1.23 Usłyszysz dwukrotnie rozmowę odbytą w biurze rzeczy znalezionych. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–5) w poniższym formularzu. Zapisz odpowiedzi w zeszycie. Luki należy uzupełnić w języku angielskim.

LOST PROPERTY FORM

Contact: *Sally Jackson* Tel. *07782* ¹

Description of the object

Lost object: *coat*

Colour/Pattern: ² Material: ³

Brand: *B&G*

Where was it lost?

The passenger was on: *the Leeds-Manchester*

⁴ , *Coach B*.

The passenger left it: *on a* ⁵

5 Work in pairs. Act out a dialogue at the lost property office. Student A describes a lost object and Student B fills in the form in the notebook. Change roles.

LOST PROPERTY FORM

Lost object:

Colour/Pattern: Material:

Brand:

Where:

Vocabulary 2 and Listening

Lesson objective: *crime*

lesson 5

- 1 1.24 Listen and repeat the words. What do they mean in Polish?



burglar



shoplifter



vandal



thief



robber

Look

thief → thieves knife → knives wife → wives

- 2 Read the headlines. Guess the meaning of the words in green.

1 ARMED ROBBER IN BLONDE WIG TRIES TO **ROB** DOUGHNUT SHOP

2 *B*urglar with underwear on head **breaks into** town hall

3 THIEF CALLS POLICE FROM CAR WHICH HE WAS TRYING TO **STEAL**

4 DOGS **CHASE** VANDAL AFTER HE **DAMAGES** CAR AND **RUNS AWAY**

5 Under-25s who **commit a crime** and **go to prison** falls by 8%

- 3 Work in pairs. Student A makes a definition, using *who* and one of the words from the box. Student B guesses the word. Then change roles.

commit a crime ■ damage ■ break into ■ steal
rob (someone / a place)

It's someone *who* steals something from a shop.

A shoplifter.

- 4 Work in pairs. Read the words in the box and guess what happens in another crime story.

grandmother ■ shopping ■ thieves ■ jewellery
shop ■ hit ■ handbag ■ ran away ■ caught
Super Gran ■ cup of tea

! Tips

Zanim zaczniesz słuchać nagrania, znajdź w pytaniach słowa kluczowe.

- 5 1.25 Listen to the story about *Super Gran*. Did you hear all the words from the box? How was the real story different from your story?

- 6 1.26 Usłyszysz dwukrotnie cztery wypowiedzi na temat przestępstw. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This criminal

- A. didn't escape.
B. had a lucky escape.
C. stole a car.
D. climbed through a window.
E. was a robber.

1	2	3	4

- 7 In your opinion, which of the criminals from exercise 1 commits the most serious crime? Have a class vote to see who the worst criminal is.

Grammar hub: Past simple and Past continuous: when and while



when and while

What were you doing **when** you saw the thief?
 I was waiting for the bus **when** I saw the thief.
 Did you see the thief **while/when** you were waiting for the bus?
 I saw the thief **while/when** I was waiting for the bus.

>>> Grammar summary on page 29

- 3 In your notebook, write two sentences for each situation (1–3). In the first sentence, use: **when**, and in the second: **while**.

the thieves: run / drop the bag

*The thieves were running away **when** they dropped the bag. The thieves dropped the bag **while** they were running away.*

- I: travel on the bus / lose my bag
- the burglar: jump out of a window / hurt his leg
- the vandals: walk down the street / damage a car

Grammar hub: Past continuous + Past continuous

The robber **was wearing** a wig while he **was robbing** the doughnut shop.

Security cameras **were filming** the shoplifter while he **was stealing** the snake.

>>> Grammar summary on page 29

- 4 Work in pairs. Look at the picture. In turns, say what the people were doing. Use sentences with **while** and the words in the box.

buy ■ talk ■ try on ■ look at ■ chat ■ steal
 run away ■ carry ■ chase



Rob was chatting to a friend while a thief was stealing his wallet.

- 5 Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. **Uwaga!** W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszytcie.

- Later, the criminals (*poszli do więzienia*) .
- (*Czy nosiła*) any jewellery when you saw her?
- I (*zgubiłam okulary*) while I was visiting the museum.
- The vandals were running away while the (*kobieta dzwoniła na*) the police.
- What (*robiliście*) when the class started?

- 1 Read the sentences. Say which action was already in progress (1st) when the other action happened (2nd).

When the burglar **broke in** (2nd), he **was wearing** (1st) **pants on his head**.

- While he **was climbing** through the window, he **looked** at the security camera.
- The boy **called** the police when he **was trying** to steal a car.
- When the police **arrived**, the vandals **were running away**.
- The shoplifter **was hiding** a snake when he **walked** out of the pet shop.

- 2 Complete the sentences in your notebook. Use the Past continuous or Past simple forms of the verbs in brackets.

- I (do) my homework when you (call) me.
- We (watch) a horror film when someone suddenly (scream).
- My friend (lose) her purse while she (try on) some new clothes.
- (you / see) the storm while you (travel) on the bus?
- What (you / do) when the teacher (arrive) in class?



Around the world

Lesson objective: *Culture: crimes committed by animals*

lesson **7** UNIT **2**

1 Look at the headlines and the photos. Can you guess what crimes these animals committed?



1 Monkey gangs in Malaysia

Monkeys **were** already **living** near the city of Kuala Lumpur **when** people **cut down** the jungle to build new houses. People used to feed the monkeys and take photos of them. But then the monkey 'thieves' **started** to chase people and steal food. ¹ Now, wildlife experts warn people not to feed the monkeys.



2 'Firebirds' in Australia

In Australia, there are birds which commit a crime called 'arson' (starting fires). One witness said: '**While** the bushland **was burning**, these so-called 'fire hawks' **were picking up** the burning grass and **dropping** it in other places.' ² Why do 'fire hawks' start fires? Experts think it's because they can chase the small animals that run away from the fire.



3 Cat burglar in New Zealand

In Auckland, things **were disappearing** from people's homes. Who **was** the thief? It **was** Oscar the cat! While the neighbours **were sleeping**, Oscar **was looking** for his favourite thing: socks! He usually **stole** them at night, but sometimes he also **took** the socks from children's shoes while they **were doing** PE at school. ³



2 1.27 Read the texts. In your notebook, complete gaps (1–3) with sentences (a–c). Then listen and check your answers.

- a This thief stole about a thousand socks.
- b They even chase people who are jogging in the park!
- c Some birds were even working together.

3 Read the texts again and answer the questions.

- 1 Where were the monkeys living?
- 2 What do the monkeys steal?
- 3 What is 'arson'?
- 4 Why do 'fire hawks' spread fires?
- 5 Where did Oscar live?
- 6 Where did Oscar find the socks?

4 1.28 Listen to another story about an 'animal criminal'. Complete the notes.

Grand Theft Seagull

animal: *seagull*

country: ¹

type of 'criminal': ²

description of crime: He ³

5 Have a class discussion. Can animals be guilty of crime? Why / Why not?

Discover more!

6 In pairs, find out about another 'animal criminal'. Then present your information to the class.

Brainy phrases

Paragraph 1

Attention everyone!

There was a thief ...

He/She stole ...

The missing ... is ...

The ... is made of ...

Paragraph 2

The suspect is ...

He/She was wearing ...

He/She was carrying ...

When I saw him/her, he/she was ...

Paragraph 3

If you have any information

about ..., please contact ...

I would be very grateful if you could ...

Thanks for your help!

- 1 Read the model notice. In your notebook, match paragraphs (1–3) with (a–c).

- a what to do next
- b describe a person
- c describe an object

Look: articles

She stole a bag at [-] school.

The bag is made of [-] blue leather.

- 2 In your notebook, complete the sentences with a(n), the or no article [-].

- 1 There were vandals at [] school during [] weekend.
- 2 They damaged [] classroom. [] damaged room was a science lab.
- 3 One of [] suspects is [] tall, well-built man with [] beard.
- 4 When [] witness saw them, they were walking across [] playground.
- 5 If you have any information about [] suspects, please call me at [] home.

- 3  Possessions Work in pairs. Student A describes one of his/her possessions, and Student B guesses what it is.

charger ■ headphones ■ key ■ memory stick
purse ■ phone ■ umbrella ■ wallet

It's small and silver. It's made of metal ...

Is it a key?

!! Attention everyone !!

- 1 There was a thief in the park near our school yesterday and I think she stole my backpack. The missing backpack is made of black leather. There was a phone charger, some headphones, some books, and a purse inside. The purse has got a yellow pattern on it.
- 2 The suspect is a slim, medium height woman in her twenties with long brown hair in a ponytail. She was wearing a plain grey tracksuit, and she was carrying a green bag. When I saw her, she was running away across the playground.
- 3 If you have any information about the suspect or the backpack, please contact the head teacher. I would be very grateful if you could help me find my backpack. Many thanks for your help!



- 4 Imagine that someone stole one of your things. In your notebook, complete the witness report.

WITNESS REPORT

- 1 What does the suspect look like?
- 2 What was he/she was wearing?
- 3 What was he/she was carrying?
- 4 What was he/she doing when you saw him/her?

- 5  Zapoznaj się z treścią zadania i napisz ogłoszenie. Odpowiedź zapisz w zeszycie.

Wczoraj w parku obok twojej szkoły ukradziono Ci plecak. Napisz ogłoszenie, w którym:

- opiszesz przedmioty, które Ci ukradziono,
- opiszesz osobę, którą podejrzewasz o kradzież,
- poprosisz o pomoc w odnalezieniu rzeczy.

Ogłoszenie powinno wynosić od 50 do 120 słów.

Attention everyone!

There was a thief in a park near our school yesterday and I think ...

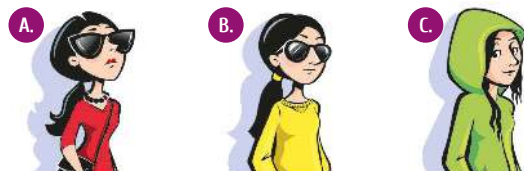
! Tips

Użyj zwrotów z ramki Brainy phrases.



- 1 **1.29** Usłyszysz dwukrotnie trzy teksty. W zadaniach (1–3), na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszyście.

1 Who did the boy see?



2 What did the girl buy?



- 3 The boy was calling to
 A. tell his friend what he did at the weekend.
 B. ask his friend for help with a science project.
 C. inform his friend about a crime that happened.

3

- 2 **1.30** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Zapisz odpowiedzi w zeszyście. **Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. Yes, of course.
 B. They were on the train.
 C. He's a well-built man with a moustache.
 D. We were travelling on the bus.
 E. It's a blue and white checked shirt.

1	2	3	4

4

- 3 Uzupełnij luki w dialogach (1–4) tak, aby były one spójne i logiczne. Zapisz uzupełnione wypowiedzi w zeszyście.

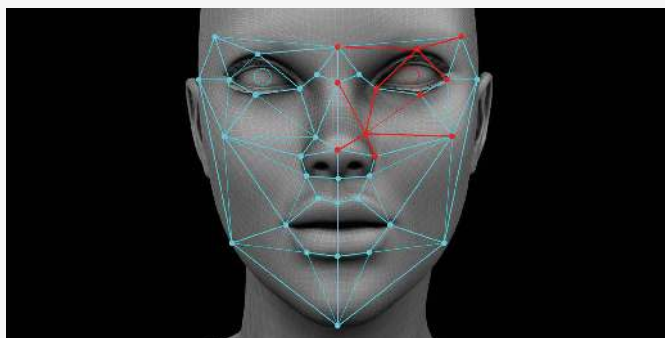
- 1 X: I lost my wallet yesterday. Have you seen it?
 Y: What like?
 X: It's a small, brown, leather wallet.
 2 X: Where lose it?
 Y: While I was walking through the shopping centre, I think.
 3 X: I'm looking for my mobile. Can you see it?
 Y: What ?
 X: It's a Samsung.
 4 X: I love your watch! What's ?
 Y: Oh, just metal. It isn't real gold!

4

- 4 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1–3). Zapisz odpowiedzi (A–F) w zeszyście. **Uwaga!** Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A. hair	C. stole	E. glasses
B. beard	D. robbed	F. went

MISTAKEN IDENTITY



Richard Jones was 24 years old when he ¹ to prison for a crime which he didn't commit. The police said 'He ² a woman's handbag in a supermarket car park in Kansas, the USA.' Finally, they discovered that it was a case of mistaken identity, and Richard Jones wasn't the thief. The real criminal looked exactly like him. He was also a tall, well-built man with a dark ³ and ponytail. And he had the same first name, Ricky – short for Richard. After 17 years, Richard Jones got out of prison!

3

- 5 Uzupełnij zdania (1–3). Zastosuj – w odpowiednich formach – wyrazy podane w nawiasach. Jeśli jest to konieczne, dodaj inne wyrazy. **Uwaga!** W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszyście.

- 1 I found a purse while (I / travel) on the bus.
 2 The burglar was running away when (they / catch) him.
 3 While the (robbers / rob) the jewellery shop, a woman was hitting them with her handbag.

3

- 6 Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. **Uwaga!** W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszyście.

- 1 Where (zgubiła) her handbag?
 2 What were you doing (kiedy zobaczyłeś) the shoplifter?
 3 (Czy oni ścigali) the vandals when you saw them?

3

Total: /20

Personal description

backpack /'bæk,pæk/ plecak
beard /bɪəd/ broda
coat /kəʊt/ płaszcz
glasses /'glɑːsɪz/ okulary
handbag /'hæn(d),bæg/ torebka
hoodie /'hudi/ bluza z kapturem
jewellery /'dʒuːəlri/ biżuteria
medium height /,miːdiəm 'haɪt/ średniego wzrostu
moustache /mə'staːʃ/ wąsy
ponytail /'pəʊni,tɛɪl/ kucyk
short /ʃɔːt/ niski, krótki
slim /slɪm/ szczupły
tall /tɔːl/ wysoki
tracksuit /'træk,suɪt/ dres
well-built /,wel'bɪlt/ dobrze zbudowany

Patterns and materials

checked /tʃekt/ w kratkę
cotton (n, adj) /'kɒt(ə)n/ bawełna, bawełniany
denim (n, adj) /'denɪm/ dżins, dżinsowy
gold (n, adj) /gəʊld/ złoto, złoty
leather (n, adj) /'leðə(r)/ skóra (surowiec), skórzany
plain /pleɪn/ bez wzoru, gładki
plastic (n, adj) /'plæstɪk/ plastik, plastikowy
silver (n, adj) /'sɪlvə(r)/ srebro, srebrny
striped /straɪpt/ w paski
wool (n, adj) /wʊl/ wełna, wełniany

At the lost property office

Can you fill in this form, please?
 Czy mógłby Pan / mogłaby Pani wypełnić ten formularz?
Good morning! I lost a ... yesterday.
 Dzień dobry! Zgubiłem/Zgubiłam wczoraj...
It's made of ... Jest zrobiony/ zrobiona/zrobione z...
Oh dear! What does it look like?
 Ojej! Jak wygląda?
We'll contact you if we find it.
 Skontaktujemy się z Panem/Panią, jeśli go/ją/je znajdziemy.

What brand is it? Jakiej jest marki?
What's it made of? Z czego jest zrobiony/zrobiona/zrobione?

Crime

break into /'breɪk ɪntə/ włamać się do
burglar /'bɜːglə(r)/ włamywacz
chase /tʃeɪs/ gonić
commit a crime /kə,mɪt ə 'kraɪm/ popełnić przestępstwo
damage /'dæmɪdʒ/ uszkodzić
go to prison /,gəʊ tə 'prɪz(ə)n/ iść do więzienia
rob /rɒb/ okradać
robber /'rɒbə(r)/ złodziej, bandyta napadający na banki
run away /,rʌn ə'weɪ/ uciekać
shoplifter /'ʃɒp,lɪftə(r)/ złodziej sklepowy
steal /stiːl/ kraść
thief /θiːf/ złodziej
vandal /'vænd(ə)l/ wandal

Other

arson /'ɑːs(ə)n/ podpalenie
attention /ə'tenʃ(ə)n/ uwaga
awkward /'ɔːkwəd/ niezręczny, krępujący
bald /bɔːld/ łysy
bushland /'bʊʃ,lænd/ busz
coach /kəʊtʃ/ wagon
crisps /krisps/ chipsy
cut down /,kʊt 'daʊn/ ścinać
disappear /,dɪsə'piə(r)/ zniknąć
doughnut shop /'dəʊ,nʊt ,ʃɒp/ sklep z pączkami
embarrassed /ɪm'bærəst/ zakłopotany, zawstydzony
embarrassing /ɪm'bærəsɪŋ/ krępujący
fire /'faɪə(r)/ ogień, pożar
footprints /'fʊt,prɪnts/ ślady stóp
guilty /'ɡɪlti/ winny
hawk /hɔːk/ jastrząb
hug (n, v) /hʌg/ uścisk, przytulać
identity /aɪ'dentɪti/ tożsamość
identikit /aɪ'dentɪkɪt/ portret pamięciowy, rysopis

identity parade /aɪ'dentɪti pə'reɪd/ okazywanie podejrzanego (świadkowi), identyfikacja sprawców
introduce /,ɪntrə'djuːs/ przedstawić
job interview /,dʒɒb 'ɪntə,vjuː/ rozmowa o pracę
lost property /,lɒst 'prɒpəti/ rzeczy znalezione, rzeczy zagubione
lost property form /,lɒst ,prɒpəti 'fɔːm/ formularz rzeczy zagubionych
lost property office /,lɒst ,prɒpəti 'ɒfɪs/ biuro rzeczy znalezionych
lucky escape /,lʌki ɪ'skeɪp/ szczęśliwa ucieczka
neighbour /'neɪbə(r)/ sąsiad
newsagent /'njuːz,eɪdʒ(ə)nt/ sprzedawca w kiosku
newsagent's /'njuːz,eɪdʒ(ə)nts/ kiosk
pants /pænts/ slipy, majtki
pick up /,pɪk 'ʌp/ podnosić
purse /pɜːs/ portfel, portmonetka
resident /'rezɪd(ə)nt/ lokator
seagull /'siː,gʌl/ mewa
spread /spred/ rozciągać się
suit /suɪt/ garnitur, kostium
suspect /'sʌspekt/ podejrzany
sweatshirt /'swet,ʃɜːt/ bluza sportowa
tie /taɪ/ krawat
underwear /'ʌndə,weə(r)/ bielizna, majtki
warn /wɔːn/ ostrzegać
wig /wɪg/ peruka
witness /'wɪtnəs/ świadek

Past continuous: affirmative and negative

Czasu *Past continuous* używamy, gdy mówimy, że dana czynność trwała w określonym momencie w przeszłości. Zdania twierdzące tworzymy za pomocą **was** lub **were** oraz czasownika z końcówką **-ing**. Zdania przeczące tworzymy, dodając do **was** lub **were** słowo **not**. Czasu *Past continuous* **nie** używamy z czasownikami wyrażającymi stany np. *know, like, want, understand, believe*.

Affirmative

I **was watching** TV.
You **were watching** TV.
He **was watching** TV.
She **was watching** TV.
We **were watching** TV.
You **were watching** TV.
They **were watching** TV.

Negative

I **wasn't reading**.
You **weren't reading**.
He **wasn't reading**.
She **wasn't reading**.
We **weren't reading**.
You **weren't reading**.
They **weren't reading**.

Zasady dodawania końcówki **-ing**

- Jeśli czasownik kończy się literą *e* (np. *give, drive, move, use, take, come, have*), to należy ją usunąć: *ride* – **riding**.
- Jeśli czasownik kończy się spółgłoską poprzedzoną jedną samogłoską (np. *swim, stop, shop, run, sit*), to przed dodaniem **-ing** należy podwoić ostatnią literę: *win* – **winning**.
- Jeśli czasownik kończy się literami *ie* (np. *die, lie, tie*), to należy je zamienić na *y*: *die* – **dying**.

Past continuous: questions and short answers

Pytania w czasie *Past continuous* tworzymy, zmieniając szyk wyrazów – **was** lub **were** przestawiamy na początek zdania. Na pytania odpowiadamy, używając krótkich odpowiedzi z **was** lub **wasn't**.

Questions and short answers

Was I **studying**? Yes, I **was**. / No, I **wasn't**.
Were you **studying**? Yes, you **were**. / No, you **weren't**.
Was he **studying**? Yes, he **was**. / No, he **wasn't**.
Was she **studying**? Yes, she **was**. / No, she **wasn't**.
Were we **studying**? Yes, we **were**. / No, we **weren't**.
Were you **studying**? Yes, you **were**. / No, you **weren't**.
Were they **studying**? Yes, they **were**. / No, they **weren't**.

Past simple and Past continuous: *when* and *while*

Gdy mówimy, że coś się wydarzyło podczas trwania innej, dłuższej czynności, to używamy obu czasów w jednym zdaniu. Zdania łączymy za pomocą **when** lub **while**. Po **while** używamy czasu *Past continuous*, a po **when** czasu *Past simple* lub *Past continuous*.

What were you doing **when** you saw the robbers?
I was waiting for the bus **when** I saw the robbers.
Did you see a thief **while/when** you were waiting for the bus?
I saw two thieves **while/when** I was waiting for the bus.

Past continuous + Past continuous

Gdy mówimy o dwóch czynnościach, które trwały w tym samym czasie, to używamy czasu *Past continuous*.

While the robber **was robbing** the bank, his friend **was waiting** in the car.

Articles

- Przedimka nieokreślonego **a** lub **an** używamy przed rzeczownikiem policzalnym w liczbie pojedynczej, gdy mówimy o kimś lub o czymś po raz pierwszy.
- Przedimka określonego **the** używamy, gdy mówimy o rzeczy lub osobie, która już została wspomniana. Wyjątek stanowią pewne utarte wyrażenia, np. *at school, at home*.
- Brak przedimka **[-]** możliwy jest przed rzeczownikiem policzalnym w liczbie mnogiej lub rzeczownikiem niepoliczalnym.

She stole **a** bag at **[-]** school. **The** bag is made of **[-]** blue leather.

Project

Write captions for the criminals from Unit 2 lesson 1. Use *Past continuous* and *Past simple*, with *when* or *while*.

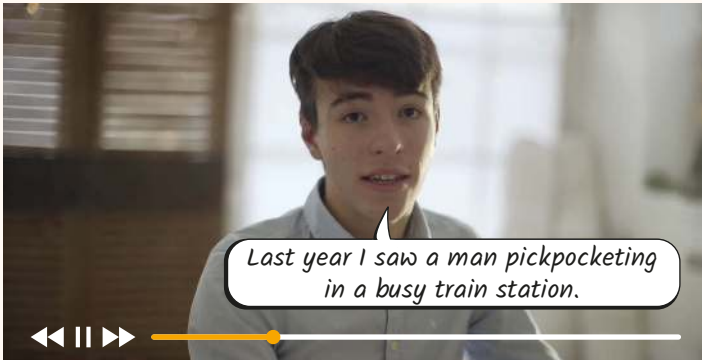


Train your brain!



2

- 1 **Over to you!** Work in pairs. Have you ever witnessed or seen a crime? What happened?



- 2 Read the information and find the burglar, the shoplifter, the vandal, the robber and the thief.



The shoplifter's got a beard. The burglar's also got a beard, but he hasn't got any hair. Two of the criminals are wearing hats, but not the burglar or the shoplifter. The vandal has got a ponytail, just like the shoplifter. The thief, the vandal and the shoplifter aren't wearing glasses. The robber has got curly hair – or is it a wig? And is the thief wearing a wig too? He's trying to hide his face in his hoodie!

- 3 **1.31** Look at the CCTV image and listen to three witness reports. Who is the suspect?



Life skills: Critical thinking

What is critical thinking? Read the sentences below. Which one is not critical thinking?

- You don't simply accept the 'facts'.
- You believe everything that others tell you.
- You try to see things from different perspectives.

- 4 **Work in pairs. Use your critical thinking skills to solve the mystery.**

Mrs Rich called the police to say that someone broke into her house and stole her jewellery. When detectives arrived, they saw broken glass outside one of the windows, but the doors weren't broken. Inside the house, nothing was damaged and there weren't any footprints. The next day, the police arrested Mrs Rich. Why?

Project

- 5 **Work in groups. Choose task A or B and make a poster.**

A an identity parade of suspects

B police 'identikit' faces of suspects

- 1 Find photos in magazines and cut them out.
- 2 Make your poster and label the pictures.
- 3 Use as many new words from Unit 2 as possible.

Sound alert!

- 6 **1.32** Read, listen and repeat. How is the word *was* pronounced? Is it strong /wɒz/ or weak /wəz/?

- Was she chatting? Yes, she was.
- Who was she chatting to?
- She was chatting to me!

- 7 **1.33** Listen and shout *strong* when you hear a strong /wɒz/ and whisper *weak* when you hear a weak /wəz/.



Listening

1 1.34 Usłyszysz dwukrotnie prezentację ucznia. W zadaniach (1–3), na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszytcie.

- 1 The speaker wants to
 - A. recommend a film which he watched in the studio.
 - B. describe the process of making a film.
 - C. tell people about a place which he visited recently.
- 2 The speaker
 - A. knew one of the actresses.
 - B. met an actor who used to be on TV.
 - C. liked the actors' make-up.
- 3 The speaker doesn't say
 - A. when the film comes out.
 - B. which cinema he'll go to.
 - C. what type of film it is.

2 1.35 Usłyszysz dwukrotnie fragment ogłoszenia szkolnego podanego podczas apelu. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania (1–3). Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszytcie.

- 1 When did the crime happen?
- 2 What did the thief steal?
- 3 What was the thief wearing?

Language functions

3 Uzupełnij luki w dialogach (1–4) tak, aby były one spójne i logiczne. Zapisz odpowiedzi w zeszytcie.

- 1 X: to go to the cinema tonight?
Y: Yes, I'd love to. Let's watch that new comedy!
- 2 X: I get some popcorn?
Y: Good idea! I'd like something to drink as well.
- 3 X: Good morning! I lost a pair of glasses yesterday.
Y: Oh dear! What look like?
X: They're plain black sunglasses.
- 4 X: in this form, please?
Y: Yes, of course.
X: We'll contact you if we find them.

Reading

4 Przeczytaj teksty. W zadaniach (1–4) z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedź w zeszytcie.

CRIME REPORT

To report a crime, please fill in this form with as much information as possible.

Note: if you are the victim of a crime, please fill in Form V1.

DATE: Sunday, 12th May
TIME: 7:40 pm.
PLACE: Brainytown centre
WHAT DID YOU SEE?
 I saw two thieves who were running away from the jewellery shop. They were wearing tracksuits with hoodies, so I didn't see their faces. The window of the shop was damaged.

- 1 This form is for
 - A. victims of a crime.
 - B. crime suspects.
 - C. witnesses.

WANTED

We're looking for two young people to complete the supporting cast for a new crime series.

Male: short, well-built, with beard and moustache

Female: medium height, with long ponytail

Shooting starts the first week of August.
Please call casting director for more information.

Tel. 0443 72985

- 2 This text is
 - A. a police notice about criminals.
 - B. an advert for film extras.
 - C. a description of the lead actors.



Helen,

- 1 Anyway, I hope you enjoy them – you don't need to give them back.
 - 2 I was tidying the living room yesterday when I found these old DVDs. Do you want them?
 - 3 The other one is an old musical whose director was my mum's cousin!
 - 4 One is an animated film which I used to enjoy watching when I was young.
- Love,
Grandma

- 3 The correct order of the sentences in the note is
A. 3-1-4-2. B. 2-3-1-4. C. 2-4-3-1.

A Have you got my mobile phone? I can't find it! The last time I used it was when I was meeting you to see the movie yesterday. I don't think anyone stole it, but perhaps I left it at the cinema.

B I saw a good film yesterday. The main character lost her backpack with all her personal things in it. Fortunately, the person who found it wasn't a thief – he found her and they fell in love. It was very romantic!

- 4 Both texts are about
A. crimes. B. missing objects. C. blockbusters.

Use of English

- 5 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1–4). Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszycie.



ALCATRAZ

Alcatraz is on an island in San Francisco Bay, California. It ¹ be a high security prison, but now it's a museum with 1.5 million visitors every year. One of the most famous ² at Alcatraz was the gangster Al Capone, who ³ there in 1934 and left in 1939. No prisoners escaped from Alcatraz alive, but many tried. Action films ⁴ are set at Alcatraz include *The Rock* and *Escape from Alcatraz*.

- | | | |
|------------------|--------------|-----------------|
| 1 A. use to | B. was | C. used to |
| 2 A. shoplifters | B. criminals | C. extras |
| 3 A. arrives | B. arrived | C. was arriving |
| 4 A. which | B. who | C. where |

- 6 Uzupełnij zdania (1–6). Wykorzystaj wyrazy podane w nawiasach w odpowiednich formach. Jeśli jest to konieczne, dodaj inne wyrazy. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 That blockbuster (**come out**) month ago.
- 2 Sam, (**you / watch**) that new thriller last night?
- 3 That lead actor (**use / have**) long hair, but now he is bald!
- 4 When you saw the shoplifter, (**she / carry**) a handbag?
- 5 A burglar is a criminal (**who / break**) buildings to steal things.
- 6 While the thieves (**run / away**), the police caught them.

Writing

- 7 Zapoznaj się z treścią zadania i stwórz wpis na bloga. Odpowiedź zapisz w zeszycie.

Jesteś kinomanem/kinomanką. Opisz w swoim blogu ulubionego aktora lub ulubioną aktorkę.

- Opisz, jak wygląda obecnie.
- Poinformuj, jak wyglądał/wyglądała w przeszłości.
- Opisz filmy, w jakich występuje lub występował/występowała.

Wpis powinien wynosić od 50 do 120 słów.



Welcome to my film blog!
Today, I'm going to describe my favourite film star. ...



! Tips

Jeśli nie możesz opisać prawdziwej osoby i podać faktów, opisz osobę fikcyjną.

Activity holiday



City break



Package holiday



1 Look at the photos. Which type of holiday do you prefer? Have a class vote.

2 1.36 Listen and repeat. Then match these phrases with pictures (1–12). Write the answers in your notebook.

sunbathe ■ see the sights ■ put up a tent
buy souvenirs ■ stay at a youth hostel
book your flight ■ go hiking ■ stay at a B&B
check in to a hotel / check out of a hotel
go backpacking ■ go on a package holiday
travel abroad

3 Work in pairs. Student A mimes a phrase from exercise 2. Student B guesses what Student A is doing. Change roles.

4 1.37 Listen to the dialogues. In your notebook, write what the people are doing. Use the phrases from exercise 2.

1 2 3 4 5

5 Imagine you enter the *Dream Holiday* competition. In your notebook, write about your dream holiday. Include at least four phrases from exercise 2.

For my dream holiday, I'd like to travel abroad. I want to go on a package holiday and check in to a 5-star hotel. I also want to ...

6 Work in groups. Describe your dream holidays. Whose holiday sounds the best?

Grammar hub: Present perfect + for, since



Present perfect + for, since

- ? How long **have** you **been** in New York?
- + I've **been** in New York **for** two days.
- + She's **been** here **since** Wednesday.

>>> Grammar summary on page 43

- 1 In your notebook, complete the table with these time expressions.

10 minutes ■ I was ten ■ 10 o'clock ■ three months
Saturday ■ 2018 ■ an hour ■ 10 years ■ two weeks
September ■ last summer ■ a long time

FOR (+ a period of time)	SINCE (+ a point in time)
10 minutes, ...	I was ten, ...

- 2 Read Emma's diary and complete the sentences (1–5) in your notebook.

DIARY

MONDAY	fly to New York, check in to the Brainy Hotel
TUESDAY	see the sights in Manhattan
WEDNESDAY	check out of the hotel, travel to the Hudson Valley, stay at the Valley B&B
THURSDAY	go hiking for the day, stay at the Valley B&B again
FRIDAY	Today!!!

- 1 Emma has been abroad **since** _____.
- 2 She has been in the USA **for** _____ days.
- 3 She's been in the Hudson Valley **since** _____.
- 4 She's been in the Hudson Valley **for** _____ days.
- 5 She's stayed at the B&B **for** _____ nights.

Grammar hub: Present perfect + yet and already

- + They've **already** checked in to the hotel.
- They **haven't** bought any souvenirs **yet**.
- ? **Have** you **visited** the Statue of Liberty **yet**?
Yes, I **have**. / No, I **haven't**.

>>> Grammar summary on page 43

- 3 In your notebook, write Present perfect sentences. Add the words in brackets.

- 1 they / arrive at the B&B (**already**)
- 2 they / not check in (**yet**)
- 3 they / have dinner? (**yet**)
- 4 my sister / book her flight (**already**)
- 5 she / not book her accommodation (**yet**)
- 6 she / travel abroad (**already**)

- 4 1.38 Listen and complete the information about Annie and Ben. Write ✓ or X in your notebook. In pairs, talk about Annie and Ben, using yet and already.

	Annie	Ben
1 do a skydive	X	✓
2 climb a mountain	_____	_____
3 explore a cave	_____	_____
4 go snorkelling	_____	_____
5 see dolphins	_____	_____

Annie hasn't done a skydive yet.

- 5 Work in pairs. Imagine you are going abroad on holiday. Read your to-do list and then check if you are ready for the trip.

Student A: Choose three things from the list that you have already done. Then answer the questions from Student B. Use yet or already.

Student B: Ask Student A questions. Use the Present perfect with yet. Then change roles.

My to-do list!

- book my flight
- practise putting up the tent
- buy hiking boots
- change money
- read about sightseeing in the area

Have you **already** booked your flight **yet**?

Yes, I've already booked it.

1 **1.39** Look at the pictures and guess where Robin and Jim are now. Then read, listen and check.

2 Read the text again and answer the questions.

- 1 Have Robin and Jim visited Madrid yet?
- 2 Have they seen any sights in Barcelona yet?
- 3 Where do they usually stay while they're travelling?
- 4 Have they had lunch yet?
- 5 Where have they decided to go this afternoon?

3 **Przeczytaj tekst. Uzupełnij w e-mailu luki (1–5) zgodnie z treścią tekstu w ćwiczeniu 1. Luki należy uzupełnić w języku polskim. Zapisz odpowiedzi w zeszycie.**

Wycieczka Robina	
Od: Tatiana	Do: Dziadek Radek
Cześć Dziadku, co u Ciebie? Wszystko w porządku? Właśnie rozmawiałam z Robinem – przesyła Ci pozdrowienia z Hiszpanii. Razem z Jimem są już od ¹ w Barcelonie. Zazwyczaj nocują w ², ale tym razem zatrzymali się ³. Po południu planują iść coś zjeść, a potem będą ⁴ – chcą zobaczyć słynne budynki Gaudiego oraz plażę. A jutro planują się ⁵ przy basenie! Pozdrawiam, Tatiana	

Look

They've **been** hiking. (= now they've come back)

They've **gone** hiking. (= they haven't come back yet)

4 **1.40** Listen to a phone conversation one week later. What has Robin already done? What hasn't he done yet? Write the answers in your notebook.

- swim in the sea
- go snorkelling
- go hiking
- check in to a youth hostel
- buy a souvenir
- try the local food

5 **Work in pairs. Imagine you're with Robin and Jim. Say what you have done.**

We've been to Spain. We've ...



Speaking

lesson 4

Lesson objectives: Functions: asking the way, buying tickets for public transport;
Vocabulary: public transport

- 1 **1.41** Check the meaning of the words in the box. Then choose the correct words to complete the dialogues. Write the answers in your notebook. Listen and check.

timetable ■ train station ■ ticket office ■ return ticket ■ single ticket ■ platform



2

It's at half past two. Here's the ² .

Excuse me, what time's the next train to London?

Thanks. Where does it leave from?

³ 4, over there.

Yes, of course. Do you want a single or a ⁴ ?

Can I buy a ticket here?

That's £15.00 then.

Two singles, please.

- 2 **1.42** Listen to the dialogue. In your notebook, write the instructions in the correct order.

- 1 ☐ 2 ☐ 3 ☐ 4 ☐
- a Turn right. c Go straight on.
- b You can't miss it! d It's on your left.

- 3 **In pairs, act out the first dialogue from exercise 1. Change places and directions.**

- 4 Look at the train timetable and answer the questions.

TIMETABLE Manchester Airport ↔ Manchester				
Manchester Airport	14:10	14:29	14:50	15:10
Manchester	14:30	14:49	15:10	15:30
Manchester	14:21	14:51	15:07	15:21
Manchester Airport	14:41	15:11	15:27	15:41
Single £4 Return £6.50				

- Where do these trains go from and to?
- How long does the journey take?
- How much does a single ticket cost?
- Is a return ticket cheaper than two singles?

- 5 **In pairs, act out a dialogue. Use the timetable from exercise 4.**

Student A: It's 14:30 and you've just arrived at Manchester Airport. You want to go to the city centre.

Student B: You work in the ticket office at the airport train station.

Excuse me, what time's the next train to the city centre?

It's at ...

- 6 **Uzupełnij luki w dialogach (1–3) tak, aby były one spójne i logiczne. Zapisz uzupełnione wypowiedzi w zeszycie.**

- X: Excuse me, I'm looking for the bus station. ☐ ?

Y: No, it's only a 10-minute walk. You can't miss it!
- X: Excuse me, can I buy a ticket to York here?

Y: Yes, of course. ☐ or a return?

X: A return, please.
- X: Excuse me, I'm looking for the train to York. What platform ☐ from?

Y: From Platform 2, over there.

Vocabulary 2 and Listening

Lesson objective: *travel verbs*

lesson 5



get on ■ get off



get in ■ get out



leave ■ arrive



set off ■ come back



take off ■ land

- 1 1.43 Listen and repeat the words. Which verb from each pair can you see in the pictures?

Look

The train leaves **from** Manchester at 10:30. It leaves **from** Platform 2. It arrives **in** London at 13:20.

- 2 In your notebook, complete each gap with one word.

- Please wait for everyone to off the train before you get .
- Don't get of the car – we haven't arrived yet!
- The train London at 10:00 and arrives Paris at 13:30.
- The tour bus sets every hour and back an hour later.
- Our plane off at 15:30 and at 17:45.

- 3 **Types of transport** Work in pairs. Ask and answer questions about the types of transport in the box. Use the Present perfect with **ever**.

coach ■ ferry ■ motorbike ■ plane ■ scooter
boat ■ taxi ■ train ■ tram ■ underground

- 4 1.44 Listen to a news report. How did Ed Pratt travel around the world? In your notebook, write a list of all the other types of transport which Ed used.

*Ed Pratt travelled around the world by unicycle.
He also travelled by ...*

- 5 1.44 Usłyszysz dwukrotnie opis podróży Eda Pratta. W zadaniach (1–3), na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszycie.

- Ed Pratt was abroad
 - for 19 months.
 - for four years.
 - from 2015 to 2018.
- Ed has travelled
 - 70,000 kilometres.
 - around the world.
 - across five continents.
- The speaker
 - wants to talk to Ed about his trip.
 - describes an unusual trip.
 - wants people to give money to charity.

- 6 1.45 Listen to two friends talking about Ed Pratt's trip. In your notebook, complete the gaps with **Jack** or **Kate**.

- has ridden a unicycle.
- has cycled in Scotland.
- hasn't been abroad.
- wants to go backpacking.
- wants to ride a motorbike.

- 7 Work as a class. Close your books and give as many facts about Ed Pratt and his journey as you can.

Grammar hub: Present perfect and Past simple

It snowed last night so we haven't set off yet ...

Present perfect

Have you arrived at the airport yet?

Yes, we have. But we haven't got on the plane yet.

Past simple

When did you arrive?

We arrived 10 minutes ago. We didn't set off early!

>>> Grammar summary on page 43

- 1 Match the tenses and their uses.
Write the answers in your notebook.

Present perfect	finished time in the past
Past simple	time until now
	result (now)

- 2 In your notebook, complete the table with these time expressions.

for ■ yesterday ■ since ■ ago ■ already
last week ■ in July ■ yet ■ ever ■ never
at 2 o'clock ■ just ■ when I was young

with Present perfect	with Past simple
for, ...	yesterday, ...

- 3 In your notebook, complete the text with the Present perfect or Past simple forms of the verbs in brackets.

Hello from Warsaw! We ¹ (just / arrive). Our plane ² (land) at 12:15. We ³ (be) here for an hour, and we ⁴ (already / eat) pierogi – Polish dumplings 😊. We ⁵ (not see) any of the sights yet. I'm with my friend Emma – she ⁶ (visit) Warsaw two years ago, but I ⁷ (never / travel) here before. Emma ⁸ (come) in August, when it was hot. But now it's winter!



- 4 1.46 In your notebook, complete the dialogues, using the words and the Present perfect or Past simple forms of the verbs in brackets. Listen and check. Then answer each final question.

- A: How long (you / be) on the train?
B: Not long. We (get on) 10 minutes ago.
A: What time shall I meet you at the station?
- A: What time (their plane / take off)?
B: At 10:50. They (be) in the air for two hours.
A: When do they land?
- A: When (you / arrive)?
B: We (not arrive / yet). We've just set off!
A: Why did you leave so late?

- 5 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–4). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- We arrived here an hour ago. FOR
We've an hour.
- They came back from their trip in May, and now it's December. AGO
They came back from their trip .
- I haven't stayed at a youth hostel since I was nine, and now I'm 13. FOR
I haven't stayed at a youth hostel .
- He hasn't been abroad yet. NEVER
He abroad.

Look

Have you ever been abroad / hiking / to France?

- 6 Work in pairs. Ask and answer questions about your travel experiences. Use Present perfect and Past simple, and the verbs in the box.

be ■ visit ■ travel ■ stay ■ see

Have you ever been to the Czech Republic?

Yes, I have!

Who did you go with?

I went with my grandparents.



Around the world

Lesson objective: Culture: unusual sightseeing experiences

lesson 7 UNIT 3

- 1 Check the meaning of the words in bold in the text. Use a dictionary.
- 2 1.47 Listen and read. Choose the best photo for the postcard and the social media post.



Hi from Washington DC!
I'm on holiday here with my family. Yesterday, we **went sightseeing** on Segways - it **was** great! We **saw** all the **monuments** on the National Mall. And we've **booked** a **tour** of the White House for today :-)
We've already **been** in the USA for a week. Last week, we **went** hiking in the Blue Ridge Mountains. It **was** the first time I've been backpacking. But my sister is an expert and she knows how to put up a tent!
Tomorrow, we're checking out of the hotel and setting off for the airport. I will **miss** the USA a lot!
Jack



Sam Wheeler
123 Garden Street
Toronto, M4B 1B3
Canada

Hi all, it's Sally here. We're having a great time here in England. We've **been** in London since Sunday. We're staying at a nice B&B near the British Museum. Yesterday, I **had** an unusual **sightseeing trip** - in virtual reality! It **was** at London's tallest **skyscraper**, The Shard. I **got** on a special VR platform at the top of the building, and I **put** on a **VR headset**. Then I **went** on a terrifying **ride** down a virtual **slide**. It **was** only two minutes from 'setting off' to 'landing', but the **views were** amazing! I could see all the sights like London Bridge and the London Eye. ☺



- 3 Przeczytaj ponownie oba teksty. Uzupełnij luki w zdaniach (1-4) zgodnie z treścią tekstów. Zapisz odpowiedzi w zeszyte.

- 1 Jack is staying in a at the moment.
- 2 Jack hasn't visited the yet.
- 3 Sally has been in for a few days.
- 4 Sally visited a building called yesterday.

- 4 Work in pairs. Imagine you are Jack and Sally. In turns, ask each other questions and answer them.

How long ...? ■ Where ...? ■ When ...?
What ...? ■ ... yet?

How long have you already been in ...?

I have been in ... for/since ...

- 5 1.48 Listen to Chloe talking about her holiday. In your notebook, complete the notes.

Chloe's holiday in Turkey

- staying in a ¹
- sightseeing trip in a ²
- went with her mum, dad and ³
- the trip lasted ⁴
- tomorrow's activity: ⁵

Discover more!

- 6 Work in pairs. Find out about another unusual sightseeing trip. Imagine you have tried it and describe it on an e-postcard or in a social media post.

Lesson objective: a travel blog (giving information about accommodation and transport, describing activities)

Brainy phrases

Paragraph 1

We've been in ... for/since ...

We're staying at a ... in ...

It's near ...

I'm sharing a ... with ...

It's ... !

Paragraph 2

It was ... when we set off on ...

We travelled by ... to ...

Then, we ...

After that, we ...

Paragraph 3

We've ... since we arrived.

We've already ...

We haven't ... yet.

We're leaving ...

I hope I can come back soon!

1 Read the blog. Match paragraphs (1–3) with (a–c).

1 2 3

- a description of the transport used
- b presentation of the activities
- c information about the accommodation

Look

It's Katy here!

It's great here.

It was very early when

we set off.

2 1.49 Listen to four questions. Match each question with the correct response. There is one response you do not need to use.

- a Sorry – it was me! I was really hungry.
- b It was sunny, but it was quite cold too.
- c Yes, it was quite late – it was about 11:30.
- d No, it wasn't! It took us a long time.
- e It was really nice! It was good to be in the countryside.

1	
2	
3	
4	

3 Work in groups of three. Imagine you are on a school trip together. Follow the instructions.

- 1 Decide:
 - where you are staying and what it's like,
 - how you travelled there,
 - what you've done since you arrived.
- 2 Choose one set of *Brainy phrases* each.
- 3 In your notebook, complete your *Brainy phrases* about the trip.

My Travel Blog

- 1 Hi everyone! It's Katy here, welcome to my travel blog! We've been in France for four days now. We're staying at a youth hostel in Paris, near the river Seine. I'm sharing a room with Sally and Emma. It's great here!
- 2 It was very early when we set off on Sunday (4:30 am!). We travelled by coach to Dover. Then, we got on the ferry. After that, we went to Dunkirk by coach, and then to Paris the next day.
- 3 We've seen a lot of sights since we arrived. We've already climbed the Eiffel Tower and visited the Pompidou Centre, but we haven't been to the Louvre yet – we're going there tomorrow. We're leaving the day after tomorrow. I hope I can come back soon!



4 Work in groups of three. Tell the class about your trip.

5 Zapoznaj się z treścią zadania i stwórz wpis na bloga. Odpowiedź zapisz w zeszycie.

Jesteś na wycieczce szkolnej w górach. W swoim blogu podróżniczym:

- opisz miejsce, gdzie mieszkasz,
- wyjaśnij, jak tu dotarłeś/dotarłaś,
- napisz, co zrobiłeś/zrobiłaś od czasu przyjazdu.

Wpis powinien wynosić od 50 do 120 słów.

MY TRAVEL BLOG

Hi everyone! It's ... here, welcome to my travel blog! We've been in ...

! Tips

- W pierwszym akapicie użyj czasu *Present simple*, w drugim *Past simple*, a w trzecim *Present perfect*.
- Użyj konstrukcji *It ...*





Revision workout

Lesson objective: Revision of lessons 1–8

lesson 9

- 1 **1.50** Usłyszysz dwukrotnie ogłoszenie stewardessy oraz ogłoszenie przewodnika wycieczki. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania (1–6). Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszycie.

Announcement 1

- Where is the plane travelling to?
- What can passengers buy before they land?
- What must passengers do before they get off the plane?

Announcement 2

- Where have the school group come from?
- What are they doing tomorrow morning?
- What time does the coach leave tomorrow?

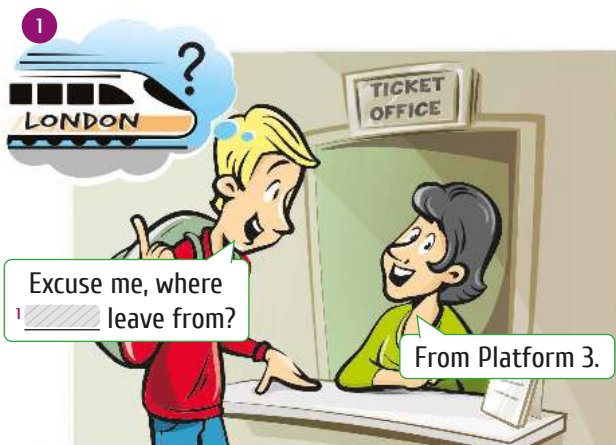
6

- 2 Do każdej z opisanych sytuacji (1–2) wybierz właściwą reakcję (A, B albo C). Zapisz odpowiedzi w zeszycie.

- Stoisz przy kasie na stacji kolejowej. Co powiesz, aby kupić bilet powrotny to Londynu?
 - A single ticket to London, please.
 - A return to London, please.
 - A ticket to London for one, please.
- Masz zarezerwowany pokój w pensjonacie SeaView B&B. Jak zapytasz o drogę do tego miejsca?
 - Excuse me, I'm looking for the SeaView B&B.
 - Excuse me, I'm looking after the SeaView B&B.
 - Excuse me, I've booked the SeaView B&B.

2

- 3 Uzupełnij dialogi. Wpisz w każdą lukę (1–2) brakujący fragment wypowiedzi. Zapisz odpowiedzi w zeszycie.



2

- 4 Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał tekst zgodny z ilustracją. Zapisz odpowiedzi w zeszycie.



In this photo, two friends are camping in the mountains. We know they've been there 1 a while because they've already put up their 2. Now, they're making some food on a gas cooker. We can see their meal in the frying pan – they 3 eaten it yet. I think the two friends are going to go 4 – they're wearing boots, and I can see a backpack behind the woman who is wearing the red hat. I think they're going to 5 the big mountain which we can see behind them. They look really happy!

5

- 5 Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- How long (oni są) on the coach?
- When (wyruszyli) off?
- (Czy samolot) taken off yet?
- She got out (20 minut temu).
- (Ona jest) here since Saturday.

5

Total: /20

Holiday activities and accommodation

book your flight /ˌbʊk jə 'flaɪt/ zarezerwować swój lot
buy souvenirs /ˌbaɪ ˌsuːvə'nɪəz/ kupować pamiątki
check in to a hotel /ˌtʃek 'ɪn tu ə həʊ'tel/ zameldować się w hotelu
check out of a hotel /ˌtʃek 'aʊt əv ə həʊ'tel/ wymeldować się z hotelu
go backpacking /ˌgəʊ 'bæk,pækɪŋ/ wyruszyć na wędrowkę z plecakiem
go hiking /ˌgəʊ 'haɪkɪŋ/ wyruszyć na pieszą wycieczkę
go on a package holiday /ˌgəʊ ɒn ə 'pækɪdʒ ˌhɒlɪdeɪ/ wyjechać na wakacje zorganizowane (np. przez biuro podróży)
put up a tent /ˌpʊt 'ʌp ə 'tent/ rozbić namiot
see the sights /ˌsiː ðə 'saɪts/ zwiedzać
stay at a B&B /ˌsteɪ ət ə ˌbiː ən(d) 'biː/ nocować w pensjonacie ze śniadaniami
stay at a youth hostel /ˌsteɪ ət ə 'juːθ ˌhɒst(ə)l/ nocować w schronisku dla młodzieży / hostelu
sunbathe /'sʌn,bet/ opalać się
travel abroad /ˌtræv(ə)l ə'brɔɪd/ podróżować za granicę

Public transport

platform /'plæt,fɔ:m/ peron
return ticket /rɪ,tɜ:n 'tɪkɪt/ bilet powrotny
single ticket /ˌsɪŋg(ə)l 'tɪkɪt/ bilet w jedną stronę
ticket office /'tɪkɪt ˌɒfɪs/ kasa biletowa
timetable /'taɪm,tetb(ə)l/ rozkład jazdy
train station /'treɪn ˌsteɪʃ(ə)n/ stacja kolejowa

Buying tickets for public transport

Can I buy a ticket here? Czy mogę kupić tutaj bilet?

Do you know where it is? Czy wie Pan/Pani, gdzie to jest?

Excuse me, I'm looking for the train station. Przepraszam, szukam stacji kolejowej.

Excuse me, what time's the next train to London? Przepraszam, o której odjeżdża następny pociąg do Londynu?

Is it far? Czy to daleko?

It's just a five-minute walk. To tylko pięć minut piechotą.

Platform 4, over there. Peron 4, o tam.

That's £15.00 then. W takim razie to będzie 15 funtów.

Turn left here, then go straight on. Musi Pan/Pani skrócić tutaj w lewo, a potem pójść prosto.

Two singles, please. Poproszę dwa bilety w jedną stronę.

Where does it leave from? Skąd odjeżdża?

You can't miss it! Nie da się go przegapić!

Travel verbs

arrive /ə'reɪv/ przybyć, przyjechać
come back /ˌkʌm 'bæk/ wrócić, powrócić
get in /ˌget 'ɪn/ wsiąść do, wejść do
get off /ˌget 'ɒf/ wysiąść z
get on /ˌget 'ɒn/ wsiąść do, wejść do
get out /ˌget 'aʊt/ wyjść z, wysiąść z
land /lænd/ wylądować
leave /li:v/ wyjechać, odjechać
set off /ˌset 'ɒf/ wyruszyć
take off /ˌteɪk 'ɒf/ wystartować, wylecieć

Other

accommodation /ə,kɒmə'deɪʃ(ə)n/ zakwaterowanie
activity holiday /æk,tɪvə'tɪ 'hɒlɪdeɪ/ aktywne wakacje
airport /'eə,pɔ:t/ lotnisko
amazing /ə'meɪzɪŋ/ niesamowity, niewiarygodny
announcement /ə'naʊnsmənt/ ogłoszenie

charity /'tʃærəti/ organizacja charytatywna

city break /ˌsɪti 'breɪk/ wyjazd za miasto

cycle /'saɪk(ə)l/ jeździć na rowerze

describe /dɪ'skraɪb/ opisywać
destination /ˌdestɪ'neɪʃ(ə)n/ cel (podróży)

dumpling /'dʌmplɪŋ/ pierożek, pieróg

flight attendant /'flaɪt ə,tendənt/ steward, stewardessa

fridge magnet /ˌfrɪdʒ 'mæɡnɪt/ magnes na lodówkę

go sightseeing /ˌgəʊ 'saɪt,sɪːŋ/ zwiedzać

hiking boots /ˌhaɪkɪŋ 'buːts/ buty trekkingowe

journey /'dʒɜːni/ wędrowka

miss /mɪs/ tęsknić

monument /'mɒnjumənt/ pomnik, zabytek

ride /raɪd/ przejażdżka

river /'rɪvə(r)/ rzeka

sharp /ʃɑːp/ punktualnie (np. o godzinie 8.30)

sightseeing trip /saɪt,sɪːŋ ˌtrɪp/ wycieczka krajoznawcza

skyscraper /'skaɪ,skreɪpə(r)/ wieżowiec, drapacz chmur

slide /slaɪd/ zjeżdżalnia

sun cream /'sʌn ˌkriːm/ krem do opalania

sunshine /'sʌn,fʌɪn/ światło słoneczne

terrifying /'terə,fajɪŋ/ przerażający

to-do list /tə'duː ˌlɪst/ lista rzeczy do zrobienia

tour /tuə(r)/ wycieczka

travel blog /'træv(ə)l ˌblɒg/ blog podróżniczy

unicycle /'juːnɪ,sʌɪk(ə)l/ rower jednokołowy

views /vjuːz/ widoki

virtual reality /ˌvɜːtʃʊəl ri'æləti/ rzeczywistość wirtualna, VR

VR headset /ˌviː ˌɑː 'hed,seɪt/ gogle VR (wirtualnej rzeczywistości)

VR platform /ˌviː ˌɑː 'plæt,fɔ:m/ platforma VR (wirtualnej rzeczywistości)

Present perfect

Affirmative

I've **come** back.
You've **come** back.
He's **come** back.
She's **come** back.
It's **come** back.
We've **come** back.
You've **come** back.
They've **come** back.

Negative

I **haven't come** back.
You **haven't come** back.
He **hasn't come** back.
She **hasn't come** back.
It **hasn't come** back.
We **haven't come** back.
You **haven't come** back.
They **haven't come** back.

Question

Have I **come** back?
Have you **come** back?
Has he **come** back?
Has she **come** back?
Has it **come** back?
Have we **come** back?
Have you **come** back?
Have they **come** back?

Short answer

Yes, I **have**. / No, I **haven't**.
Yes, you **have**. / No, you **haven't**.
Yes, he **has**. / No, he **hasn't**.
Yes, she **has**. / No, she **hasn't**.
Yes, it **has**. / No, it **hasn't**.
Yes, we **have**. / No, we **haven't**.
Yes, you **have**. / No, you **haven't**.
Yes, they **have**. / No, they **haven't**.

Past simple

Affirmative

I **came** back.
You **came** back.
He **came** back.
She **came** back.
It **came** back.
We **came** back.
You **came** back.
They **came** back.

Negative

I **didn't come** back.
You **didn't come** back.
He **didn't come** back.
She **didn't come** back.
It **didn't come** back.
We **didn't come** back.
You **didn't come** back.
They **didn't come** back.

Question

Did I **come** back?
Did you **come** back?
Did he **come** back?
Did she **come** back?
Did it **come** back?
Did we **come** back?
Did you **come** back?
Did they **come** back?

Short answer

Yes, I **did**. / No, I **didn't**.
Yes, you **did**. / No, you **didn't**.
Yes, he **did**. / No, he **didn't**.
Yes, she **did**. / No, she **didn't**.
Yes, it **did**. / No, it **didn't**.
Yes, we **did**. / No, we **didn't**.
Yes, you **did**. / No, you **didn't**.
Yes, they **did**. / No, they **didn't**.

Present perfect and Past simple

Czasu *Present perfect* używamy, gdy mówimy:

– o czynnościach, które wykonaliśmy (lub których nie wykonaliśmy) do chwili obecnej.	– o tym, jak długo (lub od kiedy) trwa czynność.	– o swoich doświadczeniach (bez podawania dokładnej daty).	– o wydarzeniach, które dopiero co miały miejsce.
Typowe wyrażenia: <i>already / yet</i> I've already put up the tent. We haven't landed yet. Has it taken off yet?	Typowe wyrażenia: <i>how long, for (+ przez jak długo) / since (+ od kiedy)</i> How long have you been here? I've been here for 2 hours. She's been here since 12.30.	Typowe wyrażenia: <i>never / ever</i> I have never been fishing. Have you ever been to the UK?	Typowe wyrażenie: <i>just</i> I have just arrived.

Czasu *Past simple* używamy, gdy mówimy o przeszłości.

Typowe wyrażenia: *ago, yesterday, last (+ week / month / year), in (+ month / year), at (+ czas), when (+ zdanie), for (+ przez jak długo w przeszłości).*

We learnt this **last year**.

I didn't speak English **when I was young**.

Sentences starting with *It* ...

Zdania bezosobowe z *it* w funkcji podmiotu są w języku angielskim bardzo powszechne. W takich zdaniach zaimek *it* nie odnosi się do niczego i dlatego nie tłumaczymy go na język polski.

It's five o'clock. (= *Jest pięta*.) **It's** raining. (= *Pada deszcz*.)

It's nice to meet you! (= *Miło mi cię poznać*.)

Project

Imagine you're interviewing a famous traveller. Prepare ten questions. Use the Present perfect and Past simple.

When did you first go abroad?

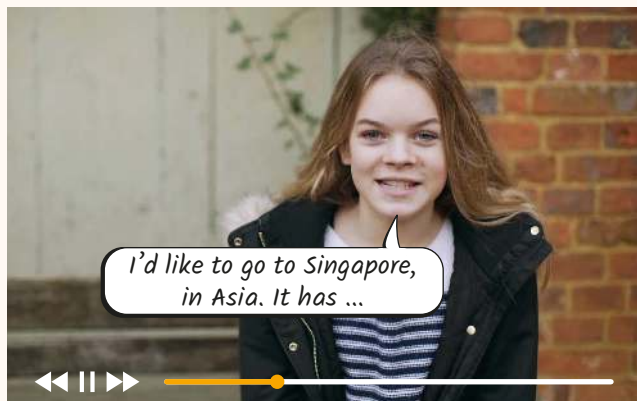
Have you been to Antarctica yet?

Train your brain!



3

- 1 **Over to you!** Work in pairs. Which places in the world do you want to visit? Why?



- 4 **Game** Work in groups of three. Play *For and Since*. You get one point for every correct sentence. Then change roles.

Student A: Ask a *How long ...* question.

Student B: Answer Student A's question with *since*.

Student C: Repeat Student B's answer with *for*. Do not change the meaning!

How long have you been in this room?

I've been in this room since 9:15.

She's been in this room for 28 minutes!

- 2 Read the riddle and answer the question.



I've been hiking in Morocco and backpacking from Paris to Warsaw. I've seen penguins in Antarctica and kangaroos in the bushland not far from Canberra. I've sunbathed in Colombia and I've driven across Canada and the USA, but I haven't been to all the continents yet. Which continent have I never visited?

Life skills: Giving instructions

How do we give instructions? Choose the correct words.

- Use **imperatives / questions**.
- Use **short / long** sentences.
- Use **opinions / facts**.

Project

- 5 **Work in pairs.** Read the riddle and guess the country. Then choose a different place in the world and write a new riddle.

Learning to learn!

- 3 Learn irregular verbs in groups. Make a page in your notebook to record irregular verbs. Add all three forms of the verbs in the box.

put up (a tent) ■ go (hiking)
buy (some souvenirs) ■ swim ■ come back
set off ■ leave ■ take off



Where am I?
I've already been to the Luxor temple and I've ridden a camel. I've visited Giza but I haven't seen the tomb of Tutankhamen yet.

Yesterday, I went snorkelling in the Red Sea, and tomorrow, I'm going to see the sights in Cairo.

Learning irregular verbs



all three forms are the same <i>cost - cost - cost</i>	the Past simple and past participle forms are the same <i>think - thought - thought</i>
the present and past participle forms are the same <i>run - ran - run</i>	the past participle ends in -en <i>steal - stole - stolen</i>
there are three different vowels <i>drink - drank - drunk</i>	these verbs are totally irregular <i>be - was/were - been</i>

Keep adding more irregular verbs to the list!

Sound alert! /aɪ/, /ɪ/

- 6 1.51 Listen and repeat the examples.

/aɪ/	/ɪ/
I, flight, sightseeing	it, swimming, India

- 7 1.52 Copy the table from exercise 6 into your notebook. Guess the words in the pictures and write them in the correct column. Then listen and check.



1 2.01 Listen and read. In your notebook, match sentences (a–f) with pictures (1–6).

- a They're counting their **pocket money**!
- b They were **on special offer** – **buy one, get one free**!
- c It was such a **bargain**! **50% off** – what a **discount**!
- d A friendly **shop assistant** at a **street market**.
- e **Customers** waiting in the queue for **the sales** to start ...
- f I've just used my Christmas **gift card** at the **shopping mall**!



2 2.02 Listen and repeat the words and expressions. How do you say them in Polish? In your notebook, write them in the correct category.

pocket money ■ on special offer
buy one, get one free ■ bargain ■ 50% off
discount ■ shop assistant ■ street market
customer ■ the sales ■ gift card ■ shopping mall

2 places where you can go shopping:
2 words for people:
2 things which you can spend/use:
6 words about promotions:



3 2.03 Shops Listen to the names of different types of shops. Say what you can buy in each one.

4 Look at the pictures. Which is the best bargain? How much will each phone cost?



5 2.04 Listen to four situations about shopping. Use one or more words from exercise 2 that match each situation.

On special offer, street market, ...

6 Game Play *Guess the word*. Student A gives a definition of one of the words from exercise 2, and Student B guesses the word. Then change roles.

It's a place where you go shopping.
There are many different shops there.

A shopping mall?

Life skills: Be a clever customer!

Which three things do clever customers do?

- Write a shopping list before going shopping.
- Compare prices at different shops and online.
- Think that all special offers are a bargain.
- Save some pocket money – they don't spend it all at once!

Grammar hub: comparative and superlative adjectives, (not) as ... as



Irregular adjectives

good → better → the best
bad → worse → the worst
far → further → the furthest

Comparative adjectives

Your phone is **bigger than** mine.
Was it **more expensive than** your old phone?

Superlative adjectives

Where's **the nicest** place to go shopping?
This shopping mall has got **the most interesting** shops.

(not) as ... as

The sales this year are **not as good as** last year.

»» Grammar summary on page 55

- 1 Read the *Grammar summary* on page 55. Then complete the table in your notebook.

cheap ■ expensive ■ easy ■ difficult ■ near ■ far
big ■ small ■ good ■ bad ■ interesting ■ boring

	adjective	comparative	superlative
short	<u>cheap</u> , ...	<u> </u> , ...	<u> </u> , ...
long	<u> </u> , ...	<u>more expensive</u> , ...	<u> </u> , ...
irregular	<u> </u> , ...	<u> </u> , ...	<u>the furthest</u> , ...

- 2 In your notebook, complete the text with the missing comparative and superlative forms of the adjectives in brackets.

New Love2Shop is now open!

Our new store is ¹ (**big**) and ² (**good**) than our old store. Our new café is now ³ (**comfortable**) than before, so come for lunch while you are shopping! At Love2Shop, you'll find the ⁴ (**fashionable**) clothes in town! You'll also find the ⁵ (**good**) special offers and the ⁶ (**big**) bargains!

- 3 In pairs, make true sentences with the words in prompts (1–4). Use comparative forms and (not) as ... as.

designer shops, street markets + cheap / expensive

Designer shops are **more expensive than** street markets.

It's true. Designer shops aren't **as cheap as** street markets.

- our town, New York City + big / small
- our local shopping mall, the bus station + near / far
- a 20% discount, a 50% off offer + good / bad
- learning Chinese, learning English + easy / difficult

Grammar hub: too and (not) enough

This laptop is **too** expensive.
Is this one cheap **enough**?
I'm **not** rich **enough** to buy a new computer!

»» Grammar summary on page 55

- 4 In your notebook, write the words in the correct order to make sentences.

- too / the / is / far / shopping mall / .
- aren't / the / enough / friendly / shop assistants / .
- noisy / the / too / market / is / .
- discount / big / the / isn't / enough / .
- expensive / are / designer clothes / too / .

- 5 2.05 Listen to six sentences and write them in your notebook. Then say six sentences with the same meaning, using the words in the box and too or not enough.

big ■ new ■ near ■ expensive ■ bad ■ boring

1 This classroom is too small!

It isn't big enough.

- 6 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–4). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- The winter sales aren't as good as the summer sales. **BETTER**
The summer sales the winter sales.
- The clothes that I like are too expensive in the shopping mall. **ENOUGH**
The clothes that I like in the shopping mall.
- My mobile is older than your mobile. **NEW**
My mobile as your mobile.
- The sum of money on this gift card isn't big enough to buy what you want. **TOO**
The sum of money on this gift card to buy what you want.

- 1 2.06 Read and listen to the advert. How many comparative and superlative forms of adjectives can you find? Write them in your notebook.



SALE! SHOPPING PARADISE

Brayntown's **most popular** store – **the best** for everything you need, including fashion, sportswear, furniture and home electrical appliances. Find us in the *Spring View* shopping mall on the high street – there's no **better** place to go shopping!

- The sales start on Saturday 2nd January at 9 am. Super special offers!
- Don't be late! If you're **early enough**, you'll find **the best** bargains!
- Many products half price, and up to 60% off some designer brands!
- Buy one, get one free on all swimming costumes and goggles!
- Our sales are **too good** to miss – it's **cheaper** than shopping online!!!

If you **aren't quick enough** to get **the best** bargains, don't worry – all customers who bring this advert before 3 pm on Saturday can get a free drink in our café and 10% off all snacks.

We're open 9 am–6 pm Monday–Saturday.

- 2 Przeczytaj ponownie ulotkę reklamową. W zadaniach (1–2) z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszycie.

- What can't you do at Shopping Paradise?
 - buy sports equipment
 - have something to eat
 - go shopping every day of the week
- What can't you do after 3 pm?
 - find the best bargains
 - get a discount on food
 - go to the café

- 3 Look at Uncle Bob's letter, which is in the wrong order. Why is he writing to Danny?

Dear Danny,



- Perhaps you'll find something you like there? See you soon!
- I'm also sending you this advert which I saw about that new department store in town.
- Happy birthday! Here's a gift card to add to your pocket money so you can buy a really good present.
- As you can see, their sale starts on Saturday and they've got the most amazing discounts – more than 50% off.

Uncle Bob

- 4 Ułóż zdania w liście do Danniego w odpowiedniej kolejności. Wybierz literę A, B, albo C. Zapisz odpowiedź w zeszycie.

A. 3-1-4-2 B. 3-2-4-1 C. 2-4-3-1

! Tips

Zanim spojrzysz na odpowiedzi A–C, spróbuj samodzielnie ułożyć zdania w odpowiedniej kolejności.

- 5 2.07 Listen to the recording and check your answers to exercise 4.

- 6 Work in pairs. Which is the best place to buy these things in your town? Do you agree or disagree? Use comparative and superlative adjectives, *too* and *(not) enough*.



The best place to buy a pizza is at *Gino's*. They've got the **tastiest** pizzas in town!

I don't agree. The pizzas at *Gino's* are **too expensive**. *Café Italia's* pizzas are **better**, and they're **cheaper**!

Speaking

lesson 4

Lesson objectives: *Functions: buying things, paying for things;*
Vocabulary: money and payments

1 2.08 Listen and read. How much change will Olga get?

Hello. I'd like to pay for these headphones, please.

Yes, of course.

Oh, and I'd like one of those notebooks as well.

Which one? The big ones are £2.99 and the small ones are £1.99.

I'll take the small blue one, please.

That's £11.98, please.

Can I pay contactless?

Sorry, we don't take cards. There's a cash machine over there.

Oh, it's OK. I've got a £20 note.

Great. Here's your change and receipt.

2 2.09 Match the expressions and the phrases in the box with pictures (1–5). Then listen, check and repeat.

pay by card ■ pay contactless ■ pay (in) cash
 a cash machine ■ change and receipt



3 2.10 Listen to three texts. Which pictures in exercise 2 do they match?

Look

Which **one**? = Which notebook?

The big **ones** are £2.99. = The big notebooks are £2.99.

4 Work in pairs. In turns, complete the dialogue and act it out. Use *one* or *ones* and the prompts below.

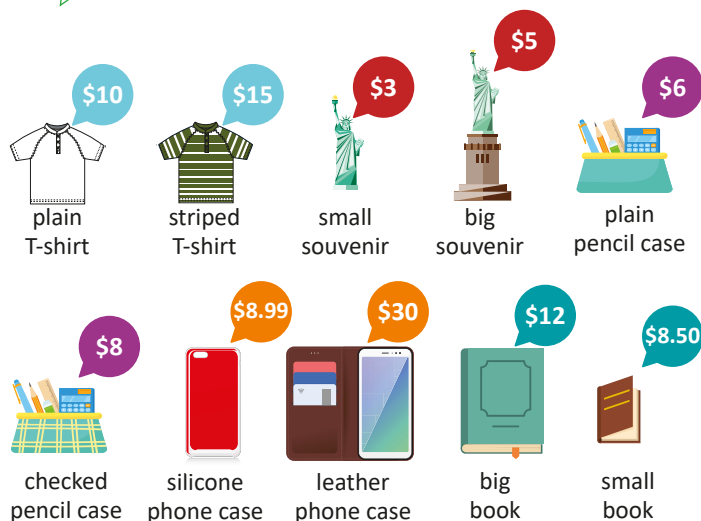
Hello. I'd like to pay for this notebook, please.

Yes, of course.

Oh, and I'd like one of those ... as well.

Which ...? The ... are £ ... and the ... are £ ...

I'll take the ..., please.



5 Work in pairs. In turns, pay for the things you chose in exercise 4.

That's ... please.

Can I pay ...?

Sorry, we ...

6 Wpisz w każdą lukę (1–4) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy. Zapisz odpowiedzi w zeszycie.

X: Hello. I (like) ¹ _____ to pay for this T-shirt, and one of those bags as well.

Y: Which one? The plain ones are £7.99 and the ones with a picture are £10.99.

X: I (take) ² _____ a plain one, please.

Y: That's £14.98, please.

X: (pay) ³ _____ by credit card?

Y: Sorry, we only take cash.

X: Oh dear. I haven't got enough money. (cash machine) ⁴ _____ near here?

Y: Yes – there's one just round the corner.

Vocabulary 2 and Listening

lesson 5

Lesson objective: *describing products*

- 1 **2.11** Check the meaning of the words in the box. Are they nouns, verbs or adjectives? Then listen and repeat.

well-made ■ wireless ■ handmade ■ second-hand
high tech ■ old-fashioned ■ reliable
comfortable ■ useful

Look: *look + adjective*

That jacket **looks** quite **old-fashioned**.

- 2 **Work in pairs.** Student A chooses a word from exercise 1 for Student B. Student B finds an example in the picture or in your classroom. Then change roles.



Comfortable.

That old pink armchair in the picture looks very comfortable.

Look

comfortable → **uncomfortable**
happy → **unhappy**

- 3 **Match words (1–5) with their opposites from exercise 1. Write the pairs of words in your notebook.**

- | | |
|-----------------|----------------|
| 1 fashionable – | 4 badly made – |
| 2 unreliable – | 5 useless – |
| 3 (brand) new – | |

- 4 **Read the task in exercise 5. What kind of words must you write in each gap?**

! Tips

Przed wysłuchaniem nagrania, zastanów się, co należy wpisać w każdą lukę – czy będzie to czasownik, liczebnik czy może inna część mowy?

- 5 **2.12** Usłyszysz dwukrotnie rozmowę ze sprzedawcą w sklepie elektronicznym. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–4) w poniższej notatce. Zapisz odpowiedzi w zeszycie. Luki należy uzupełnić w języku angielskim.

The customer is at the shopping mall.
She's looking for a present for ¹ .
She decides to buy a ² .
It costs ³ .
The special offer is: ⁴ .

- 6 **Game** **Work in pairs. Play At the market.**

- 1 **Student A** is looking for a present for a friend or relative.
- 2 **Student B** works on a stall at the market, and wants to sell something to Student A. Use the adjectives from this lesson.
- 3 Change roles.

Excuse me, I'm looking for a present for ...

How about ...? It's very ... and ...

Grammar hub: adverbs of manner

This high tech robot works **perfectly** – I'll be rich!



Adverbs of manner

Are you sitting **comfortably**?
You can do these exercises **easily**.

Irregular adverbs

well ■ hard ■ fast ■ early ■ late ■ far

quite, very, really with adverbs

I speak English **quite** / **very** / **really** well.

»» Grammar summary on page 55

Grammar hub: comparative and superlative adverbs

Adverbs with -ly ending

quickly – **more** quickly – **(the) most** quickly

Irregular adverbs

well – better – (the) best badly – worse – (the) worst

Adverbs with the same form as adjectives

early – earlier – **(the) earliest**

hard – harder – **(the) hardest**

far – further – **(the) furthest**

»» Grammar summary on page 55

4 In your notebook, complete the questions with the comparative or superlative forms of the adverbs in brackets. Then answer the questions.

- Do you learn English (**quickly**) than maths?
- Which subject do you learn (**easily**)?
- Can you speak English (**well**) than your parents?
- Which person in the room speaks English (**well**)?
- Do you travel (**far**) to school than the student next to you?
- Which student travels (**far**) to school?

5 Work in pairs. Compare the types of transport (a–c), using the prompts (1–3). Student A must use a comparative adverb, and Student B – a superlative adverb.



the kick scooter



the racing bike



the sports car

- you / go (**fast**)
- you / travel (**far**)
- you / buy (**cheaply**)

you / travel (**comfortably**)

You can travel **more comfortably** with the racing bike **than** the kick scooter.

You can travel **(the) most comfortably** with the sports car.

1 In your notebook, complete the table with the correct forms of these adjectives.

good ■ bad ■ quick ■ fast ■ hard
easy ■ wireless ■ comfortable ■ early
late ■ reliable ■ far

	adjective	adverb
regular adverbs (-ly, -ily)	<u>bad</u>	<u>badly</u>
irregular adverbs	<u>good</u>	<u>hard</u>

2 In your notebook, write the words in the correct order to make sentences.

- perfectly / works / this / computer / .
- it / cheaply / very / bought / I / .
- these / really / drones / well / work / .
- wirelessly / you / control / them / can / .
- clock / this / the time / reliably / tells / very / .
- doesn't / it / too / slowly / go / .

3 Uzupełnij zdania (1–4). Zastosuj – w odpowiednich formach – wyrazy podane w nawiasach. Jeśli jest to konieczne, dodaj inne wyrazy. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- This phone (**not** / **work** / **good**) . It's too unreliable.
- This language app is really useful. You can learn new words (**very** / **easy**) .
- Did you like the sausages? I (**buy** / **them** / **local**) at the street market yesterday.
- We (**study** / **really** / **hard**) for the exam last week.



1 2.13 Listen and read. Which three parts of the UK do these products come from?

Traditional products from the UK

If you visit the UK, look out for these traditional products to take home as souvenirs!

Scottish kilts

The most traditional product in Scotland is called a *kilt* – it's a skirt for men. Kilts are usually made of wool with a tartan pattern. The world's most expensive tartan kilt costs around £5,000, but you can buy one **more cheaply** on the high street! People have worn kilts in Scotland since the 16th century, but they used to be longer. **Traditionally**, different Scottish families, or *clans*, wore kilts with different tartan colours and patterns.



Welsh love spoons

Handmade *love spoons* are traditional in Wales. They're made of wood and decorated **beautifully** with symbols such as hearts and keys. Young men used to make old-fashioned love spoons while they were at sea. Then the man used to give the spoon to the girl he wanted to marry, as a promise that he would work **hard** and they could live **happily** together. Now, customers buy love spoons **more often** as wedding presents.



English rock

Are you looking for a souvenir that you can buy with your pocket money? A stick of English *rock* is probably the one that you can buy **most cheaply**. Rock is made of sugar and glucose syrup, and it's the most famous souvenir from English seaside towns like Blackpool and Brighton. Rock has always got the name of the town in it – you can read it **perfectly** all the way through while eating it! Rock became popular when factory workers started to go on holiday in the 19th century, and it still sells **fast** today.



2 Read the text again and answer the questions.

- Which product is the cheapest?
- Which ones are more expensive?
- Which product is the most romantic?
- Which product is not very healthy?
- Which one would you most like to get as a gift?

3 Przeczytaj poniższe teksty. W zadaniu 1., z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów.

Posted by HappyChappy | 18:04 ^ 14 v

Love my new tartan scarf! It's really well-made. My friend said she bought it at a shop in Edinburgh while she was on holiday there.

Posted by SweetSuzie | 19:20 ^ 31 v

My cousin went to the seaside and got me some Brighton rock. Hmm – haven't eaten rock for years! He visited a high tech factory where they make it locally.

- Both comments are about
 - shopping for traditional products.
 - learning how traditional products are made.
 - getting traditional products as gifts.

4 2.14 Listen to a dialogue about a product from Northern Ireland. Find and correct four errors in the summary.

Tanya got some gold earrings from her grandparents for her 16th birthday. The people who made them have also made jewellery for the *Harry Potter* films.

Discover more!

5 Work in groups of three. Find out about three typical products in your country. Prepare a short description of the products for a foreign tourist.



handmade tablecloth



smoked cheese



Polish pottery

! Tips

- Opiszcie wybrane produkty.
- Wyjaśnijcie, dlaczego są wyjątkowe.
- Porównajcie je i wybierzcie najlepszy.

Lesson objective: *a thank you letter*

(saying thank you, describing a product, talking about shopping and promotions)

Brainy phrases

Paragraph 1

Thank you for the ...
It's great because I bought ...
I can use it to ...

Paragraph 2

I've already tried it and ...
It's not as ... as ..., but it's ...
It's good enough to ...

Paragraph 3

I bought it ... because (of) ...
It was a bargain because (of) ...
Thanks again!
I will use it ...

Dear Uncle Pete,

- 1 Thank you for the birthday wishes and the gift card which you sent me. It was such a useful present! It's great because I bought something I really wanted – a fitness wristband! I can use it to track how many steps I walk every day.
- 2 I've already tried it and it works perfectly. It's one of the nicest ones you can buy. It's not as high tech as a smartwatch, but it's better for tracking activities. It's good enough to motivate me to walk more!
- 3 I bought it online (with dad's help!) because it was cheaper than at the shopping mall. It was a bargain because of the discount on this model. Thanks again – this is a really great present! I will use it regularly.

Love,

Daniella



1 Read Daniella's letter and answer the questions (a–c).

In which paragraph does she

- a describe the product and how it works?
- b explain where she bought it and thank her uncle again?
- c thank her uncle and tell him what she has bought?

Q Look

I bought it online **because** it was cheaper.
It was a bargain **because of** the discount.

2 Imagine you bought the products below. In your notebook, write sentences with *because (of)*.



I bought the trainers because they were in the sales.

3 Imagine you got some money on your birthday. In your notebook, answer the questions.

- 1 What did you buy?
- 2 What is the product for?
- 3 Why did you buy it?
- 4 Where did you buy it?



4 Work in pairs. Take turns to ask and answer the questions from exercise 3.

What did you buy?

I bought a new game console.

5 Zapoznaj się z treścią zadania i napisz list. Odpowiedź zapisz w zeszycie.

Wyobraź sobie, że dostałeś/dostałaś od kogoś z rodziny pieniądze na urodziny, za które kupiłeś/kupiłaś sobie wymarzony prezent. Napisz list z podziękowaniami do tej osoby.

- Podziękuj i napisz, co kupiłeś/kupiłaś.
- Opisz produkt, który kupiłeś/kupiłaś.
- Wyjaśnij, gdzie kupiłeś/kupiłaś ten produkt i dlaczego tam.

Użyj od 50 do 120 słów. Podpisz się jako XYZ.

Dear ...,

Thank you for the birthday wishes and ...

! Tips

- Użyj w liście jak najwięcej słów poznanych w tym rozdziale.
- Podziel list na trzy części.



Revision workout

Lesson objective: Revision of lessons 1–8

lesson 9

- 1 **2.15** Usłyszysz dwukrotnie cztery wypowiedzi dotyczące różnych produktów. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This person

- A. has bought a second-hand product locally.
- B. is trying to sell a used product.
- C. got this product as a gift.
- D. reviews different products.
- E. bought this product for someone else.

1	2	3	4

4

- 2 **2.16** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. No, I'm afraid we haven't.
- B. I'd like the striped one, please.
- C. Sorry, we only take cash.
- D. Have you got a smaller note?
- E. The checked ones, please.

1	2	3	4

4

- 3 Do każdej z opisanych sytuacji (1–2) wybierz właściwą reakcję. Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszycie.

- 1 Jesteś na targu i kupujesz jabłka. Sprzedawca pyta, które jabłka chcesz kupić. Co mu odpowiesz?
 - A. I want red, please.
 - B. I'd like the red ones, please.
 - C. I like more red ones, please.
- 2 Chcesz uregulować rachunek w restauracji, ale nie masz gotówki. Jak zapytasz, czy możesz zapłacić kartą?
 - A. Can I pay by card?
 - B. Can I have the receipt, please?
 - C. Can I pay in cash?

2

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



WANTED:
MYSTERY SHOPPERS!
Would you like to shop at your favourite stores and get some of the best products for free? Does this sound ¹ _____ to be true?
In fact, the idea is not ² _____ crazy as it sounds. There is a job called *mystery shopper*. Mystery shoppers work ³ _____ so that everybody thinks they are normal customers! They look like regular customers, but they earn money for reporting on their shopping experiences. They visit fashion shops, fast-food restaurants and department stores. It could be a great way to shop ⁴ _____ !

- 1 A. good B. too good C. not good enough
- 2 A. as B. more C. too
- 3 A. secret B. more secretly C. secretly
- 4 A. cheap B. cheaper C. more cheaply

4

- 5 Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. **Uwaga!** W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszycie.

- 1 Do you think this jacket is (zbyt staroświecka) _____?
- 2 Are those shoes (wystarczająco wygodne) _____?
- 3 Can you type (łatwiej) _____ on a bigger phone?
- 4 Does this printer work (bezzapewnodowo) _____?

4

- 6 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–2). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszycie.

- 1 These trousers aren't comfortable enough.
TOO
These trousers _____.
- 2 My laptop isn't as big as yours.
THAN
My laptop _____ yours.

2

Total: _____/20

Shopping and promotions

50% off /ˌfɪfti pəˌsent ˈɒf/ za połowę ceny
bargain /ˈbɑːɡɪn/ okazja
buy one, get one free /ˈbaɪ ˌwʌn ˈɡet ˌwʌn ˈfriː/ dwa w cenie jednego
customer /ˈkʌstəmə(r)/ klient
discount /ˈdɪsˌkaʊnt/ zniżka
gift card /ˈɡɪft ˌkɑːd/ karta podarunkowa
on special offer /ɒn ˌspeʃ(ə)l ˈɒfə(r)/ w promocji
pocket money /ˈpɒkɪt ˌmʌni/ kieszonkowe
shop assistant /ˈʃɒp əˌsɪst(ə)nt/ ekspedient/ekspedientka
shopping mall /ˈʃɒpɪŋ ˌmɔːl/ centrum handlowe
street market /ˈstriːt ˌmɑːkɪt/ bazar uliczny
the sales /ðə ˈseɪlz/ wyprzedaż

Money and payments

cash machine /ˈkæʃ məˌʃiːn/ bankomat
change /tʃeɪndʒ/ reszta
pay by card /ˌpeɪ baɪ ˈkɑːd/ płacić kartą
pay (in) cash /ˌpeɪ (ɪn) ˈkæʃ/ płacić gotówką
pay contactless /ˌpeɪ ˈkɒntæktləs/ płacić zbliżeniowo
receipt /rɪˈsiːt/ paragon

Buying and paying

Can I pay contactless? Czy mogę zapłacić zbliżeniowo?
Here's your change and receipt. Proszę, to Pana/Pani reszta i paragon.
I'd like one of those notebooks as well. Poproszę też jeden taki notatnik.
I'd like to pay for these headphones, please. Chciałbym/Chciałabym zapłacić za te słuchawki.
I'll take the small blue one, please. Poproszę ten mały niebieski.
I've got a £20 note. Mam banknot 20-funtowy.
Sorry, we don't take cards. Przykro mi, nie przyjmujemy kart.

The big ones are £2.99 and the small ones are £1.99.
 Te duże są po 2,99 £, a te małe po 1,99 £.

Which one? Który?

Describing products

(brand) new /ˌbrænd(d) ˈnjuː/ (zupełnie) nowy
badly made /ˌbædli ˈmeɪd/ kiepsko wykonany
comfortable /ˈkʌmfətb(ə)l/ wygodny
fashionable /ˈfæʃ(ə)nəb(ə)l/ modny
handmade /ˌhænd(d)ˈmeɪd/ ręcznie robiony
high tech /ˌhaɪ ˈtek/ nowoczesny, najnowocześniejszy
old-fashioned /ˌəʊldˈfæʃ(ə)nd/ staroświecki
reliable /rɪˈlaɪəb(ə)l/ solidny, niezawodny
second-hand /ˌsekənd(d)ˈhænd/ używany
unreliable /ˌʌnrɪˈlaɪəb(ə)l/ zawodny
useful /ˈjuːsf(ə)l/ przydatny
useless /ˈjuːsləs/ bezużyteczny
well-made /ˌwelˈmeɪd/ dobrze zrobiony
wireless /ˈwaɪələs/ bezprzewodowy

Other

adverb /ˈædvɜːb/ przysłówek
advert /ˈædvɜːt/ reklama
at once /ət ˈwʌns/ natychmiast
compare /kəmˈpeə(r)/ porównać
designer clothes /dɪˈzaɪnə ˌkləʊðz/ markowa odzież
designer shop /dɪˈzaɪnə ˌʃɒp/ sklep z markową odzieżą
electrical appliance /ˌɪˌlektrɪk(ə)l əˈplaɪəns/ urządzenie elektryczne
expensive /ɪkˈspensɪv/ drogi
far /fɑː(r)/ daleki, daleko
fitness wristband /ˈfɪtnəs ˈrɪstˌbænd/ opaska monitorująca aktywność
furniture /ˈfɜːnɪtʃə(r)/ meble
glucose syrup /ˈɡluːkəʊz ˌsɪrəp/ syrop glukozowy
headphones /ˈhedˌfəʊnz/ słuchawki
high street /ˌhaɪ ˌstriːt/ główna ulica

including /ɪnˈkluːdɪŋ/ włącznie z
kick scooter /ˌkɪk ˈskuːtə(r)/ hulajnoga
kilt /kɪlt/ kilt
marry /ˈmæri/ wziąć ślub
mystery shopper /ˌmɪst(ə)ri ˈʃɒpə(r)/ tajemniczy klient
paradise /ˈpærədəɪs/ raj
penny /ˈpeni/ pens
phone case /ˈfəʊn ˌkeɪs/ etui na telefon
pottery /ˈpɒtəri/ ceramika, garncarstwo
price /praɪs/ cena
promise /ˈprɒmɪs/ obietnica
purchase /ˈpɜːtʃəs/ kupić, zakup
quality /ˈkwɒləti/ jakość
queue /kjuː/ kolejka
racing bike /ˈreɪsɪŋ ˌbaɪk/ rower wyścigowy
regular /ˈregjʊlə(r)/ zwyczajny
regularly /ˈregjʊləli/ regularnie
review /rɪˈvjuː/ recenzować, recenzja
save /seɪv/ oszczędzać
Scottish /ˈskɒtɪʃ/ szkocki
seaside /ˈsiːsaɪd/ nadmorski
shopping list /ˈʃɒpɪŋ ˌlɪst/ lista zakupów
smoked cheese /sməʊkt ˌtʃiːz/ ser wędzony
spoon /spuːn/ łyżka
sports equipment /ˈspɔːts ɪˌkwɪpmənt/ sprzęt sportowy
sportswear /ˈspɔːtsˌweə(r)/ odzież sportowa
stall /stɔːl/ stragan
store /stɔː(r)/ sklep
tablecloth /ˈteɪb(ə)lˌklɒθ/ obrus
tartan /ˈtɑːt(ə)n/ tartan, szkocki deseń w kratę
track /træk/ śledzić
virtual assistant /ˌvɪʒʊəl əˈsɪstənt/ asystent wirtualny
wedding present /ˈwedɪŋ ˌprez(ə)nt/ prezent ślubny
Welsh /welʃ/ walijski

Grammar summary

Adjectives: comparative and superlative forms, (not) as ... as

Przymiotniki opisują osoby, miejsca lub rzeczy i odpowiadają na pytania: jaki? jaka? jakie? Gdy porównujemy osoby, miejsca lub rzeczy, możemy użyć konstrukcji **(not) as + przymiotnik** w stopniu równym + **as** oraz przymiotników w stopniu wyższym i najwyższym.

Leeds is **as big as** Krakow. (= **tak** duży **jak**)

Krakow is **not as big as** Warsaw. (= nie jest **tak** duży **jak**)

	adjective	comparative adjective	superlative adjective
short adjectives	big	bigger	the biggest
	cute	cuter	the cutest
	ugly	uglier	the ugliest
long adjectives	beautiful	more beautiful	the most beautiful
irregular adjectives	good	better	the best
	bad	worse	the worst
	far	further	the furthest

too and (not) enough

Gdy mówimy, że coś jest zbyt drogie, stare, szybkie itp., to przed przymiotnikiem stawiamy **too**.

This is **too expensive**.

Gdy mówimy, że coś jest (lub nie jest) wystarczająco tanie, dobre, szybkie itp., to za przymiotnikiem stawiamy **enough**.

It's not **good enough**.

Adverbs and adjectives with look

Gdy używamy czasownika **look** w znaczeniu „wyglądać na”, to stosujemy po nim przymiotnik.

She **looked nervous**.

Gdy używamy czasownika **look** w znaczeniu „patrzeć, spojrzeć” to stosujemy po nim przysłówek.

She **looked nervously** at her watch.

Project

 Ask your classmates questions 1–3. Write their answers in your notebook. Then compare their habits with yours. Use the comparative and superlative forms of the adverbs in the box.

- How do you get to school?
- How long does it take?
- What time do you leave home?

early ■ late ■ quick ■ slow ■ near ■ far

I leave home at 7:30. Julia leaves **earlier than me** (7:20) and Jerzy leaves **the earliest**, at 7 o'clock.

Adverbs of manner

Przysłówki sposobu opisują sposób wykonania czynności i odpowiadają na pytanie: jak? Aby utworzyć przysłówki, dodajemy do przymiotnika końcówkę **-ly**.

quick (=szybki) → quickly (=szybko)

Uwaga! Gdy tworzysz niektóre przysłówki, zwróć uwagę na zmiany w pisowni.

easy → easily careful → carefully

Niektóre przysłówki mają taką samą formę jak przymiotniki.

hard → hard fast → fast early → early

late → late far → far

Przysłówek od przymiotnika **good** jest nieregularny.

good → well

Przysłówki sposobu stawiamy zazwyczaj na końcu zdania.

You can buy them **cheaply**.

These drones connect **wirelessly**.

Znaczenie przysłówków można zmieniać za pomocą innych przysłówków np. **quite** (dość, w miarę), **very** (bardzo) czy **really** (naprawdę).

I get up **quite / very / really late**.

Adverbs of manner: comparative and superlative forms

Gdy tworzymy stopień wyższy przysłówków sposobu z końcówką **-ly**, dodajemy **more** przed przysłówkiem, np. **more quickly**.

Aby utworzyć stopień najwyższy, dodajemy **(the) most** przed przysłówkiem np. **(the) most quickly**.

Przysłówki, które mają taką samą formę jak przymiotniki, stopniują się tak samo jak przymiotniki, np. **late – later – (the) latest**.

Przysłówki **well** oraz **badly** stopniujemy inaczej niż pozostałe przysłówki.

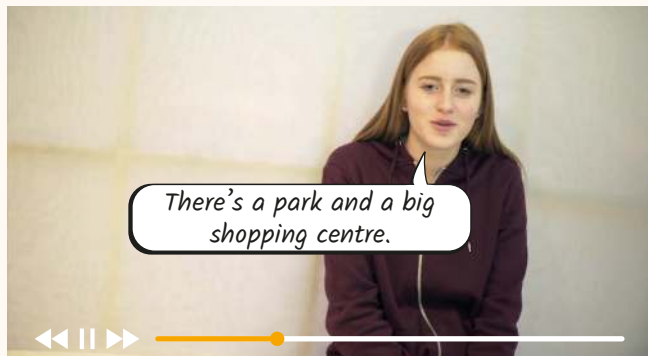
	adverb	comparative adverb	superlative adverb
adverb with -ly	quickly	more quickly	(the) most quickly
adverb = adjective	early	earlier	(the) earliest
	late	later	(the) latest
	hard	harder	(the) hardest
	far	further	(the) furthest
	fast	faster	(the) fastest
irregular forms	well badly	better worse	(the) best (the) worst

Train your brain!



4

- 1 **Over to you!** Work in pairs. What places are there in your town for young people?



- 2 **Work in pairs to solve the maths puzzles.**

1 Imagine you've got a gift card for €50. You want a new hoodie which costs €22.50, but you find it in the sales and buy it half price. You also buy some socks which cost €4.99. How much money is on your gift card now?

2 You want to buy a drone which costs €75. You haven't got any money, but you get €5 pocket money every week, and your grandma will give you €20 for your birthday next week. When will you buy the drone?

3 Look at the exchange rates. Will you get more pounds, dollars or euros for 10 zloty? How many pounds, dollars and euros will you get for 200 zloty?

EXCHANGE RATES:

1 zloty =	\$ 0.25	€ 0.23	£ 0.20
-----------	---------	--------	--------

Project

- 3 **Work in groups of three. Imagine that an English-speaking tourist comes to your town and wants to buy some souvenirs. Prepare, act out and record three video dialogues in different shops.**



Student A: You are the English-speaking customer.

Student B: You are a shop assistant.

Student C: You are the director who organises and records the video.

Extra challenge!

Change roles and make more videos!

Learning to learn!

- 4 **Work in pairs. Follow the instructions.**

- 1 Make eight small squares of paper each.
- 2 Write 4 adjectives and their 4 adverb forms on your squares.
- 3 Mix all the squares and put them face down.
- 4 Take turns to look at two words. If they match, keep them!
- 5 The winner is the player with the most words at the end.

comfortable

comfortably

Extra challenge!

Make sentences with the adverbs that you have collected.

- 5 **2.17 Turn the adjectives in the box into adverbs. Then listen to five recordings. In your notebook, complete the sentences with the correct adverbs.**

good ■ bad ■ quiet ■ loud ■ early
late ■ slow ■ quick

- 1 He's speaking very quietly.
- 2 They're driving too slowly.
- 3 She speaks Russian very fluently.
- 4 He's arriving late for class.
- 5 She's singing very loudly.

Sound alert!

- 6 **2.18 Read, listen and repeat. Then listen and repeat the words in blue. How many different *ough* sounds can you hear?**

Sally had a **cough** all **through** the night,
so she **bought** some magic medicine
which **fought** the cough quickly **enough**!

- 7 **2.19 Find rhymes for the words in blue. There is one word which you must use twice. Then listen and check your answers.**

true off caught stuff



Listening

- 1** **2.20** Usłyszysz dwukrotnie cztery wypowiedzi związane z wakacjami. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This holiday is best for people who

- A. want to go shopping or sightseeing.
- B. want to go on a painting holiday.
- C. want to visit more than one country.
- D. like camping.
- E. don't want to be too active.

1	2	3	4

- 2** **2.21** Usłyszysz dwukrotnie reklamę sklepu. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania (1–3). Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszycie.

- 1 What is the discount on clothes?
- 2 What can you buy with the 'buy one, get one free' offer?
- 3 Where is the store in the shopping mall?

Language functions

- 3** **2.22** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. Sorry, we don't take cards.
- B. Here's your change and receipt.
- C. No, it's only a two-minute walk.
- D. I'll take the small one, please.
- E. Platform 7, over there.

1 ☐ 2 ☐ 3 ☐ 4 ☐

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

- X: Excuse me, what time is the next bus to Edinburgh?
- Y: The next one is at 11:20.
- X: OK, thanks. (buy) ¹ ☐ here?

- Y: Yes, of course. (like) ² ☐ a single or return?
- X: A return, please. How much is it?
- Y: It's £9.60.
- X: Can I pay by card?
- Y: Yes, of course. Here you are.
- X: Thanks! And is there a café here?
- Y: Yes, there's one over there on the right. You (miss) ³ ☐ it!

Reading

- 5** Przeczytaj teksty 1. i 2. Uzupełnij luki (1–3) w e-mailu do Michelle zgodnie z treścią tekstów. Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszycie.

1 YOUTH HOSTEL WEEKEND

Train leaves on Friday at 5:00 pm and returns on Sunday afternoon.

Stay at the beautiful Youth Hostel in Brainyfield.

Hiking on Saturday; choice of activities on Sunday.

For more information, come to the meeting in Room 1 today!

2 Weekend itinerary

Friday

We're meeting at 4:30 at the ticket office in the central train station. We're checking in to the Brainyfield Youth Hostel, where we'll have dinner together at 7:30 pm.



Saturday

Have you ever been hiking in the Brainyfield Hills? If not, this is your chance! Don't forget to bring your hiking boots, a small backpack and some suncream too!



Sunday

If you haven't visited the beautiful old town of Brainybridge, we recommend a sightseeing trip on Sunday morning. You'll visit the castle, the old library and many more places. You can also go on a boat trip on the river before coming back home on Sunday (the train sets off at 4:00 pm).





From: Fiona

To: Michelle

Youth hostel weekend

Hi Michelle,

Shall we meet at 4 and walk to the train station together? We'll have time to buy our tickets before the train leaves at ¹ _____.

Have you ever visited Brainsbridge? I've never been there, so I'd like to go on the ² _____ on Sunday. Are you going to do that or do you prefer the boat trip?

Have you packed the things from the list yet? I've found my hiking boots and prepared my backpack. I haven't bought ³ _____ yet – I'll get it in town today after school.

See you soon!

Fiona

Use of English

6 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1–3). Zapisz odpowiedzi (A–F) w zeszycie.

Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

- | | | |
|-------------|------------|--------------|
| A. lived | B. younger | C. fast |
| D. youngest | E. closely | F. travelled |



A YOUNG EXPLORER

Jan 'Jasiek' Mela is a Polish explorer who became the ¹ _____ person to reach the North Pole when he was 15 years old. Eight months later, he reached the South Pole. Mela's adventures are even more amazing because he lost an arm and a leg in a terrible accident at the age of 13. Since then, Mela has ² _____ further than most people do in a lifetime. We're following him ³ _____ to find out what his next adventure will be!

7 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–4). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszycie.

1 It's Monday. The sales started on Saturday.

TWO

It's Monday. The sales started _____.

2 Our bus set off at 9 o'clock and it's 12 o'clock now.

HOURS

It's 12 o'clock now and we've been on the bus _____.

3 The bus doesn't get there as fast as the train.

QUICKLY

The train gets there _____ the bus.

4 Our room at the B&B is too small.

ENOUGH

Our room at the B&B is _____.

Writing

8 Zapoznaj się z treścią zadania i napisz wiadomość e-mail. Odpowiedź zapisz w zeszycie.

Jesteś z rodziną na wakacjach. W e-mailu do kolegi/koleżanki z Anglii:

- napisz, gdzie mieszkacie i jak tam dotarliście,
- opisz najlepszą rzecz, jaką do tej pory zrobiliście na wyjeździe,
- przedstaw śmieszny albo nieprzyjemny sytuację z wyjazdu.

Wpis powinien wynosić od 50 do 120 słów.

To Karen

Subject

On holiday!

Hi Karen,

I've been on holiday with my family for five days now.

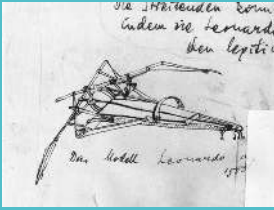
...



Bournemouth, England

Great moments of creativity and invention

1485



Leonardo da Vinci's **design** for a flying machine.

1851



The Great **Exhibition** of industrial ideas at the first World Fair in London.

1878



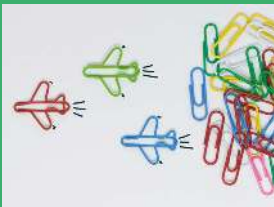
The **discovery** of how to use electricity in a light bulb.

1888



The **production** of the first easy-to-use cameras.

1899



The **invention** of the paper clip.

1973



The **creation** of the first mobile phone.

2007



The **improvement** of mobile phones – the first touch screens appear.

2009



The **installation** of 5G networks.

1 **2.23** Look at the information and find two errors in the dates. Can you guess the correct answers? Listen and check.

2 **2.24** In your notebook, match the verbs in the box with the nouns in green from exercise 1. Then listen and repeat.

invent ■ create ■ produce ■ design
discover ■ improve ■ install ■ exhibit

verb	noun
<u>invent</u>	

Look: nouns formation

We often add an ending to a verb to make a noun.

-ion **-tion** **-ation** **-y / -ery** **-ment**

invent → invention

improve → improvement

3 Say the nouns which match each category:

- five nouns that end with **-ion** / **-tion** / **-ation**,
- one noun that is the same as the verb form,
- two nouns with other endings.

4 In your notebook, complete the text with the correct noun or verb form of the words in brackets.

Leonardo da Vinci was an Italian artist and inventor. He **designed** (**design**) a lot of **inventions** (**invent**) such as the helicopter and the parachute. He also drew a **design** (**design**) for a 'flying machine', but he didn't make one. Other inventors **improved** (**improve**) the idea, and finally the Wright brothers **invented** (**invent**) the first aeroplane in 1903. Leonardo da Vinci also **created** (**create**) some famous art, such as the *Mona Lisa*, which you can see in the **exhibition** (**exhibit**) of Italian art at the Louvre Museum in Paris.



5 **Game** Work in groups of three. Study the information in exercise 1 for one minute. Then play a memory game.

- 1 Student A says a date from exercise 1.
- 2 Student B says what happened, using a noun.
- 3 Student C says what happened, using a verb. Then change roles.

1973.

Someone created the first mobile phone.

The creation of the first mobile phone.

Grammar hub: Present and Past simple passive: affirmative and negative



Present simple passive

CCTV **is / isn't used** in my school.
Millions of photos **are / aren't taken** every day.

Past simple passive

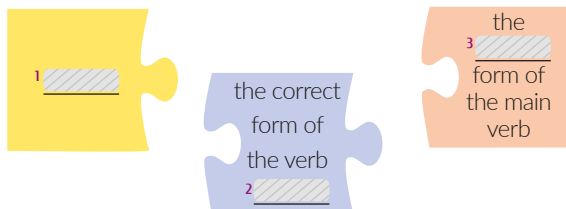
The first camera **was / wasn't invented** in France.
The first digital cameras **were / weren't produced** in the 1990s.

>>> Grammar summary on page 69

- 1 Copy the puzzles below into your notebook and complete them with the words in the box.

past participle ■ subject ■ be

WORD ORDER IN PASSIVE SENTENCES



- 2 Choose the correct words. Write the answers in your notebook.

🔄 ✕

Inventions and discoveries

- The first electric guitar ¹**is / was** designed in the USA in 1931. Now, most pop and rock music is ²**make / made** with electric guitars.
- Camera phones ³**aren't / weren't** produced until 2000. Now, about 100 million selfies are ⁴**took / taken** every day!
- Gravity ⁵**was / were** discovered by the English mathematician Isaac Newton. He ⁶**is / was** hit by a falling apple, and started thinking about why that happened.

- 3 In your notebook, complete the text with the Present or Past passive form of the verbs in brackets.

Smile – you're on camera!

The first television camera ¹_____ (invent) in 1942 by Walter Broch. But security cameras ²_____ (not use) in homes until the 1960s. The first home security camera ³_____ (design) by the American Marie Van Brittan Brown. Today, this technology ⁴_____ (use) around the world. In London today, more than 500,000 security cameras ⁵_____ (install). The average Londoner ⁶_____ (record) about 300 times a day!

Grammar hub: Active and passive

Active: A French inventor took the first photo.

Passive: The first photo was taken by a French inventor.

>>> Grammar summary on page 69

- 4 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–3). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- An American inventor designed the first home security camera. **BY**
The first home security camera _____ an American inventor.
- Electricity wasn't discovered by Leonardo da Vinci. **DISCOVER**
Leonardo da Vinci _____ electricity.
- Technology companies improve the design of smartphones every year. **IS**
The design of smartphones _____ technology companies every year.

- 5 Work in pairs. Read the information below. In turns, make active and passive sentences. Use the Present and Past simple passive.

Inventions that have changed the way we communicate

- Radio waves / discover / Heinrich Hertz / 1886
- The telephone / design / Alexander Graham Bell / 1876
- The World Wide Web / create / Tim Berners-Lee / 1990
- Facebook / use / 1.4 billion people / every day
- 4 million photos / upload / on Instagram / every hour
- Over 30 million WhatsApp messages / send / every minute

Heinrich Hertz discovered radio waves in 1886.

Radio waves were discovered by Heinrich Hertz in 1886.

1 2.25 Read and listen to the texts (1–3). What do the numbers and dates in the box refer to?

£5–£50 ■ 80% ■ 1973 ■ 2000 ■ 2010 ■ 0546 83467

£5–£50 = the price that they pay for old phones

1 New phone?

What about your old one? We pay £5–£50 for each phone! Just call 0546 83467 and follow the instructions.

Millions of mobiles **are thrown** away each year, and about 80% **aren't recycled**. Be smart – don't let yours be one of them!



2 The history of mobile phones

The first mobile phone call **was made** by Martin Cooper of Motorola.

1973

1979

The first commercial phone network **was installed** in Tokyo, Japan (but the first 3G network **wasn't installed** until 1992).

The first text message **was sent** (it said *Merry Christmas!*).

1992

1998

The first mobile with a colour screen **was produced** (but mobiles with cameras weren't sold until 2000).

Invention of the touch screen

2001

Installation of the first 4G network

2010

2007

Creation of the first iPhone

2 Przeczytaj ponownie teksty w ćwiczeniu 1. W zadaniach (1–3) z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszytcie.

1 Text 1 is

- A. an advert for a second-hand phone.
- B. a notice about recycling mobile phones.
- C. an instruction manual for a smartphone.

2 Text 2 gives information about

- A. the invention of the telephone.
- B. how mobile networks are installed.
- C. how mobile phones and networks have changed.

3 Text 3 does **not**

- A. say what mobile phones are made of.
- B. explain how the prototype is made.
- C. describe the installation of applications.

3 Work in pairs. Student A makes a false passive sentence with a date from the texts in exercise 1. Student B corrects the sentence.

The first iPhone **was created** in 1997.

False! The first iPhone **wasn't created** in 1997. It **was created** in 2007.

Brainy fact

'5G' means the fifth generation of wireless networks. 1G networks started in 1979, and the first 5G networks were installed in 2019. They are much faster now!

3 Mobile phones **are made** of glass, plastic and different kinds of metal in a complex production process. First, the phone **is designed** and a prototype **is made**. Improvements **are made** to the design before the hardware **is produced**. Then, the software **is installed**. The battery **is added**, and the phone **is tested**. The instruction manual **is written**, and finally the phone **is packaged** and **sent** to the shops.

4 Read the definitions. Which of the pictures show landlines?

landline a telephone which is connected to the phone network by cables

mobile a telephone which makes calls through a wireless network



5 2.26 Listen to some information from the exhibition and answer the questions in your notebook.

- 1 Where was Alexander Graham Bell from?
- 2 Who saw Bell's invention in 1878?
- 3 What happened in 1891?

Speaking

lesson 4

Lesson objectives: *Functions: making exclamations; Vocabulary: at an exhibition*

- 1 2.27 Read the dialogues and choose the best words for (1–3). Then listen and check.

Look! These sculptures are made of plastic that's recycled from banana skins!

Really? How cool!

Yes – what ¹an amazing / a bad idea! Some people are so creative!

Look at this photograph!

How ²beautiful / awful! I don't like it at all. Why have they put it here?

Hmm, I don't know. What a bad idea!

Look! This painting was done by a woman from my home town!

Really? How amazing! You must be very proud.

Yes – what a ³great / terrible achievement!

- 3 In your notebook, match the words in the box with the things (1–5) you can see at an exhibition.

painting ■ sculpture ■ model
photograph ■ treasure



- 4 **Adjectives** What do the adjectives in the box mean? Choose three things from exercise 3 and write exclamations in your notebook. Use *How ...!* and *What ...!* and these adjectives.

cool ■ cute ■ amazing ■ interesting
beautiful ■ awful ■ excellent ■ silly

What an interesting painting! How beautiful!

- 5 **Work in pairs.** Talk about these objects. Use the information given.



VR headset /
(make) of
cardboard

model / (make)
by my little brother

treasure / (discover)
in my grandmother's
attic

Look! This Virtual Reality headset is made of cardboard.

How cool! What a great invention!

Look: exclamations

How nice!

What silly sculptures!

How awful!

What an amazing painting!

- 2 **Act out the dialogues in pairs. Which exclamations with *How ...!* and *What ...!* are positive and which are negative?**

- 6 **Uzupełnij luki w dialogach (1–2) tak, aby były one spójne i logiczne. Zapisz uzupełnione wypowiedzi w zeszycie.**

1 X: These photographs were exhibited in Paris.

Y: interesting! They're really good.

2 X: excellent exhibition this is!

Y: Yes – there are some amazing paintings.

Vocabulary 2 and Listening

lesson 5

Lesson objective: *visual arts*

- 1 2.28 Listen and repeat the words. What can you see in pictures (1–6)? Write the answers in your notebook.

fashion design ■ graffiti art ■ architecture ■ work of art ■ landscape ■ portrait ■ take a photo
paint a picture ■ make a sculpture ■ statue ■ art gallery



- 2 In your notebook, write what these people do. Use the words from exercise 1.

sculptor ■ painter ■ photographer
architect ■ fashion designer ■ graffiti artist

A sculptor makes sculptures.

- 3 2.29 Listen to some information about famous artists. Then match their names with pictures (1–6) in exercise 1. Say sentences, using the words from exercise 2.

Daniel Libeskind

Vincent van Gogh

Michelangelo

Banksy

Coco Chanel

Daniel Libeskind is a(n) ...

- 4 2.30 Usłyszysz dwukrotnie fragment audioprzewodnika. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania (1–3). Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszyte.



- 1 What kind of work of art is the speaker describing?

- 2 Where does Pigcasso live?

- 3 How many works of art has Pigcasso sold?

- 5 2.31 Listen to some information about another unusual work of art. Choose the correct words and write them in your notebook.

- 1 This work is **graffiti art** / **an art installation**.
- 2 The artist is also **a fashion designer** / **an architect**.
- 3 In this exhibition, there are colourful **paintings** / **sculptures**.
- 4 You can also **see portraits** / **hear the voice** of the artist.
- 5 You **can** / **can't** take photos at the exhibition.

! Tips

W zadaniach otwartych na rozumienie tekstów słuchanych nie trzeba udzielać odpowiedzi pełnymi zdaniami – wystarczą zazwyczaj dwa, trzy słowa. Ważne jest jednak, aby odpowiedzi były precyzyjne.

Grammar hub: Present and Past simple passive: questions and short answers

Present simple passive

Is that structure **made** of metal?
Yes, it **is**. / No, it **isn't**.

Are these clothes **designed** by a fashion designer?
Yes, they **are**. / No, they **aren't**.

Past simple passive

Was that graffiti art **painted** by a famous artist?
Yes, it **was**. / No, it **wasn't**.

Were those sculptures **made** by Picasso?
Yes, they **were**. / No, they **weren't**.

>>> Grammar summary on page 69

3 In your notebook, complete the Present simple and Past simple passive questions.



the Statue of Liberty

the Eiffel Tower

Present

- 1 they both (**make**) of metal?
- 2 the Eiffel Tower (**visit**) by more than 10 million tourists a year?
- 3 the Statue of Liberty (**locate**) in New York?

Past

- 4 they both (**design**) by the same sculptor?
- 5 the Statue of Liberty (**give**) to the USA as a gift?
- 6 the Eiffel Tower (**build**) in the 20th century?

4 2.32 Listen to two tour guides and take notes in your notebook. Then answer the questions from exercise 3. Use short answers.

1 In your notebook, put the words in the correct order to make passive questions.

- 1 this sculpture / called / Dog / is / ?
- 2 made of / it / is / plants / ?
- 3 the sculpture / in 2019 / created / was / ?
- 4 in Spain / born / was / the artist / ?

2 Work in pairs. In turns, ask and answer the questions from exercise 1. Give short answers and add more information where possible.

The *Puppy* sculpture

- by American artist Jeff Koons
- made in 1992
- made of metal and real plants



Is this sculpture called *Dog*?

No, it isn't. It's called ...

Grammar hub: Passive questions with question words

What is this work of art **called**?

How was it **made**?

What are these sculptures **made of**?

Who were they **designed** by?

>>> Grammar summary on page 69

5 **Game** Work in groups of four. Look at the pictures and information. Then ask and answer questions with *where* and *when*. Use the passive voice.



- 1 Big Ben (London, 1859)
- 2 The Eiffel Tower (Paris, 1887)
- 3 The Leaning Tower (Pisa, 1173)
- 4 The Colosseum (Rome, 70)

A: Where was Big Ben built?

B: It was built in London.

C: When was it built?

D: It was built in 1859.



Around the world

Lesson objective: Culture: public art galleries around the world

lesson 7 UNIT 5

1 2.33 Check the meaning of these words. Then read and listen to the text.

contemporary ■ modern ■ historical

Top art galleries: we recommend ...

The Guggenheim, Bilbao, Spain

Q What amazing architecture! Who **was** this museum **designed** by?

A It was designed by the Canadian-American architect Frank Gehry. It's made of stone, metal and glass. Some people say that it looks like a silver fish or a ship on a river.

Q When **was** it **built**, and how **was** it **designed**?

A The museum was opened in 1997. It was designed using a special 3-D computer program.

Q What can you see there?

A There are 19 galleries with works of art by modern and contemporary sculptors, painters, photographers and installation artists. Outside, you can also see a 10-metre spider sculpture called *Maman*, made by the French-American artist Louise Bourgeois.



The V&A, London, England

Q Where **is** it **located**?

A The museum is not far from Hyde Park, near the Science Museum and the Natural History Museum.

Q Why **is** it **called** the V&A?

A It's officially called the *Victoria and Albert Museum*, but everyone calls it the V&A. It was opened by Queen Victoria in 1857.

Q What kind of art **is** **exhibited** there?

A You can find Britain's biggest collection of historical and contemporary fashion design, including designs by Vivienne Westwood, Coco Chanel and Christian Dior. There are also exhibitions of drawings, sculptures, jewellery, photography and ceramics.



2 Przeczytaj ponownie tekst o Muzeum Wiktorii i Alberta. Uzupełnij w e-mailu luki (1–3) zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszytcie.

Wyjazd do Londynu

▼ ▲ ✕

Cześć Aniu,
Wiem, że się wybierasz do Londynu, dlatego przesyłam ci kilka informacji o Muzeum Wiktorii i Alberta. Naprawdę warto tam pójść – są tam prace wybitnych artystów, np. słynnej ¹ Vivienne Westwood. Nazwa muzeum pochodzi od ² oraz jej męża. Samo muzeum jest blisko innych atrakcji turystycznych, jak np. Muzeum Nauki, Muzeum Historii Naturalnej czy ³ – koniecznie odwiedź te miejsca!
Udanego wyjazdu,
Antek

3 Work in pairs. Take turns to ask and answer the questions about both museums in exercise 1.

Where is the ... museum?

What can you see there?

When was the museum opened?

Which museum would you like to visit? Why?

4 2.34 Listen to a conversation. Which of these things did Mark learn about at the exhibition?

- how graffiti art is made
- how video games are created
- how fashion design has changed in the 21st century

Discover more!

5 Work in groups of three. Find out about art galleries or exhibitions in your city/country. Write questions and answers like in the model text in exercise 1.

! Tips

- Użyj strony biernej w pytaniach i odpowiedziach.
- Dołącz zdjęcia.

Lesson objective: a school blog (talking about a competition, describing winning designs/inventions, encouraging people to take part in a competition)

Brainy phrases

Paragraph 1

This term, the theme was ...
If you're interested in ..., check out ...!

Paragraph 2

The winning ... was ... by ...
It's a ... which is made of ...
It was created ...
It's such a/an ...
The extra prize was won by ...

Paragraph 3

The theme of next term's competition is ...
We're excited about seeing your ...!
If you're good at ..., get ready for ...!

SCHOOL BLOG

Hello everyone, welcome to my blog!
Here's an update about this term's school STEAM competition.

- 1 This term, the theme was *Creation and Invention*. Yesterday, the teachers chose the first prize, and there was an extra prize for the creation that was the most popular with students. If you're interested in seeing all the inventions, check out the exhibition in the school hall!
- 2 The winning design was invented by students in Class 5A. It's a robotic arm which is made of plastic and metal, and it was created in their Technology class. It's such an amazing invention, and it works perfectly! The extra prize was won by Mikey (3B) for his 'mini robot'.
- 3 The theme of next term's competition is *Portrait Art*, and we're excited about seeing all your creations. So if you're good at drawing, painting or making sculptures, get ready for the next exhibition now!



Brainy fact

STEAM = Science, Technology, Engineering, Arts and Maths. Using STEAM in education promotes innovation, creativity, dialogue and critical thinking.

1 Read the model blog post and answer the questions below.

In which paragraph does the blogger

- 1 encourage people to take part in a competition?
- 2 describe the winning designs/inventions?
- 3 talk about the competition and how the winners were chosen?

Look: prepositions after adjectives

The robot was **popular with** **students**. (noun)
We're **excited about** **seeing** your creations! (gerund)

2 In your notebook, complete the questions with the prepositions in the box.

in ■ about ■ at ■ of

- 1 What are you good .
- 2 Which school subject are you most interested .
- 3 What are you afraid .
- 4 What future plans are you excited .

3 Work in pairs. Ask and answer the questions in exercise 2 in two ways: using a **noun** and the **gerund**.

What are you good at?

I'm good at **art**. I'm really good at **drawing** people!

4 Work in pairs. Imagine you are organising a STEAM competition at your school. Discuss these questions and write the answers in your notebooks.

- 1 How often will the competition take place?
(once a month / term / year / ...)
- 2 What are the different categories?
(design / photography / maths / ...)
- 3 How are the winners chosen?
(by teachers / students / ...)
- 4 What are the prizes?
(money / trophies / ...)
- 5 Where is the exhibition?
(in the school hall / science lab / town museum / ...)

5 Zapoznaj się z treścią zadania i stwórz wpis na bloga. Odpowiedź zapisz w zeszycie.

Przygotuj wpis dla osób anglojęzycznych na szkolnego bloga poświęcony konkursowi pt. 'STEAM in action', który odbył się w twojej szkole.

- Opisz krótko konkurs.
- Przedstaw zwycięską pracę.
- Zachęć do udziału w kolejnym konkursie.

Wpis powinien wynosić od 50 do 120 słów.

SCHOOL BLOG

Hello everyone, welcome to my blog!



! Tips

- Użyj strony biernej.
- Wykorzystaj słówka poznane w rozdziale 5.
- Użyj *popular with*, *excited about* itp.



Revision workout

Lesson objective: Revision of lessons 1–8

lesson 9

- 1 **2.35** Usłyszysz dwukrotnie wywiad ze zwyciężczynią konkursu na najlepszy wynalazek. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–4) w poniższej notatce. Zapisz odpowiedzi w zeszycie. Luki należy uzupełnić w języku angielskim.

LISA JONES: YOUNG WINNER

Lisa is talking to an interviewer at ¹ _____.

Lisa's winning invention is ² _____.

In the future, Lisa wants to be ³ _____.

Her favourite invention is ⁴ _____.

4

- 2 Uzupełnij dialogi. Wpisz w każdą lukę (1–2) brakujący fragment wypowiedzi. Zapisz odpowiedzi w zeszycie.

Look at this dress! It was designed by a famous fashion designer.

NEW COLLECTION

How ¹ _____! I'd love to buy it! But I'm sure it's too expensive for me.

Look at this painting! What do you think?

What ² _____ portrait! I don't like it at all.

2

- 3 Uzupełnij luki w dialogach (1–4) tak, aby były one spójne i logiczne. Zapisz uzupełnione wypowiedzi w zeszycie.

1 X: Who were these photographs taken by?

Y: I'm not sure. I think this one _____ by a local photographer.

- 2 X: They're great! _____ fantastic exhibition it is!
Y: Yes, it's amazing, isn't it?
3 X: What is this work of art _____?
Y: Real plants, I think. They're definitely not plastic!
4 X: Look at this graffiti art.
Y: _____ cool is that! I love the bright colours and the design.

4

- 4 Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–6) jednym wyrazem, tak aby powstał tekst zgodny z ilustracją. Zapisz odpowiedzi w zeszycie.



This photograph was ¹ _____ in Bishops Square, London. We can see five white ² _____ which look like rabbits, with golden eyes. They were created ³ _____ the artist Paul Cox. Behind them, we can see a building which is ⁴ _____ of glass and metal. The style of the ⁵ _____ is very modern. Three people are walking past, but they aren't looking at these ⁶ _____ of art!

6

- 5 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–4). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

1 A famous artist didn't create this graffiti.

CREATED

This graffiti _____ a famous artist.

2 Who invented skateboards?

BY

Who were _____?

3 Cars aren't produced in my town.

PRODUCE

They _____ in my town.

4 Was the treasure discovered by children?

DISCOVER

_____ the treasure?

4

Total: _____/20

Design and invention

create /kri'eɪt/ tworzyć
creation /kri'eɪʃ(ə)n/ dzieło, stworzenie
design /dɪ'zain/ projektować
design /dɪ'zain/ projekt
discover /dɪ'skʌvə(r)/ odkryć
discovery /dɪ'skʌv(ə)ri/ odkrycie
exhibit /ɪg'zɪbɪt/ wystawiać
exhibition /,eksɪ'bjʃ(ə)n/ wystawa
improve /ɪm'pru:v/ polepszyć
improvement /ɪm'pru:vmənt/ ulepszenie
install /ɪn'stɔ:l/ zainstalować
installation /,ɪnstə'leɪʃ(ə)n/ instalacja
invent /ɪn'vent/ wynaleźć
invention /ɪn'venʃ(ə)n/ wynalazek
produce /prə'dju:s/ produkować
production /prə'dʌkʃ(ə)n/ produkcja

At an exhibition

model /'mɒd(ə)l/ model
painting /'peɪntɪŋ/ obraz
photograph /'fəʊtə,grɑ:f/ zdjęcie
sculpture /'skʌlptʃə(r)/ rzeźba
treasure /'treʒə(r)/ skarb

Making exclamations

How amazing! Ale niezwykle!
How awful! Ale to straszne!
How cool! Ale fajne!
What a bad idea! Co za beznadziejny pomysł!
What a great achievement! Cóż za wspaniałe osiągnięcie!
What an amazing idea! Ale świetny pomysł!

Visual arts

architect /'ɑ:kɪ,tekt/ architekt
architecture /'ɑ:kɪ,tektʃə(r)/ architektura
art gallery /'ɑ:t ,gæləri/ galeria sztuki
fashion design /,fæʃ(ə)n dɪ'zain/ projektowanie mody

fashion designer /,fæʃ(ə)n dɪ'zainə(r)/ projektant mody
graffiti art /grə'fɪti ,ɑ:t/ graffiti
graffiti artist /grə'fɪti ,ɑ:tɪst/ graffitiarz
landscape /'lænd(ə)skeɪp/ krajobraz
make a sculpture /,meɪk ə 'skʌlptʃə(r)/ stworzyć rzeźbę
paint a picture /,peɪnt ə 'pɪktʃə(r)/ namalować obraz
painter /'peɪntə(r)/ malarz
photographer /fə'tɒgrəfə(r)/ fotograf
portrait /'pɔ:trɪt/ portret
sculptor /'skʌlptə(r)/ rzeźbiarz
statue /'stætʃu:/ posąg, statua
take a photo /,teɪk ə 'fəʊtəʊ/ zrobić zdjęcie
work of art /,wɜ:k əv 'ɑ:t/ dzieło sztuki

Other

advert /'ædvɜ:t/ ogłoszenie, reklama
average /'æv(ə)rɪdʒ/ przeciętny, średni
be afraid of /bi ə'freɪd əv/ bać się, obawiać się (czegoś)
be excited about /bi ɪk'saɪtɪd ə,baʊt/ być podekscytowanym (czymś)
be good at /bi 'gʊd ət/ być w czymś dobrym
be interested in /bi 'ɪntərəstɪd ɪn/ być zainteresowanym (czymś)
be popular with /bi 'pɒpjʊlə wɪð/ cieszyć się popularnością u
cable /'keɪb(ə)l/ kabel, przewód
ceramics /sə'remɪks/ ceramika
commercial /kə,mɜ:ʃ(ə)l/ komercyjny
competition /,kɒmpə'tɪʃ(ə)n/ konkurs, konkurencja
complex /kəm'pleks/ skomplikowany
contemporary /kən'temp(ə)r(ə)ri/ współczesny
copper /'kɒpə(r)/ miedź, miedziany

electricity /ɪ,lek'trɪsɪti/ elektryczność
get ready for /,get 'redi fə(r)/ przygotować się na (coś)
gravity /'grævəti/ grawitacja
hardware /'hɑ:d,weə(r)/ sprzęt komputerowy
including /ɪn'klu:dɪŋ/ włącznie z
industrial /ɪn'dʌstriəl/ przemysłowy
instruction manual /ɪn'strʌkʃ(ə)n ,mænjuəl/ instrukcja obsługi
iron /'aɪə(r)n/ żelazo, żelazny
landline /'lænd(ə)laɪn/ linia naziemna (telefoniczna)
light bulb /'laɪt ,bʌlb/ żarówka
modern /'mɒdən/ nowoczesny
named after /neɪmd 'ɑ:ftə(r)/ nazwany po/od
network /'net,wɜ:k/ sieć
notice /'nəʊtɪs/ ogłoszenie
paperclip /'peɪpə,klɪp/ spinacz
portable /'pɔ:təb(ə)l/ przenośny
security camera /sɪ'kjʊərɪti ,kæm(ə)rə/ kamera nadzorująca
silver /'sɪlvə(r)/ srebro, srebrny
software /'sɒf(t),weə(r)/ oprogramowanie
STEAM (Science, Technology, Engineering, Arts and Maths) /sti:m ('saɪəns, tek'nɒlədʒi, ,endʒɪ'nɪərɪŋ, ɑ:ts ənd mæθs)/ metoda edukacyjna oparta na naukach ścisłych, technologii, inżynierii, sztuce oraz matematyce
term /tɜ:m/ semestr
theme /θi:m/ temat
wireless /'waɪə(r)ləs/ bezprzewodowy
World Fair /'wɜ:ld ,feə(r)/ wystawa światowa, EXPO

Present and Past simple passive: affirmative and negative

Strony biernej używamy, gdy nie wiemy, kto lub co jest wykonawcą czynności, lub gdy nie jest to ważne, np. *It is made of metal. It was designed in 2009.*

Zdania w stronie biernej tworzymy za pomocą odpowiedniej formy czasownika **be** oraz formy **past participle** (tzw. trzecia forma) czasownika głównego.

>>> lista czasowników nieregularnych – strony 126–127

Present simple passive

Affirmative	Negative
I am invited to an exhibition.	I am not invited to an exhibition.
You are given a painting.	You aren't given a painting.
He/She is called a graffiti artist.	He/She isn't called a graffiti artist.
It is made of wool.	It isn't made of wool.
We/You are invited to an art gallery.	We/You aren't invited to an art gallery.
They are designed in Paris.	They aren't designed in Paris.

Past simple passive

Affirmative	Negative
I was invited to an exhibition.	I wasn't invited to an exhibition.
You were given a painting.	You weren't given a painting.
He/She was called a graffiti artist.	He/She wasn't called a graffiti artist.
It was made of wool.	It wasn't made of wool.
We/You were invited to an art gallery.	We/You weren't invited to an art gallery.
They were designed in Paris.	They weren't designed in Paris.

Active and passive

Zdania w stronie czynnej (*active*) zaczynają się od osoby, która wykonuje czynność.

Leonardo da Vinci designed the first helicopter.

Zdania w stronie biernej (*passive*) mają inny szyk: zaczynają się od przedmiotu lub osoby, która podlega danej czynności, ale nie jest jej wykonawcą. Aby wskazać wykonawcę czynności, używamy **by**:

The first helicopter was designed by **Leonardo da Vinci**.

Present and Past simple passive: questions and short answers

Pytania w stronie biernej tworzymy, zmieniając szyk wyrazów – odpowiednią formę czasownika **be** przestawiamy na początek zdania. Na pytania odpowiadamy, używając krótkich odpowiedzi z właściwą formą czasownika **be**.

Are you invited to the art gallery?	Yes, I am . / No I'm not .
Is it made of metal?	Yes, it is . / No, it isn't .
Were they created by Picasso?	Yes, they were . / No, they weren't .
Was it invented by da Vinci?	Yes, it was . / No, it wasn't .

Passive questions with question words

Pytania szczegółowe w stronie biernej tworzymy, dodając zaimek pytający przed czasownikiem **be** w odpowiedniej formie.

What is this work of art **called**?

How was it **made**?

What are these sculptures **made** of?

Who were they **designed** by?

Exclamations with *How ...!* and *What ...!*

Zdania wykrzyknikowe możemy tworzyć za pomocą konstrukcji **How** + przymiotnik **bez** rzeczownika lub **What** + przymiotnik **z** rzeczownikiem.

How cool! **How** silly!

What an annoying noise! **What** great photographs!

Verbs and adjectives with prepositions

Po czasownikach lub przymiotnikach, po których występuje przyimek, np. *dream about*, *good at*, używamy czasownika z końcówką **-ing** (*gerund*) lub rzeczownika.

Are you **good at** art?

I'm **good at** playing football.

I'm **interested in** modern art.

I'm not **interested in** going to art galleries.

Project

Choose option A or B. Prepare your project in your notebook.

- A** Write a list of 5 modern inventions that you and your family can't live without. Then find out who invented them and write five passive sentences.

Cars were invented by ...

- B** Choose 5 works of art/architecture in your town. Then find out who created/designed them and write five passive sentences.

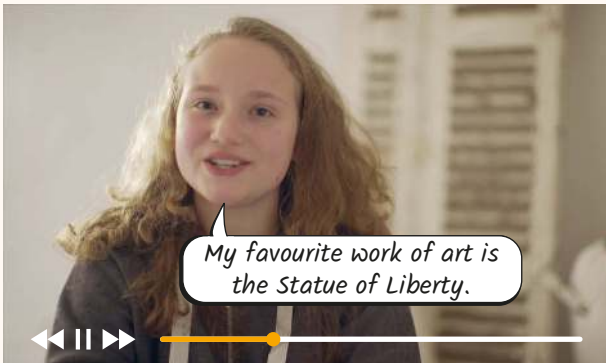
The sculpture in the market square was created by ...

Train your brain!



5

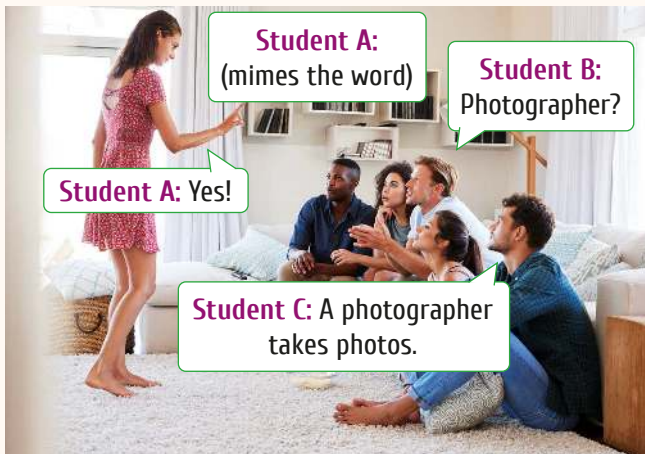
- 1 **Over to you!** Work in pairs. What is your favourite work of art? Why?



Learning to learn!

- 2 **Game** Work in groups of three. Follow the instructions.

- One student chooses a word related to the visual arts and mimes the word.
- The other two students try to guess the word.
- When the winner says the correct word, the loser must make a sentence with it.
- Then the winner chooses a new word and mimes it for the others.



Play this game after every unit!

Life skills: Creative thinking

Put the steps in the correct order. Discuss situations when you have used creative thinking.

- Create the final product.
- Think about possible ideas and choose the best one.
- Make improvements to the design before producing it.
- Plan the design.

Project

- 3 Work in groups of four. Choose task A or B and follow the steps from the Life skills box. Then, show the class your project and report on how you created it. Use passive sentences.

A Make a poster for a class art exhibition.

B Create a photography or video project about your school.

First, different ideas were discussed.

Then, the best idea was chosen.

After that, ...

- 4 Read the riddles and guess the answers. Then make your own riddle.

1 I was designed in the 1880s, and I am named after my designer. I'm 324 metres tall, and I'm made of iron. Which building am I?

2 I was invented in 2007, but they've improved me a lot since then. More than a billion gadgets like me were produced and sold in the first ten years. Which gadget am I?

3 I was created by an inventor, but I'm not an invention. I'm a portrait, but not a self-portrait. I was painted in Italy in 1503, but now I live in Paris. Which work of art am I?

Sound alert!

- 5 **2.36** Look, listen and repeat. Pay attention to the **-tion** sound.

See the **creation** and **production** of my **invention** in this amazing **exhibition**!

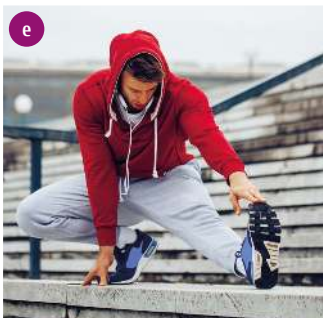
- 6 **2.37** Listen to the words. Which syllable is always stressed? Then listen and repeat.

in-ven-tion cre-a-tion pro-duc-tion
ex-hi-bi-tion in-stal-la-tion

- 1 2.38 Read the top tips (1–8) and match them with the pictures (a–h). Then listen and repeat the words in green.

Top tips for future champions – prepare for success!

- 1 Always **warm up** before you **do exercise**.
- 2 Make sure you **stretch** well so you don't **get hurt**.
- 3 Use special equipment to **prevent injury**.
- 4 **Eat healthy snacks** and drink plenty of water.
- 5 **Keep fit** – **train** regularly.
- 6 **Practise your technique** with a sports coach.
- 7 Try to **take part in an event** in your area.
- 8 Have fun when you **go to sports practice!**



- 2 2.39 Listen to situations (1–6) and match them with descriptions (a–f). Write the answers in your notebook.

1 2 3 4 5 6

- a They're warming up.
- b She's eating a healthy snack.
- c She's practising her technique.
- d He's got hurt.
- e They're stretching to prevent injury.
- f They're taking part in an event.

- 3 Work in pairs. Look at the pictures in exercise 1 and describe them.

- 1 Student A points at one of the pictures.
- 2 Student B says what the people are doing, using words and phrases in green from exercise 1.
- 3 Change roles.

Picture a.

She's putting on a bike helmet to prevent injury.

- 4 Choose a sports event. In your notebook, write a list of things you need to do before, during and after the event.

event: a marathon

before: train,

during:

after:

- 5 **Injuries** Work in pairs. Imagine you got hurt while you were practising a sport. Talk about what happened, using the words and phrases in the box and from exercise 1.

break your leg ■ bruise your foot ■ cut your finger
hurt your head ■ scratch your knee
twist your ankle

Ouch! I've twisted my ankle.

Oh no! How did you do that?

I fell while I was warming up.

Grammar hub: *should*



- + You **should** drink plenty of water.
- You **shouldn't** eat any unhealthy snacks.
- ? **Should** we use any special equipment?
Yes, you **should**. / No, you **shouldn't**.
- How often should** I train? You **should** train every day!

>>> Grammar summary on page 81

1 In your notebook, complete the sentences with *should / shouldn't* and the verbs in the box.

eat ■ warm up ■ do ■ cheat ■ wear

- You _____ before you start doing any sport.
- You _____ while you are playing games or doing a sport.
- Cyclists _____ a helmet to prevent injury.
- Footballers _____ fast food before a match.
- You _____ more exercise if you want to keep fit.

2 Read the situations (1–4). In your notebook, write questions with *should*, using the words in brackets.

My sister wants to meet new people. (Which sport / do?)
Which sport should she do?

- I want to play ice hockey. (What special equipment / get?)
- My brother wants to be a professional footballer. (How / train?)
- I want to prevent getting sports injuries. (What / do?)
- We want to start going to basketball practice. (Where / go?)

3 Work in pairs. Ask and answer the questions from exercise 2. Give reasons for your answers.

My sister wants to meet new people. Which sport should she do?

I think she should play volleyball.
Team sports are great for meeting new people!

Grammar hub: *can (present), could (past)*

- + I **can** swim now. I **could** swim when I was two.
- I **can't** run 5k now. I **couldn't** run far last year.
- ? **Can** you play now? **Could** you play last Sunday?
Yes, I **can**. / Yes, I **could**. / No, I **couldn't**.
No, I **can't**.
- can't = cannot couldn't = could not

>>> Grammar summary on page 81

4 Complete the text with *can / could* and *can't / couldn't*.

Millie Knight – ski champion

20-year-old Millie Knight ¹ _____

ski very well – she has won two silver Paralympic medals. Millie skis with a guide because she

² _____ see well – she's only got 5% vision. Fortunately, Millie

³ _____ ski when she was very young, before she lost her vision. Last year, she ⁴ _____ compete

because she got an injury, but now she and her guide are training for the Beijing Paralympics.

When they ski together, they ⁵ _____ communicate with special Bluetooth equipment.



5 Sports Work in pairs. Ask and answer questions about now and when you were younger.

tennis ■ sailing ■ ice hockey ■ handball ■ football

Can you play tennis now?

Yes, I can.

Could you play tennis when you were six?

No, I couldn't.

6 Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- We (powinniśmy się rozgrzać) _____ well to prevent injury.
- You (nie powinieneś zapominać) _____ to stretch after doing some exercise.
- (Nie możesz trenować) _____ here if you haven't got your own equipment.
- Why (nie mogłeś iść) _____ to volleyball practice last night?
- We (mogliśmy wziąć udział) _____ in the event because we're under 18.

- obstacle course ■ participant ■ get muddy

Tough Mudder events are obstacle courses where participants get very muddy! They are a test of physical fitness and teamwork.

Tilly (13) took part in the event last weekend and had a fantastic time. ‘Everyone **should** try it – it’s great fun!’ she said. ‘I **couldn’t** do it last year



If you're interested in taking part, you **can** find out more online. Good luck and enjoy the challenge!

13-year-olds **are allowed to** take part. = 13-year-olds **can** take part.

- 1 Why couldn't Tilly take part in the 5k event last year?
Because I was ill.

- 2 What should participants do just before a *Tough Mudder* event?
Participants should [REDACTED].

- 3 What shouldn't participants wear?
Participants shouldn't [redacted]

- 4 How can you get more information about the events?
You .

- What is important for good teamwork?
What **should** you do? What **shouldn't** you do?

- 4  Work in groups of four. Imagine you are going to take part in a *Tough Mudder 5k* event. Discuss what you should and shouldn't do before and during the race.

Yes, and we shouldn't eat any unhealthy food!

Speaking

lesson 4

Lesson objectives: Functions: asking for permission (formal and informal); asking someone to do something; Vocabulary: places to do sport

- 1 **2.41** Read and listen to the dialogues. Then match phrases (1–3) and explanations (a–c). Write the answers in your notebook.

1

Excuse me, Mr Jones.
May I leave class early today?

I've got athletics practice at the running track.

Yes, you may.
Why?

OK, fine.

2

Can I borrow your tennis racket?
I've forgotten mine!

Yes, of course you can. But could you give it back this evening? I've got a match tomorrow.

Yes, I can. No problem.

Thanks!

- 1 May I ...? 2 Can I ...? 3 Could you ...?

- a ask someone to do something b ask for permission (informal) c ask for permission (formal)

- 2 **2.42** Match the places in the box and the sports in pictures (1–6). Then listen and check.

pitch ■ track ■ field ■ slope
rink ■ court



- 4 **Sports equipment** Which things can you see in the photo?

helmet ■ boots ■ gloves ■ skates ■ racket ■ goggles ■ ball



Look: asking someone to do something

Could you ...?

Yes, (of course) I **can**.

(May you ...?)

No, (I'm afraid) I **can't**.

Look: asking for permission

May I ...? Yes, you **may** / **can**.
(formal) No, you **may not** / **can't**.

Can I ...? Yes, you **can**.
(informal) No, you **can't**.

- 3 **Work in pairs. In turns, act out dialogue 1 in exercise 1. Use different sports and places.**

May I ...?

- 5 **Work in pairs. In turns, act out dialogue 2 in exercise 1. Use different sports equipment.**

Can I borrow your ...?

- 6 **Uzupełnij luki w dialogach (1–2) tak, aby były one spójne i logiczne. Zapisz odpowiedzi w zeszycie.**

- 1 X: Hi Jack! Could you lend me your racket, please?
Y: Sorry, I'm afraid . I need it now for tennis practice.
X: OK. borrow it tomorrow then?
- 2 X: Excuse me, Mr Green. finish the test at home, please?
Y: No, you may not. Stay here until you finish.

Vocabulary 2 and Listening

Lesson objective: sports rules and competitions

lesson 5

- 1 **2.43** Choose the **two** correct options in each sentence. Write the answers in your notebook. Then listen, check and repeat.

- You can win **a trophy** / **a goal** / **a race**.
- You can score **a goal** / **a point** / **a record**.
- Supporters** / **Referees** / **Fans** support their favourite team.
- You can beat **an opponent** / **the referee** / **a player**.
- Players can **beat** / **break** / **play by** the rules.
- You can **set** / **win** / **break** a record.
- Teams compete in **a tournament** / **a record** / **a championship**.

Look: the same spelling

It was **a draw**. What **a catch**! (noun)

They **drew** 0-0 (nil-nil). I'll **catch** it! (verb)

- 2 **2.44** Listen and repeat the words. Then listen to eight sentences and decide if the word used is a noun or verb.

race ■ win ■ throw ■ catch ■ save
foul ■ score ■ draw

- 3 **2.45** In your notebook, complete the text with the words in the box. Then listen and check your answers.

referee ■ supporters ■ break ■ won ■ beat
score ■ tournaments ■ compete



Unicycle hockey

How about trying a new sport? The rules are similar to hockey – players try to ¹ goals and ² their opponents. It's fun for ³ and players – if they're good at unicycling! There are five players in each team, and a ⁴ to make sure that the players don't ⁵ the rules. Players can ⁶ in regional and international ⁷. The current world champions are Switzerland, who ⁸ the last world championship in Korea.



! Tips

Nie śpiesz się z wyborem odpowiedzi. W nagraniu są pułapki, które mogą sugerować, że wszystkie odpowiedzi są dobre. Pamiętaj jednak, że tylko jedna jest poprawna!

- 4 **Read the questions in exercise 5 and look at options (A–C). In pairs, think about the possible distractors for all the pictures and answers. Write them in your notebooks.**

1 a – a ticket for a sports event, ...
1 b – ...

- 5 **2.46** **U**ysłyszysz dwukrotnie pięć tekstów. W zadaniach (1–5), na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszycie.

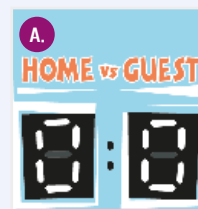
- 1 What does Chloe want for her birthday?



- 2 Which sport are they watching?



- 3 What's the final score?



- The man is talking about
 - when he broke a world record.
 - a childhood memory.
 - how to be an Olympic athlete.
- The girl is calling a friend to
 - give some advice.
 - invite her to watch a tournament.
 - borrow something.

Grammar hub: must/mustn't; have to/don't have to



must / have to

Basketball players **must** score points.
= Players **have to** score points.

mustn't

Players **mustn't** break the rules.

don't have to

Players **don't have to** wear helmets.

>>> Grammar summary on page 81

- 1 What's the difference between *mustn't* and *don't have to*? In your notebook, make a Grammar hub for *he* or *she*.
- 2 Complete the sentences with the correct forms of *must* / *have to*, *mustn't* or *don't have to*.
 - 1 Football players score goals.
 - 2 The goalkeeper score goals.
 - 3 The referee know the rules.
 - 4 Players break the rules.
 - 5 Supporters be good at football.

- 3  **People in sport** Work in pairs. In turns, choose a word from the box and say one sentence each. Use the correct form of *have to* or *don't have to*.

athlete ■ swimmer ■ commentator
champion ■ coach

An athlete has to train a lot.

An athlete doesn't have to wear a helmet.

Grammar hub: Questions with must / have to

Must swimmers ~~wear~~ goggles?

Do swimmers **have to** wear goggles?

Yes, they **do**. / No, they **don't**.

What does the coach **have to** do?

>>> Grammar summary on page 81

- 4  **2.47** Listen to the dialogue and answer the questions. What sport is it?

- 1 Do players have to use any special equipment?
- 2 What do players have to do?
- 3 How many points does a player have to score to win a game?
- 4 How many games do players have to play?
- 5 Who has to make decisions if there's a problem?

- 5  **Game** Work in pairs. Play *Guess the sport*.

- 1 Student A chooses a sport.
- 2 Student B must guess what it is by asking *have to* questions.
- 3 Change roles.

Do players have to score points?

Yes, they do. They have to score points and beat their opponent.

Is it tennis?



- 6  Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–4). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 You must score the most points to win the tournament. **TO**
You the most points to win the tournament.
- 2 Don't kick the ball – it's against the rules! **MUST**
You the ball – it's against the rules!
- 3 Nobody says you must use special equipment. **HAVE**
You use any special equipment.
- 4 I'm not sure if I must throw the ball as quickly as possible. **TO**
Do I the ball as quickly as possible?



Around the world

Lesson objective: *Culture: international sports events*

lesson **7** UNIT **6**

1 2.48 Read sentences (a–d) below and guess which sports are described. Then listen, read and match the sentences with texts (1–4).

- Players of this team sport have to hit the ball with a bat and then run.
- Competitors don't have to run – they score points by driving the fastest.
- In this sport, players mustn't kick the ball – they must hit it over a net with a racket.
- Players have to wear special equipment, and they must throw or pass the ball.



The Super Bowl is the final game of the American Football League tournament, when the two top teams **must** try to beat their opponents and win the trophy. It's always a big

event and famous singers perform at the stadium before the match. But you **don't have to** go there to see all the action – you can watch it on TV like 98 million other supporters!



Wimbledon is the oldest tennis tournament in the world. Every summer, top tennis players compete at Wimbledon, in London. This tournament has always had strict dress rules which

players **mustn't** break. They **have to** wear white. Even the bottom of their sports shoes must be white!



The Ashes is a cricket competition between England and Australia. It's called 'The Ashes' because the very small trophy has got the ashes of a burnt cricket ball inside! Each

team **must** try to beat the other and win the trophy. So far, Australia has won 33 times and England 32, and it's been a draw six times.



Formula 1 Grand Prix are motor races which take place at different race tracks around the world. Drivers **must** go really fast to get points in these races. Famous record-

breakers and champions include Lewis Hamilton and Sebastian Vettel. You **don't have to** be a man to compete in Formula 1 racing, but there haven't been any female champions yet.

4 2.49 Listen to a girl giving a presentation about a sports event. Choose the correct answers and write them in your notebook.

- She's talking about the **Olympic Games** / X Games.
- This event usually takes place in **Canada** / the USA.
- Summer sports include **skateboarding** / basketball.
- Winter sports include **ice-hockey** / snowboarding.
- Participants must compete to win **medals** / trophies.
- Last year, a new world record was set for a **ski** / BMX jump.

2 Read the texts again and answer the questions in your notebook.

At which sports event

- do players have to wear white?
- do only two countries compete?
- has Lewis Hamilton been a champion?
- do famous singers perform?

3 Work in pairs. In turns, ask and answer questions about the events in exercise 1. Use **have to**.

Where do you have to go to watch Wimbledon?

You have to go to London.

What do players have to do at Wimbledon?

They have to play tennis and beat their opponents.

Discover more!

5 Work in pairs. Find out about a big sports event in your region or country. Prepare a presentation about the event for your class.

! Tips

W prezentacji odpowiedz na pytania:

- Gdzie i kiedy ma miejsce to wydarzenie?
- Co muszą zrobić uczestnicy?
- Czy jest coś nietypowego w tym wydarzeniu?

Brainy phrases

Paragraph 1

First of all, you should / shouldn't ...

Second, you should / shouldn't ...

Third, you don't have to ... but you mustn't ...

Finally, you must ...

Paragraph 2

As you know, I competed in ... last ...

We won / didn't win ...

We came first / second / ...

We beat / couldn't beat ...

The final score was ...

Paragraph 3

Anyway, thanks for inviting us to ...

Do ... have to ...?

Could you ...?

It will be great to ...

Good luck – I hope you ...!

1 Read the model email. In which paragraph does Ben:

- make plans for going to an event?
- talk about his own experience?
- give advice?

Look: ordinal numbers

We **came second** in the tournament. Our opponents **came first**!

2 Work in pairs. Student A chooses a sports event from the box and Student B must give him/her advice.

Regional tennis cup ■ Youth Olympics
Interschool athletics championships

I'm going to take part in ... Can you give me some advice?

Yes, of course ... First of all, you should ... You shouldn't ...!

3 Game In pairs, play Unreal Championships. Follow the instructions.

- Choose a different top sports event and imagine you took part in it.
- In your notebook, complete the *Brainy phrases* for paragraph 2 about your event.
- In pairs, ask and answer questions about each other's sports event.

Which event did you take part in?

I competed in the tennis final at Wimbledon!

Hi Sam,

Thanks for your email! It's great that you're going to take part in the regional football tournament. You asked for some advice about preparing for it, so here goes ...

1 First of all, you should train regularly and keep fit. Second, you shouldn't stay up too late. Third, you don't have to stop eating nice things completely but you mustn't eat junk food! Finally, you must respect the referee – no fouls, OK?

2 As you know, I competed in the final of the regional football tournament last month. We didn't win the trophy, but we came second. I scored a goal but we couldn't beat our opponents and the final score was 2–1. It was great fun, though!

3 Anyway, thanks for inviting us to the match. Do supporters have to get tickets? Could you reserve seats for me and my sister? It will be great to watch the big match. Good luck – I hope you win!

See you soon,
Ben



4 Imagine your friend invited you to a match. In your notebook, write four questions to get more information. Then work in pairs and compare your questions.

Do ... have to ...? ■ Could you ...?
Should I ...? ■ Can we ...?

5 Zapoznaj się z treścią zadania i napisz e-mail. Odpowiedź zapisz w zeszycie.

Twój kuzyn z Anglii zaprosił Cię na zawody, w których już kiedyś startowałeś/startowałaś. W e-mailu do niego:

- udziel mu kilku rad odnośnie przygotowań do zawodów,
- opisz swoje doświadczenia z poprzedniego uczestnictwa w zawodach,
- dopytaj się o szczegóły zawodów, na które jesteś zaproszony/zaproszona.

Użyj od 50 do 120 słów. Podpisz się jako XYZ.

Hi ...,

Thanks for your email! It's great that you're going to take part in ...

! Tips

- Użyj wyrazów i zwrotów poznanych w tym rozdziale.
- Użyj struktur gramatycznych z lekcji Grammar 1 oraz Grammar 2.



Revision workout

Lesson objective: Revision of lessons 1–8

lesson 9

- 1 **2.50** Usłyszysz dwukrotnie wywiad z koszykarzem. Na podstawie informacji zawartych w nagraniu, uzupełnij luki (1–4) w poniższej notatce. Zapisz odpowiedzi w zeszycie. Luki należy uzupełnić w języku angielskim.



Robbie Smith: team captain

- Robbie used to play ¹ _____.
- He started playing basketball when he was ² _____.
- He has to train ³ _____ a week.
- In the future, he wants to be ⁴ _____.

4

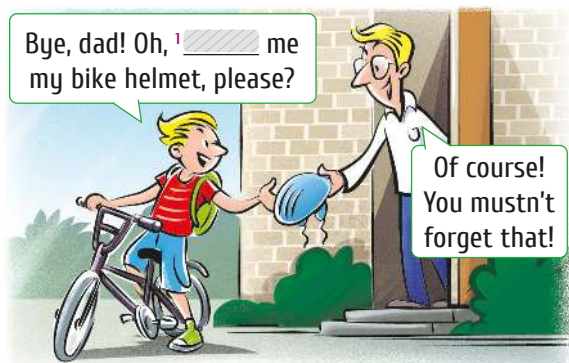
- 2 **2.51** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. Sure. Just give it back after the match.
B. Yes, I can. What time does it start?
C. Yes, you may. What time do you have to go?
D. No, I couldn't. I had an injury.
E. Sorry, I left them at home today.

1	2	3	4
_____	_____	_____	_____

4

- 3 Uzupełnij dialogi. Wpisz w każdą lukę (1–2) brakujący fragment wypowiedzi. Zapisz uzupełnione wypowiedzi w zeszycie.



2

- 4 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1–5). Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszycie.



Did you know that women ¹ _____ compete in Olympic marathons until 1984? Now, marathon running is popular for both women and men. Every year, more than 30,000 people run the London Marathon. Children ² _____ to compete in this event (you ³ _____ to be over 18 to take part), but everyone ⁴ _____ watch it on TV. It's fun to watch elite athletes and 'fun runners' in the same race. Participants ⁵ _____ to wear funny costumes, but many of them do!

- 1 A. can't B. mustn't C. couldn't
2 A. aren't allowed B. can't C. mustn't
3 A. must B. have C. should
4 A. is allowed B. can C. must
5 A. mustn't B. have C. don't have

5

- 5 Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. **Uwaga!** W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszycie.

- 1 We (*nie mogliśmy pokonać*) _____ the other team – they scored eight goals!
2 Supporters (*nie wolno brać*) _____ glass bottles into the stadium.
3 (*Czy dzieci powinny*) _____ take part in the tournament?
4 (*Czy muszę*) _____ to set a new record to win?
5 You (*nie musisz*) _____ break a world record – it's just fun to take part!

5

Total: _____/20

Practising sports	Sports rules and competitions	
do exercise /,du: 'eksəsaɪz/ ćwiczyć eat healthy snacks /'i:t ,helθi 'snæks/ jeść zdrowe przekąski get hurt /,get 'hɜ:t/ zranić się go to sports practice /'gəʊ tə 'spɔ:ts ,præktɪs/ iść na trening keep fit /,ki:p 'fɪt/ utrzymywać kondycję practise your technique /'præktɪs jə tek'ni:k/ ćwiczyć technikę prevent injury /prɪ'vent 'ɪndʒəri/ zapobiegać kontuzjom stretch /stretʃ/ rozciągać się take part in an event /,teɪk 'pɑ:t ɪn ən ɪ'vent/ brać udział w wydarzeniu train /treɪn/ trenować warm up /,wɔ:m 'ʌp/ rozgrzać się	beat /bi:t/ pobić, pokonać break rules /,breɪk 'ru:lz/ łamać zasady break a record /,breɪk ə 'rekɔ:d/ pobić rekord catch (v, n) /kætʃ/ łapać; chwyt championship /'tʃæmpɪənʃɪp/ mistrzostwa draw (v, n) /drɔ:/ zremisować; remis fan /fæn/ fan foul (v, n) /faʊl/ sfaulować; faul, przewinienie goal /gəʊl/ gol opponent /ə'pəʊnənt/ przeciwnik play by the rules /'pleɪ baɪ ðə 'ru:lz/ grać według zasad player /'pleɪə(r)/ gracz point /pɔɪnt/ punkt race (v, n) /reɪs/ ścigać się; wyścig referee /,refə'reɪ/ arbiter, sędzia save (v, n) /seɪv/ obronić (np. bramkę); obrona score (v, n) /skɔ:(r)/ zdobywać (np. punkty); wynik set a record /,set ə 'rekɔ:d/ ustanowić rekord supporter /sə'pɔ:tə(r)/ kibic throw (v, n) /θrəʊ/ rzucać; rzut tournament /'tʊənəmənt/ turniej trophy /'trɒfi/ trofeum, puchar win (v, n) /wɪn/ wygrywać, zwycięstwo	cheat /tʃi:t/ oszukiwać compete /kəm'pi:t/ rywalizować competitor /kəm'petɪtə(r)/ współzawodnik, rywal cricket /'krɪkɪt/ krykiet equipment /ɪ'kwɪpmənt/ wyposażenie, ekwipunek get fit /,get 'fɪt/ nabrać formy get muddy /,get 'mʌdi/ ubłocić się goalkeeper /'gəʊl,kɪ:pə(r)/ bramkarz/bramkarka handball /'hænd,bɔ:l/ piłka ręczna lend /lend/ pożyczyć (coś komuś) obstacle course /'ɒbstəkl(ə)l ,kɔ:s/ tor z przeszkodami participant /pɑ:'tɪsɪpənt/ uczestnik perform /pə'fɔ:m/ występować plenty of /'plenti əv/ mnóstwo (czegoś) racket /'rækɪt/ rakieta (np. tenisowa, do badmintonu) similar /'sɪmɪlə(r)/ podobny ski (v, n) /ski:/ jeździć na nartach; narta strict dress rules /,strikt 'dres ,ru:lz/ sztywne zasady dotyczące ubioru top tip /,tɒp 'tɪp/ najlepsza wskazówka Tough Mudder /,tʌf 'mʌdə(r)/ rodzaj biegu terenowego z przeszkodami typu 'Runmageddon' unhealthy /ʌn'helθi/ niezdrowy unicycle /'ju:nɪ,sʌɪk(ə)l/ monocykl until /ən'tɪl/ dopóki vision /'vɪʒ(ə)n/ wzrok wheelchair /'wi:l,tʃeə(r)/ wózek inwalidzki
Places to do sport		
court /kɔ:t/ kort tenisowy; boisko do koszykówki pitch /pɪtʃ/ boisko do piłki nożnej, rugby field /fi:ld/ boisko do gry w baseball, futbol amerykański rink /rɪŋk/ lodowisko track /træk/ bieżnia, tor (np. wyścigowy) slope /sləʊp/ stok narciarski		
Asking for permission / Asking someone to do something		
OK, fine. W porządku. Can I borrow your tennis racket? Mogę pożyczyć twoją rakietę tenisową? Could you give it back this evening? Możesz mi go/ją oddać wieczorem? May I leave class early today? Czy mogę wyjść z zajęć wcześniej? Yes, of course you can. Tak, oczywiście, że możesz. Yes, you may. Why? Tak, możesz. Z jakiego powodu?	Other advice /əd'vaɪs/ rada ashes /'æʃɪz/ popioły bat /bæt/ kij (np. baseballowy, do krykieta); paletka do ping-ponga be allowed to /bi ə'laʊd tə/ mieć pozwolenie na bottom of the shoe /'bɒtəm əv ðə 'ʃu:/ podeszwa buta brand /brænd/ marka champion /'tʃæmpɪən/ mistrz	

should

Should używamy, gdy dajemy komuś radę lub jeśli prosimy o radę.

Affirmative

I/You/He/She/It/We/You/They **should keep** fit.

Negative

I/You/He/She/It/We/You/They **shouldn't cycle** without a helmet.

Question

Should I/you/he/she/it/we/you/they **stretch** before doing exercise?

Short answer

Yes, I/you/he/she/it/we/you/they **should**.
No, I/you/he/she/it/we/you/they **shouldn't**.

can, could

Can używamy, gdy mówimy o umiejętnościach lub aby wyrazić pozwolenie. **Could** używamy, gdy mówimy o umiejętnościach i pozwoleniach z przeszłości oraz aby zapytać o pozwolenie (obecne lub z przeszłości).

Present

Affirmative

I/You/He/She/It/We/You/They **can play** chess.
(umiejętność)

Negative

I/You/He/She/It/We/You/They **can't play** handball.
(brak umiejętności)
I/You/He/She/It/We/You/They **can't meet** you before football practice. (brak pozwolenia)

Question

Can I/you/he/she/it/we/you/they **play** handball?
(pytanie o umiejętność)

Can I/you/he/she/it/we/you/they **take part** in the marathon? (pytanie o pozwolenie)

Short answer

Yes, I/you/he/she/it/we/you/they **can**.
No, I/you/he/she/it/we/you/they **can't**.

Past

Affirmative

I/You/He/She/It/We/You/They **could run** 5k when I was 12. (umiejętność w przeszłości)

Negative

I/You/He/She/It/We/You/They **couldn't play** handball at the age of 10. (brak umiejętności w przeszłości)
I/You/He/She/It/We/You/They **couldn't enter** the race because I was too young. (brak pozwolenia w przeszłości)

Question

Could I/you/he/she/it/we/you/they **play** handball at the age of 10? (pytanie o umiejętność w przeszłości)

Could I/you/he/she/it/we/you/they **take part** in the tournament? (pytanie o pozwolenie)

Short answer

Yes, I/you/he/she/it/we/you/they **could**.
No, I/you/he/she/it/we/you/they **couldn't**.

must, have to

Must i **have to** w zdaniach twierdzących mają podobne znaczenie i używamy ich, aby powiedzieć, że ktoś musi coś zrobić. Przeczenia **mustn't** (**must not**) używamy, gdy mówimy o tym, co jest zabronione, a **don't have to** gdy coś nie jest konieczne. W pytaniach na ogół nie stosujemy **must**.

Present simple

Affirmative

I/You/He/She/It/We/You/They **must score** goals.
I/You/We/You/They **have to score** goals.
He/She/It **has to keep** fit.

Negative

I/You/He/She/It/We/You/They **mustn't touch** the ball. (zakaz)
I/You/We/You/They **don't have to** use safety equipment. (brak konieczności)
He/She/It **doesn't have to** score goals. (brak konieczności)

Question

Do I/you/we/you/they **have to beat** the opponents?
Does he/she/it **have to wear** a helmet?

Short answer

Yes, I/you/we/you/they **do**. / No, I/you/we/you/they **don't**.
Yes, he/she/it **does**. / No, he/she/it **doesn't**.

Project

Think of a sport, but don't write the name of it. Write about it and put your writing on the wall. Can your classmates guess the sport?

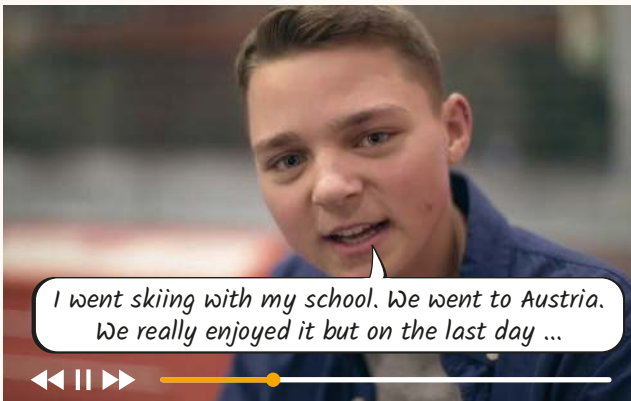
You must / have to ... ■ You mustn't ...
You don't have to ... ■ You should(n't) ...
You can('t) ...



You have to hit a ball into a hole. You mustn't cheat!



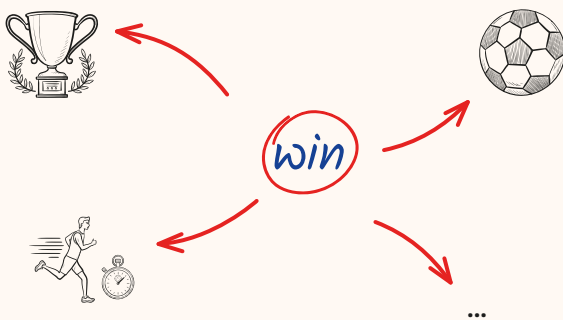
- 1 **Over to you!** Have you ever done an extreme or adventure sport? What was it like?



Learning to learn!

- 2 Make a page in your notebook called 'Words that go together'. Make diagrams to help you remember the words.

Words that go together



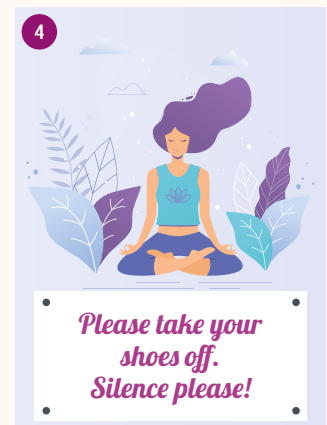
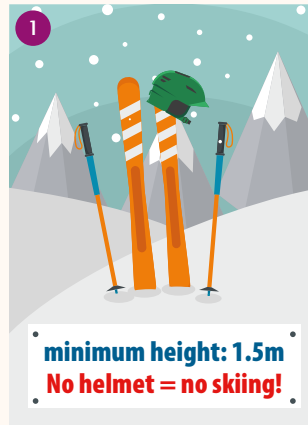
- 3 **2.52** Listen to six questions and choose the correct answers. What's the mystery sport?

Yes, he can. U	Yes, I could. T	No, you can't. R
No, we aren't. N	Yes, it is. G	No, they may not. X
Yes, you do. A	No, he doesn't. C	Yes, she does. A
Yes, you should. K	No, she couldn't. I	No, they shouldn't. M
Yes, they are. B	No, you haven't. Y	Yes, you may. E

Mystery sport:



- 4 Look at the signs (1–4). In your notebook, write sentences with *must* / *have to*, *mustn't* and *don't have to*.



On the ski slope, you must be 1.5m tall.

Project

- 5 **Work in pairs and invent a crazy sport.**

- Combine two sports together and invent some new rules.
- Explain your sport to the class. Use modal verbs.

*Our new sport is called tenski.
It's a combination of skiing and tennis!
You have to ...*



Sound alert!

- 6 **2.53** Read and listen. Then listen and repeat.

Catch it, **pass** it, **save** the goal!
Train **handball**, **practise** often, now let's **play**!
Hooray, hooray – let's win the **game today**!

- 7 **2.54** Put the words in **bold** in the correct place. Then listen, check and repeat.

/æ/	/eɪ/
<u>catch</u>	<u>save</u>



Listening

- 1 **2.55** Usłyszysz dwukrotnie fragment wiadomości. W zadaniach (1–3), na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszycie.

- 1 The teenage boy
 - A. lives in Denmark.
 - B. found some Viking coins.
 - C. now works for Ericsson.
- 2 Harald Bluetooth
 - A. invented wireless technology.
 - B. helped to discover some treasure.
 - C. lived a long time ago.
- 3 The speaker wants to
 - A. explain how Bluetooth technology was invented.
 - B. inform people about an important discovery.
 - C. promote an exhibition of very old treasure.

- 2 **2.56** Usłyszysz dwukrotnie reklamę targów sztuki. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–4) w poniższej notatce. Zapisz odpowiedzi w zeszycie. Luki należy uzupełnić w języku angielskim.



ART FAIR

Where? Braintown Art Gallery

When? Saturday, 1

What's planned?

- Exhibition of photography by 2 photographers from the town.
- Art workshop and competition: try creating your own landscape or 3 painting, with help from our experts!
- Meet a 4 artist! Watch a demonstration and have a go!

Language functions

- 3 Do każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję. Wybierz literę (A, B albo C). Zapisz odpowiedzi w zeszycie.
- 1 Chcesz pożyczyć od koleżanki aparat fotograficzny. Jak o to zapytasz?
 - A. Shall I lend you the camera?
 - B. Could you give me your camera, please?
 - C. May I borrow your camera, please?
 - 2 Kolega, z którym spotkałeś się / spotkałaś się na lunchu, chce zapłacić za wszystko. Jak zareagujesz?
 - A. How kind! Thank you.
 - B. What a nice lunch! Thank you.
 - C. What an awful idea! Thank you.
 - 3 Chcesz poprosić przechodnia o zrobienie sobie i twojemu koledze zdjęcia. Co powiesz?
 - A. Shall we take a photo together?
 - B. Could you take a photo of us, please?
 - C. May we take a photo, please?
 - 4 Obejrzałeś/Obejrzałaś wystawę, która bardzo Ci się podobała. Co powiesz?
 - A. What a fantastic exhibit!
 - B. What an amazing improvement!
 - C. What a great exhibition!

Reading

- 4 Przeczytaj tekst. Uzupełnij luki w zdaniach (1–3) zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszycie.

Instructions for using the outdoor gym:

- You should talk to a doctor before you start doing exercise.
- Over-14s may use the equipment without adult supervision.
- You must read the instructions for each machine before you begin your exercise.
- You should warm up before you start exercising.
- Try to do at least 20 minutes of exercise.
- Stretch for 5–10 minutes after finishing.

Dogs are not allowed in the gym area.



- 1 If you're , you must use the equipment with an adult.
- 2 After exercising, you should .
- 3 You dogs into the gym area.



- 5 Przeczytaj tekst, z którego usunięto cztery zdania. Dopasuj do każdej luki (1–4) literę, którą oznaczono brakujące zdanie (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

VENUS AND SERENA WILLIAMS: CHAMPIONS OF SPORT AND DESIGN!

The Williams sisters are famous tennis stars. They have competed in tennis tournaments since they were young. ¹ Since then, she has won a total of 23 grand slams, and her sister Venus has won seven. Serena has almost beaten Margaret Court's record of 24 grand slams! ² They both enjoy art and design when they aren't training or playing tennis. Venus studied fashion design and also runs an interior design business. Her younger sister recently presented her own fashion collection. Venus has designed her own collection of sports clothes which are now sold around the world. ³ And with her design business, her dream is to design a sports stadium. I'm sure that would be an amazing place for both players and supporters! Serena's fashion collection was exhibited recently at an art fair in Miami. ⁴ There were abstract paintings and colourful metal sculptures. What great things both sisters have achieved in the world of sport and design! We should expect to see more exciting creations in future.

- A. The exhibition also included works of art which she created.
B. Serena won her first grand slam at 17.
C. But did you know that the Williams sisters are designers too?
D. The photographs were taken by both designers.
E. She often wears her own designs on court.

Use of English

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



- 7 Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. **Uwaga!** W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszycie.

- 1 (Potrafiłeś pływać) when you were five?
2 In sport, (musimy grać) by the rules.
3 Those buildings (nie były zaprojektowane) by a famous architect.
4 These sculptures (są zrobione z) plastic.
5 What (powinniśmy zrobić) to prevent sports injuries?
6 The winning goal (został zdobyty przez) my favourite player.
7 You (nie musisz) pay to watch the sports tournament.
8 Fashion design (nie jest uczony) at my school.

Writing

- 8 Zapoznaj się z treścią zadania i stwórz wpis na blogu. Odpowiedź zapisz w zeszycie.

Wyobraź sobie, że w ramach szkolnego projektu dotyczącego twojego miasta założyłeś/założyłaś bloga dla turystów. Stwórz wpis na bloga, w którym:

- wyjaśnisz, jak i dlaczego powstał twój blog,
- opiszysz wybrane miejsca, w których można aktywnie spędzić czas,
- zachęcisz do obejrzenia ciekawych dzieł sztuki lub architektury.

Wpis powinien wynosić od 50 do 120 słów.



About our town: a blog for visitors

Welcome to our blog! We hope you enjoy visiting our town.

First of all, this blog was set up because ...

Join a club! Which after-school clubs are YOU going to sign up for?

1 **dance club**
Monday or Wednesday, 4–5 pm in the hall



2 **cookery club**
Thursday, 4–5 pm in the canteen



3 **chess club**
Tuesday, 3:45–4:45 pm in the library



4 **coding club**
Tuesday, 3:30–4:15 pm in the computer room



5 **web design club**
Monday, 3:45–4:45 pm in the computer room



6 **graphic design club**
Wednesday, 4–5 pm in the art room



7 **indoor climbing club**
Friday, 3:30–4:30 pm in the gym



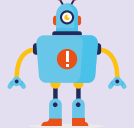
8 **band practice**
Friday, 4:30–5:30 pm in the hall



10 **arts and crafts**
Thursday, 3:45–4:45 pm in the art room



11 **robotics club**
Wednesday, 4–5 pm in the science lab



12 **sign language club**
Thursday, 3:30–4:00 pm in classroom 4B



9 **voluntary work**
Wednesdays, meet 3:30 pm at the school office in the library



13 **drama club**
Friday, 3:45–4:30 pm in the school hall



1 **3.01** Look at the noticeboard. Listen and repeat the club names. Which notice has the wrong picture?

2 In your notebook, put the club names in green in the correct categories. Some activities can go in more than one category.

Performing arts: dance

Games and sports: chess

Art and design: arts and crafts

Computers and science: coding club

Other: band practice

Look

I'm (not) really **into** drama.

I'm (not) really **keen on** art.

3 **3.02** Listen to five people talking about their interests. Choose the best school clubs for them. Give reasons, using the phrases from the Look box.

She should sign up for band practice because she's really into music.

4 **Work in pairs. Ask and answer the questions.**

Which club would you like to join?

I'd like to join the ... club because ...

Which club wouldn't you like to join?

I wouldn't like to join the ... club because ...

5 **Game** Work in pairs. Look at the noticeboard again and play *Find the club*.

1 **Student A** says where and when the club takes place.

2 **Student B** says which club it is. Change roles.

3 Then, play the game again. This time, **Student B** mustn't look at the book!

It's in the school hall at 3:45 on Fridays.

Yes!

The drama club?

Grammar 1

lesson 2

Lesson objective: talking about the future (Future simple; be going to, Present continuous for future; Present simple for timetables; might)

Grammar hub: Future simple, be going to, Present continuous



Future simple

I think the cookery class **will be** fun. I'll **come** with you!
The class **won't be** full – there are only five people.

be going to

I'm **going to sign up for** the web design club.
We **aren't going to join** the chess club.

Present continuous for future

I'm **meeting** my friends after school this evening.
My sister **isn't coming** to the youth club with us tomorrow.

» Grammar summary on page 95

1 Complete the sentences in your notebook.

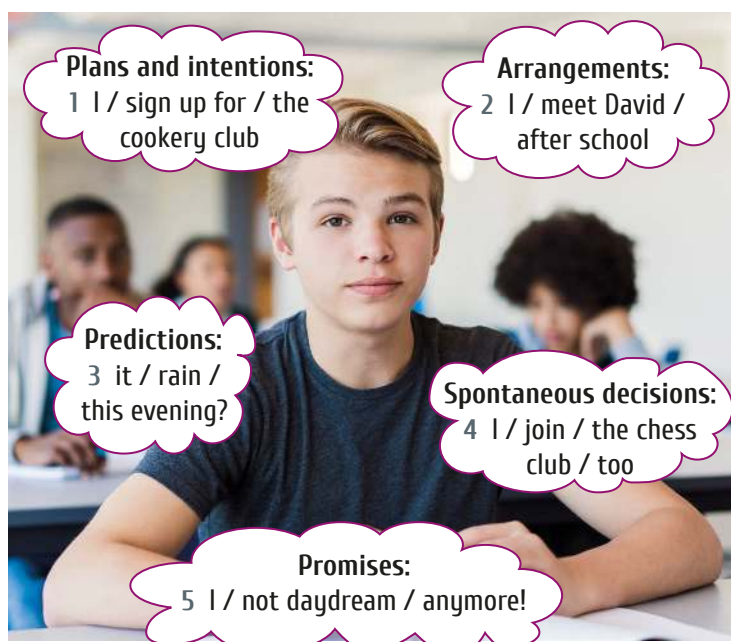
Future simple

be going to

Present continuous

- We use to talk about future plans and intentions.
- We use to talk about future arrangements.
- We use to talk about future predictions, promises and spontaneous decisions.

2 In your notebook, write sentences, using the words given and the correct future forms.



Grammar hub: Present simple for timetables

What time **does** the drama club **start**?
It **starts** at half past three.

» Grammar summary on page 95

3 In your notebook, complete the dialogue with the words in brackets. Use the Present simple or Present continuous forms of the verbs. Act out the dialogue in pairs.

A: 1 (you / go) to the youth club next Friday?

B: Yes, I am. What time 2 (it / start)?

A: It starts at 6:30 and 3 (finish) at 9.

I 4 (meet) Jane at 6 o'clock. We 5 (get) the bus together.

B: OK. See you there!

Grammar hub: might

I **might** come to the youth club next Friday.
I **might not** sign up for the drama club.

» Grammar summary on page 95

4 In your notebook, complete the sentences with might (not) or will / won't.

- Jack go to band practice tomorrow because he's got a sore throat. He'll decide in the morning.
- We join the web design club or the robotics club. We're not sure yet.
- Anna definitely join the advanced Polish class – she only started learning Polish last month!
- I'm sure the sign language course be very useful because my aunt is deaf.
- Do you want to learn coding? I teach you! Let's start tomorrow!

5 Game Work in pairs. Student A chooses a club from Lesson 1, and Student B chooses a phrase from the box. Student A must then make a correct sentence about the chosen club. Change roles.

prediction ■ intention/plan ■ possibility
future arrangement ■ timetable

The chess club.

Intention.

I'm going to join the chess club!

A From: Andrew | To: Belinda

Re: After-school clubs – any ideas?

Hi Belinda,

So, your friend Cathy wants to join an after-school club? She **might** be interested in the Braintown Youth Club! Check online to see what activities they do there.

Tell Cathy that my cousin Harry **is joining** this Youth Club in July. He's **going to do** drama and indoor climbing. I'll **tell** him that Cathy might be interested. Perhaps they can go together? I think they **will have** fun!

See you soon,

Andrew



👉 Brainy fact

Many British schools organise breakfast clubs, lunch-time clubs and after-school clubs. You can try all kinds of activities at these clubs, from art to yoga!

B < > ↺ 🏠 www.braintownyouthclub.co.uk/about ?

BRAINTOWN YOUTH CLUB

Fridays, 6:30–9:00 pm

What **are you doing** next Friday evening?

Come to the Youth Club – you **won't be** bored. We're sure that everyone **will find** an activity to enjoy!

archery

rock climbing

*bike maintenance
(*starts 10th July)

NEW! Summer activities **start** on 3rd July.

Which one **are YOU going to try**?

Click on an activity to find out more!

C From: Belinda | To: Cathy

Re: I want to join an after-school club

Hi Cathy,

I've just got an email from Andrew. He told me about a youth club which is on ¹ _____ – you can sign up for different activities there. He said his cousin Harry is going to start in July. Harry is into ² _____ too!

Check out the website of Braintown Youth Club. There are lots of activities there, from arts and crafts to web design. It sounds fun! The new summer classes start ³ _____ – except the ⁴ _____ course, which doesn't start until 10th July.

Call me soon!

Belinda

1 Read texts (A–C). Then answer questions (1–3) for each one.

- Who wrote it?
- Who was it written for?
- What's the purpose of the text?

! Tips

Jeśli w zadaniu jest kilka tekstów, zawsze sprawdź, kto jest nadawcą tekstu, w jakim celu go napisał, oraz do kogo jest adresowany tekst.

2 🎓 Przeczytaj teksty (A–B). Uzupełnij luki (1–4) w e-mailu do Cathy (tekst C) zgodnie z treścią tekstów (A–B). Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszyte.

3 🎧 3.03 Read and listen to texts (A–C). Check your answers to exercise 2.

4 Look at texts A and B again. Find at least one example of:

- a future intention
- a prediction
- a future arrangement
- a future related to timetables
- future possibility
- a spontaneous decision / promise

5 🧑🏆 Imagine you're going to the Braintown Youth Club. In pairs, ask and answer questions about the activities. Use *be going to* and *will*.

Which activity are you going to try?

I'm going to try archery. I think it will be fun!

Speaking

lesson 4

Lesson objectives: Functions: talking about preferences; signing up for a school club;
Vocabulary: school subjects; Writing: filling in a form

- 1 3.04 Read and listen to the dialogues (1–2). In your notebook, complete gaps (1–4).

1

2

Would you like to join the ¹ club with me?

No, thanks. I'm not keen on cycling.

What would you rather do?

I'd rather join the ² club. I'm really into performing arts!

That sounds fun. I might join that one too!

Look: would rather, would prefer

What **would** you **rather** do?

I'd **rather** join the dance club.

When **would** you **prefer** to go?

I'd **prefer** to go on Wednesdays.

- 2 **School subjects** Work in pairs. In turns, choose two subjects and ask about your partner's preferences, using *would rather* or *would prefer to*.

maths ■ English ■ Polish ■ biology ■ art
music ■ PE ■ IT ■ geography ■ history

Would you rather join the **music** club or the **maths** club?

I'd rather join the music club – it's more fun than maths!

- 3 3.05 Listen and repeat. Then match the pictures (1–8) with the words in the box. In pairs, act out dialogue 1, using the names of the activities.

Spanish ■ French ■ German ■ chemistry
physics ■ first aid ■ judo ■ fencing



Would you like to join the ... club with me?



Hello! I'd like to sign up for the dance club, please.

Of course. Would you prefer to go on ³ or Wednesdays?

I'd prefer to go on Wednesdays. What time does it start?

It starts at ⁴ o'clock. I'll put you on the list. Could you fill in this form, please?

Yes, of course.

- 4 In pairs, act out dialogue 2. Student A wants to sign up for a club and Student B is the teacher. Then change roles.

Hello! I'd like to sign up for the ... club, please.



- 5 Work with the same partner. Copy the categories from the form below into your notebook. Then ask your partner for information and fill in the form with his/her details.

Please complete this form if you want to sign up for any of the school clubs!

Name Age Class

Email

Address

Telephone

School clubs

First choice

Second choice

Submit

What's your name?

My name is Stefan.

How do you spell that, please?

Vocabulary 2 and Listening

Lesson objective: *school life*

lesson **5**

- 1** **3.06** Listen and repeat the phrases in green. What do they mean? Choose the correct picture (a or b) for each of the phrases in 1–6. Write the answers in your notebook.

1 head teacher / form tutor



4 leave things in your locker / leave school



2 get your report / get a (5) in (maths)



5 hand in your homework / go to assembly



3 school term / be absent from school



6 get detention / go into Year (8)



- 2** In your notebook, complete the sentences so they are true for you.

- Our head teacher's name is _____.
- We usually go to assembly at/in _____.
- This school term finishes on _____.
- I _____ hand in my homework on time.
- I usually get a _____ in English.
- Next year, I will go into _____.

- 3** Match the sentence halves. In pairs, ask and answer the questions.

- | | |
|-------------------|--------------------------|
| 1 What's your | a friends absent today? |
| 2 What do you | b get your report? |
| 3 Have you ever | c form tutor's name? |
| 4 Are any of your | d going to leave school? |
| 5 When will you | e got detention? |
| 6 When are you | f leave in your locker? |

! Tips

W zadaniu na słuchanie przeczytaj wszystkie warianty odpowiedzi (A–E). Jedna z opcji nie pasuje do żadnej wypowiedzi, ale bądź czujny! Aby cię zmylić, niepasująca odpowiedź może zawierać słowa z tych wypowiedzi.

- 4** Look at options (A–E) in exercise 5. How do all the speakers feel? Why?

- 5** **3.07** Usłyszysz dwukrotnie cztery wypowiedzi związane ze szkołą. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

I'm worried about

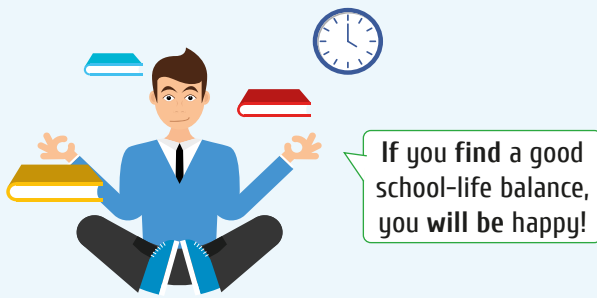
- being absent from school for a week.
- handing in my homework late.
- taking school-leaving exams.
- getting detention.
- getting my report.

1	2	3	4
_____	_____	_____	_____

- 6** Work in pairs. Think about your school and discuss what you are worried about and what you aren't worried about. Use the words from exercise 1.

I'm worried about getting my report.
I'm not worried about ...

Grammar hub: First conditional



First conditional

Situation (Present simple) **Result (Future simple)**
 If you **revise**, you **will pass** the test.
 If you **don't revise**, you **won't pass** the test.
 =
Result (Future simple) **Situation (Present simple)**
 You **will pass** the test **if you revise**.
 You **won't pass** the test **if you don't revise**.

>>> Grammar summary on page 95

1 Identify the **situation** and the **result** in the sentences. In your notebook, complete them with the correct form of the verbs in brackets.

- If you (miss) the bus, you (be) late for class.
- You (fail) the exam if you (not listen) in class.
- If Helen (get) a bad report, her parents (not be) happy.
- Peter (get) detention if he (not behave) at school.
- Our form tutor (give) us a good mark if we (hand in) our homework on time.

2 **School life** How is it at your school? Match the **situations** and **results**. In pairs, say first conditional sentences.

If I drop litter, I will have to talk to the head teacher.

Situations

- drop litter
- use your mobile in class
- cheat in a test
- fail a test
- return your library books late
- not pay attention in class
- be late for class
- hand in your homework late

Results

- have to do extra homework
- have to talk to the form tutor / head teacher
- have to correct the mistakes
- get detention
- get a low mark
- get a bad report

3 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–4). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszyte.

- You'll pass the exam if you study hard. **STUDY**
If you hard, you won't pass the exam.
- If we hurry, we won't be late for class. **LATE**
We for class if we don't hurry.
- My sister will study medicine if she gets good marks. **GET**
If she good marks, my sister won't study medicine.
- If you don't return your library books on time, the librarian won't be happy. **BE**
The librarian happy if you return your library books on time.

4 In your notebook, complete the first conditional sentences with your own ideas. Then work in pairs. In turns, ask and answer questions.

- If I don't get any homework, tonight.
- If the weather is good this weekend, .
- I soon if I have enough money.
- I if I ever have the chance to travel.

What will you do if ...?

If I ..., I will/won't ...

Grammar hub: Zero conditional

Situation (Present simple) **Result (Present simple)**
 If/When you **study**, you **learn** new things.
 =
Result (Present simple) **Situation (Present simple)**
 You **learn** new things **if/when you study**.

>>> Grammar summary on page 95

5 **3.08** Complete the zero conditional sentences with the correct forms of the verbs in brackets. Can you finish the sentences so that they are true? Listen and check.

- If you (divide) 20 by 5, you (get) ...
- When you (say) 'au revoir', it (mean) ...
- If you (join) hydrogen (H₂) and oxygen (O), they (become) ...
- When a person (sing) 'a cappella', he/she (sing) ...
- If you (mix) red paint with blue paint, it (make) ...



Around the world

Lesson objective: Culture: Education in Britain and in the USA

lesson **7** UNIT **7**

- 1 **3.09** Listen and read. Match the ages and the events in the box. In your notebook, make zero conditional sentences. There's one option that you don't need to use.

11 ■ 13 ■ 16

choose your options ■ take school-leaving exams
go to university ■ start secondary school

When you're 11, you ... in Britain.

Secondary school in Britain



In Britain, you **start** secondary school **when** you're 11 years old. At the age of 13, you choose your options. This means that you have to choose four subjects which are extra to the obligatory ones. At the age of 16, students take school-leaving exams called GCSEs. For each subject, they get a grade from 1 to 9. They **pass** the exam **if** they **get** more than a 4. Before then, students usually take end-of-year exams every summer term, and they get a report from their form tutor. Even **if** they **get** low marks, students **go** into the next school year. So **when** they **finish** Year 8, they **go** automatically into Year 9!

Age:	14–16
Obligatory subjects:	English, maths, science, IT, PE, citizenship
Optional subjects:	For example: history, geography, art, design & technology, music, drama, physics, chemistry, biology, French, German, Spanish etc.



Hi! I'm Sarah and I'm in Year 9. I'm going to choose my options after the half term holiday. I think I'll study biology, chemistry, physics and Spanish. **If** I **choose** a foreign language, I **will be** able to work abroad later on. And **if** I **don't choose** sciences for my GCSEs, I **won't be** able to study medicine at university.

Look: *be able to*

If I choose a foreign language, I **will be able to** work abroad later on.
If I don't choose sciences, I **won't be able to** study medicine.

- 2 Find phrases (1–4) in the texts and match them with definitions (a–d).

- | | |
|-----------------------|---------------------|
| 1 choose your options | 3 GCSEs |
| 2 obligatory subjects | 4 half term holiday |
- a school subjects which everyone must study
b a one-week break in the middle of each school term
c decide which optional subjects you want to study
d the exams that everyone must take before leaving school (General Certificate of Secondary Education)

- 3 Work in pairs. In the texts, find:

- three foreign languages,
- three science subjects,
- six subjects which are obligatory at age 14–16,
- two things which usually happen in the summer term,
- two things which Sarah might do when she's older.

- 4 **3.10** Listen to Brad talking about the school system in the USA. Complete the notes with the correct words or numbers.

Brad Evans



- Age: ¹
- Lives in: Portland, Oregon (USA)

School day

- Classes: start at ² and finish at ³
- After-school clubs: ⁴ and basketball

Education

- elementary school (age 6–11)
- ⁵ high school (age 12–14)
- ⁶ high school (age 14–⁷)
- high school diploma → college

Discover more!

- 5 Work in pairs. Imagine an English teenager is moving to Poland and joining your class. Prepare a short presentation about the school system in your country.

! Tips

Użyj zdań złożonych z *will / won't, be able to* oraz zdań warunkowych (typu 0 oraz 1).

Writing

lesson 8

Lesson objective: *a note (describing future intentions, talking about possible and definite plans, encouraging others to do something)*

Brainy phrases

Paragraph 1

I'm going to join ...

I think it'll be ...

It might be ...

Hopefully, it won't be ...

Paragraph 2

The club starts at ...

I'm meeting ...

He/She's going to ...

Then we might ...

Paragraph 3

Why don't you ...?

It won't be the same if ...

If we all/both go, ...

Go on – it'll be ...!

Hi Laura,

This is just a quick note to tell you which after-school club I've chosen.

- 1 I'm going to join the sign language club! I think it'll be fun to learn something new, and it might be useful in the future. Hopefully, it won't be too hard.

- 2 The club starts at 4 o'clock next Monday. I'm meeting Helen after school – she's going to come too. Then we might go for a pizza in town.

- 3 Why don't you sign up for it too? It won't be the same if you don't go! If we all go, we'll be able to practise together. Go on – it'll be good fun!

Bye for now,

Amanda



- 1 Read the model note. In which paragraph does Amanda:

- a encourage Laura to go with her?
- b tell Laura which club she is going to join and why?
- c talk about her definite and possible arrangements?

- 2 Choose an after-school club from page 85. In your notebook, write about it, using the *Brainy phrases* from paragraph 1.

- 3  **Game** Work in groups of three. Play *Crazy plans*.

- 1 Each student chooses an activity for the weekend – it can be as crazy as you like!
- 2 Explain your plans in three sentences:
I'm ...ing this weekend!
It starts at ... I might ...
- 3 Who has got the craziest plan?



I'm going to the Lady Gaga concert this weekend! It starts at 8 o'clock on Saturday. I might meet Lady Gaga afterwards!

- 4  Work with a different partner. Choose your favourite plan from exercise 3. Try to persuade your partner to go with you. Use the *Brainy phrases* from paragraph 3.

Why don't you come with me to New York on Saturday? It won't be the same if you aren't there! If we both go, we can fly together. Go on – it'll be amazing!

- 5  Zapoznaj się z treścią zadania i napisz wiadomość. Odpowiedź zapisz w zeszycie.

Postanowiłeś/Postanowiłaś zapisać się do klubu szkolnego na dodatkowe zajęcia. Zostaw koledze/koleżance z Anglii wiadomość.

- Napisz, na które zajęcia zamierzasz się zapisać i wyjaśnij, dlaczego.
- Napisz, kiedy zajęcia się odbywają i z kim będziesz na nie chodzić.
- Zachęć kolegę/koleżankę do udziału w zajęciach. Wiadomość powinna wynosić od 50 do 120 słów.

Hi ...!

This is just a quick note to tell you which after-school club I've chosen.

! Tips

- Pamiętaj o użyciu różnych form do wyrażania przyszłości (*be going to*, *will/won't*, *might*, Present simple for future, Present continuous for future).
- Użyj zdania warunkowego przynajmniej raz.
- Wykorzystaj słowa i zwroty poznane w tym rozdziale.

Look: Encouraging people

It won't be the same if you don't go!
Go on – it'll be good fun!



Revision workout

Lesson objective: Revision of lessons 1–8

lesson 9

- 1 **3.11** Usłyszysz dwukrotnie ogłoszenie szkolne dotyczące organizacji roku. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania (1–4). Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszycie.



- 1 Who is going to speak after this announcement?
- 2 When will students get their reports?
- 3 When are they going to clear all the lockers?
- 4 When does the autumn term begin? **4**

- 2 **3.12** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. I'm not sure. I like them both!
- B. Yes, I am. Sorry!
- C. I'd rather study more.
- D. PE, definitely. I love sport!
- E. No, we won't. We'll be here!

1	2	3	4

4

- 3 Uzupełnij luki w dialogach (1–2), tak aby były one spójne i logiczne. Zapisz uzupełnione wypowiedzi w zeszycie.

- 1 X: Hello! I'd like to join the web design class, please.
Y: Yes, of course. Which class to go to – the beginners or advanced?
X: I'd prefer the beginners class.
- 2 X: Would you like to sign up for the robotics club with me?
Y: No, thanks. I join the arts and crafts club.

2

- 4 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1–5). Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszycie.



What will school be like in the future? ¹ have robots instead of teachers? I think that things will change a lot. But in my opinion, robots ² replace teachers – we will always need teachers! But we might ³ Virtual Reality in the classroom. In some countries, like China, students already use VR at school. Perhaps we will have virtual classrooms. If we ⁴ virtual classrooms, we won't need to go to school! Anyway, I must stop daydreaming – I'm going to be late for school. We're doing a test in our English class today and it ⁵ at 10:30.

- | | | |
|-----------------|-----------------|--------------|
| 1 A. Going to | B. Might | C. Will we |
| 2 A. won't | B. aren't going | C. might not |
| 3 A. use | B. to use | C. using |
| 4 A. will have | B. are having | C. have |
| 5 A. will start | B. started | C. starts |

5

- 5 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszycie.

- 1 My plan is to do some voluntary work on Saturday.
GOING
I do some voluntary work on Saturday.
- 2 If Anna behaves badly, she'll get detention.
WELL
Anna won't get detention if .
- 3 When you mix yellow and red, you get orange.
IF
You get orange yellow and red.
- 4 It's possible that we won't pass the exam.
FAIL
We the exam.
- 5 You will meet our new head teacher if you go to assembly.
MEET
If you don't go to assembly, you our new head teacher.

5

Total: /20

After-school clubs

arts and crafts /ˈɑːts ən(d) ˈkrɑːfts/ sztuka i rzemiosło
band practice /ˈbænd ˌpræktɪs/ próba zespołu muzycznego
chess /tʃes/ szachy
coding /ˈkəʊdɪŋ/ programowanie
cooking /ˈkʊk(ə)ri/ gotowanie
dance /daːns/ taniec
drama /ˈdrɑːmə/ teatr (dziedzina sztuki), teatralny
graphic design /ˌgræfɪk dɪˈzaɪn/ projektowanie graficzne
indoor climbing /ˌɪndəː ˈklaɪmɪŋ/ ścianka wspinaczkowa
join a club /ˌdʒɔɪn ə ˈklʌb/ dołączyć do kółka zainteresowań
robotics /rəʊˈbɒtɪks/ robotyka
sign language /ˈsaɪn ˌlæŋɡwɪdʒ/ język migowy
sign up for /ˌsaɪn ˈʌp fə(r)/ zapisać się do/na
voluntary work /ˈvɒlənt(ə)ri ˌwɜːk/ wolontariat
web design /ˌweb dɪˈzaɪn/ projektowanie stron www

School subjects

chemistry /ˈkemɪstri/ chemia
fencing /ˈfensɪŋ/ szermierka
first aid /ˈfɜːst ˈeɪd/ pierwsza pomoc
French /frentʃ/ język francuski
German /ˈdʒɜːmən/ język niemiecki
judo /ˈdʒuːdɔʊ/ judo
physics /ˈfɪzɪks/ fizyka
Spanish /ˈspæɪnɪʃ/ język hiszpański

Signing up for a school club

Could you fill in this form, please?
 Czy możesz wypełnić ten formularz?
I might join that one too!
 Może też do niego dołączę.
I'd like to sign up for the dance club, please. Chciałbym/Chciałabym się zapisać do kółka tanecznego.
I'd prefer to go on Wednesdays. Wolałbym/Wolałabym chodzić w środy.

I'd rather join the dance club.

Wolałbym/Wolałabym dołączyć do kółka tanecznego.

I'm not keen on cycling.

Nie przepadam za jazdą na rowerze.

I'm really into performing arts!

Uwielbiam sztukę widowiskową!

That sounds fun. To brzmi fajnie.

What would you rather do?

Co wolałbyś/wolałabyś robić?

Would you like to join the bike maintenance club with me?

Chciałbyś/Chciałabyś dołączyć ze mną do kółka naprawy rowerów?

Would you prefer to go on Mondays or Wednesdays?

Wolałbyś/Wolałabyś chodzić w poniedziałki czy środy?

School life

be absent (from school) /bi ˈæbs(ə)nt frəm ˈskuːl/ być nieobecny (w szkole)

form tutor /ˈfɔːm ˌtjuːtə(r)/ wychowawca klasy

get a (5) in (maths) /ˈget ə ˈfaɪv ɪn ˈmæθs/ dostać (piątkę) z (matematyki)

get detention /get dɪˈtenʃ(ə)n/ za karę zostać w szkole po lekcjach

get your report /ˈget jə rɪˈpɔːt/ dostać oceny końcowe / świadectwo

go into Year (8) /ˈgəʊ ɪntə ˌjɪə(r) ˈeɪt/ zdać do klasy (ósmej)

go to assembly /ˈgəʊ tu əˈsembli/ iść na apel

hand in your homework /ˌhænd ɪn jə ˈhəʊmˌwɜːk/ oddać pracę domową

head teacher /hed ˈtiːtʃə(r)/ dyrektor szkoły

leave school /ˈliːv ˈskuːl/ ukończyć szkołę

leave things in your locker /ˈliːv ˈθɪŋz ɪn jə ˈlɒkə(r)/ zostawiać rzeczy w szafce (szkolnej)

school term /ˌskuːl ˈtɜːm/ semestr

Other

archery /ˈɑːtʃəri/ łucznictwo

arrangement /əˈreɪndʒmənt/ ustalenie

be able to /bi ˈeɪb(ə)l tə/ być w stanie, mieć możliwość (coś zrobić)

be into /bi ˈɪntə/ interesować się czymś

be keen on /bi ˈkiːn ɒn/ być zapalonym do czegoś, uwielbiać coś robić

bike maintenance /ˌbaɪk ˈmeɪntənəns/ naprawa rowerów

choose your options /ˈtʃuːz jər ˈɒpʃ(ə)nz/ wybrać przedmioty fakultatywne

college /ˈkɒlɪdʒ/ uczelnia wyższa w USA; szkoła pomaturalna; kolegium

divide /dɪˈvaɪd/ podzielić

elementary school /ˌelɪˈment(ə)ri ˌskuːl/ szkoła podstawowa

foreign language /ˌfɔːrɪn ˈlæŋɡwɪdʒ/ język obcy

GCSEs /ˌdʒiː siː es ˈiːz/ egzaminy końcowe w Wielkiej Brytanii

grade /greɪd/ stopień

half term holiday /ˌhɑːf ˌtɜːm ˈhɒlɪdeɪ/ ferie śródsemestralne

high school diploma /ˈhaɪ ˌskuːl dɪˈpləʊmə/ świadectwo ukończenia liceum w USA

hydrogen /ˈhaɪdrədʒən/ wodór

junior high school /ˌdʒuːniə ˈhaɪ ˌskuːl/ szkoła średnia w USA (dla uczniów w wieku ok. 13–15 lat)

obligatory /əˈblɪɡət(ə)ri/ obowiązkowy

oxygen /ˈɒksɪdʒ(ə)n/ tlen

pass mark /pɑːs mɑːk/ ocena dopuszczająca

performing arts /pəˈfɔːmɪŋ ˈɑːts/ sztuka widowiskowa

senior high school /ˌsiːniə ˈhaɪ ˌskuːl/ szkoła średnia w USA

secondary school /ˌsekənd(ə)ri ˌskuːl/ szkoła średnia

take school-leaving exams /ˈteɪk ˌskuːlˈliːvɪŋ ɪgˈzæmz/ przystąpić do egzaminu końcowego

timetable /ˈtaɪmˌteɪb(ə)l/ harmonogram, rozkład zajęć, plan lekcji

Talking about the future

Future simple	używamy, gdy: – mówimy o naszych przewidywaniach, – coś obiecujemy, – podejmujemy spontaniczne decyzje.	I think the USA will win a lot of medals. I'll help you! I won't buy this. Will you buy this? Yes, I will . / No, I won't .	
Be going to	używamy, gdy mówimy o zamiarach.	I'm going to learn computer coding next month. We aren't going to get 3 in English again! What are you going to do when you leave school?	
Present continuous	używamy, gdy mówimy o osobistych planach i ustaleniach na przyszłość.	I'm meeting Peter on Saturday. We aren't meeting until 6 o'clock. Where are you going ?	
Present simple	używamy, gdy się odnosimy do rozkładów (np. lotów, pociągów) oraz planów zajęć.	The train leaves at 10:35. It doesn't arrive until 14:45. Does band practice start at 5 o'clock? No, it doesn't .	Gdy mówimy o osobistych planach, używamy Present continuous. What time are we meeting on Friday?
Might	używamy, gdy nie jesteśmy pewni, co się stanie.	I/You/He/She/It/We/You/ They might go out tomorrow. I/You/He/She/It/We/You/ They might not help you.	Might nie używamy w zdaniach pytających.

First conditional

Trybu warunkowego pierwszego stopnia (typu I) używamy, gdy mówimy o tym, co prawdopodobnie się wydarzy, jeśli zostanie spełniony (lub też nie) pewien przyszły warunek.

Możliwy rezultat (<i>Future simple</i>)	Warunek (<i>Present simple</i>)
You will pass all your exams	if you study hard.
You won't pass your exams	if you don't study hard.

Jeśli zdanie zaczniemy od **If**, to w zdaniu stawiamy przecinek.

If you study hard, you will pass all your exams.

Zero conditional

Trybu warunkowego stopnia zerowego (typu 0) używamy, gdy opisujemy znane skutki powtarzających się zjawisk, zdarzeń lub czynności. Często zamiast **if** używamy **when**.

Znany rezultat (<i>Present simple</i>)	Warunek (<i>Present simple</i>)
People get fat	if/when they eat too much.
People get thirsty	if/when they don't drink enough.

Jeśli zdanie zaczniemy od **If/When**, to w zdaniu stawiamy przecinek.

If/When people eat too much, they get fat.

Project

Make a chain of consequences, using the first conditional. Who can make the longest chain?

If I go out tonight, I won't finish my homework. If I don't finish my homework, ...

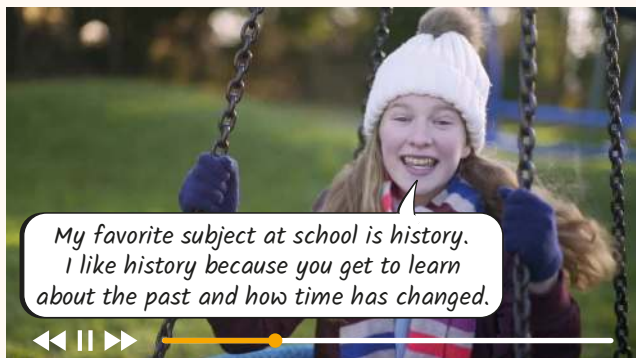


Train your brain!



7

- 1 **Over to you!** Work in pairs. What's your favourite school subject? Why?



- 2 **3.13** Listen to six students and guess the names of the clubs they are talking about.

1	2	3	4	5	6

Learning to learn!

- 3 **Work in pairs.** In your notebook, write example sentences to help you remember the new words.

- Choose 5 phrases from the new vocabulary on page 85. Write five true or false sentences.
- Student A:** Say your sentences to your partner.
- Student B:** Guess which sentences are true and which false.
- Change roles.

I've never been absent from school.

Really? I don't believe you!

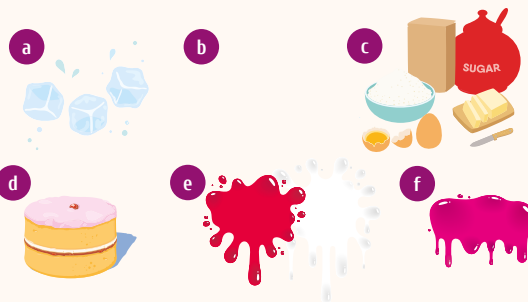
Life skills: School-life balance

It's healthy to find a balance between schoolwork and other activities. In your notebook, write two lists:

Things I do for school: *write essays, ...*

Other activities: *meet friends, ...*

- 5 Make zero conditional sentences. Use two pictures to create each sentence.

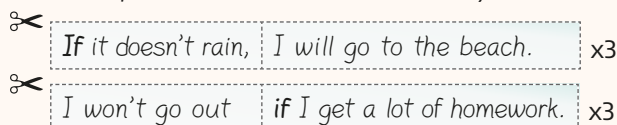


If/When you heat ice, you get water.

Project

- 6 **Game** Work in groups of four. Make and play **First conditional dominoes**.

- Each student cuts one piece of paper into twelve pieces. Write six first conditional sentences, each half on one piece of paper (three start with an *If* clause, and three with a future clause).



- Mix all the cards and give six to each person. Put the other pieces of paper face down in a pile.
- Play **First conditional dominoes**! The winner is the first person to use all their cards.

Sound alert! /əʊ/ /ɒ/

- 7 **3.15** Look, listen and repeat.

/əʊ/	/ɒ/
coding	golf

- 8 **3.16** Put these words in the correct column. Then listen, check and repeat. shopping hotel trophy robotics

- 4 **3.14** Listen to the future questions and find your way across the answer maze. You can only go up, down or across! Compare your ways in pairs.

Start

No, they won't.	Yes, he might.	No, we aren't.	Yes, we are.
Yes, I will.	No, you aren't.	No, they won't.	I'm not sure – they might!
Yes, I am.	Yes, it does.	Yes, he/she is.	No, he doesn't.
No, I'm not.	No, they don't.	Yes, we do.	No, they won't.

Finish

lesson 1

Vocabulary 1

Lesson objective: food and health

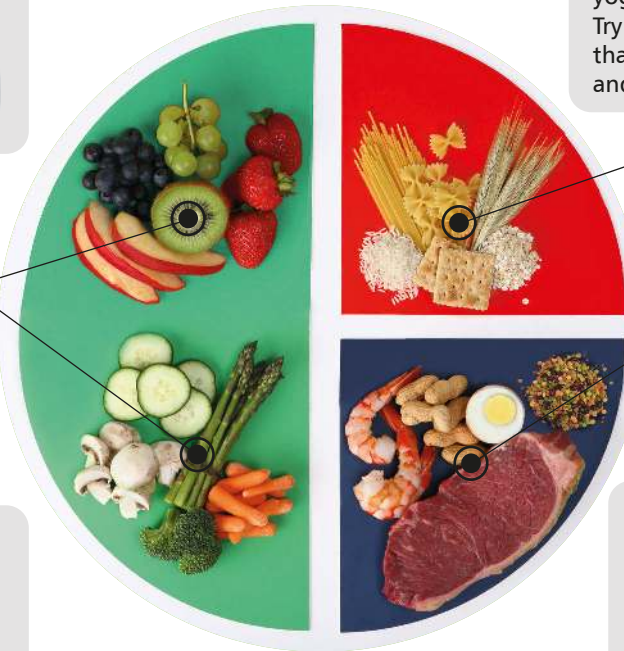
Drinks

Try to drink still or sparkling water instead of sweet fizzy drinks. Don't drink too many smoothies as they've got a lot of **calories**.



Fruit and vegetables

Try to eat your 'five a day'! You get a lot of **vitamins** from fresh fruit and vegetables.



Oil

Try to use healthy oil such as olive oil.



Dairy products

such as milk, cheese, yoghurt and butter. Try to choose the ones that are low in **fat** and **sugar**.



Carbohydrates

such as bread, cereal, rice, pasta and potatoes. Try to choose **wholegrain** products with more **fibre** and less salt.



Protein

such as fish, meat, eggs, **nuts**, beans and **lentils**. To be healthy, you must eat enough protein.



Snacks

Don't eat too many things in this group! That includes fast food such as **chips** and pizzas, and snacks such as **crisps** and chocolate.



1 3.17 Read and listen to the text. Guess or check the meaning of the words in green.

2 Game Food Look at the picture again. In three minutes, write a list of all the food products you can see. Who can remember the most food words?

3 Work in pairs. Student A says a food category and Student B says the last thing they ate from it. Then change roles.

Dairy products.

I had milk with my cereal for breakfast this morning.

5 3.19 Listen to four people talking about food. Which picture from exercise 4 best matches each person? There's one picture you don't need to use.

1	2	3	4

6 What can you remember about the people from exercise 5? Complete the sentences. Use at least two words from exercise 1 or 4 in each sentence.

1 He

3 He

2 She

4 She

4 3.18 In your notebook, match the words in the box with the pictures (a–e). Then listen, check and repeat.

vegetarian ■ vegan ■ gluten-free ■ organic ■ be allergic to



Grammar 1

lesson 2

Lesson objective: There is / There are ... + a/an, some/any, no; (too) much, (too) many, a little, a few, a lot of / lots of; How much / How many ...?

Grammar hub: *There is / There are ... + a/an, some/any, no*



There is / There are ... + a/an, some/any, no

There's **an** apple, **a** pear and **some** sugar.
There isn't **an** egg or **a** lemon.
There isn't **any** salt. = There's **no** salt.
There aren't **any** chips. = There are **no** chips.
Is there **any** butter?
Are there **any** lentils?

>>> Grammar summary on page 107

- 1** In your notebook, describe the painting. Use *There is / isn't ...* or *There are / aren't ...* and the words in the box.

fruit ■ meat ■ vegetables ■ lentils
pumpkin ■ orange ■ oil ■ dairy products



- 2** **Game** Work in pairs. Play a memory game. The winner is the student who answers the most questions correctly.

- Student A** looks at the pictures in exercise 1 on page 97 for one minute and tries to remember as many details as possible. Then student A closes his/her book.
- Student B** asks five questions with *Is/Are there ...?* about the pictures.
- Change roles.

Are there any hamburgers?

No, there aren't.

Grammar hub: *(too) much, (too) many, a little, a few, a lot of / lots of; How much / How many ...?*

Countable nouns

(not) **many** vitamins
(too) **many** crisps

How many calories?

a few snacks
a lot of / lots of nuts

Uncountable nouns

(not) **much** fat
(too) **much** salt

How much sugar?

a little butter
a lot of / lots of oil

>>> Grammar summary on page 107

- 3** In your notebook, complete the text with the words in the box. You can use the words more than once.

much ■ many ■ a/an ■ a few ■ a little
a lot of / lots of



We definitely shouldn't eat too ¹ crisps (or 'chips' in American English)! They've got a lot of calories, ² fat and a lot of salt. There are about 184 calories in ³ small bag of crisps (35g). Each bag contains about 17 grams of carbohydrates and 12 grams of fat. There isn't ⁴ protein – just ⁵ – about 2 grams. And there aren't ⁶ vitamins. We shouldn't eat more than ⁷ small bags of crisps each month!



- 4** In your notebook, write questions with *How much ...?* or *How many ...?* and the words in the box. In pairs, ask and answer the questions, using the information from exercise 3.

calories ■ carbohydrates ■ fat
vitamins ■ protein

- 1 How many calories are there in a small bag of crisps?*

- 5** Work with a different partner. Choose a picture from Unit 8 and study it for one minute. Then describe it to your partner, using the words from the boxes.

a
an
some
any
no

many
much
a few
a little
a lot of / lots of

1

Warning!

Peanut butter is very popular in the USA. It's got **a lot of** protein and vitamins, so it's good for vegetarians and vegans. However, it's also got **lots of** salt and **lots of** calories. But do you know **how many** people are allergic to peanuts? About 3 million Americans, including 1.2 million children!



adrenaline auto-injectors

How much peanut butter can these people eat? None at all! Even **a little** bit of peanut butter is **too much** for them. They can suffer from a severe allergic reaction that can cause death. So they have to carry a special auto-injector with adrenaline in it that looks like a pen or a marker. Using it can save their lives!

1 **3.20** Read and listen to the warning leaflet and answer the questions.

- 1 How many Americans are allergic to peanuts?
- 2 Why can peanuts be dangerous for some people?
- 3 Is peanut butter good or bad for your health? Why?

2 Read the second text in which four sentences were removed. In pairs, discuss in Polish what you think the missing sentences are about.

3 Przeczytaj tekst 2., z którego usunięto cztery zdania. Dopasuj do każdej luki (1–4) literę, którą oznaczono brakujące zdanie (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

- A. Soon after helping his friend with the auto-injector, Haidar could breathe normally again.
- B. He was in a PE class when the police officer walked towards him.
- C. But then, he felt very proud to get the award.
- D. Because of his allergy, he couldn't eat too much fat or salt.
- E. Timothy helped Haidar Faraj, who has a severe peanut allergy.

4 **3.21** Listen to the second text and check your answers to exercise 3.

2 Teen hero saves friend from peanut danger

13-year-old Timothy Sullivan has received a hero's award after helping to save his classmate's life on a school trip. ¹ The boys were on a school trip to Canoe Lake Park in New Hampshire, USA, when Haidar said he couldn't breathe. He didn't eat **any** peanuts, but he ate **some** chips which were cooked in peanut oil. Haidar knew that he was allergic to peanuts so he carried an auto-injector, but he didn't know how to use it. Fortunately, Timothy knew what to do because he learnt first aid while he was at summer camp. ² He was taken to hospital and went home **a few** hours later. Timothy was given the hero award by Police Chief John Carmichael, who visited his school. ³ At first, Timothy thought he was in **a lot of** trouble! ⁴ He was also given **some** free cinema tickets. Timothy was glad that he knew how to help his friend. There are **a lot of** people who suffer from severe allergies, but there aren't enough people who know what to do in an emergency!

5 **Game** In groups, play *Tell the story*. In turns, tell the story of Timothy and Haidar from beginning to end. Use the words from the box.

school trip ■ allergy ■ peanuts ■ chips ■ oil
breathe ■ auto-injector ■ first aid ■ hospital
award ■ police officer ■ school ■ tickets ■ help

Timothy and Haidar were on a school trip to ...

Life skills: In an emergency

In the UK, you should call 999 in an emergency and ask for the Police, Fire Brigade or an Ambulance. Which number should you call in your country?

6 **Illness** Work in pairs. Student A asks about one of the illnesses and Student B gives advice about what to do.

have difficulty breathing ■ have a fever
have stomach ache ■ have a headache ■ feel sick

call an ambulance ■ call a doctor ■ go to A&E
go to the health centre ■ stay in bed
take (your) temperature ■ take medicine

What should you do if you have difficulty breathing?

You should call an ambulance.

👉 Brainy fact

Before we start a meal, we say *Enjoy your meal!*

We also use the French expression *Bon appétit!*

Emma: Hello, we've booked a table for four at 7 o'clock.
Waitress: Sure! Take a seat and I'll bring the menus.

Waitress: Are you ready to order?
Emma: Yes, I'll have garlic bread for a starter, and ham and eggs for my main course.
Waitress: Can I get you anything else? Any side dishes?
Emma: Oh, yes. I'll have some coleslaw, please.
Waitress: What would you like to drink?
Emma: I'd like a milkshake, please.
Waitress: Anything else? Would you like extra fries?
Emma: No, that's all. Thanks.

Emma: Excuse me, could we have the bill, please?
Waitress: Yes, of course. Did you enjoy your meal?
Emma: Yes – it was delicious!

The American Diner

★ RESTAURANT ★

Eat in
or take away!

1 garlic bread nachos and cheese	4 pancakes (with cream or ice-cream) chocolate brownie
2 (all served with salad and fries) burger (hamburger, cheeseburger, bean burger) omelette (plain, cheese, mushroom)	5 juice (apple, orange) soda (cola, lemonade) milkshake
3 onion rings coleslaw extra fries	Today's 6 ham and eggs chicken wings grilled cheese sandwich

1 3.22 Read and listen to the dialogue. Then answer the questions. Act out the dialogue in pairs.

- 1 Who is Emma eating out with?
- 2 What does Emma order to eat?
- 3 What does she have to drink?

2 Look at *The American Diner* menu. In your notebook, complete it with the words in the box.

desserts ■ drinks ■ main courses ■ starters
side dishes ■ specials

3 3.23 Listen to Sam's order and complete the waiter's notes in your notebook.

Starter: 1	Drinks: 4
Main course: 2	Desserts: 5
Side dishes: 3	

4 3.24 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Zapisz odpowiedzi w zeszytcie. **Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. Yes, it was really nice.
- B. No, that's all, thanks.
- C. Yes, I'll have a cheeseburger, please.
- D. Here's your bill.
- E. We'd like two lemonades, please.

1	2	3	4

5 In pairs, act out the dialogue in exercise 1, changing the highlighted words. Use the menu above. Then change roles.

Hello! We've booked a table for ... at ...

Sure! ...

6 Imagine you did not enjoy your meal. In pairs, act out the last part of the dialogue in exercise 1 again. Say why you did not like the meal.

Did you enjoy your meal?

No, not really. The omelette was too salty and there was an insect in my salad!

Vocabulary 2 and Listening

Lesson objective: food and social life

lesson 5

1 3.25 Listen and repeat the words. Use the words to describe the pictures (1–4).



have a barbecue

grill
pork chops / lamb chops
(chicken) kebabs



eat in

invite friends round
(for lunch/dinner)
have a family
get-together
order a takeaway



eat out

chef ■ cook ■ waiter
waitress ■ leave a tip



go to a food fair

food van
try traditional dishes
local food stalls

In picture 1, a man is ...

2 3.26 In your notebook, complete the texts with the words from exercise 1. Then listen and check.

I'm going to eat ¹ _____ tonight. I've invited some friends ² _____ for dinner, and we're going to order a Chinese ³ _____. It'll be fun!

For my birthday, we're going to eat ⁴ _____ at an Italian restaurant. My cousin is a ⁵ _____ there so we'll leave her a big ⁶ _____!

3 Game Play Find someone who ... Ask your classmates about points (1–4) below. The winner is the first student to find a name for each point.

Find someone who

- 1 never eats meat kebabs or chops.
- 2 invited friends round last week.
- 3 has been to a food fair.
- 4 has never ordered a takeaway.

Jan, do you ever eat kebabs or chops?

No, I don't. I'm vegetarian!

! Tips

Niektóre zadania na rozumienie ze słuchu polegają na określeniu intencji mówionego. Upewnij się, że dobrze rozumiesz wszystkie możliwe odpowiedzi.

4 Answer the questions below.

- 1 In which sentence in exercise 5 do you have to identify the speaker's intention?
- 2 What are the three possible intentions and how do you say them in Polish?

5 3.27 Usłyszysz dwukrotnie fragment wiadomości. W zadaniach (1–3), na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszycie.

- 1 The reporter wants to
 - A. invite listeners to go to an unusual food fair.
 - B. inform listeners about a new world record.
 - C. recommend the best place to have a barbecue.
- 2 At the event,
 - A. there were tonnes of hot dogs and burgers.
 - B. nearly 200 cooks grilled a lot of beef.
 - C. 4,000 waiters served the public.
- 3 Visitors could
 - A. get traditional dishes from a food van.
 - B. order a takeaway.
 - C. buy meat, salad and bread.

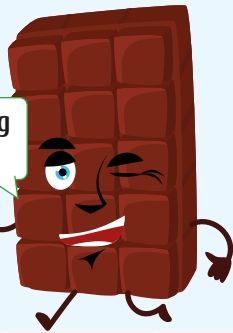
6 3.28 Listen to two friends talking about the news report. Which of these arguments do you hear? Which do you agree with?

- a It isn't healthy to eat too much meat.
- b Meat is good for you because it contains protein.
- c Meat production damages the environment.
- d Everyone will be vegan in the future.
- e People will have to eat more vegetable protein in the future.

Grammar hub: Indefinite pronouns

No one wants to eat me ...
Everybody prefers sweets ...

There is **nothing**
I can do ...



Indefinite pronouns	people	things	places
some-	someone somebody	something	somewhere
any-	anyone anybody	anything	anywhere
no-	no one nobody	nothing	nowhere
every-	everyone everybody	everything	everywhere

! I haven't got **nothing**.
I've got **nothing** = I haven't got **anything**.

>>> Grammar summary on page 107

1 Read about indefinite pronouns on page 107. Then choose the correct words in the dialogue. Write the answers in your notebook.

- A: Are you doing ¹**anything** / **nothing** special this weekend?
B: Yes, we're having a family get-together. We've invited ²**someone** / **everyone** round on Saturday.
A: That sounds nice! Is it a special celebration?
B: Yes, it's ³**anyone's** / **someone's** birthday. What about you? Are you going ⁴**anywhere** / **anything** nice?
A: No, ⁵**anywhere** / **nowhere** special. But we might do ⁶**something** / **anything** interesting next weekend!

2 Correct sentences (1–6) in your notebook.

- 1 There wasn't nobody I knew at the barbecue. **x**
- 2 A waiter is someone who work in a restaurant. **x**
- 3 You can't book a table nowhere on Saturday nights. **x**
- 4 No one in my family are a chef. **x**
- 5 They haven't got nothing healthy at the food van. **x**
- 6 Everything taste good when you're hungry! **x**

3 Game Work in groups of four. Play *People, place or thing?* One student chooses a word from the box and gives a definition. The others try to guess the word. The student who gives the correct answer chooses the next word.

chef ■ tip ■ food fair ■ vegetarian
grill (n) ■ waitress ■ vegan café
gluten-free bread ■ food van

It's someone who ...

It's something which ...

It's somewhere where ...

4 Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. Uwaga! W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszycie.

- 1 Did you (*kupiłeś coś smacznego*) from the local food stall?
- 2 I know (*kogoś, kto zamawia*) takeaway food every weekend.
- 3 (*Nie było nic*) for vegetarians at the barbecue.
- 4 We're going to (*zaprosić wszystkich*) for a family get-together next Saturday.
- 5 There (*Nie ma nikogo*) who's allergic to nuts in my class.

5 In your notebook, complete the sentences so they are true for you.

- 1 I know someone who is allergic to nuts.
- 2 I never eat anything which .
- 3 I think everyone in this room .
- 4 There's nowhere to near my house.

6 Work in pairs. Ask questions to find out if your partner's answers to exercise 5 are similar to yours.

- 1 Do you know ...? 3 Do you think ...?
- 2 Do you ever eat ...? 4 Is there ...?

Do you know anyone who is allergic to nuts?

No, I don't. But I know someone who is vegan.



Around the world

Lesson objective: Culture: special meals

lesson 7 UNIT 8

1 3.29 Read and listen to the texts about special meals. Match pictures (1–3) with texts (A–C).



A. Burns Supper



On 25th January, most Scots celebrate the Scottish poet Robert Burns (who was born on 25th January 1759) with a special meal. They eat **something** called 'haggis'. It is a traditional dish made of meat, with vegetables called 'neeps and tatties' (swede and potatoes). The dinner starts with **someone** reading a special poem to the haggis, then **everybody** drinks a toast to it and finally the haggis is served! After the dinner, there's a 'cèilidh' – a party with Scottish music and dancing.

B. An outdoor 'barbie'



Everyone loves a 'barbie' (barbecue) in Australia. Most homes have a garden with **somewhere** to grill food outdoors. Having a barbecue is the perfect occasion to invite friends round. There are also free public grills **everywhere**, including city parks and beaches. You can enjoy grilled kebabs, chops and burgers made of beef, lamb or even kangaroo meat!

C. Sunday roast



For a family get-together in Britain, there's **nothing** better than a Sunday roast. Traditionally, many families used to have a Sunday roast after church. Now, some families eat out instead of cooking at home. You usually have roast beef, pork or chicken with roast potatoes, 'Yorkshire pudding', vegetables and gravy. For the vegetables, there's **everything** from broccoli and peas to green beans and carrots. **No one** is hungry after a Sunday roast!

2 Przeczytaj teksty o zwyczajach kulinarnych w różnych krajach (A–C) oraz ponisze zdania (1–4). Do każdego zdania dopasuj właściwy tekst. Zapisz odpowiedzi w zeszyte. Uwaga! Jeden tekst pasuje do dwóch zdań.

At this meal,

- 1 someone cooks in the open air.
- 2 there are different vegetables.
- 3 everyone remembers a special birthday.
- 4 there's something more than eating and spending time with friends.

1	
2	
3	
4	

3 **Game** Work in pairs. In turns, play a guessing game.

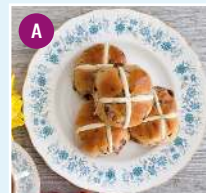
- 1 **Student A** chooses a phrase from the box and describes it, using *someone/something/somewhere*.
- 2 **Student B** tries to guess the phrase.

haggis ■ Robert Burns ■ a barbie ■ kangaroo meat
a Sunday roast ■ Yorkshire pudding ■ cèilidh

It's something which Scottish people eat on 25th January.

It's haggis!

4 3.30 Listen to a short presentation about a special dish. Which picture shows *Roscón de Reyes*?



Discover more!

5 In pairs, choose topic A or B. Then choose a meal and find more information about it. Prepare a short presentation.

- A A special meal which is eaten by people from a different culture who live in your town/city.
- B A special meal in a different region of your country.

! Tips

W prezentacji odpowiedz na pytania:

- Co to za potrawa i z czego się ją robi?
- Kiedy i kto ją je?
- Z jakiej okazji się ją je?

Lesson objective: *an email (talking about eating out in your town, describing your favourite restaurant, recommending meals)*

Brainy phrases

Paragraph 1

In my town/city, there are ...
There's a/an ...
There's a ... where you can get
a takeaway.
There are also some ...
There's something for everyone!

Paragraph 2

My favourite restaurant is ...
The chefs/waiters are ...
Everything is ...
Although it's ..., ...
... book a table.

Paragraph 3

For starters, order ...
For the main course,
I recommend ...
Although it's ..., it's ...!
You should order a side dish of ...
Try ... for dessert!

To Jakub Subject Ideas for eating out

Hi Jakub,

It's great that you and your family are coming to England! I'll try to help you with some ideas for eating out while you're here.

1 In my town, there are a lot of restaurants. There's an excellent vegetarian café, and a fish and chips shop where you can get a takeaway. There are also some Italian and Chinese restaurants. There's something for everyone!

2 My favourite restaurant is an Indian place called *Spicy Sam's*. The chef is my friend's dad! Everything is organic so the meat and vegetables are very fresh. Although it's popular, it isn't expensive. It's often busy so you have to book a table.

3 For starters, order a few samosas. For the main course, I recommend a chicken curry. There's nothing better than a tasty curry! Although it's a bit spicy, it's delicious. You should also order a side dish of rice. And try some Indian sweets for dessert!

How many days are you coming for?

See you soon!

Karen



1 Read the model email and answer the questions.

In which paragraph does Karen

- recommend some particular dishes?
- talk about eating out in her town?
- describe her favourite restaurant?

2 In your notebook, write about eating out in your town. Use the *Brainy phrases* for paragraph 1.

1 In my town, there are ...



Look

Although *Spicy Sam's* is popular, it isn't expensive.

3 In your notebook, join the sentences with *although*.

- It's a small town. There are a lot of cafés.
- There aren't any vegan restaurants.
There's a nice vegetarian café.
- It's quiet during the week. It's difficult to book a table at the weekend.

4 In groups of three, talk about your favourite cafés and restaurants. Then tell the class about them. Use *although*.

Tom's favourite café is *Nemo's*. Although the food there is cheap, ...

5 Describing food Work in pairs. Student A describes a dish, using words from the box. Student B guesses what it is.

fresh ■ sweet ■ salty ■ spicy ■ stale
bitter ■ delicious ■ tasty

It's a main course, and it's Mexican.
Although it's very spicy, I think it's delicious!

Is it chilli?

6 Zapoznaj się z treścią zadania i napisz e-mail. Odpowiedź zapisz w zeszycie.

Chcesz polecić grupie przyjaciół z Anglii, którzy są w twojej okolicy, miejsca, gdzie mogą dobrze zjeść. W e-mailu do jednego z nich:

- wymień dostępne miejsca w twojej okolicy,
- opisz swoje ulubione miejsce,
- poleć konkretne dania.

Użyj od 50 do 120 słów. Podpisz się jako XYZ.

Hi ...,

It's great that you and your friends are coming to England!
I'll try to help you with some ideas for eating out while you're here.

! Tips

Użyj:

- a/an, some, any, much/many, a little / a few, a lot of / lots of, no,
- somewhere / everyone / no one itd.,
- zdania z *although*.



Revision workout

Lesson objective: Revision of lessons 1–8

lesson 9

- 1 **3.31** Usłyszysz dwukrotnie cztery teksty. W zadaniach (1–4), na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszycie.

1 What food are they making?



2 Where is the woman?



- 3 The girl is calling her friend to
 A. invite her family round for a barbecue.
 B. find out if anyone is vegetarian.
 C. ask for help preparing the food.
- 4 The boy is talking about
 A. his favourite place to eat out.
 B. the positive effects of organic food.
 C. his job as a waiter.

4

- 2 Do każdej z opisanych sytuacji (1–2) wybierz właściwą reakcję. Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszycie.

- 1 Dzwonisz do restauracji, aby zarezerwować stół. Co powiesz?
 A. Would you like to book a table, please?
 B. I've booked a table at 7 o'clock.
 C. Could I book a table, please?
- 2 Skończyłeś posiłek w restauracji i chcesz poprosić o rachunek.
 A. Is the tip included in the bill?
 B. Could we have the bill, please?
 C. Would you like the bill now?

2

- 3 Wpisz w każdą lukę (1–4) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Zapisz odpowiedzi w zeszycie.

- X: Hello! (ready) ¹ _____ to order?
 Y: Yes, we are. For starters, we'll have one lentil soup and one salad, please.
 X: OK. And what about the main courses?
 Y: We (have) ² _____ two lamb chops with chips and vegetables, please.

- X: Great. Can I get (else) ³ _____?
 Y: No, I think that's all for now, thanks.
 X: No side dishes?
 Y: No, thanks.
 X: OK. And what (like) ⁴ _____ to drink?
 Y: Two lemonades, please, with ice and lemon.
 X: Of course. I'll bring them in a moment.

4

- 4 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1–6). Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszycie.



Do you know ¹ _____ who's been to the Lemon Festival in Menton, France? It takes place in February every year. There are oranges and lemons ² _____! There's a park with enormous sculptures made of fruit, and there's a parade through the town. A ³ _____ people visit the festival – more than 200,000 every year! If you go, why not try some traditional French food while you're there? There are ⁴ _____ delicious meals like 'ratatouille'. You could book a table at a local restaurant, or buy ⁵ _____ at a food stall during the festival. And of course, you must try some local lemonade – hope you're not allergic ⁶ _____ lemons!

- | | | |
|---------------|--------------|---------------|
| 1 A. anyone | B. no one | C. everyone |
| 2 A. anywhere | B. somewhere | C. everywhere |
| 3 A. few | B. lot of | C. lots of |
| 4 A. some | B. any | C. much |
| 5 A. nothing | B. something | C. anything |
| 6 A. to | B. of | C. on |

6

- 5 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–4). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 There's no protein in sugar. ANY
 There _____ protein in sugar.
- 2 There wasn't anyone I know at the food fair. WAS
 There _____ I know at the food fair.
- 3 These crisps have only got a little salt. MUCH
 These crisps haven't _____ salt.
- 4 She doesn't want anything that's got nuts in. HASN'T
 She wants _____ got nuts in.

4

Total: _____/20

Food and health

calories /'kæləriz/ kalorie
carbohydrates /,kɑ:bəʊ'haidreɪts/ węglowodany
chips /tʃɪps/ frytki
crisps /krisps/ chipsy
dairy products /,deəri 'prɒdʌkts/ nabiał
fat /fæt/ tłuszcz
fibre /'faɪbə(r)/ błonnik
lentils /'lentɪlz/ soczewica
nuts /nʌts/ orzechy
oil /ɔɪl/ olej
protein /'prəʊtiːn/ białko
sugar /'ʃʊɡə(r)/ cukier
vitamins /'vɪtəmiːnz/ witaminy
wholegrain /'həʊl,greɪn/ pełnoziarnisty

be allergic to /bi ə'leɪdʒɪk tə/ być uczulonym na
gluten-free /,gluːt(ə)n 'friː/ bezglutenowy
organic /ɔː'ɡæniːk/ organiczny
vegan (n, adj) /'viːɡən/ weganin; wegański
vegetarian (n, v) /,vedʒə'teəriən/ wegetarianin; wegetariański

Reading a menu

desserts /dɪ'zɜːts/ desery
drinks /driŋks/ napoje
main courses /,meɪn 'kɔːsɪz/ dania główne
side dishes /,saɪd 'dɪʃɪz/ dodatki do dania głównego
specials /'speʃ(ə)l/ dania dnia
starters /'stɑːtəz/ przystawki

At a restaurant

Any side dishes? Jakieś przystawki?
Are you ready to order? Czy są Państwo gotowi złożyć zamówienie?
Bon appétit! Smacznego!
Can I get you anything else? Czy podać coś jeszcze?
Enjoy your meal. Smacznego!
Excuse me, could we have the bill, please? Przepraszam, czy możemy poprosić o rachunek?

I'd like a milkshake, please.

Poproszę koktajl mleczny.

I'll bring the menus. Przyniosę menu.

I'll have garlic bread for a starter, and ham and eggs for my main course. Z przystawek poproszę chleb czosnkowy, a jako danie główne – jajka z szynką.

No, that's all. Thanks. Nie, to wszystko. Dziękuję.

Take a seat. Proszę usiąść.

What would you like to drink?

Czego się Państwo napiją?

Yes – it was delicious! Tak – było pyszne!

Food and social life

(chicken) kebab /,(tʃɪkɪn) kɪ'bæb/ szaszłyk (z kurczaka)

chef /ʃef/ szef kuchni

cook /kʊk/ kucharz

eat in /,iːt 'ɪn/ jeść w domu

eat out /,iːt 'aʊt/ jeść na mieście

food van /'fuːd ,væn/ food truck

go to a food fair /,gəʊ tu ə 'fuːd ,feə(r)/ iść na targ kulinarny

grill (n, v) /grɪl/ grill, grillować

have a barbecue /,hæv ə 'bɑːbi,kjuː/ organizować grilla

have a family get-together /,hæv ə ,fæm(ə)li 'getə,geðə(r)/ mieć zjazd rodzinny

invite friends round (for lunch / dinner) /ɪn,vait ,frendz 'raʊnd (fə 'lʌntʃ / 'dɪnə(r))/ zaprosić znajomych (na obiad/kolację)

(lamb) chop /('læm) ,tʃɒp/ kotlet (jagnięcy)

leave a tip /,liːv ə 'tɪp/ zostawić napiwek

local food stalls /,ləʊk(ə)l 'fuːd ,stɔːlz/ lokalne stoiska z jedzeniem

order a takeaway /,ɔːdə ə 'teɪkə,weɪ/ zamówić jedzenie na wynos

(pork) chop /('pɔːk) ,tʃɒp/ kotlet (wieprzowy)

try traditional dishes /,traɪ trə,dɪʃ(ə)nəl 'dɪʃɪz/ próbować tradycyjnych dań

waiter /'weɪtə(r)/ kelner

waitress /'weɪtrəs/ kelnerka

Other

barbie /'bɑːbi/ grill, barbecue w Australii

although /ɔːl'dəʊ/ chociaż, (po)mimo że

auto-injector /,ɔːtəʊɪn'dʒektər/ ampułkostrzykawka

award /ə'wɔːd/ nagroda

be low in /bi 'ləʊ ɪn/ mają niski poziom (czegoś)

beef /biːf/ wołowina

breathe /briːð/ oddychać

cèilidh /'keɪli/ w Irlandii i Szkocji wieczór tradycyjnej muzyki i tańca

chips (US) /tʃɪps/ chipsy

course /kɔːs/ danie (część posiłku)

cream /kriːm/ śmietana

diner (US) /'daɪnə(r)/ bar, tania knajpa

fries (US) /fraɪz/ frytki

garlic bread /'gɑːlɪk ,bred/ chleb czosnkowy

gravy /'ɡreɪvi/ sos pieczeniowy

haggis /'hæɡɪs/ haggis (tradycyjna szkocka potrawa z podrobów baranich)

included /ɪn'klʊdɪd/ wliczony (np. napiwek w cenę)

peanut /'piːnʌt/ orzeszek ziemny

plain omelette /,pleɪn 'ɒmlət/ omlet bez dodatków

receive /rɪ'siːv/ otrzymać

roast beef /,rəʊst 'biːf/ pieczona wołowina

samosas /sə'məʊsəz/ samosy (azjatyckie pierożki smażone w głębokim oleju)

severe allergy /sɪ,vɪər 'ælədʒi/ silna alergia

sparkling water /,spɑːk(ə)lɪŋ 'wɔːtə(r)/ woda gazowana

suffer from /'sʌfə frəm/ cierpieć na

swede /swɪːd/ brukiew

Yorkshire pudding /,jɔːkʃə 'puːdɪŋ/ Yorkshire pudding (podawany do pieczonej wołowiny)

There is / There are ...; ... + a/an, some / any, no

Do opisania liczby i ilości używamy przedimków *a/an* lub określeń: *some, any, lub no*.

Rzeczowniki policzalne w liczbie pojedynczej

There is **a** Polish restaurant.

There isn't **an** Indian restaurant.

Is there **a** food fair?

Is there **an** organic food stall?

Yes, there is. / No, there isn't.

Rzeczowniki policzalne w liczbie mnogiej

Określenia *some* używamy w zdaniach twierdzących, a *any* w zdaniach przeczących i pytających. Słowa *no* używamy w zdaniach twierdzących, aby nadać im znaczenie zdania przeczącego.

There are **some** chicken kebabs.

There aren't **any** pork chops. = There are **no** pork chops.

Are there **any** lamb chops?

Yes, there are. / No, there aren't.

Rzeczowniki niepoliczalne

There's **some** bread.

There isn't **any** oil. = There's **no** oil.

Is there **any** rice?

Yes, there is. / No, there isn't.

(too) much, (too) many, a little, a few, a lot of / lots of; How much / How many ...?

Określ: *a few* (kilka, parę), *many* (dużo, wiele), *too many* (za dużo, zbyt wiele), *how many* (jak dużo, jak wiele?) używamy z rzeczownikami policzalnymi (*countable nouns*) w liczbie mnogiej.

Rzeczowniki policzalne

They've got **a few** starters.

They haven't got **many** main courses.

Are there **many** specials?

Yes, there are. / No, there aren't.

How many waiters are there?

There are **a lot**. There are **too many**.

Określ: *a little* (trochę), *much* (dużo), *too much* (za dużo), *how much* (jak dużo?) używamy z rzeczownikami niepoliczalnymi (*uncountable nouns*).

Rzeczowniki niepoliczalne

It's got **a little** oil.

How much salt is there?

It hasn't got **much** sugar.

There's **too much**.

Has it got **much** protein?

Yes, it has. / No, it hasn't.

Określ: *a lot of / lots of* (dużo) używamy zarówno z rzeczownikami policzalnymi w liczbie mnogiej, jak i z niepoliczalnymi.

Rzeczowniki policzalne i niepoliczalne

They've got **a lot of / lots of** desserts.

It's got **a lot of / lots of** oil.

Indefinite pronouns

Zaimki nieokreślone tworzymy od słów: *some, any, no, every*.

	osoby	przedmioty	miejsca	Używamy:
some-	someone somebody (ktoś)	something (coś)	somewhere (gdzieś)	głównie w zdaniach twierdzących.
any-	anyone (ktoś) anybody (ktokolwiek)	anything (coś, cokolwiek)	anywhere (gdzieś, gdziekolwiek)	w zdaniach przeczących i pytających.
no-	no one nobody (nikt)	nothing (nic)	nowhere (nigdzie)	w zdaniach twierdzących o znaczeniu negatywnym.
every-	everyone everybody (każdy)	everything (wszystko)	everywhere (wszędzie)	w dowolnym typie zdań.

Jeśli zdanie zaczyna się od zaimka nieokreślonego, to zawsze używamy czasownika w liczbie pojedynczej.

Everyone say **says** that the desserts are delicious!

No one are **is** perfect.

W języku angielskim zdania z zaimkami: *no one, nobody, nothing, nowhere* oraz czasownikiem w formie przeczącej są niepoprawne.

There **isn't nothing** to eat. There's **nothing** to eat. /

There **isn't anything** to eat.

Project

Imagine you must survive on a desert island with only 10 things. Write a shopping list. Use *a/an, some, a few* and *a lot / lots of*.

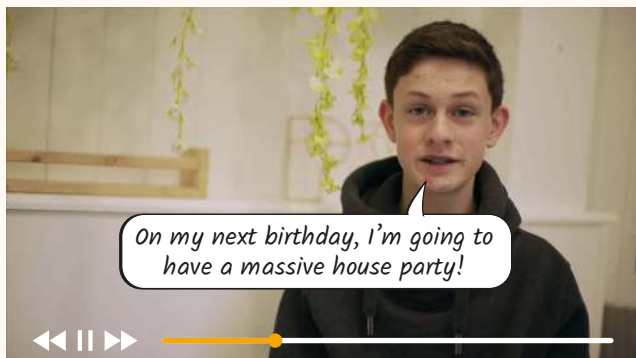
1 some bottles of water

2 a lot of ...





- 1 **Over to you!** Work in pairs. What are you going to do on your next birthday?



- 4 Read the riddle and guess the answer.

I am everywhere, but no one can see me anywhere.
You can't do anything or go anywhere without me.
Everyone needs me and nobody can live without me!
What am I?

- 5 **Work in pairs. Ask questions with *How much ...?* or *How many ...?*. Answer them, using *not much / many, (too) much / (too) many, a few, a lot*.**

... times have you eaten out this month?

... money do people leave as a tip in your country?

... people are there when your family has a get-together?

... does it cost to order a takeaway pizza?

... cafés are there near your school?

... sugar is there in a can of cola?

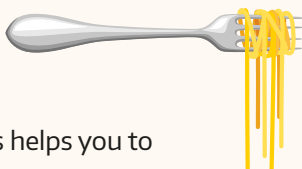
Learning to learn!

- 2 **Game** Work in pairs. Play *Word spaghetti*. In turns, add more food words. Each word must start with the last letter of the word before it. How long can you make your word spaghetti?

OIL - LENTILS - S ...

REMEMBER:

Playing vocabulary games helps you to remember new words!



- 3 Find at least six differences between these two pictures. In your notebook, write sentences with the correct form of *There is/are ...* and *a/an, some / any, (not) much / many, a little / a few / a lot of*.

In picture A, there are a few tomatoes. In picture B, there are a lot. ...



Life skills: A healthy lifestyle

a good diet ■ regular exercise ■ fresh air

How many more things can you think of that are important for a healthy lifestyle?

Project

- 6 Imagine it is your birthday next weekend and you are going to celebrate it with a special meal. Follow the instructions.

- 1 Choose one of these options.

eat in ■ eat out ■ have a barbecue
have a picnic ■ go to a food fair

- 2 Write an invitation for your friends. Tell them what's on the menu! Use as many words from this unit as you can.
3 Put all the invitations on the classroom wall. Whose celebration sounds the best?

Sound alert!

- 7 **3.32** Look, listen and repeat. Which word has the most syllables?

ve·gan	car·bo·hy·drates	or·ga·nic
ve·ge·ta·ri·an	ke·bab	al·ler·gic
vi·ta·min	take·a·way	get·to·ge·ther
ca·lo·ries		

- 8 **3.32** Listen again and point at the stressed syllable in each word.



Listening

- 1 3.33 Usłyszysz dwukrotnie rozmowę telefoniczną z organizatorem letniego obozu. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–4) w poniższej notatce. Zapisz odpowiedzi w zeszycie. Luki należy uzupełnić w języku angielskim.

Brainy Summer Camp	
Morning activities:	English, Spanish or French classes from 1 until 1 o'clock
Afternoon activities:	choose group A or B
A:	coding, web design, robotics
B:	sports including football, volleyball and 2
Evening activities:	3, arts and crafts, dance
At the weekend:	4

- 2 3.34 Usłyszysz dwukrotnie wypowiedź dotyczącą zdrowego odżywiania się. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania (1–3). Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszycie.

- Why shouldn't you eat too many carbohydrates?
- How can you make sure that you eat enough fibre?
- What examples are given of food that is high in fat and salt?

Language functions

- 3 Uzupełnij dialogi. Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi. Zapisz odpowiedzi w zeszycie.

AFTER-SCHOOL CLUBS

Would you like to join the Spanish club with me?

Yes, great! 1 rather go to the Monday or Wednesday class?

Are 2 ?

Yes. I'll have soup for a starter, and lasagne for my main course, please.

Excuse me, 3 the bill, please?

Yes, of course. Are you paying by card?

Reading

- 4 Przeczytaj teksty 1. i 2. W zadaniach (1–3) z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszycie.

1

Opening night
Saturday
15th May,
6 pm

'LET'S GO FISHING!'

- ✓ all welcome, but you must book in advance
- ✓ fantastic special offer on opening night:
— starter + main course + dessert – only £9.99!
- ✓ free live music from 9 pm

Try this new Japanese-style restaurant, where you have to catch your own dinner!

2 'Let's Go Fishing', 34 Market Street



Great fun if you aren't afraid to catch your own fish!

At 'Let's Go Fishing', there are fish everywhere, so if you're allergic to fish, this is not the place for you. It's also not suitable for vegetarians (although they do have a gluten-free menu). Personally, I think it's great fun because you have to catch your own dinner! Then they cook the fish as you prefer (for me, grilled with a little oil and lemon). You won't enjoy it if you don't like fish or fishing! You can order sushi here too, but I didn't have it because the grilled fish is excellent. It's quite healthy, but don't order too much because the meals are very big! I went with some friends, but this place is also great for a family get-together. It opens at 6 pm and closes at 11 pm, and you'll be able to enjoy free live music if you go at the weekend. Book a table as the place is very popular. The waiters are very good – our waitress definitely earned her tip. Oh, and you should visit the bathrooms – they've got some amazing fish tanks with lots of colourful tropical fish! We had a great evening and I'm going again next Saturday.



- Text 1 was written to
 - advertise a fishing club.
 - review a Japanese restaurant.
 - invite people to an event.
- In Text 2, the reviewer tells the readers to
 - look for the tropical fish.
 - order a lot of food.
 - try some traditional sushi.
- After the meal,
 - someone had an allergic reaction.
 - they gave the waitress a tip.
 - the reviewer met his family.

5 Przeczytaj ponownie teksty 1. i 2. w ćwiczeniu 4. Uzupełnij luki (1–3) w e-mailu do Williama zgodnie z treścią tekstów. Zapisz odpowiedzi w zeszyście.

From: Esme	To: William
New fish restaurant	
Hi William, I'm sending you some information about a new restaurant on Market Street. Everyone is talking about it! I think you're going to like it because you've been interested in ¹ food since your trip there last year. I'm not a huge fan of fish, but this restaurant looks really interesting because you have to ² your own fish before they cook it for you. If you try it, perhaps you'll like it. And if you go next Saturday, you can order ³ courses for just £9.99. I won't be able to join you, but let me know how you get on! Esme	

Use of English

6 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1–5). Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszyście.

A LIFE-SAVING DOG

Lots of people are allergic to things like nuts or gluten, but can you imagine being allergic to almost ¹? 15-years-old Martina Baker has an unusual condition which makes her allergic to a ² things including heat, perfume and cleaning products. For example, if Martina ³ cooking oil, she could have a severe allergic reaction. But now, Martina has a special dog that has got such a good sense of smell that he knows when Martina ⁴ have an allergic reaction. This means that she will ⁵ live a healthier, more normal life!

7 Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszyście.

- Tom won't learn to cook if he (*nie pójdzie*) to the cookery class!
- When people (*jedzą za dużo*), they might get fatter.
- (*Czy są jakieś*) lamb chops at the barbecue?
- (*Ile tłuszczu*) is there in a burger?
- I (*zapiszę się*) for arts and crafts if you come with me.
- I'm interested in the chess club. What time (*się zaczyna*)?
- Where (*się spotykamy*) on Saturday?
- There (*nie ma niczego*) at the food stall for vegans.

Writing

8 Zapoznaj się z treścią zadania i napisz wiadomość e-mail. Odpowiedź zapisz w zeszyście.

W ramach wymiany międzyszkolnej przyjeżdża do twojej szkoły na jeden dzień uczeń/uczenica ze Szkocji. Napisz do niego/niej e-mail, w którym:

- opisz, jakie zajęcia są tego dnia,
- polecisz jakiś posiłek na stołowie,
- zaproponujesz zajęcia dodatkowe.

E-mail powinien wynosić od 50 do 120 słów.

Hi ...,
I'm happy that you are coming to Poland.
Our school is really great!

- | | | |
|---------------|------------|---------------|
| 1 A. everyone | B. nothing | C. everything |
| 2 A. lot | B. lot of | C. lots of |
| 3 A. smell | B. smells | C. will smell |
| 4 A. might | B. should | C. has to |
| 5 A. can | B. could | C. be able to |



Stay

BRAINY

Let's talk

Units 1–2	<i>page 112</i>
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Units 5–6	<i>page 114</i>
Units 7–8	<i>page 115</i>

Let's recycle and Let's learn more

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Unit 3	<i>page 118</i>
Unit 4	<i>page 119</i>
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Unit 6	<i>page 121</i>
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Unit 8	<i>page 123</i>

Brainy phrases

pages 124–125

Irregular verbs

pages 126–127

Phonetic symbols

page 127



Student A

1 Work in pairs. Play *Guess where I am*.

- 1 Choose one of the places in the box and imagine you are there.

café ■ cinema ■ bookshop ■ restaurant
theatre ■ swimming pool ■ clothes shop
school ■ train station

- 2 Make sentences so that Student B can guess where you are. Use these beginnings:
Would you like (to) ...? Shall I ...? Shall we ...?
- 3 Change roles after each correct guess.

2 Work in pairs. Play *Police investigation*.

- 1 Imagine you saw one of these crimes.



- 2 Get ready to answer the questions asked by the police officer (Student B). Look at the criminals for 30 seconds, and close the book.
- 3 Change roles after each correct guess.

3 Work in pairs. Play *Three questions and a guess*.

- 1 Ask Student B three questions to guess what his/her job is. Use the beginning below and the words in a box.

Are you a person who ...?

design costumes ■ (not) play the main role
direct films ■ write scripts ■ put make-up

- 2 Listen to the answers and guess what your partner's job is.
- 3 Change roles after each correct guess.

- 3 Change roles after each correct guess.
- 2 Answer Student B's questions so that your partner can guess what your job is.

a director ■ a lead actor ■ an extra
a make-up artist ■ a costume designer
a scriptwriter

- 1 Imagine you work in the film industry. Choose a job from the box and keep it secret.

3 Work in pairs. Play *Three questions and a guess*.

- 4 Change roles after each correct guess.
- 3 Now look at the pictures in Student A's column and find the right criminal.

- Was it a man or a woman?
- How was he/she built?
- How long was his/her hair?
- What was he/she wearing?
- Do you remember anything else about this person?

- 2 Ask him/her questions about the crime and try to remember the answers.

- 1 Imagine you are a police officer and you are asking questions to the witness of a crime (Student A).

2 Work in pairs. Play *Police investigation*.

- 3 Make sentences so that Student A can guess where you are. Use these beginnings:
Would you like (to) ...? Shall I ...? Shall we ...?

post office ■ zoo ■ bank ■ airport ■ hotel
library ■ museum ■ home ■ shopping centre
bus stop

- 1 Listen to Student A's offers/suggestions and try to guess where he/she is. If you guess the place correctly, change roles.
- 2 Choose one of the places in the box and imagine you are there.

1 Work in pairs. Play *Guess where I am*.

Student B



Let's talk

Student A

1 Imagine you went somewhere for a weekend. In pairs, talk about your trips.

- In your notebook, complete the notes for your weekend trip.

Weekend trip to 1	
2 train departure:	5 accommodation:
3 ticket price:	6 sights to see:
4 travel time:	7 meal:

- Answer Student B's questions. Then ask about his/her trip and make notes in your notebook.
- Imagine that you've come back from Students B's trip. Describe it to him/her.

2 Work in pairs. Imagine you are the brother/sister of Student B. Play *Birthday gifts*.

- Read what people in your family say and choose the best gifts for them from the box below.



I have a mobile phone with a bad battery.



I'm always cold at home.



I want to read in bed.



I love digital gadgets.



People never give me what I want!

a gift card for 50 zł ■ a wireless charger
a handmade sweater ■ a high tech mobile phone
comfortable socks ■ an old-fashioned lamp
a second-hand book

- Compare your gift ideas with your brother/sister (Student B) and decide which is better. Use the words from the box.

cheaper ■ easier ■ more interesting
more expensive ■ smaller ■ more personal ■ happier

I think we should buy grandma a **wireless charger** because her mobile phone has a bad battery.

My/Your idea is better because ...

- Imagine you went somewhere for a weekend. In pairs, talk about your trips.
- In your notebook, complete the notes for your weekend trip.

Weekend trip to 1	
2 train departure:	5 accommodation:
3 ticket price:	6 sights to see:
4 travel time:	7 meal:

- Ask student A questions about his/her trip and make notes in your notebook. Then answer his/her questions.
- Imagine that you've come back from Student A's trip. Describe it to him/her.

2 Work in pairs. Imagine you are the brother/sister of Student A. Play *Birthday gifts*.

- Read what people in your family say and choose the best gifts for them from the box below.



I'm always cold at home.



I like handmade gifts.



I like to read books in the evening.



I want a phone with a good camera and internet connection.



People never give me what I want!

a gift card for 50 zł ■ a wireless charger
a handmade sweater ■ a high tech mobile phone
comfortable socks ■ an old-fashioned lamp
a second-hand book

- Compare your gift ideas with your brother/sister (Student A) and decide which is better. Use the words from the box.

cheaper ■ easier ■ more interesting
more expensive ■ smaller ■ more personal ■ happier

I think we should buy grandma an **old-fashioned lamp** because she likes to read books in the evening.

My/Your idea is better because ...



Let's talk

Student A

- 1  Play *Polite Me*. You can start playing the game at the beginning of any English lesson.

THE AIM OF THE GAME:

You've got 45 minutes to ask other students and the teacher polite questions with:

May I ...? Can I ...? Could you ...?

The rules of the game:

- ✓ You must not interrupt the lesson.
- ✓ You cannot ask the same person a question twice.
- ✓ You must not use the same verb twice.
- ✓ You get a point for every 'Yes' answer.
- ✓ The student with the highest number of points at the end of the lesson wins the game.

- 2  Work in pairs. Play *I Know It All!*

- 1 Ask your friend (Student B) passive voice questions. Use the prompts given. Try to remember the answers.

- 1 Who / *Stańczyk* / paint by?
- 2 Where / BMW cars / design?
- 3 When / the wheel / invent?
- 4 What / glass / produce from?
- 5 How / penicillin / discover?

Who was *Stańczyk* painted by?

- 2 Answer Student B's questions. Use the information from the box to make full passive voice sentences.

... about 35,000 ■ ... in Paris ■ ... by Edvard Munch
... from wood ■ ... in 1903

The Scream was painted by Edvard Munch.

- 3 Close your books. Work in pairs and check if you can remember all the ten facts.

- 3  Work in pairs. Play the *Sports Fan* quiz. In turns, one student thinks of a sport, while the other tries to guess what it is by asking questions (1–4).

- 1 What equipment is the game played with?
- 2 Where is the game played?
- 3 How many players are there in the game?
- 4 What are the three most important rules of the game?

- 1  Play *Polite Me*. You can start playing the game at the beginning of any English lesson.

Student B

- 3  Work in pairs. Play the *Sports Fan* quiz. In turns, one student thinks of a sport, while the other tries to guess what it is by asking questions (1–4).

- 3 Close your books. Work in pairs and check if you can remember all the ten facts.

Who was *The Scream* painted by?

- 1 Who / *the Scream* / paint by?
- 2 Where / Chanel clothes / design?
- 3 When / first Ford car / create?
- 4 What / paper / make from?
- 5 How many / works of art / exhibit / the Louvre?

- 2 Ask Student B passive voice questions. Use the prompts. Try to remember the answers.

Stańczyk was painted by Jan Matejko.

... in Germany ■ ... by Jan Matejko
... around 3,500 BC ■ ... sand ■ ... by accident

- 1 Answer Student A's questions. Use the information from the box to make full passive voice sentences.

- 2  Work in pairs. Play *I Know It All!*

- ✓ You must not interrupt the lesson.
- ✓ You cannot ask the same person a question twice.
- ✓ You must not use the same verb twice.
- ✓ You get a point for every 'Yes' answer.
- ✓ The student with the highest number of points at the end of the lesson wins the game.

The rules of the game:

You've got 45 minutes to ask other students and the teacher polite questions with:

May I ...? Can I ...? Could you ...?

THE AIM OF THE GAME:



Let's talk

Student A

1 Work in pairs. Look at your diary and make two appointments with your friend (Student B):

- to help Student B study for his/her test next week.
- to eat out together.

MON	8:00–14:20 Classes 15:30–17:00 Cookery club
TUE	8:00–15:15 Classes
WED	8:00–13:25 Classes 17:00–19:30 Drama club
THUR	8:00–15:15 Classes 18:00 Watching a football match with dad
FRI	9:40–13:25 Classes 15:00 Indoor climbing with friends

A

Why don't we meet on ...

B

OK. / I'm sorry, I can't because ...

A

When would you rather meet?

B

I'd rather meet ...

2 Work in pairs. In turns, ask each other questions and answer them to complete the table. Write the answers in your notebook.

Look

4.5g = four point five grams
0.07g = nought point nought seven grams

Nutrition facts – per 100 g	kilocalories	proteins	carbohydrates	fat	fibre
chips		3.4g		15g	
milk chocolate	546		61g		3.4g
apples		0.3g		0.2g	

How many ... are there in ...?

How much ... is there in ...?

How much ... is there in ...?

How many ... are there in ...?

apples	52	14g	2.4g	
milk chocolate	5g	31g		
chips	312	41g	3.8g	
Nutrition facts – per 100 g	kilocalories	proteins	carbohydrates	fat
				fibre

4.5g = four point five grams
0.07g = nought point nought seven grams

Look

2 Work in pairs. In turns, ask each other questions and answer them to complete the table. Write the answers in your notebook.

A

Why don't we meet on ...

B

OK. / I'm sorry, I can't because ...

A

When would you rather meet?

B

I'd rather meet ...

MON	9:40–15:15 Classes 17:00 Going shopping with mum
TUE	8:00–14:20 Classes 15:00–18:00 Voluntary work at the hospital
WED	8:00–15:15 Classes 17:00–18:30 Band practice
THUR	8:00–15:15 Classes
FRI	9:40–14:30 Classes 17:00 Cinema with friends

2 to eat out together.

1 to study for a test next week.

1 Work in pairs. Look at your diary and make two appointments with your friend (Student A):

Student B

Let's recycle

1 Choose the correct words to complete the sentences. Write the answers in your notebook.

- I don't like **comedies** / **thrillers** / **musicals** because there's too much singing in them.
- It's difficult to concentrate when people in the **audience** / **cast** / **main characters** talk during the film.
- She loves technology so she's interested in **science fiction** / **fantasy** / **rom-com** films.
- This film is great, but I don't think it will be a **plot** / **blockbuster** / **script**.
- Shooting** / **Supporting** / **Writing** films in beautiful locations must be a great experience.

2 In your notebook, complete the text with the correct forms of the words or phrases in the box. There are three words / phrases you do not need to use.

costume designer ■ romantic film
make-up artist ■ main character ■ animated film
extra ■ lead actress ■ subtitles



When I grow up, I definitely want to be an actress. I've always loved films – when I was a kid, I watched lots of ¹ [] with cartoon characters, and then I started watching ² [] about people with love problems. I know that I won't become a ³ [] who is one of the ⁴ [], but for a start, I'd be happy to be one of the ⁵ [].

3 In your notebook, complete the texts with the correct words. Then decide what types of films they describe and invent titles for them.

- 1 I guess it wasn't easy to work as a ¹ [] - [] a [] on this film – painting the faces of the seven ² [] c [] definitely took a lot of time and energy. Of course, because of that, all the monsters looked not only scary, but also very original. What made this film even more frightening was the music – I listen to the ³ [] s [] almost every day, but never in the evening!

Type of film: [] Title: []

- 2 In my opinion, this is the worst film made by this ⁴ [] d []. His previous productions were really great, but I think he just didn't have enough time to ⁵ [] s [] this film and to think about all the details. I just can't believe a story about a spy who gets killed but then comes back to life. It ⁶ [] c [] o [] last Christmas, but it hasn't made much money. Not surprising, I think.

Type of film: [] Title: []

Let's learn more

1 3.35 Listen and read. In your notebook, complete the glossary.

Location managers wanted!

Have you ever thought of working in the **film industry**? We're currently looking for **location managers**! What do they do? Well, they travel a lot and search for perfect locations for different scenes. They also ask property owners to let the **film crew** shoot parts of the film **on location**. Besides this, they **arrange for** everything that is necessary for the filming to take place: electricity, snacks, **dressing rooms**, car parks, and many other things too. Location managers work closely with directors and **scriptwriters**.

Are you a positive, sociable person? Do you have superb negotiation skills? If so, contact us now!

Glossary

- | | |
|--------------------------|------------------------------------|
| 1 [] – scenarzysta | 5 [] – w plenerze |
| 2 [] – przebieralnia | 6 [] – organizować |
| 3 [] – przemysł filmowy | 7 [] – kierownik planu w plenerze |
| 4 [] – ekipa filmowa | |

2 3.36 Listen to seven sentences and guess the missing words. Use the words from exercise 1.

3 Work in pairs. Would you be a good location manager? Answer the questions.

- Are you well-organised?
- Do you have good negotiation skills?
- Do you mind travelling a lot?
- Are you positively sociable?
- Do you enjoy working with people?

4 Write a letter of application for a location manager job on a separate piece of paper.

Dear Sir/Madam,
I would like to apply for the position of a location manager. ...
Best wishes,
...

! Tips

Pisząc podanie o pracę, uzasadnij, dlaczego jesteś dobrym kandydatem / dobrą kandydatką.

- Zacznij list zwrotem *Dear Sir/Madam*.
- Zakończ list zwrotem *Best wishes*.
- Nie używaj form skróconych (*isn't*, *I'm* itp).

Let's recycle

- 1 Work in pairs. Find the odd one out in each word list. Explain why it is different.

- 1 burglar ■ shoplifter ■ vandal ■ steal
- 2 silver ■ checked ■ plain ■ striped
- 3 tall ■ slim ■ medium height ■ short
- 4 moustache ■ backpack ■ ponytail ■ beard
- 5 leather ■ damage ■ denim ■ wool
- 6 rob ■ commit a crime ■ thief ■ break into

- 2 In your notebook, write a crime story (up to 50 words), using the odd one out words from exercise 1.

It happened last week. I was coming back from school when I saw ...

! Tips

- Użyj czasów przeszłych: *Past simple* oraz *Past continuous*.
- Użyj zdań złożonych z *when* oraz *while*.

- 3 3.37 Listen to a radio interview. Look at the picture of Mr Davis and find five more mistakes in it.



He isn't well-built. He's thin.

- 4 In your notebook, make a 'Wanted' poster. Draw the face of a criminal and describe him/her.



Let's learn more

- 1 3.38 Listen and read. Copy the words in green into your notebooks. Check their meanings and write their Polish translations.



Courts in the UK can give different **sentences** to **offenders** who are between the ages of 10 and 17. If the person is **guilty**, but the crime (or **offence**) is not very serious, they can be given a **conditional discharge**, which means that in fact there is no punishment (unless the offender commits another crime in a certain period of time). The court can also make a person **pay a fine**, but because of the offender's age, this is usually the parents' responsibility. Sometimes, courts give young offenders a **curfew**, so they can't go out to public places without an adult. Perhaps one of the most effective kinds of punishment is **community service** – people guilty of a crime have to do work which benefits the local community, such as clearing footpaths or working in charity shops.

- 2 In your notebook, complete the words with the missing vowels.

- 1 Ariana was a first time **ffnd**r, so she got a conditional **dschrg**.
- 2 Tom vandalised the school gym, so he had to do **commnt** **srv**c.
- 3 Jack sprayed graffiti on a building, so his parents had to **p****ss** a **f****n**.
- 4 Emily was put under **c****rf****w** for a month – she had to go everywhere with her mum.
- 5 The court decided that Juliet was not **g****lt**, so she wasn't given a punishment.

- 3 In your notebooks, write the punishments in the correct order from the least to the most severe. Give reasons for your opinions.

500 złoty fine ■ 50 hours of community service
one month prison sentence
a conditional discharge ■ three months' curfew
100 hours of special classes

- 4 Work in pairs. Imagine you are judges. Give punishments for the following crimes. Use the ideas from exercise 3.

- | | |
|-------------------------|------------------|
| 1 breaking into a house | 4 robbing a shop |
| 2 vandalising a car | 5 pickpocketing |
| 3 shoplifting | 6 drink driving |

Let's recycle

- 1 In your notebook, complete the questions with the correct verbs. In pairs, ask and answer the questions. Explain your answers in more detail.

When you go on holiday, do you usually:

- | | |
|--|--|
| 1 ☐ abroad? | 6 ☐ up a tent? |
| 2 ☐ souvenirs? | 7 ☐ a flight early? |
| 3 ☐ hiking? | 8 ☐ backpacking? |
| 4 ☐ at a B&B? | 9 ☐ off early? |
| 5 ☐ interesting sights? | 10 ☐ back relaxed? |

- 2 Read the holiday offer below and put the verbs (1–7) in the correct places and in the correct form. What kind of travellers (a–c) is this holiday for? Write the answers in your notebook.

- a primary school children
b middle-aged people without children
c university students



If you are, then you've just found your perfect holiday!

- You don't even need to (1) ☐ your flight – we will do it for you.
- When your plane (2) ☐, a taxi driver will be waiting for you at the airport.
- As soon as you (3) ☐ out of the taxi at the hotel, you can (4) ☐ without waiting in any queue! All you need to do afterwards is relax and (5) ☐ by one of the swimming pools. Of course, there is no need to (6) ☐ out when you leave – just leave your key card in the box at the reception desk. You'll (7) ☐ back home thinking of when to have your next holiday with our company!

- 3 Work in pairs. Make a holiday offer for a different group of travellers. Use at least 10 words from page 42.

activity holiday ■ city break ■ package holiday

- 4 Work in groups. Present your holiday offer to another pair of students. In turns, guess what group of travellers the offers are for.

Let's learn more

- 1 3.39 Listen and read. In your notebook, match pictures (a–i) with words (1–9).



Enter Adventure!

Now that classes are finally over, you can start thinking about an exciting and unusual way to spend your holidays. If you love adventure, why don't you ¹go **trekking** in Scotland? You can go on some exciting ²routes that lead along the Galloway ³cliffs. Real ⁴thrill-seekers can go ⁵whitewater rafting in rivers or ⁶kayaking on famous Scottish lakes such as Loch Ness. After a whole day of ⁷paddling, you can rest at one of the many ⁸campsites or visit the ⁹ruins of a castle – perhaps you'll meet the ghosts of some Scottish knights? ☺



- 2 Work in pairs. Put these holiday activities in order from the least to the most dangerous.

visiting ruins ■ trekking ■ staying at a campsite
whitewater rafting ■ kayaking

- 3 3.40 Listen to recordings 1–5. In your notebook, match them with responses a–e.

- | | | | | |
|---|--|---|---|--|
| 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ | 5 ☐ |
| a I don't think it's a good idea because I can't swim and I'm really afraid of water. | b So, let's get into the boat and start paddling, or we're not going to get any sleep tonight. | c Well, I don't know. I've checked the map a few times and I think we should find the village soon. | d No, I haven't, but we're planning to go hiking in the Alps this year. | e And she's such a quiet and peaceful person. It's hard to believe they come from the same family. |

- 4 Work in pairs. In your notebooks, write five sentences about your friend and his/her holiday experience or preference. Use at least five words from exercise 1.

I think you have visited the ruins of some Polish castles.

Let's recycle

- 1 Match adverts (1–3) to pictures (a–d). There is one extra picture that you don't need to use. Write the answers in your notebook.

1

MODERAN

Do you want to look cool without spending all your pocket money? If so, visit our shop in the Green City shopping mall. Our spring collection is on sale now! Buy one piece of clothing and get one free!

2

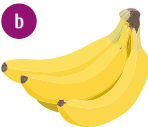
— Office Best —

We are now offering a 60% discount on all computer equipment. Come to our shop and our sales assistant will help you find exactly what you need. Don't wait too long or you may lose the chance to get the best bargains this winter sale!

3

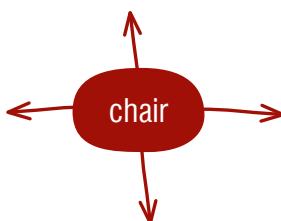
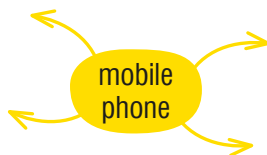
#OrangeGreenRed

If you love fresh food, you need to visit our street market. See for yourself why our customers are always satisfied. Walk around the market, choose what you like, pay the way you like it (you can pay by card or in cash), and enjoy the experience.



- 2 In your notebook, complete the spidergrams, using the adjectives in the box. Compare your answers with a partner. You can use the adjectives more than once.

well-made ■ handmade ■ second-hand
high tech ■ old-fashioned ■ reliable
comfortable ■ useful



Let's learn more

- 1 3.41 Listen and read. Match the pop-up ads (1–4) with the pictures (a–d).

1 The smallest, most powerful and versatile wireless projector! Now watching films with your friends will become a true cinema experience. ✕

2 Face masks for every skin type! Affordable and cult-favourite – buy two and get a 20% discount! ✕

3 No more dead phones! Get one of our portable phone chargers now! Things can't get any more convenient! ✕

4 For short trips, pack all your stuff into this beautiful unisex weekend bag. It comes in 16 different colours to suit every taste, and it may be personalised with your name. ✕



- 2 In your notebook, match the words in green from exercise 1 with their definitions.

- | | |
|----------------------------------|------------------------------|
| 1 not too expensive | 5 strong and works well |
| 2 easy to use | 6 can be carried or moved |
| 3 good for men and women | 7 designed for an individual |
| 4 famous and used by many people | 8 can be used in many ways |

- 3 In your notebook, complete the sentences with the correct words from exercise 2.

- You can take this fantastic heater anywhere you go.
- A(n) phone with the owner's name on it is a good idea for a gift.
- This perfume will be perfect for both your mum and dad.
- You can also buy a more version of the latest phone and save some money.
- It's a very scarf – you can also use it as a soft hat or headband.

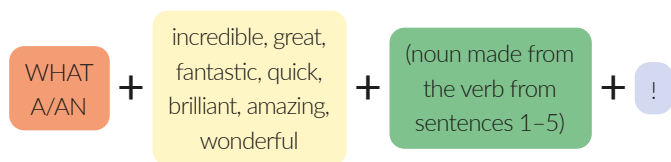
- 4 Work in groups of four. Imagine the products from exercise 1 are sold in Poland. Make Polish versions of the ads.

Let's recycle

1 In your notebook, write passive sentences from the prompts below.

- 1 This film / **produce** in Africa and Australia 5 years ago.
- 2 DNA / **discover** in 1953.
- 3 A hundred famous paintings / **exhibit** in this gallery every year.
- 4 Ten new computers / **install** in our school in an hour.
- 5 A big park / **create** in the centre of our town last year.

2 Work in pairs. In turns, read the sentences from exercise 1 and react to them, using the following model:



This film was produced in Africa and Australia.

What a **fantastic** production!

3 3.42 Listen to a Polish tour guide talking about a painting. Then complete the English translation in your notebook.



Leonardo da Vinci's *Lady with an Ermine* was painted at the end of the 15th century, and it took the artist about one year to finish. This famous ¹ was ordered by a rich man from Milan, and is one of four

² of women by

da Vinci. It was bought by a Polish prince, Adam Jerzy Czartoryski, around 1800 and transported to the family palace in Pulawy. Today, the painting is one of many ³ of the National Museum in Kraków. Please remember that you can't ⁴ of the Lady. Don't worry, though, there's some good news – inside the ⁵ , there is a special room with a copy of the painting where everyone's invited to take a selfie.

Let's learn more

1 3.43 Listen and read. Which museum would you most like to visit? Why? Answer the questions (1–4).

Many people view museums as boring places where you just see paintings on the walls or jewellery in old **cabinets**. If you're tired of **conventional** art galleries, check out one of these!

The Museum of Bad Art, Massachusetts, USA, where you'll find bad art in all its forms, collected for over 20 years. If Massachusetts is too far, check out the **online collection**.

The Saatchi Gallery, London, UK, is where young unknown artists get the chance to become famous. That's why there are no **permanent** exhibitions there. But there's a lot of modern art, and once, there was even a **temporary** exhibition of photos taken with smartphones, including a selfie taken by the Queen.

The Dali Theatre-Museum, Figueres, in Spain, is a gallery that exhibits a lot of paintings, sculptures and **collages**. Looking at the exhibits gives you the feeling of being in an artistic dream!

The Sulabh International Museum of Toilets, New Delhi, India. Here you can find over 500 years of history connected with the **ceramics** you find in the "smallest room" in the house. The museum also has a virtual tour online.



- 1 Which three words can you see in pictures a–c?
- 2 Which two words are opposites?
- 3 Which phrase is connected with the Internet?
- 4 Which word means the same as 'traditional'?

2 Work in pairs. Write an advertisement for a school art gallery. Use the words and phrases from exercise 1. Then present your text to the class.

Let's recycle

- 1 3.44 Listen to three texts (1–3) and match them with the correct pictures (a–d). There is one extra picture which you do not need to use. Write the answers in your notebook.

Text 1 ☐ Text 2 ☐ Text 3 ☐



- 2 3.44 Look at the words in the boxes and listen again. Find three words in each box that are not used in the text.

Text 1

opponent ■ hurt ■ break the rules ■ referee
fans ■ players ■ fouls ■ pitch
Championship ■ gloves

Text 2

track ■ gloves ■ skates ■ compete ■ boots
prevent injury ■ stretching ■ rink ■ tournament
train ■ warm up ■ wins

Text 3

supporters ■ helmet ■ scores ■ win
opponents ■ ball ■ get fit ■ record ■ did exercise
passes ■ trophy ■ the winning goal

Let's learn more

- 1 3.45 Listen and read. Answer the final question in text.

WORDS AT PLAY!

We use some expressions taken from sport in everyday life. Some of them are connected with sport in general and others come from specific sports. For example, some people **play fair** and others **hit below the belt**. Sometimes, you need to **jump in at the deep end** when you start, for example, a new company and years later, you **pass the torch** to a younger generation.

We understand these expressions quite well without thinking about where they come from. When somebody says that two candidates for a job are **neck and neck**, do they know that this expression is often used in horse racing? As you can see, sport keeps us fit and healthy, and gives us emotions and helps us to communicate.

Now, a short quiz for you so that you can see what it's like when **the ball is in your court**. :) How many sport-related idioms in your language can you name in two minutes?

- 2 In your notebook, write the English translations for these phrases.

- 1 zadać cios poniżej pasa –
- 2 piłka jest po twojej stronie –
- 3 grać fair –
- 4 rzucić się na głęboką wodę –
- 5 przekazać pałeczkę –
- 6 iść łeb w łeb –

- 3 In your notebook, match the words to make correct idioms. Can you give their Polish translations?

- 1 a race
- 2 to set
- 3 to score
- 4 to win
- a against time
- b by a nose / a hair / a hair's breadth
- c the bar high
- d an own goal



- 4 In your notebook, write four sentences about your life. Use the idioms from exercise 3.

Let's recycle

- 1 Read what the students say. In your notebook, write at least two after-school clubs for each student.



Josh

I love doing exercise and care about being fit and healthy.



Annie

My mum is an IT expert and I think her job is fascinating.

Spending time with, talking to and helping different people makes me happy.



Archie

I enjoy being brainy. I think it's important to exercise your mind.

I was born an artist!



Ryan



Greg

After-school clubs this term:

dance club • cookery club • chess club
coding club • web design club
graphic design club • indoor climbing
band practice • arts and crafts • robotics club
sing language club • voluntary work • drama club

- 2 Work in pairs. Compare the after-school classes you have chosen in exercises 1. Decide which activity would be the best for each person.

I think that a dance club would be the best for Josh. If he goes to a dance club, he will get lots of physical exercise.

Yeah, but if he chooses the cookery club, he will learn how to cook healthy food and this is very important if you want to keep fit.

- 3 Read the sentences. In your notebook, write T (True) or F (False) for sentences 1–4 about your school.

- It is not easy to get a grade 6 in history.
- The school year usually finishes before 20th June.
- If you are absent from school, your parents have to tell the school why you are absent.
- Students get reports three times a year.
- If you do not hand in your homework, you always get a grade 1.
- I know the first names of our form tutor and head teacher.

Let's learn more

- 1 3.46 Listen and read. In your notebook, match the words in green with the definitions (1–8).



Jack (grandpa)

When I did something wrong, I had to stand in a corner. Of course, I also had to listen to the teacher's **reprimands** all the time. We often had to **retake tests** because every time you gave a different answer, it was wrong. My teachers didn't think about **alternative** answers. However, I really liked our **home economics** classes, where I could learn to prepare dinner or bake a cake.

Our school is very friendly. When a student **misbehaves**, they are not given a **time-out**, but they can talk to a psychologist. We aren't really stressed by tests because they **focus on** creative thinking. So the teacher always discusses all our answers, and very often, I can get points even if my answers are different from my friend's. One of the most useful things I've learned at school is how to **research a topic** online for when we write our essays at home.



Ashley (granddaughter)

- to behave badly –
- strict criticism –
- a time when a student has to sit alone because of bad behaviour –
- a subject where you learn practical skills –
- to find information about a subject –
- to write a test again –
- to concentrate on something –
- different, but also correct or useful –

- 2 Work in pairs. Imagine you're the headmaster of a school of the future. Answer the questions, using the words and phrases from exercise 1. Make notes in your notebook.

- What subjects will your students learn?
- How many lessons will they have every day?
- What kind of tests will the teachers give?
- How much homework will students get?
- Will the students get any punishment? Why/Why not?
- What after-school activities will they take part in?

- 3 Present your school of the future to the class. Vote for the best school of the future.

Let's recycle

1 Choose the correct answers. There can be one, two or three correct answers.

- 1 Rice contains a lot of
 - a protein.
 - b fat.
 - c carbohydrates.
- 2 There is a lot of vitamin C in
 - a blackcurrants.
 - b yoghurt.
 - c oranges.
- 3 Vegans don't eat
 - a meat.
 - b fish.
 - c dairy products.
- 4 Which of the following don't contain much protein?
 - a eggs
 - b strawberries
 - c cereal
- 5 Which product doesn't have any calories?
 - a water
 - b milk
 - c kiwi fruit

2  Work in pairs. Ask and answer the questions.

- 1 Do you often eat out?
 - Where do you usually go?
 - What kind of food do you eat there?
 - Do you always leave a tip?

- 2 Do you like eating in?
 - Do you invite your friends round?
 - How often do you order a takeaway?
 - How often do you have family get-togethers?

- 3 Do you have family barbecues?
 - What kind of food do you usually grill?
 - Who is the family chef?
 - Do you try new food or eat traditional food?

3 In your notebook, write a short mystery factfile about your friend. Use the information from exercise 2. Do not use your friend's name.

FACT FILE

- 1 This person ...
- 2 He/She ...
- 3 ...

4  Work in different pairs. Swap your factfiles and guess who the person is.

Let's learn more

1  3.47  Listen and read. In pairs, tell each other how often you eat these meals.

A taste of Poland

Like any other nation, the Poles have their traditional food, and if you want to taste a bit of Poland, it might be a good idea to try some of these dishes.

Chłodnik is a cold soup which is made of **sour milk** or **buttermilk**, cooked **beetroot** and young beetroot leaves. You can also add **chopped dill**, cucumber and a **hard-boiled** egg.



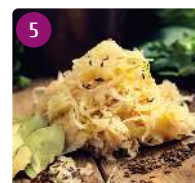
Another dish is *gołąbki* – cabbage leaves that look like rolls and are **stuffed** with **spiced**, **minced** meat and rice.



Finally, probably the most popular Polish food – *pierogi*. These are dumplings with different types of **stuffing**. They are usually filled with **sauerkraut** and mushrooms, sometimes with meat, or potato and cheese. They can also be sweet, with **cottage cheese**, **blueberries** or strawberries. When a Polish grandma serves fruit-filled *pierogi*, they are usually **topped** with sour cream and sugar. An unforgettable taste!



2 In your notebook, match the nouns from exercise 1 with pictures (1–7). Then translate the adjectives (a–g) into English.



- | | |
|--|--|
| a mielone –  | e kwaszone –  |
| b nadziewane –  | f gotowane na twardo –  |
| c polane –  | g siekany –  |
| d przyprawione –  | |

Unit 1 an email

I saw that sci-fi film which you recommended.

Widziałem/Widziałam ten film fantastyczno-naukowy, który poleciłeś/poleciłaś.

In my opinion, it was such a great film!

Według mnie to był taki świetny film!

The actress who played the lead role was so amazing.

Aktorka, która zagrała główną rolę, była po prostu niesamowita.

The film had such good special effects.

Ten film miał wyjątkowo dobre efekty specjalne.

I loved the robots!

Bardzo podobały mi się roboty!

Would you like to see it with me?

Chciałbyś/Chciałabyś obejrzeć go ze mną?

It comes out next Saturday.

Wchodzi do kin w przyszłą sobotę.

It's on at the local cinema.

Można go zobaczyć w miejscowym kinie.

Shall we meet there at 6 o'clock?

Spotykamy się na miejscu o szóstej?

It's an action comedy.

To komedia akcji.

It's based on the video games.

Jest oparty na grach wideo.

It's set in London.

Akcja filmu toczy się w Londynie.

It's about a man whose father disappears.

To film o mężczyźnie, którego ojciec znika bez śladu.

Robert Downey Jr stars as / plays the role of Iron Man.

Robert Downey Jr gra rolę Iron Mana.

Unit 2 a notice

Attention everyone!

Uwaga wszyscy!

There was a thief at school yesterday.

Wczoraj w szkole był złodziej.

He/She stole my backpack.

Ukradł/Ukradła mój plecak.

The missing backpack is black.

Skradziony plecak jest czarny.

The backpack is made of leather.

Plecak wykonany jest skóry.

The suspect is a slim, medium height woman.

Podejrzana to szczupła kobieta średniego wzrostu.

He/She was wearing a grey tracksuit.

Miał/Miała na sobie szary dres.

He/She was carrying a green bag.

Miał/Miała przy sobie zieloną torbę.

When I saw him/her, he/she was running away across the playground.

Kiedy go/ją zobaczyłem/zobaczyłam, uciekał/uciekała przez plac zabaw.

If you have any information about the suspect, please contact the head teacher.

Jeśli masz/macie jakiegokolwiek informacje na temat podejrzanego/podejrzanej, skontaktuj/skontaktujcie się z dyrektorem szkoły.

I would be very grateful if you could help me find my backpack.

Byłbym/Byłabym bardzo wdzięczna, gdybyś/gdybyście mógł/mogła/mogli pomóc mi odnaleźć mój plecak.

Thanks for your help!

Dziękuję za pomoc!

Unit 3 a travel blog

We've been in France for four days / since Monday.

Jesteśmy we Francji od czterech dni / od poniedziałku.

We're staying at a youth hostel in Paris.

Jesteśmy zakwaterowani w schronisku młodzieżowym w Paryżu.

It's near the river Seine.

To niedaleko Sekwany.

I'm sharing a room with Sally and Emma.

Dzielę pokój z Sally i Emmą.

It's great here!

Jest tu wspaniale!

It was still very early when we set off on Sunday.

Kiedy wyruszyliśmy w niedzielę, było jeszcze bardzo wcześnie.

We travelled by coach to Dover.

Pojechaliśmy autokarem do Dover.

Then, we got on the ferry.

Następnie wsiedliśmy na prom.

After that, we went to Dunkirk.

Potem pojechaliśmy do Dunkierki.

We've seen a lot of sights since we arrived.

Widzieliśmy wiele atrakcji turystycznych, odkąd tu przyjechaliśmy.

We've already climbed the Eiffel Tower.

Weszliśmy już na wieżę Eiffla.

We haven't been to the Louvre yet.

Jeszcze nie byliśmy w Luwrze.

We're leaving the day after tomorrow.

Wyjeżdżamy pojutrze.

I hope I can come back soon!

Mam nadzieję, że będę mógł/mogła tu wkrótce wrócić!

Unit 4 a thank you letter

Thank you for the birthday wishes.

Dziękuję za życzenia urodzinowe.

It's great because I bought something I really wanted.

Jest świetny, bo kupiłem/kupiłam coś, co bardzo chciałem/chciałam mieć.

I can use it to track how many steps I walk every day.

Mogę go użyć do mierzenia ilości kroków, które pokonuję każdego dnia.

I've already tried it and it works perfectly.

Już go wypróbowałem/wypróbowałam i działa idealnie.

It's not as high-tech as a smartwatch, but it's better for tracking activities.

Nie jest tak nowoczesny jak smartwatch, ale jest lepszy do śledzenia aktywności fizycznej.

It's good enough to motivate me.

Jest wystarczająco dobry, żeby mnie zmotywować.

I bought it online because it was cheaper than at the shopping mall.

Kupiłem/Kupiłam go przez Internet, ponieważ był tam tańszy niż w centrum handlowym.

It was a bargain because of the discount.

To była okazja ze względu na promocję.

Thanks again!

Jeszcze raz dzięki!

I will use it regularly.

Będę go używać regularnie.

Unit 5 a school blog

This term, the theme was Creation and Invention.

Tematem w tym półroczu jest Twórczość i Wynalazczość.

If you're interested in seeing all the inventions, check out the exhibition!

Jeśli jesteście zainteresowani obejrzeniem wszystkich wynalazków, zobaczcie tę wystawę!

The winning design was invented by students in Class 5A.

Zwycięski projekt został stworzony przez uczniów klasy 5A.

It's a robotic arm which is made of plastic and metal.

To jest zautomatyzowane ramię, które zrobione jest z plastiku i metalu.

It was created in their Technology class.

Powstało w trakcie zajęć techniki.

It's such an amazing invention.

To jest naprawdę niezwykły wynalazek.

The extra prize was won by Mikey.

Nagrodę dodatkową wygrał Mikey.

The theme of next term's competition is Portrait Art.

Tematem zawodów w następnym półroczu jest Portret.

We're excited about seeing your creations!

Nie możemy się doczekać waszych prac!

If you're good at drawing, get ready for the next exhibition!

Jeśli jesteś dobry/dobra w rysowaniu, przygotuj się na następną wystawę!

Unit 6 an email

First of all, you should train regularly.

Po pierwsze, powinieneś/powinnaś ćwiczyć regularnie.

Second, you shouldn't stay up too late.

Po drugie, nie powinieneś/powinnaś chodzić spać późno.

Third, you don't have to stop eating nice things completely but you mustn't eat junk food.

Po trzecie, nie musisz całkowicie zrezygnować z jedzenia dobrych rzeczy, ale nie możesz jeść śmieciowego jedzenia.

Finally, you must respect the referee.

Na koniec, musisz szanować arbitra.

As you know, I competed in the final of the regional football tournament last month.

Jak wiesz, w ostatnim miesiącu brałem/brałam udział w finałach lokalnego turnieju piłki nożnej.

We didn't win the trophy.

Nie zdobyliśmy pucharu.

We came second.

Zajęliśmy drugie miejsce.

We couldn't beat our opponents.

Nie daliśmy rady pokonać naszych przeciwników.

The final score was 2-1.

Ostateczny wynik to 2:1.

Anyway, thanks for inviting us to the match.

W każdym razie, dziękuję za zaproszenie nas na mecz.

Do supporters have to get tickets?

Czy kibice muszą kupować bilety?

Could you reserve seats for me and my sister?

Czy możesz zarezerwować miejsca dla mnie i mojej siostry?

It will be great to watch the big match.

Będzie świetnie zobaczyć ten wielki mecz.

Good luck – I hope you win!

Powodzenia – mam nadzieję, że wygracie!

Unit 7 a note

I'm going to join the sign language club!

Dołączę do koła języka migowego!

I think it'll be fun to learn something new.

Myślę, że będzie fajnie nauczyć się czegoś nowego.

It might be useful in the future.

Może to być przydatne w przyszłości.

Hopefully, it won't be too hard.

Mam nadzieję, że nie będzie to zbyt trudne.

The club starts at four o'clock next Monday.

Koło zaczyna się o czwartej w przyszły poniedziałek.

I'm meeting Helen after school.

Spotykam się z Helen po szkole.

He/She's going to come too.

On/Ona też przyjdzie.

Then we might go for a pizza.

Potem możemy iść na pizzę.

Why don't you sing up for it too?

Może też się zapiszesz?

It won't be the same if you don't go.

To nie będzie to samo bez ciebie.

If we all/both go, we'll be able to practise together.

Jeśli wszyscy/obaj/oboje/obie pójdziemy, będziemy mogli ćwiczyć razem.

Go on – it'll be good fun!

No, chodź – to będzie dobra zabawa!

Unit 8 an email

In my town/city, there are a lot of restaurants.

W moim mieście jest wiele restauracji.

There's a vegetarian café.

Jest kawiarnia wegetariańska.

There's a fish and chips shop where you can get a takeaway.

Jest smażalnia ryb, w której można zamówić na wynos.

There are also some Italian and Chinese restaurants.

Jest też kilka włoskich i chińskich restauracji.

There's something for everyone!

Jest coś dla każdego!

My favourite restaurant is an Indian one.

Moja ulubiona to restauracja indyjska.

The chef / waiter is my friend's dad.

Szefem kuchni / Kelnerem jest tata mojego przyjaciela / mojej przyjaciółki.

Everything is organic.

Wszystko jest organiczne.

Although it's popular, it isn't expensive.

Mimo że jest popularna, nie jest droga.

You have to book a table.

Musisz zarezerwować stół.

For starters, order a few samosas.

Z przystawek zamów kilka samos.

For the main course, I recommend chicken curry.

Z dań głównych polecam curry z kurczakiem.

Although it's a bit spicy, it's delicious!

Mimo że jest trochę ostre, jest przepyszne!

You should order a side dish of rice.

Zamów na przystawkę ryż.

Try some Indian sweets for dessert!

Z deserów spróbuj indyjskich słodczy!

Base form	Transcription	Past simple	Transcription	Past participle	Transcription	Translation
be	/bi:/	was were	/wɒz/ /wɜ:/	been	/bi:n/	być
beat	/bi:t/	beat	/bi:t/	beaten	/'bi:t(ə)n/	bić
become	/br'kʌm/	became	/br'keɪm/	become	/br'kʌm/	zostawać, stawać się
begin	/br'gɪn/	began	/br'gæn/	begun	/br'gʌn/	zaczynać
bite	/baɪt/	bit	/bɪt/	bitten	/'bɪt(ə)n/	gryźć
blow	/bləʊ/	blew	/blu:/	blown	/bləʊn/	wiać, dmuchać
break	/breɪk/	broke	/brəʊk/	broken	/'brəʊk(ə)n/	łamać, psuć się
bring	/brɪŋ/	brought	/brɔ:t/	brought	/brɔ:t/	przynosić
build	/bɪld/	built	/bɪlt/	built	/bɪlt/	budować
burn	/bɜ:n/	burnt burned	/bɜ:nt / /bɜ:nd/	burnt burned	/bɜ:nt / /bɜ:nd/	palić (się), oparzyć (się)
buy	/baɪ/	bought	/bɔ:t/	bought	/bɔ:t/	kupić
can	/kæn/	could	/kʊd/	–	–	móc, potrafić
catch	/kætʃ/	caught	/kɔ:t/	caught	/kɔ:t/	łapać
choose	/tʃu:z/	chose	/tʃəʊz/	chosen	/'tʃəʊz(ə)n/	wybierać
come	/kʌm/	came	/keɪm/	come	/kʌm/	przychodzić
cost	/kɒst/	cost	/kɒst/	cost	/kɒst/	kosztować
cut	/kʌt/	cut	/kʌt/	cut	/kʌt/	ciąć
do	/du:/	did	/dɪd/	done	/dʌn/	robić
draw	/drɔ:/	drew	/dru:/	drawn	/drɔ:n/	rysować
dream	/dri:m/	dreamt dreamed	/dremt/ /dri:md/	dreamt dreamed	/dremt/ /dri:md/	marzyć, śnić
drink	/drɪŋk/	drank	/dræŋk/	drunk	/drʌŋk/	pić
drive	/draɪv/	drove	/drəʊv/	driven	/'draɪv(ə)n/	jechać
eat	/i:t/	ate	/et, eɪt /	eaten	/'i:t(ə)n/	jeść
fall	/fɔ:l/	fell	/fel/	fallen	/fɔ:lən/	upadać
feel	/fi:l/	felt	/felt/	felt	/felt/	czuć
fight	/faɪt/	fought	/fɔ:t/	fought	/fɔ:t/	walczyć
find	/faɪnd/	found	/faʊnd/	found	/faʊnd/	znajdować
fly	/flaɪ/	flew	/flu:/	flown	/fləʊn/	latać
forget	/fə'get/	forgot	/fə'gɒt/	forgotten	/fə'gɒt(ə)n/	zapominać
forgive	/fə'gɪv/	forgave	/fə'geɪv/	forgiven	/fə'gɪv(ə)n/	wybaczać
get	/get/	got	/gɒt/	got	/gɒt/	dostawać
give	/gɪv/	gave	/geɪv/	given	/'gɪv(ə)n/	dawać
go	/gəʊ/	went	/went/	gone	/gɒn/	iść, jechać
grow	/grəʊ/	grew	/gru:/	grown	/grəʊn/	rosnąć
have	/hæv/	had	/hæd/	had	/hæd/	mieć
hang	/hæŋ/	hung	/hʌŋ/	hung	/hʌŋ/	wieszać
hear	/hɪə/	heard	/hɜ:d/	heard	/hɜ:d/	słyszeć
hide	/haɪd/	hid	/hɪd/	hidden	/'hɪd(ə)n/	ukrywać, chować
hold	/həʊld/	held	/held/	held	/held/	trzymać
hurt	/hɜ:t/	hurt	/hɜ:t/	hurt	/hɜ:t/	ranić
know	/nəʊ/	knew	/nju:/	known	/nəʊn/	znać
lead	/li:d/	led	/led/	led	/led/	prowadzić, wieść
learn	/lɜ:n/	learnt learned	/lɜ:nt / /lɜ:nd/	learnt learned	/lɜ:nt / /lɜ:nd/	uczyć się
leave	/li:v/	left	/left/	left	/left/	opuszczać, zostawiać
lend	/lend/	lent	/lent/	lent	/lent/	pożyczać (komuś)
let	/let/	let	/let/	let	/let/	pozwalać
lose	/lu:z/	lost	/lɒst/	lost	/lɒst/	gubić, tracić
make	/meɪk/	made	/meɪd/	made	/meɪd/	robić
mean	/mi:n/	meant	/ment/	meant	/ment/	znaczyć

Base form	Transcription	Past simple	Transcription	Past participle	Transcription	Translation
meet	/mi:t/	met	/met/	met	/met/	spotykać, poznawać
pay	/peɪ/	paid	/peɪd/	paid	/peɪd/	płacić
put	/pʊt/	put	/pʊt/	put	/pʊt/	kłaść
quit	/kwɪt/	quit	/kwɪt/	quit	/kwɪt/	rezygnować
read	/ri:d/	read	/red/	read	/red/	czytać
ride	/raɪd/	rode	/rəʊd/	ridden	/'rɪd(ə)n/	jeździć
ring	/rɪŋ/	rang	/ræŋ/	rung	/rʌŋ/	dzwonić
rise	/raɪz/	rose	/rəʊz/	risen	/'rɪz(ə)n/	podnosić się, wschodzić (o słońcu)
run	/rʌn/	ran	/ræn/	run	/rʌn/	biec
say	/seɪ/	said	/sed/	said	/sed/	powiedzieć
see	/si:/	saw	/sɔ:/	seen	/si:n/	widzieć
sell	/sel/	sold	/səʊld/	sold	/səʊld/	sprzedawać
set	/set/	set	/set/	set	/set/	ustawiać, zachodzić (o słońcu)
show	/ʃəʊ/	showed	/ʃəʊd/	shown	/ʃəʊn/	pokazywać
shut	/ʃʌt/	shut	/ʃʌt/	shut	/ʃʌt/	zamykać
sing	/sɪŋ/	sang	/sæŋ/	sung	/sʌŋ/	śpiewać
sit	/sɪt/	sat	/sæt/	sat	/sæt/	siedzieć
sleep	/sli:p/	slept	/slept/	slept	/slept/	spać
smell	/smel/	smelt	/smelt/	smelt	/smelt/	czuć, pachnieć
speak	/spi:k/	spoke	/spəʊk/	spoken	/'spəʊk(ə)n/	mówić
spend	/spend/	spent	/spent/	spent	/spent/	spędzać, wydawać
stand	/stænd/	stood	/stʊd/	stood	/stʊd/	stać
steal	/sti:l/	stole	/stəʊl/	stolen	/'stəʊl(ə)n/	kraść
swim	/swɪm/	swam	/swæm/	swum	/swʌm/	pływać
take	/teɪk/	took	/tʊk/	taken	/'teɪk(ə)n/	brać, wziąć
teach	/ti:tʃ/	taught	/tɔ:t/	taught	/tɔ:t/	uczyć (kogoś)
tell	/tel/	told	/təʊld/	told	/təʊld/	powiedzieć
think	/θɪŋk/	thought	/θɔ:t/	thought	/θɔ:t/	myśleć
throw	/θrəʊ/	threw	/θru:/	thrown	/θrəʊn/	rzucić
understand	/,ʌndə'stænd/	understood	/,ʌndə'stʊd/	understood	/,ʌndə'stʊd/	rozumieć
wear	/weə/	wore	/wɔ:/	worn	/wɔ:n/	nosić, mieć na sobie
win	/wɪn/	won	/wʌn/	won	/wʌn/	wygrywać
write	/raɪt/	wrote	/rəʊt/	written	/'rɪt(ə)n/	pisać

p	as in pen	/pen/	t	as in take	/teɪk/	tʃ	as in check	/tʃek/	n	as in need	/ni:d/
b	as in back	/bæk/	d	as in day	/deɪ/	dʒ	as in job	/dʒɒb/	ŋ	as in strong	/strɒŋ/
f	as in fit	/fɪt/	s	as in see	/si:/	k	as in key	/ki:/	r	as in ride	/raɪd/
v	as in van	/væn/	z	as in zoo	/zu:/	g	as in go	/gəʊ/	l	as in like	/laɪk/
θ	as in think	/θɪŋk/	ʃ	as in show	/ʃəʊ/	h	as in hot	/hɒt/	w	as in win	/wɪn/
ð	as in this	/ðɪs/	ʒ	as in casual	/'kæʒuəl/	m	as in meet	/mi:t/	j	as in yes	/jes/

ɪ	as in hit	/hɪt/	ə	as in about	/ə'baʊt/	ɑ:	as in mark	/mɑ:k/	ɪə	as in ears	/ɪəz/
i:	as in meat	/mi:t/	ɜ:	as in work	/wɜ:k/	eɪ	as in say	/seɪ/	ʊə	as in tours	/tʊəz/
i	as in pretty	/'prɪti/	ɔ:	as in draw	/drɔ:/	ɔɪ	as in boy	/bɔɪ/	eə	as in wears	/weəz/
ʊ	as in put	/pʊt/	æ	as in cat	/kæt/	aɪ	as in write	/raɪt/			
u:	as in boot	/bu:t/	ʌ	as in cup	/kʌp/	əʊ	as in no	/nəʊ/			
e	as in bed	/bed/	ɒ	as in stop	/stɒp/	aʊ	as in now	/naʊ/			

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52 (Brainy phrases icon, ex1, ex2, ex3), 53 (ex4), 55 (project icon),
56 (over to you icon, game icon, learning to learn icon, project
icon, ex3, sound alert icon), 57 (ex5), 58 (ex6, ex8), 59 (the Great
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discover more icon), 78 (Brainy phrases icon, ex1, game icon),
79 (ex1, ex4), 81 (project icon, What sport is it?, golf), 82 (over
to you icon, learning to learn icon, ex4, project icon, ex5, sound
alert icon), 83 (ex2, ex4), 84 (ex6), 85 (ex1, game icon), 86 (ex2,
game icon), 87 (Brainy fact icon, ex1), 88 (ex1, recycle icon, ex3),
89 (ex1), 90 (good school-life balance, recycle icon), 91 (around
the world icon, ex1, ex4, discover more icon), 92 (Brainy phrases
icon, ex1, game icon), 93 (ex1, ex4), 95 (project icon, broken chain),
96 (over to you icon, learning to learn icon, ex5, project icon,
game icon, sound alert icon), 97 (ex1, game icon, recycle icon,
ex4), 98 (ex1, game icon, ex3), 99 (ex1, game icon, recycle icon),
100 (Brainy fact icon, ex1), 101 (ex1, game icon), 102 (spinach,
chocolate, ex2, game icon), 103 (around the world icon, ex1, game
icon, ex4, discover more icon), 104 (Brainy phrases icon, ex1,
ex2, recycle icon), 105 (ex1, ex4), 107 (project icon, desert island),
108 (over to you icon, learning to learn icon, game icon, ex2,
project icon, sound alert icon), 109 (ex4), 110 (ex6), 112 (book icon),
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15 14 13 12 11 10 9 8 7 6

BRAINY

Brainy to podręcznik przygotowany specjalnie z myślą o **zreformowanej 8-klasowej szkole podstawowej**, zapewniający rzetelną realizację podstawy programowej.

Rozdziały w podręczniku *Brainy* zostały zaprojektowane według zasady spirality – uczeń powtarza poznany materiał i poszerza go o nowe elementy, co podnosi efektywność nauki i pomaga w zapamiętywaniu materiału.

Brainy klasa 7 oferuje nowy przejrzysty podział na lekcje i dzięki temu ułatwia pracę nauczycielowi.

lesson 1

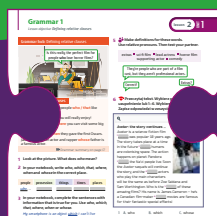


Nowe słownictwo

lesson 5



lesson 2

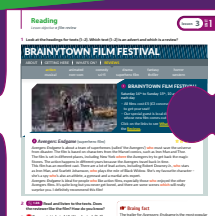


Nowa gramatyka w oparciu o znane słownictwo

lesson 6

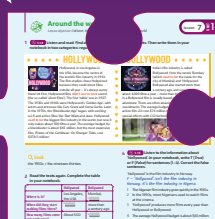


lesson 3

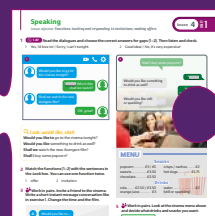


Czytanie w oparciu o znane słownictwo i gramatykę

lesson 7

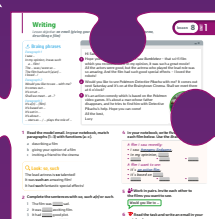


lesson 4

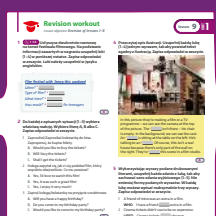


Umiejętności produktywne: mówienie i pisanie

lesson 8

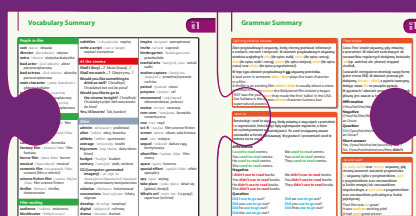


lesson 9



Powtórzenie lekcji 1–8 w formie zadań testowych

Vocabulary & Grammar



Słowniczek Tabele gramatyczne z wyjaśnieniami

Train your brain!



Dodatkowe zadania utrwalające