

Bob Hastings, Stuart McKinlay,
Arek Tkacz

BBC

English Class



A2+

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Students' Book



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Welcome to Harlow Mill

Introducing Lee, Amy and Krystal

0

➤ **This is Lee Marshall.** He's fifteen and he's from Harlow Mill, a small town near London. He's in Year 10 at Harlow Mill High and he's mad about music. Lee has got a sister, Ruby – she's thirteen. He hasn't got a brother. Lee's dad, Dave, is a policeman. His mum's name is Gloria and she's an artist. She's from a big family in Jamaica. Lee's family have also got some pets – a cat and two guinea pigs. Their cat's name is Elvis. The guinea pigs' names are One and Two.



➤ **This is Amy Arnold, Lee's best friend.** She's fifteen and she's also at Harlow Mill High. She hasn't got any brothers or sisters. Amy's birthday is on 15 November – she's a typical Scorpio. Amy is very good with computers and her hobbies are playing computer games, surfing the internet, taking photos, swimming and, in summer, cycling. She has a busy life – she has judo classes two evenings a week after school and she sometimes has training sessions with the school volleyball team too. Amy is a very big fan of Bro, the pop star.



➤ **Krystal Ang is fifteen years old.** She's got a little sister, Lisa, and a dog called Daisy. Krystal is very artistic – she has extra Art classes and she can draw very well. She's quite musical too – she can play the piano but she can't sing! Amy and Lee are her friends but she's at a different school. She's a very hard-working student and she has extra French lessons after school on Mondays and Thursdays. Her favourite subjects are French and History. Krystal sometimes has problems with Maths but she always has good marks. She's not very sporty but she can play tennis quite well.

- 1 1.02 Read the text about Lee. Find these people in the photo.

Dave Gloria Ruby Lee

- 2 Are the sentences true or false? In your notebook, correct the false sentences.

- Lee's surname is Smith.
Lee's surname is Marshall.
- Harlow Mill is in England.
- Ruby is Lee's brother.
- Lee's dad hasn't got a job.
- Lee's mum is Spanish.

- 3 1.03 **I KNOW THAT!** In pairs, listen and check if you understand the words from the box. Add more words in your notebook.

Vocabulary A Family members

aunt cousin grandfather mother parents
sister son wife

- 4 In pairs, use these questions to talk about your family. Then tell the class about your partner's family.

- Have you got any brothers and sisters? How old are they? What are their names?
- What's your mum's/dad's name?
- What are your parents' jobs?
- Have you got a pet? What's his/her name?

Adam has got a sister. She's ten.

- 5 1.04 Read the text about Amy. What are her hobbies and interests?

- 6 1.05 Listen and check if you understand the words from the box.

Vocabulary B Free time activities

doing nothing going to the cinema
listening to music playing computer games
reading books/magazines surfing the internet
taking photos tidying your bedroom
visiting relatives
watching TV/DVDs/films on YouTube

- 7 1.06 Listen to Amy and Lee. What is Lee's favourite free time activity?

- 8 Work in pairs. What are your favourite free time activities? Ask your partner and tell the class about his/her favourite activities.

Marta's hobbies are taking photos and reading books. Her favourite sport is ...

- 9 1.07 Read Vocabulary C. Listen and repeat. In pairs, say what you think about the activities in Exercise 6.

Vocabulary C Giving opinions

I think reading is { exciting/fun/great/interesting.
OK.
boring/terrible.

- 10 1.08 Read the text about Krystal. Is she a good student?

- 11 1.09 **I KNOW THAT!** In pairs, check if you understand the school subjects from the box. Add more subjects in your notebook. What is your favourite subject?

Vocabulary D School subjects

Biology Chemistry English Geography
Information Technology Music

- 12 1.10 In pairs, check if you understand the verbs and phrases from the box.

Vocabulary E Skills and abilities

act cook dance drive a car play chess
play the guitar/piano repair a computer ski
speak English/Spanish swim

- 13 1.11 Listen to Amy. In your notebook, write down the things in Vocabulary E that she can do.

- 14 In pairs, say which things in Vocabulary E you can and can't do.

*I can't speak Spanish but I can speak English.
And you?*

- 15 In pairs, ask and answer the questions.

Can you ...

- study to music?
- sleep in a chair?
- run more than two kilometres?
- do your homework on a bus/in bed?
- draw people's faces?
- shoot a basketball?
- bake a cake?
- say 'hello' in French or German?
- read music?

Time for culture

1

VOCABULARY Culture

I can talk about cultural activities, likes and dislikes.



VOCABULARY

Culture – People |
Cultural activities | Age groups |
News and entertainment

GRAMMAR

Present Simple: affirmative
and negative |
Adverbs of frequency |
Present Simple: questions
and answers



SPEAKING

At the cinema



READING

Do young people watch a lot of TV?

LISTENING

Types of media

WRITING

A personal introduction

BBC Culture and Skills

Why do we dance?

1 1.12 What can you see in the photos? In pairs, match photos 1–6 with phrases a–f. Listen and check. Write the answers in your notebook.

- a Is the concert very long?
- b It isn't easy to learn the steps.
- c I like stories with a happy ending.
- d Look at the camera ... say 'cheese'!
- e I like the colours in that painting but what is it? 1
- f The actors in this movie are terrible!

2 1.13 Listen and repeat the words.

Vocabulary A		People	
art	artist	cinema	actor, director
writing	writer	dance	dancer
photography	photographer	music	musician

3 In pairs, make true sentences with the phrases from the box and the words in Vocabulary A. Write the sentences in your notebook.

I'm a good ... I'm not a bad ... I'm not a great ...

A: I think I'm a good actor. What about you?

B: No, I'm not a great actor but I'm not a bad ...

4 1.14 **I KNOW THAT!** Add the words from the box to the correct category in Vocabulary B. Listen and check. Add more words in your notebook.

~~action films~~ horror films rock short stories techno violin Zumba

Vocabulary B	Cultural activities
Types of films: cartoons comedies documentaries fantasy films romantic films science fiction (sci-fi) films ¹ action films ² ?	
Things to read: comics novels graphic novels ³ ?	
Types of dance: ballet flamenco salsa ⁴ ?	
Musical instruments: drums guitar piano ⁵ ?	
Types of music: classical music hip-hop pop traditional ⁶ ? ⁷ ?	



Photography 3



Dance 4



Music 5



Cinema 6

- 5 1.15 Listen and choose the correct option. Write the answers in your notebook.

Speaking Likes and dislikes

I'm *really* / *not really* interested in modern art.
 I *love* / *hate* reading horror stories.
 I *really like* / *don't like* taking selfies.
 I *love* / *hate* dancing flamenco.
 I'm *into* / *not into* classical music.
 I *like acting* / *don't like acting much*.

I'm really interested in modern art.

- 6 1.16 **WORD FRIENDS** Complete the sentences with the words from the box. Listen and check. Write the sentences in your notebook.

acting ~~dancing~~ drawing listening
 playing reading taking watching

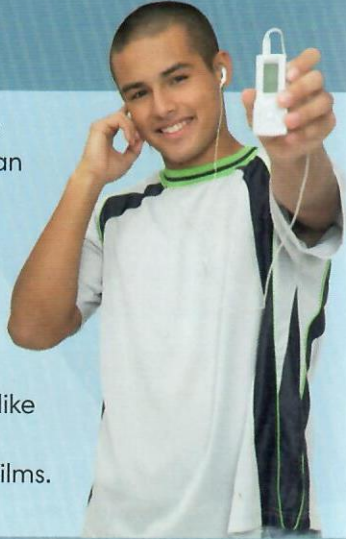
- 1 I like *dancing* flamenco.
- 2 I hate to techno.
- 3 I'm interested in the guitar.
- 4 I love photos.
- 5 I'm not into in plays or films.
- 6 I really like pictures.
- 7 I'm into comics.
- 8 I don't like horror films much.

- 7 1.17 Complete the text in your notebook. Then discuss with a partner. Are your answers the same? Listen and check.

michaelfblog.com

I'm Michael

I like ¹ *listening* to classical music. I've got a violin but I'm not a ² musician so I can't play it very well. I'm shy so I hate dancing and ³ in plays but I'm really ⁴ photography – I've got a good camera and I love ⁵ photos. I'm not a bad photographer. I'm ⁶ in art too. I don't like painting much but I really like drawing ⁷ and I love ⁸ graphic novels and watching science fiction films. What about you?



- 8 In groups, talk about your likes and dislikes. Use Exercise 7 and the Speaking box to help you. Which person in your group has similar likes and dislikes to you?

A: *Are you into music?*

B: *Yes, I am. I love rock music. I play the guitar. I'm a musician. What about you?*

I can use the Present Simple to talk about habits and routines.

- 1 1.18 Read Rose's blog. Has Rose got the same interests as her sister, Violet?

roseblog.com

MY SISTER & ME

10 Feb 4:56

We look the same but we don't like the same things. Violet studies classical music but I study art. She reads novels and poems but I don't read much. And she often watches TV but I never watch TV – it doesn't interest me. Violet writes poems. I write texts on my phone. I paint pictures. Violet tries to paint but she never finishes her paintings. She doesn't understand art! I love hip-hop. She says that hip-hop annoys her. Our friends don't understand. 'You don't like the same things!' they say. 'But you always go out together! Why?' 'We have some fantastic arguments!' I say.

added by Rose Tweet 13 Like 2

- 2 Read the Grammar box and find more examples of the Present Simple in the text in Exercise 1.

Grammar	Present Simple: affirmative and negative
+	-
I love hip-hop. She writes poems. She often goes out. She studies art.	I don't watch TV. She doesn't like music.
Adverbs of frequency (<i>always, usually, often, sometimes, never</i>) go before the verb but after <i>to be</i> .	

GRAMMAR TIME > PAGE 122

- 3 In pairs, say how Rose and Violet are different.
Rose studies art but Violet studies music.

- 4 Add adverbs of frequency to make these sentences true for you. Write the answers in your notebook.

- I write poems. *I sometimes write poems.*
- My mother reads novels.
- My teacher draws pictures on the board.
- We (my friends and I) go dancing.
- My classmates listen to classical music.

- 5 1.19 Complete the text with the correct form of the verbs in brackets. Write the answers in your notebook. Listen and check.

I ¹ *live* (live) in a village so I ² (not go) to the cinema very often. My brother often ³ (watch) films on TV but I ⁴ (prefer) playing games with my friend, Dylan. He usually ⁵ (win) but he ⁶ (not win) every game. We ⁷ (not play) very often on school days but we ⁸ (play) a lot at weekends.

- 6 Correct the sentences in your notebook.

- Taylor Swift plays the drums in a group.
Taylor Swift doesn't play the drums. She sings.
- One Direction play classical music.
- Director Tim Burton makes documentaries.
- J.K. Rowling acts in films.
- Daniel Radcliffe and Emma Watson paint pictures.

- 7 1.20 Complete the text with the words from the box. Write the answers in your notebook. There is one extra word. Listen and check.

dancing doesn't don't go sometimes loves

I love ¹ *dancing*! I ² to dance classes with my friend, Kay. We do hip-hop – it's great! – and we ³ do Zumba but not very often. I ⁴ like salsa much but Kay ⁵ it.

- 8 **VOX POPS** Talk to your partner. What do you do in your free time?

see action films read film reviews
listen to rap music read comics
take photos

I often listen to rap music but Jo prefers pop.



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

1 CLASS VOTE How many hours of TV do you usually watch after school?

- I never watch TV.
- One–two hours
- Under one hour
- More than two hours

2 Read the first paragraph of the text. What do you think these phrases mean?

- a a couch potato
- b to have square eyes

3 **1.21** Read the rest of the text. Match headings a–e with paragraphs 1–4. There is one extra heading. Write the answers in your notebook. Listen and check.

- a A global change
- d Too much TV?
- b Surprising statistics
- e A new obsession
- c TV is cool again

4 **1.22** How do you say the words from the box in Polish?

Vocabulary Age groups

adults kids middle-aged (people)
pensioners teenagers

5 In your notebook, make sentences about the people below using the words in the Vocabulary box.

- 1 Jon and Cara are sixteen. *They're teenagers.*
- 2 Wendy is eight and Peter is five.
- 3 Bob and his wife are seventy-nine.
- 4 Emma and Dom aren't children.
- 5 Dick and Helen are both fifty-two.

6 Read the text again. Are the sentences true, false or the text doesn't say?

- 1 Parents and teachers agree that teenagers watch too much TV.
- 2 Middle-aged people watch more TV than teenagers.
- 3 Pensioners watch six hours of TV a week.
- 4 Teenagers don't watch TV because they prefer to be outside in the fresh air.
- 5 Teenagers in Britain usually have a TV in their bedroom.

7 The survey shows British people watch a lot of TV. What about you and your family?

I don't watch TV very often but my sister watches TV all evening.

Where are all the couch potatoes?

1 Parents and teachers always say that teenagers are 'couch potatoes' and spend all their time in front of stupid TV programmes. But is it true that young people have 'square eyes'? Do they really watch a lot of TV?

2 The results of a recent survey show that people in Britain typically watch twenty-seven and a half hours of TV every week – almost four hours a day! But there is some surprising news – young people don't watch as much TV as adults. For example, middle-aged adults (aged forty-five to sixty-five) watch about five hours a day. But young people aged twelve to seventeen only watch about two and a half hours a day. And a typical pensioner watches about six hours a day!

3 Studies in countries such as the USA and Australia suggest the same: kids today spend less time in front of their TV sets than young people in the 1980s.



4 Teenagers today don't often sit with their families on the living-room couch. So where are they? Do they perhaps spend all their free time in the fresh air, away from the TV? The simple answer is no, they don't. The favourite free time activity of British teenagers is now surfing the internet – typically about thirty-one hours a week! The couch potato is alive and well – he's just back in his bedroom.

I can ask and answer questions about habits and routines.



Lee: Hey, Amy. Do you want to hear my new song?
 Amy: Yes, I do, but not right now, Lee. There's a Bro concert on TV.
 Lee: What time does it start?
 Amy: Eight o'clock.
 Lee: To be honest, I don't really like ...
 Amy: He's awesome! He plays the guitar and the piano and he's a wonderful singer!
 Lee: Does he write his songs?
 Amy: No, he doesn't. Do you know what he does in his free time?
 Lee: I've no idea. What does he do in his free time?
 Amy: He works in a home for sick animals once a week. He lives in a big house in Hollywood with lots of cats and dogs. Animals love him. He's perfect!
 Lee: Yeah, right.

How do you say these expressions in Polish?

Not right now. To be honest, ...
 Awesome! I've no idea. Yeah, right.

OUT of class

- 1 1.23 Listen to Part 1. Is Lee a big fan of Bro?
- 2 Read the Grammar box. Find more Present Simple questions and answers in the dialogue.

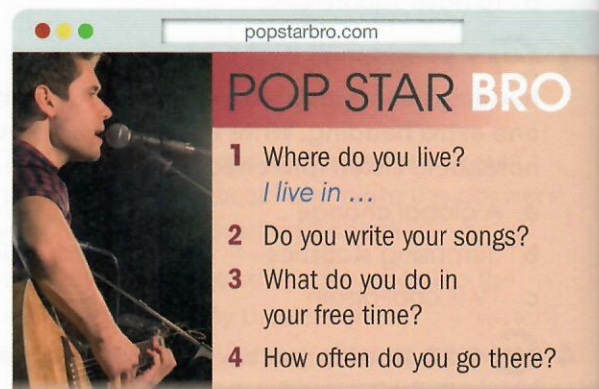
Grammar Present Simple: questions and answers

?	
Do you want to play?	Yes, I do . / No, I don't .
Does he write songs?	Yes, he does . / No, he doesn't .
Do they like animals?	Yes, they do . / No, they don't .
Where does he live ?	In Hollywood.
How often do you go there?	Once / Twice / Three times a day. / Every Sunday. / Often.

- 3 Read the dialogue again and answer the questions.

- 1 What time does the concert start?
- 2 What does Amy think of Bro?
- 3 What instruments does Bro play?

- 4 Read the dialogue again and find Bro's answers to the questions below.



POP STAR BRO

- 1 Where do you live?
I live in ...
- 2 Do you write your songs?
- 3 What do you do in your free time?
- 4 How often do you go there?

- 5 1.24 In your notebook, write questions in the Present Simple. Listen to Part 2 and answer the questions.

- 1 Tom Lewis / play music / ?
Does Tom Lewis play music?
- 2 what / Tom Lewis / do in his free time / ?
- 3 how often / he / go there / ?
- 4 where / Tom Lewis / live / ?
- 5 Lee / always / listen to Amy / ?
- 6 what / Amy / want to do / ?

- 6 In pairs, ask and answer the questions.

- 1 Who's your favourite actor/pop star?
Where does he/she live?
- 2 What does he/she do in his/her free time?

*My favourite actor is Emilia Clarke.
 She lives in ...*

- 7 In pairs, ask and answer questions about the activities from the box.

watch music videos make videos
 play an instrument take photos sing
 change the posters in your room

A: *Do you watch music videos?*
 B: *Yes, I do.*
 A: *How often do you do it?*

I can identify specific detail in a conversation and talk about media habits.

Newspapers

The radio

The TV

The internet

What type of media do you use:

- 1 to listen to new music?
- 2 to watch pop videos?
- 3 to check news about your favourite celebrity?
- 4 to check sports results?
- 5 to see what's on at the cinema?
- 6 to find information for school projects?
- 7 to check the news headlines?
- 8 to check the weather forecast?



1 1.25 Read the survey. Then listen and match speakers A-E with questions 1-8. There are three extra questions. Write the answers in your notebook.

A ? B ? C ? D ? E ?

2 **CLASS VOTE** Answer the questions in the survey. What is the most popular type of media in the class?

3 1.26 In which type of media from the survey can you find these things? Sometimes more than one answer is possible.

Vocabulary News and entertainment

blog/vlog current affairs documentary game show
 film/game reviews horoscopes message board
 news headlines phone-in reality show soap opera
 sports pages talk show video clips weather forecast

4 Use the Vocabulary box to complete the sentences. Write the answers in your notebook.

- 1 My dad loves watching *game shows*. He usually shouts out the answers at the TV!
- 2 The group's ? is a place on the internet for fans to meet and write about the group.
- 3 My favourite ? is on Channel 4 on Mondays. I think the actors are fantastic!
- 4 I don't often read ? because my friends tell me which games to buy.
- 5 My sister often sends me links to funny ? with cats on the internet.

5 In pairs, take turns to name an example of the types of media in the Vocabulary box.

A: *The X Factor*. B: *That's a reality show*.

6 1.27 Listen and match speakers 1-4 with the type of radio programme they like a-e. There is one extra answer. Write the answers in your notebook.

- | | |
|-----------------------|-------------------|
| 1 Cara | a current affairs |
| 2 Cara's dad | b Pop Top 20 |
| 3 Rob, Cara's brother | c sports |
| 4 Cara's mum | d phone-ins |
| | e rock music |

7 **VOX POPS** Talk to your partner. What magazines or newspapers do you read? What are your favourite websites? What programmes do you watch?

- 1 I often read these magazines: ? .
- 2 My three favourite websites are ? , ? and ? .
- 3 My favourite radio station is ? . I usually listen to it when I ? .
- 4 My favourite types of TV programme are ? and ? .
- 5 I watch ? every week.




I can buy a ticket at the cinema.


WHAT'S ON
JOIN OUR CLUB
BOOK NOW

FILM WORLD

True Love	6:15 / 8:15
Return of the Dead	6:20 / 8:40
ZooWorld	6:30 / 8:30
Crime of the Century	6:45 / 9:00
Toy Story 6	6:15 / 8:15

TRUE LOVE





AT THE CINEMA

Lee: So, what's on?
 Amy: The new Tom Lewis movie, *True Love*. It starts in ten minutes.
 Lee: No way! I want to see *ZooWorld*.
 Amy: I don't like fantasy films. They're boring.
 Lee: Oh, come on, please.
 Amy: Oh, OK.
 ...
 Lee: Can I have two tickets for *ZooWorld*, please?
 Tess: Sure, which screening?
 Lee: The 6.30.
 Tess: I'm sorry, it's sold out ... Oh, no, hold on! There are two seats.
 Lee: Great!
 Tess: But they're in the front row.
 Amy: Lee, I don't want to sit in the front row!
 Lee: OK ... I'd like two for *True Love* at 6.15, please.
 Tess: Row seven. Is that OK?
 Lee: Yes, thanks. How much is that?
 Tess: That's twelve fifty, please.
 Amy: Here you are.
 Tess: Thank you. Enjoy the film!
 Lee: Yeah, right.

How do you say these expressions in Polish?

No way! Come on, please!
 Hold on!

OUT of class

1 CLASS VOTE Look at the cinema programme and say what types of film are on. Which ones would you like to see?

I think True Love is a romantic comedy. I'd like to see it.

2 **1.28** Listen and answer the questions.

- 1 Which film do Lee and Amy go to see?
- 2 What time does it start?
- 3 How much is each ticket?

3 **1.29** Complete the dialogue with the phrases from the Speaking box. Write the answers in your notebook. Listen and check.

Krystal: Can I have two ¹ tickets for *True Love*, please?

Tess: Which ² ? ?

Krystal: The 8.15 screening.

Tess: Here you are... Two tickets in ³ ? ? five.

Krystal: How ⁴ ? ? is that?

Tess: That's twelve fifty, ⁵ ? ? .

Krystal: ⁶ ? ? you are.

Tess: Thank you, enjoy the movie.

Speaking At the cinema

Buying tickets

- What's on?
- Can I have two tickets for *ZooWorld*, please?
- I'd like two for *True Love*, please.
- The 6.15 screening.
- How much is that?
- Here you are.

Selling tickets

- Which screening?
- I'm sorry, it's sold out.
- There are two seats in the front row.
- Row seven. Is that OK?
- That's twelve fifty, please.

4 In pairs, buy tickets for a film from Exercise 1. Use the Speaking box to help you.

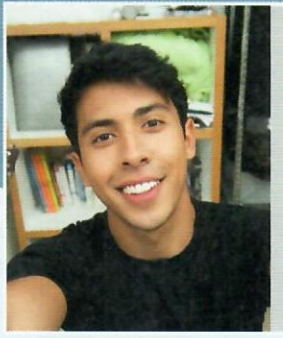
A: Can I have two tickets for ... ?

I can write a personal introduction to a webpage.

Lee Marshall

Harlow Mill, near London, England

alternative/lo-fi



About me

My name is Lee Marshall and I'm fifteen. I'm English.


I live with my parents and my sister, Ruby, in Harlow Mill, near London. I'm in Year 10 at Harlow Mill High School. My favourite subjects are Music, Art and English.



I like books and movies but my big passion is music.

My favourite band is Arcade Fire – they're from Canada and they're awesome. In my free time, I sing and play the guitar.

I make music on my laptop every day and I sometimes write songs. Click on the media player to listen to them and tell me what you think!

1	▶	NO WAY! 3:20	BUY
2	▶	COME ON, PLEASE! 4:05	BUY
3	▶	NOT RIGHT NOW 3:55	BUY
4	▶	HARLOW MILL BLUES 3:33	BUY





Friends

- 1 **CLASS VOTE** Have you got a personal webpage?
- 2 In pairs, quickly look at Lee's webpage. Which sentence is not true?
 - 1 There is a photo of Lee on the webpage.
 - 2 You can listen to some of Lee's songs.
 - 3 You can look at Lee's photo gallery.
 - 4 There is some personal information about Lee.
 - 5 You can see some of Lee's friends on his page.

Writing A personal introduction

Personal details

My name is ...
I'm ... years old.

1 I come from ... [place]
I'm ... [nationality]
I live with my family in ...
My hometown is ...
I'm in Year ... at ... School.

Interests/Hobbies

I like / I'm into / I'm mad about ...
I'm interested in ...

2 My big passion is ...
My favourite ... is ...
In my free time, ...
Outside school I ...
I often ...

Routines

3 I often / sometimes / usually ...
I ... once a week / every day.

3 In pairs, read Lee's introduction. Which things from the box does he write about?

- school
- nationality
- hobbies
- best friend
- name and age
- family/hometown
- personality
- interests (books, music etc.)

4 Look at Lee's profile again. Say how you are similar to or different from Lee.

*He's English but I come from Poland.
He's got a sister and I've got a sister too.*

5 Look at the Writing box. In your notebook, complete the sentences about interests and hobbies to make them true for you.

6 **WRITING TIME** In your notebook, write a personal introduction for a webpage. Use the Writing box, your answers from Exercise 5 and Lee's text to help you.

- Write about:
- 1 personal details
 - 2 interests and hobbies
 - 3 routines

Revision

VOCABULARY

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

- 1 This person makes films and tells actors what to do. **d** ????????
- 2 It's something you like doing in your free time. **h** ?????
- 3 It's a big photo or drawing. **p** ??????
- 4 It's a good idea to read one before you see a film. **r** ??????
- 5 This person is aged from thirteen to nineteen. **t** ????????
- 6 This person doesn't work because of his/her age. **p** ????????

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

* the media and your parents

Do your parents:

- 1 listen to the radio? When? Which programmes do they prefer?
- 2 watch the ¹n ? on TV? At what time?
- 3 watch the weather ²f ? every day?
- 4 watch documentaries on TV? What about ³s ? operas, ⁴t ? shows, ⁵g ? shows, ⁶r ? shows?
- 5 buy newspapers or ⁷m ? ? Which sections do they read first?

SUBMIT >

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

act go make play potato sing
story take watch write

I want to ¹ ? dancing and ² ? the guitar
And then ³ ? a song with my favourite pop star.
I want to ⁴ ? a poem and ⁵ ? in a play
And ⁶ ? some photos of a beautiful ballet.
I don't want to ⁷ ? films on TV all day
Or be a couch ⁸ ? , no way!

GRAMMAR

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

- 1 Beyoncé ? (live) in the USA. She ? (not live) in England.
- 2 Jo ? (go) to dance classes on Fridays.
- 3 No, I ? (never/watch) reality shows.
- 4 My friends ? (prefer) romantic films. They ? (not enjoy) science fiction films.
- 5 Yes, I ? . I ? (listen) to it every day.

5 In your notebook, write questions for the answers in Exercise 4.

- 1 Where ? ?
- 2 When ? ?
- 3 ? reality shows?
- 4 What kind of ? ?
- 5 ? to techno?

6 Work in pairs. In your notebook, write five sentences about a classmate using the words in A and B. Then ask your classmate questions with *how often* to check your ideas.

A: always often sometimes usually
never once/twice/three times a ...

B: act go listen paint play read watch


SPEAKING

7 Work in pairs. Student A, ask your partner these questions and buy two tickets to see a film. Student B, look at page 134.

Student A

- What's on? • How much ... ?
- What time ... ? • ... two tickets / please?
- ... seats / row ? ?

DICTIONATION

8  1.30 Listen to the recording. Write the sentences in your notebook.

Check yourself!

- ✓ I can talk about cultural activities, likes and dislikes.
- ✓ I can use the Present Simple to talk and ask about habits and routines.
- ✓ I can find specific detail in an article and in a conversation.
- ✓ I can talk about age groups and media habits.
- ✓ I can buy a ticket at the cinema.
- ✓ I can write a personal introduction to a webpage.

LESSON 1.1

Culture: People Ludzie związani z kulturą

- actor** /'æktə/ aktor
- artist** /'ɑ:tɪst/ artysta
- dancer** /'da:nsə/ tancerz
- director** /dɪ'rektə/ reżyser
- musician** /'mju:zɪʃən/ muzyk
- photographer** /fə'tɒgrəfə/ fotograf
- writer** /'raɪtə/ pisarz

Cultural activities Korzystanie z kultury

- act in plays / films** /ækt ɪn pleɪs, fɪlmz/ grać w teatrze / w filmach
- acting** /'æktɪŋ/ aktorstwo
- action film** /'ækʃən fɪlm/ film akcji
- art** /ɑ:t/ sztuka
- ballet** /'bæleɪ/ balet
- be interested in sth** /bi 'ɪntrəstəd ɪn 'sʌmθɪŋ/ interesować się czymś
- be into sth** /bi 'ɪntə 'sʌmθɪŋ/ pasjonować się czymś
- camera** /'kæməɾə/ kamera, aparat fotograficzny
- cartoon** /kɑ:'tu:n/ kreskówka
- cinema** /'sɪnəmə/ kino
- classical music** /'klæsɪkəl 'mju:zɪk/ muzyka poważna
- comedy** /'kɒmədi/ komedia
- comic** /'kɒmɪk/ komiks
- concert** /'kɒnsət/ koncert
- dance** /da:ns/ tańczyć
- dancing** /'da:nsɪŋ/ taniec
- documentary** /,dɒkjə'mentəri/ film dokumentalny
- drawing** /'drɔ:ɪŋ/ rysunek
- drums** /drʌmz/ perkusja
- fantasy film** /'fæntəsi fɪlm/ film fantasy
- flamenco** /flə'menjkəʊ/ flamenco (rodzaj tańca)
- graphic novel** /'græfɪk 'nɒvəl/ komiks, powieść graficzna
- guitar** /gɪ'tɑ:/ gitara
- happy ending** /'hæpi 'endɪŋ/ szczęśliwe zakończenie
- hip-hop** /'hɪp hɒp/ hip-hop
- horror film** /'hɒrə fɪlm/ horror
- horror story** /'hɒrə 'stɔ:ri/ przerażająca opowieść
- learn the (dance) steps** /lɜ:n ðə da:ns steɪps/ nauczyć się kroków (w tańcu)
- listen to music / hip-hop** /'lɪsən tə 'mju:zɪk 'hɪp hɒp/ słuchać muzyki / hip-hopu
- modern art** /'mɒdn ɑ:t/ sztuka nowoczesna
- music** /'mju:zɪk/ muzyka
- novel** /'nɒvəl/ powieść
- painting** /'peɪntɪŋ/ obraz
- photography** /fə'tɒgrəfi/ fotografia

- piano** /pi'ænəʊ/ pianino, fortepian
- picture** /'pɪktʃə/ zdjęcie, obrazek
- play** /pleɪ/ sztuka
- play the guitar** /pleɪ ðə gɪ'tɑ:/ grać na gitarze
- pop** /pɒp/ pop
- reading** /'ri:dɪŋ/ czytanie
- rock** /rɒk/ rock
- salsa** /'sælsə/ salsa
- science fiction film** /'saɪəns 'fɪkʃən fɪlm/ film science-fiction
- story** /'stɔ:ri/ historia
- techno** /'teknəʊ/ techno
- traditional** /trə'dɪʃənəl/ tradycyjny
- violin** /,vaɪə'lɪn/ skrzypce
- writing** /'raɪtɪŋ/ pisanie
- Zumba** /'zʊmbə/ zumba

LESSON 1.2

- blog** /blɒg/ blog
- go dancing** /gəʊ 'da:nsɪŋ/ iść potańczyć
- poem** /'pəʊəm/ wiersz
- read film reviews** /ri:d fɪlm rɪ'vju:z/ czytać recenzje filmowe
- sing** /sɪŋ/ śpiewać
- take photos / selfies** /teɪk 'fəʊtəs 'selfɪs/ robić zdjęcia / zdjęcia samemu sobie

LESSON 1.3

- adult** /ə'dʌlt/ dorosły
- couch potato** /'kaʊtʃ pə'teɪtəʊ/ osoba, która spędza większość czasu przed telewizorem
- have square eyes** /həv skweə 'aɪz/ oglądać za dużo telewizji
- kid** /kɪd/ dziecko, dzieciak
- middle-aged (person)** /,mɪdəl 'eɪdʒd 'pɜ:sn/ osoba w średnim wieku
- pensioner** /'penʃənə/ emeryt
- survey** /'sɜ:veɪ/ ankieta
- teenager** /'ti:neɪdʒə/ nastolatek
- TV programme** /,ti: 'vi: 'prəʊgrəm/ program TV

LESSON 1.4

- Out of class**
- Not right now.** /nət raɪt 'nəʊ/ Nie teraz.
- To be honest, ...** /tə bi 'ɒnɪst/ Szczerze mówiąc...
- Awesome!** /'ɔ:səm/ Znakomicie!
- I've no idea.** /aɪv nəʊ aɪ'dɪə/ Nie mam pojęcia.
- Yeah, right.** /jeə raɪt/ Skoro tak mówisz...

- poster** /'pəʊstə/ plakat
- make videos** /meɪk 'vɪdɪəʊz/ tworzyć klipy wideo
- watch music / pop videos** /wɒtʃ 'mju:zɪk pɒp 'vɪdɪəʊz/ oglądać teledyski

LESSON 1.5

- celebrity** /sə'lebrəti/ znana osoba

- check sports results / the weather forecast / the news** /tʃek 'spɔ:ts rɪ'zʌlts ðə 'weðə 'fɔ:kə:st ðə 'nju:z/ sprawdzać wyniki sportowe / prognozę pogody / wiadomości
- current affairs** /'kʌrənt ə 'feəz/ sprawy bieżące, aktualności
- film / game review** /,fɪlm geɪm rɪ'vju:/ recenzja filmu / gry
- find information** /faɪnd ɪnfə'meɪʃən/ znaleźć informacje
- game show** /geɪm ʃəʊ/ teleturniej
- horoscope** /'hɒrəskəʊp/ horoskop
- magazine** /'mægə'zi:n/ magazyn, czasopismo
- media** /'mi:diə/ media
- message board** /'mesɪdʒ bɔ:d/ forum internetowe
- news headlines** /'nju:z 'hedlɪnz/ skrót najważniejszych wiadomości
- phone-in** /'fəʊn ɪn/ program, podczas którego słuchacze telefonują do studia
- radio station** /'reɪdiəʊ 'steɪʃən/ stacja radiowa
- reality show** /rɪ'æləti ʃəʊ/ reality show
- soap opera** /səʊp 'ɒpərə/ opera mydlana
- sports pages** /spɔ:ts 'peɪdʒ ɪz/ sekcja sportowa w gazecie
- talk show** /tɔ:k ʃəʊ/ talk show
- video clip** /'vɪdɪəʊ klɪp/ klip wideo
- weather forecast** /'weðə 'fɔ:kə:st/ prognoza pogody
- website** /'websaɪt/ strona internetowa

LESSON 1.6

- Out of class**
- No way!** /nəʊ weɪ/ Nie ma mowy!
- Come on, please!** /'kʌm ən 'pli:z/ Proszę cię!
- Hold on!** /həʊld 'ɒn/ Poczekaj!
- (cinema) programme** /'sɪnəmə 'prəʊgrəm/ repertuar (kina)
- romantic film** /rəʊ'mæntɪk fɪlm/ romantyczny film
- row** /rəʊ ɪn sɪnəmə/ rzqd (np. w kinie)
- screening** /'skri:nɪŋ/ seans kinowy
- seat** /si:t/ miejsce (w kinie)
- see what's on (at the cinema)** /si: wɒts 'ɒn ət ðə 'sɪnəmə/ sprawdzać, co grają w kinie
- sold out** /səʊld aʊt/ wyprzedany

LESSON 1.7

- hometown** /,həʊm 'taʊn/ miasto rodzinne
- hobby** /'hɒbi/ hobby
- interests** /'ɪntrəsts/ zainteresowania
- nationality** /næʃə'næləti/ narodowość
- be mad about sth** /bi 'mæd ə'baut 'sʌmθɪŋ/ pasjonować się czymś

Why do we dance?

Dancing in the UK

Many of us love dancing or watching dancing. But why do you think we do it? It's strange when you think about it. When we dance, we don't go anywhere and we don't make anything, so what's the reason for it?

Today in the UK dance is very popular. About 5 million people go to dance classes every week. There are many styles but the most popular are street-dancing, ceroc, ballet and salsa.

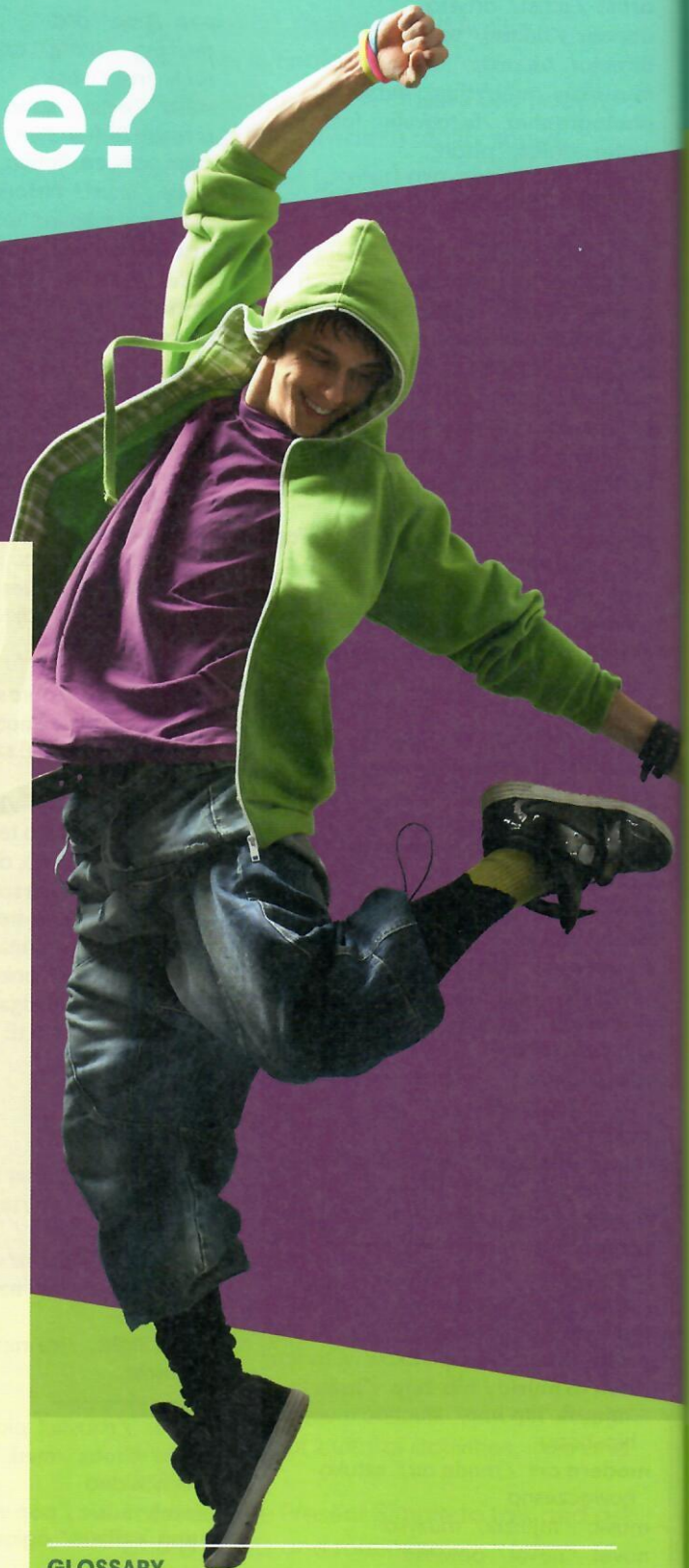
Street-dancing has got many styles including breaking, hip-hop and popping. It's popular with young people and you have to be very flexible. Some people say we do this kind of dance to show our friends how strong and skilful we are.

Ceroc is a simple version of swing, salsa and jive. You can do ceroc to fast or slow music. It is very popular with middle-aged people because dancing is a good way to keep fit.

Ballet is popular all over the world. There are many spins and jumps in ballet. It's very difficult and you must do a lot of training to be good at it. Ballet usually tells stories and people think it's very beautiful.

Salsa is from Cuba. The word 'salsa' is Spanish for hot and spicy sauce. Salsa dancers have got a lot of passion and energy. People usually dance salsa to fast and fun music. One reason we do this dance is to show how attractive we are to other people.

So there are many reasons why we dance. Whatever the reason everyone agrees that dancing is great fun.



GLOSSARY

attractive (adj) good-looking

flexible (adj) bending and moving easily

skilful (adj) good at doing something

spicy (adj) a strong, pleasant taste

spin (n) the movement of something turning around very quickly

READING


- 1** In pairs, discuss the questions.
 - 1 Do you like dancing? Are you a good dancer?
 - 2 How popular is dancing in your country?
 - 3 Do you know anyone who is a very good (or bad) dancer?
 - 4 Why do you think we dance?
- 2** Read the text. Are the sentences true or false?
 - 1 Street-dancing is popular with middle-aged people.
 - 2 Ceroc is always danced to fast music.
 - 3 Ballet is from Cuba.
 - 4 Salsa also means a hot and spicy sauce in Spanish.
- 3** Work in pairs. Read the text again and find four reasons for why people dance. Are they the same as your ideas in Exercise 1?
- 4** You are going to listen to a report about a dance competition. Read the advert below. Do you have competitions like this in Poland?





This competition happens every year. Judges choose the best dancers from four sections – ballet, contemporary, hip-hop and South Asian.



LISTENING

- 5**  **BBC 1** Listen to Part 1. Match the contestants (1–5) to the reasons why they dance (A–E). Write the answers in your notebook.

1 Harry Barnes	A It's creative.
2 Jonadette Carpio	B It's hypnotic.
3 Jodelle Douglas	C It's uplifting.
4 Sharifa Tonkmor	D It's liberating.
5 Kieran Lai	E It's their passion.
- 6**  **BBC 1** Listen again. Are the sentences true or false? In your notebook, correct the false statements.
 - 1 Harry always feels happy.
 - 2 Jonadette was born in a different country.
 - 3 Jodelle usually works alone.
 - 4 Sharifa doesn't plan her dances.
 - 5 Kieran uses machines when he dances.
- 7**  **BBC 2** Listen to Part 2 and answer the questions.
 - 1 Who is the winner?
 - 2 Why do the judges like him/her?
 - 3 How does the winner react/feel?
 - 4 What happens next for the winner?

PROJECT

- 8** Work in groups. Create a digital presentation promoting dance and its benefits.
 - 1 Use the internet to research traditional or popular dances in your country.
 - 2 Write a short script for your presentation.
 - 3 Include some photos or video.
 - 4 Share the presentation with your class.
 - 5 Vote for the most interesting presentation.

Friends and family

2

VOCABULARY Clothes and appearance

I can talk about clothes and appearance.



VOCABULARY

Clothes and appearance |
-ing/ -ed adjectives |
Personality adjectives

GRAMMAR

Present Continuous | Present
Simple and Present Continuous



SPEAKING

Giving and responding to news



READING

A reader's letter about parents

LISTENING

Describing a friend's personality

ENGLISH IN USE

Prepositions of time

SKILLS REVISION

Units 1-2

- 1 1.31 What clothes can you see in the picture? In pairs, find three things from the box that are not in the picture.

Vocabulary Clothes and accessories

Clothes and footwear:

boots dress fancy-dress costume hoodie jacket jeans pyjamas
shirt shoes shorts sweater T-shirt tracksuit trainers underwear


Accessories and body art:

baseball cap belt earrings glasses handbag necklace piercings
scarf tattoo

- 2 **I KNOW THAT!** Can you add more words to the Vocabulary box? Use the picture to help you. Write your ideas in your notebook.
- 3 How do you say these expressions in Polish?

Word Friends Describing clothes

baggy jeans leather boots a woolly hat a plain T-shirt a tight skirt
a checked shirt striped pyjamas a cotton top with a Batman logo on it
casual clothes

4  1.32 Look at the picture on page 18 and choose the correct option. Write the answers in your notebook. Listen and check.

- | | |
|--|---|
| 1 Tony's jeans are <i>baggy</i> / <i>tight</i> .
<i>baggy</i> | 4 Eric's got <i>checked</i> / <i>striped</i> pyjamas. |
| 2 Leo's shirt is <i>checked</i> / <i>plain</i> . | 5 Mia's skirt is <i>baggy</i> / <i>tight</i> . |
| 3 Jade's got leather <i>boots</i> / <i>shoes</i> . | 6 Angela's got a <i>plain top</i> / <i>top with a Batman logo on it</i> . |
| | 7 Layla's T-shirt is <i>plain</i> / <i>striped</i> . |

5 In pairs, do the Fashion Quiz. Then look at page 133 and check how similar or different you are.

I prefer a T-shirt. What about you?






FASHION QUIZ ...

What do you prefer?



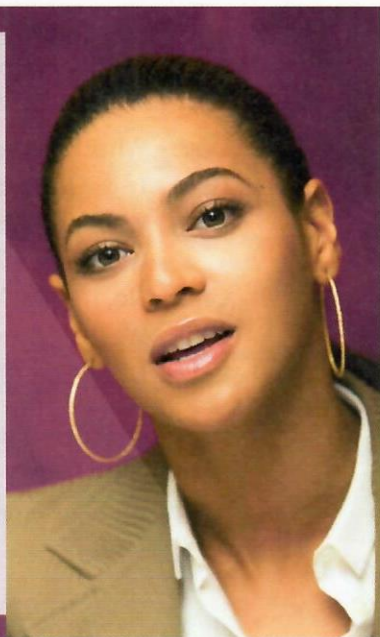
- 1 A shirt, a blouse or a T-shirt?
- 2 Tight or baggy clothes?
- 3 Trainers, shoes or boots?
- 4 Jeans, trousers or leggings?
- 5 A baseball cap or a woolly hat?
- 6 A plain top or a top with a logo on it?
- 7 A striped shirt or a checked shirt?
- 8 A tracksuit or a football top and shorts?


6  1.33 Complete the text with the words from the box. Write the answers in your notebook. Listen and check.

cap cotton earrings jeans leather ~~skirts~~ trainers

Spotlight: Beyoncé

She's a singer and actress. In her concerts, she usually wears short ¹skirts or tight dresses, ² ? boots and jewellery (a necklace, bracelets and ³ ?). In her free time, she prefers more casual clothes, for example, a plain ⁴ ? T-shirt, blue ⁵ ?, white ⁶ ? and a baseball ⁷ ?. She was born in Texas, USA on 4 September 1981.



7  1.34 Listen to six people talking about what they wear. In your notebook, complete what they say.

- 1 When I go to bed, I wear *pyjamas*.
- 2 When I go to a wedding, I wear ?
- 3 When I play my favourite sport, I wear ?
- 4 When I'm at home, I wear ?
- 5 When I go out with friends, I wear ?
- 6 When I go to a party, I usually wear ?

8 **VOX POPS** Talk to your partner. What do you wear when you:

- go to a wedding?
- play your favourite sport?
- go to bed?

A: *What do you wear when you go to bed?*

B: *I usually wear pyjamas.*



I can talk about present activities.



WHERE'S AMY?

Mum: Amy! Are you sleeping?
Amy: No, I'm not.
Mum: What are you doing? Your eggs are getting cold. I hope you aren't talking on that phone again!
Amy: No, I'm getting ready for school. I'm brushing my hair!
Mum: Well, hurry up! We're waiting for you.
Aunty: Is she coming?
Mum: Yes, she is. She's brushing her hair.
 ...
Amy: Morning!
Aunty: Amy! How's school? How's your boyfriend? Lou, isn't it? Oh dear, you're looking tired this morning. Are you feeling OK?
Amy: Yes, I am. School's fine and Lee isn't my boyfriend.
Aunty: Oh, I see ... What are you having for breakfast?
Amy: I'm not hungry, Aunty Linda, thanks. Excuse me.
Mum: Amy, where are you going?
Amy: I'm going to school.
Mum: But it's only ten to eight!
Amy: Catch you later, then. See you!
Mum: I don't get it. Why is Amy going to school now?

How do you say these expressions in Polish?

Catch you later!
 See you! I don't get it.

OUT of class

1 CLASS VOTE Answer the questions.

- Are you chatty or quiet when you get up?
- Do you like breakfast time? Why?/Why not?

2 **1.35** Listen. Why are the adults shocked?

3 Read the Grammar box. Find more examples of the Present Continuous in the dialogue.

Grammar	Present Continuous
+	-
I'm brushing my hair.	I'm not sleeping.
She's coming.	She isn't waiting.
They're eating.	They aren't talking.
?	
Are you coming?	Yes, I am. / No, I'm not.
Is he going?	Yes, he is. / No, he isn't.
Are they eating?	Yes, they are. / No, they aren't.
Where are you going?	
What is she doing?	

GRAMMAR TIME > PAGE 123

4 In your notebook, write affirmative and negative sentences in the Present Continuous.

- Amy:** sleep get ready for school
Amy isn't sleeping. She's getting ready for school.
- Amy:** talk on the phone brush her hair
- Mum and Aunty Linda:** eat wait for Amy
- They:** drink coffee drink tea

5 In your notebook, write questions in the Present Continuous. In pairs, look at the photo and try to answer the questions.

- Amy / wear / school uniform / ?
A: Is Amy wearing her school uniform?
B: Yes, she is.
- what / they / eat / for breakfast / ?
- what / mum / do / ?
- why / Amy / go / to school / early / ?

6 **1.36** Complete the dialogue with the Present Continuous form of the verbs. Write the answers in your notebook. Listen and check.

Dad: What ¹ *are you doing* (you/do), Lee?
Lee: I ² ? (eat) a banana for breakfast.
Dad: Why ³ ? (you/eat) a banana? ⁴ ? (you/feel) ill?
Lee: No, I ⁵ ? . I'm fine.
Dad: We ⁶ ? (have) bacon and eggs.
Ruby: Dad? Lee ⁷ ? (eat) fruit! ⁸ ? (he/feel) ill?

7 In pairs, ask and answer questions about what your friends and family are doing now.

A: What's your mum doing?
B: I think she's ...

I can find specific detail in a letter and talk about feelings.



TeenLives Magazine

IT'S SO ANNOYING!

Write and tell us about the things that really annoy you.

Bobby Wingate, 15, Hampshire

TOP 3 ANNOYING THINGS THAT PARENTS DO

1 They say the same things again and again

I'm leaving for school when dad says to me, 'Pull up your trousers, son. We can see your underwear.' I answer, 'It's the fashion, dad'. We have this boring conversation every morning.

2 They're embarrassing with your friends

It's Saturday and I'm spending the afternoon with Joel and Harry in the shopping centre. Suddenly I am shocked to see mum and dad outside the supermarket. Dad is wearing his baseball cap and mum is in pink leggings – so embarrassing! They look excited to see us. Dad gives my friends a 'high five' and starts telling one of his annoying jokes. Mum starts speaking in her high, 'talking to a young puppy' voice. She tells Joel that his piercing is 'totally awesome' and asks where she can get one. She is forty years old.

3 They're always on your Facebook page

It's Sunday morning and I'm adding some great photos from Harry's birthday party to my Facebook page. Suddenly I see there's a new comment next to a funny photo of Harry in his Superman costume. It says, 'OMG, LOL!' I'm annoyed to see the comment is from my mum.

- 1 In pairs, describe the photo in the article.
- 2 What can parents do that really annoys their children? Read the letter and check your ideas.
- 3 **1.37** Read the letter again. Choose the correct answers and write them in your notebook.
 - 1 Bobby's dad
 - a often talks about Bobby's trousers.
 - b likes his son's trousers.
 - 2 Bobby is at the shopping centre
 - a with his parents.
 - b with his friends.
 - 3 At the shopping centre, Bobby's parents
 - a are pleased to see him.
 - b are annoyed with him.
 - 4 Bobby's mum
 - a speaks with a different voice.
 - b hates Joel's piercing.
 - 5 On Sunday, Bobby
 - a sees his mum is on Facebook.
 - b is writing comments on Facebook.

- 4 **1.38** Look at the Vocabulary box. In your notebook, complete the words below with *-ing* or *-ed*.

Vocabulary	<i>-ing / -ed</i> adjectives
<ul style="list-style-type: none"> • A person, thing or situation is ... annoying boring exciting embarrassing frightening interesting irritating relaxing shocking tiring worrying • You are / get / feel ... annoyed bored excited embarrassed frightened interested irritated relaxed shocked tired worried 	

- 1 I'm always tired on Fridays.
 - 2 I like the band but the singer's irritat .
 - 3 My phone bill's so high. I'm shock .
 - 4 My sister thinks rock music is bor .
 - 5 Kerry feels embarrass in a skirt – she prefers jeans.
- 5 **1.39** Listen. Use the words from the Vocabulary box to comment on what you hear.
 A: *I think it's exciting.* B: *No, I disagree. I think it's irritating.*

- 6 **VOX POPS** Talk to your partner. How do you feel when:
 - you're not sleeping well?
 - you make a silly mistake?
 - you're watching a horror film?
 - your team is playing?

I feel annoyed/It's annoying when ...



I can talk about what usually happens and is happening around now.

Stuck in a routine?

IT'S TIME TO BREAK FREE!

Experts say it's good to change our routines. What are you doing to break free from your routine? Send us a photo and short text and win a weekend in London!

LAURYN, ROCHESTER

I usually go straight home after school. I do my homework and then I play *Myths of Zoraya*. My team is taking part in an online tournament this week. We aren't doing very well but we are getting better. But today I'm not sitting at home. I'm with my friends in the town centre. We're wearing funny costumes and we're collecting money for sick children. We're lucky. It isn't raining.



1 1.40 What is Lauryn doing in the picture? Read the text and answer the questions.

- 1 What does Lauryn usually do after school?
- 2 Is her team doing well in the tournament?
- 3 What is she doing today?

2 Read the Grammar box. Find two more examples for each rule in the text in Exercise 1.

Grammar Present Simple & Present Continuous

- **Present Simple**
Facts and routines.
I usually go straight home after school.
- **Present Continuous**
Things happening at the moment of speaking.
It isn't raining now.
Things happening around now but maybe not at the time of speaking.
My team is taking part in a tournament this week.
- **Time expressions with the Present Continuous:**
now, at the moment, today, these days, this week/month

GRAMMAR TIME > PAGE 123

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

- 1 We study / are studying Algebra this semester. *are studying*
- 2 Leo saves / is saving his money to buy trainers.
- 3 Sam's two so he doesn't go / isn't going to school.
- 4 How often do you play / are you playing football?
- 5 You don't watch / aren't watching this. Can I change the channel?

4 In your notebook, write sentences with *but* to describe Paula's usual life and what's happening now.

Paula usually goes to bed late but tonight she's going to bed early.

Usually	Now
go to bed late	tonight / early
drive to work	today / ride / a bike
not read novels	a great book at the moment
wear jeans	today / go / a wedding / so a dress
eat meat	try to lose weight / so this week / salad

5 Look at Exercise 4 again. In your notebook, write sentences about you.

6 1.41 Complete the text with the correct form of the words in brackets. Write the answers in your notebook. Use the Present Simple or the Present Continuous. Listen and check.

RUSSELL, GLOSSOP

I ¹ *always get up* (always/get up) late on Saturdays. I ² ? (usually/have) breakfast at lunchtime! But this week my parents ³ ? (change) the windows and they ⁴ ? (put) in a new kitchen. The noise is terrible. So today I ⁵ ? (break) my usual Saturday routine. It's only 9 a.m. but I ⁶ ? (not lie) in my bed. I'm with my friend Gareth and we ⁷ ? (walk) up a mountain. The sun ⁸ ? (shine). It's great! Gareth ⁹ ? (do) this every week. Now I understand why.

7 In your notebook, complete the sentences with the name of a classmate. Compare in pairs. Ask your partner if the sentences are true for him/her.

- 1 *Ola* doesn't like dancing.
- 2 ? often arrives late.
- 3 ? laughs a lot.
- 4 ? is learning to play an instrument.
- 5 ? is working hard these days.
- 6 ? isn't wearing jewellery today.

A: *Do you like dancing?*

B: *No, I don't.*

I can identify specific detail in a conversation and talk about personality.

- 1 Tell your partner about the personalities of two people in your family.

My brother is always happy. My cousin is kind.

- 2 **1.42** Look at the Vocabulary box. Which adjectives are positive, and which are negative? Write the answers in your notebook.

Vocabulary Personality adjectives

big-headed bossy chatty cheerful
hard-working helpful moody
outgoing quiet rude untidy

- 3 **1.43** Match the words from the box with their opposites from the Vocabulary box. Write the answers in your notebook. Listen and check.

selfish lazy polite shy talkative tidy

selfish ≠ helpful

- 4 **1.44** Malcolm, Tyler and Frank all like Sandra. Read their opinions. In your notebook, complete each gap with a word from the Vocabulary box. Listen and check.



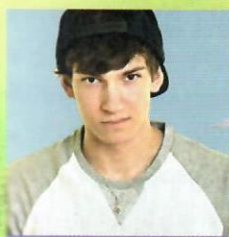
Malcolm

Sandra is my kind of girl. She loves going out with friends and having fun. She's ¹ ? .



Tyler

Sandra's always so positive about everything. She's always smiling. She's ² ? .



Frank

I like being with Sandra. She's friendly, interesting and she loves to talk. She's ³ ? .

- 5 **1.45** Listen to five dialogues. Choose the correct answers. Write them in your notebook.

- How much is the blue skirt?
a £15 b £20 c £25
- The speakers are in a
a park. b shopping centre. c restaurant.
- What time does the concert start?
a 6.45 b 7.15 c 7.45
- What's the weather like?
a It's sunny. b It's raining. c It's cold.
- What are the speakers doing?
a eating lunch b studying
c playing a game

- 6 **1.46** Listen to three dialogues. Are the sentences true or false?

- Frank is using his phone during the meal.
- Frank's brother is eating with them.
- Sandra wants to walk fast in the park.
- Malcolm thinks he's good at sport.
- Tyler knows Sandra very well.
- Sandra gets annoyed with her father.

- 7 Read the descriptions from Sandra's diary and choose three adjectives from Exercises 2 and 3 for each person. Write the answers in your notebook.

WED 27

My friends

- Frank doesn't speak much. – *quiet*
His face goes red when he speaks to girls.
He can never find anything in his room.
- Malcolm thinks he's wonderful.
He always tells people what to do.
He often insults them too.
- Tyler always says 'please' and 'thank you'.
He studies a lot and has a part-time job.
He often helps his friends with schoolwork.

- 8 In pairs, choose three adjectives from the Vocabulary box to describe:

- your personality
- your partner's personality
- the personality of the perfect friend
- the personality of a famous person you like / don't like

I'm chatty, ...

I can give and respond to news.



HOW'S LIFE?

Krystal: Hi Amy! What a surprise! What are you doing here?
Amy: I'm having my breakfast.
Krystal: Oh! OK! Daisy and I are having a walk. How are things?
Amy: To be honest, I'm not enjoying life at the moment. My mum's sister is staying with us and she's very talkative. You know me, I'm not a morning person. So breakfast with my aunt is terrible! She talks all the time and asks me hundreds of questions.
Krystal: Oh, poor you!
Amy: Yeah, so I'm buying my breakfast from the café this week.
Krystal: You're kidding! She can't be that bad!
Amy: Hmm, anyway, how's life with you?
Krystal: Fine! My dance classes are going well.
Amy: Cool!
Krystal: We've got a new teacher. She's great, really friendly and cheerful! Her name's Linda.
Amy: Linda?
Krystal: Yes, Linda Young.
Amy: Linda Young! I don't believe it! Your new dance teacher is my Aunty Linda!
Krystal: No way!

How do you say these expressions in Polish?

How are things? How's life?
I don't believe it!

OUT of class

1 1.47 Listen. Where is Amy buying her breakfast these days? Why?

2 Read the Speaking box and complete it with the phrases below. Write the answers in your notebook.

You're kidding! Cool! Poor you!

Speaking Giving and responding to news

Giving news

- I'm learning how to ...
- I'm spending a lot of time with/in ...
- I'm (not) enjoying ...
- I'm feeling excited/worried because ...
- I'm doing well at ...
- I'm listening to ... these days.

Responding to news

- Well done!/Good for you!/¹ ? /Awesome!/Great!
- That's terrible!/² ? /What a pity!
- ³ ? /No way!/Amazing!

3 1.48 Choose the correct option. Write the answers in your notebook. Listen and check.

- 1 **A:** My exams are going well.
B: ?
a What a pity! **b** That's terrible! **c** Well done!
- 2 **A:** I'm not sleeping well these days.
B: ?
a Poor you! **b** Good for you! **c** No way!
- 3 **A:** I'm learning how to bungee jump.
B: ?
a You're kidding! **b** That's terrible! **c** Well done!
- 4 **A:** My phone isn't working.
B: ?
a Awesome! **b** What a pity! **c** Cool!

4 1.49 Respond to the news. Practise the exchanges with a partner. Use the correct intonation. Listen and check.

- 1 I'm writing a novel.
- 2 I'm so worried about my dog. He's really ill!
- 3 I'm an uncle!
- 4 My mum says I can't go out this weekend!

5 In pairs, give and respond to news about your life. Use the Speaking box to help you.

A: I'm doing well at school. B: Great!

can talk about when something happens.

1 Read the cartoon. How many extra classes does Holly have?

2 I KNOW THAT! How many prepositions can you find in the cartoon?

Language Prepositions of time

in

- years: *in 2015*
- months and seasons: *in January, in the winter*
- parts of the day: *in the morning / evening*

on

- days of the week: *on Wednesday / Fridays*
- dates: *on 3 April*
- a special day: *on Christmas Day*

at

- holiday periods: *at Christmas*
- clock times: *at 12.15*
- other phrases: *at night, at the weekend*

Be careful: *in the evening* but *on Thursday evening*

3 In your notebook, write the correct prepositions: *in, at or on.*

- | | |
|---------------|--------------------|
| 1 on Thursday | 4 ? New Year's Day |
| 2 ? 1980 | 5 ? April 2019 |
| 3 Easter | 6 ? my birthday |

4 1.50 In your notebook, complete the text with *in, at or on.* Listen and check.

I'm studying French at the moment. The class is ¹ *on* Mondays ² *at* 7 p.m. ³ *in* the evening. We get a lot of homework ⁴ *at* the weekend but the teacher's great. The course stops ⁵ *at* Christmas and starts again ⁶ *on* 8 January. We want to visit France ⁷ *in* the summer, maybe ⁸ *in* July.

5 1.51 Listen to the recorded message and complete the notes about the arts centre. Write the answers in your notebook.

Arts centre courses

- Salsa class – Monday evenings at ¹ *on*
- Fashion course on ² *at*
- Theatre group – call Kevin on ³ *on*
- Computer programming starts on ⁴ *on* – costs ⁵ *at* £ ⁶ *at* a month.

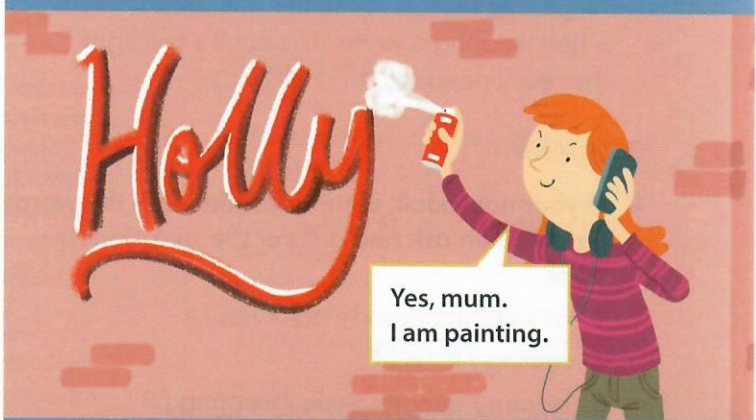


Mrs Smith thinks out of school activities are important. Her daughter Holly is always busy after school. She goes to dance classes every day at 5 p.m.

She has an extra French class on Tuesdays, singing lessons on Wednesdays and Art classes on Thursday nights, after her guitar lesson!



Holly usually has a lot of homework but she practises the piano for two hours in the evening. She often goes to bed late at night.



Holly also enjoys art at the weekend.

6 In pairs, ask and answer the questions.

- What do you do in the evenings after school?
- Which activities in Exercise 5 are you interested in?

Revision

VOCABULARY

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

- | | | | | |
|---|----------|------------|---------|------------|
| 1 | dress | shirt | skirt | blouse |
| 2 | baggy | cotton | woolly | leather |
| 3 | plain | striped | checked | tight |
| 4 | friendly | outgoing | moody | chatty |
| 5 | bossy | helpful | rude | lazy |
| 6 | excited | interested | relaxed | frightened |

2 In your notebook, complete the second sentence so that it means the same as the first one. In pairs, say if the sentences are true for you.

- I'm not interested in fashion.
I don't think fashion .
- I get bored when I go shopping for clothes.
I think shopping for clothes .
- In my opinion, today's fashion is annoying.
I feel when I see today's fashion.
- I'm shocked when I see the prices of new clothes.
I think the prices of new clothes are .
- I think it's relaxing to wear casual clothes.
I feel when I wear casual clothes.

3 Complete the missing words. Write the answers in your notebook.

I usually go ¹o with friends on Saturday afternoons but not today, because we're going ²t a wedding! My brother is ³g ready in the bathroom. He's very slow and mum is getting ⁴a . My sister is ⁵b her hair. Dad is ready – he's wearing a white shirt but it's too tight (he really needs to ⁶l weight!).

GRAMMAR

4 In your notebook, write questions with the words below. Then ask and answer the questions in pairs.

- at / sitting / home / are / you / ?
- raining / it / is / ?
- a / are / sweater / you / wearing / ?
- your teacher / talking / is / ?
- hard / working / are / you / ?
- does / lesson / what / time / the / finish / ?
- sit / you / usually / in / the / do / same / seat / ?
- usually / give / your teacher / does / a lot of homework / ?

5 Complete the text with the Present Simple or Present Continuous form of the verbs in brackets. Write the answers in your notebook.

Not a good start to the holidays!

My cousins ¹ (visit) us at the moment. I ² (not like) it when they visit and unfortunately they ³ (come) to stay every summer! Ellen is my age but she ⁴ (not like) any of the things I do. Kirsten is nineteen, she ⁵ (study) Music and she's very annoying. At the moment I ⁶ (sit) in my bedroom and they're downstairs. They ⁷ (give) a concert for mum and dad. Ellen ⁸ (sing) an old Scottish song. I'm sure my parents ⁹ (not enjoy) it because they never ¹⁰ (listen) to folk music.

6 In your notebook, write answers to the questions. Use *at*, *in* or *on* with a time expression. Then compare with a partner.

When do you usually ...

- | | |
|------------------|----------------|
| • have a shower? | • eat a lot? |
| • go on holiday? | • read a book? |
| • go to bed? | • wear shorts? |


SPEAKING

7 Work in pairs. Student A, use the information below to give and respond to news. Student B, look at page 134.

Student A

- Greet Student B and ask what's new in his/her life.
- Listen and respond to Student B's news.
- Give your news:
 - you're learning how to make webpages
 - you're in love
 - your computer isn't working at the moment.

DICTATION

8  1.52 Listen to the recording. Write the sentences in your notebook.

Check yourself!

- ✓ I can talk about clothes and appearance.
- ✓ I can talk about present activities: about what usually happens and about what is happening now.
- ✓ I can find specific detail in a letter and in a conversation.
- ✓ I can talk about feelings and personality.
- ✓ I can give and respond to news.
- ✓ I can talk about when something happens.

LESSON 2.1

Clothes and accessories

- Ubrania i dodatki
- accessories** /ək'sesəriz/ dodatki do ubrań, akcesoria
- baseball cap** /'beɪsbɔ:l kæp/ czapka bejsbolówka
- belt** /belt/ pasek
- blouse** /blauz/ bluzka
- boots** /bu:ts/ kozaki, wysokie buty
- bracelet** /'breɪslɪt/ bransoletka
- clothes** /kləʊðz/ ubrania
- dress** /dres/ sukienka
- earring** /'ɪərɪŋ/ kolczyk
- fancy-dress costume** /'fænsi dres 'kɒstjəm/ kostium na bal przebierańców
- football top** /'fʊtbɔ:l tɒp/ koszulka piłkarska
- footwear** /'fʊtweə/ obuwie
- glasses** /'glɑ:sɪz/ okulary
- handbag** /'hændbæg/ torebka damska
- hoodie** /'hʊdi/ bluza z kapturem
- jacket** /dʒækt/ kurtka
- jeans** /dʒi:mz/ dżinsy
- jewellery** /'dʒu:əlri/ biżuteria
- leggings** /'legɪŋz/ legginsy
- necklace** /'neklɪs/ naszyjnik
- piercing** /'pɪərɪŋ/ kolczyk, piercing
- pyjamas** /'pɪdʒɑ:məz/ piżama
- scarf** /skɑ:f/ szalik
- shirt** /ʃɜ:t/ koszula
- shoe** /ʃu:/ but
- shorts** /ʃɔ:ts/ krótkie spodenki, szorty
- skirt** /skɜ:t/ spódnica
- sweater** /'swetə/ sweter
- tattoo** /tæ'tu:/ tatuaż
- tracksuit** /'træksu:t/ dres
- trainers** /'treɪnəz/ buty sportowe
- trousers** /'traʊzəz/ spodnie
- T-shirt** /'ti:ʃɜ:t/ koszulka, T-shirt
- underwear** /'ʌndəweə/ bielizna

Describing clothes

- Opisywanie ubrań
 - baggy** /'bægi/ luźny
 - casual** /kæʒuəl/ nieformalny
 - checked** /tʃekt/ w kratkę
 - cotton** /'kɒtn/ bawełniany
 - hat** /hæt/ kapelusz
 - leather** /'leðə/ skórzany
 - logo** /'ləʊgəʊ/ logo
 - plain** /pleɪn/ gładki, bez wzoru
 - striped** /straɪpt/ w paski
 - tight** /taɪt/ obcisły
 - top** /tɒp/ koszulka, bluzka
 - woolly** /'wʊli/ wełniany
-
- fashion** /'fæʃən/ moda

- go out with friends** /gəʊ 'əʊt wɪð frends/ wychodzić z przyjaciółmi
- go to a party / a wedding** /gəʊ tə ə 'pɑ:ti:, 'wedɪŋ/ iść na przyjęcie / wesele
- wear** /weə/ nosić (ubranie)

LESSON 2.2

Out of class

- Catch you later!** /kætʃ jə 'leɪtə/ Do zobaczenia później!
- I don't get it.** /aɪ dəʊnt 'get ɪt/ Nie rozumiem.
- See you!** /'si: jə/ Do zobaczenia!

- breakfast time** /'brekfəst taɪm/ czas na śniadanie
- brush your hair** /'brʌʃ jə heə/ czesać włosy
- get ready (for school)** /get 'redi fə 'sku:l/ przygotowywać się (do wyjścia do szkoły)
- school uniform** /'sku:l 'ju:nəfɔ:m/ mundurki szkolny

LESSON 2.3

Adjectives ending in -ing / -ed

- Przymiotniki z końcówkami -ing / -ed
- annoyed** /ə'noɪd/ zdenerwowany, poirytowany
- annoying** /ə'noɪɪŋ/ denerwujący, irytujący
- bored** /bɔ:d/ znudzony
- boring** /'bɔ:ɪŋ/ nudny
- embarrassed** /ɪm'bærəst/ zawstydzony, zakłopotany
- embarrassing** /ɪm'bærəsɪŋ/ kłopotliwy, żenujący
- excited** /ɪk'saɪtəd/ podekscytowany
- exciting** /ɪk'saɪtɪŋ/ ekscytujący
- frightened** /'fraɪtnd/ przerażony
- frightening** /'fraɪtɪŋ/ przerażający
- interested** /'ɪntrəstəd/ zainteresowany
- interesting** /'ɪntrəstɪŋ/ interesujący
- irritated** /'ɪrɪteɪtəd/ poirytowany
- irritating** /'ɪrɪteɪtɪŋ/ irytujący
- relaxed** /rɪ'læksɪd/ zrelaksowany
- relaxing** /rɪ'læksɪŋ/ relaksujący
- shocked** /ʃɒkt/ zaszokowany
- shocking** /'ʃɒkɪŋ/ szokujący
- tired** /taɪəd/ zmęczony
- tiring** /'taɪərɪŋ/ męczący
- worried** /'wʌrɪd/ zmartwiony
- worrying** /'wʌrɪɪŋ/ niepokojący

LESSON 2.4

- break free of** /breɪk fri: əf/ przestać coś robić, uwolnić się od czegoś
- change a routine** /tʃeɪndʒ ə ru:'ti:n/ zmienić zwyczaj

- collect money (for charity)** /kə'lekt məni fə 'tʃærəti/ zbierać pieniądze (na cele charytatywne)
- do well (at sth)** /du: 'wel ət ,sʌmθɪŋ/ dobrze sobie radzić (z czymś)
- get better (at sth)** /get 'betə ət ,sʌmθɪŋ/ coraz lepiej sobie radzić (z czymś)
- lose weight** /lu:z 'weɪt/ schudnąć
- save money (to buy sth)** /seɪv 'məni tə baɪ ,sʌmθɪŋ/ oszczędzać pieniądze (aby coś kupić)
- take part in (an event)** /teɪk ,pɑ:t ɪn ən ɪ'vent/ wziąć udział w (wydarzeniu)

LESSON 2.5

Personality adjectives

- Przymiotniki opisujące charakter
 - big-headed** /'bɪg'hedəd/ zarozumiały
 - bossy** /'bɒsi/ despotyczny
 - chatty** /'tʃæti/ gadatliwy
 - cheerful** /'tʃɪəfəl/ radosny
 - friendly** /'frendli/ przyjazny
 - hard-working** /'hɑ:d 'wɜ:k ɪŋ/ pracowity
 - helpful** /'helpfəl/ pomocny
 - lazy** /'leɪzi/ leniwy
 - moody** /'mu:di/ humorzasty
 - outgoing** /'aʊt'gəʊɪŋ/ towarzyski, kontaktowy
 - polite** /pə'laɪt/ uprzejmy
 - quiet** /'kwaɪət/ cichy
 - rude** /ru:d/ niegrzeczny
 - selfish** /'selfɪʃ/ samolubny
 - shy** /ʃaɪ/ nieśmiały
 - talkative** /'tɔ:kətɪv/ rozmowny
 - tidy** /'taɪdi/ schludny
 - untidy** /ʌn'taɪdi/ nieporządkny
-
- get annoyed** /get ə'noɪd/ irytować się
 - insult** /ɪn'sʌlt/ obrażać (kogoś)
 - positive** /'pɒzɪtɪv/ pozytywny
 - wonderful** /'wʌndəfəl/ wspaniały

LESSON 2.6

Out of class

- How are things?** /həʊ a: 'θɪŋz/ Co słychać?
- How's life?** /həʊz 'laɪf/ Jak się masz?
- I don't believe it!** /aɪ dəʊnt brɪ'li:v ɪt/ Nie wierzę!

- learn (how to do sth)** /lɜ:n həʊ tə du: ,sʌmθɪŋ/ uczyć się (jak coś zrobić)

LESSON 2.7

- Christmas** /'krɪsməs/ święta Bożego Narodzenia
- Easter** /'i:stə/ Wielkanoc
- New Year's Day** /nju: 'jɪəz deɪ/ Nowy Rok
- season** /'si:zən/ pora roku


Skills Revision

FUNKCJE JĘZYKOWE

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

- 1 A: (*Co słyszczać?*) *How are things?*
B: Fine! I'm finishing my dance project.
- 2 A: Are you into dancing?
B: Yes, I am. I love hip-hop. (*A ty?*)
A: Well, I'm quite shy so I only dance at home.
- 3 A: Do you want to go to the cinema tonight?
B: (*A co grają?*)
A: *Rogue One: A Star Wars Story!*
B: Awesome! Let's go!
- 4 A: Hi. Two tickets for *Despicable Me 3*, please.
B: (*Który seans?*)
A: The 8:30.
- 5 A: How much is that?
B: That's £21.50, please.
A: (*Proszę bardzo.*)
B: Thank you. Enjoy the concert.
- 6 A: Hi, Nick. I'm ill.
B: (*To fatalnie!*) You can't go to the concert tonight then?

SŁUCHANIE

2  1.53 Posłuchaj rozmowy dwóch nastolatków na temat zajęć pozaszkolnych. Wybierz poprawne odpowiedzi A, B lub C i zapisz je w zeszycie.

Strategia

Przeczytaj dokładnie zadanie i zastanów się, czego może dotyczyć nagranie. Odpowiedzi na pytania pojawią się w nagraniu w tej samej kolejności co pytania.

- 1 Which language is Alex learning?
A Italian B French C Spanish
- 2 How is Alex learning it?
A online B at school C from his dad
- 3 How long are the lessons?
A forty minutes
B forty-five minutes
C fifty minutes
- 4 What is hard for Alex?
A the grammar
B the vocabulary
C the writing
- 5 What time is Lindsay's swimming lesson?
A 4.30 p.m. B 4.50 p.m. C 5.15 p.m.

CZYTANIE

3 Przeczytaj informacje o trzech osobach oraz opisy czterech programów telewizyjnych. Do każdej osoby (1-3) dopasuj program (A-D), którego treścią byłaby ona najbardziej zainteresowana. Jeden opis programu został podany dodatkowo i nie pasuje do żadnej osoby. Odpowiedzi zapisz w zeszycie.

Strategia

Czytając podane opisy osób, znajdź w nich kluczowe wyrażenia. Pomogą one dobrać właściwy program do każdej z osób. Następnie przeanalizuj wszystkie opisy programów i wyszukaj w nich wyrazy i zwroty, które odpowiadają znalezionym wcześniej fragmentom.



Rachel is into different kinds of music, from opera to rap. She often goes to concerts, too. She enjoys watching programmes which give her the opportunity to check her knowledge, but she hates listening to celebrities talking.



Conor loves music, especially pop and rock. He plays the guitar and sings, and posts his music videos on YouTube. He enjoys talking about music and likes hearing different people's opinions on music.



Lydia's great passion is music. She does really well at singing and dancing and takes part in dancing competitions. She likes watching programmes which can inspire her to learn something new.

ŚRODKI JĘZYKOWE

- 4** Uzupełnij zdania, używając podanych wyrazów w odpowiedniej formie. Odpowiedzi zapisz w zeszycie.
- 1 Banksy is a famous British *artist*. ART
 - 2 My sister's a talented – she can play four instruments. MUSIC
 - 3 I want to be a when I leave school. PHOTO
 - 4 I love Zumba. DANCE
 - 5 Mark is a student, he always does his homework and is always prepared for classes. WORK
 - 6 Greg says he is the best. I think he is really . HEAD
- 5** Przetłumacz podane w nawiasach fragmenty na język angielski tak, aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Odpowiedzi zapisz w zeszycie.
- 1 (*Nie wierzę!*) I *don't believe* it! You're still sleeping!
 - 2 What (*robisz*) in the evenings after school?
 - 3 (*Słucham*) Kaleo these days. They're awesome!
 - 4 (*Nie bierzemy udziału*) part in a tournament this week.
 - 5 She (*uwielbia wychodzić*) with friends on weekends.
 - 6 I hope she (*nie rozmawia przez*) the phone again.
- 6** Przeczytaj podane pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdania wyjściowego. Odpowiedzi zapisz w zeszycie.
- 1 I like getting up in the morning.
I *am a morning* person.
 - 2 Can I have two tickets for *Transformers: The Last Knight*, please?
I two tickets for *Transformers: The Last Knight*, please.
 - 3 I'm sorry, there are no tickets for the 6.30 screening.
I'm sorry, the 6.30 screening .
 - 4 I'm always tired on Mondays.
Mondays for me.
 - 5 My grandpa says watching TV is annoying.
My grandpa when he watches TV.
 - 6 I can't sleep these days!
I'm these days!

PISANIE

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

Masz ochotę pójść do kina. Napisz do kolegi/koleżanki wiadomość, w której:

- zaproponujesz wspólne wyjście do kina,
- podasz szczegóły dotyczące seansu,
- poprosisz, by kolega/koleżanka zarezerwował/zarezerwowała bilety.

Długość tekstu powinna wynosić od 50 do 100 słów.

Home TV shows Contact

Thursday Night Live

What is the future of music in the era of the internet? Listen to famous musicians, music producers and journalists debate this question in the popular talk show. Phone in with your questions and comments.

The Music Game Show

If you're mad about music, this exciting game show is for you! Watch people answer questions on anything from classical ballet to hip hop. There are also questions for you to answer online – get on your laptop and win a prize! There is a live performance at the end of the show as well.

Dance with Me!

A lively music and dance show with famous dancers talking about their work after each performance. They also share tips about singing and dancing. This is your chance to learn new dance steps from the stars, so get ready!

Music Festivals Around the World

From Rock al Parque in Bogota (Colombia) to Przystanek Woodstock in Poland, this fascinating documentary takes you on a tour of famous festivals around the world. You will hear famous musicians play live and talk about their everyday life.

Animal magic

3

VOCABULARY

Animals | Animal body parts | Personality | Looking after pets

GRAMMAR

Past Simple: *was/were* | Past Simple: regular verbs



SPEAKING

Apologising



READING

Personality

LISTENING

Pets

WRITING

A biography

POLAND

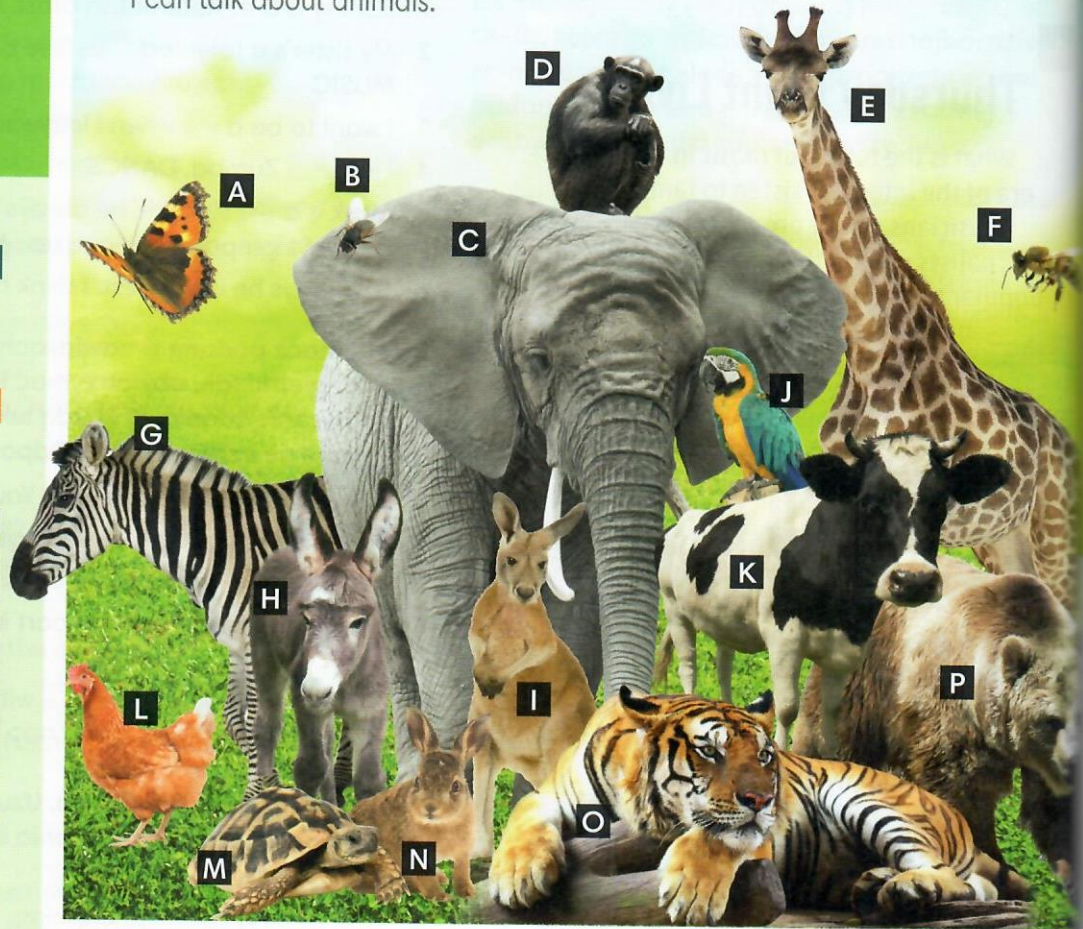
Haven for wildlife

BBC Culture and Skills

Why do parrots talk?

VOCABULARY Animals

I can talk about animals.



- 1 **2.01** In pairs, match the animals in the picture with the words in the box. Write the answers in your notebook. Listen and check.

Vocabulary A Animals

Pets: parrot *J* rabbit tortoise

Farm animals: chicken cow donkey

Wild animals: bear chimp elephant giraffe kangaroo
tiger zebra

Insects: bee butterfly fly

- 2 **2.02 I KNOW THAT!** In pairs, add the animals from the box to the correct category in Vocabulary A. Write the answers in your notebook.

ant cat dolphin duck monkey shark sheep snake

- 3 In groups, think of two or more animals for each category below. Then compare with another group.

- 1 We can ride these animals. *horse, ...*
- 2 These animals sleep in the winter.
- 3 People keep these animals for meat.
- 4 These animals are good at climbing.
- 5 People use the skin of these animals for clothes or shoes.
- 6 These animals are very dangerous.



1 The feathers of a parrot / a duck.



2 The eye of a tortoise / an elephant.



3 The mouth of a sheep / a kangaroo.



4 The claws of a chicken / a parrot.



5 The wing of a fly / a bee.



6 The tail of a donkey / a monkey.



7 The fur of a chimp / a rabbit.

GUESS
THE
ANIMAL!



4 2.03 In pairs, look at the photos and decide which animal you think it is. Listen and check.

5 2.04 How do you say the words from the box in Polish?

Vocabulary B Animal body parts

claw feather fur mouth tail wing

6 Work in pairs. Read the animal quiz below. Are the sentences true or false? Check your answers on page 133. Which fact do you find surprising?

7 2.05 Work in groups. Listen to five descriptions of animals. How quickly can you guess each animal?

8 Choose an animal from Vocabulary A. In pairs, guess your partner's animal by asking questions. You can only answer yes or no.

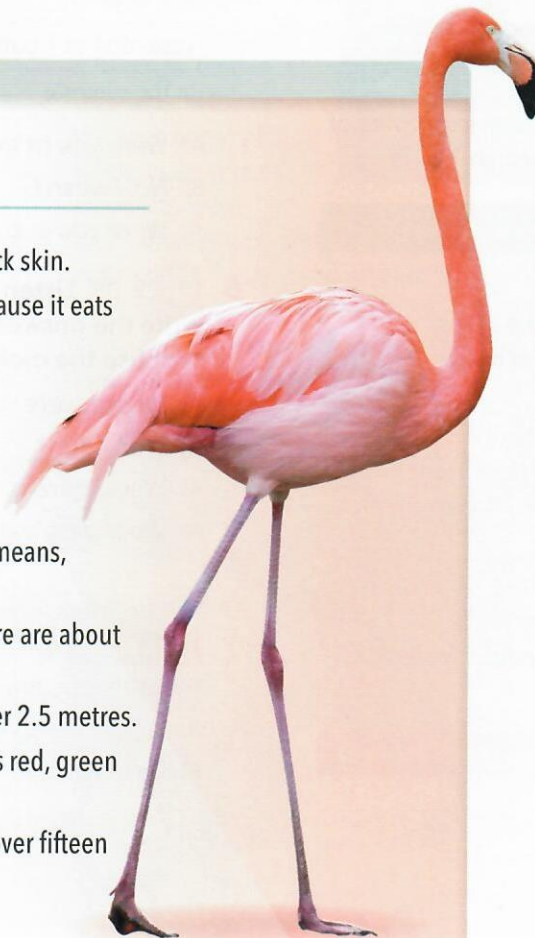
A: Does it live on a farm?

B: Yes, it does.

A: Does it have feathers?

True or False?

- 1 Polar bears have white fur but black skin.
- 2 A flamingo's feathers are pink because it eats a special kind of plankton.
- 3 Tigers have stripes on their fur but not on their skin.
- 4 Bees can beat their wings 200 times a second.
- 5 Elephants have a special call that means, 'Danger: Humans!'
- 6 For every human in the world, there are about 1.6 million ants.
- 7 The tail of a giraffe can grow to over 2.5 metres.
- 8 Butterflies can only see the colours red, green and yellow.
- 9 A brown bear's claws can grow to over fifteen centimetres.



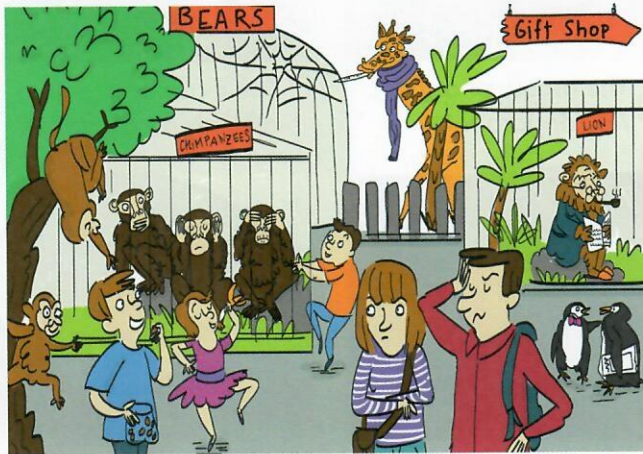
9 **VOX POPS** Talk to your partner. What's your favourite wild animal? Why? Which dangerous wild animals live in your country?

My favourite wild animal is ... because they're cute / clever / fascinating / funny ...



I can use *was* and *were* to talk about the past.

- 1 **2.06** What can you see in the cartoon? Read and listen. What does Kyle say about his brother and sister?



Zadie: You weren't at home yesterday.
Kyle: I was out.
Zadie: I know that! Were you at the shops?
Kyle: No, I wasn't.
Zadie: Where were you?
Kyle: We were at the zoo.
Zadie: You were at the zoo! Why?
Kyle: It was the twins' birthday.
Zadie: Really? Was it fun?
Kyle: Yes, it was. It was fantastic. There was a great café and there were lots of interesting animals.
Zadie: Were the kids excited?
Kyle: Excited? They weren't excited, they were crazy! The chimps were shocked!

- 2 Read the Grammar box. Find more examples of *was/were* in the dialogue in Exercise 1.

Grammar		Past Simple: was/were	
+	-		
I was out.	I wasn't at the shops.		
We were at the zoo.	We weren't at home.		
?			
Were you at home?	Yes, I was ./No, I wasn't .		
Was it boring?	Yes, it was ./No, it wasn't .		
Were you happy?	Yes, we were ./No, we weren't .		
Where were they?			
there is (isn't) →	there was (wasn't)		
there are (aren't) →	there were (weren't)		
Time expressions:	<i>last night/weekend, yesterday, two days ago, at ten o'clock</i>		

GRAMMAR TIME > PAGE 124

- 3 **2.07** Complete the dialogue with *was*, *were*, *wasn't* or *weren't*. Write the answers in your notebook. Listen and check.

Kyle: Where ¹ *were* you yesterday, Zadie?
Zadie: I ² *was* with Midge. We ³ *were* at the shops.
Kyle: ⁴ *Were* you at the shops in the centre?
Zadie: Yes, we ⁵ *were*.
Kyle: ⁶ *Was* it busy?
Zadie: No, it ⁷ *wasn't*. There ⁸ *were* any people there because the shops ⁹ *were* closed. It ¹⁰ *was* a public holiday. There ¹¹ *was* only one shop open, a newsagent's!

- 4 In your notebook, make sentences about the cartoon. Use the words from the box and the correct form of *there was/were*.

There were three chimps in a cage.

chimps not many people old lion giraffe
 not any bears monkeys penguins gift shop

- 5 Work in pairs. Ask your partner questions to find out where he/she was.

AT home school a friend's a party the shops
 the cinema the zoo an aquarium a concert
IN a pet shop the classroom a park a café

When	Where
an hour ago	?
last weekend	?
yesterday at 7 p.m.	?
in the summer	?

A: *Were you at the zoo last weekend?*

B: *No, I wasn't.*

A: *Were you in a café ...?*

- 6 **2.08** Listen and complete the dialogue. Write the answers in your notebook. Then practise the dialogue in pairs.

A: Where were you last Saturday?

B: 1 ?

A: Was it fun?

B: 2 ?

A: Were there many people there?

B: 3 ?

A: What was the weather like?

B: 4 ?

- 7 **VOX POPS** Talk to your partner. Where were you last Saturday?

A: *Where were you last Saturday?*

B: *I was at a party. It was in a ...*



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

1 In pairs, look at the words and phrases from the box. Which things do teenagers typically do? What about adults?

come home late criticise feel shy do dangerous things
eat/drink too much fight forget things ignore advice
make a lot of noise sleep in front of the TV study
talk about the past

2 **2.09** Quickly read the article. What behaviour from Exercise 1 does it mention?

3 Read the text again. Are the sentences true, false or the text doesn't say?

- 1 It's impossible to love adolescent dogs.
- 2 Young dogs often change their behaviour.
- 3 All young elephants live with their families.
- 4 Teenage elephants sometimes kill other elephants.
- 5 Young sea otters always follow their parents' example.
- 6 Dangerous situations can teach a young animal a lot.

adolescent – (n) a teenager;
(adj) describes the time just before becoming an adult

**Watch
OUT!**

4 **2.10** Match the words from the box with sentences 1–5. Write the answers in your notebook.

Vocabulary **Personality**

adventurous aggressive forgetful
impulsive lovable

- 1 Grandpa often loses his glasses.
forgetful
- 2 Harry often buys things without thinking.
- 3 The Smiths love travelling to exotic, dangerous places.
- 4 Male rabbits often fight when they live together.
- 5 My puppy is friendly, fun and attractive.

5 In pairs, ask and answer the questions.

- 1 What do your parents or teachers criticise you for?
- 2 Do you agree with their opinion?

Those difficult teenage years

When Sally was an adolescent, she was noisy. She was adventurous, lovable and sometimes shy. She was often forgetful too. Sally was my dog.

Adolescent dogs (from six months to a year old) are a little bit like human teens. They explore their world and test their own abilities. They love adventures and they often look for attention. One minute they're tired – then suddenly they're lively and energetic. Sometimes it can be hard for others to understand them.

And dogs aren't the only animals with a 'teenage' time in their lives. Between the ages of ten and twenty, male African elephants leave their family groups and live in large male gangs. These young elephants don't always behave well. They can be noisy and aggressive. They sometimes terrorise other groups and in some cases they kill other animals for sport.



Male sea otters also have a 'teenage' stage. They take risks and ignore their parents' advice. Sometimes they swim near dangerous white sharks and sometimes the sharks eat them. But that doesn't stop other adventurous young otters from playing this dangerous game.

For many animals, the time between childhood and adulthood is difficult. They lose the care and protection which they get from their parents. But they need risk and adventure to learn about the dangers of the world. In other words, impulsive or even crazy behaviour is an important part of an animal's education. It is often the key to success as adults. Just like for humans.



I can use the Past Simple of regular verbs to talk about the past.



LOOKING AFTER DAISY

Lee: Amy!
Amy: Lee! What's wrong?
Lee: It's Daisy, Krystal's dog! I can't find her.
Amy: Calm down! What's the matter?
Lee: Daisy needed to go outside so we walked to the park and when we arrived there, I decided to take off the leash to let her run around, you know. But then I answered a phone call and then when I finished talking, Daisy wasn't there. I looked everywhere but ...
Amy: When did this happen?
Lee: About an hour ago. Some people helped but we ...
Amy: Did you go to Krystal's?
Lee: Yes, I did but the dog wasn't there. And then I hurried back here. I didn't know what to do so I phoned you. Krystal gets back from her holiday today! She asked me to look after her dog and I promised to do it but I didn't. Oh!

How do you say these expressions in Polish?

What's wrong? Calm down!
 What's the matter?

OUT of class

1 **2.11** Describe the photo. Why is Lee worried? Listen and check.

2 Read the Grammar box. Find more examples of the Past Simple in the dialogue.

Grammar	Past Simple: regular verbs
+	-
I called Amy.	I didn't call Amy.
She hurried back home.	She didn't hurry back home.
They stopped me.	They didn't stop me.
?	
Did you phone Amy?	Yes, I did ./No, I didn't .
When did he arrive ?	

GRAMMAR TIME > PAGE 125

3 Check you know the meaning of these verbs. Then study the Grammar box and write the Past Simple forms in your notebook.

carry change end happen help invent like
 listen live open start study talk try use
 want watch work

4 **2.12** Copy the table into your notebook. Put the verbs from Exercise 3 in the correct columns. Listen and check.

1 helped /t/	2 carried /d/	3 ended /ɪd/
liked	?	?

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

Lee ¹asked (ask) Amy to help him. She ²? (not want) to go out because she ³? (need) to finish some homework. However, Lee was desperate so Amy ⁴? (agree) to help him. They ⁵? (decide) to meet at the park. They ⁶? (shout) Daisy's name and ⁷? (walk) around the park but the dog wasn't there. Finally, Lee ⁸? (suggest) calling the police but Amy ⁹? (not like) that idea.

6 In your notebook, write questions from the prompts. Then go to page 133 to find the answers.

- | | |
|--|-----------------------------|
| 1 Lee / call / police / ?
<i>Did Lee call the police?</i> | 4 what / they / do / ? |
| 2 police / help / them / ? | 5 what / they / do then / ? |
| 3 Lee / Amy / go home / ? | 6 dog / be / there / ? |
| | 7 what / Lee / do / ? |

7 In your notebook, write five sentences in the Past Simple with the verbs in Exercise 3. In pairs, say if your partner's sentences are true or false.

A: I talked to a police officer last week.

B: False.

can identify specific detail in a conversation and talk about pets.

1 **2.13 CLASS VOTE** Read the text. Which of the pets is good for Ali?

2 **2.14** Check you understand the expressions in the box. Then listen to Ali talking to a friend. In your notebook, write the expressions in the order you hear them.

Word Friends Pets

When you have a pet, you need to ...
 feed it take it for a walk train it
 take it to the vet's wash it
 empty its litter tray brush its fur

3 Discuss in pairs. Have you got a pet? If so, who looks after it? Use the expressions in Exercise 2 to help you.

We've got a dog. My mum trained it. I usually take it for a walk.

4 **2.15** Listen to five dialogues. Choose the correct answers. Write them in your notebook.

- What kind of pet did Ali decide to get?
 a a cat b a dog c a snake
- How many animals did Jodie offer Ali?
 a one b two c four
- Ali's dad decided to buy something in a pet shop. How much was it?
 a £15 b £25 c £50
- What did Ali's dad want her to do?
 a take the cat for a walk b feed it
 c empty its litter tray
- Ali and her dad looked for Simba. Where was she?



a



b



c

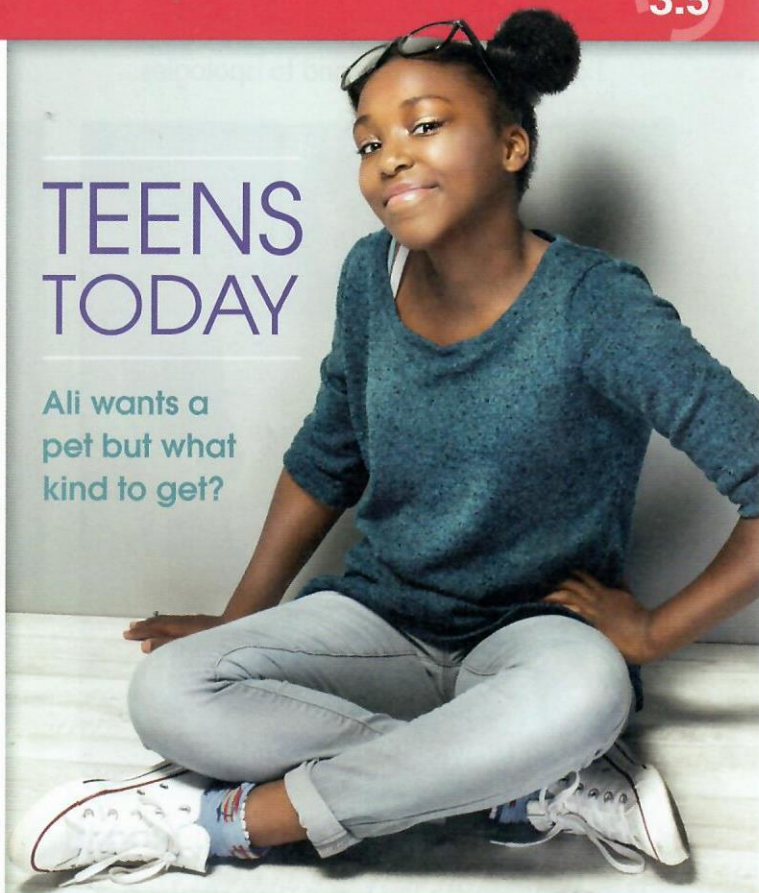
5 In groups, say which animal you would like as a pet and why. Use the phrases from the box to help you.

- It's fun/clean/quiet/boring/dirty/noisy ...
- You can/can't ...
- You need to/don't need to ...

I'd like to have a fish. They're quiet and they don't scratch the furniture.

TEENS TODAY

Ali wants a pet but what kind to get?

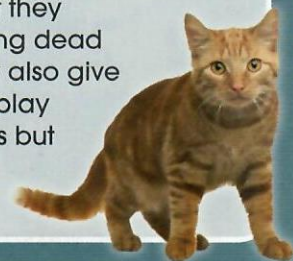


Ali loves animals but she lives in a small city centre apartment. She's very busy and doesn't have much free time. And she hates getting up early. She doesn't have any problems with allergies.



Dogs are fun. You can play with them and they protect your home but you need to train them and take them for a walk. They're great friends but they feel bad if you don't spend time with them.

Cats are cute and clean but they scratch the furniture and bring dead animals into the house. They also give you allergies. They're fun to play with when they're little kittens but they aren't so friendly when they grow up.



Snakes are quiet and you don't need to take them for a walk. But you can't play with them much and they eat live animals. They're beautiful but some people are frightened of them.



3.6 SPEAKING Apologising

I can make and respond to apologies.



Krystal: Hi, Lee.

Lee: Oh, hi, Krystal. Are you home already?

Krystal: Yes, we're just back! The holiday was wonderful! So, when can you bring Daisy round? I'm missing her so much.

Lee: Er, I'm really sorry but ...

Krystal: Oh no! Don't tell me she's not well!

Lee: I don't know how it happened. We were in the park and Daisy suddenly disappeared. Amy and I looked for her everywhere, in the dark as well, and I even contacted the police but ... I feel terrible. It's all my fault.

Krystal: She's lost? I don't believe it! Lee Marshall, you absolute idiot! How could you be so careless! You promised to look after her! Oh, she's here! Daisy! Oh, my baby! Wait! I'm coming! ... Lee? Look, I'm sorry I was a bit rude.

Lee: No problem. I totally understand. I'm so glad ...

Krystal: Listen, I've got to go now. See you later. Bye!

How do you say these expressions in Polish?

I'm so glad.
I've got to go now.

OUT of class

1 Look at the photos. How do you think Lee and Krystal are feeling? Why?

2 **2.16** Listen and check your answers to Exercise 1.

3 In your notebook, write the words and phrases from the dialogue.

Speaking Apologising

Apologising

- I'm (really/so) sorry.
- I didn't realise.
- I apologise.
- It's (all) my fault.
- I feel terrible.
- It was an accident.

Accepting apologies

- Never mind.
- No problem.
- I totally understand.
- These things happen.
- It's not your fault.

Not accepting apologies

- How can/could you be so careless?
- You can't be serious!
- You promised to (look after her).
- I'm really angry about this!
- I'll never forgive you!

4 **2.17** Use the Speaking box to complete the dialogues. Write the answers in your notebook. Sometimes more than one answer is possible. Listen and check.

1 A: Excuse me. I think you're sitting in my seat.
B: *I'm so sorry.* I didn't realise!

2 A: I didn't hear you. Could you repeat that?
B: No problem. It's K-R-Z-Y-S.

3 A: I'm sorry I'm late! My bus didn't arrive on time.
B: The buses are terrible these days!

4 A: I'm afraid there was an accident with your bike.
B: What!?! I'll never forgive you!

5 In pairs, follow the instructions. Use the Speaking box to help you.

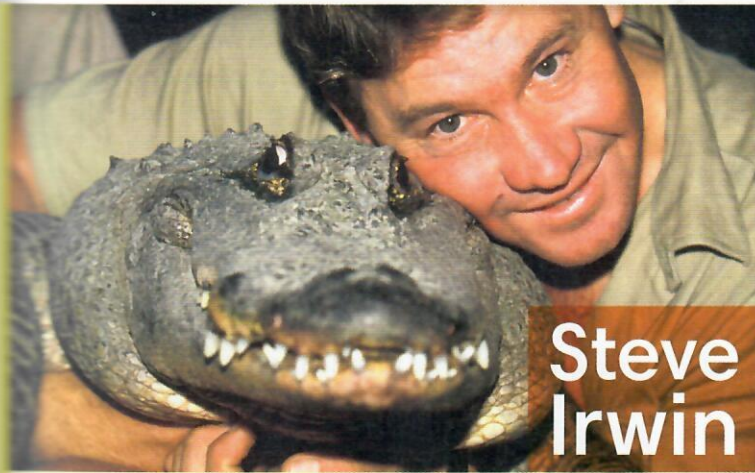
1 Student A: You borrowed Student B's laptop but you dropped it and it stopped working. Apologise.

Student B: You really need your laptop right now to do your homework. You don't accept Student A's apology.

2 Student B: It was Student A's birthday yesterday. You forgot it. Apologise.

Student A: It was your birthday yesterday but birthdays aren't very important to you. Accept Student B's apology.

I can write a biography.



- 1 Steve Irwin was a famous TV presenter and animal expert.
 - He was born in Australia in 1962. His parents owned a small zoo. Steve started working with animals when he was nine years old. He didn't go to university but he continued working at the zoo.
 - In 1992 Steve married his girlfriend, Terri. On their honeymoon Steve and his new wife looked for crocodiles for their zoo. They recorded this journey for a TV show, *The Crocodile Hunter*. The show was a big success and people in 120 countries watched their adventures.
 - Steve died in September 2006 after an attack by a stingray*. The news shocked fans across the world.

*a large sea animal

- 1 In pairs, ask and answer the questions.
 - How often do you watch animal documentaries?
 - Do you have a favourite programme about animals?
 - Are there any TV presenters in your country who are famous for their programmes about nature and animals? What is your opinion of them?
- 2 In pairs, look at the photo of Steve Irwin. What do you know about him? Read his biography and answer the questions.
 - 1 What nationality was he?
 - 2 What was his wife's name?
 - 3 What was the name of his famous TV show?
 - 4 How old was he when he died?
- 3 Look at Steve's biography again. Find all the examples of the Past Simple.
- 4 Study the Writing box. Which of the phrases can you find in Steve's biography?

Writing A biography

- 1 **Say why the person is/was famous**
 - ... is/was a famous ... [job]
 - ... is/was famous for ... [book/film/TV show]
 - He/She was the first person to ...
 - He/She discovered ...
- 2 **Mention his/her childhood and family**
 - He/She was born in ... [place or year]
 - His/Her parents are/were ... [job]
 - They lived in ... [place]
- 3 **Mention his/her early career**
 - He/She studied at ... University.
 - He/She started working as ... [job]
 - He/She travelled to ...
- 4 **Mention his/her later life**
 - He/She married ... in ...
 - He/She worked on ... [book/film/programme]
 - ... [programme/book] was a big success.
 - He/She died in ...
 - He/She is still popular today.

- 5 What do you know about Bear Grylls? Read the fact box and complete it with the Past Simple form of the verbs in brackets. Write the answers in your notebook.

- **Who is he?**
A famous adventurer, TV presenter, writer
- **Born** 1974
- **Childhood**
His family ¹ *lived* (live) in Northern Ireland + England.
- **Early Career**
He ² (study) at London University. He was in the British army for 3 years, and then ³ (climb) Mount Everest when he ⁴ (be) 23.
- **Later Life**
Bear ⁵ (marry) Shara (2000). He ⁶ (start) work as a TV presenter in 2005. In 2009, he was appointed the youngest ever Chief Scout in the UK.



- 6 **WRITING TIME** In your notebook, write a short biography (70–100 words) of a famous person you admire. Use the Bear Grylls fact box, the biography of Steve Irwin and the Writing box to help you.

Write about:


- 1 why he/she is famous
- 2 3 his/her childhood and early career
- 4 his/her later life

Revision

VOCABULARY

- 1 In your notebook, write the names of animals for the definitions.

Animal QUIZ

- 
- 1 It can fly and it can talk.
 - 2 It's really cute. It's a baby cat.
 - 3 It's got sharp claws and striped fur.
 - 4 It's got wings. It can swim but it can't fly.
 - 5 It's a big bird with pink feathers and long legs.
 - 6 It jumps very well and keeps its baby in a pouch.
 - 7 It's from Africa. It eats leaves from the tops of trees.
 - 8 It's a dangerous animal with very sharp teeth. It's green.
 - 9 It's a farm animal. It's similar to a horse but with long ears.

- 2 In your notebook, complete the adjectives in the sentences. In pairs, ask and answer the questions.

- 1 Are you a noisy person or are you **q** ?
- 2 Do you often forget things? Are you **f** ?
- 3 Do you do things suddenly without thinking? Are you **i** ?
- 4 Do you shout at people? Are you **a** ?
- 5 Do you enjoy taking risks and doing extreme sports? Are you **a** ?
- 6 Do a lot of people love you and think you're cute? Are you **i** ?
- 7 Do you often make mistakes and have lots of accidents? Are you **c** ?
- 8 Do you like doing things? Do you have lots of energy? Are you **e** ?

- 3 Complete the sentences in your notebook. Then, in pairs, say if the sentences are true for you.

- 1 Animals don't *give* me allergies.
- 2 We have a cat. I sometimes brush its **?** but I never **?** its litter tray.
- 3 I never **?** my parents' advice.
- 4 My dad's a good driver. He never **?** risks.
- 5 Mum says I'm noisy but I don't think I **?** a lot of noise.
- 6 We **?** our pet very well – we never give her our food.
- 7 In the summer holidays I **?** my school friends.

GRAMMAR

- 4 Complete the sentences with *was*, *wasn't*, *were* or *weren't*. Write the answers in your notebook.

Dolly the sheep

- Why ¹ ? Dolly famous?
She ² ? the first animal clone in the world.
- ³ ? Dolly from England?
No, she ⁴ ? . She ⁵ ? Scottish, from the Roslin Institute near Edinburgh.
- ⁶ ? there any other clones at that institute?
Yes, there ⁷ ? but Dolly ⁸ ? the first one.
- ⁹ ? Dolly's children clones too?
No, they ¹⁰ ? clones.

- 5 Complete the text with the Past Simple form of the verbs from the box. Write the answers in your notebook.

not answer arrive ask call change
hurry need study talk not want

I ¹ ? home yesterday because I ² ? to study for my exams. I ³ ? home at ten to six and then I ⁴ ? my clothes. From six to eight I ⁵ ? Biology. Then Jamie ⁶ ? me. I ⁷ ? to talk to him but he ⁸ ? me lots of questions about the exam. We ⁹ ? for an hour but I ¹⁰ ? all his questions.


SPEAKING

- 6 In pairs, role play the situations. Student A, look below. Student B, look at page 134.

Student A

- 1 You argued with Student B. You shouted and called him/her a bad name. Apologise.
- 2 Student B posted an embarrassing photo of you on the internet. You are angry. Don't accept the apology.

DICTATION

- 7  2.18 Listen to the recording. Write the sentences in your notebook.

Check yourself!

- ✓ I can talk about animals.
- ✓ I can use *was* and *were* and the Past Simple of regular verbs to talk about the past.
- ✓ I can find specific detail in an article and in a conversation.
- ✓ I can talk about behaviour and about pets.
- ✓ I can make and respond to apologies.
- ✓ I can write a biography.

LESSON 3.1

Animals Zwierzęta

- ant /ænt/ mrówka
- bear /beə/ niedźwiedź
- bee /bi:/ pszczola
- butterfly /'bʌtəflaɪ/ motyl
- cat /kæt/ kot
- chicken /'tʃɪkən/ kura
- chimp /tʃɪmp/ szympans
- cow /kaʊ/ krowa
- crocodile /'krɒkədəɪl/ krokodyl
- dolphin /'dɒlfɪn/ delfin
- donkey /'dɒŋki/ osioł
- duck /dʌk/ kaczką
- elephant /'eləfənt/ słoń
- flamingo /flə'mɪŋɡəʊ/ flaming
- fly /flaɪ/ mucha
- giraffe /dʒɪ'ra:f/ żyrafa
- kangaroo /,kæŋɡə'ru:/ kangur
- kitten /'kɪtn/ kocię, kociak
- lion /'laɪən/ lew
- monkey /'mʌŋki/ małpa
- parrot /'pærət/ papuga
- penguin /'peŋɡwɪn/ pingwin
- polar bear /'pəʊlə beə/ niedźwiedź polarny
- rabbit /'ræbɪt/ królik
- sea otter /si: 'bʌtə/ wydra morska
- shark /ʃɑ:k/ rekin
- sheep /ʃi:p/ owca
- snake /sneɪk/ wąż
- tiger /taɪɡə/ tygrys
- tortoise /'tɔ:təs/ żółw lądowy
- zebra /zebrə/ zebra

Animal body parts

Zwierzęta – części ciała

- claw /klaʊ/ pazur
- feather /'feðə/ pióro
- fur /fɜ:/ futro
- mouth /maʊθ/ pysk, paszcza
- skin /skɪn/ skóra
- tail /teɪl/ ogon
- wing /wɪŋ/ skrzydło

- climb /klaɪm/ wspinać się
- cute /kju:t/ uroczy
- dangerous /'deɪndʒərəs/ niebezpieczny
- pet /pet/ zwierzę domowe
- ride /raɪd/ jeździć
- stripe /straɪp/ pasek

LESSON 3.2

- aquarium /ə'kwɛəriəm/ akwarium,
- oceanarium
- pet shop /pet ʃɒp/ sklep zoologiczny

LESSON 3.3

Personality Charakter

- adventurous /əd'ventʃərəs/ lubiący przygodę
- aggressive /ə'ɡresɪv/ agresywny
- forgetful /fə'getfəl/ zapominalski
- impulsive /ɪm'pʌlsɪv/ impulsywny
- lovable /'lʌvəbəl/ uroczy, przemiły
- adolescent /ədə'lesənt/ nastolatek
- adulthood /'ædʌlθud/ dorosłość
- behave /br'heɪv/ zachowywać się
- behaviour /br'heɪvjə/ zachowanie
- belong to a gang /br'lɒŋ tə ə ɡæŋ/ należeć do gangu
- childhood /'tʃɪldhʊd/ dzieciństwo
- criticise /'krɪtɪsaɪz/ krytykować
- do dangerous things /də 'deɪndʒərəs θɪŋz/ robić niebezpieczne rzeczy
- energetic /,enə'dʒetɪk/ energiczny
- fight /faɪt/ walczyć

- ignore advice /ɪg'nɔ: əd'vaɪs/ ignorować rady
- lively /'laɪvli/ pełen życia
- make a lot of noise /meɪk ə lɒt əv nɔɪz/ robić dużo hałasu
- noisy /'nɔɪzi/ hałaśliwy
- protect your home /prə'tekt jə həʊm/ bronić swojego domu
- shy /ʃaɪ/ nieśmiały
- take risks /teɪk 'rɪks/ podejmować ryzyko

LESSON 3.4

Out of class

- Calm down! /kɑ:m daʊn/ Uspokój się!
- What's the matter? /wɒts ðə 'mætə/ O co chodzi?
- What's wrong? /wɒts 'rɒŋ/ Co się stało?

- (dog's) leash /,dɒgz 'li:ʃ/ smycz (dla psa)
- hurry /'hʌri/ śpieszyć się
- look after a pet /'lʊk 'ɑ:ftə ə pet/ opiekować się zwierzęciem
- promise /'prɒmɪs/ obiecać

LESSON 3.5

- be fun to play with /bi fʌn tə pleɪ wɪð/ fajnie się pobawić z
- brush a pet's fur /brʌʃ ə pets fɜ:/ czesać futro zwierzęcia
- clean /kli:n/ czysty
- dirty /'dɜ:ti/ brudny
- eat live animals /i:t laɪv 'ænəməls/ jeść żywe zwierzęta
- empty a cat's litter tray /,emptɪ ə kæts 'lɪtə treɪ/ opróżnić kocią kuwetę

- feed a pet /fi:d ə pet/ karmić zwierzę
- give allergies /gɪv 'ælədʒɪs/ spowodować alergię
- grow up /grəʊ ʌp/ dorosnąć
- quiet /'kwaɪət/ cichy
- scratch the furniture /skrætʃ ðə 'fɜ:nɪtʃə/ drapać meble
- take a dog for a walk /teɪk ə dɒg fə ə wɔ:k/ zabrać psa na spacer
- take a pet to the vet's /teɪk ə pet tə ðə vets/ zabrać zwierzę do weterynarza
- train a pet /treɪn ə pet/ wytresować zwierzę
- wash a pet /wɒʃ ə pet/ umyć zwierzę

LESSON 3.6

Out of class

- I'm so glad. /aɪm sə 'glæd/ Tak się cieszę!
- I've got to go now. /aɪv 'ɡɒt tə ɡəʊ nəʊ/ Muszę już iść.

- apologise /ə'pɒlədʒaɪz/ przeproszać
- careless /'keələs/ nieuważny, niedbały
- forgive /fə'gɪv/ przebaczyć
- miss sb/sth /mɪs 'sʌmbədi 'sʌmθɪŋ/ tęsknić za kimś/czymś
- rude /ru:d/ niegrzeczny

LESSON 3.7

- animal documentary /'ænəməl ,dɒkjə'mentəri/ film dokumentalny o zwierzętach
- animal expert /'ænəməl 'ekspɜ:t/ ekspert w dziedzinie zwierząt
- biography /baɪ'ɒɡrəfi/ biografia
- career /kə'riə/ kariera
- die /daɪ/ umrzeć
- discover /dɪs'kʌvə/ odkryć
- famous (for something) /'feɪməs fə 'sʌmθɪŋ/ znany (z czegoś)
- honeymoon /'hʌnɪmu:n/ miesiąc miodowy
- marry /'mæri/ wyjść za mąż/ożenić się
- popular /'pɒpjələ/ popularny
- success /sək'ses/ sukces
- TV presenter /,ti: 'vi: prɪ'zentə/ prezenter telewizji
- work on a book/film/TV programme /wɜ:k ən ə bu:k fɪlm ,ti: 'vi: ,prəʊɡræm/ pracować nad książką/filmem/ programem telewizyjnym
- zoo /zu:/ zoo



Where the white-tailed eagle rules



1 CLASS VOTE Have you got any books about Polish wildlife?

2 **2.19** Look at the cover of the book. Match the animals in the photos with the words in the box. Write the answers in your notebook. Listen and check.

bison grey seal lynx pond turtle wolf
white-tailed eagle

3 **2.20** Listen to a boy talking about his favourite book. Answer the questions.

- 1 Which of the animals in the photos are endangered?
- 2 Which of them live in the wild in the boy's area?

4 Do any of the animals in the photos live in your area?

- 5 Work in pairs. Read the quiz. Are the sentences true or false? Write the answers in your notebook.

How much do you know about the white-tailed eagle?



1 Most white-tailed eagles live in the Tatras.

2 White-tailed eagles often feed on fish.

3 There are only about 100 white-tailed eagles in Poland.

4 The white-tailed eagle is not a real eagle – it belongs to a different family of birds.

5 A male eagle weighs more than a female.

6 A white-tailed eagle's nest can be so heavy that it can break a tree.

- 6 2.21 Listen and check your answers.

- 7 Complete the text using the words from the box. Write the answers in your notebook.

feathers golden symbol red

Polish coat of arms



A coat of arms is a special symbolic design which represents a family, city or country. The coat of arms of Poland is a white eagle on a ¹ background. The eagle has a ² crown, beak and talons (these are like claws).

It is hard to say for sure what kind of eagle was the model for our national ³, but the colour of the ⁴ suggests that it was probably a white-tailed eagle. The only person who knows the answer is our legendary forefather Lech.

- 8 Read the legend of how the eagle became the symbol of Poland. Put the sentences in the correct order. Write the answers in your notebook.



- A He believed that the bird was a good luck symbol so he decided to settle there.
 B Once upon a time, three brothers: Lech, Czech and Rus wanted to find a new place to live.
 C In the tree there was a white eagle in its nest.
 D Lech named his new home Gniezno after the Polish word for nest.
 E Rus wanted to kill the eagle but Lech stopped him.
 F After walking through forests for weeks they arrived at a lovely place with a big old tree.
 G The sun was going down and the eagle looked beautiful and strong against the red sky.

- 9 2.22 Listen and check. Do you know other versions of this legend?

PROJECT

- 10 Work in pairs. Prepare an animal quiz.

- Choose one animal which is endangered in Poland.
- Go online and find four interesting facts about this animal.
- Write a quiz about the animal to test your classmates. Add a photo.
- Give the quiz to your classmates.
- Check your classmates' answers. Everyone gets one point for each correct answer.
- Answer your classmates' questions.
- Work as a class and vote for the best quiz.

Why do parrots talk?

Pets around the world

For a long time, people used animals for food and for work. Today, many of us keep animals in our homes as pets and people all over the world love dogs and cats. In the UK, there are more than nine million pet dogs! Here are some other popular pets that you might find surprising.

Guatemala

A popular pet in Guatemala is the Macaw parrot. It has colourful feathers and can copy words and sounds. These birds live in the rainforest but there aren't many left now. Because of this, people can only buy them from special places.

China

Chinese people like many different animals but one very popular pet is the goldfish. For Chinese people the colour gold means money and they believe goldfish are lucky. People say that the goldfish has a bad memory – they're very forgetful and can only remember things for five seconds!

Japan

In Japan, they like keeping rabbits. Many Japanese people are vegetarian – they don't eat meat – and rabbits are vegetarian too! They're gentle animals with soft fur but when they're angry or frightened, they get aggressive and tap their feet on the ground loudly! They're also very small, which is important for people who live in a small apartment.

The USA

Snakes are very popular in the USA. They can live up to forty years and people don't need to feed them a lot. They don't usually move very much and some snakes sleep for several months every year. Most pet snakes are born in special centres. They're not dangerous or poisonous – unlike the snakes in the wild!

GLOSSARY

gentle (adj) not strong or violent

in the wild (phr) living free in nature

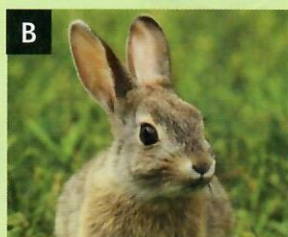
rainforest (n) a forest with tall trees growing in an area where it is hot and it rains a lot

tap (v) to hit lightly

vegetarian (adj) not eating meat

READING

- 1 In pairs, discuss the questions.
- 1 What's your favourite animal? Why?
 - 2 What are the most popular pets in your country?
 - 3 Do you have a pet? Would you like one?
 - 4 Do any of your friends have an unusual pet?
 - 5 Do you know why parrots talk?
- 2 Which pets do you think are popular in these countries? Match countries 1-4 with photos A-D. Write the answers in your notebook.
- | | |
|-------------|-----------|
| 1 Guatemala | 3 Japan |
| 2 China | 4 The USA |



- 3 Read the article and check your ideas in Exercise 2.
- 4 Read the article again and answer the questions in your notebook.

Which animals:


- 1 can repeat what you tell them? *parrots*
 - 2 bring you good luck?
 - 3 are quite rare?
 - 4 don't eat meat?
 - 5 are good for small spaces?
 - 6 are gentle?
- 5 In pairs, discuss if you would like to have one of these pets. Why? / Why not?

LISTENING


- 6 You are going to listen to part of a BBC documentary called *Wild at heart*. Read an advert for the programme. Do you like documentaries about animals?

Wild at heart

This is part of a series of documentaries about animal behaviour. Why do our pets sometimes do strange things? Are they playing games or is there another reason?

- 7  **BBC 3** In pairs, look at the photos. What activities do these animals often do? Listen and check your ideas.



- 8 Answer the questions.
- 1 How old are the puppies?
 - 2 How far do hamsters run every day?
 - 3 How many words can the parrot speak?
- 9 Work in pairs. Which animal do you think is the most interesting? Why?
- 10  **BBC 3** Listen again. Answer the questions in your notebook.
- 1 Why do puppies play?
 - 2 Why do hamsters run?
 - 3 Why do hamsters put a lot of food in their mouths?
 - 4 Why do parrots talk?
- 11 Work in pairs. Do you think it's a good idea to keep a pet? Why? / Why not?

PROJECT

- 12 Work in groups. Make a digital presentation about pets in your country.
- 1 Use the internet to find some interesting information about popular pets in your country.
 - 2 Write a short script for your presentation. If you like, include pictures or videos.
 - 3 Share the presentation with your class.

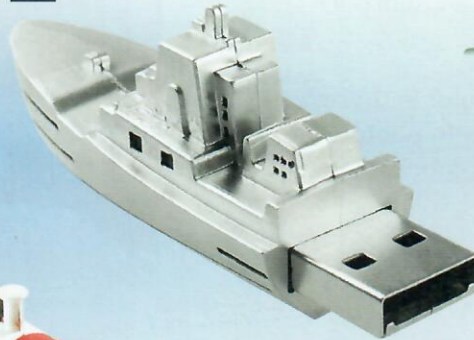
New technology

4

VOCABULARY Technology

I can talk about technology.

A



B



C

COLLECTOR'S CORNER

This week: **PRESTON JONES**

I collect USB gadgets – they're small gadgets which you plug into your laptop or tablet. They don't need a battery because they charge from your computer's USB port. There are a lot to choose from and they're usually quite cheap. I've got eighteen different gadgets in my collection but I'm always looking for new ones!

Some USB gadgets are practical.

For example, my USB electric gloves. You charge them for two minutes in your USB port and they stay warm for hours.

It's very useful when I'm at my keyboard in winter and my hands get cold!

Another useful gadget is my special USB pen drive.

It looks like a boat but it's got 32 GB of memory.

I keep all my digital photos on it – I love it.

My favourite gadget is my USB helicopter.

It's got a joystick to control it and it really flies!

D



VOCABULARY

Gadgets and technology |
Computer equipment

GRAMMAR

Past Simple: irregular verbs |
Verb patterns



SPEAKING

Putting events in order



READING

A diary entry and a blog

LISTENING


Favourite websites

ENGLISH IN USE

Relative clauses

SKILLS REVISION

Units 3–4

- 1 How many gadgets can you see and name in the classroom?
- 2  **2.23** Look at Vocabulary A. In pairs, ask and answer the questions below.

Vocabulary A Gadgets and technology

CD player digital camera DVD player e-reader
games console MP3 player smartphone tablet

Which gadget(s) from Vocabulary A:

- have you got at home?
- do you use every day?
- would you like to have?
- are important to you?

A: *I've got a games console and a DVD player at home. How about you?*


- 3 Work in pairs. Which gadgets from Vocabulary A can you use for these activities?

Word Friends Using gadgets

send instant messages listen to music
download files take photos phone a friend
play games make video clips watch films
surf the internet read a novel check emails

You can send instant messages **with** a smartphone.


Watch OUT!

- 4 Read the text on page 44. In pairs, answer the questions.
- Which gadgets A–D does Preston mention?
 - Which gadget do you think is:
 - useful?
 - fun?
 - a waste of money?
- 5  **2.24** Find the words from the box in the text. How do you say them in Polish?

Vocabulary B Computer equipment

battery joystick keyboard memory
pen drive USB port

- 6 **I KNOW THAT!** In pairs, add more words to Vocabulary B. Write your ideas in your notebook.
- 7 Choose the correct option. Write the answers in your notebook.
- You can charge this MP3 player from your computer's *keyboard / USB port. USB port*
 - Has your phone got enough *photos / memory* to download this file?
 - I can play this computer game with my keyboard but it's easier to use a *joystick / USB port*.
 - I need to charge the *battery / pen drive* on my laptop.

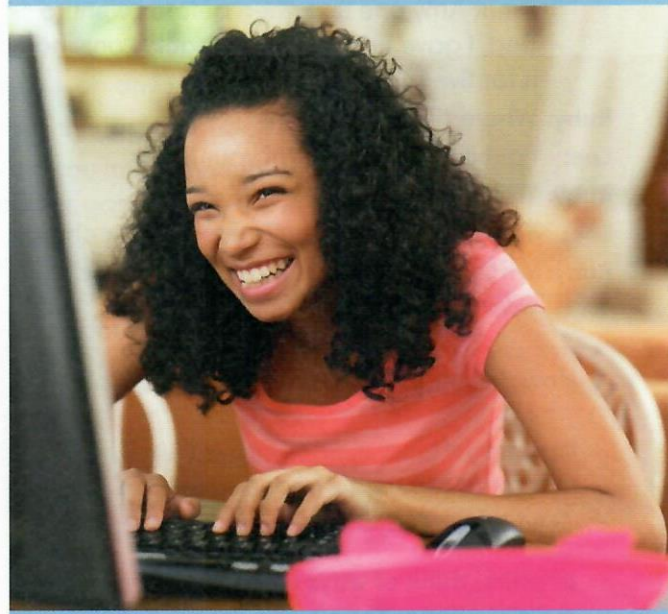
- 8  **2.25** Read the quiz. Then listen and decide which three questions Emily answers. Does she answer *yes* or *no*?

ARE YOU A computer freak?

Five or more 'yes' answers means you definitely are!

Do you ...

- enjoy spending time online more than meeting people face to face?
- prefer instant messages to phone calls?
- often buy gadgets, software or equipment for your computer?
- often play online games?
- have more than one email address?
- know how much memory your computer has?
- sometimes dream about people or situations from your online life?



- 9 In pairs, do the quiz. Are you a computer freak? Tell the class. Use the language in the quiz to help you.

I think I am a computer freak because I spend all my free time online.

I can use the Past Simple of irregular verbs to talk about the past.



WHERE'S MY PHONE?

Ruby: Lee! Where's my phone?
Lee: I left it in your room ten minutes ago.
Ruby: No, you didn't!
Lee: Yes, I did!
Ruby: Well, it's not there now! Dad! Lee stole my new smartphone!
Lee: Shut up, Ruby! I didn't steal your phone!
Ruby: You lost it, then! Oh! I only bought it a week ago. It cost a fortune!
Dad: Calm down, Ruby! Lee, did you take your sister's phone?
Lee: No, I didn't! Well, yes, I did. I forgot to top up my phone yesterday so I took Ruby's. I sent Amy one text, then before I went to bed, I gave her the phone back. I only had it for five minutes!
Ruby: Where did you put it?
Lee: I put it in the pocket of your jeans.
Ruby: Which jeans?
Lee: Your black jeans. They were on your chair.
Ruby: What!? Oh no! I saw those jeans in the washing machine. Mum!

How do you say these expressions in Polish?

It cost a fortune.
I forgot to top up my phone.

OUT of class

1 In pairs, think of ways you can lose your mobile phone. Then compare your ideas with the class.

You can leave it on the bus.
Someone can borrow it and not give it back.

2 **2.26** Describe the photo. Why are Lee and Ruby arguing? Listen to Part 1 and check your answer.

3 Read the Grammar box. Find the past forms of the verbs below in the dialogue.

buy cost do forget go give have
 leave lose put see send steal take

buy - bought

Grammar		Past Simple: irregular verbs	
+	You took my phone.	-	I didn't take your phone.
?	Did you take my phone?	Yes, I did ./No, I didn't .	
	Where did they put it?		

GRAMMAR TIME > PAGE 125

4 In your notebook, complete the sentences with the Past Simple form of the verbs in brackets.

- Ruby **bought** (buy) a new phone yesterday.
- Mum **put** (put) Ruby's blue jeans in the washing machine.
- Ruby **found** (find) the phone in the jeans.
- Lee **took** (take) the phone out of the jeans.
- Ruby **gave** (give) mum the phone.
- Mum **forgot** (forget) where she put the phone.

5 **2.27** Listen to Part 2. In your notebook, correct the sentences in Exercise 4.

- Ruby **didn't buy** her phone yesterday. She **bought** it a week ago.

6 In your notebook, write questions in the Past Simple for these sentences.

- I had toast for breakfast this morning. (What ...?)
What did you have for breakfast this morning?
- I went to France for my holidays. (Where ...?)
- I didn't do anything last weekend. (What ...?)
- I got three presents for my last birthday. (How many ...?)
- I bought my trainers yesterday. (When ...?)
- I left home at 7.30 this morning. (What time ...?)

7 **VOX POPS** Talk to your partner. What did you do this morning? What did you have for breakfast this morning? What did you do last Sunday?

A: *What did you eat for breakfast this morning?*
 B: *I ate cold pizza.*



can find specific detail in a text and talk about using technology.

1 May 1984

Today at school we used a computer with 64 kB of memory! Fantastic!

Later, I told my friend Ian about it. He lives in Wales but we keep in touch on the phone. Unfortunately, my dad asked me to hang up after two minutes. And anyway, my mum needed to use the phone.

I heard a new Michael Jackson song on the radio. It was great! I wanted to hear it again so I listened for hours. I'm glad I didn't give up because they played it again and I recorded it on my cassette player.

Technology is great!



1 Do you read or write a regular blog or diary?

2 **2.28** Read Tim's diary and Tina's blog. Complete gaps 1-4 with sentences a-e. There is one extra sentence. Write the answers in your notebook.

- a Now I can listen to it any time I want!
- b That's why I didn't finish it.
- c Then I played a game on my phone.
- d Phone calls are expensive!
- e My friend Cara texted me.

3 Read the texts again. In your notebook, complete the sentences with Tim or Tina.

- 1 worked with a friend.
- 2 talked to a friend on the phone.
- 3 used a computer with very little memory.
- 4 used a phone to do more than one thing.
- 5 communicated with friends in different ways.
- 6 waited a long time to hear some music.

14 April 2017

When I got home from school, I looked at the time on my smartphone. It was early, so I listened to some songs on headphones and downloaded a new app.³ After that I switched on my tablet computer, checked out my Facebook page and wrote some messages to friends. I also read some of my favourite blogs and watched some videos on YouTube.

⁴ She wanted me to help her with her homework. So I called her on Messenger. We looked for some information on Wikipedia together. You can't live today without technology!



4 **PHRASAL VERBS** Look at the phrasal verbs highlighted in the texts. Can you guess their meaning from the context? How do you say them in Polish?

5 Complete the questions with the correct forms of the phrasal verbs highlighted in the texts. Write the answers in your notebook. Ask and answer the questions in pairs.

- 1 What was the last gadget you switched on last night?
- 2 Where do you usually information?
- 3 Did you on anyone yesterday? Why?
- 4 What was the last YouTube clip that you ?
- 5 When did you last because you couldn't finish a computer game?

6 In your notebook, complete the text with the words from the box. There are two extra words. Then, in pairs, write a similar text about technology today.

64 kB cassettes ~~desktop~~ hang keep letter MP4 phone

In 1984 there were only ¹desktop computers. They were big and slow with only ² of memory. People contacted their friends by ³ and they also talked on the ⁴. But they didn't ⁵ in touch with their friends very often. People listened to music on the radio, on ⁶ and on records.

7 In pairs, say how you keep in touch with friends. Use the ideas from the box to help you. Say which way you prefer and why.

chat online meet in town call friends text friends send emails visit friends at home use social networking sites (e.g. Facebook)


I often use Facebook to keep in touch with my friends.

I can make sentences with verbs followed by the *to*-infinitive or the *-ing* form.

- How important is your phone to you?
- Think about your phone. In pairs, say how often you do these things.

make phone calls play games
charge the battery write/receive texts

I make phone calls once or twice a day.

-  **2.29** Read the text. Why does Jack think he is addicted to his phone?

Can you live without your phone?



Jack, 15

I use my phone from the minute I wake up. I don't mind talking to people face to face but I prefer texting friends. I also enjoy following my favourite sports stars on Twitter. But I would like to spend less time on my phone. I don't know why I need to check my Facebook page every few minutes. I try to switch it off sometimes. But I notice that I can't stand being without my phone – for example, when I forget to charge it and the battery dies. I think I'm probably addicted to my phone.

- Read the Grammar box. Find examples of the verb patterns in the text in Exercise 3.


Grammar Verb patterns

- We use **to-infinitive** after these verbs: *agree, decide, forget, learn, remember, need, try, want, would/'d like*
I **try to switch off** my phone sometimes.
- We use **verb + -ing** after these verbs: *can't stand, don't mind, enjoy, finish, hate, keep, like, love, prefer, stop*
I **love texting** my friends.

GRAMMAR TIME > PAGE 126

- Choose the correct option. Write the answers in your notebook. In pairs, say if the sentences are true for you.

- I enjoy *to try / trying* new apps on my smartphone.
I enjoy trying new apps on my smartphone.
- I hate *to be / being* without my phone.
- I would like *to buy / buying* a new smartphone.
- I sometimes forget *to charge / charging* my phone.
- I don't mind *to text / texting* but I can't stand *to make / making* phone calls.

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

I can't stand ¹*checking* (check) my phone all the time. That's why at New Year I decided ² (stop) using it in the evenings. That was six months ago. Sometimes I forget ³ (switch) it off but usually I remember ⁴ (do) it. I'm never bored in the evenings now. I enjoy ⁵ (read) and now I'm reading two or three books a month! I'm also trying ⁶ (learn) to play the guitar – my friend Tom agreed ⁷ (teach) me. I like ⁸ (have) a phone but I love ⁹ (spend) time offline too.

- In pairs, complete the text with the correct form of the verbs in brackets. Write the answers in your notebook. Which app sounds most interesting?

Abby tells us about her favourite new apps

-  **El Maestro** I really enjoy ¹*drawing* (draw) so I love ² (use) this app to paint on my tablet. It's fun!
-  **Grunge Guitar Guru** I'm learning ³ (play) the guitar – I want ⁴ (be) the next Kurt Cobain! This app is like your own personal guitar teacher – it's great.
-  **Chimp Notes** I hate ⁵ (have) lots of different documents for a project or essay so I use this app when I need ⁶ (organise) my notes in one place. It's really practical and easy to use.
-  **Internet Lock** This app is useful when you want to stop ⁷ (waste) time online. It's a shame I keep ⁸ (forget) that I have this app!

- In pairs, ask and answer the questions. Use Abby's review in Exercise 7 to help you.

- What are your favourite apps?
- Why do you like them and why are they useful?

*My favourite app is ... It's fun/easy to use/practical.
I use it when I need/want to ...*

I can identify specific detail in a conversation and talk about websites.

1 CLASS VOTE Which of these websites do you use the most often?

- Allegro
- Google
- Wikipedia
- YouTube
- Facebook

2 Match the websites from Exercise 1 with descriptions 1–5. Write the answers in your notebook.

- 1 You can buy and sell things on this website. *Allegro*
- 2 On this website you can view and download videos. You can also upload your own videos to share them with other people.
- 3 You can use this to search the web for other websites that interest you.
- 4 With this website you can keep in touch with friends and chat online.
- 5 On this website you can read articles and click on links to find out more information.

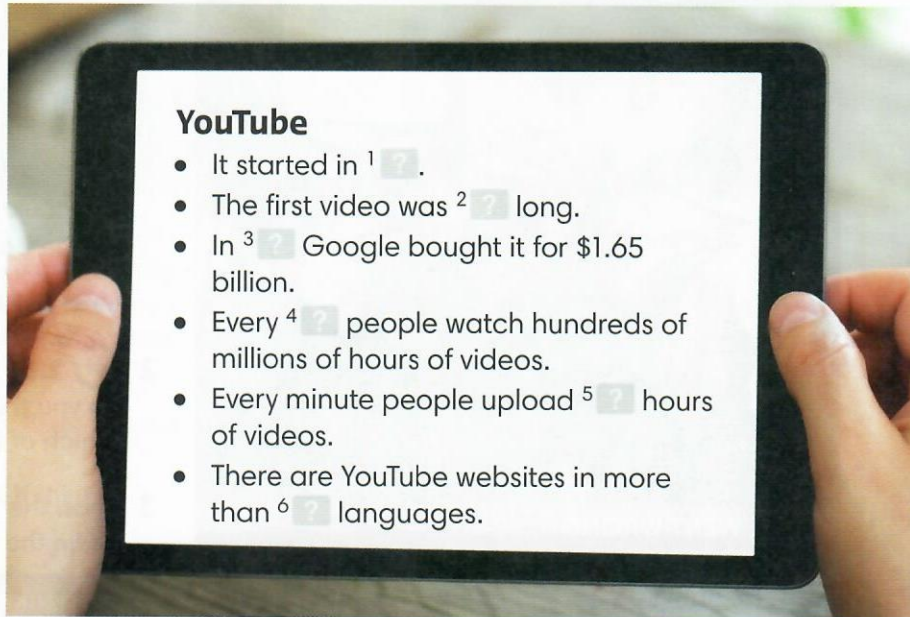
3 **2.31 WORD FRIENDS** Complete the text with the correct form of the words from the box. Write the answers in your notebook. Listen and check.

chat click download search
share upload view

I needed to find a program for making films so I ¹ *searched* the web and found one. I ² on the link and saw it was free so I ³ the program.

After I finished making my film, I wanted to ⁴ it with other people so I ⁵ my video clip to YouTube. In the first week, three hundred people ⁶ my video and now some of them want to ⁷ online with me.

4 **2.32** Listen to a radio interview about YouTube. Complete the notes with one or two words in each gap. Write the answers in your notebook.



5 **2.33** Listen to the second part of the programme. Choose the correct answers. Write them in your notebook.

- 1 *Upload* is a
 - a computer program.
 - b radio programme.
 - c website.
- 2 Alex likes YouTube because
 - a he likes watching famous people.
 - b it's always funny.
 - c it shows many different kinds of videos.
- 3 How many reasons does Alex give for liking YouTube?
 - a two
 - b three
 - c four
- 4 Howard Davies-Carr made a very popular
 - a family video.
 - b music video.
 - c website.
- 5 How many times did people watch *Charlie bit my finger* in nine months?
 - a 9 million
 - b 12 million
 - c over 800 million

6 VOX POPS Talk to your partner. What is your favourite website?

- 1 What kind of website is it?
- 2 What can you do on it?
- 3 How popular is it?
- 4 Do you know how and when it started?
- 5 How often do you visit it?
- 6 Why do you like visiting it?

My favourite website is ... You can use it to ...



I can put events in order when talking about the past.



IT ALL WENT WRONG

Lee: Hi, Amy.
Amy: Hi, Lee. What's up?
Lee: You know my new song?
Amy: Of course I do. You played it a hundred times last weekend!
Lee: Yeah, anyway, I wanted to make a video of the song and upload it to YouTube but it all went wrong. First, the battery in my camera died after only one minute. Then I couldn't find the charger so I had to buy a new battery. After that my microphone didn't work. I didn't know where to plug it in. In the end it worked and finally, I finished recording the song so then I went online to upload it to YouTube.
Amy: Yeah?
Lee: And my computer crashed!
Amy: Oh no!
Lee: Yeah! Listen, I really need to fix it. Do you fancy coming round tomorrow to give me a hand?
Amy: Yeah, OK.
Lee: Thanks, Amy.
Ruby: Lee, do you know ...? Oh! I don't believe it! Mum! Lee's using my phone again!
Lee: Ruby! I can explain. You see, the thing is ...

How do you say these expressions in Polish?

What's up? Anyway, ...
 Give me a hand.
 Do you fancy (coming)?

OUT of class

1 WORD FRIENDS What problems can you have with gadgets and computers? Check if your ideas are in the list. In pairs, say when you last had these technical problems:

- My computer crashed.
- My computer got a virus.
- My internet connection stopped working.
- I couldn't download a program.
- I couldn't connect a microphone.
- The battery in my camera/phone died.

My computer got a virus last weekend.

2 **2.34** What can you see in the photo? What do you think Lee's problem is? Listen and check. Which of the problems in Exercise 1 did Lee have?

3 Read the Speaking box. In your notebook, write down the words and phrases from the dialogue.

Speaking Putting events in order

- At first/First/First of all
- Then/Next/After that/Suddenly
- An hour/A few days/Two weeks later
- Finally/In the end

4 **2.35** Use the Speaking box to complete the story of Lee's dream. Write the answers in your notebook. Listen and check.

I dreamt that I uploaded the video of my song on YouTube. At ¹first, it wasn't very successful. Only three people viewed the video in the first week. But then ² it became popular. Millions of people saw it. A few days ³ I got a call from a music company and I went to London to make a professional video. That was really successful too. ⁴ that they asked me to write the music for a Hollywood movie! In the ⁵ I won an Oscar for the best original song in a film!

5 **2.36** **DICTIONATION** Listen to Amy's side of the story. In your notebook, write down what she says.

6 In pairs, use the Speaking box to tell a story. Choose from the ideas below.

- A time when you had technical problems.
- A day when you invited friends to your house.
- A dream you had.

I had a dream. At first, I was on a train and ...

It can be specific about people, things and places.



1 This is the scientist **who** invented a super-intelligent robot. It's a super-intelligent robot **that** can do a thousand amazing things.



2 This is a shop **where** they sell the super-intelligent robot. These are some things **which** the robot can do.



3 These are the people **that** bought the robot. This is the house **where** they live. And these are the things **that** the robot does.

Look at the cartoons. What is the robot thinking in picture 3? Choose the best caption.

- 1 'Why can't humans be more like robots?'
- 2 'Housework is so much fun!'
- 3 'I'm super-intelligent and I'm picking up socks. How depressing!'

Read the Language box. Find sentences in the cartoon strip for rules 1-3.

Language	Relative clauses
We use relative clauses to say which person, thing or place we are talking about.	
1	We use <i>who</i> or <i>that</i> for people. An inventor is a person who/that invents things.
2	We use <i>which</i> or <i>that</i> for things. This is the machine which/that Leonard invented.
3	We use <i>where</i> for places. This is the university where Leonard works.

In your notebook, rewrite the sentences using correct relative pronouns.

- 1 This is a robot. It cleans floors.
This is a robot which/that cleans floors.
- 2 She is a woman. She designs gadgets.
- 3 I bought a clock. It plays music.
- 4 That's the shop. I bought my gloves there.
- 5 Is that your friend? She works for Microsoft?
- 6 Have you got a mouse? You don't need it.
- 7 This is the town. Marie Skłodowska-Curie was born here.

4 Complete the sentences with *who*, *which* or *where*. Then write the correct word for each definition.

- 1 It's a thing **which** you use to charge a phone. **c** [?][?][?][?][?][?]
- 2 It's a place [?] you put USB gadgets. USB **p** [?][?][?]
- 3 This is a person [?] collects things. **c** [?][?][?][?][?][?]
- 4 It's a place [?] you can read information online. **w** [?][?][?][?][?][?]
- 5 It's a thing [?] takes photos. **c** [?][?][?][?][?][?]
- 6 This is a person [?] works in a laboratory. **s** [?][?][?][?][?][?]

5 In your notebook, complete the sentences with *who*, *which* or *where*.

- 1 The person **who** I admire the most is ...
- 2 The place [?] I want to live when I'm older is ...
- 3 The next electronic gadget [?] I want to buy is ...
- 4 One place [?] I feel really happy is ...
- 5 The first person [?] I saw this morning was ...
- 6 I'd love to have a robot [?] can ...

6 2.37 Listen. In your notebook, complete the sentences from Exercise 5.

7 In your notebook, complete the sentences in Exercise 5 to make them true for you. Then compare with a partner.

Revision

VOCABULARY

- 1 In your notebook, match words from A with words from B to make phrases. In pairs, choose four phrases and make sentences.

A: instant digital USB email pen games

B: address console message drive
camera port

- 2 Complete the words in the text. Write the answers in your notebook. In pairs, say which course is suitable for:

- someone who wants to spend time away from the internet.
- someone who is interested in making music videos.
- grandparents who want to contact their grandchildren.

New short courses for Autumn 2020

1 Online Media (6 weeks; £90)

During this six-week course students have a chance to ¹t photos and make video ²c. Students also learn how to ³s their videos and ⁴u files and videos to the internet.

2 Learn to Love Your Computer (4 weeks; £60)

Do you want to know how to use your smartphone or computer to keep in ⁵t with friends and family? This four-week course is the answer! Learn how to ⁶s emails and messages, ⁷t friends, and chat ⁸o.

3 Vegetable Gardening (8 weeks; £85)

Do you spend all day surfing the ⁹i? Do you feel you ¹⁰w time online? Are you looking for ways to ¹¹s time offline? Try a new skill and meet ¹²p face to face in the fresh air! PS Only for people who don't ¹³m getting wet or dirty!

- 3 Replace the underlined phrases with the phrasal verbs from the box. Write the answers in your notebook.

hang up plug (sth) into look for check out
give up

- Wow! Have a look at these games consoles.
- Don't stop trying. You need practice to become a good photographer.
- Can you help me try to find my pen drive?
- He started shouting so I decided to end the phone call.
- I'm not surprised your printer isn't working. You forgot to connect it to the USB port.

GRAMMAR

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

Ada Lovelace lived in England in the early 1800s. She ¹ (be) the daughter of Lord Byron, a famous poet. Ada's mother ² (not want) Ada to be a poet like her father so she ³ (teach) her Maths and Science. In 1833, Ada ⁴ (meet) Charles Babbage, the inventor of a counting machine (a primitive computer). In 1843, Ada ⁵ (write) an algorithm for Babbage's machine: perhaps the world's first computer program. So ⁶ (Ada/have) her father's amazing imagination after all?

- 5 Complete the information about the story in Exercise 4. Choose the correct option. Write the answers in your notebook.

- ? was the person *who / which* probably became the first computer programmer.
- ? was the country *that / where* Ada lived.
- ? was the poet *who / which* was Ada's father.
- ? was the early computer *where / which* Babbage invented.


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

- I often write emails but forget ? (send) them.
- I would like ? (spend) more time offline.
- I don't mind ? (write) texts.
- I keep ? (lose) my phone charger.

SPEAKING

- 7 Work in pairs. Student A, look at page 133. Student B, look at page 134. Then swap roles.

DICTIONARY

- 8  2.38 Listen to the recording. Write the sentences in your notebook.

Check yourself!

- ✓ I can use the Past Simple of irregular verbs to talk about the past.
- ✓ I can make sentences with verbs followed by the *to*-infinitive or the *-ing* form.
- ✓ I can find specific detail in a text and in a conversation.
- ✓ I can put events in order when talking about the past.
- ✓ I can be specific about people, things and places.

LESSON 4.1

Gadgets and technology

Gadżety i technologia

CD player /,si:'di:'plerə/ odtwarzacz płyt CD

digital camera /'dɪdʒɪtəl 'kæməərə/ aparat cyfrowy

DVD player /,di:vi:'di:'plerə/ odtwarzacz płyt DVD

e-reader /i:'ri:də/ czytnik e-booków

games console /'geɪmz kən'səʊl/ konsola do gier

MP3 player /,em pi:'θri:'plerə/ odtwarzacz plików MP3

Computer equipment

Sprzęt komputerowy

battery /'bætəri/ bateria, akumulator

joystick /'dʒɔɪstɪk/ dżojstik

keyboard /'ki:bɔ:d/ klawiatura

memory /'meməri/ pamięć

pen drive /pen draɪv/ pendrive

smartphone /'smɑ:t'fəʊn/ smartfon

tablet /'tæblət/ tablet

USB port /,ju:es 'bi:pɔ:t/ złącze USB

call / phone a friend /kɔ:l 'fəʊn ə 'frɛnd/ zadzwonić do przyjaciela

check emails / updates /'tʃek 'i:meɪlz əp deɪts/ sprawdzać e-maile / powiadomienia

collector /kə'lektə/ kolekcjoner

computer freak /kəm'pjʊ:tə 'fri:k/ maniak komputerowy

download files / videos /daʊn'ləʊd faɪlz 'vɪdɪəʊz/ ściągać pliki / klipy wideo z internetu

electric /'ɪlektrɪk/ elektryczny

email address /'i:meɪl ə'dres/ adres e-mail

listen to music /lɪsən tə 'mjuzɪk/ słuchać muzyki

make videos / video clips /meɪk 'vɪdɪəʊz 'vɪdɪəʊ klɪps/ nagrywać klipy wideo

online /'ɒnlaɪn/ w internecie, internetowe

play games /pleɪ 'geɪmz/ grać w gry

plug in / into /plʌg ɪn ɪntə/ podłączyć do

practical /'præktɪkəl/ praktyczny

send emails / instant messages /send 'i:meɪlz 'ɪnstənt 'mesɪdʒəs/ wysyłać e-maile / wiadomości

software /'sɒftweə/ oprogramowanie

surf the internet /sɜ:f ðə 'ɪntənət/ surfować po internecie

take photos /teɪk 'fəʊtəs/ robić zdjęcia

technology /tek'nɒlədʒi/ technologia

watch films /wɒtʃ 'fɪlmz/ oglądać filmy

LESSON 4.2

Out of class

I forgot to top up my phone. /aɪ fə'gɒt tə tɒp ʌp maɪ 'fəʊn/ Zapomniałem doładować telefon.

It cost a fortune. /ɪt kɒst ə 'fɔ:tʃən/ To kosztowało fortunę.

app /æp/ aplikacja na smartfona

mobile phone /'məʊbaɪl 'fəʊn/ telefon komórkowy

LESSON 4.3

Phrasal verbs Czasowniki złożone

check out /tʃek aʊt/ sprawdzić

give up /gɪv ʌp/ poddać się

hang up /hæŋ ʌp/ rozłączyć się

look for /lʊk fə/ szukać czegoś

switch off / on /swɪtʃ ɒf ɒn/ wyłączyć / włączyć

blog /blɒg/ blog

cassette /kə'set/ kasetta magnetofonowa

cassette player /kə'set 'pleɪə/ magnetofon

desktop computer /'desk'tɒp kəm'pjʊ:tə/ komputer stacjonarny

keep in touch /ki:p ɪn 'tʌtʃ/ być w kontakcie

record /'rekɔ:d/ płyta, nagranie

record /rə'kɔ:rd/ nagrywać

text friends /tekst frends/ wysyłać SMS-y do przyjaciół

unfortunately /ʌn'fɔ:tʃənətli/ niestety

LESSON 4.4

can't stand /kɑ:nt stænd/ nie znosić

charge a phone / battery /tʃɑ:dʒ ə 'fəʊn 'bætəri/ naładować telefon / baterię

die (e.g. a battery) /'daɪ/ rozładować się (o telefonie, baterii)

don't / doesn't mind /,dəʊnt dʌz(ə)nt 'maɪnd/ nie mieć nic przeciwko

follow somebody (on Twitter) /'fɒləʊ sʌmbədi ən twi:tə/ obserwować kogoś (na Twitterze)

make phone calls /meɪk 'fəʊn kɔ:ls/ dzwonić

spend time online / offline /spend taɪm ɒn'laɪn ɒf'laɪn/ spędzać czas w internecie / w świecie realnym

waste time /'weɪst taɪm/ marnować czas

write / receive texts /raɪt rɪ'si:v teksts/ pisać / otrzymywać SMS-y

LESSON 4.5

website /'websaɪt/ strona internetowa

chat online /tʃæt ɒn'laɪn/ rozmawiać

na czacie internetowym
click on links /kɪk ən 'lɪŋks/ klikać w linki internetowe

search the web /sɜ:tʃ ðə 'web/ przeszukiwać internet

share files / videos /ʃeə faɪlz 'vɪdɪəʊz/ dzielić się plikami / klipami wideo

upload files / videos /ʌp'ləʊd faɪlz 'vɪdɪəʊz/ zamieszczać pliki / klipy wideo w internecie

view videos /'vju: 'vɪdɪəʊz/ oglądać klipy wideo

LESSON 4.6

Out of class

Anyway, ... /'əniwei/ W każdym razie, ...

Do you fancy coming? /du: jə 'fænsɪ kʌmɪŋ/ Czy masz ochotę przyjść?

Give me a hand. /gɪv mi ə 'hænd/ Pomóż mi.

What's up? /wɒts ʌp/ Co słychać?

after that /'ɑ:ftə ðæt/ następnie

at first /ət fɜ:st/ na początku

charger /'tʃɑ:dʒə/ ładowarka

crash (e.g. a computer) /kræʃ/ zawiesić się (np. o komputerze)

finally /'faɪnəli/ w końcu

first (of all) /,fɜ:st/ najpierw / przede wszystkim

fix /fɪks/ naprawić

get a virus /get ə 'vaɪərəs/ zarazić się wirusem

go wrong /gəʊ rɒŋ/ pójść nie tak, popełnić błąd

in the end /ɪn ðə end/ w końcu

internet connection /'ɪntənət kə'nekʃən/ połączenie internetowe

later /'leɪtə/ później

next /nekst/ następnie

professional /prə'feʃənəl/ profesjonalny

stop working /stɒp 'wɜ:kɪŋ/ przestać działać

successful /sək'sesfəl/ udany

suddenly /'sʌdnli/ nagle

technical problems /,teknɪkəl 'prɒbləmz/ problemy techniczne

then /ðen/ wtedy, potem

LESSON 4.7

admire /əd'maɪə/ podziwiać

electronic /,elɪk'trɒnɪk/ elektroniczny

invent /ɪn'vent/ wynaleźć

inventor /ɪn'ventə/ wynalazca

mouse /'maʊs/ myszka (komputerowa)

robot /'rəʊbɒt/ robot

scientist /'saɪəntɪst, 'saɪəntɪst/ naukowiec

Skills Revision

FUNKCJE JĘZYKOWE

1 Uzupełnij dialogi angielskimi odpowiednikami wyrażen podanych w nawiasach. Odpowiedzi zapisz w zeszytcie.

- 1 A: Kate, my cat is lost.
B: (*Nie mówisz poważnie!*) *You can't be serious!* How did it happen?
A: It's all my fault. I left the door open and she just left.
- 2 A: I think I lost the pen drive with my English class paper!
B: Actually, I've got it here. You left it at my place yesterday.
A: Thank you! (*Cieszę się*) you found it!
- 3 A: I can't do this myself!
B: (*Mogę ci pomóc*) a hand if you want.
A: Yes, please. Thank you!
- 4 A: (*Co się stało?*)
B: The battery is dead. I can't call my mum.
- 5 A: Where's my bag?! I can't find it!
B: (*Uspokój się.*) Where did you last see it?
- 6 A: I'm sorry I broke your camera.
B: (*Nie szkodzi.*) It was quite old, anyway.

SŁUCHANIE

2  2.39 Uzupełnij luki w tekście informacjami z nagrania. Odpowiedzi zapisz w zeszytcie.

Strategia

Przeczytaj tekst, który masz uzupełnić i zastanów się, jakiego rodzaju informacji w nim brakuje. Wyrazy do wpisania w luki to zwykle rzeczowniki, przymiotniki, liczebniki, daty i numery telefonu.

ANIMAL CENTRE WITH FRAN

When: ¹ *after school today*

Work: Feed new ² ?

Address: ³ ?

Fran's number: ⁴ ?

Return by: ⁵ ?

Wear: ⁶ ?

CZYTANIE / PRZETWARZANIE JĘZYKOWE

3 Przeczytaj dwa teksty: A i B. Na podstawie tych tekstów w zadaniach 1–3 wybierz poprawne odpowiedzi A–C. Następnie uzupełnij luki 4–6 tak, aby wiadomość do Michała była zgodna z przeczytanymi tekstami. Luki należy uzupełnić w języku polskim. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Odpowiedzi zapisz w zeszytcie.

Tekst A

Are you thinking of becoming a smartphone app designer or would just love to talk to one?

Come to the meeting with Nick D'Aloisio, the bright star of app design!

The Palace of Science
Sunday, 25 June, 5 p.m.



Free entry but book your seat now:
bookings@innov.pl
First come, first served!

Tekst B

About Nick and his application

16-year-old Nick D'Aloisio from London designed an iPhone app called *Summly* in 2011. The app makes the search for information on the Internet simpler. You don't need to read a five-page article, *Summly* will give you a summary of it so you know if the article includes the information you need, or not. The application lets you do your homework or prepare for exams much faster.

Nick is not only creative, but also lucky: a billionaire from China got interested in Nick's idea and invested \$250,000 in the project in 2011. When the young programmer started selling his app on the Internet, over 200,000 people downloaded it. It was a huge success and so in 2012 Nick received even more money: \$1,000,000 to improve the app. This time the investors were international celebrities such as Yoko Ono and Ashton Kutcher. They probably didn't regret their investment because in 2013 *Summly* was sold to Yahoo, one of the biggest Internet companies, for 30 million US dollars!

- Text A is
 - an advertisement of a programming course.
 - an invitation to an event.
 - a note about an author.
- Summly is an app that
 - does homework for you.
 - makes studying easier.
 - finds articles for you to read.
- Nick made a lot of money because
 - famous people advertised his app.
 - a company bought his app.
 - many celebrities downloaded the app.

Michał,

Nick D'Aloisio przyjeżdża! Znasz Summly? To jego aplikacja. Nick dostał pieniądze na rozwój Summly od chińskiego ⁴ [?], a apka znalazła ponad 200,000 klientów w pierwszym roku sprzedaży. Chętnie posłucham, co Nick ma do powiedzenia. Myślę, że fajnie by było projektować aplikacje. Fajnie też by było zostać milionerką ☺. Bilety ⁵ [?], więc tym bardziej warto. Zadzwoń, bo trzeba szybko ⁶ [?].

Ania

SRODKI JĘZYKOWE

- Uzupełnij zdania, używając podanych wyrazów w odpowiedniej formie. Odpowiedzi zapisz w zeszycie.

- My gran says her *childhood* was very happy - she lived in a small village at the seaside.
CHILD
- The teacher was very happy with the [?] of her class.
BEHAVE
- It's [?] to ride a bike at night with no lights.
DANGER
- Marie Skłodowska Curie was a great Polish [?].
SCIENCE
- Do you know who the [?] of the DVD player was?
INVENT
- For a long time Jack wasn't a very [?] businessman but then he became rich.
SUCCESS

- Przetłumacz podane w nawiasach fragmenty na język angielski tak, aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Odpowiedzi zapisz w zeszycie.

- Kids often (*robią dużo*) *make a lot of* noise and ignore the advice of their parents.
- It's getting late. (*Muszę*) [?] to go now.
- I (*nie mam nic przeciwko*) [?] walking my dog, but I just hate washing him.
- She can't (*znosi gotowania*) [?] but she quite likes eating.
- I (*chciałbym napisać SMS do*) [?] my brother but my phone is dead.
- What (*o której wyszedłeś z*) [?] home?

- Przeczytaj podane pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdania wyjściowego. Użyj podanych wyrazów, nie zmieniając ich formy. Odpowiedzi zapisz w zeszycie.

- Were you at the cinema last weekend?
DID
Did you go to the cinema last weekend?
- I'm planning a party next Saturday. Do you want to come?
FANCY
I'm planning a party next Saturday. Do you [?] ?
- I always forget to charge my phone.
KEEP
I [?] to charge my phone.
- My new laptop was very expensive.
FORTUNE
My new laptop [?].
- I've got a smart robot. It can vacuum the floor.
THAT
I've got a [?] vacuum the floor.
- His dad taught him to fly a kite.
LEARNT
He [?] a kite from his dad.

PISANIE

- Wykonaj poniższe zadanie. Napisz e-mail w zeszycie.

Napisz krótki e-mail do kolegi, który pożyczył ci odtwarzacz DVD. Niestety, sprzęt przestał działać. W e-mailu:

- poinformuj kolegę o sytuacji,
- zaproponuj rozwiązanie tego problemu,
- zaproś kolegę, aby cię odwiedził.

Długość tekstu powinna wynosić od 50 do 100 słów.

My home, my town

5

VOCABULARY

Things in the house |
Prepositions of place |
Housework | Adjectives to describe
a house | Places in town

GRAMMAR

Adverbs of manner |
Modal verbs: *can*, *have to*
and *must*



SPEAKING

Advice



READING

A ghost story

LISTENING

Describing your town

WRITING

A personal email

BBC Culture and Skills

Why are there houses on stilts?

VOCABULARY Things in the house

I can talk about things in the house.

Unusual rooms



A bathroom

This spacious bathroom has really big windows, but there are no curtains so you can always admire a fantastic view of the Caribbean Sea.

1 **CLASS VOTE** Look at the photos. Which room would you most like to visit?

2 **2.40** In your notebook, write the things from Vocabulary A that you can see in the photos.

Vocabulary A Things in the house

- **kitchen** cooker cupboard fridge oven sink tap
- **bedroom** bed bedside table chair wardrobe
- **bathroom** bath bidet shower toilet washbasin
- **living room** armchair coffee table fireplace sofa
- **different rooms** ceiling curtains desk floor lamp mirror rug switch table wall

3 **I KNOW THAT!** In pairs, add more words to Vocabulary A. Write your ideas in your notebook.

4 In your notebook, complete the descriptions of the rooms in the photos with words from Vocabulary A.

- A The Caribbean bathroom has a ¹ **bath** but no shower. There's a ² and a bidet. There's a mirror on the ³ and a ⁴ with one tap. On the floor there is a white ⁵.
- B In the living room in the Ice Hotel, there are two ¹ and a round ² in front of the ³.
- C The aquarium bedroom has a big ¹. There is a chair and a low ² near the window and a lamp on the ³. There are some yellow and green ⁴ at the window.
- D In the upside down kitchen, there's a ¹ and three ². There's a cooker and an ³ for cooking food, a ⁴ to keep food cold and lots of ⁵ for the plates and glasses.



B living room

The armchairs are cold so you need to sit close to the fireplace in the living room of the Ice Hotel near Kiruna, Sweden.



C bedroom

Can't sleep? That's no problem in this underwater hotel bedroom in Dubai. You can get up and watch the fish in the aquarium. It's very relaxing!



D kitchen

No, these people can't fly. They're in the kitchen of the Upside Down House in Moscow, Russia. The furniture is on the ceiling and they are on the floor. Turn the photo round to see!

5 In pairs, think of something from Vocabulary A. Ask ten yes/no questions to find out what your partner is thinking of.

A: Is it usually in the living room?

B: Yes, it is.

A: Do you sit on it?

6 **2.41** Study Vocabulary B. Look at the rooms again and choose the correct option. Write the answers in your notebook.

Vocabulary B Prepositions of place

above behind between in in front of near next to on opposite under

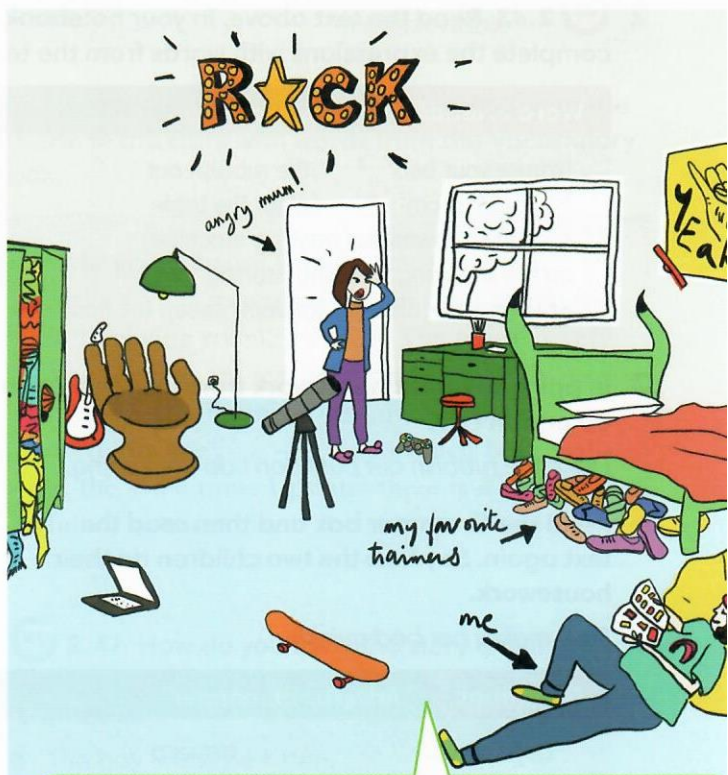
- 1 There are some drinks *near / on* the kitchen table.
There are some drinks on the kitchen table.
- 2 There's a painting *above / under* the lamp.
- 3 The bath is *in / next* to the window.
- 4 The toilet is *between / opposite* the bidet and the washbasin.
- 5 The coffee table is *behind / in front of* the fireplace.

7 **2.42** Look at the picture on the right and complete the text with one word in each gap. Write the answers in your notebook. Listen and check.

8 In pairs, find four things which are in the same places in your homes. Use Vocabulary A and B to help you.

A: There's a sofa under the window in my living room.

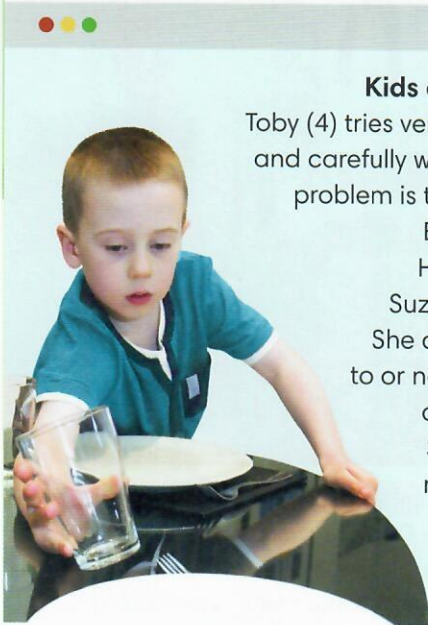
B: No, in my living room the sofa's opposite the window.



This is my room. There's a ¹wardrobe opposite the bed with lots of clothes in it. There's an armchair ² to the wardrobe and ³ the armchair is my guitar. I love music. There's a poster of my favourite group ⁴ the wall above my ⁵. I like astronomy too. That's my telescope ⁶ the bed and the armchair. My room isn't very tidy. There are lots of shoes ⁷ the bed. That's my computer on the ⁸ in front ⁹ the wardrobe and that's my games console near the door.

I can describe how people do things.

- 1 What was the first job you did to help in the house when you were a child?



Kids and housework – your letters

Toby (4) tries very hard. He sets the table slowly and carefully with a smile on his face. The only problem is that he usually gets it wrong. ❤️

But he does one thing perfectly. He takes the rubbish out so well!

Suzy (13) tidies her room regularly. She does it once a year if she needs to or not! 😊 She makes her bed really quickly but she does it so badly. She loads the dishwasher every night but she does it noisily and often wakes up the baby!

Jenny, York

- 2  2.43 Read the text above. In your notebook, complete the expressions with words from the text.

Word Friends	Housework
1 <i>make</i> your bed	2 ? the rubbish out
3 ? your room	4 ? /clear the table
5 ? the dishwasher/washing machine	do the shopping/cooking/ironing
wash/dry the dishes	vacuum/sweep the floor

- 3 In pairs, say what housework from Exercise 2 you do or don't do.

I take the rubbish out but I don't do the ironing.

- 4 Read the Grammar box and then read the text again. Say how the two children do their housework.

Suzy makes her bed quickly.

Grammar	Adverbs of manner
adjective	adverb
He is slow .	→ He does things slowly .
She is noisy .	→ She does things noisily .
• We use <i>very</i> , <i>really</i> and <i>so</i> before adjectives and adverbs.	
He is very/really/so careful .	→ He does things very/really/so carefully .
• Some adverbs are the same as the adjectives: <i>hard</i> , <i>fast</i> , <i>right</i> , <i>wrong</i> , <i>early</i> , <i>late</i>	
• The adverb for <i>good</i> is <i>well</i> .	

- 5 Make adverbs from the adjectives in brackets and complete the sentences. Write the answers in your notebook. In pairs, say if the sentences are true for you.

- I make my bed really *badly*. (bad)
- My dad doesn't cook very ?. (good)
- I load the dishwasher very ?. (careful)
- I tidy my room so ?. (fast)
- I never arrive ?. (late)
- I like getting up ?. (early)
- My parents do the shopping ?. (slow)
- My grandfather eats very ?. (noisy)

I don't make my bed badly. I make it very well. How about you?

- 6 In groups, make adverbs from the adjectives in the box. Then use them to talk about what you did yesterday. Are your partners' sentences true or false?

good bad quick slow wrong hard
careful angry happy early late

A: *I sang happily on my way to school.*

B: *I don't believe you. It's false.*

- 7  2.44 Complete the text with one word in each gap. Write the answers in your notebook. Listen and check.

My mum works ¹*hard* and she's always ²?.
tired when she gets home. So we all help
³?. the housework. My brother Tom usually
⁴?. the shopping. He can drive so he does
it very ⁵?. – in under an hour. My sister Bea
is the cook because she cooks really ⁶?.
I set and ⁷?. the table and I vacuum the ⁸?.
every Sunday. I take the rubbish ⁹?. too. But
I don't ¹⁰?. the dishwasher any more because
Bea says I don't do it very well.

- 8 In your notebook, write a paragraph about who does the housework in your family and how well they do it. Use the text in Exercise 7 to help you.

My parents usually do the cooking. My dad cooks really ...

can find specific detail in a text and describe places.

1 CLASS VOTE Answer the questions. What is your favourite film or book about ghosts?

- Do you believe in ghosts?
- Do you enjoy ghost stories?

2 2.45 Read the story. Who is the girl in the drawing?

THE GIRL IN THE PICTURE

I woke up because I heard a cat. I was surprised because my grandmother doesn't have a cat. It was **dark** so I switched on the lamp. I listened really carefully but I didn't hear anything. Maybe it was a dream, I thought.

The next night I heard the noise again but this time there was a black kitten on the bed. It jumped to the floor and ran quickly outside. I followed it along the **narrow** corridor, through the **large** hall and upstairs into the attic. I switched the light on. The room was very **messy**. There were old carpets, curtains, chairs and paintings. I looked everywhere but I couldn't find the kitten. It was a mystery.

In the morning I told Gran about the cat.

'Don't be silly, Tom,' she said impatiently.

That night, a girl came to my room. She was beautiful with long brown hair and soft green eyes.

'You have to help me,' she said. She spoke quietly. It was hard to hear her voice.

She took my hand and I followed her to the garden. She pointed to the roof. I looked up. The window was near the chimney. When I turned back, the girl wasn't there.

In the morning I told Gran about the girl.

She turned slowly and took an old photo from the wall. It showed a woman sitting in a **cosy** armchair in an **old-fashioned** room. At her feet was a small black cat. Next to her was a beautiful girl.

'These people lived here a hundred years ago,' Gran explained. 'They sold the house after something terrible happened.'

'What?' I asked.

'The girl fell from the roof and died. She was only thirteen years old.'

3 Read the story again. Are the sentences true, false or the text doesn't say?

- 1 The story takes place in Tom's house.
- 2 The house is near a lake.
- 3 Tom heard the cat before he saw it.
- 4 Tom knew how the kitten got out of the attic.
- 5 Tom's grandmother doesn't like cats.
- 6 The girl in the photo died in an accident.

4 In pairs, find the furniture and rooms in the story. Write the answers in your notebook.

- Furniture and things in a house
- Rooms and parts of a house

5 2.46 Match the highlighted words in the story with their opposites from the box.

Vocabulary	Adjectives to describe a house
bright - ¹ dark	modern - ⁴ ?
small - ² ?	tidy - ⁵ ?
wide - ³ ?	uncomfortable - ⁶ ?

6 In your notebook, complete the description of the house in the story with words from the Vocabulary box.

My gran's house isn't ¹modern like ours, it's really ² ? . I'm writing this in front of the fire in the living room, it's ³ ? . The house is very ⁴ ? - there are ten bedrooms. It's really ⁵ ? because the curtains are always closed. The corridors are ⁶ ? - you can touch both walls at the same time. Upstairs there is a ⁷ ? attic full of old furniture.

7 2.47 How do you think the story ends? Choose from endings a-c. Look at page 133 to find out.

- a The boy finds the kitten.
- b The boy falls from the roof.
- c The boy finds out the girl is not a ghost.

8 Use the Vocabulary box to describe your school or bedroom. Compare with a partner.

I think our school is very ...
There is/are ...



I can talk about permission and obligation.



IT'S NOT FAIR

- Ruby: What time is it?
 Amy: Almost eleven.
 Ruby: Cool! I have to go to bed at ten normally!
 Krystal: Ten! That's early! I don't have to go to bed until eleven ... and I can stay up later at weekends. What time do you have to go to bed, Amy?
 Amy: Any time I want.
 Ruby: You're lucky! My parents are really strict with me. I have to tidy my room. I have to come home straight after school. I mustn't forget to do my homework. I can't wear make-up. I can't stay out late. But Lee can stay out late ...
 Krystal: What time does Lee have to come home?
 Ruby: He doesn't have to come home until ten! They say it's different for boys! It's not fair!
 Amy: Yeah, but you are only thirteen, Ruby. My cousin Meg's thirteen and she has to go to bed at half past nine!
 Ruby: Oh!

How do you say these expressions in Polish?

Cool! You're lucky!
 It's not fair!

OUT of class

- 1 2.48 Look at the photo. What is happening? Listen and answer the questions.
- Where are the girls?
 - What are they doing?
 - Why is Ruby not happy?
 - Does Amy agree with Ruby? Why?/Why not?

- 2 Read the Grammar box. Find more examples of modal verbs in the dialogue.

Grammar Modal verbs: *can, have to, must*

- Can you stay up late? (= Is it OK?)
 I can stay up late at the weekend. (= It's OK.)
 I can't stay up late during the week. (= It isn't OK.)
 Do I have to go to bed? (= Is it necessary?)
 You have to go to bed now. (= It's necessary.)
 You don't have to go to bed now. (= It isn't necessary.)
 You mustn't leave your clothes on the floor. (= Don't!)

GRAMMAR TIME > PAGE 127

- 3 CLASS VOTE Do you think Ruby's parents are strict?

- 4 2.49 Choose the correct option. Write the answers in your notebook. Then listen to Ruby and Krystal and check.

- R: Krystal, ¹ can you / do you have to invite friends to your house any time you want or ² can you / do you have to ask your parents for permission?
 K: I ³ can / have to invite friends round any time I want, Ruby. I ⁴ don't have to / mustn't ask my parents. But if my parents are at home, I ⁵ don't have to / can't take my friends to the living room. We ⁶ have to / mustn't stay in my room or in the kitchen. And if they're watching TV, we ⁷ don't have to / mustn't make a lot of noise.

1 can you

- 5 In your notebook, complete the sentences to make them true for you. Then compare your answers with a partner.

How strict are your parents?

- I can stay up late at weekends.
- I ? go to bed at ? o'clock during the week.
- I ? get up early at weekends.
- I ? eat with my family on weekdays.
- I ? go online before I do my homework.
- I ? do my homework before I watch TV.
- I ? wear any clothes I like.
- I ? phone home when I stay out late.
- I ? ask my parents for permission to invite friends to my house.

- 6 VOX POPS Talk to your partner. Are your parents strict? What are the rules for you?

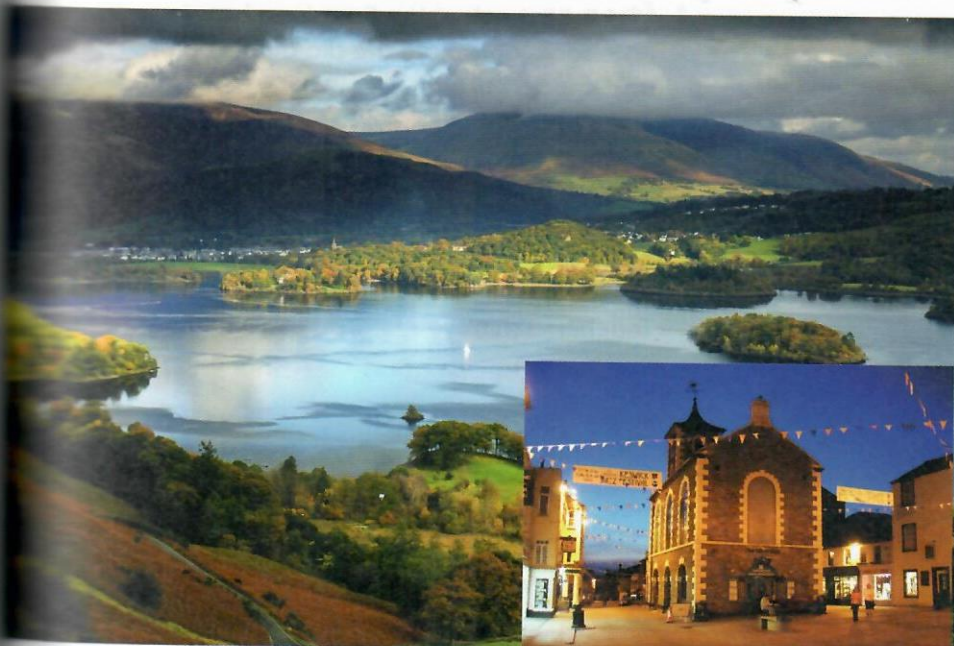
A: Can you stay up late at weekends?

B: Yes, I can.

A: What time do you have to go to bed?



I can identify specific detail in a conversation and talk about my town.



SURVEY RESULTS

Best things about Keswick

- 1 Friendly people
- 2 The beautiful countryside
- 3 Nice old buildings
- 4 Great cafés and shops
- 5 The film festival

Worst things about Keswick

- 1 Nothing to do in the evenings
- 2 Not enough shops
- 3 No public transport in the evenings
- 4 Too much traffic in the town centre
- 5 Everybody knows your business

1 Look at the photos. What do they show? What type of place is Keswick?

village small town city capital city

2 **2.50 I KNOW THAT!** Check you understand the words from the box. Add more words in your notebook.

Vocabulary Places in town

art gallery café castle church
cinema estate hotel library museum
park police station post office
shopping centre station town hall
tourist information centre

3 Work in pairs. Give the name of a local place for your partner to guess.

A: Odeon. B: That's a cinema!

4 **2.51** Listen to the telephone information line. Complete the gaps with a word or phrase. Write the answers in your notebook.

Trip to Keswick

- For maps, leaflets go to the ¹ - open every day, in the old ²
- Top attraction - ³ (the history of pencil making!)
- Small ⁴ with a popular arts ⁵

5 In pairs, look at the results of a survey prepared by Keswick teenagers and answer the questions.

- 1 What are the three biggest problems for young people in Keswick?
- 2 What are the three most popular reasons why Keswick is a good place to live?

6 **2.52** Listen and decide which answers from the survey each person mentions. Write them in your notebook.

	Likes	Dislikes
1 Declan	<i>friendly people</i>	<input type="checkbox"/>
2 Louise	<input type="checkbox"/>	<input type="checkbox"/>
3 Annie	<input type="checkbox"/>	<input type="checkbox"/>
4 Brett	<input type="checkbox"/>	<input type="checkbox"/>

7 **2.52** Listen again and match statements a-e with speakers 1-4. Write the answers in your notebook. There is one extra statement.

- 1 Declan 2 Louise 3 Annie 4 Brett
- a doesn't ride a bike in town any more.
 - b enjoys riding a bike.
 - c lived in another town when he/she was younger.
 - d is planning to live in a different place.
 - e lives outside the town.

8 **VOX POPS** Talk to your partner. What are the best and worst things about the place where you live?

For me, the best things about our town are the nice old buildings and the music festival. The worst things are ...



I can ask for, give and receive advice.



I MOVED IN THIS MORNING

1 Krystal and Amy meet a new neighbour. In pairs, say what questions you think they ask him.

What's your name?

2 2.53 Listen to Part 1. Write the information in your notebook. What questions do the girls ask?

- 1 Name: *Billy Smith* 3 Age: [?]
 2 Place of birth: [?] 4 Birthday: [?]

3 2.54 Listen to Part 2. Which place is Billy going to visit today?

Krystal: Hi, Billy.
 Billy: Hi.
 Krystal: Where are you going?
 Billy: I want to explore my new town. Can you give me some advice about what to do?
 Amy: I think you should go for a walk by the canal. It's pretty.
 Krystal: You're kidding, right? That's a terrible idea, Amy. You shouldn't go to the canal, Billy. It's not safe there.
 Billy: Yeah, I don't think that's a good idea. What do you think I should do, Krystal? Where should I go?
 Krystal: Why don't you go to the shopping centre? It's a good place to hang out.
 Billy: That's a good idea, thanks.
 Krystal: We're going there now. Do you want to come?
 Billy: Yeah, why not? OK!

How do you say these expressions in Polish?

You're kidding, right?
It's a good place to hang out.

OUT of class

4 2.55 Look at the Speaking box. In your notebook, complete the dialogues below. Listen and check.

- 1 Amy: You ¹ *shouldn't* argue with Peter. He gets angry very easily.
 Billy: Thanks ² [?] the advice, Amy.
 2 Billy: Can you give me some ¹ [?] about how to do better in French?
 Teacher: I think you ² [?] do extra homework.
 Billy: That's a good ³ [?]. Thanks.
 3 Dad: I don't think you ¹ [?] stay in bed so late. Why ² [?] you help me wash the car?
 Billy: That's a ³ [?] idea! You ⁴ [?] take it to the car wash.

Speaking Advice

Asking for advice

- Where should I ...?
- What do you think I should ...?
- Can you give me some advice about ...?

Giving advice

- You should/shouldn't ...
- Why don't you ...?
- I think/don't think you should ...

Accepting advice

- That's a good idea.
- Thanks for the advice.

Rejecting advice

- That's a terrible idea!
- I don't think that's a good idea.

5 Read the message. In your notebook, write advice for Josh.

Hi everybody, I'm new in this town and in this school. Can you give me some advice about what clothes I should wear (or perhaps not wear!) at school? Secondly, where do you think I should hang out with friends in our free time? Are there perhaps any places I should avoid?

Josh

[add a comment](#)

6 Work in pairs. Imagine you are new in town. Ask for advice and respond to the advice you get. Use your ideas from Exercise 5 and the Speaking box to help you.

Where should I meet friends after school?

I can write a personal email.

1 In pairs, ask and answer the questions.

- 1 How often do you write emails?
- 2 Who do you write emails to?

2 Read the email. Who wrote it and what is his/her big news?

3 Read the Writing box. Find the phrases which are in the email.

Writing A personal email describing a place

1 **Greeting**

Hello/Hi

Ask for / Give news

How are you?
How are things?

- 2 I hope you're well.
Everything's fine here.
We're all well.
Guess what!
Big news!

Describe the place

The town is called ...
It's in the south of England.
It's near ... / not far from ...
It's very big / quite small.
3 It seems nice / isn't very interesting.
There's a great park.
There are some cool shops.
The flat/house isn't very big / modern.
It's on the seventh floor.
It's in a quiet street.

Close your email

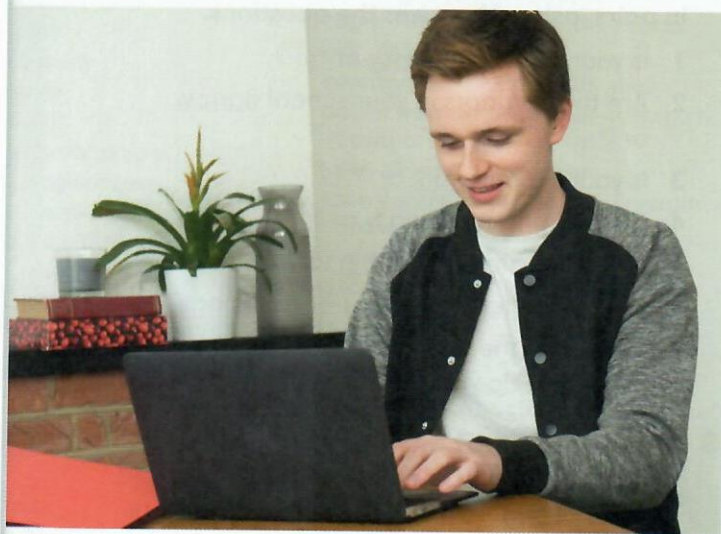
4 It's time to finish.
I have to go now because ...

Closing phrase

5 See you! / Cheers!
Best wishes, / All the best,
Love, / Take care!

From: billysmith321@gmail.com
To: coolcal99@gmail.com
Subject: big news!

- 1 Hi Callum,
2 How are things? I hope you're well and that your dad is out of hospital now. Big news! My dad changed jobs so last week we moved to a new flat in a new town.
3 The town is called Harlow Mill. It's in the south of England, not far from London. It's quite small (about 40,000 people) but it seems nice. There's a canal, a great park and a really cool shopping centre. The flat isn't very big but it's bright and modern. It's on the seventh floor so there's a great view over the park from the living room.
4 I have to go now because I'm going for a walk along the canal with a girl that I met yesterday :-). Her name is Krystal and she lives in the flat next door!
5 All the best,
Billy



4 Find these words in the email. How do you say them in Polish? In your notebook, use them to complete the sentences below.

and ~~but~~ because so

- 1 My town isn't very big *but* there are lots of things to do.
- 2 We live in Canada *so* we get a lot of snow in winter.
- 3 I can walk to school *so* it isn't far.
- 4 I like the park *and* I like the canal too.

5 **WRITING TIME** Imagine you moved to a new town last week. Write an email to tell your friend about the town. Use Billy's email and the Writing box to help you.

- 1 2 greet your friend, ask for and give news
- 3 describe the place
- 4 5 close the email

Connect your ideas with linking words (*and, but, because, so*).

Watch OUT!

LESSON 5.1

Rooms and things in the house

Pomieszczenia i przedmioty w domu

- armchair /'a:mtʃeə/ fotel
- bath /bɑ:θ/ wanna
- bathroom /'bɑ:θru:m/ łazienka
- bed /bed/ łóżko
- bedroom /'bedru:m/ sypialnia
- bedside table /'bedsaɪd 'teɪbəl/ stolik nocny
- bidet /'bi:deɪ/ bidet
- ceiling /'si:lɪŋ/ sufit
- chair /tʃeə/ krzesło
- coffee table /'kɒfi 'teɪbəl/ stolik do kawy
- cooker /'kʊkə/ kuchenka
- cupboard /'kʌbəd/ szafka
- curtains /'kɜ:tənz/ zasłony
- desk /desk/ biurko
- fireplace /'faɪəpleɪs/ kominek
- floor /flɔ:/ podłoga
- fridge /frɪdʒ/ lodówka
- furniture /'fɜ:nɪtʃə/ meble
- kitchen /'kɪtʃən/ kuchnia
- lamp /læmp/ lampa
- living room /'lɪvɪŋ ru:m/ salon
- mirror /'mɪrə/ lustro
- oven /'ʌvən/ piekarnik
- room /ru:m/ pokój
- rug /rʌg/ dywanik
- shower /'ʃaʊə/ prysznic
- sink /sɪŋk/ zlew
- sofa /səʊfə/ sofa, kanapa
- switch /swɪtʃ/ przełącznik
- table /teɪbəl/ stół
- tap /tæp/ kran
- toilet /'tɔɪlət/ toaleta
- wall /wɔ:l/ ściana
- wardrobe /'wɔ:drəʊb/ szafa
- washbasin /'wɒʃbeɪsən/ umywalka
- window /'wɪndəʊ/ okno

Prepositions of place

Przymiotki określające położenie

- above /ə'baʊ/ nad
- behind /bɪ'haɪnd/ za
- between /bi'twi:n/ pomiędzy
- in /ɪn/ w
- in front of /ɪn frʌnt əv/ przed
- near /nɪə/ blisko
- next to /nekst tə/ obok
- on /ɒn/ na
- opposite /'ɒpəzət, 'ɒpəzɪt/ naprzeciwko
- under /'ʌndə/ pod

LESSON 5.2

Housework Prace domowe

- clear the table /'kliə ðə 'teɪbəl/ posprzątać ze stołu

- do the cooking /du ðə 'kʊkɪŋ/ gotować
- do the housework /du ðə 'haʊswɜ:k/ wykonywać prace domowe
- do the ironing /'du: ði 'aɪənɪŋ/ prasować
- do the shopping /du ðə 'ʃɒpɪŋ/ robić zakupy
- dry the dishes /draɪ ðə 'dɪʃɪz/ wytrzeć naczynia
- load the dishwasher / washing machine /ləʊd ðə 'dɪʃwɒʃə 'wɒʃɪŋ məʃi:n/ załadować zmywarkę / pralkę
- make your bed /,meɪk jə 'bed/ pościelić łóżko
- set the table /set ðə 'teɪbəl/ nakryć do stołu
- sweep the floor /,swi:p ðə 'flɔ:/ zamieść podłogę
- take the rubbish out /,teɪk ðə 'rʌbɪʃ aʊt/ wynieść śmieci
- tidy your room /,taɪdi jə 'ru:m/ posprzątać w pokoju
- vacuum the floor /,vækjuəm ðə 'flɔ:/ odkurzyć podłogę
- wash the dishes /,wɒʃ ðə 'dɪʃɪz/ pozmywać naczynia

LESSON 5.3

Adjectives to describe a house

Przymiotniki opisujące dom

- bright /braɪt/ jasny
- cosy /'kəʊzi/ przytulny
- dark /dɑ:k/ ciemny
- large /lɑ:dʒ/ wielki
- messy /'mesi/ zabałaganiony
- modern /'mɒdn/ nowoczesny
- narrow /'nærəʊ/ wąski
- old-fashioned /,əʊld 'fæʃənd/ staroświecki
- round /raʊnd/ okrągły
- small /smɔ:l/ mały
- tidy /'taɪdi/ schludny
- uncomfortable /ʌn'kʌmfətəbəl/ niewygodny
- wide /waɪd/ szeroki

- attic /'ætrɪk/ strych
- carpet /'kɑ:pət/ dywan
- chimney /'tʃɪmni/ komin
- garden /'gɑ:dn/ ogród
- hall /hɔ:l/ przedpokój, korytarz
- roof /ru:f/ dach
- upstairs /,ʌp'steɪz/ na górze

LESSON 5.4

Out of class

- Cool! /ku:l/ Fajnie!
- It's not fair! /ɪts nɒt 'feə/ To niesprawiedliwe!
- You're lucky! /jɔ: 'lʌki/ Szczęściar z ciebie!

- stay out late /ster 'aʊt leɪt/ przebywać do późna poza domem
- stay up late /ster 'ʌp leɪt/ kłaść się późno spać

LESSON 5.5

Places in town Miejsca w mieście

- art gallery /ɑ:t 'gæləri/ galeria sztuki
- café /'kæfeɪ/ kawiarnia
- castle /'kɑ:səl/ zamek
- church /tʃɜ:tʃ/ kościół
- cinema /'sɪnəmə/ kino
- estate /ɪ'steɪt/ posiadłość
- hotel /həʊ'tel/ hotel
- library /'laɪbrəri/ biblioteka
- museum /mju:'ziəm/ muzeum
- park /pɑ:k/ park
- police station /pə'li:s 'steɪʃən/ komisariat policji
- post office /pəʊst 'ɒfɪs/ poczta
- shopping centre /'ʃɒpɪŋ 'sentə/ centrum handlowe
- station /'steɪʃən/ stacja
- tourist information centre /'tuərəst ,ɪnfə'meɪʃən 'sentə/ biuro informacji turystycznej
- town hall /taʊn 'hɔ:l/ ratusz

- building /'bɪldɪŋ/ budynek
- capital city /'kæpɪtəl 'sɪti/ stolica
- city /'sɪti/ miasto
- countryside /'kʌntrɪsaɪd/ wieś
- public transport /'pʌblɪk 'trænspɔ:t/ transport publiczny
- town /taʊn/ miasteczko
- town centre /taʊn 'sentə/ centrum miasta
- traffic /'træfɪk/ ruch uliczny
- village /'vɪlɪdʒ/ wioska

LESSON 5.6

Out of class

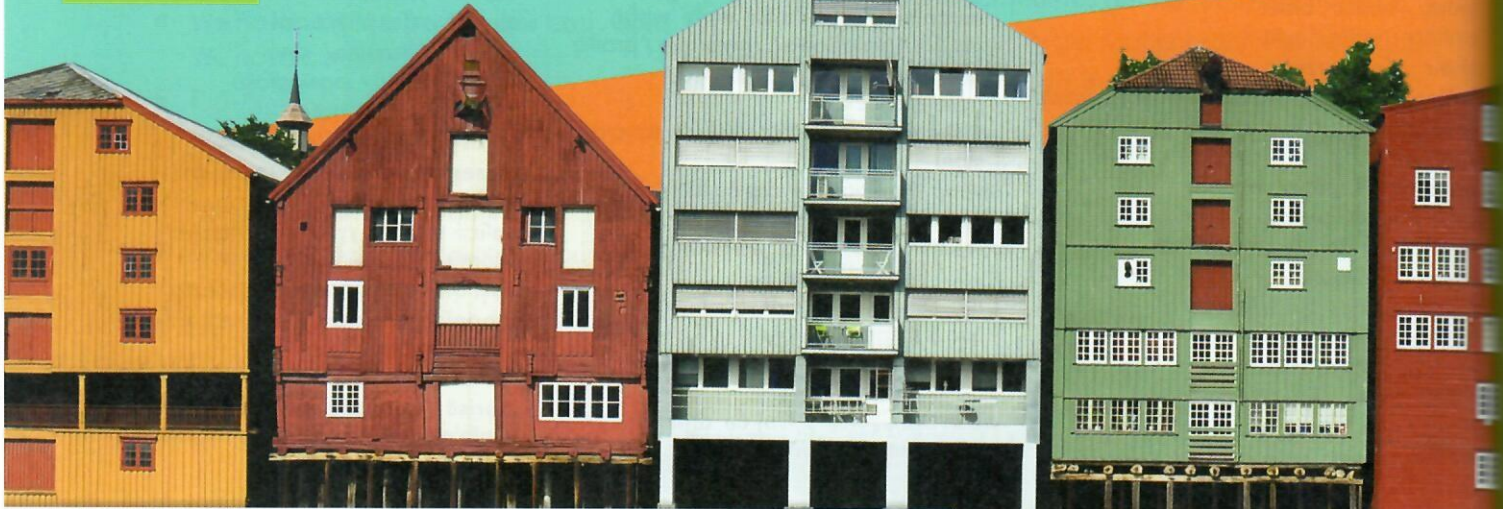
- You're kidding, right? /jɔ: 'kɪdɪŋ ,raɪt/ Żartujesz, prawda?
- It's a good place to hang out. /ɪts ə 'gʊd pleɪs tə ,hæŋ aʊt/ To dobre miejsce na spotkanie.

- canal /kə'næl/ kanał
- neighbour /'neɪbə/ sąsiad

LESSON 5.7

- flat /flæt/ mieszkanie
- live next door /'lɪv nekst dɔ:/ mieszkać po sąsiedzku
- move to a new flat / house / town / mu:v tə ə nju: 'flæt 'haʊs 'taʊn/ przeprowadzić się do nowego mieszkania / domu / miasta
- street /stri:t/ ulica

Why are there houses on stilts?



HOUSES AROUND THE WORLD

In the UK, people often live in brick houses with two floors and a garden. In the USA and Australia, people's houses are often made of wood from trees. In some countries, the houses are very different. Is there a reason for this?

Underground houses

People in North Africa and southern Europe started to live in underground houses a long time ago, in the seventh century. Underground houses kept them safe from enemies – people who wanted to hurt them – and the hot sun. Today in Adelaide, South Australia, some people still live in underground houses that miners made a hundred years ago. Adelaide can get very hot and these houses are nice and cool.

Snow houses

In some very cold parts of the world like the Arctic, Alaska and Greenland, people build their houses from blocks of snow. It's strange but inside the snow walls the temperature can be fifteen degrees when outside it's minus forty!

Stilt houses

In some parts of Asia, South America and West Africa, people live in stilt houses. The stilts lift the houses above the ground or the water. This protects the houses when the sea level rises in bad weather. Sometimes the sea gets very high. On land, the stilts stop animals, like rats and mice, getting into the house. And over or near the water, the stilts stop dangerous animals, like crocodiles.

People everywhere build houses to protect them from different dangers, like the weather, enemies and animals. It seems that the shape and the size of our houses depends on what we need.

GLOSSARY

brick (n) a hard block of material for building walls, houses

enemy (n) someone who wants to harm you

miners (n) people who work underground

protect (v) to keep something safe

stilt (n) a long stick made of wood

READING

- In pairs, discuss the questions.
 - What sort of house do you live in?
 - Are there some unusual houses in your country?
 - Why do you think houses aren't the same in every country?
- Read the article and match the houses from the text 1-3 with photos A-C. Write the answers in your notebook.
 - underground house
 - snow house
 - stilt house



- Read the article again and answer the questions. Write the answers in your notebook.




Which house:

 - is good when the weather is cold?
 - is good when the weather is hot?
 - is safe from animals?
 - is good for rainy and stormy weather?
- How do houses in your country protect people from the cold and the heat?
- You are going to listen to part of a BBC programme about room makeovers. Read an advert for the programme. Do you have programmes like this in your country? Do you like them?

I want my own room!

Every week the team at *I want my own room!* help kids to design the room of their dreams.

LISTENING

-  **BBC 4** Listen to Part 1. In pairs, answer the questions.
 - What is Freya's hobby?
 - What is Hattie's hobby?
 - What is their mum's hobby?
 - Why do the girls want to change their room?
 - What is Michelle's job?
- What would you like to change about your room?
-  **BBC 5** Listen to Part 2. Are the sentences true or false?
 - The girls paint pictures for the walls.
 - Their mum throws away everything in the front room.
 - The girls put photographs on the wallpaper.
-  **BBC 6** Listen to Part 3. Which of the things below are in the room? What other things are there?
 - a blue cupboard
 - butterflies on the walls
 - an orange wardrobe
 - a pink blind
 - a doorstep
 - a purple rug
 - a sofa bed
 - some cushions
 - three chairs
- In pairs, discuss the questions.
 - What's your favourite thing in the room?
 - What do you not like? Why?

PROJECT

- Work in groups. Prepare a presentation about unusual buildings.
 - Use the internet to research two unusual buildings in your country.
 - Find out why people built them like this.
 - Write a short script for your presentation and include some photos and videos.
 - Share it with your class.

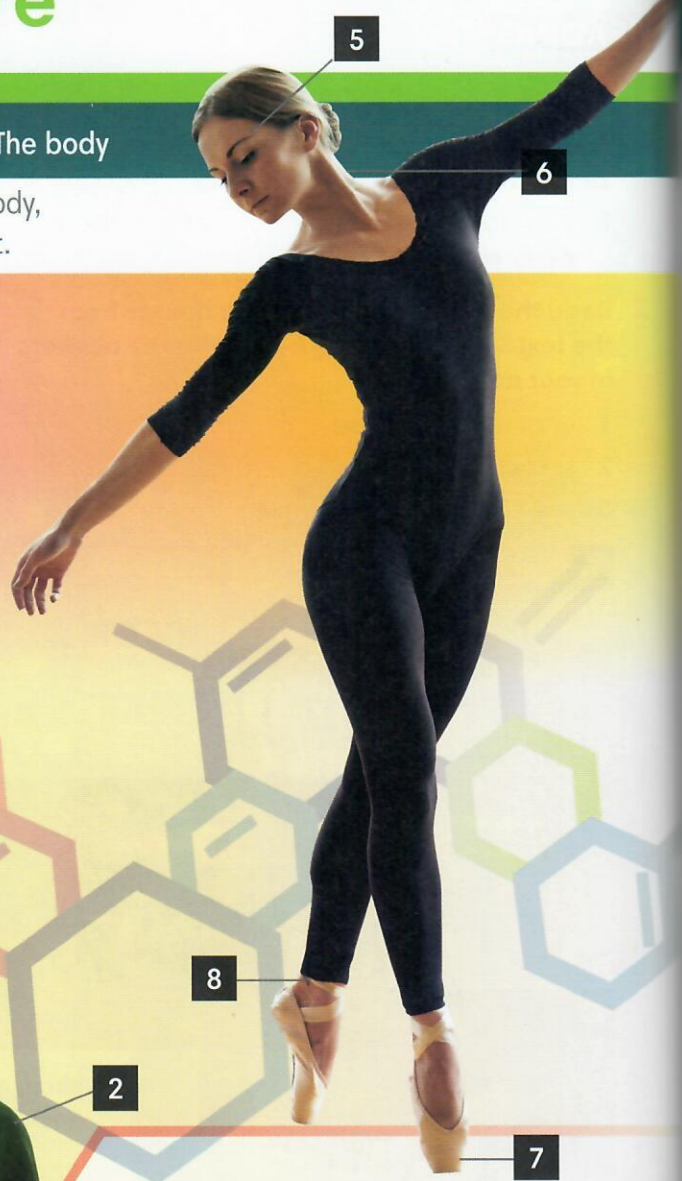
Take care

6

VOCABULARY The body

I can talk about the body, injuries and keeping fit.

Our amazing bodies!



VOCABULARY

Parts of the body | Accidents and injuries | Keeping fit | Snacks | Sleep | Symptoms and illnesses

GRAMMAR

Countable and uncountable nouns | Quantifiers | Past Continuous and Past Simple



SPEAKING

Health and illness



READING

Sleep problems

LISTENING

Symptoms and illnesses

ENGLISH IN USE

Phrasal verbs

POLAND

Home-cooked?

SKILLS REVISION

Units 5-6

- It takes seven seconds for food to get from your mouth to your **stomach** – even when you stand on your head!
- A typical man grows about ten metres of **beard** in his lifetime.
- In your lifetime, you lose about eighteen kilograms of **skin**.
- A ballet dancer can stand on her big toe and carry 150 kilograms at the same time.
- Your **heart** beats about three billion times in your lifetime.
- Your nose and ears grow all the time!
- The **muscles** in your eyes are very hard-working – they move about 100,000 times a day.
- A rugby player uses about 24,000 calories in a game of rugby – that's the energy you get from 200 large bananas!
- Your **brain** is 80 percent water – that's why it's important to drink a lot of water!
- A quarter of your **bones** are in your feet.

1 **I KNOW THAT!** Work in pairs. How many parts of the body can you name in a minute?

2 Work in pairs. In your notebook, put the letters in the correct order to make the names of the parts of the body.

- | | | | |
|---------|-----|---------|---------|
| 1 ram | arm | 5 yee | 9 are |
| 2 hotum | | 6 o sen | 10 arhi |
| 3 teteh | | 7 foto | 11 cabk |
| 4 gel | | 8 hade | 12 dahn |

3 **3.01** Match the words from the box with the parts of the body 1-9 in the photos on page 68. Write the answers in your notebook. Listen and check.

Vocabulary **Parts of the body**

ankle elbow eyebrow finger knee lips
neck shoulder toes

4 **3.02** Read the information in *Our Amazing Bodies* on page 68 and follow the instructions.

- Listen and repeat the highlighted words. How do you say them in Polish?
- Which facts do you find interesting?

5 In your notebook, complete the sentences with the correct form of the words from the text and Exercises 2 and 3.

- An adult usually has thirty-two *teeth*.
- The is a symbol of love.
- can be straight, wavy or curly.
- Yoga exercises are great for your stomach .
- I have to be careful in sunny weather - my burns very easily.
- I never work at my desk - I always sit with my laptop on my .

6 **3.03** Look at the picture and say what you can see. Listen and answer the questions.

- What type of exercise do Ellen and Owen do?
- Why are they in the hospital?



7 **3.03** **WORD FRIENDS** Listen again. Choose the correct option. Write the answers in your notebook.

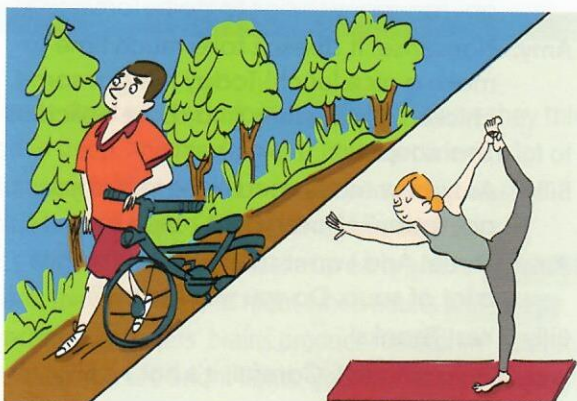
- This morning Ellen hurt *her back* / *her knee*.
This morning Ellen hurt her back.
- Last week she fell and twisted *her knee* / *her ankle*.
- Owen says it's easy to break *your arm* / *your leg* when you play rugby.
- Owen cut *his knee* / *his finger*.

8 In pairs, say the last time you had one of the injuries from Exercise 7.

A: *I broke my leg on a skiing holiday two years ago.*

B: *I broke my arm when I was a child.*

9 **3.04** Listen and decide who trains harder - Owen or Ellen?



10 **3.04** **WORD FRIENDS** Listen again. In your notebook, complete the sentences with the words from the box.

do (3x) have go (3x) **keep** play

- It's important for me to *keep* fit.
- I rugby (football/basketball) every week.
- I exercises at home every morning.
- I to the gym regularly.
- I weight training.
- I running (cycling).
- I yoga (Tai Chi).
- I fitness classes (PE lessons) every day/week.
- I swimming once a week.

11 In your notebook, change the sentences in Exercise 10 to make them true for you.

I don't do exercises at home but I go to the gym once a week.

I can talk about quantities of food.



WHAT'S IN YOUR LUNCH?

Billy: Ah lunchtime! I'm starving!
 Amy: Some crisps and a banana! You never have any healthy food for lunch, some sandwiches, some salad or some soup.
 Billy: Bananas are healthy! I don't have any time to make sandwiches – I've always got too many things to do before school!
 Amy: Nonsense! It doesn't take much time to make a nice lunch! Today I've got some chicken sandwiches and some delicious Thai soup.
 Billy: Amy, how many sandwiches have you got today? I haven't got much food.
 Amy: Three! And I want them all! But I've got a lot of soup. Do you want some?
 Billy: Yes! Thanks!
 Amy: Help yourself. Careful, it's hot ... Billy! Are you OK?

How do you say these expressions in Polish?

I'm starving! Help yourself.

OUT of class

1 **3.05 CLASS VOTE** Which snacks do you usually eat at school?

Vocabulary Snacks

cake crisps chocolate bars fruit
 hamburgers hot dogs nuts salad
 sandwiches soup

I sometimes eat crisps but I never eat cake.

2 **3.06** Describe the photo. Listen and answer the questions.

- Are Billy's lunches usually healthy?
- What is Amy having for lunch today?

3 **I KNOW THAT!** In pairs, say if the underlined words in the dialogue are countable or uncountable. Then think of more countable and uncountable items of food.

4 Read the Grammar box. Find more quantifiers with nouns in the dialogue.

Grammar		Quantifiers	
Countable		Uncountable	
some sandwiches	a lot of vegetables	too many chips	not many things
not many sweets	how many burgers?	some salad	a lot of fresh fruit
not any bread	how much salad?	too much chocolate	not much time

GRAMMAR TIME > PAGE 127

5 Look at what Amy and Billy eat for lunch in one week. In your notebook, complete the sentences with quantifiers. There is often more than one possible answer.

Amy	Billy
2 apples, 3 kiwi fruit, 4 bananas, 1 orange, 0 chocolate bars, 10 salami sandwiches	1 banana, 7 chocolate bars, 5 packets of crisps, 0 sandwiches

- Amy eats ¹ a lot of fruit. She doesn't eat ² chocolate bars. She doesn't eat ³ oranges.
- Billy eats ⁴ chocolate. He doesn't eat ⁵ fruit. He doesn't eat ⁶ sandwiches.

6 Find one incorrect quantifier in each sentence.

- Adam doesn't eat any / much / many meat. *many*
- A lot of / Some / Too much salt is bad for you.
- There's any / some / too much sugar in my tea – it's really sweet!
- Is there any / many / much bread on the table?
- Of course you're not hungry. You ate much / a lot of / too many cakes!
- There aren't any / many / some vegetarian things on the menu here.

7 In pairs, say how much of these things you eat and drink.

tea coffee water fruit juice cola
 meat fruit vegetables snacks sweets

I don't drink much coffee. What about you?

I can find specific detail in a text and talk about sleeping habits.

1 CLASS VOTE Do you agree with statements a–c?

- a It's hard to get up in the morning.
- b I sleep more than my parents.
- c I never want to go to bed at 11.00 p.m.

2 **3.07** Read the text. What's Polly's advice a) for weekdays, b) for the weekend?

3 Read the text again. Choose the correct answers. Write them in your notebook.

- 1 Karl says that last night he fell asleep
 - a very quickly.
 - b after his parents.
 - c before his parents.
- 2 Karl's mother woke him up last Saturday because
 - a she needed his help.
 - b he wanted to get up early.
 - c she thinks it's wrong to stay in bed late.
- 3 Karl is writing to Polly because
 - a he wants to get up early.
 - b he disagrees with his parents.
 - c he can't sleep.
- 4 Polly says
 - a teenagers need a lot of sleep.
 - b adults need a lot of sleep.
 - c adults think teenagers are lazy.
- 5 Teens like staying up late and getting up late because
 - a they make hormones differently from adults.
 - b they watch too many TV programmes.
 - c it's better for their health.

4 Look at the text and complete the expressions from the box. Write the answers in your notebook.

Word Friends	Sleeping habits
feel tired / ¹ sleepy	get/wake up ⁵ /late
fall ² ?	sleep ⁶ ? /badly
get ³ ? for bed	have a dream
go to ⁴ ? /sleep	stay in bed/up ⁷ ??

5 Read the Sleep Quiz and choose the correct option. Write the answers in your notebook.

SLEEP QUIZ

- 1 What time did you go / sleep to bed last night?
- 2 What time did you get / stay up last Saturday morning?
- 3 What do you do when you can't fall / wake asleep?
- 4 What do you do to help you go / wake up early?
- 5 How many hours do you usually fall / sleep at night?
- 6 Do you sometimes feel / stay up after midnight?
- 7 Do you ever feel / go sleepy in class?
- 8 Do you often have / sleep bad dreams?

Dear Polly,

Last night at ten o'clock I was online when my dad told me to **get ready for bed**. Two hours later I was in bed with my eyes open. I didn't feel sleepy so I got up. My parents were on the sofa. They always **fall asleep** in front of the TV. They don't go to bed when they are sleepy so why do I have to **go to bed** when I'm not sleepy? Then last Saturday my mum woke me up at 11.00 a.m. She says I'm lazy but that's not fair. I always **feel tired** in the morning but I **get up early** and work hard all week so why can't I stay in bed at the weekend?

Karl, 15



Hi Karl,

Your parents don't want you to **stay up late** because they think you need to sleep. And they're right! Teenagers need a lot of sleep. How much? That depends on the person but usually about nine hours a night – that's more than adults!

But it's difficult for teens to wake up early and to **go to sleep** early. Often they feel lively at night when adults **feel sleepy**. That's because teenagers' brains produce melatonin* later in the day. When you see bright lights, your brain stops making melatonin. That means you can't **sleep well**. So during the school week you shouldn't surf the internet or watch too many TV programmes before bedtime. It's better to read or listen to music. And during the day don't drink too much tea or coffee.

Sleep is important for our health. If you don't get much sleep, your memory and concentration suffer. So try to go to bed early during the week but tell your parents you need to **stay in bed late** at weekends.

Polly

*a hormone which makes you sleepy



6 **3.08** Listen and match speakers A–D with questions from the Sleep Quiz in Exercise 5. Write the answers in your notebook.

7 VOX POPS Talk to your partner. In pairs, do the Sleep Quiz in Exercise 5.

- A: What time did you go to bed last night?
- B: I went to bed early because ...



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

ACCIDENTS!

We asked some people to describe accidents they had. What were you doing when the accident happened?

WAYNE

Yesterday afternoon I was painting the ceiling. My little brother was holding the ladder but he wasn't paying attention. While I was coming down, the ladder moved and I fell. I cut my hand, hurt my back and broke my arm. It was really painful.

STEPHANIE

My basketball team was playing a match. We weren't playing well and the other team was really good. They were winning 34-21 when I got the ball. Unfortunately, when I was trying to score a basket, I twisted my ankle and fell. I hit my head and broke my nose. I was lucky I didn't break my neck.



1 What's happening in the photo? Why do you think it's happening?

2 3.09 Read the text to check your ideas. Then say what happened to Wayne and Stephanie.

Wayne fell off a ladder. He cut ...

3 Read the Grammar box. Find more examples of the Past Continuous in the text.

Grammar	Past Continuous and Past Simple
+	-
I was playing .	I wasn't running .
They were playing .	They weren't running .
?	
Were you playing? Yes, I was ./No, I wasn't .	
Were they playing? Yes, they were ./No, they weren't .	
What was she doing yesterday at 5 p.m.?	
Past Continuous and Past Simple	
While/When I was coming down the ladder, I fell .	
I was coming down the ladder when I fell .	

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4 In pairs, ask and answer the questions.

What were you doing ...

- at 8.00 p.m. last Friday?
- at 6.00 a.m. this morning?
- last week at this time?
- an hour ago?
- on Sunday at 12.30?
- 24 hours ago?

A: *What were you doing at 8.00 p.m. last Friday?*

B: *I was watching a film. What about you?*

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

- 1 My cousin *had / was having* an accident when he *rode / was riding* a motorbike. *My cousin had an accident when he was riding a motorbike.*
- 2 My mum *hit / was hitting* her head when she *got / was getting* into the car.
- 3 While my dad *played / was playing* tennis, he *hurt / was hurting* his back.
- 4 When we *danced / were dancing*, we *fell / were falling*.
- 5 I *twisted / was twisting* my ankle when I *ran / was running* to school.

6 3.10 Complete the dialogue with the correct form of the verbs in brackets. Write the answers in your notebook. Listen and check.

- A: What ¹*were you doing* (you/do) when the accident ² (happen)?
- B: I ³ (drive) my kids to school when they ⁴ (begin) to shout. They ⁵ (make) a lot of noise so I ⁶ (tell) them to be quiet. I ⁷ (not look) at the road so I ⁸ (not see) the dog. It ⁹ (cross) the road. I ¹⁰ (drive) into a tree. Fortunately, nobody was hurt.

7 **VOX POPS** Talk to your partner. Describe an accident you had when you were younger.

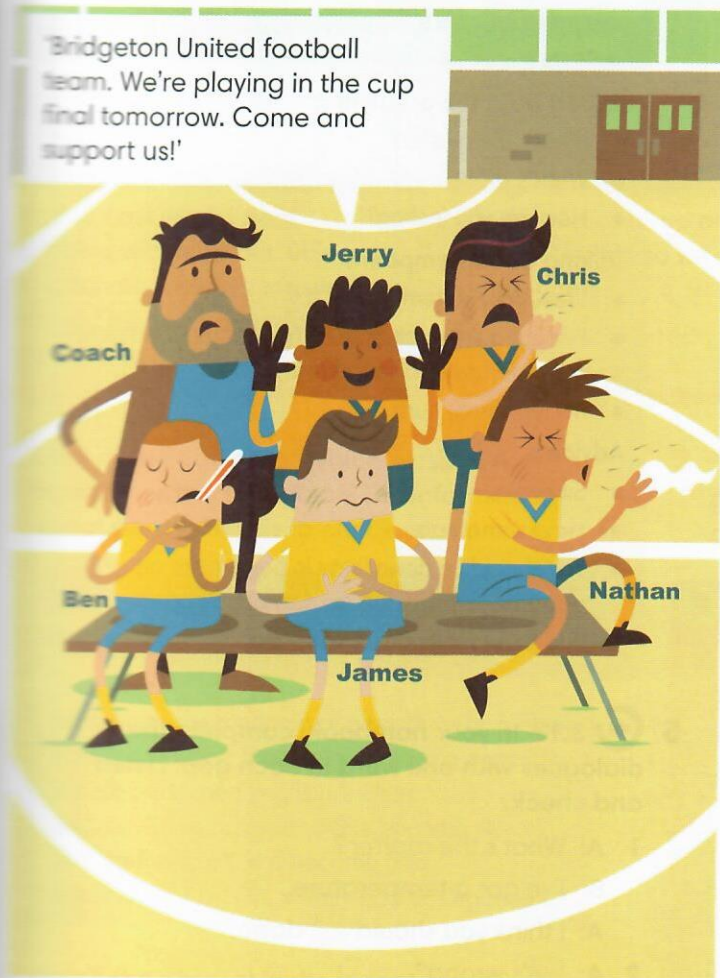
- 1 How old were you?
- 2 What were you doing when the accident happened?
- 3 What happened after that?
- 4 Were you hurt?

I was ten years old. I was walking to school when ...



can identify specific detail in a conversation and talk about illnesses.

1 Look at the picture. Why is tomorrow a big day for Bridgeton United?



2 3.11 How do you say the phrases from the box in Polish?

Vocabulary Symptoms and illnesses

Symptoms

- feel sick/ill
- have a headache/a stomachache/a sore throat/a high temperature/a cough
- cough/sneeze

Illnesses

- I've got hay fever/the flu/a cold/a food allergy.

3 3.12 What symptoms have the players in the picture got? Complete the sentences in your notebook. Then listen to Jerry and check.

- 1 Nathan is *sneezing*.
- 2 James has got a .
- 3 Ben has got a throat and a high .
- 4 Chris has got a .

4 In pairs, say what the symptoms are for these illnesses.

a cold hay fever the flu

When you have a cold, you sneeze a lot and ...

5 Complete the sentences in your notebook. Use the Vocabulary box to help you.

- 1 If you *sneeze* when you're near flowers, maybe you have .
- 2 You've got a very , 40° Celsius! I think you have the .
- 3 I ate too much and now I have a .
- 4 Please cover your mouth when you .
- 5 I was shouting and now I've got a .

6 3.13 Listen. In pairs, answer the questions.

- 1 Why couldn't Ben play?
- 2 Why was Nathan sneezing?
- 3 Why did James have a stomachache?
- 4 Why couldn't Chris play?
- 5 What did Tom get at the end?

7 3.14 Listen to Jerry talking to a friend about the football match. Choose the correct answers. Write them in your notebook.

- 1 They played the match on
a Wednesday. b Saturday. c Sunday.
- 2 While Jerry was visiting friends, he got
a a cold. b the flu.
c hay fever.
- 3 On the day of the match, Jerry felt
a great. b ill.
c very well.
- 4 Ben didn't finish the match because he
a twisted his ankle. b broke his leg.
c hurt his back.
- 5 Jerry's team won the match
a 2-1. b 3-1. c 3-2.

8 In pairs, ask and answer the questions.

- How often do you have a cold or the flu?
- Are you allergic to anything?
- What kind of things can give you a headache?

I have a cold once or twice a year.

6.6 SPEAKING Talking about health and illnesses

I can talk about feeling ill and ask about how someone is feeling.



WHAT'S THE MATTER?

- Nurse: William! What's the matter?
 Billy: I feel terrible.
 Nurse: Mmm, well you haven't got a high temperature. Are you feeling sick?
 Billy: No, I'm not. I've got a really bad stomachache.
 Nurse: Well, when did you start feeling ill?
 Billy: Just after lunch.
 Nurse: I see. What did you have for lunch?
 Billy: Just the usual – some crisps and a banana. Oh, hold on, and some of Amy's Thai soup ...
 Nurse: Ah! You're probably allergic to something. Here, have some water. You should drink a lot of water. And perhaps you should make an appointment with your doctor immediately ... after school. OK! I think you can go back to class now.
 Billy: Oh!

How do you say these expressions in Polish?

I see. Just the usual.

OUT of class

- In pairs, look at the photo. What do you think is happening?
- 3.15** Listen to Part 1. Why did Billy go to see the school nurse?
- 3.16** Listen to Part 2. What was Billy's problem?

- 4 Read the Speaking box. Find the words and phrases from the dialogue.

Speaking

Health and illness

Asking what the problem is

- What's the matter?
- What's wrong?
- How are you feeling?

Talking about symptoms

- I feel sick/ill/terrible.
- I've got a stomachache/a headache/toothache/a temperature/a sore throat/a cold/the flu.
- My leg/back hurts.

Advice

- Sit down.
- Have some water.
- You should lie down/stay in bed/make an appointment with the doctor/go to hospital.
- You should take an aspirin/a tablet/some medicine.

- 5 **3.17** In your notebook, complete the dialogues with one word in each gap. Listen and check.

- A: What's the *matter*?
 B: I've got a temperature.
 A: I think you should down.
- A: 's wrong?
 B: My leg hurts. Perhaps it's broken.
 A: I think you go to hospital.
- A: are you feeling?
 B: I've got a really sore throat.
 A: You should make an with the doctor.

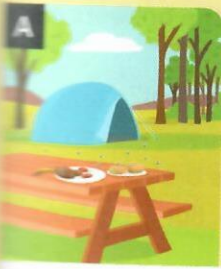
- 6 Suggest what the people should do. Use the Speaking box to help you.

- Billy's got the flu. *Billy should take an aspirin.*
- Lee's got hay fever.
- Amy's tooth hurts.
- Krystal's stomach hurts.
- Perhaps Ruby's got a broken arm.

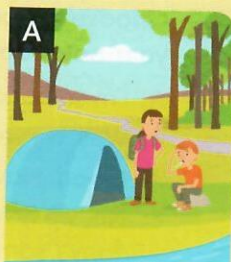
- 7 In pairs, follow the instructions. Use the Speaking box and Exercise 5 to help you.

- Student A** – ask how Student B is feeling. Listen and give advice.
- Student B** – you feel ill. Tell Student A your symptoms.
- Change roles.

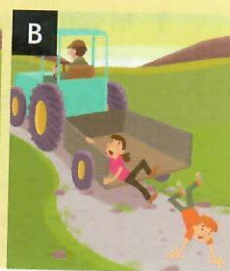
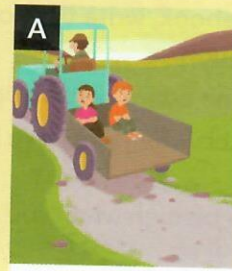
I can use phrasal verbs to talk about health.



I'm Eric. Last week I went camping with my sister, Effie. Unfortunately, everything went wrong. First, we left our food in the sun and it **went off**.



Then I **picked up** an illness. I felt terrible so we decided to go home.



We got a lift from a farmer on a tractor. But while we were going home, my sister said it was all my fault and we **fell out**.

1 Look at the cartoons. Which version, A or B, matches the text? Read the information about phrasal verbs to check your answers.

Language Phrasal verbs

Phrasal verbs are verbs with two parts, e.g. *pick + up*. Sometimes the meaning of phrasal verbs is clear from the words in them, e.g. *pick up a pencil*. But often the meaning is not clear: *Eric picked up an illness*. = He became ill. *The food went off*. = It became bad. *Eric and Effie fell out*. = They had an argument.

2 Match the phrasal verbs in sentences 1-9 with meanings a-i. Write the answers in your notebook.

- If you want to **find out** your perfect weight, consult our website. *b*
- The doctor told me to **take up** a sport.
- My dad wants to **give up** smoking.
- A: What's **going on**? B: Nothing much.
- Can you give me £10 to **top up** my phone, please, mum?
- Do you **get on** with your brother?
- We often **hang out** at the shopping centre.
- Use your phone to **check out** what's on at the cinema.
- When I was ill, my gran **looked after** me.

- | | |
|----------------------------|----------------------|
| a stop doing something | e put money in |
| b discover, learn | f happen |
| c start a hobby/activity | g see, read, consult |
| d have a good relationship | h spend time |
| | i take care of |

3 3.18 Complete the text with one word in each gap. Write the answers in your notebook. Listen and check.

www.dansblog.com

21 March

'It's not easy to keep fit but I know what to do. I should ¹ look after my body. I shouldn't hang ² at the shops every day. I should go to a gym or take ³ a sport. I should ⁴ up 'energy' drinks - they aren't good for you. I shouldn't eat fast food. But yesterday I saw a newspaper headline. It said 'Chocolate is good for you!' I checked ⁵ the article and I ⁶ out some excellent news. Dark chocolate is good for your health. I love dark chocolate.'

Comments (5)

4 3.19 In your notebook, complete the sentences with phrasal verbs. Listen and check.

- Could you **give up** (stop) eating sweets?
- What do you do to **take care of** your body?
- What sport or hobby would you like to **start doing**?
- How often do you **spend time** in the park with your friends?
- When you're ill, do you **consult** your symptoms on the internet to **learn** what illness you have?

5 In groups, ask and answer the questions in Exercise 4.

A: *Could you give up eating sweets?*
 B: *Yes, I could. And you?*

Revision

VOCABULARY

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

- 1 A bad one can wake you up! **d** ? ? ? ? ?
- 2 You do this when you have hay fever.
s ? ? ? ? ? ?
- 3 This can be high when you have the flu.
t ? ? ? ? ? ? ? ? ? ?
- 4 It can stop you eating some foods.
a ? ? ? ? ? ? ?
- 5 You take it when you're ill.
m ? ? ? ? ? ? ? ?
- 6 He/She looks after your teeth.
d ? ? ? ? ? ? ?
- 7 This can hurt when you eat too quickly.
s ? ? ? ? ? ? ?
- 8 Feeling well, not ill. **h** ? ? ? ? ? ? ?

2 Read the text and choose the correct option. Write the answers in your notebook.

Grandpa George never forgot that he was in the army for thirty years. He ¹ *fell asleep / woke up* early at the same time every morning, ² *did / made* exercises and he was proud that he could still touch his ³ *head / toes*, even when he was seventy. He had five golden rules: don't talk with food in your ⁴ *beard / mouth*, don't put your ⁵ *elbows / neck* on the table when you're eating, walk with your ⁶ *fingers / shoulders* straight, brush your ⁷ *hair / teeth* every morning and, most important of all, cut it every two weeks.

3 Complete the text with the verbs from the box. Write the answers in your notebook.

cut had (x2) hit hurt twisted

Our holiday in the mountains was a disaster. First of all, my mum ¹ ? her ankle when we were climbing a mountain – she couldn't walk for days. Granddad ² ? his back from carrying a heavy rucksack. My sister ³ ? a very bad stomachache after she ate a sheep's cheese pizza. My dad ⁴ ? his head every time he stood up in the tent. I ⁵ ? my finger when I was opening a can of soup. And finally my gran ⁶ ? a sore throat from shouting at all of us!

GRAMMAR

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

- A: I'm so hungry! Is there anything to eat?
B: Well, we've got ¹ *any / some* cheese.
A: Good! Have we got ² *any / some* bread?
B: No, we haven't got ³ *any / some*. But we've got ⁴ *any / some* eggs.
A: Excellent! How ⁵ *many / much* eggs?
B: Four.
A: That's ⁶ *not much / not many*!
B: But we've got ⁷ *a lot of / any* potatoes.
A: Great! So we can have fried eggs and chips!

5 In your notebook, complete the text with the Past Simple or the Past Continuous form of the verbs in brackets.

Yesterday I ¹ ? (study) in my room when suddenly I ² ? (hear) a noise from the living room. I ³ ? (run) into the room and saw that my dad ⁴ ? (lie) on the floor.
'Are you OK?' I ⁵ ? (ask) dad.
'My ankle hurts. I think I twisted it!'
'What ⁶ ? (you/do) ?'
'I ⁷ ? (look) for a book! I ⁸ ? (stand) on a chair but I ⁹ ? (not pay) attention and the chair moved and I fell.'


SPEAKING

6 In pairs, talk about feeling ill. Student A, look below. Student B, look at page 134.

Student A

- 1 Say hello to Student B. Ask him/her how he/she is feeling. Listen to Student B's news.
- 2 Give some advice: Take an aspirin./ Make an appointment with the dentist.

DICTIONATION

7  3.20 Listen to the recording. Write the sentences in your notebook.

Check yourself!

- ✓ I can talk about the body, injuries and keeping fit.
- ✓ I can talk about health, illnesses and sleeping habits.
- ✓ I can talk about quantities of food.
- ✓ I can talk about an event in the past.
- ✓ I can find specific detail in a text and in a conversation.
- ✓ I can talk about feeling ill and ask about how someone is feeling.

LESSON 6.1

Parts of the body Części ciała

- ankle** /'æŋkəl/ kostka
- arm** /ɑ:m/ ramię
- back** /bæk/ plecy
- beard** /brəd/ broda
- bone** /bəʊn/ kość
- brain** /breɪn/ mózg
- ear** /ɪə/ ucho
- elbow** /'elbəʊ/ łokieć
- eye** /aɪ/ oko
- eyebrow** /'aɪbrəʊ/ brew
- finger** /'fɪŋgə/ palec (u ręki)
- foot/feet** /fʊt fi:t/ stopa/stopy
- hair** /heə/ włosy
- hand** /hænd/ ręka, dłoń
- head** /hed/ głowa
- heart** /hɑ:t/ serce
- knee** /ni:/ kolano
- leg** /leg/ noga
- lips** /lɪps/ usta, wargi
- mouth** /maʊθ/ usta, buzia
- muscle** /'mʌsəl/ mięsień
- neck** /nek/ szyja
- nose** /nəʊz/ nos
- shoulder** /'ʃəʊldə/ ramię
- skin** /skɪn/ skóra
- stomach** /'stʌmək/ żołądek
- toe** /təʊ/ palec (u nogi)
- tooth/teeth** /tu:θ ti:θ/ ząb/zęby

- break your arm/leg** /breɪk jə ɑ:m leg/ złamać rękę/nogę
- burn** /bɜ:n/ oparzyć się
- calorie** /'kæləri/ kaloria
- cut your knee/finger** /kʌt jə ni: 'fɪŋgə/ skaleczyć się w kolano/palec
- do exercises** /du: 'eksəsaɪzəz/ wykonywać ćwiczenia, ćwiczyć
- do weight training** /du: 'weɪt 'treɪnɪŋ/ podnosić ciężary
- do yoga/Tai Chi** /du: 'jəʊgə taɪ tʃɪ/ uprawiać jogę/tai chi
- go running/cycling/swimming** /gəʊ 'rʌnɪŋ 'saɪklɪŋ 'swɪmɪŋ/ iść pobiegać/ przejechać na rowerze/popływać
- go to the gym** /gəʊ tə ðə 'dʒɪm/ chodzić na siłownię
- have fitness classes/PE lessons** /hæv 'fɪtnəs 'kla:səz pi: 'i: 'lesənz/ mieć zajęcia fitness/wychowania fizycznego
- hurt your hand/back** /hɜ:t jə hænd 'bæk/ zranić się w rękę/plecy
- keep fit** /ki:p 'fɪt/ utrzymywać dobrą kondycję
- play rugby/football/basketball** /pleɪ 'rʌɡbi 'fʊtbɔ:l 'bɑ:skɛtbɔ:l/ grać w rugby/piłkę nożną/ siatkówkę/tenisa
- train** /treɪn/ trenować

twist your ankle/leg /twɪst jə 'æŋkəl leg/ skręcić kostkę/nogę

LESSON 6.2

Out of class

Help yourself. /help jə'self/ Poczęstuj się.

I'm starving! /əm 'stɑ:vɪŋ/ Umieram z głodu!

Snacks Przekąski

- cake** /keɪk/ ciasto
- chocolate bar** /'tʃɒklət bɑ:/ batonik czekoladowy
- crisps** /'krɪspz/ chipsy
- fruit** /fru:t/ owoce
- hamburger** /'hæmbɜ:gə/ hamburger
- hot dog** /hɒt dɒg/ hot dog
- nuts** /nʌts/ orzechy
- salad** /'sæləd/ sałatka
- sandwich** /'sænwɪdʒ/ kanapka
- soup** /su:p/ zupa

- delicious** /dɪ'liʃəs/ smaczny, pyszny
- fruit juice** /fru:t dʒu:s/ sok owocowy
- healthy** /'helθi/ zdrowy
- meat** /mi:t/ mięso
- menu** /'menju:/ menu
- salt** /sɔ:lt/ sól
- sugar** /'ʃʊgə/ cukier
- sweets** /swi:ts/ słodycze
- tea** /ti:/ herbata
- vegetable** /'vedʒtəbəl/ warzywo
- vegetarian** /'vedʒə'teəriən/ wegetariański
- water** /'wɔ:tə/ woda

LESSON 6.3

- fall asleep** /fɔ:l ə'sli:p/ zasnąć
- feel ill/sick** /fi:l ɪl sɪk/ czuć się chorym
- feel terrible/tired** /fi:l 'terəbəl 'taɪəd/ czuć się źle/zmęczonym
- get ready for bed** /get 'redi fə 'bed/ szykować się do snu
- get up early/late** /get ʌp 'ɜ:li 'leɪt/ wstawać wcześnie/późno
- go to bed/sleep** /gəʊ tə 'bed 'sli:p/ iść do łóżka/spać
- have a dream** /hæv ə dri:m/ mieć sen, śnić
- sleep easily/well/badly** /sli:p 'i:zɪli 'wel 'bædli/ zasypiać z łatwością/dobrze/źle sypiać
- sleepy** /'sli:pi/ senny
- stay in bed late** /steɪ ɪn bed 'leɪt/ wylegiwać się, późno wstawać
- stay up late** /steɪ ʌp 'leɪt/ późno chodzić spać
- wake up early/late** /weɪk ʌp 'ɜ:li 'leɪt/ budzić się wcześnie/późno

LESSON 6.4

accident /'æksɪdənt/ wypadek
pay attention to sth /peɪ ə'tenʃən tu: 'sʌmθɪŋ/ zwracać uwagę na coś

LESSON 6.5

Symptoms and illnesses

- Choroby i ich objawy**
- (food) allergy** /fu:d 'ælədʒi/ alergia (pokarmowa)
- cold** /'kəʊld/ przeziębienie
- cough** /kɒf/ kaszel, kasłać
- hay fever** /heɪ 'fi:və/ katar sienny
- headache** /'hedeɪk/ ból głowy
- high temperature** /haɪ 'tempɪrətʃə/ wysoka temperatura
- sneeze** /sni:z/ mieć katar, kichać
- sore throat** /sɔ: 'θrəʊt/ ból gardła
- stomachache** /'stʌmək'eɪk/ ból brzucha
- the flu** /ðə flu:/ grypa

LESSON 6.6

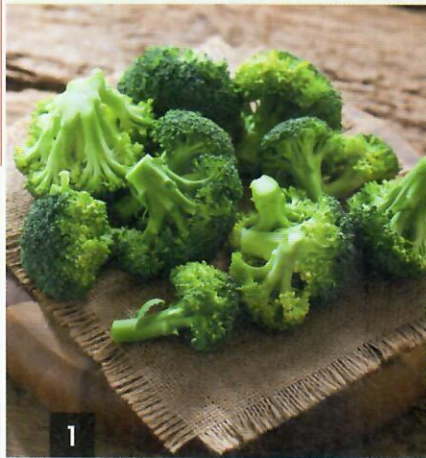
Out of class

I see. /aɪ 'si:/ Rozumiem.
Just the usual. /dʒʌst ðə 'ju:ʒuəl/ To, co zwykle.

- aspirin** /'æsprɪn/ aspiryna
- doctor's appointment** /'dɒktəz ə'pɔɪntmənt/ wizyta u lekarza
- health** /helθ/ zdrowie
- illness** /'ɪlnəs/ choroba
- make an appointment with the doctor** /meɪk ən ə'pɔɪntmənt wɪð ðə 'dɒktə/ umówić wizytę u lekarza
- medicine** /'medsən/ leki
- tablet** /'tæblət/ tabletki
- toothache** /tu:θeɪk/ ból zęba

LESSON 6.7

- check out** /tʃek aʊt/ sprawdzić
- fall out** /fɔ:l aʊt/ pokłócić się
- find out** /faɪnd aʊt/ dowiedzieć się
- get on with sb** /get ɒn wɪð 'sʌmbɒdi/ dobrze się z kimś rozumieć
- give up** /ɡɪv ʌp/ przestać coś robić, poddać się
- go off** /gəʊ ɒf/ zepsuć się (np. o jedzeniu)
- go on** /gəʊ ɒn/ działać się
- hang out** /hæŋ aʊt/ spędzać z kimś czas
- look after** /lʊk 'ɑ:ftə/ opiekować się
- pick up (illness)** /pɪk ʌp/ złapać (chorobę)
- take up** /teɪk ʌp/ zacząć uprawiać (sport)
- top up** /tɒp ʌp/ doładować telefon



1



2



3

- 1 CLASS VOTE** Raise your hand if you ...
- had a traditional Polish dish for lunch last Sunday.
 - ate lunch at a restaurant last month.
 - ordered take away food last week.
 - prefer foreign dishes to Polish food.

- 2** **3.21** Match the words in the box with photos 1–6. Write the answers in your notebook. Listen and check.

beetroots broccoli cabbage noodles
pearl barley peppers

- 3** Look at the menu. What would you like to have? Tell your partner.



Starters

chicken soup with noodles
broccoli soup with carrots
beetroot soup with dumplings

Mains

pork chops with potatoes
chicken meatballs with tomato sauce
and pearl barley
peppers stuffed with mushrooms and rice

Sides

cabbage salad
boiled red cabbage
steamed carrots and broccoli

- 4** Look at photos 1–6 again. Guess which of the vegetables were not popular in Poland in the 1960s. Read Tomek's blog post and check.



myheartbeatsforbeets.com

My heart beats for beets!



I talked to my grandma about changes in Polish eating habits. Here's what she told me.

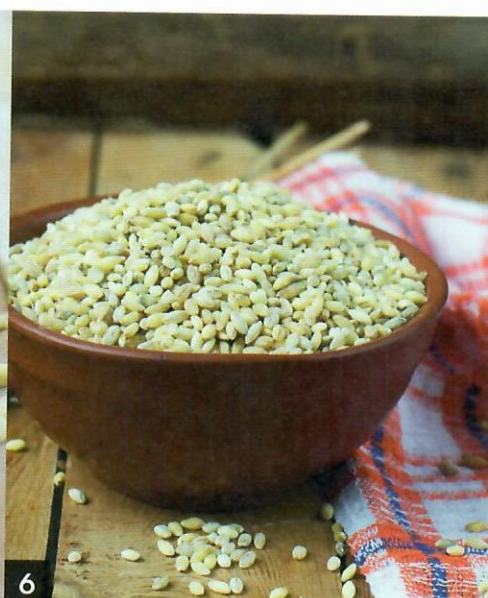
When I was a teenager, in the 1960s, my family always had Sunday lunch together. We usually had chicken soup with fresh noodles which my mum made herself. She was a great cook but she only prepared traditional Polish food. Back then we didn't eat meat every day. We ate a lot of potatoes and pearl barley. Cabbage, beetroot and carrots were the most popular vegetables, but we didn't eat them raw. We never went to a restaurant to have lunch. I didn't eat any fast food either. A typical snack for me was an apple or a sandwich. I never ate bananas or other exotic fruits because there weren't any in the shops.

Now Polish cuisine is different. We use many different kinds of fruit, vegetables and spices which were not available when I was young. For example, peppers first arrived in Poland in the 1970s, and I ate my first kiwi and broccoli in the 1990s. Naturally, the way I cook is different from my mother's. I still make traditional Polish dishes but I also like trying new recipes from around the world.

Posted by Tomek the Teenage Chef on 20 Feb, Mon

- 5** Read the text again and answer the questions. Write the answers in your notebook.

- 1 What did Tomek's grandmother often eat when she was a teenager?
- 2 How often did she eat out?
- 3 Why is Polish food different now from what it was like in the 1960s?



6 **3.22** Listen to Tomek talking about his Sunday lunches. Are the sentences true or false? Write the answers in your notebook.

- 1 Tomek had a traditional Polish lunch last Sunday.
 - 2 Tomek and his family sometimes go to a restaurant on Sundays.
 - 3 Tomek's family like foreign food.
 - 4 Tomek's grandma invites his family over for lunch every Sunday.
- 7 **Work in pairs.** Compare your family's eating habits to Tomek's. Are there any similarities?
- 8 **Read another text from Tomek's blog.** Find the words to describe the dishes in the photos.

9 What do you usually have for Christmas Eve dinner? Which dishes do you like? Which ones don't you like?

PROJECT

- 10 **Work individually.** Prepare a survey on the breakfast eating habits of Polish teenagers in the past.
- 1 Interview two adults: one from the generation of your parents, and one from the generation of your grandparents.
 - 2 Ask them these questions:
 - What did you eat and drink for breakfast when you were a child?
 - Did you eat breakfast every day?
 - Do you think your breakfast was healthy?
 - What kind of snacks did you take to school?
 - 3 Write the answers in your notebook and compare them to your own breakfast eating habits.
 - 4 Report your conclusions to the rest of the class.

myheartbeatsforbeets.com

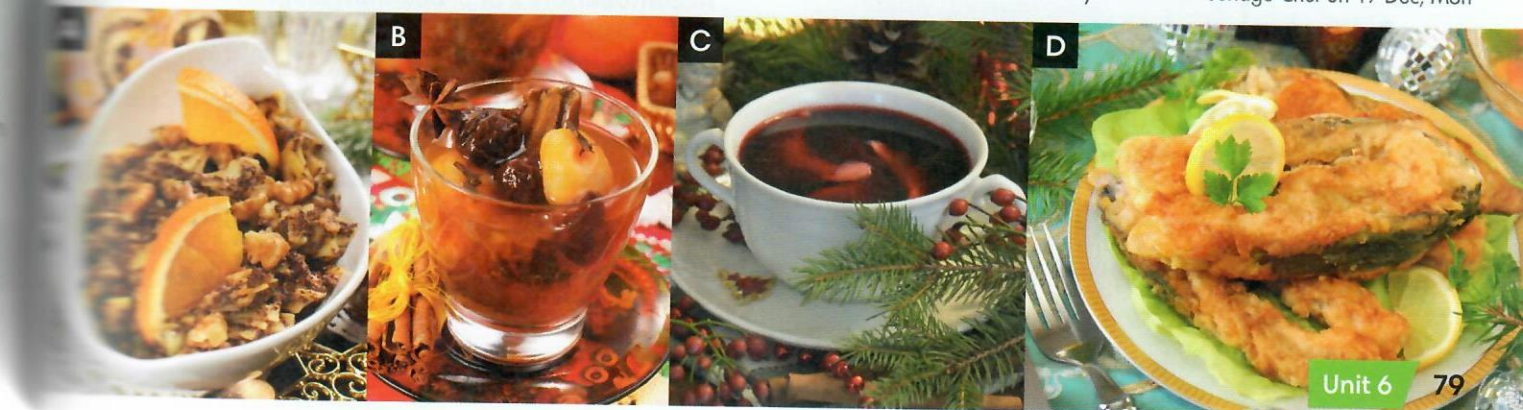
My heart beats for beets!



Polish cuisine is changing, but one thing stays the same – the menu for dinner on Christmas Eve.

We start with a beetroot soup with *uszka* (a kind of dumplings), mushroom soup with noodles, or fish soup – it depends on the region of Poland. Traditionally, people don't eat red meat or poultry on Christmas Eve so the main course is fish, usually carp. There are also *pierogi* and all sorts of dishes with cabbage. For dessert, you can have noodles with poppyseed – my favourite! My grandma also makes a special dried fruit drink which I don't really like very much. By tradition, there should be twelve dishes on the table and an empty plate for an unexpected guest. Everyone is welcome!

Posted by Tomek the Teenage Chef on 19 Dec, Mon




Skills Revision

FUNKCJE JĘZYKOWE

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

- 1 A: I think you should dye your hair green!
B: (*Żartujesz sobie*) *You're kidding*, right?
- 2 A: I'm going out with Bartek tonight. What should I wear?
B: (*Dlaczego nie nałożysz*) that T-shirt with a pink dinosaur?
- 3 A: You should avoid this area. It's not safe there.
B: Oh, I didn't know that. (*Dzięki za radę*).
- 4 A: Oh, this cake looks delicious! Can I have some?
B: Sure, (*poczęstuj się!*)
- 5 A: I feel weak and tired.
B: What did you eat today?
A: (*To, co zwykle*): some crisps and ice cream.
- 6 A: I've got a stomachache and a high temperature.
B: You (*powinieneś umówić wizytę*) with the doctor.

SŁUCHANIE

2  3.23 Usłyszysz wypowiedź recepcjonistki pracującej w ośrodku zdrowia. Dopasuj pytania 1–5 do osób A–F. Jedna osoba została podana dodatkowo i nie pasuje do żadnego pytania. Odpowiedzi zapisz w zeszycie.

Strategia

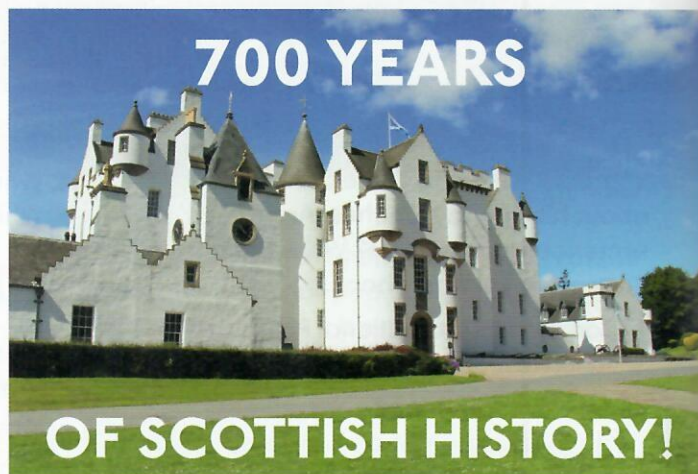
W zadaniu tego typu kolejność pytań odpowiada kolejności, w jakiej podane są informacje w nagraniu. Zanim wysłuchasz nagrania, przeczytaj uważnie pytania. Pamiętaj, że w nagraniu mogą wystąpić synonimy słów, które pojawiły się w pytaniach.

- 1 Who suffers from a toothache?
- 2 Who has got a high temperature?
- 3 Who had the flu a month ago?
- 4 Who has got allergy?
- 5 Who has got a stomachache?

- | | |
|--------------|---------|
| A Peter | D Henry |
| B Anna | E Adam |
| C Mrs Wilson | F Mary |

CZYTANIE / PRZETWARZANIE JĘZYKOWE

3 Wybierasz się z rodzicami na wycieczkę do Wielkiej Brytanii. Znalazłeś/Znalazłaś w internecie miejsce, które chciałbyś/chciałabyś odwiedzić. Przeczytaj ulotkę, a następnie uzupełnij luki 1–3 w e-mailu do taty, zgodnie z informacjami w ulotce. Luki należy uzupełnić w języku polskim. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Odpowiedzi zapisz w zeszycie.



From: Ania
To: Tata

Tato,

Gdy będziemy u cioci w Anglii, może zobaczylibyśmy w ¹ ? maja paradę szkockich żołnierzy w zamku Blair? Nazywają się Atholl Highlanders i są jedyną prywatną armią w Europie. Tego dnia odbywają się tam też inne wydarzenia. To tylko 200 km od cioci, a parada zaczyna się ² ?, więc nawet nie trzeba szukać noclegu. Bilety: 7 funtów za dorosłego, za mnie 3, a za babcię ³ ?.

Załączam zdjęcie z ubiegłorocznej parady.

Co o tym myślisz?

Ania



ŚRODKI JĘZYKOWE

4 Uzupełnij zdania, używając podanych wyrazów w odpowiedniej formie. Odpowiedzi zapisz w zeszycie.

- 1 He can iron very *well*, his shirt looks great!
GOOD
- 2 We usually have dinner in the ? room.
LIFE
- 3 I don't like loading the ?, I prefer to do the washing-up myself.
WASH
- 4 I'm feeling really bad. I have a sore throat and a ?.
HEAD
- 5 My dad started sneezing and coughing so he ? to get some flu medicine at the pharmacy.
DECISION
- 6 Try to be ? with these glasses, please. Don't break them.
CARE

5 Przetłumacz podane w nawiasach fragmenty na język angielski tak, aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Odpowiedzi zapisz w zeszycie.

- 1 (*Ile soku*) *How much juice* is there in the fridge?
- 2 (*Nie wolno ci*) ? be late for school.
- 3 She (*nie powinna*) ? hang out with those people.
- 4 (*Ile sałatek*) ? would you like?
- 5 Ewa doesn't eat any sweets but she usually has (*dużo owoców*) ?.
- 6 Mum! Is dinner ready? (*Umieram z głodu*) ?!

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

- 1 Don't forget about your homework!
You must *not forget* about your homework.
- 2 Is it necessary for me to get up so early on Sunday?
Do ? get up so early on Sunday?
- 3 It is not necessary for him to go to the doctor's.
He does ? go to the doctor's.
- 4 Is it OK if I vaccum later, please?
? vacuum later, please?
- 5 My brother became ill when he was abroad.
My brother picked ? when he was abroad.
- 6 The milk turned bad so I threw it away.
The milk ? so I threw it away.

PISANIE

7 Wykonaj poniższe zadanie. Napisz e-mail w zeszycie.

Chciałbyś/Chciałabyś bardziej o siebie zadbać i trochę schudnąć. Napisz e-mail do cioci, dietetyczki i trenerki fitness, w którym:

- zapytasz o najlepszą dietę dla uczniów szkoły podstawowej,
- poprosisz o radę w sprawie wyboru sportu, który chciałbyś/chciałabyś zacząć uprawiać,
- zapytasz, czy możesz przyjść na zajęcia fitness prowadzone przez ciocię.

Długość tekstu powinna wynosić od 50 do 100 słów.

Shopping around

7

VOCABULARY Types of shops | Containers

I can talk about shops and what they sell.



VOCABULARY

Types of shops | Containers | Shopping centres | Money

GRAMMAR

Comparatives and superlatives of adjectives | *going to* and the Present Continuous



SPEAKING

Shopping for clothes



READING

The history of shopping centres

LISTENING

A radio interview about how to save money

WRITING

Notes (making arrangements)

BBC Culture and Skills

Where can you buy a town?

1 In pairs, ask and answer the questions.

- 1 When was the last time you went shopping?
- 2 What did you buy?

2 3.24 I KNOW THAT! How do you say the words from the box in Polish? Add more words in your notebook.

Vocabulary Types of shops

bakery bookshop butcher's clothes shop florist's greengrocer's newsagent's pharmacy shoe shop

I went to the **florist's**. (florist's = place)
The **florist** helped me choose some flowers.
(florist = person)

Watch OUT!



- 3 In pairs, use the clues below to label shops A-I with the words from the Vocabulary box. Write the answers in your notebook.
- The shoe shop is closed at the moment.
 - There's a shop which sells fruit and vegetables between the bookshop and the newsagent's.
 - There are a lot of special offers at the clothes shop.
 - The shop between the shoe shop and the florist's sells meat.
 - The bakery is next to the pharmacy and it's always very busy.


- 4 Which shops from the Vocabulary box have you got in your neighbourhood? Which shops haven't you got? Discuss in groups.

We've got a bakery but we haven't got a bookshop.

- 5 How do you say the words in bold in Polish?

Word Friends Containers

a **bag** of apples a **bar** of chocolate a **bunch** of flowers
 a **bottle** of shampoo a **box** of cream cakes a **can** of cola
 a **jar** of jam a **loaf** of bread a **packet** of crisps


- 6  3.25 Listen and complete Jas's shopping list. Write the answers in your notebook. What did she forget to buy?

Shopping List

- greengrocer's - apples
- baker's - 1 a loaf of bread, cream cakes
- 2 - shampoo
- newsagent's - crisps, 3 , 4
- florist's - 5

- 7 Choose the correct option. Write the answers in your notebook.

- 1 a bottle / jar of coffee
 - 2 a bag / can of sugar
 - 3 a jar / bottle of water
 - 4 a bar / packet of biscuits
 - 5 a bunch / box of matches
 - 6 a can / box of lemonade
- 1 jar

- 8  3.26 Match questions 1-5 with answers a-e. Write the answers in your notebook. Listen and check.

- 1 What's its name?
 - 2 Where is it?
 - 3 What does it sell?
 - 4 How often do you go there?
 - 5 Why do you like it?
- a It sells computer games.
 - b I go there about once a month.
 - c My favourite shop is called Go2 Games.
 - d They've got a good choice of games and the people who work there are very helpful.
 - e It's in the shopping centre in the town centre.

- 9 **VOX POPS** Talk to your partner. What is your favourite shop?

My favourite shop is called ...



I can compare things.

- 1 **CLASS VOTE** Imagine that you want to buy some headphones. Who do you ask and where do you get information before you buy them?

friends magazine the internet shop assistant

- 2 **3.27** Check you understand these adjectives. Then read the text. Do people generally have a good opinion of the headphones?

enjoyable heavy low trendy (un)comfortable



HENSIZER M13 HEADPHONES

Just £18.99 - lowest ever price

OWEN ★★★★★

This is my second pair of Hensizer headphones - I'm their biggest fan! They're heavier and bigger than my old ones but the most important thing is that they sound fantastic!

ROSIE ★★★★★

They really are the trendiest headphones! They're comfortable and they look good - my journey to school is definitely more enjoyable these days. One small problem - they're too big for my pocket!

LEAH ★★★★★★

You can buy cheaper headphones but they aren't as good as these. They're definitely better than the headphones that came with my MP3 player.

- 4 In pairs, compare phones A-C on page 133. Use the adjectives from the box or your own ideas.

thin modern old big
small ugly trendy

Phone B is trendier than phone A.

- 5 In your notebook, make sentences with superlatives about phones A-C on page 133.

Phone A is the biggest.

- 6 Complete the review with the comparatives or superlatives of the adjectives in brackets. Write the answers in your notebook.

CALLY ★★★★★

My Hensizer FL40 headphones stopped working. The M13 headphones are ¹ *more expensive* (expensive) but I bought them. That was my ² (big) mistake! They're ³ (uncomfortable) than my old headphones. I think the quality isn't as good as the FL40 and the sound is ⁴ (bad) too. The ⁵ (annoying) thing is that the cable is too long! I was ⁶ (happy) with my ⁷ (cheap) headphones!

- 3 Read the Grammar box. Find more examples of comparatives and superlatives in the text in Exercise 2.

Grammar	Comparatives and superlatives of adjectives	
old	older	the oldest
nice	nicer	the nicest
thin	thinner	the thinnest
pretty	prettier	the prettiest
important	more important	the most important
good	better	the best
bad	worse	the worst

They are **bigger than** my old headphones.
They are **not as good as** my old headphones.

GRAMMAR TIME > PAGE 129

We don't use *the* after *my/your/their*, etc.
She's my best friend. NOT *She's the best friend.*

Watch OUT!

- 7 In your notebook, rewrite the sentences with *not as ... as* and the adjectives in brackets.

- This laptop is lighter than my old one. (heavy)
This laptop isn't as heavy as my old one.
- The prices in the bookshop are higher than on the internet. (low)
- The MP3 player is cheaper than the iPod. (expensive)
- The choice of magazines is worse at the supermarket than at the newsagent's. (good)

- 8 In pairs, ask and answer the questions.

- What was the most expensive thing you bought last year?
- What did you buy that was the biggest waste of money? Why?

Can find specific detail in a text and talk about shopping centres.

1 **CLASS VOTE** Where do you prefer to spend your free time?

- the park
- the shopping centre
- the town centre

2 In pairs, answer the questions about shopping centres. Check your answers on page 133.

Why ...

- 1 is there nowhere to sit down?
- 2 do they play music all the time?
- 3 is it hard to find the exit?
- 4 is it a long way from the up escalators to the down escalators?

3 **3.28** Read the text and answer the questions.

- 1 What was Victor Gruen's profession?
- 2 When and where did he build Southdale?
- 3 Was Southdale a success?

4 Read the text again. Are the sentences true, false or the text doesn't say?

- 1 Victor Gruen wanted shopping centres to be more than just a place to shop.
- 2 Southdale wasn't as nice as other shopping centres.
- 3 Southdale was the busiest shopping centre in the USA.
- 4 Victor got a pleasant surprise when he went back to Vienna.
- 5 His invention didn't do what he wanted.

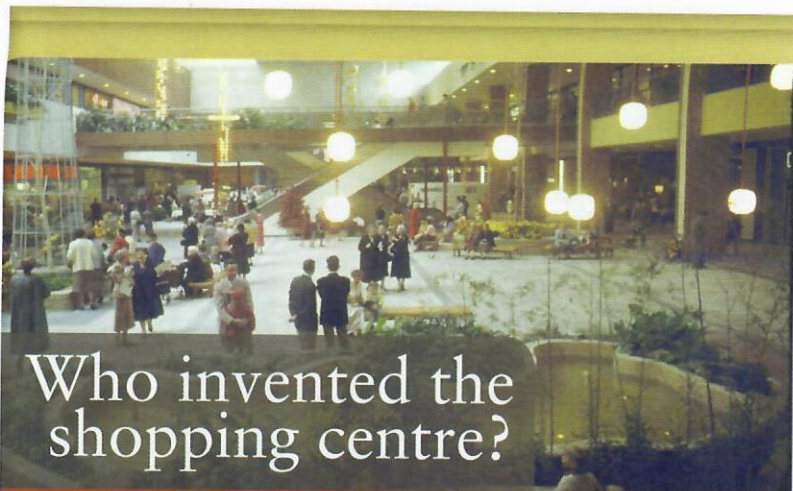
5 **3.29** Find the words and phrases from the box in the text. How do you say them in Polish?

Vocabulary Shopping centres

car park department store escalator
 food court multi-screen cinema
 public toilets shopper trolley

6 Complete the definitions in your notebook. Use the Vocabulary box to help you.

- 1 You put your shopping in it: *trolley*
- 2 A large shop which sells lots of things:
- 3 A way to move from one level to another:
- 4 An area with restaurants and bars:
- 5 A place to see films:



Who invented the shopping centre?

In 1938, an Austrian architect called Victor Gruen arrived in New York with eight dollars and no English. He started designing shops and quickly became one of the most successful architects in the city.

Victor thought American cities were uglier than European cities like Vienna. He wanted to make them more beautiful. His dream was to make shopping centres like traditional European town centres, lovely places with parks, schools and homes around them. So in 1956, he built Southdale, a shopping centre near Minneapolis. It had the usual shops, department stores, public toilets and a big car park. But Southdale was more pleasant than other shopping centres. All the shops were under the same roof. It was on two levels with escalators to take shoppers and their trolleys up and down. And in the middle was a garden with a café.

Southdale was very popular. Afterwards, most new shopping centres followed the Southdale model. Unfortunately, they didn't become the centre of beautiful new towns. Instead, they were ugly out-of-town buildings with seas of cars around them.

In 1978, Victor went back to Austria but what did he find in Vienna? A large ugly shopping centre with a multi-screen cinema and a food court! It was more popular than the traditional shops and many of them had to close.

Victor Gruen invented the modern shopping centre to make the USA more like Vienna but in the end his invention made Vienna more like the USA.

7 **VOX POPS** Talk to your partner. Do you like shopping centres? How often do you go to shopping centers? Who do you go with?

*I enjoy going to shopping centres.
 I usually go ...*



I can talk about intentions and arrangements.



ARE YOU COMING WITH US?

(Part 1)

Lee: Hi, Amy. Listen – it's my mum's fortieth birthday next Tuesday and Ruby and I want to buy her something special. So we're going to take the train to Clearwater shopping centre on Saturday, get mum a present and then we're going to see a film at the Multiplex. Oh, and I'm going to buy some trainers and Ruby's going to buy some posters. Are you going to study again or can you come with us? Hope so! Oh, we're not going to tell anybody – it's a surprise.

(Part 2)

Amy: Hi, Lee.

Lee: Hey, Amy! Are you coming with us tomorrow?

Amy: Yes, but what time are we taking the train? I can't remember.

Lee: We're not taking the train.

Amy: Thanks for telling me!

Lee: Sorry. The bus is cheaper. So we're taking the X4 bus from the bus stop on Mandela Avenue at 10.15. Oh and I checked the films. They're showing *Shrek 8* at the Multiplex at 2.30. Billy's meeting us there.

Amy: Great! See you tomorrow at 10.15!

How do you say these expressions in Polish?

It's a surprise.
Thanks for telling me!

OUT of class

1 3.30 Describe the photo. Listen to Part 1. Which things do Lee and Ruby plan to do on Saturday?

take a train watch a film go ice-skating
go for a pizza do some shopping

2 3.31 Listen to Part 2. Answer the questions.

- 1 Is Amy going with Lee and Ruby on Saturday?
- 2 How are they travelling to Clearwater?
- 3 What time are they meeting in the morning?

3 3.32 Listen to Part 3. What's the problem? Where's Amy?

4 Read the Grammar box. Find more examples of *going to* and the Present Continuous in the voicemail message and dialogue.

Grammar Talking about the future

Intentions and plans

I'm **going to buy** some trainers.
We're **not going to tell** anybody.
Are you **going to study**?

Arrangements

They're **showing** *Shrek 8* at 2.30.
We're **not taking** the train tomorrow.
Are you **coming** with us?

GRAMMAR TIME > PAGE 129

5 3.33 Complete the sentences with *going to* and the verbs in brackets. Write the answers in your notebook. Then listen to Ruby and Lee and check.

- 1 I'm *going to buy* (buy) something to drink.
- 2 He (come) with me to the shoe shop.
- 3 (you/come) with us?
- 4 I (go) to the bookshop first.
- 5 We (buy) a nice present for mum.
- 6 I (not spend) all my money.

6 In your notebook, write three intentions for the near future using *going to*. Then use the Present Continuous to write about three arrangements for next week. In groups, compare your sentences.

I'm going to start running.
My sister's singing in a concert next week.

I can identify specific detail in a conversation and talk about money.

How important is MONEY to you?

- 1 One day you get £10 pocket money and earn £20 babysitting. Do you put the money ...
 - a in a piggy bank?
 - b in your purse/wallet/pocket?
- 2 You get £50 for your birthday. Do you ...
 - a save some and spend the rest?
 - b spend it all immediately?
- 3 You get too much change in a shop. Do you ...
 - a keep the money?
 - b tell the shop assistant?
- 4 You need a new pair of jeans. Do you ...
 - a wait for the sales?
 - b buy the pair you like without looking at the price?
- 5 Some friends want to borrow £30. Do you ...
 - a tell them you never lend money?
 - b give them the money and say they can pay you back any time?

borrow – take something from someone else and give it back later
lend – give something to someone for some time

Watch OUT!

1 **CLASS VOTE** Does money make people happy? Vote yes or no and then say why.

A: Yes, it does because with money you can buy things that make you happy.

B: No, it doesn't. Money can't buy love!

2 **3.34** Read the quiz. Then listen. In your notebook, write down Greg's answers. What does he ask Gemma for at the end?

3 **3.35** Find the words and phrases from the box in the quiz. Then, in pairs, complete the sentences. Write them in your notebook.

Vocabulary Money

change piggy bank pocket money price
 purse sales wallet

- 1 My dad has a *wallet* but I keep my money in my pocket.
- 2 The price of a book is £6.69 and you pay £10. How much do you get?
- 3 How much do you get a week?
- 4 Prices are always lower in the summer .
- 5 I have a on a shelf in my room.

4 **WORD FRIENDS** In your notebook, complete the sentences with the highlighted verbs in the quiz.

- 1 I think I should *get* more pocket money.
- 2 It's better to money than to spend it.
- 3 I sometimes money to my friends.
- 4 When I money, I always pay it back.
- 5 Teenagers should work to their money.

5 In pairs, do the quiz. Check your answers on page 133.

6 **3.36** Listen to a radio phone-in about money. Are the sentences true or false?

- 1 Penny has to work to get pocket money.
- 2 She has a lot of money in her piggy bank.
- 3 She never buys any clothes in the shops.
- 4 She doesn't lend money to her friends.
- 5 She thinks it's good to save money before you buy things.
- 6 She's saving her money for something special.

7 **3.37** Listen to an interview with an expert on saving money. Choose the correct answers. Write them in your notebook.

- 1 Molly thinks Penny
 - a is intelligent.
 - b should spend more money.
 - c isn't telling the truth.
- 2 Molly thinks it's good to
 - a earn more money.
 - b make a list.
 - c spend nothing.
- 3 Molly says it's a good idea to
 - a stop using your mobile phone.
 - b go shopping often.
 - c find the lowest prices.

8 In pairs, discuss the sentences from Exercise 4.

A: Do you think you should get more pocket money?

B: I think ...

I can shop for clothes and other things.



NEW SHOES

Shop Assistant (SA): Can I help you?
 Lee: Yes, I'm looking for a pair of trainers.
 SA: These ones are on sale.
 Lee: How much are they?
 SA: Nineteen ninety-nine.
 Amy: That's a good price, Lee. You should get them.
 Lee: Can I try them on, please?
 SA: Of course. What size are you?
 Lee: Forty-one.
 Two minutes later
 Lee: Oh! They're too small ... Excuse me! Have you got them in a bigger size?
 SA: I think so ... Just a second ... Here you are.
 Two minutes later
 Lee: These ones are the right size ...
 Amy: Great, because I'm fed up! This is the fifth shop we ...
 Lee: ... but I don't like the colour. Excuse me! Have you got these in blue?
 Amy: Lee! Are you going to buy them or not?
 Lee: Yes! I'll take them. Here you are ... Amy! Wait for me!
 SA: Don't forget your change!

How do you say these expressions in Polish?

Just a second.
I'm fed up!

OUT of class

- 3.38 In pairs, describe the photo. Is Lee going to buy the red trainers? Listen and check.
- Read the Speaking box. In your notebook, write down ten phrases that are in the dialogue.

Speaking Shopping for clothes

Selling clothes

- Can I help you?
- These ones are on sale.
- What size are you?
- The changing rooms are over there.
- Don't forget your change.

Buying clothes

- I'm looking for ...
- How much is it/are they?
- Can I try it/them on, please?
- It's/They're too big/small.
- Have you got it/them in a smaller/bigger size/another colour?
- I'll take it/the blue one.
- I'll take them/these ones.

- 3.39 In your notebook, complete the dialogue with the phrases from the Speaking box. Listen and check.

Shop Assistant: Hello, can I help you?
 Customer: ¹ I'm looking for a T-shirt.
 SA: This one's on sale.
 C: ² ?
 SA: Nine pounds ninety-nine.
 C: ³ , please?
 SA: Yes, of course. The changing rooms are over there ... Oh! It's too big.
 C: ⁴ ?
 SA: Yes, here you are. ... Oh, yes, that's better.
 C: ⁵ .
 SA: Great. Don't forget your change. Goodbye.

- In your notebook, complete the sentences with *one* or *ones*.
 - Do you want the black shoes or the brown *ones*?
 - This belt is too small. Have you got a bigger *one* ?
 - I'll take the pink shirt but I don't want the green *ones* .
 - My headphones aren't as good as these *ones* .
- In pairs, buy and sell the things from the box. Student A is the customer, Student B is the shop assistant. Then change roles. Use the Speaking box to help you.

a hat a pair of jeans a coat/jacket

A: Good morning! Can I help you?
 B: Yes, I'm looking for ...

I can write notes and messages to make arrangements.

1 Work in pairs. What is the best format a–d for your messages in situations 1–4?

- 1 You're working on a school project and your bedroom is very untidy. You leave a message asking your mum not to tidy up your papers.
 - 2 You're meeting a friend but your bus is late. You want to let him/her know.
 - 3 It's your birthday next week and you decide to invite all your friends to a party.
 - 4 You need to tell your trainer that you're ill and can't go to judo classes next week.
- a a note on a piece of paper
 - b an update or tweet on Facebook/Twitter
 - c text or message sent on your phone
 - d an email

2 Read Lee's messages, A and B. Which one includes an invitation and makes an arrangement? Which one only gives information?

A

Hi Amy,

- 1 I'm going into town to buy some guitar strings.
- 2 Would you like to come?
- 3 I should be outside the shopping centre at 2.30.
- 4 Let me know!

Lee

B

Hi mum,

- 1 I'm at the music shop buying some new guitar strings! I should be back about 5.00.
- 4 See you soon!

Lee XXX

3 Read the Writing box. Find the phrases which are in Lee's messages.

4 Read messages C and D from Amy. Which message is a reply to Lee's invitation? What surprise is Amy planning?

C

Hi,
Sorry but I'm really busy right now. Perhaps we could meet tonight? See you soon. Amy XXX

D

Hi,
It's Lee's birthday today and I want to organise a surprise party for him at my house. Would you like to come? The party's starting at 7 p.m.
Love Amy

Writing Notes (making arrangements)

The information you want the other person to know

- 1 I'm having a party.
- 1 I'm going into town.
- Help! I don't understand my homework.
- I'm really ill – I can't come.
- The bus is really late 😞

A request, offer or invitation (optional)

- 2 Would you like to come?
- 2 Can you help?
- Perhaps we could meet tomorrow?
- Please wait for me.

Arrangements

- 3 I should be outside the shop at 2.30.
- 3 Let's meet in front of the cinema at 8.00.
- The party's starting at 10.00.
- I'm planning to be online at 9.00.

Ending

- 4 See you there! / See you soon!
- Let me know!
- I hope you can come/help.



5 **WRITING TIME** In your notebook, write a note to a friend.

- 1 2 say you want to see a film at the cinema this weekend and ask your friend if he/she would like to come
- 3 suggest a time/place to meet
- 4 close your message

We often use imperatives (e.g. *Don't call at ... / Please come/wait ...*) in notes.

Watch OUT!

Revision

VOCABULARY

1 In your notebook, complete the sentences with one word in each gap.

- It costs £5.49 and you have a £10 note. How much **?** do you get?
- It's not the right **?**. It's too big!
- I bought a **?** of flowers at the florist's.
- There's a **?** of chocolate in my bag.
- Can you get a **?** of cream cakes from the baker's?
- I got some nice sausages at the **?**.

2 In your notebook, complete the text with the words and phrases from the box. There are two extra items.

car park department store escalator exit
food court shoppers public toilets
multi-screen cinema trolleys

It wasn't a good shopping trip. Firstly, the **1 ?** wasn't working so we had to use the stairs. We went to all the shops and a big **2 ?** but I didn't find anything to buy. There weren't any free tables in the **3 ?** so we didn't eat anything. There wasn't anything good on at the **4 ?** so we didn't see a film. And at the supermarket there weren't any **5 ?** so we had to carry a heavy basket. Finally, we spent ten minutes looking for our car in the **6 ?** and then we couldn't find the **7 ?**!

3 In pairs, talk about the last time you went to a shopping centre.

4 Choose the correct option. Write the answers in your notebook. Then, in pairs, read the conversation.

- A: Let's go ¹for / to a pizza.
B: Good idea but can you ²borrow / lend me five pounds?
A: What? But you ³borrowed / lent ten pounds from me yesterday!
B: I know but I promise to pay you ⁴back / for tomorrow.
A: Why do you always ⁵earn / spend all your money? You should try to ⁶save / spend some money.
B: I haven't got a job so I don't ⁷earn / pay any money and I don't get much ⁸pocket / wallet money. But I ⁹got / made you a present with the money you lent me. Here you are.

GRAMMAR

5 Compare the shops with the words in brackets and *than* or *as ... as*. Write the sentences in your notebook.

	Ali's	Lido	C2
How big is the shop?	60m ²	500m ²	3500m ²
How much does a typical shopper spend there?	£37.85	£29.49	£33.10
How popular is the shop?	★★★★★	★★★★★	★★★★★

- Lido / Ali's (big)
- Lido / C2 (small)
- Ali's / C2 (expensive)
- Lido / C2 (cheap)
- Ali's / Lido (popular)
- Ali's / C2 (popular)

6 In your notebook, write superlative sentences about the three shops with the adjectives in brackets above.


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

- I'm *winning* / *going to win* the Nobel Prize.
- I'm *lying* / *going to lie* down when I get home. I'm really tired.
- I'm *meeting* / *going to meet* some friends at my house tonight. Do you want to come?
- They're *showing* / *going to show* an interesting film on Channel 3 at 6 p.m.

SPEAKING

8 Do a role play in pairs. Student A, look at page 133. Student B, look at page 134. Then swap roles.

DICTIONATION

9  3.40 Listen to the recording. Write the sentences in your notebook.

Check yourself!

- ✓ I can talk about shops and what they sell.
- ✓ I can talk about money and shopping centres.
- ✓ I can compare things.
- ✓ I can talk about intentions and arrangements.
- ✓ I can find specific detail in a text and in a conversation.
- ✓ I can shop for clothes and other things.
- ✓ I can write notes and messages to make arrangements.

LESSON 7.1

Types of shops Rodzaje sklepów

- bakery** /'beikəri/ piekarnia
- bookshop** /'bukʃɒp/ księgarnia
- butcher's** /'bʊtʃəz/ sklep mięsny
- clothes shop** /'kləʊðz ʃɒp/ sklep odzieżowy
- florist's** /'flɒrɪsts/ kwiaciarnia
- greengrocer's** /'gri:n,grəʊsəz/ sklep z warzywami
- newsagent's** /'nju:z,eɪdʒənts/ kiosk
- pharmacy** /'fɑ:məsi/ apteka
- shoe shop** /ʃu: ʃɒp/ sklep obuwniczy

Containers Określanie ilości rzeczowników niepoliczalnych

- a bag of apples / sugar** /ə bæɡ əv 'æpəlz 'ʃʊɡə/ torebka jabłek / cukru
- a bar of chocolate** /ə bɑ: əv 'tʃɒklət/ tabliczka czekolady
- a bottle of shampoo / water** /ə 'bɒtl əv ʃæm'pu: 'wɔ:tə/ butelka szamponu / wody
- a box of cream cakes / matches** /ə bɒks əv kri:m keɪks mətʃɪs/ pudełko ciastek z kremem / zapalek
- a bunch of flowers** /ə bʌntʃ əv 'flaʊəz/ bukiet kwiatów
- a can of cola / lemonade** /ə kæn əv 'kəʊlə lemə'neɪd / puszka coli / lemoniady
- a jar of jam / coffee** /ə dʒɑ: əv dʒæm 'kɒfi/ słoik dżemu / kawy
- a loaf of bread** /ə ləʊf əv bred/ bochenek chleba
- a packet of crisps / biscuits** /ə 'pækɪt əv kɪsps bɪskɪts/ paczka chipsów / herbatników

- busy** /'bɪzi/ zajęty
- buy** /baɪ/ kupować
- closed** /'kləʊzd/ zamknięty
- neighbourhood** /'neɪbəhʊd/ sąsiedztwo, okolica
- sell** /sel/ sprzedawać
- shopping** /'ʃɒpɪŋ/ robienie zakupów
- shopping list** /'ʃɒpɪŋ lɪst/ lista zakupów
- special offer** /'speʃəl 'ɒfə/ oferta specjalna

LESSON 7.2

- cheap** /tʃi:p/ tani
- comfortable** /'kɒmfətəbəl/ wygodny
- enjoyable** /ɪn'dʒɔɪəbəl/ przyjemny, miły
- expensive** /ɪk'spensɪv/ drogi, kosztowny
- headphones** /'hedfəʊnz/ słuchawki
- heavy** /'hevi/ ciężki
- journey** /'dʒɜ:nɪ/ podróż
- light** /laɪt/ lekki
- low** /ləʊ/ niski
- mistake** /mɪ'steɪk/ błąd

- modern** /'mɒdn/ nowoczesny
- opinion** /ə'pɪnjən/ opinia
- pocket** /'pɒkɪt/ kieszeń
- quality** /'kwɒləti/ jakość
- shop assistant** /ʃɒp ə'sɪstənt/ sprzedawca w sklepie
- sound** /saʊnd/ brzmieć, dźwięk
- supermarket** /'su:pə,mɑ:kət/ supermarket
- trendy** /'trendi/ modny
- uncomfortable** /ʌn'kɒmfətəbəl/ niewygodny
- waste of money** /ə 'weɪst əv 'mʌni/ strata pieniędzy

LESSON 7.3

Shopping centres Centra handlowe

- car park** /kɑ: pɑ:k/ parking
- department store** /dɪ'pɑ:tmənt stɔ:/ dom handlowy
- escalator** /'eskəleɪtə/ ruchome schody
- food court** /fu:d kɔ:t/ część restauracyjna w centrum handlowym
- multi-screen cinema** /mʌlti 'skri:n ,sɪnəmə/ multikino
- public toilets** /'pʌblɪk 'tɔɪləts/ toalety publiczne
- shopper** /'ʃɒpə/ osoba robiąca zakupy
- trolley** /'trɒli/ wózek sklepowy

- exit** /'egzɪt/ wyjście
- invention** /ɪn'venʃən/ wynalazek
- level** /'levəl/ poziom
- out-of-town** /,aʊt əv 'taʊn/ podmiejski
- popular** /'pɒpjələ/ popularny
- surprise** /sə'praɪz/ niespodzianka
- traditional** /trə'dɪʃənəl/ tradycyjny

LESSON 7.4

Out of class

- It's a surprise.** /ɪts ə sə'praɪz/ To niespodzianka.
- Thanks for telling me!** /θæŋks fə telɪŋ mi/ Dziękuję, że mi powiedziałeś!

- do some shopping** /du səm 'ʃɒpɪŋ/ robić zakupy
- get sb a present** /get 'sʌmbɒdi ə 'prezənt/ kupić komuś prezent
- go for a pizza** /gəʊ fə ə pi:ttsə/ iść na pizzę
- go ice-skating** /gəʊ 'aɪs ,skeɪtɪŋ/ iść na lodowisko
- show a film** /ʃəʊ ə fɪlm/ pokazywać film
- take a train** /teɪk ə treɪn/ pojechać pociągiem
- voicemail message** /'vɔɪsmel 'mesɪdʒ/ wiadomość na poczcie głosowej

LESSON 7.5

Money Pieniądże

- change** /tʃeɪndʒ/ drobne, reszta
- piggy bank** /'pɪɡi bæŋk/ skarbonka
- pocket money** /'pɒkət 'mʌni/ kieszonkowe
- price** /praɪs/ cena
- purse** /pɜ:s/ portmonetka
- sales** /seɪlz/ wyprzedaże
- wallet** /'wɒlət/ portfel

- earn money** /zɪn 'mʌni/ zarabiać pieniądze
- borrow money from sb** /'bɒrəʊ 'mʌni frəm 'sʌmbɒdi/ pożyczyć pieniądze od kogoś
- get pocket money** /get 'pɒkət 'mʌni/ dostawać kieszonkowe
- go shopping** /gəʊ 'ʃɒpɪŋ/ iść na zakupy
- lend money to sb / lend sb money** /lend 'mʌni tə 'sʌmbɒdi lend 'sʌmbɒdi 'mʌni/ pożyczyć komuś pieniądze
- make a list** /meɪk ə lɪst/ zrobić listę
- pay** /peɪ/ płacić
- pay (sb) back** /peɪ 'sʌmbɒdi bæk/ oddać komuś pieniądze
- save money** /seɪv 'mʌni/ oszczędzać pieniądze
- spend money** /spend 'mʌni/ wydawać pieniądze

LESSON 7.6

Out of class

- I'm fed up!** /aɪm fed ʌp/ Mam dość!
- Just a second.** /dʒʌst ə 'sekənd/ Chwileczkę.
- a good / high / low price** /ə gʊd haɪ ləʊ praɪs/ dobra / wysoka / niska cena
- changing rooms** /'tʃeɪndʒɪŋ ru:mz/ przymierzalnie
- on sale** /ɒn 'seɪl/ na wyprzedaży
- size** /saɪz/ rozmiar
- try on** /'traɪ ɒn/ przymierzać

LESSON 7.7

- give information** /gɪv ɪnfə'meɪʃən/ podawać informacje
- invitation** /ɪnvə'teɪʃən/ zaproszenie
- invite friends to your house** /ɪn'vaɪt frendz tə jə haus/ zaprosić przyjaciół do domu
- leave a message** /li:v ə 'mesɪdʒ/ zostawić wiadomość
- music shop** /'mju:zɪk ʃɒp/ sklep muzyczny
- note** /nəʊt/ notatka
- organise a surprise party** /'ɔ:gənaɪz ə sə'praɪz 'pɑ:ti/ organizować przyjęcie-niespodziankę
- reply** /rɪ'plai/ odpowiedź, odpowiedzieć
- update** /ʌp'deɪt/ uaktualnienie

Where can you buy a town?

Amazing things sold on eBay

Most people love shopping. It's a popular hobby but our shopping habits don't always stay the same. They change. Today we can buy things in many places and more and more people are buying things online. There are lots of websites where you can buy normal things but if you want something really unusual, go to an online auction site, like eBay. The company started in the USA but now operates in thirty different countries. It celebrated its twentieth birthday in 2015. Here are some of the amazing things people sold on the site.

Bridgeville

In 2008, the small town of Bridgeville in California was for sale and someone paid 1.25 million dollars for it! It's a very small place and in 2008 it had only thirty people, eight houses, a post office, a café and a cemetery. The town needed a lot of money and work and the new owner sold it again a few years later.

A life

Ian Usher was very sad after his wife left him. He decided to put his whole life for sale on eBay! He sold everything that he had – his house, his car, introductions to his friends and his job. Someone paid 300,000 dollars and Ian started a new life with the money.

A forehead

Kari Smith sold her forehead for advertising space! A company paid her 10,000 dollars to tattoo the name of their company on her forehead!

A yacht

One of the most expensive things for sale on eBay was a big yacht. Roman Abramovich (who owned Chelsea football club) bought it for 168 million dollars. It had a gym, a cinema, a spa and a lift.

Have you got something unusual you would like to sell on eBay?



GLOSSARY

auction (n) a public sale where things are sold to the person who offers the most money for them

cemetery (n) a piece of land in which dead people are buried

forehead (n) the part of your face above your eyes and below your hair

introductions (n pl) telling two people each other's names when they first meet and explain who they are

operate (v) to work

READING

1 In pairs, discuss the questions.

- 1 Do you prefer to buy things online or in shops? Why?
- 2 Have you got a favourite shopping website or shop?
- 3 What's the most interesting thing you bought last month?
- 4 Do you know someone who recently bought something unusual? What did they buy?

2 Read the article. In pairs, answer the questions.

- 1 How old is eBay?
- 2 Why was the town for sale again after a few years?
- 3 Why was the life for sale?
- 4 How much did the life sell for?
- 5 Why did a woman sell her forehead?
- 6 Who bought the yacht?

3 In pairs, discuss the final question in the article.




LISTENING

4 You are going to listen to part of a BBC programme about shopping in different cities. Read an advert for the programme and answer the question.


City shopping

Some big cities have famous places to go shopping. Do you know any? This programme is about some of them.

5  **BBC 7** Listen to Part 1. Are the sentences true or false?

- 1 In Oxford Street, everything costs a lot of money.
- 2 People go to a special event in Oxford Street in November.
- 3 The air in Oxford Street is very clean.
- 4 In Portobello Road, there is a big market every day.
- 5 You can buy old clothes in Portobello market.

6 Work in pairs. In your opinion, which is better – a day in Oxford Street or a day in Portobello Road? Why?

7  **BBC 8** Listen to Part 2. In your notebook, complete the sentences.

- 1 The Apple Store on Fifth Avenue is interesting because .
- 2 You might get tired in Macy's because .
- 3 Shibuya Crossing is famous because .
- 4 Trendy young people go to Shibuya because .

8 Work in pairs. Imagine you have £4,000 to spend. Will you go to London, New York or Tokyo? Why? What are you going to spend your money on?

PROJECT

9 Work in groups. Prepare a presentation about a shopping area.

- 1 Use the internet to research a popular shopping centre or shopping area in your country.
- 2 Find interesting facts and figures.
- 3 Write a short script for your presentation.
- 4 Include some photos or video.
- 5 Share your presentation with the class.

Learning to work

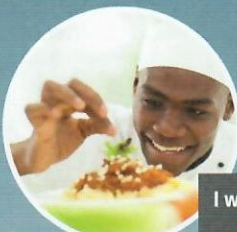
8

VOCABULARY Jobs

I can talk about people and their jobs.

WHAT JOBS ARE GOOD FOR YOU?

Do the flow chart to find out.



VOCABULARY

Jobs | Work and jobs | School and education

GRAMMAR

Will for future predictions | First Conditional



SPEAKING

Probability



READING

First job

LISTENING

An unusual school

ENGLISH IN USE

Adjectives with prepositions

SKILLS REVISION

Units 7-8

1 **4.01 I KNOW THAT!** Work in groups. Which jobs from the box are in the photos? Add more jobs in your notebook.

Vocabulary Jobs

accountant architect artist bike courier builder chef doctor driver electrician farmer firefighter gardener hairdresser IT specialist journalist lawyer mechanic nurse pilot politician police officer postman/woman receptionist secretary shop assistant soldier tour guide waiter/waitress

- 2 Follow the job chart to find a good job for you. In pairs, compare your jobs.

A: What jobs does the flow chart give you?

B: Artist, chef or hairdresser.

A: What do you think of them?

B: I'd like to be a chef because ...

- 3 **CLASS VOTE** In pairs, answer the questions.

1 In your opinion, which job from the Vocabulary box is...

- the most dangerous?
- the best paid?
- the easiest?
- the most stressful?

2 Which job would you most like to have?

- 4 Find jobs from the Vocabulary box for the people in the sentences below. Write the answers in your notebook.

He/She ...

- 1 works in a hospital. *doctor/nurse*
- 2 helps people on holiday.
- 3 draws pictures of buildings for builders.
- 4 makes parks look beautiful.
- 5 answers the phone in an office or a hotel.

- 5 **4.02** Listen and guess which jobs from the Vocabulary box each speaker has. Write the answers in your notebook.

- | | | |
|----------|----------|----------|
| 1 Nicola | 3 Ewan | 5 Darren |
| 2 Ruth | 4 Carrie | 6 Eddie |

- 6 **4.03** Listen to the complete conversations and check your answers to Exercise 5.

- 7 Check you understand the expressions in the box. Then read about Jane, Brett and Charlotte. What jobs would be good for them?

Word Friends **Work**

work from nine to five be happy at work
 work indoors/outdoors work in a team
 get to work on time work at the weekend
 earn (good) money wear a uniform work alone

A Jane, 18

'I want to work from nine to five, and I'd like to work indoors but the most important thing for me is to earn money.'

- 8 **4.04** In your notebook, complete the text with the correct expressions from Exercise 7. Guess the speaker's job. Listen and check.

I don't ¹earn much money but I don't mind because I'm ²at work. I really like working in a ³. My workmates are great. I don't work from nine to ⁴. Sometimes I work during the day and sometimes at night. I have to wear a ⁵ but that's all right. I look good in it! In my job it's really important to get to work on ⁶ because people can die if you're late.

- 9 In pairs, choose a job from the Vocabulary box. Find out your partner's job in ten questions. You can only answer yes or no.

A: Do you work indoors?

B: Yes, I do.

A: Do you wear a uniform?

B: No, I don't.

- 10 Think of people that you know. What jobs do they have? Do they like their jobs? Why?/Why not? Discuss in groups.

My uncle works in a café. He's a waiter.

He loves his job because ...

B Brett, 16

'I want to wear a uniform and work outdoors. I'd like to work in a team too. It's no problem for me to get to work on time.'

C Charlotte, 17

'I want to be happy at work. I enjoy working alone. I don't mind working at the weekend.'

I can use *will* to talk about future predictions.

- CLASS VOTE** What is your favourite part of the school day? Why?
- 4.05** Read the text. Which things from the box does the writer mention? Would you like all your lessons at home?

break classroom homework test school uniform
course book timetable

- Complete the text with *will* or *won't* and the verbs in brackets. Write the answers in your notebook.

English ¹ *won't be* (not be) so popular in 2035. But Chinese and Portuguese ² ? (become) very important. Pupils ³ ? (not learn) with CDs and DVDs: instead pupils ⁴ ? (chat) to students their age in other countries to practise languages. In the future students ⁵ ? (not have) the chance to gossip with friends between lessons because everyone ⁶ ? (learn) at home. So ⁷ ? students in 2035 ? (feel) lonely?

A school day in 2035?

Higson Corporation Global Schools -
Monday 5 May 2035, 08.57 a.m.

Good morning, Emily!
Your Maths test will start in three minutes. There's an online meeting with your Chinese teacher at 10 a.m. Have a nice day!

Education will be very important in 2035 but children won't go to school. So how will they learn? They will study in their bedrooms at home. Computers will organise the timetable for each day. Pupils will do all their homework and tests online, because we won't have paper course books. They'll only have contact with their teachers through the internet. But will they enjoy their lessons? No, they won't - some things will never change!

- Read the Grammar box. Find more examples of *will/won't* in the text in Exercise 2.

Grammar	Will for future predictions
+	-
I will work hard. They will play .	I won't work hard. They won't play .
?	
Will you study a lot? Will children play games? How will they learn ?	Yes, I will ./No, I won't . Yes, they will ./No, they won't .
Time expressions: <i>in 2035/twenty years' time/the next five years/the future</i> <i>by (= before) 2035/Christmas/my twentieth birthday</i>	
I don't think this will happen . NOT I think this won't happen .	

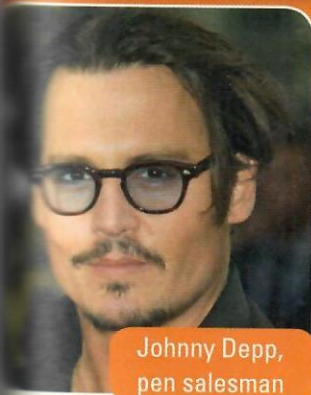
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- In pairs, say if and when you think these predictions will come true. Use time expressions with *in* or *by*.
 - Schools will give laptops to all their pupils.
I think this will happen by 2030.
I don't agree. I don't think this will happen.
 - Students won't learn languages - everyone will use computers to translate.
 - Many people will decide to study abroad.
 - Students will use the internet in exams.
 - Robots will do all the hard, unpleasant jobs.
 - Pupils won't use paper books any more.
- Which things do you think you will do before your twentieth birthday?
 - learn to drive
 - go to university
 - get married
 - work or study abroad
 - buy a house or flat
- Work in pairs. Ask each other questions about the activities from Exercise 6.

A: *Will you learn to drive before your twentieth birthday?*

B: *Yes, I will./No, I won't.*

I can find specific detail in a text and talk about jobs.



Johnny Depp, pen salesman

BEYONCÉ CUT MY HAIR

Some celebrities know what it's like to look for a job and to work from nine to five. For example, did you know that Johnny Depp sold pens in a call centre before he became an actor? It's hard to believe but it's true.

And Johnny Depp is not the only famous person who had a normal job before becoming famous. Model Megan Fox worked as a waitress. Beyoncé helped out at her mother's beauty salon. Jennifer Lopez (JLo) had a temporary job in a lawyer's office. And Tom Cruise had a part-time job delivering newspapers.

Some celebrities had jobs that don't seem surprising. Writer J.K. Rowling was an English teacher. She had a full-time job in a school in Portugal before she wrote about Harry Potter.

But other famous people had more surprising jobs. Brad Pitt, for example, once got a very strange job. He had to dress up as a giant chicken to attract customers to a restaurant! It was better than being unemployed but I'm sure he wasn't upset when he lost that job.

It shows that people with ordinary jobs can become famous. Perhaps your postman will win a TV talent show. Maybe the sales assistant in the games shop will win a Nobel Prize one day. And perhaps that young waitress with a summer job in your local café will become a film star. Who knows?



Beyoncé, hairdresser's assistant

1 CLASS VOTE Which of these famous people is the most popular in the class?

Johnny Depp Megan Fox Beyoncé Jennifer Lopez
Tom Cruise J.K. Rowling Brad Pitt

2 4.06 Read the text. What jobs did the people in Exercise 1 have when they were young?

Johnny Depp worked in a call centre.

3 Read the text again. Are the sentences true, false or the text doesn't say?

- In the writer's opinion famous people don't know about normal people's lives.
- Johnny Depp sold the writer a pen.
- JLo's mother helped her get a job.
- J.K. Rowling taught English when she was younger.
- Brad Pitt once had a very unusual job.
- The writer is sure the waitress in his local café will become a film star.

4 4.07 Find the phrases from the box in the text. How do you say them in Polish? There are two extra phrases.

Word Friends Work and types of jobs

Types of jobs

full-time job part-time job summer job temporary job

Work

work in an office work for a company look for a job
work as a waitress be unemployed get/have/lose a job

5 4.08 Use the expressions from Exercise 4 to complete the text. Write the answers in your notebook. Listen and check.

I don't have a full-time job. I have two ¹ *part-time* jobs. In the morning, I work ² the town council. I'm a gardener. And in the evening, I work ³ a waiter in a café. It's tiring but I don't want to be ⁴. I want to earn more money so I'm ⁵ for a new job but it's difficult to ⁶ a good job. Last year I had a ⁷ job for the summer in a restaurant at the beach. The money was great! Unfortunately, I ⁸ my job when autumn came.

6 In pairs, choose two summer jobs you would both like to do in the future.

babysitter
bike courier
fruit picker on a farm
lifeguard at a swimming pool
guide in a local museum
activity instructor in a summer camp

- A: *I'd like to work as a lifeguard at a swimming pool. What about you?*
B: *No, I can't swim very well.*

I can use the First Conditional to talk about probability.



IF YOU DON'T STUDY ...

Mum: Where do you think you're going?
 Lee: I'm just going to see Billy and Krystal.
 Mum: Oh no, you're not, Lee Marshall! Your end of year tests are starting on Thursday. You can go back to your room and start revising! If you don't study, you won't pass your tests - it's as simple as that! These tests are important.
 Lee: Billy's mum lets him go out in the evenings! It's not fair!
 Mum: Billy always gets better marks than you. You'll have to repeat the year if you don't get better marks. And if you have to repeat the year, you won't be with your friends at all.
 Lee: OK! OK! I get the message!
 Mum: I won't tell you again! Oh, and another thing ...

How do you say these expressions in Polish?

It's as simple as that!
I get the message!

OUT of class

- 1 What's happening in the photograph? What do you think Lee's mum is saying?
- 2 4.09 How do you say these expressions in Polish? Listen. In your notebook, write down the phrases Krystal uses.

Word Friends School and studying

study/revise for a test get the results of a test
 have/take a test pass/fail a test
 cheat in a test get a good/bad mark

- 3 In pairs, talk about your last big test. What happened? Use the expressions from Exercise 2.
- 4 4.10 Listen to Part 1. Why is Lee's mum angry with him?

- 5 Read the Grammar box. Find more examples of the First Conditional in the dialogue in Exercise 4.

Grammar First Conditional

if + Present Simple, will + verb
 If I **get** a bad mark in the test, my parents **will be** angry.
 You'll **have** to repeat the year **if you don't get** better marks.

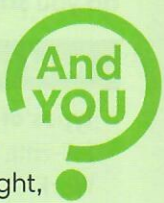
GRAMMAR TIME > PAGE 131

- 6 4.11 Choose the correct option. Write the answers in your notebook. Then listen to Part 2 and check.
 Amy: Hi Lee! How's your History revision going?
 Lee: Terrible! And I'm really tired now.
 Amy: So go to bed! If you ¹get up / 'll get up early tomorrow, you ²feel / 'll feel fresher and you'll remember more.
 Lee: Yes, maybe. But I had a great idea. I wrote all the dates for the History test on the back of my ruler! If I ³forget / 'll forget something in the test, I ⁴check / 'll check it on my ruler.
 Amy: You can't do that! That's cheating! And I'm sure they ⁵catch / 'll catch you if you ⁶cheat / 'll cheat. And if they ⁷catch / 'll catch you, you ⁸have / 'll have to repeat the year. Don't be an idiot, Lee! Please!

1 get up

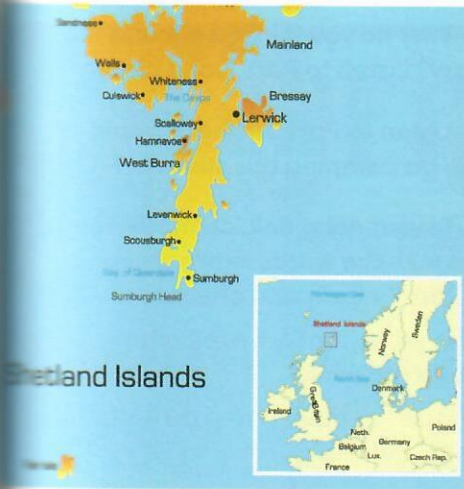
- 7 In your notebook, complete the sentences with the correct form of the verbs in brackets.
 1 If I *pass* (pass) all my exams, I'll be so happy!
 2 If I get good marks, my gran (buy) me a laptop!
 3 If Tiggy (get) the results of the test, she'll phone me.
 4 My mum won't be pleased if I (not get) a good mark.
 5 We'll have to phone the doctor if she (not feel) better soon.
 6 If you break it, I (not lend) you anything again!

- 8 **VOX POPS** Talk to your partner. Finish the sentences to make them true for you. Then compare in pairs.



- 1 If there's nothing good on TV tonight, I'll read a book.
- 2 If I get some money for my birthday, I
- 3 If I don't understand my homework, I
- 4 If my phone stops working, I

I can identify specific detail in a conversation and talk about education.



1 In pairs, look at the photo. Is there anything strange about the school playground?

2 **4.12** In pairs, check you understand the words from the box. Then listen and check your ideas from Exercise 1.

gymnasium library pupil science lab
secondary school sports field

3 **4.12** Listen again and choose the correct answers. Write them in your notebook.

- 1 Skerries School
 - a has only one classroom.
 - b has a gymnasium.
 - c is near a Sports Hall.
- 2 Pupils at Skerries School
 - a start school at half past nine.
 - b do the same things as other British pupils.
 - c don't have exams.
- 3 The island
 - a is in the North Sea.
 - b has a large town on it.
 - c doesn't have an airport.
- 4 This school year Skerries School
 - a doesn't have a teacher.
 - b has only one student.
 - c only teaches children from the same family.

4 Work in pairs. Would you like to be the only pupil in your school? Why?/Why not?

5 **4.13** Copy the table into your notebook and add the words from Exercise 2 to the correct category. Listen and check.

Vocabulary School and education

Places of learning: college primary school

¹secondary school university

People in schools: classmates form tutor head teacher

Maths/English teacher ² ?

Places/rooms at school: classroom cloakroom

³ ? ⁴ ? playground ⁵ ? ⁶ ? staff room

6 In your notebook, complete the sentences with words from the Vocabulary box.

- 1 Luke was late for school so he had to see the *head teacher*.
- 2 The is busy on wet days because everyone wants to leave their coats.
- 3 I changed class last year. My new are a lot nicer.
- 4 We play football on the school but when it's wet we play in the .
- 5 The teachers relax in the between lessons.

7 **4.14 WORD FRIENDS** In pairs, choose the correct option. Write the answers in your notebook. Listen and check.

- 1 The best way to revise is to *get / make* notes. *make notes*
- 2 We *do / make* a lot of grammar exercises in English lessons!
- 3 I'm quite shy so I feel nervous before I *give / show* presentations.
- 4 I always *do / make* my homework after I get home from school.
- 5 It's hard to *draw / write* essays in class.

8 In pairs, ask and answer the questions.

- 1 How often do you
 - talk to your head teacher or form tutor?
 - use the school library or computer room?
- 2 What are your favourite subjects at school?

I can talk about probability.



I'LL DEFINITELY PASS

Amy: Gosh! That was a really difficult test.
 Billy: Yes! That last question? What a nightmare! I couldn't remember any of the dates. I probably won't get any points for it!
 Amy: I definitely won't! I didn't even answer that question – I didn't have time!
 Billy: Oh, don't worry, Amy. You'll probably pass!
 Amy: I don't know. I might pass. Fingers crossed! How about you, Lee?
 Lee: I thought it was easy! I'll definitely pass! In fact, I think I may get a ten.
 Amy: But History's your worst subject. You didn't cheat, did you? Because they'll definitely see from your answers that you cheated!
 Lee: No, I didn't cheat!
 Billy: So, how did you do it?

How do you say these expressions in Polish?

Gosh! What a nightmare!
 Fingers crossed!

OUT of class

- CLASS VOTE** How do you feel before an important exam?
 • relaxed • nervous • frightened
- Look at the photo. Who do you think looks most relaxed: Amy, Lee or Billy? What do you think they're talking about?
- 4.15** Listen to Part 1. Then find examples of the phrases from the box in the dialogue. Who is most confident about passing the exam?

Speaking Probability

- I will definitely/probably pass.
- I may/might pass.
- I definitely/probably won't pass.

- 4.16** Why do you think Lee found the test so easy? Listen to Part 2 and check.
- 4.17** Listen to Part 3. Where would Billy like to go camping this summer?
- 4.17** In your notebook, complete the sentences with the words in brackets. Listen to Part 3 again and check.
 - Brighton *will probably be* expensive. (be / will / probably)
 - Billy's uncle *let* them camp on his farm. (let / will / definitely)
 - There *is* space in Amy's tent for Krystal. (be / will / definitely)
 - Krystal *wants* to stay in a tent. (want / won't / probably)
 - Krystal *might* to stay in a hotel. (want / might)
 - Lee *may* borrow money for his train ticket. (have to / may)

- Say if these things will come true in your country in the next ten years. Use the Speaking box to help you.
 - People will stop using banknotes and coins.
 - Food will be cheaper.
 - Our football team will win the World Cup.
 - Newspapers will still be popular.
 - People will live longer.
 - Everyone will use public transport.
People may stop using banknotes and coins.

- VOX POPS** Talk to your partner. What do you think will happen to you in the next ten years?

Will you ...

- learn a new language?
- be famous?
- buy a car / motorbike?
- still live in your hometown?
- become a fantastic cook?

I will definitely learn a new language.



I can talk about people's skills and emotions.



- 1 What can you see in the drawing?
- 2 Read the teacher's notes. In your notebook, write the names of the children in the drawing.

Bruce is good at counting but he isn't very good at sharing things.
 Wendy is fond of talking. She enjoys telling the other children what to do.
 Kevin isn't afraid of taking risks and he's really interested in planes.
 Hannah is brilliant at drawing but she's hopeless at spelling.
 Albert is keen on helping other people. He's always the first to come when someone's in trouble.
 Kay is crazy about running. She's the fastest in the class.

- 3 Read the Language box. Find examples of the adjectives with prepositions in Exercise 2.

Language	Adjectives with prepositions
After these phrases we add verb + <i>-ing</i> :	
(not very) good at crazy about keen on	
(really) bad at afraid of fond of hopeless at	
brilliant at interested in	
Bruce is good at counting .	
Wendy is fond of talking .	

- 4 In pairs, use the teacher's notes and these jobs to make predictions about the children in the picture.

accountant artist athlete
 astronaut doctor nurse pilot
 police officer politician

Bruce is good at counting. I think he'll be an accountant.

- 5 4.18 Read the text and choose the correct option. Write the answers in your notebook. Listen and check.

My son loves watching car races on TV but he's afraid ¹of / in / on going fast in the car. He's brilliant ²about / at / of learning languages but he's really bad ³on / to / at remembering people's names. He's keen ⁴about / in / on doing Sudoku puzzles but he's not very ⁵fond / good / afraid at doing Maths problems. He's ⁶crazy / keen / brilliant about playing the guitar but he's hopeless at ⁷sing / singing / to sing. He's ⁸good / keen / crazy at working with his hands and he's fond ⁹at / on / of working in the garden but he thinks he'll work in an office when he's older. I don't understand him.

1 of

- 6 In your notebook, write a paragraph that an adult you know could write about you.

My daughter is really interested in reading science books but she ...

- 7 In pairs, use the phrases in Exercise 3 and the skills from the box to ask and answer questions.

learn languages talk do Maths problems
 watch car races work with your hands
 save money play the guitar dance
 read science books drive fast sing
 remember things do Sudoku puzzles

A: *Are you good at dancing?*

B: *No, I'm not good at dancing but I'm good at singing.*

Revision

VOCABULARY

1 In your notebook, complete the words in the sentences.

- 1 My big brother was u for six months. But now he's got a p - job.
- 2 An expensive a is designing the Beckham's new house.
- 3 I love cooking - I want to work as a c when I'm older.
- 4 I started s school last week. My form t is really nice.
- 5 During breaks most pupils play outside in the p .
- 6 The pupils enjoy learning about computer technology in the s lab.

2 In your notebook, complete the text with the correct expressions.

First, I wanted to be a lawyer but you need to study a lot and I'm not crazy about revising for ¹ . After that I wanted to be a journalist but I realised that I wasn't interested in ² articles. Next I thought about becoming a driver but I couldn't ³ my driving test. I started working in a call centre but I really hated answering the ⁴ ! It wasn't a surprise when I ⁵ my job. After that I was a hotel receptionist for a month but I couldn't get to work ⁶ time. Then I worked ⁷ a bike courier but found out I don't like ⁸ alone. Finally, I have the perfect job - I walk dogs for a living. I love it!

3 In pairs, talk about adults you know and the jobs they have. Why do you think they chose these jobs?

4 In your notebook, rewrite the second sentence so that it means the same as the first one.

- 1 Helen enjoys working abroad.
Helen is keen .
- 2 Magda loves learning languages.
Magda is crazy .
- 3 Jack works really badly in a team.
Jack is hopeless .
- 4 Mary doesn't enjoy working indoors.
Mary isn't interested .

GRAMMAR

5 In your notebook, complete the text with *will* or *won't* and the words in brackets. Then, in pairs, write predictions about today's school day.

Our first class today is English. I'm sure we ¹ (talk) a lot in English and we ² (play) some cool games. Then it's History. ³ (we/watch) a film? I hope so! This afternoon isn't so good. Our first class after lunch is Maths. We ⁴ (probably/do) a lot of exercises and I'm sure I ⁵ (not understand) anything. After that it's Rugby. I'm sure that somebody ⁶ (forget) his rugby boots and Mr Hodd ⁷ (shout) at us.

6 In your notebook, complete the dialogue with the correct form of the First Conditional.

Ann: How are you getting to your job interview?

Bea: By bike. The farm isn't far from town.

Ann: But what ¹ (you/do) if the weather ² (be) bad?

Bea: If it ³ (rain), I ⁴ (take) the ten o'clock bus.

Ann: But if the bus ⁵ (arrive) late, how ⁶ (you/get) there then?

Bea: I ⁷ (phone) for a taxi if something ⁸ (go) wrong.

Ann: But if there ⁹ (not be) a signal, you ¹⁰ (not able to phone) for a taxi.

Bea: You worry too much!


SPEAKING

7 In pairs, talk about careers. Student A, look below. Student B, look at page 134.

Student A

- 1 You work in a Student Careers office. Ask Student B what he/she likes doing.
- 2 Ask Student B about his/her career plans.
- 3 Give advice: *You definitely/probably won't enjoy being a .../You might be good at ...*

DICTATION

8  4.19 Listen to the recording. Write the sentences in your notebook.

Check yourself!

- ✓ I can talk about people, jobs and education.
- ✓ I can talk about people's skills and emotions.
- ✓ I can use *will* to talk about future predictions.
- ✓ I can use the First Conditional to talk about probability.
- ✓ I can find specific detail in a text and in a conversation.

LESSON 8.1

Jobs Zawody

- accountant** /ə'kauntənt/ księgowy/ księgowca
- architect** /'ɑ:kitekt/ architekt
- artist** /'ɑ:tɪst/ artysta/artystka
- bike courier** /baɪk 'kʊrɪə/ kurier rowerowy
- builder** /'bɪldə/ pracownik budowlany
- chef** /ʃef/ szef kuchni
- doctor** /'dɒktə/ lekarz/lekarka
- driver** /'draɪvə/ kierowca
- electrician** /ɪ'lek'trɪʃən/ elektryk
- farmer** /'fɑ:mə/ rolnik
- firefighter** /'faɪə'faɪtə/ strażak
- gardener** /'gɑ:dənə/ ogrodnik/ ogrodniczka
- hairstylist** /'heə'dresə/ fryzjer/ fryzjerka
- IT specialist** /,aɪ 'ti: 'speʃjəlɪst/ specjalista/specjalistka IT
- journalist** /'dʒɜ:nəlɪst/ dziennikarz/ dziennikarka
- lawyer** /'lɔ:jə/ prawnik/prawniczka
- mechanic** /mɪ'kænɪk/ mechanik
- nurse** /nɜ:s/ pielęgniarz/pielęgniarka
- pilot** /'paɪlət/ pilot
- police officer** /pə'li:s 'ɒfɪsə/ policjant/ policjantka
- politician** /,pɒlə'tɪʃən/ polityk
- postman/postwoman** /'pəʊstmən, 'pəʊstwumən/ listonosz/listonoszka
- receptionist** /rɪ'sepʃjənɪst/ recepcjonista/recepcjonistka
- secretary** /'sekrətri/ sekretarz/ sekretarka
- shop/sales assistant** /'ʃɒp 'seɪlz ə sɪstənt/ sprzedawca/sprzedawczyni w sklepie
- soldier** /'səʊldʒə/ żołnierz
- tour guide** /'tuə 'gaɪd/ przewodnik/ przewodniczka
- waiter/waitress** /'weɪtə 'weɪtrəs/ kelner/kelnerka

- be happy at work** /bi 'hæpi ət wɜ:k/ być zadowolonym z pracy
- challenging** /'tʃæləndʒɪŋ/ wymagający
- creative** /kri'eɪtɪv/ kreatywny
- dangerous** /'deɪndʒərəs/ niebezpieczny
- earn (good) money** /zɜ:n gud 'mʌni/ dobrze zarabiać
- get to work on time** /get tə wɜ:k ən taɪm/ przychodzić punktualnie do pracy
- stressful** /'stresfəl/ stresujący
- wear a uniform** /weə ə 'ju:nəfɔ:m/ nosić mundur
- well/best paid** /wel best 'peɪd/ dobrze/najlepiej płatna
- work at the weekend** /wɜ:k ət ðə wi:k'end/ pracować w weekend

- work from nine to five** /wɜ:k frəm naɪn tə faɪv/ mieć regularne godziny pracy, pracować od dziewiątej do piątej
- work in a team/alone** /wɜ:k ɪn ə 'ti:m ə'ləʊn/ pracować w zespole/samemu
- work indoors/outdoors** /wɜ:k ɪn'dɔ:z aʊt'dɔ:z/ pracować wewnątrz/na zewnątrz

LESSON 8.2

- school uniform** /sku:l 'ju:nəfɔ:m/ mundurki szkolny
- timetable** /'taɪm,teɪbəl/ rozkład zajęć
- translate** /træns'leɪt/ tłumaczyć
- unpleasant** /ʌn'plezənt/ nieprzyjemny
- work/study abroad** /wɜ:k stʌdi ə'brɔ:d/ pracować/studiować za granicą

LESSON 8.3

- full-time job** /fʊl taɪm 'dʒɒb/ praca na pełen etat
- get/have/lose a job** /get hæv lu:z ə'dʒɒb/ dostać/mieć/stracić pracę
- look for a job** /lʊk fə ə'dʒɒb/ szukać pracy
- part-time job** /pɑ:t taɪm 'dʒɒb/ praca na pół etatu
- summer job** /'sʌmə dʒɒb/ praca sezonowa/na lato
- temporary job** /'tempərəri dʒɒb/ praca tymczasowa
- unemployed** /ʌnɪm'plɔɪd/ bezrobotny
- work as a waitress** /wɜ:k əs ə 'weɪtrəs/ pracować jako kelnerka
- work for a company** /wɜ:k fə ə 'kʌmpəni/ pracować dla firmy
- work in an office** /wɜ:k ɪn ən 'ɒfɪs/ pracować w biurze

- babysitter** /'beɪbɪ,sɪtə/ opiekunka do dziecka
- call centre** /kɔ:l 'sentə/ telefoniczne centrum obsługi klienta
- lifeguard** /'laɪfgɑ:d/ ratownik
- ordinary** /'ɔ:dənəri/ zwyczajny

LESSON 8.4

- Out of class**
- I get the message!** /aɪ get ðə 'mesɪdʒ/ Rozumiem, co chcesz powiedzieć!
- It's as simple as that!** /ɪts əs sɪmpəl əs ðət/ To naprawdę proste!
- cheat in a test** /tʃi:t ɪn ə test/ ściągąć na teście
- get a good/bad mark** /get ə gud bæd mɑ:k/ dostać dobrą/złą ocenę
- get the results of a test** /get ðə rɪ'zʌltz əv ə test/ otrzymać wyniki testu
- have/take a test/an exam** /hæv teɪk ə test ən ɪg'zæm/ mieć/podejść do testu/egzaminu
- pass/fail an exam** /pɑ:s feɪl ən ɪg'zæm/ zdać egzamin/nie zdać egzaminu

- repeat** /rɪ'pi:t/ powtarzać (np. klasę)
- revision** /rɪ'vɪʒən/ powtórka materiału
- study** /'stʌdi/ uczyć się
- revise for a test/an exam** /rɪ'vaɪz fə test ən ɪg'zæm/ powtarzać materiał przed testem/egzaminem

LESSON 8.5

School and education

- Szkoła i edukacja**
- classmate** /'kla:smet/ kolega/koleżanka z klasy
- cloakroom** /'kləʊkrʊm/ szatnia
- college** /'kɒlɪdʒ/ szkoła wyższa, uniwersytet
- form tutor** /fɔ:m 'tju:tə/ wychowawca klasy
- gymnasium** /dʒɪm'neɪziəm/ sala gimnastyczna
- head teacher** /hed 'ti:tʃə/ dyrektor szkoły
- library** /'laɪbrəri/ biblioteka
- make notes** /meɪk 'nəʊts/ robić notatki
- Maths/English teacher** /mæθs ɪŋɡlɪʃ 'ti:tʃə/ nauczyciel matematyki/języka angielskiego
- playground** /'pleɪgraʊnd/ plac zabaw, boisko szkolne
- primary school** /'praɪməri sku:l/ szkoła podstawowa
- pupil** /'pju:pəl/ uczeń/uczennica
- science lab** /'saɪəns læb/ pracownia naukowa
- secondary school** /'sekəndəri sku:l/ szkoła średnia
- sports field** /spɔ:ts fi:ld/ boisko sportowe
- staff room** /sta:f ru:m/ pokój nauczycielski
- subject** /'sʌbdʒɪkt/ przedmiot szkolny
- university** /ju:nə'vɜ:səti/ uniwersytet

LESSON 8.6

- Out of class**
- Fingers crossed!** /'fɪŋgəz krɒst/ Trzymam kciuki!
- Gosh!** /gɒʃ/ Ojej!
- What a nightmare!** /wɒt ə 'naɪtməə/ Co za koszmar!

LESSON 8.7

- be bad/hopeless at** /bi bæd 'həʊpləs ət/ być kiepskim/beznadziejnym z czegoś
- be afraid of** /bi ə'freɪd əv/ obawiać się czegoś
- be crazy about** /bi 'kreɪzi ə'baʊt/ szaleć na punkcie czegoś
- be fond of** /bi 'fɒnd əv/ lubić coś, mieć do czegoś słabość
- be good/brilliant at** /bi gud 'brɪljənt ət/ być dobrym/świetnym z czegoś
- be keen on** /bi 'ki:n ɒn/ bardzo coś lubić


Skills Revision

FUNKCJE JĘZYKOWE

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

- 1 A: This coat is nice, isn't it?
B: Yes, it is. And the price is good, too.
A: It's on sale! (*Kupuję go!*) I'll take it!
- 2 A: We're not going to Marta's today.
B: Oh, I didn't know that. (*Dziękuję, że mi powiedziałeś!*)
- 3 A: (*Mam dość!*) I want to go home!
B: That's the last shop and we can go. I just need to get some dog food.
- 4 A: Excuse me. Have you got these in red?
B: Just a second ... Yes, (*proszę bardzo*).
- 5 A: I like these shoes. Can I try them on, please?
B: (*Jaki nosi pani rozmiar?*)
A: Thirty-nine.
- 6 A: You look really stressed out. What's wrong?
B: We're having a Maths test today.
A: Don't worry, everything's going to be all right. (*Trzymam kciuki!*)

SŁUCHANIE

2  4.20 Uzupełnij luki w tekście informacjami z nagrania. Odpowiedzi zapisz w zeszycie.

Strategia

Pamiętaj, że w zadaniu tego typu kolejność pytań odpowiada kolejności informacji na ich temat w nagraniu.

SUMMER JOB

Time: July/August

Job: ¹

Place: ² shop

Pay: ³ £ an hour (call and check)

Phone number: ⁴

Speak to: Mr ⁵

CZYTANIE

3 Przeczytaj poniższe teksty. Z podanych odpowiedzi a, b i c wybierz właściwą, zgodną z treścią poszczególnych tekstów. Odpowiedzi zapisz w zeszycie.

Strategia

W zadaniu tego typu pytania dotyczą szczegółowych informacji, intencji autora lub głównej myśli tekstu.

1

Are you looking for organic fruit and vegetables?

Contact us at Clara's Orchard! We deliver fresh food to your door directly from local farms. We also sell tropical fruit and fresh juices. No one will give you a better price!



If you want to have a healthy lifestyle, buy your fruit and vegetables from us!

- 1 Clara's Orchard
- a sells fruit and vegetables to local farms.
 - b is cheaper than other places.
 - c offers only local fruit and vegetables.

2

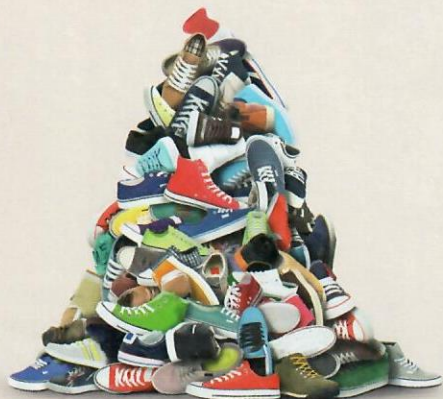
Mike

Wendy, I'm at Clarkson's at the moment. There's 50% off everything today! They've got some really great bargains. Why don't you come? I'm sure you will like the bags they sell!

- 2 Mike wants to
- a tell Wendy about a special offer.
 - b ask Wendy for advice.
 - c buy a bag for Wendy.

We are happy to announce that Pro Sport is opening a new shop on Bexford High Street **on Saturday 4th November.**

On our first day we are offering **80% off** all trainers to our first 100 customers.



Doors open at 10 a.m.!

- 3 ProSport is
- offering special prices to all customers.
 - inviting customers to a new shop.
 - advertising a weekend sale.

ŚRODKI JĘZYKOWE

- 4 Uzupełnij zdania, używając podanych wyrazów w odpowiedniej formie. Odpowiedzi zapisz w zeszycie.

- Your new shoes look cool! They are really *trendy*, too!
TREND
- I'd like to try this T-shirt on. Where's the room?
CHANGE
- My brother likes saving money – whenever he gets some, he puts it in a bank.
PIG
- I like going to school with my friends. It's much more than walking alone.
ENJOY
- Chemistry is my favourite subject because we spend a lot of time at the lab.
SCIENTIST
- Christy is taking dancing classes but I don't think it'll help her – she's really at dancing.
HOPE

- 5 Przetłumacz podane w nawiasach fragmenty na język angielski tak, aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Odpowiedzi zapisz w zeszycie.

- What time (*spotykają się w*) *are they meeting at* the cinema?
- She (*zamierza się uczyć*) again tonight.
- If you (*będziesz ściągając*) , the teacher will catch you.
- I believe the best way to revise is to (*robić notatki*) .
- He likes spending time alone, he's (*nie lubi się spotykać*) people at all.
- I think in the next ten years people (*przestaną używać*) banknotes and coins.

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

- This mobile was the most expensive thing I got last year.
I didn't *get anything as expensive as* this mobile.
- I remember that I lent you £10 last month.
I remember that £10 from me last month.
- My old headphones are better than the new ones.
The new headphones are my old ones.
- You will not pass this test because you are not revising for it.
If you for the test, you will not pass it.
- You made only one mistake on your Maths test. You won't fail for sure!
You made only one mistake on your Maths test. You pass!
- He enjoys music so much that he wants to be a DJ.
He is music that he wants to be a DJ.

PISANIE

- 7 Wykonaj poniższe zadanie. Napisz wiadomość w zeszycie.

Wybierasz się na zakupy do centrum handlowego. Napisz do kolegi/koleżanki wiadomość, w której:

- poinformujesz go/ją o swoich planach,
- zapytasz, czy chciałby/chciałaby ci towarzyszyć,
- poprosisz go/ją o SMS z potwierdzeniem.

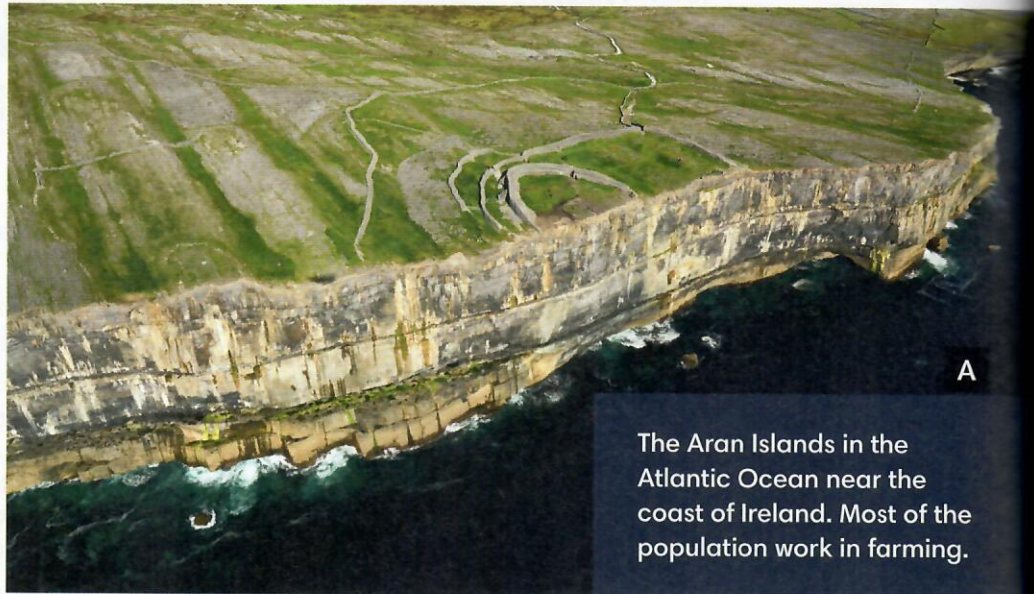
Długość tekstu powinna wynosić od 50 do 100 słów.

Close to nature

9

VOCABULARY Landscapes and countries

I can talk about landscapes, natural features and countries.



A

The Aran Islands in the Atlantic Ocean near the coast of Ireland. Most of the population work in farming.

VOCABULARY

Landscapes and natural features | Talking about countries | Phrasal verbs | Outdoor activities | Sporting equipment

GRAMMAR

Present Perfect – all forms | Present Perfect with *just/already/yet*



SPEAKING

Asking for, giving and refusing permission



READING

A true story

LISTENING

Outdoor activities

WRITING

A postcard

POLAND

The longest river

BBC Culture and Skills

How many fish ...?

SKILLS REVISION

Unit 9

1 Look at the photos. Do you have places like this in your country?

2 4.21 Listen and read about the places in photos A–D. Which place would you most like to visit?

I'd like to visit the Sahara.

3 4.22 **I KNOW THAT!** In pairs, use the letters to make words connected with landscape. Complete Vocabulary A with your words. Write the answers in your notebook. Listen and check.

1 cheab beach 3 kale 5 revir
2 deerst 4 inomutan 6 ase

Vocabulary A Landscapes and natural features

¹ beach cliff coast ² ? field forest island jungle ³ ?
⁴ ? ocean rainforest ⁵ ? rocks ⁶ ? volcano waterfall

4 How do you say the words in Vocabulary A in Polish? Which of the features can you find near your hometown?

5 Work in pairs. Match features 1–4 with photos A–D. Write the answers in your notebook.

1 mountains, a lake 3 fields, cliffs, a beach
2 rainforest, a river, waterfalls 4 desert, rocks

6 4.23 Work in groups. Match these places with a feature from Vocabulary A. Listen and check.

1 The Sahara 4 The Mississippi 7 The Baltic
2 Loch Ness 5 Great Britain 8 Niagara Falls
3 Mount Everest 6 The Pacific 9 Etna



B Karymsky Volcano in east Siberia in Russia is about 6,000 kilometres from Moscow, the capital city.



C The 'Great Eastern Sand Sea' in the Sahara Desert in Algeria – one of the hottest places on Earth.



D Iguazu Falls are on the border between Argentina and Brazil. They are seventy metres high and almost three kilometres across. Nearly two million tourists visit them every year.

- 7** Complete the text with the correct prepositions. Write the answers in your notebook.

in a forest/a field/a lake/the mountains/the sea
on a beach/an island/the coast
by a lake/a river/the sea

We had a fantastic holiday. We stayed
 1 on the north coast of Spain. We camped
 2 a field 3 a small river. In the
 mornings, we swam 4 the sea and mum
 and dad sunbathed 5 the beach. On hot
 days we spent our time 6 the mountains.


- 8** Where is your favourite place in the countryside? Tell the class. Use the expressions from Exercise 7.

I love being in the mountains/by the sea.


- 9**  **4.24** How do you say these words in Polish?

Vocabulary B Countries

border capital city country flag
 official language population

- 10**  **4.25** Listen and answer the questions about Ander's country. Can you guess where he comes from?

- 1 What is the country's population?
(about) five million
- 2 What are the colours of the national flag?
- 3 What is the country famous for?
- 4 Which countries does it share a border with?
- 5 What is its capital city?
- 6 What is the official language?

- 11**  **4.26** Listen again. Check your answers to Exercise 10.

- 12** **VOX POPS** Talk to your partner. Where are you from? In pairs, answer the questions in Exercise 10 for your country.

Our country's population is about forty million.



I can use the Present Perfect to talk about experience.

1 **CLASS VOTE** Do you think it's better to go on holiday abroad or to stay in your own country?

2 **4.27** Read the text. How many countries does Todd Morden still have to visit? Which were his favourite places?

Todd Morden is hoping to become the youngest person to visit every country in the world. The twenty-four-year-old Canadian has visited 290 of them and he hasn't finished (there are 321 countries in total)! Planet Discovery talked to Todd.

PD: Tell us about your most exciting experience.

Todd: Where to start? I've swum with dolphins off the coast of Ireland, I've played with bears in Romania and climbed Mount Kilimanjaro.

PD: Have you ever had any bad experiences?

Todd: No, I haven't. Well, I've had some problems with visas. But I've never had any really bad experiences.

PD: Which countries have you enjoyed most?

Todd: I think I've enjoyed Thailand and Libya most – they're so interesting. But in every country people have been nice to me. I've met a lot of very kind people, especially in Africa.

PD: Have you learnt a lot from travelling?

Todd: Yes, I have. I've learnt that people everywhere are good and basically the same!

3 Read the Grammar box. Find all the examples of the Present Perfect in the text.

Grammar Present Perfect – all forms	
+	-
I've (have) swum with dolphins.	I haven't visited Africa.
He's (has) visited 290 countries.	She hasn't finished.
They've (have) learnt a lot.	They haven't had problems.
?	
Have you learnt a lot? Yes, I have./No, I haven't.	
Has he enjoyed Libya? Yes, he has./No, he hasn't.	
Have they finished? Yes, they have./No, they haven't.	
Which countries have you enjoyed most?	

GRAMMAR TIME > PAGE 131

4 What are the Past Simple and Present Perfect forms of these verbs? Are they the same or different? Write the answers in your notebook. Use the verb list on page 135 to help you.

buy come drink eat forget have look
meet see sleep travel visit watch write

buy – bought, bought (the same)

come – came, come (different)

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

1 I *have met* (meet) people from all over the world.

2 My friend, Gill, *?* (write) a blog about his travels.

3 My parents *?* (not visit) the USA but they *?* (be) to Canada.

4 My gran *?* (never leave) her hometown!

5 Brett *?* (not eat) Indian food before.

6 I *?* (spend) a lot of time in London but I *?* (not see) Buckingham Palace.

6 Complete the questions with the correct form of the verbs in brackets. Write the answers in your notebook. Then ask and answer in pairs. Write down your partner's answers.

1 Have you ever *been* (be) to New York?

2 How many countries have you *?* (visit)?

3 How many times have you *?* (flow) in a plane?

4 Have you ever *?* (eat) something really unusual?

5 Have you ever *?* (swim) in the ocean?

6 Have you ever *?* (climb) a mountain more than 4,000 metres high?

A: *Have you ever been to New York?*

B: *Yes, I have./No, I haven't.*

7 Use your notes from Exercise 6 to tell the class about your partner.

Kasia's never been to New York.

8 Tell the class about a surprising thing you have done in your life. Use the ideas below. Whose fact was most surprising?

I've met/seen/won/lived in/been to/played ...

I can find specific detail in a text and talk about personal adventures.

Alone in the jungle

It was Christmas Eve. Juliane Koepcke, a seventeen-year-old German girl, was travelling home with her mother for Christmas. They were flying over the rainforest of Peru when suddenly there was a storm and the pilot lost control of the plane. Many of the passengers started crying but Juliane calmly held her mother's hand. After that, the plane blew up. Juliane found herself outside the plane but still in her seat, high above the earth. She fell more than three kilometres. She remembered seeing the rainforest below her but after that she fainted.

The next day Juliane woke up. She had a broken shoulder bone and cuts on her leg. She was completely alone. Although she felt afraid, she knew she couldn't give up. Juliane came

to a river and started walking down it – she hoped it would take her to civilisation. She walked for nine days. At night it was very cold and Juliane was wearing only a short dress. She had no food, except one bag of sweets.

On the tenth day, Juliane felt very weak and had to stop walking. But she came across an empty boat and knew that people must be near. She slept near the boat and the next day she heard men's voices. When the men saw the thin, hungry girl they were very frightened. But Juliane knew some Spanish and she told them about the accident. The men took her to a doctor. She later found out that all the other ninety-one passengers on the plane were dead.

This took place forty years ago. There have been two films about Juliane's adventure and many newspapers and magazines have written about her. Juliane has also written a book, 'When I Fell From The Sky'. She now works as a zoologist but has often gone back to the rainforest in Peru. She has tried to have a normal life but she has often asked herself, "Why was I the only person to survive?"



1 **4.28** In pairs, look at the photo and the title of the article. Answer the questions. Then read the article and check.

- 1 What do you think the story is about?
- 2 Do you think the story has a happy ending?

2 Read the text again. Choose the correct answers. Write the answers in your notebook.

- 1 On Christmas Eve, Juliane
 - a was travelling to see her mother.
 - b was flying to the rainforest.
 - c was going home.
- 2 When the plane hit bad weather,
 - a they were over the rainforest.
 - b everyone was crying.
 - c Juliane started to panic.
- 3 When Juliane woke up in the jungle,
 - a she was in good health.
 - b there was nobody around.
 - c she had a lot of warm clothes.
- 4 On the tenth day after the accident, Juliane
 - a wasn't well.
 - b borrowed a boat.
 - c spoke to some men.
- 5 Today Juliane
 - a lives in Peru.
 - b often thinks about the accident.
 - c is afraid of travelling.

3 **4.29** **PHRASAL VERBS** Find the phrasal verbs from the box in the text. Can you guess their meaning from the context? How do you say them in Polish?

blow up come across find out
give up go back

4 Complete the sentences with the correct forms of the phrasal verbs from Exercise 3. Write them in your notebook.

- 1 I can't answer your question. I *give up*!
- 2 It's hard to to school after the summer.
- 3 I an old diary when I was tidying my desk.
- 4 Luckily the bomb didn't .
- 5 I must the train times.

5 **VOX POPS** Talk to your partner about a time when you were completely lost. Use the questions below to help you.

- 1 What happened?
- 2 How did you feel?
- 3 Did you ask for help?

I got lost once when I was hiking in the mountains. It was getting dark and ...



I can use the Present Perfect to talk about recent events.



Lee: Hi, Amy! What's up?
 Amy: Have you bought the train tickets yet?
 Lee: Well, I know exactly what train we want to catch – I've already checked the timetable. But I haven't actually bought the tickets yet ... I've bought a map of the Scottish Highlands! ... And I've just cleaned both the tents.
 Amy: So you haven't started packing yet?
 Lee: Give me a break! I've already told you – we haven't bought all the food yet so it's too early to start packing. Anyway, have you heard from Billy yet?
 Amy: Yes, I have – he's just phoned to say his uncle will pick us up from the station.
 Lee: Great! This'll be a fantastic holiday!

How do you say these expressions in Polish?

Give me a break! Great!

OUT of class

- Look at the photo. What are Amy and Lee planning?
- 4.30 Listen to Part 1. Check your answer to Exercise 1. Which things has Lee done?

Holiday in Scotland

- check train timetable
- buy train tickets
- buy a map
- clean the tents
- buy food
- pack rucksacks

3 Read the Grammar box. Find other examples of *already, just* and *yet* in the dialogue.

Grammar Present Perfect with *already/just/yet*

+

I've **already** checked the timetable.
 He's **just** phoned.

-

We haven't bought all the food **yet**.

?

Have you bought the tickets **yet**?

GRAMMAR TIME > PAGE 132

4 Read the dialogue again. In your notebook, write five sentences about what Lee has/hasn't done.

Lee's hasn't bought the train tickets yet.

5 In your notebook, complete the sentences with *already, just* or *yet*.

- A: *Shrek 5* is on TV now. Why don't we watch it?
 B: Sorry but I've **already** seen it twice!
- Have you finished on the computer **?**?
 I want to check the train timetable.
- A: You look cold and tired!
 B: Yes, we've **?** been for a long walk.
- Don't take my plate. I haven't finished **?**!
- Raj has **?** phoned – he's missed the bus!
- You're slow – Jo has **?** finished the exercise!

6 4.31 Choose the correct option. Write the answers in your notebook. Listen to Part 2 and check.

Lee: Hi, mum! Yes, we've ¹*just / yet* arrived. No, we haven't seen Billy's uncle ²*already / yet*. We've ³*yet / just* got off the train. Yeah, everyone's fine. Yes, we've ⁴*already / yet* had our sandwiches. Delicious, thanks! The weather's OK – it hasn't rained ⁵*already / yet*! I have to go, mum. Bye! Billy, has your uncle arrived ⁶*just / yet*?

Billy: No, he hasn't. Oh, I've ⁷*just / yet* seen him!

1 *just*

7 In your notebook, write five sentences about your news and recent activities. Compare with a partner.

*I've already finished the History project.
 I haven't ... yet. I've just ...*

I can ask for, give and refuse permission.



CAN I ASK A FAVOUR?

- Billy: Is it OK to put our tents up here, Uncle Ally?
 Ally: I'm afraid that's not possible, Billy. There's a big bull in this field. He won't like it.
 Billy: What about that field? Can we camp in there?
 Ally: I'm afraid that's not a good idea, either. There's a lot of water over there at the moment. You'll wake up swimming in your tents!
 Lee: So is it all right to camp next to the farmhouse?
 Ally: Yes, of course. Good idea.
 Krystal: Can I ask a favour? Can we dry our clothes in the house? All my things are soaking!
 Ally: No problem. Let's go and have a cup of tea. You all look so unhappy!

How do you say these expressions in Polish?

Can I ask a favour?

OUT of class

- 1 **4.38** In pairs, look at the photo. Do you think the people are having a good time? Listen and check.
 2 Find examples of the phrases from the Speaking box in the dialogue.

Speaking Asking for, giving and refusing permission

Asking for permission

- Can I/we ...?
- Is it OK (for me/us) to ...?
- Is it all right to ...?

Giving permission

- Yes, of course.
- No problem.
- Sure – go ahead. (informal)

Refusing permission

- I'm sorry but you can't.
- I'm afraid that's not possible.
- I'm afraid that's not a good idea.

- 3 **4.39** In your notebook, complete the dialogues with one word in each gap. Listen and check.

- 1 Lee: Is it OK ¹for me to use your toilet?
 Ally: Sure – go ²?
 2 Amy: Sorry, but can I make myself a cup of tea and a snack?
 Ally: ³? problem! The kitchen's on the left.
 3 Krystal: Is it ⁴? for me to have a hot bath?
 Ally: Yes, ⁵? course!
 Krystal: Oh, and ⁶? I borrow a hairdryer?
 Ally: I'm afraid that's not ⁷? . We haven't got one!

- 4 Work in pairs. Replace the highlighted phrases in Exercise 3 with another phrase from the Speaking box. Write the answers in your notebook. Then practise reading your dialogue.
 5 **4.40** Listen to the end of the story. How many people spent the night in the tents?
 6 In pairs, ask for permission. Use the ideas from the box or your own ideas.

- borrow a pen?
- leave my bag here?
- use your mobile?
- look at your student's book?
- ask you a favour?
- visit you this weekend?

A: Is it OK for me to borrow a pen?

B: Sure – go ahead.

- 7 Work in pairs. Read the situations. Student A – ask your partner for permission. Student B – give or refuse permission. Then change roles.

Student A

- You want to check a website. Your friend has his/her laptop with him/her.
- You're on the bus. There's a free seat next to your friend.

Student B

- You want to check a word. Your friend has a dictionary.
- You're on the bus. One of the windows is open and it's very cold.

I can write a postcard.

Dear Aunty Linda,
 I hope you're well. ① We're having a great time in Scotland. ② Actually, the weather has been terrible but it hasn't stopped us! ③ We've had some lovely walks, we've visited the castle and we've helped Billy's uncle with the sheep! ④ Tomorrow we're going to try kayaking - I'm so nervous!
 ⑤ See you soon!
 Lots of love
 Amy
 ⑥ PS: Lee is so annoying. He wants to be with me all the time. I think Billy is nicer ;-)

Linda
 Flat
 32
 19 C
 Harrogate
 East
 Yorkshire
 CN

Writing A postcard

Dear/Hi + person's name

① **Say where you are**
 I'm writing from ...
 We're having a great/nice time in ...
 Here we are in ...

② **Describe the weather**
 It hasn't rained yet!
 The weather has been terrible.

③ **Say what you've done**
 We've been to ...
 We've visited /walked/swam/sunbathed/
 had/seen ...

④ **Talk about your plans**
 This afternoon/Tomorrow we're going to ...
 We're coming home on Sunday.

⑤ **Ending**
 See you soon!
 Miss you!
 (Lots of) love

⑥ **PS: If you want, you can add a PS (postscript) for funny information or gossip!**

- In pairs, talk about the last time you sent or received a postcard. Answer the questions.
 - Who sent it?/Who did you send it to?
 - Where was it from?
 - Did you keep it?
- Read Amy's postcard. Is she having a good holiday?
- In your notebook, write down the phrases from the Writing box which are in Amy's postcard.
- Read the sentences. Has the weather been good or bad?
 - The weather has been amazing. *good*
 - It's been very cold and windy.
 - It hasn't rained at all.
 - It's so cold and wet!
 - It's been lovely and warm.
 - It hasn't stopped raining.

- Choose four activities you like doing most when you're on holiday. Compare with a partner.

buy clothes/souvenirs eat ice cream go to the cinema
 have a barbecue sunbathe have a long walk
 make friends with people your own age watch the sunset
 read a novel swim in the sea visit a museum/castle

- Imagine you're on holiday at the moment. In your notebook, write a sentence about what you've done so far. Use the ideas from Exercise 5 and the Present Perfect.

I've swum in the sea, watched the sunset ...
- WRITING TIME** Imagine you are on holiday at a popular tourist resort. In your notebook, write a postcard to your friend.
 - ① ② ③ mention the place, the weather and what you have done so far
 - ④ write about your plans
 - ⑤ include an ending

Revision

VOCABULARY

- 1 Choose the correct option. Write the answers in your notebook. Then write a similar text about your hometown.

St Andrews is a university town ¹by / in / on the east coast of Scotland. It has a ²border / flag / population of about 17,000 people. The town is a popular tourist ³hometown / landscape / resort because of its famous golf course and its long sandy ⁴beaches / cliffs / fields. A few miles north of the town is a bridge over the ⁵ocean / river / water Tay. Edinburgh, the ⁶capital / country / official city of Scotland, is about fifty miles to the south.

- 2 In your notebook, match the activities from the box with the groups of words. Then, in pairs say which activity you think is the most a) dangerous, b) tiring, c) difficult.

hiking kayaking mountain biking skiing
snowboarding surfing

- 1 ? - sea, board, wetsuit
2 ? - goggles, mountains, board
3 ? - helmet, cycling, countryside
4 ? - life jacket, river, paddle
5 ? - map, forest, boots
6 ? - mountains, poles, gloves

- 3 In your notebook, complete the text with the correct words.

I went ¹? holiday last week. It started very badly. I ²? off the bus at the wrong stop! Then I went the ³? way! So I arrived late at the station and ⁴? my train. I had to ⁵? a slower train so it was very late when I got to the hotel. Then I ⁶? a BIG problem. The receptionist said there was no reservation in my name! He said, 'I can ⁷? up a tent in the garden for you.' I said, 'There's no way I'm going to ⁸? the night in a tent!' I almost gave ⁹? and went home. But my story had a ¹⁰? ending. The receptionist was joking! I ¹¹? friends with him. We've had a great ¹²? together. Last night, we ¹³? the sunset on the beach. It was so romantic!

GRAMMAR

- 4 Complete the text with the Present Perfect form of the verbs in brackets. Write the answers in your notebook.

I ¹? (not be) on a fitness holiday before. I hope I'll enjoy it.
6 a.m. - We ²? (just/eat) breakfast! Julie says she ³? (never/get) up so early!
10 a.m. - We ⁴? (already/run) ten kilometres and we ⁵? (not/yet/finish)! I ⁶? (never/feel) so tired!
1 p.m. - They ⁷? (just/bring) us lunch - salad and an apple! Andy ⁸? (already/finish). He's still hungry. He ⁹? (never/have) lunch without pudding before!

- 5 In your notebook, write questions in the Present Perfect. Then, in pairs, ask your questions and answer with *already*, *just* or *yet*.

- 1 you / ever / be / to / England / ?
2 you / visit / capital city / your country / ?
3 your brother (or sister) / leave / school / ?
4 you / climb / highest mountain / your country / ?
5 you / send / text / friend / today / ?


SPEAKING

- 6 In pairs, role play the situations. Student A, look below. Student B, look at page 134.

Student A

- 1 You want to go mountain biking. Student B has a better bike than yours. Ask for permission to use it. You haven't got a helmet. Try to borrow one from Student B.
2 Student B asks for permission to go on a camping trip with you. Give permission. Ask if Student B has a tent. Student B wants to share your tent. Refuse permission - it's a small tent.

DICTATION

- 7  4.41 Listen to the recording. Write the sentences in your notebook.

Check yourself!

- ✓ I can talk about landscapes, natural features and countries.
- ✓ I can talk about personal adventures and outdoor activities.
- ✓ I can use the Present Perfect to talk about experience and recent events.
- ✓ I can find specific detail in a text and in a conversation.
- ✓ I can ask for, give and refuse permission.
- ✓ I can write a postcard.

LESSON 9.1**Landscape and natural features**

Krajobraz i rzeźba terenu

beach /bi:tʃ/ plaża
cliff /klɪf/ klif
coast /kəʊst/ wybrzeże
desert /'dezət/ pustynia
field /fi:ld/ pole
forest /'fɒrɪst/ las
island /'aɪlənd/ wyspa
jungle /'dʒʌŋɡəl/ dżungla
lake /leɪk/ jezioro
mountain /'maʊntən/ góra
ocean /'əʊʃən/ ocean
rainforest /'reɪn,fɒrɪst/ las deszczowy
river /'rɪvə/ rzeka
rocks /rɒks/ skały
sea /si:/ morze
volcano /vɒl'keɪnəʊ/ wulkan
waterfall /'wɔ:təfɔ:l/ wodospad

Countries Państwa

border /'bɔ:də/ granica
capital city /'kæpɪtəl 'sɪti/ stolica
country /'kʌntri/ państwo
flag /flæg/ flaga
official language /ə'fɪʃəl 'læŋɡwɪdʒ/ język urzędowy
population /,pɒpjə'leɪʃən/ populacja

by a lake / a river / the sea /baɪ ə leɪk ə 'rɪvə ðə si:/ nad jeziorem / rzeką / morzem

Earth /:θ/ Ziemia (planeta)

hometown /,həʊm 'taʊn/ miasto rodzinne

in a forest / a field / the mountains / the sea /ɪn ə 'fɒrɪst ə fi:ld ðə 'maʊntɪnz ðə si:/ w lesie / na polu / w górach / w morzu

on a beach / an island / the coast /ən ə bi:tʃ ən 'aɪlənd ðə kəʊst/ na plaży / wyspie / wybrzeżu

place /pleɪs/ miejsce

sand /sænd/ piasek

sunbathe /'sʌnbəɪð/ opalać się

LESSON 9.2

climb a mountain /klaɪm ə 'maʊntɪn/ wspiąć się na górę

fly in a plane /flaɪ ɪn ə 'pleɪn/ lecieć samolotem

go on holiday /gəʊ ɒn 'hɒlədi/ jechać na urlop

have a good / bad holiday /hæv ə 'ɡʊd bæd 'hɒlədi/ mieć udane/nieudane wakacje

travel /'trævl/ podróżować

visa /'vi:zə/ wiza

LESSON 9.3**Phrasal verbs Czasowniki złożone**

blow up /bləʊ ʌp/ wybuchnąć

come across /kʌm ə'krɒs/ natknąć się na coś

find out /faɪnd aʊt/ dowiedzieć się

give up /ɡɪv ʌp/ poddać się

go back /gəʊ bæk/ wrócić

adventure /əd'ventʃə/ przygoda

alone /ə'ləʊn/ samotnie

boat /bəʊt/ łódź

civilisation /,sɪvəlaɪ'zeɪʃən/ cywilizacja

cut /kʌt/ rana cięta, skaleczenie

dead /ded/ martwy

earth /:θ/ ziemia, grunt

faint /feɪnt/ zemdleć

happy ending /'hæpi 'endɪŋ/ szczęśliwe zakończenie

passenger /'pæsɪndʒə/ pasażer

pilot /'paɪlət/ pilot

plane /pleɪn/ samolot

sky /skaɪ/ niebo

storm /stɔ:m/ burza

survive /sə'vaɪv/ przeżyć

take place /teɪk pleɪs/ odbywać się

true story /tru: 'stɔ:ri/ prawdziwa historia

warm /wɔ:m/ ciepły

LESSON 9.4**Out of class**

Give me a break! /ɡɪv mi ə breɪk/ Przestań się czepiać!

Great! /ɡreɪt/ Znakomicie!

catch a bus / train /kætʃ ə bʌs treɪn/ złapać autobus / pociąg

check a timetable /tʃek ə 'taɪm,teɪbəl/ sprawdzić rozkład jazdy

get off a bus / train /get 'ɒf ə bʌs treɪn/ wysiąść z autobusu / pociągu

miss a bus / train /mɪs ə bʌs treɪn/ spóźnić się na autobus / pociąg

pack a rucksack /pæk ə 'rʌksæk/ pakować plecak

pick sb up /pɪk 'sʌmbədi ʌp/ odebrać kogoś

tent /tent/ namiot

train ticket /'treɪn 'tɪkət/ bilet na pociąg

LESSON 9.5**Outdoor activities Aktywności na**

świeżym powietrzu

cycling /'saɪklɪŋ/ jazda na rowerze

fishing /'fɪʃɪŋ/ łowienie ryb

hiking /'haɪkɪŋ/ wędrowanie

kayaking /'kaɪækɪŋ/ pływanie kajakiem

mountain biking /'maʊntən 'baɪk ɪŋ/ jazda rowerem górskim

pony trekking /'pəʊni 'trekɪŋ/ wakacje w siodle

rock climbing /rɒk 'klaɪmɪŋ/ wspinaczka skałkowa

scuba diving /'sku:bə 'daɪvɪŋ/ nurkowanie z akwalungiem

skiing /'ski:ɪŋ/ jazda na nartach

snowboarding /'snaʊbɔ:dɪŋ/ snowboarding

surfing /'sɜ:fɪŋ/ surfing

swimming /'swɪmɪŋ/ pływanie

windsurfing /'wɪndzɜ:fɪŋ/ windsurfing

Sporting equipment Sprzęt sportowy

boots /'bu:ts/ buty do wędrowek

compass /'kʌmpəs/ kompas

gloves /glʌvz/ rękawice

goggles /'gɒɡəlz/ gogle

helmet /'helmət/ hełm

kayak /'kaɪæk/ kajak

life jacket /laɪf 'dʒækət/ kamizelka ratunkowa

map /mæp/ mapa

paddle /'pædl/ wiosło

snowboard /'snaʊbɔ:d/ snowboard

surfboard /'sɜ:fbɔ:d/ deska surfingowa

wetsuit /'wet,su:t/ pianka do nurkowania

float /fləʊt/ unosić się na wodzie

get lost /get lɒst/ zgubić się

go the wrong way /gəʊ ðə 'rɒŋ weɪ/ pójść złą drogą

land /lænd/ ląd

mountain bike /'maʊntən baɪk/ rower górski

water /'wɔ:tə/ woda

LESSON 9.6**Out of class**

Can I ask a favour? /kæn aɪ ə:sk ə 'feɪvə/ Czy mógłbyś coś dla mnie zrobić?

camp /kæmp/ obóz

dry /draɪ/ wysuszyć

farmhouse /'fɑ:mhaʊs/ dom w gospodarstwie

put up a tent /put ʌp ə tent/ rozbić namiot

soaking /'səʊkɪŋ/ przemoczony

LESSON 9.7

amazing /ə'meɪzɪŋ/ wspaniały

buy a souvenir /baɪ ə su:və'nɪə/ kupić pamiątkę

gossip /'ɡɒsɪp/ plotki

have a good / great time /hæv ə ɡʊd ɡreɪt 'taɪm/ dobrze / świetnie się bawić

holiday /'hɒlədeɪ/ wakacje, urlop

make friends /meɪk frendz/ zaprzyjaźnić się

receive / send / write a postcard /rɪ'si:v send raɪt ə 'pəʊstka:rd/ otrzymać / wysłać / napisać pocztówkę

ski poles /ski: 'pəʊlz/ kijki do nart

skis /skɪz/ narty

swim in the sea /swɪm ɪn ðə si:/ pływać w morzu

tourist resort /'tuəɪst rɪ'zɔ:t/ kurort turystyczny

watch the sunset /wɒtʃ ðə 'sʌnsət/ oglądać zachód słońca

weather /'weðə/ pogoda

wet /wet/ mokry

windy /'wɪndi/ wietrznie



1 Warsaw



2 Gdańsk

1 Look at the map of Poland. Match cities A–E to pictures 1–5. What do the cities have in common?




2 Match the sentences to the cities.

- 1 The symbol of the city is a mermaid.
- 2 This city is famous for gingerbread.
- 3 The city is home to the oldest university in Poland.
- 4 The Vistula ends here and flows into the Baltic Sea.
- 5 This town is often called Little Rome because it lies on seven hills.

3 **CLASS VOTE** Which of these cities have you been to? Which of them would you like to visit?

4 Do the Vistula River Quiz in pairs.

5  4.42 Listen to the recording and check your answers.

The Vistula River Quiz

- 1 The Vistula starts in a Slovakia b Poland
- 2 The Vistula is a almost b over 1,000 km long.
- 3 We often call it the a Queen b Princess of Polish rivers.
- 4 There are over a 60 b 120 bridges across the Vistula.
- 5 In some places you can take a ferry to cross the Vistula.
 a True b False
- 6 There are a many b no islands on the Vistula.
- 7 The a carp b catfish is the biggest fish that lives in the Vistula.

catfish






3 Sandomierz



4 Toruń

6 Read Bartek's blog post. What is the Three Peaks Challenge?

7 Do you like Bartek's challenge? Do you think it's possible to complete it within 8 hours?

8  4.43 Imagine that you take part in a similar challenge.

- You start in Warsaw. You have 24 hours to do three tasks in different locations in Poland.
- Choose three numbers from 1 to 10.
- Listen to the recording and note down the tasks you have to do.

9 Work in pairs. Discuss your challenge with your partner. Is it possible to complete it in 24 hours?

Adventurer

Bartek's blog

The Vistula River Cities Challenge

My English friends have recently completed the Three Peaks Challenge. It's very popular in the UK although it's quite difficult: you have to climb the highest mountains of England, Scotland and Wales within 24 hours. I really like the idea because it encourages people to get to know their own country better. We don't have such challenges in Poland, but we can change this! Here is my idea for the Vistula River Cities Challenge. You have 8 hours to do these things:

- tell the legend of the Wawel Dragon to three foreign tourists in Cracow,
- take selfies with two monuments of the mermaid in Warsaw,
- eat gingerbread ice cream on the Vistula bank in Toruń.

Do you want to take up the challenge?

PROJECT

10 Work in pairs. Prepare a challenge to encourage tourists to visit the area where you live.

- 1 Choose three places that you think are interesting.
- 2 Think of three tasks that tourists could do there.
- 3 Set a time limit for the challenge.
- 4 Make a map for the challenge with short descriptions of the places and the tasks.
- 5 Present the challenge to your class. Use your map.
- 6 Encourage your classmates to take your challenge and report the results to the class.

5 Cracow



How many fish ... ?

Sea life numbers

Fish is a popular meal for many people. It's healthy, tasty and often cheap because there are lots of fish in the sea. But are there? Perhaps you've noticed that sometimes we can't buy our favourite fish. The reason is that in the last thirty years we've taken too many fish out of the sea. Fishermen must stop catching some fish for a while and catch others instead. Man has caused lots of problems to other sea animals too.

There aren't many sea turtles left in the world. People kill them for food and many also die when they get caught in fishermen's nets. What's worse, people have built houses and hotels on the coast, which makes it difficult for turtles to lay their eggs on the beach. When the baby turtles come out of their eggs, they need to get to the sea. But many of them don't survive, they get lost or sea birds kill them. Today in many places, like Cancun in Mexico, people help them to get to the sea.



Sea birds are also becoming rarer. Beautiful birds, like the albatross, spend nearly all their lives in the air and eat fish to live. Some types of fishing are very dangerous for these birds. Like the turtles, they get caught in fishing nets and drown. Some areas, like South Georgia, have created big protected areas to help these birds. Also conservation groups are encouraging fishermen to use new fishing techniques.



All sea birds need to catch fish to live. So for them and for us we need to control fishing.



GLOSSARY

- conservation group** (n phr) people who work to protect animals, plants etc.
- drown** (v) to die from being under water for too long
- get caught** (v phr) to be in a situation that you cannot easily get out of
- lay their eggs** (v phr) to produce eggs
- net** (n) something used for catching animals, e.g. fish or insects
- rare** (adj) not common

READING


- 1 In pairs, discuss the questions.
 - 1 Do you like eating fish?
 - 2 Do people in your country eat a lot of fish?
 - 3 Has the type of fish that people eat changed in recent years? How?
- 2 Read the article. Are the sentences true for turtles, seabirds or both?
 - 1 People eat them.
 - 2 Fishermen catch them accidentally.
 - 3 Today, there are buildings in the places where they always left their eggs in the past.
 - 4 Their young often die soon after birth.
- 3 In pairs, discuss the questions.
 - 1 Is it important to know how many fish there are in the sea? Why?
 - 2 Is it possible to count them?


LISTENING


- 4 You are going to listen to part of a BBC programme about fishing. Read an advert for the programme. Is fishing an important industry in your country?

Coast

The series *Coast* is about different ways that humans relate to the sea. This episode asks the question, 'How many fish are in the sea?'

- 5 Work in pairs. What do you think 'overfishing' means?
- 6  **BBC 9** Listen to Part 1 and check your answer in Exercise 5.
- 7 Choose the correct answers. Write them in your notebook.
 - 1 What is the main job of the people on the *Scotia*?
 - a to catch lots of fish
 - b to get information about fish
 - 2 Why was the *Explorer* an important ship?
 - a she carried lots of scientists
 - b she had new electronic equipment

- 8 Work in pairs. Do you think life on the *Explorer* was interesting? Why? / Why not?
- 9  **BBC 9** Listen again. In your notebook, correct the information in sentences 1-4.
 - 1 Ullapool is in England.
 - 2 They check the fish twice a year.
 - 3 They built the *Explorer* in 1966.
 - 4 On the *Explorer*, the scientists had to write everything.

- 10  **BBC 10** Listen to Part 2 and answer the questions.
 - 1 What information do the scientists need about the fish?
 - a how many there are
 - b how big they are
 - c how old they are
 - d how fast they swim
 - e how deep they live
 - 2 Why do they look at a fish's ear bone?
 - 3 Why do normal fishermen and the *Scotia* travel to different parts of the ocean?
 - 4 What do the results today show?
- 11 Work in pairs. Do you think the future for fish is good or bad? Why?

I think it's good because scientists can change things.

I think it's bad because people are very greedy.

PROJECT


- 12 Work in groups. Create a presentation about an environmental problem.
 - 1 Use the internet to research a problem connected with an area of natural beauty in your country.
 - 2 Find out what people are doing about the problem.
 - 3 Write a short script and include some photos or video.
 - 4 Present the problem and possible answers to the class.

Skills Revision

FUNKCJE JĘZYKOWE

- 1 Uzupełnij dialogi angielskimi odpowiednikami wyrażen podanych w nawiasach. Odpowiedzi zapisz w zeszycie.
- 1 **A:** Where were you yesterday? Why didn't you answer my calls?!
- B:** Oh, (*przestań się czepiać!*) *give me a break!* I had an accident.
- 2 **A:** Mike, (*czy mógłbyś coś dla mnie zrobić?*)
- B:** Sure, no problem. What do you want me to do?
- 3 **A:** Is it OK if I watch some TV?
- B:** (*Obawiam się, że to niemożliwe.*) The TV is broken.
- 4 **A:** Could I use your mobile as a Wi-Fi hotspot, please?
- B:** Sure, (*śmiało!*)
- 5 **A:** (*Czy dostałeś wiadomości*) from Mark yet?
- B:** Yes, I have. He's just called to say he's coming to visit us next week.
- 6 **A:** How was your flight, Adam?
- B:** There was a bomb on the plane, but luckily it (*nie wybuchła*).

SŁUCHANIE

- 2  4.44 Usłyszysz dwukrotnie komunikat. Zdecyduj, które ze zdań 1–5 są zgodne z treścią nagrania, a które nie. Odpowiedzi zapisz w zeszycie.

Strategia

Przeanalizuj podane zdania i zastanów się, które ich elementy mogą różnić się od informacji podanych w nagraniu. Jeśli w zdaniu podano datę lub godzinę jakiegoś wydarzenia, sprawdź, czy w nagraniu jest ta sama data lub godzina i czy odnosi się ona do tego samego wydarzenia. Jeśli zdanie określa, kim jest mówiąca osoba, sprawdź, czy z całej wypowiedzi faktycznie wynika, że spełnia ona właśnie tę rolę.

- 1 The flight is at 8.15 on Wednesday.
- 2 You are going to stay in a busy resort on the island of Flores.
- 3 The trip to Komodo includes travelling by boat.
- 4 On Komodo, you sleep on the boat.
- 5 The speaker is a traveller.

CZYTANIE / PRZETWARZANIE JĘZYKOWE

- 3 Kasia pojechała na kurs języka angielskiego do Anglii. Przeczytaj ogłoszenie i e-mail, a następnie uzupełnij w języku polskim notatkę Kasi. Odpowiedzi zapisz w zeszycie.

Strategia

Do rozwiązywania zadania tego typu nie będziesz potrzebować wszystkich informacji podanych w ogłoszeniu i e-mailu. Dokładnie przeczytaj notatkę, którą masz uzupełnić, i zastanów się, jakie informacje musisz odnaleźć w tekstach.



School trip to Winchester

For all students of the Young Talk School

We leave at 8.15 from school and get back at 5.30.

Morning – visit to the castle.

Lunch – your choice.

Afternoon – the cathedral and shopping!

Only £15!

Sign list below by Friday



From: Jon
To:

There's one space left on the coach for the Winchester trip. It's next Saturday. Miss Parks is looking for someone – do you want to go? Phone her on 09874653210. I hope you can come. Dan and I are going to have lunch at the Sushi bar in the centre. It's great!

Jon

WYCIECZKA!

Gdzie: Winchester

Dzień: ¹ ?

Godzina powrotu: ² ?

Środek transportu: ³ ?

Cena: ⁴ ?

Rano zwiedzamy zamek, po obiedzie zwiedzamy katedrę i robimy ⁵ ?

ŚRODKI JĘZYKOWE

4 Uzupełnij zdania, używając podanych wyrazów w odpowiedniej formie. Odpowiedzi zapisz w zeszycie.

1 I've checked the *timetable* – we're taking the 9:15 train.

TIME

2 If you want to go windsurfing, you need a ? to be safe and warm.

SUIT

3 The view from the plane was ? : all the lights, the clouds and the mountains!

AMAZE

4 I was the only ? on the bus to Gdańsk and I felt a bit strange.

PASS

5 The ? of Poland was around 38.5 million in 2016.

POPULATE

6 The ? languages of Canada are French and English.

OFFICE

5 Przetłumacz podane w nawiasach fragmenty na język angielski tak, aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Odpowiedzi zapisz w zeszycie.

- 1 He knows he (*nie może się poddać*) *can't give up now*.
- 2 (*Czy kupiłeś*) ? the concert tickets yet?
- 3 I haven't (*widziałem tego filmu jeszcze*) ? .
- 4 He (*już spakował*) ? the rucksacks.
- 5 She thinks mountain biking is (*najbardziej ekscytującym sportem*) ? .
- 6 (*Obawiam się, że spanie*) ? in a tent is not the best idea because of the rain.

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

- 1 Can I use your phone?
Is *it OK if I* use your phone?
- 2 I'm really sorry but you can't leave your bags here.
I'm afraid *it* leave your bags here.
- 3 The kitchen is clean – I finished cleaning it a minute ago.
I've ? the kitchen.
- 4 Fortunately she found some people who helped her.
Fortunately ? across some people who helped her.
- 5 My mother learnt about my rude behaviour from the head teacher.
? out about my rude behaviour from the head teacher.
- 6 He wanted to return to the desert Island.
He ? back to the desert Island.

PISANIE

7 Wykonaj poniższe zadanie. Napisz e-mail w zeszycie.

Wybierasz się z kolegą/koleżanką na wycieczkę do Oxfordu. Napisz do znajomych twoich rodziców, którzy tam mieszkają, e-mail, w którym:

- poinformujesz ich o swoich planach,
- zapytasz, czy przenocują was u siebie,
- przekazesz informację od rodziców, którzy zapraszają ich do Polski.

Długość tekstu powinna wynosić od 50 do 100 słów.

1.2 Czas Present Simple: zdania twierdzące i przeczenia | Przysłówki częstotliwości

Czasu Present Simple używamy, aby opisać fakty lub regularnie wykonywane czynności.

+	I/You/We/They	live	in a small town.
	He/She/It	watches	films on TV.
-	I/You/We/They	don't (do not) live	in a small town.
	He/She/It	doesn't (does not) watch	films on TV.

Zasady pisowni

W zdaniach twierdzących w 3. os. liczby pojedynczej (*he, she, it*) do czasownika dodajemy końcówkę *-s, -es* lub *-ies*.

- Do większości czasowników dodajemy *-s*: *live – lives*
- Do czasowników zakończonych na *-o, -ch, -sh, -ss* oraz *-x*, dodajemy *-es*:
go – goes, watch – watches, wash – washes
- W przypadku czasowników zakończonych na spółgłoskę oraz *-y*, zamieniamy *-y* na *-i* oraz dodajemy *-es*:
study – studies

Przysłówki częstotliwości

W języku angielskim przysłówki częstotliwości występują przed czasownikami, ale po czasowniku *to be*.



always usually often sometimes never

I **always** listen to music on my phone.
We don't **often** watch films at school.
He is **never** funny.

1 Order the words to make sentences. Write the answers in your notebook.

- 1 the guitar / a rock group / I / in / play
I play the guitar in a rock group.
- 2 American / films / often / watch / we
- 3 busy / she / always / is
- 4 go out / don't / on Mondays / usually / I
- 5 comics / doesn't / my / read / sister

2 Complete the text with the correct form of the words in brackets. Write the answers in your notebook.

Sandi has a very unusual life ...

Sandi ¹ *lives* (live) in an igloo in the Arctic. She ² ? (get) up at 4 a.m. every day. She ³ ? (often/eat) pizza for breakfast. She ⁴ ? (fly) to school in a helicopter every day. After school she ⁵ ? (study) car mechanics. She ⁶ ? (always/go) to bed at 7 p.m.

- ★3** Compare your life to Sandi's from Exercise 2.
I don't live in an igloo in the Arctic. I live in ...

1.4 Czas Present Simple: pytania i odpowiedzi

Pytania ogólne i krótkie odpowiedzi

?	Do	I/you/we/ we/they	read novels?	Yes, I/you/we/ they do . No, I/you/we/ they don't .
	Does	he/she/it	live in Hollywood?	Yes, he/she/it does . No, he/she/it doesn't .

Pytania szczegółowe i odpowiedzi

How often **do** you **go** to the cinema?
Every Sunday. / I **go** to the cinema every Sunday.
I **never go** to the cinema.
What time **does** the film **start**?
At 8 p.m. / It **starts** at 8 p.m.
Where do they **live**?
In Harlow Mill. / They **live** in Harlow Mill.

Określenia czasu stosowane z czasem Present Simple

every day / week / month
at the weekend
once / twice / three times a month
on Mondays
in the morning / afternoon / evening
at 8 o'clock

1 In your notebook, make Yes/No questions in the Present Simple. Then ask and answer the questions in pairs.

- 1 like / taking photographs / you / ?
- 2 songs / write / your favourite singer / ?
- 3 music videos / on TV / watch / your parents / ?
- 4 dancing / like / you and your friends / ?
- 5 in a big house / in Hollywood / live / you / ?
- 6 draw / sometimes / on the board / pictures / your English teacher / ?

A: *Do you like taking photographs?*
B: *Yes, I do.*

2 In your notebook, write questions for these answers. Sometimes there is more than one possible question.

- 1 *Where does your aunt live?*
My aunt lives in Italy.
- 2 ? Jon walks to school.
- 3 ? The concert finishes at 11.30.
- 4 ? My parents never go dancing.
- 5 ? No, I don't. I hate drawing.
- 6 ? Yes, she does. She enjoys studying English.

★3 Imagine you are interviewing a favourite star / celebrity. In your notebook, write seven questions about his / her life. Use the ideas from the box to help you. Do you know any of the answers?

- How often ? ? When ? ?
- Who ? with? Where ? ?
- What type of ? prefer?
- Do you like ? ?

*Do you like listening to music?
Where do you go on holiday?
What type of car do you prefer?*

2 Complete the dialogue with the Present Continuous form of the verbs in brackets. Write the answers in your notebook.

Mum: Tom! Where are you?
Tom: Hi, mum. I ¹ *'m sitting* (sit) in the park.
Mum: What ² ? (you/do)? ³ ? (you/have) fun?
Tom: No, I ⁴ ? . I ⁵ ? (study) for an exam.
Mum: I can hear Matt! ⁶ ? (he/study) too?
Tom: Yes, he ⁷ ? .
Mum: Really? We ⁸ ? (drive) past the park now. You ⁹ ? (not read)! You ¹⁰ ? (play) football!
Tom: Yes, we ¹¹ ? (get) ready for our PE exam!

2.2 Czas Present Continuous

Czasu Present Continuous używamy, aby opisać czynności, które mają miejsce w momencie, w którym o nich mówimy.

+	I You/We/They He/She/It	'm (am) reading a book. 're (are) playing a game. 's (is) sleeping.
-	I You/We/They He/She/It	'm not (am not) reading a book. aren't (are not) playing a game. isn't (is not) sleeping.
?	Am I	reading a book? Yes, I am . No, I'm not .
	Are you/we/they	playing a game? Yes, you/we/they are . No, you/we/they aren't .
	Is he/she/it	sleeping? Yes, he/she/it is . No, he/she/it isn't .
Where What	are you is he	going? doing?

Zasady pisowni

- Do większości czasowników dodajemy *-ing*: go – **going**, look – **looking**
- Jeśli czasownik zakończony jest na *-e*, odejmujemy końcówkę *-e* i dodajemy końcówkę *-ing*: live – **living**
- Jeśli czasownik zakończony jest na jedną samogłoskę i spółgłoskę, podwajamy końcówą spółgłoskę: sit – **sitting**, swim – **swimming**
- Jeśli czasownik zakończony jest na *-ie*, to końcówkę *-ie* zamieniamy na *-y*: lie – **lying**

Określenia czasu stosowane z czasem Present Continuous

now at the moment
right now today

1 In pairs, use the phrases from the box to describe what is happening in the picture on page 18.

- read/book sing/karaoke sit/on the sofa cut/pizza
- talk/phone write/text message dance
- wear/earrings play table tennis

Leo is reading a book. Gran is ...

★3 Imagine you are having a party. In your notebook, write ten sentences about what is happening. Use the Present Continuous.

I'm sitting on the sofa with my friend Joanna.

2.4 Czasy Present Simple oraz Present Continuous




- Czasu Present Simple używamy, aby opisać fakty lub regularnie wykonywane czynności.
Bro lives in Hollywood.
Lee plays his guitar every day.
Amy doesn't tidy her room.
What time do you get up?
- Czasu Present Continuous używamy, aby opisać czynności, które mają miejsce w momencie, w którym o nich mówimy.
- Czasu Present Continuous używamy także z określeniami czasu, takimi jak *these days*, *at the moment*, *this week/month*, aby opisać czynności, które mają miejsce w chwili obecnej, ale niekoniecznie w momencie, w którym o nich mówimy.
Is she enjoying school **at the moment**?
He isn't talking to his dad **these days**.

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

- 1 Oh no, it's *raining* (rain) again!
- 2 I ? (live) in Berlin but I ? (visit) London now.
- 3 He ? (save) money at the moment to buy a leather jacket.
- 4 Gemma ? (often/go) to Tenerife on holiday.
- 5 Jim ? (not speak) French but he ? (know) a little Spanish.

GRAMMAR TIME

2 In your notebook, complete the sentences to make them true for you. In pairs, ask and answer questions about your sentences.

Free time 	I always <input type="text"/> [activity] after school. Now I'm not <input type="text"/> , I'm <input type="text"/> .
Clothes 	I often wear <input type="text"/> [item of clothing]. I never wear <input type="text"/> . At the moment I'm wearing <input type="text"/> .
Music 	I usually listen to <input type="text"/> [type of music]. These days, I'm listening to <input type="text"/> [group/artist/composer] a lot.

A: *What do you do after school?*

B: *I always run in the park after school.*

A: *What are you doing now?*

★3a In your notebook, write about your typical Sunday afternoon. Use the Present Simple.

On a typical Sunday afternoon, I usually sit on the sofa at home and ...

★3b Now imagine you are spending an unusual Sunday afternoon. Write about it in your notebook. Use the Present Continuous.

This is an unusual Sunday afternoon. I'm not sitting on the sofa at home, I'm ...

3.2 Czasownik to be w czasie Past Simple: was/were

Czasu Past Simple używamy, aby mówić o wydarzeniach i sytuacjach z przeszłości. W czasie Past Simple występują dwie formy czasownika *to be*: *was* i *were*.

+	I/He/She/It	was at school.	
	You/We/They	were at home.	
-	I/He/She/It	wasn't (was not) hungry.	
	You/We/They	weren't (were not) late.	
?	Was	I/he/she/it hungry?	Yes, I/he/she/it was . No, I/he/she/it wasn't .
	Were	you/we/they tired?	Yes, you/we/they were . No, you/we/they weren't .
	When Where	was were	she born? you yesterday?

Wyrażenia *there is/there are* w czasie Past Simple przyjmują formę *there was/there were*.

+	There	was	a lion in a cage.	
	There	were	two tigers.	
-	There	wasn't (was not)	time.	
	There	weren't (were not)	any people.	
?	Was	there	a gift shop?	Yes, there was . No, there wasn't .
	Were	there	many people?	Yes, there was . No, there wasn't .

Określenia czasu stosowane z czasem Past Simple

yesterday	at one o'clock
last Tuesday/week/month/year	in June/2004
two days/a week ago	

1 In your notebook, complete the questions with *was/were*. Then ask and answer in pairs.

- How *was* your last English test?
- it cold yesterday?
- Where you born?
- you at a party last weekend?
- Where you five hours ago?
- How old you in 2010?
- you late for school on Monday?

A: *How was your last English test?*

B: *It was easy!*

2 In your notebook, rewrite the sentences in the Past Simple.

- 'Are you bored?' 'Yes, I am.'
'*Were you bored?*' 'Yes, I *was*.'
- 'Is it cold?' 'Yes, it is.'
- 'Are you at home?' 'No, I'm not.'
- My neighbours are irritating.
- 'Is there a letter for me?' 'No, there isn't.'
- We aren't very hungry.
- There aren't any tickets.

★3 In your notebook, write ten sentences about a recent day out (concert or sports game).

Last Saturday I was at a Coldplay concert. I was with ... It was at ...

There were hundreds of fans.

The weather was perfect ...

3.4 Czas Past Simple: czasowniki regularne

+	I/You/He/She/It/We/They	watched TV.	
-	I/You/He/She/It/We/They	didn't (did not) read.	
?	Did	I/you/he/she/it/we/they	sleep? Yes, I/you/he/she/it/we/they did . No, I/you/he/she/it/we/they didn't .
		When he	arrive?
	What	did	they watch?

Zasady pisowni

- W przypadku większości czasowników dodajemy *-ed*: watch – watch**ed**
- Jeśli czasownik zakończony jest na *-e*, dodajemy *-d*: live – live**d**
- Jeśli czasownik zakończony jest na spółgłoskę oraz *-y*, to końcówkę *-y* zamieniamy na *-i* i dodajemy *-ed*: try – tri**ed**
- Jeśli czasownik zakończony jest na jedną samogłoskę i spółgłoskę, podwajamy końcową spółgłoskę i dodajemy *-ed*: stop – stop**ped**

1 In your notebook, write the Past Simple form of the verbs below.

- 1 cook *cooked* 3 play 5 drop
2 carry 4 help 6 marry

2 Complete the sentences with the Past Simple form of the verbs in brackets. Write the answers in your notebook.

- 1 Mel *tidied* (tidy) her room.
2 ' ? (they/like) the film?' 'No, they ?.'
3 I ? (not watch) TV last night.
4 ' ? (you/finish) your work?' 'Yes, I ?.'
5 We ? (not talk) to her yesterday.
6 He ? (drop) his phone and it ? (stop) working.

3 Use the ideas below to make questions about yesterday. Write them in your notebook. Then ask and answer the questions in pairs.

Did you ...?

- tidy your room • listen to music
- cook a meal • stay at home all day
- wash your hair • argue with someone
- rest • study English • watch a film
- phone a friend

A: Did you tidy your room yesterday?
B: No, I didn't.

★4 In your notebook, write five things you did last weekend and five things you didn't. Use the ideas in Exercise 3 to help you.

*I tidied my room, I ...
I didn't cook a meal, ...*

4.2 Czas Past Simple: czasowniki nieregularne

+	I/You/He/She/It/We/They	took my camera.	
-	I/You/He/She/It/We/They	didn't (did not) take my camera.	
?	Did	I/you/he/she/it/we/they	take the camera? Yes, I/you/he/she/it/we/they did . No, I/you/he/she/it/we/they didn't .
		Where	did you put it?

1 In your notebook, write the Past Simple form of the verbs below.

- 1 come *came* 6 go 11 run
2 drink 7 leave 12 speak
3 drive 8 make 13 take
4 eat 9 meet 14 write
5 find 10 read

2a In your notebook, write six sentences about last weekend. Use the verbs in Exercise 1.

1 *Last weekend I spoke to my gran on the phone.*

2b In pairs, ask and answer the questions about your sentences.

A: Did you speak to your gran on the phone last weekend?
B: No, I didn't. But we went to her house on Saturday.

3 In your notebook, complete Amy's story with the Past Simple form of the verbs from the box.

fall feel get ~~have~~ hit hurt sit

I was in the bathroom. I ¹ had my MP4 player with me. On the way out I ² my head on the door. It really ³ . I ⁴ bad so I ⁵ down on the bath and my MP4 player ⁶ in the toilet! I didn't want to put my hand in the water so I called my dad and he ⁷ it out for me.

- ★4 In your notebook, write about something funny that happened to you. Use the story in Exercise 3 to help you.

I was in a shop with my parents. A dog ran into the shop. I ...

4.4 Formy czasowników

- Po tych czasownikach używamy bezokolicznika z *to*: *agree, decide, forget, learn, remember, need, try, want, would/d like*
We **agreed to switch off** our phones.
- Po tych czasownikach używamy formy czasownika z końcówką *-ing*: *can't stand, don't mind, enjoy, finish, hate, keep, like, love, prefer, stop*
I **prefer texting** to writing emails.

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

- I'm learning **to type** (type) without looking.
- When did you finish **?** (do) your homework?
- Denise never forgets **?** (do) her homework.
- Sue keeps **?** (send) me videos of cats.
- My dad can't stand **?** (talk) on the phone.
- We tried **?** (spend) a day without our phones.

- 2a In your notebook, write six true and six false sentences about you.

I often forget to charge my phone. (true)
I can't stand playing video games. (false)

- 2b In pairs, read your sentences and decide if your partner's sentences are true or false.

A: *I often forget to charge my phone.*
B: *True.*
A: *I can't stand playing video games.*
B: *False, you love playing video games.*

- ★3 Think of a person you know very well. In your notebook, write six sentences about him/her.

My best friend always tries to help other people. She enjoys ...

5.2 Przysłówki sposobu

Przymiotniki opisują rzeczowniki, a przysłówki opisują czasowniki.

- Aby utworzyć przysłówek, do większości przymiotników należy dodać końcówkę *-ly*:
She is quiet. She speaks **quietly**.
- W przypadku przymiotników zakończonych na *-y*, końcówkę *-y* zamieniamy na *-i* i dodajemy *-ly*:
The rain is heavy. It's raining **heavily**.
- Niektóre przysłówki nieregularne mają taką samą formę jak przymiotniki: **hard, fast, right, wrong, early, late, high, last, best, wide**.
He's a **fast** runner. He runs **fast**.
- Przysłówek utworzony od przymiotnika **good** ma formę **well**.

Określ *very, really* oraz *so* używamy przed przymiotnikami i przysłówkami.

She is **very** slow.
Children learn **really** quickly.
She wakes up **so** slowly.

- 1 In your notebook, complete the sentences with the correct form of the adjectives in brackets. Then, in pairs, complete the sentences with the name of someone you both know.

- Chris* always talks very **quickly** (quick).
- ?** speaks English really **?** (good).
- ?** often laughs **?** (noisy).
- ?** speaks **?** (quiet).
- ?** often comes to class **?** (late).
- ?** always drives **?** (careful).

- 2 In your notebook, complete the sentences with the correct form of the adjectives.

- I'm a **bad** dancer. I dance so **badly**! BAD
- Sarah's a **?** singer. She sings really **?**. GOOD
- Polly learns so **?**! She's definitely a **?** learner. FAST
- I'm sure Tim will arrive **?**. He's always **?**. EARLY
- The boys are very **?** to Eva. They always laugh **?** at her. UNKIND
- It's snowing really **?**. The snow isn't usually so **?**. HEAVY
- He's a **?** baby. He smiles **?** every time I see him. HAPPY

- ★3 In your notebook, write six sentences about what you did this morning. Use as many verbs and adverbs as possible.

I woke up late, I got dressed quickly ...

5.4 Czasowniki modalne: can, have to oraz must

Can

Czasownika *can* używamy, aby powiedzieć, że mamy pozwolenie, aby coś zrobić.

I **can** go online when I want. (*Mogę, mam pozwolenie.*)

I **can't** watch TV after 10 p.m. (*Nie mogę, nie mam pozwolenia.*)

Can you invite friends to stay? (*Czy możesz?*)

Have to

Czasownika *have to* używamy, aby powiedzieć, że coś należy zrobić, a *don't have to*, aby powiedzieć, że zrobienie czegoś nie jest konieczne.

You **have to** come home straight after school.

(*Musisz, to konieczne.*)

You **don't have to** come home straight after school.

(*Nie musisz, to nie jest konieczne.*)

Do I have to come home straight after school?

(*Czy muszę?*)

+	I/You/We/They He/She/It	have to help. has to clean.
-	I/You/We/They He/She/It	don't (do not) have to help. doesn't (does not) have to clean.
?	Do I/you/we/ they	have to help? Yes, I/you/we/they do . No, I/you/we/they don't .
	Does he/she/it	have to clean? Yes, he/she/it does . No, he/she/it doesn't .

Must

Czasownik *must* ma podobne znaczenie do *have to*.

I **have to / must** cook dinner.

Przeczenia *mustn't (must not)* używamy, aby mówić o tym, co jest zabronione.

You **mustn't** stay up late. (*Nie wolno ci tego zrobić.*)

Wyrażenia *don't have to* oraz *mustn't* mają zupełnie inne znaczenia.

You **don't have to** go there. (*Możesz, ale nie jest to konieczne - nie musisz.*)

You **mustn't** go there. (*Nie możesz - nie wolno ci.*)

-	I/You/He/She/It/ We/They	mustn't (must not)	talk!
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1 In pairs, say where you can find these signs. Then make sentences in your notebook with you *have to* or you *mustn't* for each sign.

You mustn't park here.



2 In pairs, choose the verb which makes the sentence true for your school. Write the answers in your notebook.

- 1 You *can / mustn't* borrow books from the library.
- 2 You *can / mustn't* run in the corridor.
- 3 You *have to / don't have to* learn a foreign language.
- 4 You *can / mustn't* use a mobile phone in class.
- 5 You *have to / don't have to* stand up when the teacher enters the room.

3 Choose one situation below. In your notebook, write six sentences with rules about what you *can, can't, have to* and *mustn't* do. Write rules:

- for a visitor to your country.
- for somebody playing your favourite (video/ computer) game.
- for someone going on holiday with your family.

You don't have to have a visa.

6.2 Rzeczowniki policzalne i niepoliczalne | Określenia ilości

Policzalne	Niepoliczalne
How many bottles of water have we got? I haven't got many hobbies. There are too many olives on my pizza.	How much water is in that bottle? I haven't got much time. There's too much ice in my drink.
I bought some bananas. We eat a lot of oranges. We don't eat a lot of apples.	She bought some popcorn. We eat a lot of cheese. We don't eat a lot of bread.
Have you got any biscuits? There aren't any eggs in the fridge.	Have you got any juice? There isn't any milk in the fridge.

1 Choose the correct option. Write the answers in your notebook. Then discuss in pairs.

- 1 How *many / much* meals do you eat every day?
How many meals do you eat every day?
- 2 Do you think you eat *too many / much* unhealthy food?
- 3 Have you got *any / some* food in your bag?
- 4 How *many / much* time do you have for lunch on schooldays?
- 5 There aren't *many / much* places to eat near your school.

2 In your notebook, complete the restaurant review with a lot of, any, many, much or some.

STEWIE'S STEAKHOUSE



Stewie's Steakhouse looks nice but it's very small and there are too ¹ many tables so there isn't ² space – you feel that you're eating in a phone box! There aren't ³ things on the menu and they all have meat in them. There aren't ⁴ dishes for vegetarians – there's no salad! The food wasn't great. I had a steak and ⁵ cold chips. There was ⁶ meat on my plate (about a kilo!) but it wasn't very good. And there was too ⁷ salt in every dish – even the pudding was salty! Finally, they didn't have ⁸ juice or cola, only water from the tap!

★3 In your notebook, write ten sentences about your family's eating habits.

- 1 There's a lot of yoghurt in our fridge.
- 2 My dad doesn't eat much chocolate.

6.4 Czesy Past Continuous oraz Past Simple

Czasu Past Continuous używamy, aby opisać czynności, które trwały w określonym momencie w przeszłości.

+	I/He/She/It You/We/They	was watching TV. were sleeping at 9 p.m.
-	I/He/She/It You/We/They	wasn't (was not) watching TV. weren't (were not) sleeping at 9 p.m.
?	Was I/he/she/it	watching TV? Yes, I/he/she/it was. No, I/he/she/it wasn't.
	Were you/we/they	sleeping at 9 p.m.? Yes, you/we/they were. No, you/we/they weren't.
	Where was he	going?
	What were you	doing?

Określenia czasu używane z czasem Past Continuous

- at three o'clock this morning
- at 5.15 last Tuesday
- forty minutes ago

Czesy Past Continuous oraz Past Simple

Czesy Past Simple i Past Continuous stosujemy w jednym zdaniu, gdy mówimy o czynnościach lub stanach w przeszłości, podczas których nastąpiły inne, krótsze wydarzenia. Czasu Past Continuous używamy dla opisu czynności trwających przez dłuższy czas (np. *I was playing football*), a czasu Past Simple dla opisu krótszego wydarzenia (np. *I broke my leg*). Części zdania łączymy, stawiając *while* lub *when* przed częścią opisaną czasem Past Continuous.

While/When I was playing football, I broke my leg.
I broke my leg **while/when** I was playing football.

Przed częścią zdania opisaną czasem Past Simple stawiamy zazwyczaj *when*.

What **were** you **doing when** the accident **happened**?
When the accident **happened**, what **were** you **doing**?

1 Complete the sentences with the Past Continuous form of the verbs in brackets. Write the answers in your notebook.

- 1 The phone rang while they *were sleeping* (sleep).
- 2 Anna (not dance) at one o'clock in the morning.
- 3 Where (Sue/go) when she fell?
- 4 We (play) football when it began to rain.
- 5 I (not listen) when the doctor told me his name.
- 6 What (you/do) when you cut your finger?

2 In your notebook, complete the story with the Past Simple or Past Continuous form of the verbs in brackets. Then compare with a partner.

Last Sunday at four o'clock I ¹ was riding (ride) my bike home. It ² (rain) a lot so I ³ (put) up my umbrella. While I ⁴ (go) past the station, I ⁵ (see) Jennifer Lawrence! She ⁶ (get) into a taxi. I ⁷ (not look) where I ⁸ (go) so I ⁹ (ride) my bike into the back of a car! I ¹⁰ (fall) and ¹¹ (hit) my head. I was lucky I ¹² (not break) my neck.

★3 Use the Past Simple and the Past Continuous to describe a) something surprising that happened to you, or b) a dream you had.

One day last year I was walking in the town centre with a friend when we saw an elephant. It was standing on two legs and ...

7.2 Stopień wyższy i najwyższy przymiotników

Przymiotników w stopniu wyższym i najwyższym używamy, aby porównać osoby lub rzeczy.

He's **taller than** me.

She's **the nicest** person I know.

Pisownia	Przymiotnik	Stopień wyższy	Stopień najwyższy
przymiotniki jednosylabowe	near	nearer	the nearest
przymiotniki jednosylabowe zakończone na -e	wide	wider	the widest
przymiotniki jednosylabowe zakończone na pojedynczą samogłoskę i spółgłoskę	hot	hotter	the hottest
przymiotniki zakończone na -y	lazy	lazier	the laziest
przymiotniki wielosylabowe	intelligent	more intelligent	the most intelligent
przymiotniki o stopniowaniu nieregularnym	good bad	better worse	the best the worst

Przed przymiotnikami w stopniu najwyższym zazwyczaj stawiamy *the*. *The* nie używamy po *my/your/his/her/its/our/their*.

He's their youngest son. NIE ~~He's their the youngest son.~~

Możemy także dokonać porównań, stosując wyrażenie *(not) as ... as*.

This book **isn't as interesting as** the first one.

1 In your notebook, write the comparative and superlative forms of the adjectives below.

- | | |
|----------------------------------|-------------|
| 1 fat <i>fatter, the fattest</i> | 4 expensive |
| 2 easy | 5 young |
| 3 late | 6 happy |

2 How much can you remember about last year? In your notebook, complete the questions with the superlative form of the adjectives in brackets. Then ask and answer the questions in pairs.

- What was *the most beautiful* (beautiful) place you visited?
- What was (happy) day you can remember?
- What was (long) journey you made?
- What was (tasty) meal you ate?
- What was (bad) film you saw?

★3 Do you prefer shopping in a shopping centre or small shops? In your notebook, write five sentences to answer the question.

Price	low/high
Service	friendly/rude quick/slow
Other	busy/quiet relaxing/stressful cold/hot/warm/wet good/poor choice

I prefer shopping in a shopping centre because the prices aren't as high as in small shops ...

7.4 Wyrażenie *going to* oraz czas Present Continuous

Wyrażenia *going to* oraz czasu Present Continuous używamy, aby opisać plany, zamiary i wydarzenia zaplanowane w przyszłości.

Going to

Wyrażenia *going to* używamy, aby opisać plany i zamiary w przyszłości, które mogą się jeszcze zmienić.

I'm **going to get** there early.

We're **not going to invite** them.

Are you **going to watch** the football?

+	I You/We/They He/She/It	'm (am) going to buy a new car.	
		're (are) going to go shopping.	
		's (is) going to come home.	
-	I You/We/They He/She/It	'm not (am not) going to buy a new car.	
		aren't (are not) going to go shopping.	
		isn't (is not) going to come home.	
?	Am	I going to buy a motorbike?	Yes, I am. No, I'm not.
	Are	you/we/they going to go to a party?	Yes, you/we/they are. No, you/we/they aren't.
	Is	he/she/it going to stay?	Yes, he/she/it is. No, he/she/it isn't.
	When	are they going to visit Gran?	

Present Continuous

Czasu Present Continuous używamy, aby opisać sprecyzowane plany na przyszłość, których czas i/lub miejsce zostały określone.

The game **is starting** at 2.00.

My mum **isn't working** tomorrow.

Are you **going** to the party on Friday?

Określenia czasu stosowane z czasem Present Continuous w odniesieniu do przyszłości

tonight	next Monday/weekend
tomorrow	on Thursday morning/afternoon

1 In your notebook, finish these New Year's resolutions with *going to* and the ideas from the box (or your own).

buy get up revise spend less/more time study take up

- I missed the school bus again. This year, I'm *going to get up earlier every morning*.
- I'm not fit. This year, I ?
- I was so horrible to my sister last year. This year, I ?
- I feel so unfashionable. This year, I ?
- My marks for Maths are terrible. This year, I ?
- English is such a useful language. This year, I ?

2 In your notebook, complete the questions below with the Present Continuous form of the verbs in brackets. Then use Lee's note to ask and answer in pairs.

TRIP TO LONDON – Saturday

- train from Harlow Mill to Liverpool Street Station, London, leave 8.30 a.m. and arrive 9.45 a.m.
- meet Aunt Hannah for lunch, National Gallery café, 12.30 p.m.
- train to Harlow Mill from Liverpool Street Station, 6.35 p.m.

- What station is Lee leaving (Lee/leave) from? He's leaving from Liverpool Street.
- What time ? (he/arrive) in London?
- What time ? (he/catch) the train home?
- Who ? (Lee/meet) in London?
- What time ? (he/meet) her?
- Where ? (they/have) lunch?

★3 In your notebook, use *going to* to write three intentions you have for the next summer holidays. Then use the Present Continuous to write three plans for this evening.

This summer I'm going to help my mum decorate the kitchen.

This evening I'm watching the football match at 8 p.m.

8.2 Czasownik modalny *will* dla przewidywania wydarzeń w przyszłości

+	I/You/He/She/It/We/They	'll (will) win the match.	
-	I/You/He/She/It/We/They	won't (will not) lose.	
?	Will	I/you/he/she/it/we/they	win? Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.
	What time How	will will	the game you start? get there?

I think this will happen.
I don't think this will happen.
NIE I think this won't happen.

Watch OUT!

Określenia czasu używane z *will*

- tomorrow
- next week/month/year
- in 2035/twenty years' time/the next five years/the future
- by (= before) 2035/Christmas/my twentieth birthday/this time
- tomorrow/the end of the week

1 In your notebook, complete the sentences with *will* or *won't*. Then look at your sentences with *won't* and write what *will* happen.

- My country *won't* win the next football World Cup.
- It ? be bright and sunny tomorrow.
- I ? become famous in the next fifteen years.
- We ? get a surprise English test by the end of the week.
- The world ? end in 2035.
- I ? fall in love by Christmas.
- Our English teacher ? give us homework today.

*My country won't win the next football World Cup.
Germany will win it.*

2 Use *I think* and *I don't think* to transform your sentences from Exercise 1. Write them in your notebook. Then compare with a partner.

- A: *I don't think my country will win the next football World Cup. I think Germany will win it. What do you think? Will Germany win the next World Cup?*
B: *I think ...*

★3 Look at the article in Exercise 2 on page 96. In your notebook, write six sentences about life in 2035. Use the ideas from the box to help you.

classrooms a typical school timetable popular gadgets
travel fashion best and worst jobs

Classrooms will be very different in 2035. There won't be so many students and ...

8.4 Tryb warunkowy pierwszego stopnia

Trybu warunkowego pierwszego stopnia używamy, gdy chcemy powiedzieć, co wydarzy się w wyniku danej sytuacji lub wydarzenia (jeśli zaistnieją pewne warunki). Jeśli rozpoczynamy zdanie warunkowe od zdania podrzędnego (warunkowego), stawiamy po nim przecinek.

Present Simple	will + czasownik
If she studies hard,	she 'll pass the test.
If you don't pass ,	I 'll be disappointed.
If he doesn't pass ,	his mum won't be happy.

Kolejność zdań składowych można zmienić bez zmiany znaczenia zdania warunkowego. Jeśli zdanie warunkowe rozpoczynamy od zdania nadrzędnego (wynikowego), nie stawiamy po nim przecinka.

will + czasownik	Present Simple
She 'll pass the test	if she studies hard.
I 'll be disappointed	if you don't pass .
His mum won't be happy	if he doesn't pass .

Pytania zazwyczaj rozpoczynamy od zdania wynikowego (zawierającego *will*).

will + czasownik	Present Simple
Will you be angry	if you don't pass the test?
What will you do	if you get the best mark?

1 Use the verbs in brackets to make First Conditional sentences. Write them in your notebook.

- If I *become* (become) famous, I *won't forget* (not forget) my friends.
- I (tell) mum if you (do) that again.
- If my dad (not get) a new job, we (not move) house.
- You (not pass) if you (not do) any homework.
- If Patrick (help) me, I (help) him.
- If you (not panic), you (get) a good mark in the test.
- How (you/feel) if you (not pass) the test?
- (she/help) me if I (ask) her?

2 In pairs, use the ideas below to make First Conditional sentences. Write them in your notebook.

- pass all my exams → have a party →
 - we make a lot of noise → my parents tell us to be quiet → play a board game
- have my Maths exam → stay home to study → invite a friend to study with me →
 - get tired of studying → play a board game

1 *If I pass all my exams, I'll have a party.*

★3 In your notebook, write five First Conditional sentences about what you will do if you don't have any homework today.

1 *If I don't have any homework today ...*

9.2 Czas Present Perfect

Czasu Present Perfect używamy, aby opisać wydarzenia i sytuacje z przeszłości, nie określając, kiedy dokładnie miały one miejsce.

+	I/You/We/They	've (have) swum with dolphins.
	He/She/It	's (has) visited Ireland.
-	I/You/We/They	haven't (have not) swum with dolphins.
	He/She/It	hasn't (has not) visited Ireland.
?	Have I/you/we/they it?	Yes, I/you/we/they have . No, I/you/we/they haven't .
	Has he/she/it a lot?	Yes, he/she/it has . No, he/she/it hasn't .
	Where have you been ?	

Zdania w czasie Present Perfect tworzymy, używając czasownika *have/has* + imiesłów bierny czasownika (Past Participle).

Imiesłowy bierne czasowników regularnych mają taką samą formę jak formy czasu Past Simple.

I **have finished**. She **hasn't tried**. We **have stopped**.

Lista form nieregularnych znajduje się na str. 135.

They **have eaten**. He **has gone**. Have you **slept**?

Czas Present Perfect z *ever/never*

W pytaniach w czasie Present Perfect często używamy *ever* w znaczeniu „kiedykolwiek”.

Have you **ever** been to Spain?

W odpowiedziach przeczących używamy *never* („nigdy”).
No, I **have never** been to Spain.

- 1 Complete the text with the Present Perfect form of the verbs in brackets. Write the answers in your notebook.

ASK TODD!

Gemma ¹ *has written* (write) to ask me if it's better to travel alone or with other people. Well, it depends. Some of my nicest travel experiences ² ? (be) with my friends. My best friend, Scott, ³ ? (travel) with me to a lot of countries and we ⁴ ? (have) a lot of fun and we ⁵ ? (not fall) out! But my girlfriend ⁶ ? (never/be) abroad with me because we always argue when we're travelling!

- 2 In your notebook, make questions with *ever* and the Present Perfect. Use the phrases from the box or your own ideas. Then ask and answer the questions in pairs.

travel alone
go to a restaurant with friends
go on a school trip abroad
buy clothes without your parents
meet someone from another continent

A: *Have you ever travelled alone?*
B: *No, I've never travelled alone./Yes, I have.*

- ★3 In your notebook, write five sentences about things you have never done but hope to do in the future.

I've never been to New York – I hope to go there in the future.

9.4 Present Perfect with *already/just/yet*

W zdaniach twierdzących w czasie Present Perfect słowa *just* używamy, aby powiedzieć, że jakaś czynność właśnie miała miejsce, a słowa *already* aby podkreślić, że jakaś czynność już się wydarzyła. Słów *just* i *already* używamy między *have/has* i imiesłowem biernym.

He's **just** phoned. (*właśnie dzwonił*)
I've **already** checked the timetable. (*już sprawdziłem*)

Słowa *yet* używamy w przeczeniach w czasie Present Perfect, aby opisać czynności, których nie wykonaliśmy do chwili obecnej, lub w pytaniach, aby zapytać, czy jakaś czynność została już wykonana. Słowa *yet* używamy na końcu pytań i przeczeń.

We haven't bought all the food **yet**. (*jeszcze nie kupiliśmy*)
Have you bought tickets **yet**? (*Czy już kupiłeś bilety?*)

- 1 In your notebook, complete the sentences with *just* and the Present Perfect form of the verbs from the box.

make ~~do~~ tidy fix miss go

- There's a lot of food in the fridge. I've *just done* the shopping.
- I ? my computer. It's working again!
- Mark ? breakfast. It's on the table.
- Rona ? her bedroom. It's looking better now!
- I'm afraid you can't speak to mum now. She ? to work.
- We ? the bus – we'll be late now!

- 2 In your notebook, rewrite the underlined sentences using *yet* or *already*.

- Jason has arrived at the campsite. He's putting up his tent.
Jason has already arrived at the campsite.
- I'm not hungry, thanks. I've had breakfast.
- Hurry up! Have you finished?
- Wow – you're slow! We've finished.
- She can't come. She hasn't done her homework.
- Have they got their exam results?

- 3 In your notebook, make questions with *yet* about the things from the box. Then ask and answer the questions in groups.

eat lunch start learning for the next test
decide what to do at the weekend
see [name of film] at the cinema
plan your holiday

A: *Have you eaten lunch yet?*
B: *No, I haven't./Yes, I've already had my lunch.*

- ★4 In your notebook, write five sentences with news about your favourite stars or other people you know well. Use *just*, *already* or *yet*.

Messi has just joined Dortmund but he hasn't played yet.
My sister has just started university.

Student Activities

Unit 2 Lesson 2.1 Exercise 5

Fashion Quiz

Give yourself one point every time you have the same answer as your partner.

0–2 points – you are very different from your partner. Don't go shopping for clothes together!

3–5 points – you are not very different from your partner but you are not very similar either.

6–8 points – you and your partner have similar ideas about fashion. Go shopping together!

Unit 3 Lesson 3.1 Exercise 6

1 T 2 T 3 F 4 T 5 T 6 T 7 T 8 T 9 T

Unit 3 Lesson 3.4 Exercise 6

Use the prompts below to answer the questions in Exercise 6 on page 34.

- 1 Lee / call / police ✓
- 2 police / help / them X
- 3 Lee / Amy / go home X
- 4 look / town centre / hours. then / start / rain
- 5 stop raining / so / return / park
- 6 dog / be / there X
- 7 he / start / panic / imagine / terrible things

Unit 4 Revision Speaking Exercise 7

Student A

Choose a topic and tell a story:

- 1 A time you nearly gave up – but didn't.
- 2 A time when you didn't finish something because you spent too long online.

Unit 5 Lesson 5.3 Exercise 7

After dinner I went to bed but I couldn't stop thinking of the girl in the picture. I closed my eyes and tried to remember her face. When I opened my eyes, she was there. She spoke quickly. 'You have to help me! I can't do it!' She took me by the hand. But this time we went to the window. I opened the curtains and we went silently out onto the balcony. She pointed upwards. Once again, the kitten was on the roof. I began to climb.

The next morning, my gran came upstairs to wake me. When she entered the room, she stopped suddenly and pointed towards the bed.

'What is that?' she asked.

'It's a kitten,' I replied. I smiled and held the little black cat tightly in my arms.

Unit 5 Revision Speaking Exercise 6

Student A

- 1 You want to change the decoration in your bedroom. Ask Student B for advice. Then accept or reject the advice.
- 2 Give Student B advice for the surprise party he/she wants to organise. If he/she rejects your ideas, give him/her different advice.

Unit 7 Lesson 7.2 Exercise 4



Unit 7 Lesson 7.3 Exercise 2

- 1 If people are sitting, they aren't shopping.
- 2 Because then people relax and stay longer.
- 3 It's because if people can't get out easily, they stay longer and spend more money.
- 4 Because then shoppers walk past more shops.

Unit 7 Lesson 7.5 Exercise 5

How important is money to you?

Give yourself 2 points for every a) answer and 1 point for every b) answer.

5–6 points

For you money is like water. When you're thirsty, you have to drink. When you have money, you have to spend it. You don't know how to save money.

7–8 points

For you money is useful and important but you don't worry about it all the time. You are generous, but intelligent with your money. You don't spend more than you have but you don't try to save every penny.

9–10 points

For you money is a wonderful thing. It is so wonderful that you don't want to spend it. Maybe you need to learn how to enjoy spending money.

Unit 7 Revision Speaking Exercise 8

Student A

- 1 You go to a sports shop to buy a new tracksuit. You can't decide between a white one and a blue one.
- 2 You are a shop assistant in a shoe shop. Help Student B buy a new pair of shoes.

Student Activities

Unit 1 Revision Speaking Exercise 7

Student B

You work at a cinema. Use this information to answer Student A's questions.

FILMWORLD CINEMA	
Film	Time
X-Men: the End Sold Out	6.40 / 8.30
Up 2 Row 7 – No, Row 6 – Yes	6.50 / 8.40
Tickets	£6.95

Unit 2 Revision Speaking Exercise 7

Student B

- 1 Greet Student A. Say you're pleased to see him/her.
- 2 Give your news:
 - you're taking lots of photos with your smartphone
 - you've got two free tickets to a cool concert
 - your best friend isn't talking to you.
- 3 Listen and respond to Student A's news.

Unit 3 Revision Speaking Exercise 6

Student B

- 1 Student A started the argument but it was your fault too. You like Student A a lot and want to stay friends with him/her. Accept Student A's apology.
- 2 You posted an embarrassing photo of Student A on the internet. Now you feel bad about it. Apologise.

Unit 4 Revision Speaking Exercise 7

Student B

- 1 Listen to Student A's story.
- 2 Use phrases like *Awesome! / No way!* [lesson 2.6].
- 3 Ask questions to show you are listening: *How did you feel? / What did you do? / Why did you do that?* etc.

Unit 5 Revision Speaking Exercise 6

Student B

- 1 Give Student A advice on how to change the decoration in his/her bedroom. If he/she rejects your ideas, give him/her different advice.
- 2 You want to organise a surprise party for a friend. Ask Student A for advice. Then accept or reject the advice.

Unit 6 Revision Speaking Exercise 6

Student B

- 1 Answer Student A's question – you're unhappy because you've got bad toothache.
- 2 Listen to Student A's advice.
- 3 Thank Student A for his/her advice.

Unit 7 Revision Speaking Exercise 8

Student B

- 1 You are a shop assistant in a sports shop. Help Student A buy a new tracksuit.
- 2 You go to a shoe shop to buy a new pair of shoes. You can't decide between boots or trainers.

Unit 8 Revision Speaking Exercise 7

Student B

- 1 You are at a Student Careers office. You enjoy working with your hands, being creative, working alone and being in contact with nature.
- 2 You're thinking of working as an accountant.
- 3 Listen to Student A's advice. Say which advice you agree with: *I probably won't enjoy ... / I might / may be good at working as a ...*

Unit 9 Revision Speaking Exercise 6

Student B

- 1 Student A wants to go mountain biking tomorrow and asks for permission to use your bike. Refuse permission. You want to use the bike yourself tomorrow. Then Student A asks for permission to borrow a helmet. Give permission. You have an old helmet you never use.
- 2 You hear that Student A is going on a camping trip with some friends. Ask for permission to go with him/her. If Student A agrees, say you don't have a tent and ask for permission to share Student A's tent.

Irregular Verbs List

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	
be [bi:]	was/were [wɒz/wɜ:]	been [bi:n]	być
become [brɪkəm]	became [brɪ'keɪm]	become [brɪ'kæm]	stawać się
begin [brɪ'gɪn]	began [brɪ'gæn]	begun [brɪ'gʌn]	zaczynać (się)
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]	łamać, psuć (się), potłuc
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	przynosić
build [bɪld]	built [bɪlt]	built [bɪlt]	budować
burn [bɜ:n]	burned [bɜ:nd]/burnt [bɜ:nt]	burned [bɜ:nd]/burnt [bɜ:nt]	palić (się), oparzyć (się)
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	kupować
can [kæn]	could [kʊd]	been able to [bi:n 'eɪbl tə]	móc, potrafić
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	łapać
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	wybierać
come [kʌm]	came [keɪm]	come [kʌm]	przychodzić
cost [kɒst]	cost [kɒst]	cost [kɒst]	kosztować
cut [kʌt]	cut [kʌt]	cut [kʌt]	ciąć
do [du:]	did [dɪd]	done [dʌn]	robić
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	rysować
dream [dri:m]	dreamed [dri:md]/dreamt [dremt]	dreamed [dri:md]/dreamt [dremt]	śnić, marzyć
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	pić
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]	prowadzić samochód
eat [i:t]	ate [et]	eaten ['i:tn]	jeść
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lɪn]	upadać
feed [fi:d]	fed [fed]	fed [fed]	karmić
feel [fi:l]	felt [felt]	felt [felt]	czuć (się)
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	walczyć
find [faɪnd]	found [faʊnd]	found [faʊnd]	znajdować
fly [flaɪ]	flew [flu:]	flown [fləʊn]	latać
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	zapominać
forgive [fə'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvn]	wybaczyć
get [get]	got [gɒt]	got [gɒt]	dostawać
give [gɪv]	gave [geɪv]	given ['gɪvn]	dawać
go [gəʊ]	went [went]	gone [gɒn]	iść, jechać
grow [grəʊ]	grew [gru:]	grown [grəʊn]	rosnąć, sadzić
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	wisieć
have [hæv]	had [hæd]	had [hæd]	mieć
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	słyszeć
hit [hɪt]	hit [hɪt]	hit [hɪt]	uderzać
hold [həʊld]	held [held]	held [held]	trzymać
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	ranić
keep [ki:p]	kept [kept]	kept [kept]	(za)trzymać
know [nəʊ]	knew [nju:]	known [nəʊn]	wiedzieć, znać
learn [lɜ:n]	learned [lɜ:nd]/learnt [lɜ:nt]	learned [lɜ:nd]/learnt [lɜ:nt]	uczyć się
leave [li:v]	left [left]	left [left]	opuszczać
lend [lend]	lent [lent]	lent [lent]	pożyczyć (komuś)
let [let]	let [let]	let [let]	pozwolić
lie [laɪ]	lay [leɪ]	lain [leɪn]	kłaść się

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	
lose [lu:z]	lost [lɒst]	lost [lɒst]	gubić, stracić
make [meɪk]	made [meɪd]	made [meɪd]	robić
meet [mi:t]	met [met]	met [met]	spotykać
pay [peɪ]	paid [peɪd]	paid [peɪd]	płacić
put [pʊt]	put [pʊt]	put [pʊt]	kłaść
read [ri:d]	read [red]	read [red]	czytać
ride [raɪd]	rode [rəʊd]	ridden ['rɪdn]	jeździć (na)
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	dzwonić
run [rʌn]	ran [ræn]	run [rʌn]	biegać
say [seɪ]	said [sed]	said [sed]	mówić
see [si:]	saw [sɔ:]	seen [si:n]	widzieć
sell [sel]	sold [səʊld]	sold [səʊld]	sprzedawać
send [send]	sent [sent]	sent [sent]	wysłać
set [set]	set [set]	set [set]	ustawić
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	pokazać
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	śpiewać
sit [sɪt]	sat [sæt]	sat [sæt]	siedzieć
sleep [sli:p]	slept [slept]	slept [slept]	spać
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]	mówić
spend [spend]	spent [spent]	spent [spent]	spędzać, wydawać
stand [stænd]	stood [stʊd]	stood [stʊd]	stać
steal [sti:l]	stole [stəʊl]	stolen ['stəʊlən]	kraść
sweep [swi:p]	swept [swept]	swept [swept]	zamiatać
swim [swɪm]	swam [swæm]	swum [swʌm]	pływać
take [teɪk]	took [tuk]	taken ['teɪkən]	brać
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	uczyć (kogoś)
tell [tel]	told [təʊld]	told [təʊld]	powiedzieć, opowiadać
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	myśleć
understand [ˌʌndə'stænd]	understood [ˌʌndə'stʊd]	understood [ˌʌndə'stʊd]	rozumieć
wake [weɪk]	woke [wəʊk]	woken ['wəʊkən]	budzić (się)
wear [weə]	wore [wɔ:]	worn [wɔ:n]	nosić, mieć na sobie
win [wɪn]	won [wʌn]	won [wʌn]	wygrywać
write [raɪt]	wrote [rəʊt]	written ['rɪtn]	pisać

English Class... ... o jakiej marzysz!

Dzięki English Class lekcje języka angielskiego stają się **przepustką do świata komunikacji**. Aktualne teksty, różnorodne zadania, naturalny język i ciekawy kontekst kulturowy nie tylko zainteresują uczniów klas 4-8, ale przede wszystkim pomogą im **skutecznie porozumiewać się** w języku obcym i rozwijać **poprawność językową**.

ENGLISH CLASS POWSTAŁ Z MYŚLĄ O 8-KLASOWEJ SZKOLE PODSTAWOWEJ

- w 100% realizuje wymogi nowej podstawy programowej, w tym wszystkie zakresy tematyczne
- pozwala elastycznie dopasować ścieżkę kursu do poziomu zaawansowania siódmoklasistów
- umożliwi sukces na egzaminie ósmoklasisty

ENGLISH CLASS STAWIA NA AUTENTYCZNE MATERIAŁY ŹRÓDŁOWE

- ilustruje praktyczne zastosowanie nowych struktur poprzez krótkie scenki sytuacyjne
- umożliwia uczniom osłuchanie się z naturalnym językiem dzięki materiałom BBC
- zachęca do interakcji i realizacji wyznaczonych celów komunikacyjnych dzięki modelowym wypowiedziom

ENGLISH CLASS OTWIERA UCZNIÓW NA ŚWIAT

- uczy współpracy i rozwija kompetencje społeczne
- zachęca do odkrywania nowych sposobów uczenia się z wykorzystaniem nowoczesnych technologii
- zapoznaje uczniów z kulturą krajów anglojęzycznych, m.in. dzięki materiałom BBC, i zaprasza do spojrzenia na nią w szerszym kontekście



**ZGODNY Z NOWĄ
PODSTAWĄ PROGRAMOWĄ**

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

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