

# FOCUS 1

SECOND EDITION

## FOCUS SECOND EDITION

to nowe wydanie bestsellerowej serii podręczników dla szkół średnich, opracowane zgodnie z nową podstawą programową. Sprawdzona metodyka 3M: Motivation – Memory – Meaning, wsparta autentycznymi materiałami źródłowymi i nowoczesnymi rozwiązaniami technologicznymi, gwarantuje efekty, jakich oczekuje uczeń, i zaangażowanie, jakie chce widzieć nauczyciel.

## NATURALNY JĘZYK

Stały kontakt z naturalnym językiem dzięki licznym, odpowiednio dobranym tekstom do czytania i słuchania, ćwiczeniom komunikacyjnym oraz autentycznym materiałom BBC.

## POPRAWNOŚĆ JĘZYKOWA

Doskonalenie poprawnego użycia środków językowych poprzez spiralną metodę utrwalania nowych struktur, kumulatywne ćwiczenia leksykalno-gramatyczne i zadania otwarte.

## POSTĘPY W NAUCE

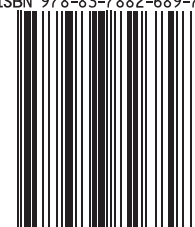
Wzrost umiejętności językowych, widoczny nie tylko na testach, lecz także w codziennej komunikacji, oraz większa sprawność w rozwiązywaniu zadań otwartych i zamkniętych dzięki wydłużonemu kontaktowi z angielskim.



ZGODNY Z NOWĄ  
PODSTAWĄ PROGRAMOWĄ

| GSE     | 10  | 20 | 30              | 40              | 50              | 60 | 70 | 80 | 90 |
|---------|-----|----|-----------------|-----------------|-----------------|----|----|----|----|
| Level 5 |     |    |                 |                 |                 |    |    |    |    |
| Level 4 |     |    |                 |                 |                 |    |    |    |    |
| Level 3 |     |    |                 |                 |                 |    |    |    |    |
| Level 2 |     |    |                 |                 |                 |    |    |    |    |
| Level 1 |     |    |                 |                 |                 |    |    |    |    |
| CEFR    | <A1 | A1 | A2 <sup>+</sup> | B1 <sup>+</sup> | B2 <sup>+</sup> | C1 | C2 |    |    |

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FOCUS 1

SECOND EDITION

STUDENT'S BOOK

UMIŃSKA / REILLY / SIUTA / MICHAŁOWSKI

Pearson

BBC

PODRĘCZNIK DLA LICEÓW I TECHNIKÓW

# FOCUS 1

SECOND EDITION

A2/A2+

STUDENT'S BOOK



MARTA UMIŃSKA / PATRICIA REILLY  
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(Key: b-bottom; c-centre; l-left; r-right; t-top)

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DO PODSTAWY PROGRAMOWEJ Z DNIA 27 SIERPNIA 2012 R.

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: dr hab. Krystyny Drożdżał-Szelest, dr Haliny Majer oraz mgr Agnieszki Pukowskiej.

Etap edukacyjny: IV – Liceum ogólnokształcące, liceum profilowane, technikum

Poziom zaawansowania: IV.0, IV.1P

Poziom ESOKJ: A2/A2+

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STUDENTS' BOOK

| 0                       | 0.1                                                                                                                                                                                             | 0.2                                                                                                                                      | 0.3                                                                                                                                                                                                             |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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| 0.4                                                                                                                                                                                     | 0.5                                                                                  | 0.6                                                                                                                | 0.7                                                                                                                        | 0.8                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <p>p. 7<br/><b>Grammar:</b> Possessive adjectives; possessive 's<br/><b>Vocabulary:</b> Family</p>                                                                                      | <p>p. 8<br/><b>Grammar:</b> <i>can/can't</i><br/><b>Vocabulary:</b> Common verbs</p> | <p>p. 9<br/><b>Grammar:</b> Prepositions; <i>there is/there are</i><br/><b>Vocabulary:</b> Rooms and furniture</p> | <p>p. 10<br/><b>Grammar:</b> <i>Have got</i><br/><b>Vocabulary:</b> Gadgets</p>                                            | <p>p. 11<br/><b>Vocabulary:</b> Days of the week; months and seasons; times; ordinal numbers</p>                                |
| READING                                                                                                                                                                                 | GRAMMAR                                                                              | SPEAKING                                                                                                           | WRITING                                                                                                                    | FOCUS REVIEW                                                                                                                    |
| <p>pp. 16–17 A day in the life of my family<br/><b>Focus on Words:</b> Phrasal verbs and verb collocations; prepositions<br/>✓ <b>Reading Focus:</b> Multiple choice</p>                | <p>p. 18<br/>Present Simple: Yes/No and Wh-questions</p>                             | <p>p. 19<br/>Expressing preferences</p>                                                                            | <p>p. 20<br/><b>Writing Focus:</b> An informal email/letter</p>                                                            | <p>pp. 22–23<br/>Słownictwo i Gramatyka<br/>✓ Środki językowe<br/>✓ Słuchanie<br/>✓ Czytanie<br/>✓ Mówienie<br/>✓ Pisanie</p>   |
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| <p>pp. 52–53 What does your favourite music say about you?<br/><b>Focus on Words:</b> Clothes; adjectives; personality<br/>✓ <b>Reading Focus:</b> Answering questions, gapped text</p> | <p>p. 54<br/><i>have to/don't have to</i></p>                                        | <p>p. 55<br/>Going to the hairdresser's<br/><b>Focus on Words:</b> Hair</p>                                        | <p>p. 56<br/><b>Writing Focus:</b> A personal profile on a blog</p>                                                        | <p>pp. 58–59<br/>Słownictwo i Gramatyka<br/>✓ Środki językowe<br/>✓ Czytanie<br/>✓ Słuchanie<br/>✓ Mówienie<br/>✓ Pisanie</p>   |
| <p>pp. 64–65 To the stars!<br/><b>Focus on Words:</b> Phrasal verbs; collocations<br/>✓ <b>Reading Focus:</b> Matching</p>                                                              | <p>p. 66<br/>Past Simple: <i>was/were, could</i></p>                                 | <p>p. 67<br/>Asking for and giving information</p>                                                                 | <p>p. 68<br/><b>Writing Focus:</b> A personal email/letter</p>                                                             | <p>pp. 70–71<br/>Słownictwo i Gramatyka<br/>✓ Środki językowe<br/>✓ Słuchanie<br/>✓ Czytanie<br/>✓ Mówienie<br/>✓ Pisanie</p>   |
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| <p>pp. 88–89 The greatest cities in the world?<br/><b>Focus on Words:</b> Adjectives; tourism<br/>✓ <b>Reading Focus:</b> Multiple choice</p>                                           | <p>p. 90<br/>Present Perfect + <i>just/yet/already</i></p>                           | <p>p. 91<br/>Asking for and giving directions</p>                                                                  | <p>p. 92<br/><b>Writing Focus:</b> An email/a letter of enquiry</p>                                                        | <p>pp. 94–95<br/>Słownictwo i Gramatyka<br/>✓ Środki językowe<br/>✓ Słuchanie<br/>✓ Czytanie<br/>✓ Mówienie<br/>✓ Pisanie</p>   |
| <p>pp. 100–101 Astonishing animals<br/><b>Focus on Words:</b> The natural world; word families<br/>✓ <b>Reading Focus:</b> Multiple choice</p>                                          | <p>p. 102<br/><i>be going to</i></p>                                                 | <p>p. 103<br/>Agreeing and disagreeing</p>                                                                         | <p>p. 104<br/><b>Focus on Words:</b> Environment protection<br/><b>Writing Focus:</b> An opinion, presenting arguments</p> | <p>pp. 106–107<br/>Słownictwo i Gramatyka<br/>✓ Środki językowe<br/>✓ Czytanie<br/>✓ Słuchanie<br/>✓ Mówienie<br/>✓ Pisanie</p> |

Grammar: Imperatives

Vocabulary: Alphabet • classroom language

- 1 1.2 Listen and repeat the alphabet.

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

- 2 1.3 Copy the table. Complete the letters for the sounds in the table. Then listen, check and repeat.

|      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|
| /eɪ/ | /i:/ | /e/  | /aɪ/ | /u:/ | /əʊ/ | /ɑ:/ |
| A, H | B, C | F, L | I    | Q    | O    | R    |

- 3 1.4 Listen and decide which word you hear. Then listen again and repeat.

- |          |        |            |         |
|----------|--------|------------|---------|
| 1 a pin  | b pen  | 4 a poster | b pasta |
| 2 a book | b back | 5 a bin    | b pin   |
| 3 a disc | b desk |            |         |

- 4 Look at the classroom language poster. Translate the verbs in red.

## In the classroom



- 1 **Think** of a sport.  
**Tell** the group your idea.  
**Speak** English.



- 2 **Read** the text and **choose** the correct answers.  
**Don't use** a dictionary.



- 3 **Work** in pairs. **Ask** and **answer** the questions.



- 4 **Listen** to the conversation and **complete** the table.



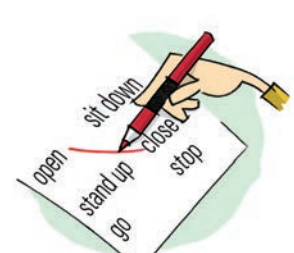
- 5 **Tick** (✓) / **Underline** the answers.



- 6 **Look** at the photos.  
**Don't look** at the board.



- 7 **Put** the words in the correct order. Then **write** the answers.



- 8 **Match** the words with opposite meanings. Then listen, **check** and **repeat**.

- 5 Read REMEMBER THIS. Find more examples in Exercise 4.

### REMEMBER THIS

You use the imperative to give instructions.

✓ **Use** a dictionary. ✗ **Don't use** a dictionary.

### Grammar page 108

- 6 In your notebook, make sentences with the correct form of the imperative.

- 1 ✓ work in groups of three / ✗ speak your language  
2 ✗ use a pen / ✓ use a pencil  
3 ✓ write in your notebooks / ✗ write in the book  
4 ✗ talk / ✓ read the text  
5 ✓ repeat the words / ✗ repeat the sentences

1 *Work in groups of three.*

- 7 Read REMEMBER THIS.

### REMEMBER THIS

You use **let's** to make suggestions.

No, **let's** match the verbs with the photos first.

**Let's** read the text.



### Grammar page 108

- 8 Copy the dialogues and complete them with **let's** and the verbs in the box.

(ask do finish listen read use)

- 1 A: I don't know this word. **Let's ask** the teacher.  
B: No, **use** a dictionary.  
2 A: **Let's do** Exercise 2 now.  
B: No, **listen** Exercise 1 first!  
3 A: **Let's read** the dialogue.  
B: **Use** the dialogue before we read it. OK?

- 9 **SPEAKING** Take turns to make suggestions.

A: *Let's go to the cinema today.*

B: *Let's ...*

Grammar: to be • subject pronouns

Vocabulary: Numbers • countries and nationalities • age

## Caledonia School of English, Edinburgh

About Us

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Our Students

Contact

We're students at the Caledonia School of English.

A



I'm **Andrea**. I'm 19 years old. I'm Spanish. I'm from Valencia.

B



**Lukasz** is 21. He's Polish. He's from Lublin.

C



**Boris** and **Daria** are Russian. They're from St. Petersburg.

D



**Mei** is Chinese. She's 23. She's from Beijing.

E



**Andrew** isn't a student. He's a teacher. He's Scottish. He's 34 years old.

Teachers

## 1 Write the numbers in your notebook.

1 nineteen – 193 twenty-three – ?2 twenty-one – ?4 thirty-four – ?

## 2 1.5 Go to page 125. Listen and repeat the cardinal numbers.

## 3 Read the website. In your notebook, match the people in the photos with the countries.

1 Spain 2 Scotland 3 Poland 4 Russia 5 China

## 4 1.6 Go to page 120. Listen and repeat the list of countries and nationalities.

## 5 Copy REMEMBER THIS and complete it with the short forms. Use the website to help you.

## REMEMBER THIS

## to be

I am = <sup>1</sup> ?  
 You are = <sup>2</sup> You're  
 + He is = <sup>3</sup> ?  
 She is = <sup>4</sup> ?  
 It is = It's

We are = <sup>5</sup> ?  
 You are = You're  
 They are = They're

I am not = I'm not  
 You are not = You're not = You aren't  
 - He is not = He's not = He isn't  
 She is not = She's not = She isn't  
 It is not = It's not = It isn't

We are not = We're not = We aren't  
 You are not = You're not = You aren't  
 They are not = They're not = They aren't

Am I?  
<sup>6</sup> ? you?  
 ? Is he/she/it?  
 Are we/you/they?

Yes, I am. / No, I'm not.  
 Yes, you are. / No, you aren't.  
 Yes, he/she/it is. / No, he/she/it isn't.  
 Yes, we/you/they are. / No, we/you/they aren't.

6 **SPEAKING** Ask and answer the questions in pairs. Use the nationalities in the box.

American Brazilian German  
 Portuguese Russian Spanish  
 Swiss

A: What nationality is *Penélope Cruz*?

B: *She's Spanish.*

- Penélope Cruz
- Paulo Coelho
- Cristiano Ronaldo
- Angela Merkel
- Garry Kasparov
- Roger Federer
- Dakota and Elle Fanning

7 **SPEAKING** Read REMEMBER THIS. Then ask and answer the questions in pairs.

## REMEMBER THIS

You can say: *I'm nineteen years old.*  
 or *I'm nineteen.*

- How old are you?
- How old is your brother/sister?
- How old is your best friend?
- How old are your parents?



Grammar: Demonstrative pronouns • plural nouns

Vocabulary: Colours • adjectives  
• objects

- 1 **SPEAKING** Decide which word in the box matches which colour. Name other colours you know.

(black blue brown green grey orange  
pink purple red yellow)



- 2 In your notebook, match the adjectives in A with their opposites in B.

A (beautiful big fantastic fast new old)

B (old slow small terrible ugly young)

old – young

- 3 Look at the photos. Which four things do you think belong to Amy? Which belong to Mike? Make two lists in your notebook.



Amy has got: a beanbag, ... Mike has got: ...

- 4 **1.7** Listen and check which things belong to Amy.

- 5 **1.7** Listen again. In your notebook, complete the sentences with the words in Exercise 3.

- This is my beanbag. It's old and brown. I love it!
- These are my photos. They're beautiful.
- That's my new watch on the table over there. It's my favourite thing.
- Those are my headphones over there too. They're expensive. They are great.

- 6 **1.8** Read REMEMBER THIS. In your notebook, complete the sentences about Mike's things with *this*, *that*, *these* and *those*. Then listen and check.

### REMEMBER THIS

#### Singular demonstrative pronouns

**This** is my beanbag. It's old.



**That** is my watch. It's new.



#### Plural demonstrative pronouns

**These** are my holiday photos. They're great.



**Those** are my headphones. They're expensive.



### Grammar page 108

Look at <sup>1</sup>these comics. My favourite is Spider-Man. And <sup>2</sup>that is my favourite T-shirt. It's really old but I love it! <sup>3</sup>Those are my sunglasses over there. They're cheap but they're really cool. And <sup>4</sup>that is my skateboard under the sunglasses. It's expensive and it's really fast. It's great!

- 7 **1.9** In your notebook, complete the gaps with *it's* or *they're*. Then listen and check.

- Look at those posters over there! They're terrible.
- Listen to this CD. It's fantastic.
- Are your headphones blue? No, they're red.
- What is that over there? I think it's a bicycle.
- Look at this skateboard. It's really cool!
- These are my holiday photos. They're great.

### REMEMBER THIS

You add s/es to make nouns plural.

skateboard → skateboards watch → watches

Some words don't have a singular form, e.g. sunglasses, headphones.

Some nouns have irregular plural forms:

man – men woman – women child – children

### Grammar page 108

- 8 **SPEAKING** In your notebook, draw four things that are yours and two things that are not yours. Describe them to your partner. Can your partner guess which are not yours?

A: *These are my headphones. They're blue. That is my beanbag. It's big and heavy. This is my favourite comic. It's old.*

B: *I think 'the beanbag' is not your beanbag.*

A: *Wrong! It is my beanbag!*

Grammar: Possessive adjectives

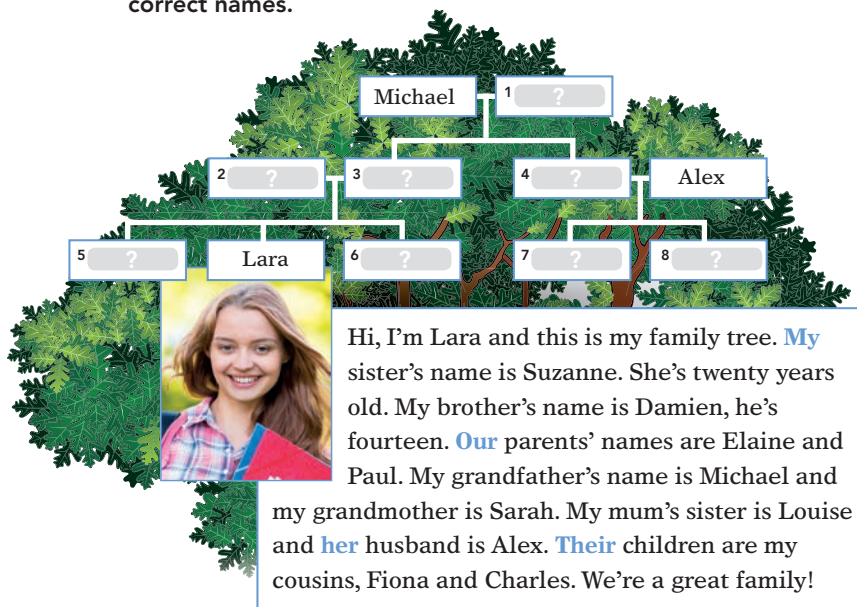
• possessive 's

Vocabulary: Family

- 1 Copy the table and complete it with the names of family members in the box. What other names of family members do you remember?

| (brother cousin daughter father grandfather uncle wife) |                      |
|---------------------------------------------------------|----------------------|
| ♀                                                       | ♂                    |
| mother/mum                                              | 1 <u>father</u> /dad |
| 2 ?                                                     | son                  |
| sister                                                  | 3 ?                  |
| 4 ?                                                     | husband              |
| aunt                                                    | 5 ?                  |
| grandmother                                             | 6 ?                  |
| 7 ?                                                     | cousin               |

- 2 Read the text. Copy Lara's family tree and complete it with the correct names.



- 3 Copy REMEMBER THIS and complete it with the pronouns in blue in the text. Then, in your notebook, complete the sentences in the cartoon.

## REMEMBER THIS

I  
you  
he  
she  
it  
we  
they

1 my  
your  
his  
2 ?  
its  
3 ?  
4 ?



- 4 **1.10** In your notebook, complete the sentences. Then listen and check.

- Dave is good at music. That's his guitar.
- Is this ? pen? Or is it Kate's pen?
- We love football. ? favourite team is Arsenal.
- This skateboard is Marta's. It's a present from ? parents.
- ? brothers' names are Simon and Rob. They are fourteen and eighteen years old, but ? birthday is on the same day!
- ? favourite pop group is London Grammar. What's ? favourite group?

- 5 Read REMEMBER THIS. Find more examples of the possessive 's in the text in Exercise 2.

## REMEMBER THIS

## Possessive 's singular

My mum's sister is Louise.

My dad's sisters aren't in the photo.

Charles's dog is Rover.

## Possessive 's plural

Our parents' names are Elaine and Paul.

My grandparents' car is blue.

## Note:

My mother's English.

's = is

My mother's car is old.

's = possessive

## Grammar page 109

- 6 Which is the correct answer?

- This is *Pedro* / *Pedro's* house. *Pedro* / *Pedro's* from Spain. *Pedro* / *Pedro's* mum is English and *he* / *his* dad is Spanish. *He's* / *His* from Madrid.
- My *friends* / *friends'* / *friend's* names are Lucy and Kevin. *They* / *Their* favourite sports are football and tennis. Kevin / Kevin's favourite sport is football and Lucy / Lucy's favourite sport is tennis. *She* / *Her* favourite tennis star is Roger Federer. My *friends* / *friends'* / *friend's* are crazy about sports.
- Lucy's / Lucys' father's from Ireland. *Her* / *His* mother's Polish. *She's* / *She* from Poznań. *His* / *Her* name's Magda. *Magda's* / *Magda* forty years old. *She's* / *She* my Maths teacher.

- 7 **SPEAKING** Ask and answer the questions in pairs.

- What is your mum's name?
- What colour is your dad's car?
- What is your best friend's favourite band?
- What are your friends' favourite sports?
- Who are your cousins' favourite singers?
- What are your grandparents' names? What are their favourite colours?



# 0.5

## ABILITIES

Grammar: *can/can't*

Vocabulary: Common verbs

- 1 In pairs, match the verbs to the photos in the questionnaire in Exercise 5.

(cook dance paint rollerblade sing)  
speak swim

- 2 1.11 Listen. Copy the table and tick what Jon and Mia can do and put a cross for what they can't do.

|     | rollerblade | speak a foreign language | sing | dance |
|-----|-------------|--------------------------|------|-------|
| Jon | ✓           | ?                        | ?    | ?     |
| Mia | ?           | ?                        | ?    | ?     |

- 3 In your notebook, complete the sentences with *can* or *can't*.

Jon <sup>1</sup> can rollerblade. He <sup>2</sup> ? speak a foreign language. He <sup>3</sup> ? sing. He <sup>4</sup> ? dance. Jon's sister, Mia, <sup>5</sup> ? rollerblade too. She <sup>6</sup> ? speak a foreign language. She <sup>7</sup> ? sing. She <sup>8</sup> ? dance.

- 4 Read REMEMBER THIS. Complete the cartoon in your notebook.

### REMEMBER THIS

You use *can* to talk about abilities.

+ I/You/He/She/We/They can sing.

- I/You/He/She/We/They can't sing.

? Can you sing?  
Yes, I can. / No, I can't.

Yes, I <sup>2</sup> ? .

<sup>1</sup> Can you sing?

No, she <sup>3</sup> ? !

- 5 Do the questionnaire. Answer Yes, I can or No, I can't.

## WHAT CAN YOU DO?



1 Can you sing?



2 Can you ? ?



3 Can you ? ?



4 Can you ? ?



5 Can you ? a foreign language?



6 Can you ? ?



7 Can you ? ?

- 6 **SPEAKING** In pairs, ask and answer the questions in the questionnaire. Then tell the class about your partner.

*Teresa can dance, but she can't paint. She ...*

- 7 In your notebook, write five questions. Use the ideas in the box or your own ideas.

(dance the tango draw comics play Halo  
run ten kilometres ski speak three languages  
swim a kilometre use the Internet)

*Can you run ten kilometres?*

- 8 **SPEAKING** In pairs, ask and answer your questions. Then tell the class about your partner.

A: Can you run ten kilometres?

B: Yes, I can. / No, I can't. Can you ...?

A: Maria can run ten kilometres. She ...

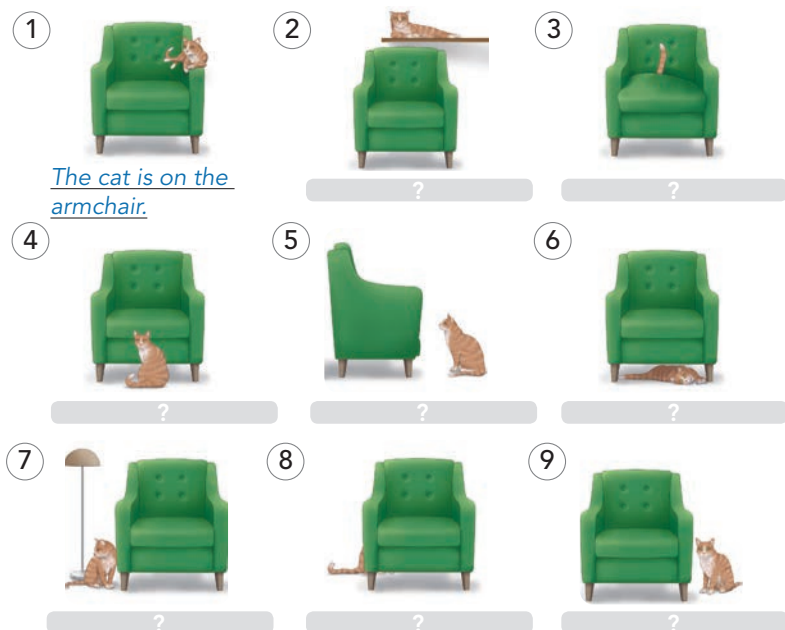
Grammar: Prepositions, *there is/there are*  
Vocabulary: Rooms and furniture

- 1 Copy the words in the box and translate them. Look at the picture on page 120 and check.

armchair bath bed carpet chair cooker desk  
dishwasher fridge lamp poster shower sink sofa table  
toilet wall wardrobe window

- 2 Where is the cat? Look at the pictures. In your notebook, write sentences with the prepositions in the box.

above behind between in in front of next to on  
opposite under



- 3 Mia and John work in the Upside-Down House. Read what they say about it. Can people live in this house? Why?/Why not?

## Upside Down

This house is in Germany. In the living room there's a big sofa, a table and a picture. There are two beds in the bedrooms but you can't sleep in them! There's a big kitchen. In the kitchen there's a cooker, a fridge, a dishwasher, a table and chairs. In the bathroom there's a toilet, a bath and a shower, but you can't use them. Everything in the house is upside down!



- 4 Read REMEMBER THIS. In your notebook, complete the cartoon with *there is* or *there are*.

### REMEMBER THIS

#### Singular

*There is a cooker in the kitchen.*

*There is an armchair in the living room.*

*there is = there's*

#### Plural

*There are four chairs in the kitchen.*

1 ? only one room in my house.



2 ? one hundred rooms in my house!

### Grammar page 110

- 5 Copy the text and complete it with *there is* or *there are*. Then read the text again and draw the room in your notebook.

My bedroom is my favourite room in the house! It's small, but I love it. <sup>1</sup> *There is* a bed. Next to the bed <sup>2</sup> ? a carpet. Opposite the bed <sup>3</sup> ? two small wardrobes. Between the wardrobes <sup>4</sup> ? a desk with a chair. <sup>5</sup> ? two posters above the bed. <sup>6</sup> ? a guitar under the bed. Under the window <sup>7</sup> ? a small table. <sup>8</sup> ? some CDs on the table and <sup>9</sup> ? a CD player too.

- 6 **SPEAKING** Work in pairs and follow the instructions.

- 1 In your notebook, draw a picture of your bedroom but DON'T show it to your partner!
- 2 Describe your bedroom for your partner to draw in his/her notebook. Then listen to your partner's description and draw his/her bedroom. Ask questions to help you, e.g. *Where is the bed? How many posters are there?*
- 3 Compare your drawings.

- 7 In your notebook, write five sentences about your flat/house, four true and one false. Read your sentences to your partner. Can your partner guess which sentence is false?

*There are three rooms in my house/flat. There is a living room, ...*



# 0.7

## GADGETS

Grammar: *Have got*  
Vocabulary: Gadgets

- 1 **SPEAKING** Look at the photos. Which gadgets can you see? What is your favourite gadget? Discuss with a partner.

CD player digital camera e-book reader  
games console laptop memory stick  
mobile phone MP3 player smartphone  
tablet



*My favourite gadget is my tablet.*

- 2 **1.12** Listen to the dialogue. Are the statements true or false?

- Ellen has got a new games console.
- Ellen and her brother **haven't got** the same mobile phones.
- Ellen's mobile phone **hasn't got** a good camera.
- Ellen **has got** a computer and a laptop.
- All the students in Ellen's class **have got** tablets.
- Ellen hasn't got a favourite gadget.

- 3 **REMEMBER THIS** and complete it with the words in blue in Exercise 2.

### REMEMBER THIS

#### have got

- +** I/You/We/They **have got** a laptop.  
He/She/It **1** **has got** a laptop.
- I/You/We/They **2** **haven't got** a tablet.  
He/She/It **hasn't got** a tablet.
- ?** **Have** I/you/we/they **got** a camera?  
Yes, I/you/we they **have**. /  
No, I/you/we/they **haven't**.  
**Has** he/she/it **got** a camera?  
Yes, he/she/it **has**. / No, he/she/it **hasn't**.  
**What** gadgets **have** you **got**?

- 4 What gadgets have they got? Read about three people. Then copy the table and complete it.

|       | digital camera | smartphone | MP3 player | tablet | laptop |
|-------|----------------|------------|------------|--------|--------|
| Phil  | ✓              | ?          | ?          | ?      | ?      |
| Kate  | ?              | ?          | ?          | ?      | ?      |
| Steve | ?              | ?          | ?          | ?      | ?      |



#### Phil, 15

My hobby is photography. I've got a digital camera, and I can also use my smartphone to take photos. I've got all my photos on my laptop.

#### Kate, 16

Music is great! I've got a piano and I can sing too. I'm in a band with friends. We've all got mobile phones and we can take photos and videos of our music with our phones. I've got all my music on my phone!



#### Steve, 17

Skateboarding is my hobby! I've got a fantastic MP3 player, so I can listen to my favourite songs when I skateboard. I haven't got a laptop but I can watch skateboarding videos and chat to my friends on my tablet.

- 5 In your notebook, complete the sentences with the correct forms of **have got**.

- Phil **has got** a digital camera, but he **?** a tablet.
- Kate **?** an MP3 player, but she **?** a mobile phone.
- Steve **?** a digital camera, but he **?** a tablet.
- Phil and Kate **?** mobile phones, but they **?** tablets.
- Steve **?** an MP3 player, but he **?** a laptop.
- Phil **?** an MP3 player, but he **?** a laptop.

- 6 **SPEAKING** Find out what gadgets your partner has got. Ask and answer questions.

A: *Have you got an MP3 player?*

B: *Yes, I have. / No, I haven't. Have you got ...*

- 7 **SPEAKING** Tell the class about your partner.

*Tomek has got an MP3 player. He hasn't got a tablet.*

**Vocabulary:** Days of the week • months and seasons • times • ordinal numbers

1 **1.13 DAYS OF THE WEEK**

In your notebook, write the names of the days of the week and put them in the correct order. Then go to page 124. Listen, check and repeat.

T? ? ? day F? ? ? day Mon day S? ? ? day Th? ? ? day  
S? ? ? ? day W? ? ? ? day

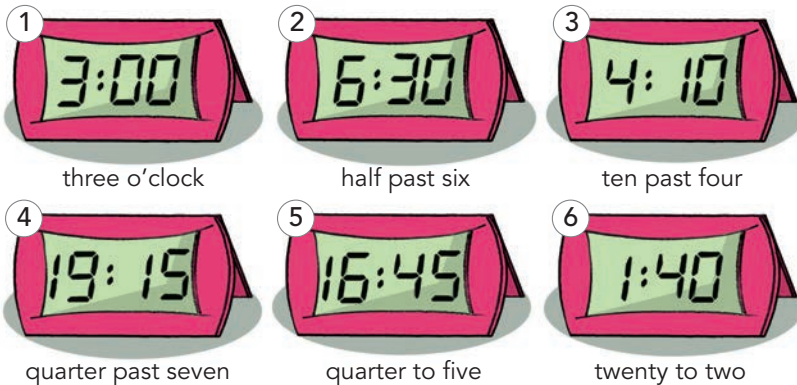
2 **1.14 MONTHS AND SEASONS**

Listen and repeat the names of the months on page 124. In your notebook, match the months with the seasons in Poland.

Spring: ? Autumn: ?  
Summer: ? Winter: ?

3 **1.15 TELLING THE TIME**

Look at the clocks. Listen and repeat the times.



three o'clock

half past six

ten past four

quarter past seven

quarter to five

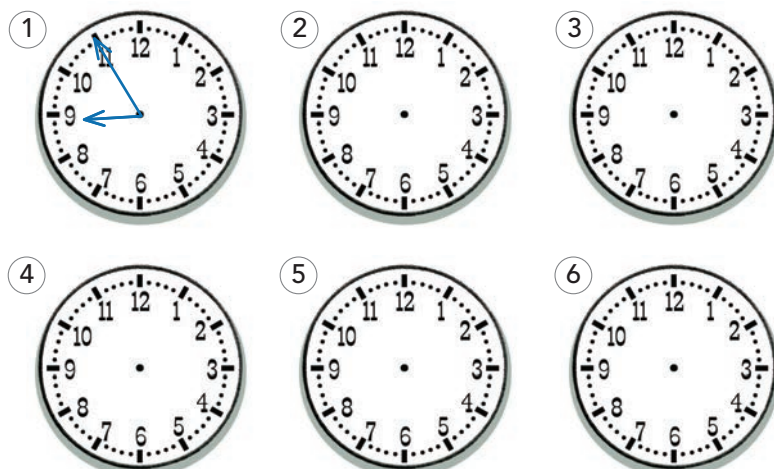
twenty to two

**REMEMBER THIS**

quarter to five = a quarter to five  
quarter past six = a quarter past six

4 **1.16** What time is it? Listen and write the times in your notebook.

1 8:55



5 **1.17 ORDINAL NUMBERS**

Listen and repeat the ordinal numbers.

1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> 5<sup>th</sup> 6<sup>th</sup> 7<sup>th</sup> 8<sup>th</sup> 9<sup>th</sup> 10<sup>th</sup> 11<sup>th</sup> 12<sup>th</sup>  
13<sup>th</sup> 14<sup>th</sup> 15<sup>th</sup> 16<sup>th</sup> 17<sup>th</sup> 18<sup>th</sup> 19<sup>th</sup> 20<sup>th</sup> 21<sup>st</sup> 22<sup>nd</sup>  
23<sup>rd</sup> 24<sup>th</sup> 25<sup>th</sup> 26<sup>th</sup> 27<sup>th</sup> 28<sup>th</sup> 29<sup>th</sup> 30<sup>th</sup> 31<sup>st</sup>

6 **1.18** Listen. Which dates can you hear?

1 a 10 January b 1 January  
2 a 6 March b 16 March  
3 a 21 May b 20 May  
4 a 12 December b 2 December  
5 a 19 July b 9 July  
6 a 30 August b 13 August  
7 a 3 April b 23 April

7 **1.19** Read REMEMBER THIS. Then listen and write the dates in your notebook.

**REMEMBER THIS**

**Days**

You write: 6 January or 6th January

You say: the sixth of January or January the sixth

**Years**

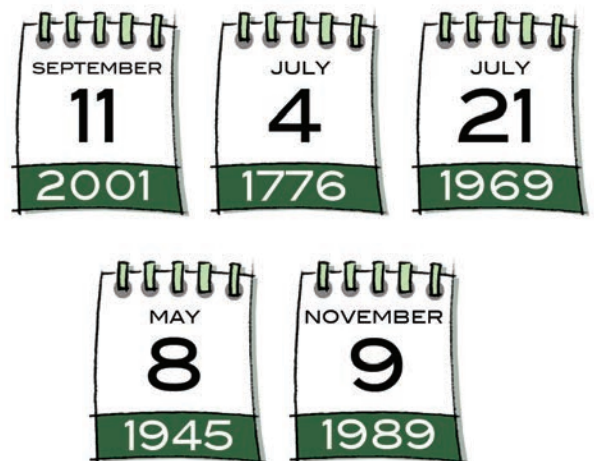
1863 – eighteen sixty-three

1900 – nineteen hundred

1603 – sixteen oh three

2014 – two thousand and fourteen or twenty-fourteen

8 **1.20** Say the dates. What are these dates famous for? Then listen and check.



9 **SPEAKING** Ask and answer the questions with a partner.

- What's the date today?
- When is your birthday?
- When is your best friend's birthday?
- When is the first day of the summer holidays?
- When is Valentine's Day?
- When is New Year's Day?
- When is Halloween?



# 1

## Family and friends

*If you want a friend, be a friend.*

A proverb

BBC

### 1.1

## VOCABULARY

have, go and play • collocations • prepositions

*I can talk about hobbies and interests using simple language.*

### SHOW WHAT YOU KNOW

- 1 Think about free-time activities. In your notebook, write down as many as you can in one minute. Compare with other people in the class.

*go to the cinema*

- 2 Do the questionnaire. Which statements are true for you? Which activities are your favourite? Compare with a partner.

## Free Time Questionnaire

### Part 1

In my free time ...

- 1 I **go out** a lot.
- 2 I listen to music.
- 3 I **go to the cinema** or watch films at home.
- 4 I **play video games**.
- 5 I sometimes go for a walk.
- 6 I **play sports**.
- 7 I read books.
- 8 I **play the guitar/piano/drums/ ...**
- 9 I visit my family.
- 10 I **have fun** with my friends.



## FOCUS ON WORDS | *have, go and play*

- 3 1.21 In your notebook, complete the phrases with the verbs in red in the questionnaire. Then listen, check and repeat.

- 1  ? — out a lot  
out with friends  
to the cinema  
to the park  
to a party  
to a shopping centre
- 2  ? — video games  
sports  
chess  
the guitar  
the piano  
the drums
- 3  ? — fun  
a good time  
a party

- 4 In your notebook, complete the statements with *have, go* or *play*. Then decide if the statements are true for you. Compare with a partner.

- 1 I can  ? the piano.  
2 I  ? to parties every weekend.  
3 I  ? chess with my friends.  
4 I can  ? fun when I'm alone.  
5 I  ? shopping with my family at the weekend.  
6 I always  ? a party for my birthday.

## Part 2

I spend a lot of time ...

- 1 at home.  
2 in my room.  
3 with my friends.  
4 with my family.  
5 alone.

## Part 3

My friends and I talk about ...

- 1 films. 3 books.  
2 sport. 4 people.

## FOCUS ON WORDS | Collocations

- 5 1.22 In your notebook, complete the phrases with the underlined verbs from the questionnaire. Then listen, check and repeat.

- 1  ? books/magazines/things on the Internet  
2  ? time (alone/with friends)  
3  ? films/videos/TV  
4  ? your family/friends

- 6 In your notebook, complete the text with the verbs in Exercise 3 and 5. Is the way you spend your free time similar or different?

I'm Alefeya. I'm seventeen and I'm from Kolkata in East India.

I <sup>1</sup>  ? my free time with my friends.

Traditionally in India if you want to do that you

<sup>2</sup>  ? your

friends at home. That's OK, you can talk or

<sup>3</sup>  ? video games together or

<sup>4</sup>  ? videos.

But your parents are always there. So my friends and I

prefer to <sup>5</sup>  ? out to

Forum, which is a shopping centre in

Kolkata. There we can sit in a café, <sup>6</sup>  ? to the

cinema or just walk around. We always <sup>7</sup>  ?

a good time. I also spend some of my free time alone.

Then I usually <sup>8</sup>  ? books or <sup>9</sup>  ?

the piano.



## FOCUS ON WORDS | Prepositions

- 7 1.23 In your notebook, complete the phrases with the prepositions in the box. Then listen, check and repeat.

(about at in for to with)

- 1 listen  ? music  
2 go  ? a walk/a coffee  
3 spend time  ? friends/family  
4 spend time  ? home/  ? my room  
5 talk  ? films/sport/books/people

- 8 **SPEAKING** Tell your partner about the things you do in your free time. Use the words and phrases in Exercises 3, 5 and 7.

*I spend time with ...*

*I/We play ...*

*We talk about ...*



# 1.2

## GRAMMAR

### Present Simple

*I can use the Present Simple with common adverbs of frequency.*

#### 1 Read Jamie's blog. Are you like Ella or Jamie?



### My mate Ella and me

She reads news websites on her laptop every day.  
I **play** video games on my laptop every day.  
I **have** a dog. She **doesn't like** dogs. She **has** a cat.  
I **go** to the park with my dog every Saturday. She **goes** shopping with her friends.  
She **plays** the piano really well. I **don't play** a musical instrument.  
BUT we both like music and dancing.  
We're very different, but we spend a lot of time together.

#### 2 Copy the GRAMMAR FOCUS and complete the examples using the verbs in blue in Exercise 1.

#### GRAMMAR FOCUS 1

##### Present Simple

|                                    |               |                                         |
|------------------------------------|---------------|-----------------------------------------|
| +                                  | I/you/we/they | 1 <b>play</b> video games.              |
|                                    |               | 2 <b>?</b> a dog.                       |
|                                    |               | 3 <b>?</b> to the park.                 |
|                                    | He/she        | 4 <b>plays</b> the piano.               |
|                                    |               | 5 <b>?</b> a cat.                       |
|                                    |               | 6 <b>?</b> shopping.                    |
| -                                  | I/you/we/they | <b>don't play</b> a musical instrument. |
|                                    | He/she        | 7 <b>?</b> <b>like</b> dogs.            |
| don't = do not, doesn't = does not |               |                                         |

#### REMEMBER THIS

Spelling rules for he/she/it:

- most verbs add -s: play → **plays**
- verbs ending in -o, -sh, -ss, -ch, -x: add -es: go → **goes**; relax → **relaxes**
- verbs ending in consonant + y: change y to ies: study → **studies**
- the verb have is irregular: have → **has**

#### 3 In your notebook, complete the statements with the correct form of the verbs in brackets. Which statements are true for you?

- I **?** (not drink) coffee.
- My sister **?** (have) a dance class every Monday.
- My best friend **?** (not play) a musical instrument.
- My brother and I **?** (watch) DVDs together.
- My mother **?** (not go) shopping on Saturdays.
- My uncle **?** (live) in England.

#### 4 **1.24** Listen to the verbs in the box. Decide which verbs belong to which group.

likes plays watches goes relaxes reads  
loves helps dances drinks studies

|       |     |      |
|-------|-----|------|
| /s/   | /z/ | /ɪz/ |
| likes | ?   | ?    |

#### 5 **1.25** Listen, check and repeat.

#### 6 **1.26** Listen to Jamie talking about how he and his friends spend their free time. In your notebook, write how often they do these things.

|        |         |       |           |       |    |
|--------|---------|-------|-----------|-------|----|
| 100%   |         |       |           |       | 0% |
| always | usually | often | sometimes | never |    |



- go out on weekdays **never**
- have fun at the weekend **?**
- go rollerblading on Saturday afternoons **?**
- go dancing on Saturday night **?**
- watch music videos on Sundays **?**
- go to the cinema on Sundays **?**

#### 7 Copy the GRAMMAR FOCUS and complete it with after and before.

#### GRAMMAR FOCUS 2

##### Adverbs of frequency

I **always** get up early in the mornings. I **am never** late for school.

The adverb (always, often, never, etc.) normally comes 1 **?** the verb. But it comes 2 **?** the verb to be.

#### 8 In your notebook, complete the statements to make them true for you. Use the correct form of the verbs in brackets and an adverb of frequency.

- I (get up) early in the morning.
- My grandmother (look) for information on the Internet.
- I (be) late for school.
- My best friend (play) video games before school in the morning.
- My brother (watch) sports on TV.
- My parents (go) shopping on Sundays.
- My cousin (go) to parties at weekends.
- My best friend (be) hungry.

1 I **always get up early in the morning.**



## Matching

*I can understand information about people's weekend routines.*



Simon



Lena



Mesut

1 **SPEAKING** Talk about your typical weekend.

- Are you always busy or do you prefer to relax?
- Do you like to spend time at home or go out?
- Do you have a weekend job at home?

**FOCUS ON WORDS** | Nouns and verbs2 **1.27** Copy phrases 1–3 and complete them with the verbs in the box. Then listen, check and repeat. Which person in the photo does each thing?

(coach work take)

- ? in a restaurant
- ? photos
- ? a football team

3 **1.28** Read statements 1–3. In your notebook, match them with the speakers, Simon (S), Lena (L) or Mesut (M). Then listen and check.

- I don't have time to relax **at the weekend**. I have to work.
- In the evening**, I post the best photos **on Facebook**.
- My weekends are busy with football.

**LISTENING FOCUS** Matching4 **1.28** Listen to the young people again. In your notebook, match statements 1–8 with the speakers, Simon (S), Lena (L) or Mesut (M).

This speaker ...

- visits different places.
- loves cooking.
- works with young children.
- works in a kitchen.
- often goes **on the Internet**.
- believes that exercise is good for young people.
- plays football **on Sundays**.
- has a job in his/her family's business.

5 **SPEAKING** Which person has the best weekend? Why?**PRONUNCIATION FOCUS**6 **1.29** In English the letter c is pronounced in different ways. Listen and repeat.

| /k/      | /s/  | /tʃ/     |
|----------|------|----------|
| describe | city | children |

7 **1.30** Listen and decide which group in Exercise 6 the words in the box belong to.

(place typical exercise watch kitchen picture)  
coach club Facebook

8 **1.31** Listen, check and repeat.**FOCUS ON WORDS** | Prepositions and nouns9 **1.32** Look at the examples in green in Exercises 3 and 4. In your notebook, complete the list with the words in the box. Then listen, check and repeat.

(a typical weekday evening Facebook Friday  
Friday afternoon midnight Sundays  
the Internet the weekend)

- In the morning/afternoon/ ?
- On Saturdays/ ? / ? /Saturday
- On ? /Sunday mornings/ ?
- At night/ ? /noon/ ?
- On TV/ ? /YouTube/ ?

10 **SPEAKING** Discuss your typical weekend.

*Well, (on Friday evening/Saturday morning) I often ...  
Then I ...*



## READING

Multiple choice

*I can understand a short simple description of someone's day.*

- 1 **SPEAKING** Tell your partner about your family.  
*There are (five) of us at home: ...*
- 2 Look at the pictures and read the first paragraph of the text. Who are the people in the pictures?
- 3 Read the article. Who in Holly's family likes these things?

art   cooking   films   sports   TV series  
washing the dishes   writing

### READING FOCUS Multiple choice

- 4  Read the article again. For questions 1–6, choose the correct answer, A, B or C. Write the answers in your notebook.
  - 1 Holly's brother Fred
    - A likes sports.
    - B wakes up his mum in the morning.
    - C gets up with difficulty.
  - 2 In the afternoon, Holly DOESN'T go
    - A to an acrobatics class.
    - B to art lessons.
    - C for a run.
  - 3 They buy pizza from a pizzeria
    - A because Mum stays at home.
    - B when Fred comes home late.
    - C when Holly has acrobatics.
  - 4 The family disagree about
    - A the washing-up.
    - B looking after the dog.
    - C going to bed late.
  - 5 At weekends, they
    - A all go to the gym.
    - B visit Mum's friends.
    - C spend some time together.
  - 6 Which is true about Mum?
    - A She doesn't go to work.
    - B She doesn't usually go shopping in the morning.
    - C She doesn't use a computer.

### FOCUS ON WORDS | Phrasal verbs and verb collocations

- 5  1.34 In your notebook, complete the phrases with the verbs in blue in the text. Then listen, check and repeat.

- 1  ? up (first/early/late)
- 2  ? up (your sister)
- 3  ? dressed
- 4  ? asleep
- 5  ? the dog out (for a walk)
- 6  ? the dishes
- 7  ? after (a child/a pet)

- 6 **SPEAKING** In your notebook, complete the questions with the words in Exercise 5. Then ask and answer.

- 1 Who gets up first in your home?
- 2 Who wakes you  ? in the morning?
- 3 Can you  ? dressed in ten minutes?
- 4 Have you got a younger brother or sister? Who looks  ? him/her?
- 5 Have you got a pet? Who  ? after it? Who takes it  ? for a walk?
- 6 Who usually  ? the dishes in your house?
- 7 What time do you usually  ? asleep?

### FOCUS ON WORDS | Prepositions

- 7  1.35 In your notebook, complete the phrases with the prepositions from the underlined phrases in the text. Then listen, check and repeat.

- 1 get  ? bed (in the morning)
- 2 stay  ? home
- 3 lie/sit  ? the sofa
- 4 go  ? a run/a swim
- 5 go  ? the gym/museums
- 6 go  ? bed

- 8 In your notebook, complete the sentences with prepositions. Which options are true for you? Compare with a partner.

- 1 It's easy / difficult for me to get out of bed in the morning.
- 2 I like / don't like staying  ? home at the weekend.
- 3 I'd like to go  ? a run / a walk / a coffee / a swim after school today.
- 4 I often / sometimes / never lie  ? the sofa and do nothing.
- 5 I usually go  ? bed early / late.

- 9 **SPEAKING** Discuss your family's typical day. Use the words and phrases in Exercises 5 and 7 to help you.

*In my family my Dad gets up first, and he sometimes takes the dog out ...*



# A day in the life of my family

🔊 1.33

There are three of us at home: Mum, my brother Fred and me, Holly. Fred is seventeen and he's keen on\* art. I'm fifteen and I love sports, my family and my friends. There's also our dog Snowdrop.

5 Our mum is a writer. She works at home.

On a normal day Mum **gets up** first, **takes the dog out** and buys fresh rolls\* for breakfast. I get up second and make tea.

Mum **wakes up** Fred. He **gets out of bed** and asks, 'Where's my purple shirt?' He finds his clothes (they can be  
10 anywhere), **gets dressed** and **falls asleep** again.

When we go to school, Mum stays at home and writes. Fred says she has an easy job: she just lies on the sofa and thinks, then gets up in the evening and says she's tired.

After school I go for a run in the park with Snowdrop. (But not on Tuesday and Thursday, when I have acrobatics.) 15  
Fred cooks dinner for all of us. He's the best cook in the family. His food can be Italian, Spanish, Chinese or totally experimental\*. But some days he has art classes until 7 p.m.; then we get pizza from a pizzeria. We have dinner together and everybody talks about their day. (Well, Fred and 20  
I talk and Mum listens.) Nobody wants to **wash the dishes**. We all say 'Why always me?' But someone always does it in the end. And we all **look after** Snowdrop.

When I go to bed, Mum sits down and types\* on her laptop.

At weekends I usually go to the gym, Fred goes to museums 25  
and Mum visits her friends, but we also spend time together. We watch films and TV series. Our favourites are *Dr Who* and *Sherlock*. Sometimes Snowdrop watches them with us.

I like my home. It's a very friendly place.

## GLOSSARY

keen on – zainteresowany  
rolls – bułki  
experimental – eksperymentalny  
to type – pisać na komputerze





# 1.5

## GRAMMAR

Present Simple: Yes/No and Wh-questions

*I can ask and answer questions in the Present Simple.*



- Look at the photo and the headline. What does Jason do?
- 1.36** Listen to Part 1 of an interview with Jason. In your notebook, match questions a–c with answers 1–3.
  - Does your friend **help** you with your vlog?
  - Where **do** you **prepare** the videos?
  - Do you **live** with your parents?

Journalist: **?**  
 Jason: <sup>1</sup>No, I don't. I live with a friend from art school.  
 Journalist: **?**  
 Jason: <sup>2</sup>Sometimes he does, but not very often. He isn't interested in technology! But my sister loves computers and she helps me.  
 Journalist: **?**  
 Jason: <sup>3</sup>At home, on my computer! Sometimes I can't use my room, when my friend has music practice. I go to see my parents then.

- Copy the GRAMMAR FOCUS and complete it with the verbs in blue in Exercise 2.

### GRAMMAR FOCUS

#### Present Simple questions

You use the verb **do** to form questions and short answers in the Present Simple.

##### • Yes/No questions and short answers

- <sup>1</sup>**Do** you **live** with your parents? Yes, I **do**./No, I **?** .  
<sup>3</sup>**?** your father **help** you? Yes, he <sup>4</sup>**?** ./  
 No, he **doesn't**.

##### • Wh- questions

Where <sup>5</sup>**?** you **practise** your music?

- In your notebook, put the words in the correct order to make questions.
  - parties / you / Do / like / ? *Do you like parties?*
  - do / What kind of / like / you / music / ?
  - to school / your mother / Does / drive / you / ?
  - speak / your father / English / Does / ?
  - clothes / you / Where / buy / do / your / ?
  - your parents / like / Do / pop music / ?
  - first / does / What time / start / lesson / your / ?

- SPEAKING** Ask and answer the questions in Exercise 4.

A: *Do you like parties?*

B: *Yes, I do.* or *No, I don't.*

- 1.37** In your notebook, match Jason's answers a–f with questions 1–6. Then listen to Part 2 of the interview and check.

- Where do you interview people?
  - What time does your day start?
  - What kind of people do you interview?
  - When do you record your videos?
  - Do you follow other vloggers?
  - Who is your favourite blogger?
- All kinds of people! Young, old ... I just like people. I like talking to them and I'm interested in what they say.
  - Around 7 on a school day. Much later at the weekend!
  - In the street. Usually in the centre of London, where there are a lot of people.
  - Hmmm, maybe my friend Tom. He takes great photos of people, houses, animals ... everything, really.
  - When I have time, so usually at the weekend.
  - Not really. I prefer reading blogs or, even better, books!

- Copy the **My life** questionnaire and complete it with the question words in the box.

How many    What (x2)    What kind  
 What time    **When**    Which    Who (x2)

MY LIFE

- When** is your birthday?
- ?** of music do you like?
- ?** is your best friend?
- ?** do you wake up at the weekend?
- ?** hours do you spend on your computer every day?
- ?** do you like doing with your friends at the weekend?
- ?** do you go on holiday with?
- ?** websites do you visit every week?
- ?** is your favourite film?

- SPEAKING** Ask and answer the **My Life** questionnaire with a partner.

A: *When is your birthday?*

B: *My birthday is on the nineteenth of January.*

### FOCUS VLOG Music preferences

- 1.38** Listen to the Focus Vlog. Where do people listen to music? Write the answers in your notebook.

# 1.6

## SPEAKING

Expressing preferences

*I can talk about likes and dislikes.*

### 1 Read the dialogue and answer the questions.

- Does Alex like reggae a lot?
- What is Laura's opinion of Eminem?

**Alex:** What kind of music do you like?

**Laura:** Oh, I don't know, different kinds: reggae, rock, some pop ... And you?

**Alex:** Reggae's OK, but I prefer rap.

**Laura:** Who's your favourite singer?

**Alex:** Eminem. I like him a lot.

**Laura:** Eminem? He's old. My aunt and uncle listen to him.

**Alex:** So what? I think he's great.

### 2 1.39 Read the SPEAKING FOCUS. In your notebook, complete the dialogues. Then listen and check.

#### SPEAKING FOCUS

##### Preferences

Do you like (films/reading)?

What kind of (music/books/films) do you like?

Who's your favourite (singer/writer)?

What's your favourite (sport)?

What do you think of ...?

What about you?

|     |                                                                                                          |
|-----|----------------------------------------------------------------------------------------------------------|
|     | I (really) like/love ...                                                                                 |
|     | I like ... a lot.                                                                                        |
| +   | My favourite (actor/writer) is ...<br>(I think) He/She/It is good/great/awesome/<br>brilliant.           |
| -   | I don't like ... (very much).<br>I hate/can't stand ...<br>(I think) He/She/It's terrible/awful/rubbish. |
| +/- | He/She/It's OK, but I prefer ...                                                                         |

#### Dialogue 1

**Natalie:** <sup>1</sup>Do you like reading?

**Michelle:** Yes, I do. I read a lot.

**Natalie:** And <sup>2</sup> ? author?

**Michelle:** Terry Pratchett, the fantasy writer.  
*The Colour of Magic* is my favourite.  
What <sup>3</sup> ? ?

**Natalie:** I like Stephenie Meyer, you know,  
*The Twilight Saga*. I've got it on my  
tablet!

**Michelle:** Oh no. The vampire stories? I think  
they're <sup>4</sup> ? !



#### Dialogue 2

**Ken:** What do you <sup>5</sup> ? Orlando Bloom?

**Jack:** He's good. But my favourite actor is Martin Freeman. He's  
<sup>6</sup> ? in *The Hobbit*.

**Ken:** So do you <sup>7</sup> ? films?

**Jack:** Sure. And you?

**Ken:** Yes, me too. But I <sup>8</sup> ? true life films, not fantasy.

### 3 Which options are correct?

- A:** Are you interested in film?  
**B:** Oh yes, *I really like movies*. / *I don't like movies very much*.
- A:** What's your favourite song?  
**B:** *Just The Way You Are*. I think it's *brilliant* / *rubbish*.
- A:** Do you like Norah Jones?  
**B:** She's OK, but *I don't like her*. / *I prefer Katy Perry*.
- A:** Who's your favourite actress?  
**B:** Natalie Portman. *I hate her*. / *I really like her*.

### 4 In your notebook, complete the statements to make them true for you.

- My favourite film star is ... ?
- I like ... a lot.
- I can't stand ... I think he/she is ... ?
- I like ... but I prefer ... ?

### 5 SPEAKING Talk about your likes and dislikes. Use the SPEAKING FOCUS to help you.

(books film music sport video games)

*A: Do you like ...?*

*B: Yes, I do./No, I don't.*

*A: And who is your favourite ...?*

An informal email/letter

*I can write a short informal email/letter.*

- 1 Read the information sheet about a student exchange. Who is Lorenzo?

## COTHERSTONE HIGH SCHOOL



### Student exchange with Leonardo da Vinci High School in Italy

Time: 12–20 October

Number of students: 14

Your exchange partners:

1. Joe Andrews – Lorenzo Rossi
2. Julia Berry – Alessia De Luca
- 3.

- 2 Read Lorenzo's email. Which things does he want to know about Joe?

age family favourite food interests  
free-time activities girlfriend home  
school

**To:** joeandrews@chs.edu.uk**From:** lorenzorossi17@supermail.com**Subject:** Student exchange**Hi Joe**

I'm your exchange partner from Liceo Scientifico Leonardo da Vinci. Thank you for inviting me to your home. I'm seventeen years old and I'm interested in sport and film. I like music, parties and new friends! Please write and tell me about yourself. How old are you?

**What are you interested in?** What happens on a typical school day? What do you usually do at the weekend?

**See you in October.**

**Regards,**

Lorenzo

- 3 Read Joe's email. Does he answer Lorenzo's questions? Is Joe a good exchange partner for Lorenzo? Why?/Why not?

**To:** lorenzorossi17@supermail.com**From:** joeandrews@chs.edu.uk**Subject:** Re: Student exchange**Hi Lorenzo**

**Thank you for your email.** I'm also seventeen and I also like sports, music and the cinema. My favourite actor is Tom Holland. He's great in the new *Spider-Man* movie.

On a typical school day, I get up at 7 (I hope that's OK for you!) and I have a BIG breakfast. School starts at 8:30. We have lunch at school at one o'clock. In the afternoon, I go to the gym, do homework or relax at home.

At weekends, my friends and I always play football. **(It's my favourite sport. Do you like it?)** On Saturday evenings, I usually go out with friends to the cinema or to a party ... or both. We can do all these things together.

**Have a good trip. See you soon!**

**All the best,**

Joe

- 4 Copy the WRITING FOCUS and complete it with the examples in purple in the emails in Exercises 2 and 3.

### WRITING FOCUS

#### An informal email/letter

- Start the email with:

Dear or <sup>1</sup>Hi + the person's name

- Use contractions:

I am = <sup>2</sup> ? It is = <sup>3</sup> ?

- Useful phrases at the beginning of the email:

I'm ... (your exchange partner)

Thank you/Thanks for your <sup>4</sup> ? .

- Ask questions:

What <sup>5</sup> ? ? Do you <sup>6</sup> ? ?

- Useful phrases at the end of the email:

Write soon.

Say hello to (your parents).

Have a <sup>7</sup> ? . <sup>8</sup> ? soon/in October.

- Finish the email with:

<sup>9</sup>Regards, All the <sup>10</sup> ? ,

Bye for now,

Love (if you write to a good friend),

### SHOW WHAT YOU'VE LEARNT

- 5 In your notebook, write an email of about 80–130 words to a new exchange partner. You don't know this person yet. Use the WRITING FOCUS to help you.

Write about:

- your age and interests,
- your typical day/weekend.

Ask questions about:

- her/his interests,
- free-time activities.



## 1.1 Vocabulary 4.1

**café** /'kæfeɪ/ kawiarnia  
**go for a coffee/a walk** /,gəʊ fər ə 'kɒfi/ ə 'wɔ:k/ pójść na kawę/spacer  
**go out a lot** /,gəʊ aʊt ə 'lɒt/ wychodzić gdzieś często  
**go out with friends** /,gəʊ aʊt wɪð 'frendz/ wychodzić gdzieś ze znajomymi  
**go shopping** /,gəʊ 'ʃɒpɪŋ/ pójść na zakupy  
**go to the cinema/park/shopping centre** /,gəʊ tə ðə 'sɪnəmə/'pɑ:k/'ʃɒpɪŋ 'sentə/ pójść do kina/parku/centrum handlowego  
**go to a party** /,gəʊ tə ə 'pɑ:ti/ pójść na imprezę  
**have a good time/have fun** /,hæv ə ,ɡʊd 'taɪm/,hæv 'fʌn/ dobrze się bawić  
**have a party** /,hæv ə 'pɑ:ti/ urządzić imprezę  
**listen to music** /,lɪsən tə 'mju:zɪk/ słuchać muzyki  
**parents** /'peərənts/ rodzice  
**play sports** /,pleɪ 'spɔ:ts/ uprawiać sporty  
**play the guitar/piano/drums** /,pleɪ ðə ɡɪ'tɑ:/ 'pi:ænəʊ/ 'drʌmz/ grać na gitarze/pianinie/perkusji  
**play video games/chess** /,pleɪ 'vɪdiəʊ ,ɡeɪmz/'tʃes/ grać w gry video/szachy  
**read books/magazines/things on the Internet** /,ri:d 'bʊks/, 'mæg ə 'zi:nz/,θɪŋz ɒn ði 'ɪntənət/ czytać książki/czasopisma/teksty w Internecie  
**spend time alone** /,spend ,taɪm ə'ləʊn/ spędzać czas samotnie  
**spend time at home/in my room** /,spend ,taɪm ət 'həʊm/in ,maɪ 'ru:m/ spędzać czas w domu/swoim pokoju  
**spend time with family/friends** /,spend ,taɪm wɪð 'frendz/'fæməli/ spędzać czas z rodziną/przyjaciółmi  
**talk about books/films/sport/people** /,tɔ:k ə ,baʊt 'bʊks/'fɪlmz/'spɔ:t/'pi:pəl/ rozmawiać o książkach/filmach/sporcie/ludziach  
**visit my family/friends** /,vɪzət maɪ 'fæməli/ 'frendz/ odwiedzać rodzinę/znajomych  
**watch films/TV/videos** /,wɒtʃ 'fɪlmz/,ti: 'vi:/ 'vɪdiəʊz/ oglądać filmy/telewizję / filmy wideo

## 1.2 Grammar 4.2

**always** /'ɔ:l weɪz/ zawsze  
**be late for school** /bi ,leɪt fə 'sku:l/ spóźnić się do szkoły  
**best friend** /,best 'frend/ najlepszy przyjaciel  
**brother** /'brʌðə/ brat  
**cousin** /'kʌzən/ kuzyn  
**dance class** /'dɑ:ns klɑ:s/ lekcja tańca  
**go rollerblading** /,gəʊ 'rəʊləbleɪdɪŋ/ iść na rolki  
**go dancing** /,gəʊ 'dɑ:nsɪŋ/ iść potańczyć  
**grandmother** /'græn,mʌðə/ babcia  
**look for information on the Internet** /'lʊk fər ,ɪnfə'meɪʃən ɒn ði 'ɪntənət/ szukać informacji w Internecie  
**mother** /'mʌðə/ matka  
**never** /'nevə/ nigdy  
**often** /'ɒfən/ często  
**play a musical instrument** /,pleɪ ə 'mju:zɪkəl 'ɪnstrəmənt/ grać na instrumencie muzycznym  
**relax** /rɪ'læks/ relaksować się  
**sister** /'sɪstə/ siostra  
**sometimes** /'sʌmtaɪmz/ czasami  
**study** /'stʌdi/ uczyć się  
**uncle** /'ʌŋkəl/ wuj  
**usually** /'ju:ʒuəli/ zwykle  
**watch sports** /,wɒtʃ 'spɔ:ts/ oglądać sport

## 1.3 Listening 4.3

**at night** /ət 'naɪt/ w nocy  
**at noon** /ət 'nu:n/ w południe  
**at midnight** /ət 'mɪdnaɪt/ o północy

**at the weekend** /ət ðə ,wi:k'end/ w weekend  
**be busy with** /,bi 'bɪzi wɪð/ być zajęтым  
**believe** /bə'li:v/ wierzyć  
**coach a football team** /,kəʊtʃ ə 'fʊtbɔ:l ,ti:m/ trenować drużynę piłkarską  
**exercise** /'eksəsaɪz/ ćwiczenie  
**go on the Internet** /,gəʊ ɒn ði 'ɪntənət/ korzystać z Internetu  
**have a job** /,hæv ə 'dʒɒb/ mieć pracę  
**in the morning** /,ɪn ðə 'mɔ:ɪnɪŋ/ rano  
**in the afternoon** /,ɪn ði ,ɑ:ftə'nu:n/ po południu  
**in the evening** /,ɪn ði 'i:vnɪŋ/ wieczorem  
**on a typical weekday** /ɒn ə 'tɪpɪkəl 'wi:kdeɪ/ w typowy dzień powszedni  
**on Friday afternoon** /ɒn ,fraɪdeɪ ,ɑ:ftə'nu:n/ w piątek po południu  
**on Friday/Saturday** /ɒn 'fraɪdeɪ/'sætədeɪ/ w piątek/sobotę  
**on Saturdays/Sundays** /ɒn 'sætədeɪz/ 'sʌndeɪz/ w soboty/niedziele  
**on Sunday mornings** /ɒn ,sʌndeɪ 'mɔ:nɪŋz/ w niedzielne poranki  
**on TV/the Internet** /ɒn ,ti: 'vi:/,ɒn ði 'ɪntənət/ w telewizji/Internecie  
**on YouTube/Facebook** /ɒn 'ju:,tju:b/ 'feɪsbʊk/ na YouTube/Facebooku  
**post photos** /,pəʊst ,fəʊtəʊz/ zamieszczać zdjęcia  
**take photos** /,teɪk 'fəʊtəʊz/ robić zdjęcia  
**visit different places** /,vɪzɪt,dɪfərənt 'pleɪsɪz/ odwiedzać różne miejsca  
**weekend job** /,wi:kend 'dʒɒb/ praca weekendowa  
**work in a restaurant** /,wɜ:k ɪn ə 'restərɒnt/ pracować w restauracji

## 1.4 Reading 4.4

**acrobatics class** /,ækroʊ'bætɪks 'klɑ:s/ zajęcia z akrobatyki  
**art lessons** /,ɑ:t 'les ənz/ zajęcia z plastyki  
**be keen on** /,bi 'ki:n ɒn/ interesować się  
**experimental** /ɪk,sperə'mentl/ eksperymentalny  
**fall asleep** /,fɔ:l ə'sli:p/ zasnąć  
**get dressed** /,get 'drest/ ubrać się  
**get out of bed (in the morning)** /,get aʊt əv 'bed (ɪn ðə 'mɔ:ɪnɪŋ)/ wstać (rano) z łóżka  
**get pizza (from a pizzeria)** /,get 'pi:tʃə (frəm ə ,pi:tʃə'ri:ə)/ zamówić pizzę (z pizzerii)  
**get up (first/early/late)** /,get 'ʌp (fɜ:st/'ɜ:li/ 'leɪt)/ budzić się (pierwszym/wcześnie/późno)  
**go for a run/swim** /,gəʊ fər ə rʌn/swɪm/ pójść pobiegać/popływać  
**go to bed** /,gəʊ tə 'bed/ iść spać  
**go to museums** /,gəʊ tə mju:'zi:əmz/ chodzić do muzeów  
**go to the gym** /,gəʊ tə ðə 'dʒɪm/ pójść na siłownię  
**have dinner** /,hæv 'dɪnə/ jeść obiad  
**lie/sit on the sofa** /,laɪ,sɪt ɒn ðə 'səʊfə/ leżeć/siedzieć na kanapie  
**look after a child/pet** /,lʊk 'ɑ:ftər ə 'tʃaɪld/ 'pet/ opiekować się dzieckiem/zwierzęciem domowym  
**normal** /'nɔ:məl/ normalny  
**rolls** /rəʊlz/ bułki  
**stay at home** /,steɪ ət 'həʊm/ zostać w domu  
**take the dog out (for a walk)** /,teɪk ðə 'dɒg aʊt (fər ə 'wɔ:k)/ wyprowadzić psa (na spacer)  
**type** /taɪp/ pisać na komputerze  
**wake up** /,weɪk 'ʌp/ budzić się  
**wake up your sister** /,weɪk ʌp jə 'sɪstə/ budzić siostrę  
**wash the dishes** /,wɒʃ ðə 'dɪʃɪz/ zmywać naczynia  
**watch TV series** /,wɒtʃ ti: vi: 'sɪəri:z/ oglądać seriale  
**writer** /'raɪtə/ pisarz

## 1.5 Grammar 4.5

**be interested in** /bi 'ɪntərəstəd ɪn/ interesować się  
**drive sb to school** /draɪv ,sambədi tə 'sku:l/ zawozić kogoś do szkoły  
**father** /'fɑ:ðə/ ojciec  
**interview people** /,ɪntəvju: 'pi:pəl/ przeprowadzać wywiad  
**record videos** /,rekɔ:d 'vɪdiəʊz/ nagrywać filmy wideo  
**start** /stɑ:t/ zaczynać  
**vlog** /vɒŋ/ wideoblog

## 1.6 Speaking 4.6

**actor** /'æktə/ aktor  
**actress** /'æktɹəs/ aktorka  
**aunt** /aʊnt/ ciotka  
**author** /'ɔ:θə/ pisarz  
**awesome** /'ɔ:səm/ fantastyczny, niesamowity  
**awful** /'ɔ:fəl/ okropny  
**brilliant** /'brɪljənt/ znakomity  
**fantasy** /'fæntəsi/ fantastyka  
**favourite** /'feɪvərət/ ulubiony  
**film star** /'fɪlm stɑ:/ gwiazda filmowa  
**good** /ɡʊd/ dobry  
**great** /ɡreɪt/ wspaniały  
**hate** /heɪt/ nie znosić  
**interesting** /'ɪntərəstɪŋ/ ciekawy  
**like** /laɪk/ lubić  
**love** /lʌv/ uwielbiać  
**movie/film** /'mu:vi/fɪlm/ film  
**pop** /pɒp/ pop  
**rap** /ræp/ rap  
**read a lot** /ri:d ə lɒt/ dużo czytać  
**reggae** /'regeɪ/ reggae  
**rock** /rɒk/ rock  
**rubbish** /'rʌbɪʃ/ do niczego  
**singer** /'sɪŋə/ wokalista  
**terrible** /'terəbəl/ okropny  
**true life films** /,tru: 'laɪf fɪlmz/ filmy oparte na faktach  
**vampire stories** /'væmpaɪə ,stɔ:ɪrɪz/ opowieści o wampirach

## 1.7 Writing 4.7

**age** /eɪdʒ/ wiek  
**All the best.** /ɔ:l ðə 'best/ Pozdrawiam.  
**do homework** /,du: 'həʊmwɜ:k/ odrabiać lekcje  
**exchange** /ɪks'tʃeɪndʒ/ wymiana  
**have lunch/breakfast** /,hæv 'lʌntʃ/ 'brekfəst/ jeść lunch/śniadanie  
**invite** /ɪn'vaɪt/ zaprosić  
**Love, (Tom)** /lʌv (tɒm)/ Buziaki, (Tom) (nieformalnie)  
**Regards,** /rɪ'ga:dz/ Pozdrawiam,

## SŁOWNICTWO I GRAMATYKA

- 1 Uzupełnij zdania właściwymi wyrazami z ramki. Dwa słowa nie pasują do żadnego zdania.

(give go have look spend take visit watch)

- Do you  a good time with your brother or sister?
- How often do you  your dog out for a walk?
- We often  music videos on Saturday.
- I  my friends at the weekend.
- I often  to bed after midnight.
- We  a lot of time in the park.

- 2 Uzupełnij zdania właściwymi przyimkami.

enquirer 31May13

- What do you usually do  the weekend?
- I listen  music on my MP4 player.  
musicmad 15 minutes ago
- I stay  home and relax.  
katieb 2 hours ago
- I often go  a walk in the morning.  
outdoorsy 18 hours ago
- I go out  all my friends every Saturday.  
tsi18 1 day ago
- I go  a run with my two dogs.  
xswot 3 days ago
- I always go to the cinema  Friday evening.  
moviefreak 5 days ago

- 3 Uzupełnij zdania właściwymi formami czasowników. Użyj czasu Present Simple.

- Ellen  the guitar in her free time. (play)
- Richard  five films every weekend. (watch)
- My mum  women's magazines. (not read)
- We  our grandparents every Sunday. (not visit)
- What  you usually  for breakfast? (have)
- your parents  to pop music? (listen)
- Where  your boyfriend  ? (live)

- 4 Odczytaj dialog na głos, wstawiając w odpowiednich miejscach przysłówek podane w nawiasach.

Sally: Mum, I make the coffee for the guests! Chris helps me! (always; never)

Chris: That's not true. I help you. (sometimes)

Sally: Not very often!

Chris: That's because I am tired. (often)

## ŚRODKI JĘZYKOWE



### Tłumaczenie, wybór wielokrotny

- 5 Która z podanych opcji A–C jest poprawnym tłumaczeniem fragmentu podanego w nawiasach?
- I usually (zostaję w domu) on a typical weekday.  
A go home B come home C stay at home
  - On Thursdays, George sometimes plays (w szachy) with his granddad.  
A in chess B on chess C chess
  - What time do you (wstajesz) at the weekend?  
A get up B go out C go back
  - In some families fathers (opiekują się) the children.  
A look after B grow C look for
  - (O której godzinie) does your tennis lesson start?  
A Where B What time C What kind
- 6 Przeczytaj tekst. Które z podanych opcji A–C poprawnie go uzupełniają?

### My favourite day – Saturday

I really like Saturdays. I get up quite late.

I <sup>1</sup>  breakfast with my family at ten o'clock or later. At breakfast, we talk <sup>2</sup>  our week and discuss plans for the weekend. Then I do my homework, and after that I relax. I often go out with my friends; we go to <sup>3</sup>  or play football. We always <sup>4</sup>  fun. In the evening, I <sup>5</sup>  music before I go to sleep.

- |            |              |             |
|------------|--------------|-------------|
| 1 A have   | B give       | C do        |
| 2 A to     | B on         | C about     |
| 3 A cinema | B the cinema | C a cinema  |
| 4 A spend  | B get        | C have      |
| 5 A listen | B listen to  | C listen of |

## SŁUCHANIE



### Dobieranie

- 7 1.40 Usłyszysz dwukrotnie cztery wypowiedzi na temat świętowania urodzin. Które zdania A–E najlepiej podsumowują poszczególne wypowiedzi? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

Speaker 1:  Speaker 3:   
Speaker 2:  Speaker 4:

- They usually celebrate\* outside.
- They get lots of presents.
- They celebrate with their family only.
- They have a lot of food all day long.
- They go out with friends.

### GLOSSARY

to celebrate – świętować, obchodzić (np. urodziny)

## CZYTANIE



### Wybór wielokrotny

- 8 Przeczytaj tekst. Które z podanych odpowiedzi A–C są poprawne?



Buzzzz ... it's the alarm in your phone. You wake up. You get up. You go to the bathroom, get dressed, prepare for school ... Aaargh! Awful?

Olga Nowak, one of her school's best football players, says the morning is not a problem for her. Today she tells us how to be happy in the morning.

- I pack my schoolbag in the evening. I don't want to look for my English book at 7.45 in the morning!
- I never get up late. You need time to enjoy your morning. I get up at six every day.
- I have a shower. It wakes me up and it's fun.
- I enjoy the first drink of the day. It can be coffee, tea or orange juice. I always listen to music as I have that first drink. You can also read or watch the news.
- I sit down and have a good breakfast – not a banana on the bus to school! It's really important. You need your breakfast.
- I usually walk to school, or go for a walk with my brother's dog. I spend twenty to thirty minutes in the fresh air every morning before school – it's great!

We hope these ideas help you. You too can have a happy morning – every morning!

- Olga  
A is a teacher. B plays football.  
C coaches a football team.
- Olga prepares for school  
A in the morning. B in the afternoon.  
C in the evening.
- As she has her morning drink, Olga  
A listens to music. B reads.  
C watches the news.
- Olga has breakfast  
A at home. B on the bus.  
C at school.
- Before school, Olga always  
A takes her dog out for a walk.  
B goes for a walk with her brother.  
C spends some time outside.

## MÓWIENIE



- 9 Uzupełnij zdania właściwymi wyrazami.

- What k ? of music do you like?
- Who's your f ? actor?
- What do you th ? of Jennifer Lawrence?
- I like Nicholas Hoult. I think he's br ? .
- What ab ? you?
- I don't l ? football very much.
- I h ? rap. It's terrible.

- 10 Pracując w parach, odegrajcie dialog według podanych wskazówek.

Uczestniczysz w kursie językowym w Wielkiej Brytanii. Poznajesz nową koleżankę. Porozmawiajcie o swoich upodobaniach.

A

B

Przywitaj się i przedstaw.

Odpowiedz na pozdrowienie i również się przedstaw.

Zapytaj B, jaką muzykę lubi.

Odpowiedz. Zapytaj A o to samo.

Odpowiedz. Zapytaj B, jakie filmy lubi.

Odpowiedz. Zapytaj A o ulubiony sport.

Odpowiedz. Zapytaj B o to samo.

Odpowiedz.

## PISANIE



### E-mail/list prywatny

- 11 Wykonaj zadanie z ramki.

#### WSKAZÓWKA

Przeczytaj zadanie i zrób notatki dotyczące każdego z czterech podpunktów. Na ich podstawie napisz e-mail. Przeczytaj swój tekst jeszcze raz przed oddaniem go nauczycielowi. Upewnij się, czy są w nim zawarte wszystkie niezbędne informacje, i spróbuj poprawić ewentualne błędy językowe.

Napisz wiadomość do nowo poznanej przez Internet rówieśniczki z Anglii.

- Przedstaw się.
- Napisz coś o swojej rodzinie i zapytaj adresatkę, czy ma rodzeństwo.
- Poinformuj ją, jakiej muzyki słuchasz, i zapytaj o jej ulubiony zespół.
- Napisz, jak zwykle spędzasz czas wolny.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. E-mail powinien zawierać od 80 do 130 słów.



# 2

## 2.1

### VOCABULARY

Food containers • food products  
• phrases related to food

*I can use language related to food and drinks.*

#### SHOW WHAT YOU KNOW

- 1 Think about food words. In your notebook, write down as many as you can in each group. Compare with other people in the class.

Fruit and  
vegetables

Dairy

Meat and  
fish

Drinks

Other

strawberry  
?

cheese  
?

salmon  
?

juice  
?

salt and  
pepper

- 2 **SPEAKING** What food do you like? Ask and answer the questions.

A: *Do you like strawberries?*

B: *Yes, I do.* or *No, I don't.* *Do you like ...?*

- 3 **SPEAKING** Are you similar or different? Compare your answers with other people in the class.

*I like strawberries, but Anna doesn't. We both like cheese.*

#### FOCUS ON WORDS | Food containers

- 4 **1.41** In your notebook, match the phrases in the box with the items in the picture. Then listen, check and repeat.

a bag of potatoes   a bar of chocolate   a bottle of ketchup  
a can of lemonade   a carton of milk   a jar of honey  
a loaf of bread   a packet of crisps   a tin of tuna   a tub of ice cream



## Food

*You are what you eat.*

A proverb

BBC

5 Read the text message and answer the questions.

- 1 Who is the message for?
- 2 Why does Jack invite Tom?
- 3 What does Jack want his mum to prepare?



Mum, we have a big test next week. Can Tom come tomorrow so we can study together? Can he stay for dinner too? Your spaghetti bolognese and brownies are the best!! ☺ What do I have to get from the shop?

FOCUS ON WORDS | Food products

- 6 1.42 Look at the food products in the box. Then listen and repeat the words and phrases.

a bag of onions  
a bag of sugar  
two bars of dark chocolate  
a bottle of oil  
a can of soup  
a carton of eggs  
a carton of orange juice  
a jar of mayonnaise  
two jars of tomato sauce  
a packet of butter  
a packet of cocoa  
a packet of flour  
a packet of Parmesan cheese  
a packet of spaghetti  
a tin of peas  
a tub of vanilla ice cream

- 7 1.43 Look at the photos and decide what food products Jack needs to buy. Use the words in Exercise 6. Then listen and check.

FOCUS ON WORDS | Phrases related to food

- 8 1.44 Copy the sentences from the dialogue in Exercise 7 and complete them with the phrases in the box. Who says them – Mum or Jack? Translate the phrases in the box. Then listen, check and repeat.

for dessert get a takeaway ingredients  
make a snack

- 1 We don't have any ? .
- 2 ? for Lena and yourself.
- 3 ? from the Chinese restaurant.
- 4 Have some ice cream ? .

- 9 **SPEAKING** Ask and answer the questions in pairs. Compare with the rest of the class.

- 1 Do you invite friends to study together? How often?
- 2 What do you usually eat when your friends come?
- 3 What do you need to prepare the food? Name as many ingredients as you can.
- 4 What's your favourite snack?
- 5 Do you ever get a takeaway for dinner? Where do you get it from?
- 6 What do you usually have for dessert?



# 2.2

## GRAMMAR

Countable and uncountable nouns

*I can talk about quantities using countable and uncountable nouns and some/any/much/many/a lot.*

### 1 Read the text. Are the sentences true or false?

- 1 A real Italian pizza has always got mushrooms.
- 2 A classic pizza has got four ingredients.
- 3 A traditional pizza hasn't got olive oil on it.

## How many ingredients are there on top of a typical pizza?

Well, on my favourite pizza, there are five different things: there's some **cheese**, some **tuna** and a lot of **tomato sauce**. There are also some **onions** and a lot of **mushrooms**. But a classic Italian pizza hasn't got many ingredients; it's got only two main ingredients – tomato sauce and mozzarella cheese, and it's also got some **olive oil** and some basil. There isn't any tuna or seafood\* and there aren't any mushrooms. It's called a Margherita and it's great!



#### GLOSSARY

seafood – owoce morza

### 2 Read the GRAMMAR FOCUS. Copy the table and complete the examples in it using the words in blue in Exercise 1.

#### GRAMMAR FOCUS 1

| Countable  |                 | Uncountable     |
|------------|-----------------|-----------------|
| Singular   | Plural          | 3 <b>cheese</b> |
| an onion   | 1 <b>onions</b> | 4 <b>?</b>      |
| a mushroom | 2 <b>?</b>      | 5 <b>?</b>      |
|            |                 | 6 <b>?</b>      |

Notice: Uncountable nouns are always singular.

- 3 Think of more names of food. Look at page 24 to help you. Compare with a partner.
- 4 Read the GRAMMAR FOCUS and find more examples of **some** and **any** in the text.

#### GRAMMAR FOCUS 2

##### some and any

- You use **some** in affirmative sentences.
- You use **any** in negative sentences and questions.

|   | Uncountable nouns              | Plural countable nouns          |
|---|--------------------------------|---------------------------------|
| + | There is <b>some</b> cheese.   | There are <b>some</b> onions.   |
| - | There isn't <b>any</b> cheese. | There aren't <b>any</b> onions. |
| ? | Is there <b>any</b> cheese?    | Are there <b>any</b> onions?    |

### 5 In your notebook, complete the dialogue with **some** and **any**. What do Sue and Tom decide to have?

Sue: I'm hungry.

Tom: Me too. Let's make some sandwiches. Is there <sup>1</sup> **any** bread?

Sue: Yes, there's <sup>2</sup> **?** bread.

Tom: But there isn't <sup>3</sup> **?** cheese or ham in the fridge.

Sue: That's OK. I don't like cheese or ham. Are there <sup>4</sup> **?** eggs?

Tom: Yes, there are <sup>5</sup> **?** eggs.

Sue: And tuna? Are there <sup>6</sup> **?** tins of tuna? Tuna and egg sandwiches are my favourite.

Tom: No, there aren't <sup>7</sup> **?** tins of tuna.

Sue: But I can see a packet of cornflakes. Have we got <sup>8</sup> **?** milk?

Tom: No, we haven't got <sup>9</sup> **?** milk!

Sue: Oh well, let's get a takeaway. We can get <sup>10</sup> **?** pizzas!

Tom: Good idea!

### 6 Read the GRAMMAR FOCUS. In your notebook, complete the questions with **how much** and **how many**.

#### GRAMMAR FOCUS 3

##### much, many and a lot of

##### Uncountable nouns

**How much** cheese is there?

There **isn't much** cheese./**Not much**.

There's **a lot of** cheese./**A lot**.

##### Plural countable nouns

**How many** onions are there?

There **aren't many** onions./**Not many**.

There are **a lot of** onions./**A lot**.

- 1 **How much** water do you drink a day?
- 2 **?** pizzas do you eat a month?
- 3 **?** bread do you eat a day?
- 4 **?** cola do you drink a week?
- 5 **?** milk do you drink a day?
- 6 **?** hamburgers do you eat a year?

### 7 SPEAKING Ask and answer the questions in Exercise 6.

A: **How much water do you drink a day?**

B: **I drink a lot of water.** or **A lot.**

C: **I don't drink much water.** or **Not much.**

### 8 SPEAKING What's on your favourite pizza? Use **some**, **any** and **a lot of**.

*On my favourite pizza, there's some cheese ...*

#### FOCUS VLOG Things you eat

1.45 Listen to the Focus Vlog and, in your notebook, list five things the speakers have in their fridges.

Grammar page 111



# 2.3

## LISTENING

Matching

*I can understand key phrases in a radio programme on a familiar topic.*

- 1 **SPEAKING** Do you like fast food? Why?/Why not?
- 2 **1.46** Listen to Part 1 of a radio programme. What is it about?
  - 1 unhealthy fast food
  - 2 healthy fast food recipes
  - 3 a famous fast food chef
- 3 **1.47 SPEAKING** Look at the photo of the Spanish omelette and discuss what the main ingredients are. Then listen to Part 2 and check.
- 4 Do you know the cooking verbs in the box? If necessary, use a dictionary.
 

(boil chop fry mix slice)

### FOCUS ON WORDS | Preparing food

- 5 **1.48** In your notebook, complete the list with the verbs in Exercise 4. Then listen, check and repeat.
 

|                                           |                                 |
|-------------------------------------------|---------------------------------|
| 1 mix eggs with (potatoes)                | 4 s <input type="text"/> cheese |
| 2 b <input type="text"/> potatoes         | 5 c <input type="text"/> fruit  |
| 3 f <input type="text"/> meat/an omelette |                                 |
- 6 **SPEAKING** Discuss how many different verbs you can use with each food product in Exercise 5.
 

1 You can boil eggs. You can fry eggs ...
- 7 **1.49** Look at the photo of the fruit pancakes. Read the recipe. In your notebook, try to complete it with a partner. Then listen to Part 3 and check.



Spanish omelette

### LISTENING FOCUS Matching

- 8 **1.50** Listen to the complete programme. In your notebook, answer the questions and write P (Presenter) or K (Kate).
  - 1 Who introduces the top chef?
  - 2 Who thinks there are some easy healthy fast food recipes?
  - 3 Who believes healthy food needs special ingredients?
  - 4 Who learns that there are many ways to make an omelette?
  - 5 Who loves pancakes?
  - 6 Who recommends pancakes with ice cream?

- 9 **SPEAKING** Which healthy fast food recipe from the programme would you like to try? Why?
- 10 In your notebook, write the instructions for your favourite recipe.

### PRONUNCIATION FOCUS

- 11 **1.51** Listen and repeat.
 

|      |      |      |      |      |     |
|------|------|------|------|------|-----|
| /i:/ | seat | feel | teen | heat | eat |
| /ɪ/  | sit  | fill | tin  | hit  | it  |
- 12 **1.52** Listen. Which word can you hear?
 

|          |        |          |       |         |      |
|----------|--------|----------|-------|---------|------|
| 1 a seat | b sit  | 3 a teen | b tin | 5 a eat | b it |
| 2 a feel | b fill | 4 a heat | b hit |         |      |

## Fruit Pancakes

### Ingredients

some fruit (bananas and strawberries)  
 1 cup of flour, 1 cup of milk,  
 1 egg, some oil

### Instructions

- 1 **Chop** the fruit.
- 2  the flour, milk and egg together.
- 3  some oil into a pan.
- Put some of the mixture into the pan, make a pancake and 4  it on both sides.
- Take the pancake out of the pan.
- 5  the fruit on top of the pancake.

**GOOD FOR  
BREAKFAST,  
LUNCH OR  
DESSERT.**



Fruit pancakes



# 2.4

## READING

Matching

*I can identify specific information in a short article on a familiar topic.*

- SPEAKING** Look at the photos. Think of two typical food items for each place. Discuss with a partner.
- Read texts A–C quickly. Do they mention any of the food you talked about?

### REMEMBER THIS

When we talk about food, **hot** can have two meanings: not cold or very spicy.

- In your notebook, match texts A–C with text types 1–3.

- An extract from a tourist information book
- An advertisement for an activity
- An informal email to a friend

### READING FOCUS Matching

-  Read the texts again. In your notebook, match descriptions 1–7 to places A–C. There is one extra description.

- You can visit this market every day.
- You have to pay for this experience.
- You can walk round the market or take another form of transport.
- The writer mentions food for people who don't eat meat.
- The writer describes eating some food at this market.
- This market is very expensive but good to visit.
- This market is the best place to visit if you like seafood.

- SPEAKING** Discuss the questions.

- Which place would you most like to visit? Why?
- Which food sounds most interesting? Why?

1.53

A

## TALING CHAN



**C**ome and visit the Taling Chan Floating\* Market here in Bangkok. The visit lasts a few hours and is available only at the weekend.

Meet your tour guide\* at 11 a.m. and go by bus to the floating market. Walk round and hear about the history of the area. See the boats, full of fresh fruit and vegetables, and then stop to eat. For lunch you can try **traditional** Thai dishes like *pad thai* (noodles) and *tom yum goong* (a **spicy** soup with a hot, strong taste). Then, get on a boat and travel back through the market for the return journey. Don't forget your camera!

Prices start from £20 per person and include a full meal (lunch). Contact the office to buy your ticket.

B

Hi Sam!

How are you? I'm still in Finland. Today we're at Kauppatori Market – it's right next to the sea! It's one of the best places in the world to eat **fresh** fish. The cooks all use **local** ingredients, of course. The market's got around 30 food stalls\* and some have got covered areas where you can sit. We can watch the boats from our table! I've got **grilled** salmon with potatoes and it's really **delicious** (better than fast food!!). Later, I want to buy some fruit from the food market – I hope they speak English!

Love, Anna



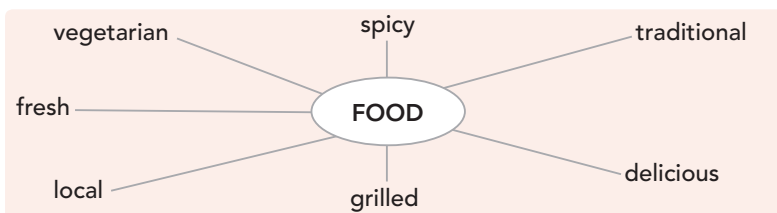
### GLOSSARY

floating – unoszący się na wodzie  
guide – przewodnik  
stalls – stragany



## FOCUS ON WORDS | Collocations

- 6 1.54 Look at the words in the mind map. They are all in blue in texts A–C. Can you guess the meanings? Listen and repeat.



- 7 In your notebook, complete the statements with the words in Exercise 6.

- I like vegetarian food because it doesn't have any meat or fish in it.
- I always say food is           ? when it tastes very good.
- Pizza is a           ? Italian food. It's a recipe from that country.
- I don't like           ? food because it has a hot strong taste.
- I only eat           ? fish. It's the best way to cook it!
- I enjoy eating           ? fruit because it isn't old.
- My parents never buy           ? food from places near our home.

- 8 **SPEAKING** Are the sentences in Exercise 7 true for you? Tell a partner.

*I don't like vegetarian food because ...*

## FOCUS ON WORDS | Food

- 9 1.55 In your notebook, match the underlined words in texts A–C with the definitions. Then listen, check and repeat.

- an occasion when you eat food, e.g. breakfast =           ?
- fresh food that people prepare and serve on the street =           ?
- food prepared and cooked in a certain way =           ?
- a food or drink that a person or restaurant is well known for, that you can't always get in other places =           ?

- 10 **SPEAKING** Discuss the questions.

- Where do you usually go out for a meal with your family?
- What's your mum's speciality?
- What's your favourite dish?
- Do you like street food?



## La Merced

**What:** La Merced is a huge market in Mexico City and the main focus is food. You can also buy other goods, such as shoes or kitchen equipment. This is not a place to visit in a hurry – the market is inside a huge building and it's easy to get lost. There are plenty of places to eat street food inside. It's cheap and popular with local people as well as tourists.

**Don't miss:** Try specialities like *mole* (a sauce) and *quesadillas* (a type of thin bread filled with cheese). You can get vegetarian or meat *quesadillas*.

**How to get there:** It's a short walk from the main tourist area or take the metro to Merced (line 1).

**When:** Open daily 5 a.m. – 7 p.m.





## Articles

*I can use articles to refer to specific nouns and to make generalisations.*

## 1 Read the text. Copy the table and complete it.



**The Tomatina** is a festival in Spain. The festival happens every August in Buñol – on the last Wednesday in August. Buñol is a small town near Valencia. Thousands of people go to the festival every year. At the Tomatina, people go to the main square and they throw tomatoes! They squash the tomatoes first, so they don't hurt anyone. It's messy but lots of fun!

## The Tomatina Festival

|       |                                        |
|-------|----------------------------------------|
| What  | <sup>1</sup> <u>a Spanish festival</u> |
| Where | <sup>2</sup> ?                         |
| When  | <sup>3</sup> ?                         |

## 2 Read the GRAMMAR FOCUS. Find examples of the articles in the text.

## GRAMMAR FOCUS

## Articles

You use **a/an**:

- with a singular noun when it is one of many things/people:  
*Buñol is **a** small town.* (There are many towns in Spain)
- when you mention something for the first time:  
*It's **a** festival in Spain.*

You use **the**:

- when you talk about a specific thing that everybody knows:  
*People go to **the** main square.* (= a specific place)
- when you mention something for the second time:  
*It's **a** festival in Spain. **The** festival happens every August.*

There's no article (Ø):

- when you speak in general:  
*Do you like tomatoes? I hate cheese.*
- with days of the week or months, names of places or countries: *in Buñol, in August.*

## 3 1.56 Read the text. Which options are correct? Then listen and check.



**The Battle of the Oranges** is <sup>1</sup> the / a food festival. It happens every year in <sup>2</sup> Ø / an Ivrea. Ivrea is <sup>3</sup> a / the town in the north of Italy. At <sup>4</sup> the / a festival, nine teams of people throw <sup>5</sup> Ø / the oranges. Thousands of people take part! <sup>6</sup> Ø / The oranges are not from Ivrea – they are from the south of Italy. Each year, people throw about 265,000 kilos of <sup>7</sup> Ø / the oranges!

4 In your notebook, complete the text with **a/an, the** or **Ø**.

**The Hokitika** is <sup>1</sup> a festival in <sup>2</sup> ? New Zealand. It takes place every year in <sup>3</sup> ? March. <sup>4</sup> ? festival is about <sup>5</sup> ? wild food – food you find in <sup>6</sup> ? countryside. You can't buy wild food in <sup>7</sup> ? supermarket! At <sup>8</sup> ? festival, you can try <sup>9</sup> ? different kinds of wild food, for example, crocodile. It's <sup>10</sup> ? popular festival and thousands of people go!

5 **SPEAKING** Discuss the questions.

- Which festival would you like to go to? Why?
- Do you know any other food festivals? What happens there?

# 2.6

## SPEAKING

### Ordering food

*I can use simple phrases to order a meal.*

- 1 **1.57** Look at the photo and the menu. Listen and repeat the prices.

- 1 twenty-five p/pence
- 2 thirty-five p/pence
- 3 two pounds forty-five
- 4 one pound fifty
- 5 seventy-five p/pence
- 6 two pounds ninety-nine

- 2 **1.58** Listen to the prices and say which you hear. Then listen again and repeat.

- 1 a £2.15 b £2.50    4 a 70p b 17p
- 2 a €3.45 b €2.45    5 a €0.99 b €0.90
- 3 a €4.85 b €4.85    6 a 25c b 35c

- 3 **1.59** Read and listen. In your notebook, complete the sentences. What does Ben have to eat and drink?

Amy: Hi. Are you ready to order?

Ben: Yes. I'd like a <sup>1</sup> cheese sandwich with <sup>2</sup> ? .

Amy: OK. What would you like to drink?

Ben: Can I have a <sup>3</sup> ? , please?

Amy: Large or small?

Ben: Small, please.

Amy: Anything else?

Ben: Yeah ... Can I have a banana?

Amy: Anything else?

Ben: No, thanks. That's it. How much is it?

Amy: It's <sup>4</sup> ? .

Ben: Here you are.

Amy: Enjoy your meal.

Ben: Thanks.

- 4 **1.59** Read the SPEAKING FOCUS. Who says these sentences: Ben or Amy? Then listen again and check.

### SPEAKING FOCUS

#### Ordering food

Are you ready to order?

I'd like a/an/some ... /Can I have a/an/some ...?

What would you like to drink?

Large or small?

Anything else?

No, thanks. That's it.

How much is it?

It's ... (+ price)

Here you are.

Enjoy your meal.



- 5 In your notebook, match questions 1–6 with responses a–f.

- 1 How much is it?
  - 2 Are you ready to order?
  - 3 What would you like to drink?
  - 4 Anything else?
  - 5 Large or small?
  - 6 Enjoy your meal.
- a A bottle of mineral water, please.
  - b No, thanks, that's it.
  - c It's four pounds sixty-five.
  - d Large, please.
  - e Thanks.
  - f Yes, can I have a burger?

- 6 **SPEAKING** Follow the instructions below to order food. Use the SPEAKING FOCUS to help you.

**Student A:** You work at the café.

**Student B:** Look at the menu and decide what you want.



# 2.7

## WRITING

An email/a letter of invitation

*I can write a simple informal email/letter of invitation.*

- SPEAKING** Discuss the questions.
  - How often do you go to parties?
  - Do you bring anything with you? If yes, what?
- Read the email.** Does Emma mention any of the things you bring to parties?
- Read the email again.** In your notebook, match parts of the email A–F with descriptions 1–6.
  - Making the invitation
  - Finishing the email
  - Asking for confirmation
  - Giving the details (where? when? what kind of party?)
  - Greeting
  - Opening the email

**To:** Anna

**Subject:** Party

[A] Hi Anna,

[B] How are you?

[C] Would you like to come to my party? [D] It's on Saturday at my house at 7.30 p.m. It's a 'bring-your-own' party – everyone makes some food and brings a drink. Then we all eat the food together! You can make any recipe you want. Your pizzas are fantastic and you always make delicious salads too. Or you can bring an interesting dessert. ☺

[E] Can you come? What can you make? Email or text me and let me know!

[F] Love,

Emma xxx



- Copy the **WRITING FOCUS** and complete it with the headings in Exercise 3.

### WRITING FOCUS

#### An email/a letter of invitation

##### A *Greeting*

Hi John,  
Hello!

##### B ?

How are you?  
How are things?

##### C ?

Would you like to come to my party?  
Do you want to come to a party?

##### D ?

It's on Friday. It's at 8 p.m./It's on Friday at 8 p.m.  
It's at my house/at Moon Club.  
It's a birthday/fancy dress/bring-your-own/post-exam party.

##### E ?

Can you come?  
Email or text me and let me know.  
I hope you can come! Let me know!

##### F ?

Love,/Lots of love,  
Best wishes,

- Read the example sentences in the tables. Which options in the sentences below are correct?

| Subject  | Verb  | Article | Adjective | Object (noun) |
|----------|-------|---------|-----------|---------------|
| Everyone | makes | Ø       | Ø         | food.         |
| You      | make  | a       | delicious | salad.        |

| Subject     | to be | Article | Adjective      | Noun   |
|-------------|-------|---------|----------------|--------|
| Your pizzas | are   | Ø       | fantastic!     | Ø      |
| It          | is    | a       | bring-your-own | party. |

- The subject comes *before/after* the verb.
- The adjective usually comes *before/after* the noun.
- When there is no object, the adjective comes *before/after* the verb 'to be'.

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

- fancy-dress / party / a / It's  
*It's a fancy-dress party.*
- Your sandwiches / delicious / are
- listen to my / After dinner / I / music / favourite
- The music / fantastic / is
- make an / recipe / easy / You can

### SHOW WHAT YOU'VE LEARNT

- In your notebook, write an email of invitation of about 80–130 words to a friend. Decide:

- what kind of party it is,
- the details – where, what date and time,
- what you want your friend to bring.

Ask for confirmation.

## 2.1 Vocabulary 4.8

a **bag of onions** /ə, bæɡ əv 'ʌn jənz/ toreбка cebuli  
 a **bag of potatoes** /ə, bæɡ əv pə'teɪtəʊz/ toreбка ziemniaków  
 a **bag of sugar** /ə, bæɡ əv 'fʊɡə/ toreбка cukru  
 a **bottle of ketchup** /ə, bɒtl əv 'ketʃəp/ butelka ketchupu  
 a **bottle of oil** /ə, bɒtl əv 'ɔɪl/ butelka oleju  
 a **can of lemonade** /ə, kæn əv 'lemə'neɪd/ puszka lemoniady  
 a **can of soup** /ə, kæn əv su:p/ puszka zupy  
 a **carton of eggs** /ə, kɑ:tn əv 'egz/ opakowanie jajek  
 a **carton of milk** /ə, kɑ:tn əv 'mɪlk/ karton mleka  
 a **carton of orange juice** /ə, kɑ:tn əv 'ɒrəndʒ, dʒu:s/ karton soku pomarańczowego  
 a **jar of honey** /ə, dʒɑ:r əv 'hæni/ słoik miodu  
 a **jar of mayonnaise** /ə, dʒɑ:r əv, meɪə'neɪz/ słoik majonezu  
 a **jar of tomato sauce** /ə, dʒɑ:r əv tə'mɑ:təʊ 'sɔ:s/ słoik przecieru pomidorowego  
 a **loaf of bread** /ə, ləʊf əv 'bred/ bochenek chleba  
 a **packet of butter** /ə, pækɪt əv 'bʌtə/ kostka masła  
 a **packet of cocoa** /ə, pækɪt əv 'kəʊkəʊ/ paczka kakao  
 a **packet of crisps** /ə, pækɪt əv 'krɪspz/ paczka chipsów  
 a **packet of flour** /ə, pækɪt əv flauə/ paczka mąki  
 a **packet of Parmesan cheese** /ə, pækɪt əv, pɑ:mɪ'zæn 'tʃi:z/ opakowanie parmezanu  
 a **packet of spaghetti** /ə, pækɪt əv spə'geti/ paczka makaronu spaghetti  
 a **tin of peas** /ə, tɪn əv 'pi:z/ puszka groszku  
 a **tin of tuna** /ə, tɪn əv 'tju:nə/ puszka tuńczyka  
 a **tub of ice cream** /ə, tʌb əv, aɪs 'kri:m/ opakowanie lodów  
**bread** /bred/ chleb  
**brownie** /'braʊni/ ciasto czekoladowe  
**crisps** /krɪspz/ chipsy  
**(dark/milk) chocolate** /,dɑ:k/,mɪlk'tʃɒklət/ czekolada (gorzka/mleczna)  
**dessert** /dɪ'zɜ:t/ deser  
**egg** /eg/ jajko  
**favourite** /'feɪvərət/ ulubiony  
**flour** /'flauə/ mąka  
**for dessert** /fə dɪ'zɜ:t/ na deser  
**freezer** /'fri:zə/ zamrażarka  
**get a takeaway** /,get ə 'teɪkəweɪ/ kupić jedzenie na wynos  
**honey** /'hæni/ miód  
**ingredients** /ɪn 'ɡri:dɪənts/ składniki  
**juice** /dʒu:s/ sok  
**ketchup** /'ketʃəp/ ketchup  
**lemonade** /,lemə'neɪd/ lemoniada  
**make a snack** /,meɪk ə 'snæk/ przygotować przekąskę  
**mayonnaise** /,meɪə'neɪz/ majonez  
**milk** /mɪlk/ mleko  
**oil** /ɔɪl/ olej  
**on the way back** /ɒn ðə, weɪ 'bæk/ w drodze powrotnej  
**onion** /'ʌnjən/ cebula  
**pepper** /'pepə/ pieprz  
**potato** /pə'teɪtəʊ/ ziemniak  
**prepare** /prɪ'peə/ przygotowywać  
**salt** /sɔ:lt/ sól  
**sauce** /sɔ:s/ sos  
**snack** /snæk/ przekąska  
**soup** /su:p/ zupa  
**spaghetti bolognese** /spə,geti bɒlə'neɪz/ spaghetti bolognese  
**strawberry** /'strɔ:bəri/ truskawka  
**take out** /,teɪk 'aʊt/ wyjąć  
**tomato** /tə'mɑ:təʊ/ pomidor

**tuna** /'tju:nə/ tuńczyk  
**(two) bars of chocolate** /tu:, bæ:rz əv 'tʃɒklət/ (dwie) tabliczki czekolady  
**(vanilla) ice cream** /,(və'nɪlə),aɪs 'kri:m/ lody (waniliowe)

## 2.2 Grammar 4.9

a **packet of cornflakes** /ə, pækɪt əv 'kɔ:nfleɪks/ paczka płatków kukurydzianych  
**basil** /'bæzəl/ bazylia  
**classic** /'klæsɪk/ klasyczny  
**cola** /'kəʊlə/ cola  
**(egg and tuna) sandwich** /,(eg ən 'tju:nə) 'sænwɪdʒ/ kanapka (z jajkiem i tuńczykiem)  
**fridge** /frɪdʒ/ lodówka  
**ham** /hæm/ szynka  
**hamburger/burger** /'hæmbɜ:gə/'bɜ:gə/ hamburger  
**hungry** /'hʌŋɡri/ głodny  
**(mozzarella) cheese** /,(mɒtsə,relə) 'tʃi:z/ ser (mozzarella)  
**mushroom** /'mʌʃru:m/ grzyb, pieczarka  
**olive oil** /'ɒlɪv ɔɪl/ oliwa  
**pizza** /'pi:tʃə/ pizza  
**seafood** /'si:fʊd/ owoce morza  
**typical** /'tɪpɪkəl/ typowy

## 2.3 Listening 4.10

a **cup of (flour)** /ə, kʌp əv ('flauə)/ szklanka (mąki)  
**banana** /bə'nɑ:nə/ banan  
**boil (potatoes)** /,bɔɪl (pə 'teɪt əʊz)/ gotować (ziemniaki)  
**chop (fruit)** /,tʃɒp ('fru:t)/ siekać (owoce)  
**fantastic** /fæn'tæstɪk/ fantastyczny  
**fast food** /fɑ:st 'fu:d/ fast food  
**for breakfast** /fə 'brekfəst/ na śniadanie  
**fry (meat/an omelette)** /,fraɪ ('mi:t/ən 'ɒmlət)/ smażyć (mięso/omlet)  
**healthy** /'helθi/ zdrowy  
**heat** /hi:t/ rozgrzać  
**mix eggs with (potatoes)** /mɪks, egz wɪð pə'teɪtəʊz/ wymieszać jajka z (ziemniakami)  
**mixture** /'mɪkstʃə/ masa, mieszanina  
**omelette** /'ɒmlət/ omlet  
**on both sides** /ɒn, bəʊθ 'saɪdz/ po obydwu stronach  
**pan** /pæn/ patelnia  
**pancake** /'pænkɛɪk/ naleśnik  
**put on top of** /,put ɒn 'tɒp əv/ położyć na wierzchu  
**recipe** /'resəpi/ przepis  
**recommend** /,rekə'mend/ polecać  
**salad** /'sæləd/ sałatka  
**slice (cheese)** /,sleɪs ('tʃi:z)/ pokroić (ser) w plastry  
**take out of the pan** /,teɪk, aʊt əv ðə 'pæn/ zdjąć z patelni  
**try** /traɪ/ próbować  
**unhealthy** /ʌn'helθi/ niezdrowy  
**yummy** /'jamɪ/ pyszny

## 2.4 Reading 4.11

**chef/cook** /ʃef/kʊk/ kucharz  
**delicious (food)** /dɪ,lɪʃəs ('fu:d)/ pyszne (jedzenie)  
**dish** /dɪʃ/ danie  
**expensive** /ɪk'spensɪv/ drogi  
**experience** /ɪk'spɪəriəns/ doświadczenie, przeżycie  
**floating** /'flaʊtɪŋ/ unoszący się na wodzie  
**fresh food** /,freʃ 'fu:d/ świeże jedzenie  
**go out for a meal** /,gəʊ, aʊt fər ə 'mi:l/ wyjść coś zjeść  
**grilled (salmon)** /,ɡrɪld ('sæmən)/ grillowany (łosoś)  
**hot/spicy** /hɒt/'spaɪsi/ ostry, pikantny  
**kitchen equipment** /,kɪtʃɪn i'kwɪpmənt/ wyposażenie kuchenne  
**local food** /,ləʊkəl 'fu:d/ lokalne jedzenie  
**meal** /mi:l/ posiłek  
**noodles** /'nu:dlz/ makaron, kluski

**office** /'ɒfəs/ biuro  
**per person** /pə 'pɜ:sən/ na osobę  
**price** /praɪs/ cena  
**serve** /sɜ:v/ podawać  
**speciality** /,speʃi'æləti/ specjalność (popularne danie)  
**spicy food** /,spaɪsi 'fu:d/ ostre danie  
**stalls** /stɔ:lz/ stragany  
**street food** /'stri:t fu:d/ jedzenie uliczne  
**strong** /strɒŋ/ mocny  
**take the metro** /,teɪk ðə 'metrəʊ/ pojechać metrem  
**taste** /teɪst/ smak  
**guide** /gaɪd/ przewodnik  
**traditional food** /trə'dɪʃənəl fu:d/ tradycyjne jedzenie  
**vegetarian food** /,vedʒə'teəriən fu:d/ wegetariańskie jedzenie

## 2.5 Grammar 4.12

**crocodile** /'krɒkədɪl/ krokodyl  
**(food) festival** /('fu:d),festəvəl/ święto (jedzenia)  
**happen** /'hæpən/ mieć miejsce, odbywać się  
**main square** /,meɪn 'skweə/ główny plac  
**orange** /'ɒrəndʒ/ pomarańcza  
**squash** /skwɒʃ/ rozgnieść  
**supermarket** /'su:pə,mɑ:rkæt/ supermarket  
**team** /ti:m/ drużyna  
**throw** /θrəʊ/ rzucać  
**wild** /waɪld/ dziki

## 2.6 Speaking 4.13

**Anything else?** /,eniθɪŋ 'els/ Czy coś jeszcze?  
**Enjoy your meal!** /ɪn,dʒɔɪ jə 'mi:l/ Smacznego!  
**Here you are.** /'hɪə ju a:/ Proszę.  
**large** /lɑ:dʒ/ duży  
**menu** /'menju:/ menu  
**(mineral) water** /('mɪnərəl),wɔ:tə/ woda (mineralna)  
**order** /'ɔ:də/ zamawiać  
**pence** /pens/ pens (waluta brytyjska)  
**pound** /paʊnd/ funt (waluta brytyjska)  
**small** /smɔ:l/ mały

## 2.7 Writing 4.14

**birthday party** /'bɜ:θdeɪ, pɑ:ti/ impreza urodzinowa  
**bring-your-own party** /,brɪŋ jəʊ əʊn, pɑ:ti/ impreza składkowa  
**fancy dress party** /,fænsi 'dres, pɑ:ti/ bal przebierańców  
**post-exam party** /pəʊst ɪg,zæm 'pɑ:ti/ impreza po egzaminach



## SŁOWNICTWO I GRAMATYKA

- 1 Uzupełnij zdania właściwymi wyrazami z ramki. Dwa słowa nie pasują do żadnego zdania.

(bar bottle carton jar loaf packet tin tub)

- We've got a ? of ice cream for dessert.
- I want to buy a ? of crisps for the party.
- Can you buy a ? of bread at the supermarket?
- That ? of honey is almost empty. We need to buy a new one.
- Please can you pass me that ? of ketchup?
- There's a ? of juice on the table.

- 2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

- My father makes delicious omelettes. They are his ? . **SPECIAL**
- Fish and chips are a ? food in Britain. Many people eat them. **TRADITION**
- The food in that restaurant is ? . It is from farms near to the town and it's very good. **LOCATION**
- I usually have ? fish and salad for lunch. **GRILL**
- I don't eat meat. I'm a ? . **VEGETABLE**
- Curry can be very ? – it's often too hot for me to eat. **SPICE**

- 3 Wybierz poprawne opcje.

- There isn't *much* / *many* bread.
- I drink *any* / *a lot of* water every day.
- There's *any* / *some* orange juice in the fridge.
- How *much* / *many* pizzas do you eat a month?
- Are there *any* / *some* mushrooms on the pizza?
- There isn't *any* / *some* cheese in my sandwich.

- 4 Uzupełnij zdania właściwymi przedimkami: *a*, *an* lub *the*. Przed którymi wyrazami przedimek nie jest potrzebny?

- Do you like ? mushrooms?
- Let's go out for ? meal tonight.
- Please can I have ? apple?
- Dino's is a restaurant near my house. ? restaurant is popular with young people.
- We always have an omelette for breakfast on ? Sunday.
- Cheese is ? ingredient for pizzas.

## ŚRODKI JĘZYKOWE



### Wybór wielokrotny

- 5 Przeczytaj poniższe minidialogi. Które z podanych opcji A–C poprawnie je uzupełniają?

- X: Two cheese sandwiches then. Anything else?  
Y: No, thanks. ?  
A That's it. B They are fine. C Here they are.
- X: Do you want anything from the shops?  
Y: Yes, I'd like ? bar of chocolate, please.  
A the B Ø C a
- X: A mushroom pizza. Is that everything?  
Y: Yes. How ? is it?  
X: It's £6.50, please.  
A much B many C any
- X: What ? to drink?  
Y: Some orange juice, please.  
A can I have B are we ready C would you like
- X: Can I have a sandwich?  
Y: Sorry, we haven't got ? bread.  
A some B any C a
- X: Do you want to go to a restaurant tonight?  
Y: No, let's get a ? .  
A street food B takeaway C fast food

- 6 Przeczytaj tekst. Które z podanych opcji A–C poprawnie go uzupełniają?

## FOOD FOR SUMMER

Salad is the perfect food for summer. It's easy to <sup>1</sup> ? and it's very good for you. Salads usually have <sup>2</sup> ? tomatoes, onions and lettuce. But, you can put any ingredients you want <sup>3</sup> ? your salads! For example, you can add fruit such as strawberries or apples. You can add a <sup>4</sup> ? of tuna or some ham too. You can also make a salad with rice – it's <sup>5</sup> ? ! So next time you want to make a meal or a <sup>6</sup> ? , remember – try a salad.

- |               |             |           |
|---------------|-------------|-----------|
| 1 A makes     | B making    | C make    |
| 2 A some      | B any       | C many    |
| 3 A into      | B with      | C at      |
| 4 A bag       | B packet    | C tin     |
| 5 A favourite | B delicious | C strong  |
| 6 A tea       | B snack     | C dessert |

## SŁUCHANIE



### Dobieranie

- 7 1.60 Usłyszysz dwukrotnie rozmowę. Kogo dotyczą pytania 1–5: Bena czy Katie?

Which person ...

- wants to go to an Indian restaurant?
- suggests preparing a meal at home?
- doesn't eat meat?
- can go shopping?
- likes strawberry ice cream the most?

## CZYTANIE



### Dobieranie

8 Przeczytaj trzy teksty opisujące imprezy kulinarne. Których imprez A–C dotyczą zdania 1–7? Jedno zdanie podano dodatkowo i nie pasuje do żadnego tekstu.

- 1 There are lessons where you can learn to make some new recipes.
- 2 There is live music at this food festival.
- 3 It only has food from one area of Britain.
- 4 You don't have to pay to go to the festival.
- 5 You can buy clothes as well as food at this festival.
- 6 You can try out your own recipes.
- 7 You can try food from other countries.

A

### The Loch Lomond Food & Drink Festival

is one of the most popular festivals in Scotland. It brings over 20,000 people to the area to enjoy the delicious food and drink. It takes place every year in September and lasts two days. You can try and buy local food and traditional Scottish food. There is a Continental Market with foods from many different countries in Europe too. You can also watch top chefs prepare food. It's free!

B

### The Cheshire Food Festival

is a celebration of all the different foods from Cheshire in the north of England. The festival also supports local restaurants, farmers and food producers. You can try some fantastic food and watch some cooking demonstrations. There are also cooking classes, so you can prepare some dishes. It takes place in the gardens of Walton Hall and only costs £2 per person. It's free for children under 12 years old.

C

### THE GREAT BRITISH FOOD FESTIVAL

is a fantastic event for all the family. Watch top chefs cook, try amazing food from all over the country and enjoy the many bands that play there. There are several competitions, such as the famous Cake Off. There's entertainment for children too, including a magician. There's also a market with crafts and T-shirts, tops and trousers. A family ticket is £20 (two adults + two children). Don't miss it!

## MÓWIENIE



9 Przeczytaj zdania 1–6 i zdecyduj, kto je wypowiada: klient czy sprzedawca.

- |                                   |                          |
|-----------------------------------|--------------------------|
| 1 I'd like a small pizza, please. | 4 No, thanks. That's it. |
| 2 Anything else?                  | 5 Enjoy your meal.       |
| 3 Are you ready to order?         | 6 How much is it?        |

10 Pracując w parach, odegrajcie dialog według podanych wskazówek.

Uczeń A pracuje w kawiarni.

Uczeń B jest klientem kawiarni.

A

B

Zapytaj B, czy możesz przyjąć zamówienie.

Odpowiedz twierdząco i poproś o coś do jedzenia.

Dowiedz się, czy B chce się czegoś napić.

Powiedz, czego chcesz się napić.

Zapytaj, jakiej wielkości ma być napój.

Odpowiedz.

Zapytaj B, czy chce zamówić coś jeszcze.

Odpowiedz, a następnie zapytaj o cenę całego zamówienia.

Powiedz B, ile wynosi rachunek.

Zapłać za swoje zamówienie.

Uprzejmie zakończ rozmowę.

## PISANIE



### E-mail/list prywatny

11 Przeczytaj poniższe zadanie. Które zdania a–d pasują do jego poszczególnych podpunktów?

- a It's a Festival of Spicy Food. It's next weekend and it's free.
- b Can you come? Email or text me and let me know.
- c Would you like to come to a fantastic food festival with me?
- d How are you?

Interesujesz się kuchniami świata i zdrową żywnością, a wkrótce wybierasz się na organizowany w twojej okolicy festiwal kulinarny. Napisz do kolegi e-mail, w którym:

- pozdrowisz kolegę i zapytasz, co u niego słychać,
- zaproponujesz, żeby wybrał się z tobą na festiwal kulinarny,
- podasz szczegóły imprezy (miejsce, czas, koszt, atrakcje),
- poprosisz kolegę o potwierdzenie, czy do ciebie dołączy.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. E-mail powinien zawierać od 80 do 130 słów.

12 Wykonaj zadanie z ramki.



# 3

## Work

*I like work: it fascinates me. I can sit and look at it for hours.*

Jerome K. Jerome, *Three Men in a Boat: To Say Nothing of the Dog!*

BBC

### 3.1

## VOCABULARY

Jobs • work and job • prepositions

*I can use language related to jobs and types of work.*

### SHOW WHAT YOU KNOW

- 1 Think about jobs and write down as many as you can in one minute. Compare with other people in the class.

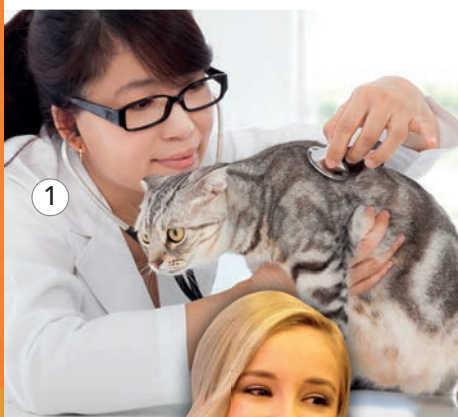
### FOCUS ON WORDS | Jobs

- 2  2.1 Look at the list of jobs in the box. Listen, repeat and translate.

accountant architect artist astronaut builder dentist  
doctor engineer factory worker farmer gardener  
hairdresser journalist lawyer mechanic nurse plumber  
receptionist scientist shop assistant soldier taxi driver  
teacher vet waiter

### REMEMBER THIS

A man is a waiter. A woman is a waitress.  
A man is an actor. A woman is an actress.





- 3 **SPEAKING** In your notebook, label the photos with ten of the words in Exercise 2. Which jobs would you like to do? Which would you not like to do? Why?/Why not? Discuss.

- |                        |                         |
|------------------------|-------------------------|
| 1 <input type="text"/> | 6 <input type="text"/>  |
| 2 <input type="text"/> | 7 <input type="text"/>  |
| 3 <input type="text"/> | 8 <input type="text"/>  |
| 4 <input type="text"/> | 9 <input type="text"/>  |
| 5 <input type="text"/> | 10 <input type="text"/> |

- 4 **2.2** Listen to five people talking about their jobs. In your notebook, match speakers A–E to five of the photos.

A  B  C  D  E

- 5 **2.2** Listen again. In your notebook, match speakers A–E to sentences 1–12.

- 1 He/She works with children.
- 2 He/She has **a badly-paid job**.
- 3 He/She likes this job but wants a different one.
- 4 He/She doesn't work for a company.
- 5 He/She works in a school.
- 6 He/She has **a part-time job** now and would like **a full-time job**.
- 7 He/She sometimes works in a team with others.
- 8 He/She says he/she **works hard**.
- 9 He/She works with his/her hands.
- 10 He/She sometimes **works long hours** and sometimes **works only two hours a day**.
- 11 He/She works in a hospital.
- 12 He/She works on small projects.



## FOCUS ON WORDS | *work and job*

- 6 **2.3** In your notebook, complete the collocations with the words in red in Exercise 5. Then listen, check and repeat.

- |                        |                                                                   |
|------------------------|-------------------------------------------------------------------|
| 1 <input type="text"/> | hard<br>eight hours a day<br>long hours<br>full-time<br>part-time |
| 2 <input type="text"/> | a well-paid<br>a badly-paid<br>a part-time<br>a full-time         |

- 7 In your notebook, complete the sentences with the names of people you know. Compare with a partner.

- 1  works hard. He/She is a ...
- 2  has got a part-time job. He/She is a ...
- 3  works long hours, sometimes  hours a day. He/She is a ...
- 4  has got a well-paid job. He/She is a ...
- 5  works full-time. He/She is a ...
- 6  has got a badly-paid job. He/She is a ...

## FOCUS ON WORDS | *Prepositions*

- 8 **2.4** In your notebook, complete the phrases with the prepositions in the underlined phrases in Exercise 5. Then listen, check and repeat.

- 1 work from home
- 2 work  a company
- 3 work  a hospital/a school/  
a supermarket/a shop/a café
- 4 work  children/people
- 5 work  your hands
- 6 work  a team
- 7 work  a project/the details

- 9 **SPEAKING** In your notebook, complete the questions with the prepositions in Exercise 8. Then ask and answer the questions.

- 1 Would you prefer to work  a company or to be your own boss? Why?
- 2 Would you like to work  children? Why?/Why not?
- 3 Would you like to work  a café?
- 4 Do you like to work  your hands?
- 5 Would you like to work  home? Why?/Why not?
- 6 Do you prefer to work  a project alone or  a team?

# 3.2

## GRAMMAR

### Present Continuous

*I can use the Present Continuous to talk about events happening at the time of speaking.*

"Hi Sarah, how are you? **What are you doing?**  
Oh. No, sorry, I can't help you, I'm very busy.  
**I'm chopping** the vegetables for salads ...  
**Are Maria and Anna working?** Yes, they are -  
Maria **is making** coffee and there are a lot of  
customers! Anna is busy too, **she's washing** the  
dishes. And Gomez **is talking** to a man at the  
back door. I think **they're having** an argument  
... No, Adam **isn't looking** at his phone as  
usual, **he's taking** money from the customers!  
We're really all very, VERY busy! Oh, wait, Gina  
**isn't doing** anything. **She's just standing** there.  
GINA! What are you doing?!"



- SPEAKING** Look at the people in the picture. Where do they work? What do they do?  
*Sally is a cook. She prepares food.*
- 2.5** Read and listen to Sally's telephone conversation with Sarah. Look at the picture. Does she tell her the truth?
- Copy the **GRAMMAR FOCUS** and complete it with the verbs in blue in Exercise 2.

### REMEMBER THIS

To form the -ing form:

- add -ing to the verb: stand → standing, work → working
- if the verb ends in e, drop e: make → making
- if the verb ends with a short vowel + a consonant, double the last letter: fit → fitting, chop → chopping

### GRAMMAR FOCUS

#### Present Continuous: am/are/is + -ing form

You use the Present Continuous to talk about actions at the time of speaking.

- |   |                                                                                                                                 |
|---|---------------------------------------------------------------------------------------------------------------------------------|
| + | I <b>'m chopping</b> vegetables.<br>Gomez <sup>2</sup> <b>?</b> to a man.<br>They <sup>3</sup> <b>?</b> an argument.            |
| - | Gina <sup>4</sup> <b>?</b> anything.<br>Adam <sup>5</sup> <b>?</b> at his phone.                                                |
| ? | What <sup>6</sup> <b>?</b> you <b>?</b> ?<br><sup>7</sup> <b>?</b> Maria and Anna <b>?</b> ?<br>Yes, they are./No, they aren't. |

- Copy the sentences about the picture. Complete them with the positive or negative form of the verbs in the box.

( chop cook discuss have make talk wash work )

- Sally **isn't cooking**. She **?** to Sarah on the phone.
- Maria **?** the dishes. She **?** coffee.
- Gomez **?** vegetables. He **?** something with a man at the back door.
- Adam and Maria **?** an argument. They are busy and they **?** hard.

- In your notebook, write questions from the prompts.

- doing / is / the teacher / What / ?
- near / anyone / Is / a window / sitting / ?
- anybody / black / wearing / something / Is / ?
- any / writing / Are / students / ?
- this / Are / doing / all the students / exercise / ?

- SPEAKING** Ask and answer the questions in Exercise 5.

A: *What is the teacher doing?*

B: *He/She is writing on the board.*



# 3.3

## LISTENING

Gap fill

*I can identify key details in a simple radio programme.*

### 1 Read about the Peace Corps and answer the questions.

- Which country is the Peace Corps from?
- What does the Peace Corps do?
- What do the volunteers do?

## US TODAY

Peace Corps is a US government programme. It sends American volunteers\* to work abroad. Peace Corps promotes peace and friendship in the world. Volunteers work with children and adults. They teach them subjects such as English, Business Skills and Information Technology. The local people also learn practical skills. Volunteers can work in health, education or agriculture.



### GLOSSARY

volunteer – wolontariusz

### 2 What kind of information is missing in each gap? In your notebook, match gaps 1–6 with definitions a–f.

- More than c Peace Corps volunteers are working around the world today.
- The first speaker, Amy, is in ?.
- Amy is helping to build a new ?.
- Terri and her co-workers are producing fresh ? for people in hospital.
- Richard is learning ? from the children.
- Peace Corps volunteers meet people who are ?.

- |                         |                           |
|-------------------------|---------------------------|
| a the name of continent | d something you can learn |
| b a kind of food        | e an adjective            |
| c a number              | f a type of building      |

### 3 2.6 Listen to a radio programme. In your notebook, complete sentences 1–6 in Exercise 2.

#### LISTENING FOCUS Gap fill

### 4 2.6 Listen to the radio programme again. In your notebook, complete the sentences with 1–3 words or numbers in each gap.

- Peace Corps volunteers live and work in ? in the world.
- Amy ? the place where she's working.
- Some people from the ? Terri in a vegetable garden.
- Street children ? how to speak the local language.

### 5 SPEAKING Would you like to work as a volunteer abroad? Which statements do you agree with? Discuss with a partner.

I would like to do voluntary work abroad because

- I love travelling.
- I want to learn about the world.
- I would like to teach English to children in Africa.

I wouldn't like to work abroad because:

- I don't like foreign food.
- I'm rubbish at learning languages.
- I'm scared of new places.

#### PRONUNCIATION FOCUS

### 6 2.7 Copy the words. Listen, identify and circle the silent letter in each word. Then listen again and repeat.

- |           |              |          |
|-----------|--------------|----------|
| 1 plumber | 4 government | 6 listen |
| 2 lawyer  | 5 climber    | 7 know   |
| 3 writer  |              |          |

#### FOCUS ON WORDS | learn and teach

### 7 2.8 In your notebook, complete the list with learn and teach. Then listen, check and repeat.

- ? to make bread/practical skills/about yourself/Spanish from a friend
- ? children Spanish/Spanish/Spanish to children/them to make bread/them about Spain

#### REMEMBER THIS

You can teach somebody something or teach something **to** somebody, but you learn something **from** somebody. Also, you can learn **to** do something, but you teach **somebody to** do something.

### 8 SPEAKING What are you learning this week? What is your teacher teaching you?

# 3.4

## READING

Matching

*I can read a simple article and identify specific information.*

- SPEAKING** Look at the photos and discuss the questions with a partner.
  - Think of two things each person can do in his or her job.
  - Which job do you think is the most interesting?
- Read the article and check your ideas in Exercise 1.

### READING FOCUS Matching

-  Read the article again and answer the questions. In your notebook, write M (Monica), P (Paul) and T (Tom).
  - Who says his/her job is well-paid?
  - Who helps busy people?
  - Who says his/her work is fun but difficult?
  - Who sometimes works outdoors?
  - Who follows plans prepared by someone else?
  - Who meets people he/she likes?
  - Who works in many different places?
  - Who would like to have a higher position in his/her job?

- SPEAKING** Discuss the questions.
  - Which of these jobs would you most like to do? Why?
  - Which one would you not like to do? Why not?

### FOCUS ON WORDS | Work

-  **2.10** Copy the sentences and complete them with the words in the box. Then listen, check and repeat.

customer   demanding   factory   salary  
responsible   quality

- A  is a big place where they produce things.
- If a job is , you work hard in it.
- A  is a person who buys a product or service.
- The  of a product means how good the product is.
- If you are  for something, it is your duty or your job to take care of it.
- Your  is the money you get regularly for work (usually every month).

- SPEAKING** In your notebook, complete the advertisement with the words in Exercise 5. Would you like to do this job? Why?/Why not? Tell your partner.

## SWEET JOB

**Cindy's Chocolate®** needs energetic, young Activity Leaders to work with young children who come to visit our <sup>1</sup>  . As an Activity Leader you are <sup>2</sup>  for organising activities for groups of ten children. The work is <sup>3</sup>  but fun.

- Do you communicate well with children?
- Can you make our young <sup>4</sup>  feel welcome?
- Do you care about the <sup>5</sup>  of your work?

**If the answer is yes, reply today to [www.cindyschocolate.co.uk](http://www.cindyschocolate.co.uk)!**

Starting <sup>6</sup>  £960 per month (full-time) plus 1 kilogram of chocolate products.

### FOCUS ON WORDS | Collocations

-  **2.11** In your notebook, complete the collocations with the underlined words in the article. Then listen, check and repeat.

- earn your
- earn a
- earn a good
- earn  (for your needs)
- earn some money
- earn £350 a week

- SPEAKING** Discuss the statements with a partner.

**A good job: what does it mean?**

- You earn a lot.
- You earn enough for your needs.
- It is interesting and demanding.
- It is not very demanding.
- It is useful to other people.
- You meet a lot of people.



# WORK OR HOBBY?

2.9

Can you really earn your living by eating ice cream, building with Lego or walking a dog? Yes, you can!

## PET SITTER

*Monica looks after other people's dogs.*

When people spend many hours at work, or when they are going away, they phone our company. We look after the dog for them. I go to the customer's house. First I talk to the dog, and when it knows me and isn't <sup>5</sup> afraid, I take it for a walk. I play with it and give it food.

I don't earn a lot, but I like the job because I like dogs. I have three myself. I understand them, I know how to take care of them and communicate with them. Meeting a new dog is interesting to me, almost <sup>10</sup> like meeting a person. And I also meet people – my favourite kind: dog lovers!

## ICE CREAM TASTER

*Paul tastes ice cream for a living.*

I like my job, but it's not the same as eating ice cream on the beach! I'm responsible for the quality of our product. I need to know the small difference between <sup>15</sup> 'good' and 'amazing' ice cream. When I come to the factory, thirty samples\* are waiting for me in a fridge. I take them out and wait: I can taste the ice cream better when it's not too cold. I always use a gold spoon. Other metals change the taste. My personal favourites <sup>20</sup> are mango in the summer, chocolate in winter and vanilla at any time! I enjoy the work, I earn a good salary, but on some days I think: I never want to eat another spoonful\* of ice cream in my life!

## LEGO® MODEL BUILDER

*Tom gets paid for building with Lego bricks\*.*

Some people don't believe me when I tell them what <sup>25</sup> I do. They ask, 'They pay you to play with Lego?' Well, almost. But I can't build what I like. When we are working on a model – it can be a castle, a helicopter, a dinosaur – the Master Builder makes the plans and the team puts the model together. It's fun, I earn <sup>30</sup> enough but it's also quite demanding. The most difficult part is moving the models – they can break and then we have extra work. My favourite project? A three-metre model of Big Ben in London: 61,200 bricks! My ambition is to become a Master Builder and <sup>35</sup> work on my own ideas.

### GLOSSARY

sample – próbka  
spoonful – łyżka  
bricks – klocki, cegły



Present Simple and Present Continuous

*I can use the Present Simple and Present Continuous to talk about present actions.*

### 1 Read the text and answer the questions.

- 1 What is the girl's job?
- 2 What are the hotel staff doing today?



Every summer, I work as a receptionist in the local hotel. I like it. It's usually quiet and I don't have a lot of work. When guests **arrive**, I **give** them their keys. At 11.00, I always **have** coffee and a cake.

But this summer everything's different. Our town **is organising** an arts festival. A hundred people are staying at the hotel. Today we're preparing for a big party! At the moment, the waiters **are bringing** more tables and the manager **is telling** me to do three different jobs. I hate it when it is like this! No coffee for me today!

### 2 Copy the GRAMMAR FOCUS and complete it with the verbs in blue in Exercise 1.

#### GRAMMAR FOCUS

##### Present Simple and Present Continuous

You use the **Present Simple** to talk about facts, habits and routines.

When guests <sup>1</sup>**arrive**, I <sup>2</sup> ? them their key.

At 11.00, I always <sup>3</sup> ? coffee and a cake.

Time expressions: *always, usually, every day/morning/summer, on Saturdays, etc.*

You use the **Present Continuous**:

- to talk about activities at the moment of speaking:  
The waiters <sup>4</sup> ? more tables. The manager <sup>5</sup> ? me to do three different jobs.

- to talk about temporary actions:  
Our town <sup>6</sup> ? an arts festival. (*this summer*)

Time expressions: *at the moment, now, right now, today, this month, this summer, etc.*

#### REMEMBER THIS

These verbs do not have the Present Continuous form: *believe, hate, know, like, love, mean, need, prefer, understand, want.*

### 3 In your notebook, complete the sentences with the Present Simple or the Present Continuous form of the verbs in brackets.

- 1 I **work** (work) as a mechanic for SuperCars.
- 2 Jane ? (work) as a waitress in a café this summer.
- 3 Please don't talk to me now. I ? (finish) an email.
- 4 I ? (finish) work at five.
- 5 We ? (go) to the cinema on Saturdays, but today we ? (go) to the theatre.

### 4 In your notebook, complete Freddie's email with the correct form of the verbs in brackets.

Hi Emily,

Guess where I am! At the moment, I <sup>1</sup>**'m looking** (look) at the Atlantic!

I've got a holiday job as an au pair with a Spanish family. They're on holiday in Vigo just now, and I <sup>2</sup> ? (look) after the children.

I usually <sup>3</sup> ? (play) with the kids, but at the moment they <sup>4</sup> ? (sleep). It's their siesta. I usually <sup>5</sup> ? (relax) too, but today I <sup>6</sup> ? (write) to you.

My 'working' day <sup>7</sup> ? (start) early; I <sup>8</sup> ? (take) the children for a swim. They <sup>9</sup> ? (love) the water! After dinner, I <sup>10</sup> ? (read) stories to them. The sun <sup>11</sup> ? (shine) and life <sup>12</sup> ? (be) perfect! I <sup>13</sup> ? (believe) I've got the best job in the world.

What about you? How's your holiday job going?

Love,

Freddie

### 5 In your notebook, write true statements from the prompts. Use the Present Simple or the Present Continuous.

- 1 I / do / a lot of sports  
*I do a lot of sports or I don't do a lot of sports.*
- 2 I / learn / to play a musical instrument / at the moment
- 3 My best friend / live / near me
- 4 My parents / work / in a big company
- 5 We / go / on holiday abroad / every year
- 6 My English teacher / talk / at the moment

### 6 SPEAKING In your notebook, write questions for the statements in Exercise 5. Then ask and answer the questions.

A: *Do you do a lot of sports?*

B: *Yes, I do or No, I don't.*

#### FOCUS VLOG A typical day

**2.12** Listen to the Focus Vlog and, in your notebook, list five things the people are doing now.



# 3.6

## SPEAKING

Describing a photo

*I can describe everyday things, basic activities and events in a photo.*

- 1 **SPEAKING** Look at Photo 1 and discuss the questions with a partner.
  - 1 Who is in the photo?
  - 2 Where are they?
  - 3 What are they doing?
- 2 **2.13** Listen to a student describing Photo 1. Compare his answers with yours.
- 3 **2.13** Listen again. What other questions does the student answer?
  - 1 What are the people wearing?
  - 2 How old are they?
  - 3 Are they working alone or in a team?
  - 4 Is the work hard?
  - 5 How are they feeling?
  - 6 What are they thinking?
  - 7 Do you think they like their job?
- 4 **2.13** Read the **SPEAKING FOCUS**. Then listen again. Which phrases can you hear?

### SPEAKING FOCUS

#### Describing a photo

##### Who? Where? What are they doing?

The photo shows (a person/people) in a (place).  
In the photo there is/there are (a person/people) in a (place).

He/She is ... /They are ... + -ing

##### Details of the picture

On the left/On the right

In the background ...

We can also see ...

He/She's wearing ...

##### What you think

Perhaps .../Maybe ...

I think he is .../they are ...

### REMEMBER THIS

You use the **Present Continuous** to say what people are doing in a photo.

- 5 **SPEAKING** Follow the instructions below to talk about Photos 2 and 3. Use the **SPEAKING FOCUS** to help you.
  - 1 Say who is in the photo and where they are.
  - 2 Say what the people are doing.
  - 3 Choose two questions from Exercise 3 and answer them.
- 6 **SPEAKING** Would you like to do the job in your photo? Why?/Why not?



An email/a letter of request

*I can write a short email/letter of request.*

- 1  2.14 Listen to the conversation between Rose and her boss, Jeremy. What does Jeremy want Rose to do? In your notebook, complete the missing information.

- > phone a <sup>1</sup> restaurant
- > order <sup>2</sup> ? for <sup>3</sup> ? people (for the meeting)
- > remember to order something for <sup>4</sup> ?
- > need lunch by <sup>5</sup> ?
- > prepare bags of <sup>6</sup> ? for customers

- 2 What's Rose's problem? What do you think she decides to do?
- 3 Read Email 1. What is wrong with it?
- 1 There is not enough information.
  - 2 There is too much information.
  - 3 The message is not clear.
  - 4 The request is not polite.
  - 5 The message is too long.

**To:** Greg Sutter  
**From:** Rose Orton  
**Subject:** Tomorrow's meeting

Greg,  
 Phone a restaurant and order lunch for the people at the meeting. Order something for vegetarians too. Prepare bags of presents for everyone. Use the pens in my desk.  
 Rose

- 4 Read Email 2. Why is it better?

**To:** Greg Sutter  
**From:** Rose Orton  
**Subject:** Tomorrow's meeting

Greg,  
 [A] I've got a problem and I need your help with tomorrow's meeting. I've got an exam in half an hour and I haven't got the time to do this.  
 [B] Please could you phone a good restaurant and order lunch for twelve people for tomorrow's meeting at 12.30? Could you order some vegetarian dishes too? Also, we need to prepare bags of presents for the customers. There are twenty expensive pens in a box in my desk and you could use those. The receptionist has got company bags to put them in.  
 [C] Sorry to bother you, but I just don't have the time.  
 Thanks a lot,  
 Rose



- 5 Read Email 2 again. In your notebook, match explanations 1–3 with parts A–C of the email.
- 1 Rose asks Greg to do some things.
  - 2 Rose introduces her problem.
  - 3 Rose thanks Greg and says she's sorry for the trouble.
- 6 Copy the WRITING FOCUS and complete it with words and phrases in Email 2.

### WRITING FOCUS

#### An email/a letter of request

- Introduction  
 I've got a <sup>1</sup> problem.  
 I need your/some <sup>2</sup> ?.  
 Could you help me?  
 Could you do me a favour?
- Requests  
 Please <sup>3</sup> ? you ...?  
 Could you please ...?  
 Do you think you could ...?  
 Could you also ...?
- Conclusion  
 (So) Sorry to <sup>4</sup> ? you.  
 Thanks <sup>5</sup> ? / Thank you very much.

- 7 In your notebook, rewrite sentences 1–4 as polite requests. Use the words in brackets.
- 1 Take this letter to the post office. (COULD/PLEASE)  
*Could you please take this letter to the post office?*
  - 2 Phone the plumber. (THINK/COULD)
  - 3 Give these papers to Mr Flynn. (PLEASE/FAVOUR)
  - 4 Ask him to sign them. (ALSO/PLEASE)

### SHOW WHAT YOU'VE LEARNT

- 8 In your notebook, write an email of about 80–130 words to a colleague. Ask him/her to do the things you cannot do.
- You work in a small music shop. You don't feel well and you're going home.  
 Things you haven't got time to do:
- send the three CDs on the desk to Mr L. Henderson (the address is on a piece of paper with the CDs),
  - email Mrs Young and tell her we've got the old Beatles LP for her,
  - phone the computer man. The system isn't working well.



## 3.1 Vocabulary 4.15

**accountant** /ə'kaʊntənt/ księgowy  
**architect** /'ɑːktɛkt/ architekt  
**artist** /'ɑːtɪst/ artysta  
**astronaut** /'æstrənɔːt/ astronauta  
**badly-paid/well-paid job** /'bædli 'peɪd /,wel 'peɪd /dʒɒb/ słabo/dobrze płatna praca  
**boss** /bɒs/ szef  
**builder** /'bɪldə/ budowniczy  
**dentist** /'dentɪst/ dentysta  
**do projects** /,duː 'prɒdʒekts/ realizować projekty  
**do sth useful** /,duː ,sʌmθɪŋ 'juːsfəl/ zrobić coś pożytecznego  
**doctor** /'dɒktə/ lekarz  
**drive around** /,draɪv ə'raʊnd/ pojechać na przejażdżkę  
**engineer** /,endʒə'nɪə/ inżynier  
**factory worker** /'fæktəri ,wɜːkə/ robotnik w fabryce  
**farmer** /'fɑːmə/ rolnik  
**full-time/part-time job** /,fʊl taɪm/,pɑːt taɪm 'dʒɒb/ praca w pełnym/niepełnym wymiarze godzin  
**gardener** /'gɑːdnə/ ogrodnik  
**hairdresser** /'heə,dresə/ fryzjer  
**journalist** /'dʒɜːnəlɪst/ dziennikarz  
**lawyer** /'lɔːjə/ prawnik  
**mechanic** /mɪ'kænɪk/ mechanik  
**nurse** /nɜːs/ pielęgniarka/pielęgniarka  
**patient** /'peɪjənt/ pacjent  
**plumber** /'plʌmə/ hydraulik  
**profession** /prə'feʃən/ zawód  
**receptionist** /rɪ'sepʃənɪst/ recepcjonista  
**scientist** /'saɪəntɪst/ naukowiec  
**shop assistant** /'ʃɒp ə'sɪstənt/ sprzedawca  
**soldier** /'səʊldʒə/ żołnierz  
**taxi driver** /'tæksɪ ,draɪvə/ taksówkarz  
**teacher** /'tiːtʃə/ nauczyciel  
**vet** /vet/ weterynarz  
**waiter/waitress** /'weɪtə/'weɪtrəs/ kelner/kelnerka  
**work (eight) hours a day** /,wɜːk (eɪt) ,aʊəz ə 'deɪ/ pracować (osiem) godzin dziennie  
**work for a company** /,wɜːk fər ə 'kʌmpəni/ pracować w firmie  
**work from home** /,wɜːk frəm 'həʊm/ pracować w domu  
**work full-time/part-time** /,wɜːk ,fʊl 'taɪm/,pɑːt 'taɪm/ pracować w pełnym/niepełnym wymiarze godzin  
**work hard** /,wɜːk 'hɑːd/ ciężko pracować  
**work in a (supermarket/hospital)** /,wɜːk ɪn ə ('suːpə,mɑːkɪt/'hɒspɪtəl)/ pracować w (supermarkecie/szpitalu)  
**work in a team** /,wɜːk ɪn ə 'tiːm/ pracować w zespole  
**work long hours** /,wɜːk lɒŋ 'aʊəz/ pracować długo, pracować do późna  
**work on a project/the details** /,wɜːk ɒn ə 'prɒdʒekt /ðə 'diːteɪlz/ pracować nad projektem/szczegółami  
**work with people/children** /,wɜːk wɪð 'piːpəl/'tʃɪldrən/ pracować z ludźmi/dziećmi  
**work with your hands** /,wɜːk wɪð jə 'hændz/ pracować fizycznie  
**worker** /'wɜːkə/ pracownik

## 3.2 Grammar 4.16

**discuss** /dɪ'skʌs/ dyskutować  
**have an argument** /,hæv ən 'ɑːɡjəmənt/ pokłócić się  
**make coffee** /,meɪk 'kɒfi/ robić kawę  
**serve customers** /,sɜːv 'kʌstəməz/ obsługiwać klientów  
**talk on the phone** /,tɔːk ɒn ðə 'fəʊn/ rozmawiać przez telefon  
**work in the kitchen** /,wɜːk ɪn ðə 'kɪtʃɪn/ pracować w kuchni

## 3.3 Listening 4.17

**agriculture** /'æɡrɪ,kʌltʃə/ rolnictwo  
**be scared of** /,bi 'skeəd əv/ bać się  
**build** /bɪld/ budować  
**co-worker** /,kəʊ'wɜːkə/ współpracownik  
**difficult** /'dɪfɪkəlt/ trudny  
**do voluntary work** /,duː 'vɒləntəri wɜːk/ pracować w wolontariacie  
**easy** /'iːzi/ łatwy  
**education** /,edʒu'keɪʃən/ szkolnictwo/ wykształcenie  
**exciting** /ɪk'saɪtɪŋ/ ekscytujący  
**fascinating** /'fæsəneɪtɪŋ/ fascynujący  
**foreign** /'fɒrən/ zagraniczny  
**government programme** /'ɡʌvənmənt ,prəʊɡræm/ program rządowy  
**health** /helθ/ zdrowie  
**learn a new language** /,lɜːn ə njuː 'læŋɡwɪdʒ/ uczyć się nowego języka  
**learn about yourself/the world** /,lɜːn ə ,baʊt jɔː'self / ðə 'wɜːld/ dowiedzieć się czegoś o samym sobie/świecie  
**learn practical skills** /,lɜːn 'præktɪkəl skɪlz/ uczyć się praktycznych umiejętności  
**learn Spanish from a friend** /,lɜːn ,spæɪnɪʃ frəm ə 'freɪnd/ uczyć się hiszpańskiego od kolegi  
**learn to make bread** /,lɜːn tə meɪk 'bred/ uczyć się robić chleb  
**life choices** /'laɪf ,tʃɔɪsɪz/ życiowe wybory  
**life experience** /'laɪf ɪk'spiəriəns/ doświadczenie życiowe  
**make money** /,meɪk 'mʌni/ zarabiać pieniądze  
**meet people** /,miːt 'piːpəl/ poznawać ludzi  
**Peace Corps** /'piːs kɔː/ Korpus Pokoju  
**physical work** /'fɪzɪkəl ,wɜːk/ praca fizyczna  
**produce (fresh) vegetables** /prə'djuːs (freʃ) 'vedʒtəbəlz/ uprawiać (świeże) warzywa  
**promote peace and friendship** /prə'məʊt ,piːs ən 'freɪndʃɪp/ działać na rzecz pokoju i przyjaźni  
**rubbish at** /'rʌbɪʃ ət/ kiepski w  
**run a vegetable garden** /,rʌn ə 'vedʒtəbəl ,ɡɑːdn/ uprawiać ogród warzywny  
**run (a bakery)** /,rʌn (ə 'beɪkəri)/ prowadzić (piekarnię)  
**send volunteers to work** /,send ,vɒlən'tɪəz tə 'wɜːk/ delegować wolontariuszy do pracy  
**subject** /'sʌbdʒɪkt/ przedmiot  
**teach children Spanish/teach Spanish to children** /,tiːtʃ ,tʃɪldrən 'spæɪnɪʃ/ ,tiːtʃ ,spæɪnɪʃ tə 'tʃɪldrən/ uczyć dzieci hiszpańskiego  
**teach Spanish** /,tiːtʃ 'spæɪnɪʃ/ uczyć hiszpańskiego  
**teach them about Spain** /,tiːtʃ ðəm ə ,baʊt 'speɪn/ uczyć ich o Hiszpanii  
**teach them to make bread** /,tiːtʃ ðəm tə ,meɪk 'bred/ uczyć ich robić chleb  
**village** /'vɪlɪdʒ/ wieś, wioska  
**volunteer** /,vɒlən'tɪə/ wolontariusz  
**work abroad** /,wɜːk ə'brɔːd/ pracować za granicą  
**work in education/health** /,wɜːk ɪn ,edʒu'keɪʃən/'helθ/ pracować w branży edukacyjnej/medycznej  
**work outside** /,wɜːk aʊt'saɪd/ pracować na zewnątrz

## 3.4 Reading 4.18

**bricks** /brɪks/ klocki, cegły  
**customer** /'kʌstəmə/ klient  
**demanding** /dɪ'mɑːndɪŋ/ wymagający  
**dog lover** /'dɒɡ ,lʌvə/ miłośnik psów  
**duty** /'djuːti/ obowiązek  
**earn (350) pounds a week** /,ɜːn (θriː ,haʊndrəd ən ,fɪfti) paʊndz ə 'wiːk/ zarabiać (trzysta pięćdziesiąt) funtów na tydzień

**earn a good salary** /,ɜːn ə ,ɡʊd 'sæləri/ mieć dobrą pensję  
**earn a lot** /,ɜːn ə lɒt/ zarabiać dużo  
**earn enough (for your needs)** /,ɜːn ɪ'nʌf (fə jə 'niːdz)/ zarabiać wystarczająco dużo (na swoje potrzeby)  
**earn some money** /,ɜːn səm 'mʌni/ zarobić trochę pieniędzy  
**earn your living** /,ɜːn jə 'lɪvɪŋ/ zarabiać na życie  
**extra work** /,ekstrə 'wɜːk/ praca dodatkowa  
**factory** /'fæktəri/ fabryka  
**go away** /,ɡəʊ ə'weɪ/ wyjeżdżać  
**meeting** /'miːtɪŋ/ spotkanie  
**organise activities** /'ɔːɡənɪz æk'tɪvətɪz/ organizować zajęcia  
**phone** /fəʊn/ dzwonić  
**product** /'prɒdʌkt/ produkt  
**put (a model) together** /,put (ə ,mɒdl) tə'geðə/ składać (model)  
**quality** /'kwɒləti/ jakość  
**responsible** /rɪ'spɒnsəbəl/ odpowiedzialny  
**salary** /'sæləri/ pensja, wynagrodzenie  
**sample** /'sɑːmpəl/ próbka  
**service** /'sɜːvɪs/ usługa  
**spoonful** /'spuːnful/ łyżka  
**take care of** /,teɪk 'keər əv/ dbać o  
**work on a model** /,wɜːk ɒn ə 'mɒdl/ pracować nad modelem

## 3.5 Grammar 4.19

**au pair** /əʊ 'peə/ au pair  
**finish work at (five)** /,fɪnɪʃ ,wɜːk ət ('faɪv)/ kończyć pracę o (piątej)  
**guest** /ɡest/ gość  
**holiday job** /'hɒlədeɪ dʒɒb/ praca wakacyjna  
**manager** /'mænɪdʒə/ kierownik  
**play with the kids** /,pleɪ wɪð ðə 'kɪdz/ bawić się z dziećmi  
**prepare for** /prɪ'peə fə/ przygotować się do

## 3.6 Speaking 4.20

**explain** /ɪk'spleɪn/ wyjaśnić  
**garage** /'ɡærɪdʒ/ garaż, warsztat  
**repair** /rɪ'peə/ naprawiać  
**service a car** /,sɜːvɪs ə 'kɑː/ naprawiać samochód

## 3.7 Writing 4.21

**bother** /'bɒðə/ przeszkadzać  
**colleague** /'kɒliːɡ/ kolega z pracy  
**do a favour** /,duː ə 'feɪvə/ zrobić przysługę  
**sign** /saɪn/ podpisywać  
**(not) work well** /,wɜːk (nɒt) 'wel/ (nie) działać poprawnie

## SŁOWNICTWO I GRAMATYKA

- 1 Uzupełnij zdania właściwymi wyrazami z ramki. Dwa słowa nie pasują do żadnego zdania.

(hairstylist journalist lawyer mechanic nurse receptionist vet waiter)

- Megan is a ? at the Hilton hotel. She writes down guests' details and gives them their keys.
- Claire's mum is a ? . She looks after children in a hospital.
- Josh is a ? in a Mexican restaurant.
- Helen is a ? . She looks after animals.
- Mrs Grant is a ? . She cuts people's hair.
- Luke has a problem with his car. He is taking it to a ? .

- 2 Uzupełnij zdania b właściwymi wyrazami w taki sposób, aby stanowiły przeciwieństwo zdań a.

- a He has got a well-paid job.

b His job is ? paid.
- a She works part-time.

b She's got a ? job.
- a Their working day is quite short.

b They work ? hours.
- a Her job is easy.

b She has got a ? job.
- a He works in an office.

b He works from ? .

- 3 Uzupełnij tekst właściwymi formami czasowników podanych w ramce. Użyj czasu Present Continuous.

(have help not/work phone prepare talk wait)

Our hotel is very busy today. A big group of people <sup>1</sup> ? a conference. One of them <sup>2</sup> ? equipment for his presentation. The receptionist <sup>3</sup> ? him. Two taxi drivers <sup>4</sup> ? for their customers. Dan, the manager, <sup>5</sup> ? on the phone. He <sup>6</sup> ? his friend, because our computer <sup>7</sup> ? .

- 4 Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach. Użyj czasu Present Continuous lub Present Simple.

- Matt's got a great job. He ? (earn) a good salary.
- Alex and Rachel are engineers. They ? (work) in a team for an electronics company. They ? (work) on a new smartphone at the moment.
- I ? (travel) a lot in my job. This week I ? (travel) to South Africa.
- Lucy ? (love) her job. She ? (believe) it's perfect.
- I ? (send) about a hundred emails every day. This is the last one I ? (send) today.
- Sarah ? (hate) her job and she ? (want) to find a different one.

## ŚRODKI JĘZYKOWE



### Tłumaczenie, pary zdań

- 5 Która z opcji A–C jest poprawnym tłumaczeniem fragmentu podanego w nawiasach?

- Mr Jameson (*sprzedaje*) twenty computers every day.  
A sell B is selling C sells
- James works very well (*w zespole*).  
A as a group B in a team C for a company
- (*Czy mógłbyś*) help me, please?  
A Could you B Do you C You could
- We're very busy at the moment; we (*kończymy*) an important project.  
A finishing B finish C are finishing
- I think I'm a good worker. I can (*ciężko pracować*).  
A work hard B hard work C working hard

- 6 Która z podanych opcji A–C poprawnie uzupełnia luki w obydwu zdaniach każdej pary?

- We all ? long hours at the end of the month. Journalists often ? from home.  
A write B do C work
- A builder works ? his hands. My father works ? people from different countries.  
A for B with C on
- Paul's got a part-time ? . I'm looking for a holiday ? .  
A work B salary C job
- Would you like to work ? an international company? I'm responsible ? answering the phone.  
A in B for C to
- How do you ? your living? She doesn't ? a lot.  
A earn B make C spend

## ŚLUCHANIE



### Uzupełnianie luk

- 7 **2.15** Usłyszysz dwukrotnie rozmowę na temat pierwszej pracy. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–6 w poniższym streszczeniu. W każdą lukę należy wpisać maksymalnie trzy wyrazy w języku angielskim.

### WSKAZÓWKA

Przeczytaj szybko streszczenie nagrania przed rozpoczęciem słuchania i zastanów się, jakiego rodzaju wyrazy/wyrażenia należy wpisać w poszczególne luki. Niekiedy luki w zadaniu tego typu trzeba uzupełnić wyrazami, które usłyszysz. Czasami jednak wymagane słowo lub wyrażenie nie pojawia się w nagraniu.

Charlie works for the <sup>1</sup> ? . He learns a lot of new things because his job is never <sup>2</sup> ? . Charlie prepares short news pieces about <sup>3</sup> ? events in his town. His working day is <sup>4</sup> ? or more. At the moment he <sup>5</sup> ? much money. Charlie enjoys working with his <sup>6</sup> ? and colleagues.



## CZYTANIE



### Dobieranie

- 8 Przeczytaj tekst na temat prac wakacyjnych. Które z pytań 1–7 odnoszą się do akapitów A–D? Jedno pytanie pasuje do dwóch akapitów.
- 1 In which job do you serve customers?
  - 2 Which two jobs are for sporty people?
  - 3 In which job do you work with your hands?
  - 4 Which job is abroad?
  - 5 In which job do you look after children?
  - 6 In which job do you work in your city?
  - 7 Which job is good for someone who plays the guitar?

## SUMMER JOBS

Are you looking for a summer job?  
Here are some ideas!

- A** Summer camps are looking for young, energetic, responsible activity leaders. The activity leaders work with children and young teenagers. Are you good at sports? Can you sing, dance or play an instrument? If the answer is yes, you are ideal for this job!
- B** Every summer holiday resorts in Spain and Greece need extra waiters and waitresses. These are not very well-paid jobs and you work long hours, but you're in a nice place, the food is great and you can go swimming in your free time!
- C** If you like being outside and can do physical work, there are always jobs in agriculture in the summer. The work is hard but healthy. You can pick strawberries in July and apples in August – yummy!
- D** Perhaps you don't like children, you can't speak foreign languages, and you want to stay in your home town anyway? Well, can you ride a bike really well? Get a job as a bicycle courier! The work is quite demanding – you're on your bike all day. But in the evening you can go out with your friends.

## MÓWIENIE



- 9 Opisz zdjęcie, używając wyrazów z ramki. Wykorzystaj rady ze wskazówki poniżej.

(buy clothes shop customer help pay for  
shop assistant smile)

### WSKAZÓWKA

Opisując zdjęcie, staraj się powiedzieć co najmniej kilka zdań. Jeśli nie masz pewności, kim są widoczne na nim osoby lub gdzie się znajdują, powiedz:  
*I think they ...*



The photo shows ...  
They are in ...  
The woman on the left/on the right is ...

## PISANIE



### E-mail/list prywatny

- 10 Wykonaj zadanie z ramki.

W czasie wakacji pomagasz w biurze znajomych. Nie masz pewności, jak wykonać powierzone ci tego dnia zadanie.

Napisz e-mail do wspomnianej znajomej, w którym:

- poinformujesz ją, na czym polega to zadanie,
- opiszysz problemy z jego wykonaniem,
- poprosisz koleżankę o pomoc i wyjaśnisz, na czym miałaby ona polegać,
- poprosisz o wskazówki dotyczące pracy w tym biurze.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.  
E-mail powinien zawierać od 80 do 130 słów.

# 4

4.1

## VOCABULARY

Appearance • adjective order • personality

*I can use language related to appearance and personality.*

### SHOW WHAT YOU KNOW

- 1 Think about adjectives to describe parts of the face. In your notebook, write down as many as you can in one minute. Compare with a partner.

| hair              | eyes       | ears         | nose        |
|-------------------|------------|--------------|-------------|
| red, light, ... ? | big, ... ? | small, ... ? | long, ... ? |

- 2 **SPEAKING** Describe your face. Compare with a partner.

*I've got red hair and big green eyes. My ears are small.*

- 3 **SPEAKING** Read the text and discuss the questions.

- 1 In what ways are Rob and Buddy similar in looks? In what ways are they different?
- 2 How are Rob and Buddy similar in character? How are they different?
- 3 Do you know anybody who's like their pet? In what ways are they similar/different?

Home

Me and Buddy

Interests

Favourites

## Me and Buddy

**People say that Buddy looks exactly like me. I think they're right. What do you think?**

### What do we look like?

We've both got a lot of **long** dark **curly** hair. I am **tall** and he's really big for a dog. You can say we're both **well-built**. We're **young** (he's only one year old), fit and **sporty**, and we always go jogging together. But we've got different eyes: his are small and brown and mine are big and green. And, of course, we're both VERY **good-looking**! ;-)

### What are we like?

Buddy's very sociable and he's got lots of friends :). When we go for a jog, he runs up to every dog we meet. I'm not unfriendly, but I don't talk to people I don't know. He's really clever and he understands everything that I say to him. He also knows how to open the fridge when he's hungry. But he's a little shy when people come to see me and prefers to hide under the table.

### What have we got in common?

We're both really interesting and funny and have a great sense of humour\*. I love telling jokes and he loves playing jokes on me\*, like hiding my slippers\* ... and food. We're both very positive and we smile a lot. He's my best friend.

So what about you? Does *your* dog look like you? Upload your photo and write about you.

## People

*You can't judge a book by its cover.*

A proverb

BBC



## FOCUS ON WORDS | Appearance

- 4 **2.16** Copy the tables and complete them with the adjectives in red in the text. Then listen, check and repeat.

What do you look like? → I'm ...

|            |                                                                                                  |
|------------|--------------------------------------------------------------------------------------------------|
| Age        | <sup>1</sup> young → middle-aged → old                                                           |
| Appearance | slim/thin ≠ fat,<br>short ≠ <sup>2</sup> ,<br>pretty/ <sup>3</sup> g ≠ ugly,<br>bald (= no hair) |
| Build      | fit, <sup>4</sup> s ,<br><sup>5</sup> w                                                          |

What do you look like? → I've got ... hair/nose.

|             |                                        |
|-------------|----------------------------------------|
| hair type   | straight, wavy, <sup>6</sup> ?         |
| hair length | short → medium-length → <sup>7</sup> ? |
| nose        | flat, narrow ≠ wide, straight, thin    |

### REMEMBER THIS

's can be short for *is* or *has*, e.g.  
She's tall. = She **is** tall.  
He's got black hair. = He **has** got black hair.

## FOCUS ON WORDS | Adjective order

- 5 **2.17** Look at the order of adjectives in the table. Then listen and repeat. In your notebook, put the adjectives in brackets in the correct order.

| opinion   | length/size | type     | colour | noun |
|-----------|-------------|----------|--------|------|
| beautiful | long        | straight | brown  | hair |
| nice      | big         | round    | green  | eyes |

- She's got (black/long/straight) long straight black hair and (brown/small) ? eyes.
- He's got (very big/green) ? eyes and (wavy/brown/medium-length) ? hair.
- He's got (short/red/wavy) ? hair and (blue/beautiful/big) ? eyes.
- She's got (fair/medium-length) ? hair, (small/blue) ? eyes and a (narrow/long) ? nose.
- She's got (grey/curly/short) ? hair and (black/big/tired) ? eyes.

- 6 **SPEAKING** Describe your classmate to the class. Can they guess who you described?

*He's tall, slim, fit and well-built. He's got short curly black hair and beautiful big blue eyes.*

## FOCUS ON WORDS | Personality

- 7 **2.18** In your notebook, match the underlined adjectives in the text with their antonyms. Then listen, check and repeat.

|                 |                  |
|-----------------|------------------|
| 1 kind ≠ unkind | 5 friendly ≠ ?   |
| 2 confident ≠ ? | 6 ? ≠ unsociable |
| 3 ? ≠ serious   | 7 ? ≠ negative   |
| 4 ? ≠ stupid    | 8 ? ≠ boring     |

### REMEMBER THIS

To ask about a person's personality, you say,  
What **is** she **like**? → She's funny and kind.

- 8 In your notebook, complete the statements with the correct adjectives in Exercise 7.

- I always believe in myself. I'm really confident.
- My father never smiles. He always looks ? .
- My best friend loves people. He/She is very ? .
- My sister is doing well at English because she's ? .
- My brother loves telling jokes; he's ? .
- I don't like going to parties. I'm a little ? .

- 9 **SPEAKING** Which statements in Exercise 8 are true for you? Tell your partner.



### GLOSSARY

to have a sense of humour – mieć poczucie humoru  
to play jokes on sb – żartować z kogoś  
slippers – kapcie

**1 SPEAKING** Look at the photos. Choose one of the people and discuss the questions.

- 1 What does he/she look like?
- 2 What do you think he/she is like?

**2** Read the text. What is important to Natalie, Martin and Danny? Who do you agree with most?

## What is the **most** important?



**Natalie, 16**

Money is not **the most important** thing! I like nice clothes and I love my new mobile phone, but they're just things. Money is less important than your family or friends. I think people are **happier** when they spend time with their friends and family.



**Martin, 18**

Sports! I love playing and watching sports. I also like hanging out with my friends\*. For me, my friends are **more important than** my family. Health is important too. I hate being sick! It's **worse than** exams!



**Danny, 21**

A good job is **the best** thing. Then you can buy everything you need. I don't think the poorest people in the world are happy. Their lives are **harder than** ours.

**GLOSSARY**

to hang out with friends – spędzać czas z przyjaciółmi

**3** Read and copy the GRAMMAR FOCUS. Complete the examples with the comparative and superlative adjectives in blue in Exercise 2.

### GRAMMAR FOCUS

#### Comparative and superlative adjectives

|           | Adjectives | Comparative                 | Superlative               |
|-----------|------------|-----------------------------|---------------------------|
| Short     | hard       | <sup>1</sup> harder         | <b>the hardest</b>        |
|           | nice       | nicer                       | <b>the nicest</b>         |
|           | big        | bigger                      | <b>the biggest</b>        |
|           | happy      | <sup>2</sup> happier        | <b>the happiest</b>       |
| Long      | important  | <sup>3</sup> more important | <b>the most</b> important |
| Irregular | good       | better                      | <b>the best</b>           |
|           | bad        | <sup>6</sup> worse          | <b>the worst</b>          |
|           | far        | further                     | <b>the furthest</b>       |

My friends are more important <sup>7</sup> than my family.

**4** In your notebook, complete the statements with the comparative form of the adjectives in brackets.

- 1 My best friend is **kinder** (kind) than me.
- 2 I'm **thinner** (thin) than my father.
- 3 I'm **more intelligent** (intelligent) than my brother/sister.
- 4 I'm **funnier** (funny) than all my other friends.
- 5 My mother is **slimmer** (slim) than her sister/brother.
- 6 I am **taller** (tall) than my mother.
- 7 My best friend is **prettier** (pretty) than me.

**5 SPEAKING** Guess which statements in Exercise 4 are true for your partner. Then ask and answer the questions.

A: Is your best friend kinder than you?

B: Yes, he/she is or No, he/she isn't.

**6** In your notebook, complete the questions with the superlative form of the adjectives in brackets. Then do the quiz. Compare your answers with a partner.

### RECORD BREAKERS IN 2018!

- 1 How tall is the **tallest** (tall) person in the world?  
a 2m 72 cm    b 2m 60.3 cm    c 2m 51.4 cm
- 2 What nationality is Skye Broberg, one of the **most flexible** (flexible) people in the world?  
a American    b Australian    c English
- 3 Nick Stoeberl has got the **longest** (long) tongue in the world. How long is it?  
a 7.1 cm    b 9.1 cm    c 10.1 cm
- 4 What is the **most difficult** (difficult) language to learn?  
a Arabic    b Japanese    c Mandarin Chinese
- 5 How old is the **oldest** (old) university student in Britain?  
a 70    b 83    c 91
- 6 Who are the **most famous** (famous) people on social media?  
a film stars    b pop stars    c sports stars

**7** **2.19** Listen and check your answers in Exercise 6.

**8 SPEAKING** In your notebook, complete the statements following the example. Then ask and answer questions with a partner.

*Who is the fittest person you know?*

*The fittest person I know is Ann.*

- 1 The **most fit** (fit) person I know is ...
- 2 The **most expensive** (expensive) thing I have is ...
- 3 The **oldest** (old) person I know is ...
- 4 I'm **more serious** (serious) than my ...
- 5 I think ... is a **good** (good) actor than ...
- 6 I think ... is the **best** (good) sports person in the world.

**9 SPEAKING** Tell the class about your partner.

*The fittest person Ola knows is Ann.*



# 4.3

## LISTENING

Matching, multiple choice

*I can identify key details in a simple recording about life events.*



### FOCUS ON WORDS | Life events

- 1 **2.20** Look at the photos. Decide which words in the box describe each picture. Then listen and repeat.

buy your first flat/house/home   fall-in-love   get married  
get your first job   go on your first date   learn to drive  
leave home

- 2 **SPEAKING** When do the life events in Exercise 1 happen in Poland?

*In Poland, people usually leave home when they are twenty.  
You can learn to drive when you are ...*

- 3 **2.21** Copy the table. Listen to four people and tick the life events they mention.

|                         | Sara | Mike | Grace | Simon |
|-------------------------|------|------|-------|-------|
| 1 buy your first flat   | ?    | ?    | ?     | ?     |
| 2 fall in love          | ?    | ?    | ?     | ?     |
| 3 get married           | ?    | ?    | ?     | ?     |
| 4 get your first job    | ?    | ?    | ?     | ?     |
| 5 go on your first date | ?    | ?    | ?     | ?     |
| 6 learn to drive        | ?    | ?    | ?     | ?     |
| 7 leave home            | ✓    | ?    | ?     | ?     |

### LISTENING FOCUS Matching

- 4 **2.21** Listen to the people again. In your notebook, match sentences A–F with people 1–4. There are two extra sentences.

- 1 Sara ?      3 Grace ?  
2 Mike ?      4 Simon ?

- A thinks learning to drive helps you get a better job.  
B wants to get married now.  
C doesn't want to continue his/her education.  
D would like to leave home now.  
E wants to use the money from his/her job to learn to drive.  
F is in love, but doesn't want to get married yet.

- 5 **2.21** Listen to the people again. For sentences 1–4, choose the correct answer, A, B or C. Write the answers in your notebook.

- 1 Sara thinks the best age to leave home is  
A seventeen.  
B eighteen.  
C twenty.  
2 Mike wants to learn to drive because  
A his parents never collect him from friends' houses.  
B he needs to drive for his job.  
C then he can come home later.  
3 Grace says it's better to get married when you are about  
A thirty.  
B thirteen.  
C eighty.  
4 Simon has got  
A his own car.  
B a job in a shop.  
C a driving lesson today.

- 6 **SPEAKING** What is the most important life event for you? Tell your partner.

### PRONUNCIATION FOCUS

- 7 **2.22** Listen and repeat the numbers.

- 1 sixteen – sixty  
2 seventeen – seventy  
3 eighteen – eighty  
4 thirteen – thirty  
5 fourteen – forty  
6 thirteen – fourteen – fifteen  
7 thirty – forty – fifty

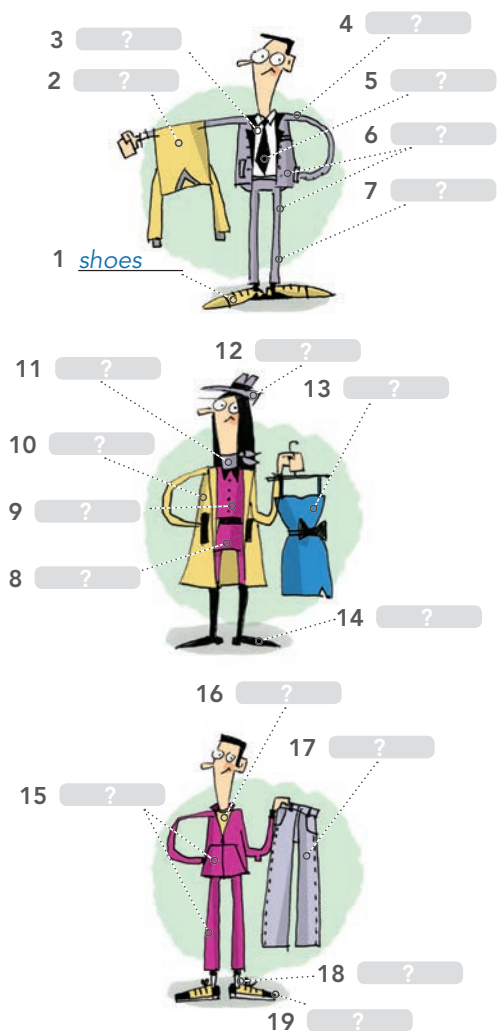
- 8 **2.23** Listen and decide which number you hear in Exercise 7.

Answering questions,  
gapped text

*I can identify key details  
in a short article and make  
basic conclusions.*

### FOCUS ON WORDS | Clothes

- 1 2.24 In your notebook, label the pictures. Then listen, check and repeat.



boots coat dress hat jacket jeans  
jumper scarf shirt shoes skirt socks  
suit T-shirt tie top tracksuit  
trainers trousers

- 2 **SPEAKING** Discuss the questions.

What do you ...

- 1 most often/sometimes/never wear?
- 2 wear when you go out with friends?
- 3 wear when you go to school?

- 3 **SPEAKING** Read the title of the article. What do you think it is about? Discuss with a partner.

- 4 Read the article to check your ideas. Were you right?

- 5 Read the article again and answer the questions.

- 1 What kind of clothes do hip hop and rap fans love?
- 2 What do hip hop and rap fans like trying?
- 3 What kind of clothes do heavy metal fans wear?
- 4 What do studies show about heavy metal fans?
- 5 What two things do pop and rock fans like the most?
- 6 What kind of clothes do classical music fans wear?

- 6 Look at the words in green in the text. What do they refer to?

### READING FOCUS Gapped text

- 7 Read the text again. In your notebook, match sentences A–E with gaps 1–4. There is one extra sentence.

- A But studies show they aren't negative or unsociable.
- B It's one of the most interesting fashions at the moment.
- C The sociable side of music attracts them.
- D Although they are happy, they often worry about things.
- E It means they feel the emotion of the music.

### FOCUS ON WORDS | Adjectives

- 8 2.26 Look at the list below. In your notebook, match adjectives 1–4 with their opposites a–d. Use the article and the words in blue to help you. Then listen, check and repeat.

- |                  |                 |
|------------------|-----------------|
| 1 stylish/trendy | a smart         |
| 2 tight          | b old-fashioned |
| 3 uncomfortable  | c baggy         |
| 4 sporty/casual  | d comfortable   |

- 9 **SPEAKING** Discuss your style. Use the words in Exercise 8 to help you.

*I often wear baggy jeans. I don't have any old-fashioned clothes.*

### FOCUS ON WORDS | Personality

- 10 2.27 Find the adjectives in the text in Exercise 4, then translate them with a partner. Listen and repeat.

creative relaxed generous talented energetic cheerful

- 11 In your notebook, complete the sentences with the words in Exercise 10.

- 1 She always has good ideas. She is very creative.
- 2 He gives a lot of money to charity. He's very generous.
- 3 They love being active. They're very energetic.
- 4 They're always calm and never worried. They're relaxed.
- 5 Ella can sing, dance and play the piano well. She's very talented.
- 6 Grace is always smiling. She's a cheerful person.

- 12 In your notebook, rewrite the sentences in Exercise 11 so they are true for people you know. Compare with a partner.

- 13 **SPEAKING** Discuss the questions.

- 1 Which type of music fan in the article has the best style? Why?
- 2 Clothes say a lot about a person's personality. Do you agree?





# WHAT DOES YOUR FAVOURITE MUSIC SAY ABOUT YOU?

Do you think the music you love is part of your identity\*? Well, you could be right! It seems our music tastes say a lot about our personality. Art Rock presents the results of a university questionnaire with more than 2,000 replies.



## A HIP HOP AND RAP

You probably think hip hop and rap fans are energetic and sporty because they love casual clothes such as trainers, baggy tracksuits and jeans – and they are!

<sup>1</sup>           ? They love dancing and singing to music <sup>5</sup> with others. They like meeting new people and trying things for the first time. They are confident but they sometimes speak before they think. That can get them into trouble, but they are always quick to say 'sorry'.

## B HEAVY METAL

Heavy metal fans often wear black clothes – tight black <sup>10</sup> trousers, black T-shirts and black jackets. Dyed\* hair and make-up are popular. Perhaps some heavy metal fans prefer black because they want to look scary.

<sup>2</sup>           ? They are usually kind and generous with their time and money. They are often shy too.

## C POP AND ROCK

<sup>15</sup> Pop and rock fans love comfortable clothes such as jeans and a T-shirt. Rock fans are relaxed, positive people. They work hard too and work very well in a team. Pop fans love listening to happy music. They are confident and cheerful. <sup>3</sup>           ? <sup>20</sup> When this happens, they know they can talk about the problem with their friends and family. Both pop and rock fans are friendly and easy to get on with.

## D CLASSICAL MUSIC

Fans of classical music are usually clever and can be quite serious. Their clothes reflect\* this – they like <sup>25</sup> stylish clothes and it is not unusual to see them in smart clothes such as suits. This doesn't mean their clothes are old-fashioned; they can be very trendy! Classical music fans are interesting people. They are creative and talented and successful at lots of things. <sup>30</sup> For them, listening to music is a theatrical experience. <sup>4</sup>           ? They think deeply\* about things.

### GLOSSARY

identity – tożsamość  
dyed – farbowany

to reflect – odzwierciedlać  
to think deeply – myśleć poważnie, głęboko

# 4.5

## GRAMMAR

have to/don't have to

*I can use have to to talk about laws, obligation and necessity in the present and near future.*

- 1 **SPEAKING** Can you do these things in Poland when you are sixteen?

(get married      learn to drive)

- 2 Read the text below. At what age can you do the things in Exercise 1 in the UK?

### DID YOU KNOW?

A young person in the UK can get married when he or she is sixteen, but he or she has to get permission from his or her parents.



In the UK you can learn to drive a car when you are seventeen. You don't have to take lessons at a driving school, your parents can teach you! You don't have to be seventeen if you want to ride a moped – you can start learning when you are sixteen years old.

- 3 Read the GRAMMAR FOCUS. Then find examples of *have to/has to* and *don't have to/doesn't have to* in Exercise 2.

### GRAMMAR FOCUS

#### have to

You use *have to/has to* to talk about:

- laws and obligation:  
You **don't have to** be seventeen to ride a moped.  
She **has to** get permission to get married.
- necessity:  
He **doesn't have to** do homework today – it's for next week.

+ I/You/We/They **have to** go to school.  
He/She **has to** go to school.

- I/You/We/They **don't have to** go to school.  
He/She **doesn't have to** go to school.

? **Do** I/you/we/they **have to** go to school?  
Yes, I/you/we/they **do**./No, I/you/we/they **don't**.

? **Does** he/she **have to** go to school?  
Yes, he/she **does**./No, he/she **doesn't**.

**What do** you **have to** do?

**Where does** she **have to** go?

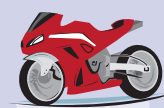
- 4 In your notebook, complete the text with the correct forms of *have to*.

## FIND OUT MORE

Read our FAQs about eighteen-year-olds



- An eighteen-year-old <sup>1</sup>*doesn't have to* ask his/her parents for permission to buy a house. It's not the law.



- An eighteen-year-old can ride a motorbike above 125cc\* with an L-plate, but he/she <sup>2</sup> ? get a licence within two years.



- Can you vote in an election? Yes, but you <sup>3</sup> ? vote. You decide.



- Can you drive a bus? Yes, but you <sup>4</sup> ? to pass special tests first and have a full driving licence, of course! Also, you can't drive it everywhere.



- <sup>5</sup> ? (you) get your parents' permission to have a tattoo? No, <sup>6</sup> ? .



- Can you buy an alcoholic drink in a pub when you are eighteen? Yes, but you <sup>7</sup> ? show your identity card if the owner asks.

\*cc = cubic centimetres (engine size)

- 5 What do your parents say you *have to do* or *don't have to do*? Write the answers in your notebook.

- make your bed
- do the washing-up
- be home by 11 p.m. at the weekend
- tell your parents who you are going out with
- go to bed by 10 p.m. during the week
- babysit your younger brother or sister

*I have to ... or I don't have to ...*

- 6 **SPEAKING** Ask and answer the questions about the activities in Exercise 5.

A: *Do you have to make your bed?*

B: *Yes, I do or No, I don't.*

### FOCUS VLOG Things to do

2.28 Listen to the Focus Vlog and, in your notebook, list five things the people **DON'T** have to do.



# 4.6

## SPEAKING

Going to the hairdresser's

*I can ask for everyday services.*

### 1 SPEAKING Discuss the questions.

- 1 Do you go to the hairdresser's? How often?  
Do you like it?
- 2 Do you change your hairstyle, or do you just have a haircut?

### FOCUS ON WORDS | Hair

### 2 2.29 In your notebook, label the pictures with the words in the box. You can use a dictionary to help you. Then listen, check and repeat.

dyed hair fringe ponytail shaved hair  
shoulder-length hair spiky hair

### 3 SPEAKING Discuss the questions.

- 1 Which haircut or hairstyle do you like best and why?
- 2 Which haircut or hairstyle would be best for your friend? Why?

### 4 2.30 Read and listen. In your notebook, complete the conversation with the words in the box. Is Simon happy with his new haircut?

(fringe hairstyle longer shorter)

**Hairdresser:** Hi. How can I help?

**Simon:** I'd like a haircut. Can you do it now?

**Hairdresser:** Yes, sit here, please. Do you want the same, only <sup>1</sup> ?

**Simon:** No, I'm thinking of a new hairstyle.

**Hairdresser:** OK, how would you like it?

**Simon:** I'm not sure ... I'd like something totally different.

**Hairdresser:** What about shoulder-length hair with a <sup>2</sup> ? You can put it in a ponytail.

**Simon:** No, I'd like a short <sup>3</sup> that's easy to look after.

**Hairdresser:** OK ... Look at these pictures. How about this one?

**Simon:** No, I don't want spiky hair. I'd like the sides shaved, though.

**Hairdresser:** OK ... What about shaving the sides and having it <sup>4</sup> on top? Like this picture.

**Simon:** Yes, that looks cool.

**Hairdresser:** OK, take a look. What do you think?

**Simon:** Perfect!



### 5 2.30 Read the conversation again and the SPEAKING FOCUS. Who says these sentences: Simon or the Hairdresser? Then listen again and check.

#### SPEAKING FOCUS

#### Going to the hairdresser's

How would you like it?

I'd like a haircut.

I'm thinking of (having) a new hairstyle.

What about/How about (having a fringe/this style/spiky hair)?

I'm not sure.

I'd like (shorter hair/a different style).

How about this style?

That looks cool/fantastic/perfect.

Take a look. What do you think?

Sit here, please.

### 6 In your notebook, match questions 1–5 with answers a–e.

- 1 Take a look. What do you think?
  - 2 Would you like your hair the same, but shorter?
  - 3 How about having spiky hair?
  - 4 What about shaving the sides?
  - 5 How would you like your hair?
- a No, I don't like spiky hair. It's not what I want.  
b It looks cool! Thanks!  
c Shaving the sides? That sounds good.  
d I'm not sure. Have you got any pictures I can look at?  
e No, I'd like to change my hairstyle.

### 7 SPEAKING Follow the instructions below to ask for a new haircut. Use the SPEAKING FOCUS to help you.

**Student A:** You are the hairdresser.

**Student B:** You are the customer. Look at the photos and decide which hairstyle you want.

# 4.7

## WRITING

A personal profile on a blog

*I can write a short basic personal profile.*

### 1 What information do you need to describe yourself? Choose three topics.

- 1 Information about your family
- 2 A physical description
- 3 Information about your favourite band
- 4 Description of your personality
- 5 A list of your ambitions

### 2 Read Emily's profile. In your notebook, match three topics in Exercise 1 with paragraphs A–C.

## BLOG

Hi! I'm Emily.

[A] I'm sixteen years old. I'm not very tall – I'm 1.65 m – and I'm slim. I've got long wavy brown hair and green eyes.

[B] I'm a positive person and I'm very sociable – I've got lots of friends. I like going out with my friends and having fun. I really enjoy sports too but I'm not very fit. My friends say I'm kind and I've got a good sense of humour. I like laughing a lot. 😊

[C] I've got a brother and a sister. My brother is fourteen but he's taller than me. He's got short dark hair and blue eyes. He's really funny! My sister is ten. She's quite tall but she isn't taller than me. She's very clever. She's got long straight blond hair and green eyes.

So, now you know all about me!



### 3 Read the profile again. Copy the table and complete it with information about Emily. Use the photo on the right and your imagination to complete it about Tomek.

|               | Emily  | Tomek |
|---------------|--------|-------|
| Age           | ?      | ?     |
| Height        | 1.65 m | ?     |
| Build         | slim   | ?     |
| Hair and eyes | ?      | ?     |
| Personality   | ?      | ?     |
| Interests     | ?      | ?     |
| Family        | ?      | ?     |

### 4 Copy the WRITING FOCUS and complete it with the examples from Emily's profile.

#### WRITING FOCUS

##### A personal profile on a blog

- Start your profile with a physical description:  
1 I'm not very tall.
- Write one paragraph about your personality:  
2 ?
- Write one paragraph about your family and friends:  
3 ?
- Use adverbs (really, quite, very, not very, not really, etc.) to make your writing more interesting.
  - With adjectives:  
4 ?
  - With like/enjoy:  
5 ?
- Notice the position of adverbs with adjectives and with verbs: *very clever, really enjoy.*
- Don't use *not* with *quite* + personality adjective.

### 5 In your notebook, rewrite the sentences with the adverbs in brackets.

- 1 He's got short red hair. (very) He's got very short red hair.
- 2 I'm serious. (not very) ?
- 3 I like video games. (quite) ?
- 4 I enjoy watching films. (not really) ?
- 5 I've got long blond hair. (really) ?
- 6 My best friend is fit. (very) ?

### 6 In your notebook, rewrite the sentences with the adjectives and adverbs in brackets.

- 1 I've got black hair (short/wavy). I've got short wavy black hair.
- 2 I've got wavy hair (beautiful/blond). ?
- 3 He's got eyes (blue/big). ?
- 4 I'm tall (not very) but I'm well-built (quite). ?
- 5 She's got brown hair (curly/long) and a smile (big/lovely). ?

Tomek



#### SHOW WHAT YOU'VE LEARNT

- 7 In your notebook, write about Tomek and his family. Use the WRITING FOCUS and notes in Exercise 3 to help you.



4.1 Vocabulary  4.22

**bald** /bɔːld/ łysy  
**big/green/round/tired eyes** /,bɪɡ/,ɡriːn/,  
 ,raʊnd/,taɪəd 'aɪz/ duże/zielone/okrągłe/  
 zmęczone oczy  
**boring** /'bɔːrɪŋ/ nudny  
**clever** /'kleɪv/ inteligentny  
**confident** /'kɒnfədənt/ pewny siebie  
**curly/long/medium-length/short/straight/  
 wavy hair** /'kɜːli/ lɒŋ/,miːdiəm 'leŋθ/ʃɔːt/  
 streɪt/'weɪvi/ 'heə/ kręcone/długie/średniej  
 długości/krótkie/proste/falujące włosy  
**brown/dark/fair/red hair** /braʊn,dɑːk/,feə/  
 ,red 'heə/ brązowe/ciemne/jasne/rude włosy  
**ear** /ɪə/ ucho  
**fat** /fæt/ gruby  
**fit** /fɪt/ w dobrej kondycji  
**flat/narrow/wide/straight/thin nose** /,flæt/  
 ,næəʊ,wɑɪd,streɪt/,θɪn 'naʊz/ płaski/wąski/  
 szeroki/prosty/chudy nos  
**friendly** /'frendli/ przyjazny, życzliwy  
**funny** /'fʌni/ zabawny, dowcipny  
**go jogging** /,ɡəʊ 'dʒɒɡɪŋ/ uprawiać jogging  
**good-looking** /,ɡʊd 'lʊkɪŋ/ przystojny  
**have a sense of humour** /,hæv ə ,sens əv  
 'hjuːmə/ mieć poczucie humoru  
**interesting** /'ɪntrəstɪŋ/ ciekawy, interesujący  
**kind** /kaɪnd/ dobry, życzliwy  
**look** /lʊk/ wyglądać  
**middle-aged** /,mɪdəl 'eɪdʒd/ w średnim wieku  
**negative** /'negətɪv/ negatywnie nastawiony  
**old** /əʊld/ stary  
**person** /'pɜːsən/ osoba  
**play jokes on sb** /,pleɪ 'dʒəʊks ɒn ,sambədi/  
 żartować z kogoś  
**positive** /'pɒzətɪv/ pozytywnie nastawiony  
**pretty** /'prɪti/ ładny  
**serious** /'sɪəriəs/ poważny  
**short** /ʃɔːt/ niski  
**shy** /ʃaɪ/ nieśmiały  
**similar in looks** /,sɪmələr ɪn 'lʊks/ podobni  
 z wyglądu  
**slim** /slɪm/ szczupły  
**slippers** /'slɪpəz/ kapcie  
**smile** /smaɪl/ uśmiechać się  
**sociable** /'səʊʃəbəl/ towarzyski  
**sporty** /'spɔːti/ wysportowany  
**stupid** /'stjuːpɪd/ głupi  
**tall** /tɔːl/ wysoki  
**tell jokes** /,tel 'dʒəʊks/ opowiadać dowcipy  
**thin** /θɪn/ chudy  
**ugly** /'ʌɡli/ brzydki  
**unfriendly** /ʌn'frendli/ nieprzyjazny,  
 nieżyczliwy  
**unkind** /ʌn'kaɪnd/ niemiły, nieuprzejmy  
**unsociable** /ʌn'səʊʃəbəl/ nietowarzyski  
**well-built** /,wel 'bɪlt/ dobrze zbudowany  
**young** /jʌŋ/ młody

4.2 Grammar  4.23

**be sick** /,bi 'sɪk/ chorować  
**elastic** /'ɪləstɪk/ gibki  
**flexible** /'fleksəbəl/ elastyczny  
**hang out with friends** /,hæŋ aʊt wɪð 'frendz/  
 spędzać czas ze znajomymi  
**social media** /,səʊʃəl 'miːdiə/ media  
 społecznościowe  
**tongue** /tʌŋ/ język

4.3 Listening  4.24

**buy your first flat/house/home** /,baɪ jə ,fɜːst  
 'flæt/'haʊs/'həʊm/ kupić swoje pierwsze  
 mieszkanie / swój pierwszy dom  
**collect/fetch** /kə'lekt/fetʃ/ odbierać/  
 przywozić (np. dziecko ze szkoły)  
**driver's/driving licence** /'draɪvəz/ 'draɪvɪŋ  
 ,laɪsəns/ prawo jazdy

**driving lessons** /'draɪvɪŋ ,lesənz/ lekcje nauki  
 jazdy  
**fall in love** /,fɔːl ɪn 'lʌv/ zakochać się  
**get married** /,get 'mærid/ ożenić się / wyjść  
 za mąż  
**get your first job** /,get jə ,fɜːst 'dʒɒb/ dostać  
 pierwszą pracę  
**go on your first date** /,ɡəʊ ɒn jə ,fɜːst 'deɪt/  
 pójść na pierwszą randkę  
**learn to drive** /,lɜːn tə 'draɪv/ nauczyć się  
 prowadzić samochód  
**leave home** /,liːv 'həʊm/ wyprowadzić się  
 z domu  
**life event** /,laɪf ɪ'vent/ wydarzenie życiowe  
**save money** /,seɪv 'mʌni/ oszczędzać  
 pieniądze

4.4 Reading  4.25

**baggy** /'bæɡi/ obszerny, workowaty  
**boots** /buːts/ buty (z cholewkami)  
**calm** /kɑːm/ spokojny  
**casual** /'kæʒuəl/ swobodny, nieformalny  
**cheerful** /'tʃɪəfəl/ radosny, pogodny  
**coat** /kəʊt/ płaszcz  
**comfortable** /'kʌmfətəbəl/ wygodny  
**creative** /kri'eɪtɪv/ kreatywny  
**dress** /dres/ sukienka  
**dyed** /daɪd/ farbowany  
**energetic** /,enə'dʒetɪk/ energiczny  
**generous** /'dʒenərəs/ hojny, szczodry  
**get on with** /,get ɒn wɪð/ być w dobrych  
 stosunkach z  
**hat** /hæt/ kapelusz  
**identity** /aɪ'dentɪti/ tożsamość  
**jacket** /'dʒækət/ żakiet, marynarka, kurtka  
**jeans** /dʒiːnz/ dżinsy  
**jumper** /'dʒʌmpə/ sweter  
**make-up** /'meɪkʌp/ makijaż  
**music taste** /'mjuːzɪk teɪst/ gust muzyczny  
**old-fashioned** /,əʊld 'fæʃənd/ staromodny  
**personality** /,pɜːsə'næləti/ osobowość  
**reflect** /rɪ'flekt/ odzwierciedlać  
**relaxed** /rɪ'læksd/ rozluźniony  
**scarf** /skɑːf/ szalik, apaszka  
**shirt** /ʃɜːt/ koszula  
**shoes** /ʃuːz/ buty  
**skirt** /skɜːt/ spódnica  
**smart** /smɑːt/ elegancki  
**socks** /sɒks/ skarpety  
**studies** /'stʌdɪz/ badania  
**stylish** /'stɑɪlɪʃ/ stylowy  
**successful** /sək'sesfəl/ odnoszący sukcesy  
**suit** /suːt/ garnitur  
**talented** /'tæləntəd/ utalentowany  
**think deeply** /,θɪŋk 'diːpli/ myśleć poważnie,  
 głęboko  
**tie** /taɪ/ krawat  
**tight** /taɪt/ ciasny, obcisły  
**top** /tɒp/ bluzka, góra (od czegoś)  
**tracksuit** /'træksuɪt/ dres  
**trainers** /'treɪnəz/ buty sportowe  
**trendy** /'trendi/ modny, trendy  
**trousers** /'traʊzəz/ spodnie  
**T-shirt** /'tiː ʃɜːt/ T-shirt  
**uncomfortable** /ʌn'kʌmfətəbəl/ niewygodny  
**wear** /weə/ nosić  
**worried** /'wʌrɪd/ zdenerwowany  
**worry** /'wʌri/ martwić się

4.5 Grammar  4.26

**engine size** /'endʒɪn saɪz/ wielkość silnika  
**get permission from** /,get pə'mɪʃən frəm/  
 dostać pozwolenie od  
**identity card** /aɪ'dentɪti kɑːd/ dowód  
 tożsamości  
**owner** /'əʊnə/ właściciel  
**permission** /pə'mɪʃən/ pozwolenie

**ride a moped** /raɪd ə'məʊpəd/ jeździć  
 skuterem  
**take lessons at a driving school** /,teɪk  
 ,lesənz ət ə'draɪvɪŋ skuːl/ brać lekcje  
 w szkole jazdy  
**tattoo** /tə'tuː/ tatuaż  
**vote in an election** /,vəʊt ɪn ən ɪ'lekʃən/  
 głosować w wyborach

4.6 Speaking  4.27

**haircut** /'heəkʌt/ fryzura, strzyżenie  
**fringe** /frɪndʒ/ grzywka  
**hairstyle** /'heəstaɪl/ fryzura, uczesanie  
**ponytail** /'pəʊneɪl/ kucyk  
**shaved hair** /,ʃeɪvd 'heə/ zgolone włosy  
**shoulder-length hair** /,ʃəʊldə,leŋθ 'heə/ włosy  
 do ramion  
**spiky hair** /,spaɪki 'heə/ sterzące włosy  
**trim** /trɪm/ podcinać, przystrygać

4.7 Writing  4.28

**blond** /blɒnd/ blond  
**laugh** /lɑːf/ śmiać się

## SŁOWNICTWO I GRAMATYKA

### 1 Wybierz właściwe opcje.

- Jane has got curly *hair* / *eyes*.
- My grandma doesn't like wearing *trainers* / *trousers*. She usually wears a skirt or dress instead.
- I can walk a long distance in those boots. They're really *generous* / *comfortable*.
- He's forty-five years old on his next birthday – he's *middle-aged* / *medium-length*.
- Simon has got beautiful green *ears* / *eyes*.
- Ruth wears great clothes. She's very *spiky* / *stylish*.

### 2 Uzupełnij zdania właściwymi wyrazami dotyczącymi cech charakteru. Niektóre litery zostały podane.

- Dan is very s ? ? ? o ? s. He's a student now, but he wants to have his own business before he's twenty-five.
- Lisa is so f ? ? ? y! She's got a great sense of humour.
- Amy always has lots of ideas and she's great at art. She's very c ? e ? ? ? v ? .
- Sam is a k ? ? ? person. He helps everyone.
- Mike does very well in tests and exams. He's c ? ? ? ? ? .
- Ellen is very s ? c ? ? ? ? e. She has lots of friends.

### 3 Uzupełnij zdania właściwymi formami przymiotników podanych w nawiasach. Użyj stopnia wyższego lub najwyższego przymiotników.

- I think Roger Federer is the ? (good) tennis player in the world.
- Rob is ? (tall) than me.
- Do you think films are ? (interesting) than books?
- Sarah is the ? (funny) person in our class.
- Katie is one of the ? (successful) people I know.
- Matt is usually ? (calm) than his brother.

### 4 Uzupełnij zdania właściwymi formami czasownika have to.

- ? Steve ? make his bed in the morning?
- I ? get home by eleven o'clock during the week, but I can stay out later at the weekend.
- Tim ? tidy his room every week, but he likes it and he's happy to do it.
- In many countries you ? vote. You can decide if you want to vote or not.
- ? you ? wear a helmet when you ride a motorcycle in your country?
- In the UK, you ? be eighteen if you want to get married. You can do it if you are sixteen, but you need your parents' permission.

## ŚRODKI JĘZYKOWE



### Pary zdań, wybór wielokrotny

### 5 Która z podanych opcji A–C poprawnie uzupełnia luki w obydwu zdaniach każdej pary?

#### WSKAZÓWKA

Często któreś z podanych słów poprawnie uzupełnia pojedyncze zdanie w każdej parze, ale tylko jeden wyraz pasuje do obu zdań.

- What ? of music do you listen to?  
My sister is very ? . She looks after me when our parents aren't home.  
A shy B good C kind
- Look! Stuart's cat is sitting on ? of his head!  
I like your skirt and ? . Are they new?  
A top B shirt C boots
- John is ? -looking, but his brother has a nicer smile.  
Spiky hair? Yes, that sounds ? .  
A well B fit C good
- Jack is only 1.60 m – he's quite ? .  
I don't wear that skirt in winter. It's ? , so my legs get cold.  
A short B ugly C stylish
- I don't want to ? married until I'm in my thirties.  
I'm having lessons because I want to ? my driving licence.  
A be B get C take
- He's got a ? nose.  
My ? is quite small. There are two rooms.  
A thin B flat C house

### 6 Przeczytaj poniższe minidialogi. Które z podanych opcji A–C poprawnie je uzupełniają?

- X: What does Jamie look like?  
Y: He's ? , and he's very sporty.  
A fat B fit C positive
- X: What have you got on your feet?  
Y: Two pairs of ? . My boots are a bit big.  
A socks B trainers C shoes
- X: Why are you wearing that old tracksuit?  
Y: It's my favourite! I want to feel ? because I'm studying for my exams.  
A comfortable B energetic C baggy
- X: Is that John's friend Mark over there?  
Y: No, Mark has got dark ? .  
A lips B hair C ears
- X: Sally is very ? .  
Y: Yes, she always says good things about everyone.  
A talented B relaxed C positive
- X: Do you fancy going to the gym?  
Y: No, I'm not very ? .  
A creative B sporty C tall



## CZYTANIE



### Uzupełnianie luk

- 7 Przeczytaj tekst, z którego usunięto trzy zdania. Które z odpowiedzi A–E poprawnie go uzupełniają? Dwa zdania zostały podane dodatkowo i nie odnoszą się do żadnego akapitu.

## YOUNG AUSTRALIA

Life for young people in Australia can be quite different now to just a few decades ago.

Today, young people have better qualifications. More people are going to university than ever before. Why? One reason is that there are more courses than before.

<sup>1</sup> ? Finally, you can get a much better job if you have a degree. Job training is also more popular now. Nowadays, over 70% of young people have a job. A lot of young people don't wait until they finish studying to get a job. Many work part-time while they are studying.

<sup>2</sup> ? Now 69% of young women have jobs, compared to 54% then.

More young people live in the biggest cities in Australia than in the countryside – just 16% live outside cities. They live at home for longer – most don't leave home until they are in their twenties. After getting their first house, they move more often than before. Often, they move to a different city to get a better job. It seems that young people are happier about the idea of changing cities for a job than before.

Young people are also delaying the age they get married.

<sup>3</sup> ? One reason for this is that more young people live together before they get married.

- A More women are going to university nowadays, which means they have better jobs.
- B Another reason is that you don't have to pay for your university studies until you are working.
- C On average, men are six years older and women are seven years older.
- D The number of women who work is also different to forty years ago.
- E The number of young people that vote is much higher than before.

## SŁUCHANIE



### Dobieranie

- 8 2.31 Usłyszysz cztery wypowiedzi. Do każdej z nich dopasuj odpowiadające jej zdanie A–E. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

Speaker 1 ? Speaker 3 ?  
Speaker 2 ? Speaker 4 ?

- A This is an advertisement for a clothes shop.
- B You can hear this in a clothes shop.
- C The speaker describes his/her friend's clothes style.
- D We hear about old-fashioned clothes.
- E The speaker advises listeners on how to dress when you want to get a job.

## MÓWIENIE



- 9 Która z opcji a–b poprawnie uzupełnia poniższe minidialogi?

- 1 X: Hi. How can I help? Y: ?  
a I'd like a haircut. b No, you can't.
- 2 X: Would you like your hair the same, but shorter? Y: ?  
a Yes. I'm sure I would. b I'm not sure.
- 3 X: What about having a fringe? Y: ?  
a That sounds good. b It looks cool! Thanks.
- 4 X: How about this hairstyle? Y: ?  
a No, I'd like to change my hairstyle.  
b No, I don't like it.
- 5 X: I'd like a haircut. Y: ?  
a OK. You can put it in a ponytail.  
b OK. Would you like it the same, but shorter?
- 6 X: Take a look. What do you think? Y: ?  
a Yes, you can do it now. b It's perfect!

- 10 Pracując w parach, odegrajcie dialog według podanych wskazówek.

Uczeń A jest fryzjerem.

Uczeń B jest klientem salonu fryzjerskiego.

A

B

Zapytaj B, czy możesz w czymś pomóc.

Wyjaśnij cel wizyty.

Zapytaj o rodzaj fryzury.

Odpowiedz.

Zaproponuj B konkretną nową fryzurę.

Poproś o możliwość zobaczenia jakichś zdjęć fryzur.

Przystan na prośbę B i doradź najlepszą opcję.

Wyraź zgodę.

Zapytaj o reakcję na nową fryzurę.

Wyraź pozytywną opinię.

## PISANIE



### Blog

- 11 Wykonaj zadanie z ramki.

Zaczynasz pisać blog osobisty. Utwórz pierwszy wpis, w którym się przedstawisz.

- Napisz, jak wyglądasz.
- Opisz swój charakter.
- Napisz, co lubisz, a czego nie lubisz robić.
- Przedstaw krótko swoją rodzinę i przyjaciół.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Tekst powinien zawierać od 80 do 130 słów.

# 5

## Education

Learn to walk before you run.

A proverb

BBC

5.1

## VOCABULARY

Types of school • at school • exams

*I can use language related to types of school, exams and tests.*

### SHOW WHAT YOU KNOW

- 1 Copy the table and complete it with the words in the box. Think about more words to add in each group. Compare with a partner.

Chemistry coursebook desk Geography head teacher  
IT (Information Technology) form teacher  
IWB (interactive whiteboard) Maths PE (Physical Education)  
Physics pupil Science whiteboard

| Classroom objects | Subjects | People |
|-------------------|----------|--------|
| whiteboard        | ?        | ?      |

- 2 In your notebook, finish the statements to make them true for you. Compare with a partner.

- My favourite subject is ... ?
- My worst subject is ... ?
- The best thing about my school is ... ?
- The worst thing about my school is ... ?

- 3 Read about education in Britain. Are the sentences true or false? Read the text and check your answers.

- All children start their education when they are three years old.
- Students have to continue education until the age of eighteen.
- In British schools boys and girls always study together.
- Students have to study three subjects until they are sixteen.
- Students take exams only once.

### FOCUS ON WORDS | Types of school

- 4 2.32 **SPEAKING** Listen and repeat the names of school types in red in the text. Then discuss what schools there are in Poland.

#### Schools and higher education

nursery school/playgroup/kindergarten primary school  
secondary school college university

#### Type of school

state school ≠ private school boys' school ≠ girls' school  
single-sex school ≠ mixed school

### FOCUS ON WORDS | At school

- 5 2.33 In your notebook, match the underlined phrases in the text with their opposites. Then listen, check and repeat.

- be on time for lessons ≠ be late for lessons
- come to a class ≠ miss a class
- start school ≠ ? school
- do badly in a test ≠ ? in a test
- get good marks/grades ≠ ? /grades



6 **SPEAKING** In your notebook, complete the statements with the correct words or phrases in Exercise 5. Discuss which statements are true for you.

- 1 I have to work hard if I want to do well in the exams.
- 2 I am always late for lessons, I am never late!
- 3 I work very hard in English lessons, but I still do badly the tests.
- 4 I would like to study at university when I finish school.
- 5 I love Maths and always get high marks in the tests.
- 6 I love Biology lessons and I always try not to fail a class.

**FOCUS ON WORDS | Exams**

7 **2.34** Look at the highlighted phrases in the text and complete the definitions below. Then listen, check and repeat.

- 1 revise for an exam = prepare for an exam
- 2 sit an exam = take an exam/a test
- 3 take an exam again = retake /a test
- 4 do well in an exam = get high marks an exam
- 5 fail an exam = do badly in an exam
- 6 entrance exams = exams you take to get into a school/university

**REMEMBER THIS**

We say a + subject + exam, e.g. take a Maths exam  
NOT an exam from Maths.

8 **SPEAKING** Discuss the questions about your school.

- 1 How many tests do you usually take every week? In what subjects?
- 2 How many times can you retake a test/an exam if you fail it the first time?
- 3 What do you do to revise well for an exam?
- 4 What can happen if you fail an exam?
- 5 What is the highest grade you can get when you pass a test or an exam?
- 6 Are there special entrance exams for universities in Poland? What are they?

9 In your notebook, write a short text about the schools in Poland. How similar are they to the schools in Britain?

**UK TODAY**

## Education in Britain

The text describes the school system in England and Wales. Scotland and Northern Ireland have different systems.

In England and Wales nowadays many children go to **nursery school** when they are three or four. When they are five, they go to **primary school** and they stay there for six years. At the age of eleven, they start **secondary school**. Students have to study between the ages of five and eighteen. Most students study at the same secondary school for seven years, but some leave school at the age of sixteen and, for example, study at **college** or train for a job for two more years.

At the age of eighteen or nineteen students can go to **university**, which usually lasts three or four years.

Some parents pay for their children to go to a **private school**, but most students go to **state schools**. Most state schools are **mixed** – they are for boys and girls – but some are **single-sex** for either boys or girls only.

### Exams

There are different types of exams in British schools. All students have to study English, Maths and Science until Year 11. At the end of that year, at the age of sixteen, students take GCSE **exams**\*. Students usually take GCSEs in five to ten subjects, so they have to revise a lot before their exams. If students want to go to university, they take A level exams\*. Most students take two or three A levels, but some do four. If students don't pass their exams or don't do well and get bad marks, they can always retake the exams.

GCSE exams (GCSEs) – General Certificate of Secondary Education  
A level exams (A levels) – Advanced Level (end-of school exams)



Pupils in a Science class



A level results



University Graduation

# 5.2

## GRAMMAR

must/mustn't, should/shouldn't

I can express obligation, prohibition and give advice in the present and future.

- SPEAKING** Do you know any unusual schools? What do people learn there?
- Look at the photo of an unusual school. What do you think children do there? Read and check your ideas.



### UNUSUAL SCHOOLS

- You **must** start learning when you are two years old.
- You **must** practise every day.
- You **mustn't** sit very close to the snakes.
- You **must** learn to play music for the snakes.
- You **mustn't** touch the snakes when the teacher is not there.

- Read the GRAMMAR FOCUS. In your notebook, complete the rules for becoming a stunt performer with **must** or **mustn't**.

#### GRAMMAR FOCUS 1

##### must/mustn't

- You use **must** to say that something is a rule or is necessary.
- You use **mustn't** when you want to say, 'don't do this'.

+ I/You/He/She/We/They **must** practise.

- I/You/He/She/We/They **mustn't** touch the snakes.

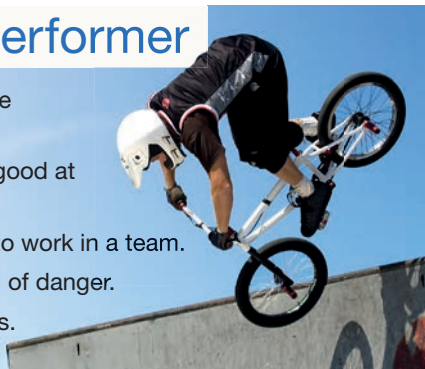
##### Note:

To say that it is not necessary, we say 'you **don't have to** do it', NOT **mustn't**.

He **doesn't have to** practise if he doesn't want to. (It's not necessary.)  
It's late. He **mustn't** practise at this time of night. (They don't allow him.)

### To be a stunt performer

- you **must** be very fit and love outdoor activities.
- you **?** be very good at different kinds of sports.
- you **?** be able to work in a team.
- you **?** be afraid of danger.
- you **?** take risks.



- 2.35** Now listen and check your answers in Exercise 3.
- In your notebook, complete the statements with **mustn't** or **don't have to** to make them true for you. Then compare with a partner.
  - I **?** be at school before eight.
  - I **?** wear a school uniform.
  - I **?** use my mobile phone during lessons.
  - I **?** be at home after nine in the evening.

- Read the dialogue. Does Person B give good advice?

- A: I'm good at sports and I'm not afraid of danger. Where **should** I study?  
B: You **should** go to a stunt school.
- A: I love films and TV, but I'm not very fit and I hate danger. **Should** I go to a stunt school?  
B: No! You **shouldn't**. You should go to a film school.

- Read the GRAMMAR FOCUS. In your notebook, complete the dialogues with **should** or **shouldn't** and the words in brackets.

#### GRAMMAR FOCUS 2

##### should/shouldn't

You use **should/shouldn't** to give advice.

+ I/You/He/She/We/They **should** go to a film school.

- I/You/He/She/We/They **shouldn't** go to a stunt school.

? **Should** I study there?

Yes, you **should**./No, you **shouldn't**.

Where **should** I go?

You **should** go to a film school.

- A: I want to be an actor. **Should I leave** (I/leave) school now and go to Hollywood?  
B: No, you **?** (leave) school yet. You **?** (go) to theatre school after you finish school.
- A: I love working with animals. My parents want me to get an office job. What **?** (I/do)?  
B: Well, you **?** (work) in an office! You **?** (train) to become a vet.
- A: I'm scared of heights. **?** (I/go) walking with the class this weekend?  
B: Yes, you **?** but you **?** (tell) the leader and you **?** (climb) any mountains.

- What is your school like? In your notebook, make statements that are true for you using the words in the box. Compare with a partner.

be friendly and helpful   cheat in exams  
do extra activities   do your homework  
run inside the school  
use a mobile phone in class   use a tablet  
wear a uniform

At my school ...

- you **must** **?**
- you **mustn't** **?**
- you **don't have to** **?**
- you **should** **?**
- you **shouldn't** **?**



# 5.3

## LISTENING

Answering questions

*I can identify key details in a simple recorded dialogue about places at school.*

### FOCUS ON WORDS | Places at school

- 1 **2.36** Look at the places in the box. In your notebook, label the photos, then listen and repeat. Which places are not in the photos?

canteen classroom corridor gym hall library  
playground science lab sports field staff room



- 2 **2.37** Jane is showing Mark round the school. Listen to Part 1 of their conversation. Where are they? How do you know?

- 3 Read the conversation. What kind of information is missing in each gap? In your notebook, match gaps 1–3 with descriptions a–c.

- a It is something you wear on top of your clothes.
- b It is something students do in Science classes.
- c It is something students use in Science classes.

Jane: There is a lot of special <sup>1</sup> ? here. Students do <sup>2</sup> ? in Chemistry and Physics lessons. You mustn't touch anything until the teacher tells you to.

Mark: What are all those books?

Jane: We keep all the science books here so everyone can use them in the lessons. You have to wear an <sup>3</sup> ? in here too, over your school uniform, to protect it.

- 4 **2.37** Copy and complete the sentences from Jane and Mark's conversation in Exercise 3 with the words in the box. Then listen again and check.

(experiments overall equipment)

- 5 **2.38** Listen to the rest of the conversation. What other four places does Jane describe?

### LISTENING FOCUS Answering questions

- 6 **2.38** Listen to the conversation again and answer the questions in your notebook.

- 1 Why don't teachers normally come to the canteen?
- 2 What can't you do in the library?
- 3 What activities take place in the school's hall?
- 4 What sports do students play in the sports field?

### FOCUS ON WORDS | Nouns and verbs

- 7 **2.39** Look at the verbs in the box. Copy the list and complete it with the verbs. Listen, check and repeat.

(borrow do give have use)

- 1 ? experiments
- 2 ? a meeting
- 3 ? a book/CD/DVD from the library
- 4 ? a speech
- 5 meet friends
- 6 ? school books in lessons

- 8 **SPEAKING** Do you do the activities in Exercise 7 at your school? When? How often? Discuss with a partner.

### PRONUNCIATION FOCUS

- 9 **2.40** Listen to the sound *th*. Copy the table and put the words in the box in the correct column.

| /ð/ (the) | /θ/ (think) |
|-----------|-------------|
| the       | think       |

(author bathroom father mother  
other thanks then there they thin  
thing this those thousand three  
Thursday together tooth)

- 10 **2.41** Listen and check.



- 1 **SPEAKING** Look at the photos and the words in the box. Which activities do you think students do at the summer school?

camping doing experiments doing tests hiking  
meeting scientists observing the night sky  
scuba diving taking photos visiting London

- 2 Read the introduction to the article. What does it describe?

- 1 a school where students study to become scientists
- 2 a short course for students who're interested in space
- 3 a research centre for space scientists

- 3  Read the text. In your notebook, match paragraphs 1–6 with information a–f.

- a activities in the swimming pool
- b a trip to a building to find out more about space
- c general description of what students do at the camp
- d an experience of flying
- e the classes at the university
- f looking at the night sky

### READING FOCUS Matching

- 4  Read the text again. In your notebook, match headings A–G with paragraphs 1–6. There is one extra heading.

- A Training in the pool
- B Very educational visit
- C Theory and practice
- D Astronauts' equipment
- E General description of the school
- F Practice in the air
- G Outdoor activities

### FOCUS ON WORDS | Phrasal verbs

- 5  2.43 In your notebook, match the phrasal verbs marked blue in the text with the definitions. Then listen, check and repeat.

- 1 go from one place to another = ?
- 2 learn a fact or piece of information = ?
- 3 build something, e.g. a tent = ?
- 4 focus on something = ?

- 6 In your notebook, complete the sentences with the phrasal verbs in Exercise 5.

- 1 I don't know much about rockets. I want to ? more.
- 2 I can't talk to you now. This text isn't easy and I need to ? it.
- 3 The tent is still in the bag, so we need to ? it ? .
- 4 I have to ? a lot for my job, so I never spend much time in one city.

- 7 **SPEAKING** Discuss the questions.

- 1 Do you move around a lot in classes?
- 2 Do you have to concentrate on any school projects at the moment?
- 3 What do you want to find out more about?
- 4 Can you put up a tent?

### FOCUS ON WORDS | Collocations

- 8  2.44 In your notebook, match the underlined verbs in the text with the nouns in the box. Then listen, check and repeat.

(a course a prize friends part your skills)

- |             |         |
|-------------|---------|
| 1 take ?    | 4 do ?  |
| 2 improve ? | 5 win ? |
| 3 make ?    |         |

- 9 In your notebook, complete the statements with the verbs in Exercise 8.

- 1 I think summer schools are a good way to ? new friends.
- 2 I never ? part in projects at school.
- 3 I always try to ? my language skills when I can.
- 4 I'd like to ? a course abroad next summer.
- 5 I often ? prizes at sports.

- 10 Which statements in Exercise 9 are true for your partner?

*You think summer schools are a good way to make new friends ... I think it's true.*

*Yes! I think number 2 is false ... You always take part in projects at school.*

*Correct! You ...*

- 11 **SPEAKING** Discuss in groups.

- 1 What do you like doing in your summer holidays?
- 2 Do many young people you know do summer courses?
- 3 What things do you think are interesting to study at a summer school?
- 4 Would you like to do a course? What skills would you like to improve?

# TO THE STARS!

**D**o you dream of learning more about space and meeting some amazing scientists? Do you want to learn new skills and **make** some great friends? Well, you can do all these things and much more at Senior Space School UK!

5

1 Senior Space School UK is a summer school at the University of Leicester in England. It's for sixteen- to eighteen-year-olds and is eight days long. You do a mix of classes and practical activities and it's a fun way to **improve** your science skills. In the evenings, you can relax **10** and there are quizzes, karaoke and a disco too.

2 You spend three of the eight days at the university. First, there are lectures – special classes – in Maths, Physics and other subjects. Then, you **concentrate on** exciting practical projects in the science labs. For example, **15** you have to build a rocket using your new knowledge. Everyone **takes part** and the best one **wins** a prize!

3 In space, people and objects do not weigh\* anything, so **moving around** is very different to Earth. Astronauts practise for space-walks in water; that's why you spend **20** a few hours learning to scuba dive. After **doing** a short course, you work in teams to move materials in the correct order and build a structure\* – all under water. It's a real challenge\*!

4 On another evening you go camping. You must **put up** **25** your tent, collect wood for a fire and cook your food. When it's dark, you learn to identify different stars, constellations (groups of stars) and other objects in the night sky. After that, everyone has hot chocolate and sings around the campfire.

30

5 There's a trip to the National Space Centre to **find out** about the difficulties of travelling to Mars. There's lots to do: meeting scientists, watching a show, exploring the centre and looking at the equipment astronauts use in **35** the International Space Station.

6 If you want to learn how to fly, you can go indoor skydiving. Flying like this is almost like moving in space but it's not easy! The teacher shows you how to move and then you **40** get to fly. At the end of the activity, watch as the teacher demonstrates some fantastic skydiving tricks.

**Space School UK is an amazing opportunity to learn and have fun. Book your place now! **45****



## GLOSSARY

to weigh – ważyć  
structure – konstrukcja, struktura  
challenge – wyzwanie



Past Simple: was/were, could

*I can use be and can in the Past Simple.***1 Look at the photo and discuss the questions. Then read the text and check.**

- Who is the person in the photo?
- What do you know about him?
- What is he most famous for?

Daniel Radcliffe is now famous as the 'Harry Potter' actor, but what **was** his life like before the films? **Was** he a good student?

School **wasn't** a good experience for Daniel. Because of a neurological\* problem, he **couldn't** tie his shoelaces\*, and he couldn't write well. His results **weren't** good. His mum was a film agent, but to start with she wasn't happy about Daniel acting. His first audition was when he was nine. It was a great idea: Daniel **could** act! All the *Harry Potter* films **were** successful and Daniel is now a very popular actor.



## GLOSSARY

neurological – neurologiczny  
shoelaces – sznurówki

**2 Copy the GRAMMAR FOCUS and complete it with the verbs in blue in the text. Then find more examples in the text.**

## GRAMMAR FOCUS 1

## Past Simple: was/were

- +** I/He/She <sup>1</sup>**was** a good student.  
You/We/They <sup>2</sup>\_\_\_\_\_ good students.
- I/He/She <sup>3</sup>\_\_\_\_\_ a good student.  
You/We/They <sup>4</sup>\_\_\_\_\_ good students.
- ?** <sup>5</sup>\_\_\_\_\_ I/he/she a good student?  
Yes, I/he/she **was**./No, I/he/she **wasn't**.  
**Were** you/we/they good students?  
Yes, you/we/they **were**./No, you/we/they **weren't**.  
What **was** he good at?  
What **were** they good at?

## Note:

- You also use was/wasn't with it: **It was** a great idea.
- wasn't = was not      weren't = were not

## GRAMMAR FOCUS 2

## Past Simple: could

- +** He <sup>6</sup>**could** play the guitar.
- He <sup>7</sup>\_\_\_\_\_ play the piano.
- ?** **Could** he play the piano?

## Note:

- Could is the same for all persons (I, you, he, she, it, we, they).
- couldn't = could not

**3 In your notebook, correct the false sentences.**

- School was a good experience for Daniel.  
*School **wasn't** a good experience for Daniel.*
- He could write well.
- His results were good.
- His first audition was when he was twelve.
- Daniel couldn't act.
- The *Harry Potter* films weren't successful.

**4 2.45 Read about Kristen Stewart. Which options are correct? Then listen and check.**

Kristen Stewart is a famous actress. But when she <sup>1</sup>**was** / **were** younger, things <sup>2</sup>**wasn't** / **weren't** always easy. She <sup>3</sup>**wasn't** / **weren't** happy at high school because she <sup>4</sup>**could** / **couldn't** talk to other kids her age. They <sup>5</sup>**was** / **were** interested in different things, so they <sup>6</sup>**wasn't** / **weren't** very friendly to her. They <sup>7</sup>**were** / **weren't** often jealous because Kristen <sup>8</sup>**could** / **couldn't** act really well.

**5 2.46 In your notebook, complete the text about Albert Einstein so that it is true. Use was/wasn't, were/weren't or could/couldn't. Compare with a partner. Then listen and check.**

Albert Einstein was a very famous scientist. From an early age, he <sup>1</sup>**was** good at Maths and Science and he <sup>2</sup>\_\_\_\_\_ play the violin well. But at school, he <sup>3</sup>\_\_\_\_\_ good at all subjects. History and Geography <sup>4</sup>\_\_\_\_\_ easy for him and he <sup>5</sup>\_\_\_\_\_ good at foreign languages. But Einstein <sup>6</sup>\_\_\_\_\_ a genius and scientists are still studying his brain to help them understand about intelligence.

**6 SPEAKING In your notebook, complete the questions with were or could. Then ask and answer the questions. Write down your partner's answers.**

When you were at primary school ...

- were** the other students friendly?
- \_\_\_\_\_ your teachers nice?
- \_\_\_\_\_ you speak English?
- \_\_\_\_\_ you good at Science?
- \_\_\_\_\_ you understand everything?
- \_\_\_\_\_ you a quiet student?
- \_\_\_\_\_ lessons fun?
- \_\_\_\_\_ you good at sports?

**7 SPEAKING Tell the class about your partner.**

*When Marek was at primary school, the other students were friendly. His teachers were ...*

## FOCUS VLOG School memories

**2.47** Listen to the Focus Vlog. What were the speakers' favourite subjects? Write the answers in your notebook.



# 5.6

## SPEAKING

Asking for and giving information

*I can ask for and give simple travel information.*

- 1 Read the information about the Eden Project and Shakespeare's House. Which is the best place to visit on a school trip? Why?
- 2 2.48 Ben is organising a trip for his class. Listen to the dialogue. Which place do they want to visit?
- 3 2.48 In your notebook, complete the dialogue. Then listen again and check.

**Woman:** Good morning. Can I help you?  
**Ben:** Good morning. I'd like some information.  
**Woman:** Certainly, what would you like to know?  
**Ben:** What are your opening times?  
**Woman:** We're open from <sup>1</sup> ? a.m. to <sup>2</sup> ? p.m.  
**Ben:** And how much does it cost to get in?  
**Woman:** For adults it costs <sup>3</sup> ? and for children it costs <sup>4</sup> ? . There are also discounts for groups.  
**Ben:** Can I book online?  
**Woman:** Yes, you can. There's a discount if you book online.  
**Ben:** Are there any guided tours?  
**Woman:** No, but you can download an app to your phone. It's got lots of great information.  
**Ben:** And where is the house, exactly?  
**Woman:** It's on Henley Street, near the train station.  
**Ben:** OK, thanks very much.  
**Woman:** You're welcome.

- 4 Read the dialogue again. How do the underlined phrases in Exercise 3 complete the SPEAKING FOCUS correctly?

### SPEAKING FOCUS

#### Asking for information

I'd like some information.

<sup>1</sup> ?

How much does it cost to get in?

How much are the tickets?/How much is (a family) ticket?

Can I book online? Are there any guided tours?

Is there an app?

Where is the (park/museum/attraction) exactly?

Thanks very much.

#### Giving information

<sup>2</sup> Can I help you?

What would you like to know?

Tickets are (£10) for adults and (£5) for children.

Tickets for children under (five) are free.

<sup>3</sup> ?

A family ticket costs (£20).

The (museum/park) opens at (9 a.m.) and closes at (5 p.m.).

It's in/on (Green Street).

You're welcome.

- 5 In your notebook, put the words in the correct order to make questions. What place did you visit on your school trip? Discuss with a partner.

1 how / cost / much / it / to / in / does / get / ?

*How much does it cost to get in?*

2 any / there / are / tours / ?

3 book / online / I / can / ?

4 is / where / exactly / it / ?

5 there / is / app / an / ?

- 6 **SPEAKING** Practise a dialogue asking about the Eden Project. Then act it out to the class.

## Eden Project

Cornwall

Explore the rainforest, walk through the Mediterranean area, have fun in the education centre and learn about plants. There are also fantastic concerts and the longest wire in England!



**Opening times:** 9.30 a.m. – 6 p.m., seven days a week all year

**Tickets:** Adults – £27.50 (£25 online)  
 Children five-sixteen years old – £14 (£12.60 online)  
 Children under five – free  
 Students – £22.50  
 Discounts for groups of ten or more – **contact** 01726811911

**Guided tours:** Choose from three different tours £100–£125.

## Shakespeare's House

Stratford-upon-Avon

See where Shakespeare was born and lived for over twenty years. Explore the gardens, visit the shop or do a workshop. Download the Eye Shakespeare app to your phone to get the most from your visit!



**Opening times:** 9.00 a.m. – 5 p.m.

**Tickets:** Adults – £15.90 (10% discount online)  
 Children five-sixteen years old – £9.50 (10% discount online)  
 Family – £41.50  
 Students – £14.90  
 Discounts for groups of ten or more – **contact** 01789204016

A personal email/letter

*I can write a short personal email/letter to tell news.*

1 Which of the five topics would you NOT write about in an email to a friend about a new school?

- 1 The other students
- 2 Activities you are doing
- 3 Your favourite film
- 4 Your news
- 5 School sports teams

2 Read the email. Which topic does Jen NOT write about?

[A] Hi Mark,

[B] **How are you?** I hope you're fine and not too busy!

[C] I'm getting on OK at my new school. It's great because everyone's very friendly. I don't know my way round the school yet. I get lost all the time, but someone always helps me find the right place. What else? The trials for the hockey team are next week. I'd love to be in the team, so I have to practise really hard. **My other news is that** I'm in a band! There are six of us in the band. I play the guitar (of course!) and it's great fun.

[D] **How about you?** Are you still in the volleyball team? What are your plans for this weekend? Do you want to come and stay at my place?

[E] Write soon! **I can't wait to hear all your news!** ☺  
I miss you all!

Love

Jen



3 Read the email again. In your notebook, match parts A–E with headings 1–5.

- 1 Asking about the other person
- 2 Giving your news
- 3 Signing off
- 4 Greeting
- 5 Asking how someone is

4 Copy the WRITING FOCUS and complete it with the expressions in purple in the email.

### WRITING FOCUS

#### A personal email/letter

##### • Asking about someone

<sup>1</sup>*How are you?* / How are things?

I hope you're fine! / I hope you're not too busy!

How's everyone?

##### • Giving your news

I'm getting on OK/fine/well.

What else?

I'd love to ...

<sup>2</sup> ?

##### • Asking about the other person

What are you up to?

<sup>3</sup> ?

What are your plans for this weekend/the holidays?

How's life?

What's your news?

##### • Signing off

Write soon!

<sup>4</sup> ?

I hope to hear from you soon!

I miss you! / I miss you all!

5 Read examples A–D. In your notebook, complete the text with **and**, **but**, **because** or **so**.

A I hope you're fine! I hope you're not too busy!

→ I hope you're fine **and** not too busy!

B I get lost all the time. Someone always helps me.

→ I get lost all the time, **but** someone always helps me.

C It's great **because** everyone is very friendly.

→ Everyone is very friendly, **so** it's great.

D The trials are next week. I have to practise hard.

→ The trials are next week, **so** I have to practise hard.

→ I have to practise hard **because** the trials are next week.

I want to get fit, <sup>1</sup>**so** I'm doing a lot of sport this year.

I'm in the football team <sup>2</sup> ? I'm in the

badminton team <sup>3</sup> ? I'm not in the hockey

team. I'm also in a theatre group. We've got a show next

week <sup>4</sup> ? we have to practise hard. What

else? We've got a new History teacher <sup>5</sup> ?

she's really nice! I'm learning a lot <sup>6</sup> ? she's a great teacher.

### SHOW WHAT YOU'VE LEARNT

6 In your notebook, make notes for each topic in Exercise 1. Then write an email of 80–130 words to a friend with your school news. Use the WRITING FOCUS to help you.

## 5.1 Vocabulary 4.29

**A level exams (A levels)** /,eɪˈlevəl ɪgˈzæmz/ ('eɪˈlevəlz)/ egzamin zdawany przez brytyjskich uczniów w wieku osiemnastu lat  
**be late/on time for lessons** /biˈleɪt/ɒnˈtaɪm fəˈlesənz/ spóźnić się / przyjść o czasie na lekcje  
**boys' school** /ˈbɔɪzˈskuːl/ szkoła dla chłopców  
**Chemistry** /ˈkeməstri/ chemia  
**college** /ˈkɒlɪdʒ/ szkoła pomaturalna/kolegium  
**come to class** /ˌkʌm təˈklaːs/ przychodzić na zajęcia  
**coursebook** /ˈkɔːsbʊk/ podręcznik  
**desk** /desk/ ławka  
**do well/badly in an exam/test** /,duːˈwel/ˌbædli ɪn ən ɪgˈzæmˈtest/ osiągnąć dobry/zły wynik na egzaminie/teście  
**entrance exams** /ˈentrəns ɪgˈzæmz/ egzaminy wstępne  
**fail an exam** /feɪl ən ɪgˈzæm/ nie zdać egzaminu  
**form teacher** /ˈfɔːmˌtiːtʃə/ wychowawca  
**GCSE exams (GCSEs)** /ˌdʒiːsiːesˈiː ɪgˈzæmz/ (ˌdʒiːsiːesˈiːz)/ egzamin zdawany przez brytyjskich uczniów w wieku piętnastu - szesnastu lat  
**Geography** /dʒiˈɒɡrəfi/ geografia  
**get bad marks/grades** /ˌget bædˈmɑːks/ˈɡreɪdz/ dostawać złe oceny  
**get good marks/grades** /ˌget ɡʊdˈmɑːks/ˈɡreɪdz/ dostawać dobre oceny  
**girls' school** /ˈɡɜːlzˈskuːl/ szkoła dla dziewcząt  
**go to university** /ˌɡəʊ təˈjuːnəˈvɜːsəti/ pójść na uniwersytet  
**head teacher** /ˌhedˈtiːtʃə/ dyrektor  
**higher education** /ˌhaɪərˌedʒuˈkeɪʃən/ szkolnictwo wyższe  
**IT (Information Technology)** /ˌaɪˈtiː(ˌɪnfəˌmeɪʃən tekˈnɒlədʒi)/ informatyka  
**IWB (interactive whiteboard)** /ˌaɪˌdʌbəlˌjuːˈbiː(ˌɪntərˌæktɪvˈwaɪtˌbɔːd)/ tablica interaktywna  
**kindergarten** /ˈkɪndəɡuːtɪn/ przedszkole  
**last** /lɑːst/ trwać  
**leave school** /ˌliːvˈskuːl/ odejść ze szkoły  
**Maths** /mæθs/ matematyka  
**miss a class** /ˌmɪs əˈklaːs/ opuszczać lekcje  
**mixed school** /ˌmɪksədˈskuːl/ szkoła koedukacyjna  
**nursery school** /ˈnɜːsəriˈskuːl/ przedszkole  
**pass an exam** /ˌpɑːs ən ɪgˈzæm/ zdać egzamin  
**PE (Physical Education)** /ˌpiːˈiː(ˌfɪzɪkəlˌedʒuˈkeɪʃən)/ WF (wychowanie fizyczne)  
**Physics** /ˈfɪzɪks/ fizyka  
**playgroup** /ˌpleɪɡrʊːp/ grupa przedszkolna  
**primary school** /ˈpraɪməriˈskuːl/ szkoła podstawowa  
**private school** /ˈpraɪvətˈskuːl/ szkoła prywatna  
**pupil** /ˈpjuːpəl/ uczeń  
**retake an exam/a test** /ˌriːˌteɪk ən ɪgˈzæm/ əˈtest/ zdawać ponownie egzamin/test  
**revise for an exam** /rɪˈvaɪz fər ən ɪgˈzæm/ powtarzać do egzaminu  
**Science** /ˈsaɪəns/ nauki ścisłe  
**secondary school** /ˈsekəndəriˈskuːl/ szkoła średnia  
**single-sex school** /ˌsɪŋɡəlˌseksˈskuːl/ szkoła tylko dla chłopców/dziewcząt  
**start school** /ˌstɑːtˈskuːl/ zaczynać lekcje, rozpocząć szkołę  
**state school** /ˈsteɪtˈskuːl/ szkoła publiczna  
**study a subject** /ˌstʌdi əˈsʌbdʒɪkt/ uczyć się przedmiotu  
**take/sit a test** /ˌteɪkˌsɪt əˈtest/ zdawać test  
**take/sit an exam** /ˌteɪkˌsɪt ən ɪgˈzæm/ zdawać egzamin  
**university** /ˌjuːnəˈvɜːsəti/ uniwersytet

## 5.2 Grammar 4.30

**be afraid of** /ˌbi əˈfreɪd əv/ bać się  
**cheat in exams** /ˌtʃiːt ɪn ɪgˈzæmz/ ściągać na egzaminach  
**close** /klaʊs/ blisko  
**do extra activities** /ˌduːˌɛkstrə ækˈtɪvətɪz/ uczęszczać na zajęcia dodatkowe  
**film school** /ˈfɪlmˈskuːl/ szkoła filmowa  
**finish school** /ˌfɪnɪʃˈskuːl/ skończyć szkołę  
**office job** /ˈɒfɪs dʒɒb/ praca biurowa  
**outdoor activities** /aʊtˌdɔːr ækˈtɪvətɪz/ zajęcia na wolnym powietrzu  
**professor** /prəˈfesa/ profesor, wykładowca  
**run inside the school** /ˌrʌn ɪnˌsaɪd ðəˈskuːl/ biegać w szkole  
**stunt performer** /ˌstʌnt pəˈfɔːmə/ kaskader  
**stunt school** /ˌstʌntˈskuːl/ szkoła kaskaderów  
**take risks** /ˌteɪkˈrɪks/ podejmować ryzyko  
**theatre school** /ˈθɪətəˈskuːl/ szkoła teatralna  
**train to become (a vet)** /ˌtreɪn tə bɪˌkʌm (əˈvet)/ szkolić się na (weterynarza)  
**use a tablet/mobile phone in class** /ˌjuːz əˌtæblətˌməʊbaɪl fəʊn ɪnˈklaːs/ używać tabletu/telefonu komórkowego w klasie  
**wear a uniform** /ˌweə əˈjuːnəfɔːm/ nosić mundur

## 5.3 Listening 4.31

**assembly** /əˈsembli/ apel  
**borrow a book/CD/DVD from the library** /ˌbɒrəʊ əˌbʊkˌsiːˌdiːˌdiːˌviːˌdiː frəm ðəˈlaɪbrəri/ wypożyczyć książkę/płytkę kompaktową/DVD z biblioteki  
**canteen** /kænˈtiːn/ stołówka  
**classroom** /ˈklaːs-rʊm/ klasa  
**corridor** /ˈkɒrɪdɔː/ korytarz  
**do experiments** /ˌduː ɪkˈsperɪmənts/ przeprowadzać doświadczenia  
**drama** /ˈdraːmə/ sztuka teatralna  
**give a speech** /ˌɡɪv əˈspiːtʃ/ wygłosić mowę  
**gym** /dʒɪm/ sala gimnastyczna  
**hall** /hɔːl/ aula  
**have a meeting** /ˌhæv əˈmiːtɪŋ/ spotkać się  
**hockey** /ˈhɒki/ hokej  
**in the breaks** /ɪn ðəˈbreɪks/ na przerwach  
**library** /ˌlaɪbrəri/ biblioteka  
**meet friends** /ˌmiːtˈfrendz/ spotkać się ze znajomymi  
**playground** /ˈpleɪɡraʊnd/ plac zabaw  
**Science lab** /ˈsaɪəns læb/ pracownia fizyczno-chemiczna  
**(special) equipment** /ˌ(speʃəl) ɪˈkwɪpmənt/ (specjalne) wyposażenie  
**sports competition** /ˈspɔːts kəmpeɪtɪʃən/ turniej sportowy  
**sports field** /ˈspɔːts fiːld/ boisko szkolne  
**staff room** /ˈstɑːf ruːm/ pokój nauczycielski  
**use school books in lessons** /ˌjuːz skuːl bʊks ɪnˈlesənz/ używać podręczników na lekcjach  
**wear an overall** /ˌweə ən ˌəʊvərˈɔːl/ nosić kitel, fartuch

## 5.4 Reading 4.32

**at the camp** /ət ðəˈkæmp/ na obozie  
**build a rocket** /ˌbɪld əˈrɒkɪt/ budować raketę  
**campfire** /ˈkæmpfaɪə/ ognisko  
**camping trip** /ˈkæmpɪŋ trɪp/ biwak  
**challenge** /ˈtʃæləndʒ/ wyzwanie  
**collect wood for a fire** /kəˌlektˈwʊd fər əˈfaɪə/ zbierać drewno na ognisko  
**concentrate on** /ˈkɒnsəntrət ɒn/ skupić się na  
**demonstrate tricks** /ˌdemənstreɪtˈtrɪks/ przedstawiać sztuczki  
**do a course (abroad)** /ˌduː əˈkɔːs (əˈbrɔːd)/ uczęszczać na kurs (za granicą)  
**do tests** /ˌduːˈtestz/ zdawać testy  
**dream of** /ˌdriːm əv/ marzyć o  
**find out** /ˌfaɪndˈaʊt/ dowiedzieć się  
**focus on** /ˌfəʊkəs ɒn/ skupić się na  
**hike** /haɪk/ chodzić na wycieczki

**identify stars** /aɪˌdentɪfaɪˈstɑːz/ rozpoznawać gwiazdy  
**improve your skills** /ɪmˈpruːv jəˈskɪlz/ poprawić, polepszyć swoje umiejętności  
**indoor skydiving** /ˌɪndoːˈskaɪˌdaɪvɪŋ/ lot w tunelu aerodynamicznym  
**International Space Station** /ˌɪntəˌnæʃənəlˈspeɪsˌsteɪʃən/ międzynarodowa stacja kosmiczna  
**knowledge** /ˈnɒlɪdʒ/ wiedza  
**learn a skill** /ˌlɜːn əˈskɪl/ zdobyć umiejętność  
**lecture** /ˈlektʃə/ wykład  
**make friends** /ˌmeɪkˈfrendz/ zaprzyjaźnić się  
**meet scientists** /ˌmiːtˈsaɪəntɪsts/ spotykać naukowców  
**move around** /ˌmuːv əˈraʊnd/ przemieszczać się  
**practical activities** /ˌpræktɪkəl ækˈtɪvətɪz/ zajęcia praktyczne  
**put up a tent** /ˌpʊt ʌp əˈtent/ rozstawiać namiot  
**scuba dive** /ˈskuːbə daɪv/ nurkować z akwalungiem  
**sing** /sɪŋ/ śpiewać  
**structure** /ˈstrʌktʃə/ konstrukcja, struktura  
**summer school** /ˈsʌməˈskuːl/ szkoła letnia  
**take part** /ˌteɪkˈpɑːt/ wziąć udział  
**weigh** /wei/ ważyć  
**win a prize** /ˌwɪn əˈpraɪz/ wygrać nagrodę

## 5.5 Grammar 4.33

**acting** /ˈæktɪŋ/ aktorstwo  
**audition** /ˌɔːˌdɪʃən/ przesłuchanie (dla aktorów, piosenkarzy itp.)  
**be good at (foreign languages)** /biˌɡʊd ət (ˌfɒrənˈlæŋɡwɪdʒɪz)/ być dobrym z (języków obcych)  
**genius** /ˈdʒiːniəs/ geniusz  
**History** /ˈhɪstəri/ historia  
**neurological problems** /ˌnjuərəˈlɒdʒɪkəlˈprɒbləmz/ problemy / zaburzenia neurologiczne  
**shoelaces** /ˈʃuːleɪsɪz/ sznurówki  
**tie** /taɪ/ wiązać

## 5.6 Speaking 4.34

**attraction** /əˈtrækʃən/ atrakcja  
**book online** /ˌbʊk ɒnˈlaɪn/ rezerwować przez Internet  
**cost** /kɒst/ kosztować  
**discount** /ˈdɪskaʊnt/ zniżka  
**download an app** /daʊnˌləʊd ən ˈæp/ pobrać aplikację  
**education centre** /ˌedʒuˈkeɪʃənˌsentə/ centrum edukacji  
**exactly** /ɪɡˈzæktli/ dokładnie  
**family ticket** /ˈfæməliˌtɪkət/ bilet rodzinny  
**free** /friː/ darmowy, za darmo  
**get the most from** /ˌɡet ðəˈməʊst frəm/ wykorzystywać jak najlepiej  
**guided tour** /ˌɡaɪdɪdˈtuə/ zwiedzanie z przewodnikiem  
**open** /ˈəʊpən/ otwierać (się)  
**opening times** /ˈəʊpənɪŋ taɪmz/ godziny otwarcia  
**rainforest** /ˈreɪnfɒrɪst/ las tropikalny  
**train station** /ˌtreɪnˌsteɪʃən/ stacja kolejowa  
**workshop** /ˈwɜːkʃɒp/ warsztaty  
**You're welcome.** /jəˈwelkəm/ Proszę. / Nie ma za co.  
**zip wire** /ˈzɪpˌwaɪə/ tyrolka

## 5.7 Writing 4.35

**band** /bænd/ zespół muzyczny  
**get fit** /ˌɡetˈfɪt/ nabrać formy  
**get lost** /ˌɡetˈlɒst/ zgubić się  
**sports team** /ˈspɔːts tiːm/ drużyna sportowa  
**theatre group** /ˈθɪətəˌɡruːp/ grupa teatralna  
**trials** /ˈtraɪəlz/ kwalifikacje



## SŁOWNICTWO I GRAMATYKA

- 1 Uzupełnij zdania właściwymi wyrazami z ramki. Dwa słowa nie pasują do żadnego zdania.

(be book fail get have retake revise start)

- How old are you when you ? school in England?
- Let's ? a meeting to organise the party.
- I want to ? my English test, because I'm not happy with my grade.
- The tickets cost £10. You can ? online before you go to the museum.
- The test starts at seven o'clock and I want to ? on time.

- 2 Wybierz właściwe opcje.

- My parents pay for me to go to a *state* / *private* school.
- Pierre has to *improve* / *make* his language skills before his summer camp in Oxford.
- It's a *single-sex* / *mixed* school and only girls learn here.
- At the summer camp children learn how to *move around* / *put up* a tent.
- Pupils usually *start* / *leave* school when they are five years old.
- I like learning about the past, so I enjoy *Maths* / *History*.

- 3 Uzupełnij zdania właściwymi wyrazami z ramki.

(doesn't have to must mustn't should shouldn't)

- It's not necessary for Joanne to help me. Joanne ? help me.
- My advice is to talk to your parents about your problem. I think you ? talk to your parents about your problem.
- The school rules say: 'No mobile phones in class.' You ? use mobile phones in class.
- I don't think it's a good idea to invite Jack to your party. You ? invite Jack to your party.
- At our school all the students wear a uniform. It's the rule. At our school you ? wear a uniform.

- 4 Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach. Użyj czasu Past Simple.

- I ? (be) shy as a child, but now I'm not shy.
- Simon ? (not can) swim when he ? (be) four years old.
- Where ? (be) you yesterday?
- They ? (can) sing very well when they were at school.
- I ? (not be) at school last week. It ? (be) a holiday.
- ? (can) you play the guitar when you ? (be) at primary school?

## ŚRODKI JĘZYKOWE



### Wybór wielokrotny

- 5 Przeczytaj poniższe minidialogi. Które z podanych opcji A–C poprawnie je uzupełniają?

- X: How long do you usually ? for an exam?  
Y: Very long – when it's Maths! I'm rubbish at numbers.  
A sit B revise C pass
- X: ?  
Y: Really?! Do you still speak it?  
A I couldn't speak French when I was eight.  
B I could speak French when I was eight.  
C I could speak French, but I can't now.
- X: Has your school got science labs?  
Y: Yes. We do a lot of ? there.  
A overalls B equipment C experiments
- X: We're going to the Science Museum tomorrow.  
Y: You should ? the app before you go. It's great.  
A download B take C play
- X: Why are you running?  
Y: It's almost nine o'clock and I don't want to ? my Geography class!  
A miss B late C fail
- X: What are your ? ?  
Y: From 9 a.m. to 6 p.m.  
A group discounts B guided tours C opening times

- 6 Które z podanych opcji A–C poprawnie uzupełniają zdania?

- Sarah is nervous because she's got to ? a speech.  
A do B give C have
- My cousin is three years old. She goes to ? school every morning.  
A nursery B high C primary
- I hope I ? the test.  
A do badly B pass C get lost
- We play football on the sports ? .  
A hall B gym C field
- Matt ? to go to school by bus.  
A has B must C should
- I ? play the piano when I was six years old.  
A can B could C should

## SŁUCHANIE



### Odpowiedzi na pytania

- 7 2.49 Usłyszysz dwukrotnie rozmowę z nastolatkiem. Odpowiedz na pytania 1–4.

- How old are the students in Jack's school?
- What are Jack's favourite clothes for school?
- How much homework does he do every day?
- How many languages can you learn in his school this year?

## CZYTANIE



### Dobieranie

- 8 Przeczytaj tekst na temat Green School. Które z podanych nagłówków A–E odnoszą się do akapitów 1–3? Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnego akapitu.

# Green School



- 1 Green School in Bali is an unusual school. It was an experiment in 2010 by John and Cynthia Hardy. Everything in the school is 'green' – that means it's all good for the environment. The classrooms are made of bamboo. The light and power is from the sun. The school also uses water from the river to produce energy. The Hardys' experiment was successful and there are now 160 students from more than twenty-five countries – and it goes from kindergarten up to age eighteen.
- 2 The students at Green School don't only learn subjects such as English and Maths, they also learn to grow organic vegetables and other foods such as rice in the huge school gardens. They look after the plants and learn to cook them. The school also keeps some farm animals. The students also study building, making furniture and traditional art and dance.
- 3 The Hardys want the local community to be a part of Green School. They have a rule that twenty percent of the students must be from Bali because they want local children to learn about protecting the environment. The children are often poor, so people from all over the world pay for them to go to the school. The idea of green living is becoming more popular and now people are building eco-houses near the school so their children can walk to school. The Hardys' dream is that one day all the schools in the world will be 'green'.

- A The students' activities
- B The school and its teachers
- C The school's plans
- D The school and its students
- E How the school started

## MÓWIENIE



- 9 Pracując w parach, odegrajcie dialog według podanych wskazówek.

Uczeń A pracuje w muzeum.

Uczeń B chce zorganizować szkolną wycieczkę do muzeum.

A

B

Zapytaj B, w czym możesz pomóc.

Wyjaśnij, że potrzebujesz kilku informacji.

Dowiedz się, jakich informacji potrzebuje B.

Zapytaj, czy można dokonywać rezerwacji biletów przez Internet.

Odpowiedz twierdząco i dodaj, że w przypadku rezerwacji przez Internet jest udzielany rabat.

Zapytaj o ceny biletów.

Powiedz, że bilety dla dorosłych kosztują 10 funtów, a dla dzieci 5 funtów oraz że są zniżki dla grup.

Zapytaj o godziny otwarcia muzeum.

Powiedz, że muzeum jest czynne od poniedziałku do soboty w godzinach 9:30-17:30.

Podziękuj pracownikowi muzeum.

## PISANIE



### E-mail/list prywatny

- 10 Zdecyduj, w jakiej kolejności umieścić poniższe informacje w prywatnym e-mailu.

- a What are your plans for the weekend?
- b I hope to hear from you soon!
- c I hope you're fine and not too busy!
- d I'm getting on fine on my course.

- 11 Wykonaj zadanie z ramki.

Od kilku miesięcy mieszkasz w nowym mieście. Napisz do koleżanki e-mail, w którym:

- zapytasz ją, jak się miewa, i poinformujesz o nowym miejscu zamieszkania,
- opowiesz o swojej nowej szkole,
- poinformujesz ją o swoich najbliższych planach,
- zapytasz o jej plany w niedalekiej przyszłości i zaprosisz ją w odwiedziny.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. E-mail powinien zawierać od 80 do 130 słów.

# 6

## Health and sport

What doesn't kill you, makes you stronger.

A proverb

BBC

### 6.1

## VOCABULARY

Types of sport

*I can use language related to sports.*

### SHOW WHAT YOU KNOW

- 1 **SPEAKING** Copy the table. Think about names of sports and add them to the list. Compare with a partner.

|               |                      |
|---------------|----------------------|
| Summer sports | skateboarding, ... ? |
| Winter sports | snowboarding, ... ?  |
| Both          | badminton, ... ?     |

### FOCUS ON WORDS | Sports

- 2 **3.1** Look at the list of sports in the box. Listen and repeat. Are any names the same in your language?

yoga climbing cycling Zumba® volleyball tennis swimming  
skiing sailing running karate kite surfing kung fu kayaking  
ice skating football table tennis basketball badminton

HOME

CAMPS

PHOTOS/VIDEO

BLOG

## SUMMER CAMPS FOR ALL!

DO YOU WANT TO TRY SOMETHING NEW THIS SUMMER?  
WHAT SPORTS ARE YOU INTERESTED IN?  
WE HAVE SOMETHING FOR EVERYBODY!



### CHAMPIONS CAMP

Do you like competition and team sports?  
This is the place for you. **More**



- 3 Look at the summer camp website. In your notebook, match the sports with the words in Exercise 2. Which sports are not on the website?
- 4 **SPEAKING** Which sports in Exercise 2 do you like to do? Which ones do you like to watch? Tell a partner.
- 5 **3.2** Listen to three friends: Charlie, Jessica and Lucy. Who wants to go to which summer camp?
- 6 **3.2** Read the sentences. In your notebook, complete them and write *Charlie, Jessica or Lucy*. Listen again and check.
- 1  goes to the swimming pool twice a week.
  - 2  plays basketball for his/her school.
  - 3  thinks swimming is the best way to keep fit.
  - 4  isn't very sporty.
  - 5  goes kayaking or sailing with his/her parents in the summer.
  - 6  plays volleyball at school because he/she has to.
  - 7  plays football for a team.
  - 8  does stretching exercises and yoga to stay healthy.

### FOCUS ON WORDS | go, do and play

- 7 **3.3** Look at the phrases in red in Exercise 6. In your notebook, complete the gaps with the verbs *go, do and play*. Then listen, check and repeat.

- 1  badminton/basketball/football/hockey/volleyball/tennis/table tennis/for a team/for your school
- 2  cycling/ice skating/running/kayaking/sailing/swimming/skiing
- 3  exercises/karate/kung fu/yoga/Zumba

- 8 **SPEAKING** Choose five sports you or your friends do. Discuss what you do, when, and who with.

*I play volleyball with my classmates every Friday.*

- 9 In your notebook, match the sentence halves.

- 1 Many people think Michael Jordan was
  - 2 Champion skiers often come
  - 3 The swimmer Michael Phelps
  - 4 A long-distance runner needs to
  - 5 In 2005 the British sailor Ellen MacArthur
  - 6 In the centre of Copenhagen
  - 7 A professional footballer
- a there are more cyclists than cars.
  - b from countries with high mountains.
  - c drink water or energy drinks during a run.
  - d runs about ten kilometres during a ninety-minute match.
  - e the best basketball player of all time.
  - f has more Olympic medals than any other sportsperson.
  - g sailed solo around the world in seventy-one days.

### FOCUS ON WORDS | Sportspeople

- 10 **3.4** Copy the table and complete it with the underlined words in Exercise 9.

|            | SPORTSPERSON         |
|------------|----------------------|
| football   | <input type="text"/> |
| basketball | <input type="text"/> |
| running    | <input type="text"/> |
| skiing     | <input type="text"/> |
| sailing    | <input type="text"/> |
| cycling    | <input type="text"/> |

- 11 **SPEAKING** Who are your favourite sportspeople (professional and non-professional)? Tell your partner.

*My favourite (footballer) is ...*

*My (cousin) is the best (swimmer) I know.*

- 12 **SPEAKING** Which summer camp in Exercise 2 do you prefer? Why? Discuss.

JOBS

CONTACT








## OUTDOOR ADVENTURE

Do you prefer to be outdoors, but not in the water?  
Try this camp! **More**






## CARDIGAN BAY SWIMMING CAMP

The best place for all water fans, in a perfect location! **More**

## Past Simple

*I can make affirmative Past Simple statements using common regular and irregular verbs.*



Edmund Hillary and Tenzing Norgay



## GLOSSARY

peak – szczyt

- 1 **3.5** Listen to a radio programme. Who were the first people to climb to the top of Mount Everest?
- 2 **3.5** In your notebook, put the events in the order they were mentioned in the radio programme. Listen again and check.
  - 1 Tenzing **explained** Hillary was first at the peak\*.
  - 2 They **got** to the top in late spring 1953.
  - 3 George Mallory **died** and nobody **found** his camera. **1**
  - 4 Hillary and Norgay **climbed** the Hillary Step.
  - 5 The climbers almost **fell** half way up.
  - 6 Hillary **made** a way for Tenzing in the snow.
  - 7 Everybody **believed** they **reached** the top together.
  - 8 They **thought** it was impossible to climb the rock wall.
- 3 Read the GRAMMAR FOCUS 1 and look at the verbs in blue in Exercise 2. In your notebook, complete the past forms of regular verbs 1–12.

## GRAMMAR FOCUS 1

## Past Simple: regular verbs

To form the Past Simple of regular verbs:

- add -ed to the verb: **jump – jumped**
- add -d to the verbs that end in -e: **phone – phoned**
- double the final letter and add -ed if the verb ends with a short vowel and a consonant: **stop – stopped**
- for a verb that ends in a consonant + y, change the y to i and add -ed: **try – tried**.

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1 look – <u>looked</u>        | 7 reach – <u>          ?</u>    |
| 2 climb – <u>          ?</u>  | 8 explain – <u>          ?</u>  |
| 3 want – <u>          ?</u>   | 9 help – <u>          ?</u>     |
| 4 like – <u>          ?</u>   | 10 shout – <u>          ?</u>   |
| 5 stay – <u>          ?</u>   | 11 believe – <u>          ?</u> |
| 6 decide – <u>          ?</u> | 12 start – <u>          ?</u>   |

- 4 **3.6** Copy the table. Listen and put the past form of the verbs in Exercise 3 in the correct column.

| /t/    | /d/     | /ɪd/   |
|--------|---------|--------|
| looked | climbed | wanted |

- 5 **3.7** Listen, check and repeat.
- 6 **3.8** Copy the GRAMMAR FOCUS 2 and complete the list of irregular verbs with their past forms underlined in Exercise 2. Then listen, check and repeat.

## GRAMMAR FOCUS 2

## Past Simple: irregular verbs

- |                             |                              |
|-----------------------------|------------------------------|
| 1 become – <u>became</u>    | 4 fall – <u>          ?</u>  |
| 2 get – <u>          ?</u>  | 5 find – <u>          ?</u>  |
| 3 make – <u>          ?</u> | 6 think – <u>          ?</u> |

There is a list of irregular verbs on page 127.

- 7 In your notebook, complete the sentences with the Past Simple of the verbs in the box.

(break drink fall go have run say take)

- 1 We went swimming yesterday afternoon.
- 2 We           ? part in a Zumba® competition.
- 3 'I would like to thank my family for their support,'           ? the champion.
- 4 Sarah           ? a lot of homework, so she stayed home to do it.
- 5 Jake           ? 100 metres in forty seconds.
- 6 I           ? a lot of water during the tennis match.
- 7 The man           ? off his bike and           ? his leg.
- 8 Read about Hillary and Tenzing. In your notebook, complete the sentences with the Past Simple form of the verbs in brackets.

At the top of the mountain Hillary and Tenzing <sup>1</sup>saw (see) all the Himalayas. They <sup>2</sup>          ? (take) photos, then <sup>3</sup>          ? (leave) some things at the top and <sup>4</sup>          ? (eat) mint cake. After that they <sup>5</sup>          ? (begin) to climb down. They <sup>6</sup>          ? (reach) the peak almost at the same time as Princess Elizabeth Windsor <sup>7</sup>          ? (become) Elizabeth II, Queen of England. Tenzing and Hillary never <sup>8</sup>          ? (climb) Mount Everest again. Later when they <sup>9</sup>          ? (meet) as friends, they never <sup>10</sup>          ? (talk) about their climb.



# 6.3

## LISTENING

Matching, multiple choice

*I can identify key details in a simple recorded dialogue about likes and dislikes.*

1 **SPEAKING** What can you remember? Think of as many sports as you can for each group in sixty seconds.

- |                     |                |
|---------------------|----------------|
| 1 Team sports       | 3 Martial arts |
| 2 Individual sports | 4 Water sports |

2 **SPEAKING** Look at the photo and answer the questions.

- Do you have PE at school?
- What kinds of activities do you do?
- Do you enjoy them? Why?/Why not?

### FOCUS ON WORDS | Likes and dislikes

3 **3.9** Read the questions in Exercise 5. In your notebook, match the words and phrases in green with words 1–6. Then listen, check and repeat.

- wants something very much = would love
- hates = ?
- has fun in = ?
- likes = ?
- thinks it is not important = ?
- likes something more = ?

4 In your notebook, complete the statements to make them true for you. Compare with a partner.

- I enjoy ? more than tennis.
- I hate ?.
- I prefer swimming to ?.
- I'm into ? and ? but I can't stand ?.
- I ? winning.

### LISTENING FOCUS Matching

5 **3.10** Listen to two students discussing PE. In your notebook, write who says what: Alfie or Millie.

| Who ...                                       | Alfie    | Millie   |
|-----------------------------------------------|----------|----------|
| 1 <b>can't stand</b> team sports?             | <u>?</u> | <u>?</u> |
| 2 <b>doesn't care about</b> winning?          | <u>?</u> | <u>?</u> |
| 3 <b>enjoys</b> PE lessons?                   | <u>?</u> | <u>?</u> |
| 4 <b>prefers</b> Science to PE?               | <u>?</u> | <u>?</u> |
| 5 thinks all students need PE?                | <u>?</u> | <u>?</u> |
| 6 thinks they shouldn't get grades for PE?    | <u>?</u> | <u>?</u> |
| 7 <b>is into</b> individual sports at school? | <u>?</u> | <u>?</u> |
| 8 <b>would love</b> to do kung fu at school?  | <u>?</u> | <u>?</u> |



6 **3.10** Listen to the students again. For questions 1–4, choose the correct answers, A, B or C. Write the answers in your notebook.

- Which sport does Alfie dislike most?  
A basketball      B rugby      C football
- Alfie doesn't like team sports because he doesn't like  
A his team.  
B losing.  
C competition.
- Millie likes PE because  
A she thinks it's relaxing.  
B she likes competition.  
C she likes team games.
- Alfie thinks that at school there should be  
A less sport.  
B better instructors.  
C different sports.

7 **SPEAKING** Look at the questions in Exercise 5. Who do you agree with – Alfie or Millie?

*I agree with ... I also ...*

### PRONUNCIATION FOCUS

8 **3.11** The letter a is pronounced in many ways. Listen and repeat.

|       |           |         |              |
|-------|-----------|---------|--------------|
| /ɔ:/  | /æ/       | /eɪ/    | /ɑ:/         |
| water | badminton | skating | martial arts |

9 **3.12** Copy the table in Exercise 8. Listen and put the words in the appropriate column.

(ball bat game hard last match play talk)

10 **3.13** Listen, check and repeat.



# 6.4

## READING

Gapped text

*I can make basic conclusions from simple information in a short article.*

- 1 **SPEAKING** Look at the photo on page 77. What are the people doing?
- 2 **SPEAKING** What do you know about Zumba®? Do the mini-quiz with a partner.
  - 1 Zumba is
    - A a Latin American dance.
    - B a brand of fitness clothes.
    - C a mix of dance and fitness exercises.
  - 2 Beto Perez, the creator of Zumba, comes from
    - A Brazil.
    - B Colombia.
    - C Mexico.
  - 3 Beto Perez built up his Zumba business in
    - A the USA.
    - B South America.
    - C Spain.
- 3 Read the text and find out if you were right.

### READING FOCUS Gapped text

- 4  Read the text again. In your notebook, match sentences A–G with gaps 1–5. There are two extra sentences.
  - A But his mother had no money for dance lessons.
  - B He went to Miami, Florida with little money and almost no English.
  - C Her new idea was a great success.
  - D Together, the 'three Albertos' built up Zumba to the global business it is today.
  - E So they decided to go to another dance school.
  - F He had some cassettes of Latin dance music in his bag.
  - G But soon people started coming in.

- 5 **SPEAKING** Would you like to try Zumba? Why?/Why not? Discuss with a partner.

### FOCUS ON WORDS | Fitness

- 6  3.15 In your notebook, match the words in blue in the text to the definitions. Then listen, check and repeat.

- 1 the basic moves you make with your feet in a dance =
- 2 a place where people go to exercise =
- 3 physical exercise =
- 4 a video which shows you how to exercise =
- 5 someone who teaches, for example, aerobics = (aerobics/fitness/dance)

- 7 In your notebook, complete the questions with words in Exercise 6. Ask and answer the questions.
  - 1 Is there a fitness  near your home? Do you sometimes go there?
  - 2 Is it easy for you to learn  ?
  - 3 Do you prefer learning from a training  or from an  ? Why?
  - 4 What's your favourite music to listen to during a  ?

### FOCUS ON WORDS | Collocations

- 8  3.16 Look at the underlined phrases in the text. In your notebook, complete the gaps in the collocations.

- 1  a competition
- 2  a class/a gym
- 3  classes (for children/adults/all age groups)
- 4  fit

- 9 In your notebook, complete the text with the verbs in Exercise 8 in the correct form.

Claire became interested in Muay Thai, or Thai boxing, when she was eighteen. She

<sup>1</sup>  a gym and trained three times a week. At first it was just an interesting way to

<sup>2</sup>  fit. Then it became the centre of her life. She <sup>3</sup>  her first international

competition when she was twenty. She was a champion for twenty years. Then she started

a Muay Thai school. The school now

<sup>4</sup>  classes for all age groups.

- 10 **SPEAKING** Discuss the questions.

What new sport would you like to try? Why?

Which sport is not interesting to you at all? Why?



# The lucky accident

Probably every Zumba fan knows this story:

**Alberto 'Beto' Pérez invented Zumba by accident\*.**

He was an aerobics **instructor** in his home town of Cali, Colombia.

One day he forgot the music for his class.<sup>1</sup> ? He played them and  
 5 improvised the exercises: a mix of **dance steps** and aerobic movements.  
 His class loved it. The music was different, the moves looked attractive  
 and the **workout** was fun. That's how this ultra-energetic new fitness  
 programme was born.

Before, things were not easy for Beto. As a child, he loved dancing: he  
 10 watched and imitated\* John Travolta.<sup>2</sup> ? At the age of fourteen  
 Beto already worked to help support\* his family. Still, he danced when  
 he could. In the late 1980s, a dance called the Lambada became very  
 popular. Beto won a national Lambada competition when he was  
 nineteen. After that, a dance academy in Cali contacted him with  
 15 an offer: he could study dance and teach aerobics. It was then, as an  
 aerobics instructor, that he created Zumba.

He decided to take his idea to the USA.<sup>3</sup> ? **Fitness centre**  
 managers were not interested in his videos at first. Then one day a gym  
 owner said, 'OK, teach me.' It was early afternoon, the gym was empty.  
 20 4 ? When they saw Beto dancing, they immediately wanted to join  
this new class. And so he got his first job in America.



Breaking the world record for the largest Zumba class (Mandaluyong City, The Philippines).

In Miami, he met Alberto Perlman and Alberto Aghion, who became his business partners.

5 ? The company trains thousands of certified  
 25 instructors, runs classes for all age groups, sells  
 music, **training videos** and clothes. According to the  
 official website, fifteen million people around the  
 world take part in Zumba classes to keep fit and have  
 fun. And it all started by accident!



## Beto Pérez



Name Alberto "Beto" Pérez

Date of birth 15 March 1970

Place of birth Cali, Colombia

Nationality Colombian

Job Dancer, dance instructor,  
creator of Zumba

### GLOSSARY

by accident – przypadkiem  
 to imitate – naśladować  
 to support (your family) – utrzymywać rodzinę



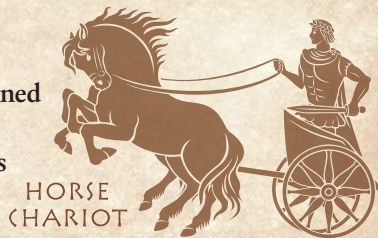
Past Simple negatives and questions

*I can ask questions and make negative statements in the Past Simple.*

- 1 3.17 Answer the quiz questions with a partner. Then listen and check.

## WHAT DO YOU KNOW ABOUT THE ANCIENT OLYMPIC GAMES?

- Where **did** the first Olympic Games **take place**?  
a in Rome   b in Greece   c in Egypt
- Which god did the people honour at the Olympics?  
a Apollo   b Athena   c Zeus
- What **did** an ancient athlete **win** at the Olympics?  
a a gold medal  
b a crown of olive leaves  
c a silver cup
- Did **competitors** in the ancient Olympic Games **wear** clothes?  
a Yes, they did.  
b No, they didn't.  
c They did at first but not after the year 720 BC.
- Women **didn't take part** in Olympic events, but in 396 BC the Spartan princess Cynisca won the horse chariot race. How did that happen?  
a She dressed up as a man.  
b She was the winner because she owned the horses.  
c She could take part because she was a king's daughter.



- 2 Copy the GRAMMAR FOCUS and complete it with the verb forms in blue in Exercise 1.

### GRAMMAR FOCUS

#### Past Simple questions and negatives

##### Questions

Form: *did* + subject + infinitive

##### Yes/No Questions

<sup>1</sup> *Did* competitors in the ancient Olympics Games <sup>2</sup> *wear* clothes?  
Yes, they did./No, they didn't.

##### Wh- Questions

*Where* <sup>3</sup> ? the first Olympic Games *take place*?  
*What* did an ancient athlete <sup>4</sup> ? as a prize?

##### Negative

Form: *didn't* + infinitive (*didn't* = *did not*)Women <sup>5</sup> ? part in Olympic events.

- 3 In your notebook, complete questions 1–7 in the Past Simple.

## Modern Olympics

- The International Olympic Committee organised the first modern Olympic Games in 1896. Where (they/take) *did they take* place?
- ? (women/take) part in the first modern Olympics?
- Which sports ? (women/do) at first?
- When ? (the first disabled athlete/win) an Olympic medal?
- When and where ? (the first Winter Olympics/take) place?
- The Olympics ? (not take) place in 1940 or 1944. Why not?
- When ? (the triathlon/become) an Olympic sport?

- 4 3.18 In your notebook, match answers a–g with questions 1–7 in Exercise 3. Then listen and check.

- Because of World War II.
- In Athens.
- In 1924 in Chamonix, France.
- In 2000.
- No, they didn't. Women first took part in the Olympics in 1900.
- Tennis, golf, croquet and sailing in 1900, then swimming in 1912.
- In 1904. Fifty-six years before the first Paralympics, George Eyser, a German-American gymnast with one leg, won six medals at the St Louis Olympics.

- 5 In your notebook, complete the sentences to make them true for you. Use affirmative or negative forms of the verbs in brackets.

- I *learnt* (learn) to swim when I was a little child.
- I ? (like) PE lessons in primary school.
- I ? (go) skiing last year.
- I ? (take part) in a competition last month.
- I ? (try) bungee jumping during my last holiday.
- I ? (watch) the 2012 London Olympics on TV.

- 6 **SPEAKING** In your notebook, write questions for the sentences in Exercise 5. Ask and answer the questions.

- A: *When did you learn to swim?*  
B: *When I was six years old.*

### FOCUS VLOG Walking

- 3.19 Listen to the Focus Vlog. What did the speakers do last weekend? Write the answers in your notebook.

## 6.6

## SPEAKING

Asking for and giving advice

*I can ask for and give basic advice using simple language.*

- 1 Susie wants to join a Zumba® class. She's talking to the instructor. Who says sentences 1–6: Susie or the instructor?

1 Can I join your class?

2 I'm not very fit.

3 It's a class for everyone.

5 And you're sure it's not too difficult for me?

4 Wear comfortable clothes.

6 Just try it.

- 2  3.20 Read and listen to check your answers in Exercise 1. What advice does the instructor give to Susie?

**Susie:** Hello, excuse me ... Are you the Zumba instructor?

**Lara:** Yes, I am. My name is Lara. Hi.

**Susie:** Hi, Lara, erm ... My name's Susie. I wanted to ask ... Can I join your class? The problem is, I'm not very fit.

**Lara:** That's OK. You get fit here, that's the idea.

**Susie:** Should I see a doctor before I begin?

**Lara:** Only if you have a health problem. It's a class for everyone.

**Susie:** And what should I wear?

**Lara:** Just wear comfortable clothes – leggings or tracksuit bottoms, a stretchy top you like, trainers. You should have a towel too.

**Susie:** Right. Anything else I should remember?

**Lara:** Well, it's important to get enough to drink, so make sure you always bring a bottle of water.

**Susie:** Right. And you're sure it's not too difficult for me?

**Lara:** Susie, relax. You really shouldn't worry so much. Just try it. And enjoy the music. If you think it's too much for you, you can always stop and rest a bit.

**Susie:** Right. Thank you. And when is the next lesson?

**Lara:** On Thursday.

**Susie:** Thank you. See you on Thursday then.

- 3 Look at the underlined phrases in the dialogue. Copy the SPEAKING FOCUS and complete it.

## SPEAKING FOCUS

## Asking for advice

1           ? I see a doctor before I begin?

What 2           ? I wear/do/eat?

## Giving advice

You 3           ? have a towel.

+ It's 4           ? to get enough to drink.

Make 5           ? you always bring a bottle of water.

6           ? try it!

– You (really) 7           ? worry so much.

- 4 In your notebook, complete the advice with one word in each gap. Which piece of advice do you agree with?

1 You           ? do at least half an hour of stretching exercises every day.

2           ? sure you eat a lot of fresh vegetables.

3 It's           ? to get enough sleep.

4 You           ? eat too much sugar. It's really bad for you.

5           ? relax!

- 5 **SPEAKING** Work in pairs. Use the SPEAKING FOCUS to help you.

**Student A:** you want to take up a new sport. Student B is already doing this sport. Ask him/her for advice on:

- where to go,
- clothes,
- equipment,
- training.

**Student B:** Student A wants your advice about a sport you do. Give him/her advice on the four points he/she asks about.



A description of an event

*I can write a simple description of an event.*

1 Read David's blog and answer the questions.

- 1 What event did David take part in?
- 2 Did he complete it?
- 3 What else did he achieve?



## A day to remember

Yesterday I ran the London Marathon! I dressed up as a mouse to raise money for the charity WellChild.

My group started at 9.45.

**At first**, it was impossible to

run fast because there were so many runners. All the runners were in weird costumes – one runner wore a Dracula outfit, there was a woman in a wedding dress, and lots of runners came in different animal costumes.

**After** half an hour, I had more space around me.

I remembered to run at the same speed and to take a drink of water every fifteen minutes. After twelve miles I was really tired. **Suddenly**, I saw my mum and my sister in the crowd near Tower Bridge. **And after that**, I felt a lot better!

**Then** I just concentrated on running. I reached the finishing line in 3 hours 42 minutes. **Finally**, I got my medal. I was really pleased. They told me I raised £1,000!

2 Copy the WRITING FOCUS and complete it with the phrases in purple in David's blog.

### WRITING FOCUS

#### A description of an event

##### • The beginning

<sup>1</sup> *At first*, it was impossible to run fast.

##### • The middle

<sup>2</sup> *After half an hour/a few minutes*, I had more space around me.

<sup>3</sup> *After that*, I felt much better!

<sup>4</sup> *Then*, I just concentrated on running.

<sup>5</sup> *Suddenly*, I saw my mum.

##### • The ending

In the end/<sup>6</sup> *Finally*, I got my medal.

3 In your notebook, match the sentence halves.

- 1 I dressed up as
  - 2 I wanted to raise money for
  - 3 It was impossible to
  - 4 I couldn't run fast because
  - 5 I remembered
  - 6 Suddenly, I saw a group of my friends and
  - 7 I concentrated on
  - 8 I was really pleased that
- a to take regular drinks of water.
  - b after that, I felt much better.
  - c I completed the race.
  - d a strawberry.
  - e my breathing.
  - f 'Children in Need'.
  - g find my friends in the crowd.
  - h my feet hurt.

4 Which options are correct?

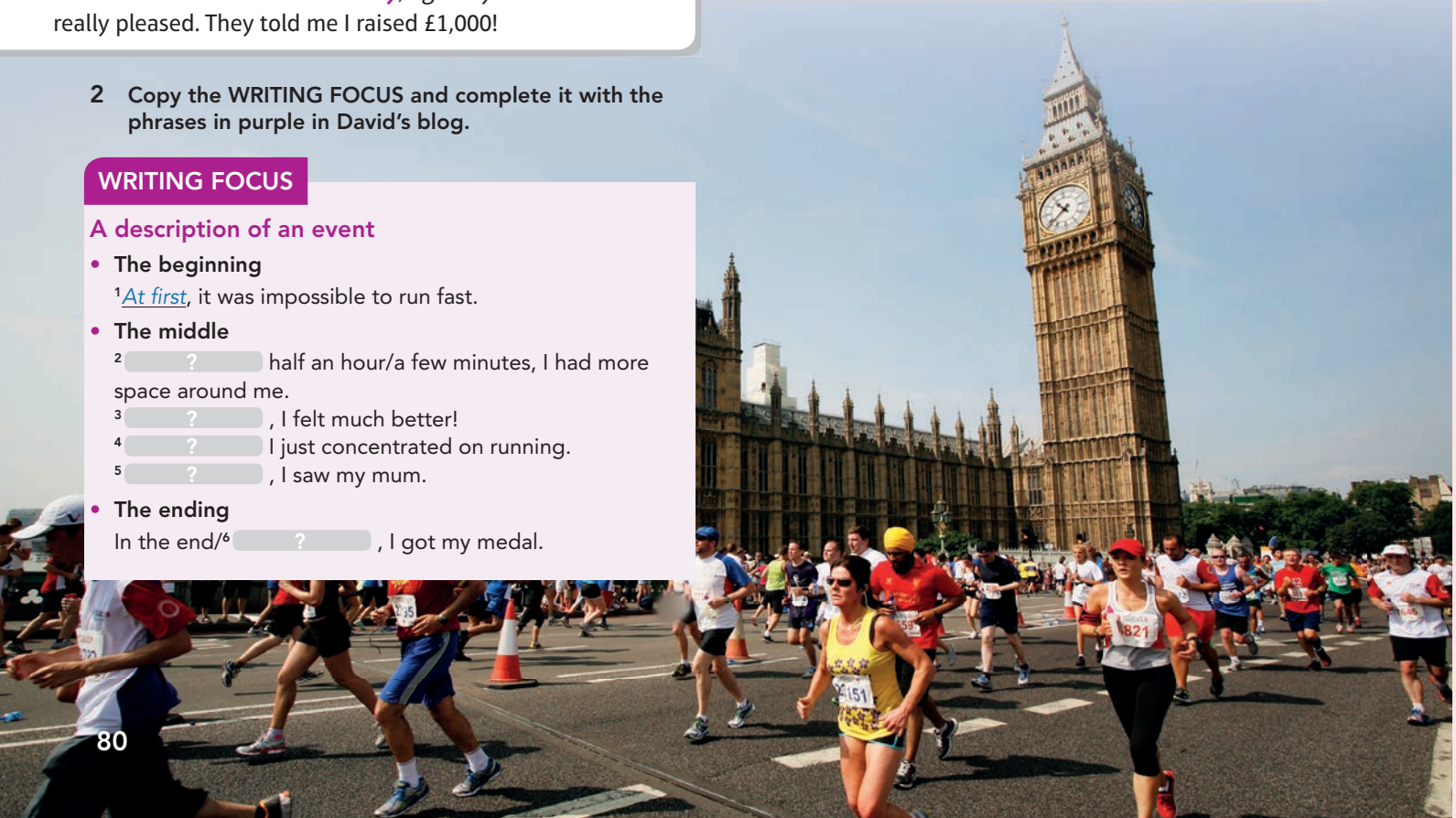
Yesterday our school played a rugby match against Brompton High School. <sup>1</sup>*At first* / *Then* our team played really well. We scored ten points in the first twenty minutes. <sup>2</sup>*After that* / *At first* the Brompton players started trying much harder. In the second half they scored several times. In the last minute our best player, Terry, ran towards the goal line with the ball, but <sup>3</sup>*suddenly* / *after a few minutes* he fell. We couldn't believe it! <sup>4</sup>*In the end* / *Suddenly*, Brompton won 16:12.

### SHOW WHAT YOU'VE LEARNT

5 In your notebook, write a description of about 80–130 words of a sports event you or your friend took part in. Use the WRITING FOCUS to help you.

Write about:

- what the event was,
- where and when it took place,
- what happened,
- how you (or the person) felt.



## 6.1 Vocabulary 4.36

**badminton** /'bædmɪntən/ badminton  
**basketball** /'bɑːskɛtbɔːl/ koszykówka  
**basketball player** /'bɑːskɛtbɔːl ,pleɪə/ koszykarz  
**champion** /'tʃæmpjən/ mistrz  
**climbing** /'klaɪmɪŋ/ wspinaczka  
**cycling** /'saɪklɪŋ/ kolarstwo  
**cyclist** /'saɪkləst/ kolarz  
**do (stretching) exercises** /,duː ('stretʃ ɪŋ) ,eksə'saɪzɪz/ wykonywać ćwiczenia (rozciągające)  
**do (yoga/karate/kung-fu/Zumba®)** /,duː ('jəʊgə/kə'rɑːti,kʌŋ 'fuː/'zumbə/ uprawiać (jogę/karate / kung fu / zumbę)  
**football** /'fʊtbɔːl/ piłka nożna  
**footballer** /'fʊtbɔːlə/ piłkarz  
**go cycling/skiing** /,gəʊ 'saɪklɪŋ/'skiːɪŋ/ jeździć na rowerze/nartach  
**go ice skating/swimming/running** /,gəʊ 'aɪs ,skeɪtɪŋ/'swɪmɪŋ/'rʌnɪŋ/ iść na łyżwy/ popływać/pobiegać  
**go kayaking** /,gəʊ 'kaɪəkiŋ/ pływać kajakiem  
**go sailing** /,gəʊ 'seɪlɪŋ/ żeglować  
**ice skating** /'aɪs ,skeɪtɪŋ/ łyżwiarstwo  
**karate** /kə'rɑːti/ karate  
**kayaking** /'kaɪəkiŋ/ kajakarstwo  
**kite surfing** /'kaɪtsɜːfɪŋ/ kitesurfing  
**kung fu** /,kʌŋ 'fuː/ kung-fu  
**long-distance runner** /,lɒŋ ,dɪstənts 'rʌnə/ biegacz długodystansowy  
**play (table) tennis/badminton/basketball/hockey/football/volleyball** /,pleɪ ('teɪbəl ,tenɪs/ 'bædmɪntən/'bɑːskɛtbɔːl/'hɒki/ 'fʊtbɔːl/'vɒlibɔːl/ grać w tenisa (stołowego)/ badmintona/koszykówkę/hokeja/piłkę nożną/siatkówkę  
**play for a team/for your school** /,pleɪ fər ə 'tiːm/fəʒə 'skuːl/ grać w drużynie/dla szkoły  
**runner** /'rʌnə/ biegacz  
**running** /'rʌnɪŋ/ biegi  
**sailing** /'seɪlɪŋ/ żeglarstwo  
**sailor** /'seɪlə/ żeglarz  
**skateboarding** /'skeɪtbɔːdɪŋ/ jazda na deskorolce  
**skier** /'skiːə/ narciarz  
**skiing** /'skiːɪŋ/ narciarstwo  
**sportsperson** /'spɔːts,pɜːsən/ sportowiec  
**summer sports** /,sʌmə 'spɔːts/ sporty letnie  
**swimmer** /'swɪmə/ pływak  
**swimming** /'swɪmɪŋ/ pływanie  
**swimming pool** /'swɪmɪŋ puːl/ basen  
**table tennis** /'teɪbəl ,tenɪs/ tenis stołowy  
**tennis** /'tenɪs/ tenis  
**volleyball** /'vɒlibɔːl/ siatkówka  
**winter sports** /,wɪntə 'spɔːts/ sporty zimowe  
**yoga** /'jəʊgə/ joga  
**Zumba** /'zumbə/ zumba

## 6.2 Grammar 4.37

**at the same time** /ət ðə ,seɪm 'taɪm/ w tym samym czasie  
**believe** /bə'liːv/ wierzyć  
**climb** /klaɪm/ wspinąć się  
**climber** /'klaɪmə/ wspinacz  
**climbing partner** /'klaɪmɪŋ ,pɑːtnə/ partner wspinaczkowy  
**competition** /,kɒmpə'tɪʃən/ współzawodnictwo  
**die** /daɪ/ umrzeć  
**half way up** /,haːf weɪ 'ʌp/ w połowie drogi do góry  
**make a way** /,meɪk ə 'weɪ/ przecierać szlak  
**reach the peak/get to the top** /,riːtʃ ðə 'piːk/get tə ðə 'tɒp/ zdobyć szczyt  
**succeed** /sək'siːd/ odnieść sukces  
**success story** /sək'ses ,stɔːri/ historia sukcesu  
**support** /sə'pɔːt/ wsparcie  
**(tennis) match** /('tenɪs) mætʃ/ mecz (tenisowy)

## 6.3 Listening 4.38

**be into** /,bi 'ɪntə/ pasjonować się  
**can't stand** /,kɑːnt 'stænd/ nie znosić  
**enjoy/have fun in** /ɪn'dʒɔɪ/,hæv 'fʌn ɪn/ mieć z czegoś przyjemność  
**hate** /heɪt/ nienawidzić  
**individual sports** /,ɪndə'vɪdʒuəl spɔːts/ sporty indywidualne  
**martial arts** /,mɑːʃəl 'ɑːts/ sztuki walki  
**(not) care about** /('nɒt) keə ə'baʊt/ (nie) dbać o  
**prefer** /prɪ'fɜː/ woleć  
**rugby** /'rʌɡbi/ rugby  
**squash** /skwɒʃ/ squash  
**team sports/games** /tiːm spɔːts/geɪms/ sporty/gry drużynowe  
**water sports** /'wɔːtə spɔːts/ sporty wodne  
**would love** /,wʊd 'lʌv/ chcieć mocno  
**yell** /jel/ wrzeszczeć

## 6.4 Reading 4.39

**(aerobics/fitness/dance) instructor** /('eə'rəʊbɪks/'fɪtnəs/ dɑːns) ɪn'strʌktə/ instruktor (aerobiku/fitnessu/tańca)  
**at the age of (ten)** /ət ði ,eɪdʒ əv ('ten)/ w wieku (dziesięciu) lat  
**be interested in** /,bi 'ɪntərəstəd ɪn/ interesować się  
**boxing** /'bɒksɪŋ/ boks  
**by accident** /,baɪ 'æksɪdənt/ przypadkiem  
**dance lessons** /'daːns ,lesənz/ lekcje tańca  
**dance steps** /'daːns steɪps/ kroki taneczne  
**fitness centre** /'fɪtnəs ,sentə/ centrum fitnessu  
**imitate** /'ɪmɪteɪt/ naśladować  
**instructor** /ɪn'strʌktə/ instruktor  
**join a class** /,dʒɔɪn ə 'klaːs/ dołączyć/pójść na zajęcia  
**join a gym** /,dʒɔɪn ə 'dʒɪm/ pójść na siłownię  
**keep fit** /,kiːp 'fɪt/ utrzymywać dobrą formę  
**Latin dance** /'lætɪn dɑːns/ taniec latynoamerykański  
**run classes (for adults/children/all age groups)** /,rʌn 'klaːs ɪz (fər 'ædʌlts/'tʃɪldrən/ ɔːl eɪdʒ gruːps)/ prowadzić zajęcia (dla dorosłych/dzieci/wszystkich grup wiekowych)  
**support (your family)** /sə'pɔːt (jə 'fæməli)/ utrzymywać rodzinę  
**train** /treɪn/ trenować  
**training video** /'treɪnɪŋ ,vɪdiəʊ/ film szkoleniowy/treningowy  
**win a competition** /,wɪn ə ,kɒmpə'tɪʃən/ wygrać konkurs/zawody  
**workout** /'wɜːkaʊt/ trening, ćwiczenia

## 6.5 Grammar 4.40

**ancient** /'eɪnfənt/ starożytny  
**athlete** /'æθliːt/ sportowiec  
**bungee jumping** /'bʌndʒɪ ,dʒʌmpɪŋ/ skoki na bungee  
**chariot race** /'tʃəriət reɪs/ wyścig rydwanów  
**competitor** /kəm'petətə/ zawodnik  
**disabled** /dɪs'eɪbld/ niepełnosprawny  
**golf** /ɡɒlf/ golf  
**gymnast** /'dʒɪmnæst/ gimnastyk  
**honour** /'hɒnə/ honorować, czczyć  
**Olympic sport** /ə,lɪmpɪk 'spɔːt/ sport olimpijski  
**Olympics/Olympic Games** /ə'lɪmpɪks/ ə,lɪmpɪk 'geɪms/ igrzyska olimpijskie  
**Paralympics** /,pærə'lɪmpɪks/ igrzyska paraolimpijskie  
**prize** /praɪz/ nagroda  
**silver cup** /,sɪlvə 'kʌp/ srebrny puchar  
**sports event** /'spɔːts ɪ'vent/ impreza sportowa  
**take place** /,teɪk 'pleɪs/ odbywać się, mieć miejsce  
**triathlon** /traɪ'æθlən/ triathlon

**win a gold/Olympic medal** /,wɪn ə ,ɡəʊld/ ə,lɪmpɪk 'medl/ zdobyć złoty/olimpijski medal

## 6.6 Speaking 4.41

**get enough sleep** /,get ɪ,nʌf 'sliːp/ wysypiać się  
**health problem** /'helθ ,prɒbləm/ problem zdrowotny  
**rest** /rest/ odpocząć  
**stretchy top** /,stretʃi 'tɒp/ elastyczna koszulka  
**towel** /'taʊəl/ ręcznik

## 6.7 Writing 4.42

**charity** /'tʃærəti/ organizacja dobroczynna  
**complete** /kəm'pliːt/ ukończyć  
**finishing line** /'fɪnɪʃɪŋ laɪn/ linia mety  
**first/second half** /,fɜːst/,sekənd 'haːf/ pierwsza/druga połowa  
**get a medal** /,get ə 'medl/ dostać medal  
**goal line** /'ɡəʊl laɪn/ linia bramkowa  
**marathon** /'mærəθən/ maraton  
**raise money** /,reɪz 'mʌni/ zbierać pieniądze (np. na cel dobroczynny)  
**run fast** /,rʌn 'fɑːst/ biec szybko  
**score (ten points)** /,skɔː (ten 'pɔɪnts)/ zdobyć (dziesięć punktów)  
**speed** /spiːd/ prędkość



## SŁOWNICTWO I GRAMATYKA

### 1 Uzupełnij zdania właściwymi wyrazami z ramki.

(basketball ice skating sailing skiing table tennis volleyball yoga Zumba®)

- Natalie plays ? , ? and ? .
- She often goes ? , ? and ? .
- She also does ? and ? .

### 2 Uzupełnij zdania właściwymi wyrazami z ramki.

(get join keep run (x2) win)

- She wants to ? a yoga class next month.
- If you want to ? a marathon, you must ? enough sleep!
- Do you think our team can ? this match?
- It's important to do sport regularly if you want to ? fit.
- In our fitness centre we ? classes for all age groups.

### 3 Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach. Użyj czasu Past Simple.

- The match ? (take) place in the largest stadium in the country. A million people ? (watch) it on television.
- During the holidays we ? (spend) a lot of time outdoors. We ? (play) beach volleyball and other games.
- Bob ? (want) to win the game, so he ? (train) hard every day.
- In the last competition we ? (run) five kilometres and ? (climb) a hill.
- The skier ? (fall) and ? (break) her leg.

### 4 Uzupełnij dialog właściwymi formami czasowników podanych w nawiasach. Użyj czasu Past Simple.

- Mia: Hi, Ben. How <sup>1</sup> ? (be/the competition)?
- Ben: We <sup>2</sup> ? (win)! It's a pity you <sup>3</sup> ? (not see) it! We <sup>4</sup> ? (miss) your support.
- Mia: I'm really sorry. I <sup>5</sup> ? (have) a lot of homework to do.
- Ben: That's OK. We <sup>6</sup> ? (break) the school's record!
- Mia: Congratulations! What <sup>7</sup> ? (the instructor/say)?
- Ben: He <sup>8</sup> ? (say) we <sup>9</sup> ? (do) a fantastic job! He <sup>10</sup> ? (be) very happy.
- Mia: I'm not surprised.
- Ben: Nobody <sup>11</sup> ? (think) we <sup>12</sup> ? (can) do it!
- Mia: Next time I must be there!

## ŚRODKI JĘZYKOWE



### Tłumaczenie, parafraza zdań

### 5 Która z opcji A–C jest poprawnym tłumaczeniem fragmentu podanego w nawiasach?

#### WSKAZÓWKA

Przeczytaj zdanie i, nie patrząc na podane opcje odpowiedzi, zastanów się, jak można je wyrazić po angielsku. Sprawdź, czy twoja wersja znajduje się wśród podanych opcji.

- My cousin does three different (sztuki walki).  
A individual sports B team sports C martial arts
  - Mel met many other (rowerzystów) in a bicycle race in the summer.  
A players B cyclists C runners
  - Christine (nie cierpi) water sports.  
A can't stand B doesn't care C isn't good at
  - Dave started playing football (w wieku) five years and six months.  
A in the age of B at the time of C at the age of
  - (Czy uprawialiście) a lot of sports during the holidays?  
A Do you do B You did C Did you do
  - After an intensive workout (upewnij się) that you drink enough water.  
A make a way B get sure C make sure
- ### 6 Która z podanych opcji A–C ma znaczenie najbliższe podkreślonemu fragmentowi zdania?
- I really like skiing.  
A am into B believe in C support
  - She joined our class last Friday.  
A takes part in B took part in C should take part in
  - It's important to do sport regularly.  
A You should B You can C You have to
  - Jack took part in the marathon, but he didn't complete it.  
A run B go C finish
  - I must say that after I began my workout, I started to feel better.  
A competition B physical exercise C fit
  - It's not important to me if we win or lose. I just want to enjoy myself.  
A I worry B I don't care C I'm careful

## CZYTANIE



### Uzupełnianie luk

- 7 Przeczytaj tekst, z którego usunięto trzy zdania. Które z odpowiedzi A–E poprawnie go uzupełniają? Dwa zdania zostały podane dodatkowo i nie pasują do żadnego akapitu.

## WHERE ONE DOOR SHUTS, ANOTHER OPENS



Adam started playing football at the age of six. He loved it and he was good. When he was eight, he joined the local football club. He dreamed of a career as a professional footballer. <sup>1</sup> ? But then, just before his eighteenth birthday, something terrible happened. His legs became very painful after practice and doctors discovered a serious medical problem. Adam could not play for six months. And he could never become a professional player.

At first he was deeply unhappy. He felt his life was over. <sup>2</sup> ? He was already an experienced player. He decided to coach younger boys. He went to university to get a degree and took a coaching course.

Adam's club employed him as an instructor for fourteen-year-old boys. <sup>3</sup> ? The team started winning their matches. After two years they won the national Junior Cup. The next morning, on the front page of the newspaper, there was a photo of him with his team, and the headline said, 'BRILLIANT YOUNG INSTRUCTOR LEADS JUNIOR TEAM TO VICTORY'. Adam smiled. His life was not over. And his legs felt better too.

- A He wasn't interested in sport any more.
- B But then he had an idea.
- C The boys liked him and they worked well with him.
- D They worked hard but had very poor results.
- E At the age of sixteen, he started playing for the national junior team.

## SŁUCHANIE



### Dobieranie

- 8 3.21 Usłyszysz dwukrotnie rozmowę na temat sportu. Kogo dotyczą pytania 1–5: Davida czy Lucy?
- Which person ...
- 1 tried a new sport yesterday?
  - 2 thinks golf is not interesting?
  - 3 suggests doing a water sport?
  - 4 would like to do sport regularly?
  - 5 thinks dancing is a sport?

## MÓWIENIE



- 9 Pracując w parach, odegrajcie dialog według podanych wskazówek.

### A

Chcesz zacząć uprawiać nowy sport, ale nie wiesz, jaką dyscyplinę wybrać.

Dowiedz się o powody polecenia właśnie tego sportu.

Poproś o radę dotyczącą sprzętu.

Poproś o radę dotyczącą treningów.

### B

Poleć A jakiś sport.

Uzasadnij swoją propozycję.

Udziel rady.

Udziel rady.

## PISANIE



### Wpis na blogu

- 10 Wykonaj zadanie z ramki.

Opisz na swoim blogu obejrzone niedawno na żywo wydarzenie sportowe.

- Poinformuj czytelników, o jakiej imprezie mowa.
- Napisz, gdzie i kiedy się ona odbyła.
- Opisz ciekawe wydarzenie, które miało miejsce w jej trakcie.
- Napisz, jak zakończyła się impreza.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Tekst powinien zawierać od 80 do 100 słów.



# 7

## Travel

*Travel broadens the mind.*

A proverb

BBC

7.1

## VOCABULARY

Holidays and transport • *book, make and visit*  
• accommodation

*I can use language related to ways of travelling and holidays.*

### SHOW WHAT YOU KNOW

1 **SPEAKING** Discuss which is the odd one out and say why.

- 1 train / plane / underground / tram
- 2 bike / coach / bus / car
- 3 boat / ship / motorbike / ferry

2 **SPEAKING** Discuss the differences between the expressions.

- 1 drive a car, get into a car, get out of a car
- 2 ride a bike, get on a bike, get off a bike
- 3 fly in a plane, be on a plane, board a plane
- 4 get on a bus, get off a bus, go by bus
- 5 get on a train, get off a train, go by train

3 Read the quiz. Which statements are true for you? Compare with a partner.

4 **SPEAKING** Tell the class about your partner.

*Isa enjoys beach holidays because she likes ...*

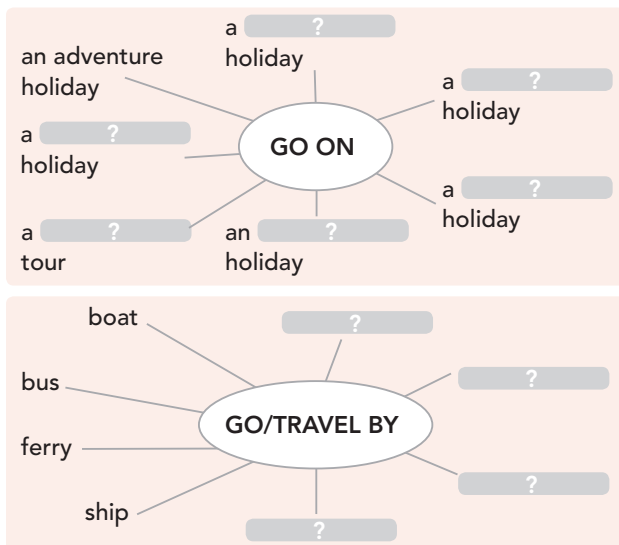
## HOW DO YOU SPEND YOUR HOLIDAYS?



- 1 I enjoy a **beach holiday** where I can relax with a book by the sea or go snorkelling.
- 2 I usually go on a **package tour** and visit some cities, top tourist sights and museums.
- 3 I never **travel by plane** because I am scared of flying.
- 4 When we go on holiday, my parents always make all the arrangements like booking a hotel or a flight.
- 5 My favourite holiday is **an activity holiday** where I can go mountain biking, climbing, kayaking or sailing.
- 6 I love **backpacking holidays** because I prefer to book my own transport and accommodation. I usually stay in a guesthouse or a youth hostel. I don't like staying in the same place for too long.
- 7 I often go on **a camping holiday**. We take a tent and sleeping bags, and stay at campsites which are cheap and close to nature.
- 8 I always spend holidays in my own country where I can get everywhere **by car**, **by train** or **by coach**. There's so much to see here.
- 9 Every year I try to go on **a working holiday** where I can earn some money for the things I need.

## FOCUS ON WORDS | Holidays and transport

- 5 **3.22** In your notebook, complete the phrases in red from the text. Then listen, check and repeat.



### REMEMBER THIS

You say: *travel by car, go by bike, go by bus*  
but *go on foot*

- 6 **SPEAKING** Discuss which type of holiday is best for these people.

- Alice loves culture and museums.
- Jim hasn't got much money, but he wants to see the sights in Europe.
- Tom loves the outdoors, but he just wants to relax.
- Eve and Ann want to escape to the countryside.
- Tim is a hiker and wants to learn how to rock climb.

*The best type of holiday for Alice is ...*

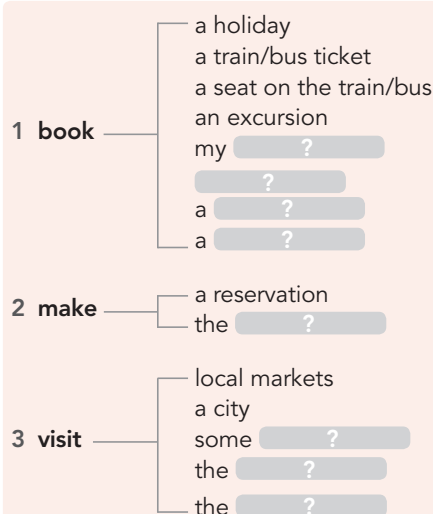
- 7 **SPEAKING** Discuss the best types of transport for these journeys. Give reasons for your answers.

- from home to school
- from one city to another in Poland
- on a camping holiday
- on a trip abroad



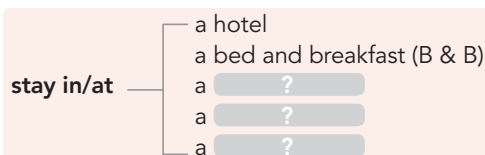
## FOCUS ON WORDS | book, make and visit

- 8 **3.23** In your notebook, complete the gaps with the underlined phrases from the text. Then listen, check and repeat.



## FOCUS ON WORDS | Accommodation

- 9 **3.24** In your notebook, complete the gaps with the highlighted phrases from the text. Then listen, check and repeat.



### REMEMBER THIS

You say: *a three-star hotel*, etc. NOT *a hotel with three stars*  
Other examples: *a four-person tent, a three-month trip, a two-week holiday, a two-day excursion*

- 10 **3.25** **SPEAKING** Copy the table. Listen to three people and complete the information about them. Discuss which holiday you like best and why.

| Name   | Type of holiday      | Who with?              | Travelled by? | Where?                                 |
|--------|----------------------|------------------------|---------------|----------------------------------------|
| Gary   | ?                    | <i>best friend Ben</i> | ?             | ?                                      |
| Silvia | ?                    | ?                      | ?             | <i>Argentina (the Andes Mountains)</i> |
| Filip  | <i>beach holiday</i> | ?                      | ?             | ?                                      |

- 11 **SPEAKING** How did you spend your last holiday? Use the Past Simple.

*I went to ... with ... We stayed ...*



Present Perfect with ever/never

*I can use the Present Perfect with ever/never and been to/gone to and the Past Simple.*

- 1 3.26 Richard and Sarah are talking about where to go on holiday. Read and listen to Part 1 of their conversation. Are the statements true or false?



S: This holiday in Australia sounds fantastic. I'd love to go. You can go to a desert, a beach and a rainforest and you can try all kinds of things! Look, you can even ride a camel. I bet you **haven't ridden** a camel!

R: Actually, I have ridden a camel.

S: Really? When did you do that?

R: I rode a camel last year in the Sinai Desert when I was in Egypt. It was weird! And **I've** helped in an elephant sanctuary\*. That was last winter, in Thailand.

S: Wow, I've never done anything like that. **Have you ever walked** in a rainforest?

R: No, I haven't. I'd love to do that!

- 1 They are talking about a holiday in Europe.
- 2 Sarah wants to go to Australia.
- 3 You can do lots of different activities on the holiday.
- 4 Richard rode a camel in Thailand.

## GLOSSARY

elephant sanctuary – rezerwat słoni

- 2 Copy the GRAMMAR FOCUS and complete it with the examples in blue in Exercise 1.

## GRAMMAR FOCUS 1

## Present Perfect

Form: **have/has** + Past Participle

+ I/you/we/they <sup>1</sup>**have ridden** a camel.  
He/She/It **has helped** in an elephant sanctuary.

- I/You/We/They <sup>2</sup>**?** a camel.  
He/She/It **hasn't done** anything like that.

? <sup>3</sup>**?** I/you/we/they **ever** <sup>?</sup> in a rainforest?  
Yes, I/you/we/they **have**./No, I/you/we/they **haven't**.  
**Has** he/she/it **ever been** in a desert?  
Yes, he/she/it **has**./No, he/she/it **hasn't**.

## Note:

- You often use short forms:  
I <sup>4</sup>**?** **ridden** a camel.  
She **hasn't ridden** a camel.
- You often use **ever** (in questions) and **never** (in negatives).  
Have you **ever** walked in a rainforest?  
She's **never** done anything like that.

- 3 Copy and complete the table.

| Regular verbs   | Past Simple | Past Participle |
|-----------------|-------------|-----------------|
| 1 walk          | <b>?</b>    | <b>?</b>        |
| 2 chat          | <b>?</b>    | <b>?</b>        |
| 3 try           | <b>?</b>    | <b>?</b>        |
| Irregular verbs | Past Simple | Past Participle |
| 4 be            | <b>?</b>    | been            |
| 5 have          | <b>?</b>    | had             |
| 6 go            | <b>?</b>    | gone/been       |
| 7 ride          | <b>?</b>    | <b>?</b>        |

## REMEMBER THIS

John **has gone** to Peru. = He is there now.

John **has been** to Peru. = He went there and came back.

You usually use **been** with activities.

**Have you ever been** kayaking? (NOT gone)

- 4 3.27 In your notebook, complete Part 2 of the dialogue with the Present Perfect form of the verbs in brackets. Then listen and check.

S: I <sup>1</sup>**'ve never been** (never/be) up in a hot-air balloon, but my sister Kate <sup>2</sup>**?** (do) it a lot. She says it's great fun.

R: <sup>3</sup>**?** (you/ever/try) hang-gliding?

S: No, I <sup>4</sup>**?** . I'm too scared. Have you?

R: No, I <sup>5</sup>**?** . I don't like heights.

S: Really?

R: <sup>6</sup>**?** (Kate/ever/go) hang-gliding?

S: No, she <sup>7</sup>**?** . And she <sup>8</sup>**?** (never/ride) a camel, either.

- 5 Copy the GRAMMAR FOCUS and complete it with the Present Perfect or Past Simple.

## GRAMMAR FOCUS 2

## Present Perfect and Past Simple

You use the <sup>1</sup>**?** to talk about finished actions in time 'up-to-now'.

If you know when something happened, you use the <sup>2</sup>**?** .

**Have you ever ridden** a camel?

Yes, **I rode** a camel **last year**.

- 6 **SPEAKING** In your notebook, write questions with **Have you ever ...?** and the phrases in the box. Ask and answer the questions with a partner.

break a leg/an arm go to a concert  
try a new sport visit a foreign country  
win a competition work for money

A: **Have you ever broken a leg?**

B: **Yes, I have.**

A: **When did you break your leg?**

B: **I broke it last year when I was on holiday.**

## FOCUS VLOG Amazing places

- 3.28 Listen to the Focus Vlog and, in your notebook, list five amazing places the speakers have been to.

# 7.3

## LISTENING

Multiple choice

*I can identify key details in a simple recorded dialogue about travelling.*

### FOCUS ON WORDS | Travel

- 1 3.29 Do you know the travel words in the box? If necessary use a dictionary. Then listen and repeat.

luggage brochures platform passport check in  
flight passengers ticket booking

- 2 Look at photos A–D. Discuss in which place you could hear each sentence.

- 1 Have you got any **luggage**?
- 2 Can I have a look at some **brochures**?
- 3 Which **platform** does the 8.45 train to London leave from?
- 4 Can I see your **passport**, please?
- 5 I'd like to **check in**, please.
- 6 Is the **flight** on time?
- 7 **Passengers** can wait in the waiting room.
- 8 I can't find my **ticket**.
- 9 Do you have a **booking**?

- 3 3.30 Listen to four recordings. Where does each of them take place? In your notebook, match recordings 1–4 with places A–D.

### LISTENING FOCUS Multiple choice

- 4 3.30 Listen to the recordings again. For questions 1–8, choose the correct answer, A, B or C. Write the answers in your notebook.

#### Recording 1

- 1 The passenger is NOT travelling to  
A Frankfurt. B Rome. C Madrid.
- 2 The passenger  
A hasn't got any luggage. B has got two cases.  
C has got one case.

#### Recording 2

- 3 The announcement is for the train to  
A Chester. B Bangor. C Manchester.
- 4 The train is arriving at platform  
A 3. B 4. C 11.

#### Recording 3

- 5 The woman  
A wants to go to Barcelona.  
B wants to go to the Basque Country.  
C hasn't decided.
- 6 What is true about the woman?  
A She needs to pay extra for accommodation.  
B She doesn't need to pay extra for accommodation.  
C She wants to pay extra for better accommodation.

#### Recording 4

- 7 The man  
A is at the hotel reception desk.  
B is leaving the hotel.  
C is changing his booking.
- 8 How many nights has he booked for?  
A 1 B 2 C 3



- 5 **SPEAKING** Discuss your dream holiday. Decide:

- where to go and how to travel,
- what bookings to make,
- what information you need,
- what to take.

### PRONUNCIATION FOCUS

- 6 3.31 In English the letter o is pronounced in different ways. Listen and repeat.

|        |       |       |        |
|--------|-------|-------|--------|
| 1 /əʊ/ | 2 /ɒ/ | 3 /ʌ/ | 4 /ɔ:/ |
| hotel  | off   | come  | or     |

- 7 3.32 Copy the table in Exercise 6. Listen and put the words in the correct column in the table.

|          |        |       |         |         |        |
|----------|--------|-------|---------|---------|--------|
| brochure | clock  | door  | holiday | home    | hostel |
| hot      | Monday | money | month   | morning |        |
| platform | photo  | short | some    |         |        |

- 8 3.33 Listen, check and repeat.





## READING

7.4

Multiple choice

*I can read and identify specific information in a simple article.*

**1 SPEAKING** Follow the instructions.

- 1 What cities do you want to visit? Why? What things make a city 'great'? Discuss in groups.
- 2 Think about a great city you have visited. Tell your partner:
  - which city it was,
  - when you went there,
  - what you did and saw there,
  - what the best things were.

**2 SPEAKING** Look at the photos and the title of the main article. Discuss the questions with a partner. Then read the texts and check your ideas.

- 1 What do you know about these places?
- 2 What can you see there?

### READING FOCUS Multiple choice

**3**  Read the texts again. For questions 1–3, choose the correct answer, A, B or C. Write the answers in your notebook.

**Text 1**

The writer

- A informs readers how to get to each city.
- B mentions both positive and negative things in each city.
- C recommends both cities for people to visit.

**Text 2**

Boytraveller23

- A thinks Athens and Machu Picchu are both good cities to visit.
- B believes that Athens is a better city to visit than Machu Picchu.
- C agrees that Machu Picchu is the best ancient city to visit.

**Text 3**

Ayla Badem thinks visitors to Istanbul

- A can find it hard to climb to the top of the Galata Tower.
- B should go to the Blue Mosque while they are there.
- C usually enjoy the cafés and restaurants more than old buildings.

3.34

Text 1

# THE GREATEST CITIES in the world?

By Jan Benson

I've been a travel writer for over twenty years. There are many fantastic cities in the world but what are the best ones to visit?

*Here are two you shouldn't miss. Book now!*



## Machu Picchu, Peru

Machu Picchu sits on top of a mountain 2,430 metres high and the views are amazing! The Incas built the city around 1450, but they abandoned\* it 100 years later. In 1911 the explorer Hiram Bingham discovered it again. Now, it's a popular destination for tourists – around 1 million people visit the ruins every year. It became a UNESCO World Heritage Site\* in 1983. Try to arrive on foot – there are organised three-day and seven-day walks with a guide. If you're not feeling very active, you can also get there by bus or by train.

### COMMENTS

#### Text 2



I enjoyed your article Jan, but if you like ancient cities, then Athens in Greece is a much better choice than Machu Picchu! It's easy to get to and has so many incredible monuments and museums. The Acropolis is spectacular and it's got great views too! Its name means 'high city'. ☺ There's a wonderful bazaar in Monastiraki Area. Syntagma Square is a lovely place to enjoy a coffee and watch the world go by. Athens also has wonderful restaurants and shops, and a fantastic nightlife. @Boytraveller23





## Istanbul, Turkey

With a population of around fifteen million people, Istanbul is a large, busy city. Amazingly, it lies in two different continents! It's built on both sides of the Bosphorus Strait\*, the water which separates Europe and Asia. The highlights of a visit include a boat trip on the Bosphorus and visiting some of the many incredible buildings such as Topkapı Palace, the Archaeology Museum or Hagia Sophia. The colourful Grand Bazaar\* is one of the biggest bazaars in the world and has over 5,000 shops!

### Text 3

### WHAT THE EXPERTS SAY



I am a guide in Istanbul. This city has something for everyone! However, I can't believe you haven't mentioned the Galata Tower. It's sixty metres high and you get brilliant views of the whole city from the top! There are plenty of charming cafés and restaurants nearby and the streets round it are great fun to explore. Don't miss the Blue Mosque or the Basilica Cistern (an ancient underground water store\*). Ayla Badem

### FOCUS ON WORDS | Adjectives

- 4 **3.35** In your notebook, complete the definitions with the words in blue in the text. Which two adjectives are similar in meaning?

- 1 extremely impressive = ?
- 2 attractive and nice = ?
- 3 something that has bright colours or many colours = ?
- 4 wonderful, very good = ?

- 5 Think about a place you know well. In your notebook, complete the sentences.

- 1 There's a charming ? .
- 2 ? is an incredible ? .
- 3 The views from ? are spectacular.
- 4 There's a colourful ? .

- 6 **SPEAKING** Discuss your ideas in Exercise 5. Can your partner guess the name of the place?

### FOCUS ON WORDS | Tourism

- 7 **3.36** Look at the words in the box and underlined in the article. Can you guess what they mean? Listen and repeat.

destination population tourists explore  
highlights monument

- 8 In your notebook, complete the questions with the words in Exercise 7.

- 1 How many ? visit your town or city every year? Why?
- 2 Do you live in a small town or a big city? What is the ? ?
- 3 Do you like to ? new places on foot? Why?/Why not?
- 4 In your opinion, what is the most interesting ? in your town or country? Why?
- 5 For your next holiday, what is your ? ? Why do you want to go there?
- 6 What were the ? of your last holiday? Why were they the best things?

- 9 **SPEAKING** Ask and answer the questions in Exercise 8.

### GLOSSARY

to abandon – porzucić  
World Heritage Site – obiekt dziedzictwa kulturowego  
strait – cieśnina  
bazaar – bazar  
water store – zbiornik na wodę



Present Perfect + *just/yet/already**I can use the Present Perfect with just, already and yet.***1 SPEAKING** Discuss the questions.

- How many countries have you visited?
- Which countries would you like to visit? Why?

**2** Look at the photo with a partner. In your notebook, match questions 1–5 with answers a–e. Which things about Nancy surprised you?

- Who is Nancy?
- When did she start travelling? Why?
- How many countries has she visited?
- Where is she now?
- Has she been** to all the places on her list **yet**?
  - So far, **she has already visited** forty countries (this does not include the two – Mexico and Canada – she travelled to as a younger woman).
  - She started travelling fourteen months ago, when she got the results of some medical tests. They were not good, but she didn't feel ill. She decided then that she wanted to realise her old dream: to travel a lot.
  - No, she hasn't. On her original list there were only thirty countries: the ones she wanted to see the most, like Japan or Peru. She visited them all in the first year. Her new list contains seventy countries. For example, **she hasn't been to Mongolia yet**, but she plans to go there from India. She's very excited!
  - Nancy is an eighty-eight year-old American woman who wants to visit as many countries as possible before she dies. She is travelling with her daughter.
  - Nancy **has just arrived** in India and plans to stay there for two weeks.

**3** Copy the GRAMMAR FOCUS and complete it with the Present Perfect forms in blue in Exercise 2.

## GRAMMAR FOCUS

Present Perfect with *just, already and yet*

- You use **just** to talk about things that happened a very short time ago.  
She <sup>1</sup>*has just arrived* in India.
- You use **already** in affirmative sentences for things that happened earlier than expected.  
She <sup>2</sup>*\_\_\_\_\_* already *\_\_\_\_\_* forty countries.
- You use **(not) yet** in questions and negative sentences for things that haven't happened but probably will happen. **Yet** goes at the end of the sentence.  
<sup>3</sup>*\_\_\_\_\_* she *\_\_\_\_\_* to Mongolia **yet**?  
No, she <sup>4</sup>*\_\_\_\_\_* there **yet**.

**4** In your notebook, complete the text with the correct form of the verbs in brackets and *just, already or yet*.

## THE HOTEL IN THE HEAVENS

Would you like to go on a unique holiday?

Some tourists <sup>1</sup>*have yet/already travelled*(travel) into space, but nobody <sup>2</sup>*\_\_\_\_\_*(stay) in a space hotel *just/yet*. That could allchange soon! Russian engineers <sup>3</sup>*\_\_\_\_\_**already/yet* *\_\_\_\_\_* (start) to buildthe first space hotel. Work <sup>4</sup>*\_\_\_\_\_*only *just/already* *\_\_\_\_\_* (begin), buta few people <sup>5</sup>*\_\_\_\_\_* *already/yet**\_\_\_\_\_* (try) to book a room! The Hotel

in the Heavens has four rooms for up to seven

guests. When does it open? The organisers

<sup>6</sup>*\_\_\_\_\_* (not say) *just/yet*.**5** In your notebook, write questions from the prompts. Use the Present Perfect. Then read the text in Exercise 4 again and answer the questions.

1 any tourists / go into space / yet / ?

*Have any tourists been into space yet?**Yes, they have.*

2 anybody / stay / in a space hotel / yet / ?

3 the Russian engineers / start to build the hotel / yet / ?

4 anybody / try to book a room / yet / ?

5 the organisers / say / when the hotel will open / yet / ?

**6 SPEAKING** Nancy is getting ready to go travelling. Look at her list and write questions. Ask and answer the questions with a partner.*Has Nancy packed her case yet? No, she hasn't.*

To do:

- pack case X

- read guidebook ✓

- buy camera ✓

- get new passport X

- book room X

**7** In your notebook, complete the statements to make them true for you.1 I've just ... *\_\_\_\_\_*2 I've already ... *\_\_\_\_\_*3 I haven't ... *\_\_\_\_\_* yet.*I've just finished ...*

# 7.6

## SPEAKING

Asking for and giving directions

*I can ask for and give simple directions to a place using a map or street plan.*

- 1** In your notebook, match descriptions 1–6 with places A–F on the map.
  - 1 Bookworms Bookshop is in Park Street **between** the bank and Jolly Café.
  - 2 The Ritzy Theatre is **on the corner of** King's Road and Green Street.
  - 3 The Town Hall is in Shakespeare Road **opposite** the park.
  - 4 The stadium is **in** the park.
  - 5 The sports centre is in Park Street **next to** the bank.
  - 6 The chemist's is on the corner of Park Street and Green Street opposite the Post Office.
- 2** 3.37 Listen to Part 1 of the conversation between Chloe and Jeff. What's the problem?
  - a They've already seen the film.
  - b Chloe doesn't know about the new cinema.
  - c They don't know what's on.
- 3** 3.38 Read the SPEAKING FOCUS and listen to Part 2 of the conversation. Which phrases can you hear?

### SPEAKING FOCUS

#### Asking for directions

Excuse me, can you tell me the way to ...?

How do I get to ...?

Excuse me, where's the (post office)?

#### Giving directions

Go out of ... and turn left/right.

Turn (left/right) into (Green Street).

Walk along the (road) past the (post office) on your left/right.

Take/It's the first/second/third turning on the left/right.

Go straight on.

Go across the road.

The (museum) is opposite the (shop).

The (theatre) is on the left/right.

It's between the (station) and the (hotel).

It's next to/opposite the (station).

(Film City) is next door.

It's on the corner of (Shakespeare Road) and (King's Road).



- 4** 3.39 Look at the map. In your notebook, complete the directions with phrases in the SPEAKING FOCUS. Then listen and check.

**Joanne:** Excuse me, can you tell me the <sup>1</sup>way to the stadium?

**Man:** Sure. It's in the park – not far from here. Go out of the station and <sup>2</sup> ? right. Take the first <sup>3</sup> ? on the left into Oxford Road. Then turn <sup>4</sup> ? into Shakespeare Road. Walk <sup>5</sup> ? the road <sup>6</sup> ? the travel agent's <sup>7</sup> ? your right. Go <sup>8</sup> ? King's Road and the park is on your <sup>9</sup> ? .

- 5** **SPEAKING** Act out the dialogue in Exercise 4 with a partner.
- 6** **SPEAKING** Look at the map. Decide where you are and where you want to go to. Ask for and give directions with a partner.



An email/a letter of enquiry

*I can write a basic formal email/letter of enquiry.*

1 Read the email and answer the questions.

- 1 What did Marta leave in the hotel?
- 2 What does she want the hotel to do?

To: Hotel reception

Subject: Lost watch

[A] Dear Sir or Madam,

[B] I was a guest at the hotel on 21 July in room 219 and I believe that I left my watch on the table next to the bed. **I am writing to enquire if** anyone has found it. It is a gold watch with a black leather strap.

[C] **Please could you** confirm by replying to this email or phoning me **on my mobile** number, 07841 223679.

[D] **I hope you are able to** send the watch to me by courier when you find it. **I would be happy to** pay for the postage.

[E] I look forward to hearing from you. Thank you for your help with this matter.

[F] **Yours faithfully,**

Marta Kowalska



2 Read the email again. In your notebook, match parts A–F of the email with descriptions 1–6.

- 1 Saying what you want to happen
- 2 Conclusion
- 3 Greeting
- 4 Ending the email
- 5 Giving your contact details
- 6 Explaining why you are writing

3 Copy the WRITING FOCUS and complete it with the words in purple in the email.

WRITING FOCUS

An email/a letter of enquiry

• Starting a formal email

<sup>1</sup>Dear Sir or Madam/Dear (Mrs Jackson/Mr Smith),

• Saying why you are writing

I am writing

- to <sup>2</sup> ? if anyone has found ...
- to enquire about your special offers.
- in response to your newspaper advert.

• Saying what you want

Please <sup>3</sup> ? you ...? / I <sup>4</sup> ? you are able to ...

Would it be possible to ...? / I <sup>5</sup> ? be happy to ...

• Giving contact details

Please reply to this email.

Email me at bhappy@joinus.com./My email is ...

My (mobile) phone number is ...

Please phone me <sup>6</sup> ? my mobile.

• Conclusion

I look forward to hearing from you.

Thank you for your help with this matter.

• Ending a formal email

<sup>7</sup> ? (if you began Dear Sir or Madam)

Yours sincerely, (if you began Dear + name)

4 In your notebook, match informal enquiries 1–5 with the more formal ones a–e.

- 1 Send me my iPod.
  - 2 Can I book a room?
  - 3 Ask all the staff.
  - 4 Can you send my mobile phone to me?
  - 5 Give me your website address.
- a Would it be possible to book a room?
  - b I hope you are able to send my mobile phone to me.
  - c Please could you send me my iPod?
  - d Would it be possible to give me your website address?
  - e Could you please ask all the staff?

5 In your notebook, put the words in the correct order to make formal enquiries.

- 1 you / could / please / check / ?  
*Please could you check?*
- 2 possible / would / to send / it / be / some more information / me / ?
- 3 hope / able / I / are / you / email / to / me
- 4 you / could / to me / post / please / it / ?
- 5 to organise a guide / it / would / possible / be / ?

SHOW WHAT YOU'VE LEARNT

6 You left your MP3 player in a restaurant. In your notebook, write an email of enquiry of 80–130 words with the following information:

- say when you were there and which table you sat at,
- describe your MP3 player,
- ask the restaurant if they have found it,
- give your contact details,
- ask the restaurant to send the MP3 player to you.

## 7.1 Vocabulary 4.43

**activity holiday** /æk'tɪvətɪ, hɒlədeɪ/ aktywny wypoczynek  
**adventure holiday** /əd'ventʃə, hɒlədeɪ/ wakacje dla miłośników przygody  
**backpacking holiday** /'bæk,pækɪŋ, hɒlədeɪ/ wakacje z plecakiem  
**be on a plane** /,bi ɒn ə 'pleɪn/ być na pokładzie samolotu  
**beach** /bi:tʃ/ plaża  
**beach holiday** /'bi:tʃ, hɒlədeɪ/ urlop nad morzem  
**book** /bʊk/ zarezerwować  
**a flight** /, ə 'flaɪt/ lot  
**a holiday** /ə 'hɒlədeɪ/ wakacje  
**a hotel** /ə həu'tel/ hotel  
**a seat on the train/bus** /ə, si:t ɒn ðə 'treɪn/ 'bʌs/ miejsce siedzące w pociągu/autobusie  
**a (train/bus) ticket** /ə ('treɪn/'bʌs), tɪkət/ bilet na pociąg/autobus  
**accommodation** /ə,kɒmə'deɪʃən/ nocleg  
**an excursion** /ən ɪk'skɜːʃən/ wycieczkę, wypad  
**my transport** /maɪ 'trænsपोर्ट/ transport  
**by the sea** /,baɪ ðə 'siː/ nad brzegiem morza  
**campsite** /'kæmpsaɪt/ kemping, pole namiotowe  
**camping holiday** /'kæmpɪŋ, hɒlədeɪ/ wakacje pod namiotem  
**escape (to the countryside)** /ɪ,skeɪp tə ðə 'kʌntrisaɪd/ uciec (na wieś)  
**fly in a plane** /,flaɪ baɪ 'pleɪn/ lecieć samolotem  
**get into a car** /,get ,ɪntə ə 'kɑː/ wsiąść do samochodu  
**get off a bike** /,get ,ɒf ə 'baɪk/ zsiąść z roweru  
**get off a train/bus** /,get ,ɒf ə 'treɪn/'bʌs/ wysiąść z pociągu/autobusu  
**get on a bike** /,get ,ɒn ə 'baɪk/ wsiąść na rower  
**get on a train/bus** /,get ,ɒn ə 'treɪn/'bʌs/ wsiąść do pociągu/autobusu  
**get out of a car** /,get ,aʊt əv ə 'kɑː/ wysiąść z samochodu  
**go by bus/car/coach/train** /,gəʊ baɪ 'bʌs/ 'kɑː/'kəʊtʃ/'treɪn/ pojechać autobusem/samochodem/autokarem/pociągiem  
**go by ferry/boat/ship** /,gəʊ baɪ 'feri/'bəʊt/ 'ʃɪp/ popłynąć promem/łodzią/statkiem  
**go by plane** /,gəʊ baɪ 'pleɪn/ polecieć samolotem  
**go mountain biking** /,gəʊ 'maʊntən ,baɪkɪŋ/ jeździć na rowerze górskim  
**go on (a holiday)** /,gəʊ ɒn (ə 'hɒlədeɪ/ pojechać na (wakacje)  
**go on foot** /,gəʊ ɒn 'fʊt/ pójść pieszo  
**hiker** /'haɪkə/ turysta pieszy  
**make a reservation** /,meɪk ə ,rezə'veɪʃən/ zrobić rezerwację  
**make the arrangements** /,meɪk ðɪ ə'reɪndʒmənts/ zorganizować  
**motorbike** /'məʊtəbaɪk/ motocykl  
**package tour** /'pækɪdʒ tuə/ wycieczka zorganizowana  
**rock climb/go climbing** /'rɒk klaɪm/,gəʊ 'klaɪmɪŋ/ wspinać się  
**see the sights** /,siː ðə 'saɪts/ zwiedzać  
**sleeping bag** /'sliːpɪŋ bæɡ/ śpiwór  
**snorkelling** /'snɔːkəlɪŋ/ nurkowanie (z rurką)  
**stay in/at** /,steɪ ɪn/ət/ zatrzymać się  
**a bed and breakfast (B & B)** /ə bed ən 'brekfəst(,biː ən 'biː)/ w pensjonacie oferującym nocleg ze śniadaniem  
**a campsite** /ə 'kæmpsaɪt/ na polu namiotowym  
**a guesthouse** /ə gesthaʊs/ w pensjonacie  
**a hotel** /ə həu'tel/ w hotelu  
**a youth hostel** /ə 'juːθ ,hɒstl/ w schronisku młodzieżowym  
**tent** /tent/ namiot

**(three-star) hotel** /,(θriː stɑː) həu'tel/ hotel (trzygwiazdkowy)  
**(top) tourist sights** /,(tɒp) 'tuərɪst saɪts/ (najważniejsze) atrakcje turystyczne  
**tram** /træm/ tramwaj  
**travel by** /,trævəl baɪ/ podróżować  
**boat** /'bəʊt/ łódź  
**bus** /'bʌs/ autobusem  
**car** /'kɑː/ samochodem  
**coach** /'kəʊtʃ/ autokarem  
**ferry** /'feri/ promem  
**plane** /'pleɪn/ samolotem  
**ship** /'ʃɪp/ statkiem  
**train** /'treɪn/ pociągiem  
**trip abroad** /,trɪp ə'brɔːd/ wycieczka zagraniczną  
**underground** /'ʌndəgraʊnd/ metro  
**visit a city/some cities** /,vɪzɪt ə 'sɪti/ səm'sɪti/ zwiedzać miasto/parę miast  
**visit local markets** /,vɪzɪt ,ləʊkəl 'mɑːkɪts/ odwiedzać miejscowe targi  
**visit museums/tourist sights** /,vɪzɪt mjuːziəmz/'tuərɪst saɪts/ zwiedzać muzea/atrakcje turystyczne  
**working holiday** /'wɜːkɪŋ, hɒlədeɪ/ wakacje połączone z pracą sezonową

## 7.2 Grammar 4.44

**break a leg/an arm** /,breɪk ə leg/ən aɪm/ złamać nogę/rękę  
**desert** /'dezət/ pustynia  
**different kinds of activities** /,dɪfərənt ,kaɪndz əv æk'tɪvətɪz/ różne zajęcia  
**elephant sanctuary** /'eləfənt ,sæŋktʃuəri/ rezerwat słoni  
**hang-gliding** /'hæŋ ,glɑɪdɪŋ/ lotniarstwo  
**hot-air balloon** /hɒt 'eə bə,lʊn/ balon napęczniony ciepłym powietrzem  
**ride a camel** /,raɪd ə 'kæməl/ jeździć na wielbłądzie  
**visit a foreign country** /,vɪzɪt ə ,fɒrɪn 'kʌntri/ zwiedzać obce państwo  
**work for money** /,wɜːk fɔ 'mʌni/ pracować dla pieniędzy

## 7.3 Listening 4.45

**airport check-in desk** /,eəpɔːt 'tʃekɪn desk/ stanowisko odprawy biletowo-bagażowej na lotnisku  
**announcement** /ə'naʊnsmənt/ zapowiedź  
**arrive** /ə'reɪv/ przybyć, przyjechać  
**booking** /'bʊkɪŋ/ rezerwacja  
**brochure** /'brəʊʃə/ broszura reklamowa, prospekt  
**case** /keɪs/ walizka  
**check in** /,tʃek 'ɪn/ zameldować się, odprawić się  
**flight** /flaɪt/ lot  
**have a booking** /,hæv ə 'bʊkɪŋ/ mieć rezerwację  
**luggage** /'lʌɡɪdʒ/ bagaż  
**on time** /,ɒn 'taɪm/ o czasie  
**passenger** /'pæsɪndʒə/ pasażer  
**passport** /'pɑːspɔːt/ paszport  
**platform** /'plætfɔːm/ peron  
**reception desk** /rɪ'sepʃən desk/ recepcja  
**room key** /'ruːm kiː/ klucz do pokoju  
**ticket** /'tɪkɪt/ bilet  
**travel agent's** /'trævəl ,eɪdʒənts/ biuro podróży  
**waiting room** /'weɪtɪŋ ruːm/ poczekalnia  
**window seat** /'wɪndəʊ siːt/ miejsce przy oknie

## 7.4 Reading 4.46

**abandon** /ə'bændən/ porzucić  
**bazaar** /bə'zɑː/ bazar  
**be active** /,bi 'æktɪv/ być aktywnym  
**charming** /'tʃɑːmɪŋ/ czarujący, uroczy  
**colourful** /'kʌləfəl/ kolorowy  
**destination** /,destə'neɪʃən/ cel podróży  
**explore** /ɪk'splɔː/ zwiedzać, odkrywać

**get to** /'get tə/ dotrzeć do  
**highlights** /'haɪlaɪts/ główne atrakcje  
**incredible** /ɪn'kredəbəl/ nieprawdopodobny, niesamowity  
**monument** /'mɒnɪmənt/ zabytek, pomnik  
**population** /,pɒpjə'leɪʃən/ liczba ludności, populacja  
**spectacular** /spek'tækjələ/ widowiskowy  
**strait** /streɪt/ cieśnina  
**street** /striːt/ ulica  
**tourist** /'tuərɪst/ turysta  
**water store** /'wɔːtə stɔː/ zbiornik na wodę  
**World Heritage Site** /,wɜːld 'herətɪdʒ saɪt/ obiekt dziedzictwa kulturowego

## 7.5 Grammar 4.47

**camera** /'kæməɪə/ aparat fotograficzny  
**guidebook** /'gaɪdbʊk/ przewodnik (książkowy)  
**organiser** /'ɔːɡənɪzə/ organizator  
**realise a dream** /,riəlaɪz ə'driːm/ spełnić marzenie  
**space hotel** /'speɪs həu,tel/ kosmiczny hotel  
**unique** /juː'nɪk/ wyjątkowy, unikalny

## 7.6 Speaking 4.48

**along** /ə'lɒŋ/ wzdłuż  
**bookshop** /'bʊkʃɒp/ księgarnia  
**go across the road** /,gəʊ ə,kros ðə 'rəʊd/ przejść przez ulicę  
**go out of (the station)** /,gəʊ ,aʊt əv (ðə 'steɪʃən)/ wyjść ze (stacji)  
**next door** /,nekst 'dɔː/ tuż obok  
**on the corner** /,ɒn ðə 'kɔːnə/ na rogu  
**on your right/left** /,ɒn jə 'raɪt/'left/ po prawej/lewej stronie  
**road** /rəʊd/ droga, ulica  
**straight on** /,streɪt 'ɒn/ prosto  
**take the (first/second) turning on the (left/right)** /,teɪk ðə (fɜːst/,sekənd) 'tɜːnɪŋ ɒn ðə ('left/raɪt)/ prosić skrócić w (pierwszą/ drugą) przecznicy po (lewej/prawej)  
**tell sb the way to** /,tel ,sambɒdi ðə 'wei tə/ wskazać komuś drogę do  
**theatre** /'θiətr/ teatr  
**town hall** /,taʊn 'hɔːl/ ratusz  
**turn left/right** /,tɜːn 'left 'raɪt/ skrócić w lewo/ prawo  
**walk past** /,wɔːk 'pɑːst/ minąć, przejść obok

## 7.7 Writing 4.49

**black leather strap** /,blæk 'leðə stræp/ czarny skórzany pasek  
**confirm** /kən'fɜːm/ potwierdzić  
**courier** /'kʊəriə/ kurier  
**enquire** /ɪn'kwaɪə/ pytać się  
**postage** /'pəʊstɪdʒ/ opłata pocztowa  
**special offer** /,speʃəl 'ɒfə/ specjalna oferta  
**staff** /stɑːf/ personel



## SŁOWNICTWO I GRAMATYKA

- 1 Uzupełnij zdania właściwymi wyrazami z ramki. Dwa słowa nie pasują do żadnego zdania.

(book fly go (x2) make ride stay visit)

- I want to ? all the arrangements this week.
- I must remember to ? my flight to Italy.
- We can ? on a camping holiday.
- I want to ? the local markets before we leave.
- Why don't you ? in a hotel?
- Let's ? to Paris by car.

- 2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.

- I'd like to go on an ? holiday and do some new sports. **ACTIVE**
- Can you make a ? at the hotel for me? **RESERVE**
- I've never seen so many ? houses. **COLOUR**
- What kind of ? did you stay in? **ACCOMMODATE**
- Who makes all the holiday ? in your family? **ARRANGE**
- I'm going on a ? holiday with my friends. **BACKPACK**

- 3 Używając podanych wyrazów, napisz pełne zdania. Zmień kolejność oraz formę słów, jeśli to konieczne.

- Jane / never / a / camel / ride
- you / hang-gliding / ever / try / ?
- we / not / up in a hot-air balloon / be
- already / Kathy / visit / over twenty countries
- she / yet / not / try / scuba diving
- Sam / his arm / break / ever / ?

- 4 Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach. Użyj czasu Present Perfect lub Past Simple.

- a I ? (never/be) so happy in my life.  
b We ? (not be) happy when we heard the news.
- a Sara ? (visit) Madrid last week.  
b Steve ? (already/visit) Madrid.
- a John ? (arrive) two hours ago.  
b Katie ? (just/arrive).
- a Mark ? (not ride) a camel yet.  
b Sam ? (ride) a camel for the first time yesterday.
- a ? Sue ? (ever/break) her leg?  
b When ? Matt ? (break) his arm?

## ŚRODKI JĘZYKOWE

### Wybór wielokrotny

- 5 Przeczytaj poniższe minidialogi. Które z podanych opcji A–C właściwie uzupełniają wypowiedzi?
- X: Excuse me, where's the post office?  
Y: It's not far, ? left into Cranmer Road and it's on the right.  
A take B turn C get
  - X: How did you get from Britain to France?  
Y: We went by ? . I really hate flying.  
A ferry B tram C plane
  - X: We went to Germany last year.  
Y: Oh, ? ?  
A have you enjoyed it B are you enjoying it  
C did you enjoy it
  - X: What was the best part of your holiday in Madrid?  
Y: One day we went on ? to visit Toledo. It's about seventy kilometres from Madrid.  
A an adventure B an excursion C foot
  - X: What's your favourite kind of holiday?  
Y: ? because I love relaxing by the sea.  
A A beach holiday B An adventure holiday  
C A cycling trip
- 6 Przeczytaj tekst. Które z podanych opcji A–C poprawnie go uzupełniają?

Hi Chris!

I'm staying at a <sup>1</sup> ? in France with some friends. I've <sup>2</sup> ? been on holiday with friends before and I'm really enjoying it. We travelled <sup>3</sup> ? plane and then got a bus and we arrived here yesterday. There was a problem checking in because I couldn't find my passport (you know me, I'm always losing things!) ☹. Finally I found it at the bottom of my <sup>4</sup> ? . Last night we ate in a restaurant, we <sup>5</sup> ? cooked any meals yet – I'm cooking pasta tonight! Today we've <sup>6</sup> ? sailing at a local beach. It was fantastic!

Hope you are having a great holiday too. ☺☺

Love

Simon

- |             |            |            |
|-------------|------------|------------|
| 1 A tent    | B camping  | C campsite |
| 2 A ever    | B never    | C already  |
| 3 A in      | B on       | C by       |
| 4 A case    | B platform | C ticket   |
| 5 A haven't | B hasn't   | C didn't   |
| 6 A played  | B been     | C made     |

## SŁUCHANIE

### Wybór wielokrotny

- 7 3.40 Usłyszysz dwukrotnie cztery dialogi. Która z podanych opcji A–C jest zgodna z treścią nagrania?
- The first conversation takes place in  
A a hotel. B a travel agent's. C an airport.
  - The man books to stay at the campsite  
A tonight only. B tomorrow for one night.  
C tomorrow for two nights.
  - The passenger has got  
A one big case. B only hand luggage. C two cases.
  - The passenger has to  
A buy a ticket. B find his/her ticket.  
C leave the train.

## CZYTANIE



### Wybór wielokrotny

8 Przeczytaj tekst. Która z podanych opcji A–C jest poprawna?

# HITCHBOT

Have you ever seen a hitchhiker\* standing by the side of a road? Hitchhiking is popular with young people because it doesn't cost anything – drivers stop and take you on all or part of your journey. Of course, it's not like a bus or train because it can take a long time, but hitchhikers say they meet some amazing people. Now drivers in Canada might see an unusual hitchhiker – HitchBOT, a hitchhiking robot.

One of its inventors, David Harris Smith, has hitched across Canada three times and says he had some of the best experiences of his life. Smith and a colleague, Frauke Zeller, have built HitchBOT because they wanted to see if people would stop, take the robot with them and talk to it. The robot can chat about things it has learned, about its inventors and about its journey. It has access to Wikipedia and is powered by the sun. You might think it's a joke, but Smith and Zeller's experiment has a serious point – can robots and people get on together?

HitchBOT's journey started in Nova Scotia in July. It has already completed a third of its 6,000 mile journey to Victoria. It's now near Lake Superior. More than 57,000 people are following its journey on social media and travellers have posted lots of photos on the website. HitchBOT has also gone shopping, drunk motor oil and had fun with travellers. Nobody knows when it will finish its journey – Zeller and Smith want HitchBOT to get as many rides as possible. It hasn't been in a self-driving car yet, but anything is possible!

#### GLOSSARY

hitchhiker – autostopowicz

- 1 Young people like hitchhiking because it's
  - A free.
  - B quick.
  - C unusual.
- 2 When Smith hitchhiked, he
  - A didn't have a good time.
  - B had some incredible experiences.
  - C invented HitchBOT.
- 3 HitchBOT
  - A can't talk about many things.
  - B can only describe its inventors.
  - C can talk about many different things.
- 4 HitchBOT has
  - A nearly completed its journey.
  - B completed about 2,000 miles.
  - C already travelled 57,000 miles.
- 5 Which is NOT true about HitchBOT?
  - A It has been to some shops.
  - B It has reached Victoria.
  - C It has drunk something unusual.

## MÓWIENIE



9 Pracując w parach, odegrajcie dialog według podanych wskazówek.

Uczeń A jest turystą, który pyta przechodnia o drogę.

Uczeń B jest przechodniem, który udziela turyście informacji.

A

B

Zapytaj grzecznie, gdzie jest miejscowy targ.

Wyjaśnij, że targ jest naprzeciwko stacji kolejowej.

Poproś o informację, którą tam dojść.

Powiedz turyście, żeby skręcił w prawo, a następnie w pierwszą ulicę po lewej stronie.

Powtórz instrukcję.

Potwierdź, czy turysta poprawnie powtórzył drogę.

Podziękuj rozmówcy za pomoc.

## PISANIE



### E-mail/list formalny

10 Które zdania a–f pasują do punktów 1–6?

- 1 Starting a formal email
  - 2 Saying why you are writing
  - 3 Saying what you want
  - 4 Giving contact details
  - 5 Concluding the email
  - 6 Ending the e-mail
- a Thank you for your help with this matter.
  - b Dear Sir or Madam,
  - c Yours faithfully,
  - d Would it be possible to send ...?
  - e I am writing to enquire if ...
  - f Please email me at jdearne@mail.com

11 Wykonaj zadanie z ramki.

W czasie twojej niedawnej podróży koleją z Londynu do Manchesteru w pociągu pozostał twój płaszcz.

Napisz e-mail do kolei brytyjskich, w którym:

- poinformujesz, kiedy i w którym pociągu odbyła się podróż,
- opisziesz płaszcz i wyjaśnisz, gdzie najprawdopodobniej pozostał,
- zapytasz, czy twoje okrycie zostało znalezione,
- podasz swoje dane kontaktowe i poprosisz o przesłanie płaszcza.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. E-mail powinien zawierać od 80 do 130 słów.



# 8

## Nature

*Nature makes nothing incomplete.*  
Aristotle, *Politics*

B B C

## VOCABULARY

8.1

Geography • animals • collocations

*I can use language related to landscapes, animals and environmental issues.*

### SHOW WHAT YOU KNOW

- 1  3.41 Look at the map and the names of continents in the box. In your notebook, order them by size. Then listen, check and repeat. Pay attention to the pronunciation.  

Africa   Antarctica   Asia   Australia   Europe   North America  
 South America
- 2  3.42 Do the NATURE QUIZ with a partner. Then listen and check.

## Nature Quiz

### SECTION 1

- 1 The phrase "the smallest **continent** or the largest **island**" describes **?**  
**A** Australia   **B** Africa   **C** Antarctica
- 2 Which of these can you *not* find in Canada?  
**A** forests   **B** rivers   **C** jungle
- 3 The highest **waterfall** in the world is **?**  
**A** Niagara Falls in North America  
**B** Victoria Falls in Africa  
**C** Angel Falls in South America
- 4 The highest **mountain** and the largest **lake** in Britain are in  
**A** England.   **B** Scotland.   **C** Wales.



NORTH AMERICA

SOUTH AMERICA

Pacific Ocean



### SECTION 2

- 5 Which of these **sea** animals is a fish?  
**A** shark   **B** whale   **C** dolphin
- 6 Which of these animals lives in Asia but *not* in Africa?  
**A** lion   **B** elephant   **C** tiger
- 7 Which *two* of these animals live in the British Isles?  
**A** bear   **B** deer   **C** cheetah   **D** beaver

## FOCUS ON WORDS | Geography

- 3 **3.43** In your notebook, match the words in red in the quiz with the places. Then listen, check and repeat.

- 1 sea = the Baltic
- 2 ? = Hawaii, Jamaica
- 3 ? = Africa, Europe
- 4 ? = the Amazon, the Mississippi
- 5 ? = Mount Everest, Mont Blanc
- 6 ? = Niagara, Iguazú
- 7 ? = Baikal, Tanganyika
- 8 ? = the Amazon jungle, Sherwood

## FOCUS ON WORDS | Animals

- 4 **3.44** Look at the map and the list of animals underlined in the quiz. In your notebook, match names 1–10 with the pictures of animals A–J on the map. Then listen and repeat.

- |            |           |
|------------|-----------|
| 1 elephant | 6 shark   |
| 2 lion     | 7 whale   |
| 3 tiger    | 8 dolphin |
| 4 bear     | 9 deer    |
| 5 cheetah  | 10 beaver |

- 5 **SPEAKING** Discuss the questions.

- 1 Which of the animals have you seen? Where?
- 2 Which ones would you like to see?
- 3 What other animals live in Poland?

## FOCUS ON WORDS | Collocations

- 6 **3.45** In your notebook, complete the collocations with the highlighted words in the quiz. Then listen, check and repeat.

- |               |                      |
|---------------|----------------------|
| 1 water/air ? | 5 waste ?            |
| 2 ? change    | 6 good/bad for the ? |
| 3 ? warming   | 7 ? wildlife/the     |
| 4 toxic ?     | environment          |

- 7 In your notebook, complete the sentences with words in Exercise 6.

- 1 Aeroplanes cause a lot of air ? and are one of the causes of global ?.
- 2 We don't put old phones in the rubbish bin because they contain some ? substances, and also because it is possible to recycle many parts.
- 3 ? recycling is ? for the environment, but it doesn't help with all the problems.
- 4 It is important to stop ? change – not only to ? wildlife but also to protect ourselves.

- 8 **SPEAKING** Look at the list of environmental problems in Exercise 6. Which are the worst where you live? Discuss with a partner.

Arctic Ocean

Atlantic Ocean

EUROPE

ASIA

AFRICA

Indian Ocean

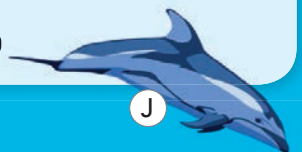
AUSTRALIA

Southern Ocean

ANTARCTICA

## SECTION 3

- 8 Smog is an example of ? .  
A water pollution B air pollution C climate change
- 9 Which of these things is good for the environment?  
A global warming B toxic waste C waste recycling
- 10 Which of these organisations works especially to protect wildlife?  
A WWF B UNICEF C UNESCO





# 8.2

## GRAMMAR

Future with will

*I can use will for predictions about the future.*

1 What do you know about polar bears? Choose the correct option. Then read and check.

- 1 Polar bears live in *the Arctic / the Antarctic*.
- 2 Polar bears spend a lot of time *on small islands / on sea ice*.
- 3 Global warming *is / isn't* a danger to polar bears.

### Will there still be polar bears in the world in 2100?



Polar bears need sea ice to hunt, rest and travel. But the ice in the Arctic is melting\* because of global warming. Scientists believe that some time between 2059 and 2078, there **will be** no sea ice in summer in the Arctic Sea. The polar bear's habitat\* **will become** smaller and smaller. Bears **won't get** enough food in the summer; they **won't be able** to feed\* their young and many bears **will die** in winter.

There are now between 20,000 and 25,000 polar bears in the world. Some scientists predict that sixty percent **will disappear**\* before 2050.

**Will** they all **die** before the end of the century?

#### GLOSSARY

to melt – topnieć  
habitat – środowisko/siedlisko  
to feed – karmić  
to disappear – zniknąć

2 Copy the GRAMMAR FOCUS and complete it with the verbs in blue in Exercise 1.

#### GRAMMAR FOCUS

##### will

We use **will** to predict future events.

- + There <sup>1</sup>**will** be no sea ice in summer.  
Sixty percent of polar bears <sup>2</sup> **will** disappear before 2050.
- Bears <sup>3</sup> **will** get enough food in the summer.
- ? <sup>4</sup> **Will** all polar bears die before the end of the century?  
Yes, they **will**./No, they **won't**.

##### Short forms:

I'll = I will, you'll = you will, etc; won't = will not

#### REMEMBER THIS

The future form of can is **will be able to**. The negative form is **won't be able to**:

Female bears **won't be able to** feed their young.

3 What do you think will happen in the next fifty years? In your notebook, complete the gaps with **will** or **won't**. Compare with a partner.

- 1 People **will/won't** travel less.
- 2 Summers **will/won't** get hotter.
- 3 Nuclear energy **will/won't** become safer and more popular.
- 4 Elephants **will/won't** die out.
- 5 There **will/won't** be enough food in Europe.
- 6 Pollution **will/won't** become worse.

4 **SPEAKING** Discuss the questions.

- 1 Will people still use cars in sixty years' time?
  - 2 Will Venice and Amsterdam disappear under the sea?
  - 3 Will there be enough food for everyone?
  - 4 Will scientists do something about the world energy problem?
  - 5 Will there be a lot more people in the world?
- A: *Will people still use cars in sixty years' time?*  
B: *Yes, they will./No, they won't.*

#### REMEMBER THIS

We use **get** or **become** + a comparative adjective to say how things will change.

*Summers will get hotter.*

*Pollution will become worse.*

*Will food become more expensive?*

5 **SPEAKING** In your notebook, write sentences about topics 1–5 with **get** or **become** and the comparative form of the adjectives in the box. Share your ideas with a partner.

(cheap difficult easy expensive  
good hot popular safe bad)

- 1 Summers ... **will**
- 2 Pollution ... **will**
- 3 Food ... **will**
- 4 Finding a job ... **will**
- 5 Travel ... **will**

*Summers will become hotter.*

6 **SPEAKING** Ask and answer questions about your future.

Will you ... in the next ten years?

- 1 get married
- 2 have children
- 3 make many new friends
- 4 have your own flat or house
- 5 earn a lot of money

A: *Will you get married in the next ten years?*

B: *Yes, I will. or No, I won't.*

# 8.3

## LISTENING

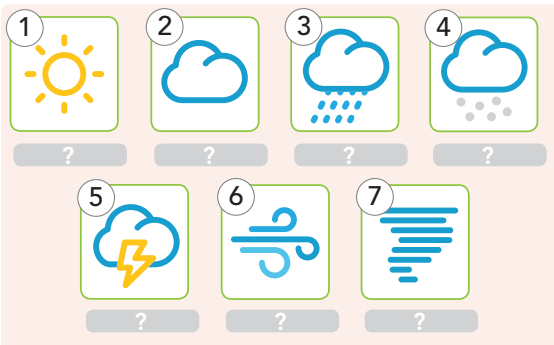
Gap fill

*I can understand the main idea of a short weather forecast if it is delivered slowly and clearly.*

### FOCUS ON WORDS | The weather

- 1 3.46 In your notebook, label pictures 1–7 with the words in the box. Then listen, check and repeat.

cloud fog rain/shower snow  
sun/sunshine thunder and lightning wind



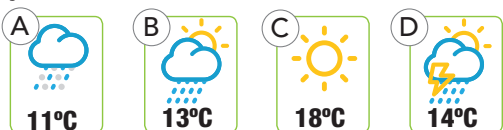
### FOCUS ON WORDS | Word-building 1

- 2 3.47 In your notebook, make adjectives from the nouns. Then listen, check and repeat.

1 north – northern      3 east – ?  
2 south – ?      4 west – ?

- 3 **SPEAKING** Look at the map. Where do you think the weather will be the coldest? Why?

- 4 3.48 Listen to a weather forecast. In your notebook, match places 1–4 with the weather symbols.



- 1 Southern England  
2 Wales and the Midlands  
3 Northern England  
4 Scotland and Northern Ireland

### LISTENING FOCUS Gap fill

- 5 3.48 Listen to the weather forecast again. In your notebook, complete the sentences with 1–3 words or numbers in each gap.

In southern England, there will be a lot of <sup>1</sup> ? throughout the day tomorrow. The temperature in Cornwall will be two degrees Celsius <sup>2</sup> ? in most of the area. In Wales and the Midlands, tomorrow will start with <sup>3</sup> ? . The temperature will rise from <sup>4</sup> ? in the morning to fourteen in the afternoon. In northern England, tomorrow will be windy and cloudy, with a lot of rain coming from the <sup>5</sup> ? . The place with the most <sup>6</sup> ? will be the Highlands tomorrow.



### FOCUS ON WORDS | Word-building 2

- 6 3.49 Copy the table and complete it with the words in Exercise 1. Then listen, check and repeat.

| NOUN | ADJECTIVE |
|------|-----------|
| wind | windy     |
| ?    | sunny     |
| ?    | rainy     |
| ?    | foggy     |
| ?    | cloudy    |

- 7 3.50 Read the sentences. In your notebook, complete the gaps with words in Exercise 6. Then listen and check.

- 1 It will be cloudy with ? most of the day.  
2 We can expect a ? day with some cloud and ? .  
3 The morning will be ? , but the fog should soon clear.

### PRONUNCIATION FOCUS

- 8 3.51 Listen and repeat the words.

degrees during clear expect forecast  
temperature weather

- 9 3.52 Listen to the sentences and repeat them.

- 1 We can expect a rainy day tomorrow.  
2 The temperature will be ten degrees.  
3 It will be sunny with clear skies.  
4 There will be some showers during the day.  
5 Scotland will have the wettest weather.

- 10 **SPEAKING** Ask and answer the questions.

- 1 What's the weather like today? It is ... ?  
2 What was the weather like yesterday? It was ... ?  
3 What's the weather forecast for the coming weekend? It will be ... ?  
4 What sort of weather do you like? I like ... ?



Multiple choice

*I can read and identify specific information in a simple article.*

1 Look at photographs A–C. Decide if these statements are true or false.

- A This animal lives in Africa.
- B This animal can run as fast as a cheetah.
- C This animal is very intelligent.

2 Read the text and find out if you were right.

### READING FOCUS Multiple choice

3  Read the text again. For questions 1–5, choose the correct answer, A, B, C or D. Write the answers in your notebook.

- 1 Scientists thought the platypus could not be real because
  - A it had strange fur.
  - B its bill was a funny shape.
  - C the drawing they saw was poor quality.
  - D it had the body parts of different animals.
- 2 A platypus
  - A eats eggs.
  - B looks after its young in the same way as birds do.
  - C can hurt you.
  - D has a tail like a snake.
- 3 The pronghorn
  - A has to rest after 200 metres.
  - B can run for a very long time.
  - C can run faster than a cheetah.
  - D evolved from a cheetah.
- 4 The author thinks octopuses
  - A are a beautiful colour.
  - B cannot see very well.
  - C can be dangerous.
  - D are smart but hard to understand.
- 5 Which comment could a reader post under this article?
  - A It was fascinating to read about these amazing animals. It's good news that we can now see them all in our zoo.
  - B I was really amazed at the unusual things these three strange animals do. Very interesting!
  - C It's very sad to read that these astonishing animals are in danger. And all because we humans don't protect the environment on our planet.
  - D These are very interesting stories. Can you post more stories about fantastic animals that don't really exist?

### FOCUS ON WORDS | The natural world

4  3.54 In your notebook, match the words in blue in the article with the definitions below. Then listen, check and repeat.

- 1 the body organ that humans and many animals use to breathe =
- 2 the body organ that humans and animals use to think and feel =
- 3 the hair on an animal's body =
- 4 animal, living thing =
- 5 the things and conditions around a person, animal or thing =
- 6 run away from =
- 7 give food to =

5 In your notebook, complete the statements with words in Exercise 4. Change the words in *italics* to make the statements true for you. Compare with a partner.

- 1 In my opinion, the *tiger* is one of the most beautiful  on Earth.
- 2 I like spending time *in Hyde Park* because of the attractive .
- 3 I've got a *pet snake*. I  it three times a week.
- 4 My *grandma's cat* has black and white .
- 5 I like holidays because I can  from *the noise of the city*.
- 6 I think *doing jigsaw puzzles* is good exercise for the .

### FOCUS ON WORDS | Word families

6  3.55 Copy the table and complete it with the underlined words from the text. Then listen, check and repeat.

| Verb                   | Noun                   | Adjective              |
|------------------------|------------------------|------------------------|
| poison                 | poison                 | 1 <input type="text"/> |
| 2 <input type="text"/> | evolution              | –                      |
| –                      | danger                 | 3 <input type="text"/> |
| attack                 | 4 <input type="text"/> | –                      |
| –                      | 5 <input type="text"/> | intelligent            |

7 In your notebook, complete the sentences with the correct form of the words in brackets.

- 1 Bears look like big soft toys, but they can be  (DANGER).
- 2 There is an exhibition at the Natural History Museum about the  (EVOLVE) of humans.
- 3 Dolphins are known for their  (INTELLIGENT).
- 4 If you pick mushrooms in the forest, make sure you don't pick  (POISON) ones.
- 5 Rabbits are good runners because they often have to run from  (ATTACK).

8 **SPEAKING** Discuss with a partner.

- 1 Have you seen any of the animals from the article? Which one would you most like to see? Why?
- 2 Do you find animals interesting? Why?/Why not? Which ones in particular?

# ASTONISHING ANIMALS

Our planet is full of weird and wonderful creatures. Meet three of them – animals with surprising bodies, habits and abilities.

## The animal that can't be true

When in 1798 zoologists in Britain first saw the skin of an Australian platypus and a drawing of the animal, they were sure it was a hoax\*. A creature like that could not exist\*. Why not? First, it has fur, like cats and dogs, but also a flat bill like a duck, and a big thick tail like a beaver. Secondly, it lays eggs and looks after them like a bird, but when the young come out of the eggs, the mother feeds them with her milk. On top of everything, the platypus has a poisonous sting\* – like a snake! It cannot kill a human, but it's very painful.



A platypus

## Champion Runner

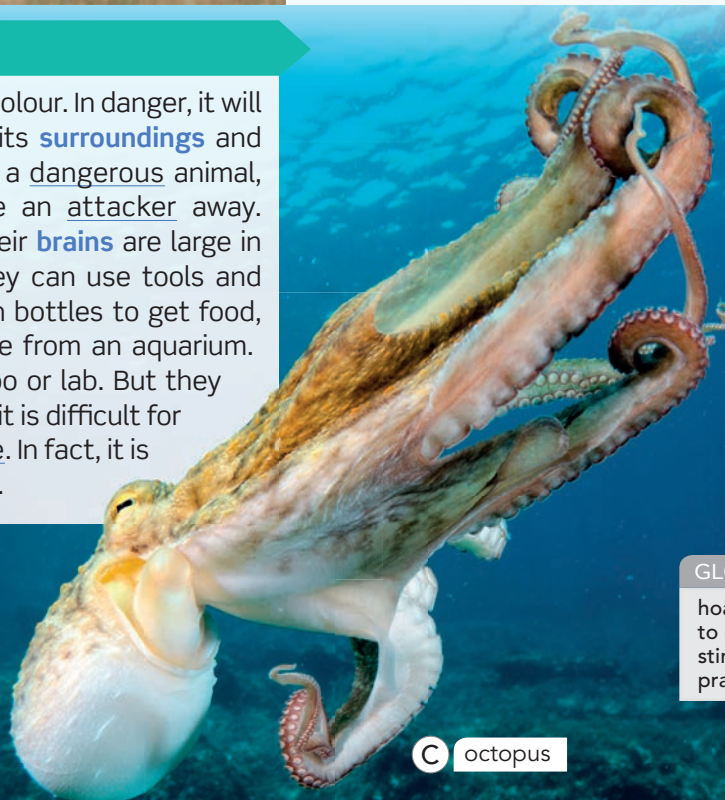
You probably know the cheetah is the fastest runner among animals. It can run at up to 100 kilometres per hour. But after some 200 metres, it needs to lie down and rest. The pronghorn, which lives in the prairies\* of North America, can run a few kilometres at ninety kilometres per hour, and fifteen kilometres at sixty-five kilometres per hour. Its whole body – heart, lungs, legs – is a perfect machine for long-distance running. But why? It doesn't need to run this fast now, but 18,000 years ago there were cheetahs in America. The pronghorn probably evolved to escape them. This beautiful animal is not well-known in Europe, but in America it is a symbol of prairie life. You can see it in the emblem of the province of Alberta, Canada.



B pronghorn

## Aliens in the ocean

An octopus has no fixed shape or colour. In danger, it will change both. It can become like its surroundings and difficult to see. Or it can look like a dangerous animal, such as a sea snake, and scare an attacker away. Octopuses are also intelligent. Their brains are large in proportion to their body size. They can use tools and solve problems: for example, open bottles to get food, or use clever strategies to escape from an aquarium. It seems they are unhappy in a zoo or lab. But they are so different from humans that it is difficult for us to understand their intelligence. In fact, it is a bit like meeting intelligent aliens.



### GLOSSARY

hoax – oszustwo  
to exist – istnieć  
sting – ukąszenie, użądlenie  
prairie – preria

C octopus



## 8.5

## GRAMMAR

be going to

*I can use be going to to talk about personal plans for the future.*

1 **SPEAKING** Look at the photos, read the conversation and answer the questions.

- What plans has Hannah got for the summer holidays?
- Who thinks it's a good idea?
- Would you like to go on a holiday like this? Why?



Bob

33 days 16 hours 46 minutes left till the holidays! What **are** you **going** to do this summer? Any plans?

Yesterday at 22.14



Hannah

I'm **going to** work as a volunteer in the Scottish Highlands.

2 hours ago



Ben

??

2 hours ago

Hannah

I'm going to look after Highland ponies ... and the people who want to ride them but don't know how to ride!

1 hours ago



Ben

Are they **going to** pay you?

30 minutes ago

Hannah

No, they aren't. But I'm going to ride for free in the mountains!



25 minutes ago



Carol

Can I go too?

3 minutes ago

2 Copy the **GRAMMAR FOCUS** and complete it with the verbs in blue in Exercise 1.

## GRAMMAR FOCUS

## be going to

You use **be + going to + infinitive** to talk about plans.

- + I **'m going** to work as a volunteer.  
He **'s going** to work as a trainer.

– They **aren't going** to pay me.

? What <sup>2</sup> **?** you **?** **to** do this summer?  
**?** <sup>3</sup> **?** they **?** **to** pay you?  
Yes, they **are**./No, they **aren't**.

3 **3.56** Copy the table. Listen and choose the person who is going to do the action: **Lucy or Luke**.

|                                     | Lucy | Luke |
|-------------------------------------|------|------|
| 1 stay with his/her cousin in Wales | ✓    | ?    |
| 2 go walking in the mountains       | ?    | ?    |
| 3 visit a castle                    | ?    | ?    |
| 4 study for a test                  | ?    | ?    |
| 5 play tennis                       | ?    | ?    |
| 6 see the new James Bond film       | ?    | ?    |

4 In your notebook, write sentences from the prompts. Use the correct forms of **be (not) going to**.

- Lucy / stay with her cousin in Wales
- Luke / go walking in the mountains
- Luke / study for a Geography test
- Lucy / play tennis
- Luke / visit a Welsh castle
- Lucy and Luke / see the new James Bond film

5 In your notebook, write questions from the prompts and **be going to**. Then match them with answers a–e.

- What / you / do this evening?  
*What are you going to do this evening?*
- you / do anything interesting / this weekend?
- What / you / do / this summer?
- you / go to university / after you finish school?
- Where / you / live / when you're at university?

- Yes, I am. I'm going to study Biology at Leeds University.
- I'm going to travel around Europe with a friend.
- I don't know! Probably with my parents!
- Not really. I'm going to study.
- I think I'm going to go to bed early. I'm really tired.

6 **SPEAKING** Ask and answer the questions in Exercise 5.

7 In your notebook, complete the statements with **be going to** so they are true for you.

- This weekend, I'm going to visit ... **?** .
- My friend ... **?** .
- This year, my parents ... **?** .
- In the next school holidays, my family ... **?** .
- When we leave school, my friends and I ... **?** .

## FOCUS VLOG Your plans

**3.57** Listen to the Focus Vlog and, in your notebook, list five things the speakers are going to do.

# 8.6

## SPEAKING

Agreeing and disagreeing

*I can give a simple opinion using basic fixed expressions for agreeing and disagreeing.*

1 In your notebook, match the sentence halves. Translate the sentences with a partner.

- 1 You waste energy when you ...
  - 2 You save energy when you ...
- a turn on all the lights in the house.
  - b turn off unnecessary lights.
  - c turn on a dishwasher that's half empty.
  - d leave the car at home and cycle to work.

2 Read about Earth Hour. Do you think it's a good idea? Why?/Why not?

## EARTH HOUR

### THE FACTS



#### What is it?

It's a global 'green' event.

#### Who organises it?

The World Wildlife Fund.

#### What happens?

Thousands of people around the world turn off all the lights and electrical devices for one hour.

#### Why do they do it?

To remind us all about climate change and the need to save energy.

#### When is it?

On the last Saturday of March.

#### Where and when did it start?

In Sydney, Australia, in 2007.

#### How many people take part?

In 2017 about 187 countries and territories on all the continents took part in Earth Hour.

3 **3.58** Listen to Leo and Alice talking about Earth Hour. Who thinks it is a good idea and who thinks it isn't?

4 **3.58** In your notebook, complete the dialogue with the words and phrases from the SPEAKING FOCUS. Then listen again and check.

Alice: Hi, Leo. I'm going to take part in Earth Hour and I'm looking for people to join me.

Leo: Earth Hour? I'm not <sup>1</sup>sure ... To be <sup>2</sup> , I don't think it makes much <sup>3</sup> .

Alice: Why not? It's a great way to show you care about climate change.

Leo: <sup>4</sup> , but one hour doesn't change anything. People waste energy all the time. You can't save much in sixty minutes.

Alice: Yes, I <sup>5</sup> . It's true we won't save much energy during Earth Hour. But the point is to make people think about the problem, not just to save energy.

Leo: I see what you <sup>6</sup> , but what about all those candles? People burn hundreds of candles at Earth Hour events and they produce a lot of CO<sub>2</sub>. It's all a waste of time.

Alice: Mmm, you have a <sup>7</sup> . But I still think it's a great event. And you know, people and even whole cities make decisions to be more green because of Earth Hour.

Leo: Well, maybe you're right. Would you like some help?

Alice: <sup>8</sup> . Thank you.

### SPEAKING FOCUS

#### Agreeing

I think so (too).  
(Yes,) I agree.  
Exactly./Absolutely.  
That's/You're right.

#### Disagreeing

I'm not sure.  
I don't think so.  
I disagree.  
To be honest, I don't think it makes much sense.

#### Agreeing in part/Agreeing and disagreeing

Perhaps/Maybe, but ... I see what you mean, but ...  
Maybe you're right ... You have a point, but ...

5 Which options are correct?

- 1 A: I think air pollution in our city is awful. When are they going to do something about it?  
B: Exactly. / I don't think so. You can't breathe normally.
- 2 A: I think governments should stop air travel. It pollutes the air and causes global warming.  
B: I disagree / You have a point, but isn't that a bit extreme? No air travel at all?
- 3 A: I think nuclear energy is the future.  
B: That's right. / I'm not sure. I think it's very dangerous.
- 4 A: I think in the city everybody should use public transport only.  
B: You're right. / I disagree. But do you think people will agree?
- 5 A: I'd like to organise Earth Hour in our city. I think it's a great idea.  
B: I'm not sure. / Absolutely. Let's do it!

6 **SPEAKING** Do you agree with the speakers in Exercise 5? Discuss with a partner.



# 8.7

## WRITING

An opinion, presenting arguments

*I can use simple connectors to give an opinion and present arguments in a short text.*

### FOCUS ON WORDS | Environment protection

- 1  3.59 In your notebook, translate the words in the box. Use a dictionary if necessary. Then listen and repeat.

sort rubbish for recycling   turn off the light   save water  
turn off the water tap   buy recycled things   plant trees  
throw away less

- 2 Which things in Exercise 1 do you do? Compare your ideas with other people in the class.
- 3 Read the blog and answer the questions.
- 1 What does the writer think we should do to protect the environment?
  - 2 What three arguments does he give for his opinion?
  - 3 Do you agree with him? Why?/Why not?



## Environment blog

### Go veg to save the planet

by SamHarvey 11/04/18

#### GLOSSARY

to destroy – niszczyć

- <sup>1</sup> **In my opinion**, the best thing we can do for our planet is to become vegetarians.
- <sup>2</sup> **First of all**, there is a lot of waste when we produce meat. For example, you need about sixteen kilograms of cereal and nearly 20,000 litres of water to produce one kilogram of meat. We should stop producing meat and grow cereals for humans instead. It will be much easier to feed all the people in the world.
- <sup>3</sup> **In addition**, you need a lot of land to keep large farm animals, such as cows. In South America, farmers are destroying\* tropical forests to create space for cows which will become hamburgers in other countries.
- <sup>4</sup> **Finally**, remember the animals themselves! Animals on large 'factory farms' have a terrible life, and then a terrible death.
- <sup>5</sup> You don't even have to stop eating meat completely. Just eat less. You'll help save the Earth and feed everyone on it!

- 4 Read the blog again. In your notebook, put sentences A–E in the correct order to show the structure of the blog entry.

- A Add another argument.  
B Repeat your opinion and/or encourage the reader to do something.  
C Add the final argument.  
D State your opinion.  
E Give the first explanation/argument.

- 5 Copy the WRITING FOCUS and complete it with the words in purple from the blog.

### WRITING FOCUS

#### An opinion, presenting arguments

##### • Stating your opinion

I think/I believe ...      It seems (to me) ...  
In my <sup>1</sup> *opinion* ...      In my view ...

##### • First argument

Firstly, ...      First <sup>2</sup> ? , ...

##### • Next argument(s)

Secondly, ...      Also, ...  
In <sup>3</sup> ? , ...

##### • Final argument

<sup>4</sup> ? , ...      Lastly, ...

- 6 In your notebook, put the sentences in the correct order as in an opinion essay.
- a Lastly, why choose nuclear when there are other options? Why not build a wind farm?
  - b Please join the protest against the power plant today!
  - c Firstly, it's not safe. A mistake can cause a terrible disaster, like the one in Japan in 2011.
  - d I believe the plan to build a nuclear power station next to our town is a very bad idea.
  - e Secondly, we should not use nuclear energy if we don't know what to do with the dangerous radioactive waste.

### SHOW WHAT YOU'VE LEARNT

- 7 In your notebook, write a blog entry of about 80–130 words on a topic connected with the environment. Use the ideas in Exercise 1.
- Express your opinion.
  - Give at least two arguments to support your opinion.
  - Encourage the readers to take action.

**8.1 Vocabulary**  **4.50**

**air/water pollution** /'eə/'wɔ:tə pə'lu:ʃən/  
zanieczyszczenie powietrza/wody  
**bear** /beə/ niedźwiedź  
**beaver** /'bi:və/ bóbr  
**cheetah** /'tʃi:tə/ gepard  
**climate change** /'klaɪmət tʃeɪndʒ/ zmiana klimatu  
**continent** /'kɒntənənt/ kontynent  
**deer** /diə/ jelen  
**dolphin** /'dɒlfɪn/ delfin  
**elephant** /'eləfənt/ słoń  
**fish** /fɪʃ/ ryba  
**forest** /'fɒrəst/ las  
**global warming** /,gləʊbəl 'wɔ:ɪnɪŋ/ globalne ocieplenie  
**good/bad for the environment** /,ɡʊd/,'bæd fə ðɪ ɪn'vaɪrənmənt/ dobry/zły dla środowiska  
**island** /'aɪlənd/ wyspa  
**jungle** /'dʒʌŋɡəl/ dżungla  
**lake** /leɪk/ jezioro  
**lion** /'laɪən/ lew  
**mountain** /'maʊntən/ góra  
**protect the environment** /prə'tekt ðɪ ɪn'vaɪrənmənt/ chronić środowisko  
**river** /'rɪvə/ rzeka  
**sea** /si:/ morze  
**shark** /ʃɑ:k/ rekin  
**tiger** /'taɪɡə/ tygrys  
**toxic waste** /'tɒksɪk 'weɪst/ odpady radioaktywne  
**waste recycling** /'weɪst ri:saɪklɪŋ/ recykling odpadów  
**waterfall/falls** /'wɔ:təfɔ:l/'fɔ:lz/ wodospad  
**whale** /weɪl/ wieloryb  
**wildlife** /'waɪldlaɪf/ dzika przyroda

**8.2 Grammar**  **4.51**

**die out** /,daɪ 'aut/ wymrzeć  
**disappear** /,dɪsə'piə/ znikać  
**habitat** /'hæbətæt/ środowisko, siedlisko  
**hot** /hɒt/ gorący  
**hunt** /hʌnt/ polować  
**melt** /melt/ topnieć  
**(nuclear) energy** /('nju:klɪər) 'enədʒi/ energia (jądrowa)  
**polar bear** /,pəʊlə 'beə/ niedźwiedź polarny  
**predict** /prɪ'dɪkt/ przewidywać  
**safe** /seɪf/ bezpieczny  
**sea ice** /'si: aɪs/ lód morski

**8.3 Listening**  **4.52**

**area** /'eəriə/ rejon, obszar  
**bring rain** /,brɪŋ 'reɪn/ przynosić deszcz  
**clear** /kliə/ rozwiać się, rozejść się (np. o mgłę)  
**clear sky** /,kliə 'skaɪ/ czyste niebo  
**cloud/cloudy** /klaʊd/'klaʊdi/ chmura/ pochmurny  
**cold** /kəʊld/ zimny  
**degree** /di'ɡri:/ stopień  
**dry** /draɪ/ suchy  
**east/eastern** /i:st/'i:stən/ wschód/wschodni  
**expect** /ɪk'spekt/ spodziewać się, oczekiwać  
**fog/foggy** /fɒɡ/'fɒɡi/ mgła/zamglony  
**high up** /,haɪ 'ʌp/ wysoko  
**north/northern** /nɔ:θ/'nɔ:ðən/ północ/ północny  
**rain/rainy** /reɪn/'reɪni/ deszcz; padać (o deszczu) / deszczowy  
**rise** /raɪz/ rosnać (o temperaturze)  
**shower** /'ʃaʊə/ przelotny deszcz  
**snow** /snaʊ/ śnieg; padać (o śniegu)  
**south/southern** /sauθ/'sʌðən/ południe/ południowy  
**spring** /sprɪŋ/ wiosna  
**sun/sunny** /sʌn/'sʌni/ słońce/słoneczny  
**sunshine** /'sʌnʃaɪn/ światło słoneczne  
**temperature** /'temprətʃə/ temperatura

**thunder and lightning** /,θʌndər ən 'laɪtnɪŋ/  
pioruny i błyskawice  
**warm** /wɔ:m/ ciepły  
**weather forecast** /'weðə,'fɔ:kəst/ prognoza pogody  
**west/western** /west/'westən/ zachód/ zachodni  
**wet** /wet/ mokry  
**wind/windy** /wɪnd/'wɪndi/ wiatr/wietrzny

**8.4 Reading**  **4.53**

**amazing** /ə'meɪzɪŋ/ niesamowity  
**aquarium** /ə'kwɛəriəm/ akwarium  
**attack** /ə'tæk/ atak, atakować  
**attacker** /ə'tækə/ napastnik  
**bill** /bɪl/ dziób  
**bird** /bɜ:d/ ptak  
**brain** /breɪn/ mózg  
**creature** /'kri:tʃə/ stworzenie, istota  
**danger** /'deɪndʒə/ niebezpieczeństwo  
**dangerous** /'deɪndʒərəs/ niebezpieczny  
**do jigsaw puzzles** /,du: 'dʒɪɡso:,'pʌzəlz/ układać puzzle  
**emblem** /'embləm/ godło  
**evolution** /,i:və'lju:ʃən/ rozwój, ewolucja  
**evolve** /'ɪvɒlv/ rozwijać się, ewoluować  
**exist** /ɪɡ'zɪst/ istnieć  
**feed** /fi:d/ karmić  
**fur** /fɜ:/ futro  
**heart** /hɑ:t/ serce  
**hoax** /həʊks/ oszustwo  
**hurt** /hɜ:t/ zranić  
**intelligent** /ɪn'telɪdʒənt/ inteligentny  
**intelligence** /ɪn'telədʒəns/ inteligencja  
**lay eggs** /,leɪ 'egz/ składać jaja  
**lie down (and rest)** /,laɪ 'daʊn (ən 'rest)/ położyć się (i odpocząć)  
**lungs** /lʌŋz/ płuca  
**ocean** /'əʊʃən/ ocean  
**octopus** /'ɒktəpəs/ ośmiornica  
**painful** /'peɪnfəl/ bolesny  
**platypus** /'plætəpəs/ dziobak  
**poison** /'pɔɪzən/ trucizna, zatrucie  
**poisonous** /'pɔɪzənəs/ trujący, jadowity  
**prairie** /'preəri/ preria  
**pronghorn** /'prɒŋ,hɔ:rn/ widłoróg  
**run away/escape from** /,rʌn ə'weɪ/ 'ɪ'skeɪp frəm/ uciekać z  
**scare away** /,skeər ə'weɪ/ odstraszyć  
**solve problems** /,sɒlv 'prɒbləmz/ rozwiązywać problemy  
**sting** /stɪŋ/ ukłucie, użądlenie  
**surroundings** /sə'raʊndɪŋz/ otoczenie, okolica  
**tail** /teɪl/ ogon  
**unusual** /ʌn'ju:ʒuəl/ niezwykły  
**use strategies** /,ju:z 'strætɪdʒɪz/ stosować strategie  
**use tools** /,ju:z 'tu:lz/ używać narzędzi  
**zoologist** /zu:'blɒdʒɪst/ zoolog

**8.5 Grammar**  **4.54**

**go walking in the mountains** /,ɡəʊ,'wɔ:ɪkɪŋ ɪn ðə 'maʊntɪnz/ iść na spacer w góry  
**Highland pony** /,haɪlənd 'pəʊni/ highland (szkocka rasa kuców)  
**study for a test** /,stʌdi fər ə 'test/ uczyć się do testu  
**visit a castle** /,vɪzɪt ə 'kɑ:səl/ zwiedzać zamek

**8.6 Speaking**  **4.55**

**breathe** /bri:ð/ oddychać  
**candle** /'kændl/ świeca  
**dishwasher** /'dɪʃ,wɒʃə/ zmywarka  
**government** /'ɡʌvənmənt/ rząd  
**green** /ɡri:n/ ekologiczny, przyjazny dla środowiska  
**half empty** /,ha:f 'empti/ w połowie pusty  
**pollute** /pə'lu:t/ zanieczyszczać  
**produce CO<sub>2</sub>** /prə'dju:s 'si: əʊ 'tu:/ wytwarzać dwutlenek węgla

**public transport** /,pʌblɪk 'trænspɔ:t/ transport publiczny / komunikacja publiczna  
**turn on/off electrical devices** /,tɜ:n ,ɒn/ ,ɒf ɪ'lektrɪkəl dɪ'vaɪsɪz/ włączać/wyłączać urządzenia elektryczne  
**waste/save energy** /,weɪst/,seɪv 'enədʒi/ marnować/oszczędzać energię

**8.7 Writing**  **4.56**

**buy recycled things** /baɪ ,ri:'saɪkəld θɪŋz/ kupować rzeczy z recyklingu  
**cereal** /'sɪəriəl/ zboże  
**cow** /kaʊ/ krowa  
**destroy** /dɪ'strɔɪ/ niszczyć  
**disaster** /dɪ'zɑ:stə/ katastrofa, klęska  
**grow** /ɡrəʊ/ rosnać, uprawiać  
**plant trees** /,plɑ:nt 'tri:tɪz/ sadzić drzewa  
**power station/power plant** /'paʊə,'steɪʃən/ 'paʊə plɑ:nt/ elektrownia  
**save water** /,seɪv 'wɔ:tə/ oszczędzać wodę  
**sort rubbish for recycling** /,sɔ:t ,rʌbɪʃ fə ri:'saɪklɪŋ/ sortować śmieci do recyklingu  
**throw away less** /,θrəʊ ə'weɪ 'les/ mniej wyrzucać  
**tropical forest** /,trɒpɪkəl 'fɒrəst/ las tropikalny  
**turn off the light** /,tɜ:n ɒf ðə 'laɪt/ wyłączać światło  
**turn off the water tap** /,tɜ:n ɒf ðə 'wɔ:tə tæp/ zakręcać kran z wodą  
**wind farm** /'wɪnd fɑ:m/ farma wiatrowa



## SŁOWNICTWO I GRAMATYKA

- 1 Uzupełnij zdania właściwymi wyrazami z ramki. Dwa słowa nie pasują do żadnego zdania.

(continents forest island lake mountain  
river sea waterfall)

- London lies on the ? Thames.
- What is the highest ? you have ever climbed?
- When we went scuba diving in the ? , we saw a small shark.
- They spent their holidays on a small ? in the Indian Ocean.
- That amazing ? was more than eighty-two metres high and we were completely wet when we got near it.
- If you look at the names of the seven ? , they start and end with the same letter.

- 2 Wybierz właściwe opcje.

- The *beaver* / *cheetah* is the fastest animal in the world.
- Electric cars cause less air *pollution* / *recycling* than petrol or diesel cars.
- We should *save* / *sort* all our rubbish so it's easier to recycle.
- Always turn off the water tap so you don't *waste* / *save* water.
- A lot of beautiful animals on this planet are in *danger* / *escape*.
- We should do anything we can to *poison* / *protect* our planet.

- 3 Uzupełnij zdania, używając podanych wyrazów oraz odpowiedniej formy czasownika *be going to*.

(escape feed not work plant throw visit)

- My friends ? from the city and live in the countryside.
- I ? my dog now, and then I can go out.
- We ? Dartmoor National Park in May.
- My dad ? an apple tree in our garden.
- Lily ? on a farm this summer.
- ? you ? out this plastic bag? We can use it again.

- 4 Uzupełnij zdania, używając podanych w nawiasach wyrazów oraz czasownika *will*.

- The weather forecast says ? (it/snow) tomorrow.
- ? (people/live) on other planets in the future?
- ? (We/not/get) back home before eight p.m.
- I don't think ? (there/be) any more rain this week.
- ? (you/not/can) see the lions at this time of day.
- ? (most animals/disappear) from the Congo rainforest because of the search for oil?

## ŚRODKI JĘZYKOWE



### Tłumaczenie, parafraza zdań

- Która z podanych opcji A–C jest poprawnym tłumaczeniem fragmentu podanego w nawiasach?
  - Did you see the (*błyskawica*) in the sky?  
A thunder B lightning C sunshine
  - When you go to Australia, make sure you don't step on a (*jadowity*) snake.  
A intelligent B dangerous C poisonous
  - I think we (*wyrzucamy*) too many things; don't you agree?  
A throw away B recycle C consume
  - (*Przede wszystkim*) the old power plant pollutes the air.  
A At first, B In addition, C First of all,
  - Governments should do more to (*chronić środowisko*).  
A destroy the habitat B protect the environment C save wildlife
- Która z podanych opcji A–C ma znaczenie najbliższe podkreślonemu fragmentowi zdania?
  - We are planning to see the Coral Triangle this winter.  
A are going to see B will see C have seen
  - You have a point, but my opinion's different.  
A I agree with you B I see what you mean C I'm not sure
  - You can see all kinds of creatures in the zoo in London.  
A conditions B surroundings C living things
  - It's a good idea to buy and consume less.  
A We can B We should C We'll be able to
  - I don't think we can save all the animals, but perhaps we can save some of them.  
A We won't be able to B We shouldn't C We mustn't

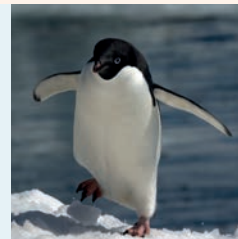
## CZYTANIE



### Wybór wielokrotny

- 7 Przeczytaj trzy teksty związane z dzikimi zwierzętami. Która z podanych opcji A–C jest poprawna?

Adelie penguins are smaller than most other penguins. They are forty-five to seventy-five centimetres tall. They have black heads with white rings around the eyes. On land they look funny, but they are amazing swimmers and they can dive down to 180 metres. At present there are a lot of them in the Antarctic, but global warming is a danger to these lovely birds. Penguins eat small sea creatures which live under the Antarctic ice. As the ice melts, there will be less and less food for them.



- Adelie penguins  
A are not very big. B look funny when they swim. C will probably die out soon.

## VISIT LONGLEAT SAFARI PARK!



Opened in 1966, Longleat is the oldest drive-through safari park outside Africa. On thirty-six square kilometres of countryside in sunny Wiltshire in England, you can see animals running free, like in their natural environment. There are lions, elephants, giraffes and monkeys; there are tigers, wild dogs, bears, wolves and more. There is a Penguin Island and a special pavilion with exotic butterflies.

You can drive your own car through the park or travel on a Safari Bus. You can also book a VIP tour in a 4x4 car with a personal guide.

### 2 At Longleat Safari Park

- A all animals live in special buildings.
- B you mustn't use your own car.
- C you can have a guide just for you.



There are only about 3,200 tigers still living in the wild in the whole world. But there are many more – perhaps ten thousand – living as pets in private homes in the USA. Some people think it's cool to have a tiger, lion or leopard as a pet. I think it's cruel and

selfish and should be illegal! First, a big wild cat needs a lot of space to run free. Secondly, the owners often don't know how to look after such cats. Their pets don't have the right kind of food, or the medical care they need, and many die. Finally, they can be dangerous to people – it's in their nature!

### 3 The purpose of this text is to

- A explain how to look after a big wild cat.
- B express an opinion on keeping wild cats as pets.
- C warn people that big wild cats are dangerous.

## SŁUCHANIE



### Uzupełnianie luk

- 8 **3.60** Usłyszysz dwukrotnie rozmowę dwojga nastoletnich kuzynów. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–6 w poniższych zdaniach. W każdą z nich należy wpisać maksymalnie trzy wyrazy w języku angielskim.

- 1 Snowdon is 1,085 metres high but there are  in Scotland.
- 2 The walk is long but Megan thinks it's quite  and has beautiful views.
- 3 Megan and Billy will need to wear good trekking boots and other .
- 4 Billy is surprised that it's necessary to take a  to the mountains in May.
- 5 The mountain got its name because it  there even in May.
- 6 At the top, Megan and Billy will .

## MÓWIENIE



### 9 Jakie funkcje 1–5 pełnią zwroty a–j?

- 1 asking someone's opinion
  - 2 expressing an opinion
  - 3 agreeing
  - 4 disagreeing
  - 5 agreeing in part
- a Absolutely.
  - b I don't think so.
  - c I'm not sure.
  - d I see what you mean, but ...
  - e In my opinion ...
  - f It seems to me ...
  - g That's right.
  - h What do you think?
  - i You have a point, but ...
  - j What's your opinion?

### 10 Pracując w parach, odegrajcie dialog według podanych wskazówek.

#### A

Powiedz B, że w ramach obchodów Dnia Ziemi twoja klasa zamierza zorganizować maraton. Poproś B o opinię na temat tego pomysłu.

Powiedz, że rozumiesz punkt widzenia B, ale nie zgadzasz się z tą opinią.

Zgódź się częściowo i powiedz dlaczego.

#### B

Wyraź wątpliwości i uzasadnij je.

Podaj kolejny argument na poparcie swojej opinii.

Zgódź się lub nie. Uzasadnij swoją opinię.

## PISANIE



### Wpis na blogu

### 11 Wykonaj zadanie z ramki.

Lokalne władze zamierzają zlikwidować park w twoim mieście i zbudować na jego miejscu centrum handlowe.

- Przedstaw problem na swoim blogu.
- Wymień powody takiej decyzji podane przez lokalne władze.
- Wyraź i uzasadnij swoją opinię na ten temat.
- Zachęć swoich czytelników do dołączenia do dyskusji.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość wpisu powinna wynosić od 80 do 130 słów.



## 0.1 Imperatives Tryb rozkazujący

Aby wydać polecenie w trybie rozkazującym drugiej osoby liczby pojedynczej i mnogiej, używamy bezokolicznika:

**Listen** to the teacher. Słuchaj/Słuchajcie nauczyciela.

**Check** the word in the dictionary. Sprawdź/Sprawdźcie słowo w słowniku.

W zakazach w trybie rozkazującym drugiej osoby liczby pojedynczej i mnogiej używamy formy przeczącej **don't / do not**:

**Don't speak** Polish. Nie mów / Nie mówcie po polsku.

**Don't look** at the text. Nie patrz / Nie patrzcie na tekst.

Aby wyrazić sugestię w trybie rozkazującym pierwszej osoby liczby mnogiej, używamy formy **let's** oraz bezokolicznika:

**Let's talk** about school. Porozmawiajmy o szkole.

### 1 Complete the sentences with the imperative forms of the verbs in brackets.

- Don't work in pairs now,  (work) in groups of three.  
 (speak) Polish, please! Speak English!
- Please  (listen) to the dialogue and  (choose) the correct answers.
- (do) the exercise together.
- Please  (think) of a book, but  (tell) anyone the title.

### 2 Choose the correct answers.

- You want to go to the cinema with your friend. You say:  
A Let's go to the cinema! B Go to the cinema!
- You're in your English class. Your teacher says to you:  
A Let's speak Polish! B Don't speak Polish!
- Your teacher gives you homework. He/She says:  
A Let's do the homework! B Do your homework!
- You want to do your homework. You and your friend have free time now. You say:  
A Let's do our homework! B Do our homework!

## 0.2 Subject pronouns Zaimki osobowe w funkcji podmiotu

I ja      **he** on      **it** ono      **you** wy  
**you** ty      **she** ona      **we** my      **they** oni/one

Zaimki osobowe w funkcji podmiotu służą do zastępowania rzeczowników:

**He's** seventeen. On ma siedemnaście lat.

Are **you** from London? Czy jesteście z Londynu?

'Where are the dictionaries?' '**They're** in the classroom.'

– Gdzie są słowniki? – Są w klasie.

### to be

| Zdania twierdzące (Affirmative) |           |          | Zdania przeczące (Negative) |                          |          |
|---------------------------------|-----------|----------|-----------------------------|--------------------------|----------|
| I                               | 'm (am)   | Spanish. | I                           | 'm not (am not)          | Spanish. |
| You/We/They                     | 're (are) |          | You/We/They                 | aren't/'re not (are not) |          |
| He/She/It                       | 's (is)   |          | He/She/It                   | isn't/'s not (is not)    |          |

| Pytania ogólne (Yes/No questions) |             | Krótkie odpowiedzi (Short answers) |                                                                   |
|-----------------------------------|-------------|------------------------------------|-------------------------------------------------------------------|
| Am                                | I           | Spanish?                           | Yes, I <b>am</b> .<br>No, I'm <b>not</b> .                        |
| Are                               | you/we/they |                                    | Yes, you/we/they <b>are</b> .<br>Not, you/we/they <b>aren't</b> . |
| Is                                | he/she/it   |                                    | Yes, he/she/it <b>is</b> .<br>No, he/she/it <b>isn't</b> .        |

### Pytania szczegółowe (Wh- questions)

|                  |     |             |       |
|------------------|-----|-------------|-------|
| Where            | am  | I           | from? |
|                  | are | you/we/they |       |
|                  | is  | he/she/it   |       |
| How old          | am  | I           | ?     |
|                  | are | you/we/they |       |
|                  | is  | he/she/it   |       |
| What nationality | am  | I           | ?     |
|                  | are | you/we/they |       |
|                  | is  | he/she/it   |       |

### 1 Complete the sentences with the words in the box. There are two extra words.

( am are he is it she they )

- Look at this boy.  he Portuguese?
- Ruby and Ian  my best friends.  speak Russian.
- This is Carol. 's from Australia.
- Answer my question.  isn't difficult.

## 0.3 Demonstrative pronouns Zaimki wskazujące

Zaimków **this** (ten, ta, to – liczba pojedyncza) oraz **these** (ci, te – liczba mnoga) używamy, żeby wskazać osoby i rzeczy znajdujące się blisko nas:

**This** is my new bicycle. To jest mój nowy rower.

Are **these** your comics? Czy to są twoje komiksy?

Zaimków **that** (tamten, tamta, tamto – liczba pojedyncza) oraz **those** (tamci, tamte – liczba mnoga) używamy, żeby wskazać osoby i rzeczy znajdujące się dalej:

**That** book is really old. Tamta książka jest naprawdę stara.

Look at **those** T-shirts! Spójrz na tamte T-shirty!

### Plural nouns

#### Liczba mnoga rzeczowników

| Rzeczowniki (Nouns)                                                           | Liczba pojedyncza (Singular) | Liczba mnoga (Plural)                                |
|-------------------------------------------------------------------------------|------------------------------|------------------------------------------------------|
| większość rzeczowników                                                        | table                        | table <b>s</b>                                       |
| rzeczowniki zakończone na -sh, -ch, -s, -x, -z oraz niektóre zakończone na -o | bus<br>watch<br>tomato       | buse <b>s</b><br>watche <b>s</b><br>tomatoe <b>s</b> |
| rzeczowniki zakończone na spółgłoskę i -y                                     | family<br>dictionary         | familie <b>s</b><br>dictionarie <b>s</b>             |
| rzeczowniki nieregularne                                                      | man<br>woman<br>child        | men<br>women<br>children                             |

Niektóre rzeczowniki, np.: **sunglasses**, **headphones**, występują tylko w liczbie mnogiej:

Your **sunglasses** are cool. Twoje okulary przeciwsłoneczne są super.

# 1 Choose the correct answers.

- Look at *that* / *those* children! They're so happy!
- I like *this* / *these* headphones. I take them everywhere.
- This is* / *They are* my favourite book. It's really funny.
- Is *this* / *these* your beanbag?
- That* / *Those* are my T-shirts. They're old, but I like them.

## 0.4 Possessive adjectives Przymiotniki dzierżawcze

| Zaimki osobowe<br>(Personal pronouns) | Przymiotniki dzierżawcze<br>(Possessive adjectives) |
|---------------------------------------|-----------------------------------------------------|
| I                                     | <b>my</b> (mój, moja, moi, moje)                    |
| you                                   | <b>your</b> (twój, twoja, twoi, twoje)              |
| he                                    | <b>his</b> (jego)                                   |
| she                                   | <b>her</b> (jej)                                    |
| it                                    | <b>its</b> (jego/jej)                               |
| we                                    | <b>our</b> (nasz, nasza, nasi, nasze)               |
| you                                   | <b>your</b> (wasz, wasza, wasi, wasze)              |
| they                                  | <b>their</b> (ich)                                  |

How old are **your** sisters? Ile lat mają twoje siostry?  
This is **their** school. To jest ich szkoła.

### Possessive 's Forma dzierżawcza rzeczownika

Forma dzierżawcza rzeczownika ('s lub 's) służy do wyrażenia przynależności czegoś lub kogoś do danej osoby lub zwierzęcia:

**Mark's** photos zdjęcia Marka  
**students'** headphones słuchawki uczniów

Aby utworzyć formę dzierżawczą:

- do rzeczowników w liczbie pojedynczej dodajemy 's:  
My **mum's** favourite pop group is A-ha. Ulubiony zespół popowy mojej mamy to A-ha.
- do rzeczowników regularnych w liczbie mnogiej dodajemy 's:  
This is my **grandparents'** new house. Oto nowy dom moich dziadków.
- do rzeczowników nieregularnych w liczbie mnogiej dodajemy 's:  
The **children's** room is over there. Pokój dzieci jest tam.

**Uwaga:** nie należy mylić formy dzierżawczej rzeczownika w liczbie pojedynczej 's z formą skróconą czasownika to be w 3. osobie liczby pojedynczej:

My brother's a student. Mój brat jest studentem. ('s = is)  
My brother's car is really old. Samochód mojego brata jest naprawdę stary. ('s = possessive)

# 1 Complete the definitions with the correct words in the box.

aunt (x2) father grandparents mother  
parents uncle

- Your mum is your \_\_\_\_\_' daughter.
- Your cousin is your \_\_\_\_\_ and \_\_\_\_\_'s daughter or son.
- Your sister is your \_\_\_\_\_' daughter.
- Your grandmother is your \_\_\_\_\_'s mother or your \_\_\_\_\_'s mother.
- Your uncle is your \_\_\_\_\_'s husband.

## 0.5 Can/can't Czasownik can/can't

Czasownika *can/can't* (potrafić / nie potrafić) używamy, mówiąc o umiejętnościach:

*Ella can sing, but she can't dance.* Ella umie śpiewać, ale nie umie tańczyć.

**Can** you paint? Czy potrafisz malować?

| Zdania twierdzące (Affirmative)                      | Zdania przeczące (Negative)                                                             |
|------------------------------------------------------|-----------------------------------------------------------------------------------------|
| I/You/ He/<br>She/It/We/<br>They <b>can</b> cook.    | I/You/ He/<br>She/It/We/<br>They <b>can't</b><br>(cannot) cook.                         |
| Pytania ogólne<br>(Yes/No questions)                 | Krótkie odpowiedzi<br>(Short answers)                                                   |
| <b>Can</b> I/you/<br>he/she/<br>it/we/<br>they cook? | Yes, I/you/he/she/it/we/they <b>can</b> .<br>No, I/you/he/she/it/we/they <b>can't</b> . |
| Pytania szczegółowe (Wh- questions)                  |                                                                                         |
| What <b>can</b> I/you/he/she/<br>it/we/they cook?    |                                                                                         |

# 1 Complete the sentences with can or can't.

- A: \_\_\_\_\_ you cook?  
B: Yes, I \_\_\_\_\_!
- A: Let's go roller-skating!  
B: Sorry, I \_\_\_\_\_ roller-skate.
- A: My sister \_\_\_\_\_ sing and she \_\_\_\_\_ dance too.  
B: Yes, I know, she sings and dances very well.
- My dad \_\_\_\_\_ run very fast, but he \_\_\_\_\_ swim, so we never go to the swimming pool.
- A: \_\_\_\_\_ Suzy draw comics?  
B: No, she \_\_\_\_\_.
- My sister \_\_\_\_\_ paint, but she takes very nice photographs.

## 0.6 Prepositions Przymyki

Za pomocą następujących przymyków możemy określić położenie danej rzeczy, osoby lub miejsca:

- behind (za)
- between (pomiędzy)
- in (w)
- in front of (przed)
- next to (obok)
- on (na)
- opposite (naprzeciwko)
- over (nad)
- under (pod)

The sink is **between** the cooker and the fridge. Zlew jest pomiędzy kuchenką a lodówką.

The chairs are **next to** the bed. Krzesła są obok łóżka.

### There is / There are

Wyrażeń *There is / There are* używamy, aby opisać rozmieszczenie przedmiotów w danym miejscu:

**Is there** a picture in the kitchen? Czy w kuchni jest obrazek?  
**There are** three books on the table. Na stole są trzy książki.



## Zdania twierdzące (Affirmative)

|                         |             |                     |
|-------------------------|-------------|---------------------|
| <b>There is/There's</b> | a sofa      | in the living room. |
| <b>There are</b>        | two posters | on the wall.        |

## Pytania ogólne (Yes/No questions)

|                  |         |                     |                                                                                          |
|------------------|---------|---------------------|------------------------------------------------------------------------------------------|
| <b>Is there</b>  | a sofa  | in the living room? | Krótkie odpowiedzi (Short answers)<br>Yes, <b>there is</b> .<br>No, <b>there isn't</b> . |
| <b>Are there</b> | posters | on the wall?        | Yes, <b>there are</b> .<br>No, <b>there aren't</b> .                                     |

## Pytania szczegółowe (Wh- questions)

|                  |                  |              |
|------------------|------------------|--------------|
| How many posters | <b>are there</b> | on the wall? |
|------------------|------------------|--------------|

### 1 Complete the text with the correct prepositions.

My bedroom is very small. There aren't many things **i** ? it. There's a window **o** ? the door. My desk is **i** ? the window. My bed is **n** ? to the desk. My favourite posters are **o** ? the bed **o** ? the wall. **B** ? my bed and the opposite wall there's a green carpet.

## 0.7 Have got Wyrażenie have got

Wyrażenia *have got* używamy, gdy mówimy o posiadaniu: *I've got a smartphone, but I haven't got a watch*. Mam smartfona, ale nie mam zegarka.

**Has James got a skateboard?** Czy James ma deskorolkę?

| Zdania twierdzące (Affirmative)     |  |                    |  | Zdania przeczące (Negative) |                                    |                            |                            |      |           |
|-------------------------------------|--|--------------------|--|-----------------------------|------------------------------------|----------------------------|----------------------------|------|-----------|
| I/You/We/They                       |  | 've got (have got) |  | a camera.                   | I/You/We/They                      |                            | haven't got (have not got) |      | a camera. |
| He/She/It                           |  | 's got (has got)   |  |                             | He/She/It                          |                            | hasn't got (has not got)   |      |           |
| Pytania ogólne (Yes/No questions)   |  |                    |  |                             | Krótkie odpowiedzi (Short answers) |                            |                            |      |           |
| Have                                |  | I/you/we/they      |  | got                         | a camera?                          | Yes, I/you/we/they have.   |                            |      |           |
|                                     |  |                    |  |                             |                                    | No, I/you/we/they haven't. |                            |      |           |
| Has                                 |  | he/she/it          |  |                             |                                    | Yes, he/she/it has.        |                            |      |           |
|                                     |  |                    |  |                             |                                    | No, he/she/it hasn't.      |                            |      |           |
| Pytania szczegółowe (Wh- questions) |  |                    |  |                             |                                    |                            |                            |      |           |
| How many cameras                    |  |                    |  | have                        |                                    | I/you/we/they              |                            | got? |           |
|                                     |  |                    |  | has                         |                                    | he/she/it                  |                            |      |           |

### 1 Complete the sentences with the words in the box.

(got has hasn't have haven't 've)

- I've ? a laptop, but I haven't got a tablet.
- A:** Have you got a digital camera?  
**B:** Yes, I ?!
- A:** She ? got a mobile phone.  
**B:** Really? Why not?
- I've got a DVD player, but I ? got an MP3 player.
- A:** ? Phil got a hobby?  
**B:** Yes, it's skateboarding!
- I ? got a piano, but I can't play it!

## 1.2 Present Simple Czas Present Simple

Czasu Present Simple używamy, gdy mówimy o:

- regularnie powtarzających się czynnościach:  
*In the afternoon I **watch** TV or **listen** to music.* Po południu oglądam telewizję lub słucham muzyki.
- stanach lub sytuacjach stałych:  
*My grandparents **don't live** in Warsaw. They **live** in Sydney.* Moi dziadkowie nie mieszkają w Warszawie. Mieszkają w Sydney.
- upodobaniach i preferencjach, z czasownikami takimi jak *love, like, hate, prefer*:  
*My friends **hate** dancing, but I **love** it.* Moi znajomi nie znoszą tańczyć, ale ja uwielbiam.

| Zdania twierdzące (Affirmative) |               | Zdania przeczące (Negative) |                                 |
|---------------------------------|---------------|-----------------------------|---------------------------------|
| I/You/We/They                   | <b>play.</b>  | I/You/We/They               | <b>don't (do not) play.</b>     |
| He/She/It                       | <b>plays.</b> | He/She/It                   | <b>doesn't (does not) play.</b> |

### ZASADY PISOWNI – 3. OSOBA LICZBY POJEDYNCZEJ:

- zasada ogólna: bezokolicznik + -s, np. *read – reads*,
- czasowniki zakończone na spółgłoskę i -y: y + -ies, np. *carry – carries*,
- czasowniki zakończone na -o, -ss, -x, -ch, -sh: + -es, np. *do – does, go – goes, relax – relaxes, watch – watches*,
- czasownik *have*: *has*.

W zdaniach w czasie Present Simple często używamy przysłówków częstotliwości (*adverbs of frequency*), takich jak *always, usually, often, sometimes* i *never*. Przysłówki te stawiamy:

- po czasowniku *to be*:  
*Walt **is usually** at home at the weekend.* Walt jest zwykle w domu w weekendy.
- w sąsiedztwie pozostałych czasowników – bezpośrednio przed czasownikiem głównym:  
*Walt **usually spends** his weekends at home.* Walt zwykle spędza weekendy w domu.

Często stosujemy również określenia czasu takie jak: *every day, every Sunday, every weekend*:

*I visit my grandparents **every week**.* Odwiedzam dziadków co tydzień.

### 1 Complete the sentences with the correct form of the verbs in brackets.

- I ? (be) late for school every day.
- My sister usually ? (watch) films in the evenings.
- My mum ? (not read) the newspaper every day.
- My parents ? (not work) in the same office.
- My brother often ? (go) to the cinema.

### 2 Put the words in the correct order to form sentences.

- sometimes / the piano / My sister / plays
- don't / every day / I / sports / watch
- studies / My brother / at the weekend / never
- on weekdays / I / go out / sometimes
- every day / My best friend / play / video games / doesn't
- on Saturday nights / always / fun / He / has

## 1.5 Present Simple: Yes/No and Wh- questions

Czas Present Simple: pytania ogólne i szczegółowe

| Pytania ogólne (Yes/No questions)   |               | Krótkie odpowiedzi (Short answers) |                                                                    |
|-------------------------------------|---------------|------------------------------------|--------------------------------------------------------------------|
| Do                                  | I/you/we/they | play?                              | Yes, I/you/we/they <b>do</b> .<br>No, I/you/we/they <b>don't</b> . |
| Does                                | he/she/it     |                                    | Yes, he/she/it <b>does</b> .<br>No, he/she/it <b>doesn't</b> .     |
| Pytania szczegółowe (Wh- questions) |               |                                    |                                                                    |
| What                                | do            | I/you/we/they                      | play?                                                              |
|                                     | does          | he/she/it                          |                                                                    |

W pytaniach szczegółowych często używamy następujących zaimków pytających:

- **What** do your friends usually post on Facebook? Co twoi znajomi zwykle zamieszczają na Facebooku?  
**What** is your favourite video game? Jaka jest twoja ulubiona gra komputerowa?
- **When** do you do your homework? Kiedy odrabiasz lekcje?
- **Which** musical instrument do you play? Na jakim instrumencie muzycznym grasz?
- **What kind** of music does your father listen to? Jakiej muzyki słucha twój ojciec?
- **Who** do you play chess with? Z kim grasz w szachy?  
**Who** is your form teacher? Kto jest twoim wychowawcą?
- **What time** does your mother come back from work?  
O której twoja mama wraca z pracy?

### 1 Complete the dialogues with **do**, **don't**, **does** and **doesn't**.

- 1 A:  you live with your parents?  
B: Yes, I .
- 2 A:  he like parties?  
B: Yes, he .
- 3 A:  your mother speak English?  
B: No, she .
- 4 A:  they go to school with you?  
B: No, they .

### 2 Complete the questions with the question words in the box. Which answers a–f match questions 1–6 correctly?

How many    What kind    What time  
When    Where    Which

- 1  is your birthday?  
2  do you usually go on holiday?  
3  website is your favourite?  
4  of films do you usually watch?  
5  hours do you sleep every night?  
6  do you usually wake up?

- a To the seaside.                      d At 7.30.  
b I like Twitter.                        e It's in March.  
c Seven or eight.                      f Comedies.

## 2.2 Countable and uncountable nouns

Rzeczowniki policzalne i niepoliczalne

Podobnie jak w języku polskim, w języku angielskim rzeczowniki można podzielić na policzalne i niepoliczalne.

|             | Singular | Plural  |
|-------------|----------|---------|
| Countable   | apple    | apples  |
|             | egg      | eggs    |
|             | bottle   | bottles |
| Uncountable | bread    | –       |
|             | cheese   | –       |
|             | ham      | –       |

### Rzeczowniki policzalne:

- określają rzeczy, które można policzyć:  
*There is an **orange** in the fridge.* W lodówce jest pomarańcza.
- występują zarówno w liczbie pojedynczej, jak i mnogiej:  
*This **hamburger** is delicious.* Ten hamburger jest pyszny.  
*These **hamburgers** are delicious.* Te hamburgery są pyszne.

### Rzeczowniki niepoliczalne:

- określają rzeczy, których nie można policzyć:  
*My little brother hates **milk**.* Mój młodszy brat nie znosi mleka.
- występują tylko w liczbie pojedynczej:  
*Vegetarians don't eat **meat**.* Wegetarianie nie jedzą mięsa.

Aby określić przybliżoną ilość/liczbę czegoś lub zapytać o nią, możemy użyć poniższych wyrażen:

|                                                   | Rzeczowniki policzalne w liczbie mnogiej (Plural countable nouns)                                     | Rzeczowniki niepoliczalne (Uncountable nouns)                                                       |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| kilka, trochę                                     | <i>We've got <b>some</b> apples.</i> Mamy kilka jabłek.                                               | <i>We've got <b>some</b> bread.</i> Mamy trochę chleba.                                             |
| żadne (w przeczeniach)                            | <i>We haven't got <b>any</b> apples.</i> Nie mamy żadnych jabłek.                                     | <i>We haven't got <b>any</b> bread.</i> Nie mamy żadnego chleba.                                    |
| jakieś (w pytaniach)                              | <i>Have we got <b>any</b> apples?</i> Mamy jakieś jabłka?                                             | <i>Have we got <b>any</b> bread?</i> Mamy jakiś chleb?                                              |
| Ile?                                              | <i><b>How many</b> apples have we got?</i> Ile mamy jabłek?                                           | <i><b>How much</b> bread have we got?</i> Ile mamy chleba?                                          |
| wiele, dużo (w przeczeniach)                      | <i>Not <b>many</b>.</i> Niewiele.<br><i>We haven't got <b>many</b> apples.</i> Nie mamy wiele jabłek. | <i>Not <b>much</b>.</i> Niewiele.<br><i>We haven't got <b>much</b> bread.</i> Nie mamy dużo chleba. |
| wiele, dużo (w zdaniach twierdzących i pytaniach) | <i>We've got <b>a lot of</b> apples.</i> Mamy dużo jabłek.                                            | <i>We've got <b>a lot of</b> bread.</i> Mamy dużo chleba.                                           |

## 1 Match sentence beginnings 1–6 with the correct endings a–f.

- |                |                          |
|----------------|--------------------------|
| 1 There isn't  | a any eggs.              |
| 2 Is there     | b some onions.           |
| 3 There is     | c any ham in the fridge. |
| 4 There aren't | d any mushrooms?         |
| 5 Are there    | e any bread?             |
| 6 There are    | f some cheese.           |

## 2 Choose the correct answers.

- There is *much* / *a lot of* mozzarella cheese on this pizza. I love it!
- There isn't *any* / *some* tomato sauce on this pizza.
- 'There is *an* / *some* onion in the fridge.' 'Really? There's only one left?'
- How much* / *How many* bread have we got?
- There isn't *some* / *much* milk in the fridge.
- Don't worry, we've got *a lot of* / *much* eggs.
- '*How much* / *How many* tomatoes do you eat a day?' 'A lot. / Not much.'
- 'Is / Are there any tuna in the fridge?' 'Yes, there is *a lot of* / *are a lot of* tins of tuna.'

## 2.5 Articles Przedimki

Przedimków nieokreślonych **a** i **an** używamy przed rzeczownikami policzalnymi w liczbie pojedynczej, gdy:

- rzecz lub osoba, o której mówimy, jest jedną z wielu podobnych osób lub rzeczy:  
*Wierzynek is a restaurant in Kraków.* Wierzynek to restauracja w Krakowie. (jedna z wielu)
- mówimy o danej rzeczy/osobie po raz pierwszy:  
*There is a café and a fast food bar on this street.* Przy tej ulicy jest kawiarnia i bar szybkiej obsługi.

Przedimka określonego **the** używamy przed rzeczownikami policzalnymi w liczbie pojedynczej i mnogiej oraz rzeczownikami niepoliczalnymi:

- przed nazwami rzeczy lub miejsc, które są jedyne w swoim rodzaju lub są znane rozmówcy:  
*We often have a picnic in the park.* Często urządzamy piknik w parku.  
*Look at the sky.* Spójrz na niebo.  
*Is the ham fresh?* Czy szynka jest świeża?
- z nazwami rzeczy/osób wspomnianych wcześniej:  
*There is a café and a fast food bar on this street. The café is very expensive.* Przy tej ulicy jest kawiarnia i bar szybkiej obsługi. Kawiarnia jest bardzo droga.

Przedimka nie używamy:

- przed rzeczownikami niepoliczalnymi oraz policzalnymi w liczbie mnogiej, kiedy mówimy ogólnie o jakiejś rzeczy lub grupie osób/rzeczy:  
*Juice is very healthy.* Sok jest bardzo zdrowy.  
*I hate shopping in supermarkets.* Nie znoszę zakupów w supermarketach.
- przed nazwami miesięcy, dni tygodnia, miast i większości państw:  
*every August from the south of Italy*  
*on Sundays near Valencia*

## 1 Choose the correct answers.

- The Thames is a / Ø river in the / Ø England.  
*The / A river is not very long.*
- I like the / a parties with Ø / a good food.
- Off is an / Ø indie music festival in Ø / a Poland.  
At Ø / the festival you can hear Ø / a music from many countries.
- I love Ø / a paella. It's a / the Spanish dish. It's delicious!
- A: Try a / the grilled pork! It's very good.  
B: No, thank you. I don't eat the / Ø meat.
- Ithaa is an / Ø undersea restaurant. When you're there, you can sometimes see a / the shark!
- Thank you so much, a / the meal was very tasty!
- My mum usually cooks something special on Ø / the Sundays. It's usually a / the three-course meal.
- Do you like Ø / a fish? I want to make the / Ø pizza with tuna.
- Let's get Ø / a takeaway. Do you want the / a pancake?

## 2 Complete the sentences with a/an, the or the zero article (Ø).

- Valencia is city in Spain.  
city is very old.
- We go to Italy every year in August.
- A: What is the Tomatina?  
B: It's festival in Spain.
- I meet my friends in main square. We usually have meal together.
- For lunch I usually have orange or banana and some juice.
- I don't really like tuna.
- I recommend this dish. tuna salad is also fantastic.
- people from many countries come to festival because it's lots of fun!
- Mix one egg and some flour together. Then put mixture into pan.
- On Tuesdays, we always go to big supermarket. At supermarket you can buy everything.

## 3.2 Present Continuous Czas Present Continuous

Czasu Present Continuous używamy, gdy mówimy o czynnościach i zdarzeniach mających miejsce w chwili, w której o nich mówimy:

*What are you doing?* Co robisz?

*The baby's sleeping.* Dziecko śpi.

### ZASADY PISOWNI – FORMA Z KOŃCÓWKĄ -ING

- zasada ogólna: bezokolicznik + -ing, np. *play – playing*,
- czasowniki zakończone na spółgłoskę + -e: *be – being*, np. *come – coming*,
- czasowniki jednosylabowe zakończone na krótką samogłoskę + spółgłoskę: podwojenie spółgłoski + -ing, np. *run – running*.



| Zdania twierdzące (Affirmative)     |             |             | Zdania przeczące (Negative)        |                  |           |
|-------------------------------------|-------------|-------------|------------------------------------|------------------|-----------|
| I                                   | 'm (am)     |             | I                                  | 'm not (am not)  |           |
| You/We/They                         | 're (are)   | teaching.   | You/We/They                        | aren't (are not) | teaching. |
| He/She/It                           | 's (is)     |             | He/She/It                          | isn't (is not)   |           |
| Pytania ogólne (Yes/No questions)   |             |             | Krótkie odpowiedzi (Short answers) |                  |           |
| Am                                  | I           |             | Yes, I am.                         |                  |           |
| Are                                 | you/we/they | teaching?   | No, I'm not.                       |                  |           |
|                                     |             |             | Yes, you/we/they are.              |                  |           |
|                                     |             |             | Not, you/we/they aren't.           |                  |           |
| Is                                  | he/she/it   |             | Yes, he/she/it is.                 |                  |           |
|                                     |             |             | No, he/she/it isn't.               |                  |           |
| Pytania szczegółowe (Wh- questions) |             |             |                                    |                  |           |
| Who                                 | am          | I           |                                    |                  |           |
|                                     | are         | you/we/they |                                    | teaching?        |           |
|                                     | is          | he/she/it   |                                    |                  |           |

**1 Add the -ing to the verbs in the box and complete the table.**

chop have look make ride sell sit  
stop work

|                |               |               |
|----------------|---------------|---------------|
| play → playing | come → coming | run → running |
| ?              | ?             | ?             |

**2 Complete the questions with the correct forms of the verbs in brackets. Then match questions 1–6 with the correct answers a–f.**

- Somebody is ? (run) in the park.  
Is it Tom?
  - Are you ? (make) me a sandwich?
  - Are you all ? (sit) comfortably?
  - Is he ? (have) breakfast?
  - Is she ? (take) a shower?
  - Are they ? (go) to the beach?
- No, she isn't.
  - Yes, we are.
  - No, he isn't.
  - Yes, it is.
  - No, I'm not.
  - Yes, they are.

**3 Choose the correct answers.**

- My wife are playing / is playing with the kids in the living room.
- A: Are you working in the garden?  
B: Yes, I am / I'm not.
- A: The baby is / Is the baby sleeping?  
B: No, isn't / it isn't. The baby is crying!
- He isn't / aren't talking on the phone, he's working.
- I'm not / aren't watching TV at the moment.
- A: What are / is the students doing?  
B: They're writing / write an essay.
- Why aren't you / you aren't studying? Your exam is tomorrow!
- We is / are planning our holiday in Greece. Do you want to come with us?

## 3.5 Present Simple and Present Continuous

### Czas Present Simple and Present Continuous

Czasu Present Simple używamy, gdy mówimy o:

- regularnie powtarzających się czynnościach:  
*I **have** breakfast at 7. Jem śniadanie o 7.*
- sytuacjach stałych:  
*Do accountants **earn** a good salary? Czy księgowi dobrze zarabiają?*
- upodobaniach:  
*Children **love** water. Dzieci uwielbiają wodę.*

Typowe określenia czasu używane w zdaniach w czasie Present Simple to:

- always** (zawsze) **sometimes** (czasami)
- often** (często) **usually** (zwykle)
- never** (nigdy)
- every day/evening/week/winter** (codziennie / każdego wieczora / co tydzień / każdej zimy)
- on Sundays** (w niedziele)

Czasu Present Continuous używamy, gdy mówimy o:

- czynnościach i zdarzeniach mających miejsce w momencie mówienia:  
*The manager **is talking** to the receptionist. Kierowniczka rozmawia z recepcjonistą.*
- sytuacjach przejściowych:  
*I'm **working** at a holiday resort this summer. Tego lata pracuję w ośrodku wypoczynkowym.*

Typowe określenia czasu używane w zdaniach w czasie Present Continuous to:

- at the moment/right now** (w tej chwili)
- now** (teraz)
- today** (dzisiaj)
- this morning/evening** (dziś rano/wieczorem)
- this month** (w tym miesiącu)
- this summer** (tego lata)

Niektóre czasowniki, takie jak np. *believe, hate, know, like, love, mean, need, prefer, understand, want*, nie przyjmują formy czasu Present Continuous, nawet jeśli odnoszą się do zdarzeń lub stanów mających miejsce w chwili, w której o nich mówimy:  
*I **prefer** to stay at home. Wolę zostać w domu.*  
*I'm sorry, I **don't understand**. Przepraszam, nie rozumiem.*

**1 Choose the correct answers.**

- In Polish schools children often learn / are learning German. I like it, but I'm preferring / prefer English.
- Today we learn / are learning about German culture. Today's lessons are interesting.
- This summer my sister works / is working in a local pub.
- In my job I work / am working with children.
- The volunteers sometimes teach / are teaching local children about agriculture.
- This week we teach / are teaching them how to drive.

## 2 Complete the sentences with the words in the box.

(are do does doesn't is isn't not 'm)

- I  not watching TV right now. I'm at school!
- Why  you playing video games? Do your homework first!
- Which newspaper  you usually read?
- She  understand you.
- A:  she preparing food for us right now?  
B: No, she .
- A: What  he do?  
B: He's a lawyer.
- I'm  gaining new experience in my job. It's really boring.

## 4.2 Comparative and superlative adjectives

### Stopień wyższy i najwyższy przymiotników

- Przymiotników w stopniu wyższym oraz słowa *than* (od, niż) używamy w celu porównania dwóch osób lub rzeczy:  
*My father is **younger than** my mother.* Mój tata jest młodszy od mojej mamy.
- Przymiotników w stopniu najwyższym używamy, żeby powiedzieć, że ktoś lub coś odznacza się jakąś cechą w największym natężeniu (na tle przynajmniej dwóch innych rzeczy lub osób):  
*Sean is **the most intelligent** boy in our class.* Sean jest najbardziej inteligentnym chłopcem w naszej klasie.

| Przymiotniki (Adjectives)                      |                               | Stopień wyższy (Comparative)          | Stopień najwyższy (Superlative)                           |
|------------------------------------------------|-------------------------------|---------------------------------------|-----------------------------------------------------------|
| krótkie (jednosylabowe i niektóre dwusylabowe) | kind<br>nice<br>fit<br>clever | kinder<br>nicer<br>fitter<br>cleverer | the kindest<br>the nicest<br>the fittest<br>the cleverest |
| jedno- lub dwusylabowe, zakończone na -y       | funny<br>easy                 | funnier<br>easier                     | the funniest<br>the easiest                               |
| dwusylabowe lub dłuższe                        | serious<br>difficult          | more serious<br>more difficult        | the most serious<br>the most difficult                    |
| nieregularne                                   | good<br>bad<br>far            | better<br>worse<br>further            | the best<br>the worst<br>the furthest                     |

Aby powiedzieć, że ktoś lub coś odznacza się jakąś cechą w mniejszym natężeniu niż inne osoby lub rzeczy, używamy konstrukcji *less* + stopień równy przymiotnika:  
*Daniel is **less sociable** than James.* Daniel jest mniej towarzyski niż James.

Aby powiedzieć, że ktoś lub coś odznacza się jakąś cechą w najmniejszym natężeniu (na tle przynajmniej dwóch innych rzeczy lub osób), używamy konstrukcji *the least* + stopień równy przymiotnika:  
*This job is **the least demanding**.* Ta praca jest najmniej wymagająca.

## 1 Match the correct sentence halves in each pair of sentences.

- Julie is prettier
- Megan is the prettiest  
a girl in our school. b than Emily.
- You look more attractive
- You look the most attractive  
a in this skirt than in those jeans. b in this dress.
- This scarf is more stylish
- This scarf is the most stylish  
a thing I have. b than that one.
- She is funnier than
- She is the funniest  
a person in our family. b most people.

## 2 Complete the sentences with the words in the box.

(better kindest less more most sociable than the worst)

- My aunt is the most  person I know.
- Is German more difficult  English?
- A tracksuit is  formal than a suit.
- These trainers are the  comfortable shoes I have.
- Do you think Jason is -looking than Martin?
- My grandma is the  person in the world. Everyone loves her.
- This is the  restaurant in town. But it's also  cheapest one.
- This jumper is  fashionable than that jacket.

## 4.5 have to/don't have to

### Wyrażenie have to/don't have to

Konstrukcji *have to* (musieć) używamy, gdy mówimy o obowiązujących regułach, przepisach oraz nakazach innych osób:  
*I **have to** wear smart clothes at work.* W pracy muszę być elegancko ubrany.

Konstrukcji *don't have to* (nie musieć) używamy, gdy mówimy o braku przymusu lub konieczności:  
*Celebrities **don't have to** get up early.* Celebryci nie muszą wcześniej wstawać.

| Zdania twierdzące (Affirmative)     |               |               |            | Zdania przeczące (Negative)        |                            |            |  |
|-------------------------------------|---------------|---------------|------------|------------------------------------|----------------------------|------------|--|
| I/You/We/They                       | have to       | work hard.    |            | I/You/We/They                      | don't (do not) have to     | work hard. |  |
| He/She/It                           | has to        |               |            | He/She/It                          | doesn't (does not) have to |            |  |
| Pytania ogólne (Yes/No questions)   |               |               |            | Krótkie odpowiedzi (Short answers) |                            |            |  |
| Do                                  | I/you/we/they | have to       | work hard? | Yes, I/you/we/they do.             |                            |            |  |
|                                     |               |               |            | No, I/you/we/they don't.           |                            |            |  |
| Does                                | he/she/it     |               |            | Yes, he/she/it does.               |                            |            |  |
|                                     |               |               |            | No, he/she/it doesn't.             |                            |            |  |
| Pytania szczegółowe (Wh- questions) |               |               |            |                                    |                            |            |  |
| Why                                 | do            | I/you/we/they |            | have to                            |                            | work hard? |  |
|                                     | does          | he/she/it     |            |                                    |                            |            |  |

**1 In each group of three sentences, choose the correct answers.**

- I  or go to university. I don't know yet.
- I  because my parents give me money.
- I need money, so I .
  - have to get a job
  - don't have to get a job
  - can get a job
- What a mess! Your birthday party is tonight, so you .
- It's OK, you  tonight. You can do it later.
- A: Mum, I'm bored!  
B: Well, you  and clean the kitchen!
  - don't have to tidy your room
  - can tidy your room
  - have to tidy your room
- Are you doing anything? Sophie is washing the dishes and you  her.
- You  in the kitchen. Sophie is washing the dishes, so there's nothing to do.
- This chair is so heavy! I'm sorry, but you  move it.
  - don't have to help
  - have to help me
  - can help

## 5.2 must/mustn't, should/shouldn't

Wyrażenia *must/mustn't, should/shouldn't*

**Must** (musieć) wyraża nakaz, konieczność lub przymus:

You **must** leave the classroom during the first break.

Musicie opuścić klasę podczas pierwszej przerwy.

**Mustn't** (nie wolno) wyraża zakaz:

You **mustn't** leave the classroom during the first break.

Nie wolno wam opuszczać klasy podczas pierwszej przerwy.

**Uwaga:** aby wyrazić brak konieczności, nakazu lub przymusu, używamy *don't have to*, a nie *mustn't*:

You **don't have to** leave the classroom during the first break.

Nie musicie opuszczać klasy podczas pierwszej przerwy.

Formy *must* oraz *mustn't* są takie same dla wszystkich osób:

I/You/He/She/It/We/They **must** train a lot.

I/You/He/She/It/We/They **mustn't** be late.

**Should/Shouldn't** (powinien/nie powinien) wyraża powinność (kiedy udzielamy rad lub o nie prosimy):

You **should** study more. Powinnaś więcej się uczyć.

You **shouldn't** drink so much coffee. Nie powinienś pić tyle kawy.

**Should I ask for help?** Czy powinienem poprosić o pomoc?

| Zdania twierdzące (Affirmative)     |                                     |                         | Zdania przeczące (Negative)                                                          |                              |             |
|-------------------------------------|-------------------------------------|-------------------------|--------------------------------------------------------------------------------------|------------------------------|-------------|
| I/You/<br>He/She/<br>It/We/<br>They | should                              | take risks.             | I/You/<br>He/She/<br>It/We/<br>They                                                  | shouldn't<br>(should<br>not) | take risks. |
| Pytania ogólne (Yes/No questions)   |                                     |                         | Krótkie odpowiedzi (Short answers)                                                   |                              |             |
| Should                              | I/you/<br>he/she/<br>it/we/<br>they | take risks?             | Yes, I/you/he/she/it/we/they<br>should.<br>No, I/you/he/she/it/we/they<br>shouldn't. |                              |             |
| Pytania szczegółowe (Wh- questions) |                                     |                         |                                                                                      |                              |             |
| Why                                 | should                              | I/you/he/she/it/we/they |                                                                                      | take risks?                  |             |

**1 Complete the sentences with the words in the box.**

doesn't have to   don't have to   must (x2)  
mustn't (x2)   should   shouldn't

- Do you think I  go to a film school? Is it a good idea?
- We  cheat in exams at our school. It's the rule!
- You  do your homework now. You can do it later.
- I get up at 6.30 because I  be at school before eight.
- My sister  wear a uniform at her school. She's so lucky! I hate my uniform.
- You  leave school yet, it's not a good idea. Pass your exams first.
- You  use mobile phones in class. Never do that!
- To be a vet, you  like animals. It's very important!

**2 Complete the sentences with *must*, *mustn't*, *should*, *shouldn't* or *don't/doesn't have to*. The context is given in brackets.**

- I go to that college? (Do you think it's a good idea?)
- We  practise the violin every day. (It's necessary.)
- You  miss so many classes. (It's not a good idea.)
- We  be late for lessons. (It's the rule.)
- You  do extra activities. (It's not necessary.)
- You  train to become a teacher. (It's a good idea.)
- My daughter  wear a school uniform. (It's not necessary.)
- You  try to get good marks! (It's necessary.)

## 5.5 Past Simple: was/were, could

Czas Past Simple: *was/were, could*

Czasu Past Simple używamy, gdy mówimy o zdarzeniach lub sytuacjach, o których wiemy, że miały miejsce i zakończyły się w przeszłości:

John and I **were** at the same school. John i ja byliśmy w tej samej szkole.

We **could** both play basketball and football, but we **couldn't** play tennis. Obaj umieliśmy grać w koszykówkę i piłkę nożną, ale nie umieliśmy grać w tenisa.

Zdania z czasownikiem **to be** w czasie Past Simple tworzymy za pomocą form **was** i **were**:

| Zdania twierdzące (Affirmative)     |             |              | Zdania przeczące (Negative)                                        |                       |            |
|-------------------------------------|-------------|--------------|--------------------------------------------------------------------|-----------------------|------------|
| I/He/She/It                         | was         | at school.   | I/He/She/It                                                        | wasn't<br>(was not)   | at school. |
| You/We/They                         | were        |              | You/We/They                                                        | weren't<br>(were not) |            |
|                                     |             |              |                                                                    |                       |            |
| Pytania ogólne (Yes/No questions)   |             |              | Krótkie odpowiedzi (Short answers)                                 |                       |            |
| Was                                 | I/he/she/it | at school?   | Yes, I/he/she/it <b>was</b> .<br>No, I/he/she/it <b>wasn't</b> .   |                       |            |
| Were                                | you/we/they |              | Yes, you/we/they <b>were</b> .<br>No, you/we/they <b>weren't</b> . |                       |            |
|                                     |             |              |                                                                    |                       |            |
| Pytania szczegółowe (Wh- questions) |             |              |                                                                    |                       |            |
| Where                               | was         | I/he/she/it? |                                                                    |                       |            |
|                                     | were        | you/we/they? |                                                                    |                       |            |



Form *was* i *wasn't* możemy również użyć z zaimkiem *it*:  
*It was cold.* Było zimno.

Zdania z czasownikiem *can* w czasie Past Simple tworzymy za pomocą form **could** oraz **couldn't**. Formy te są takie same dla wszystkich osób:

| Zdania twierdzące (Affirmative)     |                             |                         | Zdania przeczące (Negative)                                                        |                            |       |
|-------------------------------------|-----------------------------|-------------------------|------------------------------------------------------------------------------------|----------------------------|-------|
| I/You/He/She/<br>It/We/They         | could                       | sing.                   | I/You/He/<br>She/It/<br>We/They                                                    | couldn't<br>(could<br>not) | sing. |
| Pytania ogólne (Yes/No questions)   |                             |                         | Krótkie odpowiedzi (Short answers)                                                 |                            |       |
| Could                               | I/you/he/she/<br>it/we/they | sing?                   | Yes, I/you/he/she/it/we/they<br>could.<br>No, I/you/he/she/it/we/they<br>couldn't. |                            |       |
| Pytania szczegółowe (Wh- questions) |                             |                         |                                                                                    |                            |       |
| What                                | could                       | I/you/he/she/it/we/they |                                                                                    |                            | sing? |

## 1 Choose the correct answers.

- School *wasn't* / *couldn't* always fun for me.
- When I was younger, I *wasn't* / *weren't* very good at sports.
- I *wasn't* / *couldn't* understand Maths.
- A:** *Could* / *Were* you play a musical instrument when you were a child?  
**B:** Yes, I *was* / *could*.
- A:** *Were* / *Was* high school a nice experience for you?  
**B:** Yes, it *was* / *were*.
- All my children *was* / *were* bad at History when they were at school.
- A:** What *was* / *were* your favourite school subjects?  
**B:** History *was* / *could* great. I *couldn't* / *wasn't* speak French very well but that *was* / *could* interesting too!
- Your sister *could* / *was* Miss Teen London. *Could* / *Were* you jealous?

## 2 Complete the sentences with *was*, *were*, *wasn't*, *weren't*, *could* or *couldn't*.

- Science  a compulsory subject at my school. I  study Geography instead.
- When I  five, I  speak a little French.
- A:**  you a noisy child?  
**B:** No, I .
- The other kids my age  very friendly to me, so I often felt lonely.
- At school I  understand Science at all. I  a very bad student.
- A:**  Einstein good at Maths?  
**B:** Yes, he .
- A:** What  you good at as a child?  
**B:** Well, I  run really fast.
- When my children  at primary school, they  play any musical instruments.
- Her secondary school  single-sex. There  boys and girls in her class.
- Last week it  very cold in the classroom. We  think or write!

## 6.2 Past Simple Czas Past Simple

Czasu Past Simple używamy, gdy mówimy o czynnościach i zdarzeniach, o których wiemy, że miały miejsce i zakończyły się w przeszłości. Często dodajemy informację, kiedy zdarzenie miało miejsce:

*My dad **climbed** Rysy in 1988.* Mój tata wszedł na Rysy w 1988 roku.  
*I **had** eggs for breakfast.* Zjadłam jajka na śniadanie.

### Zdania twierdzące (Affirmative)

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

### ZASADY PISOWNI – FORMA CZASU PAST SIMPLE

#### Czasowniki regularne

- zasada ogólna: bezokolicznik + *-ed*, np. *work* – *worked*,
- czasowniki zakończone na *-e*: + *-d*, np. *like* – *liked*,
- czasowniki zakończone na samogłoskę + spółgłoskę: podwojenie spółgłoski + *-ed*, np. *stop* – *stopped*,
- czasowniki zakończone na spółgłoskę + *-y*: *-ied*, np. *cry* – *cried*.

#### Czasowniki nieregularne

Wiele czasowników ma nieregularną formę czasu Past Simple (np. *go*, *say*, *run*). Tabela czasowników nieregularnych znajduje się na str. 127.

### 1 Add *-ed* to the regular verbs in the box and complete the table.

|                                             |                            |                              |                           |
|---------------------------------------------|----------------------------|------------------------------|---------------------------|
| (arrive cycle fit marry plan stay try walk) |                            |                              |                           |
| <b>work</b> → <b>worked</b>                 | <b>like</b> → <b>liked</b> | <b>stop</b> → <b>stopped</b> | <b>cry</b> → <b>cried</b> |
| <input type="text"/>                        | <input type="text"/>       | <input type="text"/>         | <input type="text"/>      |

### 2 Complete the sentences with the Past Simple forms of the verbs in brackets.

- We  (play) tennis for two hours yesterday.
- Last weekend my son  (fall) down the stairs and we  (go) to hospital.
- She  (want) to go to the mountains for the holidays.
- We  (spend) the day at the seaside.
- I  (look) for yoga classes in my town, but I *couldn't* find anything.
- My mum  (help) me do my Maths homework.
- I  (reach) the hotel at 7 o'clock.
- They  (say) they wanted to stay at home.

### 3 Complete the sentences with the Past Simple forms of the verbs in the box.

(bake carry cry give stop study)

- We  at the same university.
- The baby  for three hours!
- My mum  a cake for my birthday.
- My parents  me a puppy for Christmas.
- He  my suitcase. Such a gentleman!
- We  for a short break.

## 6.5 Past Simple: questions and negatives

### Czas Past Simple: pytania i przeczenia

#### Zdania przeczące (Negative)

I/You/He/She/It/We/They **didn't (did not)** **win**.

#### Pytania ogólne (Yes/No questions)

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

#### Pytania szczegółowe (Wh- questions)

What **did** I/you/he/she/it/we/they **win**?

### 1 Complete the sentences with **did** or **didn't**.

- When **?** the first Olympic Games take place?
- A:** **?** the winner get a gold medal?  
**B:** No, he **?**.
- A:** Why **?** you take part in that competition?  
**B:** Because I **?** want to.
- A:** What **?** you win?  
**B:** I **?** win anything. But it's not a problem for me.
- A:** **?** you watch the 2016 Summer Olympics?  
**B:** Yes, I **?**.
- A:** Where **?** you go skiing last winter?  
**B:** We **?** go skiing, we went to Egypt.
- ?** they promise to pay for your treatment?
- I **?** want to play football like my older brother.  
 I always preferred hockey.

### 2 In each group of three sentences, choose the correct answers.

- Mum is angry with you because **?** go to school today.
- Why **?** go to school today? You're not sick!
- Where **?** go after school? I want to know.  
 a didn't you   b did you   c you didn't
- How many medals **?** win?
- She was a great gymnast, but **?** win any medals at the 2012 Olympics.
- A:** Why **?** go sailing with us?  
**B:** She was ill.  
 a she didn't   b didn't she   c did she

## 7.2 Present Perfect with ever/never

### Czas Present Perfect z ever/never

Czasu Present Perfect używamy, aby opisać czynności i zdarzenia, które zakończyły się w przeszłości, przy czym nie wiemy lub nie jest istotne, kiedy dokładnie się wydarzyły:

Kate **has swum** in the ocean. Kate pływała (kiedyś) w oceanie.

**Have** you ever **travelled** by plane? Czy leciałeś kiedyś samolotem?

Zdania w czasie Present Perfect tworzymy za pomocą czasownika posiłkowego **have/has** oraz formy Past Participle (tzw. trzeciej formy) czasownika głównego:

| Zdania twierdzące (Affirmative)     |                   |                      | Zdania przeczące (Negative)        |                       |                      |
|-------------------------------------|-------------------|----------------------|------------------------------------|-----------------------|----------------------|
| I/You/We/<br>They                   | 've<br>(have)     | visited<br><br>Rome. | I/You/We/<br>They                  | haven't<br>(have not) | visited<br><br>Rome. |
| He/She/It                           | 's (has)          |                      | He/She/It                          | hasn't<br>(has not)   |                      |
| Pytania ogólne (Yes/No questions)   |                   |                      | Krótkie odpowiedzi (Short answers) |                       |                      |
| Have                                | I/you/<br>we/they | visited<br><br>Rome? | Yes, I/you/we/they <b>have</b> .   |                       |                      |
|                                     | he/she/<br>it     |                      | No, I/you/we/they <b>haven't</b> . |                       |                      |
| Has                                 |                   |                      | Yes, he/she/it <b>has</b> .        |                       |                      |
|                                     |                   |                      | No, he/she/it <b>hasn't</b> .      |                       |                      |
| Pytania szczegółowe (Wh- questions) |                   |                      |                                    |                       |                      |
| What                                | have              | I/you/we/they        | visited?                           |                       |                      |
|                                     | has               | he/she/it            |                                    |                       |                      |

### ZASADY PISOWNI – FORMA PAST PARTICIPLE

#### Czasowniki regularne

Zasady tworzenia regularnych form czasu Present Perfect są takie same jak te dotyczące czasu Past Simple i zostały szczegółowo opisane na stronie 116.

#### Czasowniki nieregularne

Wiele czasowników ma nieregularną formę czasu Present Perfect, czyli tzw. Past Participle (np. *go, say, run*). Tabela czasowników nieregularnych znajduje się na str. 127.

#### Czasowniki **be** oraz **go**

- Formą Past Participle czasownika **be** jest **been**:  
**Have** you ever **been** really scared? Czy kiedykolwiek byłeś naprawdę przerażony?
- Czasownik **go** ma dwie formy Past Participle: **been** oraz **gone**, które różnią się znaczeniem:  
 My parents **have been to** Italy. Moi rodzice pojechali kiedyś do Włoch. (byli tam kiedyś, ale teraz tam nie przebywają)  
 My parents **have gone to** Italy. Moi rodzice pojechali do Włoch. (i obecnie tam przebywają)  
 Formy **been** często używamy w odniesieniu do sportu i innych czynności związanych z aktywnością fizyczną:  
**I've been** bungee jumping. Skakałam na bungee.

#### Określenia czasu **ever** i **never**

W zdaniach w czasie Present Perfect często używamy następujących określeń czasu:

- ever** (kiedyś/kiedykolwiek) – występuje w pytaniach:  
 Have you **ever** been camping? Czy kiedykolwiek byłeś na biwaku?
- never** (nigdy) – występuje w zdaniach przeczących:  
 Our teacher **has never** taken us on a school trip. Nasza nauczycielka nigdy nie zabrała nas na wycieczkę szkolną.  
 Należy pamiętać, że w zdaniach z **never** czasownik występuje zawsze w formie twierdzącej.

## Present Perfect i Past Simple

Czasu Present Perfect używamy, gdy mówimy o czynnościach i zdarzeniach, które zakończyły się w bliższej lub dalszej przeszłości. Nie podajemy jednak, kiedy dokładnie miały one miejsce:

*I've seen the Statue of Liberty.* Widziałam (kiedyś) Statuę Wolności.

Jeśli chcemy powiedzieć lub zapytać, kiedy dane wydarzenie nastąpiło, używamy czasu Past Simple:

*When did you see the Statue of Liberty?* Kiedy widziałeś Statuę Wolności?

*I saw the Statue of Liberty last year.* Widziałam Statuę Wolności w ubiegłym roku.

### 1 Complete the sentences with the correct words in the box.

been ever gone has hasn't have  
haven't never

- 1 A:  he ever been on an adventure holiday?  
B: No, he hasn't.
- 2 I've  tried hang-gliding. Is it fun?
- 3 Pat isn't in town at the moment. She's  on holiday.
- 4 A: Have you  stayed in a luxury hotel?  
B: No, I , but I'd love to do that!
- 5 A: Susan,  you ever been abroad?  
B: Yes, I've  to France. I went there last year.
- 6 A: Has she ever ridden a camel?  
B: No, she . That's why she's so excited about the trip to Egypt!

### 2 Complete the sentences with *been* and *gone*.

- 1 I can't believe you've never  kayaking!
- 2 My parents have  to Spain for two weeks.  
There's nobody in the house, so we can have a picnic in our garden.
- 3 We've already  to Rome and Paris. We'd like to go again next year.
- 4 Has she ever  mountain biking?
- 5 Jack isn't in the office today. He's  to Berlin.

### 3 Choose the correct answers.

- A: <sup>1</sup>Have you ever booked / Did you ever book a flight online?  
B: Yes, I <sup>2</sup>have / did. In fact, I <sup>3</sup>have booked / booked a flight to Greece yesterday.  
A: Last year in the summer we <sup>4</sup>ve gone / went to the mountains.  
B: Oh, great! <sup>5</sup>Have you gone / Did you go rock-climbing?  
A: Yes, we <sup>6</sup>did / have. It <sup>7</sup>was / has been great!  
A: Tom isn't here right now, he <sup>8</sup>s gone / went on holiday.  
B: Really? When <sup>9</sup>has he left / did he leave?  
A: He <sup>10</sup>s taken / took a train to Hungary two days ago.  
I think he's in Croatia now.

## 7.5 Present Perfect with *just/already/yet* Czas Present Perfect z *just/already/yet*

W zdaniach w czasie Present Perfect często używamy następujących określeń czasu:

- **just** (dopiero co, właśnie) – występuje w zdaniach twierdzących po czasowniku posiłkowym *have*, a przed trzecią formą czasownika głównego:  
*They have just reached the Antarctic.* Właśnie dotarli na Antarktydę.
- **already** (już) – występuje w zdaniach twierdzących po czasowniku posiłkowym *have*, a przed trzecią formą czasownika głównego:  
*The children have already been to the Copernicus Science Centre.* Dzieci już były w Centrum Nauki Kopernik.
- **(not) yet** (jeszcze nie / już) – występuje w pytaniach (w znaczeniu *już*) lub w zdaniach przeczących (w znaczeniu *jeszcze nie*), zawsze na końcu zdania:  
*Have you raised enough money yet?* Czy zebraliście już dość pieniędzy?  
*No, we haven't raised enough yet.* Nie, nie zebraliśmy jeszcze wystarczająco dużo.

### 1 Complete the sentences with *just*, *already* or *yet*.

- 1 A: Have you booked a hotel for us  ?  
B: Yes, I've  done it, don't worry.
- 2 A: Has Nancy been to Mongolia  ?  
B: No, she hasn't been there .
- 3 A: Why are you so happy?  
B: I've  booked us a trip abroad!
- 4 A: Have they opened a space hotel  ?  
B: No, they haven't done it .
- 5 A: You look very fit!  
B: Well, I've  come back from a cycling trip.
- 6 He's  been to over fifty countries, but he hasn't been to the Polish seaside  !

### 2 Put the words in the correct order to make sentences.

- 1 restaurant / eaten / yet / haven't / I / this / at
- 2 arrangements / I / the / made / have / already
- 3 New Zealand / He / reached / just / has
- 4 London / yet / Have / to / moved / you / ?
- 5 ferry / I / already / this / taken / have
- 6 from / back / a / have / We / just / camping holiday / come
- 7 hasn't / yet / He / booking / changed / the
- 8 seen / sights / already / have / the / We



## 8.2 Future with *will*

Wyrażanie przyszłości za pomocą *will*

*Will/Won't* używamy, gdy przewidujemy przyszłe wydarzenia na podstawie własnych opinii, przeczuć lub doświadczeń: *I think people **will travel** in time.* Sądzę, że ludzie będą podróżować w czasie.

**Will climate change *destroy* the rainforests?** Czy zmiana klimatu zniszczy lasy tropikalne?

| Zdania twierdzące (Affirmative)     |                                 |                         | Zdania przeczące (Negative)                                              |                     |         |
|-------------------------------------|---------------------------------|-------------------------|--------------------------------------------------------------------------|---------------------|---------|
| I/You/He/<br>She/It/We/<br>They     | will                            | change.                 | I/You/He/<br>She/It/<br>We/They                                          | won't<br>(will not) | change. |
| Pytania ogólne (Yes/No questions)   |                                 |                         | Krótkie odpowiedzi (Short answers)                                       |                     |         |
| Will                                | I/you/he/<br>she/it/<br>we/they | change?                 | Yes, I/you/he/she/it/we/they will.<br>No, I/you/he/she/it/we/they won't. |                     |         |
| Pytania szczegółowe (Wh- questions) |                                 |                         |                                                                          |                     |         |
| How                                 | will                            | I/you/he/she/it/we/they | change?                                                                  |                     |         |

Formą czasu przyszłego czasownika *can* jest *will be able to*.  
Formą czasu przyszłego czasownika *can't* jest *won't be able to*:  
*Sixteen-year-olds **will be able to** vote in elections.*  
Szesnastolatki będą mogli głosować w wyborach.  
*Cars **won't be able to** fly.* Samochody nie będą mogły latać.

Aby powiedzieć, że jakaś sytuacja będzie się zmieniać, używamy konstrukcji *will + get/become + przymiotnika* w stopniu wyższym:

*Rail travel **will become more popular.*** Podróżowanie koleją stanie się bardziej popularne.

*Things **won't get better.*** Sytuacja się nie poprawi.

### 1 Complete the short answers.

- A:** Do you think air pollution will get worse in the future?  
**B:** Yes,  , I'm sure.
- A:** Will there be snowy winters in the future?  
**B:** Yes,  . Don't worry.
- A:** Will the climate become tropical all over the world?  
**B:** No,  .
- A:** Will people save water in the future?  
**B:** No,  . People are too lazy.

### 2 Complete the sentences with *will* and the correct verbs in the box.

( can die disappear get not be )

- Scientists predict that the climate  warmer in the future.
- Some islands  under the sea.
- Some people fear that there  enough clean water for everyone.
- I believe that we  solve the world energy problem.
- Some animals  out before the end of the century.

## 8.5 *be going to*

Konstrukcja *be going to*

Konstrukcji *be going to* używamy, gdy mówimy o zamiarach i planach na przyszłość, które mogą jeszcze się zmienić: *I'm **going to** study Medicine.* Zamierzam studiować medycynę.

**Is Meg *going to* invite me to her birthday party?**

Czy Meg zaprosi mnie na swoje przyjęcie urodzinowe?

| Zdania twierdzące (Affirmative)     |                     |             |          | Zdania przeczące (Negative)                      |                    |             |         |
|-------------------------------------|---------------------|-------------|----------|--------------------------------------------------|--------------------|-------------|---------|
| I                                   | 'm<br>(am)          | going<br>to | travel.  | I                                                | 'm not<br>(am not) | going<br>to | travel. |
| You/<br>We/<br>They                 | 're<br>(are)        |             |          | aren't<br>(are not)                              |                    |             |         |
| He/<br>She/It                       | 's (is)             |             |          | isn't<br>(is not)                                |                    |             |         |
| Pytania ogólne (Yes/No questions)   |                     |             |          | Krótkie odpowiedzi (Short answers)               |                    |             |         |
| Am                                  | I                   | going<br>to | travel?  | Yes, I am.<br>No, I'm not.                       |                    |             |         |
| Are                                 | you/<br>we/<br>they |             |          | Yes, you/we/they are.<br>No, you/we/they aren't. |                    |             |         |
| Is                                  | he/<br>she/it       |             |          | Yes, he/she/it is.<br>No, he/she/it isn't.       |                    |             |         |
| Pytania szczegółowe (Wh- questions) |                     |             |          |                                                  |                    |             |         |
| Where                               | am                  | I           | going to | travel?                                          |                    |             |         |
|                                     | is                  | he/she/it   |          |                                                  |                    |             |         |
|                                     | are                 | you/we/they |          |                                                  |                    |             |         |

### 1 Complete the sentences with the correct words in the box.

( are aren't going is isn't not to 'm )

- I'm going  travel to the Amazon this summer.
- My friend  going to rescue sea turtles as a volunteer. It sounds exciting!
- I'm  going to do any birdwatching. I'm sure it's really boring.
- She  going to travel east. She's going to travel west!
- I love the ocean, so I  going to travel to the Pacific next year.
- A:**  they going to go to university after school?  
**B:** No, they aren't.

### 2 Complete the sentences with the words in brackets. Use the correct forms of *be (not) going to*.

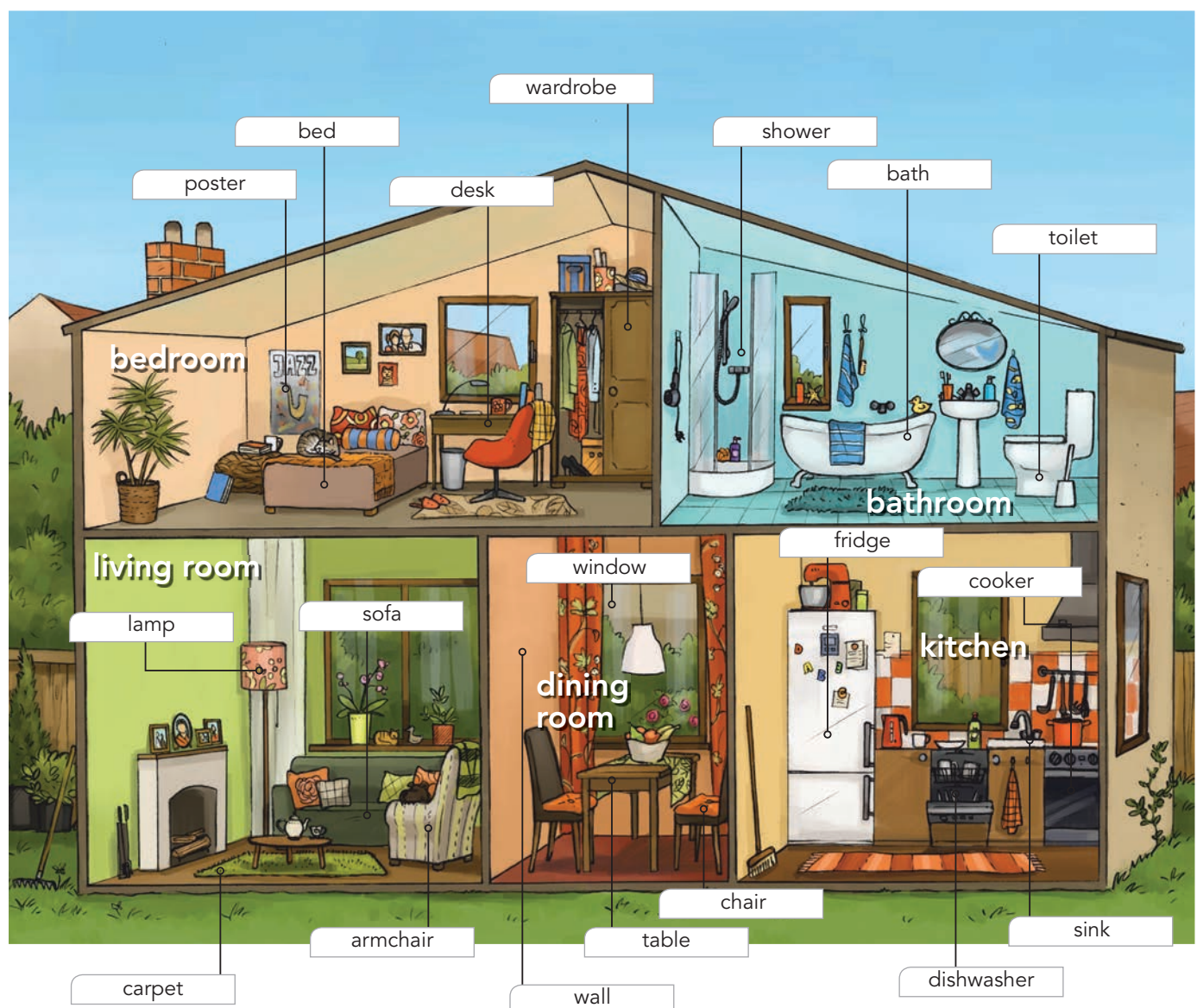
- We  (not visit) Cornwall this weekend.
- How many trees  (they/cut down)?
- We  (not see) the Himalayas.
- She  (travel) round Europe by car.
- (we/visit) any museums?
- (you/swim) in the ocean? That's amazing!

# COUNTRIES & NATIONALITIES; INSIDE A HOUSE

1.6

| Country   | Nationality          |
|-----------|----------------------|
|           | <b>-an; -ian; -n</b> |
| Russia    | Russian              |
| Germany   | German               |
| Australia | Australian           |
| Canada    | Canadian             |
| Italy     | Italian              |
| Hungary   | Hungarian            |
| Brazil    | Brazilian            |
| Argentina | Argentinian          |
| Mexico    | Mexican              |
|           | <b>-ish</b>          |
| Scotland  | Scottish             |
| Poland    | Polish               |
| Spain     | Spanish              |
| Sweden    | Swedish              |
| Turkey    | Turkish              |
| Ireland   | Irish                |

| Country                    | Nationality  |
|----------------------------|--------------|
|                            | <b>-ese</b>  |
| China                      | Chinese      |
| Japan                      | Japanese     |
| Vietnam                    | Vietnamese   |
| Portugal                   | Portuguese   |
|                            | <b>other</b> |
| France                     | French       |
| Greece                     | Greek        |
| the Czech Republic/Czechia | Czech        |
| Switzerland                | Swiss        |



## ALONG

**along the river/road** – wzdłuż rzeki/drogi: *We took a walk along the river.* (7.6)

## AT

**at (eight) o'clock/a.m./p.m.** – o godzinie (ósmej) rano / po południu: *The film starts at eight.* (2.4)

**at a campsite** – na kempingu: *You can stay at fantastic campsites for great prices.* (7.1)

**at a hotel/restaurant** – w hotelu/restauracji: *Let's stay at this hotel.* (7.1)

**at the meeting** – na spotkaniu: *Phone a restaurant and order lunch for the people at the meeting.* (3.7)

**at all** – wcale: *They didn't practise at all.* (5.4)

**at first** – z początku: *At first he seemed strict, but now I really like him.* (6.7)

**at home/school** – w domu/szkole: *I stayed at home and watched television.* (1.1)

**at least** – co najmniej / przynajmniej: *Will you at least say you're sorry?* (6.6)

**at midnight/night/noon** – o północy / w nocy / w południe: *Peter often works at night.* (1.3)

**at platform (six)** – przy peronie (szóstym): *The Edinburgh train standing at platform six will depart in two minutes.* (7.3)

**at sb's house** – w czyimś domu: *We'll meet at Harry's house.* (2.7)

**at school/university** – w szkole / na uniwersytecie: *My sister's at Leeds University.* (5.1)

**at the age of** – w wieku: *Jamie won his first tournament at the age of fifteen.* (5.1)

**at the beginning/end (of)** – na początku/końcu: *At the beginning of each lesson there is usually a revision exercise.* (1.7)

**at the moment** – teraz / w tej chwili: *Julia's on holiday in Spain at the moment.* (3.5)

**at the same speed** – z tą samą prędkością / w tym samym tempie: *They moved at the same speed.* (6.7)

**at the same time** – równocześnie / w tym samym czasie: *How can you write and speak at the same time?* (6.2)

**at the top of (a mountain)** – na szczycie (góry): *At the top of the mountain Hillary and Tenzing saw all the Himalayas.* (6.2)

**at the weekend** – w weekend: *I like to play golf at the weekend.* (1.3)

## BY

**by bus/car/coach/plane/ship/train/ferry/boat** – autobusem/samochodem/autokarem/samolotem/statkiem/pociągiem/promem/łodzią: *I usually go to school by bus.* (7.1)

**by courier** – kurierem: *I hope you are able to send the watch to me by courier.* (7.7)

**by the sea** – nad morzem: *We've bought a small summer house by the sea.* (7.1)

## DURING

**during the day** – w ciągu dnia: *Animals hide in the forest during the day.* (5.4)

**during the week** – w ciągu tygodnia: *Do you have to go to bed by 10 p.m. during the week?* (4.5)

## FOR

**for (six) years** – przez (sześć) lat: *When they are five, they go to primary school and they stay there for six years.* (5.1)

**for dessert/dinner** – na deser/obiad: *What are we having for dessert?* (2.1)

**for free** – za darmo: *Kylie's fixing my car for free.* (8.5)

**for hours** – godzinami: *We waited for the results for hours.* (3.1)

**for lunch** – na lunch: *For lunch you can try traditional Thai dishes like pad thai.* (2.4)

## FROM

**from ... to ...** – od... do...: *The morning class is from 9:00 to 11:00.* (5.6)

**from an early age** – od najmłodszych lat: *She learnt English from an early age.* (5.5)

**from home** – z domu: *She works from home twice a week.* (3.1)

**from the start** – od samego początku: *They had problems from the start.* (3.1)

## IN

**in (2018)** – w (roku): *Record breakers in 2018!* (4.2)

**in a band** – w zespole: *My brother plays in a rock band.* (5.7)

**in a canteen/hall/library** – w stołówce/auli/bibliotece: *We always meet up in the canteen after the first lesson.* (5.3)

**in a city/continent/village/sea** – w mieście / na kontynencie / we wsi / w morzu: *I live in New York.* (7.1)

**in a desert** – na pustyni: *I rode a camel in the Sinai Desert.* (7.2)

**in the same way** – w ten sam sposób: *Make this drink the same way you make tea.* (8.4)

**in a garage** – w warsztacie: *The photo shows two mechanics in a garage.* (3.6)

**in a hotel/house/pub/shop/supermarket** – w hotelu/domu/pubie/sklepie/supermarkecie: *We stayed in a hotel.* (7.1)

**in a lesson** – na lekcji: *Tim fell asleep in the Maths lesson.* (5.3)

**in a team** – w zespole, drużynie: *I like working in a team.* (3.1)

**in a zoo** – w zoo: *It seems they are unhappy in a zoo or lab.* (8.4)

**in addition** – ponadto/dodatkowo: *In addition, you need a lot of land to keep large farm animals, such as cows.* (8.7)

**in an exam/a test** – na egzaminie/sprawdzianie: *How did you do in your exams?* (5.1)

**in an hour** – za godzinę: *Gerry should be home in an hour.* (1.4)

**in (sixty) years' time** – za (sześćdziesiąt) lat: *Will people still use cars in sixty years' time?* (8.2)

**in an office** – w biurze: *Sorry, Amy's not in her office today.* (5.2)

**in danger** – zagrożone: *It's very sad to read that these astonishing animals are in danger.* (8.4)

**in English** – po angielsku: *Write this email in English.* (1.3)

**in fact** – właściwie / w sumie: *In fact, it is a bit like meeting intelligent aliens.* (8.4)

**in groups of (three)** – w (trzyosobowych) grupach: *Do this exercise in groups of three.* (5.4)

**in half an hour** – za pół godziny: *I've got an exam in half an hour and I haven't got the time to do this.* (3.7)

**in January/February/March, etc.** – w styczniu/lutym/marcu itd.: *She started working there in January.* (1.7)

**in many ways** – pod wieloma względami: *Working at home makes sense in many ways.* (6.3)

**in my opinion** – moim zdaniem: *In my opinion, he made the right decision.* (8.7)

**in proportion to** – w stosunku do: *Their brains are large in proportion to their body size.* (8.4)

**in response to** – w odpowiedzi na: *I am writing in response to your newspaper advert.* (7.7)

**in the afternoon/evening/morning** – po południu / wieczorem / rano: *Classes start in the morning.* (1.3)

**in the background** – w tle: *In the background you can see the school.* (3.6)

**in the centre of** – w centrum: *The hotel is right in the centre of the village.* (1.5)

**in the correct order** – w właściwej kolejności: *After doing a short course, you work in teams to move materials in the correct order and build a structure.* (5.4)

**in the countryside** – na wsi: *The festival is about wild food – food you find in the countryside.* (2.5)

**in the crowd** – w tłumie: *I saw Mary in the crowd.* (6.7)

**in the emblem** – na godle: *You can see it in the emblem of the province of Alberta, Canada.* (8.4)

**in the fridge** – w lodówce: *But there isn't any cheese or ham in the fridge.* (2.2)

**in the house** – w domu: *You waste energy when you turn on all the lights in the house.* (8.6)

**in the last minute** – w ostatniej minucie: *In the last minute our best player, Terry, ran towards the goal line with the ball, but after a few minutes he fell.* (6.7)

**in the mountains** – w górach: *I'm going to ride ponies for free in the mountains.* (8.3)

**in the night sky** – na nocnym niebie: *When it's dark, you learn to identify different stars, constellations (groups of stars) and other objects in the night sky.* (5.4)

**in the north of** – na północy: *Ivrea is a town in the north of Italy.* (2.5)

**in the ocean** – w oceanie: *I like swimming in the ocean.* (8.4)



**in the park** – w parku: *Let's go for a walk in the park.* (1.4)  
**in the photo** – na zdjęciu: *In the photo, you can see a group of teenagers.* (3.6)  
**in the rain** – w deszczu: *It can be fun in good weather, but imagine two weeks of swimming and sailing in the rain!* (6.1)  
**in the summer** – w lecie/latem: *In the summer I usually go kayaking or sailing with my parents.* (6.1)  
**in the village/city** – w wiosce/mieście: *I work with local teachers and we teach young children in the village.* (3.3)  
**in the world** – na świecie: *You're the best dad in the world.* (2.4)

## ON

**on a boat** – na łodzi: *He's on a boat in the middle of the lake.* (2.4)  
**on a bus/train/plane** – w autobusie/pociągu/samolocie: *I always read newspapers on the train.* (7.1)  
**on a trip** – na wycieczce: *What was the most amazing thing on the trip?* (7.1)  
**on a/your computer/laptop/tablet** – na komputerze/laptopie/tablecie: *I've got all my photos on my laptop.* (1.2)  
**on the phone** – przez telefon: *She is talking to Sarah on the phone.* (3.2)  
**on both sides** – po obu stronach: *Fry the pancake on both sides.* (2.3)  
**on Facebook/YouTube** – na Facebooku/YouTube: *In the evening, I post the best photos on Facebook.* (1.3)  
**on holiday** – na wakacjach: *I saw lions when I was on holiday in Africa.* (1.3)  
**on Monday (etc.) afternoon/evening/morning** – w poniedziałek po południu / wieczorem / rano: *Let's go out for a meal on Monday afternoon.* (1.3)  
**on Monday/Tuesday/Wednesday, etc.** – w poniedziałek / wtorek / środę itd.: *It rained on Monday.* (1.3)  
**on TV** – w telewizji: *They appeared on television in Guatemala.* (1.3)  
**on the beach** – na plaży: *In summer, we play volleyball on the beach.* (7.1)  
**on the board** – na tablicy: *Write the correct answer on the board.* (3.2)  
**on the corner** – na rogu: *The theatre is on the corner of Park Street and Green Road.* (7.6)  
**on the Internet** – w Internecie: *I read books, magazines or things on the Internet.* (1.3)  
**on the sports field** – na boisku: *When it rains, we don't have PE classes on the sports field.* (5.3)  
**on the/your left/right** – po lewej/prawej: *It's the first door on your left.* (3.6)  
**on time (for)** – punktualny, punktualnie: *In Japan the trains are always on time.* (5.1)  
**on top (of)** – na górze: *The cake was burnt on top.* (2.2)  
**on a weekday** – w dzień powszedni: *I always get up at six on weekdays.* (1.2)  
**on the way back** – w drodze powrotnej: *I know but I can get them on the way back from school.* (2.1)  
**on a planet** – na planecie: *And all because we humans don't protect the environment on our planet.* (8.4)  
**on the map** – na mapie: *I can't find this place on the map.* (7.6)  
**on earth** – na ziemi: *What is the longest river on earth?* (8.4)  
**on a day** – w dzień: *On a normal day Mum gets up first, takes the dog out and buys fresh rolls for breakfast.* (1.4)  
**on (date)** – dnia (z datą): *I was a guest at the hotel on 21 July in room 219 and I believe that I left my watch on the table next to the bed.* (7.7)

## PREPOSITIONS AFTER ADJECTIVES

**be afraid of** – bać się: *Small children are afraid of the dark.* (5.2)  
**be bad for** – szkodzić: *Sweets are bad for your teeth.* (8.1)  
**be busy with** – być zajętym: *My weekends are busy with football.* (1.3)  
**be close to** – być blisko: *The house is close to the beach.* (5.2)  
**be difficult for** – trudne dla: *But they are so different from humans that it is difficult for us to understand their intelligence.* (8.4)  
**be late for** – spóźniać się na: *Peggy was late for school.* (5.1)  
**be famous for** – słynąć z: *France is famous for its wine.* (5.5)  
**be generous with (money/time)** – nie szczędzić (pieniędzy / czasu): *Jim is very generous with his time.* (4.4)

**be good at** – być dobrym w (jakiejś dziedzinie): *Andrea is good at languages.* (5.5)  
**be good for** – być korzystnym (dla zdrowia): *Green vegetables are good for you.* (1.3)  
**be interested in** – interesować się: *Lisa is interested in law.* (1.5)  
**be popular with** – być popularnym wśród: *It's cheap and popular with local people as well as tourists.* 2.4  
**be ready for** – być gotowym na: *I don't think Joey is ready for school yet.* (3.1)  
**be responsible for** – być odpowiedzialnym za: *The airline is responsible for the safety of its passengers.* (3.4)  
**be rubbish at** – być kiepskim (w jakiejś dziedzinie): *I'm rubbish at Maths.* (3.3)  
**be scared of** – bać się: *She's scared of flying.* (5.2)  
**be sorry for** – przepraszać za: *I'm sorry for the trouble.* (3.7)  
**be wrong with** – dziać się z: *What's wrong with this phone?* (= co się dzieje z tym telefonem?) (6.2)

## PREPOSITIONS AFTER NOUNS

**advice about** – rady na temat: *She gave me advice about what to see in New York.* (6.6)  
**classes for (children/adults/all age groups)** – zajęcia dla (dzieci/dorosłych/wszystkich grup wiekowych): *The company trains thousands of certified instructors, runs classes for all age groups, sells music, training videos and clothes.* (6.4)  
**danger to** – zagrożenie dla: *Illegal hunting is a danger to wildlife.* (8.2)  
**help with a matter** – pomoc w rozwiązaniu sprawy: *Thank you for your help with this matter.* (7.7)  
**information about** – informacje o: *I'd like some information about the ticket prices.* (4.7)  
**plans for** – plany na: *What plans have you got for your summer holidays?* (5.7)

## PREPOSITIONS AFTER VERBS

**arrive in/at (a place)** – przybyć/przyjechać do: *This train is now arriving at platform three and not platform four as originally announced.* (7.3)  
**ask about** – pytać o: *Visitors usually ask about the history of the castle.* (4.1)  
**ask for** – prosić o: *Some people don't like to ask for help.* (2.1)  
**be interested in** – interesować się: *She isn't interested in technology!* (1.6)  
**be into** – pasjonować się: *I'm really into folk music.* (6.3)  
**borrow from** – pożyczyć od/z: *You can borrow six books a month from the library.* (5.3)  
**cheat in exams** – ściągać na egzaminach: *In some countries it is illegal to cheat in exams.* (5.2)  
**choose from** – wybierać spośród: *You can choose from three different cars.* (5.6)  
**do badly/well in a test** – wypaść źle/dobrze na teście: *Next week they will send the results and I will know if I did well in the test.* (5.1)  
**download an app to your phone** – ściągnąć aplikację na telefon: *No, but you can download an app to your phone.* (5.6)  
**enquire about** – pytać, dowiadywać się o: *I am writing to enquire about your special offers.* (7.7)  
**escape/run away from** – uciekać z: *They can use tools and solve problems: for example, open bottles to get food, or use clever strategies to escape from an aquarium.* (8.4)  
**get into a car** – wsiąść do samochodu: *He got into a car and drove to the city.* (7.1)  
**get off (a bus/plane/train)** – wysiąść (z autobusu/samolotu / pociągu): *Let's get off the bus at the next stop.* (7.1)  
**get off a bike** – zsiąść z roweru: *If there are a lot of people in the park, you should get off your bike.* (7.1)  
**get on (a bus/plane/train/boat)** – wsiąść (do autobusu/samolotu / pociągu/łodzi): *She got on the bus at Clark Street.* (7.1)  
**get out of a car** – wysiąść z samochodu: *Carla got out of her car and ran quickly to the cinema.* (7.1)  
**get out of bed in the morning** – wstać rano z łóżka: *He gets out of bed and asks, 'Where's my purple shirt?'* (1.4)  
**go across (a road/street)** – przechodzić przez: *Go across the road.* (7.6)  
**go by bus** – jechać autobusem: *Meet your tour guide at*

- 11 a.m. and go by bus to the floating market. (2.4)
- go for a walk/coffee** – iść na spacer/kawę: *In good weather, we just go for a walk.* (1.1)
- go for a jog/run** – iść pobiegać: *When we go for a jog, he runs up to every dog we meet.* (4.1)
- go for a swim** – iść popływać: *I take the children for a swim.* (1.4)
- go on a date** – iść na randkę: *For me, going on your first date is really important.* (4.3)
- go on (a) holiday** – pojechać na wakacje: *When we go on holiday, my parents always make all the arrangements like booking a hotel or a flight.* (7.1)
- go on a package tour** – pojechać na wycieczkę zorganizowaną: *I usually go on a package tour and visit some cities, top tourist sights and museums.* (7.1)
- go on an excursion** – pojechać na wycieczkę: *We relaxed on the beach and went on excursions to see some amazing Roman ruins.* (7.1)
- go on the Internet** – łączyć się z Internetem, korzystać z Internetu: *In my free time, I usually go on the Internet.* (1.3)
- go out of a café** – wyjść z kawiarni: *Go out of the café and turn left.* (7.6)
- go to the cinema/gym/park** – iść do kina/na siłownię/do parku: *When the weather's bad we go to the gym or the cinema.* (1.1)
- go to a concert** – iść na koncert: *Have you ever been to a concert?* (7.2)
- go to bed** – iść do łóżka: *When I go to bed, Mum still sits down and types on her laptop.* (1.4)
- go to museums** – chodzić do muzeów: *At weekends I usually go to the gym, Fred goes to museums and Mum visits her friends, but we also spend time together.* (1.4)
- go to the gym** – iść na siłownię: *At weekends I usually go to the gym, Fred goes to museums and Mum visits her friends, but we also spend time together.* (1.4)
- invite to** – zapraszać na: *He invited me to the meeting.* (1.7)
- know about** – wiedzieć o: *He knows a lot about cars.* (5.5)
- learn about** – dowiedzieć się o: *We only learnt about the accident later.* (3.2)
- learn about yourself** – dowiedzieć się czegoś o samym sobie: *You learn a new language, you meet people who are different from you, and you learn so much about yourself.* (3.3)
- learn Spanish from a friend** – uczyć się hiszpańskiego od kolegi/koleżanki: *Before going to Spain try to learn Spanish from your friend.* (3.3)
- lie/sit on the sofa** – leżeć/siedzieć na kanapie: *Fred says she has an easy job: she just lies on the sofa and thinks, then gets up in the evening and says she's tired.* (1.4)
- listen to** – słuchać: *Have you listened to those CDs yet?* (1.1)
- live with** – mieszkać z: *Do you live with your parents?* (1.6)
- match to/with** – dopasować: *Match the words on the left with the meanings on the right.* (1.3)
- pay for** – płacić za: *How much did you pay for this watch?* (2.4)
- phone on (a number/their mobile)** – zadzwonić pod numer/na komórkę: *Please confirm by phoning me on my mobile.* (7.7)
- play for** – grać dla: *Garcia plays for the Hornets.* (6.1)
- play jokes on** – żartować sobie z: *I love telling jokes and he loves playing jokes on me.* (4.1)
- prepare for** – przygotować (się) do: *I haven't even begun to prepare for tomorrow's test.* (3.5)
- reply to** – odpowiedzieć na: *Please reply to this email.* (7.7)
- revise for an exam** – powtarzać do egzaminu: *What do you do to revise well for an exam?* (5.1)
- spend time at home** – spędzać czas w domu: *Do you like to spend time at home or go out?* (1.3)
- spend time in my room** – spędzać czas w moim pokoju: *I often spend time in my room and read.* (1.1)
- spend time with friends/family** – spędzać czas z przyjaciółmi/rodziną: *I think people are happier when they spend time with their friends and family.* (1.1)
- stay at home** – zostać w domu: *When we go to school, Mum stays at home and writes.* (1.4)
- stay at/in a hotel/bed and breakfast/youth hostel/**
- guesthouse/campsite** – zatrzymać się w hotelu/pensjonacie oferującym nocleg ze śniadaniem/schronisku młodzieżowym/pensjonacie/na polu namiotowym: *We stayed at the B&B for three nights.* (7.1)
- stay for (a time)** – zatrzymać się gdzieś na (jakiś czas): *I'd like to stay for three nights.* (7.3)
- stay with** – zatrzymać się u: *She's going to stay with her cousin in Wales.* (8.5)
- take part in** – wziąć udział w: *About 400 students took part in the protest.* (5.4)
- talk about (films/sport/books/people)** – rozmawiać o filmach/sporcie/książkach/ludziach: *My friends and I often talk about books.* (1.1)
- talk to** – rozmawiać z: *I'd like to talk to you in private about your son.* (1.1)
- teach Spanish to children** – uczyć dzieci hiszpańskiego: *Mary wants to be a teacher and teach Spanish to small children.* (3.3)
- teach them about Spain** – uczyć ich o Hiszpanii: *It's good to teach students about Spain when they want to study Spanish.* (3.3)
- teach them to make bread** – uczyć ich robić chleb: *He teaches them to make bread.* (3.3)
- tell about** – powiedzieć o: *Have you told John about the party?* (1.1)
- thank for** – dziękować za: *Thank you for inviting me to your home.* (1.7)
- think about/of** – myśleć o: *Have you thought about which subjects you want to study at university?* (1.1)
- train for** – szkolić (się) w / przygotowywać (się) do: *Brenda spends two hours a day training for the marathon.* (5.1)
- turn into (a road/street)** – skręcić w (drogę/ulicę): *Turn into King's Road.* (7.6)
- walk along (a road/street)** – iść ulicą, wzdłuż: *Walk along Green Street.* (7.6)
- walk past** – minąć, przejść obok: *On my way to school, I walk past the supermarket.* (7.6)
- work as (an engineer)** – pracować jako (inżynier): *He works as a construction engineer.* (3.5)
- work for** – pracować dla: *He works for a law firm.* (3.1)
- work from home** – pracować w domu: *Many people are able to work from home.* (3.1)
- work in (a company/restaurant/hospital/school/supermarket/shop/café)** – pracować w (firmie/restauracji/szpitalu/szkole/supermarkecie/sklepie/kawiarni): *My parents work in a big company.* (3.1)
- work in a team** – pracować w zespole: *She sometimes works in a team with others.* (3.1)
- work on a project/the details** – pracować nad projektem/szczegółami: *Then I draw the plans on my computer and work on the details.* (3.1)
- work with children/people** – pracować z dziećmi/ludźmi: *Volunteers work with children and adults.* (3.1)
- work with your hands** – wykonywać pracę fizyczną: *I like working with my hands and it's great to work outside.* (3.1)
- OTHER**
- because of** – z powodu: *The ice in the Arctic is melting because of global warming.* (5.5)
- between** – pomiędzy: *It's between the station and the hotel.* (7.6)
- first of all** – po pierwsze / przede wszystkim: *First of all, there is a lot of waste when we produce meat.* (8.7)
- for example** – na przykład: *The most popular stars on social media are pop stars, for example Katy Perry, Selena Gomez, Ariana Grande or Shakira.* (2.5)
- next to** – obok: *I sat next to a really nice lady on the plane.* (7.6)
- opposite** – naprzeciwko: *The Town Hall is in Shakespeare Road opposite the park.* (7.6)
- straight on** – na wprost, prosto: *Go straight on.* (7.6)
- under water** – pod wodą: *After doing a short course, you work in teams to move materials in the correct order and build a structure – all under water.* (5.4)
- up to (ten people)** – nie więcej niż (dziesięć osób): *Up to ten people can go in the elevator at one time.* (7.5)

## PHRASAL VERBS

- agree with** – zgadzać się z: *I agree with Karen. It's much too expensive.* (8.7)
- ask for** – prosić o: *Follow the instructions below to ask for a new haircut.* (4.5)
- believe in** – wierzyć w: *Do you believe in ghosts?* (4.1)
- build up** – rozwijać/tworzyć: *Beto Perez built up his Zumba® business in the USA.* (6.4)
- care about** – przejmować się / troszczyć się o: *It's a great way to show you care about climate change.* (6.3)
- check in** – zameldować się (w hotelu) / zgłosić się do odprawy (na lotnisku): *Check in two hours before the flight.* (7.3)
- come in** – przybyć: *There was a woman in a wedding dress, and lots of runners came in different animal costumes.* (6.7)
- concentrate on** – skupić się na: *I want to concentrate on my career for a while.* (5.4)
- die out** – wymrzeć: *The last wolves in this area died out 100 years ago.* (8.2)
- dress up (as)** – przebierać się (za): *She dressed up as a witch for Halloween.* (6.7)
- fall in love (with)** – zakochać się: *I think falling in love or buying your first flat are important ... but for me, at the moment, all that is less important than learning.* (4.3)
- fall off (a bike)** – spaść z (roweru): *The man fell off his bike and broke his leg.* (6.2)
- find out** – dowiedzieć się: *We never found out her name.* (5.4)
- get in** – wejść: *And how much does it cost to get in?* (5.6)
- get on (a boat)** – wsiąść (do łodzi): *Then, get on a boat and travel back through the market for the return journey.* (2.4)
- get on (with)** – być w dobrych stosunkach (z): *Both pop and rock fans are friendly and easy to get on with.* (4.4)
- get out (of bed)** – wstać (z łóżka): *Mum wakes up Fred. He gets out of bed and asks, 'Where's my purple shirt?'* (1.4)
- get up** – obudzić się / wstać: *I have to get up at six tomorrow.* (1.2)
- go away** – wyjeżdżać: *When people spend many hours at work, or when they are going away, they phone our company.* (3.4)
- go out** – wychodzić: *Are we going out tomorrow?* (1.1)
- go round** – obchodzić, okrążyć: *It takes a long time to go round this market.* (2.4)
- hang out (with sb)** – spędzać czas (z): *They hang out together.* (4.2)
- look after** – opiekować się: *We look after his children after school.* (1.4)
- look at** – patrzeć na: *'It's time to go,' said Patrick looking at his watch.* (3.2)
- look for** – szukać: *He's looked for the file but hasn't found it.* (8.6)
- look forward to (doing sth)** – oczekiwać z niecierpliwością: *I look forward to hearing from you.* (7.7)
- move around** – przemieszczać się: *Do you move around a lot in classes?* (5.4)
- put up (a tent)** – rozstawiać (namiot): *You must put up your tent, collect wood for a fire and cook your food.* (5.4)
- run away from** – uciekać z: *Toby ran away from home at the age of fourteen.* (8.4)
- scare away** – odstraszyć: *Or it can look like a dangerous animal, such as a sea snake, and scare an attacker away.* (8.4)
- sit down** – siadać: *Some days I don't get to sit down and rest for six or eight hours. And it's not a well-paid job.* (1.4)
- stop over** – zatrzymywać się: *The plane stops over in Dubai on the way to India.* (7.3)
- take (the dog) out for a walk** – wyprowadzić (psa) na spacer: *On a normal day Mum gets up first, takes the dog out and buys fresh rolls for breakfast.* (1.4)
- throw away** – wyrzucać: *Buy less and throw less rubbish away.* (8.7)
- turn on/off** – włączyć, odkręcić/wyłączyć, zakręcić: *Turn off the tap when you clean your teeth.* (8.6)
- wake up** – budzić się: *I woke up at five this morning.* (1.4)
- write down** – zapisywać: *Think about adjectives to describe parts of the face and write down as many as you can in one minute.* (1.1)

## 1.13

### DAYS OF THE WEEK

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

## 1.14

### MONTHS

January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December



# PRONOUNS AND NUMERALS

## ZAIMKI OSOBOWE I DZIERŻAWCZE

| Zaimek osobowy<br>w funkcji podmiotu | Zaimek osobowy<br>w funkcji dopełnienia | Przymiotnik dzierżawczy<br>(+ rzeczownik)          | Zaimek dzierżawczy<br>(bez rzeczownika) |
|--------------------------------------|-----------------------------------------|----------------------------------------------------|-----------------------------------------|
| I'm a student.                       | Come with <b>me</b> .                   | It's <b>my</b> house.                              | It's <b>mine</b> .                      |
| Have <b>you</b> got a cat?           | I like <b>you</b> .                     | It's <b>your</b> bike.                             | It's <b>yours</b> .                     |
| <b>He</b> works at home.             | Can you help <b>him</b> ?               | It's <b>his</b> book.                              | It's <b>his</b> .                       |
| <b>She's</b> been to Prague.         | Listen to <b>her</b> .                  | It's <b>her</b> room.                              | It's <b>hers</b> .                      |
| Is <b>it</b> a famous city?          | I can't find <b>it</b> .                | Oxford (= it) is famous for <b>its</b> university. | —                                       |
| <b>We</b> live in Poland.            | Wait for <b>us</b> .                    | It's <b>our</b> tablet.                            | It's <b>ours</b> .                      |
| <b>You</b> can't sit here.           | Can I talk to <b>you</b> ?              | It's <b>your</b> car.                              | It's <b>yours</b> .                     |
| Are <b>they</b> working?             | Do you know <b>them</b> ?               | It's <b>their</b> money.                           | It's <b>theirs</b> .                    |

## ZAIMKI WSKAZUJĄCE, PYTAJĄCE I WZGLĘDNE

| Wskazujące        |                | Pytające                                                                                                                        | Względne                                       |
|-------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| Liczba pojedyncza | Liczba mnoga   |                                                                                                                                 |                                                |
| this<br>that      | these<br>those | What?<br>Who?<br>Whose?<br>Which?<br>Where?<br>When?<br>Why?<br>How?<br>(How often? How long? How far?<br>How much? How many? ) | who<br>which<br>that<br>whose<br>when<br>where |

### 1.5

## LICZEBNIKI GŁÓWNE

| (CARDINAL NUMBERS) |                             |
|--------------------|-----------------------------|
| 1 – one            | 20 – twenty                 |
| 2 – two            | 21 – twenty-one             |
| 3 – three          | 22 – twenty-two             |
| 4 – four           | 23 – twenty-three           |
| 5 – five           | 24 – twenty-four            |
| 6 – six            | 25 – twenty-five            |
| 7 – seven          | 26 – twenty-six             |
| 8 – eight          | 27 – twenty-seven           |
| 9 – nine           | 28 – twenty-eight           |
| 10 – ten           | 29 – twenty-nine            |
| 11 – eleven        | 30 – thirty                 |
| 12 – twelve        | 40 – forty                  |
| 13 – thirteen      | 50 – fifty                  |
| 14 – fourteen      | 60 – sixty                  |
| 15 – fifteen       | 70 – seventy                |
| 16 – sixteen       | 80 – eighty                 |
| 17 – seventeen     | 90 – ninety                 |
| 18 – eighteen      | 100 – one/a hundred         |
| 19 – nineteen      | 101 – one/a hundred and one |
|                    | 1,000 – one/a thousand      |
|                    | 2,000 – two thousand        |

## LICZEBNIKI PORZĄDKOWE

| (ORDINAL NUMBERS)  |                           |
|--------------------|---------------------------|
| first (1st)        | twentieth (20th)          |
| second (2nd)       | twenty-first (21st)       |
| third (3rd)        | twenty-second (22nd)      |
| fourth (4th)       | twenty-third (23rd)       |
| fifth (5th)        | twenty-fourth (24th)      |
| sixth (6th)        | twenty-fifth (25th)       |
| seventh (7th)      | twenty-sixth (26th)       |
| eighth (8th)       | twenty-seventh (27th)     |
| ninth (9th)        | twenty-eighth (28th)      |
| tenth (10th)       | twenty-ninth (29th)       |
| eleventh (11th)    | thirtieth (30th)          |
| twelfth (12th)     | fortieth (40th)           |
| thirteenth (13th)  | fiftieth (50th)           |
| fourteenth (14th)  | sixtieth (60th)           |
| fifteenth (15th)   | seventieth (70th)         |
| sixteenth (16th)   | eightieth (80th)          |
| seventeenth (17th) | ninetieth (90th)          |
| eighteenth (18th)  | hundredth (100th)         |
| nineteenth (19th)  | hundred and first (101st) |
|                    |                           |
|                    |                           |

## PRZEDROSTKI

Często używane przedrostki

| Przedrostek           | Przykłady                       |
|-----------------------|---------------------------------|
| co- (=with, together) | co-workers                      |
| dis-                  | disagree, dislike               |
| im-                   | impossible                      |
| in-                   | incomplete, informal            |
| inter- (=between)     | international, intercontinental |
| ir-                   | irregular                       |
| non-                  | non-professional                |
| re- (=again)          | rewrite, retake                 |
| un-                   | unsociable, unkind              |

## PRZYROSTKI

Często używane przyrostki

Przyrostki tworzące rzeczowniki

| Przyrostek       | Przykłady                |
|------------------|--------------------------|
| -ment            | government, equipment    |
| -ion/-tion/-sion | protection, decision     |
| -ation/-ition    | information, audition    |
| -ence/-ance      | experience, entrance     |
| -ity             | activity, speciality     |
| -ness            | fitness, business        |
| -ing             | training, acting         |
| -al              | musical, trial           |
| -age             | postage, package         |
| -y               | difficulty, bakery       |
| -ure             | adventure, nature        |
| -er/-or          | player, actor            |
| -ist             | journalist, receptionist |
| -ant/-ent        | assistant, student       |
| -an/-ian         | Italian, vegetarian      |
| -ee              | committee                |

Przyrostki tworzące przymiotniki

| Przyrostek  | Przykłady                  |
|-------------|----------------------------|
| -al         | environmental, traditional |
| -ic         | energetic, specific        |
| -ive        | creative, expensive        |
| -ful        | successful, cheerful       |
| -ous        | poisonous, generous        |
| -y          | healthy, funny             |
| -ly         | lovely, friendly           |
| -able/-ible | sociable, responsible      |
| -ed         | interested, excited        |
| -ing        | boring, exciting           |
| -ern        | southern, western          |

Przyrostki tworzące czasowniki

| Przyrostek       | Przykłady       |
|------------------|-----------------|
| -ise/ize (Am.E.) | realise, revise |
| -en              | broaden         |
| -ify             | identify        |

Przyrostki tworzące przysłówki

| Przyrostek | Przykłady      |
|------------|----------------|
| -ly        | badly, finally |

# IRREGULAR VERBS

| Infinitive       | Past Simple                         | Past Participle                     |                       |
|------------------|-------------------------------------|-------------------------------------|-----------------------|
| be [bi:]         | was/were [wɒz/wɜ:]                  | been [bi:n]                         | być                   |
| become [brɪ'kʌm] | became [brɪ'keɪm]                   | become [brɪ'kʌm]                    | stać się              |
| begin [brɪ'ɡɪn]  | began [brɪ'ɡæn]                     | begun [brɪ'ɡʌn]                     | zacząć                |
| break [breɪk]    | broke [brəʊk]                       | broken ['brəʊkən]                   | złamać                |
| bring [brɪŋ]     | brought [brɔ:t]                     | brought [brɔ:t]                     | przynieść             |
| build [bɪld]     | built [bɪlt]                        | built [bɪlt]                        | budować               |
| burn [bɜ:n]      | burned [bɜ:nd]/<br>burnt [bɜ:nt]    | burned [bɜ:nd]/<br>burnt [bɜ:nt]    | spalić                |
| buy [baɪ]        | bought [bɔ:t]                       | bought [bɔ:t]                       | kupować               |
| catch [kætʃ]     | caught [kɔ:t]                       | caught [kɔ:t]                       | złapać                |
| choose [tʃu:z]   | chose [tʃəʊz]                       | chosen ['tʃəʊzn]                    | wybrać                |
| come [kʌm]       | came [keɪm]                         | come [kʌm]                          | przyjść               |
| cost [kɒst]      | cost [kɒst]                         | cost [kɒst]                         | kosztować             |
| cut [kʌt]        | cut [kʌt]                           | cut [kʌt]                           | ciąć                  |
| dig [dɪɡ]        | dug [dʌɡ]                           | dug [dʌɡ]                           | kopać                 |
| do [du:]         | did [dɪd]                           | done [dʌn]                          | zrobić                |
| draw [drɔ:]      | drew [dru:]                         | drawn [drɔ:n]                       | rysować               |
| dream [dri:m]    | dreamed [dri:md]/<br>dreamt [dremt] | dreamed [dri:md]/<br>dreamt [dremt] | marzyć                |
| drink [drɪŋk]    | drank [dræŋk]                       | drunk [drʌŋk]                       | pić                   |
| drive [draɪv]    | drove [drəʊv]                       | driven ['drɪvn]                     | prowadzić<br>samochód |
| eat [i:t]        | ate [et]                            | eaten ['i:tn]                       | jeść                  |
| fall [fɔ:l]      | fell [fel]                          | fallen ['fɔ:lɪn]                    | upaść                 |
| feed [fi:d]      | fed [fed]                           | fed [fed]                           | karmić                |
| feel [fi:l]      | felt [felt]                         | felt [felt]                         | czuć                  |
| fight [faɪt]     | fought [fɔ:t]                       | fought [fɔ:t]                       | walczyć               |
| find [faɪnd]     | found [faʊnd]                       | found [faʊnd]                       | znaleźć               |
| fly [flaɪ]       | flew [flu:]                         | flown [fləʊn]                       | lecieć                |
| forget [fə'get]  | forgot [fə'ɡɒt]                     | forgotten [fə'ɡɒtn]                 | zapomnieć             |
| forgive [fə'ɡɪv] | forgave [fə'geɪv]                   | forgiven [fə'ɡɪvn]                  | wybaczyć              |
| get [get]        | got [ɡɒt]                           | got [ɡɒt]                           | dostać                |
| give [ɡɪv]       | gave [geɪv]                         | given ['ɡɪvn]                       | dać                   |
| go [ɡəʊ]         | went [went]                         | gone [ɡɒn]/<br>been [bi:n]          | iść                   |
| grow [ɡrəʊ]      | grew [gru:]                         | grown [ɡrəʊn]                       | rosnąć                |
| have [hæv]       | had [hæd]                           | had [hæd]                           | mieć                  |
| hear [hɪə]       | heard [hɜ:d]                        | heard [hɜ:d]                        | słyszeć               |
| hide [haɪd]      | hid [hɪd]                           | hidden ['hɪdn]                      | chować                |
| hit [hɪt]        | hit [hɪt]                           | hit [hɪt]                           | uderzyć               |
| hold [həʊld]     | held [held]                         | held [held]                         | trzymać               |
| hurt [hɜ:t]      | hurt [hɜ:t]                         | hurt [hɜ:t]                         | zranić                |
| keep [ki:p]      | kept [kept]                         | kept [kept]                         | trzymać               |
| know [nəʊ]       | knew [nju:]                         | known [nəʊn]                        | wiedzieć              |
| lead [li:d]      | led [led]                           | led [led]                           | prowadzić             |
| learn [lɜ:n]     | learned [lɜ:nd]/<br>learnt [lɜ:nt]  | learned [lɜ:nd]/<br>learnt [lɜ:nt]  | uczyć się             |
| leave [li:v]     | left [left]                         | left [left]                         | opuścić               |

| Infinitive                  | Past Simple                       | Past Participle                   |                  |
|-----------------------------|-----------------------------------|-----------------------------------|------------------|
| lend [lend]                 | lent [lent]                       | lent [lent]                       | pożyczyć komuś   |
| let [let]                   | let [let]                         | let [let]                         | pozwolić         |
| lie [laɪ]                   | lay [leɪ]                         | lain [leɪn]                       | leżeć            |
| light [laɪt]                | lit [lɪt]                         | lit [lɪt]                         | zapalać          |
| lose [lu:z]                 | lost [lɒst]                       | lost [lɒst]                       | zgubić           |
| make [meɪk]                 | made [meɪd]                       | made [meɪd]                       | zrobić           |
| mean [mi:n]                 | meant [ment]                      | meant [ment]                      | znaczyć          |
| meet [mi:t]                 | met [met]                         | met [met]                         | spotkać          |
| pay [peɪ]                   | paid [peɪd]                       | paid [peɪd]                       | płacić           |
| put [pʊt]                   | put [pʊt]                         | put [pʊt]                         | położyć          |
| read [ri:d]                 | read [red]                        | read [red]                        | czytać           |
| ride [raɪd]                 | rode [rəʊd]                       | ridden ['rɪdn]                    | jeździć na       |
| ring [rɪŋ]                  | rang [ræŋ]                        | rung [rʌŋ]                        | dzwonić          |
| run [rʌn]                   | ran [ræn]                         | run [rʌn]                         | biegać           |
| say [seɪ]                   | said [sed]                        | said [sed]                        | powiedzieć       |
| see [si:]                   | saw [sɔ:]                         | seen [si:n]                       | zobaczyć         |
| sell [sel]                  | sold [səʊld]                      | sold [səʊld]                      | sprzedać         |
| send [send]                 | sent [sent]                       | sent [sent]                       | wysłać           |
| set [set]                   | set [set]                         | set [set]                         | ustawić          |
| shine [ʃaɪn]                | shone [ʃɒn]                       | shone [ʃɒn]                       | świecić          |
| show [ʃəʊ]                  | showed [ʃəʊd]                     | shown [ʃəʊn]                      | pokazać          |
| shut [ʃʌt]                  | shut [ʃʌt]                        | shut [ʃʌt]                        | zamknąć          |
| sing [sɪŋ]                  | sang [sæŋ]                        | sung [sʌŋ]                        | śpiewać          |
| sit [sɪt]                   | sat [sæt]                         | sat [sæt]                         | siedzieć         |
| sleep [sli:p]               | slept [slept]                     | slept [slept]                     | spać             |
| smell [smel]                | smelled [smeld]/<br>smelt [smelt] | smelled [smeld]/<br>smelt [smelt] | pachnieć, wąchać |
| speak [spi:k]               | spoke [spəʊk]                     | spoken ['spəʊkən]                 | mówić            |
| spend [spend]               | spent [spent]                     | spent [spent]                     | spędzać          |
| spill [spɪl]                | spilled [spɪld]/<br>spilt [spɪlt] | spilled [spɪld]/<br>spilt [spɪlt] | rozlać           |
| stand [stænd]               | stood [stʊd]                      | stood [stʊd]                      | stać             |
| steal [sti:l]               | stole [stəʊl]                     | stolen ['stəʊlən]                 | ukraść           |
| swim [swɪm]                 | swam [swæm]                       | swum [swʌm]                       | płynąć           |
| take [teɪk]                 | took [tuk]                        | taken ['teɪkən]                   | wziąć            |
| teach [ti:tʃ]               | taught [tɔ:t]                     | taught [tɔ:t]                     | uczyć            |
| tear [tiə]                  | tore [tɔ:]                        | torn [tɔ:n]                       | podrzeć          |
| tell [tel]                  | told [təʊld]                      | told [təʊld]                      | powiedzieć       |
| think [θɪŋk]                | thought [θɔ:t]                    | thought [θɔ:t]                    | myśleć           |
| throw [θrəʊ]                | threw [θru:]                      | thrown [θrəʊn]                    | rzucić           |
| understand<br>[ˌʌndə'stænd] | understood<br>[ˌʌndə'stʊd]        | understood<br>[ˌʌndə'stʊd]        | rozumieć         |
| wake [weɪk]                 | woke [wəʊk]                       | woken ['wəʊkən]                   | obudzić się      |
| wear [weə]                  | wore [wɔ:]                        | worn [wɔ:n]                       | nosić            |
| win [wɪn]                   | won [wʌn]                         | won [wʌn]                         | wygrać           |
| write [raɪt]                | wrote [rəʊt]                      | written ['rɪtn]                   | pisać            |