

# 2 Epic journeys

Podrózowanie i turystyka ▶ środki transportu, baza noclegowa

## Vocabulary

### Transport and travel

- 1 Copy the table into your notebook. Work with a partner. What types of transport can you see in the photos? Put the words in the correct columns.



Land transport	Air transport	Water transport
<i>motorbike</i>		

- 2 With a partner, add these words to the correct columns. Can you think of any more words to add? Compare the lists with another pair and add any new words.

ferry lorry rocket spaceship van

- 3 In your notebook, complete the text with these words.

arrivals cancel catch delay departures fare  
luggage miss platform return single ticket office

When you go to the station to (a)  a train, if you don't already have a ticket, you go and buy one at the (b) . You can buy a (c)  (if you're only going one way) or a (d)  (if you're coming back). The (e)  is more expensive when you travel first class because it's more comfortable and you have more space. There isn't an extra cost for (f)  – you can take at least two or three big bags.

When you have your ticket, you need to find the (g)  where your train is leaving from. If you arrive late, you may (h)  your train. But sometimes, there can be a (i)  and your train doesn't arrive on time. And sometimes, there's no train at all because they (j)  it! It's important to keep looking at the information screens, which show the (k)  (the times that trains are coming into the station) and the (l)  (the times that trains are leaving).

- 4 Listen and check your answers.

### Accommodation

- 5 In your notebook, match the photos with these words.

bed and breakfast campsite caravan hotel  
motel tent youth hostel



- 6 **SPEAKING** Work with a partner. Explain the difference between these words.

1 hotel/motel 2 tent/caravan 3 hotel/youth hostel  
4 tent/campsite 5 hotel/bed and breakfast

*A motel is a type of hotel. It's next to a big road. People usually stay there when they drive a long distance and want to rest and sleep.*

- 7 Listen to these conversations. Where are the people? Choose from these alternatives. Write the answers in your notebook.

bed and breakfast caravan hotel motel  
platform tent ticket office youth hostel

1  3   
2  4



1 Look at the photo. It comes from a TV series called *By Any Means*. What do you think the idea of the programme is? Guess.

2 Read the text and check your prediction.

# BY ANY MEANS

1 The son of the well-known British film director John Boorman, Charley Boorman became famous by making two popular television series with the film star Ewan McGregor. In these series, Boorman and McGregor rode huge distances on motorbikes.

2 Boorman was looking for a new challenge when his friend TV director Russ Malkin suggested going from Ireland to Australia, using any means of transport. To be precise, the idea was to take any means of transport except planes, unless this was absolutely necessary. Boorman loved the idea and immediately began to plan the journey with Russ and a cameraman called Mungo. Together they made the trip into a TV series called *By Any Means*.

3 They began in Ireland because this was where Charley had grown up and started riding motorbikes at the age of just 15. The team began and ended the trip on motorbikes because these are Boorman's favourite type of transport. But they also went by express train, ferry, taxi, coach, bus, car, tractor, van, lorry, hot-air balloon, and helicopter. Sometimes there were delays and they missed a connection. On two occasions, Boorman ended up catching a plane because there was no alternative. But he preferred more exotic types of transport like an elephant in India and a camel in Australia. It was good that they didn't have to carry much luggage!

4 At times Charley got very tired, especially on long-distance trains. He found it difficult to sleep on night trains, and sleep in general was a problem. The three travellers usually stayed in hotels and hostels, but sleeping in a different bed each night was exhausting. Once when they slept in a tent, it was nearly a disaster. They'd spent the whole day on their bikes when it started raining. They were in the middle of the jungle in Cambodia during the

monsoon. It rained all night and Charley slept with his camera in his hand. He was expecting something terrible to happen at any moment and wanted to make sure that he could at least film it.

5 Water gave Boorman one of his best moments on the trip, but also some of the worst. The best was when they were travelling on a 'rocket boat' in Cambodia. The boat really did go like a rocket and Charlie loved the thrill and excitement of the trip. But on other occasions when they were sailing, he thought he was going to die. On one trip from Bali to Borneo, the ship was very old and water started to pour in. Luckily another boat was going past and was able to rescue them. It was fortunate too that they were just beginning their trip and weren't in the middle of the ocean! And while they were sailing from Timor to Australia, a storm hit them. The waves were over four metres high and they were only travelling in a very small boat. Again, luck was with them, and after 36 hours of sailing in terrible conditions, they arrived safely. For Charley this was the hardest part of the trip.

6 By the time Boorman arrived in Sydney, Australia, he'd spent 102 days travelling, used 112 different types of transport, travelled across three continents and 25 countries, and had covered more than 32,000 kilometres!

3 Read the text again and choose the best answers. Write them in your notebook.

- 1 Charley Boorman is
  - A a film director.
  - B a film star.
  - C well-known on TV.
- 2 Charley, Russ and Mungo
  - A didn't want to travel by plane.
  - B didn't need to travel by plane.
  - C couldn't travel by plane.
- 3 It was difficult to sleep because they
  - A never stayed in the same place for long.
  - B couldn't find places to sleep.
  - C were usually travelling on trains at night.
- 4 Charley didn't sleep well in the tent in Cambodia because he
  - A was filming a special event with his camera.
  - B thought something bad was going to happen.
  - C doesn't like rain.
- 5 Charley had some bad experiences at sea because
  - A some of the boats they travelled in weren't ideal for the conditions.
  - B he feels nervous and sick at sea.
  - C the weather conditions were exceptionally bad.

4 Find these words in the text. What do you think they mean? Use a dictionary to check your ideas.

- 1 huge
- 2 means
- 3 grown up
- 4 no alternative
- 5 exhausting
- 6 monsoon
- 7 thrill
- 8 pour in
- 9 fortunate
- 10 waves

5 **SPEAKING** What about you?

- 1 Would you like to see the TV series *By Any Means*? Why?/Why not?
- 2 Would you like to make a journey like the one in *By Any Means*? Why?/Why not?



## GRAMMAR GUIDE

### Past simple, past continuous and past perfect

#### 1a Read these sentences. Which tenses are the verbs in?

- The team **began** and **ended** the trip on motorbikes.
- While they **were sailing** from Timor to Australia, a storm **hit** them.
- They **had spent** the whole day on their bikes when it **started** raining.

#### 1b Complete the rules with *past simple*, *past continuous* or *past perfect*. Then match sentences a–c with each rule. Write the answers in your notebook.

- We use the ..... to talk about actions that happened before another action in the past.
- We use the ..... to describe finished actions or situations in the past, or to say that one thing happened after another.

- We use the ..... to talk about activities in progress at a moment in the past, to describe scenes in a story or description, or to talk about an activity in progress in the past that was interrupted by another action.

#### 1c In your notebook, rewrite these sentences, first in the negative form and then in the question form.

- They began the trip on motorbikes.
- They were sailing from Timor to Australia.
- They had spent the day on their bikes.

GRAMMAR REFERENCE ► str. 28

#### 2a Put these verbs in the correct form of past simple or past continuous. Write the answers in your notebook.

buy catch hear look ride shine snow wait

- When I left home this morning, the sun .....
- I ..... the bus at 8.45.
- While I ..... my bike to school this morning, I saw an accident.
- When we arrived at the station, a lot of people ..... to buy tickets.
- She ..... her ticket and got on the train.
- Somebody stole his passport while he ..... for something in his luggage.
- There was a delay of the plane because it ..... very hard.
- As she was leaving the shop, she ..... somebody call her name.

#### 2b Look at the words *while* and *as* in sentences 3, 6 and 8. Do they usually go with the past simple or past continuous?

#### 3 Choose the best alternative and write it in your notebook.

- I fell asleep while I watched/was watching the film.
- The teacher called me back as I left/was leaving the classroom.
- The headmaster came/was coming in while we were doing the exam.
- As we drove/were driving to the airport, I realised I didn't have my passport.
- While you shopped/were shopping, three people called for you.
- She met/was meeting one of her friends while she was taking the dog for a walk.
- As we talked/were talking, I realised that I'd met her before.
- They didn't speak while they did/were doing their homework.

#### 4 In your notebook, write sentences in past perfect to explain the situations. Look at the example.

Why was she crying? miss the plane

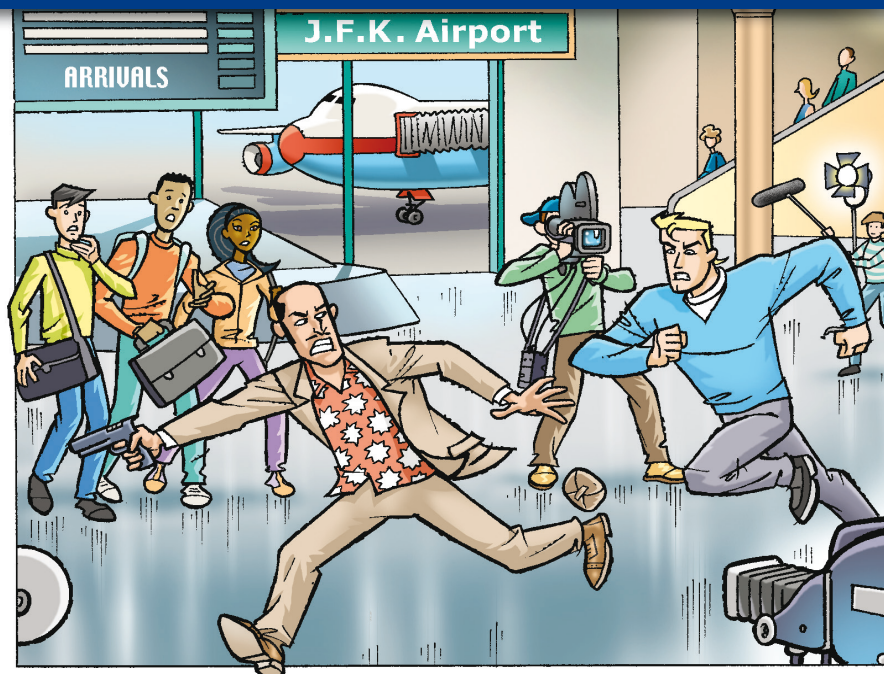
*Because she had missed the plane.*

- Why couldn't he find his bike? somebody steal it
- Why did they buy a new car? have the old one for 15 years
- Why were you scared of flying? never fly before
- Why was everything white in the morning? snow the night before
- Why didn't she pass her exam? not study much
- Why didn't they let him board the plane? lose his passport
- Why didn't Alex have any money? spend it
- Why did she miss the bus? not get to the bus stop on time

#### 5 In your notebook, correct the mistakes in these sentences.

- When everybody got on the train, it had left the station.
- I was having lunch when my friend was calling me on my mobile.
- She was running in the park while she saw her friend.
- When I received her email, I had read it.
- When we were small, we were going everywhere by bus.
- When I was switching the light off, I left the room.
- I was making a sandwich when I was cutting my finger.
- When I was putting my pyjamas on, I got into bed.





**6 Complete the text with the past simple or past continuous form of the verbs. Write the answers in your notebook.**

My friends and I (a) ..... (wait) to catch our plane at JFK airport when something very unusual (b) ..... (happen). We (c) ..... (see) a man who (d) ..... (carry) a gun. He (e) ..... (run) very fast. We thought that maybe he was a criminal. The next minute a police officer who (f) ..... (look) like Brad Pitt suddenly (g) ..... (appear). The criminal (h) ..... (drop) a small packet on the floor. The police officer (i) ..... (not see) it. Instead, the officer (j) ..... (jump) quickly on top of the criminal and (k) ..... (knock) him out. My friends and I quickly (l) ..... (go) to pick up the packet. Suddenly somebody (m) ..... (shout) 'Cut!' Then we (n) ..... (realise) that there were cameras everywhere. They (o) ..... (make) an adventure film in the airport. The film director was not happy!

**7 In your notebook, prepare notes about a journey that was special to you. Use some of these questions for ideas and phrasal verbs connected with travel.**

- Where was the journey to?
- How did you travel?
- When was it?
- Who went?
- Who had chosen the destination?
- How had you prepared for the journey?
- What special thing(s) happened on the journey?
- What were you doing when these things happened?
- What was the weather like?
- How did the journey end?
- How did you feel about what had happened?

**8 SPEAKING Work in small groups. Tell your partners about your journey.**

**Phrasal verbs connected with travel**

**1 Read these sentences. Match the phrasal verbs in bold with the definitions below. Write the answers in your notebook.**

- We **got on** the first train that came but we **got off** when we realised it was the wrong one.
- When all passengers are in their seats, the plane can **take off**.
- She **got into** the car and drove to the station. When she arrived, she **got out of** the car and locked it.
- This bus is really old. I think it's going to **break down** any minute.
- Excuse me. Can you tell me what time the London train **gets in**? I'm meeting somebody on it.
- They **checked in** their bags and went through passport control.
- That was a long journey. We **set off** at 7 o'clock this morning and arrived only at 10pm.
- I'm tired of working. I want to **get away** for a few weeks, maybe go to the beach.

- start a journey
- enter/leave (a train, bus, boat, plane)
- go somewhere different to have a rest or holiday
- arrive
- show your ticket/give your bags to an official at an airport
- stop working (of an engine or a type of transport)
- enter/leave (a car)
- start flying

**2a PRONUNCIATION Read these sentences.**

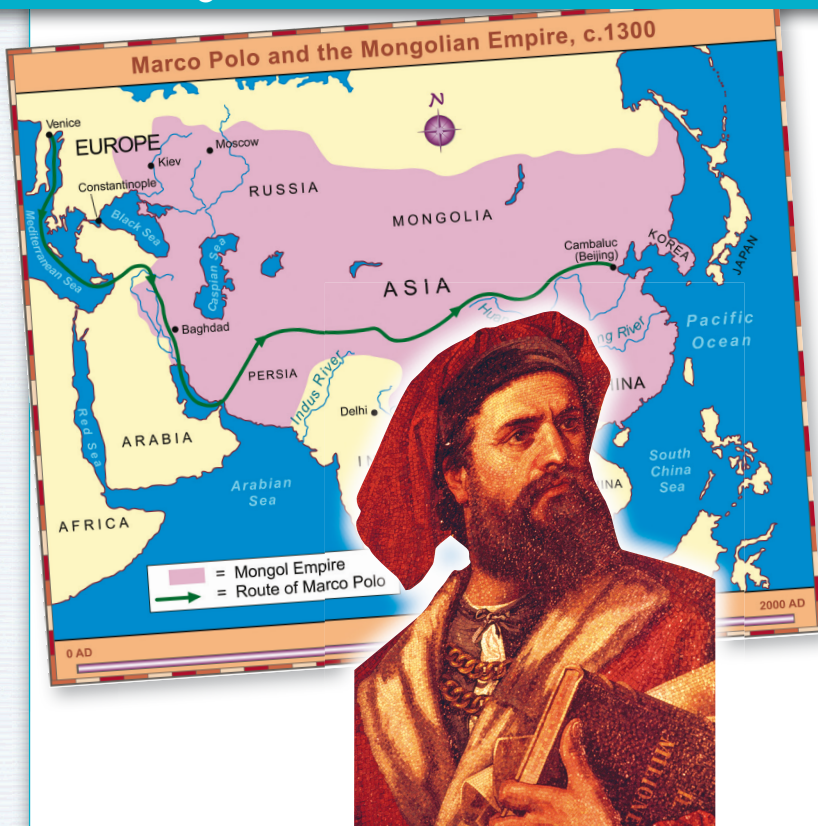
Which of the words in **bold** are verbs and which are nouns? Write the answers in your notebook.

- We need to **check in** at 7 o'clock.
- Here's the **check-in** desk.
- What time does the plane **take off**?
- What time is **take-off**?
- The car didn't **break down**.
- There is a car **breakdown** service.

**2b Listen to the sentences. Which part of the phrasal verb do we usually stress? Which part of the noun do we stress?**

ABFLUG				DEPARTURE				
Abflug	Flug	nach / über		Platz	Exp.	Schalt.	Ausg.	Abflug
Call	Flight	to / via		Sched.	Exp.	Count.	Exit	Call
■	LH 1279	MÜNCHEN	17.30	17.30	1803-20	B		■
■	4U 826	MILANO-MALPENSA	17.50	17.50	1801-22	C		■
■	HLX3522	MANCHESTER-INTL.	18.00	1800	1811-12	J		■
■	BR 929	LONDON-HEATHROW	18.10	1810	1837-40	J		■
■	HLX3334	PALMA DE MALLOCA	18.15	1815	1813-17	J		■
■	4U 228	STOCKHOLM-ARLANDA	18.20	1820	1801-22	B		■
■	4U 348	LONDON-GATWICK	18.20	1820	1801-22	C		■
■	HLX3138	BERLIN-TEGEL	18.25	1825	1818-19	J		■
■	LH 107	HAMBURG	18.25	1825	1803-20	B		■
■	LH 4798	LONDON-HEATHROW	18.25	1825	1803-20	B		■
■	4U 088	MÜNCHEN	18.35	1835	1801-22	C		■
■	4U 848	FRAO	18.35	1835	1801-22	B		■
■	4U 754	KIEN	18.35	1835	1801-22	C		■
■	DI 7074	BERLIN-TEMPELHOF	18.40	1840	1833-36	J		■
■	SK 842	KOPENHAGEN	18.40	1840	1803-20	B		■
■	LH 283	BERLIN-TEGEL	18.50	1850	1803-20	B		■
■	HLX3104	HAMBURG	19.00	1900	1813-17	J		■
■	HLX3764	VENEZIG	NEXT INFO	19.00	1900	1813-17	J	■





**1 Work with a partner and guess the answers to these questions.**

- Which year was Marco Polo born in?  
A 1254  
B 1496  
C 563
- What was the title of the book he wrote?  
A *Epic Journeys*  
B *The Description of the World*  
C *Around the World in 80 Days*
- Why was he famous?  
A He was the first European to travel to China.  
B He became an emperor.  
C He created famous Chinese and Italian recipes.
- Was his book fact or fiction?  
A Fact  
B Fiction  
C Fact with some fiction

**2 Listen to an expert talking about Marco Polo. What answers does she give to the questions in 1?**

**3 There are seven mistakes in this text about Marco Polo. Listen again and correct the mistakes in your notebook.**

Marco Polo used to exaggerate and invent details. For example, he said that a big city in China had 500 bridges, but it only had thirty. That's why some people call him the 'man of a thousand lies'. For example, he talked about an island with big elephants and men with the heads of dogs. He was in hospital in Italy when he wrote his book. He gave interesting details of life in China and Europe in it. For example, we can read that in Europe people used to have paper money but they didn't in China. Also many Europeans didn't use to have baths at that time. And in the 13th century, the Chinese already had a postal service and could send letters, but they couldn't do this in Europe.

**GRAMMAR GUIDE**

*Used to*

**1a Read the sentences. In your notebook, match the correct halves of the rules.**

**Sentences**

- Marco Polo **used to** invent pieces of information.
- They **didn't use to** have baths.
- Did** they **use to** believe that unicorns existed?
- They **usually** mention this story.
- Marco Polo **died** on this day.

**Rules**

- We use *used to* to talk about
- We use the past simple to talk about
- We use the present simple and *usually* to talk about
  - present habits.
  - past habits that do not happen now.
  - single actions in the past.

**1b In your notebook, write the negative and question form of this sentence.**

They used to travel by horse in 1254.

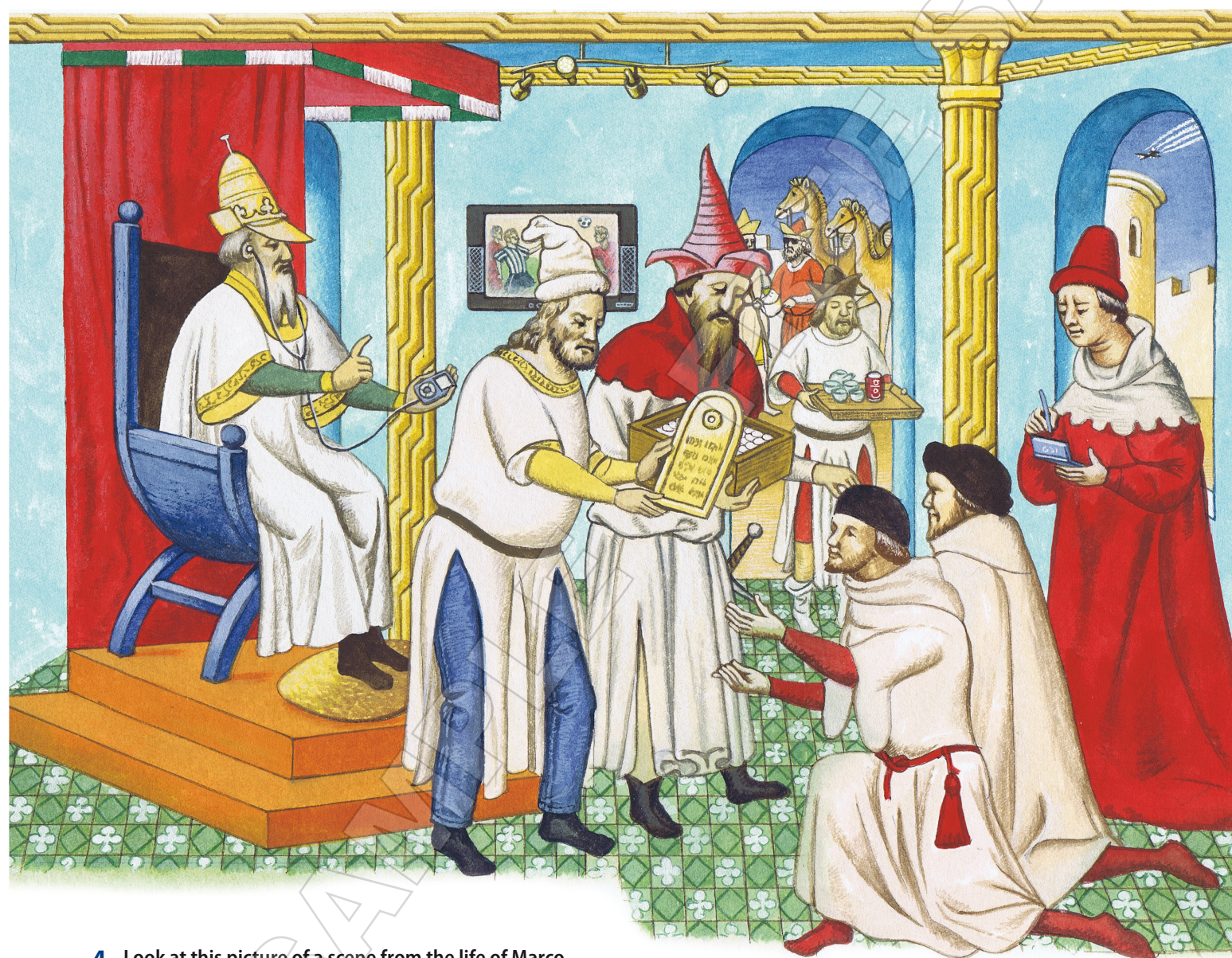
**2 In your notebook, complete the sentences with the correct form of *used to*.**

- Some people  think unicorns existed.
- They  wear jeans in the thirteenth century.
- Transport  be much slower three hundred years ago.
- A long time ago, people  believe that the Sun went around the Earth.
- In Britain in 1600, most children from poor families  go to school.
- People  drive cars in 1750.
- Before DVDs, people  watch VHS videos.
- People  travel by train and ship before the invention of the aeroplane.
- People  have mobile phones.
- Many people  believe Marco Polo's book was fact, not fiction.



**3** Decide if the sentences describe a past habit, a single action in the past or a present habit. In your notebook, complete the sentences with the correct form of *used to*, past simple or present simple.

- 1 My friend  (go) to China to see the Olympic Games in 2008.
- 2 We  (walk) to school, but now we go by car.
- 3 She usually  (cycle) to school but yesterday she caught the bus.
- 4 I  (not/like) pepper when I was small but now I love it.
- 5 She  (be) born in 1999.
- 6 They  (play) football on Wednesdays but now they play basketball.
- 7 I  (not/go) to the cinema at the weekend because it was too expensive, but now I go every Saturday.
- 8 Oliver usually  (come) to my house at the weekend because we're really good friends.



**4** Look at this picture of a scene from the life of Marco Polo. Find eight historical mistakes in the picture. In your notebook, write as many sentences as possible, affirmative and/or negative.

*They used to drink tea. They didn't use to drink cola.*

**5** In your notebook, write eight questions to ask your partner about what they used to do when they were five years old.

*Did you use to like football when you were five years old?*

**6** **SPEAKING** Use your questions from 5 to interview your partner.

**7a** Work with a partner. In your notebook, make notes about how life was different in your country fifty years ago. Use these topics:

- |                  |                 |             |
|------------------|-----------------|-------------|
| 1 Transport      | 3 Entertainment | 5 Health    |
| 2 Food and drink | 4 Work          | 6 Education |

**7b** **SPEAKING** Report back to the class with your ideas.

*Fifty years ago, people didn't use to fly much here.  
Journeys used to be much longer than now.*



**1 Look at this British train ticket. In your notebook, complete the information below.**

- 1 Place of departure
- 2 Destination
- 3 When travelling
- 4 Number of people travelling
- 5 Single/Return?
- 6 First class/Standard?
- 7 Price



**2 Listen to a conversation between a girl and a ticket officer. Choose the correct alternative and complete the missing details. Write the answers in your notebook.**

- 1 Destination: Cambridge/Canterbury
- 2 When travelling: Today/Tomorrow
- 3 Time of departure: 3.55pm/6.05pm
- 4 Direct train/Change trains?  
Details:
- 5 Single/Return?  
Details:
- 6 Price: £27.60/£36.70
- 7 Cash/Credit card
- 8 Platform: 8/9

**3 Listen again. Choose the expressions in the Speaking Bank which you hear. Write the answers in your notebook.**

► **Speaking Bank**

**When you understand:**

- I see.
- OK.
- That's great.
- Right.
- Really?

**When you don't understand:**

- Pardon?
- Could you repeat that, please?
- Sorry, I didn't catch that.
- Sorry, I missed that.

**4 Work with a partner. In your notebooks, make a list of useful questions to ask when you want to buy a train ticket. Listen again to the conversation in 2 if necessary.**

**5 Work with a partner. Prepare a dialogue, using the Guide below.**

**Conversation Guide**

- TICKET OFFICER:** Offer to help the customer.  
**CUSTOMER:** Ask for the times of trains to Newcastle.  
**TICKET OFFICER:** Give the time of the next train.  
**CUSTOMER:** Ask if the train is direct.  
**TICKET OFFICER:** Say yes.  
**CUSTOMER:** Ask for a ticket.  
**TICKET OFFICER:** Ask if the customer wants a single or return.  
**CUSTOMER:** Say you want a return and say when you want to come back.  
**TICKET OFFICER:** Give the price.  
**CUSTOMER:** Ask how to pay.  
**TICKET OFFICER:** Reply.  
**CUSTOMER:** Find out the platform number.  
**TICKET OFFICER:** Reply and say goodbye.

**Practice makes perfect**

**6a SPEAKING** Read the task.

You are in Britain and you want to buy a train ticket. Find out:

- the departure and arrival times of trains to your destination,
- if the train is direct or not,
- the price,
- if you can pay by credit card,
- which platform the train leaves from.

**6b Work with a partner.**

**Student A:** Look at page 170 for information about the ticket you want to buy.

**Student B:** You work in the ticket office. Look at page 169 for information about different trains. Begin the conversation: *Good morning. Can I help you?*

Remember to show that you understand or don't understand by using expressions from the Speaking Bank.

- 1 Read this postcard from Lily. Which picture shows where Lily is now? Put the other two pictures in the order in which Lily is going to visit these places. Write the answers in your notebook.

Hi Max!

I can't believe it! Here we are in L.A. ... at last! What a journey! It was so long! We had a long delay at the airport and then, when we'd arrived, it took ages to collect our bags. Anyway, they did appear in the end, so that's OK. L.A. is such an amazing place and the weather is brilliant. Our hotel is close to an enormous shopping mall. We didn't have time to go shopping yesterday but we do have time today - yippee! Tomorrow we're going to Hollywood. Ben and I want to see Universal Studios. And later this week, we're going to the beach at Santa Monica. Now it's time for our shopping expedition! Missing you lots - hope you are well. See you soon,

Lily xxx 😊

Max Johnson  
6 Hobson Road  
Wytham  
Oxfordshire  
OX2 8WA  
UNITED KINGDOM



- 2 Read the postcard again. What does Lily say about ...

- |                               |                      |
|-------------------------------|----------------------|
| 1 the journey to Los Angeles? | 3 shopping?          |
| 2 Los Angeles?                | 4 Universal Studios? |

- 3 Read Lily's postcard. Complete the Writing Bank in your notebook.

### ► Writing Bank

#### Useful words and expressions to give emphasis

Here are some ways of giving emphasis to what we write to make our writing more interesting.

- We can use *What* + (adjective) + noun!  
e.g. What a long journey! What a beautiful day!
- We can use *so* + adjective or *such* + (adjective) + noun,  
e.g. It was so long. L.A. is such a beautiful place.
- We can use *do* and *did* in affirmative sentences,  
e.g. We do have time today. They did appear in the end.

- 4 Make these sentences more emphatic by using the words given. Write the answers in your notebook.

- It's a busy city. (what)
- The flight was awful. (such)
- We were tired when we arrived. (so)
- I love Paris. (do)
- We had a good time. (did)
- We were happy to get back. (so)
- It's a great holiday. (what)
- It's a fantastic place for shopping. (such)
- We wish you were here. (do)
- It rained a lot yesterday. (did)

- 5 Think of an amazing holiday destination. In your notebook, make notes for a postcard. Use these questions to give you ideas.

- Where are you?
- Where are you staying?
- When did you get there?
- Did anything good or bad happen during your journey?
- How did you get there?
- What is the place like? Are you very happy there? Why?/Why not?
- What did you do yesterday?
- What are your plans for the next few days?

### Practice makes perfect

- 6a Read the task.

You are on holiday. Write a postcard to an English-speaking friend. Tell your friend:

- where you are and where you're staying,
- what happened on the journey,
- what the place is like,
- what you did yesterday and what your plans for the next few days are.

- 6b Use your notes from 5 to write your postcard. Use the expressions in the Writing Bank to add emphasis and interest.



## Past simple

### Forma

Affirmative	I/You/He/She/It/We/They <b>worked</b> yesterday. I/You/He/She/It/We/They <b>began</b> yesterday.
Negative	I/You/He/She/It/We/They <b>didn't (did not) work</b> yesterday. I/You/He/She/It/We/They <b>didn't (did not) begin</b> yesterday.
Question	<b>Did</b> I/you/he/she/it/we/they <b>work</b> yesterday? <b>Did</b> I/you/he/she/it/we/they <b>begin</b> yesterday?
Short answers	Yes, I/you/he/she/it/we/they <b>did</b> . No, I/you/he/she/it/we/they <b>didn't</b> .

### Użycie

Czasu *past simple* używamy, gdy mówimy o:

- czynnościach i wydarzeniach zakończonych, np.:  
*I flew to London last year.*
- dwóch rzeczach, które wydarzyły się jedna po drugiej, np.:  
*When the train arrived, we got on it and sat down.*

Wiele powszechnie używanych czasowników jest nieregularnych. Listę nieregularnych czasowników znajdziesz na stronie 169.

## Past continuous

### Forma

Affirmative	I/He/She/It <b>was</b> going. You/We/They <b>were</b> going.
Negative	I/He/She/It <b>wasn't (was not)</b> going. You/We/They <b>weren't (were not)</b> going.
Question	<b>Was</b> I/he/she/it going? <b>Were</b> you/we/they going?
Short answers	Yes, I/he/she/it <b>was</b> . No, I/he/she/it <b>wasn't</b> . Yes, you/we/they <b>were</b> . No, you/we/they <b>weren't</b> .

### Użycie

Czasu *past continuous* używamy, gdy:

- mówimy o czynnościach trwających w danym momencie w przeszłości, np.:  
*At four o'clock this morning, we were sleeping.*

- opisujemy miejsce lub tło innych wydarzeń z przeszłości, np.:  
*The old woman was wearing a long coat and she was carrying a big heavy bag.*
- mówimy o czynności trwającej w przeszłości, w momencie gdy inne, krótsze zdarzenie miało miejsce lub przerwało tę dłuższą czynność. Czas przeszły ciągły oznacza, że czynność trwała i nie została jeszcze zakończona.  
*I was talking to Cathy when suddenly I heard a loud noise.*
- Spójniki często używane z czasem *past continuous* to **while** i **as**.  
*While/As I was walking to school, I heard somebody call my name.*
- Pamiętaj, że niektórych czasowników zazwyczaj nie używamy w formie ciągłej (z końcówką *-ing*). Ich listę znajdziesz na stronie 14.  
*I had a green bike.* nie *I was having a green bike.*

## Past perfect

### Forma

Affirmative	podmiot + <b>had ('d)</b> + <b>past participle</b> <i>She had seen the film before.</i>
Negative	podmiot + <b>hadn't (had not)</b> + <b>past participle</b> <i>They hadn't seen the film before.</i>
Question	<b>had</b> + podmiot + <b>past participle</b> <i>Had you seen the film before?</i>
Short answers	Yes, podmiot + <b>had</b> . No, podmiot + <b>hadn't</b> . <i>Yes, I had. No, they hadn't.</i>

### Użycie

- Czasu *past perfect* używamy, gdy mówimy o czynnościach, które miały miejsce przed innymi wydarzeniami w przeszłości, np.:  
*When I had brushed my teeth, I got into bed.*  
(= Najpierw umyłem zęby, a następnie poszedłem do łóżka.)
- W zdaniach w czasie *past perfect* często używamy takich określeń czasowych, jak **when**, **after**, **by the time**, **as soon as**, np.:  
*I had finished my lunch by the time he arrived.*

# Self-check Unit 2

## ► Grammar revision

### Past simple and past continuous

#### 1 Choose the correct alternative and write it in your notebook.

- 1 We were travelling fast when the train suddenly stopped/was stopping.
- 2 I saw an old friend of mine when I waited/was waiting to buy my ticket.
- 3 My friends and I put/were putting our coats on and left the house.

- 4 When the train stopped, we got/were getting off.
- 5 You looked sad yesterday because you cried/were crying.
- 6 Nobody paid attention to me when I arrived because they watched/were watching something on TV.
- 7 He dropped/was dropping the plate and it broke.

/ 7 points

### Past simple and past perfect

#### 2 Decide which action happened first and then join the two sentences with a time expression. Put one of the verbs in past perfect. Write the answers in your notebook.

- 1 She started driving. She got into the car.  
She had started driving when she got into the car.
- 2 He finished using the computer. He switched it off.  
When he had finished using the computer, he switched it off.
- 3 They went into the cinema. They bought their tickets.  
They had bought their tickets when they went into the cinema.
- 4 She did her homework. She went to bed immediately after.  
As soon as she had finished her homework, she went to bed.
- 5 The police identified the criminal. They arrested him.  
After they had identified the criminal, they arrested him.
- 6 We ate our meal. We paid the bill.  
When we had eaten our meal, we paid the bill.
- 7 They went into the house. They unlocked the door.  
They had unlocked the door when they went into the house.

/ 7 points

### Used to

#### 3a Match the correct halves of the sentences. Write the answers in your notebook.

- 1 He didn't use to wear jeans.
  - 2 He wore jeans.
  - 3 He used to wear jeans.
  - 4 He usually wears jeans.
- a last Wednesday.  
b because he likes wearing them.  
c but now he wears them all the time.  
d but he never wears them now.

#### 3b Write the question with the correct form of used to and then answer the question.

you/wear jeans when you were 5?

/ 6 points

## ► Vocabulary revision

### Transport and travel

#### 1 What are the words? Write them in your notebook.

- 1 A type of transport that goes on the road and takes a lot of people from one city to another: bus
- 2 The place where you stand to catch a train: platform
- 3 The situation when something happens later than planned: delay
- 4 The money that you pay for a journey: fare
- 5 A type of sea transport that takes people and cars on journeys that are not very long: ferries
- 6 A ticket for a journey when you go and come back to the same place where you started: return
- 7 When you arrive too late for a bus, train or other type of transport: miss
- 8 When you stop something that was going to happen: cancel

/ 8 points

### Accommodation

#### 2 Write the names of types of accommodation in your notebook.

- 1 a place near a big road where travellers stop to sleep
- 2 a small hotel that gives you a room and a meal
- 3 a place where lots of people camp
- 4 something you need to sleep outside
- 5 a vehicle that people can live and travel in on holiday
- 6 a place where young people can stay without spending much money

/ 6 points

### Phrasal verbs connected with travel

#### 3 Choose the correct alternative and write it in your notebook.

- 1 We arrived at the airport and checked in/off our bags.
- 2 It was going to be a very long journey so he set on/off early.
- 3 What time does your brother's train get in/off at the station?
- 4 She got into/on the car and started driving.
- 5 The bus broke up/down so he had to walk.
- 6 A lot of people get away/around from the city at the weekend.

/ 6 points

**Total**

/ 40 points



► Mówienie – zadanie 1

1 Choose the correct words and translate the expressions. Write the answers in your notebook.

- Excuse me, can I say/ask you something?
- Can I talk/ask to you for a moment, please?
- Can I have/make a word with you, please?

2 In your notebook, complete the table with the correct headings.

Expressing feelings

Gaining time

Showing interest

(1.)	(2.)	(3.)
Wow!	Good.	Well ...
Really?	Fantastic!	Er...
Right.	Oh, no!	It depends.
I see.	What a pity!	Let me think.

3 In your notebook, complete the text with the expressions from 1 and 2. Then listen and check your answers.

Planujesz wyjechać na weekend poza miasto i chciałbyś/ chciałybyś, żeby Twój angielski znajomy pojechał z Tobą. Porozmawiaj z nim i omów następujące kwestie:

Termin

Środek transportu

Cel podróży

- A: (1.)   
 B: Yeah, sure. What's up?   
 A: I'm planning to go away for a week and I was wondering if you would like to join me.   
 B: I'd love to.   
 A: How about next Monday?   
 B: I've got a dentist appointment on Tuesday, so I can't set off on Monday.   
 A: (2.) How about Wednesday?   
 B: Wednesday's fine by me.   
 A: (3.)   
 So, where shall we go?   
 B: I'd like to go to a big city, like Budapest, for example.   
 A: (4.)   
 B: Yes, why not? Budapest's great! There's so much to do there. Have you ever been to Budapest?   
 A: No, I haven't, but I guess it's not that much different from Warsaw. I suppose it's loud and busy. To tell you the truth, I was thinking of going to the mountains.   
 B: (5.) The mountains are boring.   
 A: I'm afraid I can't agree with you.   
 B: So, what can we do in the mountains?   
 A: (6.) We can take pictures of the incredible views, eat good food, and meet new people.   
 B: OK, you've convinced me. Let's go to the Tatra Mountains then.   
 A: (7.) How are we going to get there?   
 B: I'll drive us! I passed my driving test two weeks ago!   
 A: (8.) Congratulations! But are you sure you can drive such a long way?   
 B: Yeah, no problem. It can't be that difficult, can it?   
 A: Peter, I'm not sure about that. I'd rather go by train.   
 B: Why?   
 A: I think it'd be safer and more comfortable.   
 B: Yes, you're right.

4 Find two yes/no questions in the text in 3 and look for the answers to them. Give full answers to questions 1–4 below. Write them in your notebook.

**TIP** Give complete answers to the questions you are asked rather than a simple yes or no.

- A: Do you have any plans for the weekend?  
B: Yes, I do. (Saturday/cinema/friend/action film. Sunday/morning/younger brother/zoo.)
- A: Do you have any plans for the weekend?  
B: No, not really. (a lot of homework/study/history test/Monday.)
- A: Have you ever slept in a tent?  
B: No, I haven't.
- A: Do you like travelling by train?  
B: Yes, I do.

**TIP** In your notebook, write the correct response.

If you don't hear something someone says, say:

- A: Sorry, I didn't quite catch that. B: What?
- A: Say that again! B: Could you say that again, please?
- A: Repeat what you said! B: Would you mind repeating that, please?

5 Read the text in 3 again. Copy the table into your notebook and complete it with the expressions in bold. Think of at least one more expression for each of the functional language categories.

Agreeing	Disagreeing	Accepting (an offer, explanation etc.)

► Zadanie testujące

6 Pracujcie w parach. Wykonajcie zadanie, a następnie zamieńcie się rolami. Posłuchajcie modelowej odpowiedzi. Rozmowę rozpoczyna uczeń B.

**Uczeń A**

Twój kolega/Twoja koleżanka spędził/spędziła zeszłoroczne wakacje na obozie we Włoszech. W tym roku Ty także chciałbyś/ chciałybyś pojechać na taki obóz. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B.

Zajęcia

Zwiedzanie

Zakwaterowanie

Wyżywienie

**Uczeń B**

- Dowiedz się, czy uczeń A był już kiedyś we Włoszech.
- Poinformuj ucznia A o tym, że we Włoszech jest bardzo gorąco.
- Zapytaj ucznia A, czy lubi włoskie jedzenie.
- Zapytaj ucznia A, czy uprawia jakiś sport.



► Mówienie – zestaw zadań

► Zadanie 1. (4 minuty)

**Pracujcie w parach. Wykonajcie zadanie, a następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.**

**Uczeń A**

Wraz z kolegami z klasy planujecie krótki wyjazd nad morze. Opowiedz o tych planach kuzynowi/kuzynce z Wielkiej Brytanii, który/która przebywa u Ciebie na wakacjach. Spróbuj też namówić go/ją do wspólnej wyprawy. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B.

Zakwaterowanie

Podróż

Wyżywienie

Koszty

**Uczeń B**

Jesteś uczniem/uczennicą z Wielkiej Brytanii, który/która przebywa w Polsce na wakacjach u swojej rodziny. Twój kuzyn/kuzynka namawia Cię, na krótki wyjazd nad morze wraz z Jego/Jej kolegami i koleżankami. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- dowiedz się od ucznia A, czy zamierza sam ze znajomymi przygotowywać posiłki,
- wyjaśnij, że nie lubisz podróżować autobusem ani samochodem, bo masz chorobę lokomocijną,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- wyraż wątpliwość, czy w środku wakacji koszty wyjazdu nie będą wyższe niż planowane.

► Zadanie 2. (3 minuty)

**Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.**

**Uczeń A**

1. How are the people feeling and why?
2. What are the advantages and disadvantages of staying at a campsite?
3. Describe the last time you or your friends slept in a tent.



**Uczeń B**



1. Do you think the people are well-prepared for walking in the mountains? Why?/Why not?
2. What areas or places are best visited on foot?
3. Tell us about the last time you or your friends took a long walk or hike to visit some place.

► Zadanie 3. (5 minut)

**Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie poniższe zadanie. Następnie odpowiedzcie na dwa pytania.**

Do Polski w odwiedziny przyjeżdża Twoja kuzynka razem ze swoim mężem i małym dzieckiem. Poprosiła Cię o radę, jak najlepiej poruszać się po Twoim mieście. Masz do wyboru trzy rodzaje transportu.

- Wybierz ten środek transportu, który będzie Twoim zdaniem najbardziej odpowiedni dla Twoich gości, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



1. Is it a good idea to learn a lot before you go somewhere, or is it a waste of time? Why?
2. Would you prefer to stay in one place for two weeks, or see different places within this time? Why?



► Znajomość środków językowych

**Parafraza fragmentów zdań – wybór wielokrotny**

**1** Complete the sentences with one of the options (A–C), which has the same meaning as the phrase/sentence in **bold**. Write the answers in your notebook.

- I didn't watch the whole film last night as my cousin **phoned me** when I was watching it.  
A. was calling me  
B. called me  
C. has called me
- A lot of people living in Warsaw **escape** from the city at the weekend to relax at the Mazury Lake District or the Baltic seaside.  
A. get off  
B. get out  
C. get away
- I **used to drink** a lot of tea when I lived in England.  
A. drank  
B. had drunk  
C. drink
- Could you repeat what time the flight is, please? **I didn't quite catch that.**  
A. I missed that.  
B. I lost that.  
C. I misunderstood that.
- My sister had made a mess in the kitchen **by the time** I came home from school.  
A. after  
B. while  
C. before

**Słownictwo**

**2** In your notebook, complete the gaps (1–4) with the words from the box. You may have to change the form of the word. There are three words you do not need to use.

connect go hobby involve participate treat visit

A lot of different forms of tourism have emerged since tourism became a popular leisure activity. Some examples of these are culinary, medical and religious tourism, when people choose their destinations because they want to experience the food of a country or region, find some medical (1.) ..... at a lower cost or of a better quality, or visit some holy sites or cities, like Mecca, Rome or Jerusalem. However, the most dangerous of those forms of tourism is extreme tourism, which involves (2.) ..... dangerous places such as the Chernobyl area of Ukraine, the mountainous regions of Kashmir in India, or the jungles of South Africa. Extreme tourism may also refer to dangerous activities such as bungee-jumping into active volcanoes or over the Victoria Falls on the border of Zambia and Zimbabwe in Africa, swimming in Florida in a sea full of sharks, or ice-diving in the White Sea off the north-west coast of Russia. While most people would not appreciate the element of risk (3.) ..... in such activities, the (4.) ..... seem to enjoy both the danger and adrenaline rush that such extreme holiday activities bring.

► Vocabulary plus

**1a** In your notebook, match the words given with the correct categories (1–3). Some of them may belong to more than one category.

1. Accommodation 2. Means of transport 3. Activities/Verbs

arrive book camper van caravan check out  
coach cruiser depart ferry fly get on hitchhike  
houseboat log cabin raft rent set off take off  
train villa youth hostel

**1b** Match the verbs from the category 3 in exercise 1a with the words/phrases below to make collocations. Write the collocations in your notebook. Two verbs do not match any phrases.

- ..... a house/a car
- ..... at the airport/in London
- ..... of the hotel/of the hospital
- ..... a plane/a train
- ..... a flight/a holiday
- ..... from Heathrow Airport/for Dublin
- ..... across the Atlantic/a private plane
- ..... from San Francisco/to Rome

**2** Complete the sentences below with phrasal verbs made from the verbs and prepositions in the boxes. Put the verbs in the correct form. Write the answers in your notebook.

CALL	CHECK	DOWN	IN
GET	LIFT	ON	OUT
SET	TOUCH	OFF	OFF

- After a three-day rest in the village, the travellers ..... again as they wanted to get to the capital city to catch their plane.
- The flight was rather bumpy, but we finally ..... in New York after eight hours in the air.
- At most airports, you have to ..... at least one hour before your flight.
- If you want to pick me up in Lublin, you'll have to get up very early, as my train ..... from Warsaw at 6:00 am.
- The spacecraft was supposed to ..... at noon, but it didn't due to a technical problem.
- The plane to Warsaw was ..... due to the volcanic ash that was paralysing air traffic over Europe.

# ► Wordlist Unit 2

(adj) = adjective – przymiotnik  
(adv) = adverb – przysłówek  
(conj) = conjunction – spójnik  
(det) = determiner – określnik (np.: a, an, the, that itp.)  
(n) = noun – rzeczownik

(phr) = phrase – wyrażenie  
(prep) = preposition – przyimek  
(pron) = pronoun – zaimek  
(v) = verb – czasownik

\*\*\* = słowo bardzo często używane

\*\* = często używane

\* = dosyć często używane

## Podróżowanie i turystyka – środki transportu

coach (n) **	/kəʊtʃ/	autokar
ferry (n) *	/ˈferi/	prom
hot-air balloon (n)	/hɒtˈeə bəˈluːn/	balon wypełniony gorącym powietrzem
kayak (n)	/ˈkaɪæk/	kajak
lorry (n) **	/ˈlɒri/	ciężarówka
motorbike (n) *	/ˈməʊtbɑːk/	motocykl
raft (n)	/rɑːft/	tratwa
rocket (n) *	/ˈrɒkɪt/	rakiet
spaceship (n)	/ˈspeɪsˌʃɪp/	statek kosmiczny
van (n) **	/væn/	furgonetka
vehicle (n) ***	/ˈviːɪk(ə)l/	pojazd
yacht (n) *	/jɒt/	jacht

## Podróżowanie i turystyka – podróż pociągami

arrivals (n)	/əˈraɪv(ə)lz/	przyjazdy
cancel (v)	/ˈkæns(ə)l/	odwołać
catch (v) ***	/kætʃ/	złapać
delay (n) **	/dɪˈleɪ/	opóźnienie
departures (n)	/dɪˈpɑː(r)tʃə(r)z/	odjazdy
fare (n) **	/feə/	opłata za przejazd
luggage (n) *	/ˈlʌɡɪdʒ/	bagaż
miss (the train) (v) ***	/mɪs/	spóźnić się (na pociąg)
platform (n) **	/ˈplætfɔːm/	peron
return (n) ***	/rɪˈtɜːn/	bilet w dwie strony
single (n) ***	/ˈsɪŋɡ(ə)l/	bilet w jedną stronę
ticket office (n)	/ˈtɪkɪt ˈɒfɪs/	kasa biletowa

## Podróżowanie i turystyka – baza noclegowa

bed and breakfast (n)	/ˌbed ʌnd ˈbrekfəst/	pensjonat oferujący nocleg ze śniadaniem
campsite (n)	/ˈkæmpsaɪt/	pole namiotowe
caravan (n) **	/ˈkærəˌvæn/	przyczepa campingowa
hotel (n) ***	/həʊˈtel/	hotel
motel (n)	/məʊˈtel/	motel
tent (n) **	/tent/	namiot
youth hostel (n)	/ˈjuːθ ˌhɒst(ə)l/	schronisko młodzieżowe

## Czasowniki złożone związane z podróżowaniem

break down (v)	/breɪk ˈdaʊn/	popsuć się
check in (v)	/tʃek ˈɪn/	zgłosić się do odprawy
get away (v)	/get əˈweɪ/	wyrwać się
get in (v)	/get ˈɪn/	przyjeżdżać
get into/out of (v)	/get ˈɪntuː/ ˈaʊt əv/	wsiadać/wysiadać (np. z samochodu)
get on/off (v)	/get ˈɒn/ ˈɒf/	wsiadać/wysiadać (np. z pociągu)
set off (v)	/set ˈɒf/	wyruszać
take off (v)	/teɪk ˈɒf/	startować (o samolocie)

## Inne

accident (n) ***	/ˈæksɪd(ə)nt/	wypadek
against (prep) ***	/əˈɡenst/	wbrew, przeciw
alternative (n) ***	/ɔːlˈtɜːnətɪv/	alternatywa
at least (phr)	/ət ˈliːst/	przynajmniej
bill (n) ***	/bɪl/	rachunek
bridge (n) ***	/brɪdʒ/	most
cash (n) ***	/kæʃ/	gotówka
challenge (n) ***	/ˈtʃælɪndʒ/	wyzwanie
choice (n) ***	/tʃɔɪs/	wybór
choose (v) ***	/tʃuːz/	wybrać
connection (n) ***	/kəˈnekʃ(ə)n/	połączenie
credit card (n) **	/ˈkredit kɑːd/	karta kredytowa
destination (n) **	/ˌdestɪˈneɪʃ(ə)n/	cel podróży
drop (v) ***	/drɒp/	upuścić
emperor (n) *	/ˈemp(ə)rə/	cesarz
end up (v)	/end ˈʌp/	kończyć
engine (n) ***	/ˈendʒɪn/	silnik
entertainment (n) **	/entəˈteɪnmənt/	rozrywka
exaggerate (v) *	/ɪɡˈzædʒəˌreɪt/	wyolbrzymiać
exceptionally (adv)	/ɪkˈsepʃ(ə)nəli/	wyjątkowo
exhausting (adj)	/ɪɡˈzɔːstɪŋ/	wyczerpujący

experience (n) ***	/ɪkˈspɪəriəns/	doświadczenie
fill (v) ***	/fɪl/	wypełniać
first class *	/fɜːst klaːs/	pierwsza klasa
fortunate (adj) **	/ˈfɔːtʃənət/	szczęśliwy, pomyślny
gold (n) ***	/ɡəʊld/	złoto
ground (n) ***	/ɡraʊnd/	ziemia
grow up (v)	/ɡrəʊ ˈʌp/	dorastać
gun (n) ***	/ɡʌn/	pistolet
huge (adj) ***	/hjuːdʒ/	ogromny
hurricane (n)	/ˈhʌrɪkən, ˈhʌrɪkəm/	huragan
iceberg (n)	/ˈaɪs bɜːɡ/	góra lodowa
immediately (adv) ***	/ɪˈmiːdiətli/	natychmiast
inland (adv) *	/ˈɪnlənd/	w głąb lądu
instead (adv) ***	/ɪnˈsted/	zamiast tego
keep doing (something) (v)	/kiːp ˈduːɪŋ/	kontynuować robienie (czegoś)
knock somebody out (v)	/nɒk sʌmbədi ˈaʊt/	znokautować (kogoś)
lie (n) ***	/laɪ/	kłamstwo
line (n) ***	/laɪn/	lina
luckily (adv) *	/ˈlʌkɪli/	szczęśliwie, na szczęście
means (of transport) (n) ***	/miːnz/	środek (transportu)
monsoon (n)	/mɒnˈsuːn/	monsun
occasion (n) ***	/əˈkeɪʒ(ə)n/	okazja
packet (n) **	/ˈpækɪt/	paczka
pass (= an exam) (v) ***	/pɑːs/	zdać (egzamin)
pepper (n) *	/ˈpepə/	pieprz, papryka
pick up (v)	/pɪk ˈʌp/	podnieść
postal service (n)	/ˈpəʊstl ˌsɜːvɪs/	usługi pocztowe
pour in (v)	/pɔː(r) ˈɪn/	wlewać (się)
pull (n) (v) ***	/puːl/	pociągnięcie, szarpnięcie / pociąganie, szarpać
push (v) ***	/puʃ/	pchać
realise (v)	/ˈriəlaɪz/	zdać sobie sprawę
replace (v) ***	/rɪˈpleɪs/	wymienić, zamienić
rotate (v) *	/rəʊˈteɪt/	obracać
scared (adj) **	/skeəd/	przestraszony
screen (n & v) ***	/skriːn/	ekran, wyświetlać
set fire to (phr)	/set ˈfaɪə tu/	podłożyć ogień, podpalić
smoke (n) **	/sməʊk/	dym
space (n) ***	/speɪs/	miejsce
standard (adj) (ticket/fare) ***	/ˈstændəd/	normalny
station (n) ***	/ˈsteɪʃ(ə)n/	stacja, dworzec
steal (v) ***	/stiːl/	kraść
storm (n) **	/stɔːm/	burza
strength (n) ***	/strenθ/	siła
suddenly (adv) ***	/ˈsʌd(ə)nli/	nagle
suit (n) ***	/suːt/	garnitur
thrill (n)	/θrɪl/	dreszcz emocji
throw (v) ***	/θrəʊ/	rzucić
trip (n) ***	/trɪp/	wycieczka
typhoon (n)	/taɪˈfuːn/	tajfun
unicorn (n)	/ˈjuːnɪ kɔːn/	jednorożec
unlock (v) *	/ʌnˈlɒk/	otwierać (zamek)
wave (n) ***	/weɪv/	fala
wish (v) ***	/wɪʃ/	chcieć, pragnąć

## ► Vocabulary plus

call off (v)	/kɔːl ˈɒf/	odwołać
camper van (n)	/ˈkæmpə(r) ˌvæn/	samochód kempingowy
check out (v)	/tʃek ˈaʊt/	wymeldować się
cruiser (n)	/ˈkruːzə(r)/	statek rejsowy
hitchhike (v)	/ˈhɪtʃˌhaɪk/	jeździć autostopem
houseboat (n)	/ˈhaʊsˌbəʊt/	łódź mieszkalna
lift off (v)	/lɪft ˈɒf/	wznieść się
log cabin (n)	/ˌlɒɡ ˈkæbɪn/	drewniana chatka
set out (v)	/set ˈaʊt/	wyruszyć
touch down (v)	/tʌtʃ ˈdaʊn/	lądować
villa (n) *	/ˈvɪlə/	willa