

PODRĘCZNIK DO JĘZYKA ANGIELSKIEGO

# *repetitorium* **ÓSMOKLASISTY**

CZĘŚĆ **1**



Nr MEN 1100/1/2020

Malcolm  
**MANN**

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Podręcznik dopuszczony do użytku szkolnego przez ministra właściwego do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców:  
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# SPIS TREŚCI

| UNIT                                         | READING                                                                                                                                 | LANGUAGE FUNCTIONS                                                                                                                                                                                           | GRAMMAR                                                                                                                                                                               |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 CZŁOWIEK</b><br>page 4                  | <ul style="list-style-type: none"> <li>After-school activities</li> <li>Dobieranie (zdań do ogłoszeń)</li> </ul>                        | <ul style="list-style-type: none"> <li>Introducing oneself and others</li> <li>Starting and ending a conversation</li> <li>Asking for clarification</li> <li>Uzupełnianie luk</li> <li>Dobieranie</li> </ul> | <ul style="list-style-type: none"> <li>Present simple: <i>to be</i></li> <li><i>Have got</i></li> <li><i>There is / There are</i></li> <li>Pronouns</li> <li>Possessive 's</li> </ul> |
| <b>2 MIEJSCE ZAMIESZKANIA</b><br>page 16     | <ul style="list-style-type: none"> <li>Life on a houseboat</li> <li>Uzupełnianie luk (w języku polskim)</li> </ul>                      | <ul style="list-style-type: none"> <li>Asking for and giving information</li> <li>Wybór wielokrotny</li> <li>Uzupełnianie luk</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>Present simple and present continuous</li> </ul>                                                                                               |
| Review: UNITS 1–2 page 28                    |                                                                                                                                         |                                                                                                                                                                                                              |                                                                                                                                                                                       |
| <b>3 EDUKACJA</b><br>page 30                 | <ul style="list-style-type: none"> <li>No more homework!</li> <li>Dobieranie (zdań do luk)</li> </ul>                                   | <ul style="list-style-type: none"> <li>Expressing and asking about opinions</li> <li>Agreeing and disagreeing</li> <li>Dobieranie</li> <li>Uzupełnianie luk</li> </ul>                                       | <ul style="list-style-type: none"> <li>Past simple and past continuous</li> <li><i>Used to</i></li> </ul>                                                                             |
| <b>4 PRACA</b><br>page 42                    | <ul style="list-style-type: none"> <li>Summer jobs</li> <li>Uzupełnianie luk (w języku polskim)</li> </ul>                              | <ul style="list-style-type: none"> <li>Expressing preferences and intentions</li> <li>Asking about preferences and intentions</li> <li>Uzupełnianie luk</li> <li>Wybór wielokrotny</li> </ul>                | <ul style="list-style-type: none"> <li>Past simple and present perfect</li> <li>Indefinite pronouns</li> </ul>                                                                        |
| Review: UNITS 3–4 page 54                    |                                                                                                                                         |                                                                                                                                                                                                              |                                                                                                                                                                                       |
| <b>5 ŻYCIE PRYWATNE</b><br>page 56           | <ul style="list-style-type: none"> <li>Special days and celebrations</li> <li>Wybór wielokrotny</li> </ul>                              | <ul style="list-style-type: none"> <li>Offering and responding to wishes</li> <li>Dobieranie</li> <li>Uzupełnianie luk</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>Countable and uncountable nouns</li> </ul>                                                                                                     |
| <b>6 ŻYWIENIE</b><br>page 68                 | <ul style="list-style-type: none"> <li>A famous Polish chef</li> <li>Dobieranie (nagłówków)</li> </ul>                                  | <ul style="list-style-type: none"> <li>Making, considering, accepting and declining invitations</li> <li>Uzupełnianie luk</li> <li>Wybór wielokrotny</li> </ul>                                              | <ul style="list-style-type: none"> <li><i>Will, be going to</i> and present continuous for future plans</li> <li><i>There and it / they</i></li> </ul>                                |
| Review: UNITS 5–6 page 80                    |                                                                                                                                         |                                                                                                                                                                                                              |                                                                                                                                                                                       |
| <b>7 ZAKUPY I USŁUGI</b><br>page 82          | <ul style="list-style-type: none"> <li>Bike sales</li> <li>Uzupełnianie luk (w języku polskim)</li> </ul>                               | <ul style="list-style-type: none"> <li>Making, accepting and refusing offers</li> <li>Wybór wielokrotny</li> <li>Uzupełnianie luk</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>Passive voice: present simple, present perfect, past simple, future simple</li> <li>Impersonal pronouns</li> </ul>                             |
| <b>8 PODRÓŻOWANIE I TURYSTYKA</b><br>page 94 | <ul style="list-style-type: none"> <li>Getting around Manchester</li> <li>Dobieranie (zdań do luk)</li> <li>Uzupełnianie luk</li> </ul> | <ul style="list-style-type: none"> <li>Asking for and giving advice</li> <li>Uzupełnianie luk</li> <li>Dobieranie</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li><i>should</i></li> <li><i>must / mustn't / have to</i></li> <li>Defining relative clauses</li> </ul>                                           |
| Review: UNITS 7–8 page 106                   |                                                                                                                                         |                                                                                                                                                                                                              |                                                                                                                                                                                       |
| Functions bank page 108                      |                                                                                                                                         |                                                                                                                                                                                                              |                                                                                                                                                                                       |
| Writing bank page 111                        |                                                                                                                                         |                                                                                                                                                                                                              |                                                                                                                                                                                       |
| Irregular verbs page 115                     |                                                                                                                                         |                                                                                                                                                                                                              |                                                                                                                                                                                       |



| LISTENING                                                                                                                                             | USE OF ENGLISH                                                                                                                                                                             |                                                                                                              | WRITING                                                                                               | CULTURE TODAY                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• A culture club</li> <li>• Social occasions</li> <li>• Uzupełnianie luk</li> <li>• Dobieranie</li> </ul>      | <ul style="list-style-type: none"> <li>• <i>Present simple: to be</i></li> <li>• <i>have got</i></li> <li>• <i>there is / there are</i></li> <li>• <i>Phrasal verbs</i></li> </ul>         | <ul style="list-style-type: none"> <li>• Tłumaczenie fragmentów zdań</li> <li>• Parafraza</li> </ul>         | <ul style="list-style-type: none"> <li>• My new friend</li> <li>• E-mail</li> </ul>                   | <ul style="list-style-type: none"> <li>• Talents and talent shows</li> <li>• Uzupełnianie luk</li> </ul>                                      |
| <ul style="list-style-type: none"> <li>• Places of living and accommodation</li> <li>• Wybór wielokrotny</li> </ul>                                   | <ul style="list-style-type: none"> <li>• <i>Present simple and present continuous</i></li> <li>• <i>Compound nouns</i></li> </ul>                                                          | <ul style="list-style-type: none"> <li>• Układanie fragmentów zdań</li> <li>• Dobieranie</li> </ul>          | <ul style="list-style-type: none"> <li>• Describing grandparents' house</li> <li>• List</li> </ul>    | <ul style="list-style-type: none"> <li>• Unusual houses</li> <li>• Dobieranie</li> </ul>                                                      |
| <ul style="list-style-type: none"> <li>• Music lessons</li> <li>• School uniforms</li> <li>• Uzupełnianie luk</li> <li>• Dobieranie</li> </ul>        | <ul style="list-style-type: none"> <li>• <i>Past simple and past continuous</i></li> <li>• <i>Used to</i></li> <li>• <i>Verbs / Adjectives with prepositions</i></li> </ul>                | <ul style="list-style-type: none"> <li>• Tłumaczenie fragmentów zdań</li> <li>• Wybór wielokrotny</li> </ul> | <ul style="list-style-type: none"> <li>• A school trip</li> <li>• E-mail</li> </ul>                   | <ul style="list-style-type: none"> <li>• Schools then and now</li> <li>• Uzupełnianie luk</li> </ul>                                          |
| <ul style="list-style-type: none"> <li>• Working hours</li> <li>• Wybór wielokrotny</li> </ul>                                                        | <ul style="list-style-type: none"> <li>• <i>Past simple and present perfect</i></li> <li>• <i>Indefinite pronouns</i></li> </ul>                                                           | <ul style="list-style-type: none"> <li>• Parafraza</li> <li>• Dobieranie</li> </ul>                          | <ul style="list-style-type: none"> <li>• My first job</li> <li>• Wpis na blogu</li> </ul>             | <ul style="list-style-type: none"> <li>• Teens at work</li> <li>• Uzupełnianie luk</li> <li>• Odpowiedzi na pytania otwarte</li> </ul>        |
| <ul style="list-style-type: none"> <li>• Special occasions</li> <li>• Dobieranie</li> <li>• Uzupełnianie luk</li> </ul>                               | <ul style="list-style-type: none"> <li>• <i>Countable and uncountable nouns</i></li> <li>• <i>Prepositions of time, place and manner</i></li> </ul>                                        | <ul style="list-style-type: none"> <li>• Wybór wielokrotny</li> <li>• Tłumaczenie fragmentów zdań</li> </ul> | <ul style="list-style-type: none"> <li>• A family celebration</li> <li>• E-mail</li> </ul>            | <ul style="list-style-type: none"> <li>• World Book Day</li> <li>• Uzupełnianie luk</li> </ul>                                                |
| <ul style="list-style-type: none"> <li>• Eating habits and eating out</li> <li>• Wybór wielokrotny</li> </ul>                                         | <ul style="list-style-type: none"> <li>• <i>Will, be going to and present continuous for future plans</i></li> <li>• <i>There and it / they</i></li> <li>• <i>Phrasal verbs</i></li> </ul> | <ul style="list-style-type: none"> <li>• Układanie fragmentów zdań</li> <li>• Dobieranie</li> </ul>          | <ul style="list-style-type: none"> <li>• A cooking class</li> <li>• List</li> </ul>                   | <ul style="list-style-type: none"> <li>• World Disco Soup Day</li> <li>• Uzupełnianie luk</li> </ul>                                          |
| <ul style="list-style-type: none"> <li>• A weekend in NY</li> <li>• Shopping experiences</li> <li>• Uzupełnianie luk</li> <li>• Dobieranie</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Passive voice: present simple, present perfect, past simple, future simple</i></li> <li>• <i>Compound nouns</i></li> </ul>                     | <ul style="list-style-type: none"> <li>• Parafraza</li> <li>• Wybór wielokrotny</li> </ul>                   | <ul style="list-style-type: none"> <li>• Shopping habits</li> <li>• E-mail</li> </ul>                 | <ul style="list-style-type: none"> <li>• Black Friday or Buy Nothing Day?</li> <li>• Wybór wielokrotny</li> <li>• Uzupełnianie luk</li> </ul> |
| <ul style="list-style-type: none"> <li>• A trip to Poland</li> <li>• Wybór wielokrotny</li> </ul>                                                     | <ul style="list-style-type: none"> <li>• <i>should</i></li> <li>• <i>must / mustn't / have to</i></li> <li>• <i>Defining relative clauses</i></li> <li>• <i>Phrasal verbs</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Uzupełnianie luk</li> <li>• Tłumaczenie fragmentów zdań</li> </ul>  | <ul style="list-style-type: none"> <li>• Inviting a friend to come visit</li> <li>• E-mail</li> </ul> | <ul style="list-style-type: none"> <li>• British and American English</li> <li>• Uzupełnianie luk</li> </ul>                                  |

## LIFE STAGES

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

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

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

Fingers crossed!

Good luck  
in your new career!

You'll make new friends soon.

I hope you'll both be very happy.

Enjoy yourselves!

Congratulations on getting your licence!

## CLOTHES AND ACCESSORIES



What do you wear at school  
and when you aren't at school?

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

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

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



## PERSONAL DATA

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

First name:

Middle name:

Surname / Family name:

Nickname / Preferred name:

Date of birth (DOB):

Place of birth:

Nationality:

Address:

Email:

Phone:

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

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

## PERSONAL POSSESSIONS

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

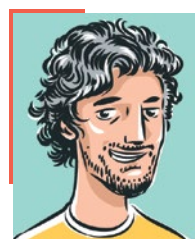
- Why did you choose this item?
- Do you own it?
- Is it important to you?

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

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

## APPEARANCE

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



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



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

## CHARACTER

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

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

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

2 Go and make me a sandwich!

3 I never help my parents around the house.

4 I'm always on time and never late.

5 Don't worry – I don't mind waiting.

## FEELINGS AND EMOTIONS

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

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

**QUIZ!**

- 1 Your friend invites you to a birthday party.

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

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

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

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

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

- 3 You got a bad mark in a test.

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

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

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

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

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

See p. 114 for results »

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

## SKILLS AND INTERESTS

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

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

- 12 Which speaker in exercise 11 has the most interesting hobby, in your opinion? Why?

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

|  |                               |
|--|-------------------------------|
|  | Foreign Language Club         |
|  | Drama Club                    |
|  | Beginners Filmmaking Club     |
|  | Volunteering in the Community |

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

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

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

A



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

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

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

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

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

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

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

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

B

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

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

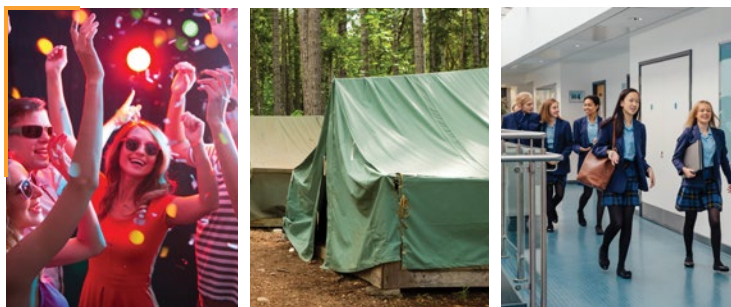
C

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





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



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

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

PHRASE BOX

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

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

Sarah: Hi, (1) Sarah. I don't think we've met before.

Patryk: No, we haven't. My (2) is Patryk. And (3) my brother, Otto.

Sarah: Hi, Otto. (4) meet you.

Otto: Hello, Sarah.

Sarah: Are you enjoying the party?

Patryk: Yes, it's great fun.

Sarah: I'm afraid I have (5) now.

Otto: OK, Sarah. (6) care.

Sarah: It was nice talking to you. Bye, Patryk.

Otto: Bye, Otto.

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

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

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

Speaker 1 Speaker 2   
Speaker 3 Speaker 4

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

TEEN TALK

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

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

Elizabeth: Hi, Konrad.

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

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

## Present simple: be

- Czasownika *be* używamy z rzeczownikami i przymiotnikami, np.  
*My mother is a police officer.*  
*The students are very friendly.*
- Czasownik *be* odmienia się przez osoby.

### Zdania twierdzące

|                 |                       |
|-----------------|-----------------------|
| I               | am ('m) a student.    |
| He / She / It   | is ('s) 14 years old. |
| We / You / They | are ('re) friends.    |

### Zdania przeczące

|                 |                               |
|-----------------|-------------------------------|
| I               | am not ('m not) from England. |
| He / She / It   | is not (isn't) English.       |
| We / You / They | are not (aren't) tall.        |

| Pytania                              | Odpowiedzi     |
|--------------------------------------|----------------|
| Are you at home?                     | Yes, I am.     |
| Is he a teacher?                     | No, he isn't.  |
| Are they your friends?               | Yes, they are. |
| Where are they from? How old is she? |                |

- 1 In your notebook, write sentences about the famous people or things below.

|                                                                    |                      |
|--------------------------------------------------------------------|----------------------|
| Katy Perry                                                         | singer / American    |
| <i>Katy Perry is a singer.</i><br><i>She's an American singer.</i> |                      |
| 1 Stephen King                                                     | writer / American    |
| 2 Cate Blanchett                                                   | actress / Australian |
| 3 Martyna Wojciechowska                                            | traveller / Polish   |
| 4 Pizza and lasagne                                                | dishes / Italian     |
| 5 Toyota                                                           | car / Japanese       |
| 6 Dell and Apple                                                   | companies / American |

- 2 In your notebook, write sentences from the prompts.

are / happy / you / ?  
*Are you happy?*

- students / are / they / Italian / .
- Messi / an / Argentinian / is / football player / ?
- interested / you / are / rock music / in / ?
- my / handsome / is / boyfriend / very / .
- Jim / of / fan / is / a / football / American / not / .
- dogs / animals / are / clever / .
- ready / we / to / are / competition / start / the / ?
- the / they / United States / from / are / not / .

## Have got

- Czasownika *have got* (mieć) używamy, aby mówić o posiadanych rzeczach, krewnych, cechach lub chorobach, np.  
*She's got a pet snake.*  
*I've got two brothers and a sister.*  
*My cousin has got very long hair.*

### Zdania twierdzące

|                     |                              |
|---------------------|------------------------------|
| I / We / You / They | have got ('ve got) a cat.    |
| He / She / It       | has got ('s got) short hair. |

### Zdania przeczące

|                     |                        |
|---------------------|------------------------|
| I / We / You / They | haven't got a dog.     |
| He / She / It       | hasn't got short hair. |

| Pytania                          | Odpowiedzi                      |
|----------------------------------|---------------------------------|
| Have you got a brother?          | Yes, I have. / No, I haven't.   |
| Has she got a new computer?      | Yes, she has. / No, she hasn't. |
| How many notebooks have you got? |                                 |

- 3 In your notebook, complete sentences 1–5 with the correct affirmative (✓) or negative (X) form of *have got*.

- I ☐ two brothers (✓), but I ☐ a sister.
- ☐ you ☐ many friends?  
No, I ☐.
- The person in the photo is quite old, I think.  
He ☐ much hair and ☐ a grey beard.
- My sisters ☐ long blond hair. They both ☐ short dark hair.
- ☐ she ☐ a new jacket?  
Yes, she ☐.

## Be and have got

- 4 In your notebook, translate the Polish parts of sentences 1–5 into English. Use no more than four words.

- Tell me about your family. (*Czy masz*) ☐ any brothers or sisters?
- My aunt (*nie jest niska*) ☐.  
She's almost 1.80 metres tall.
- The woman in the photo is very attractive.  
She (*ma piękne włosy*) ☐.
- Is this your friend from Berlin? (*Ile on ma lat*) ☐?
- I know Tom a little but we (*nie jesteśmy dobrymi przyjaciółmi*) ☐.



## There is / There are

- Konstrukcji *there is / there are* użyj, aby powiedzieć, że ktoś lub coś znajduje się w danym miejscu.

### Zdania twierdzące

| Liczba pojedyncza           | Liczba mnoga                         |
|-----------------------------|--------------------------------------|
| There is a sofa in my room. | There are three apples on the table. |

### Zdania przeczące

|                       |                           |
|-----------------------|---------------------------|
| There isn't a garden. | There aren't any windows. |
|-----------------------|---------------------------|

### Pytania

|                    |                                   |
|--------------------|-----------------------------------|
| Is there a garage? | Yes, there is. / No, there isn't. |
|--------------------|-----------------------------------|

|                                          |                                     |
|------------------------------------------|-------------------------------------|
| Are there any students in the classroom? | Yes, there are. / No, there aren't. |
|------------------------------------------|-------------------------------------|

How many rooms are there in the house?

- 5 In your notebook, write affirmative (✓) and negative sentences (X) or questions.

Use *there is / there are*.

- How many chairs  in the dining room?
- (X) a garage next to the house.
- (✓) some freckles on my sister's cheeks.
- In my class  (✓) a boy who speaks three foreign languages.
- (X) any blankets on the bed.
- How many CDs  in his collection?
- many mistakes in your essay?
- (✓) a hole in Barbara's jeans. She can't wear them.

- 6 Work in pairs. What's in your partner's suitcase? Take turns to ask and answer.

Use *there is* and *there are*.

Student A: go to page 110.

Student B: go to page 114.

A: *Are there any towels in your suitcase?*

B: *Yes, there are.*

A: *How many towels are there in your suitcase?*

B: *There are three towels in my suitcase.*

## Pronouns

| Zaimki osobowe w formie podmiotu | Zaimki osobowe w formie dopełnienia | Przymiotniki dzierżawcze | Zaimki dzierżawcze |
|----------------------------------|-------------------------------------|--------------------------|--------------------|
| I                                | me                                  | my                       | mine               |
| you                              | you                                 | your                     | yours              |
| he                               | him                                 | his                      | his                |
| she                              | her                                 | her                      | hers               |
| it                               | it                                  | its                      | its                |
| we                               | us                                  | our                      | ours               |
| you                              | you                                 | your                     | yours              |
| they                             | them                                | their                    | theirs             |

- Zaimków osobowych podmiotu użyj, aby powiedzieć, kto lub co jest tematem wypowiedzi, np.  
*She is my best friend.*
- Zaimków osobowych dopełnienia użyj, aby powiedzieć, dla kogo, z kim itp. wykonana jest dana czynność, np.  
*I often help my parents. I often help them.*
- Przymiotników i zaimków dzierżawczych użyj, aby powiedzieć, do kogo należy dany przedmiot. Przymiotniki dzierżawcze wstaw przed rzeczownikiem; zaimków dzierżawczych używaj samodzielnie, bez rzeczownika, np.  
*This is my book. This book is mine.*  
*That's their car. That car is theirs.*

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

- This car is *our / ours*.
- I can give *you / your* a glass of juice.
- These puppies are so cute. Just look at *them / theirs*.
- This is John, our new student. Show *him / his* the way to *our / ours* classroom.
- Can you see this new laptop? It is *mine / my*.
- What does *she / her* usually do after school?
- Please help *we / us* do our homework.
- I know *their / theirs* holiday plans.
- Look at *my / me* now!
- Don't ask Mary and Tom. *Their / They* don't know the answer.

- 8 In your notebook, replace the underlined phrases with the correct pronouns.

- I can't find my glasses.
- I want to talk to Peter.
- They often visit me and my brother.
- He sometimes stays with his sister in Cracow.
- I don't need this old chair.

## Possessive 's (Saxon genitive)

- Konstrukcji *rzeczownik* (osoba lub inna istota żywa) + *'s* używamy, aby wyrazić przynależność, posiadanie, np.  
*This is Lucy's bike.*
- Tworząc dopełniacz rzeczownika w liczbie mnogiej, dodajemy tylko znak apostrofu po końcówce *-s*, np.  
*I went to my cousins' house.*

- 9 In your notebook, write phrases to show that something belongs to somebody.

Lucy + her diary

*Lucy's diary*

- |                              |                          |
|------------------------------|--------------------------|
| 1 women + their children     | 6 Mary + her brother     |
| 2 Jim + his room             | 7 Johnny + his garden    |
| 3 Kate + her friends         | 8 Maggie + her mice      |
| 4 Peter + his watches        | 9 Mike + his parents     |
| 5 the girls + their families | 10 children + their toys |

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

origami

FUTON

manga

haiku

sushi

tsunami

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

TIP

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

**CULTURE CLUB**

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

Where do we meet? School library.

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

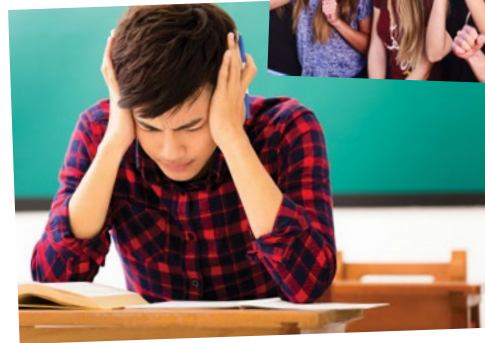
This week's country: Japan!

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

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

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

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



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

**This speaker**

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

Speaker 1

Speaker 2

Speaker 3

Speaker 4

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

check  
your GRAMMAR

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

Present simple: *to be*

- 1 My sister  10 years old.

a is                      b has

- 2  here yet?

a Are your grandparents  
b Your grandparents are

*have got*

- 3 Has  a dog?

a she                      b she got

- 4 They  got any pets.

a not                      b haven't

*there is / there are*

- 5 There  many people here.

a aren't                      b isn't

- 6  some lemonade in the fridge.

a It's                      b There's

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

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

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

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

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

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

See Grammar pp. 8-9 »

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

- (*Ile lat ma*)  your sister? Isn't she twelve?
- I'm sorry, but I (*nie mam*)  any time to help you.
- Excuse me, (*czy jest*)  a sports centre near here?
- Are those (*bluzy dzieci*)  hanging on the washing line?
- This house (*jest nasz*)  and that one over there is our grandparents'.

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

- I'm afraid she doesn't get **on** / **out** very well with her sister – they're always arguing.
- I often meet **up** / **off** with my friends for coffee or an ice cream on Saturdays.
- My sister would love to go **around** / **out** with Jason, but I don't think he likes her.
- Where do the teenagers in your town hang **out** / **off** at weekends?
- Gabriel and Agata didn't have many common interests and they split **back** / **up** after about three months.
- Why didn't you invite Regina to the party? Have you two fallen **in** / **out**?
- Sofia was really angry with her brother, but they made **up** / **on** after he apologised to her.

- 5 In pairs or groups, discuss the questions.

- Have you ever fallen out with your best friend? How long was it before you made up?
- Who in your family do you get on very well with?

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

- My friends and I like spending Saturday afternoons in a local café. **OUT**  
My friends and I enjoy  on Saturday afternoons in a local café.
- These photos belong to the students. **ARE**  
These  photos.
- Oh, no! I haven't made enough food for all the guests! **THERE**  
Oh, no!  enough food for all the guests!
- Do you have a good relationship with your parents? **ON**  
Do you  with your parents?
- Danny and I stopped being friends when he lied to me. **OUT**  
Danny and I  when he lied to me.
- Those are our books and we need them – please don't take them. **THEY**  
Please don't take those books –  and we need them.
- How long was Irena your girlfriend? **GO**  
How long did you and Irena ?

- 1 Look at the advertisement and answer the questions.



**HAVE YOU GOT A TALENT?**

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

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

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

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

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

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

< ✉ New message

To: **Adam**

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

Bye for now!  
Love,  
Anna

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

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

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

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

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

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

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

E-mail powinien zawierać od 50 do 120 słów.

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

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

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

**PHRASE BOX**

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

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

< ✉ New message

Hi Tom!

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



## VOCABULARY, pp. 4-5

## Life stages / Etapy życia

bride /braɪd/ panna młoda

get engaged / married /get ɪn'geɪdʒd / 'mæɪrɪd/  
zareczyć się/pobrać sięgo to your school prom /gəʊ tə ʃu:l (r) 'sku:l  
prom/ iść na bal maturalny

groom /gru:m/ pan młody

housewarming party /haʊswɔ:(r)mɪŋ 'pɑ:(r)ti/  
parapetówkaleaving present /li:vɪŋ 'prez(ə)nt/ prezent  
pożegnalnymove house /mu:v haʊs/ przeprowadzać się  
move in / out /mu:v 'ɪn / 'aʊt/ wprowadzać  
się/wyprowadzać siępass / fail a driving test /pɑ:s / feɪl ə draɪvɪŋ  
'test/ zdać/oblać egzamin na prawo jazdy

reception /rɪ'sepʃ(ə)n/ przyjęcie

retire /rɪ'taɪə(r)/ przejść na emeryturę

start a family /sta:(r)t ə 'fæm(ə)li/ założyć  
rodzinęstart a new job / school /sta:(r)t ə nju: 'dʒɒb /  
'sku:l/ zacząć nową pracę/szkolętake a driving test /teɪk ə draɪvɪŋ 'test/  
podejść do egzaminu na prawo jazdy

unpack /ʌn'pæk/ rozpakować

wear a dress / suit /'weə(r) ə dres / su:t/ nosić  
sukienkę/garnitur

wedding /'wedɪŋ/ ślub

## Phrases / Zwroty

Congratulations on getting your licence!  
Gratuluję zdobycia prawa jazdy!

Enjoy yourselves! Bawcie się dobrze!

Fingers crossed! Trzymam kciuki!

Good luck in your new career! Powodzenia  
w nowej pracy!I hope you'll both be very happy. Mam  
nadzieję, że będziecie bardzo szczęśliwi.You'll make new friends soon. Wkrótce  
zdobędziesz nowych przyjaciół.

## Clothes and accessories / Ubrania i dodatki

(sew-on) badge /səʊ ɒn 'bædʒ/ naszywka

bandana /bæn'dænə/ kolorowa chusta

belt /belt/ pasek

blazer /'bleɪzə(r)/ marynarka

blouse /blaʊz/ bluzka

coat /kəʊt/ płaszcz

dress /dres/ sukienka

earrings /'ɪərɪŋz/ kolczyki

glasses /'glɑ:sɪz/ okulary

handbag /'hæn(d)bæg/ torebka

hat /hæt/ kapelusz

hoodie /'hʊdi/ bluza z kapturem

(leather) jacket /leðə(r) 'dʒækɪt/ kurtka  
(skórzana)jumper / pullover / sweater / 'dʒʌmpə(r) /  
'pʊləʊvə(r) / 'swetə(r)/ sweterponytail holder /pəʊnɪteɪl 'həʊldə(r)/ gumka  
do włosów

shorts /ʃɔ:(r)ts/ krótkie spodenki

(checked) shirt /tʃekt 'ʃɜ:(r)t/ koszula (w kratę)

skirt /skɜ:(r)t/ spódnica

(long) sleeves /lɒŋ 'sli:vz/ (długie) rękawy

suit /su:t/ garnitur

sweatshirt /'swetʃɜ:(r)t/ bluza

swimsuit /'swɪmsu:t/ strój kąpielowy

tie /taɪ/ krawat

tights /taɪts/ rajstopy

tracksuit /'træksu:t/ dres

uniform /'ju:nɪfɔ:(r)m/ mundur, mundurek  
szkolny

## Personal data / Dane osobowe

date of birth (DOB) /deɪt əv 'bɜ:(r)θ/ data  
urodzeniafamily name / surname / 'fæm(ə)li neɪm /  
'sɜ:(r)neɪm/ nazwisko

first name / 'fɜ:(r)st neɪm/ pierwsze imię

middle name / 'mɪd(ə)l neɪm/ drugie imię

nationality /næʃə'næləti/ narodowość

nickname / preferred name / 'nɪkneɪm /  
prɪ'fɜ:(r)d neɪm/ pseudonim, imię używane

place of birth /pleɪs əv 'bɜ:(r)θ/ miejsce urodzenia

## Personal possessions / Rzeczy osobiste

backpack /'bækpæk/ plecak

bracelet /'breɪslət/ bransoletka

diary / journal /'daɪəri / 'dʒɜ:(r)n(ə)l/ dziennik,  
pamiętnik

headphones /'hedfəʊnz/ słuchawki

necklace /'neɪkləs/ naszyjnik

ring /rɪŋ/ pierścionek

wallet /'wɒlɪt/ portfel

watch /wɒtʃ/ zegarek

wristband /'rɪstbænd/ bransoletka silikonowa

## Appearance / Wygląd

beard /bɪə(r)d/ broda

complexion /kəm'plekʃ(ə)n/ cera, karnacja

curly /'kɜ:(r)li/ kręcone (włosy)

dark /dɑ:(r)k/ ciemny

fair /feə(r)/ jasny

freckles /'freɪk(ə)lz/ pieg

fringe /frɪndʒ/ grzywka

ginger /'dʒɪndʒə(r)/ rudy

good-looking /gʊd 'lʊkɪŋ/ atrakcyjny, przystojny

handsome /'hæns(ə)m/ przystojny

height /haɪt/ wzrost

moustache /mə'sta:ʃ/ wąsy

ponytail /'pəʊnɪteɪl/ kucyk

pretty /'prɪti/ ładny

skin /skɪn/ skóra

slim /slɪm/ szczupły

tall /tɔ:l/ wysoki

wrinkles /'rɪŋk(ə)lz/ zmarszczki

## Character / Cechy charakteru

bossy /'bɒsi/ apodyktyczny, władczy

brave /breɪv/ odważny

cheerful /'tʃɪə(r)f(ə)l/ radosny

clever /'klevə(r)/ bystry, zdolny

confident /'kɒnfɪd(ə)nt/ pewny siebie

friendly /'frendlɪ/ przyjacielski

generous /'dʒenərəs/ hojny, szczodry

gentle /'dʒent(ə)l/ łagodny

kind /kaɪnd/ miły, uprzejmy

lazy /'leɪzi/ leniwy

lovely /'lʌvli/ uroczy, czarujący

patient /'peɪʃ(ə)nt/ cierpliwy

punctual /'pʌŋktʃuəl/ punktualny

quiet /'kwaɪət/ cichy, spokojny

reliable /rɪ'laɪəb(ə)l/ rzetelny

serious /'sɪəriəs/ poważny

sweet /swi:t/ słodki

## Feelings and emotions / Uczucia i emocje

anxious /'æŋkʃəs/ zaniepokojony

ashamed /ə'ʃeɪmd/ zawstydzony

concerned /kən'sɜ:(r)nd/ zmartwiony

curious /'kjʊəriəs/ ciekawski

delighted /dɪ'laɪtɪd/ zachwycony

disappointed /dɪsə'pɔɪntɪd/ rozczarowany

glad /glæd/ zadowolony

guilty /'gɪlti/ winny

nervous /'nɜ:(r)vəs/ nerwowy

satisfied /'sætɪsfaid/ zadowolony,  
usatysfakcjonowanysocial anxiety /səʊʃ(ə)l æŋ'zaiəti/ fobia  
społeczna

tired /'taɪə(r)d/ zmęczony

uncomfortable /ʌn'kʌmfɪtəb(ə)l/ niewój

Skills and interests /  
Umiejętności i zainteresowaniacollect postcards /kəlekt 'pəʊs(t)kɑ:(r)dz/  
zbierać pocztówki

draw /dɹɔ:/ rysować

make videos /meɪk 'vɪdiəʊs/ robić filmy wideo

play chess / computer games /pleɪ 'tʃes/  
kəm'pjʊ:tə(r) geɪmz/ grać w szachy/w gry  
komputeroweplay a musical instrument /pleɪ ə mju:zɪk(ə)l  
'ɪnstɹəmənt/ grać na instrumencie

take photos /teɪk 'fəʊtəʊs/ robić zdjęcia

use social networks /ju:z səʊʃ(ə)l 'netwɜ:(r)ks/  
korzystać z serwisów społecznościowych

## READING, p. 6

exchange trip /ɪks'tʃeɪndʒ trɪp/ wyjazd językowy

fundraising /'fʌndreɪzɪŋ/ kwestowanie,  
zbieranie funduszy

software /'sɒf(t)weə(r)/ oprogramowanie

soup kitchen /su:p 'kɪtʃən/ stołówka dla  
bezdomnych

volunteer /vɒlən'tiə(r)/ ochotnik

workshop /'wɜ:(r)kʃɒp/ warsztaty

## LISTENING, p. 10

embarrassed /ɪm'bærəst/ zakłopotany,  
zażenowany

excited /ɪk'saɪtɪd/ podekscytowany

frightened /'fraɪt(ə)nd/ przestraszony

jealous /'dʒeləs/ zazdrosny

proud /praʊd/ dumny

relaxed /rɪ'læksɪd/ zrelaksowany

## USE OF ENGLISH, p. 11

## Phrasal verbs

fall out (with) /fɔ:l 'aʊt wɪð/ pokłócić się (z kimś)

get on well / badly (with) /get ɒn 'wel / 'bædli  
wɪð/ być (z kimś) w dobrych/złych stosunkachgo out (with) /gəʊ 'aʊt wɪð/ spotykać się  
(z kimś), iść na randkę

hang out /hæŋ 'aʊt/ spędzać czas, przebywać

make up /meɪk 'ʌp/ pogodzić się

meet up (with) /mi:t 'ʌp wɪð/ spotykać się  
(z kimś)

split up /splɪt 'ʌp/ rozstać się, zerwać

- 1 Complete the questionnaire in your notebook. Then work with a partner. Compare your questionnaires and answer the questions below.

| Do you / your friends ...?           | You                      | Your friends             |
|--------------------------------------|--------------------------|--------------------------|
| play a musical instrument            | <input type="checkbox"/> | <input type="checkbox"/> |
| sing in a band                       | <input type="checkbox"/> | <input type="checkbox"/> |
| take part in a drama club            | <input type="checkbox"/> | <input type="checkbox"/> |
| make your own videos / films / music | <input type="checkbox"/> | <input type="checkbox"/> |
| run a blog / vlog                    | <input type="checkbox"/> | <input type="checkbox"/> |
| write stories / poems / fan fiction  | <input type="checkbox"/> | <input type="checkbox"/> |
| draw / paint                         | <input type="checkbox"/> | <input type="checkbox"/> |
| take photos                          | <input type="checkbox"/> | <input type="checkbox"/> |

- Are you talented at any of the activities?
- Do you know someone who is?
- Which of the activities would you like to start doing?

- 2 **OPEN TASK** Uzupełnij luki w poniższych minidialogach (1–5) tak, aby otrzymać logiczne i spójne wypowiedzi. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Odpowiedzi zapisz w zeszycie.

- 1 X:  a drama club in your school?  
Y: Yes, we have meetings every Friday.
- 2 X: I've seen your music video on our school website. Is the song ?  
Y: No, it's not mine, it's a cover version. Did you like it?  
X: I loved it! You can sing really well.
- 3 X:  winning the Best Teen Blog contest!  
Y: Thanks. I'm so happy – it was really difficult.
- 4 X: Do you know anyone who can take good photos?  
Y:  a friend who is a photographer. She's really creative.
- 5 X: You look nervous. What's up?  
Y: I'm going to take part in a school talent show this afternoon.  
X: ! I'm sure you'll be great.



- 3 Work in pairs or groups. Discuss if the following character traits are important to be good at the activities in exercise 1.

- brave • confident • creative • hard-working
- patient • reliable • serious

“You need to be really confident to take part in a drama club.”

- 4 **OPEN TASK** Przeczytaj tekst. Uzupełnij luki w zdaniach 1–3 zgodnie z jego treścią. Odpowiedzi zapisz w zeszycie.

2019, July 31<sup>st</sup>

## A STAR IS BORN

Meet Marcin Patrzalek, aged 18, who is already famous for his musical talent. He is Polish, he comes from Kielce and he plays the guitar really well – he can probably make a cover of any song or classical piece. When he was only 14, he won the Polish music talent show *Must Be the Music*. The American audience can now admire his talent and skills in *America's Got Talent*. When he appeared on the show, he mixed Beethoven's music with *Toxicity* by System of a Down. Both the audience and the judges loved him: in Julianne Hough's opinion, he can win the show, and Simon Cowell, probably the most critical judge on any talent show, thinks Marcin has got 'an amazing talent.' Can Marcin win *America's Got Talent*? What do you think?



- 1 Marcin was born in .
- 2 He is already a winner of a Polish .
- 3 One of the judges on *America's Got Talent* thinks that Marcin's talent .

- 5 In pairs or groups, discuss the questions.

- Are talent shows popular in your country?
- Do you know any other teenagers who appeared on talent shows?
- Do you think talent shows promote real talents?

- 6 In groups of four think up an idea for a talent show for teenagers in your area, and record a video clip / prepare a poster inviting people to take part in it. Include the following information:

- the name of the show
- what the participants need to do
- who the judges are



## VOCABULARY

- 1 In your notebook, complete sentences 1–10 with the words in the box.

• curly • delighted • engaged • fingers • freckles  
• guilty • reliable • sweatshirt • tracksuit  
• wristbands

- Chris is the most  person I know – you can really trust him.
- My cousin Marion and her boyfriend Harry got  last week – they're getting married next summer.
- I've just passed my driving test – I'm so .
- My sister has got short straight hair, while my hair is long and .
- My favourite piece of clothing is my long-sleeved  – it's warm and comfortable.
- Some people, apart from a watch, like to wear colourful  with special messages or slogans.
- I always get  on my face in the summer when I spend a lot of time in the sun.
- When I go jogging, I usually wear a , I don't really like Lycra leggings.
- Good luck in your exam! I keep my  crossed for you.
- I feel so  about not helping you with the housewarming party.

## GRAMMAR

- 2 In your notebook, write sentences from the prompts.

- This / be / my sister / phone / .
- You / have got / new earrings / ?
- We / always / be / nervous / before / exams / .
- How / old / your cousins / be / ?
- There / be / no / drama club / at my school / .
- This garden / be / the children / favourite / place / to play / .
- There / be / any shops / near / your home / ?
- He / have got / not / dark / hair / .
- Where / you / be / from / ?
- How many / brothers and sisters / she / have got / ?

## USE OF ENGLISH

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

My blog
28th December

I play the guitar and I'm quite good at it. I have been at a music school for six years now. But I (1)  anxious and nervous when I have to play in public. When I play alone or with a small group, and everyone can see me, my hands get wet and I really can't concentrate. I (2)  a problem with playing in the school band. It's easier because (3)  many other people on stage. I know that a lot of people are afraid of playing and singing in public, so it's not only (4)  problem. Have you got any advice on how to be more confident?



- |               |                 |               |
|---------------|-----------------|---------------|
| 1 A always am | B am always     | C always be   |
| 2 A haven't   | B don't have to | C haven't got |
| 3 A there are | B there is      | C are there   |
| 4 A my        | B mine          | C me          |

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



This photograph was taken in a street. In the foreground of the picture, (1)  are two girls walking along the street: one is a teenager and the other is about 6 or 7 years old. They look (2)  sisters. They are both wearing a white (3)  and a black skirt, and the older girl is also wearing a (4) . It may be the younger girl's first day of school. They both (5)  cheerful and happy, and the older girl is smiling widely.

# MIEJSCE ZAMIESZKANIA

## VOCABULARY



a detached house **A**



a flat / an apartment **B**



a cottage **C**



a bungalow **D**



a terraced house **E**



a mobile home / caravan **F**

### TYPES OF HOMES

- 1 Look at these photos of different homes (A–F). Which one looks most like where you live? Which one is most likely to be a holiday home?

- 2 Work in pairs. Talk about where you live and where you would not like to live. Use the words and phrases in the box.

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

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

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

**in:**

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

**far from / near:**

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

**on:**

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

**surrounded by:**

- fields / houses / trees

**with:**

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

### OUTSIDE THE HOUSE

- 3 05 Listen to the conversation. Write **true** or **false** in your notebook.

- The girl has a garden with grass, trees and hedges.
- There's a swimming pool in the girl's garden.
- The girl's family sometimes has a barbecue in the garden.
- The boy keeps his skateboard in his bedroom.
- There's a playground and a café in the park.

- 4 Work in pairs. Describe the surroundings of your own house / flat. Use some of the words in the box.

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

### INSIDE THE HOUSE

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

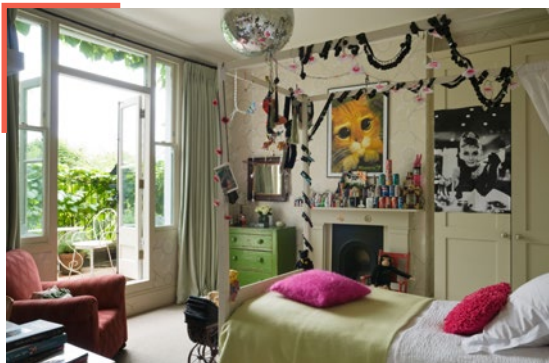
• basin • armchair • bath • bunk bed • bookcase  
• chair • coffee table • chest of drawers • toilet  
• shower • cupboard • dining chair • dining table  
• sideboard • sink • stool • sofa • wardrobe

| rooms                | things |
|----------------------|--------|
| bathroom             |        |
| bedroom              |        |
| dining room          |        |
| kitchen              |        |
| living room / lounge |        |



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

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



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

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

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

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

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

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

## HOUSEHOLD APPLIANCES AND ELECTRICAL ITEMS

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

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

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

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

## HOUSEWORK AND HOUSEHOLD TASKS

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

### HOUSEWORK & YOU

#### How often do you ...

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

tidy your room?

make your bed?

do the washing?

cook or help prepare a meal?

set the table?

wash the dishes?

load the dishwasher?

clean the bathroom?

water the plants?

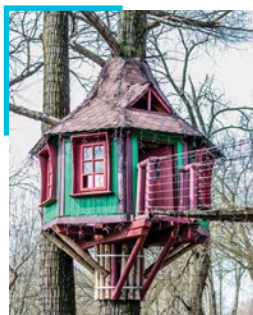
do the gardening?

take the rubbish out?



Who in your house does which chores?

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



a tree house



an underground house



a houseboat

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

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

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

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

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

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

< New message

Hi Tomek,

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

The boat's got four bedrooms, two bathrooms, and a living room with a kitchen. I absolutely love my room. I even helped my dad paint it. The walls are white and I've got photos in black frames. There's a very comfortable dark blue sofa and a striped red and black rug on the floor. I think it looks great! I love looking at ducks and swans swimming past my bedroom window.

Living on a boat in London means that we often move from one place to another. One week we're in Little Venice, the next we've moved to Regent's Canal. We can stay in one place for up to fourteen days, and then we have to find another place. I don't go to school as my parents have chosen home education for me. That means I have more time for myself now. I'm doing a lot of reading when I'm not busy, and I'd like to start taking photos of the places we visit to make an album. Anyway, we can't imagine living on land again!

You must come here with Marek. Can't wait to see you!

Take care,

Jack

< New message

Cześć, Marku!

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

Tomek

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

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

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



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

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

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

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

PHRASE BOX

Asking for information

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

Giving information

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

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

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

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

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

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

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

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

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

1 X:  the walls?

Y: They're yellow and blue.

2 X: Where are the blankets?

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

X: Sorry, I  them there.

3 X: Is there a shopping centre near here?

Y: Yes, there's one.

X: How  there?

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

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

Y:  a room with my younger sister.

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

TEEN TALK

How's your new flat?

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

Are your parents out at the moment?

Yes, come over!

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

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

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

Student A: Ask a question about the flat.

Student B: Answer the question.

Student A: Ask another question about the flat.

Student B: Answer the question.



## Present simple

Czasu *present simple* używaj, aby opisać:

- czynności wykonywane regularnie: *every day*, *often*, *once a week*, *np.*

*I get up at 7 am every morning.*

*We often meet after school.*

- stany stałe i upodobania, *np.*

*They live in London. I don't like wearing shorts.*

### Zdania twierdzące

|                     |                   |
|---------------------|-------------------|
| I / We / You / They | live in Poland.   |
| He / She / It       | lives in Germany. |

### Zdania przeczące

|                     |                         |
|---------------------|-------------------------|
| I / We / You / They | don't live in England.  |
| He / She / It       | doesn't live in France. |

### Pytania ogólne

### Odpowiedzi

|                         |                                      |
|-------------------------|--------------------------------------|
| Do they live in Poland? | Yes, they do. /<br>No, they don't.   |
| Does she wear glasses?  | Yes, she does. /<br>No, she doesn't. |

Where does your aunt live?

Where do you usually go on holiday?

- 1 In your notebook, complete the sentences about the pictures.

- 1 The students never  jeans at school.



- 2 The woman always  in bed.

- 3 The children usually  by bus.



- 4 Mike hardly ever .  
He doesn't like them.

- 2 In your notebook, complete the questions and short answers. Use the present simple.

- 1 (you / wear)  sunglasses in summer?  
Yes, .
- 2 (she / like)  going to discos?  
No, .
- 3 (they / meet)  at the club every afternoon?  
Yes, .

- 4 (your best friend / go)  to your school? Yes, .
- 5 (you / water)  the grass in your garden? No, .
- 6 (he / invite)  his schoolmates to his house?  
No, .
- 7 (Greg / make)  his bed in the morning? Yes, .

- 3 In your notebook, translate the Polish parts of sentences 1–7 into English. Use no more than four words.

- 1 My sister doesn't go out on weekdays because (ona często uczy się)  for her tests.
- 2 My sister's got some smart dresses, but she (nie nosi ich)  very often.
- 3 My parents (nie dają)  me enough pocket money.
- 4 Your friends are interested in computer games. What games (oni zwykle grają) ?
- 5 My brother loves football matches. He (ogląda je dwa razy w)  week.
- 6 My dad (nigdy nie prasuje)  his shirts. I (zawsze robię)  it for him.
- 7 Mark's room is messy because he (nie sprząta)  it regularly.

## Present continuous

- Czasu *present continuous* użyj, aby opisać czynności wykonywane w chwili mówienia; wtedy w zdaniach możesz zastosować określenia: *now*, *at the moment*; *np.* *I am revising for a geography test now.*
- Użyj również tego czasu, aby opisać czynności wykonywane tymczasowo; zastosuj wtedy określenia: *today*, *this week*, *this month*; *np.* *She is having her exams this week.*
- W zdaniach w czasie *present continuous* użyj czasownika *be* w odpowiedniej formie oraz czasownika głównego z końcówką *-ing*.

### Zdania twierdzące

|                 |                     |                |
|-----------------|---------------------|----------------|
| I               | am ('m) studying    | history now.   |
| He / She / It   | is ('s) sitting     | in the garden. |
| We / You / They | are ('re) listening | to music.      |

### Zdania przeczące

|                 |                          |                  |
|-----------------|--------------------------|------------------|
| I               | am not ('m not) taking   | notes now.       |
| He / She / It   | is not (isn't) listening | to me.           |
| We / You / They | are not (aren't) doing   | my homework now. |



| Pytania                                                                          | Odpowiedzi                                      |
|----------------------------------------------------------------------------------|-------------------------------------------------|
| Are you <b>writing</b> an essay now?                                             | Yes, I <b>am</b> . /<br>No, I'm <b>not</b> .    |
| Is she <b>studying</b> for a test at the moment?                                 | Yes, she <b>is</b> . /<br>No she <b>isn't</b> . |
| Where <b>are</b> you <b>going</b> ?<br>What is he <b>revising</b> for this week? |                                                 |

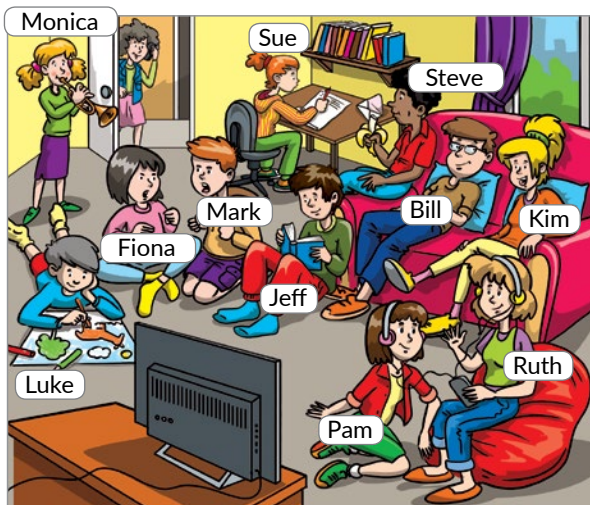
**4 In your notebook, write sentences from the prompts.**

is / right now / playing / the / Jill / piano.  
*Jill is playing the piano right now.*

- making / awful / the / are / birds / an / noise / .
- anything / is / the / cooking / in / kitchen / not / grandma / my / .
- about / are / talking / you / what / ?
- and / now / are / her / going / Jill / mother / shopping / .
- dad / project / my / working / a / big / on / right now / is / .
- helping / with / is / he / friend / English / his / now / .
- the / wearing / not / are / school / students / uniforms / today / .
- not / why / learning / is / now / Luke / ?

**5 What are they doing? In your notebook, write present continuous sentences about the people in the picture. Use the phrases from the box or your own ideas.**

- play / trumpet • have / argument
- do / homework • read / book • eat / banana
- watch / TV • listen / music • draw / picture



*Monica is playing the trumpet.*

**6 In your notebook, complete sentences 1–6 with the present continuous form of the verbs in brackets.**

- Grandpa is in the garden right now. He (**plant**)  new trees.
- Don't disturb mum! She (**do**)  the laundry now.
- I (**prepare**)  for my biology test tomorrow.
- She (**not use**)  her coursebook at the moment.
- They (**look**)  for some information on the Internet now.
- My computer (**not work**)  well at the moment.
- Mum, why (**you / dust**)  the furniture? I can do it later.
- Why (**he / cut**)  those pieces of paper?

**Present simple and present continuous**

- Użyj czasu *present simple*, aby opisać czynności powtarzające się oraz sytuacje stałe.
- Typowe określenia tego czasu to np. *always, sometimes, usually, every day, at weekends*.
- Użyj czasu *present continuous*, aby opisać czynności wykonywane w chwili mówienia lub tymczasowe.
- Typowe określenia tego czasu to np. *now, at the moment*.

**Uwaga!**

NIE używaj w czasie *present continuous* czasowników:

- wyrażających stany umysłu, np. *know, understand*;  
*I understand the problem now.*  
*She doesn't like this dress.*
- opisujących uczucia, np. *like, hate*;
- związanych ze zmysłami, np. *see, taste*.

**7 Choose the correct answers and write them in your notebook.**

- Do you use / Are you using** your computer regularly to do your homework?
- We **don't play / aren't playing** football during our PE classes very often.
- Tom **doesn't come / isn't coming** to school today.
- She **spends / is spending** her evening doing the ironing.
- What **do you do / are you doing** after school on Fridays?
- Now, the dish **tastes / is tasting** much better.
- I always revise for tests alone, but this time I **revise / am revising** with Martin.

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



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

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

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

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

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

- 4 Usłyszysz dwukrotnie pięć tekstów.

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

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

- 1 What does the girl choose?

A



B



C



- 2 Where is the boy staying?

A



B



C



- 3 What is the girl describing?

A



B



C



- 4 Where are the boy and girl?

A



B



C



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

- 5 Carry out a class survey.

How many people ...

- have slept in a tent?
- have slept in a caravan?
- have stayed in a hotel?
- have been to a house with a swimming pool?
- have been to a furniture shop?

check your GRAMMAR

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

Present simple and present continuous

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

See Grammar pp. 20–21 »

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

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

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

What do you call ...

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

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

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

## AMERICAN HOUSES

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



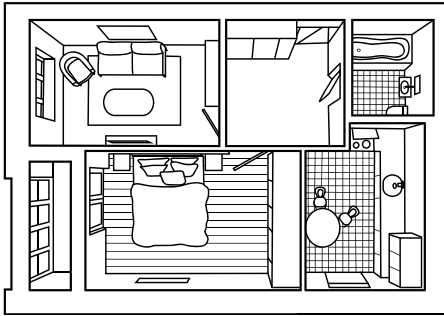
- 5 In pairs or as a group, discuss the questions.

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



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

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



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

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

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

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

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

e Hi Susan,

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

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

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

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

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

- Podczas remontu twojego domu/mieszkania zatrzymałeś/zatrzymałaś się u dziadków, co ci nie odpowiada. W liście do kolegi z USA:
- wyjaśnij, dlaczego mieszkasz z dziadkami;
  - opisz ich dom/mieszkanie;
  - napisz, co nie podoba ci się w mieszkaniu twoich dziadków.

List powinien zawierać od 50 do 120 słów.

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

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

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

#### PHRASE BOX

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

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

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



## VOCABULARY, pp. 16-17

## Types of home / Rodzaje domów

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

## Phrases / Zwroty

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

## on na:

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

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

## Outside the house / Na zewnątrz domu

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

## Inside the house / Wewnątrz domu

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

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

## Household appliances and electrical items / Urządzenia i sprzęty domowe

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

## Housework and household tasks / Prace domowe

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

## READING, p. 18

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

## LISTENING, p. 22

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

## USE OF ENGLISH, p. 23

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

- 1 Work in pairs or groups. Which of the following types of accommodation are most popular in your area, and which in your country?

a block of flats    a (semi-)detached house  
a terraced house    a bungalow    a cottage  
a mobile home    a houseboat

- 2 In your notebook, order the reasons why you might want to move house from 1 (most important) to 5 (not important). Then compare your answers with a partner.

- having a bigger / more modern home
- having a garden / a playground
- living in the countryside / near a park / near a forest / in the city centre
- living near work / school / shops
- being bored with your old home

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

1 Koleżanka niedawno przeprowadziła się do nowego domu. Jak zapytasz ją, jak się jej tam mieszka?

- A Is this your new house?  
B How's your new house?  
C Have you got a new house?

2 Nowy sąsiad pyta Cię o sklepy w najbliższej okolicy. Co mu odpowiesz?

- A There are a lot of shops in the centre of the town, but it's a bit far from here.  
B The biggest shopping mall is near the railway station, on the edge of town.  
C There's a small local shop just round the corner.

3 Kolega opowiada o barce, na której będzie mieszkał w czasie wakacji w Holandii. Jak go zapytasz, czy jest tam łazienka z prysznicem?

- A Is there a bathroom with a shower?  
B Have you got a bathroom with a shower?  
C Does your bathroom have a shower?

- 4 Work in pairs. Which picture shows: a crooked house, a one-square-metre house, an upside down house, the world's thinnest house? Use the adjectives in the box to describe these houses.

• charming • cheap • comfortable • expensive • cosy • modern • old • tiny • ugly



- 5  Przeczytaj tekst, z którego usunięto cztery zdania. Do każdej luki (1–4) dopasuj zdanie (A–E) tak, aby otrzymać logiczny i spójny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Odpowiedzi zapisz w zeszycie.

### A HOUSE OR NOT A HOUSE?

A "One-Sqm House" is a small wooden structure which takes up only one square metre of space. It is probably the smallest house in the world. It was designed by an architect from Berlin, Van Bo Le-Mentzel.



The house has a window and a door. It weighs about 40 kilos and is 2 metres tall. (1)  You can put it almost anywhere: outdoors, in your garden, in a park or at a campsite, or inside your house, garage, or any other open space – to have some privacy. (2)  You can also lie down and take a rest – or even sleep – if you turn it on its side.

You can construct your own one-sqm house at a workshop in Berlin. The workshop takes one day and you have to pay only for the materials. (3)  When you visit Berlin, you can also stay in a house like this for 1 euro per night. There is a bathroom and kitchen to use in a hotel nearby. (4)  I'm not so sure.

- A Inside it, you can read or work on your laptop.  
B However, can this really be called a house?  
C It has wheels so you can move it easily.  
D The architect comes from Germany.  
E They cost 250 euro.

- 6 Work in pairs. Would you like to spend a night in a one-sqm house or build one? Why (not)?

- 7 In pairs or groups find information on the Internet about house 1, 3 or 4 from exercise 4, or about another unusual house in Poland or abroad. Prepare a poster with the following information:

- where it is located
- how big it is and what is inside
- why it is unusual

Include a photo, but remember to give information about its author.



## VOCABULARY

1 Read the definitions and complete the words in your notebook.

- 1 This kitchen appliance keeps food at a very cold temperature. f
- 2 This is a line of bushes which grow close together around a garden. h
- 3 This bed is made of two small beds with one above the other. b  bed
- 4 This word describes something which is extremely small. t
- 5 This is when you put dirty dishes inside a dishwasher. I
- 6 This room is usually under the ground and is used for storing things. c
- 7 This is a person who lives near you. n
- 8 This is a container which you keep outside and where you put the rubbish. d
- 9 This is a house that is all on one floor. b
- 10 This is a piece of special glass in which you can see yourself. m

## GRAMMAR

2 In your notebook, complete sentences 1–10 with the correct form of the verbs in brackets. Use the present simple or present continuous.

- 1 Why (you / help)  to prepare dinner today and not your brother?
- 2 My older sister (live)  in her friend's apartment this week.
- 3 He doesn't mind cleaning the house, but he just (hate)  doing the ironing.
- 4 The boys (not play)  in the garden now.
- 5 Can you answer the phone, please? I (need)  to finish cleaning the bathroom!
- 6 I (not know)  how to turn on this oven – can you help me?
- 7 In this photo, we (sleep)  in a mobile home at a campsite.
- 8 (your father / often / cook)  meals for the family?
- 9 When (you / usually / do)  household tasks?
- 10 Our parents always spend the weekends in the countryside, but this time they (stay)  in a hotel in the mountains.

## USE OF ENGLISH

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

- 1 (Czy ona robi)  the washing every day?
- 2 There is (duża ilość miejsca)  in our garden.
- 3 Jack is not here right now – he (wynosi)  the rubbish out. Can you wait a minute?
- 4 My parents (nie jadą)  to work by car because it's broken.
- 5 My grandma (zmywa naczynia)  every day as she doesn't have a dishwasher.
- 6 Unfortunately, we (nie mieszkamy)  in a detached house far from the city centre.
- 7 (Podlewam)  the plants in my aunt's flat this month as she is abroad.
- 8 Why (Tomek nakrywa)  the table? It's not dinnertime yet.

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

|        |             |              |
|--------|-------------|--------------|
| A wash | B cloakroom | C dishwasher |
| D tidy | E wardrobe  | F heater     |

## MY PLACE

My parents, my sister and I live in a charming cottage in the countryside, surrounded by fields and forests. It's a bit far from my school, but I like it anyway. My room is on the first floor. It's quite big – there is enough space for a bed, a desk and a chair, a bookcase and a big (1) . There is also a small balcony with a great view over the garden. I love my room – I have to (2)  it twice a week, but it's OK.

I much prefer this to loading the (3)  or taking the rubbish out, which are my and my sister's other household tasks.





## VOCABULARY

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

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

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

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

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

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

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

## GRAMMAR

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

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

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

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



## USE OF ENGLISH

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

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

### < New message

Hi John,

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



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

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

## LANGUAGE FUNCTIONS

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

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

|           |           |
|-----------|-----------|
| Speaker 1 | Speaker 2 |
| Speaker 3 | Speaker 4 |

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

X: Hi, my name is Joshua.

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

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

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

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

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

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

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

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

## WRITING

- 10 Read the instructions and do the writing task.

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

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

E-mail powinien zawierać od 50 do 120 słów.

### < New message

Hi Caroline,

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



### AT SCHOOL

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

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

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

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

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

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

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

### SCHOOL SUBJECTS



What's your favourite school subject?

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

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

#### In this subject, we ...

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



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

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

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

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

## STUDYING

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

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

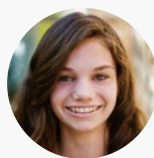
- English is much more fun when we use our phones to look up unknown words.
- Schools need to teenagers in the use of modern technology because nowadays every career depends on it.
- Which subject does Miss Hardy ?
- In June, all students are for their end-of-year exams.
- We're the Second World War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

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

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

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

### New post



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



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



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

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

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

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

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

1 In your notebook, write a list of school subjects and make a note of how much time you spend doing homework for each subject. Compare your answers with a partner.

2 Read the text in exercise 3 and answer questions 1–4.

- 1 Who is this article about?
- 2 What has she done?
- 3 Where did it take place?
- 4 How do other people feel about it?

**TIP** Przeczytaj cały tekst, żeby dowiedzieć się, o czym jest. Następnie dopasuj zdanie do pierwszej luki. Przeczytaj fragment tekstu ze wstawionym zdaniem, aby upewnić się, że jest on spójny i logiczny. Sprawdź też, czy nie ma innych zdań, które pasują do tej samej luki. Postępuj podobnie z każdą luką. Pamiętaj, że jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

4 In your notebook, match the highlighted words and phrases from the text in exercise 3 with the headings below.

- a Hobbies and leisure
- b Doing homework

5 Do you think your teachers give you too much homework? Would you like it if they stopped giving homework? What would your parents think?

6 In pairs or groups, look at these extra-curricular activities. Which do you do? Which would you like to do?

- Arts and crafts
- Chess club
- Cookery
- Computer games
- Dance class
- Football
- Graphic design
- Indoor wall climbing
- Swim club

3  Zapoznaj się z tekstem z ramki **TIP**. Następnie przeczytaj tekst, z którego usunięto cztery zdania. Do każdej luki (1–4) dopasuj zdanie (A–E) tak, aby otrzymać logiczny i spójny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Odpowiedzi zapisz w zeszycie.

## NO MORE HOMEWORK!

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



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

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

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

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

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

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

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

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

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

PHRASE BOX

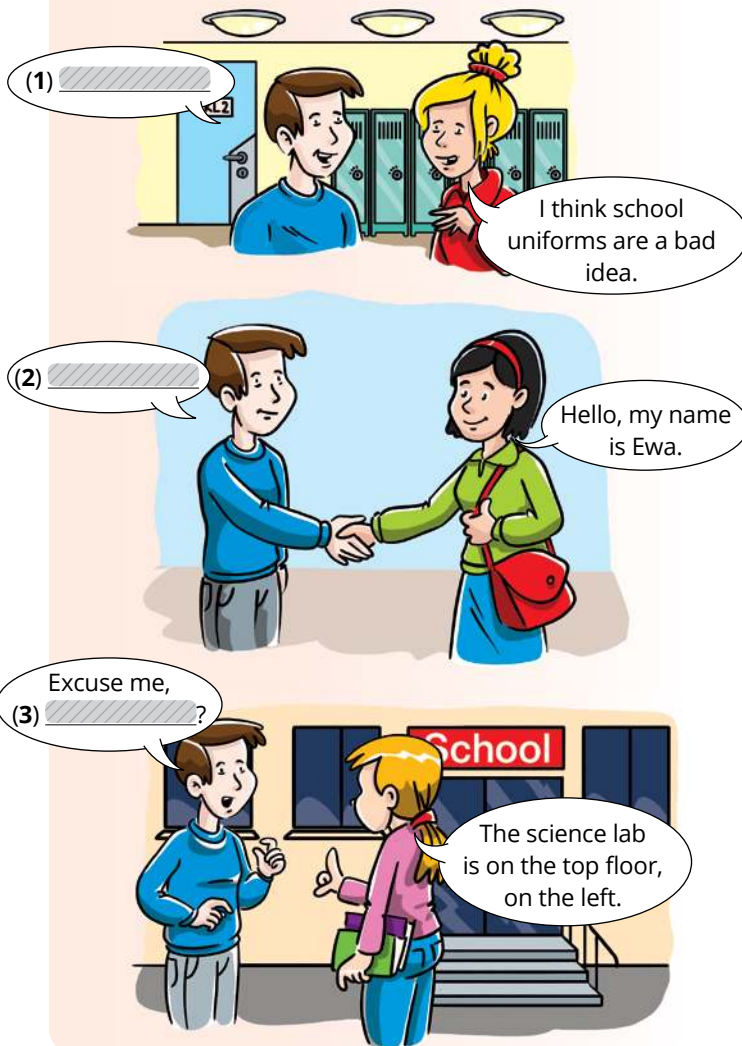
- 1 ☐
  - I'm afraid I (have to) disagree.
  - I'm sorry to disagree with you, but ...
  - I'm not so sure about that.
- 2 ☐
  - What do you think?
  - What do you think about ...?
  - How do you feel about ...?
- 3 ☐
  - In my opinion, ...
  - Personally, I think (that) ...
  - I believe (that) ...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

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

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

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

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



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

TEEN TALK

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

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

1 Teachers have a difficult job.

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

3 Geography is more interesting than biology.

4 Learning a foreign language is very important.



## Past simple

- Czasu *past simple* użyj, aby opisać czynności i sytuacje zakończone w przeszłości, np.  
*We had a lovely meal in a new restaurant last night.*
- Z czasem tym użyj wyrażień określających okoliczności, w jakich dana czynność lub sytuacja miała miejsce, np. *yesterday, last week / month / year, at 8 pm, two days / a week / four months ago.*

## Past simple: be

### Zdania twierdzące

|                   |                               |
|-------------------|-------------------------------|
| I / He / She / It | was at home yesterday.        |
| We / You / They   | were at the party last night. |

### Zdania przeczące

|                   |                                  |
|-------------------|----------------------------------|
| I / He / She / It | wasn't at the cinema last night. |
| We / You / They   | weren't in London last summer.   |

### Pytania

### Odpowiedzi

|           |                             |                                      |
|-----------|-----------------------------|--------------------------------------|
| Was she   | at the cinema last weekend? | Yes, she was.<br>No, she wasn't.     |
| Were they | at home last Sunday?        | Yes, they were.<br>No, they weren't. |

Where were you at 8 pm yesterday?

## Past simple: regular and irregular verbs

W czasie *past simple* w zdaniu twierdzącym użyj (dla wszystkich osób) czasownika regularnego z końcówką *-ed* lub czasownika nieregularnego w formie przeszłej, np:

*I played computer games yesterday.*

*She saw a play at the theatre last Friday.*

### Uwaga!

play – played, live – lived, stop – stopped,  
study – studied

### Zdania twierdzące

|                     |                                        |
|---------------------|----------------------------------------|
| I / He / She / It / | played computer games yesterday.       |
| We / You / They     | saw a play at the theatre last Friday. |

### Zdania przeczące

|                     |                                  |
|---------------------|----------------------------------|
| I / He / She / It / | didn't go out yesterday.         |
| We / You / They     | didn't see any films last night. |

### Pytania

### Odpowiedzi

|                                      |                                  |
|--------------------------------------|----------------------------------|
| Did you meet your friends yesterday? | Yes, I did.<br>No, I didn't.     |
| Did she go to the cinema last week?  | Yes, she did.<br>No, she didn't. |
| What film did you see last Sunday?   |                                  |

## 1 In your notebook, complete the dialogue with the correct past simple forms of *be*.

Annie: How <sup>1</sup> your weekend, Paul?

Paul: Really great! Alice and I <sup>2</sup> at Tom's birthday party on Saturday.

Annie: Great! <sup>3</sup> there many people at the party?

Paul: No, there <sup>4</sup>. Just a few good friends. But we had lots of fun, and Tom <sup>5</sup> really happy with the presents he got.

## 2 Copy the table into your notebook and write the words in the correct column.

- cook • love • try • stop • travel • tidy • like
- invite • start • kiss • hurry • rob • enjoy • jog
- worry • believe

| cleaned | danced | studied | planned |
|---------|--------|---------|---------|
|         |        |         |         |

## 3 In your notebook, complete sentences 1–5 with the correct past simple form of the verbs in brackets.

- They (get) married two years ago. The wedding ceremony (take) place on July 28<sup>th</sup>.
- He (not play) tennis yesterday. He (study) for a test.
- (she / meet) her friends last weekend? No, she . She (visit) her grandparents.
- What time (you / leave) home? I (leave) at 7:30.
- (you / see) the game on TV last night? Yes, I . But I (not enjoy) it very much.

## Past continuous

- Czasu *past continuous* użyj, aby opisać czynność, która trwała w określonym momencie w przeszłości, np. *I was walking my dog at 5 pm yesterday afternoon.*
- W zdaniu w czasie *past continuous* użyj odpowiedniej formy czasownika *be* w czasie przeszłym (*was / were*) oraz czasownika z końcówką *-ing*. W tym czasie używaj okoliczników czasu przeszłego, np. *at 8 am yesterday, at midnight, all evening, etc.*

### Zdania twierdzące

|                   |                          |
|-------------------|--------------------------|
| I / He / She / It | was walking in the park. |
| We / You / They   | were playing cards.      |

### Zdania przeczące

|                   |                      |
|-------------------|----------------------|
| I / He / She / It | wasn't sleeping.     |
| We / You / They   | weren't watching TV. |

| Pytania              |                | Odpowiedzi                                           |
|----------------------|----------------|------------------------------------------------------|
| Was she              | having dinner? | Yes, she <b>was</b> .<br>No, she <b>wasn't</b> .     |
| Were they            | playing games? | Yes, they <b>were</b> .<br>No, they <b>weren't</b> . |
| Where was she going? |                |                                                      |

**4** In your notebook, complete sentences 1–6 with the correct past continuous forms of the verbs in brackets.

- (He / do) \_\_\_\_\_ his homework all evening yesterday.
- At 5 pm yesterday, (they / chat) \_\_\_\_\_ online.
- I (not read) \_\_\_\_\_ a book at 9 pm yesterday.
- (she / dance) \_\_\_\_\_ at the disco at 8 pm last night?  
Yes, she \_\_\_\_\_.
- \_\_\_\_\_ (they / take) an exam yesterday at 7 pm?  
No, they \_\_\_\_\_.
- While (my mum / drive) \_\_\_\_\_, (I / listen) \_\_\_\_\_ to music.

### Past simple and past continuous: when / while

- Aby powiedzieć, że w trakcie trwania jednej czynności, wyrażonej w czasie *past continuous*, miało miejsce inne zdarzenie, wyrażone w *past simple*, użyj spójników: *when* lub *while*.
- Po spójniku *when* użyj czasu *past simple*, a po *while* czasu *past continuous*, np.  
*I hurt my leg while I was jogging in the park.*  
*We were having dinner when Tom arrived.*  
*I was walking in the park when I met my friends.*  
*I met my friends while I was walking in the park.*

**Uwaga!**

*While Mike was watching TV, Lucy was reading a book.*  
(dwie czynności odbywające się równocześnie)

**5** In your notebook, complete sentences 1–6 with the correct forms of the words in brackets. Add extra words where necessary. Use the past simple or the past continuous.

- She (chat / online) \_\_\_\_\_ last night when her computer (stop) \_\_\_\_\_ working.
- All the students (listen / teacher) \_\_\_\_\_ while he (explain / tenses) \_\_\_\_\_.
- My friend (call / me) \_\_\_\_\_ yesterday while I (watch / TV) \_\_\_\_\_.
- He (make / salad) \_\_\_\_\_ when he (cut / finger) \_\_\_\_\_.

- Jack was late for school again. He (run / classroom) \_\_\_\_\_ while the teacher (check / homework) \_\_\_\_\_.
- We (see / accident) \_\_\_\_\_ while we (wait) \_\_\_\_\_ for the bus.

**6** In your notebook, use the question words in the box to ask about the underlined parts of sentences 1–5. Use the past continuous.

- what • what kind of ... • where • why • who
- ~~what~~

Jim was taking a photo when he dropped his camera.  
*What was Jim doing when he dropped his camera?*

- The thieves were hiding in the garden when the police caught them.
- They were waiting a long time to see the doctor.
- Mr Wilson had an accident while he was driving his BMW.
- I was drawing a picture at this time on Sunday.
- Helen was practising the piano all day yesterday.

### Used to

Konstrukcji *used to* użyj, aby opisać sytuacje, które miały miejsce w przeszłości, ale uległy zmianie, np.

*I used to be very shy when I was younger.*

*She didn't use to like concerts, but now she does.*

#### Zdania twierdzące

|                   |                                                   |
|-------------------|---------------------------------------------------|
| I / He / She / It | <b>used to live</b> in London before moving here. |
| We / You / They   |                                                   |

#### Zdania przeczące

|                   |                                                |
|-------------------|------------------------------------------------|
| I / He / She / It | <b>didn't use to be</b> very good at swimming. |
| We / You / They   |                                                |

| Pytania                                                             |                                  | Odpowiedzi                                       |
|---------------------------------------------------------------------|----------------------------------|--------------------------------------------------|
| Did you <b>use to like</b>                                          | concerts when you were younger?  | Yes, I <b>did</b> .<br>No, I <b>didn't</b> .     |
| Did she <b>use to play</b>                                          | football when she was at school? | Yes, she <b>did</b> .<br>No, she <b>didn't</b> . |
| What games <b>did</b> you <b>use to play</b> when you were a child? |                                  |                                                  |

**7** Choose the correct answers and write them in your notebook.

- We **used to / didn't use to** go camping a lot, but now we prefer staying at a hotel.
- Mr Jones **used to / didn't use to** walk to his office, but last week he bought a bike, and now he rides it to work.
- Sally **used to / didn't use to** go to parties. She preferred spending time on her own.
- I **used to / didn't use to** listen to fairy tales my mum told me. Now I tell them to my younger sister.
- Computers **used to / didn't use to** be a lot more expensive than they are today.

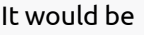
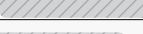
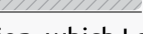
- 1 Do you or your friends play any of these musical instruments? If you don't play an instrument, which one would you like to learn?

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

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

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

<  New message

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



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

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

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

This speaker

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

Speaker 1  Speaker 2 

Speaker 3  Speaker 4 

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

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

2 School uniforms are sometimes ugly.

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

4 School uniforms make all students equal.

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



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

Past simple and past continuous

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

- 2 Read the mini-dialogues. Choose the correct answer and write it in your notebook.

Used to

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

See Grammar pp. 34–35 »

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

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

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

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

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

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

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

- 6 In pairs or groups, discuss the questions.

What's the best thing about school holidays?

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

- 1 Read the advertisement and answer the questions.

## SCHOOL TRIPS TO THE BOTANICAL GARDENS!

At the Botanical Gardens, students can:

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

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

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



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

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

< ✉ New message

To: Alex

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

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

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

All the best,  
Piotr

- 3 Answer the questions about the email in exercise 2.

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

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

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

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

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

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

E-mail powinien zawierać od 50 do 120 słów.

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

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

### PHRASE BOX

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

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

< ✉ New message

Hi Miley!

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

## VOCABULARY, pp. 30-31

## At school / W szkole

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

## Places at school / Miejsca w szkole

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

## School subjects / Przedmioty szkolne

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

## Studying / Nauka

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

## Phrasal verbs

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

## READING, p. 32

**assignment** /ə'saɪnmənt/ zadanie  
**extra-curricular activities** /ekstrəkʌrɪkjʊlə(r)  
 æk'tɪvətɪs/ zajęcia pozalekcyjne  
**leisure** /'leɪzə(r)/ odpoczynek, czas wolny  
**recreation** /rekri'eɪʃ(ə)n/ rekreacja,  
 odpoczynek  
**relax** /rɪ'læks/ relaks  
**task** /tɑ:sk/ zadanie

Extra-curricular activities /  
Zajęcia pozalekcyjne

**arts and crafts** /ɑ:(r)ts ænd 'kra:fts/ zajęcia  
 plastyczne  
**chess club** /'tʃes klʌb/ szachy  
**computer games** /kəm'pjʊ:tə(r) geɪmz/ gry  
 komputerowe  
**cooking** /'kʊk(ə)ri/ gotowanie  
**dance class** /'da:ns klɑ:s/ taniec  
**football** /'fʊtbɔ:l/ piłka nożna  
**graphic design** /græfɪk di'zain/ grafika  
 komputerowa  
**indoor wall climbing** /ɪndo:(r) 'wɔ:l klɑɪmɪŋ/  
 wspinaczka na ścianie  
**swim club** /'swɪm klʌb/ klub pływacki

## LISTENING, p. 36

Musical instruments /  
Instrumenty muzyczne

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

## Phrases

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

## USE OF ENGLISH, p. 37

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



- 1 Read the sentences below about what schools in Poland used to be like in the past. Then, in pairs or groups, discuss what they are like now and whether you like these changes or not.

- Pupils used to wear uniforms or dark colours to school.
- Schools used to be more strict about pupils' absences.
- Pupils used to go to school on Saturdays.
- Project work didn't use to be common.
- Nobody used to complain that there were too many homework assignments.
- Pupils used to take notes more often.
- Pupils used to use paper dictionaries and other reference books more.

- 2 Work in pairs or groups. Do you agree with these ideas of how schools could become better places for pupils? Discuss.

- organising leisure areas at school
- changing the timetable (e.g. start lessons later)
- giving pupils fewer homework assignments
- giving pupils a wider choice of extra-curricular activities.

- 3  **OPEN TASK** Uzupełnij dialog. Wpisz w każdą lukę (1–6) brakujący fragment tak, aby otrzymać spójny i logiczny tekst. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Odpowiedzi zapisz w zeszycie.

X: So, what could our school do to become a better place for pupils? What do you think?

Y: I believe we should have more extra-curricular activities such as arts and crafts.

X: (1)  I have to disagree. In my opinion, they are not so important.

Y: Really? I thought you really (2)  playing in the school band last year.

X: Of course I did, but, from (3) , not everyone has artistic skills.

Y: That's why we should have lessons, to get better.

X: Well. I'm not (4)  about that. You can play or sing in the school band in your free time.

Y: So, in (5) , what could our school do?

X: Personally, I think we could have leisure areas at school.

Y: What exactly do you mean?

X: Places for pupils to relax during the school day. I also think we should start classes later so that we could get enough sleep and concentrate better.

Y: I totally (6) ! I would really like that.

- 4  **OPEN TASK** Przeczytaj teksty 1. i 2. Uzupełnij luki 1–3 w notatce zgodnie z treścią tekstów. Odpowiedzi zapisz w zeszycie.

#### Tekst 1.

##### Parents, let sleeping teenagers lie

If you are tired at 11 p.m. and dream of going to bed while your teenage daughter or son is playing a computer game, chatting to friends or watching something online, don't worry. This is a normal thing with teens. While most adults start to produce melatonin (the hormone which helps us sleep) around 10 p.m., teenagers begin to produce it at about 1 a.m. We don't know if it is caused by the changes in the brain, or by their habits (the light from computer and TV screens may keep the brain from falling asleep). However, we do know that teens need more sleep than they get as they grow up. Some schools in America, which start their classes later, have already started noticing positive changes in their pupils' learning.

#### Tekst 2.

##### < New message

Subject: Request for a meeting

Dear Hanna,

I have recently talked to my pupils about the differences between schools in the US and Poland in my English classes. We have also read an article about the differences between sleeping habits of adults and teenagers. The pupils would like to invite you to a meeting to discuss the possibility of starting classes in our school one hour later. Could we meet anytime next week?

Best regards,  
Melinda May

##### Czy wiecie, że...

➡ organizm nastolatka zaczyna produkować melatoninę, „hormon (1) ”, trzy godziny później niż organizm dorosłego?

➡ przeciętny nastolatek śpi (2)  i może mieć to wpływ na jego wyniki w nauce?

**Czy chcielibyście, aby lekcje zaczynały się (3) ?**

Jeśli chcielibyście mieć wpływ na życie naszej szkoły, przyjdźcie na spotkanie z dyrektorem.

Więcej szczegółów wkrótce.

Serdecznie zapraszamy!

Przewodnicząca Samorządu Szkolnego

- 5 You are taking part in a class president election. For the next class, make a short video or prepare a speech with a proposal for something that could be changed in your school. Discuss with a partner:

- What could improve the pupils' life in your school?
- What can the school do about it?
- How can you make your idea attractive to your schoolmates?

## VOCABULARY

1 The words in *italics* are in the wrong sentences. In your notebook, put them in the correct sentences.

- Last week, I *passed* a test in physics, but I don't know the results yet.
- Can you lend me your *ruler*, please? I've noted down the wrong answer.
- Did you *revise for* the material from last week when you were ill?
- I was really happy when I *took* my English test – it was really difficult.
- We have form time with our *pupil* once a week.
- I always carefully plan time to *catch up with* end-of-year exams.
- There is a new *form tutor* in our class – he is one year younger than we are.
- I really need a new *rubber* for my maths lessons to draw different shapes.

## GRAMMAR

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

- Jill *failed* / *used to fail* / *was failing* her driving test three times.
- He *was playing* / *played* / *used to play* the violin, but he doesn't have the time anymore.
- I *didn't fall* / *wasn't falling* / *fell* behind when I was ill because my classmates copied their notes for me.
- Who *were you arguing* / *did you use to argue* / *did you argue* with when the head teacher came in?
- We *tidied* / *were tidying* / *used to tidy* the science lab all afternoon yesterday.
- Did you remember* / *Did you use to remember* / *Do you remember* to take your English dictionary to school yesterday?
- Dad, *did you use to do* / *do you do* / *were you doing* your homework assignments on time in primary school?
- While I *wrote* / *was writing* / *used to write* an essay, I heard a loud noise in the street.

## USE OF ENGLISH

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

- I finished my project after dinner. **DINNER**  
I [ ] and then I finished my project.
- My family lived by the seaside when I was a child. **TO**  
My family [ ] by the seaside when I was a child.
- While they were walking to school, they saw a black cat. **THEY**  
They were walking to school [ ] a black cat.
- Monica couldn't go to the cinema because of a failed biology test. **PASS**  
Monica couldn't go to the cinema because she [ ] a biology test.
- We watched the video during a school break. **WERE**  
We watched the video while we [ ] a school break.
- He didn't hear the phone because he was in the shower. **HE**  
He didn't hear the phone because [ ] a shower.
- Were you a member of the chess club last year? **BELONG**  
[ ] to the chess club last year?
- I didn't understand the teacher because of his quiet voice. **WASN'T**  
I didn't understand the teacher because [ ] loudly enough.

4  **OPEN TASK** Uzupełnij zdania 1–8. Wpisz podane w nawiasach wyrazy w odpowiedniej formie tak, aby zdania były logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Nie zmieniaj kolejności podanych wyrazów. Dodaj wszystkie niezbędne elementy. Odpowiedzi zapisz w zeszycie.

- Why (you / fail) [ ] the test in French? You were studying all afternoon!
- Ross (use / train) [ ] regularly when he was younger.
- I (not / listen) [ ] carefully when the teacher was explaining what we had to do.
- (We / do) [ ] online research in our English lesson when the power went out.
- I really (enjoy / study) [ ] design and technology last year.
- My sister (not / use) [ ] like chemistry, but now it's her favourite subject.
- Who (you / talk) [ ] to when I tried to phone you last night?
- My mum was ill last week, so (she / drink) [ ] a lot of honey and lemon tea.





factory worker **A**



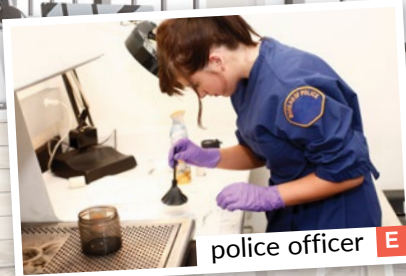
cameraman **B**



paramedic **C**



lorry driver **D**



police officer **E**



hairdresser **F**

## JOBS

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

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

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

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

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

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

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

The service sector: *cook, ...*

Business: *manager, ...*

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

Law: *lawyer, ...*

Medicine & health: *doctor, ...*

Education: *teacher, ...*

Emergency services: *ambulance driver, ...*

Technology: *technician, ...*

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

This person ...

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



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

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

## CHOOSING A PROFESSION



*Which job would you like to do when you're older? Why?*

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

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

### GETTING THE RIGHT JOB FOR YOU

Why do we need to work? One answer is that people like doing things. Another answer is money! If you're (1) unemployed, you probably don't have enough money. If, on the other hand, you have a well-paid job, you (2) earn a high (3) salary which you can use to buy the things you need. Before you (4) apply for a job, you should ask yourself some key questions. Are you happy to (5) commute to work every day? Some people like driving to work in the morning. Others don't and prefer to (6) work from home. Are you happy to work (7) overtime? (This is when you work extra hours for more money.) Is it the kind of job where you can get (8) promoted soon and earn more money? If you ask yourself the right questions, you'll (9) find the right job!

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

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

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

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

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

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

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



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

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

### THINKING ABOUT CAREERS: A CHECKLIST

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

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

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

2 Work in pairs and answer the questions.

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

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

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

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

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



grocery bagging A



working in a restaurant B



dog walking C



babysitting D

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

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

<  New message

To: Marta

Dear Marta,

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

I'll write to you soon.

Take care,

Jane

<  New message

To: Ania

Cześć Aniu,

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

Marta

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

working with people **OR**

working with numbers

having friendly colleagues **OR**

earning a lot of money

working with children **OR**

working with animals

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

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

PHRASE BOX

1 [ ]

- Are you planning to (go) ... ?
- What are you planning to (do) ... ?
- Are you thinking of / about (doing) ... ?
- Do you prefer X or Y ... ?
- Do you prefer (going / doing / etc.) or (going / doing / etc.) ... ?

2 [ ]

- I plan / I'm planning to (go) ...
- I want to (go)...
- I'd like to (do)...
- I'm thinking of / about (going) ...

3 [ ]

- I (would) like ... more than ...
- I prefer (maths) to (languages).
- I prefer not to (do) ...

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

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

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

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

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

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

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

X: I want to become a PE teacher.

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

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

TEEN TALK

Do you know what job you want to do?

Not really. / Kind of. / Sort of.

What shall we do on our day off?

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

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

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

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

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

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

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

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

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

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



## Present perfect

Czasu *present perfect* użyj:

- aby opisać czynności i sytuacje, które miały miejsce niedawno (bez określania, kiedy), a których skutki widoczne są w teraźniejszości, np. *Our car has broken down, so we can't drive to London tomorrow.*
- aby opisać sytuacje i stany, które trwają od pewnego czasu aż do chwili obecnej (**for** – jak długo? **since** – od kiedy?), np. *They have been in Poznań for a week / since last week.*
- z następującymi przysłówkami:
  - ever** (kiedykolwiek), np. *Have you ever been to the USA?*
  - never** (nigdy), np. *I have never eaten sushi.*
  - just** (właśnie, dopiero co), np. *They have just returned from their holiday.*
  - already** (już), np. *She has already visited China a few times.*
  - yet** (już – w pytaniach), np. *Have you finished your homework yet?*
  - yet** (jeszcze nie – w zdaniach przeczących), np. *I haven't done the shopping yet.*

We wszystkich typach zdań (twierdzących, przeczących i pytających) w czasie *present perfect* użyj *have / has* oraz 3. formy czasownika.

### Uwaga!

- do czasowników regularnych dodaj końcówkę **-(e)d**, np. *watched, lived*;
- dla czasowników nieregularnych użyj 3. formy czasownika z tabeli czasowników nieregularnych (str. 182), np. *see – seen, do – done*.

#### Zdania twierdzące

I / We / You / They **have** ('ve) **watched** the film together.

He / She / It **has** ('s) **just missed** the train.

#### Zdania przeczące

I / We / You / They **have not** (haven't) **finished** the race yet.

He / She / It **has not** (hasn't) **arrived** at the airport yet.

#### Pytania

Have they

passed the test?

#### Odpowiedzi

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

Has he

been to Paris?

Yes, he **has**.  
No, he **hasn't**.

What have you

done to your hair?

### Uwaga!

*Have you ever been to in the USA?*

## 1 In your notebook, complete sentences 1–6 with the correct present perfect form of the verbs in brackets.

- They (**be**)  in Los Angeles since yesterday.
- She (**not drive**)  a car for a few years.
- I (**not pack**)  my suitcase yet.
- He (**want**)  to be a firefighter since he was a child.
- Gina is very happy because she (**find**)  a new job.
- I can't work in Spain because I (**not learn**)  Spanish yet.

## 2 In your notebook, complete the present perfect questions with the correct form of the words in brackets. Then complete the short answers.

- (**she / ever / try**)  scuba diving?  
No, .
- (**your friend / ever / have**)  a summer job? No, .
- (**you / ever / see**)  a ghost?  
No, .
- (**they / ever / climb**)  Mount Kilimanjaro? No, .
- (**your dad / ever / change**)  jobs?  
Yes, .
- (**they / ever / serve**)  Polish food in this restaurant? Yes, .

## 3 In your notebook, complete the mini-dialogues with **just**, **already** or **yet**.

- A: Has Peter left for school ?  
B: Yes, he **has**.
- A: How about another piece of cake?  
B: No, thanks. I've  had three pieces.
- A: Bob, this is my brother Mark.  
B: Well, we know each other very well.  
We've  met.
- A: I'm hungry. Have you made breakfast ?  
B: I've  made some sandwiches.  
They're on the table.
- A: I've  been to Canada five times.  
B: Lucky you. I haven't been to Canada .

## Present perfect and past simple

Użyj czasu *present perfect*, aby:

- opisać czynności i sytuacje z przeszłości, zazwyczaj wpływające na sytuację teraźniejszą, bez określania, kiedy konkretnie miały one miejsce. *I can't take any photos. I have left my camera at the hotel.*
- opisać sytuacje i stany, które zaczęły się w przeszłości i trwają do chwili obecnej. *She has lived in Canada for two years now.*

Typowe wyrażenia używane z czasem *present perfect* to: *ever / never, since (Monday), for (two days), just, already, yet, already, so far*.

Użyj czasu *past simple*, aby:

- opisać czynności i sytuacje z przeszłości, wskazując, kiedy miały one miejsce.  
*We went to the island by plane yesterday.*
- opisać sytuacje, czynności i stany, które trwały przez pewien czas w przeszłości.  
*They stayed in Greece for two weeks last summer.*

Typowe wyrażenia używane z czasem *past simple* to: *yesterday, in (2015), (two days) ago, last (week / year)*.

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

- They're still on holiday. They ☐ back home yet.  
a didn't come      b haven't come
- Someone ☐ my camera on the beach yesterday.  
a stole      b has stolen
- Paula is crying because she ☐ all her money.  
a has just lost      b just lost
- Yesterday Tom ☐ me a very interesting story.  
a told      b has told
- I think we're all hungry. We ☐ anything for a few hours.  
a didn't eat      b haven't eaten
- My cousin doesn't go to work because the workers in his company ☐ on strike since last Monday.  
a were      b have been
- Grandpa ☐ his first job at the age of fifteen.  
a got      b has got

#### 5 In your notebook, complete the email with the correct form of the verbs in brackets. Use the past simple or present perfect.

##### < ✉ New Message

Hi Tom,  
I'm camping in the Rocky Mountains with some friends at the moment. I <sup>1</sup> (be) ☐ here for three days. I <sup>2</sup> (leave) ☐ home on Sunday. My dad <sup>3</sup> (give) ☐ me a lift to the station, where my friends and I <sup>4</sup> (take) ☐ the train to the mountains. So far, we <sup>5</sup> (already / do) ☐ a few interesting things. For example, we <sup>6</sup> (go) ☐ rock climbing two days ago, and yesterday we <sup>7</sup> (make) ☐ a campfire in the evening.  
We sat down and <sup>8</sup> (sing) ☐ some songs, and then we <sup>9</sup> (tell) ☐ some scary stories. Tomorrow, we're going rafting on the river. I <sup>10</sup> (never / try) ☐ this before, so I'm both excited and a little bit scared. How is your holiday?  
<sup>11</sup> (you / get) ☐ back from Scotland yet?  
Write back soon,  
Alex

#### 6 In your notebook, complete sentences 1–5 with the correct forms of the words in brackets. Add extra words where necessary. Use no more than three words.

- We visited some museums yesterday, but we (not / be) ☐ to the botanical gardens yet.
- I (not / eat) ☐ pizza for many weeks.
- We (read) ☐ this book when we were at school, and we (enjoy) ☐ it.
- Is she still at home or (she / leave) ☐ for the airport yet?
- (they / go) ☐ to Hawaii last summer?

#### Indefinite pronouns

- Zaimki nieokreślone tworzymy od słów: *some, any, no, every*.

Zaimków utworzonych od:

- some** – użyj w zdaniach twierdzących;
- any** – użyj w pytaniach i zdaniach przeczących;
- no** – użyj, aby zdaniu twierdzącemu nadać znaczenie zdania przeczącego;
- every** – możesz używać w dowolnym typie zdań.

|       | OSOBA                | RZECZ      | MIEJSCE    |
|-------|----------------------|------------|------------|
| some  | someone / somebody   | something  | somewhere  |
| any   | anyone / anybody     | anything   | anywhere   |
| no    | no one / nobody      | nothing    | nowhere    |
| every | everyone / everybody | everything | everywhere |

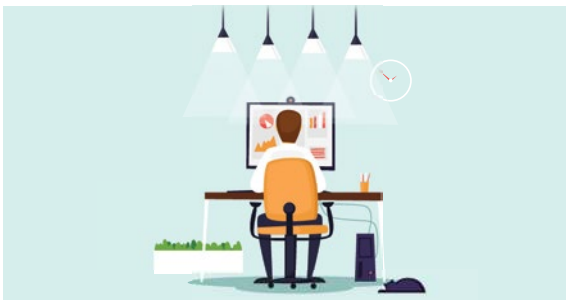
#### Uwaga!

*We didn't see anything = We didn't see saw nothing.*  
*Everybody / Everyone were was tired after the walk.*

#### 7 Choose the correct answers and write them in your notebook.

- The weather was really bad yesterday, so we didn't go **anywhere / nowhere**.
- We shouted for help but **someone / no one** could hear us. There was nobody in the forest.
- Do you know **anyone / no one** who has been to the North Pole?
- My boss is a very nice man. **Everybody / Anybody** wants to work with him.
- We looked **everywhere / somewhere**, but we didn't find the papers.
- We camped in a really wild area and we didn't see **nobody / anybody** for the whole week.

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



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

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

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

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

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

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

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

**Text 1**

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

**Text 2**

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

- 4 13 Usłyszysz dwukrotnie dwa teksty.

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

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

**Tekst 1.**

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

**Tekst 2.**

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

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



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

Past simple and present perfect

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

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

Indefinite pronouns

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

See Grammar pp. 46–47 »

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

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

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

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

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

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

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

CAREERS LESSONS IN SCHOOLS

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

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

- chocolate taster
- personal shopper
- mystery shopper

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

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

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



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

My blog x

22nd October

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

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

My blog x

22nd October

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

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

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

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

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

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

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

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

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

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

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

Wpis powinien zawierać od 50 do 120 słów.

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

### PHRASE BOX

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

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

My blog x

23rd June

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

## VOCABULARY, pp. 42–43

## Jobs / Zawody

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

**TV presenter** /ti:'vi: prɪ'zentə(r)/ prezynter telewizyjny  
**waiter/waitress** /'weɪtə(r) / 'weɪtrəs/ kelner/kelnerka

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

**bank account** /bæŋk ə'kaʊnt/ rachunek bankowy  
**boring** /'bɔ:ɪŋ/ nudny  
**challenging** /'tʃælɪndʒɪŋ/ stanowiący wyzwanie, wymagający  
**dangerous** /'deɪndʒərəs/ niebezpieczny  
**exciting** /ɪk'saɪtɪŋ/ ekscytujący  
**have a lot of responsibility** /hæv ə lɒt əv rɪspɒnsə'bɪləti/ mieć dużą odpowiedzialność  
**look after sb** /lʊk 'ɑ:ftə(r) sʌmbədi/ opiekować się kimś  
**risky** /'rɪski/ ryzykowny  
**satisfying** /'sætɪsfajɪŋ/ satysfakcjonujący  
**serve customers** /sɜ:(r)v 'kʌstəmə(r)s/ obsługiwać klientów  
**stimulating** /'stɪmjʊleɪtɪŋ/ stymulujący, motywujący  
**well-paid/poorly-paid** /'wel peɪd / 'pɔ:(r)li peɪd/ dobrze płatny/źle płatny  
**work indoors/outdoors** /wɜ:(r)k ɪn'dɔ:(r)z / əʊt'dɔ:(r)z/ pracować w pomieszczeniu/na zewnątrz

## Choosing a profession / Wybór zawodu

**apply for a job** /əplai fɔ:(r) ə 'dʒɒb/ ubiegać się o pracę  
**be unemployed** /bi: ʌnɪm'plɔɪd/ być bezrobotnym  
**be well paid** /bi: wel 'peɪd/ być dobrze opłacanym  
**be/get promoted** /bi: / get prə'məʊtɪd/ awansować  
**colleagues** /'kɒli:gz/ koledzy z pracy, współpracownicy  
**(good) communication skills** /gʊd kəmju:nɪ'keɪʃ(ə)n skɪlz/ (dobre) umiejętności komunikacyjne  
**commute** /kə'mju:t/ dojeżdżać do pracy  
**earn money/a salary** /ɜ:(r)n 'mʌni / ə 'sæləri/ zarabiać pieniądze/otrzymywać pensję  
**find work** /faɪnd 'wɜ:(r)k/ znaleźć pracę  
**leader** /'li:də(r)/ lider, przywódca  
**personal qualities** /pɜ:(r)s(ə)nəl 'kwɒlətɪs/ cechy osobiste  
**reliable** /rɪ'laɪəb(ə)l/ niezawodny, solidny  
**strengths** /streŋθs/ mocne strony  
**stressful** /'stresf(ə)l/ stresujący  
**work abroad** /wɜ:(r)k ə'brɔ:d/ pracować za granicą  
**work experience** /wɜ:(r)k ɪk'spiəriəns/ doświadczenie zawodowe  
**work full-time/part-time** /wɜ:(r)k 'fʊl taim/'pɑ:(r)t taim/ pracować w pełnym wymiarze/w niepełnym wymiarze  
**work overtime** /wɜ:(r)k 'əʊvə(r)taim/ pracować w nadgodzinach/po godzinach  
**working hours** /wɜ:(r)kɪŋ 'əʊə(r)z/ godziny pracy

## READING, p. 44

**babysitting** /'beɪbɪsɪtɪŋ/ opieka nad dzieckiem  
**car washing** /kɑ:(r) 'wɒʃɪŋ/ mycie samochodu  
**dog walking** /'dɒg wɔ:kiŋ/ wyprowadzanie psa  
**gift wrapping** /'gɪft ræpɪŋ/ pakowanie prezentów  
**grocery bagging** /'grəʊsəri bæɡɡɪŋ/ pakowanie zakupów przy kasie  
**hand out leaflets** /hænd əʊt 'li:fləts/ rozdawać ulotki  
**newspapers delivery** /'nju:zpeɪpə(r)z dɪlɪv(ə)ri/ roznoszenie prasy  
**pet grooming** /'pet gru:mɪŋ/ czesanie zwierzęcia  
**pet sitting** /'pet sɪtɪŋ/ opiekowanie się zwierzęciem w czasie nieobecności właściciela

## LISTENING, p. 48

**be responsible with money** /bi: rɪspɒnsəb(ə)l wɪð 'mʌni/ umieć gospodarować pieniędzmi  
**hang out with** /hæŋ 'aʊt wɪð/ spędzać czas z (kimś)  
**have strong views (on)** /hæv strɒŋ 'vju:z (ɒn)/ mieć zdecydowane poglądy (na temat)  
**organise your time** /ɔ:(r)gənaɪz jɔ:(r) 'taɪm/ organizować swój czas

## USE OF ENGLISH, p. 49

**do a job** /du: ə 'dʒɒb/ wykonywać pracę  
**have/get the chance (to do)** /hæv / get ðə 'tʃɑ:ns (tə du:)/ mieć/otrzymać szansę zrobienia (czegoś)  
**mystery shopper** /mɪst(ə)ri 'ʃɒpə(r)/ tajemniczy klient (osoba podszycująca się pod klienta w celu sprawdzenia, jak zachowują się sprzedawcy)

## WRITING, p. 50

**amazed/amazing** /ə'meɪzd / ə'meɪzɪŋ/ zdumiony/zdumiewający  
**bored/boring** /bɔ:(r)d / 'bɔ:ɪŋ/ znudzony/nudny  
**challenged/challenging** /'tʃælɪndʒd / 'tʃælɪndʒɪŋ/ w obliczu wyzwania/stanowiący wyzwanie  
**disappointed/disappointing** /dɪsə'pɔɪntɪd / dɪsə'pɔɪntɪŋ/ rozczarowany/rozczarowujący  
**excited/exciting** /ɪk'saɪtɪd / ɪk'saɪtɪŋ/ podekscytowany/ekscytujący  
**exhausted/exhausting** /ɪg'zɔ:stɪd / ɪg'zɔ:stɪŋ/ wyczerpany/wyczerpujący  
**pleased/pleasing** /pli:zd / 'pli:zɪŋ/ zadowolony/przyjemny  
**tired/tiring** /'taɪə(r)d / 'taɪərɪŋ/ zmęczony/męczący



- 1 For each description, in your notebook, write the name of a classmate who you think fits it best. Then walk around and ask your classmates questions to check if your guesses were correct.

| This person would prefer to:                                                    | Name |
|---------------------------------------------------------------------------------|------|
| work part-time during the school year than work full-time during the holidays.  |      |
| organise their own work than have a timetable.                                  |      |
| work indoors than work outdoors.                                                |      |
| look after somebody than serve customers.                                       |      |
| have a stressful but well-paid job than have a stimulating but poorly-paid job. |      |

*Would you prefer to work part-time during the school year or full-time during the holidays? Why?*

- 2 Work in pairs. Talk about why some teenagers want to work part-time. Use the reasons below or think of your own.
- They want to have extra money to spend in their free time.
  - They are planning to buy something expensive.
  - They need extra money for their summer holidays.
  - They want to get some work experience.
  - They want to meet new people.
  - They want to learn a new skill / language.

- 4 **OPEN TASK** Uzupełnij dialog. Wpisz w każdą lukę (1–5) brakujący fragment tak, aby otrzymać spójny i logiczny tekst. Odpowiedzi zapisz w zeszyty.

X: (1)  getting a part-time job next term?  
 Y: I haven't really thought about it yet. My sister was a babysitter when she was our age, but I (2)  to be around kids. I'm not responsible enough. And you? What are you planning to do?  
 X: I've just read an article about part-time jobs for teenagers in Britain and I think I'd (3)  work with animals.  
 Y: So, what are (4)  to do – some pet sitting?  
 X: Maybe, but I prefer dogs to cats, so I would like to walk dogs (5)  look after cats, I guess.

- 5 Work in pairs. Prepare and practise a dialogue about part-time jobs you would be interested in, using the expressions from exercise 4.
- 6 In groups, prepare a job advert for one of the part-time jobs in the box. Use as many words and phrases connected with work from the unit as possible. Include the following information:
- What do you need to do?
  - Where do you work?
  - What are the working hours?
  - Do you need any qualifications/skills?
- food stylist • fortune cookie writer • hand model  
 • pet food tester • professional sleeper • train pusher
- 7 Use the Internet to find information about the job your group described in exercise 6. Check if your ideas were correct.

- 3 **OPEN TASK** Odpowiedz krótko na pytania zgodnie z treścią tekstu.

## SO, YOU WANT TO HAVE A JOB?

If you are 14, a British national, and you want to find a job, there are quite a few opportunities for you. The law does not allow 14-year-olds to work part-time in restaurants, bars and most shops. However, teens can start with their own home and their area, because there are quite a few things they can do there, such as taking the rubbish out, tidying up, washing cars or gardening. British teenagers sometimes do the shopping for elderly neighbours or take their dog

for a walk. Another popular part-time job is babysitting – looking after the kids of their parents' friends or neighbours when they want to go out. Pet sitting is also an option when the owners are away on holiday. Some teenagers also hand out leaflets, advertising pizzas or other takeaway food. But no matter which job they choose, British teens cannot work more than 14 hours a week during term time, and 25 hours during the school holidays. It's a good opportunity to earn



some money and get work experience. And, even if they are not well-paid, they learn how to find work, how to decide what their strengths are and how to work on communication skills, which might be very useful in their future careers.

- 1 Why can't 14-year-olds in Britain work in restaurants and most shops?
- 2 What jobs can they do for their elderly neighbours?
- 3 What kind of jobs connected with animals can teenagers do?
- 4 How many hours can British teens work per week during the school year?

## VOCABULARY

1 Read the sentences and complete the words in your notebook.

- If a job is **s**\_\_\_\_\_, it makes you feel pleased or happy.
- Your **c**\_\_\_\_\_ are the people you work with.
- If you work **i**\_\_\_\_\_, it means you work inside a building.
- To work **full-**\_\_\_\_\_ means to work the full number of hours that people normally do in a week.
- If you **a**\_\_\_\_\_ for a job, you write a CV or complete a form to ask for it.
- An **a**\_\_\_\_\_ is someone who prepares a company's financial reports.
- E**\_\_\_\_\_ services are organisations such as the police or the fire brigade.
- Your **s**\_\_\_\_\_ are all the things that you do very well.

## GRAMMAR

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

- Please tell us about your work experience. \_\_\_\_\_ abroad?  
a Have you ever worked  
b Did you ever work
- Mum, I've got \_\_\_\_\_ important to tell you about my future.  
a anything      b something
- Last year, I \_\_\_\_\_ part-time as a shop assistant, but it was rather boring.  
a worked      b have worked
- How much time \_\_\_\_\_ commuting in your previous job?  
a did you spend      b have you spent
- Is there \_\_\_\_\_ here who could help me with the luggage?  
a anyone      b everyone
- My sister \_\_\_\_\_ paid well but she wanted to earn some extra money when she was at school.  
a wasn't      b hasn't been
- Susan \_\_\_\_\_ unemployed for a long time, but she feels disappointed she can't find a job.  
a wasn't      b hasn't been
- I \_\_\_\_\_ a job which is challenging but not very well-paid – should I take it?  
a found      b have found

## USE OF ENGLISH

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

- My father (*pracuje*) \_\_\_\_\_ as a software designer for 20 years.
- Julia is a chef in a small restaurant, but last week she also (*obsługiwała klientów*) \_\_\_\_\_.
- My parents travel a lot, but they (*nie byli*) \_\_\_\_\_ to South America yet.
- Jack (*nie pracował po godzinach*) \_\_\_\_\_ last month because his wife was on duty at the hospital.
- (*Czy ona znalazła*) \_\_\_\_\_ work yet?
- This is the first time I (*poznałam*) \_\_\_\_\_ a well-known TV presenter!
- Why (*szukałeś*) \_\_\_\_\_ for a job abroad last summer?
- I looked for my glasses, but I couldn't (*nigdzie ich znaleźć*) \_\_\_\_\_.

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



## DISAPPEARING JOBS

A lot of people wonder if the job they do will disappear because a robot or a computer will replace them. Some research (1) \_\_\_\_\_ recently which shows that this is the price we pay for progress. Yes, some jobs will disappear, but this has always been the case. Take the job of a shoemaker, for example. In the past, people used to keep their shoes for a long time because they (2) \_\_\_\_\_ expensive and so people needed someone to repair them. Now, you can buy cheap shoes (3) \_\_\_\_\_, so people don't need shoemakers anymore. Unless they go zero waste, that is. Personally, I feel quite concerned about the fact that such jobs may disappear, as I feel we should repair (4) \_\_\_\_\_ that can be repaired – and use it for as long as possible.

- |                |             |                |
|----------------|-------------|----------------|
| 1 A appeared   | B appears   | C has appeared |
| 2 A was        | B were      | C have been    |
| 3 A everywhere | B somewhere | C anywhere     |
| 4 A anything   | B something | C nothing      |



## VOCABULARY

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

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



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

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

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

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

## GRAMMAR

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

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

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

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



## USE OF ENGLISH

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

< New message

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

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

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



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

## LANGUAGE FUNCTIONS

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

- 1 Twój kolega uważa, że historia jest najciekawszym przedmiotem szkolnym. Nie zgadzasz się z tą opinią. Co powiesz?  
A I'm afraid I'm not feeling very well.  
B I'm not so sure about that.  
C I don't know what to do.
- 2 Nauczyciel pyta cię, czy wolisz pracować samodzielnie, czy w grupie. Jak odpowiesz?  
A I believe that it's good to work.  
B I'm not planning to work right now.  
C I prefer to work with others.
- 3 Jak zapytasz kolegę, co sądzi na temat pracy uczniów po lekcjach w niepełnym wymiarze godzin?  
A Where do you work after school?  
B How do you feel about part-time jobs?  
C Are you planning to get a part-time job?

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

- 1 X: Is working when you're a student a good idea?  
Y: Yes, from my point , it's a useful life lesson.
- 2 X: Do you revising alone or with other people?  
Y: I think revising with other people is better.
- 3 X: This is a nice office. is yours?  
Y: My desk is the one by the window.

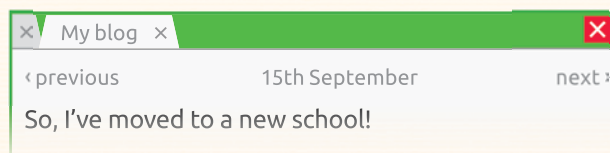
## WRITING

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

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

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

Post powinien zawierać od 50 do 120 słów.





## FAMILY MEMBERS

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

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

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

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

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

- The cottage in Wales belongs to the man's
- The man has two
- The elderly lady is the girl's
- Adam is the boy's
- Bruce is the woman's

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

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

## FRIENDS AND ACQUAINTANCES

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

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

## This person ...

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

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

## CONFLICTS AND PROBLEMS

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

- A: What you said really hurt my (1) .

B: I didn't (2) it. I was angry and I said some stupid things. I (3) .

A: OK. I (4) you.
- A: You took my things without asking me!

B: I didn't (5) you'd mind.

A: Well, I do mind. You have to ask first!

B: I'm sorry, it won't (6) again.
- A: What's the (7) .

B: You forgot my name day!

A: Oh no! I'm really sorry. I promise I'll (8) it up to you. I'll take you out for pizza on Saturday. How about that?



## DAILY ROUTINES

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

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

< ✉
New post



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

## SPENDING FREE TIME

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

### Free time activities

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



What type of music do you listen to?

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

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

### Asking about free time activities

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

### Describing your free time activities

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

## HOLIDAYS AND CELEBRATIONS

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

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

- 1 This is two days before Easter Sunday.
- 2 People often dress up in funny clothes and have a party.
- 3 This is on 31<sup>st</sup> October. Some people wear scary costumes.
- 4 You might give your mum a card or make her breakfast.
- 5 This is the day after Christmas Day.
- 6 14<sup>th</sup> February is the day to tell someone you love them!
- 7 In Poland, this is on 3<sup>rd</sup> May.

- 12 In pairs or groups, discuss the questions.

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

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

## TELLING THE TIME

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

### Asking the time

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



### Telling the time

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



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

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

Which text (A–D) mentions ...

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

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

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

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

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



Christmas



New Year



All Saints' Day



Easter

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

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

1 Why did Paul write to Magda?

- A To ask her about her birthday.
- B To invite her to a party.
- C To offer to help her make a cake.

**C** **Boot World: Annual Holiday Sale!**

When it's cold and wet, you need to wear a pair of warm boots. For the whole of December, we're offering our entire collection of boots at an incredible 50% off!

Remember! Christmas is almost here and a pair of warm and **stylish** boots makes a great gift!

**Sale ends December 31<sup>st</sup>!**

Boot World – the world's best boots at the world's best prices.



3 The advertisement suggests that boots are

- A only for wet weather.
- B a good Christmas present.
- C warmer than ordinary shoes.



### Thailand's Loy Krathong Festival

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

2 The coins are

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

**D** < New message

Hi Matt,

Today was Thanksgiving in the United States.

It's celebrated on the fourth Thursday of November, so the date is different every year.

Our whole family **got together** at our house and had a huge meal – me, my parents, my grandparents, and three of my cousins. We ate so much! We spent the day together and had a great time.

I'll send you some pictures later.

Julie

4 What does Julie explain in her email?

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

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



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

- Illness • Wedding / Engagement • Success

PHRASE BOX

Offering wishes

- 1 [ ]
- Well done! / Congratulations!
  - Congratulations on passing your exams! / Congratulations on your exam results!

- 2 [ ]
- Get well soon.
  - I hope you feel better soon.

- 3 Good luck
- Good luck!
  - I wish you the best of luck!

- 4 [ ]
- I wish you both much happiness!
  - I'm sure you'll be very happy together!

Responding to wishes

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

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

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

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

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



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

1 X: I'm not going to school today because I have a bad cold.

Y: Oh dear. I [ ] better soon.

2 X: Congratulations [ ] first prize in the writing competition! Your story was really interesting.

Y: Thank you. I appreciate it.

3 X: So ... I have to go now. Maybe we'll meet again some time.

Y: OK. Bye. It [ ] to you.

4 X: Excuse me. Do [ ] the wedding reception is?

Y: Yes, it's in the hotel ballroom – just through that door on the right.

X: Oh, OK. Thanks.

5 X: My sister just got accepted into one of the top universities in the UK.

Y: Really? That's great! Please tell her that [ ] the best of luck.

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

TEEN TALK

A: I think you did an awesome / a super job. Congrats!

B: Now you're making me blush!

A: I hope everything works out for you.

B: Thanks a million!

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

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

## Countable and uncountable nouns; some, any, no

- Rzeczowniki policzalne** to nazwy osób i przedmiotów, które można policzyć, np. *a boy, a chair*. Rzeczowniki policzalne mają liczbę pojedynczą i mnogą.
- Rzeczowniki niepoliczalne** to nazwy substancji, uczuć oraz pojęć abstrakcyjnych, których nie można policzyć, np. *sugar, love, music*. Rzeczowniki niepoliczalne nie mają liczby mnogiej.

### Uwaga!

- Niektóre rzeczowniki są policzalne w języku polskim, ale niepoliczalne w języku angielskim, np. *furniture, advice, news, information*.

### Użyj:

- a/an** z rzeczownikiem policzalnym w liczbie pojedynczej, np. *I can see **a** table over there. Is there **an** apple on the table?*
- some** z rzeczownikiem policzalnym w liczbie mnogiej lub rzeczownikiem niepoliczalnym w zdaniach twierdzących, np. *We've got **some** vegetables. There's **some** water in the bottle.*
- any** z rzeczownikiem policzalnym w liczbie mnogiej lub rzeczownikiem niepoliczalnym w zdaniach przeczących albo w pytaniach, np. *Are there **any** potatoes? I haven't got **any** sugar. Have we got **any** milk left?*
- no** z rzeczownikiem policzalnym w liczbie mnogiej lub rzeczownikiem niepoliczalnym w zdaniach przeczących, np. *We've got **no** bananas. There's **no** cheese in the fridge.*

### Uwaga!

*We have got **no** bread. We haven't got **any** (no) bread.*

- 1 Are the nouns countable or uncountable? In your notebook, write C or U. For countable nouns, write the plural forms as well.**

- |               |            |
|---------------|------------|
| 1 information | 7 bag      |
| 2 cherry      | 8 money    |
| 3 advice      | 9 sandwich |
| 4 tomato      | 10 luck    |
| 5 carrot      | 11 cheese  |
| 6 child       | 12 yoghurt |

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

- There aren't **no / any** chocolates in the box.
- Is there **a / some** good film on at the Silver Moon today?
- I've got **an / any** orange in my packed lunch.
- I need **an / some** advice. What should I buy him for his birthday?
- I'm afraid we've got **no / any** eggs in the fridge.
- There isn't **a / any** water in the bottle, so I can't water the flowers.

- 3 In your notebook, complete the sentences with a/an, some, any or no.**

- A:** Are there  tickets left for the 6 pm show today?  
**B:** Sorry, there are  tickets for this show. But we still have  tickets for tomorrow's show. You can book them now.
- There are  good restaurants near my home, where we sometimes eat out. There's also  small snack bar where you can have  sandwiches or cakes.
- I don't usually eat much for lunch, just  yoghurt or  apple. And I never have  snacks before dinner.

- 4 In your notebook, complete sentences 1–5 with the correct forms of the words in brackets. Use no more than four words.**

- Watch out! (**there / be / hole**)  in the floor.
- I feel like eating something sweet. (**be / there / chocolate**)  or biscuits?
- I want to make a pizza, but we (**have / no / tomato**) , so could you go to the shop and buy some?
- (**there / be / tiger**)  in the zoo. Let's go and see it.
- (**be / there / park**)  near your house?

## A lot of, many, much, (a) few, (a) little

Użyj słów *a lot of, many, much, (a) few, (a) little*, aby opisać liczbę osób lub przedmiotów albo ilość, np. substancji.

### Rzeczowniki policzalne

|                                                            |                                                                                             |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <b>a lot of</b> (dużo, wiele)<br>zdania twierdzące         | She asks <b>a lot of</b> questions.                                                         |
| <b>many</b> (dużo, wiele)<br>zdania przeczące<br>i pytania | There aren't <b>many</b> students at the school.<br>How <b>many</b> sandwiches do you want? |
| <b>a few</b><br>(kilka / parę)                             | I invited <b>a few</b> people to the party.                                                 |
| <b>few</b><br>(niewiele)                                   | We have very <b>few</b> tomatoes – not enough to make this soup.                            |

### Rzeczowniki niepoliczalne

|                                                             |                                                                             |
|-------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>a lot of</b> (dużo, wiele)<br>zdania twierdzące          | There's <b>a lot of</b> cake in the fridge.                                 |
| <b>much</b> (wiele / dużo)<br>zdania przeczące<br>i pytania | There isn't <b>much</b> sugar left.<br>How <b>much</b> money did you spend? |
| <b>a little</b> (trochę)                                    | I need <b>a little</b> help with this maths problem.                        |
| <b>little</b><br>(niewiele / mało)                          | There is too <b>little</b> milk for the pancakes.                           |



- 5 In your notebook, write sentences about the pictures. Use the words from the box to complete the gaps. There may be more than one correct answer.

• a little • little • many • much • lots of • few  
• a few

there / be /  
/ people / beach  
*There are few people  
on the beach.*



1 I / have / /  
books



2 there / be / /  
jam in the jar.  
Is it enough for you?



3 there / be / /  
car / on the motorway



4 the man / not have /  
/ time



5 there / be /  
/ water /  
in the glass



6 Jack / have /  
/ friends



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

- How **much** / **many** sandwiches do you usually have for breakfast?
- Very **few** / **little** students passed the exam last week.
- Can you give me **some** / **a few** information about the concert?
- He doesn't like his coffee too sweet, so he only takes **a little** / **a few** sugar.
- My grandma has got **some** / **a few** grey hair.
- There are **a little** / **a few** good restaurants in the town centre.
- I sometimes eat chocolate but not too **many** / **much**.
- There are only **a little** / **a few** days left until the winter sale.

- 7 In your notebook, complete the text with **many**, **much**, **a lot of**, **a few**, **a little**, **few**, **little**.

A: Do you have a healthy diet?

B: Well, I'm not sure. On the one hand, I try to eat very <sup>1</sup> fast food, so I hardly ever have chips or hamburgers. And I only eat <sup>2</sup> red meat – I prefer chicken or fish most of the time. I also like fresh fruit. I eat <sup>3</sup> apples and oranges. But on the other hand, I don't eat regularly enough. I eat too <sup>4</sup> meals during the day, usually one or two, while it's healthier to have <sup>5</sup> meals, like four or five, so that you avoid eating too <sup>6</sup> during the main meals. I also eat too <sup>7</sup> sweets. I just love chocolate!

- 8 In your notebook, translate the Polish parts of sentences 1–9 into English. Use no more than four words.

- He drinks (**zbyt dużo kawy**) in the room.
- Open the window, please. We need (**trochę świeżego powietrza**) in the room.
- (**Ile samochodów**) have your parents had so far?
- I'm really hungry. I only ate (**trochę sałatki**) for lunch and that was hours ago.
- Why don't you say (**kilka miłych słów**) to cheer her up.
- I'm afraid (**nie ma kawy**), so would you like some tea instead?
- (**Czy są jakieś koncerty**) at the Arena Concert Hall this week?
- (**Nie ma wiele**) to do today. We can go home now.
- (**Nie ma dużo**) homework for tomorrow. Let's go to the cinema today.

- 9 In your notebook, complete sentences 1–10 with your own ideas.

- I need a few .
- Mary has few .
- There is little .
- We've got a little .
- Were there many ?
- There isn't much .
- I'd love to have a lot of .
- Was there much ?
- How much ?
- How many ?

1 In pairs or groups, discuss the questions.

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



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

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

Speaker 1 Speaker 2   
Speaker 3 Speaker 4

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



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

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

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

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

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

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

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



check your GRAMMAR

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

Countable and uncountable nouns

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

| Always countable | Always uncountable |
|------------------|--------------------|
|                  |                    |

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

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

See Grammar pp. 60–61 »

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

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

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

< New message

To: Sarah

Hi Sarah!

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

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

See you soon!

Love,

Ali

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

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

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

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



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

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

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

<
✉
New message

To: **Alicia** ⊕ ⊗

Hi Alicia,

How are you? I hope your well!

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

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



Bye for now!

Lots of love,

Emma

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

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

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

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

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

E-mail powinien zawierać od 50 do 120 słów.

|   | Questions to ask and answer                                                                                      | Your notes                                                                |
|---|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| 1 | Who do you live with? (Don't forget pets!)<br>How do you and your family spend free time together?               | <div style="background-color: #d3d3d3; height: 20px; width: 100%;"></div> |
| 2 | When and where was the last family celebration?<br>What did you celebrate?<br>Who was there?<br>What did you do? | <div style="background-color: #d3d3d3; height: 20px; width: 100%;"></div> |
| 3 | What will you offer to send your friend? Why?                                                                    | <div style="background-color: #d3d3d3; height: 20px; width: 100%;"></div> |

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

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

**PHRASE BOX**

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

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

<
✉
New message

Hi Keira!

Thanks for your email. Your project sounds interesting!

## VOCABULARY, pp. 56-57

## Family members / Członkowie rodziny

|                                                           |                                                                                          |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------|
| brother /'brʌðə(r)/                                       | brat                                                                                     |
| brother-in-law /'brʌðə(r)ɪnlɔ:/                           | szwagier                                                                                 |
| cousin /'kʌz(ə)n/                                         | kuzyn                                                                                    |
| daughter /'dɔ:tə(r)/                                      | córka                                                                                    |
| father /'fɑ:ðə(r)/                                        | ojciec, tata                                                                             |
| father-in-law /'fɑ:ðə(r)ɪnlɔ:/                            | teść                                                                                     |
| grandchildren /'grænd(t)ʃɪldrən/                          | wnuki                                                                                    |
| granddaughter /'grænd(d)ɔ:tə(r)/                          | wnuczka                                                                                  |
| grandfather /'grænd(d)fɑ:ðə(r)/                           | dziadek                                                                                  |
| grandmother /'grænd(d)mʌðə(r)/                            | babcia                                                                                   |
| grandparents /'grænd(d)pɛərənts/                          | dziadkowie (babcia i dziadek)                                                            |
| grandson /'grænd(d)sʌn/                                   | wnuk                                                                                     |
| great-grandfather /greɪt'grænd(d)fɑ:ðə(r)/                | pradziadek                                                                               |
| great-grandmother /greɪt'grænd(d)mʌðə(r)/                 | prababcia                                                                                |
| half-sister /brother /hɑ:f'sɪstə(r) / hɑ:f'brʌðə(r)/      | siostra przyrodnia/brat przyrodni (rodzeństwo, które ma wspólnego tylko jednego rodzica) |
| husband /'hʌzbənd/                                        | mąż                                                                                      |
| mother /'mʌðə(r)/                                         | matka, mama                                                                              |
| mother-in-law /'mʌðə(r)ɪnlɔ:/                             | teściowa                                                                                 |
| nephew /'nefju:/                                          | bratanek, siostrzeniec                                                                   |
| niece /ni:s/                                              | bratanica, siostrzenica                                                                  |
| parents /'peərənts/                                       | rodzice                                                                                  |
| sister /'sɪstə(r)/                                        | siostra                                                                                  |
| sister-in-law /'sɪstə(r)ɪnlɔ:/                            | szwagierka, bratowa                                                                      |
| son /sʌn/                                                 | syn                                                                                      |
| step-mother /step-father /step'mʌðə(r) / step'fɑ:ðə(r)/   | macocha/ojczym                                                                           |
| step-sister /step-brother /step'sɪstə(r) / step'brʌðə(r)/ | siostra przyrodnia/brat przyrodni (dzieci macochy lub ojczyma)                           |
| wife /waɪf/                                               | żona                                                                                     |

## Other words related to family / Inne słowa związane z rodziną

|                        |             |
|------------------------|-------------|
| adopted /ə'dɒptɪd/     | adoptowany  |
| divorced /dɪ'vɔ:(r)st/ | rozwódziony |
| marriage /'mærɪdʒ/     | małżeństwo  |
| wedding /'wedɪŋ/       | ślub        |

## Friends and acquaintances / Przyjaciele i znajomi

|                                                   |                                                                                |
|---------------------------------------------------|--------------------------------------------------------------------------------|
| acquaintance /ə'kweɪntəns/                        | znajomy                                                                        |
| best friend /mate /best 'frend / meɪt/            | najlepszy przyjaciel/kolega, kumpel                                            |
| boyfriend /girlfriend /'bɔɪfrend / 'gɜ:(r)lfrend/ | chłopak (z którym jest się w związku)/ dziewczyna (z którą jest się w związku) |
| classmate /'klɑ:smeɪt/                            | kolega z klasy                                                                 |
| colleague /'kɒli:g/                               | kolega z pracy, współpracownik                                                 |
| fiancé / fiancée /fɪ'bnseɪ/                       | narzeczony/ naręczona                                                          |
| flatmate /housemate /'flætmeɪt / 'haʊsmeɪt/       | współlokator                                                                   |
| neighbour /'neɪbə(r)/                             | sąsiad                                                                         |

## Conflicts and problems / Konflikty i problemy

|                         |             |
|-------------------------|-------------|
| apologise /ə'pɒlədʒaɪz/ | przepraszać |
| forgive /fɜ:(r)'gɪv/    | wybacząć    |

happen /'hæpən/ zdarzyć się  
hurt someone's feelings /hɜ:(r)t sʌmwʌnz 'fi:lɪŋz/ ranić czyjeś uczucia

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

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

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

problem /'prɒbləm/ problem, kłopot

## Daily routines / Codzienne czynności

brush hair /teeth /brʌʃ 'heə(r) / 'ti:θ/ szczotkować włosy/myć zęby

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

feed the dog /fi:d ðə 'dɒg/ karmić psa

get dressed /get 'drest/ ubierać się

go to work /gəʊ tə 'wɜ:(r)k/ iść do pracy

have breakfast /hæv 'brekfəst/ jeść śniadanie

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

leave the house /li:v ðə 'haʊs/ wyjść z domu

ring /rɪŋ/ dzwonić

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

take a bus /teɪk ə 'bʌs/ pojechać autobusem

wake up /weɪk 'ʌp/ obudzić się

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

## Spending free time / Spędzanie wolnego czasu

check social media /tʃek səʊʃ(ə)l 'mi:diə/ korzystać z mediów społecznościowych

listen to music /lɪs(ə)n tə 'mju:zɪk/ słuchać muzyki

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

read /ri:d/ czytać

skateboarding /'skeɪtbɔ:(r)dɪŋ/ jazda na deskorolce

watch TV /wɒtʃ ti:'vi:/ oglądać telewizję

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

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

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

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

I'm into ... Pasjonuję się...

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

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

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

## Holidays and celebrations / Święta i uroczystości

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

Carnival /'kɑ:(r)nɪv(ə)l/ karnawał

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

Good Friday /gʊd 'fraɪdeɪ/ Wielki Piątek

Halloween /hæləʊ'i:n/ Halloween

Mother's Day /'mʌðə(r)z deɪ/ Dzień Matki  
(Saint) Valentine's Day /seɪnt 'væləntaɪnz deɪ/ Walentynki, Dzień Świętego Walentego

## Describing holidays and celebrations / Opisywanie świąt i uroczystości

celebrate /'seləbreɪt/ obchodzić

dress up /dres 'ʌp/ przebierać się

eat cake /special dishes /i:t 'keɪk / speʃ(ə)l 'dɪʃz/ jeść ciasto/specjalne dania

give a speech /gɪv ə 'spi:tʃ/ wygłosić przemowę

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

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

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

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

wear costumes /masks /weə(r) 'kɒstju:ms/ 'mɑ:skz/ nosić przebrania/maski

## Asking the time / Pytanie o godzinę

What time is it? Która jest godzina?

What's the time? Która godzina?

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

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

## Telling the time / Określanie czasu

It's exactly ... Jest dokładnie...

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

It's ten /quarter /twenty-five to three. Jest za dziesięć/kwadrans/dwadzieścia pięć trzecia.

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

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

It's midnight. Jest północ.

It's noon /midday. Jest południe.

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

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

## READING, p. 58

|                               |                                             |
|-------------------------------|---------------------------------------------|
| annual /'ænjʊəl/              | coroczny                                    |
| buffet /'bʊfeɪ/               | szwedzki stół (bufet, przyjęcie na stojąco) |
| get together /get tə'geðə(r)/ | spotkać się                                 |
| sale /seɪl/                   | wyprzedaż                                   |
| stylish /'stɑɪlɪʃ/            | stylowy                                     |

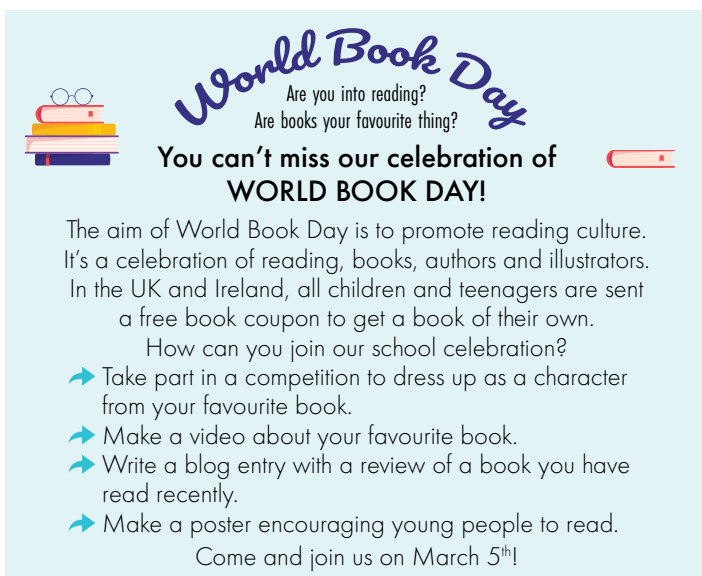
## LISTENING, p. 62

|                                  |                   |
|----------------------------------|-------------------|
| book /bʊk/                       | rezerwować        |
| chilly /'tʃɪli/                  | chłodny           |
| get ready /get 'redi/            | przygotowywać się |
| guess /ges/                      | zgadywać          |
| pick someone up /pɪk sʌmwʌn 'ʌp/ | odebrać kogoś     |

**1 In pairs or groups, discuss the questions below.**

- Who used to read stories to you when you were a child?
- How old were you when you learnt to read?
- Why do your family members / friends / classmates read books, in your opinion?
  - because they enjoy reading
  - because they want to relax
  - because they want to learn a foreign language
  - because it's their school assignment
  - because someone tells them to read (e.g. parents)

**2 Read the poster. Then, in pairs, discuss whether you would like to take part in the event and which activity you would choose to celebrate World Book Day.**



**World Book Day**  
Are you into reading?  
Are books your favourite thing?

**You can't miss our celebration of WORLD BOOK DAY!**

The aim of World Book Day is to promote reading culture. It's a celebration of reading, books, authors and illustrators. In the UK and Ireland, all children and teenagers are sent a free book coupon to get a book of their own.

How can you join our school celebration?

- ➔ Take part in a competition to dress up as a character from your favourite book.
- ➔ Make a video about your favourite book.
- ➔ Write a blog entry with a review of a book you have read recently.
- ➔ Make a poster encouraging young people to read.

Come and join us on March 5<sup>th</sup>!

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

- |           |              |          |
|-----------|--------------|----------|
| A holiday | B interested | C keen   |
| D present | E parade     | F speech |

**< ✉ New message**

Dear Kasia,

I'm writing because I've got some exciting news: I've won a competition! My school celebrates World Book Day every year. As you know, I'm really (1) [ ] on reading so I love taking part in this event. One of the traditions is a (2) [ ] during which we wear special costumes, make-up and masks to look like characters from our favourite books. This year, I've decided to dress up as Bellatrix Lestrange from the Harry Potter series. I took part in the competition for the best costume – and I won! I got first prize and I also had to give a (3) [ ] – I felt like a film star! All my friends and classmates congratulated me. I'm so happy! I'm attaching a picture to show you how scary I looked ;)

Kisses,  
Helen

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

- Ola:** Hi Kuba. What's up?
- Kuba:** I've just read about the World Book Day celebration in the UK. I think it would be great to organise an event like that in our school. I have a (1) (wiele pomysłów) [ ] for what we could do.
- Ola:** It sounds interesting. You know I'm a (2) (wielką faną) [ ] video games, but I enjoy reading too.
- Kuba:** I thought we could have a competition for the best costume – you know, people could (3) (przebrać się) [ ] as their favourite book characters.
- Ola:** That's a great idea – could the characters be from comic books too?
- Kuba:** Sure, it's reading too, isn't it? I haven't read (4) (zbyt wielu) [ ] comic books myself, but I know some of the characters from films and TV series.

**5 Look at the list of some best-selling teen novels. Then, in pairs, ask each other the questions below.**

The *Harry Potter* series, J.K. Rowling  
 The *Fault in Our Stars*, John Green  
 The *Book Thief*, Markus Zusak  
 The *Hitchhiker's Guide to the Galaxy* series, Douglas Adams  
 The *Divergent* series, Veronica Roth  
 The *Mortal Instruments* series, Cassandra Clare  
*Thirteen Reasons Why*, Jay Asher

- Have you read any of these books? Which ones?
- Do you think that some of these books are also popular among Polish teenagers? If so, which ones?
- Do you think that the best-sellers' list is different in other countries? Why (not)?
- In your opinion, what kind of books / what topics are the most interesting for teenagers to read about?

**6 Work in pairs. Prepare a meme which encourages young people to read. Take a photo and add an amusing comment to it.**



## VOCABULARY

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

- 1 I'm really
  - 2 Don't forget to brush
  - 3 In Poland, we celebrate Constitution
  - 4 Meet my new
  - 5 I'm a big
  - 6 It's almost
  - 7 I have a lot of
  - 8 This is Dan, my
- a midnight, hurry up or you'll miss the fireworks.
  - b fan of video games. I play every day.
  - c brother-in-law. He's married to my sister Rachel.
  - d Day on May 3<sup>rd</sup>.
  - e into skateboarding – I love it!
  - f acquaintances in my new school, but no friends yet.
  - g flatmate, Theo. He moved in last week.
  - h your hair before you leave for school!

## GRAMMAR

2 In your notebook, complete the dialogue with *many, much, a lot of, a few, a little, few, little, some or any*.

- Mum:** Jack, did you remember to feed the dog?
- Jack:** Mum, I've got so (1) from you – I don't know how to make a costume for the carnival party.
- Mum:** Hmm, that's interesting. You're always busy with schoolwork when I ask you to do something, but you have very (2) to revise for the exam.
- Jack:** Come on, Mum. That's not fair! I really have (3) because his family isn't very big.
- Mum:** OK, I'll ask Peter. Luckily, he never has (4) in the fridge, so I can't make you any cocoa.
- Jack:** That's because he's only seven. They don't give them (5) from primary school I hang out with regularly.
- Mum:** As soon as I write (7) from your block of flats yet?
- Jack:** That's because he's only seven. They don't give them (5) homework yet. I, on the other hand, have so (6) do you need to make pancakes for breakfast?
- Mum:** As soon as I write (7) left – we could buy some ice cream.

## USE OF ENGLISH

3 **OPEN TASK** Uzupełnij zdania 1–8. Wpisz podane w nawiasach wyrazy w odpowiedniej formie tak, aby zdania były logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Nie zmieniaj kolejności podanych wyrazów. Dodaj wszystkie niezbędne elementy. Odpowiedzi zapisz w zeszycie.

- 1 I (need / advice) from you – I don't know how to make a costume for the carnival party.
- 2 I was nervous because I had (too / time) to revise for the exam.
- 3 Tim has (few / cousin) because his family isn't very big.
- 4 There (be / milk) in the fridge, so I can't make you any cocoa.
- 5 I still have quite (few / friend) from primary school I hang out with regularly.
- 6 Have you met (new / neighbours) from your block of flats yet?
- 7 (how / eggs) do you need to make pancakes for breakfast?
- 8 We have (little / money) left – we could buy some ice cream.

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

My blog 13th January

I think I'm similar to both of my parents, but in different ways. I look like my dad – I'm as tall as he is, and we are both very keen (1) sports, like volleyball and basketball. He used to teach me how to play basketball when he had (2) free time. I'm also friendly and easygoing, like my mum. She always makes (3) new friends wherever she goes. She also loves animals – we've had quite (4) pets at home over the years.



- |              |        |            |
|--------------|--------|------------|
| 1 A into     | B of   | C on       |
| 2 A a few    | B some | C any      |
| 3 A a lot of | B few  | C a little |
| 4 A any      | B much | C a few    |



### FOOD PRODUCTS

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

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

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

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

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

### PREPARING AND COOKING FOOD

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

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

- We use a  to pick up our food.
- We often have a  of tea in the morning.
- We fry fish in a .
- We serve food on a .
- We use a  to cut a steak.
- We might have a  of fizzy drink on a hot day.
- We use a  to open tins.
- We cut vegetables on a .
- We eat soup or cereal from a .
- We make soup in a .

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

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

1

#### Francesca's Fish and Chips

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

2

#### Easy Peasy Grilled Chicken Sandwich

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



## DESCRIBING TASTE

- 5 In your notebook, complete comments 1–6 with the correct adjectives in the box.

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

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

## EATING OUT



What places are there in your town for young people? Where can you eat out?

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

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

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

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

2 Are you ready to order?

3 Our special today is grilled chicken with walnuts.

4 Could we have the bill, please?

5 This dish is a bit too salty.

6 Would you like to see the dessert menu?



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

Speaker 1:

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

Speaker 2:

She is a *chef / waitress / baker*.

Speaker 3:

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

Speaker 4:

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

## EATING HABITS / PARTIES

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

### How do British people eat?

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

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



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

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



1 In pairs, discuss the questions.

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

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

- The article is about a \_\_\_\_\_.
- The name of the restaurant is \_\_\_\_\_.
- Ferran Adrià is from \_\_\_\_\_.
- To find ingredients, Amaro travelled around \_\_\_\_\_.

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

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

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

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

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

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

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

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

## POLAND'S SHINING STAR

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

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

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

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

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



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



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

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

PHRASE BOX

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

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

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

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

- X: I'm going to watch a football match this Monday. Would (1) (**come**)  with me?
- Y: Thanks, but I don't think I (2) (**make**) . I'm going to a wedding.
- X: Ah, I see. Well, how (3) (**coming**)  with me to the cinema on Sunday?
- Y: Sure, I (4) (**love**) .
- X: Great, I'm looking forward to it. Watching a film in the cinema is much better than watching TV.
- Y: I totally (5) (**agree**)  you. It'll be fun!

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

TEEN TALK

**Fancy going to the café tomorrow?**

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

**(About food) What's it like?**

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

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

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

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

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

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

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

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

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

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

## Future forms: be going to / will / present continuous

Konstrukcji *be going to* użyj, aby:

- opisać zamiar wykonania jakiejś czynności w przyszłości, np. *We are going to work in a shop next summer.*
- wyrazić przypuszczenie, że jakieś zdarzenie będzie miało miejsce w najbliższej przyszłości, ponieważ wskazują na to obecne okoliczności, np. *The sky is dark. It is going to rain.*

### Zdania twierdzące

|                 |                                           |
|-----------------|-------------------------------------------|
| I               | am ('m) going to look for a job.          |
| He / She / It   | is ('s) going to apply for a scholarship. |
| We / You / They | are ('re) going to visit John tomorrow.   |

### Zdania przeczące

|                 |                                                           |
|-----------------|-----------------------------------------------------------|
| I               | am not ('m not) going to do any babysitting next weekend. |
| He / She / It   | is not (isn't / 's not) going to call the police.         |
| We / You / They | are not (aren't / 're not) going to come to the party.    |

### Pytania

| Pytania                          | Odpowiedzi                         |
|----------------------------------|------------------------------------|
| Is he going to work next summer? | Yes, he is.<br>No, he isn't.       |
| Are they going to help us?       | Yes, they are.<br>No, they aren't. |

Where are you going to stay during your visit?

Użyj czasu *present continuous*, aby opisać czynność przyszłą, która została już zaplanowana.

*I'm helping my dad in the shop this Saturday.*

*My sister is going on a school trip next Monday.*

Czasu *future simple* użyj, aby:

- opisać czynności przyszłe, które nie zostały wcześniej zaplanowane (spontaniczne decyzje), np. *I think (that) I'll stay at home tonight.*
- wyrazić przypuszczenie odnośnie sytuacji lub zdarzeń w przyszłości, np. *I think (that) Peter will find a new job soon.*
- wyrazić nadzieję, obietnicę lub prośbę, np. *I hope (that) I'll do well at my job interview tomorrow.*

### Zdania twierdzące

|                                     |                                 |
|-------------------------------------|---------------------------------|
| I / You / He / She / It / We / They | will ('ll) earn a lot of money. |
|-------------------------------------|---------------------------------|

### Zdania przeczące

|                                     |                                     |
|-------------------------------------|-------------------------------------|
| I / You / He / She / It / We / They | will not (won't) work in this shop. |
|-------------------------------------|-------------------------------------|

### Pytania

|                                      |                                |
|--------------------------------------|--------------------------------|
| Will you look for a job this summer? | Yes, I will.<br>No, I won't.   |
| Will it be enough to succeed?        | Yes, it will.<br>No, it won't. |
| When will they arrive in London?     |                                |

### Odpowiedzi

## Wyrażanie przyszłości

Kiedy mówisz o przyszłości, możesz użyć różnych struktur. Porównaj przykłady w poniższej tabelce.

### Future simple

*You know what? I'll cook some pasta tonight.*  
(czynność nieplanowana, decyzja podjęta spontanicznie)

### Be going to

*Are you going to invite some friends to lunch next weekend?*  
(pytanie o zamiar/plan)

### Present continuous

*We are eating at an Italian restaurant on Friday.*  
(czynność zaplanowana na konkretny czas w przyszłości)

## 1 In your notebook, complete the sentences using *be going to*.

- (you / become) a teacher in the future?
- I (not work) this weekend.
- They (start) the new project next week.
- What (she / do) next summer?
- He (study) engineering at university.
- Look at the clouds! (It / rain)!

## 2 In your notebook, complete sentences 1–8 with the correct forms of the words in brackets. Use the present continuous.

- Eve wants to talk to me, so (I / meet) her after school.
- (Jack / go) to the cinema with his girlfriend tonight. There's a good comedy on at the Blue Star.
- Don't call us in the evening. (We / have) our dance classes.
- (My parents / take) me on a trip to London next week. It's my birthday present.
- (They / open) a new gym near my house this Monday.
- I'm really scared. (I / see) my dentist tomorrow.
- We've invited a lot of people to our house. (We / have) a party tonight.
- Mum has bought tomato sauce. (She / cook) soup for dinner today.



- 3 In your notebook, complete the email. Use *be going to* or the present continuous. Sometimes both forms are correct.

< ✉ New Message

Hi Robert,  
School's over at last! But, in fact, I <sup>1</sup> (not relax) [ ] much during the first two weeks of the school holidays. You know that I'm really into computer graphics, so I <sup>2</sup> (help) [ ] my dad with some documents at his company office. He <sup>3</sup> (take) [ ] me to the office tomorrow morning. It looks as if it <sup>4</sup> (be) [ ] a long but interesting day for me. What about your plans for this summer? <sup>5</sup> (you / find) [ ] a job, or are you just going to relax and enjoy yourself? Are you going anywhere? Write back soon,  
Amanda

- 4 In your notebook, complete sentences 1–7 with the correct forms of the words in brackets. Use *will*. Decide in which sentences *will* is used to express predictions (a), hopes / promises / offers (b) or decisions made at the moment of speaking (c).

- This bag looks heavy. (I / help) [ ] you.
- A: What would you like to drink?  
B: (I / have) [ ] a glass of water.
- A: I'm not prepared for today's test.  
B: Let's hope (it / not / be) [ ] difficult.
- Gina says her (sister / be) [ ] a good doctor.
- Maybe (we / stay) [ ] at home tonight if we have no idea what to do.
- I think that people (eat) [ ] less meat in the future.
- I'm really tired. (I / go) [ ] to bed.  
That's the best I can do.

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

- Tom: Di, what <sup>1</sup> *will you do / are you doing* this summer? Have you got any plans yet?
- Di: Yes, I have. In the first two weeks of July, I <sup>2</sup> *will work / am going to work* as a shop assistant in Berlin. You see, I <sup>3</sup> *will do / am doing* a Spanish course in Madrid in August, so I <sup>4</sup> *will save / am going to save* the extra money from the work for that.
- Tom: Great! When exactly <sup>5</sup> *will you leave / are you leaving* for Berlin?
- Di: Well, I <sup>6</sup> *will fly / am flying* there on Monday 2<sup>nd</sup> July. I really hope that I <sup>7</sup> *won't have / am not going to have* any problems during the flight.
- Tom: Oh, don't worry. I'm sure it <sup>8</sup> *will be / is* fine.
- Di: Thanks.

### There is / There are vs It / They

- Gdy mówimy, że coś się gdzieś znajduje, stosujemy konstrukcję *There is / There are*.  
*There are some apples on the table.*
- It jest podmiotem w zdaniach bezosobowych. W języku angielskim użycie podmiotu w zdaniu jest konieczne.  
*It's one o'clock. It's sunny today. It's nice to walk in the park in spring.*
- It / they stosujemy też, gdy chcemy przedstawić opinię na jakiś temat, np.  
*There are some chairs in the living room. They are very comfortable.*

- 6 In your notebook, complete the sentences with *there* or *it / they*.

- [ ] is a pity you can't come to help me. [ ] is so much to do.
- [ ] is dangerous to cross the street in this place. [ ] is too much traffic here.
- [ ] are many museums in our city, but [ ] are all closed because [ ] is a holiday today.
- [ ] are some vegetables in the fridge. I'm afraid [ ] are all off.
- [ ] is fantastic working here. [ ] are so many helpful people.

### Linking words

- W zdaniach okolicznikowych stosujemy następujące spójniki:
  - because* (ponieważ) – aby wyrazić przyczynę,  
*We wore some warm clothes because it was cold.*
  - so* (więc) – aby wyrazić skutek,  
*It was very cold yesterday, so we didn't go out.*
  - although* (choć) – aby wyrazić kontrast,  
*I like Tim, although he is rude sometimes.*
  - (not) to / in order (not) to / so as (not) to* + czasownik (żeby / żeby nie) – aby wyrazić cel.  
*I am going to the supermarket to buy some chocolate.*  
*I took a taxi not to be late for the flight.*  
*I called the doctor's office in order to make an appointment.*  
*My parents want to move house so as to live closer to their office.*
- Spójnik *and* (i, a) stosujemy, aby dodać kolejną informację w zdaniu, a *but* (ale), aby przeciwstawić dwie treści w zdaniu.  
*Sue's very smart and she's hard-working.*  
*My little brother's sometimes very noisy but I love him very much.*

- 7 In your notebook, join the sentences using the linking words in brackets.

- Mandy didn't go to Luke's party. He didn't invite her. (because)
- The silk dress was very expensive. Nancy decided to buy it. (but)
- He finished the race first. He didn't get the gold medal. (although)
- My friend was in hospital. I went to visit him. (so)
- I eat healthy food. I want to feel good. (in order (not) to)

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

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

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

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

TIP

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

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

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

- 5 In your notebook, complete the sentences with the phrases from exercise 4.

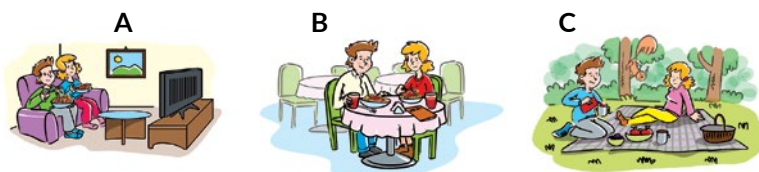
- 1 The restaurant has got a lovely open-air patio. Let's .
- 2 Don't buy so much junk food from the supermarket. with fruit and veggies.
- 3 I hope lunch will . I'm starving!
- 4 It's difficult to when many food choices are unhealthy.
- 5 It's so boring to eat at home all the time. Let's .
- 6 If we're going to in the park, remember to bring a blanket to lie on.

- 6 In pairs or groups, discuss whether you agree or disagree with the following statements.

- It's difficult to eat a healthy meal when you go out to a restaurant.
- It's OK not to pay for your meal if the waiter makes a mistake.
- Schools should not be allowed to sell sweets and snacks.

- 3 20 Zapoznaj się z tekstem z ramki TIP. Usłyszysz dwukrotnie pięć tekstów. Na podstawie usłyszanych informacji w zadaniach 1–5 wybierz właściwą odpowiedź (A–C). Odpowiedzi zapisz w zeszyty.

- 1 What will Tina and Mark do for supper?



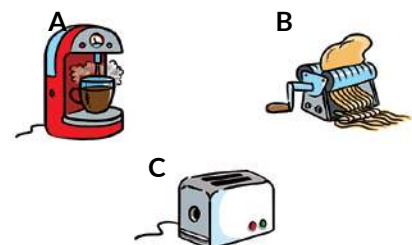
- 2 Where are the man and woman?



- 3 Where is the woman going to sit?



- 4 Which appliance is the girl thinking of buying for her dad?



- 5 Martin is calling to
- A check information about an order.
  - B apologise for a mistake.
  - C recommend a bakery.

check  
your GRAMMAR

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

*Will, be going to and present continuous for future plans*

- Look out! **You're going to / You will** cut yourself!
- I think she **will be / is being** a great chef one day!
- Dan, **will you / are you going to** eat that sandwich or have you finished?
- 'I forgot to cut the onions! Tina, **are you going to / will you** help me, please?'  
'Sure! **I'll / I am going to** do it right now, if you like.'
- Mum doesn't want to cook tonight, so **we will / we're going to** get a pizza.
- I can't wait till dinner! **We're having / We will have** my favourite!
- Put the ice cream in the freezer so it **won't / isn't going to** melt.
- I'm going to invent / I'm inventing** tasty food for astronauts when I'm older!

- 2 In your notebook, complete the sentences with **There is / are** or **It is / They are**.

*There and it / they*

- 'What have we got in the fridge?'  
' only a little milk.'
- 'What's that red thing on the plate?'  
' ketchup.'
- 'How many people are there in the kitchen?'  
' six.'
- 'Who's with Sarah?'  
' her cooking teacher.'
- 'What are these things on the tray?'  
' fried cheese balls.'
- 'Have you got anything to eat?'  
' a bag of crisps in the kitchen.'

See Grammar pp. 72-73 »

- 3 PHRASAL VERBS In your notebook, complete the sentences with the words in the box.

• up • over • up • down • up

- My food's cold. Can you warm it , please?
- He's on a diet, so he's trying to cut  on sugary foods.
- To make vegetable soup, first chop  the vegetables.
- Children, you have to eat  all your food if you want dessert.
- Be careful, or the milk will boil .

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

- We're (**have / supper**)  7 pm this evening.
- I am (**go / cook**)  for eight people tomorrow night.
- Wait a minute. (**I / help**)  you as soon as I finish my homework.
- Look! (**there / lots**)  of cakes and sweets for dessert!
- They are (**go / bake**)  the largest soufflé in the world!
- Mum (**already / chop**)  up the vegetables for the soup – they're in the pan.
- There (**be / not**)  apples for the pie. Will you get some more from the greengrocer's?

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

- Should you cut down on how much sugary food you eat? What about the number of fizzy drinks you drink each week?
- What's your ideal meal for breakfast, lunch and dinner?

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

|         |           |           |
|---------|-----------|-----------|
| A slice | B receipt | C flavour |
| D peel  | E tasty   | F recipe  |

<  New message

Hi Richard,  
You wanted to know how to make pizza. Here's the (1) . First, you make the dough and roll it out into a big, flat circle. You spread some tomato sauce over it, then you (2)  some green peppers, black olives, red onions, and mushrooms and throw those on. I put a bit of salt on the vegetables so they're nice and (3) . Lastly, you grate some cheese and put that on the top. Bake at 250°C for 10 minutes and enjoy!  
Bye for now,  
Ben



- 1 Read the advertisement and answer the questions.

## COOKING LESSONS FOR BEGINNERS AT THE CULINARY SCHOOL



Our Culinary School is offering evening and weekend courses for basic cooking skills. Learn how to cook a variety of delicious meals. Find out how to prepare a great dinner for your family or fantastic party meals! Students as young as 12 can join. Courses start in two weeks, so enrol now.

For more information, please visit the [Culinary School website](#).

- 1 What is this advertisement for?
- 2 What can you learn to do?
- 3 Is this something you would like to do?

- 2 Read Diana's email to Rachel. What course does Diana prefer and what is one thing Diana wants to learn?

< ✉ New message

Hi Rachel,

Thanks for letting me know about the cooking lessons. They sound really interesting. I'd like to improve my cooking skills because (1) .

Do you want to take a course in the evening or (2) .

I prefer the evening course so that (3) . I hope that's OK with you.

I'd really like to learn how to make a great meal for a party. It's my birthday next month, so (4) ! I'll also tell my sister and (5) .

Talk to you soon,

Diana

- 3 In your notebook, match each sentence ending (a-e) with a gap (1-5) in the email in exercise 2.

- a the three of us can take the course together
- b let's enrol
- c do you want to take weekend courses
- d I don't know very much about cooking
- e I can do other things on Saturdays and Sundays

- 4 Think of alternative ideas to fill gaps 1-5 in the email above. Write them down in your notebook.

check your GRAMMAR

- 5 In your notebook, write *and*, *or*, *because* or *so* in each gap to complete the sentences.

- 1 I can't go to Julie's party tonight  I've got an exam in the morning.
- 2 You cut the vegetables  I'll grate the cheese.
- 3 Do you want to have dinner now  shall we wait for Karen to get home?
- 4 I'm starving  I'm going to make a sandwich. Do you want one too?

See Grammar p. 73 »

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

**OPEN TASK** Niedawno wzięłeś/wzięłaś udział w kursie gotowania. W liście do koleżanki z Walii:

- napisz, w jakim kursie wzięłeś/wzięłaś udział oraz gdzie i kiedy się on odbył;
- opisz, czego się nauczyłeś/nauczyłaś;
- zaproś koleżankę na obiad i napisz, co planujesz ugotować.

List powinien zawierać od 50 do 120 słów.

|   |                                                                                                      |                      |
|---|------------------------------------------------------------------------------------------------------|----------------------|
| 1 | What kind of course was it (general cooking / Italian food / etc.)? When and where were the lessons? | <input type="text"/> |
| 2 | What did you learn?                                                                                  | <input type="text"/> |
| 3 | When would you like her to come? What are you planning to cook?                                      | <input type="text"/> |

**TIP** Pamiętaj, aby w wypowiedzi pisemnej odnieść się nie tylko do każdej informacji zawartej w poleceniu, lecz także ją rozwinąć, np. uzasadnić swoje opinie czy dokonane wybory. W tym celu buduj zdania złożone i łącz je za pomocą różnorodnych spójników, np. *and*, *so*, *because* czy *or*.

PHRASE BOX

- I really enjoyed learning (how / about) ...
- I preferred making pasta to making pizza.
- Now I (really) enjoy / like holding dinner parties.
- Would you like to ...?
- I'm thinking of making / baking / etc., ...

- 7 Write the letter in your notebook, using your notes and some of the phrases in the Phrase Box.

Hi Sam,

How are you? I hope you're well. Guess what! I took a cooking course recently.

## VOCABULARY, pp. 68–69

## Food products / Żywność

beef /bi:f/ wołowina  
 biscuits /'bɪskɪts/ herbatniki, kruche ciastka  
 bread /bred/ chleb  
 broccoli /'brɒkəli/ brokuł, brokuły  
 cabbage /'kæbɪdʒ/ kapusta  
 cakes /keɪks/ ciastka  
 cheese /tʃi:z/ ser  
 chicken /'tʃɪkɪn/ kurczak  
 chocolate bar /'tʃɒklət bɑ:(r)/ tabliczka czekolady  
 coffee /'kɒfi/ kawa  
 cola /'kəʊlə/ cola  
 crisps /krɪspz/ chipsy  
 cucumber /'kju:kəmbə(r)/ ogórek  
 dairy products /'deəri prɒdʌkts/ nabiał  
 drinks /drɪŋks/ napoje  
 fish /fɪʃ/ ryba  
 fruit /fru:t/ owoc  
 grapes /greɪps/ winogrona  
 green / red pepper /grɪ:n / red 'pepə(r)/ zielona / czerwona papryka  
 ham /hæm/ szynka  
 juice /dʒu:s/ sok  
 lettuce /'letɪs/ sałata  
 milk /mɪlk/ mleko  
 mushrooms /'mʌʃru:mz/ grzyby  
 nuts /nʌts/ orzechy  
 oil /ɔɪl/ olej/oliwa  
 onion /'ʌnjən/ cebula  
 pasta /'pæstə/ makaron  
 pork /pɔ:(r)k/ wieprzowina  
 potato /pə'teɪtəʊ/ ziemniak  
 rice /raɪs/ ryż  
 roll /rəʊl/ bułka  
 salmon /'sæmən/ łosoś  
 salt /sɔ:lt/ sól  
 sandwich /'sæn(d)wɪdʒ/ kanapka  
 sausage /'sɒsɪdʒ/ kiełbaska  
 seafood /'si:fu:d/ owoce morza  
 snacks /snæks/ przekąski  
 spices /speɪsɪz/ przyprawy  
 spinach /'spɪnɪdʒ/ szpinak  
 strawberry /'strɒ:b(ə)ri/ truskawka  
 sweets /swi:ts/ słodczyce  
 tea /ti:/ herbata  
 tomato /tə'mɑ:təʊ/ pomidor  
 tuna /'tju:nə/ tuńczyk  
 turkey /'tɜ:(r)ki/ indyk  
 vegetable /'vedʒtəb(ə)l/ warzywo  
 yoghurt /'jɒgə(r)t/ jogurt

## Preparing and cooking food – equipment / Przygotowanie i gotowanie jedzenia – narzędzia

(chopping) board /'tʃɒpɪn bɔ:(r)d/ deska do krojenia  
 bowl /bəʊl/ miska, salaterka  
 can /kæn/ puszka  
 cup /kʌp/ filiżanka  
 fork /fɔ:(r)k/ widelec  
 frying pan /'fraɪɪŋ pæn/ patelnia  
 knife /naɪf/ nóż

pan / pot /pæn / pɒt/ garnek/rondel  
 plate /pleɪt/ talerz  
 tin opener /tɪn 'əʊpə(n)ə(r)/ otwieracz do konserw

## Preparing and cooking food / Przygotowanie i gotowanie jedzenia

add /æd/ dodawać  
 cut /kʌt/ kroić  
 fry /fraɪ/ smażyć  
 grill /grɪl/ grillować  
 heat up /hi:t 'ʌp/ podgrzewać  
 peel /pi:l/ obierać  
 recipe /'resəpi/ przepis  
 slice /sɪs/ ciąć na plasterki  
 spread /spred/ smarować

## Describing taste / Określanie smaku

bitter /'bɪtə(r)/ gorzki  
 salty /'sɔ:lti/ słony  
 savoury /'seɪvəri/ słony (wytrawny)  
 sour /'saʊə(r)/ kwaśny  
 spicy /'speɪsi/ pikantny  
 sweet /swi:t/ słodki

## Eating out / Jedzenie poza domem

be ready to order /bi redi tə 'ɔ:(r)də(r)/ być gotowym do złożenia zamówienia  
 book a table /bʊk ə 'teɪb(ə)l/ rezerwować stół  
 (school) canteen /sku:l kæn'ti:n/ (szkolna) stołówka  
 chef /ʃef/ szef kuchni  
 customer /'kʌstəmə(r)/ klient  
 enjoy the meal /ɪndʒəɪ də 'mi:l/ smacznego  
 enter the restaurant and sit down /entə(r) ðə rest(ə)rənt ænd sit 'daʊn/ wejść do restauracji i usiąść  
 leave a tip /li:v ə 'tɪp/ zostawić napiwek  
 look at the menu /lʊk ət ðə 'menju:/ przeglądać menu  
 manager /'mænɪdʒə(r)/ menadżer  
 order a meal /ɔ:(r)də(r) ə 'mi:l/ zamówić posiłek  
 order dessert /ɔ:(r)də(r) dɪ'zɜ:(r)t/ zamówić deser  
 pay the bill /peɪ ðə 'bɪl/ zapłacić rachunek  
 read a restaurant review /ri:d ə 'rest(ə)rənt rɪvju:/ przeczytać recenzję restauracji  
 sandwich bar /'sæn(d)wɪdʒ bɑ:(r)/ bar kanapkowy  
 special(s) /'speʃ(ə)l(z)/ specjalności kuchni  
 table for two /'teɪb(ə)l fə(r) tu:/ stół dla dwóch osób

vegan /'vi:gən/ wegański  
 vegetarian /vedʒə'teəriən/ wegetariański  
 waiter /waitress /'weɪtə(r) / 'weɪtrəs/ kelner/ kelnerka

## Eating habits / Parties / Nawyki żywieniowe / Rodzaje przyjęć

banquet /'bæŋkwɪt/ bankiet, przyjęcie  
 barbecue /'bɑ:(r)bɪkju:/ grill, przyjęcie w ogrodzie  
 eat out /i:t 'aʊt/ jeść poza domem  
 entertain guests /entə(r)'teɪn 'gests/ podejmować, przyjmować gości  
 picnic /'pɪknɪk/ piknik

snack (between meals) /snæk/ jeść pomiędzy posiłkami, przekąsić

## READING, p. 70

abroad /ə'brɔ:d/ za granicą  
 assistant chef /ə'sɪst(ə)nt ʃef/ pomocnik szefa kuchni  
 cooking technique /kʊkɪŋ tek'ni:k/ technika gotowania  
 culinary award /'kʌlɪn(ə)ri ə'wɔ:(r)d/ nagroda kulinarna  
 delightful /dɪ'laɪt(ə)l/ wspaniały, zachwycający  
 dishwasher /'dɪʃwɒʃə(r)/ zmywarka  
 hand down /hænd 'daʊn/ przekazywać (komuś młodszemu)  
 owner /'əʊnə(r)/ właściciel  
 pay off /peɪ 'ɒf/ optacać się

## LISTENING, p. 74

be ready to eat /bi redi tə 'i:t/ być gotowym do jedzenia  
 fill your basket /fɪl jɔ:(r) 'bɑ:skɪt/ napełnić koszyk  
 go out to eat /gəʊ aʊt tə 'i:t/ wyjść zjeść coś poza domem  
 have a picnic /hæv ə 'pɪknɪk/ urządzić piknik  
 have toast /hæv 'təʊst/ zjeść tost  
 sit outside /sit aʊt'saɪd/ siedzieć na zewnątrz  
 stick to a diet /stɪk tə ə 'daɪət/ przestrzegać diety

## USE OF ENGLISH, p. 75

boil over /bɔɪl 'əʊvə(r)/ kipieć, wykipieć  
 chop up /tʃɒp 'ʌp/ siekać, krajać, szatkować  
 cut down (on) /kʌt 'daʊn ɒn/ ograniczać (coś)  
 eat up /i:t 'ʌp/ zjadać wszystko  
 warm up /wɔ:(r)m 'ʌp/ podgrzewać

## OTHER WORDS

bakery /'beɪkəri/ piekarnia  
 be on a strict diet /bi ɒn ə strɪkt 'daɪət/ być na ścisłej diecie  
 carbohydrates /kɑ:(r)bəʊ'haidreɪts/ węglowodany  
 crepe /kreɪp/ cienki naleśnik (francuski)  
 low-carb diet /ləʊ kɑ:(r)b 'daɪət/ dieta niskowęglowodanowa  
 mayonnaise /meɪə'neɪz/ majonez  
 mix-up /'mɪksʌp/ pomyłka  
 protein /'prəʊti:n/ białko, proteina

- 1 Read the note below. Then work in pairs and discuss if you like the idea of the Slow Movement.

## SLOW FOOD

The Slow Movement is a cultural trend in which people try to slow down the tempo of their life. It has an effect on different aspects of lifestyle and culture. For example, an organisation called Slow Food promotes traditional cooking and local food as an alternative to fast food. It started in Italy in 1986, but it's become popular all over the world.

- 2 Work in pairs or groups. What do you think the expressions in the box mean?

- slow living • slow fashion • slow media
- slow travel • slow education/learning

*"I think slow living means that people try not to be in a hurry all the time."*

- 3  **OPEN TASK** Przeczytaj tekst o Disco Soup Day, a następnie na jego podstawie uzupełnij luki 1–5 w notatce, którą wykorzystasz w szkolnej prezentacji. Luki należy uzupełnić w języku polskim. Odpowiedzi zapisz w zeszycie.

## WORLD DISCO SOUP DAY

The idea of protesting against food waste and organising Schnippeldisko – 'Disco Soup' – was born in Berlin in 2012. People from Slow Food Germany and other organisations wanted to save supermarket and restaurant food that would go to waste. They collected all kinds of vegetables, like cabbages, onions or potatoes, which were 'too small', 'too short', 'too big' or just 'too ugly'. 8000 people took part in the first Disco Soup: they peeled and chopped up the vegetables and cooked the 'protest soup' while hanging out, listening to music and dancing.

The concept of preparing a protest soup has developed into World Disco Soup Day, which is now popular all over the world. Statistics show that about 30% of the food produced is wasted. What better way to inform a lot of people about this problem than by giving a party? It is a free event, open to all. If it is not organised in your area, you can make your own Disco Soup Day – check social media groups to get some information/advice.

- 4 In pairs or groups, discuss the questions below.

- Would you like to take part in / organise a Disco Soup Day? Why (not)?
- Have you ever been to any food event of this kind in Poland?

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

1 X: Fancy going to a Disco Soup Day with me?

Y: I'm sorry, but . I've got other plans.

2 X: So, how do you like the soup, Kate?

Y: Yuck! It ! I think we've added too much salt.

3 X: Jack,  to eat that slice of bread, or can I have it?

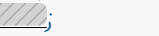
Y: Sure, help yourself.

- 6 In groups, brainstorm ideas for organising a Disco Soup Day in your area. Think about:

- where you could organise it
- who you would invite
- what kitchen equipment they would need to bring
- where you could find unwanted food

- 7 In the same groups, write a social media invitation to your Disco Soup Day.

(World) Disco Soup Day:

- Po raz pierwszy zorganizowano w Berlinie w 2012 roku, aby (1)  marnowaniu żywności;
- 8000 ludzi gotowało razem zupę (2) , które nie zostałyby sprzedane w sklepach lub wykorzystane w (3) .
- Cel World Disco Soup Day: uświadamianie opinii publicznej, że – według (4)  – 30% wyprodukowanej żywności się marnuje;
- Wstęp jest (5)  dla wszystkich.



## VOCABULARY

- 1 In your notebook, replace each phrase in bold with a word or phrase from the box.

• is quite bitter • crisps • customers  
• dairy products • entertain guests  
• order dessert • recipe for • turkey

- You must book a table in this restaurant as they always have a lot of **people who want to eat there** at weekends.
- This drink **has a strong, sharp taste** – could you add some sugar or honey?
- I really liked the sweet-and-sour **meat of a large bird similar to a chicken** – it was delicious!
- Don't buy **round slices of potatoes fried in fat and eaten cold**, they are not very healthy.
- Can we **ask for sweet food that you eat after a meal**? They have very good cakes and ice cream here.
- I don't like meat, but I love **cheese and other foods made from milk**.
- Can you give me the **set of instructions for cooking** chicken with spinach? It looks easy to prepare.
- My parents don't like to eat out – they prefer to **invite their friends and give them food and drink** at home.

## GRAMMAR

- 2 In your notebook, complete sentences 1–8 with the correct form of the words in brackets. Add all necessary words.

- I think we're ready to order – (I / have)  grilled salmon and spicy vegetables, please.
- (there / be / rice)  left? I'd like to make lunch.
- My brother has joined cooking classes. He (go / become)  a chef in the future.
- I'm sorry I can't go to the cinema with you on Saturday – we (eat / out)  because it's my mum's birthday.
- (you / go / eat)  this chocolate bar? It's been on your desk for days.
- (it / nice)  leave a tip if you are happy with the service.
- Mum, I (not / help / you)  make dinner because I have to finish this essay, sorry!
- How (have)  a picnic or a barbecue in the garden? It's beautiful outside.

## USE OF ENGLISH

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

- (Nie ma żadnej)  ham left, so I can't make you a ham sandwich.
- Cut the vegetables into thin slices – they (będą gotowe)  really fast.
- We (nie zamierzamy)  to eat any supper because we are on a diet.
- (Czy jest)  a canteen in your school?
- (To nie są)  beefburgers – there's no meat in them, only vegetables.
- Today (jemy)  pasta for dinner – can you chop the tomatoes please?
- (Czy ona zamierza)  to order dessert?
- This dish looks delicious! (Czy to jest)  fish?

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

|          |            |           |
|----------|------------|-----------|
| A book   | B enjoying | C enter   |
| D paying | E recipes  | F reviews |

My blog
✕

### DIFFICULT MENU DECISIONS

How do you decide where to eat out? Some people ask their friends for advice. Others read restaurant (1)  and look for places which have the best opinions. You can also use Internet websites which will find the perfect place for you, depending on what you're looking for: ethnic food or local food, a small bistro or a fancy restaurant. However, sometimes, when I'm in a new town or city, I just walk around and look for a place with the greatest number of customers. I will never (2)  a restaurant which is empty or half-empty, but the moment I see a place full of happy people (3)  their meal – this is it: this is the place where I am going to eat!





## VOCABULARY

- 1 Choose the correct answers and write them in your notebook.
- Which word does **not** describe the taste of food?  
savoury / sour / sweets / spicy
  - Which thing can you **not** put soup in?  
plate / bowl / pot / pan
  - Which person is **not** someone in your family?  
nephew / colleague / cousin / niece
  - Which of these is **not** a vegetable?  
lettuce / spinach / grape / cabbage
  - Which of these is **not** a way to prepare food?  
fry / feed / grill / slice
  - Which of these is **not** on the same date every year?  
Boxing Day / Valentine's Day / Halloween / Good Friday
  - Which of these is **not** an exact time on a clock?  
morning / one fifteen / noon / midnight



- 2 In your notebook, complete sentences 1-8 with the words in the box.

• heat • make • check • book • have  
• order • mean • wake

- I'm sorry I forgot your birthday – I'll \_\_\_\_\_ it up to you.
- Excuse me. I think we're ready to \_\_\_\_\_ now.
- Can you believe there are some people who don't \_\_\_\_\_ their social media every day?
- I have to \_\_\_\_\_ up really early on school days.
- I'd like to \_\_\_\_\_ a table for six for tomorrow evening, please.
- Sometimes my mum cooks a meal in the morning and I \_\_\_\_\_ it up when I come home.
- I know he said some bad things but he didn't \_\_\_\_\_ it – he was just angry.
- We sometimes \_\_\_\_\_ a family dinner to celebrate an important occasion like a birthday.

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

- 'What time is it?' 'It's \_\_\_\_\_ three o'clock.'  
a about                      b for                      c at
- You have to \_\_\_\_\_ a banana before you can eat it.  
a cut                      b spread                      c peel
- My brother \_\_\_\_\_ a speech at my dad's fortieth birthday party.  
a gave                      b took                      c put
- I'm not very keen \_\_\_\_\_ vegetables, so I don't eat a lot of salad.  
a in                      b on                      c for
- I decided to go to that restaurant after I read a great \_\_\_\_\_ of it online.  
a menu                      b book                      c review
- Let's dress \_\_\_\_\_ for the carnival party!  
a out                      b up                      c off

## GRAMMAR

- 4 Choose the correct word or phrase and write them in your notebook.

- Jill couldn't find **many** / **much** information about the festival on the Internet.
- Look out! **You will** / **You're going to** fall!
- We went to Anna's party but there were very **few** / **little** people there.
- What **do you have** / **are you having** for dinner tonight?
- See you **at** / **on** Friday morning!
- I hope you're free tonight. **There** / **It** is an extra training session for the team.
- I asked my teacher for **an** / **some** advice about improving my test marks.
- Dawn works hard, so I'm sure she's **passing** / **going to pass** her exams.

- 5 In your notebook, write one word in each gap.

- There are \_\_\_\_\_ apples in the kitchen if you're hungry.
- I hope I \_\_\_\_\_ be rich one day!
- When \_\_\_\_\_ Phil and Adam going to have another party?
- There was \_\_\_\_\_ milk in the fridge this morning but there is now. Have you bought some?
- I will have a \_\_\_\_\_ time later – phone me then.
- What time are we \_\_\_\_\_ dinner tonight, Mum?
- I'll see you \_\_\_\_\_ Monday. Have a nice weekend!
- Have you got a lot \_\_\_\_\_ posters in your bedroom?



## USE OF ENGLISH

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

Hi Carl,  
Sorry I'm not at home. I (1)  to the park.  
John and Tim (2)  me there soon.  
We're not going to do anything special  
because we haven't got (3)  money!  
Come and join us – it (4)  fun!  
Call me when you get this note.  
Vic

- |                 |             |            |
|-----------------|-------------|------------|
| 1 A was going   | B have gone | C go       |
| 2 A are meeting | B meet      | C have met |
| 3 A no          | B some      | C any      |
| 4 A going to be | B is        | C will be  |

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

- I would offer you a coffee but we've run out of milk. **ANY**  
I can't offer you a coffee because there  milk left.
- Have you got any plans for later this evening? **DOING**  
What  later this evening?
- Oh no! There's no electricity! **GONE**  
Oh no! The electricity .
- I've arranged to meet Mark after work. **GOING**  
I  meet Mark after work.
- Hurry up! We haven't got much time left! **VERY**  
Hurry up! There  time left!
- I know where I'm going on holiday – I chose the hotel last week. **ALREADY**  
I know where I'm going on holiday.  
I  the hotel!
- Sharon hasn't been a student at our school for long. **JUST**  
Sharon  studying at our school.
- In the beginning, I had no idea what was happening. **KNOW**  
In the beginning, I  what was happening.

## LANGUAGE FUNCTIONS

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

- Jak zaproponujesz koleżance wspólne wyjście na zakupy w sobotę?  
A How can you go shopping with me on Saturday?  
B How about going shopping with me on Saturday?  
C How often do you go shopping on Saturdays?
- Twoja koleżanka zdaje jutro ważny egzamin. Co jej powiesz?  
A I wish you the best of luck!  
B Get well soon!  
C Thank you for your kindness!
- Jesteś w nieznannej miejscowości. Jak zapytasz, czy w pobliżu znajduje się bank?  
A Is there a bank near here?  
B Shall we go to the bank?  
C Is this the bank?

- 9 **OPEN TASK** Uzupełnij luki (1–3) w poniższym dialogu tak, aby był on spójny i logiczny. Odpowiedzi zapisz w zeszycie.

- X: Would (1)  go for an ice cream after school?  
Y: I'm sorry but I've got other plans today.  
X: How about tomorrow then? I could buy you a coffee.  
Y: That's very (2)  you, but I think I have to help my mum at home.  
X: You don't have to answer now.  
Y: OK. I'll (3)  know later.

## WRITING

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

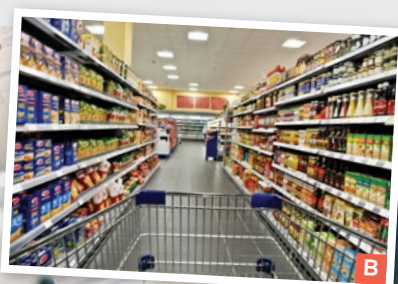
- OPEN TASK** Twoja koleżanka z Anglii przygotowuje projekt dotyczący zwyczajów żywieniowych wśród młodzieży i poprosiła cię o informacje na temat twojego kraju. W liście:
- napisz, jakie potrawy potrafisz przygotować samodzielnie;
  - opisz posiłek, który przygotowałeś/przygotowałaś na specjalną okazję;
  - zapytaj o najpopularniejsze potrawy w Anglii.
- List powinien zawierać od 50 do 120 słów.

Hi Sue,  
It was nice to hear from you. You asked me about food – my favourite subject!



# ZAKUPY I USŁUGI

## VOCABULARY



### SHOPS

- 1 In your notebook, match six of the shops in the box with photos A–F. What kinds of things can you buy in each one? Which of them have you been to recently? What did you buy?

• baker's • bookshop • supermarket • butcher's  
• clothes shop • department store • chemist's  
• computer/gaming store • sports shop  
• electronics store • greengrocer's • pet shop  
• newsagent's • shoe shop • street market

- 2 Read comments 1–6. Which shops from exercise 1 are the people talking about?

- 1 These trainers are nice. I hope they have my size!
- 2 I just want to quickly look at the clothes. Go and look at the toys and I'll meet you there.
- 3 It's really crowded here and there are loads of stalls. I'm glad it's not raining!
- 4 Could I have three steaks and a kilo of sausages, please?
- 5 I need a collar for a medium-sized dog and a large bag of dried food, please.
- 6 Let's get a loaf of bread and some rolls.

- 3 Work in pairs and discuss where you would buy the items below. Would you go to a shop or would you buy them online?

*"I might buy some things for school – like a new backpack – online. I usually get other things, like pens, from a local bookshop or newsagent's."*

- a computer game
- credit for your phone
- shampoo
- a magazine
- a pair of earphones/headphones
- sports equipment
- a sweatshirt
- things for school

### SPENDING HABITS

- 4 Read the questionnaire. In your notebook, match the highlighted words or phrases with definitions 1–10.

- 1 presents
- 2 something which is very cheap
- 3 money from your parents
- 4 piece
- 5 looking in shops without buying
- 6 used, not new
- 7 more expensive than it should be
- 8 give/pay money to buy something
- 9 spend less
- 10 compare prices in different places

### WHERE DOES YOUR MONEY GO?

Answer these questions and you might be surprised.

- How much pocket money do you get each week?
- How much do you spend on snacks, drinks, magazines, etc., each week?
- How often do you buy gifts for other people?
- Do you always shop around before you buy something?
- Can you think of something you bought which was overpriced?
- When was the last time you found a bargain? What was it? Did you buy it?
- What do you do if you want to save money?
- How much would you pay for a single item of clothing?
- Do you ever go window-shopping?
- What kind of things would you buy second-hand?

- 5 In pairs, ask and answer the questions in the questionnaire.



Have you ever raised money for charity?

## BUYING, SELLING, AND MEANS OF PAYMENT

- 6 Choose the correct meaning for each word or phrase in bold. Write the answers in your notebook.
- We only accept payment **in cash**.  
a with a card    b with notes and coins
  - That's three euros ninety-nine. Here's your one cent **change**.  
a reduction in price  
b money back after paying
  - Can you show me the way to the **changing room**, please?  
a place to try on clothes  
b place to take back things that you don't want
  - Can I pay **by credit card**?  
a without using cash  
b at a later date
  - I'm afraid we don't have any more **in stock**.  
a in fashion    b in the shop
  - If you buy three shirts at the same time, they give you a **discount**.  
a a reduced price    b an extra shirt
  - I **can't afford** to buy a new phone this year.  
a don't need to  
b haven't got enough money
  - They're having a sale and all these phone cases are **half price** this week.  
a 50% cheaper    b 25% cheaper

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

< ✉ New post

For years, we've been able to use the telephone to (1) **close** / **book** a taxi or a table at a restaurant. Now with smartphones, people can check their bank (2) **numbers** / **account** when they're still in bed! With online payments, we can use our phones to pay electricity or water (3) **bills** / **receipts**. If we want to send someone a gift, we just go online. We can even ask for it to be (4) **wrapped** / **tied**. Some supermarkets have apps or websites where you fill in your shopping list and they bring the goods to your house. No more waiting in (5) **rows** / **queues**!

In the future, when we (6) **demand** / **order** something online, it might be (7) **delivered** / **dropped** by drone. We will either pre-pay as we order or pay by cash or card on (8) **delivery** / **distribution**. We may never need to leave the house again!

## REPLACING AND RETURNING GOODS

- 8 In your notebook, complete sentences 1–6 with the correct form of the words or phrases in the box.

• not fit • damaged • refund • exchange  
• faulty • repair service • return

- Dad gave me a jumper for my birthday but it  me at all. It was much too big!
- Can I  this jumper for a smaller one, please?
- When I got my new phone, the box was a bit  but luckily the phone inside was fine.
- I think these headphones are . I can't hear anything in my left ear.
- That electronics store provides a great . They'll fix your keyboard for you.
- Please  the broken item to us and we'll give you a full .

- 9 21 Listen to four people talking about returning items to a shop. In your notebook, match sentences a–d with speakers 1–4.

|   |                                            |
|---|--------------------------------------------|
| a | This speaker wants money back for an item. |
| b | The item was too small.                    |
| c | The item never worked properly.            |
| d | This speaker wants something to be fixed.  |

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

- 10 Work in pairs. Have you ever returned an item to a shop? What was it like?

## SERVICES

- 11 In your notebook, match the people in the box with statements 1–7.

• lawyer • electrician • hairdresser • mechanic  
• vet • plumber • optician

- It's too long. You can't see your eyes! You should get it cut before school starts again.
- Hello, could I make an appointment for an eye test, please?
- Got a problem with your car? I know who can fix it!
- Oh no! The lights have gone out. Get some candles or a torch!
- Our dog Sally isn't eating. I think she's ill.
- There's water all over the kitchen floor! What's happened?
- This is a serious problem. We need legal help.



bike store



supermarket



market



online

- 1 Look at the pictures above. Where would you buy a bike? Why?
- 2 Which of the bikes below would you like to buy most? Why?

- road bike • mountain bike • city bike • BMX
- tandem

- 3 Read texts A, B and C. In your notebook, write *true* or *false* next to statements 1–6.

## Text A

- 1 The bike needs some serious repairs.
- 2 You can contact Martin no later than 9 pm.

## Text B

- 3 The sale will take place at the weekend.
- 4 You can leave your bike at the club till the next sale.

## Text C

- 5 The sale comes before March.
- 6 Every customer will get a bonus item at no additional cost.

- 4 **OPEN TASK** Przeczytaj ogłoszenia A–C jeszcze raz. Następnie uzupełnij luki w zdaniach 1–4. Luki należy uzupełnić w języku polskim. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Odpowiedzi zapisz w zeszycie.

- 1 Tekst A został napisany przez osobę, która \_\_\_\_\_.
- 2 Tekst B zachęca do udziału w wydarzeniu, które kończy się o godzinie \_\_\_\_\_.
- 3 Tekst C informuje, że przy zakupie roweru o wartości minimum 200 funtów można otrzymać \_\_\_\_\_ bez dodatkowej opłaty.
- 4 Wszystkie teksty są napisane w formie \_\_\_\_\_.

- 5 You have an item at home to sell. Write an internet ad in your notebook. Include the points below.

- name of the item
- description of the item
- asking price
- contact information

**A**

**ONLINE STORE**

Mountain Bike in great condition for sale!  
A very nice black and white bike.  
Would suit 13–14-year-olds.  
Please phone Martin on 01632 960477  
between 6 pm and 9 pm  
if you are interested.  
We can negotiate the price!

**C**

**SPRING SAVINGS! RIDE OUT OF WINTER!**

Three-week sale starts on 1<sup>st</sup> March.  
About 45 bike models available!  
Up to 25% off the original price.  
Buy any model for over £200 and get a free bicycle bag.

**B**

**Bicycle Yard Sale FARMINGDALE**

Come and find that old bike you've always dreamed about!

Do you want to sell your bicycle? We can find a buyer for you! If we sell your bike, 10% of the sale price will be donated to the Farmingdale Bike Club. Bikes that do not sell must be picked up between 3–3:30 pm.

Saturday–Sunday,  
10–11<sup>th</sup> June, 9 am–3 pm



- 1 Look at the picture. What do you think the boy and girl are saying? Suggest as many different answers as possible.



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

- Accepting an offer
- Politely refusing an offer
- Making an offer

PHRASE BOX

- 1
- Would you like (me) (to) ... ?
  - Can / Shall I ... ?
  - I'll ... if you like / want.
  - How / What about ... ?
- 2
- Yes, please.
  - Thanks – that's very kind of you.
  - That would be great / nice / lovely.
  - Great idea!
- 3
- No, thanks. / No, thank you.
  - I'm fine / OK, thanks.
  - Don't worry – I'll do it!
  - I'm sorry. I can't.

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

- Shall I (ask)  if they have this in a bigger size?
- How about (come)  to dinner at our house tomorrow night?
- I'll (hold)  those for you if you like.
- Would you like me (get)  your favourite magazine when I'm in town?

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

- 1 Sprzedawca w sklepie powiedział coś, czego nie rozumiałeś/nie rozumiałaś. Jak poprosisz o powtórzenie?

- A Shall I speak more slowly?  
B Would you like me to repeat it?  
C Could you say that again, please?

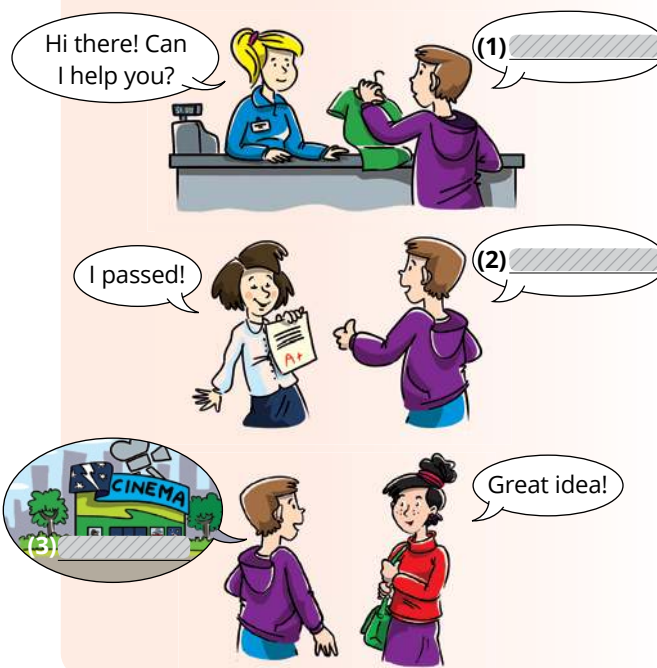
- 2 Kolega doradza ci zakup kurtki, która niezbyt ci się podoba. Co powiesz?

- A I'm not so sure.  
B Why don't you like it?  
C I couldn't agree with you more.

- 3 Koleżanka oferuje ci pomoc. Co powiesz, żeby pokazać, że nie potrzebujesz pomocy.

- A You're doing great.  
B I'm fine, thanks.  
C That would be great.

- 5 OPEN TASK Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty. Zapisz odpowiedzi w zeszyty.



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

TEEN TALK

- Offering help: Responding:
- Need a hand?
  - Let me ...
  - Oh, cheers!
  - No, really, I'm fine.

- 7 Work in pairs. Role-play a conversation for the situation below, using the words and phrases from this page.

Uczeń A:

Jest u ciebie z wizytą kolega/koleżanka z Anglii. W porze obiadu jesteście głodni/głodne. Zaproponuj coś do picia i jedzenia.

Uczeń B:

Wciel się w rolę kolegi/koleżanki z Anglii ucznia A, który/która proponuje ci różne potrawy i napoje. Uprzejmie przyjmij lub odrzuć jego/jej propozycje.

## The passive

- Strony biernej użyj, aby opisać:
  - czynności lub sytuację, w których wykonawcą czynności jest nieznany lub nieistotny, np.  
*Mangoes are grown in Brazil.*
  - zjawiska, procesy lub mechanizmy, np.  
*Mobile phones are used all over the world.*
- Aby podkreślić informację o tym, kto jest wykonawcą czynności w stronie biernej, użyj przyimka *by*, np.  
*America was discovered by Columbus.*
- Zdania w stronie biernej tworzymy za pomocą czasownika *be* w odpowiedniej formie oraz 3. formy czasownika.

## Present simple

| Zdania twierdzące            |                          |                                                    |
|------------------------------|--------------------------|----------------------------------------------------|
| I                            | am ('m) invited          | to the party.                                      |
| He / She / It                | is ('s) invited          |                                                    |
| We / You / They              | are ('re) invited        |                                                    |
| Zdania przeczące             |                          |                                                    |
| I                            | am not ('m not) invited  | to the party.                                      |
| He / She / It                | is not (isn't) invited   |                                                    |
| We / You / They              | are not (aren't) invited |                                                    |
| Pytania                      |                          | Odpowiedzi                                         |
| Is she invited to the party? |                          | Yes, she <b>is</b> .<br>No, she <b>isn't</b> .     |
| Are they given pocket money? |                          | Yes, they <b>are</b> .<br>No, they <b>aren't</b> . |
| Where is coffee grown?       |                          |                                                    |

## Past simple

| Zdania twierdzące                                        |                                 |                                                  |
|----------------------------------------------------------|---------------------------------|--------------------------------------------------|
| I / He / She / It                                        | <b>was taken</b>                | to hospital<br>last week.                        |
| We / You / They                                          | <b>were taken</b>               |                                                  |
| Zdania przeczące                                         |                                 |                                                  |
| I / He / She / It                                        | <b>was not (wasn't) taken</b>   |                                                  |
| We / You / They                                          | <b>were not (weren't) taken</b> |                                                  |
| Pytania                                                  |                                 | Odpowiedzi                                       |
| <b>Was</b> the book <b>written</b> by a Polish author?   |                                 | Yes, it <b>was</b> .<br>No, it <b>wasn't</b> .   |
| <b>Were</b> you <b>given</b> a present?                  |                                 | Yes, we <b>were</b> .<br>No, we <b>weren't</b> . |
| When <b>was</b> the Great Pyramid of Giza <b>built</b> ? |                                 |                                                  |

## Future simple

| Zdania twierdzące                                        |                           |                                                    |
|----------------------------------------------------------|---------------------------|----------------------------------------------------|
| I / You / He / She / It /                                | will ('ll) be given       | a present.                                         |
| We / They                                                |                           |                                                    |
| Zdania przeczące                                         |                           |                                                    |
| I / You / He / She / It /                                | will not (won't) be given |                                                    |
| We / They                                                |                           |                                                    |
| Pytania                                                  |                           | Odpowiedzi                                         |
| Will the concerts <b>be held</b> in Gdańsk?              |                           | Yes, they <b>will</b> .<br>No, they <b>won't</b> . |
| Will the film be shown on TV?                            |                           | Yes, it <b>will</b> .<br>No, it <b>won't</b> .     |
| Where <b>will</b> the championship <b>be organised</b> ? |                           |                                                    |

## Present perfect

| Zdania twierdzące                   |                                      |            |
|-------------------------------------|--------------------------------------|------------|
| I / You / We / They                 | have ('ve) been sent                 | a letter.  |
| He / She / It                       | has ('s) been sent                   |            |
| Zdania przeczące                    |                                      |            |
| I / You / We / They                 | have not (haven't) been sent         |            |
| He / She / It                       | has not (hasn't) been sent           |            |
| Pytania                             |                                      | Odpowiedzi |
| Has the computer been repaired yet? | Yes, it has.<br>No, it hasn't.       |            |
| Have the bills been paid?           | Yes, they have.<br>No, they haven't. |            |
| Where has the bag been found?       |                                      |            |

- ① In your notebook, rewrite sentences 1–12 in the passive. Use the present simple or the past simple.

- Many people enjoy TV series.
- They don't grow tea in Great Britain.
- A police officer caught a thief yesterday.
- Did Leonardo da Vinci paint the 'Mona Lisa'?
- Do children watch a lot of cartoons?
- Students don't take tests every day.
- My friends gave me a lot of presents for my last birthday.
- They didn't build a new road in my city last year.
- Do many people visit the British Museum every year?
- Tourists always admire the view from the Eiffel Tower.
- Did the doctor examine twenty patients yesterday?
- John didn't eat the cookies.

- 2 In your notebook, complete the gaps with **who, what, when, where**. Then, write questions in the passive using the words in brackets. Answer the questions in your notebook.

(ketchup / invent / by)? the Chinese  
*Who was ketchup invented by?*  
*It was invented by the Chinese.*

- 1  (the European Union / create)? in 1993
- 2  (food / eat / on Thanksgiving Day in the USA)? turkey
- 3  (carols / sing)? at Christmas
- 4  (His Dark Materials / write / by)? Philip Pullman
- 5  (cars / repair)? in a garage
- 6  (snack / sell / at the cinema)? popcorn

- 3 In your notebook, rewrite sentences 1–8 in the passive. Use the present perfect.

- I have already finished my work.
- The singer hasn't recorded the new song yet.
- My neighbours have found a small dog.
- Have they opened the new shopping mall yet?
- They have sent 20 letters to Santa Claus.
- Have they practised a new dance at school?
- The cat has broken her favourite mug.
- Mike hasn't watered the plants in his garden.

- 4 In your notebook, rewrite sentences 1–8 in the passive. Use the future simple.

- The coach will organise a training for his players.
- Will the students return the books to the library tomorrow?
- They will not build a new shopping centre in the city.
- Will the teacher prepare a quiz for all the students in our class?
- We will not invite Barbara and her sister to the picnic.
- They will sell these clothes in Poland next month.
- The fastest runner will win the race.
- They will give a reward to the best student.

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

- 1 Whose wedding  by millions of people all over the world in 2011?  
 a was watched                      b has been watched  
 c watched

- 2 A new swimming pool  in our city next week.  
 a has been opened                      b will be opened  
 c was opened
- 3 Those beautiful poems  by my best friend last year.  
 a have been written                      b were writing  
 c were written
- 4 Look! My car is clean. Who has it been washed ?  
 a by                                              b for  
 c with
- 5 Nowadays, a lot of computers  in Asia.  
 a make                                              b are made  
 c are making
- 6 I'm afraid your watch  yet. Please come again tomorrow.  
 a wasn't fixed                              b hasn't been fixed  
 c will be fixed
- 7 When  *The Starry Night*  by Vincent van Gogh?  
 a did ... paint                              b was ... painted  
 c has ... painted

### Impersonal pronouns

- Zaimek bezosobowy *you* nie odnosi się do konkretnej osoby, ale do ogółu. Stosujemy go, aby wyrazić zasadę, zakaz, powszechnie panującą opinię itp. W zdaniach bardziej oficjalnych stosujemy *one*.  
*You can't park here.* (Tu nie wolno parkować.)  
*One can learn a lot in this course.* (Na tym kursie można się wiele nauczyć.)

- 6 In your notebook, translate the Polish parts of sentences 1–8 into English. Use impersonal pronouns.

- (*Nie powinno się pozwalać*)  children to stay up late.
- (*Można płacić*)  in cash in this shop.
- (*Należy dbać*)  of one's health.
- (*Powinno się pamiętać*)  to say 'Thank you.'
- (*Nie wolno brać*)  medicines without consulting a doctor.
- (*Można dużo zarobić*)  in this company.
- (*Nie powinno się jeść*)  too much in the evening.
- In this school (*należy nosić*)  a uniform.



1 In pairs, talk about the shops and services in your neighbourhood. Use the questions below to help you.

- What kind of food can you get near your house?
- Do the shops open on Sundays? In your opinion, is this a good or a bad thing?
- What do you think about all-night shopping? Is it a good thing?
- Is it possible to buy food from other countries? Where?

2 22 **OPEN TASK** Usłyszysz dwukrotnie rozmowę na temat wizyty w Nowym Jorku. Uzupełnij luki 1–4 w poniższym ogłoszeniu zgodnie z treścią nagrania. Odpowiedzi zapisz w zeszyte.

**TIP** Pamiętaj, że w każdą lukę zwykle należy wpisać nie więcej niż trzy wyrazy. Przeczytaj tekst i zastanów się, jakiego wyrazu brakuje w każdej lukie, np. rzeczownika z rodzajnikiem **a** lub **the**, przymiotnika, zwrotu, liczby, godziny itp.



**Come to New York for an unforgettable holiday!**

### Shopping

Nearly all the shops are open (1) so you can shop whenever you want. Find everything from the latest designer labels to second-hand bargains.

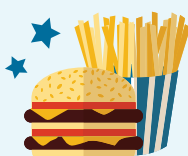


★ **TOP TIP!** Visit the Apple Store on Fifth Avenue and try out the latest iPhones. Go to the Genius Bar to get advice about repairs for your phone or other device. It's open (2) hours a day.

### Eating

You're going to be hungry with all that sightseeing. Try one of the many delis offering food from (3) .

★ **TOP TIP!** Head to Smorgasburg in Brooklyn on Saturday from (4) to 6 pm. You'll find an incredible variety of food.



3 Choose the correct meaning (a or b) for each sentence (1–4). Use the words and phrases in bold to help you make the correct choice. Write the answers in your notebook.

- I thought the assistant was **rude**.  
a The assistant was kind and polite.  
b The assistant was unkind and impolite.
- They **persuaded** me to try something on.  
a In the end, I agreed to do it.  
b They tried but I didn't agree.
- I bought some **accessories** for my computer.  
a I bought a new computer.  
b I bought small things for my computer.
- Five pounds for that? That's just **ridiculous**!  
a It's a fair price.  
b It's too much money.

4 23 Usłyszysz dwukrotnie cztery wypowiedzi na temat robienia zakupów. Na podstawie informacji zawartych w nagraniu do każdej wypowiedzi (1–4) dopasuj właściwe zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszyte.

This speaker ...

- |   |                                   |
|---|-----------------------------------|
| A | managed to find a bargain.        |
| B | only went window-shopping.        |
| C | had to return something.          |
| D | was unhappy with the service.     |
| E | thought everything was expensive. |

Speaker 1 Speaker 2   
Speaker 3 Speaker 4

5 Tell your partner about the last time you managed to find a bargain while you were out shopping.



check your GRAMMAR

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

Present simple passive

- Only second-hand items are *sell* / *sold* in that shop.
- A lot of money *spent* / *is spent* each year on new mobile phones.

Present perfect passive

- My phone *has fixed* / *has been fixed* and it's working fine now.
- Has your computer *been repaired* / *be repaired* yet?

Past simple passive

- The packaging *was damaged* / *damaged* by the man who delivered it.
- I returned the faulty headphones and I *was given* / *gave* a refund.

Future simple passive

- The new shopping mall will be *opening* / *opened* by the mayor.
- Your order *will be delivered* / *will deliver* within three working days.

- 2 In your notebook, rewrite sentences 1–4 in the passive. Use the beginnings given.

- The customer damaged some of the items in the shop.  
Some of the items in the shop \_\_\_\_\_.
- In the future, they will deliver anything you buy to your home.  
In the future, anything you buy \_\_\_\_\_.
- At the moment, they don't sell this product in Poland.  
At the moment, this product \_\_\_\_\_.
- Have you heard? They have closed down the sweet shop!  
Have you heard? The sweet shop \_\_\_\_\_!

See Grammar pp. 86–87 »

- 3 **COMPOUND NOUNS** In your notebook, match words 1–6 with words a–f to make compound nouns.

- |            |                 |
|------------|-----------------|
| 1 corner   | a card          |
| 2 debit    | b centre / mall |
| 3 dry      | c monitor       |
| 4 wrapping | d cleaner's     |
| 5 computer | e paper         |
| 6 shopping | f shop          |

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

- Every time we buy a gift from that shop, they wrap it in lovely paper. **IS**  
Every time we buy a gift from that shop, \_\_\_\_\_ in lovely paper.
- In the past, we paid for most things in cash. **PAID**  
In the past, most things \_\_\_\_\_ in cash.
- I've made up my mind to buy that new phone I saw in the shop. **GOING**  
I \_\_\_\_\_ buy that new phone I saw in the shop.
- We will give you a refund if you bring us the receipt. **BE**  
Bring us the receipt and you \_\_\_\_\_ a refund.
- Oh no! Somebody has stolen my debit card! **BEEN**  
Oh no! My debit card \_\_\_\_\_!
- There was no bread left at the baker's. **ANY**  
There \_\_\_\_\_ bread left at the baker's.

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

< ✉ New message

Dear Mr Jones,

Your email was sent to me (1) \_\_\_\_\_ the manager of our Newtown store. I am sorry to hear about the problems you had with the computer monitor you bought from (2) \_\_\_\_\_.

Please return the item with the receipt so that we (3) \_\_\_\_\_ exactly when it was bought. Go to any of our stores and your monitor (4) \_\_\_\_\_.

Yours sincerely,  
Giles Peterson, General Manager

- |                 |                |                    |
|-----------------|----------------|--------------------|
| 1 A with        | B by           | C from             |
| 2 A we          | B our          | C us               |
| 3 A know        | B have known   | C knew             |
| 4 A is replaced | B will replace | C will be replaced |

- 6 In pairs or groups, discuss the questions.

- Have you ever been given a particularly good or bad present?
- Have you got a favourite shop?
- Do you like shopping at big or small shops? Why?

- 1 Read opinions 1–4. For each one, choose the option that is closest to your own view and complete the sentences with your own ideas.

- 1 I think it's better to go shopping *alone* / *with a friend* because ...
- 2 Credit cards are a *good* / *bad* idea. That's because ...
- 3 I *like* / *don't like* window shopping. The reason for this is ...
- 4 I *like* / *don't like* shopping for food because ...

- 2 Read Mary's email to Helen. Find the information below.

- the reasons Mary likes shopping
- where she shops and who she shops with
- what she bought when she last shopped

< ✉ New message

Hi Helen,

It's Saturday today and I'm going shopping!

(A) I love shopping because you never know what's going to happen. Every shopping trip is different. Also, **you** can spend time with **your** friends. Personally, I don't like shopping for food because it's boring. I love buying clothes, but sometimes I just get a magazine and a snack.

(B) I usually go into town with my friends but sometimes we take the train to Oxford. I like it there because there are more shops.

(C) The last time I went shopping, I bought some jeans for myself and a birthday present for my mum. I got her a gardening book. She loved it! Do you like shopping too?

Love,  
Mary

- 3 In paragraph A of her email, Mary uses the words **you** and **your**. Who does she refer to? How would you say the same thing in Polish?

check your GRAMMAR

- 4 In your notebook, rewrite the sentences using the impersonal **you** and **your**.

- 1 People spend a lot of money if they use their credit card.
- 2 Shoppers can find bargains if they look hard.
- 3 Young people should save their money and buy something they really need.
- 4 I think teenagers should help their parents with the weekly food shopping.

See Grammar p. 87 »

- 5 Choose the best second sentence for statements 1–3. For number 4, write your own next sentence in your notebook.

- 1 I don't think you should use credit cards.
  - a They encourage you to spend too much.
  - b I don't like shopping on my own.
- 2 I sometimes go into town.
  - a My mum does the food shopping.
  - b It only takes five minutes on the bus.
- 3 I always take a friend when I'm shopping for clothes.
  - a I need a second opinion.
  - b I love my friend very much.
- 4 I don't go shopping every week. 

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

 **OPEN TASK** Twoja koleżanka z Anglii zapytała, co sądzisz o robieniu zakupów. Napisz do niej e-mail.

- Przedstaw i uzasadnij swoją opinię na temat robienia zakupów.
- Napisz, gdzie i z kim chodzisz na zakupy.
- Opisz sytuację, kiedy ostatnio kupiłeś/kupiłaś komuś prezent.

E-mail powinien zawierać od 50 do 120 słów.

|   |                                                                                                              |                                                                                       |
|---|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1 | How do you feel about shopping? Why?                                                                         |  |
| 2 | Where do you shop? Who do you shop with?                                                                     |  |
| 3 | When was the last time you bought a present for someone? What did you buy? Who was it for? Did they like it? |  |

PHRASE BOX

Expressing your opinion

- Don't forget that ...
- Personally speaking, ...
- I agree that ...
- The way I see it, ...
- I believe ... / I think ...
- To be honest, ...
- In my opinion/view, ...

Justifying your opinion

- I feel this way because ...
- One / The / Another reason for this is ...
- That's because ... / This is because ...

- 7 Write the email in your notebook, using some of the phrases from the Phrase Box.

< ✉ New message

Hi Liz!

Thanks for your email! You asked me if I enjoyed shopping.



## VOCABULARY, pp. 82-83

## Shops / Sklepy

**baker's** /'beɪkə(r)z/ piekarnia  
**bookshop** /'bʊkʃɒp/ księgarnia  
**butcher's** /'bʊtʃə(r)z/ sklep mięsny  
**chemist's** /'kemɪsts/ apteka, drogeria  
**clothes shop** /'kləʊðz ʃɒp/ sklep odzieżowy  
**computer / gaming store** /kəm'pjʊ:tə(r) /  
 'geɪmɪŋ stɔ:(r)/ sklep komputerowy/z grami  
**department store** /dɪ'pɑ:(r)tmənt stɔ:(r)/ dom  
 towarowy  
**electronics store** /elek'trɒnɪks stɔ:(r)/ sklep  
 elektroniczny  
**greengrocer's** /'grɪ:ngrəʊsə(r)z/ sklep  
 owocowo-warzywny, warzywniak  
**newsagent's** /'nju:zeɪdʒ(ə)nts/ kiosk  
**pet shop** /'pet ʃɒp/ sklep zoologiczny  
**shoe shop** /ʃu: ʃɒp/ sklep obuwniczy  
**sports shop** /'spɔ:(r)tʃɒp/ sklep sportowy  
**street market** /'stri:t mɑ:(r)kit/ bazar  
**supermarket** /'su:pə(r)mɑ:(r)kit/ supermarket

## Spending habits / Zwyczaje zakupowe

**bargain** /'bɑ:(r)ɡɪn/ okazja  
**buy sth second-hand** /baɪ sʌmθɪŋ  
 'sekəndhænd/ kupować coś używanego  
**gift** /ɡɪft/ prezent  
**item (of clothing)** /aɪtəm əv 'kləʊðɪŋ/ artykuł,  
 sztuka  
**overpriced** /əʊvə(r)'praɪst/ zbyt drogi  
**pocket money** /'pɒkɪt mʌni/ kieszonkowe  
**save money** /seɪv 'mʌni/ oszczędzać  
 pieniądze  
**shop around** /ʃɒp ə'raʊnd/ rozglądać się  
**spend money (on sth)** /spend mʌni ɒn  
 'sʌmθɪŋ/ wydawać pieniądze na coś  
**window-shopping** /'wɪndəʊ ʃɒpɪŋ/ oglądanie  
 wystaw sklepowych

Buying, selling and means of payment /  
Kupowanie, sprzedawanie i sposoby  
płatności

**afford** /ə'fɔ:(r)d/ pozwalać (sobie na coś)  
**bank account** /bæŋk ə'kaʊnt/ konto  
 bankowe  
**bill** /bɪl/ rachunek  
**book a taxi / table** /bʊk ə 'tæksɪ / 'teɪb(ə)l/  
 rezerwować taksówkę/stolik  
**change** /tʃeɪndʒ/ reszta  
**changing room** /'tʃeɪndʒɪŋ ru:m/ przymierzalnia  
**credit card** /'kredɪt kɑ:(r)d/ karta kredytowa  
**deliver** /dɪ'lɪvə(r)/ dostarczać  
**demand** /dɪ'mɑ:nd/ żądać  
**discount** /'dɪskaʊnt/ rabat  
**distribution** /dɪstrɪ'bju:(ə)n/ dystrybucja  
**drop** /drɒp/ zrzucić  
**half price** /hɑ:f 'praɪs/ za pół ceny  
**in cash** /ɪn 'kæʃ/ w gotówce  
**in stock** /ɪn 'stɒk/ w sprzedaży, w magazynie  
**number** /'nʌmbə(r)/ numer  
**on delivery** /ɒn dɪ'lɪv(ə)rɪ/ przy odbiorze  
**order** /'ɔ:(r)də(r)/ zamawiać  
**queue** /kju:/ kolejka

**receipt** /rɪ'si:t/ paragon  
**row** /rəʊ/ rząd  
**tie** /taɪ/ związać  
**wrap** /ræp/ zapakować, zawinać

Replacing and returning goods /  
Wymiana i zwrot produktów

**damaged** /'dæmɪdʒd/ zniszczony, uszkodzony  
**exchange** /ɪks'tʃeɪndʒ/ wymiana  
**fit** /fɪt/ pasować  
**faulty** /'fɔ:ltɪ/ wadliwy  
**refund** /'ri:fʌnd/ zwrot pieniędzy  
**repair service** /rɪ'peə(r) 'sɜ:(r)vis/ naprawa,  
 serwis  
**return** /rɪ'tɜ:(r)n/ zwrot

## Services / Usługi

**electrician** /ɪlek'trɪʃ(ə)n/ elektryk  
**hairdresser** /'heə(r)dresə(r)/ fryzjer  
**lawyer** /'lɔ:jə(r)/ prawnik  
**mechanic** /mi'kæni:k/ mechanik  
**optician** /ɒp'tɪʃ(ə)n/ optyk  
**plumber** /'plʌmə(r)/ hydraulik  
**vet** /vet/ weterynarz

## READING, p. 84

**BMX** /bi: em 'eks/ rower BMX  
**city bike** /'sɪtɪ baɪk/ rower miejski  
**mountain bike** /'maʊntɪn baɪk/ rower górski  
**road bike** /'rəʊd baɪk/ rower szosowy  
**tandem** /'tændəm/ tandem (rower  
 dwuosobowy)

## LISTENING, p. 88

**accessories** /æk'sesəɪz/ akcesoria  
**persuade** /pə'sweɪd/ przekonywać,  
 namawiać  
**ridiculous** /rɪ'dɪkjʊləs/ śmieszny,  
 niedorzeczny  
**rude** /ru:d/ nieuprzejmy

## USE OF ENGLISH, p. 89

**computer monitor** /kəm'pjʊ:tə(r) mɒnɪtə(r)/  
 monitor komputerowy  
**corner shop** /'kɔ:(r)nə(r) ʃɒp/ pobliski sklepik  
**debit card** /'deɪt kɑ:(r)d/ karta debetowa  
**dry cleaner's** /draɪ 'kli:nə(r)z/ pralnia  
 chemiczna  
**shopping centre / mall** /'ʃɒpɪŋ sentə(r) / mɔ:l/  
 centrum handlowe / galeria handlowa  
**wrapping paper** /ræpɪŋ 'peɪpə(r)/ papier do  
 pakowania

## OTHER WORDS

**available** /ə'veɪləb(ə)l/ dostępny  
**charity** /'tʃærəti/ cel charytatywny  
**collar** /'kɒlə(r)/ obroża, kołnierz  
**complaints department** /kəm'pleɪnts  
 dɪpɑ:(r)tmənt/ dział reklamacji  
**designer label** /dɪ'zaɪnə(r) leɪbəl/ odzież z logo  
 projektanta, ubrania znanych marek  
**disgusted** /dɪs'ɡʌstɪd/ zniesmaczony

**fix** /fiks/ naprawiać  
**free** /fri:/ darmowy  
**guarantee** /gə'ren'ti:/ gwarancja  
**make an appointment** /meɪk ən ə'pɔɪntmənt/  
 umawiać spotkanie, wizytę  
**packaging** /'pækɪdʒɪŋ/ opakowanie  
**pick sth up** /pɪk sʌmθɪŋ 'ʌp/ odebrać  
**raise money** /reɪz 'mʌni/ zbierać pieniądze  
**sale** /seɪl/ wyprzedaż  
**size** /saɪz/ rozmiar  
**stall** /stɔ:l/ stragan  
**sweatshirt** /'swetʃɜ:(r)t/ bluza sportowa  
**take sth back to the shop** /teɪk sʌmθɪŋ 'bæk  
 tə ðə ʃɒp/ zwrócić coś do sklepu  
**try sth on** /traɪ sʌmθɪŋ 'ɒn/ przymierzać coś  
**variety** /və'reɪəti/ różnorodność  
**yard sale** /'jɑ:(r)d seɪl/ wyprzedaż rzeczy  
 używanych (na posesji właściciela)

**1 In pairs or groups, discuss the questions.**

- Do you spend a lot of time shopping?
- When was the last time you bought something that you didn't really need?
- Can you imagine a whole day without spending any money?

**2  Przeczytaj teksty A–C. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą (A, B lub C), zgodną z treścią tekstu. Odpowiedzi zapisz w zeszyte.**

**A**

Black Friday is the beginning of Christmas shopping season in the USA. It is the busiest shopping day in the whole year. Most shops offer attractive bargains and big discounts. They usually open very early, sometimes at midnight, to attract more customers. Some people spend the night queuing in front of shops to make sure they grab the best offers.

**1 From the text, readers can learn**

- A** what Black Friday is all about.
- B** where to go shopping on Black Friday.
- C** what customers buy on Black Friday.

**B**

Forget Black Friday – celebrate Buy Nothing Day instead! Don't go buying unnecessary things just because they're cheap! Think about what things you really need. You'll help save the planet and you'll save money as well 😊 Take part in a Buy Nothing Hike: go for a walk around the park, have a picnic and spend time with friends. Or, join in a Zombie Walk: walk around a shopping centre, acting like a zombie. Are you in?

**2 Both texts (A and B) are about**

- A** finding the best bargains.
- B** saving money and the environment.
- C** spending habits.

**C**

 **New message**

Dave,

- Maybe you'll find a new tracksuit for your PE classes there?
- Oh, and don't forget to pick up your glasses from the optician – it's just opposite your school, so maybe go there first.
- Then, on the way to the pet shop, you can also check out the new sports shop.
- Could you please buy some cat food from Lucy's Pet Shop on the way from school?

Thanks, Mum

**3 The correct order of the sentences in the message is**

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

**3 In pairs or groups, discuss the questions.**

- What is your opinion about Black Friday and Buy Nothing Day?
- Which of these events would you prefer to take part in?
- Do you think events such as Buy Nothing Day can change people's spending habits?

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

**Ben:** Hi, Alison. Where are you going?

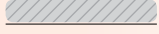
**Alison:** Oh, hi. I'm on my way to the shoe shop. It's Black Friday, so everything is going to be much cheaper!

**Ben:** And it's also going to be crowded ... Do you really need a new pair of shoes?

**Alison:** Yes, I do. I need winter shoes – my old ones are completely worn out.

**Ben:** Oh, all right. Would you like (1)  with you?

**Alison:** Great idea, thanks. You will help me decide. (...) Look, these are really nice, but they're not my size.

**Ben:** (2)  ask if they have them in a bigger size?

**Alison:** (3)  nice, thanks.

**Ben:** The shop assistant will look for a bigger size, but in a different colour. How about these boots?

**Alison:** (4)  sure. I think they look ... too heavy. What about those brown boots, on the top shelf?

**Ben:** (5)  get them for you if you like ... Here you are.

**Alison:** Thanks, Ben. That's very (6)  you.

**Ben:** You're welcome. Any time.



**5 Work in pairs. Prepare and practise a dialogue about going shopping with a friend, using the expressions from exercise 4.**

**6 In groups, prepare a short video as part of the campaign in which you will encourage people to buy only necessary things.**

## VOCABULARY

- 1 Choose the correct answers and write them in your notebook.
- In which of these places can you **not** buy bread?  
baker's / chemist's / street market / supermarket
  - Which of these means that everything is OK with a product?  
broken / damaged / faulty / fixed
  - Which of these does **not** describe something that is rather cheap?  
bargain / discount / half-price / overpriced
  - Which of these is **not** about paying for products and services?  
return / bill / change / receipt
  - Which of these is **not** about spending money?  
afford / order / save / shop around
  - Which of these is **not** about a product you're not happy with?  
exchange / fit / refund / return
  - Which of these is **not** a way of payment?  
by debit card / by credit card / in stock / in cash
  - Which of these is a place to try on clothes?  
changing room / delivery / distribution / queue

## GRAMMAR

- 2 Choose the correct answers and write them in your notebook.
- A lot of money *is spent* / *spends* / *was spent* on clothes by teenagers every year.
  - The oven *has been fixed* / *will be fixed* / *is fixed* by an electrician soon.
  - We ordered the road bike last week – why *hasn't it been* / *wasn't it* / *isn't it* delivered yet?
  - This letter *wrote* / *was written* / *was writing* by the company lawyer.
  - I *gave* / *was given* / *were given* my first pocket money when I was 6.
  - The shop assistant *wrapped* / *was wrapped* / *has been wrapped* the second-hand book I bought.
  - Were you given* / *Did you give* / *Have you given* a receipt at the gaming store?
  - The game *won't send* / *will not be sending* / *won't be sent* if you don't pay for it first.

## USE OF ENGLISH

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

- Shall I pay for dinner? **LIKE**  
Would you  pay for dinner?
- We could walk around the shopping centre and just look at things. **WINDOW**  
What about ?
- That corner shop did not accept credit cards. **CASH**  
Only  in that corner shop.
- In my opinion, people buy a lot of things they don't need. **SEE**  
The way , people buy a lot of things they don't need.
- We can't sit here – someone has booked this table. **BEEN**  
We can't sit here – this table .
- I'm angry because my wallet has been stolen. **SOMEONE**  
I'm angry because  my wallet.
- Will they replace the faulty computer monitor? **BE**  
Will the faulty computer monitor ?
- If you have the receipt, we will give you a full refund. **BE**  
If you have the receipt, a full refund  to you.

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

- I have (*dostałam*)  a big discount in that shop many times.
- My sister (*nie może sobie pozwolić na*)  buy a new city bike.
- Payment (*gotówką nie jest*)  accepted if you order it online.
- A new sports shop (*został otwarty przez*)  a famous football player last week.
- I like your new glasses – (*czy zostały*)  recommended by your optician?
- They don't have these shoes (*w sprzedaży*)  anymore, we need to choose a different model.
- I didn't buy anything because there was (*długa kolejka*)  in the supermarket.
- I like this electronics store – you can (*zaoszczędzić sporo*)  of money when you buy something.





A



B



C



D



E



F

## TRANSPORT

- 1 In your notebook, put the words and phrases in the box into the correct category.

• boarding pass • airport • bus stop • cabin crew  
 • pilot • drive • driver • guard • garage • fly  
 • luggage • passenger • passport • petrol station  
 • delay • platform • ticket inspector • ride  
 • ticket • seatbelt • (railway) station • traffic jam

Places

People

Problems

Verbs

Things you  
need / have / use

- 2 In your notebook, match the means of transport with pictures A–F. Which have you been on? Which do you like? Use the words and phrases to help you.

• bus • coach • tram • plane • train • motorbike

*"I've never been on a motorbike but I've been on all the others. I don't like buses because they're uncomfortable and can be slow. I love flying. It's great fun!"*

• cheap • boring • clean • dirty • dangerous  
 • exciting • expensive • fast • fun • slow • safe  
 • (un)comfortable • (un)reliable

- 3 Work in pairs. What other means of transport can you think of?



What is your favourite form of transport?

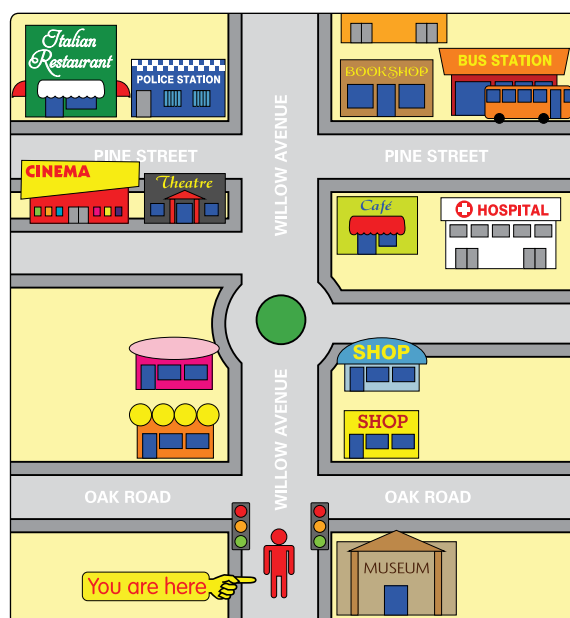
## DIRECTIONS

- 4 In your notebook, complete sentences 1–8 with the words in the box.

• cross • way • past • opposite • round  
 • straight • turn • get

- How do I  to the post office from here?
- What's the best  to the supermarket?
- The playground is just  the corner.
- over the road and walk down to the park.
- When you get to the crossroads, go  on.
- right at the end of the road.
- Go  the pet shop.
- The bank is  the bakery.

- 5 24 Listen to someone giving directions. Follow the directions as you listen. Where does the person want to get to?



- 6 In pairs, practise giving directions using the phrases in exercise 4. Then change roles.

**Student A:** Explain how to get to your house or a shop or a restaurant in town from your school.

**Student B:** Draw a map as you listen.

## TRAVEL AND SIGHTSEEING

- 7 Choose the odd one out. Write the answers in your notebook. How could you use the odd word or phrase in a sentence?

- 1 We stayed *on a campsite* / *in a brochure* / *in a tent*.
- 2 George is planning to stay in a *hotel* / *backpack* / *guest house*.
- 3 I'd like a *deck* / *single room* / *double room* for three nights, please.
- 4 The staff carried my heavy *luggage* / *suitcases* / *handbag* up to my room.
- 5 I always phone the hotel the day before I travel so I can confirm my *booking* / *reception* / *reservation*.
- 6 On the main road just outside the hotel entrance, there was a *runway* / *taxi rank* / *parking space*.
- 7 Dan's going on a(n) *tent* / *excursion* / *school trip* next week.
- 8 Don't forget to bring your *flight* / *passport* / *boarding pass*. You can't fly without it!

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

• lost • journey • by • ticket • missed • on • trip



Jenny Pie

1min • 🌐

Well – I'm back! But it wasn't an easy (1) . As you know, I was planning to come back (2)  train, but I got to the station five minutes late and (3)  the last train home. There weren't any taxis, so I had to go (4)  foot – with my really heavy suitcase! – to the bus station. It was awful! I got completely (5)  and just sat down and started crying. Thankfully, a couple of teenagers came over and helped me. They walked me to the bus station and showed me where to buy my (6) . I was so tired I slept for most of the (7)  home. I'll see you all tomorrow!



- 9 Do the holiday quiz in your notebook. You can choose more than one answer for each question and add your own ideas too.

### THE PERFECT HOLIDAY

- 1 What's your favourite kind of holiday?
  - beach holiday
  - camping holiday
  - adventure / activity holiday
  - package holiday
  - other
- 2 How would you prefer to see a new place?
  - from the deck of a ship
  - by train or open-top bus
  - on a horse-drawn vehicle
  - on foot
- 3 Which of these holiday activities do you enjoy?
  - sunbathing
  - sightseeing
  - shopping for souvenirs
  - hiking
  - watersports (canoeing / kayaking / water-skiing)
- 4 What do you like to visit when you go sightseeing?
  - museums
  - galleries
  - old / famous buildings and streets
  - souvenir shops
  - other

- 10 Tell a partner about your dream holiday. Use some of the words and phrases in exercise 9.

“My dream is to have a beach holiday with my friends. We'll go shopping for souvenirs or sightseeing every morning and every afternoon we'll go sunbathing, swimming, and do watersports such as parasailing. ...”



- 1 Which of the different ways of travelling around a town are available where you live? Which ones do you think are best?

• bus • bicycle • on foot • taxi • train • tram

- 2  Przeczytaj tekst, z którego usunięto cztery zdania. Do każdej luki (1–4) dopasuj zdanie (A–E), tak aby otrzymać logiczny i spójny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Odpowiedzi zapisz w zeszyście.



Manchester is an increasingly cool place to live or to visit. Now, getting around has never been easier thanks to more and more means of transport.

A fantastic website, *Transport for Greater Manchester* ([tfgm.com](http://tfgm.com)), will help you get to where you need to go. The website will tell you about the latest delays caused by accidents or road works. It will even tell you when there is a big football match so you can avoid traffic jams. (1)  Isn't that a cool way to arrive at the match?

Manchester has a great bus service, with buses covering the city centre as well as nearby towns. You can use the website's *Route Explorer* to help you plan your bus route. (2)  It will also tell you where the buses link up with trains and trams.

If you want to get fit, how about cycling? (3)  After that, you just pick up one of the many bikes that you'll find on the streets and ride it to wherever you want to go. (4)  For you and for them, it's very cheap, and it's very convenient!

- A Then you just leave it for the next cyclist to pick up.  
B Just type in where you want to go and you will see your choices.  
C A new bike scheme, introduced in 2017, allows you to register using an app.  
D And don't forget that you can travel by bus or bike all-round the city centre.  
E One solution to avoid the traffic is to take a boat along the canal to the football ground.

- 3 In your notebook, complete sentences 1–4 using words from the text.

- 1 I prefer to get  on foot. This way you can explore more interesting places.  
2 There are many different  of transport to choose from.  
3 Drivers want to  traffic jams, so they often use online maps.  
4 When I'm going somewhere new, I like to plan my  before I travel.

- 4  **OPEN TASK** Przeczytaj tekst. Uzupełnij luki w zdaniach 1–3 zgodnie z jego treścią. Odpowiedzi zapisz w zeszyście.

**TIP** Pamiętaj, że w tym zadaniu należy przede wszystkim odszukać w tekście właściwe informacje, których brakuje w każdej luce. Drobne błędy ortograficzne lub gramatyczne są dopuszczalne, o ile odpowiedzi są zgodne z treścią tekstu.

### MOBIKE IN MANCHESTER

Are you visiting Manchester?  
Do you want to travel round the city by bike?  
Manchester Mobike is the answer!



- One thousand bikes around the city!
- Simply download the app onto your smartphone and register.
- The app will tell you where the nearest bike is.
- Just 50p for half an hour!
- When you've finished your ride, leave the bike wherever you like for the next person.

- 1 To register for the service, users need to have a .  
2 For 50p, you can ride for  minutes.  
3 Just  for someone else to use at the end of your journey.

- 5 Is there a bike system like the one described where you live? If there is, what do you think of it? If there isn't, do you think it would be popular?

*"I live in a village so I don't have a bike system nearby. When I go to town on weekends, I sometimes use the bike system there and I find it very helpful and easy to use."*



1 In pairs or groups, answer the questions.

- When was the last time you asked someone for advice? Was their advice useful?
- When was the last time someone asked you for advice? What was their problem? What was your advice?

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

PHRASE BOX

1 Asking for advice

• think • advice • suggest • should

- Do you (1)  I should ...?
- What do you (2)  I should do about ...?
- What (3)  I do about ...?
- What's your (4) ?

2 Giving advice

• should • good • why • were • should

- I think you (5)  ...
- Perhaps you (6)  ...
- If I (7)  you, I would ...
- It might be a (8)  idea to ...
- (9)  don't you ...?

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

- X: I'm not sure whether to take the bus or a taxi to the concert on Saturday.  
Y: Well,  you, I'd take the bus.
- X: Did you hear that Jean and Danielle are getting married?  
Y: That's fantastic news. I'm sure they'll  together.
- X: The lights on my bike aren't working properly.  
Y: Yes, I've noticed that.  
X: What do you advise  about it?
- X: Excuse me.  to the Science Museum from here?  
Y: It's easy. Just turn left and it's the second street on your right.
- X: Would you like to go camping this weekend?  
Y: What ! I can use my new tent!

4 **25** **Usłyszysz dwukrotnie cztery krótkie wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.**

|   |                                               |
|---|-----------------------------------------------|
| A | I prefer beach holidays to camping holidays.  |
| B | What do you think I should do?                |
| C | If I were you, I'd book it immediately.       |
| D | I completely disagree. I prefer trains.       |
| E | Why don't you start riding your bike to work? |

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

5 Study the phrases in the Teen Talk box. How do you say something similar in your language?

TEEN TALK

My neighbour's offered to give me a ride on his huge motorbike this weekend. **What do you think I should do?**

I'd jump at the chance. / What are you waiting for?

Are you nuts? / Run a mile!

6 Work in pairs. Read the statements below. Take turns to give and ask for advice.

- I'm thinking about buying a new skateboard but I'm not sure what to get and where to get it.
- My parents say I can choose whether we go camping or have a beach holiday this summer.
- I want to go away with my friends for the weekend but my parents won't let me.



## Have to and modal verbs **must** / **mustn't** / **should**

- Użyj czasownika modalnego **must**, aby wyrazić konieczność lub wewnętrzną potrzebę, np. *I **must** practise more before the next competition.*
- Użyj czasownika modalnego **mustn't**, aby wyrazić zakaz, np. *You **mustn't** kick the ball in a game of handball.*
- Użyj czasownika modalnego **should**, aby wyrazić radę, zalecenie, np. *You **shouldn't** spend so much money.*
- Użyj konstrukcji **have to**, aby wyrazić nakaz, zasadę, konieczność lub jej brak. *Mike **has to** do the shopping every weekend. You **don't have to** have a passport when you go to France.*
- Pamiętaj, że wyrażenie **have to** nie jest czasownikiem modalnym i odmienia się przez osoby w różnych czasach gramatycznych, np. *When I went climbing last year, I **had to** buy some equipment. We **will have to** buy some new shoes next week.*

### Uwaga!

- Czasowniki modalne nie odmieniają się przez osoby.
- Po czasowniku modalnym zawsze używaj podstawowej formy czasownika (bez to).
- W czasie przeszłym zamiast czasownika **must** użyj **had to**.

### Must

| Zdania twierdzące                             |                                                            |
|-----------------------------------------------|------------------------------------------------------------|
| I / He / She / It /<br>We / You / They        | <b>must go</b> now.                                        |
| Pytania                                       | Odpowiedzi                                                 |
| <b>Must</b> she really call us every evening? | Yes, she <b>must</b> .<br>No, she <b>doesn't have to</b> . |
| Why <b>must</b> they always argue with us?    |                                                            |

### Mustn't

|                                        |                                |
|----------------------------------------|--------------------------------|
| I / He / She / It /<br>We / You / They | <b>mustn't</b> (must not) lie. |
|----------------------------------------|--------------------------------|

### Have to

| Zdania twierdzące                              |                                                |                                                    |
|------------------------------------------------|------------------------------------------------|----------------------------------------------------|
| I / We / You / They                            | <b>have to come</b>                            | home before midnight.                              |
| He / She / It                                  | <b>has to come</b>                             |                                                    |
| Zdania przeczące                               |                                                |                                                    |
| I / We / You / They                            | <b>do not</b> (don't)<br><b>have to do</b>     | it now.                                            |
| He / She / It                                  | <b>does not</b> (doesn't)<br><b>have to do</b> |                                                    |
| Pytania                                        |                                                | Odpowiedzi                                         |
| Do we <b>have to get</b> up early tomorrow?    |                                                | Yes, you <b>do</b> .<br>No, you <b>don't</b> .     |
| Does she <b>have to go</b> to school tomorrow? |                                                | Yes, she <b>does</b> .<br>No, she <b>doesn't</b> . |
| What <b>do we have to do</b> now?              |                                                |                                                    |

### Should

| Zdania twierdzące                                |                                                            |
|--------------------------------------------------|------------------------------------------------------------|
| I / He / She / It /<br>We / You / They           | <b>should eat</b> less sugar.                              |
| Zdania przeczące                                 |                                                            |
| I / He / She / It /<br>We / You / They           | <b>shouldn't</b> (should not) <b>stay</b> at home all day. |
| Pytania                                          | Odpowiedzi                                                 |
| <b>Should</b> I help her?                        | Yes, you <b>should</b> .<br>No, you <b>shouldn't</b> .     |
| <b>Should</b> he <b>do</b> more sport?           | Yes, he <b>should</b> .<br>No, he <b>shouldn't</b> .       |
| Who <b>should</b> we <b>invite</b> to the party? |                                                            |

### 1 In your notebook, complete sentences 1–8 with the correct form of **have to**. Use the present simple or past simple.

- Drivers (**wear**)  seat belts. It's the law.
- My grandma (**use**)  glasses for reading and writing.
- What time (**you / get up**)  to get to school on time?
- There was a lot of milk in the fridge, so I (**not buy**)  any.
- Jack failed the maths test. He (**take**)  it again next week.
- (**you / show**)  your ID when you wanted to rent a bike?
- We had a lot of luggage with us so we (**take**)  a taxi.
- I feel much better now. I (**not go**)  to the doctor.

## 2 In your notebook, complete the mini-dialogues with *must* or *mustn't* and the words in brackets.

- A: Can you lend me your notebook?  
B: Sure, but you (*give*) [ ] it back to me tomorrow.
- A: Please be quiet. You (*talk*) [ ] here.  
B: Oh, I'm sorry.
- A: What time should we arrive at the airport?  
B: We (*check in*) [ ] at 12 pm, two hours before departure.
- A: Mum! Look! What a beautiful view!  
B: Gary! You (*lean*) [ ] out of the window. It's dangerous.
- A: Can I buy a student ticket for the train to Glasgow?  
B: Of course, but you (*show*) [ ] me your student ID card.

## 3 In your notebook, write sentences from the prompts.

- spend / money / on / Jane / should / less / clothes / .
- not / should / so / children / watch / TV / often / .
- shouldn't / animals / people / the / why / at / feed / zoo / ?
- red / should / not / street / you / the / cross / on / a / light / .
- English / should / students / news / in / the / listen / every / day / to / .
- people / how / we / should / invite / to / the / many / party / ?

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

- Remember that you [ ] tell anybody about my secret.  
a mustn't                      b must
- When you talk to your teacher, you [ ] be polite.  
a should                      b don't have to
- We [ ] be late if we want to see the beginning of the match.  
a mustn't                      b don't have to
- You [ ] buy these jeans. They are too expensive.  
a shouldn't                      b should
- Our bus leaves in two hours, so we still have a lot of time. We [ ] hurry up.  
a don't have to                      b should
- The driver [ ] slow down. He's going too fast.  
a has to                      b mustn't
- You [ ] smoke on the bus.  
a mustn't                      b do have to
- Mark [ ] come in if he doesn't take off his shoes.  
a doesn't have to                      b mustn't
- I [ ] go to bed early when I was a child.  
a had to                      b have to

## Defining relative clauses

- Zdania przydawkowe stosujemy, by podać dodatkowe informacje niezbędne do zrozumienia, o kim lub o czym jest mowa. W takich zdaniach nie stosujemy przecinków.
- Utwórz zdanie przydawkowe, używając następujących zaimków względnych:
  - who** – aby opisać osobę, np. *The man who lives next door is an actor.*
  - which** – aby opisać przedmiot, np. *Can you lend me the book which you bought last week?*
  - where** – aby opisać miejsce, np. *There's an art gallery in the town centre where you can see an interesting exhibition.*
  - when** – aby określić czas, np. *Christmas is a time when people come together.*
  - whose** – aby określić przynależność, np. *Suzie is the girl in my class whose mother is a famous actress.*

## 5 In your notebook, complete sentences 1–7 with relative pronouns.

- The man [ ] luggage got lost received a refund from the airlines.
- There's a club near here [ ] they often have jazz concerts.
- In the play, I liked the actor [ ] played the main role.
- I've got a friend [ ] sister is a bus driver.
- We went to the new cinema [ ] opened a few weeks ago.
- Is this the woman [ ] daughter travelled around the world?
- During their holidays, they lived in a beach house [ ] was made of wood and straw.

## 6 Match the beginnings and endings of the sentences. Complete the gaps with *who*, *whose*, *where*, *which* and *when*. Write the answers in your notebook.

- A horror film is a type of film
  - A flight attendant is a person
  - A bakery is a shop
  - A carpenter is a man
  - A koala bear is an animal
  - A boarding card is a document
  - A fridge is a place
  - A holiday is a time
- [ ] people keep food.
  - [ ] you can relax.
  - [ ] people buy bread.
  - [ ] lives in Australia.
  - [ ] you show when you get on a plane.
  - [ ] makes things of wood.
  - [ ] makes people scared.
  - [ ] job is to take care of passengers on a plane.



- 1 Look at the poster. What does it suggest you can do in New York? What could you include on a similar poster advertising a large city in your country? Think about the ideas below.

- famous buildings and sights
- people and activities
- tradition and history
- means of transport
- food and entertainment



- 2 In your notebook, match each statement 1–5 with a statement a–e that has a similar meaning.

- 1 Okay, let's do that later, then.
  - 2 We can see what our friends and family think.
  - 3 I didn't really want to go there.
  - 4 I went nearly everywhere on foot.
  - 5 I can't wait!
- a Let's ask people we know.
  - b I did a lot of walking.
  - c Let's not deal with that now.
  - d I'm really looking forward to it!
  - e I wasn't very keen on visiting it.

- 3 26 Usłyszysz dwukrotnie dwa teksty. W zadaniach 1–5, na podstawie informacji zawartych w nagraniu, wybierz właściwą odpowiedź (A–C). Odpowiedzi zapisz w zeszyte.

**TIP** Uważaj na odpowiedzi zawierające te same słowa, które pojawiają się w nagraniu, gdyż niekoniecznie są one odpowiedziami poprawnymi. Dokonując wyboru, kieruj się przede wszystkim sensem wypowiedzi.

#### Tekst 1.

- 1 What do Paul and Rosa agree on?
  - A Creating something very unusual.
  - B Using pictures of lots of churches.
  - C Including both old and new things.
- 2 Paul likes Rosa's idea about
  - A talking to friendly people.
  - B using pictures of people.
  - C working with other people.
- 3 Paul and Rosa are
  - A writing an article.
  - B designing a poster.
  - C planning places to visit.

#### Tekst 2.

- 4 During his visit, John
    - A learned to speak Polish.
    - B talked to lots of young people.
    - C did a lot of walking.
  - 5 John tries to
    - A show that he enjoyed his trip to Poland.
    - B explain the best way to travel round Poland.
    - C describe difficulties he had during the trip.
- 4 Choose the correct words and write them in your notebook.
- 1 We visited all the traditional **sights** / **sightseeing** when we went to Rome.
  - 2 The people in our country are warm and **welcome** / **welcoming** to visitors.
  - 3 The young people were dressed very **fashionable** / **fashionably**.
  - 4 A lot of people were **willing** / **wanting** to speak English.
  - 5 It's very easy to get around **by** / **on** foot.
- 5 Work in pairs. Do you agree with what John said about Poland? Think about the ideas below.

- public transport (clean? comfortable? modern?)
- people who can speak English
- sightseeing on foot
- cafés and other places for young people
- fashionable people

check  
your GRAMMAR

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

## Modal verbs

## should

- 1 Passengers shouldn't  on the floor of trains, but some of them do.  
a sitting                      b sit
- 2 Should  some extra money with me for emergencies?  
a I take                      b take I

## must / mustn't / have to

- 3 You mustn't  your passport!  
a to forget                      b forget
- 4 What  to do to get ready for your holiday?  
a have you                      b do you have
- 5 You  pay for the airport bus. It's free.  
a mustn't                      b don't have to
- 6 When I went to the concert, I  change trains in London.  
a had to                      b must

- 2 In your notebook, complete sentences 1–5 with the correct relative pronouns. In which sentences can the relative pronoun be left out? In which sentences can you use *that* instead?

## Defining relative clauses

• when • which • where • who • whose

- 1 This is the hotel  we stayed.
- 2 A tour guide is someone  gives you information about a place.
- 3 That's the woman  son won a trip round the world.
- 4 Do you remember this photo? It was the time  we got lost!
- 5 Is this the building  they told us to see?

See Grammar pp. 98–99 »

- 3 PHRASAL VERBS Read the definitions and choose the correct preposition to complete each phrasal verb. Write the answers in your notebook.

- 1 check **in** / **on**:  
a arrive at your hotel and give your details  
b arrive at an airport and show your passport
- 2 get **on** / **in**: enter (a bus, train, etc.)
- 3 get **off** / **out**: leave (a bus, train, etc.)
- 4 get **on** / **in**: enter (a car / taxi)
- 5 get **off** / **out (of)**: leave (a car / taxi)
- 6 take **up** / **off**: leave the ground (on a plane)

- 4  OPEN TASK Uzupełnij każdą lukę (1–4) jednym wyrazem tak, aby powstał spójny i logiczny tekst, zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów. Odpowiedzi zapisz w zeszycie.



This photograph was taken in London, on the London Underground. In the (1)  of the picture we can see a woman on the platform. She's got a large, black (2) . She's probably just got off the train that's in the (3) . Perhaps she's going to (4)  in a hotel for a few days, or maybe she's going home after a holiday or business trip.

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

- 1 The only time I'm scared on a plane is when it (startuje) .
- 2 There's someone in my class (którego mama jest)  a travel agent.
- 3 In a foreign country, (nie wolno łamać)  any laws, just like in your own.
- 4 I dropped my phone while I (kiedy wysiadałam)  of the car.
- 5 The package (został zgubiony)  by someone on a bike.

- 6 In pairs, discuss the topics below.

- a time when you got lost
- someone you know who travels a lot
- things you have to do before a holiday
- your favourite place in the world

## 1 Read the email and answer the questions.

< ✉ New message

Hi Teresa,

Just a very quick email to say I'm coming to Poland for a couple of weeks in October. Will you be there? I'd love to meet you if you're free. Let me know!

Gary

- 1 What is Gary's news?
- 2 What does he suggest?
- 3 What do you think Teresa will say in her reply?

## 2 Read Teresa's reply. What does she invite Gary to do? How does she make suggestions?

< ✉ New message

Hi Gary,

Thanks for your email! I'm so glad you're coming to Poland. I'll be here then and I'd love to meet you too. Would you like to come and stay with me and my parents for the weekend?

October is a **good** time to visit, because the weather will be **nice**. If you're coming from Warsaw, a **good** way to get here is by train. The trains are **nice** and not too expensive. There are lots of **nice** things we could do. For example, we could go for a walk in the park – the leaves have **nice** colours at that time of the year. Or why don't we spend a **nice** afternoon in my favourite café? In the evening, how about going to the cinema?

Let me know what you think of my suggestions!

Bye for now!

Love,  
Teresa

## 3 In your notebook, replace the words in bold in the email in exercise 2 with the words in the box. There may be more than one correct answer.

- brilliant • beautiful • fascinating
- comfortable • fun • great • wonderful
- perfect • lovely • pleasant • relaxing
- interesting

## 4 Read the writing task. Copy the chart into your notebook. Write questions to refer to each of the bullet points. Then make notes to complete the information.

📖 **OPEN TASK** Chciałbyś/Chciałabyś zaprosić swojego kolegę z Irlandii do odwiedzenia cię podczas ferii zimowych. Napisz do niego e-mail.

- Zaproś kolegę i napisz, jaki termin najbardziej ci odpowiada, i wyjaśnij, dlaczego.
- Wyjaśnij, jak najlepiej dotrzeć do twojego domu z lotniska.
- Zaproponuj, jak wspólnie moglibyście spędzić czas.

E-mail powinien zawierać od 50 do 120 słów.

|   | Questions to ask and answer | Your notes           |
|---|-----------------------------|----------------------|
| 1 | When <input type="text"/>   | <input type="text"/> |
| 2 | What <input type="text"/>   | <input type="text"/> |
| 3 | What <input type="text"/>   | <input type="text"/> |

**TIP** W swojej wypowiedzi dbaj o urozmaiczone i bogate słownictwo. Unikaj powtórzeń, np. zamiast *good* i *nice* możesz użyć przymiotników *perfect*, *wonderful* lub *fascinating*. Używaj zwrotów zwyczajowo stosowanych w danej sytuacji. Aby komuś coś zaproponować, możesz użyć różnych zwrotów, np. *We could ...*, *Why don't we ...?* lub *How about ...?*

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

## PHRASE BOX

- Would you like ...?
- I'd like to invite you to ...
- I wonder if you'd like to ...
- How about ...?
- I suggest we ...
- Shall we ...?
- We could ...
- What about ...?
- Why don't we ...?

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

< ✉ New message

To: **Frank**

Hi Frank!

Thanks for your letter. What are your plans for the winter holidays this year?



## VOCABULARY, pp. 94-95

## Transport / Transport

|                                                                   |
|-------------------------------------------------------------------|
| <b>airport</b> /'eə(r)pɔː(r)t/ lotnisko                           |
| <b>boarding pass</b> /'bɔː(r)dɪŋ pɑːs/ karta pokładowa            |
| <b>boring</b> /'bɔːrɪŋ/ nudny                                     |
| <b>bus stop</b> /'bʌs stɒp/ przystanek autobusowy                 |
| <b>cabin crew</b> /'kæbɪn kruː/ personel pokładowy                |
| <b>cheap</b> /tʃiːp/ tani                                         |
| <b>clean</b> /kliːn/ czysty                                       |
| <b>(un)comfortable</b> /ʌn'kʌmfɪtəb(ə)l/ (nie)wygodny             |
| <b>dangerous</b> /'deɪndʒərəs/ niebezpieczny                      |
| <b>delay</b> /di'lei/ opóźnienie                                  |
| <b>dirty</b> /'dɜː(r)tɪ/ brudny                                   |
| <b>drive</b> /draɪv/ prowadzić samochód, kierować pojazdem        |
| <b>driver</b> /'draɪvə(r)/ kierowca                               |
| <b>exciting</b> /ɪk'saɪtɪŋ/ ekscytujący                           |
| <b>expensive</b> /ɪk'spensɪv/ drogi, kosztowny                    |
| <b>fast</b> /fɑːst/ szybki                                        |
| <b>fly</b> /flaɪ/ lecieć                                          |
| <b>fun</b> /fʌn/ zabawny                                          |
| <b>garage</b> /'gærɪdʒ/ garaż                                     |
| <b>guard</b> /gɑː(r)d/ strażnik                                   |
| <b>luggage</b> /'lʌɡɪdʒ/ bagaż                                    |
| <b>passenger</b> /'pæsɪndʒə(r)/ pasażer                           |
| <b>passport</b> /'pɑːspɔː(r)t/ paszport                           |
| <b>petrol station</b> /'petrəl steɪʃ(ə)n/ stacja benzynowa        |
| <b>pilot</b> /'paɪlət/ pilot                                      |
| <b>platform</b> /'plætfɔː(r)m/ peron                              |
| <b>(un)reliable</b> /ʌnɪ'reɪəb(ə)l/ (nie)solidny                  |
| <b>ride</b> /raɪd/ jeździć (na rowerze, motorze)                  |
| <b>safe</b> /seɪf/ bezpieczny                                     |
| <b>seatbelt</b> /'siːt belt/ pas bezpieczeństwa                   |
| <b>slow</b> /sləʊ/ wolny                                          |
| <b>(railway) station</b> /('reɪlwei) 'steɪʃ(ə)n/ dworzec kolejowy |
| <b>ticket</b> /'tɪkɪt/ bilet                                      |
| <b>ticket inspector</b> /'tɪkɪt ɪnspektə(r)/ kontroler biletów    |
| <b>traffic jam</b> /'træfɪk dʒæm/ korek uliczny                   |

## Means of transport / Środki transportu

|                                                                                 |
|---------------------------------------------------------------------------------|
| <b>container ship</b> /kən'teɪnə(r) ʃɪp/ kontenerowiec                          |
| <b>cruise ship</b> /'kruːz ʃɪp/ statek rejsowy                                  |
| <b>(hot-air) balloon</b> /həʊtə(r) bə'luːn/ balon napełniony ciepłym powietrzem |
| <b>bicycle / bike</b> /'baɪsɪk(ə)l / baɪk/ rower                                |
| <b>boat</b> /bəʊt/ łódź                                                         |
| <b>bus</b> /bʌs/ autobus                                                        |
| <b>car</b> /kɑː(r)/ samochód                                                    |
| <b>coach</b> /kəʊtʃ/ autokar                                                    |
| <b>ferry</b> /'feri/ prom                                                       |
| <b>helicopter</b> /'helɪkɒptə(r)/ helikopter                                    |
| <b>lorry</b> /'lɒri/ ciężarówka                                                 |
| <b>motorbike</b> /'mɒtə(r)baɪk/ motocykl                                        |
| <b>plane</b> /pleɪn/ samolot                                                    |
| <b>skateboard</b> /'skeɪtbɔː(r)d/ deskorolka                                    |
| <b>spaceship</b> /'speɪsʃɪp/ statek kosmiczny                                   |
| <b>submarine</b> /'sʌbməriːn/ łódź podwodna                                     |

|                                                 |
|-------------------------------------------------|
| <b>train</b> /treɪn/ pociąg                     |
| <b>tram</b> /træm/ tramwaj                      |
| <b>truck</b> /trʌk/ ciężarówka                  |
| <b>van</b> /væn/ furgonetka, samochód dostawczy |

## Directions / Kierunki

|                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------|
| <b>cross (over)</b> /krɒs 'əʊvə(r)/ przejść przez                                                                           |
| <b>get to</b> /'get tə/ dotrzeć (do)                                                                                        |
| <b>go past</b> /gəʊ 'pɑːst/ minąć                                                                                           |
| <b>go straight on</b> /gəʊ 'streɪt ɒn/ iść prosto                                                                           |
| <b>next door</b> /nekst 'dɔː(r)/ po sąsiedzku                                                                               |
| <b>opposite</b> /'ɒpəzɪt/ naprzeciwko                                                                                       |
| <b>(just) round the corner</b> /dʒʌst 'raʊnd ðə 'kɔː(r) nə(r)/ tuż za rogiem                                                |
| <b>take the first / second left / right</b> /teɪk ðə 'fɜː(r)st / 'sekənd left / raɪt/ skręcić w pierwszą/drugą w lewo/prawo |
| <b>the (best) way to</b> /ðə best 'wei tə/ najlepsza droga do                                                               |
| <b>turn right / left</b> /tɜː(r)n 'raɪt / 'left/ skręcić w prawo/w lewo                                                     |

## Travel and sightseeing / Podróż i zwiedzanie

|                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>adventure / activity holiday</b> /əd'ventʃə(r) / æk'tɪvəti hɒlɪdeɪ/ wakacje dla amatorów aktywnego wypoczynku                                        |
| <b>backpack</b> /'bækpæk/ plecak                                                                                                                        |
| <b>beach holiday</b> /biːtʃ 'hɒlɪdeɪ/ wakacje na plaży                                                                                                  |
| <b>booking</b> /'bʊkɪŋ/ rezerwacja                                                                                                                      |
| <b>brochure</b> /'brɒʃʊə(r)/ broszura, prospekt                                                                                                         |
| <b>by train</b> /baɪ 'treɪn/ pociągiem                                                                                                                  |
| <b>camping holiday</b> /'kæmpɪŋ hɒlɪdeɪ/ wakacje pod namiotem                                                                                           |
| <b>campsite</b> /'kæmpsəɪt/ kemping                                                                                                                     |
| <b>canoeing</b> /kə'nuːɪŋ/ pływanie kajakiem                                                                                                            |
| <b>deck</b> /dek/ pokład                                                                                                                                |
| <b>excursion</b> /ɪk'skɜː(r)ʃ(ə)n/ wycieczka                                                                                                            |
| <b>fare</b> /feə(r)/ opłata                                                                                                                             |
| <b>flight</b> /flaɪt/ lot                                                                                                                               |
| <b>gallery</b> /'gæləri/ galeria                                                                                                                        |
| <b>get lost</b> /get 'lɒst/ zgubić się                                                                                                                  |
| <b>go on foot</b> /gəʊ ɒn 'fɒt/ iść pieszo                                                                                                              |
| <b>guest house</b> /'gest haʊs/ pensjonat                                                                                                               |
| <b>handbag</b> /'hæn(d)bæg/ torebka damska                                                                                                              |
| <b>hiking</b> /'haɪkɪŋ/ piesza wycieczka (zwykle w górach)                                                                                              |
| <b>holiday</b> /'hɒlɪdeɪ/ wakacje                                                                                                                       |
| <b>hotel</b> /həʊ'tel/ hotel                                                                                                                            |
| <b>journey</b> /'dʒɜː(r)nɪ/ podróż                                                                                                                      |
| <b>kayaking</b> /'kaɪəɪkɪŋ/ pływanie kajakiem                                                                                                           |
| <b>miss a train / plane / etc</b> /mɪs ə 'treɪn / 'pleɪn/ spóźnić się na pociąg, samolot itp.                                                           |
| <b>museum</b> /mjuː'ziːəm/ muzeum                                                                                                                       |
| <b>open-top bus</b> /əʊpən'tɒp bʌs/ autobus z odkrytym dachem                                                                                           |
| <b>package holiday</b> /'pækɪdʒ hɒlɪdeɪ/ wakacje zorganizowane (biuro podróży zapewnia noclegi i transport, czasami także posiłki i dodatkowe atrakcje) |
| <b>parking space</b> /'pɑː(r)kɪŋ speɪs/ miejsce parkingowe                                                                                              |
| <b>reception</b> /rɪ'sepʃ(ə)n/ recepcja                                                                                                                 |
| <b>reservation</b> /rezə(r)'veɪʃ(ə)n/ rezerwacja                                                                                                        |
| <b>runway</b> /'rʌnwei/ pas startowy                                                                                                                    |

|                                                                                       |
|---------------------------------------------------------------------------------------|
| <b>school trip</b> /'skuːl trɪp/ wycieczka szkolna                                    |
| <b>sightseeing</b> /'saɪtsiːɪŋ/ zwiedzanie                                            |
| <b>single / double room</b> /'sɪŋɡ(ə)l / 'dʌb(ə)l ruːm/ pokój jednoosobowy/dwuosobowy |
| <b>souvenir shop</b> /suːvə'nɪə(r) ʃɒp/ sklep z pamiątkami                            |
| <b>suitcase</b> /'suːtkeɪs/ walizka                                                   |
| <b>sunbathing</b> /'sʌnbəɪðɪŋ/ opalanie się                                           |
| <b>taxi rank</b> /'tæksɪ ræŋk/ postój taksówek                                        |
| <b>tent</b> /tent/ namiot                                                             |
| <b>travel</b> /'træv(ə)l/ podróż, podróżować                                          |
| <b>trip</b> /trɪp/ wycieczka, krótka podróż, wyprawa                                  |
| <b>water-skiing</b> /'wɔːtə(r)skiːɪŋ/ narciarstwo wodne                               |
| <b>water sports</b> /'wɔːtə(r) spɔː(r)ts/ sporty wodne                                |

## READING, p. 96

|                                                                       |
|-----------------------------------------------------------------------|
| <b>avoid</b> /ə'vɔɪd/ unikać                                          |
| <b>get around</b> /get ə'raʊnd/ podróżować                            |
| <b>means of transport</b> /miːnz əv 'trænsɒpɔː(r)t/ środki transportu |
| <b>plan a route</b> /plæn ə 'ruːt/ planować trasę                     |

## LISTENING, p. 100

|                                                                            |
|----------------------------------------------------------------------------|
| <b>dress fashionably</b> /dres 'fæʃ(ə)nəb(ə)li/ ubierać się modnie         |
| <b>on foot</b> /ɒn 'fɒt/ pieszo                                            |
| <b>visit sights</b> /vɪzɪt 'saɪts/ zwiedzać atrakcje turystyczne           |
| <b>welcoming</b> /'welkəmɪŋ/ gościnny, serdeczny                           |
| <b>willing to do sth</b> /wɪlɪŋ tə 'duː sʌmθɪŋ/ chętny, gotów (coś zrobić) |

## USE OF ENGLISH, p. 101

## Phrasal verbs

|                                                                                 |
|---------------------------------------------------------------------------------|
| <b>check in</b> /tʃek 'ɪn/ meldować się (w hotelu), odprawiać się (na lotnisku) |
| <b>get in</b> /get 'ɪn/ wsiadać (do samochodu, taksówki)                        |
| <b>get off</b> /get 'ɒf/ wysiadać (z pociągu, autobusu itd.)                    |
| <b>get on</b> /get 'ɒn/ wsiadać (do pociągu, autobusu itd.)                     |
| <b>get out (of)</b> /get 'aʊt (ɒv)/ wysiadać (z samochodu, taksówki)            |
| <b>take off</b> /teɪk 'ɒf/ startować (o samolocie)                              |

## OTHER WORDS

|                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------|
| <b>parascending</b> /'pærə'sendɪŋ/ latanie na spadochronie wyniesionym w powietrze przez samochód lub motorówkę |
| <b>pollution</b> /pə'luːʃ(ə)n/ zanieczyszczenie                                                                 |
| <b>public transport</b> /'pʌblɪk trænsɒpɔː(r)t/ publiczne środki transportu                                     |
| <b>tube</b> /tjuːb/ metro (londyńskie)                                                                          |

**1 In pairs or groups, answer the questions.**

- Have you ever spoken English outside the classroom? In Poland or abroad?
- Was it easy for you to communicate in a different language? Why (not)?

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

A crossing    B going    C turning  
D walking    E which    F whom



## GREAT AMERICAN HOLIDAY VACATION

If you are British and travel to the USA, there may be times when you feel out of place. Even though the two countries share a lot of history and speak the same language (do they?), there are some cultural differences (1)  you should know about. You will probably never get a nice cup of tea (ice tea will be more likely), and everyone will ask you if you have met the Royal Family member. In the US, unlike in Britain, you drive on the right side of the road, so you must be very careful when (2)  the street. Moreover, Americans drive almost everywhere – in some places you will never see anyone (3)  anywhere on foot. Another thing is language – they may have a problem understanding some British expressions. Don't get surprised if you order chips but get crisps instead or realise you are suddenly discussing American football league (across the ocean you are actually a soccer fan).

**4 Work in pairs or groups. Discuss the answers to the questions.**

- Do you know any of the American words in exercise 3? Where do you know them from?
- Do you watch more American or British films and television series?
- Do you listen more often to American or British music?
- Is British or American English easier to understand for you? Why?

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

- 1 X: Excuse me, how far is it from here to the nearest shopping centre?  
Y: It's quite far. If I were you, I  the Underground.
- 2 X: Do you think I  a jacket and an umbrella for my Edinburgh holidays?  
Y: It seems like a good idea. It always rains in Scotland. And you're going in the autumn, right?
- 3 X: How do I get to the football stadium?  
Y: Just turn right and  on – you'll see it on your right. There's a nice souvenir shop next to the stadium, if you're interested.
- 4 X: Oh, no! I have to wait half an hour for a bus! I'll miss my train to London!  
Y:  a good idea to go by taxi – there's a taxi rank round the corner.

**6 In pairs or groups, rewrite the dialogues in exercise 5, using as many American words as you can. Then practise the dialogues.**

**7 In pairs, use a dictionary or the Internet to find three more differences between British and American English. Draw a comic strip with a funny dialogue to show the differences.**

**3 Work in groups. Use a dictionary or the Internet to find British words for these. Each group completes one table. Write the answers in your notebook.**

A

| British English                                                                     | American English |
|-------------------------------------------------------------------------------------|------------------|
| crisps                                                                              | chips            |
|  | store            |
|  | movie            |
|  | shopping mall    |
|  | downtown         |
|  | color            |

B

| British English                                                                     | American English |
|-------------------------------------------------------------------------------------|------------------|
| holiday                                                                             | vacation         |
|  | check            |
|  | subway           |
|  | fries            |
|  | cab              |
|  | theater          |

C

| British English                                                                       | American English |
|---------------------------------------------------------------------------------------|------------------|
| football                                                                              | soccer           |
|  | closet           |
|  | fall             |
|  | sneakers         |
|  | candy            |
|  | favorite         |

## VOCABULARY

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

• backpack • coach • excursion • fare  
• get lost • hiking • journey • miss • go past  
• traffic jam • sightseeing

- Hurry up! If we don't leave now, we will \_\_\_\_\_ our plane!
- There are no railway stations in this area, so you need to get around by \_\_\_\_\_.
- New Zealand is a great place for \_\_\_\_\_ – you can walk for hours and admire the views.
- I hate wasting time in a \_\_\_\_\_ – I prefer to move around the city by bike or on foot.
- When we were on holidays in Egypt, we went on a one-day \_\_\_\_\_ to see the Pyramids.
- I'm not a big fan of package holidays – I prefer to go \_\_\_\_\_ on my own with a guidebook.
- The taxi \_\_\_\_\_ depends on how far you go.
- It's easy to \_\_\_\_\_ in a new place if you don't have a map or GPS on your phone.

## GRAMMAR

- 2 In your notebook, complete the gaps with one word.

- I think we \_\_\_\_\_ get off at the next stop or we'll be late.
- Please finish your ice cream now – you \_\_\_\_\_ eat on the bus.
- A ticket inspector is a person \_\_\_\_\_ checks if you are travelling with a ticket.
- I \_\_\_\_\_ to get a passport and a visa before I went to the USA with my parents last year.
- What time \_\_\_\_\_ we have to check in not to miss the plane?
- I don't know \_\_\_\_\_ luggage it is, but it looks like Penny's suitcase.
- She doesn't \_\_\_\_\_ to take a tent because she will sleep in a hostel.
- Do you remember the place \_\_\_\_\_ we went kayaking last summer?

## USE OF ENGLISH

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

- What (*ona powinna zrobić*) \_\_\_\_\_: go by plane or by train?
- This is the boy (*którego plecak*) \_\_\_\_\_ we found on the school bus.
- (*Nie wolno*) \_\_\_\_\_ use your phone while the plane is taking off.
- Is this the (*motocykl, który*) \_\_\_\_\_ your brother-in-law wants to buy?
- When I (*wysiadłam z*) \_\_\_\_\_ the coach, I fell down and hurt my leg.
- I (*muszę pojechać popływać kajakiem*) \_\_\_\_\_ in Scotland – the rivers and lakes there are amazing!
- This photo was taken (*kiedy byliśmy*) \_\_\_\_\_ on a camping holiday in Greece.
- (*Czy musieliście*) \_\_\_\_\_ to go to school by bus when you were younger?

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

- If I were you, I would go on an activity holiday to Spain. **SHOULD**  
I think \_\_\_\_\_ go on an activity holiday to Spain.
- This is the platform from which your train leaves. **MUST**  
This is the platform \_\_\_\_\_ wait for your train.
- Is it necessary to fasten the seat belt in a taxi? I \_\_\_\_\_ to fasten the seat belt in a taxi?
- It might be a good idea to go there on foot – it's not far. **WE**  
Why \_\_\_\_\_ there on foot? It's not far.
- If you are late, we will go on the excursion without you. **BE**  
You \_\_\_\_\_ late, or we will go on the excursion without you.
- Look – who does this skateboard belong to? **IS**  
Look – \_\_\_\_\_ this?
- It's not necessary to pay for public transport if you attend a public school here. **NOT**  
You \_\_\_\_\_ to pay for public transport if you attend a public school here.
- What is the best thing to do if you get lost in a big city abroad? **YOU**  
What \_\_\_\_\_ if you get lost in a big city abroad?



## VOCABULARY

- 1 In your notebook, replace each phrase in bold with a word or phrase from the box.

• butcher's • cabin crew • platform • can't afford  
• department store • passenger

- I bought beef from the new **place that sells meat** in the High Street.
- Although I don't like flying, the **people who work on the plane** made me feel relaxed.
- They are going to open a **shop that sells everything** near my house.
- My mum explained that she **hasn't got enough money** to buy us a new computer.
- I don't like driving – I'm much happier being a **person who sits next to the driver**.
- Sarah slipped on the **place where people get on and off the train** and broke her leg.

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

- I found it much cheaper online. In fact it was a **bargain / discount**!
- Jan liked the view from the train window, but the seats were really **unreliable / uncomfortable**.
- We usually buy vegetables from the **greengrocer's / newsagent's** on the way home.
- We didn't plan to take much **luggage / handbag** with us on the journey.
- Gary always carries money with him because he pays for everything in **cash / stock**.
- For people who love history, a **sightseeing / souvenir** tour is perfect in this city.

- 3 Choose the best definition for the words in bold. Write the answers in your notebook.

- Let's call a **plumber** to fix the pipe in the bathroom.  
a a person who works in a shop  
b a person who solves problems with water
- They said there was a **delay** and we had to wait an hour for the plane.  
a a mechanical problem  
b something that makes you late
- The washing machine was **faulty** so the shop replaced it.  
a not working properly  
b second-hand
- We got stuck in a **traffic jam** and were late for school.  
a slow-moving cars    b a dangerous area
- We waited for hours in a **queue**.  
a a line of people    b a reception area

- Here's your receipt, and here's your **change**. Thanks for shopping with us!  
a money you get back when you pay for something  
b a replacement for a broken item
- These days, you can print out your **boarding pass** before you go to the airport.  
a a document that shows you have checked in for a flight  
b a document that shows you have just got off a flight

## GRAMMAR

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

- Every summer, items (**sell**)  in that shop at half price. It's great!
- Breakfast (**serve**)  between 7 and 11 every morning. Don't miss it!
- I'm really upset. The bike I wanted to buy (**just / buy**)  by someone else!
- Ten people (**choose**)  last week to take part in the competition.
- That hotel (**close down**)  last year because they found rats in the kitchen.
- The electrical shop (**break into**)  last night and thieves stole laptops and tablets.
- You (**give**)  the key to your room when you arrive at reception.

- 5 In your notebook, rewrite the words and phrases in bold so that the sentences are correct.

- This train goes all the way to where you want to go so you **haven't** to change trains.
- When you buy something new, you should **to keep** the receipt in case there's a problem with it.
- Whatever you do, you **don't have to** forget to take your passport.
- That's the shop **who** sells really nice jewellery.
- If I want to enter this competition, what **I have** to do?
- If she doesn't want to go on the trip, it's no problem – she **mustn't**.
- Have you ever been back to the town **that** you were born?
- Daniel is the boy **who his** dad runs the local shop.



## USE OF ENGLISH

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

- I ordered a new tablet online but (it / **damage**)  in the post.
- I've got homework but I (not / **have**)  to do it today – it's for Monday.
- They say the new sports hall (will / **open**)  by a famous sportsperson.
- Do you remember the day when we (get / **lose**)  in Rome?
- I met Jane while (I / **travel**)  to Amsterdam.

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

A by      B getting      C motorway  
D on      E railway      F taking

My blog

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### LIVING IN THE COUNTRYSIDE

I live in the countryside, so (1)  around can be a problem. There's very little public transport and taxis are really expensive. If I want to see one of my friends in the village, then I go (2)  bike. It's OK, but that's not so good if it's raining! When I want to go into the city, my dad takes me to the (3)  station and then I travel there on the train.



## LANGUAGE FUNCTIONS

- 8 **OPEN TASK** Uzupełnij luki (1–3) w poniższym dialogu tak, aby był on spójny i logiczny. Odpowiedzi zapisz w zeszycie.

X: I have to take this phone back and ask for a refund. I know they're going to be difficult about it.  
Y: Would (1)  to come with you? You might feel better if there are two of us.  
X: Oh could you? That would (2) ! Are you free tomorrow morning?  
Y: I'm really sorry but I can't then.  
X: Okay. (3)  after school on Monday?  
Y: Sure!

- 9 **27** **Usłyszysz dwukrotnie cztery krótkie wypowiedzi (1–4). Do każdej wypowiedzi dopasuj właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.**

|   |                                                    |
|---|----------------------------------------------------|
| A | Not really. They're very dangerous.                |
| B | I'm hoping to become a chef.                       |
| C | How about coming to my house? I'll cook something. |
| D | Don't worry. I'll do it.                           |
| E | Yeah, I think so too!                              |

Speaker 1       Speaker 2   
Speaker 3       Speaker 4

## WRITING

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

**OPEN TASK** Wkrótce wybierasz się do centrum handlowego, aby kupić nowe ubrania. Napisz e-mail do koleżanki z Anglii, która przebywa obecnie w Polsce.

- Zaproś ją na wspólne zakupy.
- Wyjaśnij, jaką odzież chcesz kupić i dlaczego.
- Zaproponuj, co możecie wspólnie robić po zakupach.

E-mail powinien zawierać od 50 do 120 słów.

< **New message**

Hi Janey,  
How are you? I need to do some shopping soon.

## Introducing yourself and other people •

### Przedstawianie siebie i innych osób

Hi, I'm ... / Hello, my name is ... Cześć, jestem... / Cześć, mam na imię...

Pleased/Nice to meet you. Miło mi cię poznać.

I'd like you to meet my friend, Nick. Poznaj mojego przyjaciela, Nicka.

## Starting a conversation • Rozpoczynanie rozmowy

How have you been? Jak się masz?

What have you been up to lately? Co u ciebie?

## Asking for clarification • Zwracanie się z prośbą o wyjaśnienie

What do/did you mean by ...? Co masz/miałeś na myśli, mówiąc...?

I'm afraid I don't understand. Obawiam się, że nie rozumiem.

Could you repeat that / say that again? Mogłbyś powtórzyć?

Sorry? Słucham?

## Ending a conversation • Kończenie rozmowy

It was nice talking to you. Miło było z tobą porozmawiać.

I'm afraid I have to go now. Niestety, muszę już iść.

Take care. Trzymaj się.

Bye for now. Na razie.

## Asking for information • Zasięganie informacji

Is there a park near here? Czy w pobliżu jest jakiś park?

How do you get to the cinema from here? Jak dotrzeć stąd do kina?

What colour is your duvet? Jakiego koloru jest twoja kołdra?

Why did you choose that poster? Dlaczego wybrałeś ten plakat?

Which room is yours? Który pokój jest twój?

How many books have you got? Ile masz książek?

## Giving information • Udzielanie informacji

Go down the street and turn right. Idź prosto ulicą i skręć w prawo.

The one next to the bathroom. Ten obok łazienki.

It's green and red. Jest zielono-czerwona.

More than forty. Ponad czterdzieści.

Because I love dogs. Bo uwielbiam psy.

Yes, it's very close. Tak, bardzo blisko.

## Disagreeing with sb/sth • Niezgadzanie się z kimś/z czymś

I'm afraid I (have to) disagree. Niestety, nie zgadzam się. / Niestety, nie mogę się zgodzić.

I'm sorry to disagree with you, but ... Przykro mi, że się z tobą nie zgadzam, ale...

I'm not so sure about that. Nie jestem tego taki pewien.

## Asking others about their opinions •

### Pytanie innych o opinię

What do you think? Jak myślisz?

What do you think about ...? Co myślisz o...?

How do you feel about ...? Jakie są twoje odczucia na temat...?

## Expressing an opinion • Wyrażanie opinii

In my opinion, ... Moim zdaniem...

Personally, I think (that) ... Osobiście uważam, że...

I believe (that) ... Wydaje mi się, że...

From my point of view ... Z mojego punktu widzenia...

## Agreeing with sb/sth • Zgadzanie się z kimś/z czymś

You're absolutely right. Masz całkowitą rację.

I totally agree with you. Całkowicie się z tobą zgadzam.

I think so too. Też tak myślę.

## Asking others about preferences and intentions •

### Pytanie innych o upodobania i intencje

Are you planning to (go) ...? Czy zamierzasz (pójść, pojechać)...

What are you planning to (do) ...? Co planujesz (zrobić)...

Are you thinking of/about (doing) ...?

Czy zastanawiasz się nad (zrobieniem)...

Do you prefer X or Y ...? Wolisz X czy Y...?

Do you prefer (going / doing / etc.) or (going / doing / etc.) ...? Wolisz (iść/zrobić/itp.) czy (iść/zrobić/itp.)...?

## Expressing intentions • Wyrażanie planów i intencji

I plan / I'm planning to (go) ... Zamierzam (pójść / pojechać)...

I want to (go) ... Chcę (pójść/pojechać)...

I'd like to (do) ... Chciałbym (zrobić)...

I'm thinking of/about (going) ... Zastanawiam się nad (pójściem)...

## Expressing preferences • Wyrażanie upodobań

I like / I would like ... more than ... Lubię... / Chciałbym... bardziej niż...

I prefer maths to languages. Wolę matematykę niż języki.

I prefer not to (do) ... Wolałbym nie (robić)...

## Offering wishes • Składanie życzeń

Well done! / Congratulations! Dobra robota! / Gratulacje!

Congratulations on passing your exams! / your exam results! Gratuluję zdania egzaminów! / wyników egzaminu!

## Illness • Choroba

Get well soon. Zdrowiej szybko. / Kuruj się.

I hope you feel better soon. Mam nadzieję, że wkrótce poczujesz się lepiej.



**Good luck • Życzenie szczęścia**

Good luck! Powodzenia!

I wish you the best of luck! Życzę szczęścia!

**Wedding / Engagement • Ślub/Zaręczyny**

I wish you both much happiness! Życzę wam obojgu dużo szczęścia!

I'm sure you'll be very happy together! Jestem pewien, że będziecie razem bardzo szczęśliwi!

**Responding to wishes • Odpowiadanie na życzenia**

Thank you for your kindness / kind words / good wishes. Dziękuję za twoją życzliwość/miłe słowa/życzenia.

That's very nice of you. To bardzo miło z twojej strony.

It was just luck. To była kwestia szczęścia.

I had a lot of help. Miałem dużo pomocy.

**Making an invitation • Zapraszanie**

Would you like to go ...? Chciałbyś iść/pojechać...?

How about going ...? Może by tak pójść/pojechać...?

Do you want to go ...? Chcesz iść/jechać...?

**Accepting an invitation • Przyjmowanie zaproszenia**

Sure, I'd love to! Pewnie, z chęcią!

That sounds nice/great/etc. Brzmi fajnie/świetnie/...

What a great idea! Świetny pomysł!

**Considering an invitation • Rozważanie zaproszenia**

Let me think about it. Muszę to przemyśleć.

I'm not sure I can. Nie jestem pewien, czy mogę.

I'll let you know later. Dam ci znać później.

**Declining an invitation • Odrzucanie zaproszenia**

I'm sorry, but I can't. Niestety, nie mogę.

I don't think I can make it. Raczej nie dam rady.

I've got other plans. Mam inne plany.

**Politely refusing an offer • Grzeczne odrzucanie propozycji**

No, thanks. / No, thank you. Nie, dziękuję.

I'm fine / OK, thanks. Nie trzeba, dziękuję.

I'm sorry. I can't. Przepraszam, nie mogę.

**Making an offer • Proponowanie**

Would you like (me) (to) ...? Czy chciałbyś, żebym...?

Can/Shall I ...? Może bym...?

I'll ... if you like / want. Mogę..., jeśli chcesz.

How / What about ...? A może by tak...?

Don't worry - I'll do it! Nie martw się - ja to zrobię!

**Accepting an offer • Przyjmowanie propozycji**

Yes, please. Tak, poproszę.

Thanks - that's very kind of you. Dzięki, to bardzo miłe z twojej strony.

That would be great / nice / lovely. Byłoby świetnie/miło/wspaniale.

Great idea! Świetny pomysł!

**Asking for advice • Proszenie o poradę**

Do you think I should ...? Myślisz, że powinienem...?

What do you suggest I should do about ...?

Co sugerujesz, żebym zrobił w sprawie...?

What should I do about ...? Co powinienem zrobić w sprawie...?

What's your advice? Co mi radzisz?

**Giving advice • Udzielanie porad**

I think you should ... Myślę, że powinienesz...

Perhaps you should ... Może powinienesz...

If I were you, I would ... Na twoim miejscu bym...

It might be a good idea to ... Może dobrym pomysłem byłoby...

Why don't you ...? Może byś...?

**Giving permission • Udzielanie pozwolenia**

Yes, of course. Tak, oczywiście.

Go right ahead. Śmiało.

Yes, no problem. Tak, żaden problem.

Of course I don't mind. Oczywiście, nie mam nic przeciwko.

**Refusing permission • Odmawianie pozwolenia**

No, I'm sorry. Nie, przykro mi.

No, I'm afraid you can't. Niestety, obawiam się, że nie możesz.

Sorry, that's not possible. Przykro mi, to niemożliwe.

**Asking for permission • Wyrażanie prośby o pozwolenie**

May I leave the room? Czy mogę wyjść?

Could I invite a friend over for lunch? Czy mogę zaprosić znajomego do nas na obiad?

Can I borrow your phone for a second? Mogę pożyczyć na chwilę twój telefon?

Do you mind if I sit here? Mogę tu usiąść?

**Giving orders • Wydawanie poleceń**

Tidy your room now! Natychmiast posprzątaj swój pokój!

Don't (ever) do that again! Nigdy więcej tego nie rób!

Do what I tell you! Rób, co mówię!

**Giving instructions • Udzielanie wskazówek**

First / Firstly / Second / Secondly / Then, ...

Najpierw/W drugiej kolejności/Potem...

Make sure you ... Upewnij się, że...

Don't forget to ... Nie zapomnij o...

**Giving warnings • Ostrzeganie**

Be careful! Bądź ostrożny!

Watch out! / Look out! / Mind out! Uważaj!

## Forbidding • Zakazywanie

Don't touch the ball! Nie dotykaj piłki!

You mustn't / must not touch the ball. Nie wolno dotykać piłki.

... is not / isn't allowed. / is forbidden. ... nie jest dozwolone / jest zabronione.

... is against the law / rules. ... jest sprzeczne z prawem/zasadami.

## Making a request • Wyrażanie prośby

Can you help me with this? Czy możesz mi z/w tym pomóc?

Could I speak to a doctor? Czy mogę porozmawiać z lekarzem?

I'd like to make an appointment. Chciałbym umówić się na wizytę.

Would it be OK if I stayed at home today? Czy mogę dziś zostać w domu?

## Accepting a request • Wyrażanie zgody

Yes, of course (I/you can/will). Tak, oczywiście, mogę/możesz.

Sure! Jasne!/Pewnie!

No problem. Żaden problem.

## Refusing a request • Wyrażanie odmowy

I'm afraid I can't. Obawiam się, że nie mogę.

I'm afraid not. Obawiam się, że nie.

I'm sorry, you can't. Przykro mi, nie możesz.

That's not possible. To nie jest możliwe.

## Expressing negative feelings and emotions •

Wyrażanie negatywnych uczuć i emocji

Oh no! / Oh dear! O nie! / Ojej!

This/That is/was awful/etc! To okropne!

What a mess / waste of time/money! Co za bałagan / strata czasu/pieniędzy!

What a pity/shame. Jaka szkoda!

## Expressing positive feelings and emotions. •

Wyrażanie pozytywnych uczuć i emocji

Wow! – O! No, no!

How lovely/etc.! Jak wspaniale!

What a great / fantastic / etc. phone!

Ależ wspaniały/fantastyczny/itp. telefon!

That's incredible / amazing! To fantastycznie/wspaniale!

What a (nice/etc) surprise! Co za miła/itp. niespodzianka!

## Expressing hope. • Wyrażanie nadziei

I/Let's hope so. Mam/Miejmy nadzieję.

With any luck, ... Jeśli szczęście dopisze,

Let's hope that ... Miejmy nadzieję, że...

## Giving encouragement. • Dawanie wsparcia, zachęcanie

Keep going! Tak trzymaj!

Well done! Dobra robota!

You can do it! Dasz radę!

You're doing great / well! Świetnie ci idzie!

## Expressing possibility or uncertainty • Wyrażanie możliwości lub niepewności

They may invent something to replace the Internet.

Być może wymyślą coś, co zastąpi Internet.

Your computer might (not) have a virus.

Twój computer może (nie) mieć wirusa.

Paul could be online now. Paul może być teraz online.

## Expressing certainty • Wyrażanie pewności

Jilly's not answering her phone. She must be busy.

Jill nie odbiera telefonu. Musi być zajęta.

These can't be Dave's headphones. His are blue.

To nie mogą być słuchawki Dave'a. Jego słuchawki są niebieskie.

## GRAMMAR UNIT 1

Ex. 6 p. 9

### Student A



In your suitcase, you've got:

- a pair of shoes
- two pairs of socks
- three T-shirts
- a pair of jeans
- two pullovers
- two CDs



## WYPOWIEDŹ PISEMNA – WSKAZÓWKI

W wypowiedzi pisemnej ważne są takie elementy, jak: treść, spójność i logika, bogactwo środków językowych oraz poprawność gramatyczna i ortograficzna. Najważniejsze jednak jest to, by odnieść się do wszystkich punktów polecenia i odpowiednio je rozwinąć, mieszcząc się jednocześnie w podanym limicie słów.

**PAMIĘTAJ!** Warto najpierw sporządzić plan pracy, uwzględniając wszystkie informacje, a następnie napisać ją na brudno. Przed przepisaniem pracy sprawdź, czy przekazałeś/przekazałaś w niej wszystkie informacje, czy nie zawiera ona błędów i czy twój tekst jest spójny i logiczny.

### TREŚĆ

- Pamiętaj, aby odnieść się do wszystkich informacji zawartych w poleceniu.
- Każdą informację przekaż w osobnym akapicie. Informacje zwykle warto przekazywać w takiej kolejności, w jakiej są one podane w treści zadania.
- Rozwiń każdą informację o dodatkowe szczegóły pasujące do tematu – możesz np. opisać swoje doświadczenia, wyrazić opinię lub podać przykłady.
- Przed rozpoczęciem pisania zrób notatki, zapisując swoje pomysły na rozwinięcie każdego punktu.
- Przed oddaniem pracy sprawdź liczbę wyrazów – jeśli twój tekst jest zbyt długi, przeczytaj ponownie treść zadania i wykreśl zbędne informacje. Jeśli wypowiedź jest zbyt krótka, zastanów się, w jaki sposób możesz dodatkowo rozwinąć informacje podane w treści zadania.

### SPÓJNOŚĆ I LOGIKA WYPOWIEDZI

- Przed napisaniem pracy sporządź plan swojej wypowiedzi. Możesz to zrobić w języku polskim.
- Zwróć uwagę na gatunek tekstu – czy jest to e-mail, list, wpis na blogu, notatka itp.
- Zadbaj o logiczne połączenie ze sobą kolejnych akapitów, tak aby praca stanowiła spójną całość. Stosuj różne spójniki np. *although*, *because*, *also* oraz *then*.
- Zastanów się, czy wszystkie informacje są przekazane w zrozumiały sposób, pomimo ewentualnych błędów językowych.

### ZAKRES ŚRODKÓW JĘZYKOWYCH

- Przeczytaj polecenie i treść zadania. Zastanów się, jakich zwrotów w języku angielskim możesz użyć, aby przekazać intencje zawarte w zadaniu, np. aby wyrazić prośbę, przedstawić propozycję, wyjaśnić jakąś sytuację.
- W swojej wypowiedzi stosuj różnorodne struktury gramatyczne.
- Dbaj o precyzyjne przekazywanie informacji i używanie zróżnicowanego słownictwa związanego z tematem, np. gdy opisujesz dom rodzinny, używaj słów typu *furniture*, *living room*, *lawn*.
- Unikaj powtórzeń. Po napisaniu pracy przeczytaj ją ponownie. Jeżeli znajdziesz powtarzające się wyrazy, postaraj się je zastąpić synonimami.
- Unikaj przymiotników pospolitych, np. zamiast *good* i *nice* – możesz użyć przymiotników *perfect*, *wonderful* lub *amazing*.

### POPRAWNOŚĆ ŚRODKÓW JĘZYKOWYCH

- Zawsze zaczynaj od pisania na brudno.
- Po napisaniu pracy przeczytaj ją ponownie, aby sprawdzić, czy nie zawiera ona błędów leksykalnych, ortograficznych lub gramatycznych. Sprawdź, czy:
  - użyłeś/użyłaś odpowiedniego słownictwa, które pasuje do tematu;
  - wszystkie wyrazy zapisane są poprawnie;
  - wyrazy zostały użyte w odpowiedniej formie. Jeżeli na przykład piszesz o wydarzeniu, które miało miejsce w przeszłości, zwróć uwagę na to, czy użyłeś/użyłaś czasowników w formie przeszłej.



## Wiadomość e-mail

 Niedawno w twojej szkole odbył się kiermasz świąteczny. W e-mailu do kolegi/koleżanki z USA:

- opisz, na czym polegał kiermasz;
- napisz, co najbardziej ci się podobało;
- zapytaj kolegę/koleżankę, jak obchodzą święta Bożego Narodzenia w jego/jej szkole.

E-mail powinien zawierać od 50 do 120 słów

## Przykładowa wypowiedź

Aby płynnie przejść do omawiania punktów, możesz użyć np. takiego wyrażenia.

Pamiętaj o przecinkach w tych miejscach.

Zakończ swój e-mail zwrotem typowym dla tego rodzaju wypowiedzi.

<
✉
New message

Hi Susan,

Thanks for your letter. It was great to hear from you!

I want to tell you about a Christmas fair we had in our school last week. Before the fair, we'd made some Christmas decorations which our parents could buy at the fair. The money we got for the decorations is for charity. The fair ended with a great concert. It was the best part for me because everyone sang Christmas carols.

Pity you couldn't hear us!

And how is your school celebrating Christmas?

Have you got any ideas we could use next year?

Write soon,

XYZ

Wypowiedź zacznij tak, jak zaczyna się prawdziwy e-mail, nie rozpoczynaj od udzielania odpowiedzi na pytania. Pamiętaj jednak, że wstęp musi być krótki, 10-15 słów.

Używaj zwrotów do adresata, jak w prawdziwym e-mailu. Możesz używać niepełnych zdań.

## QUICK CHECK ✓

- Jakie informacje do pierwszych dwóch punktów z polecenia podaje autor e-maila?
- Jak rozwinięty jest ostatni punkt?
- Które słowa z e-maila uznałbyś/uznałabyś za wyszukane?
- Które słowa łączą ze sobą poszczególne myśli?
- Czy są w e-mailu struktury, w których zdarza ci się popełnić błąd? Na co musiałbyś/musiłabyś zwrócić szczególną uwagę?

## PHRASE BOX

### To start the letter/email:

(I) Hope you're fine/doing well/OK.  
Thanks for your letter/email/message.  
It was great to hear from you (at last)!

### To introduce the first point:

I'm writing (to tell you) about ...  
I'd like to tell you ...  
Guess what!

### To change the subject:

By the way, ...                      However, ...  
Anyway, ...                          On the other hand, ...

### To end the letter/email:

Take care,                          Let me know,  
By for now,                      Write soon,  
Best wishes,

### Describing people • Opisywanie osób

We first met ... Pierwszy raz spotkaliśmy się... /  
Poznaliśmy się...

I think he/she's ... Myślę, że on/ona jest...

He/she seems ... On/ona wydaje się być...

He/she looks like ... On/ona wygląda jak...

He's/she's the kind of person who ... On/ona jest osobą, która...

He's/she's always very ... On/ona jest zawsze bardzo...

We're both interested in / keen on ... Oboje interesujemy się/bardzo lubimy...

### Describing houses • Opisywanie domów

Their flat / house is quite / very close to / near ... Ich mieszkanie/dom jest dosyć/bardzo blisko/w pobliżu...

It's modern / tiny / dark / etc. Jest nowoczesne/malutkie/ciemne/itp.

It has ... rooms. Ma ... pokoje/pokoje.

The problem with my bedroom is that ... Problem z moją sypialnią jest taki, że...

There is ... / There are ... Jest (tam)... / Są (tam)...

The living room / kitchen is ... Salon/kuchnia jest...

What I don't really like about the flat / room / etc., is ... W tym mieszkaniu/pokoju/itp. niezbyt podoba mi się, że...

### Describing experiences • Opisywanie wrażeń związanych z wydarzeniami

It was really exciting / relaxing / embarrassing / fun / etc. To było bardzo ekscytujące/relaksujące/krępujące/fajne/itp.

We had a great / terrible time. Świetnie/Źle się bawiliśmy.

I really enjoyed / liked ... Bardzo podobało mi się...

What excited / interested me most was ... To, co podekscytowało/zainteresowało mnie najbardziej, to...

I thought ... was fascinating / amazing / etc. ... było dla mnie fascynujące/wspaniałe/itp.

The best part was ... Najlepszą częścią było...

It made me feel relaxed / excited / interested / etc. Dzięki temu czułem się zrelaksowany/podekscytowany/zainteresowany/itp.

### Expressing plans / intentions • Wyrażanie planów/zamiarów

I dream of ... Marzę o...

I plan / hope / intend to ... Planuję/Mam nadzieję/Zamierzam...

I'm planning to / hoping to / dreaming of ... Planuję/Mam nadzieję/Marzę o...

I can't wait to / until ... Nie mogę się doczekać, aż...

I'm really looking forward to ... Czekam z niecierpliwością na...

I'm not sure yet, but ... Nie jestem jeszcze pewien, ale...

### Describing past events • Opisywanie wydarzeń z przeszłości

Last Saturday / week / month, we ... W zeszłą sobotę/zeszłym tygodniu/miesiącu my...

When everyone/everybody (had) arrived, we ...

Kiedy wszyscy dotarli, my...

I gave my mum some chocolates. Dałem mojej mamie czekoladki.

I gave some chocolates to my mum. Dałem czekoladki mojej mamie.

It was great fun! Była super zabawa!

We had a lot of fun! Świetnie się bawiliśmy!

We all ate / danced / etc. Wszyscy jedliśmy/tańczyliśmy/itp.

Everybody / everyone ate / danced / etc. Wszyscy jedli/tańczyli/itp.

At the end, ... Na koniec...

### Describing preferences • Wyrażanie upodobań

I really enjoyed learning (how/about) ... Bardzo dobrze się bawiłem, ucząc się (czegoś/o czymś).

In the future, I'd (really) like to learn ... W przyszłości (bardzo) chciałbym się nauczyć...

I preferred making pasta to making pizza. Wolałem ugotować makaron niż pizzę.

Now I (really) enjoy / like holding dinner parties. Teraz (bardzo) lubię urządzać przyjęcia.

Would you like to ...? Czy chciałbyś/Czy masz ochotę...?

I'm thinking of making/baking/etc., ... Myślę, czy nie zrobić/nie upiec/itp.

### Expressing your opinion • Wyrażanie swojej opinii

Don't forget that ... Nie zapominaj, że...

I agree that ... Zgadzam się, że...

I believe ... / I think ... Uważam/Sądzę, że...

In my opinion/view, ... Moim zdaniem...

Personally speaking, ... Osobiście myślę, że...

The way I see it, ... Ja widzę to tak, że...

To be honest, ... Prawdę mówiąc, ...

### Justifying your opinion • Uzasadnianie swojej opinii

I feel this way because ... Czuję (się) tak, ponieważ...

One / The / Another reason for this is ... Jednym z powodów/Powodem/Kolejnym powodem jest to, że...

That's because ... / This is because ... To dlatego, że...

### Making offers / suggestions • Składanie propozycji/Sugerowanie

Would you like (to go) ...? Czy chciałbyś...?

I'd like to invite you to ... Chciałbym zaprosić cię na...

I wonder if you'd like to (go) ... Zastanawiam się, czy nie chciałbyś...

How about (going) ...? A może by tak...?

I suggest we (go) ... Sugeruję, żebyśmy...

Shall we (go) ...? Może...?

We could (go) ... Moglibyśmy...

What about (going) ...? Może by...?

Why don't we (go) ...? Może byśmy...?

## Giving advice • Udzielanie porad

I think you should/shouldn't ... Myślę, że powinieneś/ nie powinieneś...

Another good idea would be to ... Innym dobrym pomysłem byłoby...

I (would) suggest ... Sugeruję/Sugerowałbym...

What / how about ...? A może by tak...?

## Asking for advice • Proszenie o poradę

I need some advice about ... Potrzebuję rady w sprawie...

What do you think I should do? Co myślisz, że powinienem zrobić?

What do you think about ...? Co myślisz o...?

## Apologising • Przepraszanie

I'm really/very/terribly/so sorry. Bardzo mi przykro. / Bardzo przepraszam.

I'm really sorry, but I can't come this evening. Przepraszam, ale nie mogę przyjść dziś wieczorem.

I'm really sorry that I won't be there. Przykro mi, że mnie tam nie będzie.

Sorry for cancelling at short notice. Przepraszam, że odwołuję w ostatniej chwili.

Please forgive me! Proszę, wybac mi!

## Making semi-formal requests • Proszenie (styl półformalny)

Could you ...? Czy mógłbyś...?

Could I ...? Czy mógłbym...?

Would it be possible (for me/you) to ...? Czy byłoby możliwe, żebym/żebyś...?

Would you mind (if / -ing) ...? Czy miałbyś coś przeciwko, gdybym...?

I would like to ... Chciałbym...

## Refusing requests • Odmawianie

I'm sorry but ... Przykro mi, ale...

I'm afraid (that) ... Obawiam się, że...

Unfortunately, (I can't ...) Niestety, (nie mogę)...

## Wishing and congratulating • Składanie życzeń i gratulacji

Congratulations on ...! Gratulacje z powodu...!

Well done! Dobra robota!

I'm very proud of you. Jestem z ciebie bardzo dumny.

I'm sure you'll do well / brilliantly. Jestem pewien, że świetnie sobie poradzisz.

I wish you the best of luck. Życzę ci dużo szczęścia.

Good luck! Powodzenia!

## Inviting to an event • Zapraszanie na wydarzenie

It's at / It will be (held) at 5 pm ... in the social room / etc. Wydarzenie będzie miało miejsce o 17:00/w pomieszczeniu socjalnym/itp.

Don't forget to bring ... with you. Pamiętaj, aby wziąć ze sobą...

Please come if you can. Jeżeli to możliwe, prosimy o obecność.

Don't miss it! Nie przegap tego!

It's important that you all come and take part.

To bardzo ważne, żebyście wszyscy wzięli udział w spotkaniu.

Please let us / me know what ... Proszę/Prosimy o informację na temat...

Leave a comment here or ... Zostaw wiadomość tutaj lub...

## UNIT 1

Ex. 9, p. 5

**Mostly As:** You have difficulty making friends and you often feel that other people are judging you in a negative way. You may have a problem with social anxiety. Talk to your parents or a good friend about how you feel and ask for their support.

**Mostly Bs:** You enjoy making friends and being in new social situations. You're usually calm and relaxed and you enjoy being the centre of attention. Social anxiety is not a problem for you.

## GRAMMAR UNIT 1

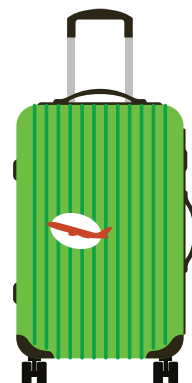
Ex. 6 p. 9

Student B



In your suitcase, you've got:

- two pairs of shoes
- three pairs of socks
- two T-shirts
- two pairs of jeans
- one pullover
- four CDs





| Infinitive | Simple past     | Past participle | Translation          |
|------------|-----------------|-----------------|----------------------|
| be         | was/were        | been            | być                  |
| beat       | beat            | beaten          | bić                  |
| become     | became          | become          | zostawać, stawać się |
| begin      | began           | begun           | zaczynać             |
| bite       | bit             | bitten          | gryźć                |
| blow       | blew            | blown           | wiać, dmuchać        |
| break      | broke           | broken          | łamać, psuć się      |
| bring      | brought         | brought         | przynosić            |
| build      | built           | built           | budować              |
| burn       | burnt, burned   | burnt, burned   | palić (się)          |
| buy        | bought          | bought          | kupić                |
| catch      | caught          | caught          | łapać                |
| choose     | chose           | chosen          | wybierać             |
| come       | came            | come            | przychodzić          |
| cost       | cost            | cost            | kosztować            |
| cut        | cut             | cut             | ciąć                 |
| do         | did             | done            | robić                |
| draw       | drew            | drawn           | rysować, ciągnąć     |
| dream      | dreamt          | dreamt          | marzyć, śnić         |
| drink      | drank           | drunk           | pić                  |
| drive      | drove           | driven          | jechać               |
| eat        | ate             | eaten           | jeść                 |
| fall       | fell            | fallen          | upadać               |
| feel       | felt            | felt            | czuć                 |
| fight      | fought          | fought          | walczyć              |
| find       | found           | found           | znajdować            |
| fly        | flew            | flown           | latać                |
| forget     | forgot          | forgotten       | zapominać            |
| forgive    | forgave         | forgiven        | wybaczać             |
| get        | got             | got             | dostawać             |
| give       | gave            | given           | dawać                |
| go         | went            | gone            | iść, jechać          |
| grow       | grew            | grown           | rosnąć               |
| have       | had             | had             | mieć                 |
| hang       | hung            | hung            | wieszać              |
| hear       | heard           | heard           | słyszeć              |
| hide       | hid             | hidden          | ukrywać, chować      |
| hold       | held            | held            | trzymać              |
| hurt       | hurt            | hurt            | ranić                |
| know       | knew            | known           | znać                 |
| lead       | led             | led             | prowadzić, wieść     |
| learn      | learnt, learned | learnt, learned | uczyć się            |
| leave      | left            | left            | opuszczać, zostawiać |
| lend       | lent            | lent            | pożyczać (komuś)     |

| Infinitive | Simple past | Past participle | Translation                        |
|------------|-------------|-----------------|------------------------------------|
| let        | let         | let             | pozwalać                           |
| lose       | lost        | lost            | gubić, tracić                      |
| make       | made        | made            | robić                              |
| mean       | meant       | meant           | znaczyć                            |
| meet       | met         | met             | spotykać, poznawać                 |
| pay        | paid        | paid            | płacić                             |
| put        | put         | put             | kłaść                              |
| quit       | quit        | quit            | rezygnować                         |
| read       | read        | read            | czytać                             |
| ride       | rode        | ridden          | jeździć                            |
| ring       | rang        | rung            | dzwonić                            |
| rise       | rose        | risen           | podnosić się, wschodzić (o słońcu) |
| run        | ran         | run             | biec                               |
| say        | said        | said            | powiedzieć                         |
| see        | saw         | seen            | widzieć                            |
| sell       | sold        | sold            | sprzedawać                         |
| set        | set         | set             | ustawiać, zachodzić (o słońcu)     |
| show       | showed      | shown           | pokazywać                          |
| shut       | shut        | shut            | zamykać                            |
| sing       | sang        | sung            | śpiewać                            |
| sit        | sat         | sat             | siedzieć                           |
| sleep      | slept       | slept           | spać                               |
| smell      | smelt       | smelt           | czuć                               |
| speak      | spoke       | spoken          | mówić                              |
| spend      | spent       | spent           | spędzać, wydawać                   |
| stand      | stood       | stood           | stać                               |
| steal      | stole       | stolen          | kraść                              |
| swim       | swam        | swum            | pływać                             |
| take       | took        | taken           | brać, wziąć                        |
| teach      | taught      | taught          | uczyć (kogoś)                      |
| tell       | told        | told            | powiedzieć                         |
| think      | thought     | thought         | myśleć                             |
| throw      | threw       | thrown          | rzucać                             |
| understand | understood  | understood      | rozumieć                           |
| wear       | wore        | worn            | nosić                              |
| win        | won         | won             | wygrywać, zdobywać                 |
| write      | wrote       | written         | pisać                              |

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# repetitorium ÓSMOKLASISTY

CZĘŚĆ  
**1**

Dwuczęściowe *Repetitorium Ósmoklasisty* to systematyczne i rozłożone w czasie podsumowanie i utrwalenie wiedzy z zakresu języka angielskiego oraz poszerzenie znajomości środków językowych i doskonalenie umiejętności językowych.

- » **14 TEMATÓW LEKSYKALNYCH** – uwzględnienie wszystkich niezbędnych zagadnień z zakresu słownictwa

| część 1                                                     | część 2                                                                                                                      |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| » pierwszych 8 zakresów tematycznych z podstawy programowej | » powtórzenie materiału z pierwszych 8 zakresów tematycznych z podstawy programowej<br>» pozostałych 6 zakresów tematycznych |

- » **GRUNTOWNE POWTÓRZENIE GRAMATYKI** – klarowne objaśnienia i różnorodne ćwiczenia

- » **ZADANIA OTWARTE** – szczególny nacisk na nowe typy zadań wynikające z nowej podstawy programowej

- » **CULTURE TODAY** – teksty inspirujące do pogłębiania wiedzy o świecie oraz ćwiczenia komunikacyjne motywujące uczniów do używania języka

- » **REVISION & REVIEW** – regularne sekcje powtórzeniowe

- » **FUNCTIONS BANK** – tłumaczenie zwrotów prezentowanych w książce

- » **WRITING BANK** – przydatne zwroty do wykorzystania przy tworzeniu wypowiedzi pisemnych

- » **PHRASE BOX** – zwroty przydatne każdemu ósmoklasiście

- » **TEEN TALK** – współczesny, młodzieżowy język