

MINDS

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EDYCJA POLSKA



STUDENT'S BOOK

A2+



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H MINDS

A₂+

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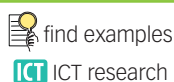
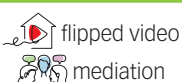
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Symbols



M Matura in Mind (poziom podstawowy)



M Matura in Mind (poziom rozszerzony)

VOCABULARY

House

- 1 Read the text and decide if the sentences (1-5) are true (T) or false (F).



There is a house on Signal Mountain in Tennessee, USA that looks like it doesn't come from Earth at all. It looks like a spaceship from a film from the 1950s, but really it's from the 1970s. Outside, it has got four legs, small square windows all around and a set of stairs that only come down when you want to go in the house. Inside there are three bedrooms and two bathrooms as well as a living room, a kitchen, and an entertainment room. All the rooms are round and so are the beds and the armchairs. The living room has a large blue sofa, two blue armchairs and a big TV, the kitchen has a white table and chairs, a cooker and a fridge, the entertainment room has games consoles, and the main bathroom has a large round concrete bath. There is a thick carpet on the floor.

There is space outside to park three cars.



- 1 The house dates from the 1950s.
- 2 The windows are square.
- 3 There is more than one bedroom.
- 4 The beds are round.
- 5 The kitchen furniture is all blue.

- 2 List the words in bold in the text in the correct box.

ROOMS	FURNITURE	APPLIANCES	OTHER
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GRAMMAR

Prepositions of place

- 3 Look at the pictures and fill in the correct preposition of place.

- under • next to • between • in front of
- on • behind



In this living room, there is a coffee table **1)** the sofa and the bookcase. There is a plant **2)** the window. **3)** the wall **4)** the sofa there are some lovely pictures. There is a grey carpet **5)** the table and a grey lamp **6)** the sofa.

- between • above • on (x2) • under
- next to • in front of



In Annie's bedroom, there is a small bed. There's a red bin **7)** the desk. **8)** the bed and the desk, there is a white bookcase with a few books and toys. The desk is **9)** the bookcase. **10)** the desk, there is a white chair. There is a nice pink carpet **11)** the floor and there is a plant **12)** the desk. **13)** the desk, there's a clock on the wall.

- 4 Ask your partner questions about his/her room and what is in it. Draw his/her room.

A: *Is there a desk in your room?*

B: *Yes, there is.*

A: *Where exactly is it?*

B: *It's opposite the window.*

VOCABULARY

Daily routine – Free-time activities

5 Fill in the correct verb.

- watch • come • get (x2) • go • finish • catch
- play • do • have

How organised is your daily routine? Post below!



SAM66 1 day ago

Hi all. My morning routine is a mess. I wake up at 7 am, but I don't 1) _____ up until 7:30 because I keep hitting the snooze button on my alarm clock. Then, I 2) _____ a quick shower and I 3) _____ dressed, but it takes me ages to decide what to wear. I haven't got time for breakfast, but I usually grab something to take with me. Then I 4) _____ the bus to school unless I miss it and have to walk.



JAKE22 a minute ago

My routine is pretty organised. When I 5) _____ back home from school in the afternoon after lessons 6) _____, I do my homework straight away, and after that, I 7) _____ my chores. This way, I'm free to 8) _____ the guitar or even 9) _____ a match on TV before I 10) _____ to bed.

6 What is a typical Monday like for you? Tell your partner.

7 Fill in: take, hang out, cook, clean, dust, do (x2), empty, vacuum, set, make.

CHORES LIST SATURDAY

MUM

DAD

- | | |
|--------------------------|-------------------------------|
| 1) _____ the kitchen | 4) _____ dinner |
| 2) _____ the ironing | 5) _____ the carpets |
| 3) _____ the beds | |
| BILLY | |
| 6) _____ the washing-up | 9) _____ the table |
| 7) _____ the furniture | 10) _____ the washing machine |
| 8) _____ the rubbish out | 11) _____ the washing |

GRAMMAR

Adverbs of frequency **Przysłówki częstotliwości**

always = zawsze (100%), usually = zazwyczaj (90%), often = często (80%), sometimes = czasami (40%), hardly ever = prawie nigdy (5%), never = nigdy (0%)

8 How do you help with the housework at home? Use adverbs of frequency to tell the class.

I sometimes cook dinner.

Prepositions of time (at, in, on)

9 Fill in at, in or on.

1 **NEW FASHION & LIFESTYLE SERIES:**
What's your STYLE?
 Starts _____ Monday _____ 8 pm on Channel 4.

2 **Need to be in shape?**
JOE'S GYM Opens _____ June!

3 Hi Tom! Do you want to watch the match with me tonight? Kick-off is _____ 8 pm. 4:15 PM ✓

4 Hi Sandy! Come horse riding with me for my birthday _____ summer _____ 8th June _____ 2 pm! It'll be fun! 5:30 PM ✓

5 **STAMP COLLECTION FAIR**
 _____ 5th November at Guild Hall.
 Starts _____ 10 am.

VOCABULARY

Jobs

10 Write the correct job.

- I drive people around in my car and they pay me. _____
- I look after sick animals. _____
- I look after people's teeth. _____
- I write articles for newspapers and report the news. _____
- I play a musical instrument in a band. _____
- I take pictures of people and nature for a magazine. _____
- I cook food in a restaurant. _____
- I perform on stage and in films. _____
- I work in space. _____
- I type letters and answer the phone in an office. _____

11 Think of a job. Say a sentence about it. Your partner guesses what job it is.

A: I fix cars.
 B: Mechanic.

Weather & Clothes

12 Find 10 words related to the weather in the word search.

C	O	O	L	Y	C	O	L	D	S
R	I	A	S	W	R	M	C	O	N
D	A	Y	C	L	O	U	D	Y	O
R	A	I	N	Y	S	C	O	F	W
T	N	Y	L	U	U	O	H	O	Y
R	W	A	R	M	N	S	O	G	G
S	A	I	N	R	N	M	T	G	M
I	C	Y	G	I	Y	S	N	Y	A

13 What is the weather like in your country in different seasons?

14 Look at the pictures and complete the gaps with the correct word.



Jane is wearing a warm, light brown **1)** c _____, white **2)** t _____, a red and orange **3)** s _____, a white **4)** h _____ and a pair of **5)** g _____.

Bill is wearing a grey **6)** s _____, a blue **7)** s _____ with a dark blue **8)** t _____, a black **9)** b _____ and a pair of black **10)** s _____.



Laura is wearing a white **11)** s _____, a brown **12)** j _____, a pair of dark blue **13)** j _____ and white **14)** t _____. She is holding a brown **15)** b _____.

Tim is wearing a white **16)** T- _____ and blue **17)** s _____.



15 What are you wearing today?

Parts of the body

16 Fill in the correct part of the body.

- We wear a hat on our h _____.
- You wear a scarf around your n _____.
- We have four f _____ and a thumb on each hand.
- Your k _____ is in the middle of your leg.
- We have five t _____ on each foot.
- The a _____ is a part of the foot.

Holiday activities

17 Read the text and complete the gaps with the words/phrases in the list.

- take photos • buy/souvenirs • flights
- try local dishes • trip • visit/museums
- go on a tour • stay at/hotels

Florence is the perfect destination for a city break. With Italian Breaks, you can **1)** _____ 4* _____ and **2)** _____ famous _____ to see statues such as Michelangelo's David. You can **3)** _____ of the city or explore by yourself and **4)** _____ of all the sights, such as the Duomo and the Palazzo Vecchio to post on your social media account. You will have lots of time to **5)** _____ in the many restaurants in the city, and don't forget to **6)** _____ some _____ to bring back for your family and friends. This 3-day **7)** _____ includes **8)** _____ and accommodation and costs only €499.



BOOK NOW!

18 What do you like doing when you are on holiday? Tell the class.

Places in a city

19 Look at the map. Find the place.



- 1 You can have dinner there.
- 2 You can go shopping in lots of different shops there.
- 3 This place sells books.
- 4 You can buy stamps there.
- 5 You can buy a goldfish there.
- 6 There are trains there.
- 7 You can put fuel in your car there.
- 8 You can play a game of basketball there.
- 9 This place sells teddy bears and dolls.
- 10 You can have a cup of coffee there.

20 Look at the map in Ex. 19 again. Give directions from ...

- the hospital to the café.
- the toyshop to the sports centre.
- the railway station to the pet shop.
- the post office to the restaurant.

GRAMMAR

Adverbs *Przysłówki*

- Przysłówki zwykle tworzymy poprzez dodanie końcówki **-ly** do przymiotnika. *slow – slowly*
- W przymiotnikach kończących się na **-le** pomijamy **-e** i dodajemy **-ly**. *terrible – terribly*
- W przymiotnikach kończących się na **-y** pomijamy **-y** i dodajemy **-ily**. *happy – happily*
- Do przymiotników zakończonych na **-ic** dodajemy **-ally**. *drastic – drastically*
- Niektóre przysłówki tworzymy w sposób nieregularny. *early → early, fast → fast, good → well, hard → hard, high → high*

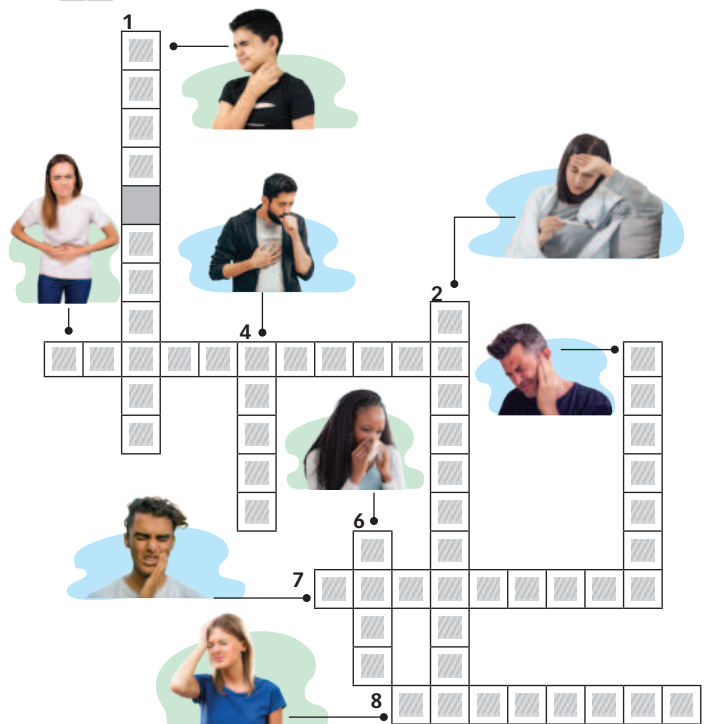
21 Fill in the correct adverb.

- 1 CLOSING DOWN SALE. **(ABSOLUTE)** EVERYTHING MUST GO!
- 2 STOCK CHANGES **(DAY)**.
- 3 THESE DOLLS ARE **(TEMPORARY)** OUT OF STOCK.
- 4 WE OPEN **(EARLY)** AND CLOSE **(LATE)**.
- 5 PLEASE MIND THE GAP AND GET ON AND OFF THE TRAIN **(CAREFUL)**.
- 6 WE ARE CLOSING AT 3 PM TODAY. WE ARE **(TERRIBLE)** SORRY FOR THE INCONVENIENCE.

VOCABULARY

Illnesses

22 Look at the photos and do the crossword.



Musical instruments

23 Label the pictures with: *accordion, violin, guitar, keyboard, piano, saxophone, trumpet, drums.*

INSTRUMENT FAMILIES

STRING



1

2

3

WIND



4

5

6

BRASS

PERCUSSION



7

OTHER



8

24 Do you play any musical instruments? Which one would you like to learn to play?

Food

25 Choose the correct option.

- 1 It's a type of seafood. **shrimp/steak**
- 2 You eat it with a spoon. **soup/sausage**
- 3 It's a yellow fruit. **pepper/pineapple**
- 4 You can eat this for breakfast. **chilli/cereal**
- 5 It's a popular dish in the UK. **garlic/curry**
- 6 This fruit can be green or red. **melon/grapes**
- 7 This fruit is hard on the outside. **avocado/coconut**
- 8 You bake this in the oven. **flour/bread**
- 9 You usually eat this with a curry. **cheese/rice**
- 10 It's an orange vegetable. **pumpkin/mango**

26 List the words in Ex. 25 in the correct box. Compare with your partner.

FRUIT	_____
VEGETABLES	_____
MEAT POULTRY/FISH	_____
OTHER	_____

27 Design a menu for next weekend for a family of four.

GRAMMAR

The & zero article **Przedimek określony i zerowy**

Przedimka **the** używamy przed:

- nazwami znanych nam osób i rzeczy. *Let's meet at **the** café at 3:00.*
- przymiotnikami w stopniu najwyższym. *This is **the** best café in the area.*
- nazwami rzeczy jedynek w swoim rodzaju. ***The** Earth moves round **the** Sun.*
- nazwami wynalazków, instrumentów muzycznych i miejsc rozrywki. *We love going to **the** theatre.*

Nie używamy żadnego przedimka przed:

- nazwami własnymi. ***Sally** is a farmer.*
- rzeczownikami policzalnymi w liczbie mnogiej. ***Coconuts** are brown.*
- nazwami posiłków. ***Dinner** is ready.*
- nazwami języków. *She speaks **Portuguese** very well.*
- nazwami przedmiotów szkolnych. ***Physics** is her favourite subject.*
- nazwami miejsc (np. *home, school, work*). ***Ann's** at **school** now.*
- nazwami miesięcy. ***School** starts in **September**.*

28 Fill in *the* where necessary.

- 1 **A:** Let's have _____ lunch at _____ new Italian restaurant next to _____ park tomorrow.
B: I'd love to.
- 2 **A:** All _____ waiters at this restaurant speak _____ Italian.
B: I know. It's _____ best restaurant in town. I go there for _____ dinner every _____ Friday.
- 3 **A:** Can you play _____ piano?
B: No. I'm better at _____ maths than _____ music.
- 4 **A:** How was _____ pizza you ate last night?
B: Great! We got it from _____ pizza place on _____ Green Street in _____ Blackwell.
- 5 **A:** _____ Jane is at _____ amusement park now.
B: I know. I hope she has a jacket because _____ sun isn't shining.

CATCH THE SUN

OBJECTIVES

- Vocabulary:** places & activities; accommodation & transport
Reading: an article about places of natural beauty (multiple matching)
Grammar: present simple vs present continuous; stative verbs; adverbs of frequency; verbs with a difference in meaning; question tags
Listening: dialogues about accommodation & travel (multiple choice; R/W statements)
Everyday English: giving news – expressing surprise
Writing: a travel blog post
Culture: Stirling Falls, New Zealand
Mediation: explain a graph
Values: travel
Life Skills: How can we prepare for a safe trip?

1



Watch the video. What activities does it mention? Write them under the headings *winter – summer*.



Watch the video. When can we see the 'midnight sun' in Svalbard? When can we see the Northern Lights there? Why?



Do you prefer summer or winter holidays? Why?

1a READING



Watch the video. Prepare three T/F statements for your classmates.

1 Watch the video. Match the places (1-4) to the countries (A-D).

- 1 Eternal Flame Falls
- 2 Rainbow Mountain
- 3 the Sea of Stars
- 4 the Crooked Forest

- A Poland
- B the Maldives
- C Peru
- D the USA

2 Read the text quickly. What is the author's purpose?



Are you thinking of travelling abroad this year? Before you decide where to go, check out this list of the most colourful places on Earth!



Beaches are usually yellow or white, aren't they? But not on Harbour Island in the Bahamas! Pink Sands Beach is nearly 5 km long and it's pink because a lot of the sand is small pieces of pink coral. The beach is beautiful and a great place for snorkelling and diving. It's easy to get to; it takes five minutes to reach Harbour Island on a boat from North Eleuthera. The weather is warm all year round, but between June and November the weather can be bad, so it's a good idea to book your holiday at another time!

The Painted Hills in the desert of Oregon, USA have stripes of red, orange and yellow. The colours are different types of rock and they show 35 million years of Earth's history. The Painted Hills are close to the town of Mitchell. You can drive there in about 20 minutes. Just remember that it rains a lot from November to March, so it's better to visit in early autumn or late spring. You can go hiking or mountain biking and admire the great views. The best time to take photographs is when the sun starts to set.



The White Desert in Egypt looks like another planet. On the white sand, there are rocks with very strange shapes. They look like towers, waves and hills – even a mushroom and a chicken! But this isn't an outdoor art display; the wind makes the rocks into these shapes! The weather in the White Desert doesn't change much, but there are often sandstorms in March, so don't book your trip then! You can sleep in a tent at night, but many people choose to sleep outside under the stars. There are no lights in the desert, so you can see thousands of them in the night sky!

CHECK THESE WORDS

colourful, coral, stripe, rock, admire, view, sun sets, shape, tower, wave, art display, sandstorm



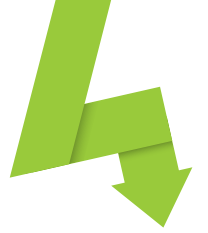
Dobieranie

Przeczytaj pytania i znajdź w nich słowa kluczowe. Odszukaj fragmenty tekstu zawierające odpowiedź na każde z pytań. Upewnij się, że tylko jeden tekst zawiera odpowiedź na dane pytanie.

3 Listen to and read the texts. Which place (A, B or C)

- 1 should people visit in the late afternoon?
- 2 is very windy?
- 3 can you travel to by car?
- 4 should you NOT visit in the summer?
- 5 is great to go camping?

4 What makes a place special enough for you to want to visit it?



Stirling Falls in Milford Sound, New Zealand is a tall waterfall you can only see from a plane or boat! It is the waterfall that Hugh Jackman 'jumped' off in the film *X-Men Origins: Wolverine*! Are there similar places in your country that we can see in films?

VOCABULARY

Places & Activities

5 Which of the places in the list can you see in the pictures?

- beach • desert • field • hill • island • lake • mountain • rainforest
- river • sea • waterfall • wood



6 Which of the places in Ex. 5 can you see in the countryside?

7 Find the place.

- | | |
|--|--|
| <p>1 It is a place with very little rain and not many trees.</p> <p>2 It has got lots of trees and it rains a lot.</p> <p>3 It is water that falls from a high place.</p> <p>4 It is smaller than a mountain and easy to climb.</p> <p>5 You can find it next to the sea.</p> <p>6 It has got lots of trees, but is smaller than a forest.</p> | <p>7 It flows towards the sea.</p> <p>8 Farmers grow food there.</p> <p>9 It is water with land all around it.</p> <p>10 It is high and sometimes its top has snow on it.</p> <p>11 It is a large area of salt water between countries.</p> <p>12 It is land with water all around it.</p> |
|--|--|

SPEAKING

8 What activities can you do in the places in Ex. 5? Choose from the list. You can use your own ideas.

- go swimming • go on a tour • have a picnic
- go windsurfing • go fishing • go for a walk
- go surfing • go climbing • go kayaking

You can go hiking and skiing on a mountain.

Forests are home to more than two-thirds of the world's land animals and plants, but they are in danger from forest fires and people. We need to protect them and help them recover.



CALL TO ACTION

ICT Collect information about how to protect forests. Prepare and record a podcast for your school website.

1b GRAMMAR IN USE



New message

Hi! I'm staying at the Skylodge Adventure Suites at the moment. It's a hotel near Cusco, Peru. Check out the photo. It looks scary, doesn't it? But I think it's amazing here! The hotel is 366 metres up the side of a cliff. You can't drive or even walk to it – the only way to get here is to climb!

They don't have hotel rooms at the Skylodge Adventure Suites – they have 'pods'. You climb in through a door in the roof. There is a bedroom, a tiny bathroom and a dining room. A chef cooks the meals in a kitchen at the bottom of the cliff and, every day, climbers bring up lunch and dinner for the guests. I'm sitting in my pod right now and the view is fantastic! There are fields and the Urubamba River – and I don't even need to get out of bed!

I'm thinking of leaving tomorrow, but not because I don't like it here. The way people leave the Skylodge Adventure Suites is really cool! You take six zip lines down to the bottom of the cliff. That sounds fun, doesn't it?

What are you doing in Brazil? Write back and let me know!

Jamie

Send Save Cancel

1 Read the email. What makes the room Jamie is staying in special?

PRESENT SIMPLE/
PRESENT CONTINUOUS –
STATIVE VERBS – ADVERBS OF
FREQUENCY **Czasy present simple
i present continuous – Czasowniki statyczne –
Przysłówki częstotliwości**

Czas present simple

He always spends his summer holidays by the sea. (nawyki i czynności rutynowe)

We don't live on an island. (stany trwałe)

Does it rain here in the summer? (prawdy ogólne)

The train leaves at 4:00 pm. (harmonogramy, rozkłady jazdy)

Określenia czasu: *every day/week/month/year itp., on Fridays, in the winter, twice a month itp.*

Czas present continuous

Bill isn't fishing now. (czynności odbywające się w chwili mówienia)

Sue is staying at her aunt's this week. (sytuacje tymczasowe)

They are leaving for Mexico tonight. (ustalenia na najbliższą przyszłość)

Why are you always borrowing my camera? (wyrażanie irytacji)

Określenia czasu: *now, at the moment, at present, today, tomorrow, this weekend itp.*

Czasowniki statyczne

Niektóre czasowniki nie występują w formie ciągłej, ponieważ opisują stany, a nie czynności. *He wants to study Art.* (NIE: ~~He's wanting...~~)

Przysłówki częstotliwości (*always 100%, usually 90%, often 80%, sometimes 40%, hardly ever 5%, never 0%*) informują, jak często coś się zdarza. Zazwyczaj występują **przed czasownikiem**

głównym, ale po czasowniku posiłkowym (*am, is, are itp.*)

We always go on holiday in July. She is never annoyed.



2 Choose the correct option.

- John **hikes/is hiking** up the mountain right now.
- Do you ride/Are you riding** your horse every day?
- I **don't enjoy/'m not enjoying** this holiday. I want to go home.
- The children **don't swim/aren't swimming** in the sea at the moment.
- What time **does the plane land/is the plane landing**?
- Does Jason come/Is Jason coming** to the beach with us this afternoon?
- Why **do you always wear/are you always wearing** my hat? It's so annoying!

3 Put the verbs in brackets into the present simple or the present continuous.

- A: (you/visit) the city every weekend?

B: We (usually/go) on Saturdays, but this weekend we (drive) to the beach.
- A: (Erica/come) windsurfing with us tomorrow?

B: No, she can't. She (have) a dance class every Sunday.
- A: What time (the bus/leave)?

B: 11 o'clock. But we (need) to be at the airport by 11:30, so we should take a taxi.
- A: (you/sail) to the island this afternoon?

B: Yes. Barry (take) us on his boat.



VERBS WITH A DIFFERENCE IN MEANING

Zmiana znaczenia czasowników statycznych w formie ciągłej

Niektóre czasowniki statyczne mogą być użyte w formie ciągłej, ale zmienia się wtedy ich znaczenie.

- I **have** a boat.* (= mam, posiadam)
- I'm **having** lunch now.* (= jem)
- I **think** this island is beautiful.* (= uważam, że)
- I'm **thinking** about going to Brazil.* (= rozważam)
- This suitcase **looks** nice.* (= wygląda)
- I'm **looking** at the mountains.* (= patrzę)
- I **see** you can swim well.* (= widzę)
- I'm **seeing** my friends tonight.* (= spotykam się z)
- This cake **tastes** sweet.* (= smakuje)
- He **is tasting** the soup to see if it's OK.* (= próbuje, degustuje)
- These flowers **smell** lovely.* (= pachną)
- Why **are** you **smelling** the flowers?* (= Dlaczego wąchasz ...)
- She **appears** to be very tired.* (= wydaje się)
- Mark **is appearing** in the school play.* (= występuje)



4 **M** Put the verbs in brackets into the present simple or the present continuous.

- 1 What (you/look) at?
- 2 We (think) Mexico is a great place for a holiday.
- 3 I (see) the hotel has a swimming pool.
- 4 Why (he/taste) the soup?
- 5 My sisters (appear) in the show on the last night of the cruise.
- 6 I (have) a break now.
- 7 Can I call you back? We (have) dinner at a restaurant now.
- 8 Most dishes in India (taste) spicy.



QUESTION TAGS Pytania rozłączne

Pytania rozłączne to krótkie formy pytające dodawane na końcu zdania. Używamy ich, by coś potwierdzić (intonacja opadająca ↘) lub dowiedzieć się, czy coś jest prawdą (intonacja rosnąca ↗). Ich odpowiednikiem w języku polskim są słowa *prawda?* i *nieprawda(ż)?* Tworzymy je przy użyciu czasownika posiłkowego (*is, do, does* itp.) lub modalnego (*can, should* itp.) i właściwego zaimka osobowego (*she, he* itp.)

*She is on holiday, **isn't she?***
Do zdań twierdzących dodajemy pytanie rozłączne w formie przeczącej. *They go to Morocco every March, **don't they?***

Do zdań przeczących dodajemy pytanie rozłączne w formie twierdzącej. *She isn't hiking, **is she?***

Do niektórych zdań dodajemy pytania rozłączne utworzone w nietypowy sposób:

I am → aren't I? I'm late, aren't I? ALE I'm not late, am I?
I have (got) (= mam, posiadam) → haven't I? He has (got) the tickets, hasn't he?



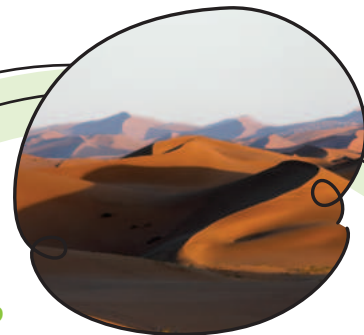
I have (inne znaczenia) → *don't I? We always have a great time in Malta, don't we?* (= Zawsze świetnie się bawimy ... , nieprawdaż?)

5 Complete with the correct question tag.

- 1 Ben doesn't like flying, ?
- 2 You have got my passport, ?
- 3 I'm in seat 25B, ?
- 4 Claire has breakfast at the hotel, ?
- 5 You aren't from Sweden, ?
- 6 Lucy isn't at the beach, ?
- 7 Your parents are in Italy now, ?
- 8 They have dinner at 7:00, ?

6 Act out exchanges. Use question tags.

- 1 it/nice day?
A: *It's a nice day, isn't it?*
B: *Yes, it is. / No, it isn't.*
- 2 you/tired?
- 3 it/not/raining?
- 4 you/go/on holiday/in July?
- 5 your parents/not/have got/tent?
- 6 our teacher/not/work/during the summer?



SUMMING UP

Put the verbs in brackets into the present simple or the present continuous and choose the correct option.


1) (you/think) about where to go on holiday this year? How about Mongolia in Asia? It 2) (sound) like an unusual place for a holiday, 3) **isn't it/doesn't it?** But it's perfect for people that like adventure! I 4) (go) there with my parents tomorrow. We 5) (fly) to Ulaanbaatar, the world's coldest capital city. Our flight 6) (land) at noon. We 7) (plan) to go sightseeing first, and then we 8) (hire) a guide. We 9) (want) to explore the Gobi Desert: the sixth largest desert in the world! I'm really excited about my desert adventure. It's certainly not like an ordinary holiday, 10) **is it/isn't it?**



Tell the class what you have learnt in this lesson. Give examples.

1 VOCABULARY

ACCOMMODATION & TRANSPORT

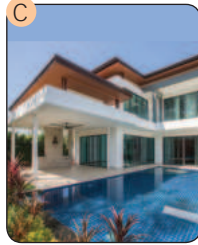
1  Which of the pictures (A-F) are the sentences (1-6) about?



A camper van



B hotel



C villa



A farmhouse




B flat




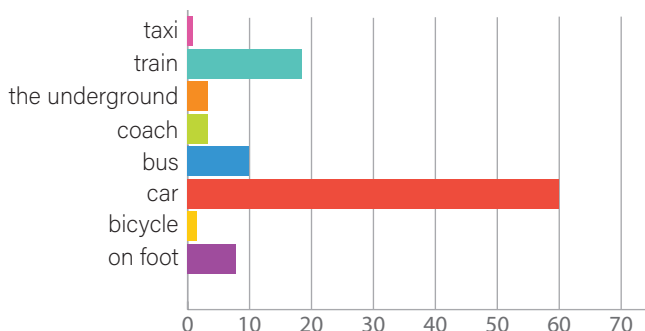
C cottage

- 1 Would you like a single or double room?
- 2 We get fresh eggs from the chickens and ride our horses here, too.
- 3 There's a campsite ahead. We can park there.
- 4 Wow! There are four bedrooms and an outdoor swimming pool!
- 5 I rented one on the fifth floor.
- 6 We're staying in a cosy home in the countryside with a beautiful garden.

2  Use the adjectives in the list to discuss where you prefer staying while on holiday.

- busy ≠ quiet • cheap ≠ expensive
- comfortable ≠ uncomfortable • clean ≠ dirty
- quiet ≠ noisy • exciting ≠ boring

3  **M** The graph shows the most popular means of transport for British teenagers. Explain what it shows to your friend.




PREPOSITIONS

4  Fill in: by (x2), in, on.

DID YOU KNOW?


- 1 Are you afraid of flying? Well, it's safer to travel plane than any other means of transport!
- 2 Travelling bus is very popular in Jakarta, Indonesia. The city has 4,300 buses!
- 3 Most helicopters can carry about 6-8 passengers, but over 70 people can fly a Mi-26 helicopter!
- 4 Would you travel from Istanbul to London a coach? It takes 56 days!

PHRASAL VERBS

5  Fill in the correct phrasal verb.

take off: to leave the ground
get on: to step onto a bus, train, etc
get in: to step into a car, taxi, etc
pick up: to collect sb/sth from a place

- 1 Can you me from the train station at 6 o'clock?
- 2 Please the car. It's time to go.
- 3 What time does the plane ?
- 4 Hurry up! We need to the train before it leaves!

6  Which of the sentences do you agree with?

Why do you travel?

- 1 I like going to new places.
- 2 I enjoy trying new food.
- 3 I like taking risks.
- 4 I love doing new things.
- 5 I want to practise speaking other languages.
- 6 I like having interesting stories to tell my friends.
- 7 I want to learn about other cultures.
- 8 I enjoy meeting new people.

VALUES

It's good to explore new places.

Discuss.



MULTIPLE CHOICE

Preparing for the task

- 1 a) Read the question and look at the pictures. What does each picture show?

Where do they want to stay?



- b) Now read the script. Which is the correct answer? Why?



- A: Look at this villa. It's beautiful! It has even got a pool!
 B: Yes, but look at the price! We don't need a villa. We want something simple.
 A: How about this farmhouse?
 B: It looks lovely, but Grandma can't climb stairs. We need to look for something with one floor, like a cottage.
 A: You're right.

- 2 You are going to hear five short recordings. Look at the pictures. What does each show? Listen and check.

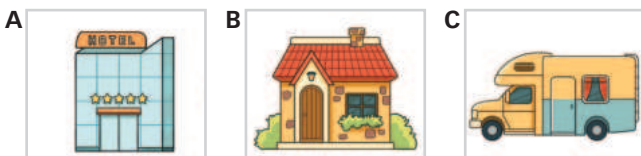
1 Where are they going tomorrow?



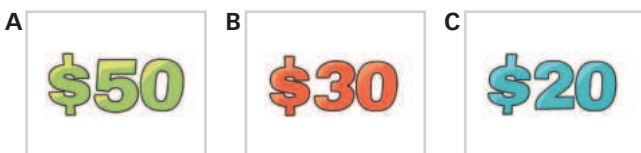
2 What time does the plane take off?



3 Where are Lucy's parents staying?



4 How much is the tour?



- 3 Listen again and choose the best answer. Compare answers with your partner.

RIGHT/WRONG STATEMENTS

Preparing for the task

- 4 Read sentences 1-3. Replace the underlined words with the ones in the list.

- on Mondays and Tuesdays
- on her days off
- from morning till night
- has a friend
- has a job

- 1 Maggie knows someone that works at the hotel.
 2 Maggie works at the hotel two days a week.
 3 Maggie is at the beach all day when she isn't working.



Znajdowanie określonych informacji w wypowiedzi

Przeczytaj zdania i znajdź słowa kluczowe. Pomyśl o słowach lub zwrotach, które mają podobne znaczenie. Ułatwi Ci to wybranie prawidłowej odpowiedzi.

- 5 Read the sentences. Find the key words. Think of words/phrases that have the same meaning. Listen and check.

- 1 The Pyrenees are close to two countries.
- 2 People aren't allowed to swim in the lakes there.
- 3 The weather is cool in summer.
- 4 Katie's family are planning to go camping.
- 5 Katie doesn't know exactly where they are staying.

- 6 Listen again. Mark each sentence (1-5) as right (R) or wrong (W).

INTONATION IN QUESTION TAGS

- 7 Listen and choose the correct box. Listen again and repeat.

- 1 The Gobi Desert is in Mongolia, isn't it?
- 2 You're tired, aren't you?
- 3 The tour isn't expensive, is it?
- 4 We've got three suitcases, haven't we?
- 5 The hotel doesn't have a pool, does it?

1e SPEAKING SKILLS

GIVING NEWS – EXPRESSING SURPRISE

1 Read the dialogue. What is it about?



Kelly: Hi, Mark! **1)** [redacted]
Mark: I'm looking for package holidays online. My parents want to go on a trip during the school holidays next week.
Kelly: You don't say! **2)** [redacted]
Mark: Probably Greece or Italy. We want to go somewhere warm and sunny.
3) [redacted] What do you think of this package in Sicily?
Kelly: It looks amazing. **4)** [redacted]
Mark: Let's see. ... I don't believe it! It's full.
Kelly: Hang on! **5)** [redacted] Five nights on a Greek island for £600 per person. And look – flights are included in the price.
Mark: No way! That's great! I'm calling my mum now to tell her about it.

- A** This one looks good.
- B** I can't wait!
- C** Where are you going?
- D** What are you doing?
- E** How much is it?

2 Read the dialogue again and complete the gaps (1-5) with the sentences (A-E). Listen and check.

3 Use the highlighted phrases in exchanges of your own.

4 You are planning to go on holiday. Act out a dialogue similar to the one in Ex. 1. Use phrases from the Useful Language. Follow the diagram.

USEFUL LANGUAGE – PRZYDATNE ZWROTY

Uzyskiwanie informacji

- Where do you want to go?
- Where are you (thinking of) staying?
- How much does it cost?
- What's the price?

Wyrażanie zdziwienia

- Really?
- Are you serious?
- Wait a minute!
- You're joking/kidding!

A

Greet B. Ask what he/she is doing.
 Express surprise.
 Give your opinion. Ask about price.
 Express surprise. Show B a holiday advert. Give information about it.

B

Say you are looking for a holiday online, when you are going and who with.
 Say where you are thinking of going and why. Ask for A's opinion about the holiday.
 Tell A the price of the holiday.
 Express surprise. Tell A it's great.

DESCRIBING A PHOTO

5 **M** Look at the picture and use the prompts to describe it.

- mum, dad, son
- airport
- push trolley with suitcases
- T-shirt, jacket, jumper
- happy
- go on holiday





WYPOWIEDŹ PISEMNA – WSKAZÓWKI

Zwroty rozpoczynające i kończące (opening/closing remarks)

Tworząc wpis na blogu, warto na początku zastosować zwroty przyciągające uwagę czytelników. Zakończenie powinno zachęcać do komentowania.

RUBRIC ANALYSIS

- 1 **M** Read the rubric. What are you going to write? What exactly do you have to write about? How many words should you write?

Jesteś w trakcie podróży po świecie. We **wpisie na blogu** podróżniczym (100-150 słów):

- napisz, gdzie właśnie jesteś i jakie są Twoje odczucia
- wspomnij, co tam robisz
- opisz to miejsce
- zachęć czytelników bloga do komentowania.

Hello, everyone! Where in the world are you right now?

MODEL ANALYSIS

- 2 **M** Read the model and put the verbs in the *present simple* or the *present continuous*.

Samuel's TRAVEL BLOG

Hiking in the Huayhuash Mountains

Hello, everyone! Where in the world are you right now? I'm in Peru, and today I **1)** (**start**) my next adventure in the Huayhuash Mountains. Less than 7,000 visitors **2)** (**come**) here every year, so I **3)** (**feel**) very lucky to be one of them. The views here are fantastic! There are mountains with snow and beautiful rivers and lakes. I **4)** (**go**) on a four-day hiking trip with my friends to see it all. I **5)** (**know**) there's hard work ahead, but I **6)** (**not/mind**). What about you? Drop me a comment.

[Comment](#)

- 3 What opening/closing remarks does Samuel use in the blog post in Ex. 2?

- 4 **M** Decide if the sentences are opening remarks (OR) or closing remarks (CR).

- | | | |
|---|---|--------------------------|
| 1 | Do you want to read about the most magical place on Earth? | <input type="checkbox"/> |
| 2 | Would you like to join me here? Drop a line in the comments! | <input type="checkbox"/> |
| 3 | Do you want to see this place for yourself? | <input type="checkbox"/> |
| 4 | Where's your dream destination? Let me tell you about mine. | <input type="checkbox"/> |
| 5 | Do you know any places like this? Tell me about them! | <input type="checkbox"/> |
| 6 | First, let me ask you a question: What do you know about Jamaica? | <input type="checkbox"/> |
| 7 | Hi, readers! Where's your favourite place on Earth? | <input type="checkbox"/> |
| 8 | What do you think? Let me know in the comments. | <input type="checkbox"/> |

USEFUL LANGUAGE – PRZYDATNE ZWROTY

Opisywanie miejsca

- There is/are (some) ... here.
- You can see ...
- ... is home to ...

Opisywanie czynności

- This morning/afternoon/ Tomorrow, I'm going/ starting/travelling ...
- I am/We are staying/ sleeping/camping ...

YOUR TURN

- 5 **M** Brainstorming: Read the rubric in Ex. 1. Make notes under the headings in bold in the plan below in your notebook.

- 6 **M** Use your notes in Ex. 5 to write your blog post for Ex. 1. Use phrases from the Useful Language. Follow the plan. Remember to give your blog post a title.




greet readers; opening remarks


- where you are now, how you feel
- describe the place
- describe activities
- encourage commenting (closing remarks)





1g LIFE SKILLS

HOW CAN WE PREPARE FOR A SAFE TRIP?

1  Look at the pictures. Which of these things do/don't you take on holiday with you? Why?


- | | | | |
|---|--|--|--|
| ① 
passport | ② 
sunscreen | ③ 
insect repellent | ④ 
phone charger |
| ⑤ 
visa | ⑥ 
credit card | ⑦ 
warm clothes | ⑧ 
medicine |


2  Listen to and read the people's comments. Which item in Ex. 1 has each person got with them?


- A**  **Anneli, Sweden (25)** @An_123 6 minutes ago · Comment
During the winter holidays, I always visit my family in Sweden. I don't need sunscreen, but I certainly need warm clothes. My family live in Gällivare, a town that's very near the Arctic Circle so it's cold there.
- B**  **John, the UK (32)** @John_uk 8 minutes ago · Comment
I live in England, so I don't need a passport to visit Scotland in the summer. But there's one thing I never forget and that's my insect repellent! There are mosquitoes there.
- C**  **Helena, Argentina (19)** @arg_19 15 minutes ago · Comment
I'm travelling around the world with a friend right now. We don't need a visa for most countries, but for some – like Canada, Australia and the USA – it's necessary. Luckily, we have all our visas, so we aren't having any problems.
- D**  **Ron, the Netherlands (30)** @ron_nether 35 minutes ago · Comment
I'm afraid of flying, but I love travelling. This summer, I'm exploring Europe – on the train! Of course, I need my passport because I'm visiting lots of different countries. I have a photocopy of it as well in case I lose it.

 **CHECK THESE WORDS**

the Arctic Circle, mosquito, explore, photocopy

3  What do we need to do before we travel so that we can be safe? You can ask people that often travel or visit a travel agency. Think about: *passport – money – tickets – clothes – where to stay – health – food – transport – smartphone, etc.*

4  **ICT Brainstorming:** You are travelling to North Africa with your class on a school trip. How can you prepare for the trip? What do you need to take? Collect information.

5  Present your ideas from Ex. 4 to the other groups. The class decides on the 10 most important tips. Use them to prepare a holiday checklist for the students going on the trip.

VOCABULARY

1 Choose the correct option.

- Let's go swimming in the **river/field**.
- You can have a picnic in a **waterfall/wood**.
- Do you want to go **surfing/on a tour** at the beach?
- He lives in a **flat/villa** on the fifth floor.
- Let's go for a walk up the **hill/desert**.

5 x 2 = 10 points

2 Replace the adjectives in bold with their opposites: *busy, cheap, comfortable, clean, quiet, boring*. One is extra.

- I like travelling on the train because it's **uncomfortable**.
- It's always very **calm** on the underground.
- Travelling on foot is never **exciting**.
- It can be **noisy** at times on a coach.
- Travelling by bus is **expensive**.

5 x 2 = 10 points

3 Choose the correct option.

- I really like travelling **on/by** bus.
- Look! The plane is taking **off/on**.
- Can you please pick Sam **up/in** from school today?
- We are travelling to Madrid **in/by** a coach.
- Get **in/on** the bus now, please.

5 x 2 = 10 points

GRAMMAR IN USE

4 Put the verbs in brackets into the *present simple* or the *present continuous* and fill in the question tags.

- Jake (**enjoy**) his holiday at the moment, he?
- The bus (**leave**) at 10, it?
- Your parents (**not/spend**) their holidays by the sea, they?
- Katy (**not/stay**) in a hotel on holiday this year, she?
- Mark (**work**) as a tour guide, he?
- It (**rain**) a lot here in winter, it?
- They (**not/fly**) to Spain on Saturday, they?
- Ann (**stay**) at her friend's this weekend, she?

16 x 1 = 16 points

5 Put the verbs in brackets into the *present simple* or the *present continuous*.

- Gail (**have**) a villa in Spain.
- They (**not/have**) lunch now.
- Jack (**think**) about visiting Rome next month.
- Tom (**think**) the Amalfi Coast is the most beautiful place in the world.
- This hotel (**not/look**) nice.
- We (**look**) for a hotel to stay in for the night.
- I (**see**) you have a new suitcase.
- Jane (**see**) her friends this Sunday.
- This cake (**taste**) delicious.

9 x 2 = 18 points

EVERYDAY ENGLISH

6 Put the dialogue in the correct order.

- Let's see. ... Wait a minute! It's full.
- You don't say! Where do you want to go?
- Hi, Mary! What are you doing?
- It looks amazing. How much does it cost?
- You're joking! That's great!
- Hang on! This one looks good. Five nights in St Julien's for £500 per person. And look – flights are included in the price.
- Probably Malta. We want to go somewhere warm and sunny. This one looks good.
- I'm looking for package holidays online. My parents want to go on a trip during the school holidays next week.

8 x 2 = 16 points

TOTAL 80 points

Competences

Good ★ | Very good ★★ | Excellent ★★★

Now I can ...

Vocabulary

- talk about places & activities ★★★
- talk about accommodation & transport ★★★

Reading

understand an article about places of natural beauty (multiple matching) ★★★

Listening

- listen to a dialogue about accommodation & travel (multiple choice) ★★★
- listen to a dialogue about a place (R/W statements) ★★★



Speaking

give news – express surprise ★★★

Writing

write a travel blog post ★★★



1   **How?** Which of the materials in the pictures can we use to make art?



flowers



fruit & vegetables

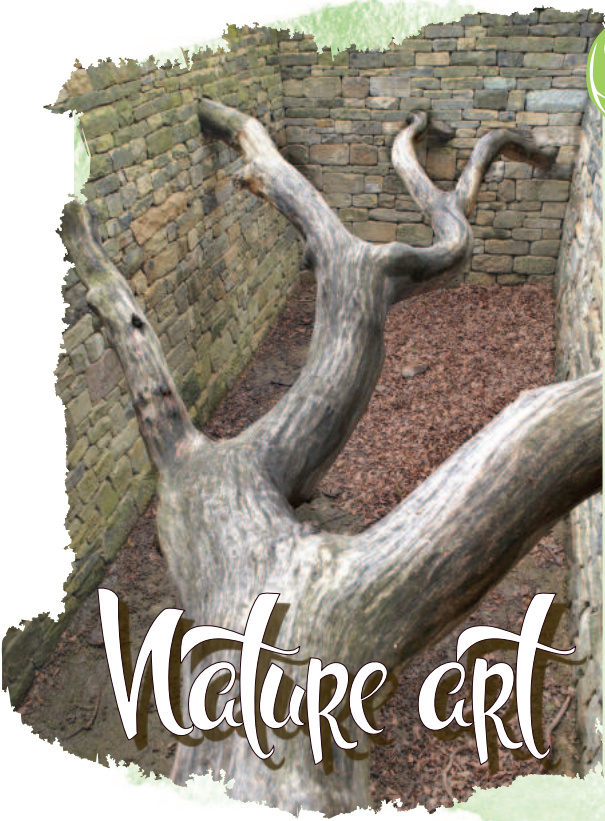
twigs

leaves

ice

stones

2   Listen to and read the text. Which of the materials in Ex. 1 does each artist use to create art?



Nature is an important subject in many famous paintings: *Sunflowers* by Vincent van Gogh, *Water Lilies* by Claude Monet and *The Hay Wain* by John Constable, for example. But these are paintings of nature. Let's meet some artists that make their art with nature.


Andy Goldsworthy is a British artist. He uses leaves, twigs, stones, snow, ice and even water to make art. Some of his artworks last for a long time, but the ones he makes from leaves and twigs don't last very long. The snow and ice ones stay only for a few days, the water ones less than an hour. For Goldsworthy, this is part of his art. It shows how nature is always changing, and that nothing lasts forever.

Lorenzo Manuel Durán uses leaves to create his artworks, but he doesn't just collect them and arrange them. He uses a tiny knife to cut beautiful pictures into the leaves. What gave him this idea? "A caterpillar having lunch," says Durán. He likes working with leaves because they are a part of nature. "One side looks towards the light," he says, "and the other is in the shadow."



Sam Van Aken is a university professor. He's also an artist and a gardener! He takes parts of different trees and puts them together to create a new tree. But his trees aren't just artworks – they're alive! Van Aken's Tree of 40 Fruit has 40 different types of flowers in spring, and 40 different types of fruit later in the year. He wants to show people the variety there is in nature, and that we are slowly losing it.


 **CHECK THESE WORDS** 3

- subject, last, arrange,
- caterpillar, shadow,
- university professor,
- alive


 Read the text again. Match the artist to the message of their artwork. Two messages are extra.

- | | | |
|----------------------------|----------------------|---|
| 1 <input type="checkbox"/> | Andy Goldsworthy | A Differences are important. |
| 2 <input type="checkbox"/> | Lorenzo Manuel Durán | B Everything changes. |
| 3 <input type="checkbox"/> | Sam Van Aken | C Science and art are not so different from each other. |
| | | D Even the smallest creature can change things. |
| | | E People always have their secrets. |

4 a)   Whose is the artwork in the picture?

b)  **ICT** Search for artworks by the artists in the text online. Which do you think are the most interesting? Why? Tell your partner.

OVER TO YOU!


5  Make your own nature artwork. You can make it outside and take a photo of it, or collect materials to make it. Your classmates explain what its message is.



MATURA IN MIND

ROZUMIENIE TEKSTÓW PISANYCH

Wybór wielokrotny

- 1  **M** W zadaniach 1-5 wybierz właściwą odpowiedź (A, B, C albo D), zgodną z treścią tekstu.



After the surprise attack on Pearl Harbour in 1941, the U.S. Army decided that they needed a bigger team to break codes and help them understand the enemy's secrets. There was a problem, though... most of the men were in the army. So what did they do? They decided to ask women to help!

Lots of women offered to become codebreakers and soon they were all doing their part. Although these women weren't engineers and didn't have jobs, they were all very intelligent and many came from colleges all over the country. These women had to do lots of things. They listened to radio messages, wrote down when the enemy sent messages and from where, and checked American codes to make sure that no one could break them.

They also used machines and technology to do their work, and never gave up, no matter how difficult things were. They would read lots of numbers and letters for hours and hours, trying to see anything that might help them understand secret messages. They also had to understand something called a cipher, a way to hide messages by replacing letters with numbers, and also had to be very good at maths.


Clever women like Genevieve Grotjan cracked the Purple cipher that the Japanese used to send messages, and Ann Caracristi helped crack a code that found Japanese ships at sea. Grotjan and Caracristi, as well as many others, changed the war and some historians think that they even made it end more quickly!




These women weren't allowed to talk to anyone about the work that they did and it took a very long time for people to find out the truth. Their amazing stories show us all just how great women can be, and we should never forget the millions of lives they saved.

- 1 Code breaking teams got bigger by using
 - A enemy soldiers.
 - B people from Pearl Harbour.
 - C men from the army.
 - D college girls and housewives.
- 2 Codebreakers had to do difficult tasks like
 - A study classes at college.
 - B guess the times of enemy reports.
 - C test secret messages.
 - D work as engineers.
- 3 Ciphers were used during the war when
 - A codebreakers found things too difficult.
 - B people didn't want others to know information.
 - C answers were needed in under an hour.
 - D machines were not available.
- 4 Which is stated in the text as an OPINION, not a fact?
 - A The work of women made the war finish sooner.
 - B The long hours were hard for the codebreakers.
 - C The women were not able to say anything.
 - D The men at the time couldn't be codebreakers.
- 5 Which is the best title for the text?
 - A THE ENEMY MACHINES
 - B HOW TECHNOLOGY HELPED
 - C THE HEROES NO ONE EXPECTED
 - D WINNING THE WAR

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

Wybór wielokrotny (minidialogi)

- 2  **M** Uzupełnij poniższe minidialogi (1-3). Wybierz spośród podanych opcji (A-C) brakującą wypowiedź, tak aby otrzymać spójny i logiczny tekst.

- 1 X: The app sets a time and your phone locks when the time is up.
Y: Really? 
X: I downloaded one a few weeks ago and it's great.
 - A I need to do something about this.
 - B I didn't have a clue about that.
 - C You're absolutely right.
- 1 X: Hi, Scott! 
Y: I'm looking for package holidays online.
X: You don't say!
 - A Where are you going?
 - B How much is it?
 - C What are you doing?
- 3 X: What time is it now?
Y: It's half past seven.
X: 
 - A He's unbelievable!
 - B You're joking!
 - C They had no idea!

Wybór wielokrotny (tłumaczenie fragmentów zdań)

3 **M** W zadaniach 1–3 spośród podanych opcji (A–C) wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym lukę w zdaniu.

- This villa (*wydaje się mieć*) great reviews.
A is appearing in
B often appears in
C appears to have
- (*Czy Julie oglądała*) a vlog episode?
A Did Julie watch
B Who was Julie watching on
C Was Julie watching
- The tour bus (*odjeżdża z hotelu*) at 5 pm.
A leaves the hotel
B always leaves the hotel
C didn't leave the hotel

Gramatykalizacja

4 **M** Uzupełnij zdania 1–4, wykorzystując w odpowiedniej formie wyrazy podane w nawiasach. Nie zmieniaj kolejności podanych wyrazów. Jeśli to konieczne, dodaj inne wyrazy, tak aby otrzymać zdania logiczne i poprawne gramatycznie. W każdą lukę można wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

- Mark (stay) with his aunt every summer when he was young.
- Mary is the girl who lives in the city, (be/she)?
- Emma was swimming (while/Helen/be/sunbathe).
- William (not/post) comments online often.

Set leksykalny

5 **M** W zadaniach 1–3 podaj wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów.

- There's a lovely art outside the hotel.
 - Don't forget to your holiday photos on the wall.
 - Lots of cool items are on at the museum.
- Martin needs to have a with his sister about the laptop.
 - Kevin didn't use to online as much as he does now.
 - Teenagers using DMs and instant messages these days.
- I need to get ready, it won't long.
 - Do you know what time we off from the airport?
 - Please the bag to your dad, Jim.

ROZUMIENIE ZE SŁUCHU

Dobieranie

6 **M** Usłyszysz dwukrotnie wypowiedzi pięciu osób. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This person

- enjoyed staying somewhere new on holiday.
- regretted a mistake that they made before a holiday.
- explains why they had something unusual with them.
- gets to practise something useful on holiday.
- left their passport at home by mistake.
- can't understand someone's holiday choices.

- | | |
|-----------|--------------------------|
| Speaker 1 | <input type="checkbox"/> |
| Speaker 2 | <input type="checkbox"/> |
| Speaker 3 | <input type="checkbox"/> |
| Speaker 4 | <input type="checkbox"/> |
| Speaker 5 | <input type="checkbox"/> |

WYPOWIEDŹ USTNA

Opis ilustracji i odpowiedzi na pytania

7 **Opisz ilustrację i odpowiedz na pytania.**



- How do you think the teen in the picture is feeling? Why?
- What's your favourite free-time activity/sport? Why?
- Tell us about a positive experience you had doing a free time activity.

UNIT 1

PRESENT SIMPLE

Tworzenie: bezokolicznik + końcówka -s w 3. os. l. poj.

Zdania twierdzące	Zdania przeczące
I run .	I do not/ don't run .
You run .	You do not/ don't run .
He/She/It runs .	He/She/It does not/ doesn't run .
We run .	We do not/ don't run .
You run .	You do not/ don't run .
They run .	They do not/ don't run .

Zdania pytające	Krótkie odpowiedzi
Do I run ?	Yes, I do./ No, I don't.
Do you run ?	Yes, you do./ No, you don't.
Does he/she/it run ?	Yes, he/she/it does./ No, he/she/it doesn't.
Do we run ?	Yes, we do./ No, we don't.
Do you run ?	Yes, you do./ No, you don't.
Do they run ?	Yes, they do./ No, they don't.

Pisownia czasownika w 3. os. l. poj. w twierdzeniach

- Do większości czasowników dodajemy końcówkę -s.
I sit – he sits
- Do czasowników zakończonych na -ss, -sh, -ch, -x lub -o dodajemy końcówkę -es.
I kiss – he kisses, I blush – he blushes, I watch – he watches, I relax – he relaxes, I go – he goes
- W przypadku czasowników zakończonych spółgłoską + y opuszczamy -y i dodajemy końcówkę -ies. *I fly – he flies*
- Do czasowników zakończonych samogłoską + y dodajemy końcówkę -s. *I say – he says*

ADVERBS OF FREQUENCY

- Przysłówki **częstotliwości** służą do informowania, jak często dana czynność się odbywa. Na przykład: *always* (100%), *usually* (90%), *often* (70%), *sometimes* (50%), *occasionally* (30%), *rarely/seldom* (10%), *never* (0%).
- Stawiamy je **przed** czasownikiem głównym, ale **po** czasowniku *to be* i po czasownikach posiłkowych (*be, have, do*) oraz modalnych (*will, can* itp).
We rarely go to the cinema. She never gets up at 7 o'clock.

PRESENT CONTINUOUS

Tworzenie: czasownik *to be* w odpowiedniej formie (*am/is/are*) + czasownik główny + końcówka -ing

Zdania twierdzące	Zdania przeczące
I am/’m playing .	I am not/ ’m not playing .
You are/’re playing .	You are not/ aren’t playing .
He/She/It is/’s playing .	He/She/It is not/ isn’t playing .
We are/’re playing .	We are not/ aren’t playing .
You are/’re playing .	You are not/ aren’t playing .
They are/’re playing .	They are not/ aren’t playing .

Zdania pytające

Am I **playing**?
Are you **playing**?
Is he/she/it **playing**?

Are we **playing**?
Are you **playing**?
Are they **playing**?

Krótkie odpowiedzi

Yes, I am./ No, I’m not.
Yes, you are./ No, you aren’t.
Yes, he/she/it is./ No, he/she/it isn’t.
Yes, we are./ No, we aren’t.
Yes, you are./ No, you aren’t.
Yes, they are./ No, they aren’t.

Pisownia czasowników z końcówką -ing

- Do większości czasowników dodajemy końcówkę -ing bez innych zmian. *sing – singing, talk – talking*
- W przypadku czasowników zakończonych samogłoską -e opuszczamy -e i dodajemy końcówkę -ing. *create – creating, take – taking*
- W przypadku czasowników akcentowanych na ostatniej sylabie i zakończonych samogłoską, po której następuje spółgłoska, podwajamy tę spółgłoskę i dodajemy końcówkę -ing. *stop – stopping, rub – rubbing*
ALE *enter – entering* (akcent na pierwszej sylabie)
- W przypadku czasowników zakończonych na -ie zmieniamy -ie na -y i dodajemy końcówkę -ing. *tie – tying*
- W przypadku czasowników zakończonych literą -l podwajamy tę literę i dodajemy końcówkę -ing. *travel – travelling*

Czasowniki statyczne (*like, love, want, understand, know, believe, hate, hear, remember* itp.) zazwyczaj nie występują w formie ciągłej (*continuous*), ponieważ opisują raczej stan nie czynność. *I don’t believe your story.* (NIE: ~~I’m not believing...~~)

UNIT 2

PAST SIMPLE

Tworzenie: czasownik regularny + końcówka -ed

Formę przeszłą większości czasowników regularnych w zdaniach twierdzących tworzymy przez dodanie końcówki -ed do czasownika. Niektóre czasowniki mają nieregularną formę przeszłą. (Patrz: lista czasowników nieregularnych na końcu książki)

Zdania twierdzące

I **walked/left**.
You **walked/left**.
He/She/It **walked/left**.
We **walked/left**.
You **walked/left**.
They **walked/left**.

Zdania przeczące

I **did not/ didn’t walk/leave**.
You **did not/ didn’t walk/leave**.
He/She/It **did not/ didn’t walk/leave**.
We **did not/ didn’t walk/leave**.
You **did not/ didn’t walk/leave**.
They **did not/ didn’t walk/leave**.

Zdania pytające

Did I **walk/leave**?
Did you **walk/leave**?
Did he/she/it **walk/leave**?

Did we **walk/leave**?
Did you **walk/leave**?
Did they **walk/leave**?

Krótkie odpowiedzi

Yes, I did./ No, I didn’t.
Yes, you did./ No, you didn’t.
Yes, he/she/it did./ No, he/she/it didn’t.
Yes, we did./ No, we didn’t.
Yes, you did./ No, you didn’t.
Yes, they did./ No, they didn’t.

HELLO!

brass instrument /ˈbrɑːs ˈɪnstrəmənt/ (n) instrument dęty blaszany
percussion instrument /pəˈkʌʃən ˈɪnstrəmənt/ (n) instrument perkusyjny
string instrument /ˈstriŋ ˈɪnstrəmənt/ (n) instrument strunowy
wind instrument /ˈwɪnd ˈɪnstrəmənt/ (n) instrument dęty

UNIT 1

1a
admire /ədˈmaɪə/ (v) podziwiać
art display /ɑːt dɪˈspleɪ/ (n) wystawa sztuki
beach /bi:tʃ/ (n) plaża
colourful /ˈkɒləfʊl/ (adj) kolorowy
coral /kɒrəl/ (n) koral
desert /ˈdezət/ (n) pustynia
field /fi:ld/ (n) pole
go climbing (phr) iść się wspinać, wybrać się na wspinaczkę
go fishing (phr) iść na ryby
go for a walk (phr) iść na spacer
go kayaking (phr) iść pływać kajakiem
go on a tour (phr)jechać na wycieczkę
go surfing (phr) iść uprawiać surfing
go swimming (phr) iść pływać
go windsurfing (phr) iść uprawiać windsurfing
have a picnic (phr) iść na piknik
hill /hɪl/ (n) wzgórze
island /ˈaɪlənd/ (n) wyspa
lake /leɪk/ (n) jezioro
mountain /ˈmaʊntɪn/ (n) góra
rainforest /ˈreɪnfɒrɪst/ (n) las deszczowy
river /ˈrɪvə/ (n) rzeka
rock /rɒk/ (n) skała, głaz
sandstorm /ˈsændstɔ:m/ (n) burza piaskowa
sea /si:/ (n) morze
shape /ʃeɪp/ (n) kształt
stripe /straɪp/ (n) pas, pasek
the sun sets (phr) słońce zachodzi
tower /ˈtaʊə/ (n) wieża
view /vju:/ (n) widok
waterfall /ˈwɔ:təfɔ:l/ (n) wodospad
wave /weɪv/ (n) fala
wood /wud/ (n) las

1c

accommodation /əˌkɒməˈdeɪʃən/ (n) zakwaterowanie
boring /ˈbɔ:ɪŋ/ (adj) nudny
busy /ˈbɪzi/ (adj) ruchliwy, zatłoczony

camper van /ˈkæmpə væn/ (n) samochód kempingowy
cheap /tʃi:p/ (adj) tani
clean /kli:n/ (adj) czysty
coach /kəʊtʃ/ (n) autokar
comfortable /ˈkɒmfətəbəl/ (adj) wygodny
cosy /ˈkəʊzi/ (adj) przytulny
cottage /ˈkɒtɪdʒ/ (n) chata, domek
dirty /ˈdɜ:ti/ (adj) brudny
double room /ˌdʌbəl ˈru:m/ (n) pokój dwuosobowy
exciting /ɪkˈsaɪtɪŋ/ (adj) ekscytujący
expensive /ɪkˈspensɪv/ (adj) drogi
farmhouse /ˈfɑ:mhaʊs/ (n) wiejski dom, zagroda
flat /flæt/ (n) mieszkanie
get in /ˈget ɪn/ (phr v) wchodzić do wnętrza pojazdu, wsiadać (np. do samochodu)
get on /ˈget ɒn/ (phr v) wchodzić na pokład środka transportu, wsiadać (np. do autobusu, pociągu)
hotel /həʊtel/ (n) hotel
noisy /ˈnɔɪzi/ (adj) głośny
pick up /ˈpɪk ʌp/ (phr v) odbierać (kogoś skądś)
quiet /ˈkwaɪət/ (adj) cichy, spokojny
rent /rent/ (v) wynajmować
single room /ˌsɪŋɡl ˈru:m/ (n) pokój jednoosobowy
take off /ˈteɪk ɒf/ (phr v) (o samolocie) startować
the underground /ði ˈʌndəgraʊnd/ (n) metro
transport /ˈtrænsˌpɔ:t/ (n) transport
uncomfortable /ˌʌnˈkɒmfətəbəl/ (adj) niewygodny
villa /ˈvɪlə/ (n) willa, rezydencja

1g

credit card /ˈkredɪt kɑ:d/ (n) karta kredytowa
explore /ɪkˈsplɔ:ə/ (v) zwiedzać, eksplorować
insect repellent /ɪnsekt rɪˈpelənt/ (n) środek odstraszający owady
medicine /ˈmedɪsən/ (n) lekarstwo, lek
mosquito /məˈskɪtəʊ/ (n) komar
passport /ˈpɑ:spɔ:t/ (n) paszport
phone charger /ˈfəʊn ˈtʃɑ:dʒə/ (n) ładowarka do telefonu
photocopy /ˈfəʊtəʊˌkɒpi/ (n) kserokopia
sunscreen /ˈsʌnskri:n/ (n) środek przeciwsłoneczny, krem z filtrem
the Arctic Circle /ði ˈɑ:ktɪk ˈsɜ:kəl/ (n) koło podbiegunowe północne
visa /ˈvi:zə/ (n) wiza
warm clothes (phr) ciepłe ubrania

UNIT 2

2a
amazed /əˈmeɪzd/ (adj) zdumiony
blog /blɒg/ (n) blog
break a code (phr) złamać kod
call (sb) /kɔ:l/ (v) zadzwonić (do kogoś)
chat (to sb) /tʃæt/ (v) pogadać/ porozmawiać (z kimś)
email /i:meɪl/ (n) e-mail
enemy /ˈenəmi/ (n) wróg
engineer /endʒɪˈniə/ (n) inżynier
give up /ˈgɪv ʌp/ (phr v) poddać się, zrezygnować
historian /hɪˈstɔ:riən/ (n) historyk
in person (phr) osobiście
interview (sb) /ɪntəˈvju:/ (v) przeprowadzać wywiad (z kimś)
letter /ˈletə/ (n) list
phone call /ˈfəʊn kɔ:l/ (n) rozmowa telefoniczna
podcast /ˈpɒdkɑ:st/ (n) podcast
post (sth) /pəʊst/ (v) publikować (coś) w internecie
read (sth) /ri:d/ (v) czytać (coś)
secret /ˈsi:kret/ (n) sekret, tajemnica
send (sth) /send/ (v) wysłać (coś)
social media post (phr) post w mediach społecznościowych
talk (about sth) /tɔ:k/ (v) rozmawiać (o czymś)
text message /tekst ˌmesɪdʒ/ (n) wiadomość SMS
type (sth) /taɪp/ (v) pisać (coś) na klawiaturze komputerowej
video chat /ˈvɪdiəʊ ˈtʃæt/ (n) czat wideo
vlog /vɒlg/ (n) vlog, wideoblog
watch (sth) /wɒtʃ/ (v) oglądać (coś)
write (sth) /raɪt/ (v) pisać (coś)

2c

afraid /əˈfreɪd/ (adj) przestraszony, zaniepokojony
angry /ˈæŋɡri/ (adj) zły
bite one's lip (phr) przygryźć wargę
bored /bɔ:d/ (adj) znudzony
bring (sth) back /brɪŋ ˈbæk/ (phr v) oddać (coś)
cross one's arms (phr) skrzyżować ramiona
excited /ɪkˈsaɪtɪd/ (adj) podekscytowany
find (sth) out /faɪnd ˈaʊt/ (phr v) dowiadywać się (czegoś)
happy /ˈhæpi/ (adj) szczęśliwy
hold one's head in one's hands (phr) zakrywać twarz dłońmi
look after (sb/sth) /lʊk ɑ:ftə/ (phr v) opiekować się (kimś/ czymś), zajmować się (kimś/ czymś)
look for (sb/sth) /lʊk fə/ (phr v) szukać (kogoś/ czegoś)
nervous /ˈnɜ:vəs/ (adj) nerwowy
open one's eyes wide (phr) zrobić wielkie oczy, bardzo się zdziwić
rub one's hands together (phr) zacierać ręce, cieszyć się
scared /skeəd/ (adj) wystraszony, przestraszony
smile /smaɪl/ (v) uśmiechać się
sorry /sɒri/ (adj) tu: współczujący
stressed /strest/ (adj) zestresowany
surprised /səˈpraɪzd/ (adj) zaskoczony
tap one's fingers (phr) stukać palcami
twist one's hair (phr) skręcać włosy
upset /ʌpˈset/ (adj) smutny

UNIT 3

3a

carry (sth) /kæri/ (v) nieść (coś), dzwigać (coś)
collect money (phr) zbierać pieniądze
cook /kʊk/ (v) gotować
do the shopping (phr) robić zakupy
flood (a place) /flʌd/ (v) zalać (jakieś miejsce)
give (sth) away /ˈgɪv əˈweɪ/ (phr v) oddawać (coś) za darmo, rozdawać (coś)
give blood (phr) oddawać krew
give one's seat (phr) ustąpić miejsca (np. w autobusie)
lose (sth) /lu:z/ (v) stracić (coś)
nearby /ˈnɪəbaɪ/ (adj) pobliski
offer (to do sth) /ɒfə/ (v) zaproponować (zrobienie czegoś)
rest /rest/ (v) odpoczywać
spend time with sb (phr) spędzać z kimś czas
take care of (sb/sth) (phr) opiekować się (kimś/ czymś), zajmować się (kimś/ czymś)
take part in sth (phr) brać w czymś udział
visit (sb) /ˈvɪzɪt/ (v) odwiedzać (kogoś)

3c

ask (sb for sth) /ɑ:sk/ (v) prosić (kogoś o coś)
babysit /ˈbeɪbɪst/ (v) opiekować się dzieckiem
change the sheets (phr) zmienić pościel
collect (sth) /kəˈlekt/ (v) zbierać (coś)
cook (sth) /kʊk/ (v) gotować (coś)
do the washing (phr) robić pranie
feed (sth) /fi:d/ (v) karmić (np. kota)

MINDS

4 MINDS to wielopoziomowy kurs do nauki języka angielskiego dla uczniów szkół ponadpodstawowych – liceów i techników. Jego głównym celem jest skuteczne przygotowanie młodzieży do komunikowania się **w realnym świecie, poza klasą szkolną**. Kurs oferuje jednak o wiele więcej – wspiera uczniów w odkrywaniu świata i własnego potencjału oraz pomaga im rozwijać tzw. **umiejętności XXI wieku**, m.in. kreatywność, umiejętność współpracy i krytycznego myślenia.

Naukę w liceum i technikum wieńczy **egzamin maturalny**, dlatego seria **4 MINDS** umożliwia prowadzenie systematycznych przygotowań do matury poprzez realizację podstawy programowej i obecność takich typów zadań, jakie mogą pojawić się na egzaminie.



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Matura in Mind

- kompleksowe przygotowanie do egzaminu maturalnego
- duży wybór różnych typów zadań egzaminacyjnych – ustnych i pisemnych
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