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ZGODNY Z NOWĄ PODSTAWĄ PROGRAMOWĄ

	KLASA 4	KLASA 5	KLASA 6	KLASA 7	KLASA 8
Ścieżka 1	English Class A1 GSE: 10-29	English Class A1+ GSE: 28-35	English Class A2 GSE: 34-41	English Class A2+ GSE: 32-42	English Class B1 GSE: 40-50
Ścieżka 2	English Class A1 GSE: 10-29	English Class A1+ GSE: 28-35	English Class A2 GSE: 34-41	English Class B1 GSE: 40-50	English Class B1+ GSE: 45-55

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English Class B1 Students' Book

Barraclough, Gaynor, Tkacz

Carolyn Barraclough, Suzanne Gaynor,
Arek Tkacz

BBC

English Class



B1

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English Class



B1

Students' Book

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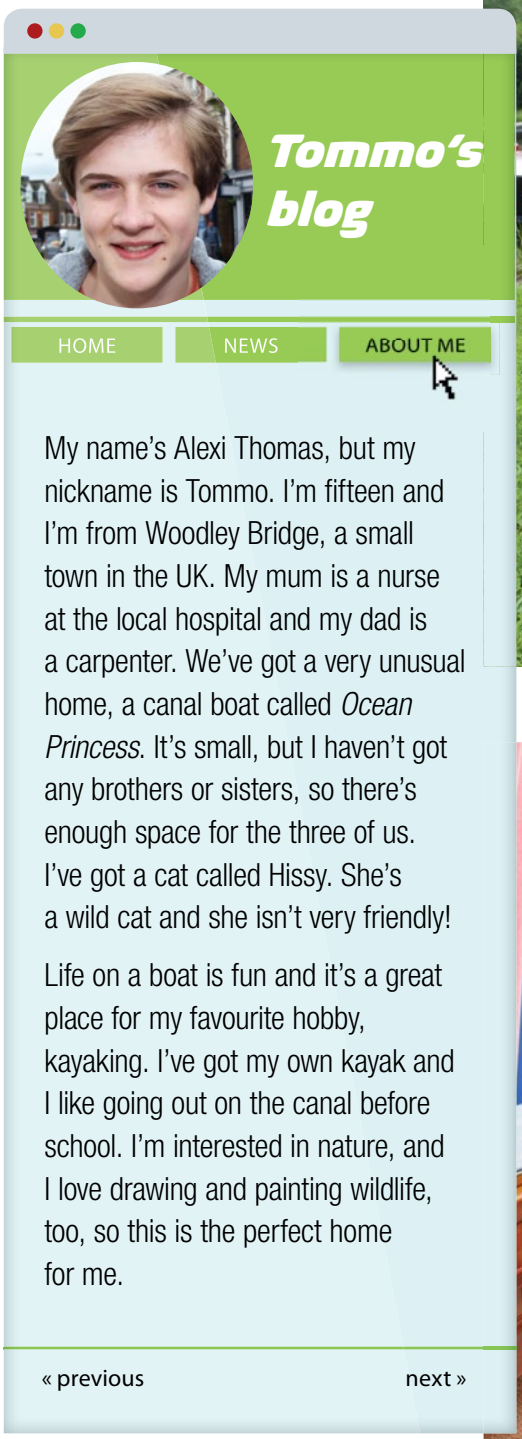
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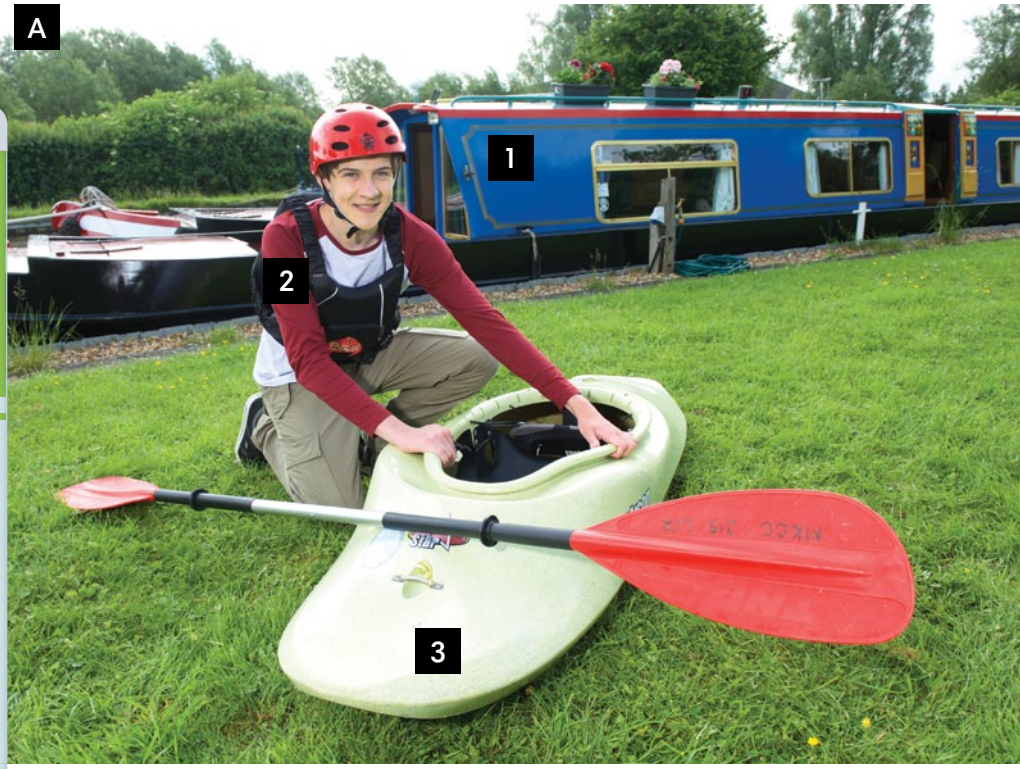
0 Welcome to Woodley Bridge

INTRODUCING TOMMO

Activities and interests; Likes and dislikes; Home and furniture; *There is/are* with *some/any*; Possessive adjectives and possessive *'s*



A



B



1 1.02 **Read the text and look at photo A. Name the person and objects in the photo.**

2 **Work in pairs. Are the sentences true or false? In your notebook, correct the false sentences.**

1 Tommo's real name is Alexi.
2 Tommo's parents are doctors.
3 His home isn't very big.
4 Tommo's got a younger brother.
5 He hasn't got any pets.
6 Tommo often goes kayaking before school.

3 **Read the text again. What are Tommo's hobbies and interests?**

4 1.03 **I KNOW THAT!** **Study the Vocabulary A box. In your notebook, add more activities and interests.**

Vocabulary A Activities and interests

doing nothing going to the cinema
listening to music playing computer games
reading books or magazines taking photos

5 **Use the Speaking box to tell your partner about your favourite activities and interests. Then tell the class about your partner.**

Speaking Likes and dislikes

I love going to the cinema.
I like playing computer games.
He loves reading books.
I don't mind doing homework.
She doesn't mind watching TV.
I can't stand doing nothing.
He can't stand tidying his room.

6 1.04 **Study the Vocabulary B box and listen to the dialogue. In your notebook, write down the words that you hear.**

Vocabulary B Home and furniture

bath bathroom bed bedroom
ceiling cupboard dining room floor
garage garden kitchen mirror roof
shower wall window

7 **I KNOW THAT!** **Work in pairs. In your notebook, add more items to the Vocabulary B box.**

8 **Study the Grammar A box. Look at photo B. In your notebook, complete the sentences with *there is/are* or *there isn't/aren't*.**

Grammar A *There is/are* with *some/any*

	Singular	Plural
+	There's (there is) **a** bed.	There are **some** clothes.
–	There isn't **a** desk.	There aren't **any** shops.
?	Is there **a** chair?	Are there **any** books?

1 *There is* a red tie on the bed.
2 ? any pictures on the wall.
3 ? a bed next to the window.
4 ? curtains.
5 ? a TV.

9 **In your notebook, make more sentences about photo B using *There is/are* and the prepositions below.**

between in near next to
on opposite under

10 **Study the Grammar B box. In your notebook, complete the sentences with possessive adjectives or possessive *'s*.**

Grammar B Possessive adjectives and possessive *'s*

's = singular	the cat's toys
s' = plural	my parents' boat
adjectives	my/your/his/her/its/our/their bedroom

1 Whose book is it?
It's Tommo's mum's book.
2 Is it Hissy ? ball?
Yes, it's ? ball.
3 Is that Tommo ? room?
No, it's ? mum and dad ? room.
4 Is this ? cat?
No, it's my friend ? cat.

11 **In your notebook, write three sentences about your home.**

There's a big wardrobe in my bedroom. Between the wardrobe and the bed, there is …

0.2 INTRODUCING SKYE

Jobs; Present Simple with adverbs of frequency

1 1.05 **Read the text. Find:**

1. a surname *Winter-Fox*
2. three jobs
3. two things to eat
4. an animal
5. two sports
6. two places

Hi! I'm Skye Winter-Fox and I'm 15. I live with my Gran because my parents are scientists and they often work abroad. They are in New Zealand at the moment. Gran's really sporty. She's a yoga teacher and she swims every morning. I sometimes go with her but I don't like getting up early!

We usually have breakfast together, then I feed my pet snake. Yes! I've got a beautiful snake called Basil. I have lunch at school, but it's always boring because I have cheese sandwiches every day. After school, I see my friends Tommo, Dan and Alisha. Dan and I like running together. Sometimes we all meet at the café on the canal.

In the evenings, I do my homework and Gran makes dinner. Does she cook every day? Yes, she does. She's the best cook in the world, and she makes a brilliant chilli!



2 1.06 **I KNOW THAT!** **Study the Vocabulary box. Add more words in your notebook.**

Vocabulary Jobs

cook/chef farmer hairdresser
mechanic nurse scientist

3 **In pairs, describe a job from the Vocabulary box. Your partner has to guess which job it is.**

This person can make you better when you are ill. A nurse.
This person likes working with animals …

4 **Study the Grammar box. Find more examples of the Present Simple in the text.**

Grammar Present Simple

Affirmative	**Negative**
I live with my Gran.	I don't swim every day.
My parents travel a lot.	They don't live in this country.
Questions	**Short answers**
Do you live near the school?	Yes, I do. / No, I don't.
Does she cook every day?	Yes, she does. / No, she doesn't.

Always, usually, often, sometimes, never go before most verbs, but after the verb *to be*.

Watch OUT

5 **In your notebook, complete the sentences with the correct form of the verbs in brackets.**

1. We *don't go* (not go) to school on Saturdays.
2. She ? (often/be) with her friends in the park café.
3. Mum and Dad ? (never/sleep) after 8 a.m.
4. ? (you/live) in a big house?
5. Emma ? (not eat) lunch at school.
6. Jake ? (always/cook) for my birthday.

6 **Study the phrases. Which of them are in the text? Can you add more everyday actions? Write them in your notebook.**

Word friends Everyday actions

do homework get dressed get home get up early/late
go to school/go out have a shower
have breakfast/lunch/dinner see friends

7 **In pairs, describe your school day.**

I always wake up at six o'clock.
I never get dressed before breakfast.

8 **In pairs, describe the daily routines of people in your family. What do they do?**

I live with my mum and my dog. Mum gets up early every day. She's a dentist.

Clothes and accessories; Present Continuous; Talking about feelings

1 CLASS VOTE **Look at the photo. Do you think the boys are family or friends?**

2 1.07 **Read the text. Are the sentences true or false?**



Hi, I'm Dan. This is a photo of my older brother, Ed, and me. In the photo, we're both wearing sports clothes. I'm wearing my favourite football T-shirt, and Ed's wearing his baseball cap and his favourite hoodie. We're smiling in the photo because Ed's telling a stupid joke! Ed and I were born in the USA. My dad's family is originally from Mexico and we both speak Spanish. I'm in England now because Mum's working at a school here. Ed's at university in New York and he's having a great time. Mum and I are making plans to visit him this summer, and we're really excited. I'm enjoying my new school in England but I don't like the school uniform! I'm glad I've got friends like Tommo, Skye and Alisha. I'm shy, but they're always around when I'm worried about something.

1 Dan is older than Ed. *False*
2 Dan and Ed were born in Mexico.
3 Dan and Ed don't speak Spanish.
4 Ed's in New York at the moment.
5 Dan likes the school uniform in England.

3 1.08 **Study the Vocabulary A box. Which clothes and accessories can you see in the photo?**

Vocabulary A Clothes and accessories

baseball cap earrings hoodie jacket
school uniform T-shirt watch

4 I KNOW THAT! **Work in pairs. In your notebook, add more words to the Vocabulary box.**

5 **Study the Grammar box. Find more examples of the Present Continuous in the text.**

Grammar Present Continuous

Affirmative
I'm wearing my favourite shirt.
He's wearing a hat.
They're wearing hats.

Negative
I'm not wearing my favourite shirt.
He isn't wearing a hat.
They aren't wearing hats.

Questions
Are you wearing a tie?
Is she wearing a tie?

Short answers
Yes, I am. / No, I'm not.
Yes, she is. / No, she isn't.

6 **In your notebook, make questions with the words below. Answer the questions to make them true for you.**

1 you / are / going out / ?
Are you going out? No, I'm not.
2 are / wearing / an earring / ? / you
3 the students / are / talking / ?
4 doing / this exercise / your friend / is / ?
5 you / looking at / are / your phone / ?

7 **Study the Vocabulary B box. In your notebook, add more expressions to describe feelings.**

Vocabulary B Talking about feelings

I'm ...
annoyed bored excited frightened
irritated nervous relaxed sad shocked
tired worried.

8 1.09 **Listen and answer the questions.**

1 What is Dan's problem?
2 How does Dan feel about the party?

9 **In pairs, describe how you usually feel in these situations.**

- before an exam
- on your birthday
- after a party
- on holiday

I always feel nervous before an exam, but I also feel a little excited.

0.4 INTRODUCING ALISHA

Countries and languages; *was/were*, *there was/were*; Past Simple: regular verbs

1 1.10 **Study the Vocabulary box. In what other countries can you speak these languages?**

Vocabulary	Countries and languages
Countries	**Languages**
China	Chinese
France	French
Germany	German
India	Hindi
Italy	Italian
Poland	Polish
Portugal	Portuguese
Spain	Spanish
Turkey	Turkish

2 I KNOW THAT! **Work in pairs. How many countries can you name for each letter of the alphabet?**

A – Argentina, B – Belgium …

3 1.11 **Read the text. Find two countries and two languages.**



Hi or 'Namaste'! My name's Alisha and I'm half-English and half-Indian. My dad's from India and my mum's from England, so I speak Hindi and English. Dad's family is very big and I've got lots of cousins. We weren't in India last summer but this year we're planning to be there for a whole month. I've got an older brother called Damian. He's funny but also a bit annoying! I'm really into computers and I want to be an IT specialist one day. I like helping my friends when they've got problems. I'm not crazy about sport but I'm fit and very strong. Skye and I were in a kickboxing class at school last year, and I really liked it because it was fun and there were lots of useful exercises. Our kickboxing teacher invited us to do it again this year, and we want to try!

4 **Read the text again, and then cover it. In your notebook, write three things about Alisha.**

She's got an older brother.
She can speak …

5 **Study the Grammar A box. In your notebook, complete the sentences with *was/were* and *wasn't/weren't*.**

Grammar A *was/were, there was/were*

Affirmative	Negative
He was on holiday.	He wasn't on holiday.
We were on holiday.	We weren't on holiday.
There was a party.	There wasn't a party.
There were lots of people.	There weren't lots of people.
Questions	**Short answers**
Was it fun?	Yes, it was. / No, it wasn't.
Were they at home?	Yes, there were. / No, there weren't.
Was there a party?	Yes, there was. / No, there wasn't.
Were there many people?	Yes, there were. / No, there weren't.

1 Naomi and her parents *were* on holiday in Spain but the weather ? terrible.
2 ? you at the cinema last night? No, I ? .
3 The film festival ? fun and there ? lots of films to watch.
4 ? your parents angry when you ? late home?
5 Liam ? 10 years old in 1999.
6 ? the English test difficult? Yes, it ? . There ? lots of difficult exercises.

6 1.12 **Study the Grammar B box. Listen and answer the questions.**

Grammar B Past Simple: regular verbs

He lived in California.
They didn't invite her.
Did you like the film?

1 What was Dan like on his first day at school?
2 Who did Dan live with last year?
3 What language does Alisha want to learn?

7 **In pairs, tell your partner about five things which were true for you last year.**

I was in a different class.
I wasn't in the basketball team.

1 In pairs, describe the photo. Make as many sentences as possible. What do you think life is like in Woodley Bridge?



2 1.13 Listen. Are the sentences true or false?

1 The café is closed.
2 The café sells lemonade.
3 Dan hasn't got a mobile phone.
4 Dan is waiting outside the café.
5 Dan likes the café.
6 There are lots of places to hang out in Woodley Bridge.

3 Complete the questions with one word in each gap.

4 In groups, do the quiz about the young people from Woodley Bridge. How much can you remember?

5 In pairs, write two similar questions about yourselves. Hand the questions to your teacher and have a class quiz with two teams.

The BIG Character Quiz

1 ? Dan and his brother from the UK?
2 Where ? Tommo live?
3 Where ? Alisha's dad's family from?
4 ? Skye live with her parents?
5 What ? Dan's brother's name?
6 ? Skye and Tommo got pets?
7 ? Dan and Alisha speak other languages?
8 ? Skye's parents doctors?
9 ? Tommo got a kayak?
10 ? Tommo, Dan, Alisha and Skye often meet in a café?

1 That's my world!

VOCABULARY Everyday technology | Adjectives of opinion | Time

GRAMMAR Present Simple, Present Continuous and state verbs | verb + *ing* / verb + *to*- infinitive



SPEAKING Making suggestions



READING Are all gadgets useful?

LISTENING Are you technology crazy?

WRITING A description of your dream lifestyle

BBC Culture and Skills Do smartphones make you smarter?

VOCABULARY Lifestyle

I can talk about everyday technology.



1 CLASS VOTE **Do you take photos with your mobile phone? What do you take photos of?**

2 **Match photos 1–6 with sentences a–f. Write the answers in your notebook.**

a She's up to mischief again!
b Friends + chocolate cake #agreatday!
c Come on rain! We've got the right boots.
d Dan's singing again! ;)
e It's film time … yay!
f Ready for our trip!

3 1.14 **Listen and check you understand the words in the Vocabulary A box. Which of them can you see in the pictures?**

Vocabulary A Everyday technology

battery cable charger earphones plug selfie stick speaker tablet

4 I KNOW THAT! **Can you add more words to the Vocabulary A box? Write them in your notebook.**

5 1.15 **Listen to speakers 1–4 and name the presents. Use the Vocabulary A box to help you. Write the answers in your notebook.**



I want to listen to music but my brother is using my [1]*earphones* / *plugs*. I decide to watch a funny film on my [2]*cable* / *tablet* instead, but I can't find it. I look in my brother's bedroom. It's not there, but there's a pile of [3]*speakers* / *cables* on his desk. I check them and find the short black one with the right [4]*plug* / *selfie* for my tablet. 'So, where is it?' I ask him. Then I hear Mum's voice. 'I've got it! I'm just buying some shoes but the battery is nearly dead. Can you get me the [5]*battery* / *charger*, please?'

6 **Read the text and choose the correct options. Write the answers in your notebook. Is it the same in your house?**

7 **1.16** **Listen to people talking about their phones. In your notebook, write down the expressions from the box that you hear.**

Word Friends Using gadgets

chat with friends	download songs
go online	listen to music
make / film a video	play games
read e-books	send / get instant messages
share photos	text friends / parents
upload pictures	watch music videos

8 **In pairs, ask and answer the questions.**

1 How many instant messages do you send and get in a day?
I send about ten instant messages in a day and I get about twenty.
2 Do you know somebody who reads e-books?
3 When do you listen to music?
4 How often do you download songs?
5 Would you like to make a video with friends in your school?
6 What games do you play on the computer?

9 **1.17** **In your notebook, write the words from the box in the correct column. Listen and check.**

Vocabulary B Adjectives of opinion

all right amazing awesome awful boring brilliant cool disgusting exciting funny lovely nice noisy OK old-fashioned perfect strange terrible useful

amazing *awesome* ? ? ? ?	*cool* ? ? ?	*all right* ? ?	*boring* ? ? ?	*awful* ? ?

10 **In your notebook, write two things that are:**

1 useful
2 awesome
3 old-fashioned
4 strange
5 terrible

11 **VOX POPS** **Talk to your partner. Who in your family uses technology the most? What do they use it for?**

My brother loves his gadgets. He's older than me and he's got a really good tablet. He shops online, watches films, and he uses it for studying.

And YOU

1.2 GRAMMAR Present Simple, Present Continuous and state verbs

I can use different tenses to talk about the present.

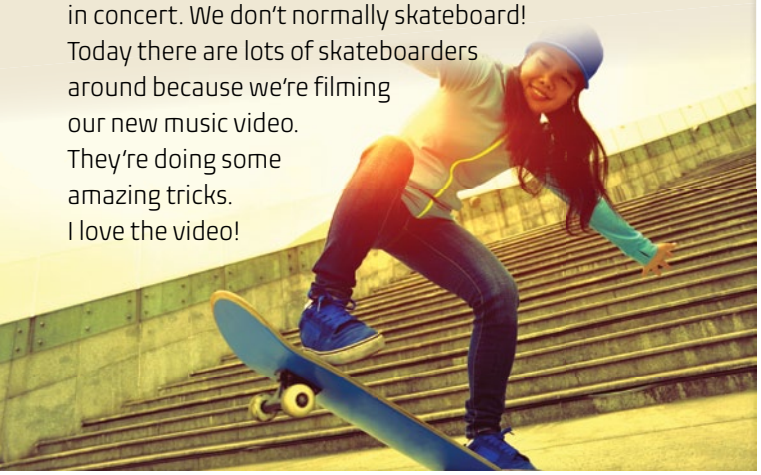
1 CLASS VOTE **Do you watch music videos? What are some of your favourites?**

2 1.18 **Look at the photo. What can you see? Read the text.**

X-RAY

the indie band with all the moves

Hi! It's Gary here, lead singer. Today I'm writing the band's blog at a special event in a skate park. We've got photographers and reporters with us, but we aren't singing at the moment. One reporter, Ali, is asking us lots of questions: 'What do you normally do on Saturday afternoons? What are you doing today?' We tell Ali about our lives. We often travel from one city to the next on Saturday afternoons. Then in the evenings we usually play live in concert. We don't normally skateboard! Today there are lots of skateboarders around because we're filming our new music video. They're doing some amazing tricks. I love the video!



3 **Study the Grammar box. Find examples of the Present Simple, Present Continuous and state verbs in the text.**

Grammar Present Simple, Present Continuous and state verbs

Present Simple
They usually travel on a tour bus.
He doesn't write his blog every day.
Do they speak English? Yes, they do.

Present Continuous
He's travelling a lot these days.
They aren't recording a song at the moment.
Is she skateboarding now? No, she isn't.

State verbs
Verbs with no continuous form: *love*, *like*, *hate*, *know*, *think*, *see*, *feel*, *understand*, *want*, *need*

GRAMMAR TIME > PAGE 126

4 1.19 **Choose the correct option. Write the answers in your notebook. Listen and check.**

1 Ali and Gary *sit* / *are sitting* on a bench at the skate park.
Ali and Gary are sitting on a bench at the skate park.
2 Gary usually *sings* / *is singing* in concerts on Saturday evenings.
3 The band members *don't often visit* / *aren't often visiting* skate parks.
4 The skateboarders *do* / *are doing* some fantastic skateboard tricks at the moment.
5 Sara *always wears* / *is always wearing* her lucky blue helmet.
6 Several people *film* / *are filming* the skateboarders.

5 **In your notebook, write questions about the text in Exercise 2. Use the Present Simple or Present Continuous. In pairs, ask and answer the questions.**

1 the people in the park / film / the skateboarders?
Are the people in the park filming the skateboarders?
2 Gary / work / as a reporter?
3 Ali / ask / questions at the moment?
4 Sara / wear / a helmet in the photo?
5 the band members / usually play / live in concert on Saturdays?
6 the skateboarders / perform / in a competition today?

6 1.20 **Complete the text with the correct form of the verbs in brackets. Write the answers in your notebook. Listen and check.**

My name's Sara. I [1] *love* (love) skateboarding. I'm a real fan. I [2] ? (practise) at a local park every weekend. I [3] ? (not/often/do) competitions because I'm from a small town.
I'm very excited today because I [4] ? (perform) in a video for a famous band. At the moment we [5] ? (get) ready. Lots of people [6] ? (come) into the park now. My mum and dad [7] ? (sit) near the front because they [8] ? (want) to upload photos for their friends!

7 VOX POPS **Talk to your partner. What sports do you like? What do you like to do in your free time? What new sports would you like to try?**

I really like/love … because …
I usually/never/don't often …
I want/would like to …



I can find specific detail in an article and talk about unusual objects.



Gadget testers for a day! *By Max Stevens and Tina Wallis*

Today we're going to school by bus as usual. We normally leave home at 8 a.m., but we're leaving early because we're testing some new gadgets for this month's report. All these gadgets are useful when you're travelling. So, what have we got?

First up is the **Briefskate**. It's made of wood, so it looks like a normal skateboard, but you can open the top. Inside there's space for books and a mobile or a tablet. In my opinion, it's useful and fun, but Tina and I can't skate, so we can't test it …

Next, we're trying the **Sospendo**. It's a strange plastic gadget which works like an extra pair of hands to hold your phone or tablet. Tina's wearing it at the moment. She won't drop her tablet, but people are staring at her. I'm sure they're thinking, 'What on earth is she doing?'. Tina doesn't like this gadget!

Max



Now it's my turn. The next gadget is a tiny controller. You put it on your mobile or tablet so that you can play games. It looks cool, but I don't need this to play games on my phone.

I normally take a rucksack to school every day, but today I'm testing a **Defender** bag. It's like a rucksack. You can wear it on your back or on your front. When it's in front of you, you can use it like a small table. I don't like it because it looks ugly.

Right now, Max is using the **Phorce** bag. You can use it to charge your phone or tablet. I often forget to charge my phone before I leave the house, so I think this is a brilliant idea. Max loves it, too. It's our favourite gadget!

Tina

1 CLASS VOTE **Would you like to test new gadgets for teenage students?**

2 1.21 **Find the names of the gadgets in bold in the text. Read the text and match two of the gadgets with pictures A and B.**

3 **Read the article. Are the sentences true, false or the text doesn't say? Write the answers in your notebook.**

1 Max and Tina normally get the bus to school.
2 Tina is going to school on the Briefskate today.
3 The Sospendo is heavy.
4 Tina thinks the controller is useful for her.
5 Tina forgot to charge her phone today.

4 **In pairs, complete the phrases with words from the text. Write the answers in your notebook.**

Word Friends Describing objects

1 it's ? of metal / wood / plastic
2 it's ? a rucksack
3 it ? ugly
4 it ? like an extra pair of hands
5 it looks ? a skateboard
6 you can ? it like a small table
7 you can use it ? your phone

5 **What do you think of the gadgets in the report? Which do you like?**

I like the Defender bag, but I don't want to look stupid at school!

6 **In pairs, describe the things below. Use the expressions from Exercise 4.**

something in your bag your favourite gadget

It's made of plastic. You can use it to charge your phone. It's boring.

1.4 GRAMMAR Verb + *ing* / verb + *to*- infinitive

I can use verb constructions with *to*- infinitives and -*ing* forms.



IT'S UPSIDE DOWN

Tommo: Hi, Alisha. Are you busy?

Alisha: Yes. I'm trying to finish my homework but it's taking ages. I'd love to be outside in this weather.

Tommo: Me too, but I've got a problem with my computer. Dan says you're good at fixing things.

Alisha: Well, I enjoy trying. What's up?

Tommo: I'm making a poster for a competition. I prefer using my own photos but when I upload them from my phone to the computer, they're upside down.

Alisha: That's strange.

Tommo: It's really annoying. I want to put the posters up in town but now I've got ten photos … upside down!

Alisha: Tommo, the problem is your settings.

Tommo: Oh, so what can I do?

Alisha: I can't explain now but I don't mind coming to your boat later.

Tommo: OK … but don't forget to bring a snack. It could take a long time.

Alisha: Tommo!

How do you say these expressions in Polish?

It's upside down. *It's taking ages.* *It's really annoying.*

OUT of class

1 CLASS VOTE **Who do you speak to when you've got a problem with your computer, tablet or phone?**

2 1.22 **Listen. Why does Tommo want Alisha to help him?**

3 **Study the Grammar box. Find more examples of verbs + *ing* or verbs + *to*-infinitive in the dialogue. Write the answers in your notebook.**

Grammar verb + *ing* and verb + *to*- infinitive

verb + *ing*
After: *avoid*, *can't stand*, *enjoy*, *finish*, *look forward to*, *(not) mind*, *miss*, *practise*, *stop*, and after prepositions
I don't mind coming to your house.
She's good at fixing things.

verb + *to*-infinitive
After: *agree*, *allow*, *ask*, *choose*, *decide*, *forget*, *hope*, *learn*, *offer*, *plan*, *try*, *want*, *would like/love*
I'd love to be in the park in this weather.

verb + *ing* or *to*-infinitive
After: *like*, *love*, *hate*, *prefer*, *start*
I prefer making / to make my own posters.

GRAMMAR TIME > PAGE 126

4 **Choose the correct option. Write the answers in your notebook.**

1 There's a concert on TV tonight. I hope *watching* / *to watch* it when I get home.
2 Our friends are coming to the park. We enjoy *meeting* / *to meet* here after school.
3 My cousin's learning Chinese and would like *to visit* / *visiting* China one day.
4 Homemade pizza is amazing but I'm not very good at *making* / *to make* it.
5 Naomi misses *to see* / *seeing* her friends from her old school.

5 **Complete the advert with the correct form of the verbs below. Write the answers in your notebook.**

~~take~~ come meet do bring

School photography club!

Are you interested in [1] *taking* **better photos?**

Then don't forget [2] ? to the new photography club. It's the place where you can enjoy [3] ? something different. This week our theme is buildings and we want you [4] ? some of your best photos to the club.
We're looking forward to [5] ? you!

I can identify specific detail in a radio programme and talk about using technology.

1 CLASS VOTE **Do you think you spend too much time on your phone or on the computer?**

2 **Do the quiz and compare your results with the class. Write the answers in your notebook. Then go to page 135 to read what your answers say about you.**

1 When do you first look at your phone or use the internet?
- a In the evening.
- b Probably at lunchtime.
- c The minute I wake up.

2 When is it too late to text somebody?
- a On a weekday, after 10 p.m.
- b At midnight.
- c It's never too late.

3 What do you do when you have a free moment?
- a I listen to music.
- b I read a book.
- c I go online.

4 How often do you check your text messages?
- a Once a day. I don't get many.
- b At school I check them at break time.
- c I check them all the time.



3 1.23 **Copy the Vocabulary box into your notebook and complete the gaps with words from the quiz. Listen and check.**

Vocabulary Time

second, *minute*, hour
6 a.m., ?
in the morning / the afternoon / ?
on a schoolday / ? / Sunday(s)
at the weekend / ? / mealtimes / lunchtime
? / twice / three times a day / a week / a month / a year

4 **In pairs, ask and answer the questions. Compare your ideas with the class.**

1 What's your favourite mealtime? Why?
I love lunchtime because I eat with my friends.
2 What time do you go to bed at the weekend?
3 How many seconds are there in five minutes?
4 What time do you get up on a schoolday?
5 What do you normally do at break time?

5 1.24 **Listen to the first part of a radio programme. What is the programme about?**

- a Families that don't use phones or tablets in their free time.
- b How much time families spend on their phones or tablets.

6 1.25 **Listen to the second part of the programme. Are the sentences true or false?**

1 Everybody in Gemma's family has a smartphone.
2 First Gemma gets up and then she checks her messages.
3 Gemma's mum uses her smartphone to read the news.
4 Sometimes Gemma's brother doesn't hear his mum's questions.
5 Gemma thinks they should talk more in her family.

7 **How important is technology in your life? What technology do you use and what do you like doing? Write five sentences in your notebook.**

Technology is very important to me. It's useful because I can go online to do my homework and I can chat with friends. In my free time I listen to lots of music …

1.6 SPEAKING Making suggestions

I can make and respond to suggestions.



LET'S GO IN

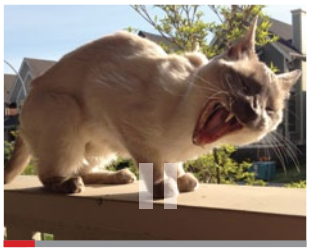
Tommo: Hi, Alisha. Welcome to my canal boat. Let's go in.
Alisha: This is so cool! So, are you doing your poster?
Tommo: No, not now. I'm filming my cat for an online video. Like these.
Alisha: Aah! I love Ninja Cat! Your cat can be famous too.
Tommo: You could help me.
Alisha: OK, cool. Where's your cat? What's his name?
Tommo: Her name is Hissy. She's a girl.
Alisha: Oops, sorry! So, where is she?
Tommo: Er, I don't know. She usually hides from visitors.
Alisha: Why don't we look for her? Maybe she's behind the sofa.
Tommo: I can't see her. Oh yes, she's there, but she isn't coming out.
Alisha: What about putting some food down?
Tommo: Good idea. Dinner time, Hissy!
Alisha: Look! I can see her eyes. Shall we film her there?
Tommo: Yeah, why not? She looks funny.
Hissy: Hisssssss!
Alisha: What's up? Oh, she doesn't like the camera.
Tommo: Hissy! Where are you going? Come back!
Alisha: Don't worry! You can call the video 'Cross Cat'!

How do you say these expressions in Polish?

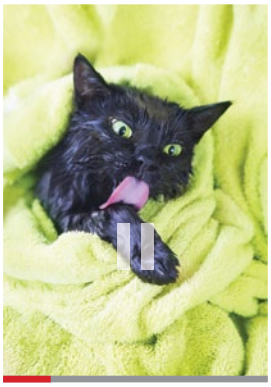
Good idea. *Come back.*
This is so cool!

OUT of class

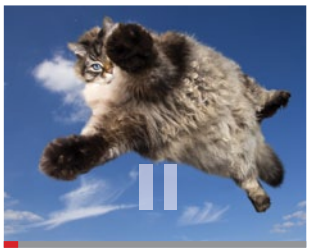
1 **CLASS VOTE** **Describe each cat. Which video would you like to watch?**



Scary Cat



Wet Cat



Ninja Cat

2 **1.26** **Listen. In your notebook, write the answers to the questions below.**

1 What's Alisha's opinion of the canal boat?
2 What's Tommo doing?
3 How does Hissy react to visitors?
4 Where's Hissy hiding?

3 **Study the Speaking box. Find more examples of suggestions in the dialogue.**

Speaking Suggestions

Making suggestions
You could look online.
Let's look for it.
What about texting her?
Why don't you charge it?
Shall we watch *Friends*?

Accepting or rejecting suggestions
Yes, great idea. / Yes, why not? / OK, cool.
I'm not sure. / I'd rather not.

4 **1.27** **Listen to six speakers and respond. Use the Speaking box to help you.**

5 **In pairs, follow the instructions.**

Student A: choose a situation from the list.
Student B: respond with a suitable suggestion.

I need some information for my project.
The teacher's late. I can't see the board.
It's really cold in here. I can't swim.

I can describe places and lifestyles.

1 **CLASS VOTE** **Which of these would be your dream home?**

a modern caravan
a castle in Scotland
a beach hut on an exotic island
a terraced house in a small town
a massive skyscraper
a villa in Spain
a cottage in the mountains
a flat in a block of flats

2 **Read the text. Which of the things below does Skye write about in paragraph 1? Which are in paragraph 2?**

sports 2 home hobbies
friends place daily routine



My Dream Lifestyle

by Skye Winter-Fox

In my everyday life, I live with my grandma in a terraced house near Oxford, **but** my dream home is a beach hut in Bali. The beach hut has got one bedroom and a living room. There's a huge touch screen TV and **also** a fast internet connection **because** I want to share videos with friends! **Although** it's small, outside there's a veranda **so** I have a perfect view of the sea.

In real life I go to Cherwell School on weekdays. I usually go swimming before school and I try to write at the weekend. **However**, in my dream lifestyle, I sit outside and write my novel on my laptop every morning. Then in the afternoon I swim and go surfing, **too**. Friends often visit me at the weekend and we have amazing barbecues on the beach.

3 **In pairs, find four differences between Skye's real life and her dream lifestyle.**

In her real life Skye lives near Oxford, but in her dream lifestyle she lives in Bali.

4 **How is your dream lifestyle similar or different to Skye's?**

Skye's dream lifestyle is a beach hut in Bali, but I'd like to live in a villa in Spain.

5 **Read the Writing box. In your notebook, complete the sentences to make them true for you.**

Writing A description of your dream lifestyle

Real home and dream home
I live in ? . / My home is in ? .
My dream home is a ? in ? .
It's near a beach / a cliff / ? .
It has got ? .
Outside / Inside there is / are ? .
I have a view of ? .

Daily life and dream life
In real life I go to ? school.
I usually / often / sometimes / never ? .
I ? on weekdays / at the weekend.
In my dream lifestyle, I often ? in the morning.

6 **Look at the expressions in bold in the text and match them to their functions a-c. Write the answers in your notebook.**

a adding information
b showing contrast
c giving reasons

7 **In your notebook, complete the sentences with the expressions in bold from the text.**

1 I love playing the violin and I enjoy singing lessons ? .
2 My dream home is small. ? , it's perfect for me!
3 ? I love dancing, I'm not very good at it.
4 I want to live near the sea ? I could go swimming every day.

8 **WRITING TIME** **In your notebook, write a description of your dream lifestyle for a school magazine. Use the Present Simple and adverbs of frequency. Write about:**

Paragraph 1: your real home and your dream home
Paragraph 2: your daily life and your dream life

Revision

VOCABULARY

1 **In your notebook, write the correct word for each definition.**

1 You put these in your ears to listen to music.
e ? ? ? ? ? ? ? ?

2 If you use a skateboard, you wear this on your head.
h ? ? ? ? ?

3 This means the opposite of brilliant.
t ? ? ? ? ? ? ?

4 A small house in the country.
c ? ? ? ? ? ?

5 You put this inside a gadget to give it energy.
b ? ? ? ? ? ?

6 Sixty seconds.
m ? ? ? ? ?

2 **In your notebook, complete the questions with one of the expressions. In pairs, ask and answer the questions.**



in the evening at the weekend twice a day
at mealtimes on a schoolday at midnight

3 **Tell the class about your partner.**

GRAMMAR

4 **Complete the sentences with the correct form of the verbs in brackets. Write the answers in your notebook.**

1 Carla ? (read) an e-book now.
2 My grandparents ? (usually/phone) us at the weekend.
3 Jake ? (not/like) music videos.
4 We ? (not/often/download) songs.
5 I ? (know) how to upload photos.
6 Why ? (you/chat) with friends now? It's very late.

5 **Complete the questions with the correct form of the verbs in brackets. Write the answers in your notebook.**

1 Are you planning ? (go) online later?
2 Are you good at ? (fix) things?
3 Do you prefer ? (live) in a village or a town?
4 Do you want ? (make) a video of your school?
5 Are you looking forward to ? (see) your little brother?

SPEAKING

6 **Complete the dialogue with the words below. Write the answers in your notebook. In pairs, role play the situation.**

about shall idea rather sure don't let's

A: [1] ? we go to the cinema?
B: No, I'd [2] ? not. What's on TV tonight?
A: Er, not much … Why [3] ? we watch *The Simpsons*?
B: I'm not [4] ?. What time does it start?
A: 7.30 p.m. … Oh, it's 8 p.m. now.
B: What [5] ? watching football on Channel 3? It starts at 8.
A: Mmm, I don't really like football. I know, [6] ? watch a film online!
B: Yes, great [7] ?.

7 **In pairs, decide what to watch together. Use the TV guide to help you.**

TV GUIDE

Time	Channel 2	Channel 3
7.30	The Simpsons	basketball
8.00	Friends	football
8.30	This Country's Got Talent	tennis

DICTATION

8 **1.28** **Listen to the recording. Write the sentences in your notebook.**

Check yourself!

- ✓ I can talk about everyday technology and unusual objects.
- ✓ I can use different tenses to talk about the present.
- ✓ I can use verb constructions with *to*-infinitives and *-ing* forms.
- ✓ I can identify specific detail in a written article and in a radio programme.
- ✓ I can make and respond to suggestions.
- ✓ I can describe places and lifestyles.

LESSON 1.1

Everyday technology Technologia codziennego użytku

battery /ˈbætri/ akumulator, bateria
cable /ˈkeɪbl/ kabel
charge /tʃɑːdʒ/ ładować
charger /ˈtʃɑːdʒə/ ładowarka
earphones /ˈɪəfəʊnz/ słuchawki
plug /plʌg/ wtyczka
selfie stick /ˈselfi stɪk/ kijek do selfie
speaker /ˈspiːkə/ głośnik
tablet /ˈtæblət/ tablet

Using gadgets Wykorzystywanie gadżetów

chat with friends /tʃæt wɪð ˈfrends/ rozmawiać z przyjaciółmi (na czacie)
download songs /daʊnˈləʊd sɒŋs/ ściągać piosenki z internetu
go online /gəʊ ɒnˈlaɪn/ połączyć się z internetem
listen to music /lɪsən tə ˈmjuːzɪk/ słuchać muzyki
make / film a video /meɪk, fɪlm ə ˈvɪdiəʊ/ nagrać krótki film
play games /pleɪ ˈgeɪmz/ grać w gry
read e-books /riːd ˈiːbʊks/ czytać e-booki
send / get instant messages /send, get ˌɪnstənt ˈmesədʒəs/ wysyłać / dostawać wiadomości
share photos /ʃeə ˈfəʊtəs/ udostępniać zdjęcia
text friends / parents /tekst ˈfrendz, ˈpeərənts/ wysyłać SMS-y do przyjaciół / rodziców
upload pictures /ʌpˌləʊd ˈpɪktʃəs/ zamieszczać zdjęcia w internecie
watch music videos /wɒtʃ ˌmjuːzɪk ˈvɪdiəʊz/ oglądać teledyski

Adjectives of opinion Przymiotniki wyrażające opinię

all right /ˌɔːl ˈraɪt/ w porządku
amazing /əˈmeɪzɪŋ/ zdumiewający
awesome /ˈɔːsəm/ robiący wrażenie
awful /ˈɔːfl/ okropny
boring /ˈbɔːrɪŋ/ nudny
brilliant /ˈbrɪlɪənt/ wspaniały
cool /kuːl/ fajny
disgusting /dɪsˈgʌstɪŋ/ obrzydliwy
exciting /ɪkˈsaɪtɪŋ/ ekscytujący
funny /ˈfʌni/ śmieszny
lovely /ˈlʌvli/ wspaniały, cudowny
nice /naɪs/ miły
noisy /ˈnɔɪzi/ hałaśliwy
old-fashioned /ˌəʊld ˈfæʃnd/ staroświecki
perfect /ˈpɜːfɪkt/ perfekcyjny, idealny
strange /streɪndʒ/ dziwny
terrible /ˈterəbl/ okropny, straszny
useful /ˈjuːsfl/ przydatny

---

dead (battery) /ˌded ˈbætəri/ wyczerpana (bateria)
take photos /ˌteɪk ˈfəʊtəʊz/ robić zdjęcia

LESSON 1.2

band /bænd/ zespół
blog /blɒg/ blog
event /ɪˈvent/ wydarzenie
helmet /ˈhelmɪt/ kask
perform /pəˈfɔːm/ występować
photographer /fəˈtɒgrəfə/ fotograf
skate park /ˈskeɪt pɑːk/ skate park
skateboarder /ˈskeɪtˌbɔːdə/ skater
trick /trɪk/ sztuczka

LESSON 1.3

Describing objects Opisywanie przedmiotów

it looks ugly /ɪt lʊks ˈʌgli/ to wygląda brzydko
it looks like a skateboard /ɪt lʊks laɪk ə ˈskeɪtbɔːd/ wygląda podobnie do deskorolki
it works like a tablet /ɪt wɜːks laɪk ə ˈtæblət/ działa jak tablet
it's like a rucksack /ɪts laɪk ə ˈrʌksæk/ jest podobny do plecaka
it's made of metal / wood / plastic / cotton / paper /ɪts meɪd əf ˈmetəl, wʊd, ˈplæstɪk, ˈkotən, ˈpeɪpə/ jest zrobiony z metalu / drewna / plastiku / bawełny / papieru
you can use it like a table /jə kən juːz ɪt laɪk ə ˈteɪbəl/ możesz go użyć jako stołu
you can use it to charge / for charging your phone /jə kən juːz ɪt tə tʃɑːdʒ, fə tʃɑːdʒɪŋ jə fəʊn/ możesz go użyć, aby naładować telefon

---

fun /fʌn/ dobra zabawa
heavy /ˈhevi/ ciężki
report /rɪˈpɔːt/ raport
space /speɪs/ miejsce, przestrzeń
top /tɒp/ góra, wierzch
ugly /ˈʌgli/ brzydki
unusual /ʌnˈjuːʒuəl/ niezwykły

LESSON 1.4

Out of class

It's really annoying. /ɪts rɪəli əˈnɔɪɪŋ/ To naprawdę irytujące.
It's taking ages. /ɪts teɪkɪŋ ˈeɪdʒɪz/ To zabiera mnóstwo czasu.
It's upside down. /əˈpsaɪd daʊn/ To jest do góry nogami.

---

cross /krɒs/ rozgniewany
digital camera /ˌdɪdʒətl ˈkæmərə/ aparat cyfrowy
fix /fɪks/ naprawić
photography /fəˈtɒgrəfi/ fotografia
poster /ˈpəʊstə/ plakat

LESSON 1.5

Time Określenia czasu

at break time /ət ˈbreɪk taɪm/ w trakcie przerwy
at mealtimes /ət ˈmiːltaɪmz/ w trakcie posiłków
at midday / midnight /ət ˌmɪdˈdeɪ ˈmɪdnaɪt/ w południe / w nocy
at the weekend /ət ðə ˌwiːkˈend/ w weekend
hour /ˈaʊə/ godzina
in the morning / afternoon / evening /ɪn ðə ˈmɔːnɪŋ, ˌɑːftəˈnuːn, ˈiːvnɪŋ/ rano / po południu / wieczorem
minute /ˈmɪnɪt/ minuta
on a schoolday / a weekday / Sunday(s) /ɒn ə ˈskuːldeɪ, ə ˈwiːkdeɪ, ˈsʌndeɪ(z)/ w dzień nauki szkolnej / w dzień powszedni / w niedzielę / niedziele
second /ˈsekənd/ sekunda
once / twice / three times a day /wʌns, twaɪs, θriː taɪmz ə ˈdeɪ/ raz / dwa / trzy razy dziennie

LESSON 1.6

Out of class

Come back! /ˈkʌm bæk/ Wróć!
Good idea. /gʊd aɪˈdɪə/ Dobry pomysł.
This is so cool! /ðɪs ɪs sə ˈkuːl/ To jest naprawdę fajne!

LESSON 1.7

barbecue /ˈbɑːbɪkjuː/ przyjęcie z grillem
beach hut /ˈbiːtʃ hʌt/ domek na plaży
block of flats /ˌblɒk əv ˈflæts/ blok mieszkalny
bungalow /ˈbʌŋgələʊ/ bungalow
caravan /ˈkærəvæn/ przyczepa kempingowa
castle /ˈkɑːsl/ zamek
cottage /ˈkɒtɪdʒ/ domek (letniskowy)
dream lifestyle /ˌdriːm ˈlaɪfstaɪl/ wymarzony styl życia
novel /ˈnɒvl/ powieść
skyscraper /ˈskaɪˌskreɪpə/ wieżowiec, drapacz chmur
terraced house /ˌterəst ˈhaʊs/ dom szeregowy
touch screen TV / ˈtʌtʃ skriːn tiː viː/ telewizor z ekranem dotykowym
veranda /vəˈrændə/ weranda
view /vjuː/ widok
villa /ˈvɪlə/ willa

BBC

CULTURE & SKILLS

Do smartphones make you smarter?



How do teenagers in the UK and the USA use their mobile phones?

More than ninety percent of British teenagers own a mobile phone; a minority have two or more. These *screenagers* spend more than twenty-seven hours a week online. They can now connect when and where they like with smartphones and tablets. Apparently, UK teenagers avoid using smartphones to chat with friends. Instead, they choose to watch video clips, play games, share photos and send instant messages. As for social media, teens like keeping in touch via Twitter, Snapchat or Instagram. They leave Facebook to their mums and dads!

Teenagers may be connected all the time, but there is one place where most of them can't use their digital devices: school! In the UK there is no law about phone use in schools, but teachers can remove devices from students if necessary. However, not all teachers agree and some even try to use smartphones in class.

A recent British report said that removing smartphones from schools will give students more time for their education. It said that smartphones are a big distraction, make students less productive and are bad for learning.

However, in the USA some people do not agree. Recently one school in New York decided to allow students to use smartphones at school. They said that smartphones can be an excellent resource for the classroom. We carry a lot of information in our pockets and this information can be really useful. In this New York school, smartphones can definitely make you smarter!

GLOSSARY
device (n) a machine or tool
distraction (n) something that takes your attention away from what you are doing
law (n) a system or rules
minority (n) a small part of a larger group
remove (v) take away

READING

1 **In pairs, ask and answer the questions.**

1 What do you do with your phone?
2 Do you think it makes you smarter or less smart? Why?
3 Do many people have smartphones in Poland?

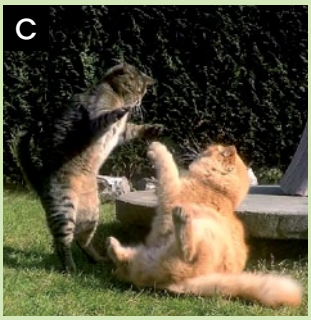
2 **Read the article. In your notebook, correct the sentences below.**

1 All UK teachers believe smartphones are bad for students.
2 A recent UK report said that using smartphones in school can be positive.
3 All schools in the USA and the UK have similar ideas about smartphone use in schools.

LISTENING









3 **BBC 1** **Listen to Part 1 of a BBC programme about the impact of the internet. Answer the questions.**

1 Look at photo A. What country is the programme about?
2 Why is this country so important?
3 How similar is Poland to the country in the report?

4 **BBC 1** **In your notebook, complete the sentences with the numbers below. Then listen again and check.**

eight a couple of ten eighteen four

1 You can download files ? times faster here.
2 Even ? -year-olds spend ? hours a week online.
3 Some teenagers use the internet for ? hours a day.
4 Will Poland be like this in ? years from now?

5 **What do you think about the issue of internet addiction in Korea? Do you think the same thing could happen in Poland in the future?**

6 **BBC 2** **Listen to Part 2. Match photos B–D with captions 1–3. Write the answers in your notebook.**

1 Students can interact online to solve problems.
2 Reading online is not like reading a book.
3 This is part of a big online conversation.

7 **BBC 2** **Listen to Part 2 again. Choose the correct option. Write the answers in your notebook.**

1 Now we *send* / *receive* information via connections or hyperlinks.
2 You can watch the angry cat and then create your own *clip* / *text*.
3 Korea is the most *addicted* / *connected* country in the world.
4 They are regularly at the *top* / *bottom* of the world's education league tables.

8 **Do you think the report is in favour or against the use of the internet? Why? Discuss in pairs.**

PROJECT

9 **Work in groups. Prepare a debate based on the question below.**

Do smartphones make you smarter?

1 Choose the side of the argument you would like to argue for.
2 Make a list of points in favour of your side of the argument.
3 Think of good examples to support your opinions.
4 Try to predict your opponents' arguments and think how to answer them.
5 Put your arguments in a logical order and present them to the class.
6 At the end of your presentation, take your classmates' questions and answer them.
7 What was the most common point of view among your classmates?

2 Wild nature

VOCABULARY Weather and natural disasters

I can talk about the weather and natural disasters.


1


2

1 **CLASS VOTE** What's your favourite season? Why? Compare your ideas.

I like autumn because the trees are different colours.

2 1.29 In your notebook, complete the table with the words on the right. Listen and check.

Vocabulary A Weather	Noun	Adjective
	*rain*	*rainy*
	?	?
	?	?
	?	?
	?	?
	?	?
	?	?
	?	?

snow fog cloud wind ice storm sunny foggy cloudy sun icy stormy windy snowy

To describe the weather, we use *It's* + adjective:
It's rainy/foggy/windy.
We can use the Present Continuous:
It's raining/snowing. The sun is shining.
When the weather is beginning to change, we use *get* + adjective:
It's getting sunny/foggy/windy/cloudy.

Watch OUT!

3 In pairs, describe photos 1-5.

In photo 1 it's very windy and in photo 2 it's cold and there's snow on the ground.

VOCABULARY
Weather | Temperature | Natural disasters | In the wild

GRAMMAR
Past Simple: regular and irregular verbs | Past Simple and Past Continuous



SPEAKING
Criticising



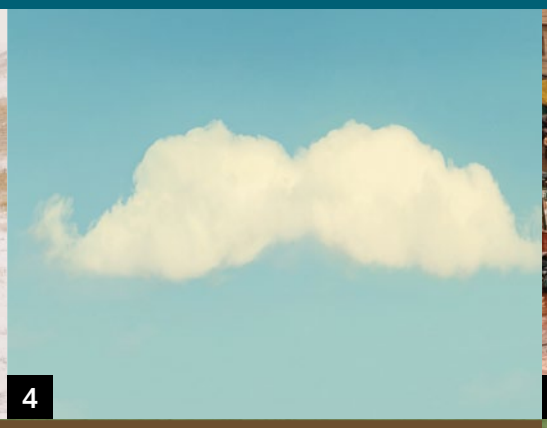
READING
Find out about life in a cold country

LISTENING
In the wild

ENGLISH IN USE
Adverbs and indefinite pronouns

SKILLS REVISION
Units 1–2


3


4


5

DID YOU KNOW ... ?

A Less than 1mm of [1]*rain* / *raining* falls every year in Arica, in Chile. It would take 100 years to fill a coffee cup.

B The 'zonda' [2]*windy* / *wind* in Argentina is dry and often carries dust over the mountains. When it happens, it makes the [3]*sunny* / *sun* look brown.

C A moustache [4]*cloud* / *cloudy* forms when a cloud passes over a column of air. But be quick if you want a photo, it doesn't happen very often!

D It's so cold in the Antarctic that in some places the [5]*icy* / *ice* is more than 4,000 metres thick.

E The Grand Banks are shallow areas of water on the coast of Newfoundland, Canada. They have more than 200 [6]*foggy* / *fog* days every year.

F It can be very [7]*rain* / *rainy* in Kerala, India, but in 2001 the [8]*rain* / *raining* was red because it was carrying sand from the desert. Strange, isn't it?

4 **Read the text. Choose the correct option. Write the answers in your notebook. Which facts are shown in the photos?**

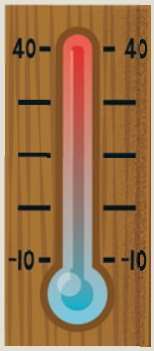
5 **1.30** **In your notebook, complete the Vocabulary B box with the words below. Listen and check.**

cool warm freezing (cold) minus

Vocabulary B Temperature

boiling (hot)
hot
1 ?
mild
2 ?
cold
3 ?

It's 35 degrees.
It's 4 ? 10 today.



We can say:
It's boiling hot or It's boiling.
It's freezing cold or It's freezing.

Watch OUT!

6 **1.31** **Listen to three weather forecasts. What is the weather like in the cities below? Make notes in your notebook.**

New York Rio de Janeiro Krakow

7 **1.32** **Match the sentences with the words from the Vocabulary C box. Write the answers in your notebook. Listen and check.**

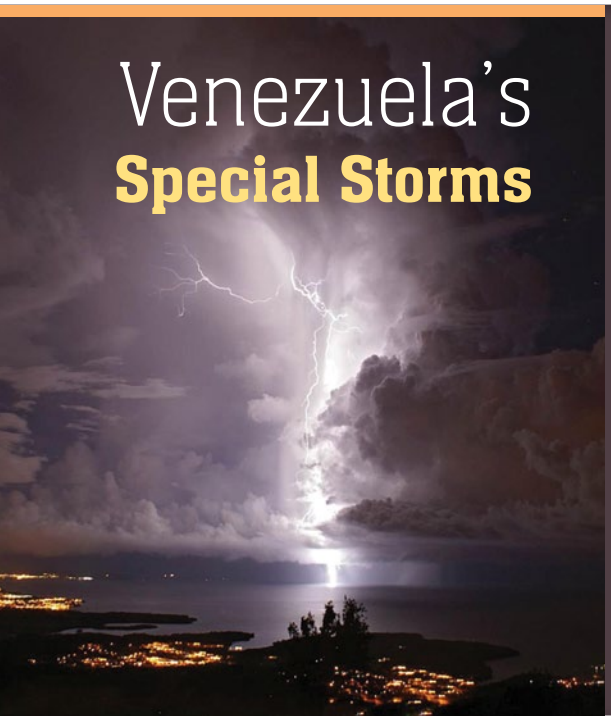
Vocabulary C Natural disasters

avalanche drought earthquake flood hurricane tsunami

1 The water is going into the houses. People are moving upstairs.
2 There's a lot of snow and it's coming down the mountain very quickly.
3 People are hungry. They can't grow plants because the ground is dry and hard.
4 The building is shaking.
5 The beach is empty. People are going into the mountains before the wave arrives.
6 It's very windy and it's raining. Everybody is inside and the doors and windows are closed.

8 **In pairs, look at the natural disasters in the Vocabulary C box. Which of them cause problems in Poland?**

I can use regular and irregular verbs to talk about the past.



Venezuela's Special Storms

You might find storms fascinating or frightening. But can they be positive? If you live in Venezuela, your answer may be: yes! In 1595 a storm in Venezuela **saved** the country. How **did** that **happen**? Foreign sailors **wanted** to attack but they **saw** strange lightning. It **looked** pinkish-orange, so they **didn't know** what it was. They **felt** scared. In the bright light of the storm, soldiers on land **spotted** the ships.

This **took place** over Lake Maracaibo on the Catatumbo River. It is an area famous for its special storms. Long ago, sailors **used** a storm in the same way as a lighthouse, to help them find their way. The geography of the high mountains by the lake **meant** that storms **didn't move** but **stayed** in the same place. Nowadays Lake Maracaibo holds a Guinness World Record as the place with the most lightning bolts per square kilometre.



1 CLASS VOTE **Do you enjoy storms? Why? / Why not?**

2 1.33 **Read the text. What is unusual about Lake Maracaibo?**

3 **Study the Grammar box. Find the Past Simple forms of the verbs in the text. Which of them are regular and which are irregular?**

Grammar Past Simple

Regular verbs	Irregular verbs
It looked strange.	We saw an unusual storm.
They didn't move.	I didn't know what to do.
When did that happen?	Did you take any photos?

We use the Past Simple with time expressions, e.g. *yesterday, last week/year, two hours/days/ weeks/years ago, in April, in 1595.*

GRAMMAR TIME > PAGE 127

4 **In your notebook, change the regular verbs to the affirmative to make true sentences.**

1 The Catatumbo storm didn't happen in Venezuela in 1595.
The Catatumbo storm happened in Venezuela in 1595.
2 The lightning didn't scare the foreign sailors.
3 The storms didn't help many sailors to find their way.
4 The storms didn't stay in the same place.

5 **In your notebook, change the irregular verbs to the negative to make true sentences.**

1 The sailors saw green lightning.
The sailors didn't see green lightning.
2 The sailors felt excited about the storm.
3 Sailors thought the lightning was normal.
4 The storms took place over the sea.

6 **In your notebook, write true sentences about yourself using time expressions from the Grammar box.**

1 I saw snow ? .
2 We had really bad weather on our school trip ? .
3 We loved the warm weather on our holiday ? .
4 I went out in the rain without a coat ? .

7 **In your notebook, write questions in the Past Simple.**

1 who / Marianna / meet?
Who did Marianna meet?
2 what / the man / study?
3 when / Marianna / go to Lake Maracaibo?
4 how many storms / she / see?
5 where / she / put / the photos?

8 1.34 **Listen to a radio programme. In your notebook, write down the answers to questions from Exercise 7.**

1 Marianna met a scientist who studied storms.

I can find specific detail in an article and talk about culture.

Land of Ice and Fire



I love living in Iceland. I hope my diary inspires you to visit my country one day!
Ari

Wednesday: It's the end of winter now, but it's absolutely freezing this evening, about -10 degrees C. My sister and I did some knitting. Like all children here, we learned to knit at primary school, but we're not very good at it. Mum makes great jumpers for us, though. I helped my dad make some *kakosupa* – it's cocoa soup, like hot chocolate – lovely, thick and really warm!

Thursday: Our maths teacher, Jakob, gave us a very difficult test this morning. By the way, I'm not completely crazy – it's normal here to use your teacher's first name, because most of us don't have a surname, we take our father's name. So, for example, my dad's name is Jón, so my sister is Eva Jónsdottir (Jón's daughter) and I'm Ari Jónsson (Jón's son).

Friday: This evening the news programmes were full of information about the latest volcanic eruptions here. It was really interesting. There were a lot of small earthquakes before the eruptions. Eva downloaded some pictures from the Internet. They are totally amazing!

Saturday: I spent the whole afternoon with my friend's family at a natural thermal pool. We didn't swim, though. We sat in the open air and talked for hours. It's a normal way to relax in Iceland.

Sunday: I took some great photos of the Northern Lights. You can only see them when the sky is dark. Spring and autumn are good times, sometime between 5 p.m. and 2 a.m. when there are no clouds. I waited for ages, and they started at about 10 p.m. It was a brilliant display, and quite long, too – about fifteen minutes.

1 CLASS VOTE **What do you do when it's cold outside? Vote for the top three ideas.**

2 **Look at the title of the text and the photo. What do they tell you about Ari's country?**

3 1.35 **Read the text and answer the questions.**

1 What did Ari's family do to feel warm?
2 Why do pupils call their teacher by his/her first name?
3 What happened before the volcanic eruptions?
4 Where did Ari go on Saturday?

4 **Match the people with the phrases to make true sentences.**

1 Ari ?
2 Ari's mum ?
3 Ari's father ?
4 Ari's sister ?
5 People in Iceland ?

a is called Jón.
b likes *kakosupa*.
c like relaxing in thermal pools.
d found good photos of volcanoes.
e is good at knitting.

5 **Look at the highlighted phrases in the text. In your notebook, complete the table with the correct adverbs.**

Word Friends Adverbial phrases

adverb + regular adjective	adverb + strong adjective
cold	? freezing
? good	? amazing
difficult	? crazy

You can use *really* and *quite* with both adjective types. **Watch OUT!**

6 **Choose the correct option. Write the answers in your notebook.**

1 Wow! The volcano is *absolutely* / *very* fantastic!
2 These photos are *totally* / *very* good.
3 Climbing a live volcano is *completely* / *very* ridiculous!
4 *Kakosupa* is *really* / *totally* delicious.

7 **In your notebook, write sentences about the things below. Use the expressions from Exercise 5.**

the place where you live a TV programme
your favourite hobby a food or drink

2.4 GRAMMAR Past Simple and Past Continuous

I can talk about an event in the past and what was happening around it.



WHAT WERE YOU DOING WHILE YOU WERE AWAY?

Mom: What's that funny smell? Ugh! Dan! You didn't empty your bag last night.

Dan: Oh, sorry, Mum. Skye called while I was doing it. She wanted to know about the Geography trip. We were chatting for ages and then I forgot about my bag.

Mom: These clothes are wet. What were you doing while you were away?

Dan: Most of the time we were studying rocks, but on the last day we had a walk. We were crossing a river when I fell in. Sorry, Mum. It was funny at the time.

Mom: I'm sure it was. Anyway, take these things to the washing machine. You can put them in now.

Dan: Oh, Mum. I've got to go out. Tommo texted while you were talking to me. Can I do it later? Please …

How do you say these expressions in Polish?

It was an accident.
It was (funny) at the time.

OUT of class

1 CLASS VOTE **What's the first thing you do when you arrive home after a school trip?**

eat something take a shower unpack my bag
talk to friends online fall asleep

2 1.36 **Listen. What did Dan forget to do when he got home last night?**

3 **Study the Grammar box. Find examples of the Past Simple and the Past Continuous in the dialogue.**

Grammar Past Simple and Past Continuous

Past Continuous
It was raining.
We weren't studying Maths.
Were you talking?

Past Simple and Past Continuous
We were walking in the forest **when** I found a snake.
I fell **while** I was climbing the tree.

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4 **Choose the correct option. Write the answers in your notebook.**

1 We *ate* / *were eating* lunch when we *were hearing* / *heard* the avalanche.
2 The rain *was starting* / *started* while we *were swimming* / *swam* in the sea.
3 Emma was walking on the beach *while* / *when* she found the money.
4 I *was taking* / *took* a lot of photos while I *was travelling* / *travel* in Iceland.
5 He was cooking food on the fire *when* / *while* he saw the bear.

1 *were eating*

5 **Complete the email from Dan's brother with the Past Simple or Past Continuous forms of the verbs in brackets. Write the answers in your notebook.**

Hi Dan,

How was your Geography trip? When I [1]*was doing* (do) Geography at school, we [2] ? (have) a school trip to the Rockies. It was winter and freezing cold.

One day, the weather suddenly [3] ? (change) while we [4] ? (walk) in the mountains. We soon got lost in the fog! Our teachers had to call for help on their cell phones. While we [5] ? (wait), I [6] ? (hear) a strange noise. It was …

6 **What do you think Dan's brother heard?**

7 VOX POPS **Talk to your partner. Discuss funny things that happened on a school trip or on holiday.**

And YOU

We were watching some monkeys when one of them stole my chocolate!

I can identify specific detail in a conversation and talk about being in the wild.

1 CLASS VOTE **Do you enjoy being outdoors? Why? / Why not? Compare your ideas with the class.**

2 1.37 **Look at the photos from the *Go Wild!* camp. Are the sentences true or false? Listen and check.**

1 The *Go Wild!* camp is a summer camp.
2 The *Go Wild!* camp is for families.
3 The *Go Wild!* camps are in different locations.

3 1.38 **Listen to Abigail telling Max about her experience with *Go Wild.* Choose the correct option. Write the answers in your notebook.**

Word Friends In the wild

make / *build* a fire
sit / *sleep* outside
make / *build* a shelter
learn about / *listen to* the wildlife
see / *watch* the stars
look for / *find* wild animals
grow / *discover* unusual plants

4 1.38 **Listen again. Match the activities from Exercise 3 with the days of the week in Abigail's diary. Write the answers in your notebook. There are two extra activities.**

Monday ?
Tuesday ?
Wednesday ?
Thursday ?
Friday ?

5 1.38 **Listen again and answer the questions.**

1 Why didn't Abigail sleep outside in the end?
2 Why didn't Abigail listen to the wildlife?
3 Why weren't there any spiders in the camp?
4 Why do you think Max has a headache?





6 1.39 **Study the Vocabulary box. Use a dictionary if you need. In your notebook, write the words in the correct category: *animals* or *landscape*. Listen and check.**

Vocabulary In the wild

bat bear cave leaf (leaves) path sky
spider star sunset waterfall wildlife

7 I KNOW THAT! **Work in groups. Can you add more words to each category in Exercise 6? Each word scores one point. Which group wins?**

- landscape: *mountain*
- animals: *tiger*

8 **Choose the correct option. Write the answers in your notebook.**

1 My favorite season is autumn, when the *stars* / *leaves* fall off the trees.
2 We walked into the *cave* / *waterfall*, where it was cold and dark.
3 In the distance, there was something big and brown. A *bear* / *spider* was standing and looking at us.
4 At the end of the day, there's an amazing *path* / *sunset* over the lake.
5 The sun was shining and the *sky* / *star* was blue. It was a perfect day to go out on the boat.

1 *leaves*

9 **Choose the correct option to make the sentence true for you. Write a short paragraph in your notebook.**

I'd love/hate to go on a Go Wild! camp because …

I can criticise and explain when things go wrong.



WHY DID YOU DO THAT?

Dan: Phew! I ran all the way here. I'm boiling now.
Skye: But it's so hot today! What were you thinking of? Do you want a drink?
Dan: Oh, yes. Cheers. Thanks.
Skye: Can I introduce you to Basil?
Dan: Who's Basil?
Skye: He's my pet. Close your eyes … Surprise!
Dan: Urgh! What did you do that for? I hate snakes!
Skye: Oh, I didn't realise. I didn't mean to scare you. I brought Basil outside because I was cleaning his tank. He loves the sunshine! Snakes like warm places. Twenty-nine degrees centigrade is just right. But they need a shady place to cool down.
Dan: Me too! Can we go to the pool yet?
Skye: Yes. Alisha texted. She and Tommo are nearly here.
Dan: Great. I brought my water gun for a water fight.
Skye: Brilliant. Get them when they come round the corner … ready?
Gran: Oh! I'm soaking wet! Why did you do that?
Skye: Oh, Gran. I'm so sorry. We thought you were Tommo.
Gran: Well, just be more careful next time!

How do you say these expressions in Polish?

I'm boiling. *Cheers.*
Surprise! *It's just right.*

OUT of class

1 **CLASS VOTE** **How do you feel about snakes?**

I'm scared of them. I don't like them.
I'm fine with them. I think they're great!

2 **1.40** **Listen and answer the questions.**

1 Why did Dan feel hot?
2 How did Skye scare Dan?
3 Who were Skye and Dan waiting for?
4 What happened to Skye's grandmother?

3 **1.41** **In your notebook, complete the dialogues with the phrases from the Speaking box. Listen and check.**

Speaking Criticising

Criticising	Explaining
What did you do that for?	I didn't mean to.
Why did you do that?	I didn't realise.
What were you thinking of?	I really wanted (to) ...
Just be more careful next time.	I thought you were / it was ...

1 **A:** Hey, why did you push in to the queue? I was here first.
B: Oh! I [?] to push in. I [?] you were standing in the queue.
2 **A:** I was so angry. I just shouted at the teacher.
B: [?] for?
A: I didn't see who it was. I [?] another student!
3 **A:** You did the wrong exercise for homework! What [?] of?
B: Oh, sorry!
A: Never mind. Just [?].

4 **In pairs, role play the situations. Follow the instructions.**

- I had an argument with a family member.
- I copied my homework from a friend.
- I didn't buy my friend a birthday present.
- I spent a lot of money on a concert/sports ticket.

A: Say what happened.
B: Criticise your partner's actions.
A: Explain your reasons.
B: Give your opinion.

5 **VOX POPS** **Talk to your partner. Talk about a time when you had a problem.**

And YOU

I can use adverbs and indefinite pronouns.



Mum: Perfect weather? I love it when it's sunny and warm. We can do something together like have a picnic…
Dad: …or play basketball, go somewhere for a walk. Rufus loves walks.



Perfect weather? I love it when it's snowy and minus twenty! The school is closed, I don't have to go anywhere and I can do nothing!



Perfect weather? I love it when it's rainy! There's mud everywhere and everybody's happy!

1 **Read the cartoon. Who do you agree with most?**

2 **Study the Language box. Match rules 1–4 with sentences A–D. Write the answers in your notebook.**

Language Adverbs and indefinite pronouns

People	Things	Places
somebody	something	somewhere
nobody	nothing	nowhere
everybody	everything	everywhere
anybody	anything	anywhere

1 We use adverbs and indefinite pronouns with *some-* in positive statements.
I want to go ***somewhere****.*

2 We use adverbs and indefinite pronouns with *any-* in negative statements and questions.
We can't do ***anything*** *because it's raining.*
Did you go ***anywhere*** *at the weekend?*

3 We use adverbs and indefinite pronouns with *no-* with positive verbs, but the meaning is negative.
There's ***nothing*** *on TV. = There isn't anything on TV.*

4 Pronouns with *every-* are used in both positive and negative statements, and in questions with singular verbs.
Everybody *loves sunny weather.*

A It was cold outside, so nobody was in the park.

B Wow, everything looks fantastic!

C Was there anything about snow in the weather forecast?

D It's raining today. I don't want to go anywhere.

3 **Choose the correct option. Write the answers in your notebook. Are the sentences true for you?**

1 I need some time to stay at home and do *nothing* / *nowhere*.

2 There is nothing that *everything* / *everybody* likes.

3 I don't want to go *anywhere* / *everywhere* now. I just want to sit and relax.

4 It's important to have *nobody* / *somebody* you can talk to.

5 Do you want *nothing* / *anything* from the supermarket?

4 1.42 **Copy the dialogue into your notebook and complete it with words from the Language box. Listen and check.**

Aunt: Hanna, how was your outdoor survival camp on Crete?

Hanna: It was fun! There was [1]*something* different to do every day. We made a shelter in the mountains. We went fishing in a river and cooked fish over a fire … It's a long list, but I think we tried [2] ? last week! It was all exciting, so [3] ? was bored and we travelled [4] ? on the island. It's an amazing place. People there were very friendly, too. There was always [5] ? to talk to.

Aunt: Was there [6] ? you didn't try?

Hanna: Well, we didn't go swimming in the lake because there was a storm that day, so it was too dangerous!

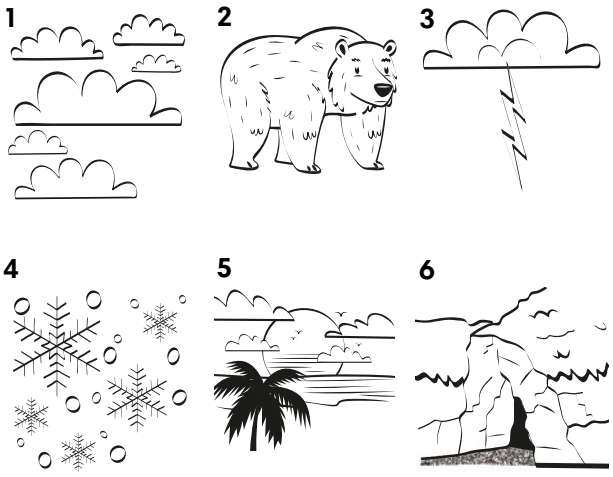
Revision

VOCABULARY

1 **In your notebook, write the correct word for each definition.**

1 A small creature with eight legs. **s** ? ? ? ? ?
2 A very cold area around the South Pole. **the A** ? ? ? ? ? ? ? ?
3 A person who sails on boats or ships, especially as a job. **s** ? ? ? ? ?
4 A storm with very strong, fast winds. **h** ? ? ? ? ? ? ? ?
5 Very hot. **b** ? ? ? ? ? ?

2 **Label the pictures. Write the answers in your notebook.**



GRAMMAR

3 **Complete the text with the Past Simple form of the verbs in brackets. Write the answers in your notebook.**

Hi Dan,

Turkey is amazing. Yesterday we [1] ? (visit) a thermal pool and [2] ? (sit) in it for ages. In the evening we [3] ? (watch) the sunset on the beach, and then we [4] ? (make) a fire and [5] ? (eat) sausages, but I [6] ? (not like) them. They [7] ? (be) disgusting! [8] ? (you/enjoy) your trip to London? I [9] ? (not see) your photos online.

See you soon,

Anna

4 **In your notebook, write the sentences with the correct form of the verbs in brackets.**

1 It ? (snow) when I ? (leave) the house.
2 When I ? (find) Jack and Emma, they ? (make) a shelter.
3 We ? (not see) any bears while we ? (travel) across Canada.
4 The family ? (eat) breakfast when the tsunami ? (happen).
5 When we first ? (see) the wave, it ? (not move) very quickly.

5 **Choose the correct option. Write the answers in your notebook.**

1 We didn't hear *something* / *anything* before the hurricane started.
2 This drought is very bad. *Nothing* / *Anything* can grow when there's no water.
3 *Everybody* / *Somebody* can learn to make a shelter. It's not difficult.
4 We looked *nowhere* / *everywhere* but we couldn't find the spider.
5 Does *nobody* / *anybody* know what the temperature is?

SPEAKING

6 **In your notebook, complete the dialogues with the phrases below. In pairs, role play the situation.**

> I thought it was mine. What did you do that for?
> Just be more careful next time. I didn't mean to.

A: Hey, you've written on my notebook. [1] ? .
B: Sorry, [2] ? because it's the same color.

A: You left your new phone at school!
B: [3] ? But it's OK. Gemma has it.
A: [4] ? .

DICTATION

7 1.43 **Listen to the recording. Write the sentences in your notebook.**

Check yourself!

- ✓ I can talk about the weather and natural disasters.
- ✓ I can use regular and irregular verbs to talk about the past.
- ✓ I can talk about an event in the past and what was happening around it.
- ✓ I can find specific detail in an article and in a conversation.
- ✓ I can talk about culture and about being in the wild.
- ✓ I can criticise and explain when things go wrong.
- ✓ I can use adverbs and indefinite pronouns.

WORDLIST 2 Weather | Temperature | Natural disasters | In the wild

LESSON 2.1

Weather Pogoda

cloud /klaʊd/ chmura
cloudy /ˈklaʊdi/ pochmurny
fog /fɒg/ mgła
foggy /ˈfɒgi/ mglisty
ice /aɪs/ lód
icy /ˈaɪsi/ lodowaty, oblodzony
rain /reɪn/ deszcz
rainy /ˈreɪni/ deszczowy
snow /snəʊ/ śnieg
snowy /ˈsnəʊi/ ośnieżony
storm /stɔːm/ burza
stormy /ˈstɔːmi/ burzowy
sun /sʌn/ słońce
sunny /ˈsʌni/ słoneczny
wind /wɪnd/ wiatr
windy /ˈwɪndi/ wietrzny

Temperature Temperatura

boiling /ˈbɔɪlɪŋ/ wrzący, upalny
chilly /ˈtʃɪli/ chłodny, zimny
cold /kəʊld/ zimny
cool /kuːl/ chłodny
degree /diˈgriː/ stopień
freezing /ˈfriːzɪŋ/ mroźny
hot /hɒt/ gorący
mild /maɪld/ łagodny, umiarkowany
minus /ˈmaɪnəs/ ujemny
temperature /ˈtemprɪtʃə/ temperatura
warm /wɔːm/ ciepły

Natural disasters Klęski żywiołowe

avalanche /ˈævəlɑːntʃ/ lawina
drought /draʊt/ susza
earthquake /ˈɜːθkweɪk/ trzęsienie ziemi
flood /flʌd/ powódź
hurricane /ˈhʌrɪkən/ huragan
natural disaster /ˌnætʃrəl dɪˈzɑːstə/ klęska żywiołowa
tsunami /tsʊˈnɑːmi/ tsunami

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area /ˈeəriə/ obszar
beach /biːtʃ/ plaża
coast /kəʊst/ wybrzeże
column /ˈkɒləm/ kolumna
desert /ˈdezət/ pustynia
dry /draɪ/ suchy
dust /dʌst/ pył
ground /graʊnd/ ziemia, powierzchnia ziemi
grow /grəʊ/ rosnąć
happen /ˈhæpən/ zdarzyć się
sand /sænd/ piasek
season /ˈsiːzn/ pora roku
shallow /ˈʃæləʊ/ płytki
the Antarctic /ænˈtɑːktɪk/ Antarktyka
thick /θɪk/ gruby
wave /weɪv/ fala
weather forecast /ˈweðə fɔːkɑːst/ prognoza pogody

LESSON 2.2

geography /dʒiˈɒgrəfi/ geografia
lake /leɪk/ jezioro
land /lænd/ teren, ląd, ziemia
light /laɪt/ światło
lighthouse /ˈlaɪthaʊs/ latarnia morska
lightning /ˈlaɪtnɪŋ/ błyskawica
lightning bolt /ˈlaɪtnɪŋ bəʊlt/ piorun
mountain /ˈmaʊntɪn/ góra
move /muːv/ ruszać się
river /ˈrɪvə/ rzeka
sailor /ˈseɪlə/ żeglarz, marynarz
save /seɪv/ ocalić
spot /spɒt/ zauważyć

LESSON 2.3

Adverbial phrases Wyrażenia przysłówkowe

absolutely freezing /ˈæbsəluːtli ˈfriːzɪŋ/ przeraźliwie zimny
completely crazy /kəmˈpliːtli ˈkreɪzi/ zupełnie szalony
quite long /kwaɪt lɒŋ/ całkiem długi
really interesting /rɪəli ˈɪntrəstɪŋ/ naprawdę interesujący
totally amazing /ˈtəʊtəli əˈmeɪzɪŋ/ kompletnie zdumiewający
very difficult /ˈveri ˈdɪfɪkəlt/ bardzo trudny

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erupt /ɪˈrʌpt/ wybuchać
fire /faɪə/ ogień
Iceland /ˈaɪsləndˈ/ Islandia
Northern Lights /ˈnɔːðən ˈlaɪts/ zorza polarna
open air /ˈəʊpən eə/ na świeżym powietrzu
spring /sprɪŋ/ wiosna
thermal pool /ˈθɜːml ˈpuːl/ basen termalny
thick /θɪk/ gruby
volcanic eruption /vɒlˈkænɪk ɪˌrʌpʃn/ wybuch wulkanu
winter /ˈwɪntə/ zima

LESSON 2.4

Out of class

It was (funny) at the time. /ɪt wəz ˈfʌni ət ðə taɪm/ Wtedy wydawało mi się to (zabawne).
It was an accident. /ɪt wəz ən ˈæksɪdənt/ To był wypadek.

LESSON 2.5

In the wild Z dala od cywilizacji

bat /bæt/ nietoperz
bear /beə/ niedźwiedź
cave /keɪv/ jaskinia
discover unusual plants /dɪsˈkʌvə ʌnˈjuːʒuəl plɑːnts/ odkryć rzadkie rośliny
leaf (leaves) /liːf, liːvz/ liść (liście)
listen to the wildlife /ˈlɪsən tə ðə ˈwaɪldlaɪf/ słuchać odgłosów natury
look for wild animals /lʊk fə waɪld ˈænəməls/ szukać dzikich zwierząt
make a fire /meɪk ə ˈfaɪə/ rozpalić ogień/ognisko
make a shelter /meɪk ə ˈʃeltə/ zbudować szałas
path /pɑːθ/ ścieżka
sky /skaɪ/ niebo
sleep outside /sliːp ˈaʊtsaɪd/ spać na zewnątrz
spider /ˈspaɪdə/ pająk
star /stɑː/ gwiazda
sunset /ˈsʌnset/ zachód słońca
watch the stars /wɒtʃ ðə stɑːz/ obserwować gwiazdy
waterfall /ˈwɔːtəfɔːl/ wodospad
wildlife /ˈwaɪldlaɪf/ dzika przyroda

---

camp /kæmp/ obóz
landscape /ˈlændskeɪp/ krajobraz
outdoor /aʊtˈdɔː/ na świeżym powietrzu
plants /plɑːnts/ rośliny
wild /waɪld/ dziki

LESSON 2.6

Out of class

I'm boiling. /aɪm ˈbɔɪlɪŋ/ Zgrzałem się.
Cheers. /tʃɪəz/ Dzięki.
Surprise! /səˈpraɪz/ Niespodzianka!
It's just right. /ɪts dʒʌst raɪt/ Jest w sam raz.

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shady /ˈʃeɪdi/ zacieniony
soaking wet /ˈsəʊkɪŋ wet/ przemoknięty do suchej nitki
sunshine /ˈsʌnʃaɪn/ światło słoneczne
water fight /ˈwɔːtə faɪt/ zabawa w wodzie

LESSON 2.7

island /ˈaɪlənd/ wyspa
mud /mʌd/ błoto
survival /səˈvaɪvl/ przetrwanie

Skills Revision

FUNKCJE JĘZYKOWE

1 Uzupełnij dialogi angielskimi odpowiednikami wyrażeń podanych w nawiasach. Odpowiedzi zapisz w zeszycie.

1 **A:** Hi! (*Co słychać?*) *What's up?*
B: I'm watching *Pocahontas*. Would you like to join me?

2 **A:** Mark, the dinner's ready!
B: Just a minute! I'm downloading our photos and it (*zabiera mnóstwo czasu*).

3 **A:** Are you OK? Your face is all red. Do you want a drink?
B: Yes, please. I've just finished jogging and (*zgrzałem się*). Cheers!

4 **A:** Do you remember that huge storm last year when we were in the mountains?
B: I do. There was no bus for over an hour! It (*było naprawdę denerwujące*).

5 **A:** Anne does not answer my calls. What should I do?
B: (*Może wyślij jej SMS?*)

6 **A:** Dad, I went for a ride in your car last night and I had an accident.
B: (*Co się stało?*)

SŁUCHANIE

2 1.44 Uzupełnij luki w tekście informacjami z nagrania. Odpowiedzi zapisz w zeszycie.

Strategia

Pamiętaj, że w zadaniu tego typu kolejność pytań odpowiada kolejności informacji na ich temat w nagraniu. Przeczytaj dokładnie podane zdania i postaraj się określić, jakiego rodzaju informacji potrzebujesz, aby je uzupełnić. Pomoże ci to odnaleźć niezbędne informacje w nagraniu.

VISIT TO SCIENCE EXHIBITION

Day of trip: [1] ?
Name of exhibition: [2] ?
Exhibition is also going to: [3] ?
You can have a conversation with a robot called: [4] ?
The trip will begin at: [5] ?
Students should take: [6] ?

CZYTANIE

3 Przeczytaj informacje o trzech osobach oraz opisy czterech urządzeń. Do każdej osoby (1–3) dopasuj urządzenie (A–D), które najbardziej by jej odpowiadało. Jedno urządzenie zostało podane dodatkowo i nie pasuje do żadnej osoby. Odpowiedzi zapisz w zeszycie.

Strategia

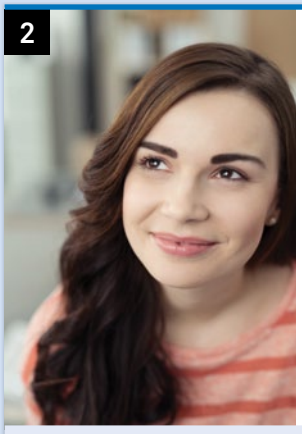
Rozwiązując zadanie tego typu, najpierw przeczytaj opisy osób i znajdź w nich kluczowe słowa. Pamiętaj, że aby oferta pasowała do danej osoby, wszystkie informacje zawarte w tekście muszą być zgodne z potrzebami lub oczekiwaniami tej osoby.

1



Alex does a lot of jogging and cycling and needs to be able to keep in touch with his parents just in case he has an accident. He is worried that his phone may fall out of his pocket and break. Whatever he uses must be easy to keep safe.

2



Jackie likes to keep in touch with her friends wherever she is. She uploads photos, films and messages to her social media sites and makes online video calls to her family. She doesn't really need a normal phone as she can do everything she needs for free online.

3



Sam spends a lot of time travelling by bus to school. He sometimes writes texts on the bus but the road is bumpy and the bus often stops and starts suddenly, so he keeps pressing the wrong buttons and it takes him ages to finish a message.

ŚRODKI JĘZYKOWE

4 **Przeczytaj podane pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdania wyjściowego. Odpowiedzi zapisz w zeszycie.**

1 I went nowhere last weekend.
I didn't *go anywhere* last weekend.

2 People were scared that the tsunami was coming.
? was scared that the tsunami was coming.

3 I can't wait to finish the school.
I'm ? to finishing the school.

4 This gadget is similar to a plug.
This gadget looks ? a plug.

5 Our teacher hates cheating.
Our teacher can't ?.

6 It's OK, I will help you with your homework.
I don't ? you with your homework.

A The Find-U is a great idea for walkers, cyclists or people who travel a lot. It tells you exactly where you are, when you should arrive at your destination and other useful information. You can see photos and videos of your route and get safety advice in bad weather.

B The Work-Lite is an extremely useful tool for those who find phone keyboards difficult to use. It is as small as a phone but easy to work on as well. Voice recognition software means you can write without typing. Just speak into the microphone and the device writes for you. Great for things such as emails, texts or blogs.

C Smart-Time is a very useful gadget, however overpriced. You wear it on your wrist like a normal watch but it has a built-in phone. You can make phone calls, write texts and even take photos with it. The gadget is elegant and looks good but the buttons aren't very easy to use and the camera isn't as good as on most smartphones.

D Ultra Mini Tab is a great little gadget that looks a bit like a phone but you can't make traditional calls on it. However, with its excellent high-speed Internet access and high quality camera, who needs a phone? Don't drop it, though. It is very thin and not as strong as most phones or tablets.

5 **Uzupełnij tekst, wpisując w każdą lukę jeden wyraz z ramki w odpowiedniej formie, tak aby powstał spójny i logiczny tekst. Odpowiedzi zapisz w zeszycie. Jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.**

they do make ~~be~~ float sun sink

Dangerous adventure

When my granddad and his cousin [1] *were* seven years old, they had a quite an adventure! The day was beautiful, it was [2] ? and a bit windy. They found a boat that was [3] ? of wood and decided to go to the other side of the lake. The boat was really old and it [4] ? about ten metres away from the shore. That was quite unfortunate because my granddad's cousin couldn't swim! Luckily, the paddles were [5] ? on the water, so he was able to hold on to [6] ? and swim back. I have never done anything so exciting. The scarriest experience I've ever had was getting lost among the bushes in our garden!

6 **Przetłumacz podane w nawiasach fragmenty na język angielski tak, aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Dodaj znaki przestankowe, jeśli to konieczne. Odpowiedzi zapisz w zeszycie.**

1 She (*dużo jeździ na deskorolce*) *is skateboarding a lot* these days.

2 He's not going to wear the Mickey Mouse sweater because he does (*nie chce wyglądać*) ? silly at school.

3 Whenever I have some free time, I (*łączę się z internetem*) ?.

4 My brother (*sprawdza SMS-y*) ? every fifteen minutes.

5 Look, (*chmurzy się*) ?. I think it's going to rain.

6 It got dark while (*szukaliśmy*) the cave ?.

PISANIE

7 **Wykonaj poniższe zadanie. Napisz wiadomość w zeszycie.**

Pożyczyłeś/Pożyczyłaś od brata ładowarkę do telefonu. Niestety, nie możesz jej teraz znaleźć. Napisz do brata wiadomość, w której:
- poinformujesz go o problemie,
- przeprosisz za zgubienie ładowarki,
- zaproponujesz rozwiązanie tej sytuacji.

Długość tekstu powinna wynosić od 50 do 100 słów.

3

The taste test

VOCABULARY Food and drink

I can talk about food and drink.



1 **CLASS VOTE** **Which is your favourite meal of the day? Why?**

breakfast lunch dinner supper snack

2 1.45 **Study the Vocabulary A box. Listen and see if you can find the items you hear in the picture.**

Vocabulary A Food and drink

beef bread rolls cheese chewing gum chilli cream crisps cucumber flour fruit juice garlic grapes honey ice cream lemonade lettuce nuts peach pear pineapple smoothie tuna yoghurt

3 1.46 **Match the sentences with the people in the picture. Complete the sentences with words from the Vocabulary A box. Write the answers in your notebook. Listen and check.**

1 This person has got a shopping list. She is looking for chilli, cream and some ? .
2 These people want to buy ? , honey, yoghurt and ? .
3 The shop assistant is near the ? , grapes and ? .
4 The grandmother wants lettuce, ? and some ? .
5 The child is looking at the fruit juice and ? .
6 The man is buying ? , beef and ? .

4 **In your notebook, complete the categories with the words from the Vocabulary A box.**

1 Fruit *peach* ? , ? , ?
2 Vegetables, salad and herbs ? , ? , ? , ?
3 Meat and fish ? , ?
4 Dairy ? , ? , ?
5 Cereals bread ? , ?
6 Sweets and snacks ? , ? , ? , ? , ?
7 Drinks ? , ? , ?

VOCABULARY
Food and drink | Flavours | Describing food

GRAMMAR
Present Perfect with *ever*, *never*, *just*, *already*, *yet*, *for* and *since* | Present Perfect and Past Simple



SPEAKING
Ordering food



READING
A cookery TV show

LISTENING
A dream cake

WRITING
An email to a friend

POLAND
A dumpling paradise

BBC Culture and Skills
What do the British really eat?

5 **I KNOW THAT!** **Work in groups. How many words can you add to each category in Exercise 4? Write your ideas in your notebook.**

6 **1.47** **In pairs, use the words from the Vocabulary B box to name the ice cream flavours on the right. Which is your favourite flavour?**



Vocabulary B	Flavours
chocolate coconut coffee lemon melon mint strawberry vanilla	

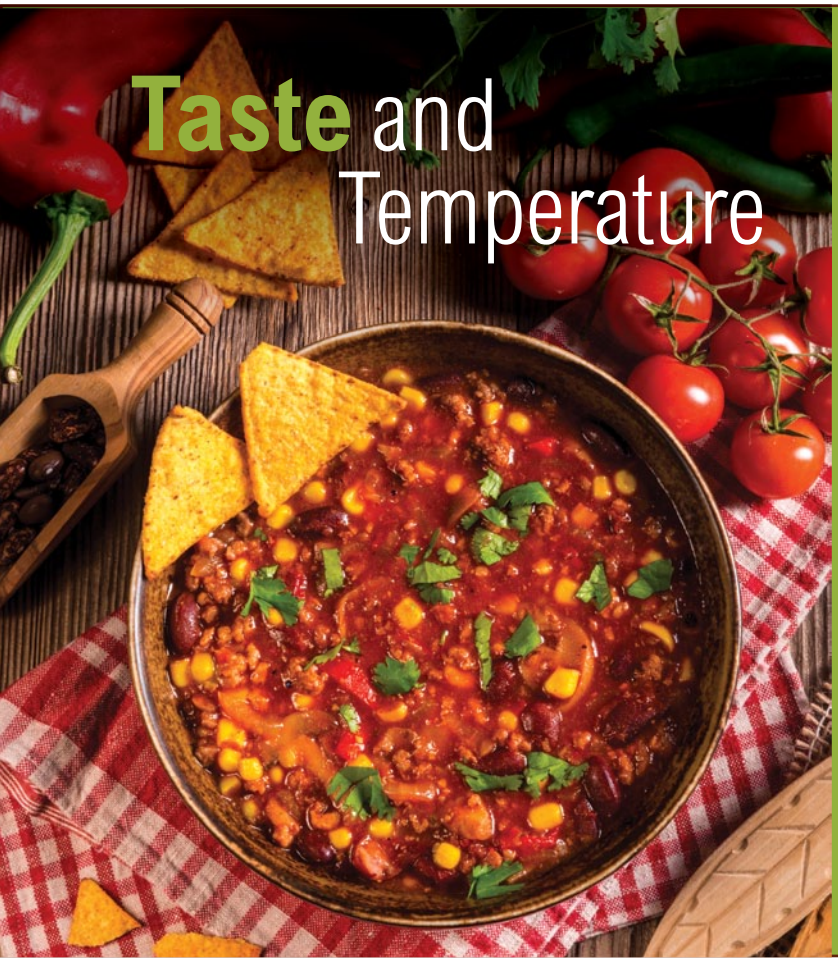
Watch OUT!

These words can be used as adjectives or nouns.
I like strawberries. [noun]
I like strawberry ice cream. [adjective]

I think the white ice cream is vanilla.

7 **1.48** **Complete the text with the words below. Write the answers in your notebook. Listen and check. Can you think of other kinds of food that make your mouth feel hot or cold when you eat them?**

beef chilli coffee dishes drink ~~ice cream~~ mint taste



Taste and Temperature

People usually enjoy [1] *ice cream* in the summer because it is cold, in the same way they enjoy hot tea or [2] ? in the winter. But did you notice that some food is not really hot or cold but makes you feel like that? For example, in some hot countries [3] ? lemonade is very popular. It's a cool, refreshing [4] ? . But does this herb really make your mouth cold?

When you [5] ? mint flavours, your mouth sends a message to your brain: 'Hey, that feels cold!' In fact, it's a 'trick' because the temperature in your mouth doesn't change. Spicy [6] ? do the opposite, they make you feel hot. Take chilli con carne, for example – a famous Mexican dish with meat – usually [7] ? and beans, served with rice. [8] ? doesn't really make you hot. But it makes you FEEL hot.



8 **1.49** **Listen to three questions from a food quiz. Did you guess the answers?**

9 **In pairs, follow the instructions.**

- Choose a type of food that you like.
- Find or think of 2–4 facts about this food.
- Write your facts but don't write the name of the food.
- Swap clues with another pair and guess the food.

3.2 GRAMMAR Present Perfect with *ever, never, just, already* and *yet*

I can use the Present Perfect with *ever*, *never*, *just*, *already* and *yet*.



I'VE HEARD IT'S FUNNY

Tommo: I've never seen so much food. Ah, smell that pizza!
Alisha: Yes, I've already had some! This market is great for Chinese food, too. Have you ever eaten noodles?
Tommo: Yes, I have. Dad's cooked them at home.
Alisha: Tommo, look! That's Oliver Jenkins, the famous TV chef. Have you seen his programme?
Tommo: No, but I've heard it's funny.
Alisha: Perhaps he's brought some nice food?
Tommo: Well, he's just opened an ice cream shop. Let's go and see. Perhaps we can try some.
Alisha: Look. There's cheeseburger flavour or chilli or pea-and-mint. He's used weird flavours!
Tommo: You bet!
Alisha: I hate peas, but cheeseburger flavour sounds OK. What about you?
Tommo: I haven't decided yet … What's it like?
Alisha: Yuck! That's disgusting. Hang on, let's try another. Mmhh, chilli. Now, that's the best ice cream I've ever eaten!

How do you say these expressions in Polish?

You bet! *Yuck!* *Hang on.*

OUT of class

1 CLASS VOTE **Which strange food would you like to try?**

cheeseburger ice cream pizza with banana cucumber and garlic smoothie

2 1.50 **Listen and answer the questions.**

1 Where are Tommo and Alisha?
2 Who is Oliver Jenkins?
3 What type of shop does Oliver Jenkins have?
4 What flavour ice cream does Alisha try first?

3 **Study the Grammar box. Find more examples of the Present Perfect in the dialogue.**

Grammar Present Perfect

Have you **ever** tried pizza with banana?
I've **never** eaten so much food.
He's **just** made a new TV programme.
I've **already** tried it.
I haven't finished **yet**.
Have you done it **yet**?

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4 **In your notebook, complete the sentences and questions with the correct form of the words in brackets.**

1 Alisha *has already eaten* (already/eat) some pizza.
2 ? Tommo ? (ever/cook) noodles at home?
3 Alisha and Tommo ? (just/see) Oliver Jenkins.
4 Tommo ? (never/watch) Oliver Jenkins on TV.
5 Tommo ? (not have) pea-and-mint ice cream yet.
6 ? Alisha and Tommo ? (try) all the ice cream yet?

5 1.51 **In your notebook, complete the text with the Present Perfect form of the verbs in brackets. Listen and check.**

Hi Ed,
Sorry I [1] ? (not call) you. I [2] ? (have) a bad cold and I [3] ? (not speak) to anyone. [4] ? (you/decide) about the summer yet? I hope I can come and see you. A new pizza restaurant [5] ? (just/open) in town. My friends [6] ? (already/try) it. The speciality is pizza with banana on it! I [7] ? (never/have) that before but I'd like to try it.
Speak soon,
Dan

6 VOX POPS **Talk to your partner. Talk about a place where you like to eat with friends.**

And YOU

1 What's it called?
2 Who have you been there with?
3 What food have you tried?

It's called Marco's and I've been there with …

I can find specific detail in an article and use *make* and *do* accurately.

1 CLASS VOTE **Do you watch cookery programmes? Where do you watch them: on TV or online?**

2 **Read the title and the first paragraph of the article. What does the title refer to?**

a Martha's cookery class at school.
b Martha's experience on a TV show.

3 1.52 **Read the article. Choose the correct answers.**

1 Why can't Martha go out with her friends tonight?
a She wants to study at home.
b She wants to upload some photos on Twitter.
c She wants to bake more cupcakes.
d She wants to relax at home.

2 Why has Martha chosen to study Food Technology?
a Because she wants to avoid disasters in the kitchen.
b Because she loves all kinds of science.
c Because she wants to discover what happens when you cook food.
d Because it goes well with Maths and Chemistry.

3 What happened during the school cookery competition?
a Martha got angry with the other students.
b Martha had a disaster with her cake.
c The other students left and went home.
d Martha's oven gloves caught fire.

4 Why are the people in Martha's family so important?
a They go and watch every show.
b They can help Martha to stay calm.
c They tell her when she's making mistakes.
d They help her with her schoolwork.



'I have loved every minute of it!'

She's done her homework but there's no time for 17-year-old Martha to relax with friends tonight. Martha is the youngest contestant in a national cooking competition, *The Great British Bake Off*, and she's got to practise for the next show. Every week she has to impress the judges with different recipes. Next week it's cupcakes. She's already made 24 cakes today, but she hasn't finished yet. Since her first appearance on the show, Martha has posted messages and photos on Twitter. Her profile says: 'I only have friends because I make good cake. Seriously.' So when did this passion begin?

Martha started baking when she was about seven years old. She often made a mess in the kitchen and the results weren't always good. At school she made a decision to study Maths, Chemistry and Food Technology because she says, 'I've always loved food but I've never understood the science behind it.' It hasn't always been easy. Martha has had a few disasters, and once she set her oven gloves on fire during a school cooking competition and the whole building was evacuated. But the judges announced that Martha was one of the winners. She was very happy!

What about Martha's family? Her parents have watched her on TV every week. They know that the competition is getting tough and that Martha is tired. Martha wants to do her best and hates making mistakes so it's important that they keep her calm. Her granddad, James, is incredibly proud that she has made time for both her schoolwork and the TV show. They're all enjoying the competition although, as Martha says with a smile, 'We have all put on a bit of weight!'

4 WORD BUILDING **Read the text again and find nouns formed from the verbs below. In your notebook, make a sentence with each noun.**

1	contest	**3**	appear	**5**	win
2	compete	**4**	build	**6**	weigh

5 **Complete the phrases in the box with *make* or *do*. Write the answers in your notebook.**

Word Friends *make* and *do*

? : a cake (cakes) a decision time a mess mistakes
? : (my/your/his/her) homework my/you/his/her best

6 **Read the text again. Answer the questions.**

1 Has Martha done her homework?
2 What type of cakes has Martha made today?
3 Where did Martha make a mess when she was a child?
4 What did Martha make a decision to do at school?
5 What has Martha made time for during the competition?

3.4 GRAMMAR Present Perfect with *for* and *since*; Present Perfect and Past Simple

I can talk about duration of time, and be general and specific about experiences.

1 CLASS VOTE **What's your favourite flavour for a fruit juice or smoothie?**

2 1.53 **Read the text. In pairs, answer the questions.**

The best drink ever!



We've been in Rio since yesterday afternoon. I'm so excited! My parents are from Brazil but we haven't visited the country many times. The plane tickets are very expensive! We didn't want to go sightseeing yesterday, but we went to the beach. My favourite thing in Rio is the juice bars on every street corner. I've never seen so much fruit!

The owner of one juice bar, Rodrigo, has lived in Rio for many years. His father opened Rio's first juice bar in 1958. Many other juice bars have opened since then. I found out that there are 146 different types of fruit in Brazil! Some of them are very unusual. Have you ever heard of cashew apple? It looks like a red apple, but the cashew nut grows at the top of the fruit. I've just tried it. It's amazing.

Amanda

1 What surprises Amanda about Rio?
2 How many types of fruit are there in Brazil?
3 What fruit did Amanda try?

3 **Study the Grammar box. Which set of words and phrases do we use with *for*? Which do we use with *since*?**

A: two o'clock yesterday Monday last weekend 1958

B: five minutes a few hours a long time two weeks three years

Grammar Present Perfect and Past Simple

Present Perfect with *for* and *since*
I've lived in Rio for many years. (a period of time)
They've had this bar since 1970. (a point in time)

Present Perfect and Past Simple
We've been to Sao Paolo.
We went to Sao Paolo in 2012.
Have you ever drunk a mango smoothie?
Did you like it?

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4 **In your notebook, write sentences in the Present Perfect using *for* or *since*.**

1 I / not / have / a chocolate bar / a month.
I haven't had a chocolate bar for a month.
2 My family / own / this café / 2010.
3 We / not eat / any food / breakfast time.
4 This cookery programme / be / on TV / a few months.
5 Have / you / see / the cookery teacher / last lesson?
6 They / be / at the juice bar / half an hour.

5 **Find more examples in the text of the Present Perfect and Past Simple.**

6 1.54 **In your notebook, complete the dialogue with the Present Perfect and Past Simple. Listen and check.**

Mia: [1]*Have* you had any fruit juice yet today?
Miguel: No, I [2] ? had any yet, but I'd like some now.
Mia: [3] ? you ever tried sugar apple juice?
Miguel: Yes, I [4] ? some yesterday. Sugar apples look like pears! They're very good for you.
Mia: [5] ? you like it?
Miguel: Yes, I [6] ? . Why don't you try some?
Mia: Yeah. I'd love to try it. Where [7] ? you buy it?
Miguel: At the juice bar on the beach.

7 **In your notebook, write questions in the Present Perfect and Past Simple. In pairs, ask and answer them.**

Start with a general question with *ever* (Present Perfect):

- Have you ever eaten … ?
- Have you ever drunk … ?

Then ask about details (Past Simple):

- When did you try it?
- Did you like it?
- What was it like?

I can identify specific detail in speech and describe food.

1 **CLASS VOTE** **Is it important to have a special cake on your birthday?**

2 1.55 **Study the Vocabulary box using a dictionary. Then read sentences 1-6 and choose the correct option. Write the answers in your notebook. Listen and check.**

Vocabulary Describing food

bitter bland delicious dry fresh rich sour spicy stale sweet tasty

1 I like chilli popcorn because it's so *spicy* / *stale*.
2 These cupcakes aren't very tasty, they're quite *sweet* / *bland*.
3 I love this fruit juice, it's really *dry* / *delicious*.
4 This cake has icing and a filling with butter, so it's very *rich* / *bitter*.
5 This milk has been in the sun too long, it tastes *sour* / *fresh*.
6 This bread is old, I think it's *stale* / *bitter*.

3 1.56 **Listen to Gianni talking about a very special cake. Are the sentences true or false?**

1 Gianni saw the cake in New York.
2 The cake took a week to make.
3 The baker didn't make the cake in his shop.
4 The cake weighed around 70 kilos.
5 Gianni didn't like the cake at all.

4 **Look at the flyer below. In pairs, decide what kind of information is missing in each gap: a word or a number?**

1 *word*



Is it a car? Is it a robot? No … it's a cake!

5 1.57 **Listen to information about how to enter the competition. Complete the text in Exercise 4. Write the answers in your notebook.**

6 **VOX POPS** **Talk to your partner. Describe the best cake you've ever had.**

- What did it look like?
- What did it taste like?
- What flavour was it?
- Who made it?

And YOU

WIN

Your *Dream Cake* from *Benny's Bakery!*

Send us a photo or drawing of your ideal cake! We will make the best cake and send it to you.

1 Email address: benny@ ? .com
2 Usual cost of cake: $?
3 Choose a flavour: chocolate, ? or vanilla
4 Don't forget! Tell us your ? .
5 Closing date of competition: Friday, January ?
6 Other prizes for five runners up: 12 ?

I can order food in a café or restaurant.



WHAT CAN I GET YOU?

1 CLASS VOTE **Look at the menu. What would you like?**

2 1.58 **In pairs, discuss what you think green cake is. Listen and check.**

3 1.58 **Read and listen to the dialogue. What do Dan, Alisha, Tommo and Skye order?**

Annie: Hi! Take a seat and I'll get you the menus. Here you are. Now what can I get you to drink?
Alisha: I'll have an apple juice, please.
Dan: Just water for me, thanks.
Tommo: Could I have a melon-and-mango smoothie, please?
Annie: Of course. Are you ready to order?
Alisha: Nearly. That green cake looks interesting. What's in it?
Annie: Green tea and yoghurt. It's quite sweet.
Tommo: Mmhh. I'd like that, please.
Alisha: Me too.
Dan: Um, I don't fancy cake today. I'll have a toasted cheese sandwich, please.
Annie: So that's one toasted sandwich and two slices of cake.
Tommo, Dan and Alisha: Thanks.
Skye: Hi, guys. Sorry I'm late.
Tommo: We've just ordered. What do you want?
Skye: It's OK. I'll get it. Excuse me. Can I have a hot chocolate, please?
Annie: Of course. Would you like anything to eat?
Skye: Not for me, thanks.
Dan: You should try the green cake. It's delicious.
Alisha: So why have you ordered a toasted sandwich, Dan?

How do you say these expressions in Polish?

Hi, guys. I'll get it!
I don't fancy (cake today).

OUT of class

Annie's Café

eat in or take away!

Homemade tomato soup and roll
Toasted cheese sandwich
Salad with tuna or cheese

Chocolate cupcakes.
A selection of biscuits
Today's speciality: green cake!

ALSO Why not try a smoothie?
Melon-and-mango or
banana-and-strawberry
OR our homemade lemonade!

4 **Study the Speaking box. In your notebook, match questions 1–5 with answers a–e.**

Speaking Ordering food

Customer
I'll have ... / I'd like a ... / a slice of ...
Excuse me, can/could I have ...
Just ... for me, please.
Not for me, thanks.

Waiter
Take a seat and I'll get you the menu.
What would you like to drink?
Are you ready to order?
Would you like anything to eat?
Can I get you something?
Here you are.

1 Are you ready to order?
2 What's in it?
3 What soup do you have?
4 What can I get you to drink?
5 Would you like anything to eat?

a Homemade tomato.
b I'll have a cola, please.
c Nearly.
d Not for me, thanks.
e It's just fruit and yoghurt.

5 **In pairs or small groups, use the Speaking box to order food from the menu in Exercise 1.**

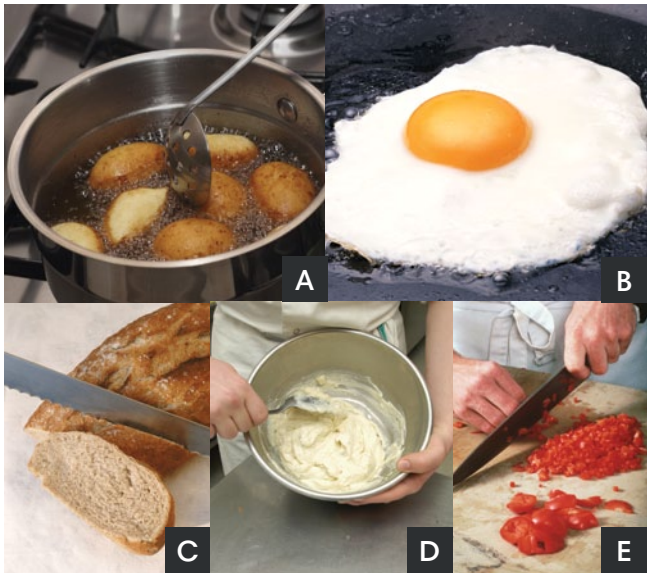
I can write an email to a friend.

1 **CLASS VOTE** **What food would you have at a party with friends?**

2 **1.59** **Study the Vocabulary box using a dictionary. In your notebook, match the pictures with the words from the box.**

Vocabulary Cooking

boil chop fry mix slice



3 **In your notebook, write sentences with each of the verbs from the Vocabulary box.**

You can boil potatoes and peas.

4 **Read Alisha's email. Does it mention your ideas from Exercise 1?**

PARTY TIME

Hi,

Thanks for getting in touch. It was great to hear about your school trip. The photos were awesome.

Tommo and I have just finished our exams and we've decided to have a party tomorrow on his boat! He's bought lots of yummy food, including sausages and cheese. I'm making my famous chicken salad. It's really easy. First, I fry the chicken and boil some eggs. Then I slice them. After that, I chop tomatoes into small pieces and mix everything together with some mayonnaise. I can't tell you how good it is!

Anyway, I was wondering if you'd like to come. We're asking everybody to bring some fruit or some juice because we want to make smoothies of different flavours.

Let me know if you can make it.

Alisha

5 **Read the text again. Order the information as it appears in the text.**

a Alisha talks about what's happening in her life now.

b Alisha invites her friend and asks her friend to do something.

c Alisha thanks her friend and comments on her friend's news.

d Alisha asks her friend to reply to the invitation.

6 **Look at the Writing box. Find the sentences that are in the text in Exercise 4.**

Writing Email to a friend

Starting your email
How are things?
Great to hear from you.
Thanks for getting in touch.

Responding to news
It was great to hear about your school trip.
I can't wait to hear more about it.

Giving your news
Tommo and I have just finished our exams.
We've decided to have a party.
I'm making a cake for the party.

Explain why you're writing
Anyway / By the way, I was wondering if you'd like to come.
I'm writing to ask if you'd like to come to the party.

Ending your email
Let me know if you can make it.
See you soon.
Bye for now.

7 **WRITING TIME** **In your notebook, write an email to a friend. Follow the instructions below.**

Paragraph 1: Thank your friend for his/her email and comment on their news.

Paragraph 2: Explain that you're having a party and describe what food you're making.

Paragraph 3: Invite your friend and suggest something he/she can make for it.

Use different tenses and don't forget contractions to make your email sound friendly and informal.

Revision

VOCABULARY

1 **In your notebook, write the correct word for each definition.**

1 This person takes part in a competition. **c** ? ? ? ? ? ? ? ? ?
2 This is a type of meat. **b** ? ? ?
3 This is a synonym for tasty. **d** ? ? ? ? ? ? ? ?
4 These are small, round fruit and can be green, red, or black. **g** ? ? ? ? ?
5 You do this to cook food in very hot water. **b** ? ? ?

2 **Complete the quiz in your notebook. Then ask and answer the questions in pairs.**



QUIZ **Favourite foods beginning with 's'**

1 Some people like garlic and chilli with everything! Do you like s ? food?
2 You have two slices of bread and butter and you want to make a s ? . What filling do you like?
3 You're buying a s ? in a juice bar. What flavour do you choose?
4 You'd love something s ? to eat, like cake. What do you want?
5 Your family is having a nice, healthy, green s ? for dinner. What do you put in it?

3 **In your notebook, complete the sentences with *make* or *do*.**

1 I often ? cakes for my friends.
2 I never ? mistakes in English lessons.
3 I listen to music when I ? my homework.
4 I always tidy up when I ? a mess.
5 I ? my best to eat healthy food.

GRAMMAR

4 **In your notebook, complete the dialogue with the words below.**

already yet just for since

Ana: Hi, Mum! Have you made my birthday cake [1] ? ?
Mum: Yes, I've [2] ? taken it out of the oven. It's still warm.
Ana: Brilliant! We haven't had cake [3] ? ages! It looks amazing. What about the rest of the food?
Mum: Everything's ready for the party. Go and look.
Ana: Oh, you've [4] ? put all the food on the table. Thanks, Mum.
Mum: I'm glad you like it. I've been in the kitchen [5] ? midday!

5 **In your notebook, write five questions using one word or phrase from each column.**

Have/Has Did	your mum/dad	ever been in a competition?
	you	go to the supermarket last weekend?
	your brother/sister	ever made a cake?
	your friends	cook dinner yesterday?
	your teacher	ever had a picnic or a barbecue outside?
	your parents	take the family to a restaurant last year?

6 **In pairs, ask and answer your questions from Exercise 5.**

SPEAKING

7 **In pairs, role play the situation. Follow the instructions.**

Student A, you are a waiter. Ask the customer
- to take a seat, and offer to get the menu.
- if he/she is ready to order food.
- what he/she would like to drink.

Student B, you are a customer. Make your order from the menu on page 135.

DICTATION

8 **1.60** **Listen to the recording. Write the sentences in your notebook.**

Check yourself!

- ✓ I can talk about food and drink.
- ✓ I can use the Present Perfect with *ever*, *never*, *just*, *already* and *yet*.
- ✓ I can talk about duration of time and be general and specific about experiences.
- ✓ I can identify specific detail in speech and in an article.
- ✓ I can describe food and use *make* and *do* accurately.
- ✓ I can order food in a café or restaurant.
- ✓ I can write an email to a friend.

WORDLIST 3 Food and drink | Flavours | *make* and *do* | Describing food

LESSON 3.1

Food and drink Jedzenie i napoje

beef /biːf/ wołowina
bread roll /ˈbred rəʊl/ bułka
cheese /tʃiːz/ ser
chewing gum /ˈtʃuːɪŋ gʌm/ guma do żucia
chilli /ˈtʃɪli/ papryczka chilli
cream /kriːm/ śmietana
crisps /krɪsps/ czipsy
cucumber /ˈkjuːkʌmbə/ ogórek
flour /flaʊə/ mąka
fruit juice /ˈfruːt dʒuːs/ sok owocowy
garlic /ˈgɑːlɪk/ czosnek
grapes /greɪps/ winogrona
honey /ˈhʌni/ miód
ice cream /ˌaɪs ˈkriːm/ lody
lemonade /ˌleməˈneɪd/ lemoniada
lettuce /ˈletɪs/ sałata
nuts /nʌts/ orzechy
peach /piːtʃ/ brzoskwinia
pear /peə/ gruszka
pineapple /ˈpaɪnæpl/ ananas
smoothie /ˈsmuːði/ koktajl
tuna /ˈtjuːnə/ tuńczyk
yoghurt /ˈjɒgət/ jogurt

Flavours Smaki

chocolate /ˈtʃɒklɪt/ czekoladowy
coconut /ˈkəʊkənʌt/ kokosowy
coffee /ˈkɒfi/ o smaku kawy
flavour /ˈfleɪvə/ smak
lemon /ˈlemən/ cytrynowy
melon /ˈmelən/ o smaku melona
mint /mɪnt/ miętowy
strawberry /ˈstrɔːbəri/ truskawkowy
vanilla /vəˈnɪlə/ waniliowy

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breakfast /ˈbrekfəst/ śniadanie
cereals /ˈsɪəriəls/ zboża, płatki śniadaniowe
dairy /ˈdeəri/ nabiał
dinner /ˈdɪnə/ obiad
dish /dɪʃ/ danie
fish /fɪʃ/ ryba
fruit /fruːt/ owoce
herbs /hɜːbz/ zioła
lunch /lʌntʃ/ lunch
meal /miːl/ danie, posiłek
meat /miːt/ mięso
refreshing /rɪˈfreʃɪŋ/ orzeźwiający
rice /raɪs/ ryż
salad /ˈsæləd/ sałatka
serve /sɜːv/ podawać
shopping list /ˈʃɒpɪŋ lɪst/ lista zakupów
snack /snæk/ przekąska
supper /ˈsʌpə/ kolacja
sweets /swiːts/ słodycze
taste /teɪst/ smakować
tea /tiː/ herbata
vegetables /ˈvedʒtəblz/ warzywa

LESSON 3.2

Out of class

Hang on. /hæŋ ˈɒn/ Poczekaj!
You bet! /jə bet/ Oczywiście, że tak!
Yuck! /jʌk/ Fuj!

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chef /ʃef/ szef kuchni
cook /kʊk/ kucharz
noodles /ˈnuːdlz/ kluski
pea /piː/ groszek
try /traɪ/ próbować

LESSON 3.3

Phrases with *make* and *do*
Wyrażenia z *make* i *do*

do homework /duː ˈhəʊmwɜːk/ odrabiać pracę domową
do your best /duː jə ˈbest/ robić coś najlepiej, jak się potrafi
make a cake /meɪk ə keɪk/ zrobić ciasto
make a decision /meɪk ə dɪˈsɪʒən/ podjąć decyzję
make a mess /meɪk ə mes/ zrobić bałagan
make a mistake /meɪk ə mɪˈsteɪk/ popełnić błąd
make time /meɪk taɪm/ wygospodarować trochę czasu na coś

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competition /ˌkɒmpəˈtɪʃn/ konkurs
contestant /kənˈtestənt/ uczestnik konkursu
cookery class /ˈkʊkəri klɑːs/ szkoła gotowania
cupcake /ˈkʌpkeɪk/ babeczka
Food Technology /ˈfuːd tekˌnɒlədʒi/ technologia żywienia
oven gloves /ˈʌvən glʌvz/ rękawice kuchenne
put on weight /pʊt ˈɒn weɪt/ przytyć
recipe /ˈresɪpi/ przepis
winner /ˈwɪnə/ zwycięzca

LESSON 3.4

cookery teacher /ˈkʊkəri ˈtiːtʃə/ nauczyciel gotowania
find out /faɪnd ˈaʊt/ dowiedzieć się
go sightseeing /gəʊ ˈsaɪtsiːɪŋ/ zwiedzać
juice bar /ˈdʒuːs bɑː/ bar z sokami
owner /ˈəʊnə/ właściciel / właścicielka
street corner /ˈstriːt ˈkɔːnə/ róg ulicy

LESSON 3.5

Describing food
Opisywanie jedzenia

bitter /ˈbɪtə/ gorzki
bland /blænd/ mdły, nijaki
delicious /dɪˈlɪʃəs/ pyszny
dry /draɪ/ suchy
fresh /freʃ/ świeży
rich /rɪtʃ/ wysokokaloryczny, tłusty
sour /saʊə/ kwaśny
spicy /ˈspaɪsi/ pikantny
stale /steɪl/ nieświeży
sweet /swiːt/ słodki
tasty /ˈteɪsti/ smaczny

---

baker /ˈbeɪkə/ piekarz
filling /ˈfɪlɪŋ/ nadzienie
icing /ˈaɪsɪŋ/ lukier
popcorn /ˈpɒpkɔːn/ popcorn

LESSON 3.6

Out of class

Hi, guys. /haɪ gaɪz/ Cześć!
I don't fancy (cake today). /aɪ dəʊnt ˈfænsi keɪk təˈdaɪ/ Nie mam (dzisiaj) ochoty na (ciasto).
I'll get it! /aɪl get ɪt/ Ja to zrobię!

---

homemade /ˌhəʊmˈmeɪd/ domowej roboty
mango /ˈmæŋgəʊ/ mango
order /ˈɔːdə/ zamówić, zamówienie
soup /suːp/ zupa
speciality /ˌspeʃiˈæləti/ specjalność
waiter /ˈweɪtə/ kelner

LESSON 3.7

Cooking Gotowanie

boil /bɔɪl/ gotować
chop /tʃɒp/ siekać
fry /fraɪ/ smażyć
mix /mɪks/ mieszać, miksować
slice /slaɪs/ kroić na plasterki

---

chicken /ˈtʃɪkɪn/ kurczak
egg /eg/ jajko
mayonnaise /ˌmeɪəˈneɪz/ majonez
sausage /ˈsɒsɪdʒ/ kiełbasa

Poland A dumpling paradise

1 CLASS VOTE **Do you like *pierogi*?**

2 **Work in pairs and answer the questions.**

- Do you know how to make *pierogi*?
- When did you last eat them?

3 1.61 **Look at the food items in the box. Which of them can you see in the pictures? Which of them can you use to make *pierogi*?**

bilberries cottage cheese dough
eggs flour mushrooms potatoes
sauerkraut strawberries

4 **Read the flyer below. What can you learn during the class?**


A


B


C

Polish Cooking School

Pierogi for beginners

Join our cooking class and learn how to make *pierogi*, traditional Polish dumplings.

We are going to teach you how to prepare the perfect dough and different types of delicious fillings, both savoury and sweet.

Savoury dumplings:
with cottage cheese and potato, meat, or sauerkraut and mushrooms

Sweet dumplings:
with cottage cheese or bilberries

You will also learn how to wrap pierogi into nice decorative shapes to make them look really pretty.

At the end of the course you will get all the recipes, a diploma and a souvenir rolling-pin with the logo of our school.

Full day class:
10 a.m. – 3 p.m. Mondays and Saturdays
Price: PLN 150




D


E

5 Read the flyer again. Answer the questions from the school website. Write the answers in your notebook.

Frequently Asked Questions

Have you got a question? Read our FAQs.

1 Do I have to make the dough myself?
2 How many different types of dumplings are we going to make?
3 Are there any vegetarian dumplings?
4 Do I have to write down all the recipes during the class?

6 CLASS VOTE Do you prefer sweet or savoury *pierogi*? What's your favourite filling?

7 1.62 In pairs, match words 1–5 to the languages they come from. Write the answers in your notebook. Listen and check. Do you use the same words in Polish?

Japanese French German Turkish Italian

1	croissant	3	sauerkraut	5	yoghurt
2	latte	4	sushi		

8 1.63 Do you know any English words for food that come from Polish? Listen and check your ideas.

9 Should we translate the names of traditional Polish dishes into English? Why? / Why not?

10 Read the comments left on a tourist website. The words in bold are not in the right place. Change their position to correct the descriptions. Write the answers in your notebook.

1 I've never eaten *bigos* but I've heard it's a traditional Polish one-pot dish. They make it from fresh cabbage, **rice** and **hard-boiled eggs**.

2 I don't think I'd like to try *żurek*. My friend says it's a kind of sour **sauce** from fermented rye flour. In Poland you usually serve it with sausage and **different kinds of meat**.

3 I've just found a recipe for Polish *gołąbki*. These are cabbage leaves filled with meat and **sauerkraut**. Polish people cook them in tomato **soup**.

PROJECT

11 Work in groups of three. Prepare a traditional Polish dinner menu.

1 Plan a three-course dinner menu for your friends from another country.
2 Choose only traditional Polish dishes: a soup (or any other starter), a main course and a dessert.
3 Make a menu with photos or your own illustrations.
4 Each person should present one of the dishes and say what it is called, what the ingredients are and how to make it.
5 When all the groups have presented their menus, vote for the best one.

BBC

CULTURE & SKILLS

What do the British really eat?



Popular food in the UK

Most people think that food in Britain is all about fish and chips, chip butties or afternoon tea, but that's not the whole story. There are so many different cultures in the UK that you have a huge choice of flavours and cuisines to choose from.

1 Indian food has been the country's favourite for years. Every town has at least one Indian restaurant. People even say that the national dish is now *chicken tikka masala*, a spicy curry usually served with rice or Indian bread called *naan*. It's delicious!

2 American food is everywhere. There's not only McDonald's now, but new gourmet burger restaurants like Five Guys. American food is popular because the recipes are very familiar to British people – hot dogs, fried chicken, pepperoni pizza, nachos and BBQ ribs are all big favourites.

3 People have a passion for fresh and healthy food these days and that's why Japanese food is popular. It's also easy to eat as a takeaway meal. Young people now prefer to eat sushi at lunchtime to the traditional British sandwich, although some still have problems with chopsticks!

Do you want to try more international food? Then check out the amazing Zaza Bazaar in Bristol! It opened in 2011 and has become one of the most popular places to eat in the city. It's also the biggest restaurant; they can serve over 1,000 people and have food from everywhere – Vietnam, Italy, China, Thailand, as well as Britain's three favourites, of course!

GLOSSARY
chopsticks (n) thin sticks used for eating in China and Japan
cuisine (n) style of cooking typical of a country or region
gourmet (adj) (of food) high quality

READING

1 **In pairs, ask and answer the questions.**

1 What do people like eating in Poland?
2 What are your favourite dishes?
3 What do you think British people really eat?

2 **Read the article. Are the sentences true or false?**

1 People have the wrong idea about food in the UK.
2 It's easy to find an Indian restaurant in the UK.
3 American food is not very varied.
4 A lot of people eat sushi for their evening meal.
5 Zaza Bazaar doesn't serve Indian food.

3 **According to the article, why is each food particularly popular? In your notebook, match types of food 1–3 with adjectives a–c.**

1 American
2 Japanese
3 Indian

a practical
b tasty
c familiar

LISTENING

4 BBC 3 **Listen to Part 1 of a BBC programme about Indian food. Answer the questions.**

1 Who are Anjum and Lynn?
2 What type of food are they cooking?

5 BBC 3 **Listen again. Choose the correct option. Write the answers in your notebook.**

1 Kerala is in *northern* / *southern* India.
2 Anjum and Lynn go to the market to *raise money for charity* / *help the community*.
3 Keralan food is *heavy and spicy* / *light and healthy*.
4 It's *easy* / *difficult* to find the ingredients for Keralan dishes in Liverpool.

6 **Which three dishes are Anjum and Lynn going to make?**

1 coconut curry with pepper
2 coconut chicken with ginger
3 spicy salmon wraps
4 rice and salmon wraps
5 rice noodles
6 vegetable noodles

7 **Which of the three dishes would you like to try? Why?**

I'd like to try the first dish because I love coconut.

8 BBC 4 **Listen to Part 2. Answer the questions.**

1 Does Anjum like Lynn's cooking?
2 How many people visit Liverpool's farmers' market?
3 Do the people at the market buy Lynn's food immediately?
4 Do they sell all the food?

9 **Have you ever cooked for a lot of people? Or have you ever helped out in the kitchen? What did you do?**

I once helped my mum cook dinner for six.

PROJECT

10 **Work in groups. Prepare a survey based on the question below.**

What do people really eat in your town?

1 Prepare a questionnaire with questions about people's eating habits.
2 Include questions about local and international dishes (e.g. pizza, burgers).
3 Give the questionnaire to friends and family.
4 Collect the results.
5 Report your results to the class.

4 Curtain up!

VOCABULARY
Types of films | Film and TV | Compound nouns

GRAMMAR
Comparatives and superlatives | Quantifiers



SPEAKING
Talking about preferences



READING
A theatre evening

LISTENING
The Junino festival

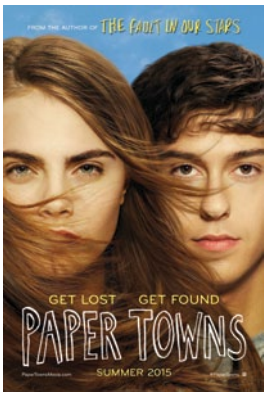
ENGLISH IN USE
Adverbs of manner

SKILLS REVISION
Units 3–4

VOCABULARY Film and TV

I can talk about films and television.













1 2.01 Study the Vocabulary A box. Use the words to describe the films in the posters.

Vocabulary A Types of films

action film cartoon comedy documentary fairy tale
fantasy romantic film sci-fi thriller

I think Arctic Tale is a documentary.

2 **I KNOW THAT!** In your notebook, add more film types to the Vocabulary A box.

3 2.02 Listen. In your notebook, match speakers 1–6 to films in the Vocabulary A box.

1 *documentary* 2 ? 3 ? 4 ? 5 ? 6 ?

4 **In pairs, talk about your favourite film or TV programme.**

A: My favourite film is Minions. It's a cartoon.
B: What's it about?

Speaking Talking about a film or TV programme

My favourite film is ... It's (*a comedy, an action film*, etc.).
What's it about? It's about (*a group of friends*).
Who's in it? ... is/are the main actor(s).
What's it like? It's + adjective (*exciting/scary/strange/dramatic*).

5 **WORD BUILDING** **Study the table. In your notebook, complete the sentences.**

Verb	Noun	Person
act	action	actor
entertain	entertainment	entertainer
produce	production	producer
perform	performance	performer

TEENLINK: film and TV news by you for you!

I'm not sure about the new *Mission Impossible*. Tom Cruise is a good [1]**a***ctor* but I didn't like the story.

I'd love to know how they [2]**p** ? the special effects in *The Avengers*. They're really cool.

The costumes and the make-up were brilliant in the film. I don't know how they can [3]**a** ? with all that stuff on their faces.

Yes, we all watched *Minions* in our house. My dad said it was great family [4]**e** ?.

Before making the film *Bears*, the [5]**p** ? had to learn a lot about them.

I liked the *Mamma Mia* film much better than the musical [5]**p** ? it was based on!

★ ★ ★ ★ ★

6 **Read the website. Choose the correct option. Write the answers in your notebook.**

1 *Dr Who* is *a new / an old* TV programme.
2 The Tardis is a *type of car / time machine*.

He's 900 years old and we love him!

The first *Doctor Who* appeared on our TV [1]*screens* in 1963. The producers wanted a family adventure [2] ? for Saturday evenings. It was an instant [3] ? and received great [4] ? from people of all ages. Although it was in black and white, the TV [5] ? liked the [6] ? which were difficult to produce in those days. In the first [7] ?, two school teachers follow one of their pupils home. They discover that she lives with her grandfather, and that's when we meet the amazing [8] ? of the Doctor! He owns the Tardis, a time machine that can transport people through time. When the teachers enter the Tardis, they go back in time ...



7 **2.03** **Read the text again. Complete the gaps with the words from the Vocabulary B box. Write the answers in your notebook. Listen and check.**

Vocabulary B Film and TV

audience character episode hit
reviews screen(s) series special effects

8 **In pairs, discuss the topics below.**

- a popular TV series at the moment
- your favourite character from a film or from TV
- a song that was a big hit last year
- a film that had bad reviews

9 **2.04** **Listen to the dialogue. Complete the table in your notebook.**

	Emma	Max
Favourite TV series	?	?
Type of programme	?	?
What's it like?	?	?
Best special effect/scene	?	?

10 **VOX POPS** **Talk to your partner. Think about a TV series you like. In your notebook, complete the table from Exercise 9 to make it true for you. In pairs, discuss your ideas.**

And YOU

I can compare different things.

Curtain Up! ★★★★★

Your seat moves, you feel water on your face and you can smell something. It's the latest 4D cinema experience. The screens are bigger and the seats are in the most comfortable position for your eyes and neck. But, is it fun? 'It's more exciting than 3D,' said 15-year-old Adam, 'because it's brighter and louder.' His friend Jessica agrees. 'The most exciting scene was in the car. I felt like I was driving but I wasn't going fast enough.' For others, the experience isn't as good as 3D, and you can feel dizzy. 'The moving seats were worse than the sound,' said Alice. 'I was too uncomfortable. Some special effects are also scarier in 4D. Of course, the tickets are also more expensive, but it seems some people are happy to pay for "the best feeling" in the world!'



1 CLASS VOTE **Do you prefer watching films at home or at the cinema?**

2 2.05 **Read the text quickly. Choose the correct option. Write the answers in your notebook.**

1 Adam and his friends have just watched a film in *3D* / *4D*.
2 They watched the film *in a theatre* / *at the cinema*.

3 **Study the Grammar box. Find more examples of comparatives and superlatives in the text.**

Grammar Comparatives and superlatives

Comparative
The new screens are brighter.
It's more interesting than the theatre.

Superlative
It's the latest sci-fi film.
The most exciting part was at the end.
It's the best cinema in the town.

too / (not) enough
I was too hot.
I felt like I was walking but I wasn't going fast enough.

(not) as ... as
However, others say the film isn't as good as the book.

GRAMMAR TIME > PAGE 129

4 **In your notebook, complete the sentences with the correct form of the words in brackets.**

1 *Doctor Who* is the *best* (good) series ever!
2 It's ? (cheap) to watch films at home than at the cinema and it's ? (relaxing).
3 *Top Gear* is the ? (funny) programme on TV.
4 The book is ? (interesting) than the film.
5 The ? (expensive) cinema ticket is £20.
6 The ? (bad) thing is when people keep talking in the cinema.

5 **In your notebook, complete the second sentence so that it means the same as the first one.**

1 In the film, the adults aren't as good as the children.
In the film, the children are *better than* the adults.
2 Our town isn't big enough to have a good theatre.
Our town is ? to have a good theatre.
3 The film is funnier than the book.
The book isn't ? the film.
4 The main character in the fairy tale is too old.
The main character in the fairy tale isn't ?.
5 The French thriller isn't as scary as the Danish thriller.
The Danish thriller is ? the French thriller.

6 VOX POPS **Talk to your partner. What's your opinion? Make two sentences for each comparison. Compare your ideas.**

And YOU

1 the theatre / the cinema
The cinema is cheaper than the theatre.
The theatre isn't as exciting as the cinema.
2 comedies / documentaries
3 films / books
4 sci-fi films / fairy tales

I can understand the main points of an article and talk about entertainment.

1 CLASS VOTE **Does your school have enough trips to the theatre?**

2 **Study the words below using a dictionary. Use the words to describe the pictures in the *High Five Entertainment Guide*.**

Vocabulary	Theatre				
costume	lights	make-up	mime	puppet	stage

3 2.06 **Read the message below. Why is Nathan going to the theatre?**

Hi Kate, Elena and Luke,
Mum's getting some theatre tickets for my birthday and I can take three friends. I don't know which show to choose because they all look good. Send me a text telling me what you like most.
Nathan

4 2.07 **Read the messages below and *The High Five Entertainment Guide*. What is the best show for each person?**

Brilliant idea! You know I love anything with music, and I prefer funny stories. I want to have fun! By the way, I have to be home before 9 p.m. **Katie**

I'm not keen on funny plays. I like stories that make me think about the world and things in my life. I also love watching good actors perform, so the cast is very important for me! **Elena**

Hi, Nathan, thanks. I'm not really into comedies or musicals. They're too childish. I prefer dramas and classical plays. I like new and fresh interpretations of classical plays, as well. **Luke**

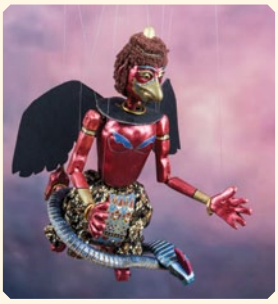
5 **Which show would you choose? Why?**

6 2.08 **In your notebook, complete the sentences with the phrases highlighted in the text. Listen and check.**

1 He's been an actor for a long time but he's always nervous when he *goes* on stage.
2 The producer is very happy when the show ? good reviews.
3 There was a lot of noise during the show, and I didn't enjoy ? the performance.
4 Jake wants to learn robotic dancing so he's ? a workshop.
5 The film ? the sad story of a boy who loses his dog.
6 She's always wanted to be famous, and now she's ? in a film in Hollywood.

The High Five Entertainment Guide

FIND OUT WHAT'S ON NEAR YOU



A LOOK, NO STRINGS!

Puppets aren't just for kids! Join the *Look, No Strings* puppet show for a weekend of serious Shakespeare. Our youth theatre makes its own puppets and writes the stories. This weekend it's *Macbeth*. Come and be surprised, and stay for a class on puppet making (Saturday only).



B NO WORDS, LOTS OF FUN!

Words can't describe how much fun we have on stage. That's why we don't use them! Don't miss the excitement and drama of our new mime show. It combines a fantastic mix of movement and music. If you would like to learn more, do our hands-on workshop after the show at 9.30 p.m.

C ENJOY INDIAN ENERGY!



Welcome to *Dance Bollywood*, for one day only. This happy musical experience brings Indian energy and fun to the stage. It's getting good reviews, so come and enjoy great dancing and amazing costumes! You can also go on stage after the show for your first Bollywood dance class. The class ends at 8 p.m.



D THE SAD STORY OF EDWARD

Johnny Depp starred in the film and now the musical is here! Meet Edward Scissorhands, and watch a brilliant performance as he tries to find friendship, family and love. There are no spoken words, but music, dance and songs tell this sad story. Tickets are selling fast, so hurry!

4.4 GRAMMAR Quantifiers: *some, any, much, many,* (a) *few,* (a) *little, a lot of, lots of*

I can talk about quantities of countable and uncountable nouns.



HOW MANY BANGLES ARE YOU WEARING?

Tommo: Cool music. You look great! Thanks for letting me take a few photos for the school magazine.

Alisha: No problem. Come in.

Tommo: Let's stand near the window. So, when do you wear these clothes?

Alisha: Mostly at weddings and *Diwali*, the festival of light. I've got lots of cousins, and we dance too … Like this.

Tommo: Cool, but stand still. This is awesome material. Is it from India?

Alisha: No, we get some material at the market here. There aren't many shops, and there's very little choice, so we mostly buy online.

Tommo: Don't move your hands. Wow, how many bangles are you wearing?

Alisha: Lots! We always wear a lot of jewellery. I've got some anklets too …

Tommo: This is perfect. How much time does it take to paint your hands?

Alisha: Ages! My gran does them, but she doesn't have much patience!

Tommo: Awesome! But stand still, please. I haven't got any photos of the whole outfit.

How do you say these expressions in Polish?

Like this. *Lots!* *Ages!*

OUT of class

1 CLASS VOTE **Do you sometimes wear a traditional costume? Why? / Why not?**

2 2.09 **Look at the photo. Why do you think Alisha is wearing her traditional costume? Listen and check.**

3 Study the Grammar box. Find more examples of quantifiers in the dialogue.

Grammar Quantifiers

Countable nouns	Uncountable nouns
We learn a lot of / lots of songs. How many bracelets are you wearing? There aren't many markets near here.	I've got a lot of / lots of money. How much luggage has she got? We haven't got much furniture.
We've got some DVDs. I haven't got any bracelets. Have you got any pictures?	I've got some orange juice. I haven't got any water. Have you got any sugar?
Thanks for letting us take a few magazines. There are very few people.	I've got a little money. There's very little information.

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4 Find four countable nouns and four uncountable nouns in the dialogue.

5 Choose the correct option. Write the answers in your notebook.

teenfestblog

In [1]*a lot of / much* countries, there aren't [2]*many / much* days when you can wear a traditional costume. However, for [3]*some / any* lucky teenagers in Seville in Spain there are [4]*a few / any* days in April, during the April Fair, when they can put on costumes, dance and enjoy [5]*much / some* hot chocolate with *churros*.

6 Complete the sentences with one word in each gap.

1 I'd like to buy *some* new shoes today.
2 How ? material do you need?
3 I've got a ? of cousins.
4 We haven't got ? time to make a costume. It isn't possible in ten minutes!
5 She's got a ? text messages from him.

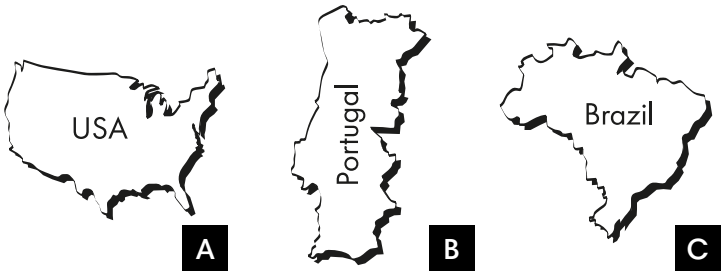
7 In pairs, ask and answer questions. Use *How much … ? / How many … ?* and the words below.

jewellery / wear hours / study at night
music / buy sport / do classes / do

I can identify specific detail in an interview and talk about festivals.

1 CLASS VOTE **What's your favourite festival?**

2 2.10 **Listen to the first part of an interview with Santiago. Where does he live?**



3 2.11 **Listen to the second part of the interview. Choose the correct answers. Write them in your notebook.**



1 Why is the festival special for Santiago?
- **a** He doesn't have to go to school.
- **b** He enjoys the winter in Brazil.
- **c** He likes being with his family.

2 How are the costumes different now?
- **a** The girls wear the same type of clothes as the boys.
- **b** The boys don't wear checked shirts any more.
- **c** They don't paint their faces now.

3 What happens in the toilet paper game?
- **a** People run with the paper in their hand.
- **b** One person wraps another person in toilet paper.
- **c** People write secret messages on the paper.

4 What does the music celebrate?
- **a** Old and young people.
- **b** Country life.
- **c** Carnival tradition.

5 What is Santiago's favourite food at the festival?
- **a** Corn cake.
- **b** Popcorn.
- **c** Corn pudding.

4 2.12 **In groups, complete the compound nouns in the Vocabulary box with the words below. Write the answers in your notebook. Compare your ideas with the class. Listen and check.**

cake clothes dance dress hat music party vacation

Vocabulary Compound nouns

Noun	+	noun
family		*party, vacation*
summer		?
country		?
straw		?
party		?
carnival		?
square		?

5 **How many more compound nouns can you remember from Exercise 3?**

6 **In pairs, discuss what you think makes a good festival. Compare your ideas with the class.**

Which of the things below are not important, which are quite important, which are important and which are very important?

good entertainment tasty food
friendly people sunny weather
cheap tickets fun games
carnival music

We think fun games for all the family are very important.
We don't think sunny weather is important.

I can ask about, express and explain preferences.



DO YOU WANT TO TRY IT?

Dan: How was the African dance class, Skye?
Skye: Good, but it was hot. Do you want to try it?
Dan: No, thanks, I'm not mad about dancing. I'd prefer to watch something.
Skye: Well, there are two activities this afternoon. There's the outdoor cinema that's showing a comedy, or a puppet show. What would you prefer to see?
Dan: Definitely the comedy. It sounds very funny. Let's go together.
Skye: OK. We should take some food with us. I'd rather eat outside in this weather.
Dan: Great! How about a pizza?
Skye: I'd prefer to get something different. After all, it is an international festival.
Dan: OK. What would you rather have?
Skye: I think I'd prefer a Mexican dish. Maybe the chilli with rice.
Dan: OK. Cool! Let's see what we can find.

How do you say these expressions in Polish?

I'm not mad about (dancing).
It sounds (very funny).

OUT of class

1 CLASS VOTE **What do you like doing with your friends?**

do music/dance classes eat out
go to music events play instrument(s)
watch films or shows

2 2.13 **Listen to the dialogue. Where are Dan and Skye? What are they going to do?**

3 2.13 **Study the Speaking box. Listen again and find examples of talking about preferences in the text.**

Speaking Talking about preferences

Asking about and expressing preferences
(What) would you rather + *verb*?
(What) would you prefer to + *verb*?

I'd rather + *verb*
I'd prefer to + *verb*

Giving reasons
It sounds very funny/great/boring ...
It looks good.
It's healthier.

4 **In your notebook, make questions with the words below. Ask and answer them. Use the ideas in brackets to help you.**

1 you / rather / do / tonight? (stay in / go out)
What would you rather do tonight?
I'd rather stay in.
2 you / prefer / to watch / at the cinema? (a horror / spy film)
3 you / rather / have for dinner? (Chinese food / Indian food)
4 you rather / learn? (the drums / the electric guitar)
5 you / prefer / dance to? (salsa / hip hop)

5 **Study the poster. In pairs, discuss which activities you'd prefer to do.**

Would you rather listen to … or … ?
I'd rather … because …

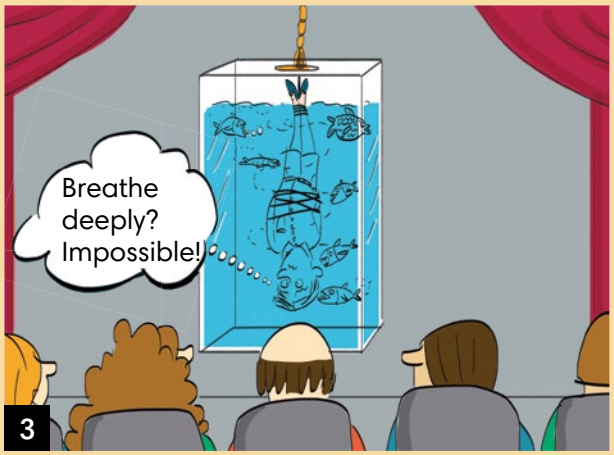
Don't miss the fun! Comedy shows, outdoor cinema, live music, puppet shows, dance and drama classes, games, tasty food... and more!



I can describe how people do things.







1 **Read the cartoon. Why is Bendy Benny scared?**

2 **Find examples of adverbs in the cartoon. Match them with the correct rule below.**

Language Adverbs of manner

To form adverbs from adjectives, add -ly.
bad – badly beautiful – beautifully

For adjectives that end in -y, change -y to -ily.
angry – angrily happy – happily

Some adjectives are irregular: good – well

Some adjectives don't change: early, hard, straight

We use adverbs to describe how we do something. They usually come after the direct object or after the verb, if there is no object.

He arrived late.
She ate the cake slowly.

Comparatives and superlatives of adverbs of manner are formed like adjectives.
fast – faster – the fastest
slowly – more slowly – the most slowly

3 **In your notebook, rewrite the sentences with the correct form of the words in brackets.**

1 Anna performed on TV last night. (brilliant)
Anna performed brilliantly on TV last night.
2 The other singers weren't very good. She won the competition. (easy)
3 They were sitting during the mime show. (quiet)
4 Everyone clapped at the end. (loud)
5 Please text him. (quick)
6 The performer worked to perfect her act. (hard)

4 **Read the text. Choose the correct answers. Write them in your notebook.**

Star review ...

I've just seen the play *War Horse*. It's about a young man, Albert, who [1] ? on his dad's farm. Albert has a horse called Joey that he loves, but his dad sells him. He decides to go and look for Joey. In the play, the horse changes the lives of everyone he meets. The stage model of the horse was amazing. The actors moved it [2] ? across the stage. Although the play [3] ? when Albert finds Joey, a few people in the audience were crying [4] ? because the story was so moving.

1 a works harder
b works hardest
c hardly works
d works hard
2 a beautiful
b more beautifully
c beautifully
d most beautiful
3 a ends happy
b ends happier
c ends happily
d happily ends
4 a quietly
b quiet
c quieter
d more quietly

Revision

VOCABULARY

1 **In your notebook, write the correct word for each definition.**

1 The place in a theatre where people perform. **s** ? ? ? ?
2 A meeting where people learn something new. **w** ? ? ? ? ? ? ?
3 A performance with movement but no words. **m** ? ? ?
4 A film with characters that an artist has drawn. **c** ? ? ? ? ? ?
5 One of the parts of a TV or radio story. **e** ? ? ? ? ? ?
6 A person who makes a film. **p** ? ? ? ? ? ? ?
7 The clothes that an actor wears in a play or film. **c** ? ? ? ? ? ?
8 An exciting film, programme or book about a crime. **t** ? ? ? ? ? ? ?

2 **Complete the text with the words below. Write the answers in your notebook.**

comedy country music music events reviews
outdoor cinema performance summer vacation

Harry,
Hope you're OK. I've just come back from [1] ? in Turkey. My dad is really into music and he loves going to [2] ? . On our last night we watched a [3] ? by local belly dancers. Mum and I tried it but we were awful … How was the festival in your village? Did you listen to [4] ? , or was it more carnival music? I love dancing in the street.
Maybe we can go to the [5] ? in the park on Saturday. It's good weather for it. There's a [6] ? on with Steve Martin in it. It's got great [7] ? and everybody says it's funny.
Speak soon,
Elli

GRAMMAR

3 **In your notebook, make sentences using the words below.**

1 are / for / festival tickets / students / most / expensive / too
2 isn't / good / the old one / the new TV series / as / as
3 singing / the performance / the worst part / the / was / of
4 find / at the market / you / cheapest / the / costumes / can
5 concerts / relaxing / than / music festivals / more / are / pop

4 **Choose the correct option. Write the answers in your notebook.**

How [1]*many* / *much* free time have you got this weekend? If you've got [2]*a few* / *some* extra hours, come to one of our weekend workshops. We offer [3]*any* / *lots of* activities. In our workshops you can make basic puppets with [4]*some* / *much* wood, help paint the stage (we've got [5]*a lot of* / *a few* black paint!), or learn how to make costumes with [6]*any* / *some* old material.

SPEAKING

5 **Complete the dialogues. Write the answers in your notebook. In pairs, role play the situation.**

Would you prefer Would you rather
I'd prefer I'd rather

A [1] ? do dance classes or play an instrument?
B [2] ? learn to play an instrument because I want to be in a band.

A [3] ? to have a summer vacation in your country or somewhere else?
B [4] ? to stay here because it's beautiful.

6 **Work in pairs. Use the prompts to ask about, express and explain preferences.**

Student A
wear a traditional costume to school / wear your own clothes?
go to the theatre / go to the circus?

Student B
watch a documentary about lions / watch a sci-fi film?
perform on stage / help behind the stage?

DICTATION

7 **2.14** **Listen to the recording. Write the sentences in your notebook.**

Check yourself!

- ✓ I can talk about films and television.
- ✓ I can compare different things.
- ✓ I can understand the main points of an article and identify specific detail in an interview.
- ✓ I can talk about entertainment and festivals.
- ✓ I can talk about quantities of countable and uncountable nouns.
- ✓ I can ask about, express and explain preferences.
- ✓ I can describe how people do things.

WORDLIST 4 Types of films | Film and TV | Compound nouns

LESSON 4.1

Types of films Rodzaje filmów

action film /ˈækʃn fɪlm/ film akcji
cartoon /kɑːˈtuːn/ kreskówka
comedy /ˈkɒmədi/ komedia
documentary /dɒkjuˈmentəri/ film dokumentalny
fairy tale /ˈfeəri teɪl/ baśń
fantasy /ˈfæntəsi/ fantasy
romantic /rəʊˈmæntɪk/ romantyczny
sci-fi /ˈsaɪ faɪ/ science fiction
thriller /ˈθrɪlə/ thriller

Film and TV Kino i telewizja

audience /ˈɔːdiəns/ widownia
character /ˈkærəktə/ postać
episode /ˈepɪsəʊd/ odcinek
hit /hɪt/ przebój
review /rɪˈvjuː/ recenzja
screen /skriːn/ ekran
series /ˈsɪəriːz/ serial
special effects /speʃl əˈfekts/ efekty specjalne

---

act /ækt/ grać w filmie/teatrze
actor /ˈæktə/ aktor
black and white film /blæk ənd waɪt ˈfɪlm/ czarno-biały film
dramatic /drəˈmætɪk/ pełen dramaturgii
entertain /entəˈteɪn/ bawić, podejmować gości
entertainer /entəˈteɪnə/ artysta estradowy
entertainment /entəˈteɪnmənt/ rozrywka
exciting /ɪkˈsaɪtɪŋ/ ekscytujący, emocjonujący
perform /pəˈfɔːm/ występować na scenie
performance /pəˈfɔːməns/ występ, rola
performer /pəˈfɔːmə/ artysta, wykonawca
produce /prəˈdjuːs/ produkować
producer /prəˈdjuːsə/ producent
production /prəˈdʌkʃn/ produkcja, inscenizacja
scary /ˈskeəri/ straszny
scene /siːn/ scena
strange /streɪndʒ/ dziwny

LESSON 4.2

dizzy /ˈdɪzi/ oszołomiony
experience /ɪkˈspɪəriəns/ doświadczenie, przeżycie

LESSON 4.3

Theatre Teatr

cast /kɑːst/ obsada
costume /ˈkɒstjʊm/ kostium
go on stage /gəʊ ɒn steɪdʒ/ wejść na scenę
lights /laɪts/ światła
make-up /ˈmeɪk ʌp/ makijaż
mime /maɪm/ naśladować
play /pleɪ/ sztuka
puppet /ˈpʌpɪt/ kukiełka
show /ʃəʊ/ przedstawienie
stage /steɪdʒ/ scena
theatre /ˈθɪətə/ teatr
watch a performance /wɒtʃ ə pəˈfɔːməns/ oglądać przedstawienie

---

childish /ˈtʃaɪldɪʃ/ dziecinny
classical /ˈklæsɪkl/ klasyczny
dancing /ˈdɑːnsɪŋ/ taniec
do a hands-on workshop /duː ə hændz ɒn ˈwɜːkʃɒp/ wziąć udział w warsztacie praktycznym
excitement /ɪkˈsaɪtmənt/ ekscytacja
get good reviews /get gʊd rɪˈvjuːz/ dostawać dobre recenzje
interpretation /ɪnˌtɜːprɪˈteɪʃn/ interpretacja
movement /ˈmuːvmənt/ ruch
musical /ˈmjuːzɪkl/ musical
serious /ˈsɪəriəs/ poważny
star in a film /stɑː ɪn ə ˈfɪlm/ grać główną rolę w filmie
tell a story /tel ə stɔːri/ opowiadać historię

LESSON 4.4

Out of class

Ages! /ˈeɪdʒəz/ Całe wieki!
Like this. /laɪk ðɪs/ Tak jak teraz.
Lots! /lɒts/ Mnóstwo!

---

anklets /ˈæŋkləts/ łańcuszek/bransoletka na kostkę
bangles /ˈbæŋglz/ bransoletki
jewellery /ˈdʒuːəlri/ biżuteria
material /məˈtɪəriəl/ materiał
traditional /trəˈdɪʃnəl/ tradycyjny

LESSON 4.5

Compound nouns Rzeczowniki złożone

carnival clothes / dress / music / dance /ˌkɑːnɪvl ˈkləʊðz ˈdres ˈmjuːzɪk ˈdɑːns/ karnawałowe ubranie / sukienka / muzyka / taniec
country clothes / music / dance /ˌkʌntri ˈkləʊðz ˈmjuːzɪk ˈdɑːns/ ubrania w stylu country / muzyka country / taniec country
family party / vacation /ˌfæmli ˈpɑːti vəˈkeɪʃn/ rodzinne przyjęcie / wakacje
party clothes / hat / dress / music /ˌpɑːti ˈkləʊðz ˈhæt ˈdres ˈmjuːzɪk/ ubranie / czapeczka / sukienka / muzyka na imprezę
square hat / dance / cake /ˌskweə ˈhæt ˈdɑːns ˈkeɪk/ kwadratowa czapka / taniec dla czterech osób / kwadratowe ciasto

---

checked /tʃekt/ w kratkę
festival /ˈfestɪvl/ festiwal
straw hat /ˌstrɔː ˈhæt/ kapelusz słomiany
toilet paper /ˈtɔɪlət ˌpeɪpə/ papier toaletowy

LESSON 4.6

Out of class

I'm not mad about (dancing). /aɪm nɑt mæd əˈbaʊt ˈdɑːnsɪŋ/ Nie przepadam za (tańcem).
It sounds (very funny). /ɪt ˈsaʊnds ˌveri ˈfʌni/ Brzmi (bardzo zabawnie).

---

do music / dance classes /duː ˈmjuːzɪk ˈdɑːns ˈklɑːsəz/ chodzić na lekcje muzyki / tańca
eat out /iːt ˈaʊt/ jeść poza domem
go to music events /gəʊ tə ˈmjuːzɪk ɪˈvənts/ chodzić na koncerty
international /ˌɪntəˈnæʃnl/ międzynarodowy
play instruments /pleɪ ˈɪnstrəmənts/ grać na instrumentach
poster /ˈpəʊstə/ plakat

LESSON 4.7

angrily /ˈæŋgrəli/ ze złością
badly /ˈbædli/ źle, niedobrze
beautifully /ˈbjuːtəfli/ pięknie
brilliantly /ˈbrɪljəntli/ wspaniale
carefully /ˈkeəfli/ ostrożnie
carelessly /ˈkeələsli/ nieostrożnie
clearly /ˈklɪəli/ wyraźnie
deeply /ˈdiːpli/ głęboko
early /ˈɜːli/ wcześnie
easily /ˈiːzɪli/ łatwo
fast /fɑːst/ szybki, szybko
happily /ˈhæpɪli/ szczęśliwie
hard /hɑːd/ trudny/ciężki, trudno/ciężko
late /leɪt/ późno
loudly /ˈlaʊdli/ głośno
patiently /ˈpeɪʃntli/ cierpliwie
politely /pəˈlaɪtli/ grzecznie
positively /ˈpɒzətɪvli/ pozytywnie
quickly /ˈkwɪkli/ szybko
quietly /ˈkwaɪətli/ cicho
safely /ˈseɪfli/ bezpiecznie
straight /streɪt/ prosty, prosto
well /wel/ dobrze

Skills Revision

FUNKCJE JĘZYKOWE

1 Uzupełnij dialogi angielskimi odpowiednikami wyrażeń podanych w nawiasach. Odpowiedzi zapisz w zeszycie.

1 **A:** Would you like to go to a disco with us on Friday?
B: I'm not sure, (*nie przepadam za*) *I'm not mad about* dancing.

2 **A:** You've made delicious cakes, Maria! Did you spend the whole night baking them?
B: (*A żebyś wiedział!*) I'm really tired today.

3 **A:** I've already called the store several times and no one is answering the phone.
B: (*Czekaj!*) on! You've got a wrong number. Let's try this one.

4 **A:** Would you like some fruit cake?
B: No, thanks. (*Nie mam ochoty na*) eating anything sweet today.

5 **A:** I can't decide what to see: a documentary or a thriller.
B: (*Wolałbym raczej zobaczyć*) a thriller.

6 **A:** I've just seen *The Dark Tower*.
B: I don't know it. (*O czym to jest?*)

SŁUCHANIE

2 2.15 Usłyszysz wywiad z początkującą aktorką. Na podstawie informacji zawartych w nagraniu wybierz właściwą odpowiedź z podanych w zadaniach 1–6. Odpowiedzi zapisz w zeszycie.

Strategia

W zadaniu tego typu tylko jedna odpowiedź jest poprawna. Aby upewnić się, że dokonałeś/dokonałaś właściwego wyboru, spróbuj odnaleźć w nagraniu informacje wyjaśniające, dlaczego pozostałe opcje podane w zadaniu nie są poprawnymi odpowiedziami.

1 How is Suzy feeling at the moment?
a She is worried that it may be too hard.
b She is excited about starting work.
c She is surprised that she got the part.

2 Suzy won't be swimming much in the film because
a she can't swim.
b she hasn't got a good style.
c her character doesn't swim much.

3 What sort of film has she been in before?
a a comedy
b a historical film
c an educational film

4 Why didn't Suzy go to drama school?
a She got the part in the film.
b She wasn't accepted by a drama school.
c She was advised to do it later.

5 How does Suzy think she'll change because of the film?
a She'll become more confident.
b She'll be a better actress.
c She'll learn more about jobs in film-making.

6 When this filming ends, Suzy
a will start another film.
b would like to do some travelling.
c is going to drama school.

CZYTANIE / PRZETWARZANIE JĘZYKOWE

3 Przeczytaj teksty A–C, a następnie uzupełnij luki w zdaniach 1–3. Luki należy uzupełnić słowami w języku polskim. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Odpowiedzi zapisz w zeszycie.

A



B

Tom, I hope you haven't forgotten about the party tonight? Come round at seven as we agreed. Remember to bring my present!

C

JENNY

Paul, the pizzeria called. They've made a mistake with their bookings, so your table is now for 7.30 p.m., not 7.00 p.m. Call them if it is a problem!

1 Tekst A zawiera informacje o koszcie ? .
2 Tekst B został napisany przez osobę, która ? .
3 Adresat wiadomości C nie musi ? .

ŚRODKI JĘZYKOWE

4 Uzupełnij tekst, wpisując w każdą lukę jeden wyraz z ramki w odpowiedniej formie, tak aby powstał spójny i logiczny tekst. Odpowiedzi zapisz w zeszycie. Jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.

write do good ~~act~~ best invite easy

I tried to find an after school activity for myself. I wanted to be in the school theatre, but I'm not very good at dancing or singing. I tried [1] *acting*, but the teacher told me I was too quiet. I'm not mad about [2] ? sports either, so the school sports team is not for me. I decided to apply for an internship with the local newspaper. They asked me [3] ? an article and the editor has just [4] ? me for an interview! The best thing is that writing really comes [5] ? to me. It's great to know that I can do one thing [6] ? at least!



5 Przeczytaj podane pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdania wyjściowego. Odpowiedzi zapisz w zeszycie.

1 We decided to take part in the competition.
We *made a decision* to take part in the competition.
2 I will try as hard as I can to pass this exam.
I will ? best to pass this exam.
3 We arrived in New York last night.
We ? in New York since yesterday.
4 I'll have a salad with tuna, please.
I ? a salad with tuna, please.
5 I think *Doctor Who* is worse than *Star Wars*.
Doctor Who ? as *Star Wars*.
6 My father would prefer to go to the football match.
My father ? to the football match.

6 Przetłumacz podane w nawiasach fragmenty na język angielski tak, aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Dodaj znaki przestankowe, jeśli to konieczne. Odpowiedzi zapisz w zeszycie.

1 (*Zrobiłeś*) *You've made* seven mistakes in your test.
2 He left Paris a few years ago and he (*mieszka w Londynie od*) ? for two years.
3 (*Czy kiedykolwiek jadłeś*) ? chocolate with chili?
4 (*Czy chciałbyś coś*) ? to eat?
5 I really want to see (*najnowszych*) ? *Pirates of the Carribean*.
6 (*Ile biżuterii*) ? have you got?

PISANIE

7 Wykonaj poniższe zadanie. Napisz e-mail w zeszycie.

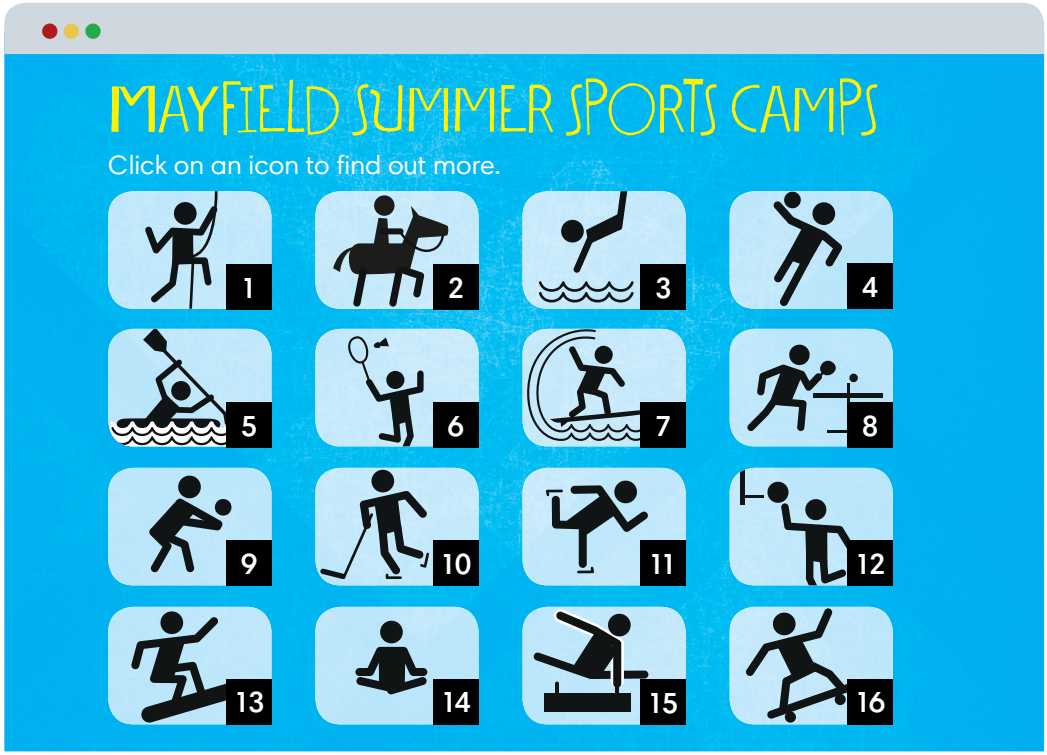
Napisz odpowiedź na e-mail koleżanki, w którym zapytała cię o twoje ulubione danie. W e-mailu:
- napisz, jakie jest twoje ulubione danie,
- podaj składniki i przepis,
- zaproś koleżankę na wspólne gotowanie.

Długość tekstu powinna wynosić od 50 do 100 słów.

5 The big match!

VOCABULARY Sports and sporting events

I can talk about sports and sports events.



1 **CLASS VOTE** In groups, suggest the names of three sportswomen and three sportsmen for 'sports person of the year'. Vote for top sportswoman and top sportsman.

2 2.16 Study the Vocabulary A box. Listen and match the pictures with the names of sports. Write the answers in your notebook.

Vocabulary A Sports

badminton basketball climbing diving gymnastics handball horse-riding ice hockey ice-skating kayaking skateboarding snowboarding surfing table tennis volleyball yoga

3 2.17 Listen to people taking part in the Mayfield sports camp. Complete the gaps with the names of sports. Write the answers in your notebook.

1 Katia ?
2 Max and Heather ?
3 The red and blue teams ?
4 The green team ?
5 Alexia ?
6 Leo ?

4 **I KNOW THAT!** Work in pairs. How many words can you add to the Vocabulary A box? Write your ideas in your notebook.

5 Use the Vocabulary A box and the words from Exercise 4 to give three examples of each type of sport.

indoor sports outdoor sports team sports individual sports
water sports winter sports

VOCABULARY
Sports | Sporting events | Phrasal verbs with *up*

GRAMMAR
The future: *will* / *going to* | Present Continuous | First Conditional + *if*/*unless*



SPEAKING
Talking about plans



READING
Why don't you volunteer at Force4Sport festival?

LISTENING
A Norwegian footballer

WRITING
Notes, making a request

BBC Culture and Skills
Where do they toss the caber?

6 2.18 **WORD FRIENDS** **Complete the gaps with the words below. Write the answers in your notebook. Listen and check.**

> a sport (x2) ball games or competitive games
> ~~football lessons~~ karate, yoga, gymnastics
> swimming, walking, climbing, skiing

1 have *football lessons*
2 do ?
3 play ?
4 go ?
5 practise ?
6 take up ?

7 **Work in pairs. Answer the questions.**

Which sports from the Vocabulary A box (or your own list) …

- do you play or do in your PE classes?
- do you practise outside school?
- do you watch on TV?
- would you like to take up in the future?

8 2.19 **Study the Vocabulary B box. Listen and find the items from the box in the pictures.**

Vocabulary B Sporting events

changing rooms fans goal kit mascot match
pitch score scoreboard seats stadium team



Stadium tour



9 2.20 **Complete the text with words from the Vocabulary B box. Write the answers in your notebook. Listen and check.**



Mascot for the day!

Yesterday afternoon I was a team mascot for the English football [1]*team*. There were twelve of us mascots, boys and girls, and we had a tour of the famous Wembley [2] ? in London in the morning. Before the match, we went to get ready in the [3] ?. I was very excited because they gave each of us a present, a new white-and-red [4] ? to wear!

Finally, we walked along the tunnel in pairs, with each mascot next to a player. Then we came into the stadium, and we stood on the beautiful green [5] ?. The crowd made a lot of noise because there were thousands of [6] ?. When the match started, we sat in special [7] ? at the front. By the end of the match, the score on the big [8] ? was 2–1. Our team won!

10 **Would you like to be a team mascot? Why?/Why not? What sport and what team would you choose?**

I'd like to be a team mascot because I'm a big sports fan. I'd be a football mascot for my favourite team, FC Barcelona.

5.2 GRAMMAR The future: *will* / *going to* / Present Continuous

I can talk about plans, predictions, arrangements and timetables.



WE'RE HAVING A COMPETITION

Skye: Oh, you got weights. Cool!
Tommo: Yeah, we're having a competition at the kayak club next month. I'll be one of the youngest, so I'm going to train well for it.
Skye: They aren't very heavy!
Tommo: They don't have to be heavy. The important thing is to use them every day.
Skye: You won't have much free time then.
Tommo: Yes, I will. It doesn't take long. Look, I'll show you. You lift your arms like this, and repeat about ten times.
Skye: Here, let me have a quick go. Hey, my swimming training starts next week. These exercises will help.
Tommo: Why don't you stay and do some more?
Skye: Sorry, Tommo, I can't. Oh, I'm going to be late and I'm meeting Dan for a run.
Tommo: Oh, OK, but don't forget. You have to use them every day.
Skye: I know.

How do you say these expressions in Polish?

The (important) thing is (to use them every day).
It doesn't take long. *Let me have a (quick) go.*

OUT of class

1 CLASS VOTE **Do you regularly go to a gym or do exercise at home?**

2 2.21 **Listen. What sports do Tommo and Skye mention?**

3 **Study the Grammar box. Find more examples of talking about the future in the dialogue.**

Grammar The future

Predictions or decisions made at the moment of speaking
You'll be one of the fittest.

Plans and predictions based on what we know now
She's going to train for it.

Arrangements
We're having a sports day at school on Tuesday.

Timetables
The judo classes for beginners start next month.

GRAMMAR TIME > PAGE 130

4 **In your notebook, complete the sentences with the future form of the verbs in brackets.**

1 Next year, the football club *is going to have* (have) new changing rooms. GOING TO
2 The fans ? (not be) happy with the result. WILL
3 The basketball match ? (start) in ten minutes. PRESENT SIMPLE
4 We ? (go) to Nick's house after the match. PRESENT CONTINOUS
5 ? (you/buy) your tickets for the match online? GOING TO

5 2.22 **Complete the text with the words below. Write the answers in your notebook. Listen and check.**

are offering ~~are you doing~~
begins is going to help
will be will need won't have

What [1]*are you doing* **this summer?**

If you don't have any plans, join us at your local park. *Fitness in the Park* is a new idea that [2] ? you to get fit and make friends. The fun [3] ? on June 22 with a special yoga class for beginners. All you [4] ? is a good pair of trainers and a bottle of water. Each day for four weeks we [5] ? a different activity for you to try. We think it [6] ? the best summer ever so don't miss out. Call us now to register. But hurry! We [7] ? enough places for everyone.

6 **In your notebook, complete the sentences to make them true for you.**

1 This evening I'm going to …
2 Tomorrow the weather will be …
3 On my birthday I'm not going to …
4 In two years everybody in this class will …
5 In 2050 I will …
6 When I'm 50, I won't …

I can identify specific detail in an article and talk about volunteering at a sports event.

Force4Sport

You're not into sport but you like watching it. Why not take up a new hobby as a volunteer at the Force4Sport summer sports festival? You decide how many hours you want to volunteer and what kind of job you'd like to do. Our volunteers do lots of different things, from helping competitors to tidying up the stadium. Click on our case studies now, and find out more about our volunteers.



1 CLASS VOTE Do you regularly go to sports events?

2 2.23 Read the website. When is the Force4Sport festival?

3 2.24 Read the text. Complete gaps 1–6 below. Write the answers in your notebook.

Hi, my name's Danielle Marley and I'm 16 years old. My cousins volunteered two years ago, and talked non-stop about it. I ended up applying to volunteer this year, and I'm really excited. I'm going to help at an international gymnastics competition at our local sports stadium. I did gymnastics when I was younger, but gave up a couple of years ago because I didn't have enough time. The event starts on 17 July and it lasts for two weeks. I'm only doing the first week, from Monday to Friday. I can't do the weekend. On the first day I'm going to help set up the spectators' area. After that I'm going to take photographs for the local newspaper and for the website. They've offered me a digital camera to take action shots and some team photos. I'm picking it up this afternoon so that I can practise with it. I've already won photography competitions, so I think I'll do a good job. In the future I'd like to study photography, so this could be very useful. I'm excited about volunteering because I enjoy watching sport. I don't think there'll be much chance to do that though, because I'll be too busy!



4 2.25 In your notebook, complete the sentences using the phrasal verbs from the box. Listen and check.

Vocabulary Phrasal verbs with *up*

end up give up pick up set up take up tidy up

1 Let's *set up* a gym in the garage and we can train there.
2 I don't want to ? horse-riding but it is very expensive.
3 The team isn't doing well. They could ? losing the game.
4 Emma loves trying new sports. She's just decided to ? karate.
5 I've got to ? the tickets. I paid online and they're at the ticket office.
6 There are clothes all over the floor. I want everybody to ? the changing room.

5 VOX POPS Talk to your partner. Would you like to be a volunteer at a sports event? Use the ideas below to make true sentences.

And YOU

watch/learn about different sports
get free tickets
take great photos
crowds at the stadium
not earn anything for hard work

I would/wouldn't like to be a volunteer because …

5.4 GRAMMAR First Conditional

I can talk about possible future situations.

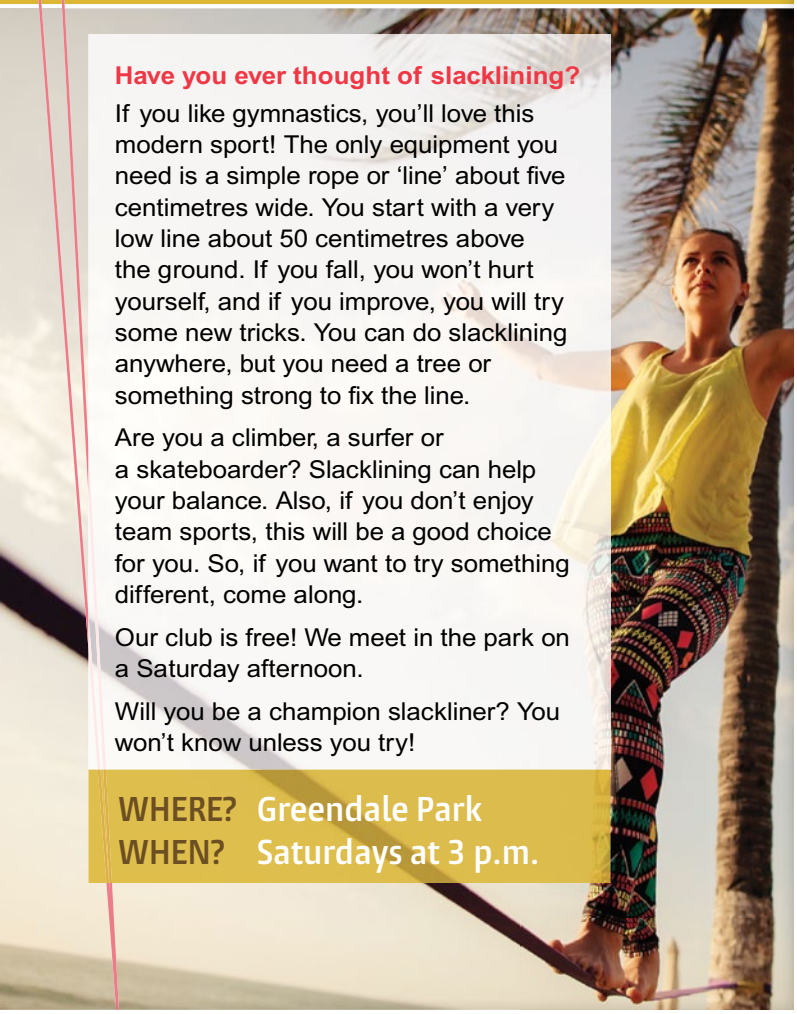
1 Look at the photo. Describe what the girl is doing.

walk fall balance rope

2 CLASS VOTE Do you think you can do this activity?

3 2.26 Read the poster. What is a slackline?

SLACKLINING CLUB



Have you ever thought of slacklining?

If you like gymnastics, you'll love this modern sport! The only equipment you need is a simple rope or 'line' about five centimetres wide. You start with a very low line about 50 centimetres above the ground. If you fall, you won't hurt yourself, and if you improve, you will try some new tricks. You can do slacklining anywhere, but you need a tree or something strong to fix the line.

Are you a climber, a surfer or a skateboarder? Slacklining can help your balance. Also, if you don't enjoy team sports, this will be a good choice for you. So, if you want to try something different, come along.

Our club is free! We meet in the park on a Saturday afternoon.

Will you be a champion slackliner? You won't know unless you try!

WHERE? Greendale Park
WHEN? Saturdays at 3 p.m.

4 Study the Grammar box. Find more examples of the First Conditional in the text.

Grammar First Conditional + *if/unless*

You won't know **if** you don't try!
You won't know **unless** you try!

Time clauses with *when* are constructed similarly.
When I'm back home, I'll watch some slacklining videos.

GRAMMAR TIME > PAGE 130

5 Match phrases 1–4 with phrases a–d to make sentences. Write them in your notebook.

1 If you do slacklining, …
2 You won't do any special tricks …
3 I won't go to the slacklining club …
4 You'll see people slacklining …

a unless you're very good.
b if you go to the park on Saturday.
c you will improve your balance.
d unless a friend comes too.

6 2.27 Read the text. In your notebook, complete the sentences with the correct form of the verbs in brackets. Listen and check.

Goodbye to the Sports Centre!

The old Riverside Sports Centre will close next week. However, the new sports centre, with a large pool, tennis courts and a modern gym, won't be ready until next year.



1 If they *close* (close) the sports centre, we *won't play* (not play) handball for ages!
2 I ? (not stop) playing badminton if they close it.
3 We ? (not have) karate lessons unless the teacher ? (find) a new classroom.
4 I ? (go) swimming every week if they ? (build) a pool at the new centre.
5 If there ? (be) tennis courts, I ? (take up) tennis.
6 We ? (join) the new gym if it ? (not be) too expensive.

7 VOX POPS Talk to your partner. Finish the sentences to make them true for you. In pairs, discuss your ideas.

And YOU

1 If there's a new sports centre in town, …
2 If my friends are free this evening, …
3 If I get some money for my birthday, …
4 If the weather's nice at the weekend, …

A What will you do if there's a new sports centre in town?
B I'll take up tennis.

I can identify specific detail in a conversation and talk about sports training.

1 **CLASS VOTE** **Should a 16-year-old play sport professionally or wait until he or she is older? Why?**



2 **2.28** **Listen to the sports news. Choose the correct answers**

1 What number football shirt did Martin first play football in?



A



B



C

2 What does Ødegaard like to do in football?



A



B



C

3 **2.29** **Listen to a dialogue. Are the sentences true or false? In your notebook, correct the false sentences.**

1 Ben would be afraid to live in a different country.
2 Avril thinks Martin will learn Spanish quickly because he'll do a language course.
3 Martin will have lots of free time when he finishes training.
4 Ben thinks it will be difficult for Martin to be without his family.
5 Martin Ødegaard's uncle is going to be his coach.
6 Ben says Martin will be rich if he plays well.

4 **In pairs, tell your partner what you can remember about Martin Ødegaard. Use Exercises 2 and 3 to help you.**

Martin joined Real Madrid. He's only 16.

5 **WORD BUILDING** **Study the table. Decide if the underlined word is a verb, noun (action) or noun (person).**

1 Jack was too tired to finish the race.
2 Four nil! Do you know who scored the goals?
3 There's no football practice today.
4 The team are training very hard.
5 Their coach doesn't look very happy.
6 He's useless! He can't kick the ball at all.

Verb	Noun (action)	Noun (person)
train	training	trainer
run	running	runner
play	–	player
practise	practice	–
coach	–	coach
race	race	–
score	score	–
kick	kick	–

6 **Complete the text with one word in each gap. Write the answers in your notebook.**

Interschool Handball Victory 28–33

Well done to all handball [1]**p***layers* who joined us on Saturday! It was a great match and a fantastic [2]**s** ? . Handball [3]**p** ? will be on Tuesday next week. As you know, Ms Ennis will [4]**c** ? the team from now on. She would also like to offer extra [5]**t** ? on Saturdays for anybody who is interested.

7 **Would you like to train for your favourite sport in a different country? Discuss in pairs. Use the ideas below to help you.**

family and friends earn money
the weather meet other teams/players
learn another language

I wouldn't want to …
It would be nice to …

5.6 SPEAKING Talking about plans

I can ask and talk about plans.



WHAT ARE YOU UP TO?

Alisha: So, is this the Wild Run course you organised?
Dan: Yep. Well, a lot of people helped, of course.
Alisha: Well done! But why is it called a Wild Run? I hope there aren't any wild animals?
Dan: Don't be daft! It's just a fun run! What are you up to before it starts?
Alisha: Nothing much.
Dan: Well, if you come with me, I'll explain it all. Over two hundred people are running here later, so I need to check everything. First, they're going under a net.
Alisha: Seriously? It's very muddy!
Dan: Yeah. Try it! Yeah, that's it.
Alisha: Well, if they don't like dirt, they won't enjoy this run!
Dan: Come on. Then they're crossing a stream and running up a hill.
Alisha: Oh no! It's fun, but I'm tired already! Have you got any plans for after the run?
Dan: Yes. When you all finish, we'll give you a medal. Then we're going to have a barbecue.
Alisha: Great. I'll need a medal. Wish me luck!

How do you say these expressions in Polish?

Don't be daft! *Seriously?*
Wish me luck.

OUT of class

1 **In pairs, look at the photo. What do you think is happening?**

2 **2.30** **Listen and check your answer to Exercise 1. Are the sentences true or false?**

1 Dan is going to run.
2 The event isn't a competition.
3 There will be two hundred volunteers.

3 **2.31** **Study the Speaking box. In your notebook, put the sentences in the correct order. Listen and check.**

Speaking Talking about plans

Asking
What are you up to today / at the weekend?
Have you got any plans for this evening / after the run?
What are you doing on Sunday / next Monday?

Answering and following up
First (of all) I'm going to ...
I'm seeing ...
Then ...
After that ...
Later ...
I don't have any plans.
I don't know yet.
What about you?
And you?
What are your plans?

a **Sam:** Yes, OK. I'll probably see you on Sunday, then.
b **Sam:** What are you up to this weekend?
c **Tara:** We'll get home late, so I'm definitely going to have a lie-in on Sunday … Then I'll probably do some homework. We could go to the cinema after that, if you like?
d **Tara:** Well, first I'm visiting my grandparents on Saturday morning. Then we're going to go to a basketball match together. It starts at 4 p.m.
e **Sam:** That's nice. Have you got any plans after that?

4 **In pairs, ask and answer about your plans for the weekend. Use the ideas below to help you.**

sports and activities family and friends
homework trips shopping
relaxation entertainment
special events

5 **Tell the class about some of your partner's plans.**

Linda is going to see her grandparents on Saturday afternoon. Then they're going to the cinema in the evening.

I can write notes and make requests.

1 CLASS VOTE **How do you and your friends usually communicate with each other? How long does it usually take you to reply?**

a text message an email a postcard
an instant message a message on paper
a message on Facebook or social media

2 **Read the messages. What types of messages are they?**

Hey Thks 4 your help on Saturday. I had a gr8 time at the race but it was fast! Glad I trained 4 it. Left my trainers in the changing rooms :(Would u mind keeping them at your house? If it's OK with u, I'll pick them up at the weekend. Skye

GROUP CHAT

Hi,

Just a quick note to thank you all for competing on Saturday. More than 200 runners entered the race and we think everybody enjoyed themselves. We're now planning another race, which will take place in Northfield Park next month. Details will be on our website soon.
I've also got some great photos of the event. If you'd like a photo of you with your medal, could you please email me before June 30?

All the best,

Dan

2 mins ...

3 **Read the messages again and answer the questions.**

1 What does Dan want the runners to do?
2 What does Skye want Dan to do?

4 **In your notebook, put the information from Skye's message in the correct order.**

a Skye asks Dan to do something.
b Skye introduces the topic of the race.
c Skye thanks Dan.



5 **Study the Writing box. Find the phrases from the Writing box in the messages in Exercise 2.**

Writing Notes, making a request

Greeting
Hi / Hi, there / Hiya / Hey

Thank the other person
Thanks for your note/message/present ...
Thanks for inviting me/writing/sending/coming ...
Just a quick note to thank you for ...

Introduce the topic
I had a great time at the race, although ...
I really enjoyed meeting the ...

Making a request
If you'd like ..., could you please ... ?
Would you mind ... ?
If it's OK with you, could we ... ?
Would it be possible to ... ?
Let me know if that's OK.

Ending
Bye! / Cheers! / All the best. / See you later.

6 **In your notebook, match phrases 1–5 with phrases a–e to make requests.**

1 If you'd like to join the kayak club,
2 Would you mind
3 If it's OK with you,
4 Would it be possible
5 I could start at 8 p.m.

a could we meet at the tennis club at 7 p.m.?
b Let me know if that's OK.
c to train on Friday instead of Tuesday?
d helping with the sports day?
e please email us with your name and address.

7 WRITING TIME **You were a runner at the Wild Run. Write a note to Dan. Follow the instructions below.**

Paragraph 1: Thank Dan for his message.
Paragraph 2: Describe what you did at the race.
Paragraph 3: Ask Dan to do something for you.

Revision

VOCABULARY

1 **In your notebook, write the correct word for each definition.**

1 This person helps at events but isn't paid any money. **v** ? ? ? ? ? ? ? ?
2 You can sit on this in a stadium, cinema or theatre. **s** ? ? ?
3 If you want to be good at a sport, you must do this: **p** ? ? ? ? ? ? ?
4 This is the object which shows spectators how each person or team is doing. **s** ? ? ? ? ? ? ? ? ?
5 If you win a race, you might get this. **m** ? ? ? ?

2 **Read the word groups. Choose the odd one out. Compare your answers in pairs. Give reasons for your decisions.**

1	player	competitor	coach	score
2	karate	tennis	volleyball	football
3	do karate	practise judo	play volleyball	give up tennis
4	kayaking	horse-riding	diving	swimming
5	net	race	kit	ball

GRAMMAR

3 **In your notebook, complete the sentences with the future form of the verbs in brackets. Then match the sentences with their functions a–e.**

1 I ? (not get) a medal, but I hope to do well. (WILL)
2 My favourite team ? (play) at the stadium on Saturday. (GOING TO)
3 The karate class ? (finish) at 8 p.m. (PRESENT SIMPLE)
4 ? (come) to the cup final next week? (PRESENT CONTINUOUS)
5 Thank you! I'll be happy to come. I ? (get) the tickets for us all, then. (WILL)

a plan
b decision at the moment of speaking
c prediction
d arrangement
e timetable

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

1 What new sport will you try if you ? (go) to summer sports camp?
2 Will you meet me when school ? (finish)?
3 If you ? (have) some free time in winter, where will you go?
4 What will you do if someone ? (give) you some money for your birthday?

SPEAKING

5 **Choose the correct option. Write the answers in your notebook. In pairs, role play the situation.**

A: What are you doing for Sports Day tomorrow?
B: [1]*First / Then* I'm watching the races. [2]*Then / After* I'm taking part in football. After that I'm going to try karate, I think. What about you?
A: [3]*Then / First* I'm taking part in the street dance display. [4]*First / After that* I'm not sure. I'll probably watch the volleyball competition [5]*later / yet*.
B: What are your plans for the evening?
A: I'm playing live music with one of the bands. [6]*First / Then* I'll probably go to the barbecue.

6 **In pairs, make your own dialogue. Use the sports day programme. Role play the situation.**



School sports day

Time	Events	Display
3 p.m.	football competition	skateboard display
4 p.m.	volleyball competition	gymnastics display
5 p.m.	try-it-yourself sessions: karate, slacklining, yoga skateboarding	
Evening 6 p.m. – 8 p.m.	live music with school bands barbecue sports quiz (teams)	

DICTATION

7 2.32 **Listen to the recording. Write the sentences in your notebook.**

Check yourself!

- ✓ I can talk about sports and sports events.
- ✓ I can talk about plans, predictions, arrangements and timetables.
- ✓ I can identify specific detail in an article and in a conversation.
- ✓ I can talk about volunteering at a sports event and about sports training.
- ✓ I can talk about possible future situations.
- ✓ I can ask and talk about plans.
- ✓ I can write notes and make requests.

WORDLIST 5 Sports | Sporting events | Phrasal verbs with *up*

LESSON 5.1

Sports Dyscypliny sportowe

badminton /ˈbædmɪntən/ badminton
basketball /ˈbɑːskɪtbɔːl/ koszykówka
climbing /ˈklaɪmɪŋ/ wspinaczka
diving /ˈdaɪvɪŋ/ nurkowanie
gymnastics /dʒɪmˈnæstɪks/ gimnastyka
handball /ˈhændbɔːl/ piłka ręczna
horse-riding /ˈhɔːs ˌraɪdɪŋ/ jazda konna
ice hockey /ˈaɪs ˌhɒki/ hokej na lodzie
ice-skating /ˈaɪs ˌskeɪtɪŋ/ łyżwiarstwo
karate /kəˈrɑːti/ karate
kayaking /ˈkaɪækɪŋ/ pływanie kajakiem
skateboarding /ˈskeɪtbɔːdɪŋ/ skateboarding
skiing /ˈskiːɪŋ/ jazda na nartach
snowboarding /ˈsnəʊbɔːdɪŋ/ snowboarding
surfing /ˈsɜːfɪŋ/ surfing
swimming /ˈswɪmɪŋ/ pływanie
table tennis /ˈteɪbl ˌtenəs/ tenis stołowy, ping-pong
volleyball /ˈvɒlibɔːl/ siatkówka
walking /ˈwɔːkɪŋ/ wycieczki piesze
yoga /ˈjəʊgə/ joga

Sporting events Imprezy sportowe

changing rooms /ˈtʃeɪndʒɪŋ ruːmz/ szatnia
fan /fæn/ fan
goal /gəʊl/ bramka
kit /kɪt/ strój sportowy
mascot /ˈmæskət/ maskotka
match /mætʃ/ mecz
pitch /pɪtʃ/ boisko
scoreboard /ˈskɔːbɔːd/ tablica wyników
seat /siːt/ miejsce (do siedzenia)
stadium /ˈsteɪdiəm/ stadion
team /tiːm/ drużyna

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crowd /kraʊd/ tłum
do karate/yoga/gymnastics /duː kəˈrɑːti ˈjəʊgə dʒɪmˈnæstɪks/ uprawiać karate/jogę/gimnastykę
game /geɪm/ mecz, gem
go swimming/walking/climbing/skiing /gəʊ ˈswɪmɪŋ ˈwɔːkɪŋ ˈklaɪmɪŋ ˈskiːɪŋ/ iść popływać/na spacer/powspinać się/pojeździć na nartach
individual sports /ˌɪndəˈvɪdʒuəl spɔːts/ sporty indywidualne
indoor sports /ˈɪndɔː spɔːts/ sporty halowe
outdoor sports /ˌaʊtˈdɔː spɔːts/ sporty uprawiane na świeżym powietrzu
PE /ˌpiː ˈiː/ zajęcia WF
practise a sport /ˈpræktɪs ə spɔːt/ uprawiać sport, trenować jakąś dyscyplinę
sports camp /ˈspɔːts kæmp/ obóz sportowy
sportsman / sportswoman /ˈspɔːtsmən ˈspɔːtsˌwʊmən/ zawodnik/zawodniczka
sportsperson / sportspeople /ˈspɔːtsˌpɜːsn ˈspɔːtsˌpiːpl/ sportowiec/sportowcy
team sports /ˈtiːm spɔːts/ sporty drużynowe
water sports /ˈwɔːtə spɔːts/ sporty wodne
winter sports /ˈwɪntə spɔːts/ sporty zimowe

LESSON 5.2

Out of class

It doesn't take long. /ɪt dʌznt teɪk ˈlɒŋ/ Nie zabiera to zbyt wiele czasu.
Let me have a go. /let mi həv ə ˈgəʊ/ Pozwól, że spróbuję.
The important thing is to use them every day. /ðə ɪmˈpɔːtənt θɪŋ ɪz tə ˌjuːz ðəm evri deɪ/ Ważne jest, aby używać ich codziennie.

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exercises /ˈeksəsaɪzɪz/ ćwiczenia
fitness /ˈfɪtnəs/ fitness
get fit /ˌget ˈfɪt/ zadbać o formę
judo /ˈdʒuːdəʊ/ dżudo
lift /lɪft/ podnieść
register /ˈredʒɪstə/ zarejestrować się
ticket /ˈtɪkɪt/ bilet
trainers /ˈtreɪnəz/ buty sportowe
weights /weɪts/ ciężary

LESSON 5.3

Phrasal verbs with *up* Czasowniki złożone z *up*

end up /ˌend ˈʌp/ skończyć (jako/robiąc coś)
give up /ˌgɪv ˈʌp/ poddać się
pick up /ˌpɪk ˈʌp/ odebrać
set up /ˌset ˈʌp/ zorganizować, ustawić
take up /ˌteɪk ˈʌp/ zacząć uprawiać (sport)
tidy up /ˌtaɪdi ˈʌp/ posprzątać

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competition /ˌkɒmpəˈtɪʃn/ konkurs
competitor /kəmˈpetɪtə/ zawodnik
gym /dʒɪm/ siłownia, klub fitness
lose /luːz/ przegrać
spectator /spekˈteɪtə/ widz
volunteer /ˌvɒlənˈtɪə/ ochotnik

LESSON 5.4

balance /ˈbæləns/ równowaga
climber /ˈklaɪmə/ wspinacz
equipment /ɪˈkwɪpmənt/ sprzęt
fall /fɔːl/ upaść
improve /ɪmˈpruːv/ poprawić się
pool /puːl/ basen
rope /rəʊp/ lina
skateboarder /ˈskeɪtbɔːdə/ skateboarder
slackline /ˈslæklaɪn/ slackline, chodzenie po linie
slackliner /ˈslæklaɪnə/ slackliner, osoba chodząca po linie
sports centre /ˈspɔːts ˌsentə/ centrum sportowe
surfer /ˈsɜːfə/ surfer
tennis court /ˈtenəs kɔːt/ kort tenisowy
tricks /trɪks/ sztuczki

LESSON 5.5

coach /kəʊtʃ/ trenować (kogoś)/trener
kick /kɪk/ kopać/kopnięcie
play /pleɪ/ grać
player /ˈpleɪə/ gracz
practice /ˈpræktəs/ trening
practise /ˈpræktəs/ trenować, ćwiczyć
race /reɪs/ ścigać się/wyścig
run /rʌn/ biec/bieg
runner /ˈrʌnə/ biegacz
running /ˈrʌnɪŋ/ bieganie
score /skɔː/ zdobyć punkt, zdobyć bramkę/wynik
train /treɪn/ trenować
trainer /ˈtreɪnə/ trener
training /ˈtreɪnɪŋ/ trening

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football shirt /ˈfʊtbɔːl ʃɜːt/ koszulka piłkarska
footballer /ˈfʊtbɔːlə/ piłkarz

LESSON 5.6

Out of class

Don't be daft! /dəʊnt bi dɑːft/ Nie bądź głupi!
Seriously? /ˈsɪəriəsli/ Poważnie?
Wish me luck. /wɪʃ mi lʌk/ Życz mi szczęścia.

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medal /ˈmedl/ medal
net /net/ siatka

BBC

CULTURE & SKILLS

Where do they toss the caber?

Aussie Rules

If you think the most popular sport in Australia is rugby or cricket, think again. It's a sport that you have probably never heard of, called Australian Rules Football. Commonly known as 'Aussie Rules', big matches attract huge crowds, especially in the large stadiums of Sydney or Melbourne.



So what is Aussie Rules? Well, it's very different from the football that you and I know. The game is played between two teams of eighteen players and the field is oval-shaped. Though called football, it is more similar to rugby. For example, the ball is oval and you score points by kicking it between two goalposts, just like in rugby.

However, players can be anywhere on the field and they can use any part of their bodies to move the ball. Running with the ball is fine, but you have to bounce it or touch it on the ground at the same time. Throwing the ball is not allowed. Aussie Rules includes a lot of physical contact and can be dangerous. Players can tackle each other using their hands or even their whole body!

The sport was invented in the 1850s in Melbourne, but amazingly, a national competition didn't take place until the 1980s. It is equally popular among men and women, although there isn't a women's league yet. Because it is purely Australian, it is rich in cultural history and references. Australians identify with it greatly. They are very proud to have a sport that they can call their own.

It is only really played in Australia, but it has fans worldwide. Who knows? Perhaps one day it will become very popular in the UK too!

GLOSSARY
bounce (v) (of a ball) hit the ground and go up
goalpost (n) one of the two posts of a goal in games such as football
league (n) a group of sports teams or players who compete against each other
oval (adj) shaped like an egg
tackle (v) to try to take the ball from another player

READING

1 **In pairs, ask and answer the questions.**

1. What sports do you practise? Who do you play with? Why do you play them?
2. What is the Polish national sport?
3. What role do sports have in Poland?

2 **Read the article and answer the questions.**

1. In what ways is Aussie Rules culturally important for Australia?
2. Do you think many sports have this cultural role? Why? / Why not?

LISTENING

3 **BBC 5** **Listen to Part 1 of a BBC programme about the Highland Games. Answer the questions.**

1. Why were the Highland Games set up?
2. Why is the village of Ceres important?
3. What is Hogmanay?

4 **BBC 5** **Listen to Part 1 again. In your notebook, complete the sentences with the words below.**

> Olympics parks tradition
> celebration disappeared

1. The Highland Games are a very old ? .
2. They include the colours and symbols of a culture that almost ? .
3. The Highland Games are a meeting place of strength, speed and ? .
4. Today the Games are played on sports grounds, farmers' fields and city ? .
5. For Scottish people, the Highland Games are Scotland's ? .

5 **BBC 5** **Listen to Part 1 again. Answer the questions.**

1. What do the Games capture?
2. At what time of the year do they hold the Highland Games?
3. For many Scots, the Highland Games are as important as which other events?

6 **BBC 6** **Listen to Part 2 of the programme. Which six sports are mentioned?**

1. cycling
2. horse-riding
3. climbing
4. tossing the caber
5. athletics
6. wrestling
7. hammer throw
8. handball
9. stone shot
10. hockey

7 **BBC 6** **Listen to Part 2 again. Choose the correct option. Write the answers in your notebook.**

1. The Highland Games are a unique blend of sport and *fantasy* / *culture*.
2. The Games usually include athletics and *sometimes* / *always* heavy events.
3. The caber is six metres long and weighs *fifteen* / *fifty-five* kilos.
4. There are more Highland Games celebrated *in* / *outside* Scotland.
5. The Games are about competing and also making time for old *traditions* / *friends*.

8 **In pairs or groups, ask and answer the questions.**

1. Would you like to attend the Highland Games? Why? / Why not?
2. Which part of the Highland Games would you enjoy the most: the music and dancing or the sports? Why?

PROJECT

9 **Work in groups. Prepare a presentation about a national sport in a foreign country.**

1. Use the internet or other sources to research national sports of other countries.
2. Choose a sport that you find the most interesting or unusual.
3. Write a short script for your presentation.
4. Add pictures or videos to your presentation.
5. Give your presentation to the class.
6. Vote for the best presentation in class.

6 See the world!

VOCABULARY Travel

I can talk about holidays and travelling.



1 **I KNOW THAT!** **How do you prefer to travel? How many types of transport can you name? Write your ideas in your notebook.**

We say *by sea/road/rail/air* and *by boat/car/bus/train/plane* but *on foot.*

Watch OUT

2 **In your notebook, match questions 1–5 with responses a–e. In pairs, ask and answer the questions.**

Speaking Travelling phrases

1 Excuse me, is the bus/train station near here?
2 What time does the bus/train arrive/leave?
3 What platform does the train arrive at/leave from?
4 Excuse me, how do I get to the airport?
5 I'd like a bus/train ticket to Paris, please.

a Single or return?
b At 9.15 a.m.
c There's a bus service every half hour.
d Platform 6.
e Yes, it's at the end of the road.

3 **Do you ever write a diary when you're on holiday? Why? / Why not? What sort of information can you include?**

4 **2.33** **Study the Vocabulary A box. In your notebook, match the words with photos 1–7.**

Vocabulary A Types of holidays

activity camp backpacking holiday beach holiday
camping trip city break cruise sightseeing holiday

VOCABULARY
Types of holidays | At the hotel | Equipment | Travel: confusing words

GRAMMAR
Obligation and prohibition | Modal verbs for speculation



SPEAKING
Understanding a conversation



READING
Live life outside

LISTENING
Jess lives the dream!

ENGLISH IN USE
Time clauses

POLAND
Come on!

SKILLS REVISION
Units 5–6


3


4


5


6


7

DIARY SHARE

5 2.34 **Listen and match dialogues 1–5 with the types of holidays in the Vocabulary A box. Write the answers in your notebook.**

1 ? 2 ? 3 ? 4 ? 5 ?

6 **In pairs, describe:**

1 three things to do at an activity camp.
2 four countries to visit on a cruise.
3 three things to see on a sightseeing holiday.
4 three things to do on a backpacking holiday.
5 two places to stay during a city break.

7 2.35 **Study the Vocabulary B box. Use the words to complete the text. Write the answers in your notebook. Listen and check.**

Vocabulary B At the hotel

check in/out double room(s) facilities floor guests pool reception reservation single room(s) view

Diary

We arrived late last night at the hotel. Nobody was working in [1] *reception* so we couldn't [2] ? to our rooms. In the end, Mum phoned the hotel from her mobile! The manager arrived, but there was a problem with our [3] ?. We needed two [4] ? because there are four of us, but the hotel only had two [5] ?.

In the end, the manager found us another hotel and here we are, in a better hotel! We're on the top [6] ? and there's a brilliant [7] ? of the city. It's got great [8] ? and I can't wait to use the [9] ? and the gym. There are lots of [10] ? and they're all speaking different languages … I'm very excited to be here!

8 **In pairs, discuss the last time you travelled. Use the questions below to help you.**

- Where did you go?
- Where did you stay?
- What facilities were there?

I went to Austria with the school and we stayed in a big hotel. We had a view of the mountains but we didn't have a pool.

9 2.36 **Study the Vocabulary C box using a dictionary. In pairs, describe the words.**

Vocabulary C Equipment

guidebook map passport rucksack/backpack sleeping bag suitcase sun cream sunglasses tent torch trunks/swimsuit

A: This has your personal information and a photograph, and you must bring it when you travel to another country …
B: It's a passport!

10 VOX POPS **Talk to your partner. Choose a holiday from the list below. In pairs, make a list of things you should take with you. Compare your ideas with the class.**

And YOU

- a backpacking holiday with friends
- a city break in Ireland
- a cruise around the Mediterranean
- an activity camp in the mountains

6.2 GRAMMAR Modal verbs for obligation, prohibition and advice: *must, have to, ought to, should*

I can talk about obligation, prohibition and advice.



YOU MUSTN'T MISS THAT!

Gran: Skye, can you come down? Your mum's calling soon about our visit. We ought to have a quick chat first … Oh, you look lovely, dear.

Skye: Thanks. It's my party outfit. Have you got the tickets yet?

Gran: No, I'll get them soon, but I must know the exact date you finish school.

Skye: Our exams finish on June 16th, but I have to be here for Sue's birthday party on July 29th.

Gran: Yes. You mustn't miss that! Should we go the first week of July, then?

Skye: Perfect. Do Mum and Dad have to work in July?

Gran: They don't have to work every day. It rains quite a lot in July, so they ought to have some free time to be with us.

Skye: Hang on. What do you mean, it rains? I wanted a beach holiday.

Gran: Sorry, Skye. In July it's winter in New Zealand.

Skye: In that case, Mum and Dad should come here.

Gran: Then I think you have to ask them, Skye.

How do you say these expressions in Polish?

What do you mean, (it rains)?
In that case, (they should come here).

OUT of class

1 CLASS VOTE **How important is weather on holiday?**

2 2.37 **Listen. Why is Skye disappointed?**

3 **Study the Grammar box. Find more examples in the dialogue of obligation and prohibition.**

Grammar Obligation and prohibition

Obligation and prohibition
You must visit us in Paris.
You'll have to take warm clothes.
You mustn't be late for the flight.

Advice
We ought to ask them about their plans.
You shouldn't take too much luggage.

Lack of obligation
They don't have to go by car.

GRAMMAR TIME > PAGE 131

4 **Choose the correct option. Write the answers in your notebook.**

1 I'm going to China soon. I *must* / *don't have to* buy a guidebook.
2 You can never find your passport. You *should* / *shouldn't* put it in a safe place.
3 *Do we have to* / *Should we* get a visa for the USA?
4 The plane leaves at 9 a.m., but we *mustn't* / *don't have to* be there until 7 a.m.
5 I *shouldn't* / *ought to* pack my bags. We leave in an hour.
6 It's going to be very hot at the beach. We *must* / *mustn't* forget the sun cream.

5 2.38 **Complete the text with the words below. Write the answers in your notebook. Listen and check.**

don't have to have to must
mustn't ~~ought~~ should

Mountain fun

Are you looking for adventure this summer? Then you [1]*ought* to try our mountain activity camp. You [2] ? bring any special equipment because we provide everything. You [3] ? be between 13 and 17 years old and have your parents' permission. All you [4] ? bring are enough clothes for a week of camping, hiking and climbing and, of course, you [5] ? forget a warm coat for evenings around the camp fire. Reserve a place now and you [6] ? hear from us before the end of the month.

6 VOX POPS **Talk to your partner. Finish the sentences to make them true for you. Compare your ideas with the class.**

And YOU

1 When you're on a beach holiday, you should …
2 In a plane, people mustn't …
3 When I'm on holiday with my parents, I don't have to …
4 On an activity camp, you have to …

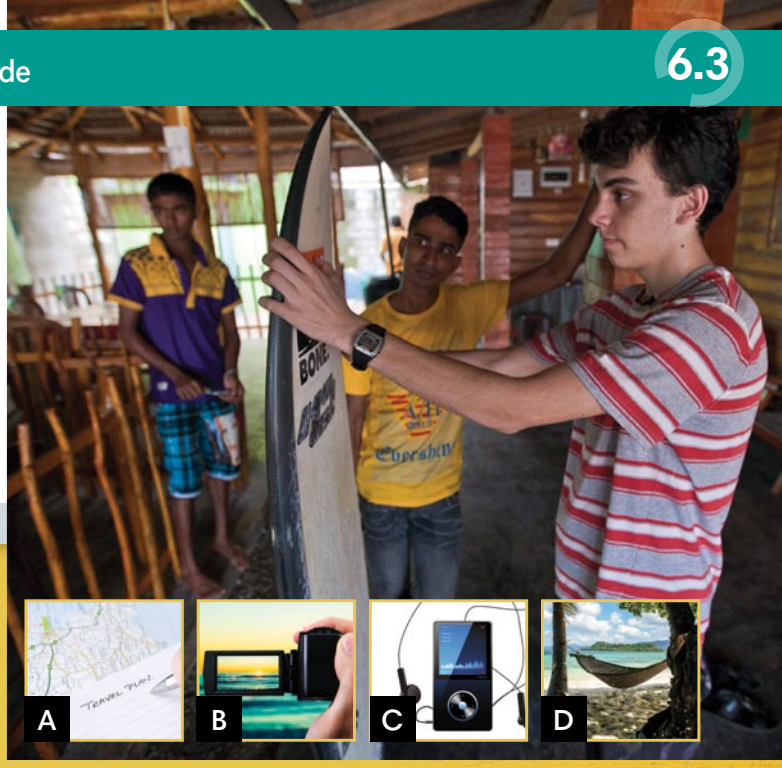
When you're on a beach holiday, you should use sun cream.

I can find specific detail in an article and talk about travelling.

1 **CLASS VOTE** Do you agree that travel is important? Why? / Why not?

2 In pairs, describe the main photo.

3 2.39 Read the text quickly. In your notebook, order photos A–D as you find them in the article.



Live life outside

Most travellers know that learning a new language can make a holiday more fun. But what about *frontside, lipslide, kickflip*? What sort of language is this?

It's the international language of the skateboarding world, and a language that teens like Booker Mitchell from New York know well. It has helped him to explore different places around the world and meet local people in different countries. Booker knows he's lucky to have parents who have always travelled with him. He's made videos of his trips since he was young. With the help of his mum, who's a film-maker, Booker has made videos that share an experience of skateboarding and surfing with the rest of the world.

Booker loves travelling and enjoys the feeling of adventure that goes with it. He doesn't think you should travel with a lot of luggage, and says the most important thing is to feel comfortable wherever you are. His favourite place to sleep is in a hammock, even if he's at home in New York! Of course, like the rest of us, there are some things Booker has to travel with. In his case, it's a skateboard or surfboard, a video camera and a notebook.

Does Booker sometimes go on holiday at the last minute? No way! Planning a trip is really important. Before every trip, he makes a list of where he wants to go sightseeing and why. He learns about the culture, food, music and scenery. He thinks that's the best way to enjoy somewhere.

Back at home, Booker rides his skateboard to school. He never takes the same route, and always listens to a different song on his iPod. He likes to see the different things that are happening around him. 'Life is fascinating, no matter where you live', he says. 'You just have to look at it the right way.'

4 Read the text again. Answer the questions.

1 What has skateboarding language helped Booker to do?
2 Why does Booker think he's lucky?
3 What does Booker like about travelling?
4 What does Booker always travel with?
5 How does Booker get to school?

5 In your notebook, complete the sentences with one word in each gap.

1 Booker's ? has helped him with his skateboarding and surfing videos.
2 Booker doesn't think it's right to take much ? when you travel.
3 When he's travelling, or at home, Booker prefers to ? in a hammock.
4 It's important for Booker to ? where he wants to go on a trip.
5 At home, Booker always uses a different ? to get to school.
6 Booker thinks that if you look at life in the right way, it's ?.

6 In your notebook, complete the expressions with the words from the text in the correct form.

Word Friends Travel phrases

learn a new language
? different places
? local people
? an experience
? a trip
? on holiday / sightseeing

7 Booker doesn't think people should travel with a lot of luggage. What about you?

I take a huge suitcase. I always pack too many clothes.
I don't take much, and I often forget things. Last year I forgot my swimsuit!

6.4 GRAMMAR Modal verbs for speculation: *must, could, might/may, can't*

I can speculate about the present.

1 CLASS VOTE **Look at the photo. Is this a fun place to sleep? Why? / Why not?**

2 2.40 **Read the text. What are the advantages and disadvantages of hanging tents?**

My camping blog



TENTS

Hi Guys,
Welcome to my camping blog, the best place for all the latest camping news. This month I've discovered these amazing tree tents. It might be difficult to find them in the shops at the moment, but I think they're going to be popular. They're warm and comfortable, and great fun. I slept in one last weekend, in the middle of a forest, and it was awesome! Have a look and let me know what you think.

JO123 6.30 p.m.	They don't look very big. It can't be easy to stand up in them if you're tall.
TENTFAN 7.10 p.m.	It might be fun to sleep up in the air, but it must be difficult to go to the loo in the middle of the night!
TIMABC 8.00 p.m.	They are cool! But they must be expensive because I haven't seen many of them.
CAMPER 8.30 p.m.	They may look cool, but I think they could be really uncomfortable because they move around with the wind.

3 **Study the Grammar box. Find more examples of speculating in the text.**

Grammar Modal verbs for speculation

***must* + infinitive**
It must be cold outside. People are in jackets.

***could/might/may* + infinitive**
It might be difficult to travel with the suitcase because it's very big.

***can't* + infinitive**
That can't be our tent. It's the wrong colour.

GRAMMAR TIME > PAGE 131

4 **Choose the correct option. Write the answers in your notebook.**

A: That's a strange tent? It looks like a balloon.
B: Oh, that [1]*must / can't* be the new tree tent. I've seen them on the internet.
A: I'd love to get one. Are they expensive?
B: They [2]*can't / could* be expensive because my uncle's got one, and he hasn't got much money.
A: Is there a campsite near here?
B: I'm not sure. There [3]*might / must* be one near the lake. I've seen people there in summer. Why?
A: I'd love to try a tree tent. Can we ask your uncle if we can borrow it?
B: OK, but today [4]*could / can't* be a bad time. He's going on holiday with it!

1 *must*

5 **In your notebook, rewrite the sentences, using the verbs from the Grammar box. Sometimes more than one answer is possible.**

1 I'm sure this is Ellie's tent. That's her rucksack.
This *must* be Ellie's tent. That's her rucksack.
2 They're very quiet. Perhaps they're sleeping.
They ? be sleeping.
3 I'm sure this isn't the same campsite.
This ? be the same campsite.
4 Dad thinks this is your ticket, but your ticket is in your hand.
This ? be your ticket because your ticket is in your hand.
5 I'm sure the map is on the table. I put it there.
The map ? be on the table. I put it there.
6 Here's a guidebook, but perhaps it's the wrong one.
Here's a guidebook, but it ? be the wrong one.

6 **What do you think of these ideas for unusual holiday accommodation? Use the Grammar box to help you.**

- a canal boat in Holland
- a tree house in a forest
- an ice hotel in Sweden
- a castle on an island

It could be noisy in a tree house in a forest because of all the animals.

I can identify specific detail in a conversation and talk about trips and excursions.



1 **In pairs, describe the photo. What do you think is happening?**

They're on a boat.
It might be a sailing holiday.

2 **2.41** **Listen to the first part of the interview. What does Nick do?**

3 **2.42** **Listen to the second part of the interview. Are the sentences true or false?**

1 Nick was working in South America when he met a girl who couldn't see.
2 The girl was on holiday with her family.
3 Special bikes are popular with kids who don't usually cycle.
4 Nick thinks the journey is more important than the holiday.
5 Hotel staff don't always realise how difficult it is for blind guests.
6 The winter holidays are the most popular.

4 **2.42** **Work in groups of three. Listen again. In your notebook, write down:**

- four activities mentioned in the interview
- three kinds of holidays
- three problems that blind people might have

5 **2.43** **Listen to Jess's story. Answer the questions.**

1 How old is Jess and where does she come from?
2 What type of holiday did she go on?
3 What did Jess want to do during the trip?

6 **In pairs, discuss why this sort of holiday is important for people like Jess. Compare your ideas with the class.**

It's an adventure.
It might help them to meet people.

7 **2.44** **Use a dictionary to check the words in the Vocabulary box. Then choose the correct option and write the answers in your notebook. Listen and check.**

Vocabulary Travel: confusing words

excursion journey
travel (noun/verb) trip voyage

1 It was a three-hour car *journey* / *excursion* to the beach.
2 The *trip* / *voyage* across the Atlantic took two months and the cabins were comfortable.
3 Air *travel* / *journey* is very expensive at the moment.
4 The school is organising a two-day *travel* / *trip* to London.
5 Let's get tickets for the afternoon *journey* / *excursion* to the castle.
6 I'd love to *travel* / *voyage* to the North Pole one day.

8 **Imagine your school has invited some students from another country. In pairs, discuss the best trips and excursions in your area. Compare your ideas with the class.**

They could go on an excursion to the waterpark.
They could visit the capital city, but it's a long journey.

I can clarify what I have said and ask for clarification.



I DIDN'T CATCH THAT

Dan: Tickets, yes. Passport, yes … Hi, Ed. I'm just in the middle of packing for New York, but I can't see you. The camera's not working.

Ed: It doesn't matter. I can see you. What time …?

Dan: Sorry, I didn't catch that. You're breaking up.

Ed: What I said was, what time does your plane leave?

Dan: At seven, but I've got to be at the airport for four in the morning. Now, what should I pack?

Ed: You just need lots of sports clothes and …

Dan: Hang on, this is really annoying. Mum, I'm trying to talk to Ed. I didn't get the last part, Ed. What did you say?

Ed: I was just saying that you should bring things for the beach.

Dan: OK. How about these?

Ed: You must be joking. Dan, promise me …

Dan: Sorry, can you say that again?

Ed: Don't bring those smelly sneakers.

Dan: What was that?

Ed: Forget it, Dan. Thanks. See you tomorrow …

How do you say these expressions in Polish?

Forget it. *You're breaking up.*
This is really annoying.

OUT of class

1 CLASS VOTE **Do you like packing when you go on holiday? Do you prefer somebody else to do it for you? Why? / Why not?**

I like doing it because I know I'll pack the right things.

2 **Look at the photo. Would you take these things on holiday?**

3 2.45 **Listen and answer the questions.**

1 What's Dan packing for?
2 What time does Dan have to be at the airport?
3 What type of clothes should Dan take?
4 What doesn't Ed want Dan to take?

Speaking Understanding a conversation

Asking for clarification
Sorry, I didn't catch that.
Sorry, can you say that again?
What was that?
Sorry, I didn't get the first/last part.
Could you speak louder/more slowly?

Clarifying
What I said/asked was …
I said that …
I was just saying …
I just wanted to ask you about …

4 **In your notebook, complete the dialogues with the phrases from the Speaking box. In pairs, say the dialogues.**

1 A: Hi, Maria! There's a school trip to Venice this year.
B: ? ?
A: ? there's a trip to Venice this year.

2 A: I think we need a visa for our holiday.
A: ? ?
B: ? we need a visa for our holiday.

5 **In pairs, role play the situation. Follow the instructions.**

Student A: You're at the train station and your train is late. Call your friend and explain what's happening.

Student B: Your friend calls from the station but it's very noisy. You want to know what time she is arriving.

I can use time clauses.



Boy: Are we nearly there? I'm starving!
Mum: Not long now. We'll eat as soon as we arrive.



Mum: I think we're lost.
Dad: You're right. It'll be dark when we get there.

Dad: Oh no! I've forgotten the tent pegs.
Mum: Look, I've got an idea. I'll find a hotel while you get some food.
Boy and Girl: Yay! We always wanted to stay in a hotel!



1 **Read the cartoon and answer the questions.**

1 What type of holiday is the family planning to have?
2 How are the teenagers feeling in the car?

2 **Study the Language box. Find examples of time clauses in the cartoon.**

Language Time clauses

When I'm at the station, I'll buy the tickets.

What are you going to do **while** you're waiting for the bus?

I will have a party **after** I finish my exams.

Before we go hiking, we'll look at the map.

We'll wait here **until** the ticket office opens.

I'll call you **as soon as** I arrive.

We use the Present Simple in future time clauses with *when*, *while*, *before*, *until*, *as soon as*.

Put a comma after the time clause if it comes first in a sentence.

3 **In your notebook, complete the sentences with the correct form of the verbs in brackets.**

1 We'll wait until she ? . (come)
2 Jack will drive us to the party as soon as you ? ready. (be)
3 Write to me when you ? on holiday? (go)
4 Alice and Ben will leave after they ? breakfast. (have)
5 Before you ? (sunbathe), put on some sun cream.

4 **Choose the correct answers. Write them in your notebook.**

Interrail

I love the idea of travelling by train, but it could be a disaster. Has anybody got any advice or ideas?



tedyy 10:52 Just enjoy it! Interrail is simply the best choice! I'm sure you'll agree as soon [1]*after* / *when* / *so* / *as* your journey begins.

Ella 11:06 The interrail company will help you plan your journey before you [2]*leave* / *leaves* / *left* / *will leave*. It's really easy.

Mark 12:41 It was easy to buy the tickets online. I'm waiting for them to arrive, but I won't relax [3]*after* / *as soon as* / *until* / *while* I get them.

Tom12 12:53 Go for it! As soon as you [4]*'ll get* / *get* / *gets* / *'re getting* on the train, you'll meet lots of people.

Mike 12:55 You'll travel through amazing scenery [5]*while* / *after* / *before* / *until* you're on the train, and the trains are comfortable.

Revision

VOCABULARY

1 **In your notebook, write the correct word for each definition.**

1 The area you see from a place. **v** ? ? ?
2 This helps you to see things in the dark. **t** ? ? ? ?
3 A big bag you put things in for your holiday. **s** ? ? ? ? ? ? ?
4 The place where you wait to get on a train. **p** ? ? ? ? ? ? ?
5 Put things in bags ready for a journey. **p** ? ? ?
6 A place where you stay on holiday, e.g. a hotel. **a** ? ? ? ? ? ? ? ? ? ? ?

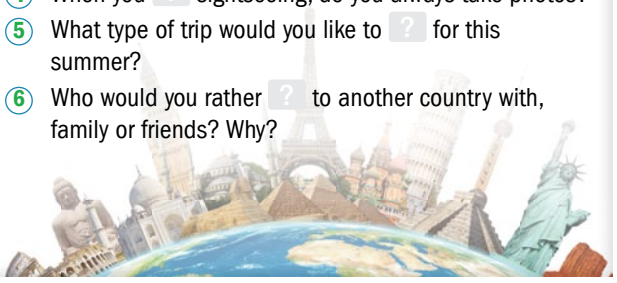
2 **Complete the text with the words below. Write the answers in your notebook.**

travel learn meet go pack plan

HOW MUCH OF A TRAVELLER ARE YOU?

Do you like exploring new places or would you rather stay closer to home?

1. What's the first thing you ? in your bag when you're getting ready to travel?
2. Would you try to ? a new language before visiting a different country?
3. What's the best way to ? local people when you're on holiday?
4. When you ? sightseeing, do you always take photos?
5. What type of trip would you like to ? for this summer?
6. Who would you rather ? to another country with, family or friends? Why?



3 **In pairs, ask and answer the questions. Tell the class about your partner.**

GRAMMAR

4 **Choose the correct option. Write the answers in your notebook.**

1 When you're on holiday, you *must* / *ought* to buy food in local shops.
2 On a hot sunny day, you *don't have to* / *must* put on lots of sun cream.
3 When you visit a new country, you *should* / *mustn't* try to learn the language.
4 You *don't have to* / *have to* go to a travel agency. You can buy your tickets online.
5 It's a long train journey. We *must* / *mustn't* forget to take lots of food and water.

5 **In your notebook, match sentences 1–6 with sentences a–f.**

1 I've just had a postcard from Julia.	a It's the wrong colour.
2 That can't be my rucksack.	b Hotels often put them there.
3 It's a bit cloudy to go to the beach.	c It could be too cold to swim.
4 The maps might be in reception.	d They must be very bored.
5 It's a very long journey for the children.	e It could be fun in a tent.
6 Let's have a camping holiday.	f She's on holiday.

6 **In pairs, speculate about the situations below.**

1 Your friends have arrived at the airport but can't find a taxi.
2 You're going on holiday tomorrow but you can't find your tickets.

SPEAKING

7 **In pairs, role play the situations. You and your partner meet in a noisy café at a train station.**

Student A	Student B
Say hello and ask why your friend is at the station.	
	Explain where you're travelling to and why.
Explain that you couldn't understand what he/she said. Ask him to say it again.	
	Repeat what you said.
Tell your friend that you didn't hear the first or the last part.	
	Repeat the part that your friend didn't hear.
Tell your friend to have a good trip.	

DICTATION

8 2.46 **Listen to the recording. Write the sentences in your notebook.**

Check yourself!

- ✓ I can talk about holidays, travelling, trips and excursions.
- ✓ I can talk about obligation, prohibition and advice.
- ✓ I can find specific detail in an article and in a conversation.
- ✓ I can speculate about the present.
- ✓ I can clarify what I have said and ask for clarification.
- ✓ I can use time clauses.

WORDLIST 6 Types of holidays | At the hotel | Equipment | Travel: confusing words

LESSON 6.1

Types of holidays Wyjazdy wakacyjne

activity camp /ækˈtɪvəti kæmp/ obóz z aktywnym wypoczynkiem
backpacking holiday /ˈbækˌpækɪŋ ˌhɒlədeɪ/ wakacje z plecakiem
beach holiday /ˈbiːtʃ ˌhɒlədeɪ/ wakacje na plaży
camping trip /ˈkæmpɪŋ trɪp/ wyjazd pod namiot
city break /ˈsɪti breɪk/ krótki wypad do innego miasta
cruise /kruːz/ rejs
sightseeing holiday /ˈsaɪtˌsiːɪŋ ˌhɒlədeɪ/ wycieczka objazdowa

At the hotel W hotelu

check in /ˌtʃek ˈɪn/ zameldować się
check out /ˌtʃek ˈaʊt/ wymeldować się
double room /ˌdʌbl ˈruːm/ pokój dwuosobowy
facilities /fəˈsɪlətiz/ udogodnienia
floor /flɔː/ podłoga
guest /gest/ gość
pool /puːl/ basen
reception /rɪˈsepʃn/ recepcja
reservation /ˌrezəˈveɪʃn/ rezerwacja
single room /ˌsɪŋgl ˈruːm/ pokój jednoosobowy
view /vjuː/ widok

Equipment Wyposażenie

backpack /ˈbækpæk/ plecak
guidebook /ˈgaɪdbʊk/ przewodnik
map /mæp/ mapa
passport /ˈpɑːspɔːt/ paszport
rucksack /ˈrʌksæk/ plecak
sleeping bag /ˈsliːpɪŋ bæg/ śpiwór
suitcase /ˈsuːtkeɪs/ walizka
sun cream /ˈsʌn kriːm/ krem przeciwsłoneczny
sunglasses /ˈsʌnˌglɑːsɪz/ okulary przeciwsłoneczne
swimsuit /ˈswɪmsuːt/ kostium kąpielowy
tent /tent/ namiot
torch /tɔːtʃ/ latarka
trunks /trʌŋks/ kąpielówki

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airport /ˈeəpɔːt/ lotnisko
arrive at /əˈraɪv ət/ przybyć do
bus service /ˈbʌs ˌsɜːvəs/ połączenie autobusowe
bus station /ˈbʌs ˌsteɪʃn/ dworzec autobusowy
by boat/car/plane/train/bus /baɪ ˈbəʊt ˈkɑː ˈpleɪn ˈtreɪn ˈbʌs/ łodzią/samochodem/samolotem/pociągiem/autobusem
by sea/road/rail/air /baɪ ˈsiː ˈrəʊd ˈreɪl ˈeə/ drogą morską/drogą lądową/koleją/samolotem
country /ˈkʌntri/ kraj
diary /ˈdaɪəri/ pamiętnik, dziennik
leave from /ˈliːv frəm/ wyruszyć z
manager /ˈmænɪdʒə/ menedżer
on foot /ɒn ˈfʊt/ pieszo
platform /ˈplætfɔːm/ peron
return ticket /rɪˈtɜːn ˌtɪkət/ bilet powrotny
single ticket /ˌsɪŋgl ˈtɪkət/ bilet w jedną stronę
the Mediterranean /ðə ˌmedɪtəˈreɪniən/ Morze Śródziemne
top /tɒp/ szczyt
train station /ˈtreɪn ˌsteɪʃn/ stacja kolejowa
transport /ˈtrænspɔːt/ transport
visit /ˈvɪzɪt/ odwiedzić

LESSON 6.2

Out of class

In that case, they should come here. /ɪn ðæt keɪs ðeɪ ʃʊd kʌm hɪə/ W takim wypadku powinni przyjść tutaj.
What do you mean? /wɒt duː jə miːn/ Co masz na myśli?

---

camping /ˈkæmpɪŋ/ biwakowanie
hiking /ˈhaɪkɪŋ/ wędrowanie
provide /prəˈvaɪd/ zapewnić
reserve /rɪˈzɜːv/ rezerwować
visa /ˈviːzə/ wiza

LESSON 6.3

Travel phrases Wyrażenia związane z podróżą

explore different places /ɪkˈsplɔː ˈdɪfrənt pleɪsəz/ eksplorować, zwiedzać różne miejsca
go on holiday /gəʊ ɒn ˈhɒlədi/ jechać na wakacje
go sightseeing /gəʊ ˈsaɪtsiːɪŋ/ zwiedzać
learn a new language /lɜːn ə njuː ˈlæŋgwɪdʒ/ nauczyć się nowego języka
meet local people /miːt ˈləʊkəl ˈpiːpəl/ spotkać miejscowych
plan a trip /plɑːn ə trɪp/ planować wycieczkę
share an experience /ʃeə ən ɪkˈspɪəriəns/ dzielić się doświadczeniami

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adventure /ədˈventʃə/ przygoda
camera /ˈkæmərə/ aparat
culture /ˈkʌltʃə/ kultura
fascinating /ˈfæsɪneɪtɪŋ/ fascynujący
film-maker /ˈfɪlmmeɪkə/ twórca filmowy
hammock /ˈhæmək/ hamak
luggage /ˈlʌgɪdʒ/ bagaż
notebook /ˈnəʊtbʊk/ notatnik, zeszyt
route /ruːt/ trasa
scenery /ˈsiːnəri/ sceneria
traveller /ˈtrævlə/ podróżnik

LESSON 6.4

accommodation /əˌkɒməˈdeɪʃn/ zakwaterowanie
balloon /bəˈluːn/ balon
campsite /ˈkæmpsaɪt/ kemping
forest /ˈfɒrɪst/ las
hanging tent /ˌhæŋɪŋ ˈtent/ namiot wiszący
ice hotel /ˈaɪs həʊˌtel/ hotel lodowy
loo /luː/ toaleta
popular /ˈpɒpjʊlə/ popularny
tree house /ˈtriː haʊs/ domek na drzewie
tree tent /ˈtriː tent/ namiot podwieszany na drzewie

LESSON 6.5

Travel: confusing words Podróżowanie: często mylone słowa

excursion /ɪkˈskɜːʃn/ wycieczka, wyprawa
journey /ˈdʒɜːni/ podróż, wyjazd
travel /ˈtrævl/ podróż, podróżować
trip /trɪp/ wycieczka, wyjazd
voyage /ˈvɔɪɪdʒ/ rejs

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blind /blaɪnd/ ślepy
cabin /ˈkæbɪn/ kabina
castle /ˈkɑːsl/ zamek
sailing holiday /ˈseɪlɪŋ ˌhɒlədeɪ/ wakacje na łodzi
the Atlantic /ðɪ ətˈlæntɪk/ Atlantyk
the North Pole /ðə ˌnɔːθ ˈpəʊl/ biegun północny
winter holidays /ˌwɪntə ˈhɒlədeɪz/ ferie zimowe

LESSON 6.6

Out of class

Forget it. /fəˈget ɪt/ Zapomnij o tym.
This is really anoying. /ðɪs ɪz ˈrɪəli əˈnɔɪɪŋ/ To naprawdę irytujące.
You're breaking up. /jɔː ˌbreɪkɪŋ ˈʌp/ Słabo cię słyszę.

---

noisy /ˈnɔɪzi/ hałaśliwy
pack /pæk/ pakować się
school trip /ˈskuːl trɪp/ wycieczka szkolna
smelly /ˈsmeli/ śmierdzący

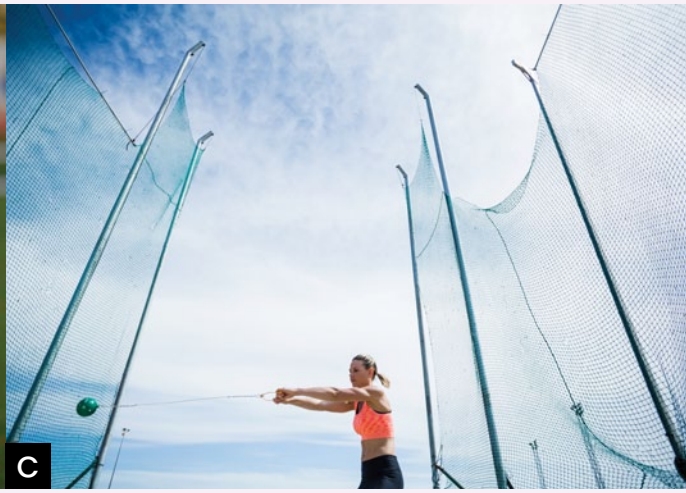
LESSON 6.7

tent peg /ˈtent peg/ śledź do namiotu
ticket office /ˈtɪkɪt ˌɒfəs/ kasa biletowa

Poland Come on!


A


B


C

1 CLASS VOTE **Football is the most popular sport in Poland. Do you agree?**

2 **Work in pairs. Answer the questions.**

- What other sports are popular in Poland?
- Which of them do Polish people play?
- Which of them do we prefer to watch?

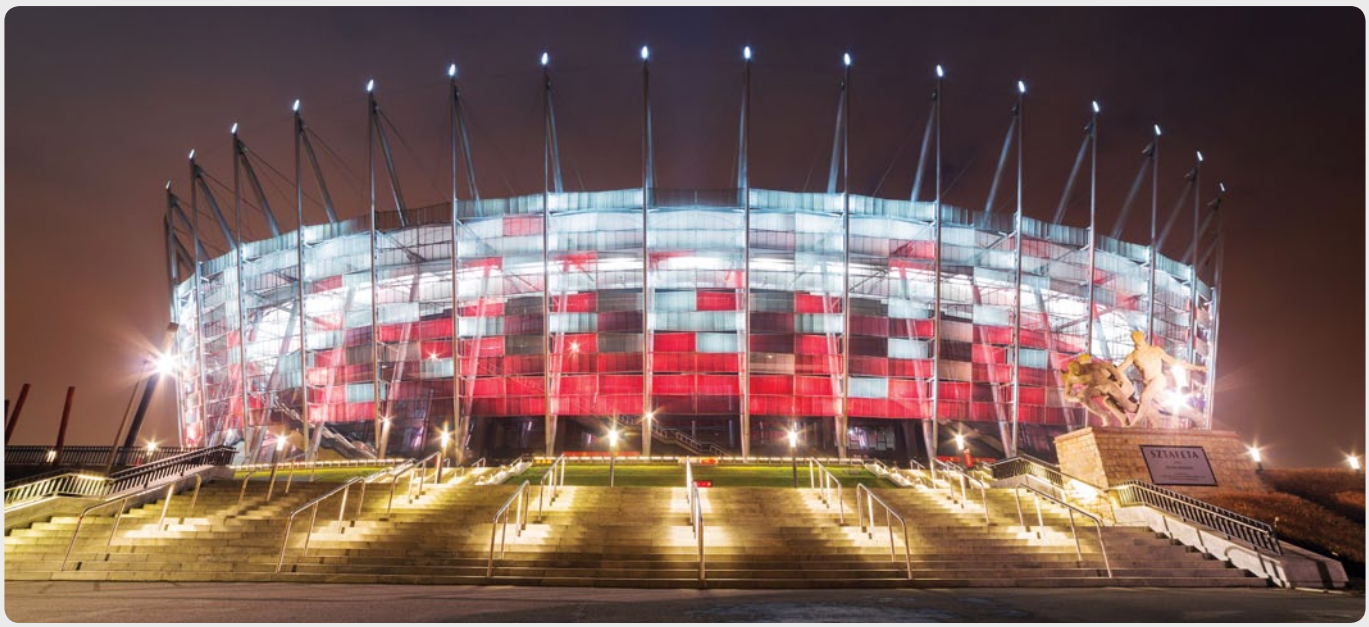
3 **Read the information about the National Stadium in Warsaw. How can you visit the stadium?**

4 **Work in pairs. Answer the questions.**

1 What events take place at the stadium?
2 What does the stadium look like?
3 Have you ever visited the National Stadium?

5 2.47 **Check you understand the words in the box. Look at pictures A–E. What sportspeople can you see?**

basketball player hammer thrower mountain biker
race walker runner ski jumper swimmer
tennis player



THE NATIONAL STADIUM

Things to see in Warsaw

The National Stadium is a new icon of Warsaw. It opened in 2012 as the main stadium of the Euro 2012 football championship. Since then it has hosted not only football matches, but also other sports events and concerts. Now it's open to tourists, too. Everyone can go on a guided tour or just see the inside of the stadium from a special viewing point.

Narodowy really deserves the name of a national stadium. It's white and red, like the colours of the Polish flag, and it looks like a traditional wicker basket. With 58,500 seats it's the biggest stadium in Poland – it can hold 72,900 people during concerts. It is certainly the best place to chant: *Poland! The White and Reds!*


D


E

6 **Work in pairs. Think of a world-famous Polish sportsperson for each sport from the box in Exercise 5.**

7 **2.48 Listen to an anecdote. Have you ever been in a similar situation?**

8 **Do you agree with the speaker that sport brings people together and helps to create a friendly atmosphere?**

9 **Complete the text below with the words from the box. Write the answers in your notebook.**

broke champions glove races took

PROJECT

10 **Work in pairs. Prepare a presentation about a famous Polish sportsperson.**

1. Choose a Polish sports star who you would like to nominate as the Best Polish Sportsperson of All Time.
2. Prepare a digital presentation or a short film about your candidate.
3. Give a presentation to your class.
4. Vote for the Best Polish Sportsperson of All Time and for the best presentation.
5. Organise a decoration ceremony for the authors of the best presentations.

POLISH STAR ATHLETES

Polish sport and culture



Irena Szewińska is the most successful Polish athlete of all time. She's also Poland's most decorated Olympian. She [1] ? part in five Olympic games and won seven medals. After the end of her sports career, she started working for the Olympic Committee. She still goes to Olympic Games and often presents medals to Polish Olympic [2] ?.



Robert Korzeniowski is the best Polish race walker and a multiple Olympic gold medalist. In the 2000 Olympic Games in Sydney he won both the 20km and 50km [3] ?. No one has ever repeated that achievement. His success made race walking more popular in Poland.



Anita Włodarczyk won the gold medal in the hammer throw in the Rio 2016 Olympics. She also set a world record there. To everyone's surprise, she [4] ? that record again two weeks later! During competitions she always wears a [5] ? which belonged to Kamila Skolimowska, her friend who died suddenly in training. Kamila was another Olympic gold medalist in the hammer throw.

Skills Revision

FUNKCJE JĘZYKOWE

1 Uzupełnij dialogi angielskimi odpowiednikami wyrażeń podanych w nawiasach. Odpowiedzi zapisz w zeszycie.

1 **A:** I'm taking part in a barbecue competition!
B: What is it about?
A: The best barbecue recipe. (*Życz mi szczęścia!*) *Wish me luck!*

2 **A:** Excuse me, (*jak się dostanę na*) the train station?
B: Take the bus number 1. The bus stop is over there.

3 **A:** I'd like a ticket to Oxford, please.
B: (*W jedną stronę czy powrotny?*)

4 **A:** You mustn't go out tonight.
B: But why, Mum? (*Co masz na myśli?*)
A: I mean, you've got a test tomorrow and you need to get some sleep.

5 **A:** Sorry, my yoga class starts in five minutes so I can't talk with you now.
B: OK, (*w takim razie*) call me later so we can have a chat.

6 **A:** We're going to the Wawel Castle to see Lady with an Ermine.
B: Sorry, I didn't get that. (*Czy mógłbyś mówić głośniej?*)

SŁUCHANIE

2 2.49 Usłyszysz rozmowę na temat wycieczki do Francji. Na podstawie informacji zawartych w nagraniu wybierz właściwą odpowiedź z podanych w zadaniach 1–6. Odpowiedzi zapisz w zeszycie.

Strategia

Zanim wysłuchasz nagrania, przeczytaj uważnie podane opcje odpowiedzi. W każdym punkcie musisz wyeliminować dwie z nich. Mogą one być zbliżone do treści nagrania i zawierać pojawiające się w nim słowa lub zwroty. Twoim zadaniem jest wychwycić różnicę, która sprawia, że są one niepoprawne.

1 Where did Debby stay while she was in France?
a a short distance from Paris
b in the centre of the town
c near a theme park

2 How did Debby feel about her French language skills?
a She wishes she could speak as quickly as the French.
b She was surprised at how much she could understand.
c She thinks she doesn't speak well because of limited vocabulary.

3 What does Debby say about French food?
a She enjoys it because it's unusual.
b She could only eat some things her host mother cooked.
c She regrets she didn't try more fish dishes.

4 Why didn't they go to an art exhibition?
a It was outside and the weather was bad.
b She'd seen the exhibition in London.
c It wasn't open.

5 Debby is next going to see her French friend again
a in two weeks' time.
b this autumn.
c next year.

6 In the future, Debby wants to
a become a teacher.
b become a writer.
c use French in her job.

CZYTANIE / PRZETWARZANIE JĘZYKOWE

3 Przeczytaj teksty A i B. Na ich podstawie uzupełnij luki w e-mailu do Emily (1–3). W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Odpowiedzi zapisz w zeszycie.

A



If you love ice …
If you are into sweeping and compulsive cleaning …
If you are competitive and energetic …

Then join The Blue Stone Curling Team!

Open Day this Saturday, 10 March, 6–9 p.m.
The Blue Stone Club, 22 Willow Road, Trumbull

The World Curling Championship 2018 is getting closer – we need YOU!

Curling is this funny-looking game where a player pushes a huge stone on ice, and two other players vigorously sweep the floor in front of the stone, with brushes. The aim is to make the stone sit right in the middle of a blue circle called the button!

B

From: Emily Bread
To: Rafael Waltz
Subject: What sport to choose?

Hi Rafael,
Long time no speak! Congratulations on earning your green belt in karate! Your sister has just told me the big news.
Actually, I'm thinking about taking up karate. I'm fast, I enjoy exercise a lot, and I'm quite fit. Also, as you know, I am quite sociable and like to have a good laugh ☺. I'm only worried that I may not be able to fight somebody. Would I make a good karate fighter or should I look for something else? What do you think?
Thanks for your help!

Cheers,

Emily

From: Rafael Waltz
To: Emily Bread
Subject: Re: What sport to choose?

Hi Emily,
I'd really like you to join our karate club! We do chat there, you know ☺. But if you [1] ? , then maybe you should think about a team sport? I've just read that the curling team is looking for [2] ? . They are [3] ? this weekend. I don't remember the details, but the poster is in the hallway of our school so you can check it out.
Good luck!
Rafael

ŚRODKI JĘZYKOWE

4 Uzupełnij tekst, wpisując w każdą lukę jeden wyraz z ramki w odpowiedniej formie, tak aby powstał spójny i logiczny tekst. Odpowiedzi zapisz w zeszycie. Jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.

get arrive tell need be go ~~come~~

My friend, Peter, [1] *is coming* to stay with us this weekend. It's [2] ? to be great! I know our town isn't the coolest place in the world but there are lots of things to do. I've got two tickets for Kamil Bednarek concert on Saturday so we'll go there unless Peter's plane [3] ? late. He will call me as soon as he [4] ? a taxi. Reggae isn't my favourite kind of music but Peter loves it. I hope he's going to be excited when I [5] ? him about it. Also, I need to remind him it's a bit cold here so he [6] ? to take some warm clothes.

5 Przeczytaj podane pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdania wyjściowego. Odpowiedzi zapisz w zeszycie.

1 I just said it's getting late.
I was *just saying* it's getting late.

2 You won't pass the exam if you don't study hard.
You won't pass the exam, unless ? .

3 Have you got any plans for this summer?
What ? do this summer?

4 It's a backpacking holiday. You shouldn't take so much luggage.
It's a backpacking holiday. You ? to take so much luggage.

5 You must be fit if you want to go to a survival camp.
You ? to be fit if you want to go to a survival camp.

6 It will probably be quite tiring to travel to the UK with a dog.
Travelling to the UK with a dog ? quite tiring.

6 Przetłumacz podane w nawiasach fragmenty na język angielski tak, aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Dodaj znaki przestankowe, jeśli to konieczne. Odpowiedzi zapisz w zeszycie.

1 (*Czy byłoby możliwe*) *Would it be possible* to meet up another time, please?

2 (*Zacznę uprawiać*) ? gimnastics when the summer comes.

3 The (*ważne jest, żeby*) ? do exercise at least twice a week.

4 The train leaves at 9 a.m. We (*nie możemy się spóźnić*) ? .

5 (*Czy muszę*) ? have a visa for Canada?

6 It (*będzie fajnie*) ? to spend your holidays in a hanging tent!

PISANIE

7 Wykonaj poniższe zadanie. Napisz e-mail w zeszycie.

Napisz do kolegi e-mail, w którym opowiesz o swoich wakacjach. W e-mailu:
- przeproś kolegę za brak kontaktu podczas wakacji (podaj powód),
- opisz, jak spędziłeś/spędziłaś wakacje,
- poproś kolegę o opisanie jego wakacji.

Długość tekstu powinna wynosić od 50 do 100 słów.

7 Getting to know you

VOCABULARY Family and friends

I can talk about relationships with family and friends.



1 CLASS VOTE **Who would you like to spend a day with?**

grandfather grandmother teacher neighbour aunt uncle cousin

2 WORD BUILDING **Read the texts. Use the words in bold to complete the definitions (1–3).**

My **great**-grandmother, Julia, is ninety and she's my **grand**mother's mother. Julia was adopted.

I've got a little **half**-brother. He's my father's son from his second marriage.

I really like my **step**sister. Some people say we are similar, although we aren't really related by blood.

1 The prefix ? describes a family relative who is two generations away from you.
2 The prefix ? describes a brother, sister or p.arent who is related to you by marriage but not by blood.
3 The prefix ? describes a brother or sister who is related to you through one shared parent.

3 3.01 **Look at the cartoons. Guess the relationships between the people. Give reasons. Listen and check.**

parent, stepparent and neighbour
parent, child and teacher
great-grandparent and great-grandchild

VOCABULARY
Phrasal verbs | Talking about friends

GRAMMAR
Second Conditional | Defining and non-defining relative clauses



SPEAKING
Identifying people



READING
Friendship day

LISTENING
A friend in need ...

WRITING
A short story about friendship

BBC Culture and Skills
Is moving house good for you?





4 3.02 Listen and check you understand the words in the Vocabulary box. Then do the personality test.

Vocabulary	Phrasal verbs
deal with (a problem)	go out
fall out with	hang out with
get on with	put up with
go ahead	laugh at

5 In pairs, discuss your answers. What have you got in common? Tell the class about your partner.

Both of us like/dislike …
I think I'm quite similar to/different from …

6 3.03 **WORD FRIENDS** Choose the correct option. Write the answers in your notebook. Listen and check. Who do you agree with?

Should friends have a lot in common?



JESSICA: Yes! My friend Sarah and I [1]*share/get* loads of interests. We both like horse-riding and cinema. We [2]*have/get* the same sense of humour, too. We [3]*share/spend* a lot of time together and we're like sisters. My singing can [4]*share/get* on her nerves sometimes, but we never [5]*see/have* arguments.



MARK: I disagree. I'm completely different from my friend Mike, but we [6]*enjoy/see* each other's company. When I [7]*enjoy/get* to know people, I find them more interesting if they [8]*come/have* from different backgrounds. Mike loves to [9]*spend/see* time on his own, so we don't [10]*have/see* each other often, but when we meet, we have fun.

PERSONALITY TEST

1 Can you put up with being on your own?
a Yes b No c It's OK

2 Do you like to go out and meet new people?
a I find it difficult
b I love it
c I like it

3 Do you ever fall out with other people?
a Never
b Sometimes
c Not often

4 Do you get on well with big groups of people?
a I find it difficult
b I love it
c I like it

5 Are you good at dealing with friendship problems?
a Yes b No c Not always

6 Do you like to hang out with just a small group of friends?
a Yes b No c It's OK

7 Are you the first one in your group to go ahead and try new things?
a Never
b Yes, I hate things to be boring!
c Sometimes

8 Is it important for you and your friends to laugh at the same things?
a Yes, I like my friends to be similar to me
b No, but they must be fun to be with
c No, I get on with everyone

Go to page 135 to read about your answers.



7 Should friends share interests? In pairs, discuss your opinions.

7.2 GRAMMAR Second Conditional

I can talk about imaginary situations.



I'D COME IF I WAS FREE

Damian: Alisha? I can't tie this bow tie. If mum wasn't busy, she'd help, but …

Alisha: I can do it. There you go. The bow tie's smart, but you look like a waiter! And your hair's a mess. It would look much better if you had some gel in it. Here.

Damian: Get off! Stop bothering me. Anyway, you look like a giant cream cake.

Alisha: Skye! Swimming? Oh! I'd come if I was free, but we've got a family wedding. My auntie's getting married and I'm her bridesmaid. I can't talk now, I'm getting ready. Sorry. Bye!

Mum: Damian! Alisha! Hurry up. We're going in five minutes.

Alisha: Nooo! I'm not ready yet! Hold this a sec.

Damian: What's up? Your eyes are really red.

Alisha: I know! I'm allergic to these flowers. I keep sneezing!

Damian: If I were you, I'd take some tissues. Loads of tissues!

Alisha: Agh! What a nightmare.

How do you say these expressions in Polish?

There you go. *Stop bothering me.*
Get off! *Hold this a sec.*

OUT of class

1 CLASS VOTE **Which of these family events do you prefer? What do you like/dislike about them?**

- a meal
- a wedding
- a short visit
- a family holiday

2 3.04 **Listen. Why does Alisha need to take tissues?**

3 **Study the Grammar box. Find more examples of the Second Conditional in the dialogue.**

Grammar **Second Conditional**

I'd come if I was free. (but I'm not free)
What would you do if you were me?

GRAMMAR TIME > PAGE 132

4 3.05 **In your notebook, complete the sentences with the Second Conditional form of the verbs in brackets. Listen and check.**

1 If she ? (have) enough time, she ? (help) him.
If she had enough time, she would help him.
2 If you ? (listen) carefully, you ? (understand) the lesson.
3 ? (you/go) to the beach if ? (you/be) free today?
4 He ? (not be) here if he ? (not want) to be.
5 What ? (you/do) if ? (you/win) a lot of money?
6 I ? (phone) your mum if I ? (be) you.

5 VOX POPS **Talk to your partner. Finish the sentences to make them true for you.**

And YOU

1 If my friend phoned when I was busy, …
2 If I didn't like my clothes, …
3 If there was a big wedding in our family, …
4 If I was late for a family meal, my parents …
5 I'd be very worried if …
6 It would be a nightmare for me if …
If my friend phoned when I was busy, I'd probably talk to her. What about you?

I can find specific detail in an article and talk about friends.



Friendship Day

The idea of a special friendship day has several origins. An American woman, Joyce Hall, owned a greetings card company. In 1930 she planned a Friendship Day to create more business. She thought, 'If people had a new celebration, they would buy more cards.' The first Friendship Day in the USA was on 2 August. Many Americans sent cards, but then this tradition died out after a few years.

However, a different idea of Friendship Day has been celebrated in some South American countries since 1958. It began with a group of friends in Puerto Pinasco, Paraguay. They decided to celebrate friendship and understanding on 30 July every year. One man in the group, Ramon Artemio Bracho, wanted to do more. He wanted to turn strangers into friends. He worked hard to start celebrations in other countries. Thanks to Ramon's work, people in India and China also took up the idea. Friendship Day was growing.

Finally, in 2011, the celebration became International Friendship Day when the United Nations agreed to support it. They saw it as a good way to encourage peace by getting different cultures to communicate more. They set up activities for children and teenagers of mixed nationalities, such as fun runs or friendly games. The hope is that these kinds of events help people to respect one another's culture and to make new friends.

In some countries, people have a meal, phone friends or use social media to send messages. In Paraguay, the 'Invisible Friend' game is played one week before the special day. All names of schoolmates or workmates are written on pieces of paper and put in a box. Then everybody takes one card with a name and buys a small present for that person, wraps it and writes the name on it. When you get your gift on Friendship Day, you don't know who bought it! However, if I wanted to do something for my buddies, I would give them friendship bands because they are so popular.

Jyoti Singh, age 15, India

1 CLASS VOTE **Is it important to have a special day to celebrate friendship? Why? / Why not?**

2 3.06 **Read the text. Are the sentences true or false?**

1 Joyce Hall owned a company in the UK.
2 In the USA in 1930s, people celebrated by giving cards.
3 The decision to spread the celebration to more countries was made in Paraguay.
4 Asian countries are not keen on Friendship Day.
5 The United Nations encourage younger people to take part.
6 The 'Invisible Friend' game involves writing a message to your friends.

3 3.07 **Study the Vocabulary box. Complete the gaps with words from the text. Write the answers in your notebook.**

Vocabulary Talking about friends

synonyms for *friends*
mates classmates best friends ? ? ?

antonyms for *friends*
enemy ?

phrases with *friends*
have a friend be friends ?

4 **In your notebook, complete the sentences with the words from the Vocabulary box.**

1 At first I felt like a *stranger* here. Nobody knew me.
2 Of all my friends, Ezra is my ? because he understands me.
3 She was nervous about the new school but it was easy to ?.
4 My dad sometimes plays tennis with his ? from the office.
5 He started secondary school early, so his ? are older than him.

5 **What would you like to do with your friends to celebrate Friendship Day?**

7.4 GRAMMAR Defining and non-defining relative clauses

I can be specific about people, things and places.




Lucy


Molly


Paddy


Frank Jones


Mr and Mrs Morris

PARK STREET PUZZLE

Who lives in these houses?

1 Lucy lives in one of the flats above the café.
2 One of Lucy's friends lives in a house which has a big tree in the garden.
3 In front of another friend's house, there is a small space where he leaves his bike.
4 Mr and Mrs Morris, who are Lucy's grandparents, live next door to her.
5 Mrs Morris loves colourful flowers, which she grows in window boxes.
6 Paddy lives in a house which is next to the bus stop.
7 Lucy doesn't know the man who has just moved to the house with a pink roof.
8 The man's cat loves the balcony, where it can watch the birds.

1 3.08 **Who lives in each house? Read the puzzle and match the people to the houses. Which is the house where nobody lives?**

2 **Study the Grammar box. Find examples of defining and non-defining relative clauses in the puzzle.**

Grammar Defining and non-defining relative clauses

Defining relative clauses
The man who (that) moved to Park Street is Frank.
Molly lives in a house which (that) is a hundred years old.
That's the cafe where the children often buy ice cream.

Non-defining relative clauses = extra information
Frank, who moved to Park Street, has a cat.
Molly's house, which has a tree in the garden, is very old.
There's a café in the street, where we buy ice cream.

Be careful!
The woman that/who grows flowers is Mrs Morris.
Mrs Morris, ~~that~~/who grows flowers, is Lucy's grandma.

GRAMMAR TIME > PAGE 132

3 **Choose the correct option. Write the answers in your notebook. Which pronouns can be replaced with *that*?**

1 The children *who* / *which* are in the park live nearby.
2 Here's the office *which* / *where* my mum works.
3 I live in a flat *which* / *who* is in the town centre.
4 Frank Jones's cat, *which* / *who* is five years old, loves hunting.

4 **In your notebook, combine the sentences with relative pronouns.**

1 Lucy has a good friend. She lives near Park Street.
Lucy has a good friend who lives near Park Street.
2 In Molly's garden there's a tree. It's 100 years old.
3 That's the café. Lucy sometimes meets her friends there.
4 There's a park. The children play in it.

5 **In your notebook, rewrite the sentences, using non-defining relative clauses.**

1 Mrs Morris is sixty-seven. (who/be/Lucy's grandmother)
Mrs Morris, who is Lucy's grandmother, is sixty-seven.
2 Paddy uses his bike every day. (which/be/new)
3 Number 24 is a beautiful house. (where/Molly/live)
4 Frank has a cat. (who/used to work/at the hospital)

6 **Make one true and one false sentence about your house, street or town. In pairs, say if your partner's sentences are true or false.**

I can identify specific information in a monologue and talk about pets.

1 CLASS VOTE **Can animals be your friend or part of your family? Why? / Why not?**

2 **Look at the photos. Which person do you think might have a disability, and how do you think the dog is helping? What else do you think dogs can do to help people?**

3 3.09 **Listen to Grace's sister and choose the correct answers. Write them in your notebook.**

1 What does Grace think of her morning routine?
- **a** It was boring.
- **b** It was sad.
- **c** It was slow.

2 How old was Grace when she got Snoopy?
- **a** a baby
- **b** a child
- **c** a teenager

3 What does Snoopy do to help with Grace's everyday routine?
- **a** tickles her
- **b** washes her feet
- **c** puts her socks on

4 Based on Grace's sister's account, which adjective best describes Snoopy?
- **a** busy
- **b** funny
- **c** clever

4 3.10 **Listen to Ash talking about Scooby. Choose the correct answers. Write them in your notebook.**

1 What does a puppy trainer do?
- **a** looks after old dogs
- **b** teaches young dogs special skills
- **c** finds new homes for unwanted dogs

2 When the dogs left, Ash felt
- **a** sad.
- **b** bored.
- **c** happy for them.

3 Scooby's training was done
- **a** by Ash on his own.
- **b** by Ash's stepmum.
- **c** by Ash and his stepmum together.

4 What is the main thing we learn from Ash's explanation of assistance dogs?
- **a** They often go to different owners.
- **b** They take a long time to learn things.
- **c** They can help with a wide range of needs.



1 Snoopy and Grace



2 Scooby and Ash

5 3.11 WORD FRIENDS **Match the meaning of *get* (1–6) to the correct words below. Write the answers in your notebook. Listen and check.**

arrive/reach become bring/fetch
~~buy~~ find receive

Word Friends Phrases with *get*

Get can have several meanings:
1 get a pet = *buy*
2 get a job = ?
3 get home = ?
4 get a letter/phone call/an email = ?
5 get someone's socks/book/a drink (for someone) = ?
6 get better/worse get dressed get married get old(er) get ready get upset/angry/scared/stressed/bored/excited = ?

6 **Choose the correct option. Write the answers in your notebook.**

1 My brother wants to get *a job* / *ready* in the police force.
2 I've just got *dressed* / *a text* from my gran!
3 Shall I get *a glass of water* / *married* for you?
4 The train was late, so we didn't get *home* / *a pet* until midnight.

7 VOX POPS **Talk to your partner about one of the situations below. Describe how you felt and the reasons why you felt that way.**

And YOU

- a time you got a pet
- a time you got bored, scared, angry or stressed
- a time you got an important letter / email / phone call

I can explain who I am talking about.



WHO'S THE GUY AT THE BACK?

Tommo: Boo! What are you two up to?
Alisha: I'm just showing Skye the photos from the wedding.
Tommo: Oh, yeah. This one's really funny. You were stressed because you had a bridesmaid's dress that looked like a cream cake!
Alisha: Hey! Give it back.
Skye: Come on, guys. Let's see the other photos.
Tommo: Yeah, it'll be a laugh!
Alisha: Huh! Right, that's my Auntie Lara and my new Uncle Andy in the middle, of course. Then there's my little cousin.
Tommo: Which one?
Alisha: The cute one who's wearing the smart white shirt. He got really bored. He was pulling faces all the time.
Skye: Aww! Who's this guy at the back?
Alisha: Where? Oh, that's, um, Adam. He's the bridegroom's stepbrother.
Skye: Right … He looks nice. Very good looking too.
Tommo: Who? Let's see. Pass it here. Oops!
Alisha: Tommo! Now look what you've done!

How do you say these expressions in Polish?

It'll be a laugh. *Pass it here.*
What are you(two) up to?

OUT of class

1 3.12 **Listen and check you understand the words in the Vocabulary box.**

Vocabulary People at a wedding

bride bridegroom bridesmaid guests pageboy

2 3.13 **Listen. What four people are mentioned in the dialogue?**

3 **Answer the questions.**

1 What does Tommo think about the photos?
2 How does Alisha feel when Tommo says 'It'll be a laugh!'?
3 What is the bridegroom's name?
4 How did Alisha's little cousin behave during the wedding?
5 Who is Adam and what does he look like?

4 **Work in pairs. Choose one person from the photo and describe him/her. Your partner must find this person in the photo.**

Speaking Identifying people

Talking about people in a photo
She's/He's standing/sitting/talking to … / playing with …
She's/He's wearing …
She's/He's in front of/behind/next to/on the left/on the right/near/in the middle/at the front/at the back.

Asking
Who's this/that boy/girl on the left who is wearing …
Which one/girl/boy/man/woman/guy?

Explaining
The one who is …
The cute/tall one.
Which one do you mean?



5 **Work in pairs. Show your partner a photo where there are people he/she doesn't know. Ask and answer questions.**

I can write a short story.







1 **Look at the pictures and describe what is happening.**

2 **Read the text and name each person in the pictures. What do we find out about each friend?**

A friend in need …

Last week I was feeling stressed about my science homework. I asked my friend Nick to help. 'I'd explain it if I was free, but I'm quite busy.' Nick and I get on well, and he's good at science, so I was disappointed.

Next, I went to my neighbour. 'Sorry, Tom. If I understood the homework, I'd help you,' said Christina, 'but it's difficult.'

Just then, a new classmate, Aris, heard us. He is popular, but we don't speak often because he's the kind of person who knows all the answers. He's a big-head. In fact, I fell out with him once because he was so bossy. 'I can help,' he offered.

That day, Aris explained the science homework to me carefully. Afterwards, we sat and chatted. We got to know each other and found we have a lot in common and the same sense of humour. I think we'll be good friends from now on.

3 **Read the text again. In your notebook, match events a–e with descriptions 1–5.**

1 Setting the scene
2 The first event
3 The second event
4 The main event (the climax)
5 The solution or outcome

a Tom's neighbour can't help him.
b Aris and Tom become friends.
c Tom's friend can't help him.
d Tom has a problem.
e Tom has a surprise offer of help.

4 **Study the Writing box. Complete gaps 1–7 with phrases from the text. Write the answers in your notebook.**

Writing A short story

Starting your story and setting the scene
My birthday was a fantastic day.
Have you ever had a really difficult day?
1 ?

Introducing your characters
Nick and I got on well …
2 ?

Using time words and phrases to show order of events
Last week …
Next …
Afterwards …
3 ?
4 ?
5 ?

Using direct speech
'I'd explain it if I was free, but I'm quite busy.'
6 ?

Ending your story
All's well that ends well.
I never want to do that again!
7 ?

5 **WRITING TIME** **Write a story for a competition in an English language magazine. Follow the instructions.**

1 Use the title: *A friend in need.*
2 Set the scene and put the events in order.
3 Include direct speech and use relevant past tenses.
4 Write about 100 words.

Revision

VOCABULARY

1 **In your notebook, write the correct word for each definition.**

1 Your father's mother's mother is your **g**[?][?][?][?]-**g**[?][?][?][?][?][?][?][?][?][?].
2 At a wedding, two people will do this: **g**[?][?] **m**[?][?][?][?][?][?]
3 If you spend time relaxing with friends, you do this. **h**[?][?][?] [?][?][?]
4 If you practise speaking English, you **g**[?][?] **b**[?][?][?][?][?] quickly.

2 **In your notebook, match phrases 1–5 with phrases a–e to make sentences.**

1 My best friend is standing in front
2 My brother and I laugh
3 Luckily, we don't often have
4 I sometimes get
5 My mum and dad both have
a angry with my baby sister.
b at the same things.
c the same sense of humour.
d of me in the photo.
e big arguments.

GRAMMAR

3 **Choose the correct answers to complete the song lyrics. Write the answers in your notebook.**

If you [1][?] your friends about your problem, they would help you. (but you don't tell them)
If you didn't keep quiet, they [2][?] understand. (but you don't say anything)
Just ask them, 'What would you do if you [3][?] me?' (you'll be surprised)
If you just [4][?] up, they would hold your hand.

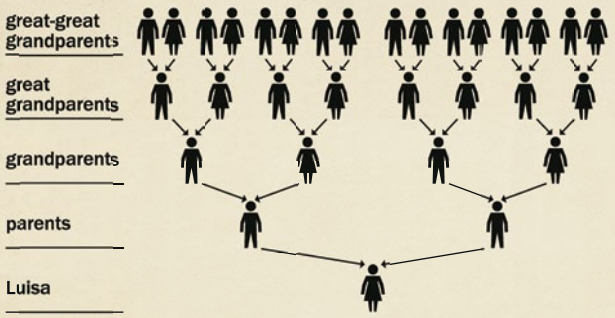
So, would you listen if your friends [5][?] problems? (of course you would)
What would you do if you [6][?] them cry? (you'd go and help them)
So, next time you feel worried, you should speak out. Share things with your friends. Give it a try.

1	**a** tell	**b** telling	**c** told
2	**a** would	**b** will	**c** won't
3	**a** were	**b** was	**c** are
4	**a** open	**b** opened	**c** opens
5	**a** had	**b** have	**c** has
6	**a** seen	**b** saw	**c** see

4 **Complete the text with one word in each gap. Write the answers in your notebook. Then add commas for any of the non-defining relative clauses.**

You and your ancestors

For every person on the planet, there are two people [1][?] are their biological parents, four grandparents and eight great-grandparents. The diagram below shows one person's ancestors for four generations. The top row [2][?] has 16 people shows your great-great-grandparents. It's interesting to think of all the different places [3][?] they lived and the people [4][?] they married. If you go back 200 years in time to the 19th century, you'll probably find as many as 128 ancestors! So a stranger [5][?] you pass in the street could be your long-lost cousin!



SPEAKING

5 **In your notebook, complete the dialogue using the words in brackets. In pairs, role play the situation.**

A: Where's Will?
B: I don't know. [1](one / which / Will / is)?
A: Oh, I've found him. He's holding a book.
B: There are two people holding books. [2](do / one / mean / you / which)?
A: He's at the front.
B: Is he the one [3](is / who / glasses / wearing)?
A: Yes, that's right.

DICTATION

6 3.14 **Listen to the recording. Write the sentences in your notebook.**

Check yourself!

- ✓ I can talk about relationships with family and friends.
- ✓ I can talk about imaginary situations.
- ✓ I can find specific detail in an article and in a monologue.
- ✓ I can talk about friends and pets.
- ✓ I can be specific about people, things and places.
- ✓ I can explain who I am talking about.
- ✓ I can write a short story.

LESSON 7.1

Family and friends
Rodzina i przyjaciele

adopted /əˈdɒptɪd/ adoptowany
aunt /ɑːnt/ ciotka
cousin /ˈkʌzn/ kuzyn
great-grandfather /ˌgreɪtˈgrændˌfɑːðə/ pradziadek
great-grandmother /ˌgreɪtˈgrændˌmʌðə/ prababcia
great-grandparents /ˌgreɪtˈgrændˌpeərənts/ pradziadkowie
half-brother /ˈhɑːfˌbrʌðə/ brat przyrodni
marriage /ˈmærɪdʒ/ małżeństwo
neighbour /ˈneɪbə/ sąsiad
related /rɪˈleɪtɪd/ spokrewnieni
related by blood /rɪˈleɪtɪdˌbaɪ ˈblʌd/ blisko spokrewnieni (mający tych samych przodków)
relative /ˈrelətɪv/ krewny
stepbrother /ˈstepbrʌðə/ przybrany brat
uncle /ˈʌŋkl/ wujek

Phrasal verbs
Czasowniki złożone

deal with (a problem) /ˌdiːl wɪð ə ˈprɒbləm/ radzić sobie z (problemem)
fall out (with) /ˌfɔːl ˈaʊt wɪð/ pokłócić się (z)
get on with /ˌget ˈɒn wɪð/ dobrze się z kimś rozumieć
go ahead /ˌgəʊ əˈhed/ posuwać się naprzód, kontynuować
go out (with sb) /ˌgəʊ ˈaʊt/ wychodzić, chodzić (z kimś)
hang out (with) /ˌhæŋ ˈaʊt wɪð/ spędzać czas (z)
laugh at /ˈlɑːf ət/ śmiać się z
put up with /ˌpʊt ˈʌp wɪð/ tolerować coś

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come from similar/different backgrounds /kʌm frəm ˈsɪmələ ˈdɪfrənt ˈbækgraʊndz/ pochodzić z podobnego środowiska/z różnych środowisk
enjoy each other's company /ɪnˈdʒɔɪ iːtʃ ʌðəz ˈkʌmpəni/ dobrze się czuć w swoim towarzystwie
friendship /ˈfrendʃɪp/ przyjaźń
generation /ˌdʒenəˈreɪʃn/ pokolenie
greeting card /ˈgriːtɪŋ kɑːd/ kartka z życzeniami
have an argument /ˈhæv ən ˈɑːgjəmənt/ pokłócić się
have something in common /ˌhæv ˌsʌmθɪŋ ɪn ˈkɒmən/ mieć coś wspólnego
have the same sense of humour /ˌhæv ðə seɪm sens əv ˈhjuːmə/ mieć takie samo poczucie humoru
see each other after school/at weekends /siː iːtʃ ʌðə ˈɑːftə skuːl ət ˌwiːkˈendz/ widywać się po szkole/w weekendy
share an interest in /ʃeə ən ˈɪntrəst/ interesować się tym samym
spend time with (sb)/on your own /spend taɪm wɪð ˈsʌmbɒdi ən jɔː ˈəʊn/ spędzać czas z kimś/samemu

LESSON 7.2

Out of class

Get off! /get ˈɒf/ Odczep się!
Hold this a sec. /həʊld ðɪs ə sek/ Potrzymaj to przez chwilę.
Stop bothering me. /stɒp ˈbɒðərɪŋ mi/ Przestań mi przeszkadzać.
There you go. /ˈðeə jə gəʊ/ Proszę bardzo.

LESSON 7.3

Talking about friends
Przyjaciele i znajomi

be friends /ˌbi ˈfrendz/ przyjaźnić się
best friend /ˌbest ˈfrend/ najlepszy przyjaciel/najlepsza przyjaciółka
buddy/buddies /ˈbʌdi ˈbʌdiz/ kumpel/kumple
classmates /ˈklɑːsmeɪts/ koledzy/koleżanki z klasy
enemy /ˈenəmi/ wróg
have a friend /ˌhæv ə ˈfrend/ mieć przyjaciela
make friends /ˌmeɪk ˈfrendz/ zaprzyjaźnić się
mate/mates /meɪt meɪts/ kumpel/kumple
schoolmates /ˈskuːlmeɪts/ koledzy/koleżanki ze szkoły
workmates /ˈwɜːkmeɪts/ koledzy/koleżanki z pracy

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celebrate /ˈseləbreɪt/ świętować, obchodzić
celebration /ˌseləˈbreɪʃn/ święto, uroczystość
communicate /ˈklɑːsmeɪts/ porozumiewać się
friendship bands /ˈfrendʃɪp bændz/ bransoletki przyjaźni
origin /ˈɒrɪdʒɪn/ pochodzenie
peace /piːs/ pokój
respect /rɪˈspekt/ szacunek
social media /ˌsəʊʃl ˈmiːdiə/ media społecznościowe
stranger /ˈstreɪndʒə/ nieznajomy

LESSON 7.5

Phrases with *get*
Wyrażenia z *get*

get a book/a drink (for someone) /get ə bʊk ə drɪŋk fə ˈsʌmwʌn/ przynieść (komuś) książkę/coś do picia
get a job /get ə ˈdʒɒb/ dostać pracę
get a letter/phone call/email /get ə ˈletə ˈfəʊn kɔːl ˈiːmeɪl/ dostać list/telefon/e-mail
get a pet /get ə pet/ dostać/kupić sobie zwierzę domowe
get angry /get ˈæŋgri/ zdenerwować się
get better/worse /get ˈbetə ˈwɜːs/ polepszać się/pogarszać się
get bored /get bɔːd/ znudzić się
get dressed /get ˈdrest/ ubrać się
get excited /get ɪkˈsaɪtəd/ podekscytować się
get home /get həʊm/ przyjść/przyjechać do domu
get married /get ˈmærɪd/ ożenić się/wyjść za mąż
get older /get ˈəʊldə/ starzeć się
get on someone's nerves /get ən ˈsʌmwʌnz ˈnɜːvz/ działać komuś na nerwy
get ready /get redi/ przygotować się
get scared /get skeəd/ przestraszyć się
get stressed /get strest/ zestresować się
get to know /get tə ˈnəʊ/ poznać
get upset /get ʌpˈset/ zmartwić się

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assistance dog /əˈsɪstəns dɒg/ pies przewodnik
baby /ˈbeɪbi/ dziecko, noworodek
disability /ˌdɪsəˈbɪləti/ niepełnosprawność
part of the family /ˌpɑːt əv ðə ˈfæmli/ część rodziny

LESSON 7.6

Out of class

It'll be a laugh. /ɪtl biː ə ˈlɑːf/ Będzie wesoło.
Pass it here. /pɑːs ɪt ˈhɪə/ Podaj to tutaj.
What are you up to? /wɒt ɑː jə ʌp tə/ Co robicie?

People at a wedding
Na weselu

bride /braɪd/ panna młoda
bridegroom /ˈbraɪdgruːm/ pan młody
bridesmaid /ˈbraɪdzmeɪd/ druhna
guest /gest/ gość
pageboy /ˈpeɪdʒbɔɪ/ chłopiec niosący welon panny młodej

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pull faces /ˌpʊl ˈfeɪsɪz/ stroić miny

LESSON 7.7

big-head /ˈbɪg hed/ zarozumialec
bossy /ˈbɒsi/ apodyktyczny
chat /tʃæt/ rozmawiać
disappointed /ˌdɪsəˈpɔɪntɪd/ zawiedziony
solution /səˈluːʃn/ rozwiązanie

BBC

CULTURE & SKILLS

Is moving house good for you?



Mobile homes in the USA

Some people say that moving house is the most stressful thing in the world. That's why Americans only move home once a decade on average. However, some people are on the move the whole time!

In the USA there are 8.5 million mobile homes. In South Carolina almost twenty percent of all homes are mobile and many people live in trailer parks. These parks, which have a bit of an image problem in the country, are often home to poor or rootless people. But that is not always the case.

In states like Florida there are trailer parks full of retired couples. They often have a great community spirit. Mobile housing expert John O'Reilly explains why: 'People in these parks put up with a little discomfort to feel part of a group and have a sense of identity. The atmosphere is great, people hang out with each other and get on really well. They're like one big happy family.'

Some people stay in the same trailer park for years, but others travel around. For Michael Branston, who has just bought a new trailer with his family in Alabama, choosing a mobile home was all about freedom. 'Even if I could, I wouldn't change my mobile home for a fixed one. Trailer parks are usually quiet, clean and safe and there are no parking problems! We would rather buy our own mobile home than rent an apartment in the city. At least you have a place you can call your own and you're free to move when and where you like. Moving house is great because you see many places and it broadens your horizons. Go ahead and try it!'

GLOSSARY
discomfort (n) a feeling of being uncomfortable
expert (n) someone with special knowledge
retired (adj) a retired person doesn't work because they are old
rootless (adj) often moving from place to place
trailer park (n) caravan park; a place where caravans (trailers) are parked and used as people's homes

READING

1 **How would you feel if you had to move house?**

2 **Read the article. Are the sentences true or false? In your notebook, correct the false sentences.**

1 Trailer parks have a negative image in the USA.
2 Trailer parks are always home to poor people or people without families.
3 Some people like living in mobile homes in Florida because they want to live alone.
4 Some people prefer to live in mobile homes because they don't like to stay in one place.
5 According to the article, trailer parks are often dangerous places to live.

3 **Read the article again. Answer the questions. Give reasons for your answers.**

1 Does the article present mobile homes in a positive or negative way?
2 Does the article present moving house in the same way?

LISTENING

4 BBC 7 **Listen to Part 1 of a BBC programme about the Dolgan people. In your notebook, put the ideas in the same order as they are mentioned in the programme.**

a difficult weather conditions
b moving the house
c a typical village
d following the lifestyle of the ancestors
e the importance of community
f getting ready to travel

5 **In pairs, ask and answer the questions.**

1 Where do the Dolgan people live?
2 Is it an easy or a difficult life? Why?
3 Why do they move house?
4 How long do they take to move house?

6 BBC 7 **Listen again. Check your answers to Exercise 5.**

7 **Were you surprised by the answers? Discuss in pairs.**

8 BBC 7 **Listen to the programme again. Choose the correct options. Write the answers in your notebook.**

1 The village in the programme is home to *two* / *a few* extended families.
2 Temperatures in the *autumn* / *winter* are as low as -40°C.
3 The Dolgan people use reindeer fur *only for clothes* / *for clothes and their homes*.
4 Their favourite food is *raw fish* / *reindeer meat*.
5 Over a year, the Dolgan people travel *hundreds* / *thousands* of miles.
6 The Dolgan people first came to the Arctic because of the *fishing* / *reindeer*.

9 **Would you like to live like the Dolgan people in the Arctic? Why? / Why not? Do you know of any other kinds of nomadic people in the world?**

PROJECT

10 **Work in groups. Prepare a presentation about nomadic people.**

1 Use the internet or other sources to research nomadic people in the world.
2 Write a short script for your presentation.
3 Add pictures or videos to your presentation.
4 Give your presentation to the class.
5 Report back: what interesting things did you learn from the other presentations?

8 No time for crime

VOCABULARY Crime

I can talk about crime and criminals.



1 3.15 **What criminals can you see in the picture? In your notebook, complete the sentences with the words from the box. Listen and check.**

Vocabulary A Criminals

burglar pickpocket robber shoplifter ~~thief~~ vandal

1 The *thief* is wearing a black hat.
2 The ? is holding a necklace.
3 The ? are wearing earphones.
4 The ? is very hot.
5 The ? can't get out of the window.
6 The ? is chatting on her mobile.

2 **WORD FRIENDS** **In your notebook, complete the sentences with the verbs from the box.**

breaks into ~~commits~~ damages robs steals

1 A criminal is someone who *commits* a crime.
2 A shoplifter is someone who ? things from a shop.
3 A bank robber is someone who ? a bank.
4 A burglar is someone who ? flats or houses.
5 A vandal is someone who ? buildings or other things in public places.

3 3.16 **WORD BUILDING** **In your notebook, complete the table with the names of the crimes. Listen and check.**

Person	Crime	Person	Crime
(bank) robber	1 *(bank) robbery*	shoplifter	4 ?
burglar	2 ?	thief	5 ?
pickpocket	3 ?	vandal	6 ?

VOCABULARY
Criminals | The law | Action verbs | Solving crimes

GRAMMAR
Present Simple Passive and Past Simple Passive | *have/get something done*



SPEAKING
Persuading and reassuring



READING
Who is Sherlock nowadays?

LISTENING
A burglary

ENGLISH IN USE
Negative prefixes for adjectives

SKILLS REVISION
Units 7–8

4 3.17 Look at Exercise 3 again and listen to a person talking about crime. In your notebook, write down the crimes or criminals you hear.

5 In pairs, discuss which crimes you have heard or have read about where you live.

6 3.18 Study the Vocabulary B box using a dictionary. Choose the correct option. Write the answers in your notebook.

Vocabulary B The law

court fine judge law lawyer prison/jail punishment reward



7 3.19 In your notebook, match the pictures with the words from the Vocabulary C box. Listen and check.



Vocabulary C Action verbs

chase climb push escape pull jump fall trip

8 I KNOW THAT! In your notebook, add more action verbs to the Vocabulary C box.

9 In pairs, make sentences with the words in the Vocabulary C box.

It's easy to trip when you can't see where you are walking.

10 3.20 Listen to the story. In your notebook, write down the words from the Vocabulary C box that you hear. Which word is NOT in the story?

11 3.20 Listen again and make notes in your notebook. In pairs, retell the story and discuss what you think happened at the end.

12 Complete the text with these words. Write the answers in your notebook.

jumped were chasing ~~fell~~ tripped to escape pulled pushed



Crazy crimes!

The thief without a belt

A vandal [1] *fell* and hurt his leg while police officers [2] ? him last night. The vandal told the police he [3] ? because his new trousers were too big and fell down.

The hungry thief

A woman was walking with a fast-food meal when a thief [4] ? out of a bush. He [5] ? her to the ground and ran off with her burger.

A good phone connection

A shoplifter had a problem when he tried [6] ? with an expensive mobile phone. He [7] ? the mobile off the shelf, but didn't notice it had a security cable that was one metre long. He got to the door, then suddenly realised he couldn't go any further.

13 Work in pairs. Choose three action verbs and write a funny crime story in your notebook.

I can use verbs in the Passive.

Show what you know …

The Sherlock Holmes Quiz



1 **The Sherlock Holmes detective stories were written 100 years ago by**
- **a** Arthur Conan Doyle.
- **b** Agatha Christie.

2 **Holmes had a famous assistant. What was he called?**
- **a** Doctor Who.
- **b** Doctor Watson.

3 **The stories were first published**
- **a** in a book.
- **b** in a magazine.

4 **Sherlock's flat is located at number 221B of a famous London street, called**
- **a** Sherlock Street.
- **b** Baker Street.

5 **Which famous Sherlock Holmes quote is never really used by Sherlock Holmes?**
- **a** 'Elementary, my dear Watson.'
- **b** 'My mind is like a racing engine.'

1 CLASS VOTE **What do you know about Sherlock Holmes?**

2 3.21 **In pairs, ask and answer the quiz questions. Listen and check.**

3 **Study the Grammar box. Find more examples of Present Simple Passive and Past Simple Passive in the quiz.**

Grammar Passive

Present Simple Passive
Those words are not used.

Past Simple Passive
The detective stories were written by a British author.

GRAMMAR TIME > PAGE 133

4 **In your notebook, write the Past Simple and past participle form of the verbs below. Use the table on page 136 to help you.**

catch make see use watch
ask hide chase

catch – caught – caught

5 **In your notebook, complete the sentences with the past participle form of the verbs in brackets.**

1 CCTV cameras are *used* (use) to find clues about many crimes.
2 The thief was ? (catch) because she talked about her crime on social media.
3 Yesterday evening two car thieves were ? (chase) by police in fast cars.
4 Sometimes CCTV films are ? (watch) by special detectives.
5 Last night the witnesses were ? (ask) questions by police officers.
6 This camera is ? (hid) so that the shoplifters don't know about it.

6 **Complete the text with the passive form of the verbs in brackets. Add *by* where necessary. Write the answers in your notebook.**

The Nancy Drew stories are among the most famous detective stories ever. The first stories about Nancy Drew [1] *were published in the 1930s* (publish/in the 1930s). Different series have appeared since that time. The books [2] ? (create/for teenagers). The Nancy Drew detective stories [3] ? (write/several different authors). The name Carolyn Keene [4] ? (use/all the authors) but Nancy's name [5] ? (change) in some countries. It may be surprising, but this old series [6] ? (read/thousands of young people) even today, and each year lots and lots of copies [7] ? (sell).

7 **Tell the class about a detective story/film you know.**

I can find specific detail in an article and talk about solving crimes.

1 CLASS VOTE **Have you watched any Sherlock Holmes films?**

2 **Look at the text. What is it?**

a story? a TV review? an article?

3 3.22 **Read the text. Match the words below with the people in the text.**

an actor a medical school teacher
a detective a writer a friend

Who is Sherlock nowadays?

The BBC series, Sherlock, starring Benedict Cumberbatch, has been a big hit. There have been over 250 films about the famous detective, so what's different about the new series?

Many Sherlock Holmes films, like the original stories, are set in the shadows of Victorian London. In those days, the best technology was a magnifying glass to look for fingerprints. However, the BBC series is set in the 21st century, and this adds a fresh perspective and helps to create some clever twists in the plot of each story.

In this modern version, Sherlock has a mobile and a website. He can get information about suspects and witnesses online. He can even check CCTV cameras to look for extra clues, so his job has become very different. His friend Dr John Watson, who is played by Martin Freeman, still helps him. In fact, Watson writes a blog about each of Sherlock's cases, and you can find these online!

Isn't it strange that Sherlock is over 100 years old but he is still popular? Cumberbatch explains that playing Sherlock is 'a form of mental and physical gymnastics'. His character was based on Conan Doyle's teacher at medical school. The teacher, Dr Bell, was very clever and noticed little things.

He often looked at his patients and told them about their activities and their illnesses before they even spoke to him! Similarly, Sherlock Holmes solves crimes with the power of his intelligence. What may explain the popularity of the stories today is that it is a chance to find out if you can think as quickly as Sherlock!



4 **Read the text again. Choose the correct answers. Write them in your notebook.**

1 What has changed for Sherlock in the 21st century?
- **a** He can do lots of different jobs.
- **b** He doesn't use a magnifying glass anymore.
- **c** He has new ways of solving crimes.
- **d** He's no longer friends with Dr Watson.

2 How did Dr Bell inspire Conan Doyle?
- **a** He didn't speak to his patients.
- **b** He wrote lots of notes about his patients.
- **c** He talked to his patients kindly.
- **d** He solved problems by finding clues.

3 Why is Sherlock still popular?
- **a** Because he's been around a long time.
- **b** Because his character is fascinating.
- **c** Because he's famous.
- **d** Because he looks great on screen.

4 What is the writer's main aim in the text?
- **a** To explain why Holmes is still popular.
- **b** To describe the old films about Holmes.
- **c** To tell readers how Conan Doyle wrote these stories.
- **d** To describe the personality of a detective.

5 3.23 **In your notebook, complete the sentences with words from the Vocabulary box. Listen and check.**

Vocabulary Solving crimes

case CCTV camera clue detective fingerprints magnifying glass ~~suspect~~ witness

1 The police caught the *suspect* because he put photos on the internet.
2 The burglar didn't wear gloves, so she left ? on the window.
3 The detectives are working on a very difficult ?.
4 My mum saw a pickpocket, so police asked her to be a ?.

6 **Which of these skills are you good at? Would you like to be a detective? In pairs, discuss the ideas below.**

spotting clues thinking quickly
noticing little things using technology

8.4 GRAMMAR *have/get something done*

I can use the construction *have/get something done.*



MURDER IN THE DARK

Alisha: *Murder in the Dark* … that's a great poster for the play, Tommo. Did you design it?
Tommo: Yes, but I want to have some photos taken for it.
Alisha: I've got a good camera. I'll take the photos and you can have the posters printed later.
Tommo: OK, that's sorted!
Alisha: What's happening with the costumes?
Tommo: They're here, look! This is for me … and this is for you …
Alisha: You're joking! I am not wearing this wig. What about Dan?
Tommo: He's going to have a jacket made by his aunt. I gave him my dad's old coat … but he didn't like it. He's so fussy! He wants to have his hair styled today so that he looks like a real detective. He's taking it very seriously. The play should be called *Detective Dan*, not *Murder in the Dark!*
Alisha: What about the furniture?
Tommo: Dad's made these for us. I had them painted this morning.
Alisha: Wow, they're great!
Tommo: Watch out! The paint's still wet!

How do you say these expressions in Polish?

OK, that's sorted! *Watch out!*

OUT of class

1 **Discuss in groups. What plays or dramas are shown in your school? Who organises them?**

2 **3.24** **Listen to the dialogue. What are Alisha and Tommo preparing for? What have they prepared yet?**

3 **3.24** **Study the Grammar box. Listen and find more examples of *have/get something done* in the dialogue.**

Grammar *have/get something done*

She wants to have some photos taken today.
She has her hair cut at Angelo's.
We had the costumes made for us.
You can have the poster printed in town.
I'm going to have my face painted for the play.

In spoken English, *get something done* is more common.

GRAMMAR TIME > PAGE 133

4 **In your notebook, match phrases 1–6 with phrases a–f to make sentences.**

1 I'm not happy with my hair. I …
2 When I do English exercises, I always …
3 Your coat's dirty. You must …
4 I love that photo. I should …
5 I can't see what's written on the board. I'm going to …
6 If I buy the present here, I can …

a have it printed for my room.
b have my eyes tested.
c have it cleaned.
d have it wrapped.
e had it cut at the weekend.
f have them checked by the teacher.

5 **In your notebook, complete the sentences with the correct form of *have* and the verbs in brackets.**

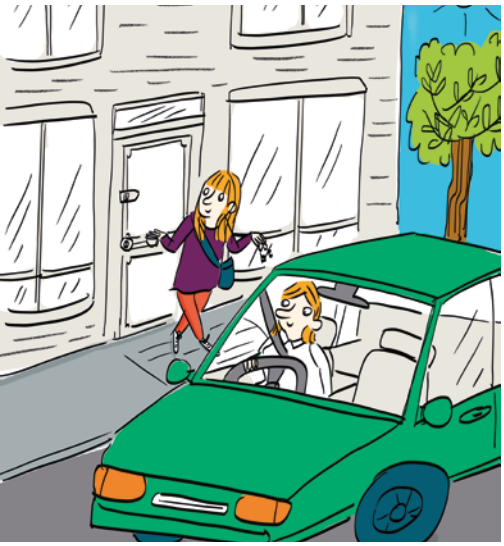
1 The burglar made a mess in the house, but we're going to *have* it *cleaned* (clean).
2 We need to catch the robber. Let's ? some posters ? (print) with his photo on.
3 The detective always ? a coffee ? (bring) to him when he arrives at work.
4 That girl chased the criminal and then she ? her photo ? (take) for the newspaper.
5 The detectives decided to ? the suspect ? (follow) 24 hours a day.
6 He writes great crime stories. He should ? them ? (make) into films.

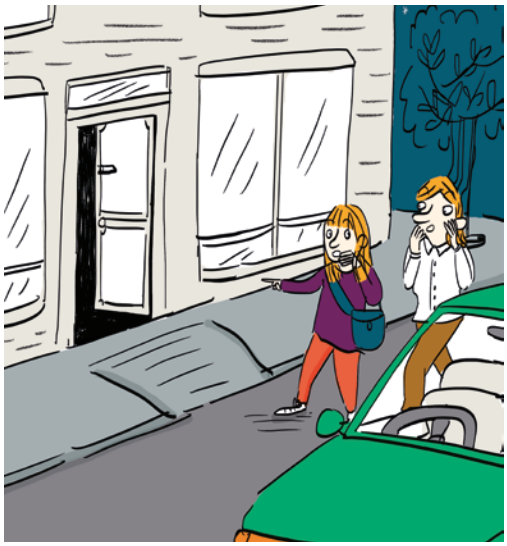
6 **In pairs, say if the sentences are true for you. In your notebook, correct the false sentences.**

1 I have my bedroom cleaned at the weekend.
2 I have my lunch made every day.
3 I never have my hair coloured.
4 I want to have my nose pierced.
5 We sometimes have pizza delivered to our house.

No, I don't have my bedroom cleaned at the weekend. I clean it myself on Saturday!

I can identify the main points of a monologue and talk about discovering a crime.







1 **CLASS VOTE** **Can social media help the police to find criminals? Why? / Why not?**

2 **3.25** **Listen to the first part of the podcast and look at the pictures. What do you think happened?**

3 **3.26** **Listen to the second part of Katrina's story. In your notebook, put the events in the correct order.**

A The police went to the burglar's house.
B Katrina discovered her laptop was missing.
C Katrina and her mum discover the burglary.
D A friend told Katrina about a conversation in the park.
E Katrina showed the smartwatch box to the police.
F The police took fingerprints and photos.
G Katrina and her friend started looking on social media.

4 **3.26** **Listen again. Check your answers to Exercises 2 and 3.**

5 **WORD FRIENDS** **Study the phrases below using a dictionary. Choose the correct option. Write the answers in your notebook.**

arrest a criminal interview a witness look for clues
search the area solve a crime take fingerprints

1 Detectives can *solve a crime* / *take fingerprints* more quickly when there's a good witness. *solve a crime*
2 Police want to *interview a witness* / *arrest a criminal* who saw somebody go into the house.
3 We believe the police are going to *search the area* / *arrest a criminal* this evening, but they won't say who it is.
4 The crime took place near the forest, and police officers are *solving a crime* / *searching the area* now.
5 The police couldn't *take fingerprints* / *interview a witness* because the burglar was wearing gloves.
6 The detective is *arresting a criminal* / *looking for clues* at the crime scene, but she hasn't found anything yet.

6 **3.27** **Listen to the final part of the podcast. Complete the notes with a word or phrase. Write the answers in your notebook.**



7 **VOX POPS** **Talk to your partner. What would you do in these situations?**

And YOU

1 Your mobile phone is stolen in town.
2 You see a person who is shoplifting.
3 Some people are vandalising a wall near your school.

If my mobile phone was stolen in town, I'd call the phone company, then I would tell all my friends …

8.6 SPEAKING Persuading and reassuring

I can persuade and reassure someone.



DRESS REHEARSAL

Miss Jones: Right, this is our first dress rehearsal for *Murder in the Dark*. We'll start with scene two, after the murder.

Alisha: I'm so nervous. I can't remember my lines!

Miss Jones: It's all right, Alisha. I know you can do it. Just take a deep breath.

Alisha: OK, I'll try.

Miss Jones: Great. Off you go. Skye, could you give me a hand, please?

Tommo: Come on, Alisha! You'll be fine.

Alisha: Oh, poor Sir Hugo! What happened? Was he killed by the fall?

Tommo: Or … was he murdered?

Alisha: Pardon, Jeeves?

Tommo: Nothing, Lady Harrington. Don't worry. The police will be here soon …

Miss Jones: Hello? Can I help you?

Stranger: Excuse me, I'm here about the crime.

Miss Jones: Oh dear! A crime? What happened?

Tommo: Miss Jones, it's Dan!

Miss Jones: Dan? Oh my goodness! I didn't recognise you!

Dan: Do you like my costume? I had it made specially for the play!

How do you say these expressions in Polish?

Oh my goodness!
Can you give me a hand?
Off you go.

OUT of class

1 **In pairs, look at the photo. What do you think is happening?**

2 **3.28** **Listen and check your answer to Exercise 1. Who is at the door?**

Speaking Persuading and reassuring

Persuading
Come on.
Please!
Just try it.
Why don't you try?

Responding
OK, I'll try.
I don't know.
I suppose I can do it.

Reassuring
Don't worry!
It's all right. / OK.
You'll / It'll be fine.
I know. / I'm sure. / Of course you can do it.
Just … practise a bit more / try again.

3 **3.29** **Study the Speaking box. Complete the dialogues with one word in each gap. Write the answers in your notebook, Listen and check.**

1 **A:** Could you come to a rock concert with me?
B: I don't *know* … I'm not keen on rock concerts.
A: Please! *The Wild Monsters* are playing.
B: I ? I can come, but I haven't got much money.
A: Don't ? ! I'll pay for your train fare.

2 **A:** I'm scared of water. I can't go in.
B: Of ? you can. I'll be with you.
A: It's too cold.
B: It's not cold, I promise. You'll be ? .

3 **A:** Let's go to the fish restaurant.
B: I never eat fish.
A: ? on. ? try it. It's really good.

4 **A:** I can't play this song.
B: I'm ? you can do it.
A: But it's really difficult.
B: Just ? a bit more.

4 **In pairs, role play one of the situations.**

- Reassure a friend who's worried about his/her maths test.
- Persuade a friend to go to a party. (he hates parties)
- Reassure your friend that he can succeed in a kayaking competition.

Student A State your problem.
Student B Persuade your partner to do/try something.
Student A Give a reason why you're worried.
Student B Reassure your partner.

5 **In pairs, talk about something you find difficult to do. Persuade each other that you can do it.**

I can't write the English essay …

I can form and use negative adjectives.

1 **Look at the cartoons. What do you find out about the character of the detectives and the 'criminal'?**



Footprints … more footprints. I hate my magnifying glass. It's so old-fashioned. It's really unfair! The boss gives us all the uninteresting jobs.



We'll never find out who did all this illegal graffiti. Hey! Wait a minute, Dimwit! There's a can of spray paint. Is it a clue?



Don't be stupid, Brains. It's just a piece of rubbish. Put it in the bin. It's obviously unimportant.

2 **Study the information about prefixes. Find more examples of negative prefixes in the cartoons. Complete the table in your notebook.**

Language Negative prefixes for adjectives

We can use prefixes before an adjective to change its meaning.

negative prefix	+ adjective		= adjective with negative meaning	
un-	happy	?	unhappy	?
	?	?	?	?
	?	?	?	?
dis-	honest	pleased	dishonest	displeased
im-	patient	?	impatient	?
in-	correct	?	incorrect	?
il-	logical	?	illogical	?
ir-	responsible	regular	irresponsible	irregular

3 **In your notebook, complete rules 1–4 using the table in Exercise 2. Add the correct prefixes to the words in the box and use them as examples.**

friendly legible polite relevant

1 The most common negative prefix is *un-*, e.g. ?.
2 If the adjective begins with the sound /p/, we usually add ?, e.g. ?.
3 If the adjective begins with the sound /r/, we usually add ?, e.g. ?.
4 If the adjective begins with the sound /l/, we usually add ?, e.g. ?.



Well, it's impossible to find any clues here. There's nothing unusual at all. Let's go home and write a report. Next time, I hope we get an interesting job.

4 **VOX POPS** **Talk to your partner. Finish the sentences to make them true for you.**

And YOU

1 If I was invisible, I would …
2 The most impossible thing I've ever done was …
3 One unusual place I'd like to see is …
4 If I saw someone doing something illegal, I would …
5 One really uninteresting film I've watched is …

Revision

VOCABULARY

1 **In your notebook, write the correct word for each definition.**

1 This person steals things from people's pockets or bags. **p** ? ? ? ? ? ? ? ? ?
2 This person tries to discover who has committed a crime. **d** ? ? ? ? ? ? ? ?
3 This is a crime where a person breaks into a building to steal things. **b** ? ? ? ? ? ? ?
4 This person sees a crime and can say what happened. **w** ? ? ? ? ? ?
5 A piece of information that helps to solve a crime. **c** ? ? ?
6 A building where criminals go for punishment. **p** ? ? ? ? ?

2 **Complete the text with the words below. Write the answers in your notebook.**

CCTV cameras fingerprints murders reward shoplift uncomfortable



Did you know …

1 Most ? happen on a Monday.
2 The most popular items that people ? are electric toothbrushes and smartphones.
3 The best ? are often found on soap or cheese.
4 There are about 25 million ? around the world. On average, a person is seen 300 times a day.
5 Police in the USA offered a $5 million ? for paintings that were stolen from an art gallery. The paintings are still missing.
6 It isn't always ? in prison. One prison in Norway offers cottages and relaxing activities such as fishing and horse-riding.

3 **Read the text again. What surprises you most and why?**

GRAMMAR

4 **In your notebook, complete the sentences with the Present Simple passive form of the verbs in brackets.**

1 A lot of TV programmes ? (make) about crime.
2 The jewellery ? (hide) in a secret place.
3 Great crime books ? (write) by ex-detectives.
4 A lot of criminals ? (catch) abroad.
5 Fingerprint powder ? (use) to detect fingerprints.
6 A lot of stolen items ? (sell) on the internet.

5 **In your notebook, write questions in the Past Simple Passive. Read the text and answer them.**

1 When/the man/arrest?
2 Where/the man/find?
3 What/hide/under the man's jacket?
4 Why/the cakes/steal?

Thief caught with cream cakes

Last night, police in Manchester arrested a man who they found in the kitchen of a police station. The man escaped through a window. He was hiding something under his jacket. It was a selection of cream cakes in a box. The man said he was painting the kitchen in the police station when he saw the cakes in the fridge. 'I wanted to take them home for my wife's birthday,' he said.

6 **In your notebook, complete the sentences with the correct form of *have something done* and the words in the brackets.**

1 We've designed a 'No Time for Crime' poster. We're going to ? (it/print) later.
2 There was a burglary at the shop, so I ? (the locks/change).
3 The vandals wrote on the gym wall, so we want to ? (it/paint).
4 I ? (my hair/dye) red when I was in town at the weekend.
5 The thieves stole our car and left it in town. We're going to ? (it/check) before we use it again.

SPEAKING

7 **In pairs, role play the situations on page 135.**

DICTATION

8 **3.30** **Listen to the recording. Write the sentences in your notebook.**

Check yourself!

✓ I can talk about crime and criminals.
✓ I can use the Passive.
✓ I can find specific detail in an article and identify the main points of a monologue.
✓ I can talk about discovering and solving crimes.
✓ I can use *have/get something done*.
✓ I can persuade and reassure someone.
✓ I can form and use negative adjectives.

WORDLIST 8 Criminals | The law | Action verbs | Solving crimes

LESSON 8.1

Criminals Przestępcy

burglar /ˈbɜːglə/ włamywacz
criminal /ˈkrɪmɪnəl/ przestępca
pickpocket /ˈpɪkˌpɒkɪt/ kieszonkowiec
robber /ˈrɒbə/ rabuś
shoplifter /ˈʃɒpˌlɪftə/ złodziej sklepowy
thief/thieves /θiːf θiːvz/ złodziej/ złodzieje
vandal /ˈvændl/ wandal

The law Prawo

court /kɔːt/ sąd
fine /faɪn/ mandat, grzywna
jail /dʒeɪl/ areszt
judge /dʒʌdʒ/ sędzia
law /lɔː/ prawo
lawyer /ˈlɔːjə/ prawnik
prison /ˈprɪzn/ więzienie
punishment /ˈpʌnɪʃmənt/ kara
reward /rɪˈwɔːd/ nagroda

Action verbs Czasowniki wyrażające czynności

chase /tʃeɪs/ gonić
climb /klaɪm/ wspinać się
escape /ɪˈskeɪp/ uciec
fall /fɔːl/ spadać
jump /dʒʌmp/ skoczyć
pull /pʊl/ ciągnąć
push /pʊʃ/ pchać
trip /trɪp/ potknąć się

(bank) robbery /ˈbæŋk ˌrɒbəri/ napad na bank
break into /breɪk ˈɪntuː/ włamać się do
burglary /ˈbɜːgləri/ włamanie
commit a crime /kəˌmɪt ə ˈkraɪm/ popełnić przestępstwo
crime /kraɪm/ przestępstwo, zbrodnia
damage /ˈdæmɪdʒ/ uszkodzić, niszczyć
diamond /ˈdaɪəmənd/ diament
ex-criminal /eks ˈkrɪmɪnəl/ były przestępca
necklace /ˈneklәs/ naszyjnik
pickpocketing /ˈpɪkˌpɒkɪtɪŋ/ kradzież kieszonkowa
police officer /pəˈliːs ˌɒfəsə/ policjant
rob a bank /rɒb ə bæŋk/ obrabować bank
shoplifting /ˈʃɒpˌlɪftɪŋ/ kradzież sklepowa
steal from a shop /stiːl frəm ə ʃɒp/ kraść ze sklepu
theft /θeft/ kradzież
vandalism /ˈvændəlɪzəm/ wandalizm

LESSON 8.2

assistant /əˈsɪstənt/ asystent
hide /haɪd/ ukrywać
publish /ˈpʌblɪʃ/ opublikować

LESSON 8.3

Solving crimes Rozwiązywanie spraw kryminalnych

case /keɪs/ sprawa (kryminalna)
CCTV camera /ˌsiː siː tiː ˈviː ˌkæmərə/ kamera monitoringu
clue /kluː/ wskazówka, trop
detective /dɪˈtektɪv/ detektyw, śledczy
fingerprints /ˈfɪŋgəˌprɪnts/ odciski palców
magnifying glass /ˈmægnɪfaɪɪŋ glɑːs/ lupa
suspect /ˈsʌspekt/ podejrzany
witness /ˈwɪtnəs/ świadek

---

glove /glʌv/ rękawiczka
plot /plɒt/ fabuła
shadows /ˈʃædəʊz/ cienie
spot /spɒt/ zauważyć
twist /twɪst/ zwrot akcji

LESSON 8.4

Out of class

OK, that's sorted! /əʊ keɪ ðæts ˈsɔːtɪd/ OK, załatwione!
Watch out! /wɒtʃ aʊt/ Uważaj!

---

fussy /ˈfʌsi/ wybredny
lock /lɒk/ zamek (np. w drzwiach)
mess /mes/ bałagan
murder /ˈmɜːdə/ morderstwo
poster /ˈpəʊstə/ plakat

LESSON 8.5

arrest a criminal /əˈrest ə ˈkrɪmɪnəl/ aresztować przestępcę
crime scene /ˈkraɪm siːn/ miejsce zbrodni
interview a witness /ˈɪntəvjuː ə ˈwɪtnɪs/ przesłuchiwać świadka
item /ˈaɪtəm/ rzecz
search the area /ˈsɜːtʃ ðə ˌeəriə/ przeszukać teren
solve a crime /sɒlv ə kraɪm/ rozwiązać sprawę kryminalną
take fingerprints /teɪk ˈfɪŋgəprɪnts/ zbierać odciski palców

LESSON 8.6

Out of class

Can you give me a hand? /kæn jə gɪv mi ə hænd/ Czy mógłbyś/mogłabyś mi pomóc?
Off you go. /ˈɒf jə gəʊ/ Ruszajcie.
Oh my goodness! /əʊ maɪ gʊdnes/ O mój Boże!

---

dress rehearsal /ˈdres rɪˌhɜːsl/ próba kostiumowa
recognise /ˈrekəgnaɪz/ rozpoznać

LESSON 8.7

correct /kəˈrekt/ poprawny
dishonest /dɪsˈɒnɪst/ nieszczery
displeased /dɪsˈpliːzd/ niezadowolony
fair /feə/ uczciwy, sprawiedliwy
honest /ˈɒnɪst/ szczery, uczciwy
illegal /ɪˈliːgl/ nielegalny
illegible /ɪˈledʒəbl/ nieczytelny
illogical /ɪˈlɒdʒɪkl/ nielogiczny
impatient /ɪmˈpeɪʃənt/ niecierpliwy
impolite /ˌɪmpəˈlaɪt/ niegrzeczny, nieuprzejmy
impossible /ɪmˈpɒsəbl/ niemożliwy
incorrect /ˌɪnkəˈrekt/ niepoprawny
invisible /ɪnˈvɪzəbl/ niewidoczny
irregular /ɪˈregjʊlə/ nieregularny
irrelevant /ɪˈreləvənt/ nieistotny
irresponsible /ˌɪrɪˈspɒnsəbl/ nieodpowiedzialny
legal /ˈliːgl/ legalny
legible /ˈledʒəbl/ czytelny
logical /ˈlɒdʒɪkl/ logiczny
old-fashioned /ˌəʊld ˈfæʃnd/ staroświecki
patient /ˈpeɪʃənt/ cierpliwy
pleased /pliːzd/ zadowolony
polite /pəˈlaɪt/ grzeczny, uprzejmy
regular /ˈregjʊlə/ regularny
relevant /ˈreləvənt/ istotny, trafny
responsible /rɪˈspɒnsəbl/ odpowiedzialny
uncomfortable /ʌnˈkʌmftəbl/ niewygodny
unexpected /ˌʌnɪkˈspektɪd/ niespodziewany
unfair /ˌʌnˈfeə/ niesprawiedliwy
unhappy /ʌnˈhæpi/ nieszczęśliwy
unimportant /ˌʌnɪmˈpɔːtənt/ nieważny
unintelligent /ˌʌnɪnˈtelɪdʒnt/ nieinteligentny
uninteresting /ʌnˈɪntrəstɪŋ/ nieinteresujący
unusual /ʌnˈjuːʒuəl/ niezwykły
visible /ˈvɪzəbl/ widoczny

Skills Revision

FUNKCJE JĘZYKOWE

1 Uzupełnij dialogi angielskimi odpowiednikami wyrażeń podanych w nawiasach. Odpowiedzi zapisz w zeszycie.

1 **A:** Billy, come and play with me!
B: (*Przestań mi przeszkadzać!*) *Stop bothering me!* I'm trying to do my homework.

2 **A:** Grandma, would you like to see the pictures?
B: Yes, I would. (*Podaj mi je, proszę.*)

3 **A:** Can I take the iron? I need to iron some clothes.
B: Sure. (*Uważaj!*) It's hot!

4 **A:** What happened?
B: I had an argument with Mark yesterday. He (*zdenerwował się*), but I think I was right.

5 **A:** I can't do this, it's too difficult!
B: (*Po prostu spróbuj.*) Practice makes perfect.

6 **A:** I'm sorry, you haven't done your homework so you won't go to the cinema.
B: (*To niesprawiedliwe!*) You promised I could go!

SŁUCHANIE

2 3.31 Uzupełnij luki w tekście informacjami z nagrania. Odpowiedzi zapisz w zeszycie.

Strategia

Przeczytaj uważnie podane zdania, i zastanów się, jakiego rodzaju informacji w nim brakuje. Nagranie może zawierać kilka informacji jednego typu, na przykład różne daty lub liczby. Pamiętaj, że tylko jedna z nich będzie poprawną odpowiedzią.

CRIME MUSEUM

The museum has been open for [1] ? .

Professor Green finished the work on the museum's [2] ? .

Visitors can get written information about the exhibits from the [3] ? .

Ned and John Carson killed people from London's [4] ? .

A policeman caught them in [5] ? .

The gang of thieves that carried out a robbery left some [6] ? , which are in one of the museum rooms.



DOG AGILITY 4 EVERYONE!

Are you looking for an activity that will let you spend more time with your dog? Look no further! Take the first step towards agility, the sport for active dog lovers!

Your dog will learn how to focus and go through different obstacles. You will learn to communicate with your dog better.

CZYTANIE / PRZETWARZANIE JĘZYKOWE

3 Ania i jej brat Janek mieszkają w Wielkiej Brytanii. Ania znalazła ulotkę, która może zainteresować Janka. Uzupełnij luki (1–3) w e-mailu zgodnie z informacjami w ulotce. Luki należy uzupełnić słowami w języku polskim. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Odpowiedzi zapisz w zeszycie.

From: Ania Dąbrowska
To: Janek Dąbrowski
Subject: A może agility?

Cześć Janek!

znalazłam właśnie ulotkę z reklamą kursów *agility* (to taki sport dla psów i ich właścicieli) i pomyślałam o Tobie i Azorze. Niepełnosprawność nie jest przeszkodą: w tym roku otwierają grupę dla [1] ? . Jeśli nie jesteś pewien, czy Wam się spodoba, to możemy pójść na [2] ? , które odbędzie się 5 marca. Piszą też, że każdy uczestnik dostanie [3] ? ! Może być fajnie!

Buziaki!
Ania



Introductory meeting: Wednesday 5th March
at the Dog Club (37 High Street,
next to the Town Hall in Newtown)

Training sessions on weekends

Water + a healthy snack for every participant!

Limited places so sign up now:
www.agility4everybody.com

*handler – treser zwierząt, przewodnik

ŚRODKI JĘZYKOWE

4 **Uzupełnij zdania, używając podanych wyrazów w odpowiedniej formie. Odpowiedzi zapisz w zeszycie.**

1 Banksy is a famous British *artist*.
ART

2 Jimmy was an excellent ? at our wedding. He looked cute and didn't lose the wedding rings.
BOY

3 I often quarrell with my father. We belong to different ?.
GENERATE

4 Have you copied this essay from the internet? It's ?!
LEGAL

5 The crime scene was full of ?.
FINGER

6 Don't be so ?, I'm working as fast as I can.
PATIENT

5 **Przeczytaj podane pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdania wyjściowego. Odpowiedzi zapisz w zeszycie.**

1 We've got similar hobbies.
We *share similar* interests.

2 We sometimes fight, but we've been friends for a long time now.
We sometimes ? with each other, but we've been friends for a long time now.

3 Do you like Ann?
Do you ? well with Ann?

4 Hugo helps people with disabilities. He is friends with everybody.
Hugo, ?, is friends with everybody.

5 My car has broken down. I need to take it to a garage to repair it.
I need to ? repaired.

6 The detective interviewed the witness.
The witness ? by the detective.

6 **Przetłumacz podane w nawiasach fragmenty na język angielski tak, aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Dodaj znaki przestankowe, jeśli to konieczne. Odpowiedzi zapisz w zeszycie.**

1 The neighbours (*odkryli włamanie*) discovered the burglary and called the police immediately.

2 If I were you, I (*nie wytrzymałbym*) ? with your sister!

3 That dog (*który wygląda na znudzonego*) ? is my Sparky's grandfather.

4 I (*byłam ścigana przez*) ? somebody.

5 I (*wyczyszczono mi ubranie*) ? at the cleaner's yesterday.

6 I didn't know (*że jesteśmy spokrewnieni*) ?.

PISANIE

7 **Wykonaj poniższe zadanie. Napisz e-mail w zeszycie.**

Twój kolega napisał ci, że zamierza ściągnąć wypracowanie z internetu i oddać jako własne. Napisz e-mail, w którym:
- napiszesz, co sądzisz o pomyśle kolegi,
- ostrzeżesz go przed konsekwencjami tego, co zamierza zrobić,
- zaproponujesz pomoc w napisaniu wypracowania.

Długość tekstu powinna wynosić od 50 do 100 słów.

9 Think outside the box

VOCABULARY
School subjects |
Learning and assessment |
Describing students

GRAMMAR
Word order in questions |
Mixed tenses



SPEAKING
Exchanging personal information



READING
Does intelligence change?

LISTENING
Awkward moments

WRITING
A letter giving information

POLAND
Happy Name Day!

BBC Culture and Skills
Can school be fun?

SKILLS REVISION
Unit 9

VOCABULARY Education

I can talk about school life.



1 **CLASS VOTE** **What is your favourite school subject? Why?**

2 3.32 **In your notebook, match six words in the Vocabulary A box to the pictures. Listen and check.**

Vocabulary A School subjects

Art Biology Chemistry Citizenship Cooking English French Geography Health History ICT Literature Maths Music PE Philosophy Physics Spanish

3 **CLASS VOTE** **Are the subjects below taught in your school? If not, which of them would you add to the school curriculum? Which should be compulsory? Which should be optional or extracurricular?**

driving fashion design film-making gardening karate photography yoga

4 **I KNOW THAT!** **Work in pairs. In your notebook, add more words to each category.**

Types of schools: *primary school*
People at school: *head teacher*, *form tutor*
Places at school: *library*, *canteen*

5 3.33 **Study the Vocabulary B box. Then choose the correct options. Write the answers in your notebook. Listen and check.**

Vocabulary B Learning and assessment

Learning learn memorise revise study
Types of assessment performance practical exam project speaking exam written exam

1 *memorise* / *revise* a poem
2 *revise* / *learn* for a speaking exam
3 *learn* / *study* for the whole night
4 *revise* / *learn* about the ancient Romans

6 In pairs, match photos A–D to the types of assessment in the Vocabulary B box.

7 3.34 Listen and match the speakers to the photos. Write the answers in your notebook.


A


B


C


D

8 In pairs, discuss which types of assessment you might have for different school subjects. Write the answers in your notebook. Which do you dislike? Why?

9 3.35 Complete the text with words and phrases from the Vocabulary C box. Write the answers in your notebook. Listen and check.

Vocabulary C Describing students

confident creative hard-working intelligent lazy talented/gifted

good at: critical thinking general knowledge problem solving teamwork

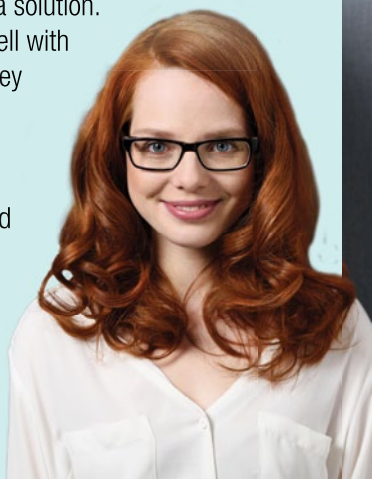
Life skills are important, too!

It's easy to think that school life is all about how [1] *intelligent* you are, in other words, your ability to understand things. However, good life skills help you more than intelligence, at school and beyond.

One key skill is how [2] ? you are. That is, you believe that you can do things successfully. It's important to build this skill because it helps with many areas of life. Once you believe in yourself, you can start being [3] ?, using your imagination, which is helpful in all subjects, not just arts.

Another life skill, which is a new school subject in some areas, is [4] ?. This teaches you how to think clearly and ask questions. Part of this subject also involves [5] ?. Students develop the ability to identify a problem and work out a solution. Also, students learn how to work well with others which is all part of another key skill, [6] ?.

Of course, traditional skills are important, too, such as [7] ?, knowing information about the world around you. And don't forget about being [8] ?, which means that you always put in a lot of effort, as that's the secret to many people's success.



10 3.36 Work in pairs. Look at the riddles. Which life skill is each of them testing? Find the solutions. Listen and check.

A You have two minutes to think of as many uses as possible for paper clips.

B Two boys are registering at a new school. When they fill out their forms, the head teacher sees that they have the same parents. He also notices that they share the same birthday. 'Are you twins?' asks the head teacher. 'No,' reply the boys. Is it possible?

11 How would you describe yourself as a student? Which skills could you improve and how?

9.2 GRAMMAR Word order in questions

I can make questions with the correct word order.



COULD YOU GIVE ME A HAND?

Alisha: Hey, Tommo. What are you doing?
Tommo: I'm getting ready for my water safety test tomorrow. I'm just checking the life jacket.
Skye: Cool. Will you get a certificate?
Tommo: Yeah, definitely … if I pass! Have you ever been kayaking?
Skye: No, I haven't tried it. I did windsurfing once, though.
Tommo: Did you enjoy it? Who taught you?
Skye: No, not much. My dad taught me, but it was really hard.
Tommo: Could you guys give me a hand moving this?
Alisha: Sure. Is it heavy?
Tommo: No, it's quite light, but you have to be careful with it.
Alisha: Where do you want it? Here, near the water?
Tommo: Yeah, that's great. OK, thanks. I think I'm ready.
Alisha: Good luck!
Skye: Are you going to become an instructor?
Tommo: I hope so. Maybe one day!

How do you say these expressions in Polish?

Good luck!
Where do you want it?
I hope so.

OUT of class

1 Have you got any certificates? What were they for and when did you get them?

2 3.37 Look at the photo. What are Tommo, Alisha and Skye doing? Listen and check.

3 Study the Grammar box. Find more examples of questions in the dialogue.

Grammar Word order in questions

***Yes/No* questions**

Inversion
You are hungry. → Are you hungry?
You have finished. → Have you finished?
I enjoyed it. → Did you enjoy it?
She cycles. → Does she cycle?

***Wh-* questions**

Question word + inversion
Why are you hungry?
Why did you enjoy it?

Subject questions
Who taught you? My dad taught me.

Object questions
Who did they see? They saw Tommo.

GRAMMAR TIME > PAGE 134

4 In your notebook, match the responses with the questions in Grammar box.

1 **A:** ?
B: Yes, I have.
2 **A:** ?
B: Yes, I am.
3 **A:** ?
B: No, I didn't.
4 **A:** ?
B: Yes, she does.

5 In your notebook, write questions for these sentences.

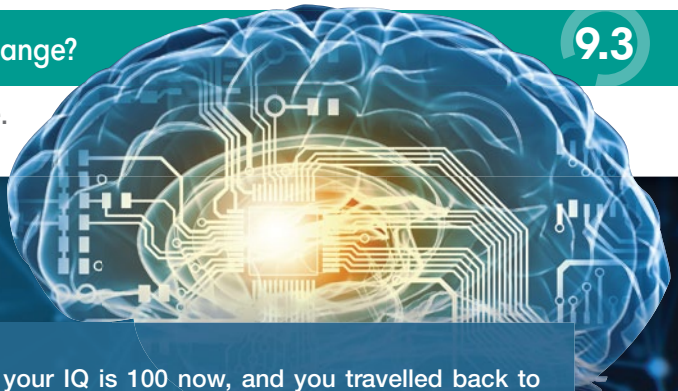
1 Yes, I had pasta for dinner last night.
Did you have pasta for dinner last night?
2 No, I left home at six-thirty this morning.
3 Yes, we're going to Italy for our holidays.
4 Yes, I saw two films at the cinema last week.
5 No, I'm not going to do anything tonight.

6 In your notebook, write subject and object questions about the underlined words.

1 A fire started in the science lab yesterday.
What happened in the science lab?
Where did the fire start?
2 Class 12D had a maths test this morning.
3 Everyone in my class has read this book!
4 Tom saw me when I was at the burger bar.

7 In pairs, ask and answer the questions in Exercise 5. Some of your answers may be false. Say if your partner's sentences are true or false.

I can find specific detail in an article and talk about intelligence.



Bright sparks!

1

Is modern education rubbish? Are today's teenagers poor learners who can't think for themselves? Not according to a report from researchers in Scotland. The good news is that young people are more intelligent than their great-grandparents were!

2

Intelligence Quotient (IQ) tests are a way of measuring general intelligence. An average score in a given population is 100 points. Scientist Steven Pinker has taken a look at IQ test results over many years and made notes about what he found. Every few years, people did better in the tests, so the test writers made changes and the tests became harder.

3

If some average modern teenagers went back in time, their IQ score would be higher than the people around them. If your IQ is 100 now, and you travelled back to 1950, you would probably have an IQ of 118. If you went back to 1910, you would have an IQ of 130. That's better than 98 percent of other people in 1910! To look at it another way, an average person from 1910 who visited us today would have an IQ measurement of only 70.

4

Now, why are people getting cleverer? In order to find the reasons, we have to ask 'How have people changed?' We have made improvements in diets and health, and because they influence the brain, this is the main reason. Answers to vocabulary, maths or general knowledge questions haven't changed so much, but we have become better at problem solving. We have made progress with puzzle questions, such as 'GLOVE is to HAND as SHOE is to what?' This is also because we live in a fast-paced digital world where we have to think and react quickly, and we can't be afraid of making mistakes.

1 **CLASS VOTE** **Do you think intelligence can be measured? Why? / Why not?**

2 3.38 **Read the text quickly. In your notebook, match headings a–f with paragraphs 1–4. There are two extra headings.**

a Why are tests so hard?
b IQs have improved
c A new report
d What are the reasons?
e Tests have changed
f Intelligence has no use

3 3.38 **Read the text again. Are the sentences true or false?**

1 Researchers believe that humans are cleverer now than in the past.
2 Steven Pinker based his report on IQ tests which he took himself.
3 Test writers had to make the tests more challenging.
4 Some teenagers travelled a long way for an experiment.
5 A change in lifestyle is responsible for the better test scores.
6 Big improvements were made in answers to all types of questions.

4 **In your notebook, write two *Wh-* questions about the article and ask the class.**

5 **WORD FRIENDS** **Complete the Word Friends with *make* or *take*. Sometimes more than one answer is possible. Write the answers in your notebook.**

1 *make* changes
2 ? a test/exam
3 ? sense
4 ? notes
5 ? progress
6 ? a look
7 ? an improvement
8 ? a mistake

6 **In pairs, discuss other reasons for the higher IQ test results. What's your opinion? Use the ideas below to help you.**

- We take more tests.
- More people go to college and university.
- We learn a lot from TV and magazines.
- Schools are better.
- Parents talk to their children more.
- We read more books.

9.4 GRAMMAR Mixed tenses

I can use a variety of tenses.

Babar Ali – the youngest head teacher in the world

Babar Ali is probably the youngest head teacher in the world, and right now he is working very hard. He sometimes travels and gives talks about his school in order to raise money. The school has already grown and has hundreds of students, so he is opening other branches.

How did this start? He was walking back from school one day when he saw some children in his neighbourhood who didn't have money for school books, uniforms or transport. Babar decided to help them. When he got home, he started teaching children in his backyard. The school grew, and soon many people were talking about it.

The holidays finish soon. This year, Babar Ali is going to train some more of his pupils to become teachers. In fact, some of his original pupils are starting to work as teachers this term. In this way, they will change the lives of more children.



Imagine you enter a school in India, and you meet the head teacher who is a man in his twenties!

1 CLASS VOTE Do you think you would be a good teacher? Why? / Why not?

2 3.39 Read the article quickly. What was Babar Ali's idea? Was it a good one?

3 Study the Grammar box. In your notebook, match each paragraph with the time: past, present or future. Find more examples of each tense in the text.

Grammar Mixed tenses

Talking about the present
Present Simple: She often walks to school.
Present Continuous: I am studying now.

Talking about the past
Past Simple: I visited her yesterday.
Past Continuous: She was working.

Talking about the present and the past
Present Perfect: Our school has grown.

Talking about the future
will: This school will change lives.
going to: I am going to train as a teacher.
Present Continuous: She is starting work tomorrow.
Present Simple: The autumn term starts in September.

GRAMMAR TIME > PAGE 134

4 Choose the correct options. Write the answers in your notebook.

Hi Nadim,
Thanks for your email. I [1] *have / 'm having / 've had* a great time in India, it's really amazing here. We [2] *stay / 're staying / 've stayed* with some of my cousins.
We [3] *get up / 're getting up / 've got up* early most mornings.
We usually [4] *have / are having / have had* breakfast outside. Then we visit some tourist sites. I [5] *see / 'm seeing / 've seen* elephants and monkeys but I [6] *don't go / am not going / haven't been* to the famous Babar Ali school yet. I'm looking forward to it!
See you soon,
Leyla x

1 *'m having*

5 In your notebook, complete the sentences with the Past Simple or Past Continuous form of the verbs in brackets.

1 What *were you doing* (you/do) in town yesterday?
2 Where ? (you/go) on holiday last year?
3 We ? (not come) to visit last weekend.
4 I ? (watch) TV when I heard the phone.
5 They ? (not work) when the teacher came in.

6 Use *will* or *going to* to answer the questions.

1 Are you going to study this evening?
2 Will you study at college in a few years?
3 What plans do you have for the weekend?
4 What places will you travel to in the future?

7 VOX POPS Talk to your partner. Tell your partner about your first school and first teacher.

And YOU

I can identify specific information in a dialogue and talk about awkward moments.

1 CLASS VOTE **Have any of these 'awkward moments' ever happened to you? In pairs, discuss what you would say or do in each situation. Which is the most embarrassing?**

- you call your teacher 'mum' by accident
- you're playing with your pen when it flies across the classroom
- you realise your T-shirt is dirty

2 3.40 **Listen to four dialogues. Choose the correct answers. Write them in your notebook.**

1 What does the teacher want the girl to do before the test?







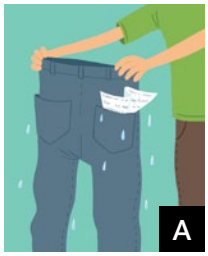
2 Where are all the other students now?







3 What happened to the boy's form?

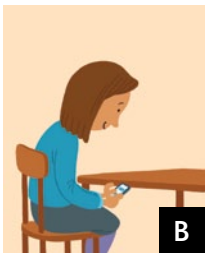


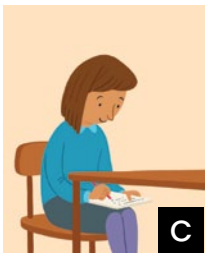




4 What were the students doing?







3 3.40 **Listen again. Which situation is the most embarrassing? How would you behave?**

4 3.41 **Study the Vocabulary box. Choose the correct options. Write the answers in your notebook. Listen and check.**

Vocabulary Phrasal verbs

calm down fill in (a form) get on hand in/out
look over look up mess about/around

1 The teacher asked us all to *hand in* / *look up* our homework on time. *hand in*
2 Pupils who finish early should *get on* / *look up* with some extra reading.
3 Please don't *mess about* / *hand out* in the art lesson.
4 Make sure you *get on* / *look over* all your answers before you finish.
5 You can *look up* / *look over* any words you don't know in a dictionary.
6 We have to *fill in* / *calm down* this form with our name and number.

5 3.42 **Choose the correct answers. Write them in your notebook. Listen and check.**

1 Who's ready to hand in their essay?
  a Yes, I will.
  b I've just finished it.
  c No, it wasn't difficult.
2 Are we going to look over the test papers now?
  a Yes, I will.
  b No, it isn't.
  c Yes, we are.
3 Did the teachers see you when you were messing about?
  a No, they didn't.
  b No, I wasn't.
  c Where were they?
4 Could you all calm down, please?
  a Yes, Miss.
  b No, I couldn't.
  c Thank you, Miss.

6 3.42 **Listen again. What was the 'awkward moment' in each dialogue?**

7 VOX POPS **Talk to your partner. Tell your partner about an 'awkward moment' that has happened to you.**



9.6 SPEAKING Exchanging personal information

I can have a casual conversation.



HOW WAS YOUR JOURNEY?

Ed: Dan! Great to see you! Sorry I couldn't meet you at the airport.

Dan: That's all right. It was easy by taxi. It's good to be here.

Ed: How was your journey?

Dan: Tiring! I'm feeling shattered.

Ed: Tell me about it! Let's put your bag in my locker, and then we'll get you a drink.

Dan: The college looks amazing. Do you like it here?

Ed: Yeah. I've made some good friends already. What about you? How have you been?

Dan: Everything's fine. The house is quiet without you, though.

Ed: Oh! So, do you miss me?

Dan: Not really. Well … only sometimes!

Ed: Ha! Oh, there's Miguel. Let me introduce you. Hey, Miguel! Come and meet my brother, Dan.

Miguel: Nice to meet you, Dan. Have you been to New York state before?

Dan: No, we lived on the west coast when we were little. I can't wait to look around.

Miguel: So what are you guys doing this evening?

Ed: We're having a drink here, and then I'm going to show Dan around. Would you like to join us?

Miguel: Sure thing. I'd love to.

How do you say these expressions in Polish?

Great to see you! *Tell me about it!*
I'm (feeling) shattered.
Let me introduce you.

OUT of class

1 CLASS VOTE **Have you ever changed school? What was it like?**

2 3.43 **Listen and answer the questions.**

1 How is Dan feeling?
2 Does Ed like his American college?
3 Is this Dan's first time in New York state?
4 What are their plans?

3 3.44 **Use the Speaking box to match the questions with the responses. Write the answers in your notebook. Listen and check.**

Speaking Exchanging personal information

Past
How have you been?
How was your journey?
Have you been to the USA before?

Present
Do you like it here?

Future
What are you guys doing this evening?
Would you like to join us?

1 **A:** ?
B: That would be great. Thanks.
2 **A:** ?
B: Fine. What about you?
3 **A:** ?
B: Well, it's interesting, but I miss home.
4 **A:** ?
B: Yes, I have. We had a holiday in Florida when I was little.
5 **A:** ?
B: Well, there's a great pizza restaurant near here. We're going to try it.

4 3.45 **Listen to Miguel, Dan and Ed. In your notebook, write down the three questions they ask. Which is past, which is present and which is future?**

5 **Work in groups of three. Role play one of the situations. Students A and B are friends, and they meet Student C, who is a friend of Student A.**

1 at a party
2 at the cinema
3 in a sports club

I can write a letter giving information.

1 CLASS VOTE **What information would you give a school exchange partner who was coming to your school?**

2 **Read the letter from an exchange partner. What does she want to know?**



Hi Kyla,

As you know, I'm arriving next Monday evening. I'm attaching a recent photo so you can see what I look like! I know it will be term time, so please can you tell me a few things about your school? Like, is it big and do you wear uniforms? Also, are you going to meet me at the airport, or shall I get a taxi?

See you soon,

Nadia

3 **Read Kyla's reply. Does she include all the information that Nadia asked for?**



Dear Nadia,

Thanks for your letter. I'm looking forward to meeting you as well.

You asked about my school. Well, there are about a thousand pupils, and the teachers are friendly. We wear uniforms, but I can lend you a spare one if you like. I have basketball club after school on Fridays, so you're welcome to come along.

Of course we're going to meet you on Monday! I'll be at the airport with my parents. We'll have a big card with your name on, but here's a photo, too, just in case!

Don't worry about anything, we're going to have fun!

Best wishes,

Kyla

4 **Look at the phrases in blue. What do they mean? Why does Kyla use them?**

5 **Name the tenses in Kyla's letter. In your notebook, match each tense with its function.**

a past event regular habits
something happening now plans a promise

6 **Study the Writing box. Complete gaps a–d with sentences from Kyla's letter. Write the answers in your notebook.**

Writing A letter giving information

1 Starting your letter
Dear (name), ...
It was good to hear from you.
a ?
It was nice to hear your news.

2 Making it clear why you're writing
You wanted to know about my school. Well, ...
You asked for information about the school here.
b ?

3 Giving useful information
There are about a thousand pupils.
I can lend you a uniform / PE kit / bag.
c ?

4 Making arrangements
We'll definitely meet you.
We'll be there at 7.15 p.m.
d ?

5 Before you finish
I'm really looking forward to seeing you (again).
We're going to have a great time.
It will be good to meet you at last.

6 Ending your letter
All the best, / See you soon,

7 WRITING TIME **Read Jack's letter and write a reply in your notebook.**

Hi Bryan,
As you know, I'm arriving next week by train. What are the plans for meeting me? Shall I phone you from the station, or take a taxi? Should I bring anything special with me (e.g. warm clothes, sports equipment, hiking boots, etc.)? I'm not sure about the weather, and your plans for the weekend. Please, let me know.
Jack

In your letter, you should

1 thank Jack for his letter and say why you're writing
2 reply to all the questions
3 express your feelings about the visit

Revision

VOCABULARY

1 **In your notebook, write the correct word for each definition.**

1 great poems, novels and other books **l** ? ? ? ? ? ? ? ? ?
2 a piece of paper you get when you pass an exam **c** ? ? ? ? ? ? ? ? ?
3 If you have an exam tomorrow, you should do this. **r** ? ? ? ? ?
4 a person who teaches you a special skill, like driving **i** ? ? ? ? ? ? ? ? ?
5 a presentation using dance, music, acting or movement **p** ? ? ? ? ? ? ? ? ? ?

2 **In your notebook, complete the questions.**

1 Do you prefer to relax and not work hard? Are you *l a z y*?
2 Are you shy and quiet or are you **c** ? ? ? ? ? ? ? ??
3 Can you work well with other people? Are you good at **t** ? ? ? ? ? ? ??
4 Do you know a lot about the world? How's your **g** ? ? ? ? ? ? ? ? ? ? ? ? ? ?
5 Can you use your imagination? Are you **c** ? ? ? ? ? ? ??
6 Do you have some natural skills, for example in sport or music? Are you **t** ? ? ? ? ? ? ??

3 **In pairs, ask and answer questions from Exercise 2.**

GRAMMAR

4 **Complete the text with the correct form of the verbs in brackets. Write the answers in your notebook.**

5 **In your notebook, write questions about the text from Exercise 4 using the prompts. Ask and answer them in pairs.**

1 what / teachers / do / with unhealthy snacks?
2 pupils and parents / feel / happy about this?
3 why / one school / send police officers to get students / out of bed?
4 this / help / students?
5 who / become / famous / last week?
6 he / popular?

SPEAKING

6 **In pairs, role play the situation. Imagine you are an exchange student in the UK. Choose a character from page 135 and introduce yourselves. Add two more questions and extra information of your own.**

DICTATION

7 **3.46** **Listen to the recording. Write the sentences in your notebook.**

Check yourself!

- ✓ I can talk about school life.
- ✓ I can make questions with the correct word order.
- ✓ I can find specific detail in an article and in a dialogue.
- ✓ I can talk about intelligence and awkward moments.
- ✓ I can use a variety of tenses.
- ✓ I can have a casual conversation.
- ✓ I can write a letter giving information.

The latest news in education…

A: Lunchbox thieves?

Recently, strange things [1] ? (happen) in the UK. At some schools, teachers [2] ? (take) food items out of pupils' lunch boxes! Are teachers hungry? No, they [3] ? (put) unhealthy snacks in the bin! Pupils and their parents [4] ? (feel) shocked.



B: Police to get pupils out of bed!

Another UK school says it is going to [5] ? (send) ex-police officers to get pupils out of bed! Apparently the officers are going to [6] ? (take) lazy students to school by car. This way, pupils won't [7] ? (miss) any lessons, so they will [8] ? (do) better in their exams, which [9] ? (start) in three months.

C: Parents must behave!

Last week we [10] ? (read) an interesting report about a head teacher who was angry with parents who [11] ? (not come) to any parent-teacher evenings. What was his idea? He [12] ? (want) lazy parents to pay a fine. However, other people [13] ? (not like) his plan, so he was very unpopular!

LESSON 9.1

School subjects Przedmioty szkolne

Art /ɑːt/ plastyka, sztuka
Biology /baɪˈɒlədʒi/ biologia
Chemistry /ˈkemɪstri/ chemia
Citizenship /ˈsɪtɪzənʃɪp/ nauka o społeczeństwie
English /ˈɪŋglɪʃ/ język angielski
French /frentʃ/ język francuski
Geography /dʒiˈɒgrəfi/ geografia
Health /helθ/ nauka o zdrowiu
History /ˈhɪstəri/ historia
ICT /ˌaɪ siː ˈtiː/ informatyka
Literature /ˈlɪtərətʃə/ literatura
Maths /mæθs/ matematyka
Music /ˈmjuːzɪk/ muzyka
PE /ˌpiː ˈiː/ WF
Philosophy /fəˈlɒsəfi/ filozofia
Physics /ˈfɪzɪks/ fizyka
Spanish /ˈspænɪʃ/ język hiszpański

Learning and assessment Nauka i ocenianie

learn /lɜːn/ uczyć się
memorise /ˈmeməraɪz/ uczyć się na pamięć
performance /pəˈfɔːməns/ wykonanie, przedstawienie
practical exam /ˌpræktɪkl ɪgˈzæm/ egzamin praktyczny
project /ˈprɒdʒekt/ projekt
revise /rɪˈvaɪz/ powtarzać (materiał)
speaking exam /ˈspiːkɪŋ ɪgˌzæm/ egzamin ustny
study /ˈstʌdi/ uczyć się
written exam /ˈrɪtn ɪgˌzæm/ egzamin pisemny

Describing students Opisywanie uczniów

confident /ˈkɒnfɪdənt/ pewny siebie
creative /kriˈeɪtɪv/ kreatywny
critical thinking /ˌkrɪtɪkl ˈθɪŋkɪŋ/ myślenie krytyczne
general knowledge /ˌdʒenrl ˈnɒlɪdʒ/ wiedza ogólna
gifted /ˈgɪftɪd/ zdolny
hard-working /ˌhɑːd ˈwɜːkɪŋ/ pracowity
intelligent /ɪnˈtelɪdʒənt/ inteligentny
lazy /ˈleɪzi/ leniwy
problem solving /ˈprɒbləm ˌsɒlvɪŋ/ rozwiązywanie problemów
talented /ˈtæləntɪd/ utalentowany
teamwork /ˈtiːmwɜːk/ praca w grupach

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ability /əˈbɪləti/ umiejętność
compulsory /kəmˈpʌlsəri/ obowiązkowy
curriculum /kəˈrɪkjʊləm/ program nauczania
driving /ˈdraɪvɪŋ/ jazda samochodem
education /ˌedjʊˈkeɪʃn/ edukacja
effort /ˈefət/ wysiłek
extracurricular /ekstrəkəˈrɪkjʊlə/ ponadprogramowy
fashion design /ˈfæʃn dɪˌzaɪn/ projektowanie mody
film-making /ˈfɪlm ˌmeɪkɪŋ/ produkcja filmowa
gardening /ˈgɑːdnɪŋ/ ogrodnictwo
head teacher /ˌhed ˈtiːtʃə/ dyrektor szkoły
imagination /ɪˌmædʒɪˈneɪʃn/ wyobraźnia
life skill /ˈlaɪf skɪl/ umiejętności życiowe
optional /ˈɒpʃənl/ nieobowiązkowy
photography /fəˈtɒgrəfi/ fotografia
solution /səˈluːʃn/ rozwiązanie

LESSON 9.2

Out of class

Good luck! /gʊd lʌk/ Powodzenia!
I hope so. /aɪ ˈhəʊp səʊ/ Mam taką nadzieję.
Where do you want it? /weə duː jə wɒnt ɪt/ Gdzie to położyć?

---

certificate /səˈtɪfɪkət/ certyfikat
instructor /ɪnˈstrʌktə/ instruktor
pass /pɑːs/ zdać

LESSON 9.3

Phrases with *make* and *take* Wyrażenia z *make* i *take*

make a mistake /meɪk ə məˈsteɪk/ popełnić błąd
make an improvement /meɪk ən ɪmˈpruːvmənt/ usprawnić
make changes /meɪk ˈtʃeɪndʒəs/ wprowadzić zmiany
make progress /meɪk ˈprəʊgres/ robić postępy
make sense /meɪk sens/ mieć sens
take a look /teɪk ə lʊk/ rzucić okiem
take a test/an exam /teɪk ə test ən ɪgzæm/ podejść do testu/egzaminu
take/make notes /teɪk meɪk ˈnəʊts/ robić notatki

---

average /ˈævərɪdʒ/ przeciętny
brain /breɪn/ mózg
college /ˈkɒlɪdʒ/ koledż, uniwersytet
experiment /ɪkˈsperɪmənt/ eksperyment
improvement /ɪmˈpruːvmənt/ ulepszenie
influence /ˈɪnfluəns/ wpływ
intelligence /ɪnˈtelɪdʒəns/ inteligencja
IQ /ˌaɪ ˈkjuː/ iloraz inteligencji
learner /ˈlɜːnə/ uczeń
measure /ˈmeʒə/ mierzyć
population /ˌpɒpjuˈleɪʃn/ populacja
score /skɔː/ wynik

LESSON 9.4

branch /brɑːntʃ/ oddział
pupil /ˈpjuːpl/ uczeń
raise money /ˌreɪz ˈmʌni/ zbierać pieniądze
train /treɪn/ trenować
uniform /ˈjuːnɪfɔːm/ mundur

LESSON 9.5

Phrasal verbs Czasowniki złożone

calm down /ˌkɑːm ˈdaʊn/ uspokoić się
fill in (a form) /fɪl ˌɪn ə ˈfɔːm/ wypełnić (formularz)
get on /ˌget ˈɒn/ kontynuować
hand in/out /ˌhænd ˈɪn ˈaʊt/ oddać/rozdać
look over /ˌlʊk ˈəʊvə/ przejrzeć
look up /ˌlʊk ˈʌp/ sprawdzić
mess about/around /ˌmes əˈbaʊt əˈraʊnd/ obijać się, wygłupiać

---

awkward /ˈɔːkwəd/ niezręczny
essay /ˈeseɪ/ wypracowanie

LESSON 9.6

Out of class

Great to see you! /greɪt tə siː jə/ Cieszę się, że cię widzę!
I'm (feeling) shattered. /aɪm ˈfiːlɪŋ ˈʃætəd/ Padam z nóg.
Let me introduce you. /let mi ˌɪntrəˈdjuːs jə/ Pozwól, że cię przedstawię.
Tell me about it! /tel mi əˈbaʊt ɪt/ Mnie to mówisz?

---

locker /ˈlɒkə/ szafka, schowek

LESSON 9.7

school exchange /ˈskuːl ɪksˌtʃeɪndʒ/ wymiana szkolna
term /tɜːm/ semestr

Poland Happy Name Day!



1 Look at the cards. Which of the names are of foreign origin? How do you know?

2 CLASS VOTE Do you have a middle name?

3 Read Ania's blog post. What was unusual for Sinead when she first visited Ania in Poland?

4 Read the text again. Are the sentences true or false?

1. Ania used her Polish first name when she introduced herself to Sinead.
2. Ania's mother always calls her Anna.
3. Ania explains that different forms of Polish names express different feelings.
4. Ania writes that name days are important to Polish people.



Hi, I'm from Poland

Anna's blog

Hi! My names are ...

When I first met my Irish friend Sinead, I introduced myself to her as Ann. I usually do so because I think my English name is easier to remember. But when Sinead came to visit me in Poland for the first time, she was really surprised to find out how many names I actually had. My Polish friends call me Anka, but my grandma calls me Anulka. My dad calls me Aneczka, while my mum calls me Ania, or Anna when she's angry with me. It looked like I had different names for different occasions. No wonder Sinead was a bit confused.

The majority of Polish names have a few short forms. They generally express affection, but some forms can also show distance or irritation. Most Polish people have middle names too, although we don't often use them except in formal documents or situations.

We like to celebrate name days. You can find them in the calendar. Every day has its own patrons, who were usually Christian saints. For a lot of Poles their name days are as important as their birthdays.



5 **Work in pairs. Answer the questions.**

- How do you usually introduce yourself to people from other countries?
- Does your name have an English equivalent? Do you ever use it?

6 **CLASS VOTE** **Is your name day as important for you as your birthday?**

7 3.47 **Complete the text on the right with the words from the box. Write the answers in your notebook. Listen and check.**

fun celebrate house girls
key traditions

8 **Look at the wax shapes below. What do they remind you of? What would you predict from theses shapes on Andrzejki?**

A 

B 

C 

PROJECT

9 **Prepare a mind map with information about your first name and middle name.**

1 Answer the questions below.

1 What do your family and friends call you?

2 How did your parents choose your name?

3 What language does your name come from?

4 What does your name mean?

5 When and how do you celebrate your name day?

2 Add extra points if you like.

3 Present the mind map to your class.



Saint Andrew's Day in Poland

Saint Andrew's Day on the 30th of November is a popular patron saint day in Poland. The traditional celebrations, called Andrzejki, start on the night before. In the past, single [1] ? believed that the night was perfect for fortune telling, which they used to find out when they would get married. These days Andrzejki is mostly about having [2] ? and being together. Some people have [3] ? parties, others go out with friends and spend the night dancing. However, some of the old fortune-telling [4] ? are still alive. For example, people pour hot wax through a [5] ? into cold water. When the wax becomes hard, they try to predict the future from its shape. And the best thing about Andrzejki is that everyone can [6] ? it, even if they do not know any Andrews!



BBC

CULTURE & SKILLS

Can school be fun?



Another way to learn: A day in the life of a student at an alternative school

Adam

'I go to a Steiner school. It's very different to the traditional schools that my friends go to. First of all, our learning is far more creative and interactive. We don't sit in class and memorise facts; we get up and do practical stuff, which I think is really alternative.

For example, today we had a Biology lesson. As we were learning all about the body, the teacher asked us to make clay models and draw pictures of different body parts. It was much more fun than just reading information in a book. Also, we did this in a group, so we learnt from each other. Then we took it in turns to give presentations about a subject of our choice. I gave a talk about modern-day allergies. I researched this topic because I think it's really fascinating.

Anyway, it's great that we have the freedom to do that. And the other positive thing is that there are no tests – we just revise the material in our own time!

We also usually only have one academic subject per week. It's just two or three hours in the morning, then the rest of the day we do gardening, arts and crafts. Today we did singing and dancing – my favourites! One thing that they discourage at my school is the computer. We aren't allowed to sit in front of a screen for a long time. I don't like this, but I understand the reasons – we can do that at home.

Here the teachers are very different too – they are your friends. They don't just instruct you; they help you achieve your potential. I love that. I actually look forward to going to school!'

GLOSSARY
achieve (v) to succeed in doing something
allergy (n) a medical condition that makes you ill when you eat, touch or breathe something
clay (n) a type of material that is used to make pots
discourage (v) to try to make someone want to do something less often
in turns (phrase) one after another

READING

1 **In pairs, ask and answer the questions.**

1. Describe something you have learnt recently that was fun or interesting. Why was it a good learning experience?
2. What makes a lesson interesting or boring for you? Give examples.

2 **Read the article. Are the sentences true or false?**

1. Adam knows that his school is alternative.
2. He would like to read more in class.
3. He chose a subject he liked for his presentation.
4. The students study all academic subjects at the same time.
5. Adam would like to spend longer on the computer.
6. He thinks that the teachers are similar to those in traditional schools.

3 **Read the article again. In pairs, ask and answer the questions.**

1. What information in the text surprises you about this alternative school?
2. How does the 'day in the life' compare to daily life at your school? Which do you prefer? Why?

LISTENING

4 **BBC 8** **Listen to Part 1 of a BBC programme about a free school. Would you prefer to go to King's or to a Steiner school? Why?**

5 **BBC 8** **Listen to Part 1 again. Choose the correct option. Write the answers in your notebook.**

1. At King's School order and *creativity* / *discipline* is important.
2. Today's class is a *Maths* / *Leadership* class.
3. The girl interviewed wants to be a *teacher* / *banker*.
4. The Steiner school is more *formal* / *informal* than King's.
5. At the Steiner school academic studies start at *six* / *seven* years old.

6 **BBC 9** **Listen to Part 2 of the programme. Complete the text with the words below. Write the answers in your notebook. There are two extra words.**

memory movements fourteen words
alternative English forty colours

In the UK there are [1] ? schools which specialise in teaching dyslexic children. Dyslexia affects reading and spelling, and your short-term [2] ? . So, the students learn new [3] ? with shapes and [4] ? . Kara attends an [5] ? lesson. In the class the students spell out words with physical [6] ? .

7 **What's your opinion of the different schools from the programme? Discuss in pairs.**

I think the school that specialises in helping dyslexic children is great.

PROJECT

8 **Work in groups. Prepare a debate based on the question below.**

What would your ideal school be like?

1. Think of your ideal school day and make notes. Use these questions to help you:
   - practical tasks / academic tasks: what is the right balance?
   - use of computers: a lot or a little?
   - how much freedom of choice?
   - discipline: important or not?
2. Think of arguments to support your opinions.
3. Write a short script of your presentation.
4. Think about images or videos to use in your presentation.
5. Give your presentation to the class.
6. Vote in class – whose ideal school is the best? Why?

Skills Revision

FUNKCJE JĘZYKOWE

1 **Uzupełnij dialogi angielskimi odpowiednikami wyrażeń podanych w nawiasach. Odpowiedzi zapisz w zeszycie.**

1 **A:** I'm taking an important test today.
B: (*Powodzenia!*) *Good luck!*

2 **A:** Thank you for carrying the bags for me.
B: Where (*chcesz, żebym je położył?*)

3 **A:** Do you think they'll be on time?
B: (*Mam taką nadzieję.*)

4 **A:** Is that our new classmate? Do you know him?
B: I do. (*Pozwól, że cię przedstawię.*) Hey, Mark!

5 **A:** Kate, I haven't seen you for ages!
B: Yeah. (*Dobrze cię widzieć*), too.

6 **A:** What are you up to tonight?
B: We're going skating. (*Chciałbyś do nas dołączyć?*)

SŁUCHANIE

2 3.48 **Usłyszysz dwukrotnie cztery wypowiedzi na temat ściągania. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) odpowiadające jej zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.**

Strategia

Pamiętaj, że informacja, której szukasz, często wyrażona jest w nagraniu innymi słowami niż w zadaniu egzaminacyjnym. Nie oczekuj więc, że usłyszysz te same słowa, które zostały użyte w zadaniu – zamiast tego postaraj się rozpoznać ich synonimy użyte w nagraniu.

A It's difficult for young people to understand why copying is wrong.

B Students cheat because they get too much homework.

C Everyone cheats but not everyone gets punished.

D There is a difference between students now and in the past.

E I believe it is important to tell the truth.

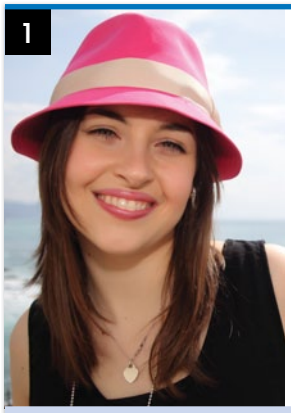
CZYTANIE

3 **Przeczytaj informacje o trzech osobach oraz opisy czterech wakacyjnych szkół językowych. Do każdej osoby (1–3) dopasuj szkołę (A–D), która najbardziej by jej odpowiadała. Jeden opis został podany dodatkowo i nie pasuje do żadnej osoby. Odpowiedzi zapisz w zeszycie.**

Strategia

Rozwiązując zadanie tego typu, najpierw przeczytaj opisy osób. Znajdź w nich słowa kluczowe, określające potrzeby lub wymagania opisywanych osób. Zastanów się, jak mogłaby wyglądać idealna oferta dla każdej z nich. Następnie przeczytaj cztery oferty i wybierz te, które wydają się dla każdego najbardziej odpowiednie. Upewnij się, że wybrana oferta dobrze spełnia wymagania danej osoby.

1



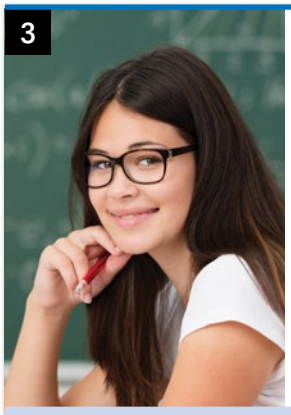
Lena is very interested in culture, especially in the visual arts and drama. She has never seen a play in English and she'd love to do that. She'd like to read a lot, and perhaps to visit some museums. She would also like the opportunity to interact with local people in everyday situations.

2



Sebastian wants to improve his English but he would also like to have a fun holiday. He doesn't want to stay in a large city. He'd like to do sports, especially water sports, to go out and make lots of friends – ideally, from all over the world.

3



Julia is a bit shy and does not feel good in large groups. Her reading skills in English are very good, but she'd like to improve her pronunciation and grammar. She's quiet and she likes reading books, but she'd also like to make some friends.

Study English in the UK



A

Studying at Canongate School is not just about learning English; it is a unique cultural experience. You study and live in a 200-year-old school building which is almost like a museum. You get the chance to eat traditional English food and learn to play sports such as cricket and rugby.

B

The Fringe School of English in Edinburgh combines intensive language teaching with a rich programme of activities, including visits to the theatre and to Edinburgh's many museums. The school has a large library which is available to students at no extra charge. Students stay with local families.

C

At the Little Language School in Rye students receive a lot of individual attention. There are only five students in a class. We also offer one-to-one lessons which focus on each student's individual needs. After class you can read in the library or meet friends in our little café and garden.

D

Porthbud School is located in the seaside town of Bude in Cornwall. Students from more than thirty countries come here every summer to enjoy the perfect mix of study and relaxation. There are friendly teachers, a lively social programme, and some of the best surfing beaches in Cornwall!

ŚRODKI JĘZYKOWE

4 **Uzupełnij zdania, używając podanych wyrazów w odpowiedniej formie. Odpowiedzi zapisz w zeszycie.**

1 Our *practical* exam was quite difficult. **PRACTICE**
2 Kate's school ? has greatly improved lately. **PERFORM**
3 I think you will make a good detective: you're good at problem ?. **SOLUTION**
4 ? is one of the aspects you should focus on, John – you have to learn to co-operate with others. **WORK**
5 Our teacher is really strict: we've got a week to ? the whole „Pan Tadeusz". Can you believe that?! **MEMORY**
6 My favourite subject at school is ?. I really enjoy learning about how the society works. **CITIZEN**

5 **Przetłumacz podane w nawiasach fragmenty na język angielski tak, aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Dodaj znaki przestankowe, jeśli to konieczne. Odpowiedzi zapisz w zeszycie.**

1 (*Kto zjadł*) *Who ate* my pizza?
2 How (*minęła ci podróż*) ??
3 (*Czy byłaś kiedyś*) ? to Russia?
4 (*Dlaczego oni jadą*) ? to Hungary this summer?
5 (*Czy wszyscy zdali*) ? the final exam last week?
6 How many countries (*odwiedziłeś*) ? so far?

6 **Przeczytaj podane pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdania wyjściowego. Użyj podanych wyrazów, nie zmieniając ich formy. Odpowiedzi zapisz w zeszycie.**

1 We can't be afraid of trying new things.
We *mustn't be* afraid of trying new things. **MUST**
2 Who did you learn it from?
? how to do it? **TAUGHT**
3 Look at this book, its cover is beautiful!
? at this book, its cover is beautiful! **TAKE**
4 Is she going to revise for the test this weekend?
? revise for the test this weekend? **PLANNING**
5 Your English has greatly improved! Congratulations!
You have ? in your English. **IMPROVEMENT**
6 His explanation was not very logical and I didn't believe it.
His explanation ? and I didn't believe it. **MAKE**

PISANIE

7 **Wykonaj poniższe zadanie. Napisz wiadomość w zeszycie.**

Napisz do rodziców wiadomość, w której:
- poinformujesz ich o zbliżającym się ważnym teście,
- wyjaśnisz, że będziesz się uczyć do testu wspólnie z kolegą/koleżanką u niego/niej w domu,
- obiecasz, że wrócisz przed 23.

Długość tekstu powinna wynosić od 50 do 100 słów.

1.2 Czasy Present Simple i Present Continuous oraz czasowniki opisujące stany

Present Simple
Czasu Present Simple używamy, aby opisać fakty lub regularnie wykonywane czynności.
They sing in a band.
She doesn't use her tablet every day.

Określenia czasu
every day/week/month/year
once/twice/three times a month
on Mondays/weekdays/holiday
always/usually/often/sometimes/rarely/never

Present Continuous
Czasu Present Continuous używamy, aby opisać czynności, które mają miejsce w momencie, w którym o nich mówimy, oraz w podanym przedziale czasowym.
They're playing a computer game right now.
I'm recording songs this week.

Określenia czasu
now, at the moment, this morning/afternoon, this year, these days

Czasowniki opisujące stany
Czasowniki tego typu wyrażają stany umysłu, opinie i przekonania oraz uczucia i wrażenia zmysłowe:
love, *like*, *hate*, *prefer*, *want*, *need*, *understand*, *think*, *feel*, *hear*, *see*.
Czasowników tego typu zazwyczaj nie używamy w czasie Present Continuous, nawet jeśli odnoszą się do chwili obecnej.
I want to see your new mobile phone.

1 **Complete the text with the correct form of the verbs from the box. Write the answers in your notebook.**

(not) like dance go make prefer show ~~think~~ wear

I [1]*think* one of the favourite pastimes for my generation is watching music videos on YouTube. My favourite is the one by Ylvis called 'What does the fox say'. Do you want to watch it? Look, there's a fancy dress party and all the people [2] ? animal costumes. They [3] ? in the forest and [4] ? crazy animal sounds! It's amazing, although a bit old now! My sister [5] ? music videos – she [6] ? videos about shopping where people [7] ? shopping for clothes or cosmetics and then [8] ? the viewers what's in their shopping bags … Not my kind of thing, really.

2 **In your notebook, write a similar text about what kinds of videos you like and describe your favourite one.**

1.4 Czasowniki z końcówką *-ing* oraz bezokoliczniki z *to*

Do czasowników, po których stosujemy formę z *-ing*, należą: *avoid*, *can't stand*, *enjoy*, *finish*, *(not) mind*, *miss*, *practise*, *stop*.
I avoid using flash in my camera.
Formę z *-ing* stosujemy także po przyimkach.
I'm looking forward to seeing my grandpa.

Do czasowników, po których stosujemy bezokolicznik z *to* należą: *agree*, *allow*, *ask*, *choose*, *decide*, *forget*, *hope*, *learn*, *offer*, *plan*, *try*, *want*, *would like/love*.
I hope to become a good photographer in the future.

Do czasowników, po któych można zastosować obie formy, należą: *like*, *love*, *hate*, *prefer*, *start*.
I love taking photos of cats. / I love to take photos of cats.

1 **Complete the sentences with the correct form of the verbs in brackets. Write the answers in your notebook.**

1 Martha's parents often allow her *to stay up* (stay up) late at night.
2 I would love ? (buy) a new camera.
3 My boyfriend is crazy about ? (watch) old silent movies.
4 Why don't you practise ? (play) this song again?
5 Please, try ? (stay) calm.
6 Would you mind ? (help) me with this poster?

2 **Choose the correct option. Write the answers in your notebook.**

A: What are you planning [1]*to do* / *doing* at the weekend, Josh?
B: I don't know. I want [2]*to write* / *writing* the French essay. Finish [3]*to write* / *writing* it, in fact.
A: Doesn't sound very exciting!
B: Well, no, it doesn't. I can't stand [4]*to learn* / *learning* French. What about you, Jessica?
A: Well, I'm trying [5]*to earn* / *earning* some money for a new camera. My old one is broken. I can help my uncle in his garden. He is offering [6]*to pay* / *paying* me five pounds an hour. In fact, he wants me [7]*to bring* / *bringing* a friend too … There's enough work for two people with planting apple trees.
B: That's great! I need some cash. And I'm really good at [8]*to plant* / *planting*!
A: Really? That's new!

1 *to do*

2.2 Czas Past Simple: czasowniki regularne i nieregularne

Czasu Past Simple używamy, aby mówić o wydarzeniach i sytuacjach z przeszłości. Często mówimy, kiedy miały one miejsce, używając odpowiednich określeń czasu dla wydarzeń z przeszłości.
We saw a storm **yesterday**.
We didn't see the storm.
Did you see the storm?

Większość czasowników w języku angielskim tworzy regularne formy czasu Past Simple.
happen–happened, move–moved, study–studied, travel–travelled

Lista czasowników nieregularnych znajduje się na stronie 136.

Określenia czasu
yesterday
two hours/days/weeks/years ago
last week/year/night
in 2001

1 **Complete the sentences with the correct form of the verbs in brackets. Write the answers in your notebook.**

1 I *visited* (visit) my aunt in August.
2 I last ? (see) a rainbow two weeks ago.
3 It ? (rain) a lot last summer.
4 I ? (take) a lot of photos on holiday.
5 I ? (study) for the Maths test last night.
6 I ? (have) fried eggs for breakfast yesterday.

2 **In pairs, make questions from the the prompts and time expressions below. Write them in your notebook. Then ask and answer the questions.**

yesterday the day before yesterday
last Monday / Friday / Saturday a month ago
last year two years ago in 2007 in June 2010

1 What / you / have / for lunch / ?
2 What films / you / see / ?
3 Where / you / go / on holiday / ?
4 What sports / you / do / ?
5 What video games / you / play / ?
6 What mobile phone / you / have / ?

X: *What did you have for lunch the day before yesterday?*
Y: *Uhm … OK, I remember. I had some spaghetti.*

3 **In your notebook, write ten true sentences about yourself, using the Past Simple and ten different time expressions.**

2.4 Czasy Past Continuous i Past Simple

Past Continuous
Czasu Past Continuous używamy, aby opisać czynności, które trwały w określonym momencie w przeszłości.
At seven o'clock I was talking to friends online.
It was snowing.
She was doing her homework. She wasn't playing games.
They were swimming. They weren't running.
Was she sleeping? Yes, she was. No, she wasn't.

Czasy Past Continuous i Past Simple
Czasy Past Simple i Past Continuous stosujemy w jednym zdaniu, gdy mówimy o czynnościach lub stanach w przeszłości, podczas których nastąpiły inne, krótsze wydarzenia.
I was walking in the forest **when** I suddenly saw a bear.
Anne called me **while** I was doing the Maths homework.

1 **Complete the sentences with the Past Simple or the Past Continuous form of the verbs in brackets. Write the answers in your notebook.**

1 When you *called* (call), I ? (take) a shower.
2 The weather was perfect last Christmas: it ? (snow) and the sun ? (shine).
3 **A:** What ? (you / do) at ten o'clock last Wednesday?
B: I'm not sure … I ? (not sleep). I think I ? (watch) a film on television.
4 **A:** ? (you / play) games on your mobile when the teacher ? (come) into the classroom?
B: No, I ? ! I ? (look) for some information about Asia on the internet.

2 **Complete the text with the correct forms of the words from the box. Write the answers in your notebook.**

appear break fall come hear ~~hike~~
run shout try

Last winter I [1]*was hiking* in the mountains with my friend Jake when we [2] ? a strange sound. We were quite scared. There was lots of snow on the top of the mountain and it [3] ? down on us really quickly. It was an avalanche! 'Run,' Jake [4] ? . We [5] ? when we both [6] ? down the slope and my friend [7] ? his leg! I [8] ? to call my dad from my mobile phone when a helicopter [9] ? in the sky and we were saved!

3.2 Czas Present Perfect z *ever, never, just, already* i *yet*

Zdania w czasie Present Perfect tworzymy używając czasownika *have / has* + imiesłów bierny czasownika. Imiesłowy bierne czasowników regularnych mają taką samą formę jak formy czasu Past Simple. Lista czasowników nieregularnych znajduje się na stronie 136.

Czasu Present Perfect używamy:

- z *ever* (pytania) i *never* (przeczenia), aby powiedzieć o tym, czego doświadczyliśmy w naszym życiu do tej pory,
  Have you **ever** eaten pizza with bananas?
  I've **never** been to this restaurant.
- z *just*, aby powiedzieć, że jakaś czynność właśnie miała miejsce,
  I'm not hungry. I've **just** had a sandwich.
- z *already* (twierdzenia) i *yet* (przeczenia i pytania), aby opisać czynności, które już się wydarzyły, lub zapytać, czy jakaś czynność została już wykonana.
  I've **already** cooked lunch.
  I haven't cooked lunch **yet**.
  Have you cooked lunch **yet**?

1 **Complete the sentences with the correct form of the words in brackets. Write the answers in your notebook.**

1 We can eat pizza now! The delivery *has just arrived* (just / arrive).
2 Joshua ? (already / wash) the dishes so we can relax.
3 **A:** ? (the kids / have lunch / yet)?
  B: No, they ? .
4 **A:** ? (you / do the shopping / yet)?
  B: Yes, I ? (just / return) from the shops.
5 These almond biscuits are absolutely amazing! I ? (never / eat) better ones!
6 We are still working on a cookery project for school and we ? (not finish / yet).

2 **In pairs, ask and answer questions about the things listed below. Use *ever*.**

	YOU	YOUR PARTNER
try snails	?	?
watch a horror film	?	?
make a cake	?	?
cook a family dinner	?	?

Have you ever tried snails? Yes, I have.

3 **You are preparing a party with your friend. In your notebook, write a note to say what you have already done and what you haven't done yet.**

Hi, Mark! I've already bought some crisps and nuts, but I haven't bought any soft drinks yet …

3.4 Czas Present Perfect z *for* i *since* | Czasy Present Perfect i Past Simple

Czas Present Perfect z *for* i *since*

Czasu Present Perfect z *for* i *since* używamy, aby położyć nacisk na czas trwania danej czynności.
For używamy z wyrażeniami opisującymi okres, który rozpoczął się w przeszłości i trwa aż do teraz: *a week / a month / a year / ages.*
They have owned this restaurant **for** two years.
Since używamy z wyrażeniami opisującymi moment w przeszłości, w którym dana czynność się rozpoczęła: *2012 / March / last Tuesday / the day we met.*
I've had this dishwasher **since** February.

Czasy Present Perfect i Past Simple

Czasu Past Simple używamy, gdy odnosimy się do konkretnego momentu w przeszłości.
I went to this pizzeria **last Sunday**.

Czasu Present Perfect używamy, gdy mówimy o tym, czego doświadczyliśmy w naszym życiu do tej pory.
I've been to this pizzeria. It's really nice.

Czasu Present Perfect używamy z określeniami czasu, jeśli chcemy powiedzieć, jak długo trwała dana czynność lub sytuacja.
I've known my best friend for ten years.

1 **Complete the sentences with *since* or *for*. Write the answers in your notebook.**

1 I've lived in this house *since* I was born.
2 I've known him ? ten years.
3 I've had this furniture ? two months.
4 I've haven't seen him ? yesterday.

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

1 Maria / get / her mobile phone / for Christmas / two years ago.
2 She / win / her skiis in a skiing competition / last year.
3 She / make / her jumper herself / last winter.
4 She / find / her favourite book in a park / three weeks ago.

Maria got her mobile phone for Christmas two years ago.

3 **In your notebook, write how long Maria has had her favourite things. Use *since* or *for*.**

Maria has had her mobile phone since Christmas two years ago.

4.2 Stopień wyższy i najwyższy przymiotników

Stopień wyższy
Przymiotników w stopniu wyższym z *than* używamy, aby porównać osoby lub rzeczy.
The theatre is more interesting **than** the cinema.

Wyrażenie *(not) as* + przymiotnik + *as*
Wyrażenia *(not) as* + przymiotnik + *as* używamy w porównaniach z przymiotnikami w stopniu równym.
The cinema is not as interesting as the theatre.
The film adaptation is as good as the book.

Stopień najwyższy
Przymiotników w stopniu najwyższym z *the* używamy, aby wyrazić, że dana osoba lub rzecz posiada jakąś cechę w największym stopniu.
Omen is the scariest horror film I've seen.

Wyrażenie *too / (not) enough*
Wyrażenia tego używamy z przymiotnikami w stopniu równym, aby wyrazić naszą ocenę sytuacji.
The screen is too **dark**. = The screen is not **bright** enough.

1 **In your notebook, write the comparative and superlative forms of the adjectives below. Then write six sentences using these forms.**

amusing big dramatic dry heavy
large sad strange

2 **Complete the text with the words from the box. Write the answers in your notebook.**

the best bigger the biggest cheaper
closer as comfortable as comfortable enough
more expensive too expensive

Well, I often go to the cinema, and here are my three favourites. Multi-Film and MacroMovie are two typical multiplex cinemas. MacroMovie is [1] ? to the city centre, and it has [2] ? screens (probably [3] ? in the city), and it's also [4] ? than the other cinemas so I don't go there so often. The tickets are [5] ? if you ask me … The seats in Multi-Film cinema are [6] ? in Macromovie, but the tickets are [7] ?. I often choose Chaplin cinema. Maybe the chairs aren't [8] ?, but I think the quality of sound is [9] ? of all the cinemas.

3 **In pairs, discuss three cinemas you know. Use Exercise 2 to help you.**

A: *OK, I think … is the cheapest.*
B: *Yes, and it's also the closest to the city centre.*

4 **In your notebook, write a paragraph comparing two actresses or two TV programmes.**

4.4 Określenia liczby i ilości: *some, any, much, many, (a) few, (a) little, a lot of, lots of*

Rzeczowniki policzalne i niepoliczalne
Rzeczowniki policzalne opisują rzeczy, które możemy policzyć, np. *a bracelet – three bracelets*. Rzeczowniki niepoliczalne odnoszą się do rzeczy, których nie możemy policzyć. Należą do nich np. substancje i płyny (*milk*), rzeczowniki zbiorowe (*furniture, jewellery*) lub rzeczowniki abstrakcyjne (*love, peace*).

Określenia *a lot / lots of, much* i *many*
Określenia *a lot / lots of* używamy z rzeczownikami policzalnymi i niepoliczalnymi w zdaniach twierdzących.
I've got a lot / lots of furniture/T-shirts.
W pytaniach i przeczeniach, używamy *much* z rzeczownikami niepoliczalnymi, oraz *many* z rzeczownikami policzalnymi.
How much furniture have you got? How many T-shirts have you got?
I haven't got much furniture. I haven't got many T-shirts.

Określenia *some* i *any*
Some i *any* używamy z rzeczownikami policzalnymi i niepoliczalnymi: *some* w zdaniach twierdzących, a *any* w pytaniach i przeczeniach.
I've got some furniture/T-shirts.
Have you got any furniture/T-shirts?
I haven't got any furniture/T-shirts.

Określenia *a few / few* oraz *a little / little*
Określenia *a few / few* używamy z rzeczownikami policzalnymi, a *a little / little* z rzeczownikami niepoliczalnymi.
I've got a few T-shirts. (= some T-shirts)
I've got few T-shirts. (= not many T-shirts)
I've got a little furniture. (= some furniture)
I've got little furniture. (= not much furniture)

1 **Read the texts. Choose the correct answers. Write them in your notebook.**

I only wear sports clothes, so in my wardrobe there aren't [1] ? smart dresses. I've got [2] ? T-shirts and [3] ? hoodies. I haven't got [4] ? jewellery, only [5] ? bracelets. *Marika*

I like smart clothes, so in my wardobe there're [6] ? suits and [7] ? white shirts. I haven't got [8] ? trainers. I hate sports shoes! *Rob*

1	**a**	any	**b**	some	**c**	much
2	**a**	lots of	**b**	a lot	**c**	much
3	**a**	a little	**b**	a few	**c**	much
4	**a**	much	**b**	many	**c**	any
5	**a**	a little	**b**	little	**c**	a few
6	**a**	a few	**b**	few	**c**	any
7	**a**	some	**b**	any	**c**	much
8	**a**	much	**b**	few	**c**	any

1 *a – any*

2 **In your notebook, write a paragraph about the clothes and accessories you have got. Use the correct quantifiers.**

5.2 Wyrażanie przyszłości

Czasownik ***will/won't*** stosujemy do przewidywania wyrażeń w przyszłości, oraz do wyrażania spontanicznych decyzji i zamiarów.
I don't think he'll win the competition.
Wait, I'll help you.

Wyrażenia ***be going to*** używamy do wyrażenia planów i zamiarów, oraz do przewidywania przyszłych wydarzeń na podstawie widocznych obecnie przesłanek.
I'm going to take up kayaking.
Look at the sky: it's going to rain.

Czasu **Present Continuous** używamy w odniesieniu do przyszłości do wyrażenia planów i ustaleń.
We're having a competition next month.

Czasu **Present Simple** używamy w odniesieniu do przyszłości, aby opisać rozkłady i plany zajęć.
My basketball training starts in October.

1 **Circle the correct option. Write the answers in your notebook.**

1 *I'm going to buy / I'll buy* a new tennis racket, so I'm looking for some offers on eBay.
2 No, I'm sorry. I can't visit you on Tuesday evening. *I'm having / I'll have* guests.
3 In our school, all extra-curricular classes *are going to start / start* in October.
4 Look at Susan! She looks really pale. She *isn't going to finish / doesn't finish* the race.
5 Bob, I've arranged an interview with *Newsweek*. They *are coming / are going to come* tomorrow at 6.30.
6 **A** I'm starving.
B *I'm going to make / I'll make* you a sandwich.

1 *I'm going to buy*

2 **Complete the questions with the words from the box. Write the answers in your notebook.**

having going (x2) meeting will (x2)

1 What do think the weather *will* be like tomorrow?
2 Are you ? to get a summer job during the holidays?
3 Are you ? any extra-curricular classes tomorrow?
4 Are you ? your friends tonight?
5 Do you think people ? read books in the future?
6 Are you ? to organise a birthday party?

5.4 Pierwszy okres warunkowy z *if/unless*

Okresu warunkowego stopnia pierwszego używamy, gdy chcemy powiedzieć, co może się wydarzyć w wyniku danej sytuacji lub wydarzenia (jeśli zaistnieją pewne warunki).
If you like gymnastics, you'll love slacklining.
You'll love slacklining if you like gymnastics.
Will you try slacklining if you have a chance?

Wyrażenia *if not* i *unless*
Wyrażeń *if not* i *unless* używamy do wyrażenia warunku zawierającego przeczenie.
You won't be good at slacklining **if** you don't practise.
You won't be good at slacklining **unless** you practise.

Zdania czasowe z *when*
Zdania czasowe z *when* mają inne znaczenie niż zdania warunkowe z *if*.
I'll tell Jack about the competition if he comes. (powiem mu, **jeśli** przyjdzie)
I'll tell Jack about the competition when he comes. (powiem mu, **kiedy** przyjdzie)

1 **Complete the sentences with the correct form of the verbs in brackets. Write the answers in your notebook.**

1 We *will go* (go) skiing if it ? (snow).
2 I ? (show) her some skateboarding tricks when she ? (come) round.
3 Your team ? (lose) the volleyball match if they ? (not change) a few players.
4 If the train ? (not be) late, the footballers ? (arrive) at Brighton at 5 p.m.
5 The training ? (not start) if the coach ? (be) ill.
6 I ? (take up) jogging when the weather ? (get) better.

2 **Choose the correct answers. Write them in your notebook. In pairs, ask and answer the questions.**

1 Will you do your English homework ? home?
a if you return
b when you return
c when you'll return
2 Will you buy a new tennis racket ? some money for Christmas?
a if you get
b when you'll get
c if you'll get
3 Will you go cycling at the weekend ? nice?
a when the weather will be
b if the weather is
c when the weather is

6.2 Czasowniki modalne: wyrażanie obowiązku i zakazu oraz dawanie rad

Wyrażanie obowiązków i zakazów

Aby wyrazić zasady, obowiązki i nakazy, używamy *must/mustn't* oraz *have to/don't have to*. *Must* stosujemy, aby wyrazić obowiązki, które płyną z przekonania lub potrzeby mówiącego. *Have to* stosujemy, aby wyrazić obowiązki, zasady i reguły narzucone z zewnątrz.
I must go now. I don't want to be late.
We have to wear uniforms.

Don't have to używamy, aby wyrazić brak obowiązku.
She doesn't have to work in July.

Mustn't używamy, aby wyrazić zakazy i opisać czynności, których nie wolno wykonywać.
You mustn't smoke during the flight.

Dawanie rad

Aby dawać rady, stosujemy *should/shouldn't* oraz *ought to*. *Ought to* jest wyrażeniem bardziej formalnym niż *should*.
You should/shouldn't take the train.
You ought to pack your luggage now.

Must, should i *ought to* są czasownikami modalnymi. Dla każdej osoby przyjmują one taką samą formę. Pytania tworzymy za pomocą zmiany szyku zdania (inwersji).
She must/should/ought to leave now.
Must/Should she leave now?
Ought she to leave now?

Pytania i przeczenia z *have to* tworzymy przy pomocy czasownika posiłkowego *do*.
She has to go now.
She doesn't have to work hard.
Does she have to pack now?

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

1 Wearing suits and white shirts is obligatory in Joanna's office.
Joanna *has to wear a suit and a white shirt* in the office. (has)
2 Is it a good idea for us to check out before breakfast?
? before breakfast? (should)
3 Don't take your passport. It's not necessary.
You ? passport. (have)
4 You should buy new sunglasses.
You ?. (ought)
5 Smoking is forbidden at the airport.
You ? at the airport. (mustn't)
6 Is it necessary for Sue to take a sleeping bag?
? a sleeping bag? (does)

6.4 Czasowniki modalne: domysły i przypuszczenia

Aby wyrazić domysły i przypuszczenia, używamy czasowników modalnych *must, may, might, could* i *can't*.
Must używamy, jeśli jesteśmy przekonani, że coś jest prawdą.
She must feel exhausted after the trip. (= I'm sure she feels exhausted.)

Might, may lub *could* używamy, jeśli podejrzewamy, że coś może być prawdą.
It might/may/could be cold at night in the mountains. (= It's probably cold.)

Can't używamy, jeśli jesteśmy przekonani, że coś nie jest prawdą.
This rucksack can't weigh more than 20 kilos. It's so small! (= I'm sure it doesn't weigh more than 20 kilos.)

1 Complete the dialogues with the words from the box. Write the answers in your notebook.

1

might can't ~~must~~

A: Look at him! He [1] *must* be exhausted!
B: Oh, yes! He [2] ? be an experienced cyclist! Look at his rucksack! It's weird!
A: Yeah. He [3] ? be an artist or something.

2

can't must could

A: The water [4] ? be freezing! Look, nobody's swimming.
B: No, it [5] ? be freezing, not with this sunny weather. The water is always quite warm here.
A: I'm not going in, anyway. It [6] ? be muddy or full of seaweed … Brr …

2 Complete the text with one word in each gap. Write the answers in your notebook.

Hi Mark,
I'm writing about the cruise. I've analysed all the pros and cons and I finally think it [1]**m***ay* not be the best idea because a cruise in the Mediterranean [2]**m**? cost a fortune! Looking at the sea [3]**c**? be a bit boring. Also you usually get to the harbour in the evening. It [4]**c**? be frustrating because it's too late to go sightseeing.
Let's go sailing instead. I think it's more exciting and it [5]**m**? be cheaper too!
Let me know what you think.
Martha

7.2 Drugi okres warunkowy

Trybu warunkowego stopnia drugiego (*If* + Past Simple, *would* + bezokolicznik) używamy, aby opisać nieprawdopodobne lub niemożliwe sytuacje w teraźniejszości i przyszłości.
If I had a brother, I'd share my room with him.
(= I haven't got a brother, so I don't share my room.)
If I had some money, I would buy my sister a new mobile phone.
I would buy my sister a new mobile phone if I had some money.

Zwróć uwagę na różnicę w znaczeniu między zdaniami w pierwszym i drugim okresie warunkowym:
I'd be very happy if my grandma visited me. (to niezbyt prawdopodobne)
I'll be very happy if my grandma visits me. (to prawdopodobne)

Forma czasownika *to be* dla pierwszej i trzeciej osoby liczby pojedynczej to *was* lub *were*.
If I were/was taller, I'd become a model

1 In your notebook, write Second Conditional sentences using the words below. Begin as shown.

1 behave / if / how / you / were / me / would / you / ?
How *would you behave if you were me?*
2 if / laugh / feel / at him / Chris / wouldn't / so unhappy / his stepmother / didn't
Chris ?
3 if / your aunt / would / your family / do / didn't / help / you / what / ?
What ?
4 get on well / would / do / if / with your mum / what / you / didn't / you / ?
What ?
5 I / were/ with your grandma / you / I / quarrel / wouldn't / all the time / if
If ?

2 Complete the Second Conditional sentences with the correct form of the verbs in brackets. Write the answers in your notebook.

A good friend:
1 *would help* (help) me if I *were* (be) in trouble.
2 ? (give) me some money if I ? (not have) any.
3 ? (buy) me some medicine if I ? (be) ill.
4 ? (not be) angry with me if I ? (do) something wrong.
5 ? (not complain) if I ? (not be) in a good mood.

7.4 Zdania przydawkowe definiujące i niedefiniujące

Zdań przydawkowych definiujących używamy, aby podać informacje o osobach, rzeczach i miejscach. Stosujemy następujące zaimki względne: *who* w odniesieniu do osób, *which* w odniesieniu do rzeczy i *where* w odniesieniu do miejsc.

Zdań przydawkowych definiujących używamy, aby podać informacje niezbędne do poprawnego zrozumienia zdania.
I've just seen a man who lives on my street. (ta informacja jest niezbędna żeby zidentyfikować mężczyznę)

Zdań przydawkowych niedefiniujących używamy, aby podać dodatkowe informacje.
I've just seen Frank Jones, who lives in my street.
(to dodatkowa informacja, która nie jest niezbędna żeby zidentyfikować osobę, o której jest mowa)

W zdaniach przydawkowych definiujących, zamiast *who* lub *which*, możemy także użyć *that*:
This is the woman that asked about you.

W zdaniach przydawkowych niedefiniujących używamy przecinków do oddzielenia części składowych.
This is Maria Kennel, who is going to work with us.

1 Complete the questions with *who*, *which* or *where*. Write the answers in your notebook.

1 That's the hospital *where* I was born.
2 What's the name of the teacher ? taught you in Year 1?
3 What's the title of the film ? you went to see at the cinema?
4 What's the name of the person ? taught you to sail?
5 What is the address of the kindergarten ? the picnic is going to take place?

2 In your notebook, combine the sentences using relative clauses with *who*, *which* or *where*. Add commas where necessary. In which sentences could you use *that*?

1 During my brother's wedding, I met an elderly lady. She used to know my great-grandmother.
2 She told me a lot of things. I had no idea about them.
3 My great-grandmother lived in a village near Edinburgh. Edinburgh is the capital of Scotland.
4 The lady told me about a house. My great-grandmother lived there.
5 She had Shetland ponies. She often rode them.

The elderly lady who/that I met during my brother's wedding used to know my greatgrandmother.

8.2 Strona bierna: czasy Present Simple i Past Simple

Strony biernej używamy, aby skoncentrować się na samej czynności, która jest lub była wykonywana względem osoby lub rzeczy. Strony biernej używamy, gdy czynność lub rzecz, która jej podlega, jest ważniejsza od osoby, która ją wykonuje, lub gdy nie znamy wykonawcy czynności.

Aby wskazać wykonawcę czynności, używamy *by*.
The book was published *by* Puffin.
Who was the book published *by*?

W zdaniach strony biernej czasu Present Simple i Past Simple obowiązuje następujący szyk wyrazów: właściwa forma czasownika *to be* + trzecia forma czasownika.

Strona bierna czasu Present Simple
I am often punished at school for my naughty behaviour.
The performance is based on Agatha Christie's novel.
The tickets for the performance aren't sold online.
Are shoplifters always caught by the police?

Strona bierna czasu Past Simple
The witness was interviewed yesterday.
The criminals were arrested on Monday.
He wasn't found guilty.
Who were the robbers punished by?

1 In your notebook, complete the second sentence so that it means the same as the first sentence.

1 Someone damaged the school gate last night.
The school gate *was damaged last night*.
2 Nobody uses CCTV cameras just for fun.
CCTV cameras ? .
3 Nobody saw the suspect in Hyde Park on Sunday.
The suspect ? .
4 Did the police chase the robbers?
Were ? ?
5 Do people find fingerprints on food as well?
Are ? ?
6 Someone stole my aunt's bag.
My aunt's bag ? .

2 Complete the text with the words from the box. Write the answers in your notebook.

is based wasn't completed were published
was published is sold ~~were written~~ wasn't written

The Millenium is a series of best-selling Swedish crime novels. They [1]*were written* by Stieg Larsson, who created two fantastic characters, the rebellious hacker Lisbeth Salander and the curious journalist Mikael Blomkvist. Because of Larsson's sudden death in 2004, the series [2] ? . Only three books of the series [3] ? out of ten planned. The first book, *The Girl with the Dragon Tattoo* [4] ? in 2005, after Larsson's death. The series [5] ? in over fifty countries. In 2015, a new book in the series appeared. It [6] ? by Larsson but by David Lagercrantz, a Swedish author and crime journalist. The book [7] ? on Larsson's characters and ideas in his novels.

8.4 Wyrażenie *have/get something done*

Wyrażenia *have/get* something done używamy, aby opisać czynności, o których wykonanie poprosiliśmy kogoś innego lub takie, których wykonanie komuś zleciliśmy.
I made my costume. (zrobiłem go sam)
I had my costume made. (zleciłem jego wykonanie komuś innemu)
Get jest wyrażeniem nieformalnym, częściej używanym w języku mówionym.

1 Complete the questions with the correct form of the words in brackets. Write the answers in your notebook.

1 How often do you *have your hair cut*? (have / your hair / cut)
2 Have you ever ? ? (have / your bike / repair)
3 Do you sometimes ? (have / your photos / print) or do you only keep them in your computer?
4 Would you ever ? (have / your hair / dye) blue or green?
5 Are you going to ? (have / a tattoo / do) in the future?
6 Do you think people should ? (have / their houses / clean) or should they clean them themselves?

2 Complete the text with the words from the box. Write the answers in your notebook.

my hair cut some photos taken
~~my dress made~~ my nails painted
them repaired it styled

Hi Jessie,
How are you? How are the preparations going for the end-of-year party? I've already had [1] *my dress made*. I'm really lucky as my aunt works in a small clothing company and I got a discount. The dress is red and it's got little red roses at the front. I'm going to wear my red high-heels. They are the same colour as the dress, and I had [2] ? last week. Anyway, I don't want to have [3] ? although it's a bit long now ... My mum says it brings bad luck before the exams! I I'm only going to have [4] ? before the party. And I'm not going to have [5] ? . I'll paint them myself. By the way, remember we're having [6] ? on Monday for the album. Do you know what we should wear then?
Best,
Martha

9.2 Szyk zdania w pytaniach

Aby utworzyć pytania o dopełnienie, odpowiednio zmieniamy szyk zdania.

- W pytaniach z czasownikiem *to be* stosujemy inwersję – zamieniamy miejscami podmiot i czasownik.
  He was talented. → Was he talented?
- W pytaniach z pozostałymi czasownikami stosujemy czasowniki posiłkowe *be*, *have*, *do* i *will*. Aby poprawnie utworzyć pytania o dopełnienie, stawiamy czasownik posiłkowy przed podmiotem.
  They have failed the test. → Have they failed the test? What have they failed?
  She will succeed next time. → Will she succeed next time? When will she succeed?
  She studies abroad. → Does she study abroad? Where does she study?
  They passed the test → Did they pass the test? What did they pass?

Aby utworzyć pytania o podmiot, stosujemy zaimki *who* i *what*, zachowując szyk zdania twierdzącego. Nie stosujemy inwersji i nie używamy czasowników posiłkowych.
Cristina often helps Sue in science. → Who often helps Sue in science?
PE makes me tired. → What makes you tired?

1 **In your notebook, write questions using the words below.**

1 do / most useful / what subjects / you / find / ?
What subjects do you find most useful?
2 you / how many / take / tests / did / ?
3 doing / at 5 p.m. / yesterday / what / you / were / ?
4 you / a gap year / going / to take / are / ?
5 cheated / in a test / you / have / ever / ?

2 **In your notebook, write one subject question and one object question, using the words in brackets.**

1 My dad has bought me a new English dictionary. (Who …? What …?)
Who has bought you a new English dictionary?
What has your dad bought you?
2 Jessica is going to take a French exam tomorrow. (Who …? When …?)
3 Mark wants to study in Belgium. (Who …? Where …?)
4 The accident happened in the science lab. (What …? Where …?)
5 A giant spider bit the French teacher. (What …? Who …?)
6 The teachers were absent because of the strike. (Who …? Why …?)

9.4 Wyrażanie teraźniejszości, przeszłości i przyszłości

Wyrażanie teraźniejszości
Aby opisać fakty lub regularnie wykonywane czynności, używamy czasu **Present Simple**. Aby opisać czynności, które mają miejsce w momencie, w którym o nich mówimy, lub takie, które mają miejsce w chwili obecnej, ale niekoniecznie w momencie, w którym o nich mówimy, używamy czasu **Present Continuous**.

Wyrażanie przeszłości
Czasu **Past Simple** używamy, aby mówić o wydarzeniach i sytuacjach z przeszłości. Czasu **Past Continuous** używamy, aby opisać czynności, które trwały w określonym momencie w przeszłości, lub miały miejsce w chwili, w której nastąpiło inne wydarzenie.

Wyrażanie związku między teraźniejszością i przeszłością
Czasu **Present Perfect** używamy, aby opisać wydarzenia i sytuacje z przeszłości, nie określając, kiedy dokładnie miały one miejsce, lub aby opisać czynności i sytuacje, które zaczęły się w przeszłości i trwają do chwili obecnej.

Wyrażanie przyszłości
Czasownika ***will*** używamy do przewidywania wyrażeń w przyszłości, oraz do wyrażania spontanicznych decyzji i zamiarów. Wyrażenia ***be going to*** używamy do wyrażenia planów i zamiarów, oraz do przewidywania przyszłych wydarzeń na podstawie widocznych obecnie przesłanek. Czasu **Present Continuous** używamy w odniesieniu do przyszłości do wyrażenia planów i ustaleń. Czasu **Present Simple** używamy w odniesieniu do przyszłości aby opisać rozkłady i plany zajęć.

1 **Complete the sentences with the correct form of the verbs in brackets. Write the answers in your notebook.**

1 I *am sunbathing* (sunbathe) in Ibiza at the moment. (Present Continuous)
2 At 7 a.m. today I ? (still / sleep). (Past Continuous)
3 I ? (go) to the dentist this afternoon. (Present Continuous)
4 My karate training ? (start) in November. (Present Simple)
5 I ? (never / copy) an essay from the internet. (Present Perfect)

2 **Choose the correct option. Write the answers in your notebook.**

I [1]*remember / 'm remembering* my first day at this school very well. It [2]*rained / was raining* when I [3]*entered / was entering* the building. I [4]*didn't know / haven't known* anybody. In the classroom I instantly [5]*noticed / was noticing* a nice girl and I quickly [6]*sat / was sitting* next to her. Now Sylvia and I [7]*are / have been* friends for three years!
In three months I [8]*am going to finish / have finished* this school. I [9]*'ve already chosen / already choose* a secondary school. I hope my results [10]*will be / were* good enough to get in to the school!

1 *remember*

Student Activities

Unit 1 Lesson 1.5 Exercise 5

ANSWER KEY

Mostly As: You're obviously busy with other things in life, and that's great. Have fun and enjoy real time with your friends!

Mostly Bs: You know it's there when you need it, but technology isn't the most important thing in your life.

Mostly Cs: You're internet crazy! You love going online and checking messages from friends. Make sure you take time to do other things, too.

Unit 7 Lesson 7.1 Exercise 7

ANSWER KEY

Mostly As: You don't like big crowds and are probably happy on your own. You know how to be a good friend to a few special people.

Mostly Bs: You love having lots of friends. You give your opinion honestly, and you don't mind if other people agree. You are happiest when you're busy and in a crowd.

Mostly Cs: You know how to get a balance. You can have fun when you want, but you're not afraid to do things on your own.

Unit 9 Revision Speaking Exercise 5

Personal details: Selma, 14
From: Mexico
Been to the UK before?
No, this is the first time.
Interests: football, art, food
While in the UK, would like to ...
go to Madame Tussauds and to a football match!

Personal details: Tomek, 16
From: Poland
Been to the UK before?
Yes, once.
Interests: nature and animals, handball
While in the UK, would like to ...
go to London Zoo, and eat fish and chips!

Unit 3 Revision Speaking Exercise 7

MENU

Food

Pizza with cheese and tomato
Chicken salad
Fresh bread rolls with tuna or cheese
Ice cream — any flavour!

Drinks

Fruit juice Smoothies
Coffee Tea Water

Unit 8 Revision Speaking Exercise 7

Take it in turns to listen to your friend's problem. Then try to persuade and reassure them.

A: Your parents want you to stay with your cousins for the summer. You don't want to.

B: Your teacher says you must study more for your exams, but you want to do more sport.

Personal details: Angelina, 15
From: France
Been to the UK before?
Yes, three times.
Interests: photography, old films, acting
While in the UK, would like to ...
see some musicals at the theatre; improve my

Personal details: Selim, 15
From: Turkey
Been to the UK before?
No, this is the first time.
Interests: football, history, architecture
While in the UK, would like to ...
visit Stonehenge and go to a football match

Irregular Verbs List

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	
be [bɪ:]	**was/were** [wɒz/wɜ:]	**been** [bɪ:n]	być
become [bɪ'kʌm]	**became** [bɪ'keɪm]	**become** [bɪ'kʌm]	stawać się
begin [bɪ'gɪn]	**began** [bɪ'gæn]	**begun** [bɪ'gʌn]	zaczynać (się)
break [breɪk]	**broke** [brəʊk]	**broken** ['brəʊkən]	łamać, psuć (się), potłuc
bring [brɪŋ]	**brought** [brɔ:t]	**brought** [brɔ:t]	przynosić
build [bɪld]	**built** [bɪlt]	**built** [bɪlt]	budować
burn [bɜ:n]	**burned** [bɜ:nd]/ **burnt** [bɜ:nt]	**burned** [bɜ:nd]/ **burnt** [bɜ:nt]	palić (się), oparzyć (się)
buy [baɪ]	**bought** [bɔ:t]	**bought** [bɔ:t]	kupować
can [kæn]	**could** [kʊd]	**been able to** [bɪ:n 'eɪbl tə]	móc, potrafić
catch [kætʃ]	**caught** [kɔ:t]	**caught** [kɔ:t]	łapać
choose [tʃu:z]	**chose** [tʃəʊz]	**chosen** ['tʃəʊzn]	wybierać
come [kʌm]	**came** [keɪm]	**come** [kʌm]	przychodzić
cost [kɒst]	**cost** [kɒst]	**cost** [kɒst]	kosztować
cut [kʌt]	**cut** [kʌt]	**cut** [kʌt]	ciąć
do [du:]	**did** [dɪd]	**done** [dʌn]	robić
draw [drɔ:]	**drew** [dru:]	**drawn** [drɔ:n]	rysować
dream [dri:m]	**dreamed** [dri:md]/ **dreamt** [dremt]	**dreamed** [dri:md]/ **dreamt** [dremt]	śnić, marzyć
drink [drɪnk]	**drank** [dræŋk]	**drunk** [drʌnk]	pić
drive [draɪv]	**drove** [drəʊv]	**driven** ['drɪvn]	prowadzić samochód
eat [i:t]	**ate** [et]	**eaten** ['i:tn]	jeść
fall [fɔ:l]	**fell** [fel]	**fallen** ['fɔ:ln]	upadać
feed [fi:d]	**fed** [fed]	**fed** [fed]	karmić
feel [fi:l]	**felt** [felt]	**felt** [felt]	czuć (się)
fight [faɪt]	**fought** [fɔ:t]	**fought** [fɔ:t]	walczyć
find [faɪnd]	**found** [faʊnd]	**found** [faʊnd]	znajdować
fly [flaɪ]	**flew** [flʊ:]	**flown** [fləʊn]	latać
forget [fə'get]	**forgot** [fə'gɒt]	**forgotten** [fə'gɒtn]	zapominać
forgive [fə'gɪv]	**forgave** [fə'geɪv]	**forgiven** [fə'gɪvn]	wybaczyć
get [get]	**got** [gɒt]	**got** [gɒt]	dostawać
give [gɪv]	**gave** [geɪv]	**given** ['gɪvn]	dawać
go [gəʊ]	**went** [went]	**gone** [gɒn]	iść, jechać
grow [grəʊ]	**grew** [gru:]	**grown** [grəʊn]	rosnąć, sadzić
hang [hæŋ]	**hung** [hʌŋ]	**hung** [hʌŋ]	wisieć
have [hæv]	**had** [hæd]	**had** [hæd]	mieć
hear [hɪə]	**heard** [hɜ:d]	**heard** [hɜ:d]	słyszeć
hide [haɪd]	**hid** [hɪd]	**hidden** [hɪdn]	ukryć, schować (się)
hit [hɪt]	**hit** [hɪt]	**hit** [hɪt]	uderzać
hold [həʊld]	**held** [held]	**held** [held]	trzymać
hurt [hɜ:t]	**hurt** [hɜ:t]	**hurt** [hɜ:t]	ranić
keep [ki:p]	**kept** [kept]	**kept** [kept]	(za)trzymać
know [nəʊ]	**knew** [nju:]	**known** [nəʊn]	wiedzieć, znać
learn [lɜ:n]	**learned** [lɜ:nd]/ **learnt** [lɜ:nt]	**learned** [lɜ:nd]/ **learnt** [lɜ:nt]	uczyć się
leave [li:v]	**left** [left]	**left** [left]	opuszczać
lend [lend]	**lent** [lent]	**lent** [lent]	pożyczyć (komuś)
let [let]	**let** [let]	**let** [let]	pozwolić
lie [laɪ]	**lay** [leɪ]	**lain** [leɪn]	kłaść (się)
lose [lu:z]	**lost** [lɒst]	**lost** [lɒst]	gubić, stracić
make [meɪk]	**made** [meɪd]	**made** [meɪd]	robić
meet [mi:t]	**met** [met]	**met** [met]	spotykać
pay [peɪ]	**paid** [peɪd]	**paid** [peɪd]	płacić
put [pʊt]	**put** [pʊt]	**put** [pʊt]	kłaść
read [ri:d]	**read** [red]	**read** [red]	czytać
ride [raɪd]	**rode** [rəʊd]	**ridden** ['rɪdn]	jeździć (na)
ring [rɪŋ]	**rang** [ræŋ]	**rung** [rʌŋ]	dzwonić
run [rʌn]	**ran** [ræn]	**run** [rʌn]	biegać
say [seɪ]	**said** [sed]	**said** [sed]	mówić
see [si:]	**saw** [sɔ:]	**seen** [si:n]	widzieć
sell [sel]	**sold** [səʊld]	**sold** [səʊld]	sprzedawać
send [send]	**sent** [sent]	**sent** [sent]	wysyłać
set [set]	**set** [set]	**set** [set]	ustawić
shine [ʃaɪn]	**shone** [ʃɒn]	**shone** [ʃɒn]	świecić się, błyszczeć
show [ʃəʊ]	**showed** [ʃəʊd]	**shown** [ʃəʊn]	pokazać
sing [sɪŋ]	**sang** [sæŋ]	**sung** [sʌŋ]	śpiewać
sit [sɪt]	**sat** [sæt]	**sat** [sæt]	siedzieć
sleep [sli:p]	**slept** [slept]	**slept** [slept]	spać
speak [spi:k]	**spoke** [spəʊk]	**spoken** ['spəʊkən]	mówić
spell [spend]	**spelt** [spelt]/ **spelled** [speld]	**spelt** [spelt]/ **spelled** [speld]	literować
spend [spend]	**spent** [spent]	**spent** [spent]	spędzać, wydawać
stand [stænd]	**stood** [stʊd]	**stood** [stʊd]	stać
steal [sti:l]	**stole** [stəʊl]	**stolen** ['stəʊlən]	kraść
sweep [swi:p]	**swept** [swept]	**swept** [swept]	zamiatać
swim [swɪm]	**swam** [swæm]	**swum** [swʌm]	pływać
take [teɪk]	**took** [tʊk]	**taken** ['teɪkən]	brać
teach [ti:tʃ]	**taught** [tɔ:t]	**taught** [tɔ:t]	uczyć (kogoś)
tell [tel]	**told** [təʊld]	**told** [təʊld]	powiedzieć, opowiadać
think [θɪnk]	**thought** [θɔ:t]	**thought** [θɔ:t]	myśleć
understand [ˌʌndə'stænd]	**understood** [ˌʌndə'stʊd]	**understood** [ˌʌndə'stʊd]	rozumieć
wake [weɪk]	**woke** [wəʊk]	**woken** ['wəʊkən]	budzić (się)
wear [weə]	**wore** [wɔ:]	**worn** [wɔ:n]	nosić, mieć na sobie
win [wɪn]	**won** [wʌn]	**won** [wʌn]	wygrywać
write [raɪt]	**wrote** [rəʊt]	**written** ['rɪtn]	pisać