NATIONAL GEOGRAPHIC LEARNING

Teen Explorer new

7

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Tracks 1–96
Kod: A78A51

Podręcznik

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nowa era
Twoje mocne strony

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

Dbajmy o środowisko, zróbmy to dla młodych pokoleń.

Grammar: personal and impersonal pronouns, plural nouns, possessive adjectives and pronouns, saxon genitive, present simple, present continuous, modal verbs, past simple

Listening	Speaking	Vocabulary 2	Grammar 2	Writing
cardinal and ordinal numbers dates answering open questions	expressing likes and interests making suggestions	family translating	present simple vs. present continuous	a note
REVIEW p 20			**WORDLIST p 24**	
appearance multiple choice identifying the wrong answers	talking about appearance, personalities and emotions	word formation prepositions multiple choice	past simple vs. past continuous	an informal letter
REVIEW p 36	**EXPLORERS' CLUB 1 p 40**		**WORDLIST p 42**	
multiple choice choosing the correct picture	asking for details about events checking information expressing time and date	technology identifying collocations translating	prepositions of time, place, direction and prepositional phrases	an invitation
REVIEW p 54			**WORDLIST p 58**	
multiple choice understanding what to listen for	eating out ordering food and drink	shopping for food grammar gap-filling	countable / uncountable nouns quantifiers	an email to a friend
REVIEW p 70	**EXPLORERS' CLUB 2 p 74**		**WORDLIST p 76**	
multiple choice understanding incorrect options	describing rooms in a house	things around the house vocabulary gap-filling	possessives	an advertisement
REVIEW p 88			**WORDLIST p 92**	
matching identifying opinions and feelings	asking for and giving directions checking understanding	places in the town phrasal verbs picture description	articles	a postcard from a holiday
REVIEW p 104	**EXPLORERS' CLUB 3 p 108**		**WORDLIST p 110**	
completing a note	expressing opinions agreeing / disagreeing asking about opinions	phrasal verbs key word transformations	gerunds and infinitives	an email to an organisation
REVIEW p 122			**WORDLIST p 126**	
answering open questions	asking about likes giving advice responding to advice	vocabulary gap-filling phrasal verbs identifying collocations	modal verbs for necessity and obligation	a blog (blog post)
REVIEW p 138	**EXPLORERS' CLUB 4 p 142**		**WORDLIST p 144**	

Revision Board Games p 145–146

Speaking Information for Student A p 147–149

Speaking Information for Student B p 172–174

Starter

Personal and impersonal pronouns

1 Kate is introducing her family. Match sentences 1–5 with pictures A–E.

1 This is *I* / *me*. I'm Katie. *I* / *me* am 14.
2 This is my brother. *He* / *Him* is 17. My sister is next to *he* / *him*. *She* / *Her* is 16. I share a bedroom with *she* / *her*. *We* / *Us* live in Ireland.
3 This is my grandmother. She lives with *we* / *us*.
4 This is my brother's pet snake. *It* / *They* lives in his room. I don't like *it* / *them* very much.
5 These are our pet fish. *It* / *They* don't do very much, but my sister loves *it* / *them*.

2 2 Now choose the correct option in sentences 1–5 in Exercise 1. Listen and check your answers.

3 Draw the table in your notebook and complete it with the missing words.

Subject	Object (after a verb)
I	?
you	you
he	?
?	her
it	?
?	us
?	you
they	?

4 Who lives with you? Write sentences about your family and pets in your notebook. Use subject and object pronouns.

Numbers

5 3 Listen and point to the numbers you hear. Listen again and repeat the numbers.

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20
30 33 40 47 50 51 60 68
70 72 80 85 90 96 100

6 4 Listen to six recordings. What numbers do you hear? Write them in your notebook. Check your answers in pairs.

7 5 Listen and point to the numbers you hear. Listen again and repeat the numbers.

1st 2nd 3rd 4th 5th
6th 7th 8th 9th 10th
11th 12th 13th 14th 15th
16th 17th 18th 19th 20th
30th 39th 40th 42nd 50th
56th 60th 64th 70th 73rd
80th 85th 90th 91st 100th

8 Write the missing numbers in your notebook.

? , second, ? , fourth, ? , sixth, ? , eighth, ? , tenth, ? , twelfth, ? , fourteenth, ? , sixteenth, ? , eighteenth, ? , twentieth, ? , fortieth, ? , sixtieth, ? , eightieth, ? , hundredth

Plural nouns

9 Make the following nouns plural. Write the answers in your notebook.

1 fish ? **2** man ? **3** woman ? **4** child ?
5 foot ? **6** shelf ? **7** box ? **8** watch ?
9 diary ? **10** tomato ? **11** potato ?

Possessive adjectives and pronouns

1 6 **Listen to a conversation taking place in a café and write down the food items (A–D) in the right order in your notebook.**

A tea
B pizza
C chicken salad
D cheese sandwich

2 6 **Listen to the conversation again. Complete sentences 1–5 with the words below. Write the answers in your notebook.**

mine ours yours hers theirs his

1 Is that ? , Anna?
2 The chicken salad is ? .
3 The sandwich is ? .
4 The pizza is ? / ? .
5 The tea is ? .

3 **Look at the table and complete the sentences.**

Possessive adjectives	Possessive pronouns
my	mine
your	yours
his	his
her	hers
our	ours
their	theirs

1 This is ? chicken salad. It's (*moja*) ? .
2 This is ? cake. It's (*twoje*) ? .
3 This is ? sandwich. It's (*jej*) ? .
4 This is ? tea. It's (*jego*) ? .
5 This is ? pizza. It's (*nasza*) ? .

4 **Mix up some of your belongings. Then, ask and answer questions about them. Remember to use *his* for boys and *hers* for girls.**

Example

Whose pencil is this? It's his.
That's right. It's mine.
Whose ruler is this? It's yours.

Saxon genitive

5 **Translate the words in the Wheel of Fortune 1.**

Wheel of Fortune 1

6 **Spin a pencil on both Wheels of Fortune to find out who the objects belong to.**

Wheel of Fortune 2

Example

Student A (spins): It's a torch.
Student B: Whose torch is it?
Student A (spins): It's Jack's torch.

Starter

Jobs

1 **Which jobs are illustrated in pictures A–D? Do you know the other jobs in the box?**

shop assistant hairdresser cashier
engineer cleaner doctor receptionist
teacher chef waiter

2 7 **Listen to David and his friend talking about what they would like to do when they are older. Which jobs in Exercise 1 do you hear?**

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

1 Maria is a ?. She works in a hotel.
2 Adam is an ?. He works in an office.
3 Helena is a ?. She works in a bank.
4 Pari is a ?. She works in a salon.
5 Alex is a ?. He works in a restaurant.
6 Gabriel is a ?. He works in a school.

4 **What job would you like to do when you are older? Why?**

Present simple, present continuous

5 **Find 12 words in the words snake. Make the keyword from the letters that are not used.**

6 **Complete sentences 1–12 in the table with the correct present simple and present continuous forms. Write the answers in your notebook.**

Present simple	Present continuous
CHAT	**CHAT**
1 They ? with each other every weekend.	2 She ? with her best friend at the moment, so she can't help you.
3 My sister ? with her boyfriend every evening.	4 Look, I ? with a famous singer now.
SEND	**SEND**
5 You ? me too many texts!	6 I ? the message now, don't talk to me just yet.
7 She ? letters to her grandma every month.	8 I think the boy in the picture ? an email.
FLY	**FLY**
9 Ants ? (*not*), they live on the ground.	10 I ? to Rome tomorrow. I'm so happy. I've never been to Rome before.
11 Butterflies often ? around rose bushes.	12 My dad ? (*not*) with me.

7 **Finish the sentences with your own ideas so that they contain true or false information about yourself. Use the words in Exercise 5.**

1 I keep in touch… .
2 My parents never … .
3 My teacher is … .
4 My best friend … .
5 I don't usually … .
6 I'm … .

8 **Are your partner's sentences true or false? Make a guess. You can ask extra questions to help you make a better guess.**

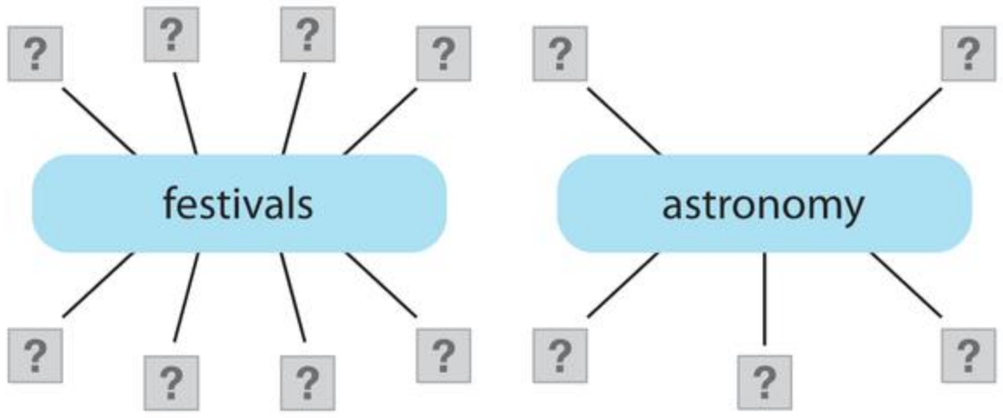
Example

(What / Where) do you … ?
(What) does she … ?
(What) Is she … ?

Modal verbs

1 **Draw two mind maps in your notebook. Divide the words into two categories.**

dress up invite universe decorate organise Earth solar system perform costume stars put on make-up take part in sky



2 **Read the two advertisements about some interesting places and events. Which one would you choose to go to at the weekend?**

Copernicus Science Centre

Let us invite you to learn more about the universe!

Buy: souvenirs, books, models and figures
See: scientific experiments, illusion tricks
Remember: no running, no shouting, no interrupting others, help others, invite your friends
Don't miss it when in Warsaw!

PLAY ON Music Festival

Do you like listening to music and performing on stage?

If the answer is YES – take part in our spontaneous festival on 28th May at 4.00 p.m.
Bring your own instruments and come 2 hours earlier for an audition.
Remember: no strange costumes, no make-up.
You can buy tickets online or at the festival – tickets bought online cannot be returned.

3 **Now read the advertisements again and choose the correct option for sentences 1–6.**

1 You ***mustn't*** / ***don't have to*** run at CSC.
2 You ***can*** / ***can't*** perform at the PLAY ON festival.
3 You ***must*** / ***mustn't*** bring your instrument if you want to play.
4 You ***should*** / ***shouldn't*** try and help others at CSC.
5 You ***can*** / ***can't*** buy tickets for the festival online.
6 You ***mustn't*** / ***don't have to*** buy tickets for the festival online.

4 **Think of a cultural event or a festival you want to organise and write 5 rules about the event. Then, read out the rules to the class. The students have to guess what kind of event it is. Use the words in Exercise 1.**

Past simple

5 **What is the past form of these infinitives? Write the answers in your notebook.**

Infinitive	Past simple
arrive	?
see off	?
wash	?
be	?
sweep	?
feed	?
do	?

6 **Match the beginings of the phrases (1–7) with the endings (A–G). Write the answers in your notebook.**

1 do ?	**A** pets
2 wash up ?	**B** a return ticket
3 do ?	**C** a passenger
4 buy ?	**D** the dishes
5 sweep ?	**E** the washing up
6 see off ?	**F** the floor
7 feed ?	**G** the ironing

7 **Using the past simple, write four true sentences and one false sentence about yourself. Use phrases like: *yesterday*, *last weekend*, *an hour ago*, *last year*, etc. and phrases in Exercise 6.**

8 **Read the sentences to your class. Students listen and stand up if they think your sentence is false, but remain sitting if they think your sentence is true.**

Example

I fed my cat yesterday because it was hungry.

Starter

Shops and shopping

1 Look at pictures A–F and read sentences 1–6. Are they true (T) or false (F)?

1 This is a baker's. ?

2 This is a greengrocer's. ?

3 This is a butcher's. ?

4 This is a newsagent's. ?

5 This is a chemist's. ?

6 This is a clothes shop. ?

2 Choose a word in the box to complete each gap in sentences 1–8. Write the sentences in your notebook.

jeans plasters vegetables bread money tea magazine sausages newspaper painkillers cake coffee T-shirt fruit meat

1 You can buy ? and ? at a baker's.
2 You can take out some ? at a bank.
3 You can buy ? and ? at a butcher's.
4 You can have a cup of ? or ? at a café.
5 You can buy ? and ? at a chemist's.
6 You can buy ? and a ? at a clothes shop.
7 You can buy ? and ? at a greengrocer's.
8 You can buy a ? and a ? at a newsagent's.

3 8 Listen and check your answers to Exercise 2.

4 Complete the dialogues. Fill the gaps in the conversations with the correct form of the words in brackets. Add any other words you need.

1 **A:** I like online shopping.
B: Me too. ? (*use*) a password?
A: Yes, of course. I use one so no one else can log into my account.

2 **A:** I found an advert on the school noticeboard for a bike. It was a bargain!
B: That's my advert! ? (*like*) to buy it?
A: Yes, I would.

3 **A:** I like buying from catalogues. Do you?
B: Yes, I do. I like ? (*browse*) through the pages before I buy anything.
A: Let's browse through this catalogue now.
B: OK.

4 **A:** What do you think ? (*happen*) to shopping in the future?
B: I'm sure people will only shop online.
A: Really? I disagree with you.

5 **A:** Good morning. Can I help you?
B: Good morning. ? (*have*) some painkillers?
A: Here you are.
B: And, ? (*like*) some plasters.
A: Of course.

5 9 Read sentences A–E. Then, listen to the conversation and write the sentences in the order that you hear them. Write the correct sequence in your notebook.

A ? I'd like the red one.
B ? Would you like a green one?
C ? I've got some green ones here.
D ? Which one would you like?
E ? I'd like a T-shirt, please.

6 9 Listen to the recording again. Which nouns do *one* / *ones* refer to?

Aby uniknąć powtarzania rzeczownika, stosujemy zaimki ***one*** (w liczbie pojedynczej) i ***ones*** (w liczbie mnogiej), np. *I'd like* ***a T-shirt****. I'd like a blue* ***one****.*

1 Time out!

Reading I can understand a text about hobbies and free time activities.

Vocabulary I can name adjectives to talk about hobbies. I can name some hobbies and outdoor activities that go with *go*, *play* and *do*. I can name family members.

Grammar I can talk about and ask questions about everyday activities and activities happening now or in the recent past or near future.

Listening I can understand information about hobbies. I can use cardinal and ordinal numbers in a conversation.

Speaking I can talk about my interests and hobbies and ask questions about them. I can use phrases to make arrangements.

Writing I can write a note. I can explain why I can't do things.

A teen girl hiking at Phu Chi Fa Forest Park, Chiang Rai, Thailand

New words and phrases

- brilliant
- creative
- crowded
- exciting
- incredible
- outdoor
- relaxing
- well-known
- female
- male
- parents-in-law
- siblings
- souvenir
- street market
- tent
- twins
- do athletics
- do yoga
- go hiking
- go sailing
- hang out together
- play chess
- walk on a tightrope
- Because of … .
- How about … ?
- I can't stop … .
- I'd like to, but … .
- I'm afraid I can't.
- I'm crazy about … .
- I'm interested in … .
- I'm keen on … .
- I'm really into … .
- Let's … .
- That's why … .

1a Time out!

Reading

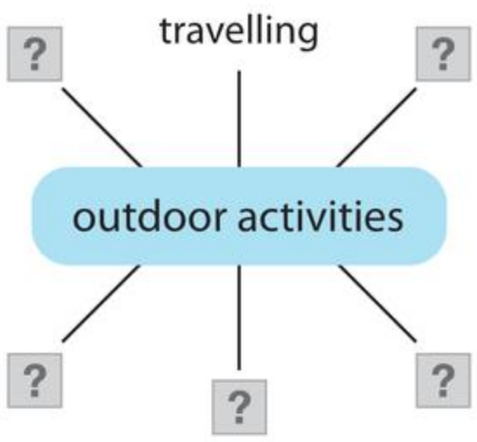
1 **This is Jack. What do you think he likes doing in his free time?**

2 10 **Jack is talking to Lisa. Listen to the dialogue and check your answers to Exercise 1.**

3 10 **Listen to the dialogue again and answer the questions below. Write the answers in your notebook.**

1 How old is Jack?
2 Where is he from?
3 What does he like?
4 What are the names of his two fish?
5 What does he do in his free time?
6 What does he dream about?

4 **Draw a mind map in your notebook with outdoor activities.**



5 11 **Read or listen to the text below, which is about an African girl. Which activities from your mind map in Exercise 4 does she do?**

Word Focus

siblings: brothers or sisters

hang out together: meet friends somewhere to talk or do things together

souvenir: something you buy to help you remember a holiday

street market: a place outside where people buy and sell things

Lucky Mbele

Lucky Mbele is a high school student. She lives in Cape Town, in South Africa. She is **brilliant** at painting and photography, and her dream is to be a **well-known** artist in the future. She loves nature, and her paintings of the sea and the forest are **incredible**.

Lucky doesn't have any **siblings**, but she has some really **close** friends. When she isn't busy with her art, she spends time with her friends after school or at weekends. 'We usually go to the beach in the summer and we swim. We are crazy about sport. In the winter, we play football and basketball. We also play cricket. Cricket is a **popular** sport in South Africa, England, Australia, New Zealand and India, but I don't think people are keen on it in Europe. My friends and I are big fans of the cinema and we go to cafés, too, just to **hang out together**.'

Lucky sells her paintings in **crowded** street markets. Tourists buy them because the paintings are of South Africa, and they are good **souvenirs** to take home. Lucky usually paints at home, but today she is doing it in the **street market**. Right now, she is painting a picture of African birds. Some people are looking at her, and others are taking a photo of the picture.

This month Lucky is also visiting galleries to show them her art because she wants to be well-known. 'One day, when I am famous, I want to see my paintings and photographs in galleries all around the world.'

African birds

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

Skills Explorer

Pytania do tekstu

- Odpowiadając na pytanie, upewnij się, czy jest to pytanie zamknięte (wymagające odpowiedzi TAK lub NIE), czy jest to pytanie otwarte (wymagające szczegółowej odpowiedzi).
- Spójrz na słowa rozpoczynające pytania: ***what***, ***where***, ***why***, ***when***, ***whose***, ***who***, ***how***.
- Odpowiadaj w tym samym czasie gramatycznym, w którym jest zadane pytanie.

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

Skills Booster

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

1 What is Lucky's hobby?
Lucky's hobby ? .

2 What does she usually do with her friends after school in the summer?
After school, they ? .

3 What sports do they play in the winter?
In the winter, they ? .

4 What do they like doing in the city?
In the city, they ? .

5 What picture is Lucky painting at the moment?
Lucky is painting ? .

8 **Match the words 1–6 in bold in the text with the correct synonyms A or B.**

1	**brilliant**	**A**	new	**B**	excellent
2	**well-known**	**A**	famous	**B**	rich
3	**incredible**	**A**	amazing	**B**	colourful
4	**close**	**A**	near	**B**	good
5	**popular**	**A**	well-liked	**B**	unusual
6	**crowded**	**A**	close	**B**	busy

9 **Would you like to go to Africa and meet Lucky? Why / Why not? What would you tell her about your own life? What would you do together in Africa?**

10 **Discuss these questions with your partner.**

What is better for you:

- hanging out with your friends or spending time alone? Why?
- buying things from a street market or buying things at a supermarket? Why?
- being in crowded places or being in quiet places where there are no people? Why?
- buying souvenirs or getting souvenirs? Why?

Ideas Focus

- What hobbies do your family members prefer: creative activities or sports?
- Is it a good idea to have a hobby? Why? / Why not?

1b Time out!

Vocabulary 1

1 Match sentences 1–6 with pictures A–F.

1 I live in Scotland, so we often **go hiking** in the Highlands, sleeping in a tent.
2 I'm often stressed, so I **do yoga** to help me relax.
3 We live near the sea, and I love **going sailing**.
4 I love **playing chess** and I can even win against my uncle now!
5 We **do athletics** at school. I really enjoy running.
6 I always **play table tennis** at the after-school club.

A

B

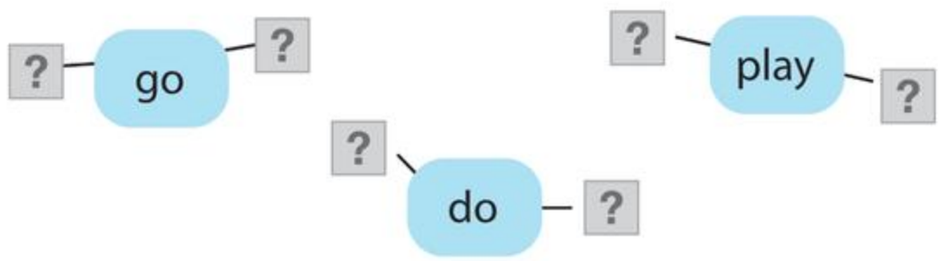
C

D

E

F

2 Draw these mind maps in your notebook. Match the activities in blue in Exercise 1 with *go* / *do* / *play*.



3 Match the following activities with *go* / *do* / *play* in your mind maps.

1 the guitar
2 gymnastics
3 origami
4 gardening
5 swimming
6 karate
7 cycling
8 skateboarding

4 Complete sentences 1–5 with the words below. Write the answers in your notebook.

creative boring exciting relaxing active

1 I like baking. I'm a ? person and I like making things.
2 I enjoy being ? . I spend a lot of time playing sports and taking part in team games.
3 Walking on a really high tightrope is so ? ! There's nothing else like it.
4 I don't understand why my dad loves gardening. I think it's really ? .
5 I love going to the beach. It's very ? to lie on the sand and do nothing.

5 Choose the correct option in these sentences. Write the answers in your notebook.

1 What do you like doing *in* / *on* your free time?
2 I'm a big fan *in* / *of* chess.
3 *How* / *What say* about going to the theatre tonight?
4 I'm not crazy *about* / *for* the theatre. I prefer the cinema.
5 What are you interested *about* / *in*?
6 I love soap operas. I *can't* / *don't* stop watching them.
7 What do you usually do *at* / *for* weekends?
8 What sort of hobbies do you *do* / *have*?
9 I'm really *into* / *onto* sport and keeping fit.
10 I love football. Are you keen *in* / *on* it, too?

6 Make questions from the words in 1–5. Then, ask four students the questions. Report back on their answers.

1 *What music* / *interested*?
2 *What books* / *keen* / *reading*?
3 *What activities* / *crazy*?
4 *What sport* / *into*?
5 *What hobbies* / *have*?

Ideas Focus

- Do you prefer to spend your free time doing something active, relaxing, exciting or creative? Why?
- 'People don't need hobbies – they need time for learning or working.' Do you agree? Why? / Why not?

Grammar 1

Present simple

Czasu **present simple** używamy, aby mówić o:

- faktach, np. *Cricket **is** a popular sport in South Africa.*
- zwyczajach i czynnościach rutynowych, np. *We **usually go** to the beach in the summer.*
- sytuacjach o charakterze stałym, np. *Lucky **lives** in Cape Town, in South Africa.*

Reading reference p 10

W zdaniach w czasie **present simple** pojawiają się przysłówki częstotliwości (*adverbs of frequency*), które określają, jak często dana czynność ma miejsce.

Przysłówki częstotliwości występują **PRZED** głównym czasownikiem, ale **PO** czasowniku ***be***, np.

*People **often** get up late at weekends.*

*Maria's birthday is **always** in the holidays.*

W 3. osobie liczby pojedynczej (*3rd person singular*) do czasownika głównego dodajemy końcówkę ***-s*** lub ***-es***, np. *My sister usually travel**s** to Spain in the summer.*

Information about spelling rules in the **Grammar Guide p 150**

1 Change the sentences into the 3rd person singular. Write them in your notebook.

1 I go to the beach every day. My brother ? .
2 They do yoga once a week. Their friend ? .
3 We travel round the world by bus. He ? .
4 My dad and I play chess. My mum ? .
5 I go skateboarding in the park. His friend ? .
6 All my sisters do athletics. Our teacher ? .

Zdania przeczące w czasie **present simple** tworzymy za pomocą czasownika posiłkowego ***don't (do not), doesn't (does not).***

Osoba	*Don't / Doesn't*	Czasownik główny
My friend	doesn't	do origami.
We	don't	do origami.

W 3. osobie liczby pojedynczej w przeczeniach i pytaniach pojawia się czasownik ***does*** lub ***doesn't*** i dlatego czasownik główny nie potrzebuje już końcówki ***-s*** lub ***-es***, np.

*My sister travel**s** to Spain.*

*My sister **doesn't** travel**(-)** to Spain.*

***Does** my sister travel**(-)** to Spain?*

2 Change the sentences in Exercise 1 into negatives.

Pytania zamknięte w czasie **present simple** tworzymy za pomocą czasownika posiłkowego ***do*** lub ***does.***

Do / does	Osoba	Czasownik główny	Odpowiedź
Does	she	like running?	Yes, she does. No, she doesn't.
Do	they	go to school?	Yes, they do. No, they don't.

Na początku pytań otwartych pojawiają się zaimki pytające (*question words*).

Zaimek pytający	*Do / does*	Osoba	Czasownik główny
Where	does	she	like running?
What time	do	they	go to school?

3 Complete questions 1–6 with the question words below.

When Who What time Where Why What

1 ? do the shops close today?
2 ? do the pupils have their exams?
3 ? does the family spend their weekends?
4 ? do you often invite to your house?
5 ? does your teacher do after school?
6 ? do you play football?

4 Write questions about the words in bold in your notebook.

1 I like **baking and doing origami**.
2 I usually travel **in July**.
3 I go **on holiday** with my parents.
4 I don't travel alone **because I'm too young**.
5 I usually hang out with friends **at 5 o'clock**.
6 I often buy souvenirs for **my siblings**.

5 Ask other people in your group the questions 1–6 in Exercise 4.

6 Student A p 147. Student B p 172.

More exercises in the **Grammar Guide p 150**

1d Time out!

Listening

1 12 **Listen to the numbers below and repeat.**

1	13	30	13th	30th
2	14	40	14th	40th
3	15	50	15th	50th
4	16	60	16th	60th
5	17	70	17th	70th
6	18	80	18th	80th
7	19	90	19th	90th
8	1st	21st	31st	
9	2nd	22nd	32nd	
10	3rd	23rd	33rd	

2 13 **Listen to the following pairs of numbers. Which part of each word is stressed?**

1	forty	fourteen
2	a hundred	a thousand
3	second	twenty-second
4	eighty	eighteen
5	seven	seventeen
6	sixteen	sixty

3 14 **Listen to ten sentences and write the numbers that you hear in your notebook.**

Dates

We write: 13th June or 13 June

We say: the thirteenth of June

4 15 **Listen to six conversations and write the dates that you hear in your notebook.**

5 **Decide which word in the box answers each question.**

a date a name a price a time

1 When does the next course begin?
2 What time do the lessons start?
3 How much do the lessons cost?
4 Who is teaching the course?

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

Skills Explorer

Wyszukiwanie informacji o liczbach i datach

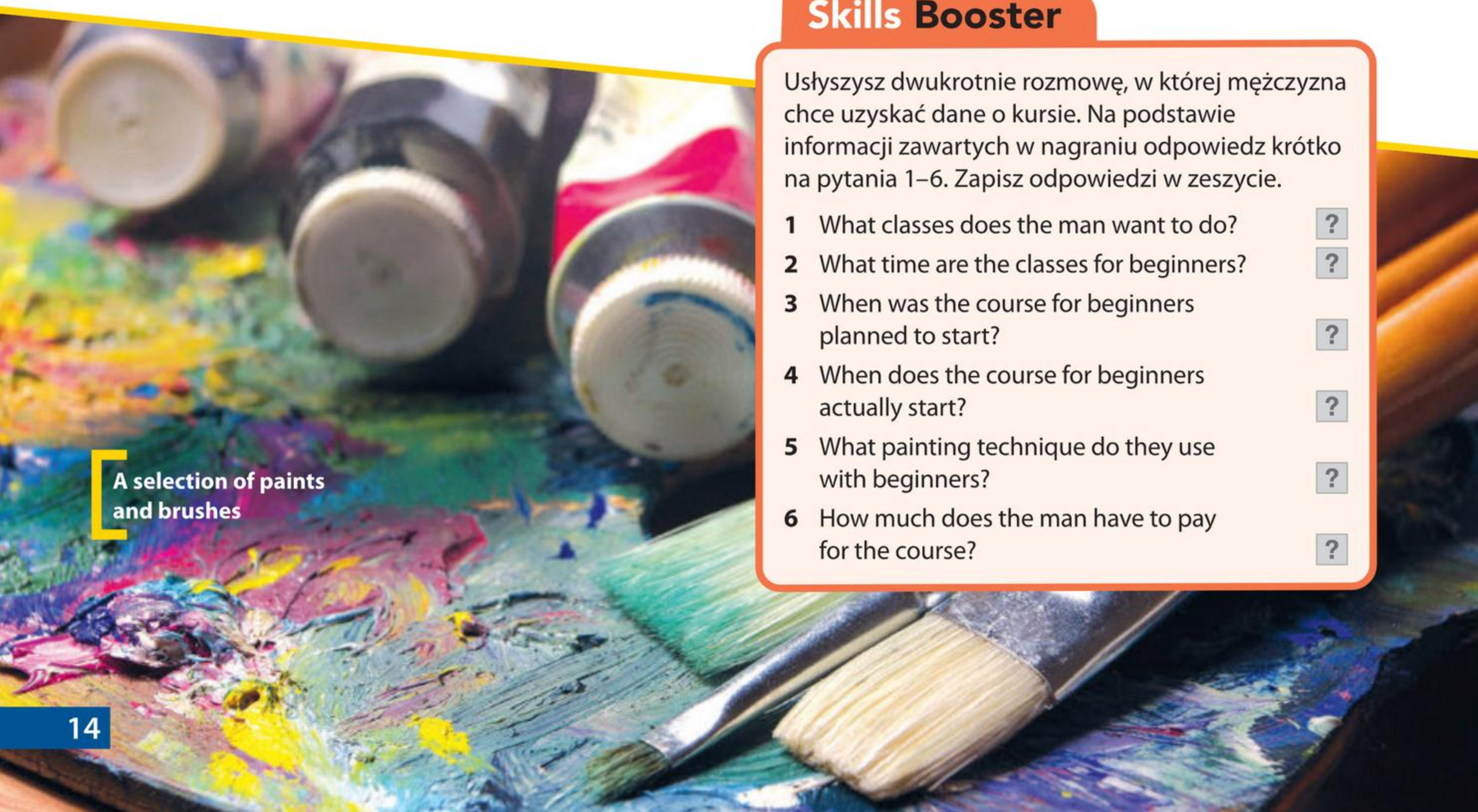
- Przed rozpoczęciem słuchania przeczytaj uważnie pytania, aby wiedzieć, jakich informacji szukać.
- Uważaj na wymowę podobnych liczb, np. *thirteen, thirty, fourteen, forty.*
- Upewnij się, że udzielona odpowiedź jest logiczna. Na przykład wyrażenie *50th January* nie jest poprawne.

7 16 **Now complete the *Skills Booster* task.**

Skills Booster

Usłyszysz dwukrotnie rozmowę, w której mężczyzna chce uzyskać dane o kursie. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–6. Zapisz odpowiedzi w zeszycie.

1 What classes does the man want to do? ?
2 What time are the classes for beginners? ?
3 When was the course for beginners planned to start? ?
4 When does the course for beginners actually start? ?
5 What painting technique do they use with beginners? ?
6 How much does the man have to pay for the course? ?



A selection of paints and brushes

Speaking

1 **Answer these questions.**

1 Do you like meeting new people or do you like being with your family more? Why?

2 Do you like talking about yourself or listening to others more? Why?

3 Who do you talk to when you are away from your family? Why?

2 **Read the conversation between two teachers – Selena and Mark. Where are they?**

S: Mark, what are the children doing?

M: Tina is doing yoga in the garden, and John is playing table tennis, the rest are running around outside.

S: Really? They usually play chess in the evening.

M: Yes, I know they are keen on playing it. What do you like doing in your free time?

S: You know I'm interested in creative activities. What are your hobbies?

M: I love baking. Some people think it's boring, but I'm really into it.

S: How about baking something together tonight?

M: Great idea! Let's ask the kids to join in, after all they are crazy about eating sweets.

S: We don't usually cook together on school trips.

M: I know, but let's do it today.

3 **Read the conversation again. In your notebook, list all the activities that the kids are interested in.**

Phrase Book

Expressing likes and interests

- I can't stop (*verb* + *-ing*) … .
- I'm keen on (*verb* + *-ing*) … .
- I'm interested in (*verb* + *-ing*) … .
- I'm not crazy about (*verb* + *-ing*) … .
- What are you into / keen on / interested in?
- I love / like / enjoy (*verb* + *-ing*) … .

Making suggestions

- Let's (+*infinitive*) … .
- How / What about (*verb* + *-ing*) … ?

Dialogue Word Box

go hiking • go sailing • do athletics • go cycling • do gardening • go to the beach • go skateboarding • do karate • sometimes • always • often • exciting • relaxing • incredible

4 17 **Listen to the dialogue and repeat it. Then, act it out changing the words in bold. Use the words in the *Dialogue Word Box*.**

5 **Make a dialogue between the people in the picture about their interests. Act out the dialogue in front of the class.**

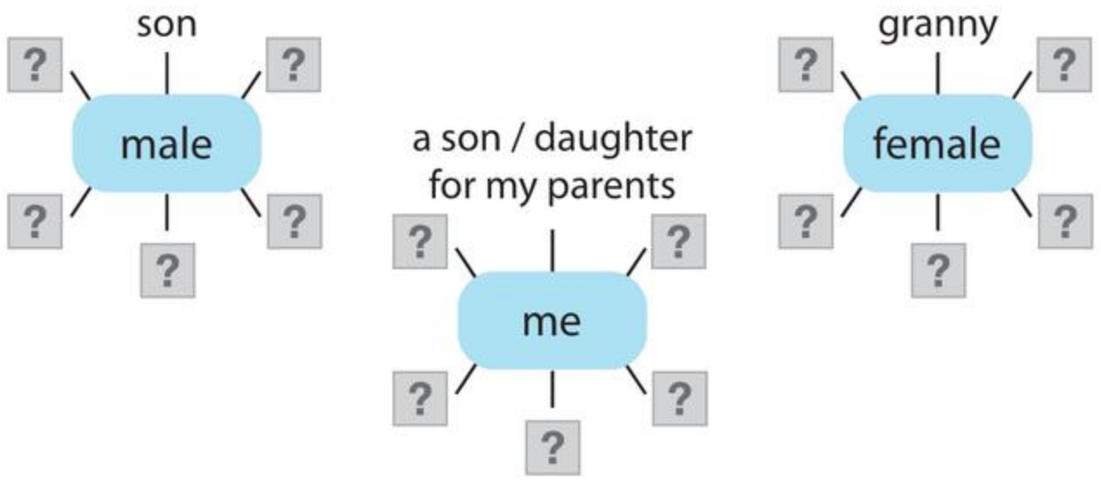
Ideas Focus

- Is it a good idea when a family has the same hobby? Why? / Why not?
- Do you often see your cousins, aunts, uncles and grandparents? Why? / Why not?

1f Time out!

Vocabulary 2

1 **Draw two mind maps in your notebook with the names of male and female family members, and one mind map with information about you.**



2 **Complete the text with these words. Write the answers in your notebook.**

family grandchildren granddaughter husband married niece nephew parents-in-law siblings surname twins

My family

Hi, I'm Elsa. I'm 14 years old and I live in England. This is a photo of my **(1)** ? . I'm not in the photo because I'm the photographer!

My mum's name is Carol, and she's 37 years old. She's with Becky. Becky is my sister and she's 10 years old. Next to them is my dad Kevin. He is my mum's **(2)** ? . He's 38 years old and he's with our dog, Sam. My little brother Oscar is with my grandparents, John and Kathleen – they're my mum's **(3)** ? . They have five **(4)** ? altogether – me, my two **(5)** ? and our two cousins in Australia, Jenny and Jessica Spano. They're **(6)** ? and they're 16.

Their dad, Paolo, is from Italy, so their **(7)** ? – Spano – is Italian. Paolo is **(8)** ? to my dad's sister. Her name is Jenny. I'm her **(9)** ? , and my brother Oscar is her **(10)** ? .

Grandma and grandpa say I'm their favourite **(11)** ? , but I think they say something like that to all of their grandchildren!

3 18 **Listen and check your answers.**

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

Skills Explorer

Tłumaczenie fragmentów zdań

- Zanim zaczniesz tłumaczyć fragment zdania, przeczytaj całe zdanie.
- Pamiętaj, że niektóre konstrukcje w języku polskim są zbudowane inaczej niż w języku angielskim, więc wymagają zastosowania innych struktur.

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

Skills Booster

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

1 ? (*Wujek Jennifer*) works in a big company.
2 My name is Carla and ? (*mam 14 lat*).
3 Justin's grandparents ? (*pochodzą z Włoch*).
4 ? (*Nazwisko mojego nauczyciela*) is very long.
5 ? (*Moja ciocia*) lives in a small town in Australia.
6 ? (*Mąż ich córki*) is from France, so their grandchildren ? (*są Francuzami*).

6 **Describe a picture of your family to your friend. Say who is in the picture and what they are doing.**

7 **Think about a person in your class and tell your partner about their hobbies. Your partner has to guess who you are talking about.**

Ideas Focus

- Which dates are important to you? Why?
- *'A big family is better than a small family.'* Do you agree? Why? / Why not?

Grammar 2

Present simple vs. present continuous

Czasu **present simple** używamy, gdy mówimy o sytuacjach o charakterze stałym, a czasu **present continuous**, gdy mówimy o sytuacjach o charakterze tymczasowym, np. *Lucky **usually paints** at home, but **today she is doing** it in the street market.*

Ponadto, czasu **present continuous** używamy w odniesieniu do czynności:

- które odbywają się w chwili, kiedy o nich mówimy, np. *Some people **are looking** at her.*
- teraźniejszych, ale niekoniecznie odbywających się w chwili, gdy o nich mówimy, np. *This month Lucky **is** also **visiting** galleries to show them her art.*

Reading reference p 10

Czas **present continuous** tworzymy za pomocą czasownika posiłkowego ***be*** (***am, are, is***) oraz czasownika z końcówką ***-ing***.

Osoba	*Be*	Czasownik główny (+ *-ing*)
She	is (not)	painting a picture.

1 Match the sentences with the families in the photos. One sentence matches both photos.

1 I live with my grandparents.

2 My dad is smiling.

3 My grandparents are giving me a present.

4 We live in Oslo, in Norway. Winters are very cold here.

5 We live in Hanoi, Vietnam. It's usually very hot here.

6 We are going for a walk at the moment.

2 Change the sentences in Exercise 1 into negatives.

W pytaniach zamkniętych w czasie **present continuous** czasownik posiłkowy ***be (am, are, is)*** przechodzi na początek zdania przed osobę.

Czasownik posiłkowy	Osoba	Czasownik główny (+ *-ing*)	Odpowiedź
Is	Jenny	doing karate now?	Yes, she is. No, she isn't.

Na początku pytań otwartych pojawiają się zaimki pytające.

Zaimek pytający	Czasownik posiłkowy	Osoba	Czasownik główny
What	is	he	doing?

3 Write questions about the words in bold in your notebook.

1 The tourists are buying **souvenirs**.
2 They are reading a book **in the living room**.
3 My teacher is **playing chess** right now.
4 His sister is doing athletics **because she loves it**.

4 Complete the grid in your notebook.

Positive	Negative	Question	Present simple
He is dancing.	?	?	Positive: ?
?	They aren't sleeping.	?	Negative: ?
?	?	Am I dreaming?	Question: ?

5 Read the dialogue and choose the correct option.

Student: Today I want to tell you about my hobbies.
Class: What are you interested in?
S: As you know, I usually **(1)** *come* / *am coming* to school by bike because I'm crazy about cycling.
C: How often **(2)** *do you go* / *are you going* cycling?
S: I **(3)** *am trying* / *try* to do it every day. My family is into it, too. In fact, they **(4)** *are cycling* / *cycle* at the moment.
C: Where **(5)** *does your family usually ride* / *is your family usually riding* their bikes?
S: We usually **(6)** *go* / *are going* to the forest.
Teacher: Thank you very much.

6 Compare a typical day in the summer holidays to today. Talk to your friend about it.

Example

In the summer holidays, I usually watch TV, but today I'm sitting in the classroom.

More exercises in the Grammar Guide p 151

1h Time out!

Writing

A note

Forms Explorer

- Gdy chcemy wyjaśnić przyczynę (*a reason*) naszego zachowania, stosujemy następujące konstrukcje:

  because + **osoba** + **czasownik**
  *Because **I am** busy.*
  because of + **rzeczownik**
  *Because of **my friend**.*

- Gdy chcemy przedstawić rezultat (a *result*) jakiegoś wydarzenia, używamy zwrotu '*that's why*'.

  that's why + **osoba** + **czasownik**
  *My friend is visiting me, **that's why I'm not doing** my homework.*

1 Read the *Forms Explorer* and choose the correct option in the dialogues.

1 **S:** I haven't got any clean socks, Mum!
M: Well darling … *because of* / *that's why* I'm washing them.

2 **S:** What do you usually do on Sunday?
M: I usually stay at home *because* / *because of* I am lazy.

2 Read the *Forms Explorer* again. Decide if sentences 1–3 describe a reason or result.

1 She likes hot weather, that's why she's living in Spain right now. ?

2 Her brother doesn't like singing because people laugh at his voice. ?

3 I'm not swimming in the sea this year because of the really cold summer. ?

3 Complete the sentences with your own reasons or results. Write the sentences in your notebook.

1 I like hot weather, that's why … .

2 My brother doesn't like singing because … .

3 … because of the really cold summer.

Phrase Book

Making excuses

- I would like to, but … .
- I'm afraid I can't.
- I'm sorry, but … .
- I can't because … .
- I have to … .

4 Read Maggie's to-do list for her day out in London with Suzie. Compare it with Suzie's plan for Maggie's visit. What are the differences?

Suzie, this is my plan for my stay in London.
In the morning:
- do gymnastics
- hang out with friends
- visit the forest
In the afternoon:
- swim in the swimming pool
- bake a traditional English cake
In the evening:
- sing at the karaoke club
Thanks!
Maggie

Suzie's plan:
9.00 a.m. - swimming pool
10.30 a.m. - gymnastics
1.00 p.m. - bakery
4.00 p.m. - forest
8.00 p.m. - karaoke club

5 Now read Suzie's note and translate the phrases in brackets into English. Write the answers in your notebook.

Hi Maggie.
It's a very busy day, so I'm afraid **(1)** [nie możemy] *do everything on your list. I* **(2)** [zazwyczaj wychodzę] *to the swimming pool at 9.00 a.m., that's why I have tickets for the morning. After that* **(3)** [możemy iść] *to the gym to do some gymnastics. When we finish, we can go to the bakery because our visit is* **(4)** [o godzinie pierwszej]. *My friends can usually meet up, but they can't now because* **(5)** [oni chwilowo mieszkają] *in Germany. I know you like nature, that's why we are going* **(6)** [do lasu] *at 4.00 p.m. I booked the karaoke club for us at 8.00 because of your singing skills, but I have to be back home at 9.30 p.m.*
Suzie

6 Imagine your friend wants to visit you, but you have other plans for the weekend. In your notebook, write a note in which you:

- say why you can't meet your friend
- suggest when you could meet another time
- write what you can do together when he or she comes

Use the phrases in the *Phrase Book* and ideas in the *Forms Explorer*.

Notatka / wiadomość

- Notatka / wiadomość jest skierowana do osoby, którą znasz, np. koleżanki.
- Przypomina nieformalny e-mail, lecz jest pisana odręcznie, gdy dostęp do komputera czy telefonu jest ograniczony, niemożliwy lub niekonieczny.
- Jest krótka i służy do zwięzłego przekazania informacji.
- Nie zawiera zwrotów w rodzaju *How are you?*, od razu skupia się na przekazaniu informacji.
- Wymaga użycia stylu nieformalnego:
  - krótkich, niepełnych zdań, np. *Sorry, I can't help you.* (Zamiast: *I'm sorry, I can't help you*).
  - potocznego słownictwa, np. *Can you ring her?*
  - skróconych form czasowników, np. *I'm not going to be there.*
- Jeśli pojawia się w niej prośba, umieść słowo *please* na początku lub końcu zdania, np. *Can you walk the dog, please?*
- Może zawierać stosowane w wiadomościach tekstowych skróty w rodzaju *CU later* (*see you later*) lub emotikony. ☺ Pamiętaj jednak, aby nie stosować ich na egzaminach.

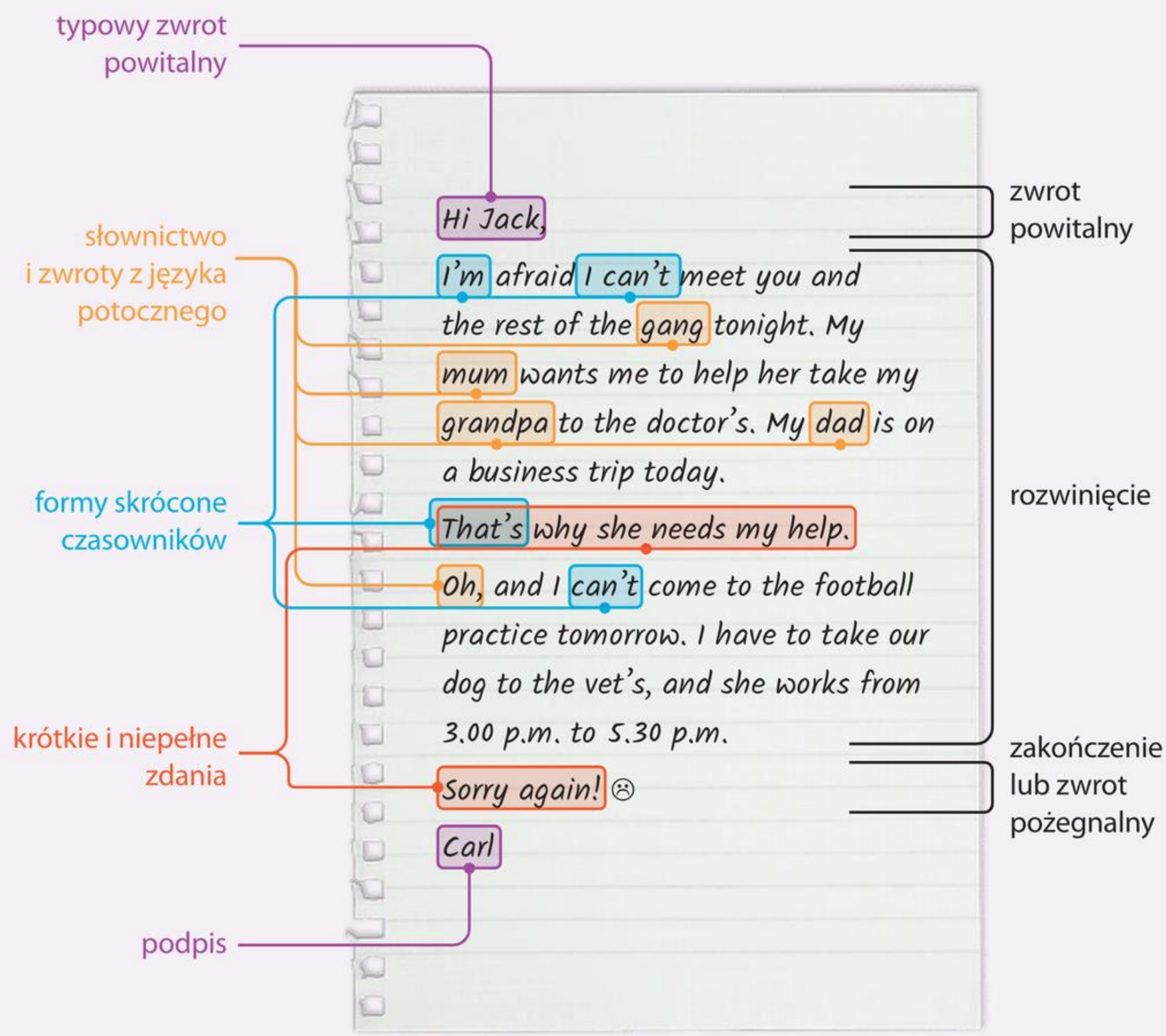
Plan

Zwrot powitalny
Rozpocznij bezpośrednio: *Matt,* / *Hi!* / *Hello Lisa,*

Rozwinięcie

Akapit 1, 2
Notatki / wiadomości nie są długie, więc informacja powinna zmieścić się w jednym akapicie lub dwóch.

Zakończenie lub zwrot pożegnalny
Zakończ notatkę / wiadomość zamykającym zwrotem i podpisz się: *Thanks,* / *Sorry for this,* / *See you this evening, Mike*



Sprawdź poprawność swojej wypowiedzi

- Czy struktura notatki / wiadomości odpowiada planowi i zawiera bezpośredni zwrot powitalny, czytelny podział na akapity, zamykający zwrot i podpis?
- Czy język notatki / wiadomości jest nieformalny? Czy tekst zawiera krótkie zdania?
- Czy użyłeś / użyłaś potocznego słownictwa i skróconych form czasowników?
- Czy sprawdziłeś / sprawdziłaś poprawność gramatyczną i ortograficzną notatki / wiadomości?

1 Review

1 Complete the sentences with the words in the box. Be careful, two words do not go into any of the sentences.

creative incredible boring relaxing active popular crowded close

1 I don't like baking, I think it's really ? .
2 The museum we want to visit is really ? , so there are always too many people there.
3 Some people say travelling can make you tired, but for me it's really ? . It helps me to rest.
4 I don't like sitting in front of the TV, I'm a very ? person.
5 My mum does origami, she's very ? .
6 OMG! I have tickets for the singer's concert. He's really ? all over the world.

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

PHOTOGRAPHY CAMERA PHOTO TAKE	**BAKING** CAKE SWEET KITCHEN	**STREET MARKET** SHOPPING OUTSIDE BUY
GRANDMA GRANDPA WOMAN WIFE	**HANG OUT** MEET FRIENDS TIME	**WALK ON A TIGHTROPE** SPORT HIGH AIR
NEVER DON'T NOT ALWAYS	**NATURE** WORLD GREEN PLANTS	**PERFORM** STAGE ACTOR PLAY
HUSBAND WIFE MAN WEDDING	**DOING ORIGAMI** PAPER JAPAN ART	**FEMALE** GIRL WOMAN NOT

3 Choose the correct words below in order to complete the definitions. Write the answers in your notebook.

routines actions happening now facts temporary actions

1 Present simple is used for ? and ? .
2 Present continuous is used for ? and ? .

4 Complete sentences 1–6 with the correct form of the verbs below. Then, write R (routines), A (actions happening now), T (temporary actions) or F (facts) next to the sentences in your notebook.

come cook spend walk write visit

1 I often ? home after school. ?
2 My sister and I ? dinner for our family at the moment. ?
3 We are Swiss and we ? from Switzerland. ?
4 They often ? Sundays at home. ?
5 He ? a letter to a friend at the moment. ?
6 They are from England, but they ? friends in Poland at the moment. ?

5 Write two true statements and a false one in your notebook, using the model sentences and some of the expressions below. Read your sentences to your friends and ask them which ones are true.

photography play chess go hiking
go sailing play table tennis travel
play football play basketball paint
swim hang out with friends do athletics
play in a band buy souvenirs

1 In my free time I usually … .
2 I always / usually … with my dad / friends.
3 I like (*verb* + *-ing*) … .
4 I enjoy (*verb* + *-ing*) … .
5 I love (*verb* + *-ing*) … .
6 I'm interested in (*verb* + *-ing*) … .
7 I like … because … .
8 I'm really into (*verb* + *-ing*) … .
9 I'm crazy about (*verb* + *-ing*) … .
10 I'm keen on (*verb* + *-ing*) … .
11 I can't stop (*verb* + *-ing*) … .

Skills Checkpoint 1

Rozumienie ze słuchu

1 19 **Usłyszysz dwukrotnie cztery teksty. W zadaniach 1–4, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.**

1 What is Hannah's hobby?

2 Where is Jorge from?

A Greece **B** Spain **C** France

3 Which photo is Lucy describing?

4 Which place did Julia like best on holiday?

2 20 **Usłyszysz dwukrotnie cztery dialogi (1–4). Do każdego z nich dopasuj zdanie spośród A–E. Wpisz rozwiązanie do tabeli w zeszycie. Jedno zdanie zostało podane dodatkowo.**

The girl

A is visiting family members.
B loves Spain.
C wants to travel to France.
D likes high mountains.
E doesn't like Switzerland much.

1	2	3	4
?	?	?	?

3 21 **Usłyszysz dwukrotnie wypowiedź Nataszy. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszycie.**

Natasha

- number of siblings **(1)** ?
- grandma's name **(2)** ?
- number of cousins **(3)** ?
- where her other grandparents live **(4)** ?

1 Skills Checkpoint

Znajomość funkcji językowych

4 Dla każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję: A, B albo C. Zapisz odpowiedzi w zeszycie.

1 Nie możesz spotkać się z koleżanką, która proponuje ci spotkanie. Co jej powiesz?

A That's brilliant!

B I'm afraid I can't.

C I don't know.

2 Znajomy pokazał ci swój rysunek, który bardzo ci się podoba. Jak zareagujesz?

A Let's hang out.

B I'm keen on sport.

C It's incredible!

3 Nowy nauczyciel pyta cię o twoje pasje. Co mu odpowiesz?

A I'm crazy about music.

B I'm not crazy.

C I'm very popular.

4 Chcesz zapytać kolegę o jego zainteresowania. Jak to powiesz?

A What are you like?

B What are you keen on?

C What are you doing?

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

1 A: ? do you usually go to sleep?
B: During the week or at weekends?
A: The week.
B: At about 10.00 p.m.

2 A: Can you come to my party tomorrow?
B: I'm ? , I have other plans.
A: That's a shame.

3 A: ? ? I need you to help me.
B: I'm cleaning my room.
A: Oh, OK. Please come and find me when you finish.

Rozumienie tekstów pisanych

6 Przeczytaj teksty na temat zajęć pozalekcyjnych (A–C) oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli w zeszycie. Jeden tekst pasuje do dwóch zdań.

Can you play the guitar? **A**

If so, why not join us. We're looking for someone to join our band. We play rock and blues classics and more modern songs too. We practise three times a week in the music classroom, so you need to have a lot of free time.

Ask **Mike Dewsbury** for more info.

Come and join the photography club! **B**

We meet every week on Tuesday afternoon. The club usually meets somewhere outside because we mostly take photos of animals and nature.

Ask **Julian Smith** for more information.

Want to try a new sport? **C**

Come along to the cricket club. We meet every Saturday at the local cricket club. We also play matches against other teams once a month. You don't need to be an expert; everyone is welcome, even beginners.

This advert is

1	for people who are not very busy.	?
2	for people who like nature.	?
3	for people who like physical activities.	?
4	about acivities inside a building.	?

7 **Przeczytaj tekst. Uzupełnij luki w zdaniach 1–3 zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszycie.**

1 The text is for people who are looking for ? .

2 The best way to make progress is to work ? .

3 The teacher knows what ? are organised in the area.

Znajomość środków językowych

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

1 My brother doesn't like sport, ? (*dlatego też*) he doesn't want to go to a sports camp.

2 He's ? (*zainteresowany*) maths and he gets really good grades.

3 In my free time, I usually ? (*spędzam czas*) out with friends.

4 My dad is in the kitchen right now and ? (*piecze*) a cake.

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

In the picture there are **(1)** ? young people. At the front of the picture there is a campfire and a woman **(2)** ? the campfire is playing the guitar. In the background **(3)** ? the picture there is a lake, a forest and some fantastic mountains. On the right we can see a backpack and a yellow **(4)** ? . Everyone is really happy, there are **(5)** ? on their faces.

Tworzenie wypowiedzi pisemnej

10 **Wyobraź sobie, że podczas twojego pobytu w Londynie odwiedza cię koleżanka. Nie możesz jej przywitać osobiście. Zostaw jej notatkę, w której:**

- wytłumaczysz, dlaczego nie mogłeś / mogłaś jej przywitać,
- napiszesz, kiedy możesz się z nią spotkać i co może robić do tego czasu,
- opiszesz, co możecie razem robić, gdy spotkacie się później.

Rozwiń swoją wypowiedź, pamiętając, że jej długość powinna wynosić od 50 do 120 słów. Wykorzystaj słownictwo, gotowe zwroty oraz gramatykę z tego rozdziału.

1 Wordlist

Posłuchaj
docwiczenia.pl
Kod: A7W9BE

(n) – noun / rzeczownik
(v) – verb / czasownik
(adj) – adjective / przymiotnik
(adv) – adverb / przysłówek
(conj) – conjunction / spójnik
(prep) – preposition / przyimek
(det) – determiner / określnik
(phr) – phrase / wyrażenie

ADJECTIVES		
active *(adj)*	/ˈæktɪv/	aktywny
boring *(adj)*	/ˈbɔːrɪŋ/	nudny
brilliant *(adj)*	/ˈbrɪljənt/	znakomity, błyskotliwy
creative *(adj)*	/kriˈeɪtɪv/	kreatywny, twórczy
crowded *(adj)*	/ˈkraʊdɪd/	zatłoczony, tłumny
exciting *(adj)*	/ɪkˈsaɪtɪŋ/	ekscytujący
incredible *(adj)*	/ɪnˈkredəb(ə)l/	niewiarygodny
popular *(adj)*	/ˈpɒpjʊlə(r)/	popularny
well-known *(adj)*	/wel nəʊn/	dobrze znany

ADVERBS OF FREQUENCY		
always *(adv)*	/ˈɔːlweɪz/	zawsze
hardly ever *(adv)*	/ˈhɑː(r)dli ˈevə(r)/	prawie nigdy
never *(adv)*	/ˈnevə(r)/	nigdy
often *(adv)*	/ˈɒf(ə)n/	często
seldom *(adv)*	/ˈseldəm/	rzadko
sometimes *(adv)*	/ˈsʌmtaɪmz/	czasami
usually *(adv)*	/ˈjuːʒʊəli/	zwykle, zazwyczaj

FAMILY		
aunt *(n)*	/ɑːnt/	ciocia
female *(adj)*	/ˈfiːmeɪl/	żeński
grandchild *(n)*	/ˈgræn(d)ˌtʃaɪld/	wnuczek, wnuczka
granddaughter *(n)*	/ˈgræn(d)ˌdɔːtə(r)/	wnuczka
grandparents *(n, pl)*	/ˈgræn(d)ˌpeərənts/	dziadkowie
grandson *(n)*	/ˈgræn(d)ˌsʌn/	wnuk
husband *(n)*	/ˈhʌzbənd/	mąż
male *(adj)*	/meɪl/	męski
married *(adj)*	/ˈmærid/	żonaty, zamężna
niece *(n)*	/niːs/	bratanica, siostrzenica
nephew *(n)*	/ˈnefjuː/	bratanek, siostrzeniec
parents-in-law *(n)*	/ˈpeərəntsˈinlɔː/	teściowie
siblings *(n, pl)*	/ˈsɪblɪŋz/	rodzeństwo
surname *(n)*	/ˈsɜː(r)ˌneɪm/	nazwisko
twins *(n, pl)*	/twɪns/	bliźnięta
uncle *(n)*	/ˈʌŋk(ə)l/	wujek
wife *(n)*	/waɪf/	żona

HOBBIES & FREE TIME ACTIVITIES		
activity *(n)*	/ækˈtɪvəti/	czynność
(do) athletics *(n)*	/æθˈletɪks/	lekkoatletyka
baking *(n)*	/ˈbeɪkɪŋ/	pieczenie
(play in a) band *(n)*	/ˈbænd/	zespół muzyczny
(play) chess *(n)*	/tʃes/	szachy
(play) cricket *(n)*	/ˈkrɪkɪt/	krykiet
(go) cycling *(n)*	/ˈsaɪklɪŋ/	jeżdżenie na rowerze
(do) gardening *(n)*	/ˈgɑː(r)d(ə)nɪŋ/	ogrodnictwo
(play the) guitar *(n)*	/gɪˈtɑː(r)/	gitara
(do) gymnastics *(n)*	/dʒɪmˈnæstɪks/	gimnastyka
(go) hiking *(n)*	/ˈhaɪkɪŋ/	piesze wycieczki
(do) karate *(n)*	/kəˈrɑːti/	karate
(do) origami *(n)*	/ˌɒrɪˈgɑːmi/	origami
paint *(v, n)*	/peɪnt/	farba, malować
perform *(v)*	/pə(r)ˈfɔː(r)m/	występować
(do) photography *(n)*	/fəˈtɒgrəfi/	fotografia
(go) sailing *(n)*	/ˈseɪlɪŋ/	żeglarstwo
(go) skateboarding *(n)*	/ˈskeɪtˌbɔː(r)dɪŋ/	jazda na deskorolce
(go) swimming *(n)*	/ˈswɪmɪŋ/	pływanie
(play) table tennis *(n)*	/ˈteɪb(ə)l ˌtenɪs/	tenis stołowy
(walk on a) tightrope *(n)*	/ˈtaɪtˌrəʊp/	lina (do akrobacji)
(do) yoga *(n)*	/ˈjəʊgə/	joga

MONTHS		
January *(n)*	/ˈdʒænjuəri/	styczeń
February *(n)*	/ˈfebruəri/	luty
March *(n)*	/mɑː(r)tʃ/	marzec
April *(n)*	/ˈeɪprəl/	kwiecień
May *(n)*	/meɪ/	maj
June *(n)*	/dʒuːn/	czerwiec
July *(n)*	/dʒʊˈlaɪ/	lipiec
August *(n)*	/ˈɔːgəst/	sierpień
September *(n)*	/sepˈtembə(r)/	wrzesień
October *(n)*	/ɒkˈtəʊbə(r)/	październik
November *(n)*	/nəʊˈvembə(r)/	listopad
December *(n)*	/dɪˈsembə(r)/	grudzień

QUESTION WORDS		
what	/wɒt/	co
what time	/wɒt taɪm/	o której godzinie
when	/wen/	kiedy
where	/weə(r)/	gdzie
who	/huː/	kto
why	/waɪ/	dlaczego

OTHER WORDS AND PHRASES		
at the weekend *(phr)*	/æt ðə ˌwiːkˈend/	w weekend
dream *(n)*	/driːm/	marzenie, sen
hang out (together) *(phr)*	/hæŋ aʊt təˈgeðə(r)/	spędzać (razem) czas
price *(n)*	/praɪs/	cena
souvenir *(n)*	/ˌsuːvəˈnɪə(r)/	pamiątka
street market *(n)*	/striːt ˈmɑː(r)kɪt/	targ uliczny
tent *(n)*	/tent/	namiot

EXPLAINING WHY		
because *(conj)*	/bɪˈkɒz/	ponieważ
because of *(phr)*	/bɪˈkɒz əv/	z powodu
that's why *(phr)*	/ðæts waɪ/	to dlatego
reason *(n)*	/ˈriːzən/	przyczyna
result *(n)*	/rɪˈzʌlt/	rezultat

USEFUL EXPRESSIONS

EXPRESSING LIKES AND INTERESTS	
a big fan of	ogromny fan (czegoś)
Do you like / enjoy (*verb* + *-ing*) … ?	Czy lubisz … ?
I can't stop (*verb* + *-ing*) … .	Nie mogę przestać … .
I enjoy (*verb* + *-ing*) … .	Podoba mi się … .
I like (*verb* + *-ing*) … .	Lubię … .
I love (*verb* + *-ing*) … .	Kocham / Uwielbiam … .
I'm crazy about (*verb* + *-ing*) … .	Mam bzika na punkcie … .
I'm interested in (*verb* + *-ing*) … .	Interesuję się … .
I'm keen on (*verb* + *-ing*) … .	Bardzo się interesuję … .
I'm really into (*verb* + *-ing*) … .	Kręci mnie … .

MAKING EXCUSES	
I can't because … .	Nie mogę, ponieważ … .
I have to … .	Muszę … .
I'm afraid I can't.	Obawiam się, że nie mogę.
I'm sorry, but … .	Przykro mi, lecz … .
I would like to, but … .	Chciałbym / chciałabym, ale … .

MAKING SUGGESTIONS	
Great idea!	Świetny pomysł!
Let's do something.	Zróbmy coś.
How about (*verb* + *-ing*) … ? What about (*verb* + *-ing*) … ?	Co sądzisz o (zrobieniu) … ?

2 Look at me!

Reading I can understand simple texts about people's jobs and the stories they tell about past events.

Vocabulary I can name adjectives to talk about people's appearance, emotions, personality.

Grammar I can talk about single events in the past and about past events that were happening at a specific moment in the past.

Listening I can understand simple conversations about people's appearance.

Speaking I can talk about my friends' appearances, personalities and emotions.

Writing I can write an informal letter to a friend containing a story about the past. I can use words like *first, then, next, suddenly, after that, after, finally, eventually* to connect the events in a story.

An Indian bride in a traditional dress

New words and phrases

- annoying
- annoyed
- careless
- caring
- cheerful
- lovely
- loving
- pale
- professional
- smart
- sociable
- traditional
- unkind
- unusual
- worrying
- braces
- freckles
- fringe
- moustache
- sideburns
- tan
- tribe
- beautify
- laze
- love at first sight
- turn out
- watch out for
- I'm angry with you.
- I'm angry about it.
- I'm annoyed with ….
- I'm bored with ….
- I'm happy about ….
- I'm sad about ….
- I'm scared of ….
- I'm shocked by ….
- I'm surprised at ….
- I'm worried about ….
- I'm writing to ….
- What's up?
- See you soon.

2a Look at me!

Reading

An Aboriginal Australian playing the didgeridoo

1 How many jobs can you name in one minute?

2 22 Read or listen to the posts from an internet forum about unusual jobs. Name the jobs the teenagers are chatting about.

Word Focus

fringe: the hair that hangs down over the forehead
watch out for: be careful about something
snacks: small amounts of food eaten between meals
sociable: when you like spending time with people
be scared of: be afraid of something

My JOB Topic: Meet people who have unusual jobs.

August 8th, 2020

User: **Cathy**
Joined: **May 2020**

My name is Cathy, and I'm an Aboriginal Australian. My dad was trying to take this photo, and we were laughing at him because he couldn't do it. In the photo, I'm with my sister Emily. I'm the girl with the **fringe**. I'm 18 years old, and I finished high school last year. My parents have a business, and I work there. They make didgeridoos, and I sell them to tourists. I'm looking for anyone my age who has an **unusual** job.

August 8th, 2020

User: **Alika**
Joined: **Dec 2019**

I'm Alika, and I'm a professional surfer. I come from Hawaii. Surfing is a big part of our culture. I suppose that making didgeridoos could be fun. Can you tell me more about them?

August 9th, 2020

User: **Cathy**
Joined: **May 2020**

The didgeridoo is a **traditional** instrument. Aboriginal Australians first made it more than a 1000 years ago. They mostly used it for dancing and singing, and they played it at their meetings. I create **beautiful** designs on the didgeridoos. Being a professional surfer sounds more like fun than a job. How did you start?

August 9th, 2020

User: **Alika**
Joined: **Dec 2019**

Well, my grandfather was a surfer, but he is too old to go surfing now. Surfing was his hobby, but for me it's my job. I travel around the world and take part in surfing competitions. Last year I went to Brazil and South Africa and I won the competitions there. My dream is to become the world champion. It's really good fun, but you have to **watch out for** sharks. Last month, a big shark swam very close to me. I was a bit scared.

August 11th, 2020

User: **Harry**
Joined: **Jan 2020**

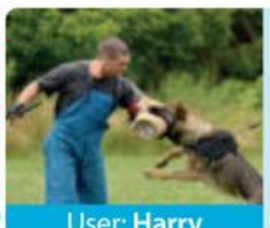
Hi girls! My name is Harry, and I've got the best job in the world. I work with German Shepherd dogs. I train them to be police dogs. I use a lot of **snacks** to help me. Yesterday, my dogs ate two kilos of food snacks. Can you imagine?

August 12th, 2020

User: **Alika**
Joined: **Dec 2019**

Aren't you afraid of dogs? You might say that sharks are not friendly animals and that I should be afraid of them, but dogs can be dangerous, too. Last month, while my friend was playing with a dog, it bit him. We were shocked.

August 12th, 2020



User: **Harry**
Joined: **Jan 2020**

Well, I love dogs – they are **smart**, **sociable**, cheerful and each one has a different personality. **I'm not scared of** them at all. Like people, they can get angry or bored. In my avatar, you can see my favourite police dog, Tom. I started training him last year. Animals are my life. I get angry when people are **unkind** to them. The dogs are better than some of the people I know. At home, I have a Labrador called Dennis. He is my best friend.

3 **Now read the posts again and match the users with questions 1–5. Write *Cathy*, *Alika* or *Harry* in your notebook.**

Which user

1 sells instruments? ?
2 is successful at his / her job? ?
3 works with pets? ?
4 saw an animal being aggressive? ?
5 is a distant relative to the country's first inhabitants? ?

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

Skills Explorer

Określanie kluczowych elementów zadania

- Przed ponownym przeczytaniem tekstu zapoznaj się dobrze z zadaniem do wykonania.
- Spójrz na odpowiedzi 1–5 w *Skills Booster*. Które wyrazy są w nich kluczowe?
- Wróć do tekstów z ćwiczenia 2. Czy odnajdujesz w nich wyrazy o zbliżonym znaczeniu?

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

Skills Booster

Przeczytaj teksty o niezwykłych zawodach jeszcze raz oraz zdania 1–5. Do każdego zdania dopasuj właściwy zawód. Zapisz odpowiedzi w zeszycie.

This unusual job is good for someone who

1 enjoys talking to other people. ?
2 isn't so scared of big animals. ?
3 uses their hands at work. ?
4 loves animals. ?
5 is ambitious and wants to be a winner. ?

6 **Match the adjectives in bold in the text with the correct definitions.**

unusual **traditional** **beautiful** **smart** **unkind**

1 not nice to others ?
2 very attractive, nice-looking ?
3 clever, intelligent ?
4 something done in the same way for hundreds of years ?
5 different, special, not happening very often ?

7 **What jobs are illustrated in the pictures? Are they popular now? Make a list of jobs that are popular now but weren't popular in the past.**

Ideas Focus

- What's your dream job? Why?
- Would you like to do one of the jobs in the text? Why? / Why not?

2b Look at me!

Vocabulary 1

1 Match sentences 1–6 with pictures A–F.

1 Congratulations! You won a holiday! ?
2 Your best friend moved to another city. ?
3 Oh, no! There's a snake! ?
4 Your brother broke your smartphone. ?
5 There's nothing to watch on TV. ?
6 I got an A+ in my English test! ?

2 Match the adjectives below with the 6 situations in Exercise 1. Write the answers in your notebook.

sad angry bored surprised happy scared

3 Choose the correct preposition. Write the answers in your notebook.

1 I'm angry *on* / *with* Ben because he didn't call me.
2 Lisa is not happy *about* / *of* her job, and I'm worried about her.
3 Are you scared *from* / *of* spiders, Samantha?
4 Jake took my phone, and I'm angry *about* / *on* it.
5 I'm sad *about* / *for* the end of the school holidays.
6 I'm bored *with* / *of* my job. I have to change it.
7 Joan was surprised *at* / *with* the news that she won the lottery. She didn't expect it.

4 Complete sentences 1–6 with the correct prepositions. Write the answers in your notebook.

1 Last week, I was sad ? … .
2 I am usually angry ? people who … .
3 I'm scared ? … .
4 When I see … I feel angry ? it.
5 I will never get bored ? … .
6 When I … I felt surprised ? it.

5 Now complete the sentences in Exercise 4 to make them true for you. Exchange ideas in pairs.

Example

Last week, I was sad about some bad marks at school.

6 Complete sentences 1–6 with the words in the box. Write the answers in your notebook.

kind funny cheerful shy sociable silly

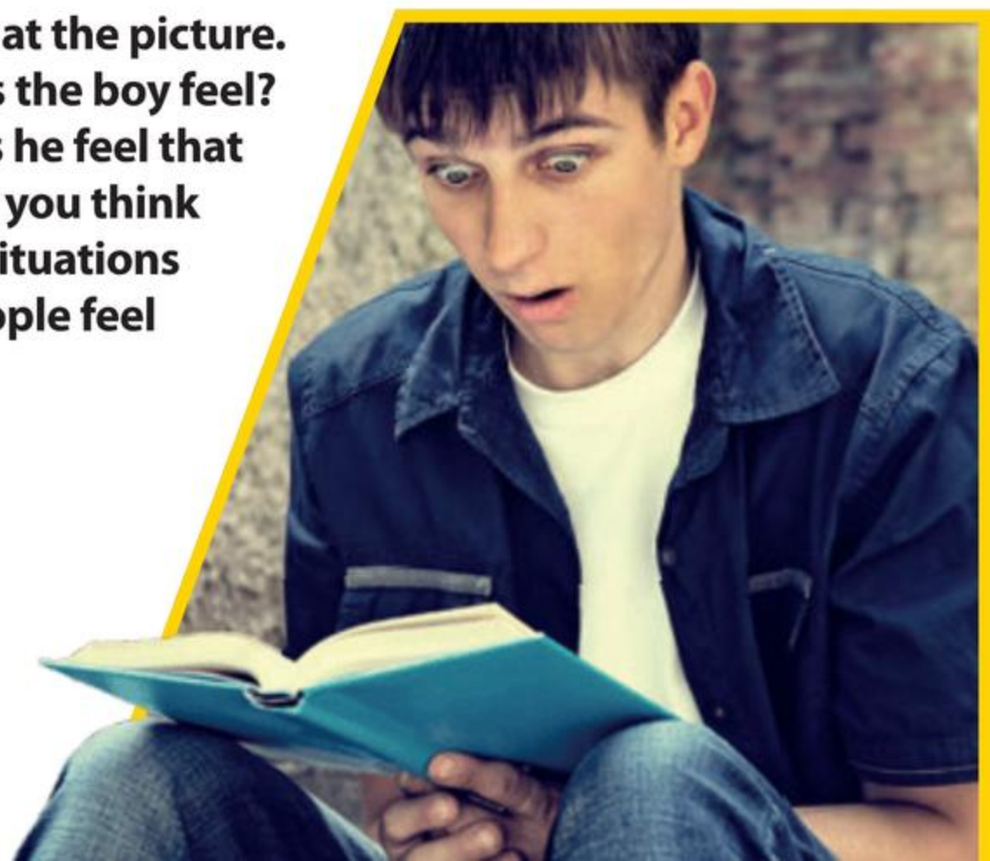
1 Marco makes me laugh. He loves telling jokes. He's so ?.
2 James doesn't talk very much. It's hard for him to make friends. He's so ?.
3 Jenny smiles and is happy all the time. She's always ?.
4 Tony always helps other people. He's very ?.
5 Vera has lots of friends and she enjoys going to parties. She's very ?.
6 Sophie is always doing stupid things and laughing in class. She's really ?.

7 Describe the personalities of 5 people you know (e.g. your sister, your teacher).

Example

My music teacher is cheerful. She always tells funny stories.

8 Look at the picture. How does the boy feel? Why does he feel that way? Can you think of other situations when people feel like this?



Grammar 1

Look at me! 2c

Past simple

Czasu **past simple** używamy, gdy mówimy o:

- czynnościach, które zaczęły i skończyły się w określonym czasie w przeszłości, np. *I **finished** high school last year.*
- zwyczajach i czynnościach powtarzalnych z przeszłości, np. *Aboriginal Australians mostly **used** it for dancing and singing.*
- zakończonych zdarzeniach, następujących po sobie, np. *Last year I **went** to Brazil and I **won** the competitions there.*

Reading reference p 26

Formę **past simple czasowników regularnych** tworzymy, dodając do czasownika końcówkę ***-ed,*** np. *They jump**ed**. I start**ed** training him last year.*

Zasady pisowni czasowników regularnych znajdziesz na stronie 152.

Formy czasu **past simple czasowników nieregularnych** (np. *see – saw*) znajdziesz w tabeli na stronach 170–171.

1 Draw the table below in your notebook and complete it with the past simple forms.

Infinitive	Past simple	Infinitive	Past simple
bring	?	jump	?
buy	?	listen	?
catch	?	teach	?
drink	?	think	?
fight	?	work	?

2 23 **Now listen and repeat.**

Zdania przeczące w czasie **past simple** tworzymy przez dodanie czasownika posiłkowego ***didn't (did not)*** przed czasownik główny, np. *I **didn't** see you.*

W zdaniach przeczących i pytających czasownik główny występuje w formie bezokolicznika, ponieważ czas przeszły jest już zawarty w czasowniku posiłkowym *did lub didn't, np. I didn't **see** you. Did I **see** you?*

3 Using the verbs in Exercise 1 and the time phrases on p 152 (at the bottom), write five negative sentences about yourself in the past simple.

Example

I didn't catch a bus a week ago.

Pytania zamknięte w czasie **past simple** tworzymy za pomocą czasownika posiłkowego ***did***.

Czasownik posiłkowy	Osoba	Czasownik główny	Odpowiedź
Did	you	see him?	Yes, I did. / No, I didn't.

Na początku pytań otwartych pojawiają się zaimki pytające.

Zaimek pytający	Czasownik posiłkowy	Osoba	Czasownik główny
What	did	you	do?
How	did	it	start?

4 Match the questions to the answers.

No, I didn't. Yes, she did.
Yes, he did. No, they didn't.

1 Did your father work with him? ?
2 Did your sister pass the test? ?
3 Did you watch the new film? ?
4 Did your mum and dad catch the train? ?

5 Complete the questions so that they match the answers. Write the answers in your notebook.

1 **A:** ? did you meet your boyfriend?
B: I met him at the café.
2 **A:** Why ? they run away from you?
B: I had a snake in my hand.
3 **A:** ? did he feel after the test?
B: He was tired.
4 **A:** What ? you find there?
B: I found a collection of CDs.

6 In your notebook, complete the interview by writing questions 1–5 so that they match the answers.

A: Today we are talking to an actor. Hello! **(1)** ?
B: Hello! I started acting when I was six years old.
A: (2) ?
B: Yes, they were. My parents were very happy.
A: (3) ?
B: Yes, I did. I travelled to various countries.
A: (4) ?
B: I went to Italy, Spain, France. It was amazing.
A: (5) ?
B: Oh yes, I met thousands of people all over the world.
A: Thank you for the interview.

More exercises in the Grammar Guide p 152

2d Look at me!

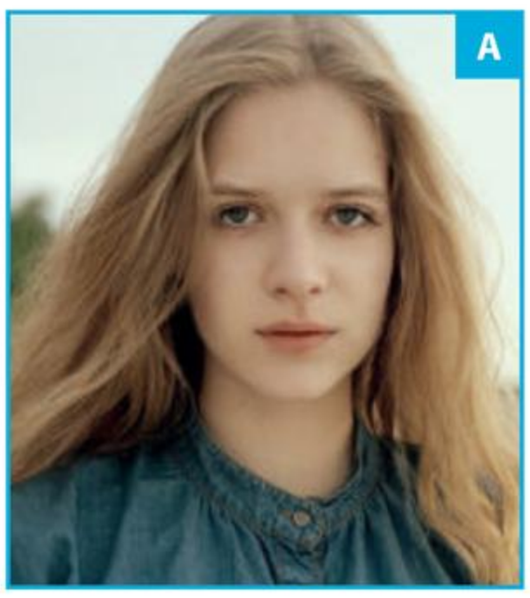
1 Put these words into the correct group. Write the answers in your notebook.

curly pale tan wavy straight freckles moustache beard braces fringe sideburns

face: ? ? ?

hair: ? ? ?

2 Match descriptions 1–4 with pictures A–D.



1 **Oliver** has got short ? brown hair with a ?. He has brown eyes. He was on holiday in Turkey last week, so he's got a ?.

2 **Katie** has got red hair and she's got a lot of ? on her skin. She wants to have nice teeth, so she's got ? at the moment.

3 **Jessica** has got blue eyes and long ? blonde hair. She's got ? skin, so she always uses suncream in the summer.

4 **Matheus** has got ? hair. He's got a ? and a ?, so he doesn't have to shave! He has got ? on his cheeks.

3 Complete the gaps in the descriptions with the words in Exercise 1. Write the answers in your notebook.

4 Describe some of the people in Exercise 2 to your partner. Your partner has to guess who the person is.

Listening

5 24 Read these sentences before listening to the speakers. Don't choose any answers yet. Then, listen again and this time choose answer A or B.

1 **Jack's eyes are**
A blue. **B** big.

2 **The girl's brother is**
A tall. **B** blond.

3 **John is wearing**
A glasses. **B** a uniform.

4 **The boy finished his homework**
A before 8.00 p.m. **B** before he went to bed.

5 **The dog slept**
A in the hall. **B** in the garden.

6 **The boy likes the teacher because**
A he doesn't get much homework. **B** she is very funny.

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

Skills Explorer

Zadania wielokrotnego wyboru

- Przed wysłuchaniem przeczytaj opcje odpowiedzi.
- Zwykle w nagraniu pojawiają się wszystkie wyrazy występujące w odpowiedziach, zarówno poprawnych, jak i niepoprawnych.
- Najpierw wysłuchaj całego nagrania. Odpowiedzi wybieraj podczas drugiego słuchania.

7 25 Now complete the *Skills Booster* task.

Skills Booster

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

1 **The singer's hair is**
A blonde. **B** red. **C** black.

2 **The singer is wearing**
A a dress. **B** trousers. **C** a skirt.

3 **The singer is**
A short. **B** tall. **C** twenty.

4 **The girls are listening to**
A dance music. **B** a slow song. **C** an old song.

5 **Who went to the concert?**
A Sue **B** Lisa **C** Sue's brother

Speaking

Look at me! 2e

1 **Answer these questions.**

1 Who is your favourite celebrity?
2 What does he / she look like?

2 **Read the conversation and decide which man is Mary's boyfriend: A or B.**

J: Mary, I heard that you have a new boyfriend. Where did you meet him?
M: I met him on a trip to Australia.
J: What does he look like?
M: He is very tall, he's got brown eyes and dark curly hair, he has sideburns, too. He doesn't have a moustache, but he's got a nice little beard.
J: What is he like?
M: Oh, he's really funny, he makes me laugh. I'm never bored with his jokes. He is also very sociable and he likes hanging out with friends.
J: How did you feel when you met him?
M: I was really shocked, Jane, because it was love at first sight.
J: I have to meet him one day.
M: Yes, you must.

3 **Now read the conversation again. Answer the questions in your notebook.**

1 Who is taking part in the conversation? ?
2 Are they talking about someone who is male or female? ?
3 Does the person they are talking about like spending time alone or with people? ?
4 What is this person like? ?
5 What does this person look like? ?

What is he like? *He is cheerful.* (personality)
What does he look like? *He is tall.* (looks)

Dialogue Word Box

teacher • mum • she • short • straight • wavy • curly • dark • cheerful • shy • friendly • lazy • sociable • funny • annoying • smart

4 26 **Listen to the dialogue and repeat it. Then, act it out changing the words in bold. Use the words in the *Dialogue Word Box*.**

What does your **best friend** look like?
He is **tall** and **he's** got **curly** hair.
What is your **best friend** like?
He is **caring** and sometimes **silly**.
Is **he** sometimes angry?
Yes, but not very often.
What is **he** usually angry about?
He is usually angry when I'm late.

Phrase Book

Describing a person

- She's … tall / blonde / quiet.
- He's got … red hair / braces.
- She usually wears … jeans / black blouses.
- He's really funny … , but he gets angry if … .
- She loves … animals / parties / volleyball.
- He doesn't like … homework / shopping / winter.
- He is scared of / angry with / happy about / sad about / angry about / bored with … .

5 **Secretly choose one person in your class. Your partner asks questions about their appearance and personality to guess who the person is.**

Ideas Focus

- Do you prefer to spend your time with one friend or with many friends? Why?
- Do you believe that friendships can last a lifetime (best friends forever)? Why? / Why not?

2f Look at me!

Vocabulary 2

1 Draw the table in your notebook and complete it with the adjectives.

	Verb	Adjective
1	annoy	annoying, ?
2	beautify	?
3	care	careful, ?, careless
4	love	loving, ?
5	shock	shocking, ?
6	worry	worrying, ?
7	laze	?

People feel ***annoyed*** / ***worried*** / ***shocked***.
Situations are ***annoying*** / ***worrying*** / ***shocking***.

2 Complete sentences 1–8 with the adjectives in Exercise 1. Write them in your notebook.

1 My little sister always comes into my room and uses my things. It's so ?.
2 Our new teacher is so kind, helpful and beautiful. She's ?.
3 Mum says I'm ? because I never clean my room or cook the dinner.
4 My brother looks ill because he's so ? about his exams.
5 I was really ? when I heard the terrible news about the plane crash.
6 Julia always looks after her friends when they're sad or feeling ill – she's so ?.
7 The news about the death of two people in the crash was ?.
8 I was ? with the noise in the street. I couldn't concentrate.

3 Choose the correct preposition. Write the phrases in your notebook.

1 I was really shocked ***by*** / ***for*** Julia's news.
2 I'm so annoyed ***on*** / ***with*** Luke for taking my phone without asking.
3 She is always worried ***of*** / ***about*** her children.
4 My mum asked me to be careful ***about*** / ***for*** the use of language.

4 Tell your partner about the last time:

- you were annoyed.
- your best friend was worried.
- your parents were shocked.
- you had to be careful.

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

Skills Explorer

Zadania wielokrotnego wyboru

- Przed wykonaniem ćwiczenia przeczytaj uważnie cały tekst.
- Zastanawiając się, jakiego wyrazu brakuje, zawsze przeczytaj fragment przed luką i po niej.
- Przy czasownikach zwróć uwagę na czas gramatyczny.

6 Now complete the *Skills Booster* task.

Skills Booster

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

My uncle Ed is my **(1)** ? younger brother. He's got curly brown **(2)** ? and a beard. He often comes to visit us. He always makes me laugh – he's so **(3)** ?, and he's always doing **(4)** ? things. On his last visit, he danced around my bedroom and jumped on my bed. My mum was really annoyed **(5)** ? him – she didn't want him to break the bed. My mum says she's really **(6)** ? about Uncle Ed because he hasn't got a partner. I'm really surprised that he hasn't because he's so kind and **(7)** ? – he always helps other people. He's certainly not **(8)** ? – he talks to everyone. I hope he finds someone soon.

1	**A** sister's	**B** aunt's	**C** mum's
2	**A** moustache	**B** hair	**C** freckles
3	**A** funny	**B** cheerful	**C** lazy
4	**A** beautiful	**B** silly	**C** shy
5	**A** for	**B** on	**C** with
6	**A** scared	**B** worried	**C** angry
7	**A** caring	**B** annoying	**C** surprised
8	**A** friendly	**B** cheerful	**C** shy

Ideas Focus

- What would you like to change about your appearance or personality? Why?
- Are there any jobs where personality is important and appearance isn't? Which jobs are they and why?

Past simple vs. past continuous

Czasu **past simple** używamy, gdy mówimy o czynnościach przeszłych zakończonych, np. *I **read** the book a year ago*. Natomiast czasu **past continuous** używamy, gdy mówimy o czynnościach przeszłych niedokończonych, np. *I **was reading** a book at 9.00.*

Ponadto czasu **past continuous** używamy do opisu:

- czynności, która została przerwana przez inną czynność przeszłą, np. *Last month, while my friend **was playing** with a dog, it **bit** him.*
- dwóch czynności przeszłych, które trwały jednocześnie, np. *My dad **was trying** to take this photo, and we **were laughing** at him because he couldn't do it.*
- tła akcji opowiadania, np. *The girl **was reading** a book and **listening** to music. Suddenly, … .*

Reading reference p 26

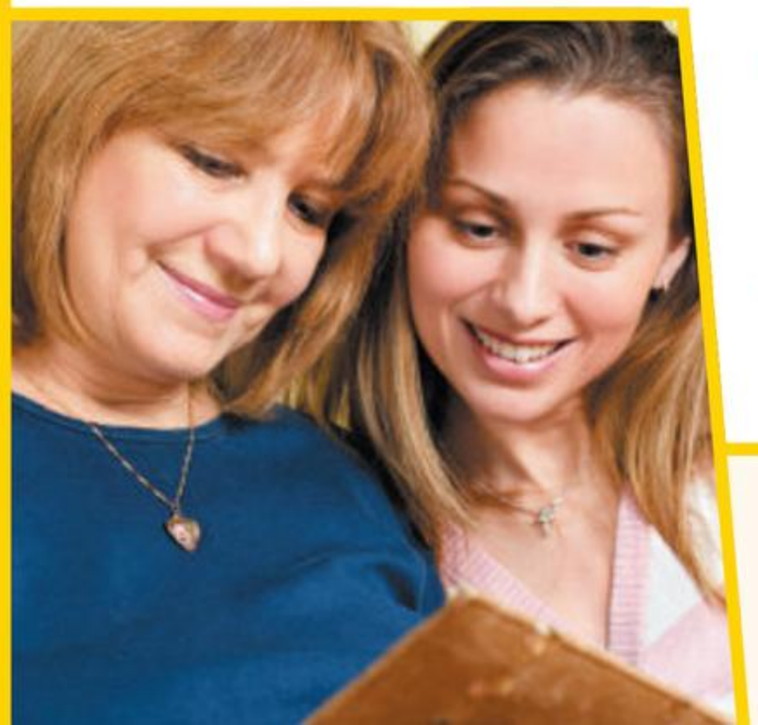
Zdania twierdzące w czasie **past continuous** tworzymy za pomocą czasownika posiłkowego ***be*** (***was*** lub ***were***) i czasownika z końcówką ***-ing***.

Aby utworzyć zdanie przeczące, dodajemy ***not*** do czasownika posiłkowego.

Osoba	Czasownik posiłkowy	Czasownik główny
I	was (not)	reading a book.
We	were (not)	working at 8.00 p.m.

1 Read the text about a family photo and choose the correct option. Write the answers in your notebook.

Look at this old photo! We look terrible in it! Dad **(1)** *took* / *was taking* this picture in the 90s. I **(2)** *had* / *was having* long blond hair and braces. I **(3)** *didn't like* / *wasn't liking* them! My brother **(4)** *thought* / *was thinking* he looked really cool. He **(5)** *never had* / *had never* short hair and he always **(6)** *listened* / *was listening* to heavy rock music. I don't know why my sister **(7)** *wasn't smiling* / *didn't smile* when Dad took the photo. Perhaps because she **(8)** *hated* / *was hating* family photos.



Typowe określenia czasu, które występują w **past simple**, to: *yesterday*, *last week*, *at the weekend*, *in March*, *two days ago*, *at the weekend*.

Typowe określenia czasu, które występują w **past continuous**, to: *while*, *when*, *all day*, *all week*, *at (10) o'clock*.

2 Complete the text with the verbs in the correct form. Write the answers in your notebook.

Yesterday, Gabrielle was in a funny situation. After school she **(1)** ? (*do*) her homework in the bedroom upstairs when someone quietly **(2)** ? (*come*) into the house. She thought that it might be a robber, but she wasn't afraid. She hid behind the door and she **(3)** ? (*wait*) for the person to come upstairs. When they did, she **(4)** ? (*jump*) out from behind the door and scared them. Fortunately, it wasn't a robber, it **(5)** ? (*be*) her mum! She was quiet when she **(6)** ? (*come*) into the house because she thought that Gabrielle **(7)** ? (*sleep*). They both laughed for a long time afterwards because of the mistake.

W pytaniach zamkniętych w czasie **past continuous** czasownik posiłkowy ***be*** (***was*** lub ***were***) przechodzi na początek zdania przed osobę.

Czasownik posiłkowy	Osoba	Czasownik (+ ***-ing***)	Odpowiedź
Was	he	cooking?	Yes, he was. No, he wasn't.

Na początku pytań otwartych pojawiają się zaimki pytające.

Zaimek pytający	Czasownik posiłkowy	Osoba	Czasownik (+ ***-ing***)
What	was	he	doing at that time?

3 Write questions about the words in bold in your notebook. Write the answers in your notebook.

1 I was running **because I wanted to get fit**.
2 My teacher was singing **his own song** to us.
3 Dad was cleaning the garage **all day**.
4 **I was reading** a book at 9.00.
5 We were laughing **at him**.

4 Make up a conversation between the mother and the daughter in Exercise 1. Use the past simple and the past continuous.

5 Student A p 147. Student B p 172.

More exercises in the Grammar Guide p 153

2h Look at me!

Writing

An informal letter

Forms Explorer

- Gdy piszesz opowiadanie, ważna jest kolejność wydarzeń, którą wprowadzisz wyrazami łączącymi (*linking words*): ***first***, ***then***, ***next***, ***suddenly***, ***after that***, ***after***, ***finally***, ***eventually***.
- Pamiętaj, aby w opowiadaniu użyć **czasów przeszłych past simple** i **past continuous**.

1 Put the events in the letter in order. Write the correct order of the letters (A–G) in your notebook. The first one is done for you.

Hi Andy,

Are you feeling better now? I'm sorry you couldn't go on the class trip yesterday. Let me tell you all about it.

A ? *Then, he heard a woman screaming loudly.*

B ? *After that, he gave the keys back to the woman. Finally, she opened the door to save her dog.*

C ? *Here's what happened. First, he was walking along the street when he saw a dog locked in a car. It was extremely hot outside that day.*

D ? *Suddenly, the officer saw a short man with curly hair trying to open the woman's car with her car keys!*

E 1 *The class visited the local police station, and we listened to a story about a brave police officer.*

F ? *The officer ran up to the thief and arrested him.*

G ? *He walked up to the woman and asked her what the problem was. It turned out she was the dog's owner, but she had lost her car keys.*

I think the officer deserves a medal and a lot of respect for what he did.

Love,

Trisha

2 Decide what happened first and what happened next. Write *first* / *next* / *then* / *after that* in your notebook. There are many possible answers.

1 ? he saw a dog and ? he tried to catch it.

2 ? Jane was talking on the phone, ? someone took her phone and ran away.

3 ? she worked as a chef ? she became a vet.

3 Complete Tracy's letter to her classmate with linking words. Write the answers in your notebook.

Hi Amy,

I heard a story about a little boy from our school. Let me tell you all about it. **(1)** ? *, he was walking home from school when he heard a little girl screaming.* **(2)** ? *, he ran up to the little girl. The girl said that an older boy had kicked her.* **(3)** ? *, the little boy went to look for the older one. When he found the older boy he talked to him.* **(4)** ? *, the older boy came back and apologised. Can you belive it? What a brave little boy!*

Love,

Tracy

4 Decide which forms in the box are formal and which are informal.

Hey, Dear Madam, What's up? Best regards, See you soon! Hi Jack, Bye, He's walking. They are singing.

Phrase Book

Greetings
- Hi Jack,
- Hello!
- Dear Jack,

How to begin
- How are you?
- How's life?
- What's up?
- How are you doing?
- Thanks for your letter.

How to finish
- That's all for now.
- See you soon!
- See you on Saturday.
- Hope to see you soon.
- Write back soon.

Sign-offs
- Bye,
- Best wishes,
- Take care,
- Love,

5 Write an informal letter to your classmate who is sick at home. In your letter:

- tell a story about something that happened in your class
- describe the appearance of a person in the story
- describe the personality of a person in the story

Use the phrases in the *Phrase Book* and ideas in the *Forms Explorer*.

Writing Guide 2

List prywatny

- Adresatem prywatnego listu jest osoba, którą znasz, np. krewny lub kolega, dlatego posługuj się językiem nieformalnym.
- Język nieformalny stosowany w korespondencji charakteryzują:
  - bezpośrednie zwroty, np. *How was your weekend*? (zamiast: *I hope you had a good weekend*).
  - słownictwo i zwroty z języka potocznego, np. *Thanks for the postcard! Give me a ring whenever you need my help*.
  - skrócone formy czasowników, np. *I'm writing to* … . (zamiast: *I am writing to* … .).
  - proste zwroty powitalne, np. *Hello Peter* i pożegnalne, np. *Love*.
- List prywatny przypomina nieformalny e-mail, ale nie stosuje się w nim takich skrótów, jak *gr8 (great), 4U (for you) czy CU later (see you later)*.
- Opowiadając w liście historię, używamy czasu past simple i past continuous. Zachowujemy kolejność zdarzeń poprzez wprowadzanie wyrazów łączących, np. *first, then, next, suddenly, after that, finally.*

Plan

Zwrot powitalny
Rozpocznij list zwrotem powitalnym, np. *Hi Sam*.

Wstęp

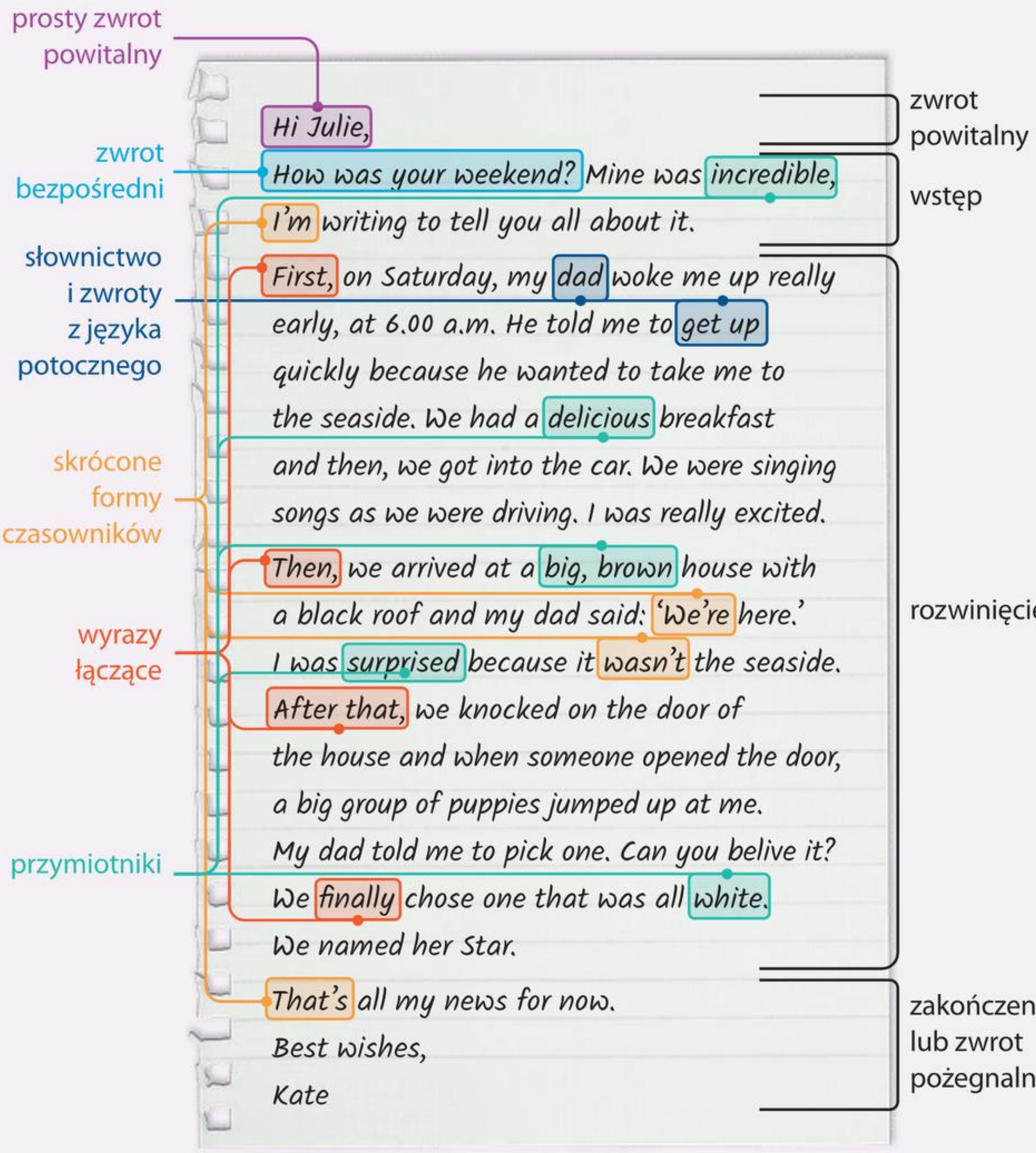
Akapit 1
Rozpocznij zwrotem do adresata, np. *How are you?*, etc. Następnie przedstaw powód, dla którego piszesz, np. *I'm writing to* … .

Rozwinięcie

Akapit 2, 3
Opowiedz zdarzenie w jednym akapicie lub dwóch. Dodaj opisy osób lub zwierząt biorących udział w wydarzeniu. Używaj przymiotników.

Zakończenie i zwrot pożegnalny

Zakończ list zwrotem pożegnalnym, np. *That's all for now*. Pamiętaj o końcowym zwrocie (*sign-off*), np. *Love*, oraz aby podpisać się imieniem.



Sprawdź poprawność swojej wypowiedzi

- Czy w liście zwracasz się bezpośrednio do adresata?
- Czy struktura listu odpowiada planowi i zawiera zwrot powitalny, podział na akapity i zwrot pożegnalny?
- Czy język listu jest nieformalny? Czy zawiera zwroty z języka potocznego?
- Czy użyłeś / użyłaś czasu past simple i past continuous we fragmencie z opisem zdarzenia?

2 Review

1 Match the words below with sentences 1–6. Write the answers in your notebook.

cheerful funny kind shy silly sociable

1 He makes everyone laugh. ?
2 He is always nice to people. ?
3 He invited 30 people to his birthday party. ?
4 She doesn't like meeting new people. ?
5 She is hardly ever serious. ?
6 She usually smiles and laughs a lot. ?

2 27 Listen to the recording. Complete sentences 1–4 with an adjective that describes personality. Write the sentences in your notebook.

1 Beata is ?.
2 Martin is ?.
3 Alina is ?.
4 Mateusz is ?.

3 Read the text and choose the correct option. Then, decide if sentences 1–5 are true (T), false (F) or if the text doesn't say (D). Write the answers in your notebook.

My friends and I **(1)** *went* / *were going* for a cycle ride last Sunday. We didn't **(2)** *wear* / *wore* raincoats, but we had them in our backpacks. I remember that the sun **(3)** *was shining* / *shone* when we left, but it soon **(4)** *was starting* / *started* to rain. This was not a problem because, as I said, I **(5)** *had* / *was having* a raincoat with me. We stopped and I **(6)** *was opening* / *opened* my backpack. 'Oh, no.' I **(7)** *said* / *was saying* to my friend. 'This is my sister's backpack.' Inside I **(8)** *saw* / *see* only a book and some sweets.

1 This is a formal text. T / F / D
2 It was raining all day. T / F / D
3 The girl had a raincoat with her. T / F / D
4 The backpack belonged to her sister. T / F / D
5 She got wet. T / F / D

4 Complete the dialogues with the words below either in the past simple or the past continuous. There is one extra word. Write the answers in your notebook.

buy cycle fall work have play see

1 **A:** Why did you leave the party?
B: Because I ? a headache.
2 **A:** When did you see him?
B: I saw him when I ? to school.
3 **A:** Why are you all wet?
B: Because we ? tennis when it started to rain.
4 **A:** Why didn't you finish your homework?
B: Because I ? asleep at 8 o'clock.
5 **A:** Where did you buy that jacket?
B: I ? it when I was visiting Japan.
6 **A:** Who were you talking to yesterday?
B: I was talking to Johann when you ? me.

5 Take turns to tell a story about your best friend when you were a child. Use the model sentences and some of the words below.

kind funny cheerful sociable shy silly sad boring surprised at freckles curly hair wavy hair straight hair long hair short hair loving lovely careful careless caring angry about worried about scared of shocked by sad about happy about

My best friend was … .
He / She had … .
I liked the fact that he / she was … .
He / She was usually / never … .
One day we … . I was … .
We were … (verb + *-ing*) when … (happened).

6 Tell the story about your best childhood friend to the rest of the class. Have a class vote for the best story.

Rozumienie ze słuchu

1 28 **Usłyszysz dwukrotnie cztery teksty. W zadaniach 1–4, na podstawie informacji zawartych w nagraniu, z podanych wypowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.**

1 Which woman is the man describing?

2 Which photo are the boys looking at?

3 What did the girl change about her appearance?

A She changed her hair colour. **B** She had her hair cut short. **C** She made her hair curly.

4 Which photo shows the thief?

2 29 **Usłyszysz dwukrotnie cztery fragmenty wypowiedzi chłopca na temat filmów (1–4). Do każdego z nich dopasuj zdanie spośród A–E. Wpisz rozwiązanie do tabeli w zeszycie. Jedno zdanie zostało podane dodatkowo.**

A Watching Netflix is a waste of time.
B The boy liked the film about a secret agent.
C This kind of film is boring.
D It's good to have some fun after school.
E It's exciting to watch many different films.

1	2	3	4
?	?	?	?

3 30 **Usłyszysz dwukrotnie wywiad ze zwyciężczynią programu *Top Model*. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszycie.**

Top Model winner

- became a model at the age of **(1)** ?
- reaction to the invitation to the modelling agency **(2)** ?
- favourite thing about being a model **(3)** ?
- countries visited last year **(4)** ?

2 Skills Checkpoint

Znajomość funkcji językowych

4 **Dla każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję: A, B albo C. Zapisz odpowiedzi w zeszycie.**

1 Znajomy pyta cię, jak wygląda twoja siostra. Co odpowiadasz?

A She was very angry when I took her things.

B She has funny freckles on her nose.

C She was shocked when she saw me.

2 Nauczyciel pyta, jak czujesz się po kłótni z koleżanką. Co odpowiadasz?

A I was happy and excited.

B I'm sad and angry.

C She is funny.

3 Mama pyta cię, gdzie pracuje mama koleżanki. Co odpowiadasz?

A She was in New York last year.

B She has her own restaurant.

C She makes really great pizza.

4 Koleżanka pyta cię, jak zareagowała twoja mama na niespodziankę. Co odpowiadasz?

A She was shocked.

B They were happy.

C She doesn't know.

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

A: Tim, I saw a boy who looked just like you!

B: Really? **(1)** ? (*where*)?

A: I saw him in the supermarket. He was walking around with some friends.

B: Haha, that's amazing. **(2)** ? (*think*)?

A: I thought it was you! I even started waving at him.

B: I bet he was surprised. **(3)** ? (*smile*)?

A: Yes, he did. He smiled and waved back.

Rozumienie tekstów pisanych

6 **Przeczytaj tekst. Uzupełnij w języku polskim luki 1–5 w e-mailu zgodnie z treścią tekstu. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.**

Every year, on the 5th of November, English people celebrate Bonfire Night. This is the day when we remember what happened in 1605 when a man called Guy Fawkes wanted to blow up the parliament with a bomb. Luckily, nothing happened, and people started to celebrate the 5th of November by lighting fires on the day.

Nowadays, a week before the 5th of November, children make a figure to represent Guy Fawkes. They ask their parents for some old clothes and fill them with newspapers and then, they make a head to put on top. When the guy is ready, they go round to their neighbours' houses with the guy, asking people for sweets or money.

When the 5th of November arrives, parents prepare a fire, called a bonfire, and the children put the guy on top of the fire. They light the fire and then the parents let off fireworks. Small children have special fireworks called sparklers which they can hold in their hands. It is a very noisy event and people with pets have to keep their animals inside so that they are not afraid.

Od: Kasia
Do: Ania
Temat: Bonfire Night

Cześć Aniu!
Nie uwierzysz, jakie święto obchodzą Brytyjczycy. To Bonfire Night. Upamiętnia ono wydarzenia z **(1)** ? roku. Wtedy to **(2)** ? próbował wysadzić parlament! W rocznicę zamachu dzieci przygotowują **(3)** ?, a następnie idą z nią do sąsiadów, prosząc o **(4)** ?. Ale największą atrakcją tego dnia są **(5)** ?. Szkoda, że nie mogłaś oglądać ich razem ze mną.
Pozdrawiam z Londynu!
Kasia

Znajomość środków językowych

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

1 My brother was really sad when his pet snake died.

wasn't

When his pet snake died, my brother ? .

2 Angela is always careful.

never

Angela ? .

3 My hair is curly.

isn't

My hair ? .

4 I saw you with your parents yesterday.

mum

I saw you with your ? yesterday.

5 We only watched the beginning of the film.

not

We ? the whole film.

6 My sister's hair is really short.

long

My sister's hair ? .

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

A town **B** worrying **C** annoying **D** worried
E city **F** neighbourhood

Jorge is my best friend. We both live in the same **(1)** ? in Barcelona. He is quite tall and he has got dark curly hair, just like me. We spend a lot of time together and often go exploring in the city. His mum is always quite **(2)** ? about him because she never knows where he is. Jorge has the same interests as me, but he sometimes doesn't listen to what I say, which is very **(3)** ? . Anyway, he is really friendly and funny.

Tworzenie wypowiedzi pisemnej

9 **Nauczyciel poprosił uczniów / uczennice z twojej klasy o opis osoby z rodziny dla potrzeb anglojęzycznej gazetki szkolnej. Napisz nieformalny list do nauczyciela, w którym znajdzie się opis uwzględniający:**

- wygląd tej osoby,
- cechy osobowości tej osoby,
- informacje o tym, co ta osoba lubi, a czego nie lubi robić.

Rozwiń swoją wypowiedź, pamiętając, że jej długość powinna wynosić od 50 do 120 słów. Wykorzystaj słownictwo i gramatykę z rozdziału 2. Rozpocznij list słowami *Dear Ms / Mr* (+ nazwisko nauczyciela), a zakończ zwrotem *Best wishes*.

Park Güell in Barcelona, designed by Antonio Gaudí

Explorers' Club 1

The silver screen

1 31 **Listen to the conversation and complete sentences 1–4. Write them in your notebook.**

1 The two girls are talking about ? .
2 ? were exciting.
3 The girl couldn't stop crying because ? .
4 They want to ? at the weekend.

2 **Answer the questions.**

1 Is the cinema that is nearest to where you live new or old?
2 How often do you go to the cinema?
3 Do you prefer Polish films or foreign films? Why?
4 Do you prefer watching a film at the cinema or at home? Why?
5 Do you know something about film festivals? What do you know about them?

3 **Read the following text about Polish cinema. Do Polish people like going to the cinema? Are Polish cinemas modern? Why are Polish films popular abroad? What was the situation like in the past?**

Polish people are big cinema fans. There are around 40–50 new Polish films on at the **cinema** every year. Each one costs around one million euros to make. That is a huge amount of money, so other countries such as Germany and France sometimes help to make the films. In 2015, there were more than 40 million visitors to the 1,156 cinemas across Poland. Each person paid an average of €4.20 for a ticket, so you can see that the producers usually get their money back.

This wasn't the situation before 2000. In fact, back then most cinemas were old and in a bad condition. Many of them closed down. People were not interested in going to the cinema. They stayed at home to watch a film.

Today, there are more and more new cinemas. Many of these are modern, relaxing **multiplexes**. **Film festivals** are also very popular. At *Ale Kino!* in Poznań, children and young people help in deciding which films will win a prize, and the film festival in Warsaw always shows exciting and creative films from around the world.

Polish films are often very popular abroad. Why are they so popular? Because they are usually very different to films made in the USA or in other countries, so why not watch a Polish film this weekend?

Word Focus

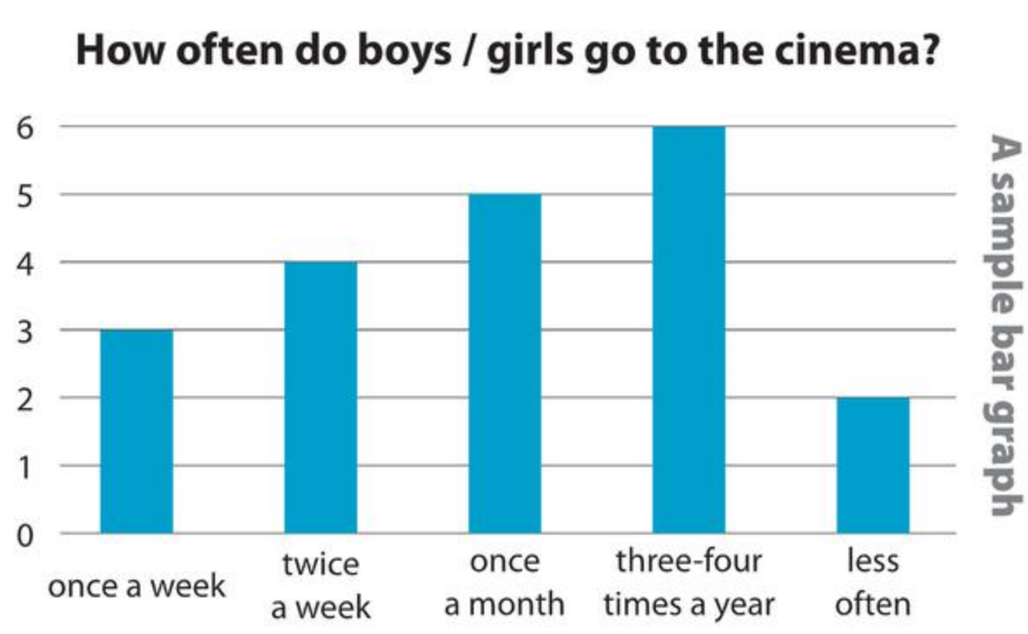
cinema: a building where you see films

multiplex: a cinema that has lots of different screens that show different films at the same time

film festival: an occasion when there are a lot of films shown in the same place

4 **Collect some data and show the results in the form of a bar graph.**

1 Ask other class members how often they go to the cinema.
2 Use the results to make two graphs that are similar to the sample graph – one for boys and one for girls. Draw them on the board.
3 Compare the information. Who goes to the cinema more often, girls or boys?



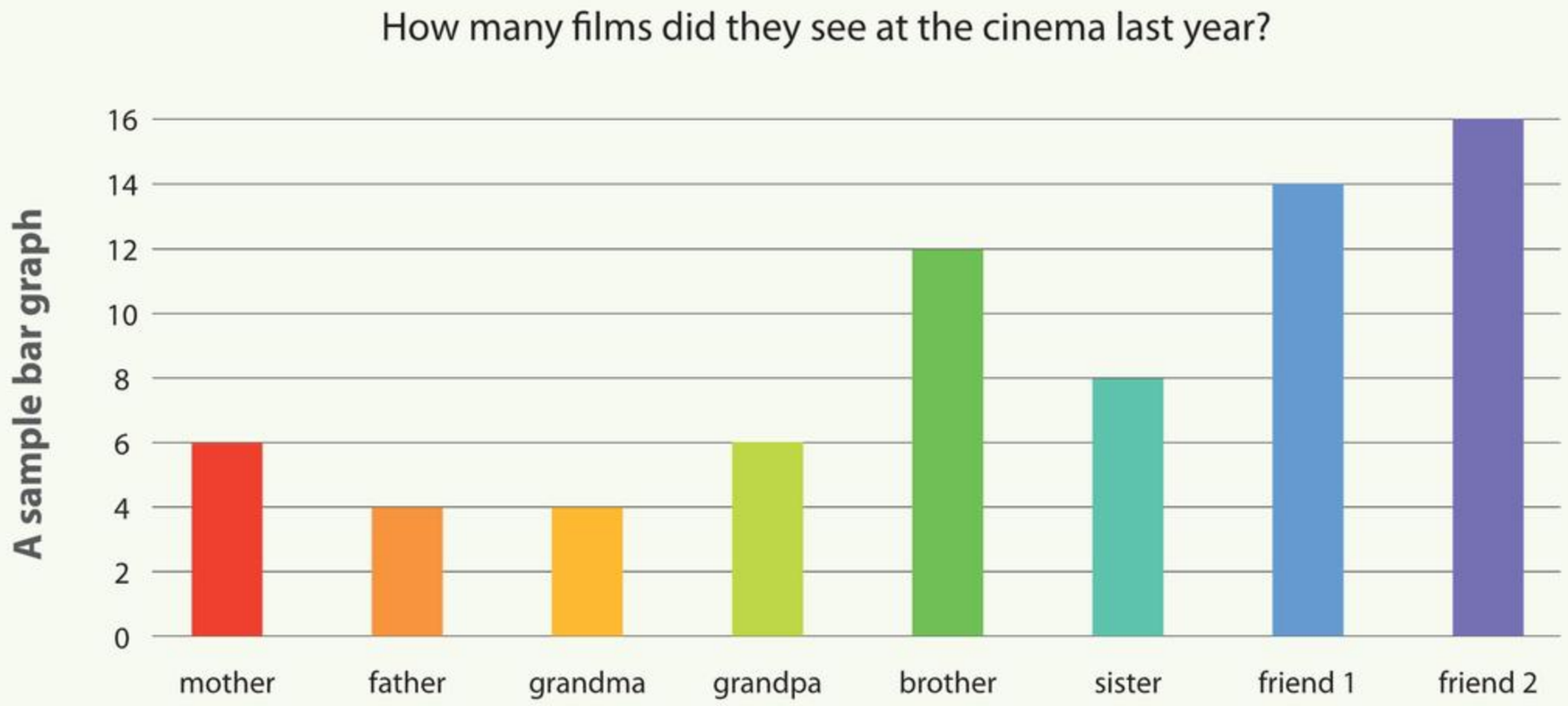
Your favourite film

Step 1

Choose your favourite Polish film. Answer the questions.

1	What is the title?	*The Cathedral*
2	What kind of film is it?	*an animated film*
3	Who is the director?	*Tomasz Bagiński*
4	Why do you like it?	*It's a masterpiece of animation.*
5	What is it about?	*A man who found a strange cathedral. He wants to discover the secrets of the cathedral.*
6	What is the best part of the film?	*I like the moment when the people in the cathedral wake up.*

7 How many films did you see at the cinema last year?
Ask your friends and family members. Show the results in a bar graph.



Step 2

Make a short vlog about your favourite Polish film.

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

2 Wordlist

Posłuchaj
docwiczenia.pl
Kod: A74TR8

(n) – noun / rzeczownik
(v) – verb / czasownik
(adj) – adjective / przymiotnik
(adv) – adverb / przysłówek
(conj) – conjunction / spójnik
(prep) – preposition / przyimek
(det) – determiner / określnik
(phr) – phrase / wyrażenie

ADJECTIVES		
angry *(adj)*	/ˈæŋgri/	zły, rozgniewany
annoying *(adj)*	/əˈnɔɪɪŋ/	irytujący, denerwujący
beautiful *(adj)*	/ˈbjuːtəf(ə)l/	piękny
bored *(adj)*	/bɔː(r)d/	znudzony
careful *(adj)*	/ˈkeə(r)f(ə)l/	uważny, staranny
caring *(adj)*	/ˈkeərɪŋ/	opiekuńczy
careless *(adj)*	/ˈkeələs/	nieuważny, niestaranny
cheerful *(adj)*	/ˈtʃɪə(r)f(ə)l/	wesoły, radosny
friendly *(adj)*	/ˈfren(d)li/	przyjacielski
happy *(adj)*	/ˈhæpi/	szczęśliwy
kind *(adj)*	/kaɪnd/	miły, uprzejmy
lazy *(adj)*	/ˈleɪzi/	leniwy
lovely *(adj)*	/ˈlʌvli/	wspaniały, cudowny
loving *(adj)*	/ˈlʌvɪŋ/	kochający, czuły
sad *(adj)*	/sæd/	smutny
scared *(adj)*	/skeə(r)d/	przestraszony
shocked *(adj)*	/ʃɒkt/	zszokowany
shy *(adj)*	/ʃaɪ/	nieśmiały
silly *(adj)*	/ˈsɪli/	głupiutki
smart *(adj)*	/smɑː(r)t/	mądry, sprytny
sociable *(adj)*	/ˈsəʊʃəb(ə)l/	towarzyski, kontaktowy
surprised *(adj)*	/sə(r)ˈpraɪzd/	zaskoczony, zdziwiony
traditional *(adj)*	/trəˈdɪʃ(ə)nəl/	tradycyjny
unkind *(adj)*	/ʌnˈkaɪnd/	nieuprzejmy
worried *(adj)*	/ˈwʌrid/	zmartwiony
APPEARANCE		
beard *(n)*	/bɪə(r)d/	broda
braces *(n, pl)*	/breɪsɪz/	aparat ortodontyczny
curly *(adj)*	/ˈkɜː(r)li/	kręcony
freckles *(n, pl)*	/ˈfrek(ə)lz/	piegi
fringe *(n)*	/frɪndʒ/	grzywka
moustache *(n)*	/məˈstɑːʃ/	wąsy
pale *(adj)*	/peɪl/	blady, jasny
red *(adj)*	/red/	rude (włosy)
sideburns *(n)*	/ˈsaɪdˌbɜː(r)nz/	bokobrody, baczki
straight *(adj)*	/streɪt/	prosty
tan *(n)*	/tæn/	opalenizna
wavy *(adj)*	/ˈweɪvi/	falowany
PREPOSITIONAL PHRASES		
be angry about *(phr)*	/bi ˈæŋgri əˌbaʊt/	gniewać się o coś
be angry with *(phr)*	/bi ˈæŋgri wɪθ/	gniewać się na kogoś
be annoyed with *(phr)*	/bi əˈnɔɪd wɪθ/	być złym na
be bored with *(phr)*	/bi bɔːd wɪθ/	być znudzonym czymś
be careful about *(phr)*	/bi ˈkeə(r)f(ə)l əˈbaʊt/	uważać na
be happy about *(phr)*	/bi ˈhæpi əˌbaʊt/	cieszyć się czymś
be kind to *(phr)*	/bi ˈkaɪnd ˌtʊ/	być miłym wobec
be sad about *(phr)*	/bi sæd əˌbaʊt/	martwić się czymś
be scared of *(phr)*	/bi ˈskeə(r)d ˌɒv/	bać się (czegoś / kogoś)
be shocked by *(phr)*	/bi ˈʃɒkt ˌbaɪ/	być zszokowanym
be surprised at *(phr)*	/bi səˈpraɪzd æt/	być zdziwionym czymś
be worried about *(phr)*	/bi ˈwʌrid əˌbaʊt/	martwić się o
OTHER WORDS		
Aboriginal Australian *(n)*	/ˌæbəˈrɪdʒ(ə)n(ə)l ɒˈstreɪliən/	Aborygen-Australijczyk
annoy *(v)*	/əˈnɔɪ/	denerwować, niepokoić
beautify *(v)*	/ˈbjuːtɪˌfaɪ/	upiększać
beauty *(n)*	/ˈbjuːti/	piękno
care *(n, v)*	/keə(r)/	opieka, troszczyć się
didgeridoo *(n)*	/ˌdɪdʒəriˈduː/	instrument muzyczny
laze *(v)*	/leɪz/	leniuchować
professional *(adj)*	/prəˈfeʃ(ə)nəl/	zawodowy
shock *(n, v)*	/ʃɒk/	szok, szokować
snack *(n)*	/snæk/	przekąska
tribe *(n)*	/traɪb/	plemię, ród
turn out *(phr)*	/tɜː(r)n aʊt/	okazać się
watch out for *(phr)*	/wɒtʃ aʊt fɔː(r)/	uważać na
worry *(n, v)*	/ˈwʌri/	zmartwienie, martwić się
LINKING WORDS		
after	/ˈɑːftə/	później
after that	/ˈɑːftə ðæt/	później
finally	/ˈfaɪnəli/	w końcu, wreszcie
first	/fɜːst/	początkowo
next	/nekst/	następnie
suddenly	/ˈsʌdnli/	nagle
then	/ðen/	następnie
eventually	/ɪˈventʃuəli/	ostatecznie, w końcu

USEFUL EXPRESSIONS

GREETINGS

Dear Jack	Drogi Jacku
Hello!	Cześć!
Hi Jack!	Cześć, Jacku!

SIGN-OFFS

Best wishes	Serdecznie pozdrawiam
Love, Emily	Pozdrowienia, Emily
See you on Saturday!	Do zobaczenia w sobotę!
See you soon!	Do zobaczenia wkrótce!

HOW TO BEGIN / FINISH A LETTTER

How are you? How are you doing?	Jak się masz?
How's life? What's up?	Co słychać? Co u Ciebie?
See you soon.	Do zobaczenia wkrótce.
See you on Sunday.	Do zobaczenia w sobotę.
Hope to see you soon.	Mam nadzieję, że się wkrótce zobaczymy.
Write back soon.	Odpisz jak najszybciej.

DESCRIBING PERSONALITY

He doesn't like homework / shopping / winter.	On nie lubi pracy domowej / zakupów / zimy.
He likes … .	On lubi … .
He listens to my problems.	On słucha o moich problemach.
He's really funny, but he gets angry if … .	On jest naprawdę zabawny, ale złości się, jeśli … .
He understands me.	On mnie rozumie.
She loves animals / parties / volleyball.	Ona kocha / uwielbia zwierzęta / imprezy / siatkówkę.
She's quiet.	Ona jest cicha.
She seems … .	Wydaje się, że ona … .
She's very … .	Ona jest bardzo … .
What is he like?	Jaki on jest?

DESCRIBING APPEARANCE

He's got braces.	On ma / nosi aparat ortodontyczny.
He's got (red) hair.	On ma (rude) włosy.
He's got … skin.	On ma … skórę / cerę.
He's tall.	On jest wysoki.
His hair is … .	Jego włosy są … .
She's blonde.	Ona jest blondynką.
She's got … eyes.	Ona ma … oczy.
She's short.	Ona jest niska.
She usually wears trousers.	Ona zwykle nosi spodnie.
What does he look like?	Jak on wygląda?

3 Let's Get Together

Reading I can understand a simple text about celebrating the national day of Australia.

Vocabulary I can name the things people use for decorating their house for a party. I can name the things and activities people do when they meet friends. I can name the things I can do on the phone and on the computer.

Grammar I can talk about my fixed plans for the future. I can use selected expressions to talk about time, place and direction.

Listening I can understand the details in conversations about events.

Speaking I can name different kinds of parties. I can ask questions and give basic information about events such as the date, time or place.

Writing I can write an invitation to an event.

Two woodland kingfishers sitting on a branch, Kruger National Park, South Africa

New words and phrases

- digital
- spectacular
- sharp
- attachment
- backyard
- harbour
- candle
- device
- landline
- reception
- settler
- snail mail
- sparkler
- streamer
- web cam
- ask about
- ask for
- by post
- call back
- call off
- get on well
- get together
- go out
- go round
- hang up
- have a barbecue
- have a seat
- invade
- look forward to
- look up to
- make a call
- make myself at home
- stay in
- stay up
- take a break
- take away
- take out
- Can you spell that, please?
- Can I bring my friend?
- Can you say that again, please?
- What shall I bring?

3a Let's Get Together

Reading

1 **What do you know about Australia? Share your ideas in pairs.**

Kangaroos

Lamingtons

Sydney Opera House

2 32 **Read the article about Australia. Match headings A–E with paragraphs 1–5. Write the answers in your notebook. Then, listen and check your answers.**

A How do they celebrate?
B When is this special day?
C What do they celebrate?
D Do people work on that day?
E What do they usually eat?

Word Focus

settler: a person who arrives from another country to live in a new place and work on the land

harbour: an area of water where boats are safe from storms

spectacular: very exciting to look at

Aussie: something or someone from Australia

backyard: an open space at the back of a house

invade: go to a place and take possession of it

Australia Day

1 ?

Australia Day is the national day of Australia and is on January 26th. That was the day in 1788 when British ships arrived with the first white **settlers**.

2 ?

It's a public holiday, so people **take a break** from work. Banks, post offices and most businesses are closed. The schools are already closed then for the summer holidays.

3 ?

People get together on that day. They **go swimming**, **spend time** with family and friends, go to concerts, watch sports events, have parties, and relax. They usually stay up the whole night. In many places there are firework displays. The fireworks over Sydney **Harbour** are **spectacular** and thousands of people go there at night to enjoy the fun. Many people arrive at the harbour in the morning to get the best places to sit and watch the fireworks. Next Australia Day I'm visiting my aunt who lives in Australia. It's in three weeks. We are planning to go out at midnight and watch the fireworks. I'm really looking forward to it.

Tom

4 ?

Food is important at this celebration. At picnics across the country **Aussies** enjoy traditional meat pies, sandwiches and little square cakes with chocolate and coconut on them called lamingtons. It's also popular to **have a barbecue** on Australia Day. My aunt and I are planning to have one as well. People usually invite friends and family and spend the day cooking, **making cakes**, having fun and playing cricket in their **backyards**.

5 ?

However, it's important to understand that not all Australians celebrate this day. Many Aboriginal Australians are still unhappy because the British '**invaded**' their country and took the aboriginal land. But today, Australia Day celebrates modern Australia: its freedom, its lifestyle and cultures, the land and its beauty and its future.

3 **Read the text again and answer the questions. Write the answers in your notebook.**

1 What happened on January 26th, 1788? ?
2 What do Aussies usually do on January 26th? ?
3 Where is the firework display? ?
4 What food do Aussies eat on this day? ?
5 Who is unhappy about this celebration? ?

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

Skills Explorer

Aktywność językowa

- Przeczytaj polski tekst, aby dowiedzieć się, jakich informacji szukać.
- Przejdź do tekstu angielskiego, zwracając uwagę na informacje, których poszukujesz.

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

Skills Booster

Uzupełnij w języku polskim luki 1–7 w e-mailu Marka do Ingi, zgodnie z treścią prezentacji Toma. W każdą lukę możesz wpisać maksymalnie dwa wyrazy. Zapisz odpowiedzi w zeszycie.

Od: Mark
Do: Inga
Temat: Prezentacja Toma

Cześć Ingo!
Szkoda, że nie było Cię dziś w szkole, bo Tom zrobił świetną prezentację o Australii. Mówił o Dniu Australii, który obchodzony jest w dniu **(1)** ?.
Tom jedzie w tym roku do Australii, żeby odwiedzić swoją **(2)** ?. Mówił o tym, jak ludzie spędzają czas w tym dniu i co wtedy jedzą. Tradycyjnie pieką kwadratowe **(3)** ? zwane *lamingtons*, a w ogrodzie organizują **(4)** ? dla przyjaciół.
W tym dniu nad zatoką w Sydney pojawiają się wspaniałe **(5)** ?, które podziwiają tysiące ludzi.
Tom opowiadał też o **(6)** ?, czyli rodzimych mieszkańcach Australii, którzy nie świętują tego dnia, ponieważ przypomina im o tym, że Brytyjczycy odebrali **(7)** ?, która wcześniej należała do nich. Daj znać, jak mogę Ci pomóc w nadrobieniu dzisiejszych zaległości.
Mark

6 **Complete sentences 1–5 with the verbs to make collocations. Check your answers with the text about Australia Day. There are two extra verbs. Write the answers in your notebook.**

do go have make give spend take

1 The school holidays are boring! I don't know how to ? my time!
2 Do you want me to ? a cake for the party?
3 Every summer I travel to Międzyzdroje, where I ? swimming and walk along the fantastic beaches.
4 It's really hot today, and I can't walk any more. I need to ? a break.
5 I can buy some meat and sausages today, and we can ? a barbecue.

7 33 **Listen and check your answers.**

8 **In your notebook, write 5 questions that contain the collocations in Exercise 6. Ask and answer the questions in pairs.**

Example

How much time do you spend doing sport?

9 **Think about a national holiday or a celebration in your country. Don't tell your partner what it's called. Ask each other the questions in the headings in Exercise 2 to guess the name of the holiday.**

Ideas Focus

- What events do you celebrate with your family? How do you celebrate them?
- Which is your favourite celebration? Why is it special?

3b Let's Get Together

Vocabulary 1

1 Choose the correct phrasal verb. Write the answers in your notebook.

1 **A:** Why do you *hang out* / *hang up* with Melanie?
B: Because we *get on* / *get together* very well.

2 **A:** Did you *go round* / *go out* with your friends last night?
B: No, I *stayed in* / *stayed up* and went to bed early.

3 **A:** Why did you *ask about* / *ask for* Jane's phone number?
B: I want to *take her away* / *take her out* on a date.

4 **A:** We have to *call back* / *call off* the picnic.
B: Oh, no! I was really *looking forward to* / *looking up to* it.

2 Match the phrasal verbs you didn't use in Exercise 1 with their meanings. Write the answers in your notebook.

1 go on holiday with someone ?
2 visit someone at their home ?
3 respect someone ?
4 not go to bed ?
5 end a phone call ?
6 phone someone that phoned you first ?
7 ask how someone is ?
8 meet someone socially ?

3 Complete these questions with the correct verb form. Then, ask and answer the questions in pairs.

1 Who do you ? up to?
2 Who do you ? on very well with in your class?
3 Who did you ? out with last month?
4 What are you ? forward to at the moment?
5 How often do you ? together with your friends?
6 Do you prefer to ? up or go to bed early? Why?
7 Are you ? round to visit any of your friends after school? If yes – who?

4 Match the words on the list with the pictures.

Things to take to Becky's party

balloons – blue and pink if possible
candles – 12 for the cake
confetti – for the children to throw over Becky
presents – for Becky
sparklers – 20 – one for each child to hold
streamers – to put on the tables

A

B

C

D

E

F

5 Complete the expressions with the correct words. Write the answers in your notebook.

having friend make great time getting free have company fun sharp

1 Did you have ? at Juan's fancy dress party? Yes, I had a ?.
2 Elizabeth is my best ?. I really like spending time with her because she's good ?.
3 Are you ? on Saturday night? I'm having a party, and it starts at seven ?.
4 Welcome, Harry. Come in and ? a seat. Please, ? yourself at home.
5 I have to go now, it's ? late. Thanks for ? me. I hope to see you soon.

Present continuous for future plans and arrangements

Czasu **present continuous** używamy, aby mówić o zaplanowanej niedalekiej przyszłości, np. *Next Australia Day* ***I'm visiting*** *my aunt who lives in Australia. It's in three weeks.*

Używając tego czasu do wyrażenia przyszłości, stosujemy często takie określenia jak: *next week, next Monday, tonight, tomorrow, in a few days, in three weeks.*

Przypomnij sobie konstrukcję czasu **present continuous**.

Reading reference p 44

1 Look at Sue's diary and complete the dialogue with her plans for the future. Use the verbs in brackets. Write the answers in your notebook.

Mon	Tues	Weds	Thurs	Fri	Sat	Sun
study for tests! dance club	do tests at school ☹ Spanish club	go shopping at the centre, get new jeans	download music for the party	buy food and drink for the party	PARTY!!! ☺ from 8 till late!	Help Mum tidy up! ☹

Example

Why is she studying for tests on Monday?

A: Why **(1)** ? (*study*) for tests on Monday?

B: She's studying on Monday because **(2)** ? (*do*) tests at school on Tuesday.

A: What **(3)** ? (*do*) on Monday evening?

B: **(4)** ? (*dance*) at the club.

A: **(5)** ? (*go*) shopping on Tuesday?

B: No, **(6)** ? (*go*) on Wednesday.

A: When **(7)** ? (*have*) her Spanish lessons?

B: **(8)** ? (*learn*) Spanish on Tuesday.

A: Where **(9)** ? (*get*) new jeans on Wednesday?

B: **(10)** ? (*get*) new jeans at the centre.

A: **(11)** ? (*buy*) food for the party on Thursday?

B: **(12)** No, ?.

A: **(13)** ? (*buy*) drink for the party on Friday?

B: **(14)** Yes, ?.

A: What **(15)** ? (*do*) on Sunday?

B: She **(16)** ? (*help*) her mum tidy up.

2 Answer questions 1–6 about the tickets. Write the answers in your notebook.

1 Where is the band playing? ?

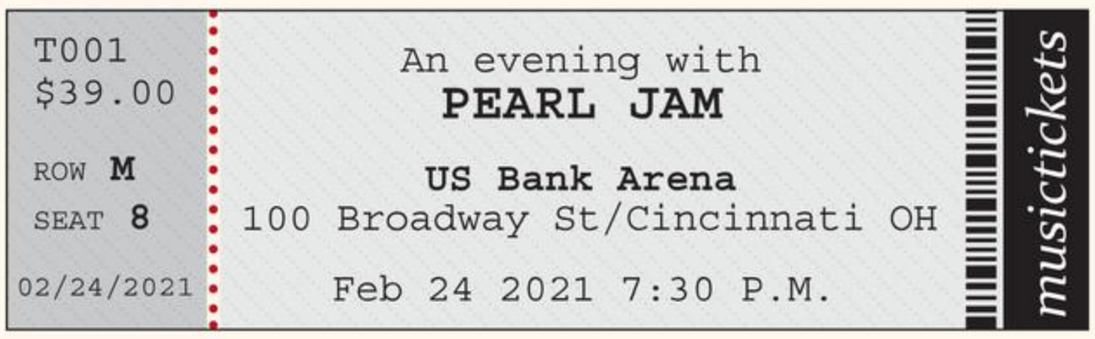
2 When is the band playing? ?

3 When is the match starting? ?

4 Where are the teams playing? ?

5 Is the passenger flying business or economy class? ?

6 Where is the passenger sitting? ?



3 Which sentence talks about a plan for the future: A or B?

1 **A** I'm going to my mum's now, I can't talk.
B I'm going to my mum's tonight.

2 **A** My teacher is talking about Chopin.
B My teacher is talking about Chopin at a conference this weekend.

3 **A** Your friend is visiting you tomorrow.
B Oh, sorry. You're busy. Your friend is visiting you.

4 Choose activities from the list below that you are doing in the near future. Take turns to ask each other questions about your plans.

go shopping go swimming go to a party
do homework meet friends play basketball
play computer games tidy my room visit relatives

Example

What are you doing this weekend?
I'm going shopping with my mum.

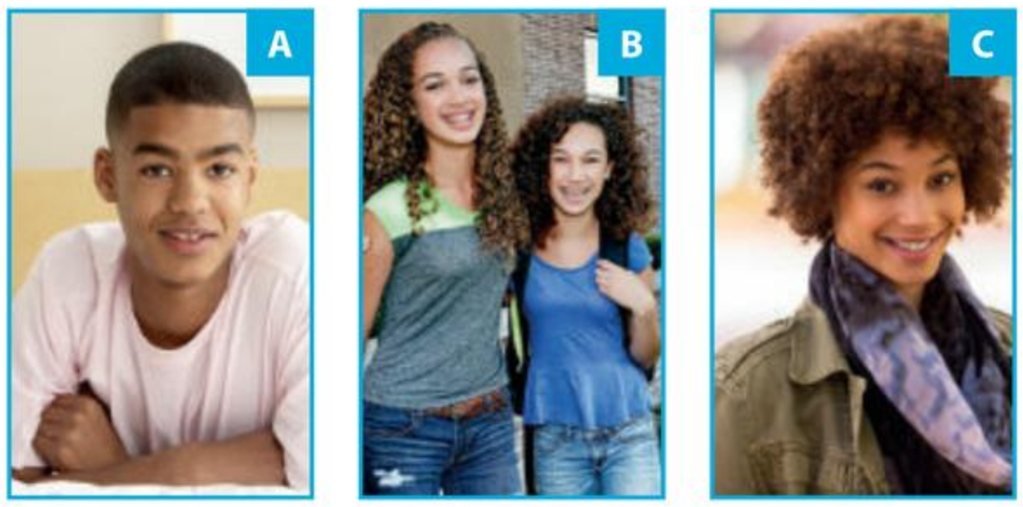
More exercises in the Grammar Guide p 154

3d Let's Get Together

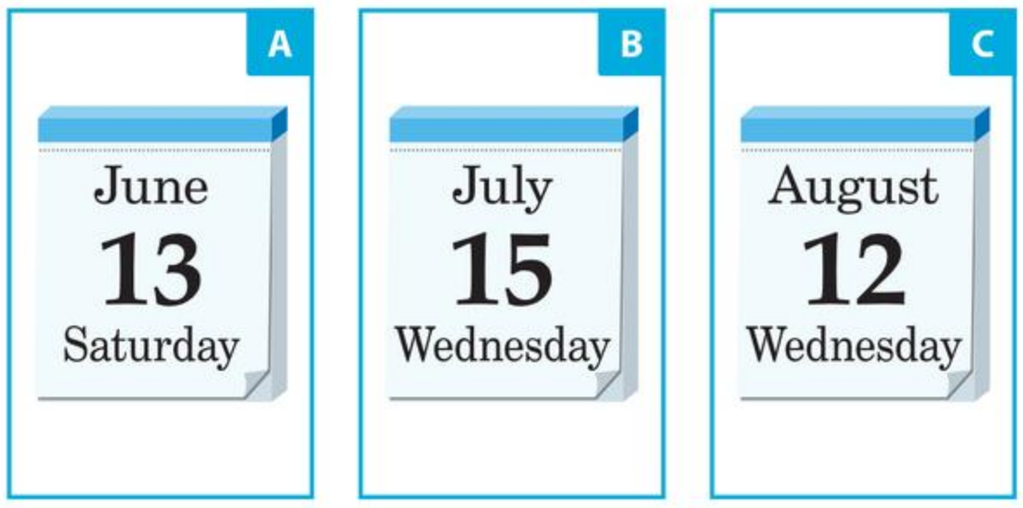
Listening

1 **Look at the photos in 1–3. Discuss the similarities and differences between each set of three photos (A–C).**

1



2



3

2 **Find photos in Exercise 1 to match these words.**

a month a photograph a sister

3 **Brainstorm more vocabulary to describe the pictures in Exercise 1.**

4 **Match questions A–C with pictures 1–3 in Exercise 1.**

A What present are they giving? ?

B When is the music festival? ?

C Who is the boy taking to the party? ?

5 34 **Now listen and point to the correct picture in Exercise 1.**

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

Skills Explorer

Dobieranie odpowiedzi – ilustracji

- Przed wysłuchaniem nagrania uważnie przyjrzyj się wszystkim ilustracjom. Zastanów się, jakie słownictwo może się z nimi wiązać.
- Określ podobieństwa i różnice między ilustracjami w każdym zestawie.
- Podczas pierwszego słuchania zrób notatki. Przejrzyj je i wybierz właściwe odpowiedzi. Słuchając nagrania po raz drugi, sprawdź, czy są poprawne.

7 35 **Now complete the *Skills Booster* task. Before listening, follow the first two tips in Exercise 6.**

Skills Booster

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

1 Who is the girl bringing to the party?

2 What is the girl wearing to the wedding?

3 What are they giving to Grandad?

4 What time will the concert finish?

5 When are they going to the music festival?

Speaking

Let's Get Together 3e

1 **Put the events in order, from your most favourite (1) to your least favourite (6). Explain your choice to your partner.**

wedding reception ?
school disco ?
party to celebrate a team's victory ?
child's birthday party ?
New Year's Eve party ?
Christmas party ?

2 **Read the conversation. Emily is inviting her aunt to her wedding. What does she want to get from her aunt?**

E: Hello, aunt Mary. How are you?

M: Oh, Emily, So nice to hear from you. I'm great, how are you?

E: I'm calling to invite you to my wedding.

M: Sorry, can you repeat that, please?

E: I'm calling to invite you to my wedding. I'm getting married in 3 months.

M: Oh, how amazing!

E: I would like to invite you, aunt Mary!

M: Where is it?

E: We're getting married in St Peter's Chapel and we're having the wedding reception in Joey's Club.

M: When is it exactly?

E: It's on Saturday 23rd June, at 3 o'clock.

M: Can I bring my friend?

E: Of course!

M: What should I bring with me?

E: Oh, nothing at all. But if you want to give something, we are collecting food for shelter dogs.

M: Thank you so much. I will come for sure.

3 **Read the conversation again. Decide if the sentences are true (T) or false (F).**

1 Emily is inviting her aunt to her birthday party. ?
2 The celebration is taking place in the summer. ?
3 Aunt Mary is coming alone. ?
4 Emily is inviting her aunt by letter. ?

Dialogue Word Box

New Year's Eve • Christmas • Saturday • Sunday • eight • ten • eleven • boyfriend • girlfriend • siblings • candles • streamers • sparklers • confetti

4 36 **Listen to the dialogue and repeat it. Then, act it out changing the words in bold. Use the words in the *Dialogue Word Box*.**

Phrase Book

Asking for details about events

- Where is it?
- When / What time does it start / finish?
- What should / shall I bring?
- What's the contact phone number / email address?
- Can I bring my friend / boyfriend / girlfriend?

Checking information

- Sorry, I didn't understand.
- Can you repeat that / say that again, please?
- Can you spell that, please?

5 **Student A p 147. Student B p 172, 173.**

Ideas Focus

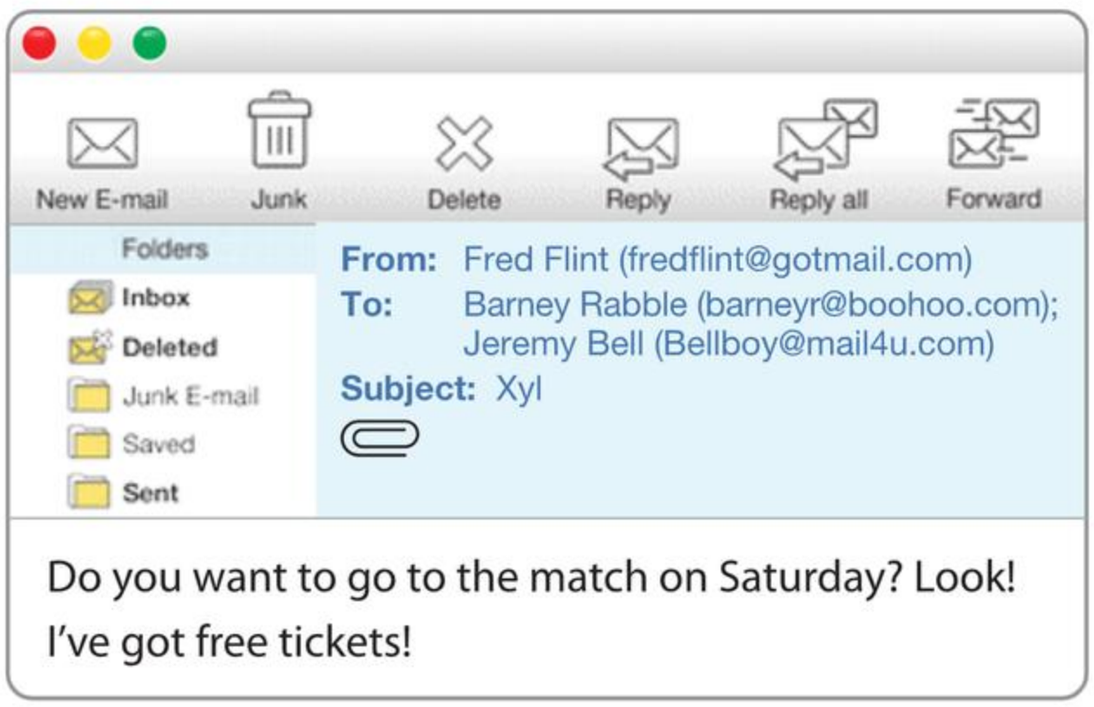
- When is your birthday?
- How did you celebrate it last year?
- How are you going to celebrate it next year?
- Do you enjoy parties? Why? / Why not?

3f Let's Get Together

Vocabulary 2

1 Answer questions 1–7 about the email. Write the answers in your notebook.

1 Which of Fred's folders is the email in? ?
2 Who received the email? ?
3 Which of their folders is the email in? ?
4 What can they do if they don't want to keep the email? ?
5 Is there an attachment? ?
6 What do you think it is? ?
7 Read out all the email addresses. ?



2 Read the text and choose the correct option. Write the answers in your notebook. Check in pairs.

A modern grandmother

My grandmother says that I am very lucky to have so many useful **(1)** *devices* / *computers* that make life easy. When she was a teenager, there was no **(2)** *digital* / *mechanical* technology. She didn't have a mobile phone. She used a **(3)** *landline* / *handline* to call her friends, and everyone at home could hear what she said. Now, she has a smartphone, so she can **(4)** *do* / *make* calls and send texts. There was no internet, so she couldn't go online or send emails. She had to send everything by **(5)** *letter* / *post*. When she sent letters to her cousins in Canada, the letters took a long time to arrive. She laughed when I told her that we call it **(6)** *'fail* / *snail* mail' because it's slow! Recently, she bought a small **(7)** *desktop* / *laptop* computer that she takes with her everywhere. Now, she uses the internet to **(8)** *communicate* / *contact* her family and friends overseas. She says it's amazing that she can **(9)** *click* / *tick* 'Send' and her emails can go anywhere in the world. The computer has a **(10)** *net* / *web* cam too, so she can video chat with her sisters in Canada. She checks her email every day. She's a very modern woman!

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

Skills Explorer

Stosowanie poprawnych wyrażeń i zwrotów

- Niektóre wyrazy łączą się w często używane wyrażenia i zwroty, czyli kolokacje, np. *digital technology*, *make money*, *do athletics*.
- Gdy tłumaczysz fragment tekstu, zastanów się, czy występują tam kolokacje.
- Zwróć uwagę na wyrazy stojące przed fragmentem do przekładu i po nim.

4 Now complete the *Skills Booster* task.

Skills Booster

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

1 My grandma always ? (*telefonuje*) in the morning.
2 She sent ? (*wszystko pocztą*) in July.
3 Harry ? (*skontaktował się z*) his friends using messenger.
4 I don't know all the functions of this ? (*elektronicznego urządzenia*). Can you help me?
5 Julie ? (*wysyłała smsy do*) her parents yesterday.
6 Nowadays, we use ? (*technologię cyfrową*) to contact friends and relatives.

5 What are the differences in communication between now and the time when your parents and grandparents were young? Discuss in groups.

Example

When my parents were young, they used a landline. We … .

Ideas Focus

- Do you like social networking sites? Why? / Why not?
- Do you prefer meeting friends online or face-to-face? Why?

Prepositions of time, place, directions and prepositional phrases

Przyimki ***in***, ***on***, ***at*** stosujemy w odniesieniu do czasu.

AT używamy, mówiąc o godzinach i z niektórymi określeniami czasu, np. ***at*** *night,* ***at*** *the weekend*.

IN używamy, mówiąc o dłuższych okresach, np. latach, miesiącach, porach roku, porach dnia oraz żeby wyrazić po upływie jakiego czasu coś się wydarzy, np. *The next Australia Day is* ***in*** *3 weeks.* (**za** trzy tygodnie).

ON występuje z nazwami dni tygodnia, w połączeniach dzień + pora dnia, np. ***on*** *Friday evening*, a także gdy mówimy o konkretnym dniu, np. ***on*** *26th January*.

More examples in the **Grammar Guide p 154**

Reading reference p 44

1 Complete the sentences with the correct prepositions. Write them in your notebook.

1 It's starting ? 8.00 ? the evening.
2 The next holiday is ? March 25th.
3 Our cousins are visiting us ? March.
4 The weather is hot ? summer.
5 The baby doesn't sleep much ? night.
6 The family goes shopping ? Saturdays.

Kiedy opisujemy, gdzie dany przedmiot się znajduje (miejsce), również stosujemy przyimki ***in***, ***on***, ***at***.

IN the bag **ON** the table **AT** the table

More examples in the **Grammar Guide p 154, 155**

2 Choose the correct preposition. Use the Grammar Guide if necessary. Write the answers in your notebook.

1 We were ***on*** / ***at*** the theatre yesterday.
2 I found my glasses ***on*** / ***in*** the chair.
3 I can see two people ***in*** / ***on*** the picture.
4 Let's meet ***at*** / ***in*** the station at 2.00 p.m.
5 I didn't see you ***at*** / ***in*** the fancy dress party yesterday.
6 Can you help me? My hand is stuck ***in*** / ***on*** the can.

Typowe **wyrażenia przyimkowe** (*prepositional phrases*) stosujemy w odniesieniu do:

- czasu, np. *He sleeps* ***in the middle of*** *the day*,
- miejsca, np. *The teacher stands* ***in front of*** *the class.*

More examples in the **Grammar Guide p 155**

3 Find the prepositional phrases in the sentences below. Write them in your notebook.

1 We live in the house **at the end of** the street.
2 The teacher stood at the front / back of the class.
3 The photos are in the middle of the book.
4 The answers are at the back of the book.
5 The page number is at the bottom of the page.
6 The title is at the top of the page.
7 The photo is on the right / left of the text.

Kiedy opisujemy kierunek, czyli przemieszczanie się z jednego miejsca do drugiego, stosujemy przyimki: ***to***, ***into***, ***onto***, ***towards*** oraz ***from***.

TO school **INTO** the river **ONTO** the table

TOWARDS the man **FROM** school

More examples in the **Grammar Guide p 155**

4 Complete the sentences with the correct preposition. Write the answers in your notebook.

1 I saw Magda running ? her boyfriend at the airport with a big smile on her face.
2 My little brother goes ? kindergarten now!
3 My parents came back ? work really late yesterday.
4 Look at the dog! It's jumping ? the bed. It's all wet from swimming in the river.
5 Put your hand ? the bag, the mirror is there.

5 Make a story about something that happened in the past. Use as many different prepositions as possible.

More exercises in the **Grammar Guide p 154, 155**

3h Let's Get Together

Writing

An invitation

Forms Explorer

- Gdy piszesz zaproszenie, najważniejsze jest poinformowanie zapraszanego o kluczowych szczegółach.
- Do najważniejszych informacji należą: data, godzina, miejsce, wydarzenie, kto i kogo zaprasza.

1 Look at the poster for a school fair and then, read Lucy's invitation. Did she write about all the important information?

Hi Phoebe, we're organising a school fair next Sunday, and I would like to invite you to it!
The fair is taking place at Waverley High School and it will finish at 10.00 p.m.
Please let me know if you can come!

Phrase Book

Expressing time

- a.m. (before 12 midday)
- p.m. (after 12 midday)
- in the morning / afternoon / evening
- at night
- from … until …
- starts at … and finishes at …

2 Read the information about a friend's surprise birthday party you are planning with another friend. Then, complete the invitation with the correct prepositions.

Tina's Surprise Birthday Party

- Day: 11th May
- Meeting time: 6.00 p.m.
- Meeting place: Julie's garden, 8 Green Street
- How to get there: number 123 bus
- Julie's phone number: 435 676 555
- Costume: Disney films

Hi Mark,
I would like to invite you **(1)** ? *Tina's birthday party. It's a surprise for her, so don't say anything, please! The party is* **(2)** ? *11th May,* **(3)** ? *6.00 p.m. We're organising it* **(4)** ? *my garden, which is* **(5)** ? *8 Green Street. You can get there* **(6)** ? *a number 123 bus. We're dressing up for the party, and the theme is Disney films, so please come* **(7)** ? *a costume! If you need any more information, call me: 435 676 555. Let me know if you're coming!*
Julie

3 Now read the invitation again and complete Mark's message to his mum in Polish. Use one or two words in each gap.

Od: Mark
Do: Mama
Temat: Zaproszenie Julii

Mamo,
Julie zaprosiła mnie na **(1)** ? Tiny. Bardzo się cieszę z tej imprezy, muszę pamiętać, żeby nic nie powiedzieć, bo jest to **(2)** ?. Julie napisała, że przyjęcie odbędzie się u niej w **(3)** ?. Zostało niewiele czasu, bo zaczyna się o godzinie 18.00, więc jak najszybciej muszę kupić prezent i wypożyczyć **(4)** ?. Zapomniałem Ci napisać, że przebieramy się za bohaterów z **(5)** ?.
Mark

4 Write an invitation to your sibling's birthday party in which you will say:

- where and when you are organising the party
- how to get there
- what the guests should wear

Use the phrases in the *Phrase Book* and ideas in the *Forms Explorer*.

Zaproszenie

- W zależności od charakteru organizowanego wydarzenia dobierz odpowiedni język. Jeśli jest to wydarzenie oficjalne – pisz językiem bardziej formalnym. Jeżeli to impreza dla rodziny lub przyjaciół – użyj języka nieformalnego.
- Pisząc zaproszenie, powitaj osobę, do której piszesz, np. zwrotem *Dear Kate*, *Dear Sir*.
- Napisz, na co chciałbyś / chciałabyś zaprosić adresata.
- Uwzględnij najważniejsze szczegóły – miejsce, czas, datę i ewentualnie strój lub potrzebne rekwizyty.
- Pamiętaj, aby się podpisać imieniem (wydarzenia prywatne) lub imieniem i nazwiskiem (wydarzenia oficjalne).

Plan

Zwrot powitalny

Dear Martha / Hi Sam! / Hello Robert,

Wstęp

Akapit 1

Rozpocznij zwrotem do adresata, np. *How are you? / How's life? / What's up? / How are you doing?*
Następnie przedstaw powód, dla którego piszesz, np. *I'm writing to invite you to my birthday party. / I'm writing because I'd like to invite you to my birthday party.*

Rozwinięcie

Akapit 2, 3

Podaj szczegóły, np. termin imprezy urodzinowej, np. *The party is on 12th May at 6.00 p.m.* czy informację o zaproszonych gościach, np. *My cousin from France and her boyfriend are coming.*

Zakończenie i zwrot pożegnalny

That's all for now. / See you soon, / See you on Saturday. / Hope to see you soon. / Write back soon. / Love, / Take care, / Best wishes,

prosty zwrot powitalny

zwrot bezpośredni

szczegóły wydarzenia

formy skrócone czasowników

informacja o gościach

słownictwo i zwroty z języka potocznego

prosty zwrot pożegnalny

Hi Julie,

How's life? How was your weekend? As you remember, my birthday is coming up soon, and that's why I'm writing. I'm organising a big birthday party and I'd like to invite you.

The party is on 12th of June, at 6.00 p.m. at my place. My parents are visiting their friends, so we can have the living room, the terrace and the whole garden to ourselves! Monika and Robert are helping me with sandwiches and drinks, and Filip is making all the decorations and bringing some music.

Fifteen guests are coming. You know most of them, but two are new. My cousin and her French boyfriend are coming, too. Sarah's our age. Everyone loves her because she's funny, chatty and makes everybody laugh! Thierry is a bit shy, but he tells great stories, so people always enjoy listening to him.

That's all for now. See you on Saturday.

Kate

zwrot powitalny

wstęp

rozwinięcie

zakończenie lub zwrot pożegnalny

Sprawdź poprawność swojej wypowiedzi

- Czy język zaproszenia jest odpowiedni do charakteru wydarzenia?
- Czy struktura zaproszenia odpowiada planowi?
- Czy w zaproszeniu znajdują się informacje o dacie, godzinie i miejscu wydarzenia?
- Czy sprawdziłeś / sprawdziłaś poprawność gramatyczną zaproszenia?

3 Review

1 Choose the nouns that collocate with the phrasal verb. There is one incorrect word in each line. Write the collocations in your notebook.

1 call off *a party* / *a picnic* / *the weather*
2 call *your mum* / *a phone* / *a friend* back
3 look forward to *a phone number* / *a trip* / *a barbecue*
4 ask about *a friend* / *digital* / *your grandma*
5 look up to *a letter* / *your dad* / *a teacher*
6 get on with *friends* / *family* / *candles*

2 Match phrasal verbs 1–10 with the definitions A–J. Write the answers in your notebook.

1 go out ?
2 ask for ?
3 take someone out ?
4 hang up ?
5 go round ?
6 take someone away ?
7 hang out ?
8 stay up ?
9 get together ?
10 stay in ?

A not go to bed
B go on holiday with someone
C not leave the house
D go somewhere with a girlfriend or boyfriend
E spend time with friends in a particular location
F meet friends anywhere other than in the house
G end a phone call
H request something or want information
I visit someone in the place where they live
J meet

3 Complete the adverts with *in*, *on* or *at*. Sometimes more than one preposition is possible. Write the correct word in your notebook.

1 You can make calls either ? our landline or via a mobile.
2 You can find many types of computers and other digital devices ? our shop.
3 You will have a good internet connection ? this laptop.
4 We are getting an internet call ? five o'clock.
5 This laptop comes with a built- ? webcam.
6 The 'snail mail' always arrives ? the afternoon.

4 37 Listen to the recording. Complete the sentences with the correct form of the verbs below. There are two extra verbs. Each verb also needs a particle / preposition. Write the answers in your notebook.

hang ask stay get come

1 Adrianna likes ? with her cousins in Sweden. They ? very well with each other.
2 Piotr's friends ? very late on Saturdays, but this week he has to ? and study for a test.
3 Richard needs to ? Katrina's phone number. He wants to ? the party that's being held this weekend.

5 Read about Dorota's plans and answer the questions (1–5) in your notebook.

Dorota is busy this week. After school on Monday her cousin is phoning her on the landline from London. She is really looking forward to the call. In the evening she has to write an email to her aunt and uncle who live in the USA. On Wednesday her cousins always visit her, and this week they are planning to watch a film. On Thursday she has to buy things for a party. She needs balloons, confetti and sparklers, but she doesn't need any streamers or candles. Friday is the best day because it is her birthday, and her friends have all been invited to her party. She is very excited about it.

1 What is she looking forward to on Monday after school? ?
2 Who is she writing an email to on Monday evening? ?
3 What is she doing on Wednesday? ?
4 What is she buying on Thursday? ?
5 What are Dorota's friends doing on Friday? ?

6 You and your partner are organising a party. What will it be like? Make sentences using the phrases in the box.

have a barbecue make a cake get together with have fun have a great time candles confetti sparklers streamers sharp a great time

1 Where is the party taking place?
2 When / What time is the party taking place?
3 What are you buying for it beforehand?
4 What are you going to do during the party?
5 Who is coming?

Skills Checkpoint 3

Rozumienie ze słuchu

1 38 **Usłyszysz dwukrotnie nagranie, w którym chłopiec opisuje swoją podróż do Australii. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–3. Zapisz odpowiedzi w zeszycie.**

1 What family member did the boy visit? ?
2 Where do many families in Australia originally come from? ?
3 What did they do in the backyard? ?

2 39 **Usłyszysz dwukrotnie rozmowę dwóch koleżanek. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.**

1 Who is coming to Nora's party?
- **A** Charlotte and two other friends.
- **B** Charlotte and some friends from the swimming club.
- **C** The girls from school and some other friends.

2 Nora thinks that Hayley and Gina
- **A** are OK and she gets on well with them.
- **B** aren't much fun.
- **C** are good company.

3 Nora and Charlotte plan to meet
- **A** at the party.
- **B** on Friday afternoon.
- **C** on Saturday afternoon.

3 40 **Usłyszysz dwukrotnie wywiad z Trudie, organizatorką imprezy sylwestrowej o nazwie „Najnudniejsza impreza świata". Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszycie.**

The most boring New Year's Eve party
- organiser's pet **(1)** ?
- location **(2)** ?
- number of guests **(3)** ?
- drinks **(4)** ?

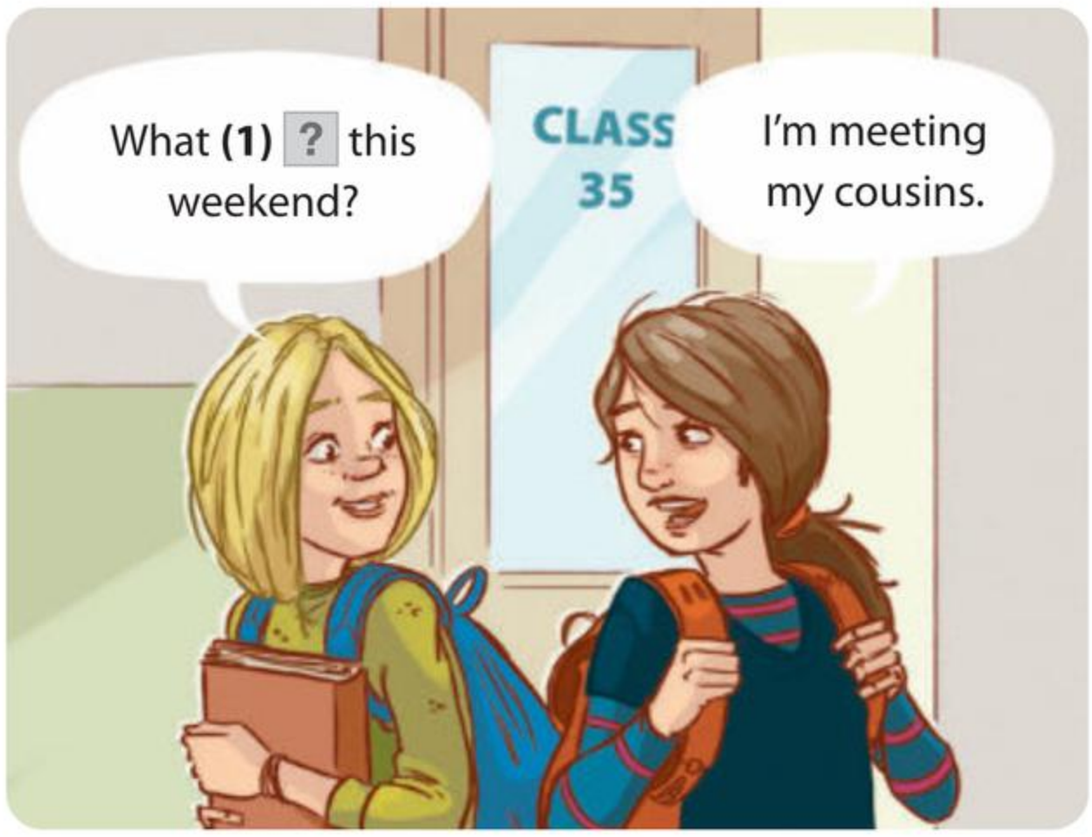
Znajomość funkcji językowych

4 41 **Usłyszysz dwukrotnie cztery pytania (1–4). Do każdego z nich dobierz właściwą odpowiedź (A–E). Przerysuj tabelę do zeszytu i wpisz do niej rozwiązania. Jedna odpowiedź została podana dodatkowo.**

- **A** Well, if you like, I can take you there by car.
- **B** Of course. You need to get on the bus at the library.
- **C** I'm planning to begin at about 5.00 p.m.
- **D** No, I don't think that's a good idea.
- **E** It would be great if you could bring some CDs.

1	2	3	4
?	?	?	?

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



3 Skills Checkpoint

Rozumienie tekstów pisanych

6 Przeczytaj ogłoszenie. Uzupełnij w języku polskim luki 1–4 w e-mailu zgodnie z treścią tekstu. W każdą lukę możesz wpisać <u>maksymalnie dwa wyrazy</u>. Zapisz odpowiedzi w zeszycie.

Class Christmas Event

Next Thursday at 6.00 p.m. we are meeting to celebrate Christmas. Ask your teacher what you should bring and remember to buy your 'Secret Santa Present'. Your teacher will tell you who you need to buy a present for. We are dressing up as Christmas characters, so bring an elf or reindeer costume. Make sure you know some Christmas Carols because we are organising karaoke with Christmas songs. You can bring your family with you.

Od: Tomek
Do: Mama
Temat: Boże Narodzenie

Mamo!
Dostałem dziś zaproszenie na klasową **(1)** ? . Jestem bardzo podekscytowany, wydarzenie odbędzie się w przyszły **(2)** ? i muszę pamiętać o prezencie od sekretnego Mikołaja dla osoby, którą wskaże mi **(3)** ? . Pójdziemy coś kupić? Będzie świetnie, mamy przebrać się za kogoś związanego ze świętami, a poza tym planowane jest karaoke z **(4)** ? .
Pójdziemy wszyscy razem, prawda?
Tomek

7 Przeczytaj teksty o żabie o imieniu Freddy (A–C) oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli w zeszycie. Jeden tekst pasuje do dwóch zdań.

A
The cartoon character Freddy the Frog started as a drawing in a child's notebook. Ellie Farner drew Freddy during a boring maths lesson, when she was only 13 years old. Later, while she was at university, she started to draw cartoons of Freddy's adventures. A friend who made films as a hobby used her ideas to make the first Freddy the Frog cartoon.

B
In the first drawing, Freddy didn't look at all like he does today. In the early days he had a red hat and a yellow jacket. He also looked a little sad because of his wide frog's mouth. This didn't look good in the animated cartoon, so Ellie agreed to change it.

C
If you watch a Freddy the Frog cartoon today, you will see that he is a very different animal. He is full of energy and he is always looking for tasty snacks in his garden. He hasn't got a hat either but he's got a very, very big smile.

The text describes

1	what Freddy is like today.	?
2	how the cartoon began.	?
3	what Freddy looked like at the beginning.	?
4	the person who made a film out of the drawing.	?

Znajomość środków językowych

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

1 Fran, ? (*they / come*) back before lunchtime?
2 I ? (*not / go*) out this evening. I'm too tired.
3 I ? (*not / sleep*) when you called me.
4 I ? (*walk*) down the street when I saw this dog.
5 She ? (*not / come*) back yesterday. We were upset.
6 They ? (*go*) to school next Saturday.
7 We ? (*have*) a barbecue at the weekend. Would you like to come?
8 What ? (*you / do*) at the moment?
9 What time ? (*you / leave*) on Saturday?
10 Why ? (*he / cry*) all day long yesterday?

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

1 Kelly always ? (*urządza grilla*) in August.
2 I'm so tired. I have to ? (*zrobić sobie przerwę*).
3 When I visit my aunt, I ? (*czuję się jak u siebie*) home.
4 Julie had ? (*świetnie się bawiła*) at the party.
5 Hello John. Please come in. ? (*Usiądź*).
6 We are playing tennis ? (*w poniedziałek wieczorem*).
7 The dog jumped ? (*na krzesło*) in the kitchen.
8 Her birthday is ? (*w czerwcu*).
9 We met ? (*na stacji*) at 5.00 p.m.
10 When I was walking in the park, I saw a man who was jumping ? (*do rzeki*).

Tworzenie wypowiedzi pisemnej

10 Twoja klasa organizuje szkolny koncert gitarowy waszego klasowego kolegi. Przygotuj zaproszenie dla rodziców i uczniów ze szkoły, w którym znajdą się informacje o:

- czasie, miejscu i rodzaju wydarzenia,
- osobie występującej,
- zaproszonych gościach.

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

People having a barbecue

3 Wordlist

Posłuchaj
docwiczenia.pl
Kod: A738SK

(n) – noun / rzeczownik
(v) – verb / czasownik
(adj) – adjective / przymiotnik
(adv) – adverb / przysłówek
(conj) – conjunction / spójnik
(prep) – preposition / przyimek
(det) – determiner / określnik
(phr) – phrase / wyrażenie

COLLOCATIONS		
be free *(phr)*	/biː friː/	być wolnym
do homework *(phr)*	/duː ˈhəʊmˌwɜː(r)k/	odrabiać pracę domową
good company *(n)*	/gʊd ˈkʌmp(ə)ni/	dobre towarzystwo
go shopping *(phr)*	/gəʊ ˈʃɒpɪŋ/	iść na zakupy
go swimming *(phr)*	/gəʊ ˈswɪmɪŋ/	iść popływać
go to a party *(phr)*	/gəʊ tʊ ə ˈpɑː(r)ti/	iść na imprezę
have a barbecue *(phr)*	/hæv ə ˈbɑː(r)bɪˌkjuː/	grillować
have fun *(phr)*	/hæv fʌn/	bawić się
have a great time *(phr)*	/hæv ə greɪt taɪm/	świetnie się bawić
have a seat *(phr)*	/hæv ə siːt/	zająć miejsce
it's getting late *(phr)*	/ɪts getɪŋ leɪt/	robi się późno
make a cake *(phr)*	/meɪk ə keɪk/	robić ciasto
make yourself at home *(phr)*	/meɪk jə(r)ˈself ət həʊm/	czuć się jak u siebie
meet friends *(phr)*	/miːt frends/	spotykać przyjaciół
play computer games *(phr)*	/pleɪ kəmˈpjuːtə(r) geɪms/	grać w gry komputerowe
spend time *(phr)*	/spend taɪm/	spędzać czas
take a break *(phr)*	/teɪk ə breɪk/	zrobić sobie przerwę
tidy (my) room *(phr)*	/ˈtaɪdi maɪ ruːm/	sprzątać (swój) pokój
visit relatives *(phr)*	/vɪzɪt ˈrelətɪvz/	odwiedzać krewnych
PARTY		
balloon *(n)*	/bəˈluːn/	balon
candle *(n)*	/ˈkænd(ə)l/	świeczka
confetti *(n)*	/kənˈfeti/	konfetti
present *(n)*	/ˈprez(ə)nt/	prezent
sparkler *(n)*	/ˈspɑː(r)klə(r)/	zimny ogień
streamer *(n)*	/ˈstriːmə(r)/	serpentyna
PHRASAL VERBS		
ask about *(phr v)*	/ɑːsk əˈbaʊt/	pytać o
ask for *(phr v)*	/ɑːsk fə(r)/	prosić o
call back *(phr v)*	/kɔːl bæk/	oddzwaniać
call off *(phr v)*	/kɔːl ɒf/	odwoływać
get on *(phr v)*	/get ɒn/	mieć dobre relacje
go out *(phr v)*	/gəʊ aʊt/	wychodzić
go round *(phr v)*	/gəʊ raʊnd/	wpaść z wizytą
get together *(phr v)*	/get təˈgeðə(r)/	spotkać się
hang out *(phr v)*	/hæŋ aʊt/	spędzać czas
hang up *(phr v)*	/hæŋ ʌp/	kończyć rozmowę telefoniczną
look forward to *(phr v)*	/lʊk ˈfɔː(r)wə(r)d tə/	z niecierpliwością oczekiwać (czegoś)
look up to *(phr v)*	/lʊk ʌp tə/	podziwiać (kogoś)
stay in *(phr v)*	/steɪ ɪn/	nie wychodzić, pozostać w domu
stay up *(phr v)*	/steɪ ʌp/	nie kłaść się spać
take (sb) away *(phr v)*	/teɪk ˈsʌmbədi əˈweɪ/	wyjechać z kimś
take (sb) out *(phr v)*	/teɪk ˈsʌmbədi aʊt/	zabrać kogoś (np. na randkę)
PREPOSITIONAL PHRASES		
at the back of *(phr)*	/æt ðə bæk ɒv/	z tyłu
at the bottom of *(phr)*	/æt ðə ˈbɒtəm ɒv/	na dole
at the end of *(phr)*	/æt ði end ɒv/	na końcu
at the front of *(phr)*	/æt ðə frʌnt ɒv/	przed, z przodu
at the top of *(phr)*	/æt ðə tɒp ɒv/	na górze
in the middle of *(phr)*	/ɪn ðə ˈmɪd(ə)l ɒv/	w środku
on the left of *(phr)*	/ɒn ðə left ɒv/	na lewo
on the right of *(phr)*	/ɒn ðə raɪt ɒv/	na prawo

TECHNOLOGY		
click *(v)*	/klɪk/	kliknąć
contact *(v)*	/ˈkɒntækt/	kontaktować się
device *(n)*	/dɪˈvaɪs/	urządzenie
digital *(adj)*	/ˈdɪdʒɪt(ə)l/	cyfrowy
landline *(n)*	/ˈlæn(d)ˌlaɪn/	linia naziemna, telefon stacjonarny
laptop *(n)*	/ˈlæpˌtɒp/	laptop
make calls *(phr)*	/meɪk kɔːls/	dzwonić
post *(n)*	/pəʊst/	post (wpis np. na forum internetowym)
snail mail *(n)*	/sneɪl meɪl/	list zwykły, pocztowy
web *(n)*	/web/	sieć
OTHER WORDS		
Aussie *(n)*	/ˈɒzi/	Australijczyk
backyard *(n)*	/ˌbækˈjɑː(r)d/	podwórko
date *(n)*	/deɪt/	data
event *(n)*	/ɪˈvent/	wydarzenie
harbour *(n)*	/ˈhɑː(r)bə(r)/	port
invade *(v)*	/ɪnˈveɪd/	najeżdżać
name of something / somebody *(n)*	/neɪm ɒv ˈsʌmθɪŋ/ ˈsʌmbədi/	nazwa, imię czegoś/ kogoś
reception *(n)*	/rɪˈsepʃ(ə)n/	przyjęcie
settler *(n)*	/ˈsetlə(r)/	osadnik
sharp *(adj)*	/ʃɑː(r)p/	punktualnie
spectacular *(adj)*	/spekˈtækjʊlə(r)/	widowiskowy
telephone number *(n)*	/ˈtelɪˌfəʊn ˌnʌmbə(r)/	numer telefonu
time *(n)*	/taɪm/	czas, pora
transport *(n)*	/ˈtrænspɔː(r)t/	transport

USEFUL EXPRESSIONS

ASKING FOR DETAILS ABOUT EVENTS	
Where is it?	Gdzie to jest?
When / What time does it start?	Kiedy / O której się rozpoczyna?
When / What time does it finish?	Kiedy / O której się kończy?
What time is it starting / finishing?	O której godzinie rozpoczyna się / kończy?
What should / shall I bring?	Co powinienem przynieść?
What's the contact phone number?	Jaki jest numer kontaktowy?
What's the contact email address?	Jaki jest e-mail kontaktowy?
Can I bring my friend?	Czy mogę zabrać ze sobą przyjaciela?
CHECKING INFORMATION	
Sorry, I didn't understand.	Przepraszam, nie zrozumiałem/-am.
Can you repeat that / say that again, please?	Czy możesz to powtórzyć?
Can you spell that, please?	Czy możesz to przeliterować?
EXPRESSING TIME	
a.m.	przed południem
p.m.	po południu
in the morning	rano
in the afternoon	po południu
in the evening	wieczorem
at night	nocą
from … until …	od … do …
starts at …	zaczyna się o …
finishes at …	kończy się o …
GIVING CONTACT DETAILS	
Call me on … .	Zadzwoń do mnie (na numer) … .
Email me at … .	Napisz do mnie e-mail (na adres) … .

4 A Day in the Life

Reading I can understand a text about everyday activities.

Vocabulary I can talk about my typical day. I can name particular everyday activities and chores. I can name particular places and activities in a shop.

Grammar I can talk about my future plans. I can talk about activities that I think will happen in the future. I can talk about future facts. I can express spontaneous decisions about the future. I can say how much of something and how many things I can see or need.

Listening I can understand specific details in short and longer conversations, for example, about travel plans.

Speaking I can name specific dishes and drinks. I can have a simple conversation in a restaurant.

Writing I can write an informal email about my plans.

New words and phrases

- awful
- terrible
- a bar of chocolate
- brownie
- a can of cola
- cashier
- chores
- dessert
- garlic bread
- a jar of olives
- a loaf of bread
- a tin of tomatoes
- receipt
- till
- trolley
- sparkling water
- still water
- borrow money
- lend money
- dust
- iron
- brush my hair
- do housework
- do the washing up
- get home
- get dressed
- hang out clothes
- make money
- make my bed
- pay by card
- pay in cash
- save money
- spend money
- sweep the floor
- take a break
- take a shower
- tidy my bedroom
- vacuum the carpet
- water the garden
- Can I book a table?
- Can you come with us?
- Can I have the bill, please?
- Would you like to come?
- I don't get it.
- I'm looking forward to it.
- I think it'll be fun.

An Inuit picking ice for drinking water in Kangertivatsiakajik, Greenland

4a A Day in the Life

Reading

1 **Draw a mind map in your notebook with everyday activities.**

2 **This is Fu from China. Which activities in your mind map in Exercise 1 do you think he does?**

3 **Quickly read the article about Fu's day and check your guesses in Exercise 2.**

Word Focus

the capital: the most important city in a country

porridge: a food made from rice or grains which is cooked in water or milk and eaten hot for breakfast

foreign: from another country

physical education: a lesson at school in which pupils do sports activities

stay behind: remain in the classroom after the lesson

Fu's Day

What's it like to live in China?
This is how one boy spends a typical school day.

My name is Fu Wang. I live with my parents and grandparents in the **capital** of China, Beijing.

6.30 A.M.

I **get up**, take a quick shower, brush my teeth, get dressed, and make the bed. **(1)** ? I usually have congee for breakfast. Congee is rice **porridge**. I sometimes have some fruit for breakfast, too, either apples or bananas. I never have cakes or any other desserts for breakfast.

7.15 A.M.

I go to school. It takes about 15 minutes by bus, or 40 minutes if I walk. I seldom walk to school because it's too crowded in my neighbourhood. I usually take a bus; that's why I'm never late. I go to an international school, and many **foreign** students study there.

7.30 A.M.

When I **get to school**, I hand in my homework to my teachers. Then, I have three classes in the morning: Chinese, English and History.

11.30 A.M.

It's time for lunch, so I eat in the school cafeteria. It's usually rice and some meat with vegetables. It's a long break, so after I eat, I usually hang out with my classmates. **(2)** ? We are going to have exams soon, and our teachers want us to study during the break. I believe I will pass the exams. Maybe I will try to study even more in the evenings.

1.30 P.M.

Afternoon classes start. We have geography and **physical education**, which I'm crazy about. I'm keen on sport and I would like to be an athlete. Last year I won a running race at my school's mini-Olympic Games. **(3)** ? My PE teacher will train me this year, too.

3.30 P.M.

Classes finish, but I **stay behind** so that my teachers can explain **anything that I don't get**. I'm going to stay today too. I have to ask them a few questions.

4.00 P.M.

Students have to clean their schools here in China. It wasn't my plan, but I think I'll stay this Friday and help my friends. I'm going to stay next week to sweep the floors in some classrooms and vacuum the carpet in the teacher's room.

4 **Read the text again and answer questions 1–5 below. Write the answers in your notebook.**

1 What does Fu sometimes eat for breakfast? ?
2 How long does it usually take him to get to school? ?
3 What sport is he interested in? ?
4 Where does he eat his second snack? ?
5 Who cleans Fu's room? ?

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

Skills Explorer

Dobieranie zdań do luk

- Przeczytaj dokładnie cały tekst, żeby wiedzieć, o czym jest.
- Zastanów się, o czym są zdania przed lukami i po nich.
- Zwróć uwagę na takie słowa jak *it, they, he, she, this, that, we, e*tc. Mogą cię one naprowadzić na właściwą odpowiedź.

4.10 P.M.

I walk home with some of my friends. On the way, we **get some snacks** and chat. Sometimes, we stop to play football and basketball, but I'm not going to join my friends today. I'm going to stay in and revise history.

5.00 P.M.

I **get home** and I have a rest before dinner. I sometimes do things like washing up to help my parents, but not before exams. For dinner, we usually have some rice or steamed bread with meat and vegetables. **(4)** ? That's what my mum said.

6.30 P.M.

I do my homework. I **get a lot of homework** from my teachers. At 8.30 I have a snack. Then, I study again. Sometimes I **get tired,** but I really want to do well in my exams. My room is a mess; Mum is going to be angry about it. I think I'll try to make my bed more regularly in the mornings.

10.00 P.M.

I prepare my school bag for the next day. I need to pack a few books. Then, it's time for bed.

6 **Now complete the *Skills Booster* task.**

Skills Booster

Przeczytaj jeszcze raz tekst o Fu, z którego usunięto cztery zdania. Dopasuj zdania A–E do luk 1–4, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo. Zapisz odpowiedzi w zeszycie.

A I was so happy about it.
B I think I will have rice pudding for lunch today.
C Today we're going to have some rice with vegetables.
D But we are not doing that now.
E My grandmother makes breakfast for me.

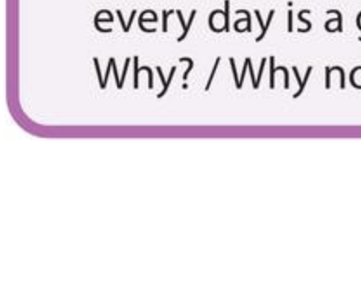
7 42 **Listen to the text and check your answers.**

8 **Match the uses of get (1–6) in bold in the text with definitions A–F. Write the answers in your notebook.**

1	get up ?	**A**	arrive at / back
2	get to school / get home ?	**B**	become
3	don't get ?	**C**	buy
4	get some snacks ?	**D**	start the day
5	get tired ?	**E**	receive
6	get a lot of homework ?	**F**	don't understand

9 43 **Listen and check your answers.**

10 **Look at these pictures. Choose one person and imagine that you are that person. Describe your day. Use phrases with *get*.**



Ideas Focus

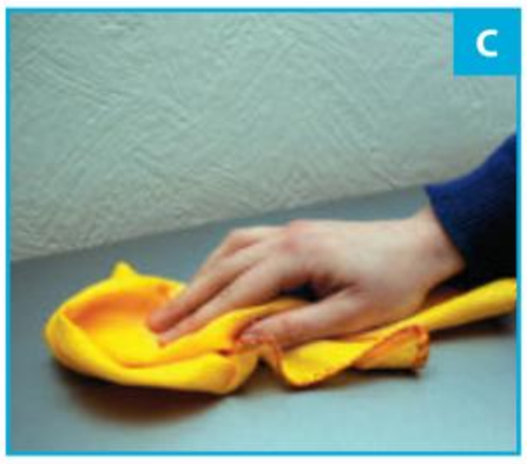
- Is your typical day easier than Fu's? Why? / Why not?
- Why do teachers give students homework? Do you think doing homework every day is a good idea? Why? / Why not?

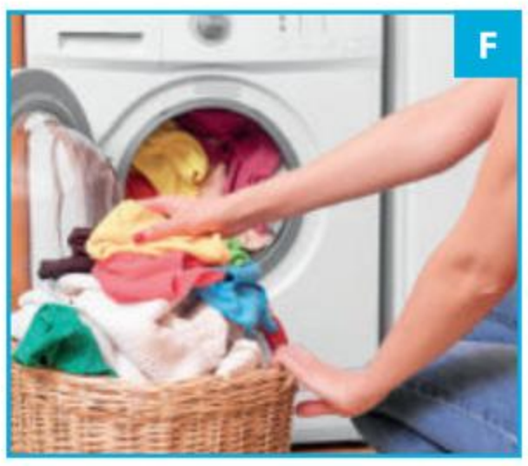
4b A Day in the Life

Vocabulary 1

1 **Match the everyday chores we do at home with pictures A–H. Write the answers in your notebook.**

dusting vacuuming the carpet making the bed
doing the washing sweeping the floor ironing
doing the washing up cleaning the bathroom





2 44 **Listen and check your answers.**

3 **Guess the words and phrases (1–5) in Exercise 1 from these letters. Continue playing in pairs.**

1 istudgn
2 akmgni het dbe
3 giewsepn teh orlfo
4 rgiionn
5 mvuinagcu

4 **Find four phrases in Exercise 1 in the story about Fu. Which phrase was mentioned twice?**

5 **Choose the correct option. Write the answers in your notebook.**

1 Every day from Monday to Friday, I *get* / *rise* / *go* up at 7 o'clock.
2 I start getting ready. First, I *do* / *make* / *take* a quick shower.
3 Then, I *brush* / *put* / *make* my hair and I dry it with the hairdryer.
4 After that, I choose my clothes and *be* / *get* / *put* dressed.
5 Then, I *make* / *do* / *have* my bed so that my bedroom looks tidy.
6 By this time, I'm hungry, so I *do* / *make* / *take* my breakfast.
7 I usually *do* / *find* / *have* a cup of coffee with my breakfast.
8 Then, I *help* / *make* / *do* the washing up and after that, I'm ready for school.

6 **Complete the dialogues about chores at home with the words in the box. Practise the dialogues with a partner.**

do hang out tidy wash water

1 **A:** Can you please ? your bedroom, Joe? It's such a mess!
B: Yes, Mum. I'll do it in a minute.

2 **A:** I can do the washing, Dad.
B: Thanks. Can you ? the clothes to dry, too?

3 **A:** Do you ? the garden in the winter?
B: No, I don't.

4 **A:** Who is going to ? the car this week?
B: I'll do it.

5 **A:** When do you ? the housework?
B: I'm too busy in the week, so I do it on Saturday morning.

7 **Guessing game. Choose one activity from Exercises 1 and 6 and tell your partner *how often / when / how / where* you do this activity. Your partner must guess what it is. Don't use any gestures.**

Example

I usually do it after I get up. I do it every day. My mum is angry when I don't do it. What activity is it?

be going to vs. future simple

Konstrukcję ***be going to*** **+ bezokolicznik** stosujemy, mówiąc o:

- planach i zamiarach dotyczących przyszłości, np. ***I'm going to*** *stay next week to sweep the floors in some classrooms.*
- bliskiej przyszłości przewidywanej na podstawie tego, co widzimy w danej chwili, np. *My room is a mess;* ***Mum is going to be*** *angry.*

Reading reference p 60, 61

Zdania twierdzące i przeczące tworzymy, dodając ***be going to*** w odmienionej formie, zgodnie z osobą i liczbą. Zdanie kończymy czasownikiem głównym.

Osoba	Czasownik posiłkowy	*going to*	Czasownik główny
John	is (not)	going to	stay.

Pytania ogólne tworzymy poprzez zamianę miejsc czasownika posiłkowego ***be*** i osoby (inwersja).

Czasownik posiłkowy	Osoba	*going to*	Czasownik główny	Odpowiedź
Is	John	going to	stay?	Yes, he is. No, he isn't.

1 Make questions using *be going to* in order to match these short answers. Write them in your notebook.

1 ? Yes, I am.
2 ? No, they aren't.
3 ? No, she isn't.
4 ? Yes, we are.

Czasu **future simple** używamy, mówiąc o:

- spontanicznych decyzjach, *np.* ***I'll stay*** *this Friday.*
- obietnicach / groźbach / prośbach / propozycjach, np. ***I'll help*** *you! /* ***I will throw*** *your phone away, you use it too much. /* ***Will you stay*** *with me? /* ***I'll buy*** *it for you.*
- pewnych wydarzeniach w przyszłości, np. ***My PE teacher will train*** *me this year, too.*

Stosujemy go również z wyrażeniami *I think, I believe, I'm sure, I expect, probably, maybe, np.*
I believe I will *pass the exams.*

Reading reference p 60, 61

Przeczenia w czasie **future simple** tworzymy przez dodanie ***not*** do ***will***, a pytania poprzez inwersję.

Twierdzenie	Przeczenie	Pytanie ogólne
I **will** cook.	I will **not (won't)** cook.	**Will I** cook?

Na początku pytań otwartych w obydwu konstrukcjach pojawiają się zaimki pytające, np.
What *are you going to do tomorrow?*
Where *will you cook tomorrow?*

2 What are the people in pictures A–D saying or thinking about? Write the sentences in your notebook.

3 Complete the dialogues with the correct form of *will* or *be going to* of the verbs in brackets. Write the answers in your notebook.

1 **A:** I'm going to watch my favourite team play tonight.
B: Do you think they ? (*win*)?

2 **A:** Look at those black clouds in the sky!
B: I know! It ? (*rain*) very soon!

3 **A:** We're going to your favourite restaurant at 8.00 p.m.
B: Yes, and I've already decided what I want. I ? (*order*) the steak.

4 **A:** Oh no! I want to buy this ice-cream but I don't have any money!
B: Don't worry! I ? (*buy*) it for you.

5 **A:** Good evening. What would you like to order?
B: Erm … OK, I ? (*have*) the tuna pasta, please.

6 **A:** Come in! I'm going to make some coffee!
B: I can't, I'm afraid. I ? (*play*) tennis with Rick.

4 Student A p 148. Student B p 173.

More exercises in the **Grammar Guide p 156**

4d A Day in the Life

Murano Island, Venice, Italy

Listening

1 **Read the beginnings of sentences A–F and think about the possible endings.**

A She is going to travel with … .
B They will leave the hotel at … .
C For her shopping, she has got … .
D She is going to visit … .
E They are going to get to the museum … .
F In the café, she orders … .

2 **Match the sentence beginnings (A–F) in Exercise 1 with the type of information (1–6) they require.**

1 some food or drink ?
2 a person ?
3 a place ?
4 an amount ?
5 time ?
6 a form of transport ?

3 **Decide which of the multiple-choice answers in 1–6 below refer to the sentence beginnings (A–F) in Exercise 1.**

1	**A** Rome	**B** Milan	**C** Venice
2	**A** Mum and Dad	**B** Granny	**C** Mum
3	**A** an espresso	**B** a cappuccino	**C** some milk
4	**A** 10 euros	**B** 4 euros	**C** 6 euros
5	**A** on foot	**B** by bus	**C** by boat
6	**A** 9.00	**B** 10.00	**C** 8.45

4 45 **Listen and choose the correct option in Exercise 3. Write them in your notebook.**

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

Skills Explorer

Określanie celu słuchania

- Przed wysłuchaniem nagrania przyjrzyj się zdaniom wprowadzającym. Dzięki temu dowiesz się, jakiego rodzaju informacji musisz szukać (np. dotyczących czasu, ilości, przyczyny).
- Gdy będziesz wiedzieć, czego szukać, łatwiej wyłowisz kluczowe informacje z nagrania.
- Zazwyczaj kolejność zdań wprowadzających jest zgodna z chronologią nagrania.

6 46 **Now complete the *Skills Booster* task.**

Skills Booster

Usłyszysz dwukrotnie rozmowę Dana i Kate o wspólnym wyjeździe. W zadaniach 1–5 z podanych odpowiedzi wybierz właściwą: A, B lub C. Zapisz odpowiedzi w zeszycie.

1 The cameras will be taken by
A Dan. **B** Kate. **C** both Dan and Kate.

2 They will need
A a lot of clothes.
B a few clothes.
C warm clothes.

3 They will wear boots because
A there will be snakes.
B it will be wet.
C they are comfortable.

4 They will get to the village
A on foot. **B** by car. **C** by plane.

5 They hope to reach the area where the gorillas live at
A 5.00 a.m. **B** 6.00 a.m. **C** 7.00 a.m.

7 **Predict your partners' future. Tell them what they will do in:**

- 5 years
- 20 years
- 50 years

Speaking

A Day in the Life 4e

1 **Match these words with pictures A–H. There are two extra words. Write the answers in your notebook.**

espresso ice-cream chocolate brownie
spaghetti with prawns sparkling water
orange juice garlic bread olives still water
cheese and tomato pizza

A

B

C

D

E

F

G

H

2 **Read the conversation. Where is it taking place?**

A: What would you like to order?
B: For the starter I'll have some olives, and then a pizza for my main course.
C: Erm … I'll have some garlic bread, and could I have the spaghetti with prawns?
A: Anything to drink?
B: How much is a bottle of sparkling water?
A: We have two kinds. The cheaper one is 5 pounds.
B: We'll have that one, please.
A: Would you like some dessert?
C: Do you have any tiramisu?
A: I'm afraid we haven't got any. We only have ice-cream or chocolate brownies.
C: I'll feel bad after chocolate, so I'll have a little ice-cream.
A: Anything else?
B: No, thank you. Can we have the bill, please?

3 **Read the conversation again. Is the meal the customers order healthy? Why? / Why not?**

Dialogue Word Box

garlic bread • meat with vegetables • tuna spaghetti • fish and chips • cheese cake • ice-cream • cappuccino • glass of apple juice • coffee with milk • can of cola • bottle of sparkling water • bottle of still water

4 47 **Listen to the dialogue and repeat it. Then, act it out changing the words in bold. Use the words in the *Dialogue Word Box*.**

Phrase Book

Eating out
- What time does the restaurant open?
- Can I book a table?

Taking an order
- What would you like to order?
- Any drinks?
- I'm afraid we don't have … .

Ordering food and drink
- Can I have the pasta, please?
- How much … ?
- I'd like / I'll have some pizza, please.
- Do you have any garlic bread?
- What kind of ice-cream do you have?
- Can we have the bill, please?

5 **Student A p 148. Student B p 173.**

Ideas Focus

'Young people can't cook. They only eat junk food or go to restaurants.' Do you agree? Why? / Why not?

4f A Day in the Life

Vocabulary 2

1 **Complete the phrases under the pictures with these words. Write the answers in your notebook.**

bottle carton jar loaf packet tin bar can

a ? of
bread

a ? of
water

a ? of
cornflakes

a ? of
cola

a ? of
olives

a ? of
orange juice

a ? of
tomatoes

a ? of
chocolate

2 **Use the words to complete dialogues 1–4.**

1 *pay* / *spend*
A: We ? a lot of money at the supermarket.
B: Yes, and we ? a lot for some products.

2 *do* / *go*
A: Let's ? shopping. We need some bread.
B: I don't want to ? the shopping now. I'm busy.

3 *lend* / *borrow*
A: Can you ? me some money?
B: Sure. How much do you need to ?

4 *make* / *save*
A: How can I ? some money?
B: First, you must work hard and then you can ? it.

3 **Choose the correct option to complete the text about Lizzy's Saturday job. Write the answers in your notebook.**

Lizzy's Saturday Job

Lizzy is 16. She's a student, but she's also got a job in a supermarket. Sometimes, she is the **(1)** *till* / *cashier*. She likes talking to the **(2)** *customers* / *shelves*. She has a chat with them when they are taking their shopping out of the **(3)** *receipt* / *trolley* and she is putting it into bags for them. Then, if they pay **(4)** *in cash* / *by card*, she puts the money into the **(5)** *till* / *trolley* and she gives them a **(6)** *cash* / *receipt*. Other times, she puts products on the **(7)** *shelves* / *customers*, but she doesn't like doing it.

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

Skills Explorer

Uzupełnianie luk gramatycznych

- Przeczytaj najpierw cały dialog, aby wiedzieć, o czym jest.
- Pamiętaj o liczbie słów do użycia w każdej luce. Nie przekraczaj jej. Nie należy też zmieniać kolejności wyrazów.

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

Skills Booster

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

J: Hi Lizzy, I'm going to ask you some questions.
L: OK. But how many? I don't have much time.
J: **(1)** ? (*you / like*) working here?
L: Yes, I'm not going to say anything against it. I like this job and I spend a lot of time here.
J: Are **(2)** ? (*you / going*) work here next year?
L: I'll tell you some other time perhaps! My life is crazy, so I don't really have any plans.
J: What is **(3)** ? (*good / thing*) about working here?
L: Meeting so many new people of course.
J: Is there anything you don't like about the job?
L: Well, I don't really like it when customers pay in cash.
J: Good to know. **(4)** ? (*I / pay*) by card then!
L: Don't worry about that. I have to go, **(5)** ? (*we / put*) the cartons, jars and tins on the shelves now!
J: OK, thank you Lizzy.

6 **Read both texts about Lizzy's job again and try to remember as much as possible. Now imagine that you are Lizzy and tell your partner about your job.**

Ideas Focus

- Is it a good idea for students to have jobs? Why? / Why not?
- Are you careful with money? Do you save it or spend it?

Countable / Uncountable Nouns and Quantifiers

Rzeczowniki policzalne (*countable nouns*) to rzeczowniki, które występują w liczbie pojedynczej i w liczbie mnogiej, np. *one friend – two friends.*

Rzeczowniki niepoliczalne (*uncountable nouns*) to rzeczowniki, które nie tworzą formy liczby mnogiej, np. *advice, biology, bread, chocolate, cheese, equipment, fruit, food, fun, furniture, health, history, homework, information, luggage, milk, meat, money, music, porridge, rice, rubbish, salt, sugar, time, traffic, water.*

More examples in the **Grammar Guide p 157**

Reading reference p 60, 61

- Formy czasowników dostosowują się do liczby pojedynczej lub mnogiej **rzeczowników policzalnych**, np. *An apple for lunch **is** a good idea. Apples **are** tasty. Children **don't** usually like cabbage.*
- Po **rzeczownikach niepoliczalnych** zawsze stawiamy czasownik w liczbie pojedynczej, np. *Milk **is** cold. Rice **is** tasty. Money **is** dirty.*

1 Draw a table in your notebook. Write these words in the correct column in the table.

bananas furniture fruit women
men pupils meat money porridge
children traffic homework pears shelves
water fun buses bread cakes olives

IS	ARE
?	?

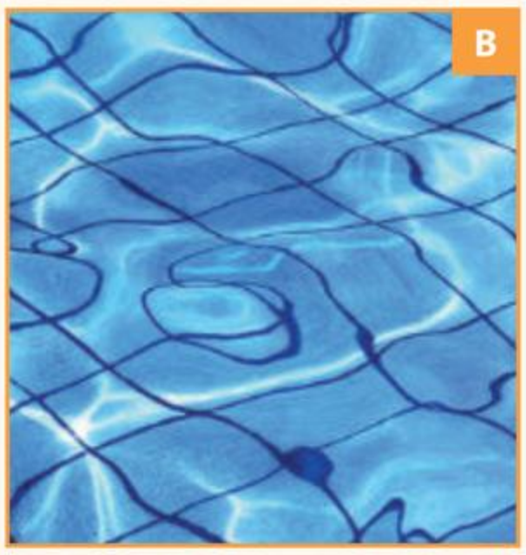
Przed **rzeczownikami policzalnymi w liczbie mnogiej i niepoliczalnymi** może występować ***some*** (w twierdzeniach) i ***any*** (w przeczeniach i pytaniach), np.
*He's got **some** olives / garlic bread.*
*He hasn't got **any** olives / garlic bread.*
*Has he got **any** olives / garlic bread?*

Przed **rzeczownikami policzalnymi** może występować: ***how many*** (ile), ***a few*** (kilka), ***a lot of / lots of*** (dużo), np.
***How many** questions have you got?*
*I've got **a few** questions.*
*I've got **a lot of / lots of** questions.*

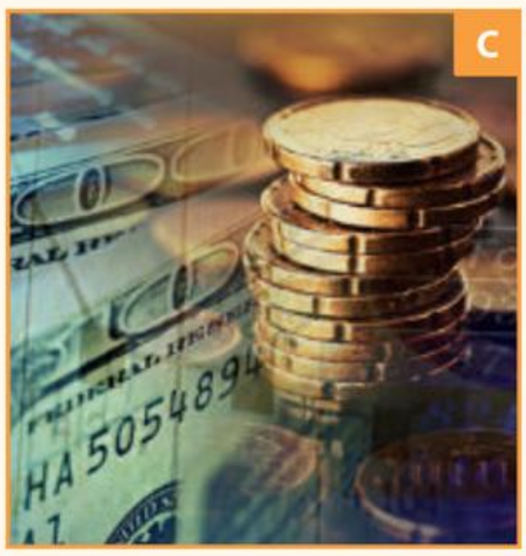
Przed **rzeczownikami niepoliczalnymi** może występować: ***how much*** (ile), ***a little*** (trochę), ***a lot of / lots of*** (dużo), np. ***How much** money have you got?*
*I've got **a little** money.*
*My teacher gives me **a lot of / lots of** homework.*

2 Decide which quantifiers do NOT match pictures A–D. Write the answers in your notebook.

a few / a little / some



much / any / many



many / lots of / a little

much / some / a few

3 Choose the correct option. Write the dialogues in your notebook.

1 **A:** How ***many*** / ***much*** / ***little*** children are coming to the party?
B: Ten, so we'll need ***lots of*** / ***many*** / ***a few*** food.

2 **A:** How ***many*** / ***any*** / ***much*** money have you got with you?
B: Only ***a little*** / ***a few*** / ***much*** euros. I'll go home and get some more.

3 **A:** There isn't ***some*** / ***any*** / ***a few*** food in the cupboard.
B: Don't worry. I'm going to buy ***any*** / ***a*** / ***some*** bread later.

4 **A:** Would you like ***a few*** / ***a little*** / ***many*** sugar in your coffee?
B: I'll have ***two*** / ***many*** / ***lots of*** sugar, please.

4 48 **Listen and check your answers.**

5 Ask your partner about the products in the fridge in his / her house. Check if the food is healthy.

Example

Have you got **any** water in your fridge?
Yes, I've got **some**.

More exercises in the **Grammar Guide p 157**

An email to a friend

Forms Explorer

- Gdy w e-mailu opisujesz minione wydarzenia lub plany na przyszłość, urozmaicaj opisy przymiotnikami.
- Jeśli chcesz nadać swojej opinii mocną wymowę, postaw przed przymiotnikiem odpowiedni przysłówek, np. *It was **really** good*.

1 **In your opinion, which of these weekend activities is the best and which is the worst? Put them in order from 1 (the best) to 6 (the worst) in your notebook.**

do housework	?	visit a museum	?
tidy your room	?	go to a restaurant	?
cook dinner	?	sunbathe	?

2 **Read Katie's email to her friend, Julie. Is Katie happy about her holiday plans?**

From: Katie
To: Julie
Subject: My job

Hi Julie,
How are you? I'm OK, but I'm not looking forward to the holidays.
My parents are going to go to Poland and will see many amazing places like Zakopane or Wieliczka, but I'll stay at home and start working – I think it'll be really boring. I found a job at a Japanese restaurant. I hate fish, so it's going to be awful! I will tidy the tables, prepare food and do the washing up! I decided to take the job because I want to earn some money and get some experience.
Are you free on Sunday? Can we meet and do something exciting before I start working?
Love, Katie

3 **Now read Julie's reply and answer questions 1–5.**

1 When did Julie go to the vet's? ?
2 Did Julie like the vet's clinic? ?
3 Is she going to work there again? ?
4 What time is she going to meet Katie? ?
5 What is she going to do after visiting the vet's? ?

From: Julie
To: Katie
Subject: My job

(1) [Droga] Katie,
Sorry to hear about your holidays! **(2)** [Nie będzie tak] terrible as you think. I'm going to be a vet, so I got some work experience at a vet's last month, and it was great fun.
(3) [Zamierzam] work there again in the holidays. I'm really looking forward to it. You can come to the clinic with me on Sunday! Maybe you **(4)** [zmienisz] your mind and work with me. Let's meet in front of our school at 10 o'clock. After that, I'm going to go to the cinema – it'll be really relaxing.
(5) [Do zobaczenia w niedzielę.]
Julie

4 **Read Julie's email again. Translate the phrases in brackets into English. Write the answers in your notebook.**

5 **Find these adjectives and phrases in both emails. Decide if they are positive or negative.**

awful really boring great fun exciting
I'm not looking forward to … . relaxing
terrible I'm really looking forward to it.

Phrase Book

Talking about plans

- We're going to go to the cinema.
- We're going to meet at 11 o'clock at the museum.
- I'm going to tidy my room on Saturday.

Giving opinions

- It'll be great fun.
- It'll be really boring.
- It's going to be really relaxing.
- I'm really looking forward to it.

Inviting

- Can you come?
- You can come, too!
- Would you like to come with us?

6 **Write an email to your friend. In the email:**

- tell them about your plans for Saturday
- tell them how you feel about it
- find out if your friend can come

Use the phrases in the *Phrase Book* and ideas in the *Forms Explorer*.

Informal email

Writing Guide 4

E-mail do przyjaciela

- E-mail nieformalny jest adresowany do osoby, którą znasz, dlatego posługuj się nieformalnym językiem. Stosuj:
  - bezpośredni styl, np. *How was your trip to Zakopane?*
  - potoczne słownictwo i zwroty, np. *Sorry to hear about that.* (Zamiast: *I'm sorry to hear about that*).
  - skrócone formy czasowników, np. *I didn't go to school.*
  - proste zwroty powitalne i pożegnalne, np. *Hi* oraz *Take care*.
- Nawiązuj do tematów znanych tobie i adresatowi, np. *How was the party last weekend?*
- W nieformalnym e-mailu mogą się pojawić skróty, np. *gr8* (*great*) czy emotikony ☺ stosowane w wiadomościach tekstowych. Nie można ich jednak nadużywać ani stosować na egzaminach.

Plan

Zwrot powitalny
Dear Sue, / Hi Tom, / Hello Robert,

Wstęp

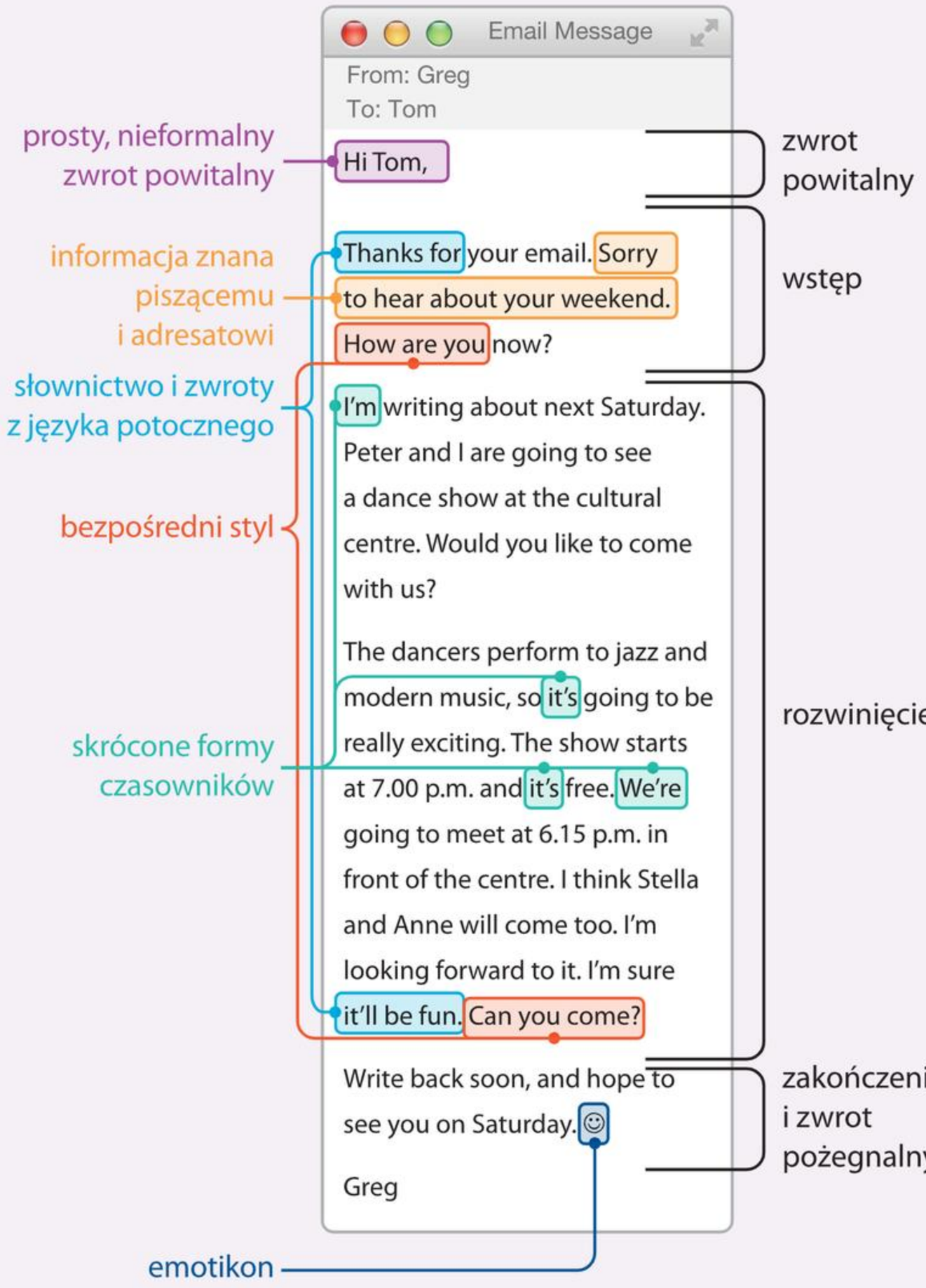
Akapit 1
Rozpocznij grzecznym zwrotem do adresata, np. *How are you now? / How's life? / How are you doing?* lub *Thanks for your email. / It was great to get your email.*
Nawiąż do wydarzeń znanych adresatowi, np. *Sorry to hear about your weekend.*

Rozwinięcie

Akapit 2, 3
Wyjaśnij, dlaczego piszesz, np. *I'm writing about next Saturday, Would you like to come with us?*
Podaj szczegóły, np. *The show starts at 7.00 p.m. and it's free.*
Możesz też wyrazić opinię, np. *I'm sure it'll be fun.*

Zakończenie i zwrot pożegnalny

Zakończ e-mail miłym zwrotem.
See you on Saturday. / Hope to see you soon. / Write back soon. / Love, / Take care, / Best wishes,
Pamiętaj, aby się podpisać.



Sprawdź poprawność swojej wypowiedzi

- Czy struktura e-maila odpowiada planowi i zawiera zwrot powitalny, podział na akapity i zwrot pożegnalny?
- Czy język e-maila jest nieformalny? Czy e-mail zawiera potoczne sformułowania?
- Czy użyłeś / użyłaś zróżnicowanego słownictwa i struktur gramatycznych?
- Czy sprawdziłeś / sprawdziłaś poprawność gramatyczną i ortograficzną e-maila?

4 Review

1 49 **Listen to Nick talking about his family. Match people 1–5 with activities A–H. There are three extra activities. Write the answers in your notebook.**

1 Nick ?

2 Mum ?

3 Robin ?

4 Jane ?

5 Dad ?

A makes breakfast
B makes the bed
C washes the car
D does the washing up
E puts on make-up
F has a cup of coffee
G waters the garden
H hangs out the clothes

2 Choose the correct form of the words to complete the sentences. Write the answers in your notebook.

1 Here in Austria, when we have a lot of ***snow*** / ***snows*** and it is cold outside, we like to drink hot chocolate.

2 We use ***chicken*** / ***chickens*** when we make paella, which is our national dish here in Spain.

3 When I was in Italy with my family last summer, we went to a restaurant and ordered four ***pizza*** / ***pizzas*** so that each of us had something different.

4 I don't have ***much*** / ***many*** time this afternoon to make the type of goulash that they eat in Hungary.

5 That website has got some very interesting ***information*** / ***informations*** about how to cook dumplings similar to those found in dishes in Czechia and Slovakia.

6 When I'm in the UK, I always eat too many ***biscuit*** / ***biscuits***, but they are so delicious.

7 Some people put ***a few*** / ***a little*** sugar in their espresso in Italy.

8 We don't have ***any*** / ***some*** olives to put in our Greek salad, I'm afraid.

3 Roll the die and do the tasks below.

make a sentence using ***going to***

name 5 uncountable nouns

make a sentence using ***will not***

make a sentence using ***will***

name 4 countable nouns

make a sentence using ***not going to***

4 Complete the sentences with the correct form of the verbs in brackets. Write the answers in your notebook.

1 'Do you have any plans for the weekend?'
'Yes, I ? (*buy*) a new computer game. I got some money for my birthday. I hope I ? (*find*) the one I want.'

2 'What ? (*you / think / happen*) next year at school?'
'I think we ? (*learn*) many new things and a third language.'

3 Look at those clouds! It ? (*rain*). I hope you have an umbrella.

4 Oh, no! I've left my phone in the classroom. I ? (*be*) right back.

5 Use *I think / believe / am sure* and *will* to make five predictions about your life for the next year. Use some of the words below.

- school: teachers, lessons, friends, classmates
- home: parents, brothers, sisters, family
- shopping: customers, cashiers, go shopping, do the shopping
- holidays: Venice, Rome, The Tatra Mountains

Example

I hope my parents won't spend a lot of money on clothes.

6 Use *I'm going to* to make five plans about your life. Use some of the words below.

- this afternoon
- tomorrow
- next weekend
- next month
- your birthday

Example

I'm going to clean my room next weekend.

7 Talk to another pair and try to agree on at least one prediction that you all think will happen and one plan that you could put into practice together.

Skills Checkpoint 4

Rozumienie ze słuchu

1 50 **Usłyszysz dwukrotnie cztery teksty. W zadaniach 1–4, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.**

1 What did the girl do after she finished her homework?

2 What did Leo **NOT** have for breakfast?

3 How much did the boy spend on the shopping?

A £ 65 **B** £ 60 **C** £ 55

4 What did the boy agree to do?

A Save some money. **B** Lend some money. **C** Spend some money.

2 51 **Usłyszysz dwukrotnie rozmowę Harry'ego z nauczycielką. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.**

1 The older man has got

A black hair.
B a brown moustache.
C a beard.

2 The photo was taken

A at home.
B at school.
C outside.

3 The older man is

A a person who probably likes telling jokes.
B worried about something.
C annoyed with somebody.

Znajomość funkcji językowych

3 52 **Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna z nich została podana dodatkowo. Zapisz odpowiedzi w zeszycie.**

A No, thank you. I had some ice cream.
B Yes, do you have sparkling water?
C You're right. It's going to rain.
D I'll help you with your homework.
E Around 8 o'clock.

1	2	3	4
?	?	?	?

4 Skills Checkpoint

4 Dla każdej z opisanych sytuacji (1–8) wybierz właściwą reakcję: A, B albo C. Zapisz odpowiedzi w zeszycie.

1 Jesteś kelnerem w restauracji, chcesz przyjąć zamówienie. Jak zapytasz klienta?

A What order do you have?

B What would you like to order?

C What did you order?

2 Kolega pyta, czy chciałbyś pójść z nim i jego znajomymi na obiad. Co odpowiesz?

A I'm waiting for my brother.

B Yes, I'd love some more, please.

C Yes, I'd love to.

3 Starsza pani na ulicy ma bardzo ciężkie torby. Chcesz pomóc. Co powiesz?

A What are you doing?

B I'll help you.

C I am strong.

4 Mama prosi cię, abyś wyjrzał przez okno i sprawdził, jaka jest pogoda. Wyglądasz i widzisz chmury. Co powiesz?

A I'm scared.

B It's going to rain.

C I would like to go out.

5 Jesteś kelnerem w restauracji i chcesz zapytać klientów, czy chcą coś jeszcze zamówić. Co powiesz?

A Anything else?

B What do you want?

C Finish, please.

6 Chcesz zapytać koleżankę z ławki, ile ma długopisów.

A How much is it?

B How many pens have you got?

C How much have you got?

7 Pytasz mamę, ile mleka zostało. Co powiesz?

A How many eggs have we got?

B How much milk have we got?

C Is there a lot of milk?

8 Twój brat zaspał do szkoły. Musisz go szybko obudzić. Co mówisz?

A Get home!

B Go to school!

C Get up!

Rozumienie tekstów pisanych

5 Przeczytaj tekst, z którego usunięto cztery zdania. Dopasuj zdania A–E do luk 1–4, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo. Zapisz odpowiedzi w zeszycie.

Expensive Shopping

Most people like shopping and spending their money on nice things for themselves. **(1)** ? The answer to that question is that nowadays, people want to have top quality products and they will often spend large amounts of money on themselves.

(2) ? The price is sometimes really high, but people still spend their money in order to have the latest model. It's easy to spend money, but keeping some money for the future is more difficult. **(3)** ? The best way is to put a little money in your piggy bank every week or every month. If you don't use this money for anything else, after a few months you will see that you have enough for whatever it is that you want. Of course, if you want to buy something very expensive, then you have to think of how to get more money.

You probably can't work, but you could ask your parents if they will pay you for doing some jobs around the house or in the garden. **(4)** ? Or maybe you could cut the grass or even do some babysitting.

A If you want to buy something expensive, then you need to have a plan.

B You could also offer to wash your neighbour's car.

C It's difficult for teenagers to find a job nowadays.

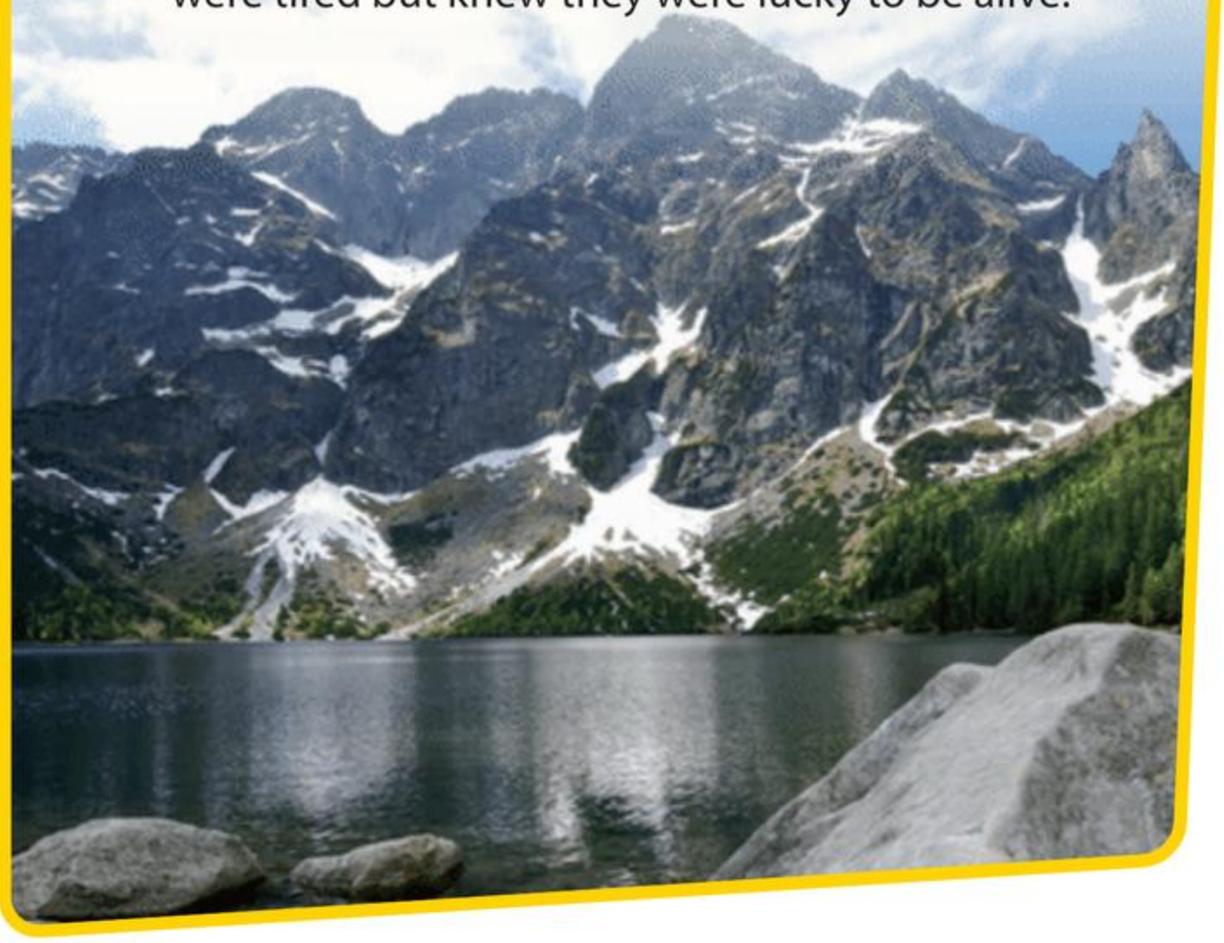
D But what do we often spend too much money on?

E One thing that costs a lot is a mobile phone.

6 **Przeczytaj tekst. Uzupełnij w języku polskim luki 1–3 w e-mailu zgodnie z treścią tekstu. W każdą lukę możesz wpisać maksymalnie jeden wyraz. Zapisz odpowiedzi w zeszycie.**

Hiking teens lucky to be alive!

When teenagers Kyndall Jack and Nicholas Cendoya decided to go hiking in the forest near Los Angeles, they didn't plan to get lost for five days. They were hiking so close to the city that they could see the tall buildings and hear the traffic, but the forest was so thick they couldn't find the road that was just 150m away. When they realised they were lost, they called 911, but their phone stopped working before the police could find where they were. They only had a little water, and soon it was all gone. The police used dogs to help search for them. Both Kyndall and Nicholas were taken straight to hospital. They were tired but knew they were lucky to be alive!



Od: Ania
To: Kasia
Temat: Ciekawy artykuł

Cześć Kasiu!
Przeczytałam ostatnio bardzo ciekawy artykuł o dwóch **(1)** ? ze Stanów Zjednoczonych, którzy wybrali się na górską wędrówkę i błądzili przez **(2)** ? dni. Kiedy zorientowali się, że nie znają drogi, zadzwonili nawet na policję, ale ich telefony przestały działać, zanim służby mogły ich namierzyć. Policja użyła specjalnych **(3)** ?, aby ich odnaleźć. Na szczęście przeżyli!
Pozdrawiam,
Ania

Znajomość środków językowych

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

A spend **B** buy **C** much **D** many
E save **F** little

Change your diet!

If you want to be healthy, it's a good idea to change what you eat. There are too **(1)** ? fast food restaurants nowadays and, as a result, a lot of people eat unhealthy food. They also **(2)** ? products at the supermarket that are not 100% natural. They say that they are very busy and they have too **(3)** ? time to cook healthy food, but remember the saying 'You are what you eat!'. Maybe it's time to change your diet now?

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

1 ? (*Ile bananów*) are there in the fridge?
2 I'll ask ? (*o rachunek*).
3 ? (*Ile kosztuje*) the spaghetti with prawns?
4 ? (*Coś jeszcze*) for you?
5 ? (*Czy mają Państwo*) any tiramisu?
6 ? (*Czy możemy poprosić*) the bill please?
7 Are you going to pay ? (*gotówką*)?

Tworzenie wypowiedzi pisemnej

9 **Napisz e-mail do kolegi / koleżanki z zaproszeniem na wspólne wyjście do muzeum. W tekście e-maila uwzględnij:**

- lokalizację muzeum i dzień planowanej wizyty,
- cenę biletów,
- plany dotyczące spędzenia czasu po wyjściu z muzeum.

Rozwiń swoją wypowiedź, pamiętając, że jej długość powinna wynosić od 50 do 120 słów.

Explorers' Club 2

Polish food around the world

1 53 **Listen to the conversation and answer the questions.**

1 Where are the speakers?

2 What kind of food are they talking about?

2 **Answer the questions.**

1 Do you know any restaurants that serve food from different countries? Which countries are they?

2 Do you like food from other countries? Why? / Why not?

3 Are there Polish restaurants in other countries?

3 **Read the interview with a food writer, Tom Adams. Are Polish restaurants popular in the UK? What food from other countries is popular in the UK?**

Journalist: Tom, is it true that Polish food is now popular in other countries, such as the UK?

Tom: Yes, a recent report shows that ten percent of British people often buy Polish food. Large supermarkets now sell a lot of Polish dishes such as **cured** sausages, **beetroot** borsch, salted sticks and **pickled** cabbage. In London, many shops only sell Polish food. There are also Polish bakeries, so you can buy a loaf of Polish bread.

Journalist: Why are there so many places to buy Polish food in the UK?

Tom: This is partly because many Polish people live in the UK, but it is also because more and more British people want to try something new. People thought that Polish food was boring. However, they now know that Polish food is healthy as well as tasty.

Journalist: Are there many Polish restaurants in the UK?

Tom: Quite a few. The Polish chain *Mamuśka* is very popular with young people in London.

Journalist: Is it English or Polish people that usually go to the restaurants?

Tom: The owner thought that most of his customers would be Polish but, in fact, most of them are English. The restaurants serve popular Polish dishes such as **dumplings** and **breaded** pork with sauerkraut.

Journalist: Is food from other countries also popular?

Tom: Well, Brazilian food became very popular after the 2016 Olympics in Rio, and experts think that Japanese and Moroccan food will also become very popular in the future.

4 **Look at the map and answer the following questions in your notebook.**

1 How many restaurants selling different types of food are there in Upper Street in London?

2 Which restaurant would you like to go to?

3 Invite a friend to go to one of the restaurants.

4 You decide to meet at the restaurant. Explain how to get there from Moon Street.

5 **Do a survey in groups.**

1 Interview your classmates about their favourite dishes.

2 Find out how often they have these dishes.

3 Tell the class what you found out.

Example

The most popular dish in the class is … .
Most people in the class have this dish (once) a week.

Word Focus

cured: food that is preserved in salt or by drying

beetroot: a dark red vegetable that is the root of a plant

pickled: food that is preserved in a mixture of salt and vinegar

dumplings: meat or vegetables cooked in pastry

breaded: covered in bread crumbs

Top chef

Step 1

Imagine that you are a competitor in the *Master Chef* reality show. What dish would you prepare to impress the jury? Answer the questions about your dish.

1 What is it called? *Shepherd's Pie*

2 What is it made of? *Minced meat with mashed potatoes and vegetables.*

3 What do you like about it? *It is warm, tasty and filling.*

4 How often do you eat it? *Usually once a week.*

5 Where do you eat it? *At home, whenever my mother cooks it.*

Write a recipe. Use some of the words / phrases below. You can check the meaning in an online dictionary.

add beat chop cook fry grate grind knead mix peel pour stuff

Step 2

Make a short vlog about your *Master Chef* dish.

1 Write a script. Answer the questions in Step 1 and read the recipe.

2 Plan extra materials: photos of ingredients, a recipe, pictures, etc.

3 Pay attention to grammar, spelling and pronunciation.

4 Check the script with your teacher.

5 Practise your presentation.

6 Shoot it! Have fun!

7 Share it with your friends online.

4 Wordlist

Posłuchaj
docwiczenia.pl
Kod: A7Q8PJ

(n) – noun / rzeczownik
(v) – verb / czasownik
(adj) – adjective / przymiotnik
(adv) – adverb / przysłówek
(conj) – conjunction / spójnik
(prep) – preposition / przyimek
(det) – determiner / określnik
(phr) – phrase / wyrażenie

ACTIVITIES		
brush teeth *(phr)*	/brʌʃ tiːθ/	szczotkować zęby
do homework *(phr)*	/duː ˈhəʊmˌwɜː(r)k/	odrabiać pracę domową
make the bed *(phr)*	/meɪk ðə bed/	ścielić łóżko
make breakfast *(phr)*	/meɪk ˈbrekfəst/	przygotować śniadanie
take a shower *(phr)*	/teɪk ə ˈʃaʊə(r)/	brać prysznic
walk the dog *(phr)*	/wɔːk ðə dɒg/	wyprowadzić psa
ADJECTIVES		
awful *(adj)*	/ˈɔːf(ə)l/	okropny
terrible *(adj)*	/ˈterəb(ə)l/	okropny
DAILY CHORES		
chore *(n)*	/tʃɔː(r)/	obowiązek
doing the washing *(n)*	/ˈduːɪŋ ðə ˌwɒʃɪŋ/	robienie prania
doing the washing up *(n)*	/ˈduːɪŋ ðə ˌwɒʃɪŋ ʌp/	zmywanie naczyń
dusting *(n)*	/ˈdʌstɪŋ/	ścieranie kurzu
hanging out clothes *(n)*	/hæŋɪŋ aʊt kləʊðz/	wieszanie ubrań do wysuszenia (na dworze)
ironing *(n)*	/ˈaɪə(r)nɪŋ/	prasowanie
making the bed *(n)*	/ˈmeɪkɪŋ ðə bed/	ścielenie łóżka
sweeping the floor *(n)*	/ˈswiːpɪŋ ðə flɔː(r)/	zamiatanie podłogi
vacuuming the carpet *(n)*	/ˈvækjʊəmɪŋ ðə ˈkɑː(r)pɪt/	odkurzanie dywanu
FOOD, DRINK AND PACKAGING		
bar *(n)*	/bɑː(r)/	batonik, tabliczka
can *(n)*	/kæn/	puszka (z napojem)
carton *(n)*	/ˈkɑː(r)t(ə)n/	karton
chocolate brownie *(n)*	/ˈtʃɒklət ˌbraʊni/	ciasto czekoladowe
cornflakes *(n, pl)*	/ˈkɔː(r)nˌfleɪks/	płatki kukurydziane
dessert *(n)*	/dɪˈzɜː(r)t/	deser
espresso *(n)*	/eˈspresəʊ/	espresso
fish and chips *(n)*	/fɪʃən'tʃɪps/	ryba z frytkami
garlic bread *(n)*	/ˈgɑː(r)lɪk ˌbred/	pieczywo czosnkowe
jar *(n)*	/dʒɑː(r)/	słoik
loaf *(n)*	/ləʊf/	bochenek
olives *(n, pl)*	/ˈɒlɪvz/	oliwki
packet *(n)*	/ˈpækɪt/	paczka
porridge *(n)*	/ˈpɒrɪdʒ/	owsianka
spaghetti with prawns *(n)*	/spəˈgeti wɪθ prɔːns/	spaghetti z krewetkami
sparkling water *(n)*	/ˈspɑː(r)k(ə)lɪŋ ˈwɔːtə(r)/	woda gazowana
still water *(n)*	/stɪl ˌwɔːtə(r)/	woda niegazowana
strawberry tart *(n)*	/strɔːb(ə)ri 'tɑː(r)t/	tarta truskawkowa
takeaway *(n)*	/ˈteɪkəweɪ/	jedzenie na wynos
tin *(n)*	/tɪn/	puszka/konserwa
tuna spaghetti *(n)*	/ˈtjuːnə spəˈgeti/	spagetti z tuńczykiem
GET + COLLOCATIONS		
don't get	/dəʊnt get/	nie chwytać, nie pojąć
get a lot of homework	/get ə lɒt ɒv ˈhəʊmˌwɜː(r)k/	mieć dużo pracy domowej
get dressed	/get drest/	ubierać się
get home	/get həʊm/	wrócić do domu
get some snacks	/get səm snæks/	kupić przekąski
get tired	/get ˈtaɪə(r)d/	zmęczyć się
get to school	/get tʊ skuːl/	iść do szkoły
get up	/get ʌp/	wstawać (rano)
MONEY		
borrow *(v)*	/ˈbɒrəʊ/	pożyczać (od kogoś)
by card *(phr)*	/baɪ kɑː(r)d/	(płatność) kartą
do the shopping *(phr)*	/duː ðə ˈʃɒpɪŋ/	robić zakupy
go shopping *(phr)*	/gəʊ ˈʃɒpɪŋ/	iść na zakupy
in cash *(phr)*	/ɪn kæʃ/	(płatność) gotówką
lend *(v)*	/lend/	pożyczać (komuś)
make money *(phr)*	/meɪk ˈmʌni/	zarabiać pieniądze
pay a lot for *(phr)*	/peɪ ə lɒt fə(r)/	zapłacić wiele (za)
save money *(phr)*	/seɪv ˈmʌni/	oszczędzać pieniądze
spend money *(phr)*	/spend ˈmʌni/	wydawać pieniądze
QUANTIFIERS		
a few	/ə fjuː/	kilka
a little	/ə ˈlɪt(ə)l/	mało, trochę
some	/sʌm/	jakiś / trochę
any	/ˈeni/	żaden / ani trochę
a lot of / lots of	/ə lɒt ɒv, lɒts ɒv/	dużo
how many	/haʊ ˈmeni/	ile (z rzecz. pol.)
how much	/haʊ mʌtʃ/	ile (z rzecz. niepol.)
SHOPPING		
cashier *(n)*	/kæˈʃɪə(r)/	kasjer
customer *(n)*	/ˈkʌstəmə(r)/	klient
packaging *(n)*	/ˈpækɪdʒɪŋ/	opakowanie
receipt *(n)*	/rɪˈsiːt/	paragon
till *(n)*	/tɪl/	kasa sklepowa
trolley *(n)*	/ˈtrɒli/	wózek sklepowy
OTHER WORDS		
advice *(n)*	/ədˈvaɪs/	porada
(the) capital *(n)*	/ðə ˈkæpɪt(ə)l/	stolica
equipment *(n)*	/ɪˈkwɪpmənt/	wyposażenie, sprzęt
luggage *(n)*	/ˈlʌgɪdʒ/	bagaż
physical education *(n)*	/fɪzɪk(ə)lˌedjʊˈkeɪʃ(ə)n/	wychowanie fizyczne
research *(n)*	/rɪˈsɜː(r)tʃ/	badania

USEFUL EXPRESSIONS

EATING OUT	
Can I book a table?	Czy mogę zarezerwować stolik?
What time does the restaurant open?	O której godzinie otwieracie restaurację?
TAKING AN ORDER	
Any drinks?	Coś do picia?
I'm afraid we haven't got … .	Obawiam się, że nie mamy … .
What would you like to order?	Co chciałby pan (pani) zamówić?
ORDERING FOOD AND DRINK	
Can I have … ?	Czy mogę prosić … ?
Can I have the bill, please?	Czy mogę prosić o rachunek?
Have you got any garlic bread?	Czy macie pieczywo czosnkowe?
How much is an espresso?	Ile kosztuje espresso?
I'd like … .	Chciałbym / Chciałabym … .
What kind of ice-cream have you got?	Jakie macie lody?
TALKING ABOUT PLANS	
I'm going to tidy my room.	Zamierzam posprzątać swój pokój.
We're going to go to the cinema.	Zamierzamy pójść do kina.
We're going to meet at the museum at 11 o'clock.	Zamierzamy się spotkać w muzeum o godzinie 11.
GIVING OPINIONS	
I'm really looking forward to it.	Naprawdę nie mogę się tego doczekać.
It'll be great fun.	To będzie świetna zabawa.
It'll be really boring.	To będzie naprawdę nudne.
It's going to be really relaxing.	To będzie naprawdę relaksujące.
INVITING	
Can you come?	Czy możesz przyjść?
Would you like to come with us?	Czy chciałbyś przyjść z nami?
You can come, too.	Ty również możesz przyjść.

5 Home Sweet Home

Reading I can understand simple texts about different houses.

Vocabulary I can name rooms and places to live. I can name particular things and activities in and around the house.

Grammar I can talk about general life experiences. I can talk about activities that happened not long ago, without giving dates. I can talk about activities and situations that started in the past and continue into the present. I can say which things belong to which people.

Listening I can understand short conversations about things in the house.

Speaking I can talk about rooms in my house.

Writing I can write an advertisement.

A fairy house in the Philippines

New words and phrases

- chilly
- blinds
- camper van
- blanket
- carpet
- cottage
- cushion
- dishwasher
- frame
- hallway
- mat
- duvet
- lawnmower
- plant
- poster
- rug
- running water
- satellite dish
- seasons
- shed
- sink
- swing
- staircase
- tumble dryer
- utility room
- wood stove
- chill out
- float
- homeschool
- hang up
- kick back
- pull up
- put away
- put up
- switch on
- since / for
- What about … ?
- Why don't you … ?
- Would you be interested in … ?
- Would you like to … ?
- Follow your dreams.
- Try something new.

5a Home Sweet Home

Reading

1 What are these newspaper advertisements advertising?

Three bedrooms, one floor, beautiful garden

Brick walls, garage and a big yard

Two floors with a big balcony

Word Focus

running water: water that comes from a tap

wood stove: a piece of equipment that burns wood to make heat

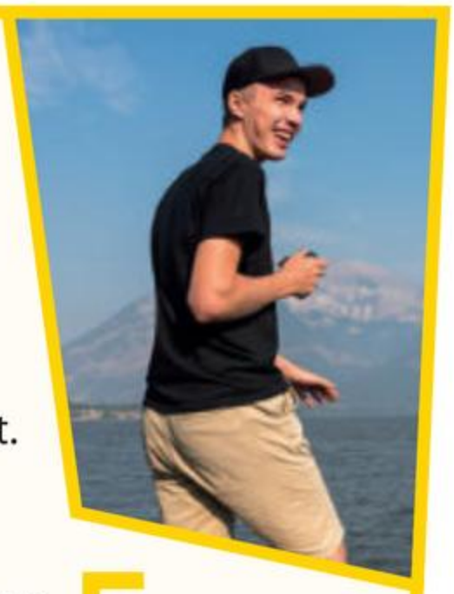
homeschool: learning at home, not attending a regular school

seasons: spring, summer, autumn and winter

kick back, chill out: relax

2 54 **Read or listen to the article. Which of the items in the advertisements in Exercise 1 are there in or around each house?**

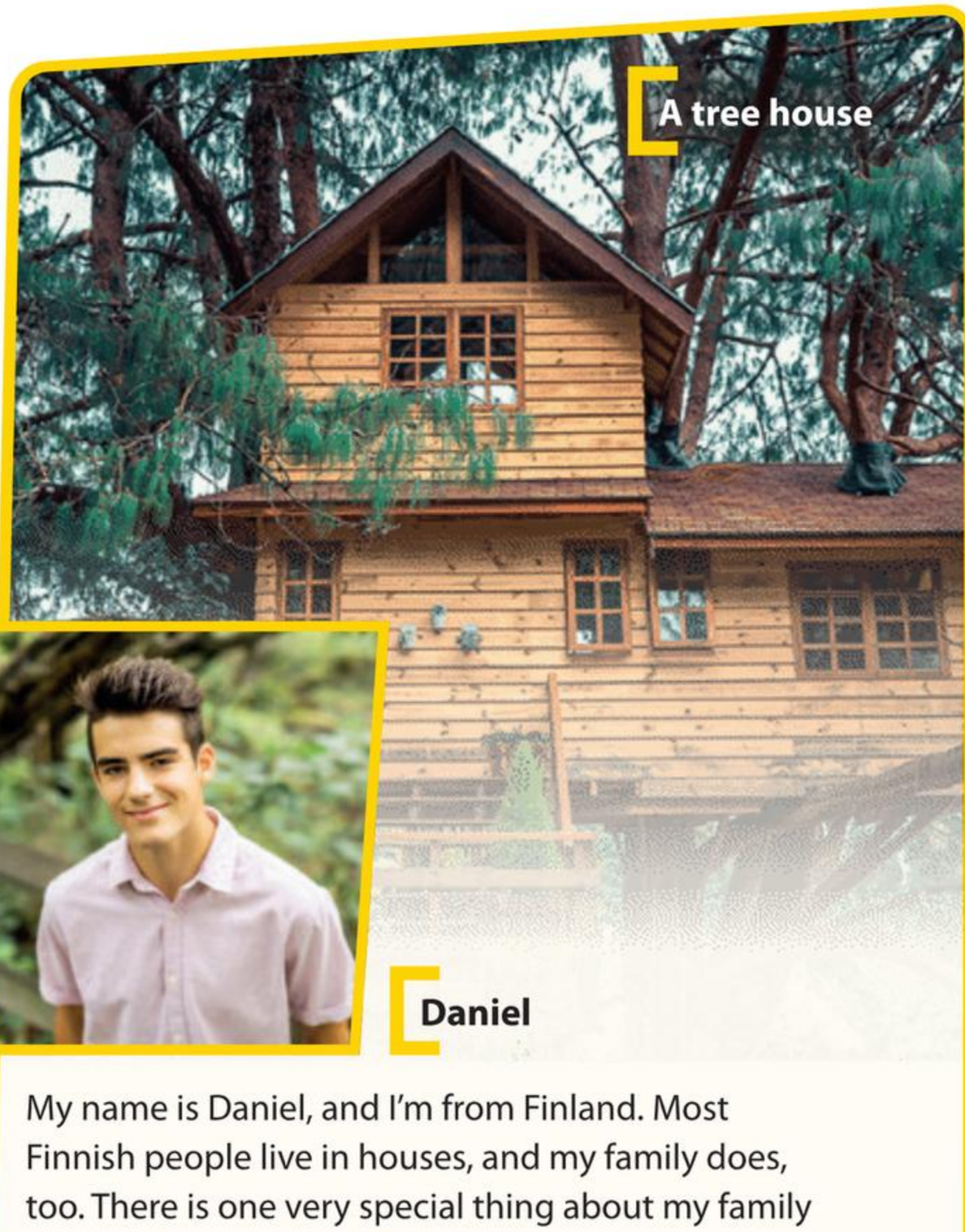
This is Where I Live



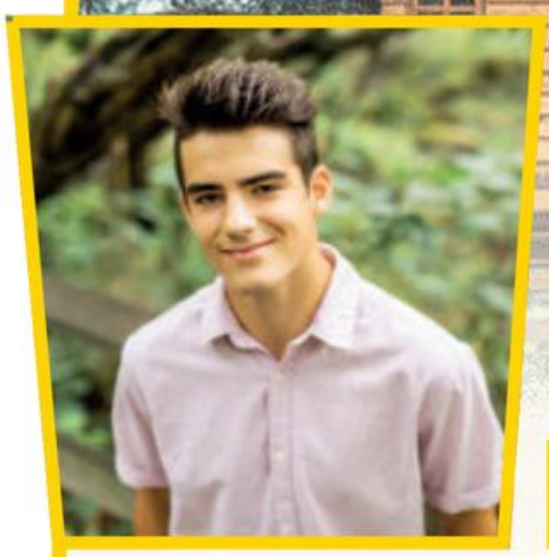
Nigel

Hi, my name is Nigel, I'm 14 years old and I live in the USA. My family has lived in a camper van for 8 years. It means we travel a lot. I have seen so many great places since my dad bought the van. Travelling is our greatest hobby. Our van is really big. My bed is next to my sister's bed, but we spend most of the time outside, looking at the world around us. My parents' bedroom is on the upper floor, and there is a great view from there. We don't have **running water** but we always find a good place to use a bathroom. When it's cold outside, it's still really warm inside the van because we use a **wood stove**, but we usually travel to really hot places. When it's a little **chilly** I just take a **blanket** and cover myself with it. I love to climb on top of the van and **chill out**. We have travelled since I was six years old, so it's the only life I know. Oh yes, if you are wondering – I'm **homeschooled**!

A camper van



A tree house



Daniel

My name is Daniel, and I'm from Finland. Most Finnish people live in houses, and my family does, too. There is one very special thing about my family house. It's in the trees! Yes, ever since I remember I have lived in a tree house. It's amazing and magical. Looking at the world from above the ground and seeing the different colours of the world with the changing **seasons** is probably my favourite thing about our house. My mum's favourite thing is being close to nature, and my dad has always loved observing animals from the balcony. My brother's favourite thing about the house is the big swing in front of it, which is also high up in the trees. We have four rooms, a kitchen and a bathroom, and there is a garden view from every room in the house. It's the best place to **kick back** and forget about any problems. My brother's way of relaxing is watching TV – we can watch it because we have a **satellite dish** outside the house. He usually lies on the floor when he watches TV.

My brother on a swing

3 **Read the three texts again and decide if the sentences are true (T) or false (F).**

1 All three teenagers are from Finland. ?
2 Daniel and Nigel have lived in their houses for 8 years. ?
3 Nigel doesn't go to school. ?
4 Femke and Daniel watch TV to relax. ?
5 There are four rooms in the houseboat and the tree house. ?
6 There isn't a bathroom in Femke's house. ?
7 All three teenagers have siblings. ?

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

Skills Explorer

Wyszukiwanie szczegółowych informacji

- Przeczytaj zdania z ćwiczenia, zwracając uwagę, jakich informacji będziesz szukać.
- Wróć do tekstu, szukając konkretnych danych.
- Niektóre zdania dotyczą wszystkich trzech tekstów.

Hello. I'm Femke. I'm from Amsterdam, the capital of the Netherlands.
My home is a houseboat. Well, it **floats**, but it doesn't move like a boat. When you go inside, you get a surprise. Why? Because it looks like a normal house. There's a kitchen, a bathroom, a living room and three bedrooms. There's a lot of room inside my house. In fact, my house is the same size as my friends' houses. I've never lived in a 'normal' house with a garden or a pet. My brothers and I help my parents with the housework. Every Saturday morning when my mum does the shopping, we clean and tidy our rooms. We vacuum the **carpets** and put our clothes away in the **wardrobes**. Then, we clean the rest of the house. When we finish, we sit down in front of the television and **chill out**!

Femke

A houseboat

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

Skills Booster

Przeczytaj powtórnie tekst. Uzupełnij luki w zdaniach 1–7 zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszycie.

1 All three texts are about ?.
2 The camper van doesn't have ?, so the family needs to find a bathroom in the places they travel to.
3 Femke has never ?.
4 Femke and her brothers ? their rooms at weekends.
5 Nigel likes to relax on top ?.
6 Daniel's parents love ?.
7 All three houses have lots of ? inside.

6 **Complete the sentences with the words in bold in the texts. Write the answers in your notebook.**

1 We've got a ?, so we can watch TV programmes from other countries.
2 When you put a paper boat on water, it doesn't sink. It ? because it's light.
3 My mum is always asking me to put my clothes in my ?.
4 I usually leave my clothes on the ?, so I'm never sure if they are dirty or clean!
5 I was cold last night, so I got an extra ? to put on my bed.
6 At the end of autumn, the days get ?, which is cold and unpleasant.

7 **Discuss these questions.**

1 Do you know any other unusual houses that people live in? If yes – what are they?
2 Have you ever been in an unusual house? If yes – what was it like?
3 If you could live in a tree house or in a camper van, which house would you choose?

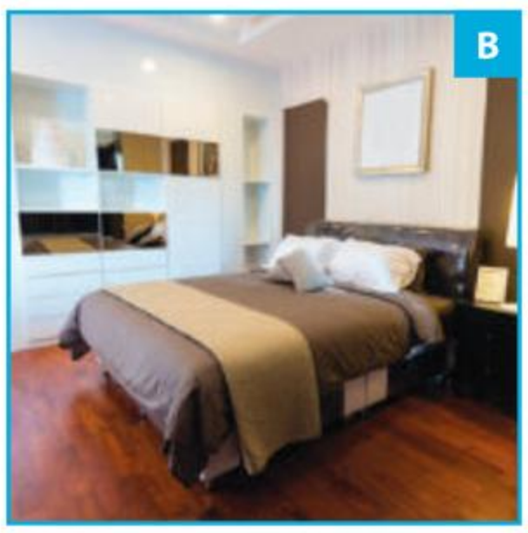
Ideas Focus

- Would you like to live in an igloo or on a houseboat? Which one? Why? / Why not?
- 'I love coming back home at the end of a holiday.' Do you feel the same? Why? / Why not?

5b Home Sweet Home

Vocabulary 1

1 **Decide what the names of the rooms in pictures A–F are.**



2 **In which rooms in Exercise 1 do objects 1–8 go? Write the answers in your notebook.**

1	cooker	?	**5**	armchair	?
2	shower	?	**6**	dining table	?
3	staircase	?	**7**	fridge	?
4	sink	?	**8**	front door	?

3 **Look at the pictures of places in a house (A–D). Which one do you like best? Why?**

4 **Find these things in rooms A–D. Match the words with the numbers. Write the answers in your notebook.**

rug mirror mat poster painting curtains blinds pillow duvet bedside table coffee table plant cushion desk lamp picture frame

5 **Choose the correct option in sentences 1–5. Write the answers in your notebook.**

1 It's getting a bit dark – can you *switch on* / *up* the lamp?

2 Please *put up* / *away* your toys – your bedroom is such a mess!

3 Dad told me to *hang in* / *up* my jacket in my wardrobe.

4 The first thing I do in the morning is *pull up* / *down* the kitchen blinds and look out at the garden.

5 Can you *put away* / *up* this painting for me? I'd like it on that wall over there.

6 **Imagine you are selling a house to a client. Walk around the house, describing what you can see. Suggest possible changes.**

Example

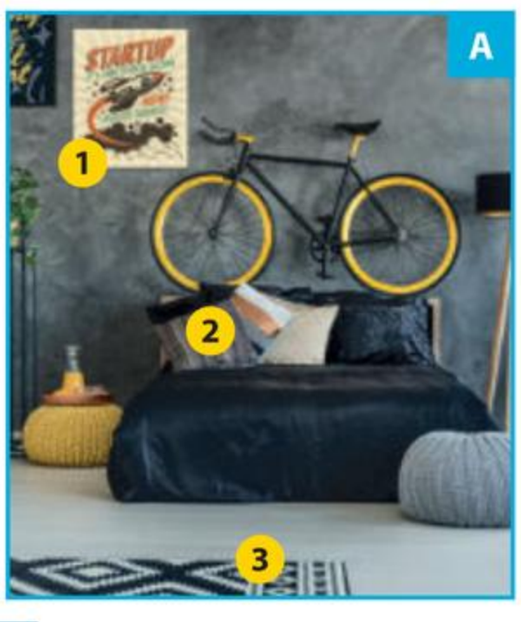
In the living room, you can see two coffee tables, a rug and an armchair.
There is lots of space on the walls, so you can put your paintings up there.

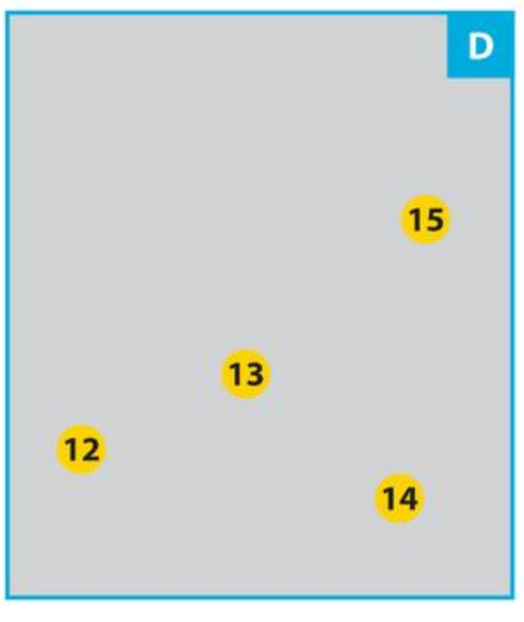
7 **Choose a room on this page and describe it. Your partner guesses which room it is. Take turns.**

Example

There is a duvet and pillows in this room.
What room is it?

8 **Student A p 148. Student B p 173.**





Home Sweet Home 5c

Present perfect simple

Czasu **present perfect simple** używamy w odniesieniu do:

- naszych doświadczeń, czyli tego, co robiliśmy w życiu, bez dokładnego określania czasu, np.
  *I **have seen** so many great places.*
- sytuacji, które właśnie się wydarzyły, np.
  *I **have just eaten**, thanks.*
- sytuacji, które zaistniały w przeszłości i nadal trwają, np. *My family **has lived** in a camper van for 8 years.* (Dalej tam mieszka).

Reading reference p 78, 79

Zdania w czasie **present perfect simple** tworzymy, wstawiając czasownik posiłkowy ***have*** / ***has*** przed czasownik główny (w trzeciej formie).

Osoba	Czasownik posiłkowy *have* / *has*	Czasownik główny (*past participle*)
She	has	played football.
They	have	swum in the ocean.

Przeczenia tworzymy przez dodanie ***not*** do ***have*** / ***has***. W pytaniach zamkniętych czasownik posiłkowy ***have*** / ***has*** przechodzi na początek zdania przed osobę.

Przeczenia	Pytania zamknięte	Odpowiedź
She hasn't eaten lunch.	Has she eaten lunch?	Yes, she has. No, she hasn't.

Na początku pytań otwartych (*open questions*) pojawiają się zaimki pytające, np.
***What** has he eaten for lunch?*

1 Choose the correct option in sentences 1–6.

1 Have you ever *see* / *seen* a tiger?
2 How long *have* / *has* you lived in your country?
3 Has your mother *lived* / *living* in a different country?
4 He *has not* / *not has* been abroad yet.
5 Where *have you* / *you have* been so far?
6 Have your friends ever *surprise* / *surprised* you?

FOR and **SINCE**

For odnosi się do odcinka czasu (jak długo?).
Since do konkretnego punktu w czasie (od kiedy?).
*I've lived in this house **for a few days*** (od kilku dni).
*I've lived in this house **since last week*** (od ostatniego tygodnia).

2 Fill in the gaps with *since* or *for*. Write the answers in your notebook.

1 I have lived here ? 1998.
2 My mum has known my dad ? 11 years.
3 This house has been in this street ? ages.
4 Look at this tree. It has been here ? 150 years.
5 There has been a strange smell here ? this morning.
6 This is the best experience I have had ? I was born.

W zdaniach w czasie **present perfect simple** często występują określenia czasu, które łączą przeszłość z teraźniejszością: *already, still, just, never, ever, yet, recently*, np.

*He has **already** finished.* (już)
*Have you **ever** seen a tiger?* (kiedykolwiek)
*I've **never** lived in a 'normal' house.* (nigdy)
*I've **just** seen your mum in the library.* (właśnie, dopiero co)
*I haven't cleaned it **yet**.* (jeszcze)
*Have you cleaned it **yet**?* (już)
*I **still** haven't finished my homework.* (wciąż, nadal)
*I have **recently** discovered a few things.* (ostatnio)

3 Complete the dialogues with the words from the word box. Write the answers in your notebook.

already ever (x2) just never (x2) still yet (x3)

1 **A:** Have you ? been to Hong Kong?
B: No, I haven't. I have ? been to Asia.
2 **A:** Dad, have you repaired the lamp ? ?
B: No, I'm sorry. I haven't.
3 **A:** Have you ? won any money?
B: No, I've ? been very lucky.
4 **A:** How do we turn on the oven?
B: I've ? told you, weren't you listening?
5 **A:** Haven't you left ? ?
B: No, I ? haven't found my car keys.
6 **A:** How long have you been home?
B: I've ? got in and I haven't sat down ? !

4 In your notebook, write 5 open questions about your partner's life experiences. Then, ask and answer the questions in groups.

Example

What places in Poland have you already been to?
How long have you studied English?

More exercises in the **Grammar Guide p 158**

5d Home Sweet Home

Listening

1 Match the people's ideas 1–3 with their plans A–C. What are the key words that helped you choose the answer?

[1] I really need to change the furniture in my room. It's so boring. I want to go to the furniture shop on Monday, but the shop is closed, so I have to go there the day before. I can't go there on Tuesday because I have a dentist's appointment.

[2] I loved the furniture in the shop I went to on Sunday. Everything was amazing. I have to go back there next weekend to take some photos, but not on Sunday.

[3] Wow, you really got that new job in the furniture shop! It has always been your dream. I'm so happy for you. I will visit you there next week. I know you said Sunday is best, but I'm only free the day after.

A This person is going to a shop on Saturday. ?

B This person is going to a shop on Monday. ?

C This person is going shopping on Sunday. ?

2 55 Listen to three conversations and choose the correct answer: A, B or C.

1 Mike's aunt and uncle are coming at

A 6 o'clock. **B** 7 o'clock. **C** 8 o'clock.

2 Mum's dream birthday present is a

A lamp. **B** rug. **C** plant.

3 The cat is

A behind the curtain.

B on the fridge.

C under the sofa.

3 56 Listen to a conversation in a shop and choose the correct answer: A, B or C.

1 The customer wants to buy

A a poster. **B** a painting. **C** a drawing.

2 The customer decides to hang it

A in the living room.

B in the dining room.

C in the bedroom.

3 The customer has seen

A three paintings.

B two paintings.

C five paintings.

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

Skills Explorer

Dystraktory (mylące informacje)

- Pamiętaj, że rozmówcy mogą wymienić wszystkie podane opcje odpowiedzi, ale tylko jedna z nich będzie poprawna.
- Spróbuj określić, które odpowiedzi nie są poprawne.
- Zastanów się, które opcje są wymieniane w zdaniach przeczących. Zwykle nie są to poprawne odpowiedzi.

5 57 Now complete the *Skills Booster* task.

Skills Booster

Usłyszysz dwukrotnie ojca, który wyjaśnia córce, jak używać nowej zmywarki. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.

1 The dishwasher arrived

A on Tuesday.
B in the morning.
C yesterday.

2 The green button

A automatically washes the dishes.
B makes the dishwasher use less water.
C makes the washing time shorter.

3 The light on the door shows

A what programme you have selected.
B how long it is before the dishwasher finishes its cycle.
C when the dishwasher started its cycle.

A dishwasher

Speaking

Home Sweet Home 5e

1 **Answer these questions.**

1 What is the most important thing in your room?

2 What does your room say about you?

2 **Read the conversation between Alice and Heather. Does Heather share her room with her sister?**

A: So what's your new room like, Heather?

H: Oh, my bedroom is great because I've never had a room like it before. And it's only mine! I don't have my sister's things lying around. It's nice not having to share a room any more. I mean my sister and I get on very well, but you know what it's like when you don't have your own personal space.

A: Oh yes, I know. I've lived in a tiny room with my sister for ages. When did you finally move in?

H: It was last Thursday. No, actually it was Tuesday after swimming club. It took us a few hours to move all the furniture and my stuff.

A: So it's the perfect space for you now, I suppose.

H: Well, yes. But it could be a little darker. The walls are pink – my mum's favourite colour but, to be honest, I don't really like it. I've got a lot of new furniture. There is a new mirror and new curtains.

A: You're so lucky. I've never had my own room. Only now you'll have to keep it tidy. Your mum's going to make you tidy it every day.

H: It won't be so bad. My mum has never been a cleaning maniac. She says that if I dust it once a week, that should be OK. I'm sure my sister's room is going to be messy!

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

1 When did Heather move into her room? ?

2 Why doesn't Heather like the colour of the walls? ?

3 Does Heather's mum like cleaning? ?

4 Is Alice happy about sharing a room with her sister? ?

Dialogue Word Box

amazing • great • perfect • beautiful • lovely • incredible • violet • pink • beige • duvet • coffee table • rug • desk lamp • mirror • bedside table • cushions • carpets • blinds • shelves • curtains • pictures • plants

4 58 **Listen to the dialogue and repeat it. Then, act it out changing the words in bold. Use the words in the *Dialogue Word Box*.**

Phrase Book

Describing my bedroom

- My bedroom is great because … .
- I don't really like my bedroom because … .
- I've got a computer / laptop / printer / TV … .
- The walls are white, and I've got red curtains.
- I keep my … on my bookshelves / in my wardrobe.
- I really love my posters of … .
- My room is usually tidy / untidy because … .

5 **Student A p 148. Student B p 173.**

Ideas Focus

- Do you think someone's room tells us about their personality? Why? / Why not?
- Do you tidy your bedroom or do your parents do it? Why?

5f Home Sweet Home

Vocabulary 2

1 **Look at the pictures of houses A–B and choose the correct options.**

house / *flat* / *villa*

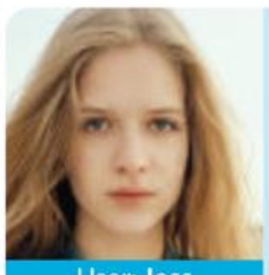
villa / *house* / *cottage*

2 **Match the posts on homes with pictures A–C.**

utility room

patio

shed



User: **Jess**
Joined: **June 2020**

It's about the size of a small bedroom. It's close to the back door, so it's easy to go outside and hang out the wet clothes. I don't spend much time in there, but my poor mum does.

We use it a lot in the summer. It's shady there when the weather is warm. I always enjoy eating there because I can smell the flowers in the garden. At night, we light some candles and put them on the table.

User: **Chloe**
Joined: **June 2020**

User: **Oli**
Joined: **June 2020**

My dad spends a lot of time there. Everything he needs for the garden is in it. He's got some tools in there, and that's where he fixes things that are broken. My old bike is in there, and there are loads of spiders, too!

3 **In which places in Exercise 2 do these things go? Write the answers in your notebook.**

tumble dryer **lawnmower** **washing machine**
barbecue

4 59 **Listen to the recording and answer the questions in your notebook.**

1 Who has just moved to Malta? ?
2 Where did he live before? ?
3 How many rooms are there in his new house? ?
4 What can you see in his favourite place? ?
5 Who is typing the email? ?

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

Skills Explorer

Dobieranie wyrazów do luk w tekście

- Najpierw przeczytaj cały tekst, żeby wiedzieć, o czym jest.
- Następnie skup się na wyrazach występujących przed lukami i po nich.
- Pamiętaj, że do wyboru masz zawsze kilka form tych samych części mowy, spośród których musisz wybrać jedną, pasującą do kontekstu i poprawną gramatycznie. Wpisując wybrany wyraz w lukę, nie zmieniaj jego formy.

6 **Now complete the *Skills Booster* task.**

Skills Booster

Przeczytaj e-mail. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A noisy **B watched** **C tasty** **D lived**
E jumped **F beautiful**

Hello Denis,
Well, you wanted to know about my houseboat. Most people find it unusual, but for me it's perfectly normal. I have **(1)** ? here for two years, since Port Czerniakowski in Warsaw was renovated. It's a bit like living in a flat because there isn't a garden or a shed. You see, my home is exactly like yours – I have everything that I need … but it's on water! Sometimes, in the evening, it's a bit **(2)** ? outside because tourists want to take photos of my **(3)** ? houseboat!
Yours,
Ania

Ideas Focus

- What's your dream house like? What does it look like?
- 'I prefer living in a flat to living in a house.' Do you agree? Why? / Why not?

Possessives

Aby wyrazić przynależność (*possessives*):

- do rzeczowników w liczbie pojedynczej dodajemy apostrof oraz końcówkę **-*s***. np.

  *My **mum's favourite thing** is being close to nature.*

- do rzeczowników o regularnej liczbie mnogiej dodajemy tylko apostrof, np.

  *My **parents' bed** is on the upper floor.*

- do rzeczowników o nieregularnej liczbie mnogiej dodajemy apostrof oraz końcówkę **-*s***, np.

  ***The children's house** is great.*

- do imion i nazwisk zakończonych na **-*s*** dodajemy tylko apostrof, np.

  ***Jess'** cat is ten years old.*

Reading reference p 78, 79

1 Complete the sentences with *'s, s'* or *'*. Write the answers in your notebook.

1 The dog ? bed is in the hall.
2 This car park is only for visitor ? cars.
3 Women ? clothes are on the third floor.
4 James ? new car is black and very expensive.
5 This is my sister ? room; they share the bedroom!
6 His parent ? names are Arthur and Mary.

Przymiotniki dzierżawcze występują przed rzeczownikami i również określają przynależność, np.

***His** bag is on the bed. **Their** dog is crazy.*

Zaimki dzierżawcze wskazują na przynależność, ale zastępują przymiotnik dzierżawczy i rzeczownik, np.

*This is **my bag**. It's **mine**. – The bag is **mine**.*

Zaimek osobowy (*Personal pronoun*)	Przymiotnik dzierżawczy (*Possessive adjective*)	Zaimek dzierżawczy (*Possessive pronoun*)
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	–
we	our	ours
you	your	yours
they	their	theirs

This handbag is **mine.**

2 Choose the correct option. Write the answers in your notebook.

1 My sons' room: It's *his* / *their* room. It's *theirs* / *his*.
2 My mum's dog: It's *her* / *hers* dog. It's *hers* / *her*.
3 My dad's desk: It's *his* / *her* desk. It's *hers* / *his*.
4 My family's car: It's *our* / *ours* car. It's *our* / *ours*.
5 These cats belong to me. They're *my* / *mine* cats. They're *my* / *mine*.
6 This homework belongs to you. It's *you're* / *your* homework. It's *yours* / *your*.

3 Make your partner close his / her eyes and then, take three things from other students. When you're ready, tell your partner to open his / her eyes and guess whose things they are.

Example

It's Tomek's pencil. It's **his pencil**. It's **his**.

4 Complete the sentences with possessive adjectives and possessive pronouns. Write the answers in your notebook.

1 This is Ania's bag. It's ? . It's ? bag.
2 This is Peter's nose. It's ? . It's ? nose.
3 This is my parents' house. It's ? . It's ? house.
4 This is our desk. It's ? . It's ? desk.
5 This is your sandwich. It's ? . It's ? sandwich.
6 This is my notebook. It's ? . It's ? notebook.

5 Student A says the first sentences in Exercise 4. Student B then has to say the middle and the last sentences with her / his book closed. Take turns.

Example

Student A: This is Ania's bag. It's … .
Student B: It's **her bag**. It's **hers**.

More exercises in the Grammar Guide p 159

5h Home Sweet Home

Writing

An advertisement

Forms Explorer

- W ogłoszeniu należy zawrzeć wszystkie podstawowe informacje dotyczące przedmiotu ogłoszenia, np. cenę, godzinę, miejsce, cel.
- Dodając opis do ogłoszenia, pamiętaj, aby przejść od ogółu (general) do szczegółu (detailed), np. *It's a great place to relax. It is situated by the river, and there are lots of green areas around it.*

1 Decide which of descriptions A–C are general (G) and which ones are detailed (D).

A The garden is big and it's situated behind the house.

B We are looking for volunteers!

C On the left of the garden, there are some rose bushes and oak trees.

2 Read the advertisement below and answer the questions.

1 Who is the advertisement for? ?

2 Who wrote the advertisement? ?

3 How does it start? ?

4 How does it end? ?

5 Is there a general and detailed description in it? If yes, what is it? ?

FLATMATE NEEDED!

Are you new in Norwich?
Are you looking for a room to rent?

If so, why don't you come to see the room we have for rent and talk to the people who live there? The address is 76 Castle Street, and you're welcome to come round on Monday, Tuesday or Friday after 5.00 p.m.
It's an amazing house by the river. The room is big and it's fully furnished with one lovely big new bed, two wooden wardrobes and a soft armchair. It really is a dream flat, and we are great flatmates! We're looking for a sensible person who isn't too noisy.

Come and visit the house and see your new room this week! Ask for Ellen or call 767878989

3 Read the advertisement again and translate the phrases in brackets in the email into English. Write the answers in your notebook.

From: Andy
To: Max
Subject: Room for rent

Hi there,
How are things? I know you're joining me in Norwich next week. I think I can help you to find a room.
Look at the **(1)** [ogłoszenie] I found on the message board in my school. It's in the **(2)** [załączniku].
Would you be interested in **(3)** [wynajęcie pokoju] in the house? It's where one of my British friends lives. Her name is Ellen. She is my friend and she **(4)** [szuka współlokatora] for her house **(5)** [nad rzeką]. You don't have to buy any new **(6)** [mebli], which is good news.
So, would you like to see the room? Let me know.
Bye for now, Andy

4 Choose the correct verb form for each of the questions. Write the answers in your notebook.

1 *Come* / *Live* by the lake!

2 Would you be interested in *do* / *doing* it?

3 What about *see* / *seeing* the room next Monday?

4 How about *we go* / *going* there?

5 Would you like *to live* / *living in this house?*

Phrase Book

Persuading

- Come and visit … .
- Live at / in … .
- Try something new!
- Follow your dreams.

Making suggestions

- Why don't you (+*infinitive*) … ?
- How / What about (*verb* + *-ing*) … ?
- Would you like to (+*infinitive*) … ?
- Would you be interested in (*verb* + *-ing*) … ?

5 You are selling an old bicycle. Write an advertisement in which you:

- write where and when people can see your bike
- say what is good about the bike
- say why you want to sell it

Use the phrases in the *Phrase Book* and ideas in the *Forms Explorer*.

Ogłoszenie

- Ogłoszenia o przedmiotach lub wydarzeniach pojawiają się na tablicach ogłoszeniowych, w czasopismach bądź gazetach lub na portalach internetowych. Prezentują informacje o przedmiotach na sprzedaż, miejscach do wynajęcia lub zachęcają do wzięcia udziału w wydarzeniu.
- Ogłoszenie zawiera wszystkie niezbędne informacje, np. opis przedmiotu (ogólny i szczegółowy), cenę, gdzie się znajduje, gdzie się odbędzie wydarzenie, jacy uczestnicy są zapraszani, dane kontaktowe, etc.
- Aby zainteresować ogłoszeniem, należy pomyśleć o ciekawym nagłówku i zadać pytania osobiste na początku ogłoszenia, np. *Are you keen on sport? Do you like helping people? Have you ever lived in a house by the lake?*
- Ogłoszenie jest zachętą w formie sugestii do podjęcia danej akcji, np. *Why don't you come and take part?*
- Język ogłoszenia charakteryzuje się:
  - zastosowaniem trybu rozkazującego w formie zachęty, np. *Follow your dreams. Come … .*
  - użyciem czasu present continuous w opisie planów i zamiarów, np. *We're organising a rehearsal next week.*
  - użyciem skróconych form czasownikowych, jeśli jest adresowane do rówieśników.

Plan

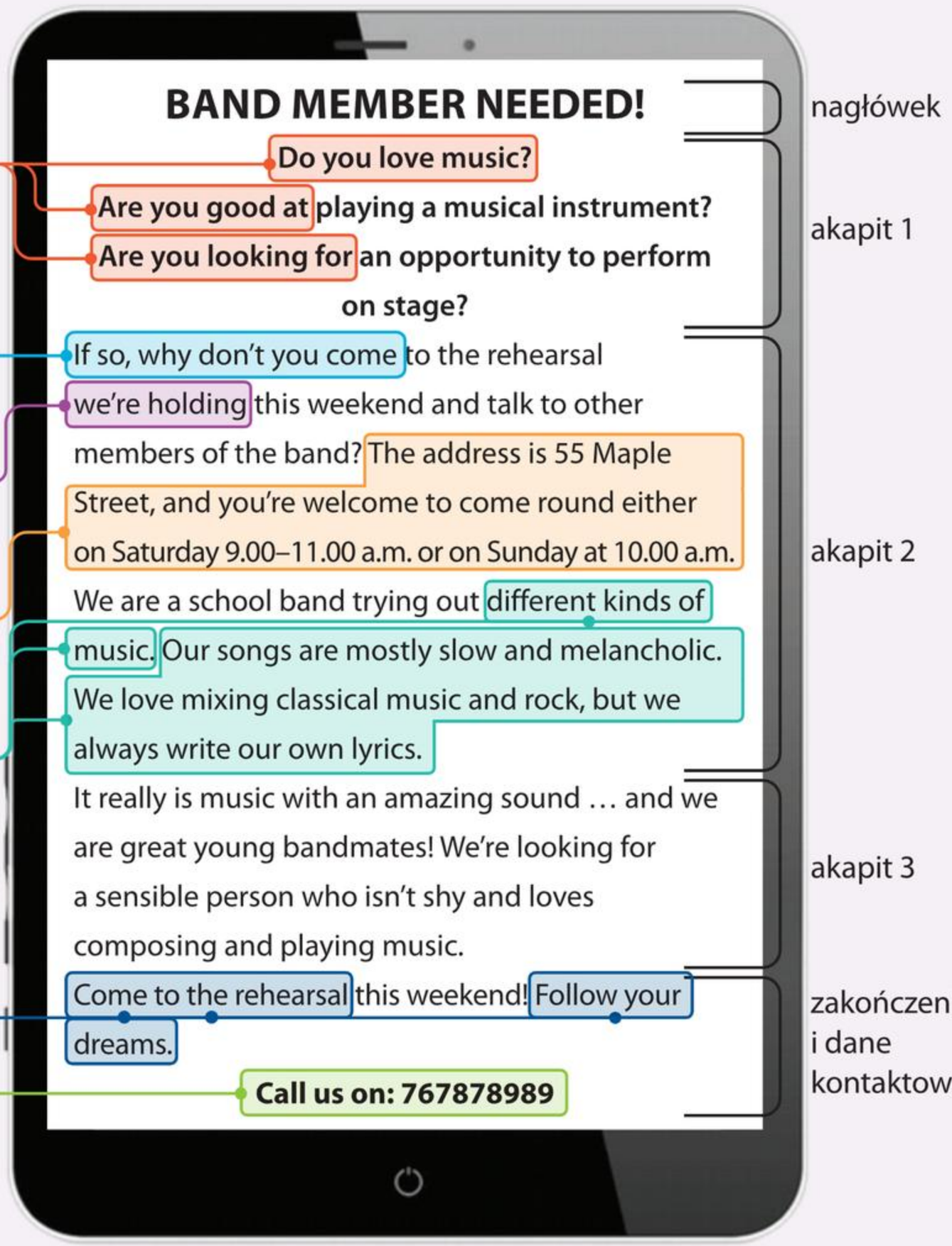
Nagłówek
Przyciągnięcie uwagi

Akapit 1
Pytanie lub pytania zachęcające do przeczytania ogłoszenia.

Akapit 2
Sugestia zachęcająca do działania. Szczegółowe informacje o wydarzeniu.

Akapit 3
Dodatkowe informacje o wydarzeniu. Jeżeli tych informacji jest więcej, warto je rozbić na dwa akapity, aby ogłoszenie było przejrzyste dla czytającego.

Zakończenie
Perswazja
Dane kontaktowe



Sprawdź poprawność swojej wypowiedzi

- Czy struktura ogłoszenia odpowiada planowi i zawiera nagłówek, pytanie zachęcające do przeczytania, sugestię zachęcającą do działania, szczegóły wydarzenia oraz dane kontaktowe?
- Czy zawarłeś / zawarłaś opis ogólny i szczegółowy?
- Czy sprawdziłeś / sprawdziłaś poprawność gramatyczną i ortograficzną ogłoszenia?

5 Review

1 Write the names of the rooms that these definitions describe. Write the answers in your notebook.

1 we keep our clothes in this room and sleep here ?
2 we cook in this room and often eat here ?
3 we keep tools or bikes here ?
4 we relax here, watch TV, read or chat with each other ?
5 we wash our clothes and hang them up to dry here ?
6 we have a shower or a bath and brush our teeth here ?

2 Copy the table into your notebook and write the names of the rooms in Exercise 1 in the left hand column. Then, match the objects in the box with the rooms.

armchair bath pillow coffee table cooker duvet mat tumble dryer shower cushion wardrobe washing machine lawnmower fridge bikes tools

	Name of place	What we find here
1	?	?

3 Write the correct form of the verbs in brackets in your notebook. Then, match sentences 1–8 with A–H to form mini dialogues. Write the answers in your notebook.

1 ? you ? (*be*) to the UK?
2 I ? (*bring*) you a present. I hope you like it.
3 Mum and I ? (*bake*) a cake. Do you want a piece?
4 ? you ? (*do*) any extreme sports?
5 How long ? you ? (*live*) in Cracow?
6 ? you ever ? (*paint*) your room a different colour?
7 Mum ? just ? (*come*) home from the supermarket.
8 I ? just ? (*win*) some money.

A Not right now. I ? just ? (*eat*) a big meal.
B We ? (*be*) here for eight years now.
C I hope she ? (*buy*) my favourite cereal.
D Yes, I ? (*travel*) there four or five times so far.
E No, but I ? (*hang*) some new posters on the walls.
F Really? I ? never ? (*be*) so lucky!
G Thanks, it is beautiful. I ? always ? (*want*) one.
H No, I haven't. I ? (*think*) about trying bungee jumping, though.

4 Choose the correct option in sentences 1–6. Write the answers in your notebook.

1 I have two sisters. *Their* / *They're* room has many posters on the walls.
2 My *parent's* / *parents'* car is new.
3 We've just got a pet cat, but he is really *mine* / *my* and sleeps on *mine* / *my* bed.
4 The *children's* / *childrens'* toys are in the living room.
5 Have you seen *James'* / *James* book? He can't find it.
6 *Karolina's* / *Karolinas'* clothes are on the floor.

5 60 Listen and match speakers 1–5 with their favourite rooms A–F. There is one extra answer.

1 Mum ?
2 Dad ?
3 Sandra ?
4 George ?
5 Grandpa ?

A living room
B bathroom
C shed
D bedroom
E utility room
F kitchen

6 Ask five students in the class the questions in the survey below. Note down their answers.

General experiences (answer *yes / no*)

1 Have you ever fixed a bike? ?
2 Have you ever bought something red? ?
3 Have you ever had dinner on a patio? ?
4 Have you ever used a washing machine? ?

Things done recently (answer *yes / no*)

1 Have you made your own breakfast recently? ?
2 Have you hung up a poster recently? ?
3 Have you been to a barbecue recently? ?
4 Have you relaxed in an armchair recently? ?

Things that started in the past and have continued into the present (answer *since / for*)

1 How long have you lived here? ?
2 How long have you been in this class? ?
3 How long have you learnt English? ?
4 How long have you lived in your country? ?

7 Report back on the results of the survey to the class.

Example

Three students have never fixed a bike.

Skills Checkpoint 5

Rozumienie ze słuchu

1 61 **Usłyszysz dwukrotnie cztery teksty. W zadaniach 1–4, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.**

1 What did the girl buy for her room?

2 When did the new furniture arrive?

A On Friday morning. **B** On Friday afternoon. **C** On Friday evening.

3 Which piece of equipment **WASN'T** working?

4 How long has the boy been at his new school?

A One week. **B** Two weeks. **C** Three weeks.

2 62 **Usłyszysz dwukrotnie właścicielkę mieszkania. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.**

1 The girl has been in the new flat

A for three months.
B for three weeks.
C for four weeks.

2 The thing that the girl didn't want to have in her room is

A curtains.
B a mirror.
C a coffee table.

3 The thing the girl likes most about her room is

A the new furniture.
B having more space.
C being alone in her room.

Znajomość funkcji językowych

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

1 A: Have you cleaned your room, Tom?
B: ? . I'm too tired.

2 A: Whose book is it on the floor?
B: ? .
A: Oh, she always leaves things on the floor.

3 A: ? this film?
B: Yes, we have! It was fantastic. We watched it yesterday.

5 Skills Checkpoint

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

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

1 Chcesz zapytać kolegę, jak długo mieszka w swoim obecnym mieszkaniu. Co powiesz?

A How long have you lived here?

B How long do you live here?

C How long did you live here?

2 Koleżanka proponuje ci dołączenie do grupy wychodzącej do kina. Co odpowiesz?

A Yes, the cinema is very close.

B I didn't go because I had to help my mum.

C I can't, I'm afraid. I have to help my mum.

Rozumienie tekstów pisanych

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

A
It's got three rooms – two bedrooms and a living room. There's also a kitchen and a very small bathroom. My flat is on the third floor of a block not far from the city centre. There is a children's playground in front of the block and some shops not far away.

B
It's got about twelve rooms, and all of them are very big. There's a huge garden and a garage for three cars. From the living room you can see fields and the sea in the distance. The person who lives here must be very rich.

C
It's not very big, and the windows are quite small. There are three rooms, but it is very comfortable. It's very quiet because it's in a small village near a river. I think it is about 150 years old, but it might be older.

This place is best for

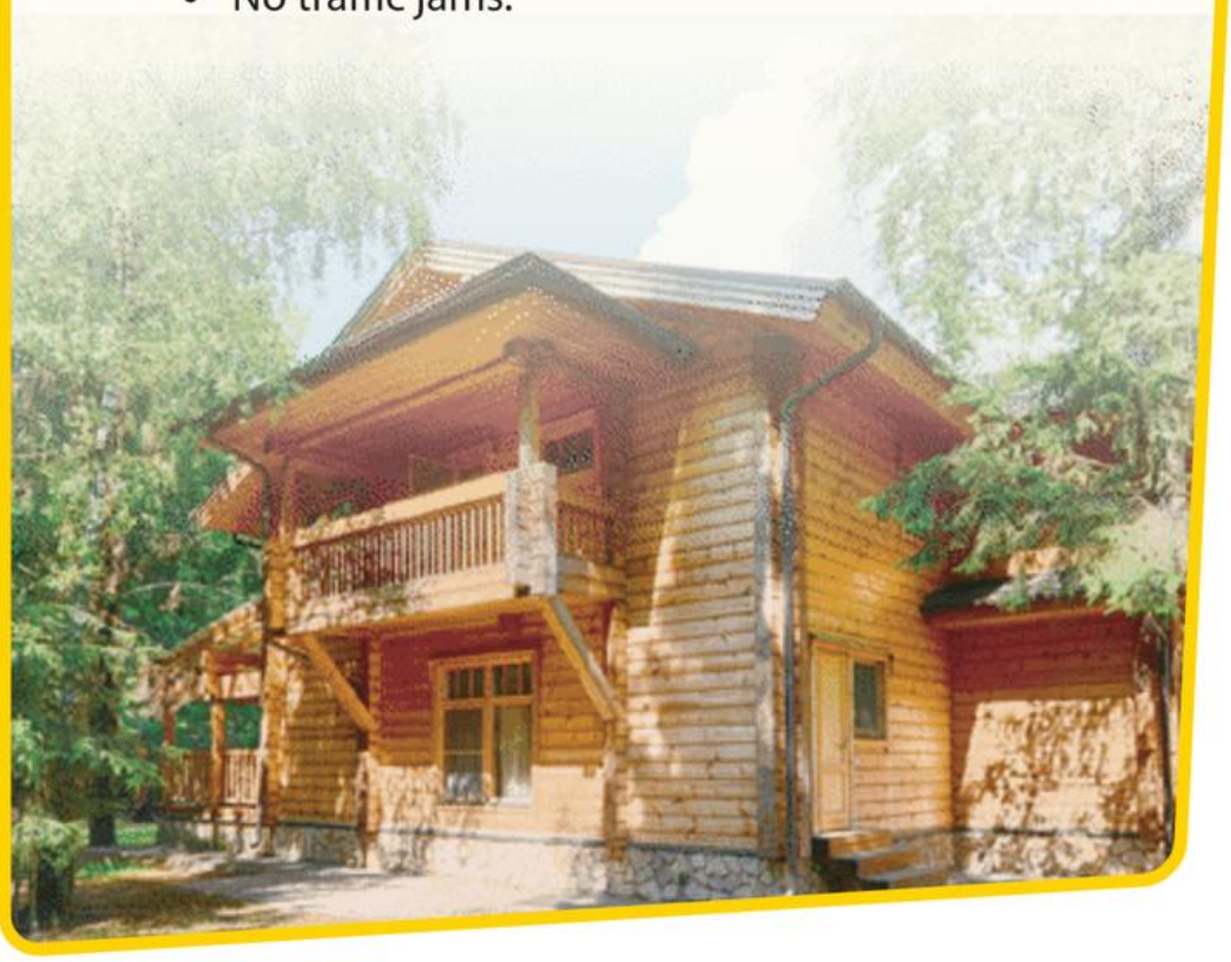
1	a car owner.	?
2	lovers of nature or history.	?
3	a family with children.	?
4	someone with a lot of money.	?

A holiday villa with a pool

7 **Przeczytaj tekst. Uzupełnij luki w zdaniach 1–3 zgodnie z treścią tekstu. W każdą lukę możesz wpisać maksymalnie dwa wyrazy. Zapisz odpowiedzi w zeszycie.**

HOUSE FOR SALE

- Situated in the centre of Brighton, a few minutes walk from the seaside.
- Train stop and bus stop 3 minutes away from the house.
- Quiet neighbourhood with lots of trees and green areas.
- Sports facilities available in the neighbourhood.
- No traffic jams.



1 The house is located in a place called ? .
2 The beach is not ? the house.
3 A good place for people who like ? because there are many green areas.

Znajomość środków językowych

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

1 ? (*Czy zreperowaliście*) your old printer yet?
2 We ? (*jesteśmy*) in our new house since last week.
3 I ? (*nie widziałam*) a film at the cinema for two months.
4 My cousins ? (*nigdy nie jedli*) Mexican food.
5 She ? (*skończyła*) the test 15 minutes ago!

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

Little Helpers

Children have helped adults with their daily chores **(1)** ? hundreds of years. For example, where parents are farmers, children help on their **(2)** ? farm. They often feed the family's animals or pick vegetables from **(3)** ? fields. Many children have **(4)** ? seen a tap with running water. They have walked to a well to get water every day **(5)** ? they were quite small. If a fisherman has got a son, **(6)** ? son will probably also go out in his fishing boat. It is hard for these families to survive without their children's help. When they grow up, they have **(7)** ? learnt important skills that they need in everyday life. The lucky ones have also **(8)** ? to school!

1	**A** for	**B** since	**C** when
2	**A** parents	**B** parent's	**C** parents'
3	**A** their	**B** theirs	**C** they
4	**A** never	**B** yet	**C** still
5	**A** for	**B** since	**C** when
6	**A** his	**B** their	**C** him
7	**A** never	**B** already	**C** ever
8	**A** studied	**B** gone	**C** been

Tworzenie wypowiedzi pisemnej

10 **Wspólnie z całą rodziną tworzysz ogłoszenie o sprzedaży waszego domu. W ogłoszeniu napisz:**

- jakie pomieszczenia znajdują się w domu,
- jakie są zalety domu,
- dlaczego kupiec powinien go kupić.

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

5 Wordlist

Posłuchaj
docwiczenia.pl
Kod: A7LTL8

(n) – noun / rzeczownik
(v) – verb / czasownik
(adj) – adjective / przymiotnik
(adv) – adverb / przysłówek
(conj) – conjunction / spójnik
(prep) – preposition / przyimek
(det) – determiner / określnik
(phr) – phrase / wyrażenie

ADVERBS		
already *(adv)*	/ɔːlˈredi/	już
ever *(adv)*	/ˈevə(r)/	kiedykolwiek
just *(adv)*	/dʒʌst/	dopiero co / właśnie
never *(adv)*	/ˈnevə(r)/	nigdy
still *(adv)*	/stɪl/	nadal, wciąż
yet *(adv)*	/jet/	jeszcze, już
AT HOME		
air conditioner *(n)*	/eə(r) kənˈdɪʃ(ə)nə(r)/	klimatyzator
armchair *(n)*	/ˈɑː(r)mˌtʃeə(r)/	fotel
barbecue *(n)*	/ˈbɑː(r)bɪˌkjuː/	grill
bedside table *(n)*	/ˈbedsaɪd ˈteɪb(ə)l/	szafka nocna
blanket *(n)*	/ˈblæŋkɪt/	koc
blinds *(n, pl)*	/blaɪndz/	żaluzje, rolety
carpet *(n)*	/ˈkɑː(r)pɪt/	dywan
coffee table *(n)*	/ˈkɒfi ˌteɪb(ə)l/	stolik do kawy
cooker *(n)*	/ˈkʊkə(r)/	kuchenka
curtains *(n, pl)*	/ˈkɜː(r)t(ə)ns/	zasłony
cushion *(n)*	/ˈkʊʃ(ə)n/	poduszka (do siedzenia)
desk lamp *(n)*	/desk læmp/	lampka biurowa
dining table *(n)*	/ˈdaɪnɪŋ ˌteɪb(ə)l/	stół w jadalni
dishwasher *(n)*	/ˈdɪʃˌwɒʃə(r)/	zmywarka do naczyń
duvet *(n)*	/ˈduːveɪ/	kołdra
floor *(n)*	/flɔː(r)/	podłoga
frame *(n)*	/freɪm/	ramka, np. na zdjęcie
fridge *(n)*	/frɪdʒ/	lodówka
front door *(n)*	/frʌnt dɔː(r)/	drzwi frontowe
laptop *(n)*	/ˈlæpˌtɒp/	laptop
lawnmower *(n)*	/ˈlɔːnˌməʊə(r)/	kosiarka do trawy
mat *(n)*	/mæt/	mata
mirror *(n)*	/ˈmɪrə(r)/	lustro
painting *(n)*	/ˈpeɪntɪŋ/	obraz, malowidło
pillow *(n)*	/ˈpɪləʊ/	poduszka
plant *(n)*	/plɑːnt/	roślina
poster *(n)*	/ˈpəʊstə(r)/	plakat
rug *(n)*	/rʌg/	dywanik, chodnik
running water *(n)*	/ˈrʌnɪŋ ˌwɔːtə(r)/	bieżąca woda
satellite dish *(n)*	/ˈsætəlaɪt dɪʃ/	antena satelitarna
shelf *(n)*	/ʃelf/	półka
shelves *(n, pl)*	/ʃelvz/	półki
shower *(n)*	/ˈʃaʊə(r)/	prysznic
sink *(n)*	/sɪŋk/	zlew
staircase *(n)*	/ˈsteə(r)ˌkeɪs/	klatka schodowa
tumble dryer *(n)*	/ˈtʌmb(ə)l ˌdraɪə(r)/	suszarka do ubrań
wardrobe *(n)*	/ˈwɔː(r)drəʊb/	szafa na ubrania
washing machine *(n)*	/ˈwɒʃɪŋ məˌʃiːn/	pralka
wood stove *(n)*	/wʊd stəʊv/	piec na drewno
HOUSES		
cottage *(n)*	/ˈkɒtɪdʒ/	domek na wsi
flat *(n)*	/flæt/	mieszkanie
house *(n)*	/haʊs/	dom
villa *(n)*	/ˈvɪlə/	willa
PHRASAL VERBS		
chill out *(phr v)*	/tʃɪl aʊt/	relaksować się
hang up *(phr v)*	/hæŋ ʌp/	odwiesić, powiesić
kick back *(phr v)*	/kɪk bæk/	wyluzować się
pull up *(phr v)*	/pʊl ʌp/	podciągać, np. żaluzje
put away *(phr v)*	/pʊt əˈweɪ/	układać, chować
put up *(phr v)*	/pʊt ʌp/	zawiesić
switch on *(phr v)*	/swɪtʃ ɒn/	włączyć

PREPOSITIONS OF TIME		
for *(prep)*	/fɔː(r)/	przez
for a few days	/fɔː(r) ə fjuː deɪz/	przez kilka dni
for a long time	/fɔː(r) ə lɒŋ taɪm/	przez długi czas
since *(prep)*	/sɪns/	od
since 1991	/sɪns ˌnaɪnˈtiːn ˈnaɪnti wʌn/	od 1991 roku
since 8 o'clock	/sɪns eɪt əˈklɒk/	od godziny ósmej
ROOMS		
bathroom *(n)*	/ˈbɑːθˌruːm/	łazienka
bedroom *(n)*	/ˈbedruːm/	sypialnia
dining room *(n)*	/ˈdaɪnɪŋ ˌruːm/	jadalnia
hallway *(n)*	/ˈhɔːlˌweɪ/	korytarz
kitchen *(n)*	/ˈkɪtʃən/	kuchnia
living room *(n)*	/ˈlɪvɪŋ ˌruːm/	pokój dzienny
patio *(n)*	/ˈpætiəʊ/	patio, taras
shed *(n)*	/ʃed/	szopa
utility room *(n)*	/juːˈtɪləti ˌruːm /	pomieszczenie gospodarcze
OTHER WORDS		
balcony *(n)*	/ˈbælkəni/	balkon
brick *(n)*	/brɪk/	cegła, ceglany
float *(v)*	/fləʊt/	dryfować
garage *(n)*	/ˈgærɑːʒ/	garaż
homeschool *(v, n)*	/ˈhəʊmˌskuːl/	nauczać w domu, nauczanie domowe
previous *(adj)*	/ˈpriːviəs/	poprzedni
season *(n)*	/ˈsiːz(ə)n/	pora roku
swing *(n)*	/swɪŋ/	huśtawka
wall *(n)*	/wɔːl/	ściana

USEFUL EXPRESSIONS

DESCRIBING MY BEDROOM

I don't really like my bedroom because … .	Niezbyt podoba mi się moja sypialnia, ponieważ … .
I keep my … in my wardrobe.	Trzymam swoje … w szafie na ubrania.
I keep my … on my bookshelves.	Trzymam swoje … na półkach na książki.
I really love my posters of … .	Naprawdę uwielbiam swoje plakaty z … .
I've got a computer.	Mam komputer.
I've got a printer.	Mam drukarkę.
I've got red curtains.	Mam czerwone zasłony.
My bedroom is great because … .	Moja sypialnia jest wspaniała, ponieważ … .
My room is usually tidy / untidy because … .	Zwykle mój pokój jest posprzątany / nieposprzątany, ponieważ … .
The walls are white.	Ściany są białe.

PERSUADING

Come to … .	Przyjdź do … . / Przyjedź do … .
Follow your dreams.	Spełniaj swoje marzenia.
Live at / in … .	Zamieszkaj w … .
Try something new!	Spróbuj czegoś nowego!

MAKING SUGGESTIONS

How / What about (*verb + -ing*) … ?	Co sądzisz o … ?
Why don't you (*verb + infinitive*) … ?	Może mógłbyś … ?
Would you like to (*verb + infinitive*) … ?	Czy chciałbyś … / chciałabyś … ?
Would you be interested in (*verb + -ing*) … ?	Czy byłbyś / byłabyś zainteresowany / zainteresowana … ?

6 The Place to Be

Reading I can understand a short text about a historic place. I can understand simple information in notices and signs.

Vocabulary I can name particular places in a town and the activities connected with these places. I can give directions. I can use different phrasal verbs.

Grammar I can use the pronouns *this / that / these / those* to show which things are near and which are far away. I can remember basic rules about using *a / an*, *the* and *zero article*. I can complete a simple text with missing articles.

Listening I can understand what places and times people are talking about in short speeches.

Speaking I can ask for and give directions to particular places in a town. I can ask people to repeat information when I don't understand it.

Writing I can write a simple postcard. I can use different tenses to express activities on holiday.

New words and phrases

- amazing
- delicious
- evil
- haunted
- locked
- magnificent
- marvellous
- peaceful
- spooky
- violent
- banquet hall
- caution
- display
- exhibit
- exit
- path
- seat belt
- shopping mall
- tour guide
- allow
- bang
- quarrel
- break down
- come down with
- fill up
- get on
- get off
- go through
- jump over
- look for
- look forward to
- put on
- ride around
- row under
- run across
- run along
- run out of
- sell out
- take off
- take up
- walk into
- walk past
- work out
- in progress

The exterior of the Salvador Dali Museum in St. Petersburg, Florida

6a The Place to Be

Reading

1 63 **Listen to six instructions. Which of them might you hear in a castle?**

2 64 **Read or listen to the story about a tour of a castle. What did Lisa hear?**

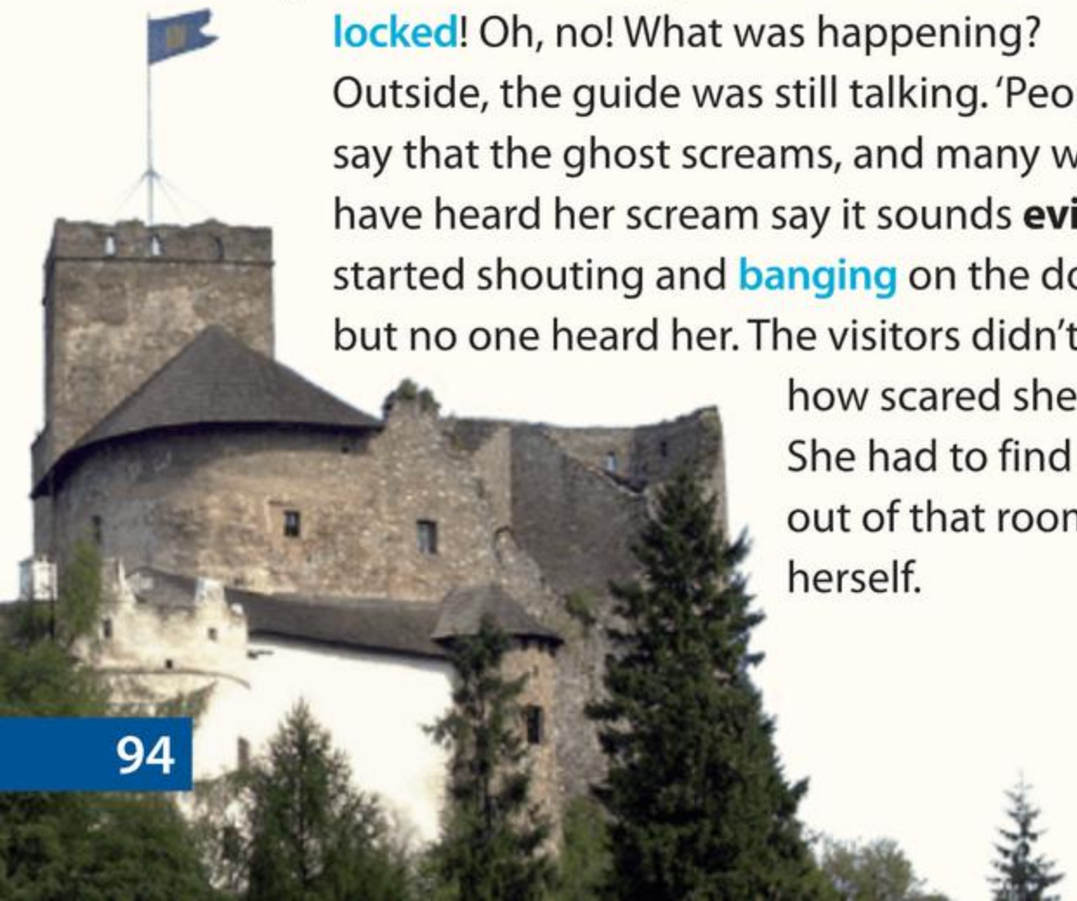
The Ghost of Niedzica

Last weekend, Lisa visited Dunajec Castle in Niedzica with her mother. It is situated by the River Dunajec. They listened to the **tour guide** talk about the history of the castle. 'The castle in Niedzica was built at the beginning of the 14th century. Many powerful aristocrats owned it. In those times they lived a rich life in the castle.'

History was Lisa's favourite subject, and she was going to do a presentation about the castle for her history class. The visitors were in the huge **banquet hall**. They could almost hear the musicians playing the violin. There were portraits of Polish and Hungarian aristocrats on the walls. 'These people all have crazy eyes,' Lisa thought. Then she noticed a closed door. A sign on it said *No Entry!* 'That door looks interesting,' thought Lisa. She went towards the door very quietly and slowly opened it.

The guide continued talking. 'In the 19th century, Andrzej Horvath built this **marvellous** banquet hall. The castle looks impressive but, according to the legend, many sad events took place here. There have been many reports of a ghost. People say it is the ghost of Princess Brunhilda, who was a very short-tempered woman and often **quarrelled** with her husband Bogusław, shouting at him all the time. Bogusław was a **violent** man and, one day, during a **quarrel**, he pushed her, and she fell through a window and into a well.'

Lisa entered a small, dark room. The room felt **spooky**, and she didn't like it. Suddenly, she heard someone screaming, but there was no-one there. It didn't sound friendly at all. She tried to open the door, but it was **locked**! Oh, no! What was happening? Outside, the guide was still talking. 'People say that the ghost screams, and many who have heard her scream say it sounds **evil**.' Lisa started shouting and **banging** on the door, but no one heard her. The visitors didn't know how scared she was. She had to find a way out of that room by herself.



Word Focus

tour guide: a person who shows you around a place and tells you something about it

banquet hall: a very large dining room in a castle or a palace

quarrel: when you argue with someone face to face

locked: when something can only be opened with the correct key

banging: hitting something very hard more than once

3 **Read the story in Exercise 2 again and choose the correct option. Write the answers in your notebook.**

1 Dunajec castle is *over 650* / *less than 600* / *14* years old.
2 Lisa thought the aristocrats looked *nice* / *bad* / *mad*.
3 Visitors *were allowed* / *were taken* / *weren't allowed* to go through the door that Lisa went through.
4 Lisa felt *happy* / *friendly* / *scared* in the room.
5 Lisa *could* / *could not* / *didn't want to* get out of the little room.

4 65 **Now listen to some extra inforamation about Niedzica Castle. Answer questions 1–3. Write the answers in your notebook.**

1 What is the name of the powerful aristocrat who lived in the castle? ?
2 What happened to Brunhilda when she fell into the well? ?
3 What is the actual sound that people hear in the little room? ?

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

Skills Explorer

Słowa kluczowe

- Po przeczytaniu tekstu źródłowego zapoznaj się z treścią e-maila.
- Jeśli masz pomysł na uzupełnienie luk, zapisz wstępnie swoje pomysły.
- Sprawdź w e-mailu, jakich konkretnie informacji szukasz, zwracając uwagę na słowa kluczowe, np. jeśli w mailu przy luce występuje słowo TICKET, w tekście źródłowym szukaj jego synonimu.

6 **Now complete the *Skills Booster* task.**

Skills Booster

Przeczytaj jeszcze raz tekst o przygodzie Lisy w zamku. Uzupełnij luki 1–6 w e-mailu Lisy do kolegi z Wielkiej Brytanii zgodnie z treścią tekstu. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Zapisz odpowiedzi w zeszycie.

From: Lisa
To: Tim
Subject: Dunajec Castle

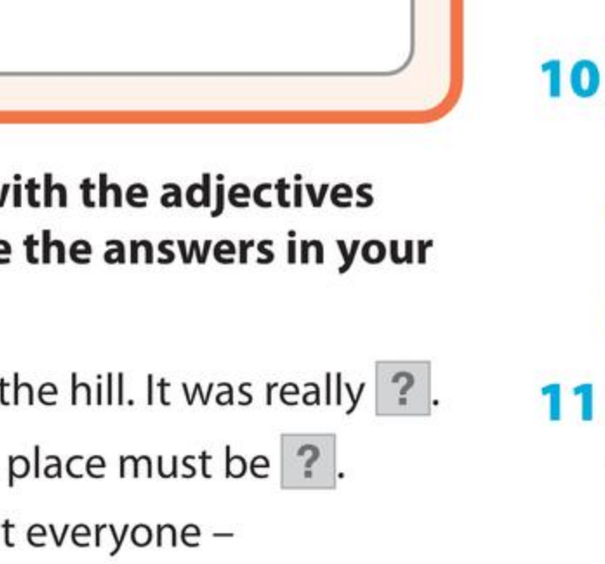
Hi Tim,
Last weekend I visited an amazing place. It was the castle in Niedzica, by the River Dunajec in Poland. I went there with my **(1)** ? . What is exciting about the castle is that it is **haunted**. There was once a **(2)** ? living in the castle who wasn't a calm woman at all and she often **(3)** ? her husband. After one such fight, he pushed her so hard that she **(4)** ? . Now she lives in the castle as a **(5)** ? . It is easy for me to write about it now, but when I was there I heard some spooky noises, so I **(6)** ? of Brunhilda. Trust me, it was scary. How about going there together one day?
Greetings,
Lisa

7 **Complete sentences 1–5 with the adjectives in bold in both texts. Write the answers in your notebook.**

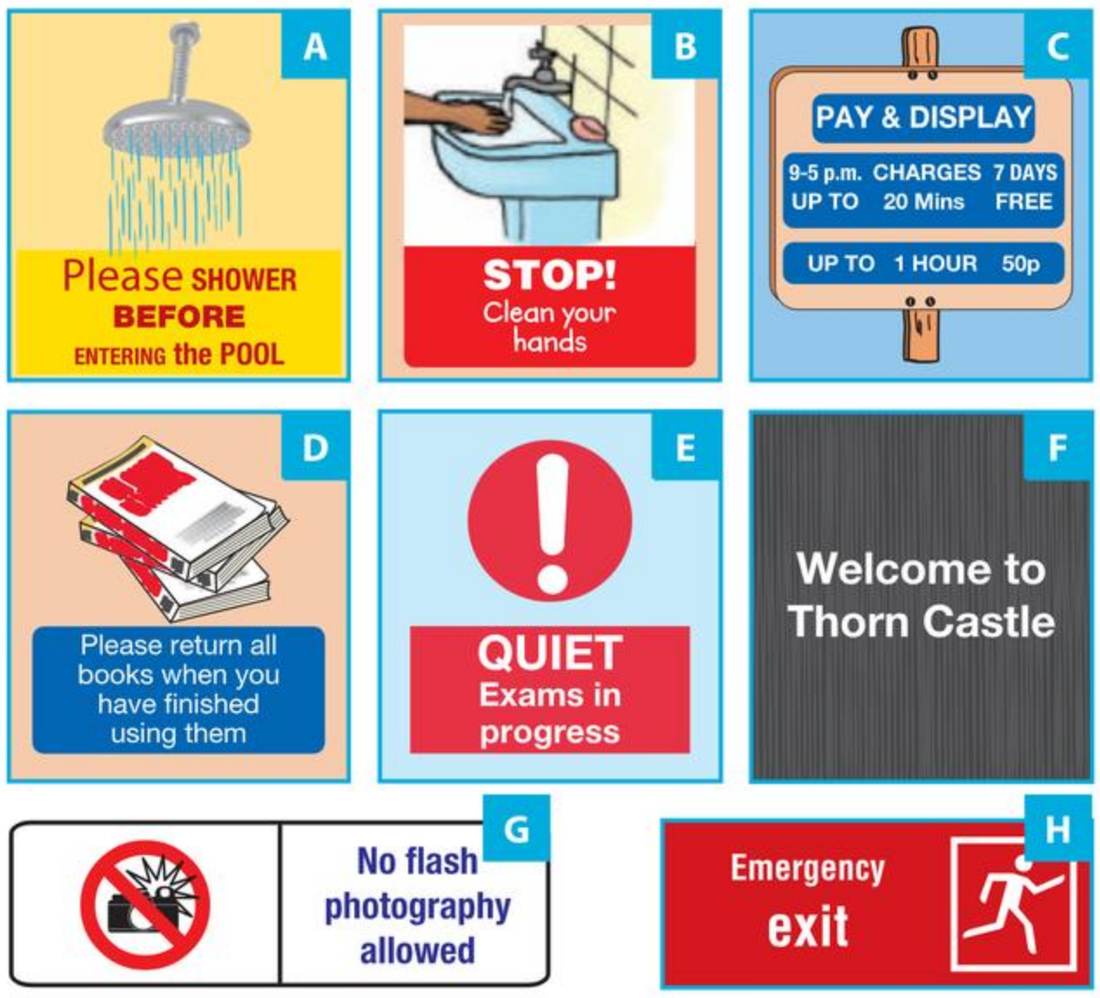
1 It was dark and windy on the hill. It was really ? .
2 I heard screams here. This place must be ? .
3 The Queen wanted to hurt everyone – she was ? .
4 The King loved fighting – he was very ? .
5 The castle is big and beautiful. It's ? .

Ideas Focus

- Do you know anybody who believes in ghosts?
- Do you enjoy visiting castles, old buildings and museums? Why? / Why not?



8 **Look at signs A–H. Where might you see them?**



9 **Look at signs A–H again and answer questions 1–7. Write the answers in your notebook.**

Which sign tells you

1 why you must not make a noise? ?
2 to wash (two signs)? ?
3 that you cannot use a camera with a flash? ?
4 how much you have to pay to do something? ?
5 where you are? ?
6 what to do with something after using it? ?
7 where you can leave a place when in danger? ?

10 **Find these words / phrases in the signs. Write them in your notebook and translate them.**

in progress return exit entering
display allow clean

11 **Replace the words / phrases in italics with a word / phrase in Exercise 10 that has the same meaning. Write the answers in your notebook.**

1 Please ? (*give back*) the tennis rackets after you have used them.
2 ? (*Wash*) your hands before preparing food.
3 Take off all jewellery (rings, necklaces) before ? (*getting into*) the hot tub.
4 Please ? (*show*) your identity card at reception.
5 Please do not enter – a ghost tour of the castle is ? (*happening now*).
6 In case of danger, ? (*leave*) through this door.
7 This place does not ? (*let*) you to take photos with a flash.

6b The Place to Be

Vocabulary 1

1 **Match these phrases with pictures A–H.**

run across run along ride around walk into
go through row under jump over walk past

2 **Choose the correct option. Write the answers in your notebook. Check your answers in pairs.**

1 I was looking for the post office, but I walked *into* / *past* the bank by mistake.
2 We rode our bikes *over* / *round* the park and breathed in the fresh air.
3 James quickly ran *along* / *under* the path because he was late for school.
4 Did you see that? Elsa walked *into* / *past* me and didn't say hello!
5 They rowed the boats *across* / *under* the bridge and continued down the river.
6 Farmer Brown's horse jumped *over* / *through* the gate and ran away.
7 Joe ran *across* / *along* the street because he saw his friend on the other side.
8 To get to Paddington Station you must go *over* / *through* the park.

3 **Complete the text with the words below. Write the answers in your notebook.**

cross follow get off get on go take
get to turn

How to get from Paddington Station to the Tower of London

By bus: **(1)** ? a number 205 bus at a bus stop H. To find the bus stop, come out of Paddington Station and **(2)** ? the road. You can buy tickets on the bus, after you **(3)** ? . The ride will take about 50 minutes. Then, **(4)** ? the bus at St Botolph Street. It's a 15-minute walk from there, so take this map and **(5)** ? it. Cross the street and **(6)** ? right onto Aldgate High Street and then, turn left onto Jewry Street. Then, **(7)** ? straight on until you **(8)** ? the River Thames. Turn right and then, take the first left, and you'll reach the Tower of London.

The Tower sits on the River Thames

4 **Read the texts and decide which service in a town they are about. The underlined key words will help you choose the service. The first one is done for you. Write the answers in your notebook.**

1 **POLICE STATION** You go there or you call the people who work there when you need help.
2 ? This place is full of information on many different subjects.
3 ? The people who work there save people's lives and their homes.
4 ? Many people go there to gain more knowledge. Most of them are 18–22 years old.
5 ? This place is full of items that are important for people who want to learn about art and history.
6 ? We go to this place to buy stamps, pay bills and send letters.
7 ? This is where you go if you have a problem with your health.

5 **Student A p 148. Student B p 173.**

Ideas Focus

- Why are there special rules in museums?
- Is the countryside a better place for a teenager to grow up in than a city? Why? / Why not?

Demonstratives

Określniki wskazujące (*demonstratives*) ***this***, ***that***, ***these***, ***those*** występują przed rzeczownikami policzalnymi i używamy ich do określenia odległości opisywanych przez nas rzeczy, zarówno w przestrzeni, jak i w czasie.

	Blisko	Daleko
Liczba pojedyncza	*In the 19th century, Andrzej Horvath built **this** marvellous banquet hall.*	***That** door looks interesting – thought Lisa.*
Liczba mnoga	*There were portraits of Polish and Hungarian aristocrats on the walls. **These** people all have crazy eyes and faces – Lisa thought.*	*Many powerful aristocrats owned it. In **those** times they lived a rich life in the castle.*

More information in the **Grammar Guide p 160**

Reading reference p 94

Zaimki **this** i **that** mogą też występować z rzeczownikami niepoliczalnymi, np.

***This** money belongs to me!*

***That** information I heard the other day was fantastic.*

1 Complete the dialogues with *this*, *that*, *these* or *those*. Write them in your notebook.

1 ? tall building here is a bank, and ? glass building across the street is a hotel.
2 ? flats are modern, but ? houses are old.
3 ? traffic is terrible! ? roads are always busy. I'll be late to the office.
4 ? pollution we saw on the video about Beijing was really bad.

2 Correct the sentences in your notebook. Exchange your notebooks with a partner.

1 **A:** Can you see those street number on the building opposite?
B: No, it's too far away! That house here is number 24, but we know the office is in that street.
2 **A:** Does that bus go to the town centre?
B: No, you want this bus on the other side of the road.
3 **A:** These information about bus times is really useful!
B: Yes, that phone app has all the timetables. Look!

3 66 **Listen and check your answers to Exercise 2.**

4 Complete the text with *this*, *that*, *these* or *those*. Write the numbers and the words in your notebook.

Wrocław City Tour

'Welcome to **(1)** ? bus tour of Wrocław! **(2)** ? city is famous for its Town Square, but the modern buildings are worth visiting too. **(3)** ? structure up the hill is the lookout tower. As we're driving along **(4)** ? road, it's good to take a look at two sites. The first one is here. **(5)** ? panoramic painting is called Panorama Racławicka, and it was created in the nineteenth century. In **(6)** ? times it was displayed in Lviv. **(7)** ? building is the Gothic cathedral. When it was completed, it had many chapels. Some of **(8)** ? are still standing today. Now, we're entering another part of the city. **(9)** ? part is called the Old Town. **(10)** ? area is great for sightseeing. **(11)** ? structure right in front of you is the old moat. Some of **(12)** ? streets around here are closed to traffic.'

The Cathedral of St. John the Baptist in Wrocław

5 Complete the dialogues with *this*, *that*, *these* or *those*. Write them in your notebook.

1 **A:** Does ? lift go to the 12th floor?
B: ? lifts are for staff only. ? lifts over there are for visitors.
2 **A:** ? road is very quiet. There's no traffic today.
B: Yes, but ? roundabout ahead looks busy.
3 **A:** Do you want to sit in ? café? We can sit here, ? chairs are free.
B: ? table is near the kitchen and it's very noisy. Let's try ? café opposite.

More exercises in the **Grammar Guide p 160**

6d The Place to Be

Listening

1 67 **Listen to four people (1–4) describing some of the toys from the Museum of Toys. Which pictures A–F are they talking about?**

A

B

C

D

E

F

1	2	3	4
?	?	?	?

2 Match phrases 1–8 with phrases A–H. Write the answers in your notebook.

1	noon ?	**A**	eleven forty-five p.m.
2	midnight ?	**B**	a hundred years
3	half an hour ?	**C**	eight thirty
4	a quarter to midday ?	**D**	12.00 o'clock p.m.
5	a century ?	**E**	sixty minutes
6	half past eight ?	**F**	eleven forty-five a.m.
7	a quarter to midnight ?	**G**	12.00 o'clock a.m.
8	one hour ?	**H**	30 minutes

3 68 **You will hear four speakers talking about events in their lives. For each speaker (1–4), choose the correct option A–E. There is one extra option. Write the answers in your notebook.**

This speaker

A left the place of work at 11.45 p.m.

B needed something from a library and went there at 12.00 p.m.

C got to a bank at 9.30 a.m.

D needed something from a chemist's and found it at 1.00 p.m.

E had to send a letter at 12.00 a.m.

1	2	3	4
?	?	?	?

4 69 **Listen to Peter talking about five places he is planning to visit. Put the places in order. Write the answers in your notebook.**

cinema park chemist's gym restaurant

1	2	3	4	5
?	?	?	?	?

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

Skills Explorer

Znajdowanie w tekście określonych informacji: opinie, odczucia, określniki czasu

- Przed wysłuchaniem nagrania przeczytaj odpowiedzi, aby wiedzieć, jakich informacji potrzebujesz.
- Nie zawsze odpowiedzi będą wyrażone wprost. Czasem należy wywnioskować je z kontekstu całej wypowiedzi, niekiedy z emocji, które towarzyszą autorowi, a czasem z opinii, które autor wyraża.
- Zwróć uwagę na określniki czasu, które również nie zawsze będą wyrażone wprost.

6 70 **Now complete the *Skills Booster* task.**

Skills Booster

Usłyszysz dwukrotnie cztery wypowiedzi o wrażeniach ze zwiedzanych muzeów (1–4). Do każdej z nich dopasuj zdanie spośród A–E. Jedno zdanie zostało podane dodatkowo. Wpisz rozwiązanie do tabeli w zeszycie.

This person

A was surprised at how good the museum was.

B didn't enjoy the museum trip.

C thought the museum was expensive.

D would go to the museum again.

E learnt a lot from the trip.

1	2	3	4
?	?	?	?

7 Describe a place in your town you like to visit, say how often you visit the place and what you do there. Your partner's task is to guess what place you are talking about.

Speaking

The Place to Be 6e

1 **Draw a mind map in your notebook.**

2 **Read the conversation between a man and a woman. Who lives in the city the people are in: the woman or the man?**

M: Hi! Excuse me, can you help me?

W: Of course, what are you looking for?

M: How can I get to the museum from here? I have a map which tells me that to get to the museum I have to walk across this street, but I don't see the museum over there.

W: That's because it's an old map! Look, this street is closed. You have to walk past the market and then, turn right and go straight on for about 2 minutes.

M: Where is it exactly?

W: It's at the end of Green Road.

M: Did you say Thin Road?

W: No, Green Road. The museum is opposite the school. The school is in a huge pink building. I'm sure you'll find the building easily.

M: Thank you very much.

3 **Read the conversation again and answer YES or NO to questions 1–4.**

1 Is the map useful? ?
2 Is the museum pink? ?
3 Does the woman have a problem telling the man how to get to the museum? ?
4 Does the man understand everything at once? ?

4 71 **Listen to the dialogue and repeat it. Then, act it out changing the words in bold. Use the words in the *Dialogue Word Box*.**

Phrase Book

Asking for directions

- How can I get from … to … ?
- Where is the … ? / I'm looking for … .
- Is there a bank near here?
- Where is it exactly?

Giving directions

- It's at the end of the road.
- It's opposite / next to / behind the school.
- It's at the crossroads.
- Go straight on.
- Go / Turn right / left (at the traffic lights).
- Take the first (turning on your) right / left.

Checking understanding

- Did you say 'turn right'?
- I'm sorry. I didn't understand.
- Could you repeat that, please?
- I'm not sure what you mean.

Dialogue Word Box

bank • park • theatre • library • disco • sports centre • shopping centre • bus station • university • hospital • post office • cinema • café • next to • near • behind • in front of • right

5 **Student A p 149. Student B p 174.**

Ideas Focus

- When you're lost in a new city, do you prefer to use a map, your phone, or to ask someone for directions?
- 'Young people only know how to navigate the internet world, but they don't know how to navigate the real world.' Do you agree? Why? / Why not?

6f The Place to Be

Vocabulary 2

1 Match the places with sentences 1–10.

cinema corner shop disco factory
petrol station chemist's shopping centre
sports centre stadium theatre

1 The tank is nearly empty. Let's stop here and **fill up**.
2 I want to **take up** volleyball. Can I join a team?
3 I'**ve run out of** milk. Can I buy some here?
4 The tickets **sold out** quickly. Thousands of fans were there.
5 I'm enjoying this play. I'm glad they **put it on**.
6 I need to buy trainers and a T-shirt. Let's **look for** them here.
7 The workers stopped because the machines **broke down**.
8 I love dancing. It's a great way to **work out**.
9 I'**ve come down with** the flu and I need some medicine.
10 I'm really **looking forward to** this film.

2 Look at the phrasal verbs in blue. Can you guess what they mean?

3 Match phrasal verbs 1–10 with their meanings A–J. Write the answers in your notebook.

1 break down ?
2 come down with ?
3 fill up ?
4 look for ?
5 look forward to ?
6 put on ?
7 run out of ?
8 sell out ?
9 take up ?
10 work out ?

A be excited about something in the future
B do exercise
C begin a new hobby or sport
D become ill with something
E have no more of a particular thing left
F make full to the top
G perform a play
H sell all that you have of something
I stop working (car, machine)
J try to find something

4 Translate the text in brackets into English to make correct sentences. Write the answers in your notebook.

1 This weekend ? (*z niecierpliwością czekam na*) visiting my best friend.
2 My car ? (*popsuł się*) last month.
3 I would like to ? (*ćwiczyć*) twice a week.
4 I ? (*skończyła mi się*) coffee. Can you lend me some?
5 I think I'll ? (*zacznę*) running to get fit.

5 Roll the die and tell your friends about the last time you:

took up a new hobby.
came down with the flu.
looked forward to something.
looked for something.
didn't buy something because it was sold out.
ran out of money.

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

Skills Explorer

Uzupełnianie luk w opisie ilustracji

- Przeczytaj opis, jednocześnie skupiając się na wymaganych szczegółach na obrazku.
- Pamiętaj, że w każdej luce brakuje tylko JEDNEGO wyrazu.
- Po wpisaniu słowa upewnij się, że łączy się on sensownie z wyrazami stojącymi w zdaniu obok niego.

7 Now complete the *Skills Booster* task.

Skills Booster

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

This photograph was taken in the street.
In the foreground there is a woman wearing a dark **(1)** ? around her neck. Behind her there are other **(2)** ? walking along the street. They have probably just left their workplaces or they are having a **(3)** ? during their free time because they all look rather relaxed. In the **(4)** ? there are some buildings but we cannot **(5)** ? them properly because they are blurred.

Articles

Przedimka nieokreślonego ***a*** / ***an*** (*indefinitive article*) używamy z rzeczownikami w liczbie pojedynczej, a przedimka określonego ***the*** – z rzeczownikami w liczbie pojedynczej i mnogiej, a także z rzeczownikami niepoliczalnymi, *np.* ***the*** *traffic.*

Przedimek ***a*** / ***an*** występuje, gdy mówimy o czymś po raz pierwszy. Kiedy ta sama rzecz pojawia się ponownie, stosujemy przedimek ***the***, np.

Lisa noticed ***a*** *closed door … . She went towards* ***the*** *door very quietly … .*

Przedimka ***the*** (*definite article*) używamy również, gdy jasno wynika z kontekstu, że jest to rzecz / osoba unikalna dla tego miejsca lub tej sytuacji, np.

There were portraits of Polish and Hungarian aristocrats on ***the*** *walls.* (W domyśle: *ściany tego zamku*).

The *visitors didn't know how scared she was.* (W domyśle: *zwiedzający na tej wycieczce*).

Information about spelling rules for *a / an* in the **Grammar Guide p 160** ➡

⬅ **Reading reference p 94**

🔔 Przedimek ***a / an*** występuje również przed zawodami, np. ***a*** *tour guide.*

Przedimek ***the*** stosujemy w następujących sytuacjach:

- przed nazwami obiektów jedynych w swoim rodzaju, np. ***The*** *sun was shining.*
- przed nazwami państw, które występują w liczbie mnogiej lub zawierają słowa *republic* lub *united*, np. ***the*** *United States of America.*
- przed nazwami rzek, pustyń, mórz, oceanów, łańcuchów górskich, np. ***the*** *River Dunajec.*
- przed nazwami statków, hoteli, kin, teatrów, np. ***the*** *Grand Hotel.*
- przed nazwami instrumentów, np. *play* ***the*** *piano.*
- przed narodowościami, np. ***the*** *British.*
- w wyrażeniach: *in* ***the*** *morning, in* ***the*** *afternoon.*
- z wyrazami: *beach*, *jungle*, *countryside*, *station*, np. *Let's go to* ***the*** *countryside.*
- z przymiotnikami w stopniu najwyższym, np. … *one of* ***the*** *oldest in Poland.*

More examples in the **Grammar Guide p 160, 161** ➡

Information about ***zero article*** (przedimek zerowy) in the **Grammar Guide p 161** ➡

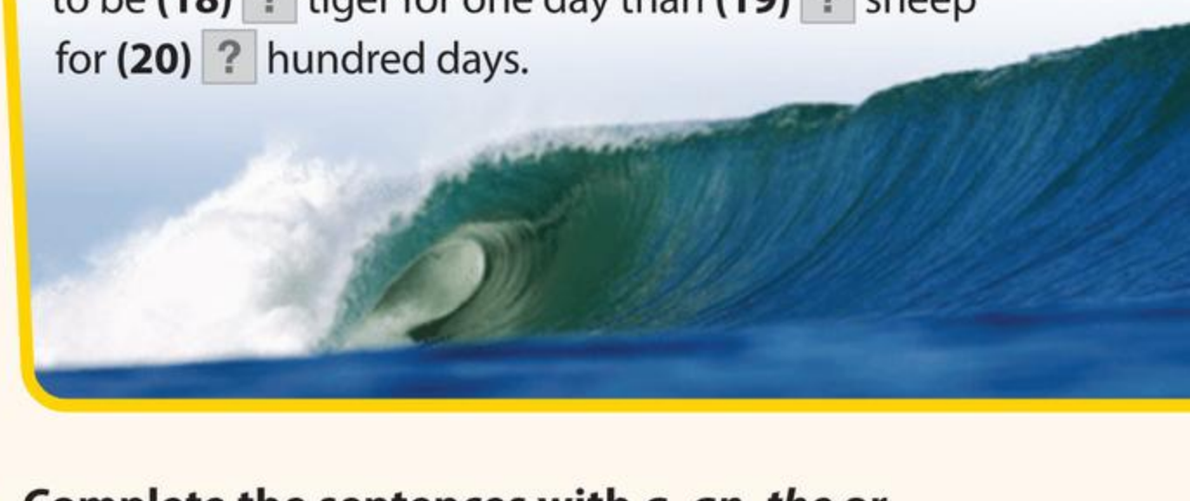
1 **Look at the articles in these sentences. Discuss with your partner what rules they follow.**

1 Is there a river in London?
2 The river in London is called the Thames.
3 There's an old bridge across the river.
4 Traffic here is always terrible in the mornings.
5 The traffic in London moves slowly.

2 **Complete the text with *a*, *an*, *the* or – (*zero article*). Write the answers in your notebook.**

Transatlantic Kayak Expedition

At 67 **(1)** ? Polish kayaker Aleksander Doba completed **(2)** ? longest open-water kayaking expedition across **(3)** ? Atlantic in **(4)** ? history. He is only one of two people in **(5)** ? world to kayak across **(6)** ? Atlantic without **(7)** ? sail. He was travelling in his kayak, which he called Olo. He departed from **(8)** ? Lisbon, **(9)** ? Portugal on October 5, 2013 and he wanted to arrive in **(10)** ? Florida in mid-February. But because of **(11)** ? storms he reached his destination two months later. **(12)** ? Doba travelled **(13)** ? average of 30 miles **(14)** ? day, often paddling at night, when **(15)** ? temperatures dropped. He slept no more than six hours **(16)** ? day. People asked him if he was not too old for such **(17)** ? trips. He said that he was 67 years 'young' rather than 'old' and that it was better to be **(18)** ? tiger for one day than **(19)** ? sheep for **(20)** ? hundred days.



3 **Complete the sentences with *a*, *an*, *the* or – (*zero article*). Then, match 1–4 with A–D. Write the answers in your notebook.**

1 We went to ? Kenya on safari. ?
2 We drove through ? Arizona. ?
3 We sailed around ? Mediterranean. ?
4 We went skiing in ? Alps for ? first time. ?

A We had ? accident in ? village of Chamonix.
B We stopped at ? Sicily and ? Sardinia.
C We took ? photos of ? wildlife that we saw.
D We visited ? Grand Canyon and went on ? helicopter trip.

More exercises in the **Grammar Guide p 161** ➡

6h The Place to Be

Writing

A postcard from a holiday

Forms Explorer

- Gdy opisujesz, co dzieje się w chwili, kiedy piszesz, zastosuj czas **present continuous**. Jeśli chcesz opisać swój typowy dzień, użyj **present simple**, a gdy chcesz opisać swoje doświadczenia z podróży – użyj **present perfect**. Kiedy chcesz opisać sytuację z przeszłości, użyj **past simple**.
- Przed przymiotnikiem możesz wstawić ***so*** (tak) lub ***too*** (zbyt), aby wzmocnić ich znaczenie, np. *It's **so** beautiful here! This place is **too** crowded.*
- *So* możemy też użyć, aby wykazać rezultat sytuacji.

  sytuacja + *so* + osoba + czasownik

  ***I didn't know where to go, so I used** a map.*

1 Match the sentence halves. Write the answers in your notebook.

1	There's too much ?	**A**	so he spends his time in front of the TV.
2	There were no buses there, ?	**B**	that I don't like going there.
3	I came down with the flu, ?	**C**	so we had to take a taxi.
4	There's nothing to do here, ?	**D**	traffic, so it's always noisy and polluted.
5	There are so many people in the shopping malls, ?	**E**	so I had to go to hospital.

2 Complete the sentences with your own ideas.

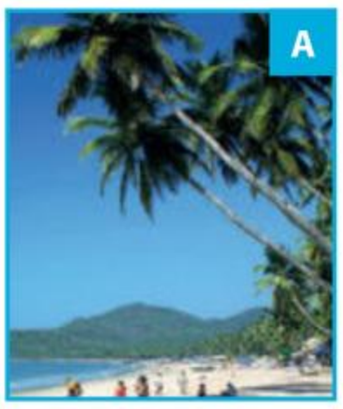
1 It was very cold in my room, so … .
2 There were no tickets for the film, so … .
3 My room … , so I don't have space for all of my things.
4 New York … , I got lost there a couple of times.

Phrase Book

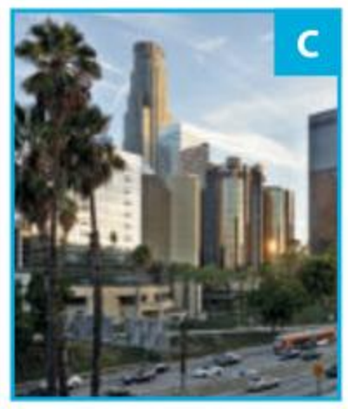
Adjectives describing places

positive		negative
• spectacular	• fantastic	• noisy
• amazing	• marvellous	• boring
• peaceful	• delicious	• crowded
• magnificent		• polluted

3 Read the holiday postcards 1–3 and decide which place they are from: A, B or C.


A

B


C

1
Hello Peter,
(1) ? (*The weather / be*) amazing so far!
We have had only sunny weather since we got here. **(2)** ? (*Meggy / build*) sand castles all the time, and I accidentally destroyed one of them. Mum is sunbathing because the sun is shining non-stop.
I wish you were here, love, XXX

2
Hi Dorothy,
(3) ? (*you / be*) to paradise? Because I'm in it now! The view from my balcony is spectacular – the buildings are so high, the streets are so wide. There are palm trees growing everywhere.
I'm so excited by everything. The cinema is showing more than 60 films. **(4)** ? (*We / go*) there yesterday to see the new *Spiderman* film.
All the best, XXX

3
Dear Miss Smith,
Our class trip is fantastic. **(5)** ? (*Everything / be*) quiet and peaceful, and we are enjoying the company of animals every day. On the front of the postcard you can see the sheep that **(6)** ? (*Sam / play*) with every day. It's amazing to be so close to nature.
Greetings, XXX

4 Read postcards 1–3 again and put the verbs in brackets in the correct tense. Write the answers in your notebook.

5 Write a postcard to a friend from your visit to London. In the postcard, write:

- what buildings you have seen
- where your hotel is
- what the weather is like

Use the adjectives in the *Phrase Book* and ideas in the *Forms Explorer*.

Pocztówka z wakacji

- Pocztówka z powodu ograniczonego miejsca na pisanie tekstu jest bardzo krótką formą pisemną. Z reguły pocztówkę wysyłamy z miejsca, które odwiedzamy jako turyści lub z życzeniami okazjonalnymi – zawieramy więc w niej jedynie życzenia lub nasze wrażenia z odwiedzanego miejsca, krótki opis miejsca bądź pogody. Można również wspomnieć o ciekawych aktywnościach.
- Najczęściej stosujemy w niej język nieformalny oraz formy skrócone czasowników.
- Pisząc pocztówkę, pamiętamy o stosowaniu grzecznościowych zwrotów powitalnych i pożegnalnych, np. *Dear Mary, Hi Tom, Hello Andrew / Love, Greetings, Best wishes, All the best*.
- Używamy różnorodnych przymiotników określających pogodę, opisujących miejsca, które zostały odwiedzone oraz nazywających wrażenia.
- Stosujemy różnorodne czasy oraz konstrukcje z *so*, gdy chcemy opisać rezultaty jakiejś sytuacji.

Plan

Zwrot powitalny

Dear Ania / Hello Tom / Hi Mike

Rozwinięcie

Akapit 1, 2
Opisz, gdzie jesteś, jak ci się tam podoba, co udało ci się zobaczyć, zjeść, zwiedzić, jaka jest pogoda, co zrobiło na tobie wrażenie, dodaj krótkie opisy itp.

Zakończenie

See you soon! / Take care / We are coming back home in three days.

Zwrot pożegnalny

Bye / Love / All the best / Greetings

Wrażenia piszącego
Skrócone formy czasowników
Różnorodne przymiotniki
Opis okolicy
Różnorodne czasy

Hi Alexandra, — zwrot powitalny

I'm on a summer camp in Madrid. The city is amazing, so I'm planning to stay a little bit longer. I've seen the Prado Museum and Retiro Park. Can you imagine a tree in the shape of a sphere? I've never seen anything like it before.

The food is delicious, and the weather is always great. On my street there is a cinema next to a restaurant and a little local street market opposite my hotel. Yesterday, I went there and bought a souvenir for you. I'm really glad I came here, all my friends are happy, too. — rozwinięcie

See you soon!
Love,
Kasia — zakończenie i zwrot pożegnalny

Sprawdź poprawność swojej wypowiedzi

- Czy struktura pocztówki odpowiada planowi?
- Czy użyłeś / użyłaś skróconych form czasowników?
- Czy uwzględniłeś / uwzględniłaś wrażenia piszącego, opis miejsca oraz przymiotniki?
- Czy użyłeś / użyłaś różnorodnych czasów dla opisu aktywności?
- Czy sprawdziłeś / sprawdziłaś poprawność gramatyczną i ortograficzną zapisu na pocztówce?

6 Review

1 Complete sentences 1–10 using the verbs below in the correct tense / form. Write the answers in your notebook.

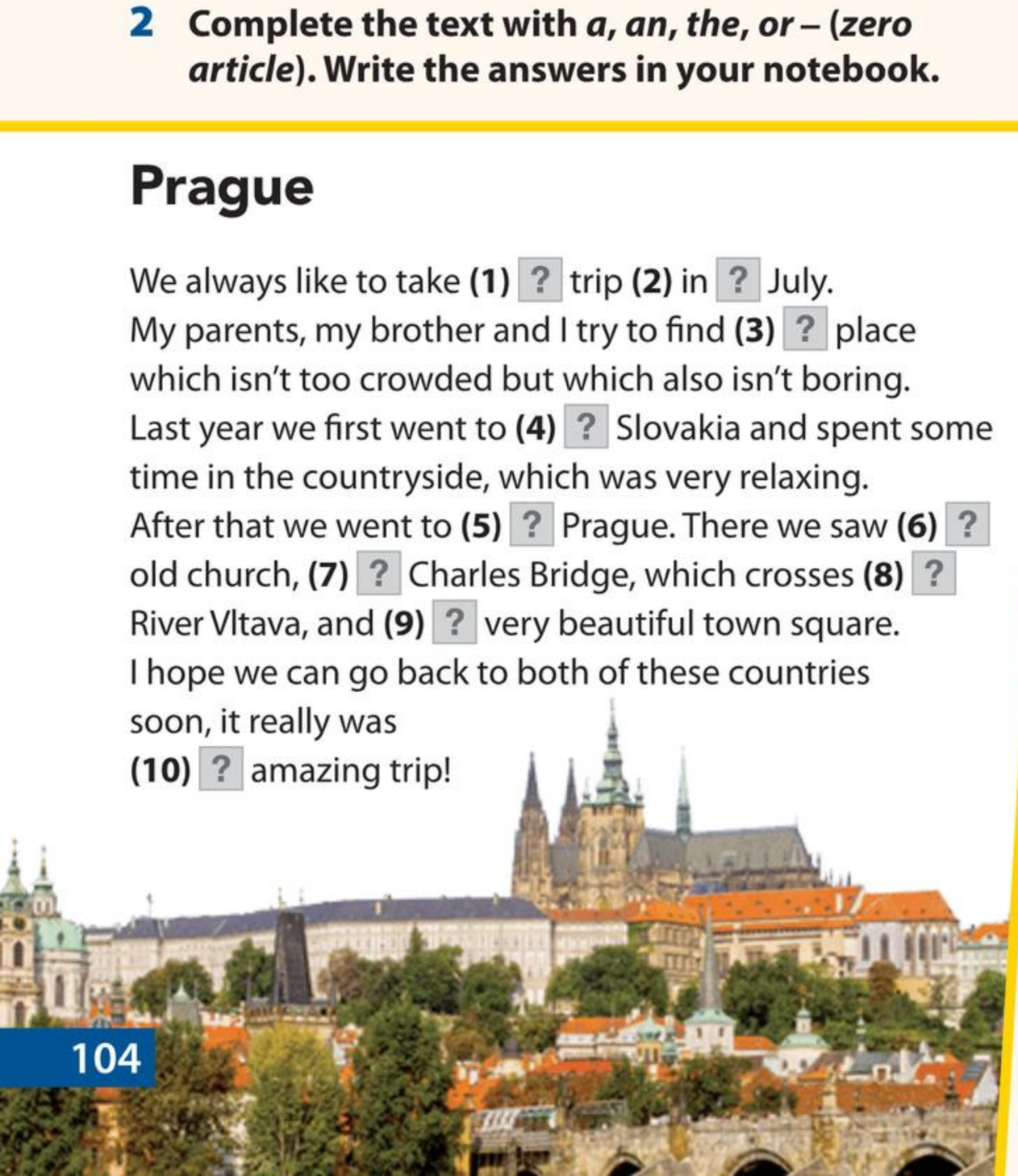
break down	come down	fill up	
look for	put on	sell out	run out of
take up	work out	look forward to	

1 When we have to ? our car with petrol, we go to the petrol station.
2 I ? with a bad cold, so Mum went to the chemist's to get me some medicine.
3 We love going to the shopping centre to ? new clothes for school.
4 I ? going to the cinema to see the new film. Do you want to come with me?
5 Have you heard that the theatre ? a new play next week? It starts on Friday.
6 I tried to buy some bread, but the corner shop ? bread an hour ago. I will have to go to the supermarket.
7 My mum looks great. She ? every day at the sports centre.
8 We ? orange juice yesterday, so I will need to go and buy some.
9 It is a big problem at the factory whenever a machine ? because everybody has to stop working.
10 My friend and I ? football last year, so we spend a lot of time practising at the stadium.

2 Complete the text with *a*, *an*, *the*, *or* – (*zero article*). Write the answers in your notebook.

Prague

We always like to take **(1)** ? trip **(2)** in ? July.
My parents, my brother and I try to find **(3)** ? place which isn't too crowded but which also isn't boring.
Last year we first went to **(4)** ? Slovakia and spent some time in the countryside, which was very relaxing.
After that we went to **(5)** ? Prague. There we saw **(6)** ? old church, **(7)** ? Charles Bridge, which crosses **(8)** ? River Vltava, and **(9)** ? very beautiful town square.
I hope we can go back to both of these countries soon, it really was **(10)** ? amazing trip!



3 72 Listen and match speakers 1–5 with places A–G. There are two extra places. Write the answers in your notebook.

A post office
B shopping centre
C fire station
D hospital
E theatre
F museum
G cinema

1	2	3	4	5
?	?	?	?	?

4 Correct the underlined demonstratives. Write the answers in your notebook.

1 Is <u>those</u> chair free? Can I sit here?
2 Are <u>these</u> your friends over there? They look very nice.
3 I have <u>those</u> tickets to give you. I bought them last week.
4 Do you see <u>this</u> boy across the street? He is my brother.
5 I like <u>these</u> idea. Let's go to the cinema on Saturday.
6 I don't want to buy anything in <u>this</u> shops. Can we go to some other ones?
7 <u>This</u> disco over there is the one I like best. Do you want to go there with me at the weekend?
8 Are you friends with <u>these</u> people over there? I think they know you.

5 Think of a secret place in the maze. Give your partner directions to the place. Your partner must locate the place by following your directions. Take turns.

Skills Checkpoint 6

Rozumienie ze słuchu

1 73 **Usłyszysz dwukrotnie instrukcję nauczyciela. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszycie.**

London trip participants

- arrive at **(1)** ?
- will see **(2)** ? in front of Buckingham Palace
- cannot switch off **(3)** ?
- have to be extra careful **(4)** ?

2 74 **Usłyszysz dwukrotnie rozmowę chłopca z wujkiem. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.**

1 After leaving the station, they should take the

A third right.
B first right.
C second right.

2 At the roundabout they should

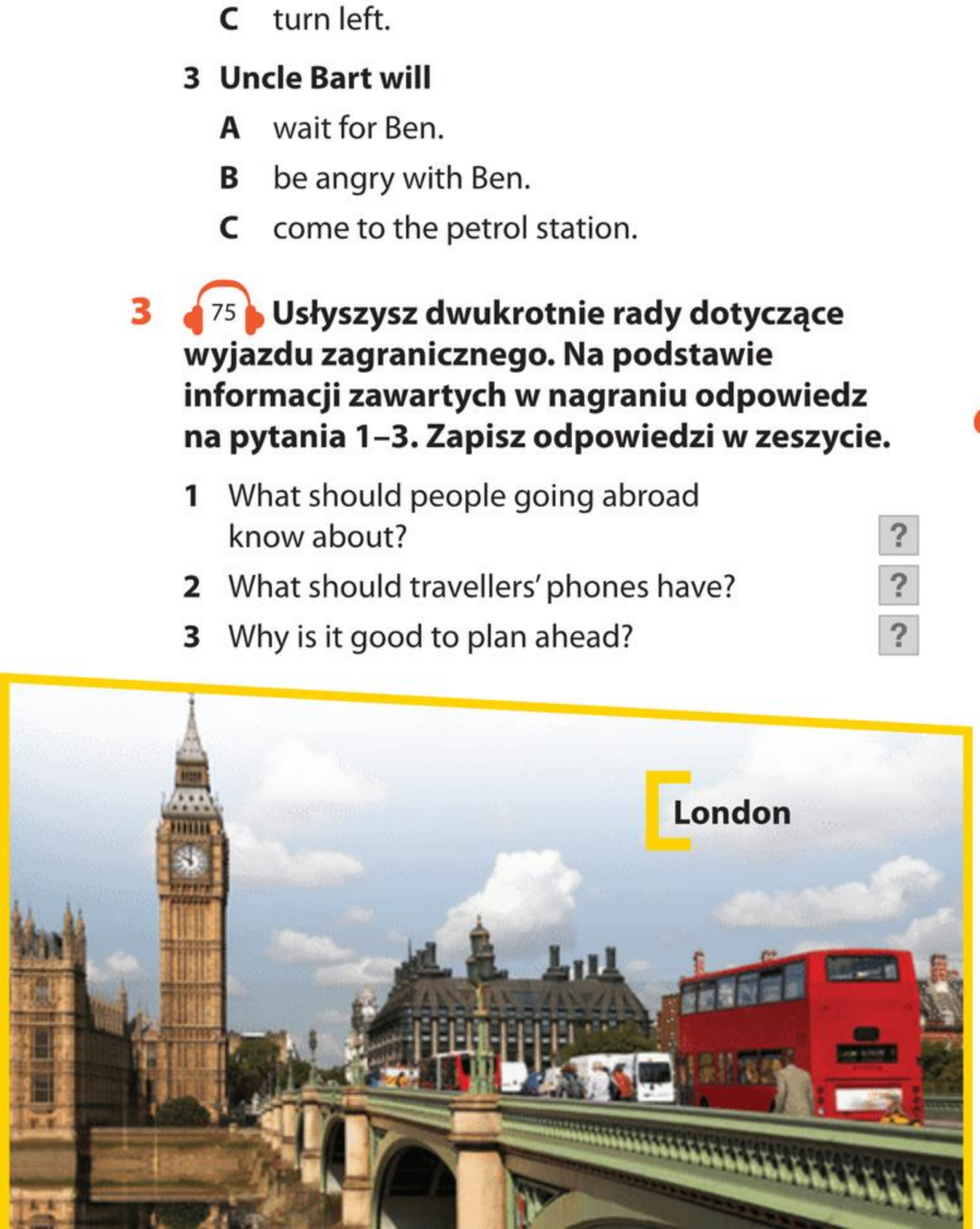
A turn right.
B go straight on.
C turn left.

3 Uncle Bart will

A wait for Ben.
B be angry with Ben.
C come to the petrol station.

3 75 **Usłyszysz dwukrotnie rady dotyczące wyjazdu zagranicznego. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–3. Zapisz odpowiedzi w zeszycie.**

1 What should people going abroad know about? ?
2 What should travellers' phones have? ?
3 Why is it good to plan ahead? ?



Znajomość funkcji językowych

4 76 **Usłyszysz dwukrotnie cztery pytania (1–4). Do każdego z nich dobierz właściwą odpowiedź (A–E). Jedna z nich została podana dodatkowo. Zapisz odpowiedzi w zeszycie.**

A About half an hour usually.
B Yes, I'm really looking forward to it!
C Yes, it's quite a long way to walk.
D It's at the crossroads, next to the bank.
E Sorry, we've run out of copies.

1	2	3	4
?	?	?	?

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

Tom: Mary, where are you? I've been here for 30 minutes. I'm waiting for you.
Mary: Tom, I'm standing next to the bank. Can you see me?
Tom: **(1)** ? (*can't*). I walked past the bank, and you weren't there. I don't know where you are.
Mary: **(2)** ? (*got*) a map?
Tom: No, I haven't, but I have a phone with GPS.
Mary: Search for the Smith Theatre on Apple Street.
Tom: Apple Street? I was looking for Grand Street.
Mary: That's **(3)** ? (*see*) you.
Tom: OK, that explains it.

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

1 **A:** ?
B: The bank? You have to go straight on and then turn left.
A: OK, thank you!

2 **A:** It's at the end of the street.
B: ?
A: It's at the end of the street.

3 **A:** I watched a great film yesterday.
B: ?
A: It was about two men travelling across Europe.

6 Skills Checkpoint

Rozumienie tekstów pisanych

7 **Przeczytaj tekst. Uzupełnij w języku polskim luki 1–4 w e-mailu zgodnie z treścią tekstu. W każdą lukę możesz wpisać maksymalnie jeden wyraz. Zapisz odpowiedzi w zeszycie.**

Guided City Tours

Choose the option that's best for you
If you are looking for a special way of visiting London, why not try an open-top double-decker bus tour? Red London buses are simply the best way to get around the city. Commentary is provided in eight languages. There are three types of tickets available: a full day ticket, a ticket valid for two separate journeys within a six-hour period, and a single ticket across the city centre.

Get on wherever you like
There are twenty-five bus stops all over the centre of the city and you can get on and off anywhere you like. However, the official tours leave from either Tower Bridge or Victoria Station.

Experienced, friendly staff
Every bus has its own tour guide, who is able to answer your questions about the sights along the way. All our guides are people who were born and grew up in London, so they have a personal connection to the city. This will give you a taste of what the city is really like for the people who live here.

Cześć Piotrze!
Pytałeś mnie, jak najlepiej poruszać się po Londynie. Mieszkam tu już od dwóch lat i uwierz mi, nie będzie z tym najmniejszego problemu. Polecam Ci wycieczkę czerwonym, **(1)** ? autobusem. Masz do wyboru trzy rodzaje biletów: całodobowy, sześciogodzinny na **(2)** ? przejazdy i bilet na pojedyncze przejazdy. Do autobusu wsiądziesz bez problemu na każdym z **(3)** ? w całym centrum. W każdym autobusie jest **(4)** ?, który odpowie na Twoje pytania i opowie ciekawostki o mieście.
Baw się dobrze,
Filip

8 **Przeczytaj tekst, z którego usunięto cztery zdania. Dopasuj zdania A–E do luk 1–4, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Zapisz odpowiedzi w zeszycie.**

City Life

Klara is 13 years old and is from Poland. She lives in Szczecin with her mum and brother. Every morning, Klara's mum leaves home early to go to work, so Klara travels to school by bus. **(1)** ? Her brother takes the same bus, but he goes to a different school, so he has further to travel. School lasts until early afternoon, although Klara sometimes stays longer because she has extra classes. **(2)** ? She also has to practise at home every day.

Klara tries to find time to meet her friends, too. A few of them live near her, so they often meet in the local park.

Klara always eats dinner at home with her mum and brother. **(3)** ? Sometimes it is just with tomato sauce, but sometimes they have it with other vegetables and meat. After dinner, Klara does her homework. **(4)** ? Then, she has some free time for herself and goes to bed at about 10.00 p.m.

A She's learning to play the flute and has two lessons a week with the school music teacher.

B Luckily, she doesn't have very much, so it doesn't take her too long to finish it.

C When she gets off the bus, she has a 5-minute walk to her school.

D Her friends often go round to her flat after school.

E They like Italian cuisine, so they have pasta very often.

Znajomość środków językowych

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

1 I hope I don't ? (*zachoruję*) a cold this spring.
2 It would be great to ? (*wystawić*) a play about Romeo and Juliet in our school.
3 I ? (*szukam*) a nice place to spend my holiday.
4 Please ? (*napełnij*) this glass with water.
5 The concert ? (*wyprzedał się*) in one hour on the internet.
6 John ? (*przeszedł obok mnie*), but he didn't say hello.

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

The photo was taken in the countryside.
In the picture there is a white house with a grey **(1)** ?.
Behind the house there are big **(2)** ?, and to get to the house you have to walk along a stone **(3)** ?.
On both sides there **(4)** ? tall, bushy grass.

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

1 The cinema is facing the stadium.
front
The cinema is ? the stadium.

2 His car stopped working yesterday.
broke
His car ? yesterday.

3 His daughters began doing yoga last month.
took
His daughters ? last month.

4 Is the station near the cinema?
next
Is the ? the cinema?

5 There is no more coffee left. I think I will have to borrow some.
out
I have ? coffee. I think I will have to borrow some.

6 My friends don't like being indoors.
outdoors
My friends ?.

Tworzenie wypowiedzi pisemnej

12 Jesteś na wczasach w innym kraju. Napisz pocztówkę do przyjaciela, w której znajdzie się informacja o tym:

- co zwiedziłeś / zwiedziłaś,
- co teraz robisz,
- jaka jest pogoda.

Inventions

1 77 **Listen to the conversation and answer the questions. Write the answers in your notebook.**

1 What have the teenagers just finished?
2 What has Mark written for his answer?
3 What has Sam written? Explain his choice.
4 What does Sara think about her mother's idea?

2 **Answer these questions.**

1 Which electrical devices do you use in your house?
2 Is there an electrical device in your house that you have never used? What is it?
3 What recent inventions do you know about?

3 **Read the text about Polish inventions / discoveries. Which of them have you used?**

What have you done this week? Have you travelled anywhere by car or by bus in the rain? Have you watched the news? Walked down a street in the evening? Maybe you've been to the doctor's to have an X-ray? If the answer to any of these questions is yes, then you have probably used something invented by a Pole.

Nowadays, we don't worry about going anywhere by car or bus in the rain. That's because, at the start of the twentieth century, a Polish inventor called Józef Hofmann invented **windscreen wipers**. These are the things which keep the rain off the windscreen.

Although the Lumiere brothers are famous for having invented the film projector, another Pole, Kazimierz Prószyński, actually invented a type of film projector the year before theirs. He also invented the first **hand-held camera**. This type of camera allows journalists to film things where they are actually happening and not just in a studio. So, without this invention, the news would not be the same.

What about street lights? Today, these are usually electric, but before 1853 it was too expensive to have lights in the streets. Then, Ignacy Łukasiewcz invented a cheap **fuel** called kerosene. People were soon using it in street lamps all over the world. Kerosene lamps are still used by campers and adventurers to this day. Finally, everyone knows the Polish scientist Maria Skłodowska-Curie, although we don't use her discoveries daily. She discovered the **chemical elements** polonium (it was given this name because she was Polish) and radium and she also worked on radioactivity. Without her discoveries, there would be no X-ray machines.

Word Focus

windscreen wipers: a piece of metal and rubber which removes the rain from the windscreen of a car

hand-held camera: a camera that you can easily carry when you are filming something

fuel: gas, oil, etc., which you can burn for heat or power

chemical element: a simple chemical with one type of atom

4 **Look at the following symbols that are found in various instructions and manuals. Answer the questions. Search the internet to find the information you need.**

1 Which inventions / discoveries do the symbols represent?
2 Do you know any other symbols that represent recent inventions / discoveries? What are they?

A

B

C

D

E

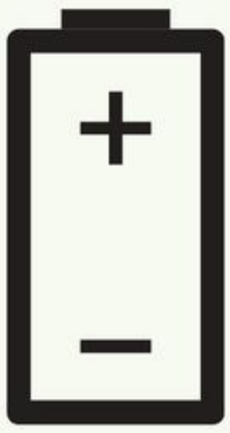
5 **Choose an invention / discovery that you use every day. Design a new symbol to represent it. Show the symbol and tell the rest of the group about the invention.**

How does it work?

Step 1

Write a manual for an important invention.

1	What is it?	*A bike light.*
2	What do you do first?	*Charge the batteries for two or three hours.*
3	What do you do next?	*Put the batteries into the light.*
4	What do you do after that?	*Attach the light to the bike.*
5	What happens next?	*Turn on the light, cycle and have fun!*
6	Which symbols do you need to make sure you use it properly?	*Plus and minus, in order to make sure the battery is fitted correctly.*



Step 2

Make a short vlog about the manual.

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

6 Wordlist

Posłuchaj
docwiczenia.pl
Kod: A7KHUN

(n) – noun / rzeczownik
(v) – verb / czasownik
(adj) – adjective / przymiotnik
(adv) – adverb / przysłówek
(conj) – conjunction / spójnik
(prep) – preposition / przyimek
(det) – determiner / określnik
(phr) – phrase / wyrażenie

ADJECTIVES		
amazing *(adj)*	/əˈmeɪzɪŋ/	niesamowity
delicious *(adj)*	/dɪˈlɪʃəs/	pyszny
evil *(adj)*	/ˈiːv(ə)l/	zły, wrogi
magnificent *(adj)*	/mægˈnɪfɪs(ə)nt/	wspaniały
marvellous *(adj)*	/ˈmɑː(r)vələs/	cudowny
noisy *(adj)*	/ˈnɔɪzi/	hałaśliwy, głośny
peaceful *(adj)*	/ˈpiːsf(ə)l/	spokojny, pokojowy
polluted *(adj)*	/pəˈluːt(ə)d/	zanieczyszczony
quiet *(adj)*	/ˈkwaɪət/	cichy
relaxing *(adj)*	/rɪˈlæksɪŋ/	relaksujący
spooky *(adj)*	/ˈspuːki/	straszny, upiorny
violent *(adj)*	/ˈvaɪələnt/	gwałtowny
BUILDINGS AND PLACES		
car park *(n)*	/kɑː(r) pɑː(r)k/	parking
chemist's *(n)*	/ˈkemɪsts/	apteka
corner shop *(n)*	/ˈkɔː(r)nə(r) ˌʃɒp/	sklep na rogu
factory *(n)*	/ˈfæktri/	fabryka
fire station *(n)*	/ˈfaɪə(r) ˌsteɪʃ(ə)n/	remiza straży pożarnej
library *(n)*	/ˈlaɪbrəri/	biblioteka
petrol station *(n)*	/ˈpetrəl ˌsteɪʃ(ə)n/	stacja benzynowa
police station *(n)*	/pəˈliːs ˌsteɪʃ(ə)n/	posterunek policji
post office *(n)*	/pəʊst ˈɒfɪs/	poczta
shopping mall *(n)*	/ˈʃɒpɪŋ mɔːl/	centrum handlowe
sports centre *(n)*	/spɔː(r)ts ˌsentə(r)/	centrum sportu
stadium *(n)*	/ˈsteɪdiəm/	stadion
theatre *(n)*	/ˈθɪətə(r)/	teatr
university *(n)*	/ˌjuːnɪˈvɜː(r)səti/	uniwersytet
GIVING DIRECTIONS		
cross *(v)*	/krɒs/	przejść, przekroczyć
follow *(v)*	/ˈfɒləʊ/	śledzić, iść za / wzdłuż
get off *(phr v)*	/get ɒf/	wysiadać
get on *(phr v)*	/get ɒn/	wsiadać
get to *(phr v)*	/get tʊ/	dostać się (do)
go straight on *(v)*	/gəʊ streɪt ɒn/	iść prosto
jump over *(v)*	/dʒʌmp ˈəʊvə(r)/	przeskoczyć nad
ride through *(v)*	/raɪd θruː/	przejeżdżać przez
row under *(v)*	/rəʊ ˈʌndə(r)/	przepływać pod
run across *(v)*	/rʌn əˈkrɒs/	przebiegać przez
run along *(v)*	/rʌn əˈlɒŋ/	biec wzdłuż
take (a bus) *(v)*	/teɪk ə bʌs/	jechać (autobusem)
turn left *(phr)*	/tɜː(r)n left/	skręcać w lewo
turn right *(phr)*	/tɜː(r)n raɪt/	skręcać w prawo
walk into *(v)*	/wɔːk ˈɪntə/	wejść do
walk past *(v)*	/wɔːk pɑːst/	przejść obok
PHRASAL VERBS		
break down *(phr v)*	/breɪk daʊn/	zepsuć się
come down with *(phr v)*	/kʌm daʊn wɪθ/	zachorować
fill up *(phr v)*	/fɪl ʌp/	wypełnić, dopełnić
look for *(phr v)*	/lʊk fə(r)/	szukać
look forward to *(phr v)*	/lʊk ˈfɔː(r)wə(r)d tʊ/	z niecierpliwością oczekiwać (czegoś)
put on *(phr v)*	/pʊt ɒn/	wystawiać (sztukę)
run out of *(phr v)*	/rʌn aʊt ɒv/	skończyć się
sell out *(phr v)*	/sel aʊt/	wyprzedawać
take off *(phr v)*	/teɪk ɒf/	zdjąć coś (np. buty)
take up *(phr v)*	/teɪk ʌp/	zająć się (czymś)
work out *(phr v)*	/wɜː(r)k aʊt/	trenować, wypracować

TIME EXPRESSIONS		
(a) century *(n)*	/ˈsentʃəri/	wiek, stulecie
(a) quarter to midday	/ˈkwɔː(r)tə(r) tʊ ˌmɪdˈdeɪ/	za piętnaście dwunasta
half an hour	/hɑːf ən ˈaʊə(r)/	pół godziny
half past eight	/hɑːf pɑːst eɪt/	wpół do dziewiątej
OTHER WORDS		
allow *(v)*	/əˈlaʊ/	pozwalać, zezwalać
bang *(v)*	/bæŋ/	walić, trzasnąć
banquet hall *(n)*	/ˈbæŋkwɪt ˌhɔːl/	sala balowa
display *(v)*	/dɪˈspleɪ/	pokazywać
caution *(n)*	/ˈkɔːʃ(ə)n/	ostrzeżenie, rozwaga
emergency *(n)*	/ɪˈmɜː(r)dʒ(ə)nsi/	nagły wypadek
enter *(n)*	/ˈentə(r)/	wchodzić, wchodzić do
exhibit *(n)*	/ɪgˈzɪbɪt/	eksponat
exit *(n, v)*	/ˈeksɪt/	wyjście, zjazd, wychodzić
gain *(v)*	/geɪn/	osiągać, zdobywać
in progress *(phr)*	/ɪŋ ˈprəʊgres/	w trakcie
jewellery *(n)*	/ˈdʒuːəlri/	biżuteria, jubilerstwo
knowledge *(n)*	/ˈnɒlɪdʒ/	wiedza
locked *(adj)*	/lɒkt/	zamknięty na klucz
marbles *(n, pl)*	/ˈmɑː(r)b(ə)lz/	szklane kulki
path *(n)*	/pɑːθ/	ścieżka, droga
quarrel *(n, v)*	/ˈkwɒrəl/	kłótnia, kłócić się
return *(v)*	/rɪˈtɜː(r)n/	wracać, oddawać
seat belt *(n)*	/siːt belt/	pas bezpieczeństwa
shout *(v)*	/ʃaʊt/	krzyczeć, wołać
tour guide *(n)*	/tʊə(r) gaɪd/	przewodnik turystyczny
tricycle *(n)*	/ˈtraɪsɪk(ə)l/	trzykołowy rowerek

USEFUL EXPRESSIONS

ASKING FOR DIRECTIONS

Can you tell me how to get to … ?	Czy możesz mi powiedzieć, jak się dostać / dojść do … ?
How can I get to … from … ?	Jak mogę się dostać z … do … ?
I'm looking for … .	Szukam … .
Is there a bank near here?	Czy jest w pobliżu bank?
Where is it exactly?	Gdzie to dokładnie jest?
Where is the … ?	Gdzie się znajduje … ?

GIVING DIRECTIONS

at the roundabout	na rondzie
at the traffic lights	przy światłach
Go / Turn left / right … .	Idź / Skręć w lewo / prawo … .
Go / Walk past the bank.	Idź obok banku.
Go straight on.	Idź prosto.
It's a long way to walk.	To daleka droga na piechotę.
It'll be on your left / right.	Będzie po twojej lewej / prawej.
It's at the crossroads.	Jest przy skrzyżowaniu.
It's at the end of the road.	Jest na końcu drogi.
It's behind … . / It's next to … .	Jest za … . / Jest obok … .
It's not far.	Jest niedaleko.
It's opposite … .	Jest naprzeciwko … .
It's quite close.	Jest dość blisko.
Keep going for another 100 metres.	Idź dalej kolejne 100 metrów.
Take the second left / right.	Skręć w drugą ulicę w lewo / prawo.

CHECKING UNDERSTANDING

Could you repeat that, please?	Czy mógłbyś / mogłabyś powtórzyć?
Did you say *turn right*?	Czy powiedziałeś / aś: *skręć w prawo*?
I'm not sure what you mean.	Nie jestem pewien / pewna, co masz na myśli.
I'm sorry. I didn't understand.	Przepraszam. Nie zrozumiałem / am.

7 Save the Planet

Reading I can understand a text about environmental protection.

Vocabulary I can talk about ways to save the environment. I can list activities that are dangerous for the environment.

Grammar I can use conditionals to talk about things that are always true (0), real and possible situations (I) and unreal or impossible things (II). I remember which verbs I use the *-ing* form with (*doing*) and which verbs I use the infinitive with (*do / to do*).

Listening I can match a piece of information to a particular category in an interview.

Speaking I can express my own opinion and ask about somebody's opinion.

Writing I can write an informal email to a youth organisation.

New words and phrases

- endangered
- polluted
- protected
- recyclable
- reusable
- toxic
- container
- deforestation
- environmental protection
- extinction
- global warming
- natural environment
- follower
- recycling
- rubbish
- scientist
- straw
- waste
- bloom
- decompose
- disappear
- feed
- melt
- become extinct
- cut down
- die out
- put out
- sort out
- throw away
- use up
- I'd rather … .
- I have mixed feelings about … .
- In my opinion … .
- I'm fond of … .
- It's important to … .
- Do you agree that … ?
- Do you believe in … / that … ?
- You had better … .
- What do you mean?

A herd of elephants swimming in a river

7a Save the Planet

Reading

1 **Draw a mind map in your notebook with your ways to save the planet.**

2 **Look at this jar. What is the correct sentence ending? Choose A, B or C.**

It's a jar with rubbish

A from a beach over one month.

B from a four person family over one year.

C found in a classroom after one lesson.

3 78 **Read or listen to the text about Tracy and check your answer to Exercise 2.**

A Family who can Save the World

My name is Tracy, and I want to tell you about my family. We live in Sweden and we are a normal family – my parents, my brother and me. There is one thing special about us – we want to save the planet. If you don't produce waste, you help to save the planet.

If someone told you that producing no waste is possible, would you believe it? People all over the world produce more than 350 million tons of plastic a year, which causes a great amount of land and water pollution, and causes harm to animals. If people produced less **rubbish**, the planet would be in better condition. Most **scientists** warn people about **global warming** and climate change. The changing of the climate causes fires across big areas of forests, the **melting** of icebergs, the **extinction** of animals, and weather anomalies.

More and more people are not scared to act and talk out loud about these dangers. They are beginning to understand how important it is to become eco-friendly and help the Earth. People want to **feed** their children natural products and to see flowers **bloom** in the spring.

The people in my family are like these people, too. We go for walks on the beach or in the forest to collect rubbish, we cycle to work and school, and we follow the latest popular trend, which is producing minimal or zero waste. People in different countries share our ideas about how to **minimise** the amount of waste by taking their own **containers** when shopping instead of taking plastic ones, which take hundreds of years to **decompose**. They also buy products in markets, not in big supermarkets, where food is usually wrapped in plastic. They don't use plastic cups for drinking water. Also, they use metal or bamboo **straws,** toothbrushes and cups, which are much more eco-friendly.

Zero waste **followers** can be very successful in their efforts – there are families that produce as little as a jar of **rubbish** a year! Can you believe that we haven't filled our jar yet, and it's already September? If you use **reusable** objects, you will produce less waste. There is a real danger that the natural beauty of the world may **disappear** and next generations will never see it. Saving the world is great! Our natural environment is worth taking care of. Show the world you are brave enough to act now. It's never too late to change.

Word Focus

rubbish: things you don't use anymore, trash

scientists: educated people who are experts in particular areas

global warming: increase in global temperatures

extinction: when an animal stops existing

minimise: reduce something

container: an object that you use for keeping things in

reusable: able to be used again and again

4 **Read the text again. Then, decide if sentences 1–5 are true (T) or false (F).**

1 Tracy has two siblings. ?
2 Tracy's family collects domestic waste in bags. ?
3 Global warming leads to animals disappearing. ?
4 It is eco-friendly to buy products from markets. ?
5 Zero waste is about producing no rubbish. ?

5 **Read the text about the zero waste trend and decide which answer is correct: A, B or C.**

The text was written to

A give information about eco-friendly products.
B invite people to a meeting.
C argue for and against the *zero waste* trend.

www.letshelptheearth.com Contact us

Zero Waste Trend

People all over the world are going crazy over this new trend. They want to try their own way of environmental protection by starting to save the natural environment at home. It is popular to share ideas online, recommend organic products that come from natural sources, and find recyclable bottles which, when people throw them away, can be used again.

People care about the environment as a whole and they don't want anyone to cut down any more trees (deforestation is happening all over the world and many trees are disappearing), so they want to use reusable packaging. They had better act now, before it's too late.

If you want to find out more about this trend, come to a zero waste meeting this Friday at City Club at 11.00 a.m. If you'd rather meet at a different time – give us a call.

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

Skills Explorer

Praca z dwoma tekstami

- Przeczytaj oba teksty i zastanów się, jakie są różnice między nimi.
- Przeczytaj pytania i propozycje odpowiedzi, tak aby wiedzieć, czego szukać w tekstach.
- Czytając teksty powtórnie, wracaj do pytań, jeśli uważasz, że znalazłeś / znalazłaś odpowiedź w tekście.

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

Skills Booster

Przeczytaj jeszcze raz obydwa teksty. W zadaniach 1–6 z podanych odpowiedzi wybierz właściwą: A, B lub C. Zapisz odpowiedzi w zeszycie.

1 Text 1 is
A a story. **B** an invitation. **C** an interview.

2 According to text 2, people like organic products because
A they smell nice.
B they come from natural sources.
C they are traditional.

3 People often give information about zero waste to others on the
A internet. **B** phone. **C** market.

4 The process of cutting down trees is called
A cutdown. **B** deforestation. **C** cutting.

5 Both texts are about
A family life.
B all the problems of the modern world.
C ecological solutions.

6 What ISN'T a part of the zero waste trend?
A Saving money.
B Producing less or no rubbish.
C Helping the natural environment.

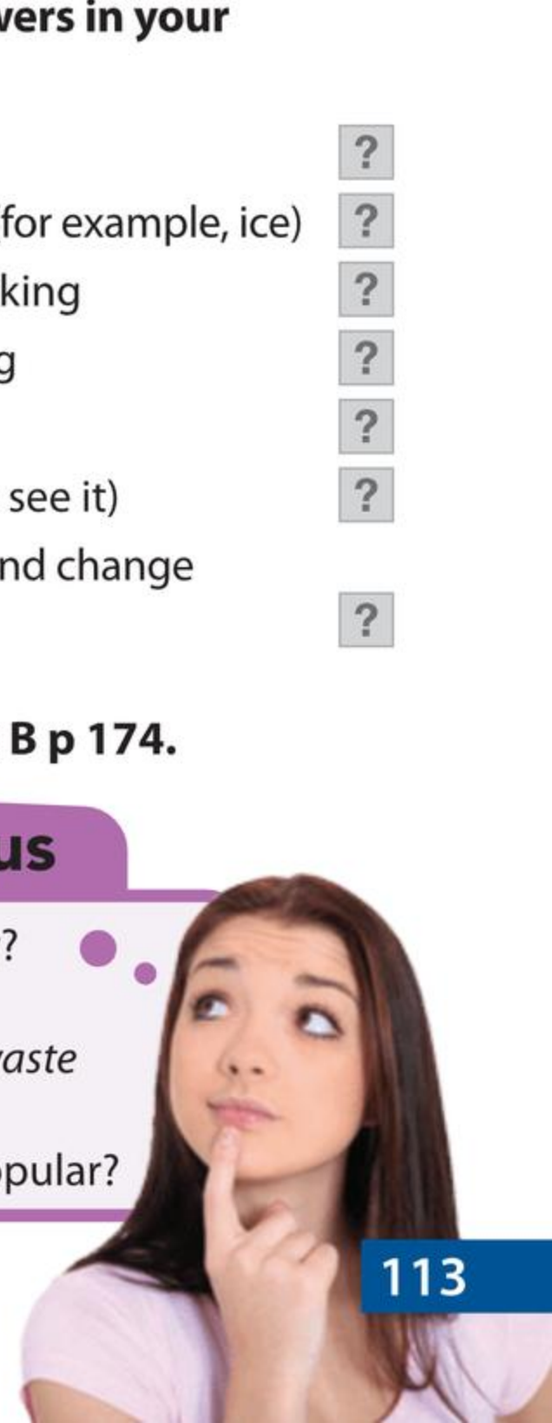
8 **Match the words in bold in the text to the definitions. Write the answers in your notebook.**

1 give food to someone ?
2 changing from solid to liquid (for example, ice) ?
3 a long object you use for drinking ?
4 it happens to flowers in spring ?
5 break down into pieces ?
6 become invisible (no one can see it) ?
7 people who observe a trend and change their behaviour accordingly ?

9 **Student A p 149. Student B p 174.**

Ideas Focus

- Is it easy to live like Tracy's family? Why? Why not?
- Do your friends follow the *zero waste* trend? Why? / Why not?
- Why has plastic become so unpopular?



7b Save the Planet

Vocabulary 1

1 **Match the words below with pictures A–F.**

recyclable pollution natural environment
waste deforestation environmental protection

2 **Which words in Exercise 1 are positive, which ones are negative, and which ones are neutral?**

3 **Complete the dialogues with some of the words in Exercise 1 and in the *Word Focus* on page 112. Write the answers in your notebook.**

1 **A:** I think there is too much ? in the world today.
B: You're right, the world is really dirty.

2 **A:** I heard that the last white rhino died recently.
B: Unfortunately, ? is happening in many animal species right now.

3 **A:** Dear class, just look at the floor! It's a mess.
B: OK, we'll pick up all the ? after the lesson.

4 **A:** Grandpa, why are you so sad?
B: Just look at this area. There was a forest here before, and now all the trees are gone. ? is such a big problem for our region.

4 **Complete the table in your notebook.**

	Verb	Noun	Adjective
1	reuse	reuse	?
2	protect	?	protected
3	endanger	danger	?, dangerous
4	?	pollution	polluted
5	recycle	?	recyclable

5 **Complete the sentences with the words in Exercise 4. Write the answers in your notebook.**

1 Some people say that in 20 years people will not have the opportunity to see gorillas. These animals are ?, so if they are not protected, they will die out.
2 Scientists say that ? is the key factor to solve the world's environmental problems.
3 Don't touch that bottle. It has ? liquid inside which is harmful to people.
4 Our shop has a box full of ? shopping bags. Customers can take them for free and use them.
5 This park is a safe area for all animals. No one can harm them here because they are ?.

6 **Choose the correct option in these sentences. Write the answers in your notebook.**

1 What do you think about ***using*** / ***to use*** plastic bags?
2 I'm a big fan ***in*** / ***of*** recycling.
3 What do you ***think*** / ***thinking*** about ecology?
4 I'm sure ***these*** / ***the*** zero waste trend is a good idea.
5 In ***my*** / ***mine*** opinion, people should protect animals.

7 **Discuss what the dangers are for the following: animals, forest, water, ground, people.**

Ideas Focus

- Do you think it's important to protect endangered animals? Why / Why not?
- How do people harm animals?

Conditionals: 0, I i II

Tryb warunkowy 0 (zero conditional) tworzymy w odniesieniu do faktów:

Present simple	Present simple
If *you* ***don't produce*** *waste,*	***you help*** *to save the planet.*

Tryb warunkowy I (first conditional) stosujemy, mówiąc o sytuacjach, które mogą wydarzyć się w przyszłości pod pewnym warunkiem.

Present simple	*will* + bezokolicznik
If *you* ***use*** *reusable objects,*	*you* ***will produce*** *less waste.*
If I ***sort out*** *rubbish,*	***will the world*** *be a better place?*

Tryb warunkowy II (second conditional) stosujemy, mówiąc o sytuacjach nierealnych, które nie mają miejsca w teraźniejszości lub są bardzo mało prawdopodobne.

Past simple	*would* + bezokolicznik
If *people* ***produced*** *less rubbish,*	**the planet *would be*** *in better condition.*
If *someone* ***told*** *you that producing no waste is possible,*	***would you*** *believe them?*

More examples in the **Grammar Guide p 162**

Reading reference p 112

Wyraz *if* można zastąpić słowem *when*.

When *you bring your own mug, you get coffee cheaper.*

Porównaj:

If *I feel tired, I listen to music.* =

When *I feel tired, I listen to music.*

1 Match sentence halves 1–4 to endings A–D. Then, complete 5–6 with your own ideas in the zero conditional. Write the answers in your notebook.

1 If you have your own shopping bag, ?
2 If you take your own lunchbox, ?
3 If you need to wrap your sandwich, ?
4 When you care about the environment, ?
5 If you recycle … .
6 If you use glass bottles … .

A you can use reusable materials.
B you don't throw rubbish on the ground.
C you don't need to buy a plastic bag.
D you get food cheaper.

2 Read sentences A–E and complete sentences 1–5 with the first conditional. Write the answers in your notebook.

A Customers with their own mugs get coffee 10% cheaper.
B Join this club and learn to live ecologically.
C Read it and find out which animals are endangered.
D Answer some questions and win $100!
E Sign up now and get a free bag!

1 If you ? your own mug, you ? coffee 10% cheaper.
2 If you ? it, you ? to live ecologically.
3 If you ? it, you ? which animals are endangered.
4 If you ? some questions, you ? $100.
5 If you ? now, you ? a free bag.

3 Complete sentences 1–3 with your own ideas in the first conditional.

1 If you produce less waste, … .
2 If you support ecological ideas, … .
3 If you don't buy plastic, … .

4 Fill the gaps using the verbs in brackets in the second conditional. Write the answers in your notebook.

1 If he ? (*be*) at home, he ? (*help*) me.
2 We ? (*not / cry*) if the news ? (*not / be*) that sad.
3 If you ? (*have*) time, would ? (*join*) the club?
4 If our class ? (*clean*) the classroom, ? (*the teacher / give*) us more free time?
5 You ? (*protect*) the environment if you ? (*not / throw*) rubbish wherever you go.

5 Rewrite the sentences in your notebook using the correct conditional.

1 I don't have my own container, so I buy plastic bags.
2 He doesn't care about the environment, so he throws rubbish on the ground.
3 He wants to go to the meeting on Sunday, but the weather needs to be nice.
4 The water isn't boiling because it's not 100°C.
5 I don't have money, so I can't join the club.

6 Make sentences with *if* / *when* with these words.

polluted	toxic	clean	dirty
helps	protects	follows	(not) care

More exercises in the **Grammar Guide p 162**

7d Save the Planet

Listening

1 **Choose the correct answers in this quiz.**

1 How long does it take for a plastic bottle to decompose?

A 100–200 years **B** 450–1000 years **C** 700–1000 years

2 How much plastic waste is produced worldwide in a day?

A 500 kg **B** 3.5 tons **C** 3.5 million tons

3 How much water does it take to make one plastic bottle?

A 1 litre **B** 2 litres **C** 3 litres

4 What is PET plastic made of?

A oil **B** wood **C** paper

2 **Look at the note and complete it with the information in Exercise 1. Write the answers in your notebook.**

The lifecycle of a plastic bottle

1 Plastic bottles are made of ?.
2 It takes ? of water to produce a plastic bottle.
3 It takes ? years for one bottle to decompose.
4 People produce ? plastic waste a day.

3 **Match sentences 1–4 in Exercise 2 to categories A–D. Write the answers in your notebook.**

A the amount of plastic waste produced daily
B the material used for making bottles
C litres of water used for the production of one bottle
D the number of years for one bottle to decompose

4 **Name the categories for the following information. The first one is completed for you.**

1 28 St George Street. PLACE
2 Early morning. ?
3 It was brilliant. ?
4 I'm thirteen. ?
5 Double six, two four one. ?
6 Because I didn't have any money. ?
7 So we had to find a different hotel. ?
8 I'm flying to London tomorrow. ?
9 I have always wanted to be a teacher. ?
10 I won £100 in the competition. ?

5 79 **Listen to John Markinsen talking about his job. Match pictures A–F to categories 1–4. Two pictures do not go into any category.**

John Markinsen

- dream as a child **(1)** ?
- place where he constructed things as a child **(2)** ?
- favourite invention **(3)** ?
- image of what animals John can see **(4)** ?

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

Skills Explorer

Dopasowanie informacji do określonej kategorii

- Przeczytaj podane kategorie, które wskażą ci, pod jakim kątem słuchać nagrania.
- Pamiętaj, że w tekście mogą nie paść nazwy podanych kategorii, tylko ich opisy lub synonimy.

7 79 **Now complete the *Skills Booster* task.**

Skills Booster

Usłyszysz jeszcze raz nagranie wywiadu z Johnem Markinsenem. Uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszycie.

John Markinsen

- number of years in the company **(1)** ?
- reasons for joining the company **(2)** ?
- opinion about plastic **(3)** ?
- plans for the future **(4)** ?

Speaking

Save the Planet 7e

1 **Read sentences 1–3 , which are related to ecology. Can you explain the sentences?**

1 If all the bees die, humans will not survive.
2 If you want to change the world, start by changing yourself.
3 He who plants a tree, plants hope.

2 **Student A p 149. Student B p 174.**

3 **Read part of an interview with a scientist – which picture in Exercise 2 is closer to his opinion about the future?**

J: There have been many questions recently about what people can do to take care of the environment. Do you believe that people can change anything?
S: Of course. In my opinion, they are the only ones who can do it.
J: Do you agree that there won't be enough water or food for people in 100 years?
S: The prediction is rather negative. I'd rather tell you an optimistic version, but the truth is that if people continue to produce too much rubbish and to destroy forests, the world will disappear.
J: What do you mean?
S: Well, if bees disappear, humans will not survive, we will not have food. Bees help flowers bloom.
J: What do you think about the zero waste trend?
S: I think it's great. I'm happy to take my lunch boxes and water bottles to work – that way I don't have to throw away any plastic waste. I hope everyone will join this trend.

4 **Read the interview again and match sentence halves 1–4 to endings A–D. Write the answers in your notebook.**

1 The professor believes ?
2 The professor lives ?
3 The professor thinks ?
4 The professor takes ?

A by the rules of zero waste.
B in bees helping us to survive.
C his own food containers to work.
D that the future doesn't look positive.

5 80 **Listen to the dialogue and repeat it. Then, act it out changing the words in bold. Use the words in the *Dialogue Word Box*.**

Phrase Book

Expressing opinions

- I think … .
- In my opinion … .
- I'd rather spend more money *than* use plastic.
- It's important to (+*infinitive*) … .
- I'm fond of (*verb* + *-ing*) / (*noun*) … .

Agreeing / Disagreeing

- I agree / disagree *with you / with the fact / that* … .
- It depends.
- I have mixed feelings about (*verb* + *-ing*) / (noun) … .

Asking about opinions

- What do you think about … ?
- Do you believe *in* … / *that* … ?
- What's your opinion about … ?
- Do you agree that … ?
- What do you mean?

Dialogue Word Box

start segregating rubbish • choose eco-friendly packaging • produce less rubbish • stop destroying forests • use reusable containers • use their own bags • cleaner • safer • bees • animals • nature

Ideas Focus

- Is being eco trendy? Why? / Why not?
- Do you know any celebrities who promote an ecological lifestyle?

7f Save the Planet

Vocabulary 2

1 **Match the phrasal verbs in sentences 1–6 with their synonyms. Write the answers in your notebook.**

segregate become extinct finish remove get rid of stop

1 Many animal species may **die out** if we don't protect them.
2 My friends often **throw away** rubbish in the street.
3 The firefighters **put out** the fire in the burning forest.
4 Our city wanted to **cut down** the trees in my neighbourhood, but we stopped them.
5 The people in my country have **used up** all the oil.
6 I decided to **sort out** my rubbish because I want to save the world.

2 **Choose the correct phrasal verbs in sentences 1–6.**

1 Ania, don't *sort out* / *throw away* this box. I will need it later.
2 Our teacher said that gorillas are in danger of *putting out* / *dying out*.
3 The firefighters *put out* / *died out* the rainforest fire after many days of hard work.
4 If we *use up* / *cut down* all the trees, there won't be any oxygen for people to breathe.
5 I'm planning to *sort out* / *put out* the documents when I get back home.
6 I'm afraid we can't use the water from this well anymore, people have *used it up* / *cut it down*.

3 **Which phrasal verbs in Exercise 1 can you use to talk about pictures A–D? Make a sentence with *if* for each picture.**

A

B

C

D

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

Skills Explorer

Transformacje

- Zdanie przekształcone musi mieć dokładnie takie samo znaczenie jak oryginalne. Nie zmieniaj formy podanych słów. Upewnij się, ile wyrazów możesz wpisać w przekształconym zdaniu.
- Zwróć uwagę, czy podane słowo, konieczne do użycia w transformacji, wymaga konkretnej formy (np. formy z *-ing*), występuje w połączeniu z konkretnym wyrazem (np. przyimkiem) albo czy nie jest to czasownik złożony (*a phrasal verb*).

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

Skills Booster

Wykorzystując podane wyrazy, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego 1–6. W każdą lukę możesz wpisać maksymalnie trzy słowa, wliczając w to wyraz już podany. Zapisz odpowiedzi w zeszycie.

1 She didn't want to get rid of the old bag.
away
She didn't want to ? the old bag.

2 I went there because I wanted to watch the match.
to
I went there ? the match.

3 They asked us to remove all the trees in our garden.
down
They asked us to ? all the trees in our garden.

4 In 50 years, many animals will become extinct.
out
In 50 years, many animals ?.

5 I hate it when people destroy other people's things.
things
I hate people ? which don't belong to them.

6 I've always been scared of performing on stage.
to
I've always been ? perform on stage.

6 **Think about ways that we can reuse these things.**

food plastic bottles clothes toys books

Example

You can use food leftovers to make soup.

Gerunds and infinitives

Rzeczowniki odczasownikowe (*gerunds*) tworzymy, dodając ***-ing*** do bezokolicznika. W zdaniu:

1 pełnią funkcję podmiotu, np. ***Saving*** *the world is great!*

2 występują po przyimkach *(by, in, on, at, from, etc.)*, np. *They want to try their own way of environmental protection* ***by starting*** *to save the natural environment at home.*

3 występują po niektórych czasownikach i wyrażeniach, np. *Our natural environment is* ***worth*** *tak****ing*** *care of.*

Reading reference p 112

Gerund występuje 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.*

1 Choose the correct word in the box and make gerund forms from them to complete the sentences.

clean ask live inform change

1 The teacher finished ? the class to clean the classroom.

2 We like ? up the park next to our school.

3 ? people's habits is the aim of our club.

4 Theo is keen on ? others about ecology.

5 ? according to the zero waste idea is important.

Bezokolicznik z *to* (*full infinitive*) stosujemy:

1 gdy chcemy wyrazić cel działania, np. *We go for walks on the beach* ***to collect*** *rubbish.*

2 po przymiotnikach, np. *More and more people are not* ***scared to act*** *and talk out loud about these dangers.*

3 po niektórych czasownikach, np. *People* ***want to feed*** *their children natural products.*

4 w konstrukcjach z *too* i *enough*, np. *Show the world you are* ***brave enough to act*** *now. It's never* ***too late to change****.*

Reading reference p 112

Bezokolicznik z *to* występuje po niektórych **czasownikach**: *agree, ask, begin, choose, decide, fail, forget, hope, invite, learn, need, offer, plan, prepare, start* i *want* oraz po zwrocie *would like*. **Bezokolicznik z *to*** występuje po **przymiotnikach**: *afraid, scared, happy, glad, sad.*

Bezokolicznik bez *to* (*bare infinitive*) stosujemy w zdaniu:

1 po czasownikach modalnych, np. *Zero waste followers* ***can be*** *very successful in their efforts.*

2 gdy wyrażamy preferencje w konstrukcji z ***would rather***, np. *If you****'d rather meet*** *at a different time – give us a call.*

3 gdy udzielamy rady w konstrukcji z ***had better***, np. *They* ***had better act*** *now, before it's too late.*

Reading reference p 112, 113

2 Complete the dialogues with the correct form of the verbs. Match sentences 1–5 with sentences A–E. Write the answers in your notebook.

1 The club hopes ? (*win*) the eco competition. ?

2 Would you like ? (*clean*) the park today? ?

3 We should ? (*protect*) the environment. ?

4 Could we ? (*talk*) about the dangers of using plastic? ?

5 I'm worried about ? (*organise*) the event. ?

A I'd rather ? (*stay*) at home.

B ? (*think*) of ways to do it is our main priority.

C I'm sure you are organised enough ? (*do*) it well.

D No, I want ? (*discuss*) it next week.

E They had better ? (*not lose*).

3 Complete the text below with the words from the box in the correct form. There are more words in the box than you need.

watch organise minimise do join walk spend read

If you are not happy **(1)** ? television every night, maybe it's worth **(2)** ? your free time doing something useful. If you care about the planet, you could **(3)** ? an ecology club and start protecting the environment. If you take up such a hobby, you can **(4)** ? events and make new friends. If you are not into ecology, perhaps you would rather **(5)** ? something active, like taking care of animals at the shelter. It's a good idea to be aware of the waste you produce and maybe **(6)** ? the amount of products you buy.

4 Discuss these questions.

1 What do you **want to do** when you grow up?

2 What are you **afraid to do**?

3 Who do you **hope to be** in 10 years?

More exercises in the Grammar Guide p 163

An email to an organisation

Forms Explorer

- Gdy piszesz e-mail, ważne jest, aby pojedyncze zdania łączyć w dłuższe, bardziej złożone. Treść wypowiedzi jest wtedy płynniejsza.
- Zdania łączymy za pomocą spójników (*connectives*): ***and***, ***also*** (łącząc podobne informacje), ***but*** (łącząc sprzeczne informacje), ***or*** (dając wybór), ***so*** (pokazując skutek), ***because*** (pokazując przyczynę).

1 Match the sentence on the left with connectives and endings A–E. Write the answers in your notebook.

I want to help protect the environment	***and***	**A** I'll become a doctor to help people.
	because	**B** I don't know how to do it.
	so	**C** I'm sure my family will join in.
	but	**D** I've signed up to an ecology club.
	or	**E** it is important to me.

2 Finish sentences 1–3 with your own ideas. Write them in your notebook.

1 I care about the world, so … .
2 I care about the world because … .
3 I care about the world, and … .

3 Read the ad for an ecological organisation. Would you like to join it? Why?

ECOLO(VE)GY!

If you could save the world, would you do it?

Do you care about the state of the world?

If you answered YES to at least one of these questions, you need to join our organisation.
We are a group of very young people who deeply care about the natural environment.
We're looking for new members because the more of us, the better!

email us at: ecolo(ve)gy@mail.usa

4 Tim wants to join ECOLO(VE)GY! Put the parts of his email in order. Write the answers in your notebook.

Hello Ecolo(ve)gy!

A ? that's the area I'm keen on? I'm going to prepare a presentation about ways to help animals, ***so***

B ? I saw a poster about your organisation at my school, ***and***

C ? I will bring some ideas with me if you allow me to join the club.

D ? I was wondering if it's a suitable club for me, ***so***

E ? I decided to write to you. If I joined the club, would it be possible to organise events only about animals ***because***

Regards, Tim

5 Match sentences 1–4 to the following categories: *Reasons for writing*, *Question*, *Own ideas*, *Interests*. Write the answers in your notebook.

1 I think I could support you by … . ?
2 Would you let me work with animals if I asked you? ?
3 I'm keen on … and this is the area I would like to work on. ?
4 Your advertisement caught my attention, so I decided to … . ?

Phrase Book

Presenting your own ideas

- Let me present my ideas.
- My idea for making the organisation better is … .
- I think I would support your group by … .

Explaining why you are writing

- I decided to write to you because … .
- I'm writing to you because … .
- Your advertisement caught my attention, so I decided to … .

6 Write an email to the Ecolo(ve)gy club. In the email:

- explain why you are writing
- write why ecology is important to you
- write how you would make the organisation better

Use the phrases in the *Phrase Book* and ideas in the *Forms Explorer*.

E-mail do organizacji

- Pisząc e-mail, należy pamiętać o zwrotach grzecznościowych na powitanie i pożegnanie.
- Język e-maila trzeba dostosować do odbiorcy (może być formalny lub nieformalny).
- Aby treść e-maila można było odczytać płynnie, pojedyncze zdania łączy się w zdania złożone za pomocą spójników: *and, also*, *but, however*, *or*, *so*, *because*.
- Na początku trzeba podać powody napisania e-maila, następnie należy napisać o swoich zainteresowaniach i co możemy wnieść do organizacji. Jeśli mamy konkretne pytania, powinno się je również zadać.

Plan

Zwrot powitalny
Hi, / Hello, / Dear Sir,

Wstęp

Akapit 1
Wyjaśnij, dlaczego piszesz e-mail, np. *I'm writing to you because … . / I saw your advertisment and I decided to write to you.*

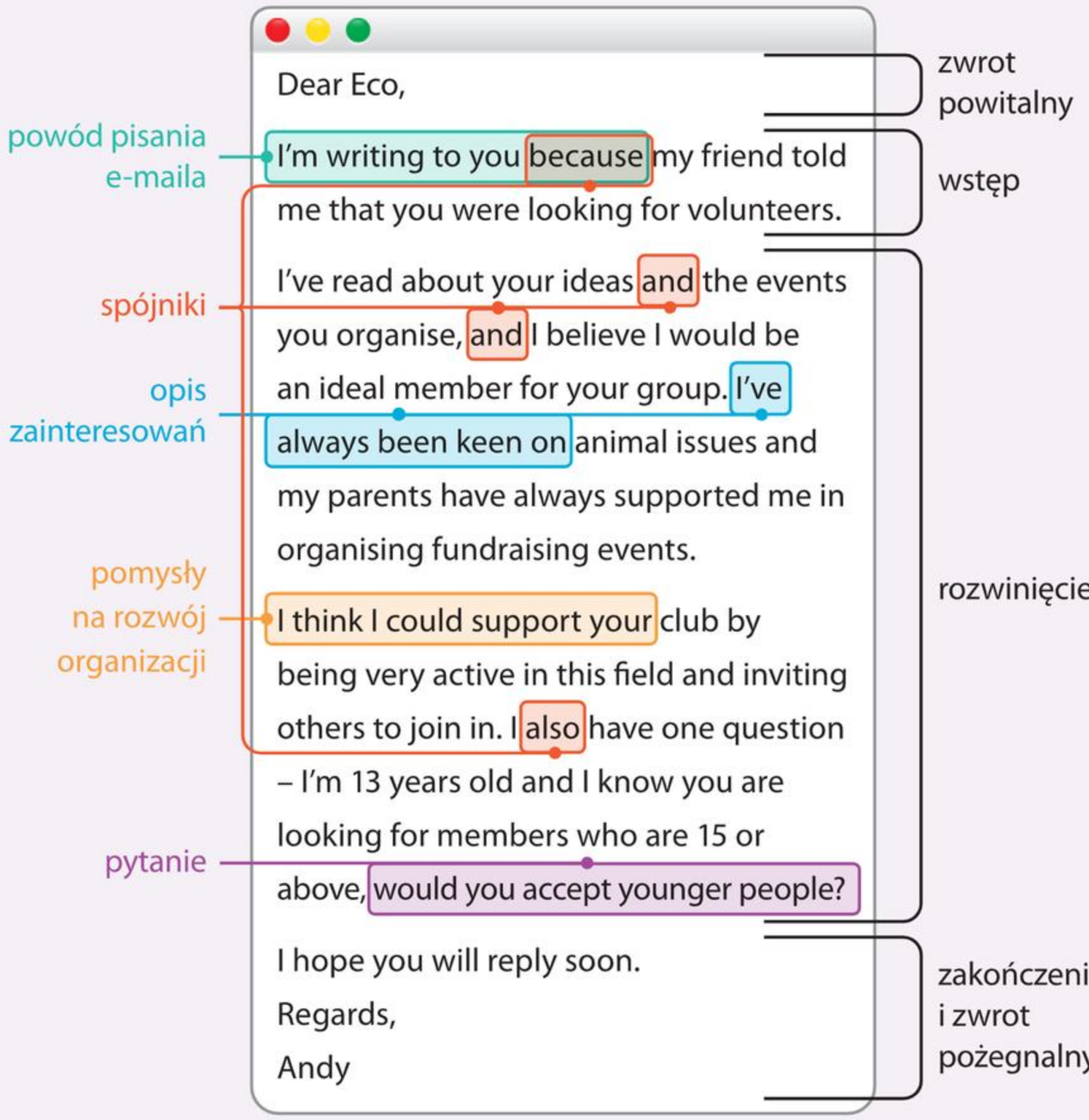
Rozwinięcie

Akapit 2
Opowiedz o swoich zainteresowaniach, np. *I've always been interested in … . / That's the area I'm keen on.*

Akapit 3
Napisz, co mógłbyś zaoferować organizacji, np. *I think I could support your group by … / Let me present my ideas.*
Możesz również zadać pytania, np. *If I joined the club, would it be possible to…? / Would you agree to …? / If I'm busy during some meetings, will it be a problem?*

Zakończenie i zwrot pożegnalny

I hope you will reply soon.
Bye, / Greetings, / Regards, /
All the best,



Sprawdź poprawność swojej wypowiedzi

- Czy struktura e-maila odpowiada planowi i zawiera zwrot powitalny, podział na akapity i zwrot pożegnalny?
- Czy język e-maila jest dostosowany do odbiorcy?
- Czy użyłeś / użyłaś: zróżnicowanego słownictwa, spójników, struktur gramatycznych?
- Czy sprawdziłeś / sprawdziłaś poprawność gramatyczną i ortograficzną e-maila?

7 Review

1 Match 1–10 with A–J. Write the answers in your notebook. Are they zero, first or second conditionals?

1	If you sign up to our organisation now, ?	**A**	if you want to go zero waste shopping with us.
2	If he was president, ?	**B**	you will produce less pollution.
3	You can help this animal ?	**C**	if you remove the string from its mouth.
4	I will come to the club meeting this week ?	**D**	you don't throw rubbish on the street.
5	You will need a bag and a box ?	**E**	if you have a problem with it.
6	When you care about the environment, ?	**F**	I would save all the animals.
7	If you choose public transport over the car, ?	**G**	you'll get a free bag with our logo on it.
8	I can help you with this project ?	**H**	you can use it again.
9	If I had lots of money, ?	**I**	he would introduce his own rules.
10	If you don't throw this bottle away, ?	**J**	if you need more people there.

2 Use the words below to fill gaps 1–5. Write the answers in your notebook.

land protect popular natural act

The situation of the **(1)** ? environment today is critical. All areas of the world, including the air, water, **(2)** ? and the animals that live there need our help and protection. More and more people understand the problem and realise it's time to **(3)** ?. Ecological trends are becoming more and more **(4)** ?, and people are starting to apply them in their everyday lives. Hopefully, their actions can help to **(5)** ? the environment.

3 Choose the correct option in the following sentences. Write the answers in your notebook.

1 *Cleaning* / *Clean* the World is an event that happens at our school every year.
2 I hope *see* / *to see* the results of our efforts.
3 She came here *to tell* / *telling* us everything about the club.
4 What did you want *doing* / *to do* here?
5 I'd rather *go* / *to go* to the forest than stay at home.

4 81 Listen to the recording. For each question choose the right option: A, B or C. Write the answers in your notebook.

1 If Peter's grandma was younger, she
- **A** would buy a car.
- **B** would live closer to the market.
- **C** would act and encourage others to act.

2 Peter's grandma thinks that the past was
A better. **B** colder. **C** sadder.

3 The air today is
A polluted. **B** quite OK. **C** clean.

4 Grandma says that going to the market
- **A** is a big problem.
- **B** is not so bad.
- **C** takes a lot of time.

5 Play jeopardy with a die. Choose a category for your partners and roll the die. Your partners must finish the sentence with the same number as on the die.

ANIMALS	PLASTIC	WATER	FOREST
1 If I had more money, ?	1 If I take my own shopping bag, ?	1 If sea creatures eat plastic, ?	1 If I started a fire in the forest, ?
2 If I donate money to support animals, ?	2 When I'm thirsty, ?	2 If water is dirty, ?	2 If people cut down all the trees, ?
3 If I knew how many animals are endangered, ?	3 If I had to throw away everything made of plastic, ?	3 If people used up all the water, ?	3 If people need wood, ?
4 If I ruled the world, ?	4 If I tell my friends that plastic is harmful, ?	4 If a river is dirty, ?	4 If we reuse paper, ?
5 If I saw an animal in need, ?	5 If my family stopped using plastic bottles, ?	5 If people don't protect water supplies, ?	5 If we don't use paper products, ?
6 If I had to choose one species I love, ?	6 If I went zero waste, ?	6 If I could make one decision about protecting sea creatures, ?	6 If the trees could talk, ?

Skills Checkpoint 7

Rozumienie ze słuchu

1 82 **Usłyszysz dwukrotnie wywiad ze zwyciężczynią konkursu na pomysł ekologiczny. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszycie.**

EcoFriend of the Year

- age when she got interested in ecology **(1)** ?
- winning project **(2)** ?
- prize **(3)** ?
- plans for the future **(4)** ?

2 83 **Usłyszysz dwukrotnie cztery wypowiedzi na temat hobby (1–4). Do każdej z nich dopasuj zdanie spośród A–E. Jedno zdanie zostało podane dodatkowo. Zapisz odpowiedzi w zeszycie.**

This speaker

A likes playing the drums.
B is busy two days a week.
C stopped learning how to play the guitar.
D writes lyrics.
E uses the internet a lot.

1	2	3	4
?	?	?	?

3 84 **Usłyszysz dwukrotnie instrukcję nauczycielki. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.**

1 The topic of the competition is
A school life.
B family life.
C pupils' experiences.

2 The end of the competition is on
A 10th of October.
B 31st of October.
C 10th of November.

3 In the competition you can win
A some books and a trip.
B some books.
C a trip to an art gallery.

Znajomość funkcji językowych

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

1 Pytasz rodziców, czy oglądali ostatni mecz reprezentacji Polski w siatkówkę. W jaki sposób to zrobisz?
A Did you see the game yesterday?
B Do you like volleyball?
C Our team is amazing, isn't it?

2 Proponujesz przyjaciółce wspólne obejrzenie filmu. Co powiesz?
A What do you do in your free time?
B How about going to the cinema?
C What are you keen on?

3 Koleżanka chce się dowiedzieć, czy podobało ci się przedstawienie. Jakie pytanie ci zada?
A Is the performance very exciting?
B Was the performance very exciting?
C Are you excited about it?

4 Nauczycielka pyta cię, jaka jest twoja słabość. Co odpowiesz?
A I like helping people.
B I'm too shy to talk to new people.
C I'm comfortable with meeting new people.

5 Nowy znajomy pyta cię o twoją pasję. Co odpowiesz?
A I'm keen on organising events.
B I want to stay at home.
C I'd rather read a magazine.

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

1 **A:** Will you go with us if your mum agrees?
B: Sure ?. I love trips.

2 **A:** What ? if you had more free time?
B: I'd spend the time reading books.

3 **A:** What happens if you put ice on something hot?
B: It ?, which means it changes to a liquid state.

7 Skills Checkpoint

Rozumienie tekstów pisanych

6 Marysia i Anią szukają osoby, z którą mogłyby spróbować nowego sportu. Przeczytaj posty 1–3 i uzupełnij w e-mailu Marysi luki 1–4 zgodnie z ich treścią. W każdą lukę możesz wpisać maksymalnie dwa wyrazy. Zapisz odpowiedzi w zeszycie.

1

User: **Greg**
Joined: **June 2020**

I like doing individual sports rather than team sports and I am always trying to beat my own personal best. I can't swim very well and, to be honest, I don't enjoy being in the water. I do enjoy running round a track.

I've tried a few sports like tennis and football, but they're not for me. I love anything to do with water, and I think that actually being in control of a boat would be the best sport for me.

2

User: **Derek**
Joined: **June 2020**

3

User: **Chris**
Joined: **June 2020**

I'm like Greg because I don't enjoy being in the water either. What I do like is trying different types of activity. It could be running, jumping or something else, but there must be a choice of things I can do.

Cześć Marysiu,
znalazłam trzy posty, które wydają się interesujące. Wszystkie są napisane przez **(1)** ? . Pierwszy z nich nie lubi **(2)** ? – co chyba nie jest jednak dla nas przeszkodą, bo nie chcemy tworzyć drużyny. Jedna z osób jest do niego podobna, bo nie lubi sportów **(3)** ? . Rozmawiałyśmy, że chcemy spróbować pływania, więc proponuję **(4)** ? .
Pozdrawiam, Ania

7 Przeczytaj teksty. W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.

1 Anna feels excited because

A she saw an elephant.
B she bought a nice poster.
C she was in town.

I was in town the other day and I found this brilliant poster of elephants in the savannah. It's huuuuuge, so it'll take up lots of space, but I'm definitely going to put it up! It'll look awesome!

2 Both texts are

A about a person who doesn't want to decorate a room.
B about a person who is happy.
C about a person who is moving out.

Dad told me he finally wants to start doing my room up. It means I'll have to move all of my stuff out and share a room with my little brother – probably for weeks! What a nightmare!

Eddie always has a messy room. He can never keep it tidy and he often has arguments with his parents about it. They want to decorate his room, but he doesn't think it's necessary. He likes his room and wants to keep it as it is.

3 What's the correct order of the paragraphs?

A 1-2-3
B 2-1-3
C 1-3-2

1 She's got all her furniture, but she's got a lot of small things in boxes she hasn't unpacked yet.

2 Ewa's family moved to a new flat a few months ago, so she still needs things for her room.

3 She says she would prefer to go to the shops with her dad because he gets her extra things.

4 The author of this email

A is happy with what he bought.
B is annoyed.
C is making plans for the weekend.

Hello Pete,
How are you?
I'm writing to tell you about my weekend. We went shopping, and now I've got lots of new stuff in my room. I've finally got that cool lamp I wanted so much! And my dad was there, so I got him to buy me a new mirror and one of those wooden boxes with little drawers.
Can you come round one day? I'll show you all my stuff.
Bye for now, xxx

Znajomość środków językowych

8 Uzupełnij zdania 1–8. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach, tak aby otrzymać zdania gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

1 If you help me with my homework, ? (*I / fix*) your computer.

2 She never catches the bus if ? (*she / wake up*) late.

3 OK, we ? (*call / you*) tomorrow if there is a problem.

4 If ? (*he / run*) like that on Saturday, he will win the race.

5 If they don't arrive soon, we ? (*not / go*) with them.

6 If you ? (*not / call*) me, I will go alone.

7 ? (*help / people*) is the thing I like doing best.

8 If ? (*I / win*) a million dollars, I would buy a house.

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

1 I would like to go to New York next year.
hope
I ? to New York next year.

2 He thinks that drawing is not interesting.
boring
He finds ?.

3 My family is keen on travelling.
passion
Travelling is ?.

4 Go zero waste to protect the environment.
zero
? helps to protect the environment.

5 I prefer playing football than playing basketball.
rather
I ? football than basketball.

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

In the picture there **(1)** ? two women and a man collecting rubbish. They are holding rubbish bags and **(2)** ? rubbish into them. Each of them is wearing a **(3)** ? T-shirt with the word 'volunteer' on it. They are in the park or a forest because in the **(4)** ? there are some trees. The people look happy and pleased.

Tworzenie wypowiedzi pisemnej

11 Napisz e-mail do młodzieżowej organizacji ekologicznej zajmującej się wspólnym sprzątaniem świata, w którym:

- opiszesz swoje zainteresowania ekologią,
- przedstawisz własne pomysły na najbliższe sprzątanie,
- zapytasz, czy twoje pomysły są dobre.

Rozwiń swoją wypowiedź, pamiętając, że jej długość powinna wynosić od 50 do 120 słów. Wykorzystaj słownictwo, gotowe zwroty oraz gramatykę z tego rozdziału.

7 Wordlist

Posłuchaj
docwiczenia.pl
Kod: A7XFVX

(n) – noun / rzeczownik
(v) – verb / czasownik
(adj) – adjective / przymiotnik
(adv) – adverb / przysłówek
(conj) – conjunction / spójnik
(prep) – preposition / przyimek
(det) – determiner / określnik
(phr) – phrase / wyrażenie

PHRASES		
become extinct *(phr)*	/bɪˈkʌm ɪkˈstɪŋkt/	wyginąć
environmental protection *(phr)*	/ɪnˌvaɪrənˈment(ə)l prəˈtekʃ(ə)n/	ochrona przyrody
face pads *(phr)*	/feɪs pædz/	płatki do twarzy
global warming *(phr)*	/ˈgləʊb(ə)l ˈwɔː(r)mɪŋ/	globalne ocieplenie
natural environment *(phr)*	/ˈnætʃ(ə)rəl ɪnˈvaɪrənmənt/	środowisko naturalne
natural sources *(phr)*	/ˈnætʃ(ə)rəl sɔː(r)sɪz/	naturalne źródła
organic products *(phr)*	/ɔː(r)ˈgænɪk ˈprɒdʌkts/	produkty powstające z naturalnych upraw
sea creature *(phr)*	/siː ˈkriːtʃə(r)/	stworzenie morskie
toxic waste *(phr)*	/ˈtɒksɪk weɪst/	odpady toksyczne
ADJECTIVES		
bamboo *(adj, n)*	/ˌbæmˈbuː/	zrobiony z bambusa, bambus
cloth *(adj, n)*	/klɒθ/	zrobiony z materiału, tkanina, szmatka
endangered *(adj)*	/ɪnˈdeɪndʒə(r)d/	zagrożony
global *(adj)*	/ˈgləʊb(ə)l/	globalny, ogólnoświatowy
harmful *(adj)*	/ˈhɑː(r)mf(ə)l/	szkodliwy
linen *(adj, n)*	/ˈlɪnɪn/	płócienny, len, płótno
protected *(adj)*	/prəˈtektɪd/	chroniony
recyclable *(adj)*	/riːˈsaɪkləb(ə)l/	nadający się do przetwarzania
reusable *(adj)*	/riːˈjuːzəb(ə)l/	wielokrotnego użytku
youth *(adj, n)*	/juːθ/	młodzieżowy, młodzież
NOUNS		
anomaly *(n)*	/əˈnɒməli/	anomalia, nieprawidłowość
container *(n)*	/kənˈteɪnə(r)/	pojemnik
danger *(n)*	/ˈdeɪndʒə(r)/	niebezpieczeństwo
deforestation *(n)*	/diːˌfɒrɪˈsteɪʃ(ə)n/	wylesianie
extinction *(n)*	/ɪkˈstɪŋkʃ(ə)n/	zagłada, wymarcie
iceberg *(n)*	/ˈaɪsˌbɜː(r)g/	góra lodowa
oxygen *(n)*	/ˈɒksɪdʒ(ə)n/	tlen
pollution *(n)*	/pəˈluːʃ(ə)n/	zanieczyszczenie, skażenie
prediction *(n)*	/prəˈtekʃ(ə)n/	przepowiadanie
protection *(n)*	/prəˈtekʃ(ə)n/	ochrona
rainforest *(n)*	/ˈreɪnˌfɒrɪst/	las tropikalny
recycling *(n)*	/riːˈsaɪklɪŋ/	recykling
reuse *(n)*	/riːˈjuːz/	ponowne wykorzystanie, powtórne użycie
rubbish *(n)*	/ˈrʌbɪʃ/	śmieci, odpady
waste *(n, v)*	/weɪst/	odpady, marnować
VERBS		
bloom *(v)*	/bluːm/	kwitnąć
breathe *(v)*	/briːð/	oddychać
decompose *(v)*	/ˌdiːkəmˈpəʊz/	rozkładać się
disappear *(v)*	/ˌdɪsəˈpɪə(r)/	znikać
endanger *(v)*	/ɪnˈdeɪndʒə(r)/	zagrażać
feed *(v)*	/fiːd/	karmić, nakarmić
follow *(v)*	/ˈfɒləʊ/	naśladować, popierać
melt *(v)*	/melt/	topić się
minimise *(v)*	/ˈmɪnɪmaɪz/	zmniejszać, redukować
protect *(v)*	/prəˈtekt/	chronić
recycle *(v)*	/riːˈsaɪk(ə)l/	ponownie przetworzyć
reuse *(v)*	/riːˈjuːz/	ponownie wykorzystać
segregate *(v)*	/ˈsegrɪgeɪt/	segregować
warn *(v)*	/wɔː(r)n/	ostrzegać

OTHER WORDS		
cotton *(n, adj)*	/ˈkɒt(ə)n/	bawełna, bawełniany
expert *(n)*	/ˈekspɜː(r)t/	specjalista
follower *(n)*	/ˈfɒləʊə(r)/	wyznawca
fork *(n)*	/fɔː(r)k/	widelec
increase *(n)*	/ˈɪnkriːs/	wzrosnąć, wzrost
knife *(n)*, knives *(n, pl)*	/naɪf/, /naɪvz/	nóż, noże
knowledge *(n)*	/ˈnɒlɪdʒ/	wiedza
leftovers *(n, pl)*	/ˈleftˌəʊvə(r)z/	resztki (np. jedzenia)
liquid *(n, adj)*	/ˈlɪkwɪd/	płyn, płynny
perform *(v)*	/pə(r)ˈfɔː(r)m/	występować
scientist *(n)*	/ˈsaɪəntɪst/	naukowiec
solid *(n, adj)*	/ˈsɒlɪd/	w formie ciała stałego
spoon *(n)*	/spuːn/	łyżka
straw *(n, adj)*	/strɔː/	słomka
well *(n)*	/wel/	studnia
wrap *(n, v)*	/ræp/	opakowanie, opakować
volunteer *(n)*	/ˌvɒlənˈtɪə(r)/	ochotnik, ochotniczka
PHRASAL VERBS		
cut down *(phr v)*	/kʌt daʊn/	ściąć (np. drzewo)
die out *(phr v)*	/daɪ aʊt/	wymrzeć, wygasnąć
get rid of *(phr v)*	/get rɪd əv/	pozbyć się
put out *(phr v)*	/pʊt aʊt/	ugasić (np. ogień)
sort out *(phr v)*	/sɔː(r)t aʊt/	sortować (np. śmieci)
throw away *(phr v)*	/θrəʊ əˈweɪ/	wyrzucić, pozbywać się
use up *(phr v)*	/juːz ʌp/	zużywać (coś)

USEFUL EXPRESSIONS

EXPRESSING OPINIONS

I'd rather spend more money than use plastic.	Wolę wydać więcej pieniędzy niż użyć plastiku.
I'm fond of (*verb* + *-ing*) / *noun* … .	Bardzo lubię … .
In my opinion … .	Według mnie … .
I think … .	Myślę, że … .
It's important to (+*infinitive*) … .	Ważne, aby … .

AGREEING / DISAGREEING

I agree / disagree with … .	Zgadzam / Nie zgadzam się … .
I don't agree that … .	Nie zgadzam się, że … .
I have mixed feelings about (+ *-ing*) / *noun* … .	Mam mieszane uczucia co do … .
It depends.	To zależy.

ASKING ABOUT OPINIONS

Do you agree that … ?	Czy zgodzisz się, że … ?
Do you believe in … / that … ?	Czy wierzysz, że … ?
What do you mean?	Co masz na myśli?
What do you think about … ?	Co sądzisz o … ?
What's your opinion about … ?	Co sądzisz o … ?

EXPLAINING WHY YOU ARE WRITING

I decided to write to you because … .	Zdecydowałem / am się napisać, ponieważ … .
I'm writing to you because … .	Piszę, ponieważ … .
Your advertisment caught my attention, so I decided to … .	Wasze ogłoszenie zwróciło moją uwagę, dlatego zdecydowałem / zdecydowałam się … .

PRESENTING YOUR OWN IDEAS

I think I could support your club by … .	Myślę, że mógłbym / mogłabym wesprzeć klub poprzez … .
Let me present my ideas.	Pozwól, że zaprezentuję swoje pomysły.
My idea for making the organisation better is … .	Moim pomysłem na ulepszenie organizacji jest … .

8 Personal Best

Reading I can understand simple texts about popular sports. I can understand simple notices and signs.

Vocabulary I can name particular sports. I can say where people do particular sports. I can say what things people need to do particular sports. I can form the names of sportspeople from the names of sports.

Grammar I can form rules. I can ask for / give permission. I can say what people *can* and *can't* or *mustn't* do. I can talk about obligation and say what people *have to* or *must* do and what they *don't have to* do. I can give advice and say what people *should* and *shouldn't* do and say what I *shall* do in the future. I can say what I *could* and *couldn't* do in the past.

Listening I can understand detailed and general information about sports.

Speaking I can ask about people's preferences in sport. I can give and respond to advice about sport.

Writing I can write a blog post about past events using two past tenses. I can use adjectives to make my blog entries interesting.

A red canoe on Emerald Lake, Yoho National Park, British Columbia, Canada

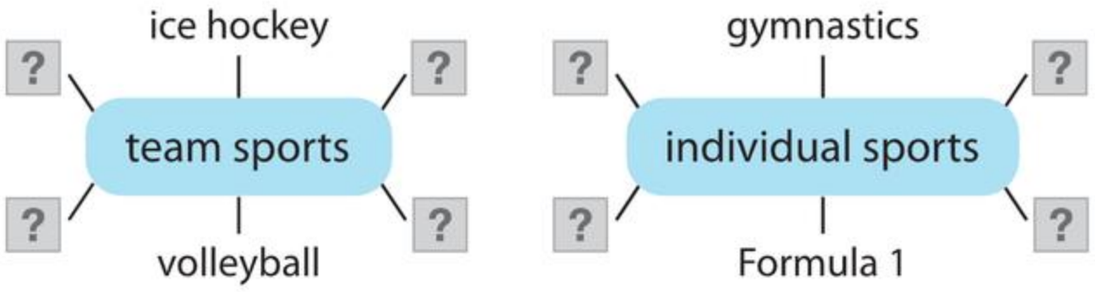
New words and phrases

- confident
- disappointed
- independent
- thrilled
- unbelievable
- upset
- authorities
- bat
- bullfighting
- canoe
- circuit
- coach
- colony
- court
- disaster
- fencing
- goalkeeper
- helmet
- hurdles
- long jump
- net
- opponent
- pitch
- referee
- sabre
- score
- snorkelling
- tournament
- weights
- beat
- blow the whistle
- bounce
- catch up with
- drop out
- find out
- sell out
- take up
- unwind
- warm up
- work out
- I couldn't stop cheering.
- It's a dream come true.
- Perhaps I could … .
- That's a good idea.
- You could try … .
- You have to … .
- You should … .
- Why don't you … ?

8a Personal Best

Reading

1 **Draw a mind map in your notebook with the names of team sports and individual sports. Which sport is your favourite? Why?**



2 **What do you think the answers to these questions are?**

1 Who brought cricket to Jamaica?

2 Which country did baseball originally come from?

3 85 **Read or listen to the texts about popular sports in Jamaica and Cuba and check your answers to the questions in Exercise 2.**

JAMAICA

relax, unwind, and enjoy some cricket

Are you looking for beautiful beaches, friendly people and amazing music and culture? Then you should come to Jamaica!

And if you love sport, you have to remember that Jamaica is also famous for cricket. The island's great weather means that cricket lovers can play and watch this sport all year long!

The Brits brought cricket to Jamaica when it was a British colony. When Jamaica became **independent**, people continued to play cricket at a high level.

If you want to know more about the history of cricket in Jamaica, visit the special exhibition in the Sports Museum in Kingston.

And if you want to see the best Jamaican players, remember that we don't take part in international cricket competitions as 'Jamaica'. We form a team with Barbados and other small islands, and we are called the West Indies. The West Indies is one of the best teams in the world. Buy a ticket to see the West Indies play during your holiday! Everyone should see the Jamaican joy of sport.

Word Focus

unwind: relax, stop feeling nervous

independent: an independent country is not ruled or governed by another country

to find out: to discover a new fact

authorities: people or an organisation in power and in control

bullfighting: traditional entertainment in Spain in which a person fights and sometimes kills a bull

CUBA

the perfect combination of history, culture, beaches and baseball!

If you ever get tired of the wonderful beaches and fascinating culture here in Cuba, you should come to the exhibition on baseball to **find out** why this sport became a symbol of freedom for Cubans. How did it all start? Well, in the 1860s, two Cuban brothers returned home from a university in the USA. They brought baseball with them, and it quickly became popular.

Soon after this, Cuba and Spain had a war because the Cubans wanted to be **independent** from Spain. The Spanish **authorities** tried to stop the sport. This was because the Cubans began to prefer baseball to **bullfighting**, which was the traditional Spanish sport. Cubans did not want anyone to tell them what to do. This way baseball became a symbol of freedom.

Find out more at the exhibition. It starts tomorrow and runs for two months!

You must see it!

4 **Read the texts again. Then, decide if sentences 1–4 are true (T) or false (F).**

1 Jamaica doesn't have its own national cricket team. ?

2 Jamaicans taught the British how to play cricket. ?

3 Two university students introduced baseball to the Cubans. ?

4 The Spanish in Cuba loved baseball. ?

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

Skills Explorer

Aktywność językowa

- Przeczytaj polską wypowiedź, aby zobaczyć, jakich informacji szukać.
- Wróć do angielskiego tekstu, skupiając się na słowach kluczowych znalezionych w polskim tekście.
- Wpisz słowa, upewniając się, że mają sens w kontekście, tj. w otoczeniu innych słów i tworzą logiczną całość.

6 **Now complete the *Skills Booster* task.**

Skills Booster

Przeczytaj jeszcze raz obydwa teksty. Uzupełnij w języku polskim luki 1–5 w e-mailu zgodnie z treścią tekstów. W każdą lukę możesz wpisać maksymalnie dwa wyrazy. Zapisz odpowiedzi w zeszycie.

Od: Adam
Do: Marcin
Temat: Nagroda za wygrany turniej

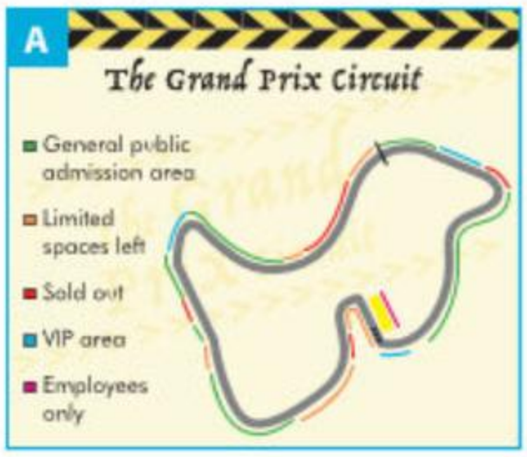
Cześć Marcinie,
nie uwierzysz, ale moja szkolna drużyna baseballowa wygrała międzynarodowy turniej i w nagrodę jedziemy zwiedzić Kubę i Jamajkę. Bardzo się cieszę, ponieważ oba kraje mają piękne **(1)** ? . Najpierw jedziemy na Jamajkę, gdzie bardzo popularnym sportem jest krykiet, sport ten przywieźli na Jamajkę **(2)** ? . Z kolei Kuba też ma silne związki z innym krajem i przez jakiś czas była podległa **(3)** ? . Tam będziemy grać w baseball. Cieszę się, że ten sport wygrał z **(4)** ? , które są tradycyjnym sportem w Hiszpanii. Zarówno na Jamajce, jak i na Kubie musimy kupić bilety na **(5)** ? poświęcone tym sportom. W obu krajach jest piękna pogoda, nie mogę się już doczekać.
Pozdrawiam,
Adam

7 **If you had a chance to live in Cuba or Jamaica, which country would you choose? Why?**

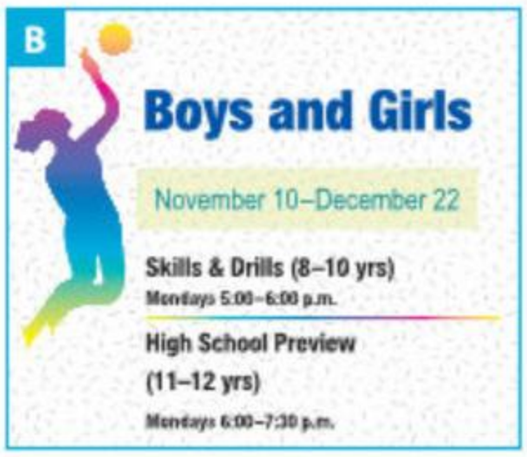
8 **Match sports 1–4 with signs A–D. Write the answers in your notebook.**

1 Football
2 Athletics
3 Formula 1
4 Volleyball

A



B



C

D

9 **Which words in the signs in Exercise 8 are new to you? Check in Wordlist 8.**

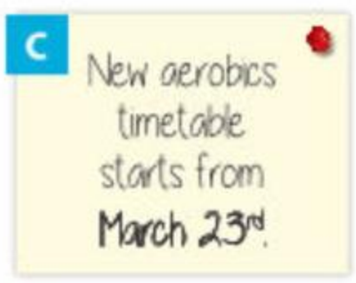
10 **Which notice (A–E) says this (1–5)?**

1 Do this if you need help. ?
2 Keep your things safe here. ?
3 You cannot use this at the moment. ?
4 The time for your class will change. ?
5 This is a special offer for new members. ?

A

B

C



D

E

Ideas Focus

- What sports do you like watching? What sports do you like doing?
- 'Everyone should be a sports fan. It's fun and it brings people together.' Do you agree? Why? / Why not?

8b Personal Best

Vocabulary 1

1 **Match the sports vocabulary below with pictures A–F. Some words match several pictures.**

pitch net bat fencing snorkelling
mask ball court sabre goal snorkel

2 **Match the sports in Exercise 1 with the vocabulary sums (1–6). Write the answers in your notebook.**

1 net + racket + court = ?
2 goal + ball + pitch = ?
3 basket + ball + court = ?
4 net + table + bat = ?
5 mask + swimming suit = ?
6 sabre + mask + gloves = ?

3 **Complete the table in your notebook.**

	Verb	Noun (person)	Noun (sport)
1	dive	diver	?
2	cycle	?	cycling
3	canoe	canoeist	?
4	–	?	athletics
5	weightlift	weightlifter	?
6	sail	?	sailing

4 86 **Check your answers to Exercise 3. Then, listen and repeat.**

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

1 My grandfather was a ? and he travelled all over the world on ships.
2 You should not ? from rocks into the sea because you might hit your head.
3 My family ? on the Maetang River last holiday.
4 Is Usain Bolt the best ? in the world?
5 There was an accident during the race, and three ? fell off their bikes.
6 What is the Olympic record in the women's 58-kilogram ??

6 **Complete sentences 1–6 with the correct form of *do* or *go*. Write the answers in your notebook.**

1 Last summer, I ? weightlifting every day and I really enjoyed it.
2 I'm ? cycling in the park later. Do you want to come with me?
3 I saw Olga on the way to the river. She was ? canoeing.
4 My cousins are so lucky. They ? diving in the Bahamas every year.
5 I really hate ? athletics outdoors in autumn when it's raining!
6 If we have the money, we will ? sailing in the Baltic Sea this summer.

7 **Complete sentences 1–5 with the words below. Write them in your notebook.**

fan opponent referee manager goalkeeper

1 The ? blew the whistle to start the game.
2 The ? stopped the ball from going into the goal.
3 James is my strongest ? at tennis – he almost always wins!
4 I'm a big ? of Chelsea, so I go to all their matches.
5 The team lost all their games, so they fired the ?.

8 **Make a list of sports that different animals would be good at.**

Example

I think elephants would be great at weightlifting because they are incredibly strong.

Modal verbs (1)

Can	• określenie umiejętności, np. *I **can** jump.* • wyrażanie prośby, np. ***Can** I borrow you bike?* • udzielanie pozwolenia, np. *You **can** use my bike if you like.*
Could	• określenie umiejętności (w przeszłości), np. *I **could** dive when I was five.* • wyrażenie prośby, np. ***Could** you help me?*
Shall	• przedstawienie propozycji, np. ***Shall** I help you?* • podkreślenie intencji, np. *I **shall** score a goal next time.*
Should	• pytanie o radę, np. *Where **should** I go?* • udzielanie rady, np. You **should** go to Jamaica.
May	• pytanie o pozwolenie, np. ***May** I go to the toilet?* • udzielanie zgody, np. *Yes, you **may** go to the toilet.*
Would	• wyrażenie grzecznej prośby, np. ***Would** you pass the ball to me?*

W zdaniach twierdzących czasownik modalny wstawiamy przed czasownik główny. Aby utworzyć przeczenie, wstawiamy ***not*** po czasowniku modalnym.

Osoba	Czasownik modalny	Czasownik główny
I	shall (not)	score a goal.
You	could (not)	dive here.

1 Make these sentences negative. Write them in your notebook.

1 Motorcyclists should wear trainers.
2 He can play basketball.
3 They may jump into the pool.
4 I shall lose again!
5 She could run fast when she was young.

2 Some friends ask you for advice. Make sentences with *should* and the words in brackets.

1 Sam broke his ankle on the volleyball court. (*hospital*)
2 Sue wants to learn to ski. (*lessons*)
3 George's football boots are too small. (*new boots*)
4 John wants to enter a marathon. (*run every day*)
5 Andy doesn't like his tennis coach. (*new coach*)

W pytaniach zamkniętych czasownik modalny przechodzi na początek zdania przed osobę.

Czasownik modalny	Osoba	Czasownik główny	Odpowiedź
Can	you	help me?	Yes, you can. No, you can't.

Na początku pytań otwartych pojawiają się zaimki pytające.

Zaimek pytający	Czasownik modalny	Osoba	Czasownik główny
What	should	I	do?
Where	can	I	play?

Jeśli chcesz poprosić o pozwolenie (*permission*), masz do wyboru 3 czasowniki modalne, np.
***May** I check your bike?*
***Can** I check your bike?*
***Could** I check your bike?*

Jeśli chcesz poprosić o radę (*advice*), użyj czasownika *should*, np.
*What **should** I do?*

3 Rewrite each sentence in your notebook. Use a modal verb.

1 Is it OK if I go fishing?
2 Please run faster!
3 It's a good idea to bring your swimsuit.
4 It's impossible for them to snowboard without snow!
5 Do you want us to go to the sports centre?
6 Bring me a drink of water, please!
7 I don't have permission to play rugby.
8 It's a bad idea to swim in this water, children.

4 Complete the conversation with modal verbs. Write the answers in your notebook.

A: Mum, **(1)** ? I sleep at Mary's house tonight?
B: I'm afraid you **(2)** ?. You **(3)** ? do your homework and study for the test tomorrow.
A: Oh, OK, but **(4)** ? you help me with my maths?
B: You **(5)** ? first try it yourself, then ask me for help.
A: But Mum, you know I hate maths.
B: **(6)** ? you please stop complaining and start revising?

5 Write a short dialogue similar to the one in Exercise 4. Ask for permission and give or refuse it. Then, ask for advice and give it. Roleplay the dialogue.

More exercises in the Grammar Guide p 164

8d Personal Best

Listening

1 **Answer these questions.**

1 What sports are you good at?
2 What does sport mean to you – relaxation or competition?
3 Have you won any sports competitions – if so, in what sport?
4 Do you know any unusual sports?

2 87 **You will hear descriptions of three unusual sports: A toe wrestling, B cheese rolling, C chess boxing. Decide on the correct order of the descriptions.**

1 A, C, B 2 C, B, A 3 A, B, C

3 **Read what some sportspeople said in sentences 1–5. How many days a week do they practise?**

1 I practise on Mondays, Wednesdays, Fridays. – ? days a week
2 I practise on weekdays. – ? days a week
3 I practise at weekends. – ? days a week
4 I practise from Monday to Thursday. – ? days a week
5 I practise every day. – ? days a week

4 **Read sentences 1–3. Which sentence means 'My family is NOT interested in sport?'**

1 I often invite my family to dance with me, and they really enjoy it.
2 I'm the first person in my family interested in sport.
3 If I lived in a different family, maybe I wouldn't do sport.

5 88 **Listen to Joanna, Tom and Jonathan talking about their favourite sports, and answer questions 1–7. Write the answers in your notebook.**

1 Which person is a teacher? ?
2 Which person's family was not into sport? ?
3 Which person trains three days a week? ?
4 Which person doesn't train on Mondays? ?
5 Which person trains 5 days a week? ?
6 Which person trains on water? ?
7 Whose favourite sport is done to music? ?

6 89 **Listen to three people talking about sports competitions. Are they talking about: running, swimming, sailing, volleyball, basketball, tennis or fencing?**

Person A ? Person B ? Person C ?

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

Skills Explorer

Pytania otwarte

- Przed wysłuchaniem zawsze przeczytaj pytania w zadaniu, zwracając uwagę na słowa kluczowe.
- Posłuchaj wypowiedzi, wyłapując słowa kluczowe z pytań lub ich synonimy, pamiętając, że mogą one się pojawić kilka razy w innych kontekstach.
- Pamiętaj, że odpowiedź na pytania nie zawsze będzie podana wprost, musisz ją wydobyć z kontekstu.

8 90 **Now complete the *Skills Booster* task.**

Skills Booster

Usłyszysz dwukrotnie mężczyznę mówiącego w radiu o nowym klubie sportowym. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–8. Zapisz odpowiedzi w zeszycie.

1 Who are the summer courses for? ?
2 What kinds of water sports can you try on the summer courses? ?
3 When do the courses finish? ?
4 How many days a week are the advanced courses? ?
5 What time do lessons start from Mondays to Fridays? ?
6 What do you have to bring to the lessons? ?
7 How much is the longer course? ?
8 Who is the 50% discount for? ?

9 **Describe a sport using 10 words (the rules and the equipment). Your partner needs to guess the sport. Take turns.**

A sailing competition

Speaking

Personal Best 8e

1 **Which of these sports do you like best and least? Write them in your notebook and number them from 1 (best) to 6 (least).**

weightlifting	?	handball	?
running	?	Zumba	?
canoeing	?	tennis	?

2 **Have you ever met a famous sportsperson? Who was it and when was it?**

3 **Read an extract from an interview with a sportsman – an Olympic tennis champion. What is his favourite season of the year?**

J: Do you prefer doing sport alone or in a team?

S: I love team sports but, as you know, my sport is an individual sport, and I love doing it as well. So I don't really have any preference.

J: Do you like playing tennis indoors or outdoors?

S: I prefer playing outside when the weather is nice.

J: You should train in the summer then.

S: I don't think that's a good idea because I have to train all year.

J: What do you have to do to become a tennis champion?

S: Well, you should train a lot. That's for sure. You can also try to find other sports that interest you and do them as well to get energy and stay fit and strong.

J: Could you show us a few tricks with the racket now?

S: OK. Or perhaps I could play a match with one of you.

J: That's a great idea! Who wants to try?

4 **Read the extract again and decide if the sentences are true (T) or false (F). Write the answers in your notebook.**

1 The man likes playing tennis because it is not a team sport. ?

2 The man can take a few months off from training. ?

3 The man doesn't advise doing just one sport. ?

4 The man wants to finish the meeting and leave. ?

Dialogue Word Box

in a team • fencing • table tennis • cycling • weightlifting • football • handball • basketball • canoeing • volleyball • snorkelling • sabre • mask • bat • ball • bike • weights • canoe • snorkel

5 91 **Listen to the dialogue and repeat it. Then, act it out changing the words in bold. Use the words in the *Dialogue Word Box*.**

Phrase Book

Asking about likes

- Do you like doing sport indoors or outdoors?
- Do you prefer doing sport alone or in a team?
- Do you enjoy running?

Giving advice

- Why don't you … ?
- You could try … .
- You should … .
- You have to … .
- You don't have to … .

Responding to advice

- That's a good idea.
- Perhaps I could … .
- I don't think that's a good idea because … .

6 **Student A p 149. Student B p 174.**

Ideas Focus

- 'Everybody should have a chance to do a sport.' Do you agree? Why? / Why not?
- Do you think winning is important? Why? / Why not?

8f Personal Best

Vocabulary 2

1 Complete sentences 1–6 with the words below in the correct form. Write the answers in your notebook.

bounce lose miss score serve throw

1 He's going to ? the ball.

2 The man is ? a ball.

3 The team has ? points.

4 Gemany ? the match.

5 Oh, no! He ? the penalty!

6 He's going to ? the ball.

2 Choose the correct option. Write the answers in your notebook.

The Special Ks

Novak Djokovic, Rafael Nadal and Andy Murray. These are the tennis players who have been the best in the world for the last ten to fifteen years. They have **(1)** *taken* / *won* big tournaments such as Wimbledon, the Australian Open, French Open and US Open, but they can't be champions forever. New talents are coming!
Meet Nick Kyrgios and Thanasi Kokkinakis. They're both from Australia and they're known as the Special Ks. They started **(2)** *doing* / *playing* tennis when they were very young, and now it's their turn to be number one. But they have to **(3)** *prepare* / *train* very hard before that can happen. There are many things that the best players can do. Firstly, they can **(4)** *hit* / *kick* the ball with a lot of strength and make it difficult for their opponent to return it. Secondly, they can **(5)** *keep going* / *keep doing* and they don't get tired. Sometimes, a tennis match can **(6)** *go* / *hold* on for 4 or 5 hours, so they must **(7)** *feel* / *stay* healthy and strong. Finally, the best players think like champions. They never **(8)** *come up* / *give up* and they fight until the end.

3 Match the phrasal verbs in blue with definitions A–E. Write the answers in your notebook.

1 I want to **take up** a sport. What do you suggest? ?
2 You should always **warm up** before you play a sport. ?
3 I **work out** three times a week at my local gym. ?
4 I need more time to study, so I have to **drop out** of the football team. ?
5 Darren runs really fast, and I can never **catch up with** him. ?

A move fast enough to run next to someone else
B exercise to keep fit
C start a new sport or activity
D leave a class or a group that you were going to
E prepare for a sport by doing some gentle exercise

4 Write the verbs next to the correct group of nouns. Write the answers in your notebook.

win score race coach beat

1 ? a horse, a car, a motorbike
2 ? another team, an opponent
3 ? a goal, a point
4 ? a race, a game, a match, a tournament
5 ? a team, an athlete

5 Choose three squares in a line and put coins on them. Take turns to describe the words in your squares. When your partners guess your word – take one coin away. When you take all three coins away – say BINGO.

warm up	beat another team	give up
score a point	pass out	catch up
drop out	win a game	coach a team

Ideas Focus

- Do you think top athletes should make a lot of money? Why? / Why not?
- Do you think students should choose the sport they want to do at school? Why? / Why not?

Modal verbs (2)

must – wyrażenie przymusu wynikającego z chęci mówiącego

have to – wyrażenie zewnętrznego nakazu lub przymusu

don't have to / needn't – brak przymusu zrobienia czegoś

mustn't – wyrażenie zakazu (*it's not allowed* – nie wolno)

Przeciwieństwem czasownika ***must*** jest czasownik ***don't have to*** lub ***needn't***.

Aby utworzyć zdanie z czasownikiem modalnym w czasie teraźniejszym, wystarczy dodać do niego czasownik główny (bezokolicznik).

Osoba	Czasownik modalny	Czasownik główny
You	mustn't	run at school.

1 Complete the conversations. Choose the correct answer: A, B or C.

1 **Does it cost a lot?**
- **A** No, you don't have to pay a lot.
- **B** No, you shouldn't pay a lot.
- **C** No, you mustn't pay a lot.

2 **Where can I learn?**
- **A** You must take lessons.
- **B** You should ask at the sports centre.
- **C** You have to play after school.

2 Complete the dialogues with *must*, *mustn't*, *don't have to*, *have to*. Write the numbers and the modals in your notebook.

1 **A:** Should I buy a tennis racket?
B: You **(1)** ? buy a new one, you can borrow mine.

2 **A:** **(2)** ? I ? wear boots for my riding lesson?
B: Yes, you **(3)** ? wear riding boots.

3 **A:** Athletes **(4)** ? practise every day.
B: That's right, everybody **(5)** ? rest sometimes.

4 **A:** Can I go to the exercise class at the sports centre?
B: You **(6)** ? become a member first.

5 **A:** You **(7)** ? run next to the swimming pool – it's dangerous!
B: OK, sorry.

6 **A:** If you're under 14, you **(8)** ? bring an adult with you to a football match – it's a rule.
B: OK – I'll ask my grandad to come with me.

3 Complete the rules for the Junior Park Run, using *must*, *mustn't* and *don't have to*. Write the answers in your notebook.

1 You ? be aged between 4 and 14 to race.
2 You ? use bikes or scooters in the race.
3 You ? bring water – there is a drink station after 1 km.
4 Dogs ? join the race.
5 You ? come with an adult.
6 You ? pay to take part in Junior Park Run.

4 Choose a sport that you both like. Write three rules about the sport in your notebooks.

More exercises in the Grammar Guide p 165

8h Personal Best

Writing

A blog (blog post)

Forms Explorer

- Gdy opisujesz serię działań, które nastąpiły jedno po drugim, bądź czynność, która rozpoczęła się i zakończyła w przeszłości, zastosuj czas **past simple**. Jeśli opisujesz czynności, które trwały przez dłuższy okres, zastosuj czas **past continuous**.
- Zastosuj przymiotniki i przysłówki, aby zainteresować czytelnika.
- Opisz również swoje emocje towarzyszące wydarzeniu.

1 Read the blog post and choose the correct tense.

Stan's Sports Blog

Thursday 15th November

Yesterday I was at Capital Stadium, and the atmosphere was electric! **(1)** I *waited* / *was waiting* for the start of the men's 100 metre race. It was so exciting to be there! Everyone there **(2)** *looked forward to* / *was looking forward to* a great race. Smith **(3)** *didn't start* / *wasn't starting* well but he quickly **(4)** *caught* / *was catching* up with the other runners. He was impressive, and everyone was truly amazed! He **(5)** *finished* / *was finishing* first and **(6)** *won* / *was winning* easily!

- We use adjectives to describe nouns: Her movements were **incredible**!
- We use adverbs to say more about actions: The gymnast performed **brilliantly**.
- We often form an adverb by adding *-ly* to an adjective: brilliant – brilliant**ly**

2 Look at the blog post in Exercise 1 again. List the adjectives and adverbs. Write them in your notebook.

Adjectives: ? Adverbs: ?

3 Complete the blog post with the adjectives and the adverbs below. Write the answers in your notebook.

fast close slowly amazing suddenly unbelievable

I saw an **(1)** ? race last week. The swimmers were all swimming **(2)** ? in order to win, but only one could become the champion. It was very **(3)** ? because the swimmers were together in a line. But the Irish, Jack Johnson, was last and he was going very **(4)** ?. Then **(5)** ?, he began to pass the others. It was **(6)** ? ! I didn't think he could do it, but he did! Johnson touched the end of the pool first and won!

4 Read the text. Which underlined words and phrases show positive emotions and which negative emotions?

Last year I went to the Champions League final. My team, Arsenal, was playing against Barcelona, and I was thrilled. It was a dream come true for me. The game started well, and we scored a goal. I couldn't stop cheering! I was confident we could win. But then, there was a disaster! Barcelona quickly scored two goals. I was really worried. My team tried hard to score again, but they couldn't. Barcelona won, and I was really upset.

Phrase Book

Positive emotions
- thrilled
- excited
- confident
- looking forward to … .
- a dream come true
- couldn't stop (verb + *-ing*) … .

Negative emotions
- sad
- worried
- upset
- disappointed
- a disaster

5 Write a blog post about the last Sports Day at your school or a sports event you went to. In the post write:

- when the event happened
- what happened
- how you felt about it

Use the adjectives and the phrases in the *Phrase Book* and ideas in the *Forms Explorer*.

Blog (wpis na blogu)

Blog jest rodzajem dziennika elektronicznego, ale powstaje bardziej z myślą o czytelnikach niż o samym autorze. Tematem bloga mogą być: wydarzenia z życia szkolnego i prywatnego, udział w imprezach muzycznych, sportowych czy wydarzeniach kulturalnych, wyjazdy i podróże, zainteresowania – wszystko, co będzie interesujące dla czytelników. Blog nie ma określonej struktury – jego forma i język zależą od tego, kim są czytelnicy. Najczęściej wpisy na blogach nie są długie, a pisane są językiem nieformalnym.

- Używaj zróżnicowanych struktur gramatycznych i bogatego słownictwa.
- Opisując wydarzenia z przeszłości, stosuj różne czasy (np. past simple i past continuous).
- Stosuj język potoczny:
  - skrócone formy czasowników, np. *won't* czy *can't*,
  - słownictwo i zwroty z języka potocznego, np. *It was a great race*.
- Tekst musi być spójny. Aby odpowiednio łączyć treści, stosuj *and, but, because, that's why, so*.
- Jeśli opisujesz jakąś historię, dbaj o chronologię zdarzeń. Stosuj *first, later, then, after that, next* czy *finally*.

Plan

Akapit 1
Ogólne informacje o wydarzeniu. Nie ma jednego sposobu rozpoczęcia wpisu na blogu. Możesz zwrócić się do czytelników, np. *Hi guys!* lub *Guess what?* albo od razu przystąpić do relacjonowania wydarzeń, które chcesz opisać, np. *Last year I went to … .*

Akapit 2, 3
Szczegółowe informacje o wydarzeniu. Liczba akapitów zależy od tego, ile aspektów wydarzenia poruszysz.

Zakończenie
Oceń wydarzenie, np. *It was the worst football match I have ever seen in my life!* Jeśli oczekujesz reakcji czytelnikow, zadaj im pytanie, np. *Has anybody ever seen a really bad match?*

Sprawdź poprawność swojej wypowiedzi

- Czy struktura wpisu na blogu zawiera podział na akapity?
- Czy język wpisu jest nieformalny? Czy zostały zastosowane zwroty potoczne? Czy zwracasz się do czytelników?
- Czy użyłeś / użyłaś zrozumiałego, ale jednocześnie zróżnicowanego słownictwa i struktur gramatycznych?
- Czy sprawdziłeś / sprawdziłaś poprawność gramatyczną i ortograficzną wpisu?

8 Review

1 Decide which sports the words below belong to. Then, complete sentences 1–6. Write the answers in your notebook.

pitch court net snorkel mask racket bat

1 Our ? is very busy at weekends because so many of us play football.
2 Our school has an indoor ?, so we can play basketball in the winter.
3 He always serves the ball over the ? in our volleyball games.
4 I got a new ? to play table tennis with because my old one was broken.
5 We use a ? to hit the ball in tennis.
6 We have a ? and a ?. Let's go diving in the lakes.

2 92 Listen to Mick talking about his family. Which sport does each person love doing? Match the people 1–5 with their favourite sport A–G. There are two extra sports. Write the answers in your notebook.

1 Mum ?
2 Dad ?
3 Daniel ?
4 Monica ?
5 Alison ?

A volleyball
B basketball
C diving
D gymnastics
E tennis
F table tennis
G cricket

3 Choose the correct modal verb to complete the sentences. Write the answers in your notebook.

1 When I was a child I *could* / *couldn't* / *can* ride a bike at all, but now I am quite good at cycling.
2 What do you think? *Should* / *Shall* / *Can't* we swim here? The water is rather deep.
3 You *shall* / *can* / *should* finish your homework. It is getting late, and you need to go to bed soon.
4 *Can* / *Can't* / *Shall* I borrow your pen? I've forgotten mine.
5 Sorry, we *can't* / *should* / *can* let you stay up late at the party this weekend. You have to get up early for the basketball game the next day.
6 Yes, you *can't* / *shall* / *can* invite your friends for pizza on Sunday.

4 Complete the sentences with the words below. Write the answers in your notebook. Sometimes more than one answer is possible.

must mustn't have to can't don't have to needn't

1 You ? put your head out of the window on a train. It is dangerous.
2 We ? tell him again about the party, I am sure he remembers that he was invited.
3 I ? go now, my bus is coming.
4 We ? forget to tell Mum about the school trip.
5 They ? be at school on time in the morning.
6 You ? take your brother's books, he needs them for his homework.

5 Put your counter at the start. Roll the die and move your counter. Do the task in the square your counter lands on. If you cannot do the task, you must move back. Take turns. The winner is the first person to reach the finish square.

START		
1 In which sports do you use a bat?	2 In which sports do you need a ball? (name 3).	3 Name 3 water sports.
4 In which sport do you play on ice?	5 What team sports do you know? (name 5)	6 Name a sport that you can play on ice and on grass.
7 In which sports do you need special clothes?	8 In which sports do you run a lot?	9 In which sports do you use a racket? (name 2 or 3)
10 What individual sports do you know? (name 5)	11 Which sports are popular in your country?	12 Name 3 sports your national teams or athletes are successful at.
13 Name 3 sports that involve wheels.	14 Name 3 sports that are popular in the USA.	15 Name 3 sports that are popular in Great Britain.
		FINISH

Rozumienie ze słuchu

1 93 **Usłyszysz dwukrotnie cztery teksty. W zadaniach 1–4, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.**

1 What sport does the girl do?

2 Who is talking about the match?

3 How did the boy feel?

A He was confident. **B** He was thrilled. **C** He was upset.

4 When will the next competition be?

2 94 **Usłyszysz dwukrotnie rozmowę dwóch koleżanek. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą: A, B albo C. Zapisz odpowiedzi w zeszycie.**

1 At the beginning of the match, the girls were

A upset.

B worried.

C confident.

2 The team played well

A for the whole match.

B at the beginning of the match.

C at the end of the match.

3 The team trained hard

A all year. **B** last month. **C** all summer.

3 95 **Usłyszysz dwukrotnie wywiad z mistrzem olimpijskim w kajakarstwie. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszycie.**

Olympic Champion

- medal won at the Olympics **(1)** ?
- started canoeing solo at the age of **(2)** ?
- favourite weather for doing their sport **(3)** ?
- plans for the future **(4)** ?

8 Skills Checkpoint

Znajomość funkcji językowych

4 **Dla każdej z opisanych sytuacji (1–4) wybierz właściwą reakcję: A, B albo C. Zapisz odpowiedzi w zeszycie.**

1 Chcesz zapytać koleżankę, czy czeka z niecierpliwością na mecz. Co powiesz?

A Was the match interesting?
B Do you look for to the match?
C Are you looking forward to the match?

2 Pytasz szkolną drużynę, jak poszło jej na ostatnim meczu. Jak zadasz pytanie?

A What was the score?
B Are you feeling well?
C Who was it?

3 Koleżanka pyta cię, w co ma się ubrać na imprezę sportową. Co jej odpowiesz?

A You should wear a bat.
B You mustn't wear special clothes.
C You needn't wear special clothes.

4 Kolega prosi cię, abyś nauczyła go gry w tenisa. Co mu odpowiesz?

A Yes, you may.
B I'm afraid I can't play.
C I mustn't play.

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

A: Mum, I've signed up for table tennis classes. I'm really excited.

B: Wow. That has been your dream since you were five years old.

A: (1) ? (*take*)?

B: Of course you can. Lucy wants to play as well. She is your younger sister, so she always wants to do everything you do. She will be more than happy.

A: That's great, I'll go and tell her.

B: Listen, you should wait a little. Why **(2)** ? (*talk*) to your father first?

A: OK, sure. I'll wait until he comes back from work.

B: You don't have to. You **(3)** ? (*call*) him right now!

A: Thank you Mum, you are the best.

Rozumienie tekstów pisanych

6 **Przeczytaj tekst, z którego usunięto cztery zdania. Dopasuj zdania A–E do luk 1–4, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo. Następnie uzupełnij luki 1–3 w mailu zgodnie z treścią tekstu. W każdą lukę możesz wpisać <u>maksymalnie dwa wyrazy</u>. Zapisz odpowiedzi w zeszycie.**

The Rules of Quidditch

'Right,' said Wood. 'Now, Quidditch is easy enough to understand, even if it's not too easy to play. **(1)** ? Three of them are called Chasers.' 'Three Chasers,' Harry repeated, as Wood took out a bright red ball about the size of a football. 'This ball's called the Quaffle,' said Wood. 'The Chasers throw the Quaffle to each other and try and get it through one of the hoops to score a goal – ten points every time the Quaffle goes through one of the hoops. **(2)** ?' 'The Chasers throw the Quaffle and put it through the hoops to score,' Harry recited. 'So – that's sort of like basketball on broomsticks with six hoops, isn't it?' 'What's basketball?' said Wood curiously. **(3)** ? 'Now, there's another player on each side who's called the Keeper – **(4)** ?. I have to fly around our hoops and stop the other team from scoring.'

Harry Potter and the Philosopher's Stone by J.K. Rowling, Bloomsbury 2014, p 179–180

A 'Never mind,' said Harry quickly.
B Who is the Keeper?
C Follow me?
D There are seven players on each side.
E I'm Keeper for Gryffindor.

From: Cindy
To: Jenny
Subject: Quidditch

Hi Jenny!
I've just finished reading *Harry Potter and the Philosopher's Stone*. As you know, I'm really into sports, so what was amazing for me in the book was the description of the rules of Quidditch. You use a big **(1)** ? which needs to be thrown through **(2)** ? to get points. What is funny is that all the players are flying in the air **(3)** ?. I wish we could play it at our school!
Love, Cindy

Znajomość środków językowych

7 Wykorzystując wyrazy podane na niebiesko, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–10). Nie zmieniaj formy podanych słów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

1 At this school, children are not allowed to wear colourful clothes.

mustn't

At this school, children ? colourful clothes.

2 It is polite to say hello and goodbye in every country.

should

People ? and goodbye in every country.

3 Mum, is it OK if I go to the cinema with Tom tonight?

can

Mum, ? to the cinema with Tom tonight?

4 I took up skating last month.

started

I ? last month.

5 If I were in your position, I wouldn't do it.

you

If I ?, I wouldn't do it.

6 I'm so thirsty, I want a lemonade.

would

I'm so thirsty, I ? a lemonade.

7 How old is he?

age

What's ??

8 Can you repeat that, please?

again

Can you ?, please?

9 I'm really interested in skiing.

keen

I'm really ?.

10 I am surprised at his story.

believe

I ? his story.

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

Sports teams spend a lot of time preparing for big competitions. They have to train **(1)** ? for many months in order to get ready for an important match. The fans always look **(2)** ? to seeing their team win a competition and, if they win, it is like a dream come true. If the team loses, then everybody is very **(3)** ?, and the coach or manager is not very popular. The most important thing is **(4)** ? to give up, but to keep trying.

1	**A** hard	**B** almost	**C** ever
2	**A** forward	**B** up	**C** for
3	**A** point	**B** disappoint	**C** disappointed
4	**A** don't	**B** not	**C** very

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

1 When the Polish volleyball team won, I ? (*nie mogłam się powstrzymać*) cheering.

2 I am ? (*nie mogę się doczekać*) going to the Olympics!

3 The team ? (*są pewni*) they can win.

4 The fans ? (*byli rozczarowani*) when the team lost in the final.

5 Winning the gold medal was like a ? (*spełnienie marzeń*).

Tworzenie wypowiedzi pisemnej

10 Wróciłeś / wróciłaś właśnie z wycieczki na Kubę. Utwórz wpis na blog klasowy o tej podróży. W blogu poinformuj czytelników o:

- tym, co tam robiłeś / robiłaś,
- pogodzie na Kubie,
- typowych sportach w tym kraju.

Rozwiń swoją wypowiedź, pamiętając, że jej długość powinna wynosić od 50 do 120 słów. Wykorzystaj słownictwo i gramatykę z rozdziału 8.

Explorers' Club 4

Holiday money

1 96 **Listen to a conversation and answer the questions.**

1 Which of the following jobs is Kate doing?

- teaching children
- babysitting
- working in a cinema

2 What must Kate do at half past seven?

3 What should she do if Emma comes downstairs?

4 What should she do if there are any problems?

2 **Answer the questions.**

1 How old do you have to be to get a job in Poland?

2 How many hours a day can you work during the school holidays?

3 What jobs can you do in the school holidays?

4 Do you usually need any special skills to find holiday work?

3 **Read the following text about a summer job and check your answers in Exercise 2.**

Are you interested in working during the holidays? In Poland, you have to be 16 before someone can **employ** you. During the holidays, young people under 18 should not work more than seven hours a day. There are similar rules for young people in most EU countries.
So where do many young people work in the holidays? There are many organisations that can help you to find work. For example, if you like children, why not work as a babysitter? If you like being active, some people will pay you to walk their dogs. There are also jobs in cafés, restaurants and shops. You don't usually need any **skills** for these jobs, and the work is not usually very difficult. But if you have any special **qualifications** and you live in a place that is near the sea, how about working as a life guard? If you **earn** some money, you could save up for a holiday, a new phone or simply help your parents with the housekeeping.

Word Focus

employ: pay someone to work for you

skill: the ability to do something well

qualification: an official document that shows you have passed an exam, course, etc.

earn: get money for work

4 **Is working during the holidays always exciting? Read this part from *Tom Sawyer* by Mark Twain. How does Tom feel about his work?**

Saturday morning came, and all the summer world was bright and fresh, and full of life. There was happiness in every face and the fragrance of the flowers filled the air. Tom appeared on the road with a bucket of paint and a brush. He looked at the fence and all the happiness left him. Thirty metres of fence, three metres high. Life to him seemed empty. He put his brush in the paint and passed it along the top of the fence; did it again, then looked at the metres of unpainted fence. He sat down and sighed.

Source: Tom Sawyer by Mark Twain: www.gutenberg.org/ebooks/74 [accessed: 13.11.2019]

5 **Read the text in Exercise 4 again. Answer questions 1–2. Then, complete sentences 3–4. Write the answers in your notebook.**

1 Who is the author of the text?

2 What kind of text is it? An interview, a novel or a note?

3 If I were Tom Sawyer, I … .

4 Whenever it's a sunny Saturday morning, I … .

6 **Look at the list of unusual jobs and answer questions 1–3.**

- testing baths
- working as a tour guide at a theme park
- teaching surfing or windsurfing
- helping out at music festivals
- testing the slides at a water park

1 Do you know which job your best friend would choose?

2 Which job would you choose? Why?

3 Are there any disadvantages to these jobs? What are they?

7 **Find out more about your classmates.**

1 Ask your classmates what their perfect job would be when they leave school.

2 Use the results to make a list of the best jobs.

3 Tell the class your results. Do you think that anyone in your class will get one of the jobs? Why? / Why not?

A dream job

Step 1

Make a list of dream jobs. Then, answer the questions about your dream job.

1 What job is it? *A zookeeper.*
2 Where will you work? *In a zoo.*
3 What skills should you have? *The ability to work with animals.*
4 What must you do every day? *Clean the enclosures and give food to the animals, check that the animals are healthy.*
5 What hours must you work? *The hours may vary. You might have to work nights, at weekends and during public holidays.*

Give some examples of various places in the world where you could work.

1 Healesville Sanctuary in Australia
2 Tiergarten Schönbrunn in Vienna
3 Ranua Zoo in Rovaniemi

Which place would be best for you? Find some information about it and show it in the form of an advert.

Healesville Sanctuary in Australia

The world's leading zoo-based conservation organisation

Open **9.00 a.m.–5.00 p.m.** every day of the year.
(Animal areas close from 4:30.)

Visit: **www.zoo.org.au/healesville/**

Experience an unforgettably wild encounter!

Step 2

Make a short vlog about your *dream job*.

1 Write a script. Answer the questions from Step 1.
2 Plan extra materials: photos, films, drawings and a list of places.
3 Pay attention to grammar, spelling and pronunciation.
4 Check the script with your teacher.
5 Practise your presentation.
6 Shoot it! Have fun.
7 Share it with your friends online.

8 Wordlist

Posłuchaj
docwiczenia.pl
Kod: A77MKZ

(n) – noun / rzeczownik
(v) – verb / czasownik
(adj) – adjective / przymiotnik
(adv) – adverb / przysłówek
(conj) – conjunction / spójnik
(prep) – preposition / przyimek
(det) – determiner / określnik
(phr) – phrase / wyrażenie

COLLOCATIONS		
blow the whistle *(phr)*	/bləʊ ðə ˈwɪs(ə)l/	dmuchać w gwizdek
impaired view *(phr)*	/ɪmˈpeə(r)d vjuː/	ograniczony widok
keep going *(phr)*	/kiːp ˈgəʊɪŋ/	nie przestawać
win a tournament *(phr)*	/wɪn ə ˈtʊə(r)nəmənt/	wygrać turniej
MODALS		
don't have to *(v)*	/dəʊnt həv tʊ/	nie musieć
have to *(v)*	/hæv tʊ/	musieć
must *(v)*	/mʌst/	musieć
mustn't *(v)*	/ˈmʌs(ə)nt/	nie wolno
needn't *(v)*	/ˈniːd(ə)nt/	nie musieć
PHRASAL VERBS		
catch up *(phr v)*	/kætʃ ʌp/	dopaść, dogonić
drop out *(phr v)*	/drɒp aʊt/	rzucić (zajęcie), odpaść
find out *(phr v)*	/faɪnd aʊt/	dowiadywać się, odkryć
give up *(phr v)*	/gɪv ʌp/	poddać się
go on *(phr v)*	/gəʊ ɒn/	kontynuować
pass out *(phr v)*	/pɑːs aʊt/	mdleć
sell out *(phr v)*	/sel aʊt/	wyprzedać
take up *(phr v)*	/teɪk ʌp /	zainteresować się, np. sportem
warm up *(phr v)*	/wɔː(r)m ʌp/	rozgrzewać się
work out *(phr v)*	/wɜː(r)k aʊt/	ćwiczyć
SPORT		
aerobics *(n)*	/eəˈrəʊbɪks/	aerobik
athlete *(n)*	/ˈæθliːt/	lekkoatleta
athletics *(n)*	/æθˈletɪks/	lekkoatletyka
bat *(n)*	/bæt/	kij do gry w baseball, rakietka do gry w tenisa stołowego
beat *(v)*	/biːt/	pokonać
bounce *(v)*	/baʊns/	kozłować
canoeing *(n)*	/kəˈnuːɪŋ/	kajakarstwo
canoe *(n)*	/kəˈnuː/	kajak
circuit *(n)*	/ˈsɜː(r)kɪt/	tor, okrążenie
coach *(n)*	/kəʊtʃ/	trener
court *(n)*	/kɔː(r)t/	kort (tenisowy)
cycle *(v)*	/ˈsaɪk(ə)l/	jeździć rowerem
cyclist *(n)*	/ˈsaɪklɪst/	rowerzysta
dive *(v)*	/daɪv/	nurkować
diver *(n)*	/ˈdaɪvə(r)/	nurek
diving *(n)*	/ˈdaɪvɪŋ/	nurkowanie
equipment *(n)*	/ɪˈkwɪpmənt/	wyposażenie, sprzęt
fencing *(n)*	/ˈfensɪŋ/	szermierka
gate *(n)*	/geɪt/	bramka, wejście
goalkeeper *(n)*	/ˈgəʊlˌkiːpə(r)/	bramkarz
gloves *(n, pl)*	/glʌvz/	rękawice
gymnast *(n)*	/ˈdʒɪmnæst/	gimnastyczka
handball *(n)*	/ˈhændˌbɔːl/	piłka ręczna
helmet *(n)*	/ˈhelmət/	hełm, kask
hit *(v)*	/hɪt/	uderzyć
hurdles *(n, pl)*	/ˈhɜː(r)d(ə)lz/	bieg przez płotki
ice hockey *(n)*	/aɪs ˈhɒki/	hokej na lodzie
kick *(v)*	/kɪk/	kopnąć
long jump *(n)*	/lɒŋ dʒʌmp/	skok w dal
lose *(v)*	/luːz/	przegrywać
mask *(n)*	/mɑːsk/	maska, ukrywać
miss *(v)*	/mɪs/	tracić
net *(n)*	/net/	siatka do gry
Olympics *(n)*	/əˈlɪmpɪks/	igrzyska olimpijskie
opponent *(n)*	/əˈpəʊnənt/	przeciwnik
penalty *(n)*	/ˈpen(ə)lti/	karny, kara
pitch *(n)*	/pɪtʃ/	boisko
race *(n, v)*	/reɪs/	wyścig, ścigać się
referee *(n)*	/ˌrefəˈriː/	sędzia (sportowy)
row *(n)*	/rəʊ/	rząd, np. na trybunach
sabre *(n)*	/ˈseɪbə(r)/	szabla
score *(n, v)*	/skɔː(r)/	wynik, zdobywać punkt
serve *(v)*	/sɜː(r)v/	serwować
snorkelling *(n)*	/ˈsnɔː(r)k(ə)lɪŋ/	nurkowanie z rurką
snorkel *(n)*	/ˈsnɔː(r)k(ə)l/	rurka do nurkowania
throw *(v)*	/θrəʊ/	rzucać
volleyball *(n)*	/ˈvɒliˌbɔːl/	siatkówka
weightlifting *(n)*	/ˈweɪtˌlɪftɪŋ/	podnoszenie ciężarów
weight *(n)*	/weɪt/	ciężarek, odważnik, waga (człowieka)
win *(v)*	/wɪn/	wygrać
OTHER WORDS		
amazing *(adj)*	/əˈmeɪzɪŋ/	niezwykły
authorities *(n, pl)*	/ɔːˈθɒrətis/	władze
bullfighting *(n)*	/ˈbʊlˌfaɪtɪŋ/	walki byków
close *(adj, adv)*	/kləʊz/	bliski, blisko
colony *(n)*	/ˈkɒləni/	kolonia
employee *(n)*	/ɪmˈplɔɪiː/	pracownik
fast *(adj, adv)*	/fɑːst/	szybki, szybko
independent *(adj)*	/ˌɪndɪˈpendənt/	niezależny
slowly *(adv)*	/ˈsləʊli/	wolno
suddenly *(adv)*	/ˈsʌd(ə)nli/	nagle
unbelievable *(adj)*	/ˌʌnbɪˈliːvəb(ə)l/	niewiarygodny
unwind *(v)*	/ʌnˈwaɪnd/	odprężać się

USEFUL EXPRESSIONS

ASKING ABOUT LIKES	
Do you enjoy running?	Czy lubisz bieganie?
Do you like doing sport indoors or outdoors?	Czy lubisz sporty halowe czy uprawiane na świeżym powietrzu?
Do you prefer doing sport alone or in a team?	Czy wolisz uprawiać sporty indywidualne czy zespołowe?
GIVING ADVICE	
You have to (+*infinitive*) … .	Musisz … .
You don't have to (+*infinitive*) … .	Nie musisz … .
You needn't (+*infinitive*) … .	Nie musisz / Nie potrzebujesz … .
You should (+*infinitive*) … .	Powinieneś / Powinnaś … .
You could try (*to*+*infinitive*) … .	Mógłbyś / Mogłabyś spróbować … .
Why don't you (+*infinitive*) … ?	Dlaczego nie spróbujesz … ?
RESPONDING TO ADVICE	
I don't think that's a good idea because … .	Nie sądzę, aby to był dobry pomysł, gdyż … .
That's a good idea.	To dobry pomysł.
Or perhaps I could … .	A może mógłbym / mogłabym … .

POSITIVE EMOTIONS		
a dream come true		marzenie stało się rzeczywistością
confident (*adj*)	/ˈkɒnfɪd(ə)nt/	pewny siebie
can't stop cheering		nie móc przestać się cieszyć
can't stop shouting		nie móc przestać krzyczeć
excited (*adj*)	/ɪkˈsaɪtɪd/	podekscytowany
looking forward to (*phr v*)	/lʊkɪŋ ˈfɔː(r)wə(r)d tʊ/	w oczekiwaniu na
thrilled (*adj*)	/θrɪld/	podekscytowany
NEGATIVE EMOTIONS		
disappointed (*adj*)	/ˌdɪsəˈpɔɪntɪd/	rozczarowany
disaster (*n*)	/dɪˈzɑːstə(r)/	katastrofa
upset (*adj*)	/ʌpˈset/	zdenerwowany

Snakes and Ladders

Revision Game Units 1–4

Put your counter on START. Roll the dice. Do the task on the square you land on. If your counter lands at the bottom of a ladder, after doing the task, move up to the top of it. If your counter lands on the head of a snake, slide down to the bottom of it.

30	31 Name 7 male family members.	32 Name 5 uncountable nouns.	33 Finish the phrases: keen ? crazy ? interested ?	FINISH
29 Make a sentence with LAST and a sentence with AGO.	28 What food is sweet? (name 7)	27	26 What are you scared of?	25 What do you eat for breakfast? (1 minute talk)
20 What are you doing next weekend? (1 minute talk)	21 What time expressions do you use with the past simple? (name as many as you can in 30 seconds)	22 Do you prefer to make calls or send texts? Why? (1 minute talk)	23 What do your parents get angry about? (1 minute talk)	24 What decorations can you use at a party?
19	18 Go forward 2 squares.	17 Name 6 female family members.	16 ON or IN? ? Monday ? the kitchen ? my handbag ? 26th October	15 Give a definition of a person who is lazy.
10 Make 4 sentences in the future simple.	11 What's your class bored with?	12 What time expressions can you use with the present simple? (name as many as you can in 30 seconds)	13	14 Where do you keep: juice ? cola ? cornflakes ?
9 Make adjectives out of these verbs: shock, worry, care.	8 IS or ARE? money ? water ? olives ? rice ? children ?	7 When do you use the present continuous? 1 2 3	6 What is a landline?	5 What things are annoying for you? (name 3)
START	1 What do you do in your free time? (name 7 activities)	2 Name 5 household chores you have to do.	3 How do you make negative sentences in the past simple and the present simple?	4 IN or AT? ? two days ? the weekend ? winter ? the morning

Revision Game Units 5–8

The Wheel of Fortune

Work in two opposing groups. Spin the wheel with a pencil and answer the questions below one by one.

Colour scheme

1. If you land on blue – the person who spins the pencil answers the question.
2. If you land on yellow – the team of the person who spins answers the question.
3. If you land on red – the opposing team from the person who spins answers the question.
4. If you land on white – give the opposing team a challenge and make your own question from units 5–8.

Questions

1. Can you describe your room in a minimum of 7 sentences?
2. What items of furniture can you keep things in?
3. What things do you use to decorate your room?
4. What types of houses do you know? Describe one (talk for 1 minute).
5.

What are the people doing?
6. What places in the town are good for entertainment? How often do you go there?
7. What places in the town are useful when you are sick?
8. What's the difference between **this** and **that**? Use them in sentences.
9. What's the difference between **these** and **those**? Use them in sentences.
10. Name 7 words related to ecology.
11. What's the difference between the first conditional and the second conditional?
12. Make a sentence in the zero conditional.
13. Make a sentence in the first conditional.
14. Make a sentence in the second conditional.
15. What sports equipment do you know? (name 8 items)
16. What are the rules in your school? (talk for 1 minute, use modal verbs)

Speaking Information for Student A

Unit 1

Exercise 6 p 13

1 **Look at the leaflet. You want your friend (Student B) to join a climbing club with you. Answer your friend's questions about the club.**

Climbing club

New amazing climbing club for students aged 11–17

Classes every Saturday

from 9:00 to11:00 a.m.

You don't need to bring any equipment.

Price: £10 for 60 minutes

Classes at Riverpool School

2 **Now you want to join a sailing club. Ask your friend (Student B) questions about the club.**

1 *When* / *class*?
2 *What time* / *class*?
3 *How much* / *course*?
4 *Need* / *equipment*?
5 *Where* / *class*?

Unit 2

Exercise 5 p 33

1 **You are a police officer who is trying to find a criminal. Ask the witness (Student B) questions about the criminal. Use the prompts below. Draw a picture of the criminal.**

1 *What* / *look*?
2 *How* / *tall*?
3 *Where* / *see* / *criminal*?
4 *What* / *wearing*?
5 *What* / *say* /*criminal*?
6 *What* / *feel* / *see* / *criminal*?

2 **You saw a criminal who took money from a bank. Answer the questions to help the police officer (Student B) find the criminal.**

Unit 3

Exercise 5 p 49

1 **Here is some information about Tom's birthday party. Answer Student B's questions about it.**

Come and help me celebrate my 14th birthday!

Tom invites you to his swimming party on Saturday, 15th June at The Fairway Sports Centre, Dee Road, Liverpool.

Time: 5.00 p.m. till 7.00 p.m.

Please call or text 07795 2271167 to say if you are coming or not.

Bring your swimwear … and a present!

2 **You are invited to Mel and Luke's wedding but you don't know any details about it. Ask Student B questions to find out more. Use the prompts below.**

1 *where*?
2 *date*?
3 *time*?
4 *email*?
5 *where* / *eat*?
6 *partner*?

Speaking Information for Student A

Unit 4

Exercise 4 p 63

1 Ask Student B the following questions:

1 Are you going to live in Poland when you finish school? Why? / Why not?
2 Will you go out this week? Why? / Why not?
3 Is the weather going to be nice today? Why? / Why not?

2 Now answer Student B's questions.

Exercise 5 p 65

1 Read the menu for Mo's Bistro and answer Student B's questions.

Mo's Bistro

Open from midday until 8.00 p.m.

Main courses

Fish & chips ---------- 8€
Tuna spaghetti ---------- 7€

Desserts

Apple pie ---------- 6€
Ice-cream (banana, strawberry or chocolate) ---------- 5€

Drinks

Coffee ---------- 2€
Can of lemonade/cola ------- 1.50€
Still water ---------- 1€

Please call Richard on **07114 758028** to book a table.

2 Ask Student B the following questions about Dave's Cafe menu. Use the prompts below.

1 *What time* / *open*?
2 *How much* / *garlic bread*?
3 *any desserts*?
4 *What kind* / *coffee*?
5 *Who* / *call for takeaway food*?

Unit 5

Exercise 8 p 80

Guess the four missing objects in the picture. Student B will tell you if your guesses are correct.

Example

I think there is a picture **on** the wall **above** the chair.

Exercise 5 p 83

1 Answer Student B's questions.

2 Make questions from the prompts in 1–4. Then, ask Student B the questions.

1 *What* / *colour* / *walls in your bedroom*?
2 *How long* / *have this bedroom*?
3 *How often* / *tidy* / *bedroom*?
4 *Would* / *like* / *change anything in your bedroom*?

Unit 6

Exercise 5 p 96

Find someone in the classroom who has:

- jumped over another person.
- walked into the wrong classroom.
- run along a dark street.
- rowed under a bridge.

Example

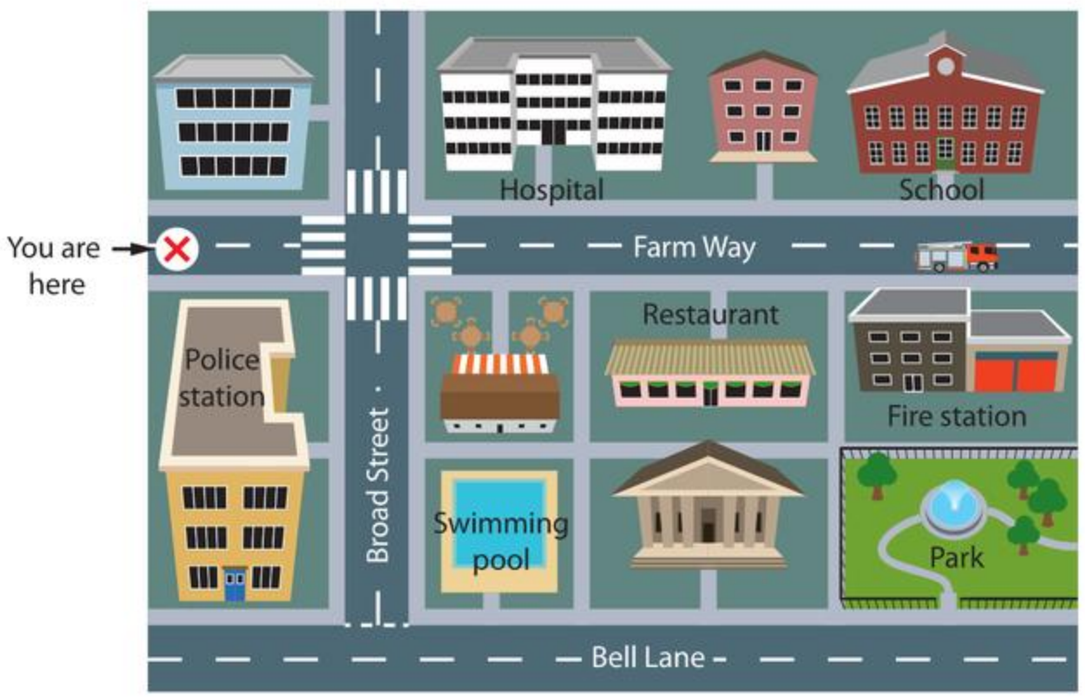
Have you ever jumped over another person?

Speaking Information for Student A

Exercise 5 p 99

1 Look at your map. Some information is missing. Tell student B where you are and ask for directions from this location. Use the prompts below.

- the bank?
- the post office?
- the café?
- the museum?
- from the museum to the post office?



2 Now answer Student B's questions.

Unit 7

Exercise 9 p 113

1 Ask Student B questions to complete the table.

Example

What can you use instead of plastic bags?

How to choose eco-friendly packaging?	
no :(	**yes :)**
plastic bags	?
plastic toothbrush	bamboo toothbrush
cotton face pads	?
paper sandwich wrap	reusable wrap
new clothes	?
shampoo in a plastic bottle	shampoo in a bar
plastic knives and spoons	?
paper	cloth

2 Now answer Student B's questions.

Exercise 2 p 117

1 Describe the picture to Student B. Then, listen to Student B's description.

2 What sort of place would you like to live in – A or B? Tell your partner.

Unit 8

Exercise 6 p 133

1 Student B wants to start a new sport. Ask them questions, using the prompts, and listen to their answers. Then, give them some advice and suggest a sport.

- alone or in a team?
- with music?
- indoors or outdoors?
- to get fitter or to be stronger?

2 You want to start a new sport. Answer Student B's questions and respond to their advice.

U1 Grammar Guide

Present simple

Zdania oznajmujące	
I work.	He work**s**.
We work.	She work**s**.
You work.	It work**s**.
They work.	
Przeczenia	
I **don't** work.	He **doesn't** work.
We **don't** work.	She **doesn't** work.
You **don't** work.	It **doesn't** work.
They **don't** work.	
Pytania	
Do I work?	**Does** he work?
Do we work?	**Does** she work?
Do you work?	**Does** it work?
Do they work?	
Krótkie odpowiedzi	
Yes, I **do**.	**No**, I **don't**.
Yes, we **do**.	**No**, we **don't**.
Yes, you **do**.	**No**, you **don't**.
Yes, they **do**.	**No**, they **don't**.
Yes, he **does**.	**No**, he **doesn't**.
Yes, she **does**.	**No**, she **doesn't**.
Yes, it **does**.	**No**, it **doesn't**.

Pisownia: tak***e*** → tak***es***
d***o*** → d***oes***
bo***x*** → bo***xes***
wat***ch*** → wat***ches***
wa***sh*** → wa***shes***
dre***ss*** → dre***sses***
stud***y*** → stud***ies***

W trzeciej osobie liczby pojedynczej czasowniki otrzymują w czasie **present simple** końcówkę ***-s***.

Jeśli czasownik kończy się na ***-s***, ***-ss***, ***-sh***, ***-ch***, ***-z***, ***-x***, ***-o***, to w trzeciej osobie liczby pojedynczej dodajemy końcówkę ***-es***.

Jeśli czasownik kończy się na ***-y*** po spółgłosce, to przed dodaniem końcówki ***-es*** zmieniamy ***y*** na ***i***.

W zdaniach w czasie **present simple** występują określenia odnoszące się do powtarzających się czynności. Należą do nich np. *every day*, *every week*, *every month*, *once a week*, *twice a year*, *at weekends*, *at night*, *in the morning*.

Zaimki pytające

Do najczęstszych zaimków pytających należą: *what*, *who*, *where*, *why* oraz *when*. Gdy pytamy o czas, możemy zadać pytanie zaczynające się od *when* lub *what time*.

Sprawdź, czy potrafisz

1 Uzupełnij poniższe minidialogi brakującymi fragmentami wypowiedzi.

1 **X:** ? she live in Australia?
Y: No, she ?. She is from Spain.

2 **X:** Have their grandparents got four grandchildren?
Y: Yes, they have. All of them ? in Warsaw.

3 **X:** ? does your mum work?
Y: She ? in a consulting agency.

2 Przekształć podane zdania 1–6, wstawiając w nie przysłówki częstotliwości, tak aby mówiły o tobie prawdę. Zapisz zdania w zeszycie.

1 I eat lunch at school.
2 I swim in the pool.
3 I am late for a test.
4 I cook for my family.
5 I go cycling on Sundays.
6 This place is crowded.

3 Jaki zaimek pytający zastosujemy, aby zapytać o pogrubione wyrazy lub wyrażenia w zdaniach 1–6?

1 Her daughter attends an English course **at 5 o'clock**.
2 The woman in the red dress is his **wife**.
3 I like **oranges** most.
4 I usually visit my uncle **on Thursdays**.
5 They are **in Switzerland**.
6 I love PE **because** I think our teacher is great!

Teen Talks

Uczeń A zadaje pytania, a **Uczeń B** na nie odpowiada.

1 *What time* / *favourite lesson* / *start*?
2 *Who* / *favourite teacher*?
3 *When* / *usually* / *do* / *favourite activity*?
4 *What* / *outdoor activity* / *into*?

Następnie **Uczeń B** zadaje pytania, a odpowiada na nie **Uczeń A**.

1 *Where* / *favourite restaurant*?
2 *When* / *usually* / *eat* / *favourite food*?
3 *Why* / *love* / *PE*?
4 *What* / *usually* / *do* / *weekends*?

Present simple vs. present continuous

Czas **present continuous** tworzymy za pomocą odpowiedniej formy czasownika ***be*** (*am*, *are* lub *is*) oraz czasownika głównego z końcówką ***-ing***.

Zdania oznajmujące	
I **am** (**'m**) work**ing**.	We **are** (**'re**) work**ing**.
He **is** (**'s**) work**ing**.	You **are** (**'re**) work**ing**.
She **is** (**'s**) work**ing**.	They **are** (**'re**) work**ing**.
It **is** (**'s**) work**ing**.	
Przeczenia	
I **am** (**'m**) **not** work**ing.**	We **are not** (**aren't**) work**ing**.
He **is not** (**isn't**) work**ing**.	You **are not** (**aren't**) work**ing**.
She **is not** (**isn't**) work**ing**.	They **are not** (**aren't**) work**ing**.
It **is not** (**isn't**) work**ing**.	
Pytania	
Am I work**ing**?	**Are** we work**ing**?
Is he work**ing**?	**Are** you work**ing**?
Is she work**ing**?	**Are** they work**ing**?
Is it work**ing**?	
Krótkie odpowiedzi	
Yes, I **am**.	**No**, I'**m not**.
Yes, he **is**.	**No**, he **isn't**.
Yes, she **is**.	**No**, she **isn't**.
Yes, it **is**.	**No**, it **isn't**.
Yes, we **are**.	**No**, we **aren't**.
Yes, you **are**.	**No**, you **aren't**.
Yes, they **are**.	**No**, they **aren't**.

Pisownia: take → tak***ing***
sit → sit***ting***
study → study***ing***
die → dy***ing***

W zdaniach w czasie **present continuous** często występują określenia: *at the moment*, *right now*, *now*, *for the time being*, *at present*, *this morning / afternoon / evening / week / month / year* oraz *today*.

*I**'m having** lunch <u>at the moment</u>.*

Sprawdź, czy potrafisz

1 Zdecyduj, które zdanie jest poprawne, A czy B.

1 **A:** I go to an English school at the moment.
B: I'm going to an English school at the moment.

2 **A:** I'm going to the third year of high school.
B: I'm in the third year at high school.

3 **A:** I'm not watching TV every evening.
B: I don't watch TV every evening.

4 **A:** I work long hours at present.
B: I'm working long hours at present.

2 Zapoznaj się ze zdjęciem. Uzupełnij opis, wpisując w luki 1–4 właściwe czasowniki w czasie present continuous, tak aby powstał spójny i logiczny tekst. Zapisz odpowiedzi w zeszycie.

Look at this family! The woman in the foreground **(1)** ? a cake to her baby, but the baby is not interested in the cake. It **(2)** ? at her dad. Some people in the background **(3)** ? to a waiter about their order. They **(4)** ? nice clothes and they all look relaxed.

3 Uzupełnij zdania i zapisz je w zeszycie. Wpisz podane w nawiasach czasowniki w czasie present simple lub present continuous.

1 I'm a hairdresser and I ? (*work*) in a hairdressing salon from Monday to Friday. I usually ? (*wash*) and cut hair, but today I ? (*clean*) the floor.

2 He's a doctor and he usually ? (*work*) at night, but he ? (*not work*) tonight. Tonight he's in an Indian restaurant and he ? (*eat*) a meal with his friends.

3 It's warm and sunny. Maria ? (*walk*) along the beach. She's a receptionist at a hotel that is next to the beach. She ? (*meet*) people and gives them keys to their rooms.

Teen Talks

Wyobraźcie sobie, że spędzacie razem wakacje na pięknej wyspie. Opowiadajcie na zmianę, co na niej robicie. Budujcie zdania w czasie **present continuous**. Komu udało się zbudować więcej zdań?

U2 Grammar Guide

Past simple

Formę czasu **past simple** czasowników regularnych tworzymy, dodając do czasownika końcówkę ***-ed***.

Zdania oznajmujące	
I work**ed**. He work**ed**. She work**ed**. It work**ed**.	We work**ed**. You work**ed**. They work**ed**.
Przeczenia	
I **didn't** work. He **didn't** work. She **didn't** work. It **didn't** work.	We **didn't** work. You **didn't** work. They **didn't** work.
Pytania	
Did I work? **Did** he work? **Did** she work? **Did** it work?	**Did** we work? **Did** you work? **Did** they work?
Krótkie odpowiedzi	
Yes, I **did**. **Yes**, he **did**. **Yes**, she **did**. **Yes**, it **did**. **Yes**, we **did**. **Yes**, you **did**. **Yes**, they **did**.	**No**, I **didn't**. **No**, he **didn't**. **No**, she **didn't**. **No**, it **didn't**. **No**, we **didn't**. **No**, you **didn't**. **No**, they **didn't**.

Pisownia: dance → dan**ced**
travel → trave**lled**
stu**dy** → stu**died**
pl**ay** → pl**ayed**

Ucząc się form czasowników nieregularnych, warto pogrupować je na podstawie schematu odmiany, np. *cut*, *hit*, *hurt*, *put* czy *shut* nie zmieniają formy w czasie **past simple**. *Blow*, *draw*, *fly*, *grow* oraz *throw* w czasie **past simple** przybierają formę z końcówką *-ew* (*blew*, *drew*, *flew*, *grew*, *threw*).

Irregular verbs p 170–171

Czasownik ***be*** w czasie **past simple** przyjmuje dwie formy:

- *was* w pierwszej oraz trzeciej osobie liczby pojedynczej, np. *I **wasn't** short when I **was** a child.*
- *were* w pozostałych osobach, np. ***Were** they shocked?*

Typowe określenia czasu, które często występują w zdaniach w czasie **past simple**, to: *yesterday*, *last night / week / month / summer*, *a week / month / year ago*, *twice a week*, *once a month*, *at the weekend*, *in March*, *in the morning / afternoon / evening*, *at night*, *on Thursdays*, *on Monday mornings* itd., np.

*Did you see that Harry Potter film on TV **last night**?*

Sprawdź, czy potrafisz

1 Do podanych zdań 1–5 dopisz w zeszycie pytania. Zapytaj o pogrubione fragmenty zdań.

1 My sister's favourite teacher taught **science**.
2 Her uncle Tom was **cheerful and sociable**.
3 I read **ebooks** on the train.
4 They lived **in Warsaw** before they moved to Poznań.
5 My grandpa was **tall and very pale**.

2 Uzupełnij rozmowę brakującymi odpowiedziami 1–4, tak aby mówiła o tobie prawdę. Zapisz zdania w zeszycie.

A: Did you do your homework on your own yesterday?
Ty: **(1)** ? .
A: Where did you do your homework yesterday?
Ty: **(2)** ? .
A: What did you have for breakfast yesterday?
Ty: **(3)** ? .
A: What did you do yesterday?
Ty: **(4)** ? .

3 Uzupełnij zdania odpowiednimi określeniami czasu.

1 My mum bought this dress ? (*10 lat temu*).
2 I went to Italy ? (*w zeszłym roku*).
3 On holiday I swam in the pool ? (*dwa razy w tygodniu*).
4 When I was six, I ate porridge ? (*w sobotę rano*).
5 ? (*W zeszłym tygodniu*) I got a present from my brothers.

4 Uzupełnij pytania 1–5 oraz dodaj krótkie odpowiedzi do pytań zgodne z prawdą o tobie.

1 ? you see any of your teachers during the summer? ?
2 ? you watch a film yesterday? ?
3 ? your parents visit your family last weekend? ?
4 ? you happy yesterday? ?
5 ? everyone from your class present last Friday? ?

Teen Talks

Ułóżcie ustnie 10 zdań o tym, co robiliście dzisiaj rano. Stosujcie czas **past simple**, układając zdania na zmianę.

Past simple vs. past continuous

Zdania oznajmujące	
I **was** work**ing**. He **was** work**ing**. She **was** work**ing**. It **was** work**ing**.	We **were** work**ing**. You **were** work**ing**. They **were** work**ing**.
Przeczenia	
I **was not** (**wasn't**) work**ing**. He **was not** (**wasn't**) work**ing**. She **was not** (**wasn't**) work**ing**. It **was not** (**wasn't**) work**ing**.	We **were not** (**weren't**) work**ing**. You **were not** (**weren't**) work**ing**. They **were not** (**weren't**) work**ing**.
Pytania	
Was I work**ing**? **Was** he work**ing**? **Was** she work**ing**? **Was** it work**ing**?	**Were** we work**ing**? **Were** you work**ing**? **Were** they work**ing**?
Krótkie odpowiedzi	
Yes, I **was**. **Yes**, he **was**. **Yes**, she **was**. **Yes**, it **was**. **Yes**, we **were**. **Yes**, you **were**. **Yes**, they **were**.	**No**, I **wasn't**. **No**, he **wasn't**. **No**, she **wasn't**. **No**, it **wasn't**. **No**, we **weren't**. **No**, you **weren't**. **No**, they **weren't**.

Pisownia: mak**e** → mak**ing**
swi**m** → swi**mming**
pla**y** → pla**ying**

Określenia, które często występują w zdaniach w czasie **past continuous**, to: *while*, *as*, *all day / week / month / year*, *at (ten) o'clock*, *last night*, *last Sunday / week / year*, *this morning* itd., np.

*He **was working** all week.*
*They **were playing** on the computer last Sunday.*

Sprawdź, czy potrafisz

1 Które z podkreślonych czasowników przetłumaczysz za pomocą czasu past continuous?

1 Nie mogę teraz rozmawiać, ponieważ wyprowadzam psa na spacer.
2 Mój brat przestraszył mnie, kiedy piłam sok. To było niemądre!
3 Gdy babcia gotowała obiad, jej wnuki grały w piłkę.
4 Podczas wczorajszego meczu drużyna przeciwników strzeliła nam trzy gole. Byliśmy bardzo źli.
5 Otwórz drzwi. Ktoś puka.

2 Uzupełnij zdania w tabelce tak, aby otrzymać zdania gramatycznie poprawne. Zapisz odpowiedzi w zeszycie.

Past simple	Past continuous
1 He jumped only once.	2 While he ?, he broke his leg.
3 They ? last month.	4 They were watching the film at 5.00 p.m. yesterday.
5 Mark played with his dog yesterday.	6 Mark ? most of the day yesterday.
7 We ? yesterday. You didn't answer.	8 We were calling you all day yesterday.

3 Zamień zdania twierdzące w ćwiczeniu 2 na zdania przeczące. Zapisz je w zeszycie.

4 Uzupełnij podane zdania formami czasu past continuous, tak aby mówiły o tobie prawdę. Zapisz zdania w zeszycie.

1 Yesterday at 5.00 p.m. I … .
2 On Monday, when I was at school, somebody … .
3 My best friend … during his / her last summer holidays when he / she broke his / her leg.
4 During the last lesson, my teacher … when I came into the classroom.
5 When I was little, I … when I saw my mum.
6 My brother / sister … all day yesterday.

Teen Talks

Uczeń A zadaje pytania, a **Uczeń B** na nie odpowiada.

What were you doing while:

1 your parents were watching TV?
2 your friend was talking on the phone?
3 your mum was cleaning the house?
4 your friend was talking?
5 your teacher was explaining grammar rules?

Następnie **Uczeń B** zadaje pytania, a odpowiada na nie **Uczeń A**.

What were you doing:

1 when this lesson started?
2 when your mum asked you to go shopping?
3 at five o'clock yesterday?
4 all day yesterday?
5 when your parents came back home from work?

U3 Grammar Guide

Present continuous plany i zamiary

Czas **present continuous** stosujemy, kiedy mówimy o zaplanowanej niedalekiej przyszłości, np.
*We **are playing** basketball <u>on Monday evening</u>.*

Kiedy mówimy o przyszłości, stosując czas **present continuous**, często używamy takich określeń czasu, jak: *tomorrow*, *next week / month / weekend*, *next Sunday*, *tonight*, *in a week / a few days*.

Sprawdź, czy potrafisz

1 W których z poniższych zdań mówimy o planach na niedaleką przyszłość? Zapisz je w zeszycie i podkreśl w nich orzeczenia.

1 We are not going out this evening. We are staying in.
2 Look! She is buying some streamers and sparklers!
3 On Sunday, they are tidying their room.

2 W najbliższy weekend udajesz się na wyprawę w Tatry. Uzupełnij luki (1–4) w wiadomości do koleżanki czasownikami w odpowiedniej formie. Zapisz odpowiedzi w zeszycie.

Have you got any plans for this weekend? I'm going to the Tatra Mountains with my parents. We **(1)** ? on the mountain trails and **(2)** ? photos of the beautiful landscapes on Saturday. In the evening, we **(3)** ? at the Kasprowy Wierch Hotel. On Sunday, my parents **(4)** ? their friend in Zakopane, who can play traditional music from the Tatras. Would you like to go to the mountains with us? Give me a call.

3 Odpowiedz na pytania 1–3. Zapisz odpowiedzi w zeszycie.

1 Are you meeting your friends today?
2 Are you visiting relatives this weekend?
3 Are your best friends going to a party next week?

Przyimki i wyrażenia przyimkowe określające czas, miejsce i kierunek

Przyimki określające czas

Przyimek ***at*** występuje:

- z określeniami godzin, np.
  *The party is starting **at** 8.00 p.m.*
  *We usually go to bed **at** 11.00 p.m.*
- w wyrażeniach: *at weekends*, *at night*, *at the moment*, *at lunch time*, *at Christmas*, np.
  ***At** weekends we usually eat out.*

Przyimek ***in*** występuje z:

- określeniami dłuższych odcinków czasu, np.
  ***in** the morning / afternoon / evening*
  ***in** June*
  ***in** summer*
  ***in** 1990*
  ***in** the 1990s*
  *I always have breakfast **in** the morning.*
- określeniami, które precyzują, kiedy (**za ile czasu**) nastąpi dana czynność, np.
  *I'm leaving **in** five minutes! (**in** five minutes from now)*

Przyimek ***on*** występuje z:

- nazwami dni tygodnia i datami, np.
  ***on** Saturday*
  ***on** Monday evening*
  ***on** Monday night*
  ***on** 25th March*
  *I'm meeting John **on** Monday evening.*

Przyimki określające miejsce

Przyimek ***at*** występuje z:

- określeniami opisującymi położenie przedmiotu / osoby, takimi jak: *at the front / at the end / at the top / at the back*, np.
  *The teacher stood **at** the front of the classroom.*
- wyrażeniami typu: *at the table*, *at the door*, *at the cinema / theatre*, *at the station / airport*, *at school*, *at the mall*, *at the office*, *at work*, *at someone's house*, *at home*, *at the restaurant*, *at a fancy dress party*, *at a basketball match*, np.
  *We met **at** the station at 3.00 p.m.*

Teen Talks

Wyobraźcie sobie, że spędzicie razem tydzień ferii. Opowiedzcie o swoich planach, stosując w zdaniach czas **present continuous**.

Przyimek ***in*** występuje z nazwami:

- pojemników / zamkniętych przestrzeni, np.
  in *my handbag*
  in *a bucket*
  in *a pan*
- pomieszczeń, krajów, miast, miejsc o określonej przestrzeni, np.
  in *the kitchen*
  in *Poland*
  in *Katowice*
  in *his car*
  in *the park*
  in *hospital*
- zbiorników / zasobów wodnych, np.
  in *the river / sea / ocean / pond / lake*
- innych przedmiotów / obiektów, które coś w sobie zawierają, np.
  in *his book*
  in *the text*
  in *this picture*
  in *a row / queue*

Przyimek ***on*** występuje z nazwami:

- obiektów / przedmiotów o płaskich powierzchniach, np.
  on *the floor / wall / ceiling / bed*
  on *the blackboard*
  on *the page*
  on *the road*

Porównaj:
*Lunch is **on** the table.* (ale: *We sit **at** the table*).

- środków transportu, np.
  on *a bus / plane / boat / ship*
- pięter, np.
  on *the ground / first / second floor*
  (ale: ***in*** *the cellar / attic*)
- części lub stref, np.
  on *the front of the T-shirt*
  on *the back of his hand*
  on *the end of his nose*
- stron, np.
  on *the left of the shop*
  on *the right of the post office*
  *drive **on** the right*

Przyimki określające kierunek

Przyimek ***from*** stosujemy, żeby określić punkt początkowy ruchu, np.
*He came home late **from** school.*
*I brought you something **from** the shop.*
*Go **from** A to B.*

Przyimek ***to*** stosujemy, żeby określić punkt docelowy, np.
*I go **to** school every day.*
*Come **to** our party!*
*Give / Lend this book **to** her.*

Przyimek ***into*** stosujemy, żeby określić ruch w jakimś kierunku, do środka czegoś, np.
*The teacher came **into** the room.*
*The bird dived **into** the sea.*

Przyimek ***onto*** stosujemy, żeby określić ruch w jakimś kierunku, na powierzchnię czegoś, np.
*The cat jumped **onto** the chair.*
*He threw his clothes **onto** the bed.*

Porównaj:
*The boy was jumping **on** the bed.*
(Chłopiec skakał **na** łóżku).
*The boy jumped **onto** the bed.*
(Chłopiec wskoczył **na** łóżko).

Przyimek ***towards*** stosujemy, żeby określić kierunek, w jakim ktoś / coś podąża, np.
*The dog ran **towards** the cat.*

Wyrażenia przyimkowe

Typowe wyrażenia przyimkowe stosujemy w odniesieniu do:

- czasu, np.
  *The book will be ready **at the end of** the year.*
- miejsca, np.
  *The post office is **on the right of** the hospital.*

Sprawdź, czy potrafisz

1 Uzupełnij luki 1–8 w podanym fragmencie wiadomości odpowiednimi przyimkami. Zapisz odpowiedzi w zeszycie.

From: Claire
To: Aunt Margaret

Hi, Auntie,

did you know that I'm going on a school trip **(1)** ? the weekend? We are leaving **(2)** ? Saturday **(3)** ? 9 o'clock **(4)** ? the morning. We are meeting **(5)** ? the main railway station **(6)** ? Katowice. I must remember to take my comfortable shoes with me **(7)** ? school. **(8)** ? the middle of the day we are arriving in Warsaw and … .

Teen Talks

Wybierzcie kilka przedmiotów, które do was należą, i połóżcie je przed sobą. Na zmianę układajcie o nich zdania z przyimkami. Odgrywajcie scenki, aby zilustrować ułożone zdania, np. *I am moving my pencil case **from** the floor **onto** my desk.*

U4 Grammar Guide

Konstrukcja *be going to*

Zdania oznajmujące	
I **am** (**'m**) **going to** help. He **is** (**'s**) **going to** help. She **is** (**'s**) **going to** help. It **is** (**'s**) **going to** help.	We **are** (**'re**) **going to** help. You **are** (**'re**) **going to** help. They **are** (**'re**) **going to** help.

Przeczenia
I **am** (**'m**) **not going to** help. He **is not** (**isn't**) **going to** help. She **is not** (**isn't**) **going to** help. It **is not** (**isn't**) **going to** help. We **are not** (**aren't**) **going to** help. You **are not** (**aren't**) **going to** help. They **are not** (**aren't**) **going to** help.

Pytania	
Am I **going to** help? **Is** he **going to** help? **Is** she **going to** help? **Is** it **going to** help?	**Are** we **going to** help? **Are** you **going to** help? **Are** they **going to** help?

Krótkie odpowiedzi			
Yes, I **am**. **Yes**, we **are**. **Yes**, you **are**. **Yes**, they **are**.	**Yes**, he **is**. **Yes**, she **is**. **Yes**, it **is**.	**No**, I**'m not**. **No**, we **aren't**. **No**, you **aren't**. **No**, they **aren't**.	**No**, he **isn't**. **No**, she **isn't**. **No**, it **isn't**.

Future simple

Zdania oznajmujące	
I **will** play. He **will** play. She **will** play. It **will** play.	We **will** play. You **will** play. They **will** play.

Przeczenia
I **will not** (**won't**) play. He **will not** (**won't**) play. She **will not** (**won't**) play. It **will not** (**won't**) play. We **will not** (**won't**) play. You **will not** (**won't**) play. They **will not** (**won't**) play.

Pytania	
Will I play? **Will** he play? **Will** she play? **Will** it play?	**Will** we play? **Will** you play? **Will** they play?

Krótkie odpowiedzi			
Yes, I **will**. **Yes**, he **will**. **Yes**, she **will**. **Yes**, it **will**.	**Yes**, we **will**. **Yes**, you **will**. **Yes**, they **will**.	**No**, I **won't**. **No**, he **won't**. **No**, she **won't**. **No**, it **won't**.	**No**, we **won't**. **No**, you **won't**. **No**, they **won't**.

Z ***will*** oraz konstrukcją ***be going to*** stosujemy określenia: *this week / month / summer, tonight, this evening, tomorrow morning / afternoon / night, next* week / *month / year, at the weekend, in January, in a few minutes / hours / days, on Thursday, on Wednesday morning* itd.

Sprawdź, czy potrafisz

1 Uzupełnij zdania 1–6 zgodnie ze swoimi planami. Zapisz te zdania w zeszycie.

1 I'm not going to … this weekend.
2 I promise I … next week!
3 I think I will need … .
4 I'm so tired. I think I … .
5 It's so windy and frosty. It's … .
6 The kitchen is a mess. I'm … .

2 Do podanych odpowiedzi dopisz pytania. Wykorzystaj określenia podane w nawiasach. Zapisz pytania w zeszycie.

1 No, they aren't. They are going to do the washing up. (*sweep the floor*)
2 Of course I will! (*walk the dog*)
3 Yes, it is. Look at the clouds! (*snow*)
4 No, she won't. She prefers fruit to snacks. (*get some snacks*)
5 Yes, I am. I don't get it at all. (*ask questions*)
6 No, I won't. I'm short of money myself. (*lend money*)

3 Suzy jest bardzo miła i chętnie pomaga. Angie nie lubi obowiązków domowych. Co dziewczęta mogły powiedzieć? Uzupełnij luki. Zapisz odpowiedzi w zeszycie.

Suzy	Angie
I will iron the shirt!	I ? iron the shirt! I'm tired.
I ? you!	I won't help you.
I will clean the bathroom, Mum!	I ? .

Teen Talks

Uczeń A zadaje pytania, a **Uczeń B** na nie odpowiada.

1 Are you going to study at university?
2 Is it going to rain today?
3 Will you visit me this weekend?

Następnie **Uczeń B** zadaje pytania, a odpowiada na nie **Uczeń A**.

1 Are you going to have a birthday party?
2 Is it going to snow today?
3 Will you do all your homework this evening?

Rzeczowniki policzalne i niepoliczalne, zaimki i określniki ilościowe

Rzeczowniki policzalne

Większość rzeczowników w języku angielskim to rzeczowniki policzalne, które występują w liczbie pojedynczej i mnogiej, np. *one banana – two bananas*

W liczbie pojedynczej przed **rzeczownikami policzalnymi** występuje przedimek ***a*** (gdy zaczynają się od spółgłoski) lub ***an*** (gdy zaczynają się od samogłoski), np. ***a b**us, **an i**nternational school.*

Niektóre **rzeczowniki policzalne** nie przybierają w liczbie mnogiej końcówki ***-s***, lecz tworzą formy nieregularne. Pamiętaj, aby stosować z nimi czasowniki w liczbie mnogiej, np.

***Children** often **don't** like eating vegetables.*

Przed rzeczownikami policzalnymi w liczbie mnogiej może występować liczebnik, np.
*I have got **two** pears.*

Rzeczowniki niepoliczalne

Istnieje grupa rzeczowników niepoliczalnych. Rzeczowniki te nie tworzą form liczby mnogiej.

advice	fun	luggage	salt
biology	furniture	medicine	time
cheese	health	milk	traffic
chocolate	history	money	water
equipment	homework	music	weather
food	information	research	
fruit	knowledge	rubbish	

Zaimki i określniki ilościowe

Some

Określnika ***some*** używamy z rzeczownikami niepoliczalnymi oraz z rzeczownikami policzalnymi w liczbie mnogiej, w zdaniach oznajmujących, prośbach i propozycjach, np.
*I've got **some** fruit and I've got **some** biscuits.*
*Can you lend me **some** money?*
*Would you like **some** advice?*
*I've got **some** apples.*

Any

Określnika ***any*** używamy z rzeczownikami niepoliczalnymi oraz z rzeczownikami policzalnymi w liczbie mnogiej, w zdaniach pytających i przeczeniach, np.

*Have you got **any** chocolate biscuits?*
*He hasn't got **any** money.*
*We haven't got **any** cakes.*

A lot of / Lots of

A lot of** / **lots of stosujemy z rzeczownikami niepoliczalnymi oraz z rzeczownikami policzalnymi w liczbie mnogiej, np.
*Have we got **a lot of** homework?*
*I've got **lots of** biscuits.*

A little / A few

A little występuje z rzeczownikami niepoliczalnymi, ***a few*** natomiast z rzeczownikami policzalnymi w liczbie mnogiej, np.
We've only got ***a little*** homework.
There are just ***a few*** strawberries left.

Much / Many

Much występuje z rzeczownikami niepoliczalnymi, natomiast ***many*** z rzeczownikami policzalnymi w liczbie mnogiej, np.
***How much** money do you need?*
*There aren't **many** eggs in the fridge.*

Sprawdź, czy potrafisz

1 Uzupełnij zdania 1–5 jednym wyrazem. Zapisz je w zeszycie.

1 For dinner I usually have ? eggs.
2 I've got ? of homework today.
3 Is there ? milk in the fridge?
4 How ? luggage have you got?
5 There are a ? buses to London.

2 Wybierz poprawne opcje w zdaniach 1–5.

1 They bought *new* / *a new* furniture.
2 The guidebook includes *some* / *any* travel information.
3 There's lots of *fruit* / *fruits* in the bowl.
4 I haven't got *much* / *many* luggage.
5 Is there *a lot of* / *a few* traffic today?

3 Napisz w zeszycie krótki tekst o swoim dzisiejszym dniu. Zastosuj w nim jak najwięcej rzeczowników niepoliczalnych.

Teen Talks

Uczeń A zadaje pytania, a **Uczeń B** na nie odpowiada.
1 How much luggage have you got for your holiday?
2 How many apples do you eat in a week?
3 Have you got a lot of friends? If yes, how many?

Następnie **Uczeń B** zadaje pytania, a odpowiada na nie **Uczeń A**.
1 How much chocolate did you eat last week?
2 How many books have you got in your bag?
3 How much water do you use a day?

U5 Grammar Guide

Present perfect simple

Czas **present perfect simple** tworzymy przez dodanie do odpowiedniej formy czasownika ***have*** (czyli ***have*** lub ***has***) czasownika z końcówką -***ed*** (*past participle*).

Zdania oznajmujące	
I **have** (**'ve**) work**ed**. We **have** (**'ve**) work**ed**. You **have** (**'ve**) work**ed**. They **have** (**'ve**) work**ed**.	He **has** (**'s**) work**ed**. She **has** (**'s**) work**ed**. It **has** (**'s**) work**ed**.
Przeczenia	
I **have not** (**haven't**) work**ed**. We **have not** (**haven't**) work**ed**. You **have not** (**haven't**) work**ed**. They **have not** (**haven't**) work**ed**. He **has not** (**hasn't**) work**ed**. She **has not** (**hasn't**) work**ed**. It **has not** (**hasn't**) work**ed**.	
Pytania	
Have I work**ed**? **Have** we work**ed**? **Have** you work**ed**? **Have** they work**ed**?	**Has** he work**ed**? **Has** she work**ed**? **Has** it work**ed**?
Krótkie odpowiedzi	
Yes, I **have**. **Yes**, we **have**. **Yes**, you **have**. **Yes**, they **have**. **Yes**, he **has**. **Yes**, she **has**. **Yes**, it **has**.	**No**, I **haven't**. **No**, we **haven't**. **No**, you **haven't**. **No**, they **haven't**. **No**, he **hasn't**. **No**, she **hasn't**. **No**, it **hasn't**.

Pisownia: work → work**ed**
danc**e** → danc**ed**
stu**dy** → stu**died**
st**ay** → st**ayed**
tra**vel** → trave**lled**

Powyższe zasady pisowni **nie dotyczą** czasowników nieregularnych. Lista takich czasowników znajduje się na stronach 170, 171 tego podręcznika.

Pamiętaj, że:
they to np. *my friends*
we to np. *my friends and I*
he to np. *my brother*

Sprawdź, czy potrafisz

1 Dopasuj poniższe wyrażenia do *since* / *for*. Zapisz odpowiedzi w zeszycie.

a few days a long time years 1991
November 5th 8 o'clock yesterday 24 hours
three minutes last week I was born

2 Dopasuj wyrażenia z ramki do pogrubionych części zdań 1–5. Następnie zastosuj w tych zdaniach czas present perfect. Zapisz odpowiedzi w zeszycie.

My sister His friends My sisters and I
This dog Her brother

Example
My sister has been here since 12 o'clock.

1 **She** (*be*) ? here since 12 o'clock.
2 **It** (*live*) ? on the streets for months.
3 **He** (*travel*) ? to Japan many times.
4 **We** (*watch*) ? this film many times.
5 **They** (*eat*) ? a purple carrot.

3 Zamień zdania w ćwiczeniu 2 na zdania przeczące. Zapisz je w zeszycie.

4 Odpowiedz na pytania. Zastosuj określenia *since* oraz *for*. Zapisz odpowiedzi w zeszycie.

1 How long have you learnt English? ?
2 How long has your current teacher taught you English? ?
3 How long have you known your best friend? ?
4 How long has it been since you visited your relatives? ?
5 How long have you attended school? ?
6 How long have you lived in your house? ?

5 Ułóż pytania do podanych odpowiedzi 1–6. Wykorzystaj w pytaniach wyrazy z nawiasów.

1 I haven't cleaned it yet. (*a coffee table*)
2 I've just had one. (*a shower*)
3 She's put it in the utility room. (*a duvet*)
4 No, we've never used one. (*a washing machine*)
5 He's put it up on the wall. (*a painting*)
6 She hasn't put them away yet. (*her clothes*)

Teen Talks

1 Przypomnijcie sobie, co robiliście podczas tej lekcji. Ułóżcie 10 zdań, stosując czas present perfect simple oraz zwroty *already*, *still*, *just*, *since*, *for*, *yet*.

2 Napiszcie dialog, używając czasu present perfect i określeń czasu typowych dla tego czasu.

Possessives / Formy dzierżawcze

Aby wyrazić w języku angielskim przynależność, możemy zastosować:

- dopełniacz saksoński *'s, s', '*,
- przymiotnik dzierżawczy,
- zaimek dzierżawczy.

Dopełniacz saksoński *'s, s', '*

Dopełniacza saksońskiego używamy w celu określenia:

- przynależności przedmiotu do osoby, np.
  *John**'s** book is on the table.*
  *Women**'s** shoes are on sale at the moment in some shops.*
  *My friend**s'** school is far away from my home.*
  James' parents are away.
- relacji między osobą a przedmiotem / osobą, np.
  *Mary is Mike**'s** wife.*

Przymiotniki dzierżawcze

Przymiotniki dzierżawcze występują przed rzeczownikami i określają przynależność, np.
***John's** book is on the table. **His** book is on the table.*
***The children's** dinner is ready. **Their** dinner is ready.*

Zaimki dzierżawcze

Zaimki dzierżawcze również wskazują na przynależność czegoś do kogoś, ale zastępują przymiotnik dzierżawczy i rzeczownik, np.
*This is **my book.** It's **mine**.*
*Is it your book? No, the book is **theirs**.*

Sprawdź, czy potrafisz

1 Od podanych wyrazów 1–10 utwórz formy dopełniacza saksońskiego. Zapisz je w zeszycie. Sprawdźcie odpowiedzi w parach.

1 settlers ?
2 people ?
3 friend ?
4 Thomas ?
5 pet ?
6 grandparents ?
7 Alicja ?
8 women ?
9 Emily ?
10 children ?

2 Przerysuj tabelę do zeszytu i uzupełnij ją przymiotnikami i zaimkami dzierżawczymi.

Zaimek osobowy	Przymiotnik dzierżawczy	Zaimek dzierżawczy
I	my	?
you	?	yours
he	his	?
she	her	?
it	its	-
we	?	ours
you	your	?
they	?	theirs

3 Przekształć podane zdania 1–6, tak aby zastosować w nich zaimki dzierżawcze. Zapisz powstałe zdania w zeszycie.

1 That is his computer game.
2 This is our red car.
3 Those are her shoes.
4 These are my souvenirs.
5 This is your toy.
6 Their lunch is on the table.

4 Przeczytaj poniższy dialog. Uzupełnij luki 1–5 w dialogu formami dzierżawczymi.

A: Hi, Martha. What are you doing?
B: I'm reading a novel about an explorer.
A: Is it **(1)** ? book?
B: No, I borrowed it from my aunt. It's **(2)** ?.
A: My dad has also got a novel about an explorer, but **(3)** ? book is longer.
B: Do you enjoy reading books, too?
A: Sometimes. **(4)** ? favourite one is *The Old Man and the Sea*.
B: Ania and Tomek like that novel, too! It's one of **(5)** ? favourites!

Teen Talks

Ułóżcie przed sobą podobne przedmioty, które do was należą. Na zmianę układajcie o nich zdania na trzy sposoby, stosując dopełniacz saksoński, przymiotniki i zaimki dzierżawcze.

Na przykład:
1 This Student's Book is **Kasia's.**
2 It's **her** Student's Book.
3 This Student's Book is **hers.**

U6 Grammar Guide

Określniki wskazujące

Określnik wskazujący ***this*** występuje z rzeczownikami w liczbie pojedynczej oraz rzeczownikami niepoliczalnymi, w odniesieniu do przedmiotów / osób znajdujących się w pobliżu mówiącego (w czasie lub przestrzeni), np.
This *tall building is a bank.*
This *traffic is terrible!*

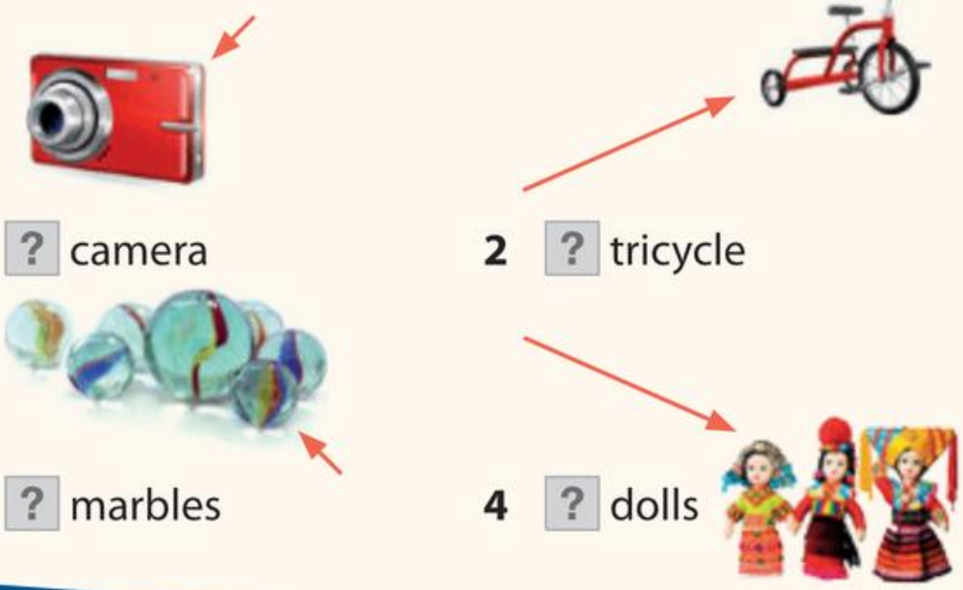
Określnik wskazujący ***these*** występuje z rzeczownikami w liczbie mnogiej, w odniesieniu do przedmiotów / osób znajdujących się w pobliżu mówiącego (w czasie lub przestrzeni), np.
These *flats are modern.*
These *roads are always busy!*

Określnik wskazujący ***that*** występuje z rzeczownikami w liczbie pojedynczej oraz rzeczownikami niepoliczalnymi w odniesieniu do przedmiotów / osób znajdujących się w oddaleniu od mówiącego (w czasie lub przestrzeni), np.
That *building over there is a hotel.*
That *pollution we saw on the video about Beijing was really bad.*

Określnik wskazujący ***those*** występuje z rzeczownikami w liczbie mnogiej, w odniesieniu do przedmiotów / osób znajdujących się w oddaleniu od mówiącego (w czasie lub przestrzeni), np.
Those *houses over there are old.*
Those *bikers are really fast.*

Sprawdź, czy potrafisz

1 Dopasuj zaimki wskazujące *this, that, these, those* do poniższych ilustracji 1–4.



1 ? camera
2 ? tricycle
3 ? marbles
4 ? dolls

Teen Talks

Na zmianę wskazujcie różne przedmioty w klasie, podając ich nazwę (np. *whiteboard* lub *bookshelves*). Zadaniem drugiej osoby jest dodanie do nich odpowiedniego zaimka wskazującego (np. ***this*** *whiteboard* lub ***those*** *bookshelves*).

Przedimki

Przedimek nieokreślony *a / an*

Przedimek nieokreślony ***a / an*** stosujemy tylko z rzeczownikami policzalnymi w liczbie pojedynczej.

Przedimek nieokreślony ***a*** występuje przed rzeczownikami zaczynającymi się od spółgłoski (w wymowie), np.
a *city*
a *university* wymowa: /ˌjuːnɪˈvɜː(r)səti/

Przedimek nieokreślony ***an*** występuje przed rzeczownikami zaczynającymi się od samogłoski (w wymowie), np.
an *underground station*
an *hour* wymowa: /ˈaʊə(r)/

Przedimek nieokreślony ***a / an*** stosujemy:

- kiedy mówimy o czymś po raz pierwszy,
- w odniesieniu do zawodów, ról i stanu cywilnego, np.
  He is ***a*** *teacher.*
  She is ***a*** *mother of four.*

Przedimek określony *the*

Przedimek określony ***the*** występuje przed rzeczownikami policzalnymi w liczbie pojedynczej i mnogiej oraz rzeczownikami niepoliczalnymi, w odniesieniu do konkretnego przedmiotu, zjawiska, konkretnej osoby, o których była mowa wcześniej.

Porównaj:
There is ***a*** *river in London.*
The *river is called the Thames.*
Look! There is ***a*** *dog in the road.*
Is ***the*** *dog lost?*

Przedimek ***the*** występuje także:

- przed nazwami obiektów unikalnych, jedynych w swoim rodzaju, np.
  Who was the first man on ***the*** *Moon?*
- przed nazwami kin, teatrów, statków, hoteli itd.
  We're going to ***the*** *Royal Theatre tonight.*
  When did ***the*** *Grand Hotel open?*
- przed nazwami rzek, pustyń, mórz, oceanów, łańcuchów górskich, np.
  The *Thames goes through London.*
  The *Sahara is absolutely amazing.*
  I like diving in ***the*** *Red Sea.*
  We flew over ***the*** *Atlantic.*
  I'd like to see ***the*** *Himalayas.*

- przed nazwami państw zawierającymi słowo *united* lub *republic* oraz nazwami państw, które występują w liczbie mnogiej, np.
  *She lives in **the** United Kingdom.*
  ***The** Republic of Poland has a long history.*
  ***The** Netherlands is a country in Europe.*
- przed nazwami instrumentów muzycznych, np.
  *Do you play **the** guitar?*
- przed narodowościami, np.
  ***The** French are proud of their cooking.*
- z wyrazami typu *beach*, *jungle*, *countryside*, *station*, np.
  *Did you enjoy your day at **the** beach?*
  *Welcome to **the** jungle.*
- w wyrażeniach: *in the morning*, *in the afternoon*, *in the evening*, np.
  *Thiery is arriving in **the** evening.*

Przedimek zerowy

Przedimek nie występuje przed:

- nazwami własnymi, np.
  ***Pat** is **Ruth**'s brother.*
- nazwami dyscyplin sportowych, kolorów, dni tygodnia, miesięcy, posiłków i napojów, świąt oraz języków, np.
  *My dad wears **white** when he plays **tennis**.*
  *Did you make your mum **breakfast** on **Mother's Day**?*
  *I will play with you on **Monday**.*
  *Why don't we have **lunch** together?*
  *We spent last **Christmas** at my parents'.*
  *I love learning **English**.*

> W odniesieniu do konkretnego posiłku, koloru itd. stosujemy przedimek ***the***, np.
> ***The** breakfast that you made yesterday was delicious.*

- przedmiotami nauczania, np.
  *Do you prefer **maths** to **history**?*
- nazwami państw, miast, ulic (z wyjątkiem: *the High Street*), placów, mostów (z wyjątkiem: *the Golden Gate Bridge*), parków, dworców, szczytów górskich, wysp, jezior, kontynentów, np.
  Poland, London, Bond Street, Trafalgar Square, Tower Bridge, Hyde Park, Victoria Station, Mount Everest, Lake Victoria, Africa
- wyrazami: *bed*, *church*, *school*, *hospital*, *prison*, *university*, *college*, *court* w odniesieniu do głównego przeznaczenia tych miejsc, np.
  Harry is in prison.
  Ale:
  *Harry's mum has gone to **the** prison to visit Harry.*
- określeniami środków transportu, w wyrażeniach typu: *by car*, *by bus* (ale: *in **the** car*).

Sprawdź, czy potrafisz

1 Zdecyduj, czy przed podanymi rzeczownikami 1–6 stawiamy przedimek nieokreślony *a* czy *an*.

1 ? utility room
2 ? air conditioner unit
3 ? cottage
4 ? stadium
5 ? animal skin
6 ? balloon

2 Przed którymi z podanych rzeczowników 1–10 nie stawiamy przedimka nieokreślonego? Jaki przedimek wówczas zastosujesz – określony *the* czy zerowy? Uzasadnij swoją odpowiedź.

1 ? Mediterranean Sea
2 ? Moon
3 ? London
4 ? Grand Canyon
5 ? river
6 ? maths
7 ? Poland
8 ? lunch
9 ? shopping centre
10 ? Alps

3 Przeczytaj poniższy dialog. Uzupełnij luki 1–8 w dialogu odpowiednimi przedimkami (określonym, nieokreślonym lub zerowym).

X: Can I help you?

Y: I'd like **(1)** ? trip to **(2)** ? English speaking country.

X: How about England? In London you can see many interesting landmarks: **(3)** ? Tower of London or the residence of **(4)** ? United Kingdom's prime minister at 10 Downing Street. You can take (**5**) ? boat trip on **(6)** ? River Thames, too.

Y: I would rather go to **(7)** ? Australia or New Zealand.

X: We've got a road trip across Australia. Its extreme landscapes are really worth seeing. We will visit **(8)** ? Sydney and Melbourne, too.

Y: Sounds great! I'd like some more information about that one.

Teen Talks

Stwórzcie wspólnie ustny opis swojej szkoły, na zmianę dodając do niego zdania. Opowiadajcie o jej wyposażeniu. Pamiętajcie, że gdy wymieniacie przedmiot po raz pierwszy, stosujecie przedimek nieokreślony, ale mówiąc o tym samym obiekcie po raz kolejny – powinniście stosować przedimek określony.

U7 Grammar Guide

Tryby warunkowe: 0, I, II

W języku angielskim mamy do czynienia z trzema trybami warunkowymi. Teen Explorer new 7 prezentuje dwa z nich oraz tzw. tryb warunkowy zerowy.

Każde zdanie warunkowe **tworzymy według wzoru:**
If **+** warunek **+** rezultat

(lub:)

rezultat **+** ***if*** **+** warunek

Wyraz ***if*** możemy czasem zastąpić w zdaniach słowem ***when***.

Tryb warunkowy 0

Tryb warunkowy 0 stosujemy w odniesieniu do prawd ponadczasowych, zjawisk, które zachodzą zawsze, gdy są spełnione określone warunki.

Tworzymy go według schematu:

If **+ present simple + present simple**

If you have *your own container,* ***you don't need*** *a plastic bag.*
If you ride *a motorbike,* ***you need to wear*** *a helmet.*

Tryb warunkowy I

Tryb warunkowy I stosujemy w odniesieniu do sytuacji, która może zaistnieć w przyszłości pod warunkiem, że zostanie spełniony określony warunek.

Tworzymy go według schematu:

If **+ present simple +** ***will*** **+ bezokolicznik (*infinitive*)**

If you go *zero waste shopping,* ***you'll need*** *your own bag.*
If you try, ***you'll make*** *a difference.*

Zamiast *will* możemy użyć *can, could, may, might* lub trybu rozkazującego czasownika.

If you want to learn about the zero waste concept, ***join*** *our group.*
If you like word games, you ***might*** *enjoy Scrabble.*

Tryb warunkowy II

Tryb warunkowy II stosujemy w odniesieniu do sytuacji nierealnych, które nie mogą zaistnieć w teraźniejszości i są mało prawdopodobne w przyszłości.

Tworzymy go według schematu:

If **+ past simple +** ***would*** **+ bezokolicznik (*infinitive*)**

If I could, I would *destroy all plastic.*
If I were you, I wouldn't *use so much plastic.*

W języku polskim odpowiadają mu formy trybu przypuszczającego.

Sprawdź, czy potrafisz

1 Przyjrzyj się zdaniom 1–5 i zdecyduj, jaki to tryb warunkowy: 0, I czy II. Zapisz odpowiedzi w zeszycie.

1 If I was / were you, I'd be happy that the school is doing this project. ?
2 If the meeting is boring, we will leave. ?
3 I can't stop crying when I see pictures of animals hurt by plastic. ?
4 We will make posters if it rains. ?
5 If she was / were more active, she would take part in our meetings. ?

2 Uzupełnij luki w dialogu tak, aby tekst był spójny i logiczny. Wykorzystaj słowa podane w nawiasach, nie zmieniając ich formy. Dodaj czasowniki w odpowiedniej formie. Zapisz odpowiedzi w zeszycie.

X: If it doesn't rain, we **(1)** ? *(to)* pick up rubbish in the park. Will you go to the park with us?
Y: I will go to the park with you if my sister **(2)** ? *(us)*.
X: I'm sure she will. If I **(3)** ? *(her)*, she'll join us for sure.

3 Podkreślone części zdań 1–7 zawierają błędy. Popraw je. Zapisz odpowiedzi w zeszycie.

1 If you <u>came</u> with us, we will show it to you.
2 If you <u>will join</u> the club, the other members <u>are</u> happy.
3 If she <u>spend</u> the night outdoors, she will get a cold.
4 If I were you, I <u>will</u> go abroad to visit your relatives.
5 If you <u>play</u> the guitar with Carlos Santana, you would have many fans.
6 What <u>do you do</u> if your friend asked you to join the ecological club?
7 If I asked you to go with us now, <u>will you</u> do it?

Teen Talks

Spróbujcie wymyślić zabawne zakończenia zdań 1–5.

1 When I finish school today, … .
2 If I won the lottery, … .
3 If you go to school by plane, … .
4 If I were in New York at the moment, … .
5 If you want to save the Earth, … .

Rzeczowniki odczasownikowe

Formę gerund (rzeczownika odczasownikowego) tworzymy, dodając do bezokolicznika końcówkę ***-ing***.

Forma gerund występuje:

- jako rzeczownik, np.
  Singing *is his least favourite activity.*
- po przyimkach, np.
  People are interested ***in saving*** *the Earth.*
- po czasowniku *go*, w odniesieniu do czynności, np.
  We go ***shopping*** *with our own containers.*
- 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*, np.
  The people finished ***sorting out the*** *rubbish.*
  It's no good ***shouting****! He can't hear you.*

Bezokoliczniki

W języku angielskim występują dwa rodzaje bezokoliczników:

- bezokolicznik z *to* (*full infinitive*),
- bezokolicznik bez *to* (*bare infinitive*).

Różnią się one zastosowaniem.

Bezokolicznik z to

Pełną formę **bezokolicznika z *to* (*full infinitive*)** stosujemy:

- aby wyrazić cel działania, np.
  The firefighters are running at full speed ***to put out*** *the fire.*
- po przymiotnikach takich jak: *afraid, scared, happy, glad, sad* itd., np.
  She was ***happy to sort out*** *the rubbish.*
- w konstrukcjach z *too* i *enough*, np.
  It was ***too difficult to win*** *the game.*
  He ***wasn't good enough to be*** *in the team.*
- Bezokolicznik z *to* występuje także po czasownikach: *agree, ask, begin, choose, decide, fail, forget, hope, invite, learn, need, offer, plan, prepare, start* i *want* oraz po zwrocie *would like*, np.
  He was so ashamed. He ***wanted to disappear.***

Bezokolicznik bez to

Bezokolicznik bez *to* (*bare infinitive*) stosujemy:

- po czasownikach modalnych, np.
  If she tries harder, she ***may minimise*** *her amount of rubbish.*
- w konstrukcji z ***had better*** (gdy udzielamy rady), np.
  People ***had better protect*** *the environment or there will be a disaster.*
- w konstrukcji z ***would rather*** (gdy wyrażamy preferencje), np. ***I would rather stay*** *at home* ***than*** *go out.*

Sprawdź, czy potrafisz

1 Uzupełnij zdania poprawną formą czasowników w nawiasach. Następnie połącz zdania 1–5 ze zdaniami A–E w spójną całość. Zapisz odpowiedzi w zeszycie.

1 She hopes ? (*come*) to the meeting. ?
2 Do you want ? (*collect*) rubbish on the beach? ?
3 We should ? (*protect*) the environment. ?
4 Could we ? (*inform*) the others about the meeting? ?
5 I'm worried about ? (*join*) the club. ?

A I'm sure you are interesting enough ? (*become*) a member.
B I'd rather ? (*go*) at a different time.
C Yes, and now we are smart enough ? (*do*) it.
D I'd rather ? (stay) at home.
E I invited her ? (*join*) us.

2 Połącz początki zdań 1–5 z ich zakończeniami A–E, tak aby tworzyły spójną całość. Zapisz odpowiedzi w zeszycie.

1 She wants ?
2 I'm afraid ?
3 People now know enough ?
4 I forgot ?
5 He's learning ?

A to swim in this river, it's dirty.
B to take my own bag, so I had to buy a plastic one.
C to ask her teacher to stop using plastic.
D to use ecological products.
E to change their habits.

3 Dokończ podane zdania 1–3, tak aby przedstawiały prawdę.

1 My friends are good at … .
2 I would rather … than learn.
3 My pet is happy … .

Teen Talks

Uczeń A zadaje pytania, a **uczeń B** na nie odpowiada.
1 *What / favourite activity*?
2 *What / happy / do*?
3 *What / can't / your teacher / do*?

Następnie **uczeń B** zadaje pytania, a odpowiada na nie **uczeń A**.
1 *What / not good at*?
2 *Why / go / to school*?
3 *What / want / do*?

U8 Grammar Guide

Czasowniki modalne (1)

Can

Can stosujemy z bezokolicznikiem bez ***to*** w celu:

- określenia umiejętności / możliwości wykonania czegoś teraz lub w przyszłości, np.
  *George **can** ride a bike and he is only three.*
- wyrażenia prośby, np.
  ***Can** I borrow your bike?*
- udzielania pozwolenia, np.
  *Yes, you **can** use my racket.*

Could

Could stosujemy z bezokolicznikiem bez ***to*** w celu:

- określenia umiejętności / możliwości wykonania czegoś w przeszłości, np.
  *Mark **could** swim before he could walk.*
- wyrażenia uprzejmej prośby, np.
  ***Could** you wait here, please?*

Shall

Shall stosujemy z bezokolicznikiem bez ***to*** w celu:

- przedstawienia propozycji, np.
  ***Shall** I drive us to the swimming pool?*
- podkreślenia intencji, np.
  *I **shall** score a goal next time!*

Should

Should stosujemy z bezokolicznikiem bez ***to*** w celu:

- udzielania rad, np.
  *You **should**n't ride without a helmet.*
- pytania o radę, np.
  ***Should** runners eat before a race?*

May

May stosujemy z bezokolicznikiem bez ***to*** w celu:

- pytania o pozwolenie, np.
  ***May** I come in?*
- udzielenia zgody, np.
  *Yes, you **may** use my bike.*

Would

Would stosujemy z bezokolicznikiem bez ***to*** w celu:

- wyrażenia uprzejmej prośby, np.
  ***Would** you fix my bike, please?*

Sprawdź, czy potrafisz

1 Dopasuj czasowniki modalne 1–6 do ich zastosowań A–F. Zapisz odpowiedzi w zeszycie.

1 can	?	**4** should	?
2 would	?	**5** may	?
3 shall	?	**6** could	?

A pytanie o radę, udzielanie rady
B propozycja, podkreślenie intencji
C prośba, pozwolenie, określenie umiejętności w przyszłości lub teraz
D uprzejma prośba
E uprzejma prośba, określenie umiejętności w przeszłości
F pytanie o pozwolenie, udzielanie zgody

2 Uzupełnij rozmowy 1–3 brakującymi wypowiedziami. Zastosuj poznane czasowniki modalne. Zapisz odpowiedzi w zeszycie.

1 **X:** I have a terrible headache.
Y: ? .

2 **X:** ? ?
Y: Go ahead. I will answer if I can.

3 **X:** ? ?
Y: No, you can't. My bat is broken.

3 Ułóżcie dialog z czasownikami modalnymi, który nawiązuje do jednej z ilustracji ze str. 135 (lewy górny róg). Odegrajcie ułożony dialog na forum klasy. Uczniowie mają zgadnąć, która to ilustracja.

Teen Talks

Przetłumaczcie pytania i odpowiedzcie na nie. **Uczeń A** zadaje pytania, a **Uczeń B** na nie odpowiada.

1 Czy potrafisz liczyć do miliona po angielsku?
2 Czy mogę założyć twoje buty?
3 Czy pożyczyłbyś / pożyczyłabyś mi długopis?
4 Czy powinienem / powinnam iść dzisiaj do szkoły?

Następnie **Uczeń B** zadaje pytania, a odpowiada na nie **Uczeń A**.

1 Czy mógłbym / mogłabym pracować jako nauczyciel / nauczycielka języka angielskiego?
2 Czy powinniśmy teraz zakończyć tę lekcję?
3 Podwieźć cię do szkoły?
4 Czy mogę cię jutro odwiedzić?

Czasowniki modalne (2)

Must

Must stosujemy z bezokolicznikiem bez ***to*** w celu:

- wyrażenia przymusu / nakazu wynikającego z woli mówiącego, np.
  *I **must** study more!*

Mustn't

Mustn't stosujemy z bezokolicznikiem bez ***to*** w celu:

- wyrażania zakazu, np.
  *Players **mustn't** be late for the match.*

Have to

Konstrukcję ***have to*** stosujemy w celu:

- wyrażenia zewnętrznego przymusu / nakazu, np.
  *Pete **has to** play every day in order to become a better player.*
- wyrażenia konieczności / nakazu / przymusu wynikających z zasad, np. regulaminu, np.
  *Visitors **have to** pay to swim in the hotel pool.*

Mustn't / don't have to

Istnieje zasadnicza różnica w znaczeniu pomiędzy ***mustn't*** a ***don't have to***. ***Mustn't*** oznacza zakaz, natomiast ***don't have to*** brak przymusu lub konieczności zrobienia czegoś.

Porównaj:

*You **mustn't** ride a bike without a helmet.*
(Nie wolno jeździć na rowerze bez kasku).

*You **don't have to** play a team sport, you can choose something else.*
(Nie musisz uprawiać sportu drużynowego, możesz wybrać inny).

Needn't

Konstrukcję *needn't* + bezokolicznik bez *to* stosujemy, aby wyrazić brak konieczności zrobienia czegoś, np.
*You **needn't** buy a tennis racket, you can have mine.*

Need może występować także jako zwykły czasownik w zdaniach oznajmujących, pytających i przeczących, zazwyczaj w czasie present simple lub past simple. ***Need*** wymaga wówczas zastosowania bezokolicznika z *to*, np.

*Our team **needs to score** a goal.*
*I don't **need to buy** a new bike. My old one is OK.*
*Do you **need to be** fit to run a mile?*

Teen Talks

Jakie reguły wprowadzilibyście w klasie? Podawajcie je na zmianę. Stosujcie czasowniki modalne: *must, mustn't, need, needn't.*

Sprawdź, czy potrafisz

1 **Wyobraź sobie idealną szkołę. Wymyśl pięć zabawnych zasad, które w niej obowiązują. Zastosuj w nich *must, mustn't, have to, don't have to, needn't*. Zapisz zasady w zeszycie, a następnie przedstaw je na forum klasy.**

2 **Uzupełnij zdania 1–5 wyrażeniami z ramki w odpowiedniej formie. Zapisz pełne zdania w zeszycie i je przetłumacz.**

must | mustn't | have to | (not) have to | needn't

1 He ? buy the book. I can lend him mine.
2 She ? learn any more. She is ready for the test!
3 You ? wear a helmet when you play ice hockey.
4 They ? practise more if they want to make their dream come true.
5 You ? put your feet on the table!

3 **Przeczytaj tekst wiadomości. Następnie uzupełnij regulamin stołówki w języku polskim zgodnie z treścią wiadomości. W każdą lukę możesz wpisać maksymalnie pięć wyrazów. Zapisz odpowiedzi w zeszycie.**

To: Greg

Hi, Greg. I visited our new canteen today. I had my own sandwich with me, but I wasn't allowed to eat it. You can only eat food you have bought there, so I ordered spaghetti and I paid for it in cash. You can't pay by card in the canteen. The cook told me that I should wash my hands, so I went to the bathroom first to wash them. My friend Ola wanted to eat lunch with me but, as you know, she is not from our school, so she couldn't. Anyway, the food was really tasty, so I think that I will visit Smakosz more often. Do you want to go with me next time? XXX

Read 16:56

Stołówka ***Smakosz*** zaprasza

Zasady obowiązujące na stołówce:

1 Uczniowie ? wyłącznie produkty w niej zakupione.
2 Za zakupione produkty ? gotówką, ? kartą.
3 Ze stołówki ? uczniowie tej szkoły.
4 Przed posiłkiem uczniowie ?.

Życzymy smacznego!

Grammar summary

Present simple

To czas teraźniejszy prosty. Używamy go, mówiąc o:

- rzeczach lub zjawiskach, które są zawsze prawdziwe, np.
  *The Earth **goes** round the Sun.*
- czynnościach, które regularnie wykonujemy, np.
  *We often **do** homework after school.*
- trwałych / niezmiennych stanach, np.
  *We **live** in Poland.*

Określenia czasu stosowane w czasie present simple:

- *every day / week / month,*
- *once a day / twice a week,*
- *always, usually, often, sometimes, rarely, never.*

Zdania oznajmujące			
I/You/We/They He/She/It	live lives		in Poland.
Przeczenia			
I/You/We/They He/She/It	don't doesn't	live	in Poland.
Pytania			
Do Does	I/you/we/they he/she/it	live	in Poland?
Krótkie odpowiedzi			
Yes, I/you/we/they Yes, he/she/it	do. does.	No, I/you/we/they No, he/she/it	don't. doesn't.

Present continuous

To czas teraźniejszy ciągły. Używamy go, mówiąc o:

- czynnościach odbywających się w danym momencie, np.
  *I**'m having** an English lesson at the moment.*
- zachodzącym aktualnie procesie, np.
  *I**'m looking** for a new job.*
- czynnościach zaplanowanych na najbliższą przyszłość, gdy podajemy datę lub czas planowanych działań, np.
  *We**'re going** to the cinema on Saturday.*

Określenia czasu stosowane w czasie present continuous:

- *now, right now, at the moment, at present, today,*
- *this morning / afternoon / evening / week / month / year.*

Zdania oznajmujące			
I You/We/They He/She/It	am are is	reading	a book at the moment.
Przeczenia			
I You/We/They He/She/It	'm not aren't isn't	reading	a book at the moment.
Pytania			
Am Are Is	I you/we/they he/she/it	reading	a book at the moment?
Krótkie odpowiedzi			
Yes, I Yes, you/we/they Yes, he/she/it	am. are. is	No, I No, you/we/they No, he/she/it	'm not. aren't. isn't.

Past simple

To czas przeszły prosty. Używamy go, mówiąc o:

- czynnościach, które rozpoczęły się i zakończyły w przeszłości, np.
  *They **lived** in London from 2010 to 2014.*
- czynnościach zwyczajowych w przeszłości, np.
  *We often **played** football or basketball after school.*
- czynnościach w przeszłości, które następowały jedna po drugiej, np.
  *He **got up**, **took** a shower, **had** breakfast, and **went** to school.*

Określenia czasu stosowane w czasie past simple:

- *yesterday, last week / month / year,*
- *a week / month / year ago.*

Zdania oznajmujące			
I/You/He/She/It/ We/They	visited, bought		Spain last year. a new bike a week ago.
Przeczenia			
I/You/He/She/It/ We/They	didn't	visit buy	Spain last year. a new bike a week ago.
Pytania			
Did	I/you/he/ she/it/we/they	visit buy	Spain last year? a new bike a week ago?
Krótkie odpowiedzi			
Yes, I/you/he/ she/it/we/they	did.	No, I/you/he/she/ it/we/they	didn't.

Past continuous

To czas przeszły ciągły. Używamy go, mówiąc o:

- czynnościach lub zdarzeniach odbywających się w danym momencie w przeszłości, np.
  *We **were playing** tennis at 6 o'clock yesterday afternoon.*
- dwóch lub więcej czynnościach odbywających się w tym samym czasie w przeszłości, np.
  *Kate **was playing** computer games, Tom **was reading** a book, and Mum and Dad **were watching** a film on TV.*
- czynności, która trwała, gdy nastąpiła inna jednorazowa czynność, np.
  *I **was cycling** when I met Tim.*

Określenia czasu stosowane w czasie past continuous:

- *while, as, all day / week / month / year,*
- *at 8 o'clock, last night.*

Zdania oznajmujące		
I/He/She/It You/We/They	was were	watching	films all day yesterday.
Przeczenia		
I/He/She/It You/We/They	wasn't weren't	watching	films all day yesterday.
Pytania		
Was Were	I/he/she/it you/we/they	watching	films all day yesterday?
Krótkie odpowiedzi			
Yes, I/he/she/it Yes, you/we/they	was. were.	No, I/he/she/it No, you/we/they	wasn't. weren't.

Future simple

To czas przyszły prosty. Używamy go, mówiąc o:

- czynnościach, które odbędą się w przyszłości, np.
  *People **will drive** electric cars in the future.*
- decyzjach, które właśnie podjęliśmy, np.
  *The fridge is empty. I**'ll buy** some food.*
- obietnicach, np. *I**'ll call** you later.*
- propozycji zrobienia czegoś dla kogoś, np.
  *I**'ll help** you tidy up your room.*

Czasu przyszłego prostego używamy również po czasownikach: *think*, *believe*, *be sure*, *expect*, *hope*, np.
*I think he**'ll arrive** on time.*

Określenia czasu stosowane w czasie future simple:

- *tomorrow*,
- *next day / week / month / year*.

Zdania oznajmujące		
I/You/He/She/It/ We/They	will drive	electric cars in the future.
Przeczenia		
I/You/He/She/It/ We/They	won't drive	electric cars in the future.
Pytania		
Will	I/you/we/they / he/she/it drive	electric cars in the future?
Krótkie odpowiedzi		
Yes, I/you/he/she/it/we/they	will.	No, I/you/he/she/it/we/they won't.

Konstrukcja *be going to*

To wyrażenie, którego używamy, mówiąc o:

- planach i intencjach dotyczących przyszłości, np.
  *I'**m going to** watch my favourite football team play this evening.*
- wydarzeniu, które będzie miało miejsce, co oceniamy na podstawie widocznych przesłanek, np.
  *Look at those black clouds. It**'s going to** rain.*

Określenia czasu, których używamy z wyrażeniem *be going to*:

- *this week / month / year*,
- *in a few minutes / hours / days*.

Zdania oznajmujące		
I You/We/They He/She/It	am are is going to travel	to Canada this summer.
Przeczenia		
I You/We/They He/She/It	'm not aren't isn't going to travel	to Canada this summer.
Pytania		
Am Are Is	I you/we/they he/she/it going to travel	to Canada this summer?
Krótkie odpowiedzi		
Yes, I Yes, you/we/they Yes, he/she/it	am. are. is.	No, I No, you/we/they No, he/she/it 'm not. aren't. isn't.

Present perfect simple

Czasu present perfect simple używamy, mówiąc o:

- czynnościach, które odbyły się w niedalekiej przeszłości, bez określania, kiedy się one odbyły, np.
  *I **have washed** the dishes.*
- czynności, która rozpoczęła się w przeszłości i wciąż trwa, np.
  *We**'ve lived** in this house for ten years.*
- czynności, która miała miejsce w niedalekiej przeszłości, a jej skutki są obecnie odczuwalne, np.
  *I'm not hungry. I**'ve** just **had** a big lunch.*

Zdania oznajmujące tworzymy za pomocą operatora ***have / has*** i czasownika z końcówką ***-ed*** (czasowniki regularne) lub formy ***past participle*** (czasowniki nieregularne).

Zdania przeczące tworzymy, dodając do operatora ***have / has*** wyraz ***not*** oraz czasownik z końcówką ***-ed*** lub nieregularną formę ***past participle***.

Zdania pytające rozpoczynamy od operatora ***have*** lub ***has***. Następnie stawiamy podmiot i czasownik główny z końcówką ***-ed*** lub nieregularną formę ***past participle***.

Określenia czasu stosowane w czasie present perfect:

- *already*, *just*, *never*, *ever*, *for*, *since*, *for ages / a long time*.

Zdania oznajmujące		
I/You/We/They He/She/It	have travelled has sent	to many countries. an email.
Przeczenia		
I/You/We/They He/She/It	haven't travelled hasn't sent	to many countries. an email.
Pytania		
Have Has	I/you/we/they / he/she/it travelled / sent	to many countries? an email?
Krótkie odpowiedzi		
Yes, I/you/we/they Yes, he/she/it	have. has.	No, I/you/we/they No, he/she/it haven't. hasn't.

Be

Zdania oznajmujące		
I You/We/They He/She/It	am are is	Polish.
Przeczenia		
I You/We/They He/She/It	'm not aren't isn't	Polish.
Pytania		
Am Are Is	I you/we/they he/she/it	Polish?
Krótkie odpowiedzi		
Yes, I Yes, you/we/they Yes, he/she/it	am. are. is.	No, I No, you/we/they No, he/she/it 'm not aren't. isn't.

Speaking Guide

Unit 1

Expressing likes and interests

- I can't stop (*verb* + *-ing*) … .
- I'm keen on (*verb* + *-ing*) … .
- I'm interested in (*verb* + *-ing*) … .
- I'm not crazy about (*verb* + *-ing*) … .
- What are you into / keen on / interested in?
- I love / like / enjoy (*verb* + *-ing*) … .

Making suggestions

- Let's (+*infinitive*)
- How / What about (*verb* + *-ing*) … ?

Unit 2

Describing a person

- She's … tall / blonde / quiet.
- He's got … red hair / braces.
- She usually wears … jeans / black blouses.
- He's really funny … , but he gets angry if … .
- She loves … animals / parties / volleyball.
- He doesn't like … homework / shopping / winter.
- He is scared of / angry with / happy about / sad about / angry about / bored with … .

Unit 3

Asking for details about events

- Where is it?
- When / What time does it start / finish?
- What should / shall I bring?
- What's the contact phone number / email address?
- Can I bring my friend / boyfriend / girlfriend / partner?

Checking information

- Sorry, I didn't understand.
- Can you repeat that / say that again, please?
- Can you spell that, please?

Unit 4

Eating out

- What time does the restaurant open?
- Can I book a table?

Taking an order

- What would you like to order?
- Any drinks?
- I'm afraid we don't have … .

Ordering food and drink

- Can I have the pasta, please?
- How much … ?
- I'd like / I'll have some pizza, please.
- Do you have any garlic bread?
- What kind of ice-cream do you have?
- Can we have the bill, please?

Unit 5

Describing my bedroom

- My bedroom is great because … .
- I don't really like my bedroom because … .
- I've got a computer / laptop / printer / TV … .
- The walls are white, and I've got red curtains.
- I keep my … on my bookshelves / in my wardrobe.
- I really love my posters of … .
- My room is usually tidy / untidy because … .

Unit 6

Asking for directions

- How can I get from … to … ?
- Where is the … ? / I'm looking for … .
- Is there a bank near here?
- Where is it exactly?

Giving directions

- It's at the end of the road.
- It's opposite / next to / behind the school.
- It's at the crossroads.
- Go straight on.
- Go / Turn right / left (at the traffic lights).
- Take the first (turning on your) right / left.

Checking understanding

- Did you say 'turn right'?
- I'm sorry. I didn't understand.
- Could you repeat that, please?
- I'm not sure what you mean.

Unit 7

Expressing opinions

- I think … .
- In my opinion … .
- I'd rather spend more money *than* use plastic.
- It's important to (+*infinitive*) … .
- I'm fond of (*verb* + *-ing*) / (noun) … .

Agreeing / Disagreeing

- I agree / disagree *with you* / *with the fact* / *that* … .
- It depends.
- I have mixed feelings about (*verb* + *-ing*) / (noun) … .

Asking about opinions

- What do you think about … ?
- Do you believe *in* … / *that* … ?
- What's your opinion about … ?
- Do you agree that … ?
- What do you mean?

Unit 8

Asking about likes

- Do you like doing sport indoors or outdoors?
- Do you prefer doing sport alone or in a team?
- Do you enjoy running?

Giving advice

- Why don't you … ?
- You should … .
- You don't have to … .
- You could try … .
- You have to … .

Responding to advice

- That's a good idea.
- Perhaps I could … .
- I don't think that's a good idea because … .

Irregular verbs

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	MEANING
be	was/were	been	być
beat	beat	beaten	bić, pokonywać (kogoś)
become	became	become	stawać się
begin	began	begun	zaczynać
bite	bit	bitten	ugryźć
blow	blew	blown	dmuchać, wiać
break	broke	broken	łamać, psuć się
bring	brought	brought	przynosić, przyprowadzać
broadcast	broadcast	broadcast	transmitować, nadawać
build	built	built	budować
burn	burnt	burnt	palić się, spłonąć
buy	bought	bought	kupować
can	could	–	móc, potrafić
catch	caught	caught	łapać, chwytać
choose	chose	chosen	wybierać
come	came	come	przyjść, przyjechać
cost	cost	cost	kosztować
cut	cut	cut	ciąć, rozcinać
deal	dealt	dealt	radzić sobie
do	did	done	robić, czynić
draw	drew	drawn	rysować
dream	dreamt	dreamt	śnić, marzyć
drink	drank	drunk	pić
drive	drove	driven	prowadzić, kierować czymś
eat	ate	eaten	jeść
fall	fell	fallen	padać, upadać
feed	fed	fed	karmić
feel	felt	felt	czuć
fight	fought	fought	walczyć
find	found	found	znaleźć
fly	flew	flown	latać
forecast	forecast	forecast	prognozować
forget	forgot	forgotten	zapomnieć
get	got	got	dostawać, otrzymywać
give	gave	given	dawać
go	went	gone	iść
grow	grew	grown	rosnąć
have	had	had	mieć, posiadać
hear	heard	heard	słyszeć
hide	hid	hidden	chować, ukrywać
hit	hit	hit	uderzać
hold	held	held	trzymać
hurt	hurt	hurt	ranić, boleć
keep	kept	kept	trzymać, zachować
know	knew	known	wiedzieć, znać
lead	led	led	prowadzić, przewodniczyć
learn	learnt	learnt	uczyć się
leave	left	left	opuszczać, wyjeżdżać
lend	lent	lent	pożyczać (komuś)

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	MEANING
let	**let**	**let**	pozwalać
lie	**lay**	**lain**	leżeć
light	**lit**	**lit**	zapalać, oświetlać
lose	**lost**	**lost**	gubić, tracić
mean	**meant**	**meant**	mieć na myśli, znaczyć
make	**made**	**made**	robić
meet	**met**	**met**	spotykać
pay	**paid**	**paid**	płacić
prove	**proved**	**proven**	udowodnić, dowieść
put	**put**	**put**	kłaść
read	**read** /red/	**read** /red/	czytać
ride	**rode**	**ridden**	jeździć (np. rowerem, konno)
ring	**rang**	**rung**	dzwonić
rise	**rose**	**risen**	wzrastać, wstawać
run	**ran**	**run**	biec
say	**said**	**said**	powiedzieć
see	**saw**	**seen**	widzieć, rozumieć
sell	**sold**	**sold**	sprzedawać
send	**sent**	**sent**	wysyłać
shake	**shook**	**shaken**	potrząsać
shine	**shone**	**shone**	świecić
show	**showed**	**shown**	pokazywać
shoot	**shot**	**shot**	strzelać
shut	**shut**	**shut**	zamykać
sing	**sang**	**sung**	śpiewać
sink	**sank**	**sunk**	tonąć
sit	**sat**	**sat**	siadać
sleep	**slept**	**slept**	spać
slide	**slid**	**slid**	ślizgać się
smell	**smelt**	**smelt**	wąchać, pachnieć
speak	**spoke**	**spoken**	mówić
speed	**sped**	**sped**	pędzić, przyśpieszyć
spend	**spent**	**spent**	wydawać (pieniądze), spędzać
stand	**stood**	**stood**	stać, postawić
steal	**stole**	**stolen**	kraść
stick	**stuck**	**stuck**	przyklejać
stink	**stank**	**stunk**	cuchnąć
sweep	**swept**	**swept**	zamiatać
swim	**swam**	**swum**	pływać
take	**took**	**taken**	wziąć
teach	**taught**	**taught**	uczyć (kogoś)
tell	**told**	**told**	powiedzieć
think	**thought**	**thought**	myśleć, sądzić
throw	**threw**	**thrown**	rzucać
understand	**understood**	**understood**	rozumieć
wake	**woke**	**woken**	budzić się, obudzić
wear	**wore**	**worn**	nosić (ubranie)
win	**won**	**won**	wygrywać
write	**wrote**	**written**	pisać

Speaking Information for Student B

Unit 1

Exercise 6 p 13

1 You want to join a climbing club. Ask your friend (Student A) questions about the club. Use the prompts below.

1 *When* / *class*?
2 *What time* / *class*?
3 *How much* / *course*?
4 *need* / *equipment*?
5 *Where* / *class*?

2 Look at the leaflet. You want your friend to join a sailing club with you. Answer your friend's (Student A) questions about the club.

Unit 2

Exercise 5 p 33

1 You saw a criminal who took money from a bank. Answer the questions to help the police officer (Student A) find the criminal.

2 You are a police officer who is trying to find a criminal. Ask the witness (Student A) questions about the criminal. Use the prompts below. Draw a picture of the criminal.

1 *What* / *look*?
2 *How* / *tall*?
3 *Where* / *see* / *criminal*?
4 *What* / *wearing*?
5 *What* / *say* / *criminal*?
6 *What* / *feel* / *see* / *criminal*?

Unit 3

Exercise 5 p 49

1 You are invited to Tom's birthday party but you don't know any details about it. Ask Student A questions to find out. Use the prompts below.

1 *where*?
2 *date*?
3 *time*?
4 *phone number*?
5 *bring*?
6 *friend*?

Speaking Information for Student B

Unit 4

Exercise 4 p 63

1 **Answer Student A's questions.**

2 **Now ask Student A the following questions.**

1 Are you going to meet your friends this weekend? Why? / Why not?
2 Will you help your mum today? Why? / Why not?
3 Is it going to rain today? Why? / Why not?

Exercise 5 p 65

1 **Ask Student A the following questions about Mo's Bistro menu. Use the prompts below.**

1 *When* / *open*?
2 *Any starters*?
3 *How much* / *apple pie*?
4 *Who* / *call to book a table*?
5 *What* / *telephone number*?

2 **Read the menu for Dave's Cafe and answer Student A's questions.**

Unit 5

Exercise 8 p 80

1 **Guess the four missing objects in the picture. Student A will tell you if your guesses are correct.**

Example

I think there is an armchair **between** the chair **and** the sofa.

Exercise 5 p 83

1 **Make questions from prompts in 1–4. Then, ask these questions to Student A.**

1 *What* / *favourite thing* / *in your bedroom*?
2 *ever* / *put posters or pictures* / *on the walls*?
3 *How much time* / *spend* / *bedroom*?
4 *What* / *best thing about* / *bedroom*?

2 **Now answer Student A's questions.**

Unit 6

Exercise 5 p 96

Find someone in the classroom who has:

- run across the street.
- walked throught a forest at night.
- walked past a friend that they didn't notice.
- ridden around a square on a bike.

Example

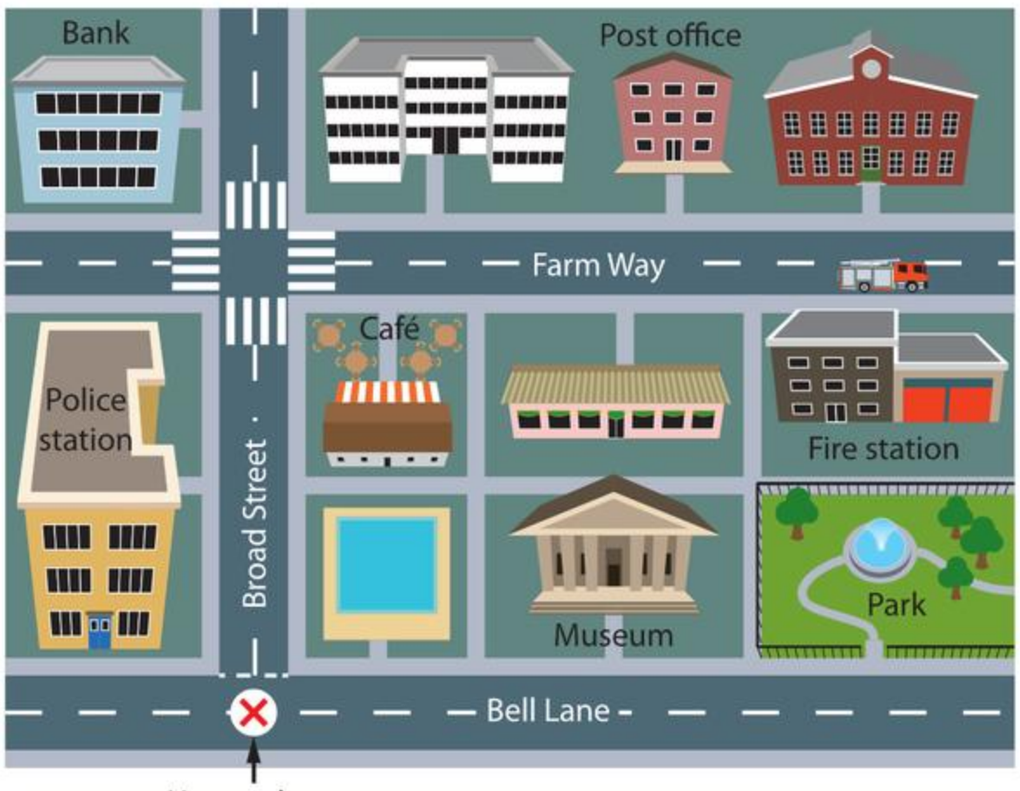
Have you ever run across the street?

Speaking Information for Student B

Exercise 5 p 99

1 Look at your map. Some information is missing. Tell student A where you are and ask for directions from this location. Use the prompts below.

- the swimming pool?
- the hospital?
- the school?
- the restaurant?
- from the hospital to the swimming pool?



2 Now answer Student A's questions.

Unit 7

Exercise 9 p 113

1 Look at your table and answer Student A's questions.

How to choose eco-friendly packaging?	
no :(	**yes:)**
plastic bags	reusable containers, material bags
plastic toothbrush	?
cotton face pads	reusable face pads
paper sandwich wrap	?
new clothes	second hand clothes
shampoo in a plastic bottle	?
plastic knives and spoons	wooden forks, knives and spoons
paper	?

2 Ask Student A questions to complete the table.

Example

What can you use instead of a plastic toothbrush?

Exercise 2 p 117

1 Describe the picture to Student A. Then, listen to Student A's description.

2 What sort of place would you like to live in – A or B? Why? Tell your partner.

Unit 8

Exercise 6 p 133

1 You want to start a new sport. Answer Student A's questions and respond to their advice.

2 Student A wants to start a new sport. Ask them questions, using the prompts, and listen to their answers. Then, give them some advice and suggest a sport.

- alone or in a team?
- with music?
- indoors or outdoors?
- to get fitter or to be stronger?

Teen Explorer new

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