

PODRECZNIK DO JEZYKA ANGIELSKIEGO

repetitorium **ÓSMOKLASISTY** CZĘŚĆ **2**



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KNOWLES**



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SPIS TREŚCI

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10 SPORT page 24	- Sports - Wybór wielokrotny	- Giving orders, instructions and warnings - Forbidding - Uzupełnianie luk - Dobieranie	- Comparison of adjectives and adverbs - Comparative structures <i>as ... as</i> <i>too</i> and <i>enough</i> <i>so</i> and <i>such</i> <i>what</i> and <i>how</i>
Review: UNITS 9–10 page 36			
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LISTENING	USE OF ENGLISH		WRITING	CULTURE TODAY
• A history fair • Theatre performances • Uzupełnianie luk • Dobieranie	• <i>Conditionals</i> • <i>Time clauses</i>	• Wybór wielokrotny • Układanie fragmentów zdań	• Giving advice • List	• Teen Arts Festival • Odpowiadanie na pytania • Uzupełnianie luk
• Sports • Odpowiadanie na pytania • Wybór wielokrotny	• <i>Comparison of adjectives and adverbs</i> • <i>Comparative structures</i> • <i>The superlative</i> • <i>Too and enough</i> • <i>So, such, how and what</i>	• Parafraza • Tłumaczenie fragmentów zdań • Dobieranie	• Describing a sports discipline • Wpis na blogu	• Unusual sports • Uzupełnianie luk • Dobieranie
• Spin classes • Health problems • Uzupełnianie luk • Dobieranie	• <i>Past perfect</i> • <i>Verb patterns</i> • <i>Phrasal verbs</i>	• Układanie fragmentów zdań • Wybór wielokrotny	• Describing a health problem • Apologising • Notatka	• Health proverbs around the world • Dobieranie • Tłumaczenie fragmentów zdań
• Inventions and discoveries • Wybór wielokrotny	• <i>Reported speech</i>	• Parafraza • Tłumaczenie fragmentów zdań • Dobieranie	• Applying for a summer course • Making requests • List	• Netiquette • Uzupełnianie luk
• The environment • Wybór wielokrotny	• <i>Articles</i> • <i>can, could, be able to</i> • <i>Demonstrative pronouns</i>	• Wybór wielokrotny • Układanie fragmentów zdań	• Congratulating • Describing an eco project • E-mail	• Plant and animal symbols of English-speaking countries • Dobieranie • Wybór wielokrotny
• Living abroad • Dobieranie • Uzupełnianie luk	• <i>Tenses: revision</i> • <i>Pronouns</i>	• Parafraza • Tłumaczenie fragmentów zdań • Dobieranie	• Informing about a school meeting • Ogłoszenie	• Crazy laws in the US • Odpowiadanie na pytania • Uzupełnianie luk

SPRAWDŹ, CZY PAMIĘTASZ:

- Czesy terażniejsze
- Czasowniki modalne
- Człowiek
- Życie prywatne

QUICK CHECK

Choose the correct answers and write them in your notebook.

- My parents ☐ half an hour earlier than me.
a wake up usually
b are usually waking up
c usually wake up
- My friends aren't really keen ☐ collecting things.
a in
b on
c of
- My older sister doesn't want to get ☐ or have children.
a married
b marriage
c a wedding
- Please be punctual this time. We ☐ be late!
a don't have to
b should
c mustn't
- Be quiet, Tom. Lucy ☐.
- On weekdays after school we ☐ computer games.
a aren't playing
b don't play
c don't have to play
- We ☐ go to bed early because we ☐ get up at 5.
a have, should
b mustn't, have to
c should, have to
- ☐ five people in my family.
a It is
b There are
c It has got
- You can come – we ☐ anything important at the moment.
a aren't doing
b not doing
c don't do
- My ☐ and I are planning a surprise for our parents' anniversary.
a daughter
b nephew
c brother
- Claire always knows everything – she is very ☐.
a clever
b confident
c patient
- Fortunately, I ☐ wear a white shirt for the ceremony.
a mustn't
b shouldn't
c don't have to
- My uncle ☐ a car.
a haven't got
b hasn't got
c don't have
- What ☐ Mike's sisters ☐?
a does, study
b do, study
c is, studying

- 1 Read the text. In your notebook, match the highlighted words with categories 1–8. Then add one more example to categories 4–8.

< ✉ New message

Hi Karren,
Just a quick email to let you know that I'm staying with the Johnsons in Leeds now. They are visiting Emily's grandmother and I'm here as a guest. Emily's grandma has got a big house so we play in the garden every day. We also go for walks in the city.
Emily has got a really handsome cousin. He's 17, he's tall and he's very kind. I really like him, Karren! I'd like to have a boyfriend like him. But it's a secret and you have to keep it! You mustn't tell anyone, even your sister! I can tell you more when I get back.
Anyway, I'd like to buy you something. What would you like – a hoodie with the British flag or a badge? Or maybe some earrings? Let me know.
See you!
Sally

Verbs:

- present simple
- present continuous
- modal verb

Adjectives:

- character
- appearance

Nouns:

- clothes
- family members
- accessories

- 2 Choose the odd one out. Write the answers in your notebook.

- blazer, jumper, tracksuit, jacket
- tights, leggings, jeans, sleeves
- curly, bossy, lazy, funny
- acquaintance, colleague, nephew, neighbour
- wedding, prom, engaged, reception

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

- I think CJ *should* / *has to* shave his beard.
- Maddox *is studying* / *studies* for his exams now.
- All of us are into *make* / *making* videos.
- Does* / *Do* any of your friends collect anything?
- Only Jen and Steve *aren't usually listening* / *don't usually listen* to hip-hop.
- We really enjoy *spend* / *spending* time together.
- Do* / *Have* you got such close friends in your class?

- 4 In your notebook, complete the description with the missing words.



This is my favourite photo from the graduation ceremony. There are only some of my (1) c_____ here, but they are my best friends. The boy in the middle, in a white (2) s_____, and a black (3) t_____, is Maddox. Most of the girls in my class think he's (4) g_____-I_____, but I don't think so. Maybe it's because he's my best friend. The girl on his right is Madelaine. She's (5) w_____ a red (6) d_____ and she is very (7) p_____. She's Maddox's (8) g_____.

And the boy on the right, the tall one with short dark (9) h_____, and (10) g_____, is CJ. He's Madelaine's (11) s_____-b_____. Their parents (12) d_____ and two years ago his mum and her dad got married.

- 5 Work in pairs and do the following tasks.

- Choose one other teenager from the photo in exercise 4 and describe him/her.
- Describe some of your classmates or family members. Talk about their daily routines and hobbies.

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

- (you / often / play) _____ video games?
- You (have / fill) _____ the form with your personal data.
- (you / read) _____ anything interesting at the moment?
- What (they / plan) _____ to do now?
- How (people / celebrate) _____ Christmas in your country?

- My best friend (not live) _____ close to me anymore.
- We (have / make) _____ with Penny. She is our best friend.
- Why (not / you / get) _____ ready?! We have to leave in 10 minutes.

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

- Honestly, I'm not a (dużym fanem wstawiania) _____ up before 8 o'clock.
- How often (sprawdzasz) _____ social media?
- Mike is outside, he (karmi psa) _____.
- (Czy powinniśmy nosić) _____ uniforms?
- The alarm clock (dzwoni codziennie) _____ at 6:30.
- You (nie musicie pytać) _____ your parents.
- How many (osób jest) _____ in your family?
- (Czy ona jest wysoka) _____?

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

- X: I've got a test tomorrow.
Y: _____!
X: Thanks, I really need it.
- X: My surname is Dudley.
Y: Could you _____ again?
- X: _____ passing the exam!
Y: Thanks a lot.
- X: Do you _____?
Y: Yes, it's 3:30.
- X: I'm sorry, I _____ it.
Y: That's OK, I'm not angry with you.

- 9 In your notebook, draw your personal emoji. Then work in pairs and describe it to your partner.

SPRAWDŹ, CZY PAMIĘTASZ:

- Czesy przeszłe
- *used to*
- Zaimki nieokreślone
- Żywnienie
- Zakupy i usługi

QUICK CHECK

Choose the correct answers and write them in your notebook.

- This time yesterday I a new TV series.
a watched
b was watching
c used to watch
- When back?
a did she came
b she came
c did she come
- In the past, I didn't eating broccoli.
a used to like
b use to like
c want
- I rarely have , only sometimes I eat pork.
a fruit
b dairy
c meat
- In the summer, my older sister worked as a in a restaurant.
a waitress
b cooker
c customer
- The radio was on, but I to it.
a didn't listen
b listened
c wasn't listening
- I'd like some fish – do you have ?
a salmon
b spinach
c sausage
- Go to the and get me some bread, please.
a butcher's
b baker's
c chemist's
- The disc didn't work so they gave me a(n) .
a exchange
b return
c refund
- The party place last Sunday. Where were you?
a took
b was taking
c taken
- I was skating in the park I saw my ex-girlfriend.
a while
b after
c when
- I was very tired last night so I didn't go .
a nowhere
b anywhere
c somewhere
- They a new shopping centre here two years ago, but they didn't finish it.
a build
b were building
c built
- Here's your bill. How would you like to ?
a pay
b order
c book

- 1 In your notebook, match the highlighted words with categories 1–9. Then add one more example to categories 5–9.

X: Hi! Are you OK? I **was calling** you all evening yesterday.

Y: Sorry, my aunt took me to a mall. First, we went shopping, then to the **hairdresser** and later we **ate** some curry.

X: Curry? Sounds nice! In which restaurant?

Y: 'Bangkok'. The one we **used to go** to every weekend. But the food wasn't as good as it used to be. The **peppers** tasted **bitter**.

X: How about the shopping? Did you find **anything**?

Y: Not really. You know I prefer buying **second-hand** things. But we visited a **newsagent's** and my aunt bought me a book, the new John Green.

X: Can I borrow it when you finish reading it?

Y: Sure! See you at school.

Verbs:

- past simple
- past continuous
- past habit

Pronouns:

- indefinite pronoun

Adjectives:

- describing products
- describing taste

Nouns:

- vegetable
- shop
- service

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

- | | | |
|---------|-----------|-----------|
| A asked | B receipt | C meal |
| D bill | E menu | F ordered |

I don't eat out very often, only on special occasions. The last time my family and I had a (1) in a restaurant was six months ago. It was after my sister's graduation. We went to an Italian bistro where they served delicious pizza and pasta. My mum was a bit unhappy because she wanted to stick to her diet and so she (2) a salad. Everything was going well until the waiter brought the (3) . It turned out that the food was great but definitely overpriced!

- 3 In your notebook, match words from columns A and B and then C and D to make phrases. Then complete sentences 1–7 with some of the phrases.

A	B	C	D
pocket	bar	peel	money
half-	stock	book	an orange
in	pan	leave	a meal
frying	money	save	a table
chocolate	price	order	a tip

- This T-shirt is dirty – do you have another one _____?
- Let's make some juice – I'll _____ and you can grate some carrots.
- How much _____ a week do you get from your parents?
- Did you _____ in 'La Frontina' for Saturday?
- When I want to _____, I don't go to shops at all so as not to buy anything.
- I like sales because sometimes you can buy things _____.
- The waitress was very kind and helpful. We should _____.

- 4 Work in pairs. Take turns to describe the photographs. Then answer the questions below.



- How often do you shop online? Which products do you buy online and which don't you? Why?
- What do you eat at school? Is the food in your school canteen good? Why (not)?

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

- I had a dog when I was younger. **USED**
I _____ a dog.
- The teacher entered the classroom in the middle of our discussion. **SOMETHING**
We _____ when the teacher entered the classroom.

- We knew nobody in the school. **NOT**
We _____ in the school.
- We used a credit card to pay. **BY**
We _____.
- I had three chocolate bars in my bag. **WERE**
_____ chocolate bars in my bag.
- How much was it? **DID**
How much _____?
- When Luke came, we were in the middle of dinner. **WERE**
When Luke came, we _____.

- 6 **OPEN TASK** Uzupełnij zdania 1–6. Wpisz podane w nawiasach wyrazy w odpowiedniej formie tak, aby zdania były logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Nie zmieniaj kolejności podanych wyrazów. Dodaj wszystkie niezbędne elementy. Odpowiedzi zapisz w zeszycie.

- We had no cash so we (*not buy / anything*) _____.
- Greg (*cut / bread*) _____ when he hurt his hand.
- It was a very nice dinner – why (*you / not / enjoy*) _____ it?
- I (*find / bargains*) _____ at the sale last week.
- My mum (*use / cook*) _____ at home more often when I was a child.
- What (*you / do*) _____ yesterday when I called?

- 7 **OPEN TASK** Uzupełnij luki w poniższych minidialogach (1–5) tak, aby otrzymać logiczne i spójne wypowiedzi. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy. Odpowiedzi zapisz w zeszycie.

- X: (*have / bill*) _____, please?
Y: Certainly. How would you like to pay?
- X: (*I / carry*) _____ the bags for you?
Y: That would be nice. They are very heavy.
- X: (*how / eating out*) _____ tonight?
Y: Great idea! I'd love to have a pizza.
- X: (*I / try on*) _____ these jeans?
Y: Yes, of course. The changing rooms are over there.
- X: (*you / like / go*) _____ to a concert on Friday?
Y: Sorry, I've got other plans.

- 8 Work in pairs. Describe one of the following to your friend.

- A situation when you cooked a meal but nobody liked it.
- A situation when you went shopping and bought something you didn't really need.

SPRAWDŹ, CZY PAMIĘTASZ:

- Formy wyrażania przyszłości
- Zdania przydawkowe
- Rzeczowniki policzalne i niepoliczalne
- Miejsce zamieszkania
- Podróże i turystyka

QUICK CHECK

Choose the correct answers and write them in your notebook.

- Wait for me! I ☐ with you.
 - go
 - will go
 - going to go
- I can't see you tomorrow. I ☐ to the dentist at 6.
 - 'll go
 - 'm go
 - 'm going
- Do you know that man ☐ is looking at us?
 - who
 - what
 - which
- During our trip to London, we mainly did ☐.
 - hiking
 - sightseeing
 - camping
- I hope the hotel ☐ delicious breakfasts.
 - going to serve
 - is serving
 - will serve
- Don't carry all those bags alone! I ☐ you.
 - will help
 - am helping
 - help
- I wanted to make some tea so I put the ☐ on.
 - oven
 - kettle
 - heater
- ☐ anything special on Friday evening? Perhaps you can come to my place?
 - Are you doing
 - Will you do
 - Do you do
- You need to take a ☐ to get to the other side of the river.
 - coach
 - ferry
 - lorry
- Summer is a time ☐ everyone needs some rest.
 - which
 - where
 - when
- I'm going to invite only ☐ people to the party.
 - a few
 - a little
 - many
- The curtains were closed and it made the room very ☐.
 - tiny
 - dark
 - modern
- It's expensive to rent a flat, so I need to ☐ it with some friends from college.
 - redecorate
 - furnish
 - share
- There isn't ☐ to see in this museum.
 - any
 - much
 - little

- In your notebook, match the highlighted words with categories 1-9. Then add one more example to categories 5-9.

HOME SWAP

Are you going to spend some time in New York soon? I'll give you my charming flat for a few days if you let me stay in yours! Don't you think it will be exciting? It is also quite cheap – because we don't need to pay for the accommodation, only for the journey.

Maybe it's not as comfortable as a package holiday, but there is everything you need in my apartment – including an oven and a fridge. And my place is very clean, too!

Think about it and give me a call – it may be a trip which you won't forget.

PS. The offer is only for June and July – I'm having guests in August.

Verbs:

- future simple
- present continuous with future meaning
- be going to
- relative clause

Adjectives:

- describing holiday
- describing a house

Nouns:

- type of house
- household appliances
- types of travel

- Choose the odd one out. Write the answers in your notebook.

- coach, lorry, fare, tram
- detached house, guest house, bungalow, cottage
- office, cellar, cloakroom, oven
- basement, sink, armchair, mirror
- museum, souvenir shop, beach, gallery

- Cross out three extra letters to find the words which best complete the sentences. Write the answers in your notebook.

- We are having a *bearencute* on Saturday afternoon.
- Go straight and then take the second *tourneling* on your left.
- I'm going to do the *lauenuodury* – I've got no clean clothes left.
- It's not far from here so we can go on *feoets*.
- How much *lunggbages* do you usually take on holiday?
- Will you help me wash the *endishers*, please?

4 Work in pairs. In which of these places would you like to ...

- live? Why?
- spend a long weekend? Why?
- spend summer holidays? Why?



5 In your notebook, complete the gaps with one word.

I'm looking forward to the weekend. On Saturday morning, we are going to Paris. We are going (1) train because the tickets are quite cheap. Everything is planned. First, we are going to (2) some sightseeing. We are going to buy (3) weekend family ticket to travel around the city freely. We are going to (4) in an apartment in the (5) of the city, close to the museums and restaurants, so it's going to be great. There is a big (6) where we can sit on Saturday evening and admire the city from above. I really can't wait!

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

- We haven't got much time until the train leaves. **VERY**
There's time until the train leaves.
- I've got an appointment with a travel agent at 6. **AM**
I a travel agent at 6.
- Do you have any plans for Thursday evening? **DOING**
What Thursday evening?
- There is a party in Jane's house next weekend. **HAVING**
Next weekend party at her house.
- Look at the sky! It looks like rain. **TO**
Look at the sky. rain.
- I think there is a delay. **ARRIVE**
I think the bus .

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

- Hold on! (Pokażę ci) how it works.
- (Czy są jakieś galerie) in this town?
- This is the place (gdzie spotykam się) Luke tomorrow at noon.
- This is (uczeń, którego mama) is a famous actress.
- Is (on ma zamiar wynieść) the rubbish out or not?

8 **OPEN TASK** Uzupełnij zdania 1–6. Wpisz podane w nawiasach wyrazy w odpowiedniej formie tak, aby zdania były logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Nie zmieniaj kolejności podanych wyrazów. Dodaj wszystkie niezbędne elementy. Odpowiedzi zapisz w zeszycie.

- I'm waiting for the day (we / be) allowed to travel again.
- What time (she / leave) tomorrow?
- Go to bed, please. We (get up) 5:30!
- Oh no! We (miss / train) .
- Can you show me (best / way) the station, please?
- Miss, how many (task / be) on the test next week?

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

- X: What's up? You seem upset.
Y: I had an argument with Mike. What (1) (suggest) I should do?
X: Why don't you call him and apologise?
Y: But he doesn't pick up my calls. (2) (shall) to his house after school?
X: If (3) (you) , I would. He will have to talk to you then.
Y: OK. But I've never been to his place. He lives in the suburbs! (4) (get) there?
X: Take bus number 39 – it leaves from the bus stop right next to your house. And ... (5) (worry) – everything will be OK.

10 Work in pairs. Tell your friends about your plans and/or your predictions. Talk about:

- what you are doing this evening.
- what you are going to do next weekend/holiday.
- what you think you will do when you finish school.

SPRAWDŹ, CZY PAMIĘTASZ:

- Present perfect
- Strona bierna
- Edukacja
- Praca

QUICK CHECK

Choose the correct answers and write them in your notebook.

- Have you ☐ our form tutor?
a see
b seen
c saw
- How many ☐ work in this hospital?
a judges
b chefs
c nurses
- Sandra has ☐ done project work before.
a just
b ever
c never
- I always have an extra ☐ in my pencil case.
a corridor
b ruler
c folder
- Tom and I haven't spoken ☐ two years.
a for
b ago
c since
- The final marks ☐ next week.
a will be given
b be given
c have given
- I feel nervous because I just have to ☐ this exam.
a pass
b succeed
c revise
- They ☐ in this company since last year.
a work
b worked
c have worked
- Who was *Star Wars* directed ☐?
a with
b of
c by
- How long ☐ here?
a do you live
b have you lived
c did you lived
- In the evenings, I usually ☐ for exams.
a study
b educate
c learn
- Some of my colleagues were ☐, but unfortunately not me.
a poorly-paid
b promoted
c unemployed
- The school certificates ☐ the head teacher.
a are signed by
b were signing with
c sign
- I quit because I hated ☐ overtime.
a earning
b commuting
c working

- 1 In your notebook, match the highlighted words with categories 1–8. Then add one more example to categories 4–8.

HAVE YOU DECIDED ABOUT YOUR FUTURE YET?

Perhaps you'd like to become a **journalist**? The job can be **tiring**, but also very **exciting**.

If you want to find out more about such a career, come to our 'Job Op' meeting this Friday.

We **have invited** a famous TV personality who can tell you more about his working hours, responsibilities and also about the education you need to get a job on the news. Do you need to be good at **history**, or maybe you need to score well in **literature**? With his **experience**, he surely knows all the answers – he **joined** the local TV network 15 years ago!

Get ready for the meeting – write all the questions you want to ask in your **notebook** and bring your notes. All students **are invited**!

Verbs:

- present perfect
- past simple
- passive voice

Adjectives:

- describing a job (positive)
- describing a job (negative)

Nouns:

- school object
- job
- school subject

- 2 In your notebook, complete the description with the words in the box. There are three extra words which you do not need.

• scientist • chemistry • lab • well-paid • salaries
• teachers • classroom • pupils • PE • challenging



The (1) ☐ in the photograph are in the science (2) ☐. I think it's a (3) ☐ lesson and they are doing some experiments. Maybe one of these students can become a real (4) ☐ one day. This can be a really (5) ☐ job – you can create new things. It can be (6) ☐, too – big companies offer high (7) ☐ to such employees.

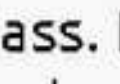
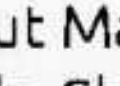
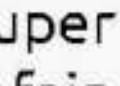
- 3 Choose the correct answers and write them in your notebook.
- 1 I'm sorry, but I haven't **made** / **done** my homework.
 - 2 What can I do to improve my note **taking** / **writing** skills?
 - 3 It's not always easy to find **job** / **work** after you graduate.
 - 4 Do I need to have work **skills** / **experience** to send my CV?
 - 5 Those students who don't start working hard in September usually fall **behind** / **off** later on.
 - 6 At the end of the working day, we were totally **exhausting** / **exhausted**.
 - 7 How many **certificates** / **assignments** a week do you get?

- 4 Work in pairs. Note down two sentences about your school work and/or about your parents' jobs – one true and one false. Read the sentences to your friend. Can they guess which one is true and which one is false?

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

<  New message

Hi Gina,

I'm writing to let you know how busy I am. I (1)  to study a lot for the last few weeks. It's because of the final exams. Also, I was ill for three weeks last month and now I have to (2)  up with the rest of the class. But nobody seems to understand. My parents have always been very ambitious and now I'm (3)  to get very good marks, too. I can't wait to finish school. But Maggie, my oldest sister, says it's even worse afterwards. She is now a manager and she complains about (4)  hours all the time. She says that school duties were super easy comparing to what she has to do now. Life is unfair, really! And how is your school work?

Love,
Beth

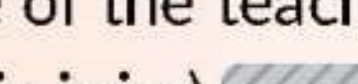
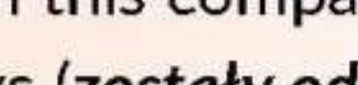
- | | | |
|---------------|----------|------------|
| 1 A am having | B have | C have had |
| 2 A fall | B catch | C hand |
| 3 A expecting | B expect | C expected |
| 4 A working | B worked | C works |

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

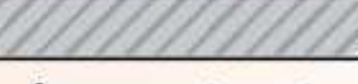
- 1 Linda stopped working after the accident. **NOT** Linda  the accident.
- 2 I met Steve ten years ago. **OTHER** Steve and I  for ten years.

- 3 How do they choose the candidates? **ARE** How ?
- 4 Have you checked my assignment yet? **BEEN**  checked yet?
- 5 The last time I ate was one hour ago. **FOR** I  an hour.
- 6 They gave him a good salary. **WAS**  a good salary.

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

- 1 (*Biblioteka jest*)  closed for two weeks now.
- 2 (*Czy kupiliście*)  the backpacks yet?
- 3 (*Dobrze płatna praca jest*)  very important to me.
- 4 Last year (*poproszono aktorkę*)  to play the role of the teacher.
- 5 She (*ubiegała się już o*)  three different jobs in this company.
- 6 All of the essays (*zostały oddane*)  last Friday.

- 8  **OPEN TASK** Uzupełnij luki w poniższych minidialogach (1–4) tak, aby otrzymać logiczne i spójne wypowiedzi. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy. Odpowiedzi zapisz w zeszycie.

- 1 X: I don't need to study maths.
Y: (*sorry / disagree / you*) , but mathematics is very important.
- 2 X: Geography is my favourite subject.
Y: Really? I (*prefer / history / geography*) .
- 3 X: (*how / feel*)  getting a summer job?
Y: That's a great idea! We could earn some extra cash.
- 4 X: (*what / planning / do*)  when you graduate?
Y: I'm not sure yet. And you?

- 9 Work in pairs. Name five characteristics of your dream school and your dream job. Use the prompts.

In my dream school/job:

- there is / there are ...
- students/teachers/employers/employees have got ...
- students/employees/workers don't have to / can ...



ART AND CULTURE

1 In your notebook, match each job with a picture (A–F).

- (fashion) designer • actor / actress • painter
- author / writer / poet • dancer • musician

2 Copy the table into your notebook. Write each word or phrase from the box in the correct group. Some words fit in more than one category.

- band / group • acting • brush • cast • classical
- pop • concert • director • drawing • poem
- illustrations • instrument • novel • orchestra
- painting • rock • portrait • short story • sketch
- song • soundtrack • tune • stage • cinema

Music	Art	Literature	Film and theatre

3 01 Listen to six short dialogues about different art forms. In your notebook, match each dialogue (1–6) with an art form (a–f).

- | | |
|------------|---------------|
| Dialogue 1 | a dance |
| Dialogue 2 | b writing |
| Dialogue 3 | c singing |
| Dialogue 4 | d painting |
| Dialogue 5 | e acting |
| Dialogue 6 | f photography |

4 In your notebook, complete the advertisement for classes with the correct form of the verbs in the box. Which class would you choose? Why?

- draw • design • write • perform • put on
- sing • paint

AXENFURT ARTS CENTRE NEW COURSES FOR THE WINTER!

- **Drama Club:** Do you like (1) on stage? Learn how to (2) a play to entertain your friends.
- **Music Club:** Learn how to (3) into a microphone and write great pop songs. For singers and other musicians.
- **Art Club:** For anyone who loves (4) and (5) .
- **Design Club:** Interested in (6) magazine covers? Cool websites? Learn all about graphic design here.
- **Writers Club:** Want to produce a school magazine or newspaper? Learn how to (7) interesting articles and entertaining stories.



- 5 Choose the correct words to complete the book review and write them in your workbook. Then, in pairs, take turns to talk about your favourite book or film. Use the words and phrases in the box to help you.



My favourite book is 'City of Bones' (1) **from** / **by** Cassandra Clare. It's a crime story, science (2) **fiction** / **story** and fantasy, (3) **set** / **placed** in New York. The (4) **main character** / **lead actor** is Clary Fray, who is fifteen. She sees a murder – but it's a very strange one! I won't tell you what happens but the (5) **play** / **plot** is very exciting!

- It's called ...
- It's about ...
- It's set in ...
- It's written by ...
- It stars ...
- It's directed by ...
- He/She plays a/an ...



What kind of books do you read?

CULTURAL EVENTS

- 6 Choose the correct answers and write them in your notebook. Have you been to any events or places like these?
- 1 The annual film **carnival** / **festival** shows short films and documentaries.
 - 2 Michelle's clothing designs are in a local fashion **show** / **parade**.
 - 3 We're going on a school trip to a famous art **hall** / **gallery** next week.
 - 4 I enjoy **outdoors** / **outdoor** concerts because it's great to hear live music in the open air.
 - 5 Have you ever been to a magic **fair** / **show** where the magician cuts someone in half?
 - 6 I think it's cruel to use wild animals in a circus **attraction** / **performance**, but I love the acrobats!
- 7 At which events or places from exercise 6 would you see these things?
- a a runway, models, a spring collection
 - b audience, a band, loudspeakers
 - c white doves, a rabbit, a card trick
 - d a big top, a trapeze, a juggler
 - e works of art
 - f celebrities, screen, presenters

THE MEDIA AND SOCIAL MEDIA

- 8 In your notebook, match descriptions 1–10 with the people or things in the box.

- article • advertisement / advert • channel
- headline • documentary • magazine • journalist
- newspaper • presenter • interviewer

This is ...

1	a person who writes for a newspaper or magazine.
2	something you read which comes out every week or month.
3	something you read every day to find out what's happened in the world.
4	something you watch which describes real life people and places.
5	a TV or radio station and the programmes that it broadcasts.
6	a short piece of writing which you see in a newspaper or magazine.
7	a short piece of text with a photo that tries to sell a product.
8	a person who gives you the news on television or radio.
9	a person who talks to people and asks them questions.
10	the most important and biggest text on the front page of a newspaper.

- 9 In pairs or groups, take turns to ask and answer the questions about your online life.

ONLINE LIVING

- Which websites do you visit regularly?
- What do you post about and/or share online?
- Do you subscribe to any YouTube channels? Which ones? Why?
- What do you upload / download (music / images / etc.)?
- Which of these do you use: Facebook / Snapchat / Instagram / WhatsApp?



- 10 Work in pairs. Give examples of each of the items in the box.

- a cooking show • a travel show • a comic
- a reality show • a YouTube channel
- a TV crime series • a teen magazine
- a national newspaper • a cartoon

- 1 Which of the museums presented in the pictures would you like to visit most? Why?



- 2 **OPEN TASK** Przeczytaj teksty 1. i 2. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą (A, B lub C). Następnie, zgodnie z treścią tekstów, uzupełnij w e-mailu luki 4–6. Należy uzupełnić je wyrazami w języku polskim. Odpowiedzi zapisz w zeszycie.

Tekst 1.

The Museum of Childhood in Edinburgh, Scotland

When the museum opened in 1955, it was the first of its kind in the world. It was founded by a Scotsman, Patrick Murray, who was an enthusiastic collector of toys and childhood objects. One day, Murray read a newspaper article about two 18th century dolls (one of them used to belong to Queen Victoria) in Edinburgh, his home city. It turned out there was no good place to display the dolls in Scotland, but Murray managed to persuade the local politicians to keep the dolls somewhere in Edinburgh, instead of sending them to London. He realised that there was a need to create a museum dedicated only to the history of childhood – and soon a new museum was opened. Murray donated a lot of toys from his private collection to the museum, although he publicly said that he didn't like children.

In the museum, there are now large collections of toys and games from almost every country. Visitors can enjoy looking at dolls, teddies, train sets, cars and even a puppet theatre. They can imagine themselves playing all kinds of indoor and outdoor games from the past such as hide and seek or snakes and ladders. Visitors to the museum can also learn about the games we still play and those they didn't know existed! They can also find out how children were brought up, dressed and educated in the past.

The museum is now collecting toys, books, children's clothes, photographs and domestic items from the 1970s as well as any items relating to childhood during World War II. Please consider donating any children's items to the museum if you would like to help it become bigger. At the present time, the museum is not accepting any dolls as they already have too many. If you would like to donate, please contact the museum first to check if your items are needed for the museum's collection.

- Patrick Murray created the Museum of Childhood in Edinburgh because
 - there wasn't such a museum there.
 - he wanted to keep his collection of toys there.
 - the local politicians gave him the idea to do it.
- In the museum, you cannot
 - see items from all over the world.
 - learn how to play different games from the past.
 - learn about children's school life.
- In the last paragraph, the author
 - invites people to donate certain things to the museum.
 - asks visitors for an opinion on its collection.
 - explains why the museum collects old items.

- 3 Prepare a three-minute presentation about a museum in Poland. Include the following information:

- name of the museum
- location
- opening hours
- exhibits
- facilities
- admission fees

Tekst 2.

THE MUSEUM OF CHILDHOOD

a museum for all ages

Current Exhibition:
It's Alive

See mechanical toys from the last two centuries

When to visit
Monday, Thursday – Saturday: 10 am–5 pm
Tuesday and Wednesday: closed
Sunday: 12 pm–5 pm

Shopping
Lots of wonderful toys, games, books, and souvenirs. The shop closes at 4:45 pm.

Admissions
Free entry – donations are welcome



TIP Pamiętaj, że informacje potrzebne do uzupełnienia wiadomości w języku polskim mogą znajdować się w pierwszym lub drugim tekście. Zanim uzupełnisz luki, przeczytaj uważnie oba teksty i odszukaj fragmenty, które zawierają prawidłowe odpowiedzi.

< ✉ New message

Cześć Maciek,

Cieszę się, że odwiedzisz mnie w przyszłym miesiącu. Myślę, że spodoba Ci się tutaj Muzeum Zabawek. Na stronie internetowej muzeum podane są dni i godziny jego otwarcia. Najlepszym dniem na zwiedzanie muzeum będzie (4) , ponieważ podczas weekendu pojedziemy nad morze, a od czwartku do soboty warto wziąć udział w Festiwalu Edynburskim. Obecnie w muzeum jest interesująca wystawa, na której można zobaczyć mechaniczne zabawki. Wejście na nią (5) , więc zostanie nam trochę więcej pieniędzy na zakup pamiątek w muzealnym sklepie. Co ciekawe, muzeum przyjmuje dary do swoich zbiorów. Wiem, że dostatek wiele starych zabawek od babci, a muzeum zbiera obecnie różne zabawki, z wyjątkiem (6) .

Do zobaczenia w przyszłym miesiącu!

Pozdrawiam,

Ala

- 1 In your notebook, match each photo with a sentence. What's the difference between using *Can I ...?* and *May I ...?*



- 1 May I leave the room?
- 2 Can I borrow your bike?

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

- Giving permission
- Refusing permission
- Asking for permission

PHRASE BOX

- 1
 - May I leave the room?
 - Could I invite a friend over for lunch?
 - Do you mind if I sit here?
- 2
 - Yes, of course.
 - Go right ahead.
 - Yes, no problem.
 - Of course I don't mind.
- 3
 - No, I'm sorry.
 - No, I'm afraid you can't.
 - Sorry, that's not possible.

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

- 1 Chcesz poprosić swojego ulubionego zagranicznego piosenkarza o autograf. Co powiesz?
 - A Can you take a photo?
 - B May I sign this photo for you?
 - C Could you sign this photo, please?

- 2 Koleżanka z Anglii chce skorzystać z twojego telefonu podczas przerwy w spektaklu. Co jej odpowiesz?

- A Of course I can borrow it.
- B I'm afraid it is.
- C No problem. Here you are.

- 3 Kolega ze Szkocji proponuje, abyście wspólnie wybrali się do cyrku. Jak odmówisz mu w uprzejmy sposób?

- A I'm not sure I can.
- B Of course I don't mind.
- C I'm afraid you can't.

- 4 Read the dialogue in exercise 5. For gaps 1 and 2, is 'Y' giving permission or refusing permission?

- 5 **OPEN TASK** Uzupełnij luki (1–3) w poniższym dialogu tak, aby był spójny i logiczny. Odpowiedzi zapisz w zeszycie.

X: May I look at your work?
 Y: Sure. (1) ahead.
 X: It's quite nice. Could I take a photo of it?
 Y: Sorry, (2) possible.
 X: I'm (3) understand.
 Y: It's not finished yet. When it is, you can photograph it.

- 6 Study the phrases in the Teen Talk box. How do you say something similar in your language?

TEEN TALK

- How about lending me a few pounds?
- Are you joking? / No way!
- Give me your phone, will you?
- Sure thing. / Here you go! / OK.

- 7 Work in pairs. Prepare and practise a dialogue using the ideas below.

Student A: You've won a competition to meet your favourite singer. Ask the singer to:

- take a selfie with you;
- say *Hi* to your best friend on your phone;
- record a short video on your phone;
- write a song about you.

Student B: You're a famous singer. You're meeting one of your fans. You're happy to do some but not all of the things they want you to do.

Conditionals: type 0, 1

- Zdania warunkowego typu 0.** użyj, aby opisać skutki powtarzających się regularnie zdarzeń, czynności lub zjawisk. W obu częściach zdania warunkowego typu 0. zastosuj czas *present simple*, np.

Zdanie główne	Zdanie podrzędne
Present simple	Present simple
The grass gets wet I can't sleep	if it rains . if / when the window is closed.

- Zdania warunkowego typu 1.** użyj, aby opisać czynności lub sytuacje, które będą miały miejsce, jeżeli zostanie spełniony określony warunek. W zdaniu podrzędnym (po spójniku *if / unless*) zastosuj czas *present simple*, zaś w zdaniu głównym czas *future simple*, np.

Zdanie podrzędne	Zdanie główne
Present simple	Future simple
If it doesn't rain tomorrow, Unless he comes on time,	we will go for a walk. he will be in big trouble.

Uwaga!

unless = *if not*

Unless the weather is bad, we'll have a picnic in the park tomorrow.

If the weather isn't bad, we'll have a picnic in the park tomorrow.

- 1** In your notebook, complete sentences 1–7 with the correct form of the words in brackets. Add extra words when necessary. Use the zero conditional.

- (*water / boil*) _____ if (*you / heat*) _____ it to 100 degrees Celsius.
- If (*you / mix*) _____ yellow and blue, (*you / get*) _____ green.
- Alice is allergic to oranges. If (*she / eat / any*) _____, (*she / feel*) _____ very bad.
- When (*Aunt Lucy / visit*) _____ us, (*she / always / bring*) _____ a large box of homemade cookies.
- (*They / usually / get*) _____ sick when (*they / travel*) _____ by car or by bus.
- How much (*Mike / pay*) _____ when (*he / take*) _____ a taxi from school?
- What equipment (*you / need*) _____ if (*you / want*) _____ to play hockey?

- 2** In your notebook, complete sentences 1–6 with the correct form of the verbs in brackets. Use the first conditional.

- If you (*study*) _____ hard, you (*pass*) _____ the test.
- If she (*not take*) _____ any medicine, she (*feel*) _____ worse.
- If I (*manage*) _____ to get the singer's autograph, I (*give*) _____ it to you.
- Fiona (*buy*) _____ a new top if she (*get*) _____ some pocket money.
- If the weather (*be*) _____ nice, we (*go*) _____ out tonight.
- If you (*not be*) _____ careful, you (*have*) _____ an accident.

Conditionals: type 2

- Zdania warunkowego typu 2.** użyj dla opisanego mało prawdopodobnych lub praktycznie niemożliwych do spełnienia warunków w teraźniejszości lub przyszłości, np. *If I won the lottery, I would buy a big house.*
- Zdania warunkowego typu 2. możesz również użyć do udzielania rad lub pytania o radę, np. *If I were you, I would go to a doctor.*
- W zdaniu podrzędnym (po spójniku *if/unless*) użyj czasu *past simple*, zaś w zdaniu głównym zastosuj *would* + czasownik w formie podstawowej, np.

Zdanie podrzędne	Zdanie główne
Past simple	<i>would</i> + czasownik
If you exercised more, If he didn't study so much,	you would feel better. he wouldn't get such good grades.

Uwaga!

If I/he/she were ... = If I/he/she was ...

- 3** In your notebook, complete sentences 1–5 with the correct form of the verbs in brackets. Use the second conditional.

- If I (*win*) _____ the lottery, I (*travel*) _____ to a different country every week.
- What (*you / do*) _____ if you (*find*) _____ a wallet in the street?
- Maggie (*be*) _____ a better dancer if she (*practise*) _____ dancing regularly.
- He (*feel*) _____ healthier if he (*not spend*) _____ so much time playing computer games.
- If your favourite film star (*visit*) _____ Poland, what question (*ask*) _____ him/her?

4 In your notebook, write sentences about the situations below using the second conditional.

Jackie doesn't get good grades because she doesn't study regularly.

If Jackie studied regularly, she would get some good grades.

- My sister forgets to do some things because she never makes a list of tasks.
- I'm very nervous. I've got an exam today.
- We don't have enough time to practise karate.
- I don't know French, so I can't tell you what this word means.
- I don't live on a desert island, so I don't lie on the beach all day long.
- She doesn't travel by bike. She doesn't save money.
- There's not enough room in our flat. That's why I don't have a dog.
- My dad is always busy. We don't spend much time together.
- Timothy doesn't write songs for Sandra. She isn't a famous singer.
- I can't eat this dish because I'm allergic to seafood.

Conditionals: revision

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

- Mark tries to keep fit. He always goes jogging in the evening unless he *feels* / *will feel* very tired.
- She's got a very stressful job. If she *didn't have to* / *wouldn't have to* work so hard, she *wouldn't get* / *didn't get* headaches so often.
- Chris always *asks* / *will ask* his parents for help if he *will have* / *has* a problem.
- If I *would be* / *were* you, I *wouldn't eat* / *ate* such a heavy meal in the evening.
- People in this country *would be* / *were* happier if there *would be* / *were* more sunny days.
- I *go* / *will go* with you if my mum *lets* / *will let* me.

6 Answer questions 1–5 in your notebook. Use your imagination.

- What will you do tomorrow if the lessons finish early?
- What do you need if you want to travel abroad?
- What famous person would you like to meet if you had the chance?
- What would you do if you could be invisible for one day?
- What present will you buy if a friend invites you to her birthday party?

Future time clauses

- Zdań okolicznikowych czasu używamy, aby opisać kolejność zdarzeń lub czynności w przyszłości. W zdaniach tych stosujemy spójniki: *after* (po tym, jak), *before* (zanim), *when* (kiedy), *until* (dopóki), *as soon as* (jak tylko).
- W tych zdaniach stosujemy następujące konstrukcje:

Zdanie główne	Zdanie podrzędne
<i>will</i> + bezokolicznik	present simple
I will call them You won't go out	after we get back home. until you clean your room.

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

- When the film (*end*) _____, I will go to bed.
- As soon as mum (*finish*) _____ cooking, she'll help you with your homework.
- My parents (*not / let*) _____ my little brother walk to school alone until he is a little older.
- When you read my email, I (*be*) _____ on the plane to Great Britain.
- When the match (*be*) _____ over, they'll have a party.
- Let's wait here until she (*come*) _____ back.
- Tim will go cycling when the rain (*stop*) _____.

8 In your notebook, complete the second sentence so that it means the same as the first. Use the words in brackets.

- Keith is taking his exams in June. Then he will go on holiday. (*as soon as*)
_____ his exams in June, he will go on holiday.
- It will get dark soon. Then we will go home. (*when*)
We will go home _____ dark.
- Mathew wants to meet his friend. His mum says he must do his homework. (*until*)
Mathew won't meet his friend _____ his homework.
- Sarah's not here. She is having a piano lesson. (*after*)
Sarah _____ she finishes her piano lesson.
- I will charge the battery in my phone. I must get home first. (*as soon as*)
I will charge the battery in my phone _____ home.

- 1 Look at the photo. What kind of event is this? Which of the things listed below do you think you might see there? Would you like to go to an event like this?

colourful costumes

performers

handmade crafts

magic show

historical play

live music



- 2 02 **OPEN TASK** Usłyszysz ogłoszenie dotyczące jarmarku historycznego. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Odpowiedzi zapisz w zeszycie.

TIP Pamiętaj, że te same informacje są w odmienny sposób sformułowane w nagraniu i w zadaniu. W trakcie słuchania zwracaj uwagę na to, w jaki sposób treści zawarte w zadaniu zostały sparafrazowane, np. w zadaniu przeczytasz sformułowanie *Price to enter*, a w nagraniu usłyszysz *Entrance fee*, co jest innym sposobem wyrażenia, że obowiązuje opłata za wstęp do jakiegoś miejsca.

YORK LIVING HISTORY FAIR



When? Saturday

Where? York's
(1)

What's on offer? Handmade crafts, performers, and
(2) painting

Event time? Stage performance at
(3)

Price for children to enter? £ (4)

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

- Martin is quite talented *for* / *at* playing comic roles.
- Michelle's trying to get a *scene* / *role* in a Broadway production.
- My favourite actor is *starring* / *shining* in the theatrical production of *Billy Elliot*.
- I'm the *understudy* / *cast* for the lead actress in this production, so I have to be ready in case she gets ill.
- I've been waiting to play this role for years and now this is my chance to *shine* / *burn*.
- The school play's next month so we have *rehearsals* / *practice* twice a week after school.

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

- Have you ever been to the theatre? What play did you see?
- Have you taken part in a school play? Were you involved in the production or were you a member of the audience?
- Did you or another actor shine in a role or forget a line?

- 5 03 Usłyszysz dwukrotnie cztery wypowiedzi dotyczące występowania w teatrze. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) właściwe zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.

This speaker

- | | |
|---|--|
| A | isn't very good at acting and it shows. |
| B | always makes friends with the other actors. |
| C | wants to discuss a problem with a cast member. |
| D | acts well but doesn't rehearse enough. |
| E | was pleased about an opportunity. |

Speaker 1 Speaker 2
Speaker 3 Speaker 4

- 6 Some people say hard work is more important than talent. Do you believe that is true? Why (not)? Discuss your ideas with a partner.

Well, I really don't understand this opinion. I think that talent and hard work are equally important. How about you?

- 1 Choose the correct answers and write them in your notebook. Which sentences are zero, first or second conditional?

Conditionals

- 1 If an artist **does** / **will do** amazing work, they get good reviews.
- 2 If I **got** / **get** the main part in the school play, I'll be really happy.
- 3 If she **starred** / **stars** in a major film, she'd become famous.
- 4 The publisher **published** / **will publish** your book if they like it.
- 5 What **will** / **would** you do if you met a famous film star?
- 6 You **get** / **got** better seats if you buy your tickets in advance.
- 7 What will you win if you **will come** / **come** first in the writing competition?
- 8 If Mike **didn't come** / **doesn't come** to the concert, I'll be quite disappointed.

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

Time clauses

- 1 After I (**complete**) this painting, I'm going to celebrate.
- 2 She's going to practise until she (**get**) it right.
- 3 I'll text you when the show (**finish**) .
- 4 We'll start as soon as everyone (**be**) here.
- 5 She'll probably read some of her book before she (**go**) to sleep.
- 6 I'll read a book while I (**wait**) for the bus.

See Grammar pp. 16–17 »

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

< New message

Hi Nathan,
I'm really excited (1) going to the art gallery with you. Jake Hall is a very talented painter and I think it will be a great exhibition. I'd love to own one of his paintings. If I had the money, I (2) one. So, let's meet at the Village Café. I'll text you (3) I leave home.
By the way, if you (4) on the gallery's website, they send you a newsletter every month. I think it's a great idea.
Bye for now,
Trish

- | | | |
|----------------|-----------------|-------------|
| 1 A to | B about | C for |
| 2 A will buy | B bought | C would buy |
| 3 A as soon as | B until | C during |
| 4 A registered | B will register | C register |

- 4 In your notebook, rewrite phrases 1–5 using **-ed** and **-ing** adjectives.

an assignment that is a challenge = a challenging assignment

- 1 a viewer who watches with interest
- 2 a film that can cause depression
- 3 an exhibit people view with fascination
- 4 a student that feels inspiration
- 5 a documentary that causes shock

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

- 1 She (**watch** / **bore**) programme on TV last night.
- 2 I'll call you as soon as (**concert** / **finish**) .
- 3 I (**be** / **amaze**) if Mary gets the lead role in the musical.
- 4 That's the girl (**father** / **be**) a famous composer.
- 5 How will you feel if your performance (**go** / **good**) ?
- 6 Shelley (**receive** / **disappoint**) review in the paper for her novel.
- 7 Dan (**be** / **please**) when he won a scholarship to the Royal Academy of Music.
- 8 (**you** / **become**) a pop star, would you give me free tickets to your concerts?



- 1 In your notebook, rearrange the letters to find the countries where these wedding traditions happen. The first letter is given. Do any of them take place at Polish weddings? What are Polish weddings like?

- 1 In P_____, the bride takes off her shoes at the wedding reception and people put money in them. **PAGRUOTŁ**
- 2 In S_____, after the wedding, people hit the groom's feet with a fish. **SUTHO EKROA**
- 3 In S_____, before the wedding, people pour buckets of old, smelly food over the bride-to-be. **SOLTCNAB**
- 4 In G_____, just after the wedding, the bride and groom sometimes cut a piece of wood in half. **GRAMNEY**
- 5 At a Yugur wedding in C_____, the groom shoots three arrows at the bride and then breaks the bow and arrow. The bride doesn't get hurt! **ENIHA**
- 6 In I_____, at the wedding reception, people sometimes cut the groom's tie into small pieces. They then hand them out to the guests. **ILTAY**

- 2 Read Alicia's email to Charlotte. The words in **blue** are grammatical mistakes. The words in **green** are spelling mistakes. The words in **red** are vocabulary mistakes. In pairs or groups, discuss how to correct the mistakes.

< ✉ New message

Hi Charlotte,

How are you? My cousin Marek is **becoming** married **with** an English girl and they've invited me to the wedding. It's on 24th July next year at a big church in London. I'm very **exciting** because I've never **bean** to a English wedding before!

I'm not sure what to **dress on**. Could you **to give** me **an** advice? What would you **ware** to a summer wedding? Also, I want to buy them a **marriage** present and **I'm having** no idea what to get! Have you got any ideas?

My parents and I are going to **live** in the UK for a few days after the wedding. I'd love to **meat** you in London for the day. Do you think you can come? It would be great to see you!

Right back soon!

Love,
Alicia

- 3 In your notebook, rewrite the email in exercise 2 without the mistakes.

- 4 What points has Alicia covered in the email in exercise 2? In your notebook, complete the writing task with the correct information.

Twój kuzyn wkrótce żeni się w Londynie z Angielką. W liście do koleżanki z Anglii:

- poinformuj _____,
- zapytaj _____,
- zaproponuj koleżance _____.

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

 **OPEN TASK** Twój kolega z Anglii został zaproszony na uroczystość weselną w Polsce. W liście do kolegi:

- poradz mu, jak powinien się ubrać na ślub;
- wyjaśnij, jak zwykle przebiega uroczystość weselna;
- przypomnij koledze, że powinien kupić prezent ślubny i zaproponuj swój pomysł.

List powinien zawierać od 50 do 120 słów.

	Questions to ask and answer	Your notes
1	What kind ... Should ...	_____
2	What things ...	_____
3	What kind ... How much ...	_____

TIP Po napisaniu pracy przeczytaj ją i zwróć uwagę na poprawność językową. Sprawdź, czy nie zawiera błędów ortograficznych, gramatycznych lub leksykalnych.

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

PHRASE BOX

Giving advice

- I think you should / shouldn't ...
- Another good idea would be to ...
- I (would) suggest ...
- What / How about + -ing ...?

Asking for advice

- I need some advice about ...
- What do you think I should do?
- What do you think about ...?

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

Hi Dave!

Thanks for your email. I think you'll have lots of fun at the wedding!

VOCABULARY, pp. 12-13

Art and culture / Sztuka i kultura

acting /'æktɪŋ/ aktorstwo, gra aktorska
actor / actress /'æktə(r) / 'æktɹəs/ aktor/ aktorka
author /'ɔ:θə(r) / autor
band / group /bænd / gru:p/ zespół/grupa
brush /brʌʃ/ pędzel
cast /kɑ:st/ obsada
cinema /'sɪnəmə/ kino
classical /'klæsɪk(ə)l/ klasyczny
concert /'kɒnsə(r)t/ koncert
dancer /'dɑ:nsə(r)/ tancerz
design /di'zain/ projektować, projekt
director /daɪ'rektə(r)/ reżyser
draw /drɔ:/ rysować
drawing /'drɔ:ɪŋ/ rysunek
(fashion) designer /fæʃ(ə)n di'zainə(r)/ projektant (mody)
illustrations /ɪlə'streɪʃ(ə)nz/ ilustracje
instrument /'ɪnstɹəmənt/ instrument
lead actor /li:d 'æktə(r)/ główny (pierwszoplanowy) aktor
main character /meɪn 'kærɪktə(r)/ główny bohater
musician /mju:ʃɪj(ə)n/ muzyk
novel /'nɒv(ə)l/ powieść
orchestra /'ɔ:(r)kɪstrə/ orkiestra
paint /peɪnt/ malować
painter /'peɪntə(r)/ malarz
painting /'peɪntɪŋ/ obraz
perform /pə(r)'fɔ:(r)m/ występować
photography /fə'tɒɡrəfi/ fotografia
plot /plɒt/ fabuła
poem /'pəʊɪm/ wiersz
poet /'pəʊɪt/ poeta
pop /pɒp/ pop (rodzaj muzyki)
portrait /'pɔ:(r)trɪt/ portret
put on /pʊt 'ɒn/ wystawiać (sztukę, przedstawienie)
rock /rɒk/ rock (rodzaj muzyki)
science fiction /saɪəns 'fɪkʃ(ə)n/ science fiction
short story /ʃɔ:(r)t 'stɔ:ri/ opowiadanie
sing /sɪŋ/ śpiewać
sketch /sketʃ/ szkic
song /sɒŋ/ piosenka
soundtrack /'saʊnd(ə)træk/ ścieżka dźwiękowa do filmu
stage /steɪdʒ/ scena (np. w teatrze)
tune /tju:n/ melodia
write /raɪt/ pisać
writer /'raɪtə(r)/ pisarz

Phrases

It stars ... Występuje w nim...
It's about ... To jest o.../To jest na temat...
It's called ... Jest zatytułowany...
It's directed by ... Został wyreżyserowany przez...
It's set in ... Akcja rozgrywa się w...
It's written by ... Został napisany przez...
He/she plays a/an ... On/Ona gra...

Cultural events / Wydarzenia kulturalne

art gallery /'ɑ:(r)t ɡæləri/ galeria sztuki
attraction /ə'trækʃ(ə)n/ atrakcja
audience /'ɔ:diəns/ widownia, publiczność
big top /bɪɡ 'tɒp/ namiot cyrkowy
card trick /'kɑ:(r)d trɪk/ sztuczka karciana
carnival /'kɑ:(r)nɪv(ə)l/ karnawał
celebrity /sə'lebrəti/ znana osoba, celebryta
circus /'sɜ:(r)kəs/ cyrk
fair /feə(r)/ targ, jarmark
fashion show /'fæʃ(ə)n ʃəʊ/ pokaz mody
festival /'festɪv(ə)l/ festiwal
juggler /'dʒʌɡlə(r)/ żongler
(loud)speakers /ləʊd 'spi:kə(r)z/ głośniki
magic show /'mædʒɪk ʃəʊ/ pokaz magii
microphone /'maɪkrəfəʊn/ mikrofon
model /'mɒd(ə)l/ model
outdoor concert /aʊtdɔ:(r) 'kɒnsə(r)t/ koncert na świeżym powietrzu
parade /pə'reɪd/ parada
performance /pə(r)'fɔ:(r)məns/ występ
presenter /pri'zentə(r)/ prezenter
rabbit /'ræbɪt/ królik
runway /'rʌnweɪ/ wybieg (na pokazie mody)
screen /skri:n/ ekran
(spring) collection /sprɪŋ kə'lekʃ(ə)n/ kolekcja (wiosenna)
trapeze /trə'pi:z/ trapez (drażek gimnastyczny)
work of art /wɜ:(r)k əv 'ɑ:(r)t/ dzieło sztuki

The media and social media / Media i media społecznościowe

advertisement / advert /əd'veɪ:(r)tɪsmənt / 'ædvɜ:(r)t/ reklama
article /'ɑ:(r)tɪk(ə)l/ artykuł
cartoon /kɑ:(r)'tu:n/ kreskówka
channel /'tʃæn(ə)l/ kanał
comic /'kɒmɪk/ komiks
cooking show /'kʊkɪŋ ʃəʊ/ program kulinarny
crime series /'kraɪm sɪəri:z/ serial kryminalny
documentary /dɒkjə'ment(ə)ri/ film dokumentalny
download /daʊn'ləʊd/ ściągać, pobierać
headline /'hedlaɪn/ nagłówek (tytuł artykułu prasowego)
image /'ɪmɪdʒ/ obraz (ilustracje, pliki graficzne)
interviewer /'ɪntə(r)vju:ə(r)/ osoba przeprowadzająca wywiad
journalist /'dʒɜ:(r)nəlɪst/ dziennikarz
national newspaper /næʃ(ə)nəl 'nju:zpeɪpə(r)/ gazeta ogólnokrajowa
post /pəʊst/ publikować
reality show /ri'æləti ʃəʊ/ reality show
share online /ʃeə(r) ɒn'laɪn/ udostępniać w sieci
subscribe to sth /səb'skraɪb tə smθɪŋ/ subskrybować (coś)
teen magazine /ti:n mæɡə'zi:n/ czasopismo dla nastolatków

travel show /'træv(ə)l ʃəʊ/ program podróżniczy
upload /'ʌpləʊd/ wysyłać (np. pliki na serwer internetowy)
website /'websaɪt/ strona internetowa

LISTENING, p. 18

be talented at (doing) /bi 'tæləntɪd ət du:ɪŋ/ mieć talent, zdolności (w jakiejś dziedzinie)
rehearsal /ri'hɜ:(r)s(ə)l/ próba
role /rəʊl/ rola
scene /si:n/ scena (np. w filmie)
shine /ʃaɪn/ świecić, błyszczeć
star /stɑ:(r)/ grać główną rolę
understudy /'ʌndə(r)stʌdi/ dubler

OTHER WORDS

admission /əd'mɪʃ(ə)n/ wstęp
arrow /'ærəʊ/ strzała
bow /bəʊ/ łuk
bride /braɪd/ panna młoda
bring up /brɪŋ 'ʌp/ wychowywać
bucket /'bʌkɪt/ wiadro
collector /kə'lektə(r)/ kolekcjoner
display /di'spleɪ/ prezentować
donate /dəʊ'neɪt/ ofiarowywać, przekazywać pieniądze
entrance /'entrəns/ wejście
exhibit /ɪɡ'zɪbɪt/ wystawa
found /faʊnd/ zakładać, fundować (np. instytucję)
get hurt /get 'hɜ:(r)t/ zranić się
groom /gru:m/ pan młody
hand out /hænd 'aʊt/ rozdawać
happy ending /hæpi 'endɪŋ/ szczęśliwe zakończenie
hide and seek /haɪd ænd 'si:k/ zabawa w chowanego
impress /ɪm'pres/ wywierać na kims wrażenie, imponować komuś
item /'aɪtəm/ rzecz, artykuł, przedmiot
lyrics /'lɪŋks/ tekst piosenki
paints /peɪnts/ farby
persuade /pə(r)'sweɪd/ przekonywać
shoot /ʃu:t/ kręcić, filmować
smelly /'smeli/ śmierdzący
snakes and ladders /sneɪks ænd 'lædə(r)z/ węże i drabiny (gra planszowa)
tie /taɪ/ krawat

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

This person would prefer to:

go to an art gallery or a museum rather than to an outdoor concert.	
put on a school play rather than perform with a band.	
learn creative writing rather than graphic design.	
help organise a talent show rather than take part in it.	
visit a teenage arts festival rather than go to a fashion show.	

” Would you prefer to go to an art gallery or a museum rather than to an outdoor concert? Why (not)?

- 2 In pairs, discuss the results of the questionnaire in exercise 1. Have any of your classmates' answers surprised you?
- 3 Read the text below quickly. In pairs, decide if you would rather take part in a talent competition or in an arts festival like the one in Somerset. Give reasons for your answers.

- 4 **OPEN TASK** Przeczytaj tekst. Odpowiedz na pytania 1–3 zgodnie z jego treścią. Uzupełnij zdania, wpisując swoje odpowiedzi w luki. Odpowiedzi zapisz w zeszycie.

TEEN ARTS FESTIVAL? WHY NOT?

Do you have a talent, but don't like taking part in competitions? Would you like to show your talent to the public and receive professional feedback? Then come and take part in the Somerset County Teen Arts Festival. It is open to all students aged 13–19 who go to local schools.

The festival gives you an opportunity to display your artistic efforts in front of an audience. You can present your drawings, paintings, films and written works, and perform on stage in a play or with a band. There is no competition. Instead, every performer will get feedback from professional artists: actors, directors, dancers, musicians, visual artists and writers. The aim is to encourage you to work on the areas which you need to improve.

During the festival, you will also be able to take part in various workshops and classes. There, you will have a chance to learn from professionals and find out how to work on your skills in the chosen art form or to discover some new passions.

If you want to develop your talents and spend your free time in a creative way, contact us. There is no pressure, no competition, no talent show – just people who love arts just as you do.

- 1 Who can take part in the Somerset County Teen Arts Festival?
Only students aged between 13 and 19 and who Somerset County can take part in the festival.
- 2 What will the students receive after demonstrating their talents?
After students demonstrate their talents, they will receive .
- 3 What else will students be able to do at the festival?
Students will also have a chance to improve their skills during different .

- 5 **OPEN TASK** Uzupełnij luki (1–6) w poniższym dialogu tak, aby był spójny i logiczny. Odpowiedzi zapisz w zeszycie.

- X: Mum, do you remember the local teen arts festival that I told you about?
Y: Yes, I do. Why?
X: I've decided to take part in it, together with some classmates.
Y: That's a great (1) ! What are you going to perform?
X: We'd like to put on a few scenes from *Harry Potter and the Cursed Child*.
Y: That sounds interesting.
X: It is. (2) invite my friends to come over and have rehearsals here?
Y: Yes, of course, go (3) .X: Thanks, Mum. We can only do it at weekends because of schoolwork. Do you (4) we practise here, in the living room?
Y: Sorry, (5) it's not possible. Everyone's home at weekends and we need space.
X: Sure. If we can't meet here, we (6) to the attic. There's a lot of space there.
Y: Yes, no problem, but you will have to clean it up first.

- 6 In groups, brainstorm ideas for organising a teen arts festival in your area. Think about:
- what kind of festival you would like to organise;
 - who could take part;
 - which professional artist(s) you would invite to give feedback to the participants;
 - what workshops the artist(s) could run.
- 7 In the same groups, prepare a poster or a leaflet encouraging young people to take part in the festival.



VOCABULARY

- 1 In your notebook, complete the words in the definitions.
- 1 A **t**_____ is a song or a piece of music.
 - 2 An **a**_____ is a group of people who have come to watch a film, performance, speech, etc.
 - 3 An **a**_____ is a picture, short film, song, etc. that tries to persuade people to buy a product or service.
 - 4 The **c**_____ refers to all the performers in a play, film, series, etc.
 - 5 An **i**_____ is a person who asks someone questions, for example for a magazine or on a TV programme.
 - 6 A **n**_____ is a long written story about imaginary or partly imaginary characters and events.
 - 7 If you **s**_____ to a magazine or service, you receive it regularly.
 - 8 If a film, play or TV series **s**_____ someone, they are the main actor or performer in it.

GRAMMAR

- 2 In your notebook, complete sentences 1–8 with the correct form of the verbs in brackets.
- 1 I'm going to celebrate after my article (*appear*) _____ in this popular teen magazine.
 - 2 If she (*be*) _____ more talented, she would make her own comics, but she can't draw too well.
 - 3 What would you do if someone (*invite*) _____ you to take part in a reality show?
 - 4 When my mum reads a book by her favourite author, she can't stop reading until she (*finish*) _____ it.
 - 5 We watch every film or series if it (*be*) _____ directed by J. J. Abrams.
 - 6 The crime series (*be*) _____ much more interesting if the plot wasn't so obvious.
 - 7 I will upload the post as soon as I (*check*) _____ all the facts.
 - 8 I won't go to an art gallery with you unless you (*go*) _____ to a classical music concert with me.

USE OF ENGLISH

- 3 **OPEN TASK** Przetłumacz na język angielski podane w nawiasach fragmenty zdań tak, aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność ortograficzna. Odpowiedzi zapisz w zeszycie.
- 1 (*Gdybym była*) _____ better at writing, I would write a science fiction story.
 - 2 My brother always watches some funny cartoons (*zanim pójdzie*) _____ to sleep.
 - 3 Marisa won't show her paintings to anyone (*dopóki nie zdecyduje*) _____ that she is happy with them.
 - 4 (*Czy poszedłbyś*) _____ to a circus if someone gave you a ticket for free?
 - 5 I'll read this post (*jak tylko*) _____ my drama club ends.
 - 6 She won't go to the cinema to watch a film (*chyba że występuje w nim*) _____ Chris Hemsworth or Tom Hiddleston.

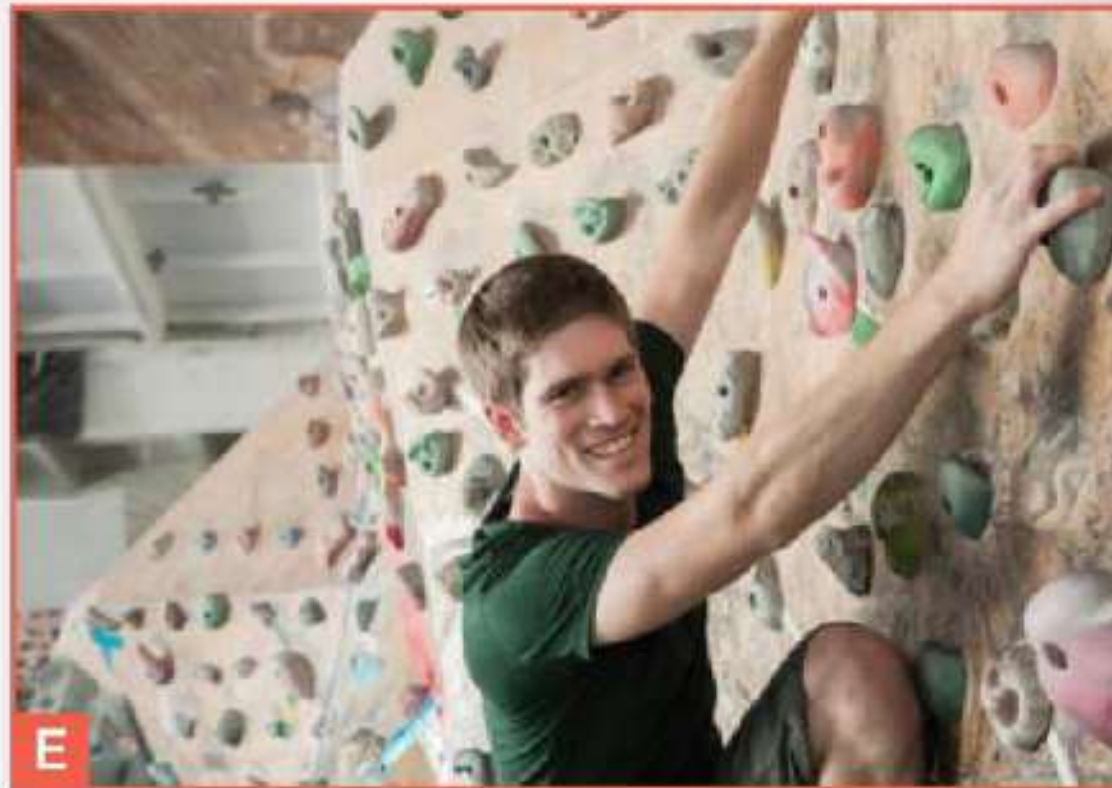
CUMULATIVE REVIEW

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

✕ My blog ✕
✕

JIMMY'S BLOG – MUSIC AND ME

I've always been a big fan (1) *into / of / on* talent shows. When I was a child, I (2) *have watched / was watching / used to watch* them with my grandma. That's why I started learning to play the guitar when I (3) *have been / was / had* 7 years old. I loved it, but I was too (4) *concerned / gentle / nervous* when I had to play in public. So I just spent hours practising and singing to myself in the (5) *attic / ceiling / dustbin* because I didn't want anyone to hear me. It all changed when I (6) *gave / was given / was giving* an electric guitar for my 15th birthday. I felt I was ready to get on the (7) *scene / stage / set*. Together with three (8) *colleagues / classmates / cousins* from school, we started a band. We've played together (9) *from / for / since* then. I'm not nervous any more – when I (10) *will perform / perform / performed* in front of an audience with my band, I feel really excited! What about you? Are you into music? Do you play any musical instruments? Share your stories in the comments.



SPORT

1 In your notebook, match each photo A–F with a name of the sport in the box.

- (beach) volleyball • athletics • baseball • boxing
- canoeing • climbing • cricket • cycling • diving
- football • golf • weightlifting • horse-riding
- ice hockey • ice-skating • rollerblading • rugby
- running • skateboarding • skiing • squash
- snowboarding • surfing • swimming • tennis
- table tennis • gymnastics • wrestling

2 Find sports from the box in exercise 1 which match categories 1–6.

- four water sports
- two sports connected with fighting
- three sports where you usually sit down to do the sport
- two sports which involve a number of different activities
- sports which you can do on your own
- sports which you play in teams

SPORTS EQUIPMENT

3 In your notebook, match the words in the box with pictures 1–8.

- net • boots • goggles • helmet • racket • bat
- skis • strip



- 4 What equipment do you need for sports 1–7? Use the words from exercise 3 and the words in the box.

- | | |
|------------|--------------------|
| 1 tennis | • ball |
| 2 baseball | • board |
| 3 swimming | • club |
| 4 golf | • costume / trunks |
| 5 surfing | • goal |
| 6 football | • wetsuit |
| 7 skiing | |

SPORTS FACILITIES

- 5 In your notebook, complete the phrases for different sports facilities with the words in the box. Some words may be used more than once. Which of these facilities do you have access to?

• centre • court • pitch • pool • ring • rink
• slope • stadium

- 1 athletics
- 2 Olympic-size swimming
- 3 football
- 4 health and fitness
- 5 dry ski
- 6 tennis
- 7 ice-skating
- 8 boxing

- 6 Work in groups. One of you chooses a sport. Describe it for the others to guess, using the questions below or your own ideas.

- Is it a team game?
- What equipment do you need?
- Where do people do it?
- Do people compete or usually do it just for fun?
- Does it involve several different sports?
- Is it dangerous?
- Have you ever done / played it?
- Would you like to do / play it? Why (not)?



Why do people do sports?

SPORTSPEOPLE

- 7 In your notebook, write the names of people who do the sports in the box. Can you think of any famous examples of each person?

• athletics • boxing • cycling • diving • football
• gymnastics • running • swimming • weightlifting

SPORTS TRAINING AND EVENTS

- 8 In your notebook, complete the sentences using the correct form of the words in the box.

• catch • hit • kick • score • throw • win

- 1 In football, the players goals by the ball into the net.
- 2 In baseball and cricket, if you the ball with your bat and a player from the other team it, you're out.
- 3 In basketball, you get points when you the ball into the net. The team with the most points.

- 9 04 Listen to three students talking about sport. In your notebook, match each speaker (1–3) with two statements (a–f).

a	I like watching it, not playing it.
b	I have an important position in my team.
c	I've only just started playing.
d	I've done very well in this sport.
e	I really need to practise more.
f	I got slightly better with the help of a trainer.

Speaker 1 Speaker 2 Speaker 3

- 10 04 Listen again and complete gaps 1–6 in your notebook.

Speaker 1

I'm the (1) of my football team.
Last year we were (2).

Speaker 2

I know I don't (3) enough.
I had a few sessions with our (4).

Speaker 3

I think it's nice to watch, but I'm not an enthusiastic (5). Sometimes I go to the local court but I'm not very (6)!

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

- 1 The young tennis star should **beat** / **win** her opponent in tomorrow's match.
- 2 I'm going to win the game and you're going to **miss** / **lose**!
- 3 Why don't you **join** / **enter** the 100-metre race in our school sports day?
- 4 Who do you **cheer** / **support**, Manchester United or Manchester City?
- 5 Our team **drew** / **competed** 1–1 with Cracovia in yesterday's game.

1 Work in pairs. Which opinions do you agree with?

- Team sports are more fun than sports you do on your own.
- Everyone at school should do sports.
- Winning is not the most important thing.

2 Quickly read the texts in exercise 3 and answer questions 1–4 in your notebook.

- 1 In Text A, why do Suze and Brian send their emails?
- 2 In Text B, why were the fans annoyed?
- 3 In Text C, is 55 cm a lot or a little?
- 4 In Text D, what is Ted doing now?

TIP Zwróć uwagę, że zadanie 3. zawiera pytania, które wymagają określenia głównej myśli tekstu (pytanie 1.) oraz intencji autora tekstu (pytanie 2.). W trakcie czytania skup się na zrozumieniu sensu lub celu całej wypowiedzi, a nie na szczegółowych informacjach.

4 Find words and phrases in the texts in exercise 3 which mean the same as the words and phrases below.

- 1 competition (Text A)
- 2 people who are paid to do a sport (Text A)
- 3 people who follow a particular sport (Text B)
- 4 the 'judge' in a football or basketball match (Text B)
- 5 be with (Text D)

5 In pairs or as a group, discuss the questions. Use some of the language from this lesson.

- Do you prefer watching sport live or on TV? Why?
- Do you know any world record holders in athletics?
- Why do some supporters behave badly?

3 **Zapoznaj się z tekstem z ramki TIP. Przeczytaj teksty A–D. W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą (A, B lub C), zgodną z treścią tekstu. Odpowiedzi zapisz w zeszycie.**

Text A

< ✉ New message

Hi Anna!

There's an athletics tournament next month. It would be so cool to go together! It won't be like sports day at school. There will be professional athletes and they might break some records. Also the TV cameras will be there, so we might be on TV! Let me know.

Suze

< ✉ New message

Hi Paul,

I've got two tickets for the match on Wednesday. It won't be on TV, so this is our only chance to watch the game. I think our team will win because they haven't lost a match since January! We'll leave at 7 pm so we'll get back late. We've got school the next day, but I'm sure it won't be a problem. Are you interested?

Brian

- 1 Both emails are about
- A watching sport on TV.
- B attending a live sporting event.
- C taking part in sports at school.

Text B

Football supporters are calling for the use of video technology after a referee made a terrible mistake in a recent game. The match was nearly over when the referee gave a penalty, and the fans were angry because they believed that the wrong team won.

- 2 The writer wrote this text
- A to explain why the players didn't play well.
- B to warn readers about using video technology.
- C to show that referees can make wrong decisions.

Text C

The long jump world record

When an athlete breaks a world record, we know that he or she will probably jump a little further or run a little faster. But in the 1968 Olympics, Bob Beamon broke the previous long jump record by an incredible 55 cm! His world record of 8.90 metres stood for 22 years, until Mike Powell jumped 8.95 metres at the World Athletics Championship. However, nobody has ever jumped further than Beamon during the Olympic Games.

- 3 Bob Beamon
- A made the second longest jump.
- B still holds the world record for the long jump.
- C has jumped the furthest in the Olympic Games.

Text D

Morning Sam,

- 1 See you soon.
- 2 when you wake up, come and join us.
- 3 I've gone to play tennis with Gina.
- 4 Please bring your racket and balls.

Ted

- 4 The correct order of the sentences in the message is
- A 3-2-1-4.
- B 3-2-4-1.
- C 2-1-4-3.

1 In pairs or as a group, answer the questions.

- What things did your teacher tell you to do in your last class?
- What are you not allowed to do at school?
- What have your parents told you to do or not to do recently?

2 In your notebook, complete the Phrase Box with the words in the box.

• what • careful • forget • again • law

PHRASE BOX

Giving orders

- Tidy your room now!
- Don't (ever) do that (1) !
- Do (2)  I tell you!

Giving instructions

- First / Firstly / Secondly / Then, ...
- Make sure you ...
- Don't (3)  to ...

Giving warnings

- Be (4) !
- Watch out! / Look out! / Mind out!

Forbidding

- Don't touch the ball!
- You mustn't / must not touch the ball.
- ... is not / isn't allowed. / is forbidden.
- ... is against the (5)  / rules.

3 Quickly read the mini-dialogues in exercise 4. Which gaps in the dialogues match these functions?

- A dawanie instrukcji
- B składanie gratulacji
- C zgadzanie się
- D zakazywanie
- E ostrzeganie

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

- X: What are you doing?
Y: I'm just taking a few photographs.
X: I'm sorry. Taking photographs  the rules here.
- X: I came first in my race and won a prize!
Y: . You deserve it!
- X: When's Mum's birthday?
Y: It's on Wednesday.  don't forget!

4 X: That decision was completely wrong!

Y: I  you. The referee is awful today.

5 X: Shall I help you?

Y: Yes, please. Firstly, could you bring the rest of the sports equipment out here? And  tell you what I want you to do next.

5 Study responses A–E in exercise 6. In what situations might people say these things? What do you think the other person has just said?

6 05 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.

A	Okay, but be very careful on the road!
B	Yes, of course. Understood.
C	First, you control the ball. Then you choose your moment and shoot.
D	No, sorry. It's not allowed.
E	Their goalkeeper's good at stopping the ball going into the goal.

Speaker 1  Speaker 2 

Speaker 3  Speaker 4 

7 Study the phrases in the Teen Talk box. How do you say similar things in your own language?

TEEN TALK

 Checking if someone has understood instructions:

Got that? / Did you get (all) that?

 Positive reply: Got it. /

Yeah, think so. / Done!

 Uncertainty: Come again? /

One more time. /

Sorry, I didn't catch that.

8 Work in pairs or small groups. What would you say in the following situations? Suggest as many ideas as possible.

- You're in charge of a group of small children. They are not listening to you.
- You need to tell some students to get the gym ready for a match.
- A friend is going to visit you in the afternoon. You need to warn your friend that there is a dangerous dog next door.

Comparison of adjectives and adverbs

- Przymiotnik nazywa cechy osób lub rzeczy i odpowiada na pytania: jaki? jaka? jakie?

Stopniowanie przymiotników

- Aby porównać dwie osoby lub rzeczy, użyj przymiotnika w stopniu wyższym oraz słowa *than*.
- Do przymiotników krótkich (jednosylabowych, np. *long, great*) dodajemy końcówkę *-er*, aby utworzyć stopień wyższy, a końcówkę *-est*, aby utworzyć stopień najwyższy.
- W przypadku przymiotników dłuższych (wielosylabowych, np. *interesting*) ich stopień wyższy tworzymy przez dodanie przed nimi *more* (np. *more colourful*), a najwyższy – przez dodanie *the most* (np. *the most colourful*).

*This T-shirt is **more colourful** than the other one.*

*'Royal Mile' is **the most popular** restaurant in the city.*

Zasady stopniowania przymiotników przedstawia poniższa tabela.

Przymiotniki krótkie (jednosylabowe):

	Stopień wyższy	Stopień najwyższy
long	longer	the longest
nice	nicer	the nicest
heavy	heavier	the heaviest
big	bigger	the biggest

Przymiotniki dłuższe (dwu- i wielosylabowe)

expensive	more expensive	the most expensive
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Przymiotniki nieregularne

good	better	the best
bad	worse	the worst

- Przysłówek opisuje sposób wykonania czynności i odpowiada na pytanie: jak? Aby utworzyć przysłówek, dodaj do przymiotnika końcówkę *-ly*, np. *quick* – *quickly*, *easy* – *easily*.

Stopniowanie przysłówków

- Aby utworzyć stopień wyższy przysłówków z końcówką *-ly*, dodaj *more* przed przysłówkiem (*more easily*);
- aby utworzyć stopień najwyższy dodaj *the most* przed przysłówkiem (*the most easily*).

carefully	more carefully	the most carefully
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Uwaga!

Niektóre przysłówki mają taką samą formę, jak przymiotniki, np. *hard, little, early, late, fast*, i tworzą stopień wyższy w ten sam sposób, co przymiotnik, czyli *harder, less, earlier, later, faster*.

Comparative structures

- Aby porównać dwie osoby lub rzeczy, użyj przymiotnika lub przysłówka w stopniu wyższym oraz słowa *than* (niż).

*This jacket is **nicer** than the blue one.*

*This dress is **shorter** than the red one.*

*He can speak German **more fluently** than other students.*

- Aby powiedzieć, że jakaś osoba lub rzecz jest najlepsza, najdroższa itp., użyj przymiotnika w stopniu najwyższym.

*That's **the tallest** building in the town centre.*

*Sam spends his money **the most carefully** of us all.*

- In your notebook, write sentences from the prompts using the comparative form of adjectives.

Steve / fast / Stanley

*Steve is **faster** than Stanley.*

- Jake / strong / Bill
- Jill / good / sportswoman / Peggy
- ski jumping / dangerous / cross-country skiing
- ice-skating / nice to watch / boxing
- golf / expensive to play / volleyball
- tennis racket / big / table tennis racket

- In your notebook, complete sentences 1–9 with a comparative or superlative form of the adjectives in brackets.

1 In Poland, August is (*hot*) than April.

2 Jack is good at maths. Actually, he is (*good*) in our class.

3 I'm busy at the moment, so maybe we could meet at a (*late*) time?

4 I like this jacket, but it's (*expensive*) than I expected.

5 For me, shopping is one of (*exciting*) free time activities.

6 Novak Djokovic is one of (*talented*) tennis players in the world.

7 Unfortunately, it's one of (*bad*) meals I've ever had in a restaurant.

8 These shoes don't fit. I think I need a (*big*) size.

9 The Ice Cream Farm (UK) is (*large*) ice cream centre in the world.

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

- 1 My cousin drives his sports car very **fast** / **fastly**.
- 2 The Bears won the match **easy** / **easily**.
- 3 We were really **sad** / **sadly** after we lost the match.
- 4 Jack worked **hard** / **hardly** to win the gold medal.
- 5 Bolt came **late** / **lately** out of the starting blocks, but reached the finishing line first.
- 6 Some athletes have to practise **near** / **nearly** every day to be champions.
- 7 Professional athletes often earn very **high** / **highly** salaries.
- 8 My sister can play tennis really **good** / **well**.

as ... as

- Aby porównać dwie osoby lub rzeczy, użyj konstrukcji **as + przymiotnik/przysłówek** (w stopniu równym) + **as** (tak ... jak).
These jeans aren't as nice as the other ones.
I cannot dance as beautifully as my sister.

Too and enough

- Przysłówka **enough** użyj w znaczeniu „dosyć”, „wystarczająco”, po przymiotniku, np.
He isn't fast enough to win the race.
- Przysłówka **too** użyj przed przymiotnikiem lub przysłówkiem w znaczeniu „zbyt”, np.
This smartphone is too expensive for me.

4 In your notebook, complete the second sentence so that it means the same as the first. Use as ... as. Use no more than three words.

- 1 The red trainers cost £20. The blue ones cost the same.
The red trainers cost _____ the blue ones.
- 2 Mike saves some pocket money every month, but Peter hardly ever saves any money.
Peter can't save _____ money as Mike.
- 3 Jack is the strongest boy in our school.
No other boy in the school is _____ Jack is.
- 4 I find learning English easier than learning Japanese.
Learning Japanese isn't _____ learning English, in my opinion.
- 5 Jason arrived at the meeting at eight. Robert came one hour after Jason.
Robert didn't arrive at the meeting _____ Jason.
- 6 I am a worse dancer than my sister.
I cannot dance _____ my sister can.

5 In your notebook, complete sentences 1–5 with too or enough and the words in brackets.

- 1 The shop closes at six, so I'm afraid we haven't got (time) _____ to get there.
- 2 She didn't want to buy the dress because she said it wasn't (trendy) _____.
- 3 The weather isn't (warm) _____ for us to go jogging.
- 4 The cake is (sweet) _____ to eat.
- 5 He speaks French (fast) _____ and I don't understand him.

So and such / What and how

- So (tak) stosujemy przed przymiotnikiem lub przysłówkiem
The tea is so sweet.
Maria sang so beautifully.
- Such (taki) stosujemy przed rzeczownikami niepoliczalnymi, a such a/an przed rzeczownikami policzalnymi, np.
That was such excellent food.
It was such an amazing match.
- Zdania wykrzyknikowe możemy tworzyć za pomocą poniższych konstrukcji:
 - What + adjective + noun
What a great athlete! (Jaki świetny sportowiec!)
 - How + adjective
How interesting! (Ależ to ciekawe!)

6 In your notebook, complete sentences 1–7 with so or such / such a(n).

- 1 My friend has a wonderful sense of humour.
He is _____ funny guy.
- 2 We decided to stay at home. It was _____ cold.
- 3 You shouldn't read _____ magazines! There's nothing interesting in them.
- 4 It was _____ easy test that we all wrote it in half an hour.
- 5 The sweatshirt was _____ expensive that I couldn't afford it.
- 6 You've got _____ beautiful furniture in your room.
- 7 Agnes played _____ badly that she lost the game.

7 In your notebook, complete the sentences with what, what a(n) or how.

- 1 _____ beautiful butterfly!
- 2 _____ great trip!
- 3 _____ nice of you to bring the flowers!
- 4 _____ funny joke!
- 5 _____ interesting!
- 6 _____ silly of me to ask him this question!
- 7 _____ amazing story!
- 8 _____ mess!

- 1 Work in pairs. How do you imagine the sports in the pictures are played? Which country do you think they are from? Are they similar to sports played in your country? Use some of these words in the box to help you.

• stick • net • pitch • goal • ball • posts • hit



- 2 06 **OPEN TASK** Usłyszysz dwukrotnie tekst dotyczący popularnych w Irlandii dyscyplin sportowych. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3. Odpowiedzi zapisz w zeszycie.

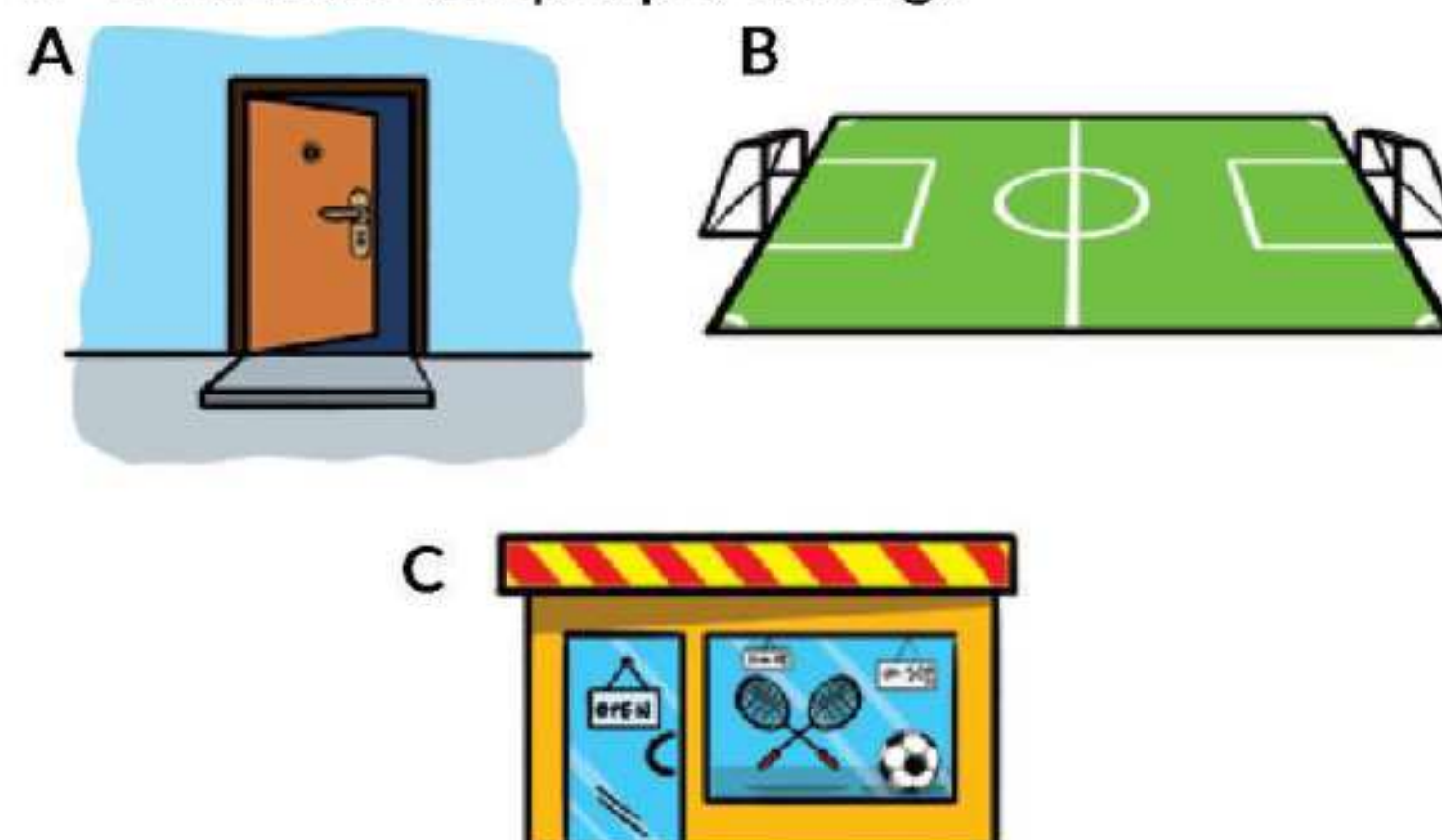
- How many players are there in a Gaelic football team?
- What is above the net in both sports?
- How is the ball in Gaelic football different to the ball in hurling?

- 3 Choose the best meaning for each word in bold. Write the answers in your notebook.

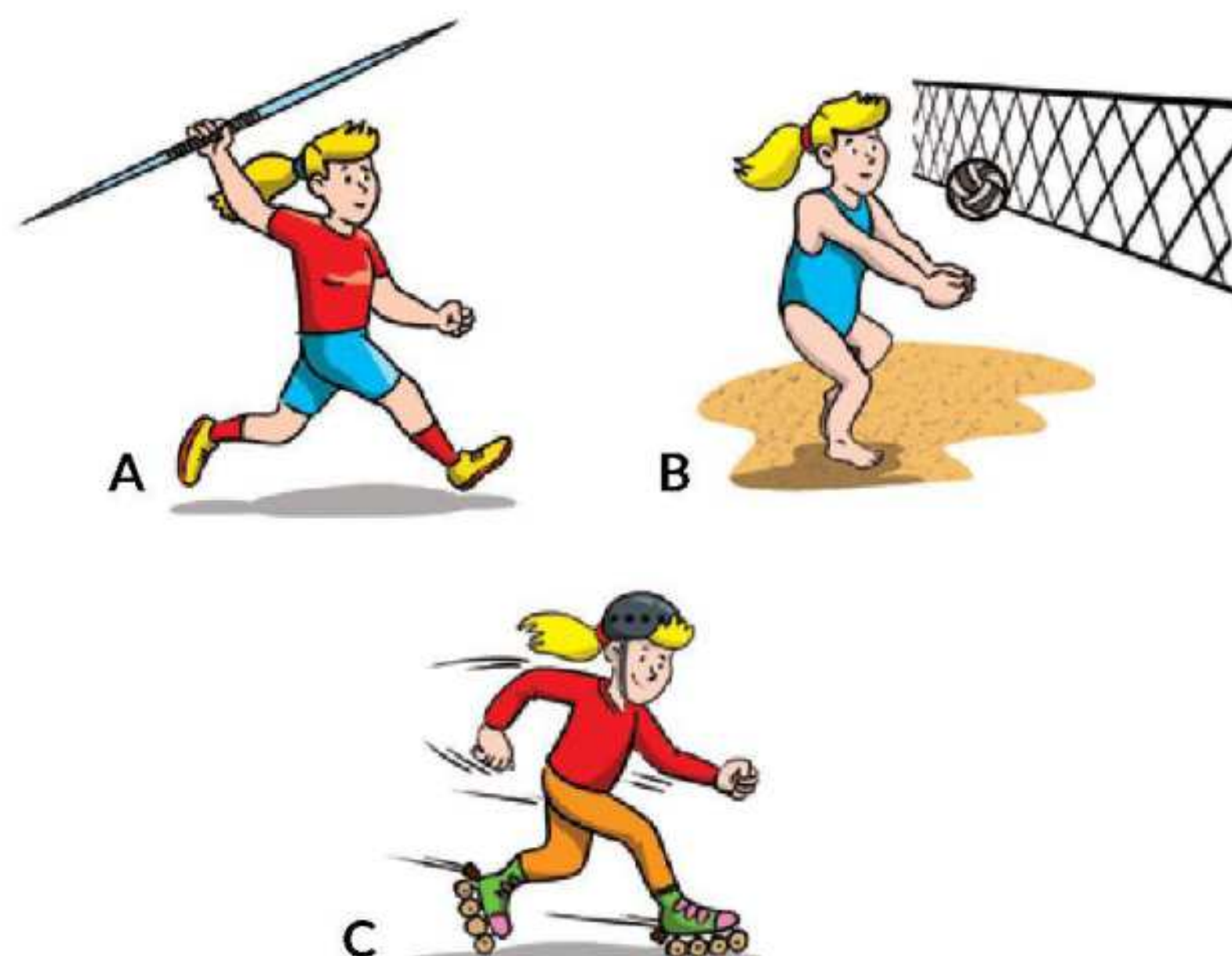
- The first thing I do after a match is wash my **kit**.
a hair b clothes
- If you play a match in the rain, you'll probably get very **muddy**.
a dirty b clean
- I was running to the tennis court when I **tripped**. I hurt my knee quite badly.
a fell b jumped
- When people fall, they usually put their hands out to **protect** their face.
a show b avoid hurting
- How many **laps** do you have to run in this race?
a minutes b times around the track

- 4 07 Usłyszysz dwukrotnie pięć tekstów. W zadaniach 1–5, na podstawie informacji zawartych w nagraniu, wybierz właściwą odpowiedź (A–C). Odpowiedzi zapisz w zeszycie.

- 1 Where are the people talking?



- 2 What has the girl enjoyed most?



- 3 What time will the match begin?



- 4 What are they mainly talking about?

- A How to skate safely
B A skating accident
C Where to buy equipment

- 5 The girl is

- A warning about accidents in sport.
B describing something that happened to her.
C complaining about someone's behaviour.

- 5 Work in pairs or small groups. Do you agree or disagree with these statements? Why?

- We should all try different sports – you might enjoy something new!
- Sports camps are a great idea.
- Every town should have a public swimming pool.

check
your GRAMMAR

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

Comparison of adjectives and adverbs

- 1 This game is *more difficult* / *difficult* than I thought!
- 2 Betty runs *more fast* / *faster* than I do.

Comparative structures

- 3 Throwing the discus isn't as easy *than* / *as* it looks.
- 4 George is much better *than* / *from* me so he always wins.

The superlative

- 5 Zack is the *taller* / *tallest* boy in the team.
- 6 This is the *worst* / *worse* game in the world!

Too and enough

- 7 He'll never score from there – he's *far enough* / *too far* from the goal.
- 8 I don't think I'm *enough tall* / *tall enough* to play basketball.

- 2 In your notebook, complete the sentences with *so*, *such*, *how* and *what*.

So, such, how and what

- 1 After a hard game, we were all exhausted.
- 2 Once you try badminton, you'll see exciting it is.
- 3 Pete hit the ball far that we couldn't find it.
- 4 an exciting tennis match!

See Grammar pp. 28–29 »

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

- 1 I'm not a good player, but Gary is. **THAN**
Gary is a I am.
- 2 By training more, you can run faster. **BE**
If you trained more, you faster runner.
- 3 This ball isn't better than that one. **AS**
This ball is that one.
- 4 The weather was so hot that we had to stop for a drink. **SUCH**
It was day that we had to stop for a drink.
- 5 I need to be sixteen to join that club – I'm too young. **ENOUGH**
I'm to join that club – I need to be sixteen.

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

- 1 Until I tried hockey, I didn't realise (*jak męczący*) it was.
- 2 Gregor is (*tak szybki*) nobody can catch him.
- 3 It was (*za późno*) for us to get tickets, so we watched the match on TV.
- 4 Watching a sport on TV is not (*tak ciekawe jak*) going to the stadium.
- 5 In netball, you (*nie wolno biegać*) with the ball.
- 6 I'm not (*wystarczająco dobry*) to play in the school team.

- 5 In pairs or as a group, discuss the questions.
- In which Olympic events does Poland usually do best?
 - What would you say are the most popular sports in Poland?
 - Which famous Polish sportspeople can you name? What are they famous for?

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

A bad	B good	C tall
D scored	E short	F won

Jerzy Klempel (1953–2004)

Klempel began his sports career as an ice hockey player but changed to handball in 1970. The highlight of his career was when he represented his country at the 1976 Olympics, where he (1) a total of 23 goals and helped his team get a bronze medal. In the 1980 Olympics, he was the top scorer of the tournament, but the team's performance was not (2) enough to win a medal. At 1 metre, 92 centimetres, Klempel was so (3) that he could jump higher than the other players and shoot above their heads.

- 1 Read the advertisement and answer the questions.



COME TO OUR GYM



and we guarantee that you'll feel better.
If you don't feel healthier and fitter after one month, we'll give you your money back!

- All you need is half an hour a day.
- You're sure to make friends.
- Keeping fit is fun!



- 1 Why do people go to the gym?
- 2 What sort of things can you do at the gym?
- 3 Why might going to the gym make you feel better?

- 2 Read Bill's blog entry and answer the questions.

My blog
✕

◀ previous
18th September
next ▶

You won't believe it, but I've joined a gym!
I joined in order to get fit.
I usually spend half an hour on the exercise bike or the treadmill to build up my legs.
I really like going there because it's cheap and it makes me feel good!

Which sentence says ...

- 1 what Bill likes about the gym?
- 2 why Bill joined a gym?
- 3 what Bill does at the gym?

- 3 The model blog entry in exercise 2 is too short. In pairs, discuss where you could include these sentences to add extra information.

- A I've also met some really nice people.
- B Then I use the other equipment to make my arms and back stronger.
- C It's near my house and I go there three times a week after school.
- D In my next blog entry, I'll tell you about them.
- E I also wanted to exercise more in order to keep active during the winter months.

TIP Po napisaniu pracy zawsze sprawdzaj, czy mieści się ona w wymaganym limicie słów (50–120). Jeśli jest zbyt długa, ponownie przeczytaj polecenie i wykreśl z pracy zbędne informacje. Jeśli jest zbyt krótka, zastanów się, w jaki sposób możesz dodatkowo rozwinąć informacje podane w poleceniu.

- 4 Read the writing task. Copy the chart into your notebook and use the questions in the box to complete it. Then make notes to answer the questions about each bullet point in the task.

OPEN TASK Od jakiegoś czasu uprawiasz nową dyscyplinę sportu. Piszesz o tym na swoim blogu.

- Wyjaśnij, dlaczego wybrałeś/wybrałaś tę dyscyplinę sportu.
- Opisz zasady, jakie w niej obowiązują.
- Napisz, w jakich zawodach sportowych ostatnio brałeś/brałaś udział.

Post powinien zawierać od 50 do 120 słów.

Can you score points? How?
Where / When was the sporting event?
Why did you choose that sport?
What equipment do you use?
Do you throw / hit / kick a ball?
What happened? Did you win?
What is the aim of sport?

	Questions to ask and answer	Your notes
1		
2		
3		

- 5 In your notebook, make a paragraph plan for the writing task in exercise 4.
- 6 In your notebook, match the sentence halves in the Phrase Box.

PHRASE
BOX

- 1 You wear a helmet in
- 2 I go running so
- 3 I wear knee pads so as
- 4 You put the ball in the net to
 - a not to get hurt.
 - b get a point.
 - c order to protect your head.
 - d as to keep fit.

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

My blog
✕

◀ previous
15th February
next ▶

Today I'm going to tell you about a sport I've recently taken up.

VOCABULARY, pp. 24–25

Sport / Sport

athletics /æθ'letiks/ lekkoatletyka
baseball /'beɪsbɔ:l/ baseball
boxing /'bɒksɪŋ/ boks
canoeing /kə'nu:ɪŋ/ kajakerstwo
climbing /'klaɪmɪŋ/ wspinaczka
cricket /'kɪkɪt/ krykiet
cycling /'saɪklɪŋ/ kolarstwo
diving /'daɪvɪŋ/ nurkowanie
football /'fʊtbɔ:l/ piłka nożna
golf /gɒlf/ golf
gymnastics /dʒɪm'næstiks/ gimnastyka
horse-riding /'hɔ:(r)s raɪdɪŋ/ jazda konna, jeździectwo
ice hockey /'aɪs hɒki/ hokej na lodzie
ice-skating /'aɪs skeɪtɪŋ/ łyżwiarstwo
rollerblading /'rɒlə(r) blædɪŋ/ jazda na łyżworolkach
rugby /'rʌɡbi/ rugby
running /'rʌnɪŋ/ bieganie
skateboarding /'skeɪtbɔ:(r)dɪŋ/ jazda na deskorolce
skiing /'ski:ɪŋ/ narciarstwo
snowboarding /'snəʊbɔ:(r)dɪŋ/ jazda na snowboardzie
squash /skwɒʃ/ squash
surfing /'sɜ:(r)fɪŋ/ surfing
swimming /'swɪmɪŋ/ pływanie
table tennis /'teɪb(ə)l tenɪs/ tenis stołowy
tennis /'tenɪs/ tenis ziemny
(beach) volleyball /bi:tʃ 'vɒlibɔ:l/ siatkówka (plażowa)
weightlifting /'weɪtlɪftɪŋ/ podnoszenie ciężarów
wrestling /'res(ə)lɪŋ/ zapasy
Sports equipment / Sprzęt sportowy
ball /bɔ:l/ piłka
bat /bæt/ kij (do baseballa, krykieta)
board /bɔ:(r)d/ deska
boots /bu:ts/ buty (np. korki)
club /klʌb/ kij golfowy
costume / trunks /'kɒstju:m / trʌŋks/ strój kąpielowy/kąpielówki
goal /gəʊl/ bramka
goggles /'gɒɡ(ə)lz/ gogle, okulary ochronne
helmet /'helmit/ kask
net /net/ siatka, kosz (w koszykówce)
racket /'rækɪt/ rakiet
skis /ski:s/ narty
strip /stri:p/ strój sportowca
wetsuit /'wetsu:t/ pianka do nurkowania
Sports facilities / Obiekty sportowe
(athletics / sports) stadium /æθ'letiks / spɔ:(r)ts 'steɪdiəm/ stadion lekkoatletyczny/sportowy
(boxing) ring /'bɒksɪŋ rɪŋ/ ring (bokserski)
(dry) (ski) slope /draɪ 'ski: sləʊp/ (sztuczny) stok (narciarski)
(football / rugby) pitch /'fʊtbɔ:l / 'rʌɡbi pɪtʃ/ boisko do piłki nożnej/rugby

(health and fitness / sports) centre /helθ ənd 'fɪtnəs / 'spɔ:(r)ts sentə(r)/ klub fitness/sportowy
(ice-skating) rink /'aɪs skeɪtɪŋ rɪŋk/ lodowisko
(Olympic-size) (swimming) pool /ə'lɪmpɪk saɪz 'swɪmɪŋ pu:l/ basen (olimpijski/pływak)
tennis / basketball court /'tenɪs / 'bɑ:skɪtbɔ:l kɔ:(r)t/ kort tenisowy/boisko do koszykówki

Sportspeople / Sportowcy

athlete /'æθli:t/ lekkoatleta
boxer /'bɒksə(r)/ bokser
cyclist /'saɪklɪst/ kolarz
diver /'daɪvə(r)/ nurek
footballer /'fʊtbɔ:lə(r)/ piłkarz
gymnast /'dʒɪmnæst/ gimnastyk
runner /'rʌnə(r)/ biegacz
swimmer /'swɪmə(r)/ pływak
weightlifter /'weɪtlɪftə(r)/ sztangista

Sports training and events / Trening i zawody sportowe

athletic /æθ'letɪk/ wysportowany
beat /bi:t/ pokonać, wygrać z kimś
captain /'kæptɪn/ kapitan
catch /kætʃ/ złapać
champion /'tʃæmpiən/ mistrz
cheer /tʃɪə(r)/ wiwatować, wznosić okrzyki
coach /kəʊtʃ/ trener
compete /kəm'pi:t/ konkurować
draw /dra:/ zremisować, remis
enter /'entə(r)/ brać udział (w zawodach)
hit /hɪt/ uderzyć
join /dʒɔɪn/ przyłączyć się
kick /kɪk/ kopnąć
lose /lu:z/ przegrać
miss /mɪs/ chybić, nie trafić
player /'pleɪə(r)/ gracz
position /pə'zɪʃ(ə)n/ pozycja
practise /'præktɪs/ ćwiczyć
score goals /sko:(r) 'gəʊlz/ strzelać gole
support /sə'pɔ:(r)t/ kibicować
team /ti:m/ zespół, drużyna
throw /θrəʊ/ rzucać
train /treɪn/ trenować
trainer /'treɪnə(r)/ instruktor, trener
win /wɪn/ wygrywać

READING, p. 26

tournament /'təʊ(r)nəmənt/ turniej
professional athlete /prə'feʃ(ə)nəl 'æθli:t/ zawodowy sportowiec
supporter /sə'pɔ:(r)tə(r)/ kibic
referee /refə'ri:/ sędzia (np. w piłce nożnej)

LISTENING, p. 30

get muddy /get 'mʌdi/ pobrudzić się błotem
kit /kɪt/ komplet, zestaw
lap /ləp/ okrążenie (np. wokół stadionu)
protect /prə'tekt/ chronić
trip /trɪp/ potknąć się

OTHER WORDS

break a record /breɪk ə 'rekɔ:(r)d/ pobić rekord
bronze medal /brɒnz 'med(ə)l/ brązowy medal
come second /kʌm 'sekənd/ zająć drugie miejsce
crash into sb /'kræʃ ɪntu: səmbədi/ wpaść na kogoś
focused /'fəʊkəst/ skoncentrowany, skupiony
get hurt /get 'hɜ:(r)t/ zranić się
highlight /'haɪlaɪt/ ważny moment
incredible /ɪn'kredəb(ə)l/ niezwykły
involve /ɪn'vɒlv/ obejmować
opponent /ə'pəʊnənt/ przeciwnik
penalty /'pen(ə)lti/ kara, punkty karne, karny
record holder /'rekɔ:(r)d həʊldə(r)/ rekordzista
rule /ru:l/ reguła, zasada (gry)
sports camp /'spɔ:(r)ts kæmp/ obóz sportowy
stage /steɪdʒ/ etap
tactics /'tæktɪks/ taktyka
take turns /,teɪk 'tɜ:nz/ zmieniać się

1 In pairs or groups, discuss these questions. Give reasons for your answers.

- What do you do to keep fit?
- Do you prefer individual or team sports? Why?
- Would you like to take up a new sport? Which one?
- Do you prefer to do sport for fun or for competition?
- Have you ever tried or heard of any unusual sports?

2 In pairs or groups, talk about the quote below. What does it mean? What sport does it describe? Do you agree with it? Why (not)?

“One bad move nullifies forty good ones.”
(I.A. Horowitz)

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



This photograph shows two men who are sitting in a boxing (1) . They are both wearing trunks and special (2)  on their heads. They look like boxers, but they are not fighting now. In fact, they are playing a (3)  of chess. This unusual sport is called chess boxing and involves two different activities: boxing and chess. In order to (4) , a player must be (5)  than the opponent at one of those sports.

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

CHESS! CHESS! CHESS!

Fancy seeing a crowd of people cheering “Chess! Chess! Chess!”? – go to a chess boxing fight. It was first played in 2003 in Berlin. The rules aren’t too complicated. Two players take turns to do a round of boxing and then play a four-minute-long game of chess. (1)  One player must beat the other either at chess or at boxing.

For first-time spectators, chess boxing may seem a bit strange. (2)  The crowd is cheering and supporting their favourite. Then, the players take off their gloves, and sit down at the chess table. They suddenly look calm and focused. (3)  But it gets more difficult in the later stages of the match when the players are more tired from the physical rounds of boxing.

Chess boxing is not an easy sport to practise. (4)  And if you want to enter professional tournaments, you must be really good at both sports. This hybrid sport* might seem unusual, but it is becoming popular among those who look for new ways to compete and win.

* A hybrid sport is one which combines two or more sports in order to create a new sport.

- A This is not surprising, because speed chess requires the players to concentrate.
- B The boxing rounds, in turn, last three minutes each.
- C You need to train both the body and the mind.
- D Chess boxing may become an Olympic sport in the future.
- E First, you see two people dressed in their boxing strips, fighting fiercely in the ring.

5 In pairs or groups, discuss the questions below.

- In your opinion, what is more important in chess boxing: to be good at boxing or to be good at chess? Why?
- Would you go to see a chess boxing event? Why (not)?

6 In pairs, look at the names of other hybrid sports. Talk about the facilities and equipment you think people need to do these sports.

cycleball frisbee golf footvolley tennis polo

7 In groups, invent a new hybrid sport from the ones you learnt in the unit and present it to the class. Think about:

- how many players will be involved;
- what the players will have to do to win;
- what the rules will be;
- what equipment and/or facilities will be required.

VOCABULARY

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

- 1 Ten teams *missed* in the tournament, but our team came first and won the trophy.
- 2 I'd like to be fitter and stronger – that's why I *competed* the gym.
- 3 I couldn't go diving with my friends because I forgot to take my *bat*.
- 4 Wesley tried to learn how to play cricket, but he didn't even know how to hold a *coach*.
- 5 The goalkeeper tried to catch the ball, but he *joined* it and his team lost the match.
- 6 One of the boxers was warming up in the *wetsuit*, waiting for his opponent.
- 7 Mr Smith is the best *slope* our team has ever had. No one supported us like he does.
- 8 Skiing isn't much fun today because there is too little snow on the *ring*.

GRAMMAR

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

- 1 Snowboarding is *much easier* / *more easier* / *as easy* than I thought.
- 2 Jill is more athletic and stronger *as* / *from* / *than* me.
- 3 The pitch was *such* / *such a* / *so* wet that the boys couldn't play football.
- 4 I'm not *so fast* / *fast enough* / *too fast* to become a runner.
- 5 Gary is the *most big* / *biggest* / *more bigger* weightlifter I've ever seen.
- 6 Roger Federer is *so* / *what* / *such* a great tennis champion that thousands of fans all over the world admire him.
- 7 I think cycling is *more boring* / *the most boring* / *so boring* sport to watch on TV.
- 8 A tennis court is not *too small* / *small enough* / *as small* as it may seem.

USE OF ENGLISH

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

10th October, 2020

THE QUEEN OF PARIS

Meet Iga Świątek, a 19-year-old tennis player from Poland, who has just (1) 



her first Grand Slam tournament in Paris. On her way to victory, she managed to (2)  other players without even losing a set. Even if you don't know too much about tennis, you have to admit that this is a great achievement for (3)  a young player. Not too many people were able to enter Roland-Garros stadium to watch her play because of the pandemic, but those who were lucky to be there, admired (4)  fast and strong she was.

- | | | |
|------------|---------|-----------|
| 1 A played | B won | C entered |
| 2 A cheer | B train | C beat |
| 3 A so | B too | C such |
| 4 A how | B so | C enough |

CUMULATIVE REVIEW

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

My blog

JIMMY'S BLOG – SPORT AND ME

When I (1) *have been* / *was* / *am* a kid, I wanted to become a professional basketball player. It's been my favourite sport (2) *for* / *from* / *since* early childhood. I wanted to be like LeBron James – (3) *so* / *such* / *how* strong, fast and tall. I (4) *used to practise* / *practise* / *was going to practise* every day. I didn't (5) *afford* / *shop* / *spend* my pocket money on anything, just to be able to buy basketball shoes and the (6) *strips* / *costumes* / *clubs* that LeBron James wore. Unfortunately, I'm not (7) *too tall* / *tall enough* / *so tall* to play basketball professionally. But even though I'm (8) *short* / *shorter* / *shortest* than many other boys my age, I am really, really fast. Two years ago, my PE teacher suggested that I (9) *will* / *should* / *can* try table tennis. It turned out that I'm really good at it. I still watch a lot of basketball, but I love playing table tennis, too. I've already (10) *beaten* / *passed* / *won* quite a lot of tournaments! Does anyone have a similar story to tell? Share it!

VOCABULARY

- 1 In your notebook, match each pair of words to a person. Then add one more word to each pair.

- | | |
|-------------------------|--------------------|
| 1 instrument, orchestra | a swimmer |
| 2 stage, theatre | b actor |
| 3 clothing, runway | c tennis player |
| 4 portrait, colours | d fashion designer |
| 5 pool, goggles | e musician |
| 6 stadium, track | f runner |
| 7 pitch, team | g footballer |
| 8 racket, ball | h painter |

- 2 In your notebook, complete sentences 1-8 with the words in the box.

• put • draw • perform • catch • cheer • beat
• set • score

- The novel is _____ in London during the 1960s.
- Michelle is going to _____ a dance in the school concert.
- She used a pencil to _____ the landscape.
- We've decided to _____ on a play at the end of term.
- Mark tried to _____ the ball but dropped it at the last moment.
- If they _____ one more point, they'll win the game.
- Our team might win if we _____ loudly for them.
- You won the last game, but I'm going to _____ you in the next.

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

- Helen is taking a _____ class to learn how to take better pictures.
a drama b drawing c photography
- I love the _____ to this film – I could listen to it all day.
a plot b sketch c soundtrack
- The characters in the book were interesting, but I thought the _____ was a bit boring.
a article b plot c performance
- My mum is a _____ and writes for a national newspaper.
a presenter b journalist c headline
- They're opening a new fitness _____ in my neighbourhood.
a centre b stadium c rink

- If you're going to ride a bike, you need to wear a _____.
a kit b helmet c board
- Jack wants to _____ a gym in order to get fit.
a join b support c enter
- We're going _____ along the river this weekend.
a surfing b skiing c canoeing

GRAMMAR

- 4 In your notebook, complete sentences 1-8 with the words in the box.

• such • soon • how • after • enough • so
• until • too

- I'll practise my flute _____ it's time for dinner.
- The play will start as _____ as everyone's seated.
- Her performance was _____ incredible that the audience stood and clapped.
- Once you play tennis, you'll learn _____ hard it is.
- It's _____ wet to train outdoors today.
- She wasn't fast _____ to win the race.
- You can practise your guitar _____ you do your homework.
- It was _____ a terrible concert that they wanted their money back.

- 5 In your notebook, complete sentences 1-10 with the correct form of the words in brackets. Write no more than three words in each gap.

- They usually cancel the parade if it (rain) _____.
- If we arrive at the theatre late this evening, we (not get) _____ good seats.
- Swimming as a sport is not as (fun) _____ it looks.
- The lead actress was (tall) _____ than all the other people on stage.
- If the gallery doesn't sell your paintings, what (do) _____?
- Do you think science is (exciting) _____ art?
- That is (bad) _____ song I have ever heard!
- I'll call you when I (get) _____ home after the play this evening.
- If you were rich and famous, (you / move) _____ house?

USE OF ENGLISH

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



This is a photo of me with my teammate Patrick at a (1) _____ match. Patrick is on the right of the picture, and as you can see, he's a little (2) _____ than me. Of course, he's 13 and I'm only 11. We're (3) _____ in the photo because we won our match that day against the other team. Next week, we're going to play against a tough opponent, the Tigers. I (4) _____ we do well!

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

A continue B main C performers
D presenters E stand F top

★ ARE STARS PAID TOO MUCH? ★

In film, music, and sport, the best (1) _____ are paid millions every year to entertain us. Some people believe they're worth it. People will spend money on a film if their favourite actor is in the (2) _____ role. The same is true for sporting or musical events. When a famous singer puts on a concert, some fans will (3) _____ in a queue for hours to get the best tickets. If people want to pay a lot of money to see a star, shouldn't that star be well-paid? What do you think?

LANGUAGE FUNCTIONS

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

- Wybierasz się na mecz piłki nożnej z tatą. Chcesz zaprosić swojego kolegę. Co powiesz?
A May I go to a match with my friend?
B Can I invite a friend to join us?
C Are you planning to invite my friend?
- Twoja koleżanka pyta cię, jak nakręcić film na YouTube. Co powiesz, aby jej to wyjaśnić?
A Here's a good webcam.
B First, you need a good webcam.
C I recently bought a new webcam.
- Twój kolega zaprosił cię na koncert, ale nie ma czasu odebrać biletów. W jaki sposób zaoferujesz mu pomoc?
A I'll go and collect the tickets if you want.
B Go and collect the tickets.
C We should get the tickets soon.

- 9 **OPEN TASK** Uzupełnij dialogi. Wpisz w każdą lukę (1–2) brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty. Odpowiedzi zapisz w zeszycie.

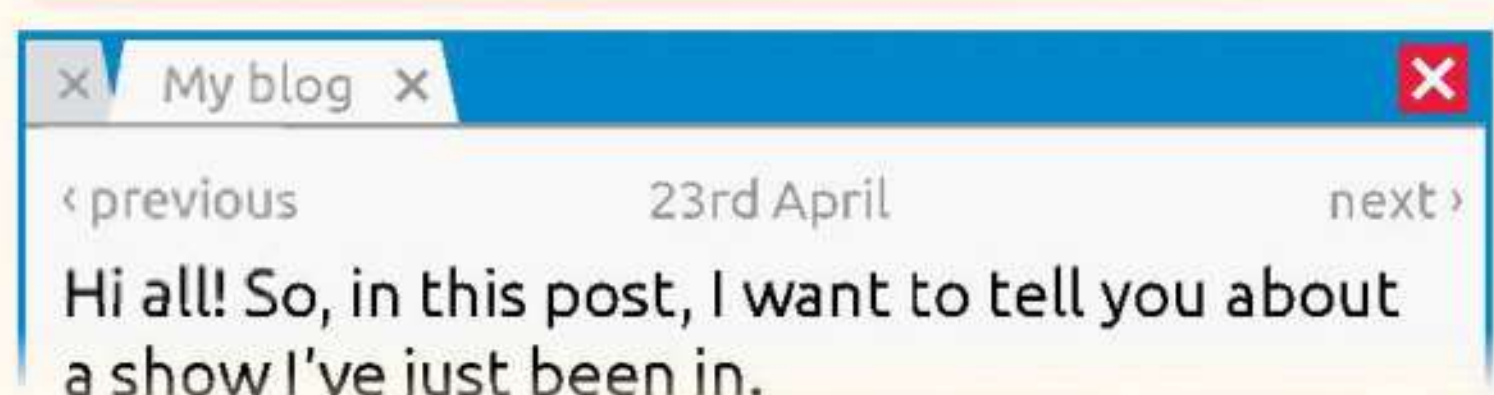


WRITING

- 10 **Read the instructions and do the writing task.**

- OPEN TASK** Niedawno wzięłeś/wzięłaś udział w szkolnym przedstawieniu. Napisz wpis na bloga.
- Opisz, o czym był spektakl i jaką rolę w nim grałeś/grąłaś.
 - Napisz, jaka była reakcja publiczności.
 - Zachęć czytelników do obejrzenia nagrania wideo z przedstawienia na YouTube.

Post powinien zawierać od 50 do 120 słów.



PARTS OF THE BODY

- 1 In your notebook, match the words in the box with parts of the body (1–11) in the picture.

• cheek • ankle • wrist • elbow • neck
• forehead • knee • stomach • shoulder
• waist • chin

HEALTHY LIFESTYLE

- 2 Work in pairs. How important are the lifestyle choices below for staying healthy?

In your notebook, write:

- 1 = extremely important
2 = quite important
3 = not so important.

Share your ideas with the class, giving reasons for your answers.

I think that eating fruit and vegetables is extremely important because we need vitamins to keep healthy.

- a be positive
- b drink lots of water
- c eat fruit and vegetables
- d get fresh air
- e get lots of sleep
- f get regular check-ups
- g have a balanced / healthy diet
- h have close relationships with family / friends
- i exercise

- 3 Work in pairs. Which of the things from exercise 2 do you do? Can you think of any lifestyle choices which are bad for our health?

- 4  08 Listen to a podcast about forest bathing and, in your notebook, complete the gaps.

- 1 Forest bathing involves sitting in a forest and in fresh air.
- 2 Forest bathing helps to our heart rate and blood pressure.
- 3 It also generally our health.
- 4 Scientists think that it helps our immune .
- 5 This can help to cancer and other diseases.



The human body

ILLNESSES AND ACCIDENTS

- 5 In your notebook, match the words and phrases in the box with a medical problem that each person (1–6) has. There is one extra word or phrase that you do not need to use.

• headache • sore throat • high temperature
• runny nose • broken leg • sprained ankle
• stomach ache

- 1 It really hurts to swallow and I can't talk properly!
This person has a .
- 2 I think I ate something bad.
This person has .
- 3 My forehead is really hot!
This person has a .
- 4 Do you want to write something on the plaster cast on my leg?
This person has a .
- 5 I need another tissue!
This person has a .
- 6 I fell while I was out running. Now it's really painful and I can't walk properly.
This person has a .



Have you ever done an extreme or adventure sport? What was it like?

6 Choose the odd one out. Write the answers in your notebook.

- 1 Anna suffers from *asthma* / *an allergy* / *broken bones*.
- 2 Don't spread germs on other people! Cover your mouth when you *cough* / *sneeze* / *faint*.
- 3 Melanie was very ill with flu, but she's *mending* / *recovering* / *getting better* now.
- 4 Mum, my legs *hurt* / *pain* / *ache* today.
- 5 Kelly is keeping her son at home today because she doesn't want him to catch the *virus* / *earache* / *cold* that's going round.
- 6 The doctor gave me a *prescription* / *check-up* / *receipt*.
- 7 I'm feeling a bit *dizzy* / *poor* / *unwell*. I think I'll lie down for a few minutes.
- 8 Why don't you take some syrup for your *cough* / *infection* / *back pain*?

7 In your notebook, match each medical problem in the box with descriptions 1–7.

• sting • bruises • flu • nosebleed • hay fever
• spots • acne

- 1 If you hit or bang a part of your body hard you will get these.
- 2 When this happens to you, you must tip your head forward and pinch your nostrils to stop the blood coming out.
- 3 This is caused by a bee or wasp, for example, and might give you red skin or pain.
- 4 Teenagers often get these on their cheeks or forehead.
- 5 This medical problem causes a lot of red marks on your face and neck.
- 6 People who are allergic to flowers sneeze and have a runny nose because of this.
- 7 This virus usually causes you to have a fever, cough, sore throat, and headache.

TREATMENT

8 In your notebook, match the words in the box with pictures 1–6.

• cream • bandage • first-aid kit • pills / tablets
• thermometer • plaster

9 The words in bold are in the wrong sentences. Write the correct sentences in your notebook.

- 1 After the doctor had stitched up the wound, the nurse wrapped a **pill** around it.
- 2 I was given this **syrup** to put on the spots.
- 3 This **bandage** will help stop your cough. Drink it with a spoon.
- 4 **Plasters** are used to fight off bacteria, not viruses.
- 5 My grandmother takes a **thermometer** for her high blood pressure.
- 6 You should always have **antibiotics** in your first-aid kit for small cuts.
- 7 Put this **cream** under your arm to see if you have a high temperature.

10 How much do you know about medical treatments? Take the quiz and find out!

QUIZ!

- 1 What should you do if you cut yourself badly?
 - A Put pressure on the skin until the bleeding stops.
 - B Put the cut under running cold water immediately.
 - C Call a friend and start screaming loudly.
- 2 What's the best way to treat acne?
 - A Follow a balanced diet and leave your skin alone.
 - B Apply a skin cream to help with the redness.
 - C Drink lots of water and stay out of the sun.
- 3 What should you do if you have toothache?
 - A Take an aspirin and see a dentist as soon as you can.
 - B Put ice on it and keep it there for several minutes.
 - C Go to hospital and ask to see the nurse.
- 4 How do we treat the flu?
 - A Take flu medicine and get lots of rest.
 - B Have a hot bath for half an hour.
 - C Sit in a sauna until you sweat the virus out.

See p. 102 for results »

11 Work in pairs. Describe a situation when you or someone you know was ill. What did you/they do? What medicine did you/they take? How long did it take for you/them to get better?





bee sting therapy



snake massage therapy



aromatherapy



acupuncture

1 Work in pairs. Would you like to try any of the treatments above? Why (not)?

2 **OPEN TASK** Przeczytaj tekst o klubie morsów, a następnie na jego podstawie uzupełnij luki 1–5 w notatce, którą wykorzystasz w szkolnej prezentacji. Luki należy uzupełnić w języku polskim. Odpowiedzi zapisz w zeszycie.



The Coney Island Polar Bear Club was created by Bernarr Macfadden in 1903.

He believed that bathing in the ocean during the winter could help people stay in good health. That's why he created the oldest winter bathing organisation in the United States. Members of the club swim in the Atlantic Ocean every Sunday from November to April, but their swim on New Year's Day is very special. About 3,000 swimmers and around 6,000 spectators take part in this event. The swimmers wear bathing suits or even warm clothes and bathe in the very cold waters of the Atlantic. Members of the Club swim in the freezing cold water not only for health reasons – they also regularly collect money for sick children.

Prezentacja: The Coney Island Polar Bear Club

- Klub został założony przez Bernarra Macfaddena w (1) _____ roku.
- Celem członków klubu jest utrzymanie dobrego zdrowia.
- Członkowie klubu zażywają zimnych kąpeli raz w tygodniu od listopada do (2) _____.
- Specjalna kąpiel odbywa się w dzień (3) _____.
- Niektórzy uczestnicy są ubrani w stroje kąpielowe, a inni w (4) _____.
- Oprócz dbania o własne zdrowie, członkowie klubu zbierają pieniądze dla (5) _____.

3 In your notebook, complete the leaflet with the words in the box.

• healthcare • regular • limit • active • skip
• sleep • sugary • take

HOW TO BE A HEALTH CHAMPION!

- Don't (1) _____ meals.
- (2) _____ control of how much and what types of food you eat.
- Avoid (3) _____ drinks.
- Go to bed at a (4) _____ time.
- Try to get at least 8 hours of (5) _____ each night.
- Be physically (6) _____ for at least 60 minutes a day.
- Try to (7) _____ TV and computer game time.
- Talk to a (8) _____ professional.

4 Work in pairs. Which pieces of advice in exercise 3 do you find most useful for teenagers? Why?

5 Work in pairs. Prepare a dialogue in which you give advice to a friend who has one of the problems below. Use the phrases from exercise 3 to help you. Then change roles.

- feel tired
- have sleep problems
- have a sore throat
- catch colds easily
- have back pain
- play computer games for a few hours every day

A: I feel tired all the time.

B: I think you should go to bed at a regular time.
Don't stay up so late.

- 1 In pairs or groups, discuss the questions.
 - Think of a time you asked someone to do something. What did you say? What did they say?
 - Think of a time someone asked you to do something. What did they say? What did you say?
- 2 Choose the correct words to complete the Phrase Box and write them in your notebook.

PHRASE BOX

Making a request

- Can you help me (1) **with / for** this?
- Could I (2) **speak / tell** to a doctor?
- (3) **I'd / I** like to (4) **make / do** an appointment.
- Would it be OK if I stayed at home today?

Accepting a request

- Yes, (5) **of / off** course (I/you can / I will).
- Sure!
- No problem.

Refusing a request

- I'm afraid I can't.
- I'm afraid (6) **not / no**.
- I'm sorry, you can't.
- That's not possible.

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

1 Doznałeś/Doznałaś urazu kostki i jesteś u lekarza. Jak poprosisz go, aby zbadał twoją kostkę?

- A I'm afraid you can't look at my ankle.
- B How did you hurt your ankle?
- C Could you look at my ankle?

2 Twoja ciocia jest przeziębiona i prosi cię, żebyś poszedł/poszła do apteki. Jak odpowiesz?

- A That sounds nice.
- B Yes, of course.
- C Yes, thank you.

3 Twoja koleżanka źle się czuje. Co jej doradzisz w tej sytuacji?

- A When did you last lie down?
- B Why don't you lie down?
- C Where do you usually lie down?



- 4 Did these people accept or refuse the request? Read dialogues 1–3 and choose the correct answer. Write the answers in your notebook.

1 X: Can I have a glass of water?
Y: *I'm afraid not. / No problem.*
X: Thanks.

2 X: I'd like to book a table at your restaurant for Saturday night.
Y: *I'm sorry. That's not possible. / Yes, of course.*
We're full.
X: Oh, OK. Thanks anyway.

3 X: Could you look at my shoulder? I think I've pulled a muscle.
Y: *I'm afraid not. / Of course.*
X: Great.

- 5 Read dialogues 1–4 in exercise 6. In which dialogues is somebody making a request?

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

1 X: How's your cough?
Y: It's getting worse. Could you get some cough syrup for me?
X: Yes,  I can.

2 X: I'm not feeling well. Would  if we had lunch another day?
Y: Sure! No problem.

3 X: Good morning, Dr Collins' surgery.
Y: Hi. I'd like to make an appointment with the doctor today.
X: That's . He's fully booked for the day. How about tomorrow morning?
Y: Yes, that's fine.

4 X: I can't come to the swimming club today because I've got a cold.
Y: Oh dear. Well, I hope you  soon.
X: Thanks.

- 7 Study the phrases in the Teen Talk box. How do you say them in your language?

TEEN TALK

 Get me some aspirin from the cupboard, would you?

 **Positive reply:** Coming right up! / Yup, just a sec.

 **Negative reply:** Get it yourself!

Past perfect

- Użyj czasu *past perfect*, aby opisać czynności lub sytuacje przeszłe, które miały miejsce wcześniej niż inne wydarzenia w przeszłości, np. *She didn't know how to play tennis because she **hadn't** tried it before.*

Zdania twierdzące

I / You / He / She / It /	had ('d)	German
We / You / They	learnt	before.

Zdania przeczące

I / You / He / She / It /	had not (hadn't)	German
We / You / They	learnt	before.

Pytania

Odpowiedzi

Had he practised this sport?	Yes, he had . No, he hadn't .
Had they won any match before James joined the team?	Yes, they had . No, they hadn't .
Where had she lived before she moved to Poznań?	

- 1** In your notebook, complete sentences 1–4 with the correct form of the verbs in brackets. Use the past perfect.

- When I joined the gym, I felt very unfit at first because I **(not do)** any sports for a few years.
- Peter couldn't dance at my birthday party because a week earlier he **(break)** his leg.
- Tom told me yesterday that he didn't play basketball in the club any longer. He **(give)** it up a few weeks earlier.
- After my little brother **(eat)** too much chocolate, he had a terrible stomachache.

- 2** In your notebook, write past perfect sentences about situations 1–7. Use the word in brackets to join the sentences.

Tom trained hard for three months. He won the tennis tournament. **(after)**

After Tom had trained hard for three months, he won the tennis tournament.

- Mr Jenkins couldn't see the doctor. The doctor left his office an hour earlier. **(because)**
- She went to bed. Monica drank a glass of hot milk. **(before)**
- Someone stole Ann's bicycle. Ann did not go cycling with us last weekend. **(because)**
- Peter felt better. Peter stayed all week in bed. **(after)**
- The film started. Then we arrived at the cinema. **(by the time)**

- My sister stayed up all night. She was very tired in the morning. **(because)**
- We played Monopoly. We finished doing our homework. **(after)**

Past tenses: revision

- Użyj czasu *past simple*, aby opisać czynności i sytuacje, które zostały zakończone w przeszłości, np. *Sue **went** to see a dentist yesterday.*
- Użyj czasu *past continuous*, aby opisać czynności, które trwały w momencie, kiedy miała miejsce inna czynność przeszła, np. *I **was running** in the park when I met my English teacher.*
- Użyj czasu *past perfect*, aby opisać czynności lub sytuacje, które miały miejsce przed inną czynnością lub sytuacją w przeszłości, np. *We all **felt** very tired after we **had run** almost five kilometres.*

- 3** In your notebook, complete sentences 1–6 with the correct past form of the words in brackets. Use no more than four words.

- Sue felt much better after she **(tell)** her mother about her problem.
- Mark hurt his leg badly while **(he / play / basketball)** last week.
- (I / never / meet)** a famous person before, so I didn't know what to say.
- (you / watch)** 'You Can Dance' when I called you last night?
- Mike **(break / arm)** while he was skiing in the Tatras.
- What **(you / do)** when I called? You did not answer the phone.

- 4** In your notebook, complete the text with the correct past forms of the verbs in brackets.

It was a long lunch break and Wayne ¹**(have)** his lunch in the school canteen. He ²**(sit)** alone because he had started that school only two days earlier and still ³**(not make)** any friends. So, he ⁴**(feel)** quite surprised when Gareth, the captain of the school football team, ⁵**(come)** over to his table. 'You're Wayne, right? You ⁶**(be)** at St Patrick's High School before you ⁷**(come)** to us. And you ⁸**(play)** for their football team there.' 'Yes, how do you know that?' 'Our coach ⁹**(tell)** me about you yesterday. You know, before he started to work in our school, he ¹⁰**(be)** your ex-coach's assistant and they're still close friends. Anyway, the thing is we could do with a good player. Interested?'

5 In your notebook, complete sentences 1–5 with your own ideas.

- 1 When Tom got back to his car, he discovered that someone _____.
- 2 By the time I arrived at school, _____.
- 3 When we reached the top of the mountain, _____.
- 4 When Juila got home, her parents _____.
- 5 While they were cleaning their house, _____.
- 6 The accident happened because _____.
- 7 The test had already started when I _____.
- 8 While I was revising for the test, my friends _____.
- 9 When the teacher walked into the room, the boys _____.

Verb patterns

- Użyj bezokolicznika z to:
 - aby wyrazić cel, np. *We went to the cinema to see a film.*
 - po niektórych przymiotnikach, np. *We were really excited to meet the actors.*
 - po niektórych czasownikach, np. *advise, agree, ask, choose, decide, expect, manage, mean, offer, plan, promise, tell, want, would like.*
My parents promised to buy me a new guitar.
The doctor asked us to visit her after a month.
- Użyj formy czasownika z końcówką -ing:
 - po niektórych czasownikach, np. *like, love, enjoy, hate, (not) mind, prefer*, np. *She enjoys watching soap operas.*
 - po wyrażeniach z przyimkiem, np. *be good at, be keen on, be sorry for*, np. *We were keen on seeing the show.*
 - po czasownikach, po których występuje przyimek, np. *thank for, think of, prepare for, dream of / about, look forward to*, np. *I'm thinking of going to Ireland next summer.*

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

- 1 I don't enjoy **watching** / **to watch** horror films.
- 2 I asked my mother **helping** / **to help** me write an essay.
- 3 Are you thinking of **visiting** / **to visit** Oxford when you go to England in summer?
- 4 Sue was really sad **leaving** / **to leave** her friends when she moved to another town.
- 5 My brother decided **studying** / **to study** mathematics.
- 6 I'm really looking forward **to going** / **to go** to my new school.
- 7 Are you fond of **reading** / **to read** historical books?

7 In your notebook, complete sentences 1–8 with the correct form of the verbs in brackets.

- 1 I'm not very good at (**play**) _____ the piano.
- 2 The teacher wants us (**write**) _____ a short story for next week.
- 3 She offered (**buy**) _____ the cinema tickets for us.
- 4 I prefer (**read**) _____ books to (**watch**) _____ films.
- 5 The film was so scary that I couldn't sleep after (**see**) _____ it.
- 6 She did a lot of research (**find**) _____ some information for her project.
- 7 I don't mind (**listen**) _____ to blues, although it isn't my favourite music.
- 8 Mrs Jory was very happy (**get**) _____ some flowers from her students.

8 In your notebook, complete sentences 1–6 with the correct form of the words in brackets. Use no more than five words.

- 1 I like films very much, and I (**interested** / **learn**) _____ more about the history of the cinema.
- 2 My brother is going out tonight, but I (**plan** / **stay**) _____ at home and watch a film on DVD.
- 3 My best friend (**dream** / **study**) _____ medicine in the future.
- 4 My mum always (**tell** / **I** / **clean**) _____ my room.
- 5 (**you** / **enjoy** / **go**) _____ to school?
- 6 My parents (**not** / **want** / **give**) _____ me money for a new laptop.

9 In your notebook, complete the second sentence so that it means the same as the first. Use no more than four words.

- 1 My friend often says I should join a band.
My friend often tells _____ band.
- 2 I'm quite sure she'll win the singing contest.
I expect her _____ contest.
- 3 Visiting the zoo was an exciting experience for the students.
The students were _____ the zoo.
- 4 I borrowed some money from Tom because I wanted to buy a hamburger.
I borrowed some money from Tom to _____.
- 5 'Would you like me to carry your bag?' asked my friend Peter
My friend Peter offered _____.

- 1 In your notebook, match the words and phrases in the box with the pictures (A–D). Have you ever done the activity or used the equipment?

• pilates • spin class • weight training • treadmill



- 2 09 **OPEN TASK** Usłyszysz dwukrotnie rozmowę telefoniczną. Uzupełnij luki 1–4 w poniższej notatce zgodnie z treścią nagrania. Odpowiedzi zapisz w zeszycie.

TIP

Zwróć uwagę na to, że często właściwą odpowiedź można wyrazić różnymi słowami, np. zwroty *30 minutes* i *half an hour* mają to samo znaczenie.

< New message

Hi Val,

I've just talked to the fitness trainer who runs the spin classes in (1) at the sports centre. I really need to (2) so I'm thinking of going along. Would you like to come with me? The class seems simple and the trainer is experienced. She's been a cyclist for more than (3) . She recommends this form of exercise because you don't (4) . Let me know if you're still interested.

Bye for now,
Sue

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

- 1 Mike has trouble walking because he suffers from a leg *injury* / *ache*.
- 2 Be careful not to *push* / *pull* a muscle when you're lifting heavy weights!
- 3 Henry visited the hospital to get *treatment* / *prescription* for a sprained ankle.
- 4 Joanne *saves* / *keeps* fit by exercising for half an hour every day.
- 5 I fell over last week and now it's *painful* / *aching* when I walk.

- 4 Work in pairs. Describe a time when you needed treatment for an injury. Use the phrases in the box or your own ideas.

• pull a muscle • hurt your knee • break a bone
• cut yourself

- 5 10 Usłyszysz dwukrotnie cztery wypowiedzi na temat różnych problemów ze zdrowiem. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) właściwe zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.

TIP

Pamiętaj, że aby dobrać właściwe zdania do wypowiedzi, należy w trakcie słuchania odszukać fragmenty wypowiedzi, które są parafrazą podanych stwierdzeń. Niekiedy w nagraniu możesz usłyszeć te same słowa, które występują w podanych stwierdzeniach. Wybierając odpowiedź, nie kieruj się jednak pojedynczymi wyrazami, gdyż możesz się wtedy pomylić.

This speaker

- | | |
|---|---------------------------------------|
| A | needed treatment for an injury. |
| B | stopped doing something harmful. |
| C | uses music to reduce stress. |
| D | tried a breathing technique to relax. |
| E | wore something for extra support. |

Speaker 1

Speaker 2

Speaker 3

Speaker 4

- 6 Work in pairs. What do you do to relax at the end of each day? What did you do on one particularly stressful day?

When I need to relax after an important test or exam, I usually go for a run and then take a long, hot bath.

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

Past perfect

- Paul took his daughter to hospital because she (*fall*) down the stairs.
- Jeff (*feel*) dizzy before he fainted.
- By the time John arrived at the clinic, the doctor (*already / leave*) .
- Jill was wearing a bandage on her arm because she (*burn*) it on the cooker.
- Jenny knew what to expect because it wasn't the first time she (*give*) blood.

- 2 Choose the correct word or phrase and write them in your notebook.

Verb patterns

- I'd like *take / to take* yoga classes.
- Some people enjoy *to go / going* to the dentist!
- Jane refused *to follow / following* a low-carb diet.
- Many people dislike *to take / taking* medicine.
- I promise *eating / to eat* more healthily after school starts.
- When summer's over, I miss *to swim / swimming* in the sea.
- Have you considered *to see / seeing* a skin doctor for your problem?

See Grammar pp. 42–43 »

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

- When she had flu, Dana (*refuse / see*) a doctor and just stayed at home.
- I reminded Jim about the dentist's bill, but he said he (*already / pay*) it.
- When you saw the doctor yesterday, (*you / give*) any medicine?
- The nurse (*just / finish*) bandaging Tom's arm when the doctor came in.
- Have you (*consider / buy*) an exercise bike?

- 4 **PHRASAL VERBS** In your notebook, complete the sentences with the prepositions in the box.

• after • off • up • over • down • out

- Alina threw on the coach journey because she hadn't taken a travel sickness pill.
- My head hurts and I've got a sore throat. I think I'm coming with a cold.
- It took Sarah ten days to get the flu, but she's feeling better now.
- Taking vitamin C can help you to fight infection by boosting your immune system.
- Mrs Smith has to stay at home today to look her son who isn't well.
- Mary passed after standing for a long time in the hot, overcrowded room.

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

< New message

Hi Kyle,
I wanted to tell you that Harriet is feeling much (1) now!
It seems that she (2) to take her medication for a few days. Her blood pressure went down and that's why she (3) out.
She went for a check-up yesterday and the doctor says there's (4) to worry about, so that's a relief!
How's everything with you? Write back soon.
Love,
Bethany

- | | | |
|-------------|-----------------|-----------------|
| 1 A best | B good | C better |
| 2 A forgets | B had forgotten | C has forgotten |
| 3 A threw | B passed | C went |
| 4 A nothing | B something | C anything |

- 6 In pairs or groups, discuss the questions

- Have you ever had to look after a friend or family member who was ill? What did you do to help them?
- What is the best way to fight off a cold? Do you use any home-made remedies?

- 1 When was the last time you had to cancel an appointment or miss a lesson because you were ill? How did you let people know? How did they react?
- 2 Andrew and Marek are roommates at a sports camp. Read Marek's note and complete gaps 1–4 in your notebook. Use your imagination.

Hi Andrew,

This is just a quick note to let you know I can't come to football practice this evening. I've actually got a small health problem. I saw the doctor today and he told me not to do any (1) . Hopefully I'll be better tomorrow.

I'm really sorry I can't (2) .

Could you let the coach know what the situation is?

I'm going to the chemist's now to get some (3) . I think I'll take the opportunity to go to the cinema this evening. Have fun at (4) .

Bye for now!
Marek

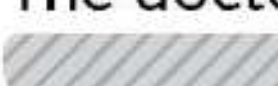
- 3 In pairs, decide where sentences a–e could fit in the note in exercise 2. Then rewrite the note in full in your notebook.
 - a I was looking forward to it!
 - b I'll see you later on.
 - c There's a science fiction film on I really want to see.
 - d Thanks!
 - e I've got a really sore throat.

- 4 In your notebook, complete sentences 1–4 with the linking words in the box.

• because • then • also • although

- 1 I can't come tonight  I'm not feeling well.
- 2 My throat's really sore. I've  got a bad headache.
- 3  I really wanted to come, the doctor says I have to rest.
- 4 I'm going to the chemist's and  I'll probably go to the cinema.

- 5 In your notebook, complete sentences 1–4 with your own ideas.

- 1 Although I've still got a headache, .
- 2  because I have to go and see the doctor now.
- 3 The doctor said I've broken my arm. I've also .
- 4 After the check-up, I think I'll go to the post office and then .

- 6 Read the writing task. Work in pairs and discuss what you might say for each of the three points.

 **OPEN TASK** Przebywasz na obozie sportowym w Anglii. Wraz ze współlokatorem/ współlokatorką planowaliście wspólne wyjście wieczorem, ale podczas zawodów sportowych doznałeś/doznałaś kontuzji. Zostaw współlokatorowi/współlokatorce wiadomość.

- Napisz, co ci się przytrafiło.
- Opisz, jak obecnie się czujesz.
- Przeprasz koleżę/koleżankę i zaproponuj inny termin wspólnego wyjścia.

Wiadomość powinna zawierać od 50 do 120 słów.

TIP W pracy oprócz zdań pojedynczych stosuj zdania złożone, aby rozwinąć wypowiedź i podać dodatkowe informacje. Pamiętaj o używaniu różnych spójników, np. *although*, *because*, *also* oraz *then*.

- 7 Make a paragraph plan for the writing task in exercise 6.

PHRASE BOX

Apologising

- I'm really / very / terribly / so sorry.
- I'm really sorry but I can't come this evening.
- I'm really sorry that I won't be there.
- Sorry for cancelling at short notice.
- Please forgive me!

- 8 Write your note in your notebook, using your plan in exercise 7 and some of the useful phrases from the Phrase Box.

Hi Lucy,

Just a quick note to tell you what happened to me today. I got injured!

Parts of the body / Części ciała

ankle /'æŋk(ə)/ kostka, staw skokowy
 cheek /tʃi:k/ policzek
 chin /tʃin/ broda, podbródek
 elbow /'elbəʊ/ łokieć
 face /feɪs/ twarz
 forehead /'fɒrɪd/ czoło
 knee /ni:/ kolano
 neck /nek/ szyja
 shoulder /'ʃəʊldə(r)/ ramię
 stomach /'stʌmək/ brzuch
 waist /weɪst/ talia
 wrist /rɪst/ nadgarstek

Healthy lifestyle / Zdrowy tryb życia

be positive /bi: 'pɒzətɪv/ być optymistą
 blood pressure /blʌd 'preʃə(r)/ ciśnienie krwi
 breathe /bri:ð/ oddychać
 cancer /'kænsə(r)/ nowotwór, rak
 disease /di:zi:z/ choroba
 drink lots of water /drɪŋk lɒts əv 'wɔ:tə(r)/ pić dużo wody
 eat fruit and vegetables /i:t fru:t ænd 'vedʒtəb(ə)lɪz/ jeść owoce i warzywa
 get fresh air /get freʃ 'eə(r)/ przebywać na świeżym powietrzu
 get lots of sleep /get lɒts əv 'sli:p/ spać dużo, wysypiać się
 get regular check-ups /get regjələ(r) 'tʃek ʌp/ badać się regularnie
 have a balanced / healthy diet /hæv ə 'bælənst / 'helði daɪət/ mieć zbilansowaną/ zdrową dietę
 have close relationships with family / friends /hæv kləʊz rɪ'leɪʃ(ə)nʃɪps wɪð 'fæm(ə)li / frendz/ mieć bliskie relacje z rodziną / przyjaciółmi
 heart rate /'hɔ:(r)t reɪt/ tętno
 immune system /'ɪmjʊ:n sistəm/ układ immunologiczny (odpornościowy)
 improve your health /ɪm'pru:v jɔ:(r) 'helθ/ poprawiać zdrowie
 lower /'ləʊə(r)/ obniżać
 prevent illnesses /prɪ'vent 'ɪlnəsɪz/ zapobiegać chorobom
 exercise /'eksə(r)saɪz/ wykonywać ćwiczenia fizyczne

Illnesses and accidents / Choroby i wypadki

ache /ek/ boleć
 acne /'ækni/ trądzik
 allergy /'ælə(r)dʒi/ alergia, uczulenie
 asthma /'æsmə/ astma
 back pain /'bæk peɪn/ ból pleców
 broken bone /'brəʊkən bæʊn/ złamanie kości
 bruise /bru:z/ siniak, stłuczenie
 catch a cold /kætʃ ə 'kəʊld/ przeziębienie się
 check-up /tʃek ʌp/ badanie kontrolne
 cough /kɒf/ kaszel
 earache /'iəreɪk/ ból ucha
 faint /feɪnt/ zemdleć
 feel dizzy /fi:l 'dɪzi/ mieć zawroty głowy
 feel poor / unwell /fi:l pɔ:(r) / ʌn'wel/ czuć się źle

flu /flu:/ grypa
 get better /get 'betə(r)/ zdrowieć
 hay fever /'heɪ fi:və(r)/ katar sienny
 headache /'hedeɪk/ ból głowy
 high temperature /haɪ 'tempɪtʃə(r)/ wysoka gorączka
 hurt /hɜ:(r)t/ zranić się
 infection /ɪn'fekʃ(ə)n/ infekcja
 nosebleed /'nəʊzbli:d/ krwawienie z nosa
 pain /peɪn/ ból
 prescription /prɪ'skrɪpʃ(ə)n/ recepta
 recover /rɪ'kʌvə(r)/ powracać do zdrowia
 runny nose /rʌni 'nəʊz/ katar
 sneeze /sni:z/ kichać
 sore throat /sɔ:(r) θrəʊt/ ból gardła
 spots /spɒts/ pryszcze, krosty
 sprained ankle /spreɪnt 'æŋk(ə)l/ skręcony staw skokowy
 sting /stɪŋ/ użądlenie
 stomach ache /'stʌmək eɪk/ ból brzucha
 suffer from /sʌfə(r) 'frɒm/ cierpieć (na coś, z jakiegoś powodu)
 unwell /ʌn'wel/ chory, niezdrowy
 virus /'vaɪrəs/ wirus

Treatment / Leczenie

antibiotics /æntɪbaɪ'ɒtɪks/ antybiotyki
 apply /ə'plai/ stosować, używać
 apply a skin cream /əplai ə 'skɪn kri:m/ używać kremu do pielęgnacji skóry
 bandage /'bændɪdʒ/ bandaż
 bleeding /'bli:dɪŋ/ krwawienie, krwotok
 cough syrup /'kɒf sɪrəp/ syrop na kaszel
 cream /kri:m/ krem
 cut yourself /kʌt jə(r)'self/ skaleczyć się
 first aid kit /fɜ:(r)st eɪd 'kɪt/ apteczka
 follow a diet /fɒləʊ ə 'daɪət/ przestrzegać diety
 medicine /'med(ə)s(ə)n/ lekarstwo
 nurse /nɜ:(r)s/ pielęgniarka
 pill /pɪl/ tabletki
 plaster /'plɑ:stə(r)/ plaster
 plaster cast /'plɑ:stə(r) kɑ:st/ gips
 put sth under running water /pʊt stʌmθɪŋ ʌndə(r) ʀʌnɪŋ 'wɔ:tə(r)/ opłukać coś pod bieżącą wodą
 stay out of the sun /steɪ aʊt əv ðə sʌn/ nie przebywać na słońcu
 sweat /swet/ pocić się
 tablet /'tæblət/ tabletki
 take an aspirin /teɪk ən 'æspɪrɪn/ wziąć aspirynę
 thermometer /θə(r)'mɒmɪtə(r)/ termometr
 treat /tri:t/ leczyć

READING, p. 40

avoid sugary drinks /əvɔɪd 'ʃʊɡəri drɪŋks/ unikać napojów słodzonych
 be physically active /bi: fɪzɪkli 'æktɪv/ być aktywnym fizycznie
 go to bed at a regular time /gəʊ tə bed æt ə 'regjələ(r) taɪm/ chodzić spać o stałej porze

have back pain /hæv 'bæk peɪn/ mieć ból pleców
 healthcare professional /helθkeə(r) prə'feʃ(ə)nəl/ członek personelu medycznego
 limit computer game time /'lɪmɪt kəm'pjʊ:tə(r) geɪm taɪm/ ograniczać czas gry na komputerze
 skip meals /skip 'mi:lz/ opuszczać posiłki

LISTENING, p. 44

break a bone /breɪk ə 'bəʊn/ złamać kość
 get treatment for /get tri:tment 'fɔ:(r)/ być leczonym (na, z powodu)
 hurt your knee /hɜ:(r)t jɔ:(r) 'ni:/ zranić się w kolano
 keep fit /ki:p 'fɪt/ utrzymywać formę
 leg injury /leg 'ɪndʒəri/ uraz nogi
 painful /'peɪnf(ə)l/ bolesny
 pull a muscle /pʊl ə 'mʌs(ə)l/ naciągnąć mięsień

USE OF ENGLISH, p. 45

come down with /kʌm daʊn wɪð/ zachorować na coś
 fight off /faɪt 'ɒf/ zwalczać
 get over /get ə'ʊvə(r)/ dojść do siebie
 look after /lʊk 'ɑ:ftə(r)/ zajmować się kimś, opiekować się kimś
 pass out /pɑ:s 'aʊt/ zemdleć
 throw up /θrəʊ 'ʌp/ wymiotować

OTHER WORDS

at short notice /æt ʃɔ:t 'nɒtɪs/ bez (wcześniejszego) ostrzeżenia, nagle
 bang your head /bæŋ jɔ:(r) 'hed/ uderzyć się w głowę
 boost /bu:st/ podbudować, wzmocnić
 coach /kəʊtʃ/ trener
 cope with /'kəʊp wɪð/ radzić sobie (z czymś)
 exercise bike /'eksə(r)saɪz baɪk/ rower treningowy
 fever /'fi:və(r)/ gorączka
 football practice /'fʊtbɔ:l 'præktɪs/ trening piłkarski
 lungs /lʌŋz/ płuca
 mend /mend/ zdrowieć
 opportunity /ɒpə(r)'tju:nəti/ okazja
 receipt /ri:si:t/ paragon
 relief /rɪ'li:f/ ulga
 remedy /'remədi/ lekarstwo, środek zaradczy
 scream /skri:m/ krzyczeć
 spin classes /spɪn 'klɑ:sɪz/ spinning (ćwiczenia na rowerze stacjonarnym)
 stitch up the wound /stɪtʃ ʌp ðə 'wu:nd/ zszywać ranę, zakładać szwy
 stretch /stretʃ/ rozciągać się
 take a bath / shower /teɪk ə 'bɑ:θ / 'ʃaʊə(r)/ brać kąpiel/prysznic
 treadmill /'tredmɪl/ stacjonarna bieżnia
 wasp /wɒsp/ osa
 weight training /weɪt 'treɪnɪŋ/ ćwiczenia siłowe

- 1 Read these proverbs and sayings about health. In pairs or groups, discuss what they mean. Are there similar sayings in Poland?

AN APPLE A DAY KEEPS THE DOCTOR AWAY.

Eat to live, not live to eat.

Prevention is better than cure.

TRI-COLOUR MEAL IS A GOOD DEAL.

- 2 Przeczytaj tekst. Do każdego akapitu (1–3) dopasuj właściwy nagłówek (A–E). Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnego akapitu. Odpowiedzi zapisz w zeszycie.

HEALTH PROVERBS: TRUE OR FALSE?

1

People have always known how important good health is in our lives. Probably that is why there are so many proverbs and sayings about health in different languages. Some of them stress the importance of having a balanced and healthy diet. People in Japan say that "One who eats plain food is healthy", while in Poland we have a saying "Co za dużo, to niezdrowo" (Too much of anything is bad for you).

2

However, being healthy is not just about how much you eat and drink. Getting a lot of sleep is also necessary to be well, as in the Irish proverb "The beginning of health is good sleep". In some cultures, being positive is also stressed, and as the Czechs say, "Joyfulness is half your health".

3

It is interesting that sometimes doctors agree with the wisdom of old proverbs, but only to some extent. The English say that you need to "feed a cold, starve a fever". The truth is that to fight both infections, your body needs calories. Even if you don't feel hungry when you have a fever, you should drink a lot and try to eat light meals. So, feeding a cold makes sense from a medical point of view, but starving a fever does not.

- A Illnesses around the world
- B Facts or myths?
- C Culture and health
- D Prevent or treat?
- E Not only nutrition

- 3 In pairs or groups, discuss the questions below.
- Do you know any of the proverbs or sayings from the text above? Do you agree with them?
 - Why do you think some people still believe in the wisdom of proverbs?

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

X: Hello, Tom. How's your cough?

Y: Hi, Grandma. I'm not getting any better. Could you get me some syrup?

X: Yes, (1) (oczywiście, że mogę) . Here you are.

Y: Yuck! It smells awful! What is it?

X: It's my home-made syrup. I (2) (zrobiłam go) before I came here. It's onion with some honey.

Y: Onion? I (3) (nienawidzę jeść) onion. I won't drink it. No way.

X: OK, fine. Would you like some soup?

Y: No, thanks. But I can't get up to reach for my tablet. Can you (4) (pomóc mi w tym) ? I'd like to watch something.

X: (5) (Obawiam się, że nie mogę) . You need to rest and get a lot of sleep.

- 5 Work in pairs. Complete the speech bubbles in the cartoons. Write the ideas in your notebook.



VOCABULARY

- 1 In your notebook, complete sentences 1–8 with the words in the box. There is one extra word that you do not need to use.

• apply • get • face • cough • faint
• neck • prevent • recover • sweat

- It's better to walk in a forest than in a city because you _____ fresh air there.
- When you have spots, you should _____ a special skin cream.
- Jill was feeling dizzy and she was afraid that she would _____ and fall down on the street.
- When my mum catches a cold, she always takes a hot bath to _____ it out.
- Having a healthy diet and regular exercise can _____ a lot of illnesses.
- My _____ hurt really badly after I had spent the whole day in front of the computer.
- Joe cut his _____ while he was shaving and had to put a plaster on it.
- You should always cover your mouth when you _____ or sneeze.

GRAMMAR

- 2 In your notebook, correct the mistakes in the underlined fragments of sentences 1–8.

- Jessica felt unwell because she was staying out in the sun for too long.
- I don't mind to follow a healthy diet to feel good, but I hate exercising.
- Peter was catching a cold after swimming in the icy lake.
- I was thinking of taking up jogging to keep fit, but in the end I had decided to join a gym.
- By the time the ambulance had arrived, my grandma's blood pressure had gone down.
- The little boy had stopped crying after the nurse had put a bandage on his knee.
- I offered bringing the first aid kit when Tilly cut her finger.
- Had you drunk lots of water when you had a high temperature?

USE OF ENGLISH

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

- When November comes, I (*brakuje mi ćwiczenia*) _____ in the fresh air.
- My headache stopped as soon as (*wypiłam*) _____ some water.
- Why (*nie poszedłeś*) _____ to the doctor when you caught that terrible infection?
- Sheila cut herself while (*robiła obiad*) _____ for her younger sister.
- Henry (*często miał*) _____ a headache while he was studying for his final exams.
- We went to the chemist's (*aby kupić*) _____ a thermometer.
- (*Nie cierpię chodzić*) _____ for dental check-ups.
- She stopped playing volleyball (*po tym, jak doznała*) _____ a knee injury.

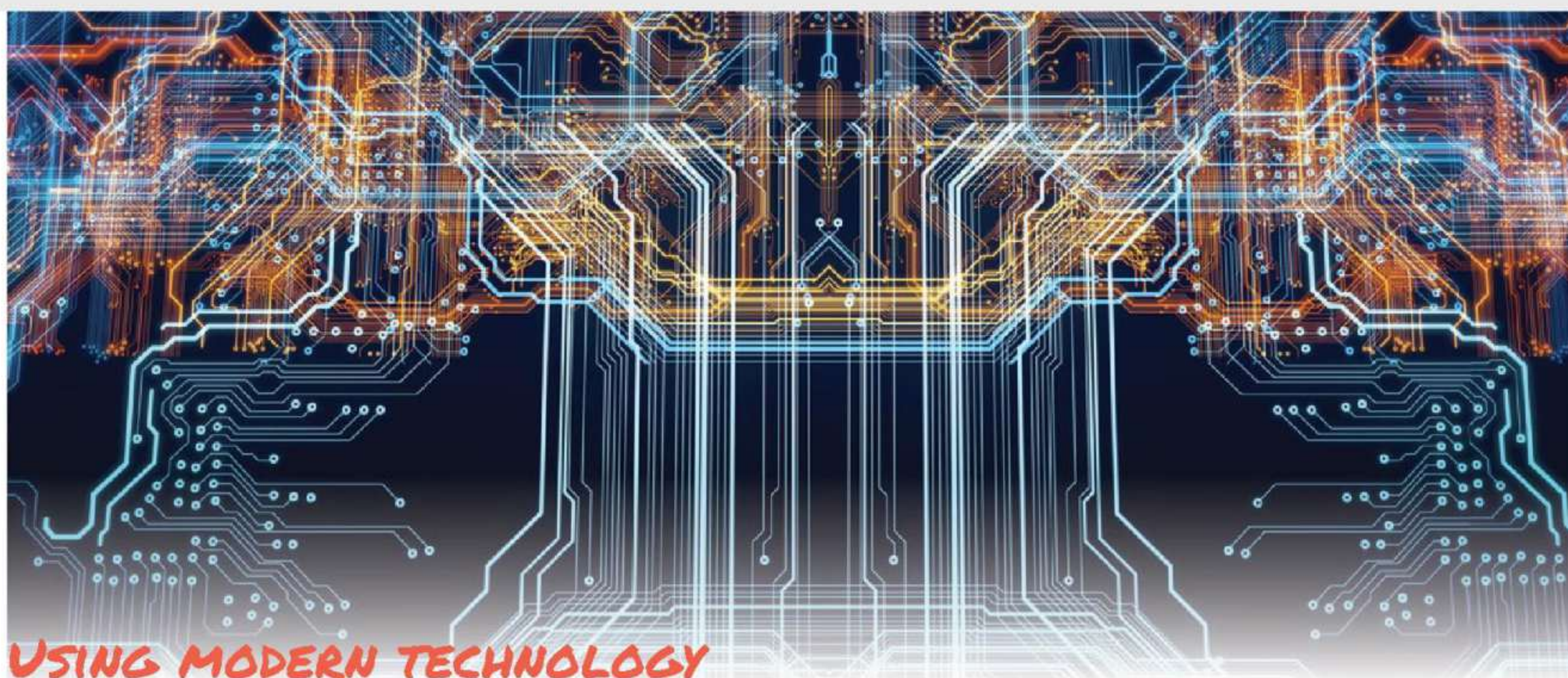
CUMULATIVE REVIEW

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

My blog
✕

JIMMY'S BLOG – MY HEALTH

I used to be very healthy as a child. I didn't often (1) *catch / run / prevent* colds or suffer (2) *from / on / with* any allergies. In fact, I was (3) *healthier / as healthy / the healthiest* person in my family. I was (4) *fond / good / keen* on playing basketball outdoors, even when it (5) *has been / had been / was* cold and rainy, rather than on the basketball (6) *court / pitch / ring* in our sports centre. However, (7) *in two years / for two years / two years ago* I started to feel weak and unwell. I had a (8) *runny / broken / aching* nose and my eyes hurt. The tests showed it was hay fever. Now, in springtime, I (9) *mustn't / have to / can* take medicines for a few months. If I (10) *forget / will forget / forgot* about them, I keep sneezing and my eyes get red. Fortunately, I can still practise sports, so I feel quite positive about my health. How about you? Do you have any health problems? How do you cope with them?



USING MODERN TECHNOLOGY

1 In your notebook, match the words and phrases in the box with icons 1–10.

- (video) camera • folder • remote control
- games console / handset • headphones • volume
- memory / USB stick / flash drive • microphone
- monitor / screen • speaker



2 Work in pairs or groups. Which of the items in the first box do you use? What do you use them for?

- digital camera • Bluetooth • DVD • scanner
- earphones • keyboard • phone case • tablet
- phone charger • printer • selfie stick • Wi-Fi

- charge a phone / battery • take a selfie
- connect to (the Internet / speakers / etc.)
- listen to (music / a podcast / etc.) • protect
- print (out) a document • type • watch

I use my earphones to listen to music on the bus to school, so I don't disturb other people.

3 In your notebook, complete the texts with the words in the boxes.

- verbs:** • click • download • install
nouns: • pop-ups • virus

< New post

You need to be careful online because if you (1) on a link or (2) a program, picture, or document from the Internet, you might accidentally get a (3) on your computer. One solution is to (4) anti-virus software on your PC. I've done this, so for me the worst thing is 'adware' – when you get these annoying (5) with adverts on them.

- verbs:** • charge • contact • post • call
nouns: • memory • signal

< New post

Smartphones are great – and much better than telephones from 30 years ago. With a smartphone, it's really easy to (6) someone. You don't even have to remember their phone number as it's stored in the phone's (7) . And if you want to make a video call or (8) on social media, there are thousands of apps you can use. However, you need to remember to (9) your phone battery regularly, and if there's no Wi-Fi and no phone (10) , then you can't (11) anyone with your phone.



- 4 In your notebook, complete sentences 1–7 with the words in the box.

• hardware • crash • browser • cursor • router
• SMS • software

- You can download a lot of _____ from the web.
- With a _____, everyone in the house can enjoy Wi-Fi.
- Running too many programs at the same time can cause your computer to _____.
- Use a _____ such as Chrome, Safari, or Edge to surf the Internet.
- Computers, printers, and scanners are known as _____.
- The _____ is the small symbol on a computer screen that shows where you are typing.
- A text message is also called a(n) _____ and is sent using a mobile phone.

- 5 Work in groups. In your notebook, write a list of the most popular websites, software, and apps you use. Compare your list with another group. Which items are the most popular in the class?



PEOPLE AND TECHNOLOGY

- 6 In your notebook, match statements 1–6 with the people in the box.

• hacker • programmer • moderator • blogger
• troll • web designer

- I use computer code to write new software.
- I get into other people's websites illegally.
- I create websites that look interesting and are easy to use.
- I write articles and post photos online.
- I decide if somebody can join a forum and if people's comments are acceptable.
- I write rude and annoying comments about people online.

INVENTIONS AND DISCOVERIES



What do you think is the best scientific invention?

- 7 Choose the correct words and phrases and write them in your notebook. Sometimes more than one answer is correct.

- Do you know who *discovered* / *invented* / *came up with* the vacuum cleaner?
- Clyde Tombaugh, an astronomer, *discovered* / *invented* / *found out* the dwarf planet Pluto in 1930.
- Do you know who *discovered* / *invented* / *found out* that the Earth goes round the Sun?
- We *carried out* / *did* / *made* an interesting experiment in physics yesterday.
- A robot called 'Opportunity' is *carrying out* / *doing* / *making* research on the planet Mars.

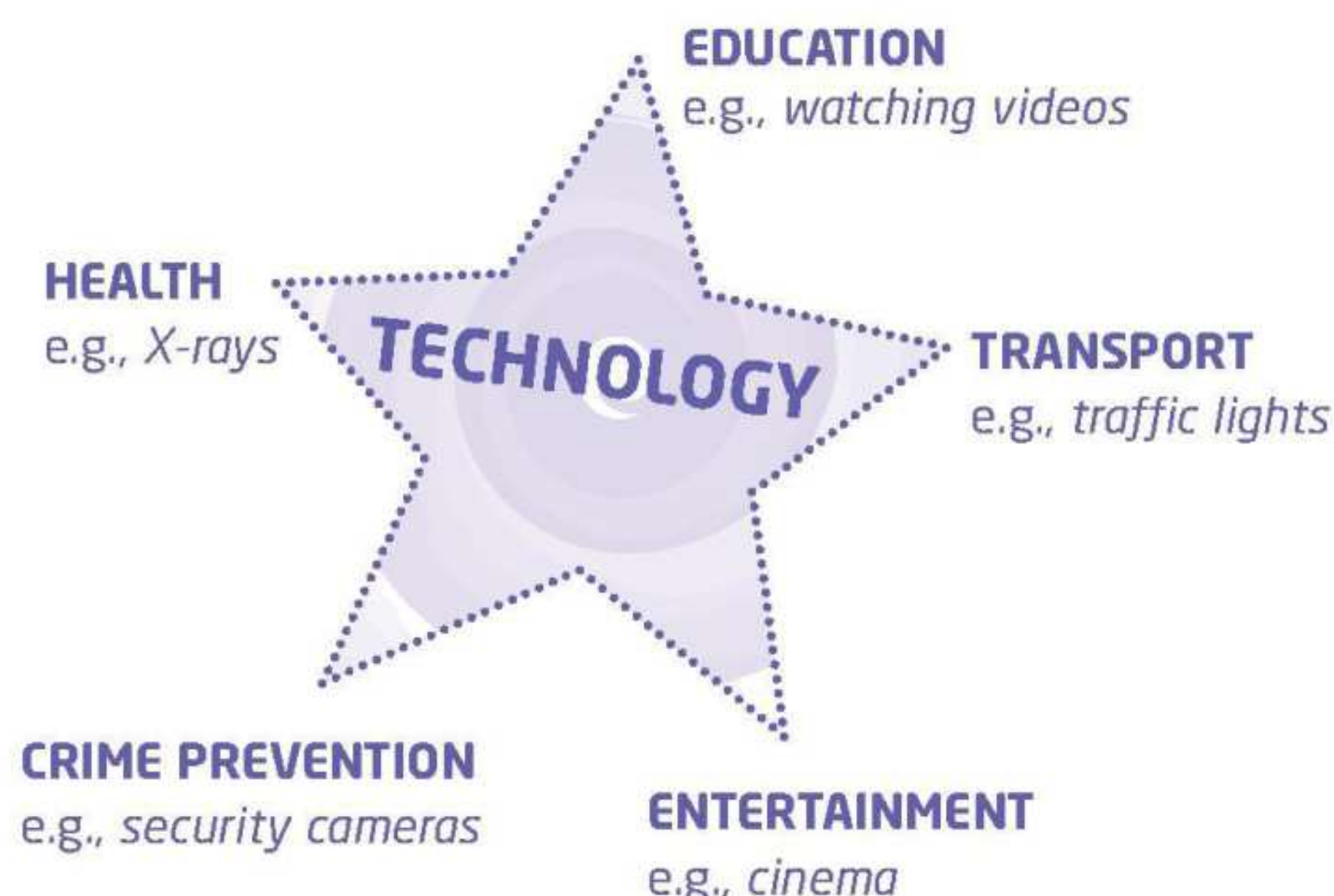
- 8 11 Listen to a woman talking about inventions. In your notebook, complete the missing information.

The top five inventions that changed the world!

- The _____. Without this, there would be no civilisation.
- The _____ press. It allowed us to share ideas.
- The _____. This helps us stay in touch and keep safe.
- The _____. It has so many uses.
- The _____. This is a truly amazing invention.

- 9 Which of the inventions in exercise 8 do you think is the most important? Why?

- 10 Work in pairs. Look at the star chart below and suggest other ways in which technology is used in the different areas.



- 1 Work in pairs. Which of these comments about video games do you agree with? Give reasons for your answers.
 - Video games are all about violence and killing.
 - They are a great way to learn English.
 - They are addictive.
 - They are educational.
 - It's great playing online because you can play against someone on the other side of the world.
- 2 Quickly read the text in exercise 4. What kinds of games are described? Which of the comments in exercise 1 would the writer of this text agree with?
- 3 Look again at the text in exercise 4. Where might you see a text like this? Choose the correct answer and write it in your notebook. Give reasons for your answer.
 - a in an online encyclopaedia
 - b in a magazine for young people
 - c in an essay for a teacher at school
 - d in a novel
- 4  Przeczytaj trzy opisy różnych gier komputerowych (A–C). Do każdego zdania (1–4) dopasuj właściwy opis. Jeden opis pasuje do dwóch zdań. Odpowiedzi zapisz w zeszycie.
- 5 In your notebook, match the highlighted words or phrases in the text in exercise 4 with their definitions (1–7).
 - 1 main subject
 - 2 objects like a box with six square sides
 - 3 manage, handle
 - 4 success
 - 5 professional critics
 - 6 staying alive
 - 7 different to
- 6 Do you have a favourite video game? What is it about? What is exciting about it?
- 7 In pairs or small groups, design your own video game. Use the ideas below and your own imagination.
 - name of the game
 - the main theme (e.g., war, survival, space, sport, shooting, car racing, etc.)
 - what you have to do

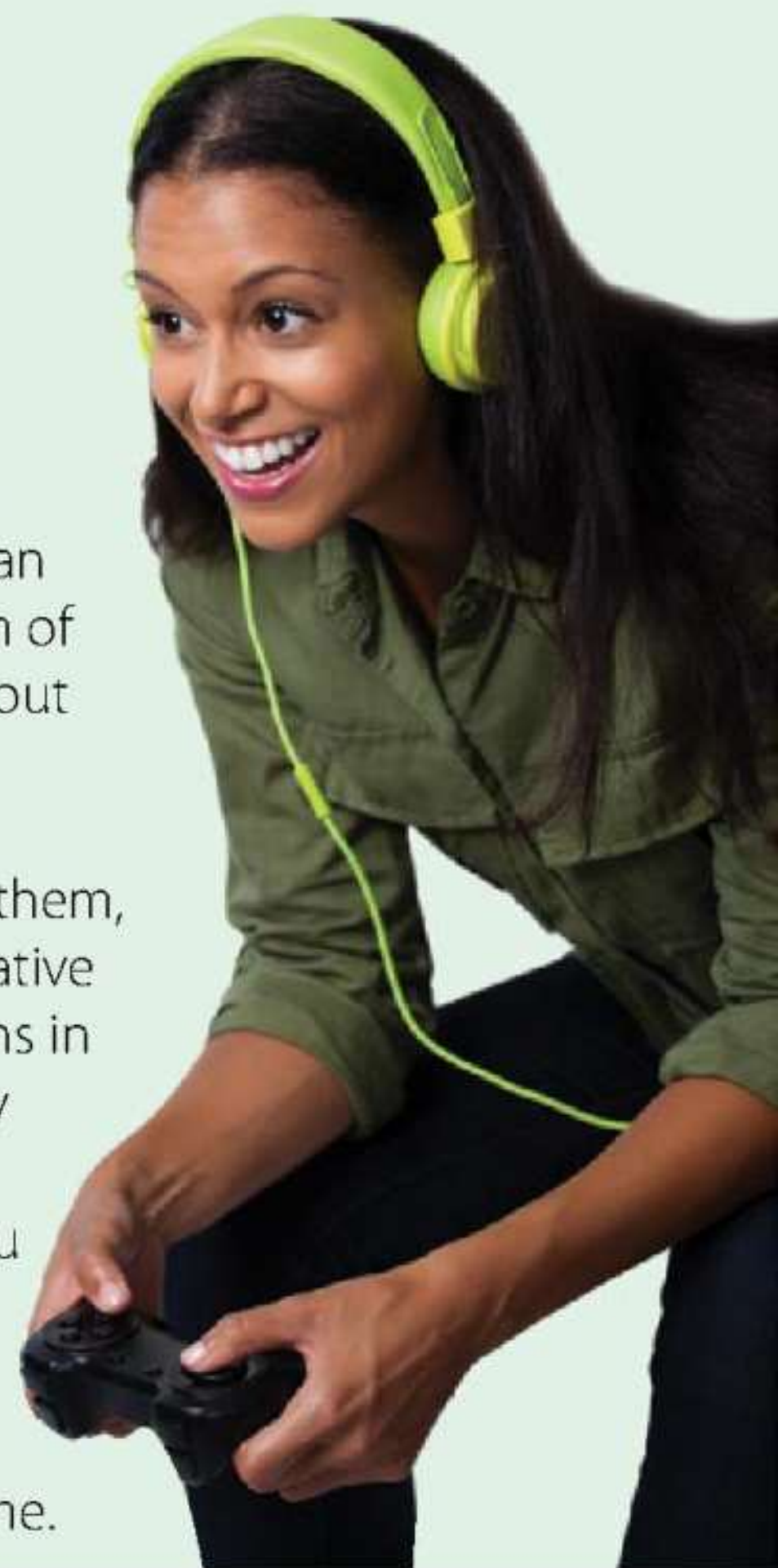
VIDEO GAMES WITH A DIFFERENCE

To become a **hit** with young people, video games need to have something very special. Three games which have this are: *The Witcher*, *This War of Mine*, and *Minecraft*. They all offer something a little different!

A *The Witcher*, which is based on a series of successful fantasy stories by Andrzej Sapkowski, was popular with **reviewers**. They liked how the game made players think about their decisions. This is **in contrast with** many other games where the focus is just on violence and killing. There is fighting in the game, however, and players can choose at any time from three different fighting styles: fast, strong, and group.

B *This War of Mine*, designed by 11 bit studios, also involves decision-making. The **theme** is war but, again, the emphasis is not on killing because players are not soldiers. Instead, the game is about **surviving** as a normal person in a war situation. Players have to deal with difficult problems. These include how to **cope with** hunger, health issues, and keeping a positive attitude.

C *Minecraft* is one of the most popular video games in the world and has sold more than 120,000,000 copies! One aim of the game is to build things out of **cubes**, but players can do many other things too. Although fighting is one of them, a lot of the activities are creative and involve making decisions in order to stay healthy. Exactly what you do in the game depends on what 'mode' you choose: Survival, Creative, Adventure, or Spectator. Several books are available to help players with the game.



This video game ...

- | | |
|---|---|
| 1 | does not involve players fighting other characters. |
| 2 | gives players a choice of the game types they want to play. |
| 3 | has a connection to some popular novels. |
| 4 | has a few ways of attacking. |

- 1 Work in pairs. Divide the words and phrases into positive or negative.

• a mess • a pity / shame • incredible • lovely
• a waste of time / money • amazing • awful
• brilliant • fantastic • great • horrible • terrible
• not good enough • rubbish • wonderful

- 2 Choose the correct words to complete the Phrase Box. Write the answers in your notebook.

• encouragement • hope • negative • positive

PHRASE BOX

1 Expressing feelings and emotions

- Oh no! / Oh dear!
- This/That is/was awful / etc.!
- What a mess / waste of time/money!
- What a pity/shame.

2 Expressing feelings and emotions

- How lovely / etc.
- What a great / fantastic / etc., phone!
- That's incredible / amazing /etc.
- What a (nice) surprise!

3 Expressing

- I / Let's hope so.
- With any luck, ...
- Let's hope that ...

4 Giving

- Keep going!
- Well done!
- You can do it!
- You're doing great / well!

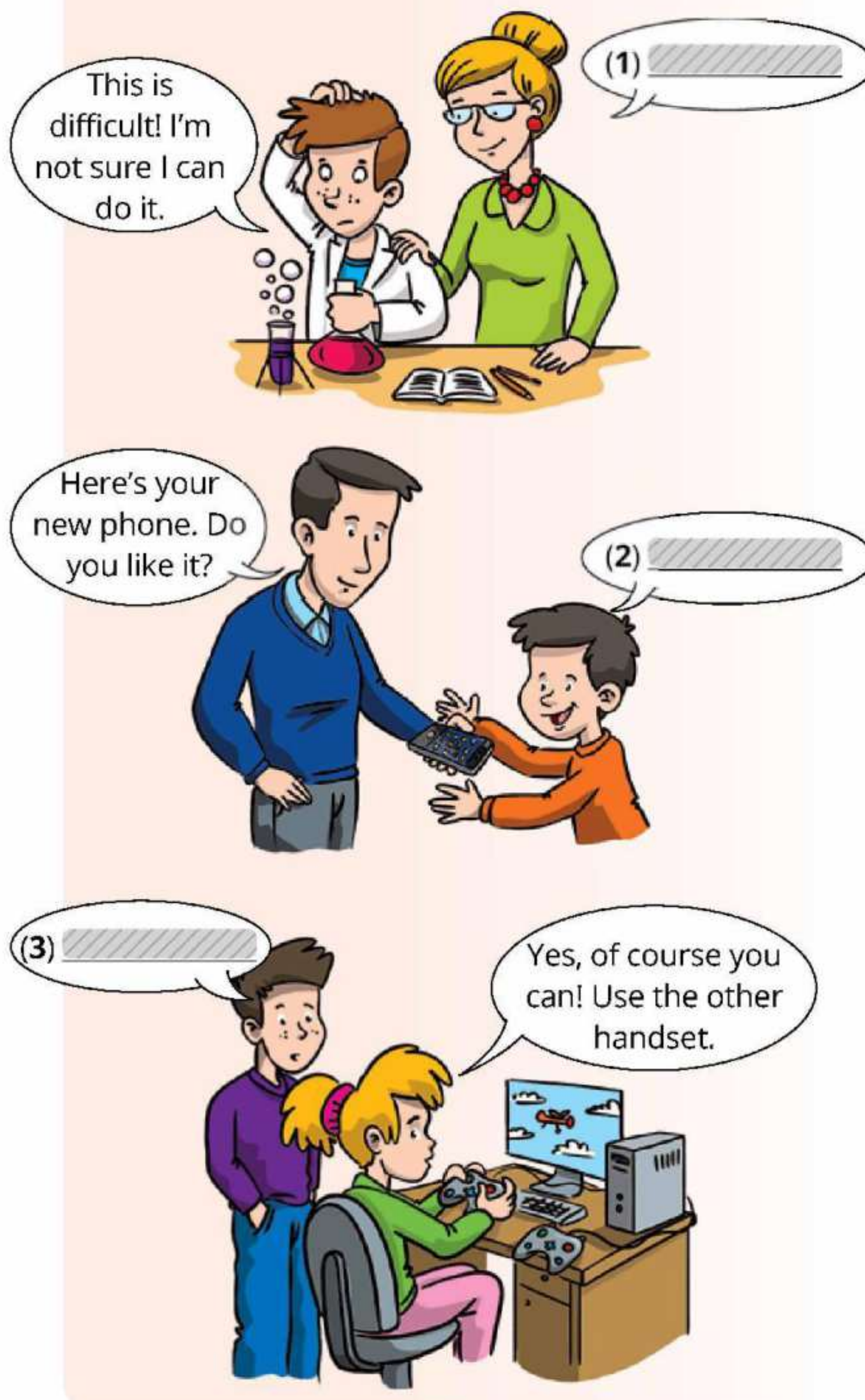
- 3 Read the responses A–E in exercise 4. In what situations might people say these things? What has the other person just said?

- 4 12 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.

A	Let's hope so!
B	What a pity!
C	No, thanks. I can do it.
D	You can do it! Keep going!
E	What a lovely surprise!

Speaker 1 Speaker 2
Speaker 3 Speaker 4

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



- 6 Study the phrases in the Teen Talk box. How do you say something similar in your language?

TEEN TALK

Expressing positive emotions

Awesome! / That's so cool!

Expressing negative emotions

That sucks.

- 7 What would you say in the following situations? Use language from this page.

- Someone gives you a new phone for your birthday.
- Your exam results are not very good.
- Your team wins a big sporting event.
- You just had a very disappointing meal.
- A dangerous animal escapes from the zoo.
- Your favourite teacher has just announced that he/she is leaving the school.

Reported speech

Użyj mowy zależnej, kiedy chcesz zrelacjonować czyjąś wypowiedź, a nie przytoczyć ją dosłownie. W mowie zależnej zastosuj reguły następstwa czasów, które przedstawia poniższa tabela.

Mowa niezależna	Mowa zależna
present simple to be	past simple to be
I'm interested in computers.	He said he was interested in computers.
present simple	past simple
We do voluntary work every weekend.	They said they did voluntary work every weekend.
present continuous	past continuous
I am playing a video game.	She said she was playing a video game.
past simple to be	past perfect to be
Monica was at the cinema.	They said that Monica had been at the cinema.
past simple	past perfect
Mike bought a new laptop.	They said Mike had bought a new laptop.
present perfect	past perfect
We have taken some pictures.	They said they had taken some pictures.
future simple (will)	would
The teacher will come to the meeting.	He said that the teacher would come to the meeting.
can	could
She can write new software.	They said she could write new software.
must	had to
We must report it to the police.	She said we had to report it to the police.

Pamiętaj, że w mowie zależnej należy zmienić również inne elementy zdania, zwłaszcza określenia czasu i miejsca.

Mowa niezależna	Mowa zależna
today	that day
tonight	that night
now	then
yesterday	the day before
last week / month / year	the previous week / month / year
last Monday / weekend	the previous Monday / weekend
a week / month / year ago	a week / month / year before

Mowa niezależna	Mowa zależna
tomorrow	the next / following day
next week / month / year	the next / following week / month / year
here	there
this	that
these	those

Uwaga!

He said ~~me~~ (that) he was a hacker.
He told me (that) he was a hacker.

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

- 'I made 1,000 copies on this printer yesterday.'
Sue said that she **made / had made** 1,000 copies on that printer the day before.
- 'I'm not going to lie.'
She said she **wasn't / isn't** going to lie.
- 'The doctor will arrive soon.'
You told me that the doctor **will / would** arrive soon.
- 'Everyone must switch off their computers!'
The teacher told us that everyone **must / had to** switch off their computers.
- 'I don't like reading crime stories.'
She said she **didn't like / hadn't liked** reading crime stories.
- 'She can't come to the meeting next week.'
He told me that she **didn't / couldn't** come to the meeting the following week.
- 'I've just downloaded a new song.'
She said she **just downloaded / had just downloaded** a new song.

2 In your notebook, complete sentences 1–6 with **said** or **told**. Correct the words which have been crossed out.

- She ~~showed~~ us someone had stolen her smartphone ~~yesterday~~.
- They ~~showed~~ they were listening to music ~~now~~.
- He ~~showed~~ he hadn't seen anyone ~~here last night~~.
- I ~~showed~~ them that the computer conference would be at our school ~~tomorrow~~.
- They ~~showed~~ they weren't coming to school ~~today~~.
- He ~~showed~~ me his computer had crashed ~~last Saturday~~.

3 In your notebook, rewrite sentences 1–6 in reported speech.

- 'I'm not interested in computer technology.'
Jim informed me _____.
- 'I don't know any famous politicians.'
Tom said _____.
- 'We've worked as computer programmers for a long time.'
The men told us _____.
- 'My father can drive a car very well.'
Mark said _____.
- 'We're learning a new computer programme today.'
My friend told me _____.
- 'I won't do that again.'
The young hacker said _____.

Reported questions

Aby przytoczyć pytanie w mowie zależnej, użyj szyku zdania oznajmującego oraz zmień czas zgodnie z regułą następstwa czasów.

- Po czasownikach wprowadzających pytanie ogólne w mowie zależnej, np. *ask, inquire, want to know*, zamiast czasownika posiłkowego tworzącego pytanie wstaw spójnik *if*.

Pytania ogólne

Mowa niezależna	Mowa zależna
'Do you often miss classes?'	She asked me if I often missed classes.
'Have you ever done an experiment?'	She asked him if he had ever done an experiment.

- W przypadku pytań szczegółowych pomiń spójnik *if* i zostaw zaimek pytający (*where, when, who, why, how*).

Pytania szczegółowe

'Where is Sue?'	They asked where Sue was .
'What are you doing?'	He asked what I was doing.

Uwaga!

Pamiętaj o zmianie zaimków/przymiotników dzierżawczych w całości wypowiedzi.

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

- They asked me _____ to give me a new smartphone for my birthday.
a were my parents going
b if my parents are going
c if my parents were going
- The police asked her what time _____ home that morning.
a she had left
b had she left
c did she leave

- I asked the scientist what research _____ at the moment.
a is he doing
b he was doing
c were he doing
- The students asked the teacher _____ some questions.
a could she answer
b if she can answer
c if she could answer
- Mark asked Jo _____ her new tablet.
a could she lend him
b if she can lend him
c if she could lend him
- I asked my friend when _____ his English language course.
a he begun
b he had begun
c had he begun

5 In your notebook, rewrite sentences 1–5 in reported speech.

- 'Did you go abroad last summer?'
My friends asked me _____.
- 'What do you think of the problem?'
She asked me _____.
- 'Is your brother interested in mathematics?'
They asked me _____.
- 'What time will you be home tomorrow?'
My sister asked me _____.
- 'Were you at the meeting?'
I asked him _____.

6 In your notebook, correct the mistakes in sentences 1–4.

- Tom told that he wanted to do voluntary work in the local hospital.
- I asked the shop assistant if I can try on that blouse.
- She asked the mechanic when would he repair her bicycle.
- They said they were having a meeting today.

7 In your notebook, rewrite questions 1–5 in reported speech.

Eric:	Why did you become a scientist?
Martha:	What problems will science help to solve in the future?
Daniel:	Have you made any interesting discoveries recently?
Tina:	Are you doing any important research?
Mark:	What can teachers do to make science more interesting for students?

- Eric asked the professor _____.
- Martha asked him _____.
- Daniel asked him _____.
- Tina asked _____.
- Mark asked _____.

- 1** Work in pairs. In your notebook, match the scientists (1–8) with their scientific discoveries (a–h).

- | | |
|--------------------------|----------------------------|
| 1 Alexander Fleming | a the solar system |
| 2 Georges Lemaître | b radium and polonium |
| 3 Nicolaus Copernicus | c electricity |
| 4 Albert Einstein | d penicillin |
| 5 Marie Skłodowska-Curie | e gravity |
| 6 Charles Darwin | f the theory of evolution |
| 7 Michael Faraday | g the Big Bang theory |
| 8 Isaac Newton | h the theory of relativity |



- 2** Choose the correct meaning for each sentence. Write the answers in your notebook.

- Up until the 20th century, people often died of simple illnesses.
 - After the 20th century, nobody died of simple illnesses.
 - There were fewer deaths from simple illnesses in the 20th century.
- Initially, this was not a popular theory.
 - People did not like this theory at first.
 - The theory very quickly became popular.
- Modern electronics have revolutionised the way we communicate.
 - We don't communicate so well with modern electronics.
 - Communication has improved a lot because of modern electronics.

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

Text 1

- The life of Copernicus
- Scientists before Copernicus
- Revolutionary ideas
- Modern technology

Text 2

- Studying science in school
- The origin of humans
- The influence of different scientists
- How much scientists are paid

- 4** 13 Usłyszysz dwukrotnie dwa teksty. W zadaniach 1–6, na podstawie informacji zawartych w nagraniu, wybierz właściwą odpowiedź (A–C). Odpowiedzi zapisz w zeszycie.

Tekst 1.

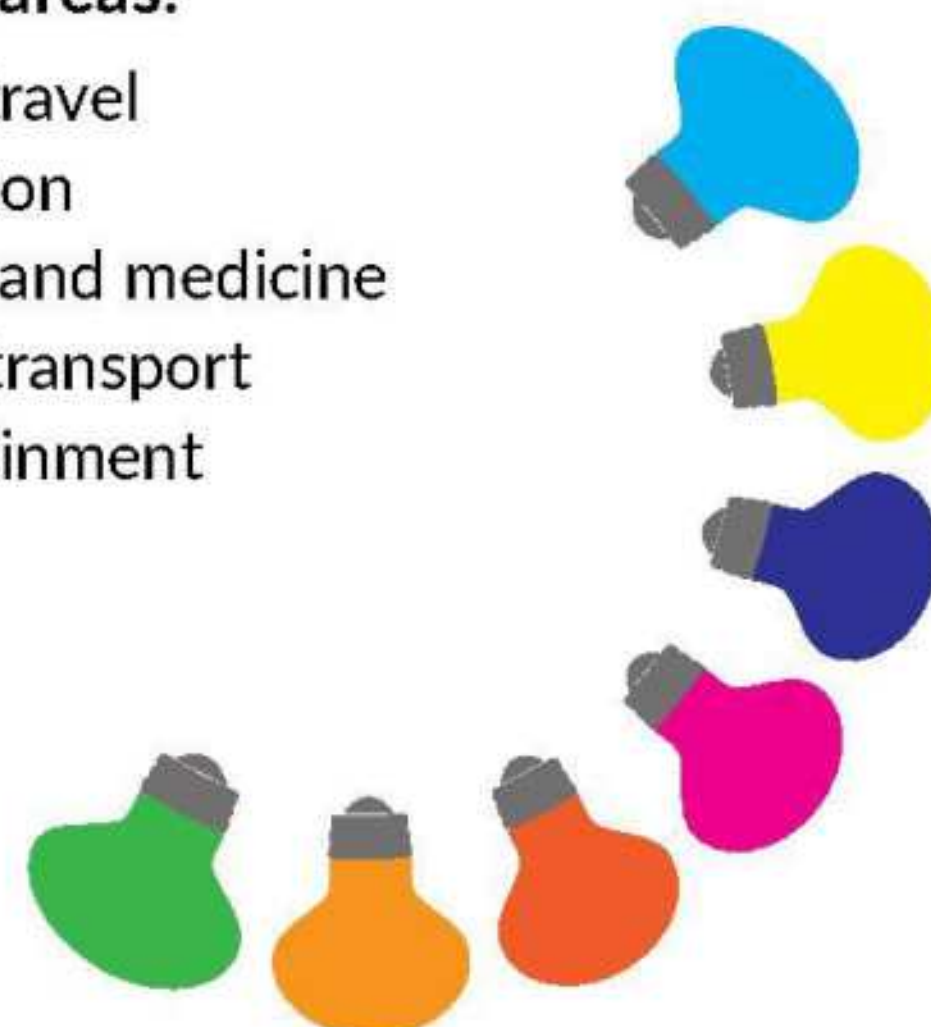
- Andrew is impressed by
 - how long Copernicus lived.
 - the work Deborah has done so far.
 - how many subjects Copernicus studied.
- Deborah asks Andrew to
 - write down some of the key theories Copernicus had.
 - look up the information about Copernicus's personal life.
 - phone her later with some information.
- Deborah and Andrew are most probably
 - teacher and student.
 - classmates.
 - brother and sister.

Tekst 2.

- According to Gillian, whose ideas will be important for space travel?
 - Faraday's
 - Darwin's
 - Einstein's
- Gillian says that both Skłodowska-Curie and Fleming
 - won important prizes for their work.
 - did work that improved people's health.
 - discovered more things than most other scientists.
- Gillian is on the radio to
 - talk about the greatest scientists.
 - recommend a book she has read.
 - join a discussion about important discoveries.

- 5** What inventions or discoveries do you think will happen in your lifetime? Work in pairs or small groups and talk about developments in these areas.

- Space travel
- Education
- Health and medicine
- Public transport
- Entertainment



check
your GRAMMAR

- 1 Choose the correct word or phrase.
Write the answers in your notebook.

Reported speech

- 'I use a computer every day,' said Jane.
• Jane told me that she **was using / used** a computer every day.
- 'I'm learning to program computers,' my friend explained.
• My friend explained that he **was learning / learned** to program computers.
- Billy said, 'I bought a tablet last month.'
• Billy said that he **was buying / had bought** a tablet **last month / the month before**.
- 'I think we'll need a new TV soon,' said Victor.
• Victor said he thought we **will / would** need a new TV soon.
- Sally said, 'I must get a new phone.'
• Sally said she **had to / must** get a new phone.
- 'Have you got a flat-screen TV?' Joanne asked Derek.
• Joanne asked Derek **did he have / if he had** a flat-screen TV.
- 'How did you open this program?' Carol wanted to know.
• Carol wanted to know how **I had opened / did I open** the program.
- 'What are you studying right now?' asked Bill.
• Bill asked me what **did I study / I was studying** right then.

See Grammar pp. 54–55 »

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

- 'Did you see that science documentary?' Johnny asked. **HAD**
Johnny asked me if that science documentary.
- Unfortunately, the experiment didn't work properly. **FAILED**
Unfortunately, the experiment completely.
- Joe said to us, 'See you tomorrow!' **FOLLOWING**
Joe told us that he would see day.
- 'I'm trying to find a solution to the problem,' Clara explained. **TRYING**
Clara explained that to find a solution to the problem.

- This app is free to download. **HAVE**
You to pay anything to download this app.
- 'Can you help me?' Jim asked. **IF**
Jim asked me help him.

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

- Our teacher told us that (*będziemy mieć*) a chemistry test later that week.
- Sam told me that (*ściąga*) a new web browser when I called him yesterday.
- There's a girl at school (*której ojciec jest*) a famous scientist.
- I need to find (*kilka informacji*) about famous inventors.
- Ben said that they (*włączyli*) the burglar alarm before leaving the house.
- The experiment (*został wykonany*) by all of the students in the class.

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

A cables	B control	C devices
D phone	E remote	F speakers

WIRELESS CHARGING –
A REVOLUTION IN ENERGY

With portable (1) like mobile phones, one big disadvantage is that you have to remember to charge the batteries. In the past, they said that one day we would no longer have to charge things using special chargers. Well, that time has come! With wireless charging, you just put a (2) down on a charging surface and it does everything for you – no more looking for chargers and plugging in (3) . Life just got that little bit easier!

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

- Can you name all the electronic devices and appliances in your home?
- How many portable devices do you own?
- How long does the battery on your phone last?

1 In pairs or groups, discuss the questions.

- How often do you use video call services?
- Is a video call better than a phone call? Why (not)?
- How can students and classes make use of video calls?

2 Read the letter and answer the questions.

Dear Mrs Thomas,

Thank you for your letter. You suggested that your science club in Manchester and our club here in Warsaw have video calls regularly. I've discussed it with everyone here and we're very excited! We think it's a great opportunity and it will help us to share ideas.

You suggested Tuesday afternoons, but I'm afraid we don't meet on Tuesday. We only meet on Thursdays. Would Thursday afternoons at 2 pm UK time suit you?

For the first video call, perhaps we can all introduce ourselves and talk about what we're interested in. It will be wonderful to talk to teenagers in the UK who are keen on science too.

I'm looking forward to hearing from you.
All the best,
Agata Badura

- 1 Who do you think Mrs Thomas is?
- 2 What did Mrs Thomas suggest in her letter?
- 3 What is the Polish club not able to do?
- 4 What does Agata suggest instead?
- 5 What does Agata want them to do in the first Skype call?
- 6 How would you describe Agata's language: formal, semi-formal, informal? Why?

3 Find words and phrases in the letter that have a similar meaning to words and phrases 1–6.

- 1 Thanks
- 2 often
- 3 I'm sorry to say
- 4 be good for
- 5 maybe
- 6 Please write back soon.

4 In your notebook, match sentences 1–5 with their functions (a–e).

- 1 You see, there was a problem at school because one of my teachers was ill, so things got delayed.
- 2 I'm sorry I haven't sent the information you need.
- 3 How about meeting outside the Science Museum at ten o'clock?
- 4 Could you send me more details?
- 5 Of course, I would be very happy to help you.

- | | |
|--------------------|----------------------|
| a wyrażanie prośby | d przepraszenie |
| b wyjaśnianie | e wyrażanie sugestii |
| c zgadzanie się | |

5 Read the writing task. In pairs or groups, discuss what you could say for each bullet point. Use your imagination.

TIP Przeczytaj zadanie i zastanów się, jakich zwrotów w języku angielskim możesz użyć, aby przekazać intencje zawarte w poleceniu, np. aby wyrazić prośbę, przedstawić propozycję, wyjaśnić jakąś sytuację.

OPEN TASK Znalazłeś/Znalazłaś w Internecie ofertę letniego kursu tworzenia muzyki elektronicznej. W liście do organizatora kursu:

- Napisz, dlaczego jesteś zainteresowany/zainteresowana kursem.
- Poproś o dodatkowe informacje dla uczestników.
- Poinformuj, że w czasie kursu chciałbyś/chciałabyś zatrzymać się u rodziny w Londynie.

List powinien zawierać od 50 do 120 słów.

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

PHRASE BOX

Making semi-formal requests

- Could you ...? Could I ...?
- Would it be possible (for me/you) to ...?
- Would you mind (if / -ing) ...?
- I would like to ...

Refusing requests

- I'm sorry but ...
- I'm afraid (that) ...
- Unfortunately, (I can't ...)

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

Dear Mr Jenkins,

I am writing about your summer course in electronic music.

VOCABULARY, pp. 50-51

Using modern technology / Korzystanie z nowoczesnych technologii

Bluetooth /'blu:tu:θ/ Bluetooth (technologia bezprzewodowego transferu danych na krótki zasięg)

browser /'braʊzə(r)/ przeglądarka internetowa

(video) camera /'vidiəʊ kæm(ə)rə/ kamera wideo

charge a phone / battery /tʃɑ:(r)dʒ ə fəʊn / 'bæt(ə)ri/ ładować telefon/baterię

click /klik/ klikać

connect to (the Internet / speakers) /kənekt tu: ðə 'intə(r)net / 'spi:kə(r)z/ łączyć się (z Internetem/z głośnikami)

contact /'kɒntækt/ kontaktować się

crash /kræʃ/ zawiesić się (o komputerze)

cursor /'kɜ:(r)sə(r)/ kursor

digital camera /didʒɪt(ə)l 'kæm(ə)rə/ aparat cyfrowy

download /daʊn'ləʊd/ ściągać (pliki)

DVD /di: vi: 'di:/ płyta DVD

earphones /'iə(r)fəʊnz/ słuchawki douszne

folder /'fəʊldə(r)/ folder

games console /'geɪmz kənsəʊl/ konsola gier

handset /'hænd(ɪ)set/ kontroler do gier

hardware /'hɑ:(r)dweə(r)/ sprzęt komputerowy

headphones /'hedfəʊnz/ słuchawki nauszne

install /'ɪnstə:l/ instalować

keyboard /'ki:bɔ:(r)d/ klawiatura

listen to (music / a podcast) /lɪs(ə)n tə 'mju:zɪk / ə 'pɒdkɑ:st/ słuchać muzyki/podcastu

memory /'mem(ə)ri/ pamięć

memory/USB stick / flash drive /'mem(ə)ri/ ju: es 'bi: stɪk / flæʃ draɪv/ przenośna pamięć USB

microphone /'maɪkrəfəʊn/ mikrofon

monitor / screen /'mɒnɪtə(r) / skri:n/ monitor

phone case /'fəʊn keɪs/ obudowa na telefon

phone charger /'fəʊn tʃɑ:(r)dʒə(r)/ ładowarka do telefonu

pop-up /'pɒp ʌp/ wyskakujące okienko w przeglądarce

post /pəʊst/ zamieszczać post (np. na stronie www)

print (out) a document /prɪnt aʊt ə 'dɒkjʊmənt/ drukować dokument

printer /'prɪntə(r)/ drukarka

protect /prə'tekt/ chronić

remote control /rɪməʊt kən'trəʊl/ pilot

router /'ru:tə(r)/ router

scanner /'skænə(r)/ skaner

selfie stick /'selfi stɪk/ kijek do selfie

signal /'sɪgn(ə)l/ sygnał/zasięg

SMS /es em' es/ SMS, wiadomość tekstowa

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

speaker /'spi:kə(r)/ głośnik

tablet /'tæblət/ tablet

take a selfie /teɪk ə 'selfi/ zrobić selfie

type /taɪp/ pisać (na komputerze)

virus /'vaɪrəs/ wirus

volume /'vɒljʊ:m/ głośność

Wi-Fi /'waɪ faɪ/ Wi-Fi

People and technology / Ludzie i technologia

blogger /'blɒgə(r)/ bloger

hacker /'hækə(r)/ haker

moderator /'mɒdəreɪtə(r)/ moderator

programmer /'prəʊgræmə(r)/ programista

troll /trɒl/ troll (osoba umieszczająca złośliwe i niestosowne komentarze w sieci)

web designer /'web dɪzajnə(r)/ projektant stron internetowych

Inventions and discoveries / Wynalazki i odkrycia

carry out research / an experiment /kæri aʊt rɪ'sɜ:(r)tʃ / ən ɪk'sperɪmənt/ prowadzić badania/eksperyment

come up with /kʌm 'ʌp wɪð/ wymyślić coś, znaleźć rozwiązanie

discover /dɪ'skʌvə(r)/ odkrywać, odnaleźć

do research / an experiment /du: rɪ'sɜ:(r)tʃ / æn ɪk'sperɪmənt/ prowadzić badania/eksperyment

find out /faɪnd 'aʊt/ dowiedzieć się, odkryć coś

invent /ɪn'vent/ wynaleźć

printing press /'prɪntɪŋ pres/ prasa drukarska

wheel /wi:l/ koło

READING, p. 52

cope with /'kɒp wɪð/ radzić sobie (z czymś)

cube /kju:b/ kostka, sześcian

hit /hɪt/ hit, przebój

in contrast with /ɪn 'kɒntrɑ:st wɪð/ w przeciwieństwie do czegoś

reviewer /rɪ'vju:ə(r)/ krytyk, recenzent

survive /sə(r)'vaɪv/ przeżyć, przetrwać

theme /θi:m/ temat, motyw przewodni

LANGUAGE FUNCTIONS, p. 53

amazing /ə'meɪzɪŋ/ niezwykle

awful /'ɔ:f(ə)l/ okropny

hope /həʊp/ nadzieja

horrible / terrible /'hɒrəb(ə) / 'terəb(ə)l/ obrzydliwy, potworny

incredible /ɪn'kredəb(ə)l/ niesamowity, nieprawdopodobny

joy /dʒɔɪ/ radość

lovely /'lʌvli/ piękny, śliczny, czarujący

mess /mes/ bałagan

not good enough /nɒt 'gʊd ɪnʌf/ nie dość dobry

pity /'pɪti/ szkoda

rubbish /'rʌbɪʃ/ bzdury

shame /ʃeɪm/ wstyd

waste of time / money /weɪst əv 'taɪm / 'mʌni/ strata czasu/pieniędzy

OTHER WORDS

addictive /ə'dɪktɪv/ uzależniający, prowadzący do uzależnienia

announce /ə'naʊns/ ogłaszać, zapowiadać

annoying /ə'noɪɪŋ/ irytujący

anti-virus software /æntɪvaɪrəs 'sɒf(t)weə(r)/ program antywirusowy

attitude /'ætɪtju:d/ nastawienie, stosunek

civilisation /sɪvəlaɪ'zeɪʃ(ə)n/ cywilizacja

disappointing /dɪsə'pɔɪntɪŋ/ niespełniający oczekiwań/rozczarowujący

electricity /ɪlek'trɪsəti/ elektryczność

encouragement /ɪn'kʌrɪdʒmənt/ zachęta, wsparcie, poparcie

escape /ɪ'skeɪp/ ucieczka

evolution /i:və'lju:ʃ(ə)n/ ewolucja

explore the universe /ɪksplɔ:(r) ðə 'ju:nɪvɜ:(r)s/ badać wszechświat

gravity /'grævəti/ grawitacja

hunger /'hʌŋgə(r)/ głód

influence /ɪnfluəns/ wpływ

insult /ɪn'sʌlt/ obrażać

medical advances /medɪk(ə)l əd'vɑ:nsɪz/ postęp medyczny

origins /'ɒrɪdʒɪnz/ źródło/pochodzenie

recipient /rɪ'sɪpiənt/ odbiorca

revolutionise /revə'lju:ʃənəɪz/ rewolucjonizować

security cameras /sɪ'kjʊərəti kæm(ə)rəs/ kamery bezpieczeństwa

solar system /'səʊlə(r) sɪstəm/ układ słoneczny

space travel /'speɪs træv(ə)l/ podróż kosmiczna

stay in touch /steɪ ɪn 'tʌtʃ/ pozostawać/być w kontakcie

theory of relativity /θɪəri əv relə'tɪvəti/ teoria względności

tip /tɪp/ rada, wskazówka

traffic lights /'træfɪk laɪts/ światła uliczne

vacuum cleaner /'vækjuəm kli:nə(r)/ odkurzac

violence /'vaɪələns/ przemoc

whim /wɪm/ zachcianka, kaprys

1 Work in pairs. How often do you:

- send and receive text messages?
- post messages on discussion forums?
- write posts and comments on social media?
- write or comment on blogs?

2 Complete the questionnaire in your notebook. Then work in small groups and compare your answers. Talk about why you do (T) or don't do (F) these things.

		T	F
1	I read my messages/posts/comments carefully before I send them.	☐	☐
2	I check my messages/posts/comments for grammar, spelling and punctuation.	☐	☐
3	I use a lot of capital letters.	☐	☐
4	I use emoticons.	☐	☐
5	I consider the feelings of the people who will read my messages/posts/comments.	☐	☐
6	I avoid controversial opinions.	☐	☐

4 Work in small groups. Take turns to ask and answer the following questions.

- Which rule of netiquette in text 2 is most important for you? Why?
- Do you ever experience bad netiquette? If you do, what is it and how do you react to it?
- Which rules of netiquette do you follow? Which ones do you need to improve?
- Would you like to add any rules to the list? What would they be?

5 Work in pairs or small groups. Prepare a meme which will give young people a tip on how to communicate or behave online.



3 OPEN TASK Przeczytaj teksty 1. i 2. Uzupełnij luki 1–3 w e-mailu do Emmy zgodnie z treścią tekstów. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.

Tekst 1.

NETIQUETTE – A WHIM OR A MUST?

Online communication has become part of our everyday lives as it's fast and easy. However, it also has its disadvantages: when communicating online you don't get to see a person's body language, and you don't hear their tone of voice. The only tool of communication you have is the typed word. It's easy then to be misunderstood or even to insult someone. That is why it is very important to become familiar with the rules of netiquette – tips on how to communicate online. Another essential thing to consider is that you are communicating with a real person, so before you send or post anything, imagine how they might feel when they read your message or post.

Tekst 2.

HOW TO BE POLITE ON THE NET

- Think about the recipients of your message or post. Will it be read by your close friends or will it be public?
- Adopt the right tone and level of formality – don't overuse emoticons or capital letters.
- Express your opinions politely, and rely on facts and data which can be checked.
- Avoid sarcasm and irony even if you think someone is wrong.
- Never post or send anything when angry or frustrated – wait for your emotions to cool down.



Hi Emma,

I've just read some interesting information about netiquette – you know, rules of (1) . Before that, I thought it was all about avoiding spelling mistakes and overusing emoticons. But the article suggests remembering that there is (2) on the other end of the screen. We can't see their body language or hear their voice, so we must be careful not to hurt their feelings – for example, by being sarcastic or too informal. Also, we should never send or post anything when we are under the influence of (3) .

I will definitely try to pay more attention to what I write online.

What do you think?

Cheers,

Mia

VOCABULARY

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

- 1 I hate it when my computer *clicks* / *crashes* / *charges* – it usually happens when there are too many programs running.
- 2 Your new games console is fantastic – we could play together if you had another *handset* / *hardware* / *hacker*.
- 3 The teacher asked Luke to *discover* / *find out* / *invent* when SMSs were used for the first time.
- 4 I won't take a good picture unless you have a *keyboard* / *router* / *selfie stick*.
- 5 Dad, can I use your *printing press* / *scanner* / *tablet*? I need to make a copy of my essay and send it to my teacher.
- 6 Jessica is really keen on drawing and graphics – she'd like to be a *hacker* / *moderator* / *web designer*.
- 7 My father is a scientist and *comes up with* / *does* / *makes* research into the effects of computer games on memory and learning skills.
- 8 You need to have a strong password to *post* / *print out* / *protect* your personal information on the Internet.

GRAMMAR

2 In your notebook, rewrite the dialogue in reported speech. Use all the verbs in the box.

- asked • answered • explained
- said • told • wanted

Reporter: Why did you decide to run a blog about safety on the Internet?

Blogger: Because someone hacked my computer last December and put a virus on it.

Reporter: Why must we be careful about this?

Blogger: There are hackers who can steal your personal information.

Reporter: Have you ever met any hackers?

Blogger: I spoke to a hacker a few weeks ago on the Internet.

Reporter: Oh, that's interesting. And what are you writing about now?

Blogger: This week, I'm writing about passwords that people use on the Internet. And next week, I'm going to write about anti-virus software.

USE OF ENGLISH

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

- 1 Mike (*ask* / *I*) I wanted to use his phone charger.
- 2 Tris said that she (*hate* / *play*) computer games.
- 3 My dad asked me why I (*not* / *wear*) my headphones that day.
- 4 Diane said that she (*always* / *forget*) charge her phone.
- 5 I asked Bill if he (*lend* / *I*) his printer the next day.
- 6 My teacher wanted to know (*I* / *can*) type really fast.
- 7 My brother promised me that he (*give* / *I*) his old digital camera.
- 8 They said (*it* / *be*) a nice surprise that we came.

CUMULATIVE REVIEW

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

My blog
✕

JIMMY'S BLOG – COMPUTER GAMES, SPORT AND ME

Well, to tell the truth, I (1) *didn't use to play* / *hasn't played* / *hadn't played* computer games when I was younger. I preferred (2) *spend* / *to have spent* / *spending* my time outdoors, playing with my mates, as I was a really (3) *friendly* / *reliable* / *serious* child. However, last year, a friend of mine (4) *had said* / *told* / *told me* that he wanted to show me his new game. He said that he (5) *got* / *has got* / *had got* it for his birthday (6) *the next month* / *this month* / *the previous month*. He knew very well that I was (7) *into* / *on* / *of* sport, not computers, but I think he also knew that I (8) *like* / *will like* / *would like* it. Well, I did – because it was a sports game in which you are the (9) *champion* / *coach* / *designer* of a basketball team! (10) *From* / *For* / *Since* then, it has been my favourite game. What games do you like to play?

VOCABULARY

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

- This is in the middle of your leg and can bend. k_____
- You need this on your computer to surf the Internet. b_____
- This is between the top of your arm and your neck. s_____
- You keep documents, songs, or photos in this place on a computer. f_____
- This is a blue or black mark on your skin from an injury. b_____
- You wear these for private listening so that you don't disturb others. e_____
- You do this when you have a cold, or an allergy to something. s_____
- This is a person who writes rude or annoying comments online. t_____
- This is the name of the system in your body that fights off illness. i_____
- This can make you ill or damage your computer. v_____

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

- The doctor gave me a prescription and told me to
 - I was having trouble connecting
 - Having a regular check-up
 - We contacted the moderator
 - If you have a runny nose, sore throat and a high temperature,
 - We carried out
 - A balanced diet includes
 - We downloaded the songs and
- a eating lots of fruit and vegetables.
b an interesting experiment in physics yesterday.
c to the Internet.
d can help you stay healthy.
e you might have flu.
f take one tablet every morning after meals.
g put them on a memory stick.
h to complain about the rude comments on the site.

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

- If you want the music to be louder, you'll need to connect the smartphone to a **bluetooth** / **speaker** / **monitor**.
- Carl injured his **ankle** / **wrist** / **elbow** and couldn't walk.
- He's ill, but the doctor said his health would **cure** / **improve** / **treat** in the next few days.

- I bought a **case** / **cursor** / **folder** for my phone to protect it from damage.
- It's a good idea to put a **pill** / **plaster** / **tablet** on that cut so it doesn't get infected.
- Can you operate your sound system by **digital** / **console** / **remote** control?
- The appearance of a lot of spots on your skin is sometimes called **ache** / **acne** / **asthma**.
- I keep a **charger** / **signal** / **pop-up** by my bed and I plug my phone in every night.

GRAMMAR

4 In your notebook, complete sentences 1–8 with the correct form of the words in brackets.

- I went to the doctor because I (**have** / **accident**) _____ the day before and I was in pain.
- Annette (**be** / **ill**) _____ for a week before she went to the doctor.
- I (**like** / **be**) _____ a bit healthier. I wonder what I can do.
- Andrew said that we (**will** / **soon** / **develop**) _____ a new kind of computer.
- I (**miss** / **have**) _____ computer classes with Miss Green. She was great.
- Miranda asked me (**I** / **buy**) _____ a new phone yet.
- I suddenly realised that my leg (**stop**) _____ hurting and I was walking normally.
- Jeannette told me that they (**plan** / **move**) _____ to the USA the next year.

5 In your notebook, rewrite the sentences beginning with the words given.

- 'Have you eaten anything unusual?', the doctor asked me.
The doctor asked me _____.
- Karin said, 'I must get a new phone.'
Karin told me that she _____.
- Rob's finger stopped bleeding before he put a plaster on it.
When Rob put a plaster on his finger, it _____.
- 'What are you studying this year?', Ben asked me.
Ben asked me _____.
- Philip said he was not going to see a doctor.
Philip refused _____.
- Before my diet, I used to eat chocolate. It was great!
Now I'm on my diet, I miss _____.
- 'I buy a new phone case every six months,' explained Susan.
Susan explained that she _____.
- Colin said that he would phone me later.
Colin promised _____.

USE OF ENGLISH

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

< Dora answers



Dear Scott,

You said in your letter that you (1) it difficult to sleep at night. You also (2) me that you had stopped using your computer so much. That's good, but I think the problem is using your mobile before bed. If you turn off your phone in the evenings, I think you will go to sleep more (3) . Have you considered (4) a book in bed rather than using an electronic device? I think you'll find it will help.

Why don't you give it a try?

Good luck,

Dora

- | | | |
|--------------|-----------|--------------|
| 1 A can find | B found | C would find |
| 2 A told | B said | C spoke |
| 3 A easy | B easier | C easily |
| 4 A to read | B reading | C read |

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

- 'Do you know anything about programming?' Kim asked me. **IF**
Kim asked me anything about programming.
- It's not necessary for us to share a computer because we've got one each. **HAVE**
We each have a computer so we to share.
- My phone works fine since I took it to be fixed. **BEEN**
My phone and it works fine now.
- 'Where can I buy a cheap tablet?' my Mum asked. **WHERE**
My Mum wanted to know buy a cheap tablet.
- I haven't got enough money so I can't buy a new computer now. **ABLE**
If I had more money, I to buy a new computer.
- Chris is a boy in my class and his dad is a journalist. **WHOSE**
Chris is the boy in my class a journalist.

LANGUAGE FUNCTIONS

- 8 14 Usłyszysz dwukrotnie cztery krótkie wypowiedzi (1–4). Do każdej wypowiedzi dopasuj właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.

A	How lovely! That was very kind.
B	I'm afraid you can't. I have an appointment.
C	I'd like to make an appointment.
D	You're welcome!
E	Oh no! What a waste of time!

Speaker 1 Speaker 2

Speaker 3 Speaker 4

- 9 **OPEN TASK** Uzupełnij luki (1–3) w poniższym dialogu tak, aby był on spójny i logiczny. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Odpowiedzi zapisz w zeszycie.

X: So how long did the doctor tell you to stay at home?

Y: He said that, (1) (luck) , I'll be OK in a week.

X: Well, that's not so bad.

Y: (2) (help) with my schoolwork?
I mean – maybe you can make copies of things I miss, make a note of the homework ... that sort of thing? Do you mind?

X: No, (3) (course) don't mind. I'll phone you after school every day and if there are things to bring you, I can come and give them to you.

Y: Brilliant. Thanks!

WRITING

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

OPEN TASK Podczas kursu językowego w Anglii zatrzymałeś/zatrzymałaś się u kolegi. Zostaw mu wiadomość.

- Wyjaśnij, że wrócisz później z powodu imprezy w szkole.
- Poproś kolegę o pomoc w rozwiązaniu problemu z twoim laptopem.
- Zaproponuj wspólne wyjście do restauracji w weekend.

Wypowiedź powinna zawierać od 50 do 120 słów.

Hi Mike,

This is just a quick note to tell you that my plans have changed.



THE WEATHER

- 1 In your notebook, match the words in the box with the pictures of different weather conditions (A–H). Some words match more than one picture.

frost / frosty • sun / sunny • cloud / cloudy • dry
 heat / hot • cool • shine • cold • fog / foggy
 ice / icy • snowfall • lightning • snow / snowy
 rain / rainy • wind / windy • rainbow • shower
 storm / stormy • thunder • sunshine

- 2 In your notebook, complete the sentences with the correct form (noun, verb or adjective) of the word in bold.

1 snow

There's no school today because it's .
 This card shows a scene at Christmas time.

2 ice

Be careful of the on the roads.
 She slipped on the path.

3 frost

It's a cold and morning.
 Can you see the on the trees?

4 rain

I hate days.
 Dad's going to drive to work today because it's .

5 cloud

There are in the sky.
 The weather is dark and today.

6 wind

A strong blew all the apples off the tree.
 It was so that my hat blew off!

7 fog

The is so thick that I can't see!
 It was a morning.

THE SEASONS

- 3 In pairs ask and answer the questions.

- What's the weather like right now?
- If someone's going outside today, what should they wear?

- 4 In pairs or groups, talk about the seasons (spring, summer, autumn and winter). Say:

- what the weather is like
- what things you associate with each season

The weather in spring is often cool and rainy, with some sunny days. In spring, flowers start to grow, and we celebrate Easter.

PLANTS AND ANIMALS

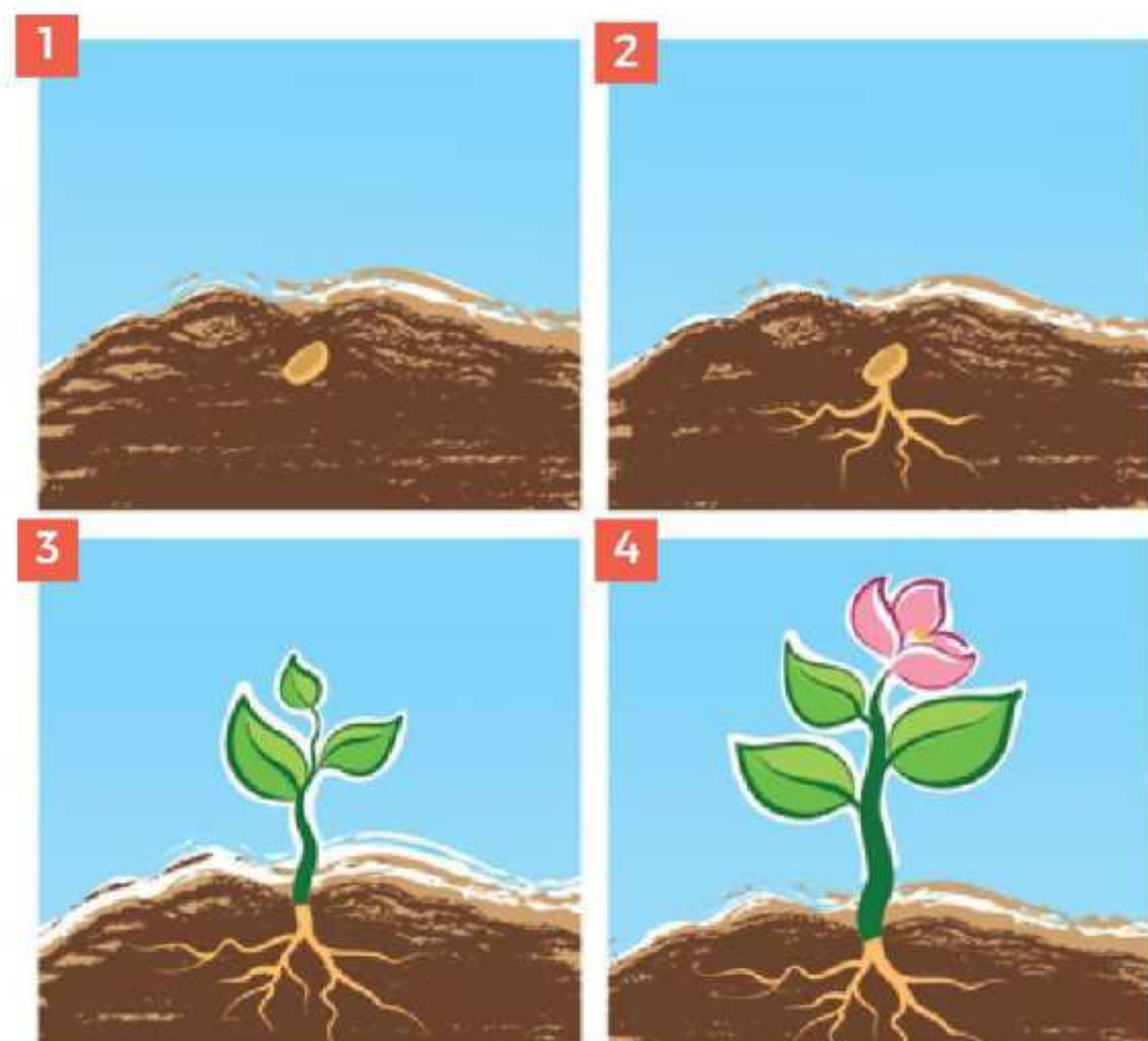
- 5 In pairs or groups, answer questions 1–8 about the animals in the box. Write the answers in your notebook.

fox • ant • parrot • bear • duck • bee • lizard
 cow • butterfly • hippo • shark • crocodile • pig
 dolphin • donkey • goat • lion • spider • mouse
 elephant • giraffe • rabbit • gorilla • hamster
 tiger • snake • horse • rhino • sheep • monkey
 kangaroo • mosquito • penguin • whale

Which animals ...

- | | |
|---|------------------------------------|
| 1 | can fly? |
| 2 | often live in people's houses? |
| 3 | are very noisy? |
| 4 | can swim? |
| 5 | are very colourful? |
| 6 | are often found on a farm? |
| 7 | are often kept in zoos? |
| 8 | might you see in a garden or park? |

- 6 In your notebook, match each picture with its description (a–d). Then label the parts of a plant with the words in bold.



- a First, it grows **roots**. These grow under the ground, into the **soil**. They take water from the soil and use it to make food for the plant.
- b When the plant has grown more, it produces **flowers**. These have seeds that can make new plants.
- c After this, a **stem** grows out of the ground. This grows some **leaves**.
- d A plant starts as a **seed**. With light and water, it will start to grow.

LANDSCAPE

- 7 15 Listen to four podcasts. In your notebook, match each speaker with the location they describe. There are two extra locations.

• cave • beach • mountain • desert • rainforest
• waterfall

1 2 3 4

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

Julie woke up at (1) **sunrise** / **sunset** to begin her early morning hike. She left her room and climbed the (2) **forest** / **hill** behind the hotel. At the top, looking down the other side, she could see a pretty green (3) **valley** / **coast** at the bottom. It was quite lovely and she was excited to explore it. There were (4) **fields** / **parks** of wheat and green grass. It was a nice change from the city! She climbed over a stone wall and then walked along a narrow (5) **avenue** / **path**. She knew that it led to a bridge where she could cross the (6) **river** / **sea**. 'What a wonderful hike!', she said to herself as she walked towards the bridge.

PROTECTING THE ENVIRONMENT

- 9 In your notebook, match words 1–8 and a–h to make compound nouns.

- | | |
|-----------|------------------|
| 1 global | a fuels |
| 2 sea | b level |
| 3 forest | c waste |
| 4 air | d warming |
| 5 fossil | e energy / power |
| 6 toxic | f fires |
| 7 solar | g change |
| 8 climate | h pollution |

- 10 In your notebook, complete the online post with the compound nouns from exercise 9. For one of the gaps, there are two possible answers.

< New post

Our planet is in trouble! Temperatures are getting higher because of (1) , but people are slow to act. We must stop burning (2) like petrol and gas and instead use wind and (3) to power our homes. And that's not all. CO₂ from factories and cars causes (4) . This is dangerous for our health. Why don't people walk and cycle to work and school every day? Some factories also pour (5) into rivers and lakes. This kills the fish and plants in the water. Ice in the Arctic is melting, causing the (6) to rise. When are we going to wake up and act to save our planet?

- 11 In your notebook, complete sentences 1–5 with the words in the box.

• jams • bottle • friendly • landfills
• recycle • rubbish • recycling • public

- 1 If people used transport more often, there would be fewer traffic .
- 2 Organic farming is environmentally because it doesn't use chemicals.
- 3 If we plastic and glass, we'll really help the environment.
- 4 Instead of throwing plastic in the bin, we should put it in the bin.
- 5 Many glass containers end up in when they should be going to banks.

- 12 In pairs, discuss what people can do to help the environment. Use the words in the box.

• drop litter • protect • recycle • pollute
• save • waste



What do you usually recycle at home?

1 In pairs, discuss the questions.

- Are there any famous national parks in your country? Have you ever visited any of them?
- Do you enjoy visiting places of natural beauty with forests, mountains and lakes? Why (not)?

2 Quickly read texts 1 and 2 in exercise 3. Choose the correct answers and write them in your notebook.

- Why did Liam send Penny an email about the national park?
 - To give her some information
 - To invite her to visit him there
- Why did Penny send an email to Charlotte?
 - To discuss the weather
 - To arrange travel plans
- What can they do to prepare for their trip?
 - Check the weather online
 - Do some online research about lakes

3 **OPEN TASK** Przeczytaj teksty 1. i 2. Uzupełnij luki 1–4 w e-mailu do Charlotte zgodnie z treścią tekstów. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.

Tekst 1.

 New message

Subject: **Park Information**

Dear Penny,

Thanks for your interest in Waimea Canyon State Park. You asked about the park's natural features. It's got a **canyon** that's 1.2 kilometres deep. It's also got a **river** and spectacular **waterfalls**. There are different walking paths that you can choose from. One leads to **cliffs** where you can see for miles! This hike takes about an hour. The Nature Loop is the shortest path (about 15 minutes) and the Ditch Trail takes about four hours.

You also asked about the weather. This is a good time of the year for your visit. I have posted a link to a weather website that I often look at. If you visit this weekend, you might see a rainbow!

I hope this information helps you to plan your trip.

Liam McKenny
Park Manager
Waimea Canyon State Park

4 Copy the chart into your notebook and complete it with the highlighted words from Text 1.

Water features	Land features
	
	

5 Add the words in the box to the chart in exercise 4.

• coast • cave • hill • lake • valley • ocean

6 In pairs or small groups, imagine that you are going on a family trip to a national park. Use the points below and your own ideas to help plan your trip.

- Seaside, mountains or lakes?
- Spring, summer, autumn or winter?
- Hiking, canoeing or cycling?
- Day trip, weekend trip or longer?

Tekst 2.

 Kauai Island – 5-Day Weather Forecast 

Thursday	Friday	Saturday	Sunday	Monday
				

TIP Po uzupełnieniu luk przeczytaj cały e-mail jeszcze raz, aby sprawdzić, czy jest on logiczny i czy odpowiedzi pasują do zdań pod kątem gramatycznym (np. czy użyłeś/użyłaś czasownika we właściwej formie, rzeczownika w odpowiedniej liczbie itp.).

 New message

Subject: **Kauai Island Trip**

Hi Charlotte,

I've just got an email from the Park Manager at Waimea Canyon State Park. He sent me a link that gives a good (1)  for the island. It'll be warm and sunny when we arrive on Thursday, but unfortunately it's going (2)  on Saturday and Sunday. The good news is that we might see (3)  if we are there at the weekend.

There are lots of amazing natural features to see, and we can choose our route. The path to the cliffs (4)  than the Nature Loop path but the views are fantastic, so I really want to go up there. I can't wait!

Bye for now,
Penny

- 1 Look at the questions below. Why are there two different ways of asking the same question? In what situations would you use the different forms?

- 1 So, how big is the zoo?
- 2 I'd like to know how big the zoo is.

- 2 Study the pairs of sentences in the Phrase Box. Which sentence in each pair is a direct question and which an indirect question? Write D or I in your notebook.

PHRASE BOX

- 1 • Where's the zebra exhibit?
• Can you tell me where the zebra exhibit is?
- 2 • Could you tell me why you studied birds at university?
• Why did you study birds at university?
- 3 • I'd like to know how much the entrance fee is.
• How much is the entrance fee?

See Grammar p. 68 »

- 3 Which sentence in exercise 2 is different from the others? Why?

- 4 In your notebook, rewrite questions 1–5 as indirect questions, using the phrases given.

- 1 What is a giraffe's favourite food?
I'd like to know _____.
- 2 When did the dolphin show begin?
Can you tell me _____?
- 3 What have the pandas eaten so far today?
Do you know _____?
- 4 Can we feed the monkeys?
Do you know _____.
- 5 How much does a dolphin weigh?
Could you tell me _____?

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

- 1 Wraz z kolegą z Anglii planujecie wycieczkę do zoo. Zapytaj o dogodny dla niego termin.
A Why don't we go to the zoo on Sunday?
B When are you planning a trip to the zoo?
C Which day will be best for you to go to the zoo?

- 2 Twój kolega wyjeżdża z rodziną na weekend. Jak zaproponujesz, że będziesz karmić/karmiła jego kota?

- A How often shall I feed your cat while you're away?
- B Are you going to feed your cat while you're away?
- C Would you like me to feed your cat while you're away?

- 3 Poszukujesz w muzeum historii naturalnej sklepu z pamiątkami. Jak poprosisz o wskazówki?

- A Could you tell me how to get to the gift shop?
- B May I go to the gift shop, please?
- C Can you show me round the gift shop?

- 6 Study the phrases in the Teen Talk box. How do you say something similar in your own language?

TEEN TALK

 Zoos are pretty cool, huh?

 Very positive: Yeah, ace!

 A little positive: Yeah, they're all right.

 Negative: Not really my thing.

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

X: This tree is one of my favourites.

Y: Could (1) _____ what its name is?

X: Of course. It's a silver maple. It's quite common in Canada.

Y: (2) _____ interesting! Do you know how long this type of tree lives?

X: It can live up to 130 years.

Y: And do you know how old (3) _____?

X: It's probably about 30 years old.

Y: I see. We should have more of these where I live.

X: From my point (4) _____, I think we should plant more trees everywhere.

Y: I agree!

- 8 In pairs or groups, ask and answer these questions.

- Have you ever visited a zoo?
- What animals did you see?
- Did you enjoy your visit?
- Some people believe it is wrong to keep animals in zoos. What do you think?

Indirect questions

- Pytań pośrednich używamy, aby zadać pytanie lub wyrazić prośbę bardziej uprzejmie, np.
*Can you tell me **where** the nearest bus stop is?*
*Do you know **if** they will come to the party?*
- Pytania pośrednie tworzymy, poprzedzając pytanie zdaniem wprowadzającym, np.
Could you tell me ...? I wonder ... I would like to know ...
- W pytaniach pośrednich w zdaniu podrzędnym (po zaimkach *where, when, how much* itd.) stosujemy szyk zdania oznajmującego:
How much does this laptop cost?
Can you tell me how much this laptop costs?

Where is the science lab?
I don't know where the science lab is.

1 In your notebook, write indirect questions. Start with the phrases below.

- 1 'Are you very busy?'
I'd like to know _____.
- 2 'Will it snow today?'
Do you know _____?
- 3 'Has he eaten his breakfast?'
I wonder _____.
- 4 'Did you book the tickets?'
Could you tell me _____?
- 5 'Can Alice play tennis?'
I don't know _____.
- 6 'Is Jennifer doing anything important now?'
Can you tell me _____?
- 7 'Does he speak Greek?'
Do you have any idea _____?
- 8 'Can they dance?'
Please find out _____.
- 9 'Do you love me?'
Tell me _____.
- 10 'Should I say "sorry" to her?'
I am not sure _____.

2 Imagine an astronaut is going to visit your school next week. Write five indirect questions you would like to ask.

Can you tell me how many times you have travelled into space?

Articles: a/an, the and zero article

Użyj przedimka **a/an**:

- z rzeczownikiem policzalnym w liczbie pojedynczej, wymieniając jakąś osobę lub rzecz po raz pierwszy, np. *I've got **a** dog. There's **an** elephant.*
- mówiąc, że jakaś osoba lub rzecz należy do pewnej kategorii, np. *An **emu** is **a** bird.*
- opisując jakąś cechę osoby lub rzeczy, np. *It's **an** old forest.*

Użyj przedimka **the**:

- kiedy mówisz o jakiejś osobie lub rzeczy po raz kolejny lub z kontekstu wiadomo, o kim/o czym jest mowa, np.
*Yesterday I found **a** cat in the garden. **The** cat was all black.*
***The** park next to my house is really nice.*
- aby zaznaczyć, że istnieje tylko jedna osoba lub rzecz danego typu, oraz z przymiotnikami w stopniu najwyższym, np. *Asia is **the** largest continent in **the** world.*
- przed nazwami rzek, oceanów, łańcuchów górskich, pustyń, państw z rzeczownikiem pospolitym w nazwie, np. *the Nile, the Pacific Ocean, the Rocky Mountains, the Sahara Desert, the United States.*

Nie używaj przedimka:

- przed rzeczownikami niepoliczalnymi, np. ***Air pollution** is **a** serious problem in Poland.*
- przed rzeczownikami policzalnymi w liczbie mnogiej, jeżeli wymieniasz je po raz pierwszy, np. *I'm afraid of **snakes**.*
- przed nazwami własnymi, takimi jak nazwy kontynentów, krajów, miast, szczytów górskich, np. *Europe, Germany, Berlin, Mount Everest.*
- w niektórych wyrażeniach, np. *at work, in bed, at home, have breakfast / lunch / dinner.*

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

- 1 There's **a /** – new gym near my house.
A / The gym is open every day.
- 2 Give me **the /** – red pen lying on **the /** – table.
- 3 **A /** – parrot is – **/ a** bird.
- 4 We usually have **the /** – breakfast at 7 am.
- 5 **The / A** dress Sarah is wearing is expensive.
- 6 My cousins live in – **/ a** small town.
- 7 Jane's younger **the /** – brother is **a /** – student.
- 8 My dad always drinks **a /** – cup of **the /** – coffee after **the /** – dinner.
- 9 Turn down **the /** – radio, please. **The / A** music is just too loud.
- 10 In **the / a** photo I can see **a /** – boy and – **/ a** girl.
– **/ The** boy is singing and – **/ the** girl is dancing.

4 In your notebook, complete sentences 1–4 with a/an or the or put – for no article.

- They went on trip to Africa last year. They took fantastic photos of landscape and wild animals.
- weather was terrible yesterday. It was very cold day, with heavy rains and strong winds.
- There's small lake outside town where I live. residents of town like walking and cycling around lake.
- In general, I like animals. only kind I can't stand are snakes. I'd never keep pet snake at home!

Can/could and be able to

- Can** stosujemy, aby wyrazić umiejętność posiadaną (lub nie) w teraźniejszości, np.
Pam can't read, she's only four.
- Could** stosujemy, aby wyrazić umiejętność posiadaną (lub nie) w przeszłości, np.
I didn't go to the party because I couldn't dance.
- Can** i **could** możemy też stosować, gdy wyrażamy prośbę lub gdy pytamy/prosimy o przyzwolenie, np.
Could I use your phone?

Zdania twierdzące

I / He / She / It /	can / could speak Chinese.
We / You / They	

Zdania przeczące

I / He / She / It /	cannot (can't) / could not (couldn't) speak Chinese.
We / You / They	

Pytania

Odpowiedzi

Can / Could you help me?	Yes, I can. / No, I can't.
--------------------------	----------------------------

Where can I find a park here?

- Konstrukcji **be able to** używamy, aby zastąpić czasowniki **can** i **could**, szczególnie w czasach innych niż *present simple* i *past simple*.
I would like to be able to paint.
Chris has never been able to learn Chinese.

5 In your notebook, complete the gaps in sentences 1–7 with can or could. Write affirmative and negative forms.

- It's a pity I jump like a kangaroo.
- Cheetahs run very fast.
- Dolphins fly, but they swim very well.
- When I was five I ride a bike very well, but I skate.
- How many foreign languages you speak?
- you show me the way to the zoo?
- The dog wants to go out. you walk him?

6 In your notebook, complete sentences 1–7 with the correct form of be able to. Write affirmative forms, negative forms, or questions.

- Peter never learn to dance. He doesn't like it.
- Jane read French at the age of five.
- The doctor is very busy now but I'm sure she see you tomorrow.
- I skate since I was six. I'm really good.
- George is a great swimmer. He swim five kilometers without a break.
- Mark is ill – he to go hiking with us next Saturday.
- I'm sorry but I to phone you yesterday.

Demonstrative pronouns

- Zaimków wskazujących: *this* (l.poj.), *these* (l.mn.) używaj, aby wskazać na kogoś lub coś znajdującego się w pobliżu.
- Zaimków wskazujących *that* (l.poj.), *those* (l.mn.) używaj, aby wskazać na kogoś lub coś znajdującego się w pewnej odległości.
This is my room. That is my brother's room.
Take these books from the floor. Look at those skyscrapers over there.

Uwaga!

This / that – liczba pojedyncza

These / those – liczba mnoga

7 In your notebook, complete sentences 1–4 with this, that, these or those.

- are my books on the desk.
- Whose is sports car over there?
- houses by the sea are very nice.
- Is your new tablet?

8 In your notebook, complete the dialogue with demonstrative pronouns: this, that, these or those.

A: Good afternoon. I'd like to return the books.

B: Ok. It seems ¹ books are two weeks overdue.

A: Sorry. It'll never happen again.

B: Put them on ² desk over here, but please don't take ³ books lying on the desk. They're for somebody else.

A: Do you have any books in English?

B: You'll find them on ⁴ shelves in ⁵ bookcase over there.

A: Thank you.

1 Work in pairs. Which comments do you agree with? Give reasons for your answers.

- People should use public transport and not drive everywhere in their cars.
- If you visit a nature reserve, you disturb the animals.
- Recycling household rubbish is a waste of time.
- Visiting a zoo is an educational experience for children.

2 Study the questions and pictures in exercise 3. What words and phrases do you think you might hear in the recording? In your notebook, add your own ideas to the list below.

- 1 giraffe, lion, ...
- 2 forest, mountain, ...
- 3 weather, sunny, ...
- 4 taxi, bus, ...

TIP Przed wysłuchaniem nagrania przeczytaj pytania i zastanów się, co przedstawiają ilustracje zamieszczone w zadaniu, np. jeśli obrazki przedstawiają zwierzęta, przypomnij sobie nazwy tych zwierząt w języku angielskim. Pomoże Ci to w wyborze właściwej odpowiedzi.

4 VERBS / ADJECTIVES WITH PREPOSITIONS In your notebook, complete the sentences with the prepositions in the box.

• in • from • about • of • on • for • to

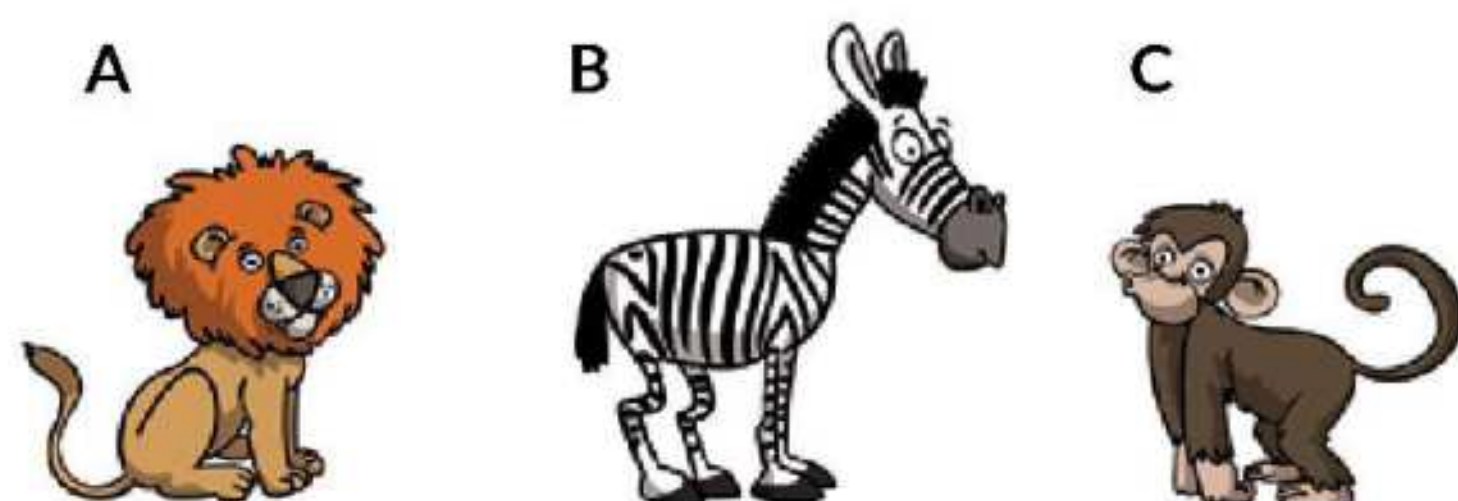
- 1 The planet Saturn is famous its amazing rings.
- 2 Animals depend water, food, and oxygen to live, just like we do!
- 3 The only planet that is similar the Earth in size is Venus.
- 4 Plants in tropical places are very different plants in colder areas.
- 5 The students were very proud their results in the science exam.
- 6 Many people worry the future of our planet.
- 7 I think it's terrible that some politicians don't believe global warming.

5 In pairs or groups, discuss what you think is the most serious environmental problem where you live. How could you solve this problem?

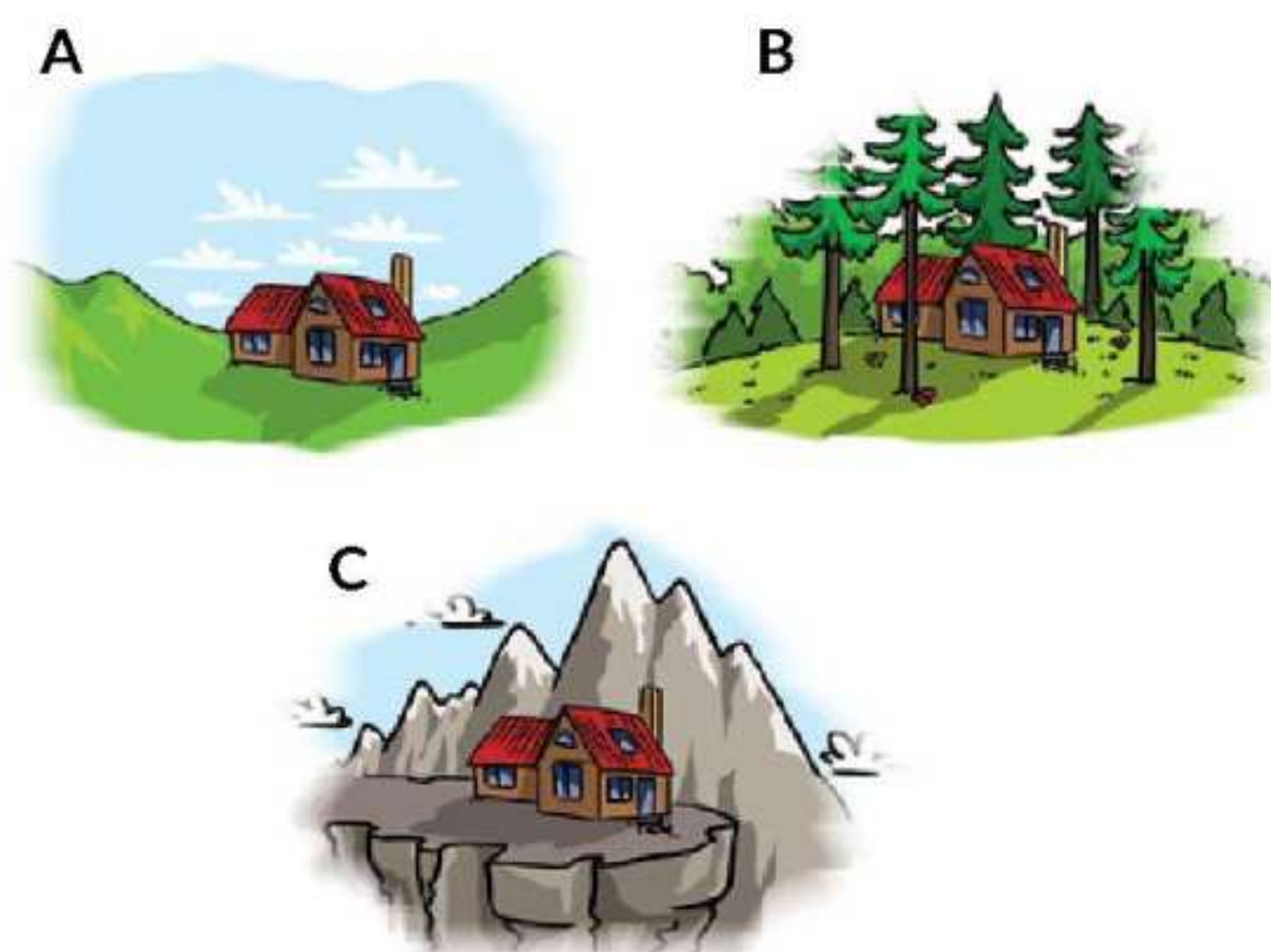
I think the biggest problem here is that there are too many cars on the roads. One solution is to have more buses.

3 16 Zapoznaj się z tekstem z ramki **TIP**. Usłyszysz dwukrotnie pięć tekstów. Na podstawie usłyszanych informacji wybierz w zadaniach 1–5 właściwą odpowiedź (A–C). Odpowiedzi zapisz w zeszycie.

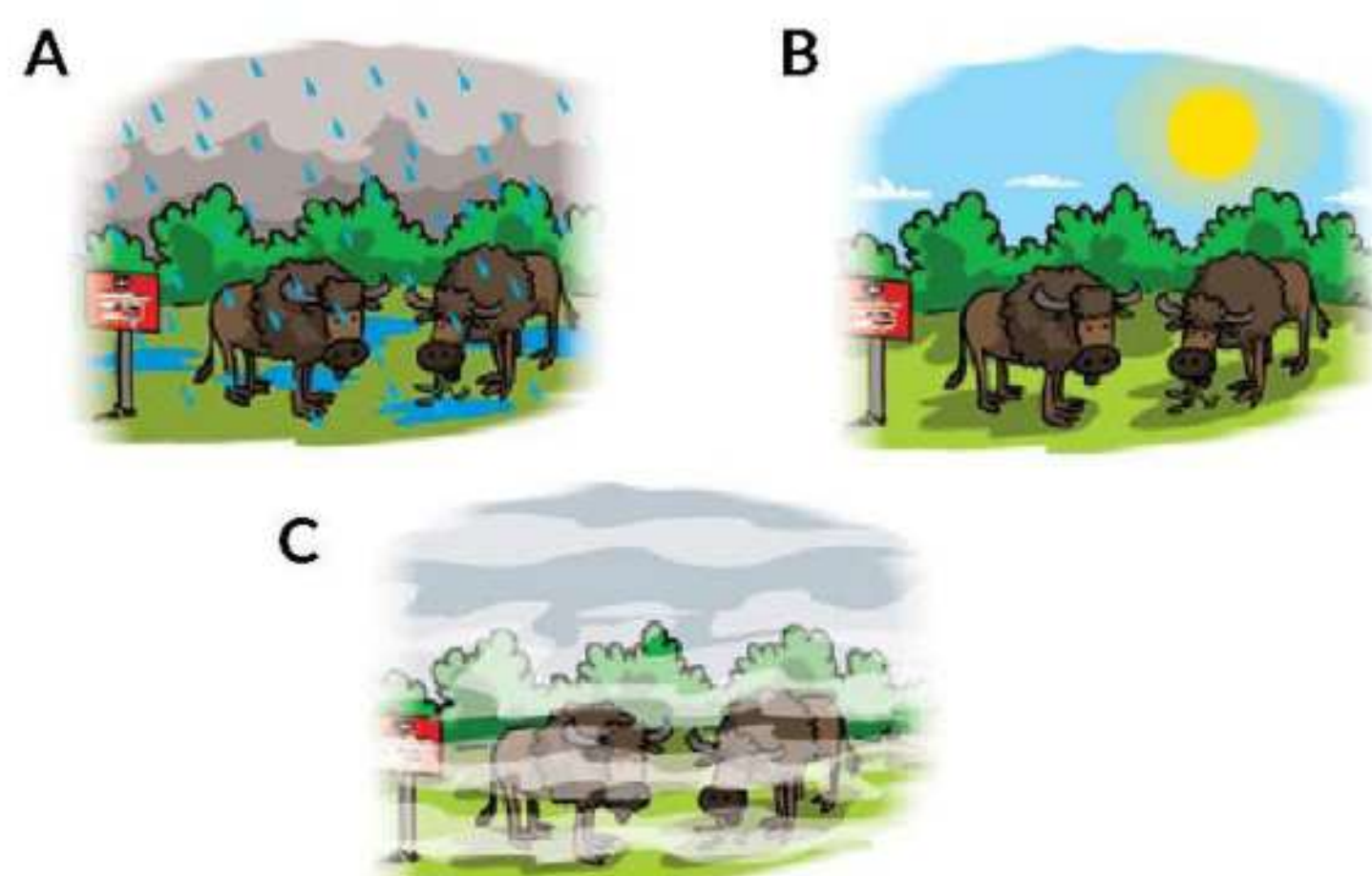
1 Which animal are the children going to see next?



2 Where is Paul's grandmother's house?



3 What was the weather like at the wildlife park?



4 What do the listeners think the city needs more of?



- 5 The speaker is**
- A explaining some rules.
 - B advertising a shop.
 - C encouraging visitors to take a tour.

check your GRAMMAR

- 1 In your notebook, complete sentences 1–6 with correct article: *a / an, the* or – (no article). Can you think of any countries which have *the* at the beginning of their name?

Articles

- 1 My cousin lives on houseboat in Netherlands.
- 2 Is there university in your area that is good for studying nature?
- 3 Can you believe that scientists have discovered water on Moon?
- 4 Shall we have dinner in garden? I love having meals outside!
- 5 My sister rode elephant in India. She said elephant was enormous!
- 6 It was hottest day of the year today. temperature rose 10 degrees in less than hour!

- 2 In your notebook, complete sentences 1–6 with the words in the box. There is one extra word that you do not need to use.

Can / could and be able to

• could • couldn't • can • can't • able
• isn't • won't

- 1 I was such a smart kid, I name all the planets by the time I was six.
- 2 It's very dark in this room and I see a thing!
- 3 I do my homework last night because I left my book at school.
- 4 Were you to climb to the top of the tree?
- 5 We be able to go out this evening because of the storm.
- 6 I wasn't very good at swimming at the beginning, but after lots of practice I now swim very fast.

- 3 Choose the correct words and write them in your notebook. When do we use *this / these*? When do we use *that / those*?

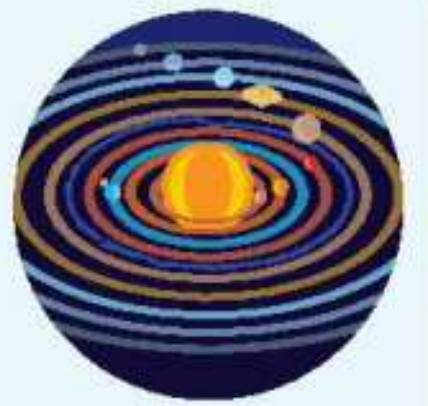
Demonstrative pronouns

- 1 **This / That** plant here in front of me is a holly bush.
- 2 I think **this / that** tree across the street will fall down in the next storm.
- 3 What do you call **these / those** clouds over the distant mountains?
- 4 **These / Those** chairs we're sitting on are quite comfortable.

See Grammar pp. 68–69 »

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

Just twenty-five years ago, scientists (1) see any planets outside our own solar system. Today, they are able (2) planets that are billions of kilometres away. On one of the planets they have discovered, COROT-7b, it rains rocks! (3) temperature there is 2,300 degrees centigrade and, because of the heat, the rocks turn into gas. In cooler areas, the gas turns back into rocks (4) fall to the ground like rain!



- | | | |
|-----------|------------|----------|
| 1 A could | B couldn't | C can't |
| 2 A see | B seeing | C to see |
| 3 A – | B A | C The |
| 4 A which | B where | C who |

- 5  **OPEN TASK** Uzupełnij zdania 1–6. Wpisz podane w nawiasach wyrazy w odpowiedniej formie tak, aby zdania były logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Nie zmieniaj kolejności podanych wyrazów. Dodaj wszystkie niezbędne elementy. Odpowiedzi zapisz w zeszycie.

- 1 It was loud in the study hall and Helen (*can / concentrate*) on her studies.
- 2 He (*already / write*) three science books before he became famous.
- 3 Paula (*be / proud*) her son when he won the school Physics Prize.
- 4 If I (*have / these*) apps on my phone, I would use them all the time.
- 5 Have you and your family ever (*visit / UK*) ?
- 6 Anatol (*be / able*) finish all the questions in the exam yesterday.

WRITING

1 In pairs or groups, discuss the questions.

- Have you ever won a prize or a medal, or come first in a competition?
- What was the competition / race / etc.?
- Which competition or prize do you dream of winning? Why?

2 Read the writing task and sample email below. Ignore the underlined mistakes for now. Has Rachel completed the task properly? Why (not)?

 Twój kolega z Anglii niedawno zakwalifikował się do finału konkursu przyrodniczego i zaprosił cię na ceremonię rozdania nagród. Napisz do niego e-mail.

- Odpowiedz na zaproszenie i pogratuluj mu sukcesu.
- Poproś o dodatkowe informacje na temat pracy konkursowej.
- Napisz, w jakim konkursie niedawno brałeś/ brałaś udział.

[← !\[\]\(003082e50e3009141f59bd5df831749f_img.jpg\) New message](#)

Hi Derek,

Congratulations on being a finalist in the competition about the environment! And thank you so much for inviting me to the caremony. I would love come, but unfortunately I'll be in Poland then. I hope you have a great time and I really hope you win. I am wishing you the very best of luck!

I know that the competition was about protecting the environment, and that you produced a poster, but what exactly was your poster about? I'd love you to say me more about your entry. Maybe you could send me photo of your poster. I'd love to see it!

We're studying the environment at school. At the moment, we learn about weather change and earth warming, and how important is recycling. It's very interesting!

Bye for now,
Rachel

3 In pairs, study the underlined mistakes in the email in exercise 2. What kind of mistakes are they? Copy the chart into your notebook and correct the mistakes.

Spelling mistakes	Grammatical mistakes	Wrong word
		

4 Read the writing task below. In pairs or groups, discuss how you can develop the three points below by adding additional information.

 **OPEN TASK** Właśnie dowiedziałeś/
dowiedziałas się, że twoja koleżanka z Anglii
zakwalifikowała się do finału konkursu wiedzy
na temat ochrony środowiska. W e-mailu:

- pogratuluj jej sukcesu i zapytaj, kiedy odbędzie się finał/będą ogłoszone wyniki.
- zapytaj, w jaki sposób przygotowywała się do konkursu.
- opisz projekt ekologiczny, w którym niedawno brałeś/brałaś udział.

E-mail powinien zawierać od 50 do 120 słów.

TIP Po napisaniu pracy przeczytaj ją ponownie i sprawdź, czy nie zawiera błędów ortograficznych lub gramatycznych. Zastanów się, czy użyłeś/ użyłaś właściwego słownictwa.

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

PHRASE BOX

- Congratulations on ...!
- Well done!
- I'm very proud of you.
- I'm sure you'll do well / brilliantly.
- I wish you the best of luck.
- Good luck!

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

[New message](#)

Hi Lizzie!

Thanks for your email. So – you're one of the finalists in the competition!



The weather / Pogoda

cloud /klaʊd/ chmura
 cloudy /'klaʊdi/ pochmurny
 cool /ku:l/ chłodny
 cold /kəʊld/ zimny
 dry /draɪ/ suchy
 fog /fɒɡ/ mgła
 foggy /'fɒɡi/ mglisty
 frost /frɒst/ mróz
 frosty /'frɒsti/ mroźny
 heat /hi:t/ upał
 hot /hɒt/ gorący
 ice /aɪs/ lód
 icy /'aɪsi/ oblodzony
 lightning /'laɪtnɪŋ/ błyskawica
 rain /reɪn/ deszcz
 rainy /'reɪni/ deszczowy
 rainbow /'reɪnbəʊ/ tęcza
 shine /ʃaɪn/ świecić
 shower /'ʃaʊə(r)/ przelotny deszcz
 snowfall /'snəʊfɔ:l/ opady śniegu
 snow /snəʊ/ śnieg
 snowy /'snəʊi/ śnieżny
 storm /stɔ:(r)m/ burza
 stormy /'stɔ:(r)mi/ burzowy
 sun /sʌn/ słońce
 sunny /'sʌni/ słoneczny
 sunshine /'sʌnʃaɪn/ światło słoneczne
 thunder /'θʌndə(r)/ grzmot
 wind /wɪnd/ wiatr
 windy /'wɪndi/ wietrzny

The seasons / Pory roku

autumn /'ɔ:təm/ jesień
 spring /sprɪŋ/ wiosna
 summer /'sʌmə(r)/ lato
 winter /'wɪntə(r)/ zima

Plants / Rośliny

flower /'flaʊə(r)/ kwiat
 leaf /leaves /li:f / li:vz/ liść/liście
 root /ru:t/ korzeń
 seed /si:d/ ziarno
 soil /sɔɪl/ gleba, ziemia
 stem /stem/ łodyga

Animals / Zwierzęta

ant /ænt/ mrówka
 beak /bi:k/ dziób
 bear /beə(r)/ niedźwiedź
 bee /bi:/ pszczoła
 butterfly /'bʌtə(r)flaɪ/ motyl
 claw /klɔ:/ pazur
 cow /kaʊ/ krowa
 crocodile /'krɒkədail/ krokodyl
 dolphin /'dɒlfɪn/ delfin
 donkey /'dɒŋki/ osioł
 duck /dʌk/ kaczką
 elephant /'elɪfənt/ słoń
 feather /'feðə(r)/ pióro
 fox /fɒks/ lis
 fur /fɜ:(r)/ futro
 giraffe /dʒə'reɪf/ żyrafa

goat /ɡəʊt/ koza
 gorilla /ɡə'nɪlə/ goryl
 hamster /'hæmstə(r)/ chomik
 hippo /'hɪpəʊ/ hipopotam
 horse /hɔ:(r)s/ koń
 kangaroo /kæŋɡə'ru:/ kangur
 lion /'laɪən/ lew
 lizard /'lɪzə(r)d/ jaszczurka
 monkey /'mʌŋki/ małpa
 mosquito /mɒ'ski:təʊ/ komar
 mouse /maʊs/ mysz
 parrot /'pærət/ papuga
 paw /pɔ:/ łapa
 penguin /'pɛŋɡwɪn/ pingwin
 pig /pɪɡ/ świnia
 rabbit /'ræbɪt/ królik
 rhino /'raɪnəʊ/ nosorożec
 shark /ʃɑ:(r)k/ rekin
 sheep /ʃi:p/ owca
 snake /sneɪk/ wąż
 spider /'spaɪdə(r)/ pająk
 tail /teɪl/ ogon
 tiger /'taɪɡə(r)/ tygrys
 whale /weɪl/ wieloryb
 whisker /'wɪskə(r)/ wąs (u zwierząt)
 wing /wɪŋ/ skrzydło

Landscape / Krajobraz

beach /bi:tʃ/ plaża
 cave /keɪv/ jaskinia
 coast /kəʊst/ wybrzeże
 desert /'dezə(r)t/ pustynia
 field /fi:ld/ pole
 forest /'fɒrɪst/ las
 hill /hɪl/ wzgórze
 mountain /'maʊntɪn/ góra
 park /pɑ:(r)k/ park
 path /pɑ:θ/ ścieżka
 rainforest /'reɪnfɒrɪst/ las deszczowy
 river /'rɪvə(r)/ rzeka
 sea /si:/ morze
 sunrise /'sʌnraɪz/ wschód słońca
 sunset /'sʌnsɛt/ zachód słońca
 valley /'væli/ dolina
 waterfall /'wɔ:tə(r)fɔ:l/ wodospad

Protecting the environment / Ochrona środowiska

air pollution /'eə(r) pəlu:ʃ(ə)n/ zanieczyszczenie powietrza
 bottle bank /'bɒt(ə)l bæŋk/ pojemnik na szkło
 climate change /'klaɪmət tʃeɪndʒ/ zmiana klimatu
 drop litter /drɒp 'lɪtə(r)/ śmiecić
 environment /ɪn'veaɪrənmənt/ środowisko (naturalne)
 environmentally friendly /ɪn'veaɪrənmənt(ə)li 'fren(d)li/ przyjazny dla środowiska
 fossil fuel /'fɒs(ə)l fju:əl/ paliwo kopalne
 global warming /ɡləʊb(ə)l 'wɔ:(r)mɪŋ/ globalne ocieplenie
 landfill /'lænd(ə)fil/ wysypisko śmieci

pollute /pə'lu:t/ zanieczyszczać
 protect /prə'tekt/ chronić
 public transport /pʌblɪk 'trænsɒ:(r)t/ transport publiczny
 recycle /ri:'saɪk(ə)l/ przetwarzać (np. odpady)
 recycling bin /ri:'saɪklɪŋ bɪn/ kosz do segregacji odpadów
 rubbish bin /'rʌbɪʃ bɪn/ kosz na śmieci
 save /seɪv/ oszczędzać
 sea level /'si: lev(ə)l/ poziom morza
 solar energy /power /səʊlə(r) 'enə(r)dʒi / 'paʊə(r)/ energia słoneczna
 toxic waste /tɒksɪk 'weɪst/ toksyczne odpady
 traffic jam /'træfɪk dʒæm/ korek uliczny
 waste /weɪst/ marnować

READING, p. 66

canyon /'kænjən/ kanion
 cliff /klɪf/ klif, urwisko
 lake /leɪk/ jezioro
 ocean /'əʊʃ(ə)n/ ocean

OTHER WORDS

backwards /'bækwədʒ/ wstecz, do tyłu
 cheetah /'tʃi:tə/ gepard
 data /'deɪtə/ dane
 disturb /dɪ'stɜ:(r)b/ przeszkadzać
 dog shelter /'dɒɡ ʃeltə(r)/ schronisko dla psów
 eagle /'i:ɡ(ə)l/ orzeł
 factory /'fæktəri/ fabryka
 fee /fi:/ opłata
 feed /fi:d/ karmić
 forward /'fɔ:wəd/ do przodu
 hike /haɪk/ wycieczka piesza, wędrówka
 inhabitant /ɪn'hæbɪtənt/ mieszkaniec
 maple /'meɪp(ə)l/ klon
 measure /'meʒə(r)/ mierzyć, dokonywać pomiaru
 melt /melt/ roztopiać się, topić
 natural feature /nætʃ(ə)rəl 'fi:tʃə(r)/ cecha (krajobrazu)
 overdue /əʊvə'dju:/ zaległy, spóźniony
 petrol /'petrəl/ benzyna
 plant /plɑ:nt/ sadzić
 pour /pɔ:(r)/ wlewać
 power /'paʊə(r)/ zasilać energią
 range /reɪndʒ/ łańcuch górski
 record /rɪ'kɔ:(r)d/ notować, rejestrować
 rock /rɒk/ skała
 route /ru:t/ droga, trasa
 scenery /'si:nəri/ sceneria, krajobraz
 seaside /'si:said/ wybrzeże, tereny nadmorskie
 thanks to /'θæŋks tə/ dzięki (komuś/czemuś)
 traffic /'træfɪk/ ruch uliczny
 turn into /'tɜ:n ɪntə/ zmieniać się (w coś)
 water /'wɔ:tə(r)/ podlewać
 wave /weɪv/ fala
 wheat /wi:t/ pszenica

1 Do the quiz. Then get in pairs and compare your answers.

DO YOU KNOW?

- 1 Which English speaking country has the same animal symbol as Poland?
a New Zealand b Ireland c the USA d the United Kingdom
- 2 What is the national animal of Australia?
a a crocodile b a kangaroo c a snake d a spider
- 3 Which country has three lions on its sports badges, for example of the national football team?
a Wales b Scotland c England d Northern Ireland
- 4 What is the national flower of England?
a a pink rose b a yellow rose c a white rose d a red rose
- 5 Which national flag has the image of a leaf?
a Australia b Canada c New Zealand d the United Kingdom

2 Przeczytaj trzy opisy krajów i ich symboli narodowych (A–C). Do każdego zdania (1–4) dopasuj właściwy opis. Jeden opis pasuje do dwóch zdań. Odpowiedzi zapisz w zeszycie.

DO YOU KNOW YOUR COUNTRY'S NATIONAL ANIMAL(S)?



A New Zealand

The national animal – and at the same time the national bird of New Zealand – is the kiwi. It has a long beak, long feathers, strong legs and no tail.

It cannot fly, but it is curious and smart. It prefers to be active at night. The kiwi is such a popular symbol of New Zealand that the country's inhabitants are often called "Kiwis".

B Australia

The official national symbol of Australia has got images of two animals native for the continent: the kangaroo and the emu, the largest bird living there. They were chosen for the coat of arms* because they represent a nation which moves forward, as neither of the animals is able to move backwards easily.



C The United States of America

Apart from the bald eagle which was recognised as the national animal in 1782, the USA has another one: the American bison. In 2016, it was declared to be "the historical symbol



of the USA" by Barack Obama, the US president at the time. The bison is the largest animal living in the USA – it can weigh up to one ton. The bison is always on the move – it walks even when it eats. The bison became the symbol of this country because it is strong and fearless.

* coat of arms – herb

Which country

- 1 has got the largest native bird as part of its official symbol?
- 2 has got a national animal whose name is used to refer to the people living there?
- 3 added a second national animal in the 21st century?
- 4 chose two animals for their official symbol, both of which are not good at walking in reverse?

3 Work in small groups and answer the following questions.

- Do you know why the white eagle is the national animal of Poland?
- What other animals are often considered the animal symbols of Poland? Why?
- What tree and flower are often associated with Poland?
- Why do you think some countries choose animals or plants for their national symbols?

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

- 1 Kolega planuje wycieczkę rowerową do skansenu. Jak zasugerujesz, że powinniście najpierw sprawdzić prognozę pogody?

- A When are you going to check the weather forecast?
B Why don't we check the weather forecast first?
C I don't know what the weather forecast is.

- 2 Jesteś w zoo. Jak zapytasz, gdzie znajdują się kosze do segregacji odpadów?

- A Are there any recycling bins in the area?
B I'd like to know how many recycling bins there are.
C Could you tell me where the recycling bins are?

- 3 Przygotowujesz z koleżanką quiz kulturowo-przyrodniczy. Jak ją poprosisz, by sprawdziła, czy wszystkie ptaki mają pazury?

- A Can you check if all birds have claws?
B I want to check if all birds have claws.
C Are you sure that all birds have claws?

5 Work in pairs. Prepare three questions for a multiple choice quiz about the national symbols (animals, trees, plants, flowers, etc.) of different countries.

VOCABULARY

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

- Which animal does **not** have claws? Add one more that has.
kangaroo / lizard / tiger / whale
- Which animal cannot fly? Add one more that can.
bee / duck / parrot / penguin
- Which word does **not** describe the same weather phenomenon? Add one more that does.
lightning / storm / frost / thunder
- Which of these is **not** an element of landscape? Add one more that is.
cave / path / valley / wing
- Which word is **not** a part of a plant? Add one more that is.
beak / leaf / root / stem
- Which animal has fur? Add one more.
butterfly / dolphin / fox / shark
- In which of these places can you see a large amount of water? Add one more.
coast / desert / forest / hill
- Which word or phrase describes something that is safe for the environment? Add one more.
fossil fuel / landfill / solar power / toxic waste

GRAMMAR

2 In your notebook, complete the gaps with one word.

- I wasn't to go cycling yesterday because it was too windy.
- Can you tell me the weather forecast is like for tomorrow?
- What do you call insects? Do you think they are some kind of spider?
- biggest animal on Earth is the blue whale.
- Have you ever ridden horse?
- The fog was so thick last night that we not see a thing!
- Look, this is a hippo, and animal across the pond is a giraffe.
- Do you know we can find the butterfly garden?

USE OF ENGLISH

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

Even though global warming and climate change are scientific facts, there are still some really cold places on (1) . In fact, (2) place on the planet is still Antarctica, with the lowest temperature reaching minus 94 degrees Celsius, recorded in 2018. Scientists (3) measure that temperature thanks to data from satellites. They are also trying to answer the questions how (4) get and what weather conditions are necessary for such low temperatures.

- | | | |
|------------------|---------------|----------------|
| 1 A an Earth | B Earth | C this Earth |
| 2 A coldest | B a coldest | C the coldest |
| 3 A were able to | B able to | C were able |
| 4 A cold can it | B cold it can | C cold does it |

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

- I'm taking care of my sister's pet – do you know (co jedzą chomiki) ?
- I'm really proud of myself – I didn't think I would (będę w stanie) climb that mountain.
- People (mogliby przestać korzystać z) public transport if there were more cycle paths.
- Look at (te suche liście) – you must water the plants more often.

CUMULATIVE REVIEW

5 Choose the correct words and write them in your notebook.

✕ My blog ✕
✕

JIMMY'S BLOG – ANIMALS AND ME

I just love dogs. I believe a dog is truly (1) a man's / the man's / a mans' best friend. However, I (2) can't / couldn't / am able to keep one at home because my mum is allergic to (3) a dog / the dog / dogs. Lucky for me, (4) there is / it is / there are a dog shelter not far from where I live, and I spend (5) a lot of times / a lot of time / many times there at (6) a weekend / weekends / that weekend. Each of us, volunteers, takes one or (7) a little / a few / few dogs for a walk in the forest. It doesn't matter what (8) a weather / weather / the weather is like – rainy, windy or snowy – I always go there. When someone asks me (9) if it's better / if is it better / is it better to adopt a dog or to buy one, I always tell them that I would adopt one of the dogs from the shelter if I (10) can / could / am able to. Has anyone got a pet that you adopted from a shelter or found somewhere? Please share your stories.



CITIZENSHIP

- 1 How much do you know about your country? Answer questions 1–8 in your notebook and find out! Compare your answers in pairs.

- 1 Who is the **head of state** of your country?
- 2 How often are national **elections** held?
- 3 Which **political party** is in power at the moment?
- 4 What is the **population** of your country?
- 5 What is shown on your country's **flag**?
- 6 What is the most popular religion in your country?
- 7 What is the national **currency**?
- 8 With which other countries does your country share a **border**?

- 2 Choose another country (e.g. the UK, the USA, Germany). Then ask and answer the questions from exercise 1.



- 3 In your notebook, complete sentences 1–6 with the words in the box. Do you agree with the statements?

• proud • community • duty • break • respect • responsible

To be a good citizen, you ...

- | | |
|---|---|
| 1 | shouldn't <input type="text"/> the law or disobey rules. |
| 2 | should <input type="text"/> the rights of others. |
| 3 | have a <input type="text"/> to behave well and be kind to others. |
| 4 | should be a useful member of your <input type="text"/> . |
| 5 | should be <input type="text"/> of your country. |
| 6 | should be a <input type="text"/> member of society who votes in elections and pays taxes. |

VOLUNTEERING

- 4 17 Listen to four people talking about volunteering and then complete the gaps in your notebook.

Speaker 1

The boy and his friends collected money door-to-door for a that helps children. People a lot of money to help.

Speaker 2

This woman volunteers for a relief . They send – food or medicine – to countries that need help in a crisis.

Speaker 3

This man takes people for day trips on a minibus. He describes his work as .

Speaker 4

This woman helps run a for teenagers with problems. Talking to someone helps the teenagers, but it doesn't always their problems.

- 5 Work in pairs. Choose three kinds of volunteer work which you have done before or would like to do. Give reasons for your answers.

- collecting items for recycling
- park clean-up or tree planting
- helping animals
- helping the elderly
- helping the homeless
- mentoring a younger or weaker student
- working on a helpline

CRIME AND PUNISHMENT

- 6 Copy the chart into your notebook and complete it with the correct words. In pairs, take turns to describe one of the kinds of criminals for your partner to guess.

Verb	Noun (person)	Noun (action)
burgle	burglar	(1) 
–	(2) 	crime
murder	(3) 	murder
rob	robber	(4) 
shoplift	shoplifter	(5) 
steal	(6) 	theft
terrorise	terrorist	(7) 
vandalise	(8) 	vandalism

A: This person has stolen something from a shop.

B: A shoplifter.



Have you ever witnessed or seen a crime? What happened?

- 7 Which person is speaking? In your notebook, match comments 1–7 with the people in the box. Use the words in bold to help you.

- police officer • lawyer • judge • prisoner
- traffic warden • witness • victim

- 1 I **arrested** the thief and took him to the station.
- 2 I **committed the crime** and my **punishment** is to stay here for five years.
- 3 Oh no! My bike's been **stolen**!
- 4 Adam Jones, I have listened to the **evidence** throughout this **trial** and it is clear you are **guilty**. Now, you must go to **prison**.
- 5 Excuse me, it's **illegal** to park here. I'm afraid you'll have to pay a **fine**.
- 6 It's my job to **defend** my client in **court**.
- 7 I saw that man **break into** the house. I'm sure it's him.

SOCIAL PROBLEMS

- 8 In your notebook, match each statement with a social problem from the box. There may be more than one correct answer.

- crime • bullying • discrimination • drug use
- homelessness • poverty • terrorism • racism
- unemployment

- 1 They're all serious problems, but it's terrible if you don't have a job. You don't have enough money and you don't have anything to do all day. People need to work!

- 2 This isn't a big problem in my school, but it can be serious. These days, it's often online. If someone's a bit different, then it's easy for others to attack them. This is terrible because it's cruel and nasty. If you experience this, tell a teacher or your parents immediately!

- 3 This is serious, but not as serious as killing or hurting people. With this problem, you often hurt yourself more than other people. Sometimes, people lose their jobs and families. It's too easy to become addicted. Don't start! Just say no!

- 9 In pairs or groups, talk about the social problems in exercise 8. Which have you experienced or heard of? How do they affect people's lives?

PHASES AND CRAZES

- 10 Choose the best option to complete each sentence. Write the answers in your notebook.

HOW MUCH DO YOU KNOW ABOUT MODERN SOCIAL PHENOMENA?

QUIZ!

- 1 If you see a **flash mob**, you
 - A might witness an interesting performance.
 - B should run away so you don't get hurt.
- 2 **Crowdfunding** is a way of
 - A raising money by asking many people to pay a small amount.
 - B controlling people who want to demonstrate in the streets.
- 3 If someone describes something online as **clickbait**, it means that
 - A it's just there to encourage you to go to a webpage.
 - B it might take a long time to get to that page.
- 4 **Fake news** refers to a news story
 - A about fake products.
 - B that is not true.
- 5 When something is a **new trend**, it means that it
 - A was always popular with young people.
 - B is fashionable now.

1 Work in pairs. At what age are you allowed to do these things in your country?

- open a bank account
- ride a motorbike
- get married

2 Quickly read the texts in exercise 3 and answer questions 1–4 in your notebook.

- 1 Text A: What ages are Ellie and Jacob?
- 2 Text B: What is the minimum age at which people can get married?
- 3 Text C: What has Phil probably asked Bob?
- 4 Text D: Why is the author surprised?

TIP W przypadku pytania o gatunek tekstu należy określić, czy tekst jest np. artykułem czy wpisem na blogu. Zastanów się, jakie zwroty występują w tekście, w jakim celu został on napisany i czy jego styl jest formalny, czy nieformalny.

4 Find words in the texts in exercise 3 which mean the same as these words and phrases. Write them in your notebook.

- 1 not new (Text A)
- 2 lowest possible (Text B)
- 3 jobs and work (Text B)
- 4 an official document (Text C)
- 5 not a child (Text D)

5 In small groups, discuss the questions.

At what age should people be able to ...

- travel alone on public transport?
- drive a car?
- vote for the country's president or PM?
- join the army?
- get a part-time job?
- get married?
- get a tattoo?

3 Zapoznaj się z tekstem z ramki TIP. Następnie przeczytaj teksty A–D. W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą (A, B lub C), zgodną z treścią tekstu. Odpowiedzi zapisz w zeszycie.

Text A

< New message

Hi Lena,
Thanks for a great party last weekend!
I'm planning to have driving lessons next month when I'm seventeen, so could you send me a link to that website with second-hand cars? I want to buy one. Imagine – I'll pass my test soon hopefully, but I won't have a car to drive. That would be silly!
Thanks!
Ellie

< New message

Hi Danny!
As you know, tomorrow is my sixteenth birthday and, for a present, my parents are paying for my first driving lesson. I've met my driving instructor and she's really friendly. Wish me luck! I'll tell you about it at my party on Saturday night. Are you coming in your new car?
Jacob

- 1 Both texts are about
A buying a car.
B learning to drive.
C organising a party.

Text B

The minimum legal age for getting married in most countries is sixteen, but this does not mean that lots of young people do so at that age. Military service, education and careers are all the reasons why people delay marriage until they are in their twenties or older, even though the law says they can do so at a much younger age.

- 2 The writer says that people often marry
A as soon as the law allows them to.
B before they have major responsibilities in life.
C when they are a lot older than the minimum age.

Text D

These rights and duties make no sense. For example, how can someone be considered old enough to get married at sixteen, but not allowed to drive a car? It's crazy. You can join the army, but you can't have a tattoo or vote? Either you're an adult or you're not. What does everyone else think?

Text C

Hi Phil,

- 1 Let me know if you need any more information.
- 2 You also have to have a licence, but you don't need to take a test.
- 3 To answer your question: you can ride a motorbike at sixteen but there are some restrictions.
- 4 First of all, the engine must be no bigger than 50cc.

Bob

- 3 The correct order of the sentences in the message is
A 4-2-1-3
B 3-4-2-1
C 3-1-4-2

- 4 This text is
A someone's opinion on a forum.
B part of an advertisement for a car.
C a notice on a noticeboard.

- 1 Look at the photos. In pairs or groups, discuss what it might be and when people used it.

It might be an old computer. Perhaps people used it in the 1960s.



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

- Expressing certainty
- Expressing possibility or uncertainty

PHRASE BOX

- 1 
- They may interview the witness again.
 - She might (not) go to prison.
 - That could be the police at the door.
- 2 
- Jilly's not answering her phone. She must be busy.
 - These can't be Dave's headphones. His are blue.

- 3 What would you say in these situations? Use *could*, *might*, *may*, *must* or *can't*.

- Your friend isn't answering her phone.
- Your neighbours are making lots of noise.
- Your friend looks very happy today.
- Your mum has been sneezing a lot.
- Your laptop isn't working.
- Your brother looks very tired.

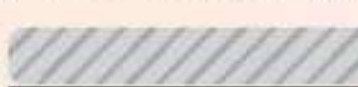
*Diane's not answering her phone.
She could / may / might / must be busy.*

- 4  18  Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.

- | | |
|---|----------------------------|
| A | Yes, of course you can. |
| B | Oh, that's a shame. |
| C | She must be. |
| D | Yes, just over there. |
| E | No, I don't think she was. |

Speaker 1  Speaker 2 
Speaker 3  Speaker 4 

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

- 1 X: What do you think is the most serious social problem where you live?
Y: In , it's unemployment. A lot of people can't find work.
- 2 X: Is Monica on holiday in Italy now?
Y:  be in Italy – I saw her in town today.
- 3 X: Can you show  make a video call?
Y: Firstly, you open your contacts list. After that, you click on the video icon.
- 4 X: I'm thinking of organising an event to raise money for charity.
Y: What ! I'll help you if you like.

- 6 Study the phrases in the Teen Talk box. How do you say something similar in your language?

TEEN TALK

-  It's not true, is it?
-  Could / Might be.
-  Do you think it actually happened?
-  I dunno. Maybe.

- 7 In pairs or groups, discuss the questions. Use the language from this lesson to express possibility, certainty and uncertainty.

- What do you think is the most useful social networking site or app?
- What do you think daily life is like for an Internet star?

Tense review – see page 109.

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

- 1 I *had / have had / had had* this mobile phone since last year.
- 2 We haven't got any plans for tomorrow. Maybe we *are visiting / are going to visit / will visit* some friends.
- 3 He *has studied / was studying / had studied* for a maths test when I came home.
- 4 Before she bought her new car, she *was having / has had / had had* the old one for 10 years.
- 5 You can take my laptop for a while. I *don't use / am not using / haven't used* it right now.
- 6 We *bought / have bought / were buying* a new printer yesterday.
- 7 She *goes / is going / has gone* jogging twice a week.
- 8 I can't go out this evening. I *will study / am going to study / study* for a physics test.
- 9 Let's stay in the pool. Mum *is calling / will call / calls* us when the dessert is ready.
- 10 Look! There's a police officer there. I *ask / am asking / will ask* him the way to the post office.

2 In your notebook, complete the gaps with the correct form of the verbs in brackets.

- 1 We (*visit*) _____ Stockholm last weekend. We (*be*) _____ there a few times before that, but we still (*enjoy*) _____ the visit very much.
- 2 Pete (*become*) _____ interested in history last year. Since then, he (*read*) _____ a lot of historical books.
- 3 Usually I (*not go*) _____ to bed so late at night, but tonight I (*watch*) _____ my favorite TV series.
- 4 John (*begin*) _____ collecting stickers two years ago. He (*already / collect*) _____ about 1,000 stickers.
- 5 My computer (*break*) _____ yesterday while I (*do*) _____ my homework. It's quite old, so we (*buy*) _____ a new one soon.
- 6 A: What project (*you / work on*) _____ ?
B: It's about festivals and holidays in Poland. We still have a lot of work but we (*already / draw*) _____ the posters.

3 In your notebook, translate the Polish parts of sentences 1–10 into English. Use no more than four words.

- 1 When I got to the station, Mark (*czekał na mnie*) _____ on the platform. I was very happy to see him.
- 2 (*Czy on chodzi*) _____ this school? No, he's only come here to take his younger sister home.

- 3 By the time we (*dotarliśmy*) _____ the station, the train had already left.
- 4 Do you think that (*ludzie kiedykolwiek będą żyć*) _____ on other planets?
- 5 We only bought this video camera yesterday and we (*nie używaliśmy jej*) _____ yet.
- 6 I think that next Sunday (*pojadę na ryby*) _____ with my dad.
- 7 I was a little afraid of the flight because (*nie podróżowałem*) _____ by plane before.
- 8 John is in the garage. (*On reperuje*) _____ his car there now.
- 9 The man fell while he (*przechodził przez ulicę*) _____ yesterday.
- 10 Lucy discovered that she (*zapomniała*) _____ to take her camera on the trip.

4 In your notebook, write questions about the underlined parts of the sentences.

- 1 I borrow three books from the library every week.
- 2 The woman thanked me for helping her cross the street.
- 3 The sun always shines in Jamaica.
- 4 Fiona has just lost her wallet.
- 5 Yesterday at 6 pm, Bill and Sue were jogging in the forest.
- 6 While Mary was taking a bath the telephone rang.
- 7 She'll call us after the lesson.
- 8 It took me a month to prepare this presentation.
- 9 The teacher is correcting our homework now.
- 10 Donna had lived in London for five years before she moved to Lublin.

5 In your notebook, write a short story about the people in the picture. Use different tenses. Use the phrases from the box and your own ideas. Write:

- who the main characters are;
- where they went;
- what they were doing;
- what happened to them.

- go camping • have a good time • sleep in a tent
- hear strange noises • get frightened • scream
- see a strange creature • take photos



Reflexive pronouns; each other

Zaimków zwrotnych użyj:

- aby określić, że czynność odnosi się do osoby, która ją wykonuje, np.
*Don't cut **yourself** with the knife!*
*I always sing to **myself** when I'm happy.*
- aby powiedzieć, że dana osoba wykonuje czynność samodzielnie, np.
*Don't help her. She can do it (by) **herself**.*

W sytuacji, kiedy czynność dotyczy dwóch lub większej liczby osób, stosujemy **each other**, np.

I often write to Peter. Peter often writes to me.
*We often write to ~~ourselves~~ **each other**.*

6 In your notebook, complete the sentences with the correct reflexive pronouns or **each other**.

- Pam hurt when she was cutting onions.
- When I feel unhappy, I go to the shops and buy something just for .
- My friends and I often help with our difficult homework.
- Be careful! The oven is very hot. Don't burn .
- My sister and I always try to give funny presents for our birthdays.
- Bob looked at in the mirror. He looked very elegant.

Modals: deduction (present)

- Aby wyrazić przypuszczenie, używamy czasowników *may*, *might* i *could*.
*We **might** win tomorrow's game.*
*It **might** snow tonight.*
- Aby wyrazić przekonanie, że coś niemal na pewno nie jest możliwe, używamy czasownika *can't*.
*She **can't** be at home. She left one hour ago.*
- Aby wyrazić przekonanie, że coś jest niemal pewne, używamy czasownika *must*.
*She **must** know him very well.*

7 In your notebook, complete the sentences about the pictures. Use **must**, **can't**, **may**, **might**, or **could**.

*The film **must** be really scary.*



- 1** That be a shark. There are no sharks in this lake.



- 2** She be happy. She's crying.



- 3** I think the picture be somewhere in Italy or Spain.



- 4** He be a good skier. He has fallen over again.

8 In your notebook, rewrite sentences 1–5 using **must**, **can't**, **may**, **might** or **could**.

It is possible that Jane is at home.
*She **may** be at home.*

- I'm sure they are hungry.
- I'm sure Julia doesn't work at the bank.
- Perhaps Greg speaks five foreign languages.
- I'm certain that Bon and Jack are not cousins.
- I'm sure they know this city very well.

9 In your notebook, translate the Polish parts of sentences 1–6 into English. Use no more than four words.

- It (*musi być naprawdę gorąco*) outside.
- Brian (*niemożliwe, że zna*) our secret.
- George isn't answering the phone. He (*może jest zajęty*) now.
- They (*niemożliwe, że oni są*) friends. They always have arguments.
- Ask Tim. He (*być może zna*) the answer.
- This woman (*musi być bardzo bogata*) . She drives a Porsche.



1 In pairs or groups, discuss the questions.

- What problems do foreign teenagers sometimes have in Poland?
- What is the best way to make a foreigner feel welcome in your school?

2 19 Usłyszysz dwukrotnie cztery wypowiedzi na temat życia w obcym kraju. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1-4) właściwe zdanie (A-E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.

TIP Pamiętaj, że jedno ze zdań w tym zadaniu zostało podane dodatkowo. W zdaniu tym mogą pojawić się wyrazy i zwroty, które usłyszysz w nagraniu, jednak nie oznacza to, że jest ono zgodne z treścią jednej z wypowiedzi.

This speaker ...

- | | |
|---|--|
| A | was pleased to be able to spend more time with family. |
| B | was sad to leave old friends behind. |
| C | did not always hear friendly things. |
| D | was disappointed because of social problems. |
| E | soon felt part of the new community. |

Speaker 1 Speaker 2
Speaker 3 Speaker 4

3 Copy the chart into your notebook and write the words and phrases in the correct group. Can you think of any other words/phrases for each column?

- being peaceful • being nice • being polite
- causing trouble • respecting others • racism
- vandalism • waiting your turn

Good behaviour	Bad behaviour

4 20 **OPEN TASK** Usłyszysz dwukrotnie rozmowę dwojga uczniów. Uzupełnij luki 1-4 w poniższym e-mailu zgodnie z treścią nagrania. Odpowiedzi zapisz w zeszycie.

< New message

Hi Angie,
Just a quick email to let you know I talked to Julie today.
She sounded happy – it seems the people there are very (1) . For example, there's no jumping the queue instead of waiting your turn, so it's not (2) here! She said everyone's peaceful and calm and they don't (3) .
She likes her school – not so many problems with vandalism as there are here. And everyone (4) everyone else.
Just how it should be!
Bye for now!
Amanda

5 Imagine that your parents suddenly announce you are all going to live in England. Make some notes about the following points. Then discuss them in pairs.

- How do you feel about the move?
- What are you looking forward to?
- What will you definitely pack to take with you?
- What will you miss about your home country?



- 1 In your notebook, complete sentences 1–9 with the correct form of the verbs.

Tenses: revision

- 1 Everybody at my school always (*help*) _____ each other.
- 2 My parents (*think*) _____ of moving abroad soon.
- 3 We (*vote*) _____ for a new class president tomorrow.
- 4 Joel (*go*) _____ to live in the USA when he was six.
- 5 On the bus, an old lady (*stand*) _____, so I gave her my seat.
- 6 I (*never experience*) _____ racism, so I don't know what it's like.
- 7 Jill hopes that one day we (*all / live*) _____ in peace.
- 8 In the next lesson, we (*talk*) _____ about immigration.
- 9 By the time Darren made any friends, he (*live*) _____ in Hull for a year.

- 2 In your notebook, complete each gap (1–5) with a reflexive pronoun or *each other*.

Pronouns

- 1 The children enjoyed _____ on their trip. They didn't fight with _____ at all.
- 2 We were new in town, so we introduced _____.
- 3 My sister hurt _____ when she fell off her bike.
- 4 There's an old man next door and he lives by _____.
- 5 When my mum and dad got married, they gave _____ a gold ring.

See Grammar pp. 80–81 »

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

- 1 I explained to the old man who I was. **INTRODUCED**
I _____ the old man.
- 2 When I got to the house, John was not there. **HAD**
John _____ the time I got to the house.
- 3 We can't chat now because I'm revising for my history test. **FINISH**
We'll have a chat online when _____ for my history test.
- 4 I think the guests had a good time. **ENJOYED**
I think the guests _____.
- 5 I can't send her a text because I don't know her number. **IF**
I would send her a text _____ her number.

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

- 1 By the time I checked my phone, I (*otrzymałam już*) _____ over twenty text messages.
- 2 Someone (*włamał się*) _____ our neighbour's house last night and stole some jewellery.
- 3 The girls didn't speak the same language, so they couldn't (*zrozumieć się nawzajem*) _____.
- 4 Mrs Smith asked me why (*spóźniłem się*) _____ for class.
- 5 We (*nie chcemy*) _____ to move to another country because we're happy here.
- 6 You (*musisz kupić*) _____ a ticket before you get on the bus.

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

A lost	B connect	C download
D alone	E missed	F yourself

TV on demand

One thing that has changed a lot in society is the way we watch TV. In the old days, you had to wait for your favourite TV programme to come on and if you (1) _____ it, bad luck! Nowadays, with a few clicks, your programme will (2) _____ itself onto your computer and you can watch it whenever you like. Also, thanks largely to various Internet services, you can produce programmes (3) _____ and, if you're good, you can become an internet star!

- 1 In pairs or groups, think of different ways to raise money locally for a charity or good cause.

We could all bake cakes and sell them at a school fair. Another idea is to organise a sponsored bike ride. People give you money for every kilometre you cycle.

- 2 Read the advertisement below. Find and correct in your notebook:

- two spelling mistakes;
- three grammar mistakes;
- one vocabulary mistake.

FUN CHARITY CYCLE RIDE!

Come along and take place in our Fun Charity Cycle Ride. It's on Saturday 24th June at 11 am! We're meeting at the main gates of the Town Park, and cycling 10 km thru the park and forest nearby.

All the money who we raise from the entry fee will used to buy books and ekwipment for the Town Library. This will be really **good** for everyone in the town, including students.

If you will want to come, please confirm in a comment below, or email rideforbooks@kmail.com. We hope to see you there. It'll be **good** fun! Thanks!



- 3 Read the writing task for the advertisement in exercise 2. In pairs or groups, answer questions 1–3.

Wraz z kolegami/koleżankami organizujesz charytatywny wyścig rowerowy. Napisz ogłoszenie, które zamieścisz w Internecie.

- Poinformuj gdzie i kiedy odbędzie się impreza.
- Poproś uczestników o potwierdzenie uczestnictwa i podzielenie się informacją o wydarzeniu w mediach społecznościowych.
- Wyjaśnij, na jaki cel przeznaczycie zebrane środki.

- 1 One important piece of information is missing from the advert. What is it?
- 2 The writer hasn't followed the order of the points in the exam task. In what way have they changed the order? Is that a problem?
- 3 The writer has used the word 'good' twice. What are better ways of saying the same thing?

- 4 Read the writing task below. Think about what you will include as your main points. How will you develop these points? Copy the chart into your notebook and complete the information.

OPEN TASK Wraz z kolegami/koleżankami z klasy organizujesz w szkole spotkanie, na którym uczniowie będą mogli porozmawiać o swoich problemach. Napisz ogłoszenie, które zamieścisz na stronie internetowej szkoły.

- Poproś uczniów, aby zgłosili kwestie, które chcieliby omówić.
- Poinformuj, gdzie i kiedy odbędzie się spotkanie.
- Zachęć uczniów do udziału w spotkaniu.

Ogłoszenie powinno zawierać 50–120 wyrazów.

	Main points	Development
1		
2		
3		

- 5 In your notebook, make a paragraph plan for your advertisement.

TIP Sprawdź pracę po napisaniu. Odpowiedz na następujące pytania:

- Czy przekazałeś i rozwinąłeś wszystkie wymienione w poleceniu informacje?
- Czy wypowiedź jest podzielona na logiczne i spójne akapity?
- Czy wypowiedź zawiera jakieś błędy leksykalne, gramatyczne lub ortograficzne?
- Czy objętość pracy mieści się w wymaganym limicie słów?

PHRASE BOX

- It's at / It will be (held) at 5 pm ... in the Social Room, etc.
- Don't forget to bring ... with you.
- Please come if you can.
- Don't miss it!
- It's important that you all come and take part.
- Please let us / me know what ...
- Leave a comment here or ...

- 6 Write the advertisement in your notebook, using your ideas from exercise 4, your paragraph plan from exercise 5, and some of the phrases from the Phrase Box.

We are organising a meeting for students!

Citizenship / Postawy obywatelskie

be kind (to) /bi: 'kaɪnd tə/ być miłym, uprzejmym (dla)
be proud of /bi: 'praʊd əv/ być dumnym (z)
behave (well) /bi'heɪv wel/ zachowywać się (dobrze)
border /'bɔ:(r)də(r)/ granica
break the law /breɪk ðə 'lɔ:/ łamać prawo
currency /'kʌrənsi/ waluta
election /ɪ'lekʃ(ə)n/ wybory
flag /flæg/ flaga
have a duty to do /hæv ə 'dju:ti tə du:/ mieć obowiązek (zrobienia czegoś)
head of state /hed əv 'steɪt/ głowa państwa
member of a community /'membə(r) əv ə kəmju:nəti/ członek społeczności
obey / disobey a rule /ə'beɪ / dɪsə'beɪ ə ru:l/ przestrzegać/nie przestrzegać zasady
pay tax /peɪ 'tæks/ płacić podatki
political party /pə'lɪtɪk(ə)l 'pɑ:(r)ti/ partia polityczna
population /pɒpjə'leɪʃ(ə)n/ populacja, liczba ludności
religion /rɪ'lɪdʒ(ə)n/ religia
respect the rights of others /rɪ'spekt ðə raɪts əv ʌðə(r)z/ respektować prawa innych
responsible /rɪ'spɒnsəb(ə)l/ odpowiedzialny
rights /raɪts/ prawa
society /sə'saɪəti/ społeczeństwo
vote /vəʊt/ głosować

Volunteering / Wolontariat

aid /eɪd/ pomoc
charity /'tʃærəti/ dobroczynność, organizacja charytatywna
collect money (door-to-door) /kəlekt 'mʌni dɔ:(r) tu: dɔ:(r)/ zbierać pieniądze (od drzwi do drzwi)
crisis /'kraɪsɪs/ kryzys
donate /dəʊ'neɪt/ ofiarować (datek)
help the elderly / the homeless /help ðə 'eldə(r)li / ðə 'həʊmləs/ pomagać osobom starszym/bezdomnym
helpline /'helplaɪn/ telefon zaufania
mentoring /'mentərɪŋ/ mentoring (pomoc słabszemu lub młodszemu uczniowi)
park clean-up /'pɑ:(r)k kli:n ʌp/ sprzątanie parku
relief organisation /rɪ'li:f ɔ:(r)gənɪz(ə)ʃ(ə)n/ organizacja humanitarna
rewarding /rɪ'wɔ:(r)dɪŋ/ dający satysfakcję
solve a problem /sɒlv ə 'prɒbləm/ rozwiązywać problem
tree planting /'tri: plɑ:ntɪŋ/ sadzenie drzew
volunteer /vɒlən'tiə(r)/ ochotnik, zgłaszać się na ochotnika
work on /wɜ:(r)k ɒn/ zajmować się (czymś)

Crime and punishment / Przestępstwo i kara

arrest /ə'rest/ aresztować
break into /breɪk 'ɪntu:/ włamać się
burglar /'bɜ:(r)glə(r)/ włamywacz
burglary /'bɜ:(r)gləri/ włamanie
burgle /'bɜ:(r)g(ə)l/ włamywać się
commit a crime /kə'mɪt ə 'kraɪm/ popełnić przestępstwo

crime /kraɪm/ przestępstwo
criminal /'krɪmɪn(ə)l/ przestępca
court /'kɔ:(r)t/ sąd
defend /dɪ'fend/ bronić
evidence /'evɪd(ə)ns/ dowód
fine /faɪn/ grzywna, mandat
guilty /'ɡɪlti/ winny
judge /dʒʌdʒ/ sędzia
lawyer /'bɜ:(r)jə(r)/ prawnik
legal / illegal /'li:g(ə)l / 'ɪli:g(ə)l/ legalny/ nielegalny
murder /'mɜ:(r)də(r)/ zamordować (kogoś), morderstwo
murderer /'mɜ:(r)dərə(r)/ morderca
police officer /pə'li:s 'ɒfɪsə(r)/ policjant
prison /'prɪz(ə)n/ więzienie
prisoner /'prɪz(ə)nə(r)/ więzień
punishment /'pʌnɪʃmənt/ kara
rob /rɒb/ rabować, okradać
robber /'rɒbə(r)/ złodziej, rabuś (np. napadający na bank)
robbery /'rɒbəri/ rabunek, kradzież, napad (np. na bank)
shoplift /'ʃɒplɪft/ kraść w sklepie
shoplifter /'ʃɒplɪftə(r)/ złodziej sklepowy
shoplifting /'ʃɒplɪftɪŋ/ kradzież w sklepie
steal /sti:l/ kraść
terrorise /'terəraɪz/ terroryzować
terrorism /'terərɪz(ə)m/ terroryzm
terrorist /'terərɪst/ terrorysta
theft /θeft/ kradzież
thief /θi:f/ złodziej
traffic warden /'træfɪk wɔ:(r)d(ə)n/ policjant drogowki
trial /'traɪəl/ proces
vandal /'vænd(ə)l/ wandal
vandalise /'vændəlaɪz/ dewastować, demolować, niszczyć
vandalism /'vændəlɪz(ə)m/ wandalizm
victim /'vɪktɪm/ ofiara
witness /'wɪtnəs/ świadek

Social problems / Problemy społeczne

bullying /'bʊlɪŋ/ znęcanie się, dręczenie
discrimination /dɪskrɪmɪ'neɪʃ(ə)n/ dyskryminacja
drug use /'drʌg ju:z/ zażywanie narkotyków
homelessness /'həʊmləsnes/ bezdomność
poverty /'pɒvə(r)ti/ bieda
racism /'reɪsɪz(ə)m/ rasizm
unemployment /ʌnɪm'plɔɪmənt/ bezrobocie

Phases and crazes / Zjawiska

clickbait /'kɪkbeɪt/ treści lub odnośniki w Internecie, których celem jest skłonienie internauty do wejścia na konkretną stronę
crowdfunding /'kraʊdfʌndɪŋ/ forma finansowania różnego rodzaju projektów przez internautów; finansowanie społecznościowe
fake news /feɪk 'nju:z/ fałszywe wiadomości
flash mob /'flæʃ mɒb/ sztuczny tłum ludzi gromadzących się niespodziewanie w miejscu publicznym w celu przeprowadzenia krótkotrwałego zdarzenia, zazwyczaj zaskakującego dla przypadkowych świadków (dosł. błyskawiczny tłum)

(new) trend /nju: 'trend/ (nowy) trend
social phenomenon /,səʊʃ(ə)l fi'nɒmɪnən/ zjawisko społeczne (l.mn. *social phenomena*)

READING, p. 78

adult /'ædʌlt/ dorosły
career /kə'reə(r)/ kariera
licence /'laɪs(ə)ns/ licencja/pozwolenie
minimum /'mɪnɪməm/ minimalny
second-hand /sekənd 'hænd/ z drugiej ręki, używany

LISTENING, p. 82

cause trouble /kɔ:z 'trʌb(ə)l/ sprawiać problem
peaceful /'pi:sf(ə)l/ spokojny
polite /pə'laɪt/ uprzejmy
wait your turn /weɪt jɔ:(r) 'tɜ:(r)n/ czekać na swoją kolej

OTHER WORDS

bad luck /,bæd 'lʌk/ pech
become addicted /bɪkʌm ə'dɪktɪd/ uzależnić się
be considered /bi kən'sɪdəd/ być uważanym za
citizen /'sɪtɪz(ə)n/ obywatel
common sense /,kɒmən 'sens/ zdrowy rozsądek
confirm /kən'fɜ:(r)m/ potwierdzić
cruel /'kru:əl/ okrutny
delay /di'leɪ/ opóźnienie
driving instructor /'draɪvɪŋ ɪnstrʌktə(r)/ instruktor jazdy
duty /'dju:ti/ obowiązek
even though /'i:v(ə)n ðəʊ/ chociaż
fair /feə(r)/ targ
get a tattoo /get ə tæ'tu:/ zrobić sobie tatuaż
hide /haɪd/ ukrywać, chować
immediately /ɪ'mi:diətli/ natychmiast
join the army /dʒɔɪn ðə 'ɑ:(r)mi/ wstąpić do wojska
jump the queue /dʒʌmp ðə 'kju:/ wypychać się bez kolejki
nasty /'nɑ:sti/ niegrzeczny, nieprzyjemny
order /'ɔ:də(r)/ porządek
pass a law /'pɑ:s ə 'lɔ:/ przyjmować, uchylać ustawę / wniosek itp.
raise money /reɪz 'mʌni/ zbierać pieniądze
ride a motorbike /raɪd ə 'məʊtə(r)baɪk/ jeździć na motorze
spit /spɪt/ pluć
spread /spred/ rozprzestrzeniać się
take part (in sth) /teɪk 'pɑ:(r)t ɪn sʌmθɪŋ/ brać udział (w czymś)
take place /teɪk 'pleɪs/ odbywać się

- 1 Work in pairs. Read the rules below and discuss which of them, in your opinion, are real laws that people need to obey.

- 1 In Arizona, it is illegal for a donkey to sleep in a bath.
- 2 In Delaware, it is illegal to sell the hair of your dog or cat.
- 3 In Montana, it is illegal to give a rat as a present.
- 4 In Indiana, it is illegal to ride a horse at a speed above 16 kph.
- 5 In Massachusetts, it is illegal to allow your dog to run after a deer.
- 6 In Virginia, it is illegal to keep a skunk as a pet.

- 2 Read the text below quickly. Which of the laws from exercise 1 are mentioned in the text? Were your guesses about them correct?

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

**ORDER! ORDER!
(DO WE REALLY NEED
ALL THE LAWS?)**

We all agree that every society needs rules which tell people how to behave. If there was no law and no punishment, we would probably live in chaos – some people might burgle other people's houses and cars, or bully and terrorise those who are weaker. However, when reading about some laws in different states in the USA, you can't stop thinking: why do they exist?

You might read that in Nevada it is illegal to sit or lie down on a pavement, and in Arizona you can't spit on the streets. That kind of makes sense – they just want to keep order. They must also believe in keeping order in Hawaii, where billboards are illegal (so that you can enjoy the views). In Iowa, you can't sell cars on Sundays (probably to get some rest), which also sounds quite logical.

On the other hand, why is it illegal to keep a skunk as a pet in Virginia (would anyone want to?) or give someone a rat as a present (Montana)? In Indiana, you can't ride a horse faster than 16 kph. Seriously? Would anyone measure that? Finally, do people in Arizona really need a law which does not allow donkeys to sleep in a bath? And why was it passed in the first place? Would anyone like to guess?

- 1 Why would people commit crimes if there was no law?
Because if there was no law, there would also be .
- 2 What can't you do in Nevada?
In Nevada, you can't sit or .
- 3 What animal cannot be given as a present in Montana?
In Montana, you cannot .
- 4 Why does the author make fun of some laws?
Because he thinks they .

- 4 Work in pairs or groups. Can you come up with some ideas why the laws mentioned in the last paragraph of the text were introduced?

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



The photo shows two police officers standing next to a car and a man sitting on the pavement. The man has probably (1)  a crime because he is wearing handcuffs. However, he (2)  be a serious criminal because one of the police officers is smiling. He (3)  be guilty of theft or breaking the speed limit, as the other police officer is writing a ticket. But if it's happening in Nevada, he (4)  just be guilty of sitting on the pavement 😊

- 6 For the next class, you are going to prepare a project in small groups. Each group has to think about a funny or unusual crime and record a news report on that crime. Include the following information:

- what the situation was, and where and when it happened,
- who committed the crime,
- what crime it was,
- why it was funny or unusual.

VOCABULARY

- 1 In your notebook, replace each definition in bold with a word or phrase from the box.

• break into • break the law • evidence
• be illegal • society • solve the problem
• theft • unemployment

- It may be difficult to decide if someone is guilty without some **information or objects which help to prove** they've committed a crime.
- There has been no **crime of stealing** in our neighbourhood recently.
- Some people say that poverty may be the main reason why people **do not obey the official rules**.
- I think posting fake news on social media should **not be allowed by law** if it leads to crime.
- People who live together in an organised community** should take care of the elderly.
- The bank has so many alarm systems that it is impossible to **enter it by force**.
- One of the most serious consequences of the coronavirus pandemic is **a situation in which some people have no work and no income**.
- It will be very difficult to **find a solution to the issue** of homelessness in our town.

GRAMMAR

- 2 In your notebook, complete the second sentence so that it means the same as the first.

- I respect my friend Atif and he respects me.
Atif and I .
- I'm sure that Mr Beck is not at home as he is in prison.
Mr Beck is in prison, so he at home.
- Don't help Tim – he should be able to solve this problem on his own.
Don't help Tim – he should be able to solve this problem .
- My father started working as a lawyer 30 years ago.
My father has worked as a lawyer .
- The police arrived right after the burglar had escaped.
The burglar the time the police arrived.
- I'm certain that this story of a flash mob is fake news.
This story of a flash mob fake news.
- The charity has a plan to help the elderly in the area.
The charity is help the elderly in the area.
- Perhaps the witness will recognise the thief.
The witness the thief.

USE OF ENGLISH

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

A broke	B burglar	C committed
D guilty	E illegal	F thief

BURGLAR IN YOUR BED

When a couple from Lancashire, England, came back home from holiday, they found a stranger sleeping in their bed. The (1) broke into their house while they were away, did the washing-up, washed his underwear and then went to sleep. When the police came, the man admitted he had (2) burglary. The judge found him (3) , but did not send him to prison. He had to pay the costs and report to the police regularly for two years.

CUMULATIVE REVIEW

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

My blog
✕

JIMMY'S BLOG – A VICTIM OR A CRIMINAL?

I've never been a victim of any crime, but I (1) **have been / was / had been** a witness of one last week. I (2) **was doing / did / have done** shopping in our local supermarket when I noticed a girl who was hiding some food under her jacket. I didn't really know what to do. A few seconds later, a security guard came shouting and (3) **has caught / had caught / caught** her. She was later arrested for (4) **robbery / shoplifting / theft**, but she didn't go to prison because she is only 15 years old. I know she (5) **broke / committed / stole** a crime, but I also know she's not a real (6) **burglar / criminal / robber**, just someone who is going through a hard time. It really made me think. I suppose some people (7) **can't / are able to / could** feel ashamed of their poverty. Shouldn't members of a community help (8) **ourselves / themselves / each other**? Don't we have (9) **a duty / duty / the duty** to notice people who might need our help? I've just volunteered to take part in a mentoring program – I (10) **am going to help / helped / was helping** a few kids from my area do their homework and study. What is your opinion? Should we help – if we can – or not?

VOCABULARY

1 In your notebook, match the parts of the sentences. Use the words in bold to help you.

- 1 We can't burn **fossil**
- 2 People will have to leave the coast if **sea**
- 3 You must always **respect**
- 4 He didn't want to say which **political**
- 5 We take all our glass to the **bottle**
- 6 I prefer to travel by **public**
- 7 Tomorrow's **weather**
- 8 Be careful of reading **fake**
 - a **transport** because it's more relaxing.
 - b **bank** so it can be recycled.
 - c **levels** continue to rise.
 - d **party** he belonged to.
 - e **fuels** forever because it causes air pollution.
 - f **forecast** is for rain and wind.
 - g **news** on the Internet.
 - h **the rights** of others.

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

- 1 This jumping animal lives in Australia. k
- 2 This is a hot place with lots of sand and very little rain. d
- 3 Birds are covered in these. f
- 4 We hate this tiny insect because it bites us. m
- 5 We plant things in this in a garden and they grow in it. s
- 6 Cats have these thick hairs on their faces. w
- 7 We see this just before it gets dark at the end of the day. s
- 8 When the sun shines during rain, you might see this. r

3 In your notebook, complete sentences 1-8 with the correct forms of the words in bold.

- 1 Police are investigating a at the town's main bank. **ROB**
- 2 The U.S. has a of over 300 million people. **POPULATE**
- 3 How often are national held in your country? **ELECT**
- 4 The was caught leaving the building with a stolen laptop. **BURGLE**
- 5 Police are hunting a dangerous who escaped from prison. **CRIME**

- 6 is a big problem in many European cities. **HOMELESS**
- 7 The man hired a good to help him win his case. **LAW**
- 8 His for the crime was to spend three years in prison. **PUNISH**

GRAMMAR

4 Choose the correct word or phrase and write them in your notebook.

- 1 Donkeys are rather similar *from* / *to* horses.
- 2 Don't throw *away* / *up* those old clothes. Give them to a charity.
- 3 I *can't* / *don't have to* open this door because it's locked.
- 4 I waited for them for over *a* / *an* hour before I decided to leave.
- 5 Do you know *this* / *that* woman standing over there?
- 6 After the argument, Ann and Paul didn't speak to *each other* / *themselves* for days.
- 7 The 21st of December is *the* / *a* shortest day of the year.
- 8 Do you like the treehouse? We built it *itself* / *ourselves*.
- 9 I uploaded *the* / *a* photo to Instagram recently and *the* / *a* picture got more than 200 likes!

5 In your notebook, complete sentences 1-8 with the correct form of the words in brackets. Write between two or three words in each gap. Add all necessary words.

- 1 (*you* / *able*) to finish your project on time yesterday?
- 2 Mark stopped a man on the street and (*ask*) directions.
- 3 Jill (*read*) her book in the park when it started to rain.
- 4 I (*be* / *proud*) you for helping that injured dog yesterday.
- 5 My mum (*use* / *work*) in a museum when she was a student.
- 6 I (*never* / *see*) a shooting star, but I hope to one day.
- 7 Do you think robots (*think*) and feel like we do one day?
- 8 By the time I realised my mobile was missing, the thief (*leave*) the café.

USE OF ENGLISH

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

A dry	B wet	C planet
D thunder	E lightning	F world

FOREST FIRES

Forest fires are not always the result of people being careless or criminal activity. In (1) weather, such as in late summer after a long period without rain, the risk of fires is highest. All it takes is a (2) strike for a fire to start. In these conditions, the fire is able to spread quickly. This has happened for millions of years and started long before people appeared on the (3) .

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

- If the weather's good, we (*będziemy mogli*) to go on the trip.
- Do you know (*kto wynalazł*) the hot-air balloon?
- Narcia and Sean (*pobrali się*) in 2016.
- There's (*dużo*) pollution in the river.
- Some people are very happy living (*samotnie*) .
- How many of the planets (*potrafisz nazwać*) .
- My dad bought me this watch while (*odwiedzał*) London.
- Physics is (*najtrudniejsza*) lesson for me at school.

LANGUAGE FUNCTIONS

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

- Chcesz zaproponować koledze pomoc w odrobieniu pracy domowej. Co powiesz?
A Would you like me to help you with your homework?
B Are you going to help me with my homework?
C Who helps you with your homework?
- Twoja koleżanka nie odbiera telefonu. Podejrzewasz, że śpi. Co powiesz?
A She has to sleep there.
B She can sleep now.
C She must be asleep.
- Szukasz komendy policji w nieznanym mieście. Jak zapytasz o drogę?
A Would it be OK if I went to the police station?
B Could you tell me where the police station is?
C Shall we go to the police station?

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

- X: passing your citizenship exam!
You did really well!
Y: Thanks. I had a lot of help from my teacher.
- X: Do you think they'll send the vandals to prison?
Y: It's possible, but they to pay a fine instead.
- X: why she's so afraid of spiders.
Y: She saw a really big one when she was little.

WRITING

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

OPEN TASK Pomagasz w organizacji wykładu o tematyce przyrodniczej dla lokalnych mieszkańców. Napisz ogłoszenie, które zamieścisz w mediach społecznościowych.

- Poinformuj, gdzie i kiedy odbędzie się wykład.
- Opisz, jakiej tematyki będzie dotyczyć.
- Poproś mieszkańców o zaproponowanie dodatkowych tematów, które mogłyby być omówione na wykładzie.

Ogłoszenie powinno zawierać od 50 do 120 słów.

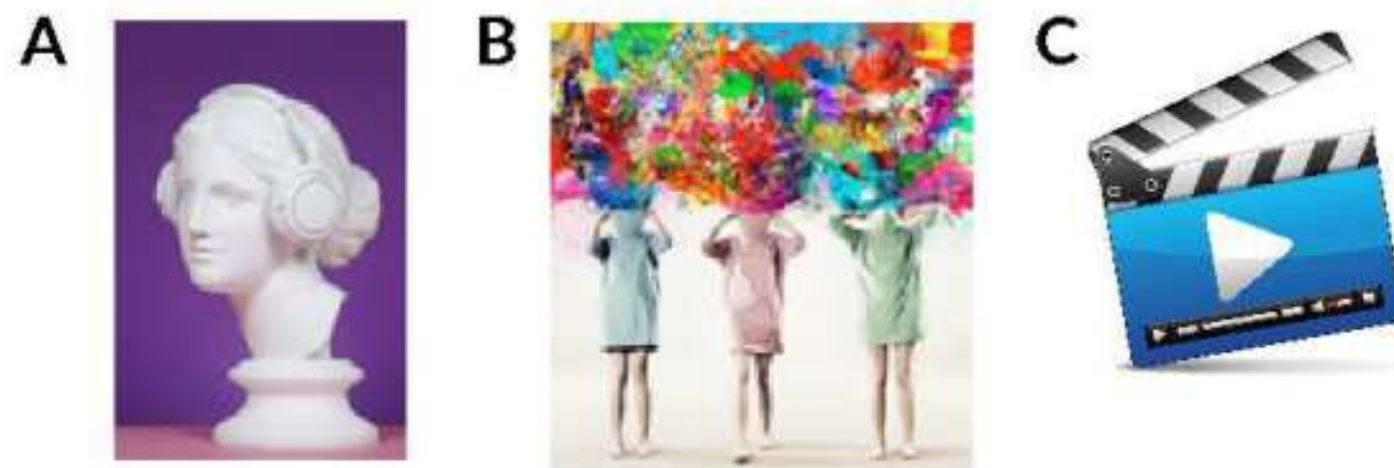
NATURE WORKSHOP

The best way to find out more about nature in the area we live in!

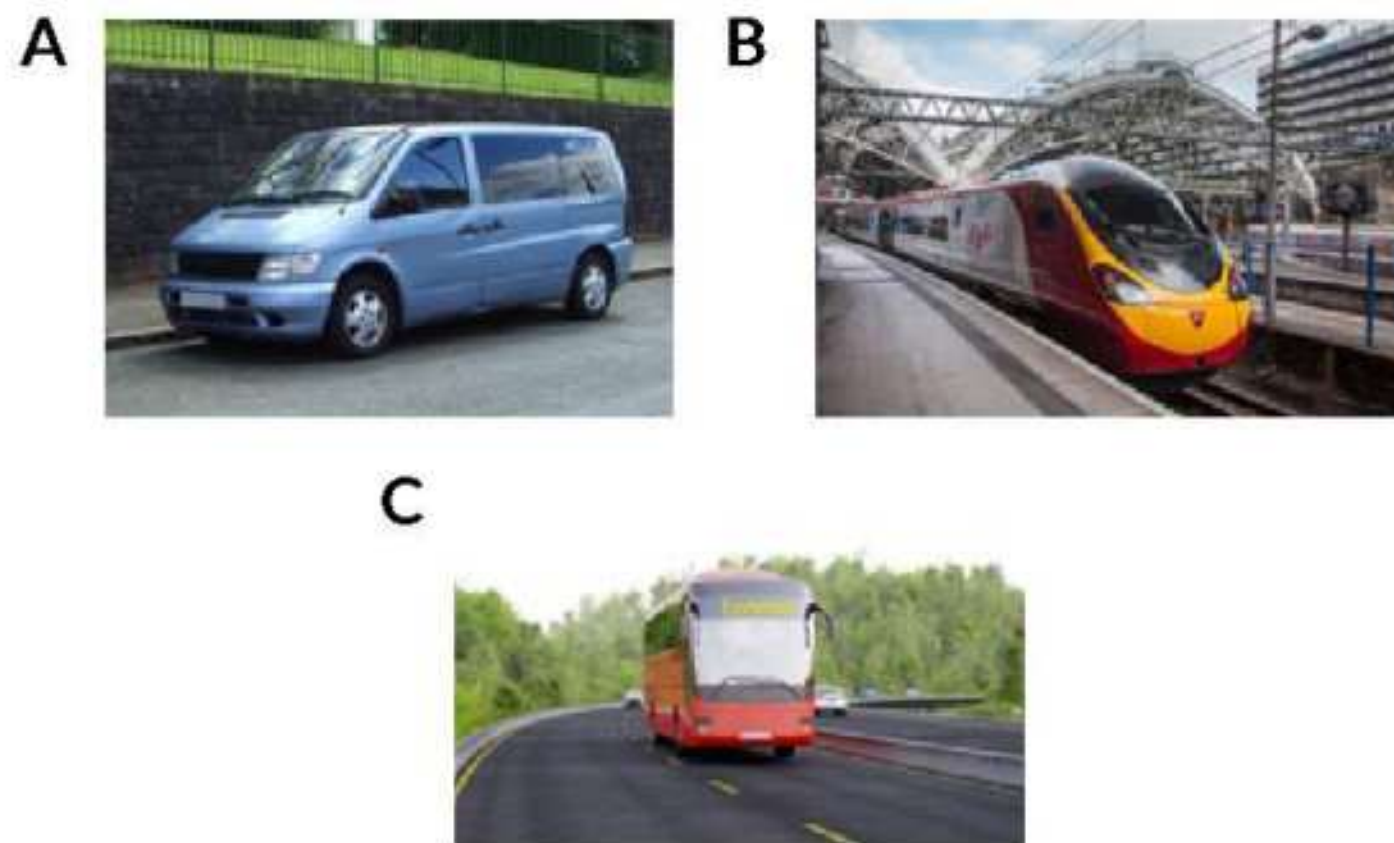
LISTENING

1 **21** Usłyszysz dwukrotnie pięć tekstów. W zadaniach 1–5, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zapisz w zeszycie jedną z liter: A, B albo C.

1 What did Andy see at the art exhibition?



2 How are they travelling to Alton?



3 Where did the woman and the man spend the afternoon?



4 The mother is calling Janet

- A to tell her how to solve her problem.
B to inform her about what Mary has said.
C to ask her what she has told Mary.

5 The speaker is talking about

- A her passion for watching sport on TV.
B her physical activity.
C her relationship with her parents.

2 **22** Usłyszysz dwukrotnie cztery wypowiedzi na temat zdrowej żywności. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) odpowiadające jej zdanie (A–E). Odpowiedzi zapisz w zeszycie. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker is talking about

- | | |
|---|--|
| A | foods eaten for pleasure that you should avoid. |
| B | foods that can help you mind your weight. |
| C | foods that are sweet but are also healthy snacks. |
| D | foods that are important in your diet but only in limited amounts. |
| E | foods that can accompany every meal. |

Speaker 1 Speaker 2
Speaker 3 Speaker 4

3 **23** Usłyszysz dwukrotnie wywiad z młodym kompozytorem. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w notatce tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w zeszycie w języku angielskim.

Interview with a young composer:

- writes contemporary music for (1) and electronic devices;
- his works will be played (2) and .
- music is a conversation between a composer and (3) .
- soon will write music for (4) .

LANGUAGE FUNCTIONS

4 **24** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Odpowiedzi zapisz w zeszycie. **Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- | | |
|---|--|
| A | I don't think I can make it, sorry. |
| B | Sure. Tell her to come at 5 o'clock. |
| C | Wow! It's delicious. Can I have some more? |
| D | No, thanks, I'll just have some tea. |
| E | Yes, of course. Here you are. |

Speaker 1 Speaker 2
Speaker 3 Speaker 4

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

1 Próbujesz znaleźć pocztę. Jak zapytasz przechodnia o drogę?

- A Is there still a post office in the centre?
- B How do you get to the post office from here?
- C How about going to the post office?

2 Koleżanka zaprasza cię do kawiarni. Jak jej grzecznie odmówisz?

- A I'm afraid I have to disagree.
- B I'm afraid you can't.
- C I'm sorry, but I can't.

3 Kolega mówi, że bierze udział w konkursie matematycznym. Jak życzysz mu powodzenia?

- A Good luck!
- B Good job!
- C Good idea!

4 Odprowadzasz koleżankę na dworzec. Jak zaproponujesz jej pomoc?

- A Shall I help you with your luggage?
- B Could you help me with the luggage?
- C Are you planning to take a lot of luggage?

- 6  Uzupełnij dialog. Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi tak, aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w zeszycie w języku angielskim. Uwaga! W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany.

Sue: Hi, Ben! You look happy.

Ben: Hi, Sue. Yes, I'm very happy – I did it! I'm a driver!

Sue: Wow! Well done! (1) (on)  your driving test!

Ben: Thanks. It was really important for me. How (2) (about)  a café to celebrate?

Sue: I'd love to, but I have to take my dog for a walk now. We could meet later if you want.

Ben: Would (3) (be)  I went for a walk with you? And after that we could go to the café.

Sue: Sure! Sounds like a good idea.

READING

- 7  Przeczytaj teksty. W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zapisz w zeszycie jedną z liter: A, B albo C.

<

On weekdays, the after-school programme offers a variety of free activities to improve your English. It also gives you a chance to make new friends. There are Zumba® and acting classes and team games. We even organise pool tournaments. At weekends, we arrange trips to museums and other cultural sites so that you can learn a little bit more about the art and history of Ireland. Register at least a day in advance so that we can book tickets.

- 1 To go on a trip you need to
- A buy your tickets beforehand.
 - B sign up by Friday.
 - C study the history or art of Ireland.

**WANT TO FEEL CONFIDENT,
JOYFUL AND ENERGETIC?**



Check out a wide range of classes in our studio. Your idea of feeling fit and happy may totally differ from your best friend's. There is something for everyone. Join us!

Brighton Field Fitness Studio

- 2 The text was written by a person who wants
- A to find someone to work in the studio.
 - B to join a class in the studio.
 - C other people to come to the studio.

First Aid Guidance: Treating minor burns



1. In case of a minor burn, the first thing to do is to cool the burnt area under cool running water.
2. Before you apply anything, remove any tight items from the affected area. Be quick but gentle.
3. Then, on a completely cooled burn, you can apply lotion to prevent the skin from drying.
4. Finally, you can cover the burn with a sterile gauze pad and wrap it loosely with a gauze bandage.

And remember. Don't break blisters!

- 3 The author of the text
- A warns readers of danger to their health.
 - B gives instructions on what to do.
 - C advises readers to look for help.

< ✉ New message

Ania,
I hope you're joining the St Patrick's Parade with me! To be a part of it, you should wear something green. It's going to be cold tomorrow. But don't worry, we'll warm up at home as my mum's invited you to typical Irish dinner after the event.
Siobhan

Last winter I was invited to Christmas Eve dinner by my Polish friends. The celebration was unique: exchange of wishes with wafer breaking, twelve tasty dishes and presents under the Christmas tree. The evening finished with family carol singing. I wish it had snowed – it would have added more magic to the season.

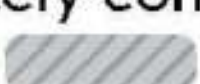
Christina

- 4 Both texts are about
- A a celebration of festivals.
 - B seasonal weather.
 - C a unique friendship.

- 8  Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać logiczny i spójny tekst. Odpowiedzi zapisz w zeszycie. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.



I used to work part time as a waitress.

(1)  The guy was OK-looking, but the woman was really beautiful. She ordered a Greek salad and the man ordered a medium steak.
(2)  I put the plate of salad in front of the woman and she thanked me. Then I put the steak in front of the man and he immediately complained that the steak was undercooked. (3)  But he screamed it was not. So I said I was sorry, took his plate to the kitchen and in five minutes a well-done steak was ready to serve. During the meal, I could hear him talking to the woman about how great his job was and how important he was.
(4)  And soon they asked for the bill. As they were leaving I heard her say to the man: 'Please don't call me again. I don't want to go out with anyone who would treat a waitress the way you treated ours.'



- A One afternoon I was serving a couple who were obviously on a date.
- B He ate slowly and let the happy woman do all of the talking.
- C When the food was ready, I brought it to their table.
- D I tried to explain that it was exactly what he had ordered.
- E However, the woman was very quiet and I could feel she was uncomfortable.

- 9  Przeczytaj trzy wpisy (A–C), zamieszczone na forum przez osoby, które uczestniczyły ostatnio w wydarzeniu kulturalnym, oraz zdania 1–4. Do każdego zdania dopasuj właściwy wpis. Odpowiedzi zapisz w zeszycie. Uwaga! Jeden z wpisów pasuje do dwóch zdań.

New post

A We took our twins for dinner combined with a magic show. Our table was by the stage. We were enjoying the performance when our son accidentally took a big sip of my husband's coffee instead of his own lemonade. He turned to his right and spat it into the flower pot next to the table. Unfortunately, he also spat into a fan, which then blew the coffee onto the magician.



B Once, I went to a classical concert. The orchestra was about to begin when I felt someone take the seat behind me. And I immediately smelt very strong perfume. The average amount of perfume most people wear doesn't cause an allergic reaction to me. This case was so bad my eyes started to water instantly. I tried to enjoy the music, but I started sneezing and I had to leave.



C Last year, I went to see *Harry Potter* at the Palace Theatre. Before I arrived in London, I'd read the book and the performance reviews. But I didn't realise the theatre building is so big. My seat was at the very top of the theatre. It gave me shivers as I'm afraid of heights. However, the show was excellent and thanks to the darkness the location didn't bother me that much.



The author of the post

1	enjoyed the performance despite the location of the seat.	
2	went to the performance with family.	
3	couldn't concentrate on the performance.	
4	had prepared for the performance beforehand.	

- 10 Przeczytaj tekst. Uzupełnij luki w zdaniach 1–3 zgodnie z treścią tekstu. Luki należy uzupełnić w zeszycie w języku angielskim.

One day, a strange man appeared at the door of our small house on the edge of town and delivered a large tied bag, a present from our grandpa. Something in the bag was trying to escape. It made a loud noise. Mum came near the bag, untied it slowly, and stepped back. There was a rustle and then a chicken jumped out.

Mum looked a little surprised. She told my brother to catch the chicken and lock it in the garage. My brother turned pale and took a step in the direction of the chicken, but it ran towards us, flapping its wings. We all screamed trying to hide behind one another. The bird jumped away, terrified. Finally, Mum had had enough, and let the chicken out into the garden. At first, it was running around the lawn. But then the bird jumped over the fence to freedom. It never appeared in the neighbourhood again. As for grandpa, he never sent us live animals again.



- 1 What happened when the mother opened the bag with the present?
_____ out of the bag.
- 2 How did the boy feel about what he had been told to do?
The boy was _____.
- 3 What finally happened to the chicken after it had been let out of the house?
The chicken ran around the lawn and finally it _____.

USE OF ENGLISH

- 11 Przeczytaj tekst. Spośród wyrazów podanych w ramce (A–F) wybierz te, które są poprawnym uzupełnieniem luk. Odpowiedzi zapisz w zeszycie. **Uwaga!** Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A discovered	B had	C invented
D used	E pitch	F slope

Snowboarding, like skiing, is a winter sport which involves riding down a snowy (1) _____. However, there are quite a few differences between the two sports. First of all, snowboarding is much newer: it was (2) _____ in 1965 in Michigan, USA. Secondly, in this sport you use a board, while in skiing you need two skis and two poles. Finally, snowboarding (3) _____ to be popular only among young people at first, as older experienced skiers didn't accept it as a real sport. This has changed, however, and now both sports are popular among different groups of people.

- 12 Uzupełnij zdania 1–4. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy tak, aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. **Uwaga!** W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane. Odpowiedzi zapisz w zeszycie.

- 1 Sheila loves music – she is really (keen / play) _____ the piano and the violin.
- 2 Wish me luck – I (take / drive) _____ test tomorrow morning.
- 3 Tess is much (good / maths) _____ I am.
- 4 I'm not hungry because I (have / breakfast / hour) _____ ago.

- 13 Przetłumacz na język angielski podane w nawiasach fragmenty zdań tak, aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Odpowiedzi zapisz w zeszycie. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 1 My mobile phone (zostanie naprawiony) _____ next week.
- 2 I love your hoodie – how much (ona kosztowała) _____?
- 3 I (gram w squasha) _____ for three years.
- 4 This is (motocykl mojego wujka) _____ – it's really fast.

WRITING

- 14 Twoja rodzina niedługo będzie gościć ucznia z Anglii w ramach wymiany międzynarodowej. W e-mailu do niego:
- opisz miejsce, w którym mieszkacie;
 - wyjaśnij, jak daleko jest szkoła i jak się do niej dostajesz;
 - zaproponuj, że oprowadzisz go po okolicy.
- E-mail powinien zawierać od 50 do 120 słów.

< New message

Hi Dean!

Thanks for your email. I can't wait for you to come.



parkour



bmx freestyle



buildinging



longboarding

1 Work in pairs. Look at the photos and discuss the questions.

Which of these sports ...

- would you like to try? Why?
- would be the easiest to learn for you? Why?
- have you ever seen live? Where? When?
- should be allowed everywhere / only in selected places? Why?
- are current trends / will remain popular? Why?

2 Work in pairs. Do the quiz about urban sports.

- The record speed you can reach on a longboard while going down a hill is about
a 90 kph b 110 kph c 130 kph
- The tallest building the famous urban climber Alain Robert (also known as the French Spider-Man) has climbed so far is
a Petronas Towers in Kuala Lumpur
b Burj Khalifa in Dubai
c the Empire State Building in New York
- The television series in which the main actor learnt parkour to prepare for his role is
a Arrow b Atypical c The Flash
- BMX freestyle was created in the 1970's in
a France b the USA c Australia

3 Read the text. Choose the best heading (A-D) for each paragraph (1-4) and write the answers in your notebook. Then, in pairs, discuss how the highlighted phrases can be translated into your language.

- | | |
|-------------------|------------------|
| A Learn The Names | B Carry It Right |
| C Do It Properly | D Mind The Looks |

Skateboarding manners

If you've just bought a longboard because you think it will be cool to cruise around town, be aware that 'real' skaters may be a little hostile towards you. Why? Well, they simply don't like anyone who **shows off!** Here are some tips from a real skater about what you should and shouldn't do.

1

Try not to move forward using the front foot. It instantly tells everyone that you're an amateur. Skateboarding is all about style and technique, so **do yourself a favour** and learn the right moves from the very beginning.

2

There are lots of correct ways to hold your board but only one wrong way. It's called a 'mall grab', and is something that real skaters hate to see. A mall grab is when you hold your board by the wheels. Well ... don't!

3

If you ever call skateboarding 'boarding', some skaters may mock you. They really won't appreciate it if you **come up with** something like: 'Dudes, want to go boarding today?' Skating may refer to ice-skating, roller skating or rollerblading, but please, **for goodness sake**, never use it to refer to skateboarding!

4

While skateboards only have one shape and appearance, longboards can be colourful and come in all shapes and sizes. What's more, the number of companies making ugly board designs **is spreading like a disease**. So, choose carefully and don't buy from shops that only want to make money while skateboarding is hot!

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

- Why do real skaters tend to dislike amateurs?
- What is a 'mall grab'?
- Which word gets on skaters' nerves the most?

5 In pairs or groups, discuss the statements below.

It's important for every teenager to belong to a youth subculture.

You need to show off to be liked by your peers.

Young people will always look for new and unusual ways to do sport.

USEFUL LANGUAGE

In my view, ...

If you ask me, ...

I don't think that...

What do you think?

What's your opinion about it?

1 Work in pairs and discuss the questions.

- 1 Which applications do you use most often? What for?
- 2 Which do you find the least useful? Why?
- 3 Which are most popular among your peers now? Why?
- 4 Do you think all apps are safe to use? Why (not)?

2 25 Read the text about an internet application and try to guess the missing words. Then listen to the recording and check your answers.



I bet you like image-based communication, don't you? Well, it's great fun to post photos online with a silly comment, especially when the images (1) disappear automatically after some time, like in some modern applications. Unfortunately, using such messengers can make teenagers quite careless. Why? Because the fact that the photos don't last forever may give the sender **a false feeling of privacy**. It doesn't take a computer geek to figure out that nothing is really removed from the server. There is a trace of everything you send (2) online. So to avoid problems and potentially dangerous situations, there are a number of things to keep in mind.



Take and send only such photos you will never **be ashamed of**.



Remember that the person that receives your photo can make a (3) screen of what you send and later use it against you.



Send photos only to those users you've met personally. The Internet is not a good tool for making (4) friends, but for **keeping in touch** with those you know well already.



Don't send (5) private information – you never know who your friend will be with when they look at your photo.



Manage your privacy (6) settings wisely so that only you receive images from the people you know. Just **to be on the safe side**...



Protect your (7) password – don't share it with anyone, even your best friend. If you **keep it to yourself**, no one will ever embarrass you by publishing the photos you don't want anyone to see.



3 Read the text in exercise 2 again and answer the questions. Then, in pairs, discuss how the highlighted phrases can be translated into your language.

- 1 What makes teens feel safe using the app described?
- 2 Why can using such apps lead to unwanted situations?
- 3 What are image-based apps useful for?
- 4 How can someone embarrass the user of such an app?

4 Work in small groups. Discuss if you know any app(s) with the functions described below. Do you use such app(s)? Why (not)?

- it counts the number of steps you take / the distance you cover daily
- it allows you to edit the short videos you've made: to cut them, add filters, etc.
- it allows you to enter a chatroom as an animated version of yourself
- it helps you understand and solve maths problems
- it helps you learn English in a fun way, with the use of games and motivation points

5 Work in the same groups. Design a new application. Think of the following aspects.

- purpose
- users
- name
- how it works

USEFUL LANGUAGE

We could call it ...
 ... would be a catchy name.
 It would be great for someone who ...
 It would be useful when ...
 It could be used by ...
 You could click ... to ...
 It could show you how to ...



fugu A



kopi luwak B



hákarl C



haggis D

1 Match pictures A–D to the descriptions of dishes. There is one extra text.

- It's nothing other than rotten shark meat. After a fermentation process, it is left to hang on racks for a few months. It gets really smelly and for some reason is considered delicious in Iceland.
- As one of the world's most expensive varieties of coffee, this can cost up to \$300 per kilo. It is made from coffee berry beans that are eaten and, well ... expelled by civets – small mammals from southeast Asia.
- Ant larvae collected from plants are a real delicacy in Mexico. In fact, they are sometimes called 'insect caviar'. People say they taste like butter with nuts.
- It's a meal which involves risking your life. It comes from Japan and can kill you within less than 20 minutes if its toxic parts are not correctly removed. Over 20 people have died in Japan after eating the fish since 2000.
- Made from sheep's liver, lungs and stomach, it's a traditional food in Scotland. In fact, one Scottish poet even wrote a poem about it back in the 18th century!

2 Work in pairs. Answer the questions using the names of the dishes described in exercise 1.

Which product(s) ...

- would you like to try?
- wouldn't you eat/drink even if someone paid you?
- is the most disgusting you've ever heard of?

3 Listen to the first part of a radio programme and choose the correct answer.

In the programme, the DJs:

- try some of the foods they describe.
- tell listeners where dishes come from.
- focus only on edible products.

4 Read the words in the box which come from the second part of the radio programme. Discuss with a partner what the programme might be about. Then listen and check your answer.

- indigestible • coffin • perform
- bananas and eggs • diet • plane

5 Listen again and answer the questions in your notebook.

- What was Lotito's job?
- What objects did he eat?
- How much metal did he eat in his life?
- How did he manage to eat such things?
- What made him feel sick?

6 Work in pairs. Read your roles and do the interview.

Student A

You are a journalist and your new job is to interview an entertainer who eats indigestible objects.

USEFUL LANGUAGE

Where / What / When do you ...?
Why did you decide to ...?
If you could ..., what would it be?

Student B

You are an entertainer who eats indigestible objects. A journalist wants to interview you.

USEFUL LANGUAGE

I'd love to ... one day.
If I could ..., I'd ...
I started / came / was born ... in ...

7 Work in small groups. Think of a Polish dish which might seem strange or even disgusting to a foreigner. Make a short video in which you recommend the dish. Include the following information:

- the name of the dish;
- its ingredients and taste;
- its region of origin.

1 Work in pairs and answer the questions.

- 1 What type of cheese is made backwards?
- 2 Which letter of the alphabet has the most water?
- 3 What five-letter word becomes shorter when you add two letters to it?

2 Work in groups. Decide if the sentences below are true, or false.

- 1 About 2,000 words are added to the English language each year.
- 2 All pilots in the world have to speak in English while flying.
- 3 The USA doesn't have any official language.
- 4 The adjective which is used in English most often is 'bad'.
- 5 English has more words (about one million) than most other languages.
- 6 The shortest sentence in English is 'I am'.

3 In groups, discuss the reasons why people learn foreign languages.

4 Read the text and find out which of the reasons you talked about in exercise 3 were also mentioned in the survey. Then, in pairs, discuss how the highlighted phrases can be translated into your language.

Why do young people learn English? Well, most of them will probably tell you that it's because parents and teachers tell them that they have to.

We decided to do a survey to see if there is really **anything behind this belief**. We asked young people 'Why learn English? **What's in it for YOU?**' We told them to forget about what adults think, forget about tests, but think about why it's useful to know English. The results were quite interesting.

While nobody said that learning English was actually fun, most teenagers admitted that they were doing it for entertainment reasons. They wanted to know what songs were about and to understand their favourite TV shows. Almost 50 per cent of the pupils we asked thought that learning languages was **good for the memory** in general and helped them to learn things by heart. And, **believe it or not**, as many as 10 per cent said that speaking English fluently with a British accent was cool and it can help you to **make a good impression** on others.

So, when it comes to learning English, what's really in it for you?

5 Work in pairs and discuss the questions.

- 1 What do you find the most difficult in learning English?
- 2 What method of learning English is the most useful for you?

6 Work in groups. Think of arguments for and against the statement below. Then have a class debate.

It's better to learn English at a youth camp in England than on a language course in Poland.

USEFUL LANGUAGE

*It can help you ...
Thanks to ... you can ...
You can not only ..., but also ...
It's more efficient / easier / faster / cheaper to ...
It gives you a chance to ...
Due to ... you will be able to ...*





- 1 Work in pairs. Look at the picture and answer the questions.

Do you use any music services available online?

- If so, what do you use them for?
- If so, do you use the free or premium versions? Why?
- If not, what do you use to listen to music? In what ways are they useful options?

- 2 Read the question and choose your answers from the given options.

What can you do with a music streaming service?

- download singles for free
- browse playlists
- upload other artists' albums
- publish your own music
- create a music blog
- access songs by various artists



- 3 Work in pairs. Discuss the advantages and disadvantages of using a music streaming service.

"I think a music streaming service online is a great way to access all the music in the world and see what your friends are into right now."

- 4 28 Listen to three teenagers talking about using a music streaming service and compare their arguments with your ideas from exercise 3.

- 5 28 Listen again and answer the questions in your notebook.

- 1 What does speaker 1 consider the greatest disadvantage of using the music streaming service?
- 2 What does speaker 2 find most annoying about using the music streaming service?
- 3 Why does speaker 3 warn listeners about sharing the music you listen to through social media?

- 6 Read the newspaper headlines. Then in groups of four, discuss the questions.

Artists pull their work from music streaming services – not enough money!

Law on digital copying not so strict

- 1 Should music streaming services continue the free version or should there be an obligatory fee so that artists are paid enough?
- 2 Do teenagers download illegally or buy music? Why?

- 7 Work in pairs. Create five playlists with five songs each, ideal for the given occasions.

JOGGING

DOING HOMEWORK

BIRTHDAY PARTY

SCHOOL BREAK

TIDYING UP YOUR ROOM

USEFUL LANGUAGE

*I think the best song would be ...
Let's start with ...
We could also play / use / choose ...
How about ...?
I (don't) think it's a good idea because ...
You're absolutely right! / That will be great! /
It's a great idea!
I don't think it fits. / is a good choice. /
anyone would like to listen to it.*

1 Work in pairs and discuss the questions.

Which of these would you do if someone challenged you?

- jump into icy water
- eat something disgusting
- post a video in which you dance to a popular song
- dress up in a costume to take the rubbish out
- take a selfie dressed up like your favourite modern art painting

2 29 In pairs, discuss what the given actions might be about. Then listen to two teenagers talking about taking part in challenges and check your answers.

Cinnamon Challenge

GALLON CHALLENGE

Ghost Pepper Challenge

COTTON BALL CHALLENGE

3 Read the text and answer the questions. Then, in pairs, discuss how the highlighted phrases can be translated into your language.

There probably isn't anybody on the planet who hasn't heard of the Ice Bucket Challenge. What's more, **I'm pretty sure** quite a lot of readers have actually poured a bucket of ice-cold water over their heads. Hopefully, if you did, you didn't forget why you were doing it in the first place. Some people seem to have forgotten that the whole event **was meant to be** a charity activity, raising money for people with a very serious neurological disease called ALS.

Many people criticised the action for not actually serving the cause. Why? Perhaps because those who started it didn't expect that so many internet users would **take up the challenge so willingly**.

The idea behind the challenge was that if you preferred to stay dry, you could make a payment to the ALS organisation. But **what happened was that** everybody wanted to get involved and have fun!

There is no doubt that the challenge also became so popular because of celebrities taking part in it. It was great fun to watch David Beckham, Bill Gates, George Bush, Justin Timberlake and many more get wet! Thanks to their participation, the whole world became aware of a disease which so many people suffer from.

- 1 What did people forget to do in the Ice Bucket Challenge?
- 2 How could anyone avoid taking up the challenge?
- 3 Why was the event so successful?



ice bucket challenge



step count challenge

4 30 Listen to a radio programme about the Step Count Challenge and complete the text below. Write the answers in your notebook. Would you like to take part in such an event?

The Step Count Challenge is organised to make people aware of (1) . People are encouraged to (2) as much as possible and count (3) .

5 Work in groups. Plan a charity event involving an unusual challenge. Think of the following aspects.

FUNDS – how to raise money

ACTIVITY – what to do

CAUSE – what charity

TARGET – who can take part

USEFUL LANGUAGE

I think we should ...
 Why don't we ...? / Let's ...
 If we want to ..., we should ...
 We could involve / ask / organise ...
 Another thing we could do is ...
 In order to collect a lot, we ought to ...

Introducing yourself and other people •

Przedstawianie siebie i innych osób

Hi, I'm ... / Hello, my name is ... Cześć, jestem... / Cześć, mam na imię...

Pleased/Nice to meet you. Miło mi cię poznać.

I'd like you to meet my friend, Nick. Poznaj mojego przyjaciela, Nicka.

Starting a conversation • Rozpoczynanie rozmowy

How have you been? Jak się masz?

What have you been up to lately? Co u ciebie?

Asking for clarification • Zwracanie się z prośbą o wyjaśnienie

What do/did you mean by ...? Co masz/miałeś na myśli, mówiąc...?

I'm afraid I don't understand. Obawiam się, że nie rozumiem.

Could you repeat that / say that again? Mogłbyś powtórzyć?

Sorry? Słucham?

Ending a conversation • Kończenie rozmowy

It was nice talking to you. Miło było z tobą porozmawiać.

I'm afraid I have to go now. Niestety, muszę już iść.

Take care. Trzymaj się.

Bye for now. Na razie.

Asking for information • Zasięganie informacji

Is there a park near here? Czy w pobliżu jest jakiś park?

How do you get to the cinema from here?

Jak dotrzeć stąd do kina?

What colour is your duvet? Jakiego koloru jest twoja kołdra?

Why did you choose that poster? Dlaczego wybrałeś ten plakat?

Which room is yours? Który pokój jest twój?

How many books have you got? Ile masz książek?

Giving information • Udzielanie informacji

Go down the street and turn right. Idź prosto ulicą i skręć w prawo.

The one next to the bathroom. Ten obok łazienki.

It's green and red. Jest zielono-czerwona.

More than forty. Ponad czterdzieści.

Because I love dogs. Bo uwielbiam psy.

Yes, it's very close. Tak, bardzo blisko.

Disagreeing with sb/sth • Niezgadzanie się z kimś/z czymś

I'm afraid I (have to) disagree. Niestety, nie zgadzam się. / Niestety, nie mogę się zgodzić.

I'm sorry to disagree with you, but ... Przykro mi, że się z tobą nie zgadzam, ale...

I'm not so sure about that. Nie jestem tego taki pewien.

Asking others about their opinions • Pytanie innych o opinie

What do you think? Jak myślisz?

What do you think about ...? Co myślisz o...?

How do you feel about ...? Jakie są twoje odczucia na temat...?

Expressing an opinion • Wyrażanie opinii

In my opinion, ... Moim zdaniem...

Personally, I think (that) ... Osobiście uważam, że...

I believe (that) ... Wydaje mi się, że...

From my point of view ... Z mojego punktu widzenia...

Agreeing with sb/sth • Zgadzanie się z kimś/z czymś

You're absolutely right. Masz całkowitą rację.

I totally agree with you. Całkowicie się z tobą zgadzam.

I think so too. Też tak myślę.

Asking others about preferences and intentions • Pytanie innych o upodobania i intencje

Are you planning to (go) ...? Czy zamierzasz (pójść, pojechać)...

What are you planning to (do) ...? Co planujesz (zrobić)...

Are you thinking of/about (doing) ...?

Czy zastanawiasz się nad (zrobieniem)...

Do you prefer X or Y ...? Wolisz X czy Y...?

Do you prefer (going / doing / etc.) or (going / doing / etc.) ...? Wolisz (iść/zrobić/itp.) czy (iść/zrobić/itp.)...?

Expressing intentions • Wyrażanie planów i intencji

I plan / I'm planning to (go) ... Zamierzam (pójść / pojechać)...

I want to (go) ... Chcę (pójść / pojechać)...

I'd like to (do) ... Chciałbym (zrobić)...

I'm thinking of/about (going) ... Zastanawiam się nad (pójściem)...

Expressing preferences • Wyrażanie upodobań

I like / I would like ... more than ... Lubię... / Chciałbym... bardziej niż...

I prefer maths to languages. Wolę matematykę niż języki.

I prefer not to (do) ... Wolałbym nie (robić)...

Offering wishes • Składanie życzeń

Well done! / Congratulations! Dobra robota! / Gratulacje!

Congratulations on passing your exams! / your exam results! Gratuluję zdania egzaminów! / wyników egzaminu!

Illness • Choroba

Get well soon. Zdrowiej szybko. / Kuruj się.

I hope you feel better soon. Mam nadzieję, że wkrótce poczujesz się lepiej.

Good luck • Życzenie szczęścia

Good luck! Powodzenia!

I wish you the best of luck! Życzę szczęścia!

Wedding / Engagement • Ślub/Zaręczyny

I wish you both much happiness! Życzę wam obojgu dużo szczęścia!

I'm sure you'll be very happy together! Jestem pewien, że będziecie razem bardzo szczęśliwi!

Responding to wishes • Odpowiadanie na życzenia

Thank you for your kindness / kind words / good wishes. Dziękuję za twoją życzliwość/miłe słowa/życzenia.

That's very nice of you. To bardzo miło z twojej strony.

It was just luck. To była kwestia szczęścia.

I had a lot of help. Miałem dużo pomocy.

Making an invitation • Zapraszanie

Would you like to go ...? Chciałbyś iść/pojechać...?

How about going ...? Może by tak pójść/pojechać...?

Do you want to go ...? Chcesz iść/jechać...?

Accepting an invitation • Przyjmowanie zaproszenia

Sure, I'd love to! Pewnie, z chęcią!

That sounds nice/great/etc. Brzmi fajnie/świetnie/...

What a great idea! Świetny pomysł!

Considering an invitation • Rozważanie zaproszenia

Let me think about it. Muszę to przemyśleć.

I'm not sure I can. Nie jestem pewien, czy mogę.

I'll let you know later. Dam ci znać później.

Declining an invitation • Odrzucanie zaproszenia

I'm sorry, but I can't. Niestety, nie mogę.

I don't think I can make it. Raczej nie dam rady.

I've got other plans. Mam inne plany.

Politely refusing an offer • Grzeczne odrzucanie propozycji

No, thanks. / No, thank you. Nie, dziękuję.

I'm fine / OK, thanks. Nie trzeba, dziękuję.

I'm sorry. I can't. Przepraszam, nie mogę.

Making an offer • Proponowanie

Would you like (me) (to) ...? Czy chciałbyś, żebym...?

Can/Shall I ...? Może bym...?

I'll ... if you like / want. Mogę..., jeśli chcesz.

How / What about ...? A może by tak...?

Don't worry - I'll do it! Nie martw się - ja to zrobię!

Accepting an offer • Przyjmowanie propozycji

Yes, please. Tak, poproszę.

Thanks - that's very kind of you. Dziękuję, to bardzo miłe z twojej strony.

That would be great / nice / lovely. Byłoby świetnie/miło/wspaniale.

Great idea! Świetny pomysł!

Asking for advice • Prośenie o poradę

Do you think I should ...? Myślisz, że powinienem...?

What do you suggest I should do about ...?

Co sugerujesz, żebym zrobił w sprawie...?

What should I do about ...? Co powinienem zrobić w sprawie...?

What's your advice? Co mi radzisz?

Giving advice • Udzielanie porad

I think you should ... Myślę, że powinienesz...

Perhaps you should ... Może powinienesz...

If I were you, I would ... Na twoim miejscu bym...

It might be a good idea to ... Może dobrym pomysłem byłoby...

Why don't you ...? Może byś...?

Giving permission • Udzielanie pozwolenia

Yes, of course. Tak, oczywiście.

Go right ahead. Śmiało.

Yes, no problem. Tak, żaden problem.

Of course I don't mind. Oczywiście, nie mam nic przeciwko.

Refusing permission • Odmawianie pozwolenia

No, I'm sorry. Nie, przykro mi.

No, I'm afraid you can't. Niestety, obawiam się, że nie możesz.

Sorry, that's not possible. Przykro mi, to niemożliwe.

Asking for permission • Wyrażanie prośby o pozwolenie

May I leave the room? Czy mogę wyjść?

Could I invite a friend over for lunch? Czy mogę zaprosić znajomego do nas na obiad?

Can I borrow your phone for a second? Mogę pożyczyć na chwilę twój telefon?

Do you mind if I sit here? Mogę tu usiąść?

Giving orders • Wydawanie poleceń

Tidy your room now! Natychmiast posprzątaj swój pokój!

Don't (ever) do that again! Nigdy więcej tego nie rób!

Do what I tell you! Rób, co mówię!

Giving instructions • Udzielanie wskazówek

First / Firstly / Second / Secondly / Then, ...

Najpierw/W drugiej kolejności/Potem...

Make sure you ... Upewnij się, że...

Don't forget to ... Nie zapomnij o...

Giving warnings • Ostrzeganie

Be careful! Bądź ostrożny!

Watch out! / Look out! / Mind out! Uważaj!

Forbidding • Zakazywanie

Don't touch the ball! Nie dotykaj piłki!

You mustn't / must not touch the ball. Nie wolno dotykać piłki.

... is not / isn't allowed. / is forbidden. ... nie jest dozwolone / jest zabronione.

... is against the law / rules. ... jest sprzeczne z prawem/zasadami.

Making a request • Wyrażanie prośby

Can you help me with this? Czy możesz mi z/w tym pomóc?

Could I speak to a doctor? Czy mogę porozmawiać z lekarzem?

I'd like to make an appointment. Chciałbym umówić się na wizytę.

Would it be OK if I stayed at home today? Czy mogę dziś zostać w domu?

Accepting a request • Wyrażanie zgody

Yes, of course (I/you can/will). Tak, oczywiście, mogę/możesz.

Sure! Jasne!/Pewnie!

No problem. Żaden problem.

Refusing a request. • Wyrażanie odmowy

I'm afraid I can't. Obawiam się, że nie mogę.

I'm afraid not. Obawiam się, że nie.

I'm sorry, you can't. Przykro mi, nie możesz.

That's not possible. To nie jest możliwe.

Expressing negative feelings and emotions •

Wyrażanie negatywnych uczuć i emocji

Oh no! / Oh dear! O nie! / Ojej!

This/That is/was awful/etc! To okropne!

What a mess / waste of time/money! Co za bałagan / strata czasu/pieniędzy!

What a pity/shame. Jaka szkoda!

Expressing positive feelings and emotions. •

Wyrażanie pozytywnych uczuć i emocji

Wow! O! No, no!

How lovely/etc.! Jak wspaniale!

What a great / fantastic / etc. phone!

Ależ wspaniały/fantastyczny/itp. telefon!

That's incredible / amazing! To fantastycznie/wspaniale!

What a (nice/etc) surprise! Co za miła/itp. niespodzianka!

Expressing hope. • Wyrażanie nadziei

I/Let's hope so. Mam/Miejmy nadzieję.

With any luck, ... Jeśli szczęście dopisze, ...

Let's hope that ... Miejmy nadzieję, że...

Giving encouragement. • Dawanie wsparcia, zachęcanie

Keep going! Tak trzymaj!

Well done! Dobra robota!

You can do it! Dasz radę!

You're doing great / well! Świetnie ci idzie!

Expressing possibility or uncertainty • Wyrażanie możliwości lub niepewności

They may invent something to replace the Internet. Być może wymyślą coś, co zastąpi Internet.

Your computer might (not) have a virus.

Twój computer może (nie) mieć wirusa.

Paul could be online now. Paul może być teraz online.

Expressing certainty • Wyrażanie pewności

Jilly's not answering her phone. She must be busy. Jill nie odbiera telefonu. Musi być zajęta.

These can't be Dave's headphones. His are blue.

To nie mogą być słuchawki Dave'a. Jego słuchawki są niebieskie.

QUIZ ANSWERS

UNIT 11

Ex. 10, p. 39

Mostly As: Congratulations! You know what you're talking about!

Mostly Bs: You know some good treatments, but not necessarily the right ones for the right problems.

Mostly Cs: Please do us all a favour and take a first-aid course right now!

WYPOWIEDŹ PISEMNA – WSKAZÓWKI

W wypowiedzi pisemnej ważne są takie elementy, jak: treść, spójność i logika, bogactwo środków językowych oraz poprawność gramatyczna i ortograficzna. Najważniejsze jednak jest to, by odnieść się do wszystkich punktów polecenia i odpowiednio je rozwinąć, mieszcząc się jednocześnie w podanym limicie słów.

PAMIĘTAJ! Warto najpierw sporządzić plan pracy, uwzględniając wszystkie informacje, a następnie napisać ją na brudno. Przed przepisaniem pracy sprawdź, czy przekazałeś/przekazałaś w niej wszystkie informacje, czy nie zawiera ona błędów i czy twój tekst jest spójny i logiczny.

TREŚĆ

- Pamiętaj, aby odnieść się do wszystkich informacji zawartych w poleceniu.
- Każdą informację przekaż w osobnym akapicie. Informacje zwykle warto przekazywać w takiej kolejności, w jakiej są one podane w treści zadania.
- Rozwiń każdą informację o dodatkowe szczegóły pasujące do tematu – możesz np. opisać swoje doświadczenia, wyrazić opinię lub podać przykłady.
- Przed rozpoczęciem pisania zrób notatki, zapisując swoje pomysły na rozwinięcie każdego punktu.
- Przed oddaniem pracy sprawdź liczbę wyrazów – jeśli twój tekst jest zbyt długi, przeczytaj ponownie treść zadania i wykreśl zbędne informacje. Jeśli wypowiedź jest zbyt krótka, zastanów się, w jaki sposób możesz dodatkowo rozwinąć informacje podane w treści zadania.

SPÓJNOŚĆ I LOGIKA WYPOWIEDZI

- Przed napisaniem pracy sporządź plan swojej wypowiedzi. Możesz to zrobić w języku polskim.
- Zwróć uwagę na gatunek tekstu – czy jest to e-mail, list, wpis na blogu, notatka, itp.
- Zadbaj o logiczne połączenie ze sobą kolejnych akapitów, tak aby praca stanowiła spójną całość. Stosuj różne spójniki, np. *although*, *because*, *also* oraz *then*.
- Zastanów się, czy wszystkie informacje są przekazane w zrozumiały sposób, pomimo ewentualnych błędów językowych.

ZAKRES ŚRODKÓW JĘZYKOWYCH

- Przeczytaj polecenie i treść zadania. Zastanów się, jakich zwrotów w języku angielskim możesz użyć, aby przekazać intencje zawarte w zadaniu, np. aby wyrazić prośbę, przedstawić propozycję, wyjaśnić jakąś sytuację.
- W swojej wypowiedzi stosuj różnorodne struktury gramatyczne.
- Dbaj o precyzyjne przekazywanie informacji i używanie zróżnicowanego słownictwa związanego z tematem, np. gdy opisujesz dom rodzinny, używaj słów typu *furniture*, *living room*, *lawn*.
- Unikaj powtórzeń. Po napisaniu pracy przeczytaj ją ponownie. Jeżeli znajdziesz powtarzające się wyrazy, postaraj się je zastąpić synonimami.
- Unikaj przymiotników pospolitych, np. zamiast *good* i *nice* – możesz użyć przymiotników *perfect*, *wonderful* lub *amazing*.

POPRAWNOŚĆ ŚRODKÓW JĘZYKOWYCH

- Zawsze zaczynaj od pisania na brudno.
- Po napisaniu pracy przeczytaj ją ponownie, aby sprawdzić, czy nie zawiera ona błędów leksykalnych, ortograficznych lub gramatycznych. Sprawdź, czy:
 - użyłeś/użyłaś odpowiedniego słownictwa, które pasuje do tematu;
 - wszystkie wyrazy zapisane są poprawnie;
 - wyrazy zostały użyte w odpowiedniej formie. Jeżeli na przykład piszesz o wydarzeniu, które miało miejsce w przeszłości, zwróć uwagę na to, czy użyłeś/użyłaś czasowników w formie przeszłej.

E-mail nieformalny z zaproszeniem

 Zamierzasz wyjechać z rodzicami na weekend za miasto. W e-mailu do kolegi/koleżanki z Anglii:

- opisz miejsce, do którego wyjeżdżasz;
- zaproś kolegę/koleżankę na ten wyjazd;
- poinformuj go/ją, co musi ze sobą zabrać.

E-mail powinien zawierać od 50 do 120 słów

Pamiętaj, aby rozwinąć każdy z punktów w zadaniu – na każdy z nich napisz co najmniej dwa zdania.

Przykładowa wypowiedź

Aby płynnie przejść do omawiania punktów, możesz użyć np. takiego wyrażenia.

Pamiętaj o przecinkach w tych miejscach.

< ✉ New message

Hi Paul,

I hope everything is OK with you.

I'm writing to let you know about a trip which I'm planning. My parents and I are going away for the weekend next month. We are going to stay at a cottage by the lake. It's a beautiful place in the forest and the cottage is very cosy. Also, it is not far from Warsaw – only 50 kilometres.

Would you like to come with us? I'd like that a lot!

We can pick you up after school on Friday.

You don't need to take many things with you – a sleeping bag, some trekking boots. Oh, and a raincoat maybe, just in case it rains.

What do you think? Let me know.

Take care,

XYZ

Wypowiedź zacznij tak, jak zaczyna się prawdziwy e-mail, nie rozpoczynaj od udzielania odpowiedzi na pytania. Pamiętaj jednak, że wstęp musi być krótki.

List do kolegi/koleżanki pisz w stylu nieformalnym – używaj form skróconych i potocznych zwrotów.

PHRASE BOX

Beginning an email

How are you? / What's up?

(I) Hope you're fine / doing well / OK.

Thanks for your (last) letter/email/message.

It was great to hear from you.

Inviting

Do you want to come with us / join us?

I'd like to invite you to ...

I'd like you to come with us / join us ...

How about coming with us?

Would you like to come too?

Ending an email

What do you think about it?

Let me know (as soon as possible).

I can't wait to see you / hear from you.

I'm waiting for your email.

Please write back, / Write soon,

Take care, / Cheers, / All the best,

QUICK CHECK ✓

- Jakie informacje do pierwszego i ostatniego punktu z polecenia podaje autor e-maila?
- Jakie wprowadzenie do drugiego punktu z polecenia stosuje autor e-maila?
- Które słowa łączą ze sobą poszczególne myśli?
- Czy są w e-mailu struktury, w których zdarza ci się popełnić błąd? Na co musiałbyś/musiłabyś zwrócić szczególną uwagę?

Wpis na blogu z opisem wydarzenia

 Niedawno byłeś/byłaś w restauracji z okazji urodzin starszego brata. Na swoim blogu:

- napisz, co zamówiłeś/zamówiłaś;
- opisz ciekawe wydarzenie, które miało miejsce podczas kolacji;
- poleć swoim czytelnikom tę restaurację.

Wypowiedź powinna zawierać od 50 do 120 słów

Opisując wydarzenie, używaj określeń czasu, aby pokazać, co działo się po kolei, np.: *first*, *then*, *finally* itp.

Przykładowa wypowiedź

Pisząc blog, możesz dzielić się ze swoimi czytelnikami przemyśleniami czy opiniami.

Pamiętaj, aby nie tylko odnieść się do informacji zawartej w poleceniu, lecz także ją rozwinąć, np. uzasadnić swoją opinię.

It was my brother's birthday last week. My parents decided to celebrate it in our new local restaurant. We went there for dinner on Sunday. I want to share my feelings with you.

The food was excellent! I ordered tomato pasta and a salad. I also had a dessert – a chocolate cake.

A funny thing happened during the dinner. If you ask, the waiters can sing 'Happy Birthday' to the birthday boy/girl. So, at the beginning of our dinner, my parents told the waiter about our celebration and then ... the waiters sang at the wrong table! It was hilarious!

Anyway, we had a great time and I can recommend this restaurant – the food was great and the staff really nice. If you go there, share your opinions, please.

Warto napisać, jakie emocje wzbudziło w tobie opisywane wydarzenie.

Kończąc wpis na blogu, możesz poprosić czytelników o podzielenie się ich opiniami.

QUICK CHECK ✓

- Jakie informacje do pierwszego i drugiego punktu z polecenia podaje autor bloga?
- Jakie uzasadnienie do ostatniego punktu z polecenia podaje autor bloga?
- Które słowa łączą ze sobą poszczególne myśli?
- Czy są w poście struktury, w których zdarza ci się popełnić błąd? Na co musiałbyś/musiłabyś zwrócić szczególną uwagę?

PHRASE BOX

Reporting events

A funny/strange/scary thing happened ...
While we were sitting/eating/waiting ...
Suddenly ...
First / At the beginning of ...
Then / Next / After that ...
Finally / In the end ...

Making recommendations

I can recommend this restaurant/shop/place ...
Go there if you have a chance.
I think you should try/visit ...
I really think you would like ...

List nieformalny z elementami opisu

 Do twojej klasy dołączył nowy uczeń. W liście do kolegi/koleżanki z USA:

- wyjaśnij, w jakich okolicznościach ten uczeń zmienił szkołę;
- opisz jego wygląd, charakter, umiejętności i zainteresowania;
- napisz, jak klasa zareagowała na to wydarzenie.

List powinien zawierać od 50 do 120 słów

Opisując jakąś rzecz, osobę lub miejsce, używaj różnorodnych przymiotników i zwrotów.

Przykładowa wypowiedź

Zapamiętaj kilka zwrotów pomocnych w napisaniu listu – pomogą ci rozpocząć list, zmienić temat, dodać informację, itp.

<  New message

Hello Laurie,

Guess what! We've got a new student in our class. His name is Piotr and he joined our school six weeks ago. His family moved to Gdańsk because his dad has got a new job here.

Piotrek is very nice – he seems kind and helpful. He even did my maths homework once. He's really good at maths. The girls think he's good-looking, too. He's tall and he's got dark hair and green eyes. He looks like an actor or a model. He's keen on sport and he plays basketball.

Anyway, we all made friends with him on his first day of school. We've all invited him to our birthday parties. I think he's happy being in our class!

And how about your school?

Write soon,
XYZ

Opisując osobę, możesz dodać własną ocenę.

Zakończ swój list zwrotem typowym dla tego rodzaju wypowiedzi.

QUICK CHECK ✓

- Czy autor listu przekazuje informacje do wszystkich trzech punktów polecenia?
- Jak rozwinięty jest ostatni punkt?
- Które słowa łączą ze sobą poszczególne myśli?
- Czy są w liście struktury, w których zdarza ci się popełnić błąd? Na co musiałbyś/musiłabyś zwrócić szczególną uwagę?

PHRASE BOX

Describing people

He/She seems (to be) ...

He/She looks like ...

He/She is similar to ...

He/She is keen on / fond of / into / interested in ...

He/She is good/bad at ...

Linking ideas

Guess what!

Anyway ...

As for my class/school ...

And how about your ...?

Describing people • Opisywanie osób

We first met ... Pierwszy raz spotkaliśmy się... / Poznaliśmy się...

I think he/she's ... Myślę, że on/ona jest...

He/she seems ... On/ona wydaje się być...

He/she looks like ... On/ona wygląda jak...

He's/she's the kind of person who ... On/ona jest osobą, która...

He's/she's always very ... On/ona jest zawsze bardzo...

We're both interested in / keen on ... Oboje interesujemy się/bardzo lubimy...

Describing houses • Opisywanie domów

Their flat / house is quite / very close to / near ... Ich mieszkanie/dom jest dosyć/bardzo blisko/w pobliżu...

It's modern / tiny / dark / etc. Jest nowoczesne/malutkie/ciemne/itp.

It has ... rooms. Ma ... pokoje/pokoiki.

The problem with my bedroom is that ... Problem z moją sypialnią jest taki, że...

There is ... / There are ... Jest (tam)... / Są (tam)...

The living room / kitchen is ... Salon/kuchnia jest...

What I don't really like about the flat / room / etc., is ... W tym mieszkaniu/pokoju/itp. niezbyt podoba mi się, że...

Describing experiences • Opisywanie wrażeń związanych z wydarzeniami

It was really exciting / relaxing / embarrassing / fun / etc. To było bardzo ekscytujące/relaksujące/krępujące/fajne/itp.

We had a great / terrible time. Świetnie/Źle się bawiliśmy.

I really enjoyed / liked ... Bardzo podobało mi się...

What excited / interested me most was ... To, co podekscytowało/zainteresowało mnie najbardziej, to...

I thought ... was fascinating / amazing / etc. ... było dla mnie fascynujące/wspaniałe/itp.

The best part was ... Najlepszą częścią było...

It made me feel relaxed / excited / interested / etc. Dzięki temu czułem się zrelaksowany/podekscytowany/zainteresowany/itp.

Expressing plans / intentions • Wyrażanie planów/zamiarów

I dream of ... Marzę o...

I plan / hope / intend to ... Planuję/Mam nadzieję/Zamierzam...

I'm planning to / hoping to / dreaming of ... Planuję/Mam nadzieję/Marzę o...

I can't wait to / until ... Nie mogę się doczekać, aż...

I'm really looking forward to ... Czekam z niecierpliwością na...

I'm not sure yet, but ... Nie jestem jeszcze pewien, ale...

Describing past events • Opisywanie wydarzeń z przeszłości

Last Saturday / week / month, we ... W zeszłą sobotę/zeszłym tygodniu/miesiącu my...

When everyone/everybody (had) arrived, we ... Kiedy wszyscy dotarli, my...

I gave my mum some chocolates. Dałem mojej mamie czekoladki.

I gave some chocolates to my mum. Dałem czekoladki mojej mamie.

It was great fun! Była super zabawa!

We had a lot of fun! Świetnie się bawiliśmy!

We all ate / danced / etc. Wszyscy jedliśmy/tańczyliśmy/itp.

Everybody / everyone ate / danced / etc. Wszyscy jedli/tańczyli/itp.

At the end, ... Na koniec...

Describing preferences • Wyrażanie upodobań

I really enjoyed learning (how/about) ... Bardzo dobrze się bawiłem, ucząc się (czegoś/o czymś).

In the future, I'd (really) like to learn ... W przyszłości (bardzo) chciałbym się nauczyć...

I preferred making pasta to making pizza. Wolałem ugotować makaron niż pizzę.

Now I (really) enjoy / like holding dinner parties. Teraz (bardzo) lubię urządzać przyjęcia.

Would you like to ...? Czy chciałbyś/Czy masz ochotę...?

I'm thinking of making/baking/etc., ... Myślę, czy nie zrobić/nie upiec/itp.

Expressing your opinion • Wyrażanie swojej opinii

Don't forget that ... Nie zapominaj, że...

I agree that ... Zgadzam się, że...

I believe ... / I think ... Uważam/Sądzę, że...

In my opinion/view, ... Moim zdaniem...

Personally speaking, ... Osobiście myślę, że...

The way I see it, ... Ja widzę to tak, że...

To be honest, ... Prawdę mówiąc, ...

Justifying your opinion • Uzasadnianie swojej opinii

I feel this way because ... Czuje (się) tak, ponieważ...

One / The / Another reason for this is ... Jednym z powodów/Powodem/Kolejnym powodem jest to, że...

That's because ... / This is because ... To dlatego, że...

Making offers / suggestions • Składanie propozycji/Sugerowanie

Would you like ...? Czy chciałbyś...?

I'd like to invite you to ... Chciałbym zaprosić cię na...

I wonder if you'd like to ... Zastanawiam się, czy nie chciałbyś...

How about ...? A może by tak...?

I suggest we ... Sugeruję, żebyśmy...

Shall we ...? Może...?

We could ... Moglibyśmy...

What about ...? Może by...?

Why don't we ...? Może byśmy...?

Giving advice • Udzielanie porad

I think you should/shouldn't ... Myślę, że powinienesz/ nie powinienesz...

Another good idea would be to ... Innym dobrym pomysłem byłoby...

I (would) suggest ... Sugeruję/Sugerowałbym...

What / how about ...? A może by tak...?

Asking for advice • Prośenie o poradę

I need some advice about ... Potrzebuję rady w sprawie...

What do you think I should do? Co myślisz, że powinienem zrobić?

What do you think about ...? Co myślisz o...?

Apologising • Przepraszanie

I'm really/very/terribly/so sorry. Bardzo mi przykro. / Bardzo przepraszam.

I'm really sorry, but I can't come this evening. Przepraszam, ale nie mogę przyjść dziś wieczorem.

I'm really sorry that I won't be there. Przykro mi, że mnie tam nie będzie.

Sorry for cancelling at short notice. Przepraszam, że odwołuję w ostatniej chwili.

Please forgive me! Proszę, wybaczyć mi!

Making semi-formal requests • Prośenie (styl półformalny)

Could you ...? Czy mógłbyś...?

Could I ...? Czy mógłbym...?

Would it be possible (for me/you) to ...? Czy byłoby możliwe, żebym/żebyś...?

Would you mind (if / -ing) ...? Czy miałbyś coś przeciwko, gdybym...?

I would like to ... Chciałbym...

Refusing requests • Odmawianie

I'm sorry but ... Przykro mi, ale...

I'm afraid (that) ... Obawiam się, że...

Unfortunately, (I can't ...) Niestety, (nie mogę)...

Wishing and congratulating • Składanie życzeń i gratulacji

Congratulations on ...! Gratulacje z powodu...!

Well done! Dobra robota!

I'm very proud of you. Jestem z ciebie bardzo dumny.

I'm sure you'll do well / brilliantly. Jestem pewien, że świetnie sobie poradzisz.

I wish you the best of luck. Życzę ci dużo szczęścia.

Good luck! Powodzenia!

Inviting to an event • Zapraszanie na wydarzenie

It's at / It will be (held) at 5 pm ... in the social room / etc. Wydarzenie będzie miało miejsce o 17:00/w pomieszczeniu socjalnym/itp.

Don't forget to bring ... with you. Pamiętaj, aby wziąć ze sobą...

Please come if you can. Jeżeli to możliwe, prosimy o obecność.

Don't miss it! Nie przegap tego!

It's important that you all come and take part. To bardzo ważne, żebyście wszyscy wzięli udział w spotkaniu.

Please let us / me know what ... Proszę/Prosimy o informację na temat...

Leave a comment here or ... Zostaw wiadomość tutaj lub...

Zdania twierdzące		Zdania przeczące	Pytania	Krótkie odpowiedzi	
Present simple					
I You	study.	do not/don't study.	Do I study? Do you study?	Yes, I do. Yes, you do.	No, I don't. No, you don't.
He She It	studies.	does not/doesn't study.	he Does she study? it	he Yes, she does. it	he No, she doesn't. it
We You They	study.	do not/don't study.	we Do you study? they	we Yes, you do. they	we No, you don't. they
Czas present simple stosuj, aby: - opisać nawyki; - opisać czynności codzienne.			Typowe określenia czasu <i>never, hardly ever, sometimes, often, usually, always, every day, twice a week</i>		
Present continuous					
I You	am/ 'm studying.	am not/'m not studying.	Am I studying? Are you studying?	Yes, I am. Yes, you are.	No, I'm not. No, you aren't.
He She It	is/ 's studying.	is not/isn't studying.	he Is she studying? it	he Yes, she is. it	he No, she isn't. it
We You They	are/ 're studying.	are not/aren't studying.	we Are you studying? they	we Yes, you are. they	we No, you aren't. they
Czas present continuous stosuj, aby: - opisać czynność wykonywaną w chwili mówienia, lub tylko tymczasowo; - opisać czynności zaplanowane na najbliższą przyszłość.			Typowe określenia czasu <i>now, at the moment, today, this week, this month, tomorrow, next week</i>		
Past simple					
I You He She It We You They	studied. went out.	did not/didn't study. did not/didn't go out.	I you he Did she study? it we you they	I you he Yes, she did. it we you they	I you he No, she didn't. it we you they
Czas past simple stosuj, aby: opisać zakończone czynności i zdarzenia przeszłe.			Typowe określenia czasu <i>yesterday, last week/month/year, a few days/weeks/months/ years ago, in 2013</i>		
Present perfect					
I We You They	have studied.	have not/haven't studied.	I Have we studied? you they	I Yes, we have. you they	I No, we haven't. you they
He She It	has studied.	has not/hasn't studied.	he Has she studied? it	he Yes, she has. it	he No, she hasn't. it
Czas present perfect stosuj, aby: - opisać czynności, które miały miejsce niedawno, a ich skutki są widoczne obecnie; - opisać sytuacje, które trwają od jakiegoś czasu do teraz.			Typowe określenia czasu <i>never, ever, already, yet, just, since 1993, for many years</i>		

Past Continuous

I	was studying.	was not/wasn't studying.	Was I studying?	Yes, I was. Yes, you were.	No, I wasn't. No, you weren't.
You	were studying.	were not/weren't studying.	Were you studying?	Yes, I was. Yes, you were.	No, I wasn't. No, you weren't.
He She It	was studying.	was not/wasn't studying.	he Was she studying? it	he Yes, she was. it	he No, she wasn't. it
We You They	were studying.	were not/weren't studying.	we Were you studying? they	we Yes, you were. they	we No, you weren't. they

Czas **past continuous** stosuj, aby:

- opisać zdarzenia i czynności, które trwały w pewnym momencie w przeszłości.

Typowe określenia czasu

at 9 am yesterday, all day/morning/night, while, when

Past perfect

I You He She It We You They	had studied.	had not/hadn't studied.	I you he Had she studied? it we you they	I you he Yes, she had. it we you they	I you he No, she hadn't. it we you they
--	--------------	-------------------------	---	--	--

Czas **past perfect** stosuj, aby:

- opisać czynności przeszłe, które poprzedzały inne czynności przeszłe.

Typowe określenia czasu

when, after, before, by the time

Future simple

I You He She It We You They	will study.	will not/won't study.	I you he Will she study? it we you they	I you he Yes, she will. it we you they	I you he No, she won't. it we you they
--	-------------	-----------------------	--	---	---

Czas **future simple** stosuj, aby:

- wyrazić spontaniczne decyzje;
- opisać przewidywanie dotyczące przyszłości.

Typowe określenia czasu

tomorrow, next week/month/year, in a few days/weeks

Be going to

I	am/'m going to study.	am not/'m not going to study.	Am I going to study?	Yes, I am. Yes, you are.	No, I'm not. No, you aren't.
You	are/'re going to study.	are not/aren't going to study.	Are you going to study?	Yes, I am. Yes, you are.	No, I'm not. No, you aren't.
He She It	is/'s going to study.	is not/isn't going to study.	he Is she going to study? it	he Yes, she is. it	he No, she isn't. it
We You They	are/'re going to study.	are not/aren't going to study.	we Are you going to study? they	we Yes, you are. they	we No, you aren't. they

be going to stosuj, aby:

- opisać zamierzenia na przyszłość;
- opisać sytuacje, które wkrótce się wydarzą, gdyż wskazują na to obecne okoliczności.

Typowe określenia czasu

tomorrow, next week/month/year, in a few days/weeks

Infinitive	Past simple	Past participle	Translation
be	was/were	been	być
beat	beat	beaten	bić
become	became	become	zostawać, stawać się
begin	began	begun	zaczynać
bite	bit	bitten	gryźć
blow	blew	blown	wiać, dmuchać
break	broke	broken	łamać, psuć się
bring	brought	brought	przynosić
build	built	built	budować
burn	burnt, burned	burnt, burned	palić (się)
buy	bought	bought	kupić
catch	caught	caught	łapać
choose	chose	chosen	wybierać
come	came	come	przychodzić
cost	cost	cost	kosztować
cut	cut	cut	ciąć
do	did	done	robić
draw	drew	drawn	rysować, ciągnąć
dream	dreamt	dreamt	marzyć, śnić
drink	drank	drunk	pić
drive	drove	driven	jechać
eat	ate	eaten	jeść
fall	fell	fallen	upadać
feel	felt	felt	czuć
fight	fought	fought	walczyć
find	found	found	znajdować
fly	flew	flown	latać
forget	forgot	forgotten	zapominać
forgive	forgave	forgiven	wybaczать
get	got	got	dostawać
give	gave	given	dawać
go	went	gone	iść, jechać
grow	grew	grown	rosnąć
have	had	had	mieć
hang	hung	hung	wieszać
hear	heard	heard	słyszeć
hide	hid	hidden	ukrywać, chować
hold	held	held	trzymać
hurt	hurt	hurt	ranić
know	knew	known	znać
lead	led	led	prowadzić, wieść
learn	learnt, learned	learnt, learned	uczyć się
leave	left	left	opuszczać, zostawiać
lend	lent	lent	pożyczać (komuś)

Infinitive	Past simple	Past participle	Translation
let	let	let	pozwalać
lose	lost	lost	gubić, tracić
make	made	made	robić
mean	meant	meant	znaczyć
meet	met	met	spotykać, poznawać
pay	paid	paid	płacić
put	put	put	kłaść
quit	quit	quit	rezygnować
read	read	read	czytać
ride	rode	ridden	jeździć
ring	rang	rung	dzwonić
rise	rose	risen	podnosić się, wschodzić (o słońcu)
run	ran	run	biec
say	said	said	powiedzieć
see	saw	seen	widzieć
sell	sold	sold	sprzedawać
set	set	set	ustawiać, zachodzić (o słońcu)
show	showed	shown	pokazywać
shut	shut	shut	zamykać
sing	sang	sung	śpiewać
sit	sat	sat	siedzieć
sleep	slept	slept	spać
smell	smelt	smelt	czuć, wąchać
speak	spoke	spoken	mówić
spend	spent	spent	spędzać, wydawać
stand	stood	stood	stać
steal	stole	stolen	kraść
swim	swam	swum	pływać
take	took	taken	brać, wziąć
teach	taught	taught	uczyć (kogoś)
tell	told	told	powiedzieć
think	thought	thought	myśleć
throw	threw	thrown	rzucić
understand	understood	understood	rozumieć
wear	wore	worn	nosić
win	won	won	wygrywać, zdobywać
write	wrote	written	pisać

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repetitorium ÓSMOKLASISTY

CZĘŚĆ
2

Dwuczęściowe *Repetitorium Ósmoklasisty* to systematyczne i rozłożone w czasie podsumowanie i utrwalenie wiedzy z zakresu języka angielskiego oraz poszerzenie znajomości środków językowych i doskonalenie umiejętności językowych.

- » **14 TEMATÓW LEKSYKALNYCH** – uwzględnienie wszystkich niezbędnych zagadnień z zakresu słownictwa

część 1	część 2
» pierwszych 8 zakresów tematycznych z podstawy programowej	» powtórzenie materiału z pierwszych 8 zakresów tematycznych z podstawy programowej » pozostałych 6 zakresów tematycznych

- » **GRUNTOWNE POWTÓRZENIE GRAMATYKI** – klarowne objaśnienia i różnorodne ćwiczenia

- » **ZADANIA OTWARTE** – szczególny nacisk na nowe typy zadań wynikające z nowej podstawy programowej

- » **CULTURE TODAY** – teksty inspirujące do pogłębiania wiedzy o świecie oraz ćwiczenia komunikacyjne motywujące uczniów do używania języka

- » **REVISION & REVIEW** – regularne sekcje powtórzeniowe

- » **FUNCTIONS BANK** – tłumaczenie zwrotów prezentowanych w książce

- » **WRITING BANK** – przydatne zwroty do wykorzystania przy tworzeniu wypowiedzi pisemnych

- » **PHRASE BOX** – zwroty przydatne każdemu ósmoklasiście

- » **TEEN TALK** – współczesny, młodzieżowy język