

# LEARNING MINDS

## B1

STUDENT'S BOOK

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Podręcznik jest przeznaczony do wieloletniego użytku. Nie należy zapisywać w nim odpowiedzi do zadań. Przypominają o tym graficzne oznaczenia znajdujące się przy wybranych zadaniach.



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### Symbols

think	groupwork	flipped video	Debate	audio	Vocabulary from text	Matura in Mind (poziom podstawowy)
pairwork	video	mediation	ICT research	Values	find examples	Matura in Mind (poziom rozszerzony)



# BUSY BEES

## OBJECTIVES

- Vocabulary:** hobbies; free-time activities; character traits;  
**Reading:** an article about selfies (4-option multiple choice)  
**Grammar:** present simple; present continuous; stative verbs; infinitive; -ing form  
**Listening:** an interview about an unusual hobby (3-option multiple choice)  
**Everyday English:** introducing yourself (asking for & giving personal information)  
**Writing:** an informal email making suggestions  
**Culture:** leaving home  
**Mediation:** present a person who does amazing activities for charity  
**Values:** character  
**Life Skills:** How can we develop strong family relationships?

1



Watch the video. Make notes, then prepare questions to ask your classmates.



Watch the video. Who said that customs are the guide of human life?

- a David Hume      b Aristotle



How important are routines and daily habits to you? Why? Tell the class. You can use the words from the list.

- essential • unimportant
- necessary • helpful
- enjoyable • dull

*Routines and daily habits are essential to me because ...*

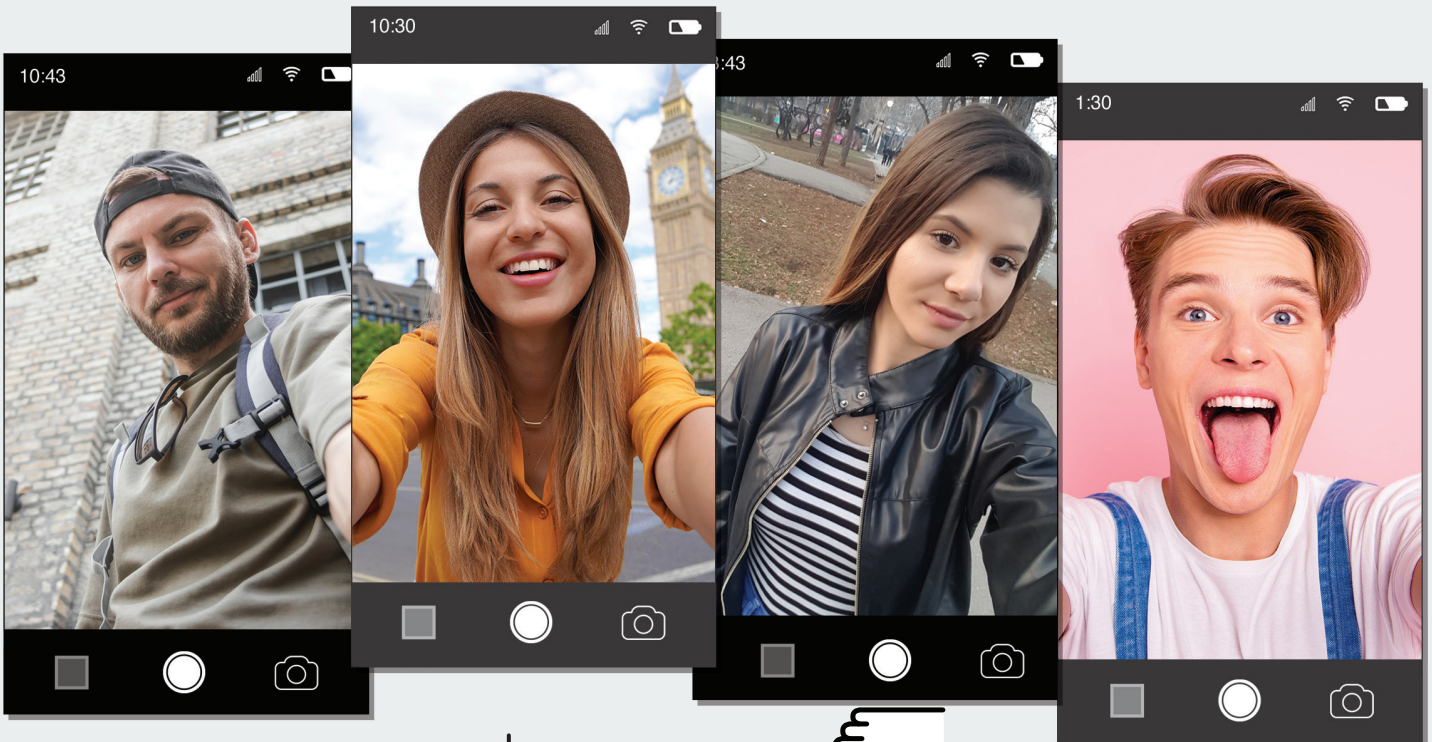


# 1a READING



Watch the video.  
Make notes and  
prepare a short quiz.

- 1 Watch the video. Where is the 'capital of selfies', *Miami, Makati City or Manhattan?*
- 2 a) Look at the selfies below. What can you tell about the people in them? Discuss with your partner.  
b) Which two things are important in selfies? Listen and read to find out.



Nowadays, everyone takes selfies, from famous actors and politicians, to normal everyday people. Selfies are a great way to share your hobbies and daily routines, and thanks to smartphones and their high-quality cameras, anyone can take and upload these images on social media. But is there more to selfies than just showing your holidays or your new clothes? According to research, our selfies and how we take them also says a lot about our character. A lot more than most people think!

Researchers found that both the poses that we choose and the way that we actually take a selfie can show the world things that we might not realise. For example, selfies that consist of popular poses can be full of extra information. People who like to make the 'duck face' or pout may be in a bad mood, while those that stick their tongues out could be **fun-loving** and **silly**, but might actually feel **uncomfortable** in front of the camera.

## A PICTURE PAINTS A THOUSAND WORDS?

Even how often we smile in our selfies, and the way we smile, tells people about our character. Someone who smiles a lot is more likely to be **outgoing** and open to new experiences while someone with a large broad smile may be a risk-taker. It's not just our expression, though, that gives away things about us. Our eyes can too! For example, people who look directly at the camera could be **co-operative** and sociable.

The position of the camera is also important. In fact, how people view you as a person can depend on it. Studies found that showing the left side of the face and cheek in a selfie communicates emotions better and makes people seem more attractive to others. People who take a selfie from below often want to appear bigger and stronger, while those taking a picture from above looking down, could want to appear shorter and sweeter.

It's amazing to think that a simple selfie tells the world so much about your character. Next time you grab your smartphone, hold on for a moment and think about what your next post is really saying about you!

### CHECK THESE WORDS

research, character, realise, consist of, pout, stick your tongue out, experience, emotion, attractive, grab



**Wybór wielokrotny**

Przeczytaj szybko tekst i pytania, na razie bez opcji odpowiedzi. Następnie przeczytaj tekst uważnie i podkreśl fragmenty, które zawierają odpowiedzi na każde z pytań. Teraz popatrz na opcje odpowiedzi i zdecyduj, która jest prawidłowa. Upewnij się, że odpowiedź rzeczywiście pojawia się w tekście, a nie tylko stanowi ogólnie znaną prawdę. Pamiętaj, że opcje odpowiedzi będą zapisane innymi słowami niż w tekście.

**3** **M** Read the text in Ex. 2b and the questions below. For each question, choose the correct answer A, B, C or D.

- 1 Most people like to take selfies in order to
  - A copy their favourite celebrities.
  - B learn about their personality.
  - C enjoy their smartphones.
  - D show their friends what they're doing.
- 2 What can a pout show about a person?
  - A They like to have a good time.
  - B They have a sense of humour.
  - C They feel annoyed or worried.
  - D They don't feel confident being photographed.
- 3 People who get on well with others often
  - A like smiling in photographs.
  - B face the camera during a photo.
  - C have very obvious smiles.
  - D control their body language.
- 4 What is the reason that people take photographs from a low position?
  - A to look more powerful
  - B to help express their feelings
  - C to appear more beautiful
  - D to seem less scary
- 5 What advice might the writer give selfie takers?

**A** Think about your poses if you don't want to reveal your character.

**B** Always look to your left in selfies.

**C** Don't think too much before taking selfies.

**D** Try lots of different angles for the best picture.

**4** Do you agree with the points about selfies in the text? Do you think we judge people fairly by their selfies? Why/Why not?

**VALUES**

*Beauty is in the eye of the beholder.*

Discuss.

**VOCABULARY**

- 5** Look at the adjectives in bold in the text and match them to their synonyms below. Check in your dictionary.
  - helpful • not serious • cheerful • friendly
  - embarrassed
- 6** How much do you know about taking selfies? Choose the correct word to complete the sentences. Then tick (✓) in your notebook which of the things in the list you do.

Are you a **SELFIE** Star?

Which of these things do you do when you take a selfie? Add up your score to see if you're a selfie expert!

<b>Do you ...</b>	
1 use a <b>full/broad</b> smile to show that you're happy?	<input type="checkbox"/>
2 hold popular <b>poses/pictures</b> that you see online?	<input type="checkbox"/>
3 take photos from the left to help <b>communicate/tell</b> emotion?	<input type="checkbox"/>
4 <b>share/upload</b> your images onto the Internet?	<input type="checkbox"/>
5 share your selfies on <b>social/high-quality</b> media apps?	<input type="checkbox"/>
6 often <b>take/make</b> the 'duck face' in your selfies?	<input type="checkbox"/>

1-2 You might need a little more practice.

3-4 Not bad, you know your stuff.

5-6 You're a selfie professional!

- 7** Choose the correct preposition.
  - 1 It's a good idea to think **about/for** what you post online.
  - 2 According **to/by** experts, selfies tell us a lot about people.
  - 3 The position **in/of** the camera when you take a photo is important.
  - 4 A selfie can give **out/away** a lot of information.
  - 5 Can you hold **on/in** for a minute? I want to take a photo.
  - 6 What people think of you can depend **in/on** the photos you post online.
  - 7 The Internet is full **of/with** amazing photos and selfies.

**SPEAKING**

**8** Bring in print-outs of your own favourite selfies to show your classmates. How would you describe each other based on the text in Ex. 2b?

# 1b VOCABULARY

## HOBBIES/ FREE-TIME ACTIVITIES

- 1 Fill in: *do, make, go, play, have, take*. Check in your dictionary.
- \_\_\_\_\_ skills, friends over, a chat
  - \_\_\_\_\_ up a hobby, photos, a rest
  - \_\_\_\_\_ athletics, extreme sports, parkour
  - \_\_\_\_\_ shopping, mountain climbing, bungee jumping, to the cinema, slacklining, rollerblading, zorbing
  - \_\_\_\_\_ in a band, video games, a musical instrument, chess, cards
  - \_\_\_\_\_ models, jewellery, ceramics
- 2 a) Complete the gaps with: *build, interact, combine, transform, improve, take part, allow, work out* in the correct form.

Top
Accounts
Tags

**#May**  
I do my hobby at home and it  
1) \_\_\_\_\_ me to be creative and 2) \_\_\_\_\_ my skills in the kitchen.

**#Scott**  
I love music, but I don't play an instrument. Instead I 3) \_\_\_\_\_ my voice into a drum machine. I get to 4) \_\_\_\_\_ in contests, too.

**#Jane**  
I love Latin music and I'm crazy about dancing and 5) \_\_\_\_\_ in the gym. Luckily for me, my hobby 6) \_\_\_\_\_ all those things!

**#David**  
My hobby lets me 7) \_\_\_\_\_ with technology and learn how it works. I also 8) \_\_\_\_\_ things.

- b) Match the people (A-D) in Ex. 2a to their hobby (1-7) below. Three are extra.

- |                      |                     |
|----------------------|---------------------|
| 1) _____ Photography | 5) _____ Ballet     |
| 2) _____ Baking      | 6) _____ Robotics   |
| 3) _____ Zumba       | 7) _____ Beatboxing |
| 4) _____ Karaoke     |                     |

## CHARACTER TRAITS

- 3 a) Look up the adjectives in your dictionary. Match them to what the people say.

- |                    |                    |
|--------------------|--------------------|
| 1) _____ talented  | 4) _____ creative  |
| 2) _____ easygoing | 5) _____ sensible  |
| 3) _____ patient   | 6) _____ organised |

- A) I really enjoy art and I like using my imagination. B) People say that I'm really good at my hobby and have a lot of skill.
- C) I'm very relaxed and like to take things easy. D) I don't do dangerous things.
- E) I don't mind waiting for things and I don't get bored easily. F) I like to know where everything is.

- b) Use the adjectives in Ex. 3a and the hobbies/free-time activities in Exs. 1 & 2b to make sentences as in the example.

*I'm quite sensible so I don't do things like extreme sports.*

- 4 Student A, read the blog post while Student B reads the comments. Choose the correct option for each section. Then, tell each other what you read.

Todd's blog

Wall
Info
Events
Video
Welcome >>

**Todd** Hi everyone!  
What do you do during your free time? I usually 1) **spend/use** my time at an outdoor adventure park with my friends. You should 2) **give/offer** it a try! There are so many cool things you can do there and the list 3) **confirms/contains** individual and team activities. You can 4) **attempt/challenge** to do an obstacle course or 5) **go/do** zorbing. You can also 6) **build/make** friends with people your age. Post a comment about what you like to do!

Sunday at 10:30am [Like](#) [Comment](#) [Remove](#) [Tag](#)

7 people like this.

[View all 19 comments](#)

**Jason @ Todd** I love rollerblading. It's a really fun free-time activity and an awesome way to 7) **express/share** yourself. You can also 8) **get/learn** tricks and cool moves! But be careful on the rollerblades, it's a bit hard to 9) **play/stay** on your feet at first!

**Jane @ Todd** my favourite activity might not 10) **involve/interest** everyone, but it's fun. I like to go to escape rooms! Inside an escape room you have to 11) **collect/take** clues to find the way out. Don't take too long to 12) **make/decide** your decisions though, there's a time limit to solve the puzzles!





**Jim:** Hey, Mark. Look at this.  
**Mark:** Nice! What's that?  
**Jim:** It's a photo from the local comic con. You know, the meeting of comic superhero fans that **happens** every year and **is becoming** more and more popular. In fact, this year's comic con **is happening** next week at the Lewis Street Convention Centre. If you want to come, **I'm thinking** of inviting Terry, too.  
**Mark:** **I think** it **looks** cool, but I don't **know** much about it. Does everyone wear a costume?  
**Jim:** No, they don't. Those are cosplayers. Cosplay is a really cool hobby where you pretend to be your favourite superhero.  
**Mark:** Nice! **Do you and your brother** usually go?  
**Jim:** Yes, we do. Actually, we go to a cosplay club every weekend. We **'re making** costumes for this year's comic con these days. Ben **wants** to be Spider-Man. He **is researching** his outfit at the moment. He **is always** excited before comic con.  
**Mark:** Yeah, I'm sure! Well, I **love** comics, so OK. Let's go together. **I'm not doing** anything then.  
**Jim:** Awesome! It **starts** at 3 pm on Friday so let's meet at 2.

1 Read the dialogue. What is a cosplayer?

2 Identify the tenses in bold in the dialogue. How do we form each tense? Match the verbs in bold to their uses:

- permanent state • temporary situations
- actions happening at the time of speaking
- changing situations • repeated actions • habits
- fixed arrangements for the near future • timetables
- actions happening around the time of speaking

3 Put the verbs into the present simple or present continuous. Give reasons.

- 1 A: *Is Tom studying* (Tom/study) at home now?  
 B: No. He **has** Zumba class at 4 pm every day.
- 2 A: **Julie/listen** to that loud music upstairs?  
 B: Yes. She **always/plays** the radio at full volume!
- 3 A: **you/stay** at home today?  
 B: Yes, unfortunately. It **rains** a lot at this time of year.
- 4 A: **Mary/usually/make** such nice models?  
 B: Yes, and her skills **improve** every day!

4 a) Look at the highlighted adverbs of frequency in the dialogue. When and how do we use them in a sentence?

b) Use the ideas from Ex. 1, p. 8, to talk about your free-time activities. Use: *always, usually, often, sometimes, rarely, never.*

A: *I always go shopping in my free time. Sometimes I ...*  
 B: *I usually have friends over in my free time ...*

5 Look at the underlined verbs in the dialogue. Do they have a continuous form? Why/Why not?

6 Put the verbs in brackets into the correct tense. Then ask and answer questions, as in the example.

ENTERTAINMENT PLUS

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That's News to me!

Meet Martin. During the day Martin 1) **works** (work) for the council, but at the weekends he 2) **enjoys** (enjoy) a very unusual hobby that makes him famous. In fact this weekend he 3) **appears** (appear) on the news! Martin isn't an actor, athlete or reporter, though. He's a newsraider! Newsraiding is a hobby where people who 4) **hope** (hope) to be famous, stand behind journalists while they 5) **report** (report) the news. Some newsriders dance, some just look at the camera, but all of them 6) **love** (love) the limelight! Newsriders 7) **have** (have) lots of fans, like Paul Yarrow, a famous newsraider who 8) **lives** (live) in London and 9) **appears** (appear) in videos online. Even though it 10) **seems** (seem) weird, more and more people 11) **join** (join) in this hobby. After all, who 12) **wants** (not/want) to be a star?

'Does Martin work for the council?' 'Yes, he does.'

7 What do you like doing at weekends? What are you doing this weekend? Discuss.

8 a) Look at the circled verbs in the dialogue. How does their meaning differ?

b) Use the verbs in bold in the correct form.

- 1 a I'm sorry but I **don't see** (not/see) what you mean.  
 b **you/see** Beth tonight?
- 2 a Chris **has** a new hobby.  
 b Lucy **has** a party tonight.
- 3 a Rob **looks** at new watches.  
 b You **look** rather upset.



### FLASH MOBbing

Would you like to perform on stage or be a famous dancer? Maybe you **see celebrities dance** on TV and want to be a superstar yourself? If that sounds familiar then you might fancy giving flash mobbing a try! A flash mob is a large group of people who love meeting up secretly in public places to dance. The really fun thing about a flash mob is that the dancing is a total surprise that no one expects to happen! After all, you don't **see a crowd dancing** in the middle of the supermarket every day, so it's something you'll **never forget experiencing!** Flash mobbing isn't just a crazy stunt though, it's also a super fun free-time activity that everyone can try. So, next time you go to the mall you had better keep your eyes open and don't **forget to have** your phone camera ready. You never know when you might need it!

1 Read the text and say what flash mobbing is in a sentence.

2 a) Read the text. Which verb form do we use after:

- 1 like/love/enjoy/hate/don't mind + *-ing*
- 2 suggest/avoid/fancy +
- 3 would like/would love/would prefer +
- 4 want/decide/ask/expect/hope/plan +
- 5 can/should/must/might +
- 6 make/let/had better/would rather +

b) Look at the phrases in bold in the text. Which describes: a complete action? an incomplete action?

3 Put the verbs into the correct form.

- 1 In addition to **trying** (try) slacklining you can also do zorbing.
- 2 Lifeguards prevent  (run) by the pool as it's dangerous.
- 3 The adventure centre advises us  (book) our activities before we arrive.
- 4  (tell) you the truth I do feel quite tired.
- 5 Bob is eager  (go) rollerblading this afternoon.
- 6 Imagine  (climb) Mount Everest.

4 Use the verbs in box A and the phrases in box B to talk about your free-time activities, as in the example.

- A
- like
  - hate
  - would love
  - not mind
  - hope
  - think about
  - must

- B
- work out
  - visit (an) adventure park
  - do extreme sports
  - try mountain biking
  - go ziplining
  - go to an escape room
  - go rollerblading
  - take part in contests
  - do parkour

A: I like visiting adventure parks. B: I would love to do parkour.

5 a) Look at the underlined verb forms in the text. How do they differ in meaning?

b) Put the verbs in brackets into the *to-infinitive* or *-ing* form. Explain the difference in meaning.

- 1 a Remember **to take** (take) your bag to the gym, Lewis.  
b Karen remembers last  (see) her skateboard in the garden.
- 2 a Jack means  (build) a robot to help his mum clean the house.  
b Being good at ceramics means  (work) hard and practising a lot.
- 3 a You should try  (run) to keep fit.  
b Jason tries  (spend) as much time outdoors as he can.


### TRANSFORMATIONS (Review)

6 Choose the answer (A, B or C) which has a similar meaning to the fragment in bold.

- 1 **Could you please sign me up** for the ballet class, too?  
A Would you mind signing me up  
B Can I sign up  
C Would you like to sign up
- 2 Karen **is thinking of joining** the robotics club.  
A is wondering how to join  
B is trying to join  
C wants to join
- 3 **We spend hours deciding** what to do every weekend.  
A We need more time to decide  
B It takes us hours to decide  
C We waste too much time deciding
- 4 **Remember to switch off your phone** at the theatre.  
A It's good you turned off your phone  
B Remind me to switch off your phone  
C Don't forget to turn off your phone

## PHRASAL VERBS (related to hobbies)

**join in:** to become involved in an activity  
**hang out:** to spend time with someone  
**try sth out:** to do sth for the first time to see if you like it  
**sign up:** to join a group or activity as a member  
**stay in:** to remain at home instead of going out  
**calm down:** to relax and feel less stressed

1  Fill in the gaps with phrasal verbs from the box above in the correct form. Compare with your partner.



Hey, Anna! Are you 1)  tonight?

Yeah. I don't have any plans really. Any suggestions?



Actually, I have a new hobby, candle making. Would you like to come and 2)  with my class at the club? It's really fun and we can 3)  with some of my classmates afterwards.

Sure! It sounds like it might be fun. Can I 4)  it first, to see if I like it?



Of course! You can do a one-week trial. You don't need to 5)  for the class right away.

Cool! Candles are really pretty.




Yes, and it's really relaxing. It helps me 6)  after a tough day.

Nice! I'm looking forward to it!




## PREPOSITIONS

2  Fill in: of (x2), for, about, to, in. Check in your dictionary.

- Having a hobby comes  handy when you want to meet new people.
- Jane is crazy  bungee jumping.
- It's nice to be able to do something  fun at the weekend.
- Building models of old planes really helps bring history  life.
- Robert is fond  baking.
- It's easy to get the hang  zorbing.


## WORD FORMATION (adjectives from verbs)

We add these suffixes to form adjectives from verbs:  
**-able** (*read – readable*)      **-ive** (*create – creative*)  
**-ative** (*talk – talkative*)      **-ent** (*differ – different*)

3  Read the Word Formation box, then complete the gaps with the correct word derived from the words in brackets. Check in your dictionary.

- Mountain climbing is a(n)  hobby; I love it! (**EXCEL**)
- Photography is a hobby that requires you to be . (**IMAGINE**)
- Julie is an  girl who loves sports. (**ACT**)
- The training for my hobby is hard, but still . (**MANAGE**)

## PHRASES WITH TIME

4  Fill in with: wastes, spending, lose, makes, having.

- Ellen loves  time with her friends.
- I love it here! I'm  the time of my life!
- James always  time for his hobbies.
- It's easy to  track of time when you're having fun.
- Paul  too much of his time online.

## SUMMING UP

 Choose the correct option.

Looking for a new hobby? Are you fond 1) **for/with/of/about** walking? Then you should 2) **give/to give/giving/gives** hiking a go! Hiking is a fantastic free-time activity that offers a great way to 3) **lose/send/waste/spend** your time while enjoying the outdoors! What's cool is that unlike other outdoor activities it isn't very dangerous, so if you're a(n) 4) **helpful/organised/sensible/creative** person, this might be the right activity for you. But don't get the wrong idea! Although it's not extreme, it isn't easy, either. Expect a good workout that can 5) **involve/improve/confirm/challenge** even the best hiker at times.

Although it can be tough, it's still a great hobby to 6) **bring/turn/take/sign** up at any age, as it's a great group activity and an ideal way to 7) **make/build/do/bring** new friends and meet people. Another nice thing about hiking is that unlike a lot of sports it isn't competitive and you aren't trying to beat anyone else. It's all about 8) **setting/to set/set/sets** yourself goals and reaching them. So, if you want to try a new free-time activity that 9) **work/is working/works/are working** up a sweat and gets you out of the house, try hiking and 10) **offer/use/share/have** the time of your life!


# If LISTENING SKILLS

## MULTIPLE CHOICE

### Preparing for the task

- 1 a) Read the question and the answer choices, paying attention to the underlined words. Think of words/phrases related to them.

- 1 What does Jim like most about doing parkour?  
 A the fact that it's free  
 B the exercise benefits  
 C the chance to meet others

- b)  Now read the script. Match the underlined phrases to the underlined phrases in Ex. 1a. Which is the correct answer? Why might the other options be confusing?

Anna: Do you like parkour, Jim?

Jim: Oh, absolutely! I'm having a great time doing it. It's true that unlike other things it doesn't cost a penny to do, but that's not the real benefit.



Anna: I guess it's a great way to keep fit, huh? It looks really challenging with all the jumps and flips.

Jim: That's true, but you can get that at the gym as well. It's the people that I love. I've made some amazing friends.



### Przewidywanie treści nagrania

Przeczytaj pytania i opcje odpowiedzi. Podkreśl słowa kluczowe i pomyśl, jakie słowa lub zwroty o podobnym znaczeniu mogą pojawić się w nagraniu. Zwykle informacje podawane w słuchanym tekście są sparafrazowane, zatem znalezienie synonimów do słów kluczy jest istotne w domyślniu się jego treści. W rozmowach zwracaj uwagę na to, kto wypowiada daną kwestię. Możesz usłyszeć odniesienia do wszystkich opcji odpowiedzi, ale pamiętaj, że pełnią one funkcję dystraktorów i tylko jedna odpowiedź jest poprawna.

- 2 a)   You will hear an interview with a girl called Jane Thomas. Read the questions (1-6) and identify the key words. What is the interview about?

- 1 Jane first became interested in her hobby because  
 A her relatives already had an interest.  
 B she tried it when she was young.  
 C she came across it on social media.
- 2 In the beginning lessons involve  
 A physical exercise and basic steps.  
 B using the rope at various heights.  
 C gym sessions every Monday to Friday.

- 3 What does Jane think is the most difficult thing for new learners?  
 A doing the gym programme  
 B dealing with scary situations  
 C concentrating during boring tasks

- 4 Why might people know Jane?




- A She breaks lots of records.  
 B She does a lot of fundraising.  
 C She's always on television.

- 5 How does Jane feel about her hobby?

- A Pleased that it helps make a difference for others.  
 B Fed up with how much training she does.  
 C Grateful that she gets to travel for it.

- 6 In the future, Jane plans to

- A write her life story.  
 B run her own centre.  
 C open a charity.

- b)    Listen and for questions 1-6 in Ex. 2a choose the correct answer.


3



- Listen to Ex. 2b again. Make notes. In your own words, tell your friend about what Jane does for charity and why.

4



-  What is another popular free-time activity/hobby that you could do to raise money for charity? Why is it a good idea?

## INTONATION IN COMPOUND NOUNS







**Compound nouns** are nouns with two or more words. These words can be different or the same parts of speech (e.g. noun + verb – *handmade*, noun + noun – *football* etc). They can be joined together to make one word (*paintbrush*), two words (*baking powder*) or a hyphenated word (*sing-along*).

Whether it is one word, two words or hyphenated, the first part of the compound noun is usually stressed.

5



- Match the words to form compound nouns. Which part in each compound noun is stressed? Listen, check and repeat.

- |  |            |
|--|------------|
|  play     | a site     |
|  leisure  | b rope     |
|  obstacle | c course   |
|  tight    | d activity |
|  member   | e ground   |
|  camp     | f ship     |

## EVERYDAY ENGLISH

Introducing yourself (Asking for & Giving personal information)

- A What school subjects do you like most?
- B My name's Kim, nice to meet you.
- C I usually go to the gym, but I also like paintballing.
- D Where are you from?
- E You're from Toronto too?

**Scott:** Hi, I'm Scott. I think you are in my science class.  
**Kim:** Yes, I am. **1)**   
**Scott:** Nice to meet you too. **2)**   
**Kim:** I was born in Toronto, Canada, but I live here in Bristol now. I just started school here last week.  
**Scott:** Great! **3)**   
**Kim:** I love English and geography.  
**Scott:** I like geography, too. In fact I love being outdoors, so it's kind of my hobby too. What do you do at the weekend?  
**Kim:** **4)** . It's really fun.  
**Scott:** Awesome! I'd love to try paintballing one day.  
**Kim:** You should come with me, I think you'd really like it.  
**Scott:** Thanks! I'd love to!



1 a) Complete the dialogue. Use the sentences (A-E) in the list. One sentence is extra.

b) Listen to Ex. 1a and check your answers. What free-time activity does Kim invite Scott to try? Use the underlined words/phrases in exchanges of your own.

2 Act out a similar dialogue. Use phrases from the language box. Follow the diagram. Record yourselves.

### Asking

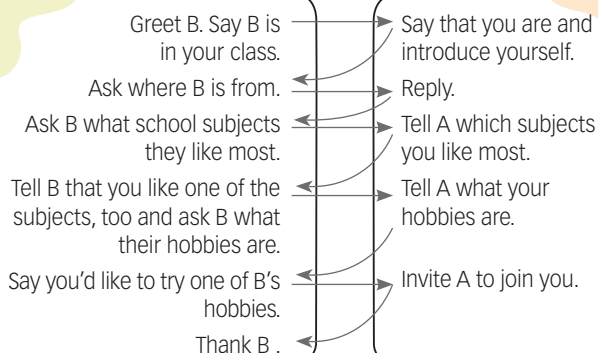
- HOME** • Where are you from? • Are you from here?  
**STUDIES** • What school subjects do you like most?  
 • What's your favourite school subject?  
**HOBBIES & INTERESTS** • What do you like doing in your free time?  
 • What do you do at the weekend? • What are your (other) hobbies?

### Responding

- HOME** • I'm from/I come from ... • I was born in ...  
**STUDIES** • I love ... • I'm interested in ...  
**HOBBIES & INTERESTS** • I usually ... • I enjoy/like ...  
 • I'm keen on ... • I'm crazy about ... • I regularly take part in ...

A

B



## PERSONAL QUESTIONS



Odpowiadając na pytania dotyczące życia codziennego – np. o dane personalne, codzienne czynności, sposoby spędzania wolnego czasu i upodobania – staraj się rozwijać swoją wypowiedź, podając dodatkowe informacje, zamiast ograniczać się do krótkich, jednowyrazowych odpowiedzi. Dzięki temu Twoja wypowiedź będzie ciekawsza dla odbiorcy.

3 Read the questions below. Listen to speakers A and B answering them and choose the correct box (A or B).

*Where are you from?  
 What do you like doing in your free time?  
 What are your other hobbies?*

Which speaker:

- |  | A                        | B                        |
|--|--------------------------|--------------------------|
| 1 uses short sentences?                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 gives detailed answers and expands on their answers? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 speaks with some hesitation?                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 uses a variety of grammar structures?                | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 uses rich language?                                  | <input type="checkbox"/> | <input type="checkbox"/> |

4 Work in pairs. Answer the questions in the box in Ex. 3. Use the questions (1-5) in Ex. 3 to evaluate your partner's performance.

# 1h WRITING SKILLS

AN INFORMAL EMAIL MAKING SUGGESTIONS BASED ON PROMPTS

## RUBRIC ANALYSIS

1  Read the rubric and identify the key words. Then answer the questions.

Read this **email** from your English-speaking friend Jason and the notes you have made.

New message

**From:** Jason  
**Subject:** New hobbies

Hi

How are things? I'm thinking about starting a new hobby so I have something to do in my free time. Do you think that's a good idea? Fantastic idea!

I'm quite adventurous but I don't like sports. I guess I could try an outdoor activity like caving or zorbing. Which do you think is better?

I'd also like to do something at home in the evenings. What other hobbies could I do?

I'd like to look for some clubs in my area. Would you be able to come to my house tomorrow to help? No, because ...

Let me know,  
Jason

Say which and explain

Suggest

Write your **email** to Jason (100-150 words) using all the notes.

- 1 Who are you writing to?
- 2 Why are you writing to them?
- 3 What points should you cover in your email?
- 4 What style should you write in?

## MODEL ANALYSIS

2 a)  Read the model email and complete the gaps with the missing phrases (a-f).

New message

Hey Jason,

**A** Nice to hear from you! It's great that you are thinking about **1)** . That's a fantastic idea!

**B** I think it's a good idea to **2)** . Since you don't like sports, caving would be better because you are curious, brave **3)** . Now, as an evening hobby why don't you try making models? It's great fun and **4)** .

**C** Wish I could help you find a club, **5)**  to your house tomorrow because I'm going out with my parents. How about **6)**  together next week?

**D** Hope my suggestions help. Let me know what you decide.

Best wishes,  
Kevin

**a** a nice way to be creative

**b** starting a new hobby


**c** but I can't come round

**d** do an outdoor activity

**e** looking for clubs online

**f** and like exploring

b)  Find examples of informal style in the model email.

3  Read the model email in Ex. 2a again. What suggestions does Kevin make? What reasons does he give to support his suggestions? Complete the table.

Suggestions	Reasons
<p><b>1</b> <span style="background-color: #ccc; border: 1px solid #ccc; display: inline-block; width: 150px; height: 1em;"></span> <span style="background-color: #ccc; border: 1px solid #ccc; display: inline-block; width: 150px; height: 1em;"></span></p>	<p><b>A</b> <span style="background-color: #ccc; border: 1px solid #ccc; display: inline-block; width: 150px; height: 1em;"></span> <span style="background-color: #ccc; border: 1px solid #ccc; display: inline-block; width: 150px; height: 1em;"></span></p>
<p><b>2</b> <span style="background-color: #ccc; border: 1px solid #ccc; display: inline-block; width: 150px; height: 1em;"></span> <span style="background-color: #ccc; border: 1px solid #ccc; display: inline-block; width: 150px; height: 1em;"></span></p>	<p><b>B</b> <span style="background-color: #ccc; border: 1px solid #ccc; display: inline-block; width: 150px; height: 1em;"></span> <span style="background-color: #ccc; border: 1px solid #ccc; display: inline-block; width: 150px; height: 1em;"></span></p>



WRITING TIP

### Prompts

When writing an email based on prompts make sure you cover all the prompts given. You should also give extra information about each one.



WRITING TIP

### Informal style

Informal style consists of:

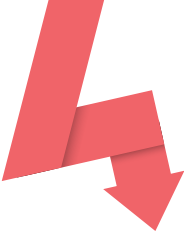
- everyday language and vocabulary.  
*How's it going?*
- omission of pronouns.  
*Have to make a move.* (instead of *I have to make a move.*)
- short verb forms.  
*won't, you're*



WRITING TIP

### Making suggestions

When making suggestions you should always support them with reasons or any possible results/consequences.



USEFUL LANGUAGE

Opening remarks

- Thank you/Thanks (so much) for your email.
- It's great/good/nice to hear that .../from you (again).

Giving opinion

I think it's a good/nice idea ... because/since ...

Making suggestions

- How/What about ... ?
- I think you would enjoy/like ...
- You could/should ...
- Why don't you ... ?/Why not do/try/go ... ?

Giving reasons

- It's great/good fun and a nice/good way to ...
- ... would be better because/since ...

Closing remarks

- Let me know how things go/what you decide.
- Hope these ideas/my suggestions help.

4 What phrases does the writer use to introduce their suggestions in the model email in Ex. 2a? Replace them with similar ones from the Useful Language.

5 a) Read the rubric and identify the key words. Then answer the questions in Ex. 1.

Read this **email** from your English-speaking friend Mary and the notes you have made.

New message

**From:** Mary

**Subject:** Weekend activities

Hi

I'm thinking about looking for a free-time activity so that I have something to do at weekends. Do you think I should start something new? Great idea!

I'm athletic, but I do a lot of sports already. So I want to try an activity like bungee jumping or tightrope walking. Which do you think is better?

I'd also like to do something at home with my brother. What other hobby could we do together?

I'd like to go to an activity centre one weekend to start what I pick. Would you like to come with me and try it too?

Let me know,

Mary

No, because ...

Say which and explain

Suggest

Write your **email** to Mary (100-150 words) using all the notes.

b) Read the ideas below and decide what information you should include in your reply to Mary's email.

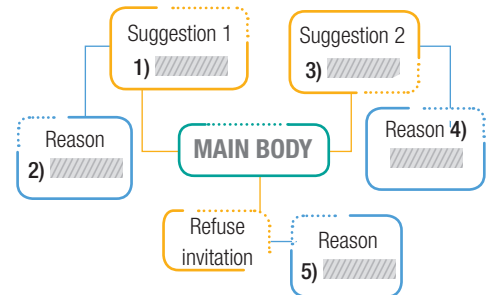
- |  |  |
|--|--|
| 1 which of the two activities is better <input type="checkbox"/>       | 5 the phone number of the activity centre <input type="checkbox"/> |
| 2 what hobby Mary and her brother might enjoy <input type="checkbox"/> | 6 why you can't come <input type="checkbox"/>                      |
| 3 why a free-time activity is a good idea <input type="checkbox"/>     | 7 what you're doing this weekend <input type="checkbox"/>          |
| 4 why you enjoy doing your hobby <input type="checkbox"/>              | 8 how you feel about Mary's idea <input type="checkbox"/>          |

YOUR TURN

6 **Brainstorming:** Before you start writing, it is a good idea to brainstorm for ideas. Read the email in Ex. 5a, look at the plan and complete the spidergram.



(Para 1) opening remarks, express opinion about your friend's idea  
 (Para 2) make suggestions giving reasons  
 (Para 3) explain why you can't join them  
 (Para 4) closing remarks



CHECKLIST

When you have finished your email, check that you have:

- used appropriate style.
- given reasons/results for your suggestions.
- covered all the prompts.
- well-structured paragraphs & appropriate content.
- no spelling, grammar or punctuation mistakes.
- written the correct number of words.

7 **M** Do the writing task. Use your ideas from Ex. 6 and suitable phrases from the Useful Language.

Twoja anglojęzyczna koleżanka Mary napisała do Ciebie wiadomość dotyczącą weekendowych zajęć. Napisz do niej e-mail (100-150 wyrazów), w którym:

- przedstawisz swoją opinię na temat rozpoczęcia nowej aktywności
- zaproponujesz zajęcie, które, według Ciebie, będzie dla niej najlepsze
- zasugerujesz aktywność, którą mogłyby się zająć razem z bratem
- przeprosisz, że nie możesz do niej dołączyć, i podasz powód.

Hi, Mary!

I've just received your email.

# 1 LIFE SKILLS

## HOW CAN WE DEVELOP STRONG FAMILY RELATIONSHIPS?



Watch the video. Ask your classmates what each type of family consists of.

### 1 Watch the video and match the people (1-3) to the types of family (a-c).

1  Marco

2  Janet

3  Todd

a Nuclear family

b Extended family


c Single-parent family


### 2 Look at the list. Which of these things make strong family relationships? Choose and discuss. You can add your own ideas. Then read the text below and check your answers.


- Go on holiday together. • Ask to know our relatives' secrets. • Show love and affection.
- Share free-time activities/hobbies. • Communicate with each other. • Turn to our friends for help.
- Make up after arguments. • Share our problems.


### 3 Read the text. Put the paragraphs (A-D) in the correct order. Listen and check.

## BLOOD is thicker than WATER

**A**  By doing these things we can make our families the best that they can be. After all, family is a wonderful gift that we have to take care of and shouldn't take for granted. It gives us friendship and love and is always there through thick and thin. Nothing else gives us the same joy in good times and helps us in difficult moments. As actor Michael J. Fox said, 'Family is not an important thing. It's everything.'

**B**  Another way to keep a family healthy is to be there for each other. It's important for us to share our problems and listen to what each other says. Communication is essential, but members of the family should also respect each other's private lives. It's also important to be kind to each other, especially when we are angry. Of course, arguments happen and can't be avoided, but after an argument we must always say sorry.

**C**  There are many types of families in the world, but one thing stays the same in all of them: family relationships. No matter what, the things that hold a family together don't change. At the heart of any family is love and friendship. How can we make these relationships stronger, though? The good news is that it's easier than you think!

**D**  One thing we can do is spend time together. There are lots of ways to do this both inside and outside the home. We can go on holiday together, and share free-time activities and hobbies. By choosing to spend our time together in these ways we can show our relatives how much we care about them.

### CHECK THESE WORDS

friendship, relative, communication, essential, respect, private, argument, take care of




In the UK the law says that anyone 18 years old can leave home and start their own life. It's common for many teenagers to do so when they go to university, however the average age for young people to leave home in the UK is actually 24 years old. How about your country?

### 4 Which of the things mentioned in the text in Ex. 3 do you do with your family? Do they help? Why/Why not?

*I share free-time activities and hobbies with my family because it's fun and makes us closer.*

### 5 Interview your classmates about the best ways to develop family relationships. Choose the ten most popular ideas and prepare a short presentation for International Day of Families.





**REVIEW**  
**CLIL**  
**MATURA IN MIND**  
**GRAMMAR REFERENCE**  
**WORD LIST**

# REVIEW 1

## VOCABULARY

### 1 Match the adjectives (1-6) with their definitions (a-f).

- |   |           |   |                                      |
|---|-----------|---|--------------------------------------|
| 1 | easygoing | a | able to use your imagination         |
| 2 | helpful   | b | wanting everything in order          |
| 3 | creative  | c | not wanting to do dangerous things   |
| 4 | patient   | d | wanting to do things for others      |
| 5 | organised | e | not minding waiting for things       |
| 6 | sensible  | f | being relaxed and taking things easy |

6 x 3 = 18 points

### 2 Choose the correct option.

- James always **makes/spends/wastes** time for a game of basketball at the weekends.
- Julia often **realises/uploads/communicates** selfies on social media.
- Tim **does/goes/plays** bungee jumping on Sundays.
- I'm sure you'd be great at karaoke! Why don't you **attempt/allow/give** it a try?
- Baking is a hobby that really **confirms/involves/interests** me.

5 x 2 = 10 points

### 3 Fill in: *up, in, about, of, out, for*.

- Anna is crazy  baking.
- I'm interested in joining the Robotics class; where can I sign  ?
- Alice and her friends take part in karaoke competitions  fun.
- Kate is fond  making jewellery; she spends hours making earrings and necklaces.
- I think I'm going to stay  tonight; I'm too tired to go out with my friends.
- We're going to hang  at the mall today.

6 x 2 = 12 points

## GRAMMAR

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

- George  (play) the guitar at a school concert next Friday.
- Tony  (work out) at the gym three times a week.
- What time  (the movie/start)?
- Jill  (not/know) whether to take up photography or baking.
- The neighbours  (constantly/listen) to loud music; it's really annoying!
- (you/go) rollerblading every Saturday?

6 x 2 = 12 points

### 5 Choose the correct option.

- I **think/am thinking** of joining a zumba class.
- Are you wanting/Do you want** to go to Jane's party this Saturday?
- Your chocolate cake **tastes/is tasting** delicious!
- I **am having/have** dinner with my relatives tonight.

4 x 3 = 12 points

### 6 Choose the correct option.

- Hannah loves **to go/going** shopping.
- You're spending too much time **surfing/to surf** the Net.
- Kevin hopes **to become/becoming** a doctor.
- I'm trying **to find/finding** a new hobby.
- It's not worth **waste/wasting** your energy on this.
- Did you remember **to bring/bringing** your trainers?
- Taking a good selfie means **to hold/holding** the camera at the right angle.
- I watched the band **perform/performing** from beginning to end.

8 x 2 = 16 points

## EVERYDAY ENGLISH

### 7 Match the exchanges.

- |   |  |   |  |
|---|--|---|--|
| 1 | Are you from here?                     | a | Music.                                 |
| 2 | What do you like doing?                | b | Yes, I am. Nice to meet you!           |
| 3 | I'm really good at Science.            | c | I love rollerblading.                  |
| 4 | Hi, I'm Paul. Are you in my Art class? | d | No, I was born and raised in Sydney.   |
| 5 | What's your favourite school subject?  | e | I'm not. I'm really interested in Art. |

5 x 4 = 20 points

TOTAL 100 points

## Competences

Good ★ | Very good ★★ | Excellent ★★★

### Now I can ...

#### Vocabulary

- talk about hobbies & free-time activities ★★★
- talk about character traits ★★★

#### Reading

- understand an article about selfies (skim – read for specific information – multiple choice) ★★★
- understand a text about developing strong family relationships (read for coherence – place paragraphs in order) ★★★

#### Listening

- listen to a dialogue about a hobby (listen for detail – multiple choice) ★★★

#### Speaking

- introduce yourself (ask for & give personal information) ★★★
- respond to personal questions ★★★

#### Writing

- write an informal email making suggestions ★★★

# 1 CLIL (PSHE)

## stereotype

/steriə'taɪp/ (n) an idea about what someone else is like, which is often wrong

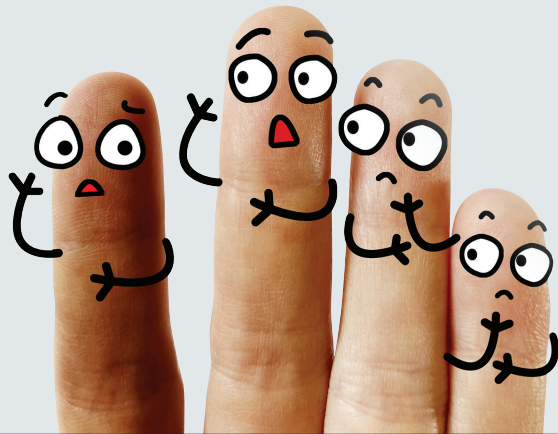
### 1 Read the definition. Which of the statements below are stereotypes?

- 1 Girls are bad at sports.
- 2 People who eat well are healthy.
- 3 Boys don't show their feelings.
- 4 People who help others are kind.

### 2 Listen to and read the text below. What purpose do stereotypes serve? What's wrong with this?

### 3 Read the text again. What should we remember about other people?

## WHAT YOU SEE, ISN'T ALWAYS WHAT YOU GET



Appearance is important and a lot of people care about how they look. We take selfies to look cool, some people wear makeup, and others cut their hair in certain ways. Often, our appearance plays a big part in the views people have about us. This isn't always a good thing, though. Forming opinions based on how someone looks, without talking to them to learn about their character, makes us judge them unfairly

and leads to stereotypes.

Stereotypes can create bad images of people that are wrong, for example someone who looks different or has a scar like a cut or a burn is scary or bad, or someone with a disability can't be active or fun to be around. We often use stereotypes to put people into groups without thinking so we can try to understand them quickly. This is wrong, and something that

we have to change. After all, none of us would like people to judge us or say unkind things about us because of how we look, where we come from or if we are male or female.

So remember, behind every face and every person is a story. Just because someone looks different doesn't necessarily make them a villain. After all, it's what we do and how we do it that makes us heroes or villains.

### CHECK THESE WORDS

appearance, makeup, view, judge (sb), scar, scary, active, villain

### OVER TO YOU!

#### 4 Look at the two pictures in pairs. Pick one of the characters, describe them to your partner and tell your partner how they make you feel.

#### 5 a) Read the statements (1-6) and match them to the person (A-B) who you think did each of them.

- |   |   |
|---|---|
| 1 <input type="checkbox"/> Saves his friends from danger.                 | 4 <input type="checkbox"/> Attacks the Kingdom of Far Far Away. |
| 2 <input type="checkbox"/> Lies to Princess Fiona and tries to trick her. | 5 <input type="checkbox"/> Tries to kill the hero.              |
| 3 <input type="checkbox"/> Helps rescue Princess Fiona.                   | 6 <input type="checkbox"/> Becomes a loving father.             |

#### b) Now listen and check. How many did you get right?

#### 6 What important lesson do the Shrek films teach us? Can you think of another famous character who isn't what they appear to be?

A Prince Charming



B Shrek



## ROZUMIENIE TEKSTÓW PISANYCH

Dobieranie tekstów do zdań i zadanie z lukami (mediacja)

- 1 **M** Przeczytaj cztery teksty (A–D). Wykonaj zadania 1–7 zgodnie z poleceniami.

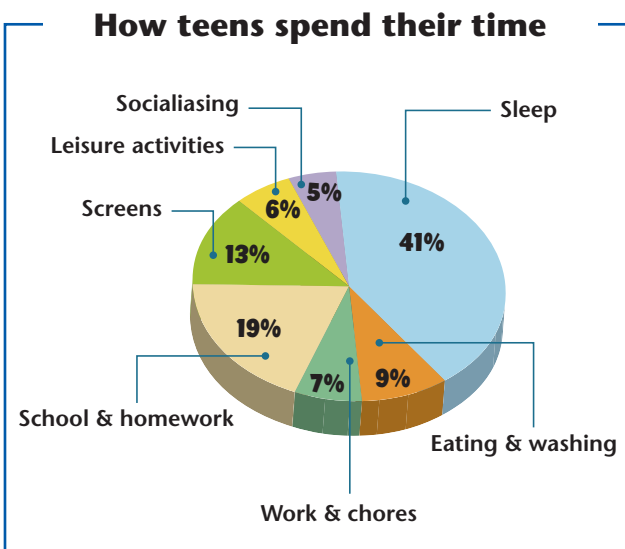
**A**

### Blendom Youth Club has just reopened!

After the youth club's building was damaged in the storms in November last year, we closed for repairs, but now we're back! We're offering more activities than ever, from chess and puzzle clubs to more sporty activities like table tennis and basketball. There are also going to be canoeing lessons in the river next to the clubhouse, run by Olympic bronze medallist Dana O'Leary! Join us on Saturday 14th September for a day of sign-ups!

**B**

A recent study examined how the average teen spends their day. The data was gathered by asking participants how they divided their time over the course of a regular school week and weekend.



**C**

Hi Jill,  
Thanks for sending me the info. A bit of a shock! So much time asleep! We've got to make more of our waking hours! Did you hear that the Blendom Youth Club's opening up again? There's a signing-up day on Saturday, and I think we need to be there early – some clubs are going to fill up fast! I'll set up a chat with you and Val so we can discuss it, OK?  
Iza

**D**

Jill: So we need to decide on an activity to do together on Saturdays.

Val: But we work so hard during the week! I just want to relax!

Iza: And stare at your phone, you mean! You do that too much – we all do!

Val: I suppose you're right. So what's on offer?

Jill: I think we need to do something active. Something that's the opposite of sleep! There's basketball and table tennis...

Iza: But there's also canoeing lessons! With an Olympian!

Jill: OK, but we'll have to be at the youth club first thing! Everyone will want to do that one!

**1** Przeczytaj zdania 1–3. Do każdego ze zdań dopasuj właściwy tekst (A–D). Uwaga: jeden tekst nie pasuje do żadnego zdania.


- In this text Iza got ideas on how to spend her free time.
- This text includes someone's opinion on what type of leisure activity is preferable.
- This text is a suggestion for changing how leisure time is spent.

**2** Przeczytaj wiadomość Izy do rodziców. Uzupełnij luki (4–7) zgodnie z treścią tekstów (A–D), tak aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku polskim. W każdą lukę można wpisać maksymalnie trzy wyrazy.

Kochani,  
piszę do Was, abyście mogli dowiedzieć się o pewnych zmianach w moim życiu. Ostatnio Jill przysłała mi wyniki badań dotyczących czasu, jaki młodzi ludzie poświęcają na różne czynności. Okazuje się, że 41% czasu spędzają na spaniu. To prawie połowa! Poza tym czas spędzony przed różnymi ekranami jest prawie 4) // // // // // niż inne aktywności w czasie wolnym. Niestety, stwierdziłam, że mnie też to dotyczy, i postanowiłam to jakoś naprawić. Na szczęście Blendom Youth Club jest znowu otwarty! Razem z Valerie i Jill idziemy tam w sobotę, żeby 5) // // // // //. Po krótkiej rozmowie zdecydowaliśmy się na wybór zajęć kajakarskich. I nie uwierzycie – 6) // // // // // mistrzyni olimpijska! Musimy być w klubie pierwsi, bo na pewno 7) // // // // //!  
Tyle na razie,  
Iza


## ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

Wybór wielokrotny (tłumaczenie fragmentów zdań)

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

- When Maggie was younger, (*lubiła opalać się*) // on the beach.  
 A she'd like to sunbathe  
 B she was used to sunbathing  
 C she used to enjoy sunbathing
- I don't mind playing table tennis but now (*wolałabym zagrać w badmintona*) // .  
 A I prefer playing badminton  
 B I'd prefer to play badminton  
 C I had better play badminton
- Jimmy (*rozważa zaproszenie*) // his cousins to the party.  
 A is thinking of inviting  
 B thinks he should invite  
 C is thinking about the invitation from

Zadanie z lukami i podanymi wyrazami

3  **M** Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.



offer   excite   play   act   attract   danger   spend

## WORTH THE RISK?

People who take part in extreme sports enjoy something that challenges them. For them, there's nothing worse than an easy 1) // . Extreme sports also give them a chance to improve their skills in an interesting way. Take parkour, for example. Outgoing and sociable people who like 2) // time with others often choose this risky hobby – it's a great way to stay fit, have a laugh and even travel to other countries. But it also 3) // something every extreme sports fan loves: excitement! Extreme sports are thrilling because they make us feel afraid. Who wants to feel fear, you may ask. Well, a lot of people, actually! Because, when the danger passes, we feel really good. We feel alive! However, extreme sports are 4) // . So, before you try one, ask yourself: is that feeling worth it?

## ROZUMIENIE ZE SŁUCHU

Wybór wielokrotny

4   **M** Usłyszysz dwukrotnie wywiad na temat Airbnbs – popularnej formy wakacyjnego zakwaterowania. W zadaniach 1–6 wybierz właściwą odpowiedź (A, B albo C) na podstawie informacji zawartych w nagraniu.

- What do both Tony and Julia do?  
 A present a travel podcast  
 B write about their travel experiences  
 C make money from a travel business
- What is Julia's opinion of Airbnbs?  
 A She doesn't really like them.  
 B She used to be a big fan of them.  
 C She finds them uncomfortable.
- What does Julia say about sharing facilities with the owners?  
 A She enjoys cooking and eating with them.  
 B She prefers it to sharing with a larger group.  
 C It's not very convenient.
- Why does Julia have a problem with Airbnbs?  
 A She isn't very sociable.  
 B It's hard to find one that feels like home.  
 C They can have disadvantages you don't expect.
- What does Julia occasionally do?  
 A stay at an Airbnb  
 B make a budget for accommodation  
 C stay at a hostel
- How does Julia feel about arranging to stay at an Airbnb?  
 A It's better not to do it online.  
 B It's too complicated.  
 C It's easier than booking a hotel.

## WYPOWIEDŹ USTNA

Opis ilustracji i odpowiedzi na pytania

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



- How do you think the children in the picture are feeling? Why?
- What's your favourite means of transport while travelling on holiday? Why?
- Tell us about a holiday that you remember well.

## UNIT 1

### PRESENT SIMPLE

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

Zdania twierdzące	Zdania przeczące
I/You/We/They <b>walk</b> .	I/You/We/They <b>do not/ don't walk</b> .
He/She/It <b>walks</b> .	He/She/It <b>does not/ doesn't walk</b> .
Zdania pytające	Krótkie odpowiedzi
Do I/you/we/they <b>walk</b> ?	Yes, I/you/we/they <b>do</b> .
Does he/she/it <b>walk</b> ?	No, I/you/we/they <b>don't</b> .
	Yes, he/she/it <b>does</b> .
	No, he/she/it <b>doesn't</b> .

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

- Do większości czasowników dodajemy końcówkę -s. *I play – he plays*
- Do czasowników zakończonych na -ss, -sh, -ch, -x lub -o dodajemy końcówkę -es. *I guess – he guesses, 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 try – he tries*
- Do czasowników zakończonych samogłoską + y dodajemy końcówkę -s. *I pay – he pays*

#### Zastosowanie

Czasu **present simple** używamy do opisywania:

- czynności powtarzających się lub wykonywanych regularnie (często z przysłówkiem częstotliwości, np.: **often, usually, always**); *She usually takes the train to dance class.*
- nawyków; *Sue goes jogging in the park twice a week.*
- stanów trwałych; *Scott works as a personal trainer.*
- czynności odbywających się zgodnie z harmonogramem (w kontekście przyszłości); *The hike finishes at 2:00 pm.*
- prawd uniwersalnych i praw przyrody. *Water freezes at 0°C.*

Czasu **present simple** używamy także w recenzjach, komentarzach sportowych i narracjach. *Jones scores the winning point and ends the match.*

**Określenia czasu** używane w czasie **present simple**:  
every day/month/hour/summer/morning/evening itp.,  
usually, often, sometimes, always itp., on Mondays/Fridays itp.

### 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 ziplining. You must never forget to wear a helmet when cycling.*

### PRESENT CONTINUOUS

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

Zdania twierdzące	Zdania przeczące
I <b>am/'m running</b> .	I <b>am not/ 'm not running</b> .
You <b>are/'re running</b> .	You <b>are not/ aren't running</b> .
He/She/It <b>is/'s running</b> .	He/She/It <b>is not/ isn't running</b> .
We/They <b>are/'re running</b> .	We/They <b>are not/ aren't running</b> .
Zdania pytające	Krótkie odpowiedzi
Am I <b>running</b> ?	Yes, I <b>am</b> ./ No, I' <b>m not</b> .
Are you <b>running</b> ?	Yes, you <b>are</b> ./ No, you <b>aren't</b> .
Is he/she/it <b>running</b> ?	Yes, he/she/it <b>is</b> .
	No, he/she/it <b>isn't</b> .
Are we/they <b>running</b> ?	Yes, we/they <b>are</b> .
	No, we/they <b>aren't</b> .

**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*

#### Zastosowanie

Czasu **present continuous** używamy do opisywania:

- czynności odbywających się wtedy, gdy o nich mówimy; *They are booking a gym session at the moment.*
- czynności odbywających się w teraźniejszości, ale niekoniecznie wtedy, gdy o nich mówimy; *Jane is practising a lot for the concert.*
- planów na najbliższą przyszłość, szczególnie gdy czas i miejsce ich realizacji są znane; *He's going snowboarding tomorrow afternoon.*
- sytuacji tymczasowych; *Bob is spending this weekend camping in the forest.*
- sytuacji, które się zmieniają lub rozwijają; *Activities like parkour are becoming more and more popular.*
- czynności odbywających się częściej niż powinny, co nas denerwuje lub irytuje (zwykle z przysłówkami: **always, constantly** i **continually**). *You're always playing loud music!*

**Określenia czasu** używane w czasie **present continuous**:  
now, at the moment, at present, nowadays, these days,  
today, tomorrow, next week itp.

## STATIVE VERBS

Czasowniki statyczne opisują stany, a nie czynności, i na ogół nie mają formy ciągłej. Do tej grupy zaliczamy:

- czasowniki opisujące wrażenia odbierane za pomocą zmysłów, np.: **appear, feel, hear, look, see, smell, sound, taste** itp.; *The athlete **looks** exhausted.*
- czasowniki percepcji, np.: **believe, forget, know, mean, remember, think, understand** itp.; *I **don't know** that sport.*
- czasowniki wyrażające upodobania, uczucia i emocje, np.: **desire, enjoy, hate, like, love, prefer, want** itp.; *The children **love** playing in the park.*
- niektóre inne czasowniki, np.: **agree, be, belong, contain, cost, fit, have** (= posiadać), **include, keep, need, owe, own** itp. *They **own** an activity centre.*

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

Present simple	Present continuous
<i>I <b>think</b> we should try parkour.</i> (= uważać; sądzić)	<i>We <b>are thinking</b> of going sailing.</i> (= zastanawiać się)
<i>He <b>has</b> a map of the national park.</i> (= mieć; posiadać)	<i>Scott <b>is having</b> tea now.</i> (= pić) <i>We <b>are having</b> a party tomorrow.</i> (= organizować) <i>We <b>are having</b> a great time.</i> (= dobrze się bawić)
<i>I <b>see</b> the mountains from my window.</i> (= widzieć) <i>I <b>see</b> why you're disappointed.</i> (= rozumieć)	<i>He <b>is seeing</b> his cousins tomorrow.</i> (= spotykać się z kimś)
<i>My coffee <b>tastes</b> sweet.</i> (= smakować; mieć smak)	<i>Ian <b>is tasting</b> the sauce to check if it needs more salt.</i> (= próbować; degustować)
<i>Her perfume <b>smells</b> like roses.</i> (= pachnieć)	<i>Andrea <b>is smelling</b> the flowers.</i> (= wąchać)
<i>Summer camp <b>appears</b> to be very popular.</i> (= wydawać się)	<i>Todd <b>is appearing</b> on stage with his drama club.</i> (= występować)
<i>This blanket <b>feels</b> soft.</i> (= być w dotyku)	<i>Amy <b>is feeling</b> the ground to find the glasses she dropped.</i> (= dotykać)
<i>Martin <b>is</b> very polite.</i> (= być – w odniesieniu do stanów trwałych, np. cech charakteru)	<i>He <b>is being</b> very rude.</i> (= zachowywać się – w odniesieniu do stanów tymczasowych)
<i>Those shoes <b>fit</b> you well.</i> (= pasować na kogoś)	<i>They <b>are fitting</b> a kitchen in the flat.</i> (= instalować; montować; kłaść)
<i>Janet <b>looks</b> happy.</i> (= wyglądać; wyglądać na; wydawać się)	<i>He <b>is looking</b> at the map to see where the campsite is.</i> (= patrzeć)

**Zauważ:** czasownika **enjoy** można użyć w czasach *continuous*, aby wyrazić chwilowy stan. *We **are enjoying** the day at the park.* (chwilowy stan) **ALE** *Frank **enjoys** hiking in the countryside.* (stałe upodobanie)

Czasowników **look** (= wyglądać – w odniesieniu do wyglądu zewnętrznego), **feel** (= czuć), **hurt** i **ache** można użyć zarówno w czasach *simple*, jak i *continuous* bez zmiany znaczenia. *I **feel** good today. = I'm **feeling** good today.*

## PRESENT SIMPLE VS PRESENT CONTINUOUS

Present simple	Present continuous
stany trwałe i prawdy uniwersalne <i>Mr Reid <b>coaches</b> kids for a living.</i>	tymczasowa sytuacja <i>Mr Campbell <b>is coaching</b> the team this week because the regular coach is sick.</i>
czynności rutynowe i nawyki <i>Jim usually <b>exercises</b> in the morning.</i>	czynności odbywające się w chwili, gdy o nich mówimy, lub w teraźniejszości <i>Jim <b>is exercising</b> in the park now.</i>
czynności odbywające się zgodnie z harmonogramem (w odniesieniu do przyszłości) <i>The bus <b>leaves</b> in an hour.</i>	plany na najbliższą przyszłość <i>We're <b>flying</b> to Paris at two tomorrow.</i>

## INFINITIVE

Bezokolicznika z partykułą **to** używamy:

- do wyrażania celu; *Anna uses a diary **to plan** her free time.*
- po niektórych czasownikach w odniesieniu do przyszłości, np.: **agree, appear, decide, expect, hope, plan, promise, refuse** itp.; *Amy **has agreed to do** art classes with her sister.*
- po zwrotach: **would like, would love, would prefer** itp., jeśli odnoszą się one do konkretnej sytuacji; *I **would prefer to go** paintballing rather than zorbing this weekend.*
- po przymiotnikach opisujących uczucia i emocje (**happy, glad, sad** itp.), wyrażających chęć lub niechęć (**eager, reluctant, willing** itp.), odnoszących się do cech osobowości (**clever, kind** itp.) oraz po przymiotnikach **lucky** i **fortunate**; *Jack **is glad to try** a new hobby.*
- po wyrażeniach z **too** oraz **enough**; *The gym is big enough to fit 40 people.*
- mówiąc o nieprzewidzianym zdarzeniu (zazwyczaj ze słowem **only**); *He went to the youth centre **only to find out** that the robotics event was full.*
- po konstrukcji: **it + be + przymiotnik (+ rzeczownik)**; *It was nice of Ian **to help** me choose a sport to do.*
- w wyrażeniach: **to be honest, to begin with, to sum up, to tell you the truth** itp. *To begin with, let's talk about the basics of tightrope walking.*

Bezokolicznika bez partykuły **to** używamy:

- po czasownikach modalnych; *You **must ask** a trainer for help with using the exercise machines.*
  - po czasownikach **feel, hear, let, make** oraz **see**; *Dennis **saw her talk** to the fitness instructor.*
- ALE** w stronie biernej po wyrażeniach **be heard, be made, be seen** itd. używamy bezokolicznika z **to**; *She **was seen to talk** to the fitness instructor.*

- po wyrażeniach **had better** i **would rather**. *You **had better sign up** for membership at the tennis club; there are very few openings left.*

Zauważ:

- po czasowniku **help** może wystąpić bezokolicznik z **to**, ale w amerykańskiej odmianie języka angielskiego zwykle występuje po nim bezokolicznik bez **to**: *My friend **helped me (to) find** someone to do karaoke.*
- jeśli dwa bezokoliczniki z **to** są połączone spójnikiem **and** lub **or**, drugiego bezokolicznika można użyć bez partykuły **to**. *Peter decided **to take** a break from sports and **choose** a new pastime.*

## -ING FORM

Czasownika z końcówką **-ing** używamy:

- jako rzeczownika; ***Dancing brings** people together.*
- po niektórych czasownikach: **admit, appreciate, avoid, consider, continue, deny, fancy, finish, go** (w określeniach czynności), **imagine, mind, miss, quit, save, start, suggest, practise, prevent** itp.; *Mark **has finished painting** his model kit.*
- po czasownikach: **dislike, enjoy, hate, like, love, prefer**, aby wyrazić ogólne upodobania; *Tina **prefers cycling to school**. ALE mówiąc o konkretnej sytuacji (**would like/ would love/ would prefer**), używamy bezokolicznika z **to**; *Tina **would love to cycle** to school with Jane today.**
- po wyrażeniach: **be busy, can't help, can't stand, have difficulty (in), have trouble, it's no good, it's no use, it's (not) worth, there's no point (in), what's the use of** itp.; *Mike **is busy baking** cakes for the school fair.*
- po czasownikach: **lose, spend** lub **waste** (time, money); *Andy **spends hours surfing** the Net.*
- po przyimku **to** występującym z czasownikami i wyrażeniami takimi jak: **be/get used to, in addition to, look forward to, object to**; *In **addition to running**, Martin also **plays tennis**.*
- po innych przyimkach; *Jane **is keen on trying** abseiling.*
- po czasownikach: **feel, hear, notice, see** i **watch**, opisując sytuację, w której nie uczestniczyliśmy od początku do końca. *I **saw the coach talking** to the children as I was **passing by**. ALE jeśli uczestniczyliśmy w całym zdarzeniu, używamy bezokolicznika bez **to**. *I **saw the coach talk** to the children before the match.**

Bezokolicznik z **to** a czasownik z końcówką **-ing** – różnice w znaczeniu

Po niektórych czasownikach może wystąpić zarówno bezokolicznik z **to**, jak i czasownik z końcówką **-ing**, ale wiąże się to ze zmianą znaczenia. Zobacz:

- **forget** + bezokolicznik z **to** = zapomnieć coś zrobić; *Tom **forgot to sign up** for mountain climbing.*
- **never forget** + czasownik z końcówką **-ing** = nigdy nie zapomnieć, że coś się wydarzyło; *I'll **never forget meeting** Messi.*
- **forget** + czasownik z końcówką **-ing** (w pytaniach) = zapomnieć, że coś się wydarzyło; *How **could you forget meeting** Messi?*

- **mean** + bezokolicznik z **to** = zamierzać; *They **mean to take up** snowboarding.*
- **mean** + czasownik z końcówką **-ing** = wiązać się z czymś, oznaczać coś; *Learning an instrument usually **means practising** a great deal.*
- **regret** + bezokolicznik z **to** = żałować, że trzeba coś zrobić (zazwyczaj używane w czasie **present simple** z czasownikami **say, tell** oraz **inform**); *We **regret to tell** you that the arts course is fully booked.*
- **regret** + czasownik z końcówką **-ing** = żałować, że coś się (nie) wydarzyło; *Pete **regrets not trying** zorbing.*
- **remember** + bezokolicznik z **to** = pamiętać, żeby coś zrobić; *Did you **remember to pack** your mask and snorkel?*
- **remember** + czasownik z końcówką **-ing** = pamiętać, że się coś zrobiło; *James **remembers scuba diving** in the Red Sea.*
- **stop** + bezokolicznik z **to** = przestać coś chwilowo robić, aby zrobić coś innego; *After walking for three hours, Ben **stopped to have** a break.*
- **stop** + czasownik z końcówką **-ing** = zakończyć, zaprzestać; *Jackie **stopped competing** in athletics when she left university.*
- **try** + bezokolicznik z **to** = usiłować; *He **tried to learn** French in his free time.*
- **try** + czasownik z końcówką **-ing** = zrobić coś na próbę; *Try **using** this new app for your art project.*
- **would prefer** + bezokolicznik z **to** (preferencja w konkretnej sytuacji); *I **would prefer to do** paintballing.*
- **prefer** + czasownik z końcówką **-ing** (preferencja ogólna). *Tim **prefers dancing** as a hobby.*

## 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/You/He/She/It/We/  
They **departed/drove**.

#### Zdania pytające

Did I/you/he/she/it/we/  
they **depart/drive**?

#### Zdania przeczące

I/You/He/She/It/We/They **did not/ didn't depart/drive**.

#### Krókie odpowiedzi

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

### Pisownia

- Jeśli czasownik jest zakończony samogłoską **-e**, dodajemy samo **-d**. *I **cycle** – I **cycled***
- Jeśli czasownik jest zakończony spółgłoską + **y**, opuszczamy **-y** i dodajemy końcówkę **-ied**. *I **carry** – I **carried***
- Jeśli czasownik jest zakończony samogłoską, dodajemy



# WORD LIST

## UNIT 1

1a

**according to (sb)** /ə'kɔ:dɪŋ tə/ (prep) = as reported by sb **według (kogoś)**

**attractive** /ə'træktɪv/ (adj) = pretty and nice to look at **atrakcyjny**

**be full of sth** (phr) = to contain sth **być pełnym czegoś, zawierać coś**

**broad smile** (phr) = an amused expression on the face with the mouth open showing the teeth **szeroki uśmiech**

**character** /'kærəktə/ (n) = sb's personality **charakter**

**communicate (sth to sb)** /kə'mju:nikeɪt/ (v) = to express your feelings, information, etc openly to sb **komunikować (coś komuś), wyrażać (np. emocje)**

**consist of (sth)** /kən'sɪst əv/ (phr v) = to be made up of sth **składać się (z czegoś)**

**co-operative** /kəʊ'ɒpərətɪv/ (adj) = helpful **chętny do pomocy**

**depend on (sth)** /dɪ'pend ɒn/ (phr v) = to rely on sth **zależać (od czegoś)**

**emotion** /ɪ'məʊʃən/ (n) = a feeling such as sadness, happiness, worry, etc **emocja**

**experience** /ɪk'spɪəriəns/ (n) = sth that you've done in your life **doświadczenie (życiowe)**

**fun-loving** /fʌn, 'lʌvɪŋ/ (adj) = cheerful **lubiący zabawę**

**give (sth) away** /gɪv ə'weɪ/ (phr v) = to reveal sth secret by accident **ujawniać (coś), zdradzać (np. sekret)**

**give (sth) out** /gɪv 'aʊt/ (phr v) = to hand sth out **rozdawać (coś)**

**grab (sth)** /græb/ (v) = to take hold of sth suddenly **łapać, chwycić (coś)**

**high-quality** /haɪ 'kwɒləti/ (adj) = excellent **wysokiej jakości**

**hold on** /həʊld 'ɒn/ (phr v) = to wait for a short time **zaczekać, poczekać**

**make the 'duck face'** (phr) = to pout **robić dzióbek (pozuając do zdjęcia)**

**outgoing** /aʊtɡəʊɪŋ/ (adj) = sociable **towarzyski**

**picture** /'pɪktʃə/ (n) = a photograph **zdjęcie**

**pose** /pəʊz/ (n) = the way of holding your body in a particular position **poza**

**pout** /paʊt/ (n) = an expression on the face where you push out your lips **wydućcie warg**

**realise (sth)** /rɪ'əlaɪz/ (v) = to manage to understand sth by oneself **uświadomić sobie (coś)**

**research** /rɪ'sɜ:tʃ/ (n) = careful study of a particular subject **badanie, badania naukowe**

**share (sth)** /ʃeə/ (v) = to put an image, document, etc online for people to see, read, etc **udostępniać (coś), dzielić się (czymś)**

**silly** /'sɪli/ (adj) = not serious **niemądry**

**social media** /,səʊʃl 'mi:diə/ (n) = websites that allow users to share images, music, etc with other users **media społecznościowe**

**stick your tongue out** (phr) = to put your tongue outside your mouth **wystawiać język**

**the position of sth** (phr) = the way that sth is placed **położenie czegoś, umiejscowienie czegoś**

**think about (sth)** /θɪŋk ə'baʊt/ (phr v) = to consider sth **myśleć o (czymś)**

**uncomfortable** /ʌn'kɒmfətəbəl/ (adj) = embarrassed **tu: zawstydzony**

**upload (sth)** /ʌp'ləʊd/ (v) = to send an image, document, etc from a device to a network **wgrzywać (coś), załadować (coś) (np. pliki na serwer)**

1b

**allow (sb to do sth)** /ə'laʊ/ (v) = to let sb do sth **pozwalać (komuś na zrobienie czegoś)**

**attempt (to do sth)** /ə'tempt/ (v) = to try to do sth **próbować (coś zrobić)**

**baking** /'beɪkɪŋ/ (n) = the activity of making bread, cakes, etc **pieczenie**

**ballet** /'bæleɪ/ (n) = a type of dance that is done to classical music with very exact movements **balet**

**beatboxing** /'bi:tɒksɪŋ/ (n) = a style of music where people use their voices to copy the sound of drums and other instruments **beatbox**

**build (sth)** /bɪld/ (v) = to create/construct sth **budować (coś)**

**challenge (sb to do sth)** /tʃælɪndʒ/ (v) = to dare sb to take part in a difficult game, competition, etc **wyzwać (kogoś, aby coś zrobił)**

**collect (sth)** /kə'lekt/ (v) = to gather and keep objects **kolekcjonować, zbierać (coś)**

**combine** /kəm'baɪn/ (v) = to make different things exist together **łączyć**

**confirm** /kən'fɜ:m/ (v) = to show to be true **potwierdzać**

**contain (sth)** /kən'teɪn/ (v) = to have something inside or include something as a part **zawierać (coś)**

**creative** /kri'eɪtɪv/ (adj) = good at coming up with new ideas **kreatywny**

**decide** /dɪ'saɪd/ (v) = to make a decision **decydować**

**do athletics** (phr) = to do a sport that consists of running, jumping or throwing **uprawiać lekkoatletykę**

**do extreme sports** (phr) = to do sports like parachuting, bungee jumping, etc **uprawiać sporty ekstremalne**

**do parkour** (phr) = to do an activity that involves doing impressive jumps off buildings **uprawiać parkour**

**easygoing** /i:zi 'gəʊɪŋ/ (adj) = relaxed; laidback **wyluzowany**

**express yourself** (phr) = to show your thoughts and emotions **wyrażać siebie**

**give sth a try** (phr) = to try sth to see if you like it **spróbować czegoś**

**go bungee jumping** (phr) = to do an activity that involves jumping from a high point with your feet attached to a long elastic rope **skakać na bungee**

**go mountain climbing** (phr) = to do an activity that requires technical skills and equipment, such as a climbing rope, helmet, etc., for ascending mountains **iść na wspinaczkę górską**

**go rollerblading** (phr) = to go skating wearing a pair of boots with wheels **jeździć na łyżworolkach**

**go shopping** (phr) = to go and buy things from shops **iść na zakupy**

**go slacklining** (phr) = to do an activity where you balance on a strip of fabric stretched above the ground **uprawiać slacklining (chodzenie po taśmie rozpiętej nad ziemią i wykonywanie trików)**

**go to the cinema** (phr) = to go and watch a film at a movie theatre **pójść do kina**

**go zorbing** (phr) = to do an activity where you roll across a surface inside a big plastic ball **staczać się ze zbrocza w plastikowej kuli**

**have a chat** (phr) = to talk in a friendly way **pogadać, porozmawiać**

**have a friend over** (phr) = to have a friend visit your house **gościć kolegę/ przyjaciela (w swoim domu)**

**have a skill** (phr) = to have an ability to do sth very well **posiadać jakąś umiejętność**

**improve (sth)** /ɪm'pru:v/ (v) = to make sth better **poprawiać, ulepszać (coś)**

**interact (with sb/sth)** /ɪntə'rækt/ (v) = to communicate with sb/sth **nawiązywać kontakt (z kimś lub z czymś)**

**interest (sb)** /ɪntərəst/ (v) = to attract sb's attention **zainteresować (kogoś)**

**involve (sb)** /ɪn'vɒlv/ (v) = to include sb **angażować (kogoś)**

**karaoke** /kæri'əʊki/ (n) = a type of entertainment where people sing songs into a microphone to music **karaoke**

**learn a trick** (phr) = to obtain knowledge of how to do sth skilful **nauczyć się sztuczki**

**make a decision** (phr) = to make up your mind **podjąć decyzję**

**make a model** (phr) = to create an object that looks like, but is smaller than, the real object **wykonać model**

**make ceramics** (phr) = to create pots, bowls, jugs, etc out of clay **tworzyć ceramikę**

**make friends** (phr) = to become friends with sb **zaprzyjaźnić się**

**make jewellery** (phr) = to create objects such as chains, bracelets, rings, etc **robić biżuterię**

**organised** /'ɔ:ɡənəɪzd/ (adj) = able to plan and keep things carefully **zorganizowany**

**patient** /peɪʃnt/ (adj) = calm when waiting for things **cierpliwy**

**photography** /fə'tɒɡrəfi/ (n) = the activity of taking photos **fotografia, fotografika**

**play a musical instrument** (phr) = to make music using a guitar, piano, etc **grać na instrumencie muzycznym**

**play cards** (phr) = to play games with cards which have a number and a design **grać w karty**

**play chess** (phr) = to play a board game where you try to take the other player's king **grać w szachy**

**play in a band** (phr) = to play a musical instrument in a group **grać w zespole muzycznym**

**play video games** (phr) = to have fun playing games on a computer or a games console **grać w gry wideo**

**robotics** /rəʊ'bɒtɪks/ (n) = an area of technology that involves designing and building robots **robotyka**

**sensible** /'sensəbəl/ (adj) = not taking risks; practical **rozsądny**

**spend time** (phr) = to pass the time doing sth **spędzać czas**

**stay on your feet** (phr) = to manage to remain standing **stać na nogach**

**take a photo** (phr) = to take a picture with a camera **zrobić zdjęcie**

**take a rest** (phr) = to relax **odpoczywać**

**take part in sth** (phr) = to participate in sth **brać w czymś udział**

**take up a hobby** (phr) = to start doing a new enjoyable activity **mieć nowe hobby**

**talented** /'tæləntɪd/ (adj) = very skilled at a particular activity **utalentowany**

**transform (sth into sth else)** /træns'fɔ:m/ (v) = to turn sth into sth else **przekształcić (coś w coś innego)**

**work out** /wɜ:k 'aʊt/ (phr v) = to do various exercises in a gym **wykonywać ćwiczenia fizyczne**

**Zumba** /'zʊmbə/ (n) = an activity that combines physical exercise with Latin music **zumba**

1e

**(be) crazy about sth** (phr) = loving sth very much **mieć bzika na punkcie czegoś**

**be fond of sth** (phr) = to like sth very much **bardzo coś lubić**

**bring sth to life** (idm) = to make sth more real and exciting **ożywiać coś, tchnąć w coś życie**

**do sth for fun** (phr) = to do an activity because you enjoy it **robić coś dla zabawy**

**get the hang of sth** (idm) = to learn how to do sth properly **załapać, jak się coś robi**

**have the time of one's life** (phr) = to really enjoy oneself **wspaniale się bawić**

**lose track of time** (phr) = to forget what time it is **stracić rachubę czasu**

**make time for sth** (phr) = to find time to do sth in particular **znaleźć czas na coś**

**spend time with sb** (phr) = to pass your time in sb's company **spędzać z kimś czas**

**sth comes in handy** (phr) = sth is useful (o czymś) **okazać się użytecznym**

**waste my time** (phr) = to spend my time doing things that aren't important **marnować czas, tracić czas**

1i

**argument** /'ɑ:gjəmənt/ (n) = a discussion between people who don't agree **kłótnia**

**communication** /kə'mju:nɪ'keɪʃn/ (n) = the sharing of ideas, information, etc **komunikacja, porozumiewanie się**

**essential** /'esənʃl/ (adj) = necessary **konieczny, niezbędny**

**friendship** /'frendʃɪp/ (n) = the condition of being friends with sb **przyjaźń**

**private** /'praɪvət/ (adj) = personal and not for sharing **prywatny**

**relative** /'relatɪv/ (n) = sb in your family such as an aunt, an uncle, etc **krewny**

**respect** /rɪ'spekt/ (v) = to show regard for other people's feelings, wishes, etc **okazywać szacunek**

**take care of sth** (phr) = to look after sth **dbać o coś**

## UNIT 2

2a

**ahead of (sb)** (phr) = in front of sb **przed (kimś)**

**beat (sb)** /bi:t/ (v) = to defeat sb in a game, competition, etc **pokonać (kogoś)**

**by train** (phr) = using a train (for transportation) **pociągami**

**catch** /kætʃ/ (v) = to take a bus, boat, plane, etc **złapać (np. autobus)**

**clap** /klæp/ (v) = to hit your hands together many times to show that you like sb/sth **klaskać, bić brawo**

**crowd** /kraʊd/ (n) = a large group of people **tłum**

**destination** /,destɪ'neɪʃn/ (n) = the place that sb is going to **cel podróży**

**difficult** /'dɪfɪkəlt/ (adj) = not easy **trudny**

**east** /i:st/ (n) = the direction in front of a person facing the rising sun **wschód (kierunek)**

**end up** /end 'ʌp/ (phr v) = to reach a place, situation, etc that wasn't planned **skończyć (np. w jakimś miejscu)**

**female** /fi:meɪl/ (adj) = relating to a girl or a woman **żeński, kobiecy**

**follow sth** (phr) = to come after sth **następować po czymś**

**force (sb to do sth)** /fɔ:s/ (v) = to make sb do sth **zmusić (kogoś do zrobienia czegoś)**

**greet (sb)** /gri:t/ (v) = to welcome sb **witać, powitać (kogoś)**

**huge** /hju:dʒ/ (adj) = very big **olbrzymi**

**instead of** /ɪn'sted əv/ (prep) = rather than **zamiast**

**north** /nɔ:θ/ (n) = the direction to the left of a person facing the rising sun **północ (kierunek)**

**northeast** /,nɔ:θi:st/ (n) = the point on the compass halfway between north and east **północny wschód**

**northwest** /,nɔ:θwest/ (n) = the point on the compass halfway between north and west **północny zachód**

**on arrival** (phr) = when you get to a particular place **w chwili przybycia**

**on the ship** (phr) = on board the boat **na statku**

**pass (sb)** /pɑ:s/ (v) = to move past sb **ominąć (kogoś), przejść obok (kogoś)**

**publish (sth)** /'pʌblɪʃ/ (v) = to make a book available for sale **publikować, wydawać (coś)**

**pull into (a place)** /pʊl 'ɪntə/ (phr v) = to arrive at a specific place **dojechać/ zjechać (do jakiegoś miejsca), zaparkować (w jakimś miejscu)**

**race** /reɪs/ (v) = to compete with other people to see who is the fastest **ścigać się**

**route** /ru:t/ (n) = the road or way to a destination **droga, trasa**

**sail across the ocean** (phr) = to travel in a boat to the other side of the ocean **przeplłynąć ocean**

**south** /sauθ/ (n) = the direction to the right of a person facing the rising sun **południe (kierunek)**

**southeast** /,sauθi:st/ (n) = the direction halfway between south and east **południowy wschód**

**southwest** /,sauθwest/ (n) = the direction halfway between south and west **południowy zachód**

**travel to a place** (phr) = to go on a journey to a place **podróżować do jakiegoś miejsca**

**turn red** (phr) = to become red in the face from anger, embarrassment, etc **czerwienić się**

**west** /west/ (n) = the direction behind a person facing the rising sun **zachód (kierunek)**

**wish sb luck** (phr) = to wish sb all the best **życzyć komuś powodzenia**

2b

**abroad** /ə'brɔ:d/ (adv) = in a foreign country **za granicą, za granicę**

**announcement** /ə'naʊnsmənt/ (n) = a public statement **ogłoszenie**

**arrival** /ə'raɪvəl/ (n) = the act of getting to a particular place **przybycie, przyjazd**

**attraction** /ə'trækʃn/ (n) = an interesting place in a town, city, etc that tourists visit **atrakcja (turystyczna)**

**backpack** /'bækpæk/ (n) = a large bag that you use for travelling and you carry on your back **plecak**

**backpacker** /'bækpækə/ (n) = sb who travels from country to country with all their things in a backpack **turysta wędrujący z plecakiem**