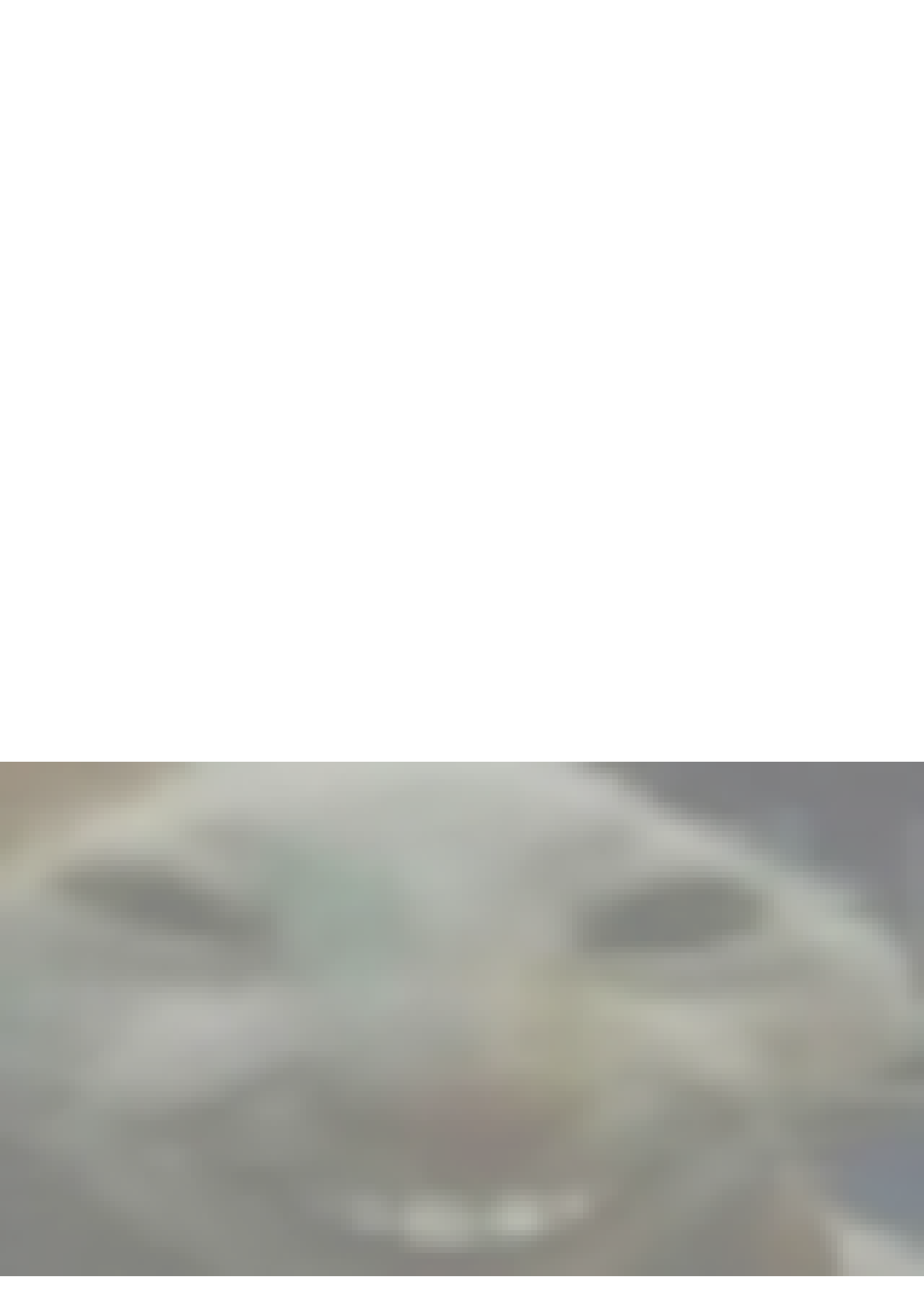


Książka ucznia

Catherine McBeth

BRAINY





Książka ucznia

Catherine McBeth

BRAINY

Welcome unit page 4		Vocabulary: staying in (homes, cooking, homework, hobbies) and going out (places, sports, meeting friends, eating out); travel; school life
VocabularyGrammar		
Unit 1 Technology and services page 7	• modern technology • using services • returning and replacing goods	• past tenses: review (Past simple, <i>used to</i>, Past continuous) • Present perfect + <i>ever, never, just, yet, already, for</i> and <i>since</i>; Present perfect and Past simple
Unit 2 The environment page 19	• the environment • plants • eco-friendly activities at home	• the passive (Present simple, Past simple, Future simple, Present perfect); • the active and the passive; passive questions with prepositions
Units 1–2 Let's check pages 31–32		
Unit 3 Good citizens page 33	• social problems and solutions • politics and citizenship • fundraising activities	• zero and first conditionals; <i>unless</i>; • second conditional
Unit 4 Let's celebrate page 45	• festivals and events • public holidays • celebrating	• Past perfect; Past perfect and Past simple • Past perfect with time expressions: <i>just, already, never, before; by ... / by the time ...</i>
Units 3–4 Let's check pages 57–58		
Unit 5 Family and friends page 59	• family and friends • relationships • problems and conflicts	• reported speech • reported speech with expressions of time and place; reported speech: commands
Unit 6 Jobs page 71	• jobs, describing jobs • choosing a job • looking for a job	• reported questions • modals: review; reflexive pronouns and <i>each other</i>
Units 5–6 Let's check pages 83–84		
Unit 7 Let's check more page 85		
Unit 8 The Brainy Magazine: Summer's here! page 97	• summer holidays	
Units 7–8 Let's check pages 109–110		
Let's talk Units 1–2 page 110 Units 3–4 page 111 Units 5–6 page 112		Let's recycle and Let's learn more pages 113–118

- **Grammar:** Present simple and Present continuous; state verbs; comparative and superlative adjectives; future tenses; subject and object pronouns; possessive adjectives, pronouns and possessive 's; adverbs; gerunds and infinitives
- **Functions:** describing a picture; describing dreams, hopes, and plans; greetings, introductions and wishes

Speaking	Reading	Writing	
• taking things back to the shop	• an article • Around the world: unusual services from around the world	• a blog post with a product review	• Reading (uzupełnianie odpowiedzi) • Language functions (uzupełnianie luk) • Listening (wybór wielokrotny) • Use of English (parafraza zdań) • Writing (blog) • Revision workout 
• doing a survey (asking for clarification and repetition, checking understanding)	• a poster and an article • Around the world: global seed banks	• a formal email	• Reading (wybór wielokrotny, uzupełnianie luk w języku polskim) • Language functions (uzupełnianie luk) • Listening (odpowiadanie na pytania, uzupełnianie luk) • Use of English (parafraza zdań) • Writing (list) • Revision workout 
• encouraging and responding to encouragement, hesitating	• notices and posters • Around the world: European Youth Parliament	• an email	• Use of English (parafraza zdań, tłumaczenie fragmentów zdań) • Reading (dobieranie, uzupełnianie odpowiedzi) • Language functions (wybór wielokrotny) • Listening (wybór wielokrotny) • Writing (e-mail) • Revision workout 
• expressing wishes and responding to them; expressing surprise	• a leaflet and a blog • Around the world: National celebrations around the world	• an email	• Use of English (parafraza zdań) • Reading (uzupełnianie luk, dobieranie) • Listening (dobieranie) • Writing (e-mail) • Revision workout 
• talking about problems, apologising	• and online article • Around the world: the greatest love stories	• an email	• 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 
• indirect questions • congratulating and wishing people good luck	• a web forum • Around the world: work your way around the world!	• a blog	• Use of English (parafraza zdań, tłumaczenie fragmentów zdań) • Reading (dobieranie, uzupełnianie luk) • Listening (uzupełnianie luk, wybór wielokrotny) • Writing (blog) • Revision workout 
• talking about summer holidays and the seasons • making plans and expressing preferences	• interesting facts about summer • Around the world: school holidays and 'back to school'		
Let's read pages 119–123		Irregular verbs pages 126–127	
		Phonetic symbols page 127	

Staying in and going out

Step 1

Lesson objectives: Vocabulary revision: staying in and going out;
Grammar revision: Present simple and Present continuous, state verbs;
Language functions: describing a picture

Be brainy!

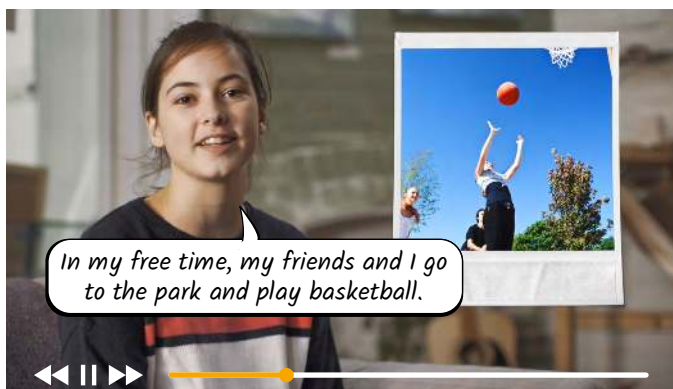
Review vocabulary groups

- 1 Work in groups. Copy the diagram and add as many words as possible in five minutes.



- 2 Over to you! In pairs, ask and answer the questions.

What do you do in your free time?
Do you usually stay in or go out?



Be brainy!

Revise tenses

Grammar hub: Present simple and Present continuous

My sister usually **meets** her friends on Saturdays, but today, she's **playing** football at the National Stadium.

My parents usually **eat** in, but today, they're **eating** out with the President and the First Lady.

- 3 Look at the Grammar hub. Imagine that your family and friends are doing some unusual things today. In your notebook, write five sentences about them.

My best friend usually goes to school on Tuesdays, but today, he's climbing Mount Everest!

Look: state verbs

We use state verbs to express abstract ideas, such as opinions or feelings. We don't usually use them with the Present continuous.

I **like** action films. ~~I'm liking~~ action films.

These shoes **cost** €30. ~~These shoes are costing~~ €30.

- 4 In your notebook, match the categories (1–4) with the sentences (a–d). Then make the sentences negative.

- 1 Thoughts and knowledge: *know, think, agree ...*
 - 2 Feelings and preferences: *hate, want, prefer ...*
 - 3 The senses and appearance: *look, seem, sound ...*
 - 4 Possession: *have, own ...*
- a I like rap music.
 - b Our teacher has three cats.
 - c I understand Russian.
 - d This cake tastes good.

Be brainy!

Practise language functions: describing a picture

Look: describing a picture

on the left/right in the middle
at the top/bottom in the background

- 5 1.01 Listen and follow the instructions.

- 1 Draw a large rectangle in your notebook.
- 2 Listen to someone describing a picture.
- 3 Listen again and try to draw the picture.
- 4 In pairs, compare and describe your pictures.

- 6 Imagine that you and your family are going to stay with a host family in England. Write a short email to introduce yourself and your family.

- Introduce yourself.
- Introduce the other people in your family.
- Say what you like doing.

Lesson objectives: **Vocabulary:** travel; **Grammar revision:** comparative and superlative adjectives, future tenses, subject and object pronouns; **Language functions:** describing dreams, hopes and plans

Be brainy!

Recycle your vocabulary

- 1 **Work in pairs. In your notebook, write all the words that you can remember from the categories below.**

transport

accommodation

holiday activities

countries and continents

Be brainy!

Revise comparative and superlative adjectives

- 2 **Work in groups of four. Follow the instructions.**

- Student A says a word from one of the categories in exercise 1.
- Student B says another word from the same category.
- Student C must make a sentence, comparing both words.

Poland

the USA

The USA is **bigger** than Poland.

- Student D must add information to make a superlative sentence.

The USA is bigger than Poland, but Russia is **the biggest** country in the world!

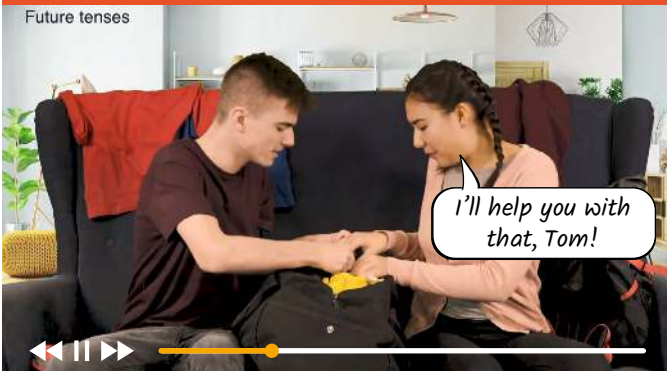
- The students swap roles.

Be brainy!

Use Grammar hubs

Grammar hub: future tenses

Future tenses



I'll **need** my sleeping bag.
We're **going** to make some new friends.
We're **meeting** the others at the airport.
The plane **leaves** at 2 o'clock.

- 3 **In your notebook, match the five sentences in the Grammar hub with options 1–5 below.**

- Present continuous for future arrangements
- will* for facts and predictions
- going to* for future intentions and plans
- Present simple for schedules and timetables
- will* for promises, offers and spontaneous decisions

Look: subject and object pronouns

I	you	he	she	it	we	you	they
me	you	him	her	it	us	you	them

I'll help you!

- 4 **1.02 Listen to a dialogue between Tim and his aunt. In your notebook, answer the questions, using the correct tenses.**

- What is Tim going to do in London?
- Where is Tim meeting his friend?
- What time does the train leave?
- How does Tim's aunt say she will help him?
- Will Tim be late?

Be brainy!

Practise language functions: talking about intentions, dreams, hopes and plans

- 5 **In pairs, take turns to ask and answer questions about your holiday plans for next year.**

Where are you going on holiday next year?

We're going to Scotland.

What are you going to do there?

We're going to see the Loch Ness monster!

What will the weather be like?

I think it will rain!

Look: I'd like to ... / I'd love to ...

I'd **like to** go to England.
I'd **love to** visit London!

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

- X: Where would you like to go on holiday this year?
Y: to Spain!
- X: go to the beach?
Y: Yes, I would. I'd like to go snorkelling!
- X: We're going to go on a bike ride. Would you like to join us?
Y: to! But I haven't got a bike.
X: Don't worry, we'll lend you one of our bikes.

It's exam year!

Step 3

Lesson objectives: *Vocabulary: school life; Grammar revision: possessive adjectives, pronouns and possessive 's, adverbs, gerunds and infinitives; Language functions: greetings, introductions and wishes*

Be brainy!

Talk about school and exams

1 Work in four groups. Follow the instructions.

- Each group writes the name of a different vocabulary category on a large piece of paper.

classroom objects and stationery ■ school subjects
places in a school ■ after-school clubs

- In two minutes, write as many words as possible in the vocabulary category on your group's piece of paper.
- Each group moves to another group's piece of paper, and again until each group has written on all the pieces of paper.

Look: possessive adjectives, pronouns and possessive 's

my	your	his	her	its	our	your	their
mine	yours	his	hers	its	ours	yours	theirs

Is this **your** pen? No, it isn't **mine**. I think it's **Ewa's**.

2 In pairs, ask and answer questions about objects in the classroom.

Whose computer is that?

It isn't ours. It's the teacher's.

Look: gerund as subject

Listening to songs is a fun way to study.

Being organised helps too.

3 Over to you! How do you prepare for exams? In pairs, discuss this question.



Look: adverbs

I need to study **hard** to pass my maths exam. I can study **more easily** when I turn off my phone.

4 In your notebook, match the opposite adverbs in the box below. Then write two sentences about preparing for exams. Use a basic form of an adverb in one, and a comparative adverb in the other.

well ■ fast ■ late ■ slowly ■ badly ■ early
quietly ■ rarely ■ loudly ■ regularly

Be brainy!

Revise gerunds and infinitives

Grammar hub: Gerunds and infinitives

We use the infinitive after:

- some verbs: *want, decide ...*
- all adjectives: *happy, sad ...*

We use the gerund after:

- some verbs: *enjoy, don't mind ...*
- all prepositions: *at, to, for ...*

5 Look at the Grammar hub. Then match sentences 1–4 below with rules a–d above.

- Pleased **to meet** you!
- I hate **getting** up early.
- Congratulations on **passing** your exam!
- We need **to revise** regularly.

Be brainy!

Practise language functions

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

- Pleased to meet you both!
- Pleased to meet you too.
- Thanks! I'll need it!
- Thanks! It was easier than I thought.
- Thanks! Maybe next time I will pass my exam.

1 ☐ 2 ☐ 3 ☐ 4 ☐

Life skills: preparing for exams

How many more tips can you add to the two below?

- Revise regularly throughout the year.
- Find a good school-life balance.

Take our technology survey!

A  B  C 	1 How do you usually go online? a I connect to wi-fi in public places. b I use high-speed Internet at home/school. c Other 2 What do you do to keep safe online? a I often reset my passwords. b I don't share any personal information. c Other 3 Do you use computer equipment at school? a Yes – I print out my homework. b No – the computers always crash! c Other	4 How do you listen to music? a On my mobile, with earphones. b At home, with a Bluetooth speaker. c Other 5 How do you charge your battery? a With a USB cable or another cable. b With a wireless charger. c Other 6 How do you prefer to read? a I scroll up and down on my mobile. b I prefer traditional paper books. c Other	D  E  F 
--	---	--	--

1  **1.04** Read and listen to the survey. Which of the words in green can you see in pictures A–F?

2  **1.05** Listen and repeat the words in green. How do you say them in Polish?

3  In pairs, do the survey. If you choose 'Other', write a new answer that is true for you in your notebook.

5  **1.06** Listen to Rob's conversation in a computer shop. Which product did he choose? Who is it for?

6  Work in pairs. In your notebooks, write four new questions for the technology survey, using the words in green. Swap your survey with another pair.

How often do you use a **Bluetooth speaker**?

☐ often

☐ sometimes

☐ never

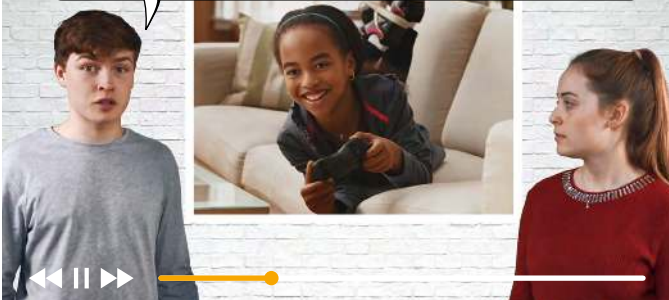
4  **Computer equipment** Work in pairs. Look at the words in the box. In turns, point to an icon for your partner to guess which word it represents.

laptop ■ keyboard ■ monitor ■ mouse ■ touch screen ■ printer ■ ink cartridge ■ game controller



Grammar hub: Past simple

Sophie **played** on the games console all weekend.
She **didn't use** her mobile phone.



Past simple

Max **texted** his friends and **read** on his e-reader.
He **didn't play** on the games console.
Did he **listen** to music?

>>> Grammar summary on page 17

- 1 In your notebook, complete the text with the correct Past simple forms of the verbs in brackets. Then answer the question.

Which gadgets ¹ (you / use) last night?

I ² (not use) a games console or an e-reader, but I ³ (have) my phone with me all evening.
I ⁴ (not call) anyone, but I ⁵ (log) on to social media sites and I ⁶ (chat) with my friends.
I ⁷ (charge) the battery with a wireless charger, and I ⁸ (listen) to songs on my Bluetooth speaker. Then my mum ⁹ (tell) me to turn the volume down, so I ¹⁰ (use) my earphones!

- 2 **Using computers** Work in pairs. Student A chooses a verb from box A. Student B makes a Past simple sentence, using Student A's verb and a phrase from box B.

A press ■ swipe ■ make ■ type ■ send ■ save
delete ■ install ■ forward ■ search ■ download

B the screen ■ a key ■ my name ■ backups
software ■ the Internet ■ a photo ■ a document

make

I made some backups last week.

Grammar hub: used to

- + I **used to charge** my phone with a cable.
- I **didn't use to have** a wireless charger.
? Did you **use to make** backups every day?

>>> Grammar summary on page 17

- 3 In your notebook, write two sentences, using the **negative** and **affirmative** forms of **used to**.

(people) have mobiles / use landline phones
*People **didn't use to have** mobiles. They **used to use** landline phones.*

- (we) have high-speed Internet / have a slower connection
- (people) use small earphones / use big old-fashioned headphones
- (I) log in with my thumb print / type my password
- (people) download music / listen to CDs

- 4 **1.07** Listen to Ben talking to his mother about technology. Answer the questions, using short answers. Then add more information with **used to**.

Did she use to have a smartphone?

*No, she **didn't**. She **used to have** a landline phone.*

- Did she and her friends use to chat on social media?
- Did she use to use the Internet?
- Did she use to connect to wi-fi?
- Did she and her family use to listen to music online?
- Did people use to buy the latest gadgets?

Grammar hub: Past continuous

I **was printing** out my homework **when** the computer crashed.

The computer crashed **while/when** they **were printing** out their homework.

>>> Grammar summary on page 17

- 5 In your notebook, write two sentences for each set of words: one with **when** and one with **while**.

Tom (**show**) us his new earphones / the teacher (**come**) in

*Tom **was showing** us his new earphones **when** the teacher **came in**.*

*The teacher **came in** **while** Tom **was showing** us his new earphones.*

- I (**reset**) my password / the laptop (**crash**)
- we (**search**) the Internet / we (**see**) the news
- my friend (**play**) on the games console / I (**arrive**)
- they (**try**) to share a file / they (**delete**) it by mistake

- 6 Work in pairs. Student A starts a sentence with **While/When**, and Student B finishes it. Use the words from exercise 2 and Lesson 1.

While I was downloading a song, ...

... I got a message from my sister.

1 1.08 Read and listen to the article. In your notebook, match pictures 1–5 with the words in the box.

CD ■ MP3 player ■ cassette ■ streaming app ■ vinyl record

1



2



3



4



5



Today, most music fans connect to wi-fi and stream music. But how **did** people **use to listen** to music in the past?

Our great-grandparents definitely **didn't listen** to music on mobile gadgets **while they were growing up**. Back in the 1940s, people **used to listen** to jazz or classical music on vinyl records – rock music didn't arrive until the 1950s!

In the 1960s, Philips **invented** cassettes, which **were** cheaper than records. People **could listen** to tapes while **they were driving**, or with portable cassette players and earphones while they **were walking** or **jogging**. People also **used to make** and share 'mix tapes' – before digital playlists existed!

CDs arrived in 1982. The sound quality was much better than on cassettes, and CDs **became** very popular. More than 500 million were sold worldwide during the 1980s. But soon, people **didn't need** to buy CDs any more – they could download music and listen to it on MP3 players.

By the 2000s, things **were changing** again with the arrival of high-speed Internet and music streaming apps. By 2018, about 300 million people around the world **were streaming music**. Nothing is forever in the world of technology, and who knows what the future will bring? But for now, turn up your Bluetooth speakers and enjoy the music!

Scroll down for more 'short histories'.



Print Out



Share



Save

2 Przeczytaj ponownie tekst z ćwiczenia 1. Odpowiedz na pytania 1–4 zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszyty.

- How did people use to listen to music in the 1940s?
They used to _____.
- When did Philips invent cassettes?
In _____.
- Why did CDs become very popular?
Because _____.
- How many people were streaming music by 2018?
By 2018, _____.

4 1.09 Listen to Lucy. How did her family use to listen to music? How do they listen to it now?

5 Walk around the classroom and ask your classmates these questions. Make notes of their answers.

How do the people in your family usually listen to music?

How did they use to listen to music?

ABC Brainy words

3 In the article, find words which match definitions 1–3.

- which can be carried easily (adjective)
- songs which have been put together into a list (noun)
- get something from the Internet onto your gadget (verb)



Speaking

lesson 4

Lesson objectives: Functions: taking things back to the shop; Vocabulary: returning and replacing goods

- 1 1.10 Listen and read. Choose the correct words. Write the answers in your notebook.



I'm not sure. It used to work, but now it doesn't. I was ³ **listening to music / charging my phone** yesterday when it suddenly stopped working.

I see. How long have you had it?

I bought it about ⁴ **three / six** months ago, and it's got a ⁵ **one-year / two-year** guarantee. Here's the receipt.

OK. Would you like to replace it?

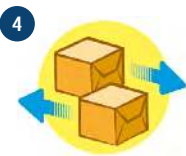
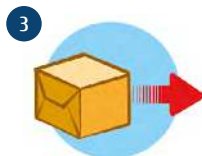
No, thank you. I'd rather ⁶ **get a refund / get my money back**, please.

Of course, no problem.

- 2 Work in pairs. Act out the dialogue. Was the charger working before?

- 3 1.11 In your notebook, match phrases a–f with pictures 1–5. For one picture, there are two options. Then listen, check and repeat.

- a return
- b replace
- c broken
- d get a refund
- e a (two-year) guarantee
- f damaged



Brainy fact

guarantee (UK) = warranty (USA)

receipt (UK) = sales slip (USA)

- 4 1.12 Listen to another dialogue and complete the Returns Form. Write the answers in your notebook.

Returns Form	
Item:	1
Reason for return:	2
Bought:	3 ago
Receipt:	4 Yes / No
Guarantee:	5 one / three / five years
Action:	6 replace the item / get a refund

Life Skills: be polite

Match phrases 1–3 with their functions A–B.

- 1 I'd like to return this mouse, please.
- 2 I'm afraid it doesn't work.
- 3 No, thank you.

- A uprzejma reklamacja
- B uprzejma odmowa

- 5 Uzupełnij luki w dialogach 1–3 tak, aby były one spójne i logiczne. Zapisz odpowiedzi w zeszycie.

- 1 X: Hello. I'd these headphones, please – they're broken.
Y: Oh dear, sorry about that. Have you got the receipt?
- 2 X: Would you like to replace the damaged item?
Y: No, thank you. I'd rather . Here's the receipt.
- 3 X: Hello. I bought this USB cable yesterday, but I'm short.
Y: I see. Would you like to replace it for a longer one?

- 6 Work in pairs. Choose one of the items from the box below and act out a dialogue at the shop.

Student A is the shop assistant.

Student B wants to return or replace the item.

earphones ■ Bluetooth speaker ■ USB cable
game controller ■ mouse

Hello. I'd like to ...

Vocabulary 2 and Listening

Lesson objective: using services

lesson 5

- 1 **1.13** Listen and repeat sentences 1–9. Where can you hear or read them? In your notebook, match them with places A–G.

1 I'd like to **send a parcel** to the USA, please.

2 Can I **top up my mobile** here?

3 Is it possible to **have my phone repaired** here?

4 Could I **have my hair cut** now?

5 **MAKE PHOTOCOPIES HERE!**

6 **HIRE A BIKE** FOR €5 AN HOUR.

7 **CLICK HERE TO SET UP YOUR SOCIAL MEDIA ACCOUNT.**

8 To **have your photo taken**, insert coins and follow the instructions.

9 **SUBSCRIBE** TO OUR MUSIC STREAMING SERVICE FOR ONLY £4.99 A MONTH!



online



(at the) hairdresser's



(at the) post office



(in a) phone shop



(in a) copy shop



(in a) bike hire place



(in a) photo booth

- 2 **Work in pairs.** Take turns to ask and answer questions about the places in exercise 1. Use the words in green.

Where do you go to have your hair cut?

To have your hair cut, you go to the hairdresser's.

- 3 **1.14** Find the odd one out. Then listen and check.

- hire **a scooter** / **a photocopy** / **a bike**
- send **a letter** / **a parcel** / **a streaming service**
- set up **a photocopy** / **a business** / **an account**
- subscribe to **a magazine** / **a streaming service** / **a photo**
- have **your phone** / **your parcel** / **your bike** repaired

- 4 **1.15** Listen to five short dialogues. Which services are the people talking about? Write the answers in your notebook.

! Tips

Przed wysłuchaniem nagrania opisz, co przedstawia każda ilustracja. Pomyśl też o słownictwie związanym z tymi ilustracjami.

- 5 **1.16** Usłyszysz dwukrotnie trzy teksty. W zadaniach 1–4, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszyte.

- 1 What did the girl do when she was in town?



- 2 Where are the speakers now?



- 3 The boy is talking about
- setting up a social media account.
 - subscribing to a streaming service.
 - topping up his mobile.
- 4 The girl wants to
- have her photo taken.
 - subscribe to a magazine.
 - have her hair cut.

Q Look: to + infinitive for purpose

I went to the post office **to send** a parcel.

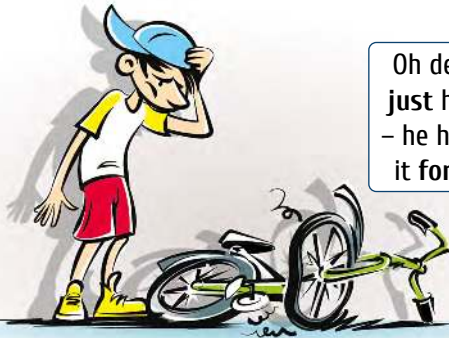
You should go online **to set up** your account.

Grammar 2

lesson 6

Lesson objective: *Present perfect + ever, never, just, yet, already, for and since; Present perfect and Past simple*

Grammar hub: Present perfect



Oh dear! He has just hired a bike – he has only had it for one hour!

since, for

They've been at the post office for 20 minutes.
She's been at the hairdresser's since 11 o'clock.

just, already, yet

I've just topped up my mobile.
She's already had her hair cut.
Have you made the photocopies yet?
We haven't set up a social media account yet.

ever, never

Have you ever subscribed to an English magazine?
We've never sent letters to British pen-friends.

>>> Grammar summary on page 17

1 In your notebook, write Present perfect sentences, using the words in brackets.

- 1 you / hire / a bike / ? (ever)
- 2 I / have / my hair cut / . (just)
- 3 he / subscribe / to a magazine / . (never)
- 4 they / send / the parcel / ? (yet)
- 5 she / set up / an account / . (already)
- 6 we / have / this laptop / years / . (for)

2 Work in groups of three. Follow the instructions. Then swap roles.

study English ■ live in this town
know your English teacher ■ use this book
be in this classroom

- 1 Student A asks a question with *How long ...* and a phrase from the box.
- 2 Student B answers the question using *for*.
- 3 Student C answers the same question using *since*.

How long have you studied English?

I've studied English for five years.

I've studied English since I was seven.

Grammar hub: Present perfect and Past simple

Have you topped up your mobile yet?

Yes, I have. I topped it up yesterday.

>>> Grammar summary on page 17

3 In your notebook, complete each dialogue with a pair of verbs in the box in the correct form. There is one pair of verbs which you do not need to use.

crash / buy ■ not subscribe / set up
have / not come ■ ride / hire

¹(you / ever) _____ an electric scooter?

Yes, ²(we) _____ two of them on holiday last summer.

³(my new laptop / just) _____!

Oh dear! When ⁴(you) _____ it?

⁵(you) _____ your school photo taken yet?

No, ⁶(the photographer) _____ yesterday.

4 Uzupełnij każde zdanie z luką, stosując podane wyrazy w niezmienionej formie. Zachowaj znaczenie zdania wyjściowego (1–4). W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 We subscribed to Spotify yesterday. **ALREADY**
We _____ to Spotify.
- 2 I've had this mobile since 2018. **AGO**
I got this mobile _____.
- 3 My sister, who is 20, moved to Warsaw when she was 18. **TWO**
My sister has lived in Warsaw _____.
- 4 This is the first time we've ever hired any scooters! **NEVER**
We _____ any scooters before.

5 Work in pairs. Imagine you have been in town. In turns, ask and answer questions about what you have done and where.

In town

send parcel ✓ have hair cut ✓
top up mobile ✓ have bike repaired ✓
buy gift for mum ✗

Have you sent your parcel yet?

Yes, I have. I sent it at the post office.



Around the world

Lesson objective: *Culture: unusual services from around the world*

lesson **7** UNIT **1**

1 Work in pairs. Answer these questions.

Have you or your family ever hired anything?

Have you ever had your hair cut at an unusual hairdresser's?

Have you ever helped a relative with a high-tech device?

2 Check the meaning of these words in a dictionary.

herd of goats ■ clear the weeds ■ ordinary
hair salon ■ device ■ senior citizens

3 1.17 Listen and read. Choose the best photo (A–C) for each text (1–3).



From low-tech to high-tech – have you tried these services yet?



Everyone **has heard** of hiring bikes, but **have you ever heard** of hiring goats? This service is becoming popular in Australia – it's great for preventing fires. Bob Kidd from Canberra, Australia, **has just hired** a herd of goats to clear the weeds on his land. 'It's amazing,' he **said**. 'The goats **have only been** here for three hours, and **they've already eaten** so many weeds. We **didn't need** to use any chemicals – it's all natural!'



If you have your hair cut by the Spanish hairdresser Alberto Olmedo, you will get a surprise. He is no ordinary hairdresser – he uses swords, knives and fire to cut people's hair! Although Olmedo **has never had** an accident, you must never try this at home – it could be dangerous! Olmedo **set up** his hair salon in Madrid years ago, but he didn't become famous until a video of him was posted online. **Since** then, the video **has had** more than 100 million views!



Have you ever helped your grandparents to set up a new device, such as a phone, tablet or printer?

If so, you'll understand the service

offered by *Teeniors* in Albuquerque, USA. The coaches – young people who are good at technology – help senior citizens with their technological problems. They **have already helped** lots of older people to install apps, top up their smartphones, or set up internet connections. 'I've **learnt** so much!' said one happy customer.

4 Read the texts again and answer the questions in your notebook.

- Where does Bob Kidd live?
- Why did Bob Kidd hire a herd of goats?
- How does Alberto Olmedo cut hair?
- How many views has Alberto Olmedo's video had?
- Where are *Teeniors* from?
- What sort of problems have the coaches helped people with?

5 1.18 Listen to a report about *Teeniors*. Are the sentences true or false? Correct the false sentences in your notebook.

- Trish Lopez set up *Teeniors* in 2018.
- The coaches at *Teeniors* have already helped more than 2,000 senior citizens.
- Teeniors* hasn't won any awards yet.
- All the people who work at *Teeniors* have already left school.
- Mauricio hasn't finished his education yet.

Discover more!

6 Find out about an unusual service in your town/country or abroad. Prepare a short presentation to tell the class about it.



We found out about the 'send-a-coconut' service in Hawaii, USA.

This business was set up at the Hoolehua post office in the 1990s.

Since THEN, tourists have sent thousands of coconuts to their friends back home!

! Tips

- Użyj czasu Past simple oraz Present perfect z *for* oraz *since*.
- Postaraj się użyć słownictwa z tego rozdziału.

Lesson objective: *a blog post with a product review (describing a product, explaining a problem, offering solutions)*

Brainy phrases

Paragraph 1

I bought ... / ... ago.

It was / They were ...

It / They cost ...

I really loved it / them because ...

Paragraph 2

But one day, while

It had / didn't have a (one-year) guarantee, so ...

I decided to ...

Paragraph 3

In the end, ...

I've had it / them for ...

I have / had some / haven't had any problems ...

Fingers crossed!

Technology blog!

- 1 I bought a new Bluetooth speaker a few weeks ago. It was a small portable speaker, and it only cost £19.99. At first, it was great! I really loved it because my parents have finally subscribed to a music streaming service, so I could listen to music wirelessly.
- 2 But one day, while I was listening to music, the speaker suddenly stopped working – it couldn't connect to the wi-fi at home or in other places. It had a one-year guarantee, so I decided to return it to the shop.
- 3 In the end, it wasn't possible to have the speaker repaired, so they replaced it with another one. I've had it for a few days now, and I haven't had any problems yet. Fingers crossed!



1 Read the model blog. In which paragraph does the reviewer:

- A explain what the problem was?
- B say how the problem was resolved?
- C describe the product?

Look: (the) other, another, others

(the) other = inny, inne (np. miejsce)

another = inny, kolejny, jeszcze jeden (np. głośnik)

others = inni, pozostali (np. ludzie)

2 In your notebook, rewrite sentences 1–4, changing the words in bold for A–D.

- 1 Read about all **the other** gadgets that I've reviewed.
- 2 It couldn't connect to wi-fi at home or in **other** places.
- 3 They replaced it with **another** speaker.
- 4 I'd love to find out what **others** think of this gadget.

- | | |
|-----------------|---------------|
| A a different | C more people |
| B the different | D any more |

3 Describing products Work in pairs.

Student A imagines that he/she has bought one of the items below and describes it. Then swap roles.

brand new ■ second-hand ■ well-made ■ badly made
(un)comfortable ■ fashionable ■ old-fashioned
(un)reliable ■ useful ■ useless ■ wireless



I bought some brand new headphones yesterday. They're very comfortable and ...

4 Work in pairs. Imagine that one of the products from exercise 3 has stopped working. In turns, ask and answer the questions.

I've got a problem with my new alarm clock.

Oh, really? What happened?

5 Think about your problem from exercise 4. In your notebook, write two sentences to say how the problem was resolved. Use the words from the box.

replace ■ get a refund ■ have ... repaired

6 Niedawno kupiłeś/kupiłaś gadżet, który właśnie przestał poprawnie działać. Napisz o tym wpis na blogu.

We wpisie:

- opisz gadżet;
- wyjaśnij, na czym polega usterka;
- poinformuj, w jaki sposób ten problem został rozwiązany.

! Tips

- Użyj różnych czasów przeszłych (Past simple, *used to*, Past continuous).
- Zastosuj czas Present perfect z: *ever*, *never*, *just*, *already*, *yet*, *for* i *since*.
- Użyj słownictwa związanego z technologią i usługami.
- Dwukrotnie użyj *another* lub *(the) other(s)*.



- 1 **1.19** Usłyszysz dwukrotnie rozmowę z youtuberem. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszycie.

Gareth the Geek: YouTube star

- set up his video channel at the age of ¹ _____
- uploads video clips about ² _____
- most popular video clip about what to do if ³ _____
- future job: ⁴ _____

4

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

- 1 Kupiłeś/Kupiłaś gadżet, który nie działa i prosisz o zwrot pieniędzy. Co powiesz sprzedawcy?
 - A. I'd like to have it repaired.
 - B. I'd like to replace it with another one, please.
 - C. I'd like to get a refund, please.
- 2 Sprzedawca pyta, dlaczego chcesz zwrócić przedmiot objęty gwarancją. Co odpowiesz?
 - A. I'm afraid it hasn't got a guarantee.
 - B. I'm afraid it's damaged.
 - C. I'm afraid I lost the receipt.

2

- 3 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'd like to return this USB cable, please. I'm afraid it ¹(work) _____.
- Y: Oh dear, what's the problem?
- X: I don't know. It has never worked, not since I bought it.
- Y: I see. How ²(long) _____ it?
- X: I've only had it for a week – I bought it last weekend.
- Y: OK. ³(got) _____ receipt?
- X: Yes, here it is.
- Y: Would ⁴(replace) _____ it or get a refund?
- X: I'd like to exchange it for another one, please.
- Y: Of course, no problem.

4

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

Repair Cafés

Have you got a gadget that doesn't work?

If so, don't throw it away – take it to your local Repair

Café to have it ¹ _____

! In the past, everyone

² _____ repair things, but

nowadays, many people don't

know how to do that. Luckily, the volunteers at Repair Cafés are experts – while we ³ _____ our

local branch last weekend, they ⁴ _____ two bikes and lots of gadgets, including phone chargers, printers, headphones and laptops. Since the first Repair Café was set up in Amsterdam in 2009, their number around the world ⁵ _____ to more than 1,500. They now exist in 33 countries around the world, from Australia and Brazil to Poland and the UK.

- 1 A. repairs B. repairing C. repaired
- 2 A. use to B. used to C. used
- 3 A. visited B. have visited C. were visiting
- 4 A. fixed B. are fixing C. used to fix
- 5 A. grew B. has grown C. was growing

5

- 5 Uzupełnij zdania 1–5. Wykorzystaj wyrazy podane w nawiasach, stosując je w odpowiedniej formie. Jeśli jest to konieczne, dodaj inne wyrazy. **Uwaga!** W każdą lukę możesz wpisać **maksymalnie cztery wyrazy**. Zapisz odpowiedzi w zeszycie.

- 1 He (already / buy) _____ a wireless charger.
- 2 The laptop crashed while (they / download) _____ some software.
- 3 (she / reset) _____ password yesterday?
- 4 People (not / use) _____ have high-speed Internet at home.
- 5 I (not / go) _____ to the hairdresser's for ages.

5

Total: _____/20

Modern technology

Bluetooth speaker /'bluːtuːθ 'spiːkə(r)/ głośnik Bluetooth
charge your battery /'tʃɑːdʒ jəː 'bæt(ə)ri/ naładować baterię
connect to wi-fi /kə'nekt tə 'waɪfaɪ/ połączyć się z wi-fi
crash /kræʃ/ zawiesić się, ulec awarii (np. o programie komputerowym)
earphones /'iə,fəʊnz/ słuchawki douszne
high-speed Internet /,haɪ'spiːd 'ɪntə.net/ szybki internet
print out /,prɪnt 'aʊt/ wydrukować
reset my passwords /,rɪ'set maɪ 'pæs,wɜːd/ zresetować swoje hasła
scroll down /,skrəʊl 'daʊn/ przewinąć w dół
scroll up /,skrəʊl 'ʌp/ przewinąć w górę
share /ʃeə(r)/ udostępnić
USB cable /,juː'es 'biː,kæb(ə)l/ kabel USB
wireless charger /,waɪələs 'tʃɑːdʒə(r)/ ładowarka bezprzewodowa

Returning and replacing goods

a (two-year) guarantee /ə,tuː'jie ,gærən'tiː/ (dwuletnia) gwarancja
broken /'brəʊk(ə)n/ zepsuty (o przedmiocie)
damaged /'dæmɪdʒd/ uszkodzony
get a refund /'get ə 'rɪ,fʌnd/ dostać zwrot pieniędzy
replace /rɪ'pleɪs/ wymienić
return /rɪ'tɜːn/ zwrócić

Taking things back to the shop

Here's the receipt. Proszę, oto paragon.
How long have you had it / them? Od kiedy Pan/Pani go/je ma?
I'd like to return this / these..., please. Chciałbym/Chciałabym zwrócić ten/tę/te...
I'd rather get a refund, please. Wolałbym/Wolałabym otrzymać zwrot pieniędzy.

I'd rather get my money

back. Wolałbym/Wolałabym odzyskać swoje pieniądze.
I'm afraid ... Przykro mi, ale...
It / They used to work, but now it doesn't / they don't. Kiedyś działał/działały, ale już nie.
It doesn't work. Nie działa.
It's / They've got a ... guarantee. Ma/Mają gwarancję na...
They don't work. Nie działają.
What's the problem? W czym problem?
Would you like to replace it / them? Czy chciałby Pan / Czy chciałaby Pani go/je wymienić?

Using services

have my hair cut /'hæv maɪ ,heə 'kʌt/ ostrzyć się
have my phone repaired /'hæv maɪ ,fəʊn rɪ'peəd/ oddać telefon do naprawy
have your photo taken /'hæv jəː ,fəʊtəʊ 'teɪk(ə)n/ zrobić sobie zdjęcie
hire a bike /'haɪə ə 'baɪk/ wynająć rower
make photocopies /'meɪk 'fəʊtəʊ,kɒpiz/ zrobić kserokopie
send a parcel /'send ə 'paɪs(ə)l/ wysłać paczkę
set up your social media account /,set 'ʌp jəː ,səʊʃ(ə)l ,miːdiə ə'kaʊnt/ założyć konto w mediach społecznościowych
subscribe to /səb'skraɪb tə/ zasubskrybować (np. kanał)
top up my mobile /,tɒp 'ʌp maɪ 'məʊbaɪl/ doładować swój telefon
bike hire place /,baɪk 'haɪə ,pleɪs/ wypożyczalnia rowerów
copy shop /,kɒpi 'ʃɒp/ punkt ksero
hairdresser's /'heə,dresəz/ salon fryzjerski
phone shop /,fəʊn 'ʃɒp/ sklep z telefonami
photo booth /'fəʊtəʊ ,buːθ/ budka fotograficzna
post office /'pəʊst ,ɒfɪs/ poczta

Other

although /əɪ'lðəʊ/ chociaż, mimo że
cassette /kə'set/ kaseta
clear the weeds /'kliə ðə 'wiːdz/ wypieścić chwasty
connection /kə'nekʃ(ə)n/ łącze
device /dɪ'vaɪs/ urządzenie
exist /ɪg'zɪst/ istnieć
hair salon /'heə ,sælɒn/ salon fryzjerski
hairdresser /'heə,dresə(r)/ fryzjer
herd of goats /,hɜːd əv 'gəʊts/ stado kóz
insert /ɪn'sɜːt/ wsadzić, włożyć
instead /ɪn'sted/ zamiast tego
mix tape /'mɪks,teɪps/ składanka
ordinary /'ɔːd(ə)n(ə)ri/ zwyczajny
parcel /'paɪs(ə)l/ paczka, przesyłka
pick somebody up /,pɪk sʌmbədi 'ʌp/ przyjeżdżać po kogoś
prevent /prɪ'vent/ zapobiec
receipt /rɪ'siːt/ paragon
repair /rɪ'peə(r)/ naprawić
resolve /rɪ'zɒlv/ rozwiązać
sales slip (USA) /'seɪl ,slɪp / rachunek
senior citizen /,siːniə 'sɪtɪz(ə)n/ emeryt, emerytka
service /'sɜːvɪs/ usługa
social media site /,səʊʃ(ə)l ,miːdiə 'saɪt/ serwis społecznościowy
streaming app /'striːmɪŋ æp/ aplikacja streamingowa
sword /sɔːd/ miecz
thumb print /'θʌm ,prɪnt/ odcisk kciuka
turn up /,tɜːn 'ʌp/ podgłośnić
until /ən'tɪl/ dopóki
view /vjuː/ wyświetlenie, odsłona (w internecie)
vinyl record /,vaɪn(ə)l 'rekəd/ płyta winylowa, winyl
volume /'vɒljʊːm/ głośność
warranty (USA) /'wɒrənti/ gwarancja
worldwide /,wɜːld'waɪd/ na całym świecie; ogólnoświatowy

Past simple

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

Affirmative

I/You/He/She/We/You/They **bought** a tablet.

Negative

I/You/He/She/We/You/They **didn't buy** a desktop.

Question

Did I/you/he/she/we/you/they **buy** a phone?

Short answer

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

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

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.

Affirmative

I/You/He/She/We/You/They **used to play** football.

Negative

I/You/He/She/We/You/They **didn't use to play** video games.

Question

Did I/you/he/she/we/you/they **use to have** a mobile phone?

Short answer

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

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

Past continuous

Czasu *Past continuous* używamy, gdy mówimy, że dana czynność trwała w określonym momencie w przeszłości.

Affirmative

I/He/She/It **was sending** an email.

We/You/They **were sending** an email.

Negative

I/He/She/It **wasn't uploading** a photo.

We/You/They **weren't uploading** a photo.

Question

Was I/he/she/it **logging** in?

Were we/you/they **logging** in?

Short answer

Yes, I/he/she/it **was**. No, I/he/she/it **wasn't**.

Yes, we/you/they **were**. No, we/you/they **weren't**.

Project

Choose one of these topics and prepare a poster about how things have changed. Use the Past Simple, *used to* and the Present perfect.

service  shopping  computers 

People *used to* ... / *didn't use to* ...

Since 2000, people *have* ...

In 2010, people *started to* ...

Present perfect

Czasu *Present perfect* używamy, gdy mówimy o czynnościach, które wykonaliśmy (lub których nie wykonaliśmy) do chwili obecnej.

Affirmative

He/She/It **has ('s) sent** the letters.

I/We/You/They **have ('ve) sent** the parcel.

Negative

He/She/It **has not (hasn't) deleted** the files.

We/You/They **have not (haven't) deleted** the files.

Question

Has he/she/it **made** backups?

Have I/we/you/they **made** backups?

Short answer

Yes, he/she/it **has**. No, he/she/it **hasn't**.

Yes, I/we/you/they **have**. No, I/we/you/they **haven't**.

Using the Past simple and Past continuous

Gdy mówimy, że coś się wydarzyło w czasie trwania innej, dłuższej czynności, to używamy obu czasów w jednym zdaniu.

While/When I **was sending** a message, I **dropped** my phone.

Gdy mówimy o dwóch czynnościach, które trwały jednocześnie, to używamy czasu *Past continuous*.

I **was buying** a phone while Sue **was waiting**.

Gdy mówimy o czynnościach, które były wykonywane jedna po drugiej, to używamy czasu *Past simple*.

I **bought** the laptop, then we **went** for a coffee.

Using the Past simple and Present perfect

Czasu Past simple używamy z takimi wyrażeniami, jak: *ago*, *yesterday*, *last* (+ *week/month/year*), *in* (+ *month/year*), *at* (+ czas), *when* (+ zdanie), *for* (+ przez jak długo w przeszłości).

I had my hair cut **yesterday/last week/when I was in town**.

Czasu *Present perfect* używamy z takimi wyrażeniami, jak: *how long* (w zdaniach pytających), *for* (+ przez jak długo), *since* (+ od kiedy), *just*, *yet*, *already*, *ever*, *never*.

How long have you been in the room? I've **just** come in.

other, the other, another, others

Other (=inne, inni) zwykle używamy z rzeczownikami niepoliczalnymi lub w liczbie mnogiej.

Do you have this phone in **other** colours?

The other używamy z rzeczownikami w liczbie pojedynczej (=drugi) lub mnogiej (=pozostali, pozostałe).

Do you want this laptop or **the other** one?

Gdy nie mamy na myśli żadnej konkretnej osoby czy rzeczy, używamy *another* (= inny, kolejny, następny).

I'd like to replace it with **another** cable.

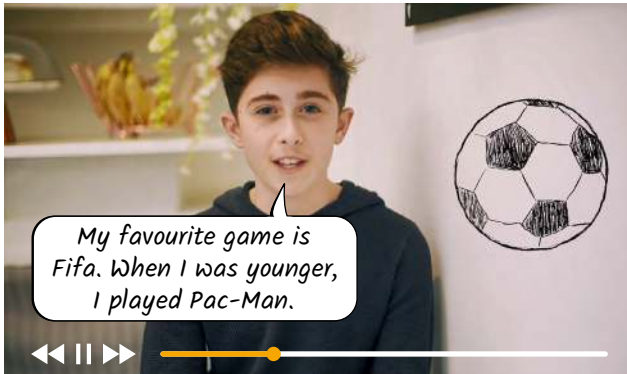
Gdy odnosimy się do osób lub rzeczy bliżej nieokreślonych, to używamy *others* (= inni, pozostali)

Some people use a mouse, **others** prefer a touchpad.

Train your brain!



- 1 **Over to you!** What computer games do you play? What games did you play when you were younger?



- 2 Solve the vocabulary puzzles. Write the answers in your notebook.

1 + + ? > spoke > spoken + ER
G=B

2 + A +
F=H F=B, V=K

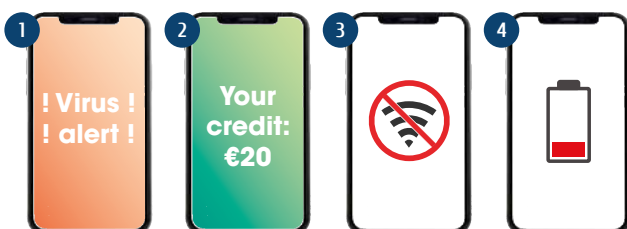
3 + + S
B

4 ...> took > taken + + CO +
T=M

5 + + +
S F=Y

- 3 Read the messages on Sam's smartphone and answer the questions. Use *already* or *yet*.

- What has he **already** done?
- What hasn't he done **yet**?



Cumulative revision

- 4 **Vocabulary** Find the correct word for each definition. Write the answers in your notebook. Then prepare two more definitions for others to guess.

What do you call

- 1 the school room where you can use computers or laptops?
- 2 the small gadget which you use to save files or share them?
- 3 the school subject where you learn to use computers?
- 4 the gadget which you use to scroll up and down on a desktop computer?

- 5 **Grammar** Match A–C with the tenses. In your notebook, complete the sentences with the correct form of the verbs in brackets. Then answer the questions.

past ■ present ■ future

A At the moment, we ¹ (learn) to install software and make backups. We ² (not study) maths, science or PE today. Which class are we in?

B If you ¹ (log out) without saving your work, you will lose it. If you don't reset your password, your account won't work. And you ² (not be able) to make any more calls if you don't top up your phone! What three things must you do now?

C I ¹ (just / charge) the battery on my smartphone, but I didn't use a USB cable. Which gadget ² (I / use)?

Project

- 6 **Work in groups of three. Choose one of the following topics and make a short video about the past, present and future.**

holidays ■ transport
communication ■ entertainment

In the past, many people didn't use to go on holiday because they were always working ...

Now, a lot of people go on holiday by plane because it's cheaper than before ...

In the future, we think that people will go on holiday to the Moon if technology improves!



Fact OR Fake?

How much do you know about climate change and protecting the environment?

1 Because of global warming , the sea level has gone up by 20 centimetres since 1900.	6 24% of the UK's rubbish is sent to landfills .
2 More greenhouse gases are produced by the USA than any other country.	7 China is the world leader in developing and using solar power .
3 About 15 billion trees are cut down every year.	8 We can produce all the oil and gas that the world needs.
4 Turkey holds the world record for planting the most trees in one hour.	9 Every year in the EU, people use public transport almost 60 million times.
5 Warsaw is the European capital with the worst air pollution .	10 In English, the 3 Rs of the environment mean ' reduce – reuse – recycle '.



1 **1.20** Read and listen to the *Fact or Fake?* quiz. In your notebook, match sentences 1–10 with pictures a–j.

2 **1.21** Work in pairs. Do the *Fact or Fake?* quiz. Then listen and check your answers. What extra information did you learn?

Look: compound nouns

climate change (noun + noun) } = compound nouns
solar power (adjective + noun)

3 Match the words in box A with the words in box B to make compound nouns. Write the answers in your notebook.

A climate ■ air ■ global ■ solar ■ sea
 public ■ greenhouse

B pollution ■ transport ■ gases ■ warming
 level ■ change ■ power

4 **1.22** **Eco-friendly activities** Listen to Sara talking about eco-friendly activities. Which of these things does she and her family do?

- ☐ **recycle:** glass ■ paper ■ plastic ■ tin cans ■ food waste
- ☐ **save:** electricity ■ gas ■ petrol ■ water
- ☐ **do a clean-up:** on a beach ■ in a park by a river ■ on a street

5 Work in pairs. What do you do to protect the environment? Take turns to answer the question.

What do you do to protect the environment?

I / We ...

Grammar hub: The passive



Present simple passive

Paper **is/isn't recycled** in my town.

Electrical gadgets **are/aren't recycled** in my town.

Past simple passive

A new landfill **was/wasn't opened** in our town last week.

Greenhouse gases **were/weren't created** by burning gas and oil.

Future simple passive

Climate change **will/won't be stopped** by technology.

Will climate change **be stopped** by technology? Yes, it **will**. / No, it **won't**.

>>> Grammar summary on page 29

3 What do you think will happen in the future? In your notebook, complete the sentences with **will be** or **won't be**. Then have a class vote.

In the future,

- 1 endangered animals protected.
- 2 the Amazon rainforest destroyed.
- 3 all of the oil and gas in the world used up.
- 4 new types of energy created.
- 5 public transport used more.

Grammar hub: Present perfect passive

The rubbish **has/hasn't been recycled**.

The trees **have/haven't been planted**.

Has the environment **been damaged**?

Yes, it **has**. / No, it **hasn't**.

Have the polar bears **been protected**?

Yes, they **have**. / No, they **haven't**.

>>> Grammar summary on page 29

4 Look at the pictures. In your notebook, write six sentences with the verbs in the box. Use the Present perfect passive with **yet** or **already**.

cut down ■ recycle ■ pollute



1 The trees have already been cut down.

5 Work in pairs. Take turns to ask and answer questions about the pictures in exercise 4.

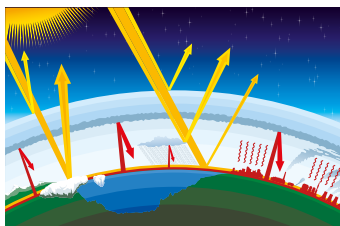
In picture 1, have the trees been cut down yet?

Yes, they have.

1 In your notebook, complete the text with Present simple passive forms of the verbs in brackets.

The 'greenhouse effect'

- Oil and gas ¹ (use) in homes and factories.
- A greenhouse gas called methane ² (produce) by cows.
- Greenhouse gases ³ (send) into the Earth's atmosphere.
- The greenhouse effect ⁴ (create).
- Global warming ⁵ (cause) by the greenhouse effect.



2 In your notebook, write sentences using the words below and the Past simple passive.

Last year in Braintown, ...

1 500 trees / plant

2 a lot of paper / recycle

3 two landfills / close

4 only one tree / cut down

5 gas and electricity / not waste

6 air pollution / not reduce

1 HAPPY Earth DAY

22nd April 10^{am} – 4^{pm}

Brainytown Community Centre

- 10 am – 11 am Q&A Your questions about climate change **will be answered** by Professor Bill Green.
- 11 am – 12 am Film A documentary about the greenhouse effect **will be shown** after the Q&A session.
- 12 am – 2 pm Lunch Please bring vegetarian food to share!
- 2 pm – 4 pm Games Games **will be organised** in the garden (if the weather permits) or indoors.

All the events can be attended for free.

2 FAQs: Global warming

What is global warming?

Global warming is the process of our planet becoming warmer. During the last hundred years, the Earth's temperature has already gone up by 1°C. The average temperatures which **were measured** between 2010 and 2020 were all higher than usual.

What causes global warming?

Global warming **is caused** when greenhouse gases, such as carbon dioxide and methane, create a greenhouse effect around the Earth. Greenhouse gases **are created** by burning fossil fuels, for example oil and gas, and by farming. There's more CO₂ in the atmosphere now because many **trees have been cut down**.

How have we been affected by global warming?

Many homes around the world **have already been destroyed** by floods and forest fires. Experts say that extreme weather **is caused** by climate change and global warming is one of its symptoms..

How will we be affected in the future?

Cities that **are situated** near the coast **might be damaged** by rising sea levels. If the world's temperature goes up by 3°C, cities like Miami and Shanghai **will be destroyed**.

How can we prevent global warming?

We can use public transport and recycle more things so that less rubbish is sent to landfills. We can also plant more trees to replace those which **have been cut down**. Every little thing helps, so let's all try to protect the environment!

🐮 Brainy fact

Cows produce more methane than the oil industry!

- 1 🎓 Przeczytaj teksty 1. i 2. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszytce.

- 1 Text 1 was written to
- explain what the greenhouse effect is.
 - invite people to a community event.
 - present a new book about climate change.

- 2 Between 2010 and 2020
- the Earth became 10 degrees Celsius warmer.
 - average temperatures were recorded every year.
 - the temperature of the Earth increased by 3 degrees Celsius.
- 3 The author of text 2
- describes the causes and effects of global warming.
 - explains how he/she has been affected by climate change.
 - thinks that climate change won't be stopped.

- 2 🔍 1.23 Read and listen to text 2. In your notebook, complete the table with the causes and effects below.

sea levels are going up ■ trees are cut down
fossil fuels are burnt ■ the Earth is becoming warmer
the weather is getting more extreme ■ farming

Global warming	
causes	effects

- 3 ♻️ Seasons and weather Say what the weather is usually like where you live in each season. How might it change in the future with global warming?

spring ■ summer ■ autumn ■ winter
cloudy ■ foggy ■ snowy ■ sunny ■ windy ■ wet
warm ■ hot ■ cold ■ freezing

In summer, it's usually warm.
In the future, it might get hotter.

🌱 Life Skills: Protecting the environment

use public transport ■ plant more trees
recycle rubbish

Which of these things do you do?

How many more things can you think of that may help to prevent climate change?

- 4 👤 Work in groups of three. Make a poster to answer the question. Use the prompts below and your ideas.

HOW WILL YOUR COUNTRY BE AFFECTED BY CLIMATE CHANGE IN THE FUTURE?

weather	
endangered animals	people

Speaking

lesson 4

Lesson objectives: **Functions:** doing a survey (asking for clarification and repetition, checking understanding); **Vocabulary:** eco-friendly activities at home

- 1 **1.24** Read and listen to the dialogue. In your notebook, complete gaps 1–4 with questions a–d in the **Look** box.

Hello. I'm doing a survey about eco-friendly activities in your home ¹ _____.

Sure – go ahead!

Have solar panels been installed in your home?

2 _____

I mean, has someone installed solar panels on the roof of your house?

Ah, no. I'm afraid not.

OK. And is the TV usually left on standby?

No, definitely not! We always switch off all the electrical appliances.

Great! And have the old-fashioned light bulbs been changed?

3 _____

Yes, of course. Have you got eco-friendly light bulbs? ⁴ _____

Ah, yes, I do. But I'm not sure. I'll ask my parents.

Look

- Sorry, can you say that again?
- Do you know what I mean?
- Sorry, what do you mean?
- Could I ask you a few questions?

- 4 **1.25** In your notebook, match these eco-friendly activities with pictures 1–6. Then listen, check and repeat. Which of the activities are done in your house?

switch off all electrical appliances
not leave the TV on standby
install solar panels ■ use eco-friendly cleaning products
change old-fashioned light bulbs ■ collect rainwater



- 5 **Uzupełnij luki w dialogach 1–2, tak aby były one spójne i logiczne. Zapisz odpowiedzi w zeszycie.**

- X: Is rainwater reused here?
Y: Sorry, _____ mean?
X: I mean, do you collect and reuse the rainwater?
- X: Who were these solar panels installed by?
Y: Sorry, can _____ again, please?
X: Yes, of course. Who installed these solar panels?

- 6 **Work in pairs and do the survey. Follow the instructions.**

How eco-friendly is your school?

- Copy the model survey into your notebook and add one more question.
- Student A** asks the questions and ticks (✓) the correct boxes.
- Student B** gives true answers about your school.
- Swap roles.

Hello! I'm doing a survey about eco-friendly activities at your school. Could I ask you a few questions?

Sure – go ahead!

SURVEY: How eco-friendly is your house?

	YES	NO
1 Have solar panels been installed?	☐	☐
2 Is the TV usually left on standby?	☐	☐
3 Are the electrical appliances always switched off when not in use?	☐	☐
4 Have the old-fashioned light bulbs been changed?	☐	☐
5 Are eco-friendly cleaning products used?	☐	☐
6 Is rainwater collected and reused?	☐	☐

- 2 In your notebook, match the questions in the **Look** box with these functions. How do the people in the dialogue reply to each question?

- przeprowadzanie ankiety
- sprawdzanie zrozumienia
- prośba o powtórzenie
- prośba o sprecyzowanie

- 3 **Work in pairs and practise the dialogue in exercise 1. Which thing in the survey is done in the girl's home?**

Vocabulary 2 and Listening

Lesson objective: *plants*

lesson 5

- 1 **1.26** Listen and repeat the words below. In your notebook, label items 1–12 in the picture with the correct words.

leaf ■ branch ■ seed ■ root ■ trunk ■ berry ■ soil
herbs ■ mushrooms ■ crops ■ to water ■ to grow

Look: Plurals

herb → herbs

leaf → leaves

berry → berries

branch → branches



- 2 **1.27** Read the text. In your notebook, write the missing words. Then listen and check.

HOW DOES PHOTOSYNTHESIS WORK?

A plant gets water from the soil through its 1 – from the rain or when we 2 it. The plant gets CO₂ (carbon dioxide) from the air through its 3 , and energy from the sun. This energy turns the water and CO₂ (carbon dioxide) into sugar and oxygen. The plant uses the sugar to 4 , and to make flowers, 5 , or fruit (like eg. 6 . People and animals use the oxygen to breathe. So, we survive thanks to plants!

- 3 **1.28** Work in pairs. Play *Guess the word!* In turns, give definitions of the words from exercise 1 and guess the words.

They're plants which we eat.

No – we use them when we're cooking.

Correct!

Crops?

Herbs?

! Tips

Pamiętaj, aby udzielać krótkich odpowiedzi w zadaniach, które polegają na odpowiedzi na pytania po wysłuchaniu informacji.

- 4 **1.28** Usłyszysz dwukrotnie opis procesu uprawy słoneczników. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3. Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszycie.



- 5 **1.29** Usłyszysz dwukrotnie recenzję aplikacji do rozpoznawania rodzajów drzew. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3. Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszycie.

- To start with, what should you take a photo of?
- What types of plants are *not* included in this app?
- Where can this app be used?

- 6 **1.30** Work in pairs. Follow the instructions.

- Listen to some information about mushrooms.
- On a piece of paper, each student writes three questions about the information in the recording.
- Swap with your partner. Then listen again and answer your partner's questions. Remember to use short answers!

Grammar hub: Active and passive



Active: He planted it 60 years ago.

Passive: It was planted (by him) 60 years ago.

Active: We won't cut down this tree.

Passive: This tree won't be cut down (by us).

>>> Grammar summary on page 29

3 **Uzupełnij każde zdanie z luką, stosując podane wyrazy w niezmienionej formie, tak aby zachować znaczenie zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.**

- 1 My sister took that photo of the tree trunks. **WAS**
That photo of the tree trunks _____ my sister.
- 2 These branches haven't been cut down by my father. **CUT**
My father _____ down these branches.
- 3 We will eat those crops next spring. **BE**
Those crops _____ next spring.

Grammar hub: Passive questions with prepositions

What are these herbs used **for**?

Who were those flowers planted **by**?

Where have these mushrooms been collected **from**?

Who will these flowers be sent **to**?

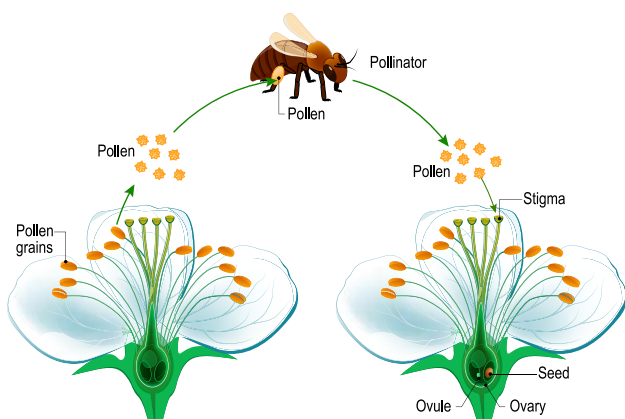
>>> Grammar summary on page 29

1 **In your notebook, rewrite these active sentences in the passive voice. Use by if it is necessary.**

- 1 My mum usually waters the plants.
- 2 The government has protected this forest.
- 3 They planted those crops last year.
- 4 My brother will plant these seeds.
- 5 People usually add herbs to this dish.

2 **Work in pairs. Student A says an active sentence, then Student B makes it passive.**

Pollination



- 1 bees / carry / pollen / from one flower to another
- 2 flowers / use / the pollen / to make their seeds
- 3 the wind / carry / the seeds from one flower to another
- 4 we / call / this process / 'pollination'

4 **Work in pairs. In turns, say passive questions for the answers below.**

- 1 Endangered animals are protected by the government.
- 2 Those trees were used for making paper.
- 3 The solar panels will be installed by my uncle.
- 4 Global warming has been caused by the greenhouse effect.
- 5 Planet Earth will be protected by all of us!

5 **Animals Work in pairs. Imagine you are volunteers at a zoo. It's midday and you're checking the feeding schedule.**

- 1 Copy the schedule into your notebooks and add 5 more animals together..
- 2 **Student A** completes the morning feed column.
- 3 **Student B** completes the evening feed column.
- 4 In turns, ask and answer passive questions and complete the schedules.

Who were the penguins fed by this morning?

The penguins were fed by Ewa this morning.
Who will the penguins be fed by this evening?

Schedule	morning feed	evening feed
penguins	Ewa	Piotr



- 1 **1.31** Listen and read about the Svalbard Global Seed Bank. How many seed samples can be kept there?

Web Encyclopedia

— X

Svalbard Global Seed Bank

The Svalbard Global Seed Bank is like a library – it **has been designed** to store 4.5 million seed samples.* Seeds for crops, fruit trees, vegetables and herbs from around the world **are kept** there. It's like making backups of all the world's plants!

The Global Seed Bank **was built** to protect the world's plants from possible problems such as war and climate change. In the future, if plants **are destroyed**, we will be able to grow new ones using these seeds.

Hopefully, most of the seeds in Svalbard **won't be needed**. But some of them **have already been used**. After Syria's plants **were destroyed** in a war, seeds from the Global Seed Bank **were used** to grow new crops.

The Global Seed Bank **is located** inside a mountain, 130 metres above sea level, to protect it from the effects of global warming. The temperature of the rooms **is cooled** to -18 degrees Celsius **by** a special cooling system.

All countries can store seeds there. For example, 32 types of potato **were sent** from Ireland. Poland sent its first seeds there in 2019. 406 different types of Polish crops **were sent**, and more **will be sent** in the next few years.

*one seed sample = 500 seeds

Location:	the island of Spitsbergen, in Svalbard (Norway)
Distance from the North Pole:	1,300 kilometres
Opened in:	2008
Built by:	Norway's government
Seeds from:	78 countries
Total capacity:	4.5 million seed samples



- 2 **Przeczytaj ponownie tekst. Zgodnie z jego treścią uzupełnij luki 1–3 w e-mailu. Zapisz odpowiedzi w zeszycie.**

Od: Ania	Do: Tomek
Tytuł: Projekt pt. „Ratowanie Ziemi”	
Hej, Tomek! Pamiętasz, jak rozmawialiśmy o skutkach zmiany klimatu? Znalazłam ostatnio ciekawą stronę o Globalnym Banku Nasion. Znajduje się on na wyspie ¹ w Norwegii. Przechowywane są w nim nasiona roślin uprawnych, warzyw, drzew owocowych oraz ² z całego świata. Polska wysłała do tej pory już ³ próbek z nasionami. Wygląda na to, że nie ma powodu do zmartwień – ludzkość zawsze będzie miała możliwość uprawiania roślin i zawsze będziemy mieć co jeść! Może opiszemy ten bank w naszym projekcie? Ania	

- 3 **Answer the questions. Use the correct passive or active forms.**

- When was the Svalbard Global Seed Bank opened?
- Who was it built by?
- Why was it built inside a mountain?
- How many countries have sent seeds?
- When did Poland start sending seeds to Svalbard?

- 4 **1.32** **Usłyszysz dwukrotnie rozmowę o banku nasion *Millennium*. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszycie.**

Location: West Sussex, England **Opened in:** ¹

Now has: about ² billion seeds from more than ³ countries

Objectives: to store seeds from all UK plants and ⁴ % of the world's plants

Discover more!

- 5 **Work in pairs. Choose task A or B and make a poster for the classroom wall.**

- A Find out about Polish plants which could be stored in the Global Seed Bank. Think about:

crops ■ flowers ■ trees ■ herbs
fruit and vegetables ■ grass

- B Find out more about Svalbard. Think about:

the weather ■ town(s) ■ tourism
plants and animals ■ protecting the environment

Lesson objective: *a formal email (describing an environmental problem, explaining the possible consequences, presenting an alternative solution)*

Brainy phrases

Paragraph 1

We are writing to complain about ...

Recently, ...

We think this is a (serious) problem because ...

Paragraph 2

If ... , this will be good / bad for ...

There will / won't be ...

For these reasons, we (don't) agree with ...

Paragraph 3

Instead, we would like to ...

We hope that ...

We would also like to suggest ...

To Brainytown Council

Subject Trees next to Brainytown School

Dear Sir/Madam,

We are writing to complain about an environmental problem in our town.

- 1 Recently, a few large trees have been cut down in front of our school, and we have heard that more will be cut down soon because they are sick. We think this is a serious problem because trees protect the environment against the effects of climate change.
- 2 If more trees are cut down, this will be bad for us and the environment. With fewer trees, there will be more air pollution near the school and there won't be much shade on hot summer days. For these reasons, we don't agree with the city's plans.
- 3 Instead, we would like to try to treat those trees. Our Biology teacher promised to help with that. We would also like to suggest planting flowers in front of the school. We hope that you will consider our offer.

We look forward to hearing from you soon.

Yours faithfully,

Class 8B, Brainytown High School



- 1 Read the model email. What is described in paragraphs 1-3?
- 2 Work in pairs. Translate the highlighted phrases into your language. Are the phrases formal or informal?
- 3 Read paragraph 1 and the headline below. In your notebook, write the first part of your email to Brainytown Council.

BRAINYTOWN COUNCIL HAS REMOVED ALL PLASTIC RECYCLING BINS!

Paper and glass recycling bins will also be removed next month.

! Tips

- Pamiętaj, aby użyć fraz z sekcji *Brainy phrases*.
- Uzasadnij swoją opinię na temat decyzji rady.

🔍 Look: *there will/won't be*

There will be more air pollution near the school.

There won't be any trees left.

- 4 In your notebook, complete sentences 1-4 using the phrases in the box.

there will be ■ there won't be ■ will be ■ won't be

- 1 All these trees cut down next week.
- 2 much shade on hot summer days.
- 3 There aren't any recycling bins here, so this rubbish recycled.
- 4 That means a lot more rubbish going to landfills.

- 5 Work in pairs. Look at the problem described in exercise 3 again. Write the possible consequences in your notebook.

If the recycling bins are removed, there will/won't be ...

- 6 Work in groups. What would you like to do about the problem described in exercise 3? Present your favourite idea to the class.

We would like to ...

- 7 Wyobraź sobie, że mieszkasz w Brainytown, gdzie właśnie zlikwidowano kosze do segregacji odpadów ze względu na ich nieestetyczny wygląd. Sprzeciwiasz się temu pomysłowi. Napisz list formalny do rady miejskiej.

W liście:

- opisz problem z punktu widzenia środowiska naturalnego;
- wytłumacz możliwe skutki usunięcia koszy;
- zaproponuj inne rozwiązanie.

Dear Sir/Madam,

I am writing to complain about an environmental problem in our town.

! Tips

- Użyj przynajmniej dwóch czasowników w stronie biernej.
- Pamiętaj, aby użyć konstrukcji: *there will/won't be*.
- Użyj poznanego słownictwa z dziedziny ochrony środowiska.



- 1 **1.33** Usłyszysz dwukrotnie cztery wypowiedzi na temat recyklingu. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1-4) odpowiadające jej zdanie (A-E). Zapisz odpowiedzi w zeszytcie. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- A At home we all reduce, reuse and recycle.
- B Nearly all my clothes are reused.
- C Plastic isn't recycled there.
- D I've reduced plastic waste.
- E My family isn't very eco-friendly.

1	2	3	4

4

- 2 Do każdej z opisanych sytuacji (1-3) wybierz właściwą reakcję: A, B albo C. Zapisz odpowiedzi w zeszytcie.

- 1 Chcesz przeprowadzić ankietę na temat środowiska. Jak zaczniesz?
 - A Can I answer a few questions?
 - B Have the questions been answered?
 - C Could I ask you a few questions?
- 2 Nie usłyszałeś/usłyszałaś, co ktoś powiedział. Poproś o powtórzenie.
 - A Shall I speak more loudly?
 - B Could you say that again, please?
 - C Do you know what I mean?
- 3 Rozmawiasz z kimś, kto wydaje się nie rozumieć, o czym mówisz. Co powiesz, żeby to sprawdzić?
 - A Do you know what I mean?
 - B Sorry, what do you mean?
 - C What does that mean?

3

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



In this photograph, we can see the island of Fongafale in Tuvalu, which is in the Pacific Ocean, between Australia and Hawaii. The photo was ¹ from an aeroplane – we can see part of the plane's

wing on the ². On the left, there are some houses which ³ situated very close to the water. The people of Tuvalu are worried about global ⁴ because their homes might be destroyed. If the sea ⁵ goes up, their islands will disappear under water!

5

- 5 Uzupełnij każde zdanie z luką, stosując podane wyrazy w niezmienionej formie, tak aby zachować znaczenie zdania wyjściowego (1-3). **Uwaga!** W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszytcie.

- 1 People will send less rubbish to landfills next year. **BE**
Less rubbish to landfills next year.
- 2 The solar panel hasn't been installed yet. **INSTALLED**
They the solar panel yet.
- 3 Did someone collect these berries in the forest? **BERRIES**
collected in the forest?

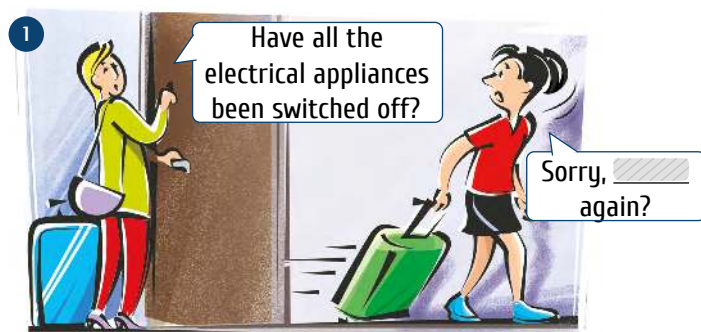
3

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

- 1 In 2030, (będzie) more greenhouse gases in the atmosphere.
- 2 Global warming (nie zostanie powstrzymane) next year.
- 3 Our old-fashioned light bulbs (nie zostały wymienione) yet.

3

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



2

Total: /20

The environment

air pollution /'eə pəˌluːʃ(ə)n/ zanieczyszczenie powietrza
climate change /'klaɪmət ˌtʃeɪndʒ/ zmiana klimatu
cut down /ˌkʌt 'daʊn/ ścinać
global warming /ˌɡləʊb(ə)l 'wɔːmɪŋ/ globalne ocieplenie
greenhouse gases /'ɡriːnˌhaʊs 'ɡæsɪz/ gazy cieplarniane
landfill /'lænd(ɪ)fɪl/ wysypisko śmieci
oil /ɔɪl/ ropa naftowa
gas /ɡæs/ gaz (ziemny)
plant trees /plɑːnt 'triːz/ sadzić drzewa
protect the environment /prə'tekt ði ɪn'veɪənmənt/ chronić środowisko
recycle /rɪ'saɪk(ə)l/ przetwarzać (odpady)
reduce /rɪ'djuːs/ ograniczać
reuse /riː'juːz/ wykorzystywać ponownie
sea level /'siː ˌlev(ə)l/ poziom morza
solar power /'səʊlə ˌpaʊə(r)/ energia słoneczna
use public transport /'juːz ˌpʌblɪk 'trænsˌpɔːt/ używać komunikacji publicznej

Doing a survey

Could I ask you a few questions? Czy mógłbym/mogłabym zadać ci kilka pytań?
Do you know what I mean? Wiesz, o co mi chodzi?
I mean, ... Chodzi mi o to, że...
I see what you mean. Wiem, o co ci chodzi.
I'm afraid not. Niestety nie.
I'm doing a survey about ... Przeprowadzam ankietę na temat...
No, definitely not! Nie, zdecydowanie nie!
Sorry, can you say that again? Przepraszam, mógłbyś/mogłabyś powtórzyć?

Sorry, what do you mean?

Przepraszam, ale co masz na myśli?

Sure – go ahead! Oczywiście, proszę bardzo/nie krępuj się.

Plants

berries /'berɪz/ owoce leśne
branch /brɑːntʃ/ gałąź
crops /krɒps/ rośliny uprawne, uprawy
grow /ɡrəʊ/ rosnąć, uprawiać
herbs /hɜːbz/ zioła
leaf /liːf/ liść
mushroom /'mʌʃruːm/ grzyb
root /ruːt/ korzeń
seed /siːd/ nasiono
soil /sɔɪl/ gleba
trunk /trʌŋk/ pień
water (v) /'wɔːtə(r)/ podlewać

Other

affect /ə'fekt/ wpływać na (coś)
attend /ə'tend/ uczestniczyć w (czymś), uczęszczać na (coś)
average /'æv(ə)rɪdʒ/ średni
breathe /briːð/ oddychać
burn /bɜːn/ palić się
capacity /kə'pæsɪti/ pojemność
carbon dioxide /ˌkɑːb(ə)n daɪ'ɒksaɪd/ dwutlenek węgla
carry /'kæri/ przenosić, roznosić
cause (n/v) /kɔːz/ przyczyna/powodować
community centre /kə'mjuːnɪti ˌsentə/ dom kultury, świetlica
cooling system /'kuːlɪŋ ˌsɪstəm/ chłodzenie, system chłodniczy
destroy /dɪ'strɔɪ/ niszczyć
effect /ɪ'fekt/ efekt, skutek
endangered /ɪn'deɪndʒəd/ zagrożony (wyginięciem)
environment /ɪn'veɪənmənt/ środowisko
factory /'fæktəri/ fabryka
feed (n) /fiːd/ pora karmienia
feeding schedule /'fiːdɪŋ ˌʃedʒuːl/ pory karmienia
flood /flʌd/ powódź

food waste /'fuːd ˌweɪst/ odpady spożywcze
fossil fuels /'fɒs(ə)l ˌfjuːəlz/ paliwa kopalne
garden waste /'ɡɑːd(ə)n ˌweɪst/ odpady ogrodowe
government /'ɡʌvənmənt/ rząd
greenhouse effect /'ɡriːnˌhaʊs ɪˌfekt/ efekt cieplarniany
methane /'miːθeɪn/ metan
oil industry /'ɔɪl ˌɪndʌstri/ przemysł naftowy
oxygen /'ɒksɪdʒ(ə)n/ tlen
permit (v) /pə'mɪt/ pozwalać
photosynthesis /ˌfəʊtəʊ'sɪnθəsɪs/ fotosynteza
pollen /'pɒlən/ pyłki
pollination /ˌpɒlɪˌneɪʃ(ə)n/ zapylenie
protect against /prə'tekt ə'ɡenst/ chronić przed
rainforest /'reɪnˌfɒrɪst/ las deszczowy
recycling bin /rɪ'saɪklɪŋ ˌbɪn/ kosz na odpady segregowane
remove /rɪ'muːv/ usuwać
replace /rɪ'pleɪs/ wymieniać
review (v) /rɪ'vjuː/ recenzować
rubbish /'rʌbɪʃ/ śmieci
sample /'sɑːmp(ə)l/ próbka
seed bank /'siːd ˌbæŋk/ bank nasion
store (v) /stɔː(r)/ przechowywać
sunflower /'sʌnˌflaʊə(r)/ słonecznik
survey /'sɜːveɪ/ ankietę
survive /sə'vaɪv/ przetrwać
symptom /'sɪmptəm/ symptom, objaw
technology /tek'nɒlədʒi/ technologia
treat /triːt/ leczyć
turn off the lights /ˌtɜːn 'ɒf ðə 'laɪts/ wyłączać światło
use up /ˌjuːz 'ʌp/ wykorzystać (w całości)
war /wɔː(r)/ wojna
waste (v) /weɪst/ marnować

The passive

Strony biernej używamy, gdy nie wiemy, kto lub co jest wykonawcą czynności, lub gdy nie jest to istotne. Zdania w stronie biernej tworzymy za pomocą odpowiedniej formy czasownika **be** oraz formy **past participle** czasownika.

		<i>be</i>	<i>past participle</i>
Present simple	Air pollution	is	reduced.
Past simple	Air pollution	was	reduced.
Future simple	Air pollution	will be	reduced.
Present perfect	Air pollution	has been	reduced.

» lista czasowników nieregularnych – strony 126–127

Present simple passive

I **am invited** / **'m not invited** to the meeting.
 You **are protected** / **aren't protected**.
 He/She **is called** / **isn't called** an 'eco-warrior'.
 It **is recycled** / **isn't recycled** here.
 We/You **are invited** / **aren't invited** to the party.
 They **are watered** / **aren't watered** every day.
Is the air **polluted**? Yes, it **is**. / No, it **isn't**.

Past simple passive

I **was invited** / **wasn't invited** to the meeting.
 You **were protected** / **weren't protected**.
 He/She **was called** / **wasn't called** an 'eco-warrior'.
 It **was recycled** / **wasn't recycled** here.
 We/You **were invited** / **weren't invited** to the party.
 They **were watered** / **weren't watered** every day.
Was he **invited**? Yes, he **was**. / No, he **wasn't**.

Future simple passive

Affirmative
 I/You/He/She/We/You/They **will be protected**.
Negative
 I/You/He/She/We/You/They **will not (won't) be protected**.
Question
Will I/you/he/she/we/you/they **be protected**?
Short answer
 Yes, I/you/he/she/we/you/they **will**.
 No, I/you/he/she/we/you/they **won't**.



Project



Work in pairs and follow the instructions.

- 1 Look at the crazy invention.
- 2 Design and draw a new invention which could help to protect the environment.
- 3 Write passive sentences about your invention.
- 4 Vote for the best invention in your class.

*This gadget was designed to ... It is made of ...
 It will be used by ...*



Present perfect passive

Affirmative

I **have been invited** to a beach clean-up.
 You **have been invited** to a meeting.
 He/She **has been invited** to a party.
 It **has been polluted**.
 We/You **have been protected**.
 They **have been planted**.

Negative

I **have not been invited** to a beach clean-up.
 You **have not been invited** to a meeting.
 He/She **has not been invited** to a party.
 It **has not been polluted**.
 We/You **have not been protected**.
 They **have not been planted**.

Question

Have I **been invited**? **Have** you **been invited**?
Has he/she **been invited**? **Has** it **been polluted**?
Have we/you **been protected**?
Have they **been planted**?

Short answer

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

Active and passive

Zdania w stronie czynnej (*active*) rozpoczynamy od podmiotu, który wykonał, wykonuje lub wykona daną czynność.

A factory **polluted** **the river**.

Zdania w stronie biernej (*passive*) mają inny szyk – zaczynamy je od przedmiotu lub osoby, która podlega danej czynności (dopełnienie), ale nie jest jej wykonawcą. Aby wskazać wykonawcę czynności, używamy **by**.

The river **was polluted by** **a factory**.

Passive questions with prepositions

W pytaniach w stronie biernej przyimki (np. **by**, **of**, **to**, **with**) zostają na końcu pytania.

Who was the river polluted **by**?
 What are these recycled products made **of**?
 What has it been made **with**?

There will be / There won't be

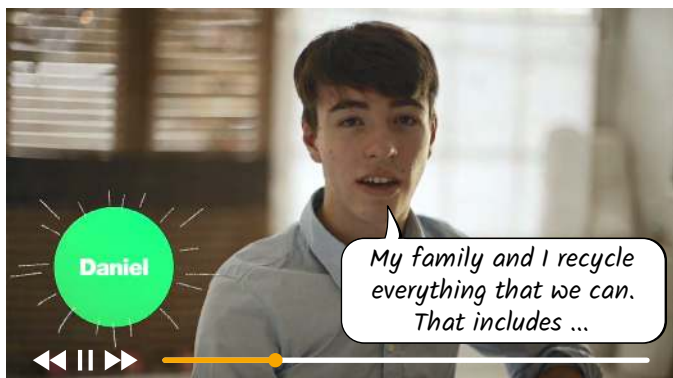
Konstrukcji **there will be** / **there won't be** używamy w celu określenia, czy w przyszłości coś zaistnieje lub nie.

There will be new leaves on the trees in spring.
There won't be any blackberries until September.

Zamiast **There won't be** możemy użyć **There will be** wraz z **no**.
 There will be **no** blackberries

Train your brain!

- 1  **Over to you!** What do you usually recycle at home? What isn't recycled at your house?



- 2  **1.34 Game** Work in pairs. In turns, play *Collect the compounds*. When you finish, listen and check who has more correct compounds.

- 1 Student A says a word from the box.
- 2 Student B writes a compound noun with that word.

sea global climate level tree transport
seeds solar gases warming pollution public
fossil leaves change trunk power air flower
greenhouse autumn fuels

- 3  **Game** In groups of four, play *Spot the difference*. In your notebook, write six passive sentences about Picture B. Who will be the first to write six differences correctly?



The bench has been repaired.

Cumulative revision



Learning to learn!

- 4  **Vocabulary** Revise the vocabulary about environment. Follow the instructions.

- 1 Form eight groups.
- 2 Each group writes words for a different category on a large piece of paper

plants ■ animals ■ weather and seasons
continents and countries ■ eco-friendly activities
eco-unfriendly activities ■ types of transport
natural places

- 3 In one minute, each group must write as many words as possible in their category.
- 4 After one minute, all groups leave their lists and move to a different place. In one minute, they add as many words as possible to the new category.
- 5 Continue until all the groups have seen all the categories. Which category has got the longest list of words?

- 5  **1.35 Grammar** Revise all the tenses! Listen to the tense names. Then transform the sentence below into the tense or structure that you hear. Listen to the answers.



Project

- 6  **Work in groups.** Choose A or B and prepare a class presentation to explain how things have changed over the last century. Use the passive and active voices..

- A The Amazon rainforest
- B The polar icecaps

One hundred years ago, the Amazon rainforest wasn't protected. Now it is protected, but ...



Listening

1 **1.36** Usłyszysz dwukrotnie tekst. Na podstawie informacji zawartych w nagraniu wybierz w zdaniach (1–3) właściwą z podanych odpowiedzi (A, B albo C). Zapisz odpowiedzi w zeszyście.

- 1 Mike used to
 - A. pay for a music streaming service.
 - B. listen to CDs.
 - C. have a slow internet connection.
- 2 Mike wants to
 - A. do a survey about music streaming.
 - B. get a refund for a service that doesn't work.
 - C. explain how to sign up for a service.
- 3 After 30 days,
 - A. you can share thousands of songs.
 - B. you will be sent free wireless earphones.
 - C. payment will be taken from your account.

2 **1.37** Usłyszysz dwukrotnie rozmowę na temat Galerii Figur Stalowych. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–5) w poniższej notatce. Zapisz odpowiedzi w zeszyście. Luki należy uzupełnić w języku angielskim.

THE GALLERY OF STEEL FIGURES

- Sculptures made of ¹ _____ steel
- Exhibitions in Warsaw, ² _____ and ³ _____
- Cost: ⁴ _____ zł for a family ticket
- Opening hours: 9 a.m. until ⁵ _____ every day.

Language functions

3 **1.38** 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.

1	2	3	4
_____	_____	_____	_____

- A. Not really. They don't work very well.
- B. I'd rather get a refund if that's okay.
- C. Yes, of course. What's the problem with it?
- D. Since the cables were installed a few years ago.
- E. Sure, go ahead! What would you like to know?

Reading

4 Przeczytaj tekst. Uzupełnij luki w zdaniach (1–3) zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszyście.

RECYCLED T-SHIRTS

on sale
NOW
at Brainytown
Sports Shop!



- Did you know that recycled plastic can be used to make eco-friendly clothes?
- Have you seen our 100% recycled T-shirts?
- Each T-shirt has been made from 7 recycled plastic water bottles.
- T-shirts are sold in four sizes: S, M, L, and XL.
- £14.99 each, or a special offer for Brainytown customers: two for £25.
- Reduce waste, protect the environment, buy recycled products!
- Share this advert with friends!

To watch a video of the production process

[Click here](#)

- 1 These T-shirts are made from _____.
- 2 Two T-shirts can be bought for _____.
- 3 If you click on the link, you can see how the T-shirts _____.

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

Hi Sam,
Just a quick message to say that I got my money back for that speaker which you recommended. It was damaged, but I took it back to the shop because it had a one-year guarantee. See you at the homework club tomorrow?
Ricky

Delivered

Hi Dad,
Could you take the new wireless charger back to the phone shop when you're in town, please? If so, please tell them that it doesn't work and ask if they can replace it (I'd rather have a new one than get a refund). Thanks a lot!
Jane

- 1 Both texts are about
 - A. getting a refund.
 - B. returning a product.
 - C. asking for help.

**Before you leave**

Please turn off the TV if it has been left on standby.
Make sure that all the other electrical appliances
have been switched off.

Help us to save energy and protect the environment.

Every little bit of energy-saving helps!

2 This text was written to

- A. complain about saving energy.
- B. ask for advice about eco-friendly activities.
- C. encourage people to protect the environment.

ORGANIC GARDEN DAY

When? Saturday 10th May, 10 a.m. – 4 p.m.

Where? Braintown Community Garden
Learn how to:

- » grow your own herbs,
- » identify different types of mushrooms,
- » make berry and vegetable smoothies,
- » prepare the soil to plant flower seeds.

All activities are free, but places must
be booked in advance by visiting our
website or downloading our app on
your smartphone.

Tasty organic drinks and
snacks will be served all day!



3 What can't you do at the Organic Garden Day?

- A. do the activities without booking in advance
- B. use your smartphone
- C. buy food and drinks

Billy,

1 Thanks. I know I can always count on you!

2 Please start by sending this parcel to Grandma
at the post office.

3 Could you do some things for me in town, please?

4 Then collect my photocopies at the copy shop,
and make an appointment for me to have my
hair cut on Saturday.

Mum

4 The correct order of the sentences in the note is

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

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. replaced | B. broken | C. reason |
| D. invited | E. found | F. way |

**AN UNUSUAL JOURNEY**

Ten-year-old William lost his camera while he was at the beach at Thornwick Bay in eastern England. Two months later, his camera was ¹ 500 miles away on a small German island called Süderoog. Holger Spreer and Nele Wree found the camera and shared a video online about its long journey. Twelve days later, they were contacted by William's father. Then, William and his family were ² to Süderoog. This ³ way, they could collect the camera in person!

7 Uzupełnij zdania (1–5). Wykorzystaj w odpowiednich formach wyrazy podane w nawiasach. Jeśli jest to konieczne, dodaj inne wyrazy. **Uwaga!** W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 My brother (leave / TV) standby last night.
- 2 While I (charge / battery) crashed, my phone crashed.
- 3 (you / top up) your phone yet?
- 4 One thousand trees (plant / by) schoolchildren in this park next weekend.
- 5 That speaker (not / connect) to wi-fi yet.

Writing

8 Read the task and write an email in your notebook.

Wzięłeś/Wzięłaś udział w dniu otwartym zorganizowanym przez nowy sklep z urządzeniami elektronicznymi, który niedawno otworzono w twoim mieście.

Napisz e-mail do znajomego z Londynu, w którym:

- opiszysz produkty sprzedawane w tym sklepie;
- opowiesz znajomemu, co jeszcze robiłeś podczas wyjścia na miasto;
- zaprosisz znajomego na warsztaty organizowane przez nowy sklep w przyszły weekend.

E-mail powinien zawierać od 50 do 120 słów.

To Sam

Subject New technology shop

Hi Sam,
Have you heard about the new technology shop that has just opened in my town? I went to the open day today ...

- 1 1.39 Read the text. In your notebook, match sentences 1–8 with pictures a–h. Then listen and repeat the words in green.

How to be a good citizen

- 1 **Respect diversity** – say no to **racism**.
- 2 **Promote equality** and end **discrimination**.
- 3 Say no to **drugs and alcohol**.
- 4 Get a good education to avoid **unemployment**.
- 5 Always report **bullying** and **cyber-bullying**.
- 6 Help to fight **hunger** – **donate to a food bank**.
- 7 **Support a charity** which fights against **homelessness**.
- 8 Help to bring an end to world **poverty**.



- 2 In your notebook, complete the table with the nouns in green from exercise 1.

adjective	noun	adjective	noun
homeless	1	unemployed	4
poor	2	bullied	5
racist	3	hungry	6

Look

poor people = the poor

homeless people = the homeless

unemployed people = the unemployed

- 3 Choose the correct words to complete the text. Write the answers in your notebook.

Do something

If you want to support a great ¹ **charity / diversity**, check out DoSomething.org. Young people in more than 130 countries have signed up to volunteer for good causes such as helping the ² **poor / poverty**, or fighting against bullying and ³ **discriminate / discrimination**. Volunteers at DoSomething.org have also ⁴ **supported / donated** clothes for young people who are ⁵ **homeless / homelessness**. In one year, they collected more than a million pairs of jeans! Do you want to help? Do what you can!

- 4 Work in pairs. Take turns to ask and answer the questions, using all the words in the boxes. Give more information in your answers.

Is there a problem with	bullying	in our	class	?
	homelessness		school	
	discrimination		town	
	drugs and alcohol		country	
	unemployment			
	poverty			
	racism			

Yes, there is. I think there's / there are a lot of ...

No, there isn't. I don't think there's much / there are many ...

- 5 Join another pair to make a group of four. Follow the instructions.

- 1 Think about solutions for the problems in exercise 4.
- 2 Decide on the best solution for each problem.
- 3 Write a sentence with your solution for each problem.
- 4 Share your solutions with the class. Which are the best ones?

We think that the best solution for ... is to ...

Grammar hub: Zero conditional

Situation (Present simple) If/When we support a charity,	Result (Present simple) we help others.
=	
Result (Present simple) We help others	Situation (Present simple) if/when we support a charity.

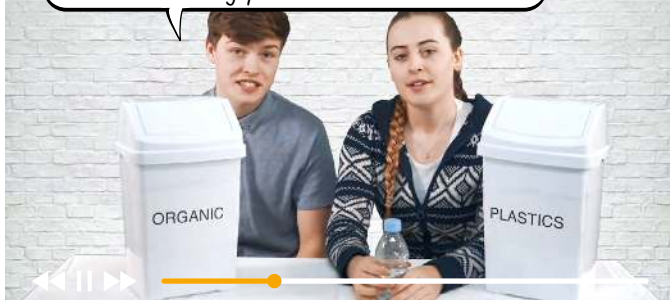
>>> Grammar summary on page 43

- 1 Identify the **situation** and the **result** in statements 1–4. Then, make zero conditional sentences with **if/when**. Pay attention to the use of commas.

- people become unemployed / they lose their job
- people can't pay for a home / they become homeless
- it helps the planet / we save energy
- we respect others / the world is a happier place

Grammar hub: First conditional

If we **don't take** care of the planet now, we'll **have** big problems in the future.



First conditional

Situation (Present simple) If you get a job,	Result (Future simple) you won't be unemployed.
--	---

>>> Grammar summary on page 43

- 2  In your notebook, match the possible future situations and the results. Then work in pairs and say first conditional sentences.

Situations	Results
1 she / eat breakfast	she / not be hungry at school
2 he / find a job	I / report it
3 I / see cyber-bullying	he / not be unemployed
4 we / donate to a food bank	global warming / get worse
5 people / not protect the environment	fewer people / be hungry

If she eats breakfast ...

... she won't be hungry at school.

- 3  **Crime** Do you remember the meaning of the words in **bold**? In your notebook, complete the first conditional sentences with the correct forms of the verbs in brackets.

- If a thief (steal) my bag, I (lose) my phone.
- The police (**chase**) the vandal if he (**run away**).
- The shoplifter (**go**) to prison if she (**commit**) a crime.
- If a robber (**rob**) the bank, there (**not be**) any money left!

Grammar hub: unless

If they **don't create** new jobs, more people will become unemployed.

=

Unless they **create** new jobs, more people will become unemployed.

>>> Grammar summary on page 43

- 4 In your notebook, rewrite the sentences, using **unless**.

- You won't go to prison if you don't commit a crime.
- If we don't build more houses, we won't stop homelessness.
- The Earth won't survive if we don't protect the environment.
- If we don't promote equality, discrimination will continue.

- 5  **Work in pairs. Complete the sentences with your own ideas.**

You'll fail your exam unless ... *you study more.*

- Global warming won't stop unless ...
- The sea level will go up unless ...
- I'll come to school on Monday unless ...
- I won't help you with your homework unless ...

- 6  **Uzupełnij każde zdanie z luką, stosując podane wyrazy w niezmienionej formie, tak aby zachować znaczenie zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Zapisz odpowiedzi w zeszytcie.**

- Unless we donate more to food banks, people will be hungry. **IF**
People will be hungry donate more to food banks.
- No one will respect you if you aren't a good citizen. **UNLESS**
No one will respect you a good citizen.

1 1.40 Read and listen to the texts. Identify the conditional sentences – are they zero or first conditionals?

A

Bring your jeans for the homeless!

Brainytown Youth Club • Saturday 15th November • 2–4pm

Homelessness is a problem which affects people in our community because of poverty or unemployment. Help others by doing what you can! You **get** free tea and cake here **when you donate** your second-hand jeans* to young homeless people! Plus, **if you upload** a photo of your donated jeans, **you have** the chance to win £50!

All welcome!

Free of charge, donations welcome.



*If your old clothes **are reused**, it also **helps** the environment. **Unless they're recycled**, your old clothes **will be sent** to landfill sites!

B

Celebrity football match against discrimination in sport

16th November, City Stadium
Meet at Brainytown Bus Station, 9 am

Come and support this charity event which promotes equality and diversity. **If you come** and watch this match, **you'll help** to raise money to fight against discrimination and racism in sport. Let's all do what we can. Change **won't happen unless we make** it!

£10 (£7.50 for students) includes transport to the match and back, entry to the stadium and lunch.



C

Join in the Big School Debate

19th November, 5 pm
(Brainytown High School)

Open to all? Free?	Sorry – students only! Yes, but places are limited. You won't get in unless you book in advance.	Debate topics include: – Should the legal age limit for smoking and drinking alcohol be higher? – Should all types of cyber-bullying be illegal? – Should Brainytown build a new residence for the homeless?
Refreshments?	Sorry, the cafeteria will be closed.	

Note: There will also be a collection for our local food bank. **If you put** your donations in the box at the door, **we'll send** them on.



2 Przeczytaj teksty reklamujące różne wydarzenia społeczne (A–C) z ćwiczenia 1. oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Zapisz odpowiedzi w zeszycie. **Uwaga!** Jeden tekst pasuje do dwóch zdań.

- You can't go to this event unless you are a student.
- You might win a prize if you make a donation at this event.
- You have to pay some money if you want to go to this event.
- You won't be given any food or drinks if you take part in this event.

3 In your notebook, complete the sentences with information from the texts in exercise 1.

- If you take your jeans to you'll get
- Your old clothes will go to landfill sites unless
- You'll help to raise money to combat if you
- If you pay £7.50, you'll get
- Unless you book in advance, you
- They will send donations to the food bank if you

4 Work in pairs. Invent a charity event at your school and write a notice like the ones above.

! Tips

- Pamiętaj, aby zawrzeć informacje na temat miejsca, daty, godziny i kosztu uczestnictwa w wydarzeniu.
- Napisz, w jakim celu organizowane jest to wydarzenie charytatywne i jak można je wesprzeć.
- W swoim tekście zawrzyj dwa zdania warunkowe.

5 Put your notice on the wall and look at your classmates' notices. Which charity would you like to support? Why?

Brainy fact

Thirty-four per cent of 16–24 year-olds in the UK have volunteered to do work for good causes.

Speaking

lesson 4

Lesson objective: Functions: encouraging and responding to encouragement, hesitating; Vocabulary: fundraising activities

- 1 **1.41** Read and listen to the dialogue. Copy the table below into your notebook and complete it with the phrases in bold from the dialogue.



We're doing a sponsored run to raise money for a homelessness charity. Why don't you join us?

No way!

Er, why not? It'll be great! And it's for a good cause.

What if no one sponsors you?

Well, we won't know unless we try!

I'd rather not, thank you.

Oh, come on! It'll be more fun if you come too.

Hmm. All right, I'll give it a go.

Let's ask our English teacher to sponsor us.

OK. I suppose we can try.

Phrases to encourage

Phrases to respond to encouragement

Why don't you ...?

Look: expressing hesitation

When you're hesitating, use English words or sounds like:

Well, ... Hmm... Er... OK, ...

- 2 **1.42** In your notebook, match the phrases below with pictures 1–5. For one picture, there are two options. Then listen, check and repeat.

do a sponsored run ■ sell raffle tickets ■ collect money
organise a school fair ■ set up a cake stall



- 3 **Work in pairs.** Student A chooses an activity from exercise 2 and asks Student B to join in. Student B responds with phrases from the table below. Use expressions of hesitation.

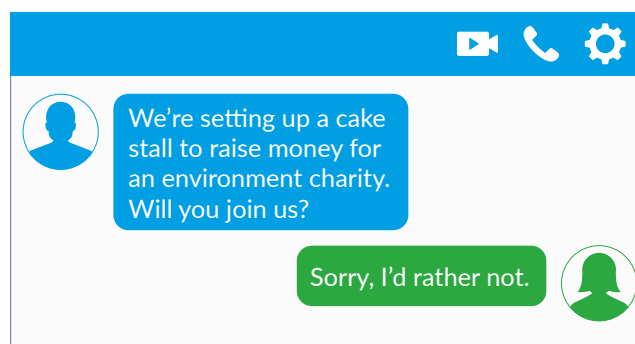
We're organising a school fair to raise money for charity. Will you join us?

Hmm, I'd rather not.

✓	✗
I'll give it a go.	No way!
I suppose we can try.	I'd rather not.

- 4 **Work in pairs.** Act out the main dialogue. Change the parts in grey, and remember to use expressions of hesitation.

- 5 Now, imagine that you want to encourage another friend to join you. In your notebook, write an instant message conversation.



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

- Namawiasz kolegę do wzięcia udziału w sponsorowanym biegu na 5 kilometrów. Co powiesz?
 - I suppose we can try!
 - Come on, it'll be great!
 - It will be fun unless you come too!
- Kolega próbuje przekonać cię do pomocy w organizacji loterii charytatywnej, ale nie masz na to ochoty. Jak to wyrazisz?
 - I won't know unless I try.
 - I'll give it a go.
 - Sorry, I'd rather not.

Vocabulary 2 and Listening

Lesson objective: *politics and citizenship*

lesson 5

- 1  **1.43** Check the meaning of these words. Then listen and repeat. Which ones could you use to describe the pictures in exercise 2?

election ■ democracy ■ government ■ politician
political party ■ society ■ human rights ■ vote (n/v)
ban (n/v) ■ debate (n/v) ■ be a candidate ■ pass laws

Look: noun or verb

Some nouns and verbs have the same spelling.

a vote / to vote ■ a ban / to ban ■ a debate / to debate

- 2  **1.44**  Work in pairs. Do the quiz. Listen and check your answers. Which pair got the highest score?

How much do you know about politics?



- At what age can people **vote** in your country?
a 18 b 21
- Who can vote in a **democracy**?
a everyone b most adults
- How often is there an **election** for the European Parliament?
a every year b every five years
- In England, where do **debates** take place between the **government** and other **political parties**?
a Buckingham Palace b the Houses of Parliament
- Which **politician** was the president of the USA from 2009 to 2017?
a Donald Trump b Barack Obama
- When was the Universal Declaration of **Human Rights** adopted by the United Nations?
a 1948 b 2019
- When did the Polish parliament **pass a law** to **ban** smoking in pubs and restaurants?
a 2010 b 2015
- What do we call the school subject where you learn about **society**?
a economics b sociology

What's your score?

-  1–3: Hmm ... You aren't going to be a politician.
 4–6: Not bad, but try to keep up with the news!
 7–8: Well done! Perhaps you will have a career in politics?

- 3  Work in pairs. In turns, name:

- a politician in your country,
- a political party in your country,
- something which your government has done/changed in recent years,
- a topic which politicians are debating in your country.

! Tips

Z trzech wariantów odpowiedzi tylko jeden jest poprawny. Uzasadnij swój wybór i wyjaśnij, dlaczego pozostałe odpowiedzi są nieprawidłowe.

- 4  **1.45** Listen to Laura and choose the correct answers. Explain why they are correct and why you think the others are incorrect.

- A **school council** is a group of ... who are chosen in an election.
a students b politicians c teachers
- A **student** ... is someone who represents other students.
a citizen b rep c candidate

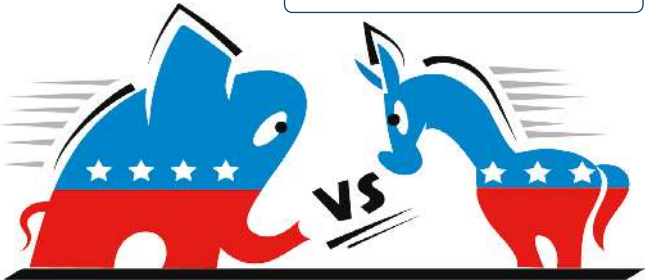
- 5  **1.45**  Usłyszysz dwukrotnie wypowiedź przedstawicielki uczniów. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.

- Laura
A. will be a candidate in the next election.
B. has been a student rep for a year.
C. was a victim of bullying.
- You should go to the school hall on Tuesday
A. to vote for the school council.
B. to persuade people to vote for you.
C. to get advice on being a candidate.
- Laura wants to
A. encourage people to join the school council.
B. give a presentation about democracy.
C. complain about politicians.

- 6  Have a class debate: 'Should all schools have a school council, Yes or No?' Then, have a class vote about this issue.

Grammar hub: second conditional

Who would you vote for if we had an election tomorrow?



Situation (Past simple)

If we **had** an election, I **would vote** for the donkey.

If we had an election, I **wouldn't vote** for the donkey.

=

Result (would)

I **would vote** for the donkey **if** we **had** an election.

I **wouldn't vote** for the donkey **if** we **had** an election.

Questions

Would you **vote** for the elephant **if** we **had** an election?

Yes, I **would**. / No, I **wouldn't**.

I would = I'd

I would not = I wouldn't

>>> Grammar summary on page 43

3 Game In your notebook, ask and answer the questions in exercise 2.

- 1 Write your own answers to the questions in exercise 2. Don't show them to your partner!
- 2 Take turns to guess your partner's answers.
- 3 Answer your partner's questions.
- 4 You get one point for each correct guess. The winner is the student with the most points at the end.

4 In your notebook, rewrite the sentences, using the second conditional.

We live in a democracy, so we have elections.

If we didn't live in a democracy, we wouldn't have elections.

- 1 Our school has computers, so we use them in class.
- 2 Languages are important, so we study them.
- 3 Charities have money for good causes because people support them.
- 4 The government protects endangered animals, so they survive.

Grammar hub: *If I were*

If I **were** a politician, I'd **protect** the environment.

If I **were** you, I **wouldn't vote** for that candidate.

>>> Grammar summary on page 43

5 Work in pairs. In turns, ask and answer questions about the professions in the box. Use the second conditional.

politician ■ English teacher ■ student rep
famous footballer ■ celebrity ■ head teacher

What would you do if you were an English teacher?

If I were an English teacher,
I would give you lots of homework!

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

- 1 I'd vote for the other candidate (*gdybym był tobą*) _____.
- 2 If the government didn't do a good job, no one (*by na nich nie głosował*) _____.
- 3 What new laws would you pass (*gdybyś miał/miała*) _____ chance?

1 Choose the correct options. Write the answers in your notebook.

- 1 If we **had** / **would have** an election, my parents would vote.
- 2 Poverty **won't** / **wouldn't** exist if everyone earned enough.
- 3 If the government **would build** / **built** more houses, people wouldn't be homeless.
- 4 Bullying wouldn't exist if everyone **respected** / **would respect** other people.
- 5 If schools banned homework, students **will** / **would** be happy.

2 1.46 Complete the second conditional questions with the verbs in brackets in the correct form. Then listen, check and repeat. Pay attention to the intonation.

What would YOU ... if ...?

- 1 What _____ (you / **change**) at school if you _____ (become) a student rep?
- 2 What new laws _____ (you / **pass**) if you _____ (be) a politician?
- 3 Which charity _____ (you / **support**) if you _____ (have to) choose one?
- 4 What _____ (you / **do**) if you _____ (see) bullying online?
- 5 Who _____ (you / **vote**) for if you _____ (be) 18?



1 Listen and read. What is the EYP? Would you like to be a member of it? Why?/Why not?

European Youth Parliament

The European Youth Parliament (EYP) is an organisation which encourages young people to be active citizens. Thousands of young people take part from 40 countries across Europe (not just the EU countries). If you're interested in politics, this is a great way to learn more about it. Each country votes for its EYP members in national elections. Then, there are three international events each year. In 2019, they were held in Yerevan (Armenia), Valencia (Spain) and Hamburg (Germany).

What would you do if you went to an EYP event? Well, you could take part in debates about topics which affect society today, such as

climate change, gender equality, human rights, child poverty and cyber-bullying. You could also go to team-building and social events such as



concerts, dinners and sightseeing trips. You could meet politicians from different political parties too. If you were a member of the EYP, you wouldn't be able to pass laws, but you could represent young people from your own country, and you could influence your national government.

If you decide to be a candidate, you'll definitely make new friends and learn a lot about current affairs and how democracy works!

What would you change if you were a politician?

If I were a politician, I'd change the voting age to 16.

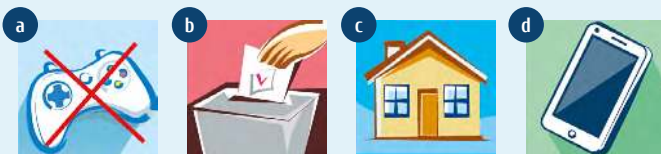
I'd make e-sports part of school PE if I had the chance to pass new laws!

2 Przeczytaj ponownie tekst z ćwiczenia 1. Odpowiedz na pytania 1–4 zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszyty.

- How are EYP members chosen?
EYP members are chosen _____.
- If you were at an EYP event, what social events would you be able to go to?
You would be able to go to _____.
- If you were a member of the EYP, what wouldn't you be able to do?
You wouldn't be able to _____.
- Who could you represent if you were an EYP member?
You could represent _____.

3 Listen to four people and match them with pictures a–d. What would they each do if they could?

- Andy
- Bella
- Cathy
- David



If Andy could, he would ...

Look: be able to

you could = you would be able to

you couldn't = you wouldn't be able to

4 Work in groups. Discuss what you would do if you were politicians. Tell the class your ideas. Whose ideas are the best?

If we were politicians, we would fight against racism.

Discover more!

5 Work in pairs. Find out about the European Youth Parliament in Poland. Answer the questions.

- How can you join the EYP in Poland?
- Where would you go if you went to the next international EYP event?
- What would you do if you joined the EYP?

! Tips

- Użyj drugiego okresu warunkowego.
- Użyj słownictwa z zakresu polityki i społeczeństwa.
- Wykorzystaj tekst z ćwiczenia 1.

Lesson objective: *an email (giving advice, showing empathy and encouraging, asking for advice)*

Brainy phrases

Paragraph 1

Although ..., ...

If I were you, I'd ...

I'd definitely ...

I definitely wouldn't ...

Paragraph 2

I'm sorry he/she feels ...

He/She will feel a little better if ...

Tell him/her to give it a go.

He/She won't know unless he/she tries!

Paragraph 3

I'd like to ask for some advice.

I'm worried about ...

I don't know what to do.

What would you do?

To Sandra

Subject Advice



Hi Sandra,

Thanks for your email. I'm really sorry to hear that your friend Amy has been a victim of bullying.

1 Although there's little that you can do on your own, there are a few other people who could help. If I were you, I'd encourage her to tell the student rep or talk to the head teacher. I definitely wouldn't keep quiet about the bullying!

2 I'm sorry she feels down. I'd feel angry too if I had this problem. I'm sure she'll feel a little better if she talks to the rep. Tell her to give it a go – she won't know unless she tries!

3 Actually, I'd like to ask for some advice too. My friend has started hanging out with a few people who drink alcohol and misbehave. I'm worried about him, and I don't know what to do. Few people know about it, and it makes me feel helpless. What would you do if you were me?

Chat soon,

Jack

1 Read the model email. In your notebook, match paragraphs 1–3 with functions a–d. For one paragraph, there are two functions.

- | | |
|---------------------|-------------------|
| a asking for advice | c showing empathy |
| b giving advice | d encouraging |

Look: (a) little, (a) few

- There's **little** that you can do.
- There are **a few** people who could help.
- Few** people know about it.
- She'll feel **a little** better if she talks to someone.

2 Read the sentences in the Look box and match them with points a–d. Write the answers in your notebook.

- | | |
|--------------------------|------------------------------|
| a a bit = <i>trochę</i> | c not many = <i>niewielu</i> |
| b not much = <i>mało</i> | d some = <i>kilka</i> |

3 Work in pairs. Give Jack some advice about the problem he has. Use these Brainy phrases.

If I were you, I'd ...

I definitely wouldn't ...

I'd definitely ...

4 Feelings Work in pairs. Student A chooses a feeling from the box and says a sentence. Student B shows empathy and encourages him/her to take action.

confused ■ angry ■ down ■ worried ■ sad ■ nervous

Student A: I feel **nervous** about the exam next week.

Student B: I'm sorry you feel nervous. I'm sure you'll feel better if you revise!

5 Work in pairs. Act out the dialogue below. Then, swap roles.

X: I'd like to ask for some advice.

Y: Sure! What's the problem?

X: I'm worried about my friend. He/She ...

Y: Oh dear. I'm sorry to hear that.

X: What would you do if you were me?

Y: If I were you, I'd ...

6 Twój kolega z Anglii, Jack, martwi się o swojego przyjaciela, który zaczął spędzać czas w towarzystwie osób pijących alkohol. Napisz e-mail do Jacka.

W wiadomości:

- przekaż mu swoje rady odnośnie tego problemu;
- zachęć go do podjęcia konkretnych działań;
- poproś go o radę w sprawie problemu, z którym sam/sama się zmagasz.

! Tips

- Użyj drugiego okresu warunkowego, np. *If I were you ...*
- Użyj pierwszego okresu warunkowego z *unless*.
- Wykorzystaj zwroty z lekcji 4.
- Użyj *(a) little* i *(a) few*.





- 1 **1.49** Usłyszysz dwukrotnie wywiad z nastoletnim wolontariuszem. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszycie. Luki należy uzupełnić w języku angielskim.

Oliver Smith, 18-year-old volunteer

- does voluntary work at ¹ _____
- helps people who are unemployed or ² _____
- the best way to support the charity is to ³ _____, give money or become a volunteer
- future plans: wants to become a ⁴ _____

4

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



2

- 3 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: We're organising a school fair on Saturday to raise money for the poor. Will you help us?
 Y: Er, I might be busy on Saturday.
 X: ¹ _____ (on)! It's a really good cause.
 Y: What if no one comes?
 X: Well, we won't know ² _____ (try)!
 Y: I'll think about it, OK?

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

THE EUROPEAN UNION

The EU is a group of countries whose governments work together. EU citizens can travel freely to most other EU countries. This means that you ¹ _____ need to show your passport if you travelled from Sweden to Spain (² _____ you passed through the UK, which isn't in the EU). At the moment, there are 27 countries in the EU, but it ³ _____ bigger in future if more countries join, such as Serbia or Montenegro. If a country ⁴ _____ to join the EU, it has to follow certain rules. For example, it must be a democracy where citizens can vote in elections, and it must respect ⁵ _____.



- | | | |
|-------------------|-------------------|-----------------|
| 1 A. don't | B. won't | C. wouldn't |
| 2 A. if | B. unless | C. when |
| 3 A. will become | B. became | C. would become |
| 4 A. wants | B. will want | C. would want |
| 5 A. unemployment | B. discrimination | C. human rights |

5

- 5 Uzupełnij zdania 1–5. Zastosuj – w odpowiedniej formie – wyrazy podane w nawiasach. Jeśli jest to konieczne, dodaj inne wyrazy. **Uwaga!** W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszycie.

- 1 I wouldn't vote for that candidate if (I / be / you) _____.
- 2 If your brother (not / vote) _____ today, he will have no right to complain about politics!
- 3 That politician won't win the election (unless / he / respect) _____ the other candidates.
- 4 Homelessness (not / be) _____ a big problem if the government built more homes.
- 5 Would you ban all drugs (if / you / can) _____ pass laws?

5

Total: _____/20

Social problems and solutions alcohol /'ælkə,hɒl/ alkohol bullied /'bʊlɪd/ prześladowany, dręczony (np. w szkole) bullying /'bʊlɪŋ/ dokuczanie, znęcanie się cyber-bullying /'saɪbə,bʊlɪŋ/ cyberprzemoc discrimination /dɪ,skrɪmɪ'neɪʃ(ə)n/ dyskryminacja donate to a food bank /dəʊ'neɪt tu ə 'fuːd,bæŋk/ przekazać do banku żywności drugs /drʌgz/ narkotyki homeless /'həʊmləs/ bezdomny homelessness /'həʊmləsənəs/ bezdomność hunger /'hʌŋgə(r)/ głód hungry /'hʌŋgrɪ/ głodny poor /pʊə(r)/ biedny, ubogi poverty /'pɒvəti/ bieda, ubóstwo promote equality /prə'məʊt ɪ'kwɒləti/ promować równość racism /'reɪ,sɪz(ə)m/ rasizm racist /'reɪsɪst/ rasista respect diversity /rɪ'spekt daɪ'vɜːsəti/ szanować różnorodność support a charity /sə'pɔːt ə'tʃærəti/ wspierać organizację charytatywną unemployed /,ʌnɪm'plɔɪd/ bezrobotny unemployment /,ʌnɪm'plɔɪmənt/ bezrobocie	Encouraging and responding to encouragement Come on! Dawaj! I suppose we can try. Chyba możemy spróbować. I'd rather not, thank you. Dziękuję, ale wolałbym/wolałabym nie. I'll give it a go. Spróbuję. It'll be great! Będzie świetnie! No way! Nie ma mowy. We won't know unless we try! Nie będziemy wiedzieć, póki nie spróbujemy. Why don't you join us? Może do nas dołączysz? Politics and citizenship ban (n/v) /bæn/ zakaz; zakazać be a candidate /bi ə 'kændɪdət/ kandydować debate (n/v) /dɪ'beɪt/ debata; debatować democracy /dɪ'mɒkrəsi/ demokracja election /ɪ'lekʃ(ə)n/ wybory government /'gʌvənmənt/ rząd human rights /,hjuːmən 'raɪts/ prawa człowieka pass laws /pæs 'lɔːz/ uchwalać ustawy political party /pə'ltɪk(ə)l ,paːti/ partia polityczna politician /,pɒlə'tɪʃ(ə)n/ polityk society /sə'saɪəti/ społeczeństwo vote (n/v) /vəʊt/ głos; głosować	current affairs /,kʌrənt ə'feəz/ sprawy bieżące entry /'entri/ wejście exist /ɪg'zɪst/ istnieć fight against /,faɪtə'genst/ walczyć z free of charge /,friː əv 'tʃɑːdʒ/ za darmo gender equality /,dʒendər ɪ'kwɒləti/ równość płci good cause /,ɡʊd 'kɔːz/ szczytny cel hang out /,hæŋ 'aʊt/ spędzać czas (z kimś) illegal /ɪ'liːg(ə)l/ nielegalny in advance /ɪnəd'vɑːns/ z góry, od razu influence /'ɪnfluəns/ mieć wpływ na international /,ɪntə(r)'næʃ(ə)nəl/ międzynarodowy make a donation /'meɪk ə dəʊ'neɪʃ(ə)n/ przekazać darowiznę member /'membə(r)/ członek parliament /'pɑːləmənt/ parlament prison /'prɪz(ə)n/ więzienie promote /prə'məʊt/ promować, propagować raise money /'reɪz 'mʌni/ prowadzić zbiórkę pieniędzy represent /,reprɪ'zent/ reprezentować residence /'rezɪd(ə)ns/ miejsce zamieszkania school council /,skuːl 'kaʊns(ə)l/ samorząd szkolny shoplifter /'ʃɒp,lɪftə(r)/ złodziej sklepowy steal /stiːl/ kraść student rep/representative /,stjuːd(ə)nt 'rep/,reprə'zentətɪv/ przedstawiciel samorządu uczniów survive /sə'vaɪv/ przetrwać victim /'vɪktɪm/ ofiara volunteer /,vɒlən'tɪə(r)/ ochotnik voting age /'vəʊtɪŋ ,eɪdʒ/ wiek wyborczy European Youth Parliament /,juərə'piːən'juːθ ,pɑːləmənt/ Europejski Parlament Młodzieży
Fundraising activities collect money /kə'lekt 'mʌni/ prowadzić zbiórkę pieniędzy do a sponsored run /'duː ə'spɒnsəd ,rʌn/ brać udział w biegu sponsorowanym organise a school fair /'ɔːgənaɪz ə 'skuːl ,feə(r)/ organizować szkolny kiermasz sell raffle tickets /'sel'ræf(ə)l ,tɪkɪts/ sprzedawać losy na loterię set up a cake stall /,set 'ʌp ə 'keɪk ,stɔːl/ rozstawić stoisko z ciastami	Other adopted by /ə'dɒptɪd baɪ/ przyjęty przez affect /ə'fekt/ wpływać na avoid /ə'vɔɪd/ unikać bring an end to /,brɪŋ ən 'end tə/ położyć kres czemuś citizen /'sɪtɪz(ə)n/ obywatel collected /kə'lektɪd/ zebrany collection /kə'lekʃ(ə)n/ zbiórka (np. żywności) commit a crime /kə'mɪt ə 'kraɪm/ popełnić przestępstwo community /kə'mjuːnəti/ społeczność	

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 become unemployed	if/when they lose their job.

W zdaniach rozpoczynających się od **If/When** stawiamy przecinek.

If/When people lose their job, they become unemployed.

First conditional

Trybu warunkowego pierwszego stopnia (typu 1) używamy, gdy mówimy o tym, co prawdopodobnie się wydarzy, jeśli zostanie spełniony (lub też nie) pewien przyszły warunek. **Uwaga!** Nie używaj **will** w części warunkowej zdania (po **if**).

Możliwy rezultat (<i>Future simple</i>)	Warunek (<i>Present simple</i>)
People won't be homeless	if we build more houses.

W zdaniach rozpoczynających się od **If** stawiamy przecinek.

If we build more houses, people won't be homeless.

unless

Aby wyrazić warunek zawierający przeczenie, możemy użyć spójnika **unless** (= jeśli nie), który ma takie samo znaczenie co **if not**.

If you **don't help** me, I won't finish my homework.
= **Unless** you **help** me, I won't finish my homework.

Second conditional

Trybu warunkowego drugiego stopnia (typu 2) używamy, gdy mówimy o mało prawdopodobnych albo niemożliwych sytuacjach w teraźniejszości lub przyszłości.

Uwaga! Nie używaj **would** w części warunkowej zdania (po **if**).

Rezultat (<i>would</i> + czasownik)	Warunek (<i>Past simple</i>)
You would be a good student rep	if your school had a council.

W zdaniach rozpoczynających się od **If** stawiamy przecinek.

If your school had a council, you would be a good student rep.

If I were ...

W drugim okresie warunkowym czasownik **be** użyty po **if** najczęściej ma taką samą formę we wszystkich osobach liczby pojedynczej i mnogiej = **were**.

If Tom **were** a politician, he would ban school on Fridays.

Gdy chcemy komuś udzielić rady, używamy konstrukcji **If I were you**.

If I were you, I wouldn't vote for that political party.

(a) little, (a) few

Gdy mówimy o ilości/liczbie osób lub przedmiotów używamy słów: **a little**, **little**, **a few** lub **few**.

a little (trochę, wystarczająco)	I've got a little free time on Saturday if you need some help.
little (niewiele, mało)	Some people say that there's little time to save the planet.
a few (kilka, parę)	I've got a few good friends.
few (niewiele)	Few countries are trying hard to stop climate change.

Project

Choose A or B. In your notebook, write a 'chain of consequences'. Who can write the longest chain? Whose chain contains the most new words from Unit 3?

A If I found €1000, I would ...



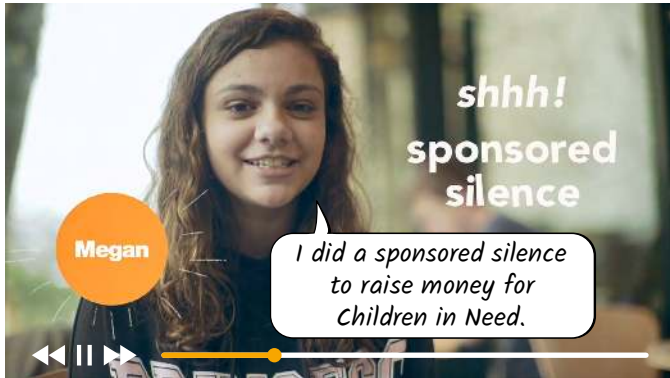
B If I were the leader of my country, I would ...



If I found €1000, I would give it to a human rights charity. If I gave it to a human rights charity, they would ... If they ...

Train your brain!

- 1  **Over to you!** Work in pairs. Have you ever raised money for charity?



- 2 In your notebook, write a caption for each of the social problems in the posters below. Then, write a solution for each problem, using conditional sentences.

Stop racism!

Racism wouldn't be a problem if everyone respected diversity.



- 3  **Work in pairs.** Imagine you are the people mentioned in A and B. Say two versions of each sentence: one with the first conditional and one with the second conditional.

If I ...**(win)** the election, I ... **(ban)** drugs.

A your mother/father B a politician

A If I won the election, I'd ban drugs.

B If I win the election, I'll ban drugs.

- 1 If I ... **(earn)** a million euros, I ... **(help)** the poor.
A a famous celebrity B a teacher
2 I ... **(go)** to prison if I ... **(commit)** a crime.
A your best friend B a robber
3 If I ... **(have)** time, I ... **(do)** a sponsored run.
A a very busy person B a person with free time

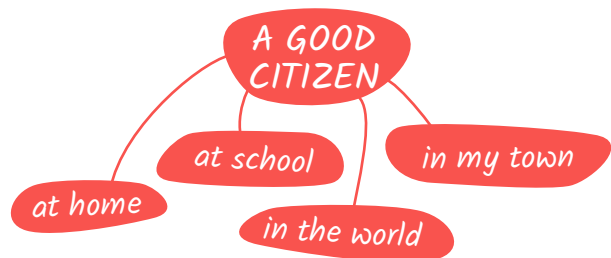
Cumulative revision



Learning to learn!

- 4   **Vocabulary** Work in two groups. On large pieces of paper, make a poster called *Good citizens*.

- Each group draws a diagram.
- Using green pens, write as many phrases as possible about what a good citizen **should** do in each category.
- After five minutes, swap papers with the other group. Using red pens, add as many phrases as possible about what a good citizen **should not** do in each category.



A good citizen should help with the chores at home.

Life Skills: Be positive!

How do you say these phrases in your language?

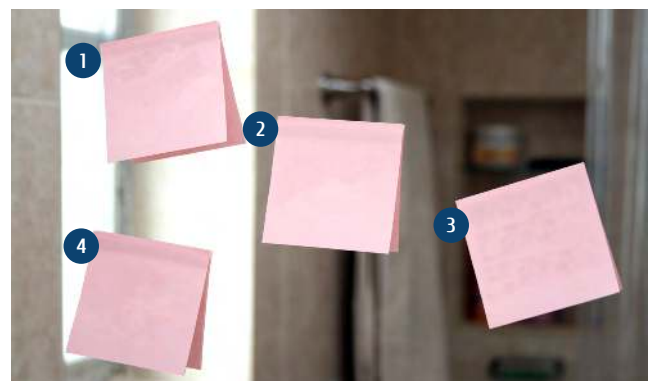
Respect yourself.

Respect others.

Never give up.

Be kind.

- 5  **Grammar** Look at the mirror messages (1–4) and match them with the grammar points (a–d).



- a present continuous c modal verb
b present perfect d phrasal verb

Project

- 6   **Work in pairs.** Use post-it notes to write your own mirror messages with positive phrases for your classmates. Put them around your classroom.



January 1 Celebrate New Year's Day at the ballet with a performance of <i>Swan Lake</i> 6 Street procession with the Three Kings for (a) <i>Epiphany</i>	February 14 Come and watch a romantic film on (b) 22 Have fun at the Braintown carnival	March 23 Take part in the annual Braintown marathon – run 42 kilometres around the town!	1 	April 12 Celebrate (c) with an egg hunt in the park
May 3 The funfair comes to town! 13 Braintown's annual art fair	2 	June 2 Start of the annual opera festival with Braintown orchestra	July 20 End-of-term poetry slam at Braintown High School	August 8 Start of the Summer Festival, with music, comedy, story-telling and street theatre
September 4 Come and watch the parade of wreaths and eat traditional food at the (d)	October 13 It's time for the circus ! 25 A new play by students at Braintown Theatre	November 4 An amazing magic show at the Community Centre – fun for all the family! 28 Start of the pantomime season – this year, it's <i>Cinderella</i>	December 25 Mass at Braintown Church on (e) 31 Celebrate (f) with fireworks at Braintown Park	3 

- 1  **2.01** Listen and repeat the words in green. How many are similar in Polish? Which ones can you see in pictures 1–3?

- 2  **Months and dates** Look at the calendar. In pairs, take turns to ask and answer questions about the dates of the events.

When is the **marathon**?

It's on the 23rd of March.

- 3  **2.02** In your notebook, complete gaps a–f in the calendar with the festivals in the box. Listen and check. How do you celebrate each festival?

Easter ■ harvest festival ■ Epiphany
 Christmas Day ■ Valentine's Day ■ New Year's Eve

(a) *Epiphany*

Epiphany is on the 6th of January.
 We usually ...

 **Look: be into**

I'm (really) **into** magic!

I'm **not** (really) **into** opera.

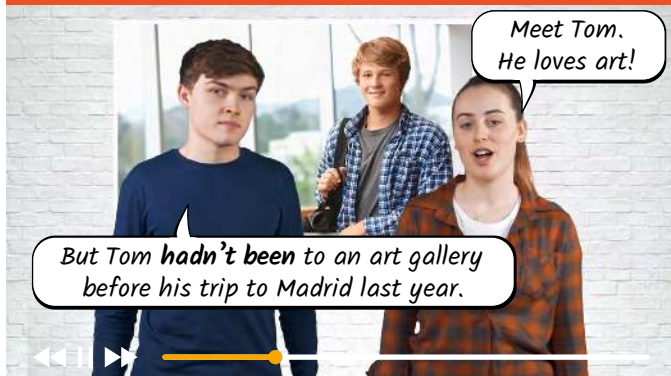
- 4  **2.03** Listen to four invitations. In your notebook, write the name of the event for each invitation. Then match each invitation with the correct response (a–d).

1 2 3 4
 a  b  c  d 

- 5  **Game** Work in groups. Play *Invitations*.

- Write four different invitations on four pieces of paper.
Would you like to come with me to the ballet? Tomek.
- Give your invitations to four different students.
 You can't give your invitation to a student if he/she has already got four.
- Write a reply to all the invitations you have received. Choose answers that are true for you.
 - Yes, I'd love to! I'm really into ...
 - OK, if you like. I don't mind ...
 - No, not really. I'm not really into ...
 - No way! I hate ...
- Give your replies to the students who gave you the invitations.

Grammar hub: Past perfect



Past perfect

+ Tom **had seen** the painting on TV.

– He **hadn't visited** Madrid before.

? **Had** he **been** to an art gallery?

Yes, he **had**. / No, he **hadn't**.

Past perfect and past simple

Before **he went to Madrid**, Tom **had seen the painting on TV**.

1st action

2nd action

Past

>>> Grammar summary on page 55

2 In your notebook, complete the dialogue with the Past perfect forms of the verbs in brackets.

X: I went to the Long Night of Museums last night.

Y: 1 (you / go) to it before?

X: No. I 2 (not hear) of it until you told me!

Y: Was it very busy?

X: Yes. When we got there, a lot of people 3 (arrive) and an orchestra 4 (start) playing some music to entertain the people waiting in the queue!

3 Art Work in pairs. In turns, ask and answer questions about the pictures. Use the words in the box.

design ■ model ■ sculptor ■ self-portrait
architect ■ sculpture ■ fashion designer ■ painter

At 9 o'clock on the evening before the Art Fair, ...



Had the ... finished his/her ...?

Yes, he/she had. / No, he/she hadn't.

4 2.04 Listen to four people. Then answer the questions (1–4). Use the Past perfect and four of the phrases in the box.

she / book the tickets online
her friend / give her a free ticket
tickets / sell out ■ she / win tickets
her friend / forget the tickets ■ she / lose the tickets

- Why did she go to the poetry festival? *Because ...*
- Why did she miss the ballet?
- Why didn't she go to the pantomime?
- Why didn't she buy any tickets at the opera house?

5 Uzupełnij każde zdanie z luką, stosując podane wyrazy w niezmienionej formie. Zachowaj znaczenie zdania wyjściowego (1–2). Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

1 The performance finished and we went home. **HAD**
We went home after the .

2 I forgot to buy the tickets, so we couldn't see the pantomime last night. **HAD**
We couldn't see the pantomime last night because to buy the tickets.

1 Read the sentences and decide which action happened first. Write the answers in your notebook.

2nd action

1st action

Before he saw the exhibition, Tom had learnt about Picasso at school.

- We went out for dinner after the opera had finished.
- The play had started when we arrived at the theatre.
- I couldn't take part in the marathon because I had hurt my knee.
- When we got to the park, they had taken down the circus tent.
- My friend had bought tickets for the ballet before they sold out.

Brainy fact

Once a year, more than 150 European cities celebrate the Long Night of Museums, when museums and art galleries stay open very late, sometimes all night.

1 Edinburgh Festival Fringe!

- held annually in Edinburgh, Scotland, for three weeks in August
- Edinburgh is one of the UK's most popular cities for tourism
- the Edinburgh Fringe started in 1947 with just eight performances
- by the 21st century, it **had become** the world's biggest arts festival
- it's famous for comedy shows, but there's something for everyone: music, dance, opera, plays, poetry, circus acts, street theatre and art fair
- many famous comedians first performed at the Fringe, including Rowan Atkinson (aka Mr Bean).
- it's impossible to see all the shows, so aim for 3-5 each day!



📖 Brainy fact

Originally, the Fringe was a small event which took place during Edinburgh's International Festival in 1947. Now, there are more than 3,000 shows and two million visitors and performers every year!

2 < > ↺ 🏠 www.brainytownyouthclub.co.uk/Jacks_blog ?

My first time at Edinburgh Festival Fringe!

Hello all! Well, I'm back home in London after my first time at the Edinburgh Fringe. I didn't have time to write my blog while I was there, but here it is again! Hopefully, I haven't forgotten anything!

Luckily, my friend Laura **had** just **moved** to Edinburgh, so I could stay with her family there for a week of festival fun! ¹ _____

Day 1

We managed to get up early even though we **had** **stayed up** chatting until midnight. The first show we saw was a poetry slam. ² _____ I'd **never** **seen** anything like it before!

Then, we went for lunch as we **hadn't eaten** all morning. We met some tourists who **had come** from Japan to see the Fringe. ³ _____ They recommended a funny Shakespeare play, an interactive comedy show and an amazing magic show where a water fountain was turned into ice!

Finally, we saw a very unusual orchestra performance.

⁴ _____ It was a funny way to end our first day at the Fringe. **Had we managed** to see everything we wanted to see? No way! But it was only Day 1, and we had another week of fun ahead!



1 🔍 2.05 Read and listen to text 1. Which types of performance are mentioned?



2 🎓 Przeczytaj ponownie tekst 1. Uzupełnij luki w zdaniach 1–3 zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszycie.

- 1 Edinburgh Fringe is _____ arts festival in the world.
- 2 Edinburgh Fringe takes place every _____.
- 3 If you visit it, you probably won't be able to see more than five _____ a day.

3 Read text 2. Answer the questions.

- 1 Who wrote the text?
- 2 Who was the text written for?
- 3 Where was the text written?
- 4 What is the purpose of the text?

🔍 Look: sentence adverbs

Originally, the Fringe was a small event.

Luckily, my friend had just moved to Edinburgh.

4 🎓 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.

- A They had already seen five shows.
- B After that, we saw some amazing street theatre.
- C All the tickets had already sold out.
- D I'd never visited Edinburgh before, so of course I hadn't been to the Fringe either.
- E All the musicians' instruments were made from vegetables!

5 🔍 2.06 Listen to text 2 and check your answers for exercise 4.

6 🔍 2.07 Listen to Laura talking about five shows which she saw on the first day of the Fringe. In your notebook, write them in the correct order. Which ones would you like to see?

poetry slam street theatre orchestra play magic show

Speaking

lesson 4

Lesson objective: *expressing and responding to wishes; expressing surprise;*
Vocabulary: *celebrating*

1 2.08 Read and listen to the dialogues. Whose birthday was it? How did she celebrate?



I've got you a little present.
I hope you like it.

Wow, great! Shall
I unwrap it now?

Sure, go ahead!

Wow, it's really cool. Thanks!

My pleasure. Have a great day!



Hi Sam. Did you have a good birthday?

Yes, I did, thank you. My family threw
a party for me. It was such a surprise!

Wow, fantastic!

I know, I couldn't believe it!

What happened?

When I got home from school, they had all
hidden behind the sofa. I didn't have a clue!

Cool. What a surprise!

My brother had put some decorations up, and my sister
had baked a cake. The neighbours let fireworks off
in their garden. I'd never seen anything like it!

2 In pairs, act out dialogue 1. Find:

- two birthday wishes,
- two ways of saying thank you,
- one reply when someone thanks you.

Look: phrasal verbs

put up the decorations = **put** the decorations **up**

blow out the candles = **blow** the candles **out**

let off fireworks = **let** fireworks **off**

3 2.09 Listen and repeat. Match the pictures (1–5) with the phrases in the box.

throw a surprise party ■ put the decorations up
blow the candles out ■ (un)wrap presents
let fireworks off



4 In pairs, act out dialogue 2. Imagine that your family threw a surprise party for you. Change the phrases in grey.

Hi Ewa. Did you have a good birthday?

Yes, I did, thank you. My family threw
a party for me. It was such a surprise!

5 In your notebook, match the messages (1–2) with the replies (A–B). Then write two similar messages. Swap them with a classmate's two messages. Write a reply to them.



Happy birthday, Monica! Many happy
returns!



Hi Nick! Thanks a lot for the birthday
present. It was such a nice surprise!

A My pleasure! I hope you like it.

B Thanks a lot! I'm having a great day so far.

Vocabulary 2 and Listening

Lesson objective: public holidays

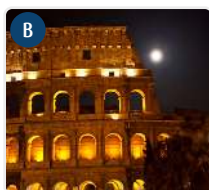
lesson 5

- 1 **2.10** Listen and repeat the phrases. What do they mean? Choose the correct picture (A or B) for each of the phrases in 1–6.

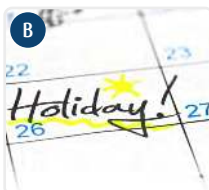
- 1 fly the flag ■ wave the flag



- 2 light candles ■ light up a building



- 3 have a day off ■ have a feast



- 4 custom ■ costume



- 5 crowd(s) ■ marching band



- 6 anniversary ■ entertainment



- 2 In your notebook, complete the gaps (1–9) with words or phrases from exercise 1.

The patron saints of Britain and Ireland

 **St Andrew's Day** (30th November) is a public holiday in Scotland. People usually have a ¹ _____ with traditional food and dancing, and many buildings ² _____ the Scottish flag.

 On **St David's Day** (1st March), people often wear traditional ³ _____ and wave Welsh ⁴ _____. There are parades with free ⁵ _____ such as concerts.

 **St Patrick's Day** is celebrated in Ireland on 17th March. Two of the special ⁶ _____ on this day are: wearing green clothes, and watching parades with ⁷ _____ of other people in the streets.

 **St George's Day** is held on the ⁸ _____ of the saint's death, 23rd April. It isn't a bank holiday in England, so people don't have ⁹ _____ work or school.

! Tips

Rozwiązując zadania na słuchanie, spróbuj w pierwszej kolejności określić główną myśl każdej części tekstu.

- 3 **2.11** Listen to four people. Where was each person, and what were they each celebrating?

- 4 **2.11**  Usłyszysz dwukrotnie cztery wypowiedzi na temat obchodzenia różnych świąt. 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 speaker

- A. saw people wearing traditional costumes.
- B. was wearing a costume with flags on it.
- C. looked like everyone else in the crowd.
- D. describes a custom which involves candles.
- E. describes a custom of giving gifts to each other.

1	_____
2	_____
3	_____
4	_____

- 5  In pairs, ask and answer the questions.

- 1 For which public holidays do you get a day off school?
- 2 Is there a traditional costume in your region/country?
- 3 How do people celebrate saints' days in your country?
- 4 Does your country celebrate any important anniversaries?
- 5 Choose a public holiday. How does your family usually celebrate it?

- 6 Imagine your friend is celebrating one of these special days. Write a postcard or text message to send your good wishes.

a Saint's day ■ his/her name day

Grammar 2

lesson 6

Lesson objective: *Past perfect with time expressions: just, already, never, before; by ... / by the time ...*

Grammar hub: Past perfect with *just, already, never, before*



When we arrived in town yesterday, lots of people **had already** got there.

When we reached the town centre, the parade **had just** begun.

Had you **seen** the parade **before**?

No, we hadn't. We **had never** seen it before.

»» Grammar summary on page 55

1 Say these sentences, adding the given time expressions in the correct places.

already

We had ↑ studied the past perfect tense. (**already**)

- I'd been to a street parade before. (**never**)
- We hadn't seen such a big crowd of people. (**before**)
- People had lit candles when we arrived. (**already**)
- When we took our seats, the entertainment had started. (**just**)
- Had they celebrated the anniversary of independence? (**before**)

2 Complete the sentences with the correct forms of the verbs in brackets. Use the Past simple and Past perfect.

- I (**never / hear**) of Andrzejki before I (**go**) to Poland.
- We (**just / finish**) the feast when the entertainment (**begin**).
- I (**know**) about the St Patrick's Day parades, but I (**not go**) there before.
- They (**already / light up**) the buildings when the crowds (**arrive**) in the main square.
- (**you / see**) the traditional costumes before you (**visit**) Wales?

Grammar hub: *by ... / by the time ...*

By 11 o'clock / Sunday evening / the end of the day, the entertainment **had finished**.

By the time I was 13, I **had already visited** the USA twice.

»» Grammar summary on page 55

3 In your notebook, complete the sentences with *By* or *By the time*.

- 10 o'clock, the marching bands had arrived.
- the parade started, the sun had come out.
- midday, the entertainment had finished.
- the politicians arrived, the feast had begun.
- Monday, they had taken down the flags.

4 Read the text and choose the correct words. Write the answers in your notebook. Which annual event are they describing?



Many people ¹*had already been / already went* to church ²*by / by the time* they arrived at the cemetery. They came here to light candles by the graves, and perhaps to meet relatives that they ³*didn't see / hadn't seen* for ages. Everyone had the day off work, and they'd already ⁴*buy / bought* candles and flowers. ⁵*By / By the time* it got dark, the cemetery had been filled with candles. ⁶*By / By the time* midnight, everyone had gone home, but the cemetery was still full of light.

5 In pairs, choose one of these situations. Describe what had happened by the time the people got home. Write four sentences.

Your friend had a party while his/her parents were away.

Your friend's family left a new puppy at home and went out.

Burglars broke into your friend's house at the weekend.

By the time my friend got home, the thieves had stolen the TV.



Around the world

Lesson objective: Culture: National celebrations around the world

lesson 7 UNIT 4

- 1 **2.12** Read and listen about three national days. In your notebook, match pictures 1–3 with posts A–C. In which countries are these special days celebrated?

Online Culture Hub

FORUM

INFORMATION

LINKS

PHOTOS

CONTACT US

SEARCH

National days

Which special days have you celebrated this year? Sign in to join the conversation!



A Carrie posted 4 minutes ago

The 4th of July is Independence Day here, and it's a public holiday, so we had the day off. We celebrated it with our neighbours. **By the time** we got to their house, they'd **already prepared** a big barbecue. We'd **all put on** red, white and blue clothes, and they'd **bought** some funny hats! When **we'd finished** eating, we all went to see the street parades and the free entertainment. **By the time** we got home, they'd **just started** to let off the fireworks on TV.

[Comment >](#) [Like ♥](#)

B Sofie posted 48 minutes ago

On 17th of May we celebrate Norway's national day. The children's parades and marching bands are the main event – every school takes part! This year, my school parade started early (at 8 am!), so **by** 10 o'clock, we'd **already finished**. Then, my mum and I went to the palace where the royal family **had come out** to wave to the crowds. We wore our traditional dresses, called 'bunad', and waved our flags.

[Comment >](#) [Like ♥](#)

C Arjun posted 3 hours ago

We celebrate the anniversary of India's independence on 15th of August. Here in Delhi, it's the custom to fly kites – a symbol of freedom. I'd **lost** my kite last year, so I got a new one. It flew really well – I'd **never had** such a good kite **before**! In the evening, my family and I went out to admire the city, which looked amazing! They'd lit up the government buildings with the colours of our national flag: green, white and saffron.

[Comment >](#) [Like ♥](#)

- 2 In your notebook, complete the table with information from the text.

Country:	USA	1	2
Date:	3	4	15 th August
Special colours or clothes:	5	Traditional costumes called 'bunad'	6
Customs:	Barbecues, street parades, fireworks	7	8

Life skills: Respecting cultural diversity

Discuss these ideas. Which ones do you agree with? Why? / Why not?

- In my school, we respect cultural diversity.
- Cultural diversity makes my town more interesting.
- Life would be boring if everyone were the same!

Brainy fact

The UK doesn't have a national day or Independence Day.

- 3 **2.13** Listen to Hannah talking about a national celebration that she went to in Poland. Find and correct six errors in the summary.

Hannah and Ania celebrated Constitution Day, which is on the 3rd of May. It's the anniversary of Polish independence, which happened in 1989. They watched the soldiers' parade in Pilsudski Square, where many people were wearing white and red hats. After that, they watched a marathon in the centre of Kraków.

Discover more!

- 4 **In pairs, imagine you went to celebrate a national day in your country. Write a blog post to add to the web forum.**

Lesson objective: *an email (saying thank you, responding to wishes, talking about past activities, experiences and events)*

Brainy phrases

Paragraph 1

Thanks a lot for ...

I'm really into ...

I was ... when I unwrapped it because ...

Paragraph 2

I/We had a ... time on ...

By the time I ... , ... had ...

What a surprise!

Paragraph 3

Later on, we ...

... had given me/us ...

It was such ...

To Aunt Helen

Subject My birthday

Dear Aunt Helen,

1 Thanks a lot for sending me the magic set for my birthday. I'm really into magic tricks, and there are lots of new ones here which I hadn't done before. I was so excited when I unwrapped it because I'd never received a parcel from England!

2 We had a great time on Friday evening. By the time I got home from school, my parents had cooked us a special dinner, and my sister had made me a cake with 15 candles to blow out. What a surprise! We had a feast. :-)

3 Later on, we all went to the theatre. My grandparents had given us tickets for a new comedy play. It was such a funny performance. I've never laughed so much in my life!

Hope you are all well.

Love,
Zosia



1 Read the email and answer the questions.

In which paragraph does Zosia

- A describe a special trip out?
- B talk about a birthday surprise?
- C thank her aunt and say why she liked the present?

Look: sentences with two objects

Thanks a lot for sending me **the magic set**.

My dad had cooked **us a special dinner**.

2 In your notebook, write each sentence in the correct order. Underline the indirect objects.

- 1 told / she / a / story / them
- 2 present / he / us / a / brought
- 3 you / we'd / a / letter / written
- 4 they / costumes / showed / their / me
- 5 a / seat / I'll / her / save

3 Work in pairs. Student A thinks of a birthday present, and Student B says how he/she felt when opening it, and why. Use the words in the box.

pleased ■ excited
surprised ■ disappointed

A games console.

I was pleased when I unwrapped the games console because I had wanted one for ages!

4 Work in pairs. Imagine you are twins and it was your birthday last Friday. In your notebooks, each complete the sentence below secretly. Then compare your answers.

We had a ... time on Friday. By the time we got home from school, ... had ... and ...

5 Work in groups of three. Choose one of these places each. Imagine you went there for your birthday, and take turns to ask and answer the questions below.



Where did you go?
Who had invited you?
Did you enjoy it? Why? / Why not?

6 Niedawno obchodziłeś/obchodziłaś urodziny. Napisz e-mail do kolegi/koleżanki z Anglii.

W e-mailu:

- podziękuj za prezent i powiedz, czy ci się podobał;
- opisz swoje przyjęcie urodzinowe;
- napisz, co robiłeś/robiłaś po przyjęciu.

! Tips

- Użyj *Brainy phrases*.
- Użyj zdań w czasie Past perfect.
- Użyj zdania z dwoma dopełnieniami.



- 1 **2.14** Usłyszysz dwukrotnie rozmowę o międzynarodowym festiwalu w Buxton. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–5. Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszycie.

- 1 Which anniversary was it?
- 2 When was the carnival parade?
- 3 Where did Sally go on Sunday?
- 4 How many events were there at the Fringe festival?
- 5 What was Sally's favourite event?



5

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

Wow, this looks exciting. Thanks a lot!



1 ! I hope you like it.

2 returns! Here's a small gift for you.



Thank you! What a nice surprise!

2

- 3 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 form. Zapisz odpowiedzi w zeszycie.

- X: Did your sister have a good 18th birthday?
 Y: Yes, we threw a surprise party for her. She ¹ (have) clue about it!
 X: Fantastic idea!
 Y: She was so surprised that she ² (believe) it!
 X: So, what happened? What did you do?
 Y: We had invited all her friends to the youth club. When my sister arrived, everyone was already there.
 X: ³ (what) surprise!
 Y: Yes, we had put up lots of decorations too. My sister loved it – she ⁴ (seen) anything like it before!

4

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

A Winter Festival

Last winter, I went to see Up Helly Aa – a fire festival which celebrates old Viking customs on the island of Shetland (Scotland). The first street parades began at 8:30 am, and ¹ lunchtime, they had reached the port. That's where the Viking ship was – people ² months building it! They had also made Viking ³, and fire-torches to carry later. At 7:30 pm, a firework was set off, and the evening parade began. ⁴ the parade reached the ship, big crowds had arrived to watch. The 'Vikings' sang a song, and then threw their torches onto the ship. Everyone watched it burn. Later on, there ⁵ feasts in the town, and there was entertainment all night. Luckily, everyone had the day off afterwards!

- | | | |
|--------------|----------------|----------------|
| 1 A. by | B. on | C. by the time |
| 2 A. spend | B. have spent | C. had spent |
| 3 A. customs | B. costumes | C. crowds |
| 4 A. By | B. By the time | C. Already |
| 5 A. are | B. had been | C. were |

5

- 5 Uzupełnij zdania 1–4. Wykorzystaj wyrazy podane w nawiasach, stosując je w odpowiedniej formie. Jeśli jest to konieczne, dodaj inne wyrazy. Uwaga! W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 I (never / be) to a poetry slam before I went to Edinburgh Fringe last year. I loved it!
- 2 When the marching bands got to the square, they (just / light up) the buildings. It looked amazing!
- 3 She (already / unwrap) her presents by midnight, although it wasn't her birthday until the next day.
- 4 They (not / let off) the fireworks by the time I arrived.

4

Total: /20

Festivals and events	
art fair /'ɑ:t ,feə(r)/ targi sztuki	Sure, go ahead! Pewnie, nie krępuj się!
ballet /'bæleɪ/ balet	Thanks a lot! Dzięki wielkie!
carnival /'kɑ:nɪv(ə)l/ karnawał	Thanks! Dzięk!
circus /'sɜ:kəs/ cyrk	
funfair /'fʌn ,feə(r)/ wesołe miasteczko	
magic show /'mædʒɪk ,ʃəʊ/ występ iluzjonisty	
marathon /'mærəθ(ə)n/ maraton	
opera /'ɒp(ə)rə/ opera	
orchestra /'ɔ:kɪstrə/ orkiestra	
pantomime /'pæntə ,maɪm/ pantomima	
performance /pə'fɔ:məns/ występ	
play /pleɪ/ sztuka (teatralna)	
poetry /'pəʊtri/ poezja	
procession /prə'seɪʃ(ə)n/ procesja	
street theatre /,stri:t 'θiətə(r)/ teatr uliczny	
Celebrating	
blow the candles out /,bləʊ ðə 'kænd(ə)lz 'aʊt/ zdmuchnąć świeczki	
let fireworks off /,let 'faɪə,wɜ:ks 'ɒf/ odpalać fajerwerki	
put the decorations up /,put ðə ,dekə'reɪʃ(ə)nz 'ʌp/ zawieszać dekoracje	
throw a surprise party /'θrəʊ ə sə ,praɪz 'pɑ:ti/ urządzić przyjęcie niespodziankę	
unwrap presents /ʌn'ræp 'prez(ə)nts/ rozpakowywać prezenty	
wrap presents /'ræp 'prez(ə)nts/ pakować prezenty	
Wishes	
Happy birthday! Wszystkiego najlepszego!	
Have a great day! Miłego dnia!	
I hope you like it. Mam nadzieję, że Ci się spodoba.	
Many happy returns! Sto lat!	
My pleasure. Cała przyjemność po mojej stronie.	
Shall I unwrap it now? Rozpakować to teraz?	
	Expressing surprise
	I couldn't believe it! Nie mogłem/ mogłam w to uwierzyć!
	I didn't have a clue! Nie miałem/ miałam pojęcia!
	I'd never seen anything like it! Nigdy czegoś takiego nie widziałem/widziałam!
	It was such a surprise! To była niezła niespodzianka!
	What a surprise! Co za niespodzianka!
	Public holidays
	anniversary /,æni'vɜ:s(ə)ri/ rocznica
	costume /'kɒst.ju:m/ strój, kostium
	crowds /kraʊdz/ tłumy
	custom /'kʌstəm/ zwyczaj
	entertainment /,entə'teɪnmənt/ rozrywka
	fly the flag /,flaɪ ðə 'flæg/ wywiesić flagę
	have a feast /,hæv ə 'fi:st/ wyprawić świąteczną ucztę
	have a day off /,hæv ə ,deɪ 'ɒf/ mieć wolne (w pracy)
	light candles /'laɪt 'kænd(ə)lz/ zapalić świeczki
	light up a building /,laɪt 'ʌp ə 'bɪldɪŋ/ oświetlić budynek
	marching band /'mɑ:tɪŋ ,bənd/ orkiestra marszowa
	wave the flag /,weɪv ðə 'flæg/ machać flagą
	Other
	aka (= also known as) /,eɪ ,keɪ 'eɪ / (/ 'ɔ:lsəʊ ,nəʊn əz/) znany również jako
	annual /'ænjuəl/ coroczny
	celebrate /'selə ,breɪt/ świętować, obchodzić (święto)
	celebration /,selə 'breɪʃ(ə)n/ uroczystość, obchody
	cemetery /'semətri/ cmentarz
	Christmas Day /,krɪsməs 'deɪ/ Boże Narodzenie
	community centre /kə'mju:nɪti ,sentə(r)/ centrum kultury
	daffodil /'dæfədɪl/ żonkil
	disappointed /,dɪsə'pɔɪntɪd/ rozczarowany
	Easter /'i:stə(r)/ Wielkanoc
	egg hunt /'eg ,hʌnt/ polowanie na pisanki wielkanocne
	entertain /,entə'teɪn/ zabawiać
	Epiphany /ɪ'pɪfəni/ święto Trzech Króli
	excited /ɪk'saɪtɪd/ podekscytowany
	fire-torches /'faɪə,tɔ:tʃɪz/ pochodnie
	freedom /'fri:dəm/ wolność
	grave /greɪv/ grób
	harvest festival /,hɑ:vɪst 'festɪv(ə)l/ dożynki
	hopefully /'həʊpf(ə)li/ miejmy nadzieję, że; oby
	independence /,ɪndɪ'pendəns/ niepodległość
	luckily /'lʌkɪli/ na szczęście
	mass /mæs/ msza
	New Year's Eve /,nju: ,jɪəz 'i:v/ sylwester
	originally /ə'ɪrɪdʒ(ə)nəli/ pierwotnie, na początku
	parade of wreaths /pə'reɪd əv 'rɪ:θs/ parada wieńców dożynkowych
	patron /'peɪtrən/ patron
	pleased /plɪ:zd/ zadowolony
	poetry slam /'pəʊtri ,slæm/ pojedynek poetycki
	probably /'prɒbəbli/ prawdopodobnie
	royal /'rɔɪəl/ królewski
	saffron /'sæfrən/ szafran, szafranowy (kolor)
	saint /seɪnt/ święty (osoba)
	sell out /,sel 'aʊt/ wyprzedać (się)
	surprised /sə'praɪzd/ zaskoczony
	youth club /'ju:θ ,klʌb/ klub młodzieżowy

Full form	Short form
I had been to the UK before.	I'd been to the UK before.
You had been to the UK before.	You'd been to the UK before.
He/She had been to the UK before.	He/She'd been to the UK before.
We had been to the UK before.	We'd been to the UK before.
You had been to the UK before.	You'd been to the UK before.
They had been to the UK before.	They'd been to the UK before.

Full form	Short form
I had not run a marathon before. You had not run a marathon before. He/She had not run a marathon before. We had not run a marathon before. You had not run a marathon before. They had not run a marathon before.	I hadn't run a marathon before. You hadn't run a marathon before. He/She hadn't run a marathon before. We hadn't run a marathon before. You hadn't run a marathon before. They hadn't run a marathon before.

Question	Short form
Had I/you/he/she/we/ you/they watched a poetry slam before?	Yes, I/you/he/she/we/ you/they had . No, I/you/he/she/we/ you/they hadn't .

The parade had **already** started when we arrived.
We had **just** arrived when it started raining.
I had **never** seen such big crowds.
I hadn't watched a cricket match in India **before**.

action 1 → action 2

the concert started **we arrived**

When / By the time we arrived, the concert **had** already started.

I was tired **because** I **hadn't slept** much.

		komu?	co?
They	gave	us	a present.
My sister	sent	me	a parcel.

By the time I got home, they had already put on party hats!



Train your brain!

- 1  **Over to you!** What's your favourite time of year?



- 2 Find five phrases related to birthday parties on the box below. Remember that you can't see all the letters because of the ribbon! Write them in your notebook.



- 3  **Game** Work in groups of three. Play *Backwards festival day*.

- 1 Imagine you all came back from Festival Day in Braintown yesterday.
- 2 Take turns to say sentences about what you did while you were there. Use the Past perfect, and the Past simple with *before*.
- 3 The winner is the person who can keep going the longest!

Before we watched the concert, we had been **to the ballet**.

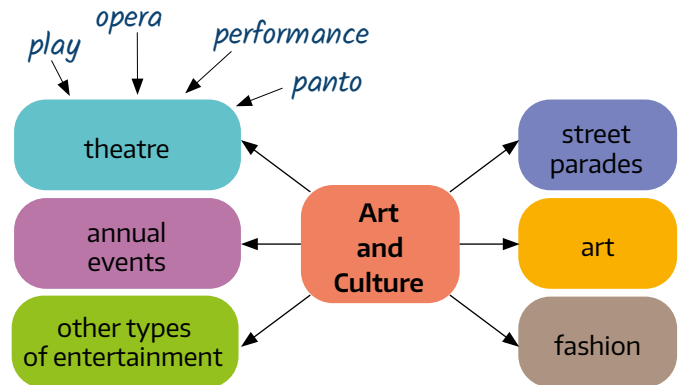
Before we went **to the ballet**, we had ...

Cumulative revision



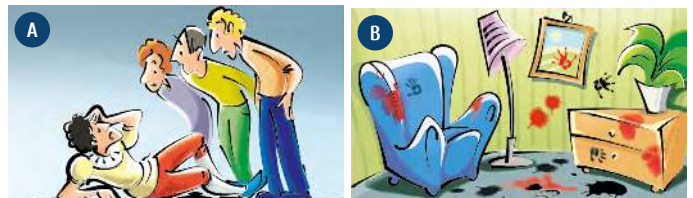
Learning to learn!

- 4  Work in groups of three. Make a vocabulary poster to revise words related to arts and culture. Which group can think of the most words?



- 5  Work in pairs. Look at the pictures and follow the instructions.

- 1 Choose one picture each. Take turns to describe the pictures. *In the picture, I can see ...*
- 2 Take turns to say what you think has happened in each picture. *In this picture, I think ... has ...*
- 3  **2.15** Listen. Then explain what really happened in each situation.



Project

- 6  Work in pairs. Prepare a video interview about name days in Poland. Take turns to ask and answer these questions.

- 1 What's your name, and why did your parents choose it?
- 2 Do you celebrate your name day? Why? / Why not? How?
- 3 Have you got a middle name? Why was this name chosen?
- 4 Do you have any nicknames? Who uses them?
- 5 Do you know the history of your name? What is its origin?



Listening

- 1 **2.16** Usłyszysz dwukrotnie wypowiedź na temat cyberprzemocy. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania (1–5). Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszycie.

- 1 What kind of bullying did Katy experience?

- 2 Who did Katy talk to about the bullying?

- 3 Who set up a fake social media account?

- 4 What three examples of crimes are given?

- 5 What is the last bit of advice that Katy gives?

Language functions

- 2 **2.17** 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. Happy New Year!
- B. No way! I'd rather not.
- C. Thanks! I'm having a lovely day.
- D. I know, we couldn't believe it ourselves!
- E. My pleasure. Hope you like it!

1 _____ 2 _____ 3 _____ 4 _____

- 3 Uzupełnij luki w dialogach (1–2) tak, aby były one spójne i logiczne. Zapisz uzupełnione wypowiedzi w zeszycie.

1. X: Do you think we would sell many raffle tickets if we took them to the youth club?
Y: I'm not sure, but we won't know _____ try!
2. X: Let's do the sponsored swim next Saturday to raise money for charity.
Y: Hmm, I _____ not. I'm not really into swimming.
X: Come on, it'll be great! Why don't you give it a go?

Reading

- 4 Przeczytaj tekst. Uzupełnij w e-mailu luki (1–4) zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim. Zapisz odpowiedzi w zeszycie.

They do WHAT?!

Incredible customs we bet you've never heard of before ...



World bog snorkelling championships in Llanwrtyd Wells, Wales

Last weekend, 176 brave people took part in this annual event, first organised in 1985, to raise money for charity. Competitors must swim the length of the bog (55 metres) twice. They have to wear snorkels and flippers – many also choose to wear funny costumes. This year's winner was Neil Rutter, who had won the competition the previous two years, in 1 minute 21 seconds. The world record is 1 minute and 18 seconds.

Did you know?

There are other bog snorkelling events in Ireland, Sweden and Australia.

If you fancy trying bog snorkelling, you'll have to pay £12 (14–17 year-olds) or £15 (over-18s) to enter the competition in Llanwrtyd Wells. You might even enjoy it – why not give it a go? Or, if you want to support the event without getting muddy, you can join the crowd to watch all the entertainment.

Od: Jakub Do: Hania Temat: Pływanie w bagnie

Haniu,
pamiętasz naszą rozmowę na temat nietypowych
1 _____ z różnych stron świata? Zobacz, co znalazłem!
To artykuł na temat nurkowania w bagnie. Nigdy wcześniej o czymś takim nie słyszałem. Jak mi nie wierzysz, w internecie możesz obejrzeć filmiki pokazujące to wydarzenie. Żeby wziąć udział w zawodach nurkowania w bagnie, zawodnicy muszą założyć płetwy i mieć rurkę do nurkowania. Niektórzy dodatkowo zakładają 2 _____. Następnie trzeba w jak najkrótszym czasie przepłynąć w sumie 3 _____ metrów w specjalnie wykopanym rowie. Najlepszy wynik na świecie należy do zawodnika, który przepłynął ten dystans w 4 _____. Myślę, że powinnaś polecić te zawody swojemu kuzynowi, który jest fanem nurkowania. 😊
Pozdrowienia
Jakub



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

Dear Emma,
Many happy returns! Hope you have a great day.
If you have a party, I'll be there! I've just finished my exams and I'm going to get my results next week.
Lots of love, Anna



Thanks a lot for the present you gave me for my 13th birthday – yes, I'm a teenager now! Mum says that I'll be able to have a party next year if I pass all my exams!
All the best, Harry

- 1 Both texts are about

A. birthdays.
B. parties.
C. exam results.



Important!

As you know, it's election day tomorrow for student reps. All students can vote 10 a.m. – 4 p.m.

If you are chosen, we will contact you by 10 a.m. on Friday morning. Please prepare a short presentation to thank your voters!

- 2 This text is for

A. politicians.
B. voters.
C. candidates.

Mum,
We missed the afternoon performance of the play because the street parade didn't finish in time. But there's another performance at seven this evening. Is it okay if I go to it? Lisa's mum says that she will bring me home about 9 p.m. if I can go. Please say yes, it's Sunday tomorrow and I haven't got orchestra practice because of the festival!
Jane

- 3 Jane wrote this message to

A. invite her mum to a play.
B. ask her mum for permission to do something.
C. complain to her mum about a play.

- 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. in	B. customs	C. become
D. flag	E. begun	F. by

INDEPENDENCE DAY IN THE USA

What's the history of Independence Day? Why do Americans fly their ¹ on the 4th of July? Well, from 1607 to 1776, America was a British colony. During the 1770s, America wanted independence, but Britain refused, so the War of Independence began. ² 1783, America had won the war, and the USA became a fully independent country. By the time George Washington became the first President in 1789, Independence Day had already ³ a popular annual celebration. Now, crowds of people celebrate it every year with feasts and fireworks.

- 7 Uzupełnij zdania (1–3). Zastosuj – w odpowiedniej formie – wyrazy podane w nawiasach. Jeśli to konieczne, dodaj inne wyrazy. **Uwaga!** W każdą lukę możesz wpisać **maksymalnie cztery wyrazy**. Zapisz odpowiedzi w zeszycie.

- 1 (Unless / it / rain) , we'll go to see the street theatre this afternoon.
2 By the time we arrived at the theatre, the opera (already / begin) .
3 I wouldn't vote for that political party if (I / be / you) .

Writing

- 8 Zapoznaj się z treścią zadania i zredaguj wpis na blogu. Zapisz odpowiedź w zeszycie.

Uczestniczyłeś/Uczestniczyłaś w wydarzeniu kulturalnym organizowanym co roku w twojej miejscowości. We wpisie na blogu:

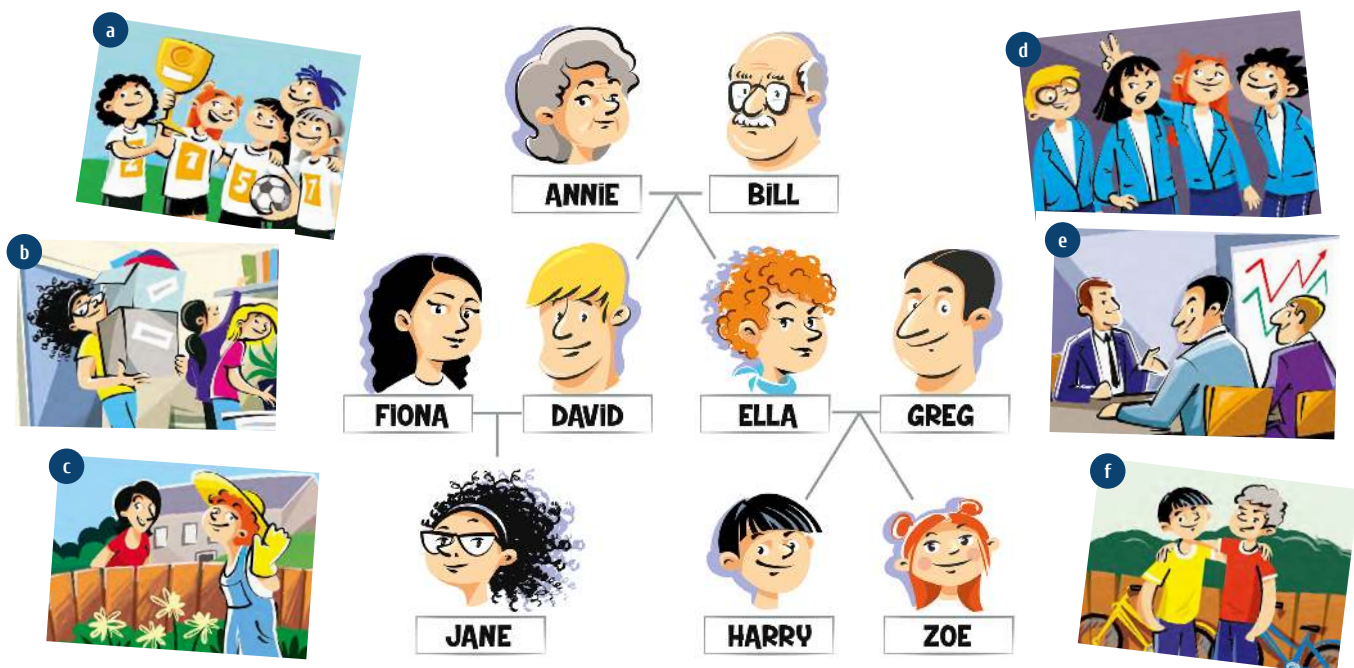
- podziel się swoimi doświadczeniami związanymi z uczestnictwem w tego typu wydarzeniach;
- opisz przygotowania, które miały miejsce przed twoim przybyciem;
- wyraż swoją opinię na temat tego wydarzenia.

Wpis powinien zawierać od 50 do 120 słów.



Hello everybody!

Last weekend, I went to a special event in my town ...



Look: 's and s'

Jane's cousins are called Harry and Zoe.
My cousins' names are Julie and Jill.
Jane's cousins' names are Harry and Zoe.

- 1 **Family** Work in pairs. Look at the family tree. In turns, say sentences about the people, using the words below. Which two words do not refer to anyone in the family tree?

sister ■ brother ■ mother ■ father ■ aunt ■ uncle
cousin ■ grandmother ■ grandfather
great-grandmother ■ great-grandfather ■ son
daughter ■ parents ■ husband ■ wife

Ella is David's sister.

- 2 **2.18** Use the correct words to complete the sentences about Zoe's family. Then listen and check. There are three extra words that you do not need to use.

niece ■ nephew ■ mother-in-law ■ father-in-law
brother-in-law ■ sister-in-law ■ son-in-law
daughter-in-law ■ only child

- Harry is David's _____.
- Greg's _____ is called Annie.
- David is Greg's _____.
- Ella's _____ is called Jane.
- Annie and Bill's _____ is called Fiona.
- Harry and Zoe's cousin is an _____.

- 3 **2.19** Listen and repeat the words. Then match them with pictures a–f.

neighbours ■ teammates ■ flatmates
colleagues ■ best mates ■ classmates

- 4 **Adjectives for describing people** Work in pairs. In turns, ask and answer the questions. Use the adjectives in the box and your own ideas.

clever ■ friendly ■ quiet ■ kind ■ funny
shy ■ sporty ■ helpful

What should the perfect **best mate** • **neighbour**
teammate • **flatmate** be like?

The perfect best mate should be ...

- 5 Imagine that a British student is coming to stay with you. Write an email or make a video presentation to tell him/her about your family and friends.

! Tips

- Użyj słownictwa z zadań 1–4.
- Pamiętaj, aby poprawnie użyć 's i s'.

Grammar hub: Reported speech



Direct speech: 'I'll start!' said Harry.

Reported speech: Harry **said** that he **would start**.
Harry **told** Chloe that he **would start**.

>>> Grammar summary on page 69

- 1** Read the sentences in the table on page 69. How do the tenses and modal verbs change in reported speech? Copy and complete this table in your notebook with the verb *write*.

Direct speech	Reported speech
present simple <i>write / writes</i>	<i>past simple: wrote</i>
present continuous <i>am / is / are writing</i>	1
past simple <i>wrote</i>	2
present perfect <i>have / has written</i>	3
will <i>will write</i>	4
can <i>can write</i>	5

- 2** Report the sentences. In your notebook, write each answer in two ways: one with *said*, and another with *told*.

We're learning reported speech.

They said that they **were learning** reported speech.

They told me / us that they **were learning** reported speech.

- 'We've prepared a presentation.' They ...
- 'We will check the answers.' They ...
- 'We can understand it!' They ...

Grammar hub: Reported speech (other changes)

My teammates **helped me**.

He said that **his** teammates **had helped him**.

>>> Grammar summary on page 69

- 3** Report what Katy said. Write the sentences in your notebook. Underline all the changed words.

I live with my two flatmates.

Katy said that she lived with her two flatmates.

- My classmates are helping me.
- My dad's colleague left the company.
- Our neighbours have had a baby.
- I will talk to my teammates.
- My nephew and niece can call me later.

- 4** Work in pairs. In turns, make the sentences in exercise 3 negative and then report them.

I don't live with two flatmates.

He/She told me that he/she didn't live with two flatmates.

- 5** In your notebook, complete the sentences about you.

All about me!

- I live with ...
- The last person I texted was ...
- I'm sitting next to ...
- I've known my classmates since I was ...
- I can ... well, but I can't ...
- In the future, I hope that I will ...

- 6** Work in groups of three.

- Student A reads a sentence from exercise 5.
- Student B listens and tells Student C what Student A said.
- Swap roles. Now, Student C reads a sentence from exercise 5.

I live with my parents and my sisters.

He/She told me that he/she lived with his/her parents and his/her sisters.

[<](#)
[>](#)
[↺](#)
[🏠](#)

[www.brainytownyouthclub.co.uk/friendsandfamily](#)

[Home](#)
[Friends&Family](#)
[People](#)
[Relationship](#)
[Contact us](#)

This week's amazing true story ...

One day, while 25-year-old design student Anaïs Bordier was sitting on the bus, a **classmate** sent her a YouTube video. **He said that he thought it was her** in the film and **she had to watch it**. But Anaïs had never made a film. She couldn't believe it – the girl in the film looked and sounded exactly like her!

Anaïs found out that the girl's name was Samantha Futerman, and she sent her a message on Facebook. **She told her that she had been born** on 19th November in Busan, South Korea, and **that she had been adopted** as a baby. **She said that she was studying** fashion design in London now.

Soon, Samantha replied. **She told Anaïs that she lived** in Los Angeles, and they agreed to chat on Skype. Both girls felt sure that they were twins! They had the same birthday, they were born in the same place, and they were both adopted. Samantha had grown up in the USA with her **parents** and two older brothers, while Anaïs had grown up as an only child in France.

When a DNA test confirmed they were twins, **Samantha said that she would fly** to London to meet Anaïs in person. Now, as well as being twin sisters, they're best mates too!

LIKE!
34,5K

SHARE
5,7K

COMMENT
456

[NEXT](#)

Do you have an unusual story about a friend, relative or colleague? Or something funny that happened with your in-laws? Click here to send us your story.

🧠 Brainy fact

The chance of being a twin is about 1%, but only about 1 in 250 are identical twins.

- 1 **Work in pairs. Ask and answer the question below. Then, report your partner's answers to the class.**

Have you ever met any twins?

Yes, I have. I met some identical twins on holiday.

He/She told me that he/she had met some identical twins on holiday.

- 2 **2.20 Listen and read. Can you guess what the words in the box mean? Write the answers in your notebooks.**

reunite ■ grow up ■ confirm ■ relative

- 3 **Przeczytaj ponownie tekst z ćwiczenia 2. Odpowiedz na pytania 1–4 zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszyty.**

- 1 Who told Anaïs about the YouTube video?
_____ told her about the video.
- 2 How did Anaïs and Samantha communicate?
They _____.

- 4 **Look at the reported speech phrases in red in the text. In your notebook, write the original direct speech sentences.**

He said that he thought it was her in the film.
'I think it's you in the film!' he said.

- 5 **Work in pairs. Try to remember the story in the article. Close your books and retell the story. Take turns to say one sentence each.**

Anaïs Bordier was sitting on the bus when ...



- 3 Where had the twins grown up?
They'd grown up in _____.
- 4 What did Samantha tell Anaïs after the DNA test?
She told _____ to London to meet her.

Speaking

lesson 4

Lesson objective: Functions: talking about problems, apologising;
Vocabulary: problems and conflicts

1

What's up, Ben?
You look a bit down.

Yes, I am. Ricky has fallen out with me.

Oh dear. Did you have an argument?

Not exactly. He said that I had talked about him behind his back.

What happened?

Oh, it was nothing. I told him that I didn't mean it.

Why don't you apologise to him? I think you should say sorry.

1 2.21 Read and listen to the dialogues. Answer the questions.

- 1 Why is Ben feeling down?
- 2 What advice does Mandy give Ben?
- 3 Do Ben and Ricky become friends again in the end?

Look: apologising

I'm sorry **about** what I said.
I'm sorry **for** upsetting you.

2 Look at the phrases. Which ones are said by the person who is apologising? Which are said by the other person?

Apology accepted.	I didn't mean to upset you.
No hard feelings.	It won't happen again.
I'm really sorry.	I forgive you.

3 2.22 Listen and repeat the phrases. Then match them with these definitions.

forgive (someone) ■ apologise (to someone)
fall out (with someone) ■ upset (someone)
talk behind (someone's) back

- 1 have an argument with someone
- 2 make someone sad, worried or angry
- 3 say negative things about someone to other people
- 4 tell someone that you're sorry
- 5 stop being angry with someone who has upset you

2

Hi Ricky. I'm really sorry about what I said this morning.

Thanks – apology accepted.

I didn't mean to upset you.

No hard feelings. I forgive you!

Thanks. It won't happen again.

4 Work in pairs. Talk about falling out with a friend. Use the first dialogue to help you.

What's up? You look ...

Yes, ...

Life skills: Dealing with conflicts

How can you deal with problems and conflicts?
Add some more things to the list.

- talk about it face to face
- listen to both sides of the story

5 Work in pairs. In turns, choose one of the situations and prepare a dialogue. Use the second dialogue and exercise 2 to help you.

- You've forgotten about your classmate's birthday.
- You've lost some sports equipment which your teammate lent you.
- You've upset your neighbour by making too much noise.
- You've fallen out with your best mate after an argument.

I'm really sorry ...

Thanks. Apology accepted!

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

- 1 Koleżanka mówi ci, że kogoś zdenerwowała. Co jej poradzisz?
A. You should talk behind her back.
B. You should fall out with her.
C. You should apologise to her.
- 2 Zdenerwowałeś/Zdenerwowałaś kolegę. Jak go przeprosisz?
A. I forgive you. B. I'm really sorry.
C. No hard feelings.

Vocabulary 2 and Listening

lesson 5

Lesson objective: *relationships*

- 1  **Life events** Work in pairs. Create a short story, using all of the phrases below. Then, tell it to the class.



fall in love



get married



get divorced



have an argument



make up

- 2  **2.23** Listen to descriptions 1–4 and match them with pictures A–D. Write the answers in your notebook.

- This is a photo from my cousin's **wedding**. The **bride** and **groom** were just leaving for their **honeymoon**. ☺
- My dad got remarried last year and I **get on** really **well** with my **stepmum** and **stepsister**.
- Zoe is **going out with** Chris! He **asked her out** last week and they **went on a date** to the funfair! ♡
- Ayla **has broken up with** her **boyfriend** because he **cheated on her**. ☹



- 3 Check the meaning of the words in green in exercise 2. In your notebook, complete gaps 1–8. There are 8 extra words/phrases that you do not need to use.

wedding ■ bride ■ groom ■ honeymoon
get on well ■ stepmum ■ stepdad ■ stepbrother
stepsister ■ ask someone out ■ go out with someone
go on a date ■ ex-boyfriend ■ ex-girlfriend
break up with someone ■ cheat on someone

- A holiday people go on just or shortly after getting married is called a ¹ _____.
- The two people who are getting married are called the ² _____ and ³ _____.
- The son and daughter of your stepdad are your ⁴ _____ and ⁵ _____.
- A person you used to go out with is your ⁶ _____ or ⁷ _____.
- If you ⁸ _____, it means that you've finished a relationship.

! Tips

Po skończeniu pisania sprawdź, czy wszystkie twoje odpowiedzi są na temat i czy egzaminator będzie w stanie odczytać twoje pismo.

- 4  **2.24**  Usłyszysz dwukrotnie kilka porad dla osób zaproszonych na ślub. Na podstawie informacji zawartych w nagraniu odpowiedź krótko na pytania 1–3. Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszycie.

- How can you find out what present to give the bride and groom?
- What do ladies often wear at English weddings?
- Who can sit near the front during the wedding ceremony?

- 5  **2.25**  Usłyszysz dwukrotnie kilka porad dla osób wybierających się na randkę. Na podstawie informacji zawartych w nagraniu odpowiedź krótko na pytania 1–3. Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszycie.

- What is one way that you can relax before going on a date?
- What shouldn't you talk about when you go out with someone?
- What should you do if you get on well?

- 6 Imagine you want to go on a date. In your notebook, write an instant message to your mum/dad to ask permission. Then write her/his reply. Use **may** and change the words in **grey**.

Mum
online

Hi Mum, Joe has asked me to go on a date with him on Friday. May I go to the cinema with him?

Yes, you may.
But you must be home by 10 o'clock!

No, you may not.
We are going to visit Grandma on Friday!

Grammar 2

lesson 6

Lesson objective: *Reported speech with expressions of time and place;*
Reported speech: commands

Grammar hub: Reported speech with expressions of time and place

'We **went** on a date **yesterday**.'

They said that they **had been** on a date **the day before**

today → that day

tomorrow → the day after / the following day

yesterday → the day before / the previous day

next week → the week after / the following week

last year → the year before / the previous year

two years ago → two years before

here → there

this → that

these → those

>>> Grammar summary on page 69

1 Choose the correct words. Write the answers in your notebook.

- 1 My stepbrother said that he and his ex-girlfriend had fallen out **last week** / **the week before**.
- 2 'We split up **yesterday** / **the previous day**,' he said.
- 3 My cousin told me that she and her boyfriend were getting married **the month after** / **next month**.
- 4 'I met him three years **before** / **ago**,' she said.
- 5 They told me that they were going on honeymoon **the following day** / **tomorrow**.

2 2.26 Read Emma's message. In your notebook, report sentences 1–5, changing the words in yellow and green. Listen and check your answers.

From: Emma

To: Fiona

Hi Fiona!

We **are** all well **here**. Do you remember Paul? ¹ I **met** him at the youth club **two weeks ago**. Guess what? He asked me out! :) ² We **went** on a date **yesterday**. It was great – we get on very well. ³ He **has just** **texted me** again. ⁴ We're **going to meet** again **tomorrow**! ⁵ I **can't wait** to see you **next week**. I'll tell you all about what's happening here!
Love, Emma.

We **are** all well **here**.

Emma said that they **were** all well **there**.

3 2.27 Listen to six people speaking. After each speaker, report what he/she said, using reported speech.

Grammar hub: Reported speech: commands



Direct speech:

'Keep it secret! Don't say anything!' said Tom.

Reported speech:

Tom told her **to keep** it secret. He told her **not to say** anything.

>>> Grammar summary on page 69

4 In your notebook, complete the reported commands.

- 1 'Meet me after school,' she said.
She told us _____.
- 2 'Don't get married young,' they said.
They told me _____.
- 3 'Ask your classmate out!' he said.
He told me _____.
- 4 'Don't break up with your girlfriend!' they said.
They told me _____.
- 5 'Ask your teacher for help,' she said.
She told us _____.

5 Uzupełnij każde zdanie z luką, stosując podane wyrazy w niezmienionej formie. Zachowaj sens zdania wyjściowego (1–3). Uwaga! W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 'Call me when you get home,' he said. **HIM**
He told _____ when I got home.
- 2 'Don't break up with Harry,' my sister said. **ME**
My sister _____ break up with Harry.
- 3 'Don't visit a cold country on your honeymoon!' said my mother-in-law. **VISIT**
My mother-in-law told us _____ a cold country on our honeymoon.



Around the world

Lesson objective: Culture: the greatest love stories

lesson 7 UNIT 5

- 1 **2.28** Read and listen. Why were texts 1 and 2 written? Choose two of the following answers.

to describe the plot ■ ask someone out
to advertise a play

1 **ONE NIGHT ONLY!**
Romeo & Juliet
by
Brainytown Youth Theatre

- ♥ Saturday 14th February, 7:30 pm
- ♥ tickets can be bought online or at the theatre
- ♥ adults: £8.50, under-18s: £5
- ♥ not suitable for children under 12



Look: reporting requests

Romeo **asked** Juliet **to marry** him.

- 2 Uzupełnij w e-mailu luki 1–4 zgodnie z treścią tekstów 1 i 2 z ćwiczenia 1. Zapisz odpowiedzi w zeszycie.

Od: Do: Temat:

Cześć Piotrek!

Wysłałam Ci informacje na temat spektaklu, który Teatr Brainytown wystawi w Walentynki. Może zaprosisz Zosię, żeby z Tobą na niego poszła? Mówiła mi, że bardzo Cię lubi! ☺ Bilety są w niezłej cenie – dwa uczniowskie kosztują tylko ¹ funtów. Grają *Romeo i Julię* Williama Szekspira. To historia dwójki młodych ludzi, których ² pokłóciły się ze sobą. Romeo i Julia zakochują się w sobie i chcą ³ w tajemnicy. To jedna z najstojniejszych historii o miłości wszech czasów!

Mam nadzieję, że się Wam spodoba. Aha – nie bierz ze sobą swojej siostry, bo spektakl jest dla osób powyżej ⁴ roku życia!

Do zobaczenia!

Lena

- 3 Think about the characters in *Romeo and Juliet*. In your opinion, who felt the emotions below and why?

happy ■ angry ■ surprised ■ scared ■ sad

I think that Juliet felt happy because Romeo asked her to marry him.

Brainy fact

Although Shakespeare's play *Romeo and Juliet* is set in Renaissance Italy, it is performed around the world to represent love and conflict between people with different ideas.

2 **ABOUT THE PLAY:**

The Capulet and Montague families lived in Verona, Italy. Although they were neighbours, everyone knew that they had fallen out many years before. Then Romeo (a Montague) met Juliet (a Capulet), and they fell in love. But Juliet's cousin Tybalt **told Romeo not to speak** to her. Tybalt said that he would kill Romeo if he went out with his cousin.

That night, Juliet heard a voice outside her window. It was Romeo! He told her that he loved her, and **asked her to marry him the following day**. Juliet said yes, but their wedding would have to be a secret because her family would not allow them to get married. Romeo **told her to meet him the following night**. They planned to run away together as bride and groom.

But when Romeo saw Tybalt, they had an argument and a fight. Tybalt killed Romeo's friend, so Romeo killed Tybalt. After that, the people of Verona **told Romeo to leave** the city **that day** and never to return.

If you want to know what happens in the end, you will have to go and see this excellent play!

Look: subject and object questions

Who loved Juliet? Romeo.

Who did Romeo love? Juliet.

- 4 Read text 2 again and answer the questions below, using full sentences.

- 1 Who told Romeo not to speak to Juliet?
- 2 Who asked Juliet to marry him?
- 3 Who did Juliet love?
- 4 Who had an argument?
- 5 Who did Tybalt kill?

- 5 **2.29** Listen to a story. What famous couple is it about? What happens in the end?

Discover more!

- 6 **Work in pairs.** Find out about another famous love story from Poland or a different country. Write a short version of the story.

Once upon a time, ...

Lesson objective: *an email (describing a problem, giving and justifying your opinion, giving and justifying another person's opinion)*

Brainy phrases

Paragraph 1

I'm having trouble with ...

The thing is, ...

It's difficult because ...

Paragraph 2

In my opinion, ...

I told her to ... because ...

You should/shouldn't ...

Paragraph 3

He/She asked me to ...

He/She said that ...

I suppose ...

To Moira

Subject Friendship problems ...

Hi Moira,

How are you?

1 I'm having trouble with my best mate Fiona. The thing is, she told me that she couldn't go out with me every weekend. A boy has asked her out and now she doesn't have time for her friends. It's difficult because we used to get on really well.

2 In my opinion, friends are the most important thing in life! I told her to break up with him because you have to be loyal to your friends. You shouldn't upset all your friends just because you have a boyfriend.

3 Fiona asked me to understand her feelings. She said that she had fallen in love and that she needed to spend more time with her boyfriend. I suppose I can see her point of view. Life is full of challenges – you never know what will happen next!

Kelly



1 Read the model email.

In which paragraph does Kelly:

- a give and justify her opinion?
- b give and justify the other person's opinion?
- c describe the problem?

Look

You (= people/we) have to be loyal to your friends.

2 We often use *you* in proverbs. What do you think the proverb below means? Do you have a similar expression in your language?

"You shouldn't judge a person until you have walked a mile in his shoes."

3 Work in pairs. Each think of a problem with a friend or relative. Discuss each other's problems by asking and answering questions. Use the ideas in the box or your own ideas.

have an argument ■ fall out ■ cheat ■ lie
steal ■ break up ■ go on a date

What's up, Ewa?

Oh, I'm having trouble with my stepsister. It's difficult because ...

Life skills: Expressing empathy

You show empathy if you are able to:

- understand other people's feelings,
- see things from a different perspective.

When do you express empathy? Give examples.

4 Think about your problem from exercise 3. In your notebook, complete the table below with both sides of the argument.

My opinion	The other person's opinion
In my opinion, ... because ...	He/She said that ...

5 Wyobraź sobie, że między tobą a bliską ci osobą doszło do nieporozumienia. Napisz e-mail do przyjaciela z Anglii. W e-mailu:

- opisz, czego dotyczyło nieporozumienie;
- przedstaw swoje zdanie i uzasadnij je;
- przedstaw zdanie osoby, z którą się poróżniłeś/poróżniłaś i uzasadnij je.

! Tips

- Pamiętaj, aby przedstawić obie strony sytuacji.
- Użyj mowy zależnej i pamiętaj, aby zmienić czasy i zaimki tam, gdzie to konieczne.
- W swojej wypowiedzi użyj bezosobowego *you*.



- 1 **2.30** Usłyszysz dwukrotnie historię o nietypowym weselu. 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 speaker wants to
 - A give some advice to people who are getting married.
 - B invite people to a wedding in Italy.
 - C tell people about an unusual wedding.
- 2 The bride and groom told people
 - A to wear their best clothes.
 - B to bring some hiking boots.
 - C to take lots of photos.
- 3 Jack said that he and Emma had met
 - A at a friend's wedding.
 - B at a restaurant.
 - C while they were hiking.

3

- 2 **2.31** 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.

- A Yes, you're right. I will apologise to them.
- B Thanks. Apology accepted.
- C Don't worry. She didn't mean it.
- D Sorry. I didn't mean to upset you.
- E Thanks. It won't happen again.

1	
2	
3	
4	

4

- 3 Uzupełnij luki 1–3 w dialogach, tak aby były one spójne i logiczne. Zapisz odpowiedzi w zeszycie.

- X: 1 up? You look sad.
 Y: Yes. I've had an argument with my brother-in-law.
 X: I 2 upsetting you this morning.
 Y: Thanks. Apology accepted!
 X: 3 to upset you. It won't happen again.

3

- 4 Uzupełnij każde zdanie z luką, stosując podane wyrazy w niezmienionej formie, tak aby zachować sens zdania wyjściowego (1–3). **Uwaga!** W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 'Don't worry,' said my teammates. **TOLD**
 My teammates worry.

- 2 'We can't go to the wedding next weekend,' they said. **THE**
 They said that they couldn't go to the wedding .
- 3 'I don't get on well with my mother-in-law,' said my cousin. **SAID**
 My cousin get on well with her mother-in-law.

3

- 5 Uzupełnij zdania 1–4. Wykorzystaj wyrazy podane w nawiasach, stosując je w odpowiedniej formie. Jeśli jest to konieczne, dodaj inne wyrazy. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 Her best friend said that (**she / go**) to the cinema with her the following day.
- 2 Last weekend, his flatmates (**tell / he / be**) quiet.
- 3 Their neighbours told them that (**they / move**) there 10 years before.
- 4 Yesterday, her ex-boyfriend (**tell / she / not**) call him anymore.

4

- 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 stepmother	B went	C told
D colleague	F got	

Koko the Gorilla was famous because she could understand and use sign language. But she was also famous for her friendship with cats. She even appeared on the cover of the National Geographic magazine with her best mate – a kitten called All Ball. Koko's human friend, Francine Patterson, 1 that the gorilla had asked for a cat for Christmas. She also said that Koko and All Ball 2 on very well, and that Koko was always kind to the little cat. In fact, Koko was like a 3 to All Ball – she looked after the kitten as if it were her own daughter.

3

Total: /20

Family and friends

best mate /ˌbest 'meɪt/ najlepszy przyjaciel
brother-in-law /'brʌðərɪn,lɔː/ szwagier
classmate /'klɑːs,meɪt/ kolega/koleżanka klasy
colleague /'kɒliːg/ znajomy/znajoma
daughter-in-law /'dɔːtərɪn,lɔː/ synowa
father-in-law /'fɑːðərɪn,lɔː/ teść
flatmate /'flæt,meɪt/ współlokator/współlokatorka
mother-in-law /'mʌðərɪn,lɔː/ teściowa
neighbour /'neɪbə(r)/ sąsiad/sąsiadka
nephew /'nefjuː/ bratanek/siostrzeniec
niece /niːs/ bratanica/siostrzenica
only child /ˌɒnli 'tʃaɪld/ jedynak/jedynaczka
sister-in-law /'sɪstərɪn,lɔː/ bratowa/szwagierka
son-in-law /'sʌnɪn,lɔː/ zięć
teammate /'tiːm,meɪt/ kolega/koleżanka

Problems and conflicts

apologise (to someone) /ə'pɒlədʒaɪz tə ,sʌmwʌn/ przeprosić (kogoś)
fall out (with someone) /ˌfɔːl 'aʊt wɪð ,sʌmwʌn/ pokłócić się (z kimś)
forgive (someone) /fə'gɪv ,sʌmwʌn/ wybaczyć (komuś)
talk behind (someone's) back /ˌtɔːk bɪˌhaɪnd ,sʌmwʌnz 'bæk/ obgadywać (kogoś)
upset (someone) /ˌʌp'set ,sʌmwʌn/ zdenerwować (kogoś)

Talking about problems and apologising

Apology accepted. Przeprosiny przyjęte.
I didn't mean it. Nie miałem/miałam tego na myśli.
I didn't mean to... Nie chciałem/chciałam ...

I forgive you! Wybaczam ci!

I think you should say sorry.

Myślę, że powinienes/powinnaś przeprosić.

I'm (really) sorry about what I said.

Przepraszam za to co powiedziałem/powiedziałam.

I'm sorry for upsetting you.

Przepraszam, że cię zdenerwowałem/zdenerwowałam.

It won't happen again. To się już nie powtórzy.

No hard feelings. Nie żywię urazy.

Not exactly. Nie do końca.

What happened? Co się stało?

What's up? You look a bit down.

Co jest? Wyglądasz na trochę zdołowanego/zdołowaną.

Why don't you apologise to him? Może go przepros?

Relationships

ask someone out /ˌɑːsk ,sʌmwʌn 'aʊt/ zaprosić kogoś na randkę
break up with someone /ˌbreɪk 'ʌp wɪð ,sʌmwʌn/ zerwać z kimś
bride /braɪd/ panna młoda
cheat on someone /'tʃiːt ɒn ,sʌmwʌn/ zdradzać kogoś
ex-boyfriend /ˌeks'bɔɪˌfreɪnd/ były chłopak
ex-girlfriend /ˌeks'gɜːlˌfreɪnd/ była dziewczyna
get on well /ˌget ɒn 'wel/ dobrze się dogadywać
go on a date /ˌgəʊ ɒn ə 'deɪt/ iść na randkę
go out with someone /ˌgəʊ 'aʊt wɪð ,sʌmwʌn/ chodzić z kimś, być z kimś w związku
groom /gruːm/ pan młody
honeymoon /'hʌni,muːn/ miesiąc miodowy
stepbrother /'step,bɹʌðə(r)/ przybrany brat
stepdad /'step,dæd/ ojczym
stepmum /'step,mʌm/ macocha
stepsister /'step,sɪstə(r)/ przybrana siostra
wedding /'wedɪŋ/ ślub, wesele

Other

allow /ə'laʊ/ pozwolić
college /'kɒlɪdʒ/ koledż, kolegium
command /kə'mɑːnd/ rozkaz
confirm /kən'fɜːm/ potwierdzić
cover /'kʌvə(r)/ okładka
deal with /'diːl wɪð/ radzić sobie z
empathy /'empəθi/ empatia
enormous /ɪ'nɔːməs/ ogromny
excellent /'eksələnt/ wspaniały
face to face /ˌfeɪs tə 'feɪs/ w cztery oczy
friendship /'fren(d)ʃɪp/ przyjaźń
grow up /ˌgrəʊ 'ʌp/ dorastać
identical twin /aɪˌdentɪk(ə)l 'twiːn/ bliźniak jednojajowy
in person /ɪn ˌpɜːs(ə)n/ osobiście
in-laws /ɪn,lɔːz/ rodzina męża/żony
judge /dʒʌdʒ/ osądzać
justify /'dʒʌstɪfaɪ/ uzasadniać
last /lɑːst/ trwać
loyal /'lɔɪəl/ lojalny
pie chart /'paɪ ˌtʃɑːt/ diagram kołowy
point of view /ˌpɔɪnt əv 'vjuː/ punkt widzenia
prince /prɪns/ książę
protect /prə'tekt/ chronić
refuse /rɪ'fjuːz/ odmówić
relative /'relatɪv/ krewny
remarry /rɪ'mæri/ ponownie wyjść za mąż / ponownie się ożenić
Renaissance /rɪ'neɪs(ə)ns/ renesans
reported speech /rɪˌpɔːtɪd 'spiːtʃ/ mowa zależna
reunite /ˌriːjuːˈnaɪt/ ponownie zjednoczyć, połączyć
set in /'set ɪn/ osadzony w
sign language /'saɪn ˌlæŋɡwɪdʒ/ język migowy
split up /ˌsplɪt 'ʌp/ rozstać się
trick /trɪk/ oszukać
trouble /'trʌb(ə)l/ kłopot
voice /vɔɪs/ głos
wedding ceremony /'wedɪŋ ˌserɪməni/ ślub

Reported speech

Mowy zależnej (*reported speech*) używamy, kiedy przytaczamy czyjąś wypowiedź. Do wprowadzenia mowy zależnej w zdaniach twierdzących i przeczących używamy czasowników **tell** lub **say**. Pamiętaj, że po czasowniku **tell** należy podać osobę, do której była skierowana oryginalna wypowiedź.

He **said** me (that) he would call.

He **told me/us** (that) he would call.

Direct speech		Reported speech	
Present simple	'My cousin lives in Krakow.'	She said (that) her cousin lived in Krakow.	Past simple
Present continuous	'I'm helping my neighbours.'	He said (that) he was helping his neighbours.	Past continuous
Past simple	'We saw our new flatmate.'	They told me (that) they had seen their new flatmate.	Past perfect
Present perfect	'I have called my colleague.'	She said (that) she had called her colleague.	Past perfect
future simple (will/won't)	'My best mate will come soon.'	He said (that) his best mate would come soon.	would / wouldn't
can / can't	'My mother-in-law can speak Russian.'	She told us (that) her mother-in-law could speak Russian.	could / couldn't

Reported speech: other changes

W mowie zależnej należy zmienić również inne elementy zdania, zwłaszcza określenia czasu i miejsca.

Direct speech	Reported speech
me	him/her
us	them
my	his / her
our	their
this / these	that / those
Time expressions now today tomorrow yesterday next (month) last (year) (two hours) ago	Time expressions then that day the day after the day before/ the previous day the following (month) / the (month) after the previous (year) / the (year) before (two hours) before
Place here	there

Reported speech: commands

Direct speech	Reported speech
' Open your books.'	The teacher told us to open our books.
' Don't stand up.'	She told us not to stand up .

You

Zaimek **you** w języku angielskim może się odnosić nie tylko do osoby, do której mówisz. **You** często używamy, gdy mamy na myśli zbiorowo wszystkich ludzi.

Relationships aren't easy - **you** have to work at them!

W bardziej formalnych sytuacjach używamy **one** zamiast **you**.

Relationships aren't easy - **one** has to work at them!

Project

Prepare an interview with an older person in your family.

- 1 In your notebook, write five questions. Think about these things:

relationships ■ family ■ home
work ■ hobbies/interests

Where did you get married, grandma?

- 2 Ask your relative the questions, and make notes of his/her answers.
- 3 Write about your relative's answers. Use reported speech.

My grandmother told me that she had got married in Scotland. She said that ...



Train your brain!

- 1  **Over to you!** Tell us about a family member's important life events.



- 2  **Prepositions of place** Read the puzzle and say where these people are.

Sally
Sally's grandma
William Oliver
Sally's mum
and stepdad Rob

PUZZLE: Who is in each room?

- Sally is in her bedroom, which is **between** her brother's bedroom and her mum and stepdad's bedroom.

- Rob and Sally's mum and stepdad have got plants in a box **in front of** their bedroom window, which is **above** the living room.
- Mr and Mrs Green are watching TV **in** the living room at the moment.
- Sally and Rob have got two little stepbrothers: the twins William and Oliver.
- Mrs Green's mother-in-law is in her apartment **next to** the house.
- There are some birds **on** a tree **in front of** Sally's brother's bedroom. He's doing his homework there at the moment.
- The youngest members of the family are in the bedroom **under** the roof. Can you see them **in** the window?



- 3  **Game** Work in groups of five or six. In turns, play Chinese whispers. Use reported speech.

My sister went on a date with Harry Styles!

Maria said that her sister had been on a date with Harry Styles!

Cumulative revision



Learning to learn!

- 4  Work in groups of three. Choose two topics each and prepare a collage, using photos from magazines. Label the photos with words for family, friends, roles in a team/group, etc.

sports teammates ■ group bandmates
friends and family from TV series
royal families ■ families at home
animal families

- 5  **2.32** Listen to the sentences and follow the instructions.

- Listen and match sentences 1–6 with A–F.

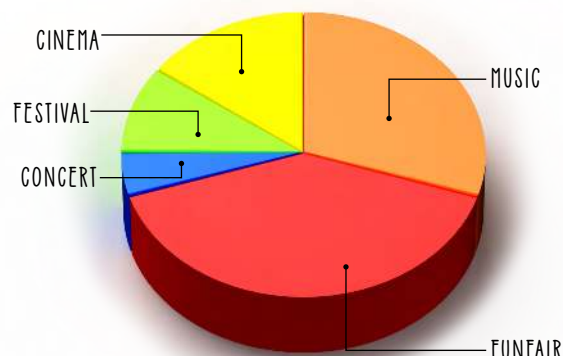
A present simple	D present passive
B present continuous	E present perfect
C past simple	F first conditional
- Listen again and write sentences 1–6.
- Report sentences 1–6. Don't forget about the tense and other changes in reported speech.

Project

- 6 Do a class survey about entertainment and write a short report. Follow the instructions.

- Ask your classmates to tell you where they've been out this week.
- Make a pie chart to show the results.
- Write a short report about the results. Use reported speech.

Ten students said that they had been to the funfair. That was the most popular kind of entertainment. Four students said that ...



Are you looking for a summer job?
If so, call us to find out more!



Would you like to play video games and earn some money? If so, check out our selection of the best tournaments this summer!

Part-time work for people who don't mind getting up early.

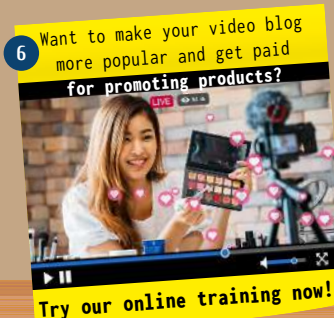


Are you good with children? Evening and weekend work available.

Summer work for creative students with good computer skills.



Part-time work for fit animal lovers!



- 1 **2.33** In your notebook, match the summer job advertisements (1–6) with the job titles in the box below. Then listen, check, and repeat the answers.

babysitter ■ app developer ■ e-sports gamer
newspaper delivery boy/girl ■ dog walker
social media influencer

- 2 **2.34** Read and listen. Which jobs from exercise 1 are the people below talking about? Write the answers in your notebook. How do you say the words in green in Polish?

- I love pets, so this is a good job for me. It might be **tiring** though because you have to walk a lot.
- This job looks **exciting**, and I imagine it's **well-paid** if you win a competition!
- I imagine this is a **full-time** job, and you probably need to know computer coding. But it looks interesting!
- This job would be **satisfying** for people who like young children. But I'd find it quite **stressful**!
- I'd like to do this job because I like writing blogs and making video clips. And you can work **part-time** in your own bedroom!
- I wouldn't like to do this job. I think it's **boring** and **poorly paid**. And who reads newspapers nowadays anyway?

Look: -ed / -ing adjectives

This job is **boring**. I would feel **bored**.
This job is **tiring**. You will feel **tired**.

- 3 Work in pairs. Which of the jobs in exercise 1 would/wouldn't you like to do? Why? Use the words in green from exercise 2.

I'd like to work as a(n) ... because ...

I wouldn't like to be a(n) ...because ...

- 4 **2.35** **Game** **Workplaces** Play **Workplace Bingo**. Follow the instructions below.

airport ■ bank ■ factory ■ farm
fire station ■ hospital ■ office ■ police station
recycling centre ■ warehouse

- Draw a big square in your notebook and divide it into four parts.
- Choose four of the workplaces above and write them in the squares.
- Listen. Tick (✓) each place on your piece of paper that matches the sentences you hear, and shout "Bingo!" when you have ticked all four words.
- The winner is the first person to shout "Bingo!"

- 5 Work in groups. Follow the instructions.

- Student A chooses a job but doesn't say what it is.
- The other students ask Yes/No questions to try to guess the job. Use the words from exercises 2 and 4.

Is it well-paid?

Do you work in an office?

- The student who guesses the job correctly then chooses a job.

Grammar hub: Reporting *Wh-/How* questions

'Where do you work?'

She asked where I worked.

'How stressful is your job?'

She asked how stressful my job was.

>>> Grammar summary on page 81

1 In your notebook, complete the reported questions.

1 'Why do you want to work part-time?'

He asked why _____.

2 'How old is the babysitter?'

She asked how _____.

3 'Where did the dog walker take the dogs?'

They asked where _____.

4 'Which gamer won the last e-sports tournament?'

I asked which _____.

5 'What is the most satisfying part of your job?'

He asked what _____.

2 Read the diary entry below. In your notebook, write the questions that Ellie asked Laura.

DIARY



LAURA

I was talking to my classmate Ellie about jobs today. She asked me what my dream job was, and she asked why I wanted to do that job. Then she asked when I was planning to start working, and where I

would look for a job. Finally, she asked me how much money they would pay me in my dream job. So I told her that ...

'What is your dream job?' asked Laura.

3 Work in pairs. Take turns to ask and answer the questions from exercise 2, and write down your partner's answers in your notebook. Then change partners and report what you have found out.

What is your dream job?

I want to be an e-sports gamer!

I asked Kyle what his dream job was, and he told me that he wanted to be ...

Grammar hub: Reporting *Yes/No* questions

'Do you play video games?'

He asked if we played video games.

'Have you written a blog?'

He asked if I had written a blog.

>>> Grammar summary on page 81

4 Report the careers adviser's questions below. Write the reported questions in your notebook. Remember to use *if*.



1 Do you want to work during the school year?

2 Are you looking for a part-time job?

3 Have you thought about your future job yet?

4 Did you work last summer?

5 Will you be able to work at weekends?

5 Think of three more Yes/No questions that a careers adviser might ask a student. In pairs, ask and answer the questions. Report your classmate's questions in your notebook.

Have you worked before?

Yes, I have. I've been a babysitter.

Ewa asked me if I had worked before.

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

1 He asked how old my workmates were. ARE
'_____ your workmates?'

2 'Did you get the job as an app developer?' IF
She asked _____ the job as an app developer.

3 They asked if I had ever worked as a newspaper delivery boy. YOU
'_____ as a newspaper delivery boy?'

4 'What time will I start work?' WOULD
I asked _____ start work.

Interview stories

3 answers

Here are some readers' stories which show that job interviews are never boring!

A Andy | 15:45

34

At an interview for a part-time weekend job at a dog rescue centre, the manager **asked me whether** I'd worked with animals before, so I told her that I'd been a dog walker for my neighbours. Then, my mobile started ringing loudly – I'd forgotten to put it on silent. My ringtone was that song called "Who let the dogs out?" Luckily, the manager laughed and she gave me the job!



B Bella | 17:12

2

I went for an interview at a designer clothes shop. The office had a glass door, and I walked straight into it! The manager **asked if** I was OK. I was so embarrassed, I just smiled and shook his hand. But when he **asked me why** I wanted the job, I started crying. It was so stressful! I didn't get the job, but I became a full-time social media influencer instead, which is very satisfying. And it's more exciting and better paid!



C Chris | 19:53

66

My cousin told me a funny story. A tech company needed people to develop an e-sports app, and they **asked her if** she could do a phone interview on 31st October. She was going to a Halloween party later, so she was wearing a costume. But it was a video interview! Anyway, my cousin stayed calm and made eye contact. When the manager **asked her where** she'd worked before, she said she'd been a newspaper delivery girl and a babysitter, but not dressed as a witch!



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

1	The person in this story now works full-time.	☐
2	We don't know if the person in this story got the new job.	☐
3	The person in this story had similar experience from another job.	☐
4	The person in this story wasn't asked about his/her work experience.	☐

1 **2.36** Read and listen to the texts. Check the meaning of the words below. Which person mentions each of them?

smile ■ shake hands ■ laugh ■ cry
make eye contact

Life skills: Body language

Which types of body language are a good idea in a job interview, and which are not? Work in pairs. In your notebooks, write two lists.

smile ■ cry ■ shake hands ■ bite your fingernails
make eye contact ■ play with your hair
speak too loudly ■ sit straight ■ breathe calmly
put your hands in your pockets

✓ smile, ... ✗ cry, ...

Brainy fact

In an interview, body language is very important. 82% of employers agree that positive eye contact is necessary to make a good first impression.

Look: if = whether

The manager asked me **if/whether** I'd worked with animals before.

3 Find four more reported questions in texts A–C. In your notebook, write the direct questions.

*The manager asked me if/whether I'd worked with animals before.
'Have you worked with animals before?'*

4 **Work in pairs. Choose interview story B or C and prepare a dialogue. Use the direct questions from exercise 3 and your own questions and add or invent answers.**

Have you worked with animals before?

Yes, I have. I've been a dog walker.

5 **Act out your interview. Use correct body language!**

1 2.37 Listen and read. Choose the correct words. Write the answers in your notebooks.

Excuse me! I'm looking for a ¹ full-time / part-time job, and I was wondering if you have any vacancies.

Yes, we need someone to work on ² Saturday / Sunday afternoons.

That sounds great! Do you know how I should apply for the job?

Yeah, can you fill in this application form now, and then send your CV to the managers? They'd like to know if you have any work experience in a ³ shop / café.

Yes, of course. No problem!

Oh, and could you tell me when you can come for an interview?

Sure, any afternoon after ⁴ half past three / four o'clock is fine.

Look: indirect questions

We often use indirect questions when we want to be more polite.

Do you know ...?

Could you tell me ...?

I was wondering ...

I'd like to know ...

>>> Grammar summary on page 81

4 Work in pairs. Take turns to transform the questions from exercise 3 into indirect questions.

Why did you apply for a job at our cafe?

I was wondering why you applied for a job at our cafe.

Could you tell me why you applied for a job at our cafe?

2 Read the Look box and the Grammar summary. Then, follow the instructions.

- 1 Change the indirect questions in exercise 1 to direct questions. In pairs, act out the dialogue.

Do you have any vacancies?

Yes, we need someone ...

- 2 Swap roles. Now act out the model dialogue with indirect questions. Which dialogue sounds more polite?

3 In your notebook, match questions 1–5 with pictures A–E. How do you say the phrases in green in your language?

- 1 'Why did you **apply for a job** at our cafe?'
- 2 'Do I have to **fill in an application form**?'
- 3 'Have you **sent your CV**?'
- 4 'When did you **go for an interview**?'
- 5 'Do you **have any work experience**?'



5 2.38 Usłyszysz dwukrotnie pierwszą część rozmowy kwalifikacyjnej. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–5) w poniższym formularzu. Zapisz odpowiedzi w zeszyte. Luki należy uzupełnić w języku angielskim.

APPLICATION FORM

Full name: *Peter* ¹ _____

Date of birth: ² _____ *2004*

Place of birth: ³ _____

Nationality: ⁴ _____

CV sent? YES [✓] NO []

Relevant work

experience: ⁵ _____ *last summer*

6 Work in pairs. Copy the application form above into your notebooks. Student A is applying for a job, and Student B is the interviewer. Take turns to ask and answer questions and complete the form.

Vocabulary 2 and Listening

lesson 5

Lesson objective: Vocabulary: choosing a job; Functions: congratulating and wishing people good luck

- 1 **2.39** Listen and read. Which jobs do these people do? In your notebook, match texts 1–4 with pictures A–D.

A



1 If you choose this job, you need to **have good communication skills** because you have to **serve customers** all day. I enjoy it, and I'm going to **get promoted** next month!

B



2 Before getting this job, I had to **do a training course** and **get a qualification** in vehicle maintenance. I usually **work indoors** in the garage, and I get on well with the others there.

C



3 I chose this job because I wanted to **look after people**. It's hard sometimes because I have to **work long hours**, but I **get a good salary**.

D



4 In this job, you need to **work well in a team**. And, of course, we **work outdoors** in all kinds of weather! Sometimes we **work abroad** for a match or tournament. If you're lucky, you can **earn a lot of money**!

- 2 **2.40** Listen and repeat the phrases in green from exercise 1. How do you say them in Polish?

- 3 Find phrases in green which have the following meaning.

- 1 do a job in a different country
- 2 take care of others
- 3 be good at working with other people
- 4 move to a job at a higher level
- 5 get a certificate or diploma when you complete a training course

- 4 **2.41** Usłyszysz dwukrotnie 3 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 Which job has the boy chosen?



- 2 Which card did the woman send?



- 3 The woman is calling
- A to say that she is getting promoted.
 - B to wish someone good luck for an interview.
 - C to congratulate someone on getting a job.

- 5 **2.42** Usłyszysz dwukrotnie fragment rozmowy o pracę. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–5) w poniższej notatce. Zapisz odpowiedzi w zeszycie. Luki należy uzupełnić w języku angielskim.

JOB: SHOP ASSISTANT

- Before starting the job: ¹ -day training course which includes teamwork activities, ² training, and learning about the history of the company
- Job days/hours: ³ to Friday, 10 am – 5 pm; Saturday ⁴ – 6 pm
- Job starts: ⁵

- 6 **2.43** Listen and complete two short dialogues. Write the answers in your notebook. Then practise the dialogues in pairs.

- 1 X: Congratulations job!
Y: Thanks! I'm looking forward to it.
- 2 X: Good luck interview!
Y: Thanks. Fingers crossed!

- 7 Work in pairs. Follow the instructions. Write the answers in your notebooks.

- 1 Student A: Your friend has just got a job as an app developer. Write a message to congratulate him/her.
Student B: Your friend is going for a job interview. Write a message to wish him/her luck.
- 2 Swap notebooks and write a reply.

Grammar hub: Modals of ability, possibility, obligation and prohibition



You **mustn't** use the same password for all your accounts.

I **can't** think of a new password!

They **can** access your accounts.
I **could** get in without my password yesterday.
I **couldn't** think of a new password.
You **must** create a password that is difficult to guess.
You **have to** create a password with a word limit.
I **had to** create a new password.
You **don't have to** create a complicated password.
I **didn't have to** enter my password.

>>> Grammar summary on page 81

- 1 **2.44** Read the text and choose the correct words. Write the answers in your notebook. Then listen and check.

I'm Kayla, and I've loved gaming since I was young. I ¹can / could beat my older brother at *Fortnite* when I was thirteen! So now, I ²don't have to / can't complain because I've got my dream job as a professional e-sports gamer. It can be tiring because I ³have to / had to work long hours, but it's very exciting. I often work abroad, and last year, I ⁴had to / must go to five tournaments. I love this job because you ⁵must / can earn a lot of money while doing something you love. You don't have to get any special qualifications, but you must love gaming!

- 2 **Job activities** Work in pairs. Follow the example. Use words from boxes A and B, and the correct form of *have to*.

Student A: My aunt has to do experiments, but she doesn't have to fix leaks.

Student B: So, she's a scientist! What did she have to do last week?

Student A: She had to work on a new vaccine.

A engineer ■ farmer ■ lawyer ■ nurse
plumber ■ scientist

B build bridges ■ do experiments ■ fix leaks
look after patients ■ grow crops and milk cows
help people with the law

Grammar hub: Reflexive pronouns and each other



They looked at **themselves** in the mirror.



They looked at **each other** and smiled.

>>> Grammar summary on page 81

- 3 Look at the Grammar hub and Grammar summary. In your notebook, complete the questions with the correct reflexive pronoun or *each other*.

- How many times a day do you look at in a mirror?
- How long have you and your best friend known ?
- Does your mobile phone turn off when you stop using it?
- Where do you and your friends go to enjoy ?
- Do all your classmates get on well with ?
- Does your teacher ever sing to ?

- 4 In pairs, ask and answer the questions from exercise 3.

How many times a day do you look at yourself in a mirror?

Twice – when I clean my teeth!

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

- (Przedstawił się) when he arrived at the interview.
- My parents always tell me and my brother to (opiekowali się sobą nawzajem) .
- Our grandma gave us £20 each and said: '(Kupcie sobie) something nice!'



1



Social media influencer for travel company

Would you like to work abroad?
Do you love travelling to different places?
Then apply for this exciting three-month full-time job!



- You **don't have to** have any special qualifications, but you **must** have excellent communication skills. You also **have to** be good at writing blogs, editing videos and using social media.
- You **may have to** work long hours, but you **will be able to** visit some of the most amazing places in the world.
- Salary: €8,000 a month

Click [here](#) to apply online and upload a video CV.

1 **2.45** Read and listen to the advert (text 1). What job is it for? Would you like to apply for this job? Have a class vote and give reasons.

2 Przeczytaj ponownie tekst 1. Uzupełnij zdania (1–3) zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszycie.

- To get this job, you must be able to use .
- You will earn a total of for this three-month job.
- To apply for this job, you should go to the website and .

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.

- Enjoy **yourself** if you get the job!
- They enjoyed **themselves** a lot there.
- She also earned a salary of \$30,000.
- They **may** get promoted.
- She also **had to** post regularly on social media.

4 **2.46** Listen and check your answers to exercise 3.

Look: modals of deduction

It can't be true!

It must be amazing!

>>> Grammar summary on page 81

2 The best job in the world?

Australian Sorelle Amore **couldn't** believe her luck when she got a job as a social media influencer for a travel club. For three months, she travelled to twelve different countries and stayed in some amazing homes. Surely, that **can't** be true? But it is!

Sorelle **had to** record **herself** and upload videos from different places. Her job began at a beautiful Scottish castle and ended in Sydney, Australia. Her favourite moments were swimming with turtles in the Bahamas, visiting the Great Wall of China and exploring the rainforest in Costa Rica. Sorelle **didn't have to** work all the time; she **was allowed to** have one week off! She and her boyfriend **were able to** meet **each other** in Morocco. They visited Marrakech and went to the beach.

Are *you* interested in applying for a job like this? We think it **must** be amazing! Check out the website and send a video CV. Who knows, you **might be able to** go for an interview and show them you're the best person for the job. And good luck!

5 **2.47** Listen to five people and match them to pictures A–E. Write the answers in your notebook. Then tell the class which place you'd most like to visit. Give reasons, using *It must be*.



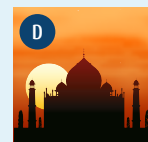
New York City



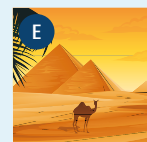
Antarctica



Australia



India



the pyramids in Egypt

I'd love to visit ... It must be ...!

Discover more!

6 Work in groups of four. Imagine that you're designing the travel route for a social media influencer. Choose task A or B below and find out more about the 12 places you choose. Then draw a map and present your route.

- Choose the best 12 places to visit in your country.
- Choose 12 places to stay in 12 different countries around the world.

First, you have to go to the Himalayas.
It must be amazing to climb Mount Everest!

Lesson objective: a blog (explaining how you applied for and prepared for a job, describing job responsibilities, giving your opinion about your job and colleagues)

Brainy phrases

Paragraph 1

They asked me if ...

They asked me why/how ...

I didn't have to ...

I had to ...

Paragraph 2

So, now I work for ... at ... in ...

I have to ...

Luckily, I don't have to ...

My job is/isn't ..., but ...

Paragraph 3

I really enjoy / I don't really enjoy my job.

My colleagues and I can ...

We sometimes ...

Last ..., we ...

My First Job

Hello and welcome to my blog! As some of you might know, I've recently applied for a part-time job as a waitress, and today I'm going to write about how I got the job and what it's like.

First, I filled in an application form, and then I went for an interview. They asked me if I had any experience, and then they asked me when I could start! I didn't have to get any qualifications, but I had to do a training course.

So, now I work for Brainybucks at their cafe in the town centre. I have to serve customers. Luckily, I don't have to work long hours. My job isn't very well-paid, but it's satisfying to earn my own money. Soon, I'll be able to buy myself a laptop!

I really enjoy my job. My colleagues and I can talk to each other about anything. We sometimes meet up after work. Last Saturday, we went out and really enjoyed ourselves.

So, how do you feel about YOUR first job? I'd love to know if you've got anything to comment on or complain about!



1 Read the model blog entry and answer the questions in your notebook.

In which paragraph does the blogger:

- A describe her responsibilities and the good / bad things about the job?
- B talk about the people that she works with?
- C explain how she applied for and prepared for the job?

Look: verb + preposition

I've recently **applied for** a part-time job.

I'm going to **write about** how I got the job.

How do you **feel about** your job?

Have you got anything to **comment on** or **complain about**?

>>> Grammar summary on page 81

2 In your notebook, complete the sentences with the prepositions in the box. You can use a dictionary to help you.

of ■ from ■ about ■ on ■ to ■ in

- 1 They asked me where I came .
- 2 We talk each other about everything.
- 3 What do you dream doing in the future?
- 4 I'm going to comment the blog post.
- 5 Have you filled the application form yet?
- 6 Tell me your new job!

3 Work in pairs. Follow the instructions.

- 1 Imagine that you're going to interview someone for a part-time job. In your notebook, write two Yes/No questions and two questions with question words (*When, How* etc.) to ask the candidate.

Have you got any work experience?

When can you start work?

- 2 In pairs, ask and answer your questions.
- 3 Now change partners. Report your partner's answers from the interview.

4 Work in pairs. Imagine that you've got a part-time or summer job. Take turns to ask and answer the following questions.

- 1 Where do you work?
- 2 What do you have to do?
- 3 What are the advantages and disadvantages of your job?

5 Match sentence halves 1–4 and a–d. Write the sentences in your notebook. Then change the subject in each sentence. Change the reflexive pronouns if necessary.

- | | |
|--|------------------------------|
| 1 I really enjoy | a each other for many years. |
| 2 My colleagues and I get on well | b myself at work. |
| 3 My manager and my parents have known | c herself at work. |
| 4 My colleague Helen sings to | d with each other. |

6 Niedawno rozpocząłeś/rozpoczęłaś nową pracę. Zredaguj wpis na blogu, w którym:

- opowiesz, jak przebiegała rekrutacja i przygotowanie do pracy;
- opisziesz swoje obowiązki;
- podzielisz się opinią na temat pracy i swoich kolegów.



Revision workout

Lesson objective: Revision of lessons 1–8

lesson 9

- 1 **2.48** Usłyszysz dwukrotnie prezentację uczennicy. 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 speaker always asked
 - A what activities the children had planned.
 - B if the children were allowed to watch TV.
 - C about the age of the children.
- 2 The speaker says that babysitters
 - A must take children outdoors.
 - B should be able to contact the children's relatives.
 - C must never use their mobiles.
- 3 The speaker wants to
 - A describe her experience of looking after a child with a food allergy.
 - B give advice to others who want to be babysitters.
 - C complain that babysitting is poorly paid.

3

- 2 **2.49** 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, they didn't go for an interview.
- B Yes, I've been a waitress and a babysitter.
- C No, you just have to apply online.
- D Yes, they told me that it's just weekends.
- E Yes, I've already filled in the application form.

1	2	3	4

4

- 3 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've seen your advert for the position of a newspaper delivery boy. I ¹(wondering) their own bike? you're still looking for someone.
- Y: Yes, we are. Would you like to apply?
- X: Yes, I would, but first, I ²(like) know how many days a week it is.
- Y: It's part-time – just Saturday mornings.
- X: OK, great. ³(give) an application form, please?

- Y: Yes, of course. Here you are!
- X: Great, thanks. Oh, just one more question. Do your delivery boys and girls ⁴(have) their own bike?
- Y: No, they don't. They can borrow our bikes.

4

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

TAILS: A MOBILE APP FOR PET LOVERS

Tails is a great new app for anyone who loves pets! As well as dog-walking, Tails offers pet-sitting services, so customers can enjoy ¹ on holiday without worrying about their pets. And for people who ² look after their dog during the day because they have to go to work, Tails organises 'doggy daycare'. It's like a kindergarten for dogs, where they can play with ³ all day long!

So, if you're looking for satisfying part-time work and love dogs, why not apply for a job there? You ⁴ to have any special qualifications, but you must do a training course before you start. Just call and ask ⁵ they're looking for dog-walkers in your area!



- | | | |
|----------------|--------------|--------------|
| 1 A himself | B yourselves | C themselves |
| 2 A could | B can't | C mustn't |
| 3 A each other | B itself | C themselves |
| 4 A must | B have | C don't have |
| 5 A are | B if | C do |

5

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

- 1 You must do a training course before starting the new job. **TO**
Before starting the new job, you a training course.
- 2 'Will I have to get more qualifications?' **HAVE**
I asked to get more qualifications.
- 3 On the first day, I wasn't allowed to serve any customers. **NOT**
serve any customers on the first day.
- 4 'When did your mum get promoted?' **GOT**
He asked me when my mum.

4

Total: /20

Jobs

app developer /'æp dɪ,veləpə(r)/
programista aplikacji mobilnych

babysitter /'beɪbi,sɪtə(r)/ opiekun/
opiekunka do dziecka

dog walker /'dɒg ,wɔ:kə(r)/
wyprowadzacz psów

e-sports gamer /'i:,spɔ:ts ,geɪmə(r)/
gracz e-sportowy

newspaper delivery girl/boy
/ˈnju:z,peɪpə dɪ,lɪv(ə)ri ,gɜ:l / ,bɔɪ/
roznosiciel/roznosicielka gazet

social media influencer /,səʊʃ(ə)l
,mi:diə 'ɪnfluənsə(r)/ influencer,
osoba wpływowa w mediach
społecznościowych

Describing jobs

boring /'bɔ:ɪŋ/ nudny

exciting /ɪk'saɪtɪŋ/ ekscytujący

full-time /,fʊl'taɪm/ w pełnym
wymiarze godzin

part-time /,pɑ:'taɪm/ w niepełnym
wymiarze godzin

poorly paid /,pɔ:li 'peɪd/ słabo
opłacany

satisfying /'sætɪs,faiɪŋ/ dający
satysfakcję

stressful /'stresf(ə)l/ stresujący

tiring /'taɪərɪŋ/ męczący

well-paid /,wel'peɪd/ dobrze opłacany

Choosing a job

do a training course /'du: ə
'treɪnɪŋ ,kɔ:s/ przejść szkolenie

earn a lot of money /'ɛ:n ə ,lɒt əv
'mʌni/ dużo zarabiać

get a good salary /'get ə ,gʊd
'sæləri/ otrzymywać wysokie
wynagrodzenie

get a qualification in /'get ə
,kwɒlɪfɪ'keɪʃ(ə)n ɪn/ zdobyć
kwalifikacje do

get promoted /,get prə,məʊtɪd/
dostać awans

have good communication skills /
'hæv ,gʊd kə,mju:nɪ'keɪʃ(ə)n
,skɪlz/ mieć dobre umiejętności
komunikacyjne

look after people /,lʊk 'æftə
'pi:p(ə)l/ opiekować się ludźmi

serve customers /'sɜ:v 'kʌstəməz/
obsługiwać klientów

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

work indoors /'wɜ:k 'ɪn,dɔ:z/
pracować wewnątrz budynku

work long hours /'wɜ:k ,lɒŋ 'aʊəz/
długo pracować

work outdoors /'wɜ:k 'aʊt,dɔ:z/
pracować na zewnątrz

work well in a team /,wɜ:k 'wel
ɪn ə 'ti:m/ dobrze pracować
w zespole

Indirect questions

Could you tell me ...? Czy mógłby/
mogłaby mi pan/pani
powiedzieć ...?

Do you know ...? Czy pan/pani
wie ...?

I'd like to know ... Chciałbym/
Chciałabym się dowiedzieć ...

I was wondering Zastanawiałem/
Zastanawiałam się

Looking for a job

apply for a job /ə'plai fər ə 'dʒɒb/
ubiegać się o pracę

fill in an application form /,fɪl 'ɪn
ən ,æplɪ'keɪʃ(ə)n/ wypełnić
formularz

go for an interview /'gəʊ fər ən
'ɪntə,vju:/ iść na rozmowę
kwalifikacyjną

have some experience /'hæv ,sʌm
ɪk'sprɪəriəns/ mieć jakieś
doświadczenie zawodowe

send your CV /'send jə ,si: 'vi:/
wysłać CV

Congratulating and wishing good luck

Congratulations on your new job!
Gratuluje zdobycia nowej pracy!

Thanks! I'm looking forward to it!
Dziękuję! Nie mogę się doczekać!

Good luck with your interview!
Powodzenia na rozmowie
kwalifikacyjnej!

Thanks! Fingers crossed!
Dziękuję! Trzymaj kciuki!

Other

beat somebody at something
/'bi:t ,sʌmbədi ət ,sʌmθɪŋ/
pokonać kogoś w czymś

bite your fingers /'baɪt jə 'fɪŋgəz/
obgryzać paznokcie

body language /'bɒdi ,læŋɡwɪdʒ/
mowa ciała

breathe calmly /'bri:ð 'kɑ:mli/
oddychać spokojnie

careers adviser /kə'riəz
əd,vaɪzə(r)/ doradca zawodowy

comment on something /'kɒment
ɒn ,sʌmθɪŋ/ komentować coś

company /'kʌmp(ə)ni/ firma

complain about something
/kəm'pleɪn ə,baut ,sʌmθɪŋ/
narzekać na coś

congratulate /kən'grætʃuleɪt/
gratulować

designer clothes shop /dɪ,zʌɪnə
'kləʊðz ,ʃɒp/ sklep z ubraniami
od znanych projektantów

embarrassed /ɪm'bærəst/
zawstydzony

employer /ɪm'plɔɪə(r)/ pracodawca

feel about something /'fi:l ə,baut
,sʌmθɪŋ/ mieć odczucia wobec
czegoś, sądzić na temat czegoś

impression /ɪm'preʃ(ə)n/ wrażenie

make eye contact /'meɪk 'aɪ ,kɒntækt/
nawiązywać kontakt wzrokowy

physiotherapist /,fɪziəʊ'therəpɪst/
fizjoterapeuta/fizjoterapeutka

professional /prə'feʃ(ə)nəl/
profesjonalny, zawodowy

relevant /'reləv(ə)nt/ odpowiedni

responsibilities /rɪ,spɒnsə'bɪlɪtɪz/
obowiązki

sector /'sektə(r)/ sector

shake hands /,ʃeɪk 'hændz/
wymienić uścisk dłoni

sit straight /,sɪt 'streɪt/ siedzieć
prosto

vacancy /'veɪkənsi/ wakat, wolny
etat

witch /wɪtʃ/ wiedźma

Reported questions

Kiedy chcemy użyć mowy zależnej, aby przytoczyć czyjeś pytanie, zmieniamy czas gramatyczny oraz zaimki i określenia czasu i miejsca. Pytanie w mowie zależnej ma szyk zdania twierdzącego. Wprowadzamy je za pomocą czasownika **ask** oraz właściwego zaimka pytającego (w pytaniach szczegółowych) lub **if/whether** (w pytaniach ogólnych). Nie używamy **do/does/did** i nie stawiamy znaku zapytania na końcu pytania w mowie zależnej.

Questions with question words	Yes/No questions
'Where is your office?' he asked. He asked (me) where my office was . 'How will you travel to work?' She asked (me) how I would travel to work.	'Do you have any work experience?' She asked if/whether I had any work experience. 'Have you finished your exams?' She asked (me) if/whether I had finished my exams.

Modals of ability and possibility

Can/Can't używamy, gdy mówimy o umiejętnościach lub aby wyrazić pozwolenie w czasie teraźniejszym. **Could/Couldn't** używamy, gdy mówimy o umiejętnościach i pozwoleniach z przeszłości. Formy **can** i **could** pozostają takie same we wszystkich osobach.

Modals of obligation, prohibition and no obligation

Must i **have to** używamy, aby powiedzieć, że ktoś musi coś zrobić teraz. **Had to** używamy, gdy mówimy o konieczności zrobienia czegoś w przeszłości. Przeczenia **mustn't (must not)** używamy tylko wtedy, gdy mówimy, że coś jest zabronione w chwili obecnej. **Don't have to** używamy, gdy coś nie jest teraz konieczne, a **didn't have to** – gdy nie było konieczności zrobienia czegoś w przeszłości.

Look: indirect questions

Pytań pośrednich używamy, gdy chcemy w uprzejmy sposób o coś zapytać. Pytania rozpoczynamy takimi zwrotami, jak **Do you know** lub **Could you tell me**, i zaimkami pytającymi w pytaniach szczegółowych lub **if/whether** w pytaniach ogólnych. Zmieniamy szyk pytania wyjściowego na szyk zdania twierdzącego. Nie używamy **do/does/did**.

'How **should** I **apply** for the job?'

> **Do you know how** I **should apply** for the job?

'When **can** you **come** for an interview?'

> **Could you tell me when** you **can come** for an interview?

W przypadku niektórych zwrotów wprowadzających nie stawiamy znaku zapytania na końcu pytania.

'Do you **have** any vacancies?'

> **I was wondering if** you **have** any vacancies.

'Do you **have** any experience?'

> **They'd like to know if** you **have** any experience.

each other

Each other używamy, aby powiedzieć, że dwa podmioty w zdaniu wykonują jakąś czynność względem siebie nawzajem.

Anna loves Dan. Dan loves Anna.

→ Anna and Dan love **each other**.

Do czasowników, których często używamy z **each other**, należą: **love, hate, like, dislike, need, understand, can't stand, believe, look at, listen to, speak/talk to, fall out with, get on with**.

Look: verb + preposition

Po wielu czasownikach używamy określonego przyimka. Warto zapamiętać poniższe przykłady.

verb + from: suffer from, protect (someone) from

verb + in: believe in, specialise in

verb + on: depend on, rely on

verb + to: listen to, apologise to

verb + with: agree with, deal with

verb + for: wait for, apply for

Look: modals of deduction

Must używamy również, aby powiedzieć, że jesteśmy czegoś pewni. **May/Might/Could** używamy, gdy myślimy, że coś jest możliwe, ale nie mamy pewności. **Can't** używamy, kiedy mówimy, że coś jest niemożliwe.

Reflexive pronouns

Zaimków zwrotnych używamy, aby powiedzieć, że podmiot zdania wykonuje opisywaną czynność względem siebie.

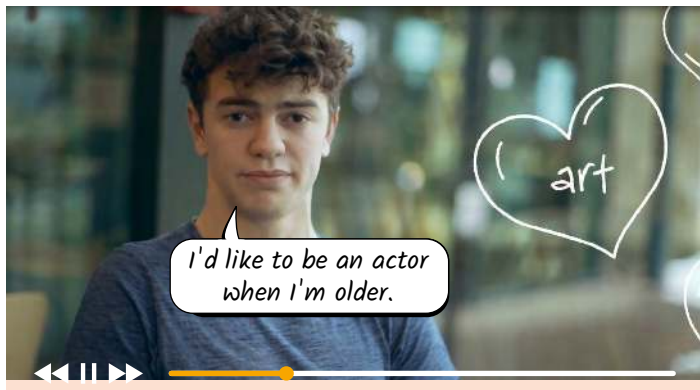
*Anna bought **herself** a present.* (Anna kupiła prezent dla siebie.)

Do czasowników, których często używamy z zaimkami zwrotnymi, należą: **buy, call, cut, enjoy, hurt, promise, talk to, sing to, look at, treat, see, respect, teach, turn (itself) on/off, introduce, prepare, stop**.

subject	verb	reflexive pronoun	...
I	taught	myself	French.
You	promised	yourself	that you would keep fit.
He	hurt	himself	while he was working.
She	cut	herself	while she was cooking.
It	turns	itself	off at night.
We	enjoyed	ourselves	yesterday.
You	introduced	yourselves	at the training course.
They	are preparing	themselves	for the interview.

Train your brain!

- 1 **Over to you!** Which job would you like to do when you're older. Why?



- 2 **Read the puzzle.** Guess the job and find one error in the text. Then, in your notebook, write two similar puzzles using vocabulary from Unit 6. Swap your puzzles with a classmate, guess the jobs and find the errors.

I have good communication skills, and I usually work outdoors. I'm into blogging and vlogging. My job can be well-paid if I'm lucky!

- 3 **Game** Work in groups of four. Follow the instructions.

- 1 Cut a piece of paper into eight parts, and write a subject pronoun on each part.

I	you (singular)	he	she
it	we	you (plural)	they

- 2 Put the pieces of paper upside down in a pile.
3 Student A takes one piece of paper and makes a sentence, using the past tense of one of the verbs in the box with the correct reflexive pronoun.

buy ■ enjoy ■ teach ■ hurt

They bought themselves a new car last year.

- 4 Student B picks up another piece of paper and must repeat Student A's sentence with the new subject pronoun, changing the reflexive to match.
She bought herself a new car last year.
5 Continue until all the pieces of paper have been used, and then choose a new verb and start again.
6 Any student who makes a mistake is out of the game, and the winner is the last remaining student.

Cumulative revision



Learning to learn!

- 4 **Vocabulary** Work in pairs. In your notebook, complete the table with as many words as possible. Then make predictions about your classmates and give reasons.

Job sectors	Jobs	Places of work
Entertainment and media	actor / actress,	theatre,
Health and medicine		
Business and technology		
Sport and education		

I think Hanna will be an athlete because she can run very fast.

- 5 **2.50** **Grammar** Listen to seven sentences with modals. In your notebook, write the opposite of each sentence.

I can speak ten languages!

I can't speak ten languages!

- 6 **2.51** Listen and check your answers to exercise 5.

Project

- 7 **Work in pairs.** Find information about the life of children in your country 100 years ago. Prepare a presentation about then and now. Use past and present modals, and the general ideas from the box below.



entertainment ■ school ■ work
clothes ■ communication

A hundred years ago, teenagers **couldn't** watch films on TV. They **had to** go to the cinema in order to watch silent films. Now, teenagers **don't have to** go out to watch films. They **can** even watch them on mobile devices!



Listening

- 1 **2.52** Usłyszysz dwukrotnie cztery wypowiedzi na temat ślubów. 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 speaker

- gave the bride and groom some money for their honeymoon.
- went to a wedding where the bride was wearing a colourful dress.
- went to a cousin's wedding.
- couldn't go to a wedding because of a broken leg.
- watched an unusual dance at a wedding.

1 2 3 4

- 2 **2.53** Usłyszysz dwukrotnie ogłoszenie na temat oferty pracy. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania (1–3). Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszycie.

- Which job is advertised in this announcement?
- How should people apply for the job?
- Where do people have to work in this job?

Language functions

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



Reading

- 4 Przeczytaj tekst. Odpowiedz na pytania (1–3) zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszycie.

MISTAKEN IDENTITY

It was the long summer holiday and Pete was working part-time in a department store. It was really boring, but He got on well with his colleagues and he earned quite a lot of money. One day, a new girl started working at the store. Her name was Karen.

Pete and Karen got on really well, and after a few days, Pete decided to ask her out. "I was wondering if you'd like to go to the cinema tomorrow," he said. "Sure!" she replied. "Why don't you come and pick me up at my house at 7 o'clock?" she suggested.

The following evening, Pete went to Karen's house for the first time. She'd told him that she lived with her mum, her stepdad, and her sister, but he had never met them. He knocked on the door nervously, and she opened it. She looked a bit different, and he asked her if she'd had her hair cut. "Yes, I went to the hairdresser's this morning," she said. "Well, it looks great!" he said. She looked at him strangely, and he walked into the hall. "Karen!" shouted the girl up the stairs. "Your boyfriend's here!" Realising his mistake, Pete apologised. "I'm really sorry!" he said. "I had no idea you were identical twins!"

- Where did Pete and Karen first meet?
Pete and Karen .
- Where did Pete ask Karen to go on a date?
Pete asked Karen .
- Who did Pete meet when he went to Karen's house?
Pete .

- 5 Przeczytaj tekst. Uzupełnij luki w zdaniach (1–3) zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszycie.



WORK EXPERIENCE

Are you into playing e-sports? Do you want to be a professional e-sports gamer in the future? If so, call us now – we're offering work experience for the right person!

- one month of part-time work experience during the school holidays
- the chance to do a training course with expert teachers
- the possibility to get a well-paid job with us in the future

Please note: applicants need to be good at *Fortnite* or *StarCraft II*.

They also need to have good communication skills and the ability to work well in a team.

To apply, call Michael Smith on 09876 54321.



- 1 If you do work experience here, you might be able to _____ in the future.
- 2 People who apply for this work experience must be _____.
- 3 People who want to apply must _____.

Use of English

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

- 1 'Don't apply for that job, it's poorly paid,' said my brother-in-law. **NOT**
My brother-in-law _____ apply for the job because it was poorly paid.
- 2 My flatmate asked me if I had gone out with Sally the day before. **YOU**
'_____ out with Sally yesterday?' my flatmate asked.
- 3 'Are you going on honeymoon?' I asked the bride and groom. **THEY**
I asked the bride and groom _____ on honeymoon.
- 4 Our colleague told us that we didn't have to work long hours. **TO**
'You _____ work long hours,' our colleague said.

Writing

8 Zapoznaj się z treścią zadania i napisz wiadomość e-mail. Odpowiedź zapisz w zeszycie.

Poznałeś/Poznałaś niedawno nowego kolegę w pracy, do której chodzisz w weekendy. Napisz e-mail do kuzynki z Irlandii. W e-mailu:

- opowiedz, jak poznałeś/poznałaś nowego kolegę i jak długo się znacie;
- poinformuj ją, jak zazwyczaj spędzacie razem czas;
- zaproponuj kuzynce udział w wydarzeniu, na które zaprosił cię nowy kolega.

E-mail powinien zawierać od 50 do 120 słów.

Hi Anna,

How are you? Sorry for not writing for so long...

Send

! Tips

Użyj:

- mowy zależnej;
- zaimków zwrotnych oraz *each other*;
- czasowników modalnych.

7 Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–6) jednym wyrazem, tak aby powstał tekst zgodny z ilustracją. Zapisz odpowiedzi w zeszycie.



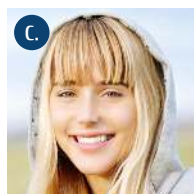
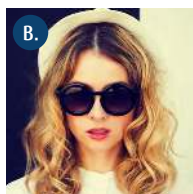
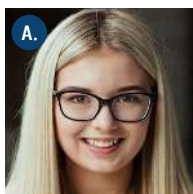
This screenshot was taken while I was having a video chat with some of my relatives. You can see me on the ¹ _____ with my dog, Charlie. On the ² _____, you can see my uncle Ben and his wife, Sunita, and their ³ _____ Samira, who is playing with a red pepper! In the middle, you can see my aunt Fiona and her ⁴ _____, Brad. They live in New York, and they were having ⁵ _____ because it's a few hours earlier in the USA. Fiona and Brad have got a son who's my age, my cousin Ricky, but they told me that he ⁶ _____ do the video chat because he had a guitar class at the same time. Anyway, I get on well with my relatives and it was great to see each other again. We all enjoyed ourselves, and I asked when we could see each other again!



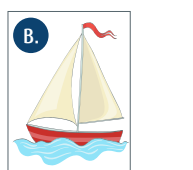
Listening

- 1 3.01 7 minutes **Usłyszysz dwukrotnie trzy teksty. W zadaniach (1–5), na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszycie.**

1 Which girl is Amanda?



2 How is Alice going to spend her summer holiday?



3 Where are the boys talking?



- 4 The woman is talking about
- studying costume design.
 - writing scripts for school shows.
 - becoming a successful fine artist.

- 5 The boy wants to
- hire a bike for a longer period.
 - sign up for a charity bike ride.
 - have his bike professionally fixed.

/5 punktów

Language functions

- 2 4 minutes **Do każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję (A–C). Zapisz odpowiedzi w zeszycie.**

- Zgadzasz się z opinią kolegi, że Internet to wynalazek, który w największym stopniu zmienił świat. Co powiesz?
 - You're right. It's useless.
 - I don't think so.
 - I couldn't agree with you more.
- Twój młodszy braciszek bawi się twoim smartfonem. Boisz się, że go uszkodzi. Co mu powiesz?
 - Don't touch it!
 - All right, you can play with it.
 - Just forget it!

- Kolega informuje cię, że twój wychowawca zdobył tytuł nauczyciela roku. Wiadomość wcale cię nie zaskoczyła. Co powiesz koledze?
 - You'll never guess what happened!
 - That doesn't surprise me at all!
 - Really? I can't believe it!
- Chcesz zaprosić kolegów na koncert swojego ulubionego zespołu. Co powiesz?
 - I'm going to the Crazy Cats concert tonight. How about you?
 - Crazy Cats are playing at the Rock Club tonight. Why don't you guys come with me?
 - I love listening to Crazy Cats live. Do you enjoy live music?

/4 punkty

Reading

- 3 7 minutes **Przeczytaj trzy wpisy (A–C) zamieszczone na forum przez osoby, które kupiły ostatnio nowy gadżet elektroniczny, oraz zdania (1–4). Do każdego zdania dopasuj właściwy wpis. Zapisz odpowiedzi w zeszycie. Uwaga! Jeden z wpisów pasuje do dwóch zdań.**

A

2 hours ago | Respond

I didn't like with carrying different chargers for each of my electronic devices wherever I went. So, I decided to buy a wireless one, and I'm really satisfied with it. What's more, wireless charging is better for batteries because a phone or tablet doesn't get hot, which usually happens during fast charging with a wired charger.

B

1 hour ago | Respond

If you wear a watch, why not go for a smartwatch? It won't replace your laptop or smartphone, but it can help with a lot of things. As a long-distance runner, I need to control my heartbeat and track my runs. With a smartwatch, I have instant notifications about such things on my wrist, which is very convenient. My new smartwatch runs on a watch battery which lasts about 10 months. The batteries of my previous fitness trackers only lasted for three days.



**C**

1 hour ago | Respond

Buying a Bluetooth speaker can be difficult. My recent birthday present is a perfect example of this. Dad chose the speaker because it looks good and because of the brand. But this model doesn't have a built-in power bank and won't charge my smartphone, so streaming is limited. The sound is okay but a bit muffled, and the battery only lasts eight hours. I can't return it, so I'm going to try to sell it online. But I haven't got much hope of doing this. My old speaker is much better, with loads of streaming options and a battery life of up to 30 hours.



The author of the post

1	is sure that his/her new gadget prevents batteries from damage.	☐
2	is worried that it might be difficult to sell his/her new item.	☐
3	is happy that his/her purchase has reduced his/her travel luggage.	☐
4	won't have to charge his/her electronic device frequently now.	☐

☐ /4 punkty**Use of English**

- 4** ⌚ 6 minutes **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.**

- I have (*już zrobiłam kserokopie*) of all your certificates.
- This computer (*jest zbyt powolny*) .
- Mark (*ładował*) his smartphone yesterday when there was a power cut.
- I don't know why, but Tom (*był przeciwko*) going to Spain.
- I (*kiedyś robiłem*) my homework in the school library, but now I do it at home.
- I'm sorry, Mark, I (*nie słuchałem*) – can you say that again?
- The Internet (*używa się*) all over the world.

☐ /7 punktów**Writing**

- 5** ⌚ 15 minutes **Zapoznaj się z treścią zadania i zredaguj wpis na blogu. Odpowiedź zapisz w zeszycie.**

Dostałeś/Dostałaś na urodziny nowy gadżet elektroniczny. We wpisie na prowadzonym przez siebie blogu:

- napisz, co to za urządzenie i opisz je;
- poinformuj czytelników, do czego zamierzasz je wykorzystać;
- poproś czytelników o podzielenie się doświadczeniami z korzystania z podobnych urządzeń.

Wpis powinien zawierać od 50 do 120 słów.

Today, I'd like to tell you about ...


☐ /10 punktów**Total:** ☐ /30 punktów**Let's reflect!****Krok 1. Jak ci poszło?**

- Czy poprawnie rozwiązałeś/rozwiązałaś wszystkie zadania?
- Czy udało ci się wykonać zadania w przewidzianym czasie?
- Które zadania sprawiły ci największą trudność?

Krok 2. Co jeszcze powinienes/powinnaś powtórzyć?**Reading/Listening**

- Wypisz w zeszycie wszystkie wyrazy i zwroty, które sprawiły ci trudność, i zanotuj ich znaczenie.

Language functions

- Przeczytaj fragmenty zadania, w których popełniłeś/popełniłaś błąd. Zastanów się, jakiej tematyki dotyczą, i wróć do właściwej lekcji w podręczniku.

Use of English

- Napisz kilka zdań, używając zwrotów lub wyrażen, które sprawiły ci trudność.

Writing

- Zmień gadżet i napisz jeszcze raz tekst określony w zadaniu 5.

Krok 3. Sprawdź się jeszcze raz!

- Każdego dnia wracaj do notatek i ćwiczeń, które zrobiłeś/zrobiłaś w poprzednim kroku, i postaraj się napisać więcej podobnych zdań, dialogów lub tekstów.
- Wykonaj zadania, które sprawiły ci trudność jeszcze raz za kilka dni. Czy poprawiłeś/poprawiłaś swój wynik?



Listening

- 1 3.02 5 minutes **Usłyszysz dwukrotnie wypowiedź. 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 speaker tells a story about
 - A. her visit to Sicily.
 - B. her gardening blog.
 - C. her unusual garden.
- 2 The speaker can pick fruit
 - A. until autumn.
 - B. only in summer.
 - C. in spring.
- 3 The speaker
 - A. advertises planting prickly pears in Poland.
 - B. informs the readers about what conditions cacti need to grow well.
 - C. encourages the readers to publish photos of gardens on their gardening blogs.



/3 punkty

- 2 3.03 6 minutes **Usłyszysz dwukrotnie cztery wypowiedzi na temat zakupów. 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 speaker

- A. spent all his/her money on some clothes.
- B. bought a different product than planned.
- C. earned some money on an internet sale.
- D. sold all his/her second-hand clothes.
- E. bought some things that he/she didn't need.

1	2	3	4

/4 punkty

Language functions

- 3 3.04 3 minutes **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 not. You should go to bed straightaway.
- B. Yeah, it's cool. Our team got it from Sports Gift, a charity organisation.
- C. I had it cut last week. Do you like it?
- D. He told me to stay in bed and take these pills twice a day.
- E. The same style as it is now, just a little bit shorter on the sides, please.

/4 punkty

Reading

- 4 6 minutes **Przeczytaj tekst. Uzupełnij luki w zdaniach (1–4) zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszycie.**



The road towards Morskie Oko, the most popular lake in the Tatra Mountains, was crowded with tourists. That's why we decided to take a circular route. I considered the hike easy, even for two twelve-year-old children. The weather was beautiful. At first, the path went up a steep hill, then it became flat and easier. We walked alongside the stream admiring the mountain slopes on both sides of the valley. In two hours, our family reached an amazing waterfall. From that moment, the path was a little more challenging and we had to watch our steps carefully. The kids were tired when we reached a small pond, and they asked for a longer lunch break. We were lazily eating our sandwiches when I noticed a slight change in the weather. Fog began to rise from the pond. The children were taking photos excitedly as it was a very unusual scene. But I knew that we should really continue hiking. In half an hour, the mountains were full of fog and we passed Morskie Oko without seeing it.



- 1 They took a different route to Morskie Oko because .
- 2 The trip became more difficult after they .
- 3 The weather changed while .
- 4 The fog made it difficult for them to .

/4 punkty

**Use of English**

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

🔍
🔄 ✕

We finally ¹ _____ into our new home last week. The house is spacious enough for our family of six, so I don't have to share a room – I have one that's all ² _____ at last. The house is eco-friendly, which means that we will all reduce, reuse and recycle almost everything that we use. The solar panels installed on the rooftop are ³ _____ efficient that they can generate more power than we need. In the garden, we have a rain collection system which will help us ⁴ _____ water for the grass and flowers. And last but not least, the house has a beautiful patio with a barbecue, a table and chairs. This is ⁵ _____ I'm going to have a housewarming party!



- | | | | |
|---|----------|--------------------|----------------|
| 1 | A. moved | B. have been moved | C. were moving |
| 2 | A. my | B. mine | C. me |
| 3 | A. such | B. so | C. much |
| 4 | A. save | B. saving | C. saved |
| 5 | A. when | B. which | C. where |

/5 punktów

Writing

- 6** ⌚ 15 minutes **Zapoznaj się z treścią zadania i napisz ogłoszenie. Odpowiedź zapisz w zeszycie.**

Na spacerze znalazłeś/znalazłaś bezpańskie zwierzę domowe. W ogłoszeniu do rozwieszenia w okolicy:

- napisz, co to za zwierzę i je opisz;
- wyjaśnij okoliczności znalezienia zwierzęcia;
- poinformuj o możliwościach jego odebrania.

Ogłoszenie powinno zawierać od 50 do 120 słów.

*Have you lost your pet? If so,
please read this!*



/10 punktów

Total: /30 punktów

Let's reflect!**Krok 1. Jak ci poszło?**

- Czy poprawnie rozwiązałeś/rozwiązałaś wszystkie zadania?
- Czy udało ci się wykonać zadania w przewidzianym czasie?
- Które zadania sprawiły ci największą trudność?

Krok 2. Co jeszcze powinieneś/powinnaś powtórzyć?**Reading/Listening**

- Z każdym nowym wyrazem lub zwrotem napotkanym w tekstach napisz zdanie.
- Wymyśl zabawną historyjkę, starając się wykorzystać wszystkie wypisane wyrazy lub zwroty, które sprawiły ci trudność.

Language functions

- Zanotuj wszystkie zwroty, które sprawiły ci trudność, i odszukaj lekcję w podręczniku, w której się znajdują. Poproś nauczyciela o pomoc, jeśli to konieczne.
- Napisz dialog z wykorzystaniem tych zwrotów i przećwicz go z kolegą/koleżanką.

Use of English

- Wypisz wszystkie zdania, w których zrobiłeś błąd. Zastanów się, jakiego zagadnienia gramatycznego lub leksykalnego one dotyczą, i odszukaj te zagadnienia w *Grammar summary* lub *Vocabulary summary*.
- Napisz kilka zdań z użyciem danej struktury gramatycznej lub leksykalnej. Postaraj się napisać po jednym pytaniem, przeczeniem i zdaniu twierdzącym. Napisz zdania dla różnych osób.

Writing

- Jeśli uwzględniłeś wszystkie wymagane zagadnienia w swoim tekście, ale ich nie rozwinąłeś, postaraj się napisać jak najwięcej dodatkowych zdań, żeby rozwinąć dany temat.

Krok 3. Sprawdź się jeszcze raz!

- Każdego dnia wracaj do notatek i ćwiczeń, które zrobiłeś/zrobiłaś w poprzednim kroku, i postaraj się napisać więcej podobnych zdań, dialogów lub tekstów.
- Wykonaj zadania, które sprawiły ci trudność jeszcze raz za kilka dni. Czy poprawiłeś/poprawiłaś swój wynik?



Listening

- 1 3.05 5 minutes Usłyszysz dwukrotnie wywiad z nastoletnim zwycięzcą mistrzostw świata w grach matematycznych i logicznych. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–5) w poniższej notatce. Zapisz odpowiedzi w zeszycie.

International Mathematical and Logical Games Championship winner: Karol Nowak

- won the international maths contest ¹ and entered the finals at the national level ²
- impressed his mother by solving logic puzzles ³
- started regular training in maths and logic games at the age of ⁴
- wants to be ⁵

/5 punktów

Language functions

- 2 4 minutes 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. Luki należy uzupełnić w języku angielskim. Uwaga! W każdą lukę możesz wpisać **maksymalnie cztery wyrazy**, wliczając w to wyraz już podany.

X: Hi Meg, what class ¹ (have) ?

Y: I haven't got any. I've just finished for today.
And you?

X: Science, but it's extracurricular.

Y: How boring!

X: No, it's not, really. I love science, especially biology and computer science. In the future, I ² (like) with artificial intelligence.

Y: Wow! That sounds really interesting.

X: And how about you? What kind of extra activity ³ (take) this year?

Y: I've decided to take part in school matters more.

X: I'm not sure ⁴ (mean).
Can you explain things?

Y: Well, I've got a position on the student council. It's a good way to show that you are clever and responsible. I want to develop my leadership skills.

/4 punkty

Reading

- 3 7 minutes Przeczytaj teksty. W zadaniach (1–3) z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zapisz odpowiedzi w zeszycie.

Last month, I went to visit Harvard University and bought some books there. They were too heavy to carry on my train to New York, so my friend advised me to send them by courier. Instead, I decided to post them as there was a post office on the university campus. To my surprise, the delivery cost five dollars only! I paid and was about to leave when a postal worker informed me that books would arrive in New York in 15 days, time.

- 1 The author chose to use the postal service because
- the post office was very near.
 - it was very cheap.
 - the postal clerk was helpful.

Sandy,

1 And finally, we'll go to the library.
Bring a photo – it's necessary to get a membership card.

2 For a start, we'll visit the school office and leave your application there.

3 Then, I can show you the laboratories and sports facilities.

4 Let's meet at the entrance and I'll show you around the building.

Tina

- 2 The correct order of the sentences in the message is
- 3-1-4-2.
 - 4-2-3-1.
 - 4-3-1-2.

Do you have a small bedroom?

- Fit a large mirror on the wall to make your space feel bigger.
- Buy smaller furniture in a classic, modern design.
- Use space-saving storage systems.
- Remember to use accessories to make your space feel a little more personal.

Jumble sales have become popular places to visit for followers of the latest retro fashion, *vintage* things, and recycling. And it's not only students who fill their rooms with second-hand goods. Some fashionable young people also hunt for unique sofas, tables, and cupboards.



- 3 Both texts are about
- vintage accessories.
 - furniture sales.
 - furnishing apartments.

///3 punkty

Use of English

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

- I haven't used any public transport since I got this bike for my birthday two years ago. **FOR**
I haven't used any public transport ///.
- I think that the governments have done nothing to prevent global warming. **ANYTHING**
I don't think /// done to prevent global warming.
- People don't recycle enough things, so they send lots of waste to rubbish dumps. **IS**
A lot of /// to rubbish dumps because people don't recycle enough things.
- Solar panels are too expensive to be installed by every family. **CHEAP**
Not every family can install solar panels because they are ///.

///4 punkty

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

This photo shows my aunt Caroline, who is taking pictures of elephants, zebras and other animals at ¹/// nature park in Africa. The animals have come to ²/// place to drink water. Aunt Caroline is a professional photographer. She often takes pictures of animals in ³/// natural environment. It's not ⁴/// easy job because she usually has to wait a long time before she ⁵/// take a few good pictures.



///5 punktów

Writing

- 6 ⌚ 15 minutes Zapoznaj się z treścią zadania i napisz e-mail. Odpowiedź zapisz w zeszytcie.

Kandydujesz w wyborach na przewodniczącego samorządu uczniowskiego. Napisz e-mail do kolegi z Anglii, który w zeszłym roku został przewodniczącym w swojej szkole. W swoim e-mailu:

- wyjaśnij, dlaczego chcesz kandydować;
- przedstaw krótko swoich kontrkandydatów;
- zapytaj kolegę, jak przebiegła jego kampania i poproś o radę.

E-mail powinien zawierać od 50 do 120 słów.

Hi Andy,

How are you? Sorry I haven't messaged you for so long ...

///10 punktów

Total: ///30 punktów

Let's reflect!

Krok 1. Jak ci poszło?

- Czy poprawnie rozwiązałeś/rozwiązałaś wszystkie zadania?
- Czy udało ci się wykonać zadania w przewidzianym czasie?
- Które zadania sprawiły ci największą trudność?

Krok 2. Co jeszcze powinieneś/powinnaś powtórzyć?

Reading/Listening

- Wybierz czytanekę z poprzednich rozdziałów podręcznika. Zasłoń tekst, posłuchaj jego nagrania i postaraj się wynotować jak najwięcej informacji na temat osób, miejsc lub wydarzeń w nim opisanych. Następnie przeczytaj tekst i uzupełnij swoje notatki.

Language functions

- Przeczytaj dialog w zadaniu 2. jeszcze raz. Przepisz wszystkie wypowiedzi X do zeszytu. Zamknij podręcznik i spróbuj z pamięci uzupełnić wypowiedzi Y.

Use of English

- Przeczytaj opis zdjęcia w zadaniu 5. Następnie zasłoń go i opisz, starając się użyć wyrażen i zwrotów użytych w zadaniu.

Writing

- Przeczytaj swój tekst, który napisałeś w zadaniu 6. Wypisz poprawioną wersję wszystkich fragmentów, w których popełniłeś błąd. Zasłoń je i spróbuj napisać je ponownie z pamięci.

Krok 3. Sprawdź się jeszcze raz!

- Każdego dnia wracaj do notatek i ćwiczeń, które zrobiłeś/zrobiłaś w poprzednim kroku, i postaraj się napisać więcej podobnych zdań, dialogów lub tekstów.
- Wykonaj zadania, które sprawiły ci trudność jeszcze raz za kilka dni. Czy poprawiłeś/poprawiłaś swój wynik?



Listening

- 1 3.06 5 minutes Usłyszysz dwukrotnie cztery wypowiedzi na temat podróżowania. 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 speaker

- A. talks about how he/she overcame travel sickness.
- B. got information about the nearest travel agency.
- C. gives advice on travelling abroad.
- D. provides information about some unusual accommodation.
- E. describes a trip he/she would like to go on.

1	2	3	4

/4 punkty

Language functions

- 2 4 minutes Do każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję (A–C). Zapisz odpowiedzi w zeszycie.

- 1 Nie masz ołówka. Chcesz pożyczyć jeden z ołówków od kolegi. Co powiesz?
 - A. Is it OK if I borrow your pencil?
 - B. Can I lend you this pencil?
 - C. Do you mind if I have my pencil?
- 2 Jakiej instrukcji udzielisz przed meczem koledze, który jest kiepskim strzelcem, ale dobrze rozgrywa piłkę?
 - A. There are other members of the team too.
 - B. Don't try to shoot every time you get the ball. Pass it to me.
 - C. Don't touch the ball – kick it to the nearest player.
- 3 Chcesz obejrzeć mecz, ale pilot do telewizora w twoim pokoju nie działa. W jaki sposób zgłosisz to w recepcji?
 - A. Can you tell me where the remote control is?
 - B. I want to watch a football match if you don't mind.
 - C. Sorry to bother you, but the batteries in the remote control for the TV don't work.
- 4 Kolega zaprasza cię na swoje urodziny. Nie możesz przyjść. Co mu odpowiesz?
 - A. Thank you for asking me, but I can't come.
 - B. Thanks a lot. It's a pleasure.
 - C. Birthday? Impossible! I have completely forgotten about it!

/4 punkty

Reading

- 3 6 minutes Przeczytaj tekst. Uzupełnij luki (1–4) w e-mailu do Basi zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku polskim. Zapisz odpowiedzi w zeszycie.

Plan your visit to Hydropolis

About: Hydropolis is an ultra-modern water centre.

Venue: Hydropolis is located in Wrocław, in a 19th century underground clean water reservoir.

Exhibitions: Travel through seven theme zones and discover the secrets of water.

Attractions:

- a water printer curtain (operates from spring to autumn);
- a video projection which tells the story of the evolution of the cosmos and the formation of water;
- an installation presenting the Amazon rainforest.

Opening hours*

MON-FRI		WEEKEND	
10:00–18:00		10:00–20:00	
Tickets: online or at the ticket office		Joint ticket (Hydropolis & ZOO + Polinka**)	
Adult	27 PLN	Adult	42 PLN
Reduced price	18 PLN	Reduced price	30 PLN

* A visit usually takes about two hours.

** A cable car ride over the Oder River in Wrocław, a shortcut from Hydropolis to Wrocław ZOO.

Od: Krysia

Do: Bania

Temat: Hydropolis

Cześć, Basiu,
nie mogę się doczekać Twojego przyjazdu do Wrocławia. Tak jak wspominałam w moim poprzednim e-mailu, w czasie tej wizyty wybierzemy się do Hydropolis. Jest to bardzo nowoczesne centrum wiedzy o wodzie, które mieści się w dawnym ¹ . Już przed wejściem czeka na nas atrakcja, która od wiosny do jesieni bawi młodych i starych. To ² , która jak kurtyna otwiera się przed zwiedzającymi. Do Hydropolis pójdziemy na dziesiątą. Spędzimy tam co najmniej dwie godziny, a później ³ . Kupiłam łączone bilety, bo jest taniej. Z Hydropolis przeprawimy się tam na skróty kolejką linową ⁴ . To dodatkowa atrakcja i nie trzeba iść dookoła przez dwa mosty.
Napisz, co sądzisz o tych planach.
Krysia

/4 punkty

**Use of English**

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

A. amused	B. in	C. watch
D. see	E. amusing	F. with

My English teacher was very strict when it came to cheating in exams. Breaking some rules could result ¹ failing a test. We sometimes had to show the teacher our hands so that he could ² if anything had been written on them. One day, a classmate asked why the teacher only checked our hands, and not our arms. The teacher asked us all to roll up our sleeves. Imagine how ³ we were to see that the classmate had written answers all over his arms.

/3 punkty

- 5** ⌚ **5 minutes** Uzupełnij zdania (1–5), używając wyrazów podanych w nawiasach w odpowiedniej formie. Jeśli jest to konieczne, dodaj inne wyrazy. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- By the time I arrived at the party, my friends (**already / eat**) all the cake.
- I love reading, so I try to find (**little / time**) to read every day.
- I must visit my great-grandmother because she (**need / help**) with cleaning up her garden.
- My older brother has a problem sleeping because he drinks (**much / coffee**).
- Yesterday, my parents asked me (**I / want**) to go on holiday with them, but I told them that I'd rather go to a summer camp with my friends.

/5 punktów

**Writing**

- 6** ⌚ **15 minutes** Zapoznaj się z treścią zadania i zredaguj wpis na blogu. Odpowiedź zapisz w zeszycie.

Uczestniczyłeś/Uczestniczyłaś niedawno w obchodach dni swojego miasta. Zredaguj wpis na swoim anglojęzycznym blogu o tym wydarzeniu:

- opisz krótko przebieg wydarzenia;
- poinformuj czytelników, jakie atrakcje podobały ci się najbardziej;
- zachęć czytelników do udziału w dniach twojego miasta w przyszłym roku.

Wpis powinien zawierać od 50 do 120 słów.

I have recently taken part in a big event in my town ...

/10 punktów

Total: /30 punktów**Let's reflect!****Krok 1. Jak ci poszło?**

- Czy poprawnie rozwiązałeś/rozwiązałaś wszystkie zadania?
- Czy udało ci się wykonać zadania w przewidzianym czasie?
- Które zadania sprawiły ci największą trudność?

Krok 2. Co jeszcze powinieneś/powinnaś powtórzyć?**Reading/Listening**

- Posłuchaj tekstów z zadania 1. i napisz ich krótkie podsumowanie w języku polskim.

Language functions

- Popatrz na opcje odpowiedzi A–C w zadaniu 2, i dopisz w zeszycie reakcję na każdą z wypowiedzi.

Use of English

- Napisz tekst podobny do tego z zadania 4., wykorzystując wszystkie wyrazy z ramki.

Writing

- Przeczytaj swój poprawiony tekst, który napisałeś w zadaniu 6. Następnie zasłoń go i spróbuj napisać ponownie z pamięci.

Krok 3. Sprawdź się jeszcze raz!

- Każdego dnia wracaj do notatek i ćwiczeń, które zrobiłeś/zrobiłaś w poprzednim kroku, i postaraj się napisać więcej podobnych zdań, dialogów lub tekstów.
- Wykonaj zadania, które sprawiły ci trudność jeszcze raz za kilka dni. Czy poprawiłeś/poprawiłaś swój wynik?



Listening

- 1 3.07 4 minutes Usłyszysz dwukrotnie wypowiedź dotyczącą mowy ciała. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania (1–3). Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszycie.

- How will other people view you if you cross your arms while you're talking to them?
- What other example of impolite body language does the speaker give?
- How far should you stand from someone to give them enough personal space?

/3 punkty

- 2 3.08 5 minutes Usłyszysz dwukrotnie rozmowę na temat korzystania z serwisów streamingowych. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–4) w poniższej notatce. Zapisz odpowiedzi w zeszycie. Luki należy uzupełnić w języku angielskim.

Alice wants to ¹ and on her mobile phone.

Alice is going to use the ² that her parents have subscribed to.

Tom will help her to ³ her account.

Alice will have to ⁴ very often.

/4 punkty

Language functions

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

- X: It's 10 o'clock and you're still in your pyjamas. Get dressed and bed at once.

Y: OK, Mum, but in a moment! It's Saturday and I have plenty of time.
- X: Excuse me, is there a souvenir shop near here?

Y: Yes, there is. ahead and the souvenir shop is at the end of the road.

X: Right, thanks a lot.
- X: What's for dinner tonight?

Y: I don't know. .

X: I fancy chicken with potatoes and salad.

/3 punkty

- 4 3 minutes Uzupełnij dialogi. Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi. Zapisz odpowiedzi w zeszycie.



/3 punkty

Reading

- 5 5 minutes 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.



I really like dancing. ¹ I don't spend much money on clothes (I prefer to buy books instead), so I had a problem deciding what to wear for the party. ² It fit me perfectly and looked beautiful for dancing in, but it was a bit dirty at the bottom. The dirt would go away in the wash, I thought. But I forgot to put it in the washing machine because I was busy. ³ I was dancing with Tom when he said 'I like your dress!' ⁴ But then, he added: 'Oh no, I think you've spilled some orange juice on it!' And then I remembered that I hadn't washed the dress. How embarrassing!

- A. A week later, I wore the dress confidently at the party.
- B. So I was really happy when my friend Tom invited me to his disco-themed birthday party.
- C. In response, I gave him my biggest smile.
- D. There was a big hole at the hem, but it didn't bother me.
- E. In the end, I decided to wear a dress that I had bought at a second-hand clothes stall.

/4 punkty

Use of English

- 6** 5 minutes Wybierz poprawne uzupełnienie luk (1–3). Zapisz odpowiedzi w zeszycie. **Uwaga!** Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A. faces	B. on	C. previous
D. at	E. next	F. overlook

Hi Lydia,
Here we are, in Capo d'Orlando. We're staying in a hotel that ¹ the sea. I can leave my room wearing a bath robe, have a swim, and come back to sunbathe on the balcony. The hotel is situated ² the foot of a rocky ridge, the Monte della Madonna. The views from the top are beautiful, I've climbed it once to admire the sunrise and to see the Aeolian Islands in the distance. We're going to spend ³ weekend in Nebrodi Environmental Park. We'll walk in the woods and hike alongside the streams to find the lakes and waterfalls.

See you!
Ala

Send

/3 punktów

Writing

- 7** 15 minutes Zapoznaj się z treścią zadania i napisz e-mail. Odpowiedź zapisz w zeszycie.

Podczas kłótni z przyjacielem ze Szkocji powiedziałeś/ powiedziałaś kilka niemiłych słów. Napisz do niego e-mail, w którym:

- opiszesz, jak się czujesz w związku z kłótnią;
- przeprosisz przyjaciela za swoje zachowanie i wyrazisz nadzieję, że ci wybaczy;
- zaproponujesz sposób, w jaki możecie rozwiązać konflikt.

E-mail powinien zawierać od 50 do 120 słów.

Dear Sam,

I hope you're OK. I'm writing because ...

Send

/10 punktów

Total: /30 punktów**Let's reflect!****Krok 1. Jak ci poszło?**

- Czy poprawnie rozwiązałeś/rozwiązałaś wszystkie zadania?
- Czy udało ci się wykonać zadania w przewidzianym czasie?
- Które zadania sprawiły ci największą trudność?

Krok 2. Co jeszcze powinieneś/powinnaś powtórzyć?**Reading/Listening**

- Zastanów się, z jakiej kategorii tematycznej jest słownictwo, które było dla ciebie trudne w zadaniach 1. lub 5. i wróć do właściwej lekcji w podręczniku.

Language functions

- Napisz w zeszycie własne dialogi do zdjęć w zadaniu 4.

Use of English

- Popatrz na wyrazy, które nie pasują do żadnej z luk w zadaniu 6. Napisz po dwa zdania z każdym z tych wyrazów.

Writing

- Zmień powód kłótni i odbiorcę w zadaniu 7. i napisz e-mail jeszcze raz.

Krok 3. Sprawdź się jeszcze raz!

- Każdego dnia wracaj do notatek i ćwiczeń, które zrobiłeś/zrobiłaś w poprzednim kroku, i postaraj się napisać więcej podobnych zdań, dialogów lub tekstów.
- Wykonaj zadania, które sprawiły ci trudność jeszcze raz za kilka dni. Czy poprawiłeś/poprawiłaś swój wynik?



Listening

- 1 3.09 5 minutes **Usłyszysz dwukrotnie wypowiedź osoby związanej ze światem sportu. 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 speaker is
 - A. a snooker referee.
 - B. a snooker player.
 - C. a sports journalist.
- 2 It is the first time that Monika will
 - A. take part in a tournament in Warsaw.
 - B. be a referee at the final of a ranking tournament.
 - C. report on a World Snooker event.
- 3 Monika
 - A. is an experienced professional.
 - B. has just started her career.
 - C. is excited about playing snooker again.

/3 punkty

Language functions

- 2 3.10 3 minutes **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, it's just that Mum has allowed me to go vegan, but I have to prepare all the meals myself.
- B. I don't do that much. I just go swimming at the weekend and jog to school every morning.
- C. I don't agree. Being vegan is much more than just eating vegetables. It's a real lifestyle.
- D. Why don't you take extracurricular home economics classes at school and learn how to cook?
- E. Yes, you're right. Eating disorders have become a big problem among young people.

1	2	3	4

/4 punkty

Reading

- 3 7 minutes **Przeczytaj trzy wpisy (A–C) zamieszczone na forum przez osoby, które posiadają nietypowe zwierzęta, oraz poniższe zdania (1–4). Do każdego zdania dopasuj właściwy wpis. Zapisz odpowiedzi w zeszycie. Uwaga! Jeden z wpisów pasuje do dwóch zdań.**

A
X



Stick insects don't cost much and are easy to keep: all they need is enough space to stretch and climb, some water every day, and fresh leaves every few days. Best of all, with stick insects, kids can watch a full life cycle in one year. But they are a non-native species, so you have to prevent stick insects from mixing into the natural environment.

B
X

I have a pair of friendly meerkats for sale. Due to personal reasons, I am no longer in a position to take care of them. So I am looking for a good home for them and must point out that they are not cheap to keep and that looking after them takes up a lot of time. Their diet consists of raw minced whole chicken, insects, fruit and vegetables, as well as various supplements. Please contact me if you take animal care seriously.

Call me

Ask me

C
X

If you're looking for a pet companion, I would definitely suggest rats. Get a few females – they are really active pets who like exploring round the house. But if you prefer more relaxed, friendly ones, then go for male rats. I currently have a few rats myself. They might have some problems in old age, as all pets do. But if you buy your pets from a good pet shop and look after them well, they shouldn't have any health problems.





The author of the post

1	believes that exotic species shouldn't be introduced to a local environment.	
2	points out that the personality is different for the male and female animals.	
3	discusses animals that allow children to observe a full lifespan.	
4	is looking for a person who has enough money to take over the good care of his/her pets.	

/4 punkty**Use of English**

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

This photograph was taken in a kindergarten.

We can see a woman who is a ¹ and a group of children.

The children are ² .

They ³ their class some time ago because their works are almost ready and ⁴ is some paint on their faces. The woman is smiling, but I wouldn't like to work with young children. You must ⁵ care of them all the time, and be really patient and reliable.

/5 punktów

- 5 4 minutes 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.

- When (zacząłeś) working full time?
- I was so nervous before the job interview that I didn't want (nic do picia) .
- You haven't lost your glasses. I've just seen (je gdzieś) in the living room.
- Jane told me that her sister (wyszła za męża) the previous weekend.

/4 punkty

- 6 15 minutes Zapoznaj się z treścią zadania i napisz ogłoszenie. Odpowiedź zapisz w zeszycie.

Spędzasz wakacje w Manchesterze i prowadzisz blog, na którym promujesz wydarzenia kulturalne w tym mieście. Szukasz kogoś do pomocy w tworzeniu materiałów na bloga. Napisz ogłoszenie, w którym:

- poinformujesz odbiorców, czym będzie zajmować się osoba, której szukasz;
- opisziesz umiejętności wymagane od kandydata;
- wyjaśnisz, dlaczego warto podjąć tę pracę.

Wpis powinien zawierać od 50 do 120 słów.

Dear readers!

I have something really important to announce ...

/10 punktów**Total:** /30 punktów**Let's reflect!****Krok 1. Jak ci poszło?**

- Czy poprawnie rozwiązałeś/rozwiązałaś wszystkie zadania?
- Czy udało ci się wykonać zadania w przewidzianym czasie?
- Które zadania sprawiły ci największą trudność?

Krok 2. Co jeszcze powinienes/powinnaś powtórzyć?**Reading/Listening**

- Przygotuj fiszki do powtórki wyrazów lub zwrotów, które sprawiły ci trudność.

Language functions

- Przeczytaj zdania A–E w ćwiczeniu 2. Napisz w zeszycie własne wypowiedzi, na które reakcją mogłyby być te zdania.

Use of English

- Znajdź w różnych źródłach 10 zdań w języku polskim i przetłumacz je na język angielski.

Writing

- Napisz odpowiedź na ogłoszenie, które napisałeś/napisałaś w ćwiczeniu 6.

Krok 3. Sprawdź się jeszcze raz!

- Każdego dnia wracaj do notatek i ćwiczeń, które zrobiłeś/zrobiłaś w poprzednim kroku, i postaraj się napisać więcej podobnych zdań, dialogów lub tekstów.
- Wykonaj zadania, które sprawiły ci trudność jeszcze raz za kilka dni. Czy poprawiłeś/poprawiłaś swój wynik?

SUMMER'S HERE!

- 1  **Where would you rather go on holiday? Which type of holiday is the most popular in your class? Have a class vote.**

- to a city ☐
- to the beach ☐
- to the mountains/countryside ☐

- 2  **Game Play Find someone who ... Follow the instructions.**

- 1 In your notebook, write three places where you'd like to go this summer.
- 2 Move around the room asking your classmates about their summer plans.

Where would you like to go this summer?

This summer, I'd like to go to the beach / the mountains / my grandparents' house in England ...

- 3 The winner of the game is the first person to find three other people who want to go to the same places. You must say the names of your classmates and the places where they'd like to go.

Anna would also like to go to the beach and Tom would also like to go to the mountains ...

Read all about it! pp98-99

Interesting facts about summer

The Brainy podcast p100

Celebrating the summer solstice

Over to you! p101

Making plans. What's on this summer?

Around the world p102-103

The summer holidays... and 'back to school!'

Projects p104-105

How to make a summer bucket list / playlist

Train your brain p106-107

It's puzzle time!

The Big Brainy Quiz p108

What's your score?

- 3  **Work in pairs. Think about the school year which is now about to end and discuss the following questions.**

- 1 What is the best experience you have had this year?
- 2 What is the most difficult thing you have done at school this year?
- 3 If you could change one thing that happened this year, what would it be?
- 4 Are you happy with what you have achieved this year? Why (not)?

READ ALL ABOUT IT!

- 1 Look at the pictures on page 99. Which of the following things *can't* you see?

an ice cream ■ a globe ■ a bee ■ a calendar
an ice pop ■ a mosquito ■ a coin ■ a thermometer

- 2  **3.11** Read and listen to the text on page 99. Which fact do you find the most surprising?

- 3  Work in pairs. Take turns to say a number from the box and explain what it refers to in the text.

3 ■ 15.8 ■ 1922 ■ $\frac{1}{2}$ ■ 15 ■ 70 million ■ 11

half

Half of the world is in the northern hemisphere, and half is in the southern hemisphere.

ABC Brainy words

- 4 Find the words in the text on page 99 that match definitions 1–5. Write the answers in your notebook.

- 1 a female spirit or being with very special powers (n)
- 2 a leader of a country or number of countries (n)
- 3 one half of the earth, divided into north and south (n)
- 4 to become bigger in size (v)
- 5 a serious illness caused by a mosquito bite (n)

- 5 Work in pairs. Take turns to ask and answer questions about the text. Use these question words.

Why ■ When ■ What ■ Who
How much/many/old/long

How long have mosquitoes lived on the earth?

Over 70 million years!

Remember this?

- 6 In the text, find these types of adjectives. Write the answers in your notebook.

- at least four regular comparative adjectives,
- an irregular comparative adjective,
- at least three superlative adjectives.

- 7  **3.12** Listen to a dialogue between two cousins, William and Amelia. Who lives in the northern hemisphere, and who in the southern hemisphere?

- 8  **3.12** Listen to the dialogue again. In your notebook, complete the table.

	Amelia	William
Lives in:	1	3
Temperature today:	3	4
Plans for tomorrow:	5	6

- 9  In pairs, discuss these questions.

- 1 What is the hottest, sunniest summer that you can remember?
- 2 What is the coldest or wettest summer that you can remember?
- 3 When was the last time you got bitten by a mosquito?
- 4 How different do you think summer is in the northern and southern hemispheres?
- 5 Would you rather live in the northern or southern hemisphere? Why?

- 10 Choose task A or B. Research the information and write a short text in your notebook.

- A Write another 'interesting fact' about summer for the text on page 99.
- B Write about the hottest/coldest/driest/wettest summer in your country.

Did you know?

Some interesting facts about summer

The **THREE** months of summer, June, July and August, are named after the Roman goddess Juno, the Roman general Julius Caesar, and his great-nephew Augustus Caesar, who was the first Roman emperor.



When it's summer in **HALF** of the world, it's winter in the other half. It all depends on whether the northern or southern hemisphere is nearer or further away from the sun. So, Christmas and New Year are summer festivals in the southern hemisphere!



Mosquitoes, which are much more common in summer, have existed on the earth for more than **70 million** years! Because they carry malaria and other diseases, mosquitoes are the most dangerous animals on earth, more deadly than sharks!



In the UK, the hottest summers were in 1976, 2003, 2006 and 2018. Each of these years had an average temperature of **15.8°C** over the months of June, July and August. The coldest summer was in **1922**, with an average temperature of 12.3°C.



In summer, the Eiffel Tower can be about **15cm** bigger than in winter. That's because it's made of iron, which can expand considerably in the summer heat.



Ice pops were invented by accident by an **11-YEAR-OLD** boy called Frank Epperson. In 1905, Frank left his drink outside overnight, and it froze with the stirring stick inside it. When he was older, Frank's invention became one of the most popular summer treats in the USA.



Glossary

Roman general – rzymski generał
by accident – przez przypadek
overnight – na noc
treat – smakołyk

THE BRAINY PODCAST

ON AIR 

The summer solstice: What's on?



Brainy fact

In the northern hemisphere, the longest day of the year (the summer solstice) is usually on the 20th or 21st June.

- 1 You're going to listen to a podcast about three different ways of celebrating the summer solstice. Look at the photos (A–C). What do you think the celebrations will be?

- 2 In your notebook, match these words with pictures 1–6.

sunrise ■ sunset ■ bonfire ■ fire torch
midnight ■ pinhole camera



- 3  **3.13** Listen to the podcast and check your answers for exercise 1. Where are the three celebrations?

- 4  **3.14** Listen to part 1 of the podcast again. In your notebook, complete the summary.

The basketball match is played on the night of the summer solstice in Fairbanks, Alaska, which is about ¹ kilometres from the Arctic Circle. The match starts at 22:30 at night, and finishes at about ² in the morning. This custom started more than a century ago, in ³.

- 5  **3.15** Listen to part 2 of the podcast again. In your notebook, correct one error in each sentence.

- 1 Stonehenge is a huge stone circle in Scotland.
- 2 Stonehenge was built 400 years ago.
- 3 You must never look directly at the moon.

- 6  **3.16** Listen to part 3 of the podcast again. In your notebook, answer the questions.

- 1 Give two examples of the images which are 'drawn' with fire.
- 2 What is the main challenge for the people who organise this event?
- 3 When did this event become a UNESCO site of cultural heritage?

- 7  Which celebration would you rather go to, and why? Which one is the most popular in your class?

OVER TO YOU!

What's on this summer?



Eden Project

Visit the famous biomes with plants from around the world.

Annual pass: £28.50 adults, £15 ages 5–16

Come as many times as you like!



Southampton FC vs. Manchester Utd

13th July

Watch a great Premier League game!

Tickets from £40 for adults, £20 for under-18s



Notting Hill Carnival

Come to the world's second largest street festival!

Saturday 30th August: family day

Sunday 31st August: street parade with music and dancing

Free of charge!



Portsmouth Kite Festival

7th–8th August

Come and watch some great international competitors, and take part with your own kite.

Fun for all the family. Free of charge!

- 1 Read about the events above. Which would you like to go to? Why?
- 2 3.17 Listen to a conversation between two friends. Which event do they choose to go to? Why don't they want to go to the other events?
- 3 Choose A or B and write the answers in your notebook.
 - A Write the names of four events that will be on in your town or region this summer.
 - B Use your imagination to invent four events which you would like to go to in your town this summer.

1 Summer Funfair in the park 2 ...
- 4 Work in pairs. Discuss which (real or imaginary) events you'd rather go to. Choose two events, and tell the class your reasons for picking them.

Expressing preferences

I'd rather ... (+ infinitive)

I'd rather not.

I'd prefer ... (to + infinitive)

... sounds much (better / more interesting / less interesting) than ...

... is (more expensive/cheaper) than ...

AROUND THE WORLD!

1 Work in pairs. Discuss these questions.

- 1 How many weeks off do you get for your summer holidays?
- 2 Do you think your summer holidays are too short, too long, or just right?
- 3 At what age are you going to start secondary school?
- 4 How do you feel about starting secondary school? Are you nervous, or are you looking forward to it?

2 3.18 Read and listen to the text on page 103. Think about your answers to questions 1 and 3 from exercise 1. Which countries are similar to yours?

3 Read the text again. In your notebook, answer the questions.

- 1 Which countries have the longest summer holidays?
- 2 How many days do European pupils spend at school each year?
- 3 Where do families from Britain often go on holiday?
- 4 In which countries do pupils go back to school in the first half of August?
- 5 At what age do pupils in New Zealand and South Africa start secondary school?
- 6 At what age can you leave school in Egypt and India?

Brainy words

4 Find words and expressions in the text that match these definitions. Write the answers in your notebook.

- 1 a child who goes to school (n)
- 2 to calculate or count (v)
- 3 people from Scotland (n)
- 4 people from Denmark (n)
- 5 people from Finland (n)
- 6 obligatory (adj)
- 7 leave school permanently (phrase)

Remember this?

5 Work in pairs. In your notebook, match 1–5 with a–e. Then find at least one example of each in the text on page 103.

- | | |
|---------|--------------|
| 1 who | a places |
| 2 which | b people |
| 3 where | c things |
| 4 when | d possession |
| 5 whose | e times |

6 3.19 Listen to four teenagers talking about their school holidays. Where are they from?

7 3.19 Listen again and match speakers 1–4 with sentences A–D. Write the answers in your notebook.

This speaker

- A is going to spend time with his/her grandparents.
B is going to start at a new school.
C isn't going to go away on holiday this summer.
D is going to go camping abroad.

1  2  3  4 

8 Work in pairs. Choose task A or B. Then report your ideas to the class.

- A Imagine that you can plan your school year. When would you have holidays, and why? Note: you must be at school for a minimum of 170 days a year!
- B Make plans for a perfect summer holiday. Include details about travelling, holiday activities and time at home. Note: your budget is unlimited!

Discover more!

9 Find out more about the differences between schools in Poland and the USA. Think about:

- the school holidays;
- the age you start school / change school / finish school.

10 Imagine that an American student is coming to spend a year in your class next year. In your notebook, write him/her an email to explain what to expect. Use your research from exercise 9.



📖 Brainy fact

British, Dutch and German schools have the shortest summer holidays in Europe – just six weeks!

School holidays ...

Are you going to get a 10-week holiday this summer? If so, then you're luckier than the pupils in Britain who only have six weeks off school during summer! School pupils who live in Italy, Latvia and Romania get the longest summer holidays, 13 weeks, and most countries are somewhere in between, such as Austria, Belgium and Slovakia with nine weeks.

However, when you add up all the holidays which pupils have throughout the year, then all the countries are quite similar. Pupils in most European countries go to school for about 170-190 days a year in total, but each country organises its holidays differently. For example, pupils in England and Wales have a week off in October, February and May, and two weeks off at Christmas and Easter.

In some countries around the world, children help their families with farm work during the summer holidays. In others, summer is often the time when families go on holiday together. The most popular holiday destinations for British families are Spain, France and Italy. In the USA, about six million children go to one of the country's 12,000 summer camps.

... and back to school!

If you live in Europe, you'll probably start preparing your school bag at the end of August, ready to start the new term at the beginning of September. However, pupils whose holidays end earlier, in the first or second week of August, include the Danes, Finns and Scots. And children who live in Malta don't go back to school until the third week of September!

Who will start at a new school after the summer holidays? Again, it depends on the country where you live. In England, children start secondary school at the age of 11; in New Zealand and South Africa, at 13; and in Canada and the USA, at 14 or 15, after 2-3 years of middle school.

In most countries, school is compulsory until the age of 16, although countries where children can finish school earlier include India and Egypt (at 14), and Russia, Greece and China (at 15).

What about you? When will you start a new school, and when will you be able to leave for good?



BRAINY PROJECTS: HOW TO ...

A ... make a summer bucket list

👉 Brainy fact

The expression 'bucket list' comes from the phrase 'to kick the bucket' (= to die). Originally, a 'bucket list' was a list of all the things that a person wanted to do before he/she died, but now it's used more generally to mean all the things that you want to do in life!

- 1 *go somewhere I've never been before*
- 2 *have a picnic in a different park*
- 3 *make a dance video with my friends*
- 4 *learn to fish with grandad*
- 5 *watch the sunset*
- 25 *make a 'time capsule' for this year*
- 26 *sleep under the stars*
- 27 *swim in the sea*
- 28 *have a water fight*
- 29 *go rollerblading*

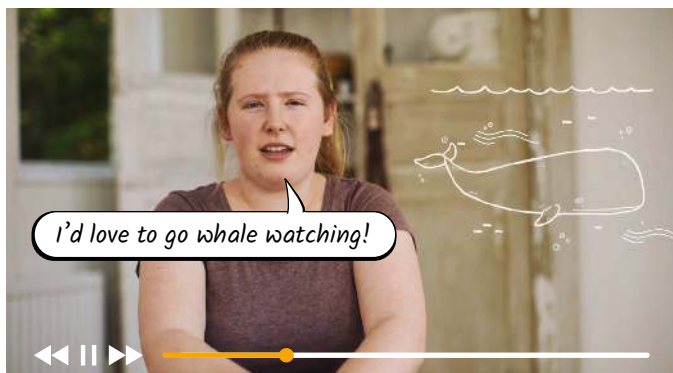


Try it ...

Make a bucket list for your summer holidays.

THINK

- 1 🐾 Look at the bucket list above. Which things would you like to do? Have a class vote. What's the most popular activity?
- 2 🗣️ **Over to you!** What's on your bucket list?



PLAN

- 3 🐾 In your notebook, write 10 things which you would like to do this summer. Then get into groups of five, and compare your lists.

RESEARCH

- 4 Look at some examples of teenagers' summer bucket lists online. Find some posters and videos which teenagers have made about the activities on their bucket lists. Get ideas for your bucket list.

CREATE

- 5 In your group, create a final list of 50 activities. Make a poster or video about the bucket list activities.

SHARE

- 6 Share your Summer Bucket List with your classmates. Put your poster on the classroom wall or show the class your video.

PEER REVIEW

- 7 Look at your classmates' bucket lists and answer the questions.
 - 1 Which activities are different from yours?
 - 2 Whose bucket list is the most exciting, in your opinion?
 - 3 Which bucket list is presented the best?

B ... make a summer playlist

👉 Brainy fact

Before digital playlists, people used to make mix-tapes on cassettes or CDs. Before that, jukeboxes played songs which people could choose from a list. They were really popular in the 1950s.



My music

Playlists

[+] Create playlist

Summer Songs Created by Ben

1 Dancing in the Street

by Martha and the Vandellas

A classic dance tune for the beginning of the summer holidays!

2 Walking on Sunshine

by Katrina and the Waves

A happy song to celebrate the arrival of sunny weather.

3 Summertime

by Ella Fitzgerald and Louis Armstrong

Classic jazz version of this famous song.

4 Cruel Summer

by Bananarama

A song for anyone who is left behind in the city while friends are away on holiday.

5 A Summer Song

by Chad and Jeremy

A sweet love song with guitar and voice harmony.

Add song



Try it ...

Make a playlist of songs to listen to during the summer holidays.

THINK

1 Look at Ben's playlist above and answer the questions.

- When and where do you think Ben will listen to this playlist?
- What other types of song playlist can you think of?

For a party, ...

PLAN

2 Work in groups of three. You're going to make a playlist of 30 songs for the summer holidays. Decide:

- how you will choose the songs;
- if the songs will be from one music genre or several different ones;
- if the songs will be old, new or a mix of old and new;
- if the order of songs is important or not.

RESEARCH

3 Brainstorm ideas for your playlist. Do some online research to find more songs.

CREATE

4 Now create your playlist. Follow these steps.

- Write your playlist on a poster.
- Add some information about the songs and singers.
- If you can, use a music streaming app to record your playlist.

SHARE

5 Share your playlist with the class. Put your poster up on the classroom wall, and if possible, play some of the songs.

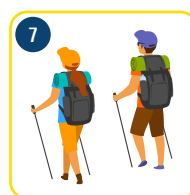
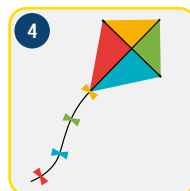
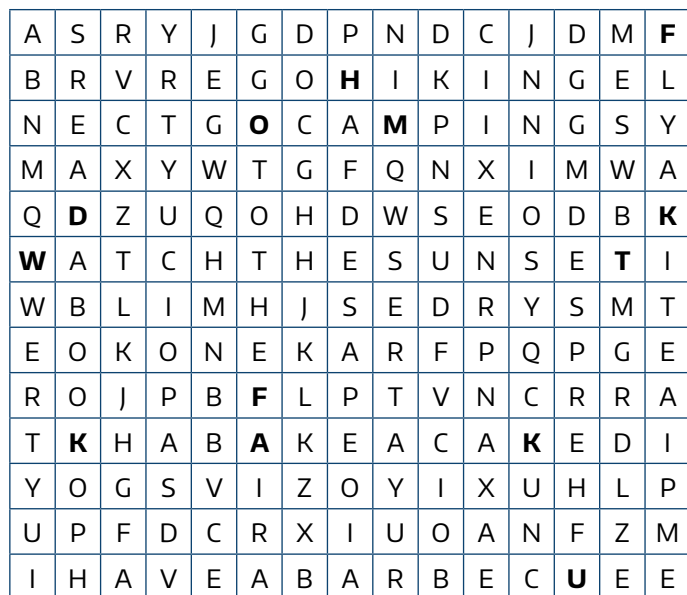
PEER REVIEW

6 Look at or listen to your classmates' playlists and answer the questions.

- Which playlist do you like best? Why?
- Whose playlist poster is the most attractive? Why?

TRAIN YOUR BRAIN!

- 1 Look at the pictures and find the eight 'summer bucket list' activities in the word search. Write the answers in your notebook.



- 2 Game In pairs, play a memory game.

- Choose one picture each, and look at it for a minute. Try to remember as much as possible about the picture!
- Cover your picture, and only look at your partner's picture.
- Take turns to make a sentence about one of the objects in your pictures.
There's a green hoodie in the suitcase.
- The winner is the person who can remember the most objects in his/her picture.



- 3 Solve puzzles 1, 2 and 4. Guess the word in gap 3. Write the answers in your notebook.

1 SP+

2 DR = S

3

4 + 10 N = R

- 4 Look at the souvenirs and work out the missing items on the receipts. Write the answers in your notebook.

T-shirts.....£15 **50% off!**
 postcards.....50p each **or 3 for £1**
 notebooks.....£2.50
 fridge magnets.....£3.99
Buy one get one free!
 socks.....£2.99
 caps.....£6.50
 umbrellas: small.....£4.99, large.....£8.99

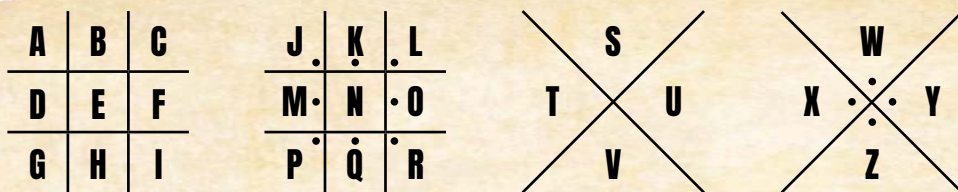
Helen

1 x small umbrella	1
1 x	£2.99
2 x T-shirts	3
1 x	£2.50
3 x post-cards	5
TOTAL:	£26.48

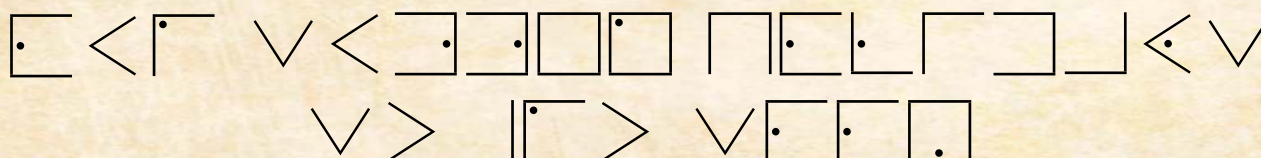
Bob

1 x	£6.50
2 x fridge magnets	7
1 x T-shirt	8
1 x postcard	9
1 x notebook	£2.50
TOTAL:	10

5 Crack the code! Look at the clues and write the secret message in your notebook.



TOP SECRET!



6  **Work in pairs. Follow the instructions. Write the answers in your notebook.**

- 1 Create a secret message, using the code above.
- 2 Swap your secret message with your partner.
- 3 Try to crack your partner's code.

7 Read the riddles and guess what each one is about. Then write your own riddle in your notebook and swap it with a classmate to guess.

- 1 I'm brighter than a fire torch, hotter than a bonfire, and I get up earlier than most people. You can never visit me, but if you did, you would have to travel further than the moon! What am I?
- 2 By the end, I'm more than halfway through the year, but in the alphabet, I'm closer to January than December. My name is Roman and it's similar in English, French and Spanish. Which month am I?
- 3 I'm the latest time you can reach on a 24-hour clock, but I'm written in letters, not numbers. You probably don't see me very often because you're asleep in bed! What time am I?

8 Have you got a 5-year plan? What are you going to do this summer, after the summer, and in the future?



9   **3.20** Listen to Danny talking about his 5-year plan. In your notebook, complete the table below. In pairs, take turns to ask and answer questions about Danny's plans.

My 5-year plan

Five years from now, I will be 1 years old!

	What do I want my life to look like in 5 years' time?	What steps will I need to take to get there?
Education	I want to go to university to study Modern Languages	2 
Home	3 	I will have to get on well with my family!
Money	4 	5 
Hobbies	6 	7 

In "Education", what does Danny want his life to look like in five years' time?

He wants to go to university
to study Modern Languages.

10  Copy the 5-year plan frame into your notebook and complete it for yourself. Then tell your partner about it.

THE BIG BRAINY QUIZ

**Look back at the *Brainy Magazine*.
Can you find all the answers to the questions?
Write the answers in your notebook.**

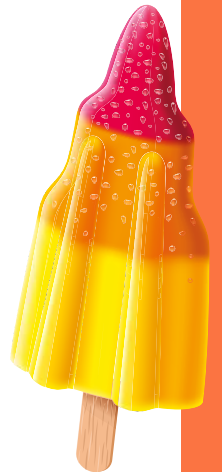
- 1 Which summer month is named after a Roman goddess?
- 2 How many summer camps are there in the USA?
A. 1,200 B. 12,000 C. 120,000
- 3 The summer solstice is in July. True or False?
- 4 How many weeks of summer holiday do British school pupils have?
A. 6 B. 9 C. 12



- 5 What is Stonehenge, and where is it?
- 6 In the 1950s, people used to choose songs from a machine called a:
A. bucket list B. mix tape C. jukebox
- 7 The Notting Hill Carnival is held in London at the end of August. True or False?
- 8 Why should you use a pinhole camera if you want to look at the sun?
- 9 How long have mosquitos lived on earth?
A. 7,000 years
B. 7 million years
C. 70 million years



- 10 How much taller can the Eiffel Tower get in summer, and why?
- 11 Which sport do they play in the midnight sun in Fairbanks, Alaska?
A. basketball B. baseball C. football
- 12 In Malta, students go back to school in the middle of August. True or False?
- 13 What do people celebrate with mountain fires in Austria?
A. the winter solstice
B. the end of summer
C. the summer solstice
- 14 Who invented ice pops, and how?
- 15 The most popular holiday destinations for British families are Greece, Portugal and Croatia. True or False?



Your total:  /15

Stay

BRAINY

Let's talk

Units 1–2	<i>page 110</i>
Units 3–4	<i>page 111</i>
Units 5–6	<i>page 112</i>

Let's recycle and Let's learn more

Unit 1	<i>page 113</i>
Unit 2	<i>page 114</i>
Unit 3	<i>page 115</i>
Unit 4	<i>page 116</i>
Unit 5	<i>page 117</i>
Unit 6	<i>page 118</i>

Let's read

Book genres	<i>page 119</i>
Analysing text types	<i>page 120</i>
Narrative fiction	<i>page 121</i>
Myths and legends	<i>page 122</i>
Drama	<i>page 123</i>

Brainy phrases

pages 124–125

Irregular verbs

pages 126–127

Phonetic symbols

page 127



Student A

- 1  **Work in pairs. Ask your partner about activities 1-5. Use the Present perfect. Show interest and ask one more question every time.**

- 1 listen to music on his/her mobile / today
- 2 connect to wi-fi / today
- 3 print out his/her homework / this week
- 4 reset his/her password this month
- 5 have his/her phone repaired / this year

Have you listened to any music on your mobile today?

Yes, I have.

What was the last song you listened to?

The last song I listened to was *Yesterday* by the Beatles.

- 2  **Work with a new partner. Tell him/her about your conversation from exercise 1.**

I've spoken to Ania. She has listened to some songs on her mobile today, and ...

- 3  **Work in pairs. Read the following sentences and think about why they are false. Tell your partner what you think and he/she will tell you if you are right or not.**

- 1 Global warming is caused by a lower concentration of greenhouse gases in the atmosphere.
- 2 France is the most polluted country in Europe.
- 3 Most of the world's coffee is produced in India.
- 4 The trunk of a tree and its roots grow at the same time of the year.

- 4  **Change roles. Your partner will tell you five facts. Read the following sentences, listen to your partner, and tell him/her if he/she is right or not.**

- 1 The USA is the world's top oil producer.
- 2 A thousand trees are planted in Poland every minute.
- 3 About 10% of greenhouse gas emissions are caused by deforestation.
- 4 Using herbs for medicine was already popular in India 6,000 years ago.

- 5  **Work in groups of four. Tell each other what you have learnt from exercises 3 and 4.**

- 5  **Work in groups of four. Tell each other what you have learnt from exercises 3 and 4.**

- 1 Russia is the world's top oil producer.
- 2 A hundred trees are planted in Poland every minute.
- 3 About 20% of greenhouse gas emissions are caused by deforestation.
- 4 Using herbs for medicine is quite a new trend.

- 4  **Change roles. Read the following sentences and think about why they are false. Tell your partner what you think and he/she will tell you if you are right or not.**

- 1 Global warming is caused by a higher concentration of greenhouse gases in the atmosphere.
- 2 Turkey is the most polluted country in Europe.
- 3 Most of the world's coffee is produced in Brazil.
- 4 The trunk of a tree usually grows in summer and its roots grow in autumn and winter.

- 3  **Work in pairs. Your partner will tell you five facts. Read the following sentences, listen to your partner, and tell him/her if he/she is right or not.**

I've spoken to Emil. He hasn't charged the battery on his mobile today because he did it last night.

- 2  **Work with a new partner. Tell him/her about your conversation from exercise 1.**

Yesterday, before I went to sleep.

When did you last charge it then?

No, I haven't.

Have you charged the battery on your mobile phone today?

- 1 use high-speed internet / today
 - 2 share any personal information / this week
 - 3 have his/her photo taken / this month
 - 4 subscribe to a streaming service / this year
 - 5 charge the battery on his/her mobile phone / today
- 1  **Work in pairs. Ask your partner about activities 1-5. Use the Present perfect. Show interest and ask one more question every time.**

Student B



Student A

- 1  Work in pairs. Look at the picture of a city festival. Describe your picture to compare it with Student B's picture. Find five differences. Do not show your pictures to each other.



- 2 In your notebook, complete the sentences.

If you want to

- 1 promote equality, ...
- 2 help fight hunger, ...
- 3 avoid unemployment, ...
- 4 stop bullying in your class, ...
- 5 support a charity which fights against homelessness, ...

- 3  Work in pairs. At random, read the endings of your sentences in exercise 2 to your partner so that he/she can match them with the beginnings. Say if you agree with your partner's ideas or not, and explain why.

- 4 In your notebook, make second conditional questions, using the prompts below.

- 1 you / vote / if you / can / take part / in the next general election? Why? / Why not?
- 2 you / ban smoking / if you / can? Why? / Why not?
- 3 If you / be / an election candidate / what laws / you / promise to change?
- 4 What / be / your first decision / if you / be / the head of the government? Why?
- 5 If you / can / address three human rights issues in the world / what problems / you / choose? Why?

- 5  Work in pairs. Ask and answer the questions from exercise 4.

- 5  Work in pairs. Ask and answer the questions from exercise 4.

- 1 you / vote / if you / can / take part / in the next general election? Why? / Why not?
- 2 you / ban smoking / if you / can? Why? / Why not?
- 3 If you / be / an election candidate / what laws / you / promise to change? Why?
- 4 What / be / your first decision / if you / be / the head of the government? Why?
- 5 If you / can / address three human rights issues in the world / what problems / you / choose? Why?

- 4 In your notebook, make second conditional questions, using the prompts below.

- of your sentences in exercise 2 to your partner so he/she can match them with the beginnings. Say if you agree with your partner's ideas or not suggestions and explain why.

- 3  Work in pairs. At random, read the endings

- 1 promote equality, ...
- 2 help fight hunger, ...
- 3 avoid unemployment, ...
- 4 stop bullying in your class, ...
- 5 support a charity which fights against homelessness, ...

If you want to

- 2 In your notebook, complete the sentences.



- 1  Work in pairs. Look at the picture of a city festival. Describe your picture to compare it with Student A's picture. Find five differences. Do not show your pictures to each other.



Let's talk

Student A

- 1 Look at the pictures. What is the relationship between the people in the pictures? Work in pairs and describe the relationships.



- 2 Work in pairs. In turns, complete the sentences to tell a story. In your notebook, make notes of what you say.

- At the beginning, Josh was afraid to ask Caroline out because ...
- She agreed to go on a date with him after he ...
- Soon, they were getting on really well with each other because ...
- Unfortunately, Caroline thought that ..., so she decided to break up with Josh.
- Luckily, ... and they got back together again.

- 3 Work with a new partner. Tell each other the stories you made in exercise 2.

- 4 In your notebook, write questions, using the prompts below. Add any words that you need.

- (it / be) a good idea for a secondary school student to have a part-time job? Why? / Why not?
- What problems (a babysitter / can / face)?
- (you / would like) to work abroad one day? Why? / Why not?
- How long (it / take) you to earn a lot of money after you finish school?

- 5 Work in pairs. Ask and answer the questions from exercise 4. Use the expressions in the box below to make the questions indirect.

I'd like to know ... ■ Tell me ... ■ I'm interested ...
Could you let me know ... ■ I was wondering ...

I'd like to know if it is a good idea for a secondary school student to have a part-time job (or not).

- 6 Work with a new partner. Using reported speech, compare the questions you asked and the answers you heard in exercise 5.

I asked Kamil if it was a good idea for a secondary student to have a part-time job, and he said that ...

I asked Magda if it was a good idea for a university student to have a part-time job, and she said that ...

- 6 Work with a new partner. Using reported speech, compare the questions you asked and the answers you heard in exercise 5.

I'd like to know if it is a good idea for a university student to have a part-time job.

I'd like to know ... ■ Tell me ... ■ I'm interested ...
Could you let me know ... ■ I was wondering ...

- 5 Work in pairs. Ask and answer the questions from exercise 4. Use the expressions in the box below to make the questions indirect.

- (it / be) a good idea for a university student to have a part-time job? Why? / Why not?
- What problems (a waiter / can / face)?
- (you / would like) to work in a multinational team one day? Why? / Why not?
- How long (it / take) you to find a dream job after you finish school?

- 4 In your notebook, write questions using the prompts below. Add any words that you need.

- 3 Work with a new partner. Tell each other the stories you made in exercise 2.
- At the beginning, Josh was afraid to ask Caroline out because ...
 - She agreed to go on a date with him after he ...
 - Soon, they were getting on really well with each other because ...
 - Unfortunately, Caroline thought that ..., so she decided to break up with Josh.
 - Luckily, ... and they got back together again.

- 2 Work in pairs. In turns, complete the sentences to tell a story. In your notebook, make notes of what you say.



- 1 Look at the pictures. What is the relationship between the people in the pictures? Work in pairs and describe the relationships.

Student B

Let's recycle

1 Choose the correct words to complete the sentences. Write the answers in your notebook.

- My computer **shared** / **printed** / **crashed** while I was trying to finish my essay, so I got very angry.
- If you want to be safe online, it's a good idea to **print** / **share** / **reset** your password from time to time.
- This page doesn't look very clear. Please **reset** / **print** / **connect** out another copy.
- I really like listening to music when I go jogging, but I sometimes take my **speakers** / **earphones** / **chargers** off and enjoy the sound of nature.

2 In your notebook, complete the sentences with the correct forms of the words in the box. There are three extra words.

photocopy ■ phone ■ parcel ■ photo
mobile ■ hair ■ account

1 I had my taken for my new school ID card.

2 Bring a friend and have your cut for only £6!

3 I need to send three to Ireland. How much is that?

4 You can make the cheapest in our xerox shop!

3 In your notebook, complete the text with the correct words.

So you thought that Internet cafés were gone forever? Well, it's not so. Check out our fantastic e-café and see what we have on offer!

It's a great place for many reasons. If you just hate

¹ to free wi-fi that is usually slow and breaks up all the time when you play games or use online services, you should try our

² -s Internet. While you're enjoying a smoothie or milkshake, you can

³ up your mobile or subscribe to

a ⁴ service. If any of your devices are low on battery, don't worry – you'll find a ⁵ charger on every table, and there is a USB

⁶ next to every working station.

So, visit the café to do your homework or to simply

⁷ up and down the news or check your social media account.

Let's learn more

1 3.21 Listen and read. In your notebook, complete the glossary below with the words in green.

SINCE THE INVENTION OF **VACCINATION**, people have not needed to worry about many of the diseases in the world as **vaccines** help us to build up **immunity** against dangerous infections.

Almost everybody knows what vaccines are, but many people have problems understanding how they work. In order to produce some vaccines, scientists **weaken** the viruses so that they do not **reproduce** well in the body. Because of this, the **immune system** learns how to fight the **infection**. In other vaccines, the viruses are inactivated before they are given to patients. Such a method works better for some viruses, but the body needs several doses to **acquire** full immunity.



Glossary

- | | |
|--|--|
| 1 <input type="text"/> – rozmnażać się | 5 <input type="text"/> – zakażenie |
| 2 <input type="text"/> – nabyć | 6 <input type="text"/> – odporność |
| 3 <input type="text"/> – szczepionka | 7 <input type="text"/> – osłabiać |
| 4 <input type="text"/> – szczepienie | 8 <input type="text"/> – układ odpornościowy |

2 Complete the sentences with the words in the box. Write the answers in your notebook.

immunity ■ vaccinations ■ weaken
infection ■ immune system
vaccines ■ acquire ■ reproduce

- have saved millions of lives since they were introduced in the 18th century.
- Many are injected into people.
- If you want to immunity against some diseases, you have to take the vaccine more than once.
- You have to some viruses to make the vaccines work and be safe for the patients.
- He has overcome the because he was vaccinated as a child.
- Her wasn't strong enough, so she had to be taken to hospital.
- These viruses extremely fast, so they can make a person seriously ill very quickly.
- A healthy lifestyle can help you to build natural against many diseases.

Let's recycle

- 1 The words in *italics* are in the wrong sentences. Correct the sentences by moving the words in *italics*. **Be careful!** One sentence is correct. Write the answers in your notebook.

- Not many people know that cows produce incredibly large amounts of *global* gases.
- Air* warming is responsible for climate *plant* all over the world.
- To reduce carbon dioxide emissions, people should *change* public transport more often.
- Solar* power is an alternative to fossil fuel-based energy.
- Some students at our school regularly *protect* trees in a forest nearby.
- Children should be taught how to *use* the environment from a very young age.
- Greenhouse* pollution can make both adults and children seriously ill.

- 2 Complete the Eco Camp advertisement below. Write the answers in your notebook.

Eco Camp

Have fun and
¹p_____ the environment!

When: Saturday,
1st August

Where: Braintytown
Park



10:00–12:00

Farming lesson for ecofreaks

You will learn how to grow your own ²c_____ and ³h_____. We will also teach you which ⁴m_____, ⁵s_____ and ⁶r_____ from fields and forests can be used for cooking.

12:30–14:30

RRR workshop

Find out how to ⁷r_____ the amount of rubbish we produce and how to ⁸r_____ and recycle everyday products.

15:00–17:00

⁹p_____ -100-trees party

Start the change you want to see in the world!

- 3  Work in pairs. Discuss which activities at the Eco Camp you would like to take part in and why.

Let's learn more

- 1  **3.22** Listen and read. Write the words in green in your notebook. Check their meanings and write their Polish translations. Then put the words in two groups: nature and social activities.

A wildflower seed bomb is a ball containing as many as 30 different flower seed species. You can buy ready-made bombs from many online gardening shops. The idea is to spread flowers in **neglected** places, but before you do this, you should check if the area is **public** because it's **illegal** to throw anything onto people's private property. Sometimes called "gardening without permission", seed bombing is a great way of making space for **pollinators**. What's more, by creating more green areas, you help to stop the **desertification** of land and prevent **droughts**.

Adopting a beehive is a perfect alternative if you don't have enough space for your own hive, or if you're allergic to honeybees. You can select a hive anywhere in the world and monitor what's happening in it from your PC, tablet, or smartphone. Some of the money from your **donation** will be sent to the beekeepers, and the rest will be **invested** in bee research. At the end of the season, you'll receive a report on your hive's activity and a jar of honey as a thank-you souvenir.

- 2 In your notebook, complete the sentences below with the correct forms of words in green in exercise 1.

- The forest football pitch in my town used to be a beautiful place, but now it looks _____.
- There are more and more _____ because of higher temperatures and less rainfall.
- We need to _____ more money in developing alternative sources of energy to stop using fossil fuels.
- Our school is organising a big event to prevent the _____ of our town. We're going to plant a lot of trees and create some flower gardens!
- When we collected money for a local charity, some of the _____ were really big.
- The park is a _____ space, so everyone can use it.
- A few of my friends have decided to _____ dogs from shelters instead of buying them.

- 3  Decide which of the two activities from exercise 1 you would prefer to take part in. In your notebooks, give three reasons for this. Then work in pairs to exchange ideas.

Let's recycle

- 1 Choose the correct words. Write the answers in your notebook. Then work in pairs. Ask and answer questions 1–4.

- What's the best way to **support** / **respect** a charity?
- Do you ever **avoid** / **donate** to a food bank?
- How can you **get** / **report** bullying at your school?
- What can teenagers do to **promote** / **fight** equality?
- One of the best ways to avoid **unemployment** / **diversity** is to study as much as you can.
- People should try harder to **bring** / **help** an end to world poverty.

- 2 In your notebook, complete the internet comments below with the correct forms of the words in the box. There are two extra words.

party ■ candidate ■ ban ■ vote ■ democracy
government ■ debate ■ politician
election ■ laws

While we're still in primary school, we're too young to take part in an ¹ _____. But that doesn't mean that we shouldn't follow the news and have our own opinions about the ² _____ who make decisions about our future. What do you think?

10 minutes ago | 2 comments

Steven: I couldn't agree more! With so many political ³ _____, it's sometimes difficult to decide which candidate you should support. To my mind, the people who want to be part of the ⁴ _____ should be ready to

⁵ _____ their views with others, who often have different opinions. It's all about having an open mind.

Annie: I believe that if you want to be a good ⁶ _____, you shouldn't mainly think about passing ⁷ _____ at first, but rather about listening to the people whose opinions you represent. If you do this, they will be ready to ⁸ _____ for you.

- 3 Read the first piece of text in exercise 2. In your notebook, write your own answer to the question asked by the moderator. Then work with a partner and compare your ideas.

Let's learn more

- 1 Match the words (1–8) with their definitions (a–h). Write the answers in your notebook.



Elections in the USA,
polling booths



A ballot box

- | | |
|----------------------|-------------------------|
| 1 a general election | 5 a majority government |
| 2 a polling booth | 6 an opinion poll |
| 3 a ballot box | 7 a candidate |
| 4 an MP | 8 a ballot paper |
- a the box where voters put the pieces of paper with their votes on
- b a Member of Parliament
- c a person who runs a campaign to become an MP or president
- d the place where a person votes in private
- e a government created by a party or a coalition of parties that has more than 50% of the seats in a parliament
- f a survey asking people, for example, who they are going to vote for
- g an occasion when all adults who have voting rights choose MPs or the president of their country
- h a piece of paper with the names of political candidates on it

- 2 **3.23** Listen to a radio broadcast and decide if the sentences (1–5) are true or false. Write the answers in your notebook.

- The general election is next weekend.
- All candidates pay attention to opinion polls.
- Opinion polls suggest that only one party will rule the country after the election.
- Normally, general elections are held every four years.
- More young people now understand that politicians can influence their future.

- 3 Work in groups. Ask and answer the questions.

- Do you know any adults who vote in general elections? What are their reasons for doing this?
- Are you going to vote when you are old enough to do so? Why? / Why not?

Let's recycle

1 Match the opinions (1–6) with the events (A–F). Write the answers in your notebook.

- 1 It was one of the most tiring experiences in my life. I had prepared for it, but after running for almost four hours, I could hardly move.
- 2 The classical music (Tchaikovsky is just great!) and the beautiful, delicate dancers made the evening one to remember.
- 3 It was a great show with wonderful acrobats, magicians and clowns, and no animals!
- 4 I loved it when Romeo talked to Juliet, who was standing on the actual balcony of a building in the old town.
- 5 We sat and watched in silence as the actress expressed her happiness with nothing but gestures and body movements.
- 6 I'm not sure if I'm going to like listening to an orchestra and singers for two hours.

- | | |
|--------------------|---------------|
| A a circus | D a marathon |
| B an opera | E a pantomime |
| C a street theatre | F a ballet |

2 Read an email and complete the gaps with the words in the box. Write the answers in your notebook.

band ■ candles ■ circus ■ costumes ■ customs
feast festival ■ flags ■ funfair ■ parade

Hi Jola,
You asked me about the events we hold at our summer
1 _____. So, we always begin on a Friday
evening with a great 2 _____ in which people
wearing traditional 3 _____ walk to the sound
of our marching 4 _____. The crowd watching
the parade wave national and regional 5 _____
and light 6 _____, which creates an incredible
atmosphere. On Saturday, there are street
performances and a 7 _____ (without animals,
of course!), and we usually invite a 8 _____ to
our town. For foreign visitors, we organise workshops
about our 9 _____. In the evening, there's a big
10 _____ which normally lasts until late at night
as most people have a day off on Sunday.
All the best,
Abby

3 Work in pairs. Discuss which events from Abby's letter you would like to see or take part in and why.

Let's learn more

1 3.24 Listen and read. Write the words in bold in your notebook. Check their meanings and write their Polish translations.

Every summer, thousands of tourists visit the capital of Scotland to take part in one of the **spectacular** Edinburgh Festivals. The most famous of the events, the International Festival, offers top performances in theatre, classical music, opera, and dance. The Film Festival welcomes both filmmakers and film fans from all over the world, and besides many film **screenings**, it offers an opportunity to attend a **Q&A** with a famous star. The Jazz and Blues Festival is packed with both musical **legends** and **up-and-coming** artists, so

everyone can find something to enjoy for themselves. While some tickets may be quite expensive, there are different types of **concessions**, for example, when you buy them **in bulk**. And the best news is that most events at the Art Festival are free, so you have a chance to see a lot of visual **treats** without spending too much money. Furthermore, Edinburgh's **leading** art galleries and museums stay open to let you admire some of the world's best **contemporary** and modern art.



2 In your notebook, complete the sentences with the correct forms of the words and phrases in green in exercise 1. Write your own sentences for the four words that you did not use.

- 1 The laser show at the end of the concert was definitely a nice _____.
- 2 That was the first _____ of this film, so it was difficult to get tickets.
- 3 He's one of the most interesting _____ musicians in our country.
- 4 The tickets cost over £30, but fortunately, we were able to get a student _____.
- 5 Please don't ask any questions now – wait for the _____ session at the end of the meeting.
- 6 We had a _____ view of the parade from our balcony.

3 Work in groups of four. Your teacher will give each of you the name of a different festival mentioned in the text in exercise 1. With your books closed, take turns to tell each other what you remember about your festival. Then talk about festivals in Poland.

Let's recycle

1 In your notebook, write the correct words for definitions 1–8. Then decide which of the words have an equivalent for the opposite gender.

- 1 your sister's son
- 2 a person who is in the same class as you
- 3 your brother's wife
- 4 a person who lives next door to you
- 5 your wife's father
- 6 people who work for the same company as you
- 7 a person with no siblings
- 8 people who play for the same team

2 In your notebook, put the story in the correct order.

- 1 Unfortunately, Alan became jealous of Emily's ex-boyfriend because he thought she was cheating on him.
- 2 Because of this, they broke up for a few months.
- 3 They decided to start seeing each other again, and to spend more time talking to each other.
- 4 When they finally went on a date for the first time, he was so stressed he couldn't say a word.
- 5 However, they soon got on with each other very well and started planning their wedding.
- 6 Alan and Emily had been flatmates for a long time, but he had always been afraid to ask her out.
- 7 After some time, they realised they missed each other a lot.

3  Work in pairs. Ask and answer the questions.

- 1 Who is your favourite relative? Why?
- 2 Do you get on well with your neighbours? Why? / Why not?
- 3 Why is it sometimes difficult to ask somebody out?
- 4 Why do couples break up?
- 5 Is it a good idea to spend a lot of money on your honeymoon?
- 6 Where do young people usually go on a date?

4 In your notebook, use reported speech to record your partner's answers to the questions in exercise 3.

Zosia told me that her favourite relative was her cousin Grzesiek because ...

Let's learn more

1 Choose the correct definition for each word in 1–8. Write the answers in your notebook.

- 1 to file for (a) divorce
 - A to put your divorce documents in a computer file
 - B to ask the court to end a marriage
- 2 an arranged marriage
 - A a marriage that has been planned for a few years before it takes place
 - B a marriage set up not by the bride and groom but by other people (e.g. their parents)
- 3 matrimony
 - A marriage
 - B the money used for a wedding
- 4 a spouse
 - A a husband or wife
 - B a break during a marriage
- 5 at the altar
 - A while getting married in a church
 - B being a priest
- 6 to veto something
 - A to ask who agrees with you about something
 - B to say that you don't want something to happen
- 7 to place emphasis on something
 - A to put an engagement ring on somebody's finger
 - B to make it clear that something is important
- 8 the significant other
 - A your spouse
 - B your boss

2  3.25 Listen to a podcast to see if your answers in exercise 1 are correct.

3  3.25 Listen to the podcast again and fill in the missing information in the sentences below.

- 1 The podcast is on every weeks.
- 2 Between and percent of American married couples file for a divorce.
- 3 In a(n) , a young person's parents usually decide who he/she is going to marry.
- 4 Nowadays, the spouses-to-be in an arranged marriage together a few times before they meet at the altar.
- 5 In some circles, if you don't like your future significant other, you can the arranged marriage.

4  Would you like your parents to find you a spouse? Why? / Why not? Discuss in pairs.

I would never like my parents to find me a spouse.

Well, I'm not sure. Maybe they could find me someone interesting and sensible.

Let's recycle

- 1 Complete the sentences with the words in the box. **Be careful!** Some words need to be used more than once. Write the answers in your notebook.

serve ■ look after ■ have ■ get ■ work

- I indoors a lot, so I often feel the need to go for a walk after work.
- My sister believes that she was born to people, so she wants to be a nurse.
- I want a job where I can promoted quickly.
- Some people don't care about job satisfaction as long as they a good salary.
- I good communication skills, so I know that I will well in a team.
- If you customers well, you get lots of tips.

- 2 Match the people (1–3) with the best jobs for them (A–B). One job suits two people. Write the answers in your notebook.

1 **Emily**

I'm saving for a trip to Japan next summer. I'm a student and an active member of the IT club at our school, so I can't get a full-time job. However, I'm ready to work long hours at the weekend. I'd prefer to work in a team, if possible.

2 **Josh**

I love creating computer software. It's really satisfying! I don't have very good communication skills, but I know how to work well in a team. I don't need a very good salary as long as I get to work on some exciting projects.

3 **Maggie**

I'm a very active person and I enjoy working outdoors. I even have my own blog about good places to go walking in our area. I'm not interested in a full-time job, but I would appreciate the chance to make some extra money while helping someone, except for being a babysitter! Looking after my baby brother is so tiring!

A Elderly people in our town need some help with their pets. We're on the lookout for teenagers who have spare time before and after school to go for a walk with somebody else's dog. Let's get in touch!

B Are you looking for a well-paid job that you can do whenever you want? We're a start-up company that needs young people who enjoy computer programming and have fresh ideas.

- What jobs are described in points A–B?
- Which of the jobs in exercise 2 would you be best at? Why?

Let's learn more

- 1  **3.26** Listen and read. Write the words in green in your notebook. Check their meanings and write their Polish translations.

Interviewer: With us in the studio today we've got Ollie and Sophia, two young teenagers who will tell us something about the jobs they've done. So, Ollie, what was difficult about your first job?

Ollie: Oh, I think it was convincing my parents that I was actually working. You know, they weren't very happy when they saw me in front of the computer screen all the time. But as a modern kid, I'd like to do a modern job, and technology gives us a lot of options here.

Interviewer: Sophia, what problems do teenagers have to face when they start work?

Sophia: For me, the biggest problem is the **restrictions** on when and where you can work before you're 18. What's more, when you're under 16, employers often need a **work permit** for you, and that's another difficulty.

Interviewer: What was your first job?

Sophia: I had a **pop-up** bakery. I've always liked baking cakes, and my friends encouraged me to do it for money. I was a bit afraid, but I decided to give it a go.

Ollie: I made my first money buying items in **car boot sales** and fixing or cleaning them, and then selling them for higher prices at Internet auctions. You know, things like old books or vinyl records. At 13, I wasn't allowed to have my own account, but my father helped me with that.

Interviewer: Any plans for the future for either of you?

Sophia: Well, I'm going to do **market research** for a cosmetics company. I'm not 16 yet, so I'll need to have a guardian with me when I do the surveys, but my dad says that he'll give me a hand with it twice a week.

Ollie: I'm quite **tech-savvy**, so I'm going to start making websites for some smaller businesses in my town. I've already designed one for a local hairdresser, and everyone there is happy with the result.

- 2 Read the text again and decide which of the speakers mention these ideas.

- listening to someone's advice
- earning a lot of money
- formal problems connected with getting a job
- working with computers
- getting help from family members
- having different opinions than other people

- 3  **Work in pairs. Look at these job opportunities for young people. Talk about their advantages and disadvantages.**

washing cars ■ babysitting ■ vlogging/blogging
sports coaching ■ making jewellery
giving out / delivering leaflets ■ pet sitting

📖 Brainy fact

In the UK, the most popular types of fiction are crime/detective stories (33%), fantasy (22%), and action/adventure stories (20%).

[About me](#) [Search](#) [Follow](#) ❤️

Danny's book blog | *Welcome to my blog where I talk about books!*

This week's review

The Trials of Apollo: The Tyrant's Tomb, by Rick Riordan

I've recently read *The Trials of Apollo* by Rick Riordan. It's a fantasy story, and the main characters are Apollo, Meg, and lots of mythological creatures. This is the fourth book in the 'Trials of Apollo' series, and I had already enjoyed the previous books.

This story is set in a place called 'New Rome' in San Francisco, the USA. In the beginning, Apollo and Meg are attacked by some dangerous birds called 'euryonmoi'. Later, they must save New Rome from their enemies, Caligula and Commodus. I won't tell you what happens in the end, in case you haven't read it yet!

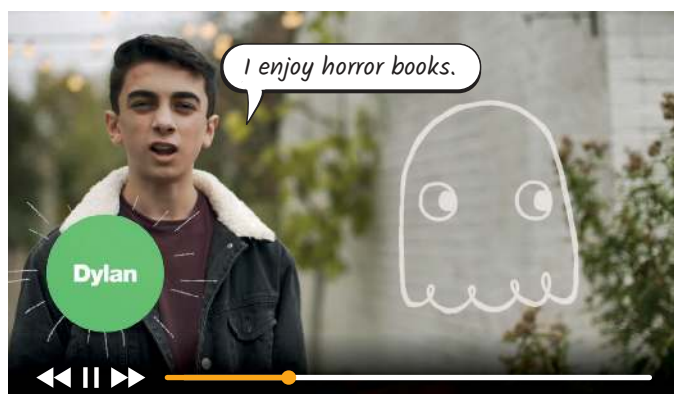
In my opinion, this book is very exciting. I'd really recommend it because you learn a lot about Roman history, and it's a great story!



- 1 **3.27** Read and listen to the book review above and the words in the box below. What kind of book is reviewed? Would you like to read this book? Why (not)?

detective story ■ comic book ■ graphic novel
 historical novel ■ horror story ■ mystery novel
 fantasy novel ■ sci-fi story

- 2 **Over to you!** What kind of books do you like reading? What are you reading at school at the moment?



- 3 **Work in pairs.** Compare your answers in exercise 2. Then think of examples for each type of book listed in exercise 1.

- 4 **CLASS SURVEY** How do you usually read books?

I read print books. ☐
 I use an e-reader. ☐
 I read books on my mobile phone. ☐
 I listen to audiobooks. ☐

- 5 Look at the book review in exercise 1 again. In your notebook, copy and complete the summary below.

Title: _____
 Author: _____
 Genre: _____
 Main character(s): _____
 Set in: _____ (place)
 Plot summary: _____

- 6 In your notebook, write a review of a book which you have read recently.

! Tips

- Zanim napiszesz swoją recenzję, uzupełnij w zeszytcie podsumowanie z ćwiczenia 5 na temat książki, o której będziesz pisać.
- Wykorzystaj recenzję Danny'ego jako wzór.

A ONCE UPON A TIME, there was a King and Queen who wanted to have a child. One day, while the Queen was bathing, a frog jumped out of the water and said to her: 'You will have a child! Before a year has passed, you will bring a daughter into the world.'

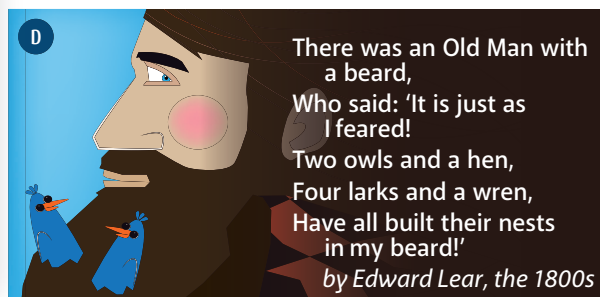
B Tech 2 earphones



Average customer rating: 4.8 / 5

Ricky: ★★★★★

Great value, excellent product with a one-year guarantee. I'd recommend them! 😊👍



E Dear Sir/Madam,
I'm writing to complain about the service which I received at your copy shop recently ...

1 **3.28** Read and listen to texts A–E. In your notebook, match them with these types of text.

review ■ poem ■ narrative ■ letter ■ notice

2 In pairs, look at texts A–E in exercise 1 again and discuss these questions.

- 1 Are they fiction or non-fiction?
- 2 Is the style formal or informal?
- 3 Have you read or written any similar texts recently?
- 4 What kinds of texts do you read most often?

3 In pairs, discuss these questions for each of the texts A–E in exercise 1.

- 1 **Audience:** Who was the text written for?
- 2 **Purpose:** Why was the text written?

Who was Text A written for?

I think that it was probably written for children.

Why was it written?

I guess that it was written as part of a fairy tale, to read as a bedtime story.

4 Work in groups of three. Follow the instructions below.

- 1 Think about three types of text which you've read recently. They can be online texts, or texts from books, magazines, your phone, a cereal box, etc.
- 2 Describe the texts and, for each one, discuss:
 - the type of text,
 - the style of text,
 - the target audience,
 - the purpose of the text.

5 Choose one of the texts you discussed in exercise 4. In your notebook, copy and complete the text analysis below.

TEXT ANALYSIS

This text is a/an _____ (text type).
It's a _____ (fiction / non-fiction)
text which is written in a(n) _____
(formal/informal) style. The text was written for
_____ (target audience). It was written
to _____ (purpose).

📖 Brainy fact

In narrative fiction, some of the most important features are: the characters, dialogue, point of view, setting, and themes.

1 **3.29** Read and listen to part A of *The Girl Who Saw Lions*. Who are the characters, and what are they talking about?

2 Read part A of the text again. In your notebook, complete the summary of narrative features below.

In the first part (part A) of this story, the dialogue is between ¹ and ², and the story is told from ³'s point of view. This part of the story takes place on ⁴. One of the main themes of the story is ⁵.

3 **3.29** Read and listen to part B of the story. Who is Abela?

4 **Think about part A and part B of the story. In pairs, discuss these questions.**

- How old do you think Rosa is? Give your reasons.
- At the start, how did Rosa feel about having an adopted sister?
- Why couldn't Rosa give an answer when her mum asked her what she thought about having an adopted sister?
- How had Rosa's feelings changed by the time her little sister came to live with them?
- Why do you think the book is called *The Girl Who Saw Lions*?
- Would you like to read the rest of this story? Why (not)?

5 In your notebook, write the first part of a narrative. Choose one of these beginnings:

- A I couldn't believe it! Finally, ...
B It seems like ages ago now, but ...

! Tips

- Zanim zaczniesz pisać, wybierz temat oraz wymyśl głównych bohaterów swojego opowiadania.
- Zdecyduj, z czyjego punktu widzenia chcesz opowiedzieć historię.
- Uwzględnij dialogi w swoim opowiadaniu.

The Girl Who Saw Lions

by Berlie Doherty

A 'Rosa, I've got something very special to ask you. How would you like to have a sister?'

I nearly burst with surprise and excitement. 'Mum! Really? Oh, cool! Are you going to have a baby?'

She shook her head, smiling. 'You're pleased, aren't you? But no, I'm not having a baby. I'm thinking of adopting a little girl.'

That was how she broke it to me.

'What do you think? What do you think, Rosa?'

What was I supposed to think? I said nothing, nothing at all. How could I say anything, there on the tram, or anywhere, how could I tell her how I felt? I didn't want an adopted sister. I didn't really want another child in our house at all. A baby was one thing, I could play with it and take it out in the pram. It might even look like me. But an adopted sister? What if I had said to her, 'I'm thinking of adopting a mother?' How would she have felt? Inside my head I was screaming. If I opened my mouth, all that would have come out would have been a scream.

B And that was how my little sister came to live with us. It seems like ages ago now; it feels as if she has always lived here. But it was ages before it all happened. I couldn't believe how long it took, all those meetings, all those talks. Mum met her, and I met her, and she came for tea, and she came for a weekend, and she came skating with me and hated it and fell over and cried. She met Nana and Grandpa, and loved them. And at last she moved in with her little bag of belongings. I was so excited that day, so proud and nervous. I took her to meet some of my friends, the ones who had adopted Twitchy's kittens. 'This is my sister, Abela.' I'm used to saying that now.



Berlie Doherty has written more than 60 books, as well as plays for radio, theatre, and television. Her books have been translated into more than 20 languages, and have won many awards, including the Carnegie medal for *Dear Nobody* and *Granny Was a Buffer Girl*.

Glossary

burst – wybuchać

adopt – adoptować

pram – wózek dziecięcy

scream – krzyczeć

belongings – rzeczy, dobytek

kittens – kocięta

be used to doing something – być przyzwyczajonym do robienia czegoś

🧠 Brainy fact

Myths are stories with supernatural characters, such as gods, giants, or monsters, which try to explain the mysteries of life or nature.

Legends are fictional stories with human or superhuman characters, which have some connection to real historical people or events.

1 In pairs, discuss these questions.

- 1 What myths and legends do you know from your own country?
- 2 Which other myths and legends do you know from books or films?

2 🔍 3.30 Read and listen to texts 1 and 2. Which pictures (A–B) do they match? Are the stories myths or legends? Which countries are the stories from?



1 Robin Hood and the archery competition

People say that Robin Hood lived in Sherwood Forest, near Nottingham. He was very good at archery, and he sometimes killed the King's deer in the forest. When rich people were travelling through the forest, Robin Hood used to stop them and steal their money. But he didn't keep the money – he gave it to the poor instead.

The Sheriff of Nottingham had tried to catch Robin Hood many times. One day, he had a new plan. 'Let's have an archery competition!' said the Sheriff. 'Robin Hood will come, and then my guards can catch him!'. Robin Hood's friends told him not to go to the competition. 'It's a trap!' they said. But Robin Hood was very clever. He wore a black wig so the Sheriff would not recognise him. Robin Hood won the archery competition, took off the wig, and jumped on his horse. 'Catch him!' shouted the Sheriff, but it was too late. Robin Hood had escaped again!

2 Finn MacCool and the Giant's Causeway

The Giant's Causeway in Northern Ireland is a very unusual place. How were these strange rocks formed? Well, once upon a time, there was an Irish giant called Finn MacCool, whose enemy was a Scottish giant called Benandonner. One day, Finn challenged Benandonner to a fight. Because the Scottish giant couldn't swim, Finn MacCool built a path by throwing stones from Northern Ireland to Scotland. But when he saw Benandonner crossing the sea, he realised that he was much bigger than he had thought. Perhaps it wasn't such a good idea to fight him! Finn ran home and told his wife Oonagh. She told her husband to lie in the bath, and she covered him like a huge sleeping baby. When the Scottish giant arrived, Oonagh opened the door. 'My husband isn't here at the moment', she said. 'But why don't you come in and wait with me and the baby?' When Benandonner saw the baby, he thought: 'Wow! If the baby is that big, how big is the father?'. He was so scared that he ran all the way back to Scotland!

3 Read the stories again and answer the questions below.

- 1 Where did Robin Hood live?
- 2 For poor people, was Robin Hood an enemy or hero? Why?
- 3 How did Robin Hood escape from the Sheriff in this story?
- 4 In the story, why did Finn MacCool build the Giant's Causeway?
- 5 Why did Benandonner run away at the end of the story?
- 6 How do you think the Giant's Causeway was really formed?

4 In your notebook, write a text about a myth or legend from your own country.

Glossary

recognise – rozpoznać

giant – olbrzym

enemy – wróg

challenge someone – rzucić komuś wyzwanie

bravely – dzielnie, odważnie

📖 Brainy fact

Shakespeare wrote all his plays more than 400 years ago (1589-1613).
Some English words were different then, for example:
thou (= you) thy (= your) wherefore (= why) art (= are)

1 🔊 3.31 Read and listen to the extracts from *Romeo and Juliet*. Find the words from the *Brainy fact* box.

Romeo and Juliet

by William Shakespeare

This play is set in Italy a long time ago. Two families, the Capulets and the Montagues, are enemies ...

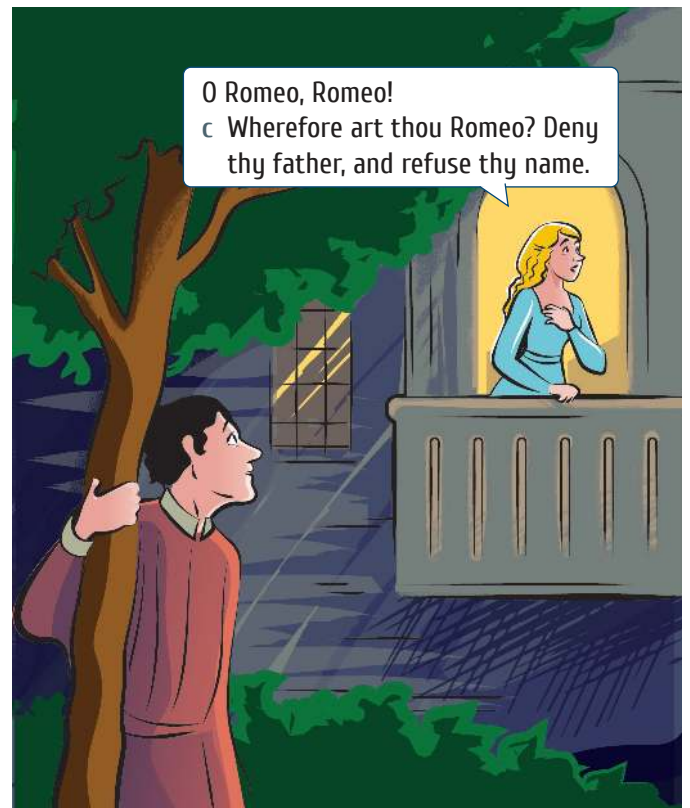
Act 1 Scene 5

The teenagers, Romeo (a Montague) and Juliet (a Capulet), meet at a party and fall in love ...



Act 2 Scene 2

Juliet wishes that Romeo was not a Montague. At first, she doesn't realise that Romeo is listening to her...



2 Match the modern language in 1–3 below with the old language in a–c above.

- Why must you be called Romeo? Forget your father, and change your name.
- Have I ever loved anyone until this moment? Because I'd never seen true beauty before tonight!
- The only man I love is the son of my enemy!

3 👤 In pairs, discuss the question below.

Can you think of any other situations when two families might not be happy if their children fall in love?

4 👤 Work with the same partner. Write a short scene based on one of the situations you discussed in exercise 3. Write the answer in your notebooks.

5 Act out your scene in front of the class, and watch your classmates' scenes. What are they about?

Unit 1 A blog post with a product review

I bought a new speaker a few weeks ago.

Kupiłem/Kupiłam nowy głośnik kilka tygodni temu.

It was a small portable speaker.

To był mały, przenośny głośnik.

It only cost £19.

Kosztował tylko 19 funtów.

I really loved it because I could listen to music wirelessly.

Bardzo mi się podobał, ponieważ mogłem słuchać muzyki bezprzewodowo.

But one day, while I was listening to music, it suddenly stopped working.

Ale pewnego dnia, podczas słuchania muzyki, nagle przestał działać.

It had a one-year guarantee, so I decided to return it to the shop.

Miał roczną gwarancję, więc postanowiłem/postanowiłam zwrócić go do sklepu.

In the end, it wasn't possible to have the speaker repaired.

Ostatecznie naprawa głośnika nie była możliwa.

I've had it for a few days now.

Mam go już od kilku dni.

I haven't had any problems with it yet.

Nie miałem/miałam z nim jeszcze żadnych problemów.

Fingers crossed!

Trzymaj/Trzymajcie kciuki.

Unit 2 A formal e-mail

We are writing to complain about an environmental problem in our town.

Piszemy w celu złożenia zażalenia w związku z problemem środowiskowym w naszym mieście.

Recently, a few large trees have been cut down in front of our school.

Niedawno kilka dużych drzew rosnących przed naszą szkołą zostało wyciętych.

We think this is a serious problem because trees protect the environment.

Uważamy, że jest to poważny problem, ponieważ drzewa chronią środowisko.

If more trees are cut down, this will be bad for us and the environment.

Jeśli więcej drzew będzie wyciętych, będzie to złe dla nas i dla środowiska.

There will be more air pollution near the school.

Zanieczyszczenie powietrza w okolicach szkoły będzie większe.

There won't be much shade on hot summer days.

Nie będzie dużo cienia w upalne letnie dni.

For this reasons, we don't agree with the city's plans.

Z tych powodów nie zgadzamy się z planami miasta.

Instead, we would like to try to cure those trees.

Zamiast tego, chcielibyśmy wyleczyć tamte drzewa.

We would also like to suggest planting flowers.

Chcielibyśmy również zaproponować zasadzenie kwiatów.

We hope that you will consider our offer.

Mamy nadzieję, że rozważą państwo naszą propozycję.

Unit 3 An email (giving advice, showing sympathy and encouraging, asking for advice)

Although, there's little that you could do on your own, there are a few other people who could help.

Mimo iż niewiele możesz zrobić sam/sama, jest kilka innych osób, które mogą pomóc.

If I were you, I'd encourage her to tell the student rep.

Na twoim miejscu zachęciłabym ją, aby powiedziała przedstawicielowi samorządu uczniów.

I'd definitely wouldn't keep quiet about the bullying.

Na pewno nie milczałbym/milczałabym na temat dokuczania.

I'm sorry she feels down.

Przykro mi, że jest przygnębiona.

She'll feel a little better if she talks to the rep.

Poczuj się trochę lepiej, jeśli porozmawia z przedstawicielem samorządu uczniów.

Tell her to give it a go.

Powiedz jej, żeby spróbowała.

She won't know unless she tries.

Nie przekona się, dopóki nie spróbuje.

I'd like to ask for some advice.

Chciałbym/Chciałabym poprosić o radę.

I'm worried about him.

Martwię się o niego.

I don't know what to do.

Nie wiem, co robić.

What would you do?

Co ty byś zrobił/zrobiła?

Unit 4 An email (saying thank you, responding to wishes talking about past activities)

Thanks a lot for sending me the magic set for my birthday.

Dziękuję za przesłanie mi zestawu do sztuczek magicznych z okazji moich urodzin.

I'm really into magic tricks.

Naprawdę lubię sztuczki magiczne.

I was so excited when I unwrapped it because I'd never received a parcel from England.

Byłem/Byłam bardzo podekscytowana, kiedy go rozpakowałam, ponieważ nigdy wcześniej nie dostałam przesyłki z Anglii.

We had a great time on Friday evening.

Bardzo miło spędziliśmy czas w piątkowy wieczór.

By the time I got home from school, my parents had cooked us a special dinner.

Zanim wróciłam do domu ze szkoły, rodzice przygotowali dla nas specjalną kolację.

What a surprise!

Cóż za niespodzianka!

Later on, we all went to the theatre.

Później wszyscy poszliśmy do teatru.

My grandparents had given us tickets for a new comedy play.

Moi dziadkowie podarowali nam bilety na nowy spektakl komediowy.

It was such a funny performance.

To było takie zabawne przedstawienie.

Unit 6 A blog about work

They asked me if I had any experience.

Zapytali mnie, czy mam jakieś doświadczenie.

They asked me when I could start.

Zapytali mnie, kiedy mogłabym zacząć.

I didn't have to get any qualifications.

Nie musiałem/musiłam zdobywać żadnych kwalifikacji.

I had to do a training course.

Musiałem/Musiłam przejść szkolenie.

So, now I work for Brainybucks at their café in the town centre.

Tak więc pracuję teraz dla Brainybucks w ich kawiarni w centrum miasta.

I have to serve customers.

Muszę obsługiwać klientów.

Luckily, I don't have to work long hours.

Na szczęście nie muszę długo pracować.

My job isn't very well-paid, but it's satisfying.

Moja praca nie jest dobrze płaćta, ale jest satysfakcjonująca.

I really enjoy my job.

Bardzo podoba mi się moja praca.

My colleagues and I can talk to each other about anything.

Mogę rozmawiać z moimi kolegami o wszystkim.

We sometimes meet up after work.

Czasami spotykamy się po pracy.

Last Saturday, we went out and really enjoyed ourselves.

W zeszłą sobotę wyszliśmy razem i naprawdę dobrze się bawiliśmy.

Unit 5 An email (describing a problem, giving and justifying your opinion)

I'm having trouble with my best mate.

Mam problem z najlepszą przyjaciółką.

The thing is, she told me that she couldn't go out with me every weekend.

Problem w tym, że powiedziała mi, że nie może spotykać się ze mną w każdy weekend.

It's difficult because we used to get on really well.

To jest trudne, ponieważ kiedyś świetnie się dogadywałyśmy.

In my opinion, friends are the most important thing in life!

Moim zdaniem, najważniejsi w życiu są przyjaciele.

I told her to break up with him because you have to be loyal to your friends.

Powiedziałam jej, żeby z nim zerwała, ponieważ trzeba być lojalnym wobec przyjaciół.

You shouldn't upset all your friends.

Nie powinieneś/powinnaś sprawiać przykrości wszystkim swoim przyjaciołom.

She asked me to understand her feelings.

Poprosiła mnie, żebym zrozumiała jej uczucia.

She said that she had fallen in love.

Powiedziała, że się zakochała.

I suppose I can see her point of view.

Wydaje mi się, że rozumiem jej punkt widzenia.

Base form	Transcription	Past simple	Transcription	Past participle	Transcription	Translation
be	/biː/	was were	/wɒz/ /wɜː/	been	/biːn/	być
beat	/biːt/	beat	/biːt/	beaten	/ˈbiːt(ə)n/	bić
become	/bɪˈkʌm/	became	/bɪˈkeɪm/	become	/bɪˈkʌm/	zostawać, stawać się
begin	/bɪˈɡɪn/	began	/bɪˈɡæn/	begun	/bɪˈɡʌn/	zaczynać
bite	/baɪt/	bit	/bɪt/	bitten	/ˈbɪt(ə)n/	gryźć
blow	/bləʊ/	blew	/bluː/	blown	/bləʊn/	wiać, dmuchać
break	/breɪk/	broke	/brəʊk/	broken	/ˈbrəʊk(ə)n/	łamać, psuć się
bring	/brɪŋ/	brought	/brɔːt/	brought	/brɔːt/	przynosić
build	/bɪld/	built	/bɪlt/	built	/bɪlt/	budować
burn	/bɜːn/	burnt burned	/bɜːnt / /bɜːnd/	burnt burned	/bɜːnt / /bɜːnd/	palić (się), oparzyć (się)
buy	/baɪ/	bought	/bɔːt/	bought	/bɔːt/	kupić
can	/kæn/	could	/kʊn/	could	/kʊn/	móc, potrafić
catch	/kætʃ/	caught	/kɔːt/	caught	/kɔːt/	łapać
choose	/tʃuːz/	chose	/tʃəʊz/	chosen	/ˈtʃəʊz(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	/duː/	did	/dɪd/	done	/dʌn/	robić
draw	/drɔː/	drew	/druː/	drawn	/drɔːn/	rysować
dream	/driːm/	dreamt dreamed	/dremt/ /driːmd/	dreamt dreamed	/dremt/ /driːmd/	marzyć, śnić
drink	/drɪŋk/	drank	/dræŋk/	drunk	/drʌŋk/	pić
drive	/draɪv/	drove	/drəʊv/	driven	/ˈdraɪv(ə)n/	jechać
eat	/iːt/	ate	/et, eɪt /	eaten	/ˈiːt(ə)n/	jeść
fall	/fɔːl/	fell	/fel/	fallen	/fɔːlən/	upadać
feel	/fiːl/	felt	/felt/	felt	/felt/	czuć
fight	/faɪt/	fought	/fɔːt/	fought	/fɔːt/	walczyć
find	/faɪnd/	found	/faʊnd/	found	/faʊnd/	znajdować
fly	/flaɪ/	flew	/fluː/	flown	/fləʊn/	latać
forget	/fəˈget/	forgot	/fəˈɡɒt/	forgotten	/fəˈɡɒt(ə)n/	zapominać
forgive	/fəˈɡɪv/	forgave	/fəˈgeɪv/	forgiven	/fəˈɡɪv(ə)n/	wybaczать
get	/get/	got	/ɡɒt/	got	/ɡɒt/	dostawać
give	/ɡɪv/	gave	/geɪv/	given	/ˈɡɪv(ə)n/	dawać
go	/ɡəʊ/	went	/went/	gone	/ɡɒn/	iść, jechać
grow	/ɡrəʊ/	grew	/ɡruː/	grown	/ɡrəʊn/	rosnąć
have	/hæv/	had	/hæd/	had	/hæd/	mieć
hang	/hæŋ/	hung	/hʌŋ/	hung	/hʌŋ/	wieszać
hear	/hɪə/	heard	/hɜːd/	heard	/hɜːd/	słyszeć
hide	/haɪd/	hid	/hɪd/	hidden	/ˈhɪd(ə)n/	ukrywać, chować
hold	/həʊld/	held	/held/	held	/held/	trzymać
hurt	/hɜːt/	hurt	/hɜːt/	hurt	/hɜːt/	ranić
know	/nəʊ/	knew	/njuː/	known	/nəʊn/	znać
lead	/liːd/	led	/led/	led	/led/	przewodzić, wieść
learn	/lɜːn/	learnt learned	/lɜːnt / /lɜːnd/	learnt learned	/lɜːnt / /lɜːnd/	uczyć się
leave	/liːv/	left	/left/	left	/left/	opuszczać, zostawiać
lend	/lend/	lent	/lent/	lent	/lent/	pożyczać (komuś)
let	/let/	let	/let/	let	/let/	pozwalać
lose	/luːz/	lost	/lɒst/	lost	/lɒst/	gubić, tracić
make	/meɪk/	made	/meɪd/	made	/meɪd/	robić
mean	/miːn/	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/smelled	/smelt/	smelt/smelled	/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/			

Macmillan Polska Sp. z o.o.
Al. Jerozolimskie 146A, 02-305 Warszawa
A division of Springer Nature Limited
Companies and representatives throughout the world

ISBN 978-83-8152-429-2

Text, design and illustration © Macmillan Polska 2019
Written by Catherine McBeth
Let's talk, Let's recycle and *Let's learn more* written by Jacek Łagun
and Czesław Kiński
Unit 7 written by Joanna Stefańska

The authors have asserted their right to be identified as
the authors of this work in accordance with the Copyright,
Designs and Patents Act 1988.

First published 2021

All rights reserved. No part of this publication may be reproduced,
stored in a retrieval system, or transmitted in any form or by
any means, electronic, mechanical, photocopying, recording, or
otherwise, without the prior written permission of the publishers.

Designed by Mikołaj Ostaszewski and Pracownia DTP Aneta
Osipiak-Wypiór
Page make-up by Pracownia DTP Aneta Osipiak-Wypiór

Illustrated by Dorota Zduniewicz-Dąbrowska pp. 10 (1-5), 11 (1A-C,
2A-C), 12, 14 (ex3), 18 (tr), 19 (a-j), 20 (1-6), 22 (1-6), 23 (ml, 1-6),
24 (tl), 27 (1-2), 30 (A, B, tr), 36 (1-5), 38, 39 (a-d), 41 (ex2), 46 (1-4),
47 (1-10), 50 (tl), 52 (1-5), 53 (ml), 56 (tr, A, B, ml), 57, 59 (a-f, tm),
63 (tl), 64 (tr), 70 (tr, bl), 74 (A-E), 75 (1A-C, 2A-C), 82 (tr, br), 83 (1-2),
100 (1-6), 106 (1-8), 111 (tl, br), 123 (m).

Cover design by Mikołaj Ostaszewski, Studio-eF, Pracownia DTP
Aneta Osipiak-Wypiór and Pracownia Graficzna s.c. M.& P. Ferenc
Cover photograph by Getty Images

Authors' acknowledgements

The author would like to thank everyone at Macmillan Polska
for their help, encouragement, hard work, brilliant ideas,
resourcefulness and patience. In addition, special thanks to
the illustrators of *Brainy klasa 8* Dorota Zduniewicz-Dąbrowska.

The authors and publishers would like to thank the following
teachers who contributed to the development of the course
by taking part in lesson observations and focus groups:
Aleksandra Baron, Anna Bogumił, Magdalena Fimowicz-Wasiak,
Jolanta Głodek, Łukasz Herman, Bogusława Jurczak, Katarzyna
Kaczanowska, Dominika Kinach, Katarzyna Komarnicka,
Magdalena Kozłowska, Aleksandra Krawczyk-Majchrzyk,
Wiesława Krzeczowska-Dawiec, Małgorzata Kuriata, Justyna
Lange, Anna Mościcka, Urszula Ostrowska, Ewa Piotrowicz-Fiksa,
Katarzyna Piwowarska, Aleksiej Riabczyński, Anna Sotomska,
Anetta Stochmal, Anna Strzecha, Marzena Śliwińska, Bartłomiej
Tomczyk, Krystian Uszto, Justyna Wasek, Hanna Wilk, Bożena
Wójcik.

The authors and publishers would like to thank the following for
permission to reproduce their photographs:

BEW/Alamy pp. 13 (C), 25 (mr), 39 (ml), 49 (4B);

Getty Images p. 100 (A);

iStockphoto pp. 7 (A-F, 1-8, background), 9 (1-5, mrt, mrm,
mrb, br), 10 (tl), 11 (A-G), 13 (A-B, 1-3, mr), 14, 15 (tl), 17 (bl icons),
18 (ml, 1-4), 19 (tablet), 20 (ml), 22 (tl), 23 (mr), 24 (bl, penguin
icon), 26 (mrl, mrr), 27 (tm), 29 (bm), 30 (mr), 31 (tr), 32 (ml),
33 (background, a-h), 35 (A-C), 36 (tl), 37, 39 (tr, background),
40 (tr, bl), 41 (tr), 43 (A-B), 44, 45 (1-3, a-d), 47 (tm, mr), 48 (tl, tr,
1-5), 49 (1A-B, 2A-B, 3A-B, 4A, 5A-B, ex2), 50 (mr), 51 (1-3), 52 (tr),
53 (ex1, ex4), 55 (br), 61 (t, br), 62 (1-2), 63 (A-D), 66 (tr), 69 (br),
70 (br), 71 (1-6), 72 (tr, ml), 73 (A-C), 74 (tl), 75 (A-D), 76 (trt, trb),
77 (tm, A-E), 78 (tr), 79 (mr), 83 (ex5), 84 (bl), 85 (1A-C, 2A-C, 3A-C,
A, B), 86 (C, mr), 87 (ml, mr), 88 (tm, bl), 90 (bl), 92 (bl), 93 (1-3),

95 (A-C), 96, 97, 99, 100 (B-C), 101, 103 (tl, bm, background), 104
(ml, mm, mr), 105, 106 (mll, mlr, 1-4), 107 (ex5 background), 108, 112,
113 (tr), 114 (ml), 115 (trl, trr), 116 (tr), 119 (background, tr), 120 (B-D),
122 (A-B).

The authors and publishers would like to thank the following for
permission to reproduce the following material:
The Girl Who Saw Lions texts excerpts and cover image. Used with
permission from Berlie Doherty and Andersen Press, p. 121

These materials may contain links for third party websites. We
have no control over, and are not responsible for, the contents of
such third party websites. Please use care when accessing them.

Printed and bound in Poland
2025 2024 2023 2022 2021
10 9 8 7 6 5 4 3 2 1

BRAINY

NOWY KURS

DLA SZKOŁY PODSTAWOWEJ

Brainy to podręcznik przygotowany specjalnie z myślą o **zreformowanej 8-klasowej szkole podstawowej**, zapewniający rzetelną realizację nowej 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.

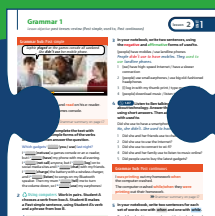
Brainy klasa 8 oferuje nowy przejrzysty podział na lekcje i dzięki temu ułatwia pracę nauczycielowi.

lesson 1



Nowe
słownictwo

lesson 2



Nowa gramatyka
w oparciu o znane
słownictwo

lesson 3



Czytanie w oparciu
o znane słownictwo
i gramatykę

lesson 4

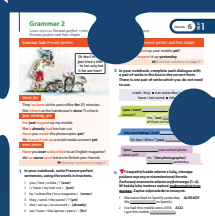


Umiejętności
produktywne:
mówienie i pisanie

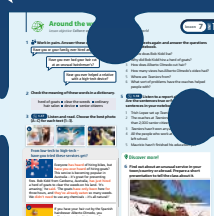
lesson 5



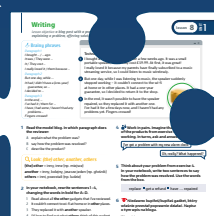
lesson 6



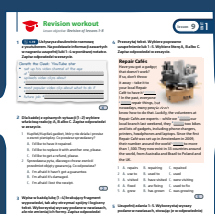
lesson 7



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