

Jayne Freeman-Zolotenki, Jon Hird,
Małgorzata Konopczyńska, Joanna Filous,
Magdalena Shaw, Barbara Ściborowska



Podręcznik

do języka angielskiego
dla klasy siódmej
szkoły podstawowej

7



Droga Uczennico/Drogi Uczniu!
Pamiętaj, żeby nie pisać w książce.
Rób notatki w zeszycie.



Nagrania do podręcznika
dostępne na docwiczenia.pl



Kod: U7YKLJ

**nowa
era**

Twoje mocne strony

Druga Nowa Era.

Nigdy hym nie publikowała publicznie książek wydawnictw, które działają na uczciwych zasadach.

Wasza firma jednak promuje masowy wydruk, całkowicie niepotrzebnych książek, które mogłyby zastąpione wersjami elektronicznymi!

Co prawda e-booki są dostępne na waszej stronie, jednak:

- W przeciwieństwie do fizycznej książki, licencja na e-book kończy się po roku. Oznacza to, że jeżeli moja córka chciałaby powtórzyć sobie całą wiedzę do matury, musiałabym jej kupić wszystkie wasze książki od nowa.
- Wszelkich e-booków nie da się pobrać! Wymagają one dostęp do internetu, co uniemożliwia ich użycie na naszej wsi, gdzie zasięg jest ograniczony.
- Wasze e-booki sprzedawane są po tej samej (albo wyższej) cenie co regularne książki. Cena e-booka powinna być niższa, gdyż e-booki wymagają elektronicznego czytnika (tabletu)!

Czas rozpocząć nową erę (o ironio), w której papier nie jest bezcennie marnowany dla piątki. Przedstawiam e-book, który spełnia wszystkie oczekiwania uczniów.

Dbajmy o środowisko, zróbmy to dla młodych pokoleń.

Speaking	Writing	Culture	Review
• Giving an opinion	• An advert	Culture ➤ p. 102 My first comic book	• Wordlist • Review • Test
• Expressing reactions	• A blog post		• Wordlist • Review • Test • Cumulative Review Units 1-2 ➤ p. 106
• Agreeing and disagreeing	• An invitation	Culture ➤ p. 103 The most watched nation in the world	• Wordlist • Review • Test
• Giving directions • Asking for directions	• A note		• Wordlist • Review • Test • Cumulative Review Units 3-4 ➤ p. 107
• Checking information • Confirming information	• An email	Culture ➤ p. 104 Staycation	• Wordlist • Review • Test
• Asking for advice • Giving advice	• A story		• Wordlist • Review • Test • Cumulative Review Units 5-6 ➤ p. 108
• Making suggestions	• A postcard	Culture ➤ p. 105 Why do people love London musicals?	• Wordlist • Review • Test
• Revision of Units 1-7	• Revision of Units 1-7		• Cumulative Review Units 7-8 ➤ p. 109

Super teen super powers

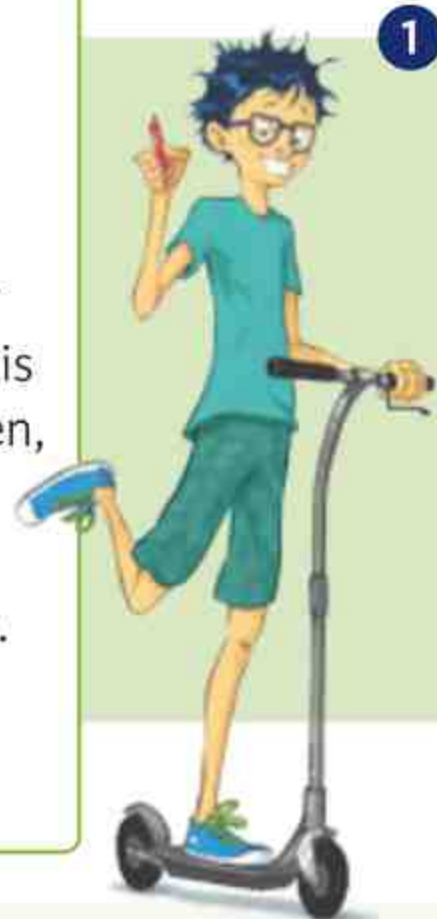
Lesson 1

Vocabulary and Listening


Nagrania 0.1
docwiczenia.pl
Kod: U74CDV



Will (Write ) is 13 years old and is in Year 7 of primary school. Will has got an older sister and a younger brother. They don't have any pets. Will's mum is Japanese, and his dad is Polish. They all live together in Poland, on the top floor of a block of flats. Will hates brushing his messy black hair. All his clothes are green, except for his socks – he doesn't wear any! He usually carries a rucksack and rides everywhere on an electric scooter. What's Will's super power? He loves writing and is able to draw anything!



1

Ben (Book ) is friends with Evie, Meg and Will. He lives in a really cool house with his parents and a younger brother. His mum writes computer games. His grandfather is amazing! He's 101 years old and still runs in the park every morning! Ben has a dog called Shakespeare. Benny is really into books and history. He can read 2000 words per minute. He is able to read and sing at the same time. His super power is reading, of course.



2

Vocabulary box

be crazy/mad about • be into • dance •
do karate • draw • like something very much •
play a musical instrument • read books (quickly) •
really love • ride on a scooter •
ride on a skateboard • rollerblade



1. **warm-up** Look at the pictures of the main characters (1–4) of this book. Brainstorm as many words as possible to describe each of them.
2. Translate the words and phrases in the *Vocabulary box* into Polish.
3. Read the text about Will. Are the sentences true (T) or false (F)? Write the answers in your notebook.
 1. Will has got an older brother. T/F
 2. His mother is from Japan. T/F
 3. They live in a large house. T/F
 4. He often wears blue socks. T/F

Vocabulary box

• be friends with • be a friend of
• an only child • aunt • brother • cousin
grandmother guest • mother • parent • uncle
• art • bell • break (time) • classmate • English •
geography • pupil • maths • mark • music •
P.E • Polish • science • subject • timetable

4. Translate the words in the *Vocabulary box* into Polish. Can you write down more words for each of the topics (family, school) in your notebook?
5. Read the text about Ben and the sentences below. Each sentence has a mistake. Write the corrected sentences in your notebook.
 1. His dad writes computer games.
 2. His grandfather's name is Shakespeare.
 3. He reads slowly.

Quiz


  Do the quiz in pairs. Ask your partner the following questions. Find out how well your classmate knows you?

1. How old am I?
2. What is my favourite subject?
3. Who am I friends with?
4. How many brothers or sisters have I got?
5. How do I get to school?
6. What are my hobbies?




3 **Evie** (Ears ) is a classmate and friend of Will, Ben and Meg. Evie is mad about music, so it's no surprise that her super power is listening. She always has her headphones with her. She wants to be a musician. She's got three brothers: Ed, Ted and Jed, and lots of uncles, aunts and cousins. We mustn't forget 'Smiling Cyril' – her pet spider. She likes spending time in her tree house in the forest. Evie has dark skin, dark hair and a perfect smile. She's crazy about films and actually has her own blog. She also does karate and likes rollerblading.








4 The girl with the microphone is (Micro ) **Meg**. Her favourite subjects at school are Polish and English. She's a good pupil and studies hard. Her mother is Polish and her dad is Norwegian. She's an only child. She's got a pet dog called Brian. Two of her grandparents live in Alaska, and the other two live in Hawaii. Meg's family has an eco-friendly house, they eat eco-friendly food and they want to save the planet. Meg has blond hair and blue eyes. She loves skateboards and dancing. Speaking is Meg's super power. She loves asking questions and wants to be a reporter in the future.

6. Read the text about Evie and write the answers to questions (1–6) in your notebook.

1. What is she mad about?
2. What does she want to be in the future?
3. How many brothers does she have?
4. Where does she like spending her free time?
5. What does she look like?
6. What is her blog about?

7.  **0.1** Listen to Evie. Match the numbers that you hear in the recording to the questions (1–5). Write the answers in your notebook.

Which number is:

1.  – a relative's age?
2.  – the number of guests at a party?
3.  – the number of cousins?
4.  – the date that Evie is speaking on?
5.  – number of lessons a week?

8. Read the text about Meg. Two of the answers are true, one answer is false. Which ones? Write the answers in your notebook.

1. Her favourite subjects are:
A. English. B. Norwegian.
C. Polish.
2. Meg has got:
A. brothers. B. family in another country.
C. a pet.
3. Meg likes:
A. asking questions.
B. having blond hair.
C. dancing.

9. Match the expressions (1–4) with the kids. Write the answers in your notebook.

 Will
 Evie
 Ben
 Meg

1. My tree house is perfect.
2. Write it!
3. Keep it green!
4. Too many words!

Lesson 2

Grammar

Nagrania 0.2–0.3

docwiczenia.pl

Kod: U7EW85



Grammar box Present continuous

Czasu **present continuous** używamy do opisanie:

- tego, co się dzieje w danej chwili: **She is looking** at me.
- sytuacji, które (naszym zdaniem) są tymczasowe: **They are learning** to play golf.

W zdaniach w czasie **present continuous** używamy określeń takich jak *now* oraz *at the moment*.

Break time at school

What are you doing on your phone, Will?

I am looking at my timetable. I can't remember what my next class is.

It's P.E. We're learning how to play badminton this week.

What book are you reading, Ben?

I'm studying Greek. Did you know that the word 'school' comes from the ancient Greek word for 'free time'?

Really? What are you listening to, Evie?

I'm listening to a new band. They're really good. And you, Meg? What are you doing?

I'm eating some fruit. They sell it in the school shop. Keep it green!

1. Study the present continuous Grammar box.

2. 0.2 Read and listen to the conversation.

Answer the questions:

1. What is Will doing?
2. What is Ben studying?
3. What is Evie listening to?
4. What is Meg eating?

3. Complete the sentences using the present continuous tense. Use the words in brackets. Write the answers in your notebook.

1. Your mum calls you when you are at the cinema. **You say:** 'I can't talk now, Mum. I (watch / film).'
2. A friend phones and suggests you meet in the park. You have a lot of school work to do. **You say:** 'Sorry, I can't. I (do / homework).'
3. You have a headache at school and want to go to see the school nurse. **You say:** 'Excuse me, Mrs Nowak. I (not / feel / well). Can I go to see the nurse?'
4. You visit your friend's house and see a suitcase by the front door. **You ask:** ' (go / on / holiday)?'

4. Write the sentences. Use the words given.

1. are going/to/We/the theatre.
2. for/is waiting/a train./She
3. doing/am/my/I/homework.

5. Write questions for the sentences in activity 4. Use where, what, when.

6. In pairs, talk about what is happening in the photograph.



Grammar tip

Pytania w czasie present continuous tworzymy przez inwersję, czyli zamianę miejscami podmiotu i orzeczenia.

She is watching TV. → Is she watching TV?

Grammar box Present simple

Czasu **present simple** używamy, aby opowiedzieć o:

- faktach i rzeczach, o których wiemy, że się nie zmieniają. **My dad comes from Norway.**
- czynnościach wykonywanych rutynowo (często). **Every year we visit my grandparents.**

W **present simple** zazwyczaj używamy przysłówków częstotliwości:

always, usually, often, sometimes, never

7. Read the present simple *Grammar box*.

8. 0.3 Read and listen to the dialogue.
What are girls talking about?

9. Complete the sentences with the verb in brackets in the present simple. Write the answers in your notebook.

- Benny always (get) lots of presents for his birthday.
- Evie (go) to a party every New Year's Eve.
- Where (you spend usually) the summer holidays?
- The kids in my class (eat) pizza together on Children's Day.
- (you paint) eggs at Easter?
- He (not think) that Father Christmas is real!

I like July

- **Kate:** What's your favourite month, Ann?
► **Ann:** I like July. My birthday is in July, and I always go on holiday with my family then.
- **Kate:** Where do you usually go?
► **Ann:** We often go somewhere hot. I love summer. What about you, Kate?
- **Kate:** I like February. Every year we visit my grandparents in Norway. My dad comes from Norway. It's cold, but beautiful.

10. Complete the sentences (1–3) so that they are true for you. Use the present simple. Write the sentences in your notebook.

- On my birthday/Children's Day/New Year's Eve I .
- During the winter/summer holidays I .
- At Easter/Christmas I .

11. In pairs, play the following game.

Game – Tell me about...

Tell your partner about:

- You need a coin to play.
- Heads – you move one square.
- Tails – you move two squares.
- You must make a complete sentence in order to move forward.

Start!

your family

the languages
you speakyour favourite
subjectsomething you
don't like

a hobby

two things
happening now

your birthday

your friends

something you
want to learnsomething that
you are doing
this week

your home

something you
are intoyour
superpower**Finish!**

New professions

Nagrania 1.1–1.3
 docwiczenia.pl
 Kod: U7V86H



Lesson 1

Vocabulary and Listening



Vocabulary box

architect • blogger • bus driver • chef • doctor • engineer • IT worker • journalist • lawyer • programmer • shop assistant • social media consultant • taxi driver • teacher • vlogger • web designer



1. **warm-up** Do you know what job you want to do when you leave school? Discuss.

2. Match the pictures (1–5) with the jobs in the **Vocabulary box**. More than one match is possible.

3. Translate the names of the ten jobs you did not use in exercise 2. Write the translations in your notebook.

4. In pairs, read the descriptions (1–4) and guess the jobs. Write the answers in your notebook.

1. I love making videos. I find it exciting when people comment on my stories.
2. I think I am an artist in some ways. The only difference is that people can watch my work online.
3. My code is usually very complicated, so I also often test it to make sure it works.
4. I try to help people. It's all about their health. It's one of the most responsible jobs in the world.

5. Look at the **Vocabulary box** and discuss.

1. Which jobs are the most difficult? Why?
2. Which jobs are the most boring? Why?
3. Which jobs are good for creative people?

6. Read the text and answer the questions (1–3). Write the answers in your notebook.

1. What job does the text mention?
2. Is it a full-time job?
3. Why do they need this job in the UK?

You may think that the job of a snake catcher only exists in places like Australia. You're wrong! You can now find work as a part-time snake catcher in the UK. Exotic pets, like snakes, are popular – and some are very good at escaping ...

7. **1.1** Listen to a news story and write the seven jobs that you hear in your notebook.

Vocabulary box

be interested in
earn money
think of (ideas)
work from home
work in an office
work outdoors
full-time (job)
part-time (job)
well-paid (job)



8. Translate the phrases in *Vocabulary box* into Polish. Write the translations in your notebook.

9. 1.2 Listen to Jack talking about working from home. Answer true (T) or false (F). Write the answers in your notebook.

- Jack is a programmer. T/F
- Jack works better at home. T/F
- Jack spends his money on a bike. T/F
- He doesn't talk to many people when he works from home. T/F
- He doesn't eat lunch with friends any more. T/F



Vocabulary tip

Łatwiej zapamiętasz słowa, kiedy będziesz często na nie patrzeć. Może warto przykleić w pokoju karteczki z nowymi słówkami?

10. 1.3 Listen to the conversation and choose the best answer for the questions (A, B or C). Write the answers in your notebook.

- What is Ben good at?
A. driving
B. cooking
C. teaching
- What will Ben do?
A. work as a taxi driver
B. design new things
C. cook in a restaurant

11. Do the quiz. If the sentence is true for you, write down the colour, e.g. if you like making videos, write *blue*. Count your score for each colour.

Job Quiz

Guess your future job!

- I like making videos.
- I would like to work in an office.
- I prefer to work in groups.
- I am good at speaking in front of people.
- I am good at maths and science.
- I want to make things with my hands.
- I like teaching others how to do things.
- I like cooking.
- I enjoy solving problems.
- I like to organise things.
- I am interested in art and music.
- I prefer to be the leader of a group.
- I am friendly and helpful.
- I enjoy writing stories.
- I would like to work outdoors.
- I want my own business.
- I enjoy doing puzzles.
- I like a daily routine.

Go to page 113 to check your score

Additional vocabulary

au pair • career • freelance • personal trainer •
social worker • volunteer

Complete the text with words from the box. There are two extra words. Write the answers in your notebook.

My cousin Anna works as a **1** at a local primary school, where she organises games for the kids after lessons. Next year she plans to travel and work in the USA as an **2** . She would like to have a **3** looking after children.



Grammar box Future simple (will)

Czasu **future simple (will)** używamy, gdy:

1 wyrażamy opinię dotyczącą przyszłych wydarzeń.

I think you ... you'll like the book.

Twierdzenie

I'll see you tomorrow.

2 podejmujemy spontaniczną decyzję w chwili mówienia.

Will you help me?

Przeczenie

I won't see you tomorrow.

3 mówimy o wydarzeniach i faktach w przyszłości.

It's my birthday next week. I'll be 13.

Pytanie

Will I see you tomorrow?

Ben will be 14 next week

1 There's a Jazz Pianist concert on tomorrow. Let's go and see it. I'm sure **you'll like it.**

Sounds great! I'll **call** Adam. I think **he'll like** it, too. I'll **get** the tickets.

2 I am sleepy. I think I'll **have** a nap.

Don't go to sleep. Let's do something. Let's go for a ride. I'll **get** my scooter.

3 I got a message. It's from Ben. Hey, he says it's his birthday soon. I didn't know that.

Sure, I know. **He'll be** 14 next week. Let's get him a present. What do you think he would like? I know, I'll **ask** his brother. I'm sure **he'll know** what to get him.

1. **warm-up** Study the *Grammar box* with future simple.

2. **1.4** Listen and read three conversations. Answer the questions (1-3). Write the answers in your notebook.

1. Who will buy the concert tickets?
2. Who will get his scooter?
3. Who will have a birthday soon?

3. **What are the sentences (1-3) expressing: a prediction, a decision or a future fact? Write the answers in your notebook.**

1. I'm sure you'll like it.
2. I think I'll have a nap.
3. He'll be 14 next week.



Grammar tip

Często używamy zwrotów *I think ..., I don't think ...* i *Do you think ...* z *will: I don't think I will go ...*
Słowo *not* może być użyte w zdaniu tylko raz:
I don't think I won't go ...

4. **E** Complete the text about the future of work. Write the answers in your notebook.

The future of work

In the future, machines and robots **1** do most of the work, so there **2** be as many factory workers, shop assistants or bus drivers. People **3** work at home more than now. Everyone **4** need good new technology skills. One good thing is that we **5** work as many hours as now. And we **6** have more free time to have fun!

5. **E** Translate the Polish parts of the sentences into English. Write the answers in your notebook.

1. Do you think (*spodoba mu się*) his birthday present?
2. This time tomorrow (*będziemy*) at the airport, waiting for our flight.
3. Those bags look heavy. (*Pomogę ci*).

6. **Work in pairs. What are your predictions about animals, robots and cars?**

Example: *I think there will be no cars in the future.*

Lesson 3

Reading and Vocabulary

Nagranie 1.5
docwiczenia.pl
Kod: U732FD



Unit 1.3

Finding Your Dream Job

A Professional sleeper

This is, in every way, a dream job! How about making a living while you rest? You'll get a salary for spending your nights in a sleep laboratory surrounded by machines.



C Food taster

Is your dream job connected with food? Then why not help food companies create new products? It's not that easy. Lucky food tasters will taste new ice cream flavours. But it's also possible that you will try dog food! Ask for a pay rise!



B Fast food chef

Are you a chef that can make food both look and taste good? Top chefs do this for a living. Photographs of the day's specials are put on social media to attract customers. So if you are a chef and an artist at the same time, this is your dream job.



D Celebrity personal assistant

Would you like to be a secretary to someone who's rich and famous? You'll organise meetings, send emails and make phone calls for them. You'll have a taste of their lifestyle every day and you'll travel the world.



1. **warm-up** Work in pairs and discuss. What is the best job in the world and why?
2. Translate the words in the *Vocabulary box* into Polish. Write translations in your notebook.
3. **1.5** Listen and read the texts (A-D). Use the dictionary at the bottom of the page to help you.
4. **E** Match the jobs (A-D) 'Dream job' with the people below (1-3). Write the answers in your notebook.

1 Lucy doesn't want to work hard. She needs to get a job to pay for her medical studies but she doesn't have much time because she has to study. She wants to work at night.

2 Ben enjoys meeting new people, travelling and music. Now he manages a busy restaurant. He's great at his job because he plans everything well, but it's not his dream job.

3 James is a bit crazy. He and his friends love having fun and trying new things. They plan to go on a trip to Spain soon and James needs to earn some money.

Vocabulary box

do for a living • get a job •
get a pay rise • get a salary • help people •
make a living • make phone calls • meet clients •
meet people • organise meetings •
send emails • work hard • work on a computer

5. **E** Translate the Polish parts of the sentences into English. Write the sentences in your notebook.

1. His dream is to (zarabiać na życie) as a chef.
2. Ann needs to (pracować przy komputerze) tonight and (wysłać maile).
3. People who want to (dostać podwyżkę) need to really (ciężko pracować).
4. Tom hopes to (dostać pracę) as a chef.
5. He doesn't know how to (organizować spotkania) and is asking his assistant for help.

6. **i** In pairs, talk about your dream job. What will you do? Where will you work?

1. I'll be (an architect).
2. I will (design buildings).
3. I will work (in an office).

Lesson 4

Grammar

Nagrania 1.6–1.7

docwiczenia.pl

Kod: U7CBPE



1. Study the *Grammar box* with *be going to*.

Grammar box *Be going to*

Konstrukcji **be going to** używamy do wyrażenia planów i zamiarów:

Twierdzenie **I'm going to** look for a new job.

Przeczenie **I'm not going to** be at the meeting.

Pytanie: **Are you going to** dance this evening?

2. Look at Barry's to do list. Complete the sentences, using *be going to*, and write them in your notebook.

Example: *He's going to book the tickets.*

call Sam ☒
book tickets ☐
buy a present ☐
go on bike with George ☐
~~do my homework~~ ☐
apply for a part-time job ☐

- He a birthday present for Sam.
- He and George on a bike ride.
- He his homework.
- he for a part-time job?

3. Study the *Grammar box* with present continuous.

Grammar box *Present continuous*

(to talk about the future)

Czasu **present continuous** używamy, mówiąc o planach na najbliższą przyszłość (gdy znamy czas i miejsce).

Twierdzenie: **I'm meeting** Lena at 5.30.

Przeczenie: **Eric isn't coming** to the meeting.

Pytanie: **When are you seeing** your boss?

4. Olivia has a busy Saturday. She has a lot of things to do. Complete the sentences, using present continuous and write them in your notebook.

4
Saturday

10.00	have an English lesson
11.30	get the bus into town
1.00	meet Jenny for lunch
2.00	go shopping with Jenny
7.00	go to the cinema with Dillon

5. Listen and read. Which of Kate's sentences in bold is expressing (A) an intention or plan and which is (B) an arrangement? Write the answers in your notebook.

New job



- **Jayne:** Hi! How's your new job at the book shop?
 ► **Kate:** I like it. It's fun and interesting.
 ■ **Jayne:** Really? And the boss? How is he?
 ► **Kate:** **I'm meeting** him this afternoon at 2.30.
 I'm going to ask for a pay rise.
 ■ **Jayne:** Good luck!

6. Rewrite each sentence using the word given so that the meaning is the same. Write the answers in your notebook. Listen and check.

Example:

When do you want to meet him? **GOING**

When are you going to meet him?

- I intend to look for a new job.
I a new job. **GOING**
- My friend and I have arranged to meet at 7.30.
I at 7.30. **MEETING**
- When are you planning to start your web page?
When your new web page? **GOING**
- I arranged to visit the school on Tuesday.
I on Tuesday. **AM**

Example: *At 10.00 she's having an English lesson.*

- At 11.30 she into town.
- Who she for lunch at 1.00?
- At 2.00 she and Jenny shopping.
- At 7.00 she and Dillon to the cinema.



Job Advert



Home



Job



Contact

The Teens Job Agency is looking for a **new employee** who will:

- have interviews with teen candidates,
- answer our clients' phone calls,
- find interesting jobs for teens who want to earn their own money.

If you want to join our team, please apply for the post by clicking the *Apply* button.

Or call the office manager on 08004863 for more information.

NEW
POST!

APPLY

The Teens
Job Agency

1. Read the job advert. Find words in the text which match the definitions (1–7). Translate the other words and phrases in the *Vocabulary box* into Polish. Write the answers in your notebook.

1. a worker
2. a meeting before you get a job
3. people who want to get a job
4. customers
5. a group of people working together
6. write to a company to get a job
7. the director of an office

2. 1.8 Complete the sentences with the correct form of the words from the *Vocabulary box*. Write the answers in your notebook. Listen and check.

1. Are you still for a new job?
2. I'm sure you another job soon.
3. Why don't you for the post?
4. I'll an interview when I get there.

3. 1.9 Listen to Adam interviewing two teenagers on his first day of work. Write the answers (A, B or C) in your notebook.

1. What job does Adam tell Matt about?
 - A. a swimming pool manager
 - B. a social media manager
 - C. a swimming instructor
2. What job will Jess do?
 - A. She will take care of pets.
 - B. She will work at a vet's office.
 - C. She will be an IT worker.

Vocabulary box

- advertise a job • apply for (a new post/job) • find a job • get fired • get work experience • have an interview • look for a job
- boss • businessman • candidate • client • colleague • employee • office manager • staff

4. Complete the sentences with the correct form of the words in the box. Use future simple, *be going to*, and present continuous. Write the answers in your notebook.

help • look for • interesting • candidate

1. My name is Adam, and I am you find a job.
2. I think I have a job that for you.
3. So you a well-paid job that you can do at weekends. Is that right?
4. There are two jobs. You are a perfect for one of them.

Class fun

5. Find information on the Internet about:
- strange jobs,
 - popular jobs among teenagers.
- Compare and vote for the best ideas.

Lesson 6

Listening and Speaking

Nagrania 1.10–1.13

docwiczenia.pl

Kod: U76KD5



So you want to be a vlogger ...?

1. **warm-up** Can you think of at least 10 words connected with vlogging? Think about the people and equipment, too.

2. **1.10** Listen to Emma and Rob talking about starting a vlog and choose the correct answer (A or B) in your notebook.



- At the moment Rob does not have:
 - a camera.
 - a microphone.
- Rob's vlog should be about:
 - one thing.
 - many different things.
- What is Rob's hobby?
 - playing video games.
 - watching films.
- Vloggers need to find:
 - their own style of vlogging.
 - vloggers they can be similar to.

3. **1.10** Read the phrases in the *Functional language box*. Which were used in the conversation? Listen once again and check.

Functional language box

Giving an opinion

- | | |
|------------------------|-----------------------|
| 1. I (don't) think ... | 5. I suppose ... |
| 2. I believe ... | 6. I'm (not) sure ... |
| 3. I feel ... | 7. In my opinion |
| 4. I guess ... | |

4. **1.11** Complete the sentences with the phrases from the *Functional language box*. Write the answers in your notebook. Listen and check your answers.

Example:

- I really want to start earning some money.
Do you have any ideas?
– I think you should start a vlog.

- A: What equipment will I need?
B: you only need a camera and a microphone.
- A: Do you think **it's good to** vlog about lots of different topics?
B: that it's good to find just one subject to talk about in your videos.
- A: And remember, **it's important to** be yourself.
B: So that **it's wrong to** be like a famous vlogger.
- , you have to show what type of person you are.

5. **1.12** Work in pairs. Make sentences with the words in the circles in order to give an opinion. You can use your own ideas, too.

Example:

- I think that playing computer games is fun.
What do you think?
– In my opinion, it's boring.



6. **E** **1.12** Listen to three vloggers (1–3) and match them with the photos (A–C). Write the answers in your notebook.

1. Joannie	2. Kenny	3. David



Functional language tip

Możesz użyć konstrukcji *It's good/wrong/important to ...*, wyrażając swoje opinie na wiele różnych tematów. Wystarczy tylko zmieniać przymiotniki:

It + be + przymiotnik + to + czasownik

7. **E** **1.12** Listen again. Match the sentences (A–C) to the vloggers (1–3).

- A. It will be difficult to keep making videos.
B. It's important to get people interested with the right words.
C. It's good to vlog about something you really enjoy.



Phonics box

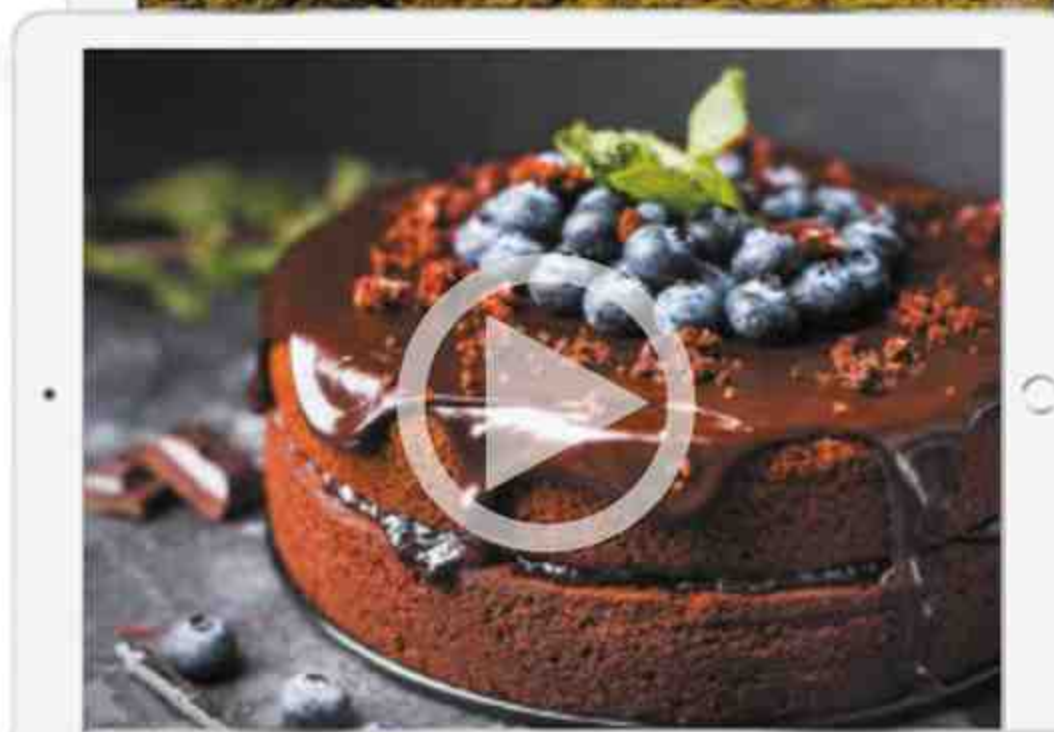
His unusually ugly uncle uses an unusual umbrella.

- Put the six underlined words into two groups. (Think about the first sound of the words).
- 1.13** In pairs, listen and practise saying the sentence. Can you say it fast three times?

A



B



C



8. **1.14** Work in threes. Ask and answer the questions. Make notes in your notebook.

Watching vlogs class survey

		Me	Name	Name
Watching time	1. How often do you watch videos? (every day, once a week ...)			
	2. How much time do you spend watching them?			
Favourite vlogger	3. Who is your favourite vlogger?			
	4. What type of channel do they have and why is it good?			
Your channel	5. What type of channel do you want to have?			
	6. What will the subject of your vlog be?			
	7. What will your vlog's name be?			

Lesson 7

Writing

Advert

Special Job offer

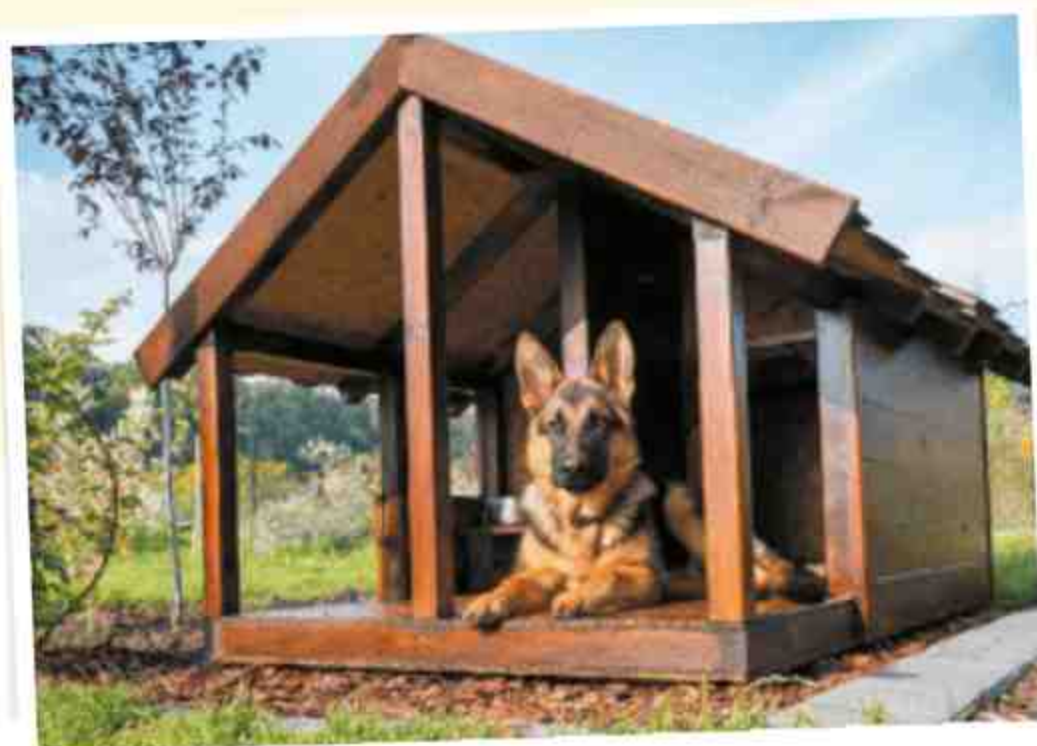
A local **animal shelter** is looking for two employees: an animal caretaker and an office worker. We're looking for punctual and responsible candidates to take care of our animals or to work in our office.

The **perfect candidate** should be over 15 and be able to work at weekends.

Want to join our team?

Please call Mr Smith on **887977365**.

We're waiting for your call until Friday 23rd June.



Nagłówek

Treść ogłoszenia

Dane kontaktowe

3. You are the boss of a big company. You want to hire some new employees. Complete the job advert below with the words in the box. Write the answers in your notebook.

to apply for the post • is looking for • job offer • full-time • candidate • social media consultants

1 ✎

An international company 2 ✎ new employees. We have both part-time and 3 ✎ jobs available. The perfect 4 ✎ should be over 18, punctual and responsible. You will work with our 5 ✎ on our social media page.

If you can work on a computer, are creative and hard-working, this is the job for you.

6 ✎, go online or call Mr Smith to get more details.

We are waiting to hear from you!

1. **warm-up** Brainstorm some ideas and answer the questions about adverts.

- Where can you find adverts?
- What are they usually about?
- Can you think of 1–2 typical headings for adverts?

2. Read the advert above and answer the questions. Write the answers in your notebook.

Company: ✎
 Job: ✎
 Age: ✎
 Working hours: ✎
 Contact: ✎
 Until when apply: ✎

4. **E** ✎ You are looking for somebody to help you with the school newspaper. Write an advert. Include the following ideas:

- what kind of job you are offering,
- who you are looking for,
- contact information.

Checklist

- ✓ Wiem, że ogłoszenie zaczyna się od nagłówka, a treść powinna być poświęcona tematowi.
- ✓ Zdania w moim ogłoszeniu są krótkie i zwięzłe.
- ✓ Pamiętam o podaniu danych kontaktowych w ogłoszeniu.

Vocabulary

1. Write four professions for each group (1–4).
 ... Write the answers in your notebook.

- IT jobs
- jobs for which you usually need a university diploma
- jobs for which you don't need a university diploma
- people at work (for example *a boss*).

/ 4 pt

2. Complete the sentences with the words
 ... in the box. Write the answers in your notebook.

looking for • job interview • work experience •
 pay rise • apply for • meet clients

- I want to a job as soon as I can.
- I'm going to study and get some at the same time.
- When are you having the ? Tomorrow?
- My mum is a job. She wants to be a manager in a big company.
- You will never get a if you don't ask for one.
- I will never work in sales. I don't want to eight hours a day.

/ 6 pt

3. Choose the correct option to complete each sentence.

- I work 40 hours a week, 9 to 5. I have a *full-time/part-time* job.
- I'm not paid for what I'm doing at the moment. I'm *well-paid/a volunteer*.
- In the future I want to be a freelance writer and *have a great boss/work from home*.
- I have no problems listening to others and following instructions. I will be a great *manager/employee*.
- I would like to find a job where I can make friends. I hope I will have many *colleagues/customers*.

/ 5 pt

Grammar

4. Complete the sentences with the correct form of the words in brackets.

- What (*is/do/she/going to*) in the future?
- John (*change/is/going/to/not*) jobs this year.
- When (*you/will/help/me*) with my homework?
- Robots (*will/not/do*) everything.
- I suppose they (*not/are/come/back*) home next week.
- (*you/take/are*) a bus or a taxi to work tomorrow?

/ 6 pt

5. Translate the Polish fragments of the sentences into English. Write the sentences in your notebook.

- She (*skończy 15 lat*) next week.
- (*Moim zdaniem ludzie będą pracować*) more in the future.
- (*Zamierzam ciężko pracować*) and find a well-paid job.
- (*Ona nie zamierza pracować*) in a different city.
- (*Nie wychodzę dzisiaj*) . I'm too tired.
- (*Jutro moja siostra wysyła*) her application to Oxford University.
- Are you ready? (*Wyjeżdżamy*) in 5 minutes.

/ 7 pt

Writing

6. **E** You are looking for somebody to help you with your school website. Write an advert. Include the following ideas:

- the kind of help you need,
- the website description,
- contact information.

/ 3 pt



Zadanie 1.

E **1.14** Usłyszysz dwukrotnie wypowiedź na temat wyboru kariery. Wybierz odpowiedź zgodną z treścią nagrania.

1.1. Daniel's friend wants to be:

- A. a game designer.
- B. a vlogger.
- C. a chef.

1.2. Daniel thinks:

- A. people would enjoy his food.
- B. experimenting in the kitchen is for everyone
- C. he is good at designing computer games.

1.3. In the future Daniel:

- A. will play games for a living.
- B. will become a vlogger.
- C. will design games.

Zadanie 2.

E Przeczytaj opis zdjęcia. Uzupełnij każdą lukę (2.1–2.4) jednym wyrazem tak, aby powstał spójny i logiczny tekst zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów.

This photograph shows a film premiere. In the middle of the **2.1** there is a famous **2.2**. I know his cooking channel very well and watch it regularly. He is wearing a suit and a tie. I think he **2.3** say something to the reporters. There are also some other **2.4** who want to see the celebrities.



Strategy

Przeczytaj polecenie dwa, trzy razy, żeby je dobrze zrozumieć, zanim zaczniesz wykonywać zadanie.

Zadanie 3.

E Dla każdej z opisanych sytuacji (3.1–3.3) wybierz właściwą reakcję.

3.1. Chomik dziewczynki jest chory. Mama radzi jej, żeby poszła do lekarza. Co powie mama?



- A. I think you should go to the vet.
- B. I guess it is OK.
- C. I don't think you should buy any medicines for it.

3.2. Kolega proponuje pójście do kina. Co odpowiesz?



- A. Will you come to the cinema?
- B. You are welcome.
- C. Of course I will.

3.3. Dostałaś/Dostałeś propozycję dobrze płatnej pracy w restauracji. Jak zapytasz, czy tata się zgodzi?



- A. Is the job well-paid?
- B. Will you agree?
- C. Are you going to go with me?



Lesson 1

job /dʒɒb/ – praca

JOBS AND PROFESSIONS

architect /ˈɑːkɪtekt/ – architekt/
architektka

blogger /ˈblɒɡə/ (B1) – bloger/
blogerka

bus driver /ˈbʌs ˈdraɪvə/ (A1) –
kierowca autobusu

chef /ʃef/ (A2) – kucharz/kucharka;
szef kuchni / szefowa kuchni

doctor /ˈdɒktə/ (A1) – lekarz/lekarka

engineer /ˈendʒəˈniə/ (A2) – inżynier

IT worker /ˈaɪtiː ˈwɜːkə/ (A2) –
pracownik/pracownica działu IT

journalist /ˈdʒɜːnəlɪst/ (B1) –
dziennikarz/dziennikarka

lawyer /ˈlɔːjə/ – prawnik/prawniczka

programmer /ˈprəʊɡræmə/ (C1) –
programista/programistka

shop assistant /ˈʃɒp əˈsɪstənt/ (A2) –
sprzedawca/sprzedawczyni

social media consultant
/ˈsəʊʃəl ˈmiːdiə kənˈsʌltənt/ –
specjalista/specjalistka ds. mediów
społecznościowych

taxi driver /ˈtæksi ˈdraɪvə/ –
kierowca taksówki

teacher /ˈtiːtʃə/ (A1) – nauczyciel/
nauczycielka

web designer /ˈweb ɪˈzaɪnə/ (B1) –
projektant/projektantka stron
internetowych

vlogger /ˈvlɒɡə/ – vloger/vlogerka

VERBS

be interested in /bi ˈɪntrɪstɪd ɪn/ –
interesować się

earn money /ɜːn ˈmʌni/ – zarabiać
pieniądze

think of /θɪŋk əv/ (B1) – myśleć o

work at home /wɜːk ət ˈhəʊm/ –
pracować w domu

work in an office /wɜːk ɪn ən ˈɒfɪs/ –
pracować w biurze

work outdoors /wɜːk ˈaʊtˈdɔːz/ –
pracować na zewnątrz

WORK

full-time (job) /fʊlˈtaɪm/ – na pełny
etat

part-time (job) /pɑːtˈtaɪm/ –

na niepełny etat

well-paid (job) /ˈwelˈpeɪd/ – dobrze
płatny

ADDITIONAL VOCABULARY

au pair /əʊˈpeə – au pair/ – młoda
osoba, która pomaga rodzinie
w zamian za pomoc w nauce języka

career /ˈkæriə/ (B1) – kariera

freelancer /ˈfriːlɑːnsə/ – pracownik
nieetatowy, wolny strzelec

personal trainer /ˈpɜːsənəl ˈtreɪnər/ –
trener personalny

social worker /ˈsəʊʃəl ˈwɜːkə/ –
pracownik socjalny/pracownica
socjalna

volunteer /ˈvɒlənˈtiə/ –
wolontariusz/wolonatriuszka

Lesson 3

VERBS

do for a living /duː fər ə ˈlɪvɪŋ/ –
zarabiać na życie

get a job /get ə ˈdʒɒb/ – dostać pracę

get a pay rise /get ə ˈpeɪ raɪz/ –
dostać podwyżkę

get a salary /get ə ˈsæləri/ – dostać
pensję

help people /help ˈpiːpəl/ –
pomagać ludziom

make a living /meɪk ə ˈlɪvɪŋ/ –
zarabiać na życie, utrzymywać się

make phone calls /meɪk ˈfəʊn
kɔːlz/ – prowadzić rozmowy
telefoniczne

meet clients /miːt ˈklaɪənts/ –
spotykać się z klientami

organise meetings /ɔːɡənaɪz
ˈmiːtɪŋz/ – organizować spotkania

send emails /send ˈiː meɪlz/ –
wysyłać e-maile

work hard /wɜːk ˈhɑːd/ – ciężko
pracować

work on a computer /wɜːk ɒn
ə kəmˈpjʊːtə/ – pracować na
komputerze

Lesson 5

VERBS

advertise a job /ˈædvətaɪz ə ˈdʒɒb/ –
zamieścić ogłoszenie o pracę

apply for a job /əˈplai fər ə ˈdʒɒb/ –
ubiegać się o pracę

find a job /faɪnd ə ˈdʒɒb/ – znaleźć
pracę

get fired (B2) /get ˈfaɪəd/ – zostać
zwolnionym

get work experience /get
wɜːk ɪkˈspɪəriəns/ – zdobywać
doświadczenie zawodowe

have an interview /hæv ən
ˈɪntəvjʊː/ – mieć rozmowę o pracę

look for a job /lʊk fər ə ˈdʒɒb/ –
szukać pracy

PEOPLE IN BUSINESS

boss /bɒs/ (A2) – szef/szefowa

businessman, businesswoman
/ˈbɪznəsmən, ˈbɪznəsˌwʊmən/ –
przedsiębiorca

candidate /ˈkændɪdət/ (B2) –
kandydat/kandydatka

client /ˈklaɪənt/ (B2) – klient/klientka

colleague /ˈkɒliɡ/ (A2) – kolega/
koleżanka z pracy

employee /ɪmˈplɔɪ-i/ (B1) –
pracownik/pracownica

office manager /ˈɒfɪs ˈmænɪdʒə/ –
kierownik biura

staff /stɑːf/ – personel, kadra

ADDITIONAL VOCABULARY

CV (curriculum vitae) /ˌsiːˈviː/ (B1) –
życiorys

deadline /ˈdedlaɪn/ – termin

qualification /ˌkwɒlɪfɪˈkeɪʃən/ –
kwalifikacja, umiejętność

training /ˈtreɪnɪŋ/ (B1) – szkolenie

Lesson 6

FUNCTIONAL LANGUAGE

GIVING AN OPINION

I think ... – Uważam, że...

I don't think ... – Nie uważam, że...
(nie...)

I believe ... – Wierzę, że...

I feel ... – Czuję, uważam, że...

I guess ... – Domyślam się, uważam,
że...

I suppose ... – Przypuszczam, że ...

I am sure ... – Jestem pewna/pewien ...

I am not sure ... – Nie jestem pewna/
pewien ...

In my opinion ... – Moim zdaniem...



Unit 2

Fashion

Lesson 1

Vocabulary and Listening



Vocabulary box

blouse boots cap coat dress gloves jacket jeans jumper leggings mittens sandals shoes
skirt socks sweatshirt top tracksuit trainers trousers T-shirt

1. **warm-up** What clothes do you like to wear?
... Do you have a favourite item of clothing?
2. Translate the words in the *Vocabulary box* above into Polish.
3. Look at the photographs (1-7). Use the words in the *Vocabulary box* to describe the clothes in the photos.
4. **2.1** Listen to three people talking about clothes. Each of them describes a mysterious item of clothing. Write the answers in your notebook.

5. Translate the words in the *Vocabulary box* into Polish. Write the answers in your notebook.

Vocabulary box

• belt • button • sleeve • zip
• fit • match
• baggy • checked • fancy • flowery • leather •
logo • loose • plain • spotted • striped • tight



6. Read the post from a fashion blog and find words which mean:
- wearing clothes which either do not match or do not fit well
 - people who tell you how fashionable you are

Blog

Fashion Crime

Fashion crimes are happening all over the country. Let us know when you meet someone who doesn't know how to look good. We are the fashion police. We can help people dress well.

7. Listen to two people asking the fashion police for help. Which person (1–2) in the pictures are they talking about? Write the answers in your notebook.

1. A



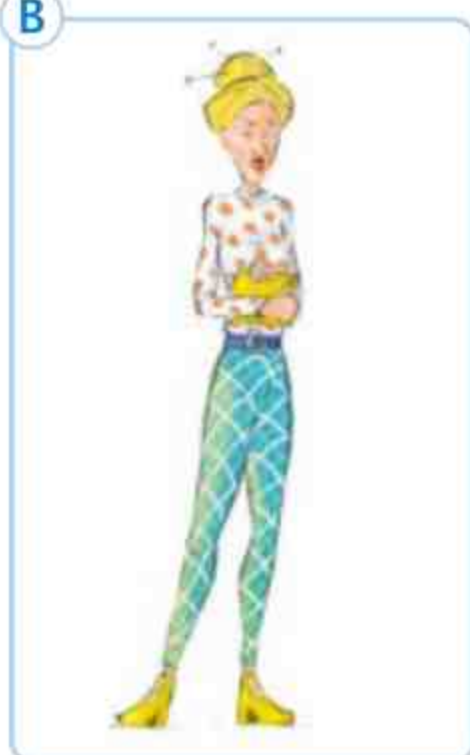
B



2. A



B



Vocabulary tip

Łatwiej zapamiętasz słówko, kiedy je sobie zilustrujesz lub chociaż wyobrazisz jako rysunek czy zdjęcie.

8. Read the invitation and fill in each gap in the summary with one word. Write the answers in your notebook.

Come to

A CLOTHES Swap party

at Megan's house!

Do you know what a clothes swapping party is? Everyone who comes brings the clothes from their wardrobe that they no longer want. If you see any clothes you like at the party, you can take them home. It's simple – you swap them.

There will also be something to eat and drink, great music, and good fun!

When is it? → This Friday at 6 pm.

Why are we doing this? → Because it's a good idea to recycle clothes. Someone else may like the clothes you don't wear anymore or that are too small for you.

Also, we want to do something to get money for WOŚP. Everyone who comes to the party will pay 20 zlotys.

There is a party at Megan's house on **1** at 6 pm. We will swap **2**. It's a good idea because we will give some **3** to charity and we will also recycle our old clothes. I think the party will be a lot of **4**!

Additional vocabulary

casual • formal • sporty • trendy

Match the four adjectives with their definitions. Write the answers in your notebook.

- following fashion
- wearing T-shirts, tracksuits, etc.
- relaxed and comfortable
- serious and official

Lesson 2

Grammar

Nagrania 2.3
docwiczenia.pl
Kod: U7QNAM



Grammar box Past simple

Czasu **past simple** używamy, mówiąc o czynnościach i zdarzeniach, które zaczęły się i skończyły w przeszłości.

Odmiana czasownika *be*

Twierdzenie: I/She/He/It **was** in London yesterday
You/We/They **were** in London yesterday

Przeczenie: I/She/He/It **wasn't** in London yesterday
You/We/They **weren't** in London yesterday

Pytanie: **Was** I/she/he/it in London yesterday?

Grammar box Past simple

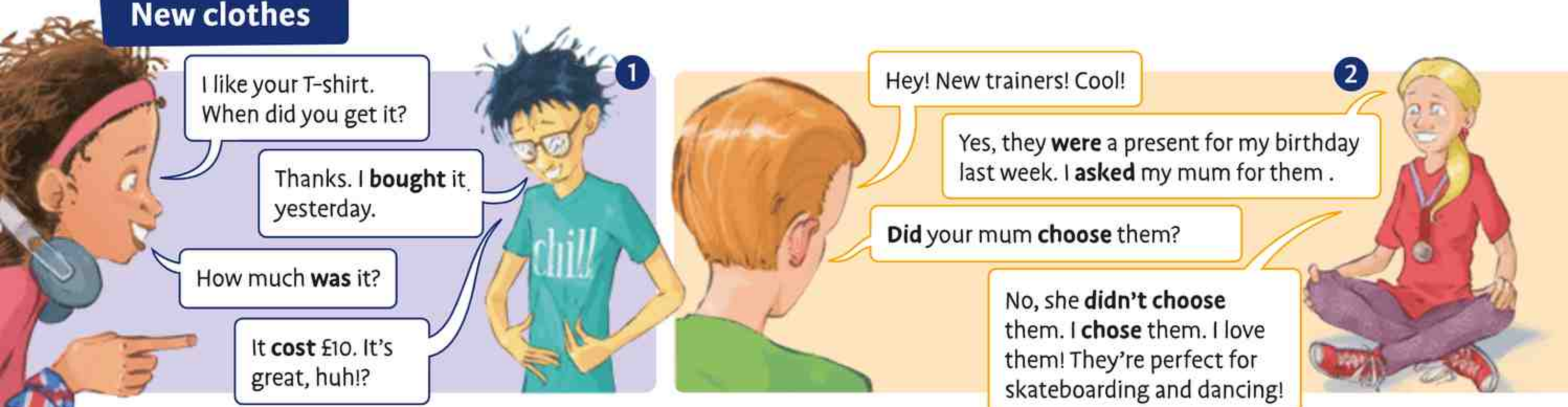
Czasowniki regularne w **past simple**: dodaj **-ed**
Czasowniki nieregularne, np. *buy – bought*,
wear – wore

Twierdzenie: I **walked** to school.
I **bought** some shoes.

Przeczenie: I **didn't walk** to school.
I **didn't buy** any shoes.

Pytania: **Did you walk** to school?
Did you buy some shoes?

New clothes



1. **warm-up** Study the the first *Grammar box*.

2. **2.3** Listen and read the conversations and answer the questions (1–2) in your notebook.

- What did Will buy? How much did it cost?
- What was Meg's birthday present? Did Meg choose it?

3. Look at the pictures and conversations once again. Complete the sentences with the correct past simple form of *be*.

- A: How much Will's T-shirt?
B: It £10.
- Meg's birthday earlier this week.
It last week.
- A: Who Meg's trainers from?
B: They from her mother.
They from her father.

4. Study the second *Grammar box*. Find examples of regular and irregular past simple verbs in the conversations.

5. Complete the email with the correct past simple form of the verbs in brackets.

Email

Hi Suzy,
Last Saturday I **1** (*go*) shopping. I **2** (*spend*) a lot of money. I **3** (*buy*) some shoes, a dress and some jeans. The jeans **4** (*be*) quite expensive, but when I **5** (*get*) home, I realised that they **6** (*not/fit*) – they **7** (*be*) too big! So, I **8** (*take*) them back to the shop and I **9** (*change*) them for a smaller pair. What **10** (*do*) at the weekend?
See you soon,
Olivia

6. Talk in pairs about your last shopping trip (When was it? What did you buy? Who did you go with?).



Blog

A fashion designer's guide

Being a fashion designer isn't easy. I worked in fashion for many years and now I teach fashion and design at college. Here is where I found my inspiration.



1 I am a New Yorker, so I often get ideas when I walk through the city. I once saw a tall, slim woman wearing a fancy dress and heavy boots. She had freckles and blonde wavy hair. Her fringe was dyed blue. It was a strange combination, but it worked, so I included the look in my next fashion collection, and people loved it.

2 Also, hip hop changed the way people dress. Hip hop streetwear inspired many designers, including me. Hip hop has its own style. It mixes everyday clothes with luxury logos. It still has a huge influence on fashion.

3 Fashions from the past also inspired me. I loved the 1960's hippies. Women wore long skirts, blouses and sandals. Men had long, straight hair, moustaches and beards. They preferred cheap clothes made from natural materials. I liked the style and I included the hippie look in many of my designs.

4 I always got fashion ideas wherever I went – in the mountains, at the seaside. In one winter fashion show, the models had white spiky hair and white make-up. It looked like ice! I also travelled to Japan for inspiration. The Japanese are very good at using the natural world in their traditional dress. In my work I used many flowery patterns inspired by my visits there. And I also used vintage clothes from other times in history, but this is a big topic for another post ...

1. Find a word in the *Vocabulary box* which means:

1. no hair on the head.
2. the lines on an old person's face.
3. a way of tying back long hair.
4. the hair that grows above a man's lip.

2. Translate the rest of the words in the *Vocabulary box* into Polish. Which ones are adjectives and which ones are nouns? Write the answers in your notebook.3. Look at the photos and describe the clothes and the hairstyles. Use words in the *Vocabulary box* to help you.

Vocabulary box

• bald • blond(e) • curly • dark • dyed • fringe • long • ponytail • short • spiky • straight • wavy
• beard • freckles • moustache • short • slim • tall • thin • wrinkles

4. 2.4 Read the blog and match the headings (A–D) with the paragraphs (1–4). Listen and check.

- A. Nature C. The Streets
B. History D. Music

5. E Read the blog again. In which paragraph (1–4) does the writer:

- A. say that some of her fashion ideas came from another country?
- B. mention an unusual look that later became part of a fashion collection?
- C. say that many ideas for clothes came from watching people in the streets?
- D. suggest that a particular fashion wasn't expensive?

6. Work in pairs. Student A turn to page 113. Student B turn to page 133.



Lesson 4

Grammar

Nagrania 2.5
docwiczenia.pl
Kod: U76D63



Grammar box Past continuous i past simple

Czasu **past continuous** używamy, gdy opisujemy: czynności i wydarzenia trwające w określonym momencie w przeszłości:

Twierdzenie: I/He/She/It **was working**.

We/You/They **were working**.

Przeczenie: I/He/She/It **wasn't working**.

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

Pytanie: **Was** I/he/she/it **working**?

Were we/you/they **working**?

Czasów **past simple** i **past continuous** bardzo często używamy w jednym zdaniu. W takich sytuacjach tło zdarzenia wyrażamy za pomocą **past continuous**, a krótsze zdarzenie za pomocą **past simple**.

I **saw** Jake while I **was cycling** to school. I **was watching** TV when Kath **phoned** me.

Terrible day



■ **Anna:** I'm having a terrible day. Everything is going wrong!

► **Bella:** Oh no! What **happened**?

■ **Anna:** Well, I **wanted** to buy a new shirt for the party tonight. I **was walking** into town to go shopping when it **started** raining. Then, while I **was running** to escape from the rain, I **fell** over. I **got** completely wet!

► **Bella:** Oh no! Poor you!

■ **Anna:** And then, while I **was doing** some shopping, I **realised** I left my purse at home and I **had** no money. So, I **had** to walk back home in the rain and then go back into town again. This time I **went** on the bus.

► **Bella:** I hope things **got** better after that!

■ **Anna:** Well, I finally **got** home and **started** to get ready for the party. But while I **was getting** ready for the party and I **was putting** on my new party shirt, a button **fell off** and my dog **ate** it!

1. 2.5 Listen to and read the conversation.

... Answer the questions. Write the answers in your notebook.

1. Why did Anna go into town?
2. What did she want to buy?
3. Did she have money with her?
4. What did her dog do?

2. Study the *Grammar box*.

3. Look back at the conversation 'Terrible day'.

... Answer the questions and write the answers in your notebook.

What was Anna doing when ...

1. it started raining?
2. she fell over?
3. she realised she left her purse at home?
4. a button fell off her shirt?

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

1. I (walk) to school this morning when I (meet) my friend Jimmy.
2. I (fall) asleep last night while I (watch) TV. The programme (be) boring.
3. I (wash) my hair when you (call) me last night.

5. In pairs, tell each other about your own terrible day. Ask and answer questions to find more information.



Grammar tip

Do połączenia dwóch czynności lub sytuacji z przeszłości w jednym zdaniu używamy bardzo często wyrażen: *when* i *while*.

I **was watching** TV **when** Kath **phoned** me.

While I **was watching**, TV Kate **phoned** me.



You've got the look!

Rock-Star Make-up Competition

Enter our competition and win two tickets to the City Rock Festival!

All you have to do is create the make-up for an original rock star look. Can you make your eyes look amazing with eyeliner and eyeshadow? Do you have awesome ideas on how to use lipstick and nail polish? Make a short film of you creating the look and upload it to our website by using the link below. A rock band will wear the winning look at the festival, and you will get to meet the bands.

- 1.** **warm-up** Think of someone famous. Can you describe what he/she looks like? Does she/he wear make-up? Do they wear a lot of make-up?
- 2.** Translate the words in the *Vocabulary box* into Polish and match them to the photos (1–5).

Vocabulary box

eyeliner • eyeshadow • lipstick • nail polish • powder



- 3.** **E** Read the advert from a music festival website and answer the questions in your notebook.
 1. What type of competition is it?
 2. What do you have to do to enter the competition?
 3. What are the prizes?

- 4.** **E** Complete the text with the words in the box. There is one extra word. Write the answers in your notebook.

acting • had • look • playing • saw • wore

FORUM

Ask an actor

Question: Why do men wear makeup when they are acting? *Katie, Cambridge*

Answer: That's a good question, Katie. I wore make-up when I was **1** in the theatre. I often had to **2** older for the character I was **3**. When I was Romeo at the National Theatre, I **4** white powder, red lipstick and black eyeliner every night so that people at the back of the theatre **5** me clearly.

- 5.** **E** **2.6** Complete the gaps with the correct verb form. Write the answers in your notebook. Listen and check.
 1. Men and women make-up in ancient Egypt.
 2. The eyeliner people blind.
 3. The Aztecs dead beetles to make red lipstick.
 4. Eyeshadow is shiny because companies fish scales in it.

Class fun

- 6.** Find a photo of an actress/actor on the internet. Don't let your classmates see it. Describe the photo and talk about his/her clothes and make-up. Ask your classmates to guess who it is.

Lesson 6

Listening and Speaking

Nagrania 2.7-2.9

docwiczenia.pl

Kod: U7LE7K



▶ The beautiful people

Vlog

BEAUTY | FASHION | LIFESTYLE

My lifestyle ...



Alice Moore

- 1 cucumber, cut into small pieces
- 1 avocado
- 3 tablespoons cereal
- 3 tablespoons water
- 1 tablespoon lemon juice
- 1 teaspoon honey

1. **warm-up** Look at the vlog page. What do you think it is about? Choose A, B or C. Write the answers in your notebook.

- A. a healthy breakfast
- B. a smoothie
- C. a beauty product

2. **2.7** Listen to Sam talking to his mum and check your answers for activity 1.

3. **2.7** Listen again and answer the question: Do you think Sam's mum looks younger now?

4. Match the three expressions that Sam used (1–3) with the reasons why he used them (A–C). Write the answers in your notebook.

- 1. You're joking!
- 2. What a strange idea!
- 3. You look ... uh ... great!

- A. To describe someone's appearance.
- B. To say that something is stupid or shouldn't be taken seriously.
- C. To say that something is very unusual.



5. Look at the expressions in the *Functional language box*. Which expression means:

- A. Nie ma mowy!
- B. Co za cudowna sukienka.
- C. Jaka szkoda!
- D. Gratuluję!/Brawo!
- E. To straszne!/To okropne!
- F. Co za dziwny pomysł!
- G. Zakładam, że jest w porządku.

Functional language box

Expressing reactions

1. Good for you!
2. I guess it's alright.
3. No way!
4. That's awful/terrible!
5. What a pity!/What a shame!
6. What a strange idea!
7. What a wonderful dress!
8. You look great/amazing/fantastic.
9. You are joking!.

6. 2.8 Listen to a vlogger talking about the latest Hollywood fashion and choose the best comment (A, B or C) to post in order to show your reaction to the news. Write the answers in your notebook.

Comments:

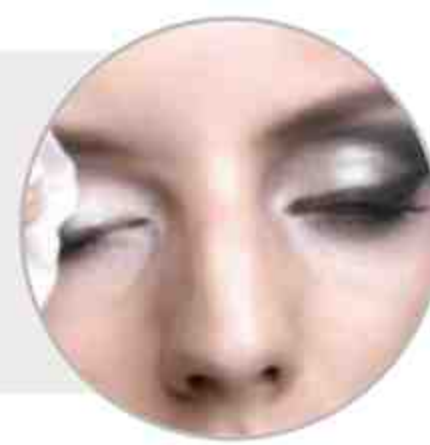
1

- A. You look amazing!
- B. You are joking!
- C. What a pity!



2

- A. What a wonderful look!
- B. What a wonderful dress!
- C. Good for you!



3

- A. No way!
- B. What a wonderful look!
- C. You look fantastic!



4

- A. What a shop!
- B. I guess it's alright.
- C. What a pity!



7. Work in pairs. Write a dialogue for a fashion vlog using the expressions in the *Functional language box*.

Example:

Kate: What a wonderful shirt! It's perfect for you!
William: You're joking! The colour is awful.

Phonics box

fashion /'fæʃən/

Dźwięk /ʃ/ często pojawia się w języku angielskim, zazwyczaj zapisany jest jako litery „sh” np. *shirt*, *eyeshadow*, *nail polish*. Jakie znasz inne litery, które czytamy w języku angielskim jako /ʃ/?

- 2.9 Listen to the following sentence. Practise saying it a few times. Which letters make a /ʃ/ sound?

What a shame that the ancient Egyptian chef ate too much sugar!?

Functional language tip

Język angielski zawiera mnóstwo zwrotów, które ułatwiają komunikację w wielu sytuacjach, ale które nie mają bezpośredniego i dosłownego tłumaczenia na język polski. Ucz się ich nie jako pojedynczych słów, ale zwrotów, np. 'No way!', co oznacza po polsku „Nie ma mowy!”.

Lesson 7

Writing

Blog post

1. **warm-up** Do you read blogs? Do you have any favourite ones? Who writes them?

Blog

My First Session with Sam

Hello my friends!!

Today's entry is about my photoshoot last week. It was my first professional session with the experienced photographer Sam Waters.

We went to an old factory very early in the morning to get natural light. The models were wearing vintage clothes: old-fashioned, flowery dresses and baggy, leather jackets. There was a place for a make-up artist. We took a lot of photos – I learnt how to use my equipment to get a really good image. It was an amazing experience.

Sam organises courses for beginners almost every year. It costs about £100, but you can get a 10% discount if you are a student. You can call Sam for more information.

That's all for today. If you like my entry, you can leave a comment.

Later, Ben

Tytuł bloga

Powitanie

Wstęp

Rozwinięcie

Prośba o opinię

4. **i** **i** Look at the photo and answer the questions. Then, in pairs, describe the picture.

- Who is in the picture?
- Where was the picture taken?
- What were the girls doing?



2. Read the blog post. What is it about?
3. Read the blog post again and complete the advert with the missing words. Write the answers in your notebook.

Professional 1 **✎** for photographers!

If you are interested in taking beautiful pictures, come and see our professionals at work!

We can take you to amazing gardens, fantastic mountains, or an old 2 **✎**.

You don't need any professional 3 **✎**.

This course is for 4 **✎** – with our help you can develop a new passion.

For more information call 5 **✎**.

There is a 10% 6 **✎** for students!

5. **E** Write a blog post about shopping with a friend. Include the following ideas:

- the time and place to go shopping,
- the clothes you bought,
- the way you spent the after shopping.

Checklist

- ☒ Wiem, że blog musi się zaczynać od chwytliwego tytułu.
- ☒ Po tytule i powitaniu piszę zdanie wstępu w moim blogu.
- ☒ Pamiętam o prośbie o opinię w blogu.

Lesson 8

Review

Vocabulary

1. Describe the girl in the picture.
 ... Remember to describe her clothes and her haircut. Write the description in your notebook.



/ 4 pt

2. Find the odd word. Explain your choice.

1. sweatshirt trainers leather jumper
2. straight bald beard dyed
3. mittens foundation corrector lipstick
4. flowery freckles spotted striped

/ 4 pt

Grammar

3. Complete the sentences with the correct form of the verb in the box. Write the answers in your notebook.

was were wasn't weren't

1. I in the shopping centre last week and I bought a new pair of shoes.
2. Her make-up very heavy, just mascara and lip balm.
3. Her face was covered in freckles when she a child.
4. His sweatshirt old, it just very dirty.
5. In my previous school, the teachers nice. We really liked them.
6. The members of the rock band dressed in leather jackets and tight jeans.

/ 6 pt

4. Decide which verbs are regular and which are irregular. Write the correct past tense forms in your notebook.

- | | | |
|----------|----------|-----------|
| 1. cost | 2. try | 3. change |
| 4. take | 5. fit | 6. dye |
| 7. allow | 8. wear | 9. buy |
| 10. be | 11. look | 12. do |

/ 12 pt

5. Match the sentence openings (1–4) with the correct ending (A–D). Write the answers in your notebook.

1. Yesterday I cut all my hair off
 2. There was a sale on at the shopping centre last month,
 3. The piercer was putting a new earring in for me
 4. Last night at 6.00 I was having
- A. dinner with my colleagues.
 B. so I bought some new clothes.
 C. when the fire alarm went off.
 D. for charity.

/ 4 pt

6. Complete the conversation with the correct form of the verbs in brackets. Write the answers in your notebook.

Ann: What **1** (do) you do yesterday afternoon?

Bill: I **2** (do) the shopping when, unexpectedly, Mary **3** (call).

Ann: What **4** she **5** (say)?

Bill: She **6** (tell) me about her new music teacher.

Ann: What **7** (be) he like? Tell me about him.

Bill: Funny. He **8** (wear) a floral shirt and pink trainers yesterday. He **9** (have) dreadlocks, a beard, and a nose ring. They **10** (listen) to R&B for the whole lesson.

Ann: Sounds interesting. What about your shopping?

Bill: I **11** (not/buy) anything interesting. Only a new belt and some socks.

Ann: Don't worry. We will go together tomorrow!

/ 11 pt



Zadanie 1.

E Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1.1–1.4). Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga! Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy słowa, wliczając w to wyraz już podany. Zapisz odpowiedzi w zeszycie.

- 1.1. Honestly, I didn't eat those sweets. **WASN'T**
Honestly, it who ate those sweets.
- 1.2. We didn't go for a walk because of the rain. **WAS**
We didn't go for a walk because .
- 1.3. I was sleeping. They opened the door. **WHEN**
I was sleeping opened.
- 1.4. We were driving back home when we saw an accident. **WHILE**
We saw an accident driving back home.

Zadanie 2.

E Przeczytaj teksty. W zadaniach 2.1.–2.2. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszycie.

- 2.1. Both texts are:
A. emails. B. requests. C. adverts.
- 2.2. Both texts are aimed at:
A. people wanting to learn something new.
B. young people.
C. students.

Do you like make-up?

Are you interested in learning some techniques?

If you want to learn how to use eyeliner correctly or how to apply foundation, our course is just for you.

Become a master of both brush and lipstick.

It doesn't matter how old you are.

Call us on
78945623
for details.



We are
waiting for
your call!

Zadanie 3.

E 2.10 Usłyszysz dwukrotnie dialog. Na podstawie informacji zawartych w nagraniu odpowiedz w języku angielskim na pytania (3.1–3.3). Odpowiedzi zapisz w zeszycie.

- 3.1. Where does the conversation take place?
- 3.2. What is the problem?
- 3.3. What does the woman finally decide to do?

Zadanie 4.

Postanowiłaś/Postanowiłeś radykalnie zmienić swój styl ubierania. Utwórz wpis na blogu, w którym:

- 4.1. opiszysz czytelnikom, dlaczego decydujesz się na taki krok,
- 4.2. wyjaśnisz, jak chcesz się teraz ubierać,
- 4.3. poprosisz czytelników o opinię.

**Make your dreams come true
and become a fashion designer.**



There's a great opportunity for all our students!

**Carl's design workshop
is looking for assistants.**

You will learn how to make shirts and coats and how to combine different patterns. You will also meet interesting people from the world of fashion and visit some of the greatest fashion houses.

For more information visit Carl's website.



Lesson 1

CLOTHES

belt /bɛlt/ (A2) – pasek
blouse /blaʊz/ (A2) – bluzka
boots /bu:ts/ (A1) – kozaki
button /'bʌtn/ (B1) – guzik
cap /kæp/ (A2) – czapka
coat /kəʊt/ (A1) – płaszcz
dress /dres/ (A1) – sukienka
gloves /glʌv/ (A2) – rękawiczka
 z pięcioma palcami
jacket /'dʒækɪt/ (A1) – kurtka
jeans /dʒi:nz/ (A1) – dżinsy
jumper /'dʒʌmpə/ (A2) – sweter
leggings /'legɪnz/ – legginsy
mittens /'mɪtnz/ – rękawiczki
 z jednym palcem
sandals /'sændlz/ (B1) – sandały
shoes /ʃu:z/ (A1) – buty
skirt /skɜ:t/ (A1) – spódnica
sleeve /sli:v/ (B1) – rękaw
socks /sɒks/ (A2) – skarpety
sweatshirt /'swetʃɜ:t/ (B1) – bluza
top /tɒp/ (B1) – top (koszulka)
tracksuit /'træksu:t/ (B1) – dres
trainers /'treɪnəz/ (B1) – buty
 sportowe
trousers /'traʊzəz/ (A1) – spodnie
T-shirt /'ti:ʃɜ:t/ (A1) – T-shirt
zip /zɪp/ (B2) – zamek błyskawiczny

VERBS

fit /fɪt/ (B1) – pasować, być dobrego
 rozmiaru
match /mætʃ/ (A2) – pasować

DESCRIBING CLOTHES

baggy /'bægi/ – workowaty,
 obszerny
checked /tʃekt/ – w kratę

fancy /'fænsi/ – elegancki,
 wyszukany
flowery /'flaʊəri/ – kwiecisty
leather /'leðə/ (A2) – skórzany
logo /'ləʊgəʊ/ (B1) – logo
loose /lu:s/ (B2) – luźny
plain /pleɪn/ (B1) – gładki, bez wzoru
spotted /'spɒtɪd/ – w kropki
striped /straɪpt/ – w paski
tight /taɪt/ (B1) – obcisły, ciasny

ADDITIONAL VOCABULARY

casual /'kæʒuəl/ – codzienny
formal /'fɔ:məl/ – formalny
sporty /'spɔ:ti/ – sportowy
trendy /'trendi/ – modny

Lesson 3

HAIRSTYLES

bald /bɔ:ld/ (B1) – łysy
blonde /blɒnd/ (A2) – blond
curly /'kɜ:li/ (B1) – kręcony
dark /dɑ:k/ (A1) – ciemny
dyed /daɪd/ – farbowany
fringe /frɪndʒ/ (C2) – grzywka
long /lɒŋ/ (A1) – długi
ponytail /'pəʊnɪteɪl/ – kucyk
short /ʃɔ:t/ (A1) – krótki
spiky /'spaɪki/ – sterczący
straight /streɪt/ (A2) – prosty
wavy /'weɪvi/ – kręcony

APPEARANCE

beard /biəd/ (A1) – broda
freckles /'freɪklz/ – piegry
moustache /mə'sta:ʃ/ – wąsy
short /ʃɔ:t/ (A1) – krótki
slim /slɪm/ (A1) – szczupły
tall /tɔ:l/ (A1) – wysoki
thin /θɪn/ (A2) – chudy
wrinkles /'rɪŋkəlz/ (C2) – zmarszczki

Lesson 5

MAKE-UP

eyeshadow /'aɪ ʃædəʊz/ – cień
 do oczu
eyeliner /'aɪ laɪnə/ – eyeliner
lipstick /'lɪp stɪk/ – pomadka do ust
nail polish /'neɪl ˌpɒlɪʃ/ – lakier
 do paznokci
powder /'paʊdə/ (B1) – puder

ADDITIONAL VOCABULARY

corrector /kə'rektə/ – korektor
eyelashes /'aɪləʃɪz/ (B2) – rzęsy
fake eyelashes /feɪk 'aɪləʃɪz/ –
 sztuczne rzęsy
foundation /faʊn'deɪʃən/ – podkład
lip balm /lɪp bɑ:m/ – pomadka
 ochronna do ust
lip crayon /'lɪp ˌkreɪən/ – kredka
 do ust
mascara /mæ'skɑ:rə/ – tusz do rzęs

Lesson 6

FUNCTIONAL LANGUAGE BOX EXPRESSING REACTIONS

Good for you! – Gratuluję!; Brawo!
I guess it's alright. – W porządku.
No way! – Nie ma mowy!
That's awful/terrible! – To straszne!
 To okropne!
What a pity!/What a shame! – Jaka
 szkoda!
What a strange idea! – Co za dziwny
 pomysł!
What a wonderful dress! – Co za
 cudowna sukienka!
You are joking. – Żartujesz!
You look great/amazing/fantastic. –
 Wyglądasz świetnie!



Unit 3

The technology around me

Lesson 1

Vocabulary and Listening

Vocabulary box

- design • discover • improve • invent • study • test
- inventor • scientist
- invention • technology

1. **warm-up** Can you think of any great inventions which make our lives easier?

2. Look at the words in the *Vocabulary box*. Find a word that means:

1. to check that something works.
2. to make something better.
3. to find.
4. to create something new.
5. a person who works in science.

Write the answers in your notebook.

3. Translate the other words in the *Vocabulary box* into Polish.

4. Look at the six pictures below which show some inventions. What is each one for?

the book pillow • the trampoline •
the baby floor cleaner • the head-to-toe umbrella •
the shower microphone • ear warmers



5. Read the advertisements (A–F) and match them to the inventions (1–6) in activity 4. Write the answers in your notebook.

Weird and wonderful inventions

- A** Not enough sleep at night? We'd like you to test our new product while snoozing during the breaks between classes. (It might even help improve your marks!)
- B** We invent the perfect products for parents who want their children to help with the housework from a very young age.
- C** Discover how to stay warm and comfortable in winter. Wear these and you'll feel cool but never cold!
- D** We study typical everyday problems and develop simple ideas to solve them. So if you hate getting wet in the rain, our latest product is for you.
- E** It took us years to research the perfect gift for Father's Day. The result helped us design this must-have bathroom accessory for all those wannabe rock star dads.
- F** Reach for the stars. You'll discover that jumping can be really fun.

Vocabulary box

device • equipment • experiment • prediction • result • science • solution

6. Look at the words in the *Vocabulary box* and translate them into Polish.

7. Match the verbs (1–5) with the nouns (A–E). Write the answers in your notebook.

- | | |
|----------|------------------|
| 1. make | A. an experiment |
| 2. do | B. a prediction |
| 3. study | C. a result |
| 4. get | D. science |
| 5. find | E. a solution |

8. Look at the science experiment. Match the headings (1–4) with the texts (A–D). Write the answers in your notebook.

Experiment: Secret Message



A What do you need?

A small bowl, some lemon juice, white paper and a hairdryer.

B What must I do?

First, write a message with the lemon juice on the paper. Wait for the lemon juice to dry. Then use the hairdryer and blow warm air on the paper.

C What will happen?

I think the hot air will do something to the lemon juice. But what?

D What happened and why?

The message appeared again and it is the colour brown. If lemon juice meets warm air, you get carbon – symbol 'C' – which is why the lemon juice turns brown. This is why apples and avocados become brown when you cut them.

9. Listen and check your answers in activity 8.

10. Class talk. Can you name any inventors or scientists? What do you know about them?



Vocabulary tip

Układaj zdania z wykorzystaniem nowo poznanych słówek. To bardzo pomaga w nauce.

Example: 1 (Equipment) = A (what do you need?).

1 Equipment

2 Prediction

3 Method

4 Result

Additional vocabulary

calculate • connect • find out • measure • observe • surf

Check the meaning of the words in the box and complete the sentences.

Write the answers in your notebook.

- I wanted to 1 the internet but I couldn't 2 to it.
- I'd like to 3 how that telescope works. I want to 4 the sky at night.
- Please 5 one side of the square, then 6 the area (a^2).



Lesson 2

Grammar

Nagrania 3.2–3.3

docwiczenia.pl

Kod: U7YMW3



Grammar box First conditional

Pierwszego trybu warunkowego **first conditional** używamy do opisywania prawdopodobnych sytuacji, które mogą wydarzyć się w przyszłości. Zdania w pierwszym trybie warunkowym składają się z dwóch części:

- 1 zdania podrzędnego rozpoczynającego się od słowa *if* (jeśli), wyrażającego warunek,
- 2 zdania głównego, wyrażającego skutek.

If you study hard, you'll pass your exams. If it's a nice day, we'll go for a walk.

I am going to invent a robot

1 I love books and reading. The problem is, I never have enough time to read what I want to read.

Yes, there is never enough time!

But I have plan. I'm going to invent a robot that does all the housework in my house. **If** I invent a robot like that, **I'll have** more time to read!!

2 What's the matter?

We have problems with our igloo because of global warming. It's terrible.

Oh no! We need to look after the planet more.

Yes, if we look after the planet, we'll have a great future. But **if** we don't look after the planet, **we won't have** a future at all! We need to invent or discover a form of energy that is ecological. Keep it clean!! Keep it green!!

1. **warm-up** Study the *Grammar box* with first conditional.
2. **3.2** Listen and read. Answer the questions:
Who wants to have A. more time and B. a cleaner planet?
3. Answer the questions.
1. What will Ben do if he invents his robot?
2. What does Meg think will happen if we don't look after the planet?
4. **3.3** Choose the correct tense in the sentences. Listen and check your answers. Write the answers in your notebook.
1. If you *study/will study* hard, you *pass/will pass* the exam.
2. If we *don't discover/won't discover* a new form of energy, we *have/will have* a lot of problems.
3. I *am/will be* very angry if he *doesn't give/won't give* me the money back.
4. If I *have/will have* more time, I *read/will read* more books.



Grammar tip

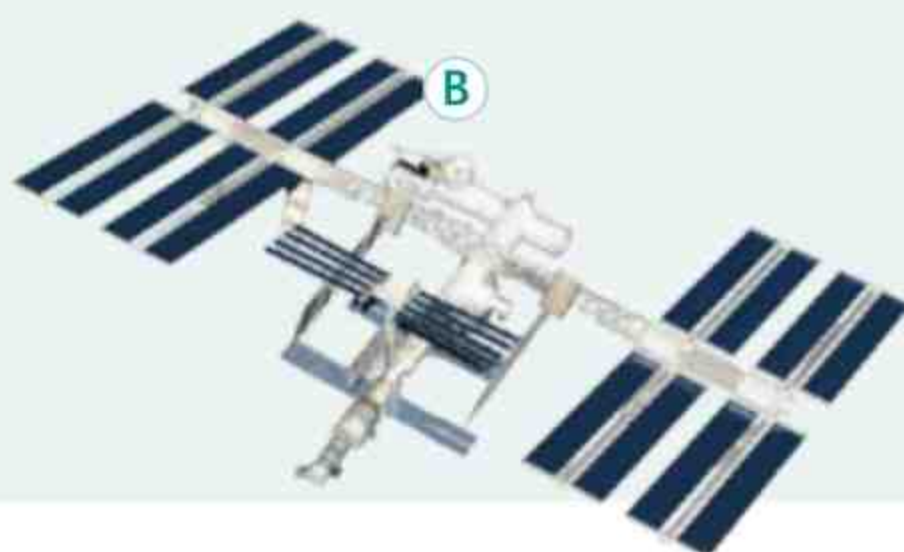
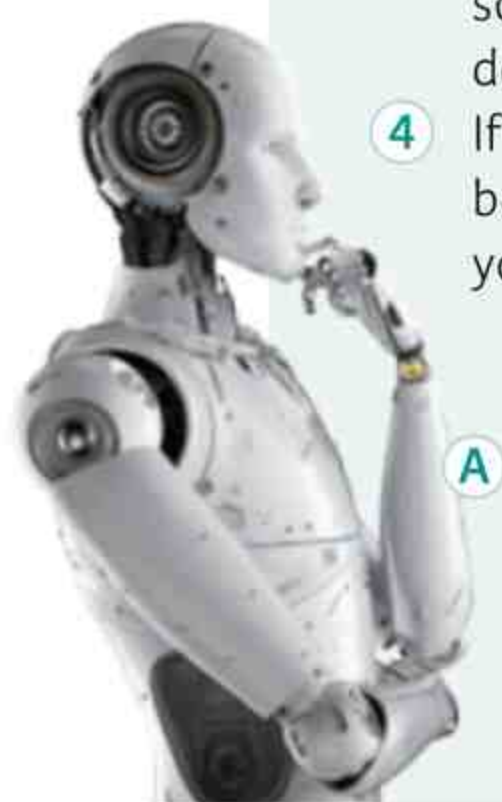
Używając okresów warunkowych, zdania podrzędne można zamieniać kolejnością.

5. **i** **Complete the sentences with your own ideas. Work in pairs and share your ideas. Write the answers in your notebook.**
1. If it's nice at the weekend, .
2. If I have no homework this evening, .
3. If the internet doesn't work, .
4. I'll be so happy if .
5. My parents won't be pleased if .
6. **i** **Work in pairs or small groups. You are going to make a first conditional chain.**
Example: *If I can go to any country in the world, I'll go to the USA. If I go to the USA, I'll visit Disneyland. If I ... visit Disneyland, I'll ...*



Technology changes so quickly that sometimes it's difficult to know what is already possible.

- 1 If you have a missing tooth, a dentist makes a new one with a 3D printer. It looks exactly the same as the missing one.
- 2 Technology now means that we don't have to visit the doctor. A doctor now knows why a patient is ill thanks to a video link and special medical equipment.
- 3 Scientists can now build robots that feel sad if they do something wrong. Actually, some of them are really clever and they can do everything that a human can do.
- 4 If you want to see your holiday destination before your visit, travel agents can give you a virtual reality tour.
- 5 Student doctors now use virtual reality to learn how to do complex operations. This way they don't make mistakes on real patients.
- 6 If you want to know when the International Space Station is above your head, a space agency can send you a text message to let you know.
- 7 Thanks to space exploration, we know that there is life on other planets that are a long way away from our own planet.



1. **warm-up** What interesting tech gadgets do you know about?

2. Use the words in the box to name the photos (A–D).

Vocabulary box

3D printer • intelligent fridge • Internet of Things (IoT) • robot • smart home • text (message) • software • space exploration • space station • virtual reality

3. Translate the other words in the *Vocabulary box*.

4. **3.4** Read the text and discuss if the sentences (1–7) are true (T) or false (F). Write the answers in your notebook. Listen and check.

5. **E** Read the text and fill the gaps with missing words. Write the answers in your notebook.

The Internet of Things (IoT) connects electronic equipment to the internet and uses software to make our lives easier. Soon you will live in a **1** home. Your car will tell your house to switch on the lights when you are nearly home. Your mobile phone will control your washing machine and dishwasher. Your intelligent **2** will even send you a **3** message if you need to buy more milk!



6. **Work in pairs.** Think about schools in the near future. How will they use the IoT (Internet of Things) or virtual reality? Think of two ideas and tell your class.

Lesson 4

Grammar

Nagrania 3.5
docwiczenia.pl
Kod: U7XR77



Grammar box Relative pronouns

Zaimki względne **relative pronouns** **that**, **who** oraz **which** służą do tworzenia zdań, które odpowiadają na pytania: *jaki?* i *który?*

Zaimka **who** używamy w odniesieniu do ludzi.

Zaimka **which** używamy w odniesieniu do rzeczy.

Zaimka **that** możemy używać zarówno w odniesieniu do ludzi, jak i do przedmiotów.

There is a person **who** you can speak to.

It's a printer **which** connects to your smartphone.

There is a person **that** you can speak to.

It's a printer **that** connects to your smartphone.

1. Study the Grammar box with relative pronouns.

2. 3.5 Listen and read the conversation.
Answer the questions.

1. What new technologies are the people speaking about?
2. What does the printer do? What do the robots do?

Supercool



- **Mary:** What's that?
- **Olga:** It's a printer **which connects to your smartphone**. It prints **photos that are on your phone**.
- **Mary:** Supercool. Will you take a photo of me?
- **Olga:** Sure. Say cheese!
- **Mary:** Great, thank you! When did you buy the printer?
- **Olga:** Yesterday. I was buying it in a shop and ... can you believe it? I was served by a **robot that speaks to you!**
- **Mary:** Wow!
- **Olga:** Yes, they have **robots that speak to you when you enter the shop**. They ask you what you want and then they take you to find it. Then, you pay the robot.
- **Mary:** So, you didn't speak to a single person?
- **Olga:** Well, there is always **someone who you can speak to**. But my robot was very helpful, so I didn't need to. I think it's **something that will be very common soon**.

3. Complete the sentences with **who** or **which**.
Write the answers in your notebook.

1. Soon, we will have robots will do all the jobs in the house.
2. I need someone can help me for a few minutes.
3. There's no phone signal. Is there a wi-fi code I can use?
4. Is there an app automatically translates a text into English?
5. A scientist is a person does experiments and research.

4. E Rewrite each sentence using the word given so that the meaning is the same.
Write the answers in your notebook.

1. Here's the book. You wanted to borrow the book.
Here's to borrow. **THAT**
2. This is my friend. He lives in the UK.
This is the UK. **WHO**
3. I bought that laptop. We looked at the laptop last week.
I bought last week. **THAT**
4. Where are the headphones? The headphones were on the table.
Where on the table? **WHICH**

5. Use the ideas in the box to answer questions 1-4. Use **It's someone/something ...** Write the sentences in your notebook.

It prints an actual object, not a picture. •
He or she doesn't eat meat. •
It is controlled by a computer and can do things that people can do. •
He or she tries to predict the future.

1. What's a vegetarian?
2. What's a robot?
3. What's a 3D printer?
4. What's a futurologist?

Lesson 5

Vocabulary and Grammar

Nagrania 3.6
docwiczenia.pl
Kod: U7C8HM



Unit 3.5

1. **warm-up** Imagine you are going on holiday to a quiet place. Name three things that you would take with you to stop getting bored.

Vocabulary box

app drone e-reader headphones scanner
smartphone touchscreen computer wi-fi

2. Find a word in the *Vocabulary box* which:
- you wear on your ears when listening to something.
 - can take off and fly.
 - is a device you usually find in shops, hospitals, offices and airports.
 - doesn't need a mouse or keyboard to work.
3. Translate the other words in the *Vocabulary box* that you didn't use in activity 2.
4. **Work in pairs.** Read the reasons why we use a smartphone. Talk to each other about how you use your phone.

Questionnaire

I use my smartphone:

- ☐ to help me to find my way
- ☐ to watch films and series
- ☐ to listen to music
- ☐ to download apps
- ☐ to share pictures online
- ☐ to buy things
- ☐ to contact my friends on social media
- ☐ to learn English via a learning app

Anything else?

5. **3.6** Listen and answer the questions (1–2) in your notebook.

- Did Bruno have a good weekend? Why/Why not?
- What four reasons does Bruno give for using a smartphone?



6. **In pairs, discuss the questions.**

What will you do if ...

- you go away for a weekend and you forget your smartphone?
- there's no internet to help you do your history homework?
- your friend spends too much time online?

7. **E** Read the text and choose the correct answer A or B. Write the answer in your notebook.

Is Tech Taking Over?

Teenagers today are growing up with electronics all around them. They can't imagine a world without smartphones, tablets, and the internet. How much time do you spend in front of a screen each day? Some teens spend around eight hours connected to tech. Experts think this is too much, and that two hours is a safer amount of time. Too much tech means sleep and learning problems. Tell us what you think about this and other tech topics.

Join the Teen Tech Talks discussion group at 3.15 pm every Wednesday in the school library.

The text is:

- an advert for a school club.
- a poster telling teens not to use technology.

8. **Class talk. Discuss the questions below.**

- How many hours do you spend connected to tech? Is it too much? Why/Why not?
- What are some of the good and bad things about being online?



Lesson 6

Listening and Speaking

Nagrania 3.7–3.11

docwiczenia.pl

Kod: U7C9YA



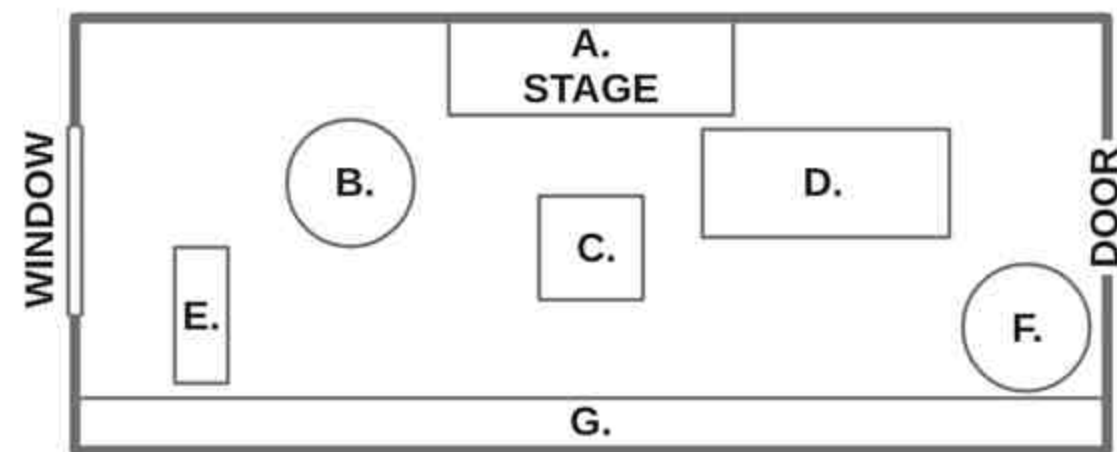
School Science Day

1. **3.7** Listen to a school vlog and answer true (T) or false (F). Write the answers in your notebook.
- The school is celebrating important inventions and discoveries. **T/F**
 - Students will present a project. **T/F**
 - You can watch videos about the projects. **T/F**
 - There will be some additional entertainment. **T/F**
 - Science and technology specialists will decide who will go on a free trip. **T/F**
2. Read the first line of each project's description. Complete the sentences with the words in the box. Write the answers in your notebook.

bridges • inventions • robots • drones • board games



3. **3.8** Listen to some students and look at the map of the school hall. In which place (A-G) will they put each project (1–5)? Write the answers in your notebook.



Science project show	No. on plan
<i>The Completely Crazy Scientists</i>	A. (stage)
1. New inventions (Year 3)	<input type="text"/>
2. Make a robot (Year 6)	<input type="text"/>
3. Maths board games (Year 5)	<input type="text"/>
4. Build a bridge (Year 4)	<input type="text"/>
5. Drones (Year 7)	<input type="text"/>

4. **3.9** Complete these phrases from the conversation in activity 3 with the missing words. Listen again to check your answers. Write the answers in your notebook.

Agreeing

- Yes, I see what you .
- You're .
- Yes, that's a idea.
- That's a good .

Disagreeing

- I'm about that.
- I'm sorry, but I don't .

5. Translate the phrases in Functional language box into Polish.

Functional language box

AGREEING

- Absolutely!
- I see what you mean.
- I think so, too.
- I totally agree.
- That's a good point.
- That's a great idea.
- That's right!
- Yes, I agree with you.
- You're right!

DISAGREEING

- Absolutely not.
- I think you're wrong.
- I totally disagree.
- I'm not sure about that.
- I'm sorry, but I don't agree.
- That's an awful idea.
- That's not right.

6. Read what visitors to the School Science Day say about the projects. Complete the sentences with a phrase in the *Functional language box*. More than one answer is possible. Write the answers in your notebook.

- A: I think Year 1, will get the prize.
They worked so hard on their ideas.
B: Their inventions were really original. My favourite was the funny drawing of the robot food tester in the school canteen.
- A: Year 4's engineering project on bridges was excellent. They were the best.
B: I am sorry. It was good, but Year 7's project on drones was much better.
- A: I enjoyed playing the maths board games.
B: They were all very educational.
- A: All the projects were so good. I think every class should win a trip to the Science Centre.
B: It's too expensive to send everyone.

7. 3.10 Listen to the winning vlog and choose the correct answer (A. or B.). Write the answers in your notebook.

- The students are interested in using drones:
A. to have fun. B. to be helpful.
- If we use drones, the town will be:
A. busier. B. cleaner.
- We can use drones to search for:
A. wild animals. B. plastic.

8. Do you agree with the ideas in the student vlog? Do you have any more ideas for drones? Discuss.

Phonics box

Wymowa w języku angielskim bywa trudna, gdyż wyrazy wyglądające podobnie trzeba często wymawiać inaczej.

- drone phone done
- understood blood hood
- entertain mountain brain

3.11 Listen and check your answers.



Functional language tip



Jak w uprzejmy sposób można nie wyrazić zgody? czyli "Yes, ... but ..."

Prawdopodobnie najbardziej powszechny sposób na niewyrażenie zgody to powiedzenie najpierw słowa *tak*, a potem dodanie zwrotu zaczynającego się od słowa *ale*.

Quiz

Do the quiz in pairs.

Can you live without technology?	Agree	Disagree
1. I check my phone every 10 minutes.		
2. I like e-readers more than books.		
3. I spend at least 3 hours a day online.		
4. I prefer learning online to sitting in the classroom.		
5. I communicate with friends on social media (even when they are near me).		
6. On Saturdays I wake up and think of playing games.		

If you agree with most of the sentences, you can't live without technology. Write the answers in your notebook.

Invitation

Dear All, **Come and take part in our SCIENCE PICNIC.**



We will have a famous guest: **Professor Kate Keller and her new robot DX-4.** You will have the chance to see the robot, which can wash dishes and iron clothes.

If you are interested in the latest inventions, we will also have a multimedia presentation.

To register, please contact Mr Bell on 458265898.

The event will take place **at our primary school on Friday at 4 pm.**

To get there, take bus number 43 from the city centre.

We hope to see everybody who likes science!

Science fan group

Adresat

Rozwinięcie

Dane kontaktowe

Miejsce i czas wydarzenia

Podpis

1. Read the invitation above and answer the questions. Write the answers in your notebook.

- What kind of event is the invitation about?
- Who is organising the event?
- Who is the special guest?
- What is DX-4?
- Where is the event taking place?

2. Study the table. Use the phrases in the table to complete the email invitation.

Type of event	Time and place	Attractions	Dress code	Booking
concert/football match/ fashion show/charity event/birthday party	on Saturday/Sunday/ in the park/at the leisure centre/ at the/a café/at home	football match/ karaoke/competition/ playing cards	fancy dress/ casual clothes/ sports clothes/	online/ by phone

Email

Dear All,
I'm organising **1**. There will be a lot of attractions for all my guests. You can take part in **2** and have a lot of fun with others. The **3** will start at **4** on **5**. Meet me **6**. To get there, go along London Road to 123 Hilton Street or take bus number 33 from Market Garden. Wear **7**! To confirm, please **8**. I can't wait to see you and have some fun!
Basia, a student of class 7d

3. **E** You are organising an event with a famous person as a special guest. Write an invitation. Include the following ideas:

- time and place of the event,
- attractions,
- contact details.

Checklist

- ✓ Wiem, że zaproszenie zaczyna się od wymienienia adresata.
- ✓ Pamiętam o dacie i miejscu wydarzenia, danych kontaktowych w zaproszeniu.
- ✓ Zaproszenie powinno zawierać informację o tym, kto zaprasza.

Lesson 8

Review

Vocabulary

1. Name the objects (1–5). Which do you use most often and why?



/ 5 pt

2. Divide the words in the box into two groups: those that are real objects and those that you can't see or touch. Write the answers in your notebook.

3D printer • e-reader • headphones • software • space station • virtual reality • wi-fi

/ 7 pt

3. Match the words in the box with their definitions. Write the answers in your notebook.

scanner • app • drone • space station

- It's a device which can observe events on the ground from the sky.
- It's a device that converts a paper document into a digital one.
- It's a large satellite, which is also a base for scientific experiments and observations.
- It is used to listen to music, learn languages, pay bills, or contact your friends.

/ 4 pt

Grammar

4. Read the sentences and choose the correct answer (A–C). Write the answers in your notebook.

- I you my laptop if you to be careful with it.
A. lend/will promise
B. will lend/promise
C. lends/promise

- If you me, we the internet all night.
A. help/will surf
B. will help/surfs
C. helps/will surf

- If the team of scientists something new, it famous.
A. invents/will be
B. will invent/be
C. are inventing/will be

/ 3 pt

5. Use the correct form of the words in brackets. Write the answers in your notebook.

- If factories (have) robots, many people (not/have) anywhere to work.
- If you (use) headphones to listen to music while travelling, the other passengers (hear/not) the music.
- You (learn) that Leonardo da Vinci was also a scientist if you (read) this book about him.
- We (find) a solution, if we (do) this experiment.

/ 4 pt

6. Complete the sentences with the following relative pronouns: **which**, **that**, or **who**. Write the answers in your notebook.

- Can I have the pen I gave you this morning?
- I met a woman is an inventor.
- She wanted to buy an e-reader, will probably replace all her books.
- Mr Adams, is a scientist, lives around the corner.

/ 4 pt

7. Complete the sentences with your own ideas. Write the answers in your notebook.

- If I get a 3D printer, .
- If I break the touch screen on my smartphone, .
- If I , I will improve my English.
- If I watch some other people, I will .
- I if I buy a drone.

/ 5 pt



Zadanie 1.

E 3.12 Usłyszysz dwukrotnie fragment audycji radiowej. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1.1.–1.4.) w poniższej notatce. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.

- 1.1. The casting is for .
- 1.2. The institution which is organising the casting is .
- 1.3. people will be sent into space.
- 1.4. The first part of the selection process ends .

Zadanie 2.

E Uzupełnij luki w dialogach (2.1.–2.2.). Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.

2.1.

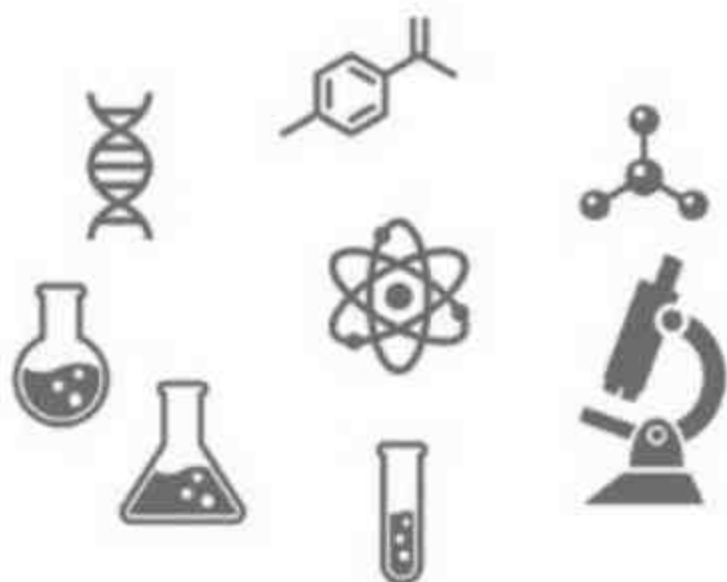
A: Robots are a great invention. They can help us with the housework. What do you think?

B: . Can't you see that they can also be dangerous? We may not be able to control them in the future.

2.2.

A: Wow! You have got the latest smartphone! What a big screen!

B: Yes, the touch screen is great. I can even watch HD movies on it but, , if it breaks, I won't be able to use my phone to call anybody.



Zadanie 3.

E Przeczytaj ogłoszenie. Uzupełnij w emailu luki (3.1.–3.3.) zgodnie z treścią ogłoszenia. Luki należy uzupełnić w języku polskim. Odpowiedzi zapisz w zeszycie.

Camp for Young Scientists

2 weeks of experiments and inventions

Small groups that are formed according to interests:

- chemistry
- physics
- biology
- astronomy
- medicine

£200 includes: accommodation, meals, materials, visits to laboratories

Contact: science@camp.com

Email

Cześć Karolu,
Zobacz, na co trafiłem dziś w sieci! Obóz dla młodych 3.1. . To coś dla nas. W załączniku wysyłam Ci ulotkę. Sam zobacz!
Wyjazd trwa 3.2. i nie sposób się tam nudzić. Uczestnicy będą podzieleni na małe grupy zgodnie z zainteresowaniami. W programie jest astronomia! Musimy przekonać naszych rodziców. Cena nie jest wygórowana jak za 3.3. , posiłki, materiały i eksperymenty w laboratoriach.
Daj znać, co myślisz,
Franek

Zadanie 4.

E Zaprosz kolegów i koleżanki z twojej szkoły na spotkanie z naukowcem. W treści zaproszenia:

- przedstaw swojego gościa,
- podaj datę i miejsce spotkania,
- zachęć do przybycia.



Lesson 1

SCIENCE AND TECHNOLOGY VERBS

design /dɪˈzaɪn/ (B1) – projektować
discover /dɪsˈkʌvə/ (B1) – odkrywać
improve /ɪmˈpru:v/ (A2) – poprawić
invent /ɪnˈvent/ (B1) – wynaleźć
study /ˈstʌdi/ (A2) – badać, analizować; studiować, uczyć się
test /test/ – testować

NOUNS

device /dɪˈvaɪs/ – przyrząd, urządzenie
equipment /ɪˈkwɪpmənt/ – wyposażenie, sprzęt
experiment /ɪkˈsperɪmənt/ (B1) – eksperyment
invention /ɪnˈvenʃən/ (B1) – wynalazek
prediction /prɪˈdɪkʃən/ (B2) – przewidywanie; prognoza
result /rɪˈzʌlt/ (B1) – wynik, rezultat
science /ˈsaɪəns/ (A2) – nauka; przyroda
solution /səˈlu:ʃən/ (B1) – rozwiązanie
technology /tekˈnɒlədʒi/ (B1) – technologia

ADDITIONAL VOCABULARY

calculate /ˈkælkjəleɪt/ (B2) – obliczać
connect /kəˈnekt/ (B1) – łączyć
find out /faɪnd ˈaʊt/ (A2) – dowiadywać się
measure /ˈmeɪʒə/ (B2) – mierzyć
observe /əbˈzɜ:v/ (B2) – obserwować, przyglądać się
surf /sɜ:f/ (A2) – surfować po internecie

Lesson 3

SCIENTIFIC INVENTIONS

3D printer /θri: di: ˈprɪntə / (A2) – drukarka 3D
intelligent fridge – inteligentna lodówka
Internet of Things /ˈɪntənət əv θɪŋz/ – internet rzeczy
inventor /ɪnˈventə/ (B2) – wynalazca
robot /ˈrəʊbɒt/ (B1) – robot
scientist /ˈsaɪəntɪst/ (B1) – naukowiec
space exploration /ˈspeɪs ˌekspləˈreɪʃən/ – badania kosmosu
space station /ˈspeɪs ˌsteɪʃən/ – stacja kosmiczna
text (message) /ˈtekst (ˌmesɪdʒ)/ (A2) – wiadomość tekstowa, SMS
virtual reality /ˈvɜ:tʃuəl riˈæləti/ – wirtualna rzeczywistość

Lesson 5

INVENTIONS

app /æp/ – aplikacja
drone /drəʊn/ – dron
e-reader /ˈi: ˌri:də/ – czytnik elektroniczny
headphones /ˈhedfəʊnz/ – słuchawki
scanner /ˈskænə/ – skaner
smartphone /ˈsmɑ:tfəʊn/ (A1) – smartfon
touchscreen computer /ˌtʌtʃ skri:n kəmˈpjʊ:tə/ (B2) – komputer z ekranem dotykowym
wi-fi /ˈwaɪ faɪ/ – wi-fi

Lesson 6

FUNCTIONAL LANGUAGE

AGREEING

Absolutely! – Absolutnie tak!
 Oczywiście!
I see what you mean. – Rozumiem.
I think so, too. – Też tak myślę.
I totally agree. – Całkowicie się zgadzam.
That's a good point. – To jest słuszna uwaga.
That's a great idea. – To jest dobry pomysł.
That's right! – Tak, to prawda!
 Tak, zgadza się!
Yes, I agree with you. – Tak, zgadzam się tobą.
You're right. – Masz rację.

DISAGREEING

Absolutely not. – Zdecydowanie nie.
I think you're wrong. – Myślę, że nie masz racji.
I totally disagree. – Zupełnie się nie zgadzam.
I'm not sure about that. – Nie jestem tego pewien/pewna.
I'm sorry, but I don't agree. – Przepraszam, nie zgadzam się.
That's an awful idea. – To jest zły pomysł.
That's not right. – To nieprawda.



Unit 4

Home is where the heart is

Lesson 1

Vocabulary and Listening



Vocabulary box

apartment block of flats flat houseboat tent tree house • accommodation
• bathroom bedroom kitchen living room toilet

1. **warm-up** Look at the photos and answer the question: In what type of building would you ideally like to live?

2. Match the words in the *Vocabulary box* with the pictures (1-4). Translate the other words into Polish.

3. **E** Read the adverts and match them with the pictures (1-4). Write the answers in your notebook.

A This is ideal for someone who wants to live close to nature but far away from other people. You'll wake up every morning to see beautiful views and to hear birds singing.

B Perfect for people who like travelling, this accommodation is unusual because it is on water. It has a small kitchen, sofa bed and toilet.

C Live by the water and start to relax more. This modern building has views of the sea. We have small flats and large luxury apartments for sale.

4. **E** **4.1** Listen to someone talking about unusual accommodation and complete the notes. Write the answers in your notebook.

	Building 1	Building 2
Type of building now:	1. <input type="text"/>	a house
Type of building before the change:	a school	5. <input type="text"/>
Where?	2. It's in the <input type="text"/>	6. It's in a village on an <input type="text"/> . You'll need a boat.
Who made the change?	3. an <input type="text"/>	7. a <input type="text"/>
Other information:	4. The playground became a <input type="text"/> and garden.	8. It is very <input type="text"/> and different.

Vocabulary box

bungalow camper van cottage skyscraper
villa • cooker cupboard fridge sink table

5. Match the words in the *Vocabulary box* to the photographs (1–5). Do you know the meaning of the other words? Write the answers in your notebook.
6. Complete each gap with a word from the *Vocabulary box*. Write the answers in your notebook.
- Last summer I went on holiday to Spain and stayed in a luxury , which had a view of the sea.
 - Can you imagine living on the 156th floor of a ? Imagine the view!
 - My grandfather wants to buy a . He doesn't want to live in a house with stairs.
 - I like the idea of living in a small in a traditional English village.
 - My aunt owns a . She even sleeps in it. She just likes the idea of moving from one place to another.
7. **E** **4.2** Listen to Liam and choose the best answer (A, B or C). Write the answers in your notebook.
- Liam's mother wanted to live in a camper van because
 - she wanted to be strange.
 - she saw a video about it.
 - she wanted to move to the USA.
 - The camper van doesn't have
 - a kitchen.
 - a garden.
 - a bathroom.
 - Liam enjoys the fact that he
 - is often cold in winter.
 - travels to different places.
 - does not have the internet.
8. **4.3** Listen to Liam describing the camper van. In your notebook, write a list of the things he mentions (e.g. *kitchen, fridge* ...).
9. Can you add any more furniture and rooms to the list in activity 8?



Vocabulary tip



Chmura wyrazów może być świetnym sposobem na naukę nowych słówek. Zrób swoją chmurę za pomocą narzędzi online. Wydrukuj i powieś w widocznym miejscu.

10. In pairs, ask and answer questions about where you live. Describe the building and your room.

Additional vocabulary

mansion • terraced house • detached house • semi-detached house

Match the words in the box with the pictures. Write the answers in your notebook.

1



2



3



4



Lesson 2

Grammar



Grammar box Second conditional

Drugiego okresu warunkowego **second conditional** używamy do mówienia o sytuacjach, które są hipotetyczne i jest mało prawdopodobne, że się wydarzą w teraźniejszości.

Zdania w drugim trybie warunkowym składają się z dwóch zdań składowych

1 zdania podrzędnego rozpoczynającego się od słowa **if** (jeśli), wyrażającego warunek (**if** + czas przeszły)

2 zdania głównego wyrażającego skutek **would** + czasownik

If I **won** the lottery, I'd **buy** a plane. If I **had** a lot of money, I'd **buy** a big villa.

What **would** you **do** if you **won** the lottery?

If I won lots of money ...

OK, so, if you won lots of money, what would you do?

If I won the lottery, I'd buy a boathouse, an apartment, a camper van and I'd travel around the world. Oh, I'd like to have a new scooter, too! Lol! I'd visit every country in the world. What about you?

I'd buy a new place to live in. My tree-house is a bit small. If I had a lot of money, I'd find a big villa with a big garden. And of course I'd have a big tree-house in a big tree! And what about you, Meg? What would you do?

Well, if I won the lottery, I'd plant lots of trees and help to make the world a greener place! And I'd build a new igloo, a really big igloo! Keep it green!

1. **warm-up** Study the second conditional
Grammar box.

2. **4.4** Listen and read the conversation.
Match the words (A–F) with the teenagers.
Write the answers in your notebooks.



Will



Evie



Meg

A. big tree-house
B. apartment

C. trees
D. villa

E. igloo
F. camper van



Grammar tip

W drugim okresie warunkowym, mówiąc *If I/he/she was*, bardzo często zamiennie używa się *were*, np.: *If I were rich*.

3. **4.5** Work in pairs or small groups and discuss.
If you won the lottery, what would you do?

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

- I'm not from the UK. But if I (be) from the UK, (speak) better English.
- I'm not rich. But if I (be) rich, I (buy) a bungalow for my family.
- I'm always so busy. But if I (have) more free time, I (read) more books.
- I don't know her phone number. But if I (know) her number, I (phone) her.

5. **4.5** Match the sentence halves to make second conditional sentences. Listen and check. Practise saying the sentences. Write the answers in your notebook.

- If I could go to any sports event,
- If I could visit any country,
- If I could have any job,
- If I could eat anything this evening,
- If I could choose a place to live,

- I'd be a rock star.
- I'd go to the Olympics.
- I'd go to Australia.
- I'd live in a skyscraper in New York.
- I'd have a big pizza.

6. **4.5** Complete the sentences (1–5) in activity 5 with your own ideas. Then, work in pairs or small groups and tell each other about your ideas. Which are the most popular answers in the class?

Example: *If I could go to any sports event, I'd go to the tennis championships at Wimbledon.*

Lesson 3

Reading and Vocabulary

Nagranie 4.6
docwiczenia.pl
Kod: U7698W



Unit 4.3



A If I visited Beijing, I would ...

... get around by rickshaw. If you travelled by rickshaw, it would be more expensive than a taxi. But it's the best way to see the traditional part of the city. Many people think rickshaws are Chinese but actually, the Japanese invented them. If you were the driver of a traditional rickshaw, you would be very fit. The drivers either cycle or run pulling the rickshaw behind them.

B If I went to Paris, I would ...

... travel by city scooter. Paris has more electric scooters than any other European city. If you wanted a means of transport that was fun, fast and eco-friendly, a scooter would be the best choice. First, you download an app to your phone, find a scooter on the map and scan the code. But be careful. There are lots of scooter accidents in Paris. If you rode one, it could be dangerous.



C If I lived in Los Angeles, I would ...

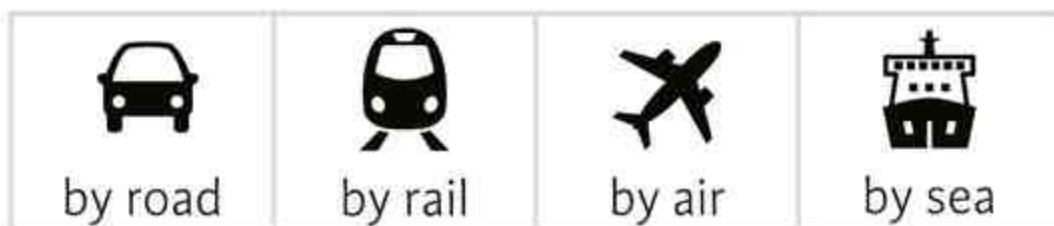
... ride in a helicopter. The city of Los Angeles has the worst traffic jams in the world. 84% of people travel to work by car. So if I were rich and lived in L.A., I would travel above the city. Actually, it is quite easy to hire a helicopter. If you wanted to rent a helicopter, it would cost about \$250 for a 5-minute trip. There's even a special app you can use.

1. **warm-up** How do you get to school? Do you go on foot?

Vocabulary box

- bicycle • boat • bus • car • coach • ferry • helicopter • lorry • motorbike • plane • scooter • ship • rickshaw • taxi • train • tram • underground • van
- by air • by road • by rail • by sea
- city • street • road
- bank • bridge • bus station • park • shop

2. Match the words in the *Vocabulary box* with different types of transport. Write the answers in your notebook.



3. Choose the best way to travel for each of the following situations. More than one answer is possible. Write the answers in your notebook.

What is the best way to:

- ride quickly through a busy city centre?
- travel from the UK to Australia?
- get from your home to the nearest shop or bus station?
- travel with your class on a school trip to the Tatra Mountains?
- transport washing machines from a factory in Poland to Germany?

4. **4.6** Listen and read the three texts (A-C) and complete the gaps (1-6) with no more than three words. Write the answers in your notebook.

City travel guide: In Beijing a rickshaw is not as

1 as a taxi, but it's the best way to see the city. The drivers need to be 2 to pull the rickshaw. There are more city scooters in Paris than in any 3. They are easy to use, but riders need to ride them carefully because there 4. Traffic is a big problem in Los Angeles so some rich people 5. They can download 6 to find out if there is one available.

5. Discuss in pairs. Which city in the text would you like to visit? What would you do if you went there? How would you travel there?

Additional vocabulary

Use the words in the box to complete the gaps. Write the answers in your notebook.

car sharing • hybrid car • cycle lanes • bus lanes

Cities need to build 1 for cyclists and 2 for public transport in order to help people get around the city more easily. In the future, fewer people will buy cars because 3 will be popular. People who have cars will buy 4 cars because they are better for the environment. There won't be so much pollution.

Lesson 4

Grammar



Grammar box Verb + preposition of movement

Do opisywania ruchu zazwyczaj potrzebujemy **czasownika + przyimka ruchu**.
Możemy też użyć innych czasowników wyrażających ruch: *walk, run* czy *drive*.

He **walked from** his house **to** the shop. And then he went **into** the shop.

He **went out of** the shop and walked **under** the bridge.

She **ran along** the street and went **past** the old villa.

Aby wskazać drogę, używamy trybu rozkazującego:
Go round the corner and then **go over the bridge**.

Bardzo przydatne będą też zwroty *turn left* i *turn right*:
At the end of the road, **turn left**. Then, **turn right**.

Are you sure it's left?



■ **Jane:** Excuse me. Can you tell me how to get **from** our school **to** the bus station?

► **Steve:** Sure. **Go out of the school** and **turn left**.

■ **Jane:** Left? You mean right! Left is the wrong direction.

► **Steve:** Ah yes, I always get my left and right mixed up, sorry. So, yes, **turn right**. Then, **go along** Hill Road, **walk past** the old villas, and at the end of the road turn left.

■ **Jane:** Are you sure it's left?!

► **Steve:** Err, yes, I'm sure. Well, I think so. Yes, turn left. Then, **go over** a small bridge and **go into** a park.

■ **Jane:** I **go over** the bridge and **into** the park, yes? Are you sure?

► **Steve:** Yes, when you **go through** the big gates into the park, you should then **go past** a lake. The bus station is in front of you. It'll take you about ten minutes if you don't get lost! It's easy!

■ **Jane:** Mmm, so, I **go out** of the school and turn right ... or is it left? If I had my phone with me, I wouldn't need to remember all this!!

1. Study the *Grammar box*.

2. 4.7 Listen and read the conversation.
Translate the phrases that describe directions into Polish. Write them in your notebook.

3. Read the conversation again and use it to draw a map that shows the way from school to the bus station in your notebook.



Grammar tip

Nie wszystkie wyrażenia w języku angielskim tłumaczymy dosłownie. Niektórych wyrażen przyimkowych naucz się w całości, np.: *over the bridge* (przez most), *round the corner* (za rogiem).

4. Fill the gaps with prepositions of movement.
Draw a simple map in your notebook that shows each of the routes.

A. They drove **1** the corner, **2** the shops and then they went **3** the car park.

B. After she saw the exhibition, she came **4** the museum and then walked **5** the museum **6** the café. She then went **7** the café, sat down and had a coffee.

C. I opened the gate, walked **8** it and then closed the gate behind me. I then ran **9** the field and **10** the gate at the other side of the field. I then ran **11** the river for about a kilometre until I reached a bridge. I went **12** the bridge to the other side of the river and ran back to my house.

5. Work in pairs. Take turns asking for and giving directions from your school to your home.

A: Excuse me. Can you tell me how to get from the school to your home?






B: Sure. Go out of the school and turn left, then ...

Lesson 5

Vocabulary and Grammar

Film Lovers' City Tour



Do you love films? Take our tour of the city and see the actual places that you saw in the cinema. Visit the London **1** , where they made the film 'Where are the Dinosaur Bones?' We'll show you the **2** , where the world's best-known detective lived and we will actually go **3**  his house. Then, we'll go **4**  the corner and have a snack in the **5**  where they filmed everyone's favourite British romantic comedy, 'Love over a Coffee Cup'. Reserve your place on the tour on our website.

Virtual Reality City Tour



Today I read an interesting newspaper article. It's about a new company that is offering city tours from the air. However, the tours are not by helicopter or plane, they are virtual reality tours. For example, in New York you can fly over the skyscrapers. You'll wear a jet pack on your back and virtual reality glasses, which make you feel like you're flying. It sounds like a good idea for a new business here. What do you think? Write to me soon.

Vocabulary box



airport art gallery bus station café church
cinema city centre city hall crossroads
district hospital junction library monument
museum police station post office restaurant
street suburb theatre theme park zoo

1. **warm-up** What places do you like in the area where you live?
2. Find a place in the *Vocabulary box* where you usually go:
 1. to send a letter.
 2. to borrow a book.
 3. to catch a plane.
 4. to eat a meal.
3. Translate the other words in the *Vocabulary box* into Polish. Write them in your notebook.
4. Use the words in the box to label the areas on a city map. Write the answers in your notebook.



city centre •
suburb • district

5. Read the two texts about city tours. Answer the questions:

1. What are the texts about?
2. What two big cities are mentioned?
3. Which text is an email/advert?

6. **E** Look at the *Film Lovers' City Tour* text and choose the right options to fill the gaps. Write the answers in your notebook.

1. A. museum B. monument C. restaurant
2. A. district B. police station C. theatre
3. A. along B. across C. into
4. A. into B. round C. past
5. A. café B. church C. crossroads

Class fun

7. Answer the questions about New York and London. Check your answers on the Internet.

1. Which one has a historical castle?
2. Which one has a beach?
3. Which one has an airport named after a famous person?

Find more information on these two cities and write three additional questions. Test your classmates.

Lesson 6

Listening and Speaking

Nagrania 4.8–4.10
docwiczenia.pl
Kod: U7AVHP



▶ Year 7's Class Trip Vlog



- 1. warm-up** In pairs, talk about what you can see in the photograph.
- 2. E** **4.8** A group of teenagers are on a school trip to a foreign city. They are making a video of their visit. Listen to the beginning of their vlog and choose the correct answer (A, B or C). Write the answers in your notebook.
 - The school children went to Budapest:
 - A. by plane.
 - B. by bike.
 - C. by boat.
 - How will they play the city treasure hunt game?
 - A. They will collect things.
 - B. They will visit different places.
 - C. They will have a geography test.
 - Each team needs to take a list of the places to visit, a and a phone.
 - A. map
 - B. bag
 - C. camera

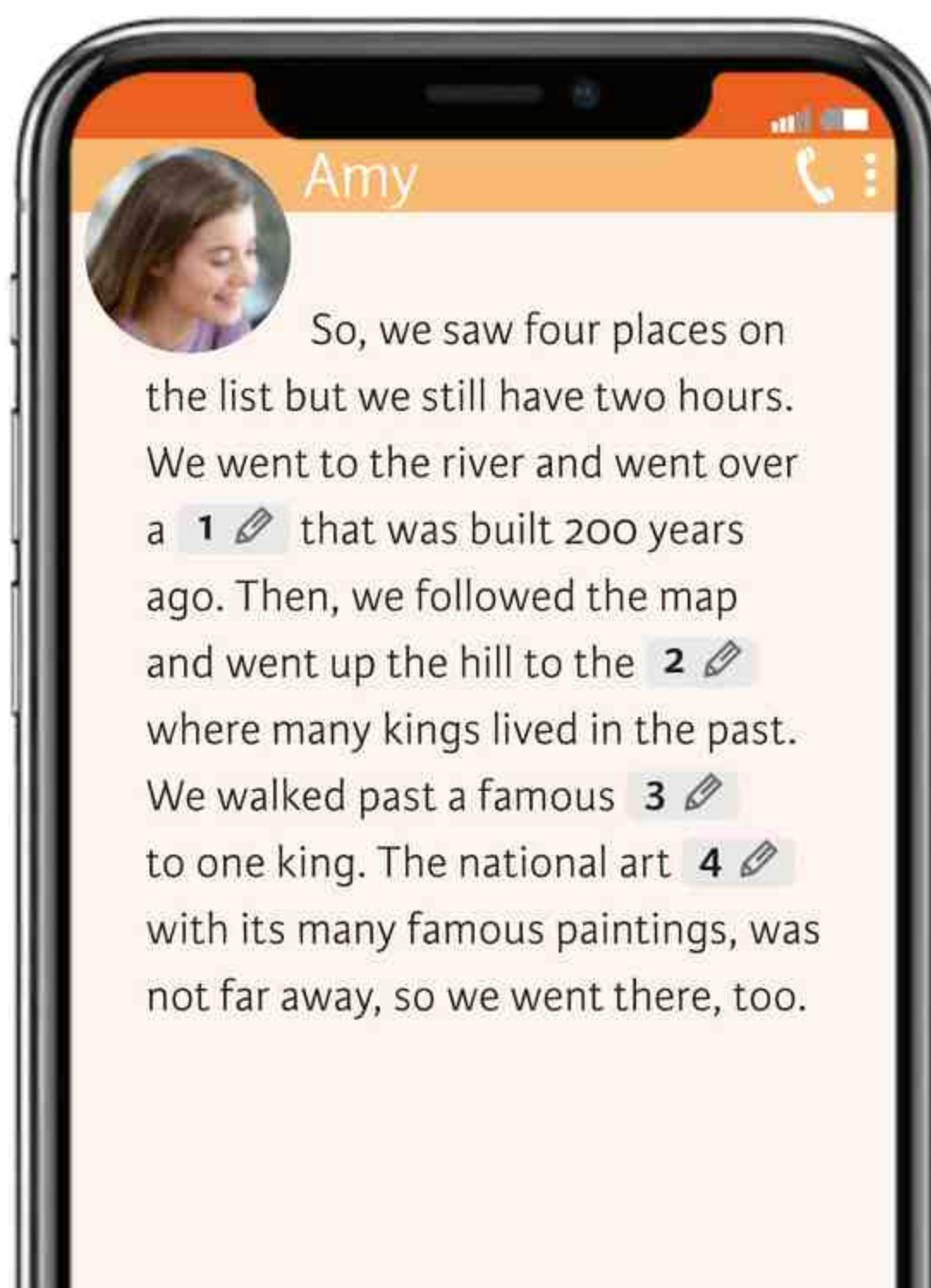
- 3. Look at the checklist. Some parts got dirty. Write the missing words in your notebook.**

'CITY TREASURE HUNT' CHECKLIST

- | | |
|--------------------|--|
| 1. the national mu | |
| 2. a ch | |
| 3. city h | |
| 4. an underground | |

- 4. E** Read the text message sent during the treasure hunt. Complete the text with the words in the box. Write the answers in your notebook.

bridge • castle • monument • museum



5. Read the sentences in the *Functional language box*. Translate any expressions you don't know.
 ... Use a dictionary if necessary.

Functional language box

ASKING FOR DIRECTIONS

1. Can you tell me the way to ...?
2. Could you tell me where the ... is, please?
3. Excuse me. How do I get to the ...?
4. Is there a ... near here?
5. Is it far from here?
6. How far is the ...?
7. Where can I find the nearest ...?
8. When does the bus leave?


GIVING DIRECTIONS

1. It's on your left.
2. It's (not) far from here.

3. It's better to go by underground.
4. Follow the road to the traffic lights.
5. Go straight on.
6. Cross the street/bridge.
7. You'll see a sign.
8. It's a three-minute walk.
9. Take a number 34 bus.
10. There's a bus every 10 minutes.
11. Get off the bus when you see a church.

IF YOU CAN'T HELP

1. I'm afraid I don't know.
2. I'm not from here.

6. **E**  **4.9** Listen to students asking for directions. Match the conversations (1–4) with the maps (A–D).

A



B



C



D



1.



2.



3.



4.




Functional language tip

W języku angielskim jest kilka sposobów na powiedzenie „dziękuję”. W rozmowach w tej lekcji usłyszałaś/usłyszałeś takie zwroty:
Thanks (a lot). We are really grateful.
Thank you very much. Thank you for your help.
 Jednym z bardziej nieformalnych sposobów, aby powiedzieć „dziękuję”, jest *Cheers!*

Phonics box

'Th' hard and soft.

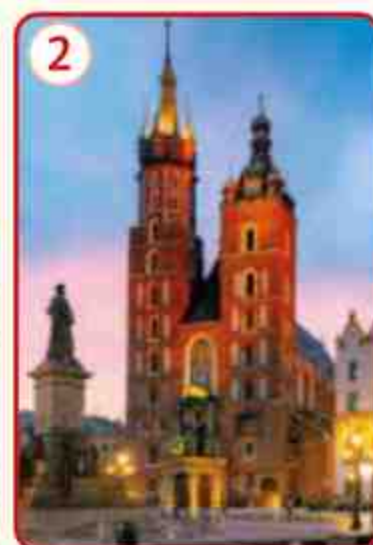
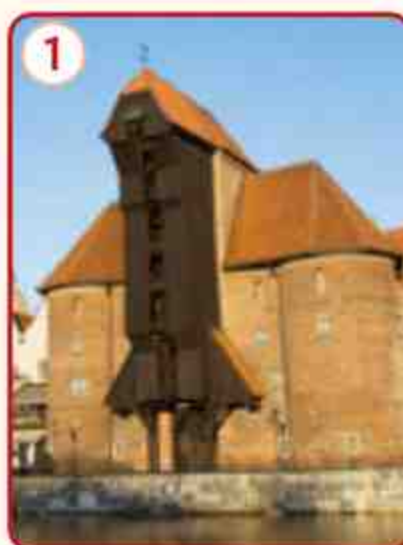
Głoski *th* wymawiamy w języku angielskim zazwyczaj na dwa sposoby: jako miękki dźwięk /θ/ (*thank*) lub jako twardy dźwięk /ð/ (*this*).

4.10  Listen to the words and put them into two groups: soft *th* or hard *th*. Write them in your notebook. Then practise saying the words: *thanks, theatre, these, thing, mother, weather, Thursday, than*

City Quiz

 Work in pairs. Can you name:

- three interesting places to visit in your town or region?
- the three Polish cities in the photos?
- the three buildings in the photos?
- five European capital cities?
- a city you want to visit? Why?
- two travel vlogs?



Note

Will, _____
 The party starts at 7 pm on Friday, in our local park. To get there go over the bridge, turn left into Hilton Street, and walk past the cinema. When you are next to the library, cross the road and turn right, go over the bridge, and you will find us near the fountain! Remember to bring some crisps and biscuits! Bring a warm jacket. Thanks!
 If you have any questions, call me.
 Later,
 XYZ

Adresat notatki

Rozwinięcie

Pozdrowienie i podpis



1. warm-up Work in pairs. Answers the questions:

1. Do you write notes?
2. Who do you usually write notes to?
3. What are they about?

2. Read the note and then draw a map in your notebook showing how Will can get to Meg's party.

3. E Read both texts. Complete the gaps (1–8) in the note with up to three words in each gap. Use the information from the first text. Write the answers in your notebook.

Hej! Zepsuł mi się komputer. Nie wrócę przed 20.00. Proszę, przygotuj obiad dla siostry i taty. Nie dawaj Sally słodyczy. Pamiętaj, aby wynieść śmieci i zadzwonić do babci: dzisiaj są jej urodziny! Zrób pracę domową po obiedzie i poproś tatę, aby załadował zmywarkę. Powiedz Sally, aby kupiła makaron w drodze do domu! Jak tam test z angielskiego? Zadzwoni do mnie po 16.00. Mama

Tom,
 I have a problem with my 1 . I'll be home after 2 . Don't forget to 3 for your sister and dad. Sally can't eat any 4 . Take the rubbish out and 5 your grandma to wish her a happy birthday. Remember to 6 after dinner. Remind Sally to buy some 7 . Don't call me before 8 .
 Love you,
 Mum

Writing tip

Pamiętaj, że w zadaniach typu egzaminacyjnego zgodnie z poleceniem podpisujesz notatkę w ten sposób: XYZ.

4. Read the sentences and put them in order to get a note. Do you know what the phrase *U know ...* means?

- A. Meg,
- B. Why don't we meet later?
- C. Sorry, I can't come to our meeting today.
- D. Can you return my books to the library?
- E. I have to take my dog to the vet.
- F. See u,
- G. Will
- H. The books are in my locker at school. U know the code.

5. E You and your friend are working on an English project at school. Write a note. Include the following ideas:

- you are sick and you can't come to the first project meeting,
- promise to help with the project,
- ask for a contact phone number.

Checklist

- ✓ Na początku notatki umieszczam adresata.
- ✓ Na końcu notki stosuję zwrot *Later, Bye* i podpisuję się.

Vocabulary

1. Look at the photos and guess where the people in the pictures work.



/ 4 pt

2. Complete the sentences with the words in the box. Write the answers in your notebook.

tent villa skyscraper
camper van tree house

- Dad built a for us in the garden. When we sit in it, we can look down on the street below.
- Warsaw is a huge city. My uncle works in the tallest in the city centre.
- Marek's family has a big . As a result, they have already visited most of Europe.
- If I were a millionaire, I would buy an elegant . It would have its own swimming pool and a guest house.
- This survival camp was a great idea. I always wanted to sleep in a small yellow by a fire.

/ 5 pt

3. Find the odd one out. Explain your choice. Write the answers in your notebook

- bus, coach, ferry, tram, taxi
- underground, lorry, bus, rickshaw, van
- boat, ship, plane, ferry, boathouse

/ 3 pt

Grammar

4. Write sentences about each picture (1–3). Use the words in the box. Write the answers in your notebook.

along over into



/ 3 pt

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

- If I (feel) better, I would go to the cinema with you.
- If you went by bike more often, you (not/spend) so much money on fuel.
- His car would be a lot safer if he (buy) some new tyres.
- If we (have) enough money, we would stay in a hotel.
- If they locked the door, nobody (break) into their flat.

/ 5 pt

6. Match the sentence halves. Write the answers in your notebook.

- | | |
|---|---|
| 1. If they were better organised, | A. we could go to see Buckingham Palace. |
| 2. If we were in London tonight, | B. I would tell her about the cottage I bought. |
| 3. The taxi driver wouldn't be lost now | C. they would catch the nine o'clock train. |
| 4. If I turned left at the crossroads, | D. if he had GPS in his car. |
| 5. If she stopped talking, | E. I would not know how to get home. |

/ 5 pt



Zadanie 1.

E **4.11** Usłyszysz dwukrotnie cztery oferty biura podróży. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1.1.–1.4.) odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszycie. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This accommodation is perfect for someone who

- A. likes nightlife.
- B. doesn't like crowds, but likes art.
- C. is travelling with children.
- D. wants to explore the city.
- E. comes from China or Korea.

1.1.	1.2.	1.3.	1.4.

Zadanie 2.

E Przeczytaj opis ilustracji. Uzupełnij każdą lukę (2.1. –2.4.) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją. Zapisz odpowiedzi w zeszycie. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisanych wyrazów.



In the picture we can see a young tourist. She is wearing a backpack and is holding a camera in her **2.1.** . She is taking **2.2.** of the city. There is a **2.3.** in the background. On the horizon there are some skyscrapers. The **2.4.** is shining.

Zadanie 3.

E Do każdej z opisanych sytuacji (3.1.–3.3.) wybierz właściwą reakcję. Zapisz odpowiedzi w zeszycie.

3.1. Zgubiłeś/Zgubiłaś się w obcym mieście. Jak zapytasz napotkanego przechodnia o drogę do metra?

- A. Excuse me, is there an underground in this city?
- B. Excuse me, how far is the underground station from here?
- C. Excuse me. Can you tell me how to get to the underground?

3.2. Kobieta szuka w sklepie syna, który się zgubił. W jaki sposób wyjaśnisz jej, że wyszedł z budynku? Zapisz odpowiedzi w zeszycie.

- A. When I saw him, he was going out of the shop.
- B. When I saw him, he was coming into the shop.
- C. When I saw him, he was walking through the shop.

3.3. Znajomy wygrał dużą sumę pieniędzy. Pyta cię co zrobiłbyś/zrobiłabyś w takiej sytuacji. Co mu odpowiesz? Zapisz odpowiedzi w zeszycie.

- A. If I won a lot of money, I would buy a villa in the suburbs.
- B. I won a lot of money and bought a sports car.
- C. I will win a lot of money and buy a camper van.

Zadanie 4.

E Jesteś ze znajomymi w obcym mieście. Na czas dzisiejszego zwiedzania postanowiliście się rozdzielić.

Zostaw im kartkę, na której:

- poinformujesz, gdzie spotkacie się na kolacji,
- wyjaśnisz, gdzie znajduje się to miejsce,
- podpowiesz, jak się tam najłatwiej dostać.



Lesson 1

PLACES TO LIVE

accommodation /əˈkɒməˈdeɪʃən/ (B1) – zakwaterowanie
apartment /əˈpɑːtmənt/ (A2) – apartament; mieszkanie
block of flats /blɒk əv ˈflæts/ – blok mieszkalny
bungalow /ˈbʌŋɡələʊ/ – dom parterowy
camper van /ˈkæmpə væn/ – samochód z częścią mieszkalną
cottage /ˈkɒtɪdʒ/ (B1) – domek na wsi
flat /flæt/ (A1) – mieszkanie
houseboat /ˈhaʊsbəʊt/ – łódź/barka mieszkalna
tent /tent/ (B1) – namiot
tree house /ˈtriː ˈhaʊs/ – domek na drzewie
skyscraper /ˈskaɪˌskreɪpə/ – drapacz chmur
villa /ˈvɪlə/ – willa

ROOMS

bathroom /ˈbɑːθrʊm/ (A1) – łazienka
bedroom /ˈbedrʊm/ (A1) – sypialnia
kitchen /ˈkɪtʃɪn/ (A1) – kuchnia
living room /ˈlɪvɪŋ ˈruːm/ (A1) – salon
toilet /ˈtɔɪlɪt/ (A1) – toaleta

FURNITURE

cooker /ˈkʊkə/ (A2) – kuchenka
cupboard /ˈkʌbəd/ (A2) – szafka kuchenna
fridge /frɪdʒ/ (A2) – lodówka
sink /sɪŋk/ (A2) – zlew
table /ˈteɪbəl/ (A1) – stół

Lesson 3

MEANS OF TRANSPORT

bicycle /ˈbaɪsɪkəl/ (A2) – rower
boat /bəʊt/ (A1) – łódź
bus /bʌs/ (A1) – autobus
car /kɑː/ (A1) – samochód
coach /kəʊtʃ/ (A2) – autokar
ferry /ˈferi/ (B1) – prom
helicopter /ˈheləkɒptə/ (A2) – helikopter
lorry /ˈlɒri/ (B1) – ciężarówka
motorbike /ˈməʊtəbaɪk/ (A2) – motocykl
plane /pleɪn/ (A1) – samolot
scooter /ˈskuːtə/ (A2) – skuter

ship /ʃɪp/ (A2) – statek
rickshaw /ˈrɪkʃəʊ/ – riksza
taxi /ˈtæksi/ (A1) – taksówka
train /treɪn/ (A1) – pociąg
tram /træm/ (A2) – tramwaj
underground /ˈʌndəgraʊnd/ (A2) – metro
van /væn/ (B1) – furgonetka
by road/by rail/by sea/by train – (podróżować) transportem drogowym, kolejną, drogą morską, pociągiem

ADDITIONAL VOCABULARY

bus lane /ˈbʌs ˈleɪn/ – pas dla autobusów
car sharing /ˈkɑː ˈʃeərɪŋ/ – wspólne korzystanie z samochodu
cycle lane /ˈsaɪkəl ˈleɪn/ – ścieżka rowerowa
hybrid (cars/bikes) /haɪbrɪd/ – samochód/rower hybrydowy

Lesson 5

PUBLIC PLACES

airport /ˈeəpɔːt/ (A2) – lotnisko
art gallery /ˈɑːt ˈgæləri/ – galeria sztuki
bus station /ˈbʌs ˈsteɪʃən/ (A2) – dworzec autobusowy
café /ˈkæfeɪ/ (A1) – kawiarnia
church /tʃɜːtʃ/ (A2) – kościół
cinema /ˈsɪnəmə/ (A2) – kino
city centre /ˈsɪti ˈsentə/ – centrum miasta
city hall /ˈsɪti ˈhɔːl/ – ratusz
crossroads /ˈkrɒsrəʊd/ (B2) – skrzyżowanie dróg, rozdroże
district /ˈdɪstrɪkt/ (B1) – dzielnica
hospital /ˈhɒspɪtl/ (A1) – szpital
junction /ˈdʒʌŋkʃən/ – skrzyżowanie
library /ˈlaɪbrəri/ (A2) – biblioteka
monument /ˈmɒnjəmənt/ (B1) – zabytek; pomnik
museum /mjuːˈziəm/ (A1) – muzeum
police station /pəˈliːs ˈsteɪʃən/ (A2) – komisariat policji
post office /ˈpəʊst ˈɒfɪs/ (A2) – poczta
restaurant /ˈrestərɒnt/ (A1) – restauracja
street /striːt/ (A1) – ulica
suburb /ˈsʌbəːb/ (B2) – przedmieście
theatre /ˈθiətə/ (A2) – teatr

theme park /ˈθiːm ˈpɑːk/ – park rozrywki
zoo /zuː/ (A1) – zoo

Lesson 6

FUNCTIONAL LANGUAGE BOX – ASKING FOR DIRECTIONS

Can you tell me the way to ...? – Czy możesz wskazać mi drogę do...?
Could you tell me where the ... is, please? – Czy możesz mi powiedzieć, gdzie jest...?
Excuse me. How do I get to the ...? – Przepraszam. Jak mogę się dostać do...?
How far is the ...? – Jak daleko jest...?
Is it far from here? – Czy to daleko stąd?
Is there a ... near here? – Czy jest... gdzieś w pobliżu?
When does the bus leave? – Kiedy odjeżdża autobus?
Where can I find the nearest ...? – Gdzie znajdę najbliższy...?

GIVING DIRECTIONS

Cross the street/bridge. – Przejdź przez ulicę/most.
Follow the road to the traffic lights. – Idź tą drogą do świateł.
Get off the bus when you see a church. – Wsiądź z autobusu, kiedy zobaczysz kościół.
Go straight on. – Idź prosto.
It's (not) far from here. – To (nie) jest daleko stąd.
It's a three-minute walk. – Można tam dotrzeć w trzy minuty.
It's better to go by underground. – Najlepiej jest pojechać metrem.
Take a number 34 bus. – Pojeźdź autobusem o numerze 34.
There's a bus every 10 minutes. – Co dziesięć minut jeździ autobus.
You'll see a sign. – Zobaczysz znak.
It's on your left. – To miejsce jest po twojej lewej stronie.
IF YOU CAN'T HELP
I'm afraid I don't know. – Obawiam się, że nie wiem.
I'm not from here. – Nie jestem stąd.



Unit 5

Getting ready for a trip

Lesson 1

Vocabulary and Listening



Vocabulary box

beach • forest • lake • mountain • path • river •
sea • valley • waterfall

1. **warm-up** Translate the words in the *Vocabulary box* into Polish.
2. Complete each gap with a word in the *Vocabulary box* (sometimes you need to use a capital letter or a plural form). Match the texts (A–C) with the photographs (1–3). Write the answers in your notebook.
 - A. This part of the world is really lovely. You'll see some high, rocky **1**, wonderful green **2** and the clear blue waters of a **3**.
 - B. This beautiful golden **4** is a must-see for tourists who are on holiday by the Baltic **5**. Visitors can get to this quiet place by following a sandy **6**.
 - C. If you are visiting this region, you must go to the 100-metre high **7**. The noise of the water as it falls onto the rocks is something you will never forget. From the bridge you'll be able to see the **8** flowing through the deep **9** below.

3. The words in the *Vocabulary box* below have similar meanings (travel), but do you know the difference between them? Match the words with their definitions (1–4).

1. to go somewhere and return soon afterwards, e.g. a school...
2. travelling by bus, by train, by car etc. between two places.
3. the journey you make by plane.
4. travelling by boat for pleasure, often visiting different places.

Vocabulary box

cruise • flight • journey • trip • travel

4. **E 5.1** Listen to two short conversations and write the answers in your notebook.
 1. Samantha is talking about:
A. a school trip. B. her journey to school.
C. a cruise on a lake.
 2. Samantha is leaving at 6 am because:
A. she has a long way to go.
B. the traffic will get worse later.
C. she wants to swim.
 3. Hanna and David are discussing:
A. a journey to Oslo. B. a sports camp.
C. their last holiday in Norway.
 4. Hanna read about the holiday:
A. on a website. B. in a magazine.
C. at a meeting.

5. Translate the words in the *Vocabulary box* into Polish. Write the answers in your notebook.

6. Read the adverts (1–4). Match the words in the *Vocabulary box* with the adverts. Write the answers in your notebook.

1



We organise the hotel, your flight, and your food. You only have to pack your suitcase and you can then start to relax. But don't forget your passport!

2



Stop lying on the beach and go exploring more of this fascinating country. Our bus leaves from the hotel after breakfast, but it will bring you back in time for dinner.

3



Travelling around Australia this summer? We'll tell you how to travel around the country, where to stay, and what to put in your backpack.

4






Enjoy the outdoor life! We sell tents, sleeping bags, and other equipment. Don't rely on your smartphone. Buy a map here!

Vocabulary box







backpacking • camping holiday • day trip • guided tour • luggage • package holiday • passport • suitcase

7.  Work in pairs. Which of the holidays advertised in activity 6 would you enjoy most? Why? Use *I would choose ... because ...*

8.   5.2 Listen to a podcast about things British people pack in their suitcases. Complete the notes in your notebook.

Things British people pack in their suitcase

1. Clothes: 
2. Food and drink: 
3. Other: 

9.  Work in pairs. What do you take with you when you travel? Name ten items you usually pack in your luggage. Write the items in your notebook.

Additional vocabulary

city break • sports camp • staycation • survival camp

What kind of summer holidays would you recommend for people 1–4.

1. Martha doesn't like travelling at all. She prefers to visit places that are close to home.
2. George is a fitness fanatic. He's either swimming, playing handball or going to the gym. He always works out!
3. Edith loves learning about the history and culture of other countries. She likes to always be busy and hates beaches, mountains and forests.
4. Tim loves nature. He wants to learn how to live in the wild.

Lesson 2

Grammar



Grammar box Present perfect

Czasu **present perfect** używamy między innymi do opisywania doświadczeń z naszego życia bez podawania informacji o tym, kiedy się wydarzyły.

Twierdzenie: **I have been** to Hawaii.

Przeczenie: **I haven't been** to Alaska.

Pytanie: **Have you been** to Japan?

W zdaniach w czasie **present perfect** używamy słów: *already* (już), *just* (już, właśnie), *yet* (właśnie), *never* (nigdy), *ever* (kiedykolwiek)

I've already eaten there.

A new restaurant has just opened.

He hasn't seen the film **yet**.

Have you ever been camping?

Do czasowników regularnych dodajemy końcówkę *-ed* (np.: *visit – visited*, *travel – travelled*), a czasowników nieregularnych trzeba się nauczyć na pamięć. Spójrz na tabelkę na stronie 135.

Have you been there?



1 Meg, I know your mum's from Norway, and your grandparents are from Hawaii and Alaska, but have you ever been to these places?



2 Well, yes, I have been to Hawaii. And I've visited Norway several times. I love it there. But I haven't been to Alaska yet. But, Will, your mum's from Japan, isn't she? Have you been there?

Yeah, I've been there a few times. It's a cool place with lots of beautiful mountains and lakes. And there are some really cool beaches. And I really love the food. Have you ever tried Japanese food, Meg?



3 Yes, I have. It's delicious and super healthy, too! Hey, a new Japanese restaurant has just opened in town – it's a sushi bar. I have to go there.

Grand opening
SUSHI BAR
Baker Street, 21
Friday
6p.m. - 10p.m.

1. **warm-up** Study the present perfect

... Grammar box.

2. **5.3** Meg and Will are chatting. Listen and read. Are the statements true (T) or false (F)?

- Meg has been to Norway, but she hasn't been to Alaska. T/F
- Meg has been to Alaska, but she hasn't been to Hawaii. T/F
- Will has been to Japan many times. T/F
- Will and Meg have both eaten Japanese food. T/F

3. **Work in pairs. Which countries have you been to? Which foods have you eaten?**

Example: *I've been to Italy and the Czech Republic. I've eaten Polish, Italian, and Czech food.*

4. Write the past participles of these verbs in your notebook. Look at the table on p. 135 to check.

be • eat • find • go • have • make •
meet • ride • see •

5. Complete the sentences with the present perfect form of the verbs in brackets.

- I (be) to some amazing places in my life.
- He (see) some amazing beaches.
- She (ride) a camel in the desert.
- We (meet) some very interesting people.
- you (try) Indian food?
- you (live) in a different country?

6. Complete the text with *already*, *just*, *never*, *yet* or *ever*. Use one of the words twice.

I love going to the countryside. In fact, I've **1** come back from a weekend camping. It's a place I go with my friends. There are some mountains there, but we haven't climbed them **2** . We've **3** planned our next trip. It's going to be to a big lake, where we will be able to go sailing and fishing, and even water skiing. I've **4** been sailing and fishing a few times, but I've **5** been water skiing before – it'll be my first time. Have you **6** been camping?



Lesson 3

Reading and Vocabulary

Herbie's travel blog

Have you ever travelled through the air at 60 kilometres per hour?

It's easy to do thanks to a new company that has built zip lines high above the Amazon rainforest. It's completely safe. I am there now and I have just been on one. I have never been more scared. There are 12 zip lines in total, so it's possible to spend the whole day zip lining.

If you want a two-day stay, the company also offers overnight accommodation in bungalows. This is what I have done. The rooms are very modern. You can check in and check out via an app. The zip lines have already attracted thousands of visitors, so do not leave it until the last minute to book. What are you waiting for?



Zip Line



Fly like a bird in the magical Amazon rainforest

**Book a one-day ticket
for \$50 per person.
A two-day stay costs \$180**

**Open Tuesday to Sunday,
9 am – 4 pm**

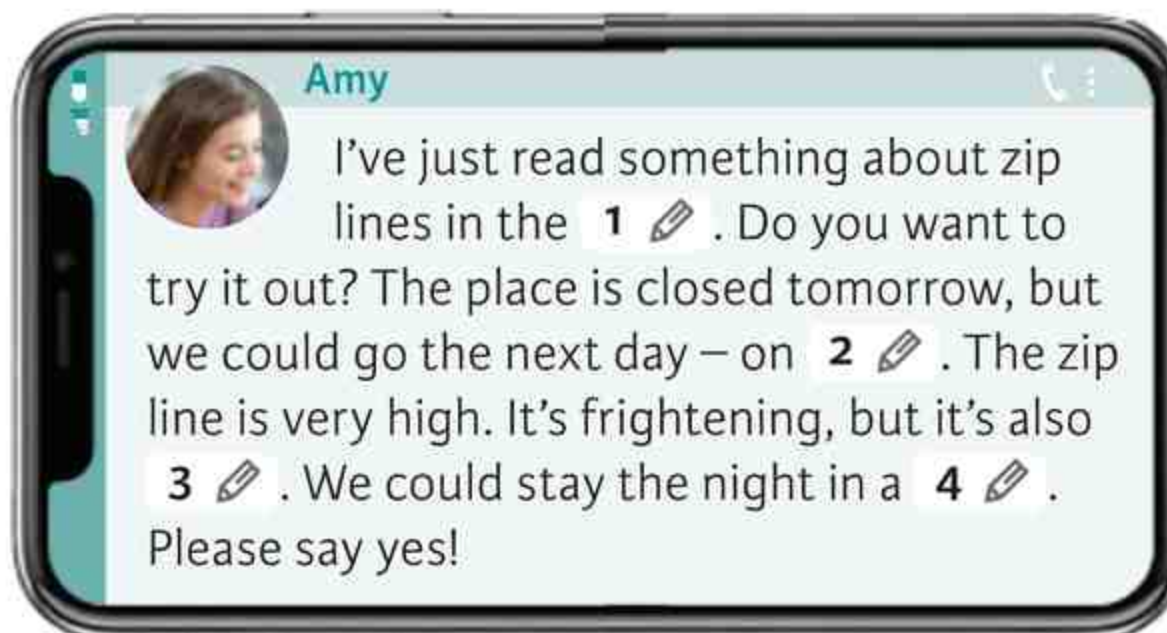
Transport by bus from our bungalow
accommodation to the zip lines
([click here](#) for the timetable)

1. **warm-up** How many times have you been abroad? Where did you go? What did you do?
2. Find a word in the *Vocabulary box* that means:
 1. something you do when you arrive at a hotel.
 2. a book that gives information to tourists.
 3. information telling you when buses and trains arrive and depart.
 4. the time you spend in a place.
3. Translate the other words in the *Vocabulary box*. Write the answers in your notebook.
4. **5.4** Listen and read the two texts about zip lines. Choose the best answer (A, B, C). Write the answers in your notebook.
 1. If you are on a zip line, you:
 - A. can touch the ground.
 - B. move quickly above the ground.
 - C. explore a forest.
 2. Which sentence is true about the Amazon zip line company?
 - A. It is an old company.
 - B. It's dangerous to use their zip lines.
 - C. They have many zip lines to try out.
 3. The accommodation offered with the zip lines is:
 - A. in an apartment.
 - B. a bus journey away from the zip line.
 - C. not very modern.

Vocabulary box

- book a ticket • check in • check out • stay
- guidebook • last-minute offer • one-way ticket • return ticket • timetable

5. **5** Read the two texts about zip lines again. Use information from them to complete the text message below. Use one word for each gap. Write the answers in your notebook.



6. **5.5** Listen and check your answers in activity 5.
7. Would you like to go on this trip? Give two reasons.

Lesson 4

Grammar



Grammar box Verbs with two objects

Niektóre czasowniki występują z dwoma dopełnieniami: bliższym i dalszym. Dopełnienie **bliższe** odpowiada na pytania **kogo?/co?** i odnosi się zarówno do osób, jak i do rzeczy. Dopełnienie **dalsze** odpowiada na pytania **komu?/czemu?** i zwykle odnosi się do osób. Zdania z takimi czasownikami mogą wyglądać dwójako:

- ① czasownik + dopełnienie dalsze + dopełnienie bliższe
We've booked my dad a ticket.
I'll email you some tips.

- ② czasownik + dopełnienie bliższe + dopełnienie dalsze (dodajemy słowa *for* oraz *to*):
We've booked a ticket for my dad.
I'll email some tips to you.

1. **warm-up** Study the verbs with two objects
Grammar box.

Trip

- **Oliver:** Hi Claire!
I'm going to London for the weekend with my family. Have you got any tips?
- **Claire:** Well, I've already visited London a couple of times. It's a great place. There's a lot to see and do. **I'll email you some ideas** if you like. And I'll also **lend you my guidebook**.
- **Oliver:** Great, thanks. We've already **bought my dad a ticket** to go to a football match. It's Chelsea against Arsenal. He's a big football fan! And we've **booked a table for my mum** to have afternoon tea at the Small Moon Hotel! But they both don't know – it's going to be a surprise!
- **Claire:** Sounds cool!
- **Oliver:** And while my dad's watching the football and my mum's having tea and cake, my sister and I will do some sightseeing. And I'll **buy you a present**, of course.



2. **5.6** Listen and read the conversation.
Answer the questions.

- Where is Oliver going?
- What have they booked for their mum?
- What have they booked for their dad?
- What will Oliver buy?

3. **5.7** Put the words into the correct order to make sentences. Listen and check. Write the sentences in your notebook.

- bought/my parents/a cool camera./I
- his tent./us/My friend/lent
- later today./I/the photos/'ll email/to/you
- a lot of homework./gave/The teacher/the students
- I/ticket/my/booked/a/parents./for

4. **E** Rewrite each sentence using the word given so that the meaning is the same. Write the answers in your notebook.

- I booked my friend a taxi because it was late.
I because it was late. **FOR**
- I'll send James the photos later today.
I later today. **TO**
- Can you save Betty some pizza, please?
Can you , please? **FOR**
- I lent Marcus some money to get a bus ticket.
I to get a bus ticket. **TO**

5. Make changes to the sentences so that they are true for you. In pairs, compare your new sentences.

Example: *My parents bought me some clothes for my last birthday.*

- My parents bought me a great book for my last birthday.
- I recently cooked pasta for my family.
- My parents never send me emails.
- I recently lent my friend my bike.
- I've sent a lot of messages to my friends today.



Grammar tip

Czasowniki, które występują z dwoma dopełnieniami to m.in.: *book, buy, email, get, give, lend, make, pass, save, send, sell, show, text, write*.
He gave me a book. I'll email you the photos.

Lesson 5

Vocabulary and Grammar

1. **warm-up** What activities do you like doing when you go on a summer or winter holiday? Use the words in the *Vocabulary box*. Translate them if necessary.

Vocabulary box

go camping • go hiking • go on a trip •
go skiing • go swimming • go to a funfair •
go to the seaside • go to the mountains •
go window shopping • go/do sightseeing •
hire a bike • laze around • ride on an open-top bus •
see a show • see an art exhibition •
see the sights • stay at the hotel • sunbathe •
take photos • wander around the streets

2. Do the quiz. Find out what type of tourist you are. Write the answers in your notebook.

Holiday Quiz

What type of tourist are you?

- Your favourite family winter holiday activity is:
 - going skiing.
 - lazing around.
 - seeing an art exhibition.
- Have you ever:
 - hired a bike?
 - sat on a beach all day?
 - ridden on an open-top bus?
- Your perfect summer activity would be:
 - going camping.
 - staying at a hotel.
 - going window shopping.
- What would you like to do most with your best friend during a summer camp?:
 - go hiking
 - go sunbathing
 - wander around the streets



3. Put the text in the correct order. Write the answers in your notebook.

It's been another busy day in Tokyo. I've done a

- at the national arts centre. I've been window
- lot of sightseeing and I have also ridden on an
- shopping and have wandered around the streets.
- open-top bus. I've taken lots of photos of
- I've just seen a great show of Japanese dance
- the sights. I've also seen an interesting art exhibition
- at the theatre. I've had a great day!

4. Complete the text. Include the two objects in brackets. Write the answers in your notebook.

WWW

Love the outdoors? Love Norway! Go on a holiday to remember!

Why not do something different by booking

1 (a boat trip/the family) to show

2 (the kids/the whales) as you sail up the coast?

Hire a bike or go hiking. Follow the paths up into the hills and get some amazing views of the fjords below. Send 3 (a selfie/your friends). Wander around the pretty seaside town of Bergen and buy 4 (some seafood/yourself). It's the tastiest seafood in the world! Feel free to email 5 (any questions/us).

Class fun

5. Work in pairs. Describe your dream holiday. Think about: the place, the accommodation, holiday activities, transport, the food, and add your own ideas.



Lesson 6

Listening and Speaking

Nagrania 5.8–5.10
 docwiczenia.pl
 Kod: U7VZ1F



▶ The Bieszczady – Poland's best-kept secret!

travel VLOG



Bieszczady



Tatras

Beskidy

1. **E** **5.8** Listen to a travel vlog about Polish mountains and choose the correct answer. Write the answers in your notebook.

- The Bieszczady Mountains are a good place to visit:
 A. only in summer B. only in winter
 C. all year round
- Which activity don't you hear about in the vlog?
 A. horse riding B. skiing
 C. waterskiing
- Which is the highest mountain in the park?
 A. Połonina Caryńska B. Tarnica
 C. Solina
- The travel vlog does not mention:
 A. bats B. bears
 C. bison

2. **E** Translate the sentences into Polish. Write the answers in your notebook.

- You can do many things in the **Bieszczady National Park**.
- It's a fantastic place for **sailing** and cycling.
- In winter you can **go skiing** in the mountains.
- In summer you can go **sailing on a lake**.

3. **5.9** Look at the words in bold in exercise 2. Listen to the conversation. Do the speakers mention the words in bold?

4. **E** **5.9** Listen again. Answer the questions in your notebook.

- What can you do in the Bieszczady?
- What animals does Marek mention?
- Which two places does Marek tell Claire to visit?
- What does Marek tell Claire to eat? What is it?

5. **5.9** Look at the *Functional language box*. Which phrases do Claire and Marek use? Write the answers in your notebook. Listen again and check.

Functional language box

Checking information

- Can you repeat that, please?
- Would you say that again, please?
- Did you say ...?
- What does ... mean?
- Could you explain that, please?
- Can you spell that?
- How do you spell that?
- It is (safe), right?

Confirming information

- Got it, thanks.
- I didn't get it.
- I see.
- I understand.
- I'm sorry, I don't understand.
- Sorry, I didn't hear what you said.
- It means ... in English.



6. **E** Complete the conversations with the missing words. Write the answers in your notebook.

got • hear • spell • it • can • course • explain • does

- A. What **1** that mean?
It means mountain in English.
Oh, I **2** it. Thanks.
- B. Sorry, I didn't **3** what you said.
- C. How do you **4** that?
That's S-A-N.
Got **5**, thanks.
- D. **6** you repeat the name?
Yes, of **7**, that's Cisna.
- E. Can you **8** what that is?
It's a type of cheese.

Functional language tip

Słów *can*, *could* i *would* w pytaniach używamy, kiedy chcemy poprosić, aby ktoś coś dla nas zrobił. Wszystkie one są poprawne, ale jeśli kontekst jest bardziej formalny, używamy *could* i *would* częściej niż *can*.

8. **In pairs, practise asking each other polite questions.**

1. Ask your friend to lend you his/her headphones.
2. Ask your teacher to repeat something.
3. Ask your dad to buy you a pizza.

9. **Discuss in pairs. What would you put in a travel vlog about the area of Poland where you live? Think about: places to see, things to do, and food to eat.**

Phonics box

W języku angielskim są słowa, w których znajdziesz tak zwane nieme litery. Są one napisane, ale ich nie czytamy. Kilka takich słów poznaliśmy podczas tej lekcji, np. *castle*, *could*.

5.10 Find 10 words in the word snake and write them in your notebook. Which letters are silent? Listen and check.

would autumn hour know ghost knife talk answer who hymn

7. **E** Read the comment that John wrote on the Bieszczady travel vlog and write one word in each gap. Sometimes more than one answer is possible. Write the answers in your notebook.

travel VLOG

★★★★★ Cool!

REVIEWED
yesterday



John

18

223

What a wonderful place! I have **1** here for a few days now and I'm having the most wonderful **2**. Today I walked for six hours in the **3** that the Poles call Połoniny. My friend Marek was right, the **4** from the top is fantastic. There's beautiful scenery all around. I didn't see any wild **5** like lynx and bison, however. I've also travelled on the Bieszczadzka Forest Railway. The journey only took an hour, but I saw lots of interesting things on the way. The **6** is very tasty here, especially *oscypek*. I'm so happy I've come here!



Email

Dear Ben,

I am writing to you to tell you that I am finally on my dream holiday in Paris.

It's so great here. I have already visited lots of beautiful places. At the moment, my favourite one is the hill in the centre of the city. It's called Montmartre. I am going to write a long blog post about Paris soon. I have lots of beautiful photos. Have a look and let me know which you prefer.

What about your holidays? Where are you? Are you still at home or at the sports camp?

The weather is great here. I hope it won't rain before the end of my stay.

Can we meet when I get (or you) back?

Speak soon,

Will



Powitanie

Wstęp i powód napisania listu

Rozwinięcie

Zakończenie

3. **E** Translate the words in brackets to complete the email. Write the answers in your notebook.

(Droga) 1 Kate,
I (piszę do Ciebie, żeby) 2 tell you about my latest idea. What do you think about a 3-day trip to Poland?
Yesterday, I found a fantastic offer. We could (odwiedzić) 3 Kraków, one of the oldest cities in Poland. There are a lot of historical places there.
We can visit the (centrum miasta) 4 , which has lots of old (ulice) 5 , and we can also go to a (wzgórze) 6 called *Kopiec Kościuszki*. We can choose one of several dates because (wycieczki) 7 take place from May to July. Think about it and let me know ASAP.
(Trzymaj się!) 8 ,
Jane

1. Read the email and answer the questions.
Write the answers in your notebook.

- Why is Will writing the email?
- What is he doing during the holidays?
- How is Will going to show Ben the photos of his holiday?

2. Read the phrases (1–11) and match them with correct part of the letter (A or B).
Write the answers in your notebook.

- A. The beginning of a letter
B. The end of a letter

- I'd like to tell you about ...
- Take care!
- I'm sorry I haven't written ...
- I'm waiting for your letter.
- Hope to see you soon!
- How's everything?
- I'm writing to tell you about ...
- Thanks for your letter!
- That's all for now!
- I'm looking forward to hearing from you!
- I have some news to tell you.

4. **E** You are at a summer camp. Write an email to a friend. Include the following ideas:

- where you are and what you are doing there.
- what you like and don't like about the camp.
- encourage your friend to come and participate in the camp.

Checklist

- ✓ Wiem, że email powinien zacząć się od powitania i wstępu.
- ✓ Pamiętam, aby podać powód napisania maila.
- ✓ Mail powinien zawierać informację o tym, kto pisze.

Vocabulary

1. Match the places (1–4) with the activities (A–D) that can be done there. Write the answers in your notebook. There can be more than one option.

- | | |
|--------------|-------------------|
| 1. forest | A. sunbathe |
| 2. sea/beach | B. go camping |
| 3. mountain | C. go on a cruise |
| 4. lake | D. go hiking |

 / 4 pt

2. Translate the phrases into Polish. Write the translations in your notebook.

- hire a bike
- see an art exhibition
- go window shopping
- ride on an open-top bus
- see a show
- laze around
- see the sights



 / 7 pt

3. Read and answer the questions. Write the answers in your notebook.

My holidays






- Where do you usually spend your winter holidays?
I spend .
- What places have you never been to before?
I have never .
- What are your favourite summer holiday activities?
My favourite .
- What winter holiday activity would you like to try most?
I would most .
- What is the most important thing to take on holiday?
The most important thing .

 / 5 pt

Grammar

4. Complete the sentences with the words in the box. Write the answers in your notebook.

already • just • yet • never • ever

- He has  been in Norway.
- I have  met him before. This is the first time I will meet him.
- Have you  lost your passport while on holiday?
- She is at the railway station and she has  bought a return train ticket to Poznań.
- We haven't seen his latest exhibition .

 / 5 pt


5. Use the words to make sentences. Write the answers in your notebook.

- been/once./I/have/Italy/to
- come/yet?/Have/they
- We/hotel/in/have/before./stayed/this
- funfair/have/a/I/been/to/once.
- in/Ted/a/tried/has/tent./never/sleeping

 / 5 pt

6. Read the sentences and choose the correct options. Write the answers in your notebook.

- I have *never/just* bought some gloves *to/for* my father. I have them in my bag.
- Have you *never/ever* been to the Bieszczady Mountains?
- I have *ever/never* been to Norway. I am going there for the first time next month.
- I haven't bought the book *at/for* my sister *already/yet*.

 / 4 pt



Zadanie 1.

E 5.11 Usłyszysz dwukrotnie cztery wypowiedzi turystów. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1.1.–1.4.) odpowiadające jej zdanie (A–E). Wpisz rozwiązanie do tabeli. Uwaga! Jedno zdanie podane zostało dodatkowo i nie pasuje do żadnej wypowiedzi. Zapisz odpowiedzi w zeszycie.

Which holiday would be good for someone who:

- A. loves exhibitions
- B. likes to prepare before the trips.
- C. is very active.
- D. prefers to take their time when going sightseeing.
- E. likes to spend time close to nature

1.1.	1.2.	1.3.	1.4.

Zadanie 2.

E Przeczytaj tekst notatki. Uzupełnij w mailu luki (2.1.–2.5.). zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim. Zapisz odpowiedzi w zeszycie.

Tom,
I found a great holiday offer. It's called 'Italy with a Guide'. The offer includes: a nice hotel, guide, trips to the seaside, a cruise, and visits to exhibitions. The cost of the holiday is quite cheap because it's a last-minute offer. We would have to leave in four days. Check if you have a valid passport. You can ask Bill, maybe he would like to come with us, too. He likes sightseeing and has never been to Italy before.
Mum

Zadanie 3.

E Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych zdań. Uwaga! W każdą lukę możesz wpisać maksymalnie cztery słowa. Zapisz odpowiedzi w zeszycie.

- 3.1. We (*nigdy nie zatrzymali się*) in such a luxurious place.
- 3.2. (*Wyjaśnię ci*) , this is only a one way ticket.
- 3.3. Remember to (*kupić bilet w dwie strony*) , too.
- 3.4. I like to (*wędrować po ulicach*) of small towns, walking around them with no real purpose.

Zadanie 4.

E Wyruszyłeś/Wyruszyłaś w podróż życia. Napisz mail do rodziny, w którym:

- A. wyjaśnisz, w jaki sposób podróżujesz,
- B. opowiesz, jakie miejsca już zobaczyłeś/zobaczyłaś,
- C. zachęcisz bliskich do podobnej wyprawy.



Email

Cześć Bill,
właśnie zobaczyłem notatkę, którą zostawiła mi moja mama. Znalazła świetną 2.1. wakacyjną. Mówiłeś, że nigdy nie byłeś we 2.2. . Będzie okazja. Cena jest niska, bo 2.3. jest za cztery dni. Mama pisze, że zapewniają opiekę 2.4. , wyjazd nad morze, rejs i wystawy. Sprawdź, czy masz 2.5. (ja swój znalazłem na dnie szuflady) i ruszamy.



Lesson 1

LANDSCAPE NOUNS

beach /bi:tʃ/ (A1) – plaża
forest /'fɒrɪst/ (A2) – las
lake /leɪk/ (A2) – jezioro
landscape /'lændskeɪp/ (B1) – krajobraz
mountain /'maʊntɪn/ (A2) – góra
river /'rɪvə/ (A1) – rzeka
path /pɑ:θ/ (A2) – ścieżka
sea /si:/ (A1) – morze
valley /'væli/ (B1) – dolina
waterfall /'wɔ:təfɔ:l/ (B1) – wodospad

TRAVELLING NOUNS

backpacking /'bæk,pækɪŋ/ (B1) – wędrowka z plecakiem
camping holiday /'kæmpɪŋ 'hɒlədeɪ/ – wakacje pod namiotem
cruise /kru:z/ (B1) – rejs (statkiem)
day trip /'deɪ trɪp/ – wycieczka jednodniowa
flight /flaɪt/ (A2) – lot
guided tour /'gaɪdɪd 'tuə/ – zwiedzanie z przewodnikiem
journey /'dʒɜ:ni/ (A2) – podróż, wędrowka, wyprawa
luggage /'lʌɡɪdʒ/ (A2) – bagaż
package holiday /'pækɪdʒ 'hɒlədeɪ/ – wakacje zorganizowane
passport /'pɑ:spɔ:t/ (A2) – paszport
suitcase /'su:tkeɪs/ (A2) – walizka
travel /'trævəl/ (A1) – podróż
trip /trɪp/ (A2) – wycieczka
voyage /'vɔɪ-ɪdʒ/ (B2) – długa podróż; rejs

ADDITIONAL VOCABULARY

city break /'sɪti breɪk/ – krótka podróż w celu zwiedzenia miasta
sports camp /spɔ:ts kæmp/ – obóz sportowy
staycation /steɪ'keɪʃən/ – wakacje we własnym kraju
survival camp /sə'vaɪvəl kæmp/ – obóz przetrwania

Lesson 3

PREPARING FOR A JOURNEY

book a ticket /'bʊk ə 'tɪkɪt/ – rezerwować bilet
check in /tʃek 'ɪn/ – odprawić (bagaż); zameldować się (w hotelu)
check out /tʃek 'aʊt/ – wymeldować się (z hotelu)
guidebook /'gaɪdbʊk/ (A2) – przewodnik (książka)
last-minute offer /lɑ:st'mɪnɪt 'ɒfə/ – oferta last minute
one-way ticket /'wʌnwɛɪ 'tɪkɪt/ – bilet w jedną stronę
return ticket /rɪ'tɜ:n 'tɪkɪt/ – bilet w obie strony
stay /steɪ/ (A2) – pobyt
timetable /'taɪm'teɪbəl/ (B1) – rozkład jazdy

Lesson 5

VERBS

go camping – jechać na biwak
go hiking – chodzić po górach
go on a trip /gəʊ 'ɒn ə trɪp/ – jechać na wycieczkę
go to a funfair /gəʊ tu ə 'fʌnfɛə/ – iść do wesołego miasteczka
go to the seaside /gəʊ tu ðə 'si:saɪd/ – jechać nad morze
go to the mountains /gəʊ tu ðə 'maʊntɪnz/ – jechać w góry
go window shopping /gəʊ 'wɪndəʊ 'ʃɒpɪŋ/ – oglądać wystawy sklepowe
go/do sightseeing /du: 'saɪt si:ɪŋ/ – iść pozwiedzać
hire a bike /haɪə ə 'baɪk/ – wypożyczyć rower
laze around /leɪz ə'raʊnd/ – leniuchować, obijać się
ride on an open-top bus /raɪd 'ɒn ən 'əʊpəntɒp bʌs/ – jechać autobusem z otwartym dachem
see a show /si: ə ʃəʊ/ – zobaczyć przedstawienie, występ
see an art exhibition /si: ən ɑ:t 'eksə'biʃən/ – zobaczyć wystawę sztuki

see the sights /si: ðə 'saɪts/ – zobaczyć atrakcje turystyczne
stay at a hotel /steɪ ət ə 'həʊ'tel/ – pobyt w hotelu
sunbathe /'sʌnbæð/ (B1) – opalać się
take photos /teɪk 'fəʊtəʊz/ – robić zdjęcia
wander around the streets /wɒndə ə'raʊnd ðə stri:ts/ – przechadzać się uliczkami

Lesson 6

FUNCTIONAL LANGUAGE CHECKING INFORMATION

Can you repeat that, please? – Czy możesz, proszę, powtórzyć?
Can you spell that? – Czy możesz to przeliterować?
Could you explain that, please? – Czy możesz to wyjaśnić?
Did you say...? – Czy powiedziałeś/ powiedziałaś?
How do you spell that? – Jak to się literuje?
It is safe, right? – To jest bezpieczne, prawda?
What does ... mean? – Co... oznacza?
Would you say that again, please? – Czy możesz, proszę, powiedzieć to ponownie?

CONFIRMING INFORMATION

(I) got it, thanks. – Zrozumiałem/ Zrozumiałam, dziękuję.
I didn't get it. – Nie zrozumiałem/ zrozumiałam.
I see. – Rozumiem; Widzę.
I understand. – Rozumiem.
I'm sorry I don't understand. – Przepraszam, ale nie rozumiem.
It means ... in English. – To oznacza ... po angielsku.
Sorry, I didn't hear what you said. – Przepraszam, nie usłyszałem/ usłyszałam, co powiedziałeś/ powiedziałaś.

Online communication

Lesson 1

Vocabulary and Listening

Nagrania 6.1–6.3
docwiczenia.pl
Kod: U72J6D



Vocabulary box

computer screen • charger • keyboard • laptop • mouse • tablet • USB stick • webcam • wireless speaker



1. **warm-up** What model of computer would you like to have most?

2. Match some of the words in the *Vocabulary box* with the equipment in the photo. Write the words and their translations in your notebook.

BIG SALE

3. **i** Look at the words in the *Vocabulary box*. Discuss what you need:

1. if your phone battery is low.
2. to record moving pictures.
3. to copy, store information (small gadget).
4. to listen to music anywhere.
5. to write homework on your computer.

4. **6.1** Listen to a radio advertisement for an internet store and decide if the statements are true (T) or false (F).

1. The online shop is advertising presents for teens. **T/F**
2. Next Friday speakers are 30% cheaper. **T/F**
3. The cheaper USB flash drives are the black ones. **T/F**
4. The best reductions are on touchscreen laptops. **T/F**



Vocabulary tip

Kiedy poznasz nowe słowo, bardzo ważne jest, abyś popatrzył/popatrzyła na wyrazy dookoła, w jaki sposób użyto tego nowego słowa w kontekście, w całym zdaniu. Ucz się zwrotów na pamięć, np. jeśli słówko łączy się z przyimkiem (*chat + with*, *connect + to*).

5. Translate the verbs in the *Vocabulary box* into Polish. Write the translations in your notebook.
6. Complete the text about podcast with words from *Vocabulary box* on the right in each gap. Write the answers in your notebook.

Podcast

THIS WEEK'S PODCAST:

Do we depend on online services too much?



I think we all agree that online communication makes life easier. We can **1** to the internet wherever we are, we can **2** our friends whenever we like, and we can **3** with family members living far away.

Technology lets us **4** popular games and **5** our photos and films. There are clearly many benefits, but do we depend on it too much? How do you manage when, for example, your laptop and smartphone **6**? Tell us your experiences.

Vocabulary box

chat • connect • download • message • shut down • upload

7. Match the words from the *Vocabulary box* with the icons. Write the answers in your notebook.



8. Listen and check your answers in activity 6.
9. Listen to three people talking about a problem they experienced with technology. For each speaker (1–3) choose the best answer (A–D). One answer is not needed. Write the answers in your notebook.

This person had a problem because:

- A. he/she forgot to take something on a trip.
B. her/his laptop didn't work.
C. the weather was very bad.
D. he/she forgot to take an electronic device to school.

1.	2.	3.
<input type="text"/>	<input type="text"/>	<input type="text"/>

10. Work in pairs and describe the photographs. Student A turn to page 113, and Student B turn to page 133.

Additional vocabulary

• browser • network • search engine • web
• reboot • restart

Match words in the *Vocabulary box* that have the same or similar meaning. Write the three pairs of words in your notebook.

Lesson 2

Grammar

**Grammar box** Comparative and superlative adjectives Wyższy i najwyższy stopień przymiotników

Przymiotniki jednosylabowe: small → smaller → the smallest

Przymiotniki dwusylabowe (kończące się na -y): happy → happier → the happiest

Dwie sylaby lub więcej: famous → more famous → the most famous

I am **older** than you.This book is **more interesting**.It's **the coolest** and **the best** website.

So, what are your favourite websites?

1

Well, SuperCoolRocks is my favourite. It's all about rocks – the biggest, **the smallest, the heaviest**, the oldest, **the most colourful** and so on. It's such a great website. Rocks are **so cool**!Well, I think SuperSkater is the **coolest** and **the best** website. It's all about skateboards. It's so cool.Rocks are OK, Will. But rock music is **better**! I spend all my time listening to music online. I think my favourite website is MegaMusic. Music is so great!

2

3

The best website is BooksBooksBooks. It's got millions of books. Next page!

Hey, let's look at all our favourite websites, and then we'll decide which is **the coolest**!

1. Study the Comparative and superlative Grammar box.

2. 6.4 Read and listen to the conversation. Match the heroes (Meg, Will, Evie, Ben) with the name of their favourite website (1–4). Write the answers in your notebook.

1. BooksBooksBooks 3. SuperSkater
2. SuperCoolRocks 4. MegaMusic

3. Complete the sentences with either comparative or superlative form of adjectives in brackets. Write the answers in your notebook.

1. My laptop is (small) than yours.
2. This laptop is one of (expensive).
3. (old) website, went online in 1990.
4. Which two countries have (big) number of internet users?
5. What is (popular) search engine?
6. Which books are (interesting) than mine?

**Grammar tip**

W języku angielskim występuje kilka przymiotników nieregularnych m.in.:
good → better → the best
bad → worse → the worst

4. Study the so & such, how & what Grammar box.

Grammar box So & such, how & what

So & such używamy, aby podkreślić znaczenie:

- so + przymiotnik Music is **so** great.
- such (a) + przymiotnik + rzeczownik **Such** a cool app.

How & what wzmacniają wypowiedzi:

- How + przymiotnik **How** cool, hey? **How** amazing!
- What (a) + przymiotnik + rzeczownik **What** a great idea! **What** fantastic food!

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

1. Social media is so/such a great invention.
2. Online shopping is so/such convenient.
3. How/What a great photo! Did you take it?
4. Your phone broke? How/What unlucky!
5. The internet is so/such slow today.

6. Rewrite the sentences using the word given so the meaning is the same. Write the answers in your notebook.

1. This website is so good. **SUCH**
It's website!
2. It's such wonderful news. **SO**
The wonderful.
3. No social media website is more popular. **THE**
It's website.
4. My new bike is faster. My old one was slower.
My old bike was my new one. **THAN**



Lesson 3

Reading and Vocabulary

Super Computers Magazine

Trouble online! The latest computer viruses

A computer virus is such bad news! And now there are two viruses that experts believe are the worst that they have ever seen. **1** They are such a big problem that large tech companies are working non-stop to fix the problem.

How does your computer get a virus? If you are surfing the internet, it's sometimes enough to visit a website that already has that virus. **2** Sharing music, files and photos can be dangerous, too. You can sometimes get one when you open an email attachment or a spam email.

What do these new viruses do? The first type can delete your files. **3** The second type is the most problematic. When your computer has this virus, your passwords are no longer safe. **4** They can then

use the internet in the same way as you do. He or she can take money from your bank account, send emails from your mailbox and see everything you do online. How terrible!

- What can you do to prevent this happening?
- First, install the best antivirus software on your computer.
- Also, be careful about what you download and about the websites you go to. If the website doesn't look safe, log off immediately.
- Check if you have any software available for preventing spam on your computer.



- 1.** **warm-up** Brainstorm nouns and verbs connected with spending time on your computer.

Vocabulary box

- check • click (on) • delete • fix • get • install • log in (to) • log off • log out (of) • save • send • share • surf
- antivirus • attachment • email • file • hacker • password • software • spam • virus • website

- 2.** Translate the words in the *Vocabulary box* into Polish. Write the answers in your notebook.
- 3.** Match the verbs and nouns in the *Vocabulary box* to make phrases. Some words may be used more than once. Write the phrases in your notebook.

Example: *check an email*

- 4.** Read the magazine article. Match the sentences (A–E) with the gaps (1–4) in the text. One sentence is not needed. Write the answers in your notebook. Listen and check.

- A. As a result, you might lose some important information.
- B. These two latest 'super viruses' can attack your phones, tablets or computers.

- 5.** Complete the sentences with verbs from the *Vocabulary box*. Make changes to the verbs if necessary. Write the answers in your notebook.

- When did you last the internet?
- Which websites do you in to most often?
- What (photos, music, etc.) and with whom do you online?
- What was the last app that you ?
- Can you problems on your computer or do you need help?

- 6.** Talk in pairs. Answer the questions in activity 5.

- C. An IT worker will ask you a lot of questions.
- D. Also, you might download a virus to your computer by clicking on a free game.
- E. A hacker can use them to log in to your account.

**Grammar box** Modal verbs (past ability, polite requests and obligations)

Czasowniki modalne wyrażające możliwość, prośbę, zobowiązanie w przeszłości i teraźniejszości

Czasownik modalny **can** jest używany do:

- 1 opisywania umiejętności w teraźniejszości:
I can swim.
- 2 wyrażania uprzejmych prośb:
Can you help me?

Czasownik modalny **have to** oznacza *musieć*:
I have to do my homework.Czasownik modalny **could** jest używany do:

- 1 opisywania umiejętności w przeszłości:
I couldn't reinstall the software.
- 2 wyrażania prośb, do zadawania pytań grzecznościowych, bardziej formalnych niż *can*:
Could you find it?

Wyrażenie **had to** oznacza konieczność w przeszłości.
I had to reinstall some software on my computer.1. Study the modal verbs *Grammar box*.**I can fix problems**

► **John:** Nikki, **can** I ask you about something? I had a virus, so I had to reinstall some software on my computer, but I **couldn't** do it.

■ **Nikki:** Ah, did you uninstall the old software first?

► **John:** No, I didn't. Do I **have to** do that? **Could** you help me?

■ **Nikki:** Yes, you have to uninstall the program first and then reinstall it. That is possibly the problem.

► **John:** OK, I'll try again. You sound like an expert.

(Later ...)

► **John:** I did what you told me to do, and now it works. When and where did you learn about computers?

■ **Nikki:** Well, my parents always had terribly old computers, which they always had problems with. They could never fix them, so I **had to** help them. I taught myself and soon I **could** fix most of the problems.

2. 6.6 Listen to the conversation. Are the sentences true (T) or false (F)? Write the answers in your notebook.

1. John had a virus on his computer. T/F
2. John reinstalled the software without any problem. T/F
3. Nikki gave John some helpful advice. T/F
4. John reinstalled the software after Nikki's help. T/F
5. Nikki's parents had good computers. T/F

3. 6.7 Choose the correct verb. Listen and check. Write the answers in your notebook.

1. I (*can/could*) type very fast when I was five years old.
2. Last week I (*had to/have to*) install some anti-virus software.
3. I (*could not/cannot*) message you earlier. I had no internet connection.
4. I have a serious problem with my computer, so I (*can/have to*) buy a new one.

4. Rewrite the sentences using the word given so the meaning is the same. Write the answers in your notebook.

1. It wasn't possible for me to go to the meeting.
I to the meeting. **COULDN'T**
2. I needed to charge my phone.
I my phone. **HAD**
3. She was able to write computer programs when she was quite young.
She when she was quite young. **COULD**



Lesson 5

Vocabulary and Grammar

1. **warm-up** What do you like most about your phone? Why? Use the words in the *Vocabulary box* and a dictionary if necessary.

Vocabulary box

- comment • fan page • influence • social media
- follow • post • reply
- follower • influencer

2. Read the introduction to a website about influencers. Choose the correct word. Write the answers in your notebook.

It's easy to understand why young people want to be 1. *influencers/followers*. They can earn millions of dollars, but sometimes they do some silly things. Let's look at some of the things that they do to get 2. *influencers/followers*. Here are three stories.

3. Match the titles (1–3) to the photographs (A–C).

1. A Sweet Surprise

2. A Dangerous Influence

3. Fashion Followed in Rome



4. **E** **6.8** Listen to a story called 'Fashion Followed in Rome' and answer the questions in your notebook.

- What did the influencer write a blog about?
- Was she popular?
- What was the lie?

5. **E** Complete the text with the words in the box. There is one word that you do not need. Write the answers in your notebook.

could • had • how • most • so • such • what

Blog – A Sweet Surprise

One day I went to a party for members of my family. It was in a nice restaurant, located in 1 a lovely park. When I arrived, I saw the 2 beautiful woman wearing a wedding dress. She was with a photographer and she was eating a lot of chocolate. ' 3 strange!' I thought. When I looked closer, I 4 see that she was a famous influencer. She is 5 famous that she even has her own fan page. I read it sometimes and I also follow her on social media. The next day she posted photos of herself online. The photos showed her eating her favourite chocolate on her wedding day, but she isn't even married! Later I read in the paper that the company that makes the chocolate paid her to do it. 6 a surprise!

6. **E** Put the sentences in the correct order. Write the answers in your notebook.

A Dangerous Influence

- Last year I went to stay with my aunt in Berlin.
- When we were at the top, the only thing he cared about was getting a good picture.
- One day he asked me to help him take a photo.
- When I was there, I met a boy who was an influencer.
- The next day we went to the top of a tall building to take it.
- I wanted to take up photography, so I agreed.
- It wasn't safe – I don't like people who do dangerous things.

Class talk

7. Find information online about your favourite influencer (e.g. age, interests, where they are from, what they like writing or talking about). Tell your class about him/her. Ask your classmates questions about their favourite influencer.

Lesson 6

Listening and Speaking

Nagrania 6.9–6.11
docwiczenia.pl
Kod: U7JNRB



▶ Advice for teenagers

VLOG

Teen problems



Question 1:



Question 2:



1. **6.9** Listen to the beginning of a vlog and write the answers to the questions in your notebook.

- Who makes the videos: **A.** parents **B.** teens
- Which problem is **NOT** mentioned?
A. family problems
B. problems with friends
C. exam stress
D. health

2. **6.10** Listen to the second part of the vlog and complete the notes in your notebook.

- Topic of vlog: Do teenagers spend too ?
- What teens do online: ?
- Number of hours teens spend online: .
- Problems of being online for too long: .

3. Read some of the advice that the vloggers give to teens who think they are spending too much time online. Find and write the phrases which they use to give advice in your notebook.

4. Read all the phrases in the *Functional language box* and translate them into Polish. Write the translations in your notebook.

Functional language box

Asking for advice

- Can you give me some advice, please?
- What's your advice?
- What should I do?

Giving advice

- (I really think) you need to/should ...
- You could try (doing) ...
- My advice is to ...
- Have you tried ... ?
- If I were you, I'd ...
- The best thing to do is ...
- Let me give you some advice.
- A good idea is to ...
- ... works really well.
- ... might work.

- A good idea is to install a screen time app on your phone. It controls the time you spend online.
- You need to take up a new hobby or sport. You could try doing something with a friend.
- Let me give you some advice. Do not keep your phone in your bedroom when it's time to go to sleep.

5. **E** Complete the conversations in your notebook.

advice • best • give • need •
should • tried • works

A.

Can you **1** me some advice?
I think my computer has a virus.

Have you **2** installing some better
antivirus software?

B.

My smartphone is really slow.
What **3** I do?

My **4** is to delete the apps you don't use.

C.

Oh no, I dropped my phone in the bath.

The **5** thing to do is take out the battery.
Then, you **6** to dry the phone with
a towel and put it in a bowl of uncooked rice.

Rice?

Yes, it **7** really well.



Functional language tip

Możesz zgodzić się z otrzymaną radą, mówiąc: 'Yes, it might work', 'What a good idea!' lub 'That might be worth trying'. Jeśli nie zgadzasz się z otrzymaną radą, powinieneś/powinnaś swoje zdanie wyrazić w uprzejmy sposób, za pomocą takich wyrażen jak: 'I don't think that's a good idea.' lub 'That's a good idea, but ...'.

7. **6.11**

Read the Phonics box below. Listen to the examples and practise saying them in pairs.



Phonics box

W języku angielskim głoska oznaczona literą „r” jest wymawiana inaczej niż w języku polskim, bardziej gładko. Jeśli głoska oznaczona literą „r” pojawia się przed samogłoską, jest wymawiana, np. *April, robot, ready*.

Jeśli jednak głoska „r” pojawia się na końcu wyrazu i za samogłoską, nie wymawiamy jej w ogóle (tak zwane nieme „r”) np.: *December, internet, teacher*.

8. **6.11**

Look at the words in the box. Put them into two groups: words with a pronounced 'r' and words with a silent 'r'.

better • birthday • computer • hour • morning • party •
present • read • restaurant • virus

6. **6.11** Read two messages that the vloggers have received. Write a comment that gives advice for each. Use phrases from the *Functional language box*. Write your comments in your notebook.

VLOG



Tim

1. I have a friend who spends too much time on his phone. He watches his favourite series until 2 o'clock in the morning. He's tired all the time and is getting bad marks at school. His parents don't know that he does this. What should I do?

2 Answer



Mary

2. Our head teacher would like to stop us bringing our phones to school. She thinks we don't need them. But a lot of us think that they are a good idea. For example, in language classes we can check any words we don't know in an online dictionary. What other reasons can we give her for using phones at school? Can you give us some advice?

1 Answer

Lesson 7

Writing

Story

I bought a new game, but I couldn't play it because the computer was too slow. 'What a shame!' I thought, 'What should I do now?' In the end, I decided to buy a new computer.

I was looking for a bargain and I found one. Firstly, I ordered my new computer online. It was much cheaper than any of the others. It even had wireless speakers and a webcam for free. When I was unpacking it, however, I had an unpleasant surprise. The screen was scratched, and there were some keys missing on the keyboard. After I connected all the cables, I tried to turn it on. Unfortunately, I couldn't get an internet connection and I couldn't log in. In the end, when I wanted to download some software, my printer went crazy. It started working, but wasn't printing anything! There were blank pages falling on the floor. I tried to reboot the system, but the computer didn't respond. Finally, I switched the power off, and it stopped. I sent the computer back to the store as soon as I could. Luckily, I got a refund.

What might look like a bargain is not always a good idea ...

Wprowadzenie

Rozwinięcie

Zakończenie



2. Read the words and explain their meaning.

at first • suddenly • when • then

3. Read the story. Complete the sentences with the words from activity 2. Write the answers in your notebook.

1 ✎ I was on holiday, I went to an exhibition of new gadgets. I wanted to see a new robot vacuum cleaner. I went to the display stand and saw a presentation about it. 2 ✎, one of the scientists put the robot on a small rug and told us to drop some rubbish for the robot to clean up. 3 ✎, the scientist turned the robot on and it moved towards the rubbish to clean it up. 'How awesome,' I thought. 4 ✎, the robot moved towards some people and tried to suck up their shoes as if they were rubbish. It was so funny! I spent the whole day looking at different gadgets, but the cleaning robot was the funniest one! This event made me think of the work of a scientist. I think I will try to be better at maths and physics so that I can become a scientist in the future.

1. Read the story and answer the questions.
Write the answers in your notebook.

- The author wanted to buy a new computer because:
 - he had some extra money.
 - the old one was broken.
 - the old one wasn't fast enough to play games on.
- In addition to the new computer, the author got:
 - some equipment for free.
 - a game.
 - a printer.
- When the author wanted to download some software, his printer:
 - broke down.
 - lost the internet connection.
 - started doing strange things.
- The author:
 - had his computer fixed.
 - got his money back.
 - lost interest in playing computer games.

4. ✎ E You have bought a new gadget.
Write a story. Include the following ideas:

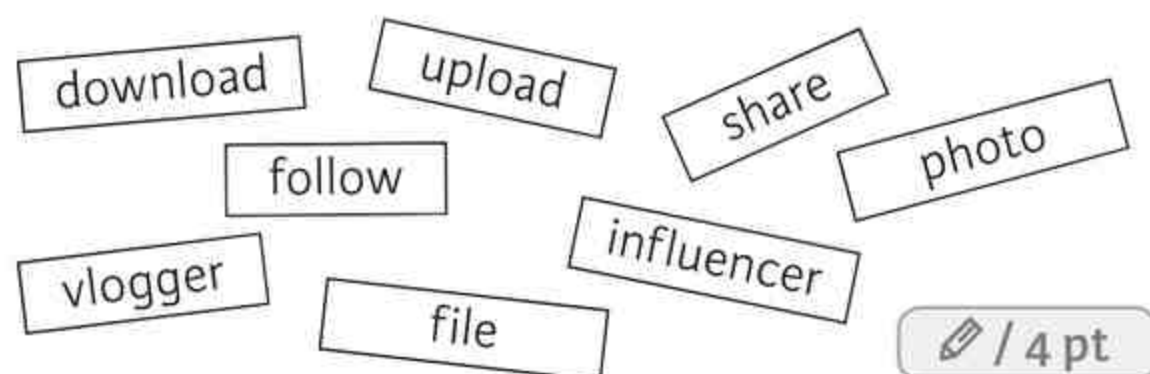
- the reason why you bought it,
- a description of the gadget,
- why it is better/worse than you thought.

Checklist

- ✓ Na początku historyjki piszę zdanie wstępu.
- ✓ Pamiętam o określeniach czasu, np.: *suddenly, firstly, finally*.
- ✓ Na końcu historyjki piszę zdanie zakończenia.

Vocabulary

1. Match the words to make as many pairs as possible and explain your choice. Write the answers in your notebook.



2. Read the definitions and choose the right word. Write the answers in your notebook.

- Unwanted messages in your mailbox. Most often they are ads. (*spam/file*)
- To copy or move programs or information to another computer system. (*upload/surf*)
- The device you use to keep the power in your phone battery. (*charger/USB stick*)

/ 3 pt

3. Complete the phrases with the missing letters. Write the answers in your notebook.

- s_r_t_e_i_t_r_e_
- c_a_g_a_o_i_e_p_o_e
- s_n_an_m_i_
- d_l_t_f_l_s.

/ 4 pt

Grammar

4. Read the texts and suggest what the people *should* or *could* do in each situation. Use phrases with *can*, *could*, *have to* or *should*. Write the answers in your notebook.



1. I am very tired. I played computer games all night long, so I was eventually able to reach the next level.



3. I restarted my phone, but it still won't work. The screen is blank. Maybe I'll open it up and look inside.



2. My headphone cable is too short, so I can't run and listen to music at the same time.



4. Someone hacked into my account on my fanpage yesterday. They deleted my photos and changed my password. What they've done is terrible!

/ 4 pt

5. Complete the sentences with the words in the box. Write the answers in your notebook.

so • such • how • what

- This application is boring. I think I will uninstall it.
- slow everything is today! There must be a connection problem.
- This is a great memory stick. It looks like a building block and can hold loads of data.
- a funny comment! I need to share it quickly.

/ 4 pt

6. Complete the sentences with either the comparative or the superlative form of the adjectives in brackets. Sometimes either form can be used. Write the answers in your notebook.

- I have to be (*good*) player to get to the next level of this game.
- This software is (*slow*) than the old one. It won't be ready for another 2 hours.
- This is the (*bad*) charger I have ever had.
- I can swim (*fast*) than the rest of our class.

/ 4 pt



Zadanie 1.

E **6.12** Usłyszysz dwukrotnie tekst nagrania. W zdaniach (1.1.– 1.3.), na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B lub C. Zapisz odpowiedzi w zeszycie.

1.1. What was the most difficult thing for the senior citizens to learn?

- A. Saving documents.
- B. Understanding what the internet is.
- C. Sending an email.

1.2. Who was the oldest member on the course?

- A. Camilla B. Sylvia C. Thomas

1.3. How long did the course last?

- A. 8 months B. a year C. one and a half years

Zadanie 2.

E Przeczytaj teksty (A–C) oraz zdania (2.1.–2.4). Dopasuj właściwe rozwiązania i wpisz je do tabeli. Uwaga! Jeden tekst pasuje do dwóch zdań. Zapisz odpowiedzi w zeszycie.

A: Nowadays a lot of our life is on the internet: we meet friends there, we learn there, and we earn money there. If you want to explore more of the secrets of social media, sign up for our course. We'll show you some new apps, help you create an interesting social media profile, and explain how to make money from it. You have the chance to become a real influencer, and your posts will be commented upon by thousands of followers.

B: If you don't know much about computers and don't know how to use them to their full potential, this course is for you. It starts with the basics. You will learn how to use a mouse and a touchpad. You will be shown how to create a document and how to save it on a memory stick. It doesn't matter how old you are, everyone is welcome. Call 12345678 to learn more.

C: Have you been on more than one online course? Have you spent a lot of money on them, but still haven't learnt everything you need to know? Join the web designers course at our university and work with some real experts. Ask as many questions as you like. We don't want you to have any doubts about what you're doing. Learn with our masters of design. Write to us with any questions.

This course is for someone who:

- 2.1. would like to study at university.
- 2.2. would like to know more about social media.
- 2.3. wants to learn some computer basics.
- 2.4. wants to be a web designer.

2.1.	2.2.	2.3.	2.4.

Zadanie 3.

E Uzupełnij dialog. Wpisz w każdą lukę (3.1. –3.4.) brakujące fragmenty wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszycie.

- X: Good morning, how 3.1. *(help)* you?
- Y: Good morning, I'm looking for a new laptop. My old one suddenly stopped working.
- X: Oh, you should see some of our newest models. Please come and look at these. Can I ask what you use a computer most for?
- Y: I am a graphic designer, so I 3.2. *(have)* the latest software, and I need a good quality, large screen. I usually work online, so I need to be able to connect to the internet quickly. I will also need a mouse and wireless headphones. I always listen to music when I work.
- X: I have the very thing! Please have a look at this model. I think it's 3.3. *(best)* computer we have at the moment. It also has a modern webcam and built-in speakers. All the standard extras are included.
- Y: How much does it cost?
- X: 450 pounds.
- Y: Unfortunately, it's 3.4. *(expensive)* than I had expected. I do not have enough money at the moment. Maybe we can find something cheaper.

Zadanie 4.

Postanowileś/Postanowiłaś zacząć prowadzić blog dotyczący technologii komputerowej. W pierwszym wpisie:

- wyjaśnij, dlaczego zakładasz blog,
- opowiedz, o czym dokładnie chcesz pisać,
- zachęć do komentowania i udostępniania wpisów.



Lesson 1

COMPUTER PARTS

computer screen /kəm'pjʊ:tə ,skri:n/ – ekran komputerowy
charger /'tʃɑ:dʒə/ – ładowarka
keyboard /'ki:bɔ:d/ (A2) – klawiatura komputerowa
laptop /'læptɒp/ (A2) – laptop
USB stick /USB stɪk/ – pamięć USB
mouse /maʊs/ (A2) – mysz (komputerowa)
tablet /'tæblɪt/ (B1) – tablet
webcam /'webkæm/ (B1) – kamera internetowa
wireless speaker /'waɪələs ,spi:kə/ – głośnik bezprzewodowy

VERBS

chat /tʃæt/ (A2) – nieformalna rozmowa
connect /kə'nekt/ (B1) – łączyć (się)
download /daʊn'ləʊd/ (A2) – ściągać, pobierać
message /'mesɪdʒ/ (A1) – wiadomość
shut down /'ʃʌt daʊn/ (B2) – zamykać coś
upload /ʌp'ləʊd/ (B1) – wysłać, załadować

ADDITIONAL VOCABULARY

browser /'braʊzə/ (B2) – przeglądarka
network /'netwɜ:k/ (B2) – sieć
reboot /ri:'bu:t/ – restartować
restart /ri:'stɑ:t/ – restartować
search engine /'sɜ:tʃ ,endʒɪn/ – wyszukiwarka
web /web/ (B1) – sieć

Lesson 3

VERBS

check /tʃek/ (A2) – sprawdzać

click (on) /kɪk on/ (A2) – klikać
delete /dɪ'li:t/ (B1) – usuwać
fix /fiks/ (B1) – naprawiać
get /get/ (A1) – dostać; kupić
install /ɪn'stɔ:l/ (B1) – instalować
log in (to) /lɒg 'ɪn/ (B2) – logować się
log off /lɒg 'ɒf/ (B2) – wylogować się
log out (of) /lɒg 'aʊt/ (B2) – wylogować się
save /seɪv/ (B1) – zapisywać
send /send/ (A1) – wysyłać
share /ʃeə/ (A2) – podzielić się z kimś
surf /sɜ:f/ (B1) – surfować

NOUNS

attachment /ə'tætʃmənt/ (B2) – załącznik
email /'i: meɪl/ (A1) – email
file /faɪl/ (A2) – plik
hacker /'hækə/ – haker
password /'pɑ:swɜ:d/ (B1) – hasło
software /'sɒftweə/ (A2) – oprogramowanie
spam /spæm/ – spam
virus /'vaɪərəs/ (B1) – wirus (komputerowy)
website /'websaɪt/ (A1) – strona internetowa

ADJECTIVE

antivirus /æntɪ 'vaɪərəs/ – antywirusowy

Lesson 5

VERBS

follow /'fɒləʊ/ (A2) – śledzić
reply /rɪ'plaɪ/ (B1) – odpowiadać
post /pəʊst/ (A2) – zamieszczać wpis

NOUNS

comment /'kɒment/ (B2) – komentarz
influence /'ɪnfluəns/ (B2) – wpływ

social media /səʊʃəl 'mi:diə/ – media społecznościowe

PEOPLE

follower /'fɒləʊə/ – zwolennik, wielbiciel
influencer /'ɪnfluənsə/ – człowiek, który ma duży wpływ na opinię innych

Lesson 6

FUNCTIONAL LANGUAGE

ASKING FOR ADVICE

Can you give me some advice, please? – Czy możesz mi, proszę, poradzić?
What should I do? – Co powinnam/ powinienem zrobić?
What's your advice? – Jaka jest twoja rada?

GIVING ADVICE

(I really think) you need to/ should ... – (Naprawdę uważam, że) powinnaś/ powinienieś...
A good idea is to ... – Dobrym pomysłem jest...
Have you tried ...? – Czy próbowałeś/próbowałaś już...?
If I were you, I'd ... – Na twoim miejscu...
Let me give you some advice. – Pozwól, że ci doradzę.
My advice is to ... – Moja rada to...
The best thing to do is ... – Najlepiej byłoby, żeby zrobić...
You could try (doing) ... – Możesz spróbować (zrobić)...
... might work. – ... może pomóc, być może pomoże.
... works really well. – ... działa, zawsze działa, pomaga.



Unit 7

That's entertainment!

Lesson 1

Vocabulary and Listening



Vocabulary box

go to a concert/sports event • go to the cinema/theatre • listen to music • listen to the radio •
read a magazine/a newspaper/a novel • spend free time • take part in a competition •
watch a film • watch TV



1. **warm-up** Order the free-time activities in the *Vocabulary box* from your most to least favourite. Discuss your answers with a partner. Use a dictionary if necessary.
2. Match the words in the *Vocabulary box* with the photos (1-4). Some words match more than one photograph. Write the answers in your notebook.
3. **7.1** Listen to five conversations. Match each conversation (1–5) with a phrase in the *Vocabulary box*. Write the answers in your notebook.
4. Look at the sets of words. How are they connected to spending free time? Write the answers in your notebook.
 1. pages, characters, author
 2. stadium, player, match
 3. tickets, screen, film
 4. headphones, turn up the volume, playlist

5. Read the poster and decide if the statements are true (T) or false (F). Write the answers in your notebook.

1. The event takes place on a Friday morning. T/F
2. The poster is advertising a football match. T/F
3. Students who take part in the competitions will receive a present. T/F

SPORTS EVENT

When?
Friday, 16th May, 12.30 pm–3 pm

Where?
The local football stadium

What?
Lots of different sporting events for schools in the town to take part in.

Lots of attractions and amazing prizes for the winners. All competitors will get a free T-shirt donated by a local sports shop. Come and support your school team.

6. Translate the phrases in the *Vocabulary box* into Polish. Write the translations in your notebook.
7. **E** Complete the text with the words in the box. Write the answers in your notebook.

author • game • livestream • novel • online

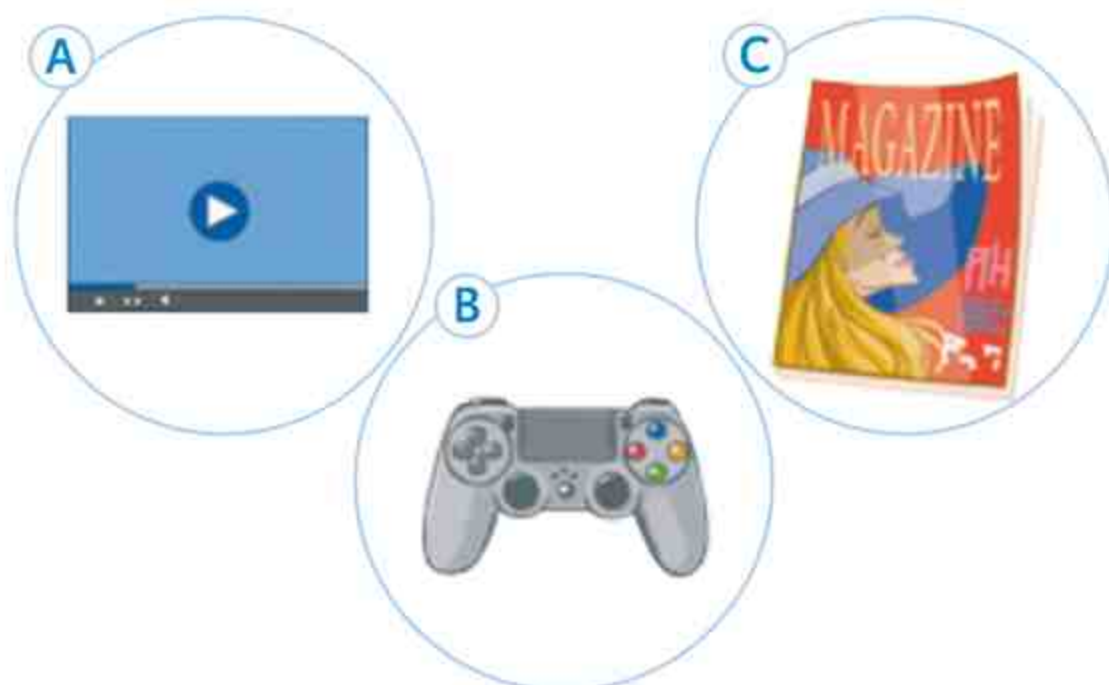
THE BOOK CLUB

READ THE REVIEW OF THE WEEK!

This is the funniest **1** I have read this year. It's about a teenager who has only one favourite free time activity. He loves playing **2** games. One day, however, he somehow ends up inside a **3** after playing it on his games console for a few hours. He has to complete different levels to escape back to the real world. You can meet the **4** online this Saturday. She is going to **5** and answer any questions that fans of the book have posted.

8. **E** **7.2** Listen to two conversations and choose the correct answer (A, B or C). Write the answers in your notebook.

1. What did Will do that made him feel unhappy at the weekend?



2. What does Evie like doing for entertainment?
- A. making pizza
B. making videos online
C. watching videos



Vocabulary tip

Oglądaj filmy po angielsku, bez polskich napisów i głosu lektora, będziesz mógł/mogła skupić się na zrozumieniu fabuły i znaczeniu słów. Jest to metoda, dzięki której możesz łatwo wzbogacić słownictwo w języku angielskim.

Vocabulary box

- games console • live stream • streaming service • streaming website
- do something for entertainment (online) • livestream • play an online game • read reviews • watch films online

9. Complete each question with the missing word. Write the answers in your notebook. Sometimes more than one answer is possible.

Entertainment questionnaire

- What do you **1** for entertainment?
- Which streaming **2** do you use? What do you like watching?
- Have you ever played on a games **3**? Which game is your favourite?
- Have you ever watched a concert or a sports **4** that was being streamed live?
- Do you **5** film reviews online?

10. In pairs, ask and answer the questions in exercise 9.

Additional vocabulary

be worth seeing • come out/go out • recommend

Complete the text message with words in the box. Write the answers in your notebook.

1. Do you want to **1** with me this evening? There's a concert with local bands at the stadium. I think it'll **2**.
2. Hi, you asked me to **3** something to do at the weekend. What about the cinema? There's a must-see film on there at the moment.



Grammar box Passive voice (present simple & past simple)

Strony biernej używamy w sytuacjach, kiedy nie chcemy wspominać o wykonawcy czynności. Zazwyczaj dzieje się tak dlatego, że nie wiemy, kim jest, albo jest to oczywiste. Czasami też informacja o wykonawcy nie jest ważna, chcemy ją pominąć.

They **make** lots of films for TV. → Lots of films **are made** for TV.

Twierdzenie: The cinema **was opened** last month.

Przeczenie: The cinema **wasn't opened** last week.

Pytanie: When **was** the cinema **opened**?

Stronę bierną tworzą: czasownik *be* w odpowiednim czasie oraz forma czasownika *past participle* (patrz strona 135).

So, do you prefer watching films at the cinema, online or on TV?

Well, as you know, I'm crazy about films, so I'll watch any film anywhere, any time!!! We have a fantastic new cinema near my house. The picture and sound quality is amazing, so I'd probably choose the cinema.

But if you watch a film or a programme online or on TV with a friend, you can talk about it and share your opinions. To me, that makes it more interesting and a much more sociable experience.

That's true, but the best films are shown at the cinema first, but they aren't on TV for some time, so you really need to go to the cinema to see the latest films.

Well, that's not actually true these days. Today, lots of films are made only for TV.

Yeah, and a lot of TV films are made by famous directors and producers. And they're just as good as the big cinema films.

1. **warm-up** Study the passive voice *Grammar box*.

2. **7.3** Read and listen to the conversation.

Match the opinion with one of the speakers. Write the answers in your notebook.

- Watching films online or on TV is more sociable.
- Some TV films are as good as films at the cinema.
- The picture and sound quality is important.
- You don't need to go to the cinema to see the latest films.

3. Work in pairs. Which of the points of view (1–4) do you agree with? Use *I agree/I don't agree*.

4. Put the words into the correct order to make passive sentences. Write the answers in your notebook.

- made/The film/in 2020./was
- was/The theatre/a hundred years ago./opened
- The euro/in the United Kingdom./used/isn't
- sent/Billions of emails/are/every day.
- all over the world./spoken/English/is
- made?/was/the film/When

5. **E** Rewrite each sentence using the word given so that the meaning is the same.

- Tim Berners-Lee invented the World Wide Web in 1989. **WAS**
The World Wide Web in 1989.
- They hold the Olympic Games every four years. **ARE**
The Olympic Games every four years.
- We first used mobile phones in the early 1990s. **WERE**
Mobile phones in the early 1990s.

6. Complete the sentences with the verbs in the correct form of the passive. Then choose the correct answer. Write the answers in your notebook.

- Warsaw (visit) by about one million/five million/ten million tourists every year.
- Over a billion songs (stream) on the internet every hour/day/week.
- Euro coins and banknotes (introduce) in 1998 / 2002 / 2006.
- The first mobile phone SMS message (send) in 1982 / 1992 / 2002.

**A On Harmony Street**

Don't miss 'On Harmony Street', the exciting soap opera set in Los Angeles. In this episode it is



Harry's 18th birthday party, the name of Roberta's secret sister is revealed, and Harry finds out that Sheila loves him. What will happen next? Meanwhile, after last week's scary helicopter crash, how will Kit get help?? Watch on Monday to find out.

B Green Earth

In this fantastic new series, the Earth's most interesting places were filmed using drones. Forests, deserts and mountains are shown in a way that we have never seen before. Accompanying the films are



the stories of the people who live locally. These are beautifully told. The film was made by the talented Garrett Greentree and, as a result, the series is truly inspirational. Only available on our streaming service.

C The No Talent Show

This talent show is certainly original because the people on the show can't sing. Nevertheless, they are watched every week by thousands of people. The TV audience has to vote for the worst singer,



so the best one is always sent home. Why would anyone want to take part in such a competition? Well, the reason is simple. The winner of the series is given one million zloty. Don't forget to watch this Saturday at 8 pm.

1. Match the sentences to words in the Vocabulary box. Write the answers in your notebook.

- You can see famous bands and singers on this show.
- This is a programme where cameras film people in their homes.
- A TV programme which tells a story in several parts.
- This is a TV show which shows you how to make tasty dishes.

Vocabulary box

- be on (What's on?)
- (TV) audience • (TV) channel • cartoon • cooking programme • documentary • music show • quiz show • reality show • series • sitcom • soap opera • sports programme • talent show • talk show • the news • weather forecast
- enjoyable • entertaining • exciting • fantastic • interesting • original • scary

2. Translate the words in the Vocabulary box into Polish. Write the translations in your notebook.**3. Listen and read the texts (A–C) about three programmes. Match them to the people (1–3). What programme should each person watch?**

1.	2.	3.
----	----	----

- Ada** thinks that learning something about new places is fun. She first realised this when she was on her travels in the USA.
 - Leo** gets a lot of homework during the week, so he only watches TV at the weekend. He wants to watch something that is funny and entertaining. He doesn't like serious programmes. He likes observing people in difficult situations.
 - Zoe** loves watching programmes about the lives of other people. She loves adventure, drama and love stories.
- 4. Do the quiz in pairs. Which type of TV programme is each person talking about?**
- Don't change the channel. I want to see what will be in the next episode.
 - Is there anything important happening in the world at the moment?
 - My 5-year old niece loves watching these. Her favourite is the one about a funny dog.
 - You can sing and dance so well! You should be on TV.
 - Did you hear that? Later today a storm will hit this region. It will be very windy with heavy rain.
 - Are you going to watch the final with me? The match should be exciting.



Grammar box Indirect questions

Pytań pośrednich używamy, aby w uprzejmy sposób zadać pytanie. Uwaga, słowo *Could* jest bardziej uprzejmą formą od *Can*.

Could you tell me which films are showing?

Do you know if she likes me?

W pytaniach pośrednich, mimo ich nazwy, stosujemy szyk zdań twierdzących. Nie używamy operatorów, ani nie zmieniamy szyku wyrazów w zdaniu.

Pytanie wprowadzające	Słowo pytające lub if	Podmiot	Orzeczenie
Could you tell me	which	other films	are showing?
Can you tell me	how long	the film	is?
Do you know	what	it	is like?
Have you any idea	if	she	has seen Rocktastic?

W pytaniach typu tak/nie posługujemy się słowem *if*.

Do you know ...?

- **Zac:** I want to invite Olga to the cinema.
Do you know what kind of films she likes?
- **Kate:** She likes musicals and comedies, but she doesn't like action or adventure films. And she hates horror films, so, don't take her to see one of those.
- **Zac:** OK. **Have you any idea if** she has seen 'Rocktastic'? Does she like rock music?
- **Kate:** Yes, she loves rock music, and I don't think she has seen it yet.
- **Zac:** And **do you know if** she likes me?
- **Kate:** I think she does! She talks about you a lot!
- **Zac:** So I'll ask her if she wants to see it with me.
- **Kate:** Good luck!!!



Later ...

- **Zac:** Two tickets for 'Rocktastic', please.
- ◆ **Ticket** I'm afraid we've sold out. It's very popular.
- **Zac:** Oh no! Could you tell me which other films are on?
- ◆ **TS:** Well, there's only one other film. It's called 'Night of the Vampires'.
- **Zac:** Do you know what it's like? Is it good?
- ◆ **TS:** People say it's great. It's very, very scary.
- **Zac:** OK. I'll have two tickets for 'Night of the Vampires'.

Later ...

- **Olga:** Have you got the tickets?
- **Zac:** Yes. Let's go. You'll love it!!

1. warm-up Study the Indirect questions

Grammar box.

2. 7.5 Listen to and read the conversations.

Answer the questions.

- Who did Kate and Zac talk about?
- Did Zac and Olga go to the cinema?
- Did Zac and Olga see Rocktastic?
- What film did Zac buy tickets for?

3. Look at the questions in the conversations.

Which of the following does Zac not ask about? Write the answers in your notebook.

- The kind of films Olga likes.
- If Olga has seen Rocktastic.
- If Olga likes him.
- What time the film starts.
- Which other films are on at the cinema.

4. Put the words into the correct order to make indirect questions. Ask and answer in pairs. Write the answers in your notebook.

- what time/it/Do you know/is?
- if/any sport on TV tonight?/Do you know/is/there
- films/you/Could you tell me/what kind/of/like?

5. E Rewrite each sentence using the word given so that the meaning is the same. Write the answers in your notebook.

- Do you know where the cinema is? **TELL**
Could is?
- Do you know who directed the film? **IDEA**
Have the film?
- Has Joanna seen the film? **KNOW**
Do the film?
- What kind of film is it? **IDEA**
Have it is?

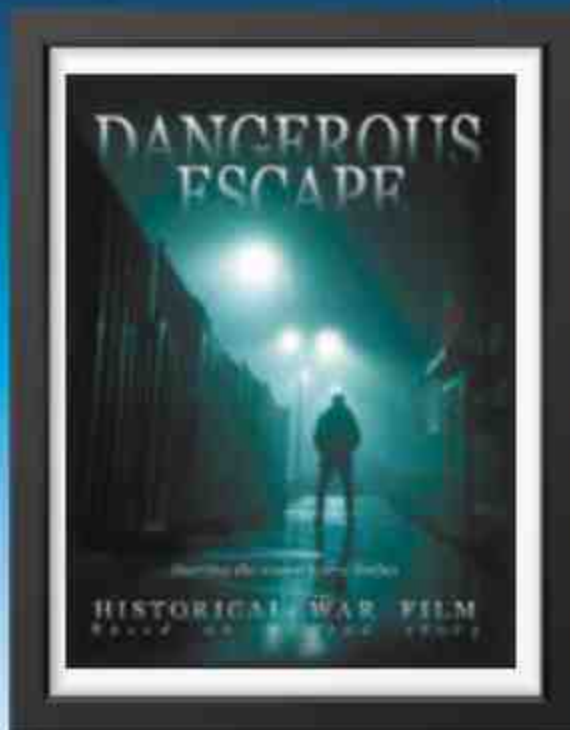
Lesson 5

Vocabulary and Grammar

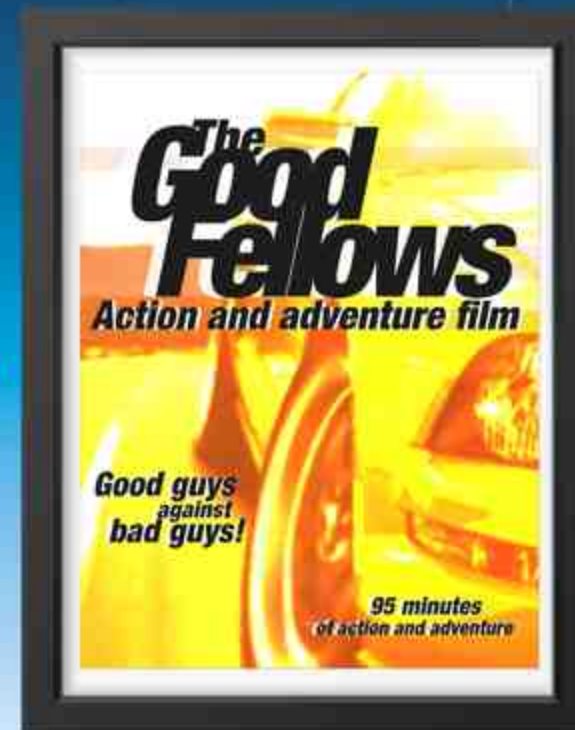
1



2



3



Vocabulary box

- be based on • be set in • star in a film
- action film •
- adventure film • comedy • animated film •
- drama • family film • historical film • horror film •
- musical • romantic film • science-fiction film •
- thriller • true story • war film
- scene

1. Translate the words in the *Vocabulary box*.

... Write the translations in your notebook.

2. Read the cinema posters above and answer the questions in your notebook.

- Which film do you think is exciting?
- Which film do you think is funny?
- Which film has an actor who is famous for doing something else?

3. **E** Complete the dialogues with 1–4 words in each gap. Use the information from the posters. Write the answers in your notebook.

A. Could **1** my young grandchildren would enjoy 'Summertime Scare Camp'?

Sure. It's a **2** film.

B. Do you know if 'Dangerous Escape' **3** on a true story?

Yes, it is and it **4** in the First World War.

C. Have **5** long the action film is?

Yes, it's 95 minutes.

4. Put the verbs in the passive voice.

... Write the answers in your notebook.

- Josh **1** (wake) up by a loud knock on the door, but there was no one there. Then he became aware that something was wrong.
- A young man **2** (hit) on the head and **3** (take) by some men in a van. The scene **4** (watch) by Joyce from her window.
- Lizzy **5** (drive) to the station by taxi. There was an 8-hour train journey to look forward to. How boring!

5. Match the story introductions (1–3) in activity 4 with the sentences that follow (A–C).

- But no one believed the old lady. No one except for Inspector La Pomme.
- She looked for a seat. 'Excuse me, **1** this seat **2** (take)?' She looked into the stranger's eyes. Perhaps the journey was going to be interesting after all.
- Noises **3** (hear) inside the house, and a stranger **4** (find) dead in the garden. Was it the murderer?

6. What type of film is each story in activity 5?

7. **i** **i** In pairs, choose one of the three stories in activity 5 and talk about what you think will happen next in the film.

Class survey

8. **i** **i** How do you think the stories in activity 5 will end? Tell your class your ideas. Vote for the best ending.

Lesson 6

Listening and Speaking

Nagrania 7.6–7.9
 docwiczenia.pl
 Kod: U7A58M



The Film Vlog



1. 7.6 Listen to three friends talking about making a vlog during the school holidays and then complete the notes about the three suggestions that they make. Write the answers in your notebook.

1. A vlog with opinions on
 A good idea because the videos would get lots of views.
 A bad idea because there are
2. Make a list of your favourite films and then make a vlog on
 A good idea because
 A bad idea because
3. Make a series of videos called
 A good idea

2. Discuss in pairs. Which idea for a vlog suggested in activity 1 would you choose? Do you have any other suggestions for a film vlog?

3. 7.6 Listen to the conversation again. Which expressions from the *Functional language box* are used?

Functional language box

MAKING SUGGESTIONS

1. Do you fancy going to ... ?
2. How about making ... ?
3. Let's do ...
4. Shall we go ... ?
5. What about making ... ?
6. Why don't we make ... ?
7. Why not make... ?

4. **E** Complete the conversations with words and phrases from the *Functional language box* and some of your own ideas.

A.

Hi Billie, **1** we go to the cinema tonight?

I'd prefer to play tennis.

B.

2 not have a film night soon?

That sounds like a great idea! Do you **3** coming to my place on Saturday?

C.

4 having a sleepover on your birthday?

I'm not sure if it's a good idea. Last time my dad said we were too noisy. Let's **5**.

D.

Why **6** watch some online videos about how to organise a party?

That's a good idea.

5. **E** Listen to some extracts from the vlog in activity 1 and write the answers to the questions in your notebook. Write between one and three words in each gap.

- The best films for the summer holidays
 - While watching, you can wear .
 - The first speaker mentions two types of films: , .
- The best films for a sleepover
 - To stay awake, you should .
 - Be careful because your hair .
- The best films to watch on a long journey
 - The films to watch on a long journey are more than long.
 - The speaker mentions many types of film, including .



Functional language tip

Why not ...? oraz Why don't ...?

Zwrotu *why not* używamy, żeby wyrazić ogólną sugestię. *Why not have a film night soon?*

Zwrotu *why don't ...?* używamy, gdy chcemy złożyć szczegółową propozycję. *Why don't we watch that new comedy at the weekend?*

6. In pairs, suggest other film topics for Eric's vlog. What films would you talk about?

7. Read the Phonics box below. Then put the words in the box into the correct group: /dʒ/ or /g/. Write the answers in your notebook.

bigger • guest • organise • original • page • suggest • vegetables • vlogger

8. Listen and check your answers. In pairs, practise saying the words.

9. Translate the words in brackets into English. Write the translations in your notebook.

- I have a good idea! (*Chodźmy*) to the cinema to see the latest film with John Maddow.
- I love good food. (*Dlaczego by*) we make a vlog on cooking?
- We have lots of free time today. (*Co powiesz na*) watching some films online?

10. Work in pairs and do the task Busy weekend. Student A turn to page 113, and Student B turn to page 133.



Phonics box

- Listen and practise saying the words.

suggest /dʒ/

W języku angielskim głoska oznaczona literą 'g' jest wymawiana jak /dʒ/, gdy występują po niej: e, i lub y, na przykład: *suggest*.

Kiedy po głosce oznaczonej literą 'g' występuje inna głoska, jest wymawiana jak /g/, na przykład: *go*.

Jest wyjątek od tej reguły: gdy słowo kończące się głoską g (wymawiamy jak /g/) kończy się przyrostkiem, np. *blog* – *blogger*. W takich sytuacjach głoska g jest wymawiana jak /g/, a nie /dʒ/.

Lesson 7

Writing

Postcard

Hi Jake, _____

I'm having a fantastic holiday. I'm staying in a beautiful guesthouse in Tuscany. I'm here for a film festival. It is one of the best film festivals in the world! Every day films are shown on a nearby beach. You can choose to see dramas, adventures or historical films. This festival is organised by an international film federation and it takes place every summer.

During last night's show food and drinks were served. It was the best show ever, sitting on the beach at sunset. Tomorrow, I'm going to see the latest film directed by Spielberg. I can't wait. Besides film shows, I'm sunbathing and doing some sightseeing in the local towns and villages, which are all beautifully located on the top of hills. Many have an ancient ruin and a cosy café.

Do you know if you could come here with me next year? It would be great.

Take care,
Sam _____

Nagłówek,
adresat

Wprowadzenie

Rozwinięcie

Zakończenie

Podpis

1. **warm-up** Work in pairs and answer the questions.

- How often do you write postcards?
- Who do you write postcards to?

2. Read the postcard and answer the questions below.

- Where is Sam spending his holidays?
- Where is he staying?
- What is he taking part in?
- Where are the films shown?
- Who is the festival organised by?
- What is Sam doing besides watching films?

3. Read the sentences we often use to end a postcard. Translate them into Polish. Write the translations in your notebook.

- That's all for now. I hope to see you soon. Can you come this Saturday? Please text me soon.
- That's all. I'm waiting for your letter. I miss you very much. Hope to see you this summer.
- I have to go now. Write back soon. Waiting for your letter.
- That's all for now. I'm looking forward to hearing from you. Say hello to your parents.

4. Read the postcard. Put the words in the box in the correct place. Write the answers in your notebook.

here • place for games • take a selfie •
the biggest • was held

Hello Sam,
Kraków is amazing! We're **1** for the Comic Festival. It's **2** event for fantasy and science fiction films fans. Last year the event **3** in Warsaw. You should see all the people here who are dressed as cartoon characters. There are many screens where the films are shown. There is a special **4**. Some of the newest games are tested and evaluated by professional players. Yesterday there was a meeting with Andrzej Sapkowski. I got his autograph and was also able to **5** with him.

5. **E** You are taking part in the filming of a famous TV series. Write a postcard to a friend. Include the following information:

- where you are and what you are doing there,
- what kind of series you are taking part in,
- what your friend's favourite TV show is.



Writing tip

Pisząc pocztówkę, nie musisz wchodzić w szczegóły. Np. jeśli piszesz o pogodzie, wystarczy, że wspomnisz: *It's so hot here!*

Checklist

- ✓ Wiem, że pocztówka powinna zacząć się od powitania.
- ✓ Pamiętam o zakończeniu.
- ✓ Podpisuję pocztówkę.



Lesson 8

Review

Vocabulary

1. Match the phrases (1–3) with the words in the box. Write the answers in your notebook.

1. Online entertainment

2. TV programmes

3. Types of film

cooking programme • watch films online • live stream • documentary • read an e-book •
weather forecast • thriller • soap opera • streaming • website • play an online game • talent show •
music show • the news • musical • games console • send a short message • cartoon

2. What kinds of entertainment do you like/not like? Write the answers in your notebook.

- the three types of films you watch most often.
- the three types of TV programmes you don't like watching.
- the three favourite ways of spending time on the internet.

/ 3 pt

3. Read five texts. What kinds of programme are the people talking about? Write the answers in your notebook.

1. This film was very funny. The main character had some strange ideas and was always in trouble. You must see it! It's great entertainment!

2. They said it will be cold and rainy tomorrow, so we'll need to take an umbrella and a jacket. Fortunately, it will be sunny over the weekend, however.

3. No more of that sort of film. It was far too frightening. I was scared from start to finish. And those monsters at the end ... I won't be able to sleep tonight.

4. You won't believe it! We have a new royal baby in the UK? And in France they were saying something about a cathedral in Paris. Quick, turn on the TV.

5. Did you know that Elvis Presley was a black belt in karate? He used martial arts moves in his dance routines. I recommend you watch something about him.

/ 5 pt

Grammar

/ 3 pt

4. Match sentences 1–5 with those from A–E that have a similar meaning. Write the answers in your notebook.

- Did he watch the comedy?
 - She read an e-book.
 - This actor didn't play a role in this horror film.
 - I didn't direct this musical.
 - Richard won the talent show.
- A. This musical was not directed by me.
B. An e-book was read by her.
C. The talent show was won by Richard.
D. Was the comedy watched by him?
E. No role in this horror film was played by this actor.

/ 5 pt

5. Translate the sentences into English. Write the translations in your notebook.

- Gdzie ludzie mówią po angielsku?
- Jak często wyrzucasz śmieci?
- Kto odkrył Amerykę?
- Kiedy wynaleziono telewizor?

/ 4 pt

6. Answer the questions in activity 5. Use the passive voice and write the answers in your notebook.

/ 4 pt



Zadanie 1.

E Przeczytaj teksty 1 i 2. Uzupełnij luki (1.1.–1.3.) w e-mailu zgodnie z treścią tekstów. Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszycie.

Tekst 1

Hi Greg,
I was surfing the internet yesterday and found a link to a great film. It was about a boy who won a talent show in a tiny Asian country. He got an enormous amount of prize money. What's interesting, however, is that he didn't spend it all on enjoying himself. Instead, he moved to Europe, along with his whole family. It turned out that he isn't the only one with talent. His sister won a cooking programme two years later, and his brother became the director of several popular adventure films. We must all watch this documentary! Call Daniel, and let's watch it together.
Ben

Zadanie 2.

E Przeczytaj tekst. Uzupełnij luki (2.1. –2.3.) właściwymi wyrazami (A-C).
Zapisz odpowiedzi w zeszycie.

- 2.1. A. with B. at C. to
2.2. A. can B. should C. must
2.3. A. Let's B. Let C. Have

Email

Hello Peter,
Maybe you could come over 2.1 see me this week. I've broken my leg, so I can't leave the house. I have already surfed the internet, read magazines and watched some real life films. I've had enough. Maybe we 2.2 order a pizza? You can also teach me how to make a live stream and then, on Monday, I will be able to connect with our class. 2.3 me know what you think.
Robin

Tekst 2

From Asia to Fame

- An amazing documentary
- 120 minutes that tell a story that actually happened
- One brave decision that changed the life of a whole family
- Premiere this weekend on channel 15
- Saturday 5.45 p.m
- Rated 12+

Hi Daniel,
How about meeting at Ben's place this weekend? I just got 1.1 _____ from him. He's inviting us over on Saturday. He would like us to watch 1.2. _____ about an Asian family that, thanks to the talent of one member of the family, was able to change the family's fortunes. Ben also sent me a poster for the film. It lasts 1.3. _____ and it's OK for us to watch it because we are over 12 years old. Sounds interesting. What do you think?
Greg

Zadanie 3.

E 7.10 Usłyszysz dwukrotnie fragment recenzji. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania (3.1–3.3). Zapisz odpowiedzi w zeszycie.

- 3.1 How long was the actor actually visible during his first role?
3.2 What is his favourite type of film?
3.3 What type of film is his biggest dream to act in?

Zadanie 4.

E Napisz mail do kolegi, w którym:

- poinformujesz go, na jaki film wybierasz się do kina,
- skąd o nim wiesz,
- zachęcisz, żeby poszedł z tobą.



Lesson 1

ENTERTAINMENT AND FREE TIME

go to a concert/sports event /
ˌgəʊtu: ə ˈkɒnsət/spɔ:ts ɪˈvent/ – iść
na koncert / wydarzenie sportowe
go to the cinema/theatre /gəʊ tu:
ðə ˈsɪnəmə/ˈθiətə/ – iść do kina/
teatru
listen to music /lɪsən tə ˈmju:zɪk/ –
słuchać muzyki
listen to the radio /lɪsən tə ðə
ˈreɪdiəʊ/ – słuchać radia
read a magazine/newspaper/novel
/ri:d ə ˈmæɡəˈzi:n/ˈnju:z ˌpeɪpə/
ˈnɒvəl/ – czytać magazyn/gazetę/
powieść
spend free time /spend fri: ˈtaɪm/ –
spędzać czas wolny
take part in a competition /teɪk
ˈpɑ:t ɪn ə ˌkɒmpəˈtɪʃən/ – brać udział
w zawodach
watch a film /wɒtʃ ə ˈfɪlm/ – oglądać
film
watch TV /wɒtʃ ˈti:vi:/ – oglądać
telewizję

ONLINE ENTERTAINMENT

do something for entertainment
(online) /du: ˈsʌmθɪŋ
fərˌentəˈteɪnmənt/ – robić coś dla
rozrywki (online)
games console /ˈɡeɪmz ˌkɒnsəʊl/ –
konsola do gier
live stream /laɪv stri:m/ – transmisja
na żywo
livestream /ˈlaɪvstri:m/ –
transmitować na żywo
play an online game /pleɪ ən ˈɒnlaɪn
ɡeɪm/ – grać w gry online
read reviews /ri:d riˈvju:z/ – czytać
recenzje
streaming service/website /ˈstri:mɪŋ
ˌsɜ:vɪs/websaɪt/ – serwis/strona z
transmisjami na żywo
video chat /ˈvɪdiəʊ ˌtʃæt/ – chat
video
watch films online /wɒtʃ ˈfɪlmz
ˈɒnlaɪn/ – oglądać filmy online

ADDITIONAL VOCABULARY

be worth seeing /bi ˈwɜ:θ ˈsi:ɪŋ/ –
być wartym uwagi
come out/go out /kʌm ˈaʊt/gəʊ
ˈaʊt/ – wyjść razem z kimś (np. kina)
recommend /ˌrekəˈmend/ (B1) –
rekomendować

Lesson 3

TV PROGRAMMES

(TV) audience /ˈɔ:diəns/ (B1) –
publiczność (telewizyjna)
(TV) channel /ˈtʃænl/ (A2) – kanał
(telewizyjny)
cartoon /kɑ:ˈtu:n/ (A2) – film
animowany
cooking program /ˈkʊkɪŋ
ˈprəʊɡræm/ (A2) – program
kulinarny
documentary /ˌdɒkjəˈmentəri/ (B1) –
film dokumentalny
music show /ˈmju:zɪk ˌʃəʊ/ –
spektakl muzyczny
quiz show /ˈkwɪz ˌʃəʊ/ – teleturniej
reality show /riˈæləti ˌʃəʊ/ – reality
show
series /ˈsiəri:z/ (B2) – serial
sitcom /ˈsɪtkɒm/ – komedia
sytuacyjna
soap opera /ˈsəʊp ˌɒpərə/ (B1) –
telenowela
sports programme /spɔ:ts
ˈprəʊɡræm/ – program sportowy
talent show /ˈtælənt ˌʃəʊ/ – talent
show
talk show /tɔ:k ˌʃəʊ/ – talk show
the news / ðə nju:z/ (A2) –
wiadomości
weather forecast /ˈweðə ˌfɔ:kə:st/
(A2) – prognoza pogody

ADJECTIVES

exciting /ɪkˈsaɪtɪŋ/ (A1) –
ekscytujący
entertaining /ˌentəˈteɪnɪŋ/ (B1) –
zabawny
fantastic /fænˈtæstɪk/ (A2) –
wyjątkowo dobry, doskonały
interesting /ˈɪntrəstɪŋ/ (A1) –
interesujący

original /əˈrɪdʒɪnəl/ (B1) – oryginalny;
wyjątkowy
scary /ˈskeəri/ (B1) – przerażający

Lesson 5

TYPES OF FILMS

action film /ˈækʃən ˌfɪlm/ – film akcji
adventure film /ədˈventʃə ˌfɪlm/ –
film przygodowy
comedy /ˈkɒmədi/ – komedia
animated film /ˈænɪmeɪtɪd ˌfɪlm/ –
film animowany
drama /ˈdrɑ:mə/ (B1) – film
obyczajowy; dramat
family film /ˈfæməli ˌfɪlm/ – film dla
rodziny (kino rodzinne)
historical film /hɪˈstɒrɪkəl ˌfɪlm/ –
film historyczny
horror film /ˈhɒrə ˌfɪlm/ – horror
musical /ˈmju:zɪkəl/ (A2) – musical,
komedia muzyczna
romantic film /rəʊˈmæntɪk ˌfɪlm/ –
film romantyczny
scene /si:n/ (B1) – scena
science-fiction film /ˈsaɪəns ˌfɪkʃən
ˌfɪlm/ – film fantastyczno-naukowy
thriller /ˈθrɪlə/ (B1) – dreszczowiec
true story /tru: ˈsto:ri/ – prawdziwa
historia
war film /ˈwɔ: ˌfɪlm/ – film wojenny
be based on /bi ˈbeɪst ɒn/ – oparty na
be set in /bi ˈset ɪn/ – mieć miejsce
star in a film /ˌstɑ: ɪn ə ˈfɪlm/ – grać
w filmie

Lesson 6

FUNCTIONAL LANGUAGE

MAKING SUGGESTIONS

Do you fancy going to ...? –
Chciałbyś/Chciałabyś pójść do...
How about making ...? – Sugeruję
abyśmy zrobili...
Let's do ... – Zróbmy...
Shall we go ...? – Może pójdziemy...
What about making ...? – Co powiesz
na...?
Why don't we make ...? – Dlaczego
by nie zrobić...?
Why not make ...? – Dlaczego by nie
zrobić...?

Closer

Teens talk about their holidays

Lesson 1

Listening and Speaking

Nagrania 8.1–8.2
docwiczenia.pl
Kod: U7C381



1. **warm-up** In pairs, make a story from the six pictures. You can put the pictures in any order.



2. **E** **8.1** Listen to the voice message that Lena left for her Canadian friend. Listen and put the pictures (A–F) in the order you hear in the recording. Write the answers in your notebooks.

1	2	3	4	5	6
E					

3. Think back to unit 5 *Getting Ready for a Trip*. What words can you remember? Use the photos to help you.



4. Look at the pictures in activity 3 again. Which activity would you prefer to do? Write a sentence in your notebook explaining why you chose that activity.

5. **8.2** Work in pairs. Describe a photograph. Student A, turn to page 113. Student B, look at page 133. Listen to each other (Don't look at each other's pictures!). Can you identify three differences between your photos?

6. **8.2** Dictation. Listen and write down what you hear in your notebook.

7. Work in pairs or in groups of three. Play the game.

Game – You can say that again!

How to play:

Play the game in pairs or threes. You need a dice and one counter per player. Throw the dice and move around the board. If you land on a square with a number, follow the instructions on that square.

- Finish the opinion: *I ... that ...*
- Fill the gap: *If ..., I would go to the swimming pool.*
- You like your friend's new hoodie. Tell him/her.
- You're going on a school trip. Check what time the bus leaves.
- Tell your partner how they can get to your house from school.
- Fill the gap: *... about going out tonight?*
- Fill the gap: *I don't like that jacket. You ... something else.*
- Your friend thinks cats are better than dogs. Disagree.
- Fill the gap: *... me. Is there a shopping centre ... here?*
- Fill the gap: *I agree. That's a ... point!*

8. Before you read the advert below, think of a one word that means the following.

... Write the answers in your notebooks.

A. the hottest season of the year

B. a small portion of something to eat

C. another word for a short trip

9. **E** Read the advert and decide if the questions are true (T) or false (F). Write the answers in your notebooks.

1. The camp lasts 3 days. T/F

2. You don't pay for parking. T/F

3. There will be no trip if the weather is bad. T/F

4. You don't need to take your own tent. T/F

5. You mustn't take any electronic equipment. T/F

Little Valley Forest Camping Trip



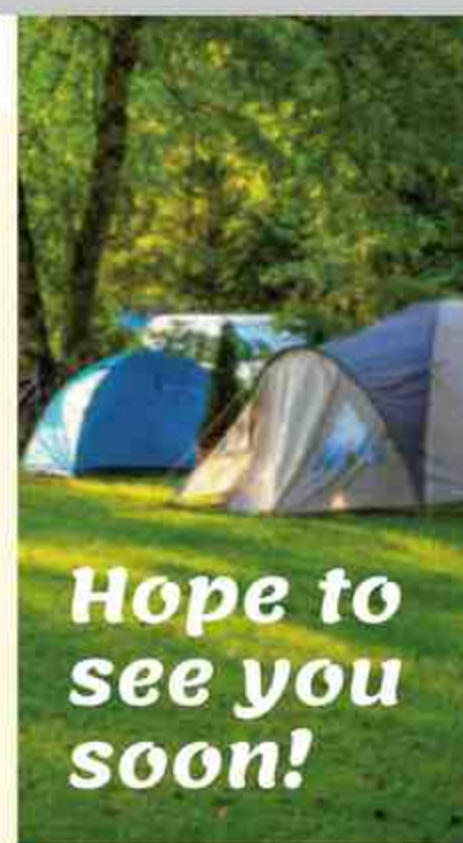
Come and join us this summer for a 2-day hike to explore the Little Valley Forest in Ontario! Spend a night camping under the stars.

Where to meet? We will meet at the Oak Ridges Trail visitors' centre every Saturday at 9 am during the summer months. Free parking is available.

What to bring? You can borrow a tent from our team at the centre. We will walk, rain or shine, so please dress for the weather. Check the weather forecast beforehand.

What not to bring? Leave all technology at home. No laptops or other modern gadgets. Mobile phones are allowed, but keep them switched off at all times!

Contact: 333-444-555, littlevalley@dot.com



Start!

1

2

3

4

5

6

13

12

11

10

9

8

7

14

15

16

17

18

19

20

Finish!

26

25

24

23

22

21

throw again

Answers go to 133

Lesson 2

Grammar

Nagrania 8.3
docwiczenia.pl
Kod: U7ATWK



Holiday plans

My parents have bought a camper van. We are going to Croatia.



Wow! And do you know which places you are going to visit?



We haven't decided yet. We'll decide when we get there. That's the best thing about a camper van. I love the freedom it gives you! Freestyle!



We're going on an eco-holiday for a week. We went on one last year, and it was brilliant! We're going camping and we're going to plant lots of trees. It'll be great to be outdoors all the time! Keep it green!!



Well, it'll be great if it doesn't rain!!



Well, if it rains, we'll be OK. It's all part of the eco-experience!!!



We're going on some city breaks. We love them! We're staying in hotels. First, we're going to go to Krakow and then, we'll probably go to Rome or Paris! The Kraków trip was planned ages ago, but we haven't done anything about Rome or Paris yet. But Will, what are your plans?



I'm not going anywhere. I'm just going to stay at home and ride my scooter every day.



1. **warm-up** What are your plans for the holidays?

... Use *I am going to* or present continuous.

2. **8.3** Read and listen to the conversation.

... Answer the questions. Write the answers in your notebook.

- Who goes on eco holidays?
- Who is staying at home?
- Who wants to visit towns and cities?

3. **E** Read the sentences and choose the correct tense.

- Evie's parents *have bought/has bought* a camper van.
- Evie *know/knows* where they are going.
- Meg *went/has gone* on the same type of holiday last year.
- Meg *will/was* be outside for a lot of the time in August.
- Ben's trip to Kraków *were/was* planned ages ago.
- Will *are/is* staying at home for the holidays.

4. Think about your next holiday – it can be a real one or an imaginary one! Write about your holidays and the answers (1–8) in your notebook.

- Where are you going?
- Have you been there before?
- How long are you going for?
- Who are you going with?
- How will you travel there?
- Where will you stay?
- What will you do on holiday?
- What will you do if the weather is bad?

5. Play the game *Find Someone Who ...*

Game – Find Someone Who ...

is going to Kraków in the summer.	is going to travel by train in the summer.	has been to the Baltic Sea.
is going camping in the summer.	will visit the mountains.	will have a job in the holidays.
will speak English in the summer holidays.	has been on a city break.	is having a staycation.




How to play:


- Copy the game into your notebook.
- Walk around the classroom and ask the questions from the game. For example, *Are you going camping this summer? Have you ever been on a city break?*
- When a classmate answers 'No', ask a different question. When a classmate answers 'Yes', write their name in the square.
- The first person to write a different name in every square is the winner!

Lesson 3

Reading and Vocabulary

School

- 1  I don't think holidays are necessary. People should study their whole lives and not stop for moment. During the holidays we forget a lot of things and, at the beginning of the school year, we waste time revising everything. Weekends are enough time to relax. We should also read more and watch documentaries. I have already bought the textbooks for my new classes. I intend to read them this summer.
- 2  I love holidays! On the last day of school, I put my books in a cupboard and get ready to set off with my parents into the big wide world. Every year we visit a different part of Europe. Sometimes we choose places close to nature: rivers, forests, waterfalls, and mountains. We sleep in a tent and feel like we are in a survival camp. This year we chose a big city – Barcelona. Why? Because of the architecture and sea, of course. We will stay at a hotel. There will be a lot of sightseeing, art galleries, and ... we have to buy a guidebook!
- 3  For several years now, I have known what I want to do in life. I want to work as a programmer and web designer. That's why I have signed up for various courses every summer. This year I got a proposal from a well-known IT company. I will be a volunteer. I won't get paid for it, but I hope I will learn a lot and get a lot of experience. Next year, when I am older, I hope I will find a job more easily.




1. **warm-up**  Translate the words and phrases from the box into Polish. Talk about your plans for the holidays. Write the answers in your notebook.

forest • waterfall • tent • survival camp •
stay at a hotel • web designer • volunteer • get paid •
experience • play online games • surf the internet •
order pizza

2. Read these interviews (1–3) that were published on a school blog. Match them with the people below.

- A. **Alan:** 16 years old, loves school, reads a lot, is interested in physics and geography
- B. **Zack:** 17 years old, interested in computer science, knows his life plans, hardworking
- C. **Sarah:** 15 years old, traveller, curious about the world, enthusiastic about new challenges

3. **E** Complete the text below in Polish. Use the information from the blog and activity 2.

Zack ma 17 lat i jest **1**  ze wszystkich uczniów. Wie, kim chciałby zostać w przyszłości, dlatego spędzi lato, pracując jako wolontariusz w dużej firmie. Sarah kocha podróżować z rodziną po Europie. Czasem mieszkają w **2**  i są blisko natury. Niekiedy wybierają duże miasta. Oglądają tam zabytki i odwiedzają galerie sztuki. Alan uważa natomiast, że wakacje są niepotrzebne, ponieważ wytrącają uczniów z rytmu nauki. Po powrocie do szkoły muszą sobie **3**  materiał z całego poprzedniego roku.



4. Play the game to see how many words you remember.

Game

How to play:

1. Sit in a circle (in groups of 4–5).
2. Choose one topic from the box.

holidays • nature • technology • means of transport •
places in the city • make-up

3. The first person says the first word that she/he associates with the topic.
4. The other people repeat the word said by the first person/people and add another one.
5. Each person should say a different word associated with the topic.
6. The next person says all the phrases she/he has heard so far.

Example

Topic: holidays, **Student 1:** tent, **Student 2:** tent, guidebook, **Student 3:** tent, guidebook, holiday job, etc.

Lesson 4

Grammar

Nagrania 8.4
docwiczenia.pl
Kod: U7AA2X



I need some clothes



- **Kris:** Hey, I'm going shopping for some things for my holiday. 1 ✎ you come with me? You can help me! I hate shopping. I'm terrible at it. I went yesterday, but I 2 ✎ find anything that I liked.
- **Iris:** Sure, I'll come with you. What are you 3 ✎ to buy?
- **Kris:** Well, first, I need some clothes. You can be my fashion guide! If you 4 ✎ with me, you'll be able to tell me if the clothes look good or not.
- **Iris:** Sounds good. Let's go!
- Later (in the shop) ...*
- **Kris:** So, what about this T-shirt? What do you think?
- **Iris:** Mmmm, it's maybe a bit too big! If I 5 ✎ you, I'd get a smaller size! But I love the design.
- **Kris:** OK, I'll ask the shop assistant for a smaller one. And what about these sunglasses?
- **Iris:** Very cool. I 6 ✎ them!
- **Kris:** Great, I'll buy them! And now I need some new swimming trunks, a new suitcase and a new phone charger. Oh, and a good book to read. 7 ✎ you help me choose them as well?
- **Iris:** Sure, this is fun. Let's go!

1. **8.4** Read the conversation and fill the gaps with the verbs in the box below. Then, listen and check your answers. Write the answers in your notebooks.

love • will • going • will • come • were • couldn't

2. **E** Translate the parts of sentences in Polish into English.

- Kris (*nie lubi*) ✎ shopping.
- Kris was able to buy what he (*chciał*) ✎ yesterday.
- Iris (*chce*) ✎ to help Kris.
- The T-shirt (*nie był*) ✎ the right size.
- Iris (*zamierza*) ✎ to help Kris buy some more things.

3. Match words from each of the circles to make complete sentences. Write the answers in your notebooks.

• sunglasses

• swimming trunks

• a shop assistant

• a suitcase

• is

• are

• someone

• something

• which

• that

• who

• protect your eyes from the sun.

• you wear on the beach or at the pool.

• serves you in a shop.

• you put your clothes in when you go on holiday.

4. Play the game in groups of three or four.

- You need a dice and a counter for each person.
- Place your counter on any square.
- The winner is the player with the most points at the end of the game.

If I could go on a city break, I'd go to ...	If it's nice weather at the weekend, I'll ...	A hotel is somewhere that ...
The best holiday I've ever been on was to ...	<div style="font-size: 4em; font-weight: bold; letter-spacing: 0.5em;">G A M E</div>	If I could be anywhere in the world right now, I'd be ...
My last holiday was to ...		A passport is something that ...
I've never been to ...		The euro is used in ...
At 7 o'clock this morning, I was ...		The most beautiful place I've ever been to is ...
Recently, I had to ...		I'm too old to ...
When I was ten, I could ...		The next place I'm going on holiday to ...
I'm not old enough to ...		A tour guide is someone who ...
The biggest city I've ever been to is ...		This evening, I think I'll ...

Lesson 5

Vocabulary and Grammar

**Are you bored with ordinary holidays?
Do you want more adventures and surprises?**

Check out our offers.

A. A London street that's a perfect place for a selfie.

An ideal place for tourists tired of taking
1. selfies/drawings / ideas with London Bridge in the background. It is a picturesque street that's full of small
2. houses/trees/beaches that are every colour of the rainbow.



B. Fugu – a deadly snack.

Fugu is a type of fish and, in case you didn't know, it is poisonous. Japanese law restricts its preparation in 3. galleries/ restaurants/charity, so that only highly trained 4. chefs/drivers/ doctors are allowed to cook it. It is so dangerous that preparing it at home can result in death. Feeling hungry?



1. warm-up Ask and answer the questions in pairs.

- Have you ever chosen a holiday destination as a result of looking at photos on social media?
- Have you ever eaten something unusual on holiday?
- Have you ever made a crazy purchase while on holiday?

2. Read the texts about different holiday experiences. Choose the correct word to complete each sentence (1–4).

3. Find three adjectives in the blog. Write the comparative and superlative forms in your notebook.

4. Look at three photos of holiday destinations in the United Kingdom. Choose one and describe it. Use the words in the box and those from exercise 3. Write your descriptions in your notebook.



Brighton, England



Stonehaven, Scotland



Devon, UK

5. Translate the text into English. Use the past simple and the past continuous. Write the translations in your notebook.

To było trzy lata temu. Spędzaliśmy wakacje z moją młodszą kuzynką nad morzem. Kiedy opalałyśmy się na plaży, znalazłyśmy butelkę z listem. Wyjęłyśmy list i przeczytałyśmy go. Był to list od młodego chłopaka do jego mamy. List był o podróży statkiem z Wielkiej Brytanii do Afryki. Przeczytałyśmy o wielu pięknych miejscach: miastach, plażach, lasach, wodospadach i górach. List był krótki ... Dlaczego go napisał? Dlaczego wysłał go w butelce?

6. Work in pairs. Guess why the letter was put in the bottle. What do you think happened to the boy?

7. Write four questions about the text in activity 5 in your notebook. Use the phrases from the box.

where
who what

8. Put the words from the box into the following categories: cities (and places of interest), rivers and lakes, mountains (and mountain ranges). Then, use the adjectives to compare them.

Kraków • Mount Everest • Mszana Dolna • Rysy • Manhattan • Warsaw • K2 • Tokyo • the Amazon River • the Vistula • the Nile • the Louvre Museum • Wawel Castle
high • deep • beautiful • colourful • dangerous • crowded • noisy • cheap • long • interesting

Lesson 6

Listening and Speaking

Nagrania 8.5–8.6

docwiczenia.pl

Kod: U746XC



The Film Vlog



Let's do it for them!



1. **warm-up** Look at the screenshot from a charity blog. Answer the questions: who is the campaign being organised for, who are the organisers, how will they raise money?

2. **8.5** Listen to Thomas and James talking about getting ready for a trip, during which they will collect money. Read the sentences and decide if they are true (T) or false (F).

1. Thomas is less experienced than James T/F
2. They will be spending money for charity during the trip. T/F
3. They will not visit Europe. T/F
4. Thomas has less time than James for the trip. T/F

3. Think about what James and Thomas should take with them when travelling around the world. Discuss your ideas and write them in your notebook.



4. Fill in the gaps in the conversations. Use phrases from the Functional boxes in previous chapters.

A.

What **1** I do? Buy this new tent or take an old one?

2 give you some advice...

B.

Let's look for similar charities on the internet.

3 a great **4** .

C.

What is the name of the place where we are going to stay? **5** spell it?

It's the R A I N B O W youth hostel. It's very nice, but it isn't expensive.

D.

James, **6** is the airport from the city centre?

I'm **7** I don't know, Thomas.

5. Read John's message to Thomas and complete it with the words in the box. Watch out! Some words don't match.

take • suitcase • hotel • make • luggage • booking
district • junction • trainers

Email

Hi Thomas,
I'm going shopping before we start our journey. I have to buy a backpack because I only have an old **1** at home. I also want to look at some tents and get some new **2**. Do you have a good quality camera we could take? We're certainly going to want to **3** a lot of pictures during the trip! Oh, and could you cancel our **4** for the first night? I've found something cheaper, which is also in a better **5**.
Let me know.
James

7. Answer the questions on charity campaigns. Use the phrases from the box.

I think • In my opinion • I believe • I don't think •
I don't agree

- Do you like the idea of charity campaigns?
- Do you think such campaigns help raise a lot of money?
- Would you like to take part in charity campaign?

Project

Find a charity organisation that sounds interesting. Prepare a blog post and a poster which will show how they operate and what their aims are. Describe their activities and the people/animals they help. Remember to use motivational language to encourage people to support them. Display the posters in the class and choose the best one.

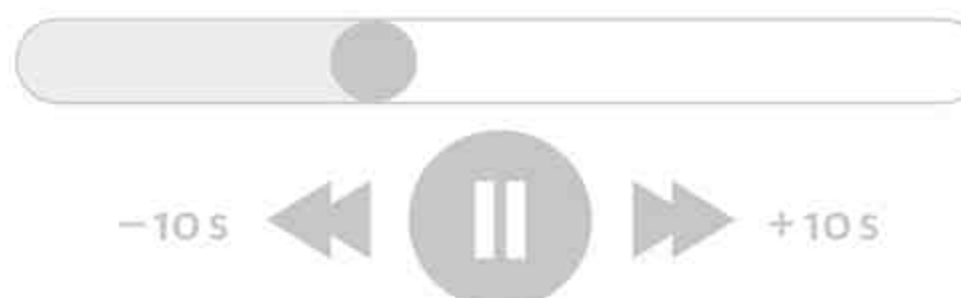
6. Listen to a podcast in which James and Thomas talk about their travel experiences. Then, match the questions (1-3) with the answers (A-C). Listen again and check.

Podcast

- Why did you decide to go on such an expedition?
 - Did anyone help you?
 - What was the most difficult situation during the whole trip?
- A. Many people helped us. Mostly our family and friends. Many people who followed our channel wrote to us when we announced what we were planning to do. It was great! They helped find sponsors and offered some super accommodation in many different places.
- B. Sometimes it was simply a question of language. We'd thought that the whole world would speak English. We were wrong. In many places people did not understand one word, while in others they spoke with such a strong accent that we could not understand anything. I think Asia was the most difficult place when it came to communication.



THIS WEEK'S
PODCAST



- C. We'd listened to the news about the problems facing wild animals. We wanted to do something to help, so we decided to raise some money. We did it the only way we could, by travelling around the world. We love travelling, but we also had a great time in front of the camera. We found a way to combine all three things!

Email

1. Read the following texts and choose the correct answer (A, B or C).

- A. Text 1 is an email, text 2 is a blog
 B. Text 1 is an email, text 2 is an advert.
 C. Text 1 is an email, text 2 is a note.

Text 1

Hey Sam,
 Find the mail I sent you yesterday. I sent you some information about a summer camp. Read it quickly and talk to your parents. I want to go and I will try to persuade my parents to let me go there. Ask your mum to call mine - maybe this will help. Call me in the evening if you can. Fingers crossed for our upcoming holidays.
 Jake

Text 2

Scottish Teen Camp

Best for: 10-17 year-olds

Dates: from 5th July to 25th July

Our team of professional athletes, photographers and visual arts technicians runs an amazing camp for students keen on dancing, acting, photography and sports. We offer a great experience with fantastic workshops. Participants will take part in fantastic classes and activities. The objective of our programme is to build confidence and independence in teenagers.

The offer includes an outdoor adventure camp in the beautiful Scottish mountains.

For more information, go online to www.scottishteenecamp.com or call us on 7487552458

Cost : £980/14 days



2. Read the following texts again and answer the questions.

- When did Jake send the e-mail to Sam?
- What was the email about?
- Who can take part in the Scottish Teen Camp?
- When does the camp start?
- What kind of activities are available?
- How much is the camp?
- Where can you find some extra information about it?

3. Imagine taking part in the Scottish Teen Camp. Create your own timetable according to your own personal interests. What activities would you choose? Write the answers in your notebook.

Jake's camp timetable		Your timetable	
7.40	Morning run		
8.00	Breakfast		
8.30-10	Dancing class		
10.30 -12.00	Photography classes		
12.30 – 2 p.m.	Lunch/Free time		
2.30 – 5 p.m.	Acting workshop		
6 p.m.	Team building		

4. **E** Write an email about the camp with the help of the timetable you have. Include the following ideas:

- the best classes at the camp,
- an unexpected situation during a class,
- a question to your readers about their holidays.

Lesson 8

Review

1. **warm-up** Look at the photos and match them with the words in the box. Write the answers in your notebook.

go camping • go sunbathing • hike in the mountains • party • play team games • play video games • read books • wander around the streets



2. Decide how much you like doing the activities in activity 1 during summer. Rank them from 1 (I don't like) to 8 (I love). Can you add more activities to the list? Discuss your ranking with a partner.

3. You want to go on a summer camp, so a special camp counsellor is calling you to discuss a few questions. Use the words from exercise 1 and those in the box to practise the conversation with a partner. Take turns and make notes of your partner's answers.

hotel • tent • tree house • apartment • school • camper van • cottage • other
plane • boat • car • coach • train • other
visit interesting places • do sports • laze around • go window shopping • party • play video games •
meet my idols • other
I am allergic to • I can't stand • I'd prefer not to eat

- What's your name, and how old are you?
- Where would you like to sleep?
- How would you like to travel?

4. Look at your notes about your partner. Decide which of the camps you would recommend for him/her. Why? Take turns and discuss.

TEENS IN TENTS!



4 weeks in tents
Music and dance every night
A lot of team games
Hiking in the beautiful mountains

Discounts available for group registration

Starts 26th June
Contact: 033542865

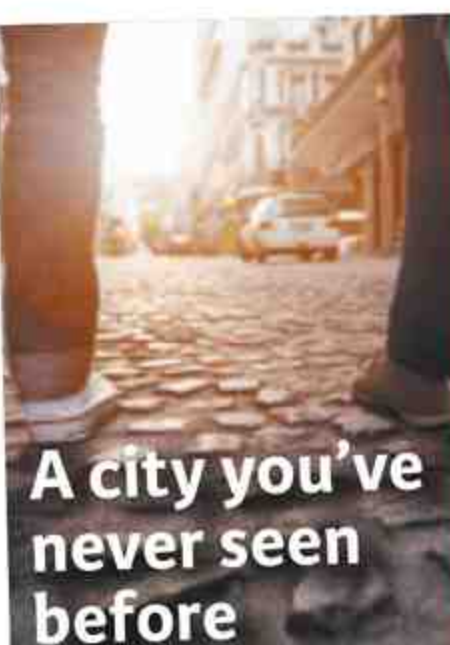


#SUMMER FOR GEEKS

4 weeks with the best games and the best consoles ever

#Learn the basics of programming, too!
#Meet your favourite vloggers and learn how they make their vlogs
#Accommodation and food provided by the school

Registration opens this Saturday
email us: summerwithit@co.uk



A city you've never seen before

• Discover little visited streets and learn about some history!
• Do shopping in some of the most unusual shops and buy magic mirrors, wooden toys, old cameras, colourful ceramics, marshmallows, pumpkins or traditional souvenirs for your family and friends
• Beautiful hotel in the heart of the city
Book your flight today to get a discount!

5. You have found a few interesting offers for the summer. Write an email to the organisers and:

- tell them what you like doing in the summer and what type of camp you are looking for,
- what you like and don't like eating,
- ask if there is a special discount if you take a friend.

Unit 1

My first comic book

1. Read two texts. What do you find out from them about Chris and his dad?



Interview

Reporter: Chris, welcome. You are a comic book writer. Please tell our readers, what makes a good superhero?

Chris: Now, a lot of people think it's just about having some amazing powers and costume and, while those are really important and fun to design. The way the hero or heroine looks actually matters, because if people check the book out and they don't like the look of it, they're not going to read the comic. But, for me it's more important what the character or she wants and why he or she does things in a given way.

Reporter: Do you think the world is ready for another superhero or superheroine story?

Chris: There are over 13 million Americans reading a comic book once a month. I think some of them will like 'Protector'.

Reporter: What's next? What are your plans for the near future?

Chris: I'm going to promote the book for now. I hope, one day, it will be made into a film, and I will be famous.

Reporter: Will you share any of the profits with your dad?

Chris: Of course. He is not only my dad, he is also a co-author.

Hi Chris,

This is just a quick note to tell you how happy I am to be a part of this. I really like the fact that we are working together. I'm going to tell all my friends about your success. They will be very proud of you, the same way I am. Working with you is a great adventure, too.

Are we still having dinner tonight?

Dad

2. **E** Read the texts again, choose the correct answers (A, B or C) and justify your choice. Write the answers in your notebook.

- Both texts are about ...
A. personal matters. B. films. C. plans.
- According to Chris, a good superhero or superheroine must:
A. have special powers. B. have motivation. C. look good.

3. **E** Read the texts again. Are the sentences true (T) or false (F)? Write the answers in your notebook.

- Chris thinks that the success of superhero is a result of their amazing powers and costumes. T/F
- There are about 13 million comic books in America. T/F
- Chris is going to promote his book. T/F
- Chris's dad will get some money from the comic book T/F.
- Chris's dad isn't proud of his son. T/F

Comic Quiz

4. **Work in pairs.**
Answer the questions.

- What comic book heroes or heroines do you know?
- What are some of the characteristics of comic books? (colours, illustrations, language, etc.)
- What are the heroes or heroines in comic books like?
- What do the heroes or heroines in comic books look like in general?
- What problems do they usually face?



Project

Work in pairs. Design your own superhero or heroine. Think about their name, costume, superpower, weakness, greatest enemy.



The most watched nation in the world

1. Read and choose: what **don't** the texts talk about? Write the answers in your notebook.

1. every 11 people in the UK has a security camera
2. babies playing with computer monitors
3. some good things about indoor security cameras
4. streaming services
5. people behaving in a funny manner when they are on camera

Britain has a CCTV camera for every 11 people. There are about 6 million of them in the country, which means the United Kingdom has more CCTV activity than any other European country per person. In general, the video cameras are there to make people's lives safer.



And what about you? Are you thinking about installing a CCTV system in your home or office? The cameras will not only protect you against unwanted visitors but you can also have an online stream and keep an eye on your dog or baby. Fun, isn't it? But as this technology becomes more and more popular, people are starting to talk about the risks, too.

2. Work in pairs and discuss: What are the risks of using security cameras? Make a list.

3. 3.14 Listen to four people talking about security cameras. Is there anything on your list from activity 2 that is similar to what they mention?

4. 3.15 Listen again and match the people (1–4) to the topics (A–E). There is one topic you **do not** need. Write the answers in your notebook.

This speaker talks about:

- A. the fact that using cameras won't stop crime.
- B. how uncomfortable guests may feel if they know about the cameras.
- C. how this technology is complicated and difficult to hack.
- D. using the cameras to look for objects at home.
- E. using the cameras to record special moments.

5. Read the text. Complete the sentences (1–4) with the missing words. Write the answers in your notebook.

Smart homes

There are many innovations designed to help us in everyday life. Now you can ask a 'virtual assistant' (connected to your wi-fi) to turn off the lights when you go to sleep or turn down the heating for the night. You can program it to start the washing machine or dishwasher any time you want. You can ask it to play any song, video, or film. You can have an app which tells you what you need to buy at the corner shop after analysing what is in your fridge. Also, the same app tells the vacuum cleaner to tidy up when you are asleep. However, make sure your wi-fi is OK.

1. The virtual assistant can control the **1** or **2** in your bedroom.
2. It will turn on the **3** or **4** when ever you want.
3. The virtual assistant can manage your entertainment: it will **5** or **6**.
4. You can control your fridge or your vacuum cleaner thanks to an **7**.

Project

Advert

Work in pairs. Design an ad (a poster or a short video) selling the smart home system application. Think of what you're selling, your audience, and how their needs will be met. Think of a catchy slogan, too.



Staycation

1. 5.13 Match the words in the box with the pictures. Listen to Nico. Which of these is he talking about? Write the answers in your notebook.

aquarium market museum picnic
pier ride seafront swimming pool



2. 5.14 Listen again. Is Nico for or against the idea of a staycation? Why?

3. Read the opinions of some other individuals and point to the arguments for and against a staycation in the text. Discuss in pairs. Do you agree with the arguments?

4. Read the text in activity 3 again and say who:

- wants to be ecological?
- wants to experience new things?
- saves up money for travelling?
- has been on a staycation?

My Hometown Quiz

5. Work in pairs. Answer the questions.

- Is your hometown a good place to spend a weekend?
- Why is it (not) attractive for tourists?
- Is there anything for kids or teenagers? For active people? For animal or nature lovers?
- Is there any good food you can recommend?
- What are the best souvenirs to buy?

P

Project

Work in pairs. Write five ABC questions you could ask people in order to find out if they are happy with the idea of staycation. Use the language from the text.

Forum

Have you been a tourist in your own hometown?

- Alex, Scotland I saw most of my country as a child. I spent months and months going camping with my parents. Now, I prefer going abroad on holiday. I love learning about other cultures, eating new food, and so on. Money is not a problem: you can find inexpensive flights if you plan ahead and save a bit.
- Timothy, USA I travelled a lot as a child, because my dad worked for the army. I love my hometown. Reading, watching TV shows, taking online tutorials, and having parties with friends are fun things to do! Oh, and I love it when my family visits. It's my third staycation this year. I'm also sure it's better for the environment.
- Sebastian, Columbia I've given up flying because it's bad for the environment. I don't have a car either. I've been on a staycation a couple of times and it was fine. Now, I'm exploring my country by train. It's comfortable, cheap, and relaxing. I enjoy going to places I've never been to before. Wonderful!
- Annie, Australia I haven't travelled much in my life. I've spent most of my life in my hometown but now, I have 3 weeks of holiday a year. I save for a year to have a wonderful time in a four-star hotel, in a country with great weather. So I'm happy to take a long flight to get there. I'm sorry if it's not very ecological.



Why do people love London musicals?

1. **E** 7.12 Read and choose the correct words in the text. Write the answers in your notebook.
... Listen and check your answers.

WWW



The West End is home to 1. *London/New York* theatre. People travel from all over the world to see a London show, because London musicals are the best. Wonderful music, an engaging plot, characters you can relate to, and energetic performances. Also, London shows have some of the best choreography you'll ever see. London musicals are simply magical. The cheapest tickets cost 2. *less/more* than 30 pounds. Don't forget that many of the London theatres are 3. *thousands/hundreds* of years old. Some of them are from the 17th and 18th centuries and a lot of them have been open since then. For some, musical theatre is very 4. *entertaining/boring* because of the combination of catchy music and lyrics, spoken dialogue and dance. This combination can be very dramatic, comic, and 5. *emotional/emoticons*, creating an unforgettable experience. Of course, it all depends on the story.

2. Work in pairs and discuss the questions.

1. Have you seen a musical performance?
2. Would you like to see a play or musical in the West End? Why/Why not?
3. What kind of stories do you like best: comedy, fantasy, historical drama, or romance?

3. Look at the phrases and check any new words in the dictionary. List the elements from the least (1) to most (10) important for you. Compare with other classmates. Can you add anything to the list? Answer the questions:

1. How to create a perfect musical?
2. What makes a good story?

disaster

challenge

elements of magic and fantasy

family issues

mistake

love problems

not fitting into the world

misunderstanding

testing situation

post-apocalyptic world

Project

Storytelling

Work in pairs. Can you tell a good story? Let's find out. Do it in four steps.

Step 1. Find some data. Conduct a class survey with a maximum of 10 questions to see what type of story your audience likes. Sample question and answer: *What kind of stories do you like? I like a main character who a. is brave b. is romantic.*

Step 2. Describe the **WHAT**. Prepare notes for each of the following elements: characters, setting, theme, plot, conflict, resolution.

Step 3. Describe the **HOW**. Choose the best format for your story e.g. story, diary page, letter, comic, infographic, presentation, interview, video, etc.

Step 4. The presentation. Have a test presentation for a small but critical audience before the actual one. Good luck!

Cumulative Review | Unit 1–2

Future tenses

1. Complete the sentences with the correct form of the words in the box. Use future tenses. Write the answers in your notebook.

have meet leave visit drive be spend

- How old **1** Harry **2** in 2050?
- On Sunday at 8 o'clock, I'm **3** a party, so I can't see you at that time.
- I'm **4** my sister in April. That's our plan.
- I don't think they **5** their holidays at the Baltic again.
- Where **6** you **7** John? At home?
- Next week we **8** for London. I'm so excited.
- Wait, don't call a taxi. I **9** you to the station.

/ 7 pt

First and second conditional

2. Choose the correct tense to fill the gaps.

- Mary *was watching/watched/were watching* football when you called.
- We *have/had/were having* a test at school yesterday.
- When we were at the seaside, the sun *shining/was shining/shined* all the time.
- Yesterday I read my homework to the rest of the group during our Polish lesson. Everyone *were liking/likes/liked* it.
- While I was texting, my bus *was arriving/arrived/wasn't arriving*.
- My sister *was breaking/will break/broke* her leg while she was snowboarding.
- My parents *was driving/were driving/drove* at 80 km/h when a police officer stopped them.
- When you *called/was calling/were calling*, we were doing some crossword puzzles.

/ 8 pt

Jobs

3. Complete the sentences with the correct verbs.

- A salesperson has to **1** a lot of clients every day.
- I really want to **2** some work experience.
- That's why I will **3** for this voluntary work.
- What do you **4** for a living?
- When did you **5** that job?
- I really want to **6** a pay rise this year.

/ 6 pt

Clothes

4. Write five sentences. Each sentence must contain one of the words in the box and must describe a piece of clothing.

checked flowery spotted striped leather tight
fancy casual formal sporty trendy

/ 5 pt

5. Describe the type of clothes you like to wear. Use the words from the box in activity 4.

/ 5 pt

Functional language

6. Translate the Polish fragments of the sentences into English.



Writing tip

Tłumacząc zwroty, staraj się nie tłumaczyć pojedynczych słów. Zastanów się raczej, co się mówi w takiej sytuacji po angielsku.

- (*Nie ma mowy!*) **1** ! You are not going out wearing this make-up when you go out tonight!
- (*To straszne!*) **2** news! I'm so sorry to hear that your hamster died.
- (*Moim zdaniem...*) **3** global warming will change our lives a lot.
- (*Uważam, że...*) **4** in the future people will work less.
- (*Jaka szkoda...*) **5** that your parent's didn't see you winning.

/ 5 pt

Cumulative Review | Unit 3–4

Relative pronouns

1. Choose the right word to complete each sentence. Write the answers in your notebook.

1. A designer is a person *who/which* plans the look of something by making drawings.
2. Research shows *who/that* animals are happier and live longer.
3. Did you hear the prediction *who/which* said that artificial intelligence (AI) will change our lives?
4. A explorer is a person, *who/which* is the first to find a new place.
5. I came up with a solution *who/which* surprised everybody.

/ 5 pt

2. Choose the right word to complete each sentence. Write the answers in your notebook.

1. I went *into/on* the shop, but I quickly came *to/out of* it, because it was too expensive.
2. I think your dog ran *down/past* the shop and disappeared *to/round* the corner.
3. Jane, your dog *turned/went past* left, not right. I saw it running *around /along* the river.

/ 3 pt

First and second conditional






3. Choose the correct verb form to complete each sentences. Write the answers in your notebook.

1. She *would/will* pass the exam if she studied harder.
2. Jane will help her mother in the garden when she *does/do* her homework.
3. If it *rains/will rain*, I will stay at home.
4. Our teacher will be proud if we *learn/learnt* the poem by heart.
5. He would go skateboarding with us, if he *found/find* his skateboard.
6. She would *get/gets* a thousand zlotys, if she sold this old car.

/ 6 pt

Technology

4. Complete the sentences with the correct form of the verbs in brackets.

1. If you want to play virtual  (*real*) games, you need to have a VR-ready computer.
2. What do you think is the most important  (*invent*) of the 20th century: the television or the internet?
3. If you want to be a good  (*study*), you have to go to all your subjects.
4. In the 1960s, space  (*explore*) made people very excited about the future.
5. If you plan to be a  (*science*), you should take extra maths lessons.

/ 5 pt




5. Choose the words and phrases which don't belong to the given categories. Write the answers in your notebook.

1. city hall/block of flats/houseboat/bungalow/cottage/suburb
2. cooker/cook/cupboard/blackboard/sink/fridge
3. coach/sofa/ferry/lorry/rickshaw/bus station
4. gallery/museum/library/monument/firefighters/junction
5. real/experiment/result/science/solution/intelligent

/ 5 pt

Functional language

6. **E** Complete the second sentence so that it has a similar meaning to the first one. Fill the gaps with a maximum of 5 words.

1. Can you tell me the way to the central train station? **WHERE**
Could  the central train station is, please?
2. Is the central train station far from here? **HOW**
 the central train station?
3. It is a long way from here. **FROM**
It  here.

/ 3 pt

Cumulative Review | Unit 5-6

Modal verbs

- Choose the correct option to complete each sentence.
 - I *can/could* sing when I was a child.
 - Could/Have* you open the window, please?
 - I *had to/have to* do a lot of chores when I lived with my parents.
- Choose the correct option to complete each sentence.
 - Sam is *such/so* a beautiful boy! I love him *such/so* much!
 - At schools in Poland, all pupils *had to/have to* learn a lot of facts.
 - This is *the most difficult/more difficult* test in the world.
 - What is *harder/the hardest* for you: skateboarding or rollerblading?
 - Are you *good /better* at English than your sister?
- E** Fill the gaps with the words from the box.

could such so already just
finished never booked have to had to

Email

Frank,
As you know, I'd love to have a job that involves travelling. Maybe I **1** be a freelance photographer? It would be **2** a great life for me! I have **3** been to most places in Europe. I haven't been to China or Japan, so Asia will be my next destination. I haven't **4** all my preparations yet, but I have already **5** the flights and accommodation. Now I'm spending most of my time working and saving up money, so I can't see you very often. I **6** work really hard now. I hope you're OK with that.
Vicky

Travelling

- Read the sentences. Choose a phrase that fits the sentences. More than one answer might be correct. Write the answers in your notebook.
 - At the hotel reception all guests have to: *check in/check out/find the reception*.
 - A ticket can be: *one-way/return/expensive/fat/cheap*.
 - You can book: *a ticket/a room/a reservation/a flight*.
 - You can go on: *a trip/sightseeing/sunbathing/a cruise*.
 - You can switch on a: *computer/charger/password/spam*.
 - You can: *check/click/delete/install* your email.
- Complete the sentences with the words: *journey, trip, travel*.
 - The long home was a nightmare. It took over 20 hours.
 - It's my dream to to Australia next year.
 - Our to Egypt was arranged by Dream Holidays Travel Agency.
 - I'm planning to – I'm thinking of going to Paris first.
 - I can't stay long. It's a long back, and it's getting dark.

Functional language

- Choose the correct option to complete each dialogue.
 - Can you give me some advice, please?
 - Here you are.
 - Of course. What's the matter?
 - What should I do?
 - I think you should talk to your parents.
 - I should go and talk to my parents.
 - What would you do in this case?
 - I don't really know.
 - I would like a new computer.

Cumulative Review | Unit 7–8

Passive

1. Change these sentences into the passive. Start the sentence with the words/phrases in bold. Write the answers in your notebook.

1. My friend painted **this picture**.
2. Frank took **these analogue photos**.
3. The fire fighters took **the cat** down from the tree.
4. The dog didn't attack **Sophia**.
5. An experienced teacher teaches **children at this school**.
6. My neighbour writes **all these messages**.
7. My dog doesn't protect **our house**.

/ 7 pt

Indirect questions

2. Complete these indirect questions. Write the answers in your notebook.

1. – Is this competition very difficult?
– Excuse me, can you tell me if ?
2. – Was your sister nice as a child?
– Can you tell me if ?
3. – Have John and Jill got married yet?
– Can you tell me if ?
4. – Would you ever move to another country?
– Can you tell me if ?
5. – Will Mark have to wear a uniform at school?
– Do you know if ?
6. – Can he meet us at the party?
– Have you any idea if ?

/ 6 pt

Tenses and conditional sentences

3. Choose the right form to complete the sentences. Write the answers in your notebook.

1. Fiona *watch/watches/watched* TV every day when she is on holiday. But now, she can't. She *learn/is learning/learnt* for a test.
2. I believe that in the future people *consume/will consume/are consuming* less.
3. Do you think that what we *do/did/does* now to protect the Earth is enough?
4. Look! Can you see the man *who/what/where* is standing over there?
5. We are *having/have/has* the most important exam on Monday, at 3 pm. After that we're going *on/in/from* holiday.
6. If I *make/makes/will make* enough money this year, I *won't go/will go/don't go* with you to Egypt.
7. If I *won/win/wins* the lottery, I *would go/goes/going* on a trip around the world.

/ 7 pt

Vocabulary

4. Complete the sentences with three words. Use each example only once. Write the answers in your notebook.

1. You take part in , ,
2. You can watch , ,
3. You can recommend , ,
4. You can wear , ,
5. In a city you can have fun at a/an , ,
6. You can book a , ,

/ 6 pt

Functional language

5. You want to suggest that your friends go with you to a new restaurant in town. Make your suggestion in 6 different ways. Discuss.

- | | |
|------------------|---------------------|
| 1. Let's... | 4. Do you fancy.. |
| 2. Shall we.... | 5. What about .. |
| 3. Why don't ... | 6. I think we |

/ 6 pt

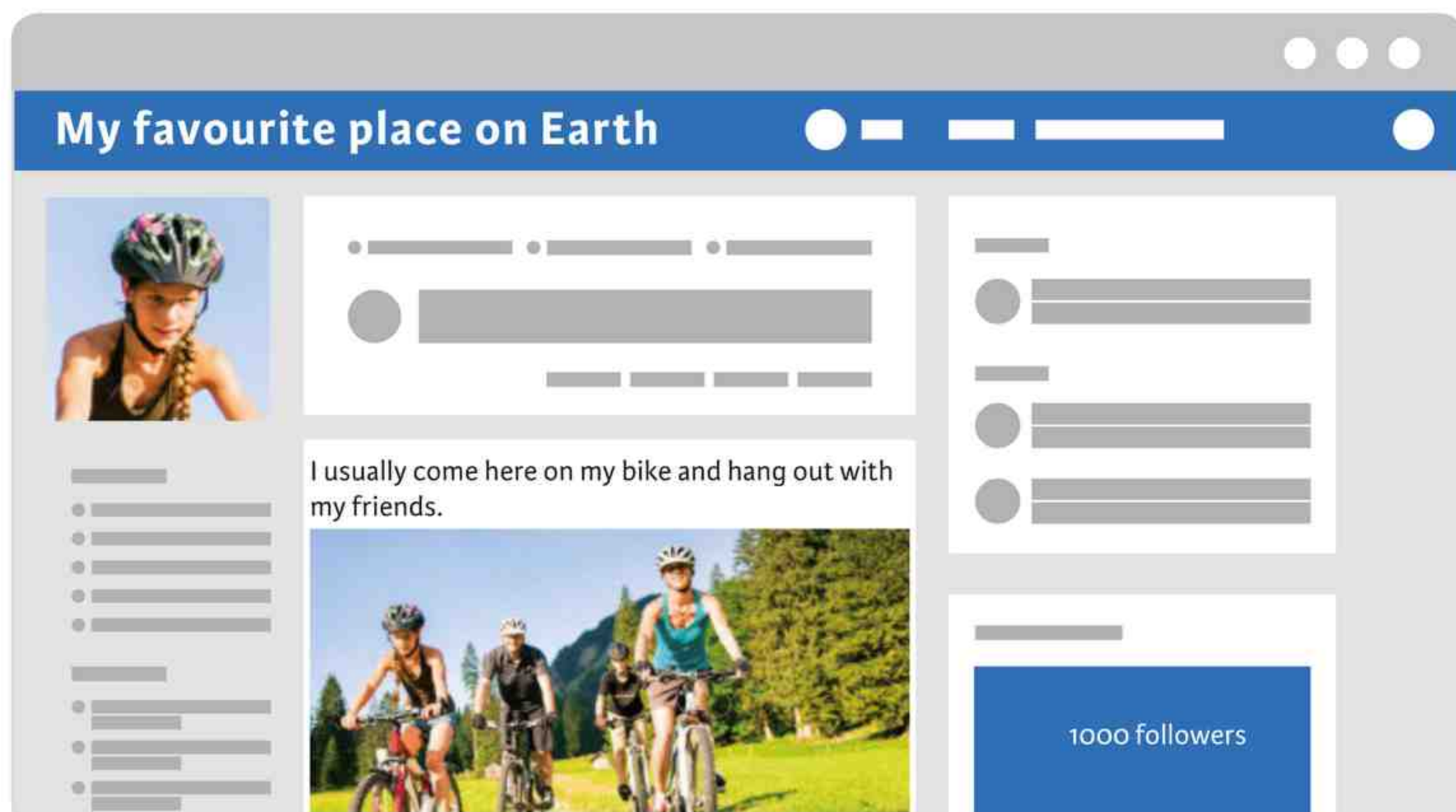
Project

Social media. My favourite place on Earth

1.  Work in pairs. Read the advert below and prepare your own social media profile.

ATTENTION!

- Have you got your own **favourite place**? Why is it the best place ever?
- Create a **profile on social media** to share videos, photos and posts about the place. Look at some profiles, send likes and comments.
- Beware! Your profile **will be active for one week only**. See how many responses you get!



1. In groups, **discuss** which places are worth presenting. Make a list. Don't copy suggestions from the travel guides. Think about places which are really special for you and your friends.
2. **Choose** one place for each member of your group and decide on the information you will give. Answer the questions:
 - Where is it?
 - How can you get there?
 - How do you spend your time there?Use a dictionary if necessary.
3. **Go to the chosen locations** to take photos and record short videos. Decide if you want to work together or have each student present a different place.
4. **Add short descriptions** to go with the photos.
5. **Create your group profile** on social media.
6. **For a week, send posts** to your account sharing films, photos, slides and posts about My favourite place on Earth.

Professions. Job Timeline




1.  Work in pairs. Read the text. In pairs, discuss the answers to questions (1–4).

Things are changing. New professions appear on the market. Would your grandmother understand what a vlogger or social media consultant does for a living? Now think about the jobs in your family.

1. What professions are present in your family? Is there a tradition of choosing the same career as a parent or a grandparent?
2. Do you know anything about your grandparents' professions? Are they still popular?
3. How do your family members work? What jobs do your parents and other relatives have? Are they interesting? Do any of them wear a uniform? Would you like to work the same way?
4. Brainstorm the names of some new professions which you think will appear in the future. Describe these occupations: Which fields will they be in? What skills will they need? Will people still work in the office? What equipment will they use? How much work will computers do for them? How about working hours and holidays? What other elements of work will change? Which profession sounds most attractive to you? Can you imagine what you will do in 20 years' time?

We challenge you to create a Job Timeline (JT), which will show your grandparents and their occupations, the present jobs in your family and predictions about the future: include your own plans and how you think your children and grandchildren will earn money in the years to come!



2.  Review the vocabulary you will need to describe the jobs and the working conditions of your family members. Use a dictionary if necessary.
3.  Make a presentation or a poster to show the past, present and future jobs in your family. Use photos, illustrations and graphs. Talk about the jobs in your presentation.
4.  Compare your presentations to find the similarities or the differences. Which jobs:
a. appear most often? **b.** are most popular among your parents **c.** do most of you plan for the future. In class make a list of **Top 10 Future Jobs.**

Entertainment

Video: What to watch next season?

1. Work in pairs. Answer the questions:

- What is the name of the programme that you watch most often?
- Do you prefer to watch things on TV or online?
- What do you watch more often? Films or TV series?
- Are you a fan of cartoons or comedy shows?
- Do you ever watch documentaries, TV shows or game tutorials?
- Do you enjoy watching live streams or amateur films on social media?

2. Read the text below. For some of you, the beginning of the new school year is as important as a new season of your favourite series. Many of you may be hoping to see a brand new programme which will be even more exciting and entertaining than anything you've seen so far.

Imagine for a second that you are the producer of such a show. Why not make a trailer for it? It will give us a taste of what to expect. Remember to tell us why watching it won't be a waste of time.

3. Prepare a script for the trailer.

Write some dialogues and choose actors from among your classmates. Suggest some locations and costumes, and remember to include props if necessary. Think of some suitable sound effects or music.

4. Film your trailer with a mobile phone or camera and add all the necessary effects (music, sounds, etc.).

5. Record an introduction. Explain what type of programme you have recorded and say why it is worth watching.



Communication Student A

Unit 1

Job Quiz

Congratulations!
Your higher scores mean that:

1. **B** You will be a blogger, vlogger, actor or an architect.
2. **Y** You will be an accountant, office worker or a bank employee.
3. **O** You will be a businessman, lawyer or politician.
4. **G** You will be a chef, construction worker or an IT worker.
5. **R** You will be an engineer, doctor, or vet.
6. **P** You will be a teacher nurse or a journalist.

Unit 2

Describe the appearance and clothes of the people in the photo.



Unit 6

Describe the picture to your partner.



Unit 7

Busy weekend

1. Tell your partner about these two situations and ask him/her to suggest something. (Continue the conversation.)
 - A. It's Friday evening, and you are at your friend's house. It's his/her birthday.
 - B. It's a sunny Sunday afternoon. You're bored.
2. Listen to your partner. Then suggest what he/she should do. Choose from the list below:
 - A. swimming
 - B. listening to music
 - C. reading an interesting book.

Closer

Describe the picture to your partner.



Grammar Bank

Starter

Present simple (czas teraźniejszy prosty)

Czasu **present simple** używamy do mówienia o:

- faktach, np.: *My dad comes from Norway.*
- zwyczajach i czynnościach powtarzających się w teraźniejszości, np.: *Every year we visit my grandparents.*

Do czasownika w trzeciej osobie liczby pojedynczej (*he, she, it*) dodajemy końcówkę *-s, -es* lub *-ies*, np.: *he watches, she tries, it stops.*



Grammar tip

Stosując czas *present simple*, używamy następujących przysłówków częstotliwości: *always, usually, often, sometimes, never*, np.: *My dad often watches TV shows.*

Pytania w *present simple* zadajemy z wykorzystaniem operatorów *do* i *does* (*does* stosujemy dla 3. osoby liczby pojedynczej).

Do I/you/we/they ride a bike every day?

Does he/she/it ride a bike every day?



Grammar tip

W pytaniach w trzeciej osobie liczby pojedynczej nie dodajemy końcówki *-s* do czasownika.

Przeczenia tworzymy przez dodanie słowa *not* do operatorów *do* i *does*.

I/you/we/they do not (don't) ride a bike.

He/She/It/does not (doesn't) ride a bike.

Present continuous (czas teraźniejszy ciągły)

Czasu **present continuous** używamy do:

- opisywania tego, co się dzieje w danej chwili, np.:
I am looking at my timetable.
He/She/It is sleeping.
We/You/They are walking.
- mówienia o sytuacjach, które naszym zdaniem są tymczasowe, np.:
They are learning to play golf.



Grammar tip

W zdaniach z zastosowaniem czasu *present continuous* używamy określeń takich jak *now* oraz *at the moment* np.: *She is studying now.*

Pytania w czasie *present continuous* zadajemy przez tzw. inwersję, zamieniając miejscami podmiot z czasownikiem *be* np.:

I am sitting now. → *Am I sitting now?*

She is sitting now. → *Is she sitting now?*

Przeczenia tworzymy za pomocą słowa *not*, które dodajemy do czasownika *be* np.:

I am sitting now. → *I am not sitting now.*

Grammar activities

1. Complete the sentences with the present simple form of the verbs in brackets. Write the answers in your notebook.

1. We sometimes (read) this magazine.
2. I always (clean) my room at weekend.
3. She (sleep) longer every Saturday.
4. They (go) for a walk every Sunday.

2. Write questions to the sentences in activity 1 in your notebook.

3. Use the words to make sentences in the present continuous. Write the answers in your notebook.

1. sleeping/now./She/is
2. are/They/watching/TV.
3. moment?/Are/tennis/at/they/the/playing
4. What/doing?/you/are

Future simple (czas przyszły prosty)

Grammar box Future simple (will)

	Future simple (will)			
(+) Twierdzenie	She will read a book.			
(-) Przeczenie	She won't read a book.			
(?) Pytanie ogólne	Will she read a book?			
(?) Pytanie szczegółowe	What/Why	will	I, you, he, she, it, we, you, they	read?



Grammar tip

Pamiętaj, że formą skróconą od **will not** jest **won't**.

Czasu **future simple (will)** używamy, kiedy:

- wyrażamy opinię dotyczącą przyszłych zdarzeń. W tym kontekście słowo *will* jest często używane z czasownikami takimi, jak: *hope, think, guess, believe, expect, promise, sure*, np.: *I'm sure Sam will pass his exam.*
- podejmujemy spontaniczną decyzję w chwili mówienia, np.:
John: I don't understand that exercise!!
Ben: I will help you! Let me see.
- mówimy o wydarzeniach i faktach, które będą miały miejsce w przyszłości, np.: *The next Olympics will be in two years.*

Going to, present continuous

Grammar box Going to/ present continuous

	Present continuous				Going to			
(+) Twierdzenie	She is reading a book now.				She is going to read a book.			
(-) Przeczenie	She isn't reading a book now.				She isn't going to read a book.			
(?) Pytanie ogólne	Is she reading a book now?				Is she going to read a book?			
(?) Pytanie szczegółowe	What	is	he, she, it	reading?	What	is	he, she, it	going to read?
		are	we, you, they			are	we, you, they	

Czasu **present continuous** używamy w odniesieniu do przyszłości:

- kiedy mówimy o planach na najbliższą przyszłość (znamy miejsce i czas wydarzenia) w zasadzie pewnych
np.: *Sue is having a party on Friday.*
- z określeniami:
today, tomorrow, tonight, this week/year/month.

Konstrukcji **going to** używamy, kiedy mówimy o planach i zamiarach na przyszłość, np.: *Sam is going to study medicine.*



Grammar tip

Czasowniki *like, love, hate, want, know, believe, understand* z zasady nie występują w czasie *present continuous*.

Grammar activities

1. Put the verbs in brackets into present continuous. Write the answers in your notebook.

- What (she/do) now?
- Sam and Tom (chat) online at the moment.
- Where is Kate? She (lie) on the sofa.
- Look! Your parents (dance).
- (you/go) shopping after school?
- Jane (not/write) a letter to her penfriend at the moment, she is watching TV.

2. Fill the gaps with **be going to** and the verbs in the brackets. Write the answers in your notebook.

- Sam (buy) a new car next year.
- They (not/fly) to London next month.
- (you/book) a hotel for summer holidays?
- The children (play) outside.
- Look at that boy!! He (fall).
- This cat (climb) that tree there. Look!

3. Answer the questions. Write the answers in your notebook.

- Where will you live in the future?
- What job will you do when you grow up?
- What will you buy for your friend's birthday?
- Who will you dance with at the party?

4. Fill in the gaps with **will**, **be going to** or with the present continuous. Write the answers in your notebook.

- I can't go the disco tonight. I (have) an appointment at 7 pm.
- Tom (study) architecture at university. He wants to be a construction engineer.
- These bags look heavy. I (help) you with them.
- I hope Kate (buy) that dress. It really suits her.
- Look at the sky. It (be) a sunny day.
- Sam (fly) to Amsterdam next week.

Unit 2

Past simple (czas przeszły prosty)

Grammar box Past simple

	czas przeszły – czasownik <i>to be</i>			czas przeszły – czasowniki nieregularne
(+) Twierdzenie	She was in Poznań last week.			They bought a new bike yesterday.
(-) Przeczenie	She wasn't in Poznań last week.			They didn't buy any bike yesterday.
(?) Pytanie ogólne	Was she in Poznań last week?			Did they buy a new bike yesterday?
(?) Pytanie szczegółowe	Why	was	he, she, it	Why did they buy a new bike yesterday?
		were	we, you, they	

Czasu **past simple** używamy, mówiąc o czynnościach i zdarzeniach:

- które zaczęły się i skończyły w przeszłości (zazwyczaj podajemy określenia czasu takie jak: *yesterday*, *last (week)*, *(two days) ago*, *on (Friday)*, *at 6 o'clock*, *at (the weekend)* etc.,
- opisując czynności, które nastąpiły jedna po drugiej. *He entered the room and switched on the light.*

W czasie *past simple* używamy czasowników w tak zwanej drugiej formie. Czasowniki występują w formie regularnej i nieregularnej. Do czasowników regularnych dodajemy końcówkę *-ed*, *-d* (jeśli bezokolicznik kończy się literą *e*). Czasowników nieregularnych należy nauczyć się na pamięć, ich lista znajduje się w podręczniku na stronie 135.

Past continuous/past simple

(czas przeszły ciągły/czas przeszły prosty)

Czasu **past continuous** używamy, opisując czynność która:







- odbyła się w przeszłości i trwała przez określony czas,
- trwała w chwili, kiedy wydarzyło się coś innego, co przerwało lub zakłóciło tę czynność, wówczas czynność dłuższą opisujemy czasem *past continuous*, a czynność krótszą *past simple*. Do oddzielenia tych czynności używamy słowa *when* i *while*: *While she was watching film, somebody opened the door.*

Grammar box Past continuous/past simple

	Past continuous	Past simple
(+) Twierdzenie	She was doing her homework at 5 pm.	She did her homework yesterday.
(-) Przeczenie	She wasn't doing her homework at 5 pm.	She didn't do her homework yesterday.
(?) Pytanie ogólne	Was she doing her homework at 5 pm?	Did she do her homework yesterday?

Grammar activities

- 1.** Put the verbs in brackets into the past simple.
••• Write the answers in your notebook.

1. She  (buy) a new car last week.
2. They  (not/eat) dinner yesterday.
3. Tom and Frank  (go) to London three years ago.
4.  She (write) a letter to her grandma yesterday?
5. Sam  (not/take) the bus to work last month.
6.  (he/book) tickets for the concert last night?

- 2.** What were the children doing yesterday at 7 pm? Use the words given to write sentences.
••• Write the answers in your notebook.

1. Sam/buy clothes
2. Jimmy/go shopping
3. Jane and Frank/open the door
4. Kate/eat sandwich

- 3.** Choose the correct form of the verb. Write the answers in your notebook.
•••

1. She wrote/was writing a letter when her telephone rang/was ringing.
2. What was Sam doing/did Sam do when his brother was watching/watched TV?
3. Frank and his dad were having/had dinner when somebody broke/was breaking into their house.
4. Henry got up/was getting up, ate/was eating breakfast, and went/was going to school.
5. Mary was looking/looked at jackets when Sammy bought/was buying some shoes.
6. When John was driving/drove to his mother, Mary bought/was buying some new books.
7. She was watching/watched a film when her brother opened/was opening the door.

First conditional (pierwszy tryb warunkowy)

Pierwszego okresu warunkowego **first conditional** używamy do opisywania prawdopodobnych sytuacji, które mogą wydarzyć się w przyszłości.

W zdaniach warunkowych zamiast słowa *if* (jeśli, jeżeli) możemy używać również:

- słowa *when*: W przypadku kiedy jesteśmy pewni, że określone wydarzenia nastąpią.
- wyrażenia *as soon as* (jak tylko): *As soon as I see John, I'll tell him the news.*
- słowa *unless* (jeśli nie), po którym zawsze występuje czasownik w formie twierdzącej: *Unless you tidy your room, you won't go out.*

Po słowie *when*, podobnie jak *if*, występuje czas *present simple* np.: *I'm going to the library later. When I go to the library, I'll return the books.*



Grammar tip

Pamiętaj, aby w pierwszym okresie warunkowym prawidłowo używać czasownika w 3. osobie liczby pojedynczej (w czasie *present simple*) w zdaniach warunkowych:
If he goes shopping, he will buy some fruit.

Relative pronouns: *who, which, that* (zaimki względne)

Grammar box Relative pronouns: *who, which, that*

Zaimek względny	Tłumaczenie	Używanie w odniesieniu do:
Who The woman who lives next door is a teacher.	który, która, którzy, które	ludzi
Which The dog which I like is white.		rzeczy, zwierząt
That The woman that lives next door is a teacher./ The dog that I like is white.		ludzi, rzeczy, zwierząt

Zaimki względne ***who, which, that*** służą do tworzenia zdań, które odpowiadają na pytania: *jaki? i który?*

Zaimka *that* możemy używać zarówno w odniesieniu do ludzi, jak i do przedmiotów.

Grammar activities

1. Complete the sentences with the correct form of the verbs in brackets. Use the first conditional. Write the answers in your notebook.

- If Tom (go) to London, he (see) Big Ben.
- They (not/buy) a new car if they (not/save up) enough money.

- If Sam and Jake (not/finish) their project on time, their teacher (be) angry.
- Unless Sam (tidy) his room, he (not/go) to the cinema.
- I (call) you as soon as Kate (come).
- (you/go) to Paris with me if you (get) a few days off?

- 2.** Translate the parts in brackets into English to make first conditional sentences. Write the answers in your notebook.

1. I won't go to the park (*jeśli będzie padać*)
2. If she misses a bus, she (*spóźni się do pracy*) .
3. They'll go out tonight (*jeśli skończą wcześniej pracę*) .
4. If we don't see each other today, (*zadzwonię w niedzielę, żeby porozmawiać*) .
5. He won't get a better job (*jeśli nie zda egzaminu*) .
6. We won't go to the theatre (*jeśli dzisiaj nie kupimy biletów*) .
7. We will do some shopping (*jeśli znajdziesz chwilę wolnego czasu*) .

- 3.** Choose the correct relative pronoun. Write the answers in your notebook.

1. This is the car *who/which* my brother bought last month.
2. That is the doctor *who/which* saved my life last year.
3. This is the cinema *who/which* I like going to most.
4. Tom is the friend *which/who* got a puppy last month.
5. These are the animals *which/who* you can see in our zoo.

- 4.** Write two questions about each sentence in activity 3. Use *who* and *which*.

Example: *Who bought you the car?*

Unit 4

Second conditional (drugi tryb warunkowy)

Grammar box Second conditional

	Zdanie podrzędne (warunek)	Zdanie nadrzędne (skutek)
Drugi tryb warunkowy	if + past simple	would ('d) + bezokolicznik
	If I had some free time, I would visit my best friend in Gdynia.	

Drugiego trybu warunkowego **second conditional** używamy, gdy mówimy o sytuacjach i wydarzeniach niemożliwych/nieprawdopodobnych do zrealizowania, np.: *If my aunt had a beard, she'd be my uncle.*

Zdania w drugim trybie warunkowym składają się z dwóch zdań podrzędnych, którymi opisujemy warunek, i nadrzędnego, w którym piszemy o skutku.

Jednym z popularnych zastosowań drugiego trybu warunkowego jest zwrot *if I were you* (gdybym był/była na twoim miejscu): *If I were you, I'd apologise to your mum.* – Gdybym był/była na twoim miejscu, przeprosiłbym/przeprosiłabym mamę.

Jeśli zdanie warunkowe rozpoczynamy od zdania z *if*, stawiamy po tym zdaniu przecinek: *If the weather is good, I will go for a walk.*

W sytuacji, gdy zdanie podrzędne (warunkowe) następuje po zdaniu nadrzędnym (głównym) przed spójnikiem nie stawiamy przecinka: *I would go to the cinema if I had more time.*



Grammar tip

W zdaniach w drugim trybie warunkowym czasownik modalny *would* może zostać zastąpiony przez *could*.

Verb + preposition of movement

(czasownik + przyimek ruchu)

Grammar box Verb + preposition of movement



He walked **from** his house **to** the bus stop.



He went **to** the shop.



He came **out of** the shop.



He walked **along** the street.



He went **past** the bank.



He went **over** the bridge.



He went **under** the bridge.



He walked **through** the park.



He walked **round** the corner.



The school is **between** the bank and the office.

W języku angielskim istnieje szereg czasowników, które łączą się z przyimkami w celu opisanie ruchu.

W takich zdaniach najczęściej stosujemy następujące czasowniki: *go, walk, run* lub *drive*.

Przyimki ruchu określają kierunek, w którym coś lub ktoś się porusza, są to między innymi: *from* – z, *to* – do, *along* – wzdłuż, *past* – za, *under* – pod, *through* – przez.

Grammar activities

- 1.** Complete the gaps with the correct form of the verbs in brackets to get second conditional sentences. Write the answers in your notebook.

- If Kate **1** (be) tall, she **2** (play) basketball.
- What **3** (you/do) if you **4** (be) rich?
- If Sam **5** (go out) more often, he **6** (have) more friends.
- I **7** (buy) this car if I **8** (be) you.
- If Jane **9** (have) a beard, she **10** (not/work) on Sundays.

- 2.** Finish the sentences so that they are true for you. Use the second conditional. Write the answers in your notebook.

- If I worked harder, .
- I would buy a new house if .
- I would go to the doctor .
- If I had a bike, .
- If I were my grandma, .

- 3.** Translate the parts in brackets into English. Write the answers in your notebook.

- The boy went (*pod*) **1** the bridge and started running.
- Tom often goes (*przez*) **2** the park when he visits his grandma.
- We went (*ze*) **3** the shop and ran (*do*) **4** the cinema.
- My school is (*pomiędzy*) **5** the park and the supermarket.
- My parents were walking (*wzdłuż*) **6** this street when they saw an accident.

- 4.** Przetłumacz zdania na język angielski. Write the answers in your notebook.

- Dzieci szły wzdłuż ulicy.
- Samochód przejechał po moście.
- Szkoła jest między kościołem a sklepem.

Present perfect

Grammar box Present perfect

Twierdzenie	Podmiot + <i>have/has</i> + <i>past participle</i> They have bought a new car. She has bought a new car.	
Przeczenie	Podmiot + <i>haven't/hasn't</i> + <i>past participle</i> They haven't bought a new car. She hasn't bought a new car.	
Pytanie ogólne	<i>Have/Has</i> + podmiot + <i>past participle</i> s Have they bought a new car? Has she bought a new car?	
Pytania	Have I/you/we/they bought a car?	Has he/she/it left?
Krótkie odpowiedzi	Yes, I/you/we/they have . No, I/you/we/they haven't .	Yes, he/she/it has . No, he/she/it hasn't .

Czasu **present perfect** używamy, kiedy mówimy o doświadczeniach z przeszłości, nie informując, kiedy dokładnie miały miejsce.

W czasie **present perfect** czasowniki regularne otrzymują końcówki takie, jak w tak zwanej drugiej formie czyli: *-d*, *-ed*, *-ied*. Natomiast czasowniki nieregularne przybierają formę *past participle* (patrz tabela na stronie 135).



Grammar tip

Zwróć uwagę na różnice w znaczeniu czasowników *been* i *gone* to w czasie *present perfect*:

- *She has been to China*. (Ona była w Chinach, ale już wróciła).
- *She has gone to China*. (Ona pojechała do Chin i nadal tam jest).

W czasie **present perfect** często używamy takich słów, jak: *already*, *just*, *yet*, *never* i *ever*:

- *just* (właśnie) – stosujemy, mówiąc o czynności, która właśnie została wykonana:
I have just eaten my lunch.
- *already* (już) – używamy w zdaniach twierdzących, gdy mówimy o czymś, co już się wydarzyło, nie wspominając kiedy:
Don't forget to do your homework.
I have already done it.
- *yet* (już, jeszcze) – stosujemy w pytaniach i przeczeniach, zawsze na końcu zdania. W pytaniach słowo *yet* oznacza „już”, w przeczeniach „jeszcze”.
I have written the email, but I haven't sent it yet.
- *never* (nigdy) – występuje w zdaniach przeczących, kiedy mówimy o czynności lub zdarzeniu, które nigdy jeszcze nie nastąpiło w naszym życiu, np.:
I have never been to Morocco.
- *ever* (kiedykolwiek) – używamy w przeczeniach i pytaniach, np.: *Have you ever seen a bonfire?*

Verb with two objects (czasownik z dwoma dopełnieniami)

Grammar box Verbs with two objects

Dopełnienie uzupełnia informacje, które w zdaniu przekazywane są przez czasownik. Mamy dwa rodzaje dopełnień: bliższe i dalsze.






Dopełnienie bliższe odpowiada na pytania *kogo?/co?* i odnosi się ono zarówno do osób, jak i rzeczy, np.: **John will play the piano at the party.**

Dopełnienie dalsze odpowiada na pytania *komu?/czemu?* i zazwyczaj odnosi się do osoby; często występuje z dopełnieniem bliższym, np.: **Will gave Benny his favourite book.**

Podmiot	Orzeczenie	Dopełnienie dalsze	Dopełnienie bliższe
The teacher	gave	the students	the essays.
		Dopełnienie bliższe	Dopełnienie dalsze z to
		the essays	to the students.

Grammar activities

1. Complete the sentences with the verbs in brackets in present perfect. Write the answers in your notebook.

- Sam  (go) to the cinema.
- They  (not/arrive) yet.
- She  (never/see) a fireworks display.
- Helen  (already/call) us.
- We  (finish) this project.

2. For each pair of sentences write two sentences with two objects. Write the answers in your notebook.

- She has bought a bag. This bag is for her sister.
- Jane ordered a cup of coffee. It was a cup of coffee for Sam.
- I have booked a trip to Paris. The trip is for my brother.
- He wrote a letter yesterday. The letter was to Kate.

Unit 6

Comparative and superlative adjectives So, such, how, what

(stopniowanie przymiotników)

Grammar box Stopniowanie przymiotników

W języku angielskim **stopień wyższy** (*comparative*) i **najwyższy** (*superlative*) przymiotników tworzymy według następujących schematów:

	Stopień równy	Stopień wyższy	Stopień najwyższy
Jednosylabowe przymiotniki	fast	faster	the fastest
Jednosylabowe przymiotniki zakończone na -e	strange	stranger	the strangest
Jednosylabowe przymiotniki (spółgłoska + samogłoska + spółgłoska)	hot	hotter	the hottest
Dwusylabowe przymiotniki zakończone na -y	happy	happier	the happiest
Wielosylabowe przymiotniki	comfortable	more comfortable	the most comfortable

Część przymiotników jest nieregularna, ich form należy się nauczyć na pamięć:

good – better – the best bad – worse – the worst little – less – the least far – farther – the farthest

So, such, how, what

Wyrażenia **so** i **such**, dodane do przymiotnika, wzmacniają ich znaczenie. Wyrazu **so** używamy tylko przed przymiotnikiem, wyrazu **such** wtedy, gdy wraz z przymiotnikiem występuje rzeczownik.

It was **so** hot last month.

It was **such** a beautiful September.

W zdaniach wykrzyknikowych z przymiotnikami możemy użyć słów **what** i **how**.

- **What** używamy z przymiotnikiem i następującym po nim rzeczownikiem: **What** a great idea!
- **How** używamy tylko z przymiotnikiem: **How** nice!

Modal verbs (czasowniki modalne)

Grammar box Czasowniki modalne *can, could*

	Twierdzenie (I, you, he, she, it, we, they)	Pytanie (I, you, he, she, it, we, they)
can	Tom can ride a bike.	Can Tom ride a bike?
could	She could speak when she was three.	Could she speak when she was three?

Czasownika modalnego *can* używamy, gdy mówimy o umiejętnościach, np.:

I **can** ride a bike. She **can** speak English well.

Formą przeszłą czasownika *can* jest *could*. Służy on do mówienia o umiejętnościach posiadanych w przeszłości:

She **could** write when she was five.

Czasowniki *can/could* występują w pytaniach wyrażających prośbę. Czasownika *could* używamy w bardziej formalnych pytaniach i formach grzecznościowych.

Can I use your textbook?

Could you open the window, please?

Grammar box Czasownik modalny *have to*

	Twierdzenie	Przeczenie	Pytanie
I, you	You have to take your pills.	You don't have to take your pills.	Do you have to take your pills?
he, she, it	She has to come at 7am.	She doesn't have to come at 7 am?	Does she have to come at 7 am?
we, you, they	They have to get up early.	They don't have to get up early.	Do they have to get up early?

Konstrukcji *have to* (*had to* w czasie przeszłym) używamy, kiedy wyrażamy nakaz, zasadę, przymus zewnętrzny wynikający z reguł, przepisów itp.

Grammar activities

1. Fill the gaps with the comparative or the superlative form of the adjectives in brackets. Write the answers in your notebook.

- My grandma is (old) woman in our family.
- What is (high) building in your town?
- I won't go to this café again. The service (bad) than in my favourite one.
- Kathy is (beautiful) than Jane.
- He is (good) swimmer in our team.

2. Fill the gaps with *what* or *how*. Write the answers in your notebook.

- I can't drive a car. a pity!
- Let's go dancing! a great idea!
- We can go to the disco. cool!
- Look at this picture! beautiful!

3. Complete the sentences with *so* or *such a (an)*. Write the answers in your notebook.

- This house is expensive. I can't afford it.
- It was beautiful wedding. Kate looked amazing.
- They didn't want to stay in dirty hotel.
- This autumn was warm.
- He is wonderful friend. We've known each other for ages.

4. Translate the parts in brackets into English. Write the answers in your notebook.

- They (*mogą*) read some books now.
- Sam (*nie może*) go to the cinema. He is ill.
- My grandpa (*potrafił*) run fast when he was a teenager.
- Kate (*musiała*) go to school on Saturdays when she was young.

Unit 7

Passive voice (strona bierna)

Grammar box Passive voice

	Strona czynna	Strona bierna
Present simple	She writes letters once a week. He paints beautiful pictures in his studio.	Letters are written once a week. Beautiful pictures are painted in his studio.
Past simple	She wrote a letter yesterday. She played very funny music at the party.	A letter was written yesterday. Very funny music was played at the party.
	Pytanie	Przeczenie
Present simple	Are letters written once a week? Is coffee drunk every morning?	Letters aren't written once a week. Coffee isn't drunk every morning.
Past simple	Was a letter written yesterday? Were their dogs fed last night?	A letter wasn't written yesterday. Their dogs weren't fed last night.

Strony biernej używamy, kiedy:

- mówimy o czynności, której wykonawca jest nieznany,
- wykonawca czynności jest nieistotny (tzn. bardziej interesuje nas fakt wykonania czynności niż osoba wykonująca czynność).

Stronę bierną tworzymy za pomocą odpowiedniej formy czasownika *be* i formy *past participle*

czasownika, który określa, jaka czynność jest lub została wykonana.

Present simple: *am/is/are* + past participle

Past simple: *was/were* + past participle

Jeśli w zdaniach strony biernej chcemy wskazać wykonawcę czynności, wówczas używamy przyimka *by*, np.: **Jurassic Park was directed by Steven Spielberg.**

I by me, you by you, he by him, she by her, we by us, they by them

Indirect questions (pytania pośrednie)

Grammar box Pytania pośrednie

W pytaniach, na które odpowiadamy *tak* lub *nie*, słowo *czy* (*do, does, are, is, have, has, etc.*) jest zastępowane przez *if*.

W pytaniach pośrednich stosujemy szyk zdania twierdzącego.

Pytanie bezpośrednie	Pytanie pośrednie
Does Tom drive a car?	Do you know if Tom drives a car?
Can Sam swim?	Can you tell me if Sam can swim?
Has she got a sister?	I wonder if she has got a sister.

Pytanie bezpośrednie	Pytanie pośrednie
Where does Tom live?	Do you know where Tom lives?
What time is it?	Can you tell me what time it is?
How much is this shirt?	I wonder how much this shirt is.

Pytania pośrednie stosujemy, kiedy chcemy:

- w sposób uprzejmy zadać drugiej osobie pytanie,
- poprosić drugą osobę o pomoc/przysługę,
- zasięgnąć informacji,
- aby nasza wypowiedź miała charakter formalny.

W pytaniach pośrednich stosujemy zwroty grzecznościowe. Są to m.in.:





- *Do you know ...?*
- *Can/Could you tell me ... (please)?*
- *I wonder ...*

Grammar activities

1. Write the following sentences in the passive voice. Write the sentences in your notebook.

1. Tom buys a book every month.
2. They grow coffee in Brazil.
3. My grandma bakes cupcakes on Fridays.
4. She often wears red shoes.
5. Meg and Tom sell houses. They are estate agents.

2. E Translate the parts in brackets into English. Write the answers in your notebook.

1. These letters (*zostały napisane*)  many years ago.
2. Tom's car (*został skradziony*)  yesterday.
3. America (*nie została odkryta*)  by Marco Polo.
4. This shopping centre (*zostało otwarte*)  in 2014.
5. A new house (*został kupiony*)  two days ago by Mr Smith.

3. Use the words to write sentences in the passive. Write the answers in your notebook.

1. Our house/clean/yesterday.
2. Public transport/use/every day.
3. His garden/water/on Fridays.
4. My car/repair/last week.
5. These shoes/make/in Italy.

4. Use the sentences in activity 3 to form indirect questions. Write the answers in your notebook.

5. Paraphrase these direct questions to form indirect questions. Use the phrases from the box. Write the answers in your notebook.

Can you tell me ...? Do you know ...?
Have you any idea ...?

1. Where do you live?
2. Does she like tea?
3. Have you got a dog?
4. Can you ride a bike?
5. What time is it?

Writing Bank

Unit 1

Advert (ogłoszenie)

Job advert

A local animal shelter is looking for part-time and full-time employees. We're looking for punctual and responsible candidates to take care of our animals or to work in our **office**. A perfect candidate should be over 15 and be able to work at weekends. If you are interested in joining our team, please call Mr. Smith on **887977365** to make an appointment. We're waiting for your call/email/application until Friday 23rd June.

Nagłówek

Cel ogłoszenia

Dane kontaktowe



Writing tip

Zwróć uwagę, że ogłoszenie jest bardzo zwięzłą formą. Zdania są krótkie, bardzo konkretne i mają za zadanie przekazać najważniejsze informacje: kto jest nadawcą i adresatem ogłoszenia, jaki jest jego cel.

- **Nagłówki wykorzystywane w ogłoszeniach**
 - Attention
 - Lost
 - Special Announcement!
- **Cel ogłoszenia:**

informacja o celu ogłoszenia – np. ogłoszenie o zgubie, o poszukiwaniu pracy, (*I lost/found...*)

Zwroty przydatne w różnych typach ogłoszeń

Zgubiony przedmiot	Oferta pracy	Sprzedaż/kupno	Wydarzenie
<ul style="list-style-type: none"> • nagłówek (Lost...) • zwięzły opis cech zagubionego przedmiotu • czas i miejsce zdarzenia • informacja o np. nagrodzie 	<ul style="list-style-type: none"> • nagłówek • opis poszukiwanej/ oferowanej pracy • dane osoby kontaktowej/sposób kontaktu 	<ul style="list-style-type: none"> • nagłówek • opis sprzedawanego przedmiotu/ poszukiwanego przedmiotu • sposób kontaktu 	<ul style="list-style-type: none"> • nagłówek • rodzaj wydarzenia • czas i miejsce wydarzenia • proponowane atrakcje • zachęta do udziału
<ul style="list-style-type: none"> • Lost dog/phone/bag/etc. • It's big/small/tiny/long/ short/red/blue/brown/ dark brown/light yellow/ etc. • made of plastic/cotton/ leather • new/young/modern/etc 	<ul style="list-style-type: none"> • I'm looking for a part-time/full-time/ summer job • for students • in the hotel • for more information, call ... • to apply, go online ... 	<ul style="list-style-type: none"> • I'm selling a car/a phone/a book • It's new/old/modern • It has got a camera/a fingerprint reader • if you are interested, call 	<ul style="list-style-type: none"> • we'd like to invite you to a party/an exhibition/ etc • on Friday/at 4 p.m. • special attractions includes ... (a free meal) • if you are interested, call/email/text

Blog post (wpis na blogu)

Blog

Fashionable City

Hello Folks,

Today I'd like to tell you about a fashion show I saw in my city last week. It was amazing!

Last week, when I was walking to the library, I saw a small crowd on the city square. People were dancing and cheering, and loud music was played. In the heart of the city, there was a large catwalk, and models were showing some young designers' collections. It was a beautiful day– the sun was shining and the sky was clear.

I was amazed to see so many different styles and ideas. Some models were wearing very modern and futuristic clothes. In my opinion, they didn't seem very comfortable. I couldn't wear, for example, blue, checked trousers and dotted, green shirt with an enormous yellow belt.

Let me know what you think about fashion. Is it an important part of your life?

That's all.
Keep calm

Tytuł bloga

Powitanie

Wstęp

Rozwinięcie

Prośba o opinię



Writing tip

Pisząc blog, bardzo często relacjonujemy zdarzenia z przeszłości. Najbardziej potrzebne do tego będą nam czasy *past simple* i *past continuous*.

Przydatne zwroty

Wstęp	Rozwinięcie	Prośba o opinię
<ul style="list-style-type: none"> • Hi/Hello Folks, • Hi guys, • I'm writing this post because ... • Today, I'd like to write about ... 	<ul style="list-style-type: none"> • It was the best/worst day of my life. • I think/In my opinion/From my point of view ... • You will never believe what happened! 	<ul style="list-style-type: none"> • What do you think about ...? • I'm waiting for your comments! • Leave a comment. See you soon!

Popularne tematy blogów i słownictwo

Fashion	designer, fashion show, catwalk, model, stylish clothes, modern, vintage outfits, show, photoshoot, fashion magazine, celebrity
Social media/games	post, upload, download a photo/song/game, share a post/photo/comment, invite, hashtag, block, delete a comment, a post, a profile
Sport	tournament, competition, personal trainer, injury, proper gear, team, individual sport, winter/summer sport, a camp, gym, sports centre, diet
Music	gig, concert, garage band, chart, school orchestra, live music, singer

Invitation (zaproszenie)

THE AMAZING WORLD OF SCIENCE!

Come to our science picnic
and meet famous chemists and physicists.

Chemistry demonstrations, physics experiments,
3D printing workshops, learning and playing
– a lot of attractions are waiting for you.

The event will take place on **Sunday, 12th August at 10 am.**
Meet at **Einstein Park**, which is next to the university.

To get there, take a number 24 bus from Hilton Road
and get off at the third stop.

You are welcome to bring a friend.

For more information go to **www.sciencepicnic.com**

Hope to see you there!

Science team

Tytuł zaproszenia

Wstęp oraz szczegółowe informacje dotyczące rodzaju wydarzenia i atrakcji

Szczegółowe informacje dotyczące czasu i miejsca wydarzenia

Dodatkowe informacje, np. wskazówki, jak dotrzeć na miejsce lub jaki strój obowiązuje

Podpis osoby zapraszającej



Writing tip

Zaproszenia można spotkać w prasie czy mediach społecznościowych, jednak często mają one bardziej tradycyjną, czyli papierową formę (zaproszenie w takiej formie wręczane jest lub wysyłane do zapraszanych osób). Może ono dotyczyć nie tylko ważnych uroczystości, jak urodziny czy ślub, lecz także interesujących wydarzeń, wystaw bądź koncertów. Jeśli adresatem twojego zaproszenia jest kolega/koleżanka, możesz posłużyć się stylem nieformalnym.

Przydatne zwroty

Wstęp i rodzaj imprezy	Czas i miejsce wydarzenia	Dodatkowe informacje	Podsumowanie zaproszenia
<ul style="list-style-type: none"> I would like to invite you to/Come to a/We are having/organising ... wedding birthday party charity event concert picnic an exhibition a fancy dress party a cooking competition 	<ul style="list-style-type: none"> The event will take place ... on Friday/Sunday/Saturday morning/my birthday/on Monday, 22 in 2020/February/the morning/afternoon at night/the weekend in a hotel/café/school/gym/cinema at the entrance/a concert/a party It will start at 4 pm 	<ul style="list-style-type: none"> formal dress casual outfit sports clothes To get there ... Don't forget to bring a friend ... 	<ul style="list-style-type: none"> For more information ... Hope to see you there! Can't wait to see you! See you on ...! Let me know if you are coming.

Note (notatka)

Will, _____

I have to stay at work a bit longer. I didn't have time to go shopping in the morning. The list is on the kitchen table. Meg called to ask about your school project. Make sure you phone her back!

Grandma is coming tonight. Please tidy your room and book a taxi to pick her up from the train station around 7 pm. Unload the dishwasher, please! Did you pass your maths exam? Text me!

Love you,
XYZ

Adresat notatki

Rozwinięcie, szczegółowe informacje

Pozdrowienie i podpis



Writing tip

Pisząc notatkę, używaj form skróconych, krótkich zdań bądź równoważników. Notatkę piszesz po to, aby przekazać adresatowi tylko konieczne i najważniejsze informacje, np. chcesz o coś poprosić, o czymś poinformować, za coś przeprosić lub podziękować. Pamiętaj, aby na egzaminie nie podpisywać się własnym imieniem z literami: „XYZ”.

Przydatne zwroty

Cel wiadomości	<ul style="list-style-type: none"> I'm going to be late I have to/had to (stay a bit longer at school/stay longer at work/go to the library)
Prośba o wykonanie określonej czynności	<ul style="list-style-type: none"> Can you/Could you (do the shopping/go to the vet's/pick up your sister) Don't forget (to) ... Make sure you ...
Przeprosiny	<ul style="list-style-type: none"> Sorry, but ... Don't get angry, but ...
Składanie propozycji	<ul style="list-style-type: none"> How about (going) What about (going) Why don't (we go)
Przekazanie instrukcji	<ul style="list-style-type: none"> Remember to ... (e.g. load the dishwasher, do the shopping, etc) , call/write/ask/inform/text Don't forget to (do) ...
Podziękowania i pozdrowienia	<ul style="list-style-type: none"> Many thanks, Thank you, Take care, Love,
Skróty	<ul style="list-style-type: none"> GR8 – great 2DAY – today 2morrow – tomorrow GF/BF – girlfriend/boyfriend BFF – best friends forever L8/L8r – late/later ASAP – as soon as possible PLS – please

Email (e-mail, list prywatny)

Hi Sam,

How are you? I'm writing to tell you about my summer camp. You know I didn't want to go at first, but it is awesome!

The camp is in Gdańsk, near a local technical university. Every day we go there for classes and lab classes, but they are much different from typical school lessons. We can work with famous professors and create our own robots, apps and games. My favourite is the design class. I'm learning to use modern equipment to make 3D graphics. Don't worry, though, we also have some sports activities. We go swimming almost every day and we also explore some of the local attractions. You need to visit Gdańsk: the Old Town is beautiful and there are a lot of old-fashioned, narrow streets with charming little cafés.

What about you? I hope you visited London as you'd planned and went climbing with your dad. When I come back, we must meet and catch up. Let me know when you are home.

That's all for now. I can't wait to see you and tell you all about my holiday.

Later,
XYZ

Nagłówek listu, powitanie

Wstęp i powód napisania listu

Rozwinięcia, główna treść listu/e-maila

Zakończenie

Pożegnanie



Writing tip

E-mail może być skierowany do kolegi/koleżanki, rodziców/członków rodziny lub innych osób, z którymi wiążą nas więzi koleżeńskie, rodzinne czy przyjacielskie. Z tego powodu może on być pisany mniej lub bardziej formalnym językiem.

Przydatne zwroty			
Wstęp i rodzaj imprezy	Czas i miejsce wydarzenia	Dodatkowe informacje	Pożegnanie
<ul style="list-style-type: none"> Hi John, Dear John, Hello John, Hi, 	<ul style="list-style-type: none"> I'm sorry I haven't written for a long time but I was busy. I'm writing to tell you about ... How are things? I hope you are fine. I would like to tell you about ... 	<ul style="list-style-type: none"> That's all for now. Say hello to your parents. That's all. I'm waiting for your letter. Hope to see you this summer. Write back soon. Waiting for your letter. 	<ul style="list-style-type: none"> Love, See you, XOXO, Later,

Story (historyjka)

I had a fantastic winter holiday last year. I went to Japan with my dad. Japan is amazing. Its cities are very colourful and vibrant. There was so much to do that I made a list of the most important places to visit, because we didn't have enough time to see everything.

One day we went to the National Museum of Science and Innovation. This place is huge and full of modern technology. There is also a section dedicated to science education and the history of various different inventions.

When we entered, we were welcomed by a small robot which turned out to be our guide. His name was Ben, and he spoke 10 languages. He took us to a mobile phone exhibition. It was funny to look at old phones the size of a brick. They looked ancient to me, but my dad actually found the same model as his first phone. When I wanted to take a picture of that phone, Ben started poking my leg and screaming in his metallic voice 'Thief, thief!'. He rolled around me with flashing lights like a police car. At first I laughed, but then, a security guard came, and I was scared. I tried to explain that I only wanted to take a picture. The guard smiled and said that Ben thought I had taken a phone from the display. He turned the robot off and offered to take a picture of me and my dad. I asked if Ben could also be in the picture and the guard agreed. It was the funniest situation there.

I love modern technology and I'd like to become an IT specialist in the future, but now I know that I can't rely on technology entirely. You must go to Japan one day. It will be the best trip ever.

Wprowadzenie

Rozwinięcie

Zakończenie,
puenta, wnioski

Writing tip

Zwróć uwagę, że historyjkę piszemy najczęściej z zastosowaniem czasów past simple (opisując zdarzenia) oraz past continuous (przedstawiając tło tych zdarzeń czy sytuacji). Przed przystąpieniem do pisania tekstu, warto zrobić plan, np. zebrać potrzebne informacje i słownictwo w formie tabeli lub mind mapy.

Przydatne zwroty		
Wprowadzenie	Rozwinięcie	Zakończenie
<ul style="list-style-type: none"> • One day ... • It all started/happened ... • Once upon a time ... • When I was a child ... 	<ul style="list-style-type: none"> • At first ... • First ... and then ... • As soon as ... • Suddenly ... • When/while ... • Meanwhile ... • Before/After ... • Finally/In the end ... 	<ul style="list-style-type: none"> • It was the most important lesson in my life ... • It turned out that ... • It was the best/worst day in my life!

Who?	• a strange man with a cat
Where?	• a sunny afternoon in the local park
When?	• summer holidays
What?	• a pick pocket

Postcard (pocztówka)

Hey Sam,

I'm on a computer course in London. I'm very busy most of all the time. We have a lot of workshops in the morning, and then some more in the afternoon. I love the 3D design lessons. Not everything's great, though.

The weather is awful. It's raining almost all the time. I have to wear warm jumpers in July. I'm staying at a youth hostel with 20 other students from all over the world.

Yesterday we visited the Tower of London and saw Big Ben. Tomorrow we're going to Oxford and we're planning to go hiking in the hills early. I'm looking forward to that.

How about your holidays? See u soon.

Take care,

XYZ

Nagłówek, adresat

Wstęp

Rozwinięcie

Zakończenie

Podpis



Writing tip

Pocztówki piszemy zazwyczaj do osób, które znamy, dlatego swobodnie możemy stosować styl nieformalny oraz formy skrótowe. Warto jednak zachować styl formalny, gdy piszemy np. do nauczyciela.

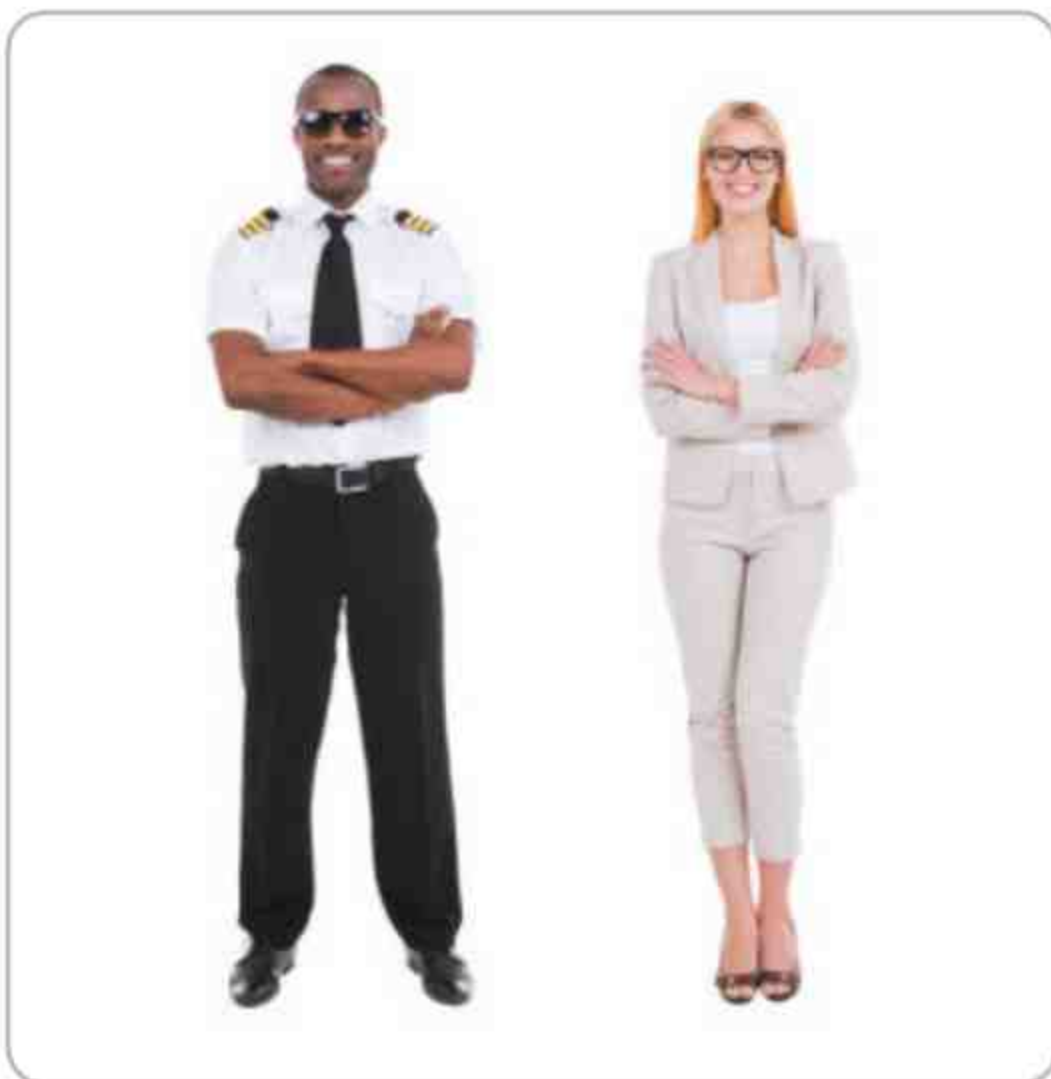
Przydatne zwroty

Przydatne zwroty			
Nagłówek, adresat	• Hi Sam!	• Dear Sam,	• Hello Sam,
Informacja o miejscu pobytu	• I'm spending my holidays in the mountains/at the seaside/in Warsaw/ in the countryside • I have been on a language course for a week now. • I've just arrived in Italy.		
Informacja o pogodzie	• The weather is horrible/fine/lovely. • It's sunny/warm/hot/old.	• It's raining/snowing.	
Informacja o sposobie spędzania czasu	• I'm very busy every day. • We go swimming/sightseeing every day. • I can choose from many different activities like ...		
Opis odczuć nadawcy	• It's the best/the worst holiday in my life because ... • I'm having a great time/It's the worst time ever. • I'm happy/disappointed because ... • I'm so happy to be here.		
Zakończenie wypowiedzi	• I hope you're okay. • I hope to see you soon. • How about your holiday? • See you soon!	• Take care, • Love, • See you,	

Communication Student B

Unit 2

Describe the appearance and clothes of the people in the photo.



Unit 6

Describe the picture to your partner.



Unit 7

Busy weekend

1. Tell your partner about these two situations and ask him/her to suggest something. (Continue the conversation.)
 - A. It's Friday evening, and you are at your friend's house. It's his/her birthday.
 - B. It's a sunny Sunday afternoon. You're bored.
2. Listen to your partner. Then suggest what he/she should do. Choose from the list below:
 - A. riding a bike
 - B. watching TV
 - C. reading an interesting book.

Closer

Describe the picture to your partner.



Game — You can say that again!

Answers:

1. I think that/I don't think that ...
4. If I were you, I would go to the doctor's.
6. I like your hoodie. It looks really good.
9. What time does the bus leave?
11. If you want to get to my house, you should ...
13. What about going out tonight?
17. I don't like that jacket. You should buy something else.
20. I don't agree with you.
25. Excuse me. Is there a shopping centre near here?

Self Assessment

Starter	Name family members, school subjects and daily routines.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Talk about routines.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Talk about actions in the present.	👍 I can do it	👉 I need more practise	👎 I can't do it
Unit 1	Name different jobs and professions.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Talk about interests linked to work.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Talk about plans, spontaneous decisions and intentions.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Write a short advert on a range of topics.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Give opinions.	👍 I can do it	👉 I need more practise	👎 I can't do it
Unit 2	Name different items of clothes and different hairstyles.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Describe someone's appearance.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Talk about activities in the past.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Write a short blog post.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Express reactions.	👍 I can do it	👉 I need more practise	👎 I can't do it
Unit 3	Name gadgets, inventions and experiments.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Describe an experiment.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Talk about the result of an imagined future situation.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Express agreement and disagreement.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Write an invitation.	👍 I can do it	👉 I need more practise	👎 I can't do it
Unit 4	Name different buildings, items of furniture, means of transport, and parts of a city.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Describe public places.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Talk about the possible result of an imagined situation in the present or future.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Give and ask for directions.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Write a short note.	👍 I can do it	👉 I need more practise	👎 I can't do it
Unit 5	Name different kinds of landscape.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Talk about travelling.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Describe holiday activities.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Talk about the events in the past but which connect to the present.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Check and confirm information.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Write an email.	👍 I can do it	👉 I need more practise	👎 I can't do it
Unit 6	Name computer parts.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Compare objects.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Describe the activities connected with using a computer.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Asking for and giving advice.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Write a short story.	👍 I can do it	👉 I need more practise	👎 I can't do it
Unit 7	Name some free time activities.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Name films and different TV programmes.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Talk about entertainment.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Use the passive voice.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Make suggestions.	👍 I can do it	👉 I need more practise	👎 I can't do it
	Write a postcard.	👍 I can do it	👉 I need more practise	👎 I can't do it

Irregular verbs

Infinitive	Past simple	Past participle	
be	was/were	been	być
beat	beat	beaten	bić
become	became	become	stawać się
begin	began	begun	zaczynać
bite	bit	bitten	gryźć
blow	blew	blown	dmuchać
break	broke	broken	łamać
bring	brought	brought	przynosić
broadcast	broadcast	broadcast	transmitować, nadawać
build	built	built	budować
burn	burnt	burnt	palić się, płonąć
buy	bought	bought	kupować
can	could	–	móc, potrafić
catch	caught	caught	łapać
choose	chose	chosen	wybierać
come	came	come	przychodzić, przyjeżdżać
cost	cost	cost	kosztować
cut	cut	cut	kroić
deal	dealt	dealt	radzić sobie
do	did	done	robić, czynić
draw	drew	drawn	rysować
dream	dreamt	dreamt	śnić, marzyć
drink	drank	drunk	pić
drive	drove	driven	prowadzić samochód
eat	ate	eaten	jeść
fall	fell	fallen	upadać
feed	fed	fed	karmić
feel	felt	felt	czuć
fight	fought	fought	walczyć
find	found	found	znaleźć
fly	flew	flown	latać
forbid	forbade	forbidden	zabraniać
forget	forgot	forgotten	zapominać
get	got	got	dostawać, otrzymywać
give	gave	given	dawać
go	went	gone	chodzić
grow	grew	grown	rosnąć
have	had	had	mieć, posiadać
hear	heard	heard	słyszeć
hide	hid	hidden	chować, ukrywać
hit	hit	hit	uderzać
hold	held	held	trzymać
hurt	hurt	hurt	ranić, boleć
keep	kept	kept	trzymać, zachować
know	knew	known	wiedzieć, znać
lead	led	led	prowadzić
learn	learnt	learnt	uczyć się
leave	left	left	opuszczać, wyjeżdżać
lend	lent	lent	pożyczać (komuś)

Infinitive	Past simple	Past participle	
let	let	let	pozwalać
lie	lay	lain	leżeć
light	lit	lit	zapalać
lose	lost	lost	gubić, tracić
mean	meant	meant	mieć na myśli, znaczyć
make	made	made	robić
meet	met	met	spotykać
pay	paid	paid	płacić
prove	proved	proven	udowodnić, dowieść
put	put	put	kłaść
read	read	read	czytać
ride	rode	ridden	jeździć (np. rowerem, konno)
ring	rang	rung	dzwonić
rise	rose	risen	wzrastać, wstawać
run	ran	run	biegać
say	said	said	powiedzieć
see	saw	seen	widzieć, rozumieć
sell	sold	sold	sprzedawać
send	sent	sent	wysyłać
shake	shook	shaken	potrzęsać
shine	shone	shone	świecić
show	showed	shown	pokazywać
shoot	shot	shot	strzelać
shut	shut	shut	zamykać
sing	sang	sung	śpiewać
sink	sank	sunk	tonąć
sit	sat	sat	siadać
sleep	slept	slept	spać
slide	slid	slid	ślizgać się
smell	smelt	smelt	czuć, pachnieć
speak	spoke	spoken	mówić
speed	sped	sped	pędzić, przyspieszyć
spend	spent	spent	wydawać (pieniądze), spędzać (czas)
stand	stood	stood	stać
steal	stole	stolen	kraść
stick	stuck	stuck	przyklejać
stink	stank	stunk	cuchnąć
sweep	swept	swept	zamiatać
swim	swam	swum	pływać
take	took	taken	wziąć
teach	taught	taught	uczyć (kogoś)
tell	told	told	powiedzieć
think	thought	thought	myśleć, sądzić
throw	threw	thrown	rzucić
understand	understood	understood	rozumieć
wake	woke	woken	budzić się, obudzić
wear	wore	worn	nosić (ubranie)
win	won	won	wygrywać
write	wrote	written	pisać



Podręcznik dopuszczony do użytku szkolnego przez ministra właściwego do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: prof. zw. dr hab. Hanny Komorowskiej-Janowskiej, dr Moniki Stawickiej i dr Henryki Kaczorowskiej.

Poziom: A2+

Etap edukacyjny: II

Typ szkoły: szkoła podstawowa

Rok dopuszczenia: 2020

Numer ewidencyjny w wykazie MEN: 1097/4/2020

Nabyta przez Ciebie publikacja jest dziełem twórcy i wydawcy. Prosimy o przestrzeganie praw, jakie im przysługują.

Zawartość publikacji możesz udostępnić nieodpłatnie osobom bliskim lub osobiście znanym,

ale nie umieszczaj jej w internecie. Jeśli cytujesz jej fragmenty, to nie zmieniaj ich treści

i koniecznie zaznacz, czyje to dzieło. Możesz skopiować część publikacji jedynie na własny użytek.

Szanujmy cudzą własność i prawo. Więcej na www.legalnakultura.pl



© Copyright by Nowa Era Sp. z o.o./Sanoma 2023

ISBN 978-83-267-4643-7

Autorzy: Jayne Freeman-Zolotenki (Starter lesson 1; Units 1-7 lessons 1, 3, 5, 6; Closer lesson 1),
Jon Hird (Grammar lessons), Małgorzata Konopczyńska (Writing lessons, Grammar Bank, Writing Bank),
Magdalena Shaw (Culture Lessons, Cumulative Reviews), Joanna Filous (Review lessons, Tests, Closer lessons 3, 5, 6),
Barbara Ściborowska (Projects)

Redaktor prowadzący: Agnieszka Bonecka

Redaktor merytoryczny: Katarzyna Pruska

Redaktor zarządzający: Małgorzata Gutowska

Korekta językowa: Graham Carr, Erika Oley-Trojanowska.

Projekt okładki: Piotr Stopczyński, Janusz Wyrzykowski, Grażyna Truchlińska

Projekt graficzny: Maciej Galiński

Realizacja projektu graficznego: Sebastian Rabczyński

Nadzór artystyczny: Kaia Pichler

Opieka graficzna: Ewa Kaletyn

Ilustracje: Marek Nawrocki, Marcin Franczak, Krzysztof Mrawiński, Ewa Sowulewska, Wojtek Sendal

Realizacja i montaż nagrań: Studio Andrzej Rewak.

Shutterstock: 6 Jack Frog 8 G-Stock Studio 11 Jack Frog, Pressmaster, RossHelen, Stock-Asso 12 Sergey Nivens 13 Monkey Business Images 15 Jakub Zak, Irina Soglubova, pryzmat 16 pryzmat 18 sirtravelat 22 David Louis Econopoulou, Vagengeim, Lallanan, Iakov Filimonov, Marcel Jancovic, Alones, Luis Molinero 23 S_L, faestock, Luis Molinero, Di Studio 24 byswat 25 symbiot 26 Nataliya Sdobnikova, Di Studio, Roman Samokhin, ZadarmA Creation, Valentyn Volkov, Andrii Horulko, Pavlo Loushkin, NavinTar 27 Marko Marcello, optimarc Ukki Studio 28 Maksim Toome 29 Kiselev Andrey Valerevich 30 Africa Studio, DeryaDraws 32 IMG Stock Studio 33 Yeti Crab 35 Phonlamai Photo, cigdem, franz12 36 Billion Photos 39 Roman Samborskyi 40 nd3000 41 Dmitry Naumov, Bas Nastassia, rvlsoft 44 Mia2you, Thomas Marchhart, Komjomo, simoly 45 KB_3, PJ photography, Dziobek, Andrey Armyagov, Artashes 47 Shot Prime Studio, 48 Monkey Business Images 50 YanLev 51 AMCieszewscy 52 nito 53 Ljupco Smokovski, AboutLife, Konstantin Chagin, Lisa F. Young, Monkey Business Images, Chinnapong 54 GaudiLab 56 Tatiana Popova, Blue Planet Studio, Thorsten Schier 57 Tamjaistock89, Milos Muller, kwanchai.c, Yuricazac, John Crux 59 Iuliia Khabibullina, Khoroshunova Olga 61 zhukovvvlad, juliapiven, Alter-ego 62 Patrycja Hruszowiec, Mateusz Sciborski Ljupco Smokovski 63 AMCieszewscy 64 Catarina Belova, Resul Muslu 65 Syda Productions 66 trabantos 68 Petr Malyshev, Strela Studio, Mila Supinskaya Glashchenko, nito, Mile Atanasov, lisal1983, Diamond_Images 69 VGstockstudio 71 nanami7 72 Antonio Guillem, Motortion Films 73 YIUCHEUNG, DMITRII SIMAKOV, Dari Ya 74 Di Studio, antoniodiaz 75 G-Stock Studio Luis Molinero 77 G-Stock Studio 80 Jimmy Yan, Andrey_Popov, stockfour, EFKS, Antonio Guillem, connel, Oleksii Sidorov 83 OPOLJA, Balate Dorin, sirtravelat 84 Tyler Olson 85 Aga Es, Oleksandr Permiakov, Nomad_Soul 86 View Apart 88 cate_89 92 Ints Vikmanis, Syda Productions, Patryk Kosmider, Pavel Suhov, Ivoha, YanLev 95 De Visu 96 Antonio Guillem 98 Alex Brylov 99 Yatra 100 R K Hill 101 Antonio Guillem, Dudarev Mikhail, Pixel-Shot, TeodorLazarev, file404, Konstantin Chagin, Olesia Bilkei, Gorodenkoff 103 Azat Valeev, Phonlamai Photo 104 Serhii Brovko, Julieta Gonzalez Checchin, eakkachai haling, Angelo Giampiccolo, Annette Shaff, wavebreakmedia 105 Alexey Fedorenko, Willy Barton, SevenMaps, Kozlik Getty Images: 24 damircudic 27 anna1311 33 SDI Productions 35 SCIEPRO 41 SCIEPRO 60 Mike Kemp, EQ 62 Nivellen SDI Productions 47 Marija Jovovic PanthermediaL 68 tospark

Nowa Era Sp. z o.o.

Aleje Jerozolimskie 146 D, 02-305 Warszawa

www.nowaera.pl/superpowers, www.nowaera.pl/kontaktangielski

Centrum Kontaktu: 58 721 48 00

Druk i oprawa: Drukarnia Orthdruk

Super Powers to nowa seria dla uczniów klas 4–8 w szkole podstawowej, która uwzględnia zróżnicowane potrzeby edukacyjne uczniów i w przyjazny, stopniowy sposób przygotowuje ich do egzaminu pod koniec szkoły podstawowej. Materiały wchodzące w skład serii zawierają: bogaty zestaw zadań do słuchania, inspirujące i ciekawe dla uczniów materiały do czytania, urozmaicone lekcje poświęcone przygotowaniu wypowiedzi pisemnej oraz zestaw materiałów ćwiczących wypowiedź ustną

Grammar box

Pierwszy tryb warunkowy

If **Will's** parents have more money, they **will** buy a new scooter for him.
(Gdyby rodzice Willa mieli więcej pieniędzy, kupiliby mu hulajnogę.)

Grammar tip

W okresach warunkowych zdania podrzędne można zamieniać kolejnością.

Grammar box

Zaimki względne: *who, which, that*

Will is a boy **who** often drives his scooter.
(Will to chłopak, który często jeździ na hulajnodze.)

Grammar box

Czasownik modalny: *can*

Will **can** ride his scooter and sing at the same time.
(Will potrafi jeździć na hulajnodze i śpiewać w tym samym czasie.)

Grammar box

Drugi tryb warunkowy

If **I were** Will, **I would** buy a new scooter.
(Gdybym był Willem, kupiłbym nową hulajnogę.)

Grammar tip

W drugim okresie warunkowym, mówiąc *If I/she/he was*, bardzo często zamiennie używa się *were*, np. *If I were* rich.

Grammar box

Present perfect

Will **has** already **ridden** his scooter.
(Will właśnie jeździł na swojej hulajnodze.)

Grammar box

Strona bierna

The scooter **was repaired** by Will yesterday.
(Wczoraj hulajnoga została naprawiona przez Willa.)

Grammar box

Czasowniki z dwoma dopełnieniami

Parents bought a **new scooter for Will**.
(Rodzice kupili nową hulajnogę dla Willa.)

Grammar box

Pytania pośrednie

Can you tell me what colour is Will's scooter?
(Czy możesz mi powiedzieć, jakiego koloru jest hulajnoga Willa?)