

Książka ucznia

Together

dla 7 klasy

Ćwiczenia oznaczone ikoną 
wykonaj w zeszycie

Catherine Bright

Welcome unit page 4	Vocabulary: daily routine, clothes, events and free time activities, chores, feelings and emotions	
	Vocabulary	Grammar
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Unit 2 Your time, your choice page 22	- interests and free time activities, habits - customs and traditions: expressions with adjectives, expressions with verbs Pronunciation: /s/ and /z/	- past simple <i>used to</i> <i>who/that, which/that, when, where, whose</i>
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Grammar: present simple; present continuous for things happening now and temporary actions; plural nouns; *a/an, the*, zero article; subject and object pronouns; past simple; *have to; should/shouldn't*

Reading and culture	Speaking	Writing
• Is this art?	• making, accepting and refusing suggestions, expressing preferences	• post for a website
• You can make a difference!	• asking for, giving and justifying opinions	• email about an interesting day
• Travelling through time: transport then and now	• starting and ending a conversation, asking for clarification and checking understanding	• story about a journey
• 21 st century science museums	• expressing feelings and emotions, sympathising	• email about a school competition
• Not just shopping	• returning and exchanging goods in a shop, asking for a refund	• blog post about saving money
• Calling all artisans!	• talking about experience, personal qualities and skills	• email about a careers event
• Wild and Wonderful	• making requests and replying to them, asking for and giving permission	• blog post about a photo competition entry
• Around the country	• giving warnings and instructions	• email about a holiday and holiday weather

Lesson 1 Welcome unit

I can use the present simple to talk about my daily routine. I can use the present continuous to talk about things happening now and temporary actions.

1 Read Ava's blog post. Who is an early bird?

Mornings are the worst!



They're the hardest part of my day. I need five alarms to wake up! I get up at about 8.00 and I haven't got time for breakfast because school starts

at 9.00. I take a shower, get dressed and catch the bus to school. My best friend Ruby thinks it's so hard for me because I usually go to bed late and don't get enough sleep. Ruby gets up at 6.30, takes her dog for a walk and has a big breakfast. She doesn't take a bus to school. She's got so much energy that she often rides a scooter. I sometimes sleep on the bus ... Do you like mornings?

GUESS WHAT?!

a morning person = an early bird
an evening person = a night owl

2 Complete the Grammar 1 table.

Grammar 1

Present simple

We always **get up** at 8.00.

She usually ¹ **up** at 6.30.

I ² **get** enough sleep.

He **doesn't take** a bus to school.

³ you like mornings?

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

Does she **ride** a scooter?

Yes, she **does**. / No, she ⁴ .

3 In pairs, ask and answer the questions.

- 1 What time do you get up in the morning?
- 2 Is it difficult for you to get up early?
- 3 Have you got time for breakfast?
- 4 How often do you go to bed late? Why?

4 Complete the Grammar 2 table with the correct forms of the verb be.

Grammar 2

Present continuous

I ¹ **revising** for a test at the moment.

He/She/It ² **learning** Korean this term.

I **'m not going** to school this week.

We/You/They ³ **taking** any tests today.

Is he/she/it **having** lunch right now?

Yes, he ⁴ . / No, he **isn't**.

⁵ we/you/they **reading** now?

Yes, they ⁶ . / No, they **aren't**.

Remember

We don't use some verbs in continuous forms. They describe states, not actions.

I **like** outdoor sports. She **knows** the answer.

He **wants** a new bike. I **think** Dad is right.

5 Listen to Ruby and Ava. Decide if the sentences are True (T) or False (F). Correct the false statements.

- 1 Ruby is walking to school today. ☐
- 2 Ava doesn't like mornings. ☐
- 3 Ruby and her parents are staying with her aunt this week. ☐
- 4 Ruby's dad is taking the dog for a walk in the morning. ☐
- 5 Ruby is playing with Rolo at home after school. ☐

6 Complete the sentences with the present simple or present continuous forms of the verbs in the box.

brush go have not tidy

- 1 Phil his room at the moment. He's talking on the phone.
- 2 How often you your teeth?
- 3 I to a Film Club this term.
- 4 we lunch in the garden today?

I can talk about clothes. I can use singular nouns with a/an, the and zero article, and plural nouns to talk about my things. I can use pronouns to talk about people and things.

- 1 Talk about the clothes these people are wearing. Use the adjectives in the box. Then say which type of clothes you usually wear.

comfortable smart sporty warm



The girl in photo 1 is wearing ...

- 2 Complete the Grammar 3 table.

Grammar 3

Plural nouns

- Most nouns → + **s**

jumper – jumpers, shoe – ¹ _____

- Nouns ending in **s, sh, ch, x, z** → + **es**

dress – dresses, ² _____ – quizzes

- Nouns ending in consonant and **y** → + **ies**

baby – babies, hobby – ³ _____

- Irregular nouns

man – men, woman – ⁴ _____

⁵ _____ – children, foot – ⁶ _____

⁷ _____ – teeth, person – ⁸ _____

Remember

Some nouns only have one plural form, e.g. (sun)glasses, jeans, shorts, trousers, trunks.

- 3 Complete the table with the correct plural forms of the nouns in the box.

box child city dish family jumper
man party skirt sock tooth watch

+ s	+ es	+ ies	Irregular plural nouns
_____	_____	_____	_____

Grammar 4

A/an, the and zero article (–) before nouns

- We use **a/an** when we talk about something for the first time or something not specific.
He's wearing **a** raincoat. It's **a** rainy day.

- We use **the** when we mention something for the second time, or everyone knows what we're talking about.
I'm wearing **a** skirt today. **The** skirt is black.

- We use **zero article** before plural nouns, uncountable nouns, names of people, countries and languages.
I usually wear **jeans** to school. **Lena** always drinks **tea** in the morning. I'm learning **French**.

- 4 Complete the sentences with **a/an, the** or **–**.

- You need _____ scarf. It's really cold.
- Dad is going to _____ post office on Oxford Street. It's still open.
- I'm learning _____ Spanish because we often go to _____ Spain on holiday.
- Alice hates wearing _____ smart clothes.

- 5 Read the dialogue. Then complete the Grammar 5 table with the words in bold.

Jim: Mum, can you help **me**, please?
Where are my hockey boots?

Mum: I'm sure they're in your bedroom.

Jim: I can't find **them**! And my hockey stick?
I can't see **it** either.

Grammar 5

I → ¹ _____, you → you,
he → him, she → her,
we → us, it → ² _____, they → ³ _____

- 6 In pairs, ask and answer the questions.

- Where do you keep your **bike**?
- How often do you meet your **best friend**?
- When do you usually do your **homework**?
- Where do you usually buy your **shoes**?

My bike? I keep **it** in the garage.

Lesson 3 Welcome unit

I can use the past simple to talk about past actions and events.



- 1 Work in pairs. Match photos 1–3 with three of the events in the box. What do you think people can do there?

book fair clothes swap
conservation workshop esports tournament
immersive VR experience theatre workshop
treasure hunt yoga class

You can talk to famous writers at a book fair.

- 2 Match the events in the box in exercise 1 with the sentences. There are three extra events.

- We used VR headsets to see 3D pictures of the dinosaurs. ☐
- I **learnt** to grow lettuce and tomatoes. It **was** hard work! ☐
- My friend played with last year's champion and **won** the first prize. ☐
- I **bought** some comic books, and my mum **met** her favourite writer. ☐
- We **did** some stretching. There **were** also some breathing exercises. ☐

- 3 Complete the Grammar 6 table with **did** or **didn't** and irregular past forms from exercise 2.

- 4 Complete the dialogue with the past simple forms of the verbs in the box. Then listen and check.

be do find go have read stay win

Liam: 1 you anything fun last weekend, Nora?

Nora: No, I didn't. I 2 a bit ill, so I 3 at home and 4 some comic books. Did you go anywhere?

Liam: Yes, I did. I 5 on a treasure hunt with James. We actually 6 the treasure and won the prize!

Nora: Wow! What 7 you ?

Liam: Tickets to the cinema. Then we 8 pizza in that new Italian restaurant. It was delicious.

Nora: Sounds like a great weekend.

Liam: Hey, why don't you go to the cinema with us? We've got an extra ticket.

Nora: Sounds great! Thanks!

- 5 In pairs, ask and answer about last weekend. Use the dialogue in exercise 4 as a model.

Grammar 6

Past simple

I/You/He/She/It/We/They **played** a video game.

I/You/He/She/It/We/They 1 **play** a video game.

2 I/you/he/she/it/we/they **play** a video game?

Yes, I 3 . / No, I 4 .

Past time expressions

yesterday, last week/month/year, in 2005, two days/years ago, a week ago

Past simple of regular verbs

use → used

swap → swapped

study → studied

play → played

Past simple of irregular verbs

be → 5 /

do → 7

meet → 9

buy → 6

learn → 8

win → 10

*I can use have to to talk about chores. I can talk about feelings and emotions.
I can use should and shouldn't to give advice.*

- 1  Match photos 1–6 with the chores in the box. Which of the chores do you do? When? Talk in pairs.

load the dishwasher put your clothes away
take the dog for a walk take the rubbish out
vacuum the floor water the plants



- 2  Complete the Grammar 7 table.

Grammar 7

Have to

I/You/We/They ¹ _____ to feed the pet.

He/She/It ² _____ to clean the floor.

I/You/We/They ³ _____ have to set the table.

He/She/It ⁴ _____ have to wash the car.

⁵ _____ I/you/we/they have to clean the floor?

Yes, we **do**. / No, we **don't**.

⁶ _____ he/she/it have to clear the table?

Yes, she **does**. / No, she **doesn't**.

What does she **have to do** today?

- 3  Complete the dialogue with the correct forms of **have to**.

Josh: Mum, ¹ _____ I _____ clean the kitchen window today? It's raining.

Mum: No, you ² _____. It can wait. But you ³ _____ play with your sister this afternoon. Dad ⁴ _____ take Lucky to the vet and I ⁵ _____ finish my work.

Josh: Why ⁶ _____ poor Lucky _____ go to the vet?

Mum: They ⁷ _____ check his teeth.

- 4  In pairs, talk about the chores you have to do after school today. Who has to do more chores?

- 5  Listen to three dialogues and say how the speakers feel. Use the adjectives in the box. More than one answer is possible.

angry annoyed bored confident excited
lonely nervous proud scared stressed
surprised unhappy upset

Pete _____ Jack _____ Mia _____

- 6  Choose four adjectives in exercise 5 and say when you last felt that way.

I was proud when I won an art competition at school last month.

- 7  Read the Grammar 8 table. Then listen to the dialogues again. What advice do Pete, Jack and Mia get?

Grammar 8

Should/shouldn't

You **should** go for a walk.

She **shouldn't** go to bed late.

Should we study tonight?

Yes, you **should**. / No, you **shouldn't**.

How long should I study?

- 8  In pairs, role-play the conversations. Student A: describe the problem and say how you feel. Student B: give advice.

1 You're upset because you had an argument with your best friend.

2 You're angry because your parents didn't agree to get a dog.

3 You're scared because you're going to a new school and you don't know anyone there.

4 You're bored because your phone doesn't work.

What's wrong? You look upset.

I had an argument with my best friend.

I think you should ...



Culture matters

Lesson 1 Vocabulary and listening

I can talk about types of art and media. I can understand a text about cultural events.

Arts Centre | Arts for teens

About us | What's on | Visit | Search for events



OCTOBER



1 Competition
Spooky shots!



2 Exhibition
Crazy figures



3 Reading group
Poetry party!



4 Workshop
Make digital stickers on a tablet



5 Show
Cool gear!



6 Play
Immersive mystery

Click on the photos for more info.

1 Let's start!

Match objects a–d with types of art 1–4. Find one of objects a–d in photos 1–6 on the website. Then ask your partner if he/she likes these types of art.

- | | |
|------------------|---------------------|
| 1 dance | a a sketchbook |
| 2 film and video | b a guitar |
| 3 music | c comfortable shoes |
| 4 painting | d a camera |

Do you like painting?

Yes, I do. Painting is so cool. You can paint anywhere! I have classes in our arts centre on Saturdays.

2 Listen to Alex interviewing Lucy and Josh. Find one cultural event on the website they are both going to in October. How did they find out about it?

3 Match cultural events 1–6 on the website with the types of art in the box. Check the meaning of the extra phrases. Then listen and check.

Types of art

digital art • fashion design • literature • photography • sculpture • street art • theatre

4 Listen to the dialogues and guess the type of art.

I'm not sure. Perhaps it's street art.

Or is it theatre?

- 5 Choose a cultural event on the website you would like to go to. Tell a partner and say why.

- 6 1.7 Look and listen to the phrases in the box.

The media and social media

check out a website • create content •
follow an influencer • look through an article •
read the headlines • share (photos) online •
subscribe to (an online platform)

- 7 1.8 Complete the questionnaire with the phrases in the box in exercise 6. Then listen and check.

Questionnaire

- Do you ? Who?
- Do you for a website? Would you like to?
- Does anyone in your family ? Who? Which platform?
- How often do you read ?
- When's the last time you looked online?
- How often do your grandparents websites?
- How many photos do you every week with your friends?

- 8 In pairs, do the questionnaire in exercise 7.

9 Pronunciation: intonation

- 1.9 Read the questions and listen to them. What do the arrows mean? Listen again and repeat.

Do you follow **anybody** ?

Who do you **follow** ?

Do you read the headlines **online** ?

What news are you interested **in** ?

» Quick Tip

Kiedy będziesz słuchać wywiadu z ćwiczenia 10, staraj się zrozumieć zarówno pytania, jak i odpowiedzi.

- Pytania często zaczynają się od słów: *who*, *what*, *which*, *when*, *where*, *why* lub *how*.
- Czy potrafisz wyjaśnić, kiedy ich używamy?

- 10 1.10 Listen to the rest of the interview in exercise 2. Which of these things don't they talk about?

fashion design literature photography
sculpture street art theatre

- 11 1.10 Posłuchaj nagrania ponownie. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz właściwą odpowiedź: a, b lub c.

- Which of these statements is true?
 - Lucy is taking part in a photography competition this month.
 - Josh writes for a website.
 - There's nothing on at the arts centre next month.
- Lucy and Josh think the reporter's questions are
 - difficult to answer.
 - too personal.
 - boring.
- Which type of art do Josh and Lucy agree should be a school subject?
 - sculpture
 - fashion design
 - literature

- 12 Do you think students should study different types of art at school? Discuss in pairs.

I think we should study practical subjects, not different types of art.

Fast finishers

- Design and draw an ad for an interesting cultural event, workshop or course.

Candle-making workshop!

Learn how to make candles!

Make your own candle and take it home!



I can use There is/are ... + a/an, some/any/no, a little, a few and a lot of / lots of to describe places.



Billy

FOLLOW



ON LOCATION!

Choosing the best film location isn't easy. You find a place like the one in the photo and think, 'Now this is a great place for a film!' There are lots of famous buildings in New York and there's an enormous park. But the shooting could be very difficult ... There's probably a lot of noise, maybe too much noise to film anything. Don't worry, there's a solution. Choose a time when there isn't much traffic!



Emma • 2 days ago



What about this place? There's a fantastic view - just look at that! There are no houses and there aren't any people. The question is, is there a town nearby? Are there any hotels for the actors? How many restaurants are there?

Luckily, there's a small village, Glenfinnan. There are a few hotels in the area and there are some restaurants, too. It's a good place to film, but there are too many tourists in summer!



Jason • 4 days ago



Matmata in Tunisia is a great place to make films because of the amazing landscape and weather. There are a lot of sunshine hours here, so film crews can work all day! People sometimes ask, 'What about the winter?', 'Is there any rain?'. Yes, there is, but there's only a little.

It's quite a small town. There are some houses that are underground! Finally, the people are very helpful. Good film producers always respect the local community.

- 1 Look at photos of film locations 1–3 and find places a–c. Do you know where they are?

- a a place with some buildings and mountains.
- b a city.
- c a countryside scene.

- 2 Read the texts and listen to them. Check your answers to exercise 1. Can you name any films that have scenes set there?

I can think of four films that they filmed here.

- 3 Listen to Marek and Anna talking about the photos. Do they mention any of the films you talked about in exercise 2?

- 4 Read the texts and listen to them again. Decide if the sentences are True (T) or False (F).

- 1 It's always easy to find a good film location in New York. ☐
- 2 You should never make a film on a New York street. ☐
- 3 No one lives in Glenfinnan. ☐
- 4 Lots of people come to Glenfinnan in summer. ☐
- 5 The weather in Matmata is good. ☐
- 6 Everyone lives in underground houses in Matmata. ☐

— Real English —

- 5 Listen to the phrases and repeat. Practise them in pairs.

Don't worry, there's a solution.

Just look at that!

The question is, is there a town nearby?

Grammar 1

There is/are

- **a/an, some/any, no**

There's ¹ small village.

There's **an** enormous park.

There's **some** noise.

There isn't **a** hotel.

There isn't ² animal.

There isn't **any** noise. = There's ³ noise.

There aren't ⁴ people. = There are **no** people.

⁵ there **any** rain?

⁶ there **any** hotels?

- **many, a lot of / lots of, a few** with countable nouns

There are **(too) many** tourists.

There are **a lot of / lots of** buildings.

There are **a few** stations in the town.

How many people are there?

- **much, a lot of / lots of, a little** with uncountable nouns

There is **(not) much** traffic.

There is **a lot of / lots of** sunshine.

There is **a little** rain.

How much noise is there?

- 6 Read the Grammar 1 table. Complete gaps 1–6 with *is/are, a/an* and *any/no*.

- 7 Complete sentences 1–6 about the film locations on page 10 with the words in the box.

any few much no some too

- There are cars visible in the photo of New York.
- Filming sometimes isn't easy in New York because there's much noise.
- There are places to eat in the Glenfinnan area.
- There aren't tourists in the photo of Glenfinnan.
- There isn't rain in Matmata.
- There are houses in Matmata with no windows!

- 8 Marek and Anna are choosing a location for their new video. Complete their checklist questions. Use *Is/Are there* and *How much/many*. Then listen and write the answers.

1 a park?

2 any cafés?

3 any street art nearby?

4 shops are there?

5 noise is there?

6 much rubbish?

- 9 Now use the information in exercise 8 to write four affirmative sentences about their new video location.

There's a big park.

- 10 Imagine you are going to make a video about teen life with your partner. Choose a place you both know where you would like to film. Use some words in the box and your own ideas.

countryside noise old buildings shops
street art sunlight theatres trees

How about the park near your house?

That's a good idea. There isn't much noise.

Fast finishers

- Where is this popular film location? Read the poem and guess the country.



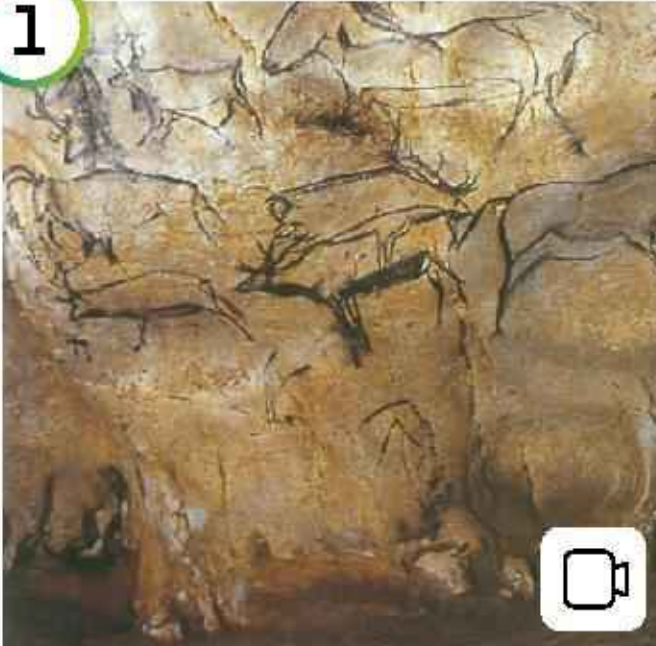
In this place there's fire and ice,
You can sometimes see the northern lights!
The capital begins with R.
People visit from afar!

I can talk about famous works of art and where you can see them.



TOP 5

AMAZING WORKS OF ART
MY TOP FIVE!



1



2



3



4



5

1 Let's start!

 Look at Lara's favourite works of art. Do you recognise any? Where can you see them?

I recognise this painting, but I can't remember the name of the artist!

I know! It's ...

2  Listen to Lara. Look at photos 1–5 and find the three works of art she talks about.

3  Match photos 1–5 with the works of art in the box. Two of the photos match two phrases. Then listen and check.

Works of art

cave painting • installation • landscape •
modern art painting • mural • portrait

4   Where can you see works of art? Make a list. Then look and listen to the phrases in the box.

art gallery, ...

Ways to see art

digital arts festival • immersive exhibition •
online exhibition • virtual tour

5  Complete the sentences with the words or phrases in the boxes in exercises 3 and 4.

- 1 You go to a digital arts to see how people use technology to create art.
- 2 Her brother painted her . It looks just like her!
- 3 Prehistoric paintings were often of animals.
- 4 Art are big works of art people make from different materials. They are often outdoors.
- 5 You don't need to leave your home to see art. You can go on a tour or see an online .

6  Tell your partner which of Lara's works of art in photos 1–5 you like the most and why. Then say what your favourite types of art are and where you can see them.

I like street art. The best place to see some is ...

Fast finishers

 Look at the picture. Then write two types of art Gerald likes.



I can use There was/were to speak about past events.

A Oh no! There was a great mural here last week!



Grammar 2

There was/were

There was a school concert.

There were some great bands.

There wasn't a bus stop.

There weren't any shops.

Was there a queue?

Yes, **there was**. / No, **there wasn't**.

Was there any space for the dancers?

Yes, **there was**. / No, **there wasn't**.

Were there any cheap tickets?

Yes, **there were**. / No, **there weren't**.

How much noise **was there**?

How many dancers **were there**?

There were many / a lot of / lots of / no / some / a few dancers.

There was much / a lot of / lots of / no / some / a little noise.

- 1 Look at photos A–B. Then listen and match them with the dialogues.

Dialogue 1

Dialogue 2

- 2 Read the Grammar 2 table. Choose the correct option to complete rules 1–3.

- 1 We use *There was/were* to talk about things in the **present** / **past**.
- 2 We use *There was* with **one thing** / **more than one thing** and with uncountable nouns.
- 3 We use *There were* with **one thing** / **more than one thing**.

- 3 Complete sentences 1–6 with *There was/wasn't* or *There were/weren't*. Decide who says each sentence: Andrea (A) or Bart (B)?

- 1 (X) any street art near our school.
- 2 (✓) a really good hip-hop band.
- 3 (X) any classical music.
- 4 (X) many people in the street.
- 5 (✓) two saxophone players!
- 6 (✓) some information about the new installation in the park.

- 4 Put the words in the email below in the correct order to complete the message.



Hi! Was the school festival good?

- 1 many were people there how ?
- 2 classmates there any of your were ?
- 3 there was any food ?
- 4 information any about the next festival there was ?

I hope I can go next time!

Jess

- 5 Read the ad for an immersive exhibition. Work in pairs. Imagine one of you went to see it last weekend. Ask and answer questions about what was there, what wasn't there and what you liked about it.

VAN GOGH IMMERSIVE EXPERIENCE

New Arts Space

Book your ticket online now!



I can understand a blog about controversial art.

- 1 Look at the photo and answer questions 1–3.



- 1 Where are the people?
- 2 What type of art are they looking at?
- 3 Do you like it? Why / Why not?

- 2 Describe the photos in Elsa's blog on page 15 and say what type of art you think they represent.

There's a wall in this photo, but what's on it?

I'm not sure. I think it's ...

- 3 Read the text and listen to it. Then match headings 1–3 with paragraphs A–C.

- 1 Technology and art
- 2 The Gum Wall
- 3 Food for thought

» Quick Tip

W ćwiczeniu 4 nie musisz dopasowywać zdań po kolei. Zaczynaj od najłatwiejszych, których jesteś pewny/pewna.

- 4 Przeczytaj tekst o nietypowych dziełach sztuki. Do każdego zdania 1–4 dopasuj akapit A–C. Jeden tekst pasuje do dwóch zdań.

- 1 This work of art is an imitation.
- 2 This work of art was very expensive to buy.
- 3 This work of art is an example of street art.
- 4 This work of art visitors help make.

- 5 Posłuchaj nagrania ponownie i przeczytaj tekst jeszcze raz. Uzupełnij luki w zdaniach 1–5 zgodnie z treścią tekstu.

- 1 The _____ Elsa follows likes art a lot.
- 2 Elsa read some _____ about art online.
- 3 There's a lot of _____ on *The Gum Wall*.
- 4 The banana exhibit is an example of food _____.
- 5 Someone used _____ to create the picture of Rembrandt.

- 6 What do you think art is? Write a definition in one sentence. Then tell the class.

I think anything beautiful is art.

Really? I disagree.

- 7 Read the comments that readers posted on Elsa's blog. Discuss them with a partner and decide which you agree or disagree with.

▼ Comments:



Jan (12) Jun 11, 11.31 AM

In my opinion *The Gum Wall* isn't art. It's just chewing gum on a dirty wall.



Paulo (13) Jun 11, 01.14 PM

When I saw the banana, I started to think about the meaning of art.



Beth (13) Jun 11, 02.07 PM

I don't think the Rembrandt picture is real art. It's computer science.

GUESS WHAT?!



Ocean Sole is an American charity. It helps people in Kenya collect flip-flops from the sea and rivers and make them into beautiful sculptures! Do you think they are art?



Is this art?



Hi guys, I'm back!

I follow an influencer who is really into art. Last week, I looked through some articles she suggested on her website. Here's what I found out!

A

Yes, it's true! There's a wall near Pike Place Market in Seattle in the USA people call *The Gum Wall*. Why? Yes, you've guessed it. This local landmark is covered in chewing gum! It's so famous that tourists go there to **stick** their own gum on the wall. It's about 16 metres long and 2.4 metres high!

B

Miami Beach Art Basel is an international modern and **contemporary** art fair. In 2019, there was an unusual **exhibit** of food art by the Italian artist, Maurizio Cattelan. It was simply a banana **taped** to a wall in the exhibition room! Someone liked it though and bought it for \$120,000. And someone else ate it!

C

There are many self-portraits by the Dutch artist Rembrandt that look like this picture in art galleries and online exhibitions around the world. However, an artist created this one by using AI! There are a lot of AI tools you can use to create digital art, and you don't need to be good at painting!

Are these works of art really art? Write to me and tell me what you think!

22.05 @Elsa

Glossary

contemporary – współczesny

exhibit – eksponat

food for thought – materiał do przemyśleń

stick – przyklejać

taped – przyklejony taśmą

Find out

8 Do some research to find out about an interesting work of art. Use the questions below to help. Make notes.

- What type of art is it?
- Who is the artist?
- When did the artist paint / create / make it?
- Why do you think it's interesting?

Now tell another pair or the class what you found out. Show them a photo if you found one.

I can make, accept and refuse suggestions and express my preferences.

- 1  Look at the photo and answer questions 1–2. Then listen and check.

- 1 Where are they?
- 2 What do you think they're talking about?



- 2  Read the dialogue and complete it. Then listen again and check.

Magda: Watch out, Andrea! Hey, what are you looking at?

Andrea: Oh, sorry. I'm checking out the town's *What's on* website. There's an immersive play on this month. ¹ _____ we go?

Magda: Hmm. Thanks, but theatre isn't really my thing. I'd ² _____ go to the techno music festival on Saturday. How about getting tickets?

Andrea: I'll ³ _____ that a miss if that's alright with you. There are too many people at festivals!

Magda: That's a shame, but no worries. I've got another idea! I'd love to go to town and take photos of the street art with my new phone. What about Sunday afternoon?

Andrea: Brilliant! But wait, I'd ⁴ _____ to go in the morning.

Magda: That ⁵ _____ perfect!

Franky: Hi!

Andrea: Oh, hi Franky. Magda, you know my brother Franky, don't you?

Magda: Yes, we've met at Photo Club. Hey, Franky, why don't you join us? We're going to town on Sunday.

Remember

I'd rather **stay** at home. = I would rather **stay** at home.
I'd prefer **to stay** at home. = I would prefer **to stay** at home.

- 3  Match sentences in bold in the dialogue with topics 1–4.

- 1 making a suggestion
- 2 accepting a suggestion
- 3 saying 'no' to a suggestion
- 4 expressing preferences

- 4   Uzupełnij dialogi. Wstaw w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst.

- 1 X: How _____ tickets for the fashion show?
Y: Brilliant! That's a great idea!
- 2 X: Shall we go to the art gallery at the weekend?
Y: No, thanks. I'll _____ that a miss.
- 3 X: Would you like to go to the digital art exhibition on Friday?
Y: I'm sorry, but _____ rather go on the virtual tour.

- 5  Look at the website. Work in pairs. Student A: suggest an event to go to. Student B: accept or refuse the suggestion and express your preference.

WHAT'S ON



Eco-friendly fashion show, Saturday 5 pm



The Impressionists: Immersive art exhibition!



Landscape Photography workshop, Friday 4 pm



Poetry Writing workshop

Shall we go to the fashion show?

Thanks, but I'll give that a miss! I'd rather go to the writing workshop.

I can write a post for a website.

- 1 Look at the photos in the text in exercise 2. What types of art do you think Beth likes?
- 2 Read the post and check your answer to exercise 1. Then match photos 1–3 with paragraphs A–C.

Are you a culture vulture? Write and tell us!



Hi!

I'm interested in culture, but does that make me a culture vulture? I'm going to tell you about my life and then you can decide.

A To start with, I just love reading. I've got lots of books at home. There are too many books for my small bedroom, so now I read ebooks, too! I read for about three hours every day.

B Another type of art I love is photography. I often enter online photography competitions, and I subscribe to an interesting online platform. There are some great hacks!

C Finally, I love going to modern art exhibitions. There was an amazing online exhibition last month by a local artist. There aren't any art galleries in my town ... 😞. Are there any where you live?

What do you think? Am I a culture vulture?

Bye!

Beth (13)



- 3 Help Marcus write a post for the website. Complete the text with the phrases in the box. There is one extra phrase.

create content follow an influencer
look through read the headlines
to start with

Marcus

23 minutes ago

1 _____, I just love fashion design. I 2 _____ articles about fashion on the Internet every day. I 3 _____ for a teen fashion website, too! Oh, I 4 _____, too. Her style is similar to mine.

- 4 Complete Marcus's next paragraph with one word in each gap.

Marcus

23 minutes ago

1 _____ type of culture that I like is painting. There are two art galleries in my city, but there aren't 2 _____ famous works of art. City art is my favourite gallery. There 3 _____ an interesting immersive art exhibition there last month. 4 _____ were lots of people there!

- 5 Use the words to write sentences. Use the present simple.

- 1 Finally, / I / not / think / I / be / culture vulture.
- 2 I / not / know / many / famous works of art.
- 3 However, / I / know / a lot / football!

6 Writing project

Write a post for the website answering the question 'Are you a culture vulture?'.

Think

- Are you interested in culture? What types?
- Do you go to any cultural events in your town or at school? What? Where? How often?
- What was the last cultural event you went to? Was it good? Were there many people?
- Do you have any hobbies connected to culture? What?

Write

Write your post for the website.

I'm interested / not very interested in culture ...

To start with, ...

Another type of culture I love is ...

Finally, ...

Look again and give feedback!

Check your post. Then swap your work with your partner and give him/her feedback.

- Is your post divided into paragraphs like Beth's?
- Did you use *There is/are* to say what there is to do where you live?
- Did you use *There was/were* to describe the last cultural event you went to?
- Did you use vocabulary to name types of arts, works of art or places we see art?

Vocabulary

1 Choose the correct answer.

- A place we go to look at paintings.
a virtual tour b online exhibition
c art gallery
- A type of art where people act for an audience.
a theatre b literature
c fashion design
- A picture we paint of ourselves.
a a modern art painting b a portrait
c a self-portrait
- A big painting an artist paints on a wall.
a a statue b a mural
c a landscape painting
- Artists make objects and figures in this type of art.
a digital art b photography
c sculpture

/5 points

2 Complete the sentences with the words in the box. There are two extra words.

create headlines influencer look through
share subscribe website

- Check out this _____. It's all about digital art.
- My dad buys paper newspapers! He reads the _____ every day.
- My brother wants to _____ to an online platform about street art.
- _____ this article and tell me what you think!
- I follow an _____ who is interested in cityscape paintings and cave paintings.

/5 points

Grammar

3 Choose the correct option.

- There are **any** / **no** theatres in my town.
- There **was** / **were** a lot of people at the concert yesterday.
- He gets bored because **there isn't** / **there aren't** much to do.
- There aren't **any** / **some** good films on tonight.
- There's **an** / **a** very good arts centre in her town.

/5 points

4 Put the words in the correct order to make questions.

- at night there noise much how is ?
- on the table was any there cake ?
- there reporters were any
at the fashion show ?
- are cave paintings in your country
any there ?
- many there photographs how were
in the gallery ?

/5 points

Speaking

5 Complete the dialogues.

- A: Hi Jack. How about ¹_____ to the cinema tomorrow?
B: Actually, I'd ²_____ to stay at home and watch the new drama series.
- A: ³_____ share our new photos online with everyone.
B: That ⁴_____ perfect. People will love them!
- A: We've got tickets for the theatre for tomorrow night. Would you like to come?
B: Thanks, but I'll ⁵_____ that a miss.

/5 points

Check your score!

1.21 Listen, check and count your points.

20–25 points – Well done!

14–19 points – Good score!

0–13 points – Keep calm and revise more.

Challenge!

Choose the correct option and write your own question. Then answer the questions with a partner.

- How much** / **How many** cinemas are there in your town?
- How much** / **How many** street art is there in your town?
- Is there** / **Are there** a bookshop with English books in your town?
- Do you watch **many** / **a lot of** television?

For vocabulary revision, go to **My words**, p. 20.For extra grammar explanations, go to **My grammar**, p. 21.

Listening

- 1   Usłyszysz dwukrotnie trzy dialogi o kulturze. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz właściwą odpowiedź: a, b lub c.

1 What do they decide to do?



2 What does the girl read in the library?



3 What is their favourite type of art?



Language functions

- 2   Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą reakcję a–e. Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- a Sorry, but I'll give that a miss. I'm not into looking at paintings.
b I'm not sure. I'm not very good at writing stories.
c No, thanks. I'd rather go to the cinema at the weekend.
d Thanks, but acting really isn't my thing.
e That sounds perfect! I'd like to find out more about the latest apps.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Reading

- 3  Przeczytaj opisy zajęć dla nastolatków A–C oraz zdania 1–4. Do każdego zdania 1–4 dopasuj właściwy tekst. Jeden tekst pasuje do dwóch zdań.

A APP MAGIC

Digital skills for teens aged 13–16!

Did you know that there are probably over nine million apps in the world today? How about learning how to make one? Come to APP MAGIC's four-week Starter course and find out how to do it!

When: Saturday 12th October to Saturday 9th November

Times: 14.00–16.00 **Where:** APP MAGIC, city centre

B Artists' corner — Holiday courses for teens

We've got some great courses to keep you busy during the week, whatever your skills level.

Beginners: drawing and painting basics

Intermediate/Advanced: portrait, landscape and cityscape painting

There's a canteen at our school, so you don't have to bring lunch. Check out our website for more dates.

C Fashion fun!

Are you interested in fashion? Then how about joining our online fashion design course for teens aged 13–15?

When: Fridays 17.00 – 19.00 1st September to 31st May

There's a lot to learn! We will teach you about choosing materials, about design, and how to take really good photos so you can share your designs online.

This course is best for someone who:

- 1 prefers to study at home.
- 2 doesn't mind studying at the weekend.
- 3 is interested in computer programs.
- 4 wants to improve their artistic skills.

Writing

- 4  Chętnie uczestniczysz w imprezach kulturalnych. Podziel się informacjami na blogu.

- Opisz, jakie spotkania, zajęcia lub wydarzenia kulturalne są dostępne w Twojej okolicy.
- Poinformuj, gdzie się odbywają.
- Napisz, w jakich zajęciach bierzesz udział lub chciałbyś/chciałabyś wziąć udział, i wyjaśnij, dlaczego.

Hi everybody! Are you a culture vulture? I am!

Types of art



digital art	sztuka cyfrowa
fashion design	projektowanie mody
literature	literatura
photography	fotografia
sculpture	rzeźbiarstwo
street art	sztuka uliczna
theatre	teatr

The media and social media



check out a website	sprawdzić stronę internetową
create content	tworzyć treści
follow an influencer	obserwować influencera/influencerkę
look through an article	przeglądać artykuł
read the headlines	czytać nagłówki
share (photos) online	udostępniać (zdjęcia) w internecie
subscribe to (an online platform)	subskrybować (stronę internetową)

Works of art



cave painting	malowidło jaskiniowe
installation	instalacja
landscape	pejzaż
modern art painting	obraz w stylu sztuki współczesnej
mural	mural
portrait	portret

Ways to see art



digital arts festival	festiwal sztuki cyfrowej
immersive exhibition	wystawa immersyjna
online exhibition	wystawa online
virtual tour	wirtualne zwiedzanie

Real English



Don't worry, there's a solution.	Nie martw się, jest na to sposób.
Just look at that!	Spójrz tylko na to! / Popatrz!
The question is, is there a town nearby?	Pytanie brzmi, czy w pobliżu jest jakieś miasto?

Making, accepting and refusing suggestions; expressing preferences



Shall we go?	Idziemy?
Thanks, but theatre isn't really my thing.	Dzięki, ale teatr to raczej nie moja bajka.
I'd rather go to the techno music festival.	Wolałbym/Wolałabym pójść na festiwal muzyki elektronicznej.
How about getting tickets?	Może kupimy bilety?
I'll give that a miss.	Daruję to sobie.
I'd love to go to town and take photos.	Chciałbym/Chciałabym pójść do miasta i zrobić zdjęcia.
What about Sunday afternoon?	A co powiesz na niedzielę po południu?
Brilliant!	Świetnie!
I'd prefer to go in the morning.	Wolałbym/Wolałabym iść rano.
That sounds perfect!	Doskonale!

Reading and culture



contemporary	współczesny
exhibit	eksponat
food for thought	materiał do przemyśleń
stick	przyklejać
taped	przyklejony taśmą

THERE IS/ARE + A/AN, SOME / ANY / NO

Konstrukcji *There is/are* używaj, kiedy chcesz powiedzieć, że ktoś lub coś się gdzieś znajduje lub coś istnieje.

- + **There is** a new digital exhibition.
There are some famous buildings in the photo.

? **Is there** a mural in your city?
 Yes, there is. / No, there isn't.

Aby powiedzieć, że kogoś lub czegoś nie ma, użyj: *There isn't/aren't*.

- **There isn't** a digital art festival in my city this year.
There aren't any cinemas in this town.
There are no modern paintings.

Are there any sculptures that you like?
 Yes, there are. / No, there aren't.

THERE IS/ARE + (TOO) MANY, (TOO) MUCH, A LOT OF / LOTS OF, A FEW, A LITTLE, HOW MUCH/MANY

Jeśli chcesz powiedzieć ogólnie o liczbie osób lub rzeczy, możesz użyć: *much, many, a little, a few* i *a lot of* lub *lots of*.

Jeśli mówisz o ludziach, zwierzętach lub przedmiotach, które można policzyć, możesz użyć:



- **many, a lot of / lots of**, czyli dużo:
- **There are** many interesting articles on this website.
 - **There are** a lot of visitors at the museum on Sundays.
- **a few**, czyli kilka/kilkoro:
- **There are** a few interesting online exhibitions now.
- **How many**, aby zapytać, ile ich jest:
- **How many** art galleries are there in your city?

Jeśli mówisz o zjawiskach lub rzeczach, których nie da się policzyć, możesz użyć:



- **much, a lot of / lots of**, czyli dużo:
- **There isn't** much content on this website.
- **a little** w znaczeniu trochę:
- **There is** a little time to look for more information online.
- **How much**, aby zapytać o ilość:
- **How much** information is there on that website?

THERE WAS/WERE

Jeśli chcesz powiedzieć, że coś gdzieś było (lub ktoś gdzieś był), użyj: *There was/were*.

- + **There was** a mural here last month.
There were many prehistoric paintings in that cave.

- **There wasn't** a theatre in my hometown.
There weren't any cave paintings at the exhibition.

? **Was there** a virtual tour on Sunday?
Were there any portraits in the museum?
How many sculptures were there?
How much information was there?

Yes, **there was**. / No, **there wasn't**.
 Yes, **there were**. / No, **there weren't**.
There were many / a lot of / lots of / some / no / a few sculptures.
There was much / a lot of / lots of / some / no / a little information.

2

Your time, your choice

Lesson 1 Vocabulary and listening

I can talk about my habits and interests. I can understand texts about free time activities.

Time for fun?

WEEKEND ACTIVITIES

Activity	Level
A	Low
B	Medium-Low
C	Medium
D	Medium-High
E	High
F	Very High

1 Let's start!

Decide which activities in the box are habits and which are interests. Then tell your partner which activities you do and how much time you spend on them.

charge my phone do a sport
make comics make jewellery
play a musical instrument
put my clothes away study

Playing a musical instrument.

Well, it's an interest. I play the drums. I do it every weekend.

2 1.31 Look and listen to the phrases in the box.

Interests and free time activities

collect rocks • do volunteering • do Zumba •
edit photos • go mountain biking •
hang out with my friends • have a sleepover •
make candles • surf the Internet •
upcycle old clothes

3 1.32 Look at photos a–f. Listen to Oscar and decide which activities in the box in exercise 2 he does.

4 1.32 Listen to Oscar again. Make notes on how long he spends on activities a–f. Then tell your partner.

On Saturday, he surfs the Internet for two hours.

- 5  1.33 Look and listen to the phrases in the box. Which habits do you think most teenagers have?

Habits

do nothing •
have a video call with my grandma •
sleep in • stay up late • update my study app •
write my diary

- 6  1.34  Listen to Oscar. What are his good and bad weekend habits? Do you think that his bad habits are really harmful?
- 7  Tell your partner which habits in the box in exercise 5 you have. Say if you think they are good or bad and why.



I sometimes do nothing at the weekend!

I don't think that's a bad habit!

8 Pronunciation: /s/ and /z/

-  1.35 Read the sentences. Find two words that finish with /s/ and five that finish with /z/. Then listen, check and repeat.

Stef makes candles on Saturdays and does volunteering.

She sleeps in on Sundays, then goes mountain biking!

» Quick Tip

Pamiętaj, że nagrania z ćwiczenia 9 wysłuchasz dwa razy.

- 1 Słuchając nagrania po raz pierwszy, spróbuj dopasować zdania do osób wypowiadających się w nagraniu.
- 2 Kiedy będziesz słuchać nagrania po raz drugi, sprawdź odpowiedzi.

- 9  1.36   Usłyszysz dwukrotnie czworo nastolatków opowiadających o swoich zainteresowaniach. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–e do osób 1–4. Jedno zdanie nie pasuje do żadnej osoby.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

This speaker

- a is going to stop his/her interest.
- b has a new interest.
- c does his/her hobby at home.
- d has an interest that helps his/her social skills.
- e says his/her interest isn't easy sometimes.

- 10  Talk with your partner about your interests. Describe how much time you spend on them each week. Would you like to spend more time on these interests or try something new? Use the phrases in the box.

I enjoy ... I love ... I'm a fan of ...
I'm into ... I'm keen on ...

I'm a fan of mountain biking!

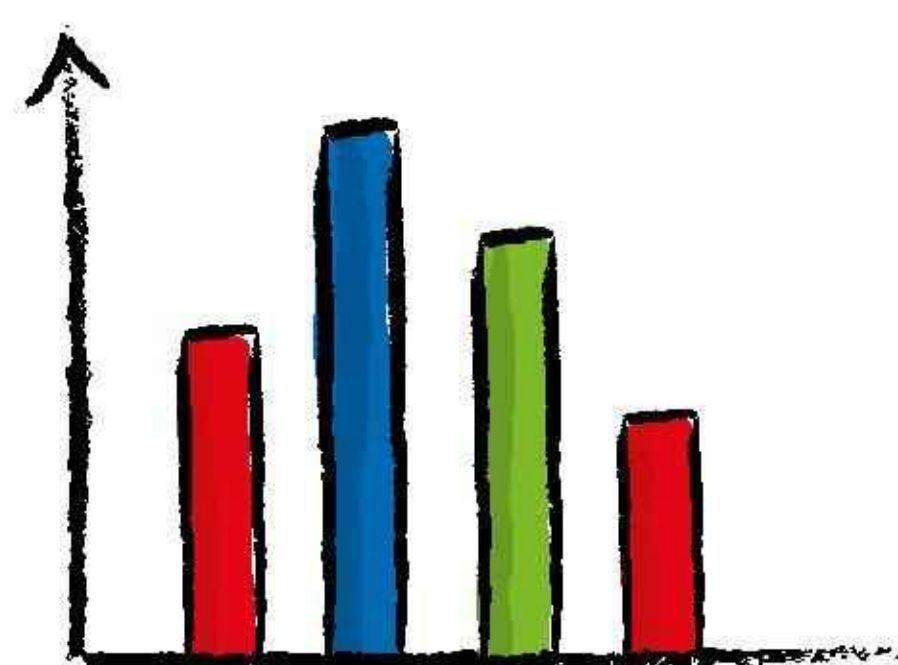
Why?

Because I love spending time outdoors.

How much time do you spend on it?

Fast finishers

-  Draw and label a bar chart to show your own weekend interests or habits and how long you do them for.



I can use the past simple and used to to speak about past habits.

BACK IN THE '90s

I found some old family photos from the 1990s in a drawer at home yesterday! I asked Mum and Dad all about them. This is what they said.

Alexandra: What did you use to do in your free time when you were young?

Dad: Well, I spent a lot of time outside when I was a child. I used to go skateboarding with your aunt Jane and my two cousins! That's me on the skateboard!

Alexandra: What else did you do?

Dad: I used to hang out with my friends.

Alexandra: Where did you go?

Dad: We went to town every Saturday, but there wasn't much to do.

Alexandra: That's a weird phone!

Mum: It's a public phone. People didn't have mobile phones then. We used to make calls from phones like this one!

Alexandra: How did you pay?

Mum: With coins or special phone cards. Sometimes I didn't have any, so I couldn't make a phone call! Oh, and I remember—I used to collect old phone cards. Some of them had really nice photos!

Alexandra: Mum, is that really you? Did you use to wear glasses?

Mum: Yes, I did. They're big! They used to be fashionable when I was a teen ...

Alexandra: What's in your friend's hand?

Mum: It's a cassette! We listened to music on cassettes and CD's 30 years ago!

Alexandra: Dad, did you have a computer in the '90s?

Dad: No, I didn't. This was your grandad's computer. Computers used to be very big!

Alexandra: Did you have a laptop in those days?

Dad: No, I didn't. And we didn't have the Internet when I was at school! We found information in books in the library.

Alexandra: What's that?

Mum: It's a Tamagotchi! A Tamagotchi is a virtual pet. They were very popular then. Isn't it cute?

Alexandra: I'm not sure I agree ... 🙄



1 👥 Look at photos a–e. Can you name the objects from the '90s?

2 🎧 1.37 Read the text, listen to it and check your answers to exercise 1. Who are the people in the photos?

This must be Alexandra's mum!

That can't be a real phone!

3 🎧 1.37 📝 Read the text and listen to it again. Then complete the sentences with *was*, *wasn't*, *were* or *weren't*.

- Alexandra's dad's town exciting.
- There any mobile phones then.
- Big glasses popular.
- Alexandra's grandad's computer very big.
- Tamagotchis popular virtual pets.

— Real English —

4 🎧 1.38 👥 Listen to the phrases and repeat. Practise them in pairs.

What else did you do?

That's a weird phone!

In those days ...

Isn't it cute?

I'm not sure I agree.

Grammar 1

Past simple

I **spent** a lot of time outside ¹ _____.
 We **listened** to music on cassettes and CD's ² _____.
 We **didn't have** the Internet ³ _____.
Did you **have** a laptop ⁴ _____?

Past time expressions

in 2010, in the past, when I was young

Used to

They **used to** be fashionable.
 I ⁵ _____ go skateboarding.
 He **didn't use to** do much in town.
 She **didn't** ⁶ _____ play video games.
Did they **use to** play video games?
⁷ _____ you **use to** wear glasses?
 Yes, I **did**. / No, I **didn't**.
 Yes, they **did**. / No, they ⁸ _____.

What did you **use to** do at the weekends?

- 5 Read the Grammar 1 table. Find time expressions in the texts to complete gaps 1–4. Then complete gaps 5–8.

- 6 Complete rules 1–2. Then match them with sentences a–b.

- 1 We use _____ to talk about the finished past.
 - 2 We use _____ to talk about past habits or states which are not true any longer.
- a 'I used to live in a small village when I was a child. Now I live in Bristol.' _____
- b 'I moved to Bristol 30 years ago.' _____

- 7 Complete Alexandra's message with *used to* where possible or the past simple. Then listen and check.

Hi Aunt Jane,
 Guess what! I ¹ _____ (**find**) some old family photos at home last week! Mum and Dad ² _____ (**tell**) me a lot about their early days. Dad ³ _____ (**go**) skateboarding with you! ⁴ _____ (**you / have**) a Tamagotchi? My mum had one! They ⁵ _____ (**not play**) video games. What ⁶ _____ (**you / do**) with your friends? Give me a call or visit us soon!
 Love, Alexandra

GUESS WHAT?!



Hip-hop music was very popular in the 1990's, although it started in the late 1970's in the Bronx, New York. In fact, it's still very popular today! How many artists can you name?

- 8 Put the words in the correct order to make sentences. Then write questions with *used to* for each sentence.

- 1 used Saturday go to town to they every .
- 2 use teens online to to music listen didn't .
- 3 books information used find in to he .
- 4 video games didn't to dad play use .

- 9 Find out about your partner's habits and interests when he or she was a child. Use the past simple and *used to*. Use the vocabulary in lesson 1 or your own ideas.

Did you use to stay up late when you were eight?

No, I didn't! How about you?

Fast finishers

- Write two true and two false sentences about your habits and interests when you were a child. In pairs, guess which sentences are false.

I used to play in the snow!





The Highland Games

We used to go to the Highland Games every year. They took place near Inverness. We arrived the day before and stayed overnight in a bed and breakfast.

We spent the morning watching traditional Scottish dancing and sports. We sometimes took part in sports competitions!



00:08



The Highland Games



We bought something to eat for lunch. Then we used to listen to bagpipe music and watch a parade. Finally, we bought souvenirs for our cousins.

00:11

1 Let's start!

Look at Laura's slides about Scottish traditions. In pairs, describe what you can see. Use the present continuous and the words in the box to help you.

dancing exciting fun
games music tradition

Look, in this photo the girls are playing some traditional instruments.

2 1.40 Listen to Laura. Decide if the sentences are True (T), False (F) or Not mentioned (NM). Correct the false statements.

- The games first began a long time ago. ☐
- Laura loved the place where the games were held. ☐
- People there weren't very friendly. ☐
- She used to spend one day at the games. ☐
- The weather wasn't usually very good. ☐

3 1.41 Look and listen to the phrases in the box.

Customs and traditions: expressions with adjectives

amazing venue • ancient tradition •
colourful clothes • fantastic atmosphere •
folk music • local food • one-day event •
unusual custom

4 1.40 Listen to Laura again. Which two expressions from exercise 3 she doesn't say?

5 1.42 Look and listen to the phrases in the box. Read Laura's presentation and find the expressions in the box.

Customs and traditions: expressions with verbs

buy a souvenir • stay overnight •
take part in a competition • take place •
watch a parade

6 Choose the correct option.

- one-day **event** / venue
- ancient** / local food
- colourful **clothes** / atmosphere
- watch **a parade** / something to eat
- take part in **a competition** / a souvenir
- take **place** / overnight

7 Tell your partner about a traditional event you have been to. Speak about:

- its history,
- what you did and saw,
- the venue and the atmosphere,
- why you liked it.

Last summer, I went to ... The event took place at/in ... I watched traditional ... There were also ...

Fast finishers

Complete the sentence. Then make your own caption.

Hey, look, I've bought a !



I can use who/that, which/that, when, where and whose to give details.

Hi Olivia,
Guess what! I'm learning **how** to make a drone.
It's a great hobby for people **who** are interested
in technology like you and I.
I'm building a drone **whose** name is SkyBob!
The classes are on Friday afternoons **when** there's
no school. Each class starts with
a video **which** has lots of helpful tips.
The club **where** I go is very friendly.
Why don't you join? Please say 'yes'!
James



Grammar 2

who/that, which/that, when, where, whose

1 We use **who** or **that** to talk about _____.

It's a great hobby for students **who/that**
are interested in technology.

2 We use **which** or **that** to talk about _____.

It's a video **which/that** has helpful tips.

3 We use **when** to talk about _____.

The classes are on Saturday mornings **when**
there's no school.

4 We use **where** to talk about _____.

The club **where** I go is very friendly.

5 We use **whose** to show _____.

I'm building a drone **whose** name is SkyBob.

1 Look at the photo in the email. What is James doing?

2 Read the email above and check your answer to exercise 1. Then choose: a, b or c.

James wrote the message to

- a describe a new toy.
- b make a suggestion to a friend.
- c give a friend advice.

3 Read the Grammar 2 table. Then use the words in the box to complete rules 1–5.

people places possession things time

Remember

Who's and whose are both pronounced /hu:z/.

4 Read Olivia's response and choose the correct option. Then say where **that** is also possible.

Hi James,
Friday is a day ¹**which / when** I'm quite busy.
After school, I go to an activity centre
²**when / where** we upcycle old clothes!
I love it because it's a hobby ³**which / whose**
helps people. The teacher ⁴**whose / who**
works with us is very kind. Guess what!
She's Mrs Marsh ⁵**who / whose** son Charlie
is in my class.

5 Complete the sentences with relative pronouns and information about you. Then compare your answers in pairs.

1 _____ is an app _____ I edit photos with.

2 _____ is a place _____ I hang out with
my friends.

3 _____ is a day _____ I often do nothing!

4 _____ is an actor _____ films I love.

5 _____ is someone _____ has lots of
interests.

6 Use the words and the correct relative pronouns to write sentences for a definitions game. Do you know the answers? Listen and check.

1 It's / place / we / stay overnight.

2 This is / habit / can make us tired.

3 She is / singer / initials / T.S.

7 Play the game in exercise 6 with your partner. Choose a topic. Then say a definition with a relative pronoun for your partner to guess.

month/year person place thing

He's a famous footballer
whose initials are R.L.

Robert Lewandowski!

I can understand a blog post about volunteering.

- 1 Look at the photo and answer questions 1–2.



- 1 Where are they and what are they doing?
- 2 Why do you think the young man is there?

- 2 Match photos A–C on page 29 with activities 1–3. Why do you think the people are doing this? Discuss in pairs.

- 1 playing with a child
- 2 planting trees
- 3 packing food

- 3 Read the blog. Check your ideas in exercise 2.

» Quick Tip

- 1 Jeśli Twoim zadaniem jest uzupełnić luki w tekście, jak w ćwiczeniu 4, zacznij od pobieżnego, szybkiego przeczytania tekstu.
- 2 Czytając, nie zatrzymuj się na wyrazach, których nie znasz. Zorientuj się, o czym jest tekst i czego dotyczą jego fragmenty.
- 3 Przeczytaj zdania, które masz dopasować do luk w tekście. Pamiętaj, że zwykle jedno zdanie podane jest dodatkowo, ale i ono jest związane z tematem tekstu.

- 4 Z tekstu usunięto trzy zdania. Wstaw w każdą lukę 1–3 literę, którą oznaczono brakujące zdanie a–d, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie nie pasuje do żadnej luki.

- a I used to sleep in on Saturdays.
- b The activities which we do aren't expensive.
- c I travelled with a group of teenagers who shared the same ambition.
- d Now I do so much more.

- 5 1.44 Now listen to the blog and check your answers.

- 6 Read the blog again. Answer the questions. Write: K (Kasia), D (David) or J (Jen).

- 1 Who started to volunteer because of a family member?
- 2 Who says volunteering is popular where they live?
- 3 Who used the Internet to look for information about volunteering?
- 4 Who says volunteering is a very good idea for students at school?
- 5 Who did volunteering in a different country?

- 7 Do you think volunteering is a good idea? Tell your partner what you think. You can use the ideas in the box to help.

be organised difficult
help people / animals / the environment
meet new friends no money
no time for homework / my interests
work in a team

What do you think about volunteering?

I think it's a good idea for people who have some free time and want to make friends.

- 8 Tell your partner which volunteering project in the blog you think is the most important and why. Would you like to do volunteering there?

GUESS WHAT?!

5th December is International Volunteer Day. The USA is the country with the most volunteers around the world.



YOU CAN MAKE A DIFFERENCE!

by Patrick



Volunteering is a great way for teens to spend their time. It helps us learn new skills, be more confident, and make new friends.

I've talked to a few teen volunteers who have shared their stories with me.

I'm in my school's Volunteering Club in Warsaw, Poland. Like lots of other people here, we are part of Warsaw Volunteers – a project run by the city of Warsaw. Last Sunday, we went to a forest where we planted 200 trees! I think all school students should do volunteering. I used to hang out with my friends at the weekends. ¹_____. I can help make our city greener and make new friends, too.

Kasia (13)



First, it was my dad who joined the Refood Volunteer Team. Now we work together! Every Saturday, we volunteer at a **food bank** in Lisbon, where we live. Other volunteers bring food there which we **pack** in boxes and bags for families **in need**. ²_____ Now I like getting up early because I feel I can **make a difference** in someone's life.

David (13)



I did volunteering in Argentina last summer with other students from New York. I found out about this **opportunity** on a website for secondary school students who want to be doctors and nurses. ³_____ We spent two weeks in a children's hospital where we helped organise fun activities to cheer up the children.

Jen (15)



Glossary

food bank – bank żywności

in need – w potrzebie

make a difference – robić coś wartościowego

opportunity – możliwość

pack – pakować

Find out

9  Do some research to find out about an interesting place for teens to volunteer in a town or city you know. Use the questions below to help. Make notes.

- What is the name of this place?
- Where is it?
- What or who do the volunteers help?

- What do the volunteers do?
- Why do you think it's interesting?

Then tell your class what you found out.

I can ask for, give and justify my opinions.

- 1   Look at the photo. What do you think they are talking about? Listen and check.



- 2   Read the dialogue and complete it. Then listen again and check.

Bart: Hi guys! I'm recording a podcast about teen interests for the school website. Can I ask you a question or two?

Julie: Sure!

Bart: Video games or reading? **What's your** 1  ?

Julie: Video games!

Sam: Reading!

Julie: Sorry! 2 , **I think video games are fun!** I always have a great time playing with my online friends!

Bart: Did you use to play video games when you were a child?

Julie: No, I didn't. I had other interests then. I used to make jewellery and candles. Oh, and I wrote a diary every evening.

Bart: How about you? **What's your** 3  **on this?**

Sam: **In my opinion, reading is more interesting. I guess it's relaxing.** Just look at these. They're my new books from the school library. I love that place!

Bart: **How do you** 4  **about video games?**

Sam: **They're just not my thing. To be** 5 , **I think they're a bit boring!** And they're big time-wasters, too!

Bart: Thanks, that was great!

- 3  Match sentences in bold in the dialogue with topics 1 and 2. Then find three reasons Julie and Sam give to justify their opinions.

1 asking for opinions 2 giving opinions

- 4    Usłyszysz dwukrotnie cztery pytania dotyczące nawyków i zainteresowań. Do każdego z nich dobierz właściwą reakcję a–e. Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- a Personally, I don't think so.
b I haven't got one, but they're probably a good idea.
c I guess it's really important to help people.
d To be honest, I'm not a great fan. They're just not my thing.
e Not really, but it's good for fitness.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

- 5  Put the words in the correct order to make Bart's interview questions about habits and interests.

Tell me about your interests and habits!

- 1 your what's view sleeping in on ?
2 study you feel apps how do about ?
3 about your mountain biking opinion what's ?

- 6  Choose two habits and two interests from this unit. Interview your partner. Then swap roles. Remember to give reasons for your opinions.

What's your opinion about staying up late?

Personally, I think it's fine. I don't usually feel tired in the morning.

Did you use to stay up late when you were a child?

No, I didn't!

I can write an email to describe an interesting day and express my opinion.

- 1 Describe photos A–C in exercise 2. What activities do you think they show?
- 2 Read Sarah's email and check your answers to exercise 1.

Subject: A great activity day!

Hi Barbara,

1 How are you? I hope school is going well. I'd like to tell you about a great activity day which our local community centre organised last Saturday.

2 There were lots of different activities to do. First, I went to a photography workshop which was really interesting. Then, I learnt how to do Zumba, too, with a teacher who used to teach PE at our school!

3 Personally, my favourite activity was the third workshop where they taught us how to upcycle old clothes.

4 The activity day wasn't free, but I guess that was OK. The money went to a children's charity. What do you think about activity days? Are they your thing? Shall we go together next time?

Love,
Sarah



- 3 Read the email again and match topics a–d with paragraphs 1–4.
 - a what there was to do
 - b introduction
 - c what I liked the most
 - d extra information

- 4 Przeczytaj odpowiedź Barbary. Uzupełnij w tekście luki 1–3, wybierając właściwą odpowiedź: a, b lub c.

Hi Sarah,

It's great to hear from you! I love activity days and festivals! I ¹ _____ to a fantastic one-day event last week when we had a day off from school.

There was lots to do. I tried some new sports and I ² _____ some new friends. There were some people from my class, too.

Personally, karate was my favourite activity. Guess what! The instructor was a university student ³ _____ parents are our neighbours! I've got some great photos which I'm going to share online.

Bye!

Barbara

- | | | |
|----------|---------|--------------|
| 1 a go | b went | c used to go |
| 2 a made | b spoke | c did |
| 3 a who | b that | c whose |

5 Writing project

Write an email to a friend in the UK describing an activity day you went to.

Think

- Where and when was the activity day? Who was there?
- What activities were there? What did you do?
- What was your favourite activity? Why?
- What extra information can you think of?

Write

Write your email.

Hi!

How are you?

Look again and give feedback!

Check your email. Then swap your work with your partner and give him/her feedback.

- Is your email divided into paragraphs?
- Did you use the past simple to describe the activity day?
- Did you use *who/that, which/that, when, where* and *whose* to give details?
- Did you name different activities?

Vocabulary

1 Choose the correct option.

- 1 He usually **stays up late** / **sleeps in** / **has a video call** on Saturdays because he's tired.
- 2 I **write my diary** / **surf the Internet** / **update my study app** every Monday to help me plan my week.
- 3 We **do volunteering** / **do nothing** / **hang out with our friends** at a home for lost animals once a week.
- 4 They **upcycle old clothes** / **collect rocks** / **edit photos** because they like being outdoors.
- 5 She loves fun music so she likes **making candles** / **going mountain biking** / **doing Zumba**.

/5 points

2 Match the endings of sentences a–e with their beginnings 1–5.

- 1 The Sydney Opera House is an amazing
 - 2 The music festival is a one-day
 - 3 I'd love to try some local
 - 4 The Highland Games are an ancient
 - 5 Let's go to the stall and buy a
- a tradition in Scotland.
 - b souvenir for grandma.
 - c event, but it finishes late.
 - d food. It looks delicious!
 - e venue with a fantastic atmosphere.

/5 points

Grammar

3 Complete the dialogue with the words in the box. There is one extra word.

ago before did didn't use used

- A: What TV programmes did you ¹ _____ to watch when you were a child?
- B: I ² _____ watch much TV. I preferred playing outside.
- A: How often ³ _____ you go to the cinema?
- B: I ⁴ _____ to go with my grandma every Saturday afternoon. There was a cinema near our house 20 years ⁵ _____.

/5 points

4 Complete the sentences. Use: *who*, *which*, *that*, *whose*, *when* or *where*. Then do the quiz.

- 1 He's a cartoon character _____ best friend is Patrick Star.
- 2 It's a special day _____ we receive presents.
- 3 It's a place _____ we go to see art.
- 4 It's a type of film _____ is scary.
- 5 He's the actor _____ plays Captain Jack Sparrow.



/5 points

Speaking

5 Complete the dialogues with the correct words.

- 1 A: How do you f_____ about collecting stones?
B: To be h_____, I'm not very keen on collecting anything.
- 2 A: I think teens should sleep in sometimes. What's your o_____?
B: P_____, I disagree.
- 3 A: She spends four hours a day surfing the Internet.
B: That's too much! What's your v_____ on this?

/5 points

Check your score!

1.47 Listen, check and count your points.

20–25 points – Well done!

14–19 points – Good score!

0–13 points – Keep calm and revise more.

Challenge!

Follow the instructions.

- 1 Name one good habit and one bad habit.
- 2 Tell your partner two interests you used to have when you were a child.
- 3 Think of a favourite actor and complete the sentence. Then ask your partner to guess who it is. *This is an actor who plays _____.*

For vocabulary revision, go to **My words**, p. 34.For extra grammar explanations, go to **My grammar**, p. 35.



Listening

- 1  1.48  Usłyszysz dwukrotnie wypowiedź nauczyciela wygłoszoną na początku roku szkolnego. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–3 w poniższej notatce.

SCHOOL CLUBS AND EVENTS!

1 New clubs

There's a Zumba Club.

You can also start ¹ _____ at a new club, Rocky Mountain.

2 Volunteer group

You can meet new people and help people in real situations. Mr Smith says the ² _____ is fantastic.

3 This term's school trip

It's to Stonehenge. Stonehenge is an ³ _____ near Salisbury.

All the information is on the website.

Language functions

- 2  Dla każdej z opisanych sytuacji 1–3 wybierz właściwą reakcję: a, b lub c.

- Kolega mówi, że uczniowie nie powinni odrabiać prac domowych w weekendy. Co mu powiesz?
 - That sounds perfect! Let's do it!
 - To be honest, I disagree. Studying is very important.
 - I'll give that a miss.
- Jak zapytasz, co Twoja koleżanka sądzi o czytaniu książek po angielsku?
 - How about reading in English?
 - Do you often read in English?
 - How do you feel about reading in English?
- Nauczyciel od angielskiego pyta Cię, co sądzisz o nocowaniu u przyjaciół. Co mu powiesz?
 - In my opinion, having a sleepover is great fun.
 - I'd rather stay at home.
 - I used to have sleepovers when I was younger.

Reading

- 3  Przeczytaj trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów.

1 Hi Gina,
Dad isn't happy at the moment. He doesn't think I should sleep in on Sundays, so I can study more. What's your view on this?
Let me know.
Zora

- 1 Zora wrote this email to
a express thanks. b give her opinion.
c ask for her friend's opinion.

2 Rob,
There's a mountain biking race in town next week. I'm going to give water and fruit to the cyclists at the end. Why don't you join me? We won't get any money, but there's a free T-shirt for volunteers!

3 **When?** Saturday 5th April

Where? The school gym

How much? €5 a ticket

Come and do Zumba and dance hip-hop all day long! The money we collect will help pay for dance lessons for children who are in need.

- 2 Both texts are about
a a competition. b helping people.
c money.

Move it Day!

Writing

- 4  Uczestniczyłeś/Uczestniczyłaś w ciekawym wydarzeniu dla młodzieży. W e-mailu do kolegi poznanego za granicą:

- wyjaśnij, co to było za wydarzenie,
- opisz miejsce i atmosferę,
- napisz, co robiłeś/robiłaś i zapytaj kolegę, co sądzi o takich wydarzeniach.

Hi Jack,

I had a great time yesterday.

Interests and free time activities



collect rocks	zbierać kamienie
do volunteering	być wolontariuszem/ wolontariuszką
do Zumba	tańczyć zumbę
edit photos	edytować zdjęcia
go mountain biking	jeździć na rowerze górkim
hang out with my friends	spędzać czas z przyjaciółmi
have a sleepover	nocować u kogoś, organizować nocowanekę
make candles	robić świece
surf the Internet	surfować po internecie
upcycle old clothes	przerabiać stare ubrania

Habits



do nothing	nic nie robić
have a video call with my grandma	mieć wideorozmowę z babcią
sleep in	pospać dłużej / wylegiwać się w łóżku
stay up late	siedzieć do późna / późno chodzić spać
update my study app	aktualizować aplikację do nauki
write my diary	pisać pamiętnik

Customs and traditions: expressions with adjectives



amazing venue	niesamowite miejsce
ancient tradition	starożytna/dawna tradycja
colourful clothes	kolorowe ubrania
fantastic atmosphere	fantastyczna atmosfera
folk music	muzyka ludowa
local food	lokalne potrawy
one-day event	wydarzenie jednodniowe
unusual custom	nietypowy zwyczaj

Customs and traditions: expressions with verbs



buy a souvenir	kupować pamiątkę
stay overnight	zostać na noc
take part in a competition	brać udział w konkursie
take place	mieć miejsce, odbywać się
watch a parade	oglądać paradę

Real English



What else did you do?	Co jeszcze robiłeś/robiłaś?
That's a weird phone!	Co za dziwny telefon!
In those days ...	W tamtych czasach...
Isn't it cute?	Czy to nie jest urocze?
I'm not sure I agree.	Nie jestem pewien/pewna, czy się zgadzam.

Asking for, giving and justifying opinions



What's your opinion?	Jakie jest Twoje zdanie?
Personally, I think video games are fun!	Osobiście uważam, że gry video to dobra zabawa!
What's your view on this?	Jakie jest Twoje zdanie na ten temat?
In my opinion, reading is more interesting.	Moim zdaniem czytanie jest ciekawsze.
I guess it's relaxing.	Chyba jest odprężające.
How do you feel about video games?	Co sądzisz o grach video?
They're just not my thing.	To po prostu nie moja bajka.
To be honest, I think they're a bit boring!	Szczerze mówiąc, uważam, że są trochę nudne.

Reading and culture



food bank	bank żywności
in need	w potrzebie
make a difference	robić coś wartościowego
opportunity	możliwość
pack	pakować

PAST SIMPLE

Czasu *past simple* użyj, jeśli chcesz powiedzieć o tym, co wydarzyło się w przeszłości, np.: *yesterday, last week/month/year, two days ago, in 2005, in the past, when I was young.*

+ I/He/She **was** at a festival yesterday.
We/You/They **were** here two weeks ago.
I/He/She/We/You/They **took** part in a competition last Saturday.

— I/He/She **wasn't** at school last Friday.
We/You/They **weren't** kind to Jude.
I/He/She/We/You/They **didn't wear** any colourful clothes last week.

? **Were** they in town yesterday?
Did you **skateboard** a lot when you were younger?
Why did they **come** late?

Yes, they **were**. / No, they **weren't**.
Yes, I **did**. / No, I **didn't**.

USED TO

Kiedy chcesz opowiedzieć o zwyczajach lub nawykach z przeszłości, o czymś, co robiłeś/robiłaś regularnie, ale już tego nie robisz, użyj **used to** i czasownika w formie podstawowej.

+ I/He/She **used to** listen to a lot of pop music when I/she/he was younger.
They **used to** stay up late at weekends when they were children.

W zdaniach przeczących użyj **didn't use to** i czasownika w formie podstawowej.

— I/He/She **didn't use to** hang out with my/his/her friends often.
We **didn't use to** stay overnight when we were in nursery.

Aby zapytać o nawyki z przeszłości, użyj **did** oraz **use to** w formie podstawowej.

? **Did** you **use to** live in a small town?
Did she **use to** wear colourful clothes?
What music **did** you **use to** listen to when you were younger?

Yes, I **did**. / No, I **didn't**.
Yes, she **did**. / No, she **didn't**.

WHO/THAT, WHICH/THAT, WHEN, WHERE, WHOSE

Aby przekazać informacje dotyczące osoby, przedmiotu, czasu, miejsca lub relacji, użyj:

→ **who** lub **that**, aby opisać osobę:

This food festival is a perfect place for people **who/that** love trying new things.

→ **which** lub **that**, aby opisać przedmiot:

It's the computer **which/that** I used to play computer games on.

→ **when**, aby określić czas:

I hang out with my friends in the afternoons **when** we don't have any school clubs.

→ **where**, aby opisać miejsce:

There's a music festival in the main square **where** you can listen to folk songs.

→ **whose**, aby opisać relacje między ludźmi lub że coś do kogoś należy:

It is my friend **whose** sister sings in a band.

3

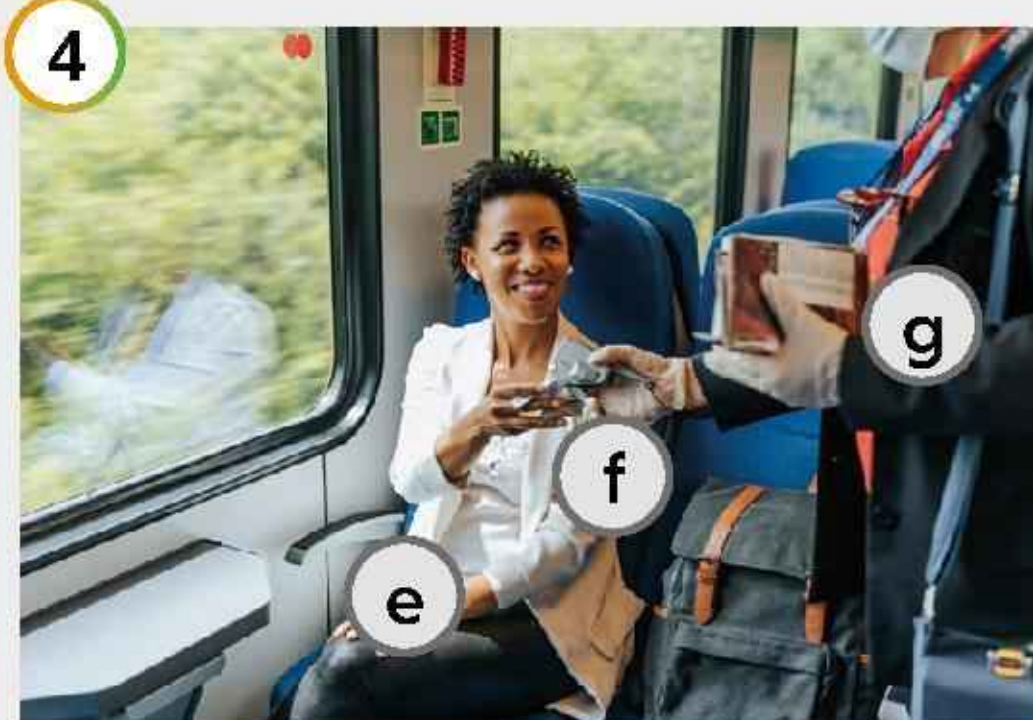
Getting around

Lesson 1 Vocabulary and listening

I can talk about public transport. I can understand texts about different types of public transport.



CLICK HERE
TO WATCH
THIS
WEEK'S
INTERVIEW.



1 Let's start!

Look at photos 1–5. Describe two types of public transport with the adjectives in the box. What other types of public transport can you think of?

cheap clean comfortable
expensive fast slow

Personally, I think trains are comfortable.

2 Choose the correct option.

- I **catch** / **go** the tram 45 every day.
- We go to school **off** / **on** foot.
- She goes to work **in** / **by** car.

3 Listen to the podcast. Tick (✓) the types of public transport the teens use. How do they go to school?

	Train	Bus	Tram	Underground
Katie	☐	☐	☐	☐
Jack	☐	☐	☐	☐

4 Look and listen to the words in the boxes. Find the opposites of phrases 1–5.

Public transport: adjectives

delayed • punctual • safe • uncomfortable

Public transport: verbs

get in • get off • get on • get out of •
leave • miss • show your ticket

- | | | | |
|-------------------|--------------------------|------------------|--------------------------|
| 1 on time | ☐ | 4 get on the bus | ☐ |
| 2 dangerous | ☐ | 5 comfortable | ☐ |
| 3 catch the train | ☐ | | |

Remember

get in / get out of → the car / taxi / small boat
get on / get off → the bus / train / plane

5 Listen to the podcast in exercise 3 again. Decide if the sentences are True (T) or False (F). Correct the false statements.

- Katie's train usually leaves on time. ☐
- Katie shows her ticket at the station. ☐
- Jack agrees trains are safe. ☐
- Jack usually misses the bus on Fridays. ☐

- 6  Listen and match announcements 1–4 with places a–c. Two announcements match one place.

- a on the train
b at the train station
c on the bus



- 7  Match elements a–h in the photos on page 36 with the words and phrases in the box. Listen and check.

Public transport: nouns

bus driver • e-ticket • luggage •
passenger • platform • ticket inspector •
timetable • traffic jam

- 8  Complete the sentences with the words in the box in exercise 7.

- 1 She isn't taking a lot of _____. She's only got one bag.
- 2 This is a really bad _____. There are too many cars on this road!
- 3 Let's buy an _____ on the app for the four o'clock train.
- 4 Are you ready to show your ticket to the _____?
- 5 What time does the tram leave? Have you got the _____?

9 **Pronunciation: word stress in compound nouns**

-  Read the sentences. Which of the words in bold do you think are stressed? Listen, check and repeat.

My bus is in a **traffic jam**.

I haven't got my **travel card**.

Here's the **ticket inspector**!

» Quick Tip

- 1 Zanim posłuchasz nagrania z ćwiczenia 10, przyjrzyj się zdjęciom w pytaniach 1–2. Przypomnij sobie kluczowe słowa, aby je opisać. Zapewne niektóre z nich pojawią się w nagraniu.
- 2 Przeczytaj opcje odpowiedzi w pytaniach 3–4.

- 10   Usłyszysz dwukrotnie cztery teksty. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–4. Wybierz właściwą odpowiedź: a, b lub c.

- 1 How does the girl go to school?



- 2 Where is he?



- 3 What are they talking about?

- a the price of transport
b travel cards
c the advantages of buses

- 4 The girl is calling to

- a ask for something.
b ask for advice.
c explain a problem.

- 11  Tell your partner what type of public transport you or your friends or family use and why. In pairs, discuss the advantages and disadvantages of each type.

I come to school by school bus. It's electric, so it's quiet and eco-friendly!

 Fast finishers

-  Complete the sentence describing the picture.



Their train was _____!

I can use the past continuous to describe a past scene.



At four o'clock yesterday, Karina was on a bus with her bestie. They were going home from school. They were standing because there were a lot of passengers. The other people on the bus were checking their phones or reading. They all looked very serious. The bus was moving slowly.



Then Karina noticed a blonde girl. The girl wasn't reading and she wasn't sleeping. She was speaking on her phone. Karina thought she looked nice and continued chatting to her friend.



All of a sudden Karina heard a noise and looked up. The girl wasn't sitting any more. She was wearing headphones and standing in the middle of the bus. What was she doing? Yes, she was singing and dancing! She was having a lot of fun. But that wasn't all. She was really, really good!



Have a good look at this picture. What were the other passengers doing? They weren't checking their phones or reading anymore. They were all smiling, singing and dancing!

- 1 Describe the pictures. How do the people in the last picture feel? Why?

I can see a few passengers on a bus.

I think the two teens in the first picture are friends.

They are wearing school uniforms.

- 2 Read the story, listen to it and check your answers to exercise 1. Why did the girl start to sing? Discuss in pairs.

- 3 Put the words in the correct order to make sentences about the story. Read the story and listen to it again. Find one sentence that isn't true.

- 1 Karina friend was on her with a bus .
- 2 serious the passengers looked other .
- 3 on was the bus with blonde hair a girl there .
- 4 girl the sing to started and dance .
- 5 looked happy some in the end, passengers .

— Real English —

- 4 Listen to the phrases and repeat. Practise them in pairs.

All of a sudden she heard a noise ...

But that wasn't all.

Have a good look at this picture.

Grammar 1

Past continuous

I/He/She/It **was sleeping**.

We/You/They **were dancing**.

I/He/She/It **wasn't reading**.

We/You/They **weren't sitting**.

Was she **wearing** headphones?

Yes, she **was**. / No, she **wasn't**.

Were they **singing**?

Yes, they **were**. / No, they **weren't**.

What was he **doing**?

Where were they **singing**?

We form the past continuous with **was/ _____** + the **_____** form of a verb.

- 5 Read the Grammar 1 table. Decide how we form the past continuous and complete the rule in the table. Then choose a or b.

We use the past continuous to speak about:

a finished actions in the past.

b things in progress in the past.

- 6 Complete the sentences about the story with the correct forms of the verbs in brackets. Use the past continuous.

At four o'clock yesterday, Karina and her friend were on a bus.

1 They (go) to school.

2 The bus (move) fast.

3 A blonde girl (speak) on her smartphone.

4 She (wear) winter clothes.

5 The passengers (have) fun in picture d!

- 7 1.64 You want to know more about the story. Use the words to write questions. Use the past continuous. Then listen, check and write the answers.

- Karina / her friend / talk about / homework?
- the blonde girl / sit / next to / Karina?
- anyone / take / photos?
- how many / people / sing?
- the bus driver / smile?

- 8 Work in pairs. Student A: guess what your partner was doing yesterday at four o'clock. Student B: use only short answers.

Were you doing your homework yesterday at four o'clock?

No, I wasn't!

- 9 Make up a story with your partner. Use one of the photos and the questions to help.

- Who was in the story?
- Where were they?
- What were they doing?
- What were they wearing?
- How were they feeling?
- What happened?



Samira and Maria were sitting on the school bus. They were going on a school trip.

- 10 Think of something that happened on a school trip or holiday you went on recently. Use the questions in exercise 9 to help you make notes. Then tell your partner.

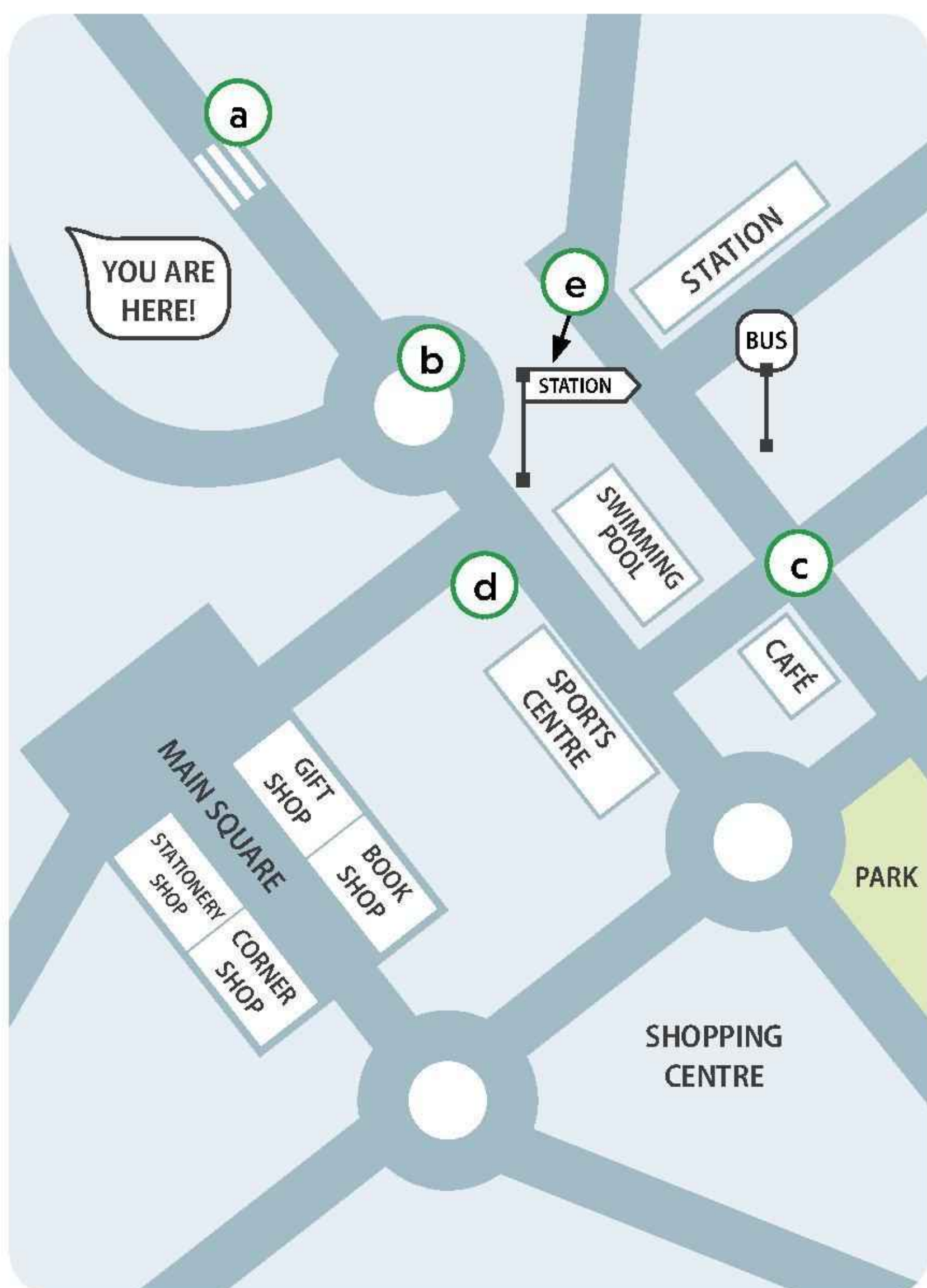
I was on holiday with my family. We were walking in a forest. I was wearing ...

Fast finishers

Write down two true and one false sentence about what you were doing at ten o'clock last Saturday morning. Then read your sentences for the class to guess.



I can understand symbols on maps. I can give and understand directions.



1 Let's start!

Use the phrases in the box to ask for and give directions to different places on the map.

go past (the park) go straight on
it's on the left/right turn left/right

Excuse me. Where's the shopping centre?

Go straight on, and ...

1.65 Look at the map again and listen to the dialogue. Where do they want to go? Do they get there?

GUESS WHAT?!



More and more roads have got 3D zebra crossings like this one. Why do you think they help make roads safe?

1.66 Match objects a–e on the map with the words in the box. Listen and check.

Getting around: nouns

corner • crossroad • roundabout •
sign • zebra crossing

1.67 Complete sentences a–e with the phrases in the box. Then listen and put the sentences in the order you hear them.

Getting around: verbs

cross the bridge • cross the road •
follow the road • follow the signs •
get to the bus stop • take the first left •
take the second right

- a In 50 metres, t_____ the first left.
b Let's go back and f_____ the signs!
c Go straight on.
d When you g_____ to the bus stop,
turn right.
e C_____ the road.

5 In pairs, ask for and give directions to places on the map.

Excuse me. How can I get to the park?

Cross the road. Then ...

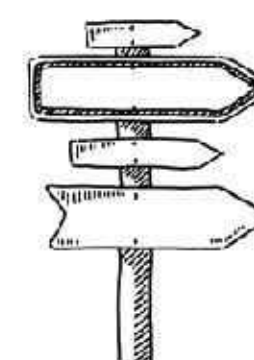
6 Do you and your parents use apps or paper maps to help you get around new places? Why? Is it easy to understand a map? Discuss in pairs.

Which do you use?

When we're on holiday,
we use a big, paper map!

Fast finishers

Choose a place near your school. Write clear directions about how to get there from school. Read them out for the class to guess the place.



I can use the past simple and the past continuous with when and while to speak about past events.

Allie and Jay's VLOG



1 Listen to the vlog. Choose three things Allie and Jay talk about.

- | | |
|-----------------------------|-------------|
| a a family party | d a phone |
| b a visit to an art gallery | e a mistake |
| c homework | |

Grammar 2

Past continuous and past simple with when and while

What **was** she **doing** **when** she **saw** a famous footballer?

She **saw** a famous footballer **when** / 1 to music on my phone when a ticket inspector got on. I had an e-ticket, but while I was logging in, my phone died!

2 the inspector asked me to show my ticket, I tried to explain. He wasn't very happy ... While I was talking to the inspector, my friend Henry got on the bus! I borrowed his phone and 3 . It took forever, but I finally found my e-ticket and 4 it to the inspector. Phew!

3 we **got** outside, we **ran**.

2 Read rules 1–4 below. Complete the gaps in the Grammar 2 table with **when** or **while**.

- We use the *past simple* to talk about a short, past action or a series of actions in the past.
- We use the *past continuous* to talk about longer past actions and background actions.
- We use *when* before the past simple.
- We use *when* or *while* before the past continuous.

3 Complete sentences 1–4 with the past continuous or the past simple forms of the verbs in brackets. Then listen to the vlog again and check.

- | | |
|---|---|
| 1 I (lose) my phone while I (go) to school. | 3 While we (take) selfies, our classmates (leave). |
| 2 When I (see) a famous footballer, I asked for his autograph. | 4 When we got outside, we ran, so we (not miss) the bus! |

4 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–5: a, b lub c.

Hi Cathy,
How are you?
I have to tell you about something that happened to me yesterday!
So, I was on the bus going home. I 1 to music on my phone when a ticket inspector got on. I had an e-ticket, but while I was logging in, my phone died!
2 the inspector asked me to show my ticket, I tried to explain. He wasn't very happy ... While I was talking to the inspector, my friend Henry got on the bus! I borrowed his phone and 3 . It took forever, but I finally found my e-ticket and 4 it to the inspector. Phew!
But that's not all. While I 5 for my ticket, I missed my stop!
Anyway, lesson learned: always charge your phone!
Bye!
Emma

- | | |
|------------------|-----------------|
| 1 a listened | b was listening |
| c were listening | |
| 2 a Why | b While |
| c When | |
| 3 a logged in | b logging in |
| c was logging in | |
| 4 a used to show | b was showing |
| c showed | |
| 5 a looked | b was looking |
| c am looking | |

5 Imagine you are going to make a vlog about something that happened to you last month. Make notes. Then present your vlog to the class or record it.

I can understand an article about different types of transport.

- 1 Look at the photo and answer questions 1–3.



- 1 What type of transport can you see?
- 2 Do you know where it is?
- 3 What are the advantages and disadvantages of this type of transport?

- 2 Describe photos and pictures A–D in the text on page 43. Then read the text and listen to it. Match the photos with paragraphs 1–4.

- 3 Read the text and listen to it again. Match questions a–d with paragraphs 1–4. Then answer the questions.

Which type of transport:

- a has no driver?
- b is the fastest?
- c was sometimes dangerous for passengers?
- d was popular in Britain in the 19th century?

» Quick Tip

Zanim rozwiążesz ćwiczenie 4, przeczytaj zdania 1–4 i zastanów się, jaką rolę pełni brakujący wyraz (np. czy jest to rzeczownik, czy przymiotnik).

- 4 Przeczytaj tekst i uzupełnij zdania 1–4.

- 1 Paragraph 1: People began to use stagecoaches in the century.
- 2 Paragraph 2: Some people believed were too fast.
- 3 Paragraph 3: The monorail has got big .
- 4 Paragraph 4: Most public transport takes a long time in .

- 5 Work in pairs. Read the comments below. Do you agree with them? Then discuss the advantages and disadvantages of the different types of transport.



Add new...



Evelyn



Andrew



Christina



Anabella



Christina @christina 14.20

I think travelling by stagecoach was fun.



Jessica @jessica 14.35

People in the past thought 22 km/hour was fast!



Andrew @andrew 14.40

I wouldn't like to travel on the monorail. It can be dangerous.



Anabella @anabella 13.57

I don't think bush planes are a good type of public transport because tickets are expensive.

Find out

- 6 Do some research to find out about an interesting type of transport from the past or present. Use the questions below to help. Make notes.

- What's the type of transport?
- When/Where did it begin?
- What were/are its advantages and disadvantages?
- Why do you think it's interesting?

Now tell another pair or the class what you found out. Show them a photo if you found one.

GUESS WHAT?!

One of the longest traffic jams in the world was in China in 2010. It was more than 95 kilometres long. Some people had to wait for 12 days!



TRAVELLING THROUGH TIME: transport then and now

Humans are very **creative** and get around in lots of different ways!

- 1 **Stagecoaches** started in the 17th century in the UK. A driver with four or six horses took passengers between towns and cities. They were uncomfortable and expensive. By the 1800's, some could travel at about 16 km per hour. **Highwaymen** sometimes stopped them while they were travelling and took people's money.
- 2 **Steam** buses started around the same time as steam trains in the 1820's in the UK. They were faster, safer and cheaper than stagecoaches and could travel at 22 km per hour! Some people thought that was too fast. A man with a red flag had to walk in front of them in towns when they were moving!
- 3 Transport these days is very different. The Optics Valley Suspended Monorail in Wuhan, China, is a **driverless** train that travels over the city, so there are no traffic jams. The passengers sit in comfortable seats and have a great **view** through the **large** windows and floor! It's punctual, safe and eco-friendly. Its **top speed** is 60 km per hour.
- 4 Finally, it's hard to get around in some places! Bush planes are important for people who live in Alaska in the USA because other types of public transport take too long. Many can fly at more than 120 km per hour. However, tickets are expensive. These planes can **land** on snow and ice, and some can land on water.

Glossary

creative – twórczy

driverless – autonomiczny, bez kierowcy

highwayman – rozbójnik napadający na podróżnych

land – lądować

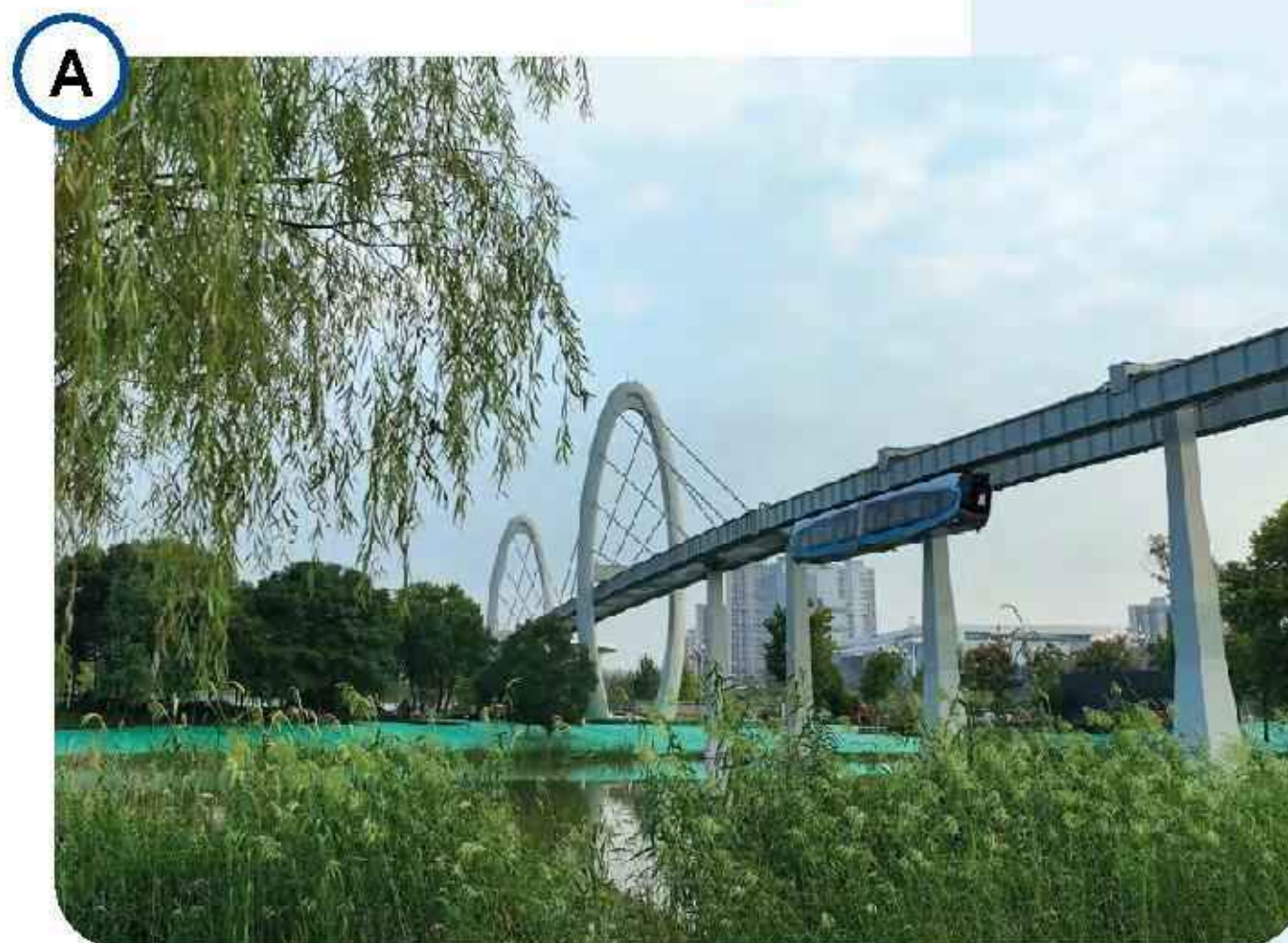
large – wielki

stagecoach – dyliżans

steam – para, na parę

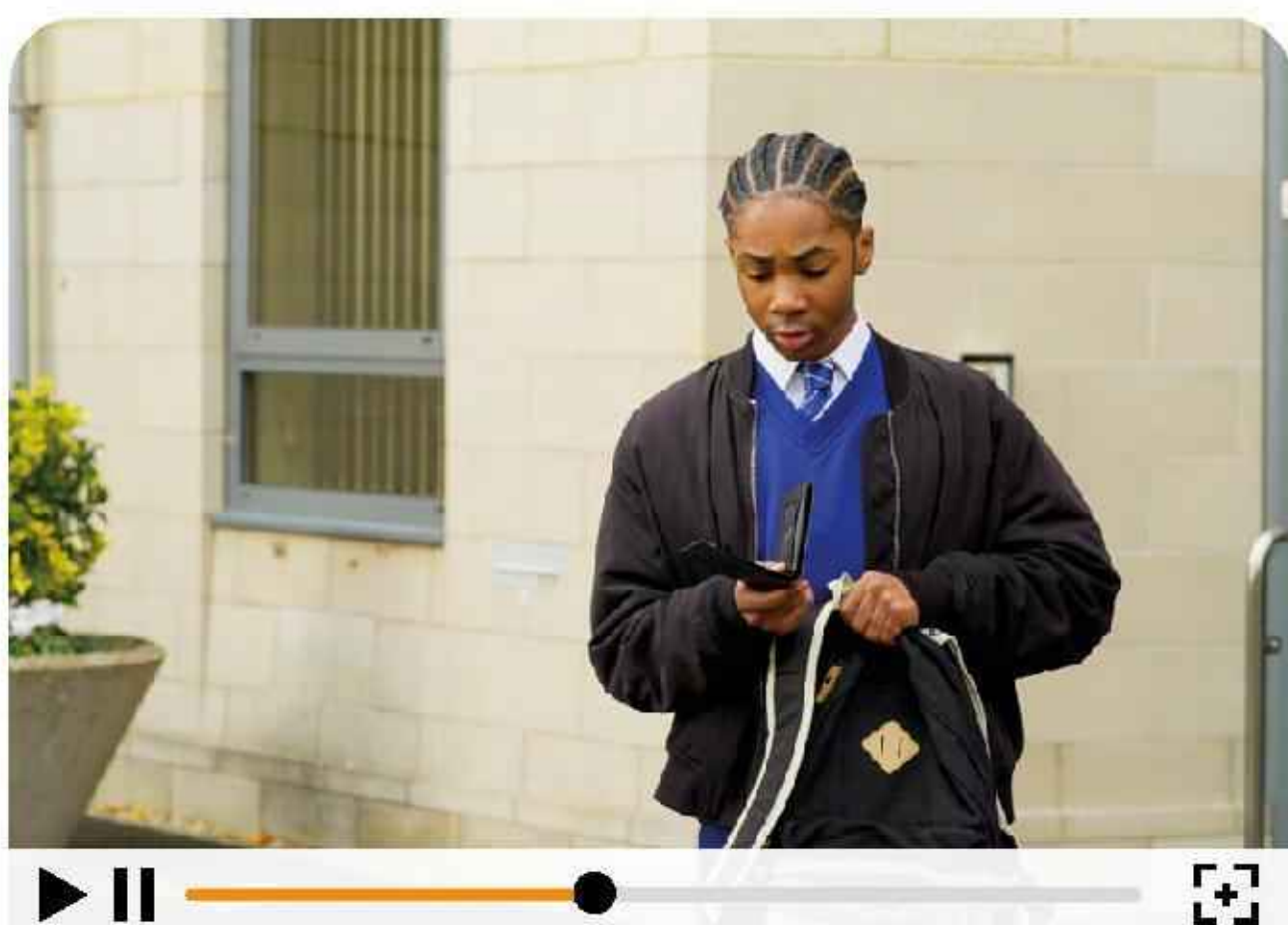
top speed – maksymalna prędkość

view – widok



I can start and end a conversation. I can ask for clarification and check understanding.

- 1  Look at the photo and guess what the problem is. Then listen and check.



- 2  Read the dialogue and complete it with the words in the box. Then listen again and check.

get go going saying

Julie: Hi! **How's it** ¹ _____?

Bart: Fine, thanks. **What's new?**

Julie: Not much. Hey, we're late for the bus!

Bart: Hang on. Oh no! It was in my bag this morning ...

Julie: I **don't** ² _____ it ...

Bart: My travel card.

Julie: **Do you mean you can't find it?**

Bart: Yes ... Oh no ...

Julie: It's OK. I've got some money.

Bart: **Seriously?**

Julie: Yes! Come on!

Bart: Thanks a million, Julie!

Sam: Hey, Bart! Did you lose something? I was tidying the classroom when I found this!

Bart: **Are you** ³ _____ **you found my travel card?** Thank you SO much!

Sam: No problem. Sorry, but **I've got to** ⁴ _____. My dad's waiting.

Bart: **Catch up soon!**

Julie: Bye!

Remember

I've got to go. = I have to go.

- 3  Match sentences in bold in the dialogue with topics 1–4.

- 1 starting a conversation
- 2 ending a conversation
- 3 asking someone to clarify/explain
- 4 checking understanding

- 4  Dla każdej z opisanych sytuacji 1–2 wybierz reakcję. Wybierz właściwą odpowiedź: a, b lub c.

- 1 Spotykasz kolegę Marka na ulicy. Co mu powiesz?
 - a How is it, Marek?
 - b What is it, Marek?
 - c How's it going, Marek?
- 2 Koleżanka mówi, że Wasz pociąg jest opóźniony, ale nie jesteś pewny/pewna, czy dobrze ją zrozumiałeś/zrozumiałaś. Co powiesz?
 - a I've got to go.
 - b Are you saying the train is delayed?
 - c Do you mean they are delayed?

- 5   Complete the dialogue with one or two words. Then listen, check and practise in pairs.

A: Hi! What's ¹ _____?

B: Not much! Sorry, but I've ² _____ go. My sister's waiting for me.

A: OK! ³ _____ soon. Call me.

B: I can't. It's my phone ...

A: I ⁴ _____ it. Do you mean it's lost?

B: Yes ... Bye!

- 6  Role-play a conversation. Student A: start a conversation. Student B: use the ideas in the box or invent your own problem.

I don't know where my headphones are.
I left my sports bag on the bus.
My homework is at home. My phone isn't in my bag.

A: Start a conversation with a friend.

B: Reply and explain a problem.

A: Ask your friend for clarification or check your understanding.

B: Explain the problem again.

A: End the conversation.

I can write a story about a journey.

- 1  Read the title and guess what the problem is. Then quickly read the story and check your ideas.

STORY COMPETITION!

This month's topic is travelling! Read last week's winning story by Madeline Novak.

A mistake at the station

1

Last Saturday morning, I was at home with Mum. It was raining. First, we watched a film. Then Mum suggested, 'Let's go and visit Aunty Jo.' We got ready and went to the station. I felt excited!

2

Unfortunately, the train was delayed, so we decided to buy a sandwich from the café. While we were eating, a train arrived at our platform. We ran out and jumped on. We sat next to a friendly old woman who began to chat to us.

3

Five minutes later, the train stopped at a station. Luckily, I realised we were on the wrong train! We quickly got off and then we rang my aunt!

4

Aunty Jo is very kind, so she came to get us in her car. We bought her a nice present! Finally, we had lunch together in a pizza restaurant.

- 2  Read the story again. Match topics a–d with paragraphs 1–4.

- | | |
|----------------------------|----------------|
| a a problem | c a journey |
| b what happened at the end | d introduction |

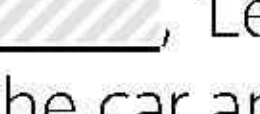
- 3  Complete the table with time expressions, adjectives and adverbs from the story in exercise 1.

Time expressions and time linkers	Adjectives	Adverbs
last Saturday morning, first, 	excited, 	unfortunately, 

- 4  Work in pairs. Can you explain when we use *first*, *then* and *finally*? Complete the rules.

- We use *first*, *then* and *finally* to show the order of actions or events.
- We use ¹  to show the beginning of a sequence of actions.
- We use ²  to show what happens next.
- We use ³  to show what happens at the end.

- 5  Przeczytaj pierwszy akapit opowiadania. Wybierz poprawne uzupełnienie luk 1–4. Wybierz właściwą odpowiedź: a, b lub c.

Last Sunday, it was snowing ¹  we woke up. My dad ² , 'Let's go skiing!' He told me to put my skis in the car and ³  we left. ⁴  I remembered to take some chocolate with me!

- | | | |
|---------------|---------|--------------|
| 1 a when | b while | c since |
| 2 a says | b said | c was saying |
| 3 a then | b first | c finally |
| 4 a Good luck | b Lucky | c Luckily |

Remember

My dad **said**, 'Let's go skiing!'
He **told me** to put my skis in the car.

6 Writing project

 Write a story for a competition. The topic is a journey.

Think

- Where were you going, why and how?
- When was the journey and who did you go with? Did you meet anyone interesting?
- How did you feel?

Write

Write your story. Describe something interesting that happened.

Last Saturday/weekend/summer, ...

Look again and give feedback!

Check your story. Then swap your work with your partner and give him/her feedback.

- Is your story divided into paragraphs?
- Did you use the past simple and the past continuous?

Vocabulary

1 Solve puzzles 1–5.

- 1 It's the person who travels on a train or bus.
- 2 It's the opposite of *delayed*.
- 3 It's the opposite of *dangerous*.
- 4 It's the thing on your phone that you show to a ticket inspector.
- 5 It happens when cars and other types of transport are moving slowly or not moving at all.

 /5 points
2 Choose the correct option.

- A: How can I get to the swimming pool?
 B: First, ¹**cross** / **follow** the bridge.
 When you ²**get** / **go** to the roundabout,
³**take** / **turn** the first left. Then follow
 the ⁴**signs** / **crossroad**. You'll see
 the swimming pool on the left. It's on
 the ⁵**corner** / **zebra crossing**, behind the park.


 /5 points
4 Complete the sentences with the correct forms of the verbs in brackets. Use the past simple or past continuous.

- 1 What  (you / study) when I saw you in the library yesterday?
- 2 It started to rain while we  (wait) for the bus.
- 3 The train  (leave) while I was buying a ticket.
- 4 The ticket inspector  (talk) to a passenger when the tram stopped.
- 5 Silvia and Adam  (take) their luggage and then went to the platform.

 /5 points

Speaking

5 Match answers a–e with questions 1–5.

- | | |
|--------------------------------|-------------------------------------|
| 1 How's it going? | a OK! Bye! |
| 2 What's new? | b That's OK.
I'll explain again. |
| 3 Catch up soon. | c Fine, thanks! |
| 4 Do you mean there's no test? | d Not much! |
| 5 I don't get it. | e Yes, that's right. |

 /5 points

Check your score!

 1.72 Listen, check and count your points.

 20–25 points – Well done!

 14–19 points – Good score!

 0–13 points – Keep calm and revise more.

Challenge!

 Choose the correct option to complete the questionnaire. Then say which sentences are true for you.

What happened to you yesterday?

- 1 On my way to school, I found some money on a zebra **crossing** / **cross**.
- 2 I **caught** / **missed** a train or bus, so I got to school late.
- 3 I was travelling on public transport **when** / **while** a ticket inspector got on.
- 4 I downloaded a new **timetable** / **luggage** app.
- 5 I **crossed** / **got out of** a bridge on foot.

 For vocabulary revision, go to **My words**, p. 48.

 For extra grammar explanations, go to **My grammar**, p. 49.

Grammar

3 Use the words to write sentences. Use the past continuous.

- 1 What / John / do / at nine o'clock yesterday evening?
- 2 My parents / wait / a bus / in the rain.
- 3 I / not / watch / TV / at five o'clock on Sunday afternoon.
- 4 you / have breakfast / at ten o'clock this morning?
- 5 We / not / look / at the camera / in this photo.

 /5 points



Listening

- 1 Usłyszysz dwukrotnie trzy teksty. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz właściwą odpowiedź: a, b lub c.

1 Where are the friends talking?



- 2 What is the boy talking about?
 a old clothes
 b a present
 c a car
- 3 The teacher is speaking to the students
 a to give directions.
 b to give advice.
 c to ask for help.

Language functions

- 2 Do każdej z opisanych sytuacji 1–2 wybierz właściwą reakcję: a, b lub c.

- 1 Spieszysz się i chcesz zakończyć rozmowę. Co powiesz?
 a How is it going?
 b I'm sorry, but I've got to go.
 c Are you saying goodbye?
- 2 Nie rozumiałeś/zrozumiałaś, co powiedział nauczyciel. Jak poprosisz o wyjaśnienie?
 a I'm afraid I don't get it.
 b What are you saying?
 c Let's catch up soon.

Reading

- 3 Przeczytaj tekst, z którego usunięto trzy zdania. Wstaw w każdą lukę 1–3 literę, którą oznaczono brakujące zdanie a–d, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie nie pasuje do żadnej luki.

Are you an e-scooter fan?

I used to have a scooter when I was a child. When I was learning to ride it, I fell off a lot! However, these days everyone loves scooters, especially electric ones. Are they a good idea?

Some people aren't keen on them.

¹ They think riding them is uncomfortable and that it's easy to fall off. In addition, e-scooters are quiet. This means that people don't know they're coming. Finally, they can be quite expensive.

Other people think that there are some good reasons to choose an electric scooter. ²

Secondly, they are cheaper than cars, so more people can buy one. They also think they are safer than bikes.

So, what's the truth? ³ I saw an accident last week while I was walking to school. Luckily, the scooter rider was wearing a helmet and didn't get hurt, but it looked dangerous. So, I prefer the bus!



- a In my opinion, e-scooters aren't safe on busy roads.
 b Firstly, in their view they are more eco-friendly than cars.
 c I agree with people who say they are safe.
 d They believe electric scooters can be dangerous.

Writing

- 4 Wracając ze szkoły, pomogłeś/pomogłaś komuś, kto miał jakiś problem. W e-mailu do kolegi z Wielkiej Brytanii:

- wyjaśnij, dokąd jechałeś/jechałaś i jakim środkiem transportu,
- opisz, kto miał problem i na czym problem polegał,
- napisz, jak pomogłeś/pomogłaś i co wydarzyło się później.

Hi Max,

Guess what happened to me last Friday!

Public transport: adjectives



delayed	opóźniony
punctual	punktualny, na czas
safe	bezpieczny
uncomfortable	niewygodny

Public transport: verbs



get in	wsiadać (do samochodu)
get off	wysiadać
get on	wsiadać (do autobusu, pociągu, samolotu)
get out of	wysiadać (z samochodu)
leave	odjeżdżać
miss	spóźnić się (na pociąg, autobus)
show your ticket	pokazywać bilet

Public transport: nouns



bus driver	kierowca autobusu
e-ticket	bilet elektroniczny
luggage	bagaż
passenger	pasażer/pasażerka
platform	peron
ticket inspector	kontroler/kontrolerka biletów
timetable	rozkład jazdy
traffic jam	korek uliczny

Getting around: nouns



corner	róg
crossroad	skrzyżowanie
roundabout	rondo
sign	znak (drogowy)
zebra crossing	przejście dla pieszych

Getting around: verbs



cross the bridge	przejsć/przejechać przez most
cross the road	przejsć przez ulicę
follow the road	podążać drogą
follow the signs	podążać za znakami
get to the bus stop	dotrzeć do przystanku autobusowego
take the first left	skręcić w pierwszą ulicę w lewo
take the second right	skręcić w drugą ulicę w prawo

Real English



All of a sudden she heard a noise.	Nagle usłyszała hałas.
But that wasn't all.	Ale to nie był koniec.
Have a good look at this picture.	Przyjrzyj się dobrze temu obrazkowi.

Starting and ending a conversation; asking for clarification and checking understanding



How's it going?	Jak leci?
What's new?	Co nowego? / Co słyszać?
I don't get it.	Nie rozumiem tego.
Do you mean you can't find it?	Chcesz powiedzieć, że nie możesz jej znaleźć?
Seriously?	Serio? / Mówisz poważnie?
Are you saying you found my travel card?	Chcesz powiedzieć, że znalazłaś moją kartę?
I've got to go.	Muszę iść.
Catch up soon!	Do zobaczenia wkrótce!

Reading and culture



creative	twórczy
driverless	autonomiczny, bez kierowcy
highwayman	rozbójnik napadający na podróżnych
land	lądować
large	wielki
stagecoach	dylizans
steam	para, na parę
top speed	maksymalna prędkość
view	widok

PAST CONTINUOUS

Jeśli chcesz opisać czynność, która trwała w określonym momencie w przeszłości, użyj czasu *past continuous*. Możesz uściślić, kiedy trwała czynność, dodając określenie czasu, np. **all day**, **at 6 pm yesterday**, **at noon**.

Aby utworzyć zdanie twierdzące w czasie *past continuous*, użyj **was** lub **were** oraz czasownika z końcówką **ing**.

- + I **was doing** my homework at 5 pm yesterday.
He **was getting off** the train.
They **were crossing** the bridge.

Aby utworzyć zdanie przeczące, użyj **wasn't** (= was not) lub **weren't** (= were not) oraz czasownika z końcówką **ing**.

- I **wasn't travelling** by stagecoach.
You **weren't waiting** for the train at 2 pm.
They **weren't taking** photos.

Jeśli chcesz zapytać o czynność trwającą w jakimś momencie w przeszłości, zacznij pytanie od **was** lub **were**.

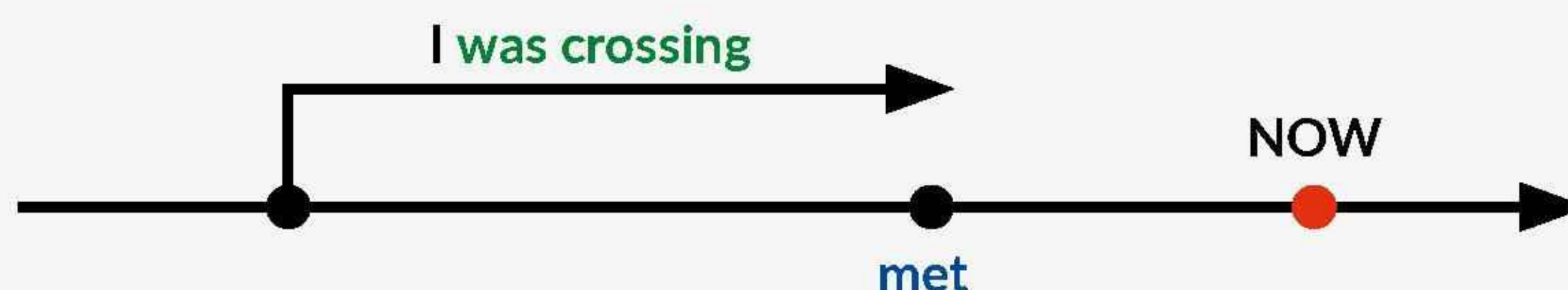
- ? Was she **crossing** the road?
Were they **looking** for the shopping centre?
Why **were** you **talking** to the ticket inspector?

Yes, she **was**. / No, she **wasn't**.
Yes, they **were**. / No, they **weren't**.

PAST CONTINUOUS AND PAST SIMPLE WITH *WHEN* AND *WHILE*

Aby powiedzieć o dwóch czynnościach: jednej, krótszej, która wydarzyła się w trakcie trwania innej czynności, dłuższej, użyj czasów *past continuous* i *past simple* w jednym zdaniu.

Czynność dłuższą opisz przy pomocy **past continuous**, a **krótszą** – przy pomocy **past simple**. Połącz obie części zdania spójnikami *when* lub *while*.



Po spójniku **while** możesz użyć tylko czasu *past continuous*. Po spójniku **when** możesz użyć zarówno *past continuous*, jak i *past simple*.

- **While** I **was crossing** the road, I **met** my aunt.
- He **was watching** a film **when** his mum **called** him.
- What **were** you **talking** about **when** the train **stopped**?
- **Did** they **buy** a sandwich **while** they **were waiting** for the bus?

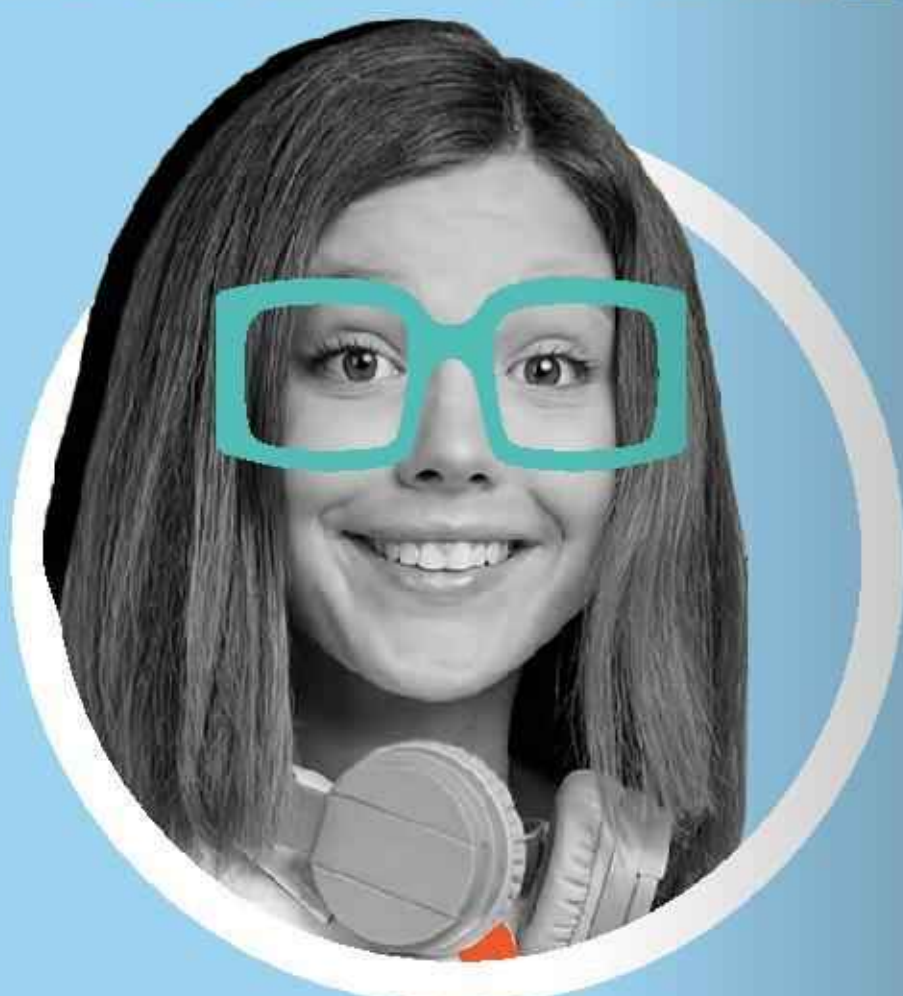
4

Imagine that!

Lesson 1 Vocabulary and listening

I can talk about inventions and discoveries. I can understand a text about an important discovery.

THINK BIG! EXHIBITION



APRIL 2ND TO JUNE 30TH,
OLD TOWN MUSEUM



1 Let's start!

Tell each other which things in the box you think are the most useful and why. Why do you think people invent things? Discuss in pairs.

AI bike chatbot memory stick
mobile phone TV wireless headphones

In my opinion, AI is useful for students.

Why do you think that?

2.9 Look at the words in the box and at photos 1–8. Listen to Emma, a volunteer guide at the exhibition. How many words in the box does she say?

Inventions and discoveries: nouns

air conditioning • electricity • light bulb •
microwave • nuclear energy • penicillin •
vaccine • wi-fi

2.10 Match photos 1–8 with the words in the box in exercise 2. Listen and check.

4 Complete sentences 1–6 with the words in the box in exercise 2.

- 1 Big blocks of ice were an early type of .
- 2 Traditional give about a thousand hours of light.
- 3 A can cook popcorn in three or four minutes.
- 4 Many gadgets in our homes need to work.
- 5 There isn't a to stop you catching a cold.
- 6 It's easy to connect to the Internet with .

2.11 Listen to Emma talking to a young visitor at the exhibition. Does John want to be an inventor?

- 6   Match the verbs in the box with their definitions 1–5. There is one extra verb. Then listen and check.

Inventions and discoveries: verbs

create • design • develop • explore •
invent • produce

- 1 find out more: e _____
- 2 draw a plan: d _____
- 3 think of a practical new idea: i _____
- 4 make an idea better with time: d _____
- 5 use imagination to make something:
c _____

- 7   Choose the correct option. Then listen to Emma again and check.

- 1 After Fleming's discovery, different scientists **developed** / **designed** other penicillin medicines.
- 2 Thomas Edison and his team **explored** / **invented** the electric light bulb that worked well.
- 3 Scientists used water heated by nuclear fission to **develop** / **produce** electricity.
- 4 Engineers had to **design** / **invent** smaller microwaves because the first one was so big!
- 5 John would like to **create** / **develop** a famous work of art.

- 8  Which inventor would you like to meet? Why?

Alexander Fleming Benjamin Franklin
Thomas Edison

I'd like to meet Benjamin Franklin.
I'd like to ask him about his experiments.

9 **Pronunciation: double consonants cc**

-  Find the cc letters. Do you know how to pronounce these words? Listen, check and repeat.

She discovered a vaccine by accident without access to the Internet! What a success!

» Quick Tip

Zanim posłuchasz nagrania z ćwiczenia 10, zapoznaj się z treścią ćwiczenia.

- 1 Przeczytaj uważnie notatkę, którą masz uzupełnić.
- 2 Zastanów się, jakiej informacji brakuje w każdej luce. Dopasuj luki 1–3 do następujących kategorii: zawód, miejsce, osoba/ludzie.

Po wysłuchaniu nagrania i uzupełnieniu luk sprawdź, czy udało Ci się przewidzieć, jakiego typu informację usunięto w notatce.

- 10    Posłuchaj, jak Emma opowiada o Lady Mary Wortley Montagu. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–3 w poniższej notatce.

IDEAS PEOPLE!

Lady Mary Wortley Montagu found out about a simple ¹ _____.

She gave it to ² _____ because she wanted them to be healthy.

People didn't believe her because she wasn't ³ _____ and she was a woman.

- 11  In pairs, read and discuss the comments. Then decide which inventions or discoveries in this lesson you think are the most important.

- 1 I think electricity was the most important discovery. We need it to do everything!
- 2 In my opinion, nuclear energy was the most important discovery. It's clean energy. It's the future!
- 3 Personally, I think vaccines are really important. They protect us from serious health problems and save thousands of lives every year.

 Fast finishers

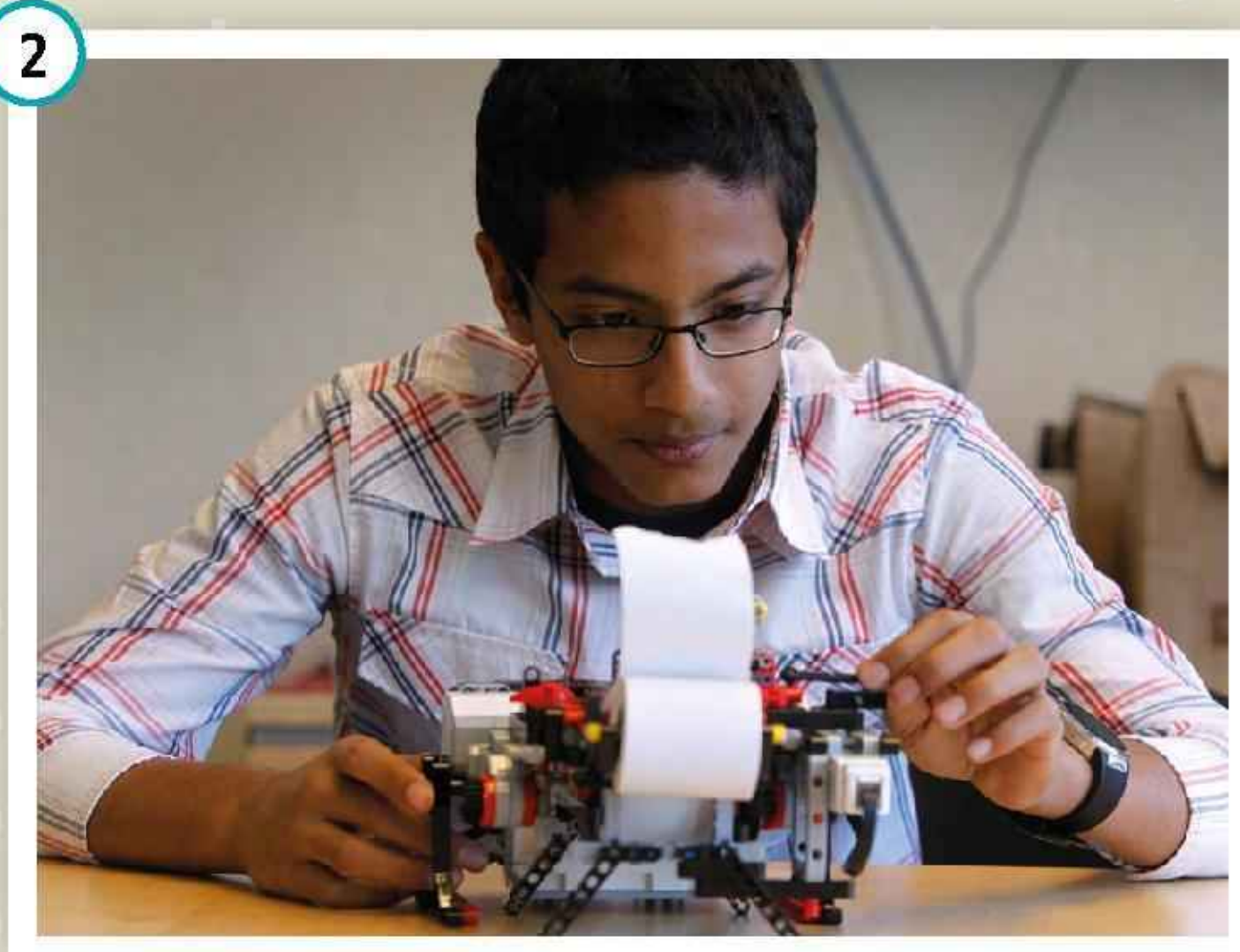
-   Write a list of your top five inventions. Explain your ideas to your partner or the class.



I can use the present and past simple passive to speak about inventions.

Read about three amazing things that **were created** by teens!

A The Hollow Flashlight is a torch with a difference. Heat from our hand **is used** to produce electricity, so batteries **aren't needed**. The idea **wasn't developed** by scientists, but by a fifteen-year-old Canadian girl, Ann Makosinski. She did it to help a friend who had no electric lights at home to study.



B Braigo is a printer that **was created** by Shubham Banerjee, a 12-year-old Indian boy who **was born** in Belgium. It isn't an everyday printer. It prints braille. Braille **isn't made** like an alphabet. It's a code that's **made** of dots blind people can feel. Braigo **wasn't made** from expensive materials. It **was made** from LEGO® bricks! The first four letters of *braille* and the last two of LEGO spell *Braigo*!



C Have you heard of Kindly? This app **was created** by an American teenager, Gitanjali Rao. Online messages **are checked** by the app to make sure they are polite. This helps the writer be nice to friends. Gitanjali wants teens to download the app, not their parents.

1 Read the opening sentence of the article. Who are the people in photos 1-3?

2 Read the article and listen to it. Check your answers to exercise 1.

3 Read the article and listen to it again. Answer questions 1-3.

- 1 Why is the Hollow Flashlight special?
- 2 Who did Shubham Banerjee design Braigo for?
- 3 What does Kindly do?

— Real English —

4 Listen to the phrases and repeat. Practise them in pairs.

The Hollow Flashlight is a torch with a difference.
It isn't an everyday printer.
Have you heard of Kindly?

GUESS WHAT?!

The electric telephone was invented and patented by the Scottish inventor Alexander Graham Bell in 1876. He made the first telephone call to his assistant, Thomas Watson, saying, 'Mr Watson, come here — I want to see you.'

Grammar 1

Present simple passive

Heat from our hand **is used** to produce electricity.

Online messages **are checked** by the app.

Braille **isn't made** like an alphabet.

Batteries **aren't needed**.

Past simple passive

The printer **was created** by a teenager.

These three things **were created** by teens!

It **wasn't made** from expensive materials.

The ideas **weren't developed** by scientists.

Active: The app checks online messages.

Passive: Online messages are checked **by** the app.

Active: Shubham Banerjee invented a cheap braille printer.

Passive: A cheap braille printer was invented **by** Shubham Banerjee.

- 5  Read the Grammar 1 table. Then choose the correct option to complete rules 1–4.

- 1 We use **a passive** / **an active** sentence to focus on the action.
- 2 We use **a passive** / **an active** sentence to focus on who or what does or did the action.
- 3 In the **present** / **past** simple passive we use **is** or **are** and the past participle.
- 4 In the **present** / **past** simple passive we use **was** or **were** and the past participle.

- 6  Find three examples of present simple and past simple passive in the text in exercise 2. Which verbs are regular and which are irregular? Write the infinitives.

- 7  Choose the correct option. You can use the text in exercise 2 to help.

- 1 The Hollow Flashlight **was** / **wasn't** invented by Ann Makosinski. People like her invention because batteries **aren't** / **are** used to produce electricity.
- 2 The first Braigo printers were **make** / **made** of LEGO® bricks. These days other materials **were** / **are** used to produce them.
- 3 Kindly **is** / **was** developed to stop cyberbullying. It **was** / **wasn't** developed for parents.

- 8  Complete the web text with the present simple or past simple passive forms of the verbs in brackets.



Lots of video games these days ¹ _____ (build) on online platforms by children and teens. For example, Jailbreak ² _____ (not create) by an adult. It ³ _____ (develop) by Alex Balfanz when he was a teenager. This and other online games that ⁴ _____ (invent) by Alex helped him to pay for his university. They ⁵ _____ (not make) just for fun!

- 9  Uzupełnij zdania 1–3, tak aby zachować sens zdania wyjściowego. Wykorzystaj wyrazy podane drukowanymi literami, ale nie zmieniaj ich formy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

- 1 Blaise Pascal invented the first calculator in the 1640s. **BY**
The first calculator _____ Blaise Pascal in the 1640s.
- 2 Over 500 million people use Instagram every day. **IS**
Instagram _____ over 500 million people every day.
- 3 Penicillin wasn't discovered by Thomas Edison. **DISCOVER**
Thomas Edison _____.

- 10  Use the words to make passive sentences. In pairs, guess which sentences are false. Then make three more sentences about discoveries and test another pair.

The microwave was invented in 1970.

False! It was invented in 1945.

- 1 Penicillin / discover / Benjamin Franklin.
- 2 Jailbreak / create / teenager.
- 3 Air conditioning / not invent / in the 20th century.

I can talk about artists and their work. I can say what things are made of.

Games and Quizzes

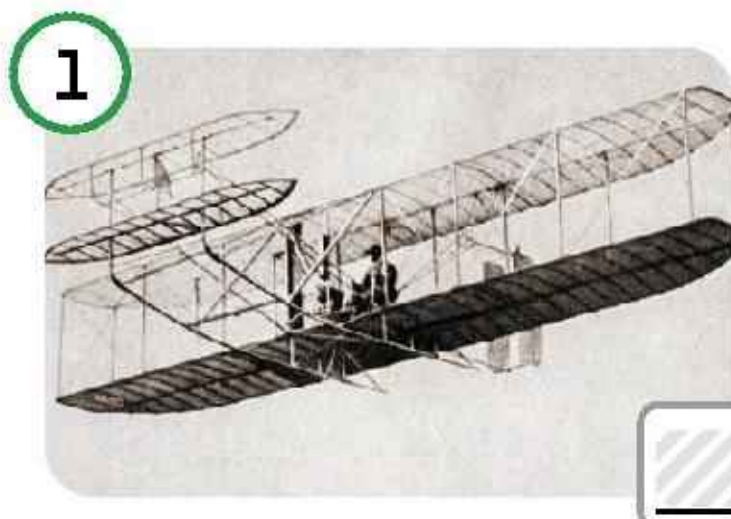
Score: 0

1 of 10

Next »

Guess:

What are these? Why are they important?



1 Let's start!

Look at the types of artists in the box. How many can you name in one minute? Do you know any other types of artists?

composer painter poet writer

2 Look at the photos in the online quiz. Guess what the things are and what is unusual about them. Then listen to the dialogue and check.

It must be a very old plane.

I agree. I think it's ...

3 Look and listen to the words in the box. Can you explain what these artists do?

Artists

architect • digital artist •
graphic designer • photographer •
sculptor

4 Listen to the dialogue in exercise 2 again. Match names 1–3 with the words in the box in exercise 3. There is one extra word.

- 1 Leonardo da Vinci:
- 2 Robert Cornelius:
- 3 Harold Cohen:

5 Look and listen to the words in the box.

Materials

cardboard • cotton • leather • metal • plastic • rubber •
stone • wood • wool

6 Can you remember which materials in the box in exercise 5 Karl von Drais used to make the first bike? Complete sentences 1–3. Listen and check your ideas.

- 1 Karl von Drais used to make the first bike.
- 2 were used to make the first bike.
- 3 The first bike was made of .

7 Complete sentences a–d. Then match them with photos 1–4 in exercise 2.

- a It was created the Wright brothers. It was of wood and metal.
- b It was created by a artist.
- c It was taken by an American in 1839.
- d The seat was made of . It was designed to help people walk faster.

8 Guessing game! Student A: describe what different things are made of and what they are used for. Student B: guess what they are.

It's used to keep us warm. It's made of wool.

A jumper!

Fast finishers

Look around you. Write what five different things in your classroom are made of.



I can use the present and past simple passive to ask questions about art and landmarks in towns and cities.



Grammar 2

Present simple passive

Is it **made** of wood?

Yes, it **is**. / No, it **isn't**.

Are the sculptures **made** of metal?

Yes, they **are**. / No, they **aren't**.

Past simple passive

Was that building **designed** by a famous architect?

Yes, it **was**. / No, it **wasn't**.

Were the pictures **painted** ² _____ Picasso?

Yes, they **were** ³ _____. / No, they **weren't**.

What **is** the castle **called**?

When **was** it **built**?

Where **were** the old plates **discovered**?

Who **were** they **found** by?

- 1 Describe the sculptures you can see in photos 1–3. Say which is your favourite and why.

This one is amazing!

I agree. It looks just like a real person.
Perhaps it's made of ...

- 2 2.21 Listen to two teenagers talking about a work of art. Which sculpture in exercise 1 are they talking about?
- 3 Read the Grammar 2 table. Complete gaps 1–3.
- 4 2.22 Put the words in the correct order to write questions. Then listen, check and write the short answers.
- this The Gherkin called building is ?
 - of made the walls are glass ?
 - it was the 1990s built in ?
 - designed a was famous architect it by ?

- 5 Complete questions 1–4 with **who**, **what**, **when** and **where**.

1 _____ is this monument called?

It's the Nicolaus Copernicus Monument in Warsaw, Poland.

2 _____ was it created?

It was finished in 1830.

3 _____ was it created by?

It was created by Bertel Thorvaldsen.

4 _____ was the sculptor born?

He was born in Copenhagen, Denmark.



- 6 Imagine you are on a school trip or a virtual tour of Liverpool in the UK. Use the information in the box to role-play a conversation about the Beatles statue. Use the questions in exercise 5 to help.

bronze, a type of metal in 2015
designer: Andy Edwards, born in 1964



Fast finishers

- Choose a work of art or invention in this unit. Use the present simple or past simple passive to write three questions for your partner to answer. Make sure you know the answers!

Who was the running bike invented by?



I can understand a text about interesting science museums.

- 1  Look at the photo and answer questions 1–3.



- 1 Guess what the young man is holding.
- 2 What do you think it's made of?
- 3 Tell your partner about an interesting object you've seen at a museum or science centre.

- 2  Discuss which activities in the box you would like to do at a science museum. Then read the interview with a science communicator and listen to it. Which of the activities does she mention?

do a science experiment go to a café
join a workshop make something
read information relax in a garden
speak to a scientist take part in a show
watch a video

I'd like to read some interesting information. It helps me understand.

I'm not keen on reading. I'd rather ...

» Quick Tip

- 1 Ćwiczenie 3 sprawdza, czy rozumiesz informacje zawarte w tekście. Poszukaj w nim synonimów wyrażeń użytych w pytaniach. Mogą Ci pomóc w wyborze właściwej odpowiedzi.
- 2 Znajdź w tekście synonim wyrażenia *children, teens and adults*, które jest użyte w pytaniu 1.

- 3  Przeczytaj tekst ponownie i wybierz właściwą odpowiedź: a, b lub c.

- 1 Valerie says both science museums have
 - a activities for children, teens and adults.
 - b technology that makes you believe an experience is real.
 - c art exhibitions.
- 2 Which museum does Valerie say you can visit online?
 - a the Cogiteon
 - b the Gwacheon National Science Museum
 - c both science museums
- 3 In which museum can you experience travelling on a plane?
 - a the Cogiteon
 - b the Gwacheon National Science Museum
 - c both science museums
- 4 Who is the text for?
 - a students who are good at science
 - b architects
 - c anyone interested in science museums

4 Answer the questions.

- 1 What is interesting about the Cogiteon's design?
- 2 Whose work can you learn about at the Gwacheon National Science Museum?
- 3 Where can you find out about stars?

- 5  Why do people go to science museums? What type of people like them? Discuss in pairs.

I think people go to science museums because they want to learn.

Yes, but they also go because ...

Find out

- 6  Do some research to find out about an interesting science museum. Use the questions below to help. Make notes.

- What's it called?
- What can you see and do there?
- Can you go on a virtual tour?
- Why do you think it's interesting?

Now tell another pair or the class what you found out.

21ST CENTURY SCIENCE MUSEUMS

This week we spoke to Valerie about two science museums she's visited this year. This is what she said.



Valerie, science communicator



THE COGITEON: MALOPOLSKA SCIENCE CENTRE, KRAKOW, POLAND

The Cogiteon was opened in 2024. It was designed to look like the wing of a plane or a **runway** because there used to be an airport there.



The **permanent** exhibition is called 'Man and his dreams'. It has more than a hundred interactive exhibits. The whole family can learn about how science and technology have changed our world. Visitors are invited to try ideas out for themselves. There's a robotics lab where you can make a robot! There's also a shop, a café, a lovely **rooftop garden** where you can relax, and a green space outside.

Glossary

observe – obserwować

permanent – stały

runway – pas startowy

rooftop garden – ogród na dachu

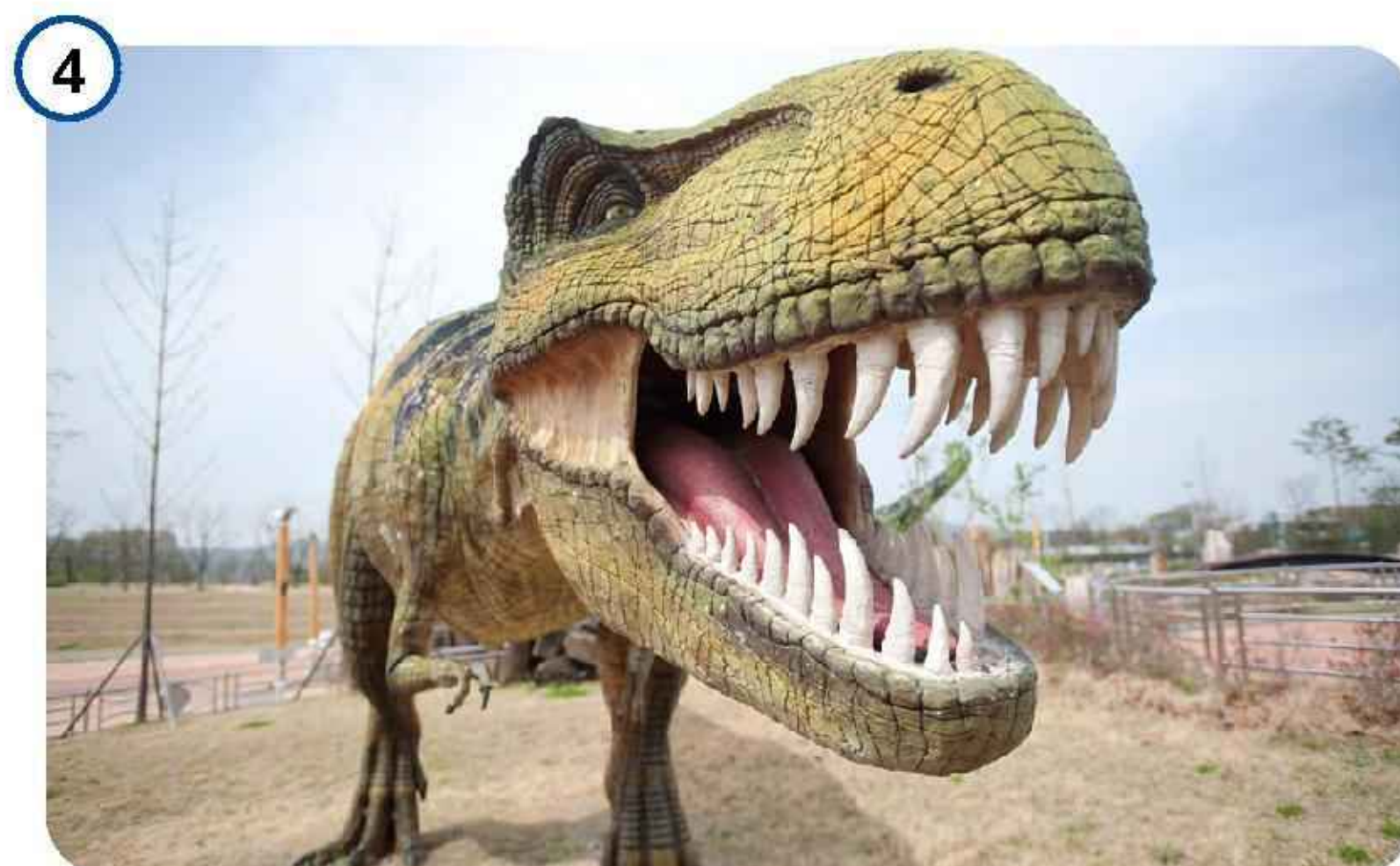
simulator – symulator

typhoon – tajfun



GWACHEON NATIONAL SCIENCE MUSEUM, SOUTH KOREA

This science museum is a place where the work of famous Korean scientists and world-changing Nobel prize-winners is celebrated.



Like the Cogiteon, it makes science fun for all ages. There are five permanent exhibition centres. Visitors can watch immersive videos to learn about the origin of space, Earth and mankind. In the high-tech centre there are **typhoon** and plane **simulators**. You can also see a night sky show in the Planetarium and **observe** or even touch live insects in the Insectarium!

If you can't go to Korea, why not go on a virtual tour?

GUESS WHAT?!

The idea for the name *Cogiteon* came from the Latin word *cogito*, which means *I think*. It was also inspired by the character Mr Cogito, created by the Polish poet Zbigniew Herbert. *Eon* comes from Greek. It means a long period of time.

I can express my feelings and emotions. I can sympathise.

- 1  Look at the photo. What is the teacher giving to the boy? Can you guess why? Listen and check.



- 2  Read the dialogue and complete it with the words in the box. Then listen again and check.

down how interesting really shame

Julie: Hi Sam! Good to see you. **How are you feeling?**

Sam: Thanks, Julie. I'm much better today.

Julie: What a ¹ you couldn't come on the school trip yesterday. **The science museum was amazing!**

Sam: **I was so disappointed** I missed it. **I felt really** ² **all day.**

Julie: We missed you! Would you like to see some photos?

Sam: Oh, yes, please! What's that?

Julie: It's a model of a spaceship. It's made of cardboard.

Sam: **How** ³ **! Who's that?**

Julie: It isn't a person! It's a hologram!

Sam: ⁴ **? It's amazing!**

Julie: It was created by AI.

Sam: **The trip sounds brilliant!**

Teacher: Good morning, you two.

Julie and Sam: Hello, Mr Jackson.

Teacher: **What a pity you couldn't come** on the trip yesterday, Sam! This is for you. It's from the museum. We were all given one.

Sam: ⁵ **lovely!** Thank you!

Teacher: Oh, Sam. There's another school trip planned for next month. We're going to an aquarium. You'll love it!

Sam: **Excellent!** Have they got dolphins?

- 3  Put the words in the correct order to write sentences. Then match them with topics a–c. Find more examples for each topic in the dialogue in exercise 2.

1 amazing art the was exhibition !

2 film afternoon the brilliant sounds !

3 couldn't what come a she pity .

4 both feeling down we're .

a expressing a positive emotion

b expressing a negative emotion

c sympathising

- 4   **Uzupełnij dialogi 1–3. Wstaw w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.**

1 **A:** Did you have a good weekend?

B: Yes, I did! We visited an old castle.

 (amazing)!

2 **A:** (pity) you couldn't play in the match yesterday.

B: I really wanted to, but I was ill. I was so disappointed.

3 **A:** We've got something for you!

Go on. Open it!

B: (lovely)! Thank you very much.

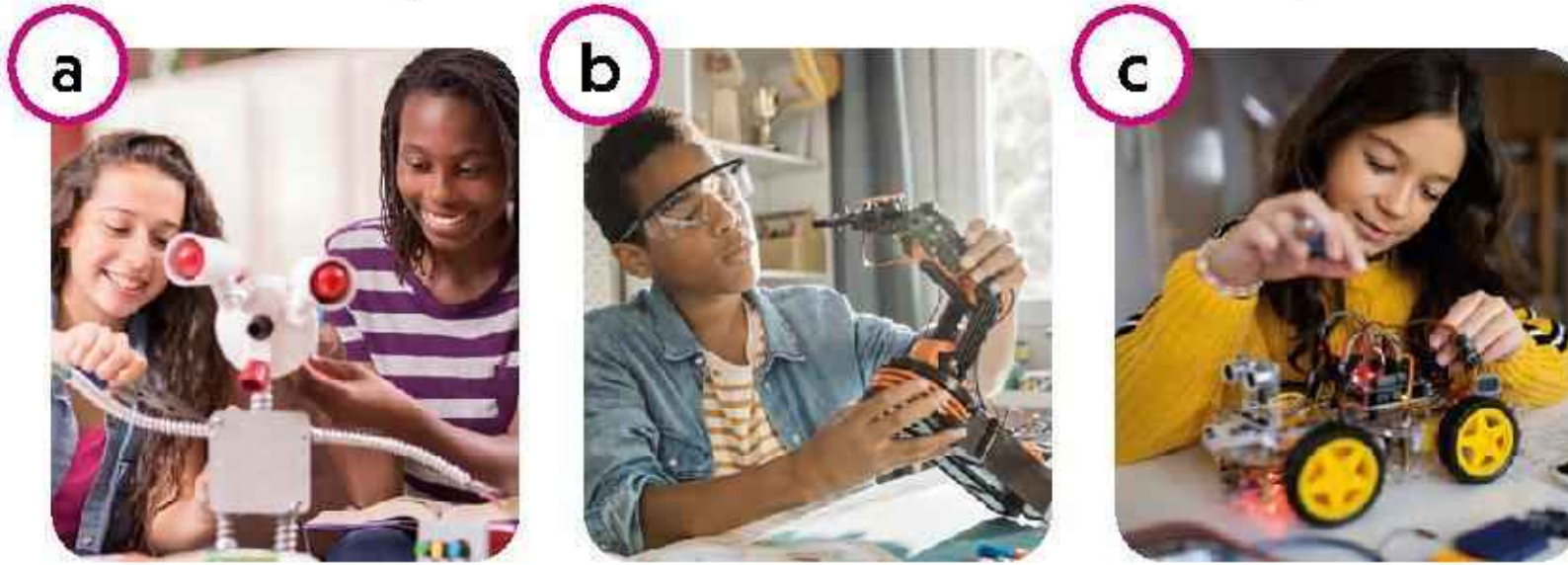
- 5  **Imagine you went on a school trip, but your partner didn't. Choose a photo and role-play a conversation. Use the dialogue in exercise 2 to help.**

- Student A: Tell your partner about a school trip. Express positive emotions.
- Student B: Express interest and positive emotions. Say why you didn't go.
- Student A: Express sympathy.
- Student B: Say how sad you felt. Express your feelings.



*I can write an email describing a school competition.
I can express my feelings about it.*

- 1  Look at the photos of the school robotics competition. Describe the robots. Which robot do you think is the winner? Why?



- 2 Read Dan's email and check your answers to exercise 1.

Subject: Hi – and robots!

Hi Becky,

1 How are you? I hope you're fine. Guess what! I entered a robotics competition at school!

2 The competition was for the under fifteens. My best friend, Jacky, won! Her robot is made of old metal and it has rubber tyres on its yellow wheels. You can see Jacky and her robot in the photo. Its head was created from old plastic which she found at home in the kitchen. Her robot is eco-friendly. It can move because it's got an electric battery. The battery was made by Jacky and her older brother.

3 In my opinion, Jacky's robot is incredible. I wasn't disappointed about my robot because I learnt a lot. I think competitions like this are fun. There's one for digital artists next month! Does your school do fun things like this?

Write and tell me.

Bye!

Dan

- 3  Read the email again. Match paragraphs 1–3 with topics a–c.

- a Dan's feelings about the competition and a question for Becky
- b introduction: saying what the email is about
- c competition details: who the competition was for, the winner and winning robot

- 4  Choose the correct option.

- 1 Becky is Dan's *friend* / *teacher*.
- 2 The sentences are *long and complicated* / *short and simple*.
- 3 This is *a formal* / *an informal* email.

- 5  Help the girls in photo a in exercise 1 describe their robot. Use the words to write sentences. Use the correct verb forms and add any extra words where necessary.

- 1 Our / robot / make / upcycled materials.
- 2 It / create / in the school lab.
- 3 ears / make / plastic.
- 4 robot / run!
- 5 feet / make / by the teacher.

- 6  Complete the text with the words in the box. There are three extra words.

amazing architect competition
down happy last

In my view, Mat's robot is ¹_____. My robot isn't very good. It fell over while it was walking! I felt really ²_____. I'm better at sculpture. There's a sculpture ³_____ next month! Does your school have competitions?

7 Writing project

 Write an email to a friend in the UK. Tell him/her about a robotics competition you entered.

Think

- Where/When was the competition?
- Who won? What was the winning robot made of and what can it do?
- What are your feelings about it?

Write

Write your email.

Hi! How are you? / How's it going?

Look again and give feedback!

Check your email. Then swap your work with your partner and give him/her feedback.

- Did you use the passive to speak about what things were made of?
- Did you ask your friend a question at the end?

Vocabulary

1 Complete the sentences with the correct words.

- 1 When did Willis Carrier i_____ air conditioning?
- 2 Other scientists d_____ed different types of penicillin after Alexander Fleming first discovered it.
- 3 Some artists use upcycled materials to c_____ amazing works of art.
- 4 M_____ovens help us get meals ready fast.
- 5 A lot of gadgets we have at home only work with e_____.

/5 points

2 Complete the text with the words in the box. There is one extra word.

design graphic designers
photographers produce
sculptors wood

When is an artist not an artist?

Some people think that architects who ¹_____ buildings and bridges are artists. Buildings have to look nice so people enjoy looking at them. Architects use materials such as glass, metal and ²_____.

These are the same materials that are often used by ³_____ and other artists!

However, other people believe that architects aren't artists because the houses or stadiums they create must be safe and practical. ⁴_____, who take pictures, don't have to worry about these things. ⁵_____, who use technology to create logos or posters, don't need to think about safety either.

What's your view on this?

/5 points

Grammar

3 Write affirmative (✓) or negative (X) sentences in the present simple passive or past simple passive.

- 1 (✓) *Macbeth* / written / William Shakespeare.
- 2 (X) The Beatles statue / Liverpool / made / gold.
- 3 (X) These sculptures / created / a famous sculptor.
- 4 (✓) Online messages / checked / an app / to make sure they are kind.
- 5 (X) The printer *Braigo* / designed / an adult.

/5 points

4 Put the words in the correct order.

- 1 the is made the Golden Gate Bridge metal of ?
- 2 found the Lascaux Cave paintings were where ?
- 3 was telephone the who by invented ?
- 4 ancient Greeks was created by Venus de Milo ?
- 5 France was Marie Skłodowska-Curie in born ?

/5 points

Speaking

5 Complete the dialogues with the words in the box. There are two extra words.

brilliant disappointed felt how
shame sound what

- 1 A: What was the trip to the art gallery like?
B: It was ¹_____. I really enjoyed it.
What a ²_____ you couldn't come.
- 2 A: Mark invited me to his birthday party.
B: ³_____ lovely! He's so nice.
- 3 A: I didn't do very well in the test yesterday. I was so ⁴_____.
B: Me too. I ⁵_____ really down.

/5 points

Check your score!

 2.25 Listen, check and count your points.

20–25 points – Well done!

14–19 points – Good score!

0–13 points – Keep calm and revise more.

Challenge!

 Answer the questions in exercise 4 in pairs.

For vocabulary revision, go to **My words**, p. 62.

For extra grammar explanations, go to **My grammar**, p. 63.



Listening

- 1 Posłuchaj prezentacji ucznia na temat słynnej wynalazczyni. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–3 w poniższej notatce.

Grace Hopper – American Scientist

Grace Hopper studied ¹ _____ at Yale University.

She was a teacher and a ² _____ scientist.

She was very famous for her inventions.

People called her ³ _____ Grace!

Use of English

- 2 Przetłumacz na język angielski fragmenty zdań podane w nawiasach, tak aby otrzymać zdania logiczne i poprawne gramatycznie. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.
- The password _____ (jest potrzebny) to access wi-fi.
 - Was the first bike _____ (zrobiony z metalu)?
 - How is _____ (wytwarzana energia atomowa)?

Reading

- 3 Przeczytaj trzy opisy zajęć dla nastolatków oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst A–C. Jeden tekst pasuje do dwóch zdań.

A Science society

The next day out is to the Greenwich Observatory!

It's part of the Royal Museums Greenwich and was founded in 1675. It's one of the oldest scientific institutions in the world. The observatory was designed by Christopher Wren, the architect of St Paul's Cathedral in London.

The planetarium has one of the largest telescopes in the UK — it's incredible!

We'll listen to a talk about how stars are made and watch a video, too.

Come along!

Speak to Mr Bowell to find out more.

B STEAM week: Science, Technology, Engineering, Arts and Maths!

WORKSHOP

Find out how these subjects are connected and why they are important.

Graphic designer, Denise Brown, and IT teacher, Mr Morley, will teach you how to use a 3D printer.

Don't worry. You don't need to be good at maths or science, but you must like working in a team.

Day: Saturday morning 10.00 – 13.00

Place: Main Hall

C UPCYCLING CLUB

Upcycling is very important to help us save our planet.

Have you got any old objects at home you don't need? You name it, we want it!

Please bring them along to Room 5. Gifts are collected every day between 12.00 and 13.00.

We make toys for children who don't have any. Why don't you join us?

This club activity will interest someone who:

- would like to help people.
- is worried about the future of the Earth.
- wants to learn more about the stars.
- enjoys group activities.

Writing

- 4 Byłeś/Byłaś na wycieczce szkolnej w nowo otwartym centrum nauki lub w muzeum. W e-mailu do koleżanki z Wielkiej Brytanii:

- poinformuj, gdzie mieści się centrum nauki lub muzeum i kiedy zostało otwarte,
- opisz, co widzieliście i co robiliście podczas wizyty w placówce,
- opisz co odczuwałeś/odczuwałaś podczas wycieczki.

Hi Jo,

How are you? Fine, I hope. I've got some news. Last Friday, I went to ... with my class ...

Inventions and discoveries: nouns



air conditioning	klimatyzacja
electricity	elektryczność
light bulb	żarówka
microwave	mikrofalówka
nuclear energy	energia jądrowa
penicillin	penicylina
vaccine	szczepionka
wi-fi	Wi-Fi

Inventions and discoveries: verbs



create	tworzyć
design	projektować
develop	rozwijać
explore	badać, odkrywać
invent	wynaleźć
produce	produkować, wytwarzać

Artists



architect	architekt/architektka
digital artist	artysta cyfrowy / artystka cyfrowa
graphic designer	grafik/graficzka, projektant graficzny / projektantka graficzna
photographer	fotograf/fotografka
sculptor	rzeźbiarz/rzeźbiarka

Materials



cardboard	karton
cotton	bawełna
leather	skóra
metal	metal
plastic	plastik
rubber	guma
stone	kamień
wood	drewno
wool	wełna

Real English



The Hollow Flashlight is a torch with a difference.	Hollow Flashlight to latarka inna niż wszystkie.
It isn't an everyday printer.	To nie jest drukarka do codziennego użytku.
Have you heard of Kindly?	Słyszałeś/Słyszałaś kiedyś o 'Kindly'?

Expressing feelings and emotions; sympathising



How are you feeling?	Jak się czujesz?
What a shame you couldn't come.	Jaka szkoda, że nie mogłeś/mogłaś przyjść!
The science museum was amazing!	Muzeum Nauki było niesamowite!
I was so disappointed.	Byłem bardzo zawiedziony. / Byłam bardzo zawiedziona.
I felt really down all day.	Czułem/Czułam się naprawdę przygnębiony/przygnębiona cały dzień.
How interesting!	Jakie to interesujące!
Really? It's amazing!	Naprawdę? To niesamowite!
The trip sounds brilliant!	Ten pomysł na wycieczkę brzmi wspaniale!
What a pity you couldn't come.	Jaka szkoda, że nie mogłeś/mogłaś przyjść!
How lovely!	Jak cudownie!
Excellent!	Wspaniale!

Reading and culture



observe	obserwować
permanent	stały
rooftop garden	ogród na dachu
runway	pas startowy
simulator	symulator
typhoon	tajfun

PRESENT SIMPLE PASSIVE AND PAST SIMPLE PASSIVE

Jeśli chcesz powiedzieć o jakiejś czynności, ale nie wiesz, kto jest jej wykonawcą albo nie jest to istotne, użyj strony biernej (*passive*). W języku angielskim stosujemy ją częściej niż w języku polskim, szczególnie w tekstach pisanych.

Zamiast mówić: They call him the father of electricity, możesz powiedzieć: He is called the father of electricity.

Jeśli chcesz dodać informację o wykonawcy czynności, użyj przyimka **by**:

These bikes are produced **by** a small family company.

PRESENT SIMPLE PASSIVE

Aby utworzyć zdanie w stronie biernej w czasie teraźniejszym (*present simple passive*), użyj odpowiedniej formy czasownika **be** oraz trzeciej formy czasownika (*past participle*) – tej, której używamy w czasie *present perfect*.

+ I'm **invited** to her first art exhibition.
Wireless headphones **are** widely **used**.
New medicines **are developed** every year.

— I'm **not invited** to these meetings.
My sofa **isn't made** of leather.
Calculators **aren't used** very often now.

Aby zadać pytanie w stronie biernej, zacznij je od czasownika **be** w odpowiedniej formie (*am, are* lub *is*). W pytaniach szczegółowych przed czasownikiem **be** dodaj zaimek pytający (*what, how, why* itd.).

? Are you **given** a lot of homework? Yes, I **am**. / No, I **am not**.
Is this table **made** of wood? Yes, it **is**. / No, it **isn't**.
What **is** this material **called**?

PAST SIMPLE PASSIVE

Kiedy chcesz powiedzieć o czynności, która się odbyła w przeszłości, użyj strony biernej w czasie *past simple* (*past simple passive*). Zdania bierne w czasie przeszłym tworzymy podobnie jak zdania w czasie teraźniejszym, ale używamy formy przeszłej czasownika **be**, czyli **was/were**.

+ Penicillin **was** first **discovered** in 1928.
These machines **were designed**
by Leonardo da Vinci.

— The light bulb **wasn't invented**
by Alexander Graham Bell.
The sculptures in ancient Greece
weren't made of rubber.

? Was cardboard **used** to create the first plane? Yes, it **was**. / No, it **wasn't**.
Were the statues **made** by a well-known artist? Yes, they **were**. / No, they **weren't**.
When **was** the microwave **invented**?



Jeśli chcesz zapytać, kto wykonał jakąś czynność, używając strony biernej, zakończ pytanie zaimkiem **by**:

Who was this castle **designed by**? = Who designed this castle?

Who was the autonomous car **invented by**? = Who invented the autonomous car?

Vocabulary

1 Complete the sentences.



Yesterday, I saw an interesting exhibition at an unusual ¹ve _____. It wasn't a gallery but an old factory. At the entrance, a big ²mu _____ was painted on the wall – it showed scenes from local history. Inside, I saw an amazing ³sc _____ made of metal and ⁴st _____. In one room, there were lots of screens showing ⁵di _____ art created by young artists. My favourite part was the ⁶im _____ exhibition, where the VR headset made me feel like I was inside the artwork. You can check out the exhibition website to take a ⁷vi _____ tour. It's really cool.

2 Complete the sentences with the words in the box.

electricity light bulb overnight
roundabout timetable

- We stayed _____ at a nearby hostel and took a train the next day.
- To get to the theatre, take the first right at the _____ and then follow the road.
- I changed the _____ in the kitchen, but the lamp still doesn't work.
- Our new fridge uses much less _____ than the old one.
- Are you sure we're at the right station? I can't see our train on the _____.

Grammar

3 Choose the correct option.

- Max:** Did you go mountain biking yesterday?
Beth: Yes, but there were too ¹**many** / **much** people in the forest ²**when** / **where** we usually ride. What did you do?
Max: There ³**was** / **were** a few events I wanted to go to, but I stayed at home.
Beth: Why? Did you have ⁴**a lot of** / **a little** homework?
Max: Yes, and there are ⁵**any** / **some** tests this week. But there's ⁶**a** / **an** exciting street art festival next week ⁷**that** / **whose** I want to go to. Let's go together!

4 Complete the sentences with one word.

- People _____ to edit photos only on a computer. Now you can do it on your phone.
- Charlie was sleeping _____ the ticket inspector came to check the tickets.
- _____ these landscapes painted by Claude Monet?
- Monica _____ use to do any volunteering in primary school, but now she helps at an animal shelter.
- This jacket _____ made of leather. It's made of wool.

Use of English

5 Uzupełnij luki 1-4 w tekście. Wybierz właściwą odpowiedź: a, b lub c.

It can be difficult to imagine for teenagers nowadays, but watching a film or a series didn't ¹_____ be so easy. Now, you only need to subscribe ²_____ one of the online platforms to choose from thousands of films, TV shows and more – at any time of the night or day. Before streaming services became popular around 2010, people waited for a week or more for a new episode of their favourite show. New films were only ³_____ in cinemas. These days, a lot more films and shows are ⁴_____.

- | | | |
|--------------|------------|----------|
| 1 a use to | b used to | c use |
| 2 a to | b with | c on |
| 3 a show | b showed | c shown |
| 4 a designed | b produced | c edited |

6 Uzupełnij zdania 1-3 tak, aby zachować sens zdania wyjściowego. Wykorzystaj podane wyrazy, ale nie zmieniaj ich formy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- People discover lots of new plants every year. **ARE**
Lots of new plants _____ every year.
- The Sydney Opera House wasn't designed by Antoni Gaudí. **DESIGN**
Antoni Gaudí _____ the Sydney Opera House.
- My grandma's friend makes candles. **WHO**
My grandma has a _____ candles.

Language functions

- 7   Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą reakcję a–e. Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- a I guess it's good for the environment.
- b Do you mean we'll be late for the concert?
- c I was so disappointed I missed it.
- d Sorry, but I've got to get going. My workshop is starting.
- e I'd rather sleep in. I'm tired this week.

1  2  3  4 

Listening

- 8   Usłyszysz dwukrotnie czworo nastolatków wypowiadających się na temat różnych wynalazków. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–e do osób 1–4. Jedno zdanie nie pasuje do żadnej osoby.

This speaker:

- a wants to be a graphic designer.
- b says some activities used to be more difficult.
- c hopes to be an inventor.
- d uses an invention every day.
- e would like to help change something.

1  2  3  4 

Reading

- 9   Przeczytaj teksty. W zdaniach 1–3 wybierz właściwą odpowiedź, zgodną z treścią tekstu.

ANCIENT SECRETS FESTIVAL

Who made the cave paintings? What's the meaning of the unusual New Year's customs in our area? Why did people use to wear such colourful clothes at their wedding? Come to our unique one-day festival to discover the answers and spend a lovely time with your family and friends. Enjoy delicious local food, authentic folk music and a fantastic atmosphere. Campsite available.

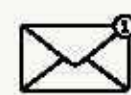
- 1 This event is for someone who
- a wears unusual clothes.
 - b wants to explore caves.
 - c is interested in history.

Vicky's blog

Last night, I was bored and doing nothing fun. I was reading some headlines on my phone when I found one that said, 'Ten reasons why you should start writing a diary'. I was surprised because I thought keeping a diary was for people who want to be writers. But the article said it can reduce stress, help your memory, make you more creative and more. So, I took a notebook and started writing. One thing's for sure: it really gives you new ideas – I wrote three blog posts in an hour!

- 2 Last night, Vicky
- a learned how to write an article.
 - b changed her opinion about something.
 - c decided she wants to be a writer.

Hi Danielle,



You don't need to ask your dad to drive you to Jen's sleepover party – it's really easy to get there from your place. Just take the 112 bus from the stop right in front of your building and get off at South Park. Then follow the road until you reach the crossroads. Her house is on the corner. I'm sure she'll meet you at the bus stop. Just let her know before you leave. Oh, and what snacks are you bringing with you? Hugs, Gina

- 3 Gina wrote this message:
- a to give Danielle directions.
 - b to ask Danielle to meet Jen at the bus stop.
 - c to ask her for advice about the party food.

Writing

- 10   Obejrzałeś/Obejrzałaś ciekawą wystawę. Zredaguj wpis na blogu, w którym:

- poinformujesz, czego dotyczyła wystawa i gdzie się odbyła,
- opowiesz, jak tam dojechałeś/dojechałaś,
- wyrazisz opinię na temat wystawy.

Last weekend I visited ...

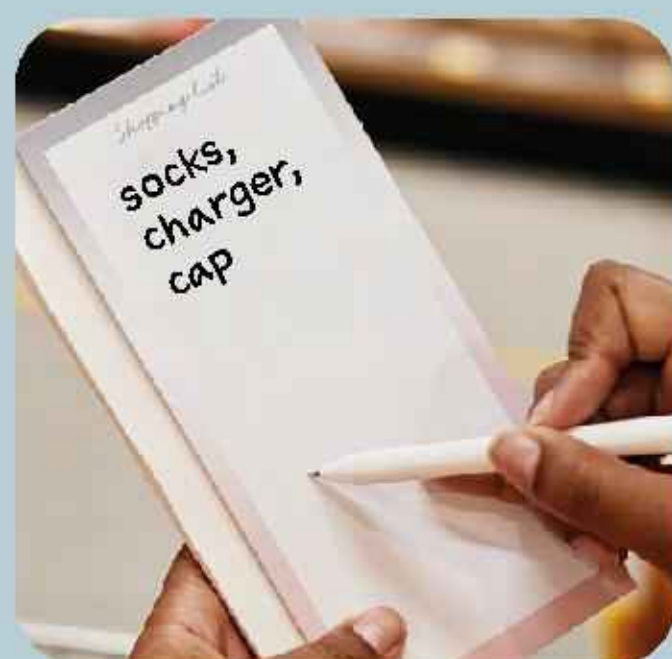
5

Shop smart!

Lesson 1 Vocabulary and listening

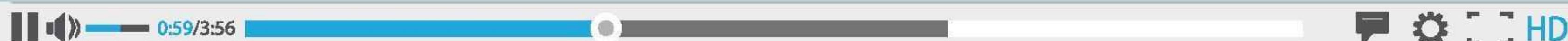
I can talk and understand texts about shopping habits.

Teen life skills



HOW TO BE A SMART SHOPPER?

Poppy's tips



1 Let's start!

Read the comments. Are the writers smart shoppers? Discuss in pairs.

- Jo (13)** 22 min ago
I buy my clothes second-hand. They're cheap and very cool.
- Maria (14)** 47 min ago
I love shopping with my best friend, but we often buy things we don't need.
- Alex (13)** 51 min ago
I usually pay with my bank card. I got it when I was 12.

I agree that second-hand shops are cheap. I think Jo is a smart shopper.

2 Look at Poppy's video channel. Can you guess what advice she gives about how to be a smart shopper? Then listen and check.

I think Poppy will say 'write a list'.

3 Look and listen to the words in the box. Use them to complete the sentences. There are two extra words.

Buying and selling

afford • banknote • change • coin •
compare prices • gift card • order online

- Don't buy expensive things you can't afford.
- You should compare prices in different shops. Some shops are cheaper than others!
- Put extra change in a box at home.
- A gift card can be a good present for a friend.
- It's sometimes cheaper to buy second-hand.

Remember

a shop – a place where you can buy things

to shop for something – to buy/look for something in shops

to go shopping – to visit shops to buy things

4 Which two of Poppy's tips do you think are the most important? Discuss in pairs.

5 2.38 Look and listen to the phrases in the box.

Promotions

get a bargain • get a discount •
get 50% off • get one free • on special offer •
save money • the sales

6 2.39 Listen to the advert. Which of the phrases in the box in exercise 5 do you hear?

7 Complete adverts 1–3 and sentences 4–6 with the words in the box in exercise 5. There is one extra phrase.

1

Birthday cards

are on s_____ offer this week!



2

**BUY 3 BOOKS
AND GET**

**A 30%
D_____.**

3

**BUY TWO T-SHIRTS,
GET ONE _____.**



4 You should get a b_____ on these trainers on Black Friday.



5 Look, I bought these earphones in the s_____ last weekend.



6 I need to s_____ money for a new skateboard.

8 **Pronunciation: /t/ and /d/ at the end of a word**

 2.40  Listen and circle the words you hear. Then listen and repeat the rhyme.

- | | |
|-------------------------|----------------------|
| 1 <i>sat / sad</i> | 4 <i>send / sent</i> |
| 2 <i>bored / bought</i> | 5 <i>hat / had</i> |
| 3 <i>plate / played</i> | |

She couldd affordd a gift cardd from the second-handd shop because of the discount!

» Quick Tip

W ćwiczeniu 9 Twoim zadaniem jest dopasować zdania do wypowiedzi z nagrania.

- 1 Przeczytaj polecenie i upewnij się, czy jedno zdanie podane jest dodatkowo.
- 2 Słuchając nagrania po raz drugi, sprawdź, czy zdanie, które uznałeś/uznałaś za dodatkowe, rzeczywiście nie pasuje do żadnej wypowiedzi. Spróbuj znaleźć jeden powód.

9 2.41 Usłyszysz dwukrotnie cztery wypowiedzi nastolatków na temat zakupów. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–e do osób 1–4. Jedna odpowiedź nie pasuje do żadnej osoby.

- a This speaker goes shopping with his/her friends.
- b This speaker got a good bargain on sports equipment recently.
- c This speaker says shopping is teaching him/her a skill.
- d This speaker shops online.
- e This speaker plans what he/she wants to buy.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

10 In pairs, talk about your shopping habits. Are you a smart shopper? Use the phrases in the boxes in exercises 3 and 5 to help.

I usually go shopping with my best friend. We always compare prices and look for special offers.

 Fast finishers

 Read and complete the message. Then design and write your own message to a friend.

Hi Josh! I'd love to help you shop smart and save some money. Why don't you _____ online? I can help with that!



I can use the present continuous, be going to and will to talk about the future.



The future of shopping

How will teens shop in ten years' time? What do you think?

Comments:

1 Alice (14) 17 minutes ago

I think teens in the future won't shop like us. They will have a shopping experience! AI will suggest things they can buy. I'm sure the shop assistants will be robots. Will we have virtual changing rooms? Probably!

2 Rob (13) 19 minutes ago

In my opinion, more teens will have bank cards. I'm going to the bank next week with my mum to get one. I can't wait! I'm not getting a credit card because I'm too young.

3 Emily (13) 23 minutes ago

I hope teens in the future will go shopping with their friends just like we do now. We're going shopping this afternoon – we're going to buy a portable speaker for a classmate's birthday. I'm sure he'll love it! Then we're going to hang out in a café.

4 Leo (14) 44 minutes ago

We're going shopping with Grandma tomorrow. We aren't going to a shopping centre because we prefer traditional shops. I'm sure teens in the future will shop with their families, but will there still be small shops?



- 1 Describe photos a–d. Do you think they are about shopping in the present, in the future or both? Why?

The photo of traditional shops can't be about the future.

Sorry, but I disagree. It's possible!

So both.

- 2 Read the posts and listen to them. Match photos a–d with texts 1–4.

- 3 Read the posts and listen to them again. Complete the sentences with one or two words.

- 1 Rob isn't old enough to have a _____.
- 2 Alice asks a question about _____.
- 3 Emily enjoys shopping with _____.
- 4 Leo isn't keen on _____.

— Real English —

- 4 Listen to the phrases and repeat. Practise them in pairs.

Probably!

I can't wait!

I'm sure he'll love it!

Remember

You'll **probably** have to pay with bank cards.
We **probably** won't pay in cash.

GUESS WHAT?!

The main street in a British town or city where most of the shops are located is called *the high street*. Oxford Street is probably the most famous shopping street in London.



Grammar 1

Future with *will*

Teens **will have** bank cards.
He **'ll love** the present!

'll = ¹ _____

They **won't shop** like us.
We **won't pay** in cash.

won't = ² _____ + _____

We can use *will* with these expressions: **I'm sure, I hope, probably, I (don't) think, in my opinion**

Future with *be going to*

We **'re going to buy** a birthday present.
They **'re going to hang out** in a café.

're going to = ³ _____

He **isn't going to pay** by card.
She **isn't going to shop** online.

isn't going to = ⁴ _____

Future with present continuous

We **'re meeting** at a shopping centre this afternoon.
He **'s visiting** the bank on Monday.
I **'m not getting** a credit card next week.
She **isn't coming** for lunch tomorrow.

- 5 Read the Grammar 1 table. Complete gaps 1–4. Then complete rules 1–3 with the words in the box.

arrangements plans and intentions
predictions

- 1 We use the future with *will* to speak about _____.
- 2 We use *be going to* to speak about _____.
- 3 We use the present continuous with a future time expression to speak about _____.

- 6 Complete the predictions 1–4 with the correct forms of the verbs in brackets. Who said them: Alice, Rob, Emily or Leo? Listen and check. Then discuss them with your partner.

- 1 I hope traditional shops _____ (not close).
- 2 I'm sure teens in the future _____ (hang out) with their friends.
- 3 I think robots _____ (work) in shops in ten years' time.
- 4 We probably _____ (not use) coins or banknotes in the future.

In my opinion, some robots will work in shops.

I don't think they will work in our city!

- 7 Put the words in the correct order to make sentences about the teens. Read the posts on page 68 again and decide if the sentences are True (T) or False (F).

- 1 a card is week Rob credit getting next . _____
- 2 week going to the bank with him is Rob's mum next . _____
- 3 isn't afternoon study to this going Emily . _____
- 4 aren't his grandma going tomorrow Leo and to a street market . _____

- 8 Complete the sentences with the correct forms of the verbs in brackets. Use the information in capital letters.

- 1 I _____ (buy) a new school bag, but I don't know when. **PLAN**
- 2 They _____ (compare) prices online in the future. **PREDICTION**
- 3 He _____ (meet) his cousin after school. **ARRANGEMENT**

- 9 Tell your partner about your plans and arrangements for the weekend.

I'm visiting my cousins on Saturday.

Fast finishers

Solve the puzzle.

What is almost here, but will never arrive?



I can talk about returning and replacing goods. I can describe different kinds of goods.



Click [here](#) to do our questionnaire, 'Returning goods: how confident are you?'

1 Let's start!

Think of things people can take back to a shop for the reasons in the box. Have you ever taken something back for one of these reasons? Tell your partner what and why.

It doesn't suit me/him/her.
It doesn't work. It's broken.
It's the wrong colour.
It's too big/small.

I took a jumper back last year because ...

2 Describe photos a–d. Then listen and match the photos with dialogues 1–4.

3 Look and listen to the phrases in the box.

Returning and replacing goods

ask for a receipt • ask for a refund •
change my mind • exchange something •
get my money back

4 Listen to the dialogues again. Decide which speakers do the things in the box in exercise 3. Sometimes more than one answer is possible.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

5 Match photos a–d with the adjectives in the box. Then listen and check.

Describing goods

brand new • damaged • fashionable •
faulty • handmade • used

6 Choose the correct option to complete the questionnaire. In pairs, do the questionnaire.

Returning goods: how confident are you?

1 You bought a virtual keyboard online, but the box is ¹**damaged** / **handmade**. What do you do?

- A Nothing. The keyboard looks OK.
B Ask for a ²**refund** / **receipt**.

2 You bought some ³**faulty** / **fashionable** jeans, but you've changed your mind. What do you do?

- A You feel upset, but do nothing.
B You exchange them for some cheaper ones.

3 You bought a tennis racket, but you think it's ⁴**brand new** / **used**. What do you do?

- A Nothing. You like the colour.
B You go to the shop to get your money back.

4 Your friend gave you a mug for your birthday, but you don't like it. You'd like to exchange it, but you haven't got the receipt. What do you do?

- A Nothing. It will be difficult explaining to the shop assistant.
B You speak to your friend and ask for ⁵**the receipt** / **a refund**.

Key: Mostly As: You aren't a very confident shopper.
You're sometimes nervous or too relaxed.
Mostly Bs: You're a confident shopper. You usually get what you want.

7 Tell your partner about the last time you or a family member returned or replaced some goods.

I bought a memory stick last May, but ...

Fast finishers

Write one more question for the questionnaire.



I can use the first and zero conditionals to speak about the results of present situations and general truths.



What shall we get Harry for his birthday?

If we give him a gift card, he'll buy video games.



True. 🤔 ... If we don't get him a real present, he won't be happy.

But what if he doesn't like the present? If he doesn't like it, he won't say. When you give someone a gift card, they choose what to buy.



I see what you mean. So, where shall we get it?

Grammar 2

First conditional

[situation] **If + present simple,**

[result] **will/won't + main verb**

If we **give** him a gift card, he'll buy video games.

If they **have** time, they ¹ **make** a birthday cake.

If Harry **doesn't get** a real present, he **won't be** happy.

If he **doesn't like** the present, he ² **say**.

We use the first conditional to speak about possible future results of present situations.

Zero conditional

[situation] **If/When + present simple,**

[result] **present simple**

If/When you **give** someone a gift card, they **choose** what they want.

³ **go** shopping, I always **spend** too much money.

We use the zero conditional to speak about results of present situations that we believe are always true or that are always true.

1 Read the messages. What do they decide to get Harry for his birthday?

a a gift card

b a present

2 Read the Grammar 2 table. Then complete gaps 1–3.

3 Match the endings of the sentences a–d with their beginnings 1–4.

- 1 If this football is on special offer,
 - 2 When you order three books online,
 - 3 When I go shopping with Mum,
 - 4 If we ask for a refund,
- a she pays with her credit card.
 - b we'll get our money back.
 - c you get one free.
 - d I'll buy it.

4 Complete the sentences. Use the first conditional with the correct forms of the verbs in brackets.

- 1 If you **(forget)** his birthday, he **(not be)** very happy.
- 2 If she **(have)** a receipt, the shop **(exchange)** the shoes.
- 3 If you **(not have)** a receipt, they **(not give)** you a refund.

5 Use the zero conditional to say what you usually do in each situation.

- 1 When I buy clothes, I ...
- 2 When the weather is good, I ...
- 3 If I haven't got any wi-fi, I ...

6 Uzupełnij zdania 1–3, tak aby zachować sens zdania wyjściowego. Wykorzystaj wyrazy podane drukowanymi literami. Nie zmieniaj formy podanych wyrazów.

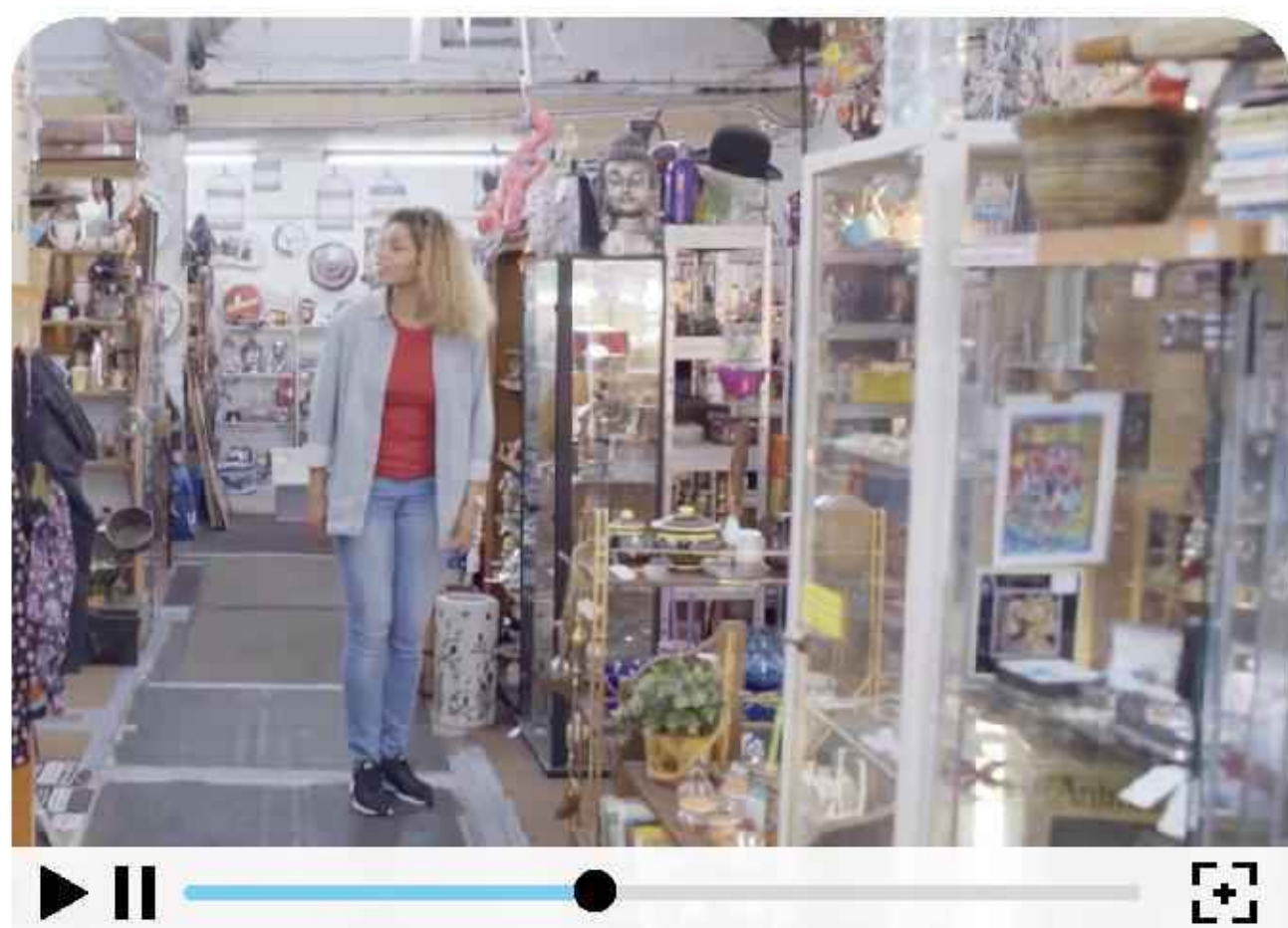
- 1 Go to the sports shop tomorrow to get a bargain. **IF** **go** to the sports shop tomorrow, you will get a bargain.
- 2 Compare prices to save some money. **WHEN** **compare** prices, you can save some money.
- 3 If she doesn't revise at the weekend, she won't get a good mark in the test. **WILL** If she revises at the weekend, **get** a good mark in the test.

7 Imagine you are going to buy a present for a friend. Think of two reasons for buying a gift card and two reasons for buying a present. Then agree which you are going to buy.

If we buy a gift card, it will be easy ...

I can understand a blog about interesting shopping experiences.

- 1 Look at the photo and answer questions 1–3.



- 1 What kind of shop is it?
 - 2 What do they sell there?
 - 3 Have you ever been to such a shop? If yes, did you like it?
- 2 Look at photos A–C on page 73. Can you guess where the places are?
- 3 2.48 Read the text and listen to it. Answer the questions.
- 1 Which countries are the places in?
 - 2 Which speaker talks about
 - a a second-hand market?
 - b a street market which is very popular on Saturday?
 - c an indoor shopping experience?

» Quick Tip

Przeczytaj uważnie polecenie ćwiczenia 4.

- 1 Ustal, do którego akapitu odnosi się każde pytanie, i znajdź informację w tekście.
- 2 Napisz odpowiedź, najlepiej własnymi słowami. Sprawdź, czy w pełni odpowiedziałeś/odpowiedziałaś na pytania.
- 3 Sprawdź ortografię i interpunkcję.

- 4 Przeczytaj tekst ponownie. Odpowiedz na pytania 1–3 zgodnie z treścią tekstu.

- 1 Where is the Grand Bazaar located in Istanbul?
The Grand Bazaar is located .
- 2 Why is it a good idea to get up early if you want to go to Feira da Ladra?
If you get there early, you .
- 3 What is Portobello Market very well-known for?
It's very well-known for .

- 5 Match sentences a–c with places 1–3.

This place is interesting for people who

- a want to buy stylish old clothes.
- b are interested in different cultures.
- c enjoy history and shopping.

- 1 the Grand Bazaar, Istanbul, Türkiye
- 2 Feira da Ladra, Lisbon, Portugal
- 3 Portobello Market, London, the UK

- 6 Have you been to any of the places in the blog? Which place would you like to visit? Tell your partner and explain why.

I've never been to the places in the blog. I'd like to go to Portobello Market.

Why?

Find out

- 7 Do some research to find out about an interesting place to shop or choose a place you know. Use the questions below to help.

- What's it called and where is it?
- What do you know about its history?
- What can you buy there?
- Why do you think it's interesting?

Now tell another pair or the class what you found out.

GUESS WHAT?!



The Damnoen Saduak Floating Market in Thailand is one of the most famous floating markets in the world. If you go there, it's a good idea to go by boat.



BLOG

by Murat

HOME CONTACT ABOUT ME

Not just shopping

Hi guys! Welcome back to my blog.

This month is all about shopping experiences you can't miss. Tell me about your favourites!

1

Have you heard of the Grand Bazaar? It's a **lively** indoor market in the heart of Istanbul, Türkiye. It has been an important centre of trade since the 15th century. In fact, it's one of the oldest and largest **covered markets** in the world, rich with centuries of history. If you visit it today, you'll find thousands of traditional stalls selling Turkish handmade **carpets**, **ceramics**, spices, jewellery, and traditional sweets. It's a great place to buy a souvenir!

Murat (13)

— Comments: —

2

Hi,

Feira da Ladra is an old **flea market** in Lisbon, Portugal. *Ladra* means a woman **thief** in Portuguese! You'll find it if you go to the Alfama on Saturdays or Tuesdays. The Alfama is the oldest part of the city. The atmosphere is amazing! When you go early, you get the best bargains. You'll save money on cheap **antiques**, old books, **vintage** clothing and much more.

Mariana (14)

3

Hello,

Notting Hill is a multicultural area of London. It's famous for Notting Hill Carnival, an exciting summer festival with music and dancing, and for Portobello Market. If you go to the market, you'll see **crowds** of people looking round. It's busiest on Saturdays. You can buy everything from candles to brand new clothes and vegetables! It's especially famous for its antique stalls.

Lucy (13)



Glossary

antiques – antyki

carpet – dywan

ceramics – ceramika

covered market – zadaszony targ

crowds – tłumy

flea market – pchli targ

lively – tętniący życiem

thief – złodziej/złodziejka

vintage – zabytkowy

I can return and exchange goods in a shop. I can ask for a refund.

- 1  Look at the photo. Do you think Franky likes the trainers? Guess what he decides to do. Then listen and check.



- 2  Read the dialogue. Choose the correct option. Then listen again and check.

Franky: I'll get it!

Franky: Look, Mum! These are the trainers we ordered online. They looked nicer in the photo. Mum, **I've changed my ¹ideas / ^{mind}.**

Mum: Why don't you try them on, Franky?

Franky: OK. Mum, they're too small. **Can we ²get / ^{receive} our money back?**

Mum: Oh, I see. Let's contact the shop.

Shop: How can I help you?

Franky: **I'd like to ³send / ^{return} some trainers.** My mum bought them for me. They were on special offer, but **I'm afraid I ⁴don't like / ^{hate} them.** And they're too small. **Can we ⁵ask / ^{have} a refund, please?**

Shop: No problem. You just need to complete the return form. Or you can choose a different pair.

Franky: **Can we exchange them for these green ones, Mum?** They're in the sales!

Mum: If they have your size, we'll get them.

Franky: Brilliant! Yes, they do!

Mum: Good. So, what do we do next?

- 3  Match sentences in bold in the dialogue with topics 1–4. Then match the phrases in the box.

Can I swap this for a yellow one?
I'd like a refund, please.
Is it possible to return this?

- 1 saying you want to give/take something back
- 2 asking for your money back
- 3 asking if you can take something back and choose something else
- 4 giving a reason for 1–3

Remember

Can we get our money back? → more informal

Can we have a refund, please? → more formal

- 4  Decide if the sentences are formal (F) or informal (I).

- 1 I hate this cap!
- 2 I'm afraid I don't like this cap.
- 3 I'd like a receipt, please.
- 4 I want a receipt.
- 5 How can I help you?
- 6 What do you want?

- 5  Do opisanych sytuacji 1–2 wybierz właściwą reakcję: a, b lub c.

- 1 Jesteś w sklepie. Kupiłeś/Kupiłaś w nim wczoraj T-shirt, ale postanowiłeś/postanowiłaś, go zwrócić. Co powiesz sprzedawcy?
 - a I don't want this T-shirt.
 - b I'd like to return this T-shirt, please.
 - c Take this back, please.
- 2 Słuchawki, które kupiłeś/kupiłaś, nie działają. Jak poprosisz w sklepie o zwrot pieniędzy?
 - a How about a refund?
 - b Give me my money back.
 - c Can I have a refund?

- 6  You go to a shop to take something back. Role-play a conversation with the shop assistant. Before you begin, decide what the shop sells and what the problem is.

Hi! Can I help you?

I can write a blog post giving advice about saving money.

- 1 Read the sentences with your partner and decide which ones are true for you. Are you good at managing money?
 - 1 I save money.
 - 2 I know how much money I have with me today.
 - 3 I compare prices.
 - 4 I usually buy used clothes.
- 2 Read Katy's blog post. Then match topics a–d with paragraphs 1–4.
 - a how much you spend and what on
 - b ending – final message
 - c introduction
 - d saving money



- 1
Hi everyone! It's me again. Today's post is all about money. Do you save money? Do you know exactly how much you spent yesterday? If the answer is 'no', you need to learn some money skills!
- 2
Firstly, let's talk about saving. If you save some money every week, you'll soon have enough to buy something you want. Try to save about 20% of your pocket money. Maybe it isn't much, but that's OK.
- 3
Next, let's think about how much you spend and what you spend it on. If you don't compare prices, you'll probably spend too much. Are you going to buy brand new fashionable clothes this month? Think again. If you go to a second-hand shop, you'll pay a lot less.
- 4
Finally, manage your money. Don't let your money manage you. Have a good week!

- 3 Help Katy write her next blog post. Put the words in the correct order to make sentences.
 - 1 me it's again hi, .
 - 2 how to save money I'm some tips on share going to .
 - 3 got bank account you have a ?
 - 4 you in a box keep do coins ?
- 4 Use the words to write sentences.
 - 1 First / let's / talk / apps.
 - 2 Next / let's / think / shopping lists.
 - 3 Finally / think / before / spend.
- 5 Complete the sentences with the words in the box. There are two extra words.

compare discounts save will won't

- 1 If you _____ prices, you'll save money.
- 2 If you bring a lunch box to school, you _____ need to go to the tuck shop.
- 3 If you look for _____, you'll spend less money.

6 Writing project

- Write a blog post about how to save money.

Think

- Think about why you and people you know save money.
- What do you spend your money on?
- Do you put coins in a money box or a saving jar? Do you use an app to help you? Do you buy used things?

Write

Write your blog post. Give two or three tips about how to save money.

*Hi everyone! It's me again. Today's post is all about ...
Firstly, let's talk about ...
Next, let's think about ...*

Look again and give feedback!

Check your blog post. Then swap your work with your partner and give him/her feedback.

- Did you use the first or zero conditional sentences to speak about situations and results?
- Did you ask the reader questions?
- Did you finish your post with a message for your readers?

Vocabulary

1 Complete the sentences about shopping.

- 1 He asked for a r_____ when he paid for his new trainers.
- 2 Shall we buy some hand_____ sweets from that stall, Mum?
- 3 I ordered a new phone case online. It was d_____, so I want to get my money back.
- 4 If you c_____ your mind about the new hoodie, you can take it back to the shop.
- 5 New clothes are more expensive than u_____ ones.

/5 points

2 Complete the definitions with the words or phrases in the box. There are three extra words.

banknote bargain change get one free
gift card order online special offer 50% off

- 1 Something that you pay much less than usual for is a _____.
- 2 Something that is sold at a good price for a short time is on _____.
- 3 People who don't like going to the shops can _____.
- 4 I got _____ my new schoolbag. What a good discount!
- 5 Have you got any _____? I haven't got any coins.

/5 points

Grammar

3 Put the words in the correct order to make sentences about plans, arrangements and predictions.

- 1 house we your meeting are at ?
- 2 a new T-shirt buy in the sales to going he's .
- 3 in the future we won't sure pay in cash I'm .
- 4 the Volunteer Club going to are join you ?
- 5 aren't to they the party this evening coming .

/5 points

4 Complete the sentences with the correct forms of the verbs in brackets.

- 1 If Lea and Mark _____ (walk) fast, they'll catch the bus.
- 2 If we don't have time to buy his present today, we _____ (buy) it tomorrow.
- 3 If Gill _____ (wait) for the sales, she'll get a big discount.
- 4 If you _____ (not show) your receipt, you won't get your money back.
- 5 When I shop online, I always _____ (compare) prices.

/5 points

Speaking

5 Complete dialogues 1–3. Use one word in each gap.

- 1 A: I bought this hoodie for my sister, but I'm afraid she doesn't ¹_____ it.
B: Would you like a different colour?
A: No, thank you. Can I ²_____ a refund?
- 2 A: Hi. I bought this T-shirt yesterday, but I've ³_____ my mind.
B: Oh, I see. Would you like to ⁴_____ it for something else? How about this top?
- 3 A: Can I help you?
B: Yes, please. I'd like to ⁵_____ this memory stick. It's faulty. Here's the receipt.

/5 points

Check your score!

2.50 Listen, check and count your points.

20–25 points – Well done!

14–19 points – Good score!

0–13 points – Keep calm and revise more.

Challenge!

In pairs, think of two reasons why people:

- buy things from shops,
- order things online,
- buy used things,
- buy fashionable clothes.

I think people go to clothes shops because they like trying clothes on.

For vocabulary revision, go to **My words**, p. 78.For extra grammar explanations, go to **My grammar**, p. 79.



Listening

- 1 2.51 Usłyszysz dwukrotnie trzy teksty. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz właściwą odpowiedź: a, b lub c.

1 Where are they going to buy a present?



2 How does she pay?



3 Why are they going to the shopping centre?

- a to have an ice cream
- b to exchange something
- c to ask for a refund

Language functions

- 2 2.52 Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą reakcję a–e. Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- a No, thanks. Can I exchange it for something else?
- b They're faulty.
- c It's damaged.
- d Yes, please. Can I get a refund for this cap?
- e Have you got a receipt?

Speaker 1

Speaker 2

Speaker 3

Speaker 4



Reading

- 3 Przeczytaj wpis na blogu na temat robienia zakupów. Odpowiedz na pytania 1–3 zgodnie z treścią tekstu.

BLOG BY JOANNA

Hi everyone! Today's post is all about sustainable clothes shopping. This means buying clothes that will help save our planet. Here are a few tips!

Firstly, think before you buy. Do you really need to have new clothes? If you don't buy as many, factories will make fewer clothes, so there will be less pollution. This will help the environment.

Next, let's think about materials. Cheap materials don't last very long. You'll soon have to buy more clothes, that will create more pollution! If you buy clothes made from better quality materials, they will last longer.

You can get good quality second-hand clothes from a clothes swap or buy them from a second-hand shop. There are lots of apps to help you. Or you can learn how to make your own clothes!

Finally, when you don't want your clothes anymore or they are too small, don't throw them away. If you give them to someone, you'll help the planet!

- 1 What will happen if you don't buy as many clothes?
If you don't buy as many clothes, .
- 2 What does Joanna suggest doing so your clothes will last longer?
Joanna suggests buying .
- 3 Where can you get good quality used clothes?
You can buy good quality used clothes .

Writing

- 4 Napisz na swoim blogu, jak Twoim zdaniem młodzi ludzie w Twojej miejscowości będą w przyszłości robili zakupy.

- Opowiedz, gdzie i jak Twoim zdaniem będzie w przyszłości robić zakupy młodzież.
- Opisz, co będą kupować młodzi ludzie.
- Napisz, jak według Ciebie będą płacić za zakupy.

Hi there!

Today's post is all about ...

Buying and selling



afford	mieć na coś pieniądze
banknote	banknot
change	drobne
coin	moneta
compare prices	porównywać ceny
gift card	karta podarunkowa
order online	zamawiać przez internet

Promotions



get a bargain	kupić po okazyjnej cenie
get a discount	otrzymać zniżkę
get 50% off	otrzymać 50% rabatu
get one free	dostać jeden (egzemplarz) gratis
on special offer	w ofercie specjalnej
save money	oszczędzać pieniądze
the sales	wyprzedaż/wyprzedaże

Returning and replacing goods



ask for a receipt	poprosić o paragon
ask for a refund	poprosić o zwrot pieniędzy
change my mind	zmienić zdanie
exchange something	wymienić coś
get my money back	odzyskać pieniądze

Describing goods



brand new	zupełnie nowy
damaged	uszkodzony
fashionable	modny
faulty	wadliwy
handmade	robiony ręcznie
used	używany

Real English



Probably!	Prawdopodobnie!
I can't wait!	Nie mogę się doczekać!
I'm sure he'll love it!	Jestem pewny/pewna, że mu się spodoba!

Returning and exchanging goods in a shop; asking for a refund



I've changed my mind.	Zmieniłem/Zmieniłam zdanie.
Can we get our money back?	Czy możemy odzyskać nasze pieniądze?
I'd like to return some trainers.	Chciałbym/Chciałabym zwrócić te buty sportowe.
I'm afraid I don't like them.	Obawiam się, że mi się nie podobają.
Can we have a refund, please?	Czy możemy prosić o zwrot pieniędzy?
Can we exchange them for these green ones?	Czy możemy wymienić je na te zielone?
I'd like a refund, please.	Chciałbym/Chciałabym prosić o zwrot pieniędzy.
Is it possible to return this?	Czy można to zwrócić?
Can I swap this for a yellow one?	Czy mogę to wymienić na żółte?

Reading and culture



antiques	antyki
carpet	dywan
ceramics	ceramika
covered market	zadaszony targ
crowds	tłumy
flea market	pchli targ
lively	tętniący życiem
thief	złodziej/złodziejka
vintage	zabytkowy

FUTURE WITH WILL

Użyj czasu *future simple*, kiedy chcesz:

→ powiedzieć o przewidywaniach, np.
He'll probably buy new trainers soon.

→ wyrazić nadzieję, np.
I hope I'll get my money back.

- My mum **will** probably **order** me a dress online.
- I don't think she **will get** a bargain in this new shop.
- **Will** people in the future **go** to malls?
Yes, they **will**. / No, they **won't**.
- **When will** small shops **disappear**?



Czasu *future simple* używamy często z następującymi wyrażeniami:

I'm sure, I hope, probably, I (don't) think, in my opinion.

FUTURE WITH PRESENT CONTINUOUS

Podobnie jak w języku polskim, do mówienia o przyszłości możesz użyć czasu teraźniejszego (*present continuous*). Zastosuj go do opisanego przyszłych czynności, które zostały już zaplanowane, z kimś potwierdzone.

- I'm **shopping** with Olivia tomorrow.
- She **isn't coming** on Saturday.
- **Where are** they **meeting** afternoon?

FUTURE WITH BE GOING TO

Aby opowiedzieć o planach i zamiarach, użyj **be going to**, np. I bought these shoes last week, and they are damaged. I'm going to ask for a refund.

- Peter's mum **is going to buy** him a new jacket.
- I'm **not going to** spend all my savings on this bag.
- **Is** he **going to** buy anything?
Yes, he **is**. / No, he **isn't**.
- **What is** he **going to** buy?

FIRST CONDITIONAL

Aby powiedzieć, że coś się wydarzy, jeśli zostanie spełniony jakiś warunek, użyj zdania złożonego (z dwoma czasownikami) zwanego pierwszym trybem warunkowym (*first conditional*).

→ Warunek, który musi zostać spełniony, opisz w czasie teraźniejszym. Tę część zdania zacznij od słowa **if** (jeśli):

If I find the receipt, ...

→ To, co się wydarzy, jeśli warunek zostanie spełniony, opisz przy pomocy czasu *future simple*:

... I'll **ask** for a refund.

If I find the receipt, I'll **ask** for a refund.



Zdanie podrzędne
(warunek)



Zdanie główne



Kiedy zaczynasz zdanie od **if**, między zdaniem podrzędnym a głównym postaw **przecinek**.

- **If you buy** anything from this stand, you'll **get** a discount.

ZERO CONDITIONAL

Jeśli chcesz opowiedzieć o prawdach ogólnych, faktach naukowych, o zasadach lub nawykach, które są zawsze prawdziwe i mają ten sam stały skutek, użyj zdania złożonego (z dwoma czasownikami) zwanego zerowym trybem warunkowym (*zero conditional*).

W obu częściach zdania użyj czasu teraźniejszego.

Część zdania opisującą warunek zacznij od **if** lub **when**.

- **If/When** you **order** two candles online, you **get** one free.
- **If/When** people **buy** clothes in a sale, they usually **save** some money.
- You **use** banknotes and coins **when** you **pay** in cash.



People at work

Lesson 1 Vocabulary and listening

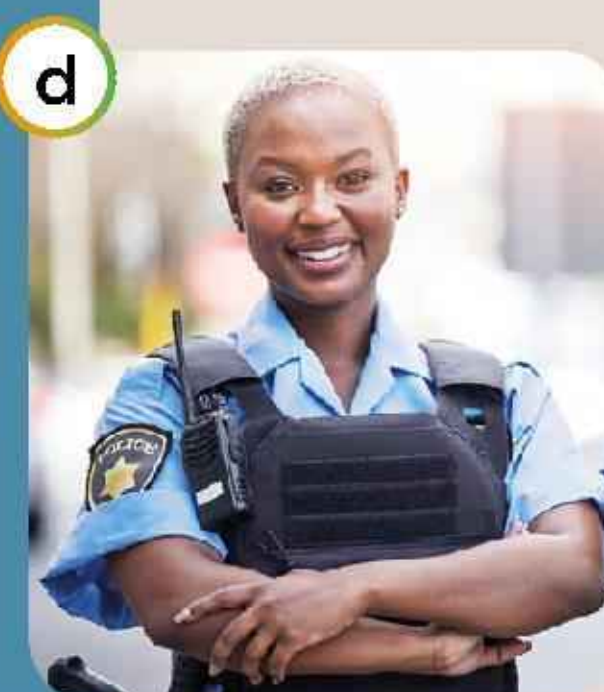
I can talk about popular jobs and say where people work.

CAREERS DAY!

Friday, 7th March

What's the right job for you?

Come to workshops! Listen to talks!
Go on a virtual tour of a workplace!
Speak to a careers advisor!



1 Let's start!

Look at the names of places where some people work. How many jobs can you think of for each place? Discuss in pairs.

farm film studio hospital hotel laboratory
outdoors plane shopping centre

A doctor works in a hospital.

Remember

- **in/at** + most places of work:
in/at a hospital, hotel
at → general location; in → inside a building
- **on** + transport: *on a plane*
- no preposition: *outdoors*

2 Look at the poster. Listen to Theo and Flo and find the seven jobs they speak about.

3 Match pictures a–j with the words in the box. Then listen and check.

Popular jobs

accountant • computer programmer •
fashion designer • flight attendant •
hairdresser • lawyer • paramedic •
police officer • robotics engineer • social worker

4 Read the teens' comments and choose a job in exercise 3 for them.

- 1 I'm good with numbers.
- 2 I want to make our streets safe.
- 3 I like to know how things work.
- 4 I love planes and I want to work in a team.
- 5 I'm keen on IT. I developed a study app last year!
- 6 I'm very interested in news, politics and human rights.

- 5  2.62 Look and listen to the words and phrases in the box.

Places of work

court • factory • fashion design studio •
home office • office • police station • salon •
the community

- 6  2.63  Listen to four conversations. Guess what jobs the speakers have and where they work. Use the words in the boxes in exercises 3 and 5.
- 7  Complete the text with the words in exercises 3 and 5.

Working from home after COVID-19

More people started to work at home after COVID-19. They don't need to work in an ¹ _____ because they have everything they need at home. They use a computer, a phone, and the Internet to do their jobs. Some jobs are easy to do from home. For example, people who work in IT or marketing can often work in a ² _____. But some people have to go somewhere to work. For example, police officers who work in a ³ _____ need to be there in person. ⁴ _____ have to go to a court to work and ⁵ _____ must go to a salon. So, while many people can work from home, some others still need to travel to work every day.

8 Pronunciation: double consonants with one sound

-  2.64  Read, listen to and repeat the sentences. Then say them from memory. Find three more jobs in this lesson that are spelt with double consonants and make up your own sentences.

Harry's an accountant who loves running and swimming.

He works in an office where money is spinning.

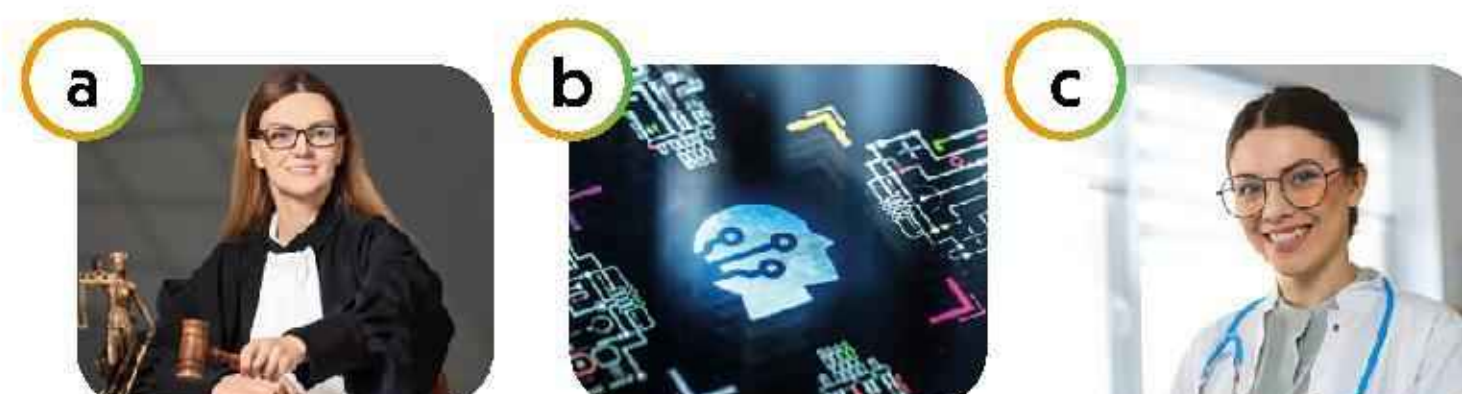
» Quick Tip

W ćwiczeniu 9 masz wybrać jedną z trzech odpowiedzi na pytania do tekstu.

- 1 Słuchając nagrania po raz pierwszy, zdecyduj, która odpowiedź jest na pewno błędna.
- 2 Słuchając po raz drugi, spróbuj ustalić, która z pozostałych odpowiedzi jest poprawna.
- 3 Nie zastanawiaj się zbyt długo nad jednym pytaniem – możesz wtedy przeoczyć istotne informacje z tekstu.

- 9  2.65  Usłyszysz dwukrotnie cztery teksty. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz właściwą odpowiedź: a, b lub c.

1 They decide to go to a film about ____.



2 Where is the speaker?



3 The girl is talking about

- a a classmate's mum.
- b her plans for the weekend.
- c a new friend.

4 The girl is calling to

- a to invite someone somewhere.
- b tell a friend about a family member's job.
- c ask for advice.

- 10  Discuss the jobs and places of work in this lesson. Say which jobs you would or wouldn't like to do and why. Then choose the job you think is the most interesting and explain your reasons.

I'd like to be an accountant.

Why?

Because I'm good with numbers and ...

Fast finishers

-  Look at the photos and guess the jobs. Then write a sentence about where the people in each job work and what they do.



I can use the present perfect with yet and already to speak about actions related to the present moment.

Careers stories / Science / Sports / Performing Arts / Languages / Engineering / Write a CV / Work experience

Follow your passion!

Have you decided what you want to do yet? No? We're sure that Emma's story will inspire you!



What do you do, Emma?
I'm a video games tester!
I make sure video games work and that they're interesting.
I work in a team with games designers. I have to play lots of games! I work remotely, which is great. I'd hate to spend all day in an office.

Have you ever played a game you didn't understand?
No, I've never played one that was too difficult! But I've played some games that don't give me a good vibe. That's life!

How did you start?
I tested some games for a favourite website when I went to university. They liked my work and the rest is history!

Have you finished university yet?
No, I haven't finished it yet. I'm studying computer science, and I want to be a games designer. Working and studying isn't easy. I'm so busy! I've already received lots of messages today, but I haven't replied yet.
Oh, I have a secret dream. I want to be a paramedic one day, too! I tested a fantastic game about medical emergencies that gave me the idea.



- 1  Look at the webpage and read the title. What do you think it is about? Can you guess Emma's job?

I think she's a robotics engineer.

- 2  2.66 Read the interview and listen to it. Check your answers to exercise 1.
- 3  2.66 Read the interview and listen to it again. Decide if the sentences are True (T) or False (F). Correct the false statements.
- 1 Emma sometimes works in an office. ☐
 - 2 She thinks that some video games aren't very interesting. ☐
 - 3 Emma has a job and studies at the same time. ☐
 - 4 She is studying to be a paramedic. ☐

— Real English —

- 4  2.67 Listen to the phrases and repeat. Practise them in pairs.
- I'd hate to spend all day in an office.*
I work remotely.
They don't give me a good vibe.
That's life!
The rest is history!

Grammar 1

Present perfect with **yet** and **already**

Have you **decided** what you want to do **yet**?

Yes, I **have**. / Yes, I've **already** decided.

No, I **haven't**. / No, I **haven't** decided **yet**.

Has she **finished** university **yet**?

Yes, she **has**. / No, she **hasn't**.

Yes, she's **already** finished university.

No, she **hasn't** finished university **yet**.

Remember

We use the present perfect with **ever** and **never** to talk about experiences.

Have you **ever** played a game you didn't understand?

No, **never**. / No, I've **never** played one that was too difficult.

- 5 Read the Grammar 1 table. Then complete sentences 1–3 below with **ever**, **already** and **yet**.

- 1 Have you finished testing the medical emergency game _____?
- 2 The team has _____ sent me a lot of emails today.
- 3 Have you _____ found a critical problem during testing?

- 6 Use the words to write sentences in the present perfect about today. Then write the sentences so they are true for you. Remember to use **yet** or **already**.

- 1 our teacher / not check / our homework / yet.
- 2 my best friend / already / finish / her lessons.
- 3 we / already / have / lunch break.
- 4 my classmates / not be / to the tuck shop / yet.

- 7 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, którymi poprawnie uzupełnisz luki 1–3. Trzy wyrazy nie pasują do żadnej luki.

already been had have haven't yet

I turned 15 last month and guess what! I started my first job! I'm a shop assistant in a clothes shop on Saturday mornings and I love it! I haven't finished school ¹ _____, so I can't work on other days. I think I'll work with people in the future. Maybe I'll be a police officer and work in the community, but I ² _____ decided yet. Anyway, have you ever ³ _____ a Saturday job?



GUESS WHAT?!

The top three dream jobs for 13 to 16-year-olds in the UK are a doctor, engineer and teacher! Do you know what jobs teenagers want to do when they're older in your country?



- 8 Put the words in the correct order to make questions about Emma's to-do list. Then match answers a–c with questions 1–3. Listen and check.

To-do!

- ☐ study
- ☐ test the new sports video game
- ☐ go to the supermarket

- 1 you have yet studied ?
- 2 yet have tested you the new sports video game ?
- 3 been you to yet the supermarket have ?

- a I've started, but I haven't finished yet.
- b No, I haven't been shopping yet.
- c Yes, I have. I've already learnt a lot.

- 9 Write your own to-do list for today. Show your partner. Then ask and answer.

Have you tidied your room yet?

Fast finishers

- Solve the puzzle. Then write a riddle about another job.

I fly very high and
I fly very low,
I take you where
you want to go!
What's my job?



*I can talk about jobs and choosing a profession.
I can describe my personality and skills.*



QUIZ TIME!

What kind of job is best for you?
Do the quiz to find out!

ABOUT ME

- Choose your superpower!
a doing maths
b speaking foreign languages
c understanding people
- Which adjective describes you best?
a a
b patient
c creative
- Which sentence describes you best?
a I prefer working alone.
b I prefer working in a team.
c I like both.
- Finish the sentence for you. I'm ...
a a great listener.
b good at solving problems.
c a natural .

MY DREAMS

- Which is the most important to you?
a a well-paid job
b a ch job
c a satisfying job
- Which would you like to do the most in your life?
a earn a lot of money
b travel
c help people

Now click [here](#) to find out some great jobs for you!

1 Let's start!

Which words and phrases in the box describe you best? Give examples.

good with numbers
great communication skills helpful
like working in a team organised
shy sporty

- Read the quiz. Then listen to Clara and Daniel doing it. Who is a natural leader?

- Look and listen to the phrases in the boxes. Which two words can describe both a personal quality and a job?

Describing personal qualities and skills

a great listener • a natural leader • ambitious • creative • good at solving problems • patient

Describing jobs

challenging • satisfying • stressful • well-paid

- Complete the quiz questions with the words in exercise 3. Listen again and check. Then do the quiz.
- Read the key to the quiz. Suggest two jobs for each section.

If you chose mostly A answers:

You like working alone and are a great listener. You are ambitious and want to earn lots of money.

Suggested jobs:

If you chose mostly B answers:

You are patient. You enjoy working with others and solving problems.

Suggested jobs:

If you chose mostly C answers:

You have lots of ideas, want to help people, and would like a satisfying job.

Suggested jobs:

- Look and listen to the phrases in the box. Find one of the phrases in the box in the quiz. Then use the words to complete the job ads.

Choosing a profession

earn money • get a part-time job • get work experience • have a full-time job

1 -time job for pet lovers!

Work on Saturdays only. Perfect for students who want to ² extra money!

Full-³ job in a second-hand clothes shop

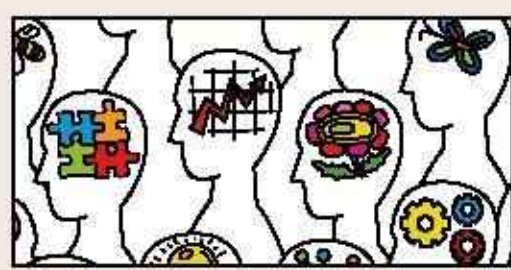
For teens aged 18+ who want to get work ⁴ .

Fast finishers

Describe jobs for your partner to guess. Use the words in exercises 3 and 6.



I can use the present perfect with *for* and *since* to speak about time up to now. I can use the present perfect and past simple.



Teen talk

PODCAST

00:00 41:54

Series 5, Episode 5
Who inspires you?

A podcast by a teen for teens!

Description

I'm Yvonne! Welcome to my podcast where I speak to other teens about things that are important to us! This series is all about people who inspire you.

Grammar 2a

Present perfect with *for* and *since*

How long have you **lived** in Manchester?

I've **lived** here **since** I was born.

I've **lived** here **for** 14 years.

How long has Michał **been** a food writer?

Michał's **been** a food writer ¹ 2020.

He's **been** a food writer ² a few years.

How long has Michał **been** your role model?

He's **been** my role model ³ I discovered his website.

He's **been** my role model ⁴ two years.



- 1 Read about the podcast. What is Series 5 about? Then listen and complete the information about Michał Korkosz.

Name	Michał Korkosz	Jobs	<u> </u>
Age	<u> </u>	Country/city	<u> </u>

- 2 Read the Grammar 2a table. Complete the sentences with *for* or *since*.
- 3 Complete the table with the time expressions in the box.

a long time a year an hour five days
I started school last week Monday
two months two o'clock 2025

For	Since
<u> </u>	<u> </u>

- 4 Use the words to write sentences in the present perfect. Use *for* or *since*. Then make them true for you and tell your partner.

- I / lived / in our house / my sister was born.
- My best friend / be / in this class / two years.
- We / be / at school today / eight o'clock.
- I / play football / I was a child.
- You / have / this bike / a long time.

I've played football since I was 10. And you?

Grammar 2b

Present perfect and past simple

Present perfect

Has Michał **ever** **written** a cookbook?

Have you **tried** any of Michał's recipes **yet**?

Yes, I've **already** **tried** some.

No, I **haven't** **tried** any **yet**.

No, I've **never** **tried** any of Michał's recipes.

Past simple

Did Michał **write** his first cookbook last year?

When did he **write** his first cookbook?

He **wrote** it in 2020. / He **wrote** it a year ago.

- 5 Read the Grammar 2b table. Find the time expressions used in the present perfect and past simple tenses.
- 6 Complete the text with the past simple or present perfect forms of the verbs in brackets.

Ellie Robinson is a famous swimmer. She ¹ (**win**) two medals at the Paralympic games in Rio de Janeiro in 2016 when she was only 15! Ellie ² (**not swim**) in the Paralympics since the Tokyo games in 2020. She retired from swimming and started a new career. She ³ (**not read**) very much when she was a child, but now she's a writer! She ⁴ (**already / write**) a series of children's books called *Gold Medal Mysteries*. A lot of people ⁵ (**read**) them!

- 7 Role-play an interview with Michał Korkosz or Ellie Robinson. Use the information from this lesson and your own ideas.

I can understand blog posts by teens who want to be artisans.

- 1 Look at the photo and answer questions 1–3.



- 1 What is she doing? Do you think it's easy?
- 2 Where is she?
- 3 Would you like to do this? Why / Why not?

- 2 Describe the photos in the blog on page 87. What do you think people do there?

There are lots of things made of wood in this photo. I think they are ...

- 3 Read the blog and listen to it. Check your answers to exercise 2.

» Quick Tip

W ćwiczeniu 4 masz dobrać zdanie do fragmentu tekstu. Pamiętaj, że tekst może zawierać informacje, które mogą Cię naprowadzić na złą odpowiedź.

- 1 W tekście mogą pojawić się te same wyrazy, co w zdaniu, albo wyrazy o podobnym znaczeniu.
- 2 W ćwiczeniu 4 w zdaniu 2 jest mowa o członkach rodziny. W których fragmentach tekstu pojawiają się nazwy członków rodziny? Jakie?
- 3 Aby wybrać właściwą odpowiedź, przeczytaj jeszcze raz zdania. Jakie jest kluczowe słowo w zdaniu 2?

- 4 Przeczytaj tekst ponownie. Do każdego zdania 1–4 dopasuj tekst A–C. Jeden tekst pasuje do dwóch zdań.

- 1 This person has known what they want to do since they were a child.
- 2 This person is working with a family member.
- 3 This person says he/she doesn't earn much money.
- 4 This person speaks about their plans for the future.

- 5 Read the text and listen to it again. Decide if the sentences are True (T), False (F) or they are Not Mentioned (NM). Correct the false sentences.

- 1 Ricardo is a good musician.
- 2 He thinks making guitars is easy.
- 3 Ada has lived in Lagos for three years.
- 4 Ada doesn't work full-time.
- 5 Maria works in a jewellery shop.
- 6 Maria has already made some silver rings.

- 6 Talk about the skills you need for each of the jobs in the blog.

I think you need to be very good at music to make a guitar.

I'm not sure about that. I think ...

Find out

- 7 Do some research to find out about an interesting type of work artisans do. Choose one of the jobs in the box or your own. Use the questions below to help. Make notes.

carpetmaker ceramics artist clockmaker
leatherworker baker tattoo artist

- What do they do?
- How do they learn to do this?
- What skills do they need?
- Why do you think it's interesting?

Now tell another pair or the class what you found out. Show a photo if you found one.

GUESS WHAT?!



Apprentices must be patient. For example, it can take years to become a good shoemaker!



BLOG

by Patrick

Calling all artisans!

I haven't decided what job I want to do yet. However, I know I'm quite creative and patient, so maybe I'll become an artisan. Are you an **artisan**? Write and tell me about your journey.

A

Ricardo (19)

I'm an **apprentice** artisan in Spain. I'm learning how to make **classical guitars**. Making a guitar by hand takes one or two months and sometimes even longer! It isn't well-paid and it's challenging, but it's very satisfying. I've wanted to make guitars since I met a guitar maker at a music fair. I've always been into music and I play the guitar very well.



B

Ada (20)

I've wanted to be a fashion designer since I was at primary school. When I was 17, I moved from my small hometown in Nigeria to the big city of Lagos. I was lucky and got a part-time job as an apprentice in my aunt's fashion studio. Aunt Jasmine is a great teacher. It's hard work, but I've already learnt a lot about **fabric** and design.



C

Maria (19)

I live in Argentina. I've enjoyed making jewellery since I was very young. I used to make earrings and bracelets for my mum and sister. No one was surprised when I became an apprentice in a jewellery workshop! I'm learning how to make traditional **silver** jewellery. I'm 20 now and I'm going to start my own jewellery **brand** next year.



Glossary

apprentice – czeladnik/czeladniczka

artisan – rzemieślnik/rzemieślniczka

brand – marka

classical guitar – gitara klasyczna

fabric – tkanina

silver – srebrny

I can talk about my experience, personal qualities and skills.

- 1   Look at the photo and guess what they are speaking about. Then listen and check.



- 2   Read the dialogue and complete it. Then listen again and check.

Mr Jackson: Come in!

Bart: Hello, Mr Jackson. Hello.

Mr Jackson: Thanks for coming, Bart. Sit down! This is Rachel.

Rachel: Hi Bart. I'm the summer camp leader.

Bart: I'm a bit nervous ... I've never had an interview!

Rachel: Don't worry. Relax!

Mr Jackson: So, you'd like to be a volunteer at the summer camp, right?

Bart: Yes, that's right!

Rachel: Have you ever volunteered, Bart?

Bart: No, I haven't, but I have ¹ _____ a babysitter and I ² _____ a bit of work for my uncle last year.

Mr Jackson: Really? What did you do?

Bart: I was a ³ _____ in his greengrocer's.

Rachel: Great! Why do you think you'd be a good volunteer?

Bart: Well, I'm ⁴ _____ and I'm very organised. I organised a volleyball competition for my birthday party last year.

Rachel: Fantastic!

Bart: I'm ⁵ _____ at solving problems ... and I'm ⁶ _____ at following instructions. I'm good with younger children, too and ...

Rachel: And you're very punctual. You were 20 minutes early!

Bart: Oh ...

Mr Jackson: You've got the job!

Bart: Wow! Thank you!

- 3  Match sentences in bold in the dialogue with topics 1 and 2.

- 1 talking about experiences
2 describing personal qualities and skills

- 4   Uzupełnij dialogi. Wstaw w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.

- 1 **A:** Have you ever had a job?
B: Yes, I've _____ (already) a gardener.
- 2 **A:** Why do you want this job?
B: Because I'd like to _____ (experience).
- 3 **A:** What are you good at?
B: I'm _____ (leader)!

- 5  Put the words in the correct order to make sentences. Then match them with questions 1–3 in exercise 4.

- 1 and I'm patient good with animals I'm .
2 to some I'd earn like money .
3 a job yet haven't had I .

- 6  Look at the ads. Role-play an interview for one of the jobs. Use the questions in the dialogue and in exercise 4 to help.

**Part-time job
for an animal-lover!**

We need someone to feed our five beautiful cats while we are on holiday.

Interested? Please speak to Miss Walsh at school.

**Sports assistants
wanted to work with
children**

You must be over 13 and have good communication skills.

Interviews will be on Saturday at the sports centre.

Have you ever had a job?

Yes, I have! I helped at the summer fair last year.

I can write an email describing a careers event.

- 1 Discuss which of these activities you would like to do the most on a careers day and why.

Join us for School Careers Day



- a Go to a workshop to learn about being a paramedic. ☐
- b Go to a workshop to learn how to prepare for a job interview. ☐
- c Speak to a robotics engineer and go on a virtual factory tour. ☐
- d Listen to a talk by a flight attendant. ☐
- 2 Read Allie's email. Match paragraphs 1–3 with sentences a–d in exercise 1. There is one extra sentence. What did Allie enjoy doing the most?

Subject: Jobs! 🤖

Hi Ben,

There was a careers day at my school last week! I really enjoyed it.

1 First, I went to a cool talk by Jason, a young flight attendant. He's already been to four continents, but he hasn't visited Australia yet. Planes are sometimes delayed, so his job can be stressful. Good communication skills are very important.

2 I liked the workshop by a paramedic the best. Now I know what to do if someone feels dizzy or if I think their leg is broken. How challenging is that?! Working as a paramedic must be so satisfying.

3 At the end of the day, I met a robotics engineer, Jan. She's worked in a hi-tech car factory since she finished university. I went on a virtual tour! If you want to work as a robotics engineer, you must be very good at solving problems.

Have you ever been to a careers day?
Write and tell me!

Allie

- 3 Put the sentences in the correct order to make an email.

- ☐ a Write and tell me!
- ☐ b At the end of the afternoon, there were sandwiches and drinks.
- ☐ c Have you ever been to a careers day?
- ☐ d I went to a careers day at school last month.
- ☐ e After that, I talked to a careers advisor.
- ☐ f First, I met a social worker called Lucas.

- 4 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4: a, b lub c.

In my opinion, the workshop with Deborah was the most interesting. She ¹ been a make-up artist since she was 21. She ² want to be a make-up artist when she left school. She wanted to be a fashion designer, but she changed her ³ . Now she works in a TV studio. She's worked there ⁴ a year.

- | | | |
|-------------|----------|----------|
| 1 a is | b was | c has |
| 2 a doesn't | b didn't | c hasn't |
| 3 a mind | b head | c heart |
| 4 a since | b ago | c for |

5 Writing project

Imagine you have recently been to a careers day. Write an email to a friend about it.

Think

- What was the event? Where was it?
- What activities were there?
- Did you meet any interesting people? Who?
- What did you like the most about the event?

Write

Write your email.

Hi!

There was a careers day at school last week!

Look again and give feedback!

Check your email. Then swap your work with your partner and give him/her feedback.

- Is your email divided into paragraphs like Allie's?
- Did you use the past simple and the present perfect?
- Did you use vocabulary from this unit?
- Did you ask your friend a question at the end?

Vocabulary

1 Choose the correct option.

- I don't want to be a lawyer and work in a **court** / **studio** / **salon**.
- Paramedics** / **Computer programmers** / **Hairdressers** can work in an office or home office.
- Social workers spend a lot of time working **in the community** / **in a police station** / **in a factory**.
- If you want to be **a police officer** / **a flight attendant** / **an accountant**, you must be good at maths.
- Robotics engineers** / **Fashion designers** / **Social workers** must learn about different fabrics and colours.

/5 points

2 Complete the text with the words in the box. There are three extra words.

ambitious earn experience natural leader
patient satisfying spend stressful

Getting work ¹ _____ isn't easy for a teen. Before you look for a job, think carefully about what's important to you. Do you want to ² _____ a lot of money? Or is it more important to have a ³ _____ job? It's a good idea to think about what your skills are, too. For example, are you a ⁴ _____? Finally, remember that doing your schoolwork and working on Saturdays can be ⁵ _____!

/5 points

Grammar

3 Complete the dialogues. Use the past simple or present perfect.

- A: ¹ _____ (you / ever / have) an interview?
B: Yes, I ² _____.
- A: ³ _____ (you / do) your maths homework yesterday?
B: I started it, but I ⁴ _____ (not finish / yet).
- A: How long ⁵ _____ (you / know) your best friend?
B: Since we were six.

/5 points

4 Complete the second sentence so that it means the same as the first one. Use the words in capital letters. Use no more than three words in each gap.

- She hasn't had a summer job yet.
She _____ a summer job. **NEVER**
- I met my English teacher when I was ten and now I'm thirteen.
I've known my English teacher _____. **FOR**
- He started his part-time job in January and now it's May. **AGO**
He started his part-time job _____.
- I had lunch earlier. **ALREADY**
I _____ lunch.
- They've always lived here. **SINCE**
They've lived here _____ born.

/5 points

Speaking

5 Match answers a–e with questions 1–5.

- Have you ever had a job? _____
 - Why do you want this job? _____
 - Did you work last summer? _____
 - What are you good at? _____
 - Why do you think you'd be a good shop assistant? _____
- a I think I'm really good at solving problems.
b Yes, I did. I helped in a hair salon.
c Because I'd like to earn some money for my holiday.
d Because I'm very helpful.
e Yes, I have. I worked as a volleyball coach last summer.

/5 points

Check your score!

2.75 Listen, check and count your points.

20–25 points – Well done!

14–19 points – Good score!

0–13 points – Keep calm and revise more.

Challenge!

Tell your partner about your ideal job. Say what people do in this job and where they work. Describe the qualities and skills you need.

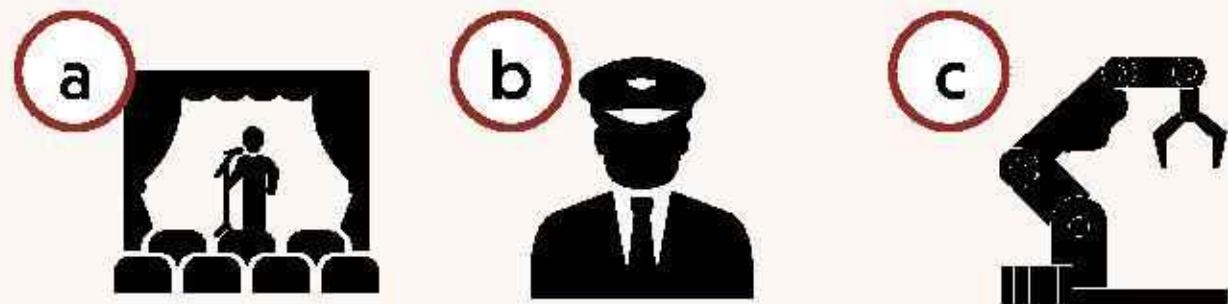
For vocabulary revision, go to **My words**, p. 92.For extra grammar explanations, go to **My grammar**, p. 93.



Listening

- 1 Usłyszysz dwukrotnie trzy teksty. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz właściwą odpowiedź: a, b lub c.

1 In the future, the girl's brother wants to be



2 What is he talking about?

- a a job interview b a website
c a meeting with a teacher about careers

3 Where are they?

- a in an office b in a factory
c in a library

Language functions

- 2 Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą reakcję a–e. Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- a For two years.
b No, I haven't spoken to her yet.
c I'm really good at solving problems.
d Yes, I worked in a café last summer.
e Because I like children.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Reading

- 3 Przeczytaj teksty i wybierz właściwe odpowiedzi.

@Jack13 25 min ago

Hi, I'm 13 and I haven't had a job yet. My best friend has a Saturday job in a shop. She thinks it's a good idea, but I don't think so. To be honest, I think we're too young. If you get a job, you won't have enough time to do your homework and hang out with friends.

- 1 Jack wrote this post to
a describe a job.
b give his opinion.
c give advice.

Open day!

Have you ever visited a factory? Have you been inside an office? We've all been to a hair salon, but what's it really like to work in one? If you join our virtual tour, you'll discover the answers to these questions and many more!



- 2 This text is for someone who wants to
a work as an accountant or a hairdresser.
b join an online community.
c find out more about places of work.

x

Subject: Yesterday!

Hi,

What a shame you couldn't come on the school trip to the forest. It was amazing! We met a guide who gave an interesting talk about the different jobs you can do in the visitor centre. She's worked there since she left school. She loves her job, but she said that speaking to lots of people can be stressful. There are jobs for scientists too in a lab!

See you tomorrow.

Mark

- 3 The guide
a talked about careers for people who like nature.
b doesn't like talking to a lot of people.
c is studying to be a scientist.

Writing

- 4 W Twojej szkole odbyło się spotkanie z jednym z rodziców, który ma interesujący zawód. W e-mailu do kolegi poznanego za granicą:

- poinformuj go, kto był gościem i jaką pracę wykonuje,
- opisz doświadczenie zawodowe tej osoby: jak długo pracuje i jakie ma osiągnięcia,
- zapytaj kolegę, czy brał kiedykolwiek udział w podobnym spotkaniu.

Hi Steve,

We had an interesting meeting at school last Friday.

Popular jobs



accountant	księgowy/księgowa
computer programmer	programista komputerowy / programistka komputerowa
fashion designer	projektant/projektantka mody
flight attendant	steward/stewardesa
hairstylist	fryzjer/fryzjerka
lawyer	prawnik/prawniczka
paramedic	ratownik medyczny / ratowniczka medyczna
police officer	policjant/policjantka
robotics engineer	inżynier robotyki
social worker	pracownik socjalny / pracowniczka socjalna

Places of work



court	sąd
factory	fabryka
fashion design studio	studio projektowania mody
home office	praca zdalna
office	biuro
police station	posterunek policji
salon	salon (np. fryzjerski)
the community	społeczność

Describing personal qualities and skills



a great listener	dobry słuchacz
a natural leader	urodzony przywódca
ambitious	ambitny
creative	kreatywny
good at solving problems	dobry w rozwiązywaniu problemów
patient	cierpliwy

Describing jobs



challenging	wymagająca, pełna wyzwań
satisfying	satysfakcjonująca
stressful	stresująca
well-paid	dobrze płatna

Choosing a profession



earn money	zarabiać pieniądze
get a part-time job	dostać pracę na część etatu
get work experience	zdobywać doświadczenie zawodowe
have a full-time job	pracować na pełen etat

Real English



I'd hate to spend all day in an office.	Nie chciałbym/chciałabym spędzać całego dnia w biurze.
I work remotely.	Pracuję zdalnie.
They don't give me a good vibe.	Nie przypadły mi do gustu.
That's life!	Takie życie!
The rest is history!	A reszta to już historia.

Talking about experience, personal qualities and skills



I have been a babysitter and I did a bit of work for my uncle last year.	Byłem opiekunem/Byłam opiekunką do dzieci i w zeszłym roku trochę pracowałem/pracowałam u mojego wujka.
I was a helper in my uncle's greengrocer's.	Pomagałem/Pomagałam w warzywniaku mojego wujka.
I'm helpful and I'm very organised.	Jestem pomocny/pomocna i bardzo dobrze zorganizowany/zorganizowana.
I organised a volleyball competition for my birthday party last year.	Zorganizowałem/Zorganizowałam turniej siatkówki na moje urodziny w zeszłym roku.
I'm really good at solving problems.	Świetnie radzę sobie z rozwiązywaniem problemów.
I'm brilliant at following instructions.	Doskonale wykonuję polecenia.
I'm good with younger children, too.	Dobrze dogaduję się także z młodszymi dziećmi.

Reading and culture



apprentice	czeladnik/czeladniczka
artisan	rzemieślnik/rzemieślniczka
brand	marka
classical guitar	gitara klasyczna
fabric	tkanina
silver	srebrny

PRESENT PERFECT WITH **YET** AND **ALREADY**

Aby opowiedzieć o czynnościach, które trwały (lub nie) od jakiegoś czasu aż do chwili, kiedy o nich mówisz, użyj czasu *present perfect* oraz słów **already** lub **yet**.

Already (już) użyj w zdaniu twierdzącym w czasie *present perfect* po **have** lub **has**, aby powiedzieć, że coś się już wydarzyło. Nie jest ważne, kiedy dokładnie się to stało.

+ I've **already** got my first work experience.
She's **already** found a well-paid job.

Aby zapytać, czy coś się już wydarzyło lub zostało zrobione, użyj na końcu pytania słowa **yet**. Tłumaczymy je jako *już*.

? Have you **talked** to your teacher **yet**?
Has your brother **found** a part-time job **yet**?

Yet możesz także użyć na końcu zdania przeczącego. Oznacza wtedy *jeszcze nie*.

— I **haven't found** a satisfying job **yet**.
She **hasn't thought** about her future **yet**.



Kiedy chcesz opisać swoje doświadczenia lub zapytać kogoś o jego/jej doświadczenia, użyj czasu *present perfect* oraz słów **ever** (kiedykolwiek) lub **never** (nigdy).

- I **have never** worked in a shop.
- **Have you ever** met a natural leader?
Yes, I **have**. / No, I **haven't**.

PRESENT PERFECT WITH **FOR** AND **SINCE**

Czasu *present perfect* możesz także użyć, aby określić, jak długo trwała jakaś czynność.

Jeśli chcesz zapytać, jak długo trwa lub trwała jakaś czynność, zacznij pytanie od **How long**?

- **How long** have you **worked** from home?

Aby powiedzieć, że czynność lub stan rzeczy trwa od jakiegoś momentu do teraz, użyj **since**.

- I've **worked** from home **since** 2020.

Aby powiedzieć, że czynność lub stan rzeczy trwa przez jakiś czas, użyj **for**.

- I've **worked** from home **for** five years.
- **How long** has he **been** a lawyer?
- He **has been** a lawyer **since** he finished university.
- He **has been** a lawyer **for** ten years.

PRESENT PERFECT AND PAST SIMPLE

Czasu *present perfect* użyj, kiedy mówisz o sytuacjach lub czynnościach z niedawnej przeszłości lub o takich, które zaczęły się w przeszłości i trwają do teraz. Przydadzą Ci się słowa: **ever**, **never**, **since**, **for**, **just**, **already**, **yet**.

- **Have you finished** your paramedic course **yet**?
Yes, I've **already** finished it. / No, I **haven't finished** it **yet**.
- **How long** have you **been** a flight attendant?
- She **has worked** as a social worker **for** five years now.

Czasu *past simple* użyj natomiast, aby opisać sytuacje lub czynności, które zostały zakończone w konkretnym momencie w przeszłości (np. **two days ago**, **yesterday**, **last month**, **in 2020**) i nie mają większego wpływu na teraźniejszość.

- He **worked** as a flight attendant **two years ago**.
- When **did you finish** your paramedic course?
- I **finished** it **six years ago**. / I **finished** it **in 2021**.

7

Our wonderful world

Lesson 1 Vocabulary and listening

I can talk about wild animals.

ANIMAL MAD!

Click to find out all about amazing wild animals!



WHERE ARE THEY FROM?

Wild hedgehogs are found in Europe (including the UK), Africa and Asia. They live in the country, parks and gardens. There are 17 known species of hedgehogs.



WHAT DO THEY EAT?

They love insects like worms and beetles. They eat fruit and berries, too.



MORE ABOUT HEDGEHOGS

Hedgehogs hibernate in cold winters. In the UK, they often sleep from November to March! They're nocturnal: they wake up at night and sleep during the day. They can't see very well.



ARE THEY ENDANGERED?

No, they aren't.



HOW CAN I HELP HEDGEHOGS?

You can feed them in mild winters with some types of cat and dog food and water. You can buy hedgehog food in the UK! Create a wild corner in your garden with piles of leaves or compost. You can build or buy a hedgehog house!



NICE TO KNOW!

Hedgehogs have got 5,000 – 7,000 spines!



1 Let's start!



Look at the photos and say the names of any animals you know. Then find the body parts in the box.

beak claw feather fin
fur paw tail wing

2 Read the text on the website. Complete sentences 1–3.

- You can see wild hedgehogs in _____, _____ and _____.
- Hedgehogs often _____ for about five months of the year.
- Some shops sell _____ in the UK.

3 Listen to Stella and James talking about the website. Find the animals they talk about in photos 1–12 and complete the sentence.

The animals they talk about are all _____.

4 Match photos 1–12 with the words in the boxes. Listen and check. Then do the quiz using the words in the boxes.

Mammals

Arctic fox • bat • black rhino • blue whale •
brown bear • eastern grey kangaroo •
hedgehog • red squirrel

Birds

black swan • golden eagle • pigeon • seagull

Which animal:

- can jump a distance of 7.5 metres?
- sleeps upside down in big groups?
- has fur and can be dangerous?
- changes colour in different seasons?
- lives in Africa and is a vegetarian?
- helps forests regenerate by hiding or forgetting nuts there?
- is endangered and has a very big heart?

- 5   Complete Stella's email with the words in the box. Listen and check.

Insects

bee • butterfly • fly • ladybird

Subject: Incredible insects!

Dear Grandma,

Thank you so much for the wonderful book you sent me for my birthday. I really love it!

The blue ¹ _____ on the book cover is beautiful. But the ² _____ is my favourite insect. I learnt that they usually live in groups called colonies. One colony produces two or three times more honey than it needs! I love the close-up photo of the ³ _____, too. I didn't know that they aren't all red and black! Oh no ... there's a ⁴ _____ in my bedroom. 😞 It looks just like the one in the photo.

Thanks again. Love,
Stella

- 6  Which animal in exercises 4 and 5 do you think is the most interesting? Describe it and explain your opinion to your partner. Use the adjectives in the box to help.

beautiful cute dangerous endangered
intelligent poisonous scary slow ugly

I think bats are the most interesting. They're so cute and they sleep upside down!

Cute? I'm not sure about that ...
I think they're a bit scary!

7 Pronunciation: diphthong /eə/

 Read and listen to the rhyme. Which words contain the /eə/ sound? Then make up your own rhyme using at least three of the words in the box.

Where is Clare the bear with green hair?
She's over there on a chair eating a pear!

air care fair hair pair
scary share wear

GUESS WHAT?!



Sea otters sleep on their backs in the water. They 'hold paws' so they stay together and don't float away!

» Quick Tip

Przeczytaj uważnie polecenie do ćwiczenia 8 i notatkę, którą masz uzupełnić.

- 1 Zastanów się, jak można uzupełnić luki w notatce. Skorzystaj z pytań pomocniczych:
 - Jakie zwierzęta można spotkać w miejskim parku?
 - Jakie zwierzęta można zobaczyć w mieście?
- 2 Wykonaj ćwiczenie 8. Czy udało Ci się zgadnąć którąś z odpowiedzi przed wysłuchaniem nagrania?

- 8   Usłyszysz dwukrotnie wypowiedź Archiego. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–3 w poniższej notatce.

Archie's photography talk!

Archie is the winner of the ¹ _____ competition! His winning photo is of a beautiful ² _____ he saw in the park.

Next month's competition is 'Animals in your town'. Archie wants to take photos of ³ _____ and bats.

- 9  Which of the wild animals in exercises 4 and 5 can you see in your country? Say what you know about them. Use the words in the box to help.

in (wildlife) parks/gardens in the countryside
in the mountains in towns/cities
near lakes/rivers/the sea on farms

Fast finishers

  Solve the riddle. Then write your own riddle for your partner to guess.

I eat insects when it's dark.
Then I sleep upside down
in the park!



Three sad stories

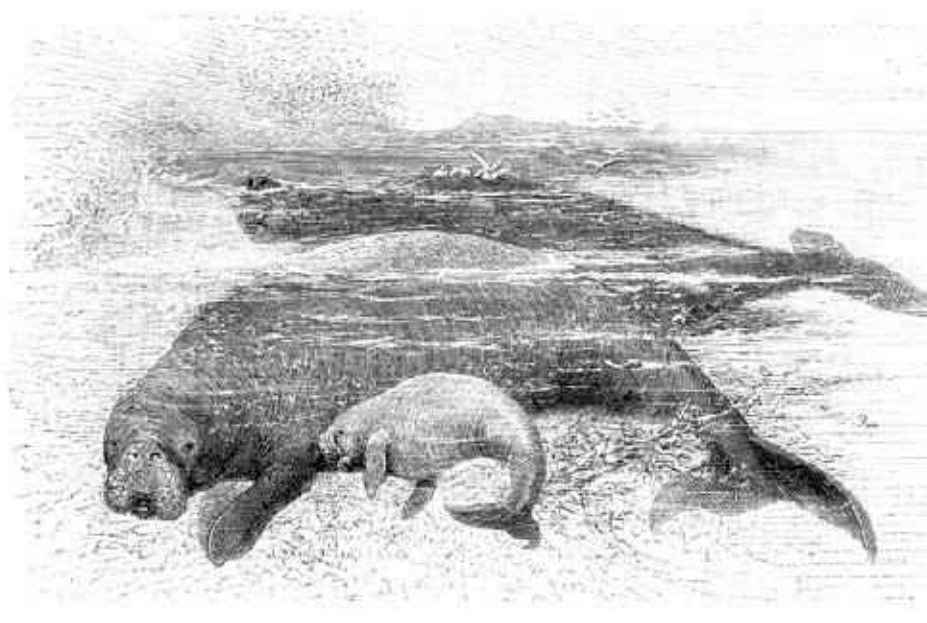
A The dodo

Dodos were big birds that lived on the island of Mauritius. They could run fast, but they couldn't fly. When sailors arrived on the island in the late 16th century, they hunted dodos for food. The animals they brought with them, like rats and cats, ate the dodos' eggs and changed their habitat, so they didn't have enough to eat. They became extinct in the late 17th century.



B Steller's sea cow

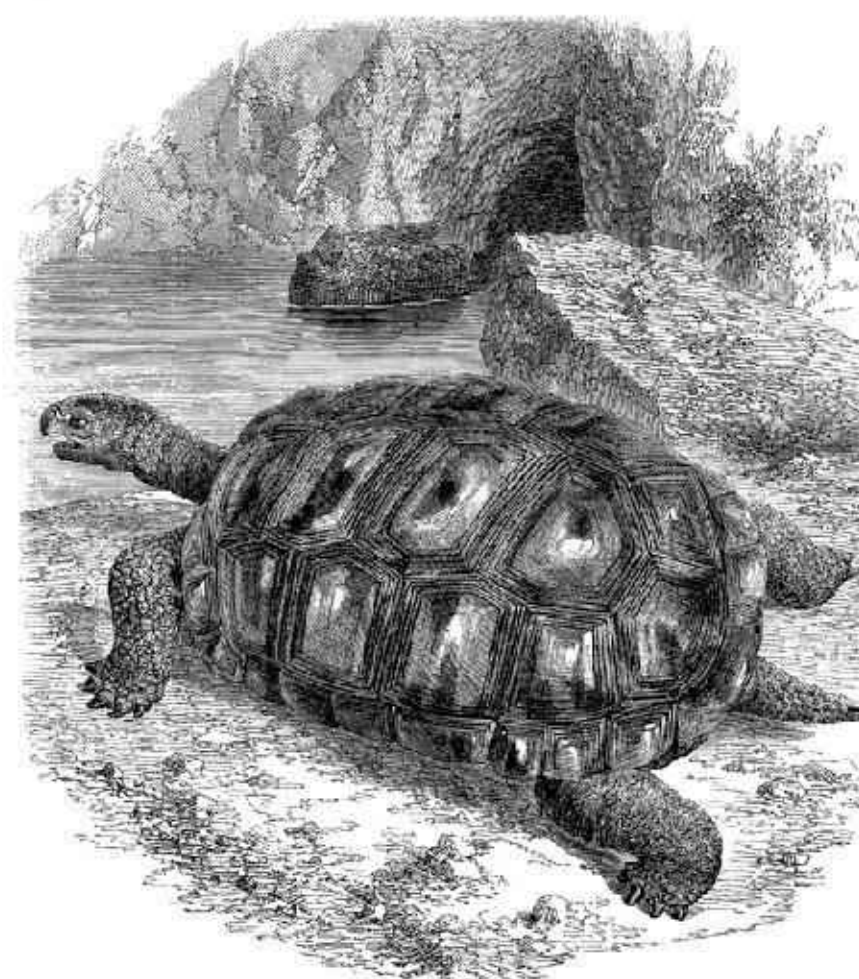
These big marine animals often grew to nine metres long. They were huge! They couldn't bite because they didn't have teeth, but they were able to eat sea plants with their strong mouths. They couldn't dive, they weren't able to stay under water, and they couldn't swim fast! It was so easy for hunters to catch them that they became extinct less than 30 years after they were discovered in 1741 in the northern Pacific Ocean.



C The Pinta Island tortoise

Pinta Island is one of the Galápagos Islands in the eastern Pacific Ocean. Lonesome George was the last of the Pinta Island species of giant tortoise. He died in 2012 when he was about 100 years old. This type of giant tortoise became extinct because of hunting and changes to their island home caused by animals new to the island, especially goats.

Now there are only 13 species of giant tortoise on the Galápagos Islands. Everyone knows they aren't able to move fast. They can't run or swim, but they are able to live without food or water for many months. Like Lonesome George, they can live a long time. Sadly, many are endangered.



- 1 Can you name the animals in the pictures? Now read the title and guess what the article is about.

- 2 3.14 Read the text and listen to it. Check your answers to exercise 1.

- 3 Read the text again and complete sentences 1–3.

- 1 No one has seen a dodo since .
- 2 They became extinct because .
- 3 Many of the Galápagos Island giant tortoises are .

— Real English —

- 4 3.15 Listen to the phrases and repeat. Practise them in pairs.

They were huge!

Everyone knows they aren't able to move fast.

Sadly, many are endangered.

GUESS WHAT?!

Genetic engineers believe they can bring extinct animals, such as woolly mammoths, back to life. But would they be able to adapt to modern ecosystems?

Grammar 1

Can and could

We use **can/can't** + **verb** to talk about general ability in the present.

We use **could/couldn't** + **verb** to talk about general ability in the past.

Giant tortoises **can live** a long time.

They ¹ _____ swim.

Can they **live** a long time? Yes, they ² _____.

Dodos ³ _____ run. They **couldn't** fly.

Could they **fly**? No, they ⁴ _____.

Be able to

We use **am / are / is able to** + **verb** to talk about general ability in the present.

We use **was/were able to** + **verb** to talk about general ability in the past.

Giant tortoises ⁵ _____ **able to live** without water for months!

They **aren't able to** move quickly.

Are they **able to live** without water for months?

Yes, they ⁶ _____.

Steller's sea cows **were** ⁷ _____ **eat** sea plants.

Were they **able to bite**? No, they ⁸ _____.

Remember

He **can/can't** swim = He **is/isn't able to** swim.

We **could/couldn't** run fast =

We **were/weren't able to** run fast.

We use **be able to** in more formal situations.

5 Read the Grammar 1 table. Complete gaps 1–8.

6 Put the words in the correct order to make sentences about the animals in exercise 2.

- 1 able run tortoises aren't giant to .
- 2 stay Steller's sea cows water under couldn't .
- 3 able without food for months to live Lonesome George was .
- 4 faces can some tortoises remember .
- 5 weren't dive Steller's sea cows able to .
- 6 beaks their strong open could nuts with dodos .

7 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–6: a, b lub c.

THAT'S WILD!

There are lots of scary animals on Earth today. For example, great white sharks are able to bite very hard with their 300 white ¹ _____. However, they ² _____ see very well, so they sometimes attack people by mistake.

If you think great whites are scary, think again. A lot of animals in the past were much scarier! The megalodon was the scariest shark ever. It ³ _____ able to eat whales with its very big mouth!

There were lots of scary animals on land, too. Giant short-faced bears ⁴ _____ stand up and were more than 3.5 metres tall! Some terror birds were ⁵ _____, too: the largest ones stood up to 3 meters. Luckily, they ⁶ _____ fly!

- | | | |
|---------------|---------|--------------|
| 1 a claws | b paws | c teeth |
| 2 a can | b can't | c couldn't |
| 3 a was | b were | c is |
| 4 a can | b could | c couldn't |
| 5 a poisonous | b huge | c endangered |
| 6 a can | b can't | c couldn't |

8 Describe an extinct or living animal for your partner to guess. Say what it looks like and talk about its abilities.

Fast finishers

How do scientists find out about extinct animals? Look and guess the words.



f__ss__ls



ancient d__wi__gs

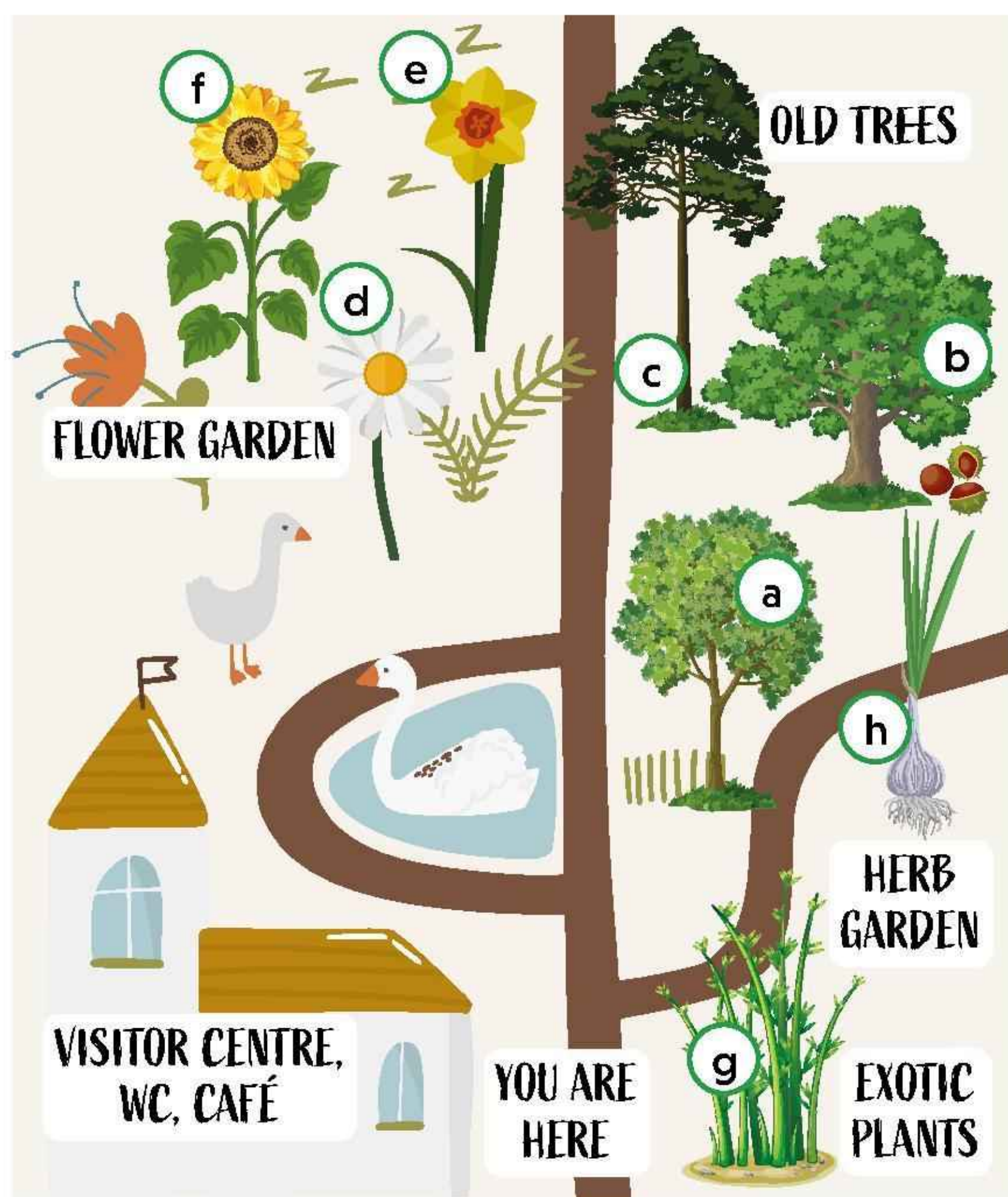


sk__t__ns



old l__t__rs

I can talk about different types of plants and where they grow.



1 Let's start!

Give as many examples as you can for each group of plants.

flowers fruit trees vegetables

Do you know the names of any flowers?

Yes, I do. Rose, ...

2 Look at the map of the City Botanic Garden. Match pictures a–h with the words in the box. Then listen and check.

Plants

bamboo • chestnut tree • daffodil • daisy •
garlic plant • oak tree • pine tree • sunflower

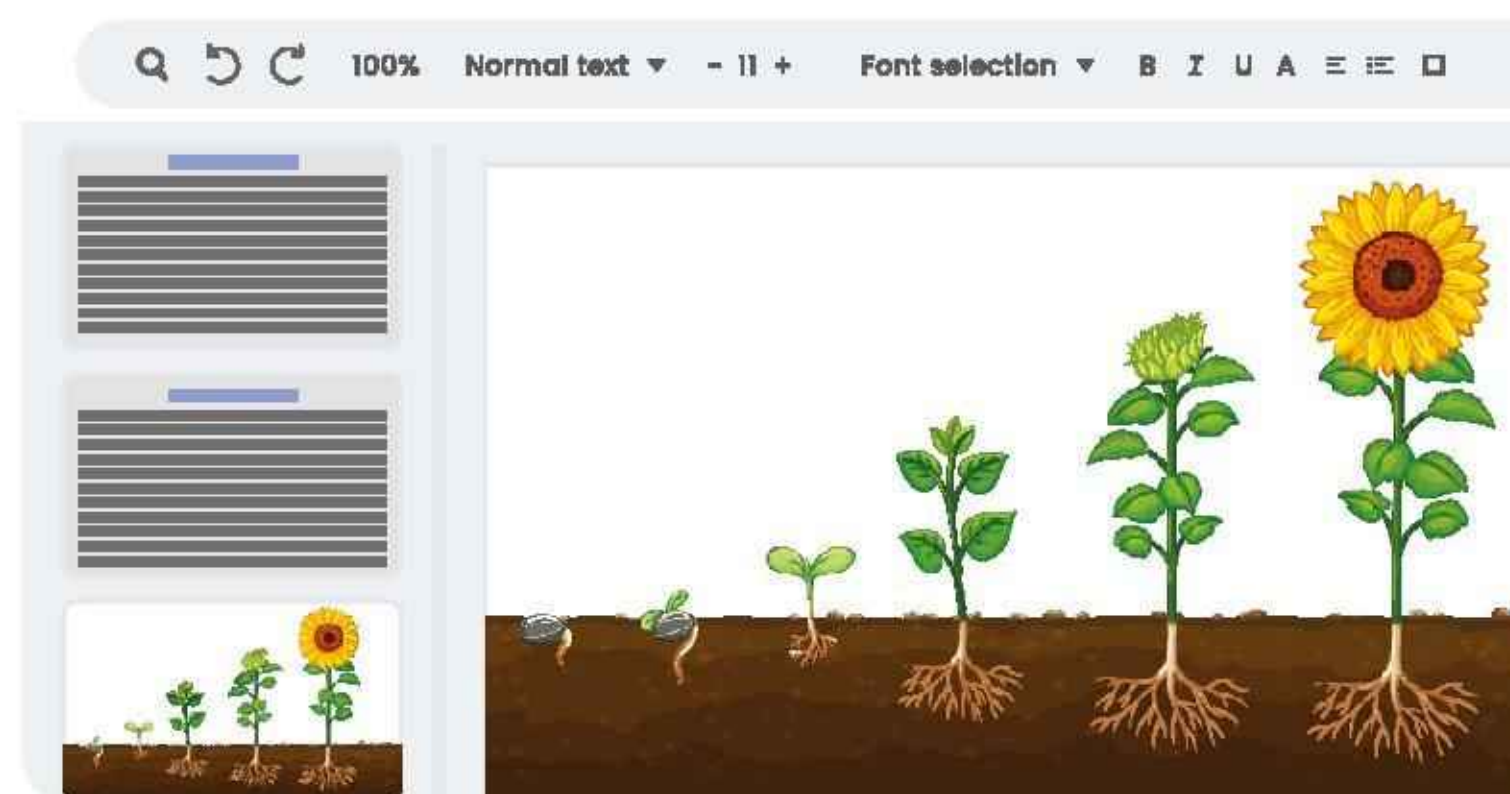
3 Listen to the students visiting the City Botanic Garden. Find five plants in exercise 2 they are talking about.

4 Look and listen to the words in the box.

Plants: useful words

ground • grow • leaf • root • seed

5 Look at the slide and listen to the student's presentation. Number the words in exercise 4 in the order you hear them.



Remember

root → roots

leaf → leaves

6 Complete the fun facts with the words in exercise 4. Then guess the plants.

FUN FACTS: PLANTS

- Some types of this plant can g_____ a metre in 24 hours! Pandas love eating it!
- Its l_____ can stay on the tree all winter! Its wood is very strong and is used to make furniture.
- It's one of the first flowers in spring. Some parts of this plant are poisonous!
- Some types of this flower open in the daylight and close at night! You can see them in the g_____ everywhere except Antarctica.
- This flower moves to follow the sun. You can eat all of it, too! Its s_____ are a popular snack.
- It's used for cooking and medicine. Glue can be made from its juice.

7 Tell your partner about a park or garden where you like hanging out. Say what plants and animals you can see and why you like it.

Fast finishers

Draw your own map of a botanic garden. Then tell your partner what plants grow there.



I can use may to speak about possibility.

SCHOOL TRIP TO A WILDLIFE RESCUE CENTRE!

Come with us on an exciting day trip to a **Wildlife Rescue Centre!**

¹ You will be able to help feed them!

There will be a workshop about how sick animals are cared for. ²

You **may not** be able to touch the animals, but you'll be able to take lots of photos. So bring your phone or a camera.

This trip is a great way to learn about animals and how we can protect them.

³ Please bring a lunch box.

Date: Friday

Time: 8.00 am – 3.00 pm

Bring: Lunch, water bottle, notebook and comfortable shoes



Remember

It **may be** busy. = I think it's quite possible.

It **might be** busy. = I think it's possible.

- 3 3.20 Put the words in the correct order to find out what the teacher says about the school trip in exercise 1. Then listen and check.

1 on be weather Friday may nice the .

2 open be café may the not .

3 animals may injured some we see .

4 we the see all may animals not .

5 animals be may shy the .

- 4 Match reactions a–d with sentences 1–4.

1 Where's Matt? The coach is leaving!

2 What's that tree called?

3 What a cute fox!

4 Are you going to get anything from the gift shop?

a It may be a chestnut. I'm not sure.

b Don't touch it. It may not like it.

c I may buy a T-shirt.

d He may be late. I'll phone him.

Grammar 2

may for possibility

- a They **may have** lunch at home.
- b We **may not have** time to stop for lunch.
- c You **may meet** the vet!
- d She **may be** late.
- e You **may see** foxes, hedgehogs, owls, and other animals.

We use **may / may not + verb** when we aren't sure about something in the present or future.

- 1 Read the text about Wildlife Rescue Centre and choose the correct answer.

The text is:

- a an ad for an animal rescue centre.
- b a school notice about a weekend away for animal lovers.
- c a notice about a school day trip.

- 2 Read the Grammar 2 table. Then complete the text in exercise 1 with three of the sentences in the table.

GUESS WHAT?!

Birdwatching is a popular hobby for people of all ages around the world! In the UK, teens can take part in the Big Schools' Birdwatch. Students count the types and number of birds they see at school for one hour.

- 5 Read the posts about the best ways for teens to help animals in rescue centres. Do you agree with the opinions? Discuss in pairs.

I think we should donate money. It may help the rescue centre pay for the animals' food.

In my opinion, the best idea is to become a volunteer. You may not know much about animals, but you can learn!

Teens can share stories and photos about a rescue centre on social media. People will read about it and may want to help.

I agree it's a good idea to donate money.

I can understand an article about national parks.

- 1 Look at the photo and answer questions 1–3.



- 1 What country do you think they are in?
- 2 Why are they there?
- 3 Would you like to do this? Why / Why not?

- 2 Read the article and listen to it. Match photos A–F with paragraphs 1–3.

Remember

one bison → two bison
 one sheep → two sheep
 one deer → two deer
 one wolf → two wolves

- 3 Read the article again and answer the questions.

- 1 What's the Old Faithful?
- 2 Where can you find out about native American culture?
- 3 How many lakes are there in the Plitvice Lakes National Park?
- 4 How can you get around if you don't want to walk in the Plitvice Lakes National Park?
- 5 What type of tree can you see in the Blue Mountains National Park?
- 6 What are the 'Three Sisters'?

» Quick Tip

Aby wykonać poprawnie ćwiczenie 4, musisz przeczytać dwa teksty. Pierwszy tekst wprowadzi Cię w temat, a w drugim znajdziesz dodatkowe informacje.

Wykorzystaj informacje z obu tekstów, aby uzupełnić e-mail w języku polskim. To zadanie będzie wymagało przetłumaczenia informacji z języka angielskiego na język polski.

- 4 Przeczytaj tekst 2 na stronie 101 oraz informacje podane poniżej. Uzupełnij w e-mailu Julki luki 1–3 zgodnie z treścią tekstów. Luki należy uzupełnić w języku polskim.

Plitvice National Park

Opening hours:

We are open 365 days a year: 7.00–20.00

Opening hours may change due to the weather. Please check before you come.

Tickets:

You can buy tickets online or at Entrance 1 and 2. If we have a lot of visitors, we may not be able to sell you a ticket.

Please remember:

- ✗ Don't touch or feed the animals
- ✗ Swimming is not allowed
- ✗ No cycling in the park

Temat: Wakacje w Chorwacji

Cześć, Helu,
 nie mogę się doczekać naszego wyjazdu do Chorwacji w przyszłym tygodniu!
 Mam wspaniałą wiadomość: mama chce zabrać nas do Parku Narodowego Jezior Plitwickich! Lubisz przyrodę, więc jestem pewna, że Ci się spodoba.
 Żyją tam ¹____! Wiedziałaś, że są zagrożone wyginięciem?
 Mama planuje kupić bilety ²____. Jeśli poczekamy do przyjazdu do Chorwacji, może już ich nie być.
 Jeszcze jedna rzecz. W parku ³____, więc nie możemy zabrać tam rowerów.
 Do zobaczenia w przyszłym tygodniu!
 Julka

- 5 Discuss the national parks in the article. Say which you would like to go to and why. Why do you think national parks are important?

I'd love to go to Yellowstone because ...

WILD AND WONDERFUL

Did you know there are over 6,500 national parks around the world? Read about three famous national parks on three different continents.

1 Yellowstone National Park, the USA

The Yellowstone National Park has been open since 1872. Its mountains, forests, waterfalls and hot water springs are **spectacular**! The famous **geyser** Old Faithful erupts about 20 times a day!

You can drive through the park or go hiking in good weather. You may see grey **wolves**, **bison** and grizzly bears. Don't annoy the animals. Grizzlies are able to run faster than humans!

Finally, you can visit the 'Yellowstone Tribal Heritage Center' to learn about the traditions and culture of the native Americans who used to live there.

2 Plitvice Lakes National Park, Croatia

Visitors go to Croatia's first national park to enjoy its spectacular landscape. The waterfalls and 16 **turquoise** lakes are amazing!

Most of the park is covered by forest. In autumn, the landscape becomes even more magical as the forest leaves change colour. The park is home to endangered animals like brown bears and grey wolves. You may see other animals like hedgehogs, butterflies, rare birds and bats. 23 bat species live there! Hiking is a great way to experience the park or you can jump on a tourist train or a boat.

3 Blue Mountains National Park, Australia

The Blue Mountains in New South Wales, Australia, got their name because they look blue from a distance. This is because of the oils in the air from the **eucalyptus** forests.

Perhaps the best-known landmark is the 'Three Sisters', three very big rocks near Katoomba. A First Nations story says they were three real sisters!

A lot of native Australian plants grow in the park. Visitors may see animals like the eastern grey kangaroo, the **wallaby** and the **diamond python**.

Lastly, you can cycle and go rock-climbing there. The park has got something for everyone!



Glossary

bison – bizon

diamond python – pyton diamentowy

eucalyptus – eukaliptus

geyser – gejzer

spectacular – widowiskowy

turquoise – turkusowy

wallaby – walabia (gatunek małych kangurów)

wolf – wilk

Find out

- 6 Do some research to find out about an interesting national park in your country or abroad that you would like to go to. Use the questions below to help. Make notes.

- Where is it?
- What geographic features has it got?
- What animals and plants can you see?
- What activities can you do?
- Why would you like to go there?

Now tell another pair or the class what you found out. Show them a photo if you found one.

I can make and reply to requests. I can ask for and give permission.

- 1   Look at the photo and answer the questions. Then listen and check.



- 1 Who are they?
- 2 Where are they?
- 3 What do you think they're talking about?

- 2   Read the dialogue and complete it. Then listen again and check.

Andrea: Mum, I need to ask you something. You know I'm into animals and plants ...

Mum: I'm sorry, Andrea. I know what you want to ask me about, but ¹ **afraid we can't have a pet.** You know Franky has got allergies.

Andrea: But ² **we grow plants and vegetables in the garden?**

Mum: Plants and veggies?

Andrea: Yes! We can plant sunflower seeds!

Mum: **I'm not sure about it.** Will you be able to water them every day?

Andrea: Yes! But ... ³ **you help me at the beginning?** Please?

Mum: **I may be able to help a little,** but ⁴ **much time.** What vegetables are you thinking about?

Andrea: **How about growing carrots and broccoli?** It's easy. Look!

Mum: Good thinking!

Andrea: That's wonderful! Oh, by the way, **do you mind if I invite Magda tonight?**

Mum: **That's absolutely fine.**

Andrea: And ⁵ **your computer** to do my homework?

Mum: **Sure.**

Andrea: Thank you, Mum!

- 3  Match sentences in bold in the dialogue with topics 1–4.

- 1 making a request
- 2 responding to a request
- 3 asking for permission
- 4 giving permission

- 4   Do sytuacji 1–2 wybierz właściwą reakcję. Wybierz odpowiedź: a, b lub c.

- 1 Wsiadasz do pociągu i znajdujesz wolne miejsce. Jak się zwrócisz do osoby siedzącej obok?
 - a May I sit here, please?
 - b Can you sit here, please?
 - c Could this seat be free, please?
- 2 Podczas lekcji fizyki nie rozumiesz, co masz zrobić. Jak poprosisz nauczyciela o pomoc?
 - a Can I explain something to you?
 - b Could you help me, please?
 - c Come here, please.

- 5  Match answers a–e with questions 1–5.

- | | |
|--|---|
| 1 May I turn the volume up? |  |
| 2 Do you mind if I grow bamboo in my bedroom? |  |
| 3 Could you lend me a charger? |  |
| 4 What if we go to the new wildlife park tomorrow? |  |
| 5 May I have fish for dinner? |  |
- a Good thinking! I haven't been there yet.
 - b I'm afraid we haven't got any.
 - c That's fine. I can't hear the music either.
 - d I'm not sure if there's enough space.
 - e Sure. It may be in my schoolbag.

- 6  Imagine you are staying with a friend for the weekend. Role-play conversations in these situations.

- 1 You want to use your friend's phone.
- 2 You left your headphones at home. You want to borrow some.
- 3 You think it would be a good idea to go to the botanic gardens in the afternoon.
- 4 You like the cake and you want to have some more.
- 5 You want to play video games.
- 6 You want to use your friend's wi-fi code.

I can write a blog post about a photo competition entry.

- 1 👥 Look at the photos from a school photography competition. Say what you can see, which you prefer and why. What do you like taking photos of?



- 2 📝 Read Tim's blog post. Match one of photos in exercise 1 with the text. Then answer the question.

The blog post is about ____.

- a a pet b a photo c a garden

...

Hi everyone!

1 I have some exciting news! I won first place in our school's Wildlife Photography Competition! I took a photo of a red squirrel. It was sitting on the ground in my garden eating a nut. It was very cute, so I decided to take a picture.

2 What's special about this photo is that red squirrels are rare in the UK, so I was lucky to see it! It soon ran away and climbed a pine tree. Squirrels can climb very high – their tail may help them balance. Did you know they are able to swim? How cool is that!

3 Please do check out my photo and tell me what you think. It's now on display in the school library and it's on our school website, too. Oh, you may be surprised that I took the photo with my phone, not a fancy camera! 😊

Thanks for reading!

- 3 📝 Read the blog again and match topics a–c with paragraphs 1–3.

- a where you can see the photo
b what the photo is of
c why the photo/animal is interesting

- 4 📝 Help Tim's friend Ivy start a blog post. Put the words in the correct order to make sentences.

- 1 been you the Chelsea Flower Show to ever have ?
2 rare may see there you plants some .
3 picture a Venus flytrap of great I a took .

- 5 🎓 📝 Przeczytaj wpis Ivy. Spośród wyrazów podanych w ramce wybierz te, którymi poprawnie uzupełnisz luki 1–3. Dwa wyrazy nie pasują do żadnej luki.

able can leaves may roots

...

Venus flytraps are special because they are ¹ _____ to eat flies with their leaves! I couldn't believe my eyes! Their ² _____ and flowers are beautiful, too.

Have a look at my photo and let me know what you think. It's now on display in the school library.

It ³ _____ also be on the school website.

I haven't checked yet, so I'm not sure. By the way, I used my new camera to take this shot!



6 Writing project

🎨 📝 Write a blog post about winning a school nature photography competition.

Think

- What did you take a photo of? Where?
- Why is it special? Has the plant/animal got any special abilities?
- Is it in an exhibition? Where? Are you going to post it?

Write

Write your blog post. Describe the photo you took.

Hi everyone! I've got some exciting news! I won first place in ...

Look again and give feedback!

Check your blog post. Then swap your work with your partner and give him/her feedback.

- Is your blog divided into paragraphs like Tim's?
- Did you use *may (not)* to speak about possibility?
- Did you use *(not) be able to, can/can't, could/couldn't* to speak about ability?
- Did you use vocabulary from this unit?
- Did you thank people for reading your post?

Vocabulary

1 Translate the words in brackets to complete the sentences.

- 1 An o _____ (dąb) can live for hundreds of years.
- 2 The l _____ (liście) of many trees change colour in autumn.
- 3 Some r _____ (korzenie) are very strong. They can even break stones!
- 4 D _____ (stokrotki) can grow almost anywhere, from deserts to mountains!
- 5 You can see d _____ (żonkile) in lots of places in the UK in spring.

/5 points

2 Complete the information with the words in the box. There are three extra words.

Arctic foxes bats bees butterflies
eagles hedgehogs swans whales

EXPLORE THE ZOO!

- 1 Come to the Ocean Room and see videos of blue _____, the biggest animals in the world!
- 2 Walk to the lake and watch the beautiful _____ with their long necks.
- 3 Visit the Flower Garden and watch the busy life of _____. Be careful and don't get too close.
- 4 Go into the Dark Cave to see the _____.
- 5 Step into the Warm House and admire our beautiful _____. Each species has different colours and patterns on its wings.

/5 points

Grammar

3 Put the words in the correct order.

- 1 bats look carefully, see if you you may .
- 2 with us not to the cinema may she come .
- 3 but I for class late may be I'm sorry, .
- 4 scared may the be animals .
- 5 at anyone may not party we the know .

/5 points

4 Choose the correct option.

- 1 Axolotls are **able to** / **able** grow new body parts when they get hurt, even their hearts.
- 2 The woolly mammoth **can** / **could** live in very cold places because of its fur.
- 3 The moa was a bird from New Zealand. It **wasn't able to** / **weren't able to** fly.
- 4 Octopuses, like chameleons, **can** / **were able** change the colour of their skin.
- 5 Tortoises **can't** / **couldn't** move fast!

/5 points

Speaking

5 Complete the dialogues. Use the words in brackets. Use no more than three words.

- 1 A: Mum, can we go to the wildlife park tomorrow?
B: No, I'm ¹ _____ (afraid) not. But we can go next week.
A: ² _____ (Mia / go) with us, please?
- 2 A: ³ _____ (mind) if I use your calculator?
B: ⁴ _____ fine.
- 3 A: Dad, ⁵ _____ (may) use your computer?
B: Yes, sure.

/5 points

Check your score!

3.23 Listen, check and count your points.

20–25 points – Well done!

14–19 points – Good score!

0–13 points – Keep calm and revise more.

Challenge!

Do the quiz. Then write two extra questions to ask another pair.

QUIZ

- 1 Name two things hedgehogs like eating.
- 2 What extinct animal could stand up and run very fast?
- 3 What is the Old Faithful and where is it?





Listening

- 1  3.24  Usłyszysz dwukrotnie wypowiedź przewodnika oprowadzającego po parku dzikich zwierząt. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–3 w poniższej notatce.

Starting point – entrance A.

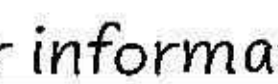
There are more than ¹  types of smaller animals!

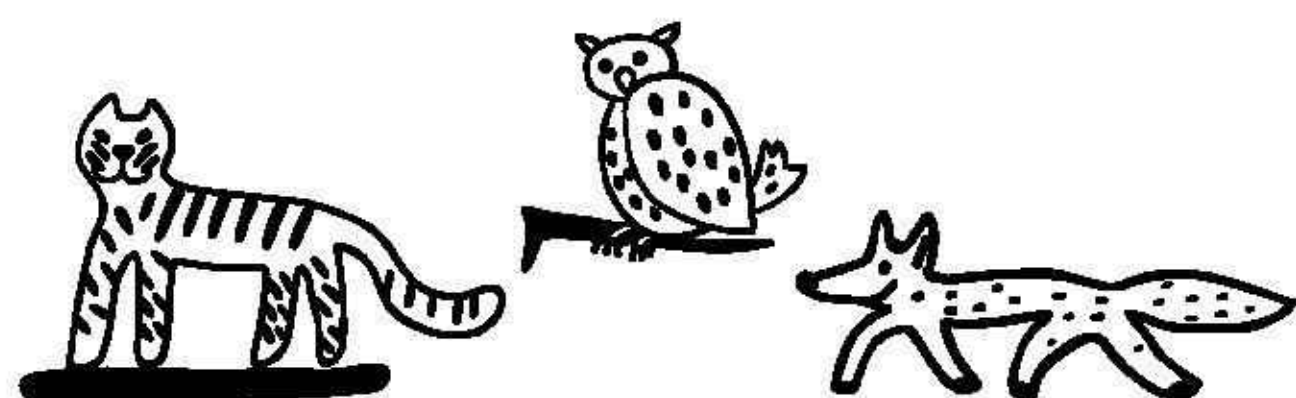
We need to get on a bus to see the more dangerous animals.

Both the ²  can run very fast.

Amazing!

There's an insect house and a butterfly centre.

Look on ³  for information or speak to a zookeeper or assistant.



Language functions

- 2  3.25  Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą reakcję a–e. Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.
- a Sure. It's hot in here.
b I may be able to help.
c That's absolutely fine. She's very nice.
d Good thinking! It's going to be sunny.
e I'm afraid we can't. Maybe next year.

Speaker 1



Speaker 2



Speaker 3



Speaker 4



Reading

- 3  Przeczytaj tekst, z którego usunięto trzy zdania. Wstaw w każdą lukę 1–3 literę, którą oznaczono brakujące zdanie, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo.



Hi everyone,

Today's post is about places where you can see animals up close. But should they still exist?

People have kept wild animals for thousands of years. In the past, animals like bears, birds and giraffes were kept by rich people to show their friends.

London Zoo was the first scientific zoo. It was opened so scientists could study animals and what they were able to do. ¹  If you go there, you may see lots of different species including butterflies and giant spiders! But should we really have zoos in the 21st century?

Some of my friends say no way. ²  They say animals may feel stressed or bored when they are in a zoo.

However, other friends believe zoos do a great job. ³  They protect endangered species and work hard to keep all animals healthy and happy.

What do you think?

- A Modern zoos, wildlife parks and safari parks teach us about animals.
B Taking selfies in zoos may be dangerous.
C It's been open to the public since 1847.
D They believe animals belong in the wild, not behind glass.

Writing

- 4  Napisz wpis na blogu o parku narodowym, który znasz. W swoim wpisie:

- poinformuj, jakie zwierzęta i rośliny mogą zobaczyć tam odwiedzający,
- opisz inne czynności, które można tam wykonywać,
- napisz, co najbardziej Ci się tam podoba.

Hi everyone! Have you heard of ...?

Mammals



Arctic fox	lis polarny
bat	nietoperz
black rhino	nosorożec czarny
blue whale	płetwal błękitny
brown bear	niedźwiedź brunatny
eastern grey kangaroo	kangur olbrzymi/szary
hedgehog	jeż
red squirrel	wiewiórka pospolita

Birds



black swan	łabędź czarny
golden eagle	orzeł przedni
pigeon	gołąb
seagull	mewa

Insects



bee	pszczoła
butterfly	motyl
fly	mucha
ladybird	biedronka

Plants



bamboo	bambus
chestnut tree	kasztanowiec
daffodil	żonkil
daisy	stokrotka
garlic plant	czosnek
oak tree	dąb
pine tree	sosna
sunflower	słonecznik

Plants: useful words



ground	grunt, gleba
grow	hodować, rosnąć
leaf/leaves	liść/liście
root	korzeń
seed	nasiono, ziarno

Real English



They were huge!	Były ogromne!
Everyone knows they aren't able to move fast.	Każdy wie, że nie potrafią się szybko poruszać.
Sadly, many are endangered.	Niestety, wiele z nich jest zagrożonych wyginięciem.

Making and replying to requests; asking for and giving permission



I'm afraid we can't have a pet.	Obawiam się, że nie możemy mieć zwierzątka.
Can we grow plants and vegetables in the garden?	Czy możemy uprawiać rośliny i warzywa w ogrodzie?
I'm not sure about it.	Nie jestem pewien/pewna.
Could you help me at the beginning?	Czy na początku możesz mi pomóc?
I may be able to help a little, but I don't have much time.	Mogę trochę pomóc, ale nie mam zbyt dużo czasu.
How about growing carrots and broccoli?	A może posadzimy marchew i brokuły?
Do you mind if I invite Magda tonight?	Czy nie masz nic przeciwko temu, żebym zaprosił/zaprosiła Magdę dziś wieczorem?
That's absolutely fine.	W porządku. / Nie mam nic przeciwko temu.
May I use your computer?	Czy mogę skorzystać z Twojego komputera?
Sure.	Jasne.

Reading and culture



bison	bizon
diamond python	python diamentowy
eucalyptus	eukaliptus
geyser	gejzer
spectacular	widowiskowy
turquoise	turkusowy
wallaby	walabia (gatunek małych kangurów)
wolf	wilk

CAN, COULD AND BE ABLE TO

Jeśli chcesz opowiedzieć o tym, co potrafisz lub czego nie potrafisz robić, użyj **can** lub **can't**. Aby opisać, co ktoś potrafił lub czego nie potrafił robić w przeszłości, użyj formy przeszłej tego czasownika, czyli **could** lub **couldn't**.



Can/can't/could/couldn't to czasowniki modalne – mają tę samą formę w liczbie pojedynczej i mnogiej dla wszystkich osób. Po **can/can't/could/couldn't** użyj czasownika w formie podstawowej (bez cząstki *to*).

+ Red squirrels **can** climb trees.
The dodo **could** walk on land.

– Most butterflies **can't** fly as fast as bees.
The dodo **couldn't** fly.

? Can seagulls swim? Yes, they **can**.
Could dodos run fast? No, they **couldn't**.

Do opisywania umiejętności przydaje się także zwrot **be able to** (być w stanie, być zdolnym do czegoś). Możesz go użyć zarówno w czasie teraźniejszym (*am/is/are able to*), jak i przeszłym (*was/were able to*).

+ Eastern grey kangaroos **are able to** jump up to almost 2 metres high. =
Eastern grey kangaroos **can** jump up to almost 2 metres high.
Mammoths **were able to** swim. = Mammoths **could** swim.

– I'm **not able to** run as fast as an Arctic fox. = I **can't** run as fast as an Arctic fox.
Dodos had wings, but they **weren't able to** fly. = Dodos had wings, but they **couldn't** fly.

? Are bats **able to** sleep upside down? Yes, they **are**.
Were they **able to** see any endangered animals in their habitat? No, they **weren't**.

MAY

Kiedy chcesz powiedzieć, że coś jest lub będzie możliwe, możesz użyć czasownika **may** lub **may not**. Czasownik ten, podobnie jak **can** i **could**, jest czasownikiem modalnym, co oznacza, że należy po nim użyć czasownika w formie podstawowej (bez cząstki *to*). Aby zadać pytanie, wystarczy zmienić kolejność wyrazów w zdaniu.

+ We **may** feed some of the animals at the zoo.
He **may** see a black rhino during his trip to Africa.

May możesz także użyć, kiedy chcesz o coś poprosić.

– She **may not** have enough money to donate.
They **may not** want to see any exotic insects.

? May I use your camera?
May we sit here for a moment?

8

Sunny days

Lesson 1 Vocabulary and listening

I can talk about the weather and climate.

STREET TALK

with Marilia!



SUBSCRIBE!

SHARE

FOLLOW

a



b



c



d



e



f



g



h



▶ ◀ ▶▶ ————— 🔊 ⚙️ 📺 🖱️

1 Let's start!

🔄 👤 Use the adjectives in the box to speak about weather in different seasons in your country. Which season do you prefer and why?

cloudy cold dry foggy freezing
hot rainy snowy stormy sunny
warm wet windy

It's often rainy and windy in spring.

2 Listen to four street interviews. Match the people with four of the photos a–h.

1	2	3	4

3 Match photos a–h with the words in the boxes. Some photos present more than one type of weather. Then listen and check.

Weather and climate: adjectives

boiling • cool • frosty • humid • icy

Weather and climate: nouns

fog • frost • heat • lightning • rainbow •
shower • storm • sunshine • thunder

4 Complete the sentences with the words in the boxes in exercise 3. Then listen again and check.

- I'm not keen on cold, _____ days.
- When it's very icy, there's often _____, too.
- Even short rain _____ are a great thing during hot summers.
- The _____ makes everyone tired and kills plants.
- I prefer _____ because they're so beautiful.
- I think _____ is scary and it can be dangerous.

- 5   Look and listen to the words in the box. Match the words with the points on the compass.



Geographical directions and locations

north • south • east • west • north-east • north-west • south-east • south-west

Remember

Storms may come from the **west**. (noun)
A **west** wind may bring storms. (adjective)

- 6   Listen to the weather forecast and complete sentences 1–3. Use the words in the box in exercise 5.

- 1 Today in the _____, the weather will be cloudy with some light rain.
- 2 In the _____, it will be sunny and warm.
- 3 The _____ will be windy and cool.

- 7   Complete the weather myths with the words from this lesson. In pairs, decide if the sentences are true or false. Give reasons. Do you know any weather myths from your country?

UK WEATHER MYTHS

- 1 L_____ never strikes in the same place twice.
- 2 If cows lie down, expect a s_____ of rain.
- 3 Birds stop singing if a s_____ is coming.
- 4 If it's easy to see the moon, it will be f_____ soon!
- 5 A n_____ wind brings snow to the UK.

8 Pronunciation: /θ/ and /ð/

-  Read and listen to the rhyme. Which words contain the /θ/ and /ð/ sounds? Can you think of other words with each sound?

There were thirty-three thunderstorms last Thursday.

It was my brother Theo's thirteenth birthday!

Quick Tip

Przeczytaj uważnie polecenie i pytania z ćwiczenia 9. Zanim wysłuchasz nagrania, spróbuj przewidzieć możliwe odpowiedzi. Mogą Ci pomóc pytania pomocnicze:

- 1 Co zwykle robisz, zanim spakujesz plecak lub walizkę?
- 2 Przypomnij sobie słowa opisujące różne rodzaje pogody.
- 3 Dlaczego uczniowie mają często zakaz używania telefonu podczas szkolnych wycieczek?

- 9   Posłuchaj nauczyciela mówiącego uczniom o planowanej wycieczce. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3.

- 1 What should they do before they pack their bags?
- 2 What kind of weather does the teacher's app predict?
- 3 Why can't they use their phones during the day?

- 10  Work in pairs. Role-play interviews about the weather for *Street talk*. Give reasons.

What type of weather do you prefer?
Sunshine or fog?

I love fog! It can be scary.
I think it's exciting!

GUESS WHAT?!



The *aurora borealis*, or the northern lights, are colourful lights in the night sky in the northern hemisphere. They are caused by very small particles in winds from the Sun. Winter is the best time to see them.

Fast finishers

-  Look at the symbols and write the type of weather. Then design your own symbol for two more types of weather for your partner to guess.



I can use regular and irregular adverbs, as well as comparative and superlative adjectives and adverbs, to talk about the weather and activities.



Why do people speak about the weather a lot in the UK?



Luca (13)

A My answer is because it changes all the time!

All my family are kite fans. Flying a kite is harder than you may think! I'm better at flying kites than my sister and my parents. Last summer, we planned a day out to the Kent Wind Festival. But the first day was cancelled because of, you've guessed it, the bad weather! We were so disappointed. It rained heavily and there was thunder and lightning. But the next day we arrived early and had a great time watching and flying kites. I flew my kite the highest and won a competition!

It's the most interesting festival I've ever been to. You should go!



Freya (14)

B I went to the Latitude Music and Arts Festival last summer with Carlota and Fran, my older friends who live next door. We bought our day tickets cheaply online. So far so good!

In the morning, we went to a workshop and learnt how to be a DJ. It was easier than I thought. I had fun playing my favourite music ... loudly! However, for me, the best bit was a teen rock band in the afternoon. I loved the vibe. But by then it was boiling hot and very humid. And then we got very wet in a sudden shower ... No wonder people talk about the weather a lot!



Harry (13)

C Sometimes the weather in the UK is wild! One minute there's a storm and the next minute there's sunshine! Last winter was the coldest I can remember. You weren't able to walk quickly because it was icy. Then it snowed so heavily that the road from my village to Manchester closed! The worst thing was that we weren't able to go to a Manchester City match we had tickets for.

I think it's hotter in summer, colder in winter and wetter and windier than in the past. In my opinion, it's because of climate change.



1 Look at the photos. What is the weather like? What season do you think it is?

2 Read comments A–C and listen to them. Then match headings 1–3 with the comments.

- 1 A long, cold winter
- 2 A day out with two friends
- 3 A family trip

3 Read comments A–C again. Match questions 1–6 with the comments.

Which teen:

- 1 thinks the weather was different in the past?
- 2 learnt something new?
- 3 heard some great music?

— Real English —

4 Listen to the phrases and repeat. Practise them in pairs.

We were so disappointed.

So far so good!

No wonder people talk about the weather a lot!

One minute there's a storm and the next minute there's sunshine.

- 4 couldn't go to the first day of a festival because of a storm?
- 5 couldn't go to a sports event?
- 6 is very good at flying a kite?

- 5 Write the comparative and superlative. Then find them in the texts on page 110.

Adjective	Comparative	Superlative
cold	colder	<u> </u>
easy	<u> </u>	(the) easiest
good	<u> </u>	<u> </u>
bad	worse	<u> </u>
hard	<u> </u>	(the) hardest
interesting	more interesting	<u> </u>

- 6 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk: a, b lub c.

Weather in the UK

¹ hottest month in the UK is usually July. June isn't as hot ² July, but it's usually the sunniest month. Places in the east of England usually have the ³ temperatures. Parts of the north of England and Scotland often have ⁴ weather than the rest of the UK.

- 1 a A b One c The
 2 a than b as c so
 3 a most b high c highest
 4 a wet b wetter c the wettest

- 7 Read and complete the Grammar 1a table.

Grammar 1a

Adverbs

Adverbs give us information about *how*, *when* or *where* something happens.

- We add **ly** to an adjective to form a lot of adverbs: cheap → cheap**ly**, quick → ¹ , quiet → ² , slow → ³ .
- We add **ily** to adjectives that end with y: heavy → heav**ily**, easy → ⁴ , ⁵ → luck**ily**.

Irregular adverbs

early → **early**, fast → **fast**, far → **far**, good → **well**, hard → **hard**

Adverbs of manner come after the verb.

I can run **fast**. (adverb)

- 8 Put the words in the correct order.

- 1 hard test the studied they for .
 2 well Zumba does she .
 3 early school day up I every get .
 4 cheaply shop earphones sells that .
 5 slowly the road walked icy we on .

Grammar 1b

Comparative and superlative adverbs

He flew his kite **higher** than the others.

He flew his kite **the highest**.

She walked **more quickly** than her friends.

She walked **the most quickly**.

Irregular comparatives and superlatives

well → **better** → (the) **best**

badly → **worse** → (the) **worst**

far → **further** → (the) **furthest**

- 9 Read the Grammar 1b table. Then complete the rules below.

A lot of comparative and superlative adverbs and are formed in the same way.

- We form the comparative of longer adverbs with + adverb.
- We form the superlative of longer adverbs with + adverb.

- 10 Complete questions 1–3 with the comparative or superlative forms. Then ask and answer the questions in pairs.

- 1 Do you go to bed (late) than your parents?
 2 Who goes to bed (late) in your family?
 3 Can your parents cook (well) than you?
 4 What food do you make (well)?

Fast finishers

- Look at the pictures and predict the weather for tomorrow.



10°C

Oh no! It will ...

I can talk about extreme weather and natural disasters.



1 Let's start!

Discuss which weather events in the box can be dangerous and why. Then, number them in order: 1 = most dangerous, 9 = least dangerous.

fog frost heat lightning rainbow
shower storm sunshine thunder

I think the heat can be dangerous.

I agree. You must drink lots of water.

Match pictures a–j with the words in the box. There are three extra words. Then listen and check.

Extreme weather

blizzard • drought • hailstorm • heatwave •
hurricane • thunderstorm • tornado

Natural disasters

avalanche • earthquake • flood • forest fire •
tsunami • volcanic eruption

Listen to Jack and Ellie's podcast. Which types of extreme weather or natural disasters a–j do they mention?

Listen to the second part of the podcast. Match advice 1–5 with the words in the boxes in exercise 2.

1 3 5
2 4

Guess the type of extreme weather or a natural disaster to complete the fun facts.

- 1 *Night of the Twisters* (1996) is a film about t_____.
- 2 The centre of a h_____ is called 'the eye'.
- 3 H_____ kill more people every year than other types of extreme weather.
- 4 There is often a volcano lightning during a v_____.
- 5 F_____ sometimes create tornadoes made of fire.
- 6 T_____ can happen when tectonic plates move the ocean floor.

Choose two or three types of extreme weather or natural disasters. Discuss what you should do and give advice to another pair. Use the ideas in the box to help.

cover your face (with wet material)
don't go out don't stand near a tree
drink lots of water get under a table
go indoors protect your head run fast
stay away from windows
wear warm/light clothes

If there's an earthquake, you must get under a table. You should put your hands over your head, and ...

What type of extreme weather have you experienced? Tell your partner what you did and how you felt.

I was in a blizzard last year. It was scary because the snow fell heavily.

What did you do?

Fast finishers

Match weather instruments 1–3 with their names. Do you know what they measure?

thermometer

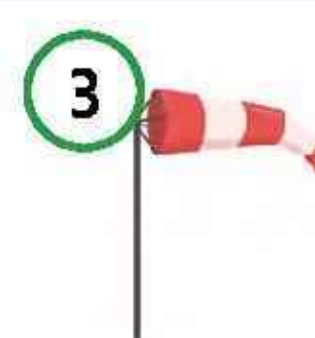


2



windsock

weather balloon



I can use quite, very and really with adjectives and adverbs to say how I feel. I can use too and (not) enough with adjectives.



How does the weather affect your mood?

15



Karen (14)

1 I often feel very upset in winter when it's cold and grey. I'm doing quite well at school, so I should feel relaxed and happy!

1 1



Rob (13)

2 I hate it when it's too hot. I feel really tired in heatwaves and I get annoyed really easily. I study very slowly.

1



Jan (14)

3 I feel quite nervous about what's happening to our planet's climate. Sometimes it isn't snowy enough in winter, it's too windy in spring, too rainy in summer and not rainy enough in autumn!

8

Grammar 2a

Quite, very, really with adjectives and adverbs

I feel **quite** nervous. I study **quite** slowly.
I feel **very** nervous. I study **very** slowly.
I feel **really** nervous. I study **really** slowly.

quite



very



really



- 1** Read posts 1–3 above and answer the question below. Who are you most similar to?

Who:

- a** feels worse in the heat?
- b** feels unhappy when the weather's bad?
- c** is worried about climate change?

- 2** Read the Grammar 2a table. Find four more examples of **quite**, **very** and **really** in the posts in exercise 1.

- 3** Listen to the talk about how the weather can affect our mood. Complete sentences 1–3. Use no more than two words in each gap. Can you explain why Karen, Rob and Jan feel like they do in exercise 1?

- 1** When your body doesn't produce much serotonin, you can feel .
- 2** Many people feel because they worry about climate change.
- 3** Our bodies can get because of extreme weather.

- 4** Put the words in brackets in the correct places.

- 1** I get up early in summer. (**quite**)
- 2** She feels sad in cloudy weather. (**very**)
- 3** I sleep well when it's raining outside. (**really**)

Grammar 2b

Adjectives with *too*, (*not*) *enough*

I hate it when it's **too** hot.

Sometimes it isn't **snowy enough** in winter.

Today is **warm enough** to go hiking.

We place **too** ¹*before* / *after* the adjective.

We place **enough** ²*before* / *after* the adjective.

- 5** Read the Grammar 2b table. Choose the correct option. Then find one more example of **too** and (**not**) **enough** in the posts.
- 6** Use the words to write sentences. Use the present simple forms of the verb **be**.
- 1** The weather / not / good / enough / go for a walk.
- 2** My bedroom / too / small / for all my books.
- 3** The classroom / not / warm / enough today.
- 4** I / too / tired / to do anything tonight.
- 7** In pairs, talk about how you feel in different types of weather. Use the words in the box to help.

annoyed bored excited great happy
relaxed stressed tired upset

I get quite nervous in thunderstorms.
And they're too noisy for my poor cat!

I can understand posts about extreme weather in the USA.

1 Look at the photo and answer questions 1–3.



- 1 What can you see?
- 2 What do you think the man is doing?
- 3 How do you think he feels?

2 Look at photos a–f on page 115. Say what you can see in the photos and what the weather is like. Can you guess what country the places are in?

It must be winter in this photo.
The people are wearing warm clothes.

3 3.46 Read the posts and listen to them. Check your answer to exercise 2. Then answer the question.

Which post is about

- 1 a place where there isn't usually enough water?
- 2 a family who heard an extreme weather warning?
- 3 winter weather?

» Quick Tip

W ćwiczeniu 4 masz dopasować zdania do tekstów. Pamiętaj, że w tekstach często pojawiają się inne wyrażenia i zwroty niż w zdaniach.

Kiedy będziesz czytać teksty, poszukaj w nich zwrotów, które znaczą to samo, co te użyte w pytaniach:

- 1 leave the house,
- 2 a place to hide,
- 3 this is surprising,
- 4 the weather is unusual.

4 Przeczytaj ponownie teksty A–C na temat ekstremalnej pogody oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Jeden tekst pasuje do dwóch zdań.

This author:

- 1 couldn't leave their house because of the weather.
- 2 has a place to hide from extreme weather.
- 3 was surprised after the extreme weather.
- 4 thinks the weather is unusual this year.

5 Answer the questions.

- 1 What was the weather like just before the tornado near Ivy's house?
- 2 How did Ivy and her family know it was safe?
- 3 Why is the Great Salt Lake smaller than it was in the past?
- 4 Why did Lia go home from school early?
- 5 How does Lia feel about New York in the snow?

6 Discuss the posts in pairs. What do you think is most difficult about living in these places? Would you like to live there? Explain why or why not.

I really hate cold weather, so I wouldn't like to live in New York City.

But it isn't cold all the time. Summers are often quite hot and sometimes humid.

Find out

7 Do some research to find out about a country that has extreme weather. Use the questions below to help. Make notes.

- What country is it?
- What types of extreme weather does it have?
- How often does it have these types of weather?
- What can people do to prepare for it?

Now tell another pair or the class what you found out. Show some photos if you found any.

New AROUND THE COUNTRY

This week's topic is the weather and you! Tell us your extreme weather stories.

A Ivy (13)

A tornado came very close to my home in Oklahoma City in the spring. It was Sunday and I was having lunch with my family. It was stormy outside. Suddenly, there was a hailstorm and it began to rain heavily. Then we heard the city's tornado warning **siren**. What a noise!

We ran to the tornado **shelter** in our garden, where we have **emergency supplies** like bottles of water and tins of beans.

We sat quietly, listening to the news on the radio until they said it was safe. There are so many tornadoes in Oklahoma that it's called Tornado Alley!

**B Jo (14)**

My house in Salt Lake City, Utah, is quite near the Great Salt Lake. Did you know it's saltier than the sea? It's the eighth biggest lake in the USA, but it's smaller than it used to be because there's a drought in Utah. Anyway, we wanted

to go hiking near there last Sunday, but it rained so heavily that we couldn't go out. Dad wasn't able to get our car out of the garage because there was a big flood! Now this is the weird thing. After all that rain, there's still a drought.

**C Lia (13)**

Lessons finished earlier than usual today because of a blizzard warning! My school said it was safe to walk, so I went home on foot like I normally do.

Now I'm relaxing at home. There may be no classes tomorrow, which is really unusual. This is New York City – schools don't usually close! I hope there isn't too much snow because I want to go ice-skating in Central Park at the weekend. New York City is often freezing in winter because of really cold air from the north, but it doesn't usually snow as much as this. I think it's the most beautiful place in the world in this weather!

**Glossary**

emergency supplies – zapasy awaryjne

shelter – schronienie

siren – syrena alarmowa

weird – dziwny

GUESS WHAT?!

Organisations like the World Meteorological Organisation (WMO) give hurricanes and storms names. They choose names they think are easy to say and understand, e.g. *Beryl*, *Helene* or *Milton*. The names of very bad storms are never repeated. Why do you think storms and hurricanes have names?

I can give warnings and instructions.

- 1  3.47  Describe the photo. Can you guess what Franky is going to do at the weekend? Then listen and check.



- 2  3.47  Read the dialogue and complete it with the words in the box. There are three extra words. Then listen again and check.

be careful do make must
out there Kind

- Franky:** Come in, Mum! ¹  careful!
- Mum:** Oops! Sorry! Have you ... packed yet?
- Franky:** Five more minutes. I'm only going to aunt Emily's for the weekend!
- Franky:** It's Cousin Jack!
- Cousin:** Hi there, Franky! It's Jack.
- Franky:** Hi!
- Cousin:** Have you packed yet?
- Franky:** Yes, I've got a couple of jumpers ...
- Cousin:** Jumpers! I ²  warn you. It's boiling hot! Have you got some sun cream?
- Franky:** Eer, no ...
- Cousin:** Get some! And ³  sure you bring a water bottle. You can't be too ⁴ .
- Franky:** Are we going to the big match?
- Cousin:** Yes! Dad got our tickets yesterday.
- Franky:** Great! Anyway ... I've got to finish packing. See you tomorrow!
- Franky:** What's up, Andrea?
- Andrea:** What a mess! What are you doing?
- Franky:** I'm packing. I'm going to Jack's tomorrow. We're going to the big match. Hey, look ⁵ .
- Andrea:** Oh, I'm so sorry ...

- 3  Match sentences in bold in the dialogue and the phrases in the box with topics 1–3.

Don't forget to tell ... Don't touch it!
Mind that (car)! Remember to bring a ...
Watch out! You should/shouldn't speak to ...

- 1 giving a general warning
2 giving a warning about immediate danger
3 giving an instruction
- 4   Uzupełnij dialogi 1–3. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.
- 1 **A:** Come round for sleepover tonight.
B: Thanks. But please  (**forget**) tell your parents.
- 2 **A:** What a cute cat!
B:  (**out**)! She may bite.
- 3 **A:** Would your sister like to play online games with us?
B: Let's ask her. But I  (**warn**). She's really good!
- 5  3.48   Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą reakcję a–e. Jedna reakcja została podana dodatkowo.
- a I must warn you that it's quite sad.
b Don't forget to bring your toothbrush!
c I'll be careful!
d Do it more slowly.
e You shouldn't talk to people online if you don't know them.

Speaker 1	Speaker 2	Speaker 3	Speaker 4
			

- 6  Role-play the conversations in pairs. Give warnings and instructions.

- 1 You're tidying your room. Some things are on the floor, e.g. a big book, your trainers, a guitar. Your friend comes in.
- 2 You think that your best friend spends too much time online and isn't very careful.
- 3 A friend is coming to stay with you for the weekend. Your friend rings you to check what to bring and what the weather's like.

I can write an email about a holiday and holiday weather.

- 1  Look at Lily's holiday photos. Say what you can see and what the weather was like. Guess where she went.



- 2 Read Lily's email and check your answers to exercise 1. Why did they leave Miami early?

From: Lily **To:** Elsie
Subject: hols!

Hi Elsie,

1 How are you? Have you had a good summer? My summer holiday was the best I've ever had! We went to Miami to stay with my uncle and aunt for ten days.

2 We spent the first three days at South Beach. The water temperature was around 30°C, much warmer than at home. But one day there was a bad thunderstorm and lightning, so we left the beach really quickly!

3 My favourite part of the holiday were two days in the Florida Keys. We saw sharks, dolphins and ... a big crocodile ...

4 Now for the worst part. We came home a day early because there was a hurricane warning!

Anyway, write and tell me all about your summer.

Love,
Lily

- 3  Help Elsie begin an email to Lily. Match the endings of the sentences a–c with their beginnings 1–3.

- 1 I'm pleased you had
2 My summer has
3 We went camping in
a the west of England.
b a good holiday!
c been brilliant!

- 4  Przeczytaj fragment e-maila Elsie. Wybierz poprawne uzupełnienie luk 1–5: a, b lub c.

On the first day, we put the tents up. I did it much ¹ than my mum and dad. My tent was only just big ² for me and my bag! Then we went sightseeing in the town. The weather was ³ nice in the morning, so we had a good time. But then it changed very quickly. It started to rain. Not just a shower, but really heavily! We got really wet ... But that wasn't the ⁴ thing that happened. That night, there was a huge ⁵. The wind blew so strongly that my tent fell down ...

- | | | |
|------------|----------|-----------|
| 1 a fast | b faster | c fastest |
| 2 a enough | b to | c too |
| 3 a quite | b not | c more |
| 4 a bad | b worse | c worst |
| 5 a fog | b storm | c thunder |

5 Writing project

 Write an email about a holiday you went on that was affected by the weather.

Think

- Where did you go, who did you go with and what did you do?
- What were your favourite and least favourite parts and why?
- What was the weather like?

Write

Write your email.

Hi!

Have you had a good summer? My holiday was ...

Look again and give feedback!

Check your email. Then swap your work with your partner and give him/her feedback.

- Is your email divided into paragraphs?
- Did you use any comparatives or superlatives to describe your holiday?
- Did you use *quite*, *very* or *really* with adjectives and adverbs?
- Did you use vocabulary from this unit to describe the weather?

Vocabulary

- 1 Complete the text with the words in the box. There are three extra words.

icy frost hailstorm rainbow showers
storm sunshine west

In the north tomorrow, it will be a lovely warm, dry morning with lots of nice ¹ _____. There will be a few short ² _____ in the early afternoon, so you'll need your umbrella! Then the sun will come out again. You may even see a beautiful ³ _____! Here in the south, the weather will be worse. It will be cold and the roads will be ⁴ _____, so take care if you're driving! It will be warmer in the afternoon, but there may be a ⁵ _____ with lots of rain and wind.

____ /5 points

- 2 Read posts 1–5. What type of weather or natural disaster are they talking about?

- I hate the heat. The last two weeks have been boiling! h _____
- It began in the trees near the town. They were very dry, so they weren't able to stop it. f _____ f _____
- I woke up. Everything in my bedroom was moving and there was a loud noise. I got under the table. e _____
- It rained heavily for days. The street looked like a river! f _____
- I could see smoke and fire coming out of the mountain. v _____ e _____

____ /5 points

Grammar

- 3 Make adverbs out of the adjectives in brackets. Then put the words in brackets in the correct places.

- Tsunami waves move. (really / fast)
- Snow falls in blizzards. (very / heavy)
- I sing. (very / bad)
- Floods often happen. (really / quick)
- She can ski. (quite / good)

____ /5 points

- 4 Complete the second sentence so that it means the same as the first. Use the words in brackets.

- This classroom is too small for 24 students.
This classroom _____ (enough) for 24 students.
- The weather isn't good enough to go for a walk.
The weather _____ (too) to go for a walk.
- I can't speak English as well as you.
You speak English _____ (better).
- I'm too young to get a job.
I'm _____ (old) to get a job.
- I can't remember a storm like this.
It's _____ (worst) I've ever seen.

____ /5 points

Speaking

- 5 Choose the correct option.

- A: Is there a swimming pool in your town?
B: Yes, there is! ¹Do / Make sure you bring your swimming costume. But I ²might / must warn you: the water is usually quite cold!
- A: Is it OK to leave my bike outside?
B: You can bring it in. You can't be ³to / too careful. But don't ⁴forget / forgive to clean it first!
- A: Why don't we do our homework together in the library?
B: Good idea. Remember ⁵bring / to bring your history book.

____ /5 points

Check your score!

3.49 Listen, check and count your points.

20–25 points – Well done!

14–19 points – Good score!

0–13 points – Keep calm and revise more.

Challenge!

- Test your memory! Answer the questions.

- Complete the weather myth. 'If you can see the moon, it will be _____ soon!'
- What should you do if there's an earthquake?
- Where is Tornado Alley?

For vocabulary revision, go to **My words**, p. 120.

For extra grammar explanations, go to **My grammar**, p. 121.



Listening

- 1   Usłyszysz dwukrotnie trzy teksty. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz właściwą odpowiedź: a, b lub c.

1 Where are they?



2 In the south this morning it's



- 3 Why is she calling her grandma?
- To complain about bad weather.
 - To make an arrangement.
 - To tell her about some extreme weather.

Reading

- 2  Przeczytaj teksty 1–3 i wybierz właściwe odpowiedzi.

1    

How can you help the planet?

There are more heatwaves and droughts than there were in the past because of climate change. We can all make a difference and help save water.

- Have a shower, not a bath!
- Don't forget to turn off the tap when you are brushing your teeth.
- Remember to water your plants carefully. Don't use too much water.

- 1 This text is about
- climate change.
 - gardening.
 - how to save water.

2

From: Maria

To: Jo

Hi,

What a shame you couldn't come to the talk! First, Mrs Neasham spoke about how people predicted the weather a long time ago. Farmers, sailors and fishermen watched how animals behaved and studied winds and clouds.

Then she talked about some inventions that helped scientists understand the weather better.

At the end, she showed us a video about how scientists predict the weather today.

I can tell you more in the next class.

Love,
Maria

- 2 Maria wrote this email to
- give her opinion about a talk.
 - describe a talk.
 - express sympathy.

3

TOP SHOTS PHOTO CLUB



Are you keen on photography?

Here are some really good reasons to be a member of 'Top shots'!

- Make friends easily.
- Meet professional photographers.
- Enter monthly competitions.

- 3 The advert is for someone who
- has taken part in a photography competition.
 - is a professional photographer.
 - would like to join a Photography Club.

Writing

- 3  Napisz do kolegi lub koleżanki z UK e-mail na temat wycieczki szkolnej, na którą miała wpływ pogoda. W Twoim e-mailu:

- poinformuj, dokąd i kiedy pojechaliście,
- opisz, co Ci się podobało najbardziej, a co najmniej,
- wyjaśnij, jak pogoda wpłynęła na podróż.

Hi! How's school going? I went on a really good school trip last week! We went to ...

Weather and climate: adjectives



boiling	upalny
cool	chłodny
frosty	mroźny
humid	wilgotny
icy	lodowaty

Weather and climate: nouns



fog	mgła
frost	mróz
heat	upał
lightning	błyskawica
rainbow	tęcza
shower	przelotny deszcz
storm	burza
sunshine	słońce
thunder	grzmot

Geographical directions and locations



north	północ
south	południe
east	wschód
west	zachód
north-east	północny wschód
north-west	północny zachód
south-east	południowy wschód
south-west	południowy zachód

Extreme weather



blizzard	zamieć śnieżna
drought	susza
hailstorm	gradobicie
heatwave	fala upałów
hurricane	huragan
thunderstorm	burza z piorunami
tornado	tornado

Natural disasters



avalanche	lawina
earthquake	trzęsienie ziemi
flood	powódź
forest fire	pożar lasu
tsunami	tsunami (wielka fala spowodowana trzęsieniem ziemi)
volcanic eruption	wybuch wulkanu

Real English



We were so disappointed.	Byliśmy bardzo rozczarowani.
So far so good!	Jak na razie wszystko w porządku!
No wonder people talk about the weather a lot!	Nic dziwnego, że ludzie tyle rozmawiają o pogodzie!
One minute there's a storm and the next minute there's sunshine.	W jednej chwili jest burza, a w następnej – świeci słońce.

Giving warnings and instructions



Be careful!	Bądź ostrożny/ostrożna!
Watch out!	Uważaj!
I must warn you.	Muszę Cię ostrzec.
Get some (sun cream)!	Zabierz (krem do opalania)!
Make sure you bring a water bottle.	Pamiętaj, żeby wziąć butelkę wody.
You can't be too careful.	Ostrożności nigdy za wiele.
Hey, look out!	Hej, uważaj!
Mind that (car)!	Uważaj na tamten (samochód)!
Remember to bring a ...	Pamiętaj o zabraniu...
Don't forget to tell ...	Nie zapomnij powiedzieć...
Don't touch it!	Nie dotykaj tego!
You should/shouldn't speak to ...	Powinieneś/Powinnaś porozmawiać z... / Nie powinieneś / Nie powinnaś porozmawiać z...

Reading and culture



emergency supplies	zapasy awaryjne
shelter	schronienie
siren	syrena alarmowa
weird	dziwny

ADVERBS

Kiedy chcesz opowiedzieć, jak, gdzie lub kiedy coś się wydarzyło, użyj przysłówka.

Wiele przysłówków można w prosty sposób utworzyć od przymiotników: wystarczy dodać do przymiotnika końcówkę **ly**, np. slow → slow**ly**.

→ Jeśli przymiotnik kończy się samogłoską y, dodaj do niego **ily**, np. heavy → heav**ily**.

→ Jeśli zaś przymiotnik zakończony jest na l, przysówek będzie miał zakończenie **lly**, np. beautiful → beautif**ully**.

- The tourists were **quickly** evacuated before the avalanche came.
- When I left home, it started snowing **heavily**.
- The artist painted the landscape **beautifully**.

→ Niektóre przysłówki mają tę samą formę, co przymiotnik, np. hard → **hard**, fast → **fast**, far → **far**, early → **early**, late → **late**.

Przysłówki sposobu zwykle umieszczamy na końcu zdania:

- Did you hear the storm last night? It was raining **hard**.



Zapamiętaj wyjątek: good → **well**.

- Polar bears can swim **well**.

COMPARATIVES AND SUPERLATIVE ADVERBS

Przysłówki, podobnie jak przymiotniki, można stopniować.

→ Aby utworzyć stopień wyższy przysłówka zakończonego na **ly** lub **ily**, postaw przed nim **more**.

- We need to walk **more quickly** if we want to catch the bus!

→ Aby utworzyć stopień najwyższy, dodaj przed przysłówkiem **(the) most**.

- The car was driving **the most dangerously** on the icy road.

Przysłówki, które mają taką samą formę jak przymiotnik, stopniujemy tak samo jak przymiotniki, np. hard → **harder** → **(the) hardest**; fast → **faster** → **(the) fastest**.

- The wind blew **hardest** during the storm.



Form stopnia wyższego i najwyższego niektórych przysłówków musisz nauczyć się na pamięć:

well → **better** → **(the) best**

badly → **worse** → **(the) worst**

- The weather got **better** after the storm stopped.

- It rained **worst** during the night.

QUITE, VERY, REALLY WITH ADJECTIVES AND ADVERBS

Znaczenie przymiotników i przysłówków sposobu możesz nieco zmieniać, używając do tego innych przysłówków, takich jak: **quite** (dość, w miarę), **very** (bardzo) oraz **really** (naprawdę).

- Going out in heat like this can be dangerous. You need to be **quite/very/really** careful.
- It was snowing **quite/very/really** heavily.

ADJECTIVES WITH **TOO**, **(NOT) ENOUGH**

→ Słowo **too** przed przymiotnikiem oznacza zbyt lub za **bardzo**, np. It's **too** cold outside!

→ Słowo **(not) enough** oznacza wystarczająco/niewystarczająco. Możesz go użyć po przymiotniku, np.

- It's **warm enough** for a nice walk.
- It's **not warm enough** for just this shirt! = It's **too** cold for just this shirt!

Vocabulary

- 1 Find the word in each set that does not match the others.

- 1 hedgehog daffodil daisy bamboo
- 2 seagull eagle avalanche pigeon
- 3 part-time stressful paramedic satisfying
- 4 west east south frost
- 5 thunder chestnut blizzard drought

- 2 Complete the text with the words in the box. There are three extra words.

afford compare creative designer
discount fashionable offer used worker



Lena is into clothes and hopes to become a fashion ¹ _____ one day. She's very ² _____ and enjoys drawing outfits in her sketchbook. Last weekend, she went shopping with her friends. They wanted to buy jackets, but some were expensive. 'I can't ³ _____ this one,' said Lena, 'but maybe I'll find something cheaper.' Her friend Finn said, 'Let's ⁴ _____ prices before we choose!' At one shop, they saw jackets that were ⁵ _____, but still looked great. The jackets were on special ⁶ _____ that day, so they all got one.

Grammar

- 3 Choose the correct option.

- 1 The weather forecast says it **will snow** / **is snowing** tomorrow.
- 2 When you **will have** / **have** a full-time job, you usually work 35-40 hours a week.
- 3 Andy **could** / **were able to** ride a bike when he was six.
- 4 There's fog, so we **could** / **may not** see the stars tonight.
- 5 If we **won't** / **don't** find this book here, we will order it online.
- 6 **Is your dog able** / **Can your dog** to sleep outside in such cold weather?

- 4 Put the words in the correct order to make sentences and questions.

- 1 work Rosalie has experience yet got ?
- 2 challenging job this for me too might be .
- 3 heavily it night quite last rained .
- 4 fly birds quietly more owls other than .
- 5 2020 has as a social worker worked dad my since .
- 6 already equipment back sent I've the faulty .

Use of English

- 5 Uzupełnij zdania 1-4. Użyj właściwych form wyrazów podanych w nawiasach. Dodaj inne niezbędne wyrazy. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 1 A computer programmer must be _____ (good / solve) problems.
- 2 Rüppell's vulture is a bird that _____ (fly / high) other birds.
- 3 We _____ (not be able) go out last night because there was a hailstorm.
- 4 John hasn't _____ (swim / quick / enough) to win the competition.

Language functions

- 6 Uzupełnij dialogi. Wstaw w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 1 A: Hello, how can I help you?
B: Hi. I'd _____ these headphones. They're damaged.
- 2 A: Dad, do _____ if I use your tablet?
B: That's fine. Just put it back on my desk later, please.
- 3 A: _____ had a job, Alice?
B: No, I haven't. But I've been a volunteer at a summer camp.
- 4 A: _____, Daisy! My clothes and suitcase are all on the floor.
B: Sorry! Where are you going?

Listening

- 7   Usłyszysz dwukrotnie tekst na temat wyboru przyszłego zawodu. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w poniższej notatce. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

Choosing a profession:

Jobs	Skills and training
programmer, robotics engineer	you like ¹ _____
social worker, paramedic	you're a ² _____
³ _____	go to university
⁴ _____	do a special course, get work experience

Careers programme: You can work as a volunteer. It helps you decide or ⁵ _____.

Reading

- 8  Przeczytaj teksty 1 i 2. Uzupełnij w e-mailu Hani luki 1–4 zgodnie z treścią tekstów, tak aby jak najbardziej precyzyjnie oddać sens podanych informacji. Luki należy uzupełnić w języku polskim.

1 **From:** Mark Taylor **To:** Hanna
Subject: RE: Summer idea

Hi Hania,
I've just come back from Northumberland National Park and I think you'd love it there! It's a wonderful place to visit in July. The days are quite sunny and warm then, but I must warn you – there may be showers and nights can be cool. So pack some jumpers and a raincoat. The park is famous for its spectacular nature. I saw lots of birds, deer, and even some wild goats. The forests and hills are beautiful, and there's a summer camp you might like. Let me know if you're interested – I can send you the camp information.
Mark

2

SUMMER CAMP IN NORTHUMBERLAND NATIONAL PARK

Join us for an amazing week in nature!

Price: £280 per person (includes food, accommodation and activities)

Attractions: hiking, wildlife spotting

Special trips: the last places in the UK to see red squirrels

Dates: 10–17 July, 24–31 July
Book by June 15th and get a 10% discount!



3

From: Hania

To: Michał

Subject: Obóz letni

Cześć Michał,
dostałam e-mail od kolegi z Londynu. Mark poleca nam wyjazd do Parku Narodowego Northumberland. Píše, że lipiec jest dobrym miesiącem na taki wyjazd, bo jest ciepło, ale musimy pamiętać, żeby zabrać ze sobą ¹ _____.

Mark przysłał mi również ulotkę obozu letniego, na który moglibyśmy pojechać. Obóz kosztuje ² _____ i obejmuje wyżywienie oraz zajęcia. W ramach pobytu można też pojechać na specjalną wycieczkę, aby ³ _____!

Co myślisz o wyjeździe w dniach 24–31 lipca? Możemy zaoszczędzić trochę pieniędzy, jeśli ⁴ _____.

Hania

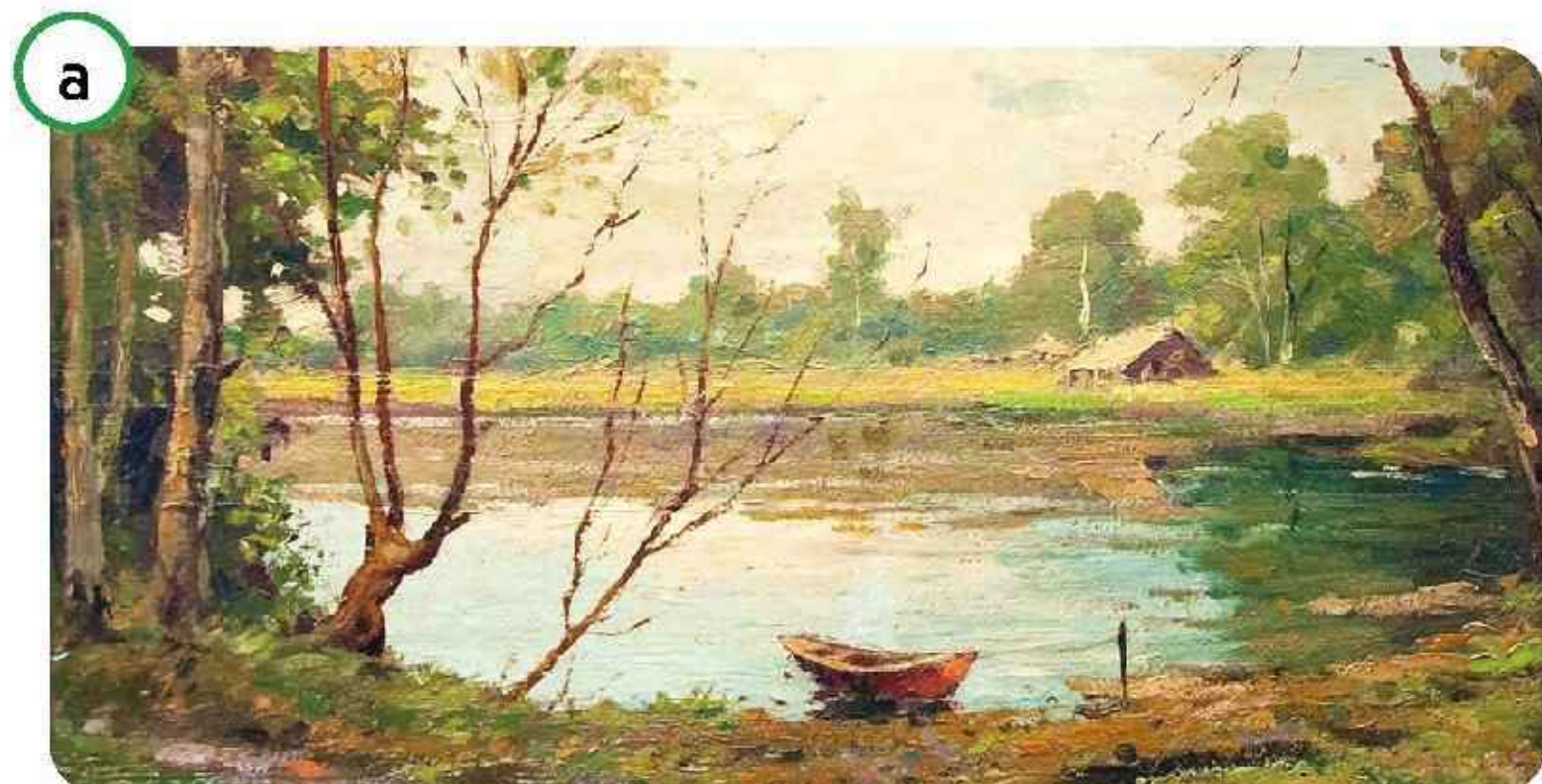
Writing

- 9  **Wzięłeś/Wzięłaś udział w konkursie na najciekawsze zdjęcie ekstremalnej pogody. Napisz do koleżanki z Irlandii e-mail, w którym:**

- opiszysz zdjęcie i wyjaśnisz, dlaczego je wybrałeś/wybrałaś,
- opowiesz o okolicznościach, w których zostało zrobione,
- poinformujesz o swoich planach związanych z fotografią.

Unit 1 Describing a painting

- 1  Listen to the presentation. Which painting is Olivia describing?



- 2  Listen again. Which words or phrases in the box can you hear?

Adjectives: abstract realistic

Describing location: above
at the bottom/top below
in the background/foreground/middle
on the left/right (side of the painting)

- 3  Complete Peter's description of painting b with the words in exercise 2.



My favourite painting is this ¹ landscape. It shows a big city in the afternoon. In the ², there are lots of people and the place looks noisy. In the ³, we can see many tall buildings with red and orange lights on and ⁴ them. There's a big tree on the ⁵ side of the painting. I really like the blue sky and the pink clouds at the ⁶ of the painting.

- 4  Find a painting or a photo you like and describe it. Use the phrases in exercise 2 and the model text in exercise 3.

Unit 2 Try this hobby!

- 5   Match photos 1–8 with the words in the box. Then listen and check.

build drones compose music create fanart
do scrapbooking make vlogs play padel
ride a BMX ride a longboard



- 6  Listen to the podcast and answer the questions.

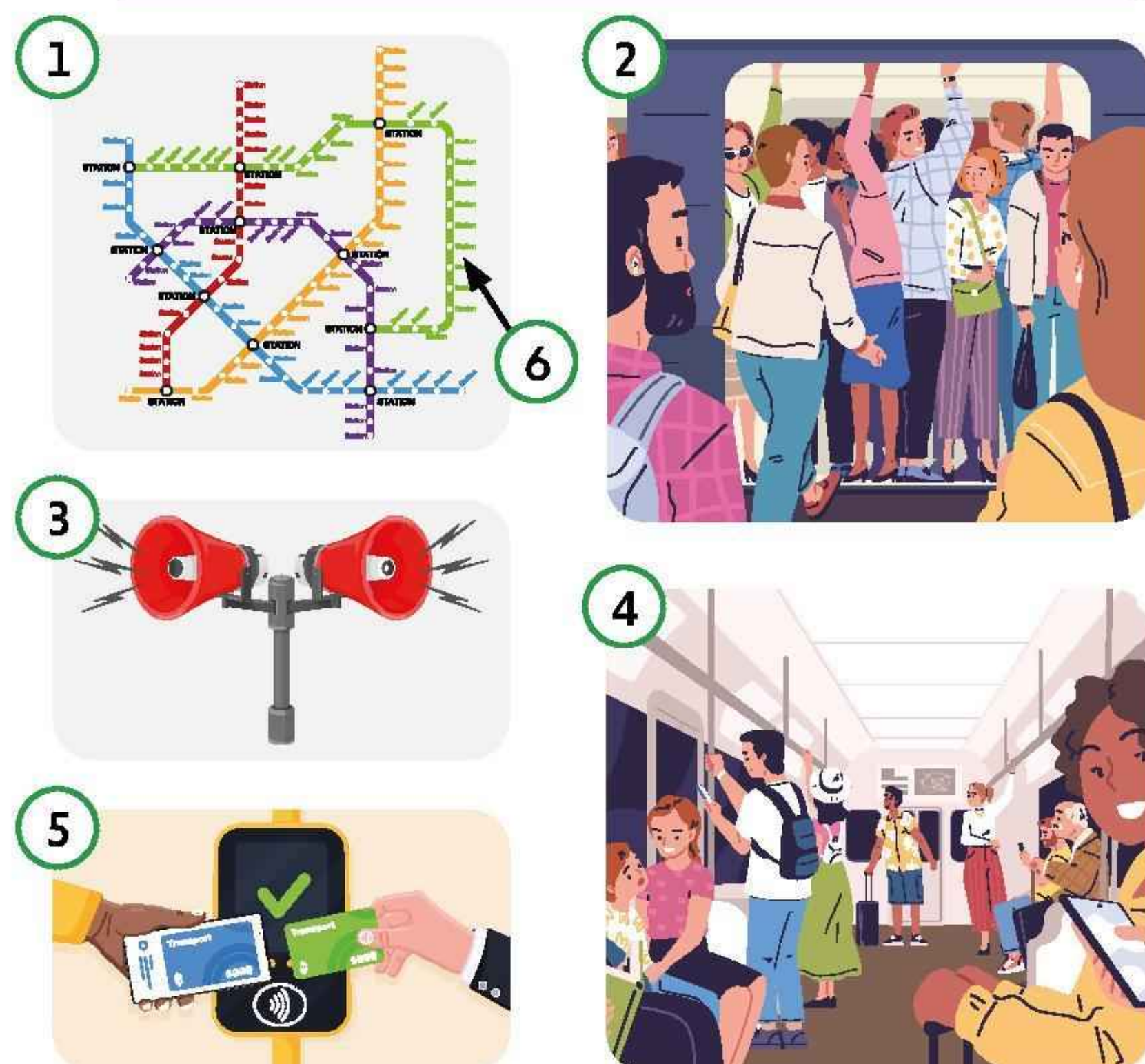
- How is a longboard different from a skateboard?
- Which sport is similar to tennis?
- Which hobby helps you reuse old things?
- What fanart did Brian create?
- Can they use their drone to make films?
- What is Brian and Jessica's vlog about?

- 7  In pairs, talk about one hobby in exercise 5 that you would like to try and one hobby you don't like. Say why.

Unit 3 Underground stories

- 1 3.63 Match pictures 1–6 with six of the words or phrases in the box. Then listen and check.

announcement destination line
mind the gap network map
off-peak time peak time
tap a card/phone travel zone



- 2 3.64 Complete the definitions with three other words or phrases in exercise 1. Then listen and check.

- The is the last station where the underground train stops.
- A is an area in a city. When you travel across the zones, the ticket prices change.
- ' ' means 'Be careful of the space between the train and the platform'.

- 3 3.65 Do you know which cities these underground names are from? Listen to three people who used it and check.

the Metro the Subway the Tube

- 4 What was your most memorable experience on the underground or other public transport?

I was travelling by the Metro at peak time when I missed my station!

Unit 4 The history of printing press

- 5 3.66 Look at photo 1. What do you think the machine was used for? Read and listen to check.

Johannes Gutenberg, a German inventor, created the first printing press around 1440 and, in this way, changed human history. Before that, books were **copied** by hand which was slow and expensive. Gutenberg's press **improved** printing methods by using metal type (photo 2) that could be moved. That helped to print a lot of texts quickly.

The printing press **transformed** the world. Books became cheaper and easier to find, so more people learned to read. Ideas **spread** faster because scientists, inventors and writers could share their **knowledge** and discoveries with more people. This invention opened the door to the modern age of **communication** and learning.



- 6 Complete the sentences with the correct forms of the verbs in brackets. Use passive voice in the past simple.

- Before 1440, texts (copy) very slowly.
- Printing methods (improve) to print books more quickly.
- The world (transform) because of that great invention.
- Knowledge (spread) faster.

- 7 Match three of the words in bold in the text in exercise 5 with their definitions.

- 1 make something better than before
- 2 sharing information with other people
- 3 what you know or learn about something

- 8 In pairs, find out about the first book that was printed. Then tell the class what you found out.

Unit 5 Ads everywhere!

- 1   Complete the definitions with the correct words in the box. Then listen and check.

advertisement/advert/ad billboard
brand commercial customer flyer
product promotion

- 1 a way to get people interested in buying something, often using discounts
- 2 a large outdoor sign for ads
- 3 a message that tries to sell something
- 4 a small piece of paper used to promote events, products or services
- 5 something made to be sold or used
- 6 a person who buys something
- 7 a name or symbol of the company that made a product
- 8 a short ad on radio, TV or online

- 2   Listen to the podcast and complete the tips with the words in exercise 1. Use plural forms where necessary.

HOW TO SURVIVE IN THE WORLD OF ADS?

- 1 Install apps to block _____ on your phone or computer.
- 2 Don't believe the famous people you see in TV _____ or on billboards.
- 3 A popular _____ or logo on a product don't always mean it's good quality.
- 4 Don't buy something just because it's on _____.
- 5 Be careful when you see 'Limited time only!' on a _____.
- 6 Ask other _____ for advice.

- 3  Discuss the questions in pairs.

- 1 Do you use apps to block adverts?
- 2 Is it a good idea to read other customers' opinions online? Why / Why not?
- 3 What products do you usually see on billboards or flyers in your area?

Unit 6 Part-time jobs

- 4   Match photos 1-8 with the words in the box. Then listen and check.

barista call centre representative
car wash attendant cashier dog walker
Internet content creator pet sitter tutor



- 5  Listen to four young people. What part-time jobs in exercise 4 are they talking about?

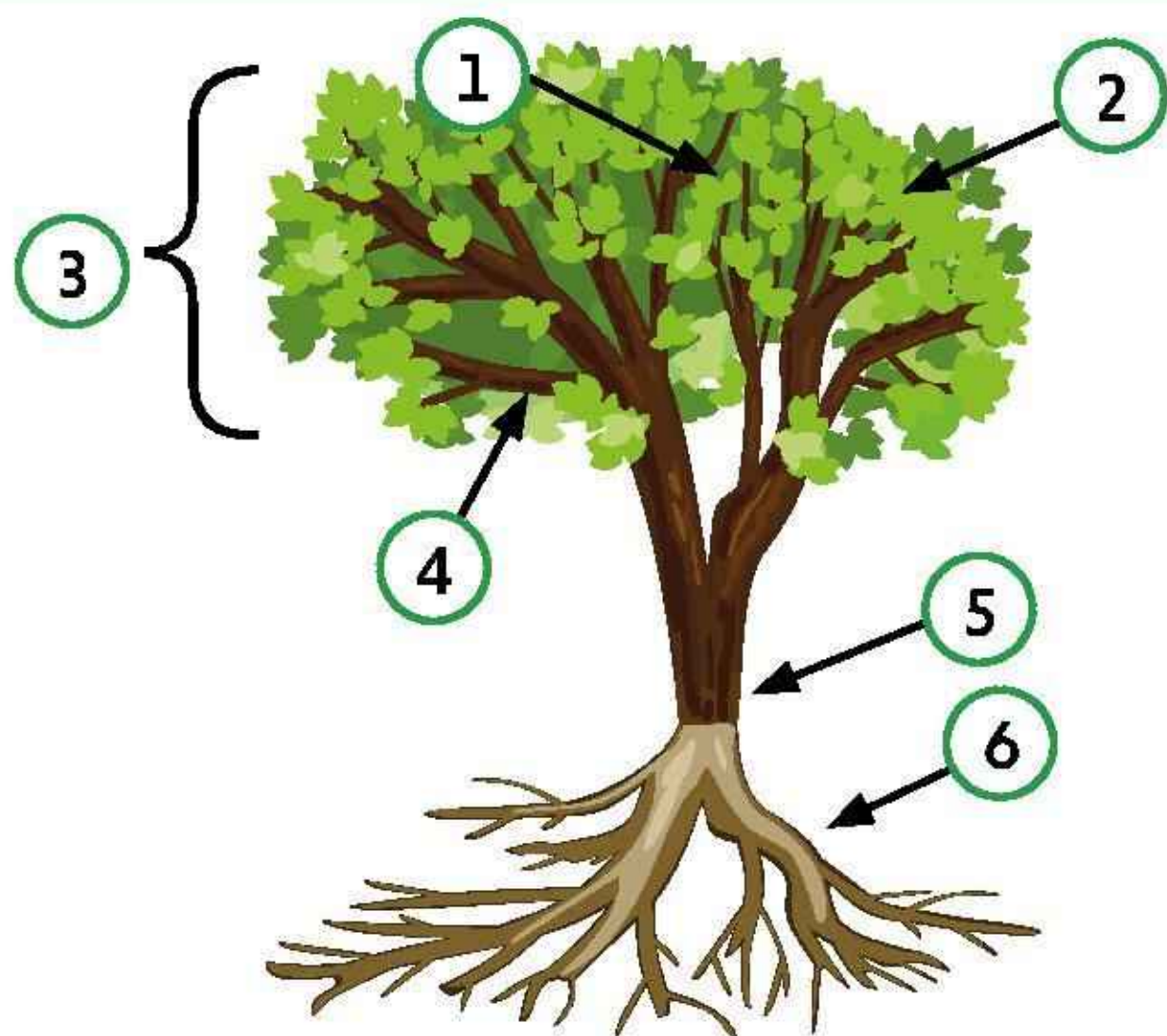
- 6  Which part-time jobs in exercise 4 would you like to do? Discuss in pairs.

I think I'd like to work as a tutor. I'm great at English and science, and I'm patient.

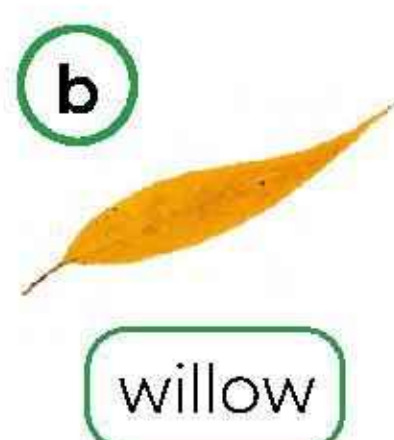
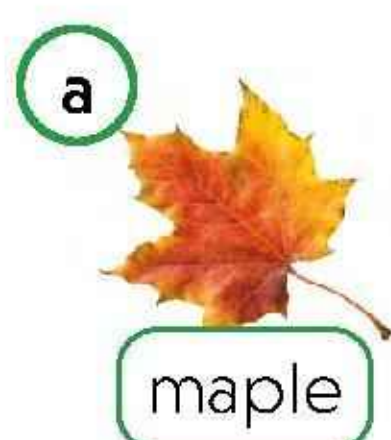
Unit 7 Tree of the Year

- 1 Match parts of the tree 1-6 with the words in the box. Then listen and check.

branch crown leaves roots trunk twig



- 2 Look at photos 1-6. Listen to the podcast and complete the sentences with the names of trees a-f.



- In 2025, the winner was a whose leaves turn red in autumn.
 - A has a round crown and its leaves turn orange and yellow.
 - A was Scotland's Tree of the Year in 2020.
 - The 2024 Italian finalist was 1000 years old.
 - A has long twigs and long, narrow leaves.
 - A is always green and can live for thousands of years.
- 3 Which trees in your area could be candidates for the Tree of the Year? Discuss in pairs.

Unit 8 Sustainable living

- 4 Listen to the introduction of a class presentation. What is sustainable living?
- 5 Read the poster and complete it with the words in the box. Then listen to the second part of the presentation and check.

bin ecotourism energy food
rainwater reuse

SUSTAINABLE LIVING TOP TIPS



Follow the 3Rs: reduce, and recycle daily.

Save more water: install a collection system.



Start your compost and grow your own vegetables.

Buy locally produced seasonal .



Make your home better with renewable .

Travel in cleaner ways and enjoy .



- 6 Listen to the presentation again and answer questions 1-6.
- What can you reuse and recycle?
 - When does a rainwater collection system work?
 - What should you put in your compost bin?
 - Why is eating seasonal food a good idea?
 - What types of weather are used to produce renewable energy?
 - What are some examples of ecotourism activities?
- 7 Which sustainable living activities do you do or would like to try? Discuss in pairs.

We've got a rainwater collection system in our house. It works really well in spring and summer.

I think ecotourism sounds interesting and I'd like to find out more about it.

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Irregular verbs

Infinitive	Past simple	Past participle	Translation
be	was/were	been	być
become	became	become	zostawać, stawać się
begin	began	begun	zaczynać
blow	blew	blown	wiać, dmuchać
break	broke	broken	łamać, psuć się
bring	brought	brought	przynosić
build	built	built	budować
buy	bought	bought	kupować
catch	caught	caught	łapać
choose	chose	chosen	wybierać
come	came	come	przychodzić
cost	cost	cost	kosztować
cut	cut	cut	ciąć, kroić
do	did	done	robić
draw	drew	drawn	rysować, ciągnąć
dream	dreamt/ dreamed	dreamt/ dreamed	marzyć, śnić
drink	drank	drunk	pić
drive	drove	driven	jechać, kierować
eat	ate	eaten	jeść
fall	fell	fallen	upadać
feed	fed	fed	karmić
feel	felt	felt	czuć
find	found	found	znajdować
fly	flew	flown	latać
forget	forgot	forgotten	zapominać
get	got	got	dostawać
give	gave	given	dawać
go	went	gone	iść, jechać
grow	grew	grown	rosnąć
have	had	had	mieć
hear	heard	heard	słyszeć
hide	hid	hidden	ukrywać, chować
hurt	hurt	hurt	ranić
keep	kept	kept	trzymać
know	knew	known	wiedzieć, znać
learn	learnt/ learned	learnt/ learned	uczyć się
leave	left	left	opuszczać, zostawiać
let	let	let	pozwalać

Infinitive	Past simple	Past participle	Translation
lose	lost	lost	gubić, tracić
make	made	made	robić
mean	meant	meant	znaczyć
meet	met	met	spotykać, poznawać
pay	paid	paid	płacić
put	put	put	kłaść
read	read	read	czytać
ride	rode	ridden	jeździć
ring	rang	rung	dzwonić
run	ran	run	biec
say	said	said	mówić, powiedzieć
see	saw	seen	widzieć
sell	sold	sold	sprzedawać
send	sent	sent	wysyłać
set	set	set	ustawiać
show	showed	shown	pokazywać
sing	sang	sung	śpiewać
sit	sat	sat	siedzieć
sleep	slept	slept	spać
smell	smelt	smelt	czuć, pachnieć
speak	spoke	spoken	mówić
spend	spent	spent	spędzać, wydawać
stand	stood	stood	stać
swim	swam	swum	pływać
take	took	taken	brać, wziąć
teach	taught	taught	uczyć (kogoś)
tell	told	told	powiedzieć
think	thought	thought	myśleć
throw	threw	thrown	rzucać
understand	understood	understood	rozumieć
wake	woke	woken	budzić
wear	wore	worn	nosić
win	won	won	wygrywać, zdobywać
write	wrote	written	pisać

Together to seria 5 podręczników do nauki języka angielskiego przeznaczona dla uczniów klas 4–8 szkoły podstawowej. Kurs ten jest w pełni zgodny z wymaganiami podstawy programowej.

Seria *Together* to przede wszystkim wyjątkowe dopasowanie treści i konstrukcji zadań do wieku, umiejętności kognitywnych, percepcji oraz możliwości rozwojowych uczniów w każdej z klas 4–8. Koncepcja zadań została opracowana we współpracy z psychologiem dziecięcym.

Podręczniki serii *Together* rozwijają wszystkie umiejętności językowe oraz są dostosowane do różnych potrzeb i umiejętności uczniów w zakresie języka angielskiego.

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- oryginalny zestaw technik uczenia się, zintegrowany z kolejnymi lekcjami, który pozwala uczniom osiągnąć samodzielność w procesie uczenia się języka obcego.
- wsparcie każdego ucznia w procesie nauki poprzez unikatowe zadania o różnym stopniu trudności oraz dodatkowe zadania dla uczniów pracujących szybciej.
- regularne powtórki słownictwa i struktur gramatycznych ułatwiające długotrwałe zapamiętywanie.
- efektywna nauka komunikacji w języku angielskim poprzez liczne zadania realizowane w parach i grupach, a także ćwiczenia w sekcji *Speaking* oparte o sytuacje z życia codziennego.
- inspirujące teksty osadzone w realiach współczesnego świata dostosowane do wieku i zainteresowań uczniów.
- rozwijanie kompetencji pozajęzykowych, takich jak praca w zespole oraz kreatywne myślenie, poprzez angażujące prace projektowe.

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