

1 CZŁOWIEK

SŁOWNICZEK ▶ strona 86 | GRAMMAR BANK ▶ strona 94 | FUNCTIONS BANK ▶ strona 108



1 2 **Postłuchaj nagrania i wykonaj zadanie.**

dishonest people
honest people
 casual clothes
smart clothes
 loose/baggy jeans
tight jeans
 straight hair
curly hair
 short men
tall men
 hard-working students
lazy students

Exercise 1

- elderly (the other two refer to someone's build)
- fashionable (the other two are patterns)
- a sleeve (the other two are items of clothing / are worn around the neck)
- amused (the other two refer to a lack of energy)
- pale (the other two describe someone's character)
- selfish (the other two are positive traits)
- a fringe (the other two describe facial hair)
- to fill in (the other two refer to wearing clothes)

1 Wskaż słowo, które nie pasuje do pozostałych dwóch. Uzasadnij swoją odpowiedź.

- | | | |
|--------------|-------------|-------------|
| 1 elderly | overweight | thin |
| 2 checked | fashionable | plain |
| 3 a tie | a sleeve | a scarf |
| 4 amused | exhausted | tired |
| 5 ambitious | impatient | pale |
| 6 loyal | selfish | sociable |
| 7 a beard | a fringe | a moustache |
| 8 to fill in | to put on | to take off |

2 W parach odpowiedzcie na pytania. Uzasadnijcie swoje odpowiedzi.

- Does everyone have a middle name?
No. Some people only have their first name and surname.
- Is a hoodie a part of a tracksuit?
Yes.
- Do people usually get wrinkles when they're old?
Yes.
- Does a confident person often feel embarrassed?
No. Confident people rarely feel embarrassed.
- Is a bracelet a type of underwear?
No. It's a type of jewellery.
- Do brave people usually feel frightened?
No. Brave people don't usually feel frightened.
- When two patterns go well, do they match?
Yes.
- Do stubborn people often change their mind?
No. Stubborn people hardly ever change their mind.

3 W zeszytcie uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. Czasami należy dodać inne wyrazy, aby zdanie było gramatycznie poprawne. Następnie w parach odpowiedzcie na pytania.

- (your best friend / live) ^{Does your best friend live} _____ near you?
- (you / wear) Are you wearing anything with a zip now?
- What would you like (be) to be good at?
- How many pairs of jeans (you / have got) ^{have you got} _____?
- What (you / like / talk) ^{do you like talking / to talk} _____ about with your friends?
- (you / enjoy / play) ^{Do you enjoy playing} _____ computer games?

4 W zeszytcie przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać poprawne i logiczne zdania. W parach powiedzcie, które zdania są prawdziwe w waszym przypadku.

- I have English (trzy razy w tygodniu) three times a week.
- My best friend (interesuje się) is interested in sport.
- (Nigdy nie kupuję) I never buy clothes that I can't (przymierzyć) try on.
- (Nie myślę) ^{I'm / I am} not thinking about my end-of-school exam now.
- I think that yellow (nie pasuje) doesn't / does not suit me.
- (To zadziwiające) ^{It's / it is surprising/} amazing that I can remember so many English words from last year's classes.

5 W zeszytcie uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie dwa wyrazy.

- How do you say 'zazdrosny' in English? What's the English for 'zazdrosny'?
- Are you into travelling? Are you keen on travelling?
- Can you explain that? What do you mean?
- Could you repeat that, please? Could you say that again, please?

6 **USE OF ENGLISH** W zeszytcie uzupełnij tekst, wpisując w każdą lukę jedno słowo z ramki. Cztery wyrazy zostały podane dodatkowo.

age birth description feeling means
 occupation seems sense

People watching

I work in a busy place where I can watch a lot of people. It's fun to try to guess something about the people you see. 'Why is that lady wearing a suit and high heels? Is it because of her ¹ occupation or is she going to a party?'



'How about that young man? Are we the same ² age? Does he have a ³ sense of humour? I think he hates waiting because he ⁴ seems impatient.'

A lot of questions go through my mind, but I don't often get the answers.

7 W parach odpowiedzcie na pytania.

- Where do you think the woman in Exercise 6 works?
- Do you enjoy watching people?

4 | Powtórzenie z części 1

REFERENCES

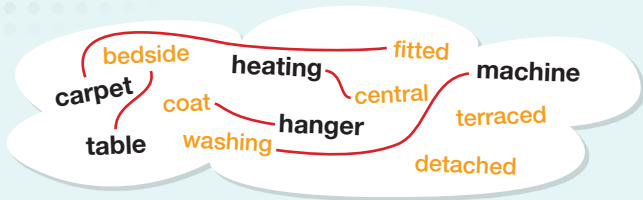
TB >>> SB AUDIOSCRIPTS, p. 113

MIEJSCE ZAMIESZKANIA 2

SŁOWNICZEK ▶ strona 87 | GRAMMAR BANK ▶ strona 97 | FUNCTIONS BANK ▶ strona 108



1 3 Posłuchaj nagrania i wykonaj zadanie.



1 Przeczytaj pytania i wskaż jedną lub dwie poprawne odpowiedzi.

- Which of these things do you normally find on a bed?
A a curtain **B** a duvet **C** a pillow
- Which of these things do you often find inside a wardrobe?
A blinds **B** plants **C** shelves
- Which of these things do you often find in front of a house?
A a driveway **B** a fence **C** a fireplace
- Which of these is located below the ground floor?
A an attic **B** a basement **C** a lawn

2 W zeszytcie uzupełnij pytania wyrazami z ramki. Jedno słowo zostało podane dodatkowo. Następnie w parach odpowiedzcie na pytania.

furnished pay rent tidy tiny

Would you prefer ...

- to have your own ¹ tiny room or share a spacious one with a family member?
- to ² rent a flat with other students or live in a hall of residence?
- to move into a ³ furnished flat or into an empty one and buy the tables and chairs yourself?
- to ⁴ tidy up a messy kitchen twice a week or cut a lawn every week?

3 Wskaż słowa, które poprawnie uzupełniają tekst.

The building in the photo isn't a chimney or a castle tower. ¹ It / There / They is an unusual apartment block in the Swedish city of Kalmar. In the past, ² these / this / those was a water tower. Now inside the tower, ³ they / there / that are eleven apartments on fifteen floors. A modern lift can take you to the top, but in the old water tower there was ⁴ any / not / no lift, just stairs. The tower overlooks the whole city and the sea, so the view is amazing. Another plus is peace and quiet because there aren't ⁵ any / some / no other big houses near the building.



4 Przeczytaj komentarze osób wynajmujących wakacyjne mieszkania i domy. W zeszytcie uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- I don't think this is a well-equipped kitchen. (there / be / no / knife) ___, plates or mugs!
- These are great holiday homes for (family / with / child) ___.
- (be / there) ___ a car park nearby? No, but the public transport is really convenient.
- Last night (there / be / two / party) ___ upstairs.
- It's a peaceful area now, but in the future (there / be) ___ more tourists.

Exercise 4

- There are no knives
- families with children / families with a child
- Is there
- there were two parties
- there will be

5 W zeszytcie uzupełnij pytania zgodnie z polskim poleceniem. W każdą lukę możesz wpisać maksymalnie trzy słowa. Następnie odpowiedz na pytania.

- Zapytaj o odległość: ___ it to the town/city centre from your school?
- Zapytaj o czas dojazdu: ___ it ___ you to get to school in the morning?
- Zapytaj o liczbę: ___ classrooms ___ on this floor?
- Zapytaj o wiek: ___ the school building?
- Zapytaj o cenę: ___ a school meal?
- Zapytaj o miejsce: ___ the nearest park?

Exercise 5

- How far is
- How long does ... take
- How many ... are there
- How old is
- How much is
- Where is

6 USE OF ENGLISH Przeczytaj opis zdjęcia. W zeszytcie uzupełnij każdą lukę jednym wyrazem tak, aby powstał spójny i logiczny tekst zgodny z ilustracją.



In the photo, I can see two ¹ people, probably in their new flat. They're trying to put together some furniture. The man is sitting on the ² floor, reading some instructions. The woman is sitting ³ behind him on the sofa, working on her laptop. I think she is looking for some information on the Internet to help the man because he ⁴ seems/looks/is confused. There are some ⁵ boxes/tools next to the man, so I guess they've got a lot of work to do.

Powtórzenie z części 1 | 5

REFERENCES

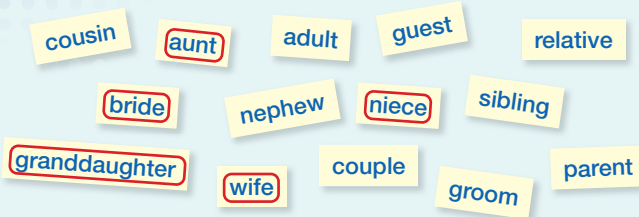
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3 ŻYCIE PRYWATNE

SŁOWNICZEK ▶ strona 88 | GRAMMAR BANK ▶ strona 98 | FUNCTIONS BANK ▶ strona 109



1 4 Postępuj nagrania i wykonaj zadanie.



1 1 5 Postępuj wypowiedzi czterech osób. Do każdej osoby dopasuj odpowiadającą jej uroczystość. Jedna uroczystość została podana dodatkowo. Zapisz odpowiedzi w zeszyście.

- | | | |
|------------|--------------|-------------------|
| 1 Patricia | A | A a wedding |
| 2 Jeremy | B | B a name day |
| 3 Rob | C | C New Year's Eve |
| 4 Kate | D | D All Saints' Day |
| | E | E Mother's Day |

2 W zeszyście uzupełnij zdania, wpisując w każdą lukę jedno słowo. Jeśli żadne słowo nie jest konieczne, wstaw Ø. Następnie w parach odpowiedzcie na cztery wybrane pytania.

- What do teenagers usually complain about?
- Do you ever borrow clothes from your parents?
- Who looks after your home when you're on a family holiday?
- Where do you and your friends like hanging out?
- When was the last time an adult apologised to you?
- What can cheer you up when you're in a bad mood?
- Have you ever met Ø someone famous?
- Do you get on well with your cousins?

3 W zeszyście uzupełnij zdania czasownikami w nawiasach w czasie Past Simple lub Present Perfect. W parach powiedzcie, które zdania są prawdziwe w waszym przypadku.

- My friends (**not share**) ___ any photos with me today yet.
- Last week I (**spend**) ___ too much time online.
- I (**not do**) ___ the vacuuming for a week.
- I think I (**already / get**) ___ to know all my classmates well.
- I (**not tidy**) ___ my desk yesterday.
- I (**just / check**) ___ something on a social networking site.
- I (**make**) ___ my bed before breakfast.

Exercise 3

- haven't / have not shared
- spent
- haven't / have not done
- 've/have already got
- didn't / did not tidy
- 've/have just checked
- made

4 Wskaż słowa, które poprawnie uzupełniają tekst.



Good friends argue well

I think it's natural for friends to disagree with each other from time to time. My best friend and I have argued twice ¹since / on Monday. ²On / In Tuesday evening, we had a little argument about the generation gap. Then yesterday, we ³argued / have argued about what to do ⁴in / at the weekend. Although we have occasional fights, we ⁵never fell / have never fallen out permanently. This is because we have good arguments. We talk about our own feelings and try to understand the other person's opinion. I believe a good argument can solve problems and clear the atmosphere. After all, we ⁶are / have been friends ⁷for / since 50 years!

5 1 6 Postępuj nagrania. Przyporządkuj wypowiedzi 1–5 do pytań A–F. Jedno pytanie nie pasuje do żadnej wypowiedzi. Zapisz odpowiedzi w zeszyście.

- | | |
|--|---|
| A Kto przyjmuje przeprosiny? | 5 |
| B Kto prosi o powtórzenie zdania? | 1 |
| C Kto składa gratulacje? | 4 |
| D Kto składa życzenia? | 2 |
| E Kto przeprasza za to, co powiedział? | |
| F Kto odwzajemnia życzenia? | 3 |

6 **USE OF ENGLISH** Wykorzystując podane wyrazy, uzupełnij w zeszyście każde zdanie z luką tak, aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany.

- I got this board game last Christmas. **HAVE**
I have/ve had this board game since Christmas.
- When did you first do voluntary work? **OLD**
How old were you when you first did voluntary work?
- They haven't met up for six months. **MONTHS**
They last met up six months ago.
- Is this Tim's first chess game? **EVER**
Has Tim ever played chess?

6 | Powtórzenie z części 1

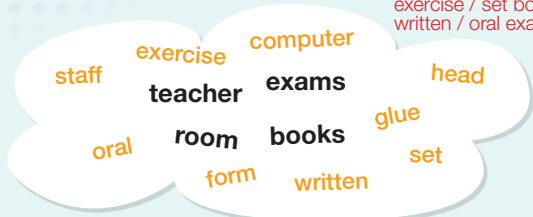
REFERENCES

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Posłuchaj nagrania i wykonaj zadanie.

head / form teacher;
staff / computer room;
exercise / set books;
written / oral exams



1 W parach odpowiedzcie na pytania. Uzasadnijcie swoje odpowiedzi.

- Does a librarian work in a cloakroom?
No. A librarian works in a library. A cloakroom is a place where you can leave your coat.
- Is a caretaker a primary school teacher?
No. A caretaker looks after the school building.
- Does IT stand for 'international test'?
No. IT stands for Information Technology. It's a school subject.
- Do disrespectful students often get in trouble with the head teacher?
Yes.
- Do gifted students usually get into the best secondary schools?
Yes.
- Is a ruler a type of school uniform?
No. It's a tool for measuring things.
- Are students in the school gym when they're playing truant?
No. When you play truant, you're absent from school without permission.

2 Używając podanych w nawiasach słów, zamień podkreślone fragmenty zdań tak, aby w pełni zachować sens zdań wyjściowych. Zapisz odpowiedzi w zeszyte. W parach porównajcie, które zdania są dla was prawdziwe.

- I'm always very punctual for school. (**late**) *never late*
- I've passed every English test. (**failed**) *'ve/have never failed an*
- I attended all the lessons last week. (**miss**) *didn't / did not miss any*
- I can't concentrate in class. (**attention**) *pay attention*
- Sometimes I am lazy at school. (**work**) *don't / do not work hard*
- I studied everything again before my last test. (**revised**) *revised everything for*

3 Które z wyrażień nie pasuje do wyróżnionego czasownika? Posłuchaj nagrania i sprawdź. Napisz zdania z wyrażeniami, które sprawiły ci problemy.

- You can **make** plans / friends / an exercise / mistakes / progress. *an exercise (you can do an exercise)*
- You can **take** part in a competition / an impression / an exam / notes / a message. *an impression (you can make an impression)*
- You can **do** your homework / a task / your best / well at school / a phone call. *a phone call (you can make a phone call)*
- You can **get** ready for an exam / a break / the results of a test / good grades / lost. *a break (you can take or have a break)*

4 W zeszyte uzupełnij każdą lukę jednym wyrazem.

- Mark is an honest person. He never cheats in exams.
- How kind of you to lend me your notes!
- Do any of your classmates go to school by bike?
- Guess who wrote the longest essay!
- My father says he's not patient enough to teach others.

5 W zeszyte przetłumacz na język angielski fragmenty podane w nawiasach. W parach odpowiedzcie na pytania.

- Do any of your teachers complain that you speak (za cicho) too quietly? *the most creative person*
- Who is (najbardziej kreatywną osobą) _____ in your family? *worse*
- Did you do (gorzej niż) than usual in the last Maths test? *as hard-working as*
- Are you (tak pracowity jak) _____ you'd like to be?
- This is (takie proste ćwiczenie) such an easy exercise!

6 Usłyszysz pięć wypowiedzi. Do każdej z nich dobierz właściwą reakcję. Jedna reakcja została podana dodatkowo.

- A What a pity! Can you retake it? 2
B No, thanks. I'll call again tomorrow. 1
C Calm down. You'll do well. 4
D Thanks for calling.
E How wonderful! 3
F Speaking. 5

7 **USE OF ENGLISH** Przeczytaj tekst i wybierz poprawne uzupełnienie luk: A, B lub C. Zapisz odpowiedzi w zeszyte.



Our world is changing ¹ ___ quickly that it's hard to predict even the near future. We're not sure what knowledge and skills will be more useful or ² ___ important in twenty years' time. So how can schools prepare young people ³ ___ for adult life in this situation? Perhaps, in this Internet era, we shouldn't expect students to learn so many facts by ⁴ ___. It's a good idea to teach them how to think critically and connect information from different areas to understand the complicated modern world.

- | | | |
|------------------|---------------|---------------|
| 1 A as | B so | C such |
| 2 A better | B less | C extreme |
| 3 A good | B excellent | C well |
| 4 A heart | B memory | C mind |

Powtórzenie z części 1 | 7

5 ŚWIAT PRZYRODY

SŁOWNICZEK ▶ strona 90 | GRAMMAR BANK ▶ strona 102 | FUNCTIONS BANK ▶ strona 109



10D Posłuchaj nagrania i wykonaj zadanie.

Possible answers:

- 1 **insect** mosquito
- 2 **natural disasters** fire, flood
- 3 **weather words** chilly, cloud(y), cold, cool
- 4 **animals** salmon, seal, shark, sheep, snail, squirrel, stork



1 W parach odpowiedzcie na pytania.

- 1 Which type of animal is a whale?
 - A mammal
 - B reptile
 - C fish
- 2 What do you call the place where litter goes?
 - A landfill
 - B field
 - C landscape
- 3 Where do avalanches happen?
 - A in a desert
 - B in a rainforest
 - C in the mountains
- 4 What has an eagle got?
 - A hoofs and a tail
 - B wings and fur
 - C feathers and a beak
- 5 What do we say about species that don't exist any more?
 - A They're harmful.
 - B They're extinct.
 - C They're endangered.
- 6 What causes global warming?
 - A solar power
 - B renewable energy
 - C greenhouse gases

Exercise 2

- 1 weather forecast
- 2 recycle rubbish
- 3 planted a tree
- 4 wasting energy
- 5 from a shelter
- 6 air pollution

Exercise 6

- 1 In twenty years / In twenty years' time
- 2 you mustn't / must not
- 3 Were you able to / Did you manage to
- 4 going to be sunny

2 **11D** Posłuchaj nagrania i uzupełnij zdania. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. W parach odpowiedzcie na pytania.

- 1 Do you know the ___ for tomorrow?
- 2 Do you always know how to ___ properly?
- 3 Have you ever ___ or a fruit bush?
- 4 Do you think your family is ___ and water?
- 5 Do you know anyone who adopted a dog ___?
- 6 How bad is the ___ where you live?

3 W zeszytcie uzupełnij tekst, wpisując w każdą lukę jedno słowo z ramki. Cztery wyrazy zostały podane dodatkowo.

consists must need path plants
protects roots tail

Gardens by the Bay

If you ever go to Singapore, you ¹ must visit the Gardens by the Bay. This is a modern nature park with public gardens, a lake and the largest greenhouse in the world. The greenhouse ² consists of two buildings: one with flowers from the whole world and the other, called Cloud Forest, with rainforest ³ plants. They grow on a 35-metre high mountain with a waterfall and a special ⁴ path which you can walk up to the top.



4 W zeszytcie uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 1 We (go / spend) ___ the whole day at the Gardens by the Bay tomorrow. ^{re/are going to spend}
- 2 Visit the Gardens when it's dark. I'm sure you (not / be) ___ disappointed. ^{won't / will not be}
- 3 I (have to) had to save up to go there, but it was worth the money. ^{doesn't / does not have to}
- 4 Your dog (not / have to) ___ stay at home. You may take it to the Gardens, but it must be on a leash. ^{aren't / are not allowed to}
- 5 You (be / not / allowed) ___ drop litter in the street. It's illegal.

5 W zeszytcie uzupełnij każdą lukę jednym wyrazem.

- 1 X: Do you mind if I take a picture of your dog?
Y: No, not at all. Go ahead.
- 2 X: Can/May/Could I feed the deer?
Y: I'm sorry, but feeding animals in the park is forbidden.
- 3 X: Is it OK to touch wild dolphins?
Y: I'm afraid not. It may cause them stress.

6 **USE OF ENGLISH** W zeszytcie przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać poprawne i logiczne zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 1 (Za dwadzieścia lat) ___ lots of species will be extinct.
- 2 During an earthquake, (nie wolno) ___ stand next to a window.
- 3 (Czy byliście w stanie) ___ prepare for the hurricane?
- 4 Look at the clear sky. It's (będzie słonecznie) ___ today.

8 | Powtórzenie z części 1

REFERENCES

TB >>> SB AUDIOSCRIPTS, p. 113

PODRÓŻOWANIE I TURYSTYKA 6

SŁOWNICZEK ▶ strona 91 | GRAMMAR BANK ▶ strona 104 | FUNCTIONS BANK ▶ strona 110



12 Posłuchaj nagrania i wykonaj zadanie.

book cross fasten
pack climb miss

Possible answers:

book a flight / a room / a hotel / a table
climb a mountain / a hill / a rock / a tree / the stairs
cross a street / a bridge
fasten a seatbelt / a jacket / a bag
miss the bus / the train / the flight / (your) family / (your) friends
pack a suitcase / a backpack / (your) clothes / (your) things

1 W zeszytcie połącz fragmenty zdań 1–7 oraz A–G tak, aby utworzyć spójne wypowiedzi.

- 1 A hostel is ... E
- 2 A ferry is ... C
- 3 A flight attendant is ... G
- 4 A gate can be ... F
- 5 A suitcase is ... A
- 6 A postcard can be ... B
- 7 A voyage is ... D

A a piece of luggage.
B a souvenir.
C a means of transport.
D a type of journey.
E a type of accommodation.
F a place at an airport.
G someone who works on a plane.

2 W zeszytcie uzupełnij pytania wyrazami z ramki. Dwa słowa zostały podane dodatkowo. W parach odpowiedzcie na pytania.

abroad aisle camper van
excursion foot hitchhike
sunbathe

Would you prefer ...

- to ¹ sunbathe on a beach or go hiking in the mountains?
- to explore a new city on ² foot or by bike?
- to go on holiday in your own country or ³ abroad ?
- to sit in an ⁴ aisle seat on a bus next to a friend or in a window seat next to a stranger?
- to travel around the world in a ⁵ camper van or go on a round-the-world backpacking trip?

3 Wskaż formy, które poprawnie uzupełniają tekst. W parach odpowiedzcie na pytanie.

On holiday alone

Most people can't imagine going on holiday on ¹ their / them / they own. They say we can only enjoy ² us / our / ourselves if we travel with family or friends. I don't agree with ³ their / theirs / them. I think travelling alone can be a great experience too. When I first went on a solo trip at the age of 20, I learnt a lot about ⁴ myself / me / mine because I listened to ⁵ my / mine / me own thoughts more carefully. I was also more willing to meet new people. When we travel with friends, we mostly talk to one ⁶ other / others / another and we don't feel the need to talk to strangers. Another great thing about solo travel is that you never argue with ⁷ you / yourself / yourselves. Can you imagine going on holiday alone? Write a comment.



4 W zeszytcie przetłumacz na język angielski fragmenty podane nawiasach. Przyporządkuj zdania do rodzajów wakacji z ramki.

cruise 1 day out 3 package holiday 5 sightseeing tour 2
winter camp 4

- 1 When we (przybyliśmy) arrived in Scotland after two days of sailing, the day was cold and grey, but luckily, it (nie padało) wasn't / was not raining.
- 2 After everyone (wsiadł) got on the bus, the guide (opowiedział) told us the legend about the city dragon.
- 3 We (wynajęliśmy) hired/rented bikes at the railway station and we (pojechaliśmy) rode/went to see some local attractions.
- 4 While the boys (robili) were doing special exercises in the gym, the girls (uczyły się) were learning how to snowboard outdoors.
- 5 I (pobiegłam) ran to see the pool when my parents (meldowali się) were checking in at the hotel.

5 Przeczytajcie wypowiedzi 1–4. W parach zdecydujcie, czy opis sytuacji jest poprawny.

- 1 'Is this seat taken?': Someone would like to sit down. **Correct/True**
- 2 'A return to Glasgow, please.': Someone wants to go to Glasgow and back. **Correct/True**
- 3 'Which platform does it depart from?': Someone wants to know the departure time. **Not correct/False**
- 4 'Go past the clock tower.': Someone is showing the way. **Correct/True**

6 **USE OF ENGLISH** W zeszytcie uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. Czasami należy dodać inne wyrazy, aby zdanie było gramatycznie poprawne. W każdej lukę możesz wpisać maksymalnie cztery wyrazy.

- 1 Which hotel (Tim / stay) ___ when you met him in Łódź last week?
- 2 This airline (lose / my mother) ___ luggage three times last year!
- 3 Alex and Alan shook hands and (introduce / they) ___ each other.
- 4 I saw you in the main square yesterday. What (you / do) ___ there?

Exercise 6

- 1 was Tim staying in/at
- 2 lost my mother's
- 3 introduced themselves to
- 4 were you doing

REFERENCES

TB >>> SB AUDIOSCRIPTS, p. 113

Powtórzenie z części 1 | 9

7 ŻYWIENIE

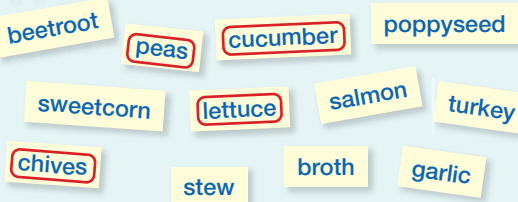
SŁOWNICZEK ▶ strona 92 | GRAMMAR BANK ▶ strona 106 | FUNCTIONS BANK ▶ strona 111



13D Posłuchaj nagrania i wykonaj zadanie.

Exercise 4

- Let's cook
- Boil (some/the) water
- don't add as/so much
- How much salt



1 W parach odpowiedzcie na pytania.

- Which can be stale: watermelon or **doughnuts**?
- Which do you peel: butter or **onions**?
- Which isn't suitable for vegetarians: **lamb** or cereal?
- Which can you grate: yoghurt or **cheese**?
- Which tastes sour: **vinegar** or oil?
- What do you put under a plate: cutlery or **a tablecloth**?
- Which can you buy in tins: **beans** or rice?

2 **14D** Posłuchaj nagrania. Przyporządkuj wypowiedzi osób 1–4 do potraw A–E, o których mówią. Jedna potrawa nie pasuje do żadnej osoby. Odpowiedzi zapisz w zeszytcie.

- A tomato soup **2**
 B cherry pie **4**
 C salad **3**
 D fried eggs
 E pancakes **1**

3 Wskaż formy, które poprawnie uzupełniają zdania. W parach ułóżcie podobne zdania.

- My parents say that I eat too **little** / **few** for a / **0** breakfast.
- I haven't eaten **any** / **some** red meat lately. I haven't eaten **much** / **many** seafood either.
- My favourite sandwich is wholemeal bread with **some** / **a** butter and cheese.
- I take **no** / **few** sugar in my tea, but I like to add **a slice of** / **a few** lemon.
- I don't have **much** / **many** snacks between meals, usually **a** / **a few** banana or a / **some** crisps.
- My family order takeaway food **a few** / **a little** times a month.

4 W zeszycie przetłumacz na język angielski fragmenty podane w nawiasach.

- X: ¹(Ugotujmy coś) ___ something for dinner together.
 Y: How about spaghetti with a mushroom sauce?
 X: Great. ²(Zagotuj wodę) ___ for the pasta and I'll make the sauce.
 Y: But ³(nie dodawaj tak dużo) ___ pepper as last time.
 X: OK, and you must remember to add salt to the water.
 Y: I know. ⁴(Ile soli) ___ should I use for this pot?
 X: A teaspoon should be enough.

5 **15D** W zeszycie uzupełnij zdania, wpisując w każdą lukę jedno słowo. Posłuchaj nagrania i sprawdź. W parach zdecydujcie, kto wypowiada poszczególne zdania: gość w restauracji czy kelner?

- Can I get you anything **else**? **Waiter**
- Are you **ready** to order? **Waiter**
- Can I have the bill, **please**? **Guest**
- Here's your pasta. **Enjoy** your meal! **Waiter**
- I'll **have** the tuna and chips, please. **Guest**
- I'd like to book a **table** for two for 6 p.m. **Guest**
- How** was everything? **Waiter**
- What would you like **for** dessert? **Waiter**

6 **USE OF ENGLISH** W zeszycie uzupełnij tekst, wpisując w każdą lukę jedno słowo z ramki. Cztery wyrazy zostały podane dodatkowo.

any bun ingredient loaf let no recipe want

The history of words

Hamburger

The classic hamburger appeared in America over a hundred years ago. It's a beef patty* in a soft ¹ **bun** with some toppings like onion, lettuce and ketchup. But why is it called a hamburger if there's ² **no** ham inside? ³ **Let** me explain. The name of this fast-food dish comes from German. A hamburger was a type of beef steak from Hamburg, a city in Germany. The ⁴ **recipe** for that steak probably arrived in America with German immigrants. We're not sure who first served the German hamburger steak in a bread roll and created the world-famous hamburger as we know it today.



* A patty is a small, flat piece of cooked meat or other food.

10 | Powtórzenie z części 1

REFERENCES

TB >>> SB AUDIOSCRIPTS, pp. 113–114



16 Posłuchaj nagrania i wykonaj zadanie.



1 W parach odpowiedzcie na pytania.

- Do paramedics usually work in ambulances?
Yes.
- Does your GP examine your spine when you have a sore throat?
No. Your GP examines your throat.
- Do you find prescriptions in a first-aid kit?
No. You get a prescription from your doctor for the medicine you need. A first-aid kit contains the medication and bandages needed in an emergency.
- Do you want to rub your skin when you have an itchy rash?
Yes.
- Do you have a temperature when you have a fever?
Yes.

2 W zeszytcie przyporządkuj wyrazy z ramki do zdań. Jeden wyraz został podany dodatkowo.

ankle appetite illness junk food pill

- You could twist **it**, or even break **it** if you were unlucky. *ankle*
- When you suffer from **it**, you treat **it** to recover from **it** quickly. *illness*
- If you have to take **it** to get better, you swallow **it**. *pill*
- If you can't give **it** up, try to cut down on **it**. *junk food*

3 **17** Posłuchaj nagrania i w zeszytcie uzupełnij zdania. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. W parach powiedzcie, które zdania są prawdziwe w waszym przypadku.

- I once had my arm in plaster as a result of a sports injury.
- When I last caught a cold, I didn't go to school for a few days.
- I often get a headache when I don't get enough sleep.
- If I rode a rollercoaster, I'd probably feel sick and dizzy.
- I don't think I'm addicted to the Internet.
- I don't have any food allergies.

4 Wskaż formy, które poprawnie uzupełniają tekst.

5 W zeszytcie przetłumacz na język angielski fragmenty podane w nawiasach. Następnie odpowiedzcie na pytania w parach.

- (Co powinniśmy robić) ___ not to catch a cold?
- Do you think (będziesz spać) ___ better today if you read a book before you go to bed?
- (Gdyby twój przyjaciel zapytał Cię) ___ how to avoid stress, what advice (dałbyś) ___ to them?
- Do you think we can stay fit (jeśli nie będziemy uprawiać) ___ regular exercise?
- (Jeśli ktoś poczuje się) ___ ill, should they check their symptoms online? Why?/Why not?

6 **18** W zeszytcie uzupełnij każdą lukę jednym wyrazem. Posłuchaj nagrania i sprawdź.

- X: What's the matter?
Y: I've had a terrible toothache since yesterday.
- X: How are you feeling?
Y: My back hurts.
- X: What seems to be the problem?
Y: I think I got food poisoning.
- X: How is your brother?
Y: He's much better, thank you.

7 **USE OF ENGLISH** Wykorzystując podane wyrazy, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany.

- It's a bad idea to start a diet without consulting the doctor. **SHOULD**
You ___ on a diet if you don't consult the doctor.
- Let's do some sport tomorrow. **SHALL**
___ some sport tomorrow?
- You will get worse unless you get some help. **HELP**
You will get worse if someone ___ you.
- You could make an appointment with your dentist for next Monday. **YOU**
Why ___ an appointment with your dentist for next Monday?

Exercise 5

- 1 What should we do
- 2 you'll / you will sleep
- 3 If your friend asked you ... would you give
- 4 if we don't / do not take/get
- 5 If someone feels

Exercise 7

- 1 shouldn't / should not go
- 2 Shall we do
- 3 doesn't / does not help
- 4 don't you make



Your small act of kindness 12 November 2020

Now, during the COVID-19 pandemic, you can see people wearing face masks everywhere. Doctors say we ¹will / **should** cover our mouths and noses in public places if we ²aren't / won't be able to distance socially. This way we protect others because some of us can infect others even if we ³won't / **don't** have any symptoms. Without a mask on, someone ⁴could / should spread the virus easily if they, for example, ⁵sneezed / would sneeze. It's true that face masks may feel uncomfortable and most of us would ⁶rather / prefer not wear them at all. But wearing a mask ⁷won't / wouldn't be so hard if we think of it as a small act of kindness. After all, it really shows that we care about each other.

Powtórzenie z części 1 | 11

REFERENCES

TB >>> SB AUDIOSCRIPTS, p. 114

9

NAUKA I TECHNIKA



TECHNIKA

battery /'bætəri/ bateria, akumulator
battery life /'bætəri laɪf/ czas pracy baterii
be out of order /bi aʊt əv 'ɔ:də/ nie działać, być zepsutym
break down /breɪk daʊn/ popsuć się
(a) broken-down (machine) /(ə) 'brʊkənd, daʊn (mə'ʃiːn)/ zepsuta (maszyna)
button /'bʌtn/ przycisk
(digital) camera /,(di'dʒɪtl) 'kæmərə/ (cyfrowy) aparat fotograficzny; kamera (cyfrowa)
charger /'tʃɑ:dʒə/ ładowarka
connect /kə'nekt/ połączyć
device /dɪ'vaɪs/ urządzenie
digit /'dɪdʒɪt/ cyfra
fix /fɪks/ przytwierdzić, umocować
headphones /'hedfəʊnz/ słuchawki
manual /'mænjʊəl/ instrukcja obsługi
on/off /ɒn/ɒf/ włączony/wyłączony
on-off switch /ɒn-'ɒf swɪtʃ/ włącznik/wyłącznik
photocopier /'fəʊtəʊ,kɒpiə/ kserokopiarka
plug /plʌg/ wtyczka
plug in / unplug /plʌg 'ɪn / ʌn'plʌg/ podłączyć do / odłączyć od prądu
press/push a button /pres,pʊʃ ə 'bʌtən/ nacisnąć guzik, przycisk
printer /'prɪntə/ drukarka
remote control /rɪ'məʊt kən'trəʊl/ pilot (np. do telewizora)
socket /'sɒkɪt/ gniazdko
steam engine /'stiːm ɛndʒɪn/ maszyna parowa
switch/turn on/off /swɪtʃ,tʃ:ɪn 'ɒn/ɒf/ włączyć/wyłączyć
technology /tek'nɒlədʒi/ technika
wheel /wi:l/ koło

KOMPUTERY

at /æt/ @ (w adresie e-mail)
attach /ə'tætʃ/ przylączyć, dołączać
attachment /ə'tætʃmənt/ załącznik
be down /bi 'daʊn/ nie działać, zepsuć się, zerwać się
browse the net /braʊz ðə 'net/ przeglądać, przeszukiwać internet
click / double click /kɪk / 'dʌbəl kɪk/ kliknąć / kliknąć dwukrotnie
crash /kræʃ/ zawiesić się (o komputerze)
create a new folder /kri'eɪt ə 'nju: 'fəʊldə/ stworzyć nowy katalog
database /'deɪtəbeɪs/ baza danych
delete /dɪ'li:t/ skasować
desktop /'desktp/ pulpit, komputer stacjonarny
dot /dɒt/ kropka (np. w adresie e-mail)
download (games) /daʊnləʊd ('geɪmz)/ pobierać z sieci, ściągać (gry)
email account /i:meɪl ə'kaʊnt/ konto e-mail
error /'erə/ błąd
file /faɪl/ plik

go online /,gəʊ 'ɒnlaɪn/ łączyć się z siecią
hard disk/drive /,hɑ:d 'dɪsk/'draɪv/ twarde dyski
install (a program) /ɪn,stə:ɪl (ə 'prəʊgrəm)/ zainstalować (program)
password /'pɑ:swɔ:d/ hasło
pen drive /'pendraɪv/ pen drive, pamięć USB
portable /'pɔ:təbəl/ przenośny (np. sprzęt)
post /pəʊst/ wpis (na forum, blogu); zamieścić wpis
privacy /'prɪvəsi/ prywatność
protect /prə'tekt/ chronić
restart /,ri:'stɑ:t/ wznowić, ponownie uruchamiać
save (a document) /seɪv (ə 'dɒkjʊmənt)/ zapisać (dokument)
search engine /'sɜ:tʃ ɛndʒɪn/ wyszukiwarka internetowa
security /sɪ'kjʊərəti/ bezpieczeństwo
select /sə'lekt/ wybrać
settings /'setɪŋz/ ustawienia
shut down /ʃʌt 'daʊn/ zamykać, wyłączać (komputer, system)
social media /,səʊʃəl 'mi:diə/ serwisy społecznościowe
software /'sɒftweə/ oprogramowanie
start up (a computer) /stɑ:t 'ʌp (ə kəm'pjʊ:tə)/ włączyć, uruchomić (komputer)
transfer data /trænz,fɜ: 'deɪtə/ przesyłać/wysyłać dane
type /taɪp/ pisać (na komputerze)
untangle /,ʌn'tæŋɡəl/ odplątać
update /'ʌp'deɪt/ uaktualnić
upload /'ʌp'ləʊd/ załadować, wysłać (np. pliki na serwer)
user /'ju:zə/ użytkownik
web browser /web 'braʊzə/ przeglądarka internetowa
webcam /webkæm/ kamera internetowa
website /'websaɪt/ strona internetowa
wire /waɪə/ przewód, kabel
wireless /'waɪələs/ bezprzewodowy

TELEFON KOMÓRKOWY

battery runs for 48 hours /bætəri rʌnz fɔ: 'fɔ:ti eɪt əʊz/ bateria działa przez 48 godzin
battery is dead /bætəri ɪz 'ded/ bateria się rozładowała
charge your phone /tʃɑ:dʒ jə 'fəʊn/ ładować telefon
enter (your PIN number) /ɛntə (jə 'pɪn ,nʌmbə)/ wprowadzić (numer PIN)
get a signal /get ə 'sɪgnəl/ być w zasięgu
hang up (on sb) /'hæŋ ʌp (ɒn 'sʌmbɒdi)/ rozłączyć się
keypad /'ki:pæd/ klawiatura
low battery /ləʊ 'bætəri/ niski poziom (naładowania) baterii
make a call /meɪk ə kɔ:l/ zadzwonić
(touch) screen /('tʌtʃ) skri:n/ ekran (dotykowy)
send a text /send ə tekst/ wysłać SMS
set up a phone /set ,ʌp ə 'fəʊn/ skonfigurować telefon
text sb /'tekst ,sʌmbɒdi/ pisać do kogoś SMS
there's no signal/coverage /,ðeəz nəʊ 'sɪgnəl/'kʌvərɪdʒ/ nie ma zasięgu (w telefonie komórkowym)
top up /tɒp 'ʌp/ doładować telefon

DZIEDZINY NAUKI I NAUKOWCY

air industry /,eə 'ɪndʌstri/ przemysł lotniczy
area of science /,eəriə əv 'saɪəns/ dziedzina nauki
astronaut /'æstrənɔ:t/ astronauta
biology | biologist /baɪ'ɒlədʒi | baɪ'ɒlədʒɪst/ biologia | biolog
chemistry | chemist /'kemɪstri | 'kemɪst/ chemia | chemik
ecology | environmentalist /i'kɒlədʒi | ɪn,vairən'mentəlɪst/ ekologia | ekolog
expert in the field of ... /'ekspɜ:t ɪn ðə fi:ld əv/ ekspert w dziedzinie...
genetics | geneticist /dʒə'netɪks | dʒə'netɪsɪst/ genetyka | genetyk
history | historian /'hɪstəri | 'hɪstɔ:riən/ historia | historyk
mathematics | mathematician /,mæθə'mæti:kz | ,mæθəmə'tɪʃjən/ matematyka | matematyk
physics | physicist /'fɪzɪks | 'fɪzɪsɪst/ fizyka | fizyk
science | scientist /'saɪəns | 'saɪəntɪst/ nauka, dyscyplina naukowa | naukowiec
robotics /rəʊ'bɒtɪks/ robotyka

NAUKI PRZYRODNICZE I BADANIA PRZESTRZENI KOSMICZNEJ

bacteria /bæk'tɪəriə/ bakterie
cell /sel/ komórka
chemical element /'kemɪkəl ,eləmənt/ pierwiastek chemiczny
chemical reaction /,kemɪkəl ri'ækʃən/ reakcja chemiczna
Earth /ɜ:θ/ Ziemia
electricity /ɪ'lek'trɪsɪti/ energia elektryczna
environment /ɪn'veɪrənmənt/ środowisko
freeze /fri:z/ zamrozić, zamrażać
galaxy /gæləksi/ galaktyka
germs /dʒɜ:mz/ bakterie, zarazki
gravity /'grævəti/ grawitacja, przyciąganie (np. ziemskie)
liquid /'lɪkwɪd/ ciecz, płyn; ciekły, płynny
oxygen /'ɒksɪdʒən/ tlen
planetarium /plænə'teəriəm/ planetarium
rocket /'rɒkɪt/ rakieta
(outer) space /,(aʊtə) 'speɪs/ kosmos
space exploration /speɪs ,eksplə'reɪʃən/ badanie przestrzeni kosmicznej
space station /speɪs ,steɪʃən/ stacja kosmiczna
spacecraft/spaceship /'speɪskra:ft/ 'speɪs ,ʃɪp/ statek kosmiczny
speed of light/sound /,spi:d əv 'laɪt/'saʊnd/ prędkość światła/ dźwięku
solar system /'səʊlə ,sɪstəm/ Układ Słoneczny
solid /'sɒləd/ ciało stałe; stały, zbity (twardy)
steam /sti:m/ para wodna
triangle /'traɪæŋɡəl/ trójkąt
turn into sth /'tʃ:ɪn ,ɪntə ,sʌmθɪŋ/ zmieniać się w coś
universe /'ju:nɪvɜ:s/ wszechświat
vaccine /'væksɪn/ szczepionka

PRACA NAUKOWA

broaden your knowledge /brɔ:dn jə 'nɒlɪdʒ/ poszerzać wiedzę
carry out / do an experiment /'kæri aʊt/du: ən ɪk'sperɪmənt/ przeprowadzić eksperyment
come up with /kʌm 'ʌp wɪθ/ wymyślić
create /kri'eɪt/ tworzyć, wymyślać
describe /dɪ'skraɪb/ opisać
data /'deɪtə/ informacje, dane
design /dɪ'zaɪn/ zaprojektować
develop /dɪ'veləp/ opracowywać, rozwijać
development /dɪ'veləpmənt/ rozwój
discover | discoverer /dɪs'kʌvə | dɪs'kʌvərə/ odkryć, odkrywać | odkrywca
evidence /'evidəns/ dowody
experiment on/with sth /ɪk'sperɪmənt ɒn/wɪð ,sʌmθɪŋ/ przeprowadzać doświadczenia na/z czymś
find out /faɪnd 'aʊt/ dowiedzieć się, odkryć
invent | inventor /ɪn'vent | ɪn'ventə/ wynaleźć | wynalazca
invention /ɪn'venʃən/ wynalazek
laboratory/lab /lə'bɒrətɪri/læb/ laboratorium, pracownia
make a discovery /meɪk ə dɪs'kʌvəri/ dokonać odkrycia, odkryć
measure /'meɪʒə/ zmierzyć
observe /əb'zɜ:v/ obserwować, prowadzić obserwacje
produce /prə'dju:s/ wytworzyć
prove (a theory) /pru:v (ə 'θiəri/ udowodnić (teorię)
(do) research /,(du:) rɪ'sɜ:tʃ/ (przewodzić) badania
results /rɪ'zʌltz/ wyniki
study /'stʌdi/ badać
the Nobel prize /ðə ,nəʊbəl 'praɪz/ Nagroda Nobla

INNE

catch hold of sth /kætʃ 'həʊld əv ,sʌmθɪŋ/ przyczepić się (do czegoś)
driverless /'draɪvələs/ bez kierowcy
fastener /'fɑ:sənə/ agrafka
follow the instructions /fɒləʊ ðɪ ɪn'strʌkʃənz/ postępować zgodnie z instrukcjami
shuttle /'ʃʌtl/ kursujący wahadłowo środek transportu (np. autobus)
sticky /'stɪki/ kleisty, lepki
wind-up /'waɪndʌp/ nakręcany
windscreen wiper /'wɪndskri:n ,waɪpə/ wycieraczka do szyby (w samochodzie)

SŁOWOTWÓRSTWO

TWORZENIE RZECZOWNIKÓW ODCZASOWNIKOWYCH

W języku angielskim można utworzyć rzeczowniki, dodając do czasowników m. in. następujące końcówki:
-ment (attach – attachment, develop – development)
-ion (connect – connection, invent – invention)
-y (discover – discovery).

1 Znajdź w słowniczku obok:

- sześć czasowników oznaczających czynności wykonywane przy maszynach, np. *switch on*
- nazwy czterech dziedzin nauki związanych z naturą, np. *biology*
- nazwy trzech rzeczy wykonanych przez człowieka, związanych z kosmosem, np. *spaceship*
- pięć wyrażzeń związanych z używaniem telefonu komórkowego, np. *make a call*
- dwa wyrażenia związane z awarią urządzenia, np. *be down*

2 W parach napiszcie proste definicje dwóch wyrazów ze słowniczka i przekażcie je innej parze. Jej zadaniem jest odgadnięcie, o które słowa chodzi.

very small creatures that are everywhere

Is it 'bacteria'?

to watch

Is it 'to observe'?

3 Wybierz dwa wyrazy ze słowniczka i przekaż je koledze/koleżance. Jego/jej zadaniem jest napisanie zdania, w którym wystąpią te słowa.

A: astronaut, planetarium

B: An astronaut went to the planetarium to relax.

4 Posłuchaj rozmowy między Emmą a Joshem. W zeszytcie dopasuj do każdej osoby 1–4 właściwe wyrażenie A–E. Jedno z nich zostało podane dodatkowo.

1 Emma 2 Josh 3 Katie 4 Ben

A has uploaded some photos. **4**

B wants to go shopping online. **2**

C asks a favour. **1**

D wants to do his/her homework.

E is having a party next week. **3**

5 Wybierz poprawne formy i zapisz je w zeszytcie. Następnie w parach zadajcie sobie te pytania.

- What do you do when an electrical or electronic device is out of **work / order**?
- When you have a new gadget, do you read and do **/ follow** the instructions in the booklet? Or do you try to **get / find out** by yourself how it works?
- What do you do when your Internet connection is **away / down**?
- In your opinion, when should people switch **off / out** their mobile phones?
- Do you get annoyed when you are on holiday and there's no mobile phone **coverage / socket**? Why?/Why not?

6 Wybierz właściwe słowa i zapisz je w zeszytcie.

How to Be a Mature Computer User

Lots of young people are very skilful computer and Internet users. But do you know how to be a responsible, mature user?



Be organised

- Keep your documents in order. **1 Create / Open** a separate folder for each school subject or activity.
- Save each **2 icon / file** under a precise name, for example: not 'English homework' but 'essay_Polish_12Feb'.

Stay focused

- When you go **3 online / offline** to find some information, focus on what you plan to do. Don't waste time.

Stay safe

- Use **4 passwords / data** that are difficult to guess.
- Don't open strange-looking **5 attachments / software** from people you don't know.
- Install an anti-virus **6 software / file** on your computer.

Exercise 1

Possible answers:

- connect, plug in, turn on/off, press/push a button, start up, unplug
- chemistry, ecology, genetics, physics
- rocket, space station, spacecraft
- charge your phone, enter your PIN number, send a text, text sb, top up
- be out of order, break down

7 **VOX POPS** Zadajcie sobie nawzajem pytania i odpowiedzcie na nie, korzystając ze słowniczka.

Who in your family uses technology the most?
What do they use it for?



 **V1**

I think my dad uses technology the most.



WB >>> BBC VOX POPS, p. 13
TB >>> VIDEOSCRIPTS, p. 126

Unit 9 | 13

REFERENCES

WB >>> VOCABULARY, pp. 12–13

TB >>> SB AUDIOSCRIPTS, p. 114

Exercise 5

- 1 have/'ve been tested
- 2 are/'re controlled
- 3 are/'re equipped
- 4 were invited
- 5 was tried out
- 6 was carried out
- 7 will be introduced

SPRAWDŹ SIĘ

STRONA BIERNA

1 W zeszyście uzupełnij zdania formami czasowników z ramki.

are hasn't been was were will be

- 1 Scotch tape was invented by Richard Draw in 1930.
- 2 The price of the new model hasn't been released yet.
- 3 Last year almost 100 million cars were produced around the world.
- 4 In the future, cars will be controlled with our voice.
- 5 McLaren cars are manufactured in the UK.

2 Popatrz na zdania w ćwiczeniu 1 i wskaż właściwe odpowiedzi.

- 1 Strony biernej używamy, gdy skupiamy się na **(czynności) / wykonawcy czynności**.
- 2 W stronie biernej używamy *be* w odpowiednim czasie oraz **drugiej / (trzeciej)** formy czasownika.
- 3 Aby powiedzieć, kto wykonuje daną czynność, używamy przyimka **with / (by)**.

GRAMMAR BANK ▶ strona 74

3 W zeszyście uzupełnij zdania podanymi czasownikami w stronie biernej czasu Present Simple lub Past Simple.

- 1 The airbag **(invent)** was invented in the 1950s.
- 2 Every year many lives **(save)** are saved by airbags.
- 3 A hundred years ago radios and telephones **(make)** were made in this factory.
- 4 Traditional telephones **(not use)** are not / aren't used in our office anymore, as most people use mobile phones.

4 W zeszyście uzupełnij każde zdanie z luką czasownikiem w stronie biernej w odpowiednim czasie tak, by zachować sens zdania wyjściowego.

- 1 People make more than a billion mobile phones every year.
More than a billion mobile phones are made every year.
- 2 Someone has repaired the photocopier.
The photocopier has been repaired.
- 3 I think someday people will discover intelligent life on other planets.
I think someday intelligent life will be discovered on other planets.
- 4 Somebody didn't switch the machine off after use.
The machine was not / wasn't switched off after use.

5 W zeszyście uzupełnij tekst podanymi czasownikami we właściwej formie w stronie biernej. Posłuchaj nagrania i sprawdź swoje odpowiedzi.



We live in absolutely fascinating times! In recent years electric driverless cars ¹**(test)** ___ in various cities around the world. These vehicles don't need a human driver, they ²**(control)** ___ by computers. They ³**(equip)** ___ with cameras and lasers that help them navigate, and they can stop when there is something in their way.

In 2017, around 100 people ⁴**(invite)** ___ to ride one of these vehicles in London. The small shuttle bus ⁵**(try out)** ___ along a path used by pedestrians and cyclists. For safety reasons, the speed wasn't amazing: just 10 km/h. Of course, during the tests there was a person on board who could stop the vehicle if necessary.

After the testing period, a survey ⁶**(carry out)** ___ asking Londoners if they thought driverless shuttle buses were a good idea. Around half of them said yes. Can you imagine travelling on a bus without a driver? Do you think such vehicles ⁷**(introduce)** ___ in your area one day?

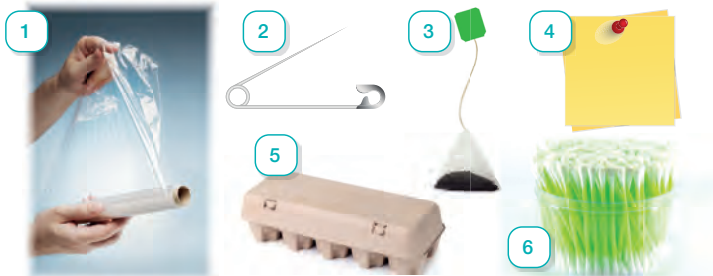
6 W zeszyście uzupełnij luki w e-mailu Steve'a do Ani zgodnie z treścią tekstu z zadania 5.

Hi Ania,
I hope you're doing fine. Have I ever told you about the testing of a driverless shuttle bus in London that I took part in some time ago? It ¹ was just incredible, like in some sci-fi film, although the ¹ speed was less than fantastic. I think it could be compared to fast walking. I could see some passengers were a bit frightened, but there are several ² cameras and lasers that constantly watch the way. We all got scared when a dog suddenly jumped in front of the vehicle, but it just ³ stopped immediately. Let me know what you think about driverless cars.
Write soon.
Steve

1 Dopasuj wyrażenia z ramki do zdjęć.
W parach odpowiedzcie na pytania.

- 1 How useful are these popular inventions for you?
2 How difficult would it be to live without them?

an egg carton 5 clingfilm 1 a safety pin 2
Post-it® notes 4 a teabag 3 cotton buds 6



2 Dopasuj zdania 1–6 do wynalazków przedstawionych w zadaniu 1. Następnie do każdego z tych zdań dobierz zdanie A–F, które stanowi jego logiczną kontynuację. Zapisz odpowiedzi w zeszycie.

- 1 Samples of tea were sent in small silk packets by an American businessman. B (a teabag)
2 Doctors say you shouldn't use them to clean your ears. D (cotton buds)
3 At first, this type of thin plastic was used in the air industry. A (clingfilm)
4 You can remove them easily thanks to the very weak glue. F (Post-it notes)
5 This fastener was patented in 1849 by Walter Hunt. C (a safety pin)
6 The carton was invented in 1911 by Joseph Coyle after he heard an argument between two local businessmen. E (an egg carton)

- A Then people started using it to wrap food.
B His customer put them into boiling water by mistake.
C He soon sold his patent rights to pay off a debt.
D Unfortunately, this advice is ignored by most users.
E A hotelier was accusing a farmer of delivering broken eggs.
F Funnily, it was invented by accident when scientists were looking for something much stronger.

3 Przeczytaj tekst, z którego usunięto cztery zdania. W zeszycie dopasuj zdania A–E do luk 1–4 tak, aby otrzymać spójną i logiczną całość. Jedno zdanie zostało podane dodatkowo.

- A At the beginning, it was moved by hand from the inside.
B He found out they were both covered in sticky balls from plants.
C Do you know who invented the battery-powered toy dog or the car radio?
D In order to produce enough power to make it work, you have to turn a handle a number of times.
E You might think that you need to know a lot about science to become one, but this isn't always true.

INVENTIONS THAT CHANGED THE WORLD

Can you imagine yourself as an inventor? ¹ E The most important thing is a new idea, and ideas come to all kinds of people in many different situations.



VELCRO

It was 1948. George de Mestral returned from a walk with his dog. ² B He noticed how they caught hold of his clothes, and an idea for a new material was born! Today, Velcro is used on clothes and bags to hold two pieces together.

THE WINDSCREEN WIPER

In 1903, Mary Anderson was on her way to New York by car. She watched the driver getting out of their car many times to brush snow from the windscreen. It was then that she came up with the idea of a long piece of rubber that could clean the glass. ³ A Now the wipers are powered by electricity.

THE WIND-UP RADIO

In 1991, Trevor Baylis saw a TV programme about Africa. A speaker said that it was difficult to reach some people with important information. In some areas people weren't able to listen to the radio because there was no electricity and batteries were expensive. So Baylis had an idea for a new type of radio. ⁴ D His wind-up radio is now given to many people in places where communication is difficult. It is also bought by eco-friendly people who do not like batteries because they damage the Earth.

Adapted from 'Inventions that Changed the World' © David Maule 2005, Pearson English Readers

4 W zeszycie uzupełnij luki w zdaniach zgodnie z informacjami w tekście.

- 1 George de Mestral came up with the idea of Velcro after a walk with his dog.
2 When the first windscreen wiper was invented, the driver had to move it by hand from the inside.
3 The wind-up radio is popular with people who don't want to use/buy batteries because they are harmful for the environment.

5 W parach odpowiedzcie na pytanie.

- Which of the inventions described in the text is the most useful? Why?

REFERENCES

- WB >>> READING, p. 17
TB >>> CULTURE NOTES, p. 128

1 Odpowiedz na pytania.

- ▶ What does the proverb mean? Do you agree with it? Why?/Why not?

“It's better to be safe than sorry.”

2 W zeszytcie uzupełnij zdania wyrazami z ramki.

attachment click download online
password post privacy security

- 1 For more information about Albert Einstein, click on the link at the bottom of the webpage.
- 2 Oh, no! I've forgotten my password and I can't log in to my email account.
- 3 You can download songs from this website, but you have to pay for them first.
- 4 Don't open an attachment if you don't know the sender – it could be a virus.
- 5 Some people post too much information about themselves on their social media.
- 6 To protect your privacy, change your settings so you can only be seen by friends online.
- 7 An anti-virus program gives you good security and protects you from hackers.
- 8 When I'm online, I like to watch interesting vlogs.

4 Postłuchaj wypowiedzi czterech osób. Wybierz właściwe odpowiedzi i zapisz je w zeszytcie.

This person

- 1 **A** has no anti-virus program.
B doesn't trust her anti-virus program.
- 2 **A** was probably hacked.
B can't remember their password.
- 3 **A** isn't confident about using some technology.
B can easily change the settings on their devices.
- 4 **A** was looking for that particular vlog.
B discovered the vlog by chance.

5 Postłuchaj wypowiedzi. Wskaż to stwierdzenie, które najlepiej podsumowuje tekst.

The speaker is mainly

- A** describing the dangers of using social media.
- B** giving technical tips about using the Internet.
- C** giving advice about online privacy and security.

6 Postłuchaj wypowiedzi jeszcze raz. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5. Zapisz odpowiedzi w zeszytcie.

Exercise 6

- 1 are/go online / use the Internet
- 2 check your settings
- 3 viruses and hackers
- 4 spam emails
- 5 to your password

3 Porozmawiajcie w parach.

- ▶ Choose one of the websites/applications and tell your partner what kind of information someone could find out about you if they hacked it.

If someone hacked my email account, they would read all my personal mail!



There are some basic things you need to be careful about when you ¹__.

- To protect your privacy you should ²__ and make sure that strangers can't see what you post.
- It's also important to protect your computer from ³__.
- Viruses can enter your computer through ⁴__, attachments and even games that are downloaded.
- Free public wi-fi networks shouldn't be used to log in to your email because hackers can then get ⁵__ and private messages.

7 W zeszytcie ułóż pytania z rozsypanych wyrazów. Odpowiedzcie na nie w parach.

- 1 passwords / How often / change / you / do / your / ?
How often do you change your passwords?
- 2 can / on social media / your / see / Who / posts / ?
Who can see your posts on social media?
- 3 you / check / the website / before / you / download / Do / always / the game / ?
Do you always check the website before you download the game?

REFERENCES

- WB >>> LISTENING, p. 17
- TB >>> SB AUDIOSCRIPTS, p. 114
- TB >>> WB AUDIOSCRIPTS, p. 122

PRZYDATNE ZWROTY

PROŚBY

Could you do me a favour? Czy mógłbyś/mogłabyś wyświadczyć mi przysługę?

Can/Could you help me to close the door? Czy możesz/mógłbyś/mogłabyś mi pomóc zamknąć drzwi?

Can you give me a hand with it? Czy możesz mi w tym pomóc?

Will/Would you pass me my pen, please? Czy podasz/podałbyś/podałabyś mi, proszę, moje pióro?

Hold this box for a second, will you? Przytrzymaj to pudło, proszę.

ODPOWIEDZI

Sure. / Of course. Oczywiście.

No problem. Nie ma sprawy.

Here you are. Proszę. [kiedy coś podajemy]

I'm sorry, I can't. Przepraszam, nie mogę.

I'd like to, but ... Chciałbym/Chciałabym, lecz...

I'd rather not. Wolałbym/Wolałabym nie.

PODZIĘKOWANIA

Thanks a lot. Bardzo dziękuję.

That's very kind of you. To bardzo miło z twojej strony.

ODPOWIEDZI

Not at all. / Don't mention it. Nie ma za co.

You're welcome. Bardzo proszę.

It's my pleasure. Cała przyjemność po mojej stronie.

OFEROWANIE POMOCY

Let me help you. Pozwól, że ci pomogę.

Do you want me to hold it for you? Czy mam ci to potrzymać?

Would you like me to (print this)? Czy chciałbyś/chciałabyś, żebym (to wydrukował/wydrukowała)?

ODPOWIEDZI

Yes, please. Tak, proszę.

No, thanks, I can manage. Nie, dziękuję, poradzę sobie.

1 Odpowiedz na pytania.

- Can your parents and grandparents cope with technology?
- Do they ever ask you for help?
- Are you patient when you explain to them how to do something on the computer?



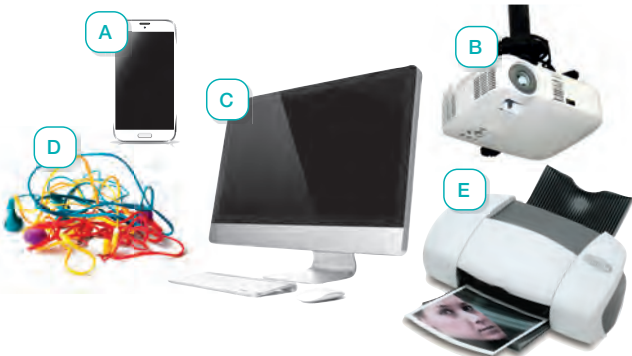
2 W zeszytcie uzupełnij pytania wyrazami z ramki. Trzy z nich zostały podane dodatkowo i nie pasują do żadnego pytania. Dopasuj prośby 1–5 do urządzeń A–E.

do give help let make please
should will

- Will you do me a favour, please? I need to replace the ink cartridge. **E**
- Would you help me untangle these wires? **D**
- Could you insert the SIM card for me, please? **A**
- Can you give me a hand with this new software? **C**
- Pass me the remote, will you? **B**

▶ Które prośby brzmią bardziej uprzejmie? Która brzmi najbardziej nieformalnie?

Question 3 is the most polite. Questions 1, 2, 4 are very polite too, while question 5 is the most informal and direct request.



3 W zeszytcie połącz fragmenty wypowiedzi 1–5 z A–E. Przyporządkuj pełne zdania do próśb z ćwiczenia 2. Następnie posłuchaj nagrania i sprawdź swoje odpowiedzi.

- Sure, but please ... **D** (prośba 2)
- I'd like to, ... **E** (prośba 4)
- I'd rather ... **B** (prośba 3)
- No problem. First, ... **C** (prośba 1)
- Here ... **A** (prośba 5)

- A** you are.
B not. I'm afraid I could damage it. It's so tiny.
C you need to remove the empty one.
D don't keep them in your pocket again.
E but I know nothing about this program.

4 W zeszytcie uzupełnij dialogi. Wpisz w każdą lukę brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty.

- A:** Could you lend me your tablet for a couple of hours?
B: I'm sorry, but I'd / I would rather not.
- A:** Thank you so much for your help with the project.
B: You are/'re welcome.
- A:** Would you like me to copy this for you?
B: Thank you. That's (very) kind/nice of you.
- A:** Do you need any help with your presentation?
B: No, thank you. I can / No, I can / No, I can manage.

REFERENCES

- WB >>> FUNCTIONS, p. 18
WB >>> FUNCTIONS BANK, p. 74
TB >>> SB AUDIOSCRIPTS, p. 114

**Wskazówka**

W wiadomości z prośbą o pomoc krótko opisujesz problem oraz określasz, jakiej pomocy oczekujesz. W tekstach tego typu stosuje się język nieformalny, więc można używać form skróconych.

PRZYDATNE ZWROTY**PROŚBA O POMOC**

- **Can/Could you help me with ... ?** Czy możesz/mógłbyś/mogłabyś pomóc mi w/z...?
- **Maybe you could fix ... ?** Może mógłbyś/mogłabyś naprawić...?
- **Do you mind if I borrow ... ?** Czy nie masz nic przeciwko temu, że pożyczę...?
- **Please help me (to) do it.** Proszę, pomóż mi to zrobić.

WYRAŻANIE WDZIĘCZNOŚCI

- **I will/would be really grateful.** Będę/Byłbym/Byłabym naprawdę wdzięczny/wdzięczna.
- **I'll be so happy if you help me.** Będę szczęśliwy/szczęśliwa, jeśli mi pomożesz.

Exercise 3

Possible answers:

- 1 I broke the chain in my bike yesterday
- 2 a bike trip
- 3 help me and try to repair it
- 4 very grateful
- 5 bake cookies especially for you

1 W poniższej wiadomości Bartek:

- napisał, jaki ma problem,
- poinformował, w jaki sposób doszło do tej sytuacji,
- wyjaśnił, dlaczego prosi o pomoc właśnie adresata tej wiadomości.

Wskaż części odnoszące się do poszczególnych elementów polecenia.

Kevin, jaki nadawca ma problem

Help! I borrowed a game console from Julia last week and I've damaged it. When the game was over, I pressed the off button really hard and then the console broke into two parts! I must give it back to Julia tomorrow. She'll get mad when she finds out!

I remember you helped Jacek when his console got broken. Maybe you could fix it? I would be really grateful.

I'm counting on you,

Bartek dlaczego prosi o pomoc właśnie adresata tej wiadomości

w jaki sposób doszło do tej sytuacji

2 W zeszycie przetłumacz fragmenty tekstu podane w nawiasach na język angielski. Następnie zastanów się, jak mogłoby brzmieć polecenie do napisania tej wiadomości.

FRI 14:19

Sandra,

I've got a big problem. Our computer ¹(**jest zepsuty**) is broken and I've got important IT homework to do. It will take at least a few days to get the computer fixed and I can't wait that long. ²(**Czy mogłabym odrobić**) Could I do my homework on your computer?

I know you're very good at IT, so I hope you ³(**mogłabyś wyjaśnić**) could explain a few things to me. I'll be so happy ⁴(**jeżeli się zgodzisz**) if you agree

⁵(**Zabiorę cię**) I'll take you to the cinema on Saturday. ⁶(**Wybierz**) Choose any film you like!

Please help me.

Jess 😊 +

3 W zeszycie dokończ zdania tak, aby powstała kompletna wiadomość z prośbą o pomoc, pasująca do poniższego polecenia. Sformułuj prośbę według swojego pomysłu. Pamiętaj o limicie słów (50–120).**W wiadomości:**

- napisz, jaki masz problem z rowerem,
- poproś kolegę o pomoc w rozwiązaniu problemu,
- napisz, w jaki sposób możesz się odwdziżyć.

MON 17:23

Peter,

I've got a problem because ¹__.

You know that in two days we have ²__.

Could you ³__?

I'll be ⁴__ and I promise I'll ⁵__.

Dawid 😊 +

4 Obiecałeś/Obiecałaś komuś pomoc przy organizacji urodzin, lecz właśnie się okazało, że nie jesteś w stanie dotrzymać słowa. Napisz do przyjaciela/przyjaciółki wiadomość, w której:

- poinformujesz o problemie,
 - poprosisz go/ją o zastępstwo,
 - określisz, jak odwdzięczysz się za tę pomoc.
- Limit słów: 50–120.

TB >>> SAMPLE ANSWERS FOR WRITING, p. 130

REFERENCES

- WB >>> WRITING, p. 18
 TB >>> SB WRITING BANK, p. 82
 WB >>> BANK OF PHRASES FOR WRITING, p. 77

1 W zeszytcie uzupełnij zdania poprawnymi formami czasowników w nawiasach w stronie biernej czasu Present Simple.

FASCINATING PLANET

Why ¹ (Earth / call) ^{is Earth called} the Blue Planet? Because seventy per cent of its surface ² (cover) ^{is covered} by water. Did you know that most of Earth's volcanoes ³ (hide) ^{are hidden} below the surface of the oceans? Earth ⁴ (surround) ^{is surrounded} by an atmosphere which is unique and makes life possible. Earth is also the only planet in the solar system which ⁵ (not / name) ^{isn't / is not named} after a Roman god or goddess.



2 W zeszytcie uzupełnij zdania czasownikami w nawiasach w stronie biernej czasu Past Simple, a następnie przyporządkuj każde z nich do osoby/osób z ramki poniżej.

Isaac Newton Marie Curie-Skłodowska
Larry Page and Sergey Brin Xerox engineers

- Polonium, a chemical element, (discover) ^{was discovered} in 1898 by Marie Curie-Skłodowska.
- The law of gravity (describe) ^{was described} in 1687 by Newton.
- The first photocopiers (introduce) ^{were introduced} in 1959 by Xerox engineers in the US.
- Google, one of the most popular search engines, (create) ^{was created} in 1998 by Larry Page and Sergey Brin.

3 W zeszytcie zapisz zdania z zadania 2. w stronie czynnej czasu Past Simple. Każde zdanie rozpocznij określeniem wykonawcy czynności.

- Marie Curie-Skłodowska discovered Polonium, a chemical element, in 1898.
- Isaac Newton described the law of gravity in 1687.
- Xerox engineers introduced the first photocopiers in 1959.
- Larry Page and Sergey Brin created Google, one of the most popular search engines, in 1998.

4 **USE OF ENGLISH** Wykorzystując podane wyrazy, uzupełnij w zeszytcie luki w zdaniach tak, aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery słowa, wliczając w to wyraz już podany.

- Who invented Velcro? **WITH**
Who came up with the idea of Velcro?
- I often use the Internet to find out information. **GO**
I often go online to find out information.
- Can you help me install this software? **HAND**
Can you give me a hand with this software?
- The scientists have made an important discovery. **BEEN**
An important discovery has been made by the scientists.
- These architects will design a bridge. **BY**
A bridge will be designed by these architects.

5 **USE OF ENGLISH** W zeszytcie przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać logiczne i poprawne zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- I (zapomniałem hasła) ^{have/ve forgotten} my password and I can't log in.
- Twój (komputer będzie chroniony) ^{computer will be protected} _____ with this new anti-virus programme.
- When you (klikniesz w tę ikonkę) ^{click (on)} this icon, you'll find your files.
- You shouldn't use public wi-fi networks to log in (na swoje konto) to your account.
- (Pozwól, że ci pokażę) Let me show you how it works.

6 W zeszytcie przetłumacz fragmenty tekstu podane w nawiasach na język angielski.

DID YOU KNOW?

Lady Ada Lovelace (1815–1852) was the only daughter of Lord Byron, whose *The Giaour* ¹ (został przetłumaczony) was translated into Polish by Adam Mickiewicz. Ada was passionate about science. In her opinion, you could present everything as digits. This made her a pioneer of computing. Unfortunately, Lady Lovelace's ideas ² (nie zostały zrozumiane) ^{were not / weren't understood} in the 19th century. But a hundred years later, the new computing language for the American army ³ (został nazwany) ^{was called / named} 'Ada' in honour of Lady Lovelace. In 1994, the TAP (The Ada Project) website ⁴ (została stworzona) was created by women scientists at Yale University to collect information and resources related to women in IT.

7 Dopasuj wypowiedzi A–F do sytuacji 1–6. Zapisz odpowiedzi w zeszytcie.

**Who Says
What, When
and Where?**

- You don't need any help. **D**
- Your computer has just crashed and you need your friend's help. **F**
- Your colleague is grateful to you, but you don't think it's a big deal. **E**
- Ask your friend for the thing that you can't reach. **B**
- Your neighbour helped you to carry your things upstairs. **C**
- You're very busy and your friend wants to talk to you. **A**

- A** Not right now, please.
B Could you pass it to me, please?
C That's really kind of you.
D No, thanks. I can manage.
E Don't mention it.
F Will you do me a favour, please?

REFERENCES

- WB >>> USE OF ENGLISH, p. 19
TB >>> CULTURE NOTES, p. 128
TB >>> PHOTOCOPIABLE RESOURCES, pp. 144, 146

QUIZ

GROUP A

FORM QUESTIONS IN WHICH YOU ASK ABOUT THE UNDERLINED PARTS:

- 1 Question: _____?
ANSWER: Yuri Gagarin was the first person who went into the outer space.
- 2 Question: _____?
ANSWER: Water consists of two chemical elements: oxygen and hydrogen.
- 3 Question: _____?
ANSWER: Alexander Fleming extracted penicillin from bacteria.
- 4 Question: _____?
ANSWER: Gregor Mendel studied pea plants.
- 5 Question: _____?
ANSWER: William Herschel discovered Uranus.
- 6 Question: _____?
ANSWER: There are more than 30 trillion cells in the human body.
- 7 Question: _____?
ANSWER: Heron of Alexandria lived in the 1st century AD.

GROUP B

FORM QUESTIONS IN WHICH YOU ASK ABOUT THE UNDERLINED PARTS:

- 1 QUESTION: _____?
ANSWER: Pascal and Leibniz were mathematicians.
- 2 Question: _____?
ANSWER: People landed on the moon in 1969 for the first time.
- 3 Question: _____?
ANSWER: We use a keyboard to type information into a computer.
- 4 Question: _____?
ANSWER: Water changes into a solid when it freezes.
- 5 Question: _____?
ANSWER: Hennig Brand discovered phosphorus.
- 6 Question: _____?
ANSWER: Vitamin D is important for the development of bones.
- 7 Question: _____?
ANSWER: Wilhelm Schickard built the first calculating machine in 1623.

GROUP A

Points	Ask the questions to the other team:
10 (5)	Who was the first person who went into the outer space? a) Neil Armstrong. b) Yuri Gagarin. c) Mirosław Hermaszewski.
20 (10)	What two chemical elements does water consist of? a) Vacuum and mould. b) Oxygeb and hydrogen. c) Wheat and air.
30 (15)	What did Alexander Fleming extract from bacteria? a) Penicillin. b) Plastic. c) Light.
50 (25)	What did Gregor Mendel study? a) Computers. b) Pea plants. c) Comets.
100 (50)	What did William Herschel discover? a) Cornflakes. b) A vaccine. c) Uranus.
300 (150)	How many cells are there in the human body? a) more than 30 million. b) more than 30 billion. c) more than 30 trillion.
500 (250)	When did Heron of Alexandria live? a) In the 1st century AD. b) In the 2nd century AD. c) In the 3rd century AD.

GROUP B

Points	Ask the questions to the other team:
10 (5)	Who were Pascal and Leibniz? a) Astronomers. b) Mathematicians. c) Astronauts.
20 (10)	Where did people land in 1969 for the first time? a) On the Earth. b) On the Sun. c) On the Moon.
30 (15)	What do we use to type information into a computer? a) A keyboard. b) A scanner. c) A printer.
50 (25)	What does water change into when it freezes? a) A liquid. b) A molecule. c) A solid.
100 (50)	What did Hennig Brand discover? a) Phosphorus. b) The Philosopher's Stone. c) A telescope.
300 (150)	Why is vitamin D important? a) For curing cancer. b) For burning calories. c) For the development of bones.
500 (250)	When did Wilhelm Schickard built the first automatic calculator? a) In 1623. b) In 1723. c) In 1823.