Impulse 1

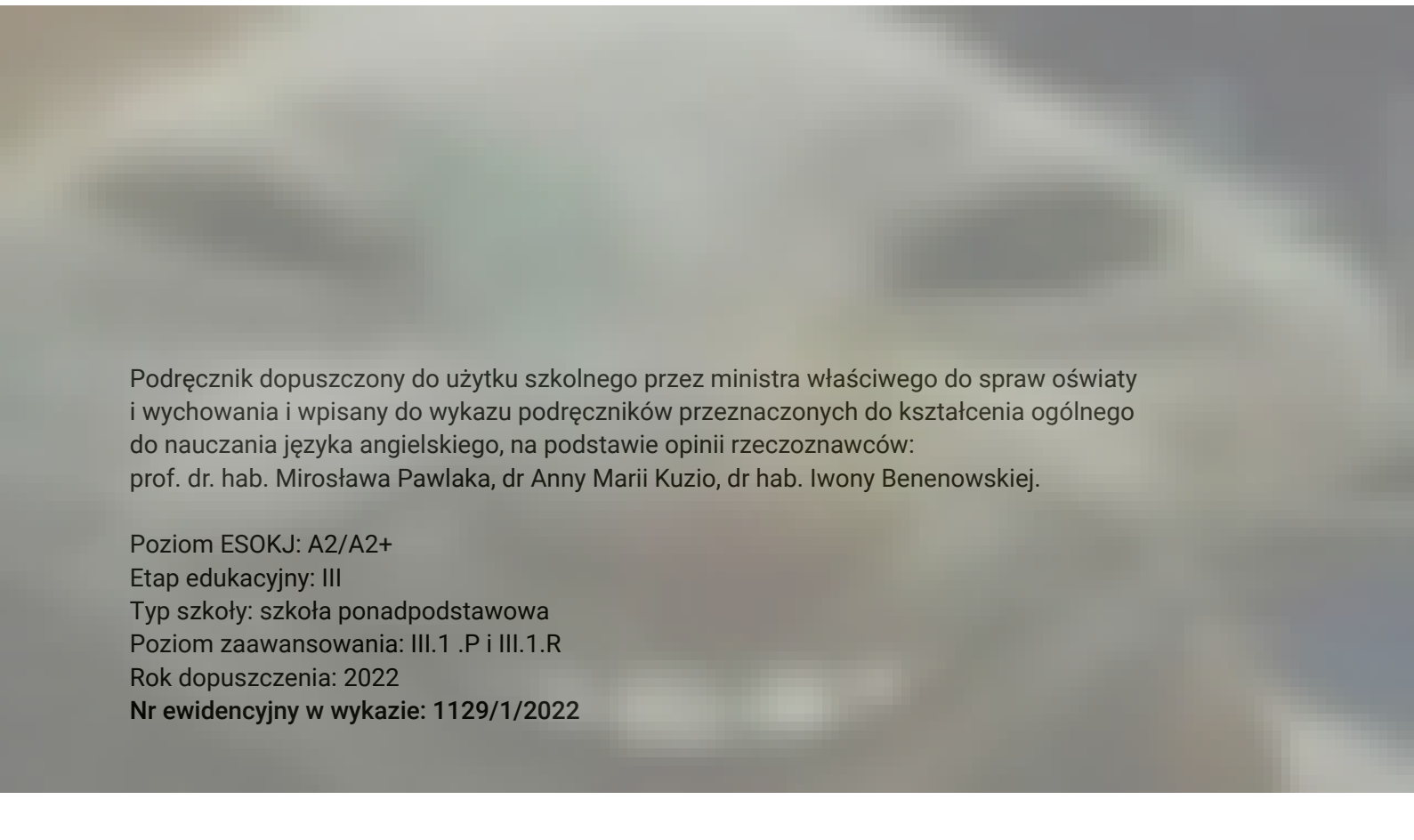
STUDENT'S BOOK

macmillan education

A2/A2+

Gill Holley Kate Pickering
with Marta Inglot

Nr MEiN 1129/1/2022



Podręcznik dopuszczony do użytku szkolnego przez ministra właściwego do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców:
prof. dr. hab. Mirosława Pawlaka, dr Anny Marii Kuzio, dr hab. Iwony Benenowskiej.

Poziom ESOKJ: A2/A2+
Etap edukacyjny: III
Typ szkoły: szkoła ponadpodstawowa
Poziom zaawansowania: III.1 .P i III.1.R
Rok dopuszczenia: 2022
Nr ewidencyjny w wykazie: 1129/1/2022

Impulse 1

STUDENT'S BOOK

macmillan education

Uwaga! Podręcznik wieloletni. Odpowiedzi do zadań z ikoną zapisuj w zeszycie.

A2/A2+

Gill Holley Kate Pickering
with Marta Inglot

	Vocabulary 1	Grammar 1	Speaking	Reading	Vocabulary 2
0 Starter	**0.1 My profile** p4 Vocabulary: Introducing yourself: *to be* Grammar: *Wh-* questions			**0.2 My typical day** p5 Vocabulary: My likes and dislikes: the verbs *love/like/hate* Grammar: Object pronouns	
1 Sharing stories	p8 TV • Films and games **p21 Wordlist**	p10 Present simple • Adverbs of frequency Present simple verbs ending in *s* **p20 Grammar Reference**	p11 Expressing preferences	pp12–13 A blog post about teen techmasters Technology *Dobieranie nagłówków do akapitów*	p14 Books and theatre **p21 Wordlist**
2 Shopping spree	p22 Shopping and money **p35 Wordlist**	p24 Countable and uncountable nouns • Quantifiers Regular plural noun endings **p34 Grammar Reference**	p25 Asking for and giving advice	pp26–27 Short texts about shopping Shopping *Dobieranie (4 teksty) i uzupełnianie streszczenia w jęz. polskim*	p28 Services **p35 Wordlist**
3 In charge	p36 Jobs around the home **p49 Wordlist**	p38 *Have to* *Have to* in sentences **p48 Grammar Reference**	p39 Choosing an offer and giving the reasons for your choice	pp40–41 An article about African children's duties African children's duties *Dobieranie zdań do luk*	p42 School life • After-school activities **p49 Wordlist**
4 Then and now	p50 Places in the city **p63 Wordlist**	p52 Past simple: *was/were, there was/were* **p62 Grammar Reference**	p53 Asking for and giving directions	pp54–55 Texts about travelling now and in the past Travelling *Dobieranie (4 teksty) i uzupełnianie streszczenia w jęz. angielskim*	p56 Dishes • Eating out • Cooking **p63 Wordlist**
5 Challenges	p64 Everyday objects **p77 Wordlist**	p66 Past simple: negative and questions **p76 Grammar Reference**	p67 Telling a story	pp68–69 An article about the Aztecs' inventions Adjectives to describe inventions *Wybór wielokrotny*	p70 Sports Nouns ending in *ing* **p77 Wordlist**
6 A better place?	p78 In a house: rooms, furniture, equipment **p91 Wordlist**	p80 *Will* for predictions *Will* and *won't* in sentences **p90 Grammar Reference**	p81 Making decisions	pp82–83 An article about houses in the future Adjectives to describe houses *Dobieranie nagłówków do akapitów*	p84 Seasons • Weather • Climate • Landscape **p91 Wordlist**
7 Just a job	p92 Jobs **p105 Wordlist**	p94 Present perfect for experiences: affirmative and negative Sentences in present perfect **p104 Grammar Reference**	p95 Talking about experience	pp96–97 An article about a young artist People working with artists *Dobieranie zdań do luk, Zdania z lukami*	p98 Workplace **p105 Wordlist**
8 Be yourself	p106 Clothes **p119 Wordlist**	p108 Present perfect and past simple Sentences in present perfect and past simple **p118 Grammar Reference**	p109 Asking about lost and found objects Adjectives describing objects	pp110–111 A narrative about a hobby Knitted clothes *Wielokrotny wybór*	p112 Personal qualities **p119 Wordlist**

p120 **Culture 1:** *From the screen to the square*
p121 **Culture 2:** *Hi from the Big Apple!*
p122 **Culture 3:** *The Antipodes and their people*
p123 **Culture 4:** *Welcome to six English speaking countries*

0.3 My gadgets p6	0.4 My school p7
Vocabulary: Personal belongings Grammar: Abilities: *have got*, *can*	Vocabulary: School places and objects Grammar: *There is/are*, possessive adjectives, possessive *'s*

Listening	Grammar 2	Writing	Revision
p15 A live report from a public library Books *Pytania otwarte*	p16 Present continuous • Present simple vs present continuous p20 Grammar Reference	p17 An informal email with a review *E-mail prywatny (recenzja)*	pp18–19 **Vocabulary, Grammar** **Use of English** *Tekst z lukami (minidialogi), Tekst z lukami* **Reading** *Dobieranie nagłówków do akapitów* **Speaking** *Odgrywanie ról*
p29 Short talks about services Services *Dobieranie*	p30 Comparative and superlative forms of adjectives and adverbs p34 Grammar Reference	p31 An informal email: asking for advice *E-mail prywatny*	pp32–33 **Vocabulary, Grammar** **Use of English** *Tekst z lukami, Gramatykalizacja, Pary zdań* **Listening** *Dobieranie* **Writing** *E-mail prywatny*
p43 A speech about after-school activities Describing feelings *Tekst z lukami (formularz)*	p44 Modal verbs: *could*, *should*, *must* p48 Grammar Reference	p45 A forum post *Wpis na forum*	pp46–47 **Vocabulary, Grammar** **Use of English** *Tekst z lukami, Tłumaczenie fragmentów zdań, Transformacje zdań* **Reading** *Dobieranie zdań do luk* **Speaking** *Rozmowa na podstawie materiału stymulującego*
p57 An interview with a restaurant owner Eating out *Tekst z lukami (formularz)*	p58 Past simple: affirmative Regular past simple endings p69 Grammar Reference	p59 An informal letter of enquiry *List prywatny z zapytaniem*	pp60–61 **Vocabulary, Grammar** **Use of English** *Transformacja zdań, Gramatykalizacja, Tekst z lukami* **Listening** *Tekst z lukami (formularz)* **Speaking** *Rozmowa na podstawie ilustracji*
p71 Finding out about Canada's First Nations Life events *Wybór wielokrotny*	p72 Articles: *a/an*, *the* p76 Grammar Reference	p73 An informal letter: telling a life story *List prywatny*	pp74–75 **Vocabulary, Grammar** **Use of English** *Tłumaczenie fragmentów zdań, Tekst z lukami (minidialogi)* **Reading** *Wybór wielokrotny* **Writing** *List prywatny*
p85 A podcast about living green Living green *Tekst z lukami (tabela)*	p86 *Be going to* • *Be going to* vs *will* p100 Grammar Reference	p87 A blog post *Wpis na blogu*	pp88–89 **Vocabulary, Grammar** **Use of English** *Transformacje zdań, Tabela z lukami, Słowotwórstwo* **Listening** *Tekst z lukami (tabela)* **Speaking** *Odgrywanie ról*
p99 Short talks about work in the music business Work in the music business *Dobieranie*	p100 Present perfect for experiences: questions p104 Grammar Reference	p101 A blog post asking for advice *Wpis na blogu*	pp102–103 **Vocabulary, Grammar** **Use of English** *Transformacje zdań, Pary zdań* **Reading** *Dobieranie zdań do luk* **Writing** *Wpis na blogu*
p113 Short talks about a minimalist lifestyle Adjective endings *Wybór wielokrotny*	p114 Subject and object questions p118 Grammar Reference	p115 An informal letter about a lost object *List prywatny*	pp116–117 **Vocabulary, Grammar** **Use of English** *Tekst z lukami, Tłumaczenie fragmentów zdań, Gramatykalizacja* **Listening** *Wybór wielokrotny* **Speaking** *Rozmowa na podstawie ilustracji*

pp124–127 **Speaking Tests** pp128–140 **Extra Grammar Practice** pp141–142 **Communication** p143 **Irregular Verbs**

0.1 My profile

Introducing yourself: to be • Wh- *questions*

1 **Complete the table with words from the box.**

~~Argentina~~ ~~art~~ biology football France ~~German~~ Germany Italian Japan Poland Polish Portuguese ~~reading~~ Spanish watching films

Country	Nationality	School subject	Hobby
Argentina, ...	*German, ...*	*art, ...*	*reading, ...*

2 1.01 **Complete dialogues A and B with questions a–f. Then listen and check.**

a What's your name?
b Where are you from?
c How old are you?
d What's your hobby?
e When's your birthday?
f What's your favourite school subject?

A

Hi, I'm Lucia.

Hi, Lucia. [1] _____

I'm fifteen.

[2] _____

I'm from Italy. I'm Italian, like my mother, but my father is American.

[3] _____

My favourite school subjects are history and PE. I like sport, especially basketball.

B

Hi! [4] _____

My name's Steve. I'm fifteen.

[5] _____

My birthday is in January.

Are you from Canada?

Yes, I'm Canadian.

[6] _____

My hobby is playing video games with my friends.

3 **Add the underlined words from exercise 2 to the table in exercise 1.**

4 **Study the grammar table and complete it with the correct forms of *to be*.**

Key Grammar

To be: być

	I	He/She/It	You/We/They
+	*I am Polish.*	*He is from France.*	*You* [1] _____ *fifteen.*
−	*I'm not German.*	*She* [2] _____ *from Canada.*	*We aren't sixteen.*
?	*Am I Italian?*	*Is it from Spain?*	*Are they fourteen?*

Extra Grammar Practice ≫ 128

5 **Study the grammar table and put the words in the correct order to make questions.**

Key Grammar

Pytania szczegółowe

Pytań szczegółowych (*Wh- questions*) używamy, aby uzyskać konkretną informację, czyli odpowiedź inną niż *Tak/Nie*.

Wh- ?	*Who* (Kto?) *is your favourite teacher?* *What* (Co? Jaki?) *is your hobby?* *Where* (Gdzie?) *are you from?* *When* (Kiedy?) *is your birthday?* *How* (Jak?) *old are you?*

Extra Grammar Practice ≫ 128

1 best friend / old / how / is / your / ?
How old is your best friend?
2 from / where / your parents / are / ?
_____
3 where / school / your / is / ?
_____
4 what / your / favourite / sport / is / ?
_____
5 favourite / is / who / singer / your / ?
_____

6 SPEAK **In pairs, answer the questions from exercise 5.**

How old is your best friend?

My best friend is fifteen years old.

7 SPEAK **Student A, look at page 141. Student B, look at page 142. Read your imaginary profile. Ask each other questions from exercise 2.**

My likes and dislikes: the verbs love/like/hate • Object pronouns

1 **Read the phrases from the box and match them to the correct categories. There may be more than one correct answer.**

~~brush my teeth~~	~~do homework~~	do sports
get dressed	go home	go out with friends
~~go to bed~~	go to sleep	have a shower
have lunch	listen to music	pack your school bag
play computer games	read books	relax
surf the Internet	wake up	watch TV

- In the morning: *brush my teeth, ...*
- In the afternoon: *do homework, ...*
- In the evening: *go to bed, ...*

2 **SPEAK** **Exchange information about the activities in exercise 1.**

I do sports in the afternoon. How about you?

I do sports in the morning.

3 1.02 **Read the text. Replace the icons with the phrases from exercise 1. Then listen and check.**

I [1] *wake up* at 6:30. I [2] _____, [3] _____ and have breakfast. I love sausages, so I often have them for breakfast. I go to school at 7:40. I [4] _____ at school at about 12:00. I finish school at 2 or 3 pm and then I [5] _____. In the afternoon I [6] _____. I like watching TV and playing computer games. I often go out and [7] _____. My friends invite me to play football with them, but I hate ball games. I love jogging in the park. I have dinner with my family in the evening. After dinner I [8] _____ and pack my school bag for the next day. At about 10 pm I [9] _____ and [10] _____.

4 **Study the grammar table and find examples of *love*, *like* and *hate* in exercise 3.**

Key Grammar

Love/like/hate

Czasowników ***love/like/hate*** używamy, aby wyrazić upodobania danej osoby.

Po czasownikach ***love/like/hate*** stosujemy:

- rzeczownik;
  I like sandwiches. We hate football.
- czasownik z końcówką ***-ing***.
  We love playing video games. I hate reading books.

Extra Grammar Practice ≫ 128

5 **Complete the sentences about Pia's likes and dislikes.**

Love – ☺☺
Like – ☺
Hate – ☹☹

1 I / ☹☹ / watch comedies.
I hate watching comedies.
2 I / ☺☺ / surf the Internet. _____.
3 I / ☹☹ / maths lessons. _____.
4 I / ☺ / listen to music. _____.
5 I / ☺☺ / pizza. _____.

6 **Complete the sentences so that they are true for you.**

Food: I like _____, but I hate _____.
School: I love _____, but I hate _____.
Hobbies: I love _____. I also like _____ and _____.

7 **Study the grammar table and find two examples of object pronouns in exercise 3.**

Key Grammar

Zaimki w roli dopełnienia

Zaimki w roli dopełnienia (***object pronouns***) odpowiadają na pytania: *Kogo?, Komu?, Czego?, Co?*.

I – me	*he – him*	*we – us*
you – you	*she – her*	*they – them*
	it – it	

Extra Grammar Practice ≫ 128

8 **Complete the sentences with the correct object pronouns.**

1 I like tomato soup. I have *it* very often.
2 I love computer games. I play _____ every weekend.
3 Go and talk to _____. She is really nice.
4 My Uncle Joe is great. I really like _____.

9 **SPEAK** **In pairs, talk about the things from the box.**

comics	homework	horror films	pizza	shopping
video games	your town			

I like comics.

I hate them.

0.3 My gadgets

Personal belongings · Abilities: have got, can

1 **Read the names of objects from the box and find some of them in the photo.**

ball bike calculator camera earbuds guitar headphones laptop rollerblades skateboard smartphone trainers watch

2 1.03 **Read the texts and complete the table.**

	Zac	Ava
smartphone		
earbuds		✓
skateboard		
headphones		
rollerblades		
guitar		

I'm Ava and I'm fifteen. I love music, so you can often see me with my earbuds. I've got headphones, but I hate using them. I like playing musical instruments too. I've got a guitar and I can play it well. But I can't sing.

I'm Zac and I'm sixteen. I'm a sports fan. I've got rollerblades and a skateboard. I can't rollerblade very well, but I can skateboard and I love it. I've got my smartphone and headphones, so I can listen to music when I skateboard. It's great fun.

3 **Study the grammar table and find examples of *have got* in the texts in exercise 2.**

Key Grammar

Have got: mieć

Czasownika ***have got***, podobnie jak ***have***, używamy, aby wyrazić stan posiadania.

	I/You/We/They	He/She/It
+	have got/'ve got *I have got a smartphone.*	has got/'s got *He's got a skateboard.*
−	have not got = haven't got *I haven't got a bike.*	has not got = hasn't got *She hasn't got a laptop.*
?	*Have you got earbuds?* *Yes, I have./No, I haven't.*	*Has he got a camera?* *Yes, he has./No, he hasn't.*

Extra Grammar Practice ≫ 129

4 **Complete the sentences with the correct forms of *have got*.**

1 (+) John's *got* a new bicycle.
2 (–) I _____ a guitar.
3 (?) _____ Ann _____ a camera?
4 (–) Susie _____ white trainers.
5 (+) We _____ three balls.
6 (?) What _____ you _____ on your laptop?

5 SPEAK **Ask each other about the things from the box in exercise 1.**

Have you got a bike?

Yes, I have.

6 **Study the grammar table and find examples of *can* in the texts in exercise 2.**

Key Grammar

Can: umieć, potrafić

Czasownika modalnego ***can*** używamy, aby wyrazić umiejętność wykonania czynności. Czasownik ***can*** ma jednakową formę dla każdego podmiotu.

+	*I can play the guitar.* *He can swim.*
−	cannot = can't *We can't dance.* *She can't skateboard.*
?	*Can it work?* *Yes, it can./No, it can't.* *Can they rollerblade?* *Yes, they can./No, they can't.*

Extra Grammar Practice ≫ 129

7 **Write sentences with the correct forms of *can*.**

1 David / speak German / not speak English.
David can speak German but he can't speak English.
2 We / play football / not play tennis.
_____
3 I / cook / not bake a cake.
_____
4 Sue / swim / not run fast.
_____
5 They / dance / not sing.
_____

8 SPEAK **Talk about what you can or can't do.**

School places and objects · There is/are, possessive adjectives, possessive 's

1 **Read the words from the box and match four of them to photos 1–4.**

canteen classroom corridor gym library science lab playing field

2 1.04 **Listen to three students talking about the places in the photos from exercise 1. Which places are they talking about?**

3 1.04 **Listen again. Complete the sentences with the correct words.**

1 There are *long* desks and _____ chairs.
2 There is a _____ whiteboard.
3 There are a lot of bookshelves _____ different books.
4 There's some _____ equipment.
5 There are baskets, too, and I love playing _____ with my friends.

4 **Study the grammar table and find other examples of *there is/there are* in exercise 3.**

Key Grammar

There is/are

Wyrażenia ***there is/there are*** używamy, aby opisać, kto lub co znajduje się w danym miejscu.

+	*There is some fitness equipment.*	*There are some students.*
−	*There isn't a teacher.*	*There aren't any/many chairs.*
?	*Is there a library?* *Yes, there is./* *No, there isn't.*	*Are there any computers?* *Yes, there are./* *No, there aren't.*
Wh- ?	*Why is there a desk?*	*How many pencils are there?*

Extra Grammar Practice ≫ 129

WATCH OUT | SKILLS **Opisywanie obrazka**

Opisując obrazek, należy podać następujące informacje:
- kto lub co znajduje się na obrazku,
- gdzie znajdują się osoby i przedmioty,
- co robią i jak są ubrane osoby,
- co sądzisz na temat przedstawionej sytuacji.

W opisie obrazka często używa się konstrukcji *there is*/*there are*.

5 **Look at photo 2 in exercise 1 and complete the description below with the correct forms of *there is/there are*.**

In the picture [1] *there are* some students in the school corridor. [2] _____ a big window behind them. On the right, [3] _____ a door to the classroom. [4] _____ some students on the bench and two people, a girl and a boy, on the floor. [5] _____ some school bags on the floor, too. The students look happy.

6 **Complete the sentences with the words from the box in exercise 1 and the underlined words from exercise 3.**

1 Is there a whiteboard in your *classroom*?
2 You can use Gina's pencil. It's on the _____ next to the window.
3 The school _____ has got its own website. You can find all the books there.
4 Their classmates like playing basketball in the _____.

7 **Study the grammar table and complete it with the underlined words from exercise 6.**

Key Grammar

's i przymiotniki dzierżawcze

Przymiotniki dzierżawcze (***possessive adjectives***) określają, do kogo należy osoba lub przedmiot.

Liczba pojedyncza		Liczba mnoga	
I –	*my school*	*We –*	*our lessons*
You –	[1] _____ *classroom*	*You –*	*your teachers*
He –	*his room*	*They –*	[2] _____ *classmates*
She –	*her friend*		
It –	[3] _____ *website*		

Possessive 's lub ***s'*** stosujemy, aby podać imię, nazwisko lub nazwę 'właściciela'.

my friend's notebook (zeszyt mojego kolegi)	*students' chairs* (krzesła uczniów)
Gina's pencil (ołówek Giny)	*children's toys* (zabawki dzieci)

Extra Grammar Practice ≫ 129

8 **Complete the sentences with the correct possessive adjectives or *'s/s'*.**

X: [1] *My* classmates and I really like [2] _____ music teacher. [3] _____ name is Mr Dawson. Mr Dawson [4] _____ lessons are interesting and [5] _____ school orchestra is very good.

Y: [6] _____ favourite place is the school corridor. I like [7] _____ big windows. I like sitting there between [8] _____ lessons.

9 **Look at the sentences in exercise 8. Change the underlined phrases to talk about your favourite people and places at school.**

My classmates and I really like our maths teacher.

1 SHARING STORIES

1 **SPEAK** **Look at the photo and answer the questions.**

THINKING IMPULSE

- What do you think they are looking at? Would you like to see their phones?
- Can you imagine your life without a smartphone? Why/Why not?

2 **SPEAK** **Read the comments. Do you share BigBoy98's view?**

Missty24
🤔🤔🤔

Ann66
Twins alert! 😇

O_Max
Hope they're not reading my blog! 😇

BigBoy98
Each teen with his/her smartphone, but still with friends – it works, Mum/Dad. 😂

Comment • • •

1 SPEAK **Give an example of each type of film, programme or game from the box.**

MEMORY IMPULSE

an action film | a cartoon | a documentary | a game show | a musical | a quiz show | a sports game

2 1.05 KEY WORDS **Read the texts below and match the highlighted words to definitions 1–12.**

My TOP 5 films

1 *Countdown*: I'm a big fan of this **horror film**.
2 *To All the Boys I've Loved Before*: This is a **romantic comedy**, so relaxing for a cold Sunday afternoon.
3 *Pet Sematary*: I love a good **thriller**, and films based on Stephen King novels are always brilliant.
4 *Spider-Man: Far From Home*: This is my favourite **superhero movie**.
5 *Star Wars*: These classic **science-fiction films** are fantastic!

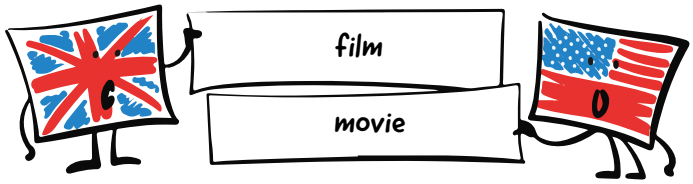
My TOP 3 games

1 *Field of Glory: Empires*: This is a historical **strategy game** which takes you back to ancient times. It's fantastic to play.
2 *Devil May Cry*: One of my favourite **action-adventure games**. The graphics and special effects are always so cool.
3 *The Outer Worlds*: an RPG, or **role-playing game**, both exciting and funny.

My TOP 4 TV programmes and series

1 *Britain's Got Talent*: In this **talent show**, the participants share their stories before their performance.
2 *Friends*: We all enjoy watching this **sitcom**, and my mum even remembers the first episode from the first season in 1994.
3 *Star Wars: The Clone Wars*: I love **animated films**, so this new series with well-known characters is perfect for me.
4 *Top Chef Junior*: This is a **cookery show** for young cooks. I think this programme is useful.

1 a funny film about love *romantic comedy*
2 a funny TV series
3 a film or TV programme using computer animation
4 a game in which players are different characters
5 a film which makes you feel scared
6 a film which shows the world in the future
7 a book or film with an exciting story
8 a fast and exciting game
9 a TV competition for singers, acrobats, etc.
10 a game in which you make decisions
11 a TV show about cooking
12 a film in which the main character has special powers



3 SPEAK **Test each other. Student A, say/read a definition from exercise 2. Student B, say the word(s).**

4 SPEAK **Use the adjectives from the box to describe the films, TV programmes and games from exercise 2.**

boring | brilliant | cool | exciting | fantastic | funny | interesting | moving | relaxing | scary | silly | strange | terrible

5 1.06 **Listen to a conversation about favourite TV programmes. Complete the sentences with the correct words.**

Greg likes watching [1]*quizzes* because they are [2]_____, but Tina thinks they are [3]_____. Tina likes watching [4]_____ because they are [5]_____, but Greg thinks they are [6]_____. They are both big fans of a [7]_____.

6 SPEAK **Answer the questions.**

1 What's your favourite film/TV programme/game?
2 What types of films/TV programmes/games don't you watch or play?

7 SPEAK **Describe the video still and answer the questions.**

THINKING IMPULSE

1 What do you think the number four means?
2 How many people are involved in making a film, in your opinion?
3 Would you like to make films in the future? Why/Why not?

FAST FINISHERS

Make a crossword puzzle using the words in this lesson. The main phrase is: MY STORIES.

1.2 Grammar 1

Present simple • Adverbs of frequency

1 **SPEAK** **Answer the questions.**

1 Who is your favourite film star?
2 Do you watch films/series on TV/platforms like Netflix, or go to the cinema?

2 **Read the blog post. What do Chloe and Lucy enjoy watching on TV?**

Chloe's Blog

Hi everybody,

I'm Chloe. I watch TV every day, but I don't spend more than two hours a day in front of the screen. I **always** find something interesting. I **often** switch channels, and then I **usually** find a good programme. It is **sometimes** a talent show or a documentary. But my sister Lucy doesn't sit and watch TV with me. She stays in her room and watches films on Netflix. She is a big fan of sitcoms. She says they are **always** funny and relaxing.

What programmes do you watch? Does anyone in your family spend screen time with you?

3 **Look at the video still and study the grammar table. Find other examples of the present simple in the text in exercise 2.**

Key Grammar

Present simple

Czasu *present simple* używamy, aby opisać: czynności powtarzające się, upodobania, stałe sytuacje i stany.

Forma: podmiot *I/You/We/They* + czasownik w formie bezokolicznika. Dla podmiotów: *He/She/It* do czasownika dodajemy końcówkę *-s*, np. *play – plays*.

UWAGA! *works*, *plays*, ale *watches*, *goes*, *studies*

	I/You/We/They	He/She/It
+	*I watch TV every day.*	*She watches films on Netflix.*
–	*We don't spend much time watching TV.*	*It doesn't take good photos.*
?	*Do they watch TV? Yes, they do./ No, they don't.*	*Does he play online games? Yes, he does./ No, he doesn't.*
Wh- ?	*What series do you watch?*	*What games does she like?*

Grammar Reference >> 20

4 **Choose the correct options.**

1 We *uses* / *use* social media to share our news.
2 This camera *takes* / *take* very good photos.
3 Which celebrities *do* / *does* you follow on Instagram?
4 *Do* / *Does* she watch talent shows?
5 Zoe *don't* / *doesn't* upload her films to YouTube.

5 **Complete the sentences with the present simple forms of the verbs in brackets.**

1 We *meet* (meet) once a week at the cinema.
2 Sylvie _____ (not post) her photos on Instagram.
3 How often _____ (you / go out) to the cinema?
4 _____ (the channel / include) live chats?
5 I _____ (not have) much free time on weekdays.

6 1.07 **Listen and put the verbs in the correct column.**

/s/	/z/	/ɪz/
gets, ...	*enjoys, ...*	*fixes, ...*

7 **Read the WATCH OUT box and rewrite the sentences using the words in capitals.**

1 I use screens for five hours a day. SOMETIMES
I sometimes use screens for five hours a day.
2 We are online in geography classes. OFTEN
3 I go to the cinema. HARDLY EVER
4 I watch documentaries. NEVER
5 I have my smartphone with me. ALWAYS

WATCH OUT **Przysłówki częstotliwości**

Przysłówki częstotliwości: ***always***, ***usually***, ***often***, ***sometimes***, ***hardly ever***, ***never*** wstawiamy **przed** czasownikiem, ale **po** czasowniku ***be***.

0% never 10% hardly ever 25% sometimes 50% often 75% usually 100% always

8 **SPEAK** **Read the sentences in exercise 7 and say if they are true for you. If not, change them so that they are true.**

#BRAINTEASER

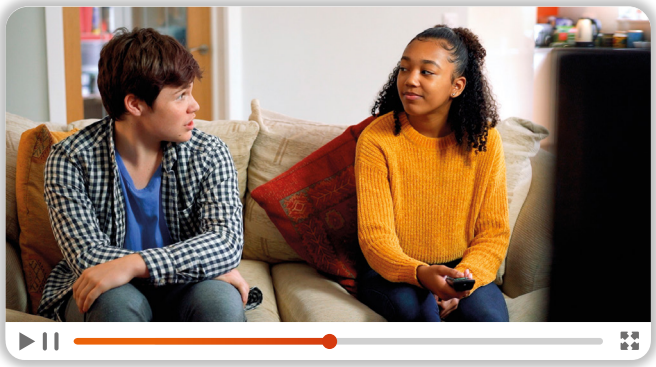
I sometimes go to the cinema with my friends and pay for our tickets. Which is cheaper: to take one friend twice or to take two friends once?

FAST FINISHERS

Rewrite the sentences in exercise 7 so that they are true about someone you know.

1 **SPEAK** **Look at the *Sofastream* screen below. What would you choose to watch? Why?**

2 1.08 **Listen to Hannah and Ross. Which films from *Sofastream* do they talk about? What do they finally decide to watch?**



3 1.08 **Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?**

Key Phrases

Expressing preferences

Asking about preferences

Do you fancy watching ...?
What do you want to watch?
What would you like to watch?
Would you rather watch ...?
How about/What about watching ...?

Talking about preferences

I'd rather watch ...
I'd prefer to watch ...
It sounds better/more interesting than ...
I'm (not) into watching ...
I'm (not) keen on watching ...
I'm (not) in the mood for watching ...

4 1.08 **Complete the dialogue with the correct Key Phrases. Then listen again and check.**

Do you [1] *fancy* watching something?

Sure. What do you [2] _____ to watch?

[3] _____ a TV series?

That's what we always watch. I'd [4] _____ to watch a film.

How about *Mamma Mia! Here we go again*? You love the first film.

I'm not really in [5] _____ a romantic film. I'd [6] _____ watch an action film.

OK. [7] _____ *Avengers: Endgame*? It's about a group of friends who try to save the world.

Yes, but that's a superhero movie, and I'm not really [8] _____ superheroes.

OK. [9] _____ rather watch *Men in Black: International*? It's an action film, and it's funny.

Yes, [10] _____ better than *Avengers: Endgame*. Let's watch that.

5 **SPEAK** **Role-play the dialogue using the Key Phrases. Then change roles and do the task again.**

Uczeń A Zaproponuj koledze/koleżance* wspólne wyjście do kina. Podaj propozycje filmów i zapytaj kolegę/koleżankę o preferencje.

Uczeń B Nie jesteś zainteresowany/zainteresowana wyjściem z domu. Przedstaw swoją propozycję wspólnego spędzenia wieczoru w domu. Zaproponuj program telewizyjny lub grę komputerową.

FAST FINISHERS

Make a list of five films you like. Add two adjectives to each film.

Title	Adjective 1	Adjective 2
1 Men in Black	*funny*	*relaxing*

*W całej serii *Impulse* zastosowano kolejność form męska/żeńska. Zachęcamy jednak do zapoznania się z tendencjami etykietalnymi współczesnej polszczyzny.

1.4 Reading

A blog post about teen techmasters

1 SPEAK **Complete the Screen Time questionnaire. Compare your answers.**

MEMORY IMPULSE

Screen Time

1. How many hours a day do you use screens?

up to two hours ☐
between two and four hours ☐
more than four hours ☐

2. What do you do in your screen time? Choose the five activities you most often do.

listen to music	☐	design your own video games	☐
make digital graphics	☐	do homework	☐
watch videos online	☐	learn a language	☐
play video games	☐	watch TV	☐
use social media	☐	read online articles	☐
create digital music	☐		

2 SPEAK **Look at photos 1–3. What do you think the people in the photos use technology for?**

I think the girls in the first photo use technology for fun. They ...

TECHMASTER BLOG

Technology masters

1 ☐

Some adults say that teens are always in front of a computer screen or playing games on a **console**. But what about the positive side to technology? In today's *TechMaster* post, we meet four people who use modern tech to create things.

2 ☐

Zachary Maxwell is a teenager from New York. He describes himself as shy, but he often has meetings with important people. Why do they meet him? Because of his films. He makes documentaries which show different problems in his school or the local area. Zach uses a **camera** to make his films, but don't worry if you don't have one – with a phone, anyone can make a film today.

3 ☐

The Musical.ly app (now called TikTok) is why twins Lisa and Lena Mantler from Germany are social media **superstars**. The sisters spend twenty minutes a day in their studio, make a video and **upload** it on the app. So far they have over sixteen million views.

4 ☐

Robert Nay is a young businessman from the US who designs his own games. He is famous for making his first game, *Bubble Ball*, at the age of fourteen. The game is still popular, and Robert's brand, Nay Games, makes new versions of it. *Bubble Ball* is a strategy game with a hundred fifty-six levels based on physics puzzles. On the Nay Games website, there are some **tutorials** on how to make your own levels.

Lisa and Lena Mantler

GLOSSARY
brand – marka
physics puzzle – łamigłówka dotycząca praw fizyki

3 1.09 **Read the text. Match the people from the text to their activities.**

1	Zachary	a	make(s) videos.
2	Lisa and Lena	b	make(s) games.
3	Robert	c	make(s) documentaries.

4 **Read the text again and match headings A–F to paragraphs 1–4. There are two extra headings.**

A Modern teenagers
B Technology is not that bad
C A real job
D Some serious videos
E Problems with technology
F Recording for popularity

5 **KEY WORDS** **Match the highlighted words from the text to definitions 1–5.**

1 you use it to play video games *console*
2 send a file from your computer to the Internet _____
3 you use it to take photos or record videos _____
4 articles or videos with instructions _____
5 very famous people _____

6 **Complete the sentences with the words defined in exercise 5.**

1 How often do you *upload* your videos on YouTube?
2 I love making films, so I always take my _____ with me.
3 It is very easy to become a social media _____.
4 This video game starts with a _____ on how to play it.
5 He loves games, so a new _____ is the best gift for him.

7 **SPEAK** **Answer the questions.**

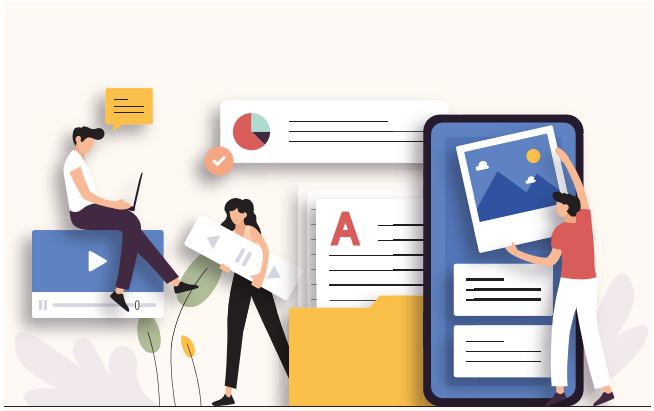
1 Who in the text makes the best use of technology? Why do you think so?
2 How would you like to be (more) creative with technology?

THINKING IMPULSE

FAST FINISHERS

Complete the sentences.

1 Teenagers need technology to _____.
2 Adults often don't understand that technology _____.



RESEARCH IMPULSE

Find out more about the app and the game mentioned in the text. Do you recommend them? Why/Why not? Share your ideas with the class.

1.5 Vocabulary 2

Books and theatre

1 MEMORY IMPULSE **Match the nouns from the box to the verbs below. Some nouns may go with more than one verb.**

an actor/actress	a biography	~~a book~~		
a concert	a play	a show	a story	a writer

read/write *a book, ...*

borrow *a book, ...*

listen to _____

watch _____

meet/talk to _____

2 SPEAK THINKING IMPULSE **Match the phrases from exercise 1 to photos 1 and 2 below. Then answer the questions.**

1 Where are the people in the photos? How often do you visit these places and why?
2 Whose hand is it in photo 2, in your opinion?

3 1.10 **Listen to two conversations. Where are the speakers?**

4 KEY WORDS **Match the highlighted words to the two categories: Book and Theatre.**

~~author~~ • ~~ballet~~ • chapter • character • novel • opera • page • performance • poem • poet • review • seat • stage • title

Book	Theatre
author, ...	*ballet, ...*

5 **Complete the sentences with the correct forms of the words from exercise 4.**

1 A famous singer plays the main *character* in this opera.
2 This novel has eight _____, each one with a title.
3 The seats near the _____ are the best.
4 I can read very fast, so I turn the _____ quickly.
5 You must read this book. It's got very good _____.
6 The _____ of this diary is a famous British actress.

6 **Choose the odd word out.**

1 writer, ~~character~~, poet, author
2 show, performance, ballet, library
3 chapter, page, concert, book
4 opera, review, biography, novel
5 stage, title, theatre, seat

7 SPEAK **Translate into English. Then answer the questions.**

1 Can you name five Polish *poets* (*poetów*)? Do you like reading their _____ (*wiersze*)? Why/Why not?
2 What is the _____ (*tytuł*) of the novel you're reading now? Would you like to watch a _____ (*przedstawienie*) based on it? Why/Why not?
3 Which would you rather watch: a _____ (*balet*) or an _____ (*operę*)? Which _____ (*miejsca siedzące*) are the best for these shows? Why?
4 Who is your favourite fictional _____ (*bohater*)? Which _____ (*aktor/aktorka*) is the best to act him/her? Why?

FAST FINISHERS

Complete the sentences about yourself.

A novel I'd like to read is _____.
A performance I'd like to watch is _____.
A celebrity I'd like to meet is _____.

A live report from a public library

1 **SPEAK** **Think of two more events which can take place in a library.**

1 a meeting with a poet or writer

2 **KEY WORDS** **Read the leaflet in exercise 3. Complete the gaps with the highlighted words.**

create • join • make • record • share

3 1.11 **SPEAK** **Listen and check your answers to exercise 2. Which activity would you like to do? Why?**

4 **Read the teens' comments on the activities at the library. Then answer the questions.**

1 Which six phrases mean *I like/don't like*?
2 Which phrase means *I can*?
3 What do we use after prepositions?

Greg77
I'm not very keen on reading, but I'm really into the activities here!

JustAnne
I'm a big fan of fantasy novels. I make podcasts about them.

Owl
I'm not mad about technology, but I like drawing my own graphic novels.

Chatter
I'm quite good at telling stories, and I'm interested in sharing them with others.

Shakespeare2
I'm fond of writing poems, so the classes are perfect for me.

5 **Read the comments in exercise 4 again. Then complete sentences 1–7 with the correct prepositions.**

1 I'm (not) very keen *on* writing.
2 I'm (not) really _____ the activities here.
3 I'm (not) a big fan _____ comics.
4 I'm (not) really mad _____ technology.
5 I'm (not) good _____ making videos.
6 I'm (not) fond _____ trying new things.
7 I'm (not) really interested _____ fantasy novels.

6 1.12 **Listen to three teens and answer the questions using the speakers' names: Mary, Zac or Sue.**

1 Who is good at writing stories? *Mary*
2 Who is into making videos? _____
3 Who is keen on opera? _____
4 Who is mad about video games? _____
5 Who is fond of painting? _____
6 Who is a big fan of social media? _____

7 1.13 **Listen to a reporter talking to students at the library. Which activities from the leaflet in exercise 3 do the students talk about in the recording?**

8 1.13 **Listen again and answer the questions.**

1 What does Annabelle do with her videos about books?
2 Which books isn't Annabelle fond of?
3 How do computer programs help Noah and Josh write stories?
4 How often does Josh come to the library?
5 What books are Noah and Josh into?

9 **SPEAK** **What are some other ways to encourage young people to read more?**

FAST FINISHERS

What do/don't you like reading? Complete the sentences about yourself.

1 I'm (not) a big fan of _____.
2 I'm (not) really mad about _____.
3 I'm (not) fond of _____.

RESEARCH IMPULSE

Read or watch some book reviews online. Tell the class which book you would like to read next and why.

1.7 Grammar 2

Present continuous • Present simple vs present continuous

1 **SPEAK** **Do you use any photo sharing platforms? Which ones? What do you use them for?**

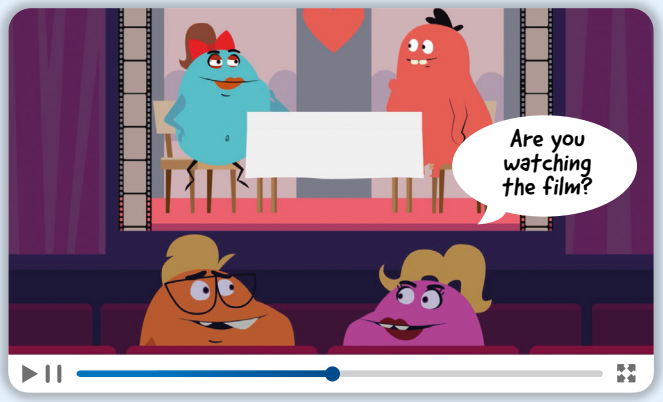
2 **Read a dialogue based on the listening text from the previous lesson. Which verb forms (blue or green) refer to:**

1 a regular situation?
2 a situation at the time of speaking?

Logan What are you doing?
Noah We are using some computer programs. I am using Flickr to write a story. Josh isn't using Flickr, he is working with Google Maps to find a place for his story.
Logan How often do you come here?
Josh We come here once a week. We want to be journalists.

3 **Look at the video still and study the grammar table. Complete the examples of the present continuous from the text in exercise 2.**

Key Grammar	
Present continuous	
Czasu ***present continuous*** używamy, aby opisać czynności wykonywane w chwili mówienia lub w określonym przedziale czasu teraźniejszego.	
Określenia czasu: *now*, *at the moment*, *this week/morning*, *today*	
Forma: podmiot + odpowiednia forma ***to be*** + czasownik z końcówką ***-ing***	
Zasady pisowni czasowników z końcówką *-ing* ≫ strona 20	
+	*I'm using Flickr to write a story.* *We're reading a novel this week.* *He's* [1] _____ *with Google Maps.*
−	*I'm not watching a talent show.* *They aren't chatting now.* *He isn't* [2] _____ *Flickr.*
?	*Are you watching a comedy now?* *Is he going to school now?* *Yes, I am./Yes, we are./Yes, he is.* *No, I'm not./No, we aren't./No, he isn't.*
Wh- ?	*What are they doing now?* *How is she using it?*



Grammar Reference ≫ 20

4 **Choose the correct options.**

1 This week we *making* / *are making* a film.
2 Rebecca *is writing* / *are writing* the script.
3 I am *test* / *testing* the camera.
4 *Do* / *Are* we enjoying this activity? Oh yes, we *are* / *do*!
5 We *aren't* / *don't* using our phones.

5 **Complete the sentences with the present continuous forms of the verbs in brackets.**

1 Look! They *are playing* (play) a strategy game.
2 Emma _____ (listen) to Maroon 5's hits.
3 _____ she _____ (design) a new school website this week?
4 Why _____ you _____ (learn) this poem by heart right now?
5 Tom _____ (not watch) a quiz show at the moment.

6 **Complete the table with the phrases from the box.**

at the moment every morning often
~~once a week~~ right now this week today
~~tonight~~ twice a month usually

Key Grammar	
Present simple vs present continuous	
Present continuous	*tonight, ...*
Present simple	*once a week, ...*

7 **Choose the correct options.**

1 We usually *stay* / *are staying* at a hotel.
2 Today, everybody *wears* / *is wearing* formal clothes.
3 How often *do you upload* / *are you uploading* your videos?
4 He *reads* / *is reading* lots of books.
5 Hi Mel, what *do you listen* / *are you listening* to?

8 **Choose the correct options.**

The Donkey Library

It's early morning in La Gloria, a small town in Colombia. Most people [1] *sleep* / *are sleeping*, but not Luis Soriano. He [2] *packs* / *is packing* books on his donkeys, and he [3] *takes* / *is taking* them to villages that don't have a library. Luis [4] *travels* / *is travelling* to the villages twice a week. He [5] *often helps* / *helps often* children with their homework. Why does he do it? Luis [6] *thinks* / *is thinking* that reading is important. He [7] *builds* / *is building* a new library near his home for his four thousand books, but he [8] *wants* / *is wanting* to keep his donkey library as well.

FAST FINISHERS

Use five time expressions from exercise 6 to write five sentences that are not true for you.

Writing 1.8

An informal email with a review

To: Tess From: Clare X

Hi Tess,
How are you? What are you doing on your holidays?
I'm in the country, and I have a lot of time for reading here. This week I'm reading *The Witcher* fantasy series by a Polish writer called Andrzej Sapkowski. There is a film, a TV series and also video games based on the book. They all get very good reviews. The main character, Geralt of Rivia, is a kind of superman who hunts monsters for money. He gets contracts from regular people and also from kings. He's a fascinating hero, but my favourite character is his girlfriend, Yennefer. I really love the books. The text is simple, and there are some beautiful scenes, too. The writer always adds something unusual to each story.
I know you're a big fan of fantasy books, so you must read it. Write back to me soon.
Bye for now,
Clare

Send

1 **Read the email quickly and choose the correct options.**

1 You start an informal email with *Hi* / *Hello* / *Dear* and the person's name.
2 You use *full* / *short* forms.
3 You end an informal email with *Write soon* / *Best regards* / *Bye for now*.

2 **SPEAK** **Answer the questions.**

1 What is Clare reading right now?
2 What is the story about?
3 What does Clare like most about the books?
4 Why does Clare recommend the books to Tess?

3 **Study the Key Phrases box. Which Key Phrases did Clare use in her email?**

Key Phrases

An informal email with a review

Starting an email
Hi .../Hello ...

Ending an email
Bye for now.
Write soon.
Take care.

Facts about the book/film
The film **is based on** the book ...
The book/film **gets very good reviews**.

Describing the story
The story **is about** a (boy) who ...
(Simon Phillips) **plays the main character**.
My favourite character is (Agnes), who ...

Your recommendation
I love every page/scene of the book/film.
You must read/watch the book/film because ...

WATCH OUT *too* vs *also*

Słowa *too* i *also* stosujemy, aby dodać do zdania informację. *Also* stawiamy w środku zdania, *too* na końcu.

4 **Translate into English.**

I find the film interesting because it's [1] *based on the book* (*oparty na książce*) I'm reading now. It's a story about a group of people living on an island. [2] _____ (*główną postacią jest*) Arlen, a biology teacher, but [3] _____ (*moją ulubioną postacią*) is a girl called Mena, who always makes funny mistakes. I love [4] _____ (*każdą scenę*) of the film. It's exciting, and it's sometimes funny too. The film gets [5] _____ (*bardzo dobre recenzje*), so you [6] _____ (*musisz zobaczyć*) it.

5 **Do the writing task. Follow the steps in the Writing Planner.**

Podczas wakacji zainteresował Cię serial filmowy na platformie Netflix. W e-mailu do kolegi z Hiszpanii:
- napisz, dlaczego uważasz ten serial za ciekawy,
- podaj kilka faktów o serialu,
- napisz, o czym jest serial i kim są główni bohaterowie,
- napisz, dlaczego polecasz ten serial do obejrzenia.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi José,

How are you? I'm on holiday in ...

WRITING PLANNER

PREPARE
Zanotuj informacje na temat wybranego serialu (reżyser, aktorzy, liczba sezonów itp.) Zastanów się, dlaczego go polecasz.

WRITE
Pisząc e-mail, wykorzystaj zanotowane informacje i wyrażenia z ramki Key Phrases. Odpowiednio rozpocznij i zakończ swój e-mail.

CHECK
Upewnij się, że Twoja wypowiedź rozwija wszystkie punkty, jest odpowiedniej długości, jest napisana językiem nieformalnym i nie zawiera błędów ortograficznych.

FAST FINISHERS

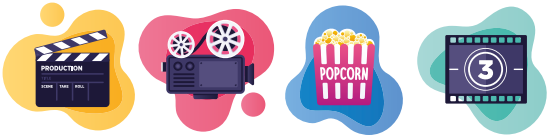
Think of a film or a series you would not recommend to your friends. Give some reasons.

VOCABULARY

1 **Complete the sentences with the correct words. The first letters are given.**

1 The programme is b*oring*. Let's find something more interesting.
2 This s_____-f_____ film is about life on Mars.
3 Ted loves making v_____. Let's buy him a camera.
4 Do you want to u_____ this film on the Internet?
5 Our l_____ offers a lot of activities for teens.
6 The story doesn't have one main c_____.

2 **Choose the correct options.**



1 I'm really mad *on* / *about* fantasy books.
2 Romantic films are usually very *scary* / *moving*.
3 I often watch *thrillers* / *documentaries* about different places in the world.
4 Josh wants to *record* / *design* the graphics for the new action game.
5 The *opera* / *ballet* performance is brilliant. The singers are perfect.
6 I don't remember that *sitcom* / *chapter*. I'll have to read it again.

GRAMMAR

3 **Complete the sentences with the correct forms of the verbs in brackets.**

1 Steve often *watches* (watch) quiz shows.
2 Adele _____ (choose) the photos for the new album at the moment.
3 Hi Meg! Which book _____ (you / look) for?
4 What _____ (she / like) doing after school?
5 They _____ (not upload) the video now.
6 _____ (you / share) your personal stories on social media?

4 **Choose the correct options.**

1 Thomas *stays* / *is staying* at home in the evenings, but tonight, he *goes out* / *is going out*.
2 He never *borrows* / *is borrowing* books from the library. He *likes* / *is liking* e-books.
3 *Do you know* / *Are you knowing* this strategy game? Look, I *play* / *am playing* it now.
4 Steve *doesn't have* / *isn't having* much free time this week. He *writes* / *is writing* a game review.
5 What *do you listen* / *are you listening* to? It's terrible!
6 *Do you read* / *Are you reading* this poem for your homework?

USE OF ENGLISH 1 2 3 4 5 6 7 8

5 **Choose the correct options.**

1 **X:** _____ a strategy game?
Y: No, thanks. I'm not into playing games at all.
A Do you want to play
B Let's play
C What do you think about playing

2 **X:** Let's go to the cinema tonight.
Y: Sorry, _____ for going out.
A I'm not really keen
B I'm not in the mood
C I don't really like

3 **X:** _____ watching a talent show?
Y: Yes, it sounds like a good idea.
A How does it sound
B Would you rather
C Do you fancy

4 **X:** What would you rather do on Saturday evening?
Y: I don't know. _____ listening to music?
A What about
B Why don't we
C We could

6 **Choose the correct options.**

The library in Rumia is on the list of the top ten unusual libraries in Poland. Why? Because it is located in the old building of the railway station, but it [1] _____ modern now. The place is called *Culture Station*. The library offers a lot of activities for local people and tourists. If you are into [2] _____, you can choose from thousands of books on the metal bookcases. Are you [3] _____ in painting or taking photos? Join the art studio. [4] _____ to play games? The newest computer workstations are waiting for you. There is [5] _____ a quiet reading room, which our grandparents remember as a noisy railway waiting room.

1	**A** look	**B** looks	**C** is looking
2	**A** writing	**B** playing	**C** reading
3	**A** fond	**B** keen	**C** interested
4	**A** Would you like	**B** Do you fancy	**C** Would you rather
5	**A** too	**B** also	**C** very

READING

7 **Read the article and match headings A–F to paragraphs 1–4. There are two extra headings.**

A Prepare for more
B Buy a VR headset
C Create your own show
D Wait for your turn
E Get to know virtual reality
F Bring back memories

VR MAKES IT REAL

1

I'm standing outside a house. A woman takes my hand. I feel she is my mother, and I am a little boy. We walk into a room. She gives me a pencil. I draw a tree. A few minutes later, I take off the VR headset and I'm an adult again. There isn't a tree, and 'my mum' is a theatre actress. This is how virtual reality works.

2

We already know virtual reality in games and films. These days, it is also used in stage shows. New technology makes the performances an exciting adventure. Lots of people are interested in taking part in such events. For example, the Wales National Theatre offers two short performances based on songs from the operas *Madame Butterfly* and *The Magic Flute*, and the viewers can be the directors and decide about the acting.

3

Another example is a virtual theatre in Nine Elms, South West London. There is a long list of young people who want to put a VR headset on and watch a play. It isn't usually a cheap attraction, but once a week it is free. A member of the Council says: 'Young people are often not very keen on theatre shows now. I'm happy that they can take part in culture activities through VR technology.'

4

Technology is growing, social media and Internet platforms have more and more users. Soon, we can start using VR headsets to watch Netflix movies or YouTube videos and also enjoy theatre performances without going to the theatre.

SPEAKING

8 **Read the instructions and do the task. Then change roles and do the task again.**

Uczeń A

W ramach wymiany szkolnej jesteś gościem w domu ucznia z chorwackiej szkoły (uczeń B). Rozmawiacie na temat korzystania z technologii i Internetu. Poniżej podane są cztery kwestie, które powinieneś/powinnaś omówić z uczniem B:

odwiedzane portale społecznościowe

ulubione filmy/seriale na platformach internetowych

możliwości wykorzystania technologii w praktyce

wspólne stworzenie filmu z wymiany szkolnej

Uczeń B

Jesteś uczniem chorwackiej szkoły. Gościsz ucznia z Polski (uczeń A) w ramach wymiany szkolnej. Rozmawiacie na temat korzystania z technologii i Internetu. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty.

- Nie zgódź się z uczniem A co do kwestii aktywności na portalach społecznościowych.
- Powiedz, jakie seriale i filmy oglądasz na platformach internetowych.
- Podaj przykłady praktycznego wykorzystania technologii, inne niż uczeń A.
- Zgódź się na propozycję stworzenia filmu.

THINKING IMPULSE

SPEAK **Look back at the photo on page 8. The teenagers are sharing a story. What kind of story do you think it is? What is it about? Use a minimum of five words from the word cloud while answering the questions.**

1.2 Present simple • Adverbs of frequency

Zdania w czasie ***present simple*** opisują nasze życie codzienne i świat wokół nas, a w szczególności:

- **czynności powtarzające się regularnie**, np.
  I write my blog once a week. (Piszę blog raz w tygodniu.)
- **przyzwyczajenia i nawyki**, np.
  We never watch TV in the morning. (Nigdy nie oglądamy telewizji rano.)
- **upodobania i opinie**, np.
  Do you enjoy meeting new people? (Czy lubisz poznawać nowych ludzi?)
- **stałe sytuacje i stany**, np.
  Our drama teacher is an actor in the local theatre. (Nasz nauczyciel aktorstwa jest aktorem w miejscowym teatrze.)

Odmiana czasowników w czasie *present simple*

Zdania twierdzące	Zdania przeczące
I/You/We/They post comments every day. *He/She/It hardly ever plays in the garden.*	*I/You/We/They don't like watching sitcoms.* *He/She/It doesn't know many games.*
Pytania ogólne	**Krótkie odpowiedzi**
Do I/you/we/they always read at the weekend? *Does he/she/it hate classical music?*	*Yes, I/you/we/they do.* *No, I/you/we/they don't.* *Yes, he/she/it does.* *No, he/she/it doesn't.*
Pytania szczegółowe	
How do I/you/we/they edit videos? *When does he/she/it go to the park?*	

do not = don't / does not = doesn't

UWAGA!
Zasady pisowni czasowników z końcówką *-s*:

- większość czasowników: *work – works, write – writes, play – plays*;
- czasowniki zakończone na *-ch, -s, -sh, -x* oraz *-o*: *watch – watches, kiss – kisses, push – pushes, mix – mixes, go – goes*;
- czasowniki zakończone na *-y* po spółgłosce: *study – studies, copy – copies*;
- wyjątek: *have → has*.

Określenia czasu typowe dla *present simple*

Przysłówki opisujące częstotliwość ogólnie:	Wyrażenia opisujące częstotliwość szczegółowo:
always, usually, often, sometimes, rarely, hardly ever, never. Stawiamy je przed czasownikiem, chyba że jest to czasownik *be* – wówczas stawiamy je po czasowniku. *Mum sometimes watches cookery shows.* *Romantic comedies are always boring.*	*once/twice/... a (week), on Friday afternoon(s), in the morning, every (month), at the weekend/at weekends.* Stawiamy je na początku lub na końcu zdania. *On Saturday evenings, we play strategy games together.* *Sue goes to the local library every week.*

UWAGA!
Aby zapytać o to, jak często wykonywana jest dana czynność, należy użyć wyrażenia ***How often ...?***, np.
How often do you go to the cinema? (Jak często chodzicie do kina?)

1.7 Present continuous • Present simple vs present continuous

Zdania w czasie *present continuous* opisują:

- **czynności trwające w chwili mówienia**, np.
  We're choosing a film to watch right now. (Właśnie wybieramy film, który będziemy oglądać.)
- **czynności wykonywane (regularnie) w określonym przedziale czasu teraźniejszego**, np.
  Are you revising for your exams this week? (Czy w tym tygodniu uczysz się do egzaminów?)

Odmiana czasowników w czasie *present continuous*: *am/is/are* + czasownik z końcówką *-ing*

Zdania twierdzące	Zdania przeczące
I'm reading a new book this month. *He/She/It's listening to music right now.* *You/We/They're making a film this year.*	*I'm not going to school this week.* *He/She/It isn't taking a break at the moment.* *You/We/They aren't using a computer now.*
Pytania ogólne	**Krótkie odpowiedzi**
Am I playing games today? *Is he/she/it going out now?* *Are you/we/they uploading a new video right now?*	*Yes, I am./No, I'm not.* *Yes, he/she/it is.* *No, he/she/it isn't.* *Yes, you/we/they are.* *No, you/we/they aren't.*
Pytania szczegółowe	
What am I designing this week? Where is he/she/it driving? *Why are you/we/they writing the review now?*	

UWAGA!
Zasady pisowni czasowników z końcówką *-ing*:

- większość czasowników: *play – playing, snow – snowing*;
- czasowniki zakończone na *-e*: *write – writing, make – making*;
- czasowniki jednosylabowe zakończone spółgłoską (oprócz *w*): *swim – swimming, chat – chatting*;
- czasowniki zakończone na *-ie*: *lie – lying, die – dying*.

Określenia czasu typowe dla *present continuous*

Określenia wskazujące na czynność wykonywaną w chwili mówienia:	Określenia wskazujące na czynność wykonywaną w ograniczonym przedziale czasu teraźniejszego:
now, right now, at the moment. Stawiamy je na początku lub końcu zdania. *Right now they're taking their seats.* *She's working on the script at the moment.*	*today, this week/month/evening.* Stawiamy je na początku lub końcu zdania. *Today I'm writing the third chapter.* *Are you reading 'Romeo and Juliet' this week?*

am = 'm / am not = 'm not is = 's / is not = isn't are = 're / are not = aren't

Extra Grammar Practice ≫ 132

– KEY WORDS

VOCABULARY 1 MP3 01

action film	/ˈækʃən fɪlm/	film akcji
action-adventure game	/ˌækʃən ədˈventʃə geɪm/	przygodowa gra akcji
animated film	/ˌænɪmeɪtɪd ˈfɪlm/	film animowany
boring	/ˈbɔːrɪŋ/	nudny
brilliant	/ˈbrɪljənt/	wspaniały
cartoon	/kɑːˈtuːn/	kreskówka
cookery show	/ˈkʊkəri ʃəʊ/	program kulinarny
cool	/kuːl/	fajny
documentary	/ˌdɒkjʊˈmentəri/	film dokumentalny
exciting	/ɪkˈsaɪtɪŋ/	ekscytujący
fantastic	/fænˈtæstɪk/	fantastyczny
funny	/ˈfʌni/	zabawny
game show	/ˈgeɪm ʃəʊ/	teleturniej
horror film	/ˈhɒrə fɪlm/	horror, film grozy
interesting	/ˈɪntrəstɪŋ/	interesujący
moving	/ˈmuːvɪŋ/	poruszający
musical	/ˈmjuːzɪkəl/	musical
quiz show	/ˈkwɪz ʃəʊ/	teleturniej
relaxing	/rɪˈlæksɪŋ/	relaksujący
role-playing game (RPG)	/ˈrəʊlˌpleɪɪŋ geɪm/	gra RPG
romantic comedy	/rəʊˌmæntɪk ˈkɒmədi/	komedia romantyczna
scary	/ˈskeəri/	przerażający
science-fiction film	/ˌsaɪənsˈfɪkʃən fɪlm/	film science-fiction
series	/ˈsɪəriːz/	serial
silly	/ˈsɪli/	niemądry
sitcom	/ˈsɪtkɒm/	komedia sytuacyjna
sports game	/ˈspɔːts geɪm/	gra sportowa
strange	/streɪndʒ/	dziwny
strategy game	/ˈstrætədʒi geɪm/	gra strategiczna
superhero movie	/ˈsuːpəˌhɪərəʊ ˌmuːvi/	film o superbohaterach
talent show	/ˈtælənt ʃəʊ/	pokaz talentów
terrible	/ˈterɪbəl/	straszny
thriller	/ˈθrɪlə/	dreszczowiec

GRAMMAR 1 MP3 02

celebrity	/səˈlebrəti/	celebryta
channel	/ˈtʃænəl/	kanał (telewizyjny)
live chat	/ˌlaɪv ˈtʃæt/	czat na żywo
platform	/ˈplætˌfɔːm/	platforma

READING MP3 03

camera	/ˈkæmərə/	kamera
console	/ˈkɒnsəʊl/	konsola do gier
design	/dɪˈzaɪn/	projektować
digital graphics	/ˈdɪdʒɪtəl ˈgræfɪks/	grafika cyfrowa
modern tech	/ˌmɒdən ˈtek/	nowoczesna technologia
screen time	/ˈskriːn taɪm/	czas spędzony przed ekranem
social media	/ˌsəʊʃəl ˈmiːdiə/	media społecznościowe
superstar	/ˈsuːpəˌstɑː/	supergwiazda
tutorial	/tjuːˈtɔːriəl/	instruktaż, przewodnik
upload	/ˌʌpˈləʊd/	wgrywać (plik)
view	/vjuː/	odsłona

VOCABULARY 2 MP3 04

actor/actress	/ˈæktə/ˈæktrəs/	aktor/aktorka
author	/ˈɔːθə/	autor
ballet	/ˈbæleɪ/	balet
biography	/baɪˈɒgrəfi/	biografia
chapter	/ˈtʃæptə/	rozdział
character	/ˈkærɪktə/	bohater, postać
concert	/ˈkɒnsət/	koncert
diary	/ˈdaɪəri/	pamiętnik
library	/ˈlaɪbrəri/	biblioteka
novel	/ˈnɒvəl/	powieść
opera	/ˈɒpərə/	opera
page	/peɪdʒ/	strona
performance	/pəˈfɔːməns/	przedstawienie
play	/pleɪ/	sztuka
poem	/ˈpəʊɪm/	wiersz
poet	/ˈpəʊɪt/	poeta
review	/rɪˈvjuː/	recenzja
seat	/siːt/	siedzenie, miejsce na widowni
show	/ʃəʊ/	pokaz
stage	/steɪdʒ/	scena (w teatrze)
story	/ˈstɔːri/	historia
title	/ˈtaɪtəl/	tytuł
writer	/ˈraɪtə/	pisarz

LISTENING MP3 05

be a big fan of	/ˌbi ə ˌbɪg ˈfæn əv/	być fanem czegoś
be fond of	/ˌbi ˈfɒnd əv/	być czymś zainteresowanym, lubić coś
be interested in	/ˌbi ˈɪntrəstɪd ɪn/	być czymś zainteresowanym
be keen on	/ˌbi ˈkiːn ɒn/	być czymś zainteresowanym
be mad about	/ˌbi ˈmæd əˌbaʊt/	szaleć na punkcie czegoś
be quite good at	/ˌbi kwaɪt ˈgʊd ət/	być w czymś całkiem dobrym
be really into	/bi ˌrɪəli ˈɪntə/	być czymś zainteresowanym
create a comic	/kriˌeɪt ə ˈkɒmɪk/	tworzyć komiks
join classes	/ˌdʒɔɪn ˈklɑːsɪz/	dołączyć do zajęć
make a video	/ˌmeɪk ə ˈvɪdiəʊ/	kręcić film
record a review	/rɪˌkɔːd ə rɪˈvjuː/	nagrywać recenzję
share your stories	/ˌʃeə jə ˈstɔːriz/	dzielić się opowieściami

WRITING MP3 06

scene	/siːn/	scena, odsłona
unusual	/ʌnˈjuːʒʊəl/	niezwykły

MEMORY IMPULSE

Skojarzenia

Przeczytaj listę słów i zaznacz te, których jeszcze nie pamiętasz. Do każdego z nich dopasuj jakieś skojarzenie, np. *sitcom* – siedzący komik.
Raz zapamiętane skojarzenie pozwoli Ci zapamiętać nowe słowa.

2 SHOPPING SPREE

1 **SPEAK** **Look at the photo and answer the questions.**

- Why do you think the women like shopping in this store?
- Would you like to go into this shop? Why/Why not?
- Which shop do you visit most often? Why?

2 **SPEAK** **Read the comments. How would you comment on the photo?**

THINKING IMPULSE

Dolores
Shoes – only they understand me. 🥹

Luna99
That's my place! 😍

Kev1nRocks
No, no, no, no way! 😤

Flx_Grt
Snobs. 🤣

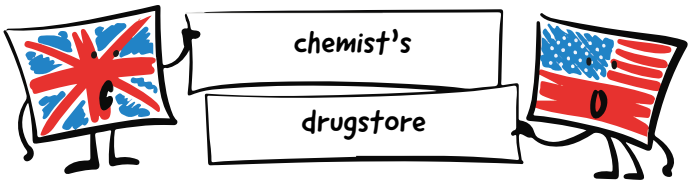
Comment • • •

1 MEMORY IMPULSE **SPEAK** Name two products you can buy at each shop from the box. Then answer the question.

~~baker's~~	bookshop	chemist's	clothes shop
computer store	greengrocer's	shoe shop	sports shop

baker's: bread, rolls

Where do you like doing your shopping: in small shops or in a shopping mall? Why?



2 **KEY WORDS** Do the quiz and calculate your score. Then go to page 141 and read the quiz result. Do you agree with it? Why/Why not?

WHAT ARE YOUR SHOPPING HABITS?

1. Most parents give their children **pocket money**. What do you do with yours?
   a save | b spend
2. Most people keep their money in a **bank**. Where do you keep yours?
   a in a bank | b in a **wallet**
3. Paper **notes** and metal **coins** are money. Which of them do you usually have more of?
   a notes | b coins
4. A **discount** is a lower **price** on a product in a **sale**. When you need to buy something, what do you do?
   a wait for a discount | b pay full price
5. A shop assistant always gives you a **receipt**. What do you do?
   a keep it | b throw it away
6. When you pay with more money than the price is, a shop assistant gives you **change**. When the change is only a little, what do you do?
   a take it | b leave it
7. How do you usually pay?
   a **by card / with your smartphone** | b **in cash**

3 **Choose the correct options.**

1 Some teenagers get *pocket money* / *notes* once a month from their parents.
2 You pay by card when you don't have *cash* / *a wallet*.
3 When you can pay less than normal, you get a *change* / *discount*.
4 After you pay, you get a *receipt* / *coin*.
5 People usually deposit their money in *a bank* / *the sale*.
6 I always check the *card* / *price* before buying a product.

4 **KEY WORDS** Look at the highlighted words. Which of them can make opposite pairs?

borrow • **buy** • **deposit** • **earn** • **lend** • **pay** **save** • **sell** • **spend** • **take out** • **win**

5 1.14 **Listen to recordings 1–6 and match them to statements a–g. There is one extra statement.**

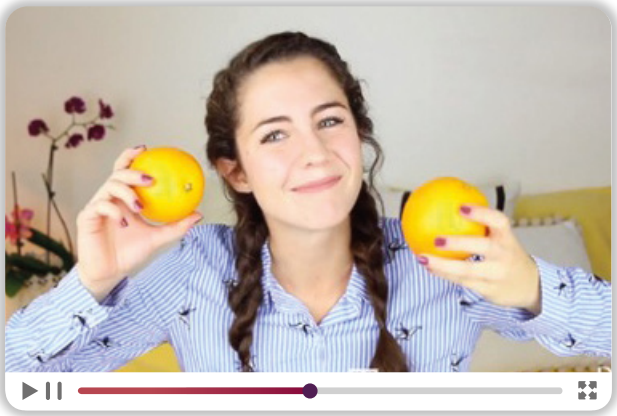
a He/She is taking money out of a cash machine.
b He/She is borrowing money from a friend.
c He/She is paying for a pair of shoes.
d He/She is buying something online.
e He/She is selling a console to a man.
f He/She is spending money on a new gadget.
g He/She is winning money in a lottery.

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

6 **SPEAK** **Translate into English. Then answer the questions.**

1 How often do you _____ (*pożyczasz*) money to your friends?
2 How much would you like to _____ (*zarabiać*) in your first job?
3 What are you _____ (*oszczędzasz*) money for right now?

7 **SPEAK** **Describe the video still and answer the questions.** THINKING IMPULSE



1 You've got only €1 to spend. What kind of shops would you visit?
2 Do you check the price when you buy food? Why/Why not?

FAST FINISHERS

Write ten things you can buy for €1.

For €1 I can buy ...

2.2 Grammar 1

Countable and uncountable nouns • Quantifiers

1 SPEAK **Which of the words from the box can you use to complete the sentences?**

MEMORY IMPULSE

apple	books	card	cheese	coins
food	money	sandwich	time	wallet

1 I only have one _____.

2 I've got a lot of _____.

2 **Study the grammar table and complete the categories with the words from exercise 1.**

Key Grammar

Rzeczowniki policzalne i niepoliczalne

Rzeczowniki policzalne (***countable nouns***) występują w liczbie pojedynczej i mnogiej. Rzeczowniki niepoliczalne (***uncountable nouns***) nazywają elementy i zjawiska, których nie możemy policzyć, mają tylko jedną formę.

Rzeczowniki policzalne		Rzeczowniki niepoliczalne
liczba pojedyncza	liczba mnoga	
a book *an apple*	*books* *apples*	*money* *time*

Countable nouns:
singular: *an apple, ...*
plural: *apples, ...*
Uncountable nouns: *cheese, ...*

3 1.15 **Listen and put the plural nouns in the correct column.**

/s/	/z/	/ɪz/
_____	*apples, ...*	_____

4 **Read the message below and say what products Jane should buy.**

Jane!
There isn't much food at home, so please buy a bottle of milk and some cheese. We don't have any ham for sandwiches, so get some. Also, buy some eggs, as there aren't many eggs in the fridge. But don't buy any apples, we have a lot of apples from Uncle Daryl.

5 **Look at the video still and study the grammar table. Complete the gaps with words from the text in exercise 4.**

Key Grammar

Określniki ilości

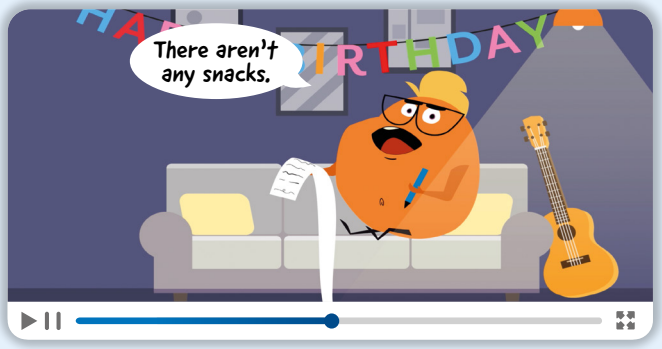
Określników ilości (***quantifiers***) używamy, aby podać liczbę lub ilość czegoś albo zapytać o nią.

Rzeczowniki policzalne (*countable nouns*) w liczbie mnogiej

+	− / ?
some (trochę) *a lot of*, *lots of*, *many* (dużo) *some eggs*, *a lot of* [1] _____	*any* (żadnych, jakieś), *many* (dużo) *any apples*, *many* [2] _____ *How many eggs?*

Rzeczowniki niepoliczalne (*uncountable nouns*)

+	− / ?
some (trochę) *a lot of*, *lots of* (dużo) *some* [3] _____, *a lot of milk*	*any* (żadnych, jakieś), *much* (dużo) *any* [4] _____, *much food* *How much money?*



Grammar Reference ≫ 34

6 **Choose the option which is not correct.**

1 I've got *a lot of* / *some* / *any* old clothes at home.
2 She doesn't spend *much* / *many* / *any* time shopping.
3 There aren't *many* / *some* / *any* cash machines here.
4 I don't get *many* / *much* / *any* pocket money.
5 Do you buy *any* / *many* / *much* gadgets online?
6 How *much* / *many* space is there between the shelves?

7 **Translate into English.**

[1] *A lot of people* (*Wiele osób*) prefer online shopping now because they don't like spending [2] _____ (*zbyt dużo czasu*) in the shop. [3] _____ (*Niektóre sklepy*) use different ways to keep the customers longer. They create [4] _____ (*dużo przestrzeni*) between the shelves so people can stop and look at the products. They offer [5] _____ (*wiele atrakcji*) for free. Their customers enjoy spending time in the place. But, when they get back home, they find out that there are [6] _____ (*dużo rzeczy*) in their shopping bags, and there isn't [7] _____ (*żadnych pieniędzy*) in their wallets.

#BRAINTEASER

A chicken gets £8 a week, an ant gets £24 a week, and a spider gets £32 a week. How much money does a dog get?

FAST FINISHERS

What is there and what is not there in a fridge of your dreams?

Asking for and giving advice

1 **SPEAK** **Answer the questions.**

1 What do you spend your pocket money on?
2 Are you good at saving money? Why/Why not?

2 1.16 **Listen to Hannah and Ross talking about saving money. What is Hannah's problem? What advice does Ross give her?**

3 1.16 **Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?**

Key Phrases

Asking for and giving advice

Giving advice
Why don't you ask ...?
What about asking ...?
You could always (ask) ...
You should ask ...

Asking for advice/clarification
What should I do?
How could I do that?
Do you think I should/could ...?

Accepting/Rejecting advice
That's a good/great idea.
Thanks, I'll try that.
That's not going to work.
I don't think that's a good idea.

4 1.16 **Complete the dialogue with the correct Key Phrases. Then listen again and check.**

Hi Ross.

Hi Hannah. What's up?

I really want to buy a new skateboard, but I haven't got enough money.

[1] *Why don't you* ask your mum to buy it for you?

That's [2] _____. She spent a lot of money on my new guitar last week.

[3] _____ to save the money?

How could I [4] _____?

[5] _____ walk home from school instead of getting the bus.

That's [6] _____.

And it's your birthday next month, so you could ask for money instead of presents.

Thanks, I'll [7] _____. Cheers!

5 **SPEAK** **Practise the dialogue from exercise 4. Talk about other problems and solutions.**

6 **Complete the mini-dialogues with 3–4 words in each gap. Use the words in brackets but do not change their form.**

1 **Kim** It's Tom's birthday next week. Do you think we *could buy* (could) him a music CD?
Sam I don't know. Why _____ (ask) him?
Kim I don't think that's _____ (idea). I want it to be a surprise.

2 **Pat** I'd like to save some money. What _____ (should)?
Jo _____ (always) deposit some money in a bank.

3 **Peter** Do you think _____ (should) James $10?
Ali Well, he often borrows money, but hardly ever gives it back. _____ (asking) him why he needs the money?
Peter Thanks, _____ (try) that.

7 **SPEAK** **Role-play the dialogue using the Key Phrases. Then change roles and do the task again.**

Uczeń A Nie masz pomysłu, jak zaoszczędzić pieniądze na prezent urodzinowy dla brata. Powiedz o tym swojemu koledze/swojej koleżance i poproś o radę.

Uczeń B Poradź koledze/koleżance, jak można zaoszczędzić trochę pieniędzy. Podaj kilka pomysłów.

FAST FINISHERS

Imagine you are saving money for a gadget. Describe your situation and ask for advice.
I really want to buy a ...

2.4 Reading

Short texts about shopping

1 SPEAK **Look at photos 1–2 and say what is happening in them. Use the phrases from the box and your own ideas.**

MEMORY IMPULSE

buy clothes/food/vegetables	enjoy shopping	
food market	shopping centre	shopping list

In photo 1, the girls are buying clothes. They are at ...

2 **Read texts A–D on page 27 quickly. Which texts match the photos from exercise 1?**

3 1.17 **Read texts A–D again and match them to statements 1–3. There is one extra text.**

1 From this text you can learn how to spend less on everyday shopping.
2 In this text, the reader gets advice on how to pay for things.
3 This text encourages the reader to buy something.

4 **Read texts A–D again and complete Wiktoria's email.**

Mamo,
W sobotę w Mega Mall jest nocna wyprzedaż. Julia napisała do mnie, że wybiera się tam z Olivią i zapytała, czy nie poszłabym z nimi – ona będzie szukać trampek i dżinsów, a Olivia potrzebuje sukienki na [1] _____. Co prawda, w przeciwieństwie do Ciebie, nie lubię [2] _____, bo to strata czasu, ale pomyślałam, że mogłabym kupić sobie nowy sweter – to może się opłacać, bo tej nocy będzie [3] _____ na wszystkie ubrania. W związku z tym mam prośbę – czy mogłabyś wziąć trochę gotówki z bankomatu w drodze z pracy? Wolę mieć przy sobie gotówkę, bo wtedy wydaję pieniądze [4] _____.
Wiktoria

Send

5 **Read the WATCH OUT box and find adverbs in the texts. Which adjectives are they made from?**

WATCH OUT — **Przysłówki**

Słowa zaznaczone w tekstach *kursywą* to **przysłówki**. Opisują **sposób wykonywania czynności**. Tworzymy je od przymiotników przez dodanie końcówki ***–ly*** lub ***–ily***. Niektóre przysłówki mają formy nieregularne.

6 KEY WORDS **Complete the definitions with the highlighted words and phrases from the texts.**

1 A discount on something for only a few days is a *special offer*.
2 When you don't pay for a service, it is _____.
3 When you buy unnecessary things, you _____ money.
4 When you only look through shop windows, you are _____.
5 Things that you can buy at a cheaper price are on _____.
6 When you get a _____, you pay less than expected for something very good.

7 SPEAK **Translate into English. Then answer the questions.**

1 Do you think a smartphone for 1000 zł is a *bargain* (*okazja*)? Why/Why not?
2 Do you often _____ (*oglądasz wystawy sklepowe*)? Why/Why not?
3 What do you never _____ (*marnujesz*) your money on?
4 Do you think that shops which offer things _____ (*bezpłatnie*) are really offering something for free? Why/Why not?

FAST FINISHERS

Write your post in the Internet forum in text B. Include your thoughts about Fiona's advice and suggest other solutions to Wiktoria.

RESEARCH IMPULSE

Find five facts about the biggest shopping mall in the world, in Europe or in Poland. Share the information with your class.

A

NEWS TODAY

Wednesday

CASH or CARD?

Lots of people pay by card for their daily shopping. It's very conventient, and there aren't any problems with the change. But you sometimes spend your money too *quickly* because you don't see the money you **waste** on a shopping spree.

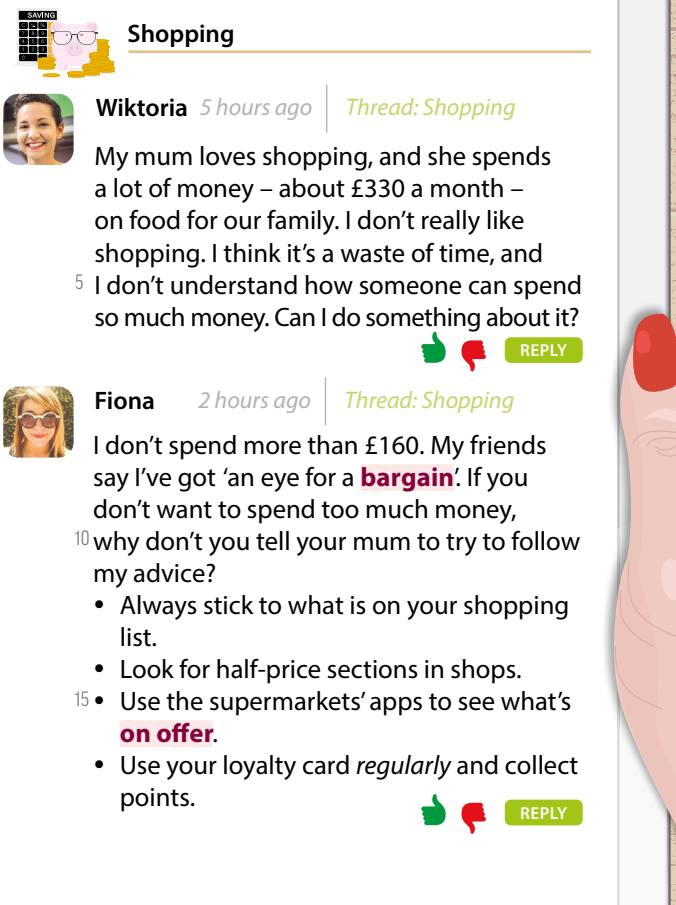
When you use cash, you spend money more *carefully*. You can see how much money is disappearing from your wallet. But when you want to buy a lot of things, you need to carry lots of cash.

You can usually use your card in all shops, but there are some places which do not accept cards. So, you should always have some cash on you, too.

C

GLOSSARY
food court – strefa gastronomiczna

B



D

2.5 Vocabulary 2

Services

1 **SPEAK** **Answer the questions.**

MEMORY IMPULSE

1 How often do you go to the swimming pool?
2 What do you usually do at the shopping centre?
3 How often do you order food? What food do you order most often?

2 **KEY WORDS** **Match the highlighted words to the service signs.**

car wash • dry cleaner's • garage • hairdresser's
petrol station • post office • restaurant
sports centre • ~~tourist information office~~

3 **Complete the sentences with the names of places from exercise 2.**

1 I go to the *post office* when I want to send a letter.
2 My father goes to the _____ when his car doesn't work.
3 I go to the _____ when my jacket is terribly dirty.
4 I go to the _____ when I want to change my hairstyle.
5 My mother gets petrol at the _____.
6 You can easily get information about some interesting places at the _____.

4 **1.18** **Listen to six conversations and write the names of places where you can hear them.**

1 *hairdresser's*
2 _____
3 _____
4 _____
5 _____
6 _____

5 **Choose the correct options.**

1 A **customer** / **service worker** buys goods or services.
2 They offer discounts for regular **service workers** / **customers**.
3 Tom is now a **customer** / **service worker** and he likes his job.

6 **KEY WORDS** **Read the phrases from the dialogues. Who says them: a customer (C) or a service worker (SW)?**

1 What can I do for you? *SW*
2 I'd like to **send this parcel**. _____
3 How can I help you? _____
4 Can I pay by card? _____
5 Are you **ready to order**? _____
6 I'd like to **make a complaint**. _____
7 How much is that? _____
8 What places do you **recommend**? _____
9 Can I **get a discount**? _____
10 I'd like you to **cut my hair**. _____

7 **SPEAK** **Read the instructions and do the speaking task. Student A, look at page 141. Student B, look at page 142.**

8 **SPEAK** **Describe the photos and answer the questions.**

THINKING IMPULSE

1 What do you think the woman in photo 1 is shouting?
2 What is the man in photo 2 dreaming about?
3 How often do you visit the sports centre nearest your home?

FAST FINISHERS

Imagine you can have any service you want in your town/city. What is it?

A smartphone cleaner's – it's a place where ...

Short talks about services

1 **SPEAK** **Answer the questions.**

1 What services are there in your town/city?
2 How often do you use them?

2 **KEY WORDS** **Read the signs for different services. What do you call them in Polish?**

3 **SPEAK** **Answer the questions about the services in exercise 2.**

1 Where can you get help when you want to create a new website?
2 Where can you order fifty roses for your mum's birthday?
3 Where can you repair your old boots?

4 1.19 **Listen to four people talking about their services. What do they do? Choose from the services in exercise 2.**

5 1.19 **Listen again and match speakers 1–4 to statements A–E. There is one extra statement.**

This speaker
A worries about the coming years in his/her service.
B invites the listeners to visit his/her shop.
C needs money for education.
D lives next door to the pets' owner.
E asks for some information when he/she is taking orders.

1 ____ 2 ____ 3 ____ 4 ____

6 **SPEAK** **Answer the questions.**

1 What are you good at? What skills could you offer to customers? Why?
2 How good are you at:
- taking care of children or animals?
- making repairs at home?
- preparing meals?

7 1.20 **What do you think a Skills Bank is? Listen and check your ideas.**

8 1.20 **SPEAK** **Listen again and answer the questions.**

1 Do you need to pay to use the Skills Bank?
No, you don't. It's free of charge.
2 What can you exchange on the Skills Bank website?
3 How much of your time do you give to get an hour from someone else?
4 What can you do to find out more about the system?

9 **SPEAK** **Imagine you want to use a Skills Bank. Complete the sentences and discuss them with a friend.**

I can help with ...

I need help with ...

FAST FINISHERS

Which service from exercise 2 would you like to work in? Write about what makes you the right candidate for the job.

RESEARCH IMPULSE

Use the Internet to find a person with unusual skills. Tell the class what this person can do.

2.7 Grammar 2

Comparative and superlative forms of adjectives and adverbs

1 **SPEAK** **Answer the questions.**

1 Do you have any unusual skills? What are they?
2 *The best service in town* – which service point in your area can say this?

2 **Read the sentences based on the listening text from the previous lesson. Which services do they refer to?**

1 poetry writing

1 They ask me to write **longer** poems **than** the ones for kids.
2 We're **the biggest** shop in the capital.
3 Finding a service like ours is **more difficult** now **than** in the past.
4 It looks **worse than** in other services.
5 Bring **the best** hoodie you have.
6 Writing stories is **as easy as** writing short poems for me.

3 **Look at the video still and study the grammar table. Find other examples of comparative and superlative adjectives in exercise 2.**

Key Grammar

Stopniowanie przymiotników

Stopniowanie przymiotników pozwala na porównywanie dwóch lub więcej przedmiotów i osób.
Konstrukcje używane przy porównaniach to:
- *than* (niż), np. *This T-shirt is cheaper than that one.*
- *as ... as* (tak ... jak), np. *Your tablet is as good as mine.*

Przymiotniki (*Adjectives*)	Stopień równy (*Positive*)	Stopień wyższy przymiotnika (*Comparative*)	Stopień najwyższy przymiotnika (*Superlative*)
krótkie przymiotniki	*short* *big* *busy*	*shorter* *bigger* *busier*	*the shortest* *the biggest* *the busiest*
długie przymiotniki	*dangerous*	*more dangerous*	*the most dangerous*
przymiotniki nieregularne	*good* *bad*	*better* *worse*	*the best* *the worst*

Grammar Reference ≫ 34

4 **Write the comparative and superlative forms of the adjectives from the box.**

~~attractive~~	bad	boring	careful	cold	dirty	
famous	fine	good	hot	lazy	new	rich
small	strange	thin	wet			

attractive – more attractive – the most attractive

5 **Complete the text with the correct forms of the adjectives in brackets.**

Do you need the [1] *most beautiful* (beautiful) flowers in the world right now? Or the most romantic gift?

Don't panic saying 'Where's the [2] _____ (**near**) florist's?' because we are what you need. We offer the [3] _____ (**good**) choice of flowers and plants. Our roses are [4] _____ (**red**) than red and [5] _____ (**fresh**) than fresh. Making a romantic gift is as [6] _____ (**easy**) as 1-2-3 for us, and the delivery time is [7] _____ (**fast**) in town.

6 **Study the grammar table and complete the sentences with the correct forms of the adjectives or adverbs in brackets.**

Key Grammar

Stopniowanie przysłówków

Przysłówki (*Adverbs*)	Stopień równy (*Positive*)	Stopień wyższy przysłówka (*Comparative*)	Stopień najwyższy przysłówka (*Superlative*)
zakończone na *-ly, -ily*	*slowly* *easily*	*more slowly* *more easily*	*the most slowly* *the most easily*
przysłówki nieregularne	*fast* *early* *well* *badly*	*faster* *earlier* *better* *worse*	*the fastest* *the earliest* *the best* *the worst*

1 The food in this restaurant is *healthier* (**healthy**) than in a fast food place.
2 You can do the shopping in a supermarket _____ (**quickly**) than in a mall.
3 Clare can decorate a cake _____ (**well**) than Sue.
4 Amanda paints _____ (**beautifully**) in our art group.
5 Sam and Tim are twins, so Sam is _____ (**old**) Tim.

7 **Complete the sentences about yourself.**

1 The most boring school subject is _____.
2 I can _____ more easily than _____.
3 The strangest person I know is _____.
4 I can _____ as well as my best friend.

FAST FINISHERS

Imagine you are a famous Youtuber and complete the sentences in exercise 7.

An informal email: asking for advice

Subject: What to do? To: Olivier From: Molly X

Hi Olivier,

How are you doing? I hope everything is fine with you. I'm writing because I need your help.

Do you remember my classmate Victor? His father runs a pizzeria called Vittore near our school. Victor sometimes invites us there after school, but we don't often go there. Why? Well ... The place is clean and nice, but, in my opinion, it is not the best in town. The choice of pizzas is not good enough, the service is too slow and the prices are too high for students. We prefer going to a different place with better service and lower prices.

Do you think I should tell Victor about it? How could I do that? Or should I write to his father and give him some advice? What do you think I should do?

I hope you can give me some advice. Write soon.

Bye,
Molly

1 **Complete the sentences.**

In my favourite pizzeria, the choice of pizzas is _____, the prices are _____ and the service is _____.

2 **Read Molly's email and answer the questions.**

1 Why is Molly writing to Olivier?
2 What does Molly think about the pizzeria Vittore?
3 Where does Molly prefer going?

3 **Study the Key Phrases box. Which Key Phrases did Molly use in her email?**

Key Phrases	
An informal email: asking for advice	
Informing about a problem	**Asking for advice**
I have/There is a problem ...	Do you think I should ...?
I need your help/advice.	Or should I ...?
Describing a problem	What do you think I should ...?
I think/In my opinion, the (place) is ...	How could I ...?
We prefer going/buying ...	I hope you can give me some advice.

4 **Read the WATCH OUT box and translate the phrases in brackets into English. Use the Key Phrases.**

Hi Jane,

[1] *I have* (*Mam*) a problem and I need [2] _____ (*Twojej pomocy*). Lucy is asking me to go to the shopping centre. We both need to buy new jeans, but I think the place is [3] _____ (*zbyt głośne*), and the clothes are [4] _____ (*nie dość tanie*) for me. I prefer [5] _____ (*kupować*) cheap things in small shops. Do you think [6] _____ (*powinnam*) tell her? Or [7] _____ (*czy powinnam*) write her a message? I don't want to lose my friend. What do you think [8] _____ (*powinnam zrobić*)? I hope you can give me [9] _____ (*jakąś radę*).

Best,
Annie

WATCH OUT *too vs enough*

- ***too*** + przymiotnik oznacza *za/zbyt*, np. *The prices are too high for students.*
- (***not***) + przymiotnik + ***enough*** oznacza (*nie*) *dość*, np. *The prices are (not) low enough for students.*

5 **Do the writing task. Follow the steps in the Writing Planner.**

Kolega proponuje restaurację swojego wujka jako miejsce spotkania klasowego. Nie przekonuje Cię ta propozycja. Napisz e-mail do koleżanki z Francji i:

- poinformuj ją o zaistniałej sytuacji,
- napisz, dlaczego uważasz propozycję kolegi za niewłaściwą,
- napisz, jakie są Twoje propozycje odnośnie miejsca na to spotkanie,
- poproś koleżankę o radę.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi Sylvie,
What's new? I'm writing because ...

WRITING PLANNER

PREPARE
Zanotuj argumenty przeciw zaproponowanej restauracji i Twoje preferencje odnośnie miejsca spotkania klasowego.

WRITE
Pisząc e-mail, wykorzystaj zanotowane informacje i wyrażenia z ramki Key Phrases.

CHECK
Upewnij się, że Twoja wypowiedź rozwija wszystkie punkty, jest odpowiedniej długości i nie zawiera błędów ortograficznych.

FAST FINISHERS

Think of a terrible pizzeria. List five arguments why the place should win the contest for the worst restaurant in the world.

VOCABULARY

1 **Choose the odd word out. Name the word categories.**

1 discount, ~~change~~, sale, special offer; *lower prices*
2 bargain, notes, cash, coins; _____
3 pay, spend, receipt, waste; _____
4 dry cleaner's, watchmaker's, hairdresser's, greengrocer's; _____
5 dog walking, sharpening, window-shopping, logo designing; _____
6 lend, win, borrow, earn; _____

2 **Choose the correct options.**

1 You can book a table online or ***by hand*** / ***by phone***.
2 When people want to save money, they ***deposit cash in*** / ***take cash out of*** the bank.
3 Could you go ***shopping*** / ***window-shopping*** and get the things on the list?
4 You're not buying many things these days. What are you ***saving*** / ***wasting*** up for?
5 Fiona is very good at ***lending*** / ***selling*** things online.
6 I always look for cheap things ***on offer*** / ***free of charge***.

GRAMMAR

3 **Choose the correct options.**

1 Hurry up, Tom. I don't have ***many*** / ***much*** time.
2 There are ***much*** / ***a lot of*** people here. I can't do the shopping.
3 I don't have ***some*** / ***any*** money today. Can you pay for my Coke, please?
4 The meeting is great. We're having ***any*** / ***a lot of*** fun.
5 Is there ***some*** / ***any*** milk in the fridge?
6 How ***much*** / ***some*** money do you spend on clothes?

4 **Read the information about three hotels and correct the mistakes in the sentences.**

	Seaview Hotel	*Sunny Days Hotel*	*Paradise Hotel*
Price	*£100*	*£100*	*£180*
Rooms	*20*	*450*	*120*
Food	★★	★	★★★★

1 The Paradise is the cheapest.
The Paradise is the most expensive.
2 The Seaview is more expensive than the Sunny Days.
3 The Sunny Days is the smallest hotel.
4 The Seaview is as big as the Paradise.
5 The food at the Sunny Days is as good as the food at the Seaview.
6 The food at the Paradise is the worst.

USE OF ENGLISH 1 2 3 4 5 6 7 8

5 **Complete the text with one word in each gap.**

The Crooked House *(Krzywy Domek)*

in Sopot [1] _____ on the list of the fifty strangest buildings in the world. This is because of its shape. It looks like a house from a fairy tale, but inside it is [2] _____ modern as other famous new buildings. A [3] _____ of different events take place in it, for example, business meetings, teleconferences or cultural shows. Some of the largest Polish and foreign businesses have opened their offices here. In the building, [4] _____ are also some popular shops, restaurants and clubs. Every day lots of people visit the place. They can have a meal, visit a hairdresser's or a beauty salon, or just [5] _____ window-shopping. The Crooked House is a place that never sleeps.

6 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.**

1 Honestly, I *don't always do* (not / always / do) my homework on time – sometimes I forget.
2 _____ (Ben / sister / study) to become a doctor.
3 I've got an important exam on Friday, so I _____ (not watch) films this week.
4 Gina _____ (spend / lot) time in the gym.
5 We always have family dinners at my aunt's because her house _____ (be / big) ours.

7 **Complete each pair of sentences with the same word.**

1
Let's find a cash machine – I need to *take* some money out.
I *take* my dog for a walk every day after school.
2
How often do you _____ shopping?
Can you _____ to the florist's for me, please?
3
How much do they _____ for house cleaning?
I'd like to _____ by card.
4
I need some eggs and butter to _____ this cake.
The food is terrible – let's call the manager and _____ a complaint!

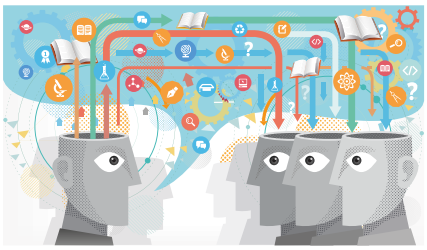
LISTENING

8 1.21 **Listen and match speakers 1–5 to statements A–F. There is one extra statement.**

This speaker

A shares his/her long experience with others.
B learns how to design his/her logo.
C explains the idea of a project.
D helps people to save their money.
E encourages young people to take part in the project.
F makes videos that a large number of people watch.

1 ____ 2 ____ 3 ____ 4 ____ 5 ____



WRITING

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

Zamierzasz kupić prezent urodzinowy dla brata. Napisz e-mail do kolegi z Londynu i:

- opisz, w jakim wieku jest Twój brat i czym się interesuje,
- poinformuj, co chciałbyś/chciałabyś kupić bratu i ile pieniędzy możesz wydać,
- przedstaw oferty, które obecnie znajdują się w sklepach,
- poproś kolegę o radę.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi John,
How are you?
I'm writing because I need your advice. It's my brother's birthday next week.
...
Write soon.
Bye,
XYZ

THINKING IMPULSE

Look back at the photo on page 22. Write a conversation between you and the people in the photo. Use a minimum of seven words or phrases from the word cloud.

SPEAKING

9 **Look at the photos and do the task.**

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3. Zamierzasz kupić zabawny T-shirt dla kuzyna, który Cię wkrótce odwiedzi.

- Wybierz miejsce zakupu, które uważasz za najlepsze, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe miejsca.

2.2 Countable and uncountable nouns • Quantifiers

Countable nouns (**rzeczowniki policzalne**) nazywają rzeczy, które można policzyć. Występują w liczbie pojedynczej oraz mnogiej, np.: *a bottle, five bottles, an apple, some apples*.

Uncountable nouns (**rzeczowniki niepoliczalne**) nazywają zjawiska oraz rzeczy, których nie można policzyć. Mają tylko jedną formę, np.: *water, some water, two bottles of water, five litres of water*.

Liczbę mnogą rzeczowników policzalnych tworzymy, dodając do rzeczownika w liczbie pojedynczej końcówkę *-s*.

Zapis tej formy zależy od pisowni rzeczownika w liczbie pojedynczej:

- **większość rzeczowników:** *shop – shops*;
- **rzeczowniki zakończone na *-ch*, *-s*, *-sh*, *-x* oraz *-o*:** *peach – peaches, glass – glasses, brush – brushes, box – boxes, potato – potatoes*;
- **rzeczowniki zakończone na *-y* po spółgłosce:** *family – families*;
- **rzeczowniki zakończone na *-f*:** *shelf – shelves*.

Niektóre rzeczowniki są nieregularne, np.: *man – men, woman – women, child – children, foot – feet, tooth – teeth, person – people*.

Quantifiers (**określniki ilości**) to wyrażenia, których używamy, by podać przybliżoną ilość czegoś. Poniższa tabela przedstawia, w jaki sposób dobrać określnik w zależności od rodzaju zdania, w którym określnik występuje, oraz rodzaju rzeczownika, przed którym występuje.

Znaczenie	Rodzaj zdania	Rzeczownik policzalny w l. mn.	Rzeczownik niepoliczalny	Przykład
kilka, trochę	twierdzące	*some*		*We have some (**kilka**) eggs in the fridge.* *I need some (**trochę**) cinnamon to make this cake.*
żadne, jakieś	przeczące i pytania	*any*		*He hasn't got any (**żadnej**) change.* *Are you reading any books now?*
wiele, dużo	twierdzące	*a lot of, lots of, many*	*a lot of, lots of*	*She knows many (**wiele**) good shops.* *Programmers earn a lot of (**dużo**) money.*
	przeczące i pytania	*many*	*much*	*Do you usually invite many (**wiele**) people to your parties?* *They don't drink much (**dużo**) coffee.*
Ile...?	pytania	*How many ...?*	*How much ...?*	*How many (**ile**) postcards does he have in his collection?* *How much (**ile**) time do you need?*

2.7 Comparative and superlative forms of adjectives and adverbs

Adjectives (**przymiotniki**) odpowiadają na pytania: *jaki?*; *jaka?*; *jakie?*.

Stopniowanie rosnące przymiotników				
		Stopień równy	Stopień wyższy	Stopień najwyższy
krótkie (jednosylabowe i niektóre dwusylabowe)	większość krótkich przymiotników	*cheap*	*cheaper*	*the cheapest*
	przymiotniki zakończone na *-e*	*nice*	*nicer*	*the nicest*
	przymiotniki zakończone na *-y*	*crazy*	*crazier*	*the craziest*
	przymiotniki zakończone na spółgłoskę po samogłosce (oprócz *w*)	*big*	*bigger*	*the biggest*
długie (dwusylabowe i dłuższe)		*expensive*	*more expensive*	*the most expensive*
nieregularne		*good* *bad* *far*	*better* *worse* *further*	*the best* *the worst* *the furthest*

Adverbs (**przysłówki**) odpowiadają na pytania *jak?*; *w jaki sposób?*. Przysłówki tworzymy od przymiotników poprzez dodanie końcówki *-ly* lub *-ily*: *quick – quickly, simple – simply, easy – easily, hungry – hungrily*. Niektóre przysłówki są nieregularne, m.in.: *good – well, fast – fast, hard – hard, late – late, early – early*.

Stopniowanie rosnące przysłówków			
	Stopień równy	Stopień wyższy	Stopień najwyższy
przysłówki zakończone na *-ly*	*safely*	*more safely*	*the most safely*
przysłówek = przymiotnik	*fast*	*faster*	*the fastest*
inne nieregularne przysłówki	*well* *badly*	*better* *worse*	*the best* *the worst*

W zdaniach porównawczych stosujemy następujące struktury:

- **stopień wyższy + *than (niż)***, np.:
  Prices in shopping malls are lower than in small shops.
  Luke saves money faster than his brother.
- **(*not*) *as* + przymiotnik/przysłówek + *as***, np.:
  *Vegetables in supermarkets are not as fresh as (**nie tak świeże jak**) in food markets.*

Extra Grammar Practice ≫ 133

– KEY WORDS

VOCABULARY 1 MP3 07

baker's	/ˈbeɪkəz/	piekarnia
bank	/bæŋk/	bank
bookshop	/ˈbʊkˌʃɒp/	księgarnia
borrow (money from)	/ˈbɒrəʊ (ˈmʌni frəm)/	pożyczać (pieniądze od)
buy	/baɪ/	kupować
cash machine	/ˈkæʃ məˌʃiːn/	bankomat
change	/tʃeɪndʒ/	reszta
chemist's	/ˈkemɪsts/	drogeria
clothes shop	/ˈkləʊðz ˌʃɒp/	sklep odzieżowy
coin	/kɔɪn/	moneta
computer store	/kəmˈpjuːtə ˌstɔː/	sklep komputerowy
deposit	/dɪˈpɒzɪt/	wpłacać
discount	/ˈdɪsˌkaʊnt/	zniżka
earn	/ɜːn/	zarabiać
greengrocer's	/ˈgriːnˌgrəʊsəz/	sklep warzywniczy
in the sale	/ɪn ðə ˈseɪl/	na wyprzedaży
lend (money to)	/lend (ˈmʌni tə)/	pożyczać (pieniądze komuś)
note	/nəʊt/	banknot
pay (for)	/peɪ (fə)/	płacić (za)
pay by card	/ˌpeɪ baɪ ˈkɑːd/	płacić kartą
pay in cash	/ˌpeɪ ɪn ˈkæʃ/	płacić gotówką
pay with your smartphone	/ˌpeɪ wɪð jə ˈsmɑːtˌfəʊn/	płacić smartfonem
pocket money	/ˈpɒkɪt ˌmʌni/	kieszonkowe
price	/praɪs/	cena
receipt	/rɪˈsiːt/	paragon
sale	/seɪl/	wyprzedaż
save (money for)	/ˈseɪv (ˈmʌni fə)/	oszczędzać (pieniądze na)
sell	/sel/	sprzedawać
shoe shop	/ˈʃuː ˌʃɒp/	sklep obuwniczy
shopping mall	/ˈʃɒpɪŋ ˌmɔːl/	centrum handlowe
spend (money on)	/ˈspend (ˈmʌni ɒn)/	wydawać (pieniądze na)
sports shop	/ˈspɔːts ˌʃɒp/	sklep sportowy
take (money) out	/ˌteɪk (mʌni) ˈaʊt/	wypłacać (pieniądze)
wallet	/ˈwɒlɪt/	portfel
win	/wɪn/	wygrywać

GRAMMAR 1 MP3 08

shelves	/ʃelvz/	półki (sklepowe)
shopping bag	/ˈʃɒpɪŋ bæg/	torba na zakupy

READING MP3 09

bargain	/ˈbɑːgɪn/	okazja
buy online	/ˌbaɪ ɒnˈlaɪn/	kupować przez Internet
food market	/ˈfuːd ˌmɑːkɪt/	sklep spożywczy
free of charge	/ˌfriː əv ˈtʃɑːdʒ/	za darmo
go window-shopping	/ˌgəʊ ˈwɪndəʊˌʃɒpɪŋ/	oglądać witryny sklepowe
half-price	/ˌhɑːfˈpraɪs/	przeceniony o połowę
loyalty card	/ˈlɔɪəlti kɑːd/	karta lojalnościowa
offer a discount	/ˌɒfər ə ˈdɪsˌkaʊnt/	oferować zniżkę
on offer	/ˌɒn ˈɒfə/	w (promocyjnej) ofercie
shopping centre	/ˈʃɒpɪŋ ˌsentə/	centrum handlowe
shopping list	/ˈʃɒpɪŋ ˌlɪst/	lista zakupów
shopping spree	/ˈʃɒpɪŋ ˌspriː/	szał zakupów
special offer	/ˌspeʃəl ˈɒfə/	oferta specjalna
waste	/weɪst/	trwonić, marnować

VOCABULARY 2 MP3 10

car wash	/ˈkɑː wɒʃ/	myjnia samochodowa
customer	/ˈkʌstəmə/	klient
cut my hair	/ˌkʌt maɪ ˈheə/	obciąć włosy
dry cleaner's	/ˌdraɪ ˈkliːnəz/	pralnia chemiczna
garage	/ˈgærɑːʒ/, /ˈgærɪdʒ/	warsztat
get a discount	/ˌget ə ˈdɪsˌkaʊnt/	otrzymać zniżkę
hairdresser's	/ˈheəˌdresəz/	fryzjer
make a complaint	/ˌmeɪk ə kəmˈpleɪnt/	składać skargę/ reklamację
ready to order	/ˌredi tə ˈɔːdə/	gotów złożyć zamówienie
petrol station	/ˈpetrəl ˌsteɪʃən/	stacja benzynowa
post office	/ˈpəʊst ˌɒfɪs/	poczta
queue	/kjuː/	kolejka
recommend	/ˌrekəˈmend/	polecać
remove	/rɪˈmuːv/	usunąć
restaurant	/ˈrestərɒnt/	restauracja
send a parcel	/ˌsend ə ˈpɑːsəl/	wysłać paczkę
service worker	/ˈsɜːvɪs ˌwɜːkə/	pracownik obsługi
sports centre	/ˈspɔːts ˌsentə/	centrum sportowe
tourist information office	/ˈtʊərɪst ɪnfəˌmeɪʃən ˈɒfɪs/	informacja turystyczna

LISTENING MP3 11

charge	/tʃɑːdʒ/	pobierać opłatę
clothes painting	/ˈkləʊðz ˌpeɪntɪŋ/	malowanie odzieży
designing (logos)	/dɪˈzaɪnɪŋ (ˈləʊgəʊz)/	projektowanie (logo)
dog walking	/ˈdɒg ˌwɔːkɪŋ/	wyprowadzanie psów
florist's	/ˈflɒrɪsts/	kwiaciarnia
handmade	/ˌhænd ˈmeɪd/	wykonany ręcznie
make repairs	/ˌmeɪk rɪˈpeəz/	dokonywać naprawy
order (by phone)	/ˈɔːdə (baɪ ˈfəʊn)/	zamawiać (przez telefon)
poetry writing	/ˈpəʊɪtri ˌraɪtɪŋ ˈpəʊɪtri/	pisanie poezji
repair	/rɪˈpeə/	naprawiać
sharpening	/ˈʃɑːpənɪŋ/	ostrzenie
shoemaker's	/ˈʃuːˌmeɪkəz/	szewc
skills	/skɪlz/	umiejętności
take care of	/ˌteɪk ˈkeər əv/	opiekować się
watchmaker's	/ˈwɒtʃˌmeɪkəz/	zegarmistrz

WRITING MP3 12

choice	/tʃɔɪs/	wybór, asortyment
run (a pizzeria)	/rʌn (ə ˌpiːtsəˈriːə)/	prowadzić (pizzerię)

MEMORY IMPULSE

Mapy myśli

Aby lepiej zapamiętać słowa z jakiegoś tematu, warto stworzyć swoją własną, unikatową mapę myśli. Zacznij od zapisania słowa-klucza na środku strony. Od niego będą odchodzić strzałki do mniejszych kategorii, a od nich do konkretnych słów. Ty decydujesz, które słowa i gdzie je umieścić. Wykorzystaj kolory i proste grafiki, które pomogą Ci lepiej zapamiętać słowa.
Przykładowa mapa myśli do tej listy słów mogłaby zaczynać się tak:

3 IN CHARGE

1 **SPEAK** **Look at the photo and answer the questions.**

THINKING IMPULSE

- Do you think the boy enjoys housework? Why/Why not?
- What jobs around the home do you do? Which do you like/don't you like?

2 **SPEAK** **Read the comments. Are any of them similar to your thoughts when you look at the photo?**

Jes5s
OMG, what a cutie! 😍 😘

Billo19
Earning pocket money, right? 😇 🙃

O5c4r
Washing-up fun? I know better!

Meg_T
No dishwasher? What is it? 1900? 😅

Comment • • •

1 **SPEAK** **Choose the correct options. Are the sentences true for you?**

MEMORY IMPULSE

1 I sometimes *do* / *make* my bed in the morning.
2 I usually *tidy* / *make* my room on Saturday evening.
3 I often *do* / *make* dinner on Sunday.
4 I hate *doing* / *making* the shopping.
5 I *tidy* / *walk* my dog every day.

2 **KEY WORDS** **Complete the housework jobs 1–8 with the highlighted verbs below. What do you call them in Polish?**

~~empty~~ • feed • iron • lay • throw out
vacuum • wash up • water

1 load / *empty* the dishwasher
2 clear / _____ the table
3 sort / _____ the rubbish
4 wash / _____ the clothes
5 _____ / dry the dishes
6 look after / _____ a pet
7 sweep / _____ the floor
8 _____ / cut the grass

WATCH OUT ***do* + *the* + czasownik z końcówką *-ing***

Mówiąc ogólnie o czynnościach związanych z utrzymaniem domu, używamy wyrażenia ***do* + *the* + czasownik z końcówką *-ing***, np.:
*I **do the ironing** once a week.*
*He **does the vacuuming** every Thursday.*
*We **do the shopping** on Saturdays.*

3 **1.22** **Listen to six people talking about their responsibilities at home. Which jobs do they do: a, b or both?**

1 Sophie
  a does the cooking.
  b lays the table.
2 Samira
  a throws out the rubbish.
  b does the ironing.
3 George
  a walks his dog.
  b waters the house plants.
4 Molly
  a waters the indoor plants.
  b makes dinner.
5 Alice
  a does the washing-up.
  b vacuums the kitchen floor.
6 Theo
  a does the shopping.
  b dries the dishes.

4 **SPEAK** **Answer the questions.**

1 What are the people in photos 1–6 doing?
2 How often do you do these jobs in your house? Do you like doing them? Why/Why not?

1

2

3

4

5

6

5 **SPEAK** **Describe the video still and answer the questions.**

THINKING IMPULSE

1 Do you think the woman needs help to look after so many cats? Why/Why not?
2 What are the advantages of having a pet, in your opinion?

FAST FINISHERS

Look at the photos in exercise 4. What are the people thinking? Write your ideas.

3.2 Grammar 1

Have to

1 SPEAK **Match the sentence halves. Are they true for you? Why/Why not?**

1 I load	a the rubbish every day.
2 I don't like sweeping	b the floor.
3 I throw out	c the shopping.
4 I quite like doing	d the dishwasher twice a week.

2 **Read the text. What jobs around the home does Megan do?**

Do I have to spend much time on housework? Not too much. **I have to** do the washing-up on Mondays and Wednesdays, and **my brother has to** dry the dishes then. On Fridays, we **have to** tidy the living room together. I'm happy **we don't have to** clean the bathroom.

My dad **doesn't have to** do any cleaning. He **has to** do the shopping. What **does** Mum **have to** do then? I think she **has to** do all the housework that we don't do.

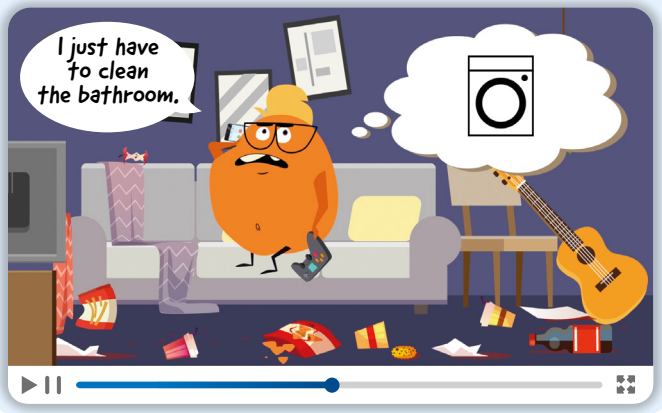
3 **Look at the video still and study the grammar table. Find other examples of *have to* in the text in exercise 2.**

Key Grammar

Have to

Formy *have to* używamy, aby wyrazić obowiązek wykonania czegoś.

	I/You/We/They	He/She/It
+	*I have to do the washing-up.*	*He has to dry the dishes.*
−	*We don't have to clean the bathroom.*	*He doesn't have to do any cleaning.*
?	*Do I have to spend much time on housework?* *Yes, I do./No, I don't.*	*Does she have to do the shopping?* *Yes, she does./ No, she doesn't.*
Wh- ?	*How often do you have to sweep the floor?*	*When does he have to walk his dog?*



Grammar Reference >> 48

4 **Choose the correct options.**

1 My sister *has to / have to* lay the table before dinner.
2 I *don't have to / doesn't have to* throw out the rubbish.
3 *Do / Does* Sophie have to load the washing machine?
4 Me and my brother *have to / has to* look after our dog.
5 Lucky you! You *don't have to / doesn't have to* do the shopping.

5 1.23 **Listen and repeat the sentences. Pay attention to the pronunciation of *have to*.**

6 1.24 **Complete the dialogue with the correct forms of *have to*. Then listen and check.**

Hi Sean! Can you come to the gym after school?

Sorry, I can't. It's Tuesday today, and I [1] *have to* do the shopping.

You could always ask your sister to do it. What [2] _____ she _____ do today?

Zoe? She [3] _____ vacuum the house before our parents come home from work.

How about your brother? [4] _____ he _____ make dinner?

No, he [5] _____ cook, but he [6] _____ cut the grass in the garden.

So, when can you come with me to the gym?

What about Friday? I [7] _____ do any housework then.

OK, great. So we have a plan.

7 **Put the words in the correct order to make questions. Then answer the questions.**

1 you / do / the / do / have to / washing-up / when / ?
When do you have to do the washing-up?
2 do / how often / water / have to / the plants / you / ?
3 your / sister / what / do / have to / does / at home / ?
4 have to / day / you / throw out / every / do / the rubbish / ?
5 vacuum / have to / do / how often / the floor / you / ?

#BRAINTEASER

Terry and Billy have to make sandwiches, do the washing-up and vacuum the floor. Each of these jobs takes one hour. How could they do all of the work in one hour and thirty minutes? They have one knife, one sink and one vacuum cleaner.

FAST FINISHERS

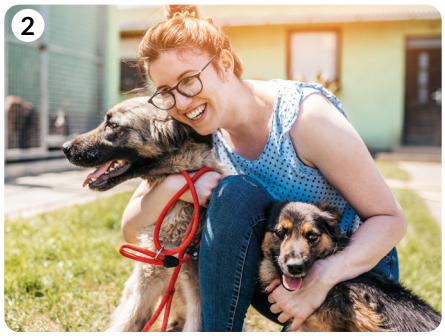
Imagine Mr Clean's family. Write five sentences about the family members and some jobs around the home that they have to do.

Mr Clean sweeps the floor five times a day.

Choosing an offer and giving the reasons for your choice

1 **SPEAK** **Look at photos 1–3 and answer the questions.**

1 What do the young volunteers in the photos have to do, in your opinion?
2 Which of these voluntary jobs would you like to do? Why?



2 1.25 **Listen to the phone call. Why is Jen calling a voluntary organisation? Does she get what she asks for?**

3 1.25 **Listen to the dialogue again. Which phrases did you hear?**

- What can I do for you?
- Shall I help you?
- Would you like me to ...?
- Both sound good.
- I'd rather work with children.
- It's alright.

4 **Read statements 1–6. Which voluntary jobs from exercise 1 can they refer to? Do they describe their advantages or disadvantages?**

1 It's great to feel responsible for someone.
2 It's difficult to create games for kids.
3 The job is too difficult for one person.
4 I love animals.
5 It's easier than other jobs.
6 The job takes up too much time.

5 1.26 **Listen to the second dialogue. Which job does Jen decide to do and why? Why does she refuse the other offers?**

6 1.26 **Study the Key Phrases box and complete the dialogue with the missing words and phrases. Listen again and check.**

Key Phrases

Giving the reasons for your choice

I'd like to ... because ...
This is the best place for me because ...
I have to refuse (this offer) because ...
I'm not keen on ... because ...

Voluntary Action. What can I do for you?

Good morning. This is Jen Williams. I'm phoning about ...

Yes, Jen ... I remember. So, what's your decision?

[1] *I'd like to* work at the dog shelter. I think [2] _____ I love animals, and I'd like to be a vet in the future.

Good, Jen. But what about the other places?

I'm sorry, [3] _____ them. I don't think I'm good enough at creating new games for children. Also, [4] _____ helping old people because it's too difficult for one person.

There is no need to be sorry, Jen. I'm happy you want to support our dog shelter. When can you start?

7 **SPEAK** **Read the instructions and do the speaking task. Use the Key Phrases. Student A, look at page 141. Student B, look at page 142.**

FAST FINISHERS

Which of these jobs would you most hate doing? Give reasons for your choice.

- cleaning mud off carpets
- cleaning the toilet
- sorting socks

3.4 Reading

An article about African children's duties

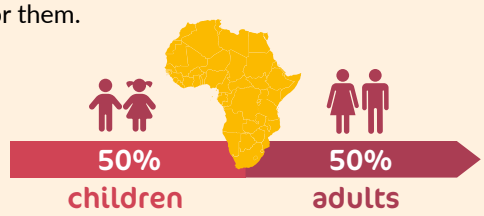
1 **SPEAK** **Look at the photos in exercise 4 and answer the questions below. You can use the phrases from the box.**

carry water	collect water	long distance
make a fire	no running water	save water

1 What are the children in the pictures doing?
2 Why do they have to work so hard, in your opinion?

2 **Read the short text below. Ignore the gaps. What do the underlined words refer to?**

Africa is the poorest continent on Earth. People living there don't have enough food, water or shelter. [1] _____ If they want to cook, they have to collect wood and make a fire. Fifty percent of Africa's population is made up of children, and about fifty million of them don't have parents. [2] _____ Every year, six million children die before their fifth birthday because they are hungry. International organisations, such as *UNICEF*, *Children International* and *Save the Children*, connect volunteers around the world. Their mission is to save children's lives and create a better future for them.



3 **Read the WATCH OUT | SKILLS box. Then complete gaps 1–2 in the text in exercise 2 with sentences a–c. There is one extra sentence.**

a They have to look after their houses at very young ages.
b Twenty-eight of the poorest countries in the world are in Africa.
c 590 million Africans live without electricity.

WATCH OUT | SKILLS

Dobieranie zdań do luk w tekście

Zwróć uwagę na słowa typu: ***he, they, there, then, these, him, them***, etc., które mają swoje odniesienie w tekście w zdaniu poprzedzającym lukę, w zdaniu po luce lub w samym zdaniu z luką.

4 **1.27** **Read the text. Are statements 1–5 true (T) or false (F)? Correct the false statements.**

1 In some countries, girls up to nine years old spend four hours a day on housework. T / F
2 Boys in Somalia do as much housework as girls. T / F
3 Boys help girls do heavy jobs. T / F
4 Girls can't find any time for playing. T / F
5 Children learn responsibility by doing housework. T / F

Do girls have to do more jobs at home?

Sahra is ten years old. Every morning, [5] she wakes up early and bakes bread for her family before she goes to school. Her older sister, Najma, is very busy [10] too. [1] _____

Sahra and Najma live in Somalia, and they are like many other girls around the world. In many countries, young girls aged 5–9 [15] spend about four hours a week on housework, and older girls spend about nine hours. In some countries these numbers are higher. [2] _____ Boys don't have to **help with housework** as much [20] as girls.

GLOSSARY
report – raport
mission – misja
population – liczba ludności

A report by *UNICEF* says that girls spend forty percent more time helping at home than their brothers. [3] _____ They also have to **take care of** their younger brothers or sisters, and **are in charge of** shopping. In some countries, girls do heavy and dangerous jobs, such as collecting water and wood. They don't have time to play, meet friends or study.

Luckily, the situation is getting better. Now, boys **are responsible for** more jobs at home than in the past. [4] _____ They also **teach their children responsibility for** their home tasks. After all, when kids learn to do housework well, they understand why they should do their schoolwork well, too.

5 **Read the text again and match sentences A–E to gaps 1–4 in the text. There is one extra sentence.**

A This can help them at school and later at work.

B Parents often **share housework** between their daughters and sons.

C She spends five hours a week washing the family's clothes.

D In Somalia, for example, girls sometimes have to spend twenty-six hours a week helping at home.

E The girls have to do the cooking or cleaning while the boys are playing football outside.

6 **KEY WORDS** **Match the highlighted phrases from the text to the phrases with similar meaning below.**

1 show someone how to be responsible for something
teach someone responsibility for something

2 look after _____

3 have to do _____, _____

4 do home jobs together _____, _____

7 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.**

1 What *are you responsible for* (be / you / responsible) at home?

2 Do your parents _____ (teach / responsibility) your things?

3 How much time do you spend _____ (help / housework) every day?

4 Who _____ (you / usually / share) housework with?

5 Would you rather _____ (be / charge) shopping or cooking? Why?

6 Would you like _____ (take / care) animals in the future?

8 **SPEAK** **Answer the questions in exercise 7.**

FAST FINISHERS

Make a crossword puzzle using the names of jobs around the home. The main phrase is: DO HOUSEWORK.

RESEARCH IMPULSE

Find out more about these organisations: *UNICEF*, *Children International* and *Save the Children*.
- **How many countries do they connect?**
- **What projects are they working on now?**

Make a short presentation and share it with your class.

3.5 Vocabulary 2

School life • After-school activities

1 SPEAK **Answer the questions.**

MEMORY IMPULSE

1 How do you like to spend your time after school?
2 Are you a member of any school/local groups or teams? Why/Why not?
3 Why do young people go to after-school activities, in your opinion?

2 **Look at the categories of after-school activities in the box in exercise 3. What do you think the students can learn or make in them?**

Art: students can make pictures and sculptures.

3 KEY WORDS **Read the list of after-school activities and match them to the correct categories from the box. There are two extra categories.**

Art	IT	Media	Music	Special Interests	Sports
Technology	Volunteering				

SUNRISE HIGH SCHOOL
after-school activities

1 _____
- School **Orchestra**
- Rock **Band**

2 _____
- *UNICEF* **Club**
- Charity Events

3 _____
- School Football **Team**
- Yoga

4 _____
- Fashion Design
- Drama **Circle**
- Photography **Lab**

5 _____
- Chess Club
- Scout **Group**

6 _____
- Coding **Course**
- Robotics **Classes**

4 SPEAK **Answer the questions.**

1 Which of the after-school activities from exercise 3 would you like to have at your school? Why?
2 Which activity would be your last choice? Why?

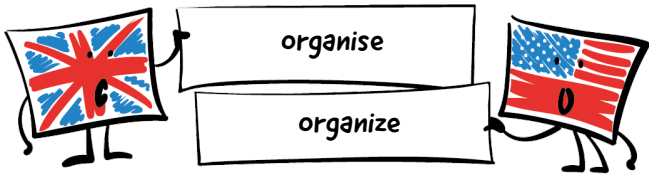
5 1.28 **Listen to five people talking about their hobbies and interests. Which activities from exercise 3 should they choose?**

Speaker 1 _____ Speaker 2 _____ Speaker 3 _____
Speaker 4 _____ Speaker 5 _____

6 1.29 KEY WORDS **Replace the underlined words and phrases with the highlighted words. Then listen and check.**

find out • improve • ~~join~~ • organise • take part in

1 I'd like to become a member of the group. *join*
2 I'd like to make my singing skills better.
3 I'd like to plan and prepare a local charity event and collect money for people who need our help.
4 I'd like to be active in the drama circle meetings.
5 I'd like to learn more about coding.



7 **Choose the correct options.**

1 The first meeting of the school rock *band* / *team* is on Thursday. Bring your instruments!
2 Would you like to *improve* / *join* the drama circle? You're good at acting.
3 In our scout group, you have to *take part* / *improve* in the meetings regularly.
4 After-school activities help you *organise* / *find out* about your talents.
5 Are you doing a coding *course* / *group* this year?

8 SPEAK **Look at photos 1–3 and answer the questions.**

THINKING IMPULSE

1 What after-school activities are the people taking part in?
2 What can they find out or improve by joining the groups?
3 Which activity would you like to choose? Why?

FAST FINISHERS

Think of some fun after-school activities. Write why you think they would be enjoyable for the students of the school.

Doodling – students can have fun, improve concentration and relax.

A speech about after-school activities

1 **Match phrases 1–3 to phrases a–c to make sentences. Are they true about your school? If not, what do you need to change to make them true?**

At my school, students ...

1 can take part	a charity events.
2 organise	b about other cultures.
3 find out more	c in a photography lab.

2 **SPEAK** **Read the leaflet and answer the questions.**

CAMWORTH HIGH SCHOOL

Come and find out about our after-school activities!

You can always join our:

- ✓ Tech Club – if you are **fascinated** by computers;
- ✓ Media Circle – if you are keen on the media;
- ✓ Gym Team – if you are **excited** about sports;
- ✓ Yoga Classes – so **relaxing** if you feel **tired** after too much schoolwork;
- ✓ Volunteer Group – with **encouraging** teachers, you can learn to give your free time to others.

Visit us and you won't feel worried about your future school choice!

1 Who is the leaflet for?
2 What would you like to ask about at the Open Day?

WATCH OUT — **Przymiotniki zakończone na *-ed/-ing***

Przymiotniki zakończone na ***-ed*** opisują, jak się czujesz, np. *I am relaxed*. (zrelaksowany)
Przymiotniki zakończone na ***-ing*** opisują, jakie są osoby lub zdarzenia, np. *The activities are relaxing*. (relaksujące)

3 **KEY WORDS** **Complete the definitions with the highlighted words from the leaflet.**

1 When you have too many problems, you are *worried*.
2 A(n) _____ person gives you support and believes in your success.
3 When you have a great interest in something, you are _____ by it.
4 A(n) _____ place or event reduces your stress.
5 When you're losing your energy, you are feeling _____.
6 When you feel a lot of positive emotions, you are _____.

4 1.30 **Listen to the presentation that the head teacher of Camworth High School gives at the Open Day and complete the table.**

Camworth High School: Extra Activities	
School's mission	to do something important for the school and [1] *local community*
Charity activities	quiz day, concert, [2] _____ between teachers and students
Forest Park project	obligatory; [3] _____ times per school year
Volunteer Group projects	collect food, visit [4] _____, recycle

5 1.30 **Listen again and complete the chat between Clare and Bertha with the correct information.**

Hi Bertha! I'm at Camworth High School at their Open Day.

Do you want to study there?

I'm thinking about it. I like the school's idea to teach [1] *young people responsibility for* the school and the community.

What events do they have?

Different charity events, including a [2] _____ concert.

Do all students have to take part in these activities?

Most of them want to, but every student has to spend three [3] _____ working in the forest.

That's great.

I think I could join the volunteer group. They're collecting food for poor people. It's called [4] _____. They're also helping old people.

How do the students find time for these tasks?

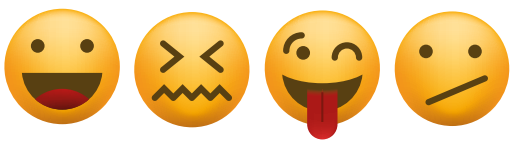
The head teacher is very encouraging. She says that working for the community is as exciting as [5] _____.

6 **SPEAK** **Answer the questions.**

1 Which of the activities at Camworth High School would you like to take part in? Why?
2 What charity activities do you take part in or support?

FAST FINISHERS

Write five sentences, one for each adjective, explaining why you feel tired, relaxed, excited, encouraged and fascinated. Draw emoticons that show how you feel.



3.7 Grammar 2

Modal verbs: could, should, must

1 **SPEAK** **In turns, name the things you have to do at school as a student. Which rules are the most difficult to follow?**

2 1.31 **Read the talk between the head teacher and the students. Complete the conversation with the words from the box. Then listen and check.**

classes	concerts	~~events~~	orchestra	test

Thank you for your attention. Do you have any questions?

a What **could** we do to support the charity activities?

b You **could** help with organising the [1] *events*, play games or sell tickets.

c What **should** we do to play in the school [2] _____?

d You **should** come to the meetings regularly.

e You **shouldn't** miss the [3] _____.

f What **must** we do as students?

g You **must** come to [4] _____, study, and do well in tests.

h You **mustn't** miss a [5] _____ without an important reason. You don't have to join extra activities, but every student has to help the local people.

3 **Look at the video still and study the grammar table. Complete the table with examples a–h from exercise 2.**

Key Grammar

Czasowniki modalne: *could, should, must*

Should stosujemy do wyrażania rady, np.: [1] *c*, [2] _____, [3] _____.
Could stosujemy do wyrażenia możliwości, np.: [4] _____, [5] _____.
Must stosujemy do wyrażania konieczności, np.: [6] _____, [7] _____.
Mustn't stosujemy do wyrażania zakazu, np. [8] _____.

+	*He could sell the tickets.* (mógłby) *We should practise regularly.* (powinniśmy) *You must do well in tests.* (musisz)
−	*She shouldn't miss so many classes.* (nie powinna) *You mustn't leave the door open.* (nie wolno ci)
?	*Could I help you?* (czy mógłbym) *Should it be closed?* (czy powinno) *Must they use their mobiles?* (czy muszą)
Wh- ?	*What could he say?* (co mógłby) *Why should we do that?* (dlaczego powinniśmy) *When must they meet?* (kiedy muszą)

Grammar Reference ≫ 48

4 **Choose the correct options.**

1 *We could* / *We should* (*Moglibyśmy*) collect money during the concert.
2 *I mustn't* / *I shouldn't* (*Nie powinnam*) miss lessons so often.
3 *You could* / *You must* (*Musicie*) come to the meetings on time.
4 *They mustn't* / *They shouldn't* (*Nie wolno im*) work in the woods without teachers.

5 **Complete the mini-dialogues with the correct modal verbs. There may be more than one correct answer.**

1 **X:** Are you going out with us?
Y: Sorry, I *must* do the washing-up first.
2 **X:** _____ you drive me to the station, Dad?
Y: Yes, hurry up! I'm leaving in a minute.
3 **X:** I don't know why I make so many mistakes in tests.
Y: You _____ be more careful, Jane.
4 **X:** What's the worst rule in your school?
Y: We _____ use our smartphones in classes.

WATCH OUT — ***have to* vs *must***

Have to i ***must*** w formie twierdzącej i pytającej mają podobne znaczenie, ale inaczej jest w formie przeczącej:
*You **don't have to** go to extra classes.* (nie musisz)
*They **mustn't** miss the test.* (nie wolno im)

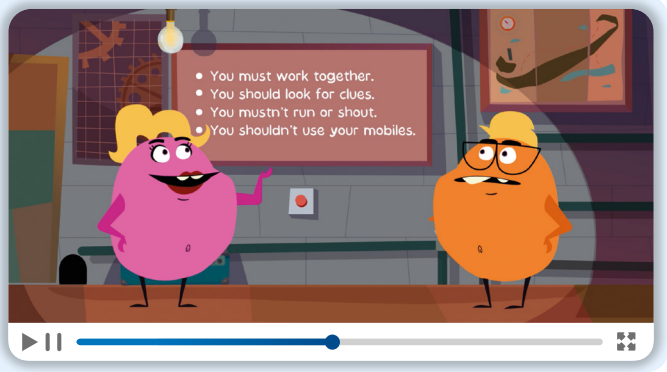
6 **Complete the gaps with the correct forms of *have to* or *must*. There may be more than one correct answer.**

Mum

Tom! I'm coming home late tonight. Please remember that you [1] *must* load the dishwasher today, but you [2] _____ empty it. I can do it tomorrow. You [3] _____ walk Lucky after dinner, but you [4] _____ take him to the park. It's too wet. And you [5] _____ stay up late. You're getting up early tomorrow. I have the keys, so you [6] _____ leave the door unlocked. Good night!

FAST FINISHERS

Rewrite the message to Tom in exercise 6 changing the modal verbs to make it fun.



9:09 am

Jess

★★★

Joined: 3 weeks ago

Posts: 77

1 I love my dog, but I understand your parents, too. There are **good and bad sides to** having a dog.

2 **The good thing about** having a dog **is that** it's fun. When you walk your dog, you can invite your friends for a walk. **What's more**, you learn to be responsible for your pet.

3 **The problem is that** you have to walk and feed your dog every day, so you have more work at home. **Another problem** is summer holidays because you can't take your dog to some places.

4 **All in all**, you could feel happier with a dog, but also tired of the responsibilities.

1 SPEAK **Answer the questions.**

Do you ever

1 ask Internet users for advice? Why/Why not?

2 follow advice on an Internet forum? Why/Why not?

2 SPEAK **Read the questions from the Internet users below. What should they do, in your opinion?**

1 My teacher wants me to join the school band, but I'm not sure. What should I do?

I'd like to have a dog, but my parents are against the idea. Are they right? 2

3 My friend wants me to join the school volunteer group. I don't know what to say.

3 **Read the Internet forum post. Which question from exercise 2 does it refer to?**

4 **Read the forum post again. Match paragraphs 1–4 to statements a–e. There is one extra statement.**

The author

a presents the positive sides of the situation. ____

b gives her advice. ____

c introduces the topic. ____

d asks the readers for comments. ____

e presents the negative sides of the situation. ____

5 **Study the Key Phrases box. Which Key Phrases did Jess use in her forum post?**

Key Phrases	
A forum post	
Introducing the topic There are good and bad sides to ... It has its pluses and minuses.	**Presenting the positive aspects** The good thing about ... is that ...
Presenting the negative aspects The problem is that ... Another problem is ...	**Concluding** All in all, ... To sum up, ...

6 **Do the writing task.**
Follow the steps in the Writing Planner.

Pewna uczennica otrzymała propozycję pracy w wolontariacie. Na forum internetowym prosi internautów o pomoc w podjęciu decyzji. Zredaguj wpis na forum, w którym udzielisz swojej odpowiedzi.

- Wyjaśnij, dlaczego rozumiesz jej sytuację.
- Przedstaw korzyści wynikające z pracy w grupie wolontariuszy.
- Opisz możliwe problemy związane z tym zajęciem.
- Zaproponuj sposób rozwiązania problemu.

Długość tekstu powinna wynosić od 100 do 150 słów.

I understand your problem because ...

WRITING PLANNER

PREPARE

Zanotuj korzyści i trudności związane z pracą wolontariusza. Zastanów się, co Ty byś zrobił/zrobiła po otrzymaniu oferty pracy w wolontariacie.

WRITE

Zamieszczając wpis na forum, wykorzystaj zanotowane informacje i wyrażenia z ramki Key Phrases.

CHECK

Upewnij się, że Twoja wypowiedź rozwija wszystkie punkty, jest odpowiedniej długości i nie zawiera błędów ortograficznych.

FAST FINISHERS

Write three examples of surprising problems people could share on an Internet forum.

3.9 Revision

VOCABULARY

1 **Complete the sentences with the correct words. The first letters are given.**

1 I have to **w***ash* the clothes, but I don't have to **i**___ them.
2 Sofia doesn't have to **l**___ the table or **l**___ the dishwasher.
3 Could you **t**___ the rubbish out and **w**___ up after dinner?
4 Do you remember your promise to **l**___ after the neighbour's dog and **f**___ him today?
5 My sister has to **v**___ the floor and **w**___ the plants.
6 I'd like you to **s**___ the rubbish. You don't have to **e**___ the dishwasher.

2 **Choose the correct options.**

1 Why don't you take ***part*** / ***place*** in the science competition?
2 We learn how to control robots at robotics ***classes*** / ***band***.
3 They've invited me to ***play*** / ***join*** the school orchestra.
4 She would like to ***organise*** / ***exercise*** a chess competition.
5 I hope to ***make*** / ***improve*** my language skills on the course.
6 When could you do a cookery ***circle*** / ***course***?

GRAMMAR

3 **Complete the sentences with the correct forms of *have to*.**

1 Natalia *has to* (+) make a presentation.
2 Jo and Alex _____ (–) organise a concert.
3 Keira _____ (–) visit the dog shelter tomorrow.
4 Ana and Charlie _____ (+) record a video.
5 When _____ Olivier _____ (?) meet the instructor?
6 I _____ (–) stay after school today.

4 **Translate into English. Use the correct forms of *could*, *should* and *must*.**

1 *Could* (*Czy moglibyśmy*) we organise a charity match?
2 You _____ (*nie powinnaś*) speak so loudly.
3 Tom _____ (*nie wolno mu*) run fast.
4 Why _____ (*musi*) she take care of her brother?
5 They _____ (*powinni*) take part in yoga classes.
6 I _____ (*mogłabym*) help you in the afternoon.

USE OF ENGLISH 1 2 3 4 5 6 7 8

5 **Choose the correct options.**

The *American School of Warsaw* (ASW) is the oldest international school in Warsaw. The school programme is [1] ___ the American educational system, and all the activities are in English.

Anyone can become a student of this school. If you don't speak English [2] ___, you can take part in extra English language classes. The school day [3] ___ at 8:30 am and finishes at 3:30 pm. After that, the students can join different extra activities.

The main idea of the school is to make young people from different cultures happy and [4] ___ about studying because they can decide what and how they want to study. The teachers should encourage them and give advice, but they [5] ___ make a decision for the students. At ASW, asking the right question is [6] ___ learning the right answer. When young people leave the school, they feel responsible for the world and want to change it for the better.

1	**A** keen on	**B** based on	**C** fond of
2	**A** good enough	**B** enough good	**C** well enough
3	**A** start	**B** starts	**C** is starting
4	**A** excited	**B** worried	**C** tired
5	**A** mustn't	**B** could	**C** must
6	**A** as important than	**B** not important as	**C** more important than

6 **Choose the correct options.**

1 I can't talk now. ___ (*Robię*) the shopping.
A I do **B** I must do **C** I'm doing
2 He ___ (*nie powinien*) walk the dog in the rain.
A doesn't have to **B** mustn't **C** shouldn't
3 You could always ask him to speak ___ (*wolniej*).
A slower **B** slowly **C** more slowly

7 **Choose the correct paraphrase.**

1 We <u>never study</u> on Friday afternoons.
We ___ on Friday afternoons.
A don't study
B are not studying
C not study
2 <u>No student</u> in our class <u>is faster</u> than Bill.
Bill ___ in our class.
A isn't the fastest student
B is the faster one
C is the fastest student
3 There <u>is no time</u> left.
There ___ left.
A are not many
B isn't any time
C is not enough time

READING

8 **Read the text and match sentences A–E to gaps 1–4 in the text. There is one extra sentence.**

SHOULD CHILDREN HELP WITH HOUSEWORK?

There are both positive and negative sides to sharing housework between parents and children.

On the one hand, jobs around the home teach responsibility. Another good side is that sharing housework is a good lesson in working in a team. [1] ▨ What's more, teenagers learn to respect their parents' work.

On the other hand, most parents find housework boring and think that teaching children to do the jobs well takes time. [2] ▨ Another problem is that teenagers do not have time for doing housework because they take part in extra activities and have to do homework. Schoolwork is often hard and tiring, so they easily forget about other responsibilities. [3] ▨

To sum up, making children do some housework has its good and bad sides. [4] ▨ With the right help, they can become adults who can take care of themselves and others in the future.

A Members of your family team are in charge of each other.
B Sometimes they prefer to do it themselves, better and faster.
C This skill is very important at school and at work, too.
D Parents should remember that children grow up.
E Home jobs are never the first things to do on their list.

SPEAKING

9 **Look at the photos and do the task.**

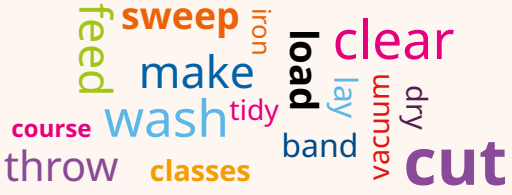
Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3. Szkoła, do której chodzisz, proponuje uczniom zajęcia pozalekcyjne.

- Wybierz zajęcia, które uważasz za najciekawsze dla siebie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

THINKING IMPULSE

SPEAK **Look back at the photo on page 36 and answer the questions. Use the words from the word cloud.**

- What jobs do you think the boy has to do at home?
- What is his father in charge of?
- How does he like to spend time after school?



3.2 *Have to*

Forma ***have to*** + **bezokolicznik** w zdaniach twierdzących wyraża **konieczność lub obowiązek wykonania danej czynności**, a w zdaniach przeczących – **brak konieczności lub brak obowiązku wykonania danej czynności**, np.

I have to help my little sister with her homework today. (Muszę dziś pomóc mojej młodszej siostrze z pracą domową.)

Tworzenie zdań z czasownikiem ***have to***: ***have/has to*** + **bezokolicznik**

Zdania twierdzące	Zdania przeczące
I/You/We/They have to feed the dog twice a day. *He/She/It has to do the vacuuming in the afternoon.*	*I/You/We/They don't have to wash up tonight.* *He/She/It doesn't have to make dinner on Sunday.*
Pytania ogólne	**Krótkie odpowiedzi**
Do I/you/we/they have to iron all these clothes? *Does he/she/it have to empty the dishwasher before lunch?*	*Yes, I/you/we/they do.* *No, I/you/we/they don't.* *Yes, he/she/it does.* *No, he/she/it doesn't.*
Pytania szczegółowe	
Why do I/you/we/they have to throw out the rubbish tonight? *How often does he/she/it have to lay the table?*	

3.7 Modal verbs: *could, should, must*

Modal verbs (**czasowniki modalne**) to m.in. ***could***, ***should*** czy ***must***. Każdy z nich ma inne znaczenie, ale łączy je kilka wspólnych cech:

- występują w jednej formie niezależnie od podmiotu;
- w zdaniu zawsze towarzyszy im bezokolicznik innego czasownika;
- w zdaniach przeczących łączą się ze słowem *not* (***could not = couldn't, should not = shouldn't, must not = mustn't***);
- w zdaniach pytających stawiamy je przed podmiotem.

Czasownik	Rodzaj zdania	Znaczenie	Przykład
could	twierdzące	możliwość wykonania danej czynności w teraźniejszości lub przyszłości	*We could (**moglibyśmy**) organise an online charity auction.*
	pytanie	grzeczna prośba lub propozycja	*Could (**Czy mógłbyś**) you open the window?*
should	twierdzące	czynność, którą ktoś powinien wykonać	*We should (**powinniśmy**) prepare some posters to advertise the charity event.*
	przeczące	postępowanie, które nie jest właściwe i którego powinno się unikać	*Students shouldn't (**nie powinni**) enter the classroom before the bell.*
	pytanie	zapytanie o słuszność danego postępowania	*Should (**Czy powinienem**) I join the drama circle?*
must	twierdzące	konieczność wykonania danej czynności, obowiązujące zasady	*I must (**muszę**) practise the song before the concert.*
	przeczące	zakaz wykonywania danej czynności	*Students mustn't (**Uczniom nie wolno**) leave the classroom without permission.*
	pytanie	zapytanie o konieczność	*Why must (**Dlaczego muszą**) they call the head teacher?*

UWAGA!
Formy przeczącej ***couldn't*** nie stosujemy w żadnym z powyższych znaczeń.

UWAGA!
Różnica między ***have to*** i ***must*** w zdaniach twierdzących jest niewielka. Czasownika ***have to*** używamy do opisywania czynności, których wykonanie zostało nam narzucone przez kogoś innego. Czasownik ***must*** stosujemy natomiast, gdy mówimy o wewnętrznym przymusie zrobienia czegoś, np.:

I have to (**muszę**) *load the dishwasher. Mum asked me to do it before leaving for school.*

I must (**muszę**) *go to the library. I'd like to borrow a few books to read during the holidays.*

W zdaniach przeczących ***have to*** i ***must*** mają zupełnie inne znaczenie: forma ***don't have to*** wyraża brak konieczności, a forma ***mustn't*** – zakaz, np.:

*Students don't have to (**nie muszą**) join an after-school club.*

*Students mustn't (**nie wolno im**) play ball games in the corridor.*

Extra Grammar Practice ≫ 134

– KEY WORDS

VOCABULARY 1 MP3 13

cut the grass	/kʌt ðə ˈgrɑːs/	ścinać trawę
clear the table	/ˌklɪə ðə ˈteɪbəl/	sprzątać ze stołu
do the cooking	/ˌduː ðə ˈkʊkɪŋ/	gotować
do the ironing	/ˌduː ðɪ ˈaɪənɪŋ/	prasować
do the shopping	/ˌduː ðə ˈʃɒpɪŋ/	robić zakupy
do the vacuuming	/ˌduː ðə ˈvækjʊəmɪŋ/	odkurzać
do the washing-up	/ˌduː ðə ˌwɔːʃɪŋ ˈʌp/	zmywać
dry the dishes	/ˌdraɪ ðə ˈdɪʃɪz/	wycierać naczynia
empty the dishwasher	/ˌempti ðə ˈdɪʃˌwɒʃə/	opróżniać zmywarkę
feed the pet	/ˌfiːd ðə ˈpet/	karmić zwierzę domowe
iron the clothes	/ˌaɪən ðə ˈkləʊðz/	prasować ubrania
lay the table	/ˌleɪ ðə ˈteɪbəl/	nakrywać do stołu
load the dishwasher	/ˌləʊd ðə ˈdɪʃˌwɒʃə/	ładować zmywarkę
look after the pet	/ˌlʊk ˌɑːftə ðə ˈpet/	opiekować się zwierzęciem
make (the) dinner	/ˌmeɪk (ðə) ˈdɪnə/	szykować obiad
make my bed	/ˌmeɪk maɪ ˈbed/	ścielić łóżko
sort the rubbish	/sɔːt ðə ˈrʌbɪʃ/	segregować śmieci
sweep the floor	/ˌswiːp ðə ˈflɔː/	zamiatać podłogę
throw out the rubbish	/ˌθrəʊ ˌaʊt ðə ˈrʌbɪʃ/	wyrzucać śmieci
tidy my room	/ˌtaɪdi maɪ ˈruːm/	sprzątać swój pokój
vacuum the floor	/ˌvækjʊəm ðə ˈflɔː/	odkurzać podłogę
walk the dog	/ˌwɔːk ðə ˈdɒg/	wyprowadzać psa na spacer
wash the clothes	/ˌwɒʃ ðə ˈkləʊðz/	prać ubrania
wash up	/ˌwɒʃ ˈʌp/	zmywać
water the grass/plants	/ˌwɔːtə ðə ˈgrɑːs/ ˈplɑːnts/	podlewać trawę/rośliny

GRAMMAR 1 MP3 14

clean the bathroom	/ˌkliːn ðə ˈbɑːθˌruːm/	czyścić łazienkę
do the cleaning	/ˌduː ðə ˈkliːnɪŋ/	czyścić
knife	/naɪf/	nóż
sink	/sɪŋk/	zlew
vacuum cleaner	/ˈvækjʊəm ˌkliːnə/	odkurzacz

SPEAKING MP3 15

dog shelter	/ˈdɒg ˌʃeltə/	schronisko dla psów
responsible	/rɪˈspɒnsəbəl/	odpowiedzialny
senior citizen	/ˌsiːniə ˈsɪtɪzən/	emeryt
take up time	/ˌteɪk ˈʌp ˌtaɪm/	zajmować czas
voluntary job	/ˈvɒləntəri dʒɒb/	wolontariat
volunteer	/ˌvɒlənˈtɪə/	wolontariusz

READING MP3 16

bake bread	/ˌbeɪk ˈbred/	piec chleb
be in charge of	/ˌbi ɪn ˈtʃɑːdʒ əv/	być odpowiedzialnym (za)
be responsible for	/ˌbi rɪˈspɒnsɪbəl fə/	być odpowiedzialnym (za)
carry water	/ˌkæri ˈwɔːtə/	nosić wodę
collect	/kəˈlekt/	zbierać
collect water	/kəˌlekt ˈwɔːtə/	gromadzić wodę
help with housework	/ˌhelp wɪθ ˈhaʊsˌwɜːk/	pomagać z pracami domowymi
long distance	/ˌlɒŋ ˈdɪstəns/	duża odległość
make a fire	/ˌmeɪk ə ˈfaɪə/	rozpalać ogień
mission	/ˈmɪʃən/	misja
no running water	/ˌnəʊ ˌrʌnɪŋ ˈwɔːtə/	brak bieżącej wody
save water	/ˌseɪv ˈwɔːtə/	oszczędzać wodę
share housework	/ˌʃeə ˈhaʊsˌwɜːk/	dzielić się obowiązkami domowymi
shelter	/ˈʃeltə/	schronienie
take care of	/ˌteɪk ˈkeər əv/	opiekować się kimś
teach (children) responsibility	/ˈtiːtʃ (ˌtʃɪldrən) rɪˌspɒnsəˈbɪləti/	uczyć (dzieci) odpowiedzialności
wood	/wʊd/	drewno

VOCABULARY 2 MP3 17

after-school activities	/ˌɑːftəˌskuːl əkˈtɪvɪtiːz/	zajęcia pozaszkolne
art	/ɑːt/	sztuka
band	/bænd/	zespół
charity events	/ˈtʃærɪti ɪˌvents/	przedsięwzięcia charytatywne
circle	/ˈsɜːkəl/	kółko zainteresowań
classes	/ˈklɑːsɪz/	zajęcia
club	/klʌb/	klub
course	/kɔːs/	kurs
find out	/ˌfaɪnd ˈaʊt/	dowiadywać się
group	/gruːp/	grupa
improve	/ɪmˈpruːv/	ulepszać, poprawiać
IT	/aɪtiː/	informatyka
join	/dʒɔɪn/	dołączyć (do)
lab	/læb/	laboratorium/warsztat
media	/ˈmiːdiə/	media
music	/ˈmjuːzɪk/	muzyka
orchestra	/ˈɔːkɪstrə/	orkiestra
organise	/ˈɔːgənaɪz/	organizować
special interests	/ˌspeʃəl ˈɪntrəsts/	szczególne zainteresowania
sports	/spɔːts/	sport
take part in	/ˌteɪk ˈpɑːt ɪn/	brać udział w
team	/tiːm/	drużyna
technology	/tekˈnɒlədʒi/	technologia

LISTENING MP3 18

community	/kəˈmjuːnəti/	społeczność
encouraging	/ɪnˈkʌrɪdʒɪŋ/	wspierający, zachęcający
event	/ɪˈvent/	wydarzenie
excited	/ɪkˈsaɪtɪd/	podekscytowany
fascinated	/ˈfæsɪneɪtɪd/	zafascynowany
head teacher	/ˌhed ˈtiːtʃə/	dyrektor (szkoły)
relaxing	/rɪˈlæksɪŋ/	uspokajający, relaksujący
support	/səˈpɔːt/	wspierać
tired	/ˈtaɪəd/	zmęczony
worried	/ˈwʌrɪːd/	zmartwiony

GRAMMAR 2 MP3 19

do well in a test	/ˌduː ˌwel ɪn ˈtest/	wypaść dobrze na egzaminie
drive someone (to the station)	/ˈdraɪv ˌsʌmwʌn (tə ðə ˈsteɪʃən)/	podwieźć kogoś (na stację)
miss a test	/ˌmɪs ə ˈtest/	opuścić test
support a charity activity	/səˌpɔːt ə ˈtʃærəti ækˌtɪvəti/	wspierać wydarzenie charytatywne
switch off the mobiles	/ˌswɪtʃ ˌɒf ðə ˈməʊbaɪlz/	wyłączać telefony

WRITING MP3 20

be against the idea	/biː əˌgenst ðɪ aɪˈdɪə/	być przeciw pomysłowi
good/bad sides	/ˈgʊd/ˈbæd ˌsaɪdz/	dobre/złe strony
task	/tɑːsk/	zadanie, obowiązek
topic	/ˈtɒpɪk/	temat, zagadnienie

MEMORY IMPULSE

Kolokacje

Warto zapamiętywać nie pojedyncze słowa, a kolokacje, czyli poprawne połączenia wyrazowe, które stosowane są z danym słowem, np.:

dishwasher *– load the dishwasher, empty the dishwasher*

club *– join a club, start a club, belong to a club*

4 THEN AND NOW

1 **SPEAK** **Look at the photo and answer the questions.**

THINKING IMPULSE

- Why is the girl taking a selfie?
- Would you prefer to have yourself or the cathedral in the photo?

2 **SPEAK** **Read the comments. Which of the authors knows this place?**

St3ave01
❤️❤️ for the cathedral and for the girl! 😍

EmiLY
Picture speaks for itself! Have fun!

Josssh
Lucky you were there before 2019. 😭

Lucy102
This place always makes my day!

Comment ••• ♡

1 SPEAK **Answer the questions about the places from the box.**

MEMORY IMPULSE

bank cinema hospital hotel museum park post office restaurant theatre

1 Why do people visit or phone these places?
2 Which of the places are near where you live?

2 1.32 KEY WORDS **Read the sentences about some famous places and choose the correct options. Then listen to the quiz and check your answers.**

1 The Louvre is the largest **art gallery** in *Paris* / *Venice*.
2 Ulm Minster in Germany is the *tallest* / *oldest* **church** in the world.
3 This **science museum** in Warsaw is called the *Copernicus Science Centre* / *Palace of Culture and Science*.
4 Windsor **Castle**, Queen Elizabeth II's residence, is forty-two kilometres *west* / *north* of London.
5 Sanssouci is the royal **palace** in *Potsdam* / *Vienna*.
6 The Eiffel **Tower** in Paris is named after the *designer* / *president*.
7 The local government works in this **town hall** in *Prague* / *Zamość*.
8 Disneyland is the name of *two* / *six* **amusement parks** in the world.
9 Notre Dame **Cathedral** in Paris is under reconstruction after the fire in *2019* / *2020*.
10 Grand Central Terminal is the *largest* / *oldest* **railway station** in the world.

3 KEY WORDS **Match the highlighted words to definitions 1–8. Which places in exercise 2 could they refer to?**

bell • **collection** • ~~**entrance**~~ • **object** • **painting** • **roller coaster** • **ruins** • **view**

1 the door or gate — *entrance*
2 the area you see
3 a metal object that makes a sound
4 a piece of art made by a painter
5 a thing
6 a group of things
7 a destroyed building
8 a ride at the amusement park

4 1.33 **Listen to five people talking about their trips to the places highlighted in exercise 2. Which places are they talking about?**

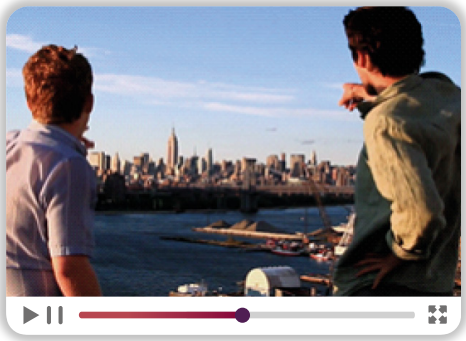
5 **Translate into English.**

1 There are some *ruins* (*ruiny*) near the _____ (*wejście*) to the _____ (*zamek*).
2 The _____ (*galeria*) is famous for the _____ (*kolekcja*) of unusual old _____ (*malowidła*).
3 I am fascinated by the _____ (*dzwony*) in this _____ (*katedra*).
4 In the _____ (*muzeum nauki*), you can see different _____ (*przedmioty*) from the past times.
5 If you climb up the _____ (*wieża*), you can see an amazing _____ (*widok*) of the city.
6 I think you should try the new _____ (*kolejka górska*) at the _____ (*park rozrywki*).

6 SPEAK **Talk about the places of interest in your area. Which three would you recommend visiting and why?**

7 SPEAK **Describe the video still and answer the questions.**

THINKING IMPULSE



1 Do you think the people are enjoying the view? Why/Why not?
2 Does the view make you want to visit this place or not?

FAST FINISHERS

Imagine you are designing a tourist attraction: a minature park. Write which famous sights you would like to have in your park.

4.2 Grammar 1

Past simple: was/were, there was/were

1 **SPEAK** **Answer the questions.**

1 Which way of learning history is better: in school lessons or museum lessons? Why?
2 Would you prefer to spend a free day in an amusement park or at a science museum? Why?

2 **Read the message below. Whose weekend was better, in your opinion: Kate's or Tim's?**

Hi Meg,
How **was** your weekend? Where **were** you on Saturday? I **was** at the amusement park with Oscar. Kate **wasn't** with us. She **was** at the science museum with her sister. It **was** an exciting day for me. **There were** lots of roller coasters, and some of them **were** really dangerous. After the rides, we **were** hungry, and, luckily, **there was** a snack bar there. It's a pity you **weren't** with us.
CU, Tim

3 **Look at the video still and study the grammar table. Find other examples of past simple forms of the verb *to be* in the text in exercise 2.**

Key Grammar

Past simple: *was/were*

Czasu *past simple* używamy, aby opisać wydarzenia z przeszłości.
Określenia czasu: *yesterday*, *a week ago*, *last summer*, *in 2018*, *when I was a child*, etc.

Formy czasownika *to be* w czasie *past simple*: *was* (*not*), *were* (*not*).

	I/He/She/It	You/We/They
+	*She was at the museum.*	*They were dangerous.*
−	*Kate wasn't with us.*	*You weren't with us.*
?	*Was the weather fine?* *Yes, it was./No, it wasn't.*	*Were you at the party?* *Yes, we were./No, we weren't.*
Wh- ?	*Where was he?*	*Where were they?*

Past simple: *there was/were*

+	*There was a snack bar.*	*There were lots of roller coasters.*
−	*There wasn't much technology.*	*There weren't many people.*
?	*Was there a roller coaster?* *Yes, there was./No, there wasn't.*	*Were there any hotels?* *Yes, there were./No, there weren't.*
Wh- ?	*Who was there?*	*How many people were there?*

Grammar Reference ≫ 62

4 **Complete the text with the correct forms of *there was / there were*.**

MUSEUMS WITH INTERACTIVE SHOWS ARE MAKING PLACES MORE INTERESTING

Before the era of technology, museums were quiet and sometimes boring. [1] *There was* only one way to walk through the museum, to look at all the things there. [2] _____ many things to look at, but [3] _____ anything to touch because all the objects were behind glass. [4] _____ guide books, but [5] _____ any audio guides in different languages to give visitors information about the place. And [6] _____ any comments or reviews on websites because, of course, [7] _____ the Internet.

5 1.34 **Complete the dialogue with *was/wasn't* or *were/weren't*. Then listen and check.**

Grandpa! What [1] *was* your town like when you [2] _____ a child?

Well, seventy years ago, the town [3] _____ completely different from now. There [4] _____ one school near the town hall. There [5] _____ only two shops in the main street.

[6] _____ there any cars?

Oh ... My street [7] _____ as noisy as it is now. There [8] _____ so many cars.

What [9] _____ in the place where the amusement park is now?

There [10] _____ a large field. There [11] _____ a sports ground in the town, so it [12] _____ the best place to play football.

6 **SPEAK** **Complete the questions with *was* or *were*. Then answer the questions.**

1 Where _____ you last weekend?
2 What _____ your town like a hundred years ago?
3 Who _____ you with on your last holiday?
4 What _____ your favourite toy when you _____ a child?

#BRAINTEASER

Two fathers and two sons were in the kitchen. There were three sandwiches, one for each. How was it possible?

FAST FINISHERS

Imagine it is the year 2080. Your grandson asks you what your town was like when you were a teenager. Describe the town.

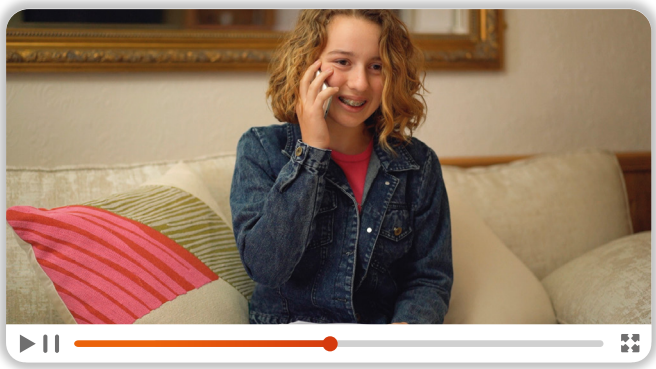
Asking for and giving directions

1 SPEAK **What objects do you think there are in the following museums? Which museum would you like to visit? Why?**

- The International Spy Museum (Washington, D.C., USA)
- The Museum of Broken Relationships (Zagreb, Croatia)

2 SPEAK **Read the leaflet about the Viking Museum. Would you like to visit this museum? Why/Why not?**

3 1.35 **Karen is calling the Viking Museum to get some information. Which questions 1–4 did you hear?**



1 What time does it open?
2 Is there a café?
3 How much does it cost?
4 How can I get there?

4 1.35 **Listen again and complete Karen's notes.**

Monday to Friday: [1] *10:30 – 3:30*
Weekends: [2] _____ – 3:30
Ticket: £ [3] _____
Bus: [4] _____ from the [5] _____

5 1.36 **Study the Key Phrases box. Then listen to a conversation between Karen and a man she asks how to get to the Viking Museum. Which Key Phrases did you hear?**

Key Phrases

Asking for and giving directions

Asking for directions
Where is (the nearest) ...?
Excuse me, how can I get to ...?
Could you tell me the way (to ...), please?

Giving directions
Go straight on.
Go down/along this street.
Go as far as ...
Turn right/left (into ... Street).
Take the first/second (turning on the) left/right.
Go past ...
Cross the street.
It's on your left/right.
It's in ... Street, next to/opposite/between ... and ...
It's between ... and ...

6 1.36 **Complete the dialogue with the correct Key Phrases. Then listen again and check.**

Excuse me! Where is the Viking Museum?

The Viking Museum? Let me think! Oh ... It's [1] *in* Oak Street, [2] _____ to the bank.

[3] _____ you tell me the way, please?

Of course. Go [4] _____ this street as [5] _____ as the traffic lights. Then turn right [6] _____ Oak Street, go [7] _____ the bank, and the museum is [8] _____ your right.

Thank you!

7 **Translate into English. Use the Key Phrases.**

1 Could you tell me *the way to the cinema* (*drogę do kina*)?
2 Go _____ (*prosto*) and take _____ (*drugą w lewo*).
3 Go _____ (*aż do*) the traffic lights and _____ (*skręć*) right.
4 _____ (*Przejdź na drugą stronę*) the street, and the museum is _____ (*po prawej stronie*).

8 SPEAK **Read the instructions and do the speaking task. Student A, look at page 141. Student B, look at page 142.**

FAST FINISHERS

Describe the way from the station (bus, railway, underground) to your house. Do not use the instruction 'turn right'.

4.4 Reading

Texts about travelling now and in the past

1 MEMORY IMPULSE **SPEAK** **Which means of transport from the box do you like most? Which of them are there in your area?**

bike	boat	bus	car	coach	motorbike	plane
scooter	ship	train	tram			

2 **SPEAK** **Compare travelling in the 1930s and now. Use the prompts below and your own ideas.**

1 not many / a lot of cars
2 light/heavy traffic
3 quiet/crowded streets
4 signs and maps / GPS showing the way

1 In the 1930s, there weren't many cars, but now there are a lot of cars.

3 1.37 **Read texts A–D and match them to statements 1–3. There is one extra text.**

1 The author of this text warns the readers that they cannot be late with their work.
2 The author informs the reader about a possible delay.
3 This text contains information about the past in someone's hometown.

4 KEY WORDS **Complete the sentences with the highlighted words in the texts.**

1 In the past, there were *one-lane* roads, so travelling by automobile was difficult.
2 Scooters are very comfortable in cities, but you mustn't use them on _____.
3 A good _____ is a useful way to travel quickly from A to B.
4 There are _____ on Market Street, so it's not the best way to go.
5 This road is closed, so we have to change our _____.
6 Because of a serious car _____, cars are waiting in a long _____.

5 **Read texts A–D again and complete Karen's email.**

New message

Hi Chris,
How are you? How is Aunt Helen? I'm so excited that you're coming to Bedford in your first car.

I can't wait to show you our grandfather's diary. My friend from school, who prepared a [1] _____ with me for last Friday, really loved it! There are some notes about travelling when grandad was a schoolboy. Did you know that cars were called automobiles then? And that they were only for [2] _____?

BTW, when you come, don't take the M1 motorway. I know that it is usually fast, but there are [3] _____ on it now, so there are lots of traffic jams. Go on the A6 at Luton. Yesterday there was an [4] _____ and the road was closed, but now it's open again. Use your [5] _____, too – then you should be OK.

Let me know when you're coming.
CU, Karen

Send

6 **Read the WATCH OUT box and find at least eight examples of compound nouns in the texts on page 55. What two words make the compound noun? What do they mean together?**

1 grandfather = grand + father – dziadek

WATCH OUT **Rzeczowniki złożone**

Rzeczowniki złożone (***compound nouns***) powstają przez połączenie dwóch (lub więcej) wyrazów. Mogą być pisane razem – ***motorway***, oddzielnie – ***traffic jam*** lub z łącznikiem – ***warm-up***.

7 **SPEAK** **Do you agree with statements 1–2? Why/Why not?** THINKING IMPULSE

1 Travelling was easier in the past than it is now.
2 People shouldn't use cars for short distances – only public transport or bikes.

FAST FINISHERS

Make as many compound nouns as possible using the nouns from the box. What do the new phrases mean?

1 road map

bus	journey	lights	map	road	station	ticket
traffic	train	trip				

RESEARCH IMPULSE

Search online to find a photo of a place in your town/city from the past. Write the differences between this place then and now.

A

Wednesday, 18 August

Back to the 1930s

When I'm watching all these cars running around the city of Bedford, my memory goes back to the 1930s. I was a schoolboy then.

The cars were called automobiles, and they were only for rich families. There weren't any **motorways**, only **one-lane** roads, and travelling on foot or by bike was normal. Between cities, it was possible to take the bus or train.

Now, there are wide roads and motorways, and you can travel faster and more comfortably. However, when too many drivers want to travel at the same time, all the high tech can't help, and they have to wait in a **traffic jam**. Then the cars move at five kilometres per hour. Isn't that slower than by bike?

B

BEDFORD BULLETIN

Drivers' corner

- There are **roadworks** on the M1 between Luton and Northampton. Possible traffic jams between 9 am and 4 pm from 10 June to 15 June. The live radio reports suggest taking other **routes**.
- There's been a car **accident** on the A421. The police advise drivers to take the A6 from Luton to Bedford or use a good **navigation app** which shows roads with heavy and light traffic.

C

Dear Students,

Do you remember the date for your history projects? It's this Friday – no delays. I hope they are all going well. Some of you asked me which city you should describe. It can be any city that you like or know well, but you have to know things about its past, too. I think Bedford is the easiest to write about because it's your hometown, but you can choose for yourselves.

I can't wait to see your posters!

Ms Green

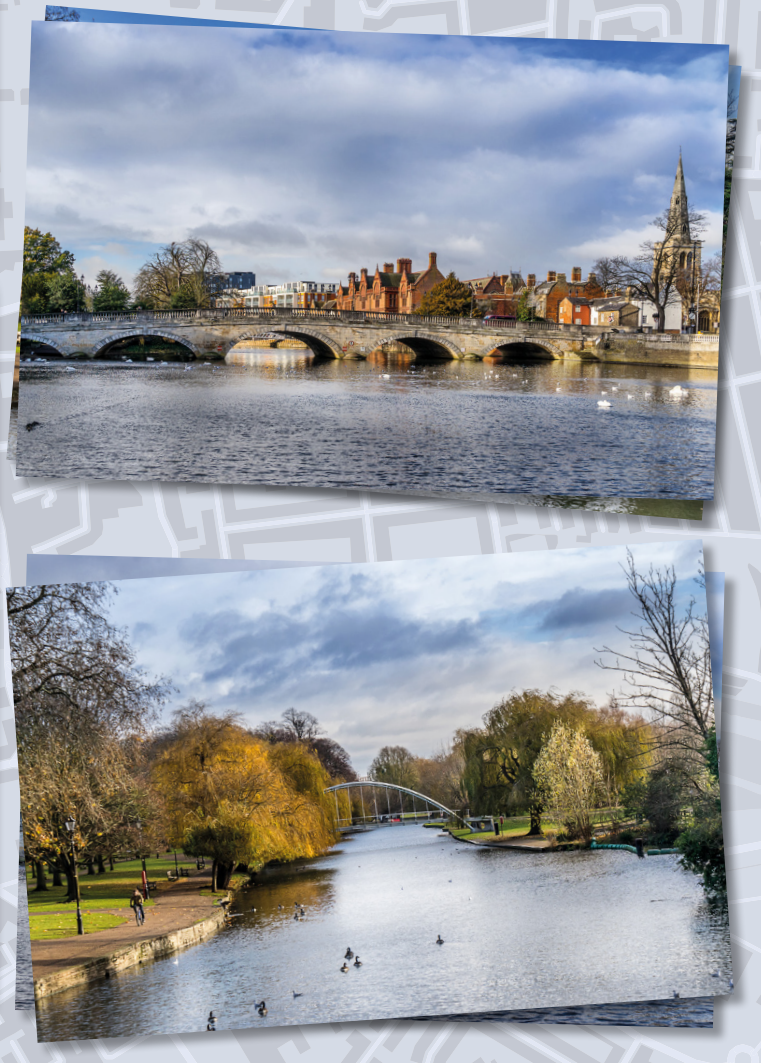
D

Karen,

We only have five days left to finish our project, that is four (!!!) afternoons. The material you sent me yesterday is great! Your grandfather's diary is full of useful information. Still, we don't have much time. Remember that we are meeting today? I might be late, though! *Bedford Bulletin* says there are some problems with traffic because of roadworks.

I'll see you at around five.

Martha



GLOSSARY
automobile – dawniej: samochód
high tech – zaawansowana technologia

4.5 Vocabulary 2

Dishes · Eating out · Cooking

1 **SPEAK** **Would you choose a restaurant or a pizzeria for the following occasions? Why?**

MEMORY IMPULSE

- a meeting with friends
- your birthday party
- the end-of-school celebration

2 **Look at the places in photos 1–7 and answer the questions below. There may be more than one correct answer.**

café

canteen

fast food restaurant

self-service restaurant

sit-down restaurant

snack bar

takeaway restaurant

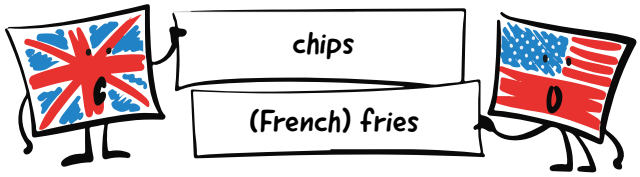
In which of the places do you

1 get food to eat at home?
takeaway restaurant, self-service restaurant, ...
2 get a cheap meal in your school? _____
3 get table service? _____
4 get coffee and something sweet? _____
5 take your food yourself? _____
6 order your food at the counter? _____

3 **SPEAK** **Read ads 1–3 below. Where would you like to eat? Why?**

4 **KEY WORDS** **Complete the sentences with the highlighted words from the texts in exercise 3. You may need to change the forms of the words.**

1 You can buy a *takeaway* at a takeaway restaurant.
2 Sit-down restaurants always offer customers table _____.
3 Read the _____ carefully before you make this _____.
4 A big meal starts with a _____, then you have the _____.
5 The sweet course at the end of a _____ is called the _____.



5 **Look at the underlined adjectives in exercise 3 and match them to the correct categories.**

1 describing food/a dish: *traditional, ...*
2 describing the way of cooking: *fried, ...*

6 **1.38** **Listen to six dialogues. Where do they take place?**

7 **SPEAK** **Translate into English. Then answer the questions.**

1 What kind of potatoes do you prefer: *boiled* (*gotowane*) or _____ (*pieczone*)?
2 Do you prefer _____ (*pieczony*) or _____ (*grillowany*) chicken?
3 Have you got a _____ (*przepis*) for a _____ (*smaczny*) dessert?
4 How often do you buy _____ (*posiłki na wynos*)?
5 Do you start your family meal with a _____ (*przystawka*)?

FAST FINISHERS

Write a funny advertisement for a restaurant to encourage young customers to come to it.

1

A Dozen Spices

Sit-down restaurant offers traditional starters, main courses and desserts based on old recipes. Quick service, delicious meals and fair prices guaranteed.

2

At GOOD FOOD self-service restaurant, you collect your meal from the counter! Fresh, healthy food, tasty dishes, takeaways on request. Discounts for students.

Good Food

3

SCHOOL CANTEEN MENU

• MONDAY •	• TUESDAY •	• WEDNESDAY •
– tomato soup	– cucumber soup	– chicken soup
– fried chicken	– roast pork	– baked lasagne
– boiled vegetables	– raw vegetables	
• THURSDAY •	**• FRIDAY •**	
– vegetable soup	– beetroot soup	
– grilled fish	– meatballs	
– cabbage salad	– cucumber salad	

An interview with a restaurant owner

1 **SPEAK** **Answer the questions.**

1 Where would you like to have your dream family dinner? Why there?
2 What would you order for a starter, the main course and a dessert? Why?

2 **KEY WORDS** **What do people 1–3 do in a restaurant? Match them to phrases a–i. One phrase matches two people.**

1 chef

2 customer

3 waiter/waitress

a book a table
b leave a tip
c make a reservation
d make dishes
e order a meal
f pay the bill
g recommend a dish
h serve the dishes
i take an order

3 **SPEAK** **Look at photos 1–4 and answer the questions.**

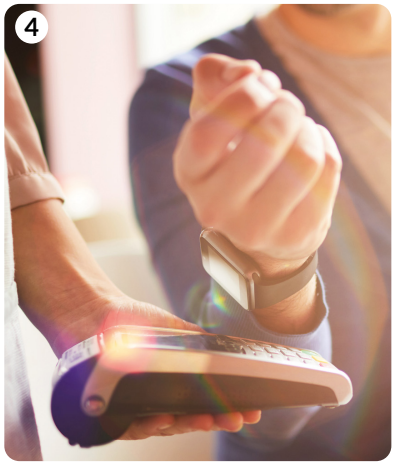
THINKING IMPULSE

1 Which activities from exercise 2 can you see?
2 Which form of ordering a meal do you prefer – the one in picture 1 or in picture 2? Why?
3 How do you usually order a meal and pay the bill in a restaurant?

1

2

3


4

4 1.39 **Listen to an interview with a restaurant owner. Which of the restaurants in the photos in exercise 3 could be hers? Why?**

5 1.39 **Listen to the interview again and complete the table.**

A Dozen Spices – Fact File	
Owner	Lorri May
The restaurant's name	1 _____ idea
Opening day	2 _____
Reasons for keeping the business	for her father and 3 _____
How to 4 _____	by phone or online
How to 5 _____ and pay	through wireless devices at the tables

6 **SPEAK** **Answer the questions.**

1 Which restaurant from the interview would you prefer to visit: from 'then' or from 'now'? Why?
2 Think of a restaurant you sometimes go to: is it more like A Dozen Spices from 'then' or from 'now'?
3 Would you like to have your own restaurant? Why/Why not?

7 **Read the WATCH OUT box. What are the things below?**

baked potatoes – a dish

~~baked potatoes~~ breakfast dessert dinner grilled fish ice cream lunch pizza roast chicken starter tortilla

WATCH OUT ***meal* vs *course* vs *dish***

meal (posiłek) – an occasion for eating food
course (danie) – one part of a meal
dish (potrawa) – food that we cook, serve and eat

8 **SPEAK** **Answer the questions.**

1 Which is the most important meal of the day for you? Why?
2 How many courses are usually in a big family dinner?
3 What dishes can you make on your own?

FAST FINISHERS

Imagine you own a restaurant. What is it called? Write five activities that take place in your restaurant.

RESEARCH IMPULSE

Find some information online about one of the most expensive restaurants in the world. What dishes are on its menu? What are their prices? Tell the class about your findings.

4.7 Grammar 2

Past simple: affirmative

1 **SPEAK** **Answer the questions.**

1 When was the last time you were at a restaurant?
2 Were you pleased with the meal? Why/Why not?

2 1.40 **Listen to the phone conversation between Ruby and Mia. Are they pleased with their evenings? Why/Why not?**

3 1.40 **Listen again. Are the statements true (T) or false (F)?**

1 Ruby's family **had** a great time at the restaurant last night. T / F
2 Some reporters **talked** to the restaurant owner. T / F
3 Ruby **helped** her mum make an online reservation. T / F
4 They **ordered** their meals through the tablet on the table. T / F
5 Ruby **got** a cold and **stayed** at home last night. T / F

4 **Look at the video still and study the grammar table. Find other examples of past simple forms of verbs in exercise 3.**

Key Grammar

Past simple: zdania twierdzące

Formę czasu ***past simple*** czasowników regularnych tworzymy przez dodanie końcówki ***-ed*** lub ***-d***, np.: *work – worked*, *smile – smiled*.

Zasady pisowni czasowników z końcówką *-ed* ≫ strona 62

Form czasu ***past simple*** czasowników nieregularnych trzeba nauczyć się na pamięć.

Czasowniki regularne (*regular verbs*)	Czasowniki nieregularne (*irregular verbs*)
I helped my mum. *They ordered their meals.*	*She took my order.* *Ruby got a cold.*

Irregular verbs ≫ 143 Grammar Reference ≫ 62

5 **Match the past simple forms of the regular verbs from the box to the correct categories.**

~~answer~~ ask carry cook cry die drop enjoy hate invite live phone stop visit watch

-ed	-d	-ied	doubling + -ed
answered, ...			

6 1.41 **Listen to the past simple forms of the verbs in exercise 5 and decide if you hear /d/, /t/ or /ɪd/ at the end of each verb.**

7 **Complete the sentences with the past simple forms of the regular verbs in brackets.**

1 We *enjoyed* (**enjoy**) the meal very much.
2 Tim _____ (**carry**) these heavy bags for me yesterday.
3 I _____ (**cook**) a vegetable cream for the family dinner last Sunday.
4 Sandra _____ (**invite**) only her best friends to the birthday party.
5 Yesterday evening, I _____ (**stop**) at a snack bar to get a sandwich.
6 He _____ (**live**) in this street when he was a child.

8 **Complete the text with the past simple forms of the verbs from the box. There is one extra verb.**

eat put see stay ~~take~~ travel visit

My best eating-out experience [1] *took* place in Kenya a few years ago, when we [2] _____ Nairobi. We [3] _____ at the Giraffe Manor hotel. During our first meal at the restaurant, we [4] _____ a huge giraffe at the window. Suddenly, the animal [5] _____ its head through the open window into the restaurant room and [6] _____ the salad from my plate.

9 **SPEAK** **Complete the text with the past simple forms of the irregular verbs in brackets. Answer the question from the text.**

Before the mobile phone era, customers [1] *came* (**come**) to the restaurant to book a table. The waiter or waitress [2] _____ (**write**) down their reservation in a big book. During the meal, customers [3] _____ (**read**) the menu, [4] _____ (**choose**) the dish and ordered a meal. A waiter [5] _____ (**take**) the order and [6] _____ (**give**) it to the chef. Customers [7] _____ (**pay**) for their meal in cash. They usually [8] _____ (**leave**) big tips. What was it like when you were last at the restaurant?

FAST FINISHERS

Describe a funny or strange eating-out experience, true or imaginary. Use past simple forms of verbs.

An informal letter of enquiry

Hi Emma,

A How are you? I'm writing to ask you for some information.

B Last year, me and my friends travelled to Scotland. This year, we are planning to travel around Wales in July. We want to spend three days in Cardiff. **Do you know any** hotels with student discounts? **Can you recommend** a place with good and cheap meals? **How can we** get around the city, by bus or by bike? We prefer bikes, of course, but **is it possible to** rent a city bike in Cardiff? **Are there any** bike paths? **When's the best time** to visit the castle to avoid the crowds of tourists? **Do we have to** hire a guide?

C I hope we can meet in Cardiff. **Can't wait for** it! **Write back soon**.

CU,
Marina

1 SPEAK **Imagine you are planning to travel around Wales. What would you like to ask your Welsh friend about before your journey?**

2 **Read the letter and answer the questions.**

1 Why is Marina writing this letter to Emma?
2 What does Marina ask about?

3 **Read the letter again. Match paragraphs A–C to parts of the letter 1–3.**

1 Conclusion ____ 2 Introduction ____ 3 Main body ____

4 **Study the Key Phrases box. Which Key Phrases did Marina use in her letter? How can you use the other phrases in a letter?**

Key Phrases

An informal letter of enquiry

Introduction

How are you (doing)?/What's up?
I'm writing to ask you for/about ...

Main body – asking questions

Do you know any ...?	Is it possible to ...?/ Are there any ...?
Can you tell me/send me/ recommend ...?	Where/When is the best ...?
How/Where/When can I ...?	Do I have to ...?/Should I ...?

Conclusion

Write back to me soon/ASAP, please.
I can't wait for/to ...

5 **Translate into English.**

1 Jak najlepiej dotrzeć ze stacji do hotelu?
What's the best *way from the station to the hotel?*
2 Czy możesz polecić najwygodniejszy sposób poruszania się po mieście?
Can you _____?
3 Czy w mieście są ścieżki rowerowe?
Are there _____?
4 Kiedy można kupić bilety na koncert?
When _____?

6 **Do the writing task. Follow the steps in the Writing Planner.**

Wraz z rodzicami planujecie rodzinny wyjazd do Szkocji. Napisz list do znajomego w Glasgow, w którym:

- poinformujesz o Waszych planach i zapytasz o zakwaterowanie w pobliżu jego domu,
- poprosisz o informację dotyczącą transportu po mieście,
- zapytasz o możliwość zamówienia wycieczki do Loch Ness i jej koszt,
- poprosisz o zakup trzech biletów na koncert podczas Waszego pobytu.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi Steven,
How are you doing? I'd like to ask you for some information.

WRITING PLANNER

PREPARE
Przygotuj pytania, które zadasz w liście. Możesz zapytać, czy znajomy może polecić jakieś miejsca noclegowe, jak najlepiej się poruszać po mieście, co warto zwiedzić itp. Wykorzystaj zwroty z ramki Key Phrases.

WRITE
Napisz list. Pamiętaj o budowie listu, powitaniu i zwrotach kończących.

CHECK
Upewnij się, że Twoja wypowiedź zawiera wszystkie elementy listu, rozwija każdy punkt, jest odpowiedniej długości i nie ma błędów ortograficznych.

FAST FINISHERS

Write five questions to Emma. Ask about some funny places or strange rules in her country.
1 Is it possible to get to the top of the castle by car?

VOCABULARY

1 **Choose the odd word out. Then add one word to each group.**

1 cathedral, palace, ~~hospital~~, castle, *tower*
2 starter, self-service, fast-food, takeaway, _____
3 church, park, bank, restaurant, _____
4 baked, roast, tasty, fried, _____
5 art gallery, science museum, town hall, theatre, _____
6 book a table, order a meal, take an order, leave a tip, _____

2 **Choose the correct options.**

1 After the cinema, we went to the ***amusement park*** / ***snack bar*** to get something to eat.
2 Where is the ***entrance*** / ***view*** to the tower?
3 Can I use my smartphone to ***serve the dishes*** / ***pay the bill***?
4 The gallery is famous for its ***collection*** / ***ruins*** of modern paintings.
5 This ***dish*** / ***course*** is delicious. I'd like to get the recipe for it.
6 Do you recommend the ***main course*** / ***recipe*** at this restaurant?

GRAMMAR

3 **Complete the sentences with the past simple forms of the verbs in brackets.**

1 The Royal Family *lived* (live) in this palace for centuries.
2 My dad _____ (teach) me to swim in the lake.
3 There _____ (be) one free table next to the window.
4 Last summer, we _____ (travel) around Europe by coach.
5 My mum _____ (make) a delicious cake for my birthday party.
6 The guide _____ (show) us the way to the entrance.

4 **Complete the message with the past simple forms of the verbs from the box. There is one extra verb.**

be	discover	give	go	listen	ride	take

Hi Chris,
Greetings from Krakow! This is the second day of our trip to this beautiful city. Yesterday was great because we [1] *went* to the most important places on Segways! First, the guide [2] _____ us some instructions on how to use them safely, and then we [3] _____ our Segways after him in a line. We [4] _____ to his interesting stories and [5] _____ the history of the city. There [6] _____ more Segway tours in town, so I guess this way of sightseeing is becoming popular.
Take care,
Karen

USE OF ENGLISH 1 2 3 4 5 6 7 8

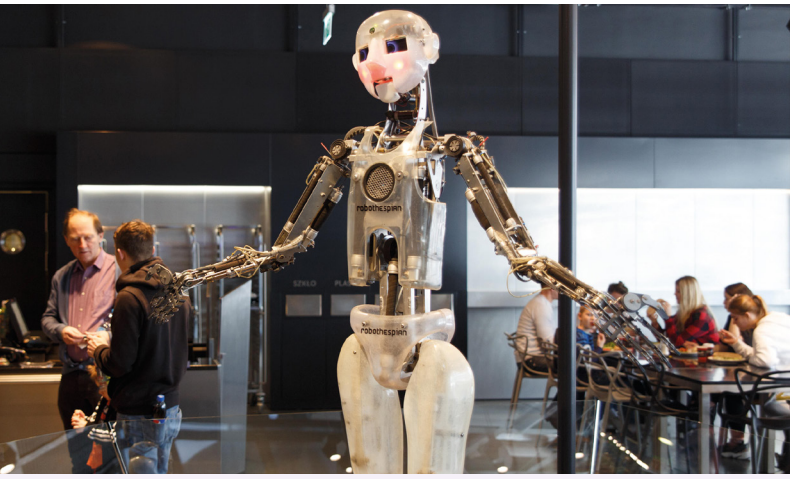
5 **Choose the correct paraphrase.**

1 Are you into cooking for yourself, Mark?
A Are you good at
B Are you in the mood for
C Are you fond of
2 Do you remember that you have to load the dishwasher today?
A you must
B you should
C you could
3 I advise you to wait for the discount.
A Don't wait
B You could always wait
C Let's wait
4 Can I book a table for tomorrow?
A get the menu
B make a reservation
C pay the bill
5 We saw some interesting objects at the museum.
A There were
B We were
C They were

6 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.**

1 It was a difficult task, but I *tried hard and did* (try / hard / and / do) it.
2 _____ (he / often / watch) thrillers?
3 Look over there! Paula _____ (sit / next) Jane.
4 What _____ (your parents / do) in the evenings?
5 What _____ (your sisters / do)? They should be here now.

7 **Complete the text with one word in each gap.**



The Copernicus Science Centre

In 2010, an interactive humanoid robot at the entrance of the building invited the first visitors to the place. Now, the Copernicus Science Centre in Warsaw is one of the capital's top tourist attractions, and teenagers like to spend their [1] *pocket* money there.
There are a [2] _____ of possibilities for learning and having fun at the centre. You [3] _____ press a button or touch a screen to choose subjects, presentations, quizzes or even a physical experience like flying on a carpet or piloting a spaceship. Both teenagers and adults are interested [4] _____ doing experiments in the huge lab. Last year, there [5] _____ also an area called *Air – it's more than just nothing*, showing the nature of the wind. It was a lot of fun. Visitors usually spend more than three hours at the centre. If you get hungry, the restaurant on [6] _____ first floor offers snacks and full meals during opening hours.

LISTENING

8 1.42 **Listen to a conversation and complete the notes.**

TRIP TO HISTORY MUSEUM – INFO

On [1] *Wednesday*

Meeting point: [2] _____

Meeting time: [3] _____

Things to take:

– £5 for [4] _____,

– some cash for lunch,

– [5] _____.

SPEAKING

9 **Describe the photo and answer the questions.**

Student A

1 Is it hard for the cyclist to get around the city? Why/Why not?
2 How do you get to school? Why this way?
3 Tell me about a bike trip you enjoyed.

Student B

1 Are the people enjoying the meeting, in your opinion? Why/Why not?
2 What places do you choose for eating out? Why?
3 Tell me about a meal you made yourself.

THINKING IMPULSE

Look back at the photo on page 50 and write a short story about the situation. Use the words from the word cloud.

4.2 Past simple: *was/were, there was/were*

Zdania w czasie *past simple* opisują zakończone stany i czynności, które miały miejsce w określonym momencie w przeszłości, np.
The restaurant was closed yesterday.
(Wczoraj restauracja była zamknięta.)

Określenia czasu typowe dla ***past simple*** to takie, które pomagają precyzyjnie opisać czas wydarzeń, m.in.:

- ***yesterday/the day before yesterday*** (wczoraj/przedwczoraj);
- **... *ago*** (... temu), np.: *three days ago, one week ago*;
- ***last*** ... (w zeszły.../zeszłego...), np.: *last Friday, last summer*;
- ***on*** + data (w dniu...), np. *on 10 March*;
- ***in*** + miesiąc/rok (w miesiącu.../w roku...), np.: *in October, in 2017*; również: *in October 2017*;
- ***then*** (wtedy).

Określenia te stawiamy na samym początku lub końcu zdania. Wyraz *then* w tym znaczeniu stawiamy zawsze na końcu zdania, np.
Last Saturday, I wasn't at the science museum. I was at the art gallery then. (W zeszłą sobotę nie byłem w muzeum nauki. Byłem wtedy w galerii sztuki.)

Czasownik ***be*** w czasie ***past simple*** przyjmuje dwie formy: ***was*** oraz ***were***.

Formy przeczące można skrócić:
was not = wasn't / were not = weren't.

Zdania twierdzące	Zdania przeczące
I/He/She/It was tired last night. *You/We/They were in the castle yesterday.*	*I/He/She/It wasn't bored.* *You/We/They weren't in the tower.*
Pytania ogólne	**Krótkie odpowiedzi**
Was I/he/she/it relaxed?	*Yes, I/he/she/it was.* *No, I/he/she/it wasn't.*
Were you/we/they abroad?	*Yes, you/we/they were.* *No, you/we/they weren't.*
Pytania szczegółowe	
Why was I/he/she/it at home? *When were you/we/they at the airport?*	

There was/were

Do opisywania miejsc w czasie przeszłym używamy form ***there was(n't)/ there were(n't)***.

- ***There was(n't)*** **występuje z rzeczownikami policzalnymi w liczbie pojedynczej oraz z rzeczownikami niepoliczalnymi, np.:**
  There was a high tower in the middle of the square.
  (Na środku placu była wysoka wieża.)
  There wasn't any information on their website.
  (Na ich stronie internetowej nie było żadnych informacji.)
  Was there a railway station near your hotel? (Czy w pobliżu waszego hotelu był dworzec kolejowy?)
- ***There were(n't)*** **występuje z rzeczownikami policzalnymi w liczbie mnogiej, np.:**
  There were many people in the queue. (W kolejce było wiele osób.)

There weren't any audio guides available at the science museum.
(W muzeum nauki nie było audioprzewodników.)
Were there many souvenir shops in the city centre?
(Czy w centrum miasta było dużo sklepów z pamiątkami?)

4.7 Past simple: affirmative

Czasowniki regularne w czasie *past simple* przyjmują końcówkę *-ed*.

UWAGA!
Pisownia tej końcówki uzależniona jest od pisowni bezokolicznika:

- **większość czasowników:** *work – worked, stay – stayed, visit – visited*;
- **czasowniki zakończone na *-e*:** *live – lived, like – liked, arrive – arrived*;
- **czasowniki zakończone na *-y* po spółgłosce:** *try – tried, study – studied, marry – married*;
- **czasowniki jednosylabowe zakończone na spółgłoskę (oprócz *w*) po samogłosce:** *stop – stopped, plan – planned, chat – chatted*.

W czasie *past simple* ta sama forma odpowiada wszystkim osobom, np.

In 2010, I lived in the city centre. Paula and Damian also lived there, so we often walked to school together.
(W 2010 roku mieszkałem w centrum miasta. Paula i Damian też tam mieszkali, więc często chodziliśmy razem do szkoły.)

Czasowniki nieregularne w czasie ***past simple*** znajdują się w drugiej kolumnie tabeli na stronie 143. Książki ucznia. Podobnie jak w przypadku czasowników regularnych, ta sama forma odpowiada wszystkim osobom, np.

We took part in a guided tour, but Dad took a map with him anyway. (Uczestniczyliśmy w wycieczce z przewodnikiem, ale tata i tak zabrał ze sobą mapę.)

Extra Grammar Practice ≫ 135

– KEY WORDS

VOCABULARY 1 MP3 21

amusement park	/əˈmjuːzmənt pɑːk/	park rozrywki
art gallery	/ˈɑːt ˌgæləri/	galeria sztuki
be under reconstruction	/bi ˌʌndə ˌriːkənˈstrʌkʃən/	być w przebudowie
bell	/bel/	dzwon
castle	/ˈkɑːsəl/	zamek
cathedral	/kəˈθiːdrəl/	katedra
church	/tʃɜːtʃ/	kościół
collection	/kəˈlekʃən/	kolekcja
designer	/dɪˈzaɪnə/	projektant
entrance	/ˈentrəns/	wejście
government	/ˈgʌvənmənt/	rząd
object	/ˈɒbdʒekt/	przedmiot
painting	/ˈpeɪntɪŋ/	obraz, malowidło
palace	/ˈpæləs/	pałac
railway station	/ˈreɪlweɪ ˌsteɪʃən/	dworzec kolejowy
residence	/ˈrezɪdəns/	rezydencja
roller coaster	/ˈrəʊlə ˌkəʊstə/	kolejka górska (w parku rozrywki)
ruins	/ˈruːɪnz/	ruiny
science museum	/ˈsaɪəns mjuːˌziːəm/	muzeum nauki
tower	/ˈtaʊə/	wieża
town hall	/ˌtaʊn ˈhɔːl/	ratusz
view	/vjuː/	widok

GRAMMAR 1 MP3 22

guidebook	/ˈgaɪdˌbʊk/	przewodnik
main street	/ˌmeɪn ˈstriːt/	główna ulica

SPEAKING MP3 23

directions	/dɪˈrekʃənz/	wskazówki
longhouse	/ˈlɒŋˌhaʊs/	długi dom
traffic lights	/ˈtræfɪk laɪts/	sygnalizator świetlny
turning	/ˈtɜːnɪŋ/	przecznica

READING MP3 24

(car) accident	/(ˈkɑːr) ˌæksɪdənt/	wypadek (samochodowy)
boat	/bəʊt/	łódź
coach	/kəʊtʃ/	autokar
crowded	/ˈkraʊdɪd/	zatłoczony
heavy traffic	/ˌhevi ˈtræfɪk/	duży ruch uliczny
motorbike	/ˈməʊtəˌbaɪk/	motocykl
motorway	/ˈməʊtəˌweɪ/	autostrada
navigation app	/ˌnævɪˈgeɪʃən æp/	nawigacja w aplikacji
on foot	/ˌɒn ˈfʊt/	pieszo
one-lane (road)	/ˌwʌnˌleɪn (ˈrəʊd)/	jednopasmowa (droga)
radio report	/ˈreɪdiəʊ rɪˌpɔːt/	raport radiowy
roadworks	/ˈrəʊdˌwɜːks/	roboty drogowe
route	/ruːt/	trasa
scooter	/ˈskuːtə/	hulajnoga, skuter
ship	/ʃɪp/	statek
sign	/saɪn/	znak, drogowskaz
traffic jam	/ˈtræfɪk dʒæm/	korek uliczny
tram	/træm/	tramwaj

VOCABULARY 2 MP3 25

baked	/beɪkt/	pieczony
boiled	/bɔɪld/	gotowany
café	/ˈkæfeɪ/	kawiarnia
canteen	/kænˈtiːn/	stołówka
delicious	/dɪˈlɪʃəs/	pyszny
dessert	/dɪˈzɜːt/	deser
dish	/dɪʃ/	danie
fast food restaurant	/ˌfɑːstˈfuːd ˌrestərɒnt/	restauracja szybkiej obsługi
fresh	/freʃ/	świeży
fried	/fraɪd/	smażony
grilled	/grɪld/	grillowany
healthy	/ˈhelθi/	zdrowy
main course	/ˌmeɪn ˈkɔːs/	danie główne
meal	/miːl/	posiłek
pizzeria	/ˌpiːtsəˈriːə/	pizzeria
raw	/rɔː/	surowy
recipe	/ˈresəpi/	przepis
roast	/rəʊst/	pieczony
self-service restaurant	/ˌselfˈsɜːvɪs ˌrestərɒnt/	restauracja samoobsługowa
service	/ˈsɜːvɪs/	obsługa (kelnerska)
sit-down restaurant	/ˌsɪtˈdaʊn ˌrestərɒnt/	restauracja (z obsługą)
snack bar	/ˈsnæk bɑː/	bar przekąskowy
starter	/ˈstɑːtə/	przystawka
takeaway	/ˈteɪkəˌweɪ/	jedzenie na wynos
takeaway restaurant	/ˈteɪkəˌweɪ ˌrestərɒnt/	restauracja z jedzeniem na wynos
tasty	/ˈteɪsti/	smaczny
traditional	/trəˈdɪʃənəl/	tradycyjny

LISTENING MP3 26

book a table	/ˌbʊk ə ˈteɪbəl/	zarezerwować stolik
chef	/ʃef/	szef kuchni
customer	/ˈkʌstəmə/	klient
leave a tip	/ˌliːv ə ˈtɪp/	zostawiać napiwek
make a reservation	/ˌmeɪk ə rezəˈveɪʃən/	dokonywać rezerwacji
make dishes	/ˌmeɪk ˈdɪʃɪz/	przygotowywać potrawy
opening day	/ˈəʊpənɪŋ deɪ/	dzień otwarcia
order a meal	/ˌɔːdər ə ˈmiːl/	zamawiać posiłek
pay the bill	/ˌpeɪ ðə ˈbɪl/	płacić rachunek
recommend the dish	/ˌrekəˌmend ðə ˈdɪʃ/	polecać potrawę
serve the dishes	/ˌsɜːv ðə ˈdɪʃɪz/	serwować dania
take an order	/ˌteɪk ən ˈɔːdə/	przyjmować zamówienie
waiter/waitress	/ˈweɪtə/ˈweɪtrəs/	kelner/kelnerka
wireless device	/ˌwaɪələs dɪˈvaɪs/	urządzenie bezprzewodowe

WRITING MP3 27

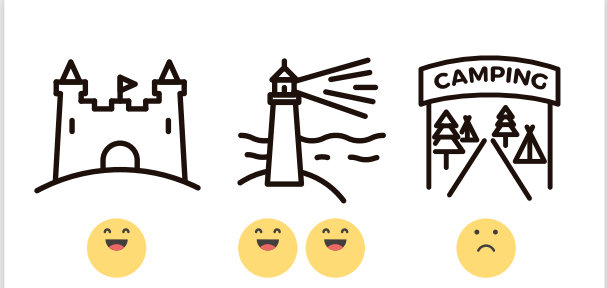
avoid the crowds	/əˌvɔɪd ðə ˈkraʊdz/	unikać tłumów
bike path	/ˈbaɪk pɑːθ/	ścieżka rowerowa
hire a guide	/ˌhaɪər ə ˈgaɪd/	wynająć przewodnika
rent a city bike	/ˌrent ə ˈsɪti baɪk/	wypożyczyć rower miejski

MEMORY IMPULSE

Nacechowanie

W zapamiętaniu nowych słów pomocne może być przypisanie im jakichś cech. Dobór cech do danego słowa, bądź słów do danej cechy, zależy od Ciebie – nie ma jednego właściwego rozwiązania.

W tym rozdziale możesz na przykład przyjrzeć się atrakcjom turystycznym – które według Ciebie są ciekawe, które nudne, które chętnie byś zwiedził/zwiedziła, a które Cię nie zainteresują.



5 CHALLENGES

1 **SPEAK** **Look at the photo and answer the questions.**

THINKING IMPULSE

- Which of the boys is having more fun, in your opinion?
- What does the image remind you of?
- Do you remember any crazy ideas you had when you were a child? What were they?

2 **SPEAK** **Read the comments. Do you agree with the quotation in Eddie's comment?**

1 SPEAK **Answer the questions about the objects from the box.**

MEMORY IMPULSE

bicycle	camera	key	laptop	phone	ruler	schoolbag	sunglasses	watch

1 What do you use these objects for?
2 Can you imagine your life without them?

2 **Look at the antique objects in photos A–L. What do you think people used them for?**

3 KEY WORDS **Match words 1–12 to objects A–L in exercise 2.**

1 B

4 KEY WORDS **Complete the sentences with the past simple forms of the verbs in brackets and the highlighted words from exercise 3.**

1 In 1787, an American clockmaker, Levi Hutchins, *built* (**build**) a mechanical *alarm clock*.
2 In 1997, a South Korean company _____ (**introduce**) the world's first digital _____, known as an MP3 player.
3 In 1761 in England, Robert Hinchliffe _____ (**produce**) the first pair of modern _____, which in Latin means 'a cutting tool'.
4 Seven thousand years ago, the Sami, people from Northern Scandinavia, _____ (**use**) _____ to walk in the deep snow.
5 The first all-electronic _____ _____ (**appear**) in 1961 in the UK and changed the way of doing calculations.
6 In 1767, Jacob Christian Schäffer _____ (**invent**) the first _____, but, after 250 years, five billion people still wash their clothes by hand.
7 In 1874, Walter C. Wingfield _____ (**make**) the first tennis _____. It was made of wood.

5 2.01 **Listen to five people talking about the objects in exercise 3. Which objects are they talking about?**

6 SPEAK **Answer the questions.**

Which of the object(s) in exercise 3
1 do you have in your schoolbag? Why?
2 do you find the most/the least useful in your house? Why?
3 would you like to get as a gift? Why?

7 SPEAK **Describe the video still and answer the questions.**

THINKING IMPULSE

1 Does the photo show a positive or negative aspect of life in the past? Why?
2 What invention would you like to have to make your life easier? Why?

FAST FINISHERS

Think of an unusual invention. Give it a name and write what people could use it for.

'Dress-me' – a machine to dress you in the morning.

5.2 Grammar 1

Past simple: negative and questions

1 **SPEAK** **When was the last time you used the things from the box? Why?**

a calculator	a calendar	a music player	scissors

I used ... an hour ago/last week. I wanted/needed to ...

2 **2.02** **Listen to a phone conversation between two sisters. Why is Amy angry with Leila?**

3 **2.02** **Complete the sentences from the listening text in exercise 2 with the correct words. Then listen and check.**

1 Where are my *scissors*? Did you take them from my desk yesterday?
2 You left some paper cuttings. You didn't clean the _____.
3 I need them _____. Where did you put them?

4 **Look at the video still and study the grammar table. Find the examples of a past simple negative sentence and two questions in exercise 3.**

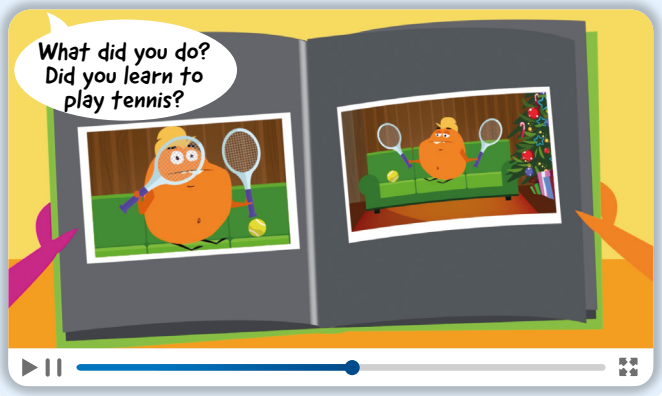
Key Grammar

Past simple: zdania przeczące i pytania

Przeczeń w czasie ***past simple*** używamy, aby opisać coś, co się nie wydarzyło w przeszłości, a pytań, żeby zapytać o minione wydarzenia.

Forma: w zdaniach przeczących ***didn't*** + bezokolicznik, a w pytaniach ***Did*** + podmiot + bezokolicznik.

	Czasowniki regularne (*regular verbs*)	Czasowniki nieregularne (*irregular verbs*)
+	*He invented the first PC in 1975.*	*I found a bracelet in the park.*
−	*They didn't invent the first PC in 1975.*	*He didn't find a bracelet in the park.*
?	*Did they invent the first PC in 1975?* *Yes, they did./* *No, they didn't.*	*Did he find a bracelet in the park?* *Yes, he did./* *No, he didn't.*
Wh- ?	*When did they invent the first PC?*	*Where did he find the bracelet?*



Grammar Reference ≫ 76

5 **Choose the correct options.**

1 Thomas Edison didn't *invent* / *invented* the television.
2 Did your uncle *taught* / *teach* physics?
3 Where did you *leave* / *left* your MP3 player?
4 We didn't *did* / *do* any exercises yesterday.
5 Did you *learn* / *learned* to ski in the mountains?
6 Why did she *buy* / *bought* another bracelet?

6 **Complete the sentences with the negative forms of the underlined verbs.**

1 They met at the café. They *didn't meet* at the cinema.
2 I took a calculator, but I _____ a ruler.
3 We liked the food, but we _____ the music.
4 She woke up at 7 am. She _____ at 6 am.
5 I got a racket from my parents, but I _____ anything from my sister.
6 He phoned his mum, but he _____ his sister.

7 **Write questions about the missing information in the message. Start with the words in brackets.**

1 Where did you travel to?

Hi Sue,
I'm back home from my holiday. We travelled to [1] _____ (**where?**) in the Polish mountains. We stayed at the hotel for [2] _____ (**how long?**). It was cold all the time, so I wore [3] _____ (**what?**) every day. We went to the local festival [4] _____ (**when?**), and I bought [5] _____ (**what?**) for Terry and you. And guess what? I saw [6] _____ (**who?**) there. It was so exciting!
I can't wait to meet you again.
Love, Jo

8 **SPEAK** **Complete the text in exercise 7 with your own ideas. Then ask your classmate questions to find out his/her ideas.**

Where did you travel to?

We travelled to Bukowina in the Polish mountains.

#BRAINTEASER

A cowboy rode into town on Monday. He didn't leave the same day, but stayed in town for five days and then rode back out on Monday. How is this possible?

FAST FINISHERS

Write questions to match the sentences in exercise 6.

1 SPEAK **Answer the questions.**

1 When did you last visit an interesting place?
2 What did you like most about it?

2 2.03 **Listen to the conversation between Jen and Lucas and answer the questions.**

1 What place did Jen visit?
2 What did Jen find the most interesting?
3 How did the competition go for her?

3 2.03 **Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?**

Key Phrases	
Telling a story	
Starting a story	**Responding**
Did I tell you that/about ...?	You're kidding!
You won't believe this!	Oh, really?
Keeping the listener interested	So, what happened?
Can you imagine that ...?	That's awesome/incredible/exciting!
Did you know that ...?	I'm sorry to hear that.

4 2.03 **Complete the dialogue with the correct Key Phrases. Then listen again and check.**

Hi Lucas! [1] *Did I tell you about* my visit to the museum of sports?

No, Jen, you didn't. I was there last year, and I didn't think it was very interesting.

[2] _____ The stories about the ancient Olympics were incredible. [3] _____ athletes held two heavy stones called 'halteres' in the long jump to get a longer distance?

[4] _____

Yes, and ... at the end of the tour there was a competition. [5] _____ I won by one point?

[6] _____

The last question was 'Where was ping-pong invented?'

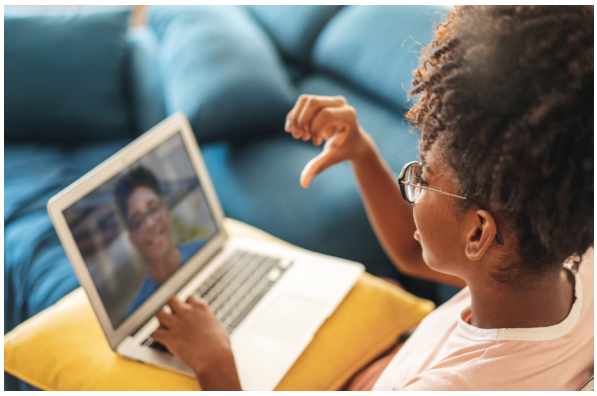
That's easy – in China.

No, it only sounds Chinese, but the game started in England and the name 'ping-pong' was also a British idea.

Wow ... [7] _____

Awesome? I learned that at this boring museum.

So, it turns out that visiting a museum can be fascinating.



5 SPEAK **Practise the dialogue from exercise 4 in pairs.**

6 SPEAK **Read the instructions and do the speaking task. Student A, look at page 141. Student B, look at page 142.**

7 SPEAK **Look at the photos and answer the questions.**

1 In your opinion, who is having more fun: the people in photo A or B? Why?
2 How do you like learning about life in the past? Why?
3 Tell a story about your visit to an unusual place.

FAST FINISHERS

Imagine you are one of the people in the photos in exercise 7. Write where you were, who you were with and what you did.

5.4 Reading

An article about the Aztecs' inventions

1 **SPEAK** **Look at the words from the box. Then answer the questions.**

MEMORY IMPULSE

a calendar	chewing gum	chocolate	fish	fruit
meat	a piece of paper	vegetables	water	

1 Which things from the box do you need when you want to
- make dinner?
- make your teeth fresh?
- write a letter?
- check the date?
- have a snack?

2 How can you get these things? When did you last need them?

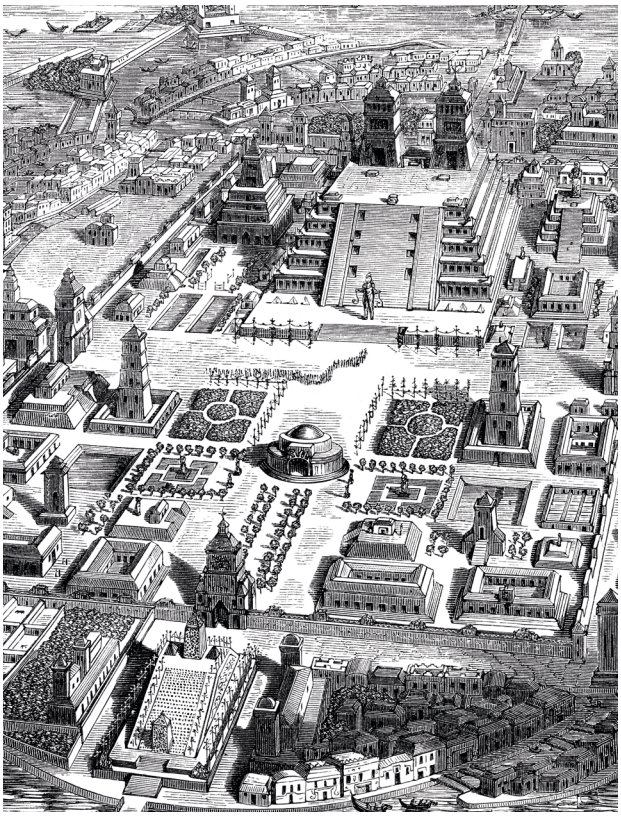
When I want to make dinner, I need ...
I can get/buy ...
I last needed it/them ...

2 **2.04** **Listen to some information about the Aztecs and choose the correct options.**

1 People knew about chocolate in the second *millennium* / *century* BC.
2 Paper appeared in the first millennium *BC* / *AD*.
3 Chewing gum has a long history through the *years* / *centuries*.
4 People used plants in medicine five thousand *years* / *centuries* ago.
5 The Aztecs had a meal twice *a day* / *an hour*.

WATCH OUT **BC vs AD**

BC – before the birth of Christ
AD – after the birth of Christ



3 **KEY WORDS** **Put the highlighted periods of time in order from the longest to the shortest one.**

century • day • hour • millennium
minute • month • second • week • year

4 **2.05** **Read the text on page 69. What part of the text was the most interesting for you?**

5 **Read the text again and choose the correct options.**

1 Why did the Aztecs decide to live on an island?
- **A** Because it was big enough for their capital.
- **B** Because there were a lot of animals there.
- **C** Because they believed the gods wanted it.
- **D** Because they saw a flag there.

2 Why did the Aztecs build 'floating gardens'?
- **A** To produce more food.
- **B** To create more land for cities.
- **C** To have a place to relax.
- **D** To test their new invention.

3 What did the Aztecs' life look like?
- **A** They stayed at home all the time.
- **B** Everybody had their daily routines.
- **C** Families worked hard all day long.
- **D** Boys went to school, girls stayed at home.

4 Which sentence is true about the Aztecs' calendar?
- **A** A year had three hundred and sixty-five days plus five extra days.
- **B** A month had twenty weeks.
- **C** They created a new calendar every fifty-two years.
- **D** A cycle had fifty-two years.

5 From the text we can conclude that
- **A** the Aztecs had a primitive life.
- **B** the Aztecs disappeared because they were poor.
- **C** the Aztecs' civilisation was advanced.
- **D** the Aztecs are still mysterious to historians.

6 **KEY WORDS** **Replace the underlined phrases with the highlighted adjectives from the text.**

1 In the fifteenth century, the Aztecs were a very strong society. *powerful*
2 They were really intelligent people. _____, _____
3 People find Aztec art difficult to believe. _____
4 Some of their buildings were very good. _____, _____
5 They built very big pyramids. _____
6 Their engineers were full of ideas. _____

7 **SPEAK** **Answer the questions.**

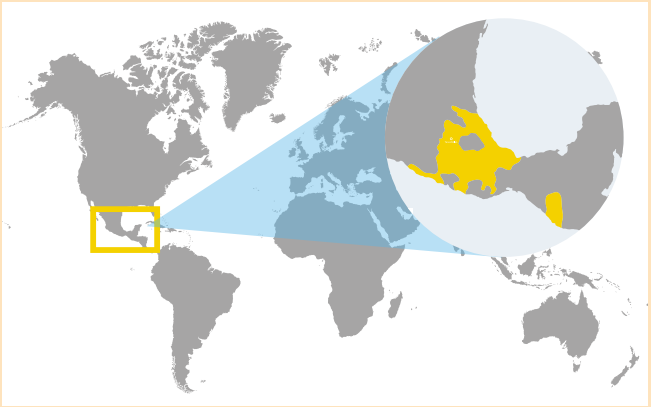
THINKING IMPULSE

1 Which ideas from the Aztecs do you think are the most important? Why?
2 What inventions from the past can't you imagine living without today? Why?

THE AMAZING AZTECS

We often think of people in the past as 'primitive', but this is not always correct. For example, the Aztecs, who arrived in the Valley of Mexico in the thirteenth century AD, invented a lot of **incredible** things.

The legend says that the Aztecs decided to live on an island in Lake Texcoco because they saw an eagle eating a snake and read it as a sign from the gods. They built the capital city Tenochtitlan there, with **huge** pyramids. The picture of the eagle is on the Mexican flag now.



With time, there were more people, so they needed more food. They built aqueducts to transport fresh water to their homes and made small farms on the lake to grow vegetables. Scientists agree that the Aztecs were very **smart** and **creative** because it was not simple to build 'floating gardens' then.

The Aztec men spent time working on the farms, women looked after the house, and children helped their parents. Families also found time to play games, make music and sing. People in Mexico still play the instruments which the Aztecs invented centuries ago.

The Aztecs cared about children's education. They made the world's first free education system, so all children went to school. Girls learned to keep the house, and boys trained to be good warriors. **Clever** students could become engineers, artists or doctors.

Another invention of the Aztecs was the calendar. They used two calendars. The first one was based on three hundred and sixty-five days in a year. There were eighteen months, each with twenty days, and five extra days in a year. On those five days people stayed at home. In the other calendar, a year had two hundred and sixty days – twenty weeks, each with thirteen days. Both calendars 'met' every fifty-two years, and then a new cycle started.

In three centuries the Aztecs grew from a group of poor people into a **powerful** society. Then, the civilisation fell, but they left **awesome** inventions and **amazing** buildings, pieces of art and stories which are inspiring for people today.

GLOSSARY
aqueduct – akwedukt, kanał wodociągowy
capital city – stolica
floating gardens – pływające ogrody
warrior – wojownik

FAST FINISHERS

Write one long sentence using five highlighted adjectives from the text.

RESEARCH IMPULSE

Find out why the Aztec civilisation disappeared and make a short presentation to share the information with your classmates.

5.5 Vocabulary 2

Sports

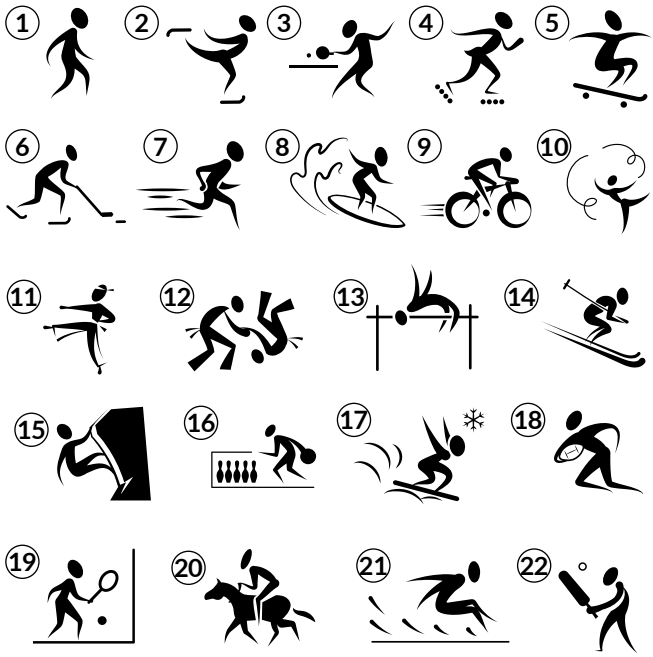
1 SPEAK **Look at photos 1–4 and name the sports. Then answer the questions.**

MEMORY IMPULSE

1 Which of these sports are you into?
2 Do you like doing these sports or only watching them? Why?

2 2.06 KEY WORDS **Match the highlighted words to pictures 1–22. Which of these sports are not Olympic sports? Listen and check.**

bowling • climbing • cricket • cycling
gymnastics • high jump • horse-riding
ice hockey • ice-skating • judo • karate
long jump • rollerblading • rugby • running
skateboarding • skiing • snowboarding
squash • surfing • table tennis • walking



3 **Match the highlighted words from exercise 2 and names of sports from exercise 1 to the correct categories.**

1 summer/winter sports
2 team/individual sports
3 outdoor/indoor sports

4 2.07 **Listen and repeat the names of sports ending with *ing*.**

5 **Read the WATCH OUT box and complete the sentences with the correct forms of the verb *play*, *go* or *do*.**

1 I *played* table tennis when I was at high school.
2 Would you like _____ karate in the school club?
3 We _____ swimming yesterday.
4 How often does he _____ basketball?
5 My sister _____ yoga today.

WATCH OUT *play* vs *go* vs *do*

play + ball or team sports, e.g.: ***play*** *tennis*, ***play*** *hockey*
go + sports with *ing*, e.g.: ***go*** *swimming*, ***go*** *horse-riding*
do + individual sports, e.g.: ***do*** *judo*, ***do*** *the high jump*

6 SPEAK **Answer the questions.**

1 When and where did the Olympic Games last happen?
2 When and where did the Olympic Games start?
3 What differences between the ancient and modern Olympic Games can you think of?

7 2.08 **Are statements 1–6 about the ancient Olympic Games true (T) or false (F)? Listen and check.**

1 The **competitions** took place in different cities in Greece. T / F
2 Running was the Greeks' favourite **race**. T / F
3 The horse-riding **event** happened at a sports **stadium**. T / F
4 Sportsmen started to **train** a year before the event. T / F
5 An **athlete** who didn't **win** but came second received a medal. T / F
6 The **winner** got an olive leaf wreath. T / F

8 KEY WORDS **Match the highlighted words from exercise 7 to the correct categories.**

Sports events	People	Verbs	Places
competition, ...			

9 SPEAK **Complete the sentences. Then compare your answers.**

1 I would(n't) like to take part in the ancient Olympic Games because _____.
2 I would(n't) like to play/go/do _____ because _____.
3 I would(n't) like to win a sports competition because _____.

FAST FINISHERS

Make three mind maps with the verbs *play*, *go* and *do* in the middle. Add some names of sports to each map.

Finding out about Canada's First Nations

1 **KEY WORDS** **Choose the correct options.**

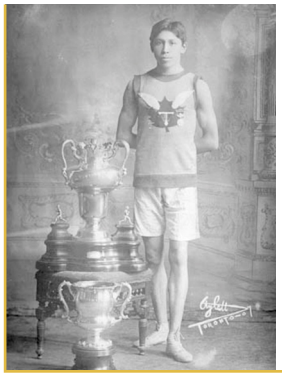
In Poland

1 children have to **start school** at the age of *five* / *seven*.
2 students can **leave school** when they are *sixteen* / *eighteen*.
3 you can **start work** when you are *fifteen* / *sixteen*.
4 young people *have to* / *don't have to* **go to university**.
5 people can **get married** when they are *eighteen* / *twenty-one*.
6 about *thirty percent* / *fifty percent* of Polish families **have** two **children**.

2 **KEY WORDS** **Complete the list of life events in a logical order with the highlighted phrases from exercise 1. Compare your answers.**

1 be born
2 grow up
3 *start school*
4 _____
5 _____
6 _____
7 _____
8 _____
9 retire
10 die

3 **SPEAK** **Look at the photo and the text. Give five facts about the man in the photo.**



Tom Longboat (1887–1949), a Canadian long-distance runner, the first athlete from the First Nations community to win the Boston Marathon.

4 **Complete statements a–h with the correct past simple forms of the verbs in brackets. Then put the sentences in the correct order.**

_____ **a** In 1899, he _____ (**start**) school when he was twelve years old.
_____ **b** When he _____ (**retire**), he moved back to an Indian reserve.
1 **c** Tom Longboat *was born* (**be born**) in 1887 in Ontario.
_____ **d** When he _____ (**leave**) school, he started running in races.
_____ **e** From 1905, he _____ (**take**) part in all the important marathons and _____ (**win**) them.
_____ **f** After World War I, he _____ (**get**) a job in Toronto.
_____ **g** He _____ (**die**) in 1949.
_____ **h** He _____ (**grow up**) on an Indian reserve.

5 2.09 **Listen and check your answers in exercise 4. What other information about Tom Longboat did you hear?**

6 2.10 **Listen to a radio programme and part of a lecture about the Haida, a group of First Nations people in Canada. Tick the questions you hear the answer to.**

1 Where did the First Nations live? ✓
2 What houses did the Haida build? _____
3 What did the Haida eat? _____
4 What did a totem pole look like? _____
5 What indoor games did the Haida like playing? _____
6 How many people speak the Haida language? _____

7 2.10 **Listen again and choose the correct options.**

Text 1

1 The Haida population got smaller because
A they moved to other parts of Canada.
B most of them died.
C winters were too cold.
2 A Haida man and woman could get married only when
A they built a new house.
B they knew the Haida language.
C they came from different Haida groups.
3 Which sentence is true about *shinny*?
A The Haida people played it in the house.
B It was a ball game.
C It was an individual sport.

Text 2

4 From the lecture we cannot learn
A where people speak Haida.
B the number of Haida users.
C about the actors in *Daybreak North*.

8 **SPEAK** **Answer the questions.**

1 Are there any people in Poland who use different languages? Do you know any of their traditions?
2 How can we keep languages and traditions alive?

FAST FINISHERS

Totems told a story of the family. Write two facts from the history of your family that you could show on your totem.

5.7 Grammar 2

Articles: a/an, the

1 **SPEAK** **Answer the questions.**

1 What regular sports events are there in your school or town?
2 Do you take part in them or support the athletes? Why/Why not?

2 **Read the text and complete the table.**

The Boston Marathon is an event that takes place every year on the third Monday of April in the USA. It began in 1897 as a local race. With time, a lot of runners from all over the world became interested in the event, and in 2019 there were thousands of athletes in the race, both men and women. Each year, half a million people come to support the strongest athletes along the route, which always finishes in Boston. In 2020, because of the COVID-19 pandemic, it was possible to take part in a virtual race only.

What:	[1] *a running race*	**When:**	[2]
Where:	[3]	**Started:**	[4]
Didn't happen:	[5]		

3 **Look at the video still and study the grammar table. Find other examples of articles in the text in exercise 2.**

Key Grammar

Przedimki: *a/an, the*

Przedimek nieokreślony (***indefinite article***) ***a/an*** stosujemy przed rzeczownikiem policzalnym w liczbie pojedynczej, gdy:

- mówimy o danej rzeczy/osobie po raz pierwszy, np. *The Boston Marathon is an event that takes place every year.*
- rzecz/osoba, o której mówimy, jest jedną z wielu podobnych rzeczy/osób, np.: *He was a famous runner. It began as a local event.*

UWAGA! *a race*, ale: *an office*, *an hour*

Przedimek określony (***definite article***) ***the*** stosujemy przed rzeczownikami, gdy:

- mówimy o danej rzeczy/osobie po raz kolejny, np. *With time, a lot of runners became interested in the event.*
- rzecz/osoba, o której mówimy, jest znana rozmówcy lub jedyna w swoim rodzaju, np.: *along the route, the sky, the world*

Nie stawiamy przedimków przed:

- rzeczownikami niepoliczalnymi, np.: *money*, *love*, *time*, *golf*, kiedy mówimy o nich ogólnie;
- ogólną nazwą grupy osób lub rzeczy, np.: *athletes*, *men*;
- w niektórych wyrażeniach, np.: *at school*, *by bike*.

Grammar Reference ≫ 76

4 **2.11** **Choose the correct options. Then listen and check.**

Henri Desgrange (1865–1940) was [1] *a* / *the* French bicycle racer and [2] *a* / *the* journalist. He is called [3] *Ø* / *the* father of the Tour de France.
Did you know that

- he lost his first job in [4] *a* / *an* office because he travelled to work by [5] *Ø* / *a* bike?
- he set [6] *a* / *the* first official 'hour record'?
- he was the author of some [7] *Ø* / *the* training books?
- he organised [8] *the* / *a* first Tour de France to improve a difficult situation for his newspaper?
- he was the director of [9] *a* / *the* race for thirty years?

Now the event is the most difficult bicycle race in [10] *Ø* / *the* world. Each year, [11] *a* / *the* route changes, but it always finishes in Paris.

5 **Complete the text with *a/an*, *the* or *Ø* (no article).**

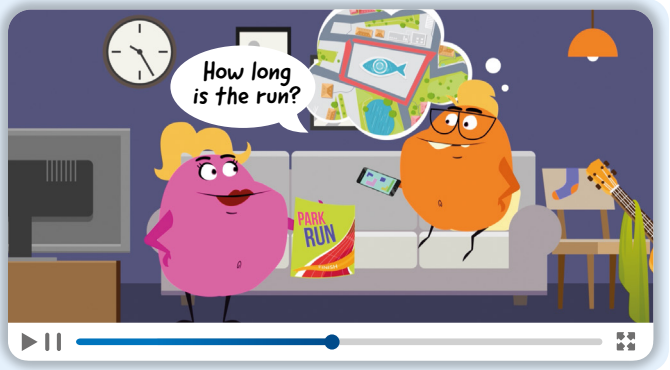
Wimbledon is [1] *a* part of London, but also [2] ____ name of the oldest tennis competition in [3] ____ world. Tennis was invented in France, but in 1874, Walter Clopton Wingfield, [4] ____ Welsh inventor, created the official rules of [5] ____ sport. Three years later, the first competition in Wimbledon took place. Now, it traditionally happens every year. [6] ____ event has strict rules, for example, [7] ____ players have to wear [8] ____ white clothes. It is also famous for eating [9] ____ strawberries. In 2017, fans ate thirty-three tonnes of [10] ____ fruit.

6 **SPEAK** **Answer the questions.**

1 Which of the sports events in exercises 2, 4 and 5 are you interested in? Why?
2 Which information in the texts in exercises 2, 4 and 5 is the most surprising to you? Why?

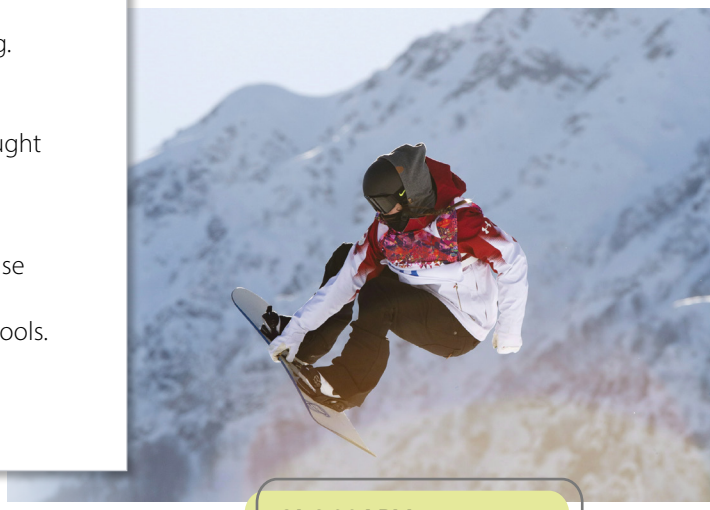
FAST FINISHERS

Write six sentences about famous sports events or sportspeople, three true and three false. Let your classmates guess which are false.



An informal letter: telling a life story

Hi Maxime,
What are you up to? Guess what? I have a new hobby: snowboarding.
Why? Because Spencer O'Brien, a top Canadian snowboarder, visited my school, and her life story encouraged me to take up this sport.
I found out that Spencer grew up in a Haida family and her father taught her to snowboard. At first, she wasn't interested in a sporting career, but later, she got into it. Can you imagine that she won five medals in the Winter X Games? She also dreamed of an Olympic medal, but unfortunately, she had to stop doing sports for some time because of health problems. It's so inspiring that she didn't give up.
I often see Spencer in the club. Also, I help her promote sports in schools.
I can't wait for your news.
Lots of love,
Ella



GLOSSARY
find out – dowiedzieć się

1 **SPEAK** **Talk about your hobby. What's your hobby? When did it start?**

2 **Read the letter and answer the questions.**

1 How did Ella's new hobby begin?
2 What did Spencer win in her career?
3 What does Ella find inspiring in Spencer's life story?

3 **Study the Key Phrases box. Which Key Phrases did Ella use in her letter?**

Key Phrases

An informal letter: telling a life story

Starting a story
At first, .../At the beginning, ...

Adding more facts
Then, .../Next, .../Later, .../Soon, ...
After that, .../When ...

Finishing a story
In the end, .../Finally, ...

Making a story more interesting
Can you imagine that ...?
Do you know that ...?
It is/was so inspiring/encouraging that ...
Suddenly, .../(Un)fortunately, .../(Un)luckily, ...

4 **Complete the text with the past simple forms of the verbs in brackets. Then choose the correct options.**

Mark Todd was a famous horse rider from New Zealand. He [1] *took* (take) part in seven Olympic Games and [2] _____ (win) five medals. As a child, he [3] _____ (ride) at a pony club and in local races. [a] *Later / When*, he [4] _____ (study) to be a farmer. [b] *At first / After that*, he [5] _____ (start) a horse farm where he [6] _____ (train) and prepared his horses for races. [c] *When / In the end*, he [7] _____ (become) a popular rider and his horses [8] _____ (be) famous, too. In 2019, he [9] _____ (retire) and then [10] _____ (move) back to his home town. Now, he keeps his horse farm and works as a coach.

5 **Do the writing task. Follow the steps in the Writing Planner. You can use the facts from exercises 2 and 4.**

Po spotkaniu ze znanym sportowcem zainteresowałeś/zainteresowałaś się jego/jej dyscypliną sportu. W liście do kolegi z Anglii:

- opisz okoliczności spotkania,
- napisz, kim jest poznana osoba i jaką dyscyplinę sportową uprawia,
- przedstaw historię życia i kariery tej osoby,
- poinformuj, czym ta osoba zajmuje się obecnie oraz w jaki sposób utrzymujecie kontakt.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi Bill,
How are you? You won't believe this: I have a new hobby.

WRITING PLANNER

PREPARE
Przygotuj informacje o życiu i karierze sportowca. Pamiętaj o formie przeszłej czasowników. Połącz wydarzenia słowami łączącymi z ramki Key Phrases.

WRITE
Napisz list. Pamiętaj o budowie listu, powitaniu i zwrotach kończących.

CHECK
Upewnij się, że Twoja wypowiedź zawiera wszystkie elementy listu, rozwija każdy punkt, jest odpowiedniej długości i nie ma błędów ortograficznych.

FAST FINISHERS

Write about six events from your life. Use the linking words from the Key Phrases box to tell the story of your life.

VOCABULARY

1 Choose two correct words in each sentence.

1 I learned to play ***rugby*** / ***karate*** / ***squash*** at a sports camp last summer.
2 In ancient times, people were very ***clever*** / ***huge*** / ***creative*** and invented a lot of things.
3 Would you like to go ***rollerblading*** / ***skateboarding*** / ***table tennis*** on Saturday?
4 Hurry up! We have to return the project today, so there are only five ***days*** / ***hours*** / ***minutes*** left.
5 He was born in Aomori City, the snowiest city in the world, so he started ***cycling*** / ***skiing*** / ***snowboarding*** as a little boy.
6 Ann always keeps a ***mirror*** / ***toothbrush*** / ***washing machine*** in her bag.

2 Translate into English.

1 Set the *alarm clock* (*budzik*) because you mustn't be late for the *competition* (*konkurs*).
2 Robert ran first into the _____ (*stadion*) and won the _____ (*wyścig*).
3 In 2001, the twenty-first _____ (*wiek*) and the third _____ (*tysiąclecie*) AD started.
4 They often go _____ (*na jazdę konną*), and, once a year, they watch the _____ (*zawody*).
5 You need to have your own _____ (*łyżwy*) to play _____ (*w hokeja*) in the team.
6 There were over one hundred _____ (*sportowców*) in the Games, but only one _____ (*zwycięzca*).

GRAMMAR

3 Complete the sentences with the past simple forms of the words in brackets.

1 He *didn't train* (**not train**) at the stadium yesterday.
2 Where _____ (**she / leave**) her skis?
3 I _____ (**not wear**) this bracelet last week.
4 _____ (**you / do**) judo last weekend?
5 They _____ (**not grow up**) in this city.
6 When _____ (**you / write**) this story?

4 Complete the text with *a/an*, *the* or *Ø* (no article).

Irena Szewińska, [1] *the* best Polish athlete of the twentieth century, was born in Saint Petersburg in 1946. Soon, her parents moved to Warsaw, where she grew up, went to [2] _____ school and then to [3] _____ university. She got married in 1967 and had two sons. Between 1964 and 1980, she took part in five Olympic Games and was [4] _____ winner of seven Olympic medals in running short distances. She retired in 1980 and after that became [5] _____ active member of [6] _____ international sports organisations. She died in 2018.

USE OF ENGLISH 1 2 3 4 5 6 7 8

5 Choose the correct translation.

1 When _____ (*ona ukończyła*) school?
A she left
B did she leave
C did she left

2 _____ (*Nigdy ich nie ma*) at home at the weekend.
A They are never
B They never are
C They aren't never

3 He _____ (*nie musi*) do the housework every day.
A mustn't
B doesn't has to
C doesn't have to

4 Ten years ago, _____ (*nie było*) a stadium in this place.
A there wasn't
B wasn't
C there weren't

5 In that race, she ran _____ (*najwolniej*) in her career.
A the slowest
B the most slowly
C the most slow

6 Choose the correct options.

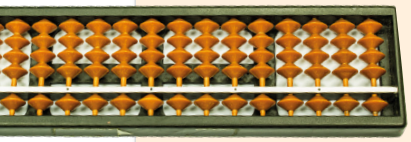
1 **X:** Do you think I should buy him a skateboard?
Y: _____
A Sorry, I'd rather not.
B Are you sure he's into this sport?
C How about a skateboard?

2 **X:** Could you tell me the way to the station, please?
Y: _____
A Go down this street. It's on your left.
B Oh, it's far from here.
C What time does your train leave?

3 **X:** _____
Y: I'd rather watch a film.
A What's on at the cinema today?
B Why don't we play it tonight?
C Do you fancy playing the new game tonight?

READING

7 **Read the text and choose the correct options.**



MY FRIEND, THE CALCULATOR

One day, my father showed me a photo of a boy. It was my grandfather standing next to an abacus in the classroom. Then, he gave me a strange white ruler. He said it was a slide ruler and he used it to do fast calculations in maths lessons. I got interested in the invention and decided to find out how people in the past made correct calculations without a smartphone. Here are the results of my research.

First, people used their fingers or stones. It wasn't practical, especially for large numbers, so, in around 2500 BC, they invented the abacus. Soon, it became the main counting tool for the next 4,500 years. Do you remember the colourful abacuses at nursery school? They are still there and help children learn to count.

In the seventeenth century AD, a lot of huge and heavy calculating machines appeared. At the same time, people invented the slide ruler. It was much smaller than the machines, and you could easily carry it in a pocket. In the 1960s the era of electronic calculators started, but slide rulers were still very popular. It's surprising that in 1970 the astronauts on Apollo 13 didn't take an electronic calculator, but just a slide ruler on their mission to the Moon. In the 1980s, learning to use the slide ruler was still in the school programme.

Year by year, companies introduced new gadgets which got smaller, faster and could do more complicated tasks. When in 1992 the first phone with the function of the virtual calculator appeared, everybody thought it was the end of real calculators. But did they really disappear?

Just open your schoolbag and check! I bet your friend, the calculator, has its place there.

GLOSSARY
abacus – liczydło
slide ruler or **slide rule** – suwak logarytmiczny

1 The writer decided to do research to find out
- **A** where his/her grandfather's school was.
- **B** why students didn't use a smartphone.
- **C** how people did calculations in the past.
- **D** how to operate a slide ruler.

2 Ancient people invented the abacus
- **A** because there weren't enough stones.
- **B** to have something useful for large numbers.
- **C** to help children learn numbers.
- **D** to make correct calculations.

3 The writer mentions the Apollo 13 mission because
- **A** it happened before the era of electronic calculators.
- **B** the astronauts had to do complicated calculations.
- **C** he/she learned about it at school.
- **D** he/she is surprised by the astronauts' decision.

4 The writer shares his/her research with
- **A** other students.
- **B** teachers.
- **C** parents.
- **D** scientists.

5 The author of the text is most probably
- **A** a student.
- **B** a teacher.
- **C** a parent.
- **D** a scientist.

WRITING

8 **Read the instructions and do the task.**

Po spotkaniu ze znaną osobą zainteresowałeś/zainteresowałaś się jego/jej dziedziną. W liście do kolegi z Anglii:
- opisz okoliczności spotkania,
- przedstaw historię życia i osiągnięć poznanej osoby,
- napisz, dlaczego zainteresowałeś/zainteresowałaś się jego/jej dziedziną,
- opisz, w jaki sposób nowe hobby zmieniło Twój plan dnia.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi Sebastian,
What's new? You won't believe that I ...

THINKING IMPULSE

Imagine you are one of the boys in the photo on page 64. Write a short story about the situation. Use the words from the word cloud.

5.2 Past simple: negative and questions

Przeczenia w czasie ***past simple*** tworzymy, dodając ***didn't*** przed bezokolicznikiem czasownika. Forma ta jest identyczna dla wszystkich osób i występuje zarówno w przypadku czasowników regularnych, jak i nieregularnych (z wyjątkiem czasownika *be*).

Zdania twierdzące	Zdania przeczące
I received a calendar for Christmas.	*I didn't receive a calendar for Christmas.*
You forgot to set your alarm clock yesterday.	*You didn't forget to set your alarm clock yesterday.*
He/She/It went to the shopping centre.	*He/She/It didn't go to the shopping centre.*
We bought a beautiful silver bracelet.	*We didn't buy a beautiful silver bracelet.*
They moved to Bristol in 2017.	*They didn't move to Bristol in 2017.*

Aby zadać pytanie w czasie ***past simple***, na początku zdania należy użyć słówka ***did***. Dzieje się tak zarówno w przypadku pytań ogólnych, jak i szczegółowych. Szyk zdania jest taki sam jak w czasie *present simple*, np.
Do you work on Saturdays? → *Did you work on Saturdays?*
Forma pytająca jest taka sama dla wszystkich osób.

Pytania ogólne	Krótkie odpowiedzi	Pytania szczegółowe
Did I borrow this book from the library?	*Yes, I did.* *No, I didn't.*	*When did I borrow it?*
Did you cook dinner last night?	*Yes, you did.* *No, you didn't.*	*What did you cook?*
Did he/she/it leave the house an hour ago?	*Yes, he/she/it did.* *No, he/she/it didn't.*	*Why did he/she/it leave?*
Did we go on holiday two years ago?	*Yes, we did.* *No, we didn't.*	*Where did we go?*
Did they paint this portrait last Monday?	*Yes, they did.* *No, they didn't.*	*How did they paint it?*

5.7 Articles: *a/an, the*

Articles (**przedimki**) w języku angielskim dzielą się na dwa rodzaje: **nieokreślone** (***a*** oraz ***an***) oraz **określone** (***the***). Stawiamy je bezpośrednio przed rzeczownikiem lub przed przymiotnikiem poprzedzającym rzeczownik, np.: *a dress, a beautiful dress, an orange dress.*

Przedimki: *a* oraz *an* występują przed rzeczownikami policzalnymi w liczbie pojedynczej. Używamy ich:

- **kiedy dana osoba lub rzecz wspomniana jest w rozmowie po raz pierwszy**, np.:
  He met an English girl.
  There's a cat under the car.
- **kiedy dana osoba lub rzecz jest jedną z wielu podobnych lub takich samych**, np.:
  Sammy would like to become a professional footballer.
  Baseball is an American sport.

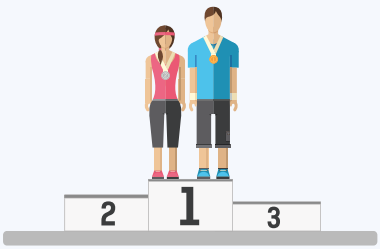
Przedimek *the* występuje z rzeczownikami policzalnymi i niepoliczalnymi w liczbie pojedynczej lub mnogiej. Używamy go:

- **kiedy ponownie przywołujemy wspomnianą wcześniej osobę lub rzecz**, np.:
  He met an English girl. The girl lives in a small town near Brighton.
  There's a cat under the car. The cat is black and white.
- **kiedy osoba lub rzecz, o której mówimy, jest jedyna w swoim rodzaju**, np.:
  The head teacher won't change his mind about the event.
  Is the air polluted in this area?
- **kiedy nasz rozmówca zna osobę lub rzecz, do której się odnosimy**, np.:
  The referee got injured during the game.
  The event is going to be cancelled.
- **przed liczebnikiem porządkowym lub przymiotnikiem w stopniu najwyższym**, np.:
  The first stage of the championship isn't interesting to watch.
  Is he the best player in the team?

UWAGA!
Przedimek *a* wybierzemy, jeżeli następujący po nim wyraz w wymowie zaczyna się spółgłoską, a przedimek *an* – jeżeli zaczyna się on samogłoską, np.:
a uniform, an ugly uniform, an athlete, a talented athlete.

Przedimków nie używamy:

- **przed rzeczownikami policzalnymi w liczbie mnogiej oraz rzeczownikami niepoliczalnymi, kiedy mówimy o czymś ogólnie**, np.:
  (Ø) Money can't buy you (Ø) happiness.
  Drinking (Ø) water is better for you than drinking (Ø) coffee.
  (Ø) Women are as good at sports as (Ø) men.



  (Ø) Basketballs are expensive in this shop.
- **w niektórych utartych wyrażeniach**, np.:
  She was at (Ø) work when I called, but she called me back when she was at (Ø) home.
  When it's sunny, I go to (Ø) school on (Ø) foot or by (Ø) bike.
  Grandad is in (Ø) hospital, but I'm sure he'll get better soon.

Extra Grammar Practice ≫ 136

– KEY WORDS

VOCABULARY 1 MP3 28

alarm clock	/əˈlɑːm klɒk/	budzik
appear	/əˈpɪə/	pojawiać się
bracelet	/ˈbreɪslət/	bransoletka
calculations	/ˌkælkjʊˈleɪʃnz/	obliczenia
calculator	/ˈkælkjʊˌleɪtə/	kalkulator
calendar	/ˈkælɪndə/	kalendarz
deep	/diːp/	głęboki
digital	/ˈdɪdʒɪtəl/	cyfrowy
ice skates	/ˈaɪs skeɪts/	łyżwy
introduce	/ˌɪntrəˈdjuːs/	wprowadzać, przedstawiać
invent	/ɪnˈvent/	wynaleźć
mirror	/ˈmɪrə/	lustro
modern	/ˈmɒdən/	nowoczesny
music player	/ˈmjuːzɪk ˌpleɪə/	odtwarzacz muzyki
produce	/prəˈdjuːs/	produkować
racket	/ˈrækɪt/	rakieta
scissors	/ˈsɪzəz/	nożyczki
skis	/skiːz/	narty
toothbrush	/ˈtuːθˌbrʌʃ/	szczoteczka do zębów
washing machine	/ˈwɒʃɪŋ məˌʃiːn/	pralka

SPEAKING MP3 29

fascinating	/ˈfæsɪneɪtɪŋ/	fascynujący
invention	/ɪnˈvenʃən/	wynalazek

READING MP3 30

amazing	/əˈmeɪzɪŋ/	zdumiewający
awesome	/ˈɔːsəm/	wspaniały, robiący wrażenie
century	/ˈsentʃəri/	wiek
clever	/ˈklevə/	zdolny
creative	/kriˈeɪtɪv/	kreatywny
day	/deɪ/	dzień
hour	/ˈaʊə/	godzina
huge	/hjuːdʒ/	ogromny
incredible	/ɪnˈkredəbəl/	niewiarygodny
millennium	/mɪˈleniəm/	milenium
minute	/ˈmɪnɪt/	minuta
month	/mʌnθ/	miesiąc
powerful	/ˈpaʊəfəl/	potężny
second	/ˈsekənd/	sekunda
smart	/smɑːt/	bystry
week	/wiːk/	tydzień
year	/jɪə/	rok

VOCABULARY 2 MP3 31

athlete	/ˈæθliːt/	sportowiec
bowling	/ˈbəʊlɪŋ/	kręgle
climbing	/ˈklaɪmɪŋ/	wspinaczka
competition	/ˌkɒmpəˈtɪʃən/	zawody, konkurs
cricket	/ˈkrɪkɪt/	krykiet
cycling	/ˈsaɪklɪŋ/	kolarstwo
event	/ɪˈvent/	zawody, wydarzenie
gymnastics	/dʒɪmˈnæstɪks/	gimnastyka
high jump	/ˈhaɪ ˌdʒʌmp/	skok wzwyż
horse-riding	/ˈhɔːsˌraɪdɪŋ/	jazda konna
ice hockey	/ˈaɪs ˌhɒki/	hokej
ice-skating	/ˈaɪsˌskeɪtɪŋ/	łyżwiarstwo
individual	/ˌɪndɪˈvɪdʒuəl/	indywidualny
indoor	/ˈɪndɔː/	halowy
judo	/ˈdʒuːdəʊ/	dżudo
karate	/kəˈrɑːti/	karate
long jump	/ˈlɒŋ ˌdʒʌmp/	skok w dal
outdoor	/ˌaʊtˈdɔː/	terenowy
race	/reɪs/	wyścig
rollerblading	/ˈrəʊləˌbleɪdɪŋ/	jazda na rolkach
rugby	/ˈrʌgbi/	rugby
running	/ˈrʌnɪŋ/	bieganie
skateboarding	/ˈskeɪtˌbɔːdɪŋ/	jazda na deskorolce
skiing	/ˈskiːɪŋ/	narciarstwo
snowboarding	/ˈsnəʊˌbɔːdɪŋ/	jazda na snowboardzie
squash	/skwɒʃ/	squash
stadium	/ˈsteɪdiəm/	stadion
surfing	/ˈsɜːfɪŋ/	surfing
table tennis	/ˈteɪbəl ˌtenɪs/	tenis stołowy
team	/tiːm/	drużynowy
train	/treɪn/	trenować
walking	/ˈwɔːkɪŋ/	chód sportowy
win	/wɪn/	wygrywać
winner	/ˈwɪnə/	zwycięzca

LISTENING MP3 32

be born	/bi ˈbɔːn/	urodzić się
country	/ˈkʌntri/	państwo
die	/daɪ/	umierać
get married	/ˌget ˈmærid/	brać ślub
go to university	/ˌgəʊ tə ˌjuːnɪˈvɜːsɪti/	rozpoczynać naukę na uczelni
goal	/gəʊl/	bramka
grow up	/ˌgrəʊ ˈʌp/	dorastać
have children	/ˌhæv ˈtʃɪldrən/	mieć dzieci
illness	/ˈɪlnəs/	choroba
island	/ˈaɪlənd/	wyspa
leave school	/ˌliːv ˈskuːl/	kończyć szkołę
outside	/ˌaʊtˈsaɪd/	na zewnątrz
retire	/rɪˈtaɪə/	przechodzić na emeryturę
start school	/ˌstɑːt ˈskuːl/	rozpoczynać edukację szkolną
start work	/ˌstɑːt ˈwɜːk/	rozpoczynać pracę
stick	/stɪk/	kij
survive	/səˈvaɪv/	przetrwać
west	/west/	zachód
wooden	/ˈwʊdən/	drewniany

WRITING MP3 33

career	/kəˈrɪə/	kariera
encourage	/ɪnˈkʌrɪdʒ/	zachęcać
give up	/ˌgɪv ˈʌp/	poddawać się
promote	/prəˈməʊt/	promować
support	/səˈpɔːt/	wspierać
take up	/ˌteɪk ˈʌp/	zainteresować się czymś

MEMORY IMPULSE

Piktogram to prosty rysunek, który ilustruje dane pojęcie. Już podczas rysowania uruchamiasz myślenie wizualne, co wspiera zapamiętanie nowego słowa lub wyrażenia. Później, w procesie przypominania sobie danego pojęcia, rysunek skutecznie pomaga przywołać jego znaczenie.

scissors –

rollerblading –

toothbrush –

calendar –

6 A BETTER PLACE?

TheEarth
Every tree counts. Thanks. 😀

Teacher102
A great lesson for this little girl. The tree will grow with her.

Steve_17
Call me next time! I'll join you!

Ecofreak
Time to stop talking and start doing. 😤

Comment • • •

1 **SPEAK** **Look at the photo and answer the questions.**

THINKING IMPULSE

- Why are the people planting a tree in this place?
- Would you like to change your local environment in this way? Why/Why not?

2 **SPEAK** **Read the comments. Do you agree with any of them?**

In a house: rooms, furniture, equipment

1 SPEAK **How many rooms in a house can you name in one minute?**

2 **Read the sentences and find the wrong items in each room. Where should they go?**

1 There is a sofa and a fridge in the kitchen.
sofa – to the living room
2 There is a big table and a desk in the dining room.
3 There are eight chairs and a small lamp in the bedroom.
4 There is a dishwasher and a TV in the living room.
5 There is a washing machine and a bed in the bathroom.
6 There is a computer and a bath in the office.

3 2.12 KEY WORDS **Complete the sentences with the correct forms of the highlighted words. Which place in the house does each sentence refer to? Listen and check.**

armchair • **bin** • **blind** • ~~**bookcase**~~ • **carpet** **cooker** • **cupboard** • **microwave** • **oven** • **shower** **sink** • **wardrobe**

1 I don't buy many books, so the *bookcase* is almost empty. *office*

2 There are four _____ because we sort the rubbish.

3 We have an old gas _____, but my parents are thinking about an electric one.

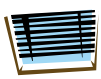
4 The dishwasher does most of the washing-up, so we don't often use the _____.

5 My aunt has a modern _____. She can bake two cakes at the same time.

6 This big, soft _____ is my favourite place for relaxing after school.

7 I collect cups from different places, so the _____ is full of them.

8 My mum makes the dinner, and I only use the _____ to warm it up.

9  The _____ on the window are quite thin, so the room gets light early.

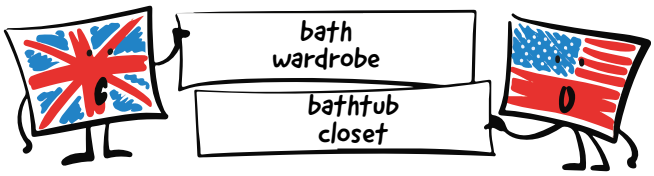
10 Because of my brother's allergy, my parents removed all the _____.

11 My sister spends hours taking a _____.

12 I'd like to have a bigger _____. This one is too small for my clothes.

4 **Match the furniture and equipment from exercises 2 and 3 to the correct categories. You can use some words more than once.**

Kitchen: *fridge*, ...
Living room: _____
Dining room: _____
Bedroom: _____
Office: _____
Bathroom: _____
Garage: _____



5 2.13 **Listen to five people and answer the questions.**

1 Which piece of furniture or equipment do they need?
2 What bad habits should they change?

6 2.14 **Listen and check your answers.**

7 SPEAK **Answer the questions.**

1 What new items would you like to have in your room? Why are they necessary?
2 What bad habits connected with furniture and equipment do you have?

8 SPEAK **Describe the video still and answer the questions.**

1 What are the pluses of living in a small space?
2 What would you find most difficult about living in a small flat/house?
3 How would you use the space in a very small flat?

FAST FINISHERS

Imagine you live in a very small house. Write a list of ten pieces of furniture and equipment you think are necessary to have and four you can easily live without.

6.2 Grammar 1

Will for predictions

1 SPEAK **Answer the questions.**

1 What kind of house would you like to have in the future? Why?
2 How can you make your dream come true?

2 2.15 **Read the text. Are the statements true (T) or false (F)?**

More and more people are planning to live in a small house. Why? Because they think it **will be** cheaper than living in a big house. They **will buy** only absolutely necessary things because there **won't be** enough space for other things. They believe they **won't spend** hours cleaning the rooms, so they **will have** more free time. They **won't produce** much rubbish, so it **will be** more environmentally friendly. But, **will** they **have** enough space to invite all their friends to a party?

1 More and more people want to live in a big house. **T / F**
2 Living in a small house is good for nature. **T / F**

3 **Look at the video still and study the grammar table. Complete it with examples of *will/won't* from the text in exercise 2.**

Key Grammar	
Will	
Konstrukcji ***will*** + bezokolicznik używamy, aby wyrazić przewidywania, czyli co, naszym zdaniem, wydarzy się w przyszłości.	
+	*I will live in a small house.* *It will be cheaper.* *They [1] _____ more free time.*
−	will not = won't *You won't spend much money.* *We won't invite all our friends.* *They [2] _____ much rubbish.*
?	*Will you pay less? Yes, I will./No, I won't.* *[3] _____ enough space to invite all their friends?* *Yes, they will./No, they won't.*
Wh- ?	*Where will you live in twenty years' time?*
There will/won't be	
+	*There will be a lot of cameras around.*
−	*There won't be enough space for other things.*

Grammar Reference ≫ 90

4 2.16 **Listen and repeat the phrases with *'ll* and *won't*.**

5 **Complete the text with the correct forms of *will* and the verbs in brackets.**

In the future, there [1] *will be* (be) more people in the world, so they [2] _____ (build) more houses. But, [3] _____ (their houses / look) the same? No, [4] _____ (they / not). They will be 'smart homes'. Their walls [5] _____ (have) sensors, and there [6] _____ (be) cameras outside. We [7] _____ (not need) to do any housework because robots [8] _____ (do) the cleaning. How [9] _____ (we / control) our house? The smart home [10] _____ (send) us regular information on our app.

6 **Complete the text with the correct future forms of the verbs in brackets.**

Why do we have to recycle?

Soon, the world population [1] *will get* (get) bigger, but we [2] _____ (not have) enough materials to produce food and new things. We [3] _____ (need) to build more houses, but there [4] _____ (be) mountains of our rubbish on the land. We could always burn the rubbish and get the land back, but [5] _____ (it / be) good for nature? Dangerous gases [6] _____ (pollute) the atmosphere, the air, the water and land. So, think twice before you buy a new thing and throw the old one away!

7 SPEAK **Put the words in the correct order to make questions about life in future. Then answer them.**

1 have / when / will / hybrid cars / all people / ?
When will all people have hybrid cars?
2 their free time / will / spend / how / people / ?
_____
3 family meetings / be / will / there / ?
_____
4 will / what / look / like / school / ?
_____

#BRAINTEASER

Teresa is fourteen and her sister Vera is half her age. How old will Vera be when Teresa is twice her present age?

FAST FINISHERS

What will your life look like in twenty years' time? Write five sentences and compare your predictions with your classmate's.

1 SPEAK **Answer the questions.**

1 How do you usually celebrate your birthday? Why in this way?
2 Do you think about the environment when you organise a party? Why/Why not?

2 2.17 **Listen to Rosie and Louis talking about a party. Which things from the pictures do they need? Which do they decide to buy?**

1 Food and drinks

2 Plates and glasses

3 Plastic plates and cups

4 Plastic straws

5 Decorations

3 2.17 **Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?**

Key Phrases

Making decisions

Suggesting
Do you think (that) ...?
What do you think about (+ noun/*ing* form) ...?
What about (+ noun/*ing* form) ...?

Agreeing and disagreeing
That's a good point./OK, good idea.
The good thing is that ...
I agree./You're right.
I think it'll be fun.
Yes, but .../I'm not sure.
I'm sorry, but I can't agree.
I don't think it's a good idea.

4 2.17 SPEAK **Complete the dialogue with the correct Key Phrases. Listen and check. Then practise the dialogue in pairs.**

So, what do we need to get ready for the party?

Not much. Mum's getting the food and drinks.

[1] *What about* plates?

We've got a lot at home, and glasses too. And it's better not to use plastic cups or plates anyway.

[2] _____ And no plastic straws either. They're terrible for the environment.

But we need some decorations.

What do you [3] _____ making our own? [4] _____ more fun if we make them.

Yeah, but the party's on Saturday. I don't think we'll have time.

You're [5] _____. [6] _____ we could get some at the party shop?

Why don't we go and see?

OK, [7] _____! Let's go!

5 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.**

1 *What about using* (what / use) paper straws?
2 What do you _____ (think / order) a pizza?
3 _____ (I / sure) because we'll spend more money.
4 The _____ (good / thing) Mum's making a cake.
5 _____ (I / not think) it'll be faster.
6 _____ (you / think) I can email the invitations?

6 SPEAK **Use the Key Phrases to make your own dialogues. Discuss the ideas about the party using the words from the box.**

boring/fun cheap/expensive fast/slow
good/terrible for the environment

What do you think about ...? I think it'll be ...

Yes, but I don't think it'll be ... We'll have ...

FAST FINISHERS

You're planning to organise an eco-birthday party. Write a message to your friend, suggesting some ideas.

6.4 Reading

An article about houses in the future

1 **SPEAK** **Answer the questions.**

MEMORY IMPULSE

1 How many rooms would you like to have in your house? Why?
2 How do you imagine your future home?

2 **SPEAK** **Do you know who 'Millennials' are? Read the text and find out. Then answer the questions.**

Millennials were born in the 80s and 90s of the twentieth century. They grew up with technology, the Internet and mobile apps. Now, they often look for a new type of home. A lot of Millennials want to live in a smart home, where having a lot of interactive gadgets is more important than a big garden. They also know that smart technology will help them use less energy or water so they can live a green life.

1 Are your parents Millennials?
2 Would you like to live in a smart home? Why/Why not?
3 Do you live a green life? Why/Why not?

3 **SPEAK** **Look at the photos below and the picture on page 83 and answer the questions.**

1 What do the they have in common?
2 How are they linked to the title of the text?

4 **Read the text on page 83 quickly. Check your answers to exercise 3.**

5 2.18 **Read the text on page 83. Match headings A–F to paragraphs 1–4. There are two extra headings.**

A Only for the rich
B Everything for our customers
C Saving energy and money
D The definition that never changes
E Things difficult to operate
F Less housework for you to do

6 **Match the sentence halves using the information from the text.**

1 A flat, a house and a cottage
2 Smart technology is important for Millennials
3 Smart equipment will operate itself
4 You can control your home
5 A smart home helps you live green because
6 Living in a smart home

a because they grew up with it.
b it uses less energy.
c are examples of places where people live.
d is cheaper than in a traditional house.
e from your smartphone.
f when it gets a signal.

7 **KEY WORDS** **Match the highlighted words from the text to definitions 1–7.**

1 warm and making you feel good *cosy*
2 big _____
3 using the newest ideas _____
4 making little noise _____
5 good for the environment _____
6 pleasant to live in _____
7 not modern any more _____

8 **Read the WATCH OUT box. Then complete the sentences with the correct reflexive pronouns.**

1 Tom is decorating his room *himself*.
2 We really enjoyed _____ at the party last night.
3 The fridge door opens _____ when you touch it.
4 Nadia talks about _____ all the time.
5 Jake and Bill, you have to cook for _____ today. I won't help you!

WATCH OUT **Zaimki zwrotne**

Zaimki zwrotne (***reflexive pronouns***) znaczą tyle co: *się, sobie, samodzielnie.*

I – ***myself***, you – ***yourself***, he – ***himself***, she – ***herself***, it – ***itself***, we – ***ourselves***, you – ***yourselves***, they – ***themselves***

*I'll paint the walls **myself**.*
*Did they build the new wardrobe **themselves**?*

9 **SPEAK** **Answer the questions.**

THINKING IMPULSE

1 Do you think the inventions in the photos in exercise 3 would be useful in your house? Why/Why not?
2 What are the advantages and disadvantages of living in a smart home?

Home, ~~sweet~~ smart home!

1

Every dictionary says that 'home' is a **quiet** and safe place where you live and feel happy. It could be an **old-fashioned** flat, or a **modern** house, or a **cosy** cottage. People always miss their home when they are away and say 'Home, sweet home' when they come back. But this popular saying will soon change into 'Home, smart home'. Why? Because of Millennials.

2

This generation grew up with screens and applications, and can't imagine living without technology around them. Almost seventy-five percent of them find smart technology the most important need in their life. Year by year, architects, builders, IT programmers and many other specialists are inventing new things to meet their customers' needs. So, what exactly is the smart home that Millennials are looking for?

3

It is a **comfortable** place with a lot of space and equipment that operates itself. In a smart home, the lamps will turn on or off at your voice command. The robot vacuum cleaner will clean the floors when you send a signal from your application. The fridge will order food online, and the blinds will cover the windows when it's time to sleep. You can turn off all the equipment with one touch when you leave the house. But the best thing is that you can control your home from your smartphone anywhere in the world.

4

Apart from making their busy lives easier, Millennials really want to protect the environment. For many, creating a smart home is just a way of living a green life. **Large** windows will make the place light. Smart thermostats will set the temperature inside automatically. Such houses are **eco-friendly** because they use fifty percent less energy than traditional buildings. They are also cheap because you will pay less for the electricity. *Home, smart home!*

GLOSSARY
cottage – domek na wsi
protect the environment – chronić środowisko
voice command – komenda głosowa
thermostat – termostat

FAST FINISHERS

Describe the equipment in a teenager's room in a smart home.

RESEARCH IMPULSE

Use the Internet to find out what homes will look like in the twenty-second century. Share your findings with your classmates.

6.5 Vocabulary 2

Seasons • Weather • Climate • Landscape

1 SPEAK **Answer the questions.**

MEMORY IMPULSE

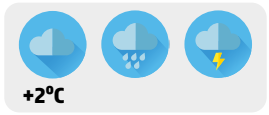
1 Where would you prefer to live: in Spain or Norway? Why?
2 Which season of the year do you like most/least? Why?

2 SPEAK KEY WORDS **Describe the weather in pictures a–e using the highlighted words. There is one extra word.**

cloudy • cold • cool • foggy • hot • rainy
snowy • stormy • sunny • warm • windy

a

It's windy and snowy. It's cold. The temperature is 0°C.

b 

c

d

e

3 2.19 **Listen to the weather forecast and match pictures a–e from exercise 2 to the parts of Poland. There is one extra picture.**

In the north _____

In the west _____ In the east _____

In the south _____

4 2.19 KEY WORDS **Listen again and complete the text with the highlighted words. There is one extra word.**

clouds • dry • fog • ice • rain • sky • snow
storms • ~~wet~~ • wind

In the north, it will be quite cold and [1] *wet*. It'll be cloudy and rainy all day. There will be occasional [2] _____. Grey [3] _____ will stay in the area all day and night.

In the south, it will be cool but sunny. The [4] _____ will be blue, and there will be a light [5] _____ in the evening. I hope you will enjoy the first day of spring, although you'll need warm jackets.

In the east of Poland, it will be cool. It'll be cloudy and windy, but it won't [6] _____. In the morning, there will be [7] _____ and [8] _____ on roads, so drivers should be careful.

In the west of Poland, it will be warm and [9] _____, and there will be a lot of sun in the morning. It'll be cloudy in the afternoon, but the air will stay warm.

5 KEY WORDS **Complete the table with the highlighted words from exercises 2 and 4.**

Nouns	Adjectives	Verbs
rain, ...	*cold, ...*	*snow, ...*

6 SPEAK **Read the WATCH OUT box. Then describe the weather where you are now.**

WATCH OUT — *It* vs *There*

- *It* + *be* + przymiotnik:
  It will be warm. It is cloudy.
- *It* + czasownik:
  It rains in spring. It snowed all day.
- *There* + *be* + rzeczownik:
  There are a lot of clouds. There will be a storm.

7 KEY WORDS **Look at photos 1–4 and complete the titles with some of the highlighted phrases. There may be more than one correct answer.**

by the sea • in the field • in the mountains
in the park • on the island • on the lake/river

1
Spring _____

2
Summer _____

3
Autumn _____

4
Winter _____

8 2.20 **Listen to four people talking about their visits to the places in the photos from exercise 7. What phrases do they use to describe the weather?**

9 SPEAK **Answer the questions.**

1 Which place in exercise 7 do you like best? Why?
2 Which place would you like to visit at the weekend? What would you do there?

FAST FINISHERS

Describe a holiday that was a nightmare because of the weather.

We went to ... It was really ...

A podcast about living green

1 **SPEAK** **Decide what could be better for the environment than:**

- driving to school/work;
- using plastic plates and cups;
- putting all the rubbish in one bin;
- taking a bath.

2 **SPEAK** **Do the quiz. Compare your answers in pairs. Then check your results on page 142.**

- always – 2 points
- sometimes – 1 point
- never – 0 points

HOW GREEN IS YOUR LIFE?

Do you *always*, *sometimes* or *never*

1 use means of transport which produce little air **pollution**?
2 **turn off** the light when you leave a room?
3 take a shopping bag with you when you go shopping?
4 try to **reduce** the number of new things you buy?
5 **reuse** the things you don't use any more?
6 take a shower, not a bath?
7 sort your **rubbish** and put it in **recycling bins**?
8 use equipment which **saves** energy?
9 **plant** trees in local eco-events?

3 **KEY WORDS** **Complete the categories below with the highlighted activities from the quiz in exercise 2 and your own ideas.**

What can we do to

1 save energy?
2 save water?
3 reduce air pollution?
4 reduce the amount of rubbish?

4 2.21 **Listen to a podcast about young eco-activists and complete the table.**

Name	What they do	Where from	Achievement
1 Felix Finkbeiner	1 *plant trees*	2	14 billion new trees
2 Bailey Cherry	reduce rubbish	Hong Kong	3 books saved
3 Thomas Ponce	4	5	website with videos

5 2.21 **SPEAK** **Listen again and answer the questions.**

1 How many trees do people cut down every year?
Ten billion
2 How many trees will people plant in the next thirty years?
3 How many books can people make from one tree?
4 What is *Lobby for animals*?

6 **SPEAK** **Answer the questions.**

1 Which activity from the podcast would you choose to help? Why?
2 Young people need to act to save the environment. Do you agree? Why/Why not?

FAST FINISHERS

Write a list of five things you could start doing for the environment tomorrow and explain how your actions would help.

RESEARCH IMPULSE

Find out and tell the class when and how people celebrate Earth Day. Suggest activities for the current year.

6.7 Grammar 2

Be going to • Be going to *vs* will

1 **SPEAK** **Answer the questions.**

1 When did you last change the look of your room? What did you do?
2 What eco-friendly things (furniture, equipment, etc.) are there in your room?
3 What changes would you like to make in your room in the near future? Why?

2 2.22 **Listen to a voice messages and answer the questions.**

1 What does Kylie ask Jan to do?
2 Why does Kylie leave another message?

3 2.23 **Listen to the sentences from the messages and complete them with the verbs you hear.**

1 I want to buy a new beanbag, and I'm going to *see* what they've got.
2 It's good because I'm not going to _____ all my money.
3 Are you going to _____ a beanbag, too?
4 I called Anthony, and he's going to _____ me at the shop.
5 He isn't going to _____ anything.
6 What are you going to _____?

4 **Look at the video still and study the grammar table. Complete the examples of *be going to* from exercise 3.**

Key Grammar

Be going to

Konstrukcji ***be going to*** + **bezokolicznik** używamy, by opisać nasze plany i zamierzenia na przyszłość.

Określenia czasu: ***after school*** (po szkole), ***tonight*** (dziś wieczorem), ***when you're eighteen*** (kiedy skończysz osiemnaście lat), ***next week*** (w przyszłym tygodniu).

Forma: ***be going to*** + bezokolicznik

+	*I'm going to see their offer.* *He* [1] _____ *join me at the shop.* *They're going to move out soon.*
−	*I* [2] _____ *spend all my money.* *He isn't going to get anything.* *We're not going to have a party at home.*
?	*Am I going to spend all my money? Yes, I am.* *Are you going to buy a beanbag, too? No, you aren't.* *Is she going to wash the windows herself? No, she isn't.*
Wh- ?	*How much is he going to spend on furniture?* *What are you going to do?*

Grammar Reference >> 90

5 **Complete the sentences with the correct forms of *be going to* and the verbs in brackets.**

1 We *are going to start* (start) to sort rubbish.
2 I _____ (not buy) this mirror.
3 Where _____ (he / move) to?
4 My parents _____ (build) a small cottage.
5 _____ (you / paint) your room yourself?
6 She _____ (not keep) a dog at home.

6 **SPEAK** **Make questions using the correct forms of *be going to*. Then answer the questions.**

1 Who / talk to / after classes?
Who are you going to talk to after classes?
2 What / do / tonight?
3 Where / spend / the weekend?
4 How / celebrate / your eighteenth birthday?

Key Grammar

Be going to vs will

Formy: ***be going to*** oraz ***will*** odnoszą się do przyszłości, ale:

be going to	*will ('ll)*
to czynności zamierzone, zaplanowane na przyszłość, np. *I'd like to live on my own, so I'm going to leave home when I'm eighteen.*	to przewidywanie wydarzeń w przyszłości; często stosowane z wyrażeniami: *I (don't) think, I'm (not) sure, I hope*, np. *In the future, people will live in small houses because there won't be enough land.*

7 **SPEAK** **Complete the dialogue using the correct forms of *will* or *be going to* and the verbs in brackets. Then practise the dialogue in pairs.**

X: I [1] *'m going to paint* (paint) my room on Saturday. Could you come and help me, please?
Y: Sure! What colours [2] _____ (you / use)?
X: Dark blue and bright green.
Y: Don't you think it [3] _____ (look) crazy?
X: I hope it will. I want my room to look crazy.
Y: OK. I [4] _____ (come) at nine.

FAST FINISHERS

You decided that you want to make your room look crazy – very different. Write a list of five things you are going to do.

LIFESTYLE BLOG CATEGORIES CONTACT Kim's blog

NEW HOME?

Hi everyone, I'm sixteen, and **I'd like to tell you about my situation**.

I'm going to move from the city to the countryside. I'm going to live on my parents' eco-friendly farm. The place is clean and relaxing. There is a forest and a lake near the house.

Everyone says: 'Fantastic! You'll have your own room with a beautiful view. You won't hear noisy traffic'. And it's true. The roads are safe there, so I'll go cycling a lot. And **I'm glad** that I'll have a big dog. 🙂

But there is something **I'm worried** about. The house is far from the city, so it will take me a long time to get to school. 😒

Also, I'll miss my friends. I won't be able to go to the cinema or for a pizza with them very often.

Were you ever in a similar situation? Was it difficult for you to move house? **Thanks for your comments on my blog. That's all for today**.

1 SPEAK **Answer the questions.**

Do you ever

1 share your feelings on a blog? Why/Why not?
2 comment on blog posts? Why/Why not?

2 **Match the words from the box to the correct categories. Can you think of the opposite adjectives?**

~~annoyed~~ ~~crowded~~ dangerous excited friendly polluted quiet sad ugly upset

Places: *crowded, ...*
Feelings: *annoyed, ...*

3 **Read the blog post. Are the statements true (T) or false (F)?**

The writer

1 lives in the countryside. T / F
2 likes the view from his/her new room. T / F
3 is a student. T / F
4 wants to meet the readers. T / F

4 **Read the blog post again. Find the adjectives describing places and feelings and add them to the categories from exercise 2.**

5 **Study the Key Phrases box. How can you replace the phrases in bold in the blog post?**

Key Phrases	
A blog post	
Starting a blog post Hi everyone, ... Hello guys, ... I've got some news for you. I'd like to tell you about ...	**Describing feelings** I'm happy/glad that .../ excited about ... I'm (really) worried/upset about/afraid of ... **Finishing a blog post** That's all for today. In my next post, I'll ...
Asking for comments Thanks for your comments on my blog. I'm waiting for your comments.	

6 **Do the writing task. Follow the steps in the Writing Planner.**

Niedługo przeprowadzisz się z rodzicami do nowego domu. Podziel się swoimi odczuciami na blogu.

- Poinformuj o wydarzeniu i opisz okolicę, w której będziesz mieszkać.
- Napisz, jakie są zalety nowego miejsca zamieszkania.
- Przedstaw swoje obawy związane z przeprowadzką.
- Poproś o komentarze od osób w podobnej sytuacji.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi everyone,
I'd like to tell you about ...

WRITING PLANNER

PREPARE
Przygotuj argumenty za nowym miejscem zamieszkania i przeciw niemu. Wykorzystaj przymiotniki z ćwiczenia 2.

WRITE
Zredaguj wpis na blogu. Pamiętaj, do kogo adresujesz tekst i czego oczekujesz od czytelnika. Wykorzystaj zwroty z ramki Key Phrases.

CHECK
Upewnij się, że Twoja wypowiedź jest wymaganą formą (wpis na blogu), rozwija wszystkie punkty, jest odpowiedniej długości i nie zawiera błędów ortograficznych.

FAST FINISHERS

Comment on the blog about moving to the countryside. Cheer up the writer.

6.9 Revision

VOCABULARY

1 Choose the correct options.

1 We're going to have one ***large*** / ***cosy*** wardrobe in our new house for all the clothes.
2 My aunt can bake delicious cakes in her traditional ***microwave*** / ***oven***.
3 There'll be two ***cupboards*** / ***cookers*** in the kitchen for cups and plates.
4 This ***old-fashioned*** / ***modern*** armchair was my grandmother's favourite place to rest.
5 My parents don't want ***carpets*** / ***blinds*** on the windows, so they are only in my room.
6 There is a ***shower*** / ***sink*** in the bathroom so we can save water.

2 Translate into English.

Clare

Hi everyone,
My class is planning a trip in October.
The boys want to go to the [1] *sea* (*nad morze*).
But the girls prefer the [2] _____ (*góry*).
The weather forecast says it won't [3] _____ (*padać deszcz*), but it could be [4] _____ (*pochmurno*) in the mountains.
At the seaside, it will be [5] _____ (*wietrznie*), and there will be [6] _____ (*burze*) all week. What should we do?

GRAMMAR

3 Complete the text with the correct forms of *will* and the verbs in brackets.

What four things [1] *will you do* (**you** / **do**) for the environment tomorrow?

I [2] _____ (**not keep**) the water running when I brush my teeth, and I [3] _____ (**turn off**) the light when I leave the room.
I [4] _____ (**not buy**) a drink in a plastic bottle.
Also, I [5] _____ (**tell**) my older sister to take a shorter shower, but [6] _____ (**she** / **listen**) to me?

4 Choose the correct options.

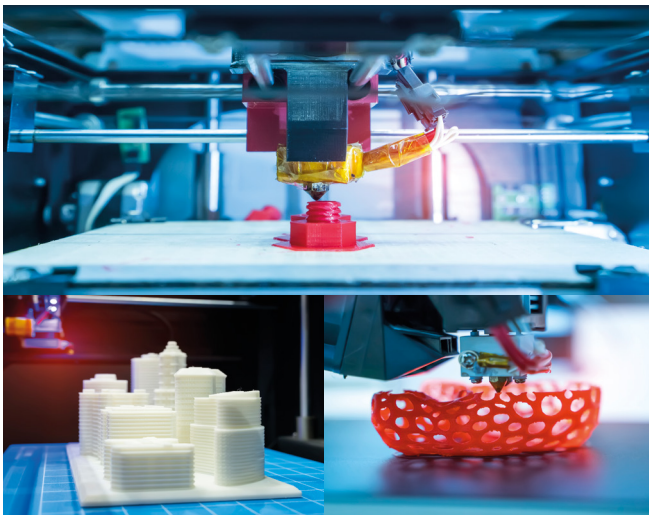
Dear Students,
Next week, on 19 September, it is *World Cleanup Day*. On this day, millions of volunteers from over 180 countries [1] ***will come*** / ***are going to come*** together to pick up rubbish all over the world.
As you know, our school [2] ***will join*** / ***is going to join*** in this activity.
Please come to the school hall at 8 am.
You [3] ***will get*** / ***are going to get*** gloves and bags for rubbish. This year, we [4] ***won't work*** / ***aren't going to work*** in the park but by the river. I hope it [5] ***won't rain*** / ***isn't going to rain*** and we [6] ***will enjoy*** / ***are going to enjoy*** this great day.
Ms Theresa Thatch, the Head Teacher

USE OF ENGLISH 1 2 3 4 5 6 7 8

5 Complete the second sentence so that it means the same as the first one.

1 What are your plans for tonight?
What _____ do tonight?
2 The homework isn't as difficult as I expected.
The homework _____ than I expected.
3 My sister doesn't like video games.
My sister _____ on video games.

6 Choose the correct options.



When 3-D printing technology [1] _____ in the 1980s, it was possible to make only small objects. Year by year, there were new inventions, and engineers started to make bigger objects, like furniture, equipment and even houses.
The technology is becoming more and more popular in housing now, because it has [2] _____ advantages. 3-D houses are eco-friendly. You can make a 3-D house from recycled materials. The technology can [3] _____ the costs by fifty percent, so it's cheap. Also, it doesn't take more than twenty-four hours to make a small house, so it's much [4] _____ a traditional way.
In 2016, Dubai opened the world's first 3-D printed office. [5] _____ construction has an area of 250 square metres and took seventeen days to print. Charity organisations hope that 3-D printing will help with housing problems in poor countries. Also, NASA [6] _____ use 3-D technology in space in the future.

1	**A** appears	**B** is appearing	**C** appeared
2	**A** a lot of	**B** much	**C** more
3	**A** recycle	**B** reduce	**C** reuse
4	**A** faster as	**B** faster than	**C** more faster
5	**A** Ø	**B** A	**C** The
6	**A** is going to	**B** has to	**C** shouldn't

Did you know?
... the First Digital Cleanup Day happened in 2020. Why don't you clean up your smartphone?

7 **Complete the text with the correct forms of the words from the box.**

compete	create	~~good~~	take

Get greener and make your town a [1] *better* place to live!

Do you want to do something for the environment? Enter the [2] _____ for the best Eco-Poster.

You can do anything you want! Become as [3] _____ as you want, let your imagination go crazy.

All students who [4] _____ part in our event last year received great prizes. And they got a lot of satisfaction, too.

So – think no more! Visit our website for more details and register today.

LISTENING

8 2.24 **Listen to a radio phone-in and complete the table.**

What do you do for the environment?			
Who?	**When did you start?**	**What do you do?**	**How do you do it?**
Presenter	[1] *one month* ago	[2] _____	• turn off equipment • wash clothes in [3] _____
Josh	last [4] _____	avoid toxic chemicals	• [5] _____
Miriam	in December	reduce pollution	• stop [6] _____ • give away old things

SPEAKING

9 **Read the instructions and do the task. Then change roles and do the task again.**

Uczeń A

Przebywasz na stypendium w szkole w Anglii. Wynajmujesz mieszkanie z kolegą/koleżanką z Hiszpanii (uczeń B). Ustalacie zasady wspólnego użytkowania mieszkania. Jesteś zwolennikiem ekologicznego stylu życia. Poniżej podane są cztery kwestie, które należy omówić z uczniem B.

oszczędzanie wody

oszczędzanie energii

segregacja śmieci

rozważne zakupy

Uczeń B

Przebywasz na stypendium w szkole w Anglii. Wynajmujesz mieszkanie z kolegą/koleżanką z Polski (uczeń A). Ustalacie zasady wspólnego użytkowania mieszkania. Nie jesteś zwolennikiem/zwolenniczką przesadnej dbałości o środowisko. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty.

- Nie zgódź się z uczniem A co do sposobu oszczędzania wody.
- Zgódź się z propozycją oszczędzania energii i podaj jeszcze inny sposób na jej oszczędzanie.
- Powiedz, co robicie z odpadami u siebie w domu.
- Zaproponuj wspólne robienie listy zakupów.

THINKING IMPULSE

SPEAK **Look back at the title of this unit and the photo on page 78. Use the words from the word cloud and your ideas to say how we can make our world a better place.**

Take care of the Earth! There is no plan(et) B!

6.2 *Will* for predictions

Konstrukcję ***will*** **+ bezokolicznik** (***future simple***) stosujemy, kiedy chcemy powiedzieć, **co naszym zdaniem wydarzy się w przyszłości.** Przewidywania wyrażone za pomocą tej konstrukcji zwykle opierają się na naszych odczuciach i przekonaniach, a nie na twardych dowodach. To dlatego zdania z *will* często zawierają czasowniki: *think*, *believe*, *reckon*, *hope*, *expect* czy *guess*, np.
I reckon she will be happy in her new flat.
(Myślę, że będzie szczęśliwa w swoim nowym mieszkaniu.)

Tworzenie zdań z *will*: *will* + bezokolicznik

Zdania twierdzące	Zdania przeczące
I/You/He/She/It/We/They will buy a new car next year.	*I/You/He/She/It/We/They won't go to sleep before ten o'clock.*
Pytania ogólne	**Krótkie odpowiedzi**
Will I/you/he/she/it/we/they become famous one day?	*Yes, I/you/he/she/it/we/they will.* *No, I/you/he/she/it/we/they won't.*
Pytania szczegółowe	
How will I/you/he/she/it/we/they react? *What will I/you/he/she/it/we/they do?*	

will = 'll / will not = won't

UWAGA!
Czasownik *can* przyjmuje w konstrukcji z *will* formę *will/won't be able to*, np.:
Dylan will be able to pass his school-leaving exams.
We won't be able to come to your dinner party.
Will you be able to get your money back?

UWAGA!
Czasownik *will* może wystąpić również w konstrukcji *there will/won't be*, np.:
They think there will be a souvenir shop in the museum.
(Oni myślą, że w muzeum będzie sklep z pamiątkami.)
I hope there won't be many people in the queue.
(Mam nadzieję, że w kolejce nie będzie wiele osób.)
Will there be a sofa in the hotel room? (Czy w pokoju hotelowym będzie kanapa?)

UWAGA!
W zdaniach z *will* często używamy przysłówków: *probably* (prawdopodobnie) **i *definitely*** (zdecydowanie). Ich miejsce w zdaniu jest po *will*, ale przed *won't*, np.:
They probably won't get married this year, but they'll definitely move in together. (Prawdopodobnie nie pobiorą się w tym roku, ale zdecydowanie zamieszkają razem.)

6.7 *Be going to* • *Be going to* vs *will*

Konstrukcji ***be going to*** **+ bezokolicznik** używamy, by opisać ogólne plany i zamierzenia na przyszłość, które mogą ulec zmianie, np.
When they finish school, they're going to go sailing in the Caribbean. (Kiedy skończą szkołę, zamierzają wyjechać na żagle na Karaiby.)

Z tego względu w zdaniach z ***be going to*** często występują określenia odnoszące się do konkretnych momentów w przyszłości, np.: *tomorrow*, *tonight*, *next (week)*, *after (dinner)*, *when (I finish work)*.

Tworzenie zdań z *be going to*: *am/is/are going to* + bezokolicznik

Zdania twierdzące	Zdania przeczące
I'm going to learn to play the violin. *He/She/It's going to sell this painting.* *You/We/They're going to visit New Zealand.*	*I'm not going to look for a new job.* *He/She/It isn't going to help us.* *You/We/They aren't going to change the rules.*
Pytania ogólne	**Krótkie odpowiedzi**
Am I going to read this book? *Is he/she/it going to go shopping?* *Are you/we/they going to buy the tickets?*	*Yes, I am.* *No, I'm not.* *Yes, he/she/it is.* *No, he/she/it isn't.* *Yes, you/we/they are.* *No, you/we/they aren't.*
Pytania szczegółowe	
What am I going to wear? *Where is he/she/it going to park?* *Who are you/we/they going to call?*	

UWAGA!
Konstrukcji ***be going to*** **+ bezokolicznik** możemy również użyć, by wyrazić nasze przewidywania dotyczące przyszłości opartej na obserwacji tego, co dzieje się w chwili obecnej, np.:
Look at the clouds. It's going to rain. (Popatrz na chmury. Będzie padać.)
This cake is too sweet. You're not going to like it. (To ciasto jest za słodkie. Nie będzie ci smakować.)

Be going to vs *will*

- **Zdania z *be going to* opisują nasze zamierzenia i plany na przyszłość. Oznacza to, że wstępnie podjęliśmy decyzję o wykonaniu jakiejś czynności, choć nie wiadomo jeszcze, czy nasze plany zostaną zrealizowane.**
  W języku polskim podobne znaczenie ma czasownik „zamierzać", np.:
  I'm going to sign up for singing lessons. (Zamierzam się zapisać na lekcje śpiewu.)
  Are they going to visit the local art gallery? (Czy zamierzają odwiedzić miejscową galerię sztuki?)
- **Zdania z *will* nie mają elementu sprawczości typowego dla *be going to*. Używając *will* w tym znaczeniu, jesteśmy tylko biernymi obserwatorami i opisujemy to, co naszym zdaniem się wydarzy lub nie, np.:**
  Her performance was great, but I don't think she'll win.
  (Jej występ był świetny, ale nie sądzę, żeby miała wygrać.)
  I reckon we won't get there faster by train than by car.
  (Myślę, że nie dotrzemy tam szybciej pociągiem niż samochodem.)

Extra Grammar Practice ≫ 137

– KEY WORDS

VOCABULARY 1 MP3 34

armchair	/ˈɑːmˌtʃeə/	fotel
bath	/bɑːθ/	wanna
bathroom	/ˈbɑːθˌruːm/	łazienka
bedroom	/ˈbedruːm/	sypialnia
bin	/bɪn/	kosz na śmieci
blind	/blaɪnd/	żaluzja
bookcase	/ˈbʊkˌkeɪs/	regał
carpet	/ˈkɑːpɪt/	dywan
cooker	/ˈkʊkə/	kuchenka
cupboard	/ˈkʌbəd/	kredens
dining room	/ˈdaɪnɪŋ ˌruːm/	jadalnia
equipment	/ɪˈkwɪpmənt/	wyposażenie
fridge	/frɪdʒ/	lodówka
furniture	/ˈfɜːnɪtʃə/	meble
garage	/ˈgærɪdʒ/, /ˈgærɑːʒ/	garaż
habit	/ˈhæbɪt/	zwyczaj, nawyk
kitchen	/ˈkɪtʃən/	kuchnia
living room	/ˈlɪvɪŋ ruːm/	salon
microwave	/ˈmaɪkrəˌweɪv/	kuchenka mikrofalowa
office	/ˈɒfɪs/	gabinet
oven	/ˈʌvn/	piekarnik
shower	/ˈʃaʊə/	prysznic
sink	/sɪŋk/	zlew
sofa	/ˈsəʊfə/	sofa, kanapa
space	/speɪs/	przestrzeń
wardrobe	/ˈwɔːdrəʊb/	szafa

GRAMMAR 1 MP3 35

environmentally friendly	/ɪnvaɪrənˌmentəli ˈfrendli/	przyjazny dla środowiska
sensor	/ˈsensə/	czujnik
smart home	/ˌsmɑːt ˈhəʊm/	inteligentny dom

SPEAKING MP3 36

environment	/ɪnˈvaɪrənmənt/	środowisko
plastic straw	/ˌplæstɪk ˈstrɔː/	plastikowa słomka

READING MP3 37

comfortable	/ˈkʌmftəbəl/	wygodny
cosy	/ˈkəʊzi/	przytulny
eco-friendly	/ˌiːkəʊ ˈfrendli/	przyjazny dla środowiska
large	/lɑːdʒ/	duży
live green	/ˌlɪv ˈgriːn/	żyć w zgodzie z naturą
modern	/ˈmɒdən/	nowoczesny
old-fashioned	/ˌəʊld ˈfæʃənd/	staromodny
quiet	/ˈkwaɪət/	cichy, spokojny

VOCABULARY 2 MP3 38

autumn	/ˈɔːtəm/	jesień
by the sea	/ˌbaɪ ðə ˈsiː/	nad morzem
clouds	/klaʊdz/	chmury
cloudy	/ˈklaʊdi/	pochmurny
cold	/kəʊld/	zimny
cool	/kuːl/	chłodny
dry	/draɪ/	suchy
fog	/fɒg/	mgła
foggy	/ˈfɒgi/	mglisty
hot	/hɒt/	gorący
ice	/aɪs/	lód
in the field	/ˌɪn ðə fiːld/	w polu
in the mountains	/ˌɪn ðə ˈmaʊntɪnz/	w górach
in the park	/ˌɪn ðə ˈpɑːk/	w parku
on the island	/ˌɒn ði ˈaɪlənd/	na wyspie
on the lake/river	/ˌɒn ðə ˈleɪk/ˈrɪvə/	na jeziorze/rzece
rain	/reɪn/	deszcz; padać (o deszczu)
rainy	/ˈreɪni/	deszczowy
sky	/skaɪ/	niebo
snow	/snəʊ/	śnieg; padać (o śniegu)
snowy	/ˈsnəʊi/	śnieżny
spring	/sprɪŋ/	wiosna
storm	/stɔːm/	burza
stormy	/ˈstɔːmi/	burzowy
summer	/ˈsʌmə/	lato
sunny	/ˈsʌni/	słoneczny
warm	/wɔːm/	ciepły
wet	/wet/	mokry
wind	/wɪnd/	wiatr
windy	/ˈwɪndi/	wietrzny
winter	/ˈwɪntə/	zima

LISTENING MP3 39

oxygen	/ˈɒksɪdʒən/	tlen
plant	/plɑːnt/	sadzić
pollution	/pəˈluːʃən/	zanieczyszczenie
recycling bin	/riːˈsaɪklɪŋ bɪn/	kosz na odpady
reduce	/rɪˈdjuːs/	redukować
reuse	/riːˈjuːz/	używać ponownie
rubbish	/ˈrʌbɪʃ/	śmieci
save	/seɪv/	oszczędzać
turn off	/ˌtɜːn ˈɒf/	wyłączać

GRAMMAR 2 MP3 40

beanbag	/ˈbiːnbæg/	pufa
mirror	/ˈmɪrə/	lustro

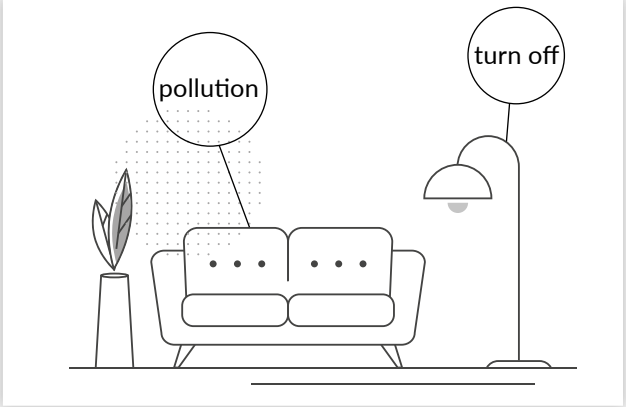
WRITING MP3 41

countryside	/ˈkʌntriˌsaɪd/	wiejska okolica
crowded	/ˈkraʊdɪd/	zatłoczony
dangerous	/ˈdeɪndʒərəs/	niebezpieczny
friendly	/ˈfrendli/	przyjazny
polluted	/pəˈluːtɪd/	zanieczyszczony

MEMORY IMPULSE

PAŁAC PAMIĘCI

Metoda skojarzeniowa nazywana „pałacem pamięci" polega na przypisaniu słów, które chcesz zapamiętać, wybranym miejscom w jakiejś przestrzeni – prawdziwej lub wyimaginowanej, np. ze świata gry komputerowej. Wyobraź sobie dowolną przestrzeń, np. Twój pokój, i przypisz kilku miejscom nowe słowa za pomocą skojarzeń, np. kanapa – *pollution*, bo zbiera się na niej kurz, wyłącznik światła – *turn off*, szafa – *reduce*, bo należałoby zredukować liczbę butów itd. Poruszanie się w tej przestrzeni w wyobraźni pomoże Ci zapamiętać nowe słowa.



7 JUST A JOB

1 **SPEAK** **Look at the photo and answer the questions.**

THINKING IMPULSE

- Are the musicians practising or giving a concert, in your opinion? Why?
- Where would you prefer to be: with the musicians on the stage or in the audience? Why?

2 **SPEAK** **Read the comments. Which of the authors is experienced in working with music? Why?**

Before2020
I've seen you live. Unforgettable experience!

Mmaker
So much work behind every single song! 👍

Ellie99
I ❤️ your songs! They give me good vibes.

Jasper
Do you need a sound engineer?
Just lost my job. 😟

Comment • • •

1 SPEAK **Answer the questions.**

MEMORY IMPULSE

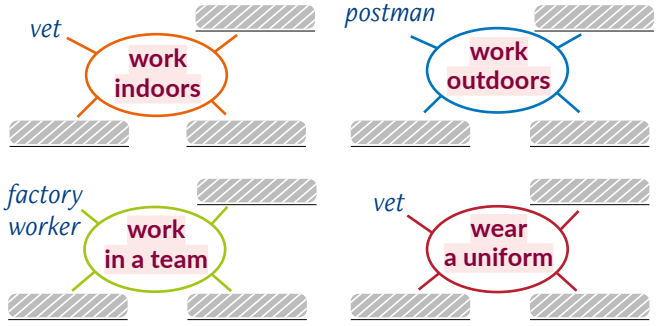
actor/actress cleaner doctor driver farmer firefighter shop assistant singer teacher waiter/waitress

1 Which of the jobs from the box did you want to do when you were a child? Why?
2 Which of the jobs from the box would/wouldn't you like to do in the future? Why?

2 KEY WORDS **Match some of the highlighted words to photos 1–10.**

architect • builder • chef • dentist
factory worker • journalist • mechanic • nurse
office worker • photographer • pilot • postman
receptionist • scientist • vet • web designer

3 KEY WORDS **Complete the vocabulary maps with the names of the jobs from exercises 1 and 2.**



4 2.25 KEY WORDS **Listen to five people talking about their jobs and choose the correct options.**

1 Speaker 1 is a *journalist* / *web designer*. He/She works from home / leaves home for work every day.
2 Speaker 2 is a *nurse* / *dentist*. He/She works on a computer / works with his/her hands.
3 Speaker 3 is an *office worker* / *architect*. He/She works for a company / works on his/her own.
4 Speaker 4 is a *mechanic* / *postman*. He/She has a full-time job / has a part-time job.
5 Speaker 5 is a *chef* / *pilot*. He/She has a well-paid job / has a badly-paid job.

5 2.25 **Listen again. In your opinion, which of the speakers:**

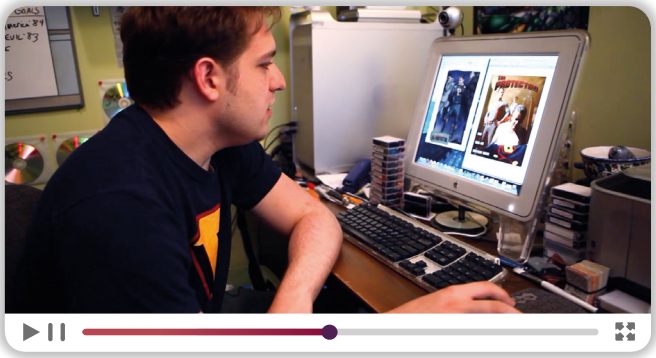
1 leaves home for work? _____
2 works on a computer? _____
3 works for a company? _____
4 can decide about their working hours? _____

6 SPEAK **Translate into English. Then answer the questions about your future job.**

1 Would you like to *work from home* (*pracować z domu*)? Why/Why not?
2 Would you rather have a _____ (*na cały etat*) or _____ (*w niepełnym wymiarze*) job? Why?
3 Would you prefer to _____ (*pracować na własną rękę*) or _____ (*w firmie*)? Why?

7 SPEAK **Describe the video still and answer the questions.**

THINKING IMPULSE



1 What does the man's working day look like, in your opinion?
2 What kind of jobs are young people looking for now? Why?

FAST FINISHERS

Use the names of jobs in exercises 1 and 2 to make a crossword puzzle. The main phrase is: BUSINESSWOMAN.

7.2 Grammar 1

Present perfect for experiences: affirmative and negative

1 **SPEAK** **Answer the questions.**

1 What jobs can students in Poland do in the summer?
2 What summer job would you like to do? Why?
3 Talk to your classmate about a young person/ student who had a summer job last year.

2 2.26 **Listen to Annabel talking about her summer jobs. Are the statements true (T) or false (F)?**

1 She doesn't have any work experience. T / F
2 She likes the idea of playing in a musical. T / F

3 2.26 **Listen again and complete the sentences.**

1 I've worked as a *waitress* and as a _____.
2 I've been an _____.
3 My friend has taken part in their _____.
4 I haven't played in a _____. Also, I haven't sung on _____.

4 **Look at the video still and study the grammar table. Complete the examples of the present perfect from exercise 3.**

Key Grammar

Present perfect: opisywanie doświadczenia

Czasu *present perfect* używamy, aby opisać czynności wykonane w przeszłości, które wpływają na nasze obecne doświadczenie.

Forma: *have/haven't* lub *has/hasn't* + past participle

	I/You/We/They	He/She/It
+	*I* [1] _____ *an office worker.* *They've worked at a supermarket.*	*She's visited a lot of places.* *My friend* [2] _____ *part in their concerts.*
−	*You haven't played in a show.* *I* [3] _____ *on the stage.*	*He hasn't met a famous chef.* *It hasn't happened to me.*

Irregular verbs ≫ 143 Grammar Reference ≫ 104

5 **Complete the sentences with the present perfect forms of the regular verbs in brackets.**

1 I *have worked* (work) from home.
2 We _____ (not try) the chef's recipes.
3 Steve _____ (play) in many videos.
4 Leila _____ (not train) to be a web designer.
5 I _____ (travel) by plane many times.
6 They _____ (not use) this kind of equipment.

6 2.27 **Complete the sentences with the present perfect forms of the irregular verbs in capitals. What are the speakers' jobs? Listen and check.**

1 I *have met* many famous people, but I *haven't met* an Olympic champion. MEET

2 I _____ many articles for papers, but I _____ any comments on the Internet. WRITE

3 I _____ the company ID, but I _____ a uniform. WEAR

4 I _____ to many airports, but I _____ to India. BE

5 I _____ many sick animals, but I _____ a sick elephant. SEE

6 I _____ different patients, but I _____ a 100-year-old man in my clinic. HAVE

7 **SPEAK** **Talk about the experiences of the people from exercise 6.**

The receptionist has met ..., but she hasn't met ...

8 2.28 **Listen and repeat the phrases in present perfect.**

#BRAINTEASER

They've turned me on my side and I'm everything. They've cut me in half and I'm nothing. What am I?

FAST FINISHERS

Write two sentences that are true and two that are false about what you have done. Let your classmates guess which are true and which are false.

1 **SPEAK** **Answer the questions.**

1 Do you like taking part in theatre performances? Why/Why not?
2 How could you help in a school show?

2 **Read the advertisement. Who are they looking for? Choose from the jobs in photos 1–6.**

Have you ever sung or danced on the stage?
Are you into tech and can help us with lighting and sound?
If so, join the theatre group and ...

Let's bring some **BROADWAY** hits to school!

If interested, contact Flynn Kimber on FB and have a talk with him.

1 dancer

2 DJ

3 singer

4 lighting engineer

5 sound engineer

6 make-up artist

3 2.29 **Listen to a conversation between Flynn and Diego and answer the questions.**

1 Why does Diego want to help with the show?
2 Does Flynn decide to take him on as part of the team? Why/Why not?

WATCH OUT *ever*

Konstrukcji ***Have you ever*** + ***past participle*** używamy, aby zapytać o doświadczenie. (*Czy kiedykolwiek ...?*)

Have you ever helped *with a musical?*

4 2.29 **Study the Key Phrases box and complete the dialogue with the correct Key Phrases. Listen again and check.**

Key Phrases

Talking about experience

General interview questions
Why do you want to help with/work as ...?
Why are you interested in (helping/doing) ...?

Asking about experience and abilities
Have you ever worked as (a DJ) before?
Do you have any experience with (doing .../working with ...)?
Can you (use a mixing desk)?

Talking about your experience and abilities
I can (read music/dance).
I know a little about (sound/lighting).

Diego? Hi, I'm Flynn.

Hi, nice to meet you.

So, why [1] *do you wanna* help with the musical?

Well, I like the theatre, so it sounds like a cool thing to do.

Have [2] _____ this type of work before?

Not really, not with a musical.

And do you [3] _____ with sound and lighting?

My brother's a DJ, so I know a little about sound.

Oh yeah? [4] _____ use a mixing desk and all the equipment?

Yeah, I can.

OK, that sounds good. Are you free to meet Wednesdays and Fridays after school?

Sure, no problem.

OK, cool. So, see you Wednesday in the school auditorium.

Great.

5 **Choose the correct options.**

1 **X:** Why are you interested in dancing in the show?
Y: _____
a No, I don't know. **b** Can you dance salsa?
c I want to get some experience.

2 **X:** Can you work as a lighting engineer?
Y: _____
a I haven't done it. **b** Yes, I'm into tech.
c I'm not interested in music.

6 **SPEAK** **Read the instructions and do the speaking task. Student A, look at page 141. Student B, look at page 142.**

FAST FINISHERS

Write an advertisement for a music event. Write who you are looking for and encourage students to join the team and help.

7.4 Reading

An article about a young artist

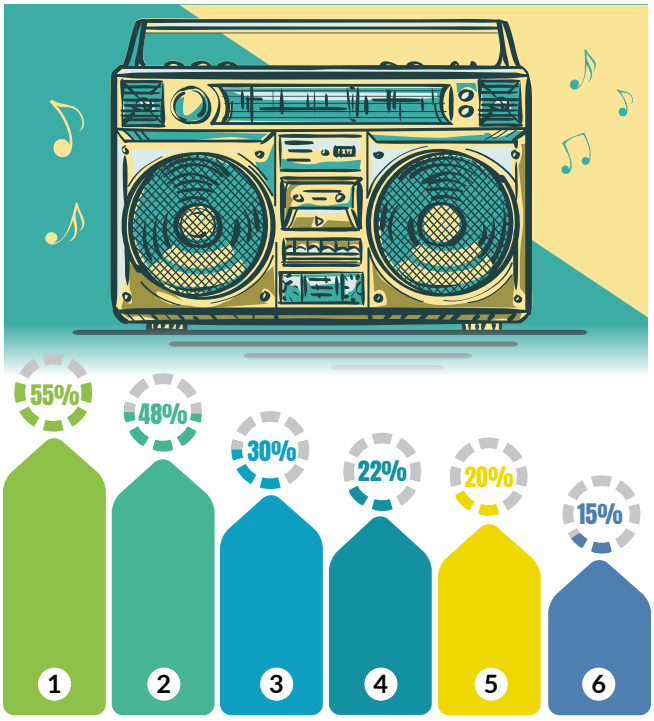
1 SPEAK **Answer the questions.**

MEMORY IMPULSE

1 Which music styles do you like? Why?
2 Do you have any favourite singers or bands? Why/Why not?

2 2.30 **Listen and complete the graph with the names of the music styles from the box.**

hip-hop	musicals	~~pop~~	R&B	rock	soundtrack



1 *pop*
2 _____
3 _____
4 _____
5 _____
6 _____

3 SPEAK **Look at the photos and answer the questions. Then read the first paragraph of the text on page 97 and check your answers.**

1 Who is the person in the photos?
2 What style of music does she play?
3 In your opinion, why is she so popular?

4 **Read the text on page 97. Are the statements true (T) or false (F)?**

1 Ariana Grande writes her own songs. T / F
2 Whitney Houston and Mariah Carrey trained Ariana to sing. T / F
3 Ariana Grande hasn't received many music prizes. T / F
4 Ariana Grande would like to make her fans happy. T / F
5 Ariana Grande doesn't show her true personality on the stage. T / F

5 2.31 **Read the text. Match sentences A–E to gaps 1–4 in the text. There is one extra sentence.**

A Her career is also amazing.
B She became popular playing in a sitcom.
C Every new project is challenging, but also stressful for her.
D These great artists made her begin to sing.
E She believes they understand the music business better than her.

6 **Read the article again and complete the sentences.**

1 Ariana Grande mixes *three* styles of music in her songs.
2 She has worked as a singer, a dancer and _____ in her career.
3 She feels _____ when she works on new projects.
4 The music business is _____ for her to understand.
5 Some _____ don't like her stage appearance.

7 SPEAK **Look at the adjectives from the box and answer the questions.**

1 Do the adjectives sound positive or negative?

boring	challenging	creative	dangerous	stressful	successful	tiring

2 Which of the adjectives would you use to describe Ariana Grande's job? Why?

Personally, I think that ...

In my opinion ...

I'd say that ...

Ariana Grande

(1993), one of the biggest and most talented young artists in the world, is a singer, dancer and **songwriter**. Her music is generally pop and R&B with some hip-hop. Her live performances always have huge audiences and she has over seventy million fans on social media.

Ariana grew up listening to Whitney Houston and Mariah Carrey. [1] _____ It's hard to believe that she's never had a music teacher to train her to be a singer because her vocal abilities are awesome. [2] _____ She's played in films and TV sitcoms. She's used her voice in animated films. She's appeared in a few Broadway musicals. She has recorded several albums, and the list of her music prizes is quite long.

Ariana feels happy doing what she really loves. [3] _____ She doesn't want to let her fans down. When she receives a prize, she always thanks all the people who work with her: the **musicians**, **sound engineers** and **lighting engineers** who create her stage shows. She also gives special thanks to her **music producers** and **tour managers**. [4] _____

When critics say that Ariana doesn't set a good example for young fans because of her stage appearance, she answers: 'It's only a funny character I play. The real me is inside.'

GLOSSARY
audience – widownia, publiczność
let down – rozczarować
set an example – dawać przykład
stage appearance – wygląd sceniczny
vocal abilities – umiejętności wokalne

8 **KEY WORDS** **Match the jobs highlighted in the text to definitions 1–6.**

A person who
1 records sound or makes sound effects; *sound engineer*
2 is responsible for the singer's or band's concert trips; _____
3 writes music and/or words for songs; _____
4 decides about the lights during the performance; _____
5 knows the music business and decides what material to record; _____
6 plays a musical instrument as a job; _____

9 **SPEAK** **Answer the questions.**

THINKING IMPULSE

1 Do you think you could do any of the jobs from exercise 8? Why/Why not?
2 What are the advantages and disadvantages of working in the music business?

FAST FINISHERS

Write a post discussing a live online concert of your favourite singers and bands. Encourage fans to send likes and comments on the musicians' fan page.

RESEARCH IMPULSE

Use the Internet to find out about your favourite singer's or band's career. Write their five most important achievements.

7.5 Vocabulary 2

Workplace

1 SPEAK **Name two jobs people do in each of the places from the box.**

MEMORY IMPULSE

factory	hospital	hotel	restaurant	school	shop

2 KEY WORDS **Match the highlighted names of workplaces 1–9 to photos A–I.**

1 **Kindergarten** is my dream workplace. I love to work with children, teach them new skills and invent new games for the little ones.
2 A lot of people come to the **chemist's** these days. We sell them medicine and also give them advice on small health problems.
3 My company runs **building sites** all around Europe, so I often work abroad. I work hard with heavy machines and tools.
4 I work at a **laboratory**. Every day we do a lot of tests, and the job is often dangerous.
5 I work with colleagues at an **IT office**. We repair computer systems, write programs and often work long hours.
6 It's a **travel agency** in a small town. We sell holidays from our catalogues or organise individual trips for our customers.
7 Last year, I started a **music studio**. I work with high-tech equipment to record music. I also make my own music.
8 My **clinic** is quite modern. I see about thirty patients a day. I give them medical advice on how to stay healthy.
9 I work nine to five at a **beauty salon**. We take care of women's skin and hair.

3 KEY WORDS **In which places from exercise 2 do the workers**

1 repair something? *IT office*
2 sell something to someone? _____
3 make/build/create/organise something? _____
4 take care of someone/something? _____
5 give advice to someone? _____
6 use high-tech equipment/tools/machines? _____

4 KEY WORDS **Complete the definitions with *work* using the underlined phrases in texts 1–9 in exercise 2.**

1 work *with colleagues* = work in a team
2 work _____ = work in other countries
3 work _____ = do a tiring job
4 work _____ = organise activities for the little ones
5 work _____ = use modern machines and tools at a workplace
6 work _____ = start and finish work at the same time every day
7 work _____ = stay at work for a long time

5 2.32 **Listen to five dialogues. Where do they take place? Choose from the workplaces in exercise 2.**

6 **Choose the correct options. Where could these people work? There may be more than one correct answer.**

1 We've always taken care *of* / *about* all our patients. *clinic*
2 Sarah hasn't worked *with* / *from* the youngest children yet. _____
3 Max has worked *in* / *with* high-tech computer equipment before. _____
4 I haven't given any advice *to* / *for* this woman. She knows how to use the medicine. _____

7 SPEAK **Answer the questions.**

THINKING IMPULSE

1 Which workplaces from exercise 2 would you describe using the words from the box?

comfortable	dangerous	noisy	quiet	safe

2 Which of them would you choose as your future workplace? Why?

FAST FINISHERS

Write a list of three advantages and three disadvantages of the workplace of your dreams.

Short talks about work in the music business

1 **SPEAK** **Choose a job from the box and say what each person does.**

chef	~~journalist~~	mechanic	nurse	postman
receptionist	vet			

This person writes texts for newspapers. *A journalist.*

2 **Read the advertisements. Which one is a job offer?**

1

RAY

Only at RAY'S RECORDING STUDIO
perfect sessions with the best **recording engineers**!
Composers, **singers**, **bands** and **orchestras** up to fifteen people are welcome!

Comments: 35

2

LIFE IS MUSIC

LIFE IS MUSIC magazine presents:
concert reviews artists' profiles top lists
Our **music journalists** keep you up-to-date with the music news!

Comments: 24

3

JOB4YOU

Get experience & earn money on summer **tours**!
We need:
- **boom operators**
- sound engineers
- lighting engineers

Become our **roadie** for two months!

Comments: 45

4

MASTERS

At MASTERS school, **music teachers** are waiting for you! Learn to become a **pianist** or a singer! Get the first music class for free!

Comments: 18

3 2.33 **KEY WORDS** **Listen to six definitions and choose the correct options.**

1 boom operator / lighting engineer
2 orchestra / band
3 pianist / composer
4 roadie / sound engineer
5 tour / concert
6 recording engineer / music teacher

4 2.34 **Read the questions below. Listen to five speakers and decide which of them answers each question.**

a Where do you work? *Speaker 2*
b Have you ever talked to a star? _____
c Who's the artist you admire? _____
d What's your dream job? _____
e Have you ever had a music teacher? _____

5 2.34 **Listen again. Match speakers 1–5 to statements A–F. There is one extra statement.**

This speaker
A supports someone who gets negative opinions.
B organises concerts for stars.
C isn't going to continue a family tradition.
D shares a sad episode from his/her career.
E shows the negative side of his/her job.
F understands the role of music in his/her education.

Speaker 1 _____ Speaker 2 _____ Speaker 3 _____
Speaker 4 _____ Speaker 5 _____

6 **KEY WORDS** **Complete the information about the speakers with the highlighted words from exercise 2.**

Speaker 1 His parents play in an *orchestra*. He's worked as a _____ and a sound engineer. He's learning to be a _____.
Speaker 2 He is often on _____. He travels with a rock _____ as a _____.
Speaker 3 Her favourite artist is a singer, _____ and a music producer.
Speaker 4 He is a _____. He writes reviews of _____ and other music events.
Speaker 5 She had regular classes with a _____, but she didn't want to be a _____.

7 **SPEAK** **Answer the questions.**

THINKING IMPULSE

1 Which speaker from exercise 4 would you like to talk to? Why?
2 What questions would you ask a star who you admire?
3 What can you do to get your dream job?

FAST FINISHERS

Imagine you are running a music business. What is its name? Write a short advertisement for your service.

7.7 Grammar 2

Present perfect for experiences: questions

1 **SPEAK** **Answer the questions.**

1 Do you like classical music? Why/Why not?
2 Have you ever been to a classical music concert? Would you like to go to one?

2 **Read the information on the poster below and choose the correct options.**

AMERICAN PIANIST ON HER FIRST TOUR IN EUROPE

Winner of
- Young Pianist Competition
- International Piano Competition

1 She *has won* / *hasn't won* two piano competitions.
2 She *has given* / *hasn't given* concerts in Europe.

3 2.35 **Listen to the dialogue. Are the statements true (T) or false (F)?**

1 Sophia has played a concert at this place. T / F
2 Lucas has made the poster for Sophia's tour. T / F
3 Lucas hasn't met Tim before. T / F
4 Tim has been to Sophia's concerts. T / F

4 2.35 **Listen again and complete the sentences.**

1 Have you played [1] *concerts* before? Yes, I have.
2 Have you seen the poster for my [2] _____? No, I haven't.
3 Have I met him [3] _____? No, you haven't.

5 **Look at the video still and study the grammar table. Find other examples of present perfect questions and short answers in exercise 4.**

6 **Match questions and answers.**

1 Have you ever worked abroad?
2 Have your musicians played on this stage?
3 Has he sold any CDs?
4 Have I taught these children before?
5 Has Doris organised the tour?
6 Has your guitar ever broken down?

a Yes, they have. Many times.
b Yes, you have. That's Group 3.
c No, I haven't. Only in Poland.
d Yes, she has. She's good at it.
e No, it hasn't. I haven't had any problems with it.
f No, he hasn't. He's only talked about his plans.

7 **Match the phrases from each column to make *Have you ever* questions. Change the form of the verbs.**

Have you ever bought concert tickets online?

Have you ever	~~buy~~	a famous singer?
	download	a live concert?
	give	money to a street musician?
	meet	music from the Internet?
	sing	in a band?
	see	~~concert tickets online?~~

8 **SPEAK** **Answer the questions from exercise 7. Then write sentences about your classmate's experiences.**

Marek has/hasn't bought concert tickets online.

FAST FINISHERS

What exciting experience have you shared on social media sites? Did you receive many likes? Write a short note about it.

Key Grammar

Present perfect: pytania

Pytań w czasie *present perfect* używamy, aby zapytać o czyjeś doświadczenie z przeszłości.

Forma: *have/has* + podmiot + trzecia forma czasownika

	I/You/We/They	He/She/It
?	*Have you read it before?* *Have I seen you before?* *Yes, you have. / No, I haven't.*	*Has she been to your concerts?* *Has it ever happened to you?* *Yes, it has. / No, it hasn't.*
Wh- ?	*Where have you worked before?*	*How many CDs has she sold?*

Grammar Reference ≫ 104

A blog post asking for advice

LIFESTYLE BLOG CATEGORIES CONTACT *blog*

Hi,
I'm writing this post because I need your advice.
I'd like to work in the summer. My parents say I could work at their restaurant, but I'd rather feel more independent. Last week, I sent my CV to some companies and received two answers.
The first offer is from a factory in Germany. They need manual workers and promise extra money for night hours.
The other one is from a hotel in Croatia. I could work as a cleaner and get free accommodation, but I would earn less than in the factory.
The problem is that both offers are from foreign companies, and I've never worked abroad. Also, they're not my dream jobs. I'd prefer to work with children. I feel really confused.
Have you ever tried to find a summer job? Should I accept one of the offers or look for something else?
Thanks for all your comments.

1 **SPEAK** **Read the advertisements for a summer job. Which would you choose? Why?**

I would/wouldn't like to work as a/an ... because ...

JOB SERVICE | SUMMER

ECO food — German ECO-FOOD factory
manual worker – extra pay for night hours

CROATIAN BREEZE Hotel
receptionists & cleaners –
free accommodation in shared rooms

MOSS restaurant
waiters – extra pay for weekends

2 **SPEAK** **Read the blog post and answer the questions.**

1 Which jobs from exercise 1 is the writer talking about?
2 What does the writer think about the offers?

3 **Study the Key Phrases box. Which Key Phrases did the author use in his/her blog post? How can they be replaced?**

Key Phrases

A blog post asking for advice

Expressing other people's opinion
They say/think I could work ...
They advise me to work ...

Presenting two offers/ suggestions
The first offer is ... The other one is ...
In the first company, I could ... In the other one, I could ...
Both offers/companies are ...

Explaining the problem
The problem is that I've never (done it before).
I have no experience in (working) ...
I'd rather (do) .../I'd prefer (to do) ...

Asking for advice
What should I do?
Should I (take) ... or (wait) ...?

WATCH OUT *never*

I have never + past participle

I've never worked abroad. = I haven't worked abroad before.

4 **Translate into English.**

1 My friends *think that I should* (*sądzą, że powinnam*) stay at home and find a job somewhere near.
2 I have two job offers. _____ (*Pierwsza oferta*) is from an IT company. _____ (*Druga oferta*) is from a travel agency.
3 _____ (*Oba miejsca pracy*) are far from my house.
4 _____ (*Problem w tym*) that I _____ (*nigdy nie pracowałem*) for a large company.

5 **Do the writing task. Follow the steps in the Writing Planner.**

Planujesz podjąć pracę podczas wakacji.
Napisz o tym na swoim blogu.

- Przedstaw opinię innych osób odnośnie Twoich planów i napisz, dlaczego się z nią nie zgadzasz.
- Poinformuj o dwóch ofertach pracy, które otrzymałeś/otrzymałaś.
- Podziel się swoimi wątpliwościami odnośnie otrzymanych ofert.
- Poproś o radę osoby doświadczone w poszukiwaniu pracy wakacyjnej.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi, I'm writing this post because ...

WRITING PLANNER

PREPARE
Przygotuj pomysły, które przedstawisz we wpisie na blogu. Wykorzystaj zwroty z ramki Key Phrases.

WRITE
Zredaguj wpis na blogu. Pamiętaj, do kogo piszesz, w jakim celu i czego oczekujesz od czytelnika.

CHECK
Upewnij się, że Twoja wypowiedź rozwija wszystkie punkty, jest odpowiedniej długości i nie zawiera błędów ortograficznych.

FAST FINISHERS

Write two positive and negative sides of working during the summer holidays.

VOCABULARY

1 Choose the correct options.

Someone who

1 takes hotel reservations is a *receptionist* / *postman*.
2 takes care of people in a clinic is a *vet* / *nurse*.
3 sells holidays works at a *beauty salon* / *travel agency*.
4 designs buildings is a/an *builder* / *architect*.
5 works nine to five has a *part-time* / *full-time* job.
6 works with colleagues works *in a team* / *on their own*.

2 Complete the sentences with the correct words. The first letters are given.

1 This Italian *chef* has made the restaurant famous.
2 Medications at this c_____ are cheaper than at other places.
3 Josh is the best scientist at our l_____.
4 I see about twenty patients in my c_____ every day.
5 There are two w_____ d_____ at the IT office.
6 Would you like to have music classes with children in a k_____?

GRAMMAR

3 Complete the dialogues with the present perfect forms of the verbs in brackets.

1 *Has Jim ever used* (Jim / ever / use) these tools?
Yes, he has. He _____ (work) as a mechanic in a factory.

2 We're very sorry. We _____ (not repair) your car. It'll be ready for tomorrow morning.
But I need it today! I _____ (never / receive) such bad service.

3 _____ (you / ever / wear) a uniform at work?
No, I haven't, but I _____ (have) an ID badge with my name on it.

USE OF ENGLISH 1 2 3 4 5 6 7 8

5 Choose the correct paraphrase.

1 Have you ever met this musician?
A Did you hear about this musician?
B Do you know this musician?
C Are you going to talk to this musician?

2 Would you like me to help you?
A Why don't I help you?
B Can you help me?
C Do you fancy helping me?

3 I've never had a well-paid job.
A All my jobs were well-paid.
B My jobs have never been badly-paid.
C I haven't earned much before.

4 It'll be rainy here.
A It's not going to rain here.
B There will be some rain here.
C It often rains here.

5 He has to work harder now than before.
A He has had an easier job before.
B He has worked harder before.
C He has had a more difficult job before.

6 Complete each pair of sentences with the same word.

1 Have you ever _____ money for something expensive?
Don't worry, I've _____ the document on my memory stick.
A spent B saved C wasted

2 You should _____ the light when you leave the room.
Can you _____ the music? I'd like to work in silence.
A turn off B turn on C turn right

3 We hardly _____ watch TV. We prefer the Internet.
Have you _____ travelled by plane?
A ever B never C always

4 What time does she leave home _____ work?
Are you responsible _____ any housework?
A to B for C of

4 Complete the text with the present perfect forms of the verbs in brackets.

Céline Dion (born in 1968), a Canadian singer and songwriter, is one of the world's greatest music artists. She [1] *has been* (**be**) on stage for over forty years. She [2] _____ (**record**) songs both in English and French. She [3] _____ (**sell**) over 200 million albums, and [4] _____ (**earn**) around $400 million. These numbers [5] _____ (**make**) her one of the best-selling artists of all times. If you say 'I [6] _____ (**not hear**) of her', listen to the *Titanic* soundtrack song. That's her voice.

READING

7 **Read the text and match sentences A–E to gaps 1–4 in the text. There is one extra sentence.**

Jenk, one of the youngest CEOs in the UK

Have you ever thought of starting your own business? When do you think is the best time for it?

Most teenagers spend their free time studying, playing games or meeting friends. [1] ____ But Jenk Oz, one of the youngest CEOs in the UK, doesn't match this profile.

Jenk Oz was born in 2005 in London. His parents worked hard and lived a very busy life. As a little boy, Jenk attended lots of performances with his parents. Then, he went to Eton College where he learned hard and also joined a number of after-school classes, such as acting, street dance, graffiti art and music production.

Now Jenk Oz is a British entrepreneur and the owner of a global publishing company called *Thred Media*. [2] ____ It has original articles and reviews on changes in youth culture, and advice on how to develop your ideas or start a business at a young age. *Thred Media* is popular in over 120 countries and has won several international prizes.

Jenk created his first website called *iCoolKid* when he was eight. He wanted to give his friends some ideas about what they could do in their free time. He had a lot of hobbies, but his friends only stayed at home playing games. [3] ____ In July 2020, Oz decided to change the name of his company to *Thred Media*.

Jenk still has many interests and is very active. He's appeared on theatre stages and in fashion shows. He can play four musical instruments and has recorded his own music. He's given presentations at science conferences. Every day brings him new challenges. [4] ____ He's always had a great support from his mother. Also, he works with a team of writers, graphic designers and film-makers, but he himself decides what is cool for publishing on *Thred Media*.

GLOSSARY
CEO (Chief Executive Officer) – dyrektor zarządzający
entrepreneur – przedsiębiorca
youth culture – kultura młodzieżowa

A It is a website for teenagers and young adults.
B Jenk is an only child and grew up in London.
C They don't think about their future career seriously.
D On the website, Jenk encouraged them to try new things.
E But Jenk has never worked alone on his projects.

WRITING

8 **Read the instructions and do the task.**

Planujesz podjąć pracę weekendową. Napisz o tym na swoim blogu.

- Poinformuj o swoich planach i napisz, jakiej pracy szukasz.
- Przedstaw dwie oferty pracy, które otrzymałeś/otrzymałaś.
- Podziel się opinią Twoich rodziców i napisz, czy się zgadzasz z ich zdaniem.
- Napisz, jak się czujesz w tej sytuacji, i poproś czytelników o radę.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi,
I'm writing this post because ...

THINKING IMPULSE

1 **SPEAK** **Look at the photo on page 92. How would you describe the people's job?**

2 **SPEAK** **Imagine you have done a lot of different things in your life. Use the words and phrases from the word cloud to describe your experience. You can use the ideas from the box.**

I've repaired the treehouse in the jungle.

Alaska all continents monkeys in the zoo
President's car the National Museum
the USA the World Cup treehouse in the jungle
trip to the Moon underwater

7.2 Present perfect for experiences: affirmative and negative

Czasu *present perfect* używamy do opisu przeszłych wydarzeń, które mają wpływ na teraźniejszość, np.:

The students have finished school.
The classroom is empty.
(Uczniowie skończyli lekcje. Klasa jest pusta).

Joey hasn't had breakfast. He's hungry now.
(Joey nie zjadł śniadania. Teraz jest głodny).

Odmiana czasowników w czasie *present perfect*

Zdania w czasie *present perfect* tworzymy według następującego wzoru: ***have/has* + *past participle* (imiesłów bierny).**

Forma *past participle* w przypadku czasowników regularnych jest taka sama, jak forma *past simple* – tworzymy ją poprzez dodanie do bezokolicznika końcówki *-ed* (patrz: strona 62. Książki ucznia).

Formy *past participle* czasowników nieregularnych znajdują się w trzeciej kolumnie tabeli na stronie 143. Książki ucznia.

Zdania twierdzące
I/You/We/They have sent the letter. *He/She/It has worked abroad.*
Zdania przeczące
I/You/We/They haven't read the last chapter. *He/She/It hasn't travelled to the UK.*

have = 've / have not = haven't has = 's / has not = hasn't

7.7 Present perfect: questions

W czasie *present perfect* możemy zapytać ogólnie o czyjeś doświadczenia z przeszłości, np.:

Have they ever performed on stage? (Czy kiedykolwiek występowali na scenie?)

Have you ever worked with children? (Czy kiedykolwiek pracowałeś z dziećmi?)

Has he worked before? (Czy on kiedykolwiek wcześniej pracował?)

Has she baked a cake before? (Czy ona kiedykolwiek wcześniej piekła ciasto?)

Pytania w czasie ***present perfect*** tworzymy według następującego wzoru:
***have/has* + podmiot + *past participle*.**

Pytania ogólne	Krótkie odpowiedzi
Have I/you/we/they seen this film?	*Yes, I/you/we/they have.* *No, I/you/we/they haven't.*
Has he/she/it fed the dog?	*Yes, he/she/it has.* *No, he/she/it hasn't.*

UWAGA!

Pytania szczegółowe w czasie *present perfect* tworzymy podobnie jak pytania ogólne, np.:

***Where** have you put my new sunglasses?* (Gdzie położyłeś moje nowe okulary przeciwsłoneczne?)

***What** have you eaten today?* (Co dzisiaj jadłeś?)

W pytaniach w czasie *present perfect* często stosujemy następujące określenia:

- *ever* (kiedykolwiek) – pomiędzy podmiotem a formą *past participle*, np.:
  Have you ever ridden a horse?
  (Czy kiedykolwiek jeździłeś konno?)

  Has he ever designed a website?
  (Czy on kiedykolwiek zaprojektował stronę internetową?)
- *before* (kiedykolwiek wcześniej) – na samym końcu pytania, np.:
  Have they listened to this podcast before?
  (Czy oni kiedykolwiek wcześniej słuchali tego podcastu?)
  Has she eaten this dish before?
  (Czy ona kiedykolwiek wcześniej jadła to danie?)
  Have you read this book before?
  (Czy czytałeś kiedykolwiek wcześniej tę książkę?)

Extra Grammar Practice ≫ 138

– KEY WORDS

VOCABULARY 1 MP3 42

architect	/ˈɑːkɪˌtekt/	architekt
builder	/ˈbɪldə/	budowniczy
chef	/ʃef/	szef kuchni
dentist	/ˈdentɪst/	dentysta
experience	/ɪkˈspɪəriəns/	doświadczenie
factory worker	/ˈfæktəri ˌwɜːkə/	pracownik fabryki
have a badly-paid job	/ˌhæv ə ˌbædli peɪd ˈdʒɒb/	mieć źle płatną pracę
have a full-time job	/ˌhæv ə ˌfʊl taɪm ˈdʒɒb/	pracować na pełny etat
have a part-time job	/ˌhæv ə ˌpɑːt taɪm ˈdʒɒb/	pracować na niepełny etat
have a well-paid job	/ˌhæv ə ˌwel peɪd ˈdʒɒb/	mieć dobrze płatną pracę
journalist	/ˈdʒɜːnəlɪst/	dziennikarz
leave home for work	/ˌliːv ˌhəʊm fə ˈwɜːk/	wyjeżdżać z domu do pracy
mechanic	/mɪˈkænɪk/	mechanik
nurse	/nɜːs/	pielęgniarz
office worker	/ˈɒfɪs ˌwɜːkə/	pracownik biurowy
photographer	/fəˈtɒgrəfə/	fotograf
pilot	/ˈpaɪlət/	pilot
postman	/ˈpəʊstmən/	listonosz
receptionist	/rɪˈsepʃənɪst/	recepcjonista
scientist	/ˈsaɪəntɪst/	naukowiec
vet	/vet/	weterynarz
wear a uniform	/ˌweər ə ˈjuːnɪfɔːm/	nosić mundur/strój służbowy
web designer	/ˈweb dɪˌzaɪnə/	projektant stron internetowych
work for a company	/ˌwɜːk fər ə ˈkʌmpəni/	pracować dla firmy
work from home	/ˌwɜːk frəm ˈhəʊm/	pracować z domu
work in a team	/ˌwɜːk ɪn ə ˈtiːm/	pracować w grupie
work indoors	/ˌwɜːk ɪnˈdɔːz /	pracować w budynku
work on one's own	/ˌwɜːk ɒn ˌwʌnz ˈəʊn/	pracować na własną rękę
work on the computer	/ˌwɜːk ɒn ðə kəmˈpjuːtə/	pracować na komputerze
work outdoors	/ˌwɜːk aʊtˈdɔːz/	pracować w terenie
work with one's hands	/ˌwɜːk wɪð ˌwʌnz ˈhændz/	pracować ręcznie
working hours	/ˈwɜːkɪŋ ˌaʊəz/	godziny pracy

GRAMMAR 1 MP3 43

equipment	/ɪˈkwɪpmənt/	sprzęt
summer job	/ˈsʌmə dʒɒb/	praca wakacyjna

READING MP3 44

awesome	/ˈɔːsəm/	rewelacyjny, robiący wrażenie
challenging	/ˈtʃælɪndʒɪŋ/	trudny, ambitny
creative	/kriˈeɪtɪv/	twórczy
lighting engineer	/ˈlaɪtɪŋ endʒɪˌnɪə/	oświetleniowiec
musician	/mjʊˈzɪʃən/	muzyk
music market	/ˈmjuːzɪk ˌmɑːkɪt/	rynek muzyczny
music producer	/ˈmjuːzɪk prəˌdjuːsə/	producent muzyczny
sound engineer	/ˈsaʊnd endʒɪˌnɪə/	dźwiękowiec
songwriter	/ˈsɒŋˌraɪtə/	autor piosenek
stressful	/ˈstresfəl/	stresujacy
successful	/səkˈsesfəl/	efektywny, przynoszący sukcesy
tiring	/ˈtaɪərɪŋ/	męczący
tour manager	/ˈtʊə ˌmænɪdʒə/	menadżer trasy koncertowej, tour manager

VOCABULARY 2 MP3 45

beauty salon	/ˈbjuːti ˌsælɒn/	salon piękności
building site	/ˈbɪldɪŋ saɪt/	plac budowy
chemist's	/ˈkemɪsts/	apteka
clinic	/ˈklɪnɪk/	klinika
IT office	/ˌaɪ ˈtiː ˌɒfɪs/	biuro IT (informatyczne)
kindergarten	/ˈkɪndəˌgɑːtn/	przedszkole
laboratory	/ləˈbɒrətri/	laboratorium
music studio	/ˈmjuːzɪk ˌstjuːdiəʊ/	studio nagrań
take care of sb/sth	/ˌteɪk ˈkeər əv ˌsʌmbədi/ˌsʌmθɪŋ/	zajmować się kimś/czymś
travel agency	/ˈtrævəl ˌeɪdʒənsi/	biuro podróży
work abroad	/ˌwɜːk əˈbrɔːd/	pracować za granicą
work hard	/ˌwɜːk ˈhɑːd/	ciężko pracować
work long hours	/ˌwɜːk lɒŋ ˈaʊəz/	pracować długie godziny
work nine to five	/ˌwɜːk ˌnaɪn tə ˈfaɪv/	pracować w standardowych godzinach pracy („od dziewiątej do piątej")
work with children	/ˌwɜːk wɪð ˈtʃɪldrən/	pracować z dziećmi
work with colleagues	/ˌwɜːk wɪð ˈkɒliːgz/	pracować z kolegami
work with high-tech equipment	/ˌwɜːk wɪð ˌhaɪ tek ɪˈkwɪpmənt/	pracować z nowoczesnym sprzętem
workplace	/ˈwɜːkˌpleɪs/	miejsce pracy

LISTENING MP3 46

band	/bænd/	zespół muzyczny
boom operator	/ˈbuːm ˌɒpəreɪtə/	operator mikrofonu
composer	/kəmˈpəʊzə/	kompozytor
concert	/ˈkɒnsət/	koncert
music journalist	/ˈmjuːzɪk ˌdʒɜːnəlɪst/	dziennikarz muzyczny
music teacher	/ˈmjuːzɪk ˌtiːtʃə/	nauczyciel muzyki
orchestra	/ˈɔː(r)kɪstrə/	orkiestra
pianist	/ˈpiːənɪst/	pianista
recording engineer	/rɪˈkɔːdɪŋ endʒɪˌnɪə/	technik realizacji dźwięku
roadie	/ˈrəʊdi/	pracownik techniczny (w trasie koncertowej)
singer	/ˈsɪŋə/	piosenkarz
support	/səˈpɔːt/	wspierać
tour	/tʊə/	trasa koncertowa, tournée
up-to-date	/ˌʌp tə ˈdeɪt/	na bieżąco

WRITING MP3 47

accommodation	/əˌkɒməˈdeɪʃən/	zakwaterowanie
foreign	/ˈfɒrɪn/	zagraniczny
independent	/ˌɪndɪˈpendənt/	niezależny
manual worker	/ˈmænjʊəl ˌwɜːkə/	pracownik fizyczny

MEMORY IMPULSE

Proste historie

Techniką pomocną w zapamiętaniu zestawu słów może być tworzenie prostych historii łączących wybrane słowa i wyrażenia w całość.
I tak np. *A dentist who worked indoors in a clinic decided to change his life and became a builder. He now works outdoors in a team and find his job tiring but creative.*

8 BE YOURSELF

1 **SPEAK** **Look at the photo and answer the questions.**

THINKING IMPULSE

- What do you think has made the girl feel so happy?
- Have you ever done anything crazy? What did you do?

2 **SPEAK** **Read the comments. Which of the authors know the girl in the photo? How do you know?**

Moody
Such people always make my day!

Logan
Be careful! Don't fall on my camera! 😉

Blair07
Great boots! Heavy ... but light. 😀

Stuffmaker
I can't believe you've finished that hat! Can you make one for me, too?

Comment • • •

1 MEMORY IMPULSE **Complete the names of clothes with the missing vowels. Which items are you wearing today?**

1 coat
2 dr_ss
3 h_t
4 j_ck_t
5 j_ _ns
6 sh_rt
7 sh_ _s
8 sh_rts
9 sk_rt
10 sw_ _t_r
11 tr_ _s_rs
12 t-sh_rt

2 **SPEAK** **Look at people A–E in the picture in exercise 3. Which clothes from exercise 1 are they wearing?**

3 **KEY WORDS** **Match the highlighted words to clothes 1–15 in the picture.**

boots • **cap** • **flats** • **hoodie** • **joggers** **jumper** • **leggings** • **miniskirt** • **raincoat** **shirtdress** • **suit** • **sweatshirt** • **tights** **top** • **trainers**

4 2.36 **Listen to a speaker presenting five models during a youth fashion show. Match models 1–5 to people A–E in exercise 3.**

6 **KEY WORDS** **Match the highlighted adjectives from exercise 5 to the correct categories.**

General look	Size	Physical quality	Pattern	Colour
formal, good, great, sporty, ...	*short, long, ...*	*warm, light, ripped, ...*		*dark, light, beige, purple, ...*

7 **SPEAK** **Translate into English. Then answer the questions.**

1 How often do you wear *a suit and a shirt/a dark dress and tights* (*garnitur i koszulę / ciemną sukienkę i rajstopy*)? Is it important to look _____ (*atrakcyjnie*)? Why/Why not?
2 Do you prefer _____ (*jednolite*) or _____ (*kolorowe*) clothes? Why?
3 Would you wear _____ (*kraciaste*) trousers, a _____ (*luźną*) sweatshirt and _____ (*ciężkie*) boots for an exam? Why/Why not?
4 What do you wear to look _____ (*codziennie*) but _____ (*modnie*)?

8 **SPEAK** **Describe the video still and answer the questions.**

THINKING IMPULSE

1 What do you think the dinosaur and the caps have in common?
2 Do you buy clothes at second-hand shops? Why/Why not?

FAST FINISHERS

Describe five pieces of clothing you would like to have in your wardrobe and explain why you want these clothes.

5 2.36 **KEY WORDS** **Complete the sentences with the highlighted words from exercise 3. Then listen again and check.**

1 She's wearing a short dark [1] *shirtdress* and a long, warm coat. She's got beige [2] _____ and light [3] _____ on her feet. It's an **attractive** set of clothes for an outdoor evening meeting.
2 He's wearing a dark [4] _____, but he doesn't look formal. He looks **cool** in a **plain** white T-shirt under the jacket. Today we can see him with a **colourful** [5] _____ over his suit.
3 She looks good in a **checked** [6] _____ and black [7] _____. A **loose** black [8] _____ and **heavy** red [9] _____ make her look really great.
4 She's wearing light blue ripped jeans, a yellow [10] _____ and purple [11] _____. With a dark blue [12] _____ tied around her waist, she looks **casual** but **trendy**.
5 He is showing sporty clothes. He's dressed in black [13] _____, a black [14] _____ with a checked front and a colourful [15] _____. These clothes are **comfortable** for running and relaxing.

8.2 Grammar 1

Present perfect and past simple

1 SPEAK **Match the sentence halves. Are they true for you?**

1 I don't like	a created a fashion blog.
2 I've never	b wearing formal clothes.
3 I didn't	c buy any second-hand clothes last year.

2 2.37 **Listen to a phone conversation between Camilla and Cora and answer the questions.**

1 Who liked the youth collection?
2 Who has never been to a fashion show?
3 Who won the ticket?

3 2.37 **Complete the sentences with the words from the box. Then listen again and check.**

blog collection competition fashion results ~~show~~ ticket

a I've seen that *show*! I liked the youth _____ most.
b I've never been to a _____ show before.
c Last week, I took part in a _____ for the best fashion _____ and I won a _____ to the show.
d I wanted to know the _____ first.

4 **Look at the video still and study the grammar table. Complete the table with examples a–d from exercise 3.**

Key Grammar

Present perfect i past simple

Czasu *present perfect* używamy, aby opisać doświadczenia z przeszłości, np. [1] *a*, oraz czynności wykonane w nieokreślonej przeszłości, np. [2] _____.

Określenia czasu: *ever*, *never*, *before*

Czasu *past simple* używamy, aby opisać czynności wykonane w określonej przeszłości, np. [3] _____, bądź szczegóły przeszłych doświadczeń, np. [4] _____.

Określenia czasu: *yesterday*, *last week*, *five years ago*, *in 2012*

	Present perfect	Past simple
+	*I have worked at many places.*	*I worked at three places last year.*
−	*She hasn't written any comments.*	*She didn't write any comments yesterday.*
?	*Have they prepared their clothes?*	*Did they prepare their clothes last week?*

Grammar Reference ≫ 118

5 **Complete the pairs of sentences with the present perfect or past simple forms of the verbs in bold.**

1 **write**
He *has written* a story.
He _____ a story last month.

2 **not give**
I _____ a presentation at the conference in Tokyo.
I _____ a presentation before.

3 **make**
_____ (you / ever) a dress?
When _____ (you) this dress?

6 **Complete the text with the present perfect or past simple forms of the verbs in brackets.**

Lynn is a fashion vlogger. She runs a vlog about shoes and [1] *has never asked* (**never / ask**) anyone for help.
A few days ago, a man called Roland [2] _____ (**write**) a comment on her new video and [3] _____ (**offer**) his help with the site. Lynn [4] _____ (**never / meet**) Roland. She only knows that he [5] _____ (**work**) at an IT office before. Also, he [6] _____ (**be**) a photographer for a fashion magazine last summer. 'What should I do?' she thinks.

7 2.38 **Listen and repeat the phrases in present perfect and past simple.**

8 SPEAK **Talk about your experiences using the phrases from the box and your own ideas.**

buy expensive clothes
get handmade clothes as a gift
meet a famous model
take part in a fashion show

Have you ever ...? *Yes, I have.*
When did you ...? / How much did you ...?

#BRAINTEASER

I'm a dress you have never worn. What am I?

FAST FINISHERS

Write a few sentences about a piece of clothing in your wardrobe you have never worn. Describe it, say how you got it, why you have not worn it, etc.

Asking about lost and found objects

1 **SPEAK** **Answer the questions.**

1 Have you ever lost something important? What was it? Did you find it?
2 Which of the things in photos 1–9 would you never want to lose? Why?

2 **Which words from the box would you use to describe the things in the photos in exercise 1?**

light/dark light/heavy made of plastic/metal/glass plain/colourful/checked short/long small/big

1 backpack – plain green, not very big, heavy

3 2.39 **Listen to a conversation. What did Louis leave in the café? Did he find it?**

4 2.39 **Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?**

Key Phrases

Asking about lost and found objects

Asking about a lost object
What does it look like?
What is it made of?
What make/brand/colour is it?
Where did you leave it?

Describing a lost object
I think I left my ... here/in the gym/on the bus.
It's big/small/**medium-sized**.
It's **round**/**square**.
It's plain black./It's got a **pattern**/a logo on it.
It's made of plastic/**wool**/glass/**leather**.

5 2.39 **Complete the dialogue with the correct Key Phrases. Then listen again and check.**

Excuse me. I think [1] *I left my phone* here. Have you seen it?

I don't think so. Where [2] _____ it?

Over there. On the table in the corner. I was here just a few minutes ago.

What [3] _____?

It's got a cover. It's made of plastic.

[4] _____ is it?

It's white, and it [5] _____ on it.

Right. [6] _____ is it?

It's an iPhone. It's really important to me. I've had it for ages, and it's got all my stuff on it. Could you have a look for it?

Just a moment. Is this it?

Yes, it is. Phew! Thanks.

6 **KEY WORDS** **Complete the definitions with the highlighted words from the Key Phrases box.**

1 not very big and not very small *medium-sized*
2 decoration on something plain _____
3 material used for making e.g. shoes _____
4 shape of a ball _____
5 material used for making jumpers _____
6 shape of a CD box _____

7 **SPEAK** **Practise the dialogue from exercise 5. Talk about other lost objects from exercise 1.**

FAST FINISHERS

Imagine you have lost something in the school corridor. Write a note for a notice board.

8.4 Reading

A narrative about a hobby

1 **Read the names of hobbies from the box and match them to the correct categories.**

MEMORY IMPULSE

~~collecting things~~ ~~cooking~~ ~~doing sports~~
DIY (do-it-yourself) gardening
learning languages making video games
~~playing games~~ ~~reading~~ watching films

outdoor: *doing sports*, ...
indoor: *collecting things*, ...
educational: *reading*, ...
competitive: *playing games*, ...
creative: *cooking*, ...

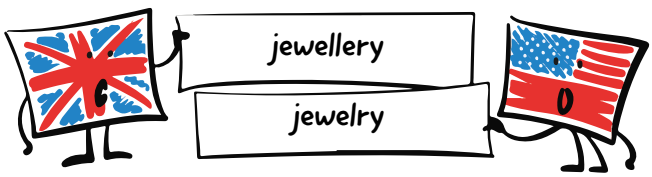
2 **SPEAK** **Talk about your hobbies.**

1 Have you ever had any of the hobbies in exercise 1?
Yes, I have. I liked/enjoyed/was into ... when I was a child/three years ago.
2 What do you enjoy doing in your free time now? What kind of hobby is it?
3 What new hobby would you like to start? Why?

3 **SPEAK** **Look at the people in photos A–D. What do their hobbies have in common?**

4 2.40 **Listen to four people talking about their hobbies. Match people 1–4 to photos A–D. Who do/did they learn their skills from?**

5 2.41 **Read the text on page 111. Which person from exercise 4 could be Ruby? Which situation from the text does the matching photo show?**



6 **Read the text again and choose the correct options.**

1 Ruby feels excited at the theatre because
A she doesn't know the competition results.
B she can't wait for the final moment.
C she is wearing a wedding dress.
D her grandmother is proud of her.

2 Which is false about Ruby's grandmother?
A She lived with Ruby's family.
B She travelled with yarn and knitting needles.
C She made clothes for Ruby's doll.
D She didn't believe in the little girl's skills.

3 After Granny's death, Ruby started
A to knit ponchos.
B to make clothes for her friends.
C to create her own patterns.
D to discover new knitting techniques.

4 Ruby appears on the stage in a red scarf because
A it was a gift from her grandmother.
B she likes the colour most.
C she feels thrilled and cold.
D it reminds her of her first knitting lesson.

7 **KEY WORDS** **Match the highlighted words from the text to definitions 1–7.**

1 soft, comfortable shoes that you wear indoors *slippers*
2 a sweater with buttons or a zip at the front _____
3 a sweater that you pull over your head _____
4 you wear them on your feet, in your shoes _____
5 you wear them on your hands and fingers _____
6 people wear them on their necks _____
7 it looks like a blanket with a hole in the middle for the head _____

8 **SPEAK** **Answer the questions.**

1 What other skills, apart from knitting, can you learn from your parents or grandparents?
2 What handmade things are there in your room or house? Who made them?
3 Do teenagers like creating things with their hands now? Why/Why not?

FAST FINISHERS

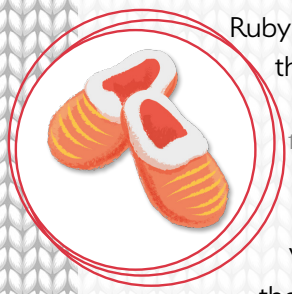
Imagine you want to start a new hobby. Write three arguments for your idea to make your parents agree.

RESEARCH IMPULSE

Find five people with unusual hobbies. What do the people do? Share the information with the class.

THE RED SCARF

Ruby is sitting in the theatre audience. She knows she has won the competition for the best knitted wedding dress, but waiting for the final words: 'Ladies and gentlemen! The winner is ...' is the most thrilling moment she has ever experienced.



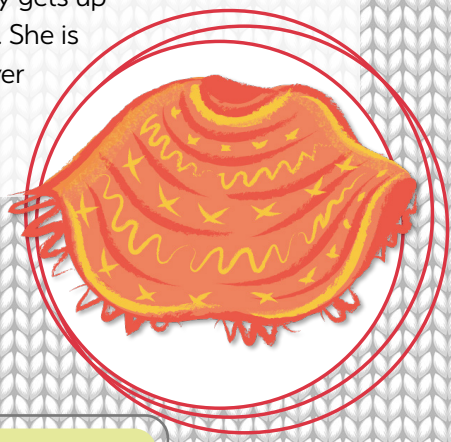
Ruby saw the advertisement for the competition in a knitting magazine. 'Why not try?' she thought. It took her two weeks to design a dress. A few days ago, the organisers called her and said: 'Congratulations! Your design is the best'. *We hope you can come to the theatre for the gala show*. She couldn't believe it, so she only said: 'Yes, of course. Thank you'. For sure, her Granny would be proud of her now.

Everything started when Ruby was five. Granny Josephine visited their house twice a year and stayed for a few weeks. She always brought two knitting needles and some yarn in a basket. And she knitted. Ruby doesn't remember a time when she didn't knit. Granny knitted everywhere, and she always made things for others. Then, at Christmas, everybody found a colourful handmade gift under the tree: **slippers**, **scarves**, **socks**, **gloves**. Ruby liked the clothes for her *Barbie* doll most.

She often asked Granny to teach her to knit, but only heard: 'You're too little for that'. So Ruby watched Granny knitting and ... waited. Finally, Granny showed her the easiest stitch and gave her some red yarn and two knitting needles. Ruby was over the moon and promised to finish the scarf before her seventh birthday. Granny didn't seem to share her excitement. Ruby remembers Granny's surprise when she saw the red scarf ready.

Ruby got older and together, she and Granny made a good team. They spent time copying new patterns from knitting magazines or reading about new knitting techniques. They could make everything: **pullovers**, **cardigans**, **ponchos**, dresses or coats. Ruby also started to make clothes for her friends, and soon knitting became her true passion. After Granny's death, she began to design her own patterns and discovered that she could create a new fashion style.

The loud applause wakes Ruby up. 'Ladies and gentlemen! The winner is the design called Josephine'. Ruby gets up and goes to the stage. She is wearing a red scarf over her shoulders.



GLOSSARY
knitting needles – druty do dziergania
over the moon – przeszczęśliwy
stitch – ścieg
yarn – włóczka

8.5 Vocabulary 2

Personal qualities

1 MEMORY IMPULSE **Complete the sentences with some of the words from the box. There may be more than one correct answer.**

clever	funny	hard-working	~~kind~~	lazy
nice	noisy	quiet		

1 I try to be *kind* and help others.
2 Teachers say I am _____. I often get the best marks in tests.
3 My friends say I'm _____. I can make everybody laugh.
4 My parents say I am _____. I don't do any housework.
5 I think I'm a _____ person and don't say much.

2 **SPEAK** **Answer the questions.**

1 Are the sentences in exercise 1 true for you? Why/Why not?
2 Use the words from the box in exercise 1 to describe your personality.

3 **SPEAK** **Look at the people in photos A–F. Whose clothing style is similar to yours?**

4 2.42 **Listen to six descriptions of people's clothing styles and their personalities. Match descriptions 1–6 to the photos A–F.**

5 2.42 **KEY WORDS** **Match the highlighted adjectives to the correct definitions: a or b. Then listen again and check.**

1 People who like wearing sporty clothes are **confident** and **calm**.
  a They know exactly what they're good at. *confident*
  b They hardly ever get angry or worried. _____
2 People who wear jeans and T-shirts in natural colours are **serious** and **honest**.
  a They always tell the truth. _____
  b They don't often laugh and never make important decisions fast. _____
3 People who wear designer clothes in bright colours and crazy shoes are **creative** and **brave**.
  a They are not afraid of speaking in front of a large group. _____
  b They have a lot of ideas. _____
4 People who don't follow any fashion rules are **optimistic** and **independent**.
  a They believe that good things will happen. _____
  b They don't need anyone's help. _____
5 People who follow the latest fashion and often change their wardrobe are **intelligent** and **friendly**.
  a They can learn to do new things easily. _____
  b They are kind and helpful. _____
6 People who love country style clothing are **patient** and **generous**.
  a They often give money and things to others. _____
  b They don't get angry easily. _____

6 **Choose the correct options.**

1 Phil's given all his pocket money to charity. He's a ***generous*** / ***confident*** boy.
2 Be ***friendly*** / ***serious*** and don't take this important decision too fast.
3 Almost all these costumes are Judy's designs. She's the most ***honest*** / ***creative*** person in the group.
4 I've never seen Mr Atkins angry. He's a very ***patient*** / ***brave*** teacher.
5 Matthew is ***calm*** / ***independent*** and relaxed. He hardly ever speaks loudly.
6 Susan gets the highest scores in tests. She's the most ***optimistic*** / ***intelligent*** student I've ever had.

7 **SPEAK** **Answer the questions.** THINKING IMPULSE

1 What's your clothing style? Do you think your personality matches it as in the text in exercise 4?
2 Have you ever formed your opinion about a person from the clothes they wear? Were you right? Why/Why not?
3 School uniforms don't let students show their personality. Do you agree? Why/Why not?

FAST FINISHERS

Make a crossword puzzle using the adjectives from exercises 1 and 5. The main phrase is: PERSONALITY.

Short talks about a minimalist lifestyle

1 **SPEAK** **Answer the questions.**

1 Which three things in your room
- do you use almost every day?
- do you wear very often?
- haven't you used for more than a year?

2 What do you usually do with the items you are not going to use anymore?

2 **What do you think a minimalist is? Read the tips and choose the correct option: a or b.**

HOW TO BECOME A MINIMALIST

Do you like having a **messy** room with a lot of stuff and little space for yourself?

Do you find tidying your room boring and **stressful**?

If you answered 'No' to both questions, here's what you should do:

- Look at the things around you and ask yourself, 'Is this **useful**? Do I really need it?'
- Find a creative and **effective** way to remove the things you don't use from your place.
- Make this activity fun and **enjoyable** – have a 'throwing away' party.
- Be **realistic**! You can't keep everything!

Minimalism is **fashionable** now – don't you want to follow the trend?

A minimalist is someone who

a likes having little space for themselves.

b keeps only the things they need.

3 **KEY WORDS** **Read the WATCH OUT box and complete the table with the highlighted words from exercise 2.**

-able	-ic	-ful	-ive	-y
comfortable, ...	*artistic, ...*	*helpful, wonderful, ...*	*creative, attractive, ...*	*trendy, noisy, ...*

WATCH OUT **Tworzenie przymiotników**

Przymiotniki możemy tworzyć przez dodanie przyrostków (***suffixes***) ***-able***, ***-ic***, ***-ful***, ***-ive***, ***-y*** do rzeczowników lub czasowników, np.: *comfort* – *comfort**able***, *luck* – *luck**y***.

4 2.43 **Listen to some information about minimalism. Which adjectives from exercise 3 did you hear?**

5 2.43 **Listen again and complete the sentences.**

1 Minimalism started in the *1950s*.

2 Minimalist architects used simple _____ to design buildings.

3 A minimalist lifestyle is fashionable and _____.

6 2.44 **Listen to three texts about a minimalist lifestyle and choose the correct options.**

Text 1

1 What do we find out about minimalism?
- **A** Artists copied the idea from other people's lifestyles.
- **B** People understand the same lifestyle in different ways.
- **C** More people follow the style now than before.

Text 2

2 Why does Moira leave a message?
- **A** To inform Chloe about the charity collection.
- **B** To ask Chloe for help with packing things.
- **C** To invite Chloe's brother for Friday evening.

Text 3

3 In which order did the following events happen?
- **A** Ryan put his things on the floor and then Ryan's mum told him to tidy his room.
- **B** Ryan's mum told him to tidy his room, so he removed the things he didn't need.
- **C** Ryan took photos of the toys and then showed them to his mum.

4 Ryan feels happier now because
- **A** he doesn't have to save money.
- **B** he has more space for new gadgets.
- **C** his new lifestyle has made him more active.

7 **SPEAK** **Answer the questions.**

THINKING IMPULSE

1 Would it be easy for you to start a minimalist lifestyle? Why/Why not?

2 Read the quote. Do you agree with it? Why/Why not?

Most people do not need more space, they need less stuff.
Michelle Ogundehin (a British magazine editor and interior designer)

FAST FINISHERS

Imagine you want to start a minimalist school club. Write three arguments to encourage your schoolmates to join you.

8.7 Grammar 2

Subject and object questions

1 **SPEAK** **What things did you collect when you were a child? What do you collect now?**

2 **Read the text and choose the correct options.**

Lily Connors, a teenage girl from Wales, collects *Doctor Who* gadgets. Her parents bought their daughter her first *Doctor Who* toy when she was four. Lily's love for the TV series grew, and *Doctor Who* gifts were the best for every occasion. Her dad helped Lily change her room into a *Doctor Who* exhibition. In 2017, Lily had 6,641 items and she beat Ian O'Brien's record of 1,573 items. Now she holds the new *Guinness World Record* for collecting *Doctor Who* items.

1 Lily started collecting *Doctor Who* gadgets when she was ***four*** / ***a teenager***.
2 Lily's parents ***supported*** / ***didn't support*** her hobby.
3 Lily had ***1,573*** / ***6,641*** items in her collection in 2017.

3 **Read the text in exercise 2 again. Match questions 1–4 to the underlined phrases. Are the phrases the subjects (S) or the objects (O) of the sentences?**

1 What does Lily collect? **S / O**
2 Who bought the girl her first *Doctor Who* toy? **S / O**
3 Who helped Lily change her room into a *Doctor Who* exhibition? **S / O**
4 What did she beat in 2017? **S / O**

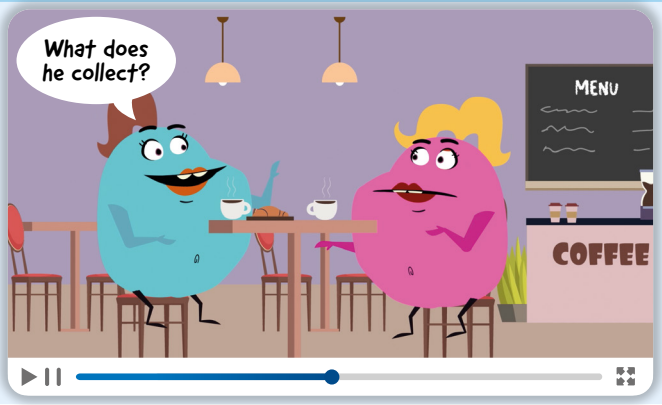
4 **Look at the video still and study the grammar table. Complete the questions from exercise 3 in the table.**

Key Grammar

Pytania o podmiot i o dopełnienie

Pytania o podmiot (***subject questions***)
Po zaimku pytającym (*Who*, *What*, *Which*) następuje szyk zdania twierdzącego.
What inspires you?
Who [1] _____ *the girl the first* Doctor Who *toy?*

Pytania o dopełnienie (***object questions***)
Po zaimku pytającym (*Who*, *What*, *Which*) następuje szyk pytania.
What does she collect?
What [2] _____ *in 2017?*



Grammar Reference ≫ 118

5 **Read the pairs of questions. Decide if they are subject (S) or object (O) questions.**

1 **a** Who supported you? *S*
b Who did Mark support? _____
2 **a** What are you keen on? _____
b What interests you most? _____
3 **a** Which dress was the most beautiful? _____
b Which dress did you wear? _____
4 **a** Who is going to help them? _____
b Who are they going to help? _____

6 **2.45** **Listen to some information about Sarah Tyau. Would you like to try upcycling?**

7 **2.45** **Put the words in the correct order to make questions. Decide if they are subject (S) or object (O) questions. Then answer the questions. Listen again and check.**

1 is / upcycling / what / ?
What is upcycling? **S / O**
2 make / who / the first clothes for / did / Sarah / ?
_____ **S / O**
3 create / who / her / helped / has / the blog / ?
_____ **S / O**
4 do / show / their children / what / on the blog / ?
_____ **S / O**

8 **Write questions for the underlined words.**

1 We invited James to the party.
Who did you invite to the party?
2 This red dress will win the competition.
3 Claudia shares her photos on her fashion blog.
4 I have collected over 250 coins.
5 Rebecca is making a new cardigan.

9 **SPEAK** **Think about some news in your life (true or imaginary) and do the task. Than change roles and do the task again. Student A, tell student B the news. Student B, ask two questions (subject and object) to find out the details.**

I'm learning to play an instrument.

Which instrument are you learning to play? Who teaches you?

FAST FINISHERS

Imagine you want to take part in a fashion competition. Write two subject and two object questions to the organisers.

An informal letter about a lost object

Hi Ollie,
Just to let you know that I've got home safe and sound. Many thanks for a fantastic weekend! The go-kart racing on Saturday was awesome, and I have to practise a lot to be as fast as you! And please say thank you to your parents for having me. The Sunday dinner was delicious. Your mum is the best master chef!

BTW, have you seen my watch anywhere? I think I left it in the bathroom. Or perhaps I put it somewhere in the bedroom. Could you, please, look for it? It's got a round blue face with white numbers and a silver metal strap. It was a gift from my grandpa, so it's very special to me. I last had it at Sunday dinner, so it must be somewhere in your home.

If you find it, don't worry about sending it to me. You can bring it when you come here next month. Anyway, let me know.
See you soon,
Jack

GLOSSARY
safe and sound – cały i zdrowy

1 **SPEAK** **Answer the questions.**

Have you ever
1 left anything in a hotel/hostel room, or on a bus/train? What was it? Did you get it back?
2 found anything in the street? What was it? What did you do with it?

2 **Read Jack's letter and complete the sentences.**

1 On Saturday, Jack and Ollie went *go-karting*.
2 Jack thinks that he left his watch _____.
3 The watch is important to him because _____.

3 **Study the Key Phrases box. Which Key Phrases did Jack use in his letter? How can they be replaced?**

Key Phrases	
An informal letter about a lost object	
Informing about something	**Speculating about a missing item**
Just to let you know that ...	I think I left it ...
I'd like to tell you/inform you that ...	Perhaps/Maybe I put it ...
Saying thank you	It must be .../I'm sure it is ...
Many thanks for ...	
Say thank you to ... for ...	
(I'd like to) thank you very much for ...	

4 **Read the WATCH OUT box and complete the table with the adjectives Jack used to describe his watch. Then add more adjectives to each group.**

Opinion	Size	Shape	Age	Pattern	Colour	Material
special, ...						

WATCH OUT **Kolejność przymiotników**

Opisując przedmioty, wprowadzamy przymiotniki w określonej kolejności:
opinion, size, shape, age, pattern, colour, material
*The watch has got a **round blue** face and a **silver metal** strap.*

5 **Put the adjectives in brackets in the correct order.**

1 I lost my _____ (checked / new / grey and blue) jacket.
2 They gave him a _____ (colourful / funny / square) photo album.
3 It was a/an _____ (leather / expensive / brown) suitcase.

6 **Do the writing task. Follow the steps in the Writing Planner.**

Po powrocie z obozu zimowego zauważyłeś/zauważyłaś brak pewnego przedmiotu w swoim bagażu. W liście do kolegi-instruktora:
- podziękuj za organizację obozu i lekcje jazdy na nartach,
- napisz, co zgubiłeś/zgubiłaś, i opisz ten przedmiot,
- poinformuj, gdzie mogłeś/mogłaś zostawić ten przedmiot,
- napisz, dlaczego ten przedmiot jest dla Ciebie ważny, i poproś o jego odesłanie.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi Matthew,
Just to let you know that we've got home ...

WRITING PLANNER

PREPARE
Przygotuj pomysły, które przedstawisz w liście. Wykorzystaj zwroty z ramki Key Phrases.

WRITE
Napisz list. Pamiętaj o budowie listu, powitaniu i zwrotach kończących list.

CHECK
Upewnij się, że Twoja wypowiedź zawiera wszystkie elementy listu, rozwija każdy punkt, jest odpowiedniej długości i nie ma błędów ortograficznych.

FAST FINISHERS

Imagine you are a camp instructor. Write a short answer to the email in exercise 6.

VOCABULARY

1 Choose the correct options. In one sentence, both options are correct.

1 Put on a ***shirtdress*** / ***raincoat***. I'm sure it's going to rain in a moment.
2 Is this your ***cap*** / ***sweatshirt***? I found it in the gym.
3 Ted looks smart in that ***suit*** / ***hoodie***. Is he going to sit an exam?
4 I don't think this ***top*** / ***checked*** jacket matches the colourful dress.
5 It's too warm for ***heavy*** / ***casual*** boots. You'd better wear flats.

2 Match the words from the box to the correct sentences. There are two extra words.

calm	~~confident~~	creative	generous	honest
independent		patient		

1 I've trained a lot, so I believe I'll win the race. *confident*
2 I'll tell you the truth, but you won't like the news. _____
3 I've saved some pocket money. I'll give it to charity. _____
4 I hardly ever listen to other people's advice. I'd rather make decisions myself. _____
5 It's OK. Don't hurry. I can wait for you. _____

GRAMMAR

3 Complete the sentences with the present perfect or past simple forms of the verbs in brackets.

1 Jack *has never worn* (never / wear) a tie.
2 I _____ (lose) my gloves. I can't find them anywhere.
3 We _____ (not see) Craig at the show last night.
4 _____ (you / ever / buy) second-hand clothes?
5 Peter _____ (design) his first dress eight years ago.

4 Complete the questions for the underlined words.

1 I spoke to Greg at the party.
Who did you speak to at the party?
2 Christina has invited me to join the project.
_____ to join the project?
3 We want new trekking boots from the shop.
_____ from the shop?
4 Jonathan needs money to buy a new coat.
_____ to buy a new coat?
5 The blue scarf is going to win the competition.
_____ the competition?

USE OF ENGLISH 1 2 3 4 5 6 7 8

5 Complete the text with one word in each gap.

When Amy Hanson and her friends were in Cambodia, they [1] *saw* that people there didn't have [2] _____ money for shoes. There were barefoot children everywhere.
Amy decided to help them. Back in the UK, she started [3] _____ organisation called the *Small Steps Project*. Every year, a special event [4] _____ place in London, and the organisers invite celebrities to come and sell their shoes. So far, Amy and her friends [5] _____ collected over £300,000 for shoes and other necessary things for people in poor countries.

6 Translate into English.

1 We *don't have to* (*nie musimy*) stay after classes today.
2 _____ (*Kto przeczytał*) this book before?
3 I _____ (*nie lubię*) of fashion.
4 Which places _____ (*zamierzasz*) to visit on your holidays?
5 I hope that _____ (*to będzie*) fun.

7 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

1 Yesterday, the weather *was better* (be / good) than today.
2 My bag is orange, and it _____ (be / made) leather.
3 _____ (be / there) milk in the fridge?
4 They _____ (be / going) move house next month.
5 We _____ (not give) her any gifts last year.

LISTENING

8 2.46 **Listen to three recordings and choose the correct options.**

Text 1

1 Julie thinks that
- **A** she doesn't need a new coat for winter.
- **B** Samantha should buy a new dress for the school dance festival.
- **C** Olivia and Jeffrey will like Samantha's dress.

Text 2

2 The speaker addresses the people who
- **A** are entering the shop.
- **B** are paying for their shopping.
- **C** are leaving the shop.

Text 3

3 Which event took place first?
- **A** The Fashion Revolution started.
- **B** The catastrophe in Bangladesh happened.
- **C** Alex organised an activity at university.

4 In the interview, Alex
- **A** encourages people to show their personality by the clothes they wear.
- **B** invites people to join the Fashion Revolution activities.
- **C** advises people how to buy new clothes carefully.

THINKING IMPULSE

SPEAK **Look back at the photo on page 106. What do the girl's clothes say about her personality? Use the words from the word cloud.**

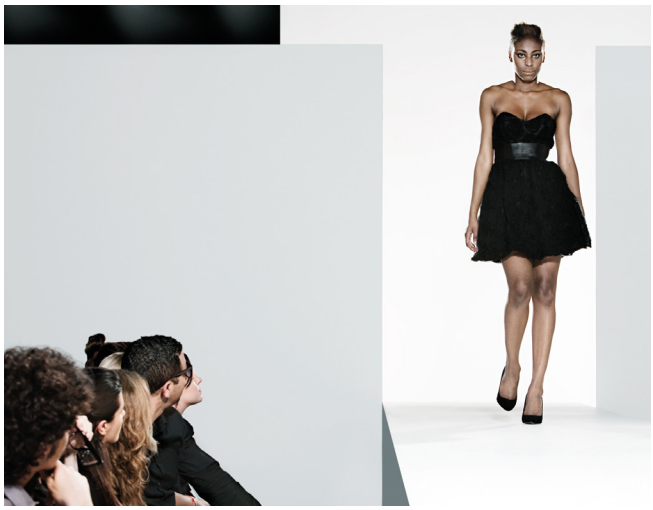
SPEAKING

9 **Describe the photo and answer the questions.**

Student A

1 What are the women telling their viewers about, in your opinion?
2 Where do you look for advice on clothes and fashion? Why there?
3 Tell us about a situation when you needed some clothes for a special occasion.

Student B



1 Does the woman feel her natural self in this situation? Why/Why not?
2 What kind of person does it take to become a model, in your opinion?
3 Tell us about a situation when you didn't feel good in the clothes you had on.

8.2 Present perfect and past simple

Present perfect

Czasu *present perfect* używamy do opisu:

- przeszłych wydarzeń, które mają wpływ na teraźniejszość (ich skutki są widoczne), np.
  I have packed my suitcase. (Spakowałem walizkę.)
- czynności i zdarzeń, które miały miejsce w nieznanym bądź nieokreślonym momencie w przeszłości, np.
  Henry has started learning Japanese. (Henry zaczął się uczyć japońskiego.)

Odmiana czasowników w czasie *present perfect*

Zdania twierdzące	Zdania przeczące
I/You/We/They have bought some new trainers. *He/She/It has gone out.*	*I/You/We/They haven't brought any food.* *He/She/It hasn't been to a fashion show before.*
Pytania ogólne	**Krótkie odpowiedzi**
Have I/you/we/they put it in the wardrobe? *Has he/she/it eaten anything?*	*Yes, I/you/we/they have.* *No, I/you/we/they haven't.* *Yes, he/she/it has.* *No, he/she/it hasn't.*

Określenia czasu typowe dla *present perfect*

- *before* (wcześniej) – w zdaniach twierdzących, przeczących i pytaniach, np.
  They have been to a Polish wedding before. (Oni byli wcześniej na polskim weselu.)
- *ever* (kiedykolwiek) – w pytaniach, np.
  Have you ever visited London? (Czy kiedykolwiek odwiedziłeś Londyn?)
- *never* (nigdy) – w zdaniach przeczących, np.
  He has never travelled on his own. (On nigdy nie podróżował samotnie.)

Past simple

Czasu *past simple* używamy do opisu zakończonych stanów i czynności, które miały miejsce w określonym momencie w przeszłości, np.:

There weren't many people at my birthday party two weeks ago, so I didn't receive many gifts. (Na mojej imprezie urodzinowej dwa tygodnie temu nie było dużo osób, więc nie dostałem zbyt wiele prezentów.)
Kevin called me at 8 pm last night, but I was in the shower then. (Kevin zadzwonił do mnie wczoraj o 20, ale byłem wtedy pod prysznicem.)

Odmiana czasowników w czasie *past simple*

Zdania twierdzące
I/You/He/She/It/We/They went to the library yesterday.
Zdania przeczące
I/You/He/She/It/We/They didn't spend the summer holidays in England last year.
Pytania ogólne
Did I/you/he/she/it/we/they move to Liverpool four years ago?
Krótkie odpowiedzi
Yes, I/you/he/she/it/we/they did. *No, I/you/he/she/it/we/they didn't.*
Pytania szczegółowe
***What** did I/you/he/she/it/we/they wear to the dinner party last Saturday?* ***Why** did I/you/he/she/it/we/they choose to study fashion design?*

Określenia czasu typowe dla *past simple*

- *yesterday/the day before yesterday* (wczoraj/przedwczoraj);
- *... ago* (...temu), np.: *five days ago, three weeks ago;*
- *last ...* (w zeszły.../zeszłego...), np.: *last Sunday, last spring;*
- *on + data* (w dniu...), np. *on 25 June;*
- *in + miesiąc/rok* (w...), np.: *in March, in 2016;* również: *in March 2016;*
- *then* (wtedy).

Present perfect and past simple

W czasie ***present perfect*** nacisk położony jest na to, czy dana czynność miała w ogóle miejsce czy nie, a czas wydarzeń schodzi na dalszy plan. Jeżeli chcemy podać dokładny dzień, miesiąc, rok itp., zdanie musimy sformułować w czasie ***past simple***, np.

I have done my homework. I finished half an hour ago.

W pierwszym zdaniu nacisk kładziemy na to, że odrabianie pracy domowej mamy już za sobą (= ***present perfect***). W drugim zdaniu chcemy z kolei podać informację o tym, kiedy dokładnie skończyliśmy pracę (= ***past simple***).

8.7 Subject and object questions

Subject **(podmiot)** to wykonawca czynności, a ***object*** (dopełnienie) to przedmiot czynności, np.

Kate bought a checked shirt.
(*Kate* = podmiot; a *checked shirt* = dopełnienie).

Niezależnie od czasu gramatycznego, pytanie możemy zadać zarówno o wykonawcę czynności (***subject question***), jak i o jej przedmiot (***object question***), np.:

Who bought a checked shirt? (subject question)
Kate.
What did Kate buy? (object question)
A checked shirt.

W pytaniach o podmiot po wyrazie wprowadzającym pytanie następuje szyk zdania twierdzącego (brak inwersji), np.:

What made you smile?
Who can sing this song?
Which model had the nicest dress?
How many students came to the workshop?
How much money is on the table?

W pytaniach o dopełnienie po wyrazie wprowadzającym pytanie następuje szyk pytania (inwersja), np.:

Who are you meeting?
What did she have for lunch?
Which cap should I wear?
How many autographs have they collected?
How much water did you drink yesterday?

Extra Grammar Practice ≫ 139

– KEY WORDS

VOCABULARY 1 MP3 48

attractive	/əˈtræktɪv/	atrakcyjny
boots	/buːts/	buty za kostkę
cap	/kæp/	czapka (z daszkiem)
casual	/ˈkæʒuəl/	zwykły, codzienny
checked	/tʃekt/	w kratkę
colourful	/ˈkʌləfəl/	kolorowy
cool	/kuːl/	fajny
dark	/dɑːk/	ciemny
flats	/flæts/	buty na płaskim obcasie
heavy	/ˈhevi/	gruby, solidny
hoodie	/ˈhʊdi/	bluza z kapturem
joggers	/ˈdʒɒgəz/	luźne spodnie dresowe
jumper	/ˈdʒʌmpə/	sweter
leggings	/ˈlegɪŋz/	leginsy
light	/laɪt/	jasny
loose	/luːs/	luźny
miniskirt	/ˈmɪniˌskɜːt/	minispódniczka
plain	/pleɪn/	jednolity
raincoat	/ˈreɪnˌkəʊt/	płaszcz przeciwdeszczowy
ripped	/rɪpt/	podarty
second-hand shop	/ˌsekənd ˈhænd ʃɒp/	sklep z odzieżą używaną
shirtdress	/ˈʃɜːtˌdres/	szmizjerka
suit	/suːt/	garnitur
sweatshirt	/ˈswetˌʃɜːt/	bluza
tights	/taɪts/	rajstopy
top	/tɒp/	koszulka
trainers	/ˈtreɪnəz/	buty sportowe, tenisówki
trendy	/ˈtrendi/	modny

GRAMMAR 1 MP3 49

unusual	/ʌnˈjuːʒʊəl/	niezwykły
youth collection	/ˈjuːθ kəˌlekʃən/	kolekcja młodzieżowa

SPEAKING MP3 50

brand	/brænd/	marka
cover	/ˈkʌvə/	pokrowiec
leather	/ˈleðə/	skórzany
make	/meɪk/	marka
medium-sized	/ˌmiːdiəm ˈsaɪzd/	średniego rozmiaru
pattern	/ˈpætən/	wzór
round	/raʊnd/	okrągły
square	/skweə/	kwadratowy
wool	/wʊl/	wełniany

READING MP3 51

blanket	/ˈblæŋkɪt/	koc
cardigan	/ˈkɑːdɪgən/	kardigan
fashion industry	/ˈfæʃən ˌɪndəstri/	przemysł modowy
gloves	/glʌvz/	rękawiczki
knitted	/ˈnɪtɪd/	dziergany, robiony na drutach
poncho	/ˈpɒntʃəʊ/	ponczo
pullover	/ˈpʊləʊvə/	sweter, pulower
scarf (pl. scarves)	/skɑːf (skɑːvz)/	szalik
slippers	/ˈslɪpəz/	kapcie
socks	/sɒks/	skarpety
thrilling	/ˈθrɪlɪŋ/	ekscytujący

VOCABULARY 2 MP3 52

brave	/breɪv/	odważny
bright	/braɪt/	jaskrawy
calm	/kɑːm/	spokojny
confident	/ˈkɒnfɪdənt/	pewny siebie
creative	/kriˈeɪtɪv/	kreatywny, twórczy
friendly	/ˈfrendli/	przyjacielski
generous	/ˈdʒenərəs/	hojny
honest	/ˈɒnɪst/	uczciwy
independent	/ˌɪndɪˈpendənt/	niezależny
intelligent	/ɪnˈtelɪdʒənt/	inteligentny
optimistic	/ˌɒptɪˈmɪstɪk/	optymistyczny
patient	/ˈpeɪʃənt/	cierpliwy
serious	/ˈsɪəriəs/	poważny

LISTENING MP3 53

artistic	/ɑːˈtɪstɪk/	artystyczny
attractive	/əˈtræktɪv/	atrakcyjny
charity	/ˈtʃærəti/	cele charytatywne
comfortable	/ˈkʌmftəb(ə)l/	wygodny
effective	/ɪˈfektɪv/	skuteczny
enjoyable	/ɪnˈdʒɔɪəbl/	przyjemny
fashionable	/ˈfæʃnəbl/	modny
item	/ˈaɪtəm/	rzecz
lifestyle	/ˈlaɪfˌstaɪl/	styl życia
messy	/ˈmesi/	zabałaganiony
realistic	/ˌrɪəˈlɪstɪk/	realistyczny
stressful	/ˈstresfl/	stresujący
stuff	/stʌf/	rzeczy, przedmioty
trendy	/ˈtrendi/	modny
useful	/ˈjuːsfl/	przydatny

GRAMMAR 2 MP3 54

beat	/biːt/	pokonać
exhibition	/ˌeksɪˈbɪʃən/	wystawa
tie	/taɪ/	krawat

WRITING MP3 55

BTW (by the way)	/ˌbaɪ ðə ˈweɪ/	przy okazji
have sb	/ˈhəʊst ˌsʌmbədi/	gościć (kogoś)
hold a record	/həʊld eɪ ˈrekɔː(r)d/	być rekordzistą w jakiejś dziedzinie
safe and sound	/ˌseɪf ən ˈsaʊnd/	cały i zdrowy
strap	/stræp/	pasek do zegarka

MEMORY IMPULSE

Synonimy

Przydatną techniką ułatwiająca zapamiętywanie nowych wyrazów jest metoda synonimów, czyli wyrazów bliskoznacznych. Ucząc się nowego słowa, spróbuj przypomnieć sobie lub znaleźć w słowniku jego synonim, np. *intelligent – clever, smart*.

From the screen to the square

1 **SPEAK** **Answer the questions.**

1 Who is your favourite actor or film character?
2 Who do you think is the greatest star ever?

2 **Look at the photos in the text. Can you name the characters? Read the text quickly and check your answers.**

Mr Bean, Harry Potter, Bugs Bunny

WATCH OUT **Leicester**

You say *Leicester* like this: 'lester', /'lestər/.

3 3.01 **Read the text again and answer the questions.**

1 What kind of buildings are there in Leicester Square?
cafés, restaurants, cinemas, theatres
2 Why do film stars often visit Leicester Square?
3 What's in the middle of the square?
4 What can help you find all the statues?

4 **KEY WORDS** **Complete the definitions with the highlighted words from the text. You may need to change the forms of the words.**

1 This tells you what to look at and where to go. It's an *audio tour*.
2 There are lots of people. It's a big _____.
3 This is on the floor (or on the ground in Leicester Square). It's a _____.
4 This actress is very famous. She's a _____.
5 This looks like a real person. It's a _____.
6 More than one person can sit on this. It's a _____.
7 Rob loves films. He's a film _____.
8 They're showing the film for the first time. It's a _____.

5 **SPEAK** **Which places described in the text would you like to see most? Why?**

6 **SPEAK** **Which of these British shows and characters do you know? Do you like them? Why/Why not?**

Doctor Who Fawlty Towers James Bond
Monty Python Mr Bean Sherlock Holmes

7 3.02 **Listen to Alice and Ben. Tick the names in exercise 6 that you can hear. Then answer the questions.**

1 Whose statue would Alice and Ben like there to be in Leicester Square?
2 Whose statue would you like there to be? Why?

It's London's Hollywood!

Leicester Square isn't the most famous part of London, but it's a really good place to visit, with lots of great cafés and restaurants. It's very popular with tourists, and especially with film **fans**. There are lots of famous cinemas and theatres in or near the square. Every year thousands of people visit them. They go there to enjoy the shows, of course, but also to see their favourite film stars. That's because film **premieres** often take place in Leicester Square. **Crowds** of fans stand in the streets and watch the **celebrities** on the red **carpet**!

There are lots of **statues** of famous historical figures in the square. The biggest one is in the centre. It's a statue of William Shakespeare, and it's about 150 years old. These days, there are some much newer statues, too, and they are very different! They are some of the most popular stars of the movie world, and they're all around the square!

Mr Bean is sitting on a **bench**, and so is Paddington Bear – he's eating a marmalade sandwich, of course. Harry Potter is flying through the air, and Batman and Wonder Woman are there too. Mary Poppins is landing in the square with her magic umbrella, and the classic cartoon character Bugs Bunny is eating a carrot. Some of these characters are difficult to find. But don't worry – you can download an **audio tour** to help you look for them!

So, if you like films (and who doesn't?), you should definitely visit Leicester Square when you're in London!

COMPARE CULTURES

8 **SPEAK** **Answer the questions.**

1 How popular are British films and series in Poland?
2 Who are the most popular film characters in your country?
3 Is there a place like Leicester Square in Poland?

Hi from the Big Apple!

1 **SPEAK** **Answer the questions.**

1 What do you think of when you hear 'New York City'?
2 Do you know any famous NYC attractions?

2 **SPEAK** **Match the names of NYC tourist attractions 1–6 to photos A–F.**

1 Central Park
2 The Empire State Building
3 Times Square
4 The Statue of Liberty
5 The High Line
6 Fifth Avenue

3 3.03 **Read Rick's blog. Which tourist attractions from exercise 2 does he mention?**

RICKY RICK

Hi from the Big Apple!

Our room is on the sixteenth floor, and the view of the **skyline** at night is just amazing! It's a **forest of skyscrapers** – and we can see the Empire State Building. Fantastic!

Yesterday we walked to Central Park. The park is HUGE! My favourite part was the zoo. Mum liked the lake and the **fountain** best. Dad is a big fan of John Lennon, so he took lots of photos of his statue.

After that, we took a yellow **cab** all the way to New York **Harbour**. Then we took a boat trip round the Statue of Liberty! The statue is much bigger than it looks in photos. The guide told us it's ninety-three metres high, and you can climb 354 steps inside the statue right up to the top of her head. Maybe next time!

This morning, we visited the High Line. It's a long, thin park in the sky! They built it along an old **railway line** above the city, and now it's a big tourist attraction. Then, after lunch, we went to Fifth Avenue (for the shopping!) and Times Square.

And our plan for tonight? We've got tickets for a Broadway show!

4 **Read the text again and answer the questions.**

1 What is New York's popular name?
the Big Apple
2 Which famous building can Rick see from the window?
3 What did Rick enjoy most in Central Park?
4 How did they get to the harbour?
5 How did they get close to the Statue of Liberty?
6 What was the High Line before it became a park?
7 What is Rick's plan for the evening?

5 **KEY WORDS** **Match the highlighted words from the text to definitions 1–6.**

1 lots of tall buildings *forest of skyscrapers*
2 this sends water up into the air
3 a line of rooftops
4 a track for trains
5 another word for a taxi
6 a safe place for ships and boats

COMPARE CULTURES

6 **SPEAK** **Imagine an American friend is planning a visit to a Polish city. Which city would you recommend? List 3–4 places in the city that he/she should visit and say why.**

Did you know?

The Statue of Liberty was a gift from France to the USA in 1886. The designer was Gustave Eiffel, the engineer famous for the Eiffel Tower in Paris.

The Antipodes and their people

1 **SPEAK** **Answer the questions.**

1 Do you know where New Zealand lies?
2 What do know about this country?

2 3.04 **Read the questions in bold in the text and try to answer them. Then read the text and find the answers.**

3 **Read the text again. Are the statements true (T) or false (F)?**

1 The Europeans and the Maoris arrived at about the same time. T / F
2 These days people still speak the Maori language. T / F
3 Most Maoris and Europeans are at war. T / F
4 Only Maoris perform the *haka*. T / F
5 New Zealand rugby players perform the *haka* before their matches. T / F

4 **KEY WORDS** **Match verbs 1–8 to the highlighted words. Which ones can you act?**

a language • a war dance • by boat • ~~in a country~~ strange faces • your arms • your feet your opponents

1 arrive *in a country*
2 travel _____
3 make _____
4 speak _____
5 perform _____
6 frighten _____
7 stamp _____
8 wave _____

5 **SPEAK** **Look at the map in the text and find Australia. Then answer the questions.**

1 What comes to your mind when you think of Australia?
2 Who are the native people of Australia?
3 Are they similar to the Maoris?

6 3.05 **Listen to the dialogue about the people in Australia and check your ideas from exercise 5.**

7 3.05 **Listen again and complete the sentences.**

1 Aboriginal people arrived in Australia *fifty thousand* years ago.
2 Their culture is one of the _____ in the world.
3 They travelled to Australia from _____.
4 There are about _____ Aboriginal languages.
5 Aboriginal _____ is very colourful.
6 Aboriginal Australians used boomerangs to _____.

COMPARE CULTURES

8 **SPEAK** **Answer the questions.**

1 What do you know about the native people of Poland?
2 Which old Polish traditions are still popular today?

Who are the Maoris?

The Maoris were the first people to **arrive in New Zealand**. That was about 800 years ago – and about 400 years before the first Europeans. The Maoris **travelled by boat** from small islands in the Pacific Ocean. Not all at the same time, of course!

What happened when the Europeans arrived?

At first, the Maoris and the Europeans fought, but later they made peace. These days Maoris and *pakeha* (that's the Maori word for Europeans!) live together happily. Maori people are about ten percent of the country's population. Many New Zealanders **speak the Maori language** as well as English – it is one of New Zealand's three official languages (the other two are English and sign language). Lots of Maoris live in cities, and lead 'western' lives, but their culture and traditions continue. A good example is the *haka*.

What's the *haka*?

It's a traditional Maori war dance! These days, Maoris and *pakeha* often **perform the *haka*** together. The most famous example is at the beginning of international rugby matches. New Zealand rugby players always perform the *haka*. They do it because they want to **frighten their opponents**, and it's true – it's quite scary! They **stamp their feet, wave their arms** and **make strange faces**. At the same time, they shout loudly. Watch New Zealand play a rugby match on TV and you'll definitely see it!

Did you know?

There are about 137 different sign languages round the world.

Welcome to six English speaking countries

1 **SPEAK** **Answer the questions.**

1 What do you think 'multicultural' means?
2 Which countries are the most multicultural ones in the world?

2 **Match the countries and capital cities from the box to the correct flags.**

Australia Canada Canberra Dublin ~~Ireland~~
London New Zealand Ottawa the UK
the USA Washington, D.C. Wellington

	Country	Capital city
	1 *Ireland*	2
	3	4
	5	6
	7	8
	9	10
	11	12

3 3.06 **SPEAK** **Answer the questions. Then read the text and check your answers.**

1 How many countries are there in the UK?
four (England, Wales, Scotland and Northern Ireland)
2 Is Northern Ireland part of Ireland?
3 Which two languages are most common in the USA?
4 What are the two official languages of Canada?
5 Who were the first Australians?
6 Do you know the name of this bird? Where does it live?

4 **KEY WORDS** **Complete the sentences with the highlighted words from the text. You may need to change the forms of the words.**

1 A *bilingual* person can speak two languages.
2 A _____ does not have a king or a queen.
3 A _____ has broken the law.
4 A _____ has travelled to live in a new country.
5 People from Europe, Africa and Asia (for example) are from different _____.
6 When you decide for yourself, you are _____.
7 The official leader of a country is the _____.

COMPARE CULTURES

5 **SPEAK** **Answer the questions.**

1 How many people in Poland speak more than one language?
2 Is it important for Polish people to know foreign languages? Why/Why not?
3 What are the advantages and disadvantages of a multicultural society? Is Poland a multicultural society?

RESEARCH IMPULSE

Choose one of the countries from this section and find out more about its culture. Share your findings with your classmates.

About 360 million people speak English as their first language. In six countries, the main language is English. Those countries are the UK, Ireland, the USA, Canada, Australia and New Zealand. They were all once part of the British Empire, with the British king or queen as their head of state.

London

The UK is actually four countries: England, Wales, Scotland and Northern Ireland. Each one has its own parliament but the English parliament in London has the most power. For thousands of years, **migrants** have travelled here from all over the world. British people are a mixture of **races**, and British culture is 'multicultural'.

Dublin

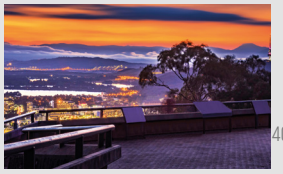
Ireland broke away from the UK after the World War I, and it has been a **republic** since 1949. It's part of the European Union. It has two official languages, English and Gaelic (that's an ancient Celtic language).

Washington, D.C.

The USA became **independent** in 1776, after a war with Great Britain. Most American people speak English, but millions speak Spanish too. Native Americans (American Indians) make up about two percent of the population.

Ottawa

Canada is also a country of migrants. Lots of Canadian families originally came from Europe, especially the UK and France. The two official languages of Canada are English and French, and many people are **bilingual**. About four percent of the population are First Nations people (they are the native people of Canada).



Canberra

Australians come from all over the world! Nearly twenty-five percent of them were born in other countries! The first European Australians arrived in the late eighteenth century. Many of them were British and Irish **criminals**! About two and a half percent of Australians are Aboriginals.

Wellington

New Zealanders are often called 'Kiwis'. That's because the kiwi bird is a symbol of New Zealand. These birds don't live anywhere else! Most Kiwis are from European families, but there are also people from all over the world. About seventeen percent of the population are Maoris (the native people of New Zealand). Kiwis are proud of their multicultural society.

2 minuty — Rozmowa wstępna

SPEAK **Answer the questions.**

1 What type of films do you never watch? Why?
2 Do you share your photos or videos on social media? Why/Why not?
3 What do you buy with your pocket money? Why?
4 Do you often use the services in your area? Why/Why not?

4 minuty **Zadanie 1.** Rozmowa z odgrywaniem roli

SPEAK **Do the task. Then change roles and do the task again.**

Uczeń A

Rozmawiasz z kolegą/koleżanką z Anglii na temat szkolnego projektu z wykorzystaniem technologii. W rozmowie z uczniem B omów poniższe cztery kwestie:

- temat projektu,
- wykorzystanie zasobów Internetu,
- kupowanie nowego sprzętu,
- czas spędzany przed komputerem.

(Rozmowę rozpoczyna uczeń A.)

Uczeń B

Jesteś kolegą/koleżanką ucznia A z Anglii. Rozmawiacie na temat szkolnego projektu ucznia A z wykorzystaniem technologii. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty.

- Powiedz, czy temat projektu Ci się podoba.
- Poradź, jakie zasoby spoza Internetu można wykorzystać w projekcie.
- Nie zgódź się w kwestii kupowania nowego sprzętu i uzasadnij swoje zdanie.
- Zapytaj o godziny wspólnej pracy online.

3 minuty **Zadanie 2.** Rozmowa na podstawie ilustracji

SPEAK **Describe the photo and answer the questions. Then change roles and do the task again.**

1 What are the men saying, in your opinion?
2 What kind of shops or services do you most often use? Why?
3 Do you ever spend a long time in one shop? Why/Why not?

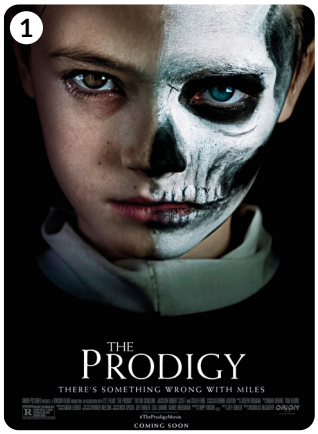
5 minut **Zadanie 3.** Rozmowa na podstawie materiału stymulującego

SPEAK **Do the task and answer the questions. Then change roles and do the task again.**

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.
Przebywasz na wymianie szkolnej w Portugalii. Wraz z uczestnikami wymiany planujecie wspólne oglądanie filmu w języku angielskim.

- Wybierz film, który będzie, Twoim zdaniem, najlepszą propozycją dla większości grupy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1



Unforgettable emotions!!!

2

From a comic book to a superhero movie!

3

Two clever women in a crime comedy.

1 Where do you prefer to watch films, at home or at the cinema? Why?
2 Some people think we should read the book or comic before watching the film based on it. Do you agree? Why/Why not?

2 minuty — Rozmowa wstępna

SPEAK **Answer the questions.**

1 What housework do you regularly do?
2 Which school activities do you find interesting? Why?
3 What places is your area famous for?
4 Where do you like eating out? Why there?

4 minuty **Zadanie 1.** — Rozmowa z odgrywaniem roli

SPEAK **Do the task. Then change roles and do the task again.**

Uczeń A

Chcesz włączyć się jako wolontariusz w organizację międzynarodowego spotkania młodzieży w pobliżu Twojej miejscowości. W rozmowie z organizatorem wydarzenia (uczeń B) omów poniższe cztery kwestie:

- powód Twojej decyzji,
- obowiązki wolontariuszy,
- sposoby poruszania się po okolicy,
- sposób dotarcia na miejsce spotkania.

(Rozmowę rozpoczyna uczeń B.)

Uczeń B

Jesteś organizatorem międzynarodowego spotkania młodzieży w dużym mieście. Rozmawiasz z kandydatem/kandydatką do pracy przy tym wydarzeniu w roli wolontariusza (uczeń A). W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty.

- Zapytaj o powody jego/jej decyzji.
- Podaj obowiązki wolontariuszy i zapytaj, co chciałby/chciałaby robić.
- Nie zgódź się z uczniem A w kwestii sposobu poruszania się po okolicy tak, aby musiał zaproponować inne rozwiązanie.
- Powiedz, jak dotrzeć na spotkanie i poproś o powtórzenie trasy.

3 minuty **Zadanie 2.** — Rozmowa na podstawie ilustracji

SPEAK **Describe the photo and answer the questions. Then change roles and do the task again.**

1 Are the girls interested in visiting the ruins? Why/Why not?
2 What new things would you like to experience when you go on a trip abroad?
3 Tell me about a situation when you got lost in a new place.

5 minut **Zadanie 3.** — Rozmowa na podstawie materiału stymulującego

SPEAK **Do the task and answer the questions. Then change roles and do the task again.**

Popatrz na propozycje zajęć pozalekcyjnych, Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

- Wybierz zajęcia, w których chcesz uczestniczyć, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1

2

3

1 What are the advantages of taking part in after-school activities?
2 Do you agree with the quote? Why/Why not?
Learn from yesterday, live for today, hope for tomorrow.
(Albert Einstein, German physicist, 1879–1955).

2 minuty — Rozmowa wstępna

SPEAK **Answer the questions.**

1 Would you like to change something in your room? Why/Why not?
2 Which invention from the past do you think is the most important? Why?
3 Do you check the weather forecast before a trip or a holiday? Why/Why not?
4 What could you do to make your life greener?

4 minuty **Zadanie 1.** Rozmowa z odgrywaniem roli

SPEAK **Do the task. Then change roles and do the task again.**

Uczeń A

Gościsz kuzyna/kuzynkę z USA. Planujecie w weekend wspólną wycieczkę. W rozmowie z gościem (uczeń B) omów poniższe cztery kwestie:

- cel wyjazdu,
- zwiedzanie atrakcji turystycznych,
- udział w wydarzeniach sportowych,
- pogoda.

(Rozmowę rozpoczyna uczeń A.)

Uczeń B

Mieszkasz w USA i odwiedzasz swoją rodzinę w Polsce. Wraz ze swoim kuzynem/swoją kuzynką (uczeń A) planujecie w weekend wspólną wycieczkę. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty.

- Nie zgódź się z propozycją celu wyjazdu i zaproponuj inny.
- Powiedz, że nudzi Cię zwiedzanie muzeów i galerii.
- Wspomnij, że wolisz uprawiać sport niż oglądać rozgrywki.
- Powiedz, że nie jesteś przygotowany/przygotowana na zimną, deszczową pogodę.

3 minuty **Zadanie 2.** Rozmowa na podstawie ilustracji

SPEAK **Describe the photo and answer the questions. Then change roles and do the task again.**

1 What are the boys going to do next, in your opinion?
2 How do you like learning about inventions and events from the past? Why?
3 Talk about a situation when you found an old object.

5 minut **Zadanie 3.** Rozmowa na podstawie materiału stymulującego

SPEAK **Do the task and answer the questions. Then change roles and do the task again.**

Popatrz na poniższe propozycje, Zdjęcie 1. i Zdjęcie 2. Szkolny Klub Ekologiczny proponuje zorganizowanie jednej z dwóch akcji z okazji Dnia Ziemi. Organizatorzy uzależniają rodzaj wydarzenia od wyników głosowania wśród uczniów.

- Wybierz akcję, na którą oddałbyś/oddałabyś swój głos, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.

1

Let's pick up rubbish and make our area cleaner!

2

Join a bike parade and promote eco-friendly transport!

1 How can modern technology help us live a greener life?
2 Why do you think young people are becoming more eco-friendly now?

2 minuty — Rozmowa wstępna

SPEAK **Answer the questions.**

1 Would you like to work in the music business in the future? Why/Why not?
2 Do you often change your clothing style? Why/Why not?
3 Do you collect something as your hobby? Why/Why not?
4 What is your best friend like? Give examples.

4 minuty **Zadanie 1.** — Rozmowa z odgrywaniem roli

SPEAK **Do the task. Then change roles and do the task again.**

Uczeń A

Zamierzasz podjąć pracę wakacyjną w Anglii. W rozmowie z kolegą/koleżanką z Anglii (uczeń B) omów poniższe cztery kwestie:

- miejsce i rodzaj pracy,
- wymagane doświadczenie,
- zakwaterowanie,
- wątpliwości Twoich rodziców.

(Rozmowę rozpoczyna uczeń A.)

Uczeń B

Mieszkasz w Anglii. Rozmawiasz z kolegą/koleżanką z Polski na temat jego/jej planów podjęcia wakacyjnej pracy w Twoim kraju. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty.

- Poproś o więcej szczegółów dotyczących obowiązków w pracy.
- Zapytaj o doświadczenie ucznia A w wykonywaniu pracy fizycznej, z ludźmi, ze sprzętem itp.
- Nie zgódź się z uczniem A w kwestii zakwaterowania tak, aby musiał zaproponować inne rozwiązanie.
- Poradź, jak przekonać rodziców, aby wsparli jego plany.

3 minuty **Zadanie 2.** — Rozmowa na podstawie ilustracji

SPEAK **Describe the photo and answer the questions. Then change roles and do the task again.**

1 Do the people in the photo have any hobbies? Why do you think so?
2 What music style are you a fan of? Why?
3 Tell us about a situation when you took part in a music event.

5 minut **Zadanie 3.** — Rozmowa na podstawie materiału stymulującego

SPEAK **Do the task and answer the questions. Then change roles and do the task again.**

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Podczas ferii zimowych, w ramach projektu wymiany młodzieży, będziesz gościć ucznia ze szkoły w Hiszpanii. Zastanawiasz się nad kupnem prezentu, który będzie przydatny na wycieczki w mroźne dni.

- Wybierz prezent, który będzie najbardziej odpowiedni dla Twojego gościa, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1 What can you do with the clothes you don't need anymore?
2 Some people say that clothes describe someone's personality. Do you agree? Why/Why not?

0.1 To be • Wh- questions

1 **Put the words in the correct order to make questions.**

1 from / where / you / are / ?
Where are you from?
2 hobby / is / what / your / ?
3 are / you / old / how / ?
4 favourite / what / subjects / your / are / ?
5 when / birthday / is / your / ?
6 is / name / what / your / ?

2 **Read Ted's profile with missing information and complete the questions in Fiona's message.**

Hi, I'm Ted and I'm from _____. I'm _____ and my birthday is in _____. My favourite school subject is _____. I love computers and my hobby is _____. Please, add me to your contact list.

Hi, Ted,
My name's Fiona. I'm fourteen and I live with my family in Portugal. My birthday is in May. I'd like to add you to my contacts, but I can't read some information in your profile.
[1] *Where* are you from? [2] _____ old are you? [3] _____ is your birthday? My favourite subjects are English and Spanish. [4] _____ is your favourite subject?
I'm happy that you love computers. I like technology, too, and my hobby is playing games. [5] _____ is your hobby?
Please write back to me,
Fiona

3 **Choose the correct options.**

1 **X:** How old are you?
Y: _____
A I have fifteen.
B I'm fourteen.
C It's in April.
2 **X:** What's your nationality?
Y: _____
A I live in Italy.
B I speak English.
C I'm Polish.
3 **X:** Who is your best friend?
Y: _____
A It's Molly. We love chatting online.
B Henry's my brother.
C They help me with maths.
4 **X:** When's your birthday?
Y: _____
A In 2009.
B In July.
C I'm fifteen.

0.2 The verbs like/love/hate • Object pronouns

1 **Complete the sentences with the correct forms of the words in brackets.**

1 I *like eating* (like / eat) fast food.
2 We _____ (love / watch) horror films.
3 Barbara _____ (hate) hip-hop.
4 They _____ (like / do) homework.
5 Brian _____ (not like) the city centre.
6 You _____ (love / play) basketball.

2 **Complete the text using the information from the table and the correct forms of the verbs in brackets.**

	(love)	(like)	(hate)
Cara	PE	history	geography
Li	maths	geography	history
Libby	maths	geography	PE

My name's Elizabeth, but everybody calls me Libby. I [1] *love* maths, but I [2] _____ (do) PE. My best friends are Cara and Li. They are twin sisters, but they like different subjects. Cara [3] _____ PE and she [4] _____ (learn) history, but she [5] _____ (study) geography. Li [6] _____ (learn) maths and she [7] _____ geography, but she [8] _____ (read) texts in history lessons.

3 **Replace the underlined words with the correct object pronouns.**

1 'Come to me, Jo.' 'I need to see Jo.' *you*
2 My brother loves video games, but I hate video games. _____
3 My best friend is Ella. I often help Ella with doing homework. _____
4 My sister and I love visiting our cousins, and they like visiting my sister and me. _____
5 I drink milk for breakfast. I like drinking milk. _____
6 I play computer games with my brother. I like playing with my brother. _____

4 **Choose the correct translation.**

1 We _____ (*lubimy mieszkać*) in our town.
A like living
B like to living
C likes to live
2 I love pizza. I like _____ (*robienie jej*) for supper.
A making her
B making it
C make it
3 Steve _____ (*uwielbia grać w*) computer games.
A like playing
B loves playing
C love play in
4 It's Tim's birthday tomorrow. What can we buy _____ (*dla niego*)?
A for us **B** for him **C** for it

0.3 Have got, can

1 **Write sentences from the prompts using the correct positive (+) or negative (–) forms of *have got*.**

1 (+) John / a mountain bike
John has got a mountain bike.
2 (+) We / rollerblades
3 (–) I / any sisters
4 (+) My brother / a guitar
5 (–) They / any skateboards
6 (–) Susie / a new tablet

2 **Write questions with *have got* and complete the short answers.**

1 you / a skateboard?
Have you got a skateboard? Yes, *I have*.
2 Sandra / a watch?
_____ No, _____.
3 you and Mike / a car?
_____ Yes, _____.
4 their house / white walls?
_____ Yes, _____.
5 Mary and Rob / a laptop?
_____ No, _____.
6 your father / a good job?
_____ Yes, _____.

3 **Complete the conversation with the correct forms of *can*.**

Teacher Well, Pierre and Adam Pitcher. What [1] *can you do* (you / do) for the school's French Day?
Pierre [2] _____ (we / give) an acrobatic show. And [3] _____ (Adam / sing), but [4] _____ (I / not sing) at all.
Teacher [5] _____ (you / play) any instruments, Adam?
Adam No, [6] _____, but [7] _____ (Pierre / play) the guitar.
Teacher I see. [8] _____ (you / speak) French, boys?
Pierre Yes, [9] _____. And [10] _____ (we / cook) boeuf bourguignon. Our mother is French.
Teacher Great!

4 **Complete the text with one word in each gap.**

Matt is my best friend. His parents [1] *have* got a new house, and Matt [2] _____ got his own room now. There are a lot of things in his room, but the most important is his tennis racket. Matt [3] _____ play tennis very well. I [4] _____ play tennis, so I don't play with [5] _____. But we [6] _____ running together in the park or wood.

0.4 There is/are, *possessive adjectives, possessive 's*

1 **Write sentences with *there is/are*.**

1 (+) *There are* twenty-six students in our class.
2 (–) _____ many computers in the library.
3 (?) _____ a gym at your school?
4 (+) _____ a whiteboard in every classroom.
5 (?) How many windows _____ in the corridor?
6 (–) _____ a school shop.

2 **Complete the sentences with the correct possessive adjectives.**

1 Carl says *his* dog is ill.
2 We usually take _____ holiday in July.
3 I want to sell _____ bike.
4 Mariana lives with _____ mother in Italy.
5 My students have got _____ exams in May.

3 **Complete the sentences with the correct possessive *'s* forms.**

1 Bill has got two sons: Jacob and Eric.
Jacob and Eric are *Bill's* sons.
2 This is a new room for our children.
This is our _____ new room.
3 Tina has got a boyfriend, Denis.
Denis is _____ boyfriend.
4 That room is for teachers only.
That's the _____ room.
5 My mum can make the best pizza in the world.
My _____ pizza is the best in the world.

4 **Choose the correct options.**

My name's Kamil, and I live with [1] ____ parents in Poland. I've got one brother, but he lives and works in Germany now. My hobby is music. I like writing music, and my [2] ____ room is my studio. [3] ____ a big computer in the room, and I use it to record my songs. [4] ____ also two classic guitars, but I don't use [5] ____. I can only play the electric guitar.

1	**A** his	**B** my	**C** their
2	**A** brothers	**B** brothers'	**C** brother's
3	**A** There is	**B** There isn't	**C** It is
4	**A** There are	**B** There aren't	**C** They are
5	**A** they	**B** their	**C** them

1.2 *Present simple · Adverbs of frequency*

1 **Choose the correct options.**

1 We *go* / *goes* to the cinema every weekend.
2 She often *play* / *plays* strategy games.
3 I *don't* / *doesn't* have much free time.
4 My dad never *watch* / *watches* comedies.
5 *Do* / *Does* they use social media?
6 *Do* / *Does* it take good photos?

2 **Complete the sentences with the correct present simple forms of the verbs in brackets.**

1 I *don't upload* (not upload) my films on YouTube.
2 Our teacher sometimes _____ (organise) lessons with short videos.
3 _____ (Lady Gaga / have) many followers?
4 _____ (you / watch) any sports channels?
5 Zoe _____ (not remember) the title of the book.
6 We _____ (not use) social media to share our stories.

3 **Read the poster for a film-making course. Complete the questions about the information in bold.**

1 How old *do you need* (you / need) to be?
2 When _____ (the course / start)?
3 When _____ (it / finish)?
4 What _____ (you / do) on the course?
5 Where _____ (the Academy / show) your film?

4 **Put the words in the correct order to make sentences.**

1 never / social / on / she / uses / weekdays / media / .
She never uses social media on weekdays.
2 always / on / the / show / TV / is / Saturday / .
3 they / a / usually / when / chat / do / have / ?
4 ever / hardly / watch / we / sitcoms / .
5 with / I / play / often / friends / games / .
6 you / do / read / reviews / sometimes / film / ?

5 **Rewrite the sentences using the adverbs of frequency in capitals.**

1 My friends and I play role-playing games. **OFTEN**
My friends and I often play role-playing games.
2 My parents go to the cinema. **NEVER**
3 We watch TV these days. **HARDLY EVER**
4 I watch something on Netflix. **SOMETIMES**
5 I use apps on my phone. **USUALLY**
6 My younger brother is in front of his computer! **ALWAYS**

6 **Rewrite the sentences using the adverbs of frequency from the box.**

always	hardly ever	never
sometimes	~~usually~~	

1 Tom watches films on Netflix five times a week.
He *usually watches films on Netflix*.
2 Katy doesn't use social media much.
She _____.
3 Tony uploads a new video from time to time.
He _____.
4 Edi is in front of her computer all the time.
She _____.
5 Lucy hates animated films.
She _____.

7 **Complete the second sentence so that it means the same as the first one. Use the word in capitals.**

1 I watch films every evening. **ALWAYS**
I *always watch* films in the evening.
2 Katy doesn't use social media much. **EVER**
Katy _____ social media.
3 Ali hates horror films. **NEVER**
Ali _____ horror films.
4 Sam often invites his friends to video games. **PLAYS**
Sam often _____ his friends.
5 What does he do to record his videos? **HOW**
_____ his videos?

1.7 *Present continuous · Present simple vs present continuous*

1 **Complete the sentences with the present continuous forms of the verbs in brackets.**

1 I *am watching* (watch) my favourite series.
2 They _____ (study) for a test.
3 He _____ (read) a review now.
4 We _____ (go) on a class trip today.
5 You _____ (make) a mistake, my friend.
6 She _____ (create) a comic about her dog.

2 **Complete the sentences with the present continuous forms of the verbs in brackets.**

1 Tom *isn't making* (not make) a photo album at the moment.
2 Why _____ (you / record) this talk?
3 _____ (he / design) a new strategy game?
4 We _____ (not practise) the presentation for the show this week.
5 I _____ (not choose) the music for the video now.
6 What _____ (Joan / prepare) for the club meeting?

3 **Write questions in the present continuous using the prompts. Write short answers.**

1 you / have / fun / at the moment / ?
Are you having fun at the moment?
Yes, *I am*.
2 they / do a project / now / ?
_____
Yes, _____.
3 he / upload / a video / at the moment / ?
_____
No, _____.
4 she / read / a / novel / today / ?
_____
Yes, _____.

4 **Choose the correct options.**

1 Ms Smith *takes* / *is taking* the class to the theatre twice a year.
2 Sarah is in the library now, but she *doesn't read* / *isn't reading* a book.
3 What *do you watch* / *are you watching*? Can I join you?
4 Mark and Matthew *learn* / *are learning* Spanish this year.
5 Where *does she find* / *is she finding* ideas for her stories?
6 David *has* / *is having* a book exchange once a month at his school.

5 **Complete the sentences with the present simple and present continuous forms of the verbs from the box.**

go	listen	prepare	~~write~~

1 a He's a poet, so he *writes* poems every day.
b Alice *is writing* a poem for her grandma today.
2 a They often _____ pizza for lunch.
b Molly _____ her school project today.
3 a We often _____ to the cinema in the evening.
b We _____ to the theatre tonight.
4 a I hardly ever _____ to pop music.
b I _____ to the news at the moment.

6 **Complete the blog post with the present simple or present continuous forms of the verbs in brackets.**

Hi everybody,
Today, I [1] *am writing* (**write**) to you from BookCon.
[2] _____ (**you / know**) ComicCon?
It's the event for fans of comic superheroes. Well, BookCon is like that, but it's for fans of books.
It [3] _____ (**take**) place every year in New York, and some of the most important writers [4] _____ (**come**) here. Right now, people [5] _____ (**wait**) to go in. They [6] _____ (**talk**) loudly. Read my next post in an hour. Bye!

7 **Write sentences in the present simple or present continuous using the prompts.**

1 he / not play / a strategy game / today.
He isn't playing a strategy game today.
2 Penny / often / share her stories / on social media.
_____
3 they / watch / a performance / at the moment?
_____
4 I / not go / to my ballet lessons / on Tuesdays.
_____
5 how often / you / go / to concerts?
_____

8 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.**

1 They *are writing a review* (**write / review**) for their new podcast at the moment.
2 James _____ (**share / he / story**) only with his friends.
3 I _____ (**not listen**) music on weekdays.
4 What book _____ (**you / class / read**) this week?
5 How often _____ (**you / go**) the theatre?

2.2 *Countable and uncountable nouns · Quantifiers*

1 **Write C next to countable nouns and U next to uncountable nouns.**

bread	*U*	egg	
burger		food	
cash		money	
cheese		shelf	
coin		wallet	

2 **Complete the table with the plural forms of the nouns from the box.**

~~baby~~ brush cat chair child copy country class day foot key knife match plate shelf tomato wife woman

-s	-es	-ies	-ves	irregular
		babies, ...		

3 **Match the sentence halves.**

1	There is	**a**	some coins in your wallet.
2	Are there	**b**	some milk in the fridge.
3	There aren't	**c**	a baker's near here?
4	Is there	**d**	any bread on the shelf.
5	There isn't	**e**	any young people at the concert?
6	There are	**f**	any banks in this town.

4 **Complete the sentences with *a/an* or *some*.**

1 Brad's got *an* expensive watch.
2 Be careful! There's _____ water on the floor.
3 Can I get _____ bottle of mineral water, please?
4 I'd like to buy _____ present for Mum today.
5 We need _____ egg to make pancakes.
6 There are _____ children in the playground.

5 **Choose the correct options.**

1 *How many* / *How much* cheese is there?
2 There isn't *some* / *any* flour left.
3 There aren't *any* / *much* tomatoes in the shop.
4 *How many* / *How much* eggs do we need?
5 Do we have *much* / *many* juice?
6 They are offering *a lot of* / *any* discounts on computers.

6 **Complete the sentences with the correct quantifiers.**

1 We have got *some* eggs in the fridge – three or four.
2 There isn't _____ cheese left. Let's buy some!
3 How _____ coffee do you drink every day?
4 She earns _____ money – she is the director of the company.
5 How _____ apples do we need?
6 I don't get _____ pocket money – only two pounds per week.

7 **Translate into English.**

Hi everyone,

I'm just sitting in my favourite pizzeria, Mamma Mia. Why is it my favourite? Because they offer [1] *a lot of* (*dużo*) different pizzas. The service is friendly, too. If there are [2] _____ (*dużo*) customers and there aren't [3] _____ (*żadnych*) free tables downstairs, they open [4] _____ (*kilka*) rooms upstairs. Also, they don't play [5] _____ (*żadnej*) loud music, so you can talk quietly. And believe me, you don't have to spend [6] _____ (*dużo*) money to enjoy your meal.
Come and check it out. ☺

8 **Translate into English.**

1 I think Bill wastes *a lot of money* (*dużo pieniędzy*) on new gadgets.
2 It's after 5 pm, but _____ (*kilka sklepów z butami*) are still open.
3 A new shopping mall is offering _____ (*dużo zniżek*) on the first day.
4 I can never find _____ (*żadnych okazji*) at online auctions.
5 _____ (*Ile banków*) are there in your area?

2.7 *Comparative and superlative forms of adjectives and adverbs*

1 Write the comparative and superlative forms of the adjectives.

	comparative	superlative
1 rich	*richer*	*the richest*
2 lazy		
3 bad		
4 nice		
5 hot		
6 expensive		

2 Complete the sentences with the comparative or superlative forms of the adjectives in brackets.

1 This laptop is *cheaper* (**cheap**) than yours.
2 For me, maths is _____ (**difficult**) than English.
3 I think Carol is _____ (**beautiful**) girl in our class.
4 The prices in this chemist's are _____ (**low**) than in the shop near my house.
5 February is _____ (**short**) month of the year.
6 My room is usually _____ (**dirty**) than my sister's room.

3 Write comparative sentences using the prompts. Express your opinion.

1 documentaries / exciting / thrillers
I think *thrillers are more exciting than documentaries*.
2 history / easy / English
I think _____.
3 men / careful drivers / women
I think _____.
4 buying online / quick / going shopping
I think _____.
5 paying in cash / safe / paying with your smartphone
I think _____.
6 logo designing / interesting / poetry writing
I think _____.

4 Complete the sentences with the words from the box.

better	friendlier	more	~~most~~	than	the

1 This is the *most* expensive restaurant in town.
2 Ms Petersen is much _____ than our class teacher.
3 I think this sports centre is _____ than the one near our school.
4 Who is _____ richest man in the world?
5 Bungee jumping is _____ dangerous than diving, I think.
6 Do you think English is more difficult _____ Spanish?

5 Complete the second sentence in each pair with the correct adverb formed from the underlined adjective.

1 Olivia has a beautiful voice. She sings *beautifully*.
2 There are quite cheap video games this week. They're selling some video games _____ this week.
3 Your poems are very good, Chris. You write poems very _____.
4 The children are happy today. They are playing _____.
5 His English is terrible. He speaks English _____.

6 Complete the sentences with the correct forms of the adjectives or adverbs in brackets.

1 They think this baker's sells *the best* (**good**) bread in town.
2 The service in here is _____ (**fast**) than in other restaurants.
3 This bike is _____ (**cheap**) than that one, but it's also _____ (**bad**).
4 My old computer works _____ (**slowly**) than my smartphone.
5 This game is _____ (**exciting**) game I know.

7 Translate into English. Use the correct forms of the adjectives from the box.

cheap	far	friendly	good	high	~~near~~

Dear Sir,
We really like going to your place because it's [1] *the nearest* (*najbliższe*) eating place for us and your meals are [2] _____ (*tak dobre jak*) in other restaurants.
But, unfortunately, you have [3] _____ (*najwyższe*) prices in town and we'll soon start looking for something [4] _____ (*dalej*) from school but [5] _____ (*tańsze*). Can you do something to make your restaurant [6] _____ (*bardziej przyjazną*) to students? I hope this is helpful.
Yours, Bridget

8 Complete the second sentence so that it means the same as the first one.

1 Tablets are not as heavy as notebooks.
Notebooks are *heavier than* tablets.
2 Waiters in pizzerias serve customers faster than in restaurants.
Waiters in restaurants serve customers _____ in pizzerias.
3 Gifts from shops are not as good as handmade presents.
Handmade presents are _____ gifts from shops.
4 Henry and Sam are bad drivers. Henry drives _____ Sam.

3.2 Have to

1 **Complete the sentences with the correct forms of *have to* and the verbs from the box. There is one extra verb.**

close	~~feed~~	phone	play	speak	water	wear

1 My fish eat only in the morning.
I *don't have to feed* them twice a day.
2 The nights are cold. You _____ the window before going to sleep.
3 Emma is responsible for the house plants.
She _____ them once a week.
4 Everyone here understands English.
Scott _____ French.
5 We _____ Alice now. It can wait.
6 My father is a police officer.
He _____ a uniform.

2 **Make questions with *have to* and complete the mini-dialogues.**

1 **X:** I'm an art teacher.
Y: *Do you have to* teach small children, too?
2 **X:** Here are some tasks for you and John.
Y: _____ finish them today?
3 **X:** Chris works for a Mexican magazine.
Y: _____ write in Spanish?
4 **X:** Mary always loads the dishwasher after dinner.
Y: _____ empty it, too?
5 **X:** When can we start the classes?
Y: _____ decide now?
6 **X:** Leo often invites me to the cinema.
Y: _____ pay for the ticket?

3 **Choose the correct options.**

What housework [1] _____ do almost every day, but you [2] _____ doing? Is it washing the clothes? If so, the WASHER & DRYER COMBO is something for you! You only [3] _____ load the machine with dirty clothes and choose the program, but you [4] _____ worry about drying the wet clothes. The machine [5] _____ wash and dry them at one go. After that, the clothes are so soft that you [6] _____ the ironing with a smile.

1	**A** do you have to	**B** does it have to	**C** you have to
2	**A** have to	**B** hate	**C** like
3	**A** don't have to	**B** can't	**C** have to
4	**A** haven't got	**B** don't have to	**C** doesn't have to
5	**A** can	**B** can't	**C** has to
6	**A** do	**B** have to	**C** don't have to

3.7 *Modal verbs:* could, should, must

1 **Translate into English. Use *could*, *should* or *must* in the correct forms and the verbs from the box. There is one extra verb.**

borrow	change	follow	lend	leave	~~meet~~	talk

1 We *could meet* (*moglibyśmy się spotkać*) at 6 pm at my place.
2 You _____ (*nie powinieneś zmieniać*) the topic of the presentation.
3 _____ (*Czy mógłbyś mi pożyczyć*) this novel?
4 We all _____ (*musimy postępować zgodnie z*) the school rules.
5 Jason _____ (*powinien porozmawiać*) to his parents first.
6 You _____ (*nie wolno ci zostawiać*) the door open.

2 **Complete the sentences with *mustn't* or *don't/doesn't have to*.**

1 Susan *mustn't* drink milk. She's allergic to it.
2 You _____ play in the match today. Jerry can take your place.
3 Be careful! You _____ cross this line.
4 Jack _____ make this video today. It's the task for the next week.
5 We _____ work in the park without our teachers. They're responsible for us.
6 They _____ call Jane. She already knows the news.

3 **Choose the correct translation.**

1 I think you _____ (*powinieneś*) write the text again. There are still some mistakes in it.
A must
B should
C could
2 We can have a smartphone, but we _____ (*mamy zabronione*) use it during classes.
A shouldn't
B don't have to
C mustn't
3 Jenny _____ (*mogłaby*) come after 5 pm. She has a music lesson before.
A could
B should
C must
4 Sean speaks English correctly. He _____ (*nie musi*) practise grammar.
A mustn't
B shouldn't
C doesn't have to
5 When _____ (*powinniśmy*) hand in our essays?
A we should
B should we
C do we have to

4.2 *Past simple: to be, there was/were*

1 **Complete the sentences with the correct forms of *was/were*.**

1 Where are they? They *were* here ten minutes ago.
2 My grandfather _____ born in 1951.
3 Unfortunately, the Mayan museum _____ closed yesterday.
4 There _____ many people at the party last night. Only some neighbours.
5 There _____ a swimming pool here when I was four. Now, there is a big one.

2 **Complete the dialogue with the correct forms of *was/were*.**

Harry Hi, Olivia. How [1] *was* the trip to Rome?
Olivia Hi, Harry. It was great – but we [2] _____ in Rome! We [3] _____ in London! Rome was our last trip.
Harry Oh yes, sorry!
Olivia London [4] _____ great, but the weather [5] _____ very nice.
Harry Well ... it wasn't Italy, right? What about Buckingham Palace? [6] _____ it cool?
Olivia Yes, it [7] _____. The palace [8] _____ open for tourists, but we [9] _____ very close to the building. It [10] _____ really awesome!
Harry Oh ... what a shame you [11] _____ there last month on the palace open days.

3 **Complete the text with the correct forms of *there was/were*.**

In ancient times, in the south of Italy, [1] *there was* a rich and lively city called Pompeii. It was a port town, so [2] _____ hotels, bars and public baths for sailors. [3] _____ a theatre, too. Also, [4] _____ an amphitheatre for gladiator fights. How many people [5] _____ usually in the audience? Up to twenty thousand! In 79 AD, [6] _____ an eruption of Mount Vesuvius. Within a few hours, [7] _____ any buildings, but [8] _____ four metres of ash and rocks.

4 **Complete the text with one word in each gap.**

Hi Carol,
Would you believe that I [1] _____ in my hometown last week? My plan was to visit the places I remember. The last time I was there was sixteen years [2] _____. I was sad to see that my favourite café in the main street was [3] _____ there anymore. There is a clothes shop there now. And what a surprise! My old school friend was there at the same time, and we [4] _____ so happy to see each other. The visit to my old school was also surprising. The school looks beautiful and modern now. There is a big swimming pool in the place where [5] _____ were some ugly ruins and trees [6] _____ I was a little girl.
All my childhood memories are in this town, but life goes on and nothing is the same anymore ...
All the best, Mia

4.7 *Past simple: affirmative*

1 **Complete the sentences with the past simple forms of the verbs in brackets.**

1 My mum *found* (find) a recipe for a delicious cake.
2 Tom _____ (book) a table two days before the meeting.
3 At 1 pm, I _____ (go) to the canteen and _____ (read) the menu for the day.
4 They all _____ (eat) grilled fish, but I _____ (ask) for raw vegetables.
5 Greg _____ (pay) the bill with his phone.

2 **Complete the text with the past simple forms of the verbs from the box. There is one extra verb.**

be	bring	do	have	~~happen~~	look	order	take	work

My best eating out experience [1] *happened* in the United Kingdom a few years ago. Our parents [2] _____ us to the Rollercoaster Restaurant at Alton Towers. The whole family [3] _____ good fun. First, Dad [4] _____ the dishes via touchscreen at the table. Then the rollercoaster system [5] _____ food and drinks to our table. There weren't any waiters, and everything [6] _____ futuristic, but the food and drinks [7] _____ real and real people [8] _____ in the kitchen.

3 **Complete each pair of sentences with the same word.**

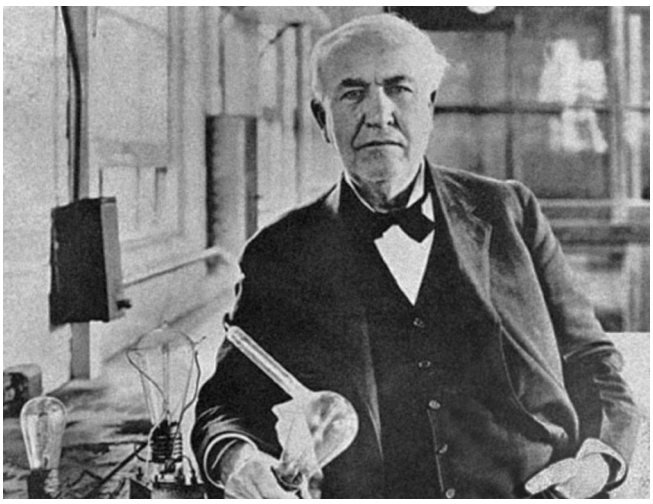
1 They _____ out at the local restaurant last Saturday.
I wasn't very hungry, so I _____ only soup.
2 A kind waitress _____ my order a minute ago.
David _____ a photo of the meal last night.
3 I _____ a birthday cake for my sister by myself.
Mum _____ a lasagne in the oven.
4 A famous chef _____ the dishes for my birthday party last year.
We _____ a reservation a month before the event.
5 In the past, customers _____ for their meals in cash.
After the dinner, Steve _____ the bill with his smartphone.

5.2 Past simple: negative and questions

1 **Complete the sentences with the negative past simple forms of underlined words.**

1 We bought him ice skates. We *didn't buy* him skis.
2 He left the calculator in the classroom.
He _____ it in the library.
3 Thomas Edison invented the first music player.
He _____ the washing machine.
4 Maria found her scissors in the kitchen.
She _____ them in her room.
5 My old phone had a calendar app.
It _____ YouTube.

2 **Complete the text with the correct past simple forms of the verbs in brackets.**



Thomas Edison (1847–1931) was one of the greatest American inventors. What [1] *did he invent* (he / invent)? Of course, the light bulb, the phonograph and over a thousand other things. As a boy, he [2] _____ (not go) to school regularly. His mother taught him to read and write. How [3] _____ (he / become) fascinated with technology then? He [4] _____ (not hear) well, so he spent hours reading on his own and doing experiments in his home lab. Later, people asked him, 'How [5] _____ (you / communicate) with others?' He answered, 'I [6] _____ (not need) to talk or listen. My poor hearing let me concentrate on my work.'

3 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.**

1 How many cars _____ (they / produce) last year?
2 When _____ (he / become / interested) in bowling?
3 What _____ (you / learn) about the ancient Olympics in the last history lesson?
4 Believe me, _____ (I / not wear) your bracelet yesterday.
5 _____ (people / know) the calendar then?

5.7 Articles: a/an, the

1 **Choose the correct options.**

1 He grew up in *a* / *the* small village without any places for doing sports. Now, *a* / *the* village has *a* / *the* swimming pool and *a* / *the* stadium.
2 I found out about Ø / *the* basketball match on Ø / *the* Internet. I like Ø / *the* sport, so I bought two tickets and invited my friend to *a* / *the* event.
3 I don't know why I got *a* / *the* tennis racket for my birthday. I can't play *a* / *the* game at all.
4 We organised *a* / *the* charity match to help our friend who is ill. Ø / *The* people were very generous and bought tickets to *the* / Ø event.
5 There is *a* / *the* new track on *a* / *the* school playing field, so we do a lot of running in Ø / *the* PE classes.

2 **Complete the text with *a/an*, *the* or Ø.**

Football is [1] *the* most popular team sport in [2] _____ world. It is [3] _____ national sport in many countries. There were [4] _____ different rules for this ball game for centuries. [5] _____ modern rules of football were invented in Great Britain in the nineteenth century. [6] _____ first international football match took place in Glasgow in 1872 between Scotland and England. [7] _____ match finished in [8] _____ draw (0–0). With time, football became [9] _____ international sport, and in 1908 it became [10] _____ official Olympic competition.

3 **Choose the correct options.**

Skateboarding is [1] _____ action sport. It is [2] _____ great outdoor activity and a method of transportation for [3] _____ young people. More than eighty million people love spending time riding [4] _____ skateboard. Why? Because skateboarding is cheap and it looks cool. Skateboarding appears in films, music videos and games. [5] _____ sport became even more popular when in 2016 it became [6] _____ official Olympic sport.

1	**A** a	**B** an	**C** the
2	**A** a	**B** the	**C** Ø
3	**A** a	**B** the	**C** Ø
4	**A** a	**B** the	**C** Ø
5	**A** A	**B** The	**C** Ø
6	**A** a	**B** an	**C** the

6.2 Will *for predictions*

1 **Put the words in the correct order.**

1 have / will / my / I / room / own / .
I will have my own room.
2 big / there / be / fridge / in / will / the / a / kitchen / .
3 need / we / a / room / dining / won't / .
4 two / will / be / there / bathrooms / ?
5 they / will / house / move / their / into / new / when / ?
6 carpets / there / any / be / won't / .

2 **Complete the sentences with the correct forms of *will* and the verbs in brackets.**

What [1] *will our life be* (our life / be) like in the future?

- We'll live in smaller houses because there [2] _____ (be) space to build big ones.
- There [3] _____ (be) smart technology to control our houses from anywhere.
- We [4] _____ (do) much housework because robots will do most jobs for us.
- We [5] _____ (protect) the environment to make it better for our children.
- We'll have more free time, but [6] _____ (we / be) happier?

3 **Choose the correct options.**

1 **X:** Will people have much furniture in the future?
Y: _____
A No, there won't.
B No, they won't.
C No, he won't.
2 **X:** How will shopping change?
Y: I think _____.
A people will buy most things online
B credit cards are better than cash
C a new shopping centre opens tomorrow
3 **X:** Will children go to school?
Y: _____
A Yes, I think so.
B No, they won't. They have to learn.
C Yes, she will, but she'll learn from home.
4 **X:** Where will people work?
Y: I think _____.
A robots will work in factories
B there will be much housework
C people will work from home
5 **X:** Will there be gardens outside?
Y: _____
A Yes, it will be beautiful.
B No, there won't.
C No, we'll have a big garden.

6.7 Be going to · Be going to *vs* will

1 **Complete the sentences with the correct forms of *be going to* and the verbs in brackets.**

1 I *am going to give* (give) all my unnecessary clothes to charity.
2 _____ (you / spend) the weekend in the mountains?
3 We _____ (not plant) any more trees here.
4 Who _____ (she / meet)?
5 They _____ (start) an eco-friendly farm.
6 Uncle Arthur _____ (not buy) a hybrid car.

2 **Choose the correct options.**

1 I ***will*** / ***am going to*** watch the weather forecast tonight.
2 It's hot and windy. I don't think it ***will*** / ***is going to*** rain.
3 Jay ***will*** / ***is going to*** spend a week on the lake.
4 Daniel and Elisabeth ***will*** / ***are going to*** move house next month.
5 I hope we ***won't*** / ***aren't going to*** use plastic plates at the party.

3 **Complete the mini-dialogues with the correct forms of *will* or *be going to* and the verbs in brackets.**

1 **X:** Where are you taking this rubbish bag?
Y: I *am going to put* (put) it in the recycling bin.
2 **X:** Dad! We haven't got any milk!
Y: OK. I _____ (buy) some later.
3 **X:** What time _____ (you / come) back?
Y: I don't know yet, but I'm sure I _____ (not be) back before 9 pm.
4 **X:** Sue, I'm taking my dog for a walk. _____ (you / come) with me?
Y: Sorry, I can't. I _____ (tidy) my room.

4 **Translate into English.**

1 Tim _____ (*zamierza zredukować*) the number of new things he buys.
2 Why _____ (*zamierzacie zmienić*) the furniture in your house?
3 We're spending the day at the beach. I hope _____ (*nie będzie*) any clouds in the sky.
4 OK, I'm going with you, but _____ (*nie zamierzam kupować*) any new clothes.
5 The weather is nice, and I'm sure _____ (*oni będą mieli*) a great holiday by the sea.

7.2 Present perfect for experiences: affirmative and negative

1 **Put the words in the correct order to make sentences.**

1 cities / visited / he / has / European / all / capital / the / .
He has visited all the European capital cities.
2 I / the / have / on / worked / computer / .
3 a / she / hasn't / novel / written / .
4 together / we / danced / before / haven't / .
5 have / they / concerts / ten / played / .

2 **Complete the sentences with the correct present perfect forms of the verbs in brackets.**

1 They *have worked* (work) for many companies, but they _____ (not travel) abroad.
2 She _____ (be) to Canada, but she _____ (not see) Ottawa.
3 I _____ (find) some job offers, but I _____ (not phone) any of the companies.
4 He _____ (complete) a photography course, but he _____ (not work) as a photographer.
5 The band _____ (appear) in America, but they _____ (not perform) in Europe.

3 **Complete the text with the present perfect forms of the verbs from the box. There is one extra verb.**

be	give	have	make	not be	~~take~~	visit

Sal Lavallo (born 1990) [1] *has taken* two years off work to make his dream come true. Now, he is one of the youngest people who [2] _____ every country in the world. 'It [3] _____ easy', he says. 'I [4] _____ some problems with visas, and some countries [5] _____ dangerous.'
He [6] _____ films and shared them on his website. 'What's his job?' you could ask. He's a traveller.

4 **Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.**

1 Rita isn't at home now.
She _____ (leave / home) work.
2 I can't accept this offer because I _____ (not work) a team before.
3 That's the best offer. All my previous jobs _____ (be / bad / paid).
4 That's something new for us.
We _____ (not work) our own before.
5 He knows the rules. He _____ (wear / uniform) many times.

7.7 Present perfect: questions

1 **Write *Have you ever* questions using the verbs in brackets.**

1 *Have you ever recorded* (record) music?
2 _____ (write) concert reviews?
3 _____ (do) a summer tour?
4 _____ (be) a boom operator?
5 _____ (train) to be a dancer?
6 _____ (give) piano lessons?

2 **Complete the dialogues with present perfect questions and short answers.**

1 **X:** *Have you ever used* (you / ever / use) high-tech equipment?
Y: *Yes, I have.* I've worked in a recording studio.
2 **X:** _____ (she / organise) activities for children before?
Y: _____ She's never worked with little ones.
3 **X:** _____ (they / work) abroad?
Y: _____ They've worked in Germany and Sweden.
4 **X:** _____ (you / ever / repair) a car?
Y: _____, but I'm doing a training course now.
5 **X:** _____ (he / do) any tiring jobs before?
Y: _____ He's been a roadie, so he's worked hard.

3 **Complete the text with one word in each gap.**

ADELE (born 1988) is an English singer and a songwriter. She started her brilliant music career [1] _____ she was eighteen. Here are some of the most frequent questions and answers about Adele.

- How many albums [2] _____ she recorded so far? Four. Her fans can't wait for the next one.
- [3] _____ her albums become platinum discs? Yes, all of them.
- [4] _____ she received any music awards? Yes, a lot of international awards.
- Has she [5] _____ written a film song? Yes, *Skyfall*. And she got an Oscar for it [6] _____ 2013.

8.2 *Present perfect and past simple*

1 **Choose the correct options.**

1 I *have seen* / *saw* a great tutorial on painting clothes last week.
2 Stella *has taken* / *took* part in a fashion show before.
3 We *have never found* / *never found* anything attractive in a sale.
4 My passion for sewing clothes *has begun* / *began* when I was sixteen.
5 *Have you ever met* / *Did you ever meet* a famous model?
6 *Have you heard* / *Did you hear* the school news yesterday? Elena's the best vlogger of the year!

2 **Complete the sentences with the correct present perfect or past simple forms of the verbs in brackets.**

1 Gina *looked* (look) cool in her purple shirtdress last night.
2 There wasn't an Internet connection, so we _____ (not pay) by card.
3 _____ (Mia / sell) that black skirt?
4 When _____ (Steve / buy) this checked jacket?
5 _____ (ever / forget) your umbrella?
6 Sorry I _____ (not send) you the photos. I'm so busy these days.

3 **Complete the dialogues with the correct present perfect or past simple forms of the verbs in brackets.**

1 **X:** Laura, you look great! I *have never seen* (never / see) you in joggers.
Y: Because you _____ (never / be) jogging with me!
2 **X:** Hi, I _____ (call) you yesterday, but you _____ (not answer). Where _____ (you / be)?
Y: Oh, I _____ (have) a photo shoot, so I _____ (switch) off my phone.
3 **X:** _____ (you / ever / lose) something important?
Y: No, I haven't, but my best friend _____ (lose) her fitness bracelet last month. She _____ (never / find) it.
4 **X:** _____ (your sister / choose) a dress for the party?
Y: No, she hasn't. Last week, she _____ (try) one on, but it _____ (not fit) her well.
5 **X:** _____ (you / be) at the theatre last Saturday?
Y: Yes, I was. I _____ (not like) the performance. _____ (you / like) it?
6 **X:** My parents _____ (be) to Spain and Italy, but I _____ (never / travel) with them.
Y: Why? I _____ (go) to Spain with my parents last summer, and we _____ (have) a great time together.

4 **Complete the text with the correct forms of the verbs in brackets.**

[1] *Have you ever shared* (you / ever / share) your fashion ideas on social media? I [2] _____ (start) doing it on FB when I was fourteen. My followers [3] _____ (write) in the comments: 'You're brave and independent'. My sister [4] _____ (advise) me to start my own fashion blog. She even [5] _____ (help) me design the website. At the beginning, the blog [6] _____ (not be) a great success, but I [7] _____ (not give up). Now, I am more experienced than a few years ago. I [8] _____ (learn) a lot, and my blog [9] _____ (become) my job. But I [10] _____ (not change) myself.

5 **Choose the correct translation.**

1 Rome is beautiful. We _____ (*byliśmy tam*) many times.
A have been there
B were there
C there were
2 Which dress _____ (*ona miała na sobie*) last night?
A has she worn
B she wore
C did she wear
3 _____ (*Czy kiedykolwiek wydałeś*) all your pocket money on clothes?
A Did you ever spend
B Have you ever spent
C Were you ever spent
4 Samantha _____ (*utworzyła*) a fashion blog last week.
A started
B has opened
C has got

8.7 *Subject and object questions*

1 **Put the words in the correct order to make questions. Decide if they are subject (S) or object (O) questions.**

1 make / who / you / taught / jewellery / to / ?
Who taught you to make jewellery? S
2 what / they / did / to / the / bring / workshops / ?
3 use / does / what / she / upcycling / for / ?
4 will / colour / be / best / which / the / ?
5 you / going / to / are / who / help / ?

2 **Complete the questions about the underlined information. Decide if they are subject (S) or object (O) questions.**

1 Jack left his watch in the gym.
Who *left his watch* in the gym? S
What *did Jack leave* in the gym? O
2 Susie has found a hat on the floor.
Who _____ a hat on the floor?
What _____ on the floor?
3 Ms Stacy is teaching me art.
Who _____ you art?
Who _____ art?
4 Rosie will win the competition next year.
Who _____ the competition next year?
What _____ next year?
5 John likes meeting unusual people.
Who _____ meeting unusual people?
Who _____ meeting?

3 **Write questions for the underlined phrases.**

Christina is an office worker, but she's got an unusual hobby. She paints [1] clothes. She doesn't like wearing plain clothes, so she paints different items of clothing, like jeans, blouses and jackets, for herself. But sometimes [2] Oliver, her boyfriend, asks Christina to decorate some of his plain clothes. She has painted [3] a few T-shirts for him. [4] Oliver has advised Christina to start working on her own. Christina could open [5] a studio and paint clothes for money. But she only answers: 'It won't be my hobby then.'

1 *What does Christina paint?*
2 _____
3 _____
4 _____
5 _____

4 **Write questions about the missing information. Start with the question words.**

1 Who did you invite?

New message

Hi, Gina,
How are you feeling? Thanks for the birthday card 🙂
I'm sorry you couldn't come to my birthday party. It was a small party. I invited [1] _____ (**Who**). [2] _____ (**Who**) invited Aunt Sylvie, Uncle Bill and their two sons.
It was a great evening. Aunt Sylvie brought [3] _____ (**What**). I got [4] _____ (**What**) from my parents. Ann and Judy gave me [5] _____ (**What**) with some funny pictures, and [6] _____ (**Who**) gave me a bubble tea kit.
The drinks were cool!
Let me know when you're well.
CU,
Nadia

Send

5 **Choose the correct options.**

1 **X:** Can I use your scissors?
Y: _____
X: I don't know. Maybe Simon.
A What did Simon take?
B Who has taken yours?
C Which scissors are yours?

2 **X:** Diana has won the first prize.
Y: Great! _____
X: A notebook.
A What did she get?
B Who has been the second?
C Who won the first prize?

3 **X:** Emma is sending a text to someone.
Y: _____
X: Probably Ronnie. To ask him why he is late.
A Who is sending a text to Emma?
B What is Emma sending?
C Who is Emma sending a text to?

4 **X:** This is our new house.
Y: _____
X: I don't know. I haven't seen anyone there.
A Which is your house?
B Who lives in the house next to yours?
C What did you see?

ALL STUDENTS

2.1 Vocabulary 1, exercise 2

WHAT ARE YOUR SHOPPING HABITS?

Mostly A answers: You are very careful with money. You prefer to save money until you need to buy something important. You respect every small coin.

Mostly B answers: You are not very good with money and spend too much on little things. When you need to buy something important, you have to wait for a discount. Perhaps you need to be more careful?

STUDENT A

0.1 My profile, exercise 7

1 Imagine you are the person from the profile below. Answer student B's questions.

I'm Sofía from Argentina. I'm sixteen, and my birthday is in October. My favourite school subjects are biology and maths. My hobbies are reading and playing football.

2 Ask questions about student B's personal details.

2.5 Vocabulary 2, exercise 7

1 You work at a hairdresser's.

- Ask what the customer (student B) wants you to do.
- Give the price for the service.
- Offer a loyalty card with a twenty percent discount for the next visit.

2 You are a customer at a restaurant. You want to make a complaint because your table is dirty and there aren't enough napkins.

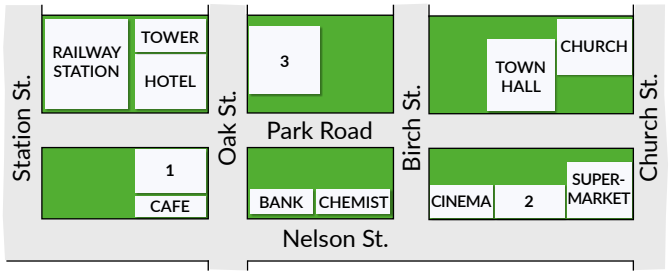
- Call the waiter (student B) and tell him/her about it.
- Ask for a discount for your meal.
- Accept his/her offer.

3.3 Speaking, exercise 7

1 You are a student who wants to do a voluntary job. You decide to help an old person (offer 1). Call the Voluntary Action office: inform them (student B) about your decision and give reasons for your choice.

2 You work in the Voluntary Action office. Ask a student (student B) about his/her decision and find out why he/she decides to accept this offer and refuse the others.

4.3 Speaking, exercise 8



Look at the map and act out the dialogues.

1 Ask student B for the way from the railway station to the museum, the baker's and the post office, and complete the description of places 1–3 on the map.

Where is the ...? How can I get there?

2 Tell student B the way from the railway station to the hotel, the church and the chemist's.

5.3 Speaking, exercise 6

1 Byłeś/Byłaś na wycieczce w zamku. Opisz uczniowi B przebieg wycieczki i powiedz, co Cię najbardziej zaciekawiło. Nie zgódź się z jego/jej opinią na temat tego miejsca. W swojej relacji zastosuj formy przeszłe co najmniej czterech z poniższych czasowników:

be buy go like see use tell

I was in ...
I went on a trip to ...
The most exciting/interesting thing was ...

2 Wysłuchaj relacji ucznia B. Nie znasz miejsca, które odwiedził/odwiedziła. Zapytaj o szczegóły dotyczące jego/jej relacji.

When did you go there? What did you see? ...

7.3 Speaking, exercise 6

1 You are the manager of a school music show. You are talking to someone (student B) who wants to dance in the show. Ask him/her questions about his/her experience and abilities. Decide if he/she can join the team.

2 You want to be a DJ at the school disco. You are answering the manager's (student B) questions about your experience and abilities. Student B will decide if you can do the job.

ALL STUDENTS

6.6 Listening, exercise 2

HOW GREEN IS YOUR LIFE?

Less than 7 points – The environment is not number one in your life. It's time to change your bad habits.

Between 7 and 11 points – You're doing a few small things for the environment. Try to find more ways to be 'greener'.

Between 12 and 15 points – You are sometimes eco-friendly, but you could always do more for the environment. Keep trying!

Between 16 and 18 points – Your life is really green! You're an eco-friendly person. Well done!

STUDENT B

0.1 My profile, exercise 7

1 **Imagine you are the person from the profile below. Answer student A's questions.**

My name's Marek. I'm fifteen, and my birthday is in June. I'm from Poland. My favourite school subjects are maths and PE. My hobbies are making games and swimming.

2 **Ask questions about student A's personal details.**

2.5 Vocabulary 2, exercise 7

1 **You are a customer at a hairdresser's. You want the hairdresser (student A) to wash and cut your hair.**

- Tell him/her what you want.
- Ask about the price.
- Accept the loyalty card with a discount for the next visit.

2 **You are a waiter at a restaurant. A customer (student A) calls you to make a complaint.**

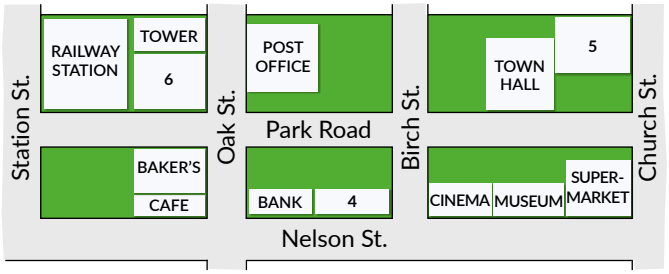
- Agree with his/her complaints.
- Say you are sorry about the situation.
- Promise to solve the problem quickly.
- Offer a ten percent discount for his/her meal.

3.3 Speaking, exercise 7

1 **You work in the Voluntary Action office. Ask a student (student A) about his/her decision and find out why he/she decides to accept this offer and refuse the others.**

2 **You are a student who wants to do a voluntary job. You decide to take care of children (offer 3). Call the Voluntary Action office: inform them (student A) about your decision and give reasons for your choice.**

4.3 Speaking, exercise 8



Look at the map and act out the dialogues.

1 Tell student A the way from the railway station to the museum, the baker's and the post office.

2 Ask student A for the way from the railway station to the hotel, the church and the chemist's, and complete the description of places 4–6 on the map.

Where is the ...? How can I get there?

5.3 Speaking, exercise 6

1 **Wysłuchaj relacji ucznia A. Znasz miejsce, które uczeń A odwiedził, ale masz o nim inną opinię. Wyraź zaciekawienie jego/jej relacją.**

2 **Byłeś/Byłaś na wycieczce w muzeum. Opisz uczniowi A przebieg wycieczki i powiedz, co Cię najbardziej zaciekawiło. Zachęć go/ją do odwiedzenia tego miejsca. W swojej relacji zastosuj formy przeszłe co najmniej czterech z poniższych czasowników:**

be	enjoy	invent	show	spend	tell	visit

I was at ...
I visited the museum of ...
The most exciting/interesting thing was ...

7.3 Speaking, exercise 6

1 **You want to dance in the school music show. You are answering the manager's (student A) questions about your experience and abilities. Student A will decide if you can join the team.**

2 **You are the manager of the school disco. You are talking to someone (student A) who wants to be a DJ at the event. Ask him/her questions about his/her experience and abilities. Decide if he/she can do the job.**

MP3 56

Infinitive	Past simple	Past participle	
be /biː/	**was/were** /wɒz/wɜː/	**been** /biːn/	być
become /bɪˈkʌm/	**became** /bɪˈkeɪm/	**become** /bɪˈkʌm/	stać się
begin /bɪˈgɪn/	**began** /bɪˈgæn/	**begun** /bɪˈgʌn/	zacząć
bite /baɪt/	**bit** /bɪt/	**bitten** /ˈbɪtən/	ugryźć
blow /bləʊ/	**blew** /bluː/	**blown** /bləʊn/	wiać
break /breɪk/	**broke** /brəʊk/	**broken** /ˈbrəʊkən/	złamać, zepsuć
bring /brɪŋ/	**brought** /brɔːt/	**brought** /brɔːt/	przynieść
build /bɪld/	**built** /bɪlt/	**built** /bɪlt/	budować
buy /baɪ/	**bought** /bɔːt/	**bought** /bɔːt/	kupować
catch /kætʃ/	**caught** /kɔːt/	**caught** /kɔːt/	złapać
choose /tʃuːz/	**chose** /tʃəʊz/	**chosen** /ˈtʃəʊzən/	wybrać
come /kʌm/	**came** /keɪm/	**come** /kʌm/	przyjść
cost /kɒst/	**cost** /kɒst/	**cost** /kɒst/	kosztować
cut /kʌt/	**cut** /kʌt/	**cut** /kʌt/	ciąć
do /duː/	**did** /dɪd/	**done** /dʌn/	zrobić
draw /drɔː/	**drew** /druː/	**drawn** /drɔːn/	rysować
dream /driːm/	**dreamed** /driːmd/ **/dreamt** /dremt/	**dreamed** /driːmd/ **/dreamt** /dremt/	marzyć
drink /drɪŋk/	**drank** /dræŋk/	**drunk** /drʌŋk/	pić
drive /draɪv/	**drove** /drəʊv/	**driven** /ˈdrɪvən/	prowadzić samochód
eat /iːt/	**ate** /et/	**eaten** /ˈiːtən/	jeść
fall /fɔːl/	**fell** /fel/	**fallen** /ˈfɔːlən/	upaść
feed /fiːd/	**fed** /fed/	**fed** /fed/	karmić
feel /fiːl/	**felt** /felt/	**felt** /felt/	czuć
fight /faɪt/	**fought** /fɔːt/	**fought** /fɔːt/	walczyć
find /faɪnd/	**found** /faʊnd/	**found** /faʊnd/	znaleźć
fly /flaɪ/	**flew** /fluː/	**flown** /fləʊn/	lecieć
forget /fəˈget/	**forgot** /fəˈgɒt/	**forgotten** /fəˈgɒtən/	zapomnieć
forgive /fəˈgɪv/	**forgave** /fəˈgeɪv/	**forgiven** /fəˈgɪvən/	wybaczyć
get /get/	**got** /gɒt/	**got** /gɒt/	dostać
give /gɪv/	**gave** /geɪv/	**given** /ˈgɪvən/	dać
go /gəʊ/	**went** /went/	**gone** /gɒn/	iść
grow /grəʊ/	**grew** /gruː/	**grown** /grəʊn/	rosnąć
hang /hæŋ/	**hung** /hʌŋ/	**hung** /hʌŋ/	wisieć; powiesić
have /hæv/	**had** /hæd/	**had** /hæd/	mieć
hear /hɪə/	**heard** /hɜːd/	**heard** /hɜːd/	słyszeć
hide /haɪd/	**hid** /hɪd/	**hidden** /ˈhɪdən/	chować
hit /hɪt/	**hit** /hɪt/	**hit** /hɪt/	uderzyć
hold /həʊld/	**held** /held/	**held** /held/	trzymać
hurt /hɜːt/	**hurt** /hɜːt/	**hurt** /hɜːt/	zranić
keep /kiːp/	**kept** /kept/	**kept** /kept/	trzymać
know /nəʊ/	**knew** /njuː/	**known** /nəʊn/	wiedzieć

Infinitive	Past simple	Past participle	
lay /leɪ/	**laid** /leɪd/	**laid** /leɪd/	położyć
lead /liːd/	**led** /led/	**led** /led/	prowadzić
learn /lɜːn/	**learned** /lɜːnd/ **/learnt** /lɜːnt/	**learned** /lɜːnd/ **/learnt** /lɜːnt/	uczyć się
leave /liːv/	**left** /left/	**left** /left/	opuścić
lend /lend/	**lent** /lent/	**lent** /lent/	pożyczyć komuś
let /let/	**let** /let/	**let** /let/	pozwolić
lie /laɪ/	**lay** /leɪ/	**lain** /leɪn/	leżeć
lose /luːz/	**lost** /lɒst/	**lost** /lɒst/	zgubić
make /meɪk/	**made** /meɪd/	**made** /meɪd/	zrobić
mean /miːn/	**meant** /ment/	**meant** /ment/	znaczyć
meet /miːt/	**met** /met/	**met** /met/	spotkać
pay /peɪ/	**paid** /peɪd/	**paid** /peɪd/	płacić
put /pʊt/	**put** /pʊt/	**put** /pʊt/	położyć
read /riːd/	**read** /red/	**read** /red/	czytać
ride /raɪd/	**rode** /rəʊd/	**ridden** /ˈrɪdən/	jeździć na
ring /rɪŋ/	**rang** /ræŋ/	**rung** /rʌŋ/	dzwonić
run /rʌn/	**ran** /ræn/	**run** /rʌn/	biegać
say /seɪ/	**said** /sed/	**said** /sed/	powiedzieć
see /siː/	**saw** /sɔː/	**seen** /siːn/	zobaczyć
sell /sel/	**sold** /səʊld/	**sold** /səʊld/	sprzedać
send /send/	**sent** /sent/	**sent** /sent/	wysłać
set /set/	**set** /set/	**set** /set/	ustawić
show /ʃəʊ/	**showed** /ʃəʊd/	**shown** /ʃəʊn/	pokazać
sing /sɪŋ/	**sang** /sæŋ/	**sung** /sʌŋ/	śpiewać
sit /sɪt/	**sat** /sæt/	**sat** /sæt/	siedzieć
sleep /sliːp/	**slept** /slept/	**slept** /slept/	spać
smell /smel/	**smelled** /smeld/ **/smelt** /smelt/	**smelled** /smeld/ **/smelt** /smelt/	pachnieć, wąchać
speak /spiːk/	**spoke** /spəʊk/	**spoken** /ˈspəʊkən/	mówić
spend /spend/	**spent** /spent/	**spent** /spent/	spędzać
stand /stænd/	**stood** /stʊd/	**stood** /stʊd/	stać
swim /swɪm/	**swam** /swæm/	**swum** /swʌm/	płynąć
take /teɪk/	**took** /tʊk/	**taken** /ˈteɪkən/	wziąć
teach /tiːtʃ/	**taught** /tɔːt/	**taught** /tɔːt/	uczyć
tell /tel/	**told** /təʊld/	**told** /təʊld/	powiedzieć
think /θɪŋk/	**thought** /θɔːt/	**thought** /θɔːt/	myśleć
throw /θrəʊ/	**threw** /θruː/	**thrown** /θrəʊn/	rzucać
understand /ˌʌndəˈstænd/	**understood** /ˌʌndəˈstʊd/	**understood** /ˌʌndəˈstʊd/	rozumieć
wake /weɪk/	**woke** /wəʊk/	**woken** /ˈwəʊkən/	obudzić się
wear /weə/	**wore** /wɔː/	**worn** /wɔːn/	nosić
win /wɪn/	**won** /wʌn/	**won** /wʌn/	wygrać
write /raɪt/	**wrote** /rəʊt/	**written** /ˈrɪtən/	pisać

Macmillan Polska Sp. z o.o.
Al. Jerozolimskie 146 A,
02-305 Warszawa
A division of Macmillan Education Limited

Companies and representatives throughout the world

ISBN 978-83-8152-371-4
Text © Gill Holley, Catherine McBeth, Kate Pickering and Patricia Reilly with Marta Inglot 2020
The Culture pages by Liz Kilbey
Design and illustration © Macmillan Education Limited 2020

The authors have asserted their right to be identified as the authors of this work in accordance with the Copyright, Designs and Patents Act 1988.

First published 2022
This edition published 2022
Original edition entitled *Influence* published 2020 by Macmillan Education Limited

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Designed by Haveabook, Studio Muffi and Pracownia DTP Aneta Osipiak-Wypiór
Page make-up by Pracownia DTP Aneta Osipiak-Wypiór and didi-art
Illustrated by Dorota Zduniewicz-Dąbrowska (pp 9(m), 10(br), 23(tr), 24(br), 38(br), 42(tr), 52(br), 56(mr), 65(ex3), 66(br), 70(ml, ex2), 79(tr, ex3), 80(br), 94(br), 107(ex3), 108(br), 110(bl), 111(poncho, socks, slippers).
Cover design by Studio Muffi
Cover illustration/photograph by Adobe

Authors' acknowledgements
Gill would like to thank her friends from International House, Barcelona.
Kate would like to thank Angus, Rhona & Maya for all their patience and support.

The publishers would like to thank Ángeles Jimenez Fernández, I.E.S. El Car, San Cugat del Vallés, Barcelona Andikona Loizate, Col. legi Pompeu Fabra-Guimera, Salt, Girona; Verónica Martín Martínez, Barcelona, Ana Mar Caballero, Col.legi María Auxiliadora, Zaragoza; Beatriz Sayalero Martín, I.E.S. Gran Capitán, Madrid; Begoña García Pérez, I.E.S. Gabriel García Márquez, Leganés, Madrid; María Purificación Pascual Mateos, Colegio Fundación Santamarca, Madrid; Rosa Victor Raurich, Col.legi Les Heures, Lleida; Núria Vallet Muntada, Institut Viladecavalls, Viladecavalls, Barcelona; Esther Valbuena Ibáñez, C.E.I.P. Ntra. Sra. Begoña, Bilbao, Vizcaya; Cristina Cano, I.E.S. Laguna de Joatzel, Getafe, Madrid; Marcia Loma-Osorio, I.E.S. Laguna de Joatzel, Getafe, Madrid; Mª Rosaura Marcos González, I.E.S. Luis García Berlanga, Coslada, Madrid; Sandra Valera, Colegio Santa Rita, Madrid; Maria Luisa Robledo, Colegio Salesianos San Juan Bautista, Madrid; Llorenç Rosselló Verger Col.legi Sant Jossep Obrer, Palma de Mallorca, Baleares; Vicent Pérez Zaragoza, I.E.S. Beatriz Fajardo de Mendoza, Benidorm, Alicante; Osvaldo Arroyo Caballero; México; Agnieszka Bednarczyk, Agnieszka Łosek-Klimczyk, Agnieszka Matysiak, Agnieszka Siemińska, Aleksandra Gieraś-Fatyga, Aleksandra Kalata, Anna Chmura, Anna Grzegorczyk, Anna Sarbiewska, Anna Wendt, Anna Paca, Beata Sokołowska, Beata Trybus, Elżbieta Grodziska, Joanna Krzyszczak, Justyna Wałachowska, Karolina Barska-Fomin, Katarzyna Brześcińska, Katarzyna Staszewska-Gajda, Katarzyna Szymczak-Tryc, Magdalena Jasiewicz, Magdalena Kimula, Małgorzata Barzenc-Zambrzycka, Małgorzata Bielecka, Małgorzata Kowal, Małgorzata Stańczyk, Marta Żminkowska, Marzanna Gruszczyńska, Mikołaj Hęciak, Rafał Kapczyński, Renata Mikołajkiewicz-Gołąb, Renata Sosnowska-Mulka, Svitlana Ołdakowska, Wojciech Kwapisz, Poland.

The publishers would like to thank Katarzyna Grunt, Małgorzata Paszkiewicz, Agnieszka Radzińska-Lis and Alicja Rumińska for their feedback and comments during the development of the material.

The publishers would like to thank Olga Zegadło for her invaluable help in preparing the Grammar Reference pages.

The publishers would like to thank Karolina Kotorowicz-Jasińska for her help in adjusting the selected tasks to the exam requirements.

The authors and publishers would like to thank the following for permission to reproduce their photographs:
Alamy/BEW: pp11(film posters: Men in Black: Intrernational, Avengers: Endgame, Playing with fire, Doctor Sleep, Toy Story 4, Mamma Mia: Here we go again), 17(videoframe from "The Witcher" series), 33(tl), 55(ml), 56(fast food restaurant), 61(tl, tr), 65(ex2 A, E, F, G, K), 67(mr, br), 69(bl), 71(l), 72(tr), 73, 74, 78, 92, 96(ex3), 102, 103, 116, 120(r, ex2), 122(l), 124(ex3, film poster 1 (The Prodigy), film poster 3 (The Hustle)), 125(br), 126(l), 135, 136(l), 138; **Getty Images:** pp 8, 13(ml), 97; **iStock:** pp 4, 5, 6, 7, 8(avatars), 9 (ex2), 10 (ex2), 11(br), 12(bl, tr), 13(bg, r), 14(ml, bl), 15, 16(br), 18, 19, 20, 21(tr), 22, 23(tr), 24(bl), 25(ex1), 26, 27, 28, 29, 30(ex2), 31, 32, 33(m, bl, bm, br), 36(avatars), 37(ex4), 38(tl), 39, 40, 41, 42, 43, 44(ex6), 45, 47, 50, 51(ex2), 53(ex2), 54, 55(tr, br, b, bg), 56(ex2 photos 1,2,4,5,6,7; ex3), 57, 59, 60, 61(b, mr), 62, 63, 64, 65(ex2 C, D, H, I, J, L), 66(ex7), 67(tr), 68, 69(bg, t, tr, b, m, br, r), 70(ex1), 71(ex6), 72(tl), 75, 76, 77, 78(avatars), 80(ex6), 81(ex2 1-5), 82, 83, 84, 85, 86(ex2), 87, 88, 89, 91, 92(avatars), 93(ex2), 94(ex1), 95(ex2), 96(ex2, ex7), 97(bg), 98, 99, 100(wx2), 101, 104, 106, 108(ex6), 109(ex1), 110, 111(bg, scarf, gloves, pullover, cardigan), 112, 113, 115, 117, 120(tl), 121, 122(bg, br), 123, 124(bl, ex3 film poster 2 (Captain America: The first Avenger)), 125(bl, tr,mr), 126(mr, br), 127, 128, 129, 130, 131, 132, 134, 136(mr), 137, 139, 140, 142(tl); **Wales News Service/Lily Connors:** p114; **kotsanas.com:** p65(ex2 B).

Additional artwork supplied:
© Collection and Archive of Museum of Kotsanas Museum of Ancient Greek Technology (www.kotsanas.com) p65(ex2 B)

Video footage and stills supplied by: **Artcore** pp10, 16, 24(mr), 30, 38(bl), 44(br), 52(bl), 58, 66(bl), 72(br), 80(bl), 86(br), 94(bl), 100(br), 108(bl), 114(b); **Macmillan Education:** pp11(ml), 25(ml), 53(bl), 81(tl), 95(b), 109(b); **DLA:** pp9(br), 23(br), 37(br), 51(br), 65(br), 79(br), 93(br), 107(mr).

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

The inclusion of any specific companies, commercial products, trade names or otherwise does not constitute or imply its endorsement or recommendation by Macmillan Education Limited.

Printed and bound in Poland
2026 2025 2024 2023 2022
10 9 8 7 6 5 4 3 2 1

Impulse

Wymierne postępy w nauce dzięki sile pozytywnych impulsów.

Pięcioczęściowy kurs języka angielskiego dla szkół ponadpodstawowych, który uwzględnia potrzeby i specyfikę nowego pokolenia uczniów, a jednocześnie większe wymagania, jakie stawia przed nimi Nowa Matura 2023; pomaga opanować treści określone w nowej podstawie programowej oraz wszechstronnie rozwija kluczowe kompetencje językowe i pozajęzykowe.

IMPULSE dla nowego pokolenia uczniów zawiera:

- inspirujące teksty o autentycznych osobach, miejscach, wydarzeniach i zjawiskach – łatwe do odnalezienia w Internecie
- bogactwo atrakcyjnych zdjęć i innych materiałów wizualnych
- ćwiczenia pobudzające myślenie krytyczne (» **THINKING IMPULSE**) i ciekawość poznawczą (» **RESEARCH IMPULSE**) oraz interesujące łamigłówki (» **#BRAINTEASER**)
- elementy świata mediów społecznościowych – sekcje nawiązujące do popularnych portali społecznościowych

IMPULSE, który wspomaga poznawanie i zapamiętywanie to:

- wyjątkowy system powtórek wplecionych w każdą lekcję, wspierający uczniów o różnym tempie nauki
- wskazówki » **MEMORY IMPULSE** ułatwiające zapamiętywanie nowego materiału
- przejrzyście oznaczone kluczowe słownictwo wraz z nagraniami audio pomagające w rozwijaniu zasobu słów
- zadania kształtujące sprawność mówienia, umieszczone w każdej lekcji, zapewniające głębokie przetwarzenie poznanego materiału
- omówienie zagadnień gramatycznych w języku polskim ułatwiające ich przyswojenie
- obszerny bank materiałów uzupełniających, który zapewnia dodatkowe wsparcie ucznia w osiąganiu zamierzonych celów

IMPULSE prowadzący do sukcesu na nowej maturze to:

- wszystkie typy zadań maturalnych
- kompleksowa strategia rozwoju kompetencji gramatycznych
- superintensywny program rozwoju słownictwa
- nowoczesne wsparcie w doskonaleniu umiejętności pracy z tekstem pisanym
- obfitość różnorodnych materiałów ćwiczących rozumienie ze słuchu
- stopniowe i systematyczne przygotowanie do zadań z pisania (» **WRITING PLANNER**)
- regularne, kumulatywne powtórki utrwalające stosowanie środków językowych

ISBN 978-83-8152-371-4

Nagrania w formacie MP3 dostępne na www.macmillan.pl/strefa-ucznia