NATIONAL GEOGRAPHIC LEARNING

Teen Explorer new

7

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nowa era
Twoje mocne strony

Teen Explorer new

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Twoje mocne strony

Teen Explorer new 7 Workbook
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Starter

1 Wpisz w podane miejsce liczebnik w poprawnej formie oraz odpowiadającą mu cyfrę.

elefen *eleven* ___ 11

twolve ___ ___

threeteen ___ ___

forteen ___ ___

fiveteen ___ ___

sixten ___ ___

seventen ___ ___

eiteen ___ ___

ninteen ___ ___

twenteen ___ ___

threety ___ ___

fourty ___ ___

fivety ___ ___

sixtie ___ ___

sefenty ___ ___

eity ___ ___

ninty ___ ___

2 Dopasuj słowa z ramki do właściwej grupy, a następnie napisz ich formy w liczbie mnogiej.

baby brush foot hero kilo knife leaf party potato sandwich tooth video

Nouns ending with the letters *-ch*, *-sh*, *-s*, *-x* or *-z*
box, ___
boxes, ___

Nouns ending with a consonant and *-y*
diary, ___
___

Nouns ending with the letters *-f* or *-fe*
shelf, ___
___

Nouns ending with the letter *-o*
tomato, ___
___

Irregular plural nouns
child, ___
___

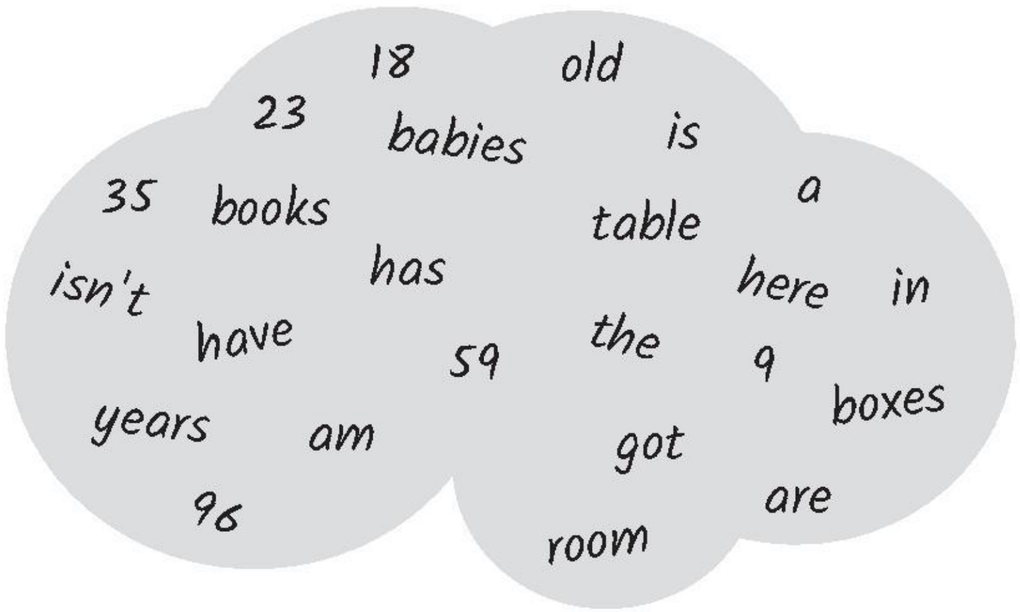
3 Podkreśl zaimek w funkcji podmiotu (*subject pronoun*) oraz zakreśl w kółko zaimek w funkcji dopełnienia (*object pronoun*).

1 I'm David. I'm 13.
2 My mum is 38. She's a teacher. I go to school with her.
3 My dad is 43. He's an engineer. He helps me with my homework.
4 My grandad lives with us. We live in England.
5 I've got two pet mice. They're cute, but my grandad's afraid of them!

4 Rzuć dwiema kostkami lub jedną kostką dwa razy i odpowiedz na pytanie. Liczba przy pytaniu oznacza sumę wyrzuconych oczek.

1 How many days are there in January?
2 How many letters are there in the plural form of the word *shelf*?
3 How many teeth do humans have?
4 What is the result of 100 ÷ 4 – 8 × 4?
5 How many people are there in your class?
6 How many subjects do you have at school?
7 How many pens are there in your pencil case?
8 How old are you?
9 Which month of the year is October?
10 How many pets are there at your house?
11 How many people live in your house?

5 Uzupełnij poniższe zdania wyrazami z chmury wyrazowej.



1 There ___.
2 I ___.
3 He ___.
4 She ___.
5 They ___.
6 There ___.

1 **Uzupełnij tabelkę przymiotnikami dzierżawczymi (*possessive adjectives*).**

Possessive adjectives	Possessive pronouns
	mine
	yours
	his
	hers
	ours
	yours
	theirs

2 **Uzupełnij zdania przymiotnikami dzierżawczymi (*possessive adjectives*) i zaimkami dzierżawczymi (*possessive pronouns*).**

1 Whose pasta is this? It's _____ pasta. It's his.
2 Whose pizza is this? It's our pizza. It's _____.
3 Whose cake is this? It's _____ cake. It's theirs.
4 Whose sandwich is this? It's my sandwich. It's _____.
5 Whose soup is this? It's _____ soup. It's yours.
6 Whose salad is this? It's her salad. It's _____.



3 **Uzupełnij tabelę według wzoru.**

Who? / What?	pizza	flowers
John	*John's pizza*	
parents		
my sister		
you		
me		

4 **Odczytaj zdania według szyfru GA-DE-RY-PO-LU-KI. Metoda szyfrowania polega na podmienianiu liter z tekstu drugą literą w parze szyfru, np. jeśli chcemy zastąpić G, to drugą literą w parze szyfru jest litera A. Dopisz zaimki dzierżawcze.**

1 Shd hgs g epa. *She has a dog.*
It's *hers*.
2 Mr fykdnes hgvd bppis. _____
They're _____.
3 Odtdy bplaht g cgy. _____
It's _____.
4 Mr mlm mged md g sgnewkch. _____
It's _____.
5 Rpl hgvd gn gmgzkna yppm. _____
It's _____.

5 **Odgadnij poniższe zagadki i ułóż 4 własne. Następnie wymień się zeszytem ćwiczeń z kolegą lub koleżanką. Wpiszcie sobie nawzajem rozwiązania waszych zagadek.**

1 Peter gave Jenny Mike's sandwich.
Whose is it? *Jenny's*
2 Tom bought Tanya a book but she didn't like it, so she gave it to her sister.
Whose is it? _____
3 _____
Whose is it? _____
4 _____
Whose is it? _____
5 _____
Whose is it? _____
6 _____
Whose is it? _____

Starter

1 Wstaw słowa z ramki do wypowiedzi 10 osób.

clean cut give help look make meet sell take teach

1 I work in a school. I _____ maths.

2 I work in a café. I _____ people food and drink.

3 I work in a hotel in Kraków. I _____ people.

4 I work in a book shop. I _____ books.

5 I work in a salon in Warsaw. I _____ people's hair.

6 I work in a bank. I _____ and give money.

7 I work in a hospital. I _____ people.

8 I work in a Polish restaurant in London. I _____ pierogi.

9 I work in a factory. I _____ after the machines.

10 I work in an office. I _____ the floors, windows and doors.

2 Dopasuj poniższe zawody do wypowiedzi z zadania 1.

cashier chef cleaner doctor engineer hairdresser receptionist shop assistant teacher waiter

1 _____ 6 _____

2 _____ 7 _____

3 _____ 8 _____

4 _____ 9 _____

5 _____ 10 _____

3 Napisz pełnymi zdaniami, co dzieje się na obrazkach A–D.









A The teenager _____ balls.

B The girl _____ or _____ a text message.

C The bird _____ in the sky.

D The ballerina _____ on stage.

4 Dopasuj określenia czasu do odpowiedniej kategorii.

always at the moment sometimes never now usually this month often

Present simple	Present continuous

5 Uzupełnij pola w tabeli zdaniami w czasie present simple i present continuous.

How often / Who	Teacher	Shop assistant	Waiter
always			
at the moment			
never			

1 Zakreśl poprawne uzupełnienie zdań: A, B albo C.

1 I _____ a party last weekend because it was my birthday.
A invited **B** organised **C** dressed up

2 My class took part _____ the St Patrick's Day celebrations.
A in **B** on **C** at

3 Suzy had a great Halloween _____.
A universe **B** stars **C** costume

4 I went to see my favourite band, and they _____ really well.
A performed **B** decorated **C** invited

5 How many planets are there in the _____?
A Earth **B** solar system **C** stars

6 I love watching the stars in the _____ at night.
A Earth **B** sky **C** universe

2 Popraw błędy w podkreślonych częściach poniższych zdań.

1 You <u>can</u> run in the library. _____

2 You <u>mustn't</u> drink more water if you have a headache. _____

3 You <u>must</u> read in the dark. _____

4 You <u>shouldn't</u> buy me a ticket, I already have one. _____

5 <u>Should</u> you help me? _____

6 If you feel dizzy, you <u>have to</u> go to the doctor. _____

3 Zadaj odpowiednie pytania tak, by pasowały do nich odpowiedzi.

1 _____?
Yes, he can.

2 _____?
No, you shouldn't.

3 _____?
Yes, we had to.

4 _____?
No, they mustn't.

5 _____?
Sure, you can.

6 _____?
Yes, they should.

4 Połącz elementy z dwóch ramek według podanego miejsca, w którym czynność może się odbyć.

do **wash** **buy** **sweep** **see off** **feed**

the pets **a return ticket** **a passenger** **the dishes** **the floor** **the ironing**

1 _____+_____ – kitchen
2 _____+_____ – airport
3 _____+_____ – airport
4 s_____+_____ – anywhere in the house
5 f_____+_____ – anywhere in the house
6 d_____+_____ – anywhere in the house

5 Uzupełnij luki w poniższej historyjce czasownikami z zadania 4 w czasie przeszłym.



Last month my grandma came to visit us. My grandma lives in a different country and doesn't often visit us, so we were really excited! My mum told me to do some chores in the kitchen, so I cleaned it and **(1)** _____ the dishes. Later, we made a cake for Grandma and prepared a surprise for her: a bouquet of flowers from our garden. I also **(2)** _____ our dog and two cats and, because the dog brought some dirt into the house, I **(3)** _____ the floor. My dad **(4)** _____ the ironing so we could all look great for Grandma. Finally, we went to the station to pick her up. We had to wait a bit because she wanted to buy something, it turned out she **(5)** _____ a return ticket. She spent two weeks with us. When she left, we **(6)** _____ her off on the train at the station. We were very sad.

Starter

1 Uzupełnij zdania 1–8 nazwami sklepów.

1 You can buy a T-shirt at a c_____ s_____.
2 You can buy a newspaper at a n_____.
3 You can have a cup of tea at a c_____.
4 You can buy meat at a b_____.
5 You can buy painkillers at a c_____.
6 You can take out some money at a b_____.
7 You can buy vegetables at a g_____.
8 You can buy bread at a b_____.

2 Co jeszcze możesz kupić w wymienionych sklepach? Uzupełnij listę.

clothes shop	newsagent's	butcher's
T-shirt	magazine	meat
jeans	newspaper	sausages
_____	_____	_____
_____	_____	_____
_____	_____	_____

chemist's	greengrocer's	baker's
painkillers	tomatoes	white bread
plasters	bananas	cake
_____	_____	_____
_____	_____	_____
_____	_____	_____

3 W jakich sklepach mógłbyś usłyszeć te fragmenty rozmów? Wpisz nazwy w podane miejsce.

1 **A:** I need something for my allergy.
B: Here you are, this syrup should help.
_____
2 **A:** Please don't make it too hot. I need it to go.
B: OK, sure. Do you have your own cup or do you need a plastic one?
_____
3 **A:** It's too small. Do you have it in a bigger size?
B: Yes, but only in blue.
_____
4 **A:** Oh, I have this issue, I wanted the latest one from this month.
B: Sorry, we don't have it yet.
_____

4 Uzupełnij konwersację. W każdą lukę możesz wpisać jedno słowo.

Waiter: Hello. Can I _____ you?
Customer: _____ I have a cup of tea, _____ ?
Waiter: Of course. Anything _____ ?
Customer: Yes, please. I'd _____ a cake.
(*Later* …)
Waiter: Here _____ are.
Customer: Thank _____.

5 Zastąp podkreślone słowa w dialogu zaimkami *one* lub *ones*.

Example:
Shop assistant: Which cake would you like?
one

Shop assistant: Can I help you?
Customer: Can I have a bag, please?
Shop assistant: Of course. Which bag would you like? _____
Customer: Can I have the blue bag? _____
Shop assistant: Here you are. Anything else?
Customer: Yes, I'd like two notebooks.
Shop assistant: Would you like the red notebooks, or the green notebooks? _____, _____
Customer: I'd like a red notebook, and a green notebook, please. _____, _____
Shop assistant: Here you are.
Customer: Thank you.

6 Uzupełnij zdania 1–5 zaimkami *one* lub *ones*.

1 Can you see those girls over there? The _____ in the blue uniforms are my schoolmates!
2 You can take my pen. Which one do you want? The blue _____ or the red _____?
3 Which is your parents' car? The _____ on the left?
4 My shoes are too small. I need some new _____.
5 I can lend you my video games if you want. Which _____ do you want to borrow?

7 Dopiszcie w zeszycie początki i zakończenia do dwóch dialogów z zadania 3. Zaprezentujcie w klasie. Klasa zgaduje nazwę sklepu.

Reading

Time out! 1a

1 Przeczytaj tekst o 10-letnim Maliku z Indii. Co najbardziej lubi fotografować Malik?

Malik Chaudry

Malik Chaudry is a brilliant 10-year-old photographer. He lives in Kolkata, India and he takes photographs in his neighbourhood. He's excellent at what he does and he is already famous for his work. His photography is in several galleries in the city centre, and he also makes money from his hobby.



Malik sees many incredible things where he lives. It's quite crowded and noisy sometimes, but he doesn't mind that much. He knows lots of people in his area, and they are often in his photos. He sometimes takes black-and-white photos, but he really enjoys the colours in his neighbourhood, so he usually takes colour photos.

When Malik isn't taking photos, he hangs out with friends at the local street market. He has three close friends – Dash, Sam and Pavi. They are the same age as him, and they all like Malik's photos.

Malik's family also like his photos. Malik has a big family. He lives with his mum and dad and his four younger sisters and brothers. They have great fun together. Malik loves his family very much.

2 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj jeszcze raz historię Malika, a następnie odpowiedz na pytania 1–6 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując swoje odpowiedzi w luki.

1 Which city in India does Malik live in?
Malik _____.

2 Where does he usually take photos?
He usually _____
_____.

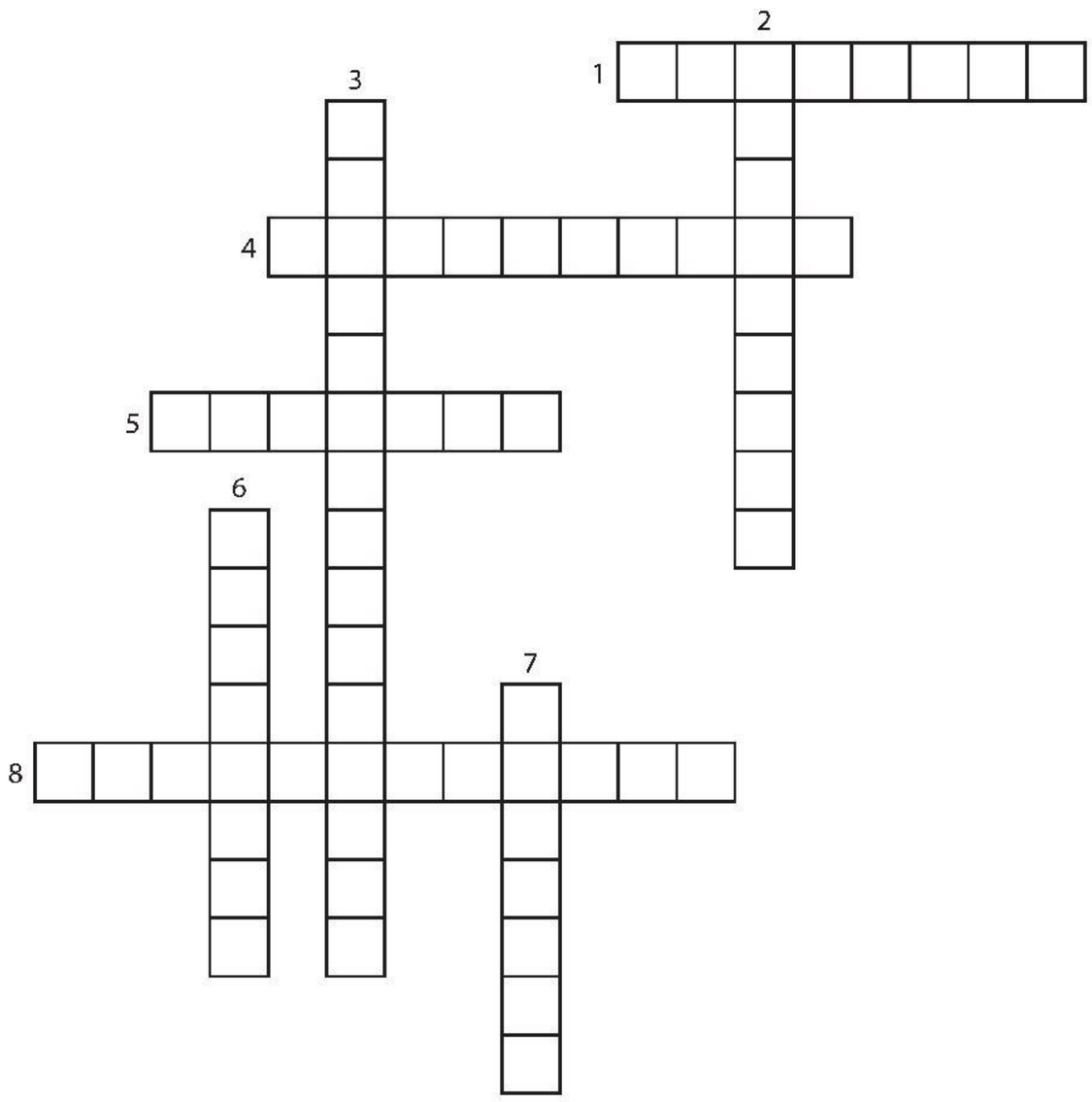
3 Which people are often in his photos?
The people _____
_____.

4 What kind of photos does he usually take?
He usually _____.

5 What does Malik do when he isn't taking photos?
When he _____
_____.

6 Who does he live with?
He _____
_____.

3 Rozwiąż krzyżówkę.



Across

1 brothers and sisters
4 something you can't believe in
5 well-liked
8 outdoor shops where people buy and sell things

Down

2 excellent
3 spend some time with friends
6 a small object brought home from holiday
7 with lots of people

1b Time out!

Vocabulary 1

1 Uzupełnij tekst wyrazami z ramki.

active boring creative exciting relaxing unusual

My sister Carrie and I are completely different when it comes to hobbies. Carrie likes being very **(1)** _____ and playing sports like basketball and football. She thinks it's **(2)** _____ to get together with friends in a team and exercise while having fun. For me, though, it's doing something **(3)** _____ like drawing or making music. It's quite **(4)** _____ to make something beautiful or interesting. But Carrie thinks what I do is very **(5)** _____. She doesn't find art interesting at all. Is it **(6)** _____ for two sisters to be so different? Or are there lots of other brothers and sisters who are just as different from each other as we are?



2 Zakreśl poprawny przyimek.

1 I'd like to attend a song writing class. Are you interested ***at*** / ***to*** / ***in*** joining me?
2 I'm not very keen ***to*** / ***at*** / ***on*** that band, so I don't listen to their music.
3 Everybody's crazy ***about*** / ***in*** / ***for*** that actor, but I don't like his films.
4 I usually go sailing ***in*** /***at*** / ***for*** weekends with my parents.
5 Paul's really ***for*** / ***into*** / ***in*** skateboarding at the moment. Let's buy him a new skateboard for his birthday.
6 What does your sister love doing ***in*** /***at*** / ***on*** her free time?

3 Pogrupuj wyrazy do odpowiednich kategorii.

active do yoga niece well-known walk on a tightrope husband incredible bake go hiking tent siblings relaxing creative granddaughter exciting hobby twins crowded popular nephew do gardening go skateboarding hang out together

Czasownik	Rzeczownik	Przymiotnik

4 Uzupełnij zdania wyrazami z ramki.

athletics chess hiking sailing table tennis yoga

1 You lose a game of _____ when the other player takes your king.
2 Can you still go _____ in your boat if the weather's bad?
3 I'm more relaxed now because I attend a(n) _____ class.
4 We do many different types of _____ at school, such as running, jumping and throwing.
5 I'm not good at _____ because I can't hit the ball properly!
6 I've never gone _____ up that mountain, but I think it would be fun.

5 Napisz 5 prawdziwych zdań o sobie z użyciem wyrazów z zadań 2–4.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Grammar 1

1 Przeczytaj akapit o Kubie Składowskim. Uzupełnij tekst wyrazami z nawiasów w odpowiedniej formie w czasie present simple.

My name is Kuba Składowski. I **(1)** _____ (*live*) in Mielno. I **(2)** _____ (*be*) 12 years old and I **(3)** _____ (*go*) to a primary school. I **(4)** _____ (*have*) two close friends there, Antek and Tomek, and we **(5)** _____ (*play*) football together during the lunch break. We sometimes **(6)** _____ (*go*) to the beach at weekends, but we **(7)** _____ (*not / swim*) there because the water is usually cold in the Baltic Sea. We also **(8)** _____ (*like*) watching TV at my house. Antek **(9)** _____ (*have*) a really cool bike. He **(10)** _____ (*ride*) it to school every day. Tomek **(11)** _____ (*not / have*) got a bike, but he **(12)** _____ (*be*) really funny, so our other schoolmates **(13)** _____ (*like*) him a lot.



2 Wybierz poprawne uzupełnienie zdań. Zakreśl literę A albo B.

1 Where ____ your uncle come from?
A do **B** does

2 The baby ____ in his parents' room.
A sleeps **B** sleep

3 ____ is your birthday?
A What time **B** When

4 I ____ a hat.
A never wear **B** wear never

5 ____ do some Canadians speak French?
A What **B** Why

6 The bus ____ late.
A arrives always **B** is always

3 Uzupełnij poniższe zdania wyrazami z nawiasów, tak aby powstały prawidłowe zdania przeczące.

1 I _____ (*not / drink*) coffee.

2 Mary _____ (*not / have*) many friends.

3 Harry _____ (*never / talk*) during lunch.

4 They _____ (*not / do any gardening*) on work days.

5 My grandma _____ (*not / like*) doing origami.

6 You _____ (*not / play chess*) at school.

4 Wstaw zaimek pytający w odpowiednią lukę, tak żeby powstało logiczne pytanie.

What **What time** **When** **Where** **Who** **Why**

1 **A:** _____ is your favourite book?
B: *Animal Farm*.

2 **A:** _____ is Ryan?
B: In the library.

3 **A:** _____ is the new student?
B: His name is Erik.

4 **A:** _____ do you usually study?
B: In the evening at weekends.

5 **A:** _____ do you go sailing?
B: Because I really like it.

6 **A:** _____ does your music lesson start?
B: At 6.30 p.m.

5 Uzupełnij poniższe zdania wyrazami z nawiasów, tak aby powstały prawidłowe zdania pytające.

1 _____ (*you / study*) every day after school?

2 _____ (*Jason / play*) the piano?

3 _____ (*your uncle / like baking*) in his free time?

4 Where _____ (*their friends / go climbing*) in the summer?

5 Why _____ (*Jason / play*) the piano?

6 _____ (*people in the circus / walk on a tightrope*) every day?

1de Time out!

Posłuchaj nagrania 2
docwiczenia.pl
Kod: A777VJ

Posłuchaj nagrania 3
docwiczenia.pl
Kod: A7NGMY

Listening

1 2 **Wykonaj zadanie w sekcji *Skills Booster*.**

Skills Booster

Posłuchaj nauczycielki, która opowiada o zajęciach pozalekcyjnych w szkole. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w poniższej notatce.

Hobby club

Day:	**(1)** _____
Time:	**(2)** _____ until 6.00 p.m.
Hobbies included:	art and **(3)** _____
Students' comments about the activites:	creative and **(4)** _____
Place:	art room and large **(5)** _____

2 3 **Wykonaj zadanie w sekcji *Skills Booster*.**

Skills Booster

Usłyszysz wypowiedź na temat wrażeń z pierwszej lekcji tenisa. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.

1 During the lesson, the girl finds it difficult

A to hit the ball with the racket.
B when other students are better than her.
C to do fitness training.

2 The girl feels good about the lesson because

A she can use the racket quite well.
B she is fitter than the other people in the group.
C she can run faster than the other people.

3 Her friend doesn't want to have a tennis lesson because

A she doesn't have time.
B she is doing something else.
C she says she's not good at sports.

Speaking

3 Przeczytaj dialog między Kate i jej nową koleżanką z klasy, Jane. Uzupełnij go wyrażeniami z ramki.

let's where great idea keen interested
crazy love how about

K: Hi, **(1)** _____ are you from?

J: I'm from Great Britain.

K: Wow, that's fantastic. **(2)** _____ going to Wales on a class trip?

J: **(3)** _____!

K: Jane, what are you **(4)** _____ in?

J: I'm **(5)** _____ on climbing, but I'm not **(6)** _____ about creative activities.

K: I **(7)** _____ climbing, too!

J: **(8)** _____ go together one day.

K: I would love to!

4 Wyobraź sobie, że do twojej klasy dochodzi nowa osoba. O co ją zapytasz? Dokończ zdania w dialogu. Przeprowadź rozmowę w klasie.

A: Hi, **(1)** _____?

B: I'm from **(2)** _____.

A: Do you **(3)** _____?

B: Yes, I do. The class is great.

A: What **(4)** _____?

B: I'm keen on singing. I do it everyday.

A: Why **(5)** _____?

B: I like it because everything else is boring. When I sing, however, I feel incredible.

A: Can you **(6)** _____?

B: I'm afraid **(7)** _____, but I can visit you tomorrow.

A: Great **(8)** _____.

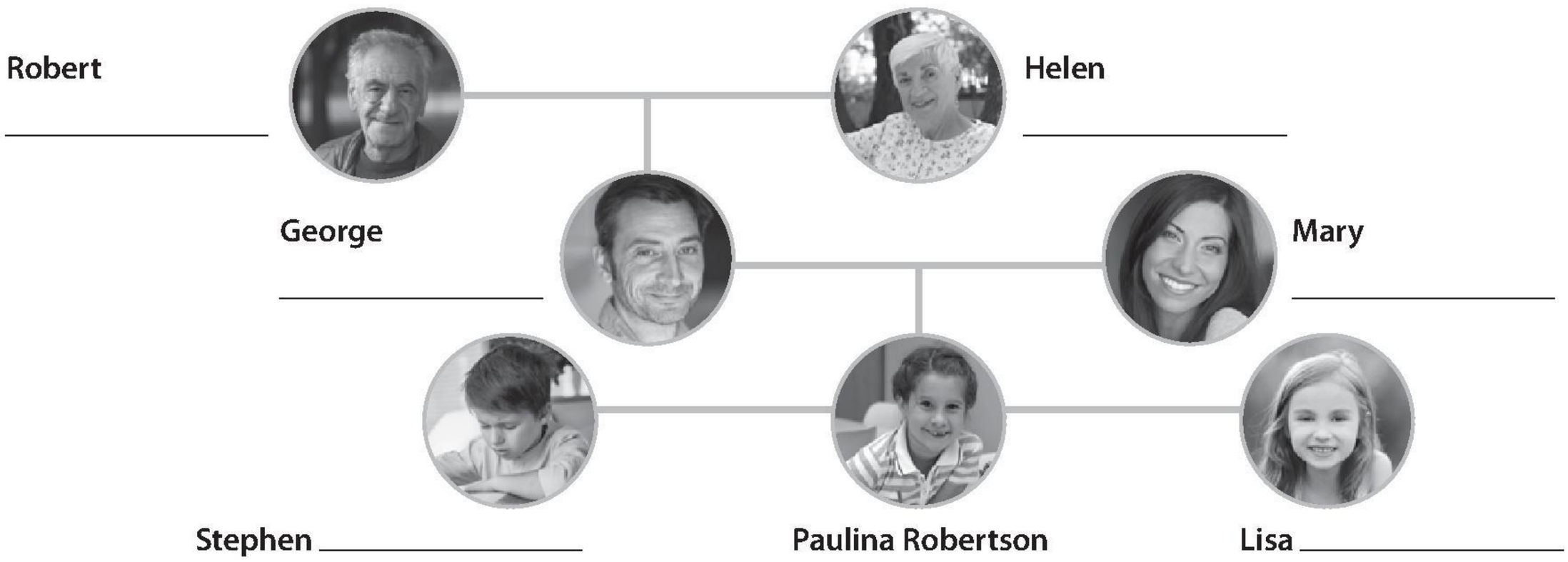
B: OK, see you then.



Vocabulary 2

1 Podpisz obrazki wyrazami z ramki.

brother father grandma grandpa mother sister



2 Na podstawie informacji z zadania 1 zakreśl poprawną opcję.

1 Robert and Helen are Paulina's ***parents*** / ***grandparents***.
2 Mary is George's ***husband*** / ***wife***.
3 George is Mary's ***niece*** / ***husband***.
4 Stephen, Paulina and Lisa are ***twins*** / ***siblings***.
5 Stephen is George and Mary's ***nephew*** / ***son***.
6 Robert and Helen are Mary's ***grandparents*** / ***parents-in-law***.
7 Mary and George are ***married*** / ***wedding***.
8 All of these people are members of Paulina's ***family*** / ***cousins***.

3 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

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

1 Julie, who is _____, (*żoną mojego wujka*) is Canadian.
2 Mary and John _____ (*mają trójkę dzieci*), two girls and a boy.
3 Helen _____ (*jest babcią Sarah*).
4 _____ (*Dzieci mojej siostry*) are called Vicky and Chris.
5 I think it would be great _____ (*mieć bliźniaki*) in the family.

4 Wybierz trzy osoby ze swojej rodziny i uzupełnij tabelkę.

Osoba, np. *uncle*	Trzy przymiotniki opisujące tę osobę, np. *creative, popular, active*	Pasje tej osoby, np. *doing athletics, taking photographs*

5 Uzupełnij poniższe teksty. Opisz dwie osoby z tabelki z zadania 4.

1 My _____ is very _____ because he / she always _____ _____. In his / her free time he / she _____ _____ but he / she never _____ _____.

2 My _____ _____ _____ _____ _____.

1g Time out!

Grammar 2

1 Zakreśl poprawną opcję.

1 We usually ***live*** / ***are living*** in the UK, but we ***live*** / ***are living*** in China this year.

2 My dad is a writer but he ***is currently helping*** / ***currently helps*** his friend who needs a driver.

3 My sister ***bakes*** / ***is baking*** a cake at the moment. She never ***bakes*** / ***is baking***!

4 I'm really keen on table tennis. I **practise** / **am practising** for two hours every day!

2 Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie w czasie present simple lub present continuous.

1 Tom _____ (*not / shop*) for a new pair of trousers, he is sleeping.

2 When _____ his mother usually _____ (*do the gardening*)?

3 I _____ (*write*) a letter to my friend in South Africa. Don't disturb me.

4 Why _____ (*you / hit*) your book with your pencil?

5 My friend _____ (*not / like*) origami.

6 Where _____ Claire _____ (*sit*) in the audience? I can't see her.

7 Donna and Sam _____ (*not / chat*) online, they are playing online games.

3 Wstaw czasowniki częstotliwości lub określenia czasu w odpowiednie miejsce w zdaniu.

1 I cycle to school. (*usually*)

_____

2 Do you eat dinner at 6.00 p.m? (*always*)

_____

3 He is late for a lesson. (*never*)

_____

4 We don't have an English lesson. (*every day*)

_____

_____

5 I'm having lunch. (*at the moment*)

_____

4 Uzupełnij tekst słowami z ramki w odpowiedniej formie. Jeden wyraz został podany dodatkowo.

take sound we do question meet

Email Message

From: Jill
To: Wendy

Hi Wendy,
Thanks for your email about the art lesson.
It **(1)** _____ like fun! I hardly ever paint, but I'd like to do it more often. I have a few **(2)** _____ about the lesson. When does it start? I'm having piano lessons at the moment, and I always **(3)** _____ my piano teacher on Saturday afternoons. Also, where do we meet for the lesson? Is it at **(4)** _____ school? And the last question … What do I need to take to the class? Brushes and paint?
I'm **(5)** _____ some jobs around the house for my parents for extra pocket money so I have enough money to get what I need. OK, write back soon!
Love,
Jill

5 Uzupełnij dialogi wyrazami w nawiasach w odpowiedniej formie w czasie present simple lub present continuous.

1 **A:** I'm doing my homework.
B: Which subject _____ you _____ (*study*)?

2 **A:** What time _____ you _____ (*start*) your lessons?
B: I _____ (*start*) my lessons at 8.00.

3 **A:** Sssh! I'm on the phone.
B: Who _____ you _____ (*speak*) to?

4 **A:** Where are you?
B: I _____ (*sit*) at the bus stop.

5 **A:** _____ your brother _____ (*play*) the drums?
B: No, he _____.

6 **A:** Why isn't your dad answering the phone?
B: He _____ (*fly*) to Belgium at the moment.

Writing

1 Zakreśl poprawną opcję w zdaniach 1–3.

1 I didn't go to work today ***because of*** / ***because*** the weather.
2 This dinner doesn't taste very nice ***that's why*** / ***because*** Dad left it in the oven too long.
3 I didn't call ***because*** / ***because of*** I didn't have my mobile with me.

2 Połącz połówki zdań tak, żeby uzyskać poprawne wypowiedzi. Wpisz litery A–E w odpowiednim miejscu przy zdaniu 1–5.

1	I don't like singing, ____	**A**	that's why he goes to the mountains every month.
2	He's keen on climbing, ____	**B**	because I don't like sweets.
3	We can't do yoga in the park today ____	**C**	that's why she doesn't want to talk to me.
4	I'm not crazy about cakes ____	**D**	that's why I never go to a karaoke club.
5	My mum is angry, ____	**E**	because of the rain.

3 Przeczytaj sobotni rozkład dnia Ryana i notatkę od mamy. Zdecyduj, czy poniższe zdania są prawdziwe (T) czy fałszywe (F).

1 Ryan is going to River Corral with his mum. ____
2 Ryan can walk the dog on Saturday morning. ____
3 Ryan can be back home at 7.00 p.m. on Saturday. ____

Hi Ryan,
Before you leave on Saturday, please take the dog for a walk. Can you be home at 7.00 p.m? When you get home at 7.00 p.m., please go to the supermarket and buy some potatoes for dinner.
Mum

Ryan's Saturday schedule
11.00 a.m. – meet at Neil's house
12.30 p.m. – arrive at River Corral, have lunch
3.00 p.m. – go for a hike round Mount Simmons
9.00 p.m. – return home

4 Uzupełnij notatkę, którą napisał Ryan do swojej mamy, odpowiadając na jej prośby.

Mum,
I **(1)** _____ *walk Coco in the morning on Saturday because my meeting at Neil's house is at 11.00 a.m., so I'll have plenty of time. I* **(2)** _____ *like to help you with the shopping at 7.00 p.m., but I'm afraid* **(3)** _____. *Neil says that the only return bus from River Corral in the evening is at 8.00 p.m. You know that I'm* **(4)** _____ *about hiking, so I* **(5)** _____ *to take this last bus. That's* **(6)** _____ *I can't be home for dinner or buy the potatoes.*
Ryan

5 Umówiliście się z mamą na zakupy i do kawiarni. Niestety, coś ci wypadło i nie możesz pójść na spotkanie. Napisz notatkę skierowaną do mamy, w której:

- wyjaśnisz, dlaczego nie możesz przyjść na spotkanie,
- poprosisz o przeniesienie zakupów na inny termin,
- opiszesz, co możecie razem zrobić wieczorem.

Writing Guide 1 in Student's Book p 19

1 Review

Posłuchaj nagrania 4
docwiczenia.pl
Kod: A7CADC

Vocabulary

1 4 **Posłuchaj nagrania, a następnie dopasuj rozmówców 1–4 do ich ulubionych sposobów spędzania wolnego czasu. Jedno hobby zostało podane dodatkowo.**

1 Frank's hobby is ____
2 Johann's brother's hobby is ____
3 Johann's sister's new hobby is ____
4 Johann's hobby is ____

A singing in a band.
B playing cricket.
C photography.
D swimming.
E drawing.

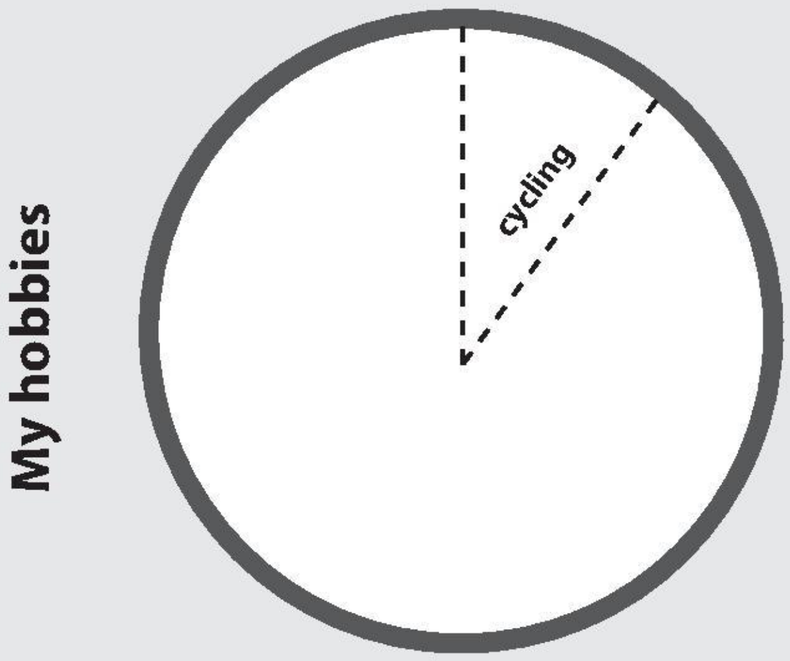
2 Dopasuj wyrazy z ramki do definicji 1–9. Wpisz wyrazy w odpowiednie luki.

forest hang out together street market souvenir well-known incredible brilliant popular crowded

1 something that is hard to believe _____
2 a place with many people _____
3 famous _____
4 excellent _____
5 spending free time with another person _____
6 something that many people like _____
7 a place outdoors where you can buy things _____
8 a natural environment with many trees _____
9 something you buy to remember a place or holiday _____

3 Jaką część czasu poświęcasz na swoje hobby? Wypełnij diagram kołowy według wzoru.

cycling going to street markets painting photography playing an instrument swimming travelling watching videos online



4 W zeszycie napisz 5 zdań o tym, jak spędzasz czas wolny. Wykorzystaj informacje z diagramu kołowego. Użyj poniższych słów z ramki.

always every day every evening often once a week once a month seldom sometimes never usually

5 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj poniższe oferty na spędzanie wolnego czasu (A–C) oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Jeden tekst pasuje do 2 zdań.

A
Do you feel that you need to relax more? Do you need more time for yourself? How about taking up yoga? We are offering a course for students, and everyone is welcome. You will learn various positions and how to breathe properly. At the end of the course, you will be surprised how much your sleep has improved and how much easier it is to study for your exams.

B
Are you a very logical person who likes to use strategy? Do you think you need to learn how to concentrate better? Come and join our chess club. We can take up to twenty students. Five pairs play at a time while the rest watch, and then we change places. It is a wonderful way to learn how to think ahead and how to plan your next move.

C
Are you an active person? Are you good at sports? You might be interested in the athletics programme we run at school. We organise a lot of different activities on the playing field, for example, running and the high jump. If you have time to train and are keen on being active, join us.

This activity is best for someone who

1	thinks they need to relax in order to study better.	____
2	likes physical exercise and moving about.	____
3	wants to sleep better.	____
4	feels they need to think about how to do things better in the future.	____

Grammar

Review 1

1 Przeczytaj fragment bloga Zuzanny. Uzupełnij go wyrazami z ramki w odpowiedniej formie. Dwa wyrazy zostały podane dodatkowo.

paint write grandma spend
be interested in well-known
hang out together aunt subject married

My Blog



I live and go to school in Kraków. My favourite **(1)** _____ is maths, but I also like English a lot. I've got one brother and two sisters and I **(2)** _____ a lot of time with them.
My mother's sister lives in Italy, she is my **(3)** _____.
She is **(4)** _____ to an Italian and has got twin daughters who are older than me. We often visit them in July and August because we enjoy **(5)** _____ at a popular beach near their house.
My aunt has got a hobby. In her free time, she **(6)** _____ pictures. I often watch her doing this because I **(7)** _____ painting. I like my holidays because we always have fun. At the moment, I **(8)** _____ this blog while sitting on the beach – can you believe it?

2 Uzupełnij tekst wyrazami z nawiasów w odpowiedniej formie.

I usually **(1)** _____ (*walk*) to school because we haven't got a car. At my school I **(2)** _____ (*spend*) a lot of time with my friends. This is fun for me because I **(3)** _____ (*have*) only one sister, but she is much older than me. This week we **(4)** _____ (*do*) a special project in our English lesson about nature and pets.
It **(5)** _____ (*be*) fun because we watch videos in English and **(6)** _____ (*talk*) about them. Today we **(7)** _____ (*watch*) a video about hobbies from around the world. I really **(8)** _____ (*like*) this lesson because it is interesting.

3 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj tekst. Zakreśl poprawne uzupełnienie luk 1–8: A, B albo C.

From: Jenny
To: Granny
Subject: My birthday

Hi Granny,
I'm sorry you're in hospital and I hope you get well soon. I **(1)** _____ celebrating my birthday today. Right **(2)** _____, I'm having a great time with my best friends. I **(3)** _____ the presents from you! Thanks! The T-shirt and the earrings are really cool, and I'm wearing them **(4)** _____ the moment, and everyone likes them. The party is starting **(5)** _____, and my brother's dancing in the living room. He's a great dancer! He **(6)** _____ dances at parties!
Dad is **(7)** _____ dancing, he's taking photos. I'm **(8)** _____ you one now to your mobile.
Wish you were here.
Love,
Jenny

1	**A**	do	**B**	really	**C**	am
2	**A**	now	**B**	moment	**C**	time
3	**A**	loving	**B**	love	**C**	loves
4	**A**	at	**B**	in	**C**	just
5	**A**	now	**B**	always	**C**	often
6	**A**	seldom	**B**	never	**C**	always
7	**A**	do	**B**	not	**C**	sometimes
8	**A**	send	**B**	sent	**C**	sending

1 Skills Checkpoint

Posłuchaj nagrania 5
docwiczenia.pl
Kod: A76CLR

Posłuchaj nagrania 6
docwiczenia.pl
Kod: A71V5Y

Rozumienie ze słuchu

1 5 **Usłyszysz dwukrotnie tekst o zajęciach i zainteresowaniach dziewczynki. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3.**

1 What sport does the girl do?

_____

2 What is she doing for school?

_____

3 Who is she working with?

_____

2 6 **Usłyszysz dwukrotnie nagranie rozmowy w bibliotece. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.**

1 **Max's surname is**

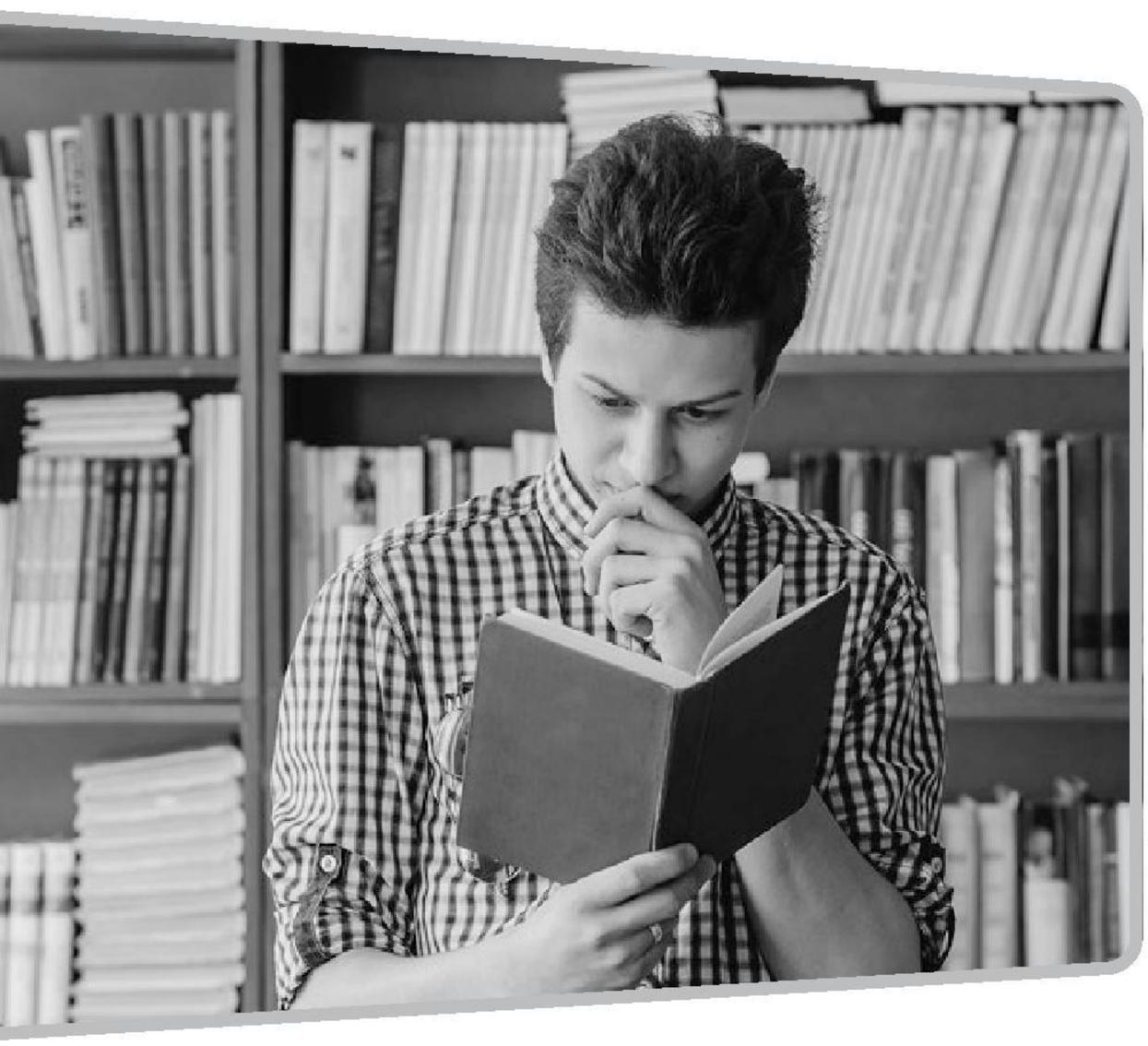
A Wallis.
B Wallams.
C Williams.

2 **Max lives at**

A 37 King's Avenue.
B 47 King's Road.
C 47 King's Avenue.

3 **Max was born on**

A the 25th of September 2002.
B the 25th of November 2002.
C the 24th of November 2003.



Znajomość funkcji językowych

3 **Do każdej z opisanych sytuacji (1–3) wybierz właściwą reakcję. Zakreśl literę A, B albo C.**

1 **Nauczyciel pyta o twoje zainteresowania. Co odpowiesz?**

A I'm interested in sailing.
B I'm not interested in it.
C They aren't interesting.

2 **Kolega pyta cię, czy pójdziesz z nim do kina. Niestety, nie możesz. Co odpowiesz?**

A I would like to, but I can't.
B Who is he?
C What are you doing?

3 **Nauczyciel pyta cię o twoją rodzinę. Co odpowiesz?**

A I have a twin brother.
B I'm afraid I can't.
C I really love gardening.

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

A: Would you like to go sailing this weekend?

B: No, sorry. I **(1)** _____ (*want*).

A: Why not? Aren't you keen on water sports?

B: Sure, I love windsurfing and swimming.

A: What a pity. I wonder who can come with me.

B: Why **(2)** _____ (*call*) Anna?

A: That's a great idea. Maybe she'll have time.

B: I talked to her yesterday and she said she was free every weekend this month.

A: Can **(3)** _____ (*give*) number?

B: Sure, it's 529294792.

Rozumienie tekstów pisanych

5 **Przeczytaj teksty na temat mieszkania z rodziną (A–C) oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Jeden tekst pasuje do dwóch zdań.**

Living Together

A Do you have a big family? Do you all live together in one house? Sometimes it can be difficult living with other people. Here is some advice about getting along with other family members. Too many people in one flat or house can lead to conflicts and arguments. The best way to stop this happening is to give people some time for themselves. If you don't want to talk to other people and you need some peace and quiet, find a room where you can be alone, even if it's just for a short time.

B Living together is never without its problems. The best thing to do is to try and understand other people and their problems. Maybe you can do something to make life easier for them. And then, whenever you have a problem, you can always ask them for help.

C If people in your family don't listen to each other, be ready for an argument. The best advice on how to stop this is to listen to your family and think about what they say. Don't start quarrelling with each other about little things.

This text is about

1	our personal space.	_____
2	avoiding conflict.	_____
3	helping each other.	_____
4	how to have a quiet time.	_____

Znajomość środków językowych

6 **Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Trzy słowa zostały podane dodatkowo.**

A sister **B** live **C** time **D** eat
E grandparents **F** meet

Family

My name is Diego Montera, and I come from Mexico. I live with my parents and my little sister in a nice apartment. My parents work all day in the city centre, but my **(1)** _____ goes to the kindergarten near our apartment. I'm lucky because all my friends **(2)** _____ close to me, so we often **(3)** _____ each other after school. I love working with computers, so I spend a lot of time learning about new programs. On Mondays and Wednesdays I attend programming courses. Each time I learn something new! Then, I use this knowledge during my IT lessons at school.



7 **Twój kolega zaprosił cię na wspólne oglądanie filmu w technologii 3D u siebie w domu. Zredaguj wiadomość dla rodziców, w której poinformujesz ich:**

- dlaczego nie możesz im pomóc w pracach domowych,
- dokąd wychodzisz i dlaczego,
- jak długo cię nie będzie.

Rozwiń swoją wypowiedź, pamiętając, że jej długość powinna wynosić od 50 do 120 słów. Wykorzystaj słownictwo i gramatykę z rozdziału 1.



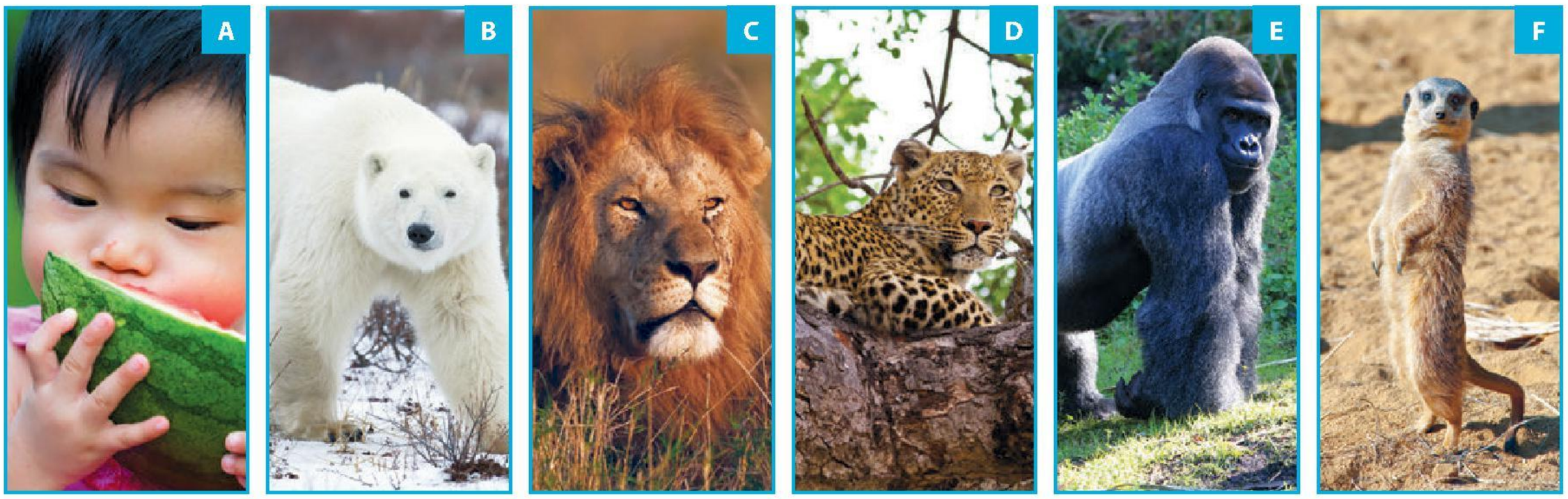
1 Video

Animal Families

Obejrzyj film na stronie docwiczenia.pl Kod: A7DQLE

Before you watch

1 Look at the photos. Which of them live in families?



While you are watching

2 Watch the video to see if your answers in Exercise 1 are correct.

3 Read the sentences below. Which photos in Exercise 1 do they refer to? Write letters A–F next to the sentences.

1 Many animals live in family ***groups*** / ***teams***. _____
2 There are usually five to seven ***females*** / ***males*** in the group. _____
3 In the group, there is usually only one ***female*** / ***male***. _____
4 He has long hair on his ***head*** / ***neck***. _____
5 There are 20–30 meerkats in a ***family*** / ***group***. _____
6 This is the alpha ***pair*** / ***parent***. _____
7 He has silver hair on his ***back*** / ***front***. _____
8 He is the ***father*** / ***leader*** of all the young gorillas. _____

4 Watch the video again and circle the correct option in the sentences above.

After you have watched

5 Complete the summary of the video on the right using these words.

alone daughters hair handsome important leader mother young

Some animals live **(1)** _____, but many animals live in family groups. Lions usually live in families of about five to seven females and one male. The male lion has long hair on his neck, which makes him very **(2)** _____. All the young lions in the group are his sons and **(3)** _____. Meerkats also live in big families. There are 20–30 meerkats in a family. One pair, called the alpha pair, are the **(4)** _____ and father of all the young meerkats. Gorillas also live in families. The **(5)** _____ is a large male gorilla with silver **(6)** _____ on his back. He is the father of all the **(7)** _____ gorillas and the seven females in the group are their mothers. Families are **(8)** _____ for both animals and people.

Idea Focus

- Are there any people your age in your family? What do you do together?
- Is there a leader in your family? Who is it? Why is it this person?

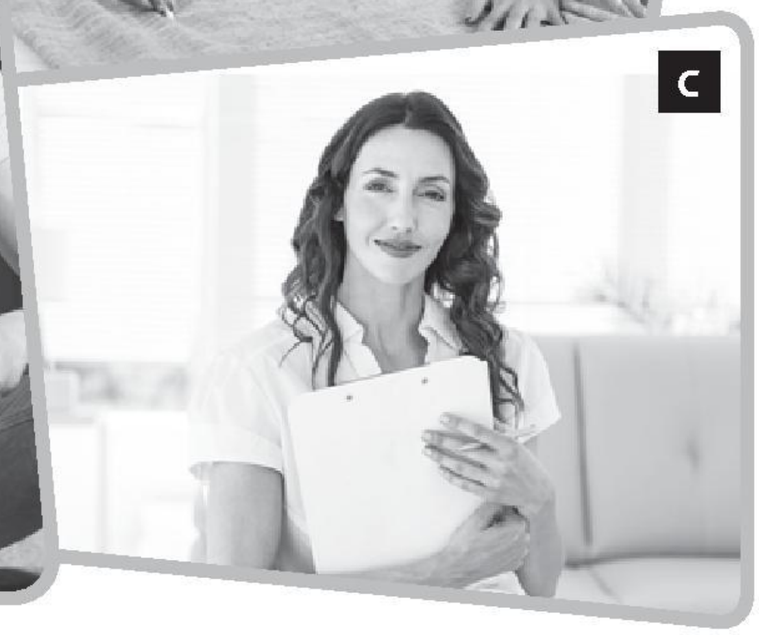


Reading

1 Zastanów się, jakie zawody wykonują osoby ukazane na zdjęciach.







2 Przeczytaj poniższe teksty i dopasuj do nich osoby z zadania 1. Wpisz literę (A–C) w miejsce na początku każdego tekstu.

1

_____
I'm a TV presenter for a programme for young people. I'm only 18, but the people who make the programme wanted someone young to be the presenter. **(1)** _____ I talk about teen news, cool clothes – so teens can look good – and study tips – so teens can be smart! We film the programme when I'm not at school, so I have time to study, too. I love working on the programme, but I want to be smart and finish my education. That's the most important thing.

2

_____
I work at a high school, but I'm not a teacher. I'm a guidance counsellor and I help students with any problems they may have. **(2)** _____ Teens worry. They're worried about their appearance, their studies and life in general. I try to make them feel better about themselves and how they look. I tell them that lots of interesting experiences are waiting for them after high school, so they should study hard and not worry about having the coolest, smartest outfit or a fantastic hairstyle or whether they are sociable or not. My best advice is to be yourself, to dress how you want, and to keep on learning!

3

_____
I'm studying to be a fashion designer. **(3)** _____ I love fashion. When I was a child I often dressed up in my mum's beautiful clothes! I like creating traditional designs, but I also love clothing that's colourful and unusual. Fashion is supposed to be fun, isn't it? Some people think some of my designs are weird, but I think they're beautiful. **(4)** _____ I just want to make attractive clothes that make people look good!

3 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj jeszcze raz teksty 1–3, z których usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdania (A–E), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo.

A Teenage years are often difficult.
B I feel better when I talk about my problems.
C I'm 19 years old and I go to the local university.
D I don't care about being as famous as Donna Karan.
E And they wanted someone clever who loves fashion, so that's me!

4 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

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

1 _____ (*Lubię projektowanie*) traditional clothes.
2 I have a lot of _____ (*czasu na naukę*).
3 _____ (*Moja najlepsza rada to:*) Be yourself!
4 _____ (*Tradycyjne zawody*) are becoming popular again.
5 When I grow up, I want to have an _____ _____ (*niecodzienny zawód*).
6 I think that _____ (*to piękne*) to do something you love.

2b Look at me!

Vocabulary 1

1 Zakreśl poprawną opcję w zdaniach 1–6.

1 Mark doesn't talk much because he's quite ***shy*** / ***sociable***.
2 That's a really ***funny*** / ***cheerful*** joke. I can't stop laughing at it!
3 Mario is quite ***sad*** / ***kind*** because he didn't get a place in the rugby team.
4 Carole gets good marks at school because she's quite ***clever*** / ***beautiful***.
5 I don't like these clothes – they look ***great*** / ***silly***!
6 Oscar is ***unkind*** / ***sociable***. He's got a lot of friends.

2 Przeczytaj opisy i uzupełnij wyrazy.

1 This word describes a happy person. c____ r____
2 This is another word for when someone acts in a funny or crazy way. s_____
3 This is another word for 'nice'. k____
4 This word describes a person who doesn't feel relaxed in the company of other people. s____
5 This word describes a person who loves the company of other people. s_____ b____
6 This word describes a person who makes other people laugh. f_____

3 Przeczytaj tekst i wybierz odpowiednie przyimki.



Look at this photo, Tom! It was my first day at school. Oh I remember I was so scared ***of*** / ***about*** going there. There were many children from my neighbourhood in my class, so that helped me to relax. I saw my friend Michael, which I was happy ***at*** / ***about***. We went into the classroom together and we were both surprised ***at*** / ***of*** the number of children in the class – there were 35 kids. One of them was George, who we were really scared ***by*** / ***of***. Even the teacher soon got angry ***at*** / ***with*** him because he tried to kick someone.

4 Połącz poniższe przymiotniki z przyimkami i wpisz je do tabeli. Następnie napisz cztery zdania z wybranymi wyrażeniami przyimkowymi.

sad angry (x2) happy surprised bored scared

of	about	with	at
–			–
–		–	–

1 _____
2 _____
3 _____
4 _____

5 Przeczytaj fragmenty pamiętnika Jenny opisującej, jak się czuła w różnych sytuacjach. Na podstawie opisów uzupełnij zdania 1–6.

Monday		
8.00 a.m. *Byłam zła na dzwoniący budzik.*	**9.30 a.m.** *Zaskoczył mnie prezent.*	**11.00 a.m.** *Przestraszyłam się pająka.*
1.00 p.m. *Czułam się szczęśliwa na obiedzie z przyjaciółką.*	**3.00 p.m.** *Byłam smutna ze względu na zaginionego psa koleżanki.*	**5.30 p.m.** *Byłam znudzona filmem.*

At 8.00 a.m. Jenny _____
_____.
At 9.30 a.m. she _____.
At 11.00 a.m. she _____.
At 1.00 p.m. she _____
_____.
At 3.00 p.m. she _____
_____.
At 5.30 p.m. she _____.

Grammar 1

Look at me! 2c

1 Uzupełnij zdania wyrazami z nawiasów w odpowiedniej formie w czasie past simple.

1 They _____ (*work*) on the project all night long.

2 I _____ (*buy*) an expensive present for my friend's birthday.

3 She _____ (*think*) about her sister and hoped she was enjoying her new job.

4 We _____ (*go*) to the beach after work.

5 She baked a cake, but she _____ (*eat*) all of it, and didn't give any to anyone else!

6 They _____ (*drink*) all the water from the bottle in a few minutes.

2 Zakreśl poprawną opcję w zdaniach 1–7.

1 My dad ***lives*** / ***lived*** in China, but he left in 2004.

2 ***Did you be*** / ***Were you*** at school yesterday?'
'No, I wasn't.'

3 When did you ***see*** / ***saw*** the latest Robert de Niro film?

4 She didn't ***got*** / ***get*** a high mark in her exam.

5 ***Did you*** / ***Were you*** play in a band as a teenager?

6 I ***ride*** / ***rode*** my bike to school every day now, but last year I took the bus.

7 They ***didn't wear*** / ***don't wear*** such awful clothes when they were at school.

3 Uzupełnij dialog odpowiednimi formami poniższych czasowników.

hear spend be (x2) want (x2) drive miss do

A: Mum, what **(1)** _____ you do at the party? I **(2)** _____ to go with you!

B: I know, but the party **(3)** _____ only for adults and no children **(4)** _____ there.

A: But why?! I **(5)** _____ to spend some time with you.

B: I know, darling, I **(6)** _____ you a lot. I only **(7)** _____ an hour there and I quickly **(8)** _____ back home.

A: I know, I **(9)** _____ the car engine from my room.

4 Ułóż pytania ogólne do podanych zdań.

1 You caught the bus in time.

_____

2 They brought enough food for the party.

_____

3 Our parents-in-law visited us yesterday.

_____

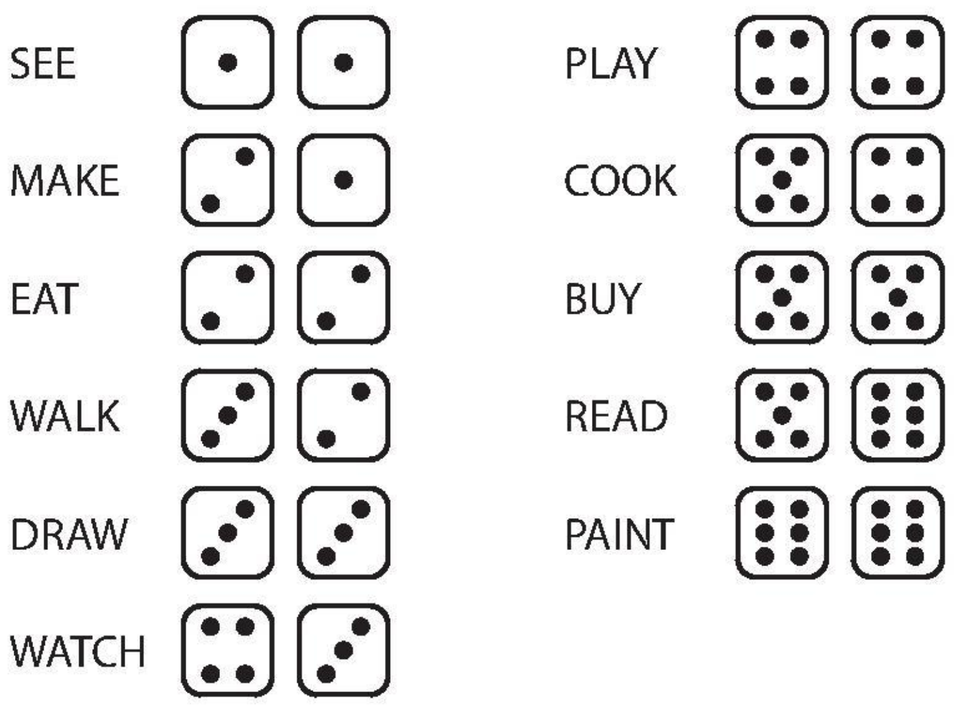
4 They left work at 5.00 p.m.

_____

5 He was at the doctor's all day.

_____

5 Rzuć kostką dwa razy. Oblicz sumę oczek. Następnie napisz historię zaczynającą się od słów: *Last weekend I saw something strange*. Kolejność wydarzeń wyznaczają wylosowane przez ciebie wyrazy. Zastosuj przeczenia.



_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2de Look at me!

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Kod: A73STW

Posłuchaj nagrania 8
docwiczenia.pl
Kod: A7SQEL

Listening

1 7 **Wykonaj zadanie w sekcji *Skills Booster*.**

Skills Booster

Usłyszysz rozmowę Alexandra z Rocco. W zadaniach 1–5, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.

1 Alexander's favourite player is
A friendly. **B** unkind. **C** horrible.

2 The real colour of Roger's hair is
A red. **B** brown. **C** blonde.

3 Roger is
A tall. **B** young. **C** in his thirties.

4 Today Roger is playing in
A Lincoln. **B** Brighton. **C** Leeds.

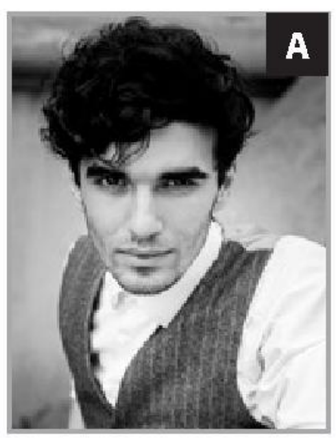
5 On the night of the match, Rocco was at
A the match. **B** home. **C** school.

2 8 **Wykonaj zadanie w sekcji *Skills Booster*.**

Skills Booster

Usłyszysz dwukrotnie trzy rozmowy. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.

1 What did the girl's dad look like?







2 What was the film about?







3 What was the boy they are talking about wearing?







Speaking

3 Ułóż kwestie dialogu w odpowiedniej kolejności. Pierwsza kwestia została podana.

A ____ I'm looking forward to meeting him then.

B ____ Really? That's so nice, what is he like?

C ____ What does he look like?

D __1__ Hi, I heard you met our new teacher while I wasn't at school.

E ____ Yes, you won't regret it.

F ____ He's very tall, with long curly hair. He was wearing jeans and a T-shirt, oh and hiking boots.

G ____ Yes, he came to introduce himself and said a few words about himself.

H ____ He seems a little crazy but nice. He likes adventures, so he reminds me of Indiana Jones.

4 Jesteś policjantem i pytasz świadka napadu na bank o wygląd przestępcy. Napisz pytania, które zadasz świadkowi, wykorzystując słowa w nawiasach.

1 What _____ (*colour / hair*)?

2 How _____ (*tall*)?

3 What _____ (*colour / eyes*)?

4 Was _____ (*old / young*)?

5 Did _____
_____(*big nose / small nose*)?

6 Where _____ (*see / him*)?

7 Did _____ (*hear / voice*)?

8 What _____ (*he / say*)?

Vocabulary 2

Look at me! 2f

1 Uzupełnij zdania 1–7 wyrazami z ramki w odpowiedniej formie.

annoy beauty friend shock worry love care

1 You have to be very _____ when you work with wild animals.
2 My grandma is the most _____ person I know. She always hugs and kisses me.
3 'Did you hear that Sarah cheated in the exam?' 'Oh, no! How _____!'
4 What a _____ dress you're wearing today!
5 I'm _____ about the fact that I haven't got a job.
6 My dog looks aggressive, but she's actually quite _____.
7 Barry gets _____ if you play his video games without asking.

2 Uzupełnij zdania 1–7 przymiotnikami.

1 Tommy is so c _ _ _ _ _ _ _. He makes a lot of mistakes because he doesn't listen.
2 Jeanie was s _ _ _ _ _ _ by the terrible news she heard on TV.
3 Jake is a very c _ _ _ _ _ teacher and looks after his students well.
4 Betty doesn't do much because she's rather l _ _ _.
5 My computer doesn't work anymore.' 'How a _ _ _ _ _ _ _!
6 Vicky is very close to her daughter. They have a l _ _ _ _ _ relationship.
7 Everyone gets upset when they hear some s _ _ _ _ _ _ _ news.

3 Dopasuj początki zdań (1–5) do ich zakończeń (A–E).

1 Is Gemma worried ____
2 We were really shocked ____
3 Were you annoyed ____
4 Please, be careful ____
5 Jenny is so unkind ____

A by the theft of your bike.
B to her little brother and sister.
C about what you say to other people.
D with Dan for breaking your laptop?
E about the biology exam next week?

4 Zakreśl poprawną opcję w poniższym tekście.



I really admire my Spanish teacher, Ms Ibanez. She is always kind **(1)** ***about*** / ***to*** us both in and out of class. We never see her angry **(2)** ***about*** / ***with*** anything. I know some teachers get annoyed **(3)** ***with*** / ***to*** students. It's normal, I suppose. It is probably hard to be a teacher sometimes, but Ms Ibanez is very calm. She knows what to do when students are being **(4)** ***lazy*** / ***friendly*** and not doing their work. She is good at explaining Spanish because she is very **(5)** ***traditional*** / ***smart***. She's very **(6)** ***care*** / ***caring*** and always helps students who are worried **(7)** ***with*** / ***about*** exams. She finds time to make them feel better. We have a month of classes left, and I'm sad **(8)** ***for*** / ***about*** them ending. I know I'll miss Ms Ibanez when the class ends!

5 Jak możesz czuć się w poniższych sytuacjach? Do każdej z nich napisz dwa zdania.

- you're watching a really boring film
  I'm annoyed with the fact that I bought tickets.
- you bought some new clothes and went to the hairdresser
- your cat is lost
- you're meeting your newborn baby brother for the first time
- you discover that Santa Claus isn't real
- you're talking to some very nice people

2g Look at me!

Grammar 2

1 Zakreśl poprawną opcję w poniższym dialogu.

Kevin: (1) ***Did you enjoy*** / ***Were you enjoying*** the party on Saturday, Rachel?

Rachel: Yes, I did! It was a great party. When I arrived at 9.00 p.m., the DJ **(2)** ***played*** / ***was playing*** some fantastic music and everyone **(3)** ***was dancing*** / ***danced***. It's a shame you weren't there.

Kevin: I know, but I had some homework to do. So while you were having fun, I **(4)** ***studied*** / ***was studying*** in my room! That's OK, though, because I **(5)** ***was going*** / ***went*** to the cinema on Sunday and I **(6)** ***was watching*** / ***watched*** a good film.

Rachel: Oh, what film **(7)** ***were you seeing*** / ***did you see***?

Kevin: It was a comedy. I liked it, but it was quite noisy because the audience **(8)** ***laughed*** / ***was laughing*** throughout the whole film.

Rachel: That's good. **(9)** ***Was it showing*** / ***Did it show*** at the cinema near your house?

Kevin: No, we **(10)** ***drove*** / ***were driving*** across town to the other cinema. It's a better cinema anyway. The seats are more comfortable.

Rachel: Well, I'm glad your weekend wasn't completely boring! See you in class later.

2 Uzupełnij zdania wyrazami z nawiasów w czasie past continuous.

1 **A:** Why did you go home early?
B: Because I _____ (*not feel*) well.

2 **A:** Why didn't you answer your phone last night?
B: I _____ (*swim*) in the pool.

3 **A:** What was Sam doing at the weekend?
B: He _____ (*work*) all weekend.

4 **A:** Why _____ you _____ (*drive*) so fast last night?
B: We were going to the hospital.

5 **A:** Ben, can you read your story to the class, please?
B: The sun _____ (*shine*) and the wind _____ (*blow*) through his long wavy hair when, suddenly, he saw an angry man running towards him … .

6 **A:** What happened to our lunch?
B: I _____ (*play*) on the computer. When I remembered to look in the oven, the food _____ (*burn*)!

3 Uzupełnij zdania 1–6 wyrazami z nawiasów w czasie past simple lub past continuous.

1 I _____ (*write*) an email when you _____ (*call*).

2 It was a beautiful morning. The birds _____ (*sing*) and the flowers _____ (*bloom*).

3 The lights _____ (*go*) out while she _____ (*swim*) in the indoor pool.

4 Lisa _____ (*talk*), but sadly nobody _____ (*listen*).

5 Tom _____ (*run*) to catch the bus when he _____ (*fall*) over.

6 Ms Hanks had a bad day at school. The children _____ (*talk*) a lot in class and the classroom equipment _____ (*not work*) properly.

4 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj tekst. Zakreśl poprawne uzupełnienie zdań: A, B albo C.

Jenny **(1)** _____ excited about her aunt and cousin's visit. She didn't care that the weather wasn't all that great. It **(2)** _____, and the sky was grey, however, she was happy to see her family, especially her cousin Kathy, because they **(3)** _____ together a lot when they were small children. They were chatting online the night before when Kathy **(4)** _____ her she had a surprise for her. Jenny was excited.

After waiting all morning, Jenny **(5)** _____ a knock at the door. She ran to open it and saw the surprise that Kathy had in her hands, and what **(6)** _____? It was a very cute puppy, with dark brown fur and big blue eyes. It was going to be a great day.

1	**A** were	**B** was	**C** was being
2	**A** was raining	**B** rained	**C** raining
3	**A** played	**B** play	**C** was playing
4	**A** tells	**B** was telling	**C** told
5	**A** was hearing	**B** heard	**C** were hearing
6	**A** was she holding	**B** she was holding	**C** did she hold

Writing

Look at me! 2h

1 Zakreśl poprawną odpowiedź do pytań 1–2.

1 Którego czasu używamy do opisania głównych zdarzeń opowiadania?
past simple / past continuous

2 Którego czasu używamy do opisu tła akcji opowiadania?
past simple / past continuous

2 Dopasuj fragmenty e-maila do właściwych pytań. Wpisz litery (A–H) w odpowiednie miejsce przy zdaniu.

1 I went there with my mum and my baby cousin. We met our neighbours. ____	**A** Where did it happen?
2 We were looking for him everywhere. ____	**B** When did it happen?
3 We lost my baby cousin. ____	**C** Who helped them?
4 Hi Tessa! ____	**D** Who was there?
5 It was last weekend. ____	**E** How do you end an email?
6 We saw a police officer holding his hand. ____	**F** How did the people try to solve the problem?
7 We went to a shopping centre. ____	**G** What happened?
8 Love, Mandy ____	**H** How do you start an email?

3 Teraz pomyśl o swojej niesamowitej historii rodzinnej, którą mógłbyś / mogłabyś opisać w liście do koleżanki lub kolegi. Zaplanuj go według poniższych pytań. Wpisz notatki do tabeli.

How do you start an email?	
When did it happen?	
Where did it happen?	
Who was there?	
What happened?	
How did the people try to solve the problem?	
Who helped them?	
How do you end an email?	

4 Rozwiń swoją odpowiedź na pytanie *Who was there?* według poniższego schematu.

I went there with my _____.
My _____ really likes going to _____. She / He was very (*happy*) that day. We left the house at _____.

5 Rozwiń każdą ze swoich wypowiedzi. Dodaj do niej przynajmniej dwa zdania.

When did it happen? (Napisz, jaki to był dzień lub jak dawno temu to było, opisz, jaka pogoda była tego dnia.) _____

Where did it happen? (Opisz to miejsce, napisz, co myślisz o tym miejscu, podaj, jak wyglądało tego dnia.) _____

What happened? (Napisz, co się stało i co ty oraz inni uczestnicy wydarzenia robili w chwili, kiedy to się wydarzyło. Jak się wtedy czuliście?) _____

How did the people try to solve the problem? (Jakie próby podjęliście, aby rozwiązać niespodziewaną sytuację? Co robili wtedy inni?) _____

Who helped them? (Jacy inni ludzie zjawili się, żeby pomóc? Jaka była ich reakcja? Co zrobili i co mówili?) _____

6 Na podstawie planu z zadania 3 oraz notatek z zadań 4 i 5 napisz e-mail, w którym opowiesz koleżance lub koledze niesamowitą historię rodzinną. W swoim e-mailu napisz:

- kiedy, gdzie i co się wydarzyło,
- kto brał udział w historii,
- jak się czułaś / czułeś.

Writing Guide 2 in Student's Book p 35

2 Review

Posłuchaj nagrania 9
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Kod: A7YEFY

Vocabulary

1 Uzupełnij tabelkę.

Noun	Verb	Adjective
shock	_____	shocking, _____
love	_____	loving, _____
care	_____	caring, _____, _____
worry	_____	worried, _____
beauty	_____	_____
surprise	_____	_____, _____

2 Uzupełnij poniższe dialogi wyrazami z tabeli z zadania 1.

1 **A:** My uncle and aunt really _____ about other people.
B: Yes, I've heard that they are really _____ people and always help anyone they can.

2 **A:** We always _____ about passing our exams because they can be very difficult.
B: Yes, exams can be very _____.

3 **A:** We were really _____ at Johnson's new film. We didn't expect it at all.
B: Oh yes, I've heard it's really _____.

3 Wstaw poniższe słowa w odpowiednie miejsce w tabeli, aby utworzyć właściwe wyrażenia przyimkowe. Jedno słowo powinno się znaleźć w dwóch miejscach.

afraid angry annoyed bored friendly kind sad scared shocked surprised unkind worried happy

	with
	about
	to
	of
	by
	at

4 9 Wysłuchaj nagrania i uzupełnij zdania brakującymi wyrażeniami z zadania 3.

1 Wayne is _____ the new piece of music he has to play.
2 Varinda was _____ the news she heard yesterday.
3 Magda is often _____ her brother.
4 George is _____ the people he meets.
5 Kornelia is _____ the storm.

5 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj opisy zawodów (A–C) oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Jeden opis pasuje do dwóch zdań.

A
An American summer camp for children aged 10–14 is looking for volunteers to work with the children. You must like sports and playing games with children and enjoy spending time with other people. The children come from many different countries, so we are looking for people who enjoy meeting new people.

B
A new band is looking for another person to play with them. The group plays contemporary music and traditional folk music. They need someone who can play the guitar and at least one other instrument. This person should be able to perform on stage and not feel nervous.

C
Our sports club is looking for boys and girls who like swimming or playing basketball or football. There are free places in all of the teams. We often travel to take part in competitions at weekends and stay together in youth hostels. It is important to understand other team members, even if they do something you don't like.

This job is best for someone who

1	does not easily get annoyed with other people.	____
2	is friendly and caring.	____
3	is not surprised at the behaviour of people from other cultures.	____
4	is not scared of performing in front of others.	____

Grammar

Review 2

1 Zakreśl poprawną opcję w zdaniach 1–6.

1 They ***live*** / ***lived*** in Germany, but they moved to Poland three years ago.

2 We ***played*** / ***were playing*** basketball every afternoon after school last year.

3 When I met him last summer, he ***travelled*** / ***was travelling*** from Hawaii to California.

4 They ***didn't like*** / ***liked*** cycling to school, but now they really enjoy it.

5 She ***didn't live*** / ***wasn't living*** in Warsaw when she was a child.

6 They never ***spoke*** / ***were*** never ***speaking*** English at home, but now they often do.

2 Uzupełnij tekst wyrażeniami z ramki.

braces are speaking tried didn't like am learning met was brother straight liked moved were living speak have travelled



Margaret's Blog

When I **(1)** _____ a child, I had **(2)** _____ on my teeth and long, **(3)** _____ hair. I **(4)** _____ the way I looked, but now my teeth are straight and I have curly hair. My **(5)** _____ had freckles but he lost them when he got older. We often **(6)** _____ speaking to each other in English, and it was always very funny. My family always **(7)** _____ English, and now I **(8)** _____ it at high school. When I was a child, we **(9)** _____ from Poland to the UK for a holiday, and I **(10)** _____ a girl my age. We are still friends, so now I have someone I can **(11)** _____ English to every day. Her family **(12)** _____ in the UK, but they **(13)** _____ to Poland a few years later, and we are still friends. People in Warsaw often look at us when they hear us speaking, but we always **(14)** _____ so much fun together that we often forget which language we **(15)** _____.

3 Uzupełnij dialogi wyrazami z nawiasów w odpowiedniej formie.

1 **A:** Who did you see yesterday?
B: I _____ (*see*) Daniel when he _____ (*walk*) home from school.

2 **A:** When did you begin learning English?
B: I _____ (*be*) eight years old. We _____ (*visit*) my cousins in the US, and I _____ (*start*) to learn some words and phrases.

3 **A:** What _____ (*you / do*) when I phoned you last night at 8.00 p.m.?
B: I _____ (*study for*) my maths test which I _____ (*have*) this morning.

4 **A:** We _____ (*visit*) my grandparents every summer and stayed with them for a month.
B: _____ (*you / travel*) there by car?

5 **A:** Why _____ (*you / get up*) so early this morning?
B: Because I _____ (*go*) for a run before school.

4 Przetłumacz poniższe zdania na język angielski.

1 Ona ma rude włosy i bladą cerę.
_____

2 Czy twój dziadek ma brodę i wąsy?
_____
_____

3 Martwię się o moje egzaminy.
_____

4 Kiedy oglądaliście film, ja uczyłem się do testu.
_____

5 Kiedy byłam dzieckiem, nie jadłam warzyw, ale teraz je uwielbiam.
_____
_____

6 Nie słyszałem, kiedy dzwoniłeś, ponieważ słuchałem muzyki.
_____
_____

2 Skills Checkpoint

Posłuchaj nagrania 10
docwiczenia.pl
Kod: A772JD

Rozumienie ze słuchu

1 10 **Usłyszysz dwukrotnie nagranie, w którym córka opisuje swoją mamę. W zdaniach 1–4, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.**

1 The girl's mum

A is quiet. **B** isn't tall. **C** is tall.

2 Mum's job

A is outdoors.
B is indoors.
C is connected with fashion.

3 If the girl has a problem,

A her mum helps her.
B her mum listens to music.
C her mum talks about her problems.

4 Mum doesn't like it

A when she goes shopping.
B when Dad goes shopping.
C when the girl's brother goes shopping.

Znajomość funkcji językowych

2 Do każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję. Zakreśl literę A, B albo C.

1 Kolega pyta, gdzie kiedyś mieszkałeś / mieszkałaś. Co mu odpowiesz?

A I live in a village.
B I lived in the city centre.
C I live on the next street.

2 Chcesz wiedzieć, jaka jest nauczycielka twojego kolegi. Jakie pytanie mu zadasz?

A What does she like?
B What is she like?
C What did she like?

3 Chcesz zapytać, jak wygląda brat twojej koleżanki. Jakie pytanie jej zadasz?

A What does he like?
B What is he like?
C What does he look like?

4 Pracujesz w parze z kolegą, który nic nie robi. Chcesz powiedzieć mu, że jest leniwy. Jak to wyrazisz?

A You are so crazy!
B You are so busy!
C You are so lazy!

Rozumienie tekstów pisanych

3 Przeczytaj teksty (A–D) oraz zdania 1–5. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Jeden tekst pasuje do dwóch zdań.

A

Dear Madam,
We are writing to tell you that your credit card is ready for you to collect at the bank. Please bring some ID with you so that we can sign the agreement.
Yours faithfully,
Duncan McGuire

B



C

I will b late. Can u make dinner
4 you and your brother?
The food is in the fridge.
CU soon.
Dad

D

Hi Jake,
Just writing to let you know that I'm arriving by train on Friday at 5.00 p.m. If you can come to pick me up, that would be great. If you want to know more about the festival, open the attachment. It's got the schedule for the three days.
See you soon!

This text is

1	a party invitation.	____	4	a letter.	____
2	formal.	____	5	an email.	____
3	a text message.	____			

4 **Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w każdą lukę (1–3) literę, którą oznaczono brakujące zdanie (A–D), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo.**

Teenagers' Feelings and Emotions

This report is about how students feel about different aspects of their lives. We talked to 35 students of different ages about their feelings and emotions. Here is a summary of what they said.

Feeling stressed and nervous

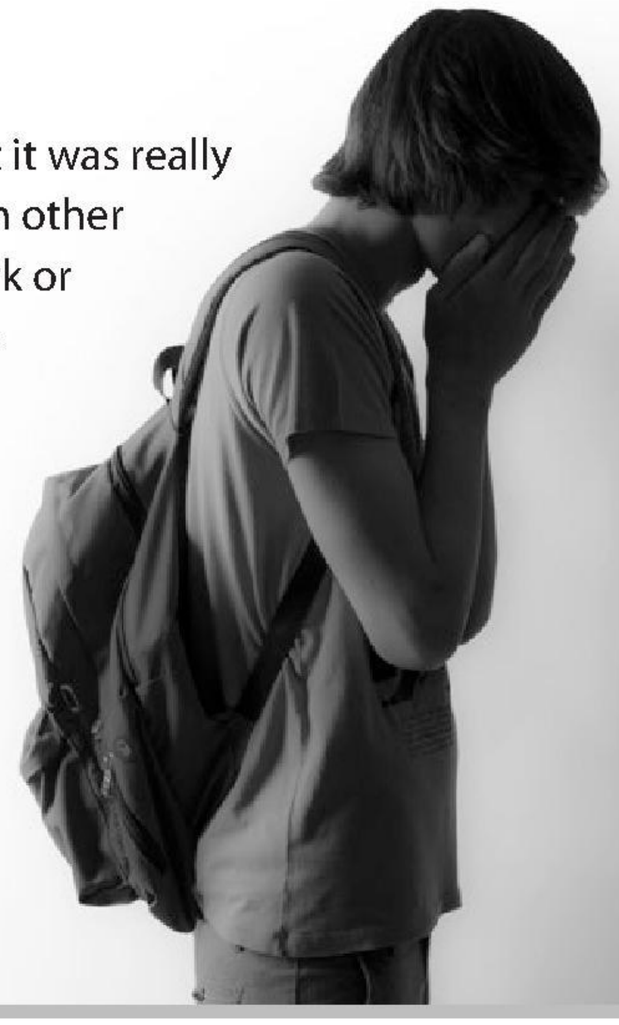
One answer we often heard was that people get very worried about things like exams, their appearance and what other teenagers think of them. **(1)** _____

Feeling depressed

The next emotion is connected with being unhappy with life. A lot of people said they don't have many things to smile and laugh about. **(2)** _____This usually occurs in winter or near the end of the summer holidays.

A little kindness

(3) _____ They said that it was really important to help each other with tests or homework or to listen to others who needed to talk about their problems. So many teenagers have problems that sometimes they need to talk about them with a good friend.



- **A** The number of students excited about school is increasing.
- **B** The last thing that young people talked about was helping other people.
- **C** More and more teenagers say that they are often sad.
- **D** These feelings may also occur as a result of social media because other users can be very hurtful.

Znajomość środków językowych

5 **Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Trzy słowa zostały podane dodatkowo.**

A afraid **B different** **C spoke** **D remembered**
E amazing **F thought**

I was walking through the centre of town last week when I met a girl I knew from primary school. She looked completely different to how I **(1)** _____ her. She was really tall and she had short blonde hair. She actually looked quite beautiful. We talked for a few minutes, and she was very friendly. At school I **(2)** _____ she was silly, so I didn't talk to her much, but now I think she is very **(3)** _____. We decided to meet again and go to see a film next week.



6 **Napisz e-mail do kolegi lub koleżanki. Opisz w nim śmieszne wydarzenie, które miało miejsce w twojej klasie. W tekście uwzględnij informacje:**

- kto brał udział w wydarzeniu,
- co po kolei się wydarzyło,
- gdzie się to wydarzyło.

Rozwiń swoją wypowiedź, pamiętając, że jej długość powinna wynosić od 50 do 120 słów. Wykorzystaj słownictwo i gramatykę z rozdziału 2.

2 Video

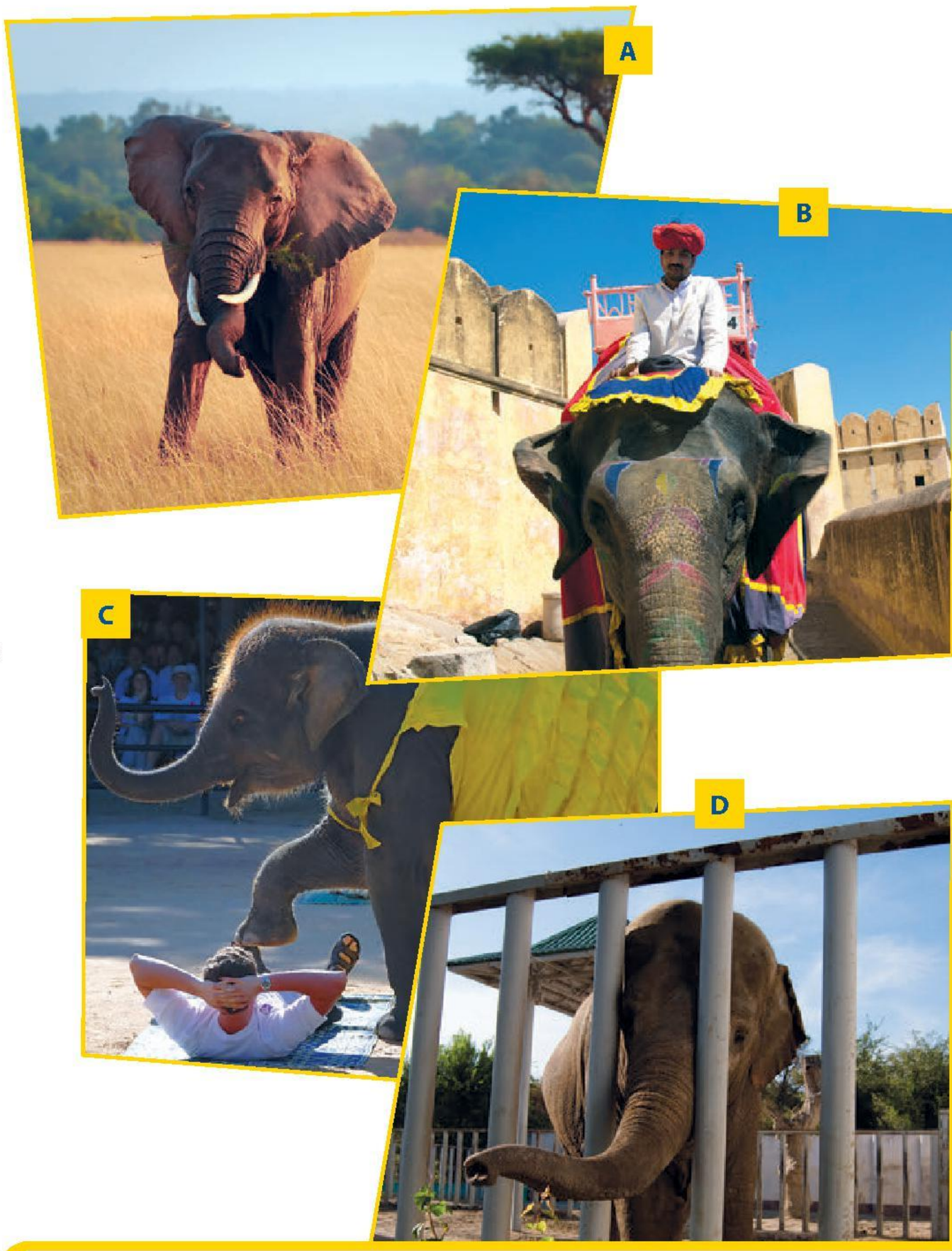
Happy Elephants

Obejrzyj film na stronie docwiczenia.pl Kod: A7LUUS

Before you watch

1 **Look at the photos. What are the differences and similarities between them? Match A–D with 1–4. Write the letters next to the sentences.**

1 Working elephant with a driver. _____
2 Elephant in captivity in a zoo. _____
3 Elephant in captivity in a circus. _____
4 Elephant in the wild. _____



While you are watching

2 **Watch the video and decide if these statements are true (T) or false (F).**

1 Elephants and people have worked together for over 2,000 years. _____
2 Mike Hackenberger, an elephant trainer, talks to his elephants. _____
3 Not everyone is sure that animals feel happiness. _____
4 Mike Hackenberger says elephant training is worse than in the past. _____
5 The elephant called Limba was happier alone. _____
6 Elephants love swimming. _____

After you have watched

3 **Complete the summary of the video on the right, using these words.**

closely feelings happiness intelligent normal similar wild happier

Elephants are large, gentle and **(1)** _____ animals. When they work with people, they are no longer living in the **(2)** _____. How can elephants ever be happy in captivity? Mike Hackenberger, an animal trainer at Baltimore Zoo, believes he knows the answer. His elephants are very healthy and seem to be happy. He talks to his elephants and says they make happy sounds! Many people who work **(3)** _____ with animals say that animals have **(4)** _____ and can experience **(5)** _____. Others are not certain, but everyone agrees that elephants seem safer and **(6)** _____ when their home in captivity is **(7)** _____ to life in the wild. Their lives are happier and more **(8)** _____ when they are with other elephants than when they are alone.

Idea Focus

- Is it right to keep animals in zoos? Why? / Why not?
- Is it right for people to use animals for work and transport? Why? / Why not?
- Do you think animals have feelings? Why? / Why not?



Reading

Let's Get Together 3a

1 Przeczytaj tekst o problemach z komputerami. Dopasuj nagłówki A–D do akapitów 1–4.

A A new or an old version of software?
B The most important computer protection.
C Getting together or being alone?
D Some programs might have a virus.

Computer Problems

1 ____

Nowadays almost everyone owns a computer, and we often use them to communicate with others. There are many opinions about the quality of this communication – is skipping a party to chat with people online actually another form of socialising? No matter what our opinion is, it is important to pay attention to the condition of our computers in order to stay safe.

2 ____

Most people have a problem with their computer from time to time. We all know what it's like when you have no internet access, your printer doesn't work, or your laptop just switches off. The first thing you should always remember is to have some kind of anti-virus software to stop anything from the internet infecting your computer. It sounds simple, but many people don't do it.

3 ____

It is also easy to infect your computer with software that can damage your computer. The internet is one place where this can come from. Another place is the software that you download onto your computer. Think carefully about who made the software and whether you can trust it. Don't accept anything that looks strange or tries to change the settings on your computer.

4 ____

The last piece of advice is always to have the latest version of any software. There are new viruses appearing on the internet all the time, and your software needs to be ready for any possible attack. If your computer suggests downloading a new version of software, it's a good idea to do it as soon as you can.

2 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj jeszcze raz tekst. Odpowiedz na pytania 1–5 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując swoje odpowiedzi w luki.

1 What are computers used for nowadays?
People often _____
_____.

2 What should people do first when they get a computer?
It is important to _____.

3 When downloading software, what should users check?
Users should check _____
_____.

4 What are some of the signs of dangerous software?
It tries to _____
_____.

5 What should you do if there is a new update of your anti-virus?
You should _____.

3 Uzupełnij dialogi 1–4. Zakreśl A, B albo C.

1 Thanks for helping me make the cake for the party.
A No problem. **B** OK, sorry. **C** No, thanks.

2 Would you like to go swimming with me?
A I'd love to. **B** I'll do it. **C** Take care.

3 Neil is coming over later today to watch the game.
A No, thanks. I'm staying in today.
B That sounds great. Yes, I'd love to come!
C Oh, good. What game are you watching?

4 Can you help me paint my room?
A I already did. **B** It's great. **C** Sure.

4 Przeczytaj poniższy tekst i zdecyduj, do którego dialogu z zadania 3 się odnosi.

Technology is changing how people spend time together. Take sport, for example. In the past, people went to their friends' houses to watch sport. They sat in the living room, ate snacks and spent some time together. Now with the internet, people can easily watch sports events from all over the world on their laptops and smartphones. They can watch a greater variety of events, too. However, getting together with friends for a game is a bit harder because everyone's so busy. It's a pity. We should make the effort to carry on the old tradition of watching a game with friends at home.

3b Let's Get Together

Vocabulary 1

1 Uzupełnij działania z czasownikami.

1 _____ + up = not to go to bed until late
2 call + _____ = cancel
3 _____ + _____ + _____ = respect someone
4 hang + _____ = end a phone call
5 _____ + _____ = meet someone socially
6 _____ + forward + _____ = wait impatiently for something good to happen

2 Uzupełnij zdania. W każdą lukę możesz wstawić tylko jedno słowo.

1 I was feeling a bit sick, so I stayed _____ for the evening.
2 Kaye got _____ with three of her friends for coffee.
3 It's raining. We have to call _____ the game.
4 I look _____ to my big brother because he's quite cool.
5 Mary usually hangs _____ with her best friend Karen.
6 Jill stayed _____ until midnight on Tuesday.

3 Połącz części zdań tak, żeby uzyskać poprawne całości. Wpisz litery A–G w odpowiednim miejscu przy części 1–7.

1 When you get home, can you call Simon ____
2 I was really looking ____
3 Ana and her sister didn't get ____
4 Make sure you get home before it is ____
5 How was your evening? Did you have ____
6 Last weekend was fantastic. I had ____
7 Tom had an argument with his best ____

A forward to the party, but I couldn't go because I was ill.
B too late. I want you to help me make dinner.
C fun at the party?
D back? He phoned this morning when you were out.
E on well with each other, but their relationship is much better now.
F friend yesterday, so he's very upset.
G a great time at a birthday party on Saturday and then, I went to the cinema on Sunday.

4 Zakreśl poprawną opcję w zdaniach 1–7.

1 When Georgia comes through the door, let's throw the ***confetti*** / ***presents*** at her!
2 You can put the birthday ***candles*** / ***presents*** for Paul over on that table.
3 Let's hang some pink and blue ***sparklers*** / ***streamers*** on the walls.
4 Can you help me put these ***candles*** / ***balloons*** on the cake?
5 We're ***going*** / ***doing*** swimming this afternoon. Do you want to join us?
6 Tom's having a ***barbecue*** / ***break*** in his backyard on Sunday and I'm taking some burgers.
7 We watched a ***mechanical*** / ***spectacular*** fireworks display while on holiday.

5 Uzupełnij zdania wyrazami.

1 My mum often has tea with our neighbour because she's good c __ __ __ __ __ __.
2 Don't be late for the play. It begins at 9.00 p.m. s __ __ __ __.
3 Kevin sat down and made himself at h __ __ __.
4 If you're f __ __ __ on Wednesday evening, come out for a pizza with us.
5 Let's light all the c __ __ __ __ __ __ on the cake before Hank walks into the room.
6 Everyone's looking f __ __ __ __ __ __ to the dance on Saturday!
7 On New Year's Eve, we were all holding s __ __ __ __ __ __ __ s in our hands, the light that they made was magical.
8 At my aunt's wedding, people threw c __ __ __ __ __ __ __ over her and her new husband.
9 I bought thirty colourful b __ __ __ __ __ __ s for the party, but my little brother took a needle and popped them all.

6 Użyj czasowników z zadań 1 i 2 oraz wybranych zwrotów lub wyrazów z zadań 3, 4 i 5. Napisz pięć prawdziwych zdań o sobie.

1 _____
2 _____
3 _____
4 _____
5 _____

Grammar 1

Let's Get Together 3c

1 Przeczytaj fragment dziennika Marka. Następnie opisz, jak wygląda jego tydzień. Użyj czasu present continuous.

August

Monday
8
Send Bill email

Tuesday
9
Practise the piano

Wednesday
10
Do weekly blog

Thursday
11
Study with Dana

Friday
12
Have pizza with friends

Saturday
13
Visit aunt and uncle



1 Mark is sending Bill an email on Monday.

2 _____

3 _____

4 _____

5 _____

6 _____

2 Napisz pytania do poniższych odpowiedzi. Użyj wyrazów z nawiasów w odpowiedniej formie w czasie present continuous.

1 **A:** _____
(*concert / take place*)
B: In London.

2 **A:** _____
(*you / leave*)
B: At 10.00 p.m.

3 **A:** _____
(*people / go*)
B: About 20.

4 **A:** _____
(*you / meet*)
B: My friend Sarah.

3 Zadaj pytania, tak aby odpowiedzią na nie były pogrubione części zdań 1–6.

1 _____?
We're planning **a birthday party** for Dan.

2 _____?
Next weekend we're going **to the Natural History Museum.**

3 _____?
We're leaving next week **because my mum wants to relax.**

4 _____?
I'm staying at home and watching films tonight.

5 _____?
Sue is buying all the decorations.

6 _____?
He's coming back **at 8.00 p.m.**

4 Pomyśl o swoich planach na kolejny tydzień. Napisz, co masz zamiar robić każdego dnia. Nie powtarzaj czynności. Następnie zadaj pytania o plany koleżance lub koledze z ławki i wypełnij tabelę.

Example
What are you doing on Monday?

	You	Your friend
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

3de Let's Get Together

Posłuchaj nagrania 11
docwiczenia.pl
Kod: A7YD2N

Listening

1 11 **Zakryj zadanie 2 i posłuchaj pięciu dialogów. Jakie plany i zamiary mają wypowiadające się osoby?**

1 Claire's parents are _____.

2 Tom _____.

3 Jason _____.

4 Cindy _____.

5 Paul _____.

2 11 **Wykonaj zadanie w sekcji *Skills Booster*.**

Skills Booster

Usłyszysz jeszcze raz pięć dialogów. W zadaniach 1–5, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.

1 What is Claire getting for her birthday?

A 

B 

C 

2 What is Tom wearing to the party?

A 

B 

C 

3 What time does the exam start?

A 

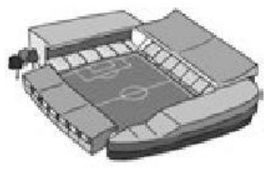
B 

C 

4 Where is Cindy going to listen to music?

A 

B 

C 

5 When is Paul coming for a visit?

A

Jan	Feb	Mar
Apr	May	Jun
Jul	Aug	Sep
Oct	Nov	Dec

B

Jan	Feb	Mar
Apr	May	Jun
Jul	Aug	Sep
Oct	Nov	Dec

C

Jan	Feb	Mar
Apr	May	Jun
Jul	Aug	Sep
Oct	Nov	Dec

Speaking

3 **Dopisz brakujące fragmenty dialogu. Odegrajcie dialog w parach.**

A: Hi, Jim. I'd like to invite you to my birthday party.

B: Wow, that'd be great. Thank you.
(1) _____?

A: It's at the Purple Club.

B: (2) _____?

A: It starts on Saturday at 9.00 p.m.

B: (3) _____

A: Saturday, 9.00 p.m.

B: (4) _____?

A: Nothing, really. Everything will be there.

B: (5) _____?

A: Sure, bring Sarah with you.

4 **Twoim zadaniem jest zaproszenie osób ze szkoły międzynarodowej na przedstawienie odbywające się w szkole, do której uczęszczasz. Na podstawie poniższej notatki zapisz pełnymi zdaniami, co powiesz. Przedstaw treść swojego zaproszenia partnerowi z ławki.**

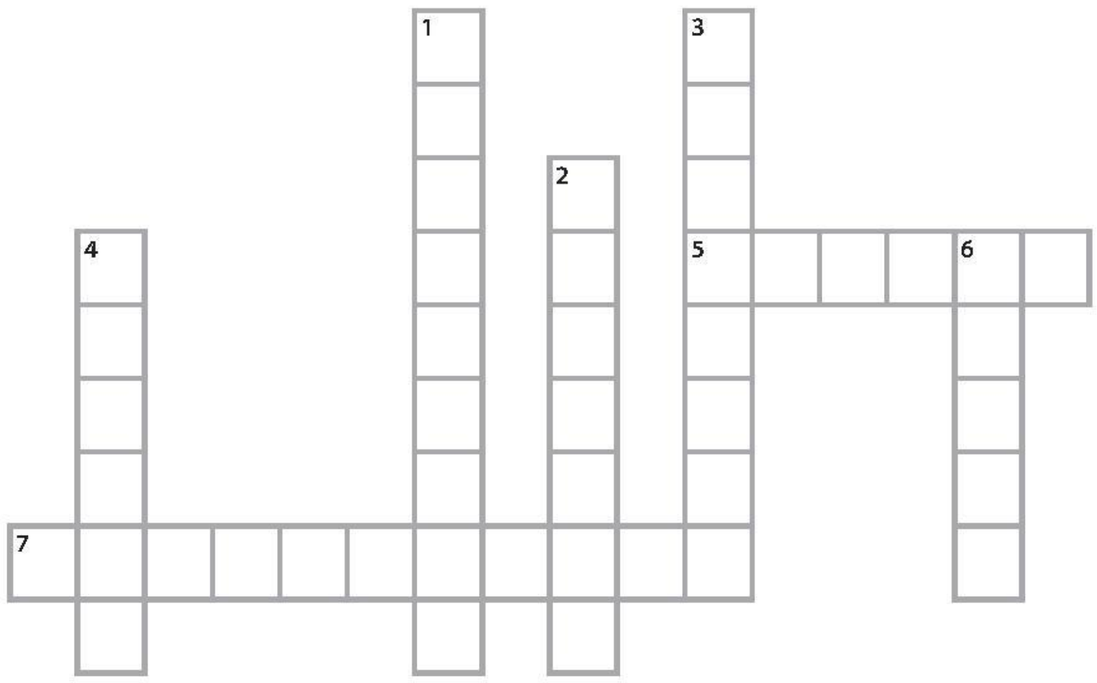
December 19th, 1.00 p.m., 32 Silver Street
classroom number 145
bring candles, wear a Christmas jumper

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Vocabulary 2

Let's Get Together 3f

1 Rozwiąż krzyżówkę.



Across

5 a piece of equipment

7 to talk or stay in touch with someone

Down

1 regular postal service

2 related to technology and computers

3 a telephone that works with a cable

4 a computer that you can carry with you

6 the sound of pressing the computer mouse button

2 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

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

1 Eva likes to send _____ (*rzeczy pocztą*) from time to time.

2 Emails are faster, but there's nothing wrong with _____ (*tradycyjnym listem*), she says.

3 She doesn't usually send letters because she's got a lot of _____ (*użytecznych urządzeń*) to easily send emails with.

4 If she's going to be late, she always _____ (*wysyła swojej przyjaciółce*) a message with her mobile.

5 It's nice to _____ (*napisać list*) to someone in order to stay in touch.

3 Uzupełnij tekst wyrazami z ramki.

click contacted landline laptop online web

Going **(1)** _____ is a great way to find old friends. For example, my friend Michael moved away two years ago and, as a result, we lost touch. I was surfing the internet on my **(2)** _____ last week when I saw his name on a social media site, so I decided to **(3)** _____ on it to see his profile. I then **(4)** _____ him by sending him a message on the site. He wrote back straight away, and soon, we were chatting to each other and using a **(5)** _____ cam to see each other, too. Isn't that cool? I gave him my home number, so he can call my **(6)** _____ in case I'm not online. I'm glad we have so many ways to communicate.

4 Porównaj pisemnie sposoby komunikowania się twoich dziadków lub rodziców i twoje. Uzupełnij tabelę.

My grandparents and parents	I
1 *They used a landline.*	
2 *They wrote letters.*	
3 *They hung out with their friends a lot.*	
4 *They didn't use computers.*	
5 *They looked forward to getting a letter or a phone call.*	

5 Wyobraź sobie, że musisz krok po kroku nauczyć dziadka lub babcię, jak wysłać e-mail. Stwórz instrukcję.

1 Switch on the laptop.

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

3g Let's Get Together

Grammar 2

1 Zakreśl poprawną opcję w zdaniach 1–6.

1 I have difficulty studying late ***at*** / ***on*** / ***in*** night.
2 I woke up early because my brother jumped ***to*** / ***in*** / ***onto*** my bed.
3 The room was hot, so Bill walked ***at*** / ***towards*** / ***on*** the window to open it.
4 Who's the man that has just walked ***onto*** / ***on*** / ***into*** the restaurant?
5 What did Ms Smith just write ***at*** / ***on*** / ***in*** the board?
6 How many fish live ***on*** / ***at*** / ***in*** the sea?

2 Uzupełnij poniższe zdania wyrażeniami przyimkowymi. Wykorzystaj wyrazy z ramki, dodaj brakujące słowa.

bottom end front middle

1 Good students often sit _____ the class.
2 It's not a good idea to stand _____ a busy street.
3 You sign your name _____ a letter.
4 My grandma's house is _____ the road.

3 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Trzy słowa zostały podane dodatkowo.

A in **B** out **C** at **D** for **E** up **F** away

Hi Simon,
I just want to remind you that we are doing our school project **(1)** _____ 2.00 p.m. tomorrow. You remember where my house is, right? It's at the top of the hill. My house is on the right hand side of the street. Let's try to finish this project this weekend. I have an exam **(2)** _____ a few days and I want to start preparing early, so we have to stay in all day to get it finished. We can't go **(3)** _____ to play football like we did during our last project, OK?
See you tomorrow. Jessica

4 Wpisz wyrazy w odpowiednie miejsce w tabelce.

the morning Monday car September 1996 10.30 six months the weekend night the afternoon post email the evening

in	on	at	by

5 Opisz obrazek, używając przyimków z tabeli tyle razy, ile masz podanych kratek (np. przyimek IN – 4 razy). Za każdym razem, gdy użyjesz danego przyimka, zaznacz to w tabeli plusem.

IN				
ON	+			
AT				
INTO				
ONTO				



The girl is sitting on the sofa.

Writing

Let's Get Together 3h

1 Dopasuj kategorie do informacji.

1 occasion _____	**A** June 6th
2 place _____	**B** Jim's house
3 date _____	**C** tram
4 time _____	**D** animals
5 transport _____	**E** 6.00 p.m.
6 costume _____	**F** Mary's goodbye party
7 bring _____	**G** colourful balloons

2 Wpisz do tabeli informację o wydarzeniu, które masz zorganizować.

occasion	
place	
date	
time	
transport	
costume	
bring	
other guests	

3 Dokończ zdania 1–5, korzystając z informacji z zadania 2.

1 I'd like to invite _____.

2 The party is _____.

3 You can get _____.

4 You should wear _____.

5 You can bring _____.

4 W zaproszeniach często używa się przyimków. Dopasuj wyrazy do odpowiednich kategorii.

car 6.15 Tony's house bus the evening Sunday evening December 10.00 p.m. May tram 14th of July Tuesday

in	on	at	by

5 Jakie informacje powinna zawierać każda z kategorii z zadania 2? Rozwiń punkty według podanych przez ciebie danych.

occasion (something funny, but positive, about the person who is celebrating) _____

_____

_____

place (address, type of building, colour of the building, nearby places) _____

_____

_____

date and time _____

_____

transport (cost of the ticket, time of departure, where to get off)

_____

_____

_____

costume (the main theme of the party, the reason why this theme is important) _____

_____

_____

bring (objects to bring, what others are bringing, why the guests should bring something, what the host will have)

_____

_____

_____

other guests (age, nationalities, personalities) _____

_____

_____

_____

6 Napisz e-mail do przyjaciela, w którym zaprosisz go na wydarzenie, które organizujesz. W e-mailu:

- napisz wszystkie istotne szczegóły wydarzenia (kiedy, gdzie, o której godzinie, jak dojechać, jaka okazja),
- opisz, co goście powinni przynieść na wydarzenie,
- napisz, co powinni założyć i dlaczego.

Wykorzystaj swoje notatki z zadań 2, 3 i 5. Pamiętaj o użyciu zwrotu powitalnego i pożegnalnego, czasu present continuous oraz przyimków.

Writing Guide 3 in Student's Book p 53 ➡

3 Review

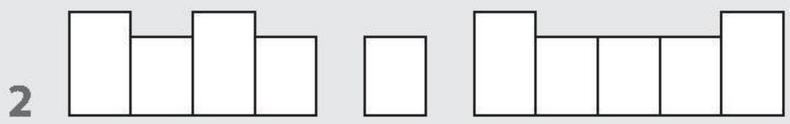
Posłuchaj nagrania 12
docwiczenia.pl
Kod: A7MFQS

Vocabulary

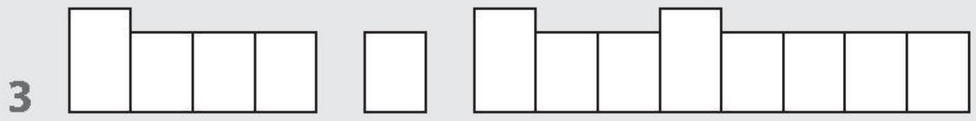
1 Wpisz odpowiednie wyrazy w podane pola, biorąc pod uwagę wysokość pól i ich definicję.



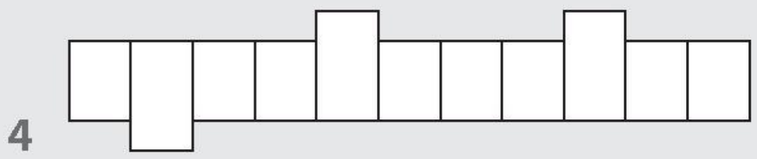
1 – prepare a sweet dish



2 – stop doing something to relax



3 – to cook food in the open air



4 – very exciting to look at

2 Uzupełnij dialogi czasownikami z ramki w odpowiedniej formie.

ask about call back get on go round
hang out look forward to stay in take out

1 **A:** Do you like _____ with your friends on Fridays?
B: No, I usually _____ on Fridays.

2 **A:** You said you phoned him, but he was busy. Did he _____ you _____?
B: No, I wanted to _____ him _____ the French homework because I didn't understand it.

3 **A:** Why do you _____ seeing your cousins every weekend?
B: Because we like each other, have a lot of fun, and _____ so well.

4 **A:** Why did you _____ to her house yesterday afternoon?
B: Because I wanted to _____ her _____ for an ice cream.

3 Uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego.

1 Jenny didn't fall asleep until 4.00 a.m. last night.
Jenny _____.

2 I love meeting my friends.
I love _____.

3 Tom and Mike don't really like each other.
Tom _____.

4 Are you meeting Suzanne tonight?
Are _____?

4 12 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Usłyszysz rozmowę Tima i Alexandry. W zadaniach 1–5, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi, zakreśl właściwą: A, B albo C.

1 For his birthday Tim got
A a mobile phone.
B a laptop computer.
C a desktop computer.

2 Alexandra mostly uses her mobile phone for
A sending snail mail.
B making calls.
C writing emails.

3 Tim's parents gave Grandma
A a landline.
B a mobile.
C a computer.

4 Alexandra's brother uses his phone for
A sending emails.
B surfing the internet.
C sending text messages.

5 Tim uses his phone for
A surfing the internet.
B communicating.
C looking for information online.

5 Uzupełnij luki w e-mailu czasownikami z ramki. Trzy z nich zostały podane dodatkowo.

use a landline send me a text keep in touch
check emails get on with contact stay up

I would like to invite you to my birthday party next week.
I know you are very busy but I want to **(1)** _____ with you. I have to go shopping for some streamers, confetti, balloons and sparklers, so can you **(2)** _____ and let me know by Tuesday if you can come? I don't **(3)** _____ very often but I always look at my phone. This is one of the best ways to **(4)** _____ me.
I am looking forward to seeing you.

Grammar

Review 3

1 Zakreśl poprawny przyimek w zdaniach 1–5.

1 We always have lunch ***at*** / ***on*** / ***to*** school.
2 Piotr spends too much time ***at*** / ***on*** / ***in*** the internet.
3 Granny is visiting us ***in*** / ***on*** / ***at*** November.
4 I always sit ***in*** / ***at*** / ***on*** my desk when studying for exams.
5 My maths test is ***at*** / ***in*** / ***on*** Wednesday.

2 Dopasuj zdania 1–8 do sytuacji, które mają miejsce zarówno w teraźniejszości, jak i będą mieć miejsce w przyszłości. Wpisz litery A–H w odpowiednie miejsce przy zdaniach.

1 Can you hear the musicians? ____
2 I have to pack my suitcase. ____
3 Everyone says it is a lot of fun. ____
4 Do you want to go with me to see them? ____
5 Can you come? ____
6 That's why I am not at home. ____
7 I am really worried about them. ____
8 I have to stay at home this weekend. ____

A We are having a party. (present)
B We are having a party. (future)
C My favourite band is playing. (present)
D My favourite band is playing. (future)
E I am studying for my exams. (present)
F I am studying for my exams. (future)
G I am visiting my cousins. (present)
H I am visiting my cousins. (future)

3 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

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

1 Peter was too tired to _____ (*wyjść z*) his friends last night. He stayed in instead.
2 On Friday night _____ (*odwiedzam*) my cousins.
3 _____ (*Oni wyjeżdżają* z) Warsaw in a few days.
4 We are very busy _____ (*rano*).
5 Let's put the table _____ (*na środku*) of the room.

4 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj teksty. Zakreśl poprawne uzupełnienie luk 1–10: A, B albo C.

Jenna's Blog



I love writing a blog about my plans. Next Sunday, for example, we **(1)** _____ to the beach. It is a holiday, so we are having a big party **(2)** _____ the afternoon. I can take photos with my mobile phone and **(3)** _____ 'send' so you can see them too. The celebration is **(4)** _____ the end of the beach, near the café. That is great because we can also go **(5)** _____ the café for a coffee or an ice cream if we want. I'm looking forward to the party. It is in the middle of the semester, so it is a good time to relax. It is also great to **(6)** _____ with all my friends because they **(7)** _____, too.



I love to blog, too. We also have a holiday, but we **(8)** _____ to the beach because it is too cold here. I'm **(9)** _____ to my friend's house for a party. We also like surfing the internet and sometimes we play computer games. We all love **(10)** _____ and hanging out.

1	**A** are going	**B** go	**C** aren't going
2	**A** on	**B** in	**C** at
3	**A** tick	**B** check	**C** tap
4	**A** on	**B** at	**C** in
5	**A** at	**B** inside	**C** on
6	**A** get together	**B** get on	**C** go out
7	**A** come	**B** aren't coming	**C** are coming
8	**A** don't go	**B** aren't going	**C** are going
9	**A** staying in	**B** hanging out	**C** going round
10	**A** taking someone out	**B** getting on	**C** getting together

3 Skills Checkpoint

Posłuchaj nagrania 13 docwiczenia.pl Kod: A7PVMN

Posłuchaj nagrania 14 docwiczenia.pl Kod: A791MQ

Posłuchaj nagrania 15 docwiczenia.pl Kod: A792WL

Rozumienie ze słuchu

1 13 **Usłyszysz dwukrotnie cztery dialogi. W zadaniach 1–4, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.**

1 What did the boy have a problem with?







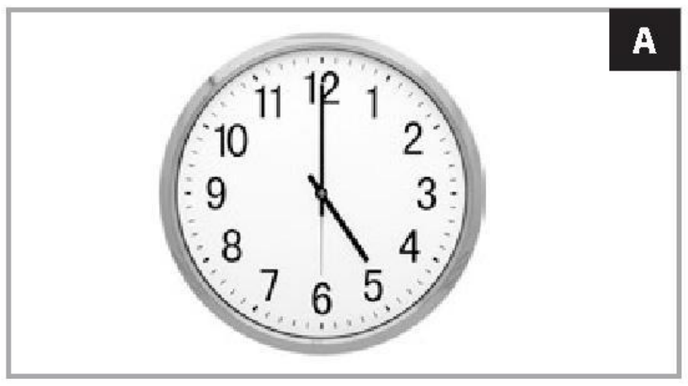
2 What does Fran need for the party?







3 What time are the friends meeting?







4 Where did the boy's dad find the address?

A At the top of the page. **B** At the bottom of the page. **C** In the middle of the page.

2 14 **Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dopasuj zdanie spośród A–E. Jedno zdanie zostało podane dodatkowo. Wpisz rozwiązania do tabeli.**

A Casey meets his friends.
B Daryl's sister and brother stay in the kitchen.
C Daryl has got a lot of people in his family.
D Brad does his lessons before lunch.
E Daryl's mum and dad are both very busy.

1	2	3	4
_____	_____	_____	_____

Znajomość funkcji językowych

3 15 **Usłyszysz dwukrotnie cztery pytania (1–4). Do każdego z nich dobierz właściwą odpowiedź (A–E). Jedna z nich została podana dodatkowo. Wpisz rozwiązania do tabeli.**

A Yes, it's S–M-I–T-H.
B Of course, it's 23 West Street.
C Something to cook on the barbecue.
D At about 8.30, I think.
E It begins at 6.00 p.m.

1	2	3	4
_____	_____	_____	_____

Rozumienie tekstów pisanych

4 Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo.

Party Time!

So you want to have a party? Sounds like a great idea, but have you thought about it carefully? Not all parties are a success, so you need to do some planning before the big day. **(1)** _____ It's good if you have enough people so that everyone has fun, but you don't want too many or the party may get out of control. Another thing is to only invite people that you know quite well – friends of friends might not be a good idea.

The next thing to think carefully about is the location. It's great if you can organise the party somewhere in the centre of town so that everyone can get there easily. The problem is that this can be expensive, so your parents may not agree to the idea. **(2)** _____ Maybe they can go out for the evening.

The last thing to do is prepare for the party. Don't forget to buy enough snacks and drinks for everyone, although your friends will probably bring some, too. **(3)** _____ Other members of your family will not be happy if strangers go into their rooms! Lastly, remember about the music. **(4)** _____ You don't want to spend most of the party thinking about what to play next.

A Another option is to ask your parents about having the party at home.

B How about asking your parents to come to your party, too?

C Create a playlist or find something online which you can use.

D The first question to ask is who you actually want to be there.

E Plan which rooms in your house or flat are NOT for your friends.

Znajomość środków językowych

5 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Trzy słowa zostały podane dodatkowo.

A books **B** hang **C** football **D** meet
E games **F** spend

Free Time Activities



How do you **(1)** _____ your free time? We asked that question to a group of students from a school in the UK, and this is what they said. Most of them like to **(2)** _____ out with friends: they go out to the city centre or to the cinema, or they get together at a friend's house. A lot of teenagers play computer **(3)** _____ or go to parties. Some play sports, but not many go swimming. Two things they really don't like doing are their homework and tidying their rooms!

Tworzenie wypowiedzi pisemnej

6 Wybierasz się na koncert, który odbędzie się za dwa tygodnie. Napisz do koleżanki e-mail z zaproszeniem, zawierający następujące informacje:

- miejsce i dzień, w którym koncert się odbędzie,
- cenę biletów,
- miejsce, w którym możecie się spotkać.

Rozwiń swoją wypowiedź, pamiętając, że jej długość powinna wynosić od 50 do 120 słów. Wykorzystaj słownictwo i gramatykę z rozdziału 3.

3 Video

Fat Tuesday

Obejrzyj film na stronie docwiczenia.pl Kod: A7LG3K

Before you watch

1 Match words 1–5 with definitions A–E.

1	Carnival ____	**A**	when people and vehicles move through the streets as part of a celebration
2	Lent ____	**B**	the celebration before Lent
3	costume party ____	**C**	a vehicle that is decorated for a parade
4	parade ____	**D**	the period of 40 days before Easter Sunday
5	float ____	**E**	a party where people dress in unusual clothes and masks



While you are watching

2 Watch the video and decide if these statements are true (T) or false (F).

1 The Romans used to celebrate a spring festival. ____
2 In 1780 French people came to New Orleans. ____
3 Mardi Gras means 'Fat Thursday'. ____
4 The first Mardi Gras parade took place in 1857. ____
5 The traditional colours of Mardi Gras are purple, green and gold. ____
6 The Mardi Gras celebrations end at midnight. ____

After you have watched

3 Complete the summary of the video below using these words.

green next modern-day biggest French cake celebration rich

Carnival started in Roman times as a **(1)** _____ of spring. Later, it became the feast before Lent. This is when Christians stop eating **(2)** _____ foods. The **(3)** _____ arrived in New Orleans in 1718 with their Mardi Gras tradition, and it soon turned into the **(4)** _____ celebration. Mardi Gras means 'Fat Tuesday' in French, which is when people eat lots of rich food before the start of Lent. Today, the New Orleans Mardi Gras is the **(5)** _____ in the United States. You can buy special King Cakes, coloured purple, **(6)** _____ and gold. Each **(7)** _____ contains a tiny doll baby. The person who has the doll in their slice of cake has to buy the **(8)** _____ cake. At midnight, however, the party is over until the next year.

Idea Focus

- Do you enjoy celebrating in the streets? Why? / Why not?
- Are there any days when people celebrate in the streets in your town? When? What do they do?



Reading

A Day in the Life 4a

1 **Z jakimi problemami zmagają się bezdomne zwierzęta? Jaką konkretną pomoc można im zaoferować?**

2 **Przeczytaj blog Jackie Waters. W jaki sposób autorka tekstu pomaga zwierzętom?**



My Day with Animals

Jackie Waters
I'm Jackie, and I'm 15 years old. I work as a volunteer at an animal shelter. I love taking care of animals, and I like having fun with them, too! This is my blog about what I do at the shelter. To begin with, here's my typical day.

5.30 p.m.
I get to the shelter. **(1)** _____ They're a great group of people, and I look forward to seeing them every day. On my way to the shelter, I usually get some snacks for the dogs.

5.45 p.m.
The first thing I do, after saying 'Hi' to the animals, is clean their living areas. It's not my favourite job, but I'm glad to do anything to help the animals. They're all really friendly!

6.00 p.m.
Next, I take some dogs to an open space. This is where they get their exercise. **(2)** _____ They run on the grass, and I run with them, too. I get really tired! They also get some snacks, but not too many because they have dinner at 7.00 p.m. After a few minutes, I take them back to their living areas and get some more dogs to take out.

7.00 p.m.
After the exercise, it's time to eat dinner! Well, not for me! **(3)** _____ I give food and water to all the dogs, and they're usually quite hungry and thirsty. They love their dinner.

7.30 p.m.
Finally, I make sure all of the dogs are back in their living areas. It's sad because I hate leaving them. **(4)** _____ I'm always looking for someone to take one home! When I get home, I usually feel sad and think about the dogs.

3 **Wykonaj zadanie w sekcji *Skills Booster*.**

Skills Booster

Przeczytaj jeszcze raz blog Jackie, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo.

A I don't get a break but I don't really need one.
B They're very good animals, and I hope they find homes soon.
C I say 'Hi' to everyone I work with.
D I think everyone should visit the shelter.
E Of course, I get the most exercise!

4 **Przeczytaj blog Jackie po raz kolejny i zdecyduj, czy poniższe zdania to prawda (T) czy fałsz (F). Jeśli nie ma danej informacji w tekście, napisz DS (Doesn't say).**

1 Jackie talks to everyone during her voluntary work. _____
2 Jackie has something to eat before she gets to the shelter. _____
3 All the animals get some exercise at the same time. _____
4 Jackie wants to take one of the animals home. _____

5 **Uzupełnij poniższy tekst wyrazami z ramki.**

get home homework school snacks tired up

Friday was a busy day! I got **(1)** _____ at 6.30 a.m. and got ready for school. I took the bus and got to **(2)** _____ at about 8.30 a.m. We had lessons all morning and then, at break time, I got some **(3)** _____ from the school shop because I was really hungry. After lunch, we had some more lessons until it was time to go home. I usually walk home, but I was feeling **(4)** _____, so I took the bus again. I got **(5)** _____ at about 4.15 p.m. and watched TV for a bit. I had a lot of **(6)** _____ from the maths teacher, so I did that after dinner. There were some questions I didn't **(7)** _____, so my dad helped me a bit. After that, I went to the cinema with my friends. The film was brilliant, and we had a great time!

4b A Day in the Life

Vocabulary 1

1 Zakreśl poprawne uzupełnienie zdań 1–6: A, B albo C.

1 Do you usually _____ your clothes before you put them on?
A brush **B** iron **C** make

2 The bathroom is so messy. Can you help me _____ it?
A clean **B** wash **C** do

3 I'd like to _____ the living room before our friends arrive.
A make **B** take **C** tidy

4 The plants are dying! I need to _____ them.
A do **B** wash **C** water

5 I'm in a hurry, so I haven't got much time to _____ dressed.
A get **B** do **C** go

6 I always _____ my sister's hair before she goes to school.
A put **B** brush **C** make

2 Uzupełnij tekst wyrazami z ramki.

did (x2) dusted got had hung made swept vacuumed



Living on a houseboat is cool but, just like ordinary houses, they need to be cleaned! Pieter doesn't like cleaning, that's why his houseboat was quite dirty. So, on Saturday, he **(1)** _____ up at 7.00 a.m. to clean it. After taking a nice warm shower, he **(2)** _____ his messy bed, went to the kitchen, **(3)** _____ his breakfast, and then started to clean the houseboat. He **(4)** _____ the carpet in the living room and **(5)** _____ the furniture after that. Then, he **(6)** _____ the washing-up in the kitchen, and he **(7)** _____ the kitchen floor. He also **(8)** _____ the washing and then he **(9)** _____ the clothes out to dry. It was a boring way to spend a Saturday, but he was happy that his houseboat was clean.

3 Znajdź w poniższej wykreślance 6 wyrażeń związanych z pracami w domu.

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

4 Ułóż wyrazy w odpowiedniej kolejności, aby stworzyć poprawne gramatycznie zdania.

1 usually / dry / in / hair / morning / the / I / and / my / wash _____

2 cup / my / has / mum / every / a / tea / with / of / dad / my / day _____

3 my / doesn't / dressed / sister / like / getting / in / morning / the _____

4 I / up / get / before / never / seven o'clock _____

5 before / I / take / having / a / quick / breakfast / shower _____

5 Jakie obowiązki ma w domu dziecko, nastolatek, a jakie dorosły? Uzupełnij tabelę.

Child	Teenager	Adult
1	1	1
2	2	2
3	3	3
4	4	4

A Day in the Life 4c

1 Uzupełnij poniższe zdania wyrazami z nawiasów w konstrukcji *be going to*, tak aby powstały prawidłowe zdania twierdzące, przeczące i pytające.

1 _____ (*we / get*) up at 6.00 a.m. to prepare for the camping trip.

2 _____ (*you / clean*) the kitchen soon?

3 _____ (*they / not / help*) take out the rubbish.

4 _____ (*Ann / wash*) her sister's hair for her.

5 _____ (*Dad / work*) on his project this weekend?

6 _____ (*I / do*) the shopping this evening.

7 _____ (*Dad / cook*) dinner. Mum is away for a few days.

8 _____ (*you / tidy*) the room before Mum comes back? It's a mess.

2 Zakreśl poprawną opcję.



1 **A:** What are your career plans?
B: ***I'm going to*** / ***I'll*** become an astronaut and orbit the Earth.

2 **A:** I've lost my favourite ring.
B: I'm sure ***you're going to*** / ***you'll*** find it soon.

3 **A:** The temperature today will be 35°C.
B: ***It'll*** / ***It's going to be*** quite hot in class.

4 **A:** My phone's ringing, but I can't reach it.
B: No problem. ***I'll*** / ***I'm going to*** get it.

5 **A:** I hope I get into a good university.
B: Don't worry. I know one ***will*** / ***is going to*** accept you.

6 **A:** *When does John start his new job?*
B: ***He's going to*** / ***He'll*** start on the 2nd of January.

3 Połącz zdania 1–6 z reakcjami na nie. Wpisz literę A–F w odpowiednie miejsce przy zdaniu.

1 The phone's ringing! ____
2 Our team is playing badly. ____
3 I got up late. ____
4 I'm worried about the test. ____
5 I'm going to post a letter now. ____
6 The teacher looks angry. ____

A Oh no! They're going to lose!
B He's going to shout at us!
C I'm going to miss the bus.
D I'll answer it!
E I'll take it! I'm going to pass the post office today.
F Don't worry, I'm sure you'll pass.

4 Zakreśl poprawne uzupełnienie zdań 1–6: A, B albo C.

1 I ____ probably study a lot tomorrow.
A 'm going **B** will **C** 'm going to

2 It's cloudy, so it ____ to rain later.
A 's going to **B** 's going **C** will

3 I think I ____ buy this bag. It's quite nice.
A 'm going to **B** 'll **C** 'm going

4 Don't worry about the exam. You ____ pass it!
A 're going **B** 're going to **C** 'll

5 It's hot here, so I ____ open a window.
A 'm going to **B** 'll **C** 'm going

6 In ten years, our cities will ____ even larger.
A going to be **B** are **C** be

5 Napisz w tabelce, co zamierzasz zrobić w następujących odstępach czasowych.

tomorrow	
this weekend	
next week	
next month	
next year	

4de A Day in the Life

Posłuchaj nagrania 16
docwiczenia.pl
Kod: A78QUU

Posłuchaj nagrania 17
docwiczenia.pl
Kod: A7TNYS

Listening

1 16 **Wykonaj zadanie w sekcji *Skills Booster*.**

Skills Booster

Posłuchaj rozmowy Nii i Sama o gotowaniu. W zadaniach 1–5, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.

1 Sam and Nia are going to cook
- **A** at Nia's house.
- **B** at Sam's house.
- **C** in a restaurant.

2 They are going to make
- **A** sandwiches.
- **B** a dessert.
- **C** a big lunch.

3 They are meeting at
A 1.00 p.m. **B** 2.00 p.m. **C** 3.00 p.m.

4 They are cooking the food because
- **A** Nia wants some practice.
- **B** Nia's family asked her to.
- **C** they're going to sell it.

5 The preparation of the meal will take
- **A** 20 minutes.
- **B** 35 minutes.
- **C** about one hour.

2 17 **Wykonaj zadanie w sekcji *Skills Booster*.**

Skills Booster

Usłyszysz dwukrotnie wywiad z właścicielką restauracji. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce.

Cook – Daga Fesler

- number of restaurants in total **(1)** _____
- which restaurant offers different types of cheese **(2)** _____
- favourite dish **(3)** _____
- plans for the future **(4)** _____

_____

Speaking

3 Dopasuj liniami puzzle tak, aby stworzyć 5 krótkich dialogów usłyszanych w restauracji. Następnie uzupełnij zdania brakującymi słowami.

Have you got _____ tiramisu?	Yes, we have _____ _____ : mint and vanilla.
_____ to drink?	I'm afraid we _____ got any.
Do you have _____ ice cream?	How much is a bottle of _____ _____ water?
Hello, _____ would you like to order?	No, thank you. _____ _____ I have the bill please?
_____ else?	I'd like some garlic _____ and meat.

4 Na podstawie poniższego menu napiszcie w zeszycie przykładowy dialog odbywający się w restauracji. Odegrajcie dialog w klasie.

OPEN
from 7 a.m.
till 8 p.m.

Axel's Bistro

Snacks
- garlic bread £3

Main courses
- meat with vegetables £10
- tuna spaghetti £10
- fish and chips £10

Desserts
- cheese cake £4
- ice-cream £5

Drinks
- apple juice £2
- coffee £2
- cappuccino £2
- can of cola £2
- sparkling water £1
- still water £1

Vocabulary 2

A Day in the Life 4f

1 Zakreśl poprawną opcję w zdaniach 1–8.

1 Do you think you could eat a whole ***packet*** / ***bar*** / ***loaf*** of chocolate?
2 I can't open this ***jar*** / ***bag*** / ***bottle*** of olives. Can you help me?
3 She gave the children a ***jar*** / ***can*** / ***packet*** of lemonade each.
4 Darla put a ***packet*** / ***carton*** / ***tin*** of chopped tomatoes into the saucepan.
5 How much was that ***carton*** / ***bar*** / ***packet*** of milk?
6 She ate a whole ***bar*** / ***loaf*** / ***packet*** of bread at the weekend!
7 Take a ***carton*** / ***jar*** / ***bottle*** of water with you when you go running.
8 Can you buy a ***tin*** / ***packet*** / ***carton*** of cornflakes at the supermarket, please?

2 Uzupełnij dialog wyrazami z ramki.

borrow buying go lend make pay save spend

Gina: Do you **(1)** _____ a lot of money each month, Hank?

Hank: Not really. I don't **(2)** _____ shopping often but when I do, I like **(3)**_____ clothes and video games. I have to **(4)** _____ some money first because they're expensive.

Gina: Do you **(5)** _____ a lot of money from working?

Hank: Not really. My parents sometimes have to **(6)** _____ me a bit of money to help me **(7)** _____ my bills.

Gina: I see. Well, if you ever need money, you can always **(8)** _____ some from me.

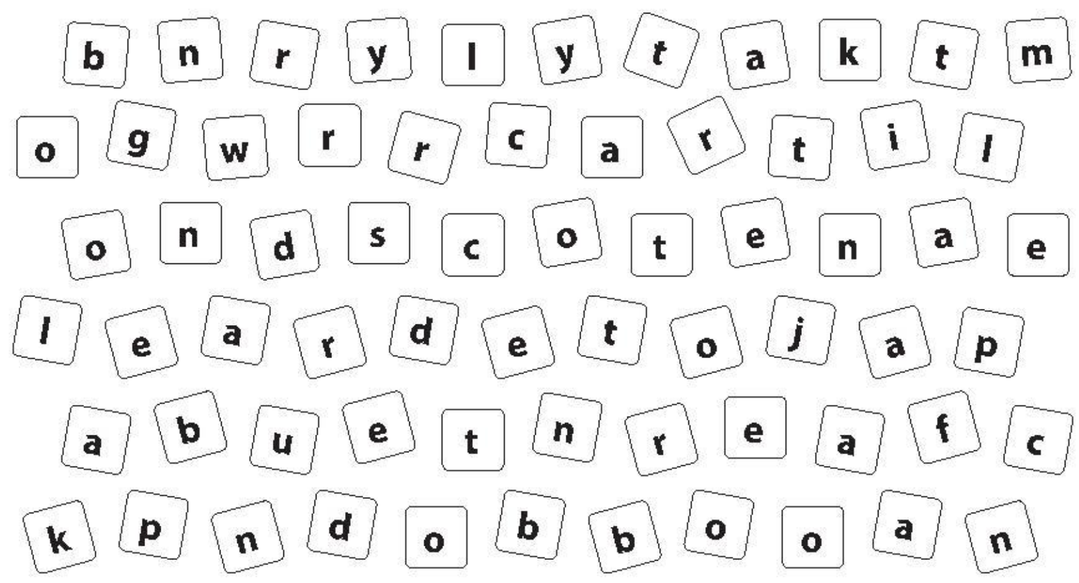
Hank: Thanks, Gina. You're a great friend!



3 Uzupełnij zdania 1–8 wyrazami.

1 Where is the c _____ ? I'd like to pay for these things and leave the shop.
2 The woman looked at her r _____ and saw some items that she didn't buy.
3 Marie, can you push the t _____ round the supermarket for me? I hurt my hand yesterday.
4 There were many people at the t _____, so it took forever to pay.
5 Dan, can you help this c _____ find the things she's looking for?
6 There's the jar of jam you want. It's on the bottom s _____.
7 Did you do the s _____ yesterday? We haven't got any milk.
8 Jenny is r _____ a house with her boyfriend.

4 Z rozrzuconych literek Scrabble ułóż wyrazy, które występują na tej stronie. Możesz ułożyć do 17 wyrazów. Zapisz je w zeszycie.



5 Jesteś kierownikiem sklepu spożywczego. Używając słownictwa z zadań 1 i 2, napisz, jakie i ile produktów musisz zamówić i co musisz zrobić (np. zapłacić pracownikom).

Order (zamówienie)	Things to do (do zrobienia)

4g A Day in the Life

Grammar 2

1 Podkreśl wyrazy, które poprawnie uzupełniają poniższy tekst.



Iwona lives in Gdynia. She's got quite a big family. She's got **(1)** ***much*** / ***many*** / ***some*** brothers and sisters, five in total. They live with their mum and dad in a large house with a **(2)** ***lots*** / ***lot*** / ***few*** of rooms. There are only four bedrooms, though, so Iwona has to share a room. She doesn't have **(3)** ***much*** / ***many*** / ***any*** time to herself, but there are (**4**) ***a little*** / ***any*** / ***some*** good things about having a big family. She doesn't have to do all the chores. In fact, because she's ten, she only does a **(5)** ***little*** / ***few*** / ***lot of*** cleaning in the house. She makes her bed and then, she picks up a **(6)** ***little*** / ***lots of*** / ***few*** clothes off the floor. She helps do the washing up, but she doesn't have to wash **(7)** ***any*** / ***some*** / ***a few*** clothes. Her mum does that. For the other chores, everyone does their fair share of the work!

2 Uzupełnij poniższy dialog określeniami z ramki.

some (x4) any (x3) a lot of (x2)
much (x2) many a little a few

Harry: Can you lend me some money? I really want to buy a new game for my console.

Mark: How **(1)** _____ money do you need?

Harry: I've got **(2)** _____ , but I need another ten euros.

Mark: Sorry, I've only got three euros. Try asking Dan.

Harry: I have. He hasn't got **(3)** _____ money! I think I'll do **(4)** _____ homework instead.

Mark: Me too. Have we got **(5)** _____ homework?

Harry: No, we've only got **(6)** _____ homework, so it won't take long.

Mark: Have you got **(7)** _____ food? I'm hungry.

Harry: I've got **(8)** _____ fruit and I've got **(9)** _____ biscuits.

Mark: How **(10)** _____ fruit have you got?

Harry: Just **(11)** _____ strawberries.

Mark: Oh. How **(12)** _____ biscuits have you got? Have you got **(13)** _____ chocolate ones?

Harry: I've got **(14)** _____ biscuits, and they're all different.

3 Znajdź i popraw błąd w każdym zdaniu.

1 Do you have any informations about art classes?
_____

2 The traffic is bad here because too many people drive car to work. _____

3 There is absolutely no foods in any of these cupboards. _____

4 Her house has sixteen rooms, but hardly any furnitures. _____

5 Hank plays video game after he finishes his homework. _____

6 There were six child at the party, but only five chairs. _____

7 Maths and science are my two favourite subject.
_____

4 Uzupełnij poniższe zdania na podstawie obrazka.



1 There _____ money in the drawer.

2 There _____ fruit on the windowsill.

3 There _____ traffic on the TV.

4 There _____ food on the plate.

5 There _____ a teddy bear by the TV.

6 There _____ information in the encyclopedia.

5 Dopisz własne zdania, które uzupełnią opis obrazka z zadania 4. Nie powtarzaj zdań.

1 _____

2 _____

3 _____

4 _____

5 _____

Writing

A Day in the Life 4h

1 Uczeń dostał w szkole zadanie napisania pracy pisemnej. Przeczytaj polecenie i odpowiedz na poniższe pytania.

1 Jakiego rodzaju to jest praca pisemna?
2 Ile zagadnień ma uwzględnić w pracy?
3 Ile słów ma zawierać praca?

Napisz e-mail do koleżanki, w którym zaprosisz ją do swojego domu na weekend.
W e-mailu:
- napisz, co kazała ci zrobić mama podczas weekendu i czy jesteś zadowolony z jej polecenia,
- napisz, jakie są możliwości spędzenia wolnego czasu w twojej okolicy i czy uważasz, że są wystarczające,
- dowiedz się, czy koleżanka może przyjechać.

Napisz pracę na 50–120 słów.

2 Uczeń napisał pracę na temat z zadania 1. Przeczytaj ją i wypełnij poniższą tabelę analizującą pracę.

I'm writing to invite you to my house for the weekend. I'm going to be home on my own for the whole two days, so it will be great if you can visit me. I have some suggestions on how we can spend this time together – there is a cinema next to my house, so we can see the new Marvel film. I'm really happy that the cinema is so close. I can go there whenever I want. Later we can bake a cake and order a pizza. After that, we can play some games. On the next day, we can go for a walk with my dogs and spend some time outside.
Hope you can come. Let me know.
Bye,
Mike

Czy uczeń w swojej pracy:	TAK	NIE
1 uwzględnił informacje ze wszystkich trzech punktów polecenia?		
2 zawarł zwrot powitalny?		
3 zawarł zwrot pożegnalny?		
4 zawarł przymiotniki urozmaicające?		
5 zmieścił się w limicie słów?		

3 Podziel poniższe początki zdań na grupy, w zależności do którego paragrafu e-maila są przyporządkowane. Wpisz numery w odpowiednie miejsce do tabeli.

Wstęp / Akapit 1	Rozwinięcie / Akapit 2	Rozwinięcie / Akapit 3	Zakończenie / Akapit 4

1 I'm going to _____.
2 My mum told me to _____.
3 Hope to _____.
4 We can _____.
5 Sorry to hear _____.
6 I don't really like chores, but _____ _____.
7 Thanks for _____.
8 There are many options _____.
9 Let me know _____.
10 Can you _____?
11 I'm sure it'll be _____.

4 Uzupełnij zdania z zadania 3 swoją wersją zakończeń dostosowanych do tematu e-maila z zadania 1.

5 Dopasuj przymiotniki z przysłówkami do ich synonimów.

1 really bad _B_	**A** fantastic, exciting
2 very tasty ____	**B** terrible, awful
3 very peaceful ____	**C** huge
4 very good ____	**D** relaxing
5 very fast ____	**E** delicious
6 really big ____	**F** speedy

6 Wstaw przymiotniki z prawej części tabeli w wybrane przez ciebie miejsca w:
- e-mailu z zadania 2,
- twoich zdaniach z zadania 3.

7 Napisz w zeszycie swoją wersję e-maila na temat z zadania 1. Wykorzystaj stworzone przez ciebie zdania z zadania 3. Następnie sprawdź, czy zostały zawarte wszystkie elementy pracy według tabelki z zadania 2.

Writing Guide 4 in Student's Book p 69

4 Review

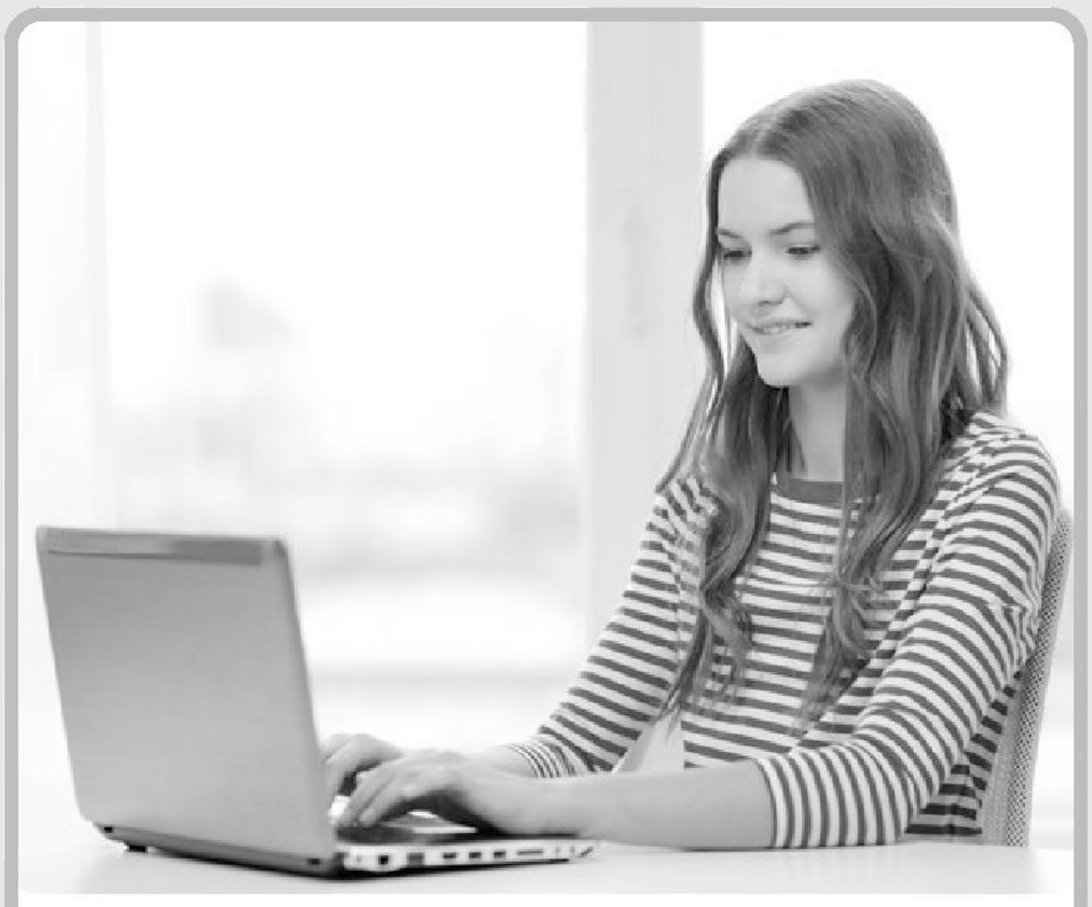
Posłuchaj nagrania 18
docwiczenia.pl
Kod: A7LX1U

Posłuchaj nagrania 19
docwiczenia.pl
Kod: A718KZ

Vocabulary

1 Przeczytaj blog Anji. Następnie uzupełnij luki w tekście słowami z ramki. Jedno słowo zostało podane dodatkowo.

have have wash brush do get get water make hang out



Anja's Blog

I love to blog about everyday things. I always **(1)** _____ up at 6.30 a.m. Before I have breakfast, I **(2)** _____ a shower and **(3)** _____ my hair. Then, I choose the clothes for the day and **(4)** _____ dressed. I like to **(5)** _____ my bed so that my room looks neat and tidy. I usually **(6)** _____ hot chocolate for breakfast and then, I help Mum **(7)** _____ the washing-up because she has to go to work. At weekends Mum washes our clothes. My brother usually helps Dad **(8)** _____ the garden and **(9)** _____ the car. Afterwards, we all relax with a nice meal and have fun chatting together.

2 18 **Posłuchaj rozmowy Marietty z Markiem, a następnie dopasuj osoby 1–4 do wykonywanych przez nie aktywności (A–E). Jedna aktywność została podana dodatkowo.**

1	Marietta	A	does homework
2	Marek	B	does the housework
3	Marek's sister	C	goes to school
4	Marietta's brother	D	works
		E	goes shopping

3 19 **Wykonaj zadanie w sekcji *Skills Booster*.**

Skills Booster

Usłyszysz cztery konwersacje. W zadaniach 1–4, na podstawie informacji zawartych w nagraniu, z podanych wypowiedzi zakreśl właściwą: A, B albo C.

1 **The boy's least favourite job is**
- **A** putting things on the shelves.
- **B** collecting the trolleys.
- **C** working on the till.

2 **Today the girl will buy**
- **A** a packet of cornflakes.
- **B** a loaf of bread.
- **C** a jar of olives.

3 **The man does NOT want to do the**

A vacuuming. **B** dusting. **C** ironing.

4 **The man doesn't need to buy any**
- **A** tins of tomatoes.
- **B** bottles of water.
- **C** bars of chocolate.

4 Zaplanuj piknik na plaży. Wpisz do tabeli po trzy produkty dla każdej kategorii, które warto przygotować jako poczęstunek. Do produktów dopisz określenia: *a few, some, many, a lot of* and *lots of*.

Drinks	Food	Sweets

5 Napisz pięć zdań o tym, co – według ciebie – wydarzy się na pikniku (*will*) i co masz zamiar tam robić (*be going to*). Użyj wyrażeń z zadania 4.

1 _____

2 _____

3 _____

4 _____

5 _____

Grammar

Review 4

1 Zakreśl poprawną opcję w poniższym tekście.

This Sunday we **(1)** ***go*** / ***are going*** to a party at my friend's house. I hope we **(2)** ***will*** / ***are going to*** all have a lot of fun. I know that he has got **(3)** ***many*** / ***much*** computer games, but that's good because we all love playing them. We already have **(4)** ***food*** / ***foods*** and **(5)** ***some*** / ***any*** things to drink. There will be **(6)** ***a few*** / ***a little*** of our classmates there and his cousins. He's got a large family, so parties at his house are always **(7)** ***a lot of*** / ***many*** fun. I **(8)** ***am going to*** / ***will*** get there early to help him prepare everything. I am sure we will all enjoy ourselves.

2 Wstaw słowa z ramki w odpowiednie miejsce tabeli. Jedno słowo należy do dwóch kategorii. Następnie uzupełnij luki 1–9 w e-mailu wybranymi wyrazami z ramki.

advice children food fruit fun games homework information meat money people pizza pounds snacks vegetables

Countable	Uncountable

I live in the UK and, generally speaking, we like to eat healthy **(1)** _____ and not have too many **(2)** _____. My mum always has some good **(3)** _____ for us about how to do this. She puts fresh **(4)** _____ like apples or bananas in my packed lunch every day. My dad sometimes gives me a few **(5)** _____ to buy some sweets at school because we don't eat them at home. My sister doesn't eat steak or chicken or any other **(6)** _____, but she loves all kinds of **(7)** _____, especially carrots. I think many **(8)** _____ don't know what they should eat to have a healthy diet. It isn't too difficult to get this **(9)** _____; we even learn about it at school.

3 Uzupełnij poniższe zdania słowami z ramki w odpowiedniej formie: *will* lub *be going to*. Następnie dopasuj zdania 1–5 do odpowiedzi. Wpisz literę A–E w odpowiednie miejsce przy zdaniu.

be buy do enjoy go have (x2) rain take visit

1 What _____ you _____ at the weekend? ____

2 Really? Where _____ you _____? ____

3 I hope you _____ good weather there. ____

4 How long do you think it _____ to get there? ____

5 I think you _____ the trip a lot. ____

A I don't know. There is always a lot of traffic at weekends. I hope I _____ there in time for dinner on Friday.

B Yes, I think I _____ a great time. I usually do when I visit them.

C I _____ some new luggage for a trip I'm going on.

D I _____ my cousins in Estonia.

E There are a lot of clouds. The radio says it _____ _____, but I have an umbrella with me.

4 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

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

1 Can you _____ (*zrobić pranie*) and then hang out the clothes?

2 My sister _____ (*bierze prysznic*) every morning.

3 My dad _____ (*zmywa naczynia*) after breakfast.

4 There _____ (*jest zbyt dużo*) furniture in the kitchen.

5 I think that _____ (*oni nam pomogą*).

4 Skills Checkpoint

Posłuchaj nagrania 20
docwiczenia.pl
Kod: A78KVJ

Posłuchaj nagrania 21
docwiczenia.pl
Kod: A7RBCC

Rozumienie ze słuchu

1 20 **Usłyszysz dwukrotnie rozmowę dwóch chłopców. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3.**

1 What time did the boy start lessons at his previous school?

_____

2 What time does the boy get home when he uses public transport?

_____

3 How much time does the boy spend doing his homework?

_____

2 21 **Usłyszysz dwukrotnie rozmowę w restauracji. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.**

1 **The women choose a table**
- **A** near the window.
- **B** near the door.
- **C** in the corner.

2 **Abby wants to order**
- **A** some juice.
- **B** some sparkling water.
- **C** some still water.

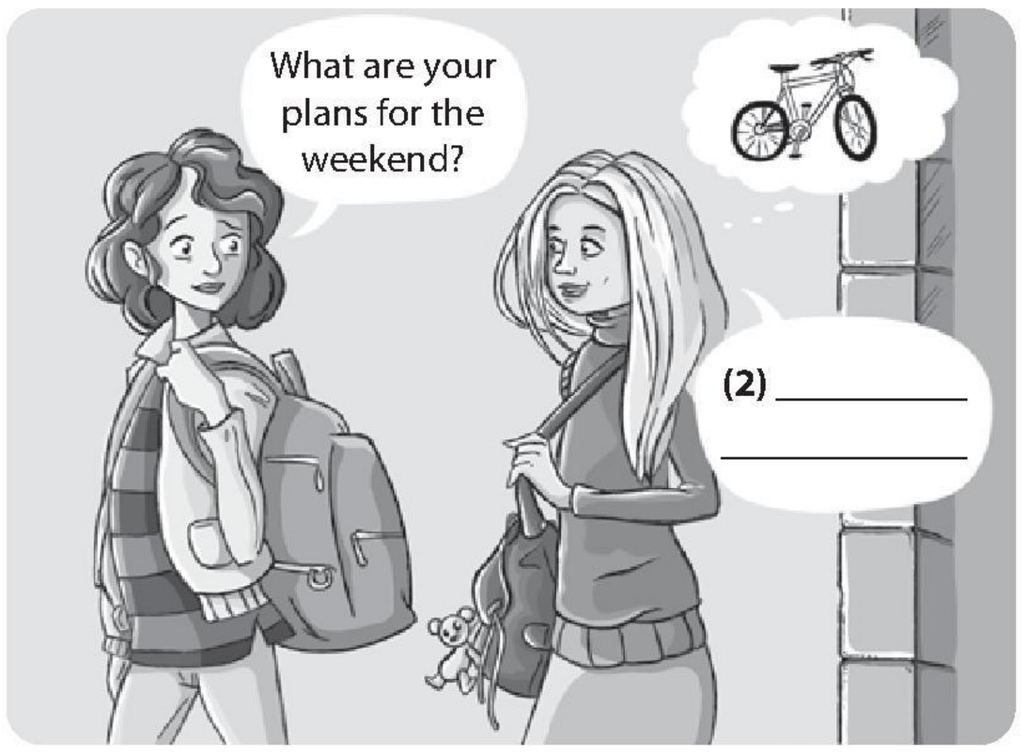
3 **Sam wants to order a pizza**
- **A** with ham and tomatoes.
- **B** with no ham.
- **C** with ham but no tomatoes.



Znajomość funkcji językowych

3 **Wpisz w każdą lukę (1–2) brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne dialogi.**





4 **Dla każdej z opisanych sytuacji (1–3) wybierz właściwą reakcję. Zakreśl literę A, B albo C.**

1 **Ktoś pyta cię o cenę soku owocowego. Co odpowiesz?**
- **A** It's two pounds fifty.
- **B** It's a big glass of juice.
- **C** I haven't got two pounds fifty.

2 **Ktoś pyta cię, czy w twoim mieście jest duży ruch. Co odpowiesz?**
- **A** No, I don't drive.
- **B** The traffic is very slow.
- **C** Yes, it's always very busy.

3 **Chcesz zamówić wodę niegazowaną w restauracji. Jak to robisz?**
- **A** Can I have some sparkling water, please?
- **B** Can I have some still water, please?
- **C** Give me some water.

Rozumienie tekstów pisanych

5 Przeczytaj teksty z poradami (A–C) oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Jeden tekst pasuje do dwóch zdań.

A
If you're looking for details about how to get a passport, visit our website. There you will find everything you need in order to apply for a new passport or to report a lost passport. The site also has links to other useful web pages with advice about travelling abroad.

B
If you're preparing a school project and need to read articles or look through encylopaedias, the central library has everything you need. Here you can sit in peace and quiet and read the materials you need.

C
The best way to give your room a new look is to change what you have in it. Old tables, chairs or wardrobes can look new and fresh if you paint them a new colour and move them to a different position. It doesn't have to cost a lot, and it will make you feel like you have a new room.

This advice is good for someone who

1	wants to change something at home.	_____
2	wants to visit other countries.	_____
3	needs more information about official documents.	_____
4	is learning or studying.	_____

Znajomość środków językowych

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

This is Tim, my favourite **(1)** _____. I took this picture yesterday evening. Tim looks **(2)** _____ because he is waiting for a walk. He's got funny ears and a big black **(3)** _____. He can do many tricks and **(4)** _____ very fast.



7 Przetłumacz na język angielski podane w nawiasach fragmenty, tak aby otrzymać gramatycznie poprawne zdania. W każdą lukę możesz wpisać <u>maksymalnie cztery wyrazy</u>.

1 I'm so tired! I think I _____ (*wyprowadzę psa*) after supper.
2 I _____ (*zamierzam odrobić*) my homework before going out. That's the plan.
3 I haven't got time now, I _____ (*pościelę swoje łóżko*) later.
4 I _____ (*oglądam*) a fantastic film. Do you want to watch it with me?
5 We _____ (*mamy zamiar zrobić*) the shopping this morning before it starts raining.

Tworzenie wypowiedzi pisemnej

8 Kolega napisał do ciebie, prosząc o pomoc w przygotowaniu prezentacji. Napisz e-mail, w którym:

- podpowiesz mu, gdzie znaleźć przydatne informacje,
- powiesz mu, o czym ty zamierzasz zrobić prezentację,
- zaprosisz go do siebie do domu, aby wspólnie przygotować prezentację.

Rozwiń swoją wypowiedź, pamiętając, że jej długość powinna wynosić od 50 do 120 słów. Wykorzystaj słownictwo i gramatykę z rozdziału 4.

1–4 Semester Review

Vocabulary

Zakreśl poprawne uzupełnienie zdań: A, B, C albo D.

1 **The streets of San Francisco are full of people. They are really _____.**

A popular
B crowded
C close
D well-known

2 **We are going _____ this weekend, so remember to take good boots.**

A skateboarding
B sailing
C hiking
D gardening

3 **Jill loves sport because she likes being _____.**

A unusual
B exciting
C creative
D active

4 **My brother is really _____ that new series on Channel 2. He can't miss an episode.**

A for
B on
C out of
D into

5 **'What's your hobby?' 'I'm _____ on drawing.'**

A keen
B interested
C crazy
D like

6 **I heard that Tim is interested _____ sports. Is it true?**

A on
B about
C in
D of

7 **'When is your birthday, Derrick?' 'It is in the second month of the year, which is _____.'**

A January
B February
C March
D April

8 **'How _____ seeing a play on Saturday evening?' 'Sounds great!'**

A for
B to
C about
D with

9 **I have two _____ who are my aunt's children.**

A nephews
B siblings
C cousins
D uncles

10 **'Who is that man?' 'That's Erica's _____. They've been married for two months.'**

A grandfather
B brother
C husband
D parent-in law

11 **Your dad's sister is your _____.**

A mum
B female
C uncle
D aunt

12 **My baby sister is very scared _____ the dark!**

A about
B to
C of
D for

13 **'Bill's quite a _____ person.' 'I know; he's always telling great jokes.'**

A kind
B sociable
C funny
D shy

14 **'Do you and your sister have the same hair colour?' 'No, my sister's hair is _____.'**

A tan
B kind
C wavy
D red

15 **It's not very healthy to eat lots of _____ between meals.**

A fringes
B freckles
C braces
D snacks

16 **Jake's dad has a thick _____ covering the bottom half of his face.**

A sideburns
B skin
C moustache
D beard

17 **'I wish I had straight hair like Francesca's.' 'Her hair isn't straight. Actually, it's quite _____.'**

A long
B short
C curly
D pale

18 **Jenny has got _____ on her teeth to make them straight.**

A eyes
B beards
C braces
D freckles

19 **My brother's so _____. He talks all the time!**

A shocking
B caring
C lazy
D annoying

20 **I'm worried _____ Heather because she's ill.**

A on
B to
C about
D with

21 **I can't believe it's 11.00 p.m. already. It's ____ late.**

A getting
B being
C having
D doing

22 **'Don't be late for your exam, Thomas.'**
'I know, Mum. I'll be there at 10.00 a.m. ____.'

A fast
B quick
C sharp
D free

23 **'Did you do anything last night?'**
'No, I stayed ____ and watched TV.'

A over
B round
C in
D out

24 **When Jane came through the door, we threw ____ over her and shouted, 'Surprise!'**

A balloons
B presents
C candles
D confetti

25 **'Your brother's a really great guy.'**
'I know. I really look ____ to him.'

A round
B up
C forward
D in

26 **How do you ____ with friends in other countries?**

A click
B tick
C contact
D communicate

27 **'You need to study for your maths exam.'**
'I know. I'm ____ too much time doing other things.'

A using
B keeping
C wasting
D spending

28 **When Neil gets home from school, he ____ online straight away.**

A makes
B takes
C goes
D does

29 **Send the invitations by email. ____ mail takes forever.**

A Tail
B Sail
C Snail
D Fail

30 **A clock is a ____ that tells the time.**

A laptop
B device
C computer
D desktop

31 **'Let's go to the park, Jill.'**
'I can't. I have to ____ the carpet.'

A sweep
B iron
C vacuum
D dust

32 **'Are you ready to leave?'**
'I need to ____ my hair and then we can go.'

A brush
B make
C take
D put

33 **'Kyle, why didn't you ____ your bed this morning?'**
'Sorry, Mum. I forgot.'

A make
B do
C wash
D help

34 **It's too windy to hang ____ the clothes to dry.**

A round
B from
C off
D out

35 **'What's the first thing you do in the morning?'**
'I always ____ a shower first.'

A do
B get
C make
D take

36 **I sometimes ____ really tired after going swimming.**

A do
B have
C feel
D be

37 **'I can't believe I forgot my money.'**
'It's OK. You can ____ some from me.'

A save
B make
C borrow
D lend

38 **I want to return these jeans, but I can't find the ____.**

A shelf
B till
C receipt
D trolley

39 **'Don't forget to stop at the baker's, Dan.'**
'Yes, I'll get a ____ of bread.'

A jar
B carton
C packet
D loaf

40 **We usually get ____ late on Sunday mornings.**

A to
B up
C at
D for

1–4 Semester Review

Grammar

Zakreśl poprawne uzupełnienie zdań: A, B, C albo D.

1 **My pen pals Agata and Jola ____ in Zamość.**

A is living
B living
C live
D lives

2 **'When do you do your shopping?'**
'I ____ shopping at weekends'.

A go often
B often to go
C goes often
D often go

3 **____ do you live in Sweden?**

A Who
B Where
C When
D What

4 **Why ____ wear black to school?**

A you always
B do always
C do you always
D you do always

5 **She ____ late for class.**

A be never
B is never
C never is
D never be

6 **We ____ to a new album at the moment.**

A listens
B 's listening
C listen
D 're listening

7 **I ____ TV right now.**

A 'm not watching
B don't watch
C 'm watching not
D not watch

8 **What book ____ at the moment?**

A you read
B you're reading
C do you read
D are you reading

9 **I ____ in class!**

A not usually talk
B not talking usually
C don't usually talk
D 'm not usually talk

10 **'Kevin is quite a good student.'**
'I agree. He ____ an exam.'

A 's hardly ever failing
B hardly ever fails
C hardly fails ever
D fails hardly ever

11 **She ____ her mobile ring this morning.**

A not hear
B don't hear
C doesn't hear
D didn't hear

12 **He ____ for Shelley for over an hour before deciding to go back home.**

A waits
B was wait
C wait
D waited

13 **'Where ____ live before coming here?'**
'In South Africa and Brazil.'

A do you
B did you
C are you
D were you

14 **'I think firefighters are great people.'**
'I agree. My dad ____ as a firefighter when he was younger.'

A work
B works
C worked
D working

15 **____ in a swimming team when you were younger?**

A Was you
B Were you
C Did you
D Do you

16 **I ____ to the bus stop when the bus drove past me.**

A am walking
B walk
C was walking
D walked

17 **The wind was blowing, the skies were cloudy, and it ____.**

A were raining
B raining
C rained
D was raining

18 **Mum was clearing the table while I ____ the washing-up.**

A were doing
B does
C was doing
D do

19 **'____ dinner when I called yesterday?'**
'Yes, but I was glad to hear from you.'

A You were having
B You had
C Did you have
D Were you having

20 **'What happened to you last night?'**
'I was sleeping in my bed when I ____ a noise.'

A heard
B were hearing
C hears
D was hearing

21 **I ____ a train to Munich this afternoon.**

A take
C 'm taking
B taking
D takes

22 **Where ____ on holiday this summer?**

A you're going
C are you going
B you go
D do you go

23 **'What are your plans for Saturday?'**
'We ____ Ivan and Svetlana for lunch.'

A 's meeting
C meet
B meets
D 're meeting

24 **____ at the concert hall this week?**

A Is they playing
C Are they playing
B Playing
D They are playing

25 **'What happened to your skiing plans?'**
'I changed my mind. I ____.'

A 'm going
C don't go
B go
D 'm not going

26 **Do you often eat dinner late ____ night?**

A on
C in
B to
D at

27 **'Where does Frank live?'**
'He lives ____ New York.'

A for
C on
B in
D at

28 **They changed the date for the exam. It's ____ Tuesday now.**

A in
C at
B of
D on

29 **We're not going to Italy this month. We're going ____ July.**

A on
C to
B in
D at

30 **Michael's dog got ____ its basket and fell asleep.**

A from
C into
B toward
D to

31 **'Did you finally decide on a new coat?'**
'Yes, I ____ buy the red one.'

A 'm going
C going to
B 'm going to
D will

32 **'It's really cold in here!'**
'OK. I ____ on the heating.'

A 'm going to turn
C going to turn
B 'll turn
D turn

33 **I think I ____ for a walk now.**

A going to go
C 'll go
B 'm going to go
D go

34 **'Do you need any music for the party?'**
'No, Steve ____ me with the music.'

A 's going to help
C will help
B going to help
D helps

35 **I can't reach that glass. ____ get it for me, please?**

A Will you
C Are you going to
B You
D You're going to

36 **I need to get some ____ before I travel to Mexico.**

A bag
C information
B passport
D ticket

37 **There's only one ____ in the queue at the moment.**

A men
C women
B people
D man

38 **'Do you want milk in your coffee?'**
'No, but I'd like a ____ sugar in it, please.'

A much
C few
B little
D some

39 **'How ____ food does a lion eat every day?'**
'Probably quite a lot!'

A few
C many
B some
D much

40 **There are ____ of sheep in the countryside where I live.**

A many
C much
B lot
D lots

4 Video

A Grizzly Encounter

Obejrzyj film na stronie docwiczenia.pl Kod: A7QN39



Before you watch

1 How much do you know about grizzly bears? Look at the statements below and decide if they are true (T) or false (F).

1 A grizzly bear can eat about 16 kg of food a day. ____
2 Grizzly bears hibernate during the winter and wake up in the spring. ____
3 Grizzly bears live in Europe. ____

While you are watching

2 Watch the video and circle the words you hear.

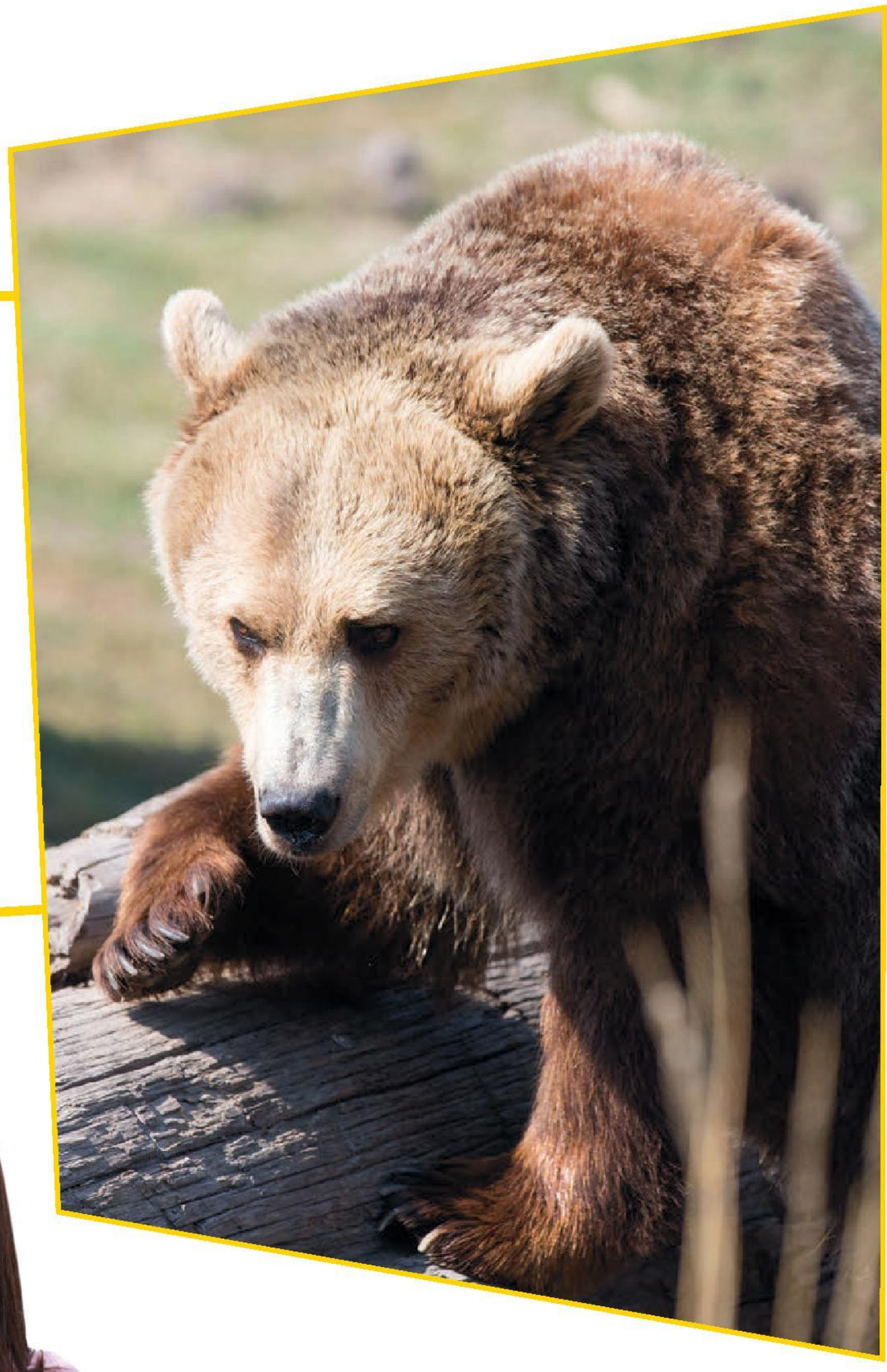
1 The staff at Montana Grizzly Encounter look after the bears ***seven*** / ***six*** days a week.
2 The first task of the day is to prepare Brutus's ***room*** / ***meal***.
3 The grizzly bear eats apples and ***bananas*** / ***oranges***.
4 The grizzly bear eats ***35*** / ***16*** kg of food a day.
5 The Grizzly Hotel is very ***comfortable*** / ***cold***.
6 Grizzly bears have powerful ***noses*** / ***eyes***.

After you have watched

3 Complete the summary of the video below using these words.

apples chicken day hunt meal room routine treats

At Montana Grizzly Encounter, staff take care of the grizzly bears 24 hours a **(1)** _____, 7 days a week. The first task of the day is to prepare the bears' **(2)** _____. The bear called Brutus eats a variety of food ranging from meat, including venison, beef, pork and **(3)** _____, to fruit such as **(4)** _____, oranges and even pomegranates. The Grizzly Hotel is very comfortable. Each bear has a private **(5)** _____ with a bed to lie on! Another daily **(6)** _____ for the staff is hiding **(7)** _____ for the bears to find. This helps to keep the bears mentally healthy. The bears use their powerful noses in their **(8)** _____ for the hidden food. It doesn't take long for them to find it!



Idea Focus

- Do you think these grizzly bears lead a natural life? Why? / Why not?
- Would you like to work somewhere like Montana Grizzly Encounter? Why? / Why not?



Reading

Home Sweet Home 5a

1 Przeczytaj wpisy trzech blogerek i dopasuj ich wypowiedzi A–C do ich imion: Danica, Jessica, Agata. Wpisz litery A–C przy imionach.

Danica _____ Agata _____ Jessica _____

A
You always need to help your family if they have problems. We should remember that one day we might need their help.

B
An excellent way to help the environment and be creative at the same time is to use things again instead of throwing them away.

C
It's such a good feeling when you help someone else who needs support. I think everybody should do some volunteer work.

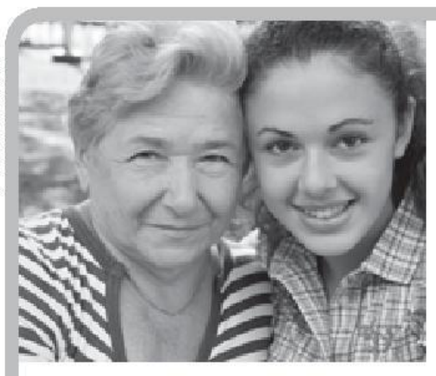
7th April



Danica Hart

I'm very excited today because I've finally finished cleaning and fixing my new bedroom furniture. But, as I said in my other blog entries, it's not really 'new' furniture. I found it in the street! But, with some tender loving care, it looks great! My dad helped me with some of the broken pieces. They were in a really bad condition, but everything looks as good as new now, and the headboard for the bed is beautiful. I love its simple design, it's like furniture from the countryside. You can see part of the headboard in my photo. I can't wait to chill out in my bedroom with all this cool 'old' furniture! I can finally kick back in my new room.

7th June



Agata Nowak

This week my family and I are travelling to Wolin, a Polish island to the west of the country. We're going to visit my grandmother. She lives on the island and she needs to find a new place to live for a while. The changing seasons have brought new risks to her life there. There was a flood on the island, and it damaged her home. We're going to help her move to a new place. My grandmother can't live in her old house as it is. It's sad because my dad grew up in that house. It will take a very long time and a lot of money to fix it. Luckily, my grandmother has got some money saved up. However, she'll have to live in a flat for at least a year. But on the bright side, I'm glad she'll have a nice place to move back to.

2 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj wpisy blogerek jeszcze raz. Uzupełnij w języku polskim luki 1–4 w e-mailu zgodnie z ich treścią. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

Od: Danka
Do: Magda
Temat: Trzy ciekawe blogi

Cześć Magdo,
przeczytałam właśnie blogi, w których trzy osoby dzielą się swoimi przygodami związanymi z urządzaniem domu. Tylko jedna z nich mówi o swoim domu, a właściwie pokoju. Pozostałe dwie wspominają o dość trudnych sytuacjach – ludziach, którzy w jakiś sposób **(1)** _____. Jedni przez problemy finansowe a inni przez powódź. Danica urządza swoją sypialnię, meblując ją **(2)** _____. W ich odnowieniu pomógł jej tata. Jessica pomaga budować dom dla **(3)** _____, a Agata jedzie do Wolina, aby odwiedzić babcię, która przez rok **(4)** _____, czekając na swój odnowiony dom. Wysyłam Ci link do blogów, też przeczytaj!
Danka

13th March



Jessica Albright

Today we started to build a new home. It's for a family that has a lot of money problems. They lost their home several years ago and, as a result, life is very hard for them. They don't even have running water, and one of the kids needs to be homeschooled. I'm really amazed at how they have stayed together and kept strong. There are four family members, and the house we're building will have two bedrooms. I'm looking forward to finishing it. It will take us a couple of months to get everything ready and then, they can move in. I'm really glad I joined the Homes with Heart organisation. I love building things, and working as a volunteer makes me love it even more!

5b Home Sweet Home

Vocabulary 1

1 Zakreśl poprawną opcję w zdaniach 1–8.

1 That's a really cool ***mat*** / ***poster*** on your wall!
2 Can you close the ***blinds*** / ***duvet***? It's too sunny in here.
3 I don't like sleeping on this ***curtain*** / ***pillow*** because it is too hard.
4 Don't walk on the ***rug*** / ***mat*** in the bedroom! Your shoes are not clean.
5 Sarah put an extra ***curtain*** / ***blanket*** on her bed because it was cold.
6 Don't run on the ***staircase*** / ***hallway***, you may break your leg going downstairs so fast.
7 Jenny, take the cake and put it on the ***bedside*** / ***coffee*** table. The guests are waiting.
8 Aunt Mary, where is the ***sink*** / ***rug***? I need to wash my hands.

2 Uzupełnij zdania 1–6 rzeczownikami.

1 The door to the children's rooms are on the other side of the h _____.
2 Can you put the milk in the f _____ before it gets too warm?
3 We've only got one b _____ in this house, so we have to wait if someone's taking a shower.
4 Tim, please don't eat on the sofa, come and sit at the d _____ t_____ like everyone else.
5 I just love the photo you took of the cat, I need to buy a nice p _____ f _____ and put it on the wall.
6 Everytime I go to bed, I take a new book with me, my b _____ t _____ is covered in books, because I put them there before I fall asleep.

3 Uzupełnij zdania 1–5 czasownikami z ramki w poprawnej formie.

hang up **pull up** **put away** **put up** **switch on**

1 The bedroom is a bit too dark. Can you _____ the blinds so we have some sunlight in here?
2 Have you already _____ the clothes to dry in the utility room? I wanted to help you.
3 My brother never _____ his things. He leaves them all over the house.
4 The sun has already gone down, we need to _____ the lamp if we want to read.
5 He hasn't _____ the shelves yet, they are still there on the floor.

4 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–7) jednym wyrazem, tak aby powstał spójny tekst zgodny z ilustracją.



My name's Wolfgang, and I live in the countryside in Germany. In the picture, you can see me in our garden. In my **(1)** _____ house, which is my special place. The picture was taken in the summer, and I'm wearing shorts and a **(2)** _____. The day was really sunny but, thankfully, the big **(3)** _____ in the background gives me a lot of shade. I'm the luckiest boy in the world in this picture, and you can see it from the **(4)**_____ on my face. In the house I've got a small lamp with a battery. I can switch it **(5)**_____ and read a book. I've got a little wardrobe, so I can hang **(6)** _____ my jacket while I'm there. I've put **(7)** _____ some posters of animals and the bands I like. My friends love it up there!

5 Napisz 5 pytań dotyczących wyposażenia idealnego pokoju dla nastolatka. Zadaj pytania koleżance lub koledze.

1 _____
2 _____
3 _____
4 _____
5 _____

Grammar 1

Home Sweet Home 5c

1 Uzupełnij poniższe zdania wyrazami z nawiasów w czasie present perfect, tak aby powstały prawidłowe zdania przeczące i pytające.

1 _____ (*you / be*) to the bank yet?
2 _____ (*Dad / clean*) the whole kitchen?
3 How many kilometres _____ (Dana / walk) so far?
4 She _____ (*not / chose*) what to study at university yet.
5 _____ (*we / buy*) everything you need for the trip?
6 He _____ (*not / eat*) his breakfast yet!

2 Uzupełnij poniższy tekst czasownikami z nawiasów w odpowiedniej formie w czasie present perfect.



Explore More

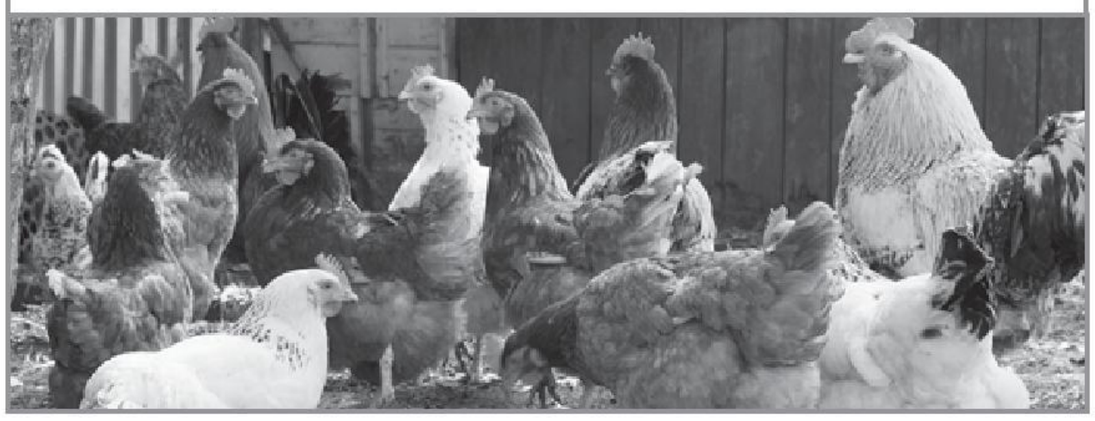
Bored with traditional forms of travel? Perhaps you **(1)** _____ (*visit*) similar places every year or **(2)** _____ (*return*) to your favourite hotel again and again. **(3)** _____ your trips _____ (*be*) the same since you were a small child? Maybe your trips are boring because you **(4)** _____ (*never / try*) anything new and you **(5)** _____ (*never / have*) enough time to enjoy a different experience. Don't worry! You **(6)** _____ (*just / find*) the answer to your problems! Our company **(7)** _____ (*change*) hundreds of people's lives. Over the past ten years, our customers **(8)** _____ (*stay*) in traditional gers in Mongolia. Others **(9)** _____ (*choose*) to discover the country by living on a boat for a month. There are plenty of options, but no five-star hotels!

3 Uzupełnij zdania przyimkami *for* lub *since*.

1 Mum has worked in a library _____ 1999.
2 She has studied at university _____ two years.
3 I haven't attended a concert _____ last March!
4 We have been in the sea _____ four hours.
5 She has known him _____ they were little kids.

4 Zakreśl poprawną opcję w poniższym tekście.

Hi Helen,
How are you? I'm staying on my grandma's farm at the moment. Have you **(1) *ever* / *never*** spent time on a farm? It's really quite fun. I've fed the horses twice **(2) *already* / *yet***, and that was terrific! I haven't collected the chicken eggs **(3) *yet* /*still***, but it's something I want to do. I've **(4) *never* / *ever*** done it before, so it will be nice to have the experience. I **(5) *still* /*already*** haven't visited the cow shed. I think it's quite smelly from what Grandma has **(6) *just* / *ever*** said!
Maybe I'll find a way to get out of that job.
Bye for now,
Stacy



5 Rodzina poszukuje niani do opieki nad dziećmi. Niania zapisała swoje notatki obok wymagań rodziny. Napisz pełnymi zdaniami, jakie jest jej doświadczenie.

1	use a lawnmower	*never*
2	live in a cottage	*no, never*
3	wash dishes, do the washing	*just finished a professional course*
4	decorate a nursery	*never*
5	work with children already	*yes (younger brother and cousins)*
6	be a professional nanny	*not yet*

1 *She has never used a lawnmower.* _____
2 _____
3 _____
_____
4 _____
5 _____
6 _____

5de Home Sweet Home

Posłuchaj nagrania 22
docwiczenia.pl
Kod: A7G5YA

Posłuchaj nagrania 23
docwiczenia.pl
Kod: A7N2GP

Listening

1 22 **Wykonaj zadanie w sekcji *Skills Booster*.**

Skills Booster

Usłyszysz dwukrotnie rozmowę dotyczącą obowiązków domowych. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–5.

1 What did Julie do in the past that she doesn't do now?

_____

2 What kind of families do the speakers have?

_____

3 What is Julie's sister's job?

_____

4 What doesn't Peter's family like doing?

_____

5 Why does Peter have to finish the conversation?

_____

2 23 **Wykonaj zadanie w sekcji *Skills Booster*.**

Skills Booster

Usłyszysz dwukrotnie cztery wypowiedzi na temat domów (1–4). Do każdej z nich dopasuj zdanie spośród A–E. Jedno zdanie zostało podane dodatkowo. Wpisz rozwiązania do tabeli.

This speaker

A doesn't like living in the countryside.

B has got two houses.

C enjoys being close to nature.

D wants to plant trees in the city.

E likes designs connected to nature.

1	2	3	4
_____	_____	_____	_____

Speaking

3 **Uzupełnij dialog, a następnie odegraj go z koleżanką lub kolegą w klasie.**

A: Hi, your sister told me **(1)** _____ new room.

B: Yes, **(2)** _____ and I love it.

A: Can **(3)** _____?

B: Sure, on the **(4)** _____ it's got a **(5)** _____ rug and the walls are **(6)** _____.

A: What about **(7)** _____?

B: There are **(8)** _____ and **(9)**_____ where I can do my homework, there is also a **(10)** _____ where I can relax.

A: **(11)** _____?

B: No, I share it with my sister.

A: Are **(12)** _____?

B: Not much, I'd prefer to have the room just for myself, but at least my sister likes tidying the room.

A: **(13)** _____?

B: Sure, I have it on my phone. Look, here it is.

A: **(14)** _____.

B: Thank you, I like it too.

4 **Zapoznaj się z cechami dekoracji pokoju Mary, a następnie opisz go.**

big windows	white chair
wooden floors	white desk
green curtains and rugs	many books on shelves
no armchair	not very big
grey walls	round bed with yellow pillows

Vocabulary 2

Home Sweet Home 5f

1 Uzupełnij zdania 1–6 rzeczownikami.

1 I'm excited about staying at my dad's holiday v _____ over the summer.

2 They rented a very expensive f _____ on the top floor of the building.

3 Her grandmother lives in a charming c _____ 10 kilometres from town.

4 My grandpa built a small s _____ in his garden, which he uses to keep all the garden tools in.

5 Josh, please take the dirty laundry to the u _____ r _____.

6 Where is everyone? Oh, they're outside, sitting on the p _____ waiting for you.

2 Uzupełnij dialog słowami z ramki.

armchair barbecue cooker lawnmower tumble dryer wardrobe

Mover: We're ready to move your furniture into the house. The first item is this **(1)** _____.

Dan: Yes, that goes in the utility room, which is at the back.

Mover: OK. And where would you like us to put this **(2)** _____?

Dan: I'd like you to put it in the living room, which is over there.

Mover: Great. And what about this **(3)** _____ ?

Dan: You can put that on the patio, behind the house. We love cooking burgers outside.

Mover: And the **(4)** _____? I know it goes in the kitchen, but where is that?

Dan: It's at the back of the house as well.

Mover: OK. A couple more things … the **(5)** _____?

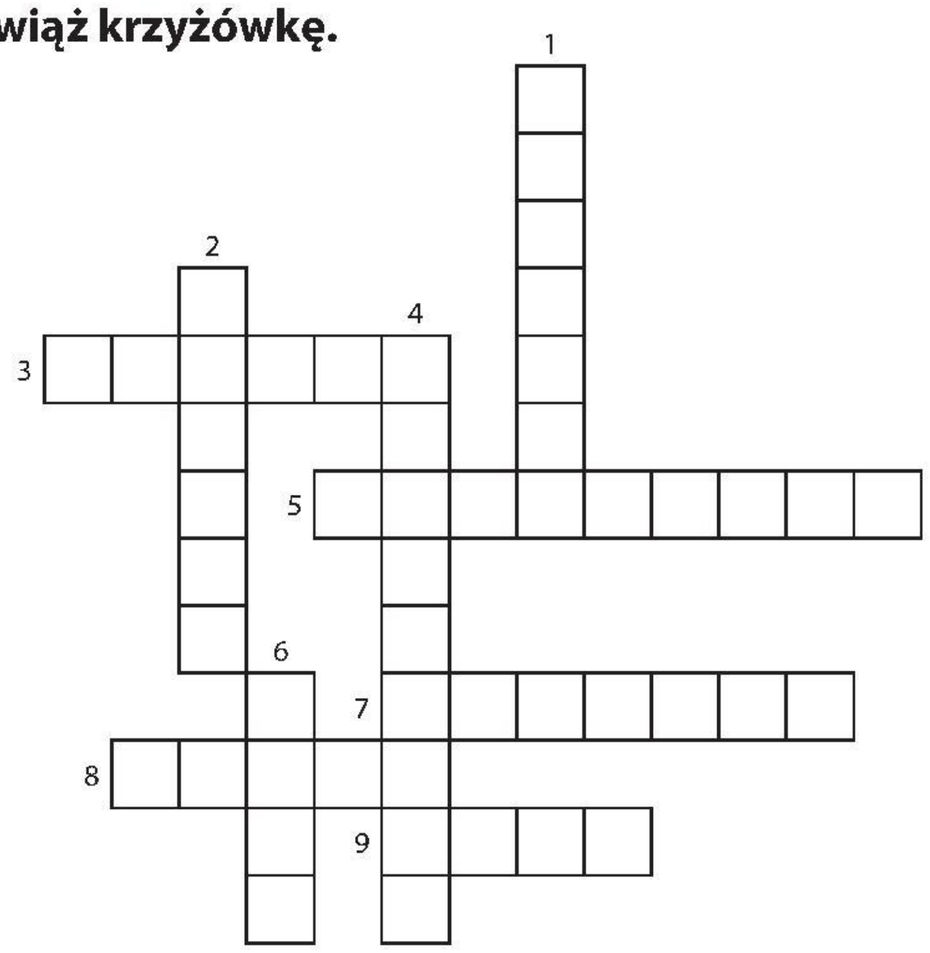
Dan: Yes, that goes in my bedroom. I'm looking forward to having something to put my clothes in finally. And the last thing?

Mover: The **(6)** _____.

Dan: Oh, yes. That goes in the shed, which is at the very back of the garden.



3 Rozwiąż krzyżówkę.



Across

3 screens used to cover windows

5 a machine used for cutting grass

7 a small house in the country

8 a big, luxurious house

9 a basin in which you can wash your hands

Down

1 a piece of material used to cover a window

2 a square bag with feathers inside that you rest your head on when you sleep

4 an area with stairs leading to rooms

6 an apartment

4 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

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

1 My sister _____ (*nie spędza*) a lot of time in the utility room. She doesn't like doing chores.

2 My dad _____ (*trzyma narzędzia ogrodowe*) in the shed.

3 _____ (*Chatka mojego wujka*) is the most beautiful one I've ever seen.

4 I couldn't find _____ (*nowej kosiarki*) to cut the grass.

5 John, please _____ (*otwórz pralkę*) and take out the laundry.

5g Home Sweet Home

Posłuchaj nagrania 24
docwiczenia.pl
Kod: A7FKLC

Grammar 2

1 Połącz zdania tak, aby uzyskać poprawne minidialogi. Wpisz litery A–F w odpowiednie miejsce przy zdaniach 1–6.

1 Whose turn is it to wash up? ____
2 Who's going to clean the kitchen? ____
3 Are these your shoes? ____
4 This is my computer. ____
5 It's the children's job to feed the dog.____
6 Where are their drinks? ____

A No, it's not yours; it's ours.
B John. It's his turn to clean it.
C They're there, on the table.
D It isn't mine. I did it yesterday.
E Its dinner's in the fridge.
F No, they're Dad's.

2 24 Wysłuchaj sześciu dialogów i wybierz poprawną opcję.

1 It's ***Jack's*** / ***Mary's*** pen.
2 The ***daughter*** / ***father*** does the washing-up.
3 The shoes are ***Jimmy's*** / ***Mike's***.
4 ***Sue*** / ***Tim*** has to take the rubbish out.
5 It's ***Dad's*** / ***the dog's*** food.
6 It's ***Mrs Green's*** / ***Mr Smith's*** car.



3 Uzupełnij zdania formami dopełniacza saksońskiego wyrazów w nawiasie.

1 Someone has just arrived at my _____ (*neighbour*) house.
2 _____ (*James*) dog has been in many fights.
3 These are the _____ (*children*) toys. They need to put them away!
4 Can you tell me where the _____ (*lady*) toilet is, please?
5 I really need to clean the _____ (*bird*) cage!
6 That's not my book. That's _____ (*Linda*).

4 Uzupełnij dialogi poprawnymi przymiotnikami lub zaimkami dzierżawczymi.

1 **A:** Which car belongs to Glen and Becky?'
B: _____ car is the red one that's parked over there.

2 **A:** Is this your bag?
B: No. _____ is the one that's on the shelf.

3 **A:** I can't find the room we're staying in.
B: That's because _____ is on another floor.

4 **A:** I took the wrong coat by mistake.
B: Yes, that is Rachel's coat. It belongs to _____.

5 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj tekst. Zakreśl poprawne uzupełnienie luk 1–8: A, B albo C.

A home that moves with you

In northern Scandinavia, there is a group of people called the Sami. **(1)** _____ homes, which look like tents, are known as lavvus. The difference is that **(2)** _____ are much stronger than an average tent, and they look much cooler, too! The Sami **(3)** _____ lived in these homes **(4)** _____ hundreds of years. The lavvu works well for their lifestyle. Traditionally, it is the **(5)** _____ job to follow the deer that live in the area. Therefore, the Sami need a home that they can take with them.

The lavvu gives protection from strong winds. In the past, **(6)** _____ walls were made from deer skins. Nowadays, the Sami use different fabrics for the walls, which are similar to those we use for **(7)** _____ tents. Of course, the Sami have to build fires inside the lavvu. That's not a problem, however, because **(8)** _____ got a hole at the top.

1	**A** Theirs	**B** They	**C** Their
2	**A** their	**B** his	**C** theirs
3	**A** have	**B** has	**C** are
4	**A** by	**B** since	**C** for
5	**A** his	**B** Sami's	**C** Sami
6	**A** it	**B** it's	**C** its
7	**A** ours	**B** our	**C** we
8	**A** it's	**B** its	**C** it

Writing

Home Sweet Home 5h

1 Uzupełnij tabelkę przymiotnikami z ramki według podanej kolejności.

big round floral Swedish wooden plastic
brand-new lovely ugly unusual silk
rectangular amazing purple tiny
spectacular brilliant

1 Opinion	2 Size	3 Age	4 Shape
5 Colour	**6 Pattern**	**7 Origin**	**8 Material**

2 Do każdego z podanych słów dodaj trzy przymiotniki, aby sprawić, że ogłaszany przedmiot będzie bardziej interesujący. Pamiętaj o kolejności przymiotników.

Example

HOUSE by a lake – a big blue house by a quiet lake

bathroom _____

garden in front of the house _____

_____

carpet _____

armchair _____

3 Zdecyduj, który z poniższych opisów to opis ogólny (G), a który – szczegółowy (D).

A The garden is big and is situated behind the house. ____

B We are looking for volunteers! ____

C Come to 76 Richmond Road at 8.00 p.m. to join our book club meeting. ____

D The play is taking place in the centre of the city. ____

E On the left of the garden, there are some rose bushes and oak trees. ____

F If you like helping animals and being outdoors, join us! ____

4 Przeczytaj ogłoszenie i odpowiedz na pytania 1–8.

Magic Run!

Do you enjoy jogging? Do you like cartoons? Would you like to run dressed up as your favourite cartoon character?

If so, why don't you come to Green Park on Saturday, March 11th at 10.00 a.m.? To sign up email us at magicrun@mail.com. To take part in the amazing run, you have to pay 3 pounds.

Make sure you come dressed up and bring your own cold water and comfortable, colourful sports shoes.

We hope to see you there!

1 What does it advertise? _____
2 How is it different from other similar events? _____
3 What adjective describes the event? _____
4 When is it? _____
5 What time does it start? _____
6 Where is it? _____
7 Is it free? _____
8 How can you contact the organisers? _____

5 Wybierz jeden z poniższych tematów ogłoszenia. Pomyśl, jakie treści możesz w nim zawrzeć. Odpowiedz w zeszycie na pytania 1–7.

a school play a book club meeting
your old guitar a walk with shelter dogs
a house by a lake

1 What does it advertise?
2 How is it different from other similar events / objects?
3 What adjectives can describe the event / object?
4 When is the event / can you see the object?
5 What time does the event start / can you see the object?
6 Where is the event / object? Is it free?
7 How can people contact the organisers / seller?

6 Napisz w zeszycie ogłoszenie na temat z zadania 5. Wykorzystaj swoje notatki.

W ogłoszeniu:

- zamieść wszystkie szczegóły organizacyjne (czas, miejsce, dane kontaktowe),
- zachęć czytających do udziału / kupna,
- powiedz, dlaczego to wydarzenie / przedmiot jest wyjątkowy.

Writing Guide 5 in Student's Book p 87 ➡

5 Review

Posłuchaj nagrania 25
docwiczenia.pl
Kod: A7M1B7

Vocabulary

1 Zakreśl poprawną opcję w zdaniach 1–7.

1 We usually have dinner in the ***kitchen*** / ***dining room*** as it's the perfect place for the whole family to sit down around a big table.
2 My grandparents live in a small ***cottage*** / ***flat*** in the country.
3 Their new house has a big ***shed*** / ***patio*** where they can sit and relax.
4 Our new ***bedroom*** / ***living room*** looks so nice with the new sofa and armchairs.
5 The ***shed*** / ***utility room*** is my favourite place. I can keep any essential tools and the lawnmower there.
6 I loved the painting, so I decided to hang it ***up*** / ***out*** on the wall.
7 He put all the dirty clothes into the ***tumble dryer*** / ***washing machine***.

2 Uzupełnij zdania 1–6 wyrazami z ramki.

dish kick back stove season homeschooled running

1 My flat doesn't have _____ water at the moment, so I'm living with my brother.
2 My favourite _____ is summer because I like going to the beach when it's sunny.
3 Derek's cottage has a wood _____ in the living room, so it is usually very warm, even in winter.
4 Dan's satellite _____ is broken, so he's coming here to watch the tennis match.
5 It's always good to get back home after school and _____.
6 My cousin doesn't go to a regular school, but his mother is his teacher as he is _____.

3 25 Posłuchaj rozmowy dwóch przyjaciół – Jacka i Natalii. Uzupełnij zdania 1–5 jednym wyrazem.

1 Jacek and his family no longer live in a _____.
2 Jacek's brother Adam does not share a _____.
3 Jacek's mum didn't like the old flat because the cooker, the fridge and the washing machine were _____.
4 Jacek's dad keeps the bikes and the lawnmower in the _____.
5 Jacek's sister is very happy that the _____ is near her bedroom.

4 Co powinny zrobić osoby, które mają następujące problemy?

1 I'm afraid of the dark, and the room is dark.

2 The toys are all over the floor.

3 It's a beautiful, sunny day outside, but my room is dark.

4 It's too hot for this jacket in this room.

5 I bought a beautiful painting, but no one can see it.

1 _____
2 _____
3 _____
4 _____
5 _____

5 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj poniższy e-mail. Wybierz poprawne uzupełnienie luk 1–4: A, B albo C.

Hi Sabine,
I'm really excited about spending a year in Poland as an exchange student. I have a lovely bedroom all for myself. It is very bright, especially when I pull up the **(1)** _____ in the morning. I also have lots of room for my books and my laptop on the **(2)** _____. It's already cold, so I love getting into the comfortable bed, and the **(3)** _____ keeps me nice and warm. There is also a **(4)** _____ on the floor and some posters on the walls.
Write back soon!
Georgina

1	**A** curtains	**B** blinds	**C** eyes
2	**A** armchair	**B** floor	**C** desk
3	**A** pillow	**B** cushion	**C** duvet
4	**A** frame	**B** rug	**C** painting

Grammar

Review 5

1 Wybierz poprawną odpowiedź w zdaniach 1–8.

1 Suzanna has gone to work in London. Is she there at the moment? **Yes** / **No**
2 Bill has lost his phone. Does he still have his phone? **Yes** / **No**
3 Georgia has not moved into her new house yet. Is she living there now? **Yes** / **No**
4 Marta has already had breakfast. Has Marta eaten this morning? **Yes** / **No**
5 Basia has lived here for six years. Was she living here seven years ago? **Yes** / **No**
6 Daria has come to stay with us for the next two weeks. Is Daria with us now? **Yes** / **No**
7 Damian hasn't finished cooking dinner. Is dinner ready now? **Yes** / **No**
8 Mira's dad has fixed her bicycle. Can Mira use her bicycle now? **Yes** / **No**

2 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj tekst. Zakreśl poprawne uzupełnienie luk 1–8: A, B albo C.

My siblings and I always try to help **(1)** _____ parents at home. Both Mum and Dad work, and **(2)** _____ day is usually very long. Mum is really happy when she comes home to find our beds **(3)** _____ made and our rooms neat and tidy. Today my older sister and I **(4)** _____ already _____ the clothes to dry in the utility room, but we are **(5)** _____ cooking dinner. Neither of us has **(6)** _____ baked a cake, but we can prepare steak. My brother has also put away **(7)** _____ bike and tidied the shed. I'm happy that we all work together because our **(8)** _____ jobs are not so easy.

1 **A** our
B ours
C their

2 **A** they're
B their
C theirs

3 **A** yet
B still
C already

4 **A** hung (…) up
B have (…) hung up
C haven't (…) hung up

5 **A** already
B yet
C still

6 **A** ever
B since
C yet

7 **A** him
B his
C he

8 **A** parent's
B parents
C parents'

3 Przetłumacz poniższe zdania na język angielski.

1 Czy w tym wiejskim domku jest bieżąca woda?

_____

2 Włącz światło, proszę. Tutaj jest zbyt ciemno.

_____

3 Mieszkamy w Polsce od 2006 roku.

_____

4 Ja już posprzątałem / posprzątałam swój pokój, ale nie odrobiłem / odrobiłam jeszcze pracy domowej.

_____

_____

4 Zakreśl poprawną opcję w poniższych dialogach.

1 **A:** Have you had breakfast ***yet*** / ***since***?
B: No, I haven't. But I have ***still*** / ***already*** had some orange juice.
2 **A:** Have you ***ever*** / ***yet*** been to the USA?
B: Yes, I have ***still*** / ***already*** been there on a trip.
3 **A:** Has he lived here ***since*** / ***for*** he was a child?
B: No, he has only been here ***since*** / ***for*** two years.
4 **A:** Has she ***yet*** / ***just*** come home?
B: Yes, she has only been here ***for*** / ***already*** about five minutes.
5 **A:** Have you done your homework ***yet*** / ***still***?
B: No, I have ***just*** / ***already*** started.

5 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach, tak aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to słowa podane.

1 My sister _____ (*not / tidy*) her room yet.
2 He _____ (*never / see*) such a modern house before.
3 We _____ (*just / find*) a beautiful cottage for our summer holidays.
4 They _____ (*not / live*) here very long.
5 It's so dirty in here. Why _____ (*you / not / clean*) the kitchen yet?

5 Skills Checkpoint

Posłuchaj nagrania 26
docwiczenia.pl
Kod: A73PET

Posłuchaj nagrania 27
docwiczenia.pl
Kod: A7JW8G

Rozumienie ze słuchu

1 26 **Usłyszysz dwukrotnie wypowiedź dziewczynki opowiadającej o swojej rodzinie. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.**

1 Which photo is of the girl's family?







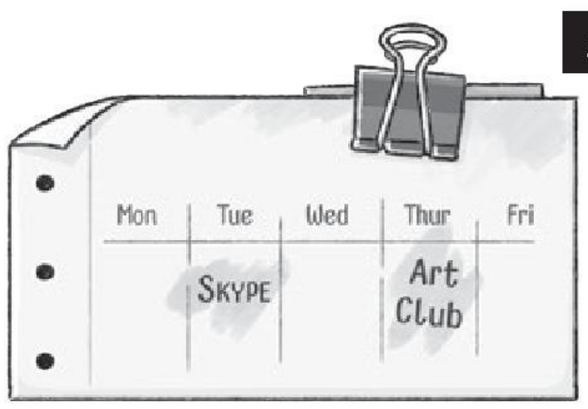
2 Which is the girl's sister's hobby?

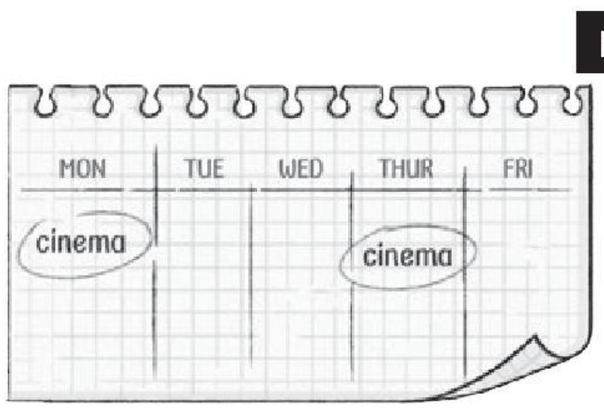


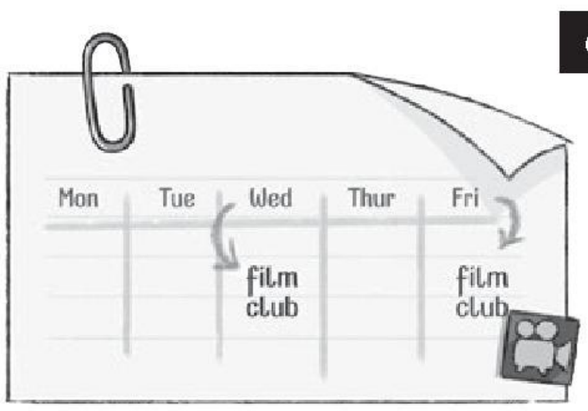




3 Which schedule might the girl who's speaking have?







Znajomość funkcji językowych

2 27 **Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą odpowiedź spośród A–E. Jedna z nich została podana dodatkowo. Wpisz rozwiązania do tabeli.**

A Not really, I prefer living in the city.

B Do you really think so? OK, I'll take them.

C Sure, go ahead, it's really soft.

D I think my room is better.

E Yes, I would. These ones are not for me.

1	2	3	4
_____	_____	_____	_____

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

A: Mum, I'm going to visit Tina today.

M: Oh really? I haven't seen her for a month or so. How is she?

A: She's fine. Her parents have just decorated her new room. She's sent me a photo. **(1)** _____ (*see*) it?

M: Of course, I do. Show me.

A: What **(2)** _____ (*think*)?

M: It's beautiful, I really like the furniture and the colour of the walls.

A: Me too! The furniture is amazing.

M: Would **(3)** _____ (*furniture*)?

A: Oh yes, please. Some new furniture would be great. We haven't changed anything for 8 years now.

Rozumienie tekstów pisanych

4 Przeczytaj poniższy artykuł i uzupełnij luki 1–3 w e-mailu Joanny do Marka zgodnie z jego treścią. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

How to change your room?

What's your room like? Do you have a lot of posters or paintings on the walls? What about the colour of the walls? If you're not happy with your room and you want to change it, here is some advice for you.

Study or relaxation?

Probably the first thing you should think of is what you use your room for most. Some people play computer games there or use the internet, some people read or draw, and others do their homework. When you've decided what your room is used for most, you can think about the best way to make it the most comfortable place in the house.

How much furniture?

One of the biggest mistakes that people make is to fill their room with as many things as possible. This makes your room feel smaller and more claustrophobic. So think about your room – do you really need all those shelves? Maybe that coffee table is taking up too much space. You might like having lots of cupboards and a huge wardrobe, but do you really use them that much?

What colours are best?

One more piece of advice is about the atmosphere in your room. Remember that it doesn't matter how many windows there are. Instead, think about the colour scheme. Something light usually makes you feel happier, but it often doesn't feel warm. But if the walls and furniture are too dark, you may feel sad and depressed. Try looking at different room designs on the internet and choose which one you like best.

Hi Mark,

How are you? I found an article which might give you some ideas about redecorating your room. It gives readers three pieces of advice. The first thing people should do when thinking about changes to their rooms is what **(1)** _____, whether it's for playing, studying or other purposes. The article also mentions that people often have **(2)** _____ in their rooms. They then look smaller than they really are. Finally, the text focuses on how important **(3)** _____. They can create the general atmosphere of a room and also affect our feelings.

I hope you have a chance to read it.

All the best, Joanne

Znajomość środków językowych

5 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 The last I saw him was last Tuesday. **SINCE**
I haven't _____ last Tuesday.

2 We moved here 20 years ago. **FOR**
We have _____ 20 years.

3 I'm still eating, Mum! **YET**
I haven't _____, Mum!

4 I have lived in Krakow all my life. **BORN**
I have lived in Krakow _____.

5 My family doesn't visit other countries. **NEVER**
My family _____ other countries.

Tworzenie wypowiedzi pisemnej

6 Napisz ogłoszenie o organizowanej w twojej szkole wymianie książek. W ogłoszeniu:

- zachęć czytających do przyjścia,
- podaj wszystkie szczegóły organizacyjne,
- napisz, co mają przynieść odwiedzający.

5 Video

The Horse Nomads of Mongolia

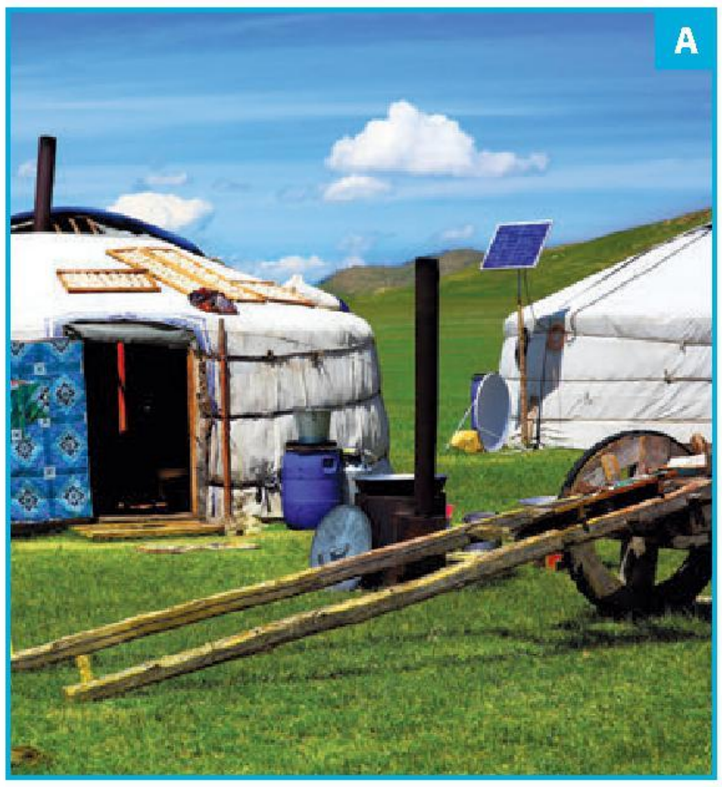
Obejrzyj film na stronie docwiczenia.pl
Kod: A7L486

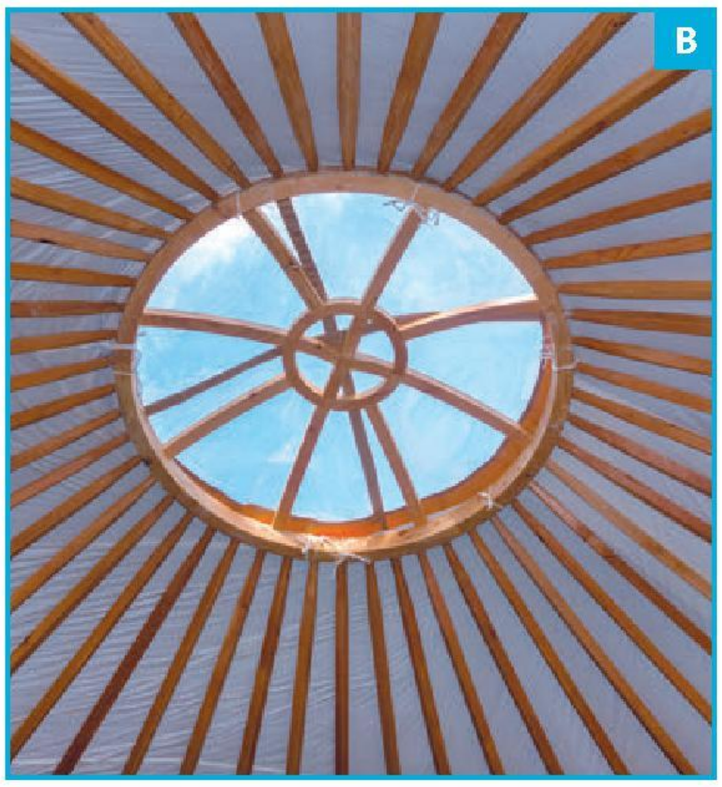
Before you watch

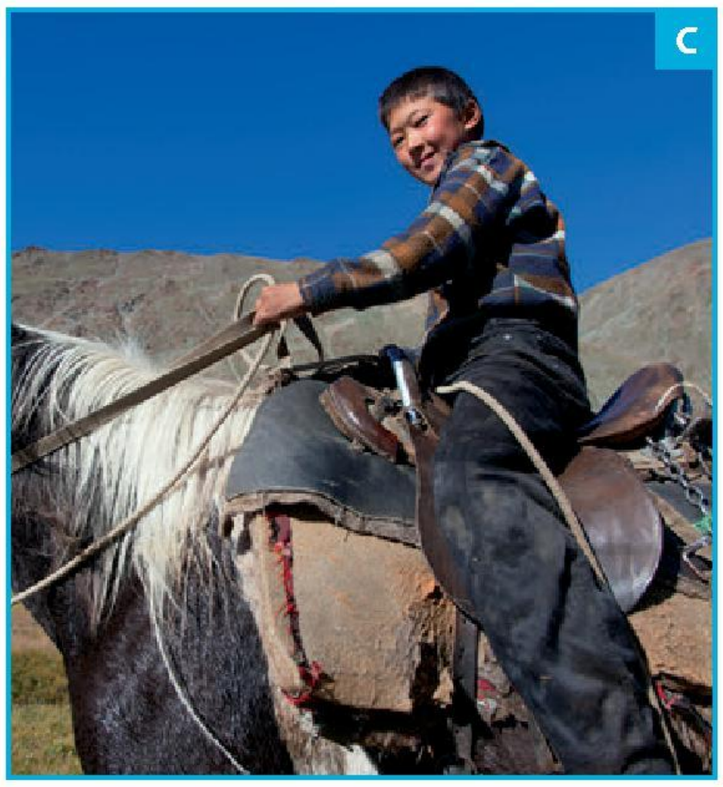
1 Which continent is in the photos below? Match descriptions 1–4 with pictures A–C.

1 Mongolian ger from the outside. ____
2 Mongolian ger from the inside. ____
3 Mongolian boy with his horse. ____
4 Mongolian wooden ox cart. ____









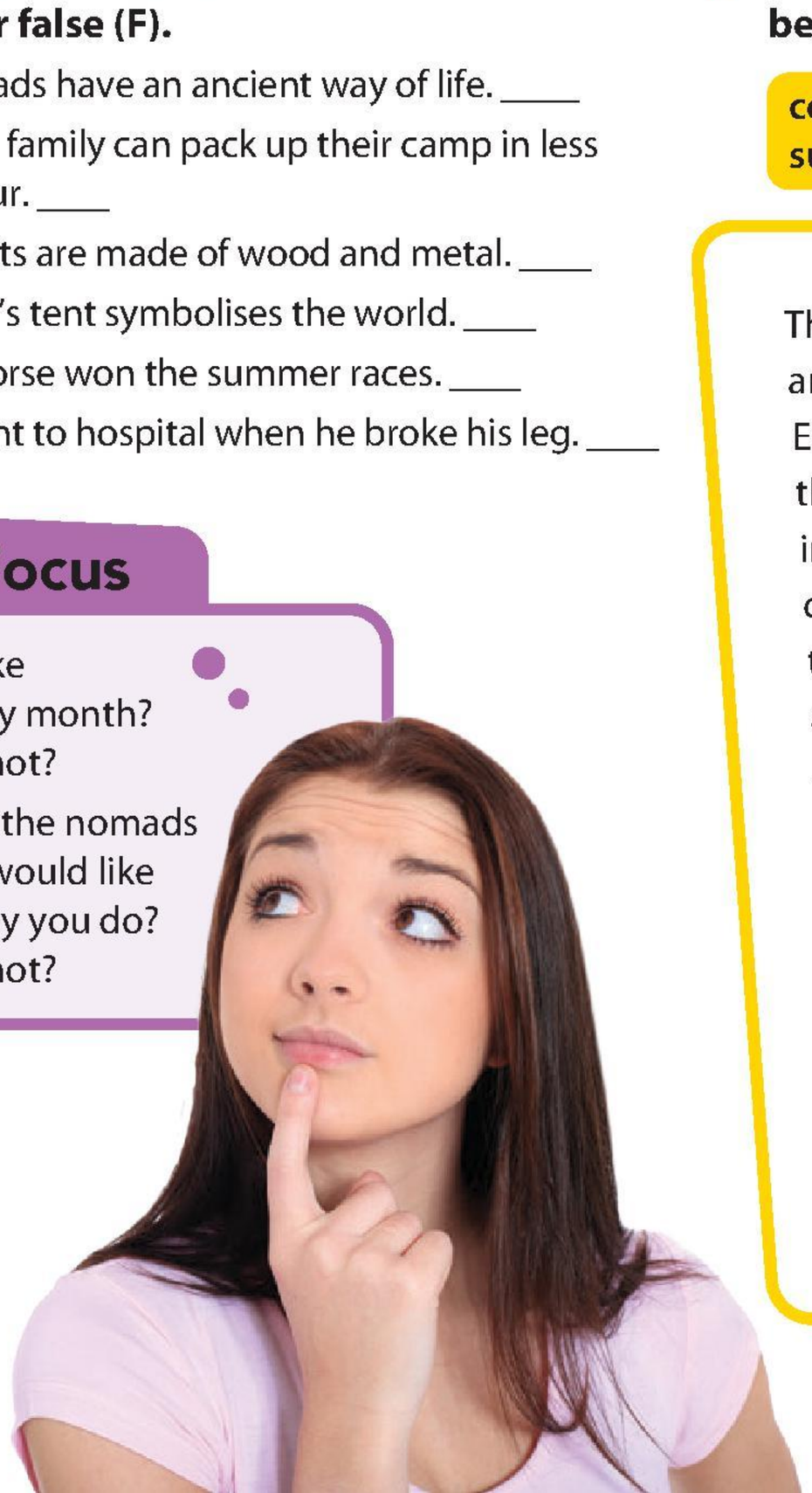
While you are watching

2 Watch the video and decide if these statements are true (T) or false (F).

1 Horse nomads have an ancient way of life. ____
2 The nomad family can pack up their camp in less than an hour. ____
3 Their ox carts are made of wood and metal. ____
4 The nomad's tent symbolises the world. ____
5 Muktali's horse won the summer races. ____
6 Muktali went to hospital when he broke his leg. ____

Idea Focus

- Would you like to move every month? Why? / Why not?
- Do you think the nomads in the video would like to live the way you do? Why? / Why not?



After you have watched

3 Complete the summary of the video below using these words.

centre life luck nature place summer race trucks

The nomads on the Mongolian steppes are preparing for the summer horse races. Everything has its **(1)** _____ on the ox cart. Nomads move every few weeks in spring and **(2)** _____. Their ox carts don't need gasoline and can reach places that **(3)** _____ can't go. Nomads are deeply connected to **(4)** _____, and their ger symbolises the Universe. At the **(5)** _____ of each ger there is a rope, which represents the path through **(6)** _____, and its twists and turns show that one's **(7)** _____ will always change. For example, Muktali took first place in the horse **(8)** _____, but that night he broke his leg when he fell off his new motorbike.

Reading

The Place to Be 6a

1 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj teksty. W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl literę A, B albo C.

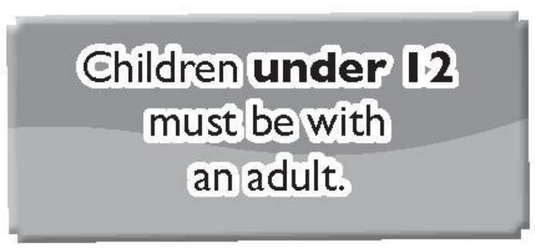




1 Both signs

A say that phones cannot be used.
B give a phone number to a hospital.
C are about phones.





2 You can read these signs

A in a sports centre.
B at a theme park / funfair.
C at an ice skating rink.





3 You can see these signs

A in the street. **B** in a hospital. **C** at a post office.

Caution!

Do not feed the animals. The birds should not eat bread – it causes health problems. Some of our animals have special diets. Other animals can be dangerous to people approaching them, which is why they are locked up. You can see our workers feeding the animals every day at 12.00 p.m. by the main building. Eating near the animals is prohibited.

4 Visitors can

A eat their own food.
B watch the employees give food to the animals.
C feed the animals.

2 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w każdą lukę (1–3) literę, którą oznaczono brakujące zdanie (A–D), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo.

One Place, Twice the Fun!

There are many places to go to have fun. Stadiums, concerts, parks and theatres are just some of them, but what about going to two places in one? That's what Flamingo Land is. It's in North Yorkshire, England. **(1)** _____ Originally, it was a large garden with lots of flamingos, which are those large, pink birds with long legs. **(2)** _____ The gardens became popular and, after some years, the owners decided to build some rides and have more species of animals there. **(3)** _____ So, if you want to see some unusual animals, Flamingo Land is the place to visit!

A It's now both a zoo and an amusement park.
B It was built in 1959.
C There is an option to rent a car there, too.
D They usually live in tropical places like Florida.

3 Uzupełnij zdania 1–5 wyrazami z ramki. Dwa słowa zostały podane dodatkowo.

quarrelled banging locked marvellous tour guide banquet hall spooky

1 The house was really _____. I could hear the sound of ghosts.
2 I was scared that the dog would get in and damage something in the house but, thankfully, the door was _____.
3 My grandma told me about her wedding, which took place in a beautiful _____.
4 I was listening to loud music, so I couldn't hear my mum _____ at the door.
5 We didn't follow our _____'s advice and we ended up getting lost in the city.

6b The Place to Be

Vocabulary 1

1 Zakreśl poprawne uzupełnienie zdań: A, B albo C.

1 James was late for the bus, so he ran _____ the street to the bus stop as fast as he could.

A through **B** along **C** round

2 The traffic is very heavy, so be careful when you walk _____ the street.

A across **B** through **C** under

3 Have you seen Sarah's new haircut? I walked _____ her in the street, and I nearly didn't recognise her!

A through **B** into **C** past

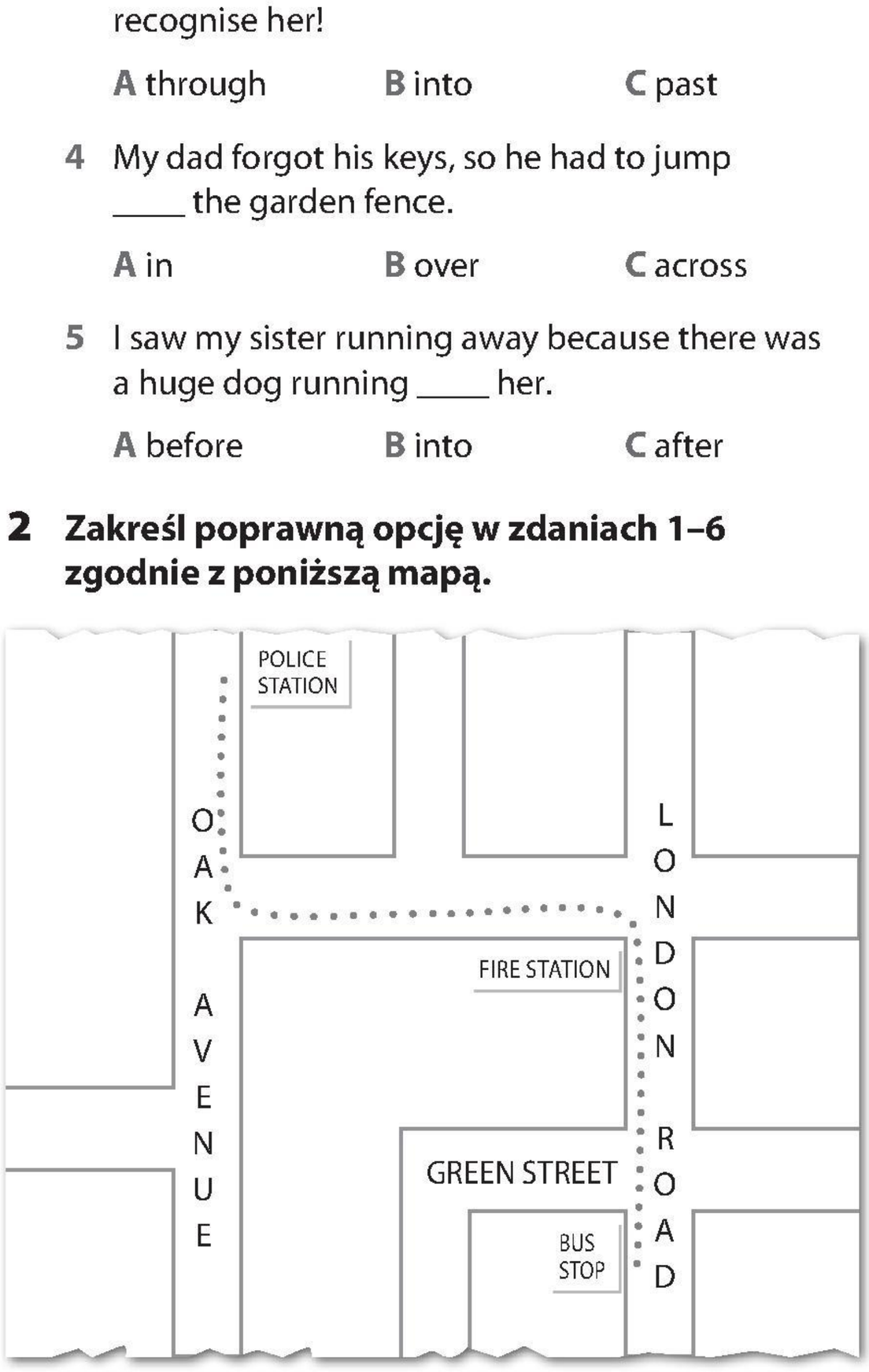
4 My dad forgot his keys, so he had to jump _____ the garden fence.

A in **B** over **C** across

5 I saw my sister running away because there was a huge dog running _____ her.

A before **B** into **C** after

2 Zakreśl poprawną opcję w zdaniach 1–6 zgodnie z poniższą mapą.



1 You get ***on*** / ***off*** the bus at the bus stop on the corner of Green Street and London Road.

2 Then, you ***cross*** / ***turn left*** Green Street and go straight on until you get to the fire station.

3 Turn ***left*** / ***right*** at the fire station.

4 Next, follow the road until you get ***to*** / ***on*** Oak Avenue.

5 Turn ***left*** / ***right*** into Oak Avenue.

6 ***Follow*** / ***Cross*** Oak Avenue to the police station, and you're there!

3 Tom przeżył szaloną przygodę. Opisz przygodę Toma, bazując na obrazkach.



Tom had a crazy day. First, in the morning while he **(1)** _____ to work, he saw a black cat which **(2)** _____ the path in front of him, so he decided to **(3)** _____ back and take a bus. While he **(4)** _____ the street to the bus stop, a strange thing happened. A huge dog **(5)** _____ a fence in front of Tom and started **(6)** _____ him.

The dog was really scary, so Tom started running away. He ran **(7)** _____ the bank and **(8)** _____ a nearby forest. In the forest, he saw a lake, so he decided to **(9)** _____ the lake. The water felt really cold. And then … he woke up. It was just a bad dream.

4 Uzupełnij tekst słowami z ramki.

bank hospital library museum post office university

Jorge had a lot of things to do on Monday. First, he went to the **(1)** _____ to send a letter to a friend. Then, he went to the **(2)** _____ to put some money into his account. After that, he attended two morning classes at **(3)** _____.

During the afternoon break, he went to the **(4)** _____ to pick up a book. He also visited his aunt in **(5)** _____ to see if she was getting better. After his afternoon classes finished, he met Celia at the **(6)** _____ to see an exhibition. He was quite tired at the end of the day.

The Place to Be 6c

1 Zakreśl poprawne uzupełnienie zdań: A, B albo C.

1 Is there anyone sitting in ____ seat here?
A this **B** these **C** that

2 I'm not sure about ____ dresses over there. They're too bright.
A this **B** these **C** those

3 ____ information is secret. Don't tell anyone!
A This **B** These **C** Those

4 Do you know ____ woman? She's standing across the street.
A this **B** these **C** that

5 ____ men in the café on the next street meet every Wednesday.
A That **B** Those **C** These

6 Do you like ____ shoes? They make my feet look good, don't they?
A this **B** those **C** these

2 Uzupełnij dialog określnikami wskazującymi: *this, that, these, those.*

Gillian: I'm having a great time in South Africa, Mbeke. Thanks for showing me round your neighbourhood. **(1)** _____ place is really beautiful.

Mbeke: I'm glad you could come. See **(2)** _____ white house over there? That's my neighbour's house.

Gillian: Oh, right. The one with **(3)** _____ beautiful flowers in the garden. Are you friends?

Mbeke: Yes. Daniel's from the UK, like you. He helped me plant **(4)** _____ trees here in front of my house.

Gillian: They're really nice. He must know a lot about gardening.

Mbeke: He studied it at the University of Birmingham. Is **(5)** _____ a good place to study?

Gillian: Yes, it is. It's one of the oldest universities in the UK. I visited a few of **(6)** _____ universities last year.

Mbeke: I hope to visit one of them some day!



3 Przeczytaj poniższe zdania. Zastanów się, czy podkreślone określniki w zdaniach są poprawne. Jeśli nie, popraw je.

1 <u>This</u> is the house that Jack built. _____

2 <u>These</u> is the garden that is by the house that Jack built. _____

3 <u>These</u> are the flowers that grow in the garden that is by the house that Jack built. _____

4 <u>Those</u> is the mouse that ate the flowers that grew in the garden that is by the house that Jack built.
_____

5 <u>These</u> are the cats that chased the mouse that ate the flowers that grew in the garden that is by the house that Jack built. _____

6 <u>Those</u> is a dog that ran away from the cats that chased the mouse that ate the flowers that grew in the garden that is by the house that Jack built.
_____

7 <u>That</u> are the neighbours that shouted at the dog that ran away from the cats that chased the mouse that ate the flowers that grew in the garden that is by the house that Jack built.
_____

4 Wpisz w luki odpowiednie określniki wskazujące. Tam, gdzie jest to konieczne, zmień formę podanego rzeczownika.

HERE 1 thing	THERE 1 thing	HERE 2 things	THERE 2 things
this chair	_____ person	_____ hero	*those* theatres
_____ bed	_____ building	_____ cinema	_____ baby
_____ man	_____ car	_____ photo	_____ factory

5 Używając 5 pól z tabelki w zadaniu 4, ułóż rymowankę na wzór tej z zadania 3.

_____

_____

_____

_____

_____

_____

_____

_____

_____

6de The Place to Be

Posłuchaj nagrania 28
docwiczenia.pl
Kod: A7QGAK

Posłuchaj nagrania 29
docwiczenia.pl
Kod: A73C8R

Listening

1 28 **Wykonaj zadanie w sekcji *Skills Booster*.**

Skills Booster

Usłyszysz rozmowy czterech osób z recepcjonistą Centrum Fitness (1–4). Dopasuj do każdego fragmentu odpowiadające mu zdanie spośród A–E. Jedno zdanie zostało podane dodatkowo. Wpisz rozwiązania do tabeli.

This person

A expresses his / her opinion about weekends.
B is angry with the staff at the club.
C hasn't made a decision yet.
D is sorry because of the cancellation of a booking.
E finds Al's offer for his son a great idea.

1	2	3	4
_____	_____	_____	_____

2 29 **Wykonaj zadanie w sekcji *Skills Booster*.**

Skills Booster

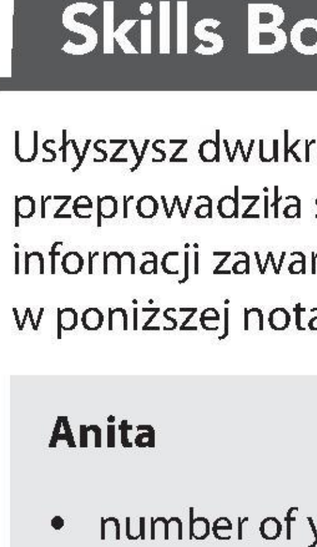
Usłyszysz dwukrotnie wywiad z Anitą, która przeprowadziła się do Londynu. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce.

Anita

- number of years in London **(1)** _____

_____

- mother country **(2)** _____
- relaxes in **(3)** _____



- disadvantage of London

(4) _____

_____

_____

_____

Speaking

3 **Uzupełnij dialog, bazując na symbolach.**

A: Hi, how can I get to the city centre from here?

B: Let me think. Where exactly would you like to go?

A: I'm looking for a **(1)** _____ .

B: OK, you have to **(2)** _____ and then **(3)** _____ at the traffic lights.

A: Great, that's quite simple.

B: That's not all. When you get to the **(4)** _____ , you will see a **(5)** _____ on the right – you have to **(6)** _____ and then you' ll be in front of the **(7)** _____ .

A: Thank you so much.

4 **Potrzebujesz dwóch kostek. Najpierw rzuć jedną – to będzie punkt A. Następnie dwiema – to będzie punkt B. Ułóż dialog, w którym tłumaczysz turyście w twojej miejscowości, jak dotrzeć z punktu A do punktu B.**

1 your house	**2** stadium	**3** cinema
4 library	**5** shopping centre	**6** theatre
7 disco	**8** police station	**9** bank
10 your friend's house	**11** sports centre	**12** school

Tourist: _____

You: _____

Tourist: _____

You: _____

_____

_____

_____

Tourist: _____

You: _____

_____

_____

Tourist: _____

You: _____

_____

_____

Vocabulary 2

Posłuchaj nagrania 30
docwiczenia.pl
Kod: A7HJ5Q

The Place to Be 6f

1 30 **Posłuchaj sześciu nagrań. Na podstawie informacji zawartych w nagraniach napisz, o jakie miejsca w mieście chodzi.**

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

2 Znajdź w poniższej wykreślance sześć wyrazów związanych z budynkami w mieście.

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

3 Napisz definicje wyrazów z zadania 2.

Example

A chemist's is a place where you can buy medicine.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

4 Zakreśl poprawną opcję w zdaniach 1–9.

1 I can't make spaghetti because I've run ***into*** / ***out*** of pasta.
2 I don't feel well. I think I've come ***up*** / ***down*** with a cold.
3 My car hasn't got any petrol. I need to stop and fill ***up*** / ***in***.
4 I need to take my car back to the garage because it broke ***off*** / ***down***.
5 My sister is in a play that they're putting ***into*** / ***on*** at the local theatre.
6 I like being in the water, so I think I'll take ***over*** / ***up*** swimming.
7 Can you get me that new computer game when you go ***into*** / ***away*** town?
8 I don't want the book to sell ***up*** / ***out*** before I have the chance to buy it.
9 Peter works ***out*** / ***up*** in the gym twice a week. This is his usual routine.

5 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–6). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany.

1 Last month I decided to start playing football. **UP**
Last month I decided _____ football.

2 The band said that there were no more tickets for the concert. **OUT**
The band announced that the _____ _____.

3 I'm really excited about meeting him. **LOOKING**
I'm _____ meeting him.

4 My dad went to the gym to exercise. **OUT**
My dad went to the gym _____.

5 The cat got lost, so everyone was searching for it. **FOR**
The cat got lost, so everyone was _____ _____.

6 My mum told me to wear warm clothes so I didn't get sick. **DOWN**
My mum told me to wear warm clothes so I didn't _____ anything.

6g The Place to Be

Grammar 2

1 Uzupełnij dialog przedimkami: *a, an, the* lub (-).

A: Let's go to **(1)** _____ cinema.

B: **(2)** _____ cinema? What film would you like to see?

A: **(3)** _____ one about **(4)** _____ president of **(5)** _____Netherlands.

B: Is it **(6)** _____ one with Michael Thomson?

A: Yes, it is. He's **(7)** _____ best actor I know. I would love to meet him but it will never happen, not in **(8)** _____ million years.

B: Are you going alone or with **(9)** _____ friend?

A: I'm not sure, I might give Penny **(10)** _____ call.

B: OK, so I'll buy **(11)** _____ ticket for myself.

A: Sure, when you buy **(12)** _____ ticket, let me know which seat number you have, and I'll get the one next to you.

2 Uzupełnij tabelkę wyrazami z ramki.

Amazon Earth Egypt Himalayas London lunch Mali Moon Nile Pacific Paris spaghetti

The	Zero article

3 Uzupełnij tekst przedimkami: *a, an, the* lub (-).

We all need to go on **(1)** _____ adventure every now and again. This year, my family and I decided to sail across **(2)** _____ Atlantic Ocean. My parents have got **(3)** _____ really nice boat, so it was easy to make **(4)** _____ trip. Well, I say easy, but crossing **(5)** _____ ocean is hard work. It took us **(6)** _____ month to do it. We spent all our time on **(7)** _____ boat, and it was **(8)** _____ really unique adventure. **(9)** _____ temperature was good, and there were no storms. It was also really nice to see **(10)** _____ Moon at night, without **(11)** _____ single city light near us! I was sad when we reached **(12)** _____ Canada. I didn't want to go back onto the land!



4 Popraw błędy w poniższych zdaniach.

1 Every person needs the home. _____
2 I did a chores you asked me to do. _____
3 Is there an university in your town? _____
4 Tell Martin I'll be there in a hour. _____
5 How many countries are there in the Europe? _____
6 We're going skiing in Alps this winter. _____
7 You can have a apple if you're hungry. _____
8 Have you ever been to the Texas? _____

5 Uzupełnij wierszyk przedimkami *a, an* lub *the*.

I Know an Old Lady

There was _____ old lady who swallowed _____ fly;
I don't know why she swallowed a fly – perhaps she'll die!
There was an old lady who swallowed _____ spider,
That wriggled and wiggled and tiggled inside her;
She swallowed _____ spider to catch _____ fly;

I don't know why she swallowed a fly – Perhaps she'll die!

There was _____ old lady who swallowed _____ bird;
How absurd to swallow a bird.
She swallowed _____ bird to catch _____ spider,
She swallowed _____ spider to catch _____ fly;

I don't know why she swallowed a fly – Perhaps she'll die!

There was _____ old lady who swallowed _____ cat;
Fancy that to swallow a cat!
She swallowed _____ cat to catch _____ bird,
She swallowed _____ bird to catch _____ spider,
She swallowed _____ spider to catch _____ fly;

I don't know why she swallowed a fly – Perhaps she'll die!

There was _____ old lady that swallowed _____ dog;
What a hog, to swallow a dog;
She swallowed _____ dog to catch _____ cat,
She swallowed _____ cat to catch _____ bird,
She swallowed _____ bird to catch _____ spider,
She swallowed _____ spider to catch _____ fly;

I don't know why she swallowed a fly – Perhaps she'll die!

There was _____ old lady who swallowed _____ cow,
I don't know how she swallowed a cow;
She swallowed _____ cow to catch _____ dog,
She swallowed _____ dog to catch _____ cat,
She swallowed _____ cat to catch _____ bird,
She swallowed _____ bird to catch _____ spider,
She swallowed _____ spider to catch _____ fly;

I don't know why she swallowed a fly – Perhaps she'll die!

There was an old lady who swallowed a horse …
She's dead, of course!

Source: *There Was an Old Lady Who Swallowed a Fly*. Written by Alan Mills, lyrics by Rose Bonne, Copyright: ©1952 Peer International (Canada)Ltd. SOCAN.

Writing

1 Przeczytaj pocztówkę do babci i wstaw czasowniki z nawiasów w odpowiednim czasie.

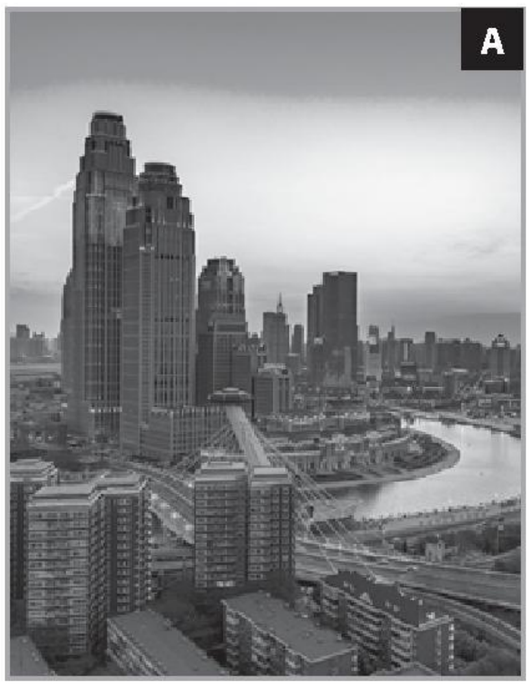
Dear Grandma,

The mountains are spectacular.
(1) _____ (*I / write*) this postcard sitting in front of a magnificent view. I can see the world from 2000 m above sea level. Dad is tired of climbing, so **(2)** _____ (*Mum / hike*) with Jack. Yesterday we **(3)** _____ (visit) a small town at the foot of the mountain. We **(4)** _____ (*eat*) some delicious food there. The weather is marvellous. I'm really happy we are here.
I **(5)** _____ (*not* / want) to go back home.

Take care,

Louise

2 Przeczytaj poniższą pocztówkę i zdecyduj, z którego miejsca została wysłana – A czy B.





Dear Mum,

The trip has been amazing, and I'm **(1)** _____ excited. We have seen some really fantastic theatres and historic buildings, as well as lots of small corner shops full of local people sitting in front of them. In fact, some of the shops are **(2)** _____ small, so not everyone can get in. The weather has been great all the time. I miss you and Dad a lot, **(3)** _____. I look at the photo of you all the time.

Love,

Greta

3 Przeczytaj pocztówkę jeszcze raz i uzupełnij ją wyrazami *too* i *so*.

Writing Guide 6 in Student's Book p 103 ➡

4 Rozpisz tekst pocztówki z zadania 2 według podanych części.

Dear Mum, _____

(saying hello)

_____

_____

(opinion about the trip / how you feel about it)

_____

_____

_____

(activities on the trip / description of the place)

_____

(description of the weather)

_____

(saying goodbye)

5 Jesteś w miejscu przedstawionym na obrazku. Napisz pocztówkę do znajomych zgodnie z przedstawionymi częściami.

_____

(saying hello)

_____

_____

(opinion about the trip / how you feel about it)

_____

_____

_____

(activities on the trip)

_____

_____

(description of the place)

_____

_____

(description of the weather or food)

_____

(saying goodbye)



6 Review

Posłuchaj nagrania 31
docwiczenia.pl
Kod: A76QWY

Vocabulary

1 Zakreśl poprawną opcję w poniższych dialogach.

1 **A:** Can you tell me where the post office is?
B: Yes, it's over there ***across*** / ***over*** the street and next to the chemist's.

2 **A:** How do I ***get to*** / ***follow*** the museum?
B: Go ***by*** / ***past*** the theatre, and you will see it on the right.

3 **A:** Where do I ***get off*** / ***take*** the bus for the university?
B: It is the next stop.

4 **A:** Do I need to go ***over*** / ***along*** the bridge to get to the hospital?
B: Yes, just keep going and then, ***turn*** / ***take*** the first left.

5 **A:** I am trying to ***follow*** / ***get to*** the map to the stadium, but I am lost.
B: Just ***get*** / ***turn*** right at the police station.

6 **A:** Where can I ***get on*** / ***cross*** a bus to the sports centre?
B: Just ***cross*** / ***go*** the road. The stop is near the library.

2 31 Wysłuchaj krótkich wypowiedzi i uzupełnij zdania 1–8 czasownikami frazowymi z ramki w poprawnej formie. Jeden czasownik został podany dodatkowo.

run out of **work out** **look forward to** **fill out** **come down** **break down** **put on** **take up** **look for**

1 He _____ starting a new school next year and is getting very excited about it.

2 She _____ just _____ _____ a new sport and is enjoying it very much.

3 He _____ the book he's lost because he needs to take it back to the library.

4 The theatre _____ a new play last week.

5 He _____ every day at the sports centre because he loves being fit and active.

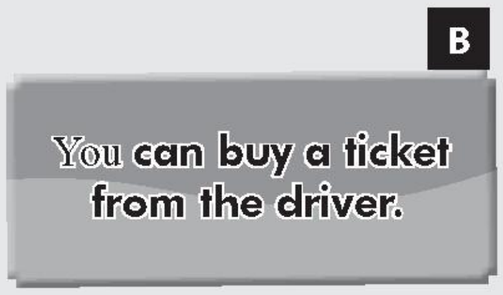
6 She _____ with a cold last week and went to the chemist's to get some medicine.

7 The corner shop _____ bread, so we will have to go to the supermarket.

8 Their car _____ yesterday, so they have to take the bus.

3 Dopasuj zdania 1–5 do znaków A–D. Dwa zdania pasują do jednego znaku.





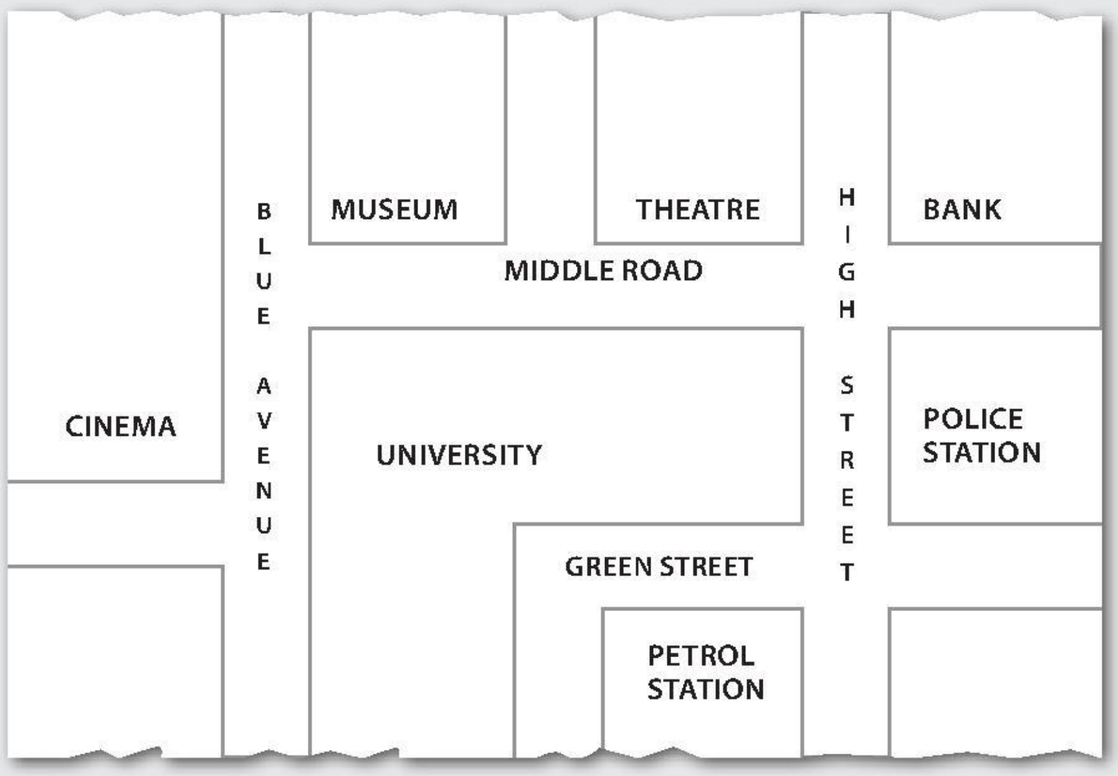




1 You might find this sign on a bus. _____
2 You might find this sign on a city street. _____
3 You might find this sign in a post office. _____
4 You might find this sign in a park. _____
5 You might find this sign in a library. _____

4 Zapytajcie się nawzajem, jak dojść do trzech różnych miejsc na mapie. Należy samodzielnie wybrać różne punkty początkowe. Użyjcie poniższych zwrotów.

- Excuse me, how do I get to … ?
- You can take the bus … and get off at … .
- Go straight on until you get to … .
- Cross the road at … .
- Turn right / left at … .
- Go across the street and turn … .
- Go past the … .
- It's opposite / next to / behind … .



Grammar

Review 6

1 Uzupełnij zdania określnikami *this*, *that*, *these* albo *those*. Następnie połącz zdania 1–8 ze zdaniami A–H tak, aby powstał dialog.

1 Is ___*that*___ boy over there in your class? ___D___	**A** No, they aren't. Most people go to the shopping centre.
2 Are _____ your notebooks here on the desk? _____	**B** Hi Piotr, it's very nice to meet you.
3 Are _____ shops across the street very crowded? _____	**C** No, I don't like the theatre. Maybe they are Carolina's.
4 Is _____ your mum over there talking to our teacher? _____	**D** Yes, he sits next to me during our maths lessons.
5 Hi Jana, _____ is my brother, Piotr. _____	**E** Yes, I think we might be. I will phone our friends to tell them to wait for us.
6 Are _____ tickets for the new play yours? I found them on the floor. _____	**F** No, you need to take _____ lift over there.
7 Do you think we will be late? _____ road has a lot of traffic today. _____	**G** Yes, they are. I've been looking everywhere for them.
8 Are _____ lifts here the ones for the top floor? _____	**H** No, _____ is George's mum. I think it's because he had a problem in his last test.

2 Uzupełnij poniższe zdania przedimkami *a*, *an*, *the* albo (-).

1 Last year we took lots of photos of _____ Berlin.

2 I have _____ apple in my lunch bag.

3 I think it is great to have _____ shed in the garden, but _____ new house we have just bought hasn't got one.

4 I hope to see _____ River Nile one day.

5 Have you ever been to _____ Greece?

6 Has George got _____ brother?

7 _____ museum in town is very interesting.

8 We took _____ amazing trip last summer.

3 Uzupełnij e-mail wyrazami z ramki. Jeden wyraz został podany dodatkowo.

that a those - (zero article) crowded the (x2) boring cross an

Dear Sally,

I am really enjoying my trip to New York City. It is very **(1)** _____ because thousands of people live here, but I love it. It's certainly never **(2)** _____ because you can go to see **(3)** _____ play or listen to **(4)** _____ latest band. You can even go to the zoo in Central Park and see **(5)** _____ elephant if you like. There are also so many different cultures here, so you just need to **(6)** _____ the street and you can travel from China to Italy without having to go to the airport. I have bought some souvenirs for you like **(7)** _____ I gave you from Spain last year. But I need to run now because I have to catch **(8)** _____ bus over there. I'm meeting **(9)** _____ friends I told you about and I don't want to be late. I'll write again tomorrow!

Love, Iwona

4 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

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

1 Excuse me, where is the cinema? **GET**
Excuse me, how _____ to the cinema?

2 Go straight on all the way. **TURN**
You don't _____ .

3 Cross the road. **SIDE**
Go to _____ of the road.

4 You need to leave the bus at Victoria Station. **GET**
You need to _____ bus at Victoria station.

6 Skills Checkpoint

Posłuchaj nagrania 32
docwiczenia.pl
Kod: A7KDCL

Posłuchaj nagrania 33
docwiczenia.pl
Kod: A7B2AT

Rozumienie ze słuchu

1 32 **Usłyszysz dwukrotnie cztery teksty. W zadaniach 1–4, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.**

1 Where did the girl meet her friend?


A


B


C

2 What did the boy find in the box?


A


B


C

3 What time does the film start?

A At 8.15. **B** At 8.50. **C** At 11.00.

4 Where is the library?

A Opposite the bank. **B** Behind the bank. **C** Next to the bank.

2 33 **Usłyszysz dwukrotnie cztery wypowiedzi chłopca o programach telewizyjnych (1–4). Do każdej wypowiedzi dopasuj zdanie spośród A–E. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Wpisz rozwiązania do tabeli.**

A The show soon became boring.

B The boy liked the detective series more.

C The action in the detective series was unusual and the main character had strange ideas.

D The boy stayed at home to watch the science programme.

E The science programme was fascinating.

1	2	3	4
_____	_____	_____	_____

Znajomość funkcji językowych

3 Uzupełnij dialogi 1–4. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne teksty.

1 **A:** Can you see that dog? It's mine!
B: _____?
The one next to the tree?
A: No, the one in the water.

2 **A:** Do you know where Maja is from?
B: She's _____.
A: Which city exactly?
B: From Prague.

3 **A:** I'm not sure which shoes I should buy.
_____?
B: Of course, show them all to me.

4 **A:** I'd like to go to the cinema tonight.
_____?
B: Sure, I have a free evening. Let's go together.

Posłuchaj nagrania 34
docwiczenia.pl
Kod: A717BK

4 34 **Usłyszysz dwukrotnie cztery pytania (1–4). Do każdego z nich dobierz właściwą odpowiedź spośród A–E. Jedna odpowiedź została podana dodatkowo. Wpisz rozwiązania do tabeli.**

A No, keep going for another 200 metres.
B It's a very crowded place.
C I think there's one opposite the hospital.
D Go straight on and then turn left at the bank.
E Yes, it's quite a long way to walk.

1	2	3	4
_____	_____	_____	_____

Rozumienie tekstów pisanych

5 **Przeczytaj teksty (A–C) oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Jeden tekst pasuje do dwóch zdań.**

Do you need time to relax, slow down and get away from the stress of everyday life? **A**

Why not rent a boat and spend some time rowing along the river? See bridges and trees from a different perspective.

Price: €5 per hour. For adults only.

The sound of the water and the movement of the boat is guaranteed to make you feel more calm and relaxed.

No better way to see the city! **B**

Book a trip on one of our open-top double deckers.

See all the most important tourist attractions in town!

The on-board commentary is in English, German, French, Spanish and Polish.

Full price: £ 15
Reduced fare: £ 7.50

Special offers every day!

Join in a charity race this weekend! **C**

We are collecting money to **help Allie, who is seriously ill** in our local hospital.

£ 1 for each runner goes to charity!

Meeting point: James's Park.

The 5-km route will go round the lake, past the hospital, and return through the park.

Bring some good shoes and a smile! Free water and a snack for all those who cross the finishing line.

This text gives information about an event that

1 does not include any means of transport.	_____
2 is happening in the city centre.	_____
3 is not for children.	_____
4 involves a bus.	_____

6 **Przeczytaj tekst. Uzupełnij luki w zdaniach 1–3 zgodnie z jego treścią.**

WANT A BIT OF ADVENTURE?

Try one of our downhill trails in *Netherly Wildlife Park*.
Download free maps and an app for your mobile from the app store.
Remember to bring a helmet.
Treat any animals on the paths with respect.
Guided tours start every Sunday at 9 a.m. Meet at the waterfalls.

1 You _____ buy maps.
2 People should remember to be respectful _____.
3 There is a _____ starting at the waterfalls.

Znajomość środków językowych

7 **Uzupełnij zdania 1–5, wykorzystując podane w nawiasach słowa w odpowiedniej formie, tak aby otrzymać zdania gramatycznie poprawne. W każdą lukę można wpisać <u>maksymalnie cztery wyrazy</u>.**

1 I'm sorry, I _____ (*not / understand*) what you said.
2 Excuse me, I _____ (*look for*) the post office.
3 Can you tell me _____ (*how / get*) to the railway station?
4 It _____ (*be / end*) of the road.
5 I'm sorry, _____ (*you / say*) turn right or left?

Tworzenie wypowiedzi pisemnej

8 **Napisz pocztówkę do rodziców ze szkolnej wycieczki. W pocztówce:**

- opisz miejsce, w którym jesteś,
- napisz, co robisz,
- oceń dotychczasowy czas.

Możesz opisać miejsce z ilustracji.



6 Video

One of a Kind

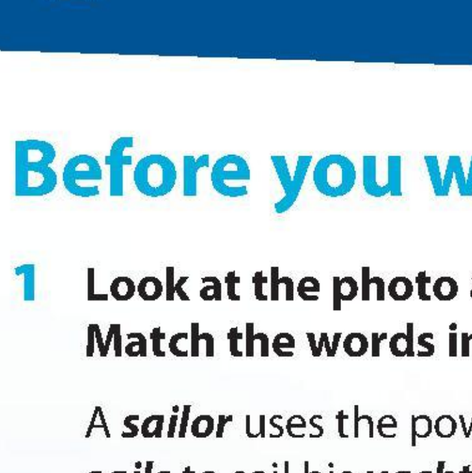
Obejrzyj film na stronie docwiczenia.pl
Kod: A71N1C

Before you watch

1 Look at the photo and read the sentence. Match the words in bold with elements 1–3.

A ***sailor*** uses the power of the wind in the ***sails*** to sail his ***yacht***.

1 _____
2 _____
3 _____



While you are watching

2 Watch the video. Circle the words you hear.

1 Shaun Killa, from South ***America / Africa***, has designed a green skyscraper.
2 Shaun used his experience as a(n) ***architect / sailor*** to find the right design.
3 He wanted to design a skyscraper that used the ***air / wind*** to make its own power.
4 He used his love of sailing to inspire his one-of-a-kind ***design / building***.
5 The shape is like two ***tall / high*** sails.
6 The unique design required a special ***dream / team***.

After you have watched

3 Complete the summary of the video below using these words.

enough find first make special true use windy

When architect Shaun Killa **(1)** _____ came to Bahrain, there was a very strong wind blowing. In this **(2)** _____ capital, on the edge of the Persian Gulf, Shaun's dream was to **(3)** _____ the power of the wind to make electricity for a one of a kind green skyscraper. He used his experience as a sailor to **(4)** _____ the right design for his **(5)** _____ building. His building looks like two tall sails. The wind passes between them, and if there is **(6)** _____ wind, it moves three turbines which **(7)** _____ electricity for the building. Two engineers from Denmark worked with Shaun, and together they made Shaun's dream come **(8)** _____.

Idea Focus

- Would you like to live or work in a building like this? Why? / Why not?
- Do you think cities should have more eco-friendly buildings? Why? / Why not?



Reading

Save the Planet 7a

1 Co oznacza popularne hasło? Czy stosujesz tę zasadę w swoim życiu?

REDUCE, REUSE, RECYCLE

2 Przeczytaj tekst ulotki. Czy kiedykolwiek miałeś / miałaś styczność z przedmiotami opisanymi w ulotce?

How to Prepare a Zero Waste Kit?



A list of useful gadgets:

- A reusable bag
- A metal straw
- A container
- A steel thermos
- A glass bottle
- A knife, fork and spoon
- A reusable tissue

How to be prepared for zero waste living and travelling?

1 Always carry a reusable bag to avoid buying plastic bags.

2 If you want a drink – use tap water to fill your own bottle, this way you don't have to buy plastic bottles or use plastic cups.

3 To avoid using plastic knives, forks and spoons – make sure you have your own set.

4 Carry your food in your own containers – this way you won't have to buy food in plastic packaging.

3 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj treść broszury jeszcze raz. Uzupełnij w języku polskim luki 1–3 w e-mailu zgodnie z jej treścią. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

Hej Aniu,
pytałaś mnie ostatnio, jak podróżować w stylu *zero waste*, czyli produkując jak najmniej odpadów. Znalazłam ciekawą broszurę, która podpowiada, jak to zrobić. Na początku autorzy broszury podają **(1)** _____ przedmiotów, których nie może zabraknąć w planowaniu takiego stylu podróżowania. W instrukcji dotyczącej używania ich podkreślają, że dobrze jest nosić ze sobą **(2)** _____, aby unikać kupowania plastikowych. Dodatkowo wspominają, że warto mieć ze sobą własne **(3)** _____, aby włożyć do nich jedzenie i wlać wodę z kranu. Mam nadzieję, że broszurka będzie dla Ciebie interesująca.
Pozdrawiam,
Marysia

4 Popraw podkreślone wyrazy w zdaniach 1–7.

1 If people produced less extinction, the planet would be in better condition. _____

2 If you use scientist objects, you will produce less waste. _____

3 Most rubbish are warning people about global warming and climate change. _____

4 The global warming of animals is a serious problem. _____

5 People in different countries share ideas on how to produce the amount of waste. _____

6 If you have your own rubbish you, don't need to buy plastic bags. _____

7 Even replacing plastic drinking scientists with metal ones can be an important step towards saving the environment. _____

7b Save the Planet

Vocabulary 1

1 **Znajdź w poniższej wykreślance 7 wyrazów związanych z ochroną środowiska.**

W	D	Q	T	P	S	H	J	P	D	Z	N	R	A	X
G	E	C	M	R	G	G	T	V	L	X	X	Y	L	X
C	P	G	N	O	J	G	D	X	S	H	I	F	M	G
L	S	T	Q	T	Y	E	E	J	D	K	J	S	J	E
R	N	L	T	E	L	X	F	K	X	D	H	G	Y	G
E	X	V	C	C	U	D	O	D	O	Z	W	B	E	A
Z	R	P	F	T	Q	P	R	X	I	U	I	B	N	R
X	E	V	G	I	H	0	E	F	M	S	E	A	D	S
X	C	P	L	O	W	L	S	E	D	F	X	M	A	K
D	Y	X	C	N	U	L	T	K	E	G	W	U	N	Q
W	C	N	X	Q	I	U	A	D	W	J	C	I	G	Z
E	L	D	R	Z	T	T	T	E	A	L	S	W	E	G
O	I	U	L	W	R	I	I	C	S	S	X	A	R	N
A	N	V	K	C	H	O	O	F	T	X	V	I	E	U
G	G	M	F	T	L	N	N	R	E	U	S	E	D	H

2 **Dopasuj wyrazy 1–6 do ich definicji. Wpisz litery (A–F) w odpowiednie miejsce przy wyrazie.**

1 natural environment ____
2 recyclable ____
3 deforestation ____
4 pollution ____
5 environmental protection ____
6 waste ____

A something that can be used again and again
B the process of making the air or water dirty
C the act of cutting down large numbers of trees
D a material or substance that is no longer needed
E all the plants and geographical features around us
F the act of trying to save the natural world

3 **Zakreśl odpowiedni wyraz w zdaniach 1–5.**

1 Many animals are currently ***danger*** / ***endangered***.
2 My mum asked the whole family to ***recyclable*** / ***recycle*** unwanted objects.
3 I believe that without our ***protect*** / ***protection*** many animals will die out.
4 I think that after you have used a plastic cup once, it's a good idea to ***reusable*** / ***reuse*** it.
5 We went to the lake again this year, but we couldn't swim because it was ***pollution*** / ***polluted***.

4 **Uzupełnij luki w poniższej rymowance wyrazami z ramki. Naucz się jej na pamięć i zaprezentuj w klasie.**

endangered reusing polluting recycling pollution protected protect

Tina is **(1)** _____ bottles
Plastic is **(2)** _____ the water
Many animals are **(3)** _____
Luckily, they are **(4)** _____ by strangers
Amy is **(5)** _____ boxes
Tom and Sally **(6)** _____ foxes
The world's biggest problem is
(7) _____
People are looking for a solution.
And you?
Go ahead and pick up the rubbish from the floor
Open the door to a better world



5 **Ułóż 6 zdań z wyrazami z ramki z zadania 4.**

1 _____
_____
2 _____
_____
3 _____
_____
4 _____
_____
5 _____
_____
6 _____
_____

Grammar 1

Save the Planet 7C

1 Ułóż wyrazy w takiej kolejności, aby utworzyć zdania.

1 you / be / rubbish / the / cleaner / world / street / the / pick up / from / will / around / you
If _____
_____.

2 bottles / use / plastic / reusable / you / won't / to / have / ones / buy / you
If _____
_____.

3 will / sort / environment / you / rubbish / you / care / about / the / out
If _____
_____.

4 feel / better / something / would / you / if / did / world / for / the
You _____
_____.

2 Dopasuj połówki zdań 1–5 do A–E.

1 If you go zero waste, ____
2 If you tell your friends to pick up rubbish, ____
3 If people use reusable bags, ____
4 If you join an ecology club,____
5 If people listened to scientists' warnings, ____

A they would take action.
B they won't have to buy new ones.
C you will get some new ideas.
D you won't produce much rubbish.
E they will soon learn to do it without thinking.

3 Uzupełnij zdania 1–5, zakreślając odpowiednią opcję: A, B albo C.

1 I ____ be happy if you gave me that bag.
A will **B** would **C** am

2 If people ____ produce waste, they help to save the world.
A won't **B** not **C** don't

3 ____ you be happy if I join the club, Mum?
A Are **B** Were **C** Will

4 Would you stop using plastic, if someone ____ you reusable bottles and boxes?
A buy **B** bought **C** buys

5 If you water plants, they ____.
A grow **B** grew **C** will

4 Uzupełnij poniższe zdania.

1 If you produce less waste, _____
_____.

2 If you support ecological ideas, _____
_____.

3 If you start changing your habits, _____
_____.

4 If you don't buy plastic, _____
_____.

5 If you go zero waste, _____
_____.

5 Przetłumacz podane zdania 1–5 na język angielski.

1 Gdybym miała dużo wolnego czasu, zapisałabym się do tego klubu.
_____
_____

2 Jeśli ona weźmie swoją torbę, nie będzie musiała kupować plastikowej.
_____
_____

3 Jeżeli potrafisz szybko chodzić, możesz nam pomóc.
_____
_____

4 Gdybym był nauczycielem języka angielskiego, nie zadawałbym prac domowych.
_____
_____

5 Jeśli ona będzie pić sok, będzie potrzebowała bambusowej słomki.
_____
_____

6 Odpowiedz na pytania pełnymi zdaniami.

1 What does your class do if a teacher is late?
_____

2 What happens if you put chocolate into hot water?
_____

3 What would happen to people if there were no trees?
_____

4 What will happen if you give a plastic bottle to a dog?
_____

7de Save the Planet

Posłuchaj nagrania 35
docwiczenia.pl
Kod: A781NL

Listening

1 35 **Usłyszysz cztery rozmowy. Zdecyduj, czy poniższe zdania to prawda (T) czy fałsz (F).**

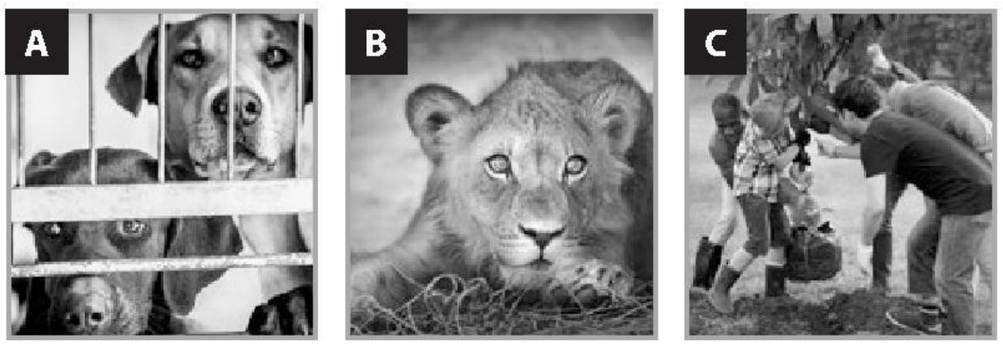
1 All the conversations are about activities that take place at school. _____
2 All the conversations are about plans for the future. _____
3 All the conversations are between children and adults. _____

2 35 **Wykonaj zadanie w sekcji *Skills Booster*.**

Skills Booster

Usłyszysz jeszcze raz cztery rozmowy. W zadaniach 1–4, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.

1 Which club does Jenny want to join?



2 Which activity did Peter do last weekend?



3 What object does Chris have to remember to take?



4 What does the boy want for his birthday?



Speaking

3 **Dopisz brakujące części dialogów zgodnie ze wskazówkami z nawiasów.**

1 **A:** Well, I think that people earn enough to spend some money on reusable products.
B: _____
_____
(AGREE – *many of them, cheap*).

2 **A:** _____
_____
(EXPRESS YOUR OPINION – *plastic cups*)
B: I agree, they shouldn't be available anywhere. Then people would have to have their own bottles or cups.

3 **A:** _____
_____
(ASK ABOUT OPINION – *plastic*)
B: Well, I think it's so popular because it's cheap and doesn't break easily.

4 **A:** In my opinion, the zero waste trend is amazing and if people understand how good it is, it will save the world.
B: _____
_____
(DISAGREE – *too expensive*)

5 **A:** _____
_____
(EXPRESS YOUR OPINION – *zero waste*)
B: I disagree, I don't think that the trend will be around for long.

6 **A:** _____
_____
(ASK ABOUT OPINION – *water pollution*)
B: Well, I believe that the most serious problem is that it kills animals.

4 **Napisz 6 kroków, od których zaczniesz zmienianie świata i przedstaw je rówieśnikom. Zapytaj ich o opinię.**

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

Vocabulary 2

Save the Planet 7f

1 Uzupełnij równania wyrazami z ramki.

throw out use out cut out

1 sort + _____ = segregate
2 die + _____ = become extinct
3 _____ + up = finish
4 _____ + down = remove
5 _____ + away = get rid of
6 put + _____ = stop

2 Odpowiedz na pytania, używając czasowników z zadania 1 z pierwszej części równania.

1 What can you do with rubbish?
You can _____.
2 What can you do with fire?
You can _____.
3 What can you do with trees in a forest?
You can _____.
4 What can you do with water?
You can _____.
5 What can happen to animals?
Animals _____.

3 Uzupełnij zdania, używając trybu warunkowego I i czasowników z zadania 1 z pierwszej części równania.

1 If people _____,
the streets will be dirty.
2 If people _____,
they will die.
3 If people _____,
there won't be any forests left.
4 If people _____,
it will help with recycling.
5 If animals _____,
people won't exist anymore either.

4 Rozwiąż szyfry według poniższego wzoru.

AB	CD	EF
GH	IJ	KL
MN	OP	RS

T
Y U
W

_____

_____

_____

_____

5 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4. Zakreśl literę A, B albo C.



Clean up the World

***Clean up the World* is an event that happens every year during the third weekend of September.**
It involves going out in your neighbourhood with rubbish bags and gloves to **(1)** ____ rubbish. The event is especially popular at schools, where teachers promote the importance of protecting the environment. Children don't usually notice **(2)** ____ their surroundings are and, sometimes, even **(3)** ____ their rubbish in the street. However, students are usually happy to take part in the weekend of **(4)** ____, maybe because there are no lessons.

1	**A** save	**B** collect	**C** make
2	**A** why problem	**B** what problem	**C** how dirty
3	**A** put out	**B** sort out	**C** throw away
4	**A** clean	**B** cleaning	**C** cleaned

7g Save the Planet

Grammar 2

1 Uzupełnij zdania 1–6 wyrazami z ramki, aby stworzyć sześć zasad strategii „zero odpadów".

ask throw away take share make buy

1 You shouldn't _____ anything that can be recycled.
2 You can _____ other people for any products or items you need.
3 You should _____ new things out of old things.
4 You should _____ your own containers wherever you go.
5 You shouldn't _____ plastic bottles.
6 You should _____ things with other people.

2 Zakreśl poprawne uzupełnienie luk: A, B albo C.

1 ____ is my favourite sport.
A Swim **B** To swim **C** Swimming

2 She is happy ____ to loud music.
A listens **B** listen **C** to listen

3 My parents decided ____ a dog from a shelter.
A to adopt **B** adopt **C** adopting

4 I'd rather ____ the piano than the violin.
A to play **B** play **C** playing

5 It's worth ____ by the rules of zero waste.
A to live **B** living **C** live

6 My grandpa is scared of ____ computers.
A to use **B** using **C** use

3 Kiedy stosujemy różne formy czasownika? Dopasuj podane określenia do odpowiedniej kategorii. Wpisz G (*Gerund*), B (*Bare infinitive*) albo F (*Full infinitive*) odpowiednio.

1 po przyimkach (*by*, *in*, *on*, etc) ____
2 gdy udzielamy rady w konstrukcji z *had better* ____
3 pełni funkcję podmiotu ____
4 w konstrukcjach z *too* i *enough* ____
5 gdy chcemy wyrazić cel działania ____
6 po czasownikach modalnych (z wyjątkiem *need*) ____
7 gdy wyrażamy preferencję w konstrukcji z *would rather* ____
8 po przymiotnikach: *afraid, happy, scared, glad, sad* ____
9 po czasownikach: *enjoy, finish, keep, hate, love, like, miss, practise, prefer* oraz z wyrażeniami: *it's no good, it's no use, it's (not) worth* ____

4 Napisz po jednym zdaniu według wytycznych z zadania 3.

1 *Are you good at recycling?*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____

5 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Uzupełnij zdania 1–7. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach, tak aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 _____ (*Clean / your / classroom*) is important.
2 Do you enjoy _____ (*help / others*) ?
3 He finished _____ (*feed / the animals*) five minutes ago.
4 He _____ (*can / swim*) when he was two years old.
5 I don't _____ (*want / swim*) in the polluted river.
6 I'm studying very hard _____ (*have / good*) job in the future.
7 My siblings are too _____ (*busy / play*) with me.

Writing

Save the Planet 7h

1 Uzupełnij zdania 1–6 spójnikami z ramki.

and because for example so (x2) such as

1 I love ecological trends, _____, zero waste and recycling.
2 Maggie is a bit shy, _____ she doesn't go out much.
3 I don't think Danielle is a good friend _____ she said mean things about me to Sarah.
4 I read your website _____ I'm interested in joining your organisation.
5 Michelle likes sporty activities _____ basketball and tennis.
6 Can you tell me more about your organisation _____ I can tell my parents about you?

2 Zakreśl właściwy spójnik w poniższym e-mailu do młodzieżowej organizacji ekologicznej.

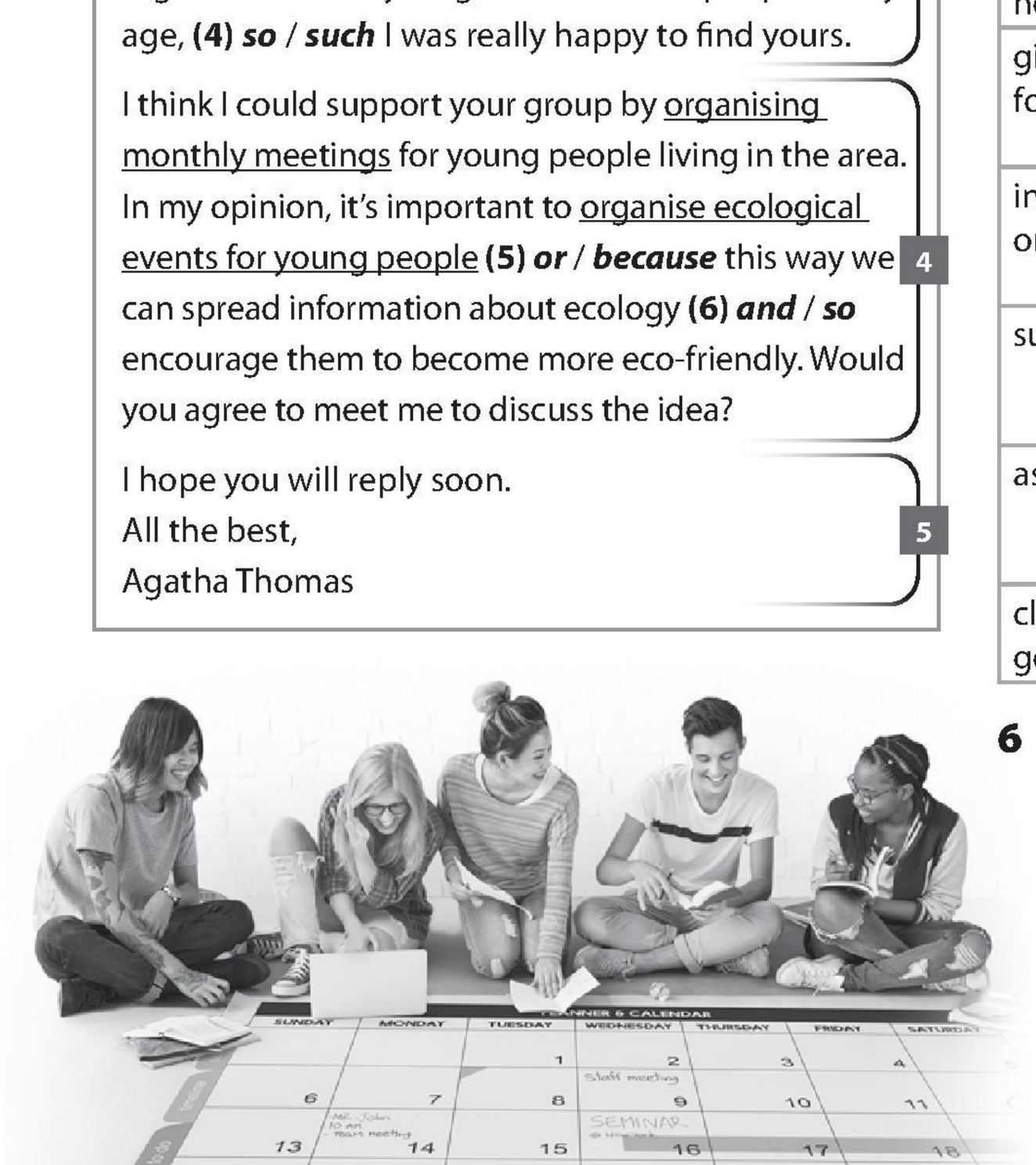
Hello GreenTeam, 1

I live in the Green Area **(1)** ***and*** / ***or*** I'm writing to introduce my ideas on helping young people in our neighbourhood to become more ecological. 2

I've always been very interested in protecting the natural environment **(2)** ***so*** /***and*** promoting ecological solutions, **(3)** ***so*** / ***but*** I couldn't find an organisation in my neighbourhood for people of my age, **(4)** ***so*** / ***such*** I was really happy to find yours. 3

I think I could support your group by organising monthly meetings for young people living in the area. In my opinion, it's important to organise ecological events for young people **(5)** ***or*** / ***because*** this way we can spread information about ecology **(6)** ***and*** / ***so*** encourage them to become more eco-friendly. Would you agree to meet me to discuss the idea? 4

I hope you will reply soon. 5
All the best,
Agatha Thomas



3 Uszereguj części e-maila z zadania 2. Wpisz numery paragrafów przy opisach.

- introducing oneself ____
- suggesting ideas / asking a question ____
- giving the reason for writing ____
- opening / saying hello ____
- closing / saying goodbye ____

4 Zamień podkreślone części e-maila na swoje propozycje, pisząc do organizacji młodzieżowej.

1 … and I'm writing to _____

_____

2 … interested in _____

_____

3 … support your group by _____

_____

4 … it's important to _____

_____

5 Pomyśl o lokalnej organizacji, do której mógłbyś / mogłabyś napisać, aby zmienić coś, na czym ci zależy. Wpisz swoje pomysły do tabeli.

name / type of organisation	
opening / saying hello	
giving the reason for writing	
introducing oneself	
suggesting ideas	
asking a question	
closing / saying goodbye	

6 Napisz e-mail do organizacji młodzieżowej, bazując na twoich pomysłach z zadania 4 i 5. W e-mailu:

- przedstaw się,
- napisz, jakie zmiany chcesz wprowadzić,
- zadasz pytanie dotyczące tego pomysłu.

Writing Guide 7 in Student's Book p 121 ➡

7 Review

Vocabulary

1 Uzupełnij zdania wyrazami związanymi z ekologią.

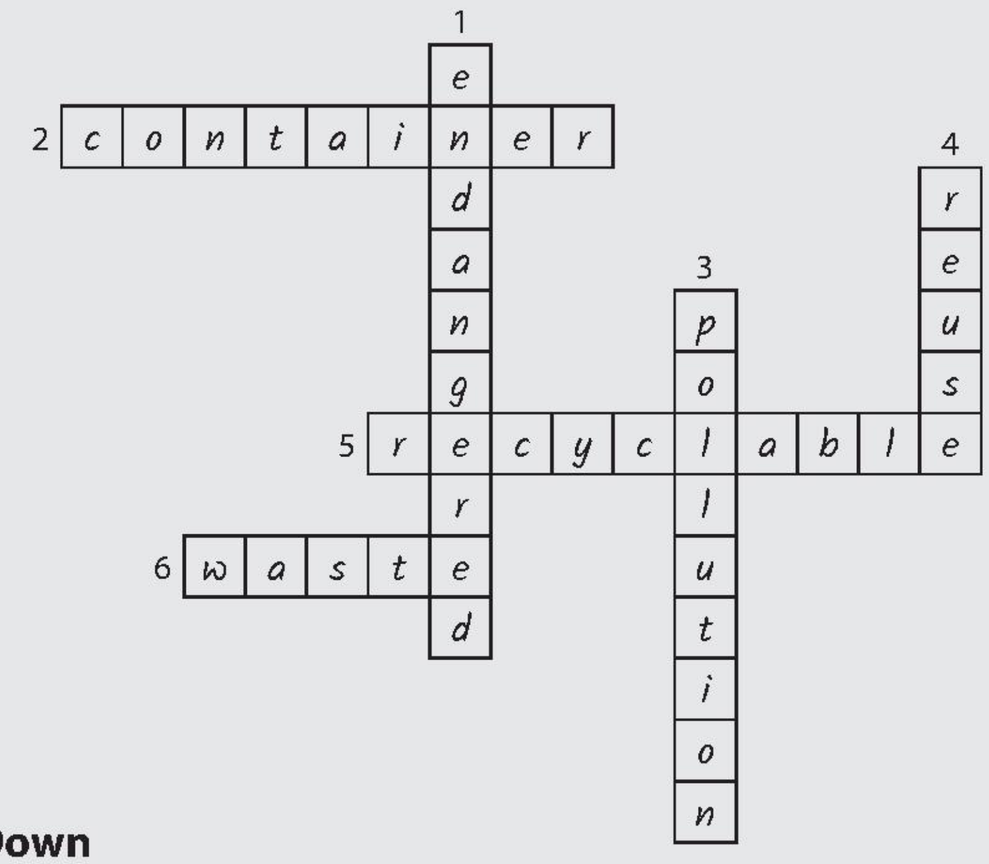
1 Plastic is h__ __ __f __ __ to the environment.
2 R__ __ __ __b __ __ materials are those that you can use again.
3 __l __ __ __ l warming is a serious problem nowadays.
4 Many rivers are extremely p__ __ l __ __ __ d with plastic and other waste materials.
5 D __ __ __ r __ __ t __ __ __ o __ results in forest animals losing their homes.
6 __ x __ __ __ n is essential for breathing and staying alive.

2 Użyj lusterka, aby odczytać wyrazy. Następnie zapisz je i dopasuj do polskich tłumaczeń.

die out get rid of put out throw away use up

1 _____ wymrzeć, wygasnąć
2 _____ pozbyć się
3 _____ ugasić
4 _____ zużywać (coś)
5 _____ wyrzucić, pozbywać się

3 Dopisz definicje do podanych haseł.



Down

1 _____
3 _____
4 _____

Across

2 _____
5 _____
6 _____

4 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Trzy słowa zostały podane dodatkowo.

A minimise B produce C make D air
E materials F part

The quality of the **(1)** _____ in cities all over the world is very poor, and groups of ecologists are warning everyone to reduce CO2 emissions. They also give advice on how people can do it; to **(2)** _____ smog people would have to switch to public transport instead of driving cars. Another helpful tip is to stop burning **(3)** _____ that generate toxic fumes. Polluted air can cause breathing problems and serious breathing diseases.



5 Usuń zdanie. Zrobisz to, układając nowe zdanie z wyrazem, który chcesz wymazać ze zdania oryginalnego.

Minimizing ~~pollution~~ can protect endangered animals.

1 *Air pollution kills people in cities.*
2 _____
3 _____
4 _____
5 _____
6 _____

6 Napisz po trzy przykłady słów związanych z ekologią:

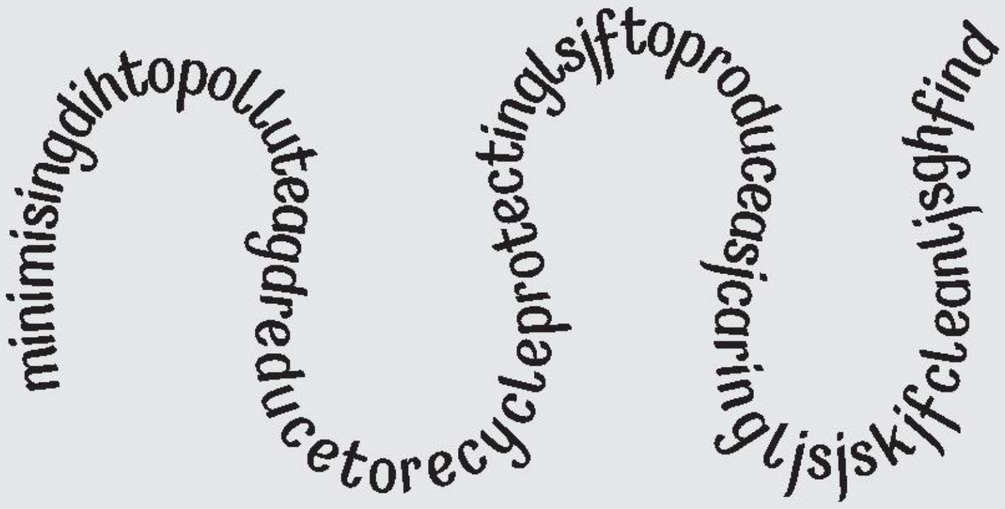
- zaczynających się literą R. _____
_____
- kończących się literą E. _____
_____
- w których znajdują się podwójne litery. _____
_____

Grammar

Posłuchaj nagrania 36
docwiczenia.pl
Kod: A7WVKM

Review 7

1 Znajdź w wężu wyrazowym słowa i wpisz do odpowiedniej kategorii.



Gerund	Infinitive	Full infinitive

2 Uzupełnij zdania odpowiednimi formami wyrazów z ramki.

make help play swim read cook

1 _____ is one of the best sports ever!
2 My mum told me _____ my sister with her homework.
3 _____ the bed is one of my daily chores.
4 I can _____ in seven languages.
5 My dog is very energetic, so I need _____ with him at least twice a day.
6 My grandma couldn't _____ because she had a broken arm.

3 Połącz początki i zakończenia zdań. Następnie wpisz odpowiednią kategorię odpowiadającą rodzajowi okresu warunkowego: 0, I, II.

_I_ 1 If my parents agree, _F_
___ 2 If you were older, ____
___ 3 If you don't water your plants regularly, ____
___ 4 If I had a lot of money, ____
___ 5 If you don't have your own container, ____
___ 6 If you put very hot water into a plastic cup, ____

A I will give you mine.
B it melts.
C what would you do to help save the environment?
D they die.
E I would buy myself a house close to nature.
F I will join the school ecology club.

4 36 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Dopasuj do każdej z nich odpowiadające jej zdanie spośród A–E. Jedno zdanie zostało podane dodatkowo. Wpisz rozwiązania do tabeli.

This speaker

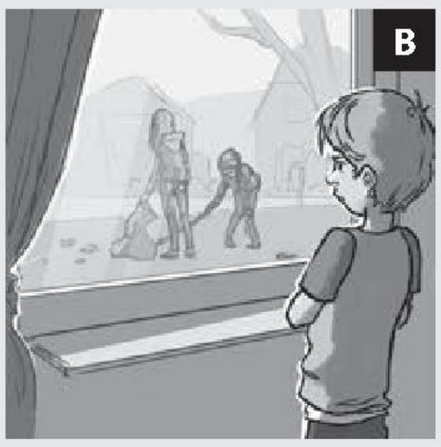
A fought against the bad practices of a big company.
B talks about living ecologically.
C describes pictures of birds that can be seen where he lives.
D talks about how human actions affect other living creatures.
E didn't think that his family produced so much rubbish.

1	2	3	4
_____	_____	_____	_____

5 Napisz, co wydarzyłoby się, gdyby osoby na obrazkach A–D zmieniły swoje zwyczaje.



_____
_____
_____



_____
_____
_____



_____
_____
_____



_____
_____
_____

7 Skills Checkpoint

Posłuchaj nagrania 37
docwiczenia.pl
Kod: A7ZZWG

Posłuchaj nagrania 38
docwiczenia.pl
Kod: A7SVDA

Rozumienie ze słuchu

1 37 **Usłyszysz dwukrotnie wypowiedź naukowca. W zadaniach 1–5, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.**

1 The text is about
- **A** recycling plastic.
- **B** the life cycle of a plastic bottle.
- **C** helping the environment.

2 The text says that
- **A** all plastic bottles are harmful to the environment.
- **B** some plastic bottles are harmful to the environment.
- **C** no plastic bottles are harmful to the environment.

3 Plastic is made from
- **A** the earth.
- **B** a processor.
- **C** oil.

4 The material is formed
- **A** into a bottle shape.
- **B** by water.
- **C** by people.

5 Some of the bottles can
- **A** recycle.
- **B** be reused.
- **C** return after 450 years.

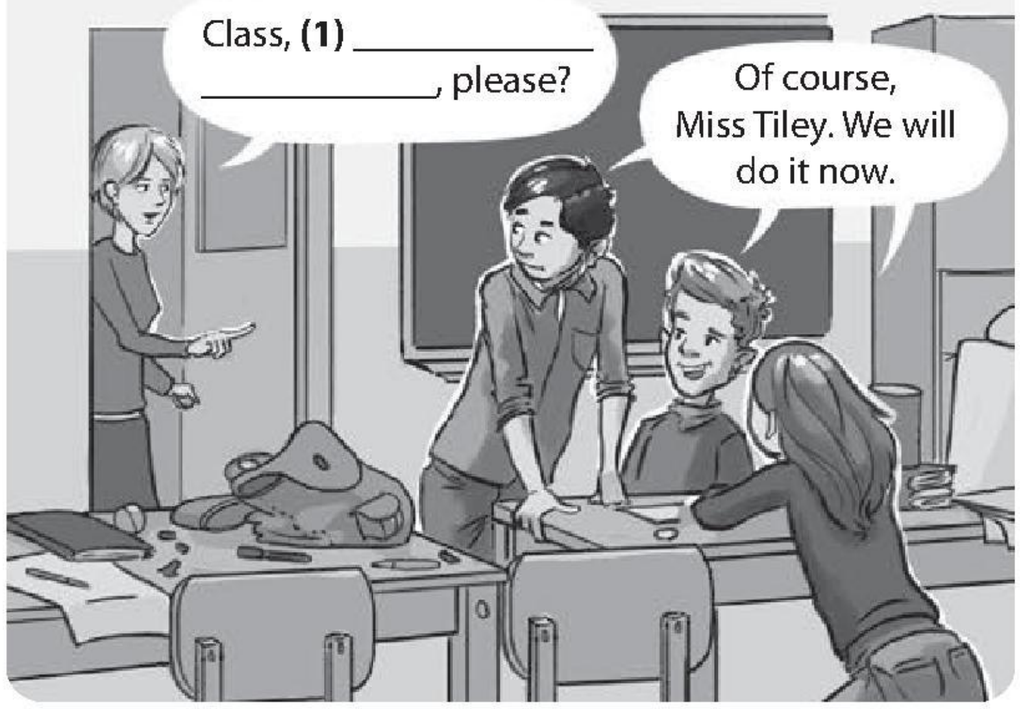
2 38 **Usłyszysz dwukrotnie opowieść Zoe podzieloną na cztery fragmenty. Dopasuj do każdego fragmentu 1–4 odpowiadające mu zdanie spośród A–E. Jedno zdanie zostało podane dodatkowo. Wpisz rozwiązania do tabeli.**

- **A** Zoe likes watching films in her bedroom.
- **B** Zoe goes to a film club.
- **C** The house is not too big and not too small.
- **D** The garage is the perfect place for her sister.
- **E** The dining room is a quiet place.

1	2	3	4
_____	_____	_____	_____

Znajomość funkcji językowych

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





4 Do każdej z opisanych sytuacji (1–3) wybierz właściwą reakcję. Zakreśl literę A, B albo C.

1 Kolega podziękował ci za podzielenie się śniadaniem. Co powiesz?
- **A** I can't.
- **B** You're welcome.
- **C** Well done.

2 Chcesz powiedzieć sąsiadowi, żeby nie śmiecił na trawniku. Co powiesz?
- **A** Please reduce waste and recycle.
- **B** Can you stand on the grass?
- **C** Could you stop leaving rubbish here?

3 Twoja koleżanka weszła do sali, płacząc. Chcesz zapytać, co się stało. Co powiesz?
- **A** You are sad.
- **B** What's the matter?
- **C** You are crying.

Rozumienie tekstów pisanych

5 Przeczytaj teksty na temat zwyczajów związanych z używaniem plastiku w trzech krajach (A–C) oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Jeden tekst pasuje do dwóch zdań.

A



Zanzibar

The citizens of Zanzibar are very serious about matters related to ecology and recycling. It's one of the first countries that introduced a complete plastic bag ban. You can't buy them, sell them or produce them. If you are going there, you should take your own bags.

B



Japan

Japan is one of the world's biggest producers of plastic. Nearly every product is packed in plastic, even fruit can be packed in plastic wrapping. There are no restrictions on the use of plastic. Even a single product can be wrapped in many pieces of plastic.

C



Canada

This country plans to ban single-use plastic products in 2021. It produces 3 million tons of plastic a year, of which only 10% is recycled. That is why the country wants to introduce the ban.

This country

1	wants to change its habits.	____
2	needs visitors to make special preparations.	____
3	contributes greatly to global pollution.	____
4	has already introduced changes.	____

Znajomość środków językowych

6 Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać <u>maksymalnie cztery wyrazy</u>.

1 If I _____ (*przyjdę do domu*) late, _____ (*moja mama będzie*) angry with me.

2 _____ (*Jeśli znajdę*) his phone number, _____ (*zadzwonię do niego*).

3 If people start living zero waste, they _____ _____ (*pomogą środowisku*).

4 _____ (*Na twoim miejscu*), I would buy this hat.

5 If the weather _____ (*jest*) good, I always _____ (*jeżdżę do szkoły rowerem*).

7 Przeczytaj tekst. Zakreśl poprawne uzupełnienie luk 1–4: A, B albo C.

You probably have a few hobbies that you like **(1)** _____ in your free time, but do you ever do something that is meaningful and **(2)** _____? There are many activities that can help others and which are also great fun. You could show others how to change their habits, organise groups and meetings, or **(3)** _____ children. It can be very satisfying to do something which makes others happy. If you start **(4)** _____, you will soon see that you won't be able to stop.

1	**A** do	**B** doing	**C** playing
2	**A** help	**B** helpful	**C** helpless
3	**A** teach	**B** teaching	**C** to teach
4	**A** help	**B** helping	**C** helped

Tworzenie wypowiedzi pisemnej

8 Napisz do dyrekcji swojej szkoły e-mail dotyczący wycofania plastiku ze szkoły.

- wyjaśnij, dlaczego piszesz,
- napisz, dlaczego jest to dla ciebie ważny temat,
- podaj twój pomysł na alternatywne rozwiązania.

7 Video

A Mechanical Lizard Car

Obejrzyj film na stronie docwiczenia.pl Kod: A7P4VC

Before you watch

1 Which of these gets around the desert more easily? Match the words with the pictures.

1 a desert rat ____
2 an off road vehicle ____
3 a desert lizard ____







While you are watching

2 Watch the video and decide if these statements are true (T) or false (F).

1 Before Cam built his machine, he made a model of it. ____
2 Cam uses nature as an inspiration for his machines. ____
3 Cam wants his car to be like a lizard. ____
4 John has driven Cam's machine before. ____
5 John can drive Cam's machine anywhere. ____
6 John and Cam are not having much fun. ____

After you have watched

3 Complete the summary of the video on the right using these words.

careful hand hills idea lizard machine see top

Cam wanted to make a(n) **(1)** _____ that could go anywhere in the desert, just like the animals that live there, so his **(2)** _____ was to make a mechanical **(3)** _____. First he made a small model that he could hold in his **(4)** _____. His machine can go up and down **(5)** _____. Cam tells John how to operate it. John drives up a steep hill and, when he gets to the **(6)** _____, he stops because Cam never drives anywhere when he can't **(7)** _____. John goes down the hill with help from Cam. He has to be very **(8)** _____ because he doesn't want to have an accident. Both of them have a great time with Cam's mechanical lizard.

Idea Focus

- Would you like to drive a machine like the mechanical lizard? Why? / Why not?
- Do you think Cam's machine could become popular? Why? / Why not?
- Would you like to travel across a desert? Why? / Why not?



Reading

1 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie podano dodatkowo.

SunnyView Holiday Camp

Come to SunnyView Holiday Camp for fun and fresh air for all the family! Our camp is open for families from May to September. **(1)** _____ We welcome school groups between the ages of 10 and 16 from May until mid-July. We are also open for special groups in October.

Inside the camp you will find lots of activities to keep you entertained. **(2)** _____ They all have many years of experience of working at summer camps. There is a wide range of sports on offer, as well as art and craft workshops and beach activities. There are also a number of local attractions not far from the camp, just ask for information at the reception. **(3)** _____

If you are into sports, you will be happy to know that we have everything you may need here at the camp. **(4)** _____ We also have boats, canoes, surfboards, bikes and even skateboards that you can use in our own skate park.

A They will give you information about prices.
B Our staff are fully trained and can instruct you in everything you need to know.
C The rooms are for three or four people.
D Our peak season is reserved for families with children aged 15 or younger.
E You don't need to bring your own rackets or bats.

2 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Przeczytaj informacje na tabliczkach (A–C) oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Jedna tabliczka pasuje do dwóch zdań.

A
Ticket office at the main entrance to the stadium on Broad Street.



B
Special offer on sports equipment. This weekend only at Sam's Sports Shop.

C
Sign up for yoga and aerobics here. First lesson free.

Call Sandy for more information on 0448943882.

This sign

1	is offering a discount.	_____
2	is inviting people to classes.	_____
3	is giving directions on how to find a place.	_____
4	is giving information on different activities.	_____

3 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

A
WARNING – beach area unsafe for swimming due to pollution.

B
Help keep our stadium clean – take your rubbish with you when you leave.

C
For your own safety, do not run next to the pool.

Przeczytaj informacje na tabliczkach (A–C) oraz zdania 1–4. Do każdego zdania dopasuj właściwą tabliczkę. Wpisz rozwiązania do tabeli. Jedna tabliczka pasuje do dwóch zdań.

This sign

1	is making a request.	_____
2	does not allow any activity in the water.	_____
3	asks people to move slowly.	_____
4	does not mention safety restrictions.	_____

8b Personal Best

Vocabulary 1

1 Uzupełnij zdania słowami z ramki.

bat sabre court snorkel goal pitch net

1 The footballers got together on the _____ before the match started.
2 We play basketball on a _____ in the gym near my house.
3 When you play table tennis, be careful not to hit anyone with your _____!
4 The football player scored the winning _____ in the final seconds of the match.
5 We didn't score a point because the volleyball touched the _____.
6 When I was on holiday, I learned how to dive. As a result, I always had my _____ with me.
7 'I have my mask and my gloves. What else do I need to take, Mum?'
'Don't forget your _____.
It's the most important thing in fencing.'

2 Uzupełnij zakończenia wyrazów, aby stworzyć poprawne zdania.

1 A canoe_____ canoes in a canoe. The sport is called canoe_____.
2 A div_____ dives under water. The sport is called div_____.
3 A cycl_____ cycles on a bicycle. The sport is called cycl_____.
4 A weightlift_____ lifts weights. The sport is called weigh_____.
5 A sail_____ sails on a boat. The sport is called sail_____.
6 An athl_____ excercises on a track. The sport is called athl_____.

3 Uzupełnij tabelkę słowami z ramki.

weightlifting cycling diving athletics sailing canoeing swimming yoga gymnastics karate skateboarding

do	go

4 Dodaj odpowiedzi do pytań.

1 Who makes sure that players follow the rules?
r _ _ _ _ _ _
2 Who is the person you play against in a competition?
o _ _ _ _ _ _ _
3 What type of athlete jumps into water from a high board?
d _ _ _ _
4 What do you call a person who loves a team?
f _ _
5 Who's the person that looks after a sports team?
m _ _ _ _ _ _
6 Which sports person rides a bike?
c _ _ _ _ _ _
7 What do you call the football player who tries to stop the other team from scoring?
g _ _ _ _ _ _ _ _ _

5 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

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



The photo was probably taken in a gym.
In the foreground, there are two men who are **(1)** _____ weightlifting.
One of them is standing and helping the other one, who is lying on his back. They are both wearing **(2)** _____ T-shirts. In the background, there are several gym machines, but there are no other **(3)** _____ in the gym. The two men are very focused on the activity. They probably go the gym a lot as they are very **(4)** _____.

Grammar 1

Personal Best 8C

1 Zakreśl poprawną opcję w dialogach 1–8.

1 **A**: Is it OK to run in the classroom?
B: No, you ***should*** / ***can't***.

2 **A**: I have so much work to do at home.
B: ***Shall*** / ***Should*** I help you do some of it?

3 **A**: I'm sorry you didn't win the match.
B: That's OK, I ***shall*** / ***can't*** win the next one!

4 **A**: ***May*** / ***Should*** we play football in your front garden?
B: Of course. That's fine.

5 **A**: Your dad looks very fit.
B: When he was younger, he ***could*** / ***can*** run a kilometre in four minutes.

6 **A**: Have you got any advice on how to be better at volleyball?
B: You ***should*** / ***may*** practise every day.

7 **A**: Oh, no! I've forgotten my tennis racket.
B: Don't worry. You ***could*** / ***can*** borrow mine.

8 **A**: If you want to be a professional athlete, you ***can*** / ***can't*** miss too many practice sessions.
B: I know. I've been too lazy recently!

2 Napisz poprawne zdania z użyciem poniższych słów według instrukcji podanych w nawiasie.

1 they / practise / fencing daily (*give advice*)

_____

2 I / win / the competition on Saturday (*express a strong intention*)

_____

3 Mikey / swim / when he was four (*say what someone was able to do*)

_____

4 I / join / the volleyball team (*ask for advice*)

_____

5 you / go into / the pool today *(refuse permission*)

_____

6 I / carry / the racket for you (*offer to do something*)

_____

3 Popraw błędy w podkreślonych częściach zdań.

1 <u>Should</u> I use my computer? _____
2 <u>Could</u> you speak Italian?
Yes, of course. _____
3 He <u>couldn't</u> hit his sister. She's afraid of him.
_____
4 <u>Shall</u> you pass the book? _____
5 I <u>may</u> jump really high. _____

4 Odpowiedz na poniższe pytania. Zapisz odpowiedzi po angielsku.

1 Jak zapytał(a)byś kolegi lub koleżanki, czy potrafi pływać?

_____

2 Jak poradził(a)byś koledze, żeby jadł mniej słodyczy?

_____

3 Jak zapytał(a)byś nauczyciela o zgodę na wyjście z klasy?

_____

4 Jak grzecznie poprosił(a)byś ciocię o podanie butelki wody?

_____

5 Jak zapytał(a)byś mamy, czy potrafiła jeździć na rowerze, kiedy była mała?

_____

6 Jak zaproponował(a)byś tacie, że mu pomożesz?

_____

5 Ustne BINGO. Dopisz zakończenia zdań w poniższej karcie bingo. Następnie znajdź osobę, która ma takie samo zdanie. Jeżeli je znajdziesz, wykreśl pole z tym zdaniem. Jeżeli wykreślisz wszystkie pola pionowo, poziomo lub po przekątnej, możesz krzyknąć BINGO!

<u>Uwaga!</u> **Nie można zaglądać do zeszytu ćwiczeń kolegi ani koleżanki.**

Shall I _____ _____ _____?	Would you _____ _____ _____?	I could _____ _____ _____.
Can I _____ _____ _____?	May I _____ _____ _____?	I shall _____ _____ _____.
What should I _____ _____ _____?	I think you should _____ _____ _____.	Yes, you may _____ _____ _____.

8de Personal Best

Posłuchaj nagrania 39
docwiczenia.pl
Kod: A7GQS5

Posłuchaj nagrania 40
docwiczenia.pl
Kod: A7RNAD

Listening

1 39 **Wykonaj zadanie w sekcji *Skills Booster*.**

Skills Booster

Usłyszysz nagranie, w którym kobieta opowiada o swoim stylu życia. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–5.

1 What sports is the woman doing now?

_____

2 When did she start doing yoga?

_____

3 How many days a week does she do her favourite sports?

_____

4 How does sport help her in her life?

_____

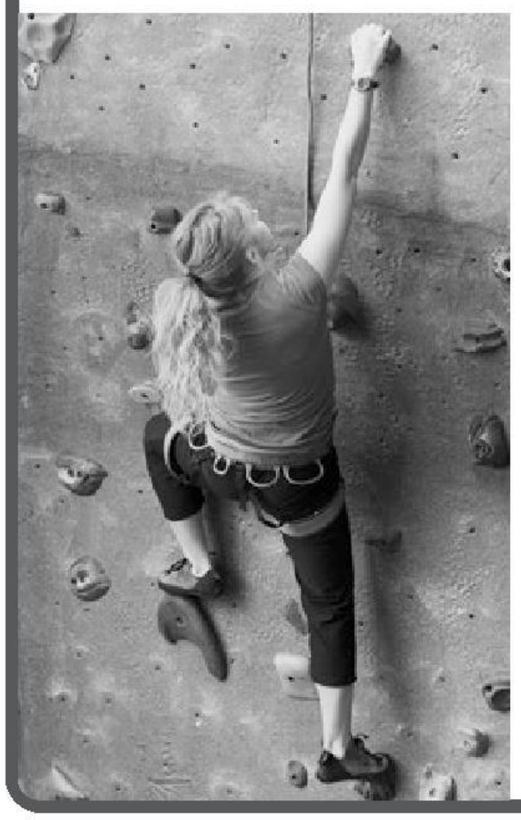
5 What does she do instead of driving a car?

_____

2 40 **Wykonaj zadanie w sekcji *Skills Booster*.**

Skills Booster

Usłyszysz audycję radiową, podczas której kobieta opowiada o nowych zajęciach sportowych. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.



1 **The number of places offered in the class is**
A 16. B 14. C 40.

2 **In order to join, you need to be**
A 14. B 18. C 13.

3 **The cost of the class is**
A £13.
B £35.
C £45.

Speaking

3 **Uzupełnij luki w poniższym dialogu. W każdą lukę możesz wpisać maksymalnie dwa wyrazy.**

School Manager: Hi Tina, **(1)** _____ you tell us a few words about your school?

Tina: Sure, I **(2)** _____ love to.

SM: **(3)** _____ ask you about your personal opinion of the school?

T: Of course. I absolutely love the school, I chose it because I want to become a vet and, since coming here, I have never regretted my choice.

SM: **(4)** _____ I help you with the lizard?

T: No, thank you, I brought it here to show it to the viewers. It's very energetic today, that's all.

SM: **(5)** _____ people keep exotic animals as pets?

T: Well, they **(6)** _____ but they **(7)** _____, because it's harmful to the animals.

SM: Tina, because you are one of the best students, we have a great gift for you. Do **(8)** _____ swimming?

T: I love it! You have to wait for me for hours whenever I'm in the pool.

SM: You **(9)** _____ something new …

T: What do you mean?

SM: Well, do **(10)** _____ like doing sport indoors **(11)** _____?

T: I prefer being outside.

SM: I **(12)** _____ to give you a voucher for wakeboarding.

T: What is it?

SM: **(13)** _____ can show you what it is in a video. Look!

T: That's **(14)** _____ idea!

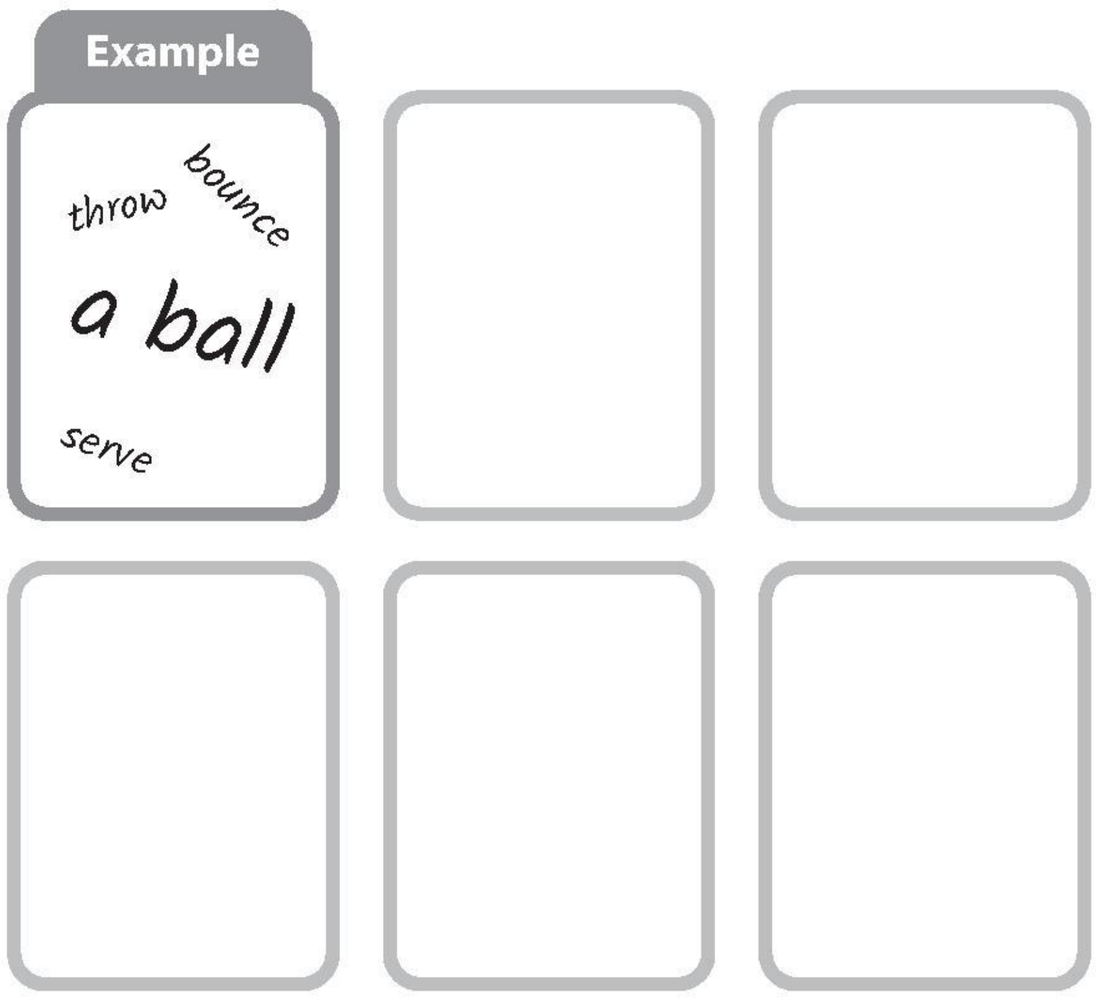
4 **Chcesz zachęcić kolegę do uprawiania sportu. Twój kolega nie przepada za żadnym. Znajdźcie wspólnie jeden, który będzie mu odpowiadał. Napiszcie w zeszycie dialog, a później odegrajcie go w klasie. Użyjcie zwrotów z ramki *Phrase Book* z podręcznika (str. 133) oraz czasowników modalnych z lekcji *Grammar 1* i *Grammar 2*.**

Vocabulary 2

Personal Best 8f

1 Ułóż chmury wyrazowe z następującymi słowami kluczowymi: *a ball, beat, win, race, coach, score,* tak aby utworzyć poprawne kolokacje. Wykorzystaj wyrazy z ramki. Niektórych z nich możesz użyć więcej niż raz. Słowa kluczowe umieść w środku chmur i powiększ.

serve athlete bounce match
motorbike race goal team opponent
game car throw point tournament horse



2 Uzupełnij zdania 1–8 słowami z ramki w odpowiedniej formie.

beat coach lose race score serve
take part win

1 Stefan was very happy that his team _____ the match.
2 Jen kicked the ball and _____ a goal.
3 Next weekend I'm going _____ in an athletics competition.
4 Meredith was nervous because it was her turn _____ the ball to the other team.
5 Michael's dad _____ a team of 12-year-old basketball players at weekends.
6 Let's _____ to the end of the street to see who can run fastest.
7 The Sentinels _____ the Kicks 74–58 in the basketball tournament.
8 I promise I won't drop out of the team if we _____ this game.

3 Uzupełnij luki 1–8 w dialogu. W każdą lukę możesz wpisać jedno słowo.

Sandra: Hey, Barry. How's your swimming practice going?

Barry: Oh, it's really terrible. Sometimes I feel like **(1)** _____ up!

Sandra: Oh, no. I hope you're not going to **(2)** _____ out of the swimming class.

Barry: No, it's just very difficult. It's also really tiring. After just ten minutes, it's hard to **(3)** _____ going and some races can go **(4)** _____ for twenty minutes! At the end of the practice, I feel like I'm going to **(5)** _____ out.

Sandra: That's terrible. Do you warm **(6)** _____ before you swim?

Barry: Yes. I also **(7)** _____ out at the gym three times a week, so I'm very fit.

Sandra: Hmm. How long have you been swimming?

Barry: This is my first week.

Sandra: Well, try to **(8)** _____ strong and keep trying.

Barry: Maybe you're right. Thanks for the advice!

4 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

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

1 My doctor told me I should start practising a new sport. **UP**
My doctor told me to _____ a new sport.

2 The other runners were too fast for George. **UP**
George couldn't _____ with other runners.

3 Please, stretch first and then run around the pitch three times. Then we'll start playing. **UP**
Please, _____ first and then we'll start playing.

4 Tom had to leave the team. **OUT**
Tom had to _____ of the team.

5 My mum likes to exercise at our gym. **OUT**
My mum likes to _____ at our gym.

8g Personal Best

Grammar 2

1 Zakreśl poprawną opcję w tekście. W niektórych przypadkach obydwie opcje są poprawne.



Welcome to Sammy's Riding Club. First, I'd like to discuss a few rules. Before you get on your horse, you **(1)** ***must*** / ***have to*** check that the saddle, which is what you sit on, is on correctly. You **(2)** ***don't have to*** / ***needn't*** worry about doing it yourself. Someone will help you with it. Of course, you **(3)** ***don't have to*** / ***must*** buy a saddle or helmet because we've got everything here. You **(4)** ***mustn't*** / ***have to*** stay on the specially marked horse riding paths. You **(5)** ***needn't*** / ***mustn't*** leave the paths because you or the horse could get hurt. Also, you **(6)** ***don't have to*** / ***mustn't*** give the horses any food. They have a special diet so that they stay healthy and strong. We'll ride for one hour today because we **(7)** ***needn't*** / ***must*** return to the centre by 4.00 p.m. I'll let you know when it's time to come back, so you **(8)** ***have to*** / ***don't have to*** look at your watch all the time! OK, let's get ready to ride!

2 Uzupełnij zdania wyrazami z ramki.

don't have have (x2) must (x2) mustn't needn't

1 The deadline for signing up for the marathon is Saturday, so you _____ do it before then.

2 I'm bringing water to the event, so you _____ to.

3 You _____ to be at least ten years old to do this sport.

4 We _____ be late for the match, or we'll get really bad seats.

5 It will be cloudy today, so you _____ wear your sunglasses.

6 Sarah, you _____ wear proper boots when we go hiking.

7 Do I _____ to go to the basketball game? I hate basketball!

3 Uzupełnij poniższe zdania wyrażeniami: *mustn't / must / have to / don't have to*.

1 You _____ have a lot of money in order to be happy.

2 You _____ be late for school.

3 I don't want to, but I _____ help my dad.

4 I _____ drink more water today.

5 You _____ kick others when you're angry.

6 You _____ like everyone but please respect them.

7 I _____ spend more time with my brother. We don't see each other very often.

8 I _____ take care of my little brother every Tuesday evening when my parents go out. I hate it.

4 Napisz, jak należy się zachować, widząc poniższe znaki. W niektórych przypadkach możesz to zrobić na kilka sposobów.

1



You mustn't turn left.

2



3



4



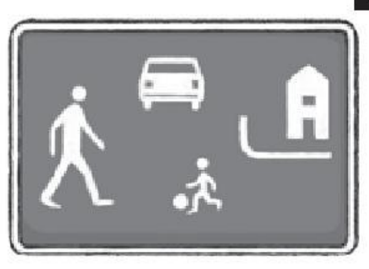
5



6



7



8



9



5 Wypisz w zeszycie 10 zasad szkolnych. Następnie usiądźcie w grupie. Pierwsza osoba przedstawia jedną ze swoich zasad. Kolejna powtarza zdanie pierwszej osoby i dodaje swoje.

Writing

Personal Best 8h

1 Ułóż zdania w czasie past simple lub past continuous z poniższymi wyrazami.

1 Tom / play / football / when / he / get / hurt

_____

2 yesterday / I / go / swimming / and / run / in a race

_____

3 I / look forward / meet the cricket legend

_____

4 we / win / but then / they / score a goal

_____

2 Uzupełnij poniższy wpis na blogu wyrazami z ramki.

badly **disaster** **great** **hard** **upset** **well**



(1) _____ news! Scott's football team won the championship match against St Hilda's, and Scott won the trophy for the best player of the year! I knew he would do **(2)** _____ because he was training so **(3)** _____, but Mum and Dad were **(4)** _____ that he was spending less time doing homework as a result.

Unfortunately, two weeks ago he fell off his bike and hurt himself **(5)** _____. What a **(6)** _____ that was! But, after a few days' rest, he was fit to play in the match. I've got the greatest brother!

3 Wypisz z tekstu przymiotniki i przysłówki.

Adjectives	Adverbs

4 Z podanych przymiotników utwórz przysłówki.

beautiful	
quick	
fast	
careful	
angry	
happy	

5 Pomyśl o wydarzeniu, które miało miejsce w tym roku szkolnym i było na tyle ciekawe, aby opisać je na blogu. Odpowiedz na pytania dotyczące zdarzenia.

1 When did it happen?

_____

2 Where did it happen?

_____

3 Who was there? What happened?

_____

_____

4 How did you feel?

_____

5 Why was it special?

_____

_____

6 Przeczytaj wpis na blogu ucznia, który wykonał zadanie według poniższego polecenia i odpowiedz na pytania 1–5 (TAK albo NIE).

Bazując na swoich odpowiedziach z poprzedniego zadania, napisz wpis na bloga o wydarzeniu, które miało miejsce w twojej szkole w tym roku szkolnym. W swoim wpisie:

- napisz, kiedy i gdzie miało miejsce wydarzenie,
- opisz wydarzenie,
- napisz, jak czułeś / czułaś się, biorąc w nim udział.

Last weekend I went to an amazing event at my school. It was a table tennis tournament, and I really love this sport. As I was watching it, I was thinking how amazing it was. The players were moving so fast, but they always managed to hit the ball. All the players were from my school, but I can't say which one was the best. I loved all of them.

1 Czy uczeń zawarł wszystkie trzy punkty polecenia? _____

2 Czy uczeń użył czasu past simple i past continuous? _____

3 Czy uczeń zawarł wyrażenia układające zdarzenia chronologicznie? _____

4 Czy uczeń użył spójników? _____

5 Czy uczeń użył przymiotników i przysłówków? ____

7 Napisz wpis na bloga zgodny z poleceniem z zadania 6. Użyj swoich notatek z zadania 5.

Writing Guide 8 in Student's Book p 137 ➡

8 Review

Posłuchaj nagrania 41
docwiczenia.pl
Kod: A77ZGZ

Posłuchaj nagrania 42
docwiczenia.pl
Kod: A7JPRM

Vocabulary

1 Połącz połówki zdań.

1	He is excited because his team scored _____	A	healthy and strong.
2	Athletes have to train hard to win _____	B	our football team.
3	Oh no! They just missed _____	C	the match.
4	If you want to take up a sport, it's important to be _____	D	tournaments and competitions.
5	My friend is sad because his favourite team lost _____	E	the ball to start the volleyball game.
6	Tennis players have to hit _____	F	a goal.
7	One of our teachers coaches _____	G	the ball very hard.
8	Her team has to serve _____	H	a penalty.

2 41 Usłyszysz rozmowę Larissy i Richarda. Uzupełnij zdania brakującymi czasownikami.

1 Larissa's brother does mountain climbing but, at times, he thinks he might _____ _____ because it is such a difficult sport.

2 Richard's sister gets up early to go to the gym. She always has to _____ _____ before she does exercise.

3 Larissa went climbing with her brother. He was too fast, so she couldn't _____ _____ with him but had to wait till he came back down the mountain.

4 Richard decided not to _____ _____ basketball because he really likes playing in a team.

5 Larissa and Richard both like to relax, so they think it is sometimes better to _____ _____ of a team than to continue with a sport that takes too much time and effort.

3 Uzupełnij mapy myśli według kategorii.

water sports

individual sports

land sports

4 42 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

Usłyszysz dwukrotnie pięć konwersacji. W zadaniach 1–5, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.

1 Which of the courts is Rachel talking about?
- **A** A basketball court.
- **B** A tennis court.
- **C** A volleyball court.

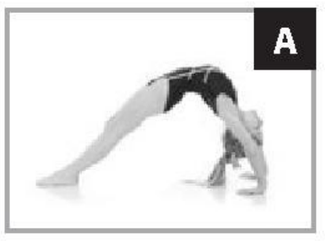
2 Which game does Mike like serving the ball in?







3 What does Dorota love doing?







4 What is Jeremy's favourite part of a football match?
- **A** A missed penalty.
- **B** Scoring a goal.
- **C** Kicking the ball.

5 Which type of athletes does Daria know?
A Divers. **B** Sailors. **C** Swimmers.

5 Uzupełnij zdania 1–5 wyrazami z ramki.

bullfighting unwind independent find out authorities

1 Our country became _____ 200 years ago.

2 I was so surprised to _____ that tigers don't live in Africa.

3 The _____ did not allow us to organise the event.

4 It was so good to go back home after a stressful day at work and _____.

5 I love Spanish traditions, but _____ is cruel, and I hate watching it.

Grammar

Review 8

1 Zakreśl poprawną opcję w zdaniach 1–7.

1 He has learned Spanish and speaks Polish.
He ***can't*** / ***can*** / ***could*** speak two languages.

2 I would love to see that film. ***Should*** / ***Can't*** / ***Could*** I ask Dad to take us to the cinema?

3 I need to write an essay. ***Can*** / ***Should*** / ***Shall*** I borrow your dictionary?

4 When he was a child, he was a gymnast.
He ***can*** / ***could*** / ***should*** do flips and many other amazing things.

5 I need my bike this afternoon. Sorry, but you ***can*** / ***can't*** / ***should*** borrow it.

6 I have a big exam tomorrow. I really ***should*** / ***can*** / ***can't*** be studying now.

7 I've eaten such a big dinner. That cake looks delicious, but I ***shall*** / ***shouldn't*** / ***should*** eat anything else just yet.

2 Uzupełnij zdania 1–8 czasownikami z ramki w odpowiedniej formie. Następnie połącz połówki zdań 1–8 z A–H. Wpisz litery w odpowiednie miejsca przy zdaniu.

have to **must** **mustn't** **needn't**

1 We _____ be late for dinner. ____	A Our old ones are still fine.
2 _____ they _____ put their clothes away in the wardrobe this morning? ____	B If they don't, they can't be in the sports team at school.
3 We _____ buy new bikes. ____	C If you have an accident, you could hurt yourself.
4 You _____ wear a helmet when you ride a bike. ____	D Of course not! I have already bought her a gift.
5 _____ I _____ join the cricket team? ____	E Mum will be angry because she's cooked a special meal.
6 They _____ pass their exams. ____	F We don't have a basketball match today, so I can go straight home.
7 I _____ stay late today after school. ____	G No, Mum is going to do the washing after they have left for school.
8 We _____ forget Kati's birthday. ____	H No you don't. Everyone can choose the sport they like most.

3 Wybierz poprawną opcję w poniższym tekście.

Volleyball

When you play volleyball, you **(1)** ***must / can / shouldn't*** have six people in your team. You **(2)** ***can't / needn't / can*** have three at the front and three at the back, but this is just one of the options. Players in the front row **(3)** ***mustn't / don't have to / shall*** stay at the front all the time; they can move around the court. Each team **(4)** ***can't / shall / can*** touch the ball up to three times, but an individual player **(5)** ***needn't / doesn't have to / mustn't*** touch the ball twice in a row. The ball **(6)** ***must / can / shall*** be hit over the net. The server stands at the back of the court, but their foot **(7)** ***needn't / couldn't / can't*** touch the line of the court. When the server hits the ball, it **(8)** ***shall / can / has to*** go over the net to count. There are a lot of other rules, and the players **(9)** ***shall / can / need to*** know all of them.

4 Wykonaj zadanie w sekcji *Skills Booster*.

Skills Booster

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

1 The _____ (*nowe boisko do siatkówki*) is fantastic!

2 _____ (*Ile goli*) did the Polish football team score in 2016?

3 _____ (*John wygrał*) the tennis tournament last year.

4 _____ (*Rowerzystom nie wolno jeździć*) without helmets.

5 They _____ (*nie muszą*) wear school uniforms.

6 We _____ (*musimy wygrać*) the game if we want to be champions.

5 Napisz w zeszycie trzy zdania o sobie, używając czasowników modalnych. Dwa z nich są kłamstwem, jedno prawdą. Zadaniem twojego rozmówcy jest odgadnąć, które z nich jest kłamstwem.

8 Skills Checkpoint

Posłuchaj nagrania 43
docwiczenia.pl
Kod: A7XWMC

Posłuchaj nagrania 44
docwiczenia.pl
Kod: A7BLXS

Rozumienie ze słuchu

1 43 **Usłyszysz dwukrotnie rozmowę o sportowcach. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi zakreśl właściwą: A, B albo C.**

1 Which sport does Doug Healy play?







2 Which sport does Rachel Green play?







3 Which sport does Jo Winter play?







2 44 **Usłyszysz dwukrotnie cztery wypowiedzi o ludziach związanych ze sportem (1–4). Dopasuj do każdej z nich zdanie spośród A–E. Jedno zdanie zostało podane dodatkowo. Wpisz rozwiązania do tabeli.**

A Competitors should respect each other.
B A manager's tasks include negotiating for the team.
C Players should be fit at all times.
D A good coach can motivate people.
E A referee is someone who makes decisions.

1	2	3	4
_____	_____	_____	_____

Znajomość funkcji językowych

3 Uzupełnij dialogi 1–3. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne teksty.

1 **A:** Do you prefer doing sport alone or **(1)** _____?
B: I prefer doing sports like basketball or volleyball. How about you?

2 **A:** Let's go for a walk!
B: I don't think that's **(2)** _____ because it's too cold!

3 **A:** I'm really tired.
B: Why **(3)** _____ go to sleep?

4 Do każdej z opisanych sytuacji (1–5) wybierz właściwą reakcję. Zakreśl literę A, B albo C.

1 Kolega chciałby się dowiedzieć, jakie sporty wolisz – drużynowe czy indywidualne. Co mu odpowiesz?
- **A** Volleyball is a team sport.
- **B** I'm good at team sports.
- **C** I prefer team sports.

2 Koleżanka proponuje ci wspólne pójście na basen. Co odpowiesz?
- **A** Is it your idea?
- **B** That's a good idea.
- **C** The pool is open now.

3 Proponujesz koleżance wspólne wyjście w celu pogrania w koszykówkę. Co powiesz?
- **A** I'd like to have a basketball.
- **B** Do you like basketball?
- **C** Why don't we play basketball today?

4 Gratulujesz koledze wygranej. Co powiesz?
- **A** We are the champions.
- **B** Congratulations!
- **C** Would you like to win?

5 Chciałbyś dowiedzieć się, jakie są zasady siatkówki. Co powiesz?
- **A** Would you like to play volleyball?
- **B** Do you like volleyball?
- **C** How do you play volleyball?

Rozumienie tekstów pisanych

5 Przeczytaj tekst. Uzupełnij luki w zdaniach 1–3 zgodnie z treścią tekstu.

Students **can use** the sports hall after school hours, but they **must tell their teacher** first.

You are allowed to **bring friends** who are not students at the school, but again, you have to ask your teacher first if this is alright.

The sports equipment is there **for you to use**, but please be careful.

Make sure that nothing gets broken or damaged.

1 Students _____ the sports hall without letting their teachers know.

2 People who _____ can come too.

3 Every student should _____ when using the equipment so they don't damage it.

6 Przeczytaj tekst. Uzupełnij luki w zdaniach 1–3 zgodnie z treścią tekstu.

No food or drinks are allowed in the gym.

You must also change your shoes before you enter the exercise room.

Mobile phones must not be used during group workout classes.

Clothes and bags must be left in the lockers, and the changing rooms must be clean and tidy at all times.

1 The gym is not a place for _____.

2 You _____ phones during workout classes.

3 Lockers are for _____.

Znajomość środków językowych

7 Uzupełnij zdania 1–5. Wykorzystaj wyrazy podane w nawiasach w odpowiedniej formie, tak aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać <u>maksymalnie cztery wyrazy</u>.

1 You _____ (*not / have*) watch the match if you don't want to.

2 She _____ (*be / look / forward*) to the ice-skating championships tomorrow.

3 Mark, _____ (*you / prefer / do*) individual sports or team sports?

4 Why _____ (*you / not / try*) asking the PE teacher for help?

5 He _____ (*not / enjoy / play*) basketball at school. In fact, he hates it.

8 Jesteś na pięciodniowej wycieczce klasowej. Nauczyciel poprosił cię o prowadzenie bloga na temat waszych codziennych zajęć. Zredaguj wpis na blogu, w którym:

- napiszesz o czynnościach z poprzedniego dnia,
- opiszesz, jak się czułeś / czułaś w ich trakcie i po ich zakończeniu,
- poinformujesz o zabawnym lub ciekawym zdarzeniu lub interesującej sytuacji.

Rozwiń swoją wypowiedź, pamiętając, że jej długość powinna wynosić od 50 do 120 słów. Wykorzystaj słownictwo i gramatykę z rozdziału 8.

5–8 Semester Review

Vocabulary

Zakreśl poprawne uzupełnienie zdań: A, B, C albo D.

1 **My older sister lives in a _____ in a large block.**

A hallway
B villa
C cottage
D flat

2 **'Where would you like me to put this coffee table?'**
'It goes in the _____.'

A living room
B dining room
C kitchen
D utility room

3 **We have a _____ on our patio, which we often use to cook meals on in the summer.**

A tumble dryer
B sofa
C barbecue
D cooker

4 **'Where do you keep your gardening equipment?'**
'It's in the _____ behind the house.'

A kitchen
B shed
C bedroom
D bathroom

5 **This _____ is broken; I can't see my face clearly.**

A painting
B duvet
C rug
D mirror

6 **'Larry, can you please put _____ your toys?'**
'Yes, Mum.'

A away
B off
C on
D in

7 **We hung _____ our coats as soon as we arrived home.**

A up
B in
C out
D round

8 **I am really looking _____ to our holiday in Italy.**

A for
B down
C forward
D up

9 **Put your shoes on the _____ by the front door, please.**

A carpet
B rug
C mat
D poster

10 **'I can't see.' 'OK. I'll switch _____ the light.'**

A back
B off
C up
D on

11 **My favourite _____ is spring.**

A garden
B factory
C season
D station

12 **'Why can't you make breakfast?'**
'Because we've run _____ eggs.'

A out of
B into
C over
D up

13 **'What did you do at the weekend?'**
'Not much. I just chilled _____ at home.'

A in
B onto
C at
D out

14 **'How can I get to the bank?'**
'Go _____ the park. Then turn right.'

A along
B over
C through
D down

15 **'The café is on the other side of the street.'**
'OK, let's _____ the street and go inside.'

A cross
B take
C turn
D follow

16 **I saw a crime being committed, so I went to the _____ to report it.**

A fire station
B police station
C bank
D library

17 **To get there, _____ a number 5 bus to Oak Street.**

A do
B get
C take
D go

18 **After class, Mia went to the gym to work _____.**

A round
B on
C over
D out

19 **'Did the customers like your cakes?'**
'Yes, they sold _____ immediately.'

A up
B out
C off
D on

20 **His favourite football team was playing at the _____ near his house.**

A disco
B corner shop
C stadium
D shopping centre

21 **We couldn't swim in the river because it was _____.**

A pollution
B polluted
C polluting
D recycling

22 **I bought myself a _____ bag, so I don't have to buy any more plastic ones.**

A recycled
B reused
C reusable
D reusing

23 **A company wanted to _____ all the trees near my house, but we protested.**

A sort out
B throw away
C cut down
D put down

24 **Our school was looking for a way to _____ the use of plastic, so they decided to ban the use of plastic cups.**

A minimise
B increase
C sort out
D put

25 **Can you help me with _____ the rubbish? It's all mixed up at the moment.**

A making
B using up
C sorting out
D planning

26 **My mum bought some cotton face _____ to clean her face with.**

A baskets
B pads
C things
D brushes

27 **The Titanic sank because it hit an _____.**

A iceberg
B iceland
C ice mountain
D ice grass

28 **My family tries to _____ the amount of waste we produce.**

A reuse
B reduce
C reproduce
D recycle

29 **The firefighters spent 11 hours trying to _____ the fire in the forest.**

A put out
B put down
C cut out
D put away

30 **Why didn't you tell me you are collecting money to help _____ endangered animals?**

A bring
B segregate
C save
D stop

31 **We watched the Olympics last year when the _____ broke the world record. He lifted 20 kg more than the previous record holder.**

A weightlifting
B weightlifter
C canoeing
D canoeist

32 **_____ is great fun if you play it on the beach.**

A Ice hockey
B Basketball
C Volleyball
D Tennis

33 **The USA became _____ from Britain in 1776.**

A relaxing
B confident
C independent
D creative

34 **You can see the world when you _____ the seas.**

A dive
B swim
C cycle
D sail

35 **Mike kicked the ball hard, but the _____ stopped him from scoring.**

A goalkeeper
B manager
C fan
D referee

36 **I _____ gymnastics when I was 10 years old.**

A was
B made
C did
D went

37 **'Do you know a good place to _____ diving?' 'Yes, there's a place in the next town.'**

A go
B do
C take
D have

38 **I need a new bat for the _____ match.**

A tennis
B football
C table tennis
D basketball

39 **'Can I borrow your _____ to play tennis?' 'Of course.'**

A court
B pitch
C net
D racket

40 **That gym has a great _____ for basketball.**

A pitch
B field
C pool
D court

5–8 Semester Review

Grammar

Zakreśl poprawne uzupełnienie zdań: A, B, C albo D.

1 **I don't want to see that film. I ____ it before.**

A was seeing
C saw
B have seen
D see

2 **They ____ a new sports centre across the street.**

A 've opened just
C 've just opened
B opened just
D just have opened

3 **We've lived here ____ 2010.**

A yet
C since
B already
D for

4 **____ the washing-up in the kitchen yet?**

A Did you do
C Are you doing
B You have done
D Have you done

5 **'Why is Janie worried?'**
'She ____ by plane before.'

A never travelled
C never has travelled
B 's never travelled
D 's travelled

6 **'Are you looking for something, sir?'**
'Yes, where is the ____ changing room?'

A men
C mens'
B mens
D men's

7 **____ notebook is the one with a picture of One Direction on the cover.**

A Jess
C Jesses
B Jesss'
D Jess'

8 **'I think I've picked up Fran's bag by mistake.'**
'Yes, that looks like ____.'

A she
C her
B yours
D hers

9 **'Which of these houses belongs to Mark and Dana?'**
' ____ house is the one with the red door.'

A His
C Theirs
B Her
D Their

10 **'That is my video game, Bobby.'**
'No, it's ____ . Mum said we had to share it.'

A mine
C ours
B theirs
D his

11 **'Do you like the jeans here in front of you?'**
'No, I like ____ jeans on the shelf over there.'

A those
C these
B this
D that

12 **____ TV programme is awful. I'm changing the channel.**

A These
C This
B Those
D That

13 **'Excuse me, does ____ bus go to the city centre?'**
'No, you need to take that bus over there.'

A that
C these
B those
D this

14 **'The team's new sports kit looks great.'**
'Yes, but I don't like ____ shoes they're wearing.'

A those
C that
B these
D this

15 **Yolanda is from ____ Nigeria.**

A a
C –
B an
D the

16 **Have you ever sailed down ____ River Nile?**

A an
C –
B the
D a

17 **I like Gillian because she's ____ honest person.**

A –
C a
B an
D the

18 **'A flat needs a fridge and a washing machine.'**
'Yes, but ____ flat I stayed in had neither of them!'

A a
C –
B an
D the

19 **I would rather live in ____ ugly house than no house at all.**

A –
C an
B a
D the

20 **We visited ____ Rocky Mountains last year.**

A an
C the
B a
D –

21 **If you put water in the freezer, it _____ into ice.**

A turning **C** turns
B turned **D** turn

22 **I'm sure if you study, you _____ the exam.**

A passes **C** pass
B passed **D** 'll pass

23 **If we _____ to class early, we'll get good seats.**

A go **C** will go
B goes **D** went

24 **We _____ more stars at night if we go to the countryside.**

A not see **C** seeing
B saw **D** can see

25 **_____ is my favourite form of exercise.**

A To running **C** To run
B Running **D** Run

26 **_____ me a ticket if you get to the theatre first?**

A Do you buy **C** Will you buy
B You buy **D** You will buy

27 **'What's wrong, John?'**
'I don't want _____ today.'

A to practise **C** practising
B to practising **D** practise

28 **I hope _____ my exam this week.**

A will pass **C** pass
B to pass **D** passing

29 **She had better _____ on time for the show.**

A arrive **C** to arrive
B arriving **D** arrived

30 **'I'm not into books, but I think art is exciting.'**
'I agree. I _____ rather paint than read.'

A will **C** could
B had **D** would

31 **' _____ I join a swimming club? What do you think?'**
'Yes, that's a good idea.'

A Shall **C** Should
B May **D** Would

32 **'Can we go inside?' 'Yes, you _____.'**

A can **C** must
B would **D** should

33 **You _____ leave the house without your jacket. It's cold and wet today.**

A shall **C** shouldn't
B wouldn't **D** must

34 **He _____ run 20 kilometres when he was a student.**

A may **C** must
B can **D** could

35 **'What advice can you give me about guitar lessons?' 'You _____ have a lesson at least three times a week.'**

A may **C** should
B will **D** can

36 **You _____ put your hand on the cooker. It's still really hot.**

A needn't **C** mustn't
B can't **D** must

37 **We _____ to study for the maths exam. It has been cancelled.**

A mustn't **C** needn't
B have **D** don't have

38 **No, Matthew, you _____ go swimming today. You have lots of homework to do.**

A should **C** will
B can't **D** may

39 **We _____ take any lunch on the trip. Food is provided.**

A have to **C** must
B needn't **D** need

40 **I didn't do well in this exam, but I _____ get an A in the next one.**

A need **C** would
B shall **D** should

8 Video

A Muni Adventure

Obejrzyj film na stronie docwiczenia.pl Kod: A74D5G



Before you watch

1 Match the words in the box with elements 1–5.

helmet pedal tyre
unicycle wheel

1 _____
2 _____
3 _____
4 _____
5 _____

While you are watching

2 Watch the video and circle the words you hear.

1 What is it like to ride down a *hill* / *mountain* on a bicycle?
2 Now imagine doing it on one *wheel* / *tyre*.
3 The family ride unicycles which have *special* / *thick* tyres.
4 Every *spring* / *summer* they ride down Utah's ski slopes.
5 These one-wheelers may be *safer* / *faster* than traditional mountain bikes.
6 The sport requires the same *skill* / *strength* and endurance as mountain biking.

After you have watched

3 Complete the summary of the video on the right using these words.

bikes crazy pedals perfect
popular skill strength whole

Riding down mountains on one wheel is a sport called mountain unicycling, or muni for short. It started in the 1990s, and it is getting more **(1)** _____ every day. For muni, people ride special unicycles with thick tyres with rubber knobs and high grip **(2)** _____. In summer, Utah's ski slopes are **(3)** _____ for fans of off-road unicycling. It looks **(4)** _____ and unstable, but one-wheelers may be safer than traditional mountain **(5)** _____ because you can only ride as fast as you can pedal. Mountain unicycling needs the same **(6)** _____ and endurance as mountain biking, but it exercises the **(7)** _____ body. Mountain unicyclists must also have a lot of **(8)** _____ and concentration. When they are bored with the slopes, some even try jumping off ski jumps!

Idea Focus

- Do you prefer outdoor or indoor sports? Why?
- Is it a good idea for a family to do the same sport together? Why? / Why not?

