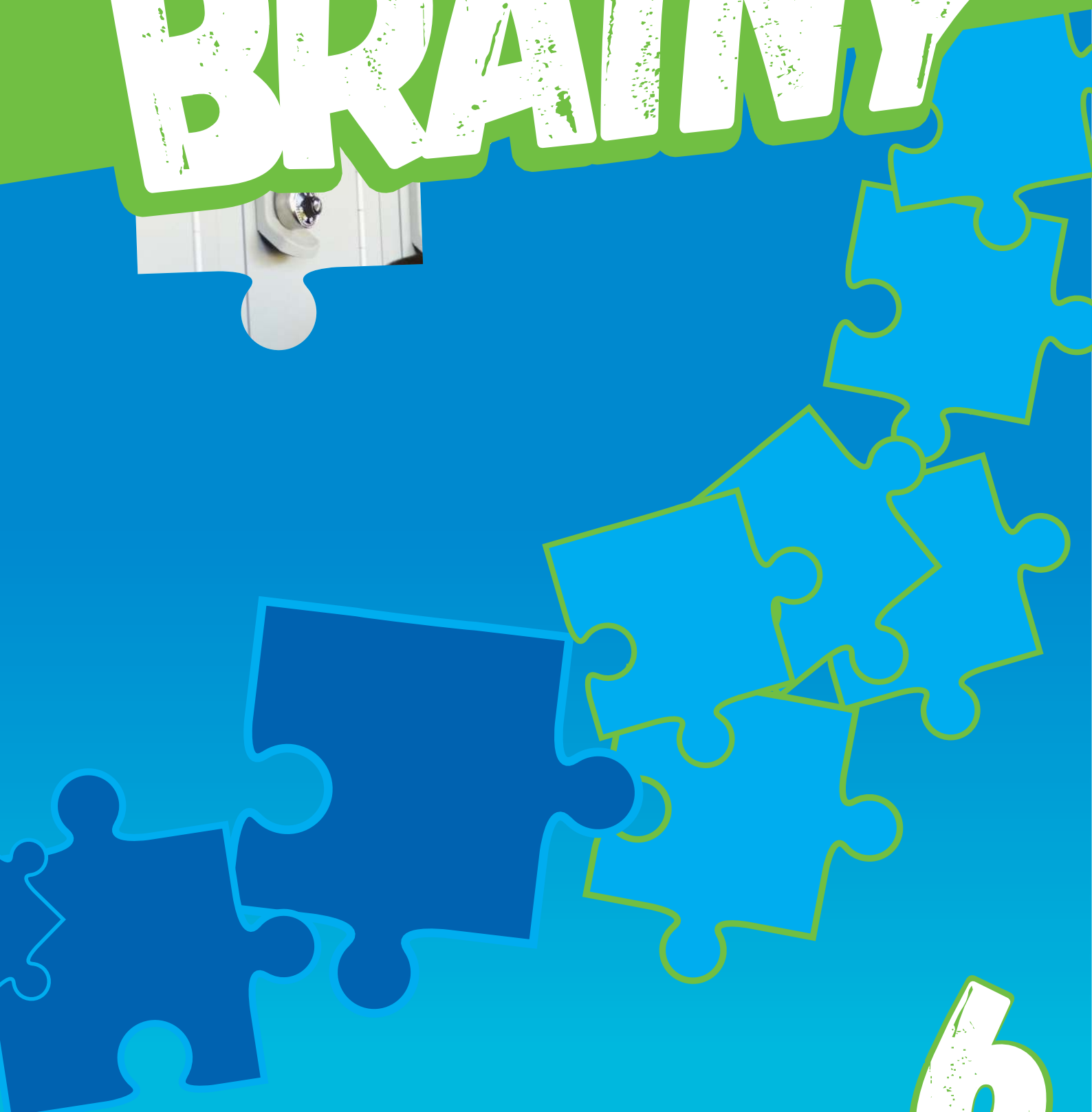


Książka ucznia

Nick Beare

BRAINY



Podręcznik dopuszczony do użytku szkolnego przez ministra właściwego do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców:
dr Anny Czury, mgr Teresy Kosyry-Cieślak, mgr Elizy Marczak.

Etap edukacyjny: II

Typ szkoły: podstawowa

Poziom wg podstawy programowej: II.1

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Rok dopuszczenia: 2019

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Książka ucznia

Nick Beare

BRAINY

Welcome unit page 4			Vocabulary: house and garden, sports equipment, places in a school, television and other media; months, ordinal numbers
Vocabulary		Grammar	
Unit 1 We have to work! page 6	• jobs • job activities • workplaces Phonics twister th	• <i>have to</i>: affirmative and negative • <i>have to</i>: questions and short answers, <i>wh</i>- questions • gerunds after <i>like</i>, <i>hate</i>, <i>love</i>, <i>don't mind</i> and <i>don't like</i>	
Unit 2 Every day, now and tomorrow page 18	• objects in the house 1 • objects in the house 2 • using objects in the house Phonics twister sh	• Present continuous and Present simple • Present continuous for temporary actions • Present continuous for future arrangements	
 Units 1–2 Let's check pages 30–31			
Unit 3 What will happen next? page 32	• stages of life • life events • school life Phonics twister v	• Future simple: affirmative, negative • Future simple: questions and short answers • Object pronouns	
Unit 4 The animal kingdom page 44	• animals • adjectives describing animals • parts of the animal body • things for pets Phonics twister ch	• Regular and irregular comparative adjectives • Comparing with <i>as ... as</i> • Regular and irregular superlative adjectives • Possessive pronouns • <i>should</i>: questions and short answers	
 Units 3–4 Let's check pages 56–57			
Unit 5 Let's eat! page 58	• meals • taste • kitchen equipment • cooking verbs Phonics twister oo	• Past simple: verb <i>be</i> • <i>there was/there were</i>: affirmative and negative • <i>there was/there were</i>: questions and short answers	
Unit 6 Illnesses and injuries page 70	• illnesses • dealing with illnesses • injuries Phonics twister ch	• Past simple regular and irregular verbs: affirmative and negative • Past simple regular and irregular verbs: questions and short answers, <i>wh</i>- questions • Past time expressions	
 Units 5–6 Let's check pages 82–83			
Unit 7 Computers page 84	• computer equipment, • using computers 1 • using computers 2 • feelings and emotions Phonics twister ou	• Present perfect regular and irregular verbs: affirmative and negative • Present perfect regular and irregular verbs: questions and short answers	
Unit 8 Outdoor activities page 96	• adventure activities • eco-friendly activities Phonics twister: silent letters	• Present perfect with <i>never</i> and <i>ever</i> • Present perfect with <i>just</i> • Present perfect and Past simple	
 Units 7–8 Let's check pages 108–109			
Let's talk			
Units 1–2 pages 110–111 Units 3–4 pages 112–113	Units 5–6 pages 114–115 Units 7–8 pages 116–117		



- **Grammar:** Present simple, *there is/there are* with *some/any*, articles (*a, an, the*), prepositions of place
- **Functions:** asking a favour, asking about clothes, asking for advice; using English to communicate; learning to learn

Situations and functions	Around the world	
• On the Internet: talking about likes and dislikes, suggesting	• unusual jobs	• Reading (dobieranie zdań do luk) • Listening (wybór wielokrotny, dobieranie) • Use of English (uzupełnianie luk, wybór wielokrotny)
• At home: offering to help, saying thank you, asking a favour	• charity shops in the UK	• Writing (e-mail) • Listening (uzupełnianie luk, odpowiadanie na pytania) • Use of English (tłumaczenie fragmentów zdań) • Language functions (dobieranie)
• A class discussion: expressing opinions; agreeing and disagreeing	• future innovations	• Reading (wybór wielokrotny, uzupełnianie luk w języku polskim, wybór wielokrotny) • Listening (odpowiadanie na pytania) • Use of English (wybór wielokrotny)
• At the pet shop: asking for and giving advice with <i>should</i>	• nature reserves	• Reading (uzupełnianie odpowiedzi) • Use of English (parafraza zdań, układanie fragmentów zdań) • Language functions (uzupełnianie luk)
• In the kitchen: asking for and giving a recipe	• national dishes	• Listening (wybór wielokrotny) • Use of English (dobieranie, układanie fragmentów zdań) • Reading (uzupełnianie luk w języku polskim) • Language functions (wybór wielokrotny)
• An injury: asking questions about the past, talking about injuries	• a great scientist	• Reading (wybór wielokrotny, wybór wielokrotny) • Writing (e-mail) • Language functions (uzupełnianie luk)
• Good news and bad news: talking about how you feel, reacting to how people feel	• playing computer games	• Listening (dobieranie) • Use of English (układanie fragmentów zdań, parafraza zdań) • Language functions (uzupełnianie luk)
• An eco-friendly event: making and responding to suggestions, expressing opinions, agreeing and disagreeing, writing a notice	• dealing with ecological problems	• Reading (uzupełnianie luk) • Use of English (dobieranie, parafraza zdań) • Language functions (uzupełnianie luk)

Festivals

Earth Day
Thanksgiving and Polish Harvest Festival

pages 118–119
pages 120–121

Irregular verbs

pages 122–123

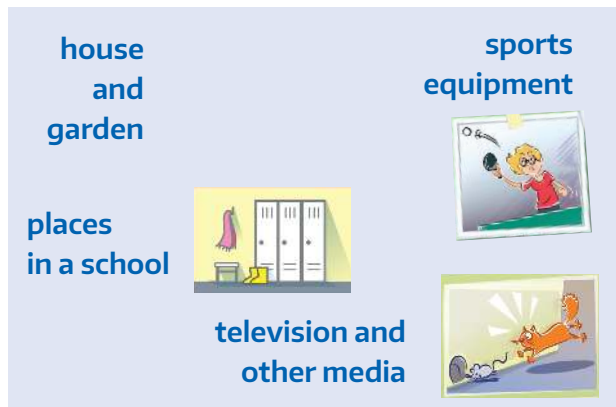
Step 1 Warm up your brain!

Lesson objective: Revision of vocabulary, grammar and functions

Be brainy!

Practise vocabulary groups

- 1 In pairs, say all the words that you can remember from each group.



- 4 In your notebook, write three questions and answers from your conversation in exercise 3.

Do you get up early? Yes, I do.

Be brainy!

Learn grammar from examples and activities

- 5 Read the description of the fruit. Then complete the description of a classroom with the words in the box. Write the answers in your notebook.

There's **a** pineapple. **The** pineapple is green and orange. There's **an** orange. Oranges are good for you. There are **some** grapes. There aren't **any** strawberries.

Be brainy!

Use Grammar apps

G Grammar app

Present simple: affirmative

I walk to school.
He walks to school.

Present simple: negative

I don't go to school in a car.
He doesn't go to school in a car.

Present simple: questions and short answers

Do you	go to school	Yes, I do. /
		No, I don't.
Does he	go on the bus?	Yes, he does. /
		No, he doesn't.

a ■ an ■ the ■ – ■ some ■ any

My classroom

At the front of ¹ classroom there is ² table and ³ chair. ⁴ table is blue and ⁵ chair is brown. ⁶ desks for ⁷ students are green. There are ⁸ books but there aren't ⁹ posters. My teacher says that ¹⁰ books are important, so we usually read ¹¹ interesting book every week.

Be brainy!

Practise language functions

- 6 Read the questions and choose two correct answers for each question. Write the answers in your notebook.
- Can you make lunch, please?
 - Sure, I'll do it in a minute.
 - I'm so hungry!
 - I hate that. Can I do the washing up instead?
 - How's the T-shirt?
 - It's great. How much is it?
 - It's too big. Have you got a smaller size?
 - Of course. The changing room is over there.
 - Is it safe to swim here?
 - No, it isn't. I love swimming.
 - No, it isn't. You shouldn't swim here.
 - Yes, but you should be careful.

- 2 Look at the *Grammar app*. In your notebook:

- write two sentences about your daily routines,
- write two sentences about the daily routines of a person in your family,
- write two questions to ask your friend about his/her daily routines,
- write two questions to ask your friend about the daily routines of a person in his/her family.

- 3 In pairs, ask and answer the questions from exercise 2.

Do you get up early?

Yes, I do.

Step 2 Warm up your brain!

Lesson objectives: *Revision of vocabulary, grammar and functions; using English to communicate; learning to learn*

Be brainy!

Describe your world in English

- 1 Say the months and ordinal numbers from 1st to 31st. In groups, ask and answer questions about your birthdays.

When is your birthday?

It's on the twenty-ninth of June.

- 2 In your notebook, write sentences about where your classmates are. Use the prepositions in the box.

in front of ■ behind ■ between
next to ■ near

Jakub is next to ...

- 3 In your notebook, complete the description of a flat. Use *there is / there isn't / there are / there aren't*. In pairs, talk about your houses or flats.



I live in a block of flats near the centre of the town. My flat is on the second floor. ¹ a small kitchen but we don't have our meals in it because ² a table and ³ any chairs. ⁴ a living room with a table and chairs. ⁵ a television in the living room and ⁶ some pictures on the walls. ⁷ a bathroom and ⁸ a toilet next to the bathroom. ⁹ three bedrooms. My bedroom is the smallest but I think it's the best.

There's a big kitchen.

Is there a table in the kitchen?

Yes, there is, and there are four chairs.

Be brainy!

Understand the activities in each lesson

- 4 In pairs, choose a lesson from *Brainy klasa 6*. Use the phrases in the box to describe each activity.

Learn	new grammar	new vocabulary	useful expressions
Practise	new grammar	new vocabulary	new expressions
Revise	grammar	vocabulary	useful expressions
Improve	our reading / writing / speaking / listening skills		

5 In the kitchen

Lesson objectives: Language functions: asking for and giving a recipe. Vocabulary: cooking verbs.

1 Listen and read. Point to the correct words in the recipe.

Tuna salad
Ingredients: tuna, lettuce and mayonnaise
Time: 10 minutes
Directions: First, put the tuna in a bowl. Then, cut it into small pieces and add it to the bowl. Then, add a little mayonnaise. Finally, cook it for 10 minutes. Then, add some salt and pepper, and 'My' / serve it on a plate.

Vocabulary presentation

2 Listen and repeat. Work out a mime gesture for each verb. In pairs, take turns to mime and guess the words.

3 Read these notes for the recipes. In pairs, write the recipes. Use the recipe from exercise 1 as a model. Listen and check your answers.

Pasta and tomato
Ingredients: pasta, oil, tomatoes, a small onion
Directions: Boil / water / soup / cook / pasta / put / pasta / bowl / add / salt / pepper / Fry / tomatoes and onions / 2 or 3 minutes / soup / add / salt / pepper / add / pasta / serve / plate

English scrambled eggs
Ingredients: 2 eggs, milk, butter, salt, pepper
Directions: put / eggs / milk / bowl / mix / mix / mix / add / salt / pepper / put / Put / pan / (cooker) / add / butter / add / eggs / cook / for 2 minutes / add / salt / pepper / serve / toast

4 In pairs, choose one of the recipes from exercise 3. Ask each other for the recipe. Use the dialogue between 1 as a model.

5 Work in groups of three or four. Write a recipe for a meal in your notebook. Use the recipe from exercise 1 as a model.

In exercise 1 on page 65, we learn useful expressions.

And in exercise 2, we learn new vocabulary.

Be brainy!

Write a learning plan

- 5 In your notebook, write five ways that you are going to improve your English this year.



My learning plan

1 *I'm going to write all the new vocabulary in my notebook.*

- 6 Check your learning plan when you finish each unit in *Brainy klasa 6*. Are you doing everything from your learning plan?

Lesson 1 Jobs for everyone

Lesson objective: Vocabulary: jobs and job activities



BRAINY POST

THE JOBS GAME



gamemaker25



Hi everyone! Play my new game to learn some common job names quickly! Enjoy it!



This person is a woman. She isn't a sports centre manager, a nurse or a scientist. What's her job?



Vocabulary presentation 1

1 1.01 Listen and repeat. Work in pairs. In turns, point at the jobs on the *BrainyPost* and name them. What's the answer to the game question?

plumber ■ cashier ■ lawyer ■ sports centre manager ■ farmer ■ engineer ■ scientist ■ nurse



Phonics twister



1.02 Listen and repeat.

Listen to the difference: **th** and **th**.

This lawyer, **that** lawyer,
these lawyers, **those** lawyers.

Three lawyers, **thirty** lawyers,
a **thousand** lawyers!

Now twist your tongue with *farmer*!



Life skills: Different opinions

How can you disagree in a friendly way?

Say your own opinions clearly.
Listen to other people's opinions.
Be polite. ■ Raise your voice.
Use some humour.
Be rude. ■ Don't be angry.
You must agree with others.

Vocabulary practice

2 Read the sentences and write the names of the jobs in your notebook.

- 1 She's between the cashier and the sports centre manager.
- 2 He's between the farmer and the scientist.
- 3 She's between the nurse and the engineer.
- 4 She's next to the sports centre manager and the scientist. She isn't a lawyer.
- 5 He's next to the cashier and the farmer. He isn't an engineer.

3 1.03 Listen and play *The Jobs Game*.

She is a/an ...

He is a/an ...

Vocabulary presentation 2

4 1.04 Listen and repeat. Guess what the green parts mean. Write the answers in your notebook.

- 1 Scientists **do experiments**.
- 2 Plumbers **fix leaks**.
- 3 Cashiers **give change to customers**.
- 4 Nurses **look after patients**.
- 5 Farmers **grow crops and milk cows**.
- 6 Engineers **build bridges**.
- 7 Sports centre managers **give instructions** to the other workers.
- 8 Lawyers **help people with the law**.



Look

We can add **manager** and **worker** to names of places.

*She's a **sports centre manager**.*

*He's a **supermarket worker**.*

Listening

5 1.05 Listen to five people talking about their jobs. In your notebook, write the names of the jobs.

- 1 
- 2 
- 3 
- 4 
- 5 

Reading

6 Przeczytaj tekst, z którego usunięto cztery zdania. Dopasuj do każdej luki (1–4) literę, którą oznaczono brakujące zdanie (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

My family all disagree!

My mum's a recycling centre manager. She doesn't like plastic. My dad's a plumber. ¹  He thinks that plastic pipes are the best. My brother's a farmer and he grows crops on an eco-farm. He hates chemicals. My sister's a scientist. ²  My grandmother's a supermarket cashier, and she doesn't like my job. I'm an engineer. ³  We all disagree, but we're a family. ⁴ 



- A. I make robot cashiers for supermarkets.
- B. He uses plastic a lot in his work.
- C. We've all got different jobs.
- D. That's the most important thing.
- E. She makes chemicals for farms.

Game

7 Work in groups of three or four. Play *What's my job?*

- 1) Każdy uczeń kolejno wybiera dowolny zawód i mówi, na czym polega praca wykonywana w tym zawodzie.
- 2) Pozostali gracze odgadują ten zawód.
- 3) Gracz, który odgadnie jako pierwszy, otrzymuje 1 punkt. Zwycięża gracz, który zdobędzie najwięcej punktów.

I grow crops.

You're a farmer!

Quick check

1.06 Listen and say True or False.

Grammar presentation

1.07 Listen and read the email. Does **have to** mean obligation (*nakaz*) or possibility (*możliwość*)?

Hi!

A bit of good news – my sister Mia's got a new job. She's a cashier. She **has to** give change to customers but she **doesn't have to** do any maths. She **has to** be polite to customers and she **has to** wear a uniform too. I'm happy I **don't have to** work 😊 but I **have to** go to school! 😊

Next time you're in the supermarket say hello to Mia!

Will



x

Listening

4.08 Ułyszysz dwukrotnie wypowiedź ucznia. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszycie.

- Tom's father has to
 - get a bus every day.
 - get up early.
 - leave the hotel early.
- Tom's father likes
 - the hotel kitchen.
 - the people in the hotel kitchen.
 - the guests at the hotel.
- Tom wants to
 - help his classmates become famous cooks.
 - explain that a cook's job is difficult.
 - talk about some famous chefs.

Writing

5 Choose a new job for somebody in your family. In your notebook, write an email to your friend in England about it.

place	- London Fashion shop, shopping centre - New London hospital, Trafalgar Square
has to	- put clothes in the shop window - look after patients - help customers - give medicine to patients - wear a name badge - wear a uniform
doesn't have to	- clean the shop - make the beds - wear a uniform - wash the windows



Tips

W e-mailu napisz:

- kto ma nową pracę i gdzie pracuje,
- jakie ma obowiązki,
- czego nie musi robić.

Speaking

6 In pairs, ask and answer questions with **Who ...** about jobs.

Who has to fix leaks?

Plumbers have to fix leaks.

Grammar app

have to: affirmative, negative

I	have to	work.
He	has to	
I	don't	have to work.
He	doesn't	

>>> Grammar summary on page 19

2 In your notebook, prepare a **Grammar app** for you and she.

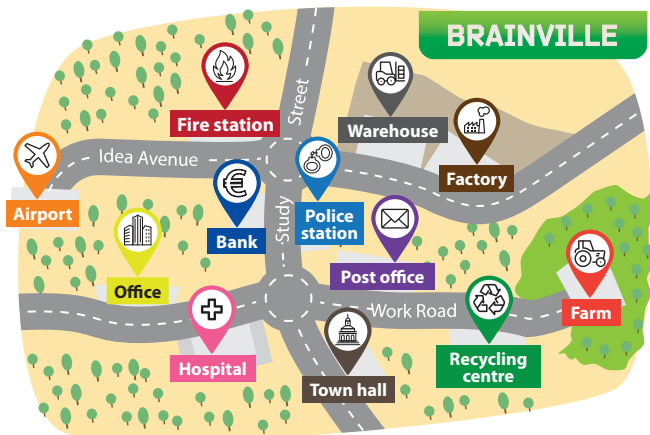
Grammar practice

3 In your notebook, complete the sentences, using the verbs in brackets and the correct form of **have to**. Then say the names of the jobs.

- My mother (not give) change to customers. She (do) experiments.
- My two sisters (not help) people with the law. They (look after) patients.
- My father (not fix) leaks. He (give) instructions to other workers.

Vocabulary presentation

- 1  1.09  Listen, look at the map and repeat the words. Work in pairs. In turns, describe the locations and guess the places.



It's on Idea Avenue. It's next to the warehouse.

It's the factory.

Vocabulary practice

- 2 What are their jobs? Where do they work? Write the answers in your notebook.



1 I have to take hundreds of things down from the shelves.



2 I have to make sure the rubbish goes in the correct places.



3 I have to sit at a desk all day.



4 I have to put the wheels on hundreds of toy cars every day.



5 I have to sell stamps for letters.



6 I work for the city.



Look

We use **in** with most workplaces: **in** a post office, **in** a factory etc. But: **at** an airport, **at** the police station, **at** the fire station, **on** a farm.

- 1 *He's a warehouse worker.
He works in a warehouse.*

Speaking

- 3  In pairs, take turns to choose a job. Say what you have to do. Your partner guesses the job and the workplace.

count money ■ look after animals
check tickets ■ look for criminals
put out fires ■ look after patients

airport worker ■ farmer
bank worker ■ nurse ■ police officer
firefighter

I have to check tickets.

You're a/an ...
You work in/at/on ...

Listening

- 4  1.10  Usłyszysz dwukrotnie cztery wypowiedzi osób mówiących o swojej pracy. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

- A. doesn't like the job when the weather is bad.
- B. has some sad days at work.
- C. has a lot of fun at work.
- D. has a job that is always boring.
- E. earns a lot of money.

1	2	3	4
			

Speaking

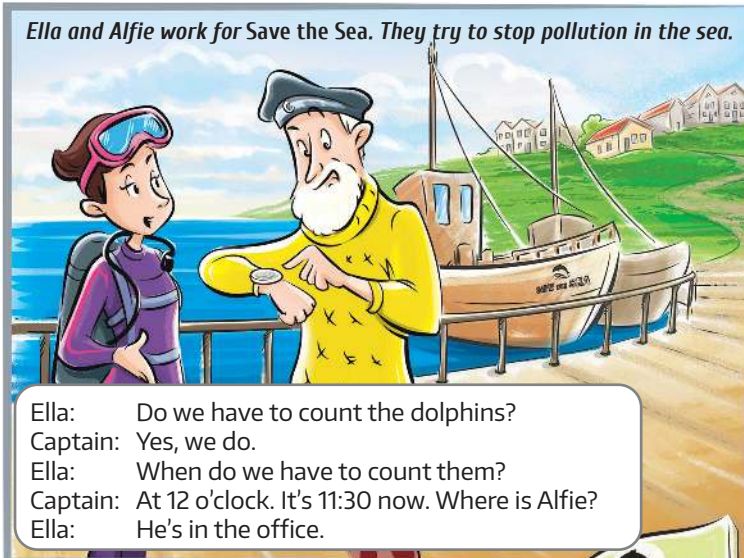
- 5  Work in pairs. Talk about the workplaces where you live.

Are there any factories in our town?
Where are they?

There's a factory on Przemysłowa Street.
There's a factory near the train station, and ...

Lesson objective: Grammar: have to: questions and short answers, wh- questions

Ella and Alfie work for Save the Sea. They try to stop pollution in the sea.



Ella: Do we have to count the dolphins?
 Captain: Yes, we do.
 Ella: When do we have to count them?
 Captain: At 12 o'clock. It's 11:30 now. Where is Alfie?
 Ella: He's in the office.



Ella: We're in a rush, Alfie. Do you have to finish your work today?
 Alfie: No, I don't.
 Ella: Do you have to take the recycling out?
 Alfie: Yes, I do. The recycling van is here now. See you soon!



Alfie: Do you really recycle all types of plastic?
 Dan: Of course, we do! We take recycling from warehouses, factories, hospitals and banks ... We know how to recycle.
 Alfie: That's great. We have to protect the environment. Plastic is very bad for wildlife.



A few kilometres away ...



Soon, they're with the dolphins!



GLOSSARY

pollution – zanieczyszczenie
protect the environment – chronić środowisko
recycle – przetwarzać (śmieci)
recycling – recykling; śmieci (do ponownego przetworzenia)
wildlife – dzikie zwierzęta, dzika przyroda

USEFUL!

How do you say these phrases in Polish?

- 1 We're in a rush.
- 2 See you soon!
- 3 Sorry I'm late!

Grammar presentation

- 1 1.12 Read and listen to Episode 1. Are Dan and Dave good at recycling?

Quick check

- 1.11 Listen to the names of places. Stand up when you hear a workplace.

Comprehension

2 Match the beginnings of the sentences with the correct endings. Write the answers in your notebook.

- | | |
|--------------------------------------|-----------------------------------|
| 1 At the beginning, Alfie is | a dolphins in the sea. |
| 2 In the big plastic bags, | b there are things for recycling. |
| 3 There are | c in the sea. |
| 4 Dan and Dave put all the recycling | d in the office. |

G Grammar app

have to: questions and short answers

Do	we	have to	count the dolphins?
Does	he		

Yes, we do. / No, we don't.

Yes, he does. / No, he doesn't.

have to: wh-questions

When	do	we	have to	count the dolphins?
------	----	----	---------	---------------------

At 12 o'clock.

>>> Grammar summary on page 19

3 Work in pairs. Say *Grammar apps* for you and they. In your notebook, write a *Grammar app* for she.

Grammar practice

4 In your notebook, change the sentences to questions. Then write the answers.

- She has to work in a factory. (✓)
- They have to cook dinner. (✗)
- You have to wash the windows. (✓)
- He has to walk the dog. (✗)

5 In your notebook, complete the interview, using the words in brackets and the correct form of *have to*.

Interviewer: Ella, you're a marine scientist. Tell me about your job.

Ella: I ¹ (do) experiments in a laboratory.
I ² (check) that the fish and other animals are OK.

Interviewer: ³ you (work) in an office?

Ella: Yes, I ⁴ . I ⁵ (work) in the office on Monday and Wednesday.

Interviewer: ⁶ Alfie (work) in the office on those days?

Ella: No, he ⁷ . He ⁸ (work) in the office on Tuesday and Thursday.

Listening

6 1.13 Listen to an interview with a worker. Point at the correct answers.

- Where does the man work?
 - In an office.
 - In a warehouse.
 - In a hospital.
- What does the man have to do?



- What does the man think of the people at his workplace?



Chores

7 In pairs, complete these chores. Can you add some more?

tidy my ... ■ vacuum the ...
wash the ... ■ make my ... ■ walk the ...
look after my ... ■ dust the ... ■ iron the ...
wash the ... ■ take the ... out ■ feed the ...

Game

8 Work in pairs. Play *Who's the most helpful?*

- Zadawajcie sobie na zmianę pytania o wasze obowiązki domowe.
- Za każdą pozytywną odpowiedź gracz dostaje jeden punkt.
- Podliczcie punkty, aby zobaczyć, kto częściej pomaga w domu.

Do you have to take the rubbish out?

Yes, I do.

lesson 5

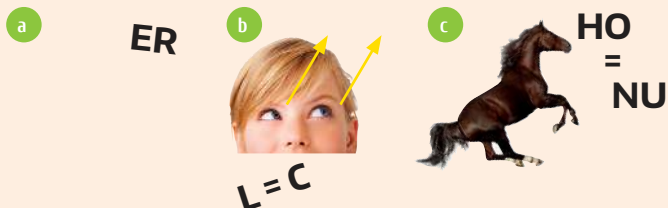
Train your brain!

Lesson objective: Revision of lessons 1-4

Hi! Here's your first brain workout!

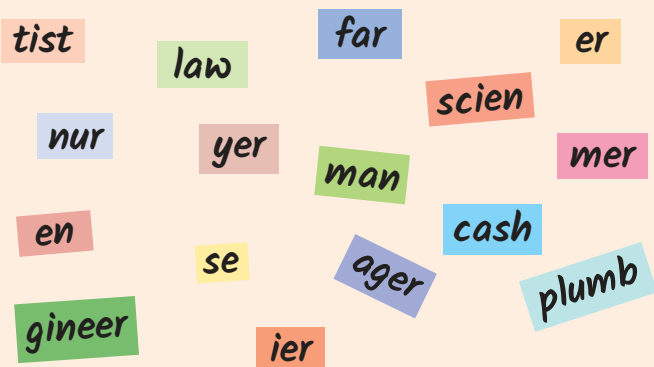


- 1 What jobs are they? Write the answers in your notebook.



- 2 Work in pairs. In turns, play *Lucky finger*.

- 1) **Uczeń A** zamyka oczy i wskazuje palcem osiem części wyrazów umieszczonych poniżej.
- 2) **Uczeń B** zapisuje wylosowane przez ucznia A części wyrazów. Następnie próbuje ułożyć z nich nazwy zawodów.



- 3 Solve the puzzle. What is each person's job? Write the answers in your notebook.



- 1 The engineer is next to the office.
- 2 The manager is next to the office. She isn't next to the hospital.
- 3 The cashier is in front of one of the places. She isn't in front of the warehouse.
- 4 The scientist is in front of one of the workplaces.
- 5 The nurse isn't next to the office.

- 4 Read about the job. One sentence is false – find it and guess the job.

I have to fix toilets.

I have to work in houses.

I don't have to fix leaks.

I don't have to look after patients.



- 5 Write a job puzzle like in exercise 4.

- 1) Wybierz dla siebie zawód i napisz cztery zdania opisujące twoje obowiązki, w tym jedno fałszywe. Użyj *have to*.
- 2) Przeczytaj zdania koledze/koleżance z ławki. Poproś o odgadnięcie, jaki to zawód i które zdanie jest fałszywe.
- 3) Zamieńcie się rolami.

Use of English

- 6 Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1-4) jednym wyrazem, tak aby powstał tekst zgodny z ilustracją. Zapisz odpowiedzi w zeszyte.



In this photo, there is a woman and a man. They are ¹ the kitchen. The man is a plumber and he wants to ² the leak. He's got blue work clothes. The woman is next to the man. She's got a white top, pink ³ and brown shoes. She wants to make lunch for her children so the plumber ⁴ to hurry up!



Eco-alert!



Put the words in the correct order!



not ! water Do waste

Lesson objectives: **Functions:** talking about likes and dislikes; suggesting; **Grammar:** gerunds after like, hate, love, don't mind and don't like

- 1  1.14 Listen and read. In your notebook, write the answers in the box below in order from positive to negative.



I love this website. It's got lots of quizzes. Look at this quiz: *Plan a job for your future.*

I like doing quizzes. Let's do it!

OK. Are you ready? Do you like using computers?

No, not really.

Do you like making things?

I don't mind it.

Do you like looking after animals?

Yes, I really do.

Do you like fixing things?

Yes, I do.

Do you like chatting to people?

No, I hate it.

Let's see ... you should be a farmer.

That's not a bad idea.

No, not really. ■ Yes, I really do. ■ Yes, I do. ■ I don't mind it. ■ No, I hate it.



Look

I love / like / don't mind / don't like / hate fixing things.

- 2  1.15 Write the numbers 1–8 in your notebook. Listen and draw a correct face next to each number.

 love ■  like ■  don't mind
 don't like ■  hate

- | | |
|-------------------------|----------------------|
| 1 making things | 5 chatting to people |
| 2 fixing things | 6 helping people |
| 3 looking after animals | 7 doing experiments |
| 4 using computers | 8 doing maths |

- 3  In pairs, choose the best job for Naomi.

She can't be a plumber, because she doesn't like fixing things.

That's true. Perhaps she should be a ...

- 4  Work in pairs. In turns, ask each other *Do you like ...?* questions with the activities in exercise 2. Answer them and suggest jobs for each other.

Do you like using computers?

You should be ...

- 5  Work in groups. Ask three other students the questions you asked in exercise 4. Suggest jobs for each other.



1 1.16 Listen and read. Match the texts with the photos. Write the answers in your notebook.



1 Professional pusher, Japan

The trains in Tokyo, the capital of Japan, are usually full at rush hour – and some stations have a pusher to push more passengers on the train. You have to be strong for this job.



2 Bicycle fisherman, The Netherlands

There are more than 800,000 bikes in Amsterdam, the capital of the Netherlands. Every year, about 15,000 bicycles end up in the canals. If you like diving, it's a good job.



3 King's Piper, England

If you're good at playing the bagpipes, think about a job as the King's Piper. You have to play the bagpipes outside the King's rooms every day. He visits all his palaces and houses every year, so you have to travel a lot.



4 Garbage detective, Germany

There are very strict laws about recycling in Germany. The garbage detectives give a warning or a fine to people who don't recycle things correctly. You have to be quick and clever for this job.



5 Mermaid, The United States

In big aquariums in the United States, you can earn good money as a mermaid. You have to put on a mermaid outfit and you have to swim among the fish. You have to be good at swimming and you have to like travelling.



Glossary

bagpipes – dudy

rush hour – godziny

end up – kończyć

szczytu

fine – mandat

strict law – surowe

prawo

2 Read the texts again and answer the questions in your notebook.

In which texts is there something about:

- a types of transport? c recycling?
b music? d travelling?

3 Read what the girl says and choose a job for her on this page.



I love working outdoors, and I like watching fish – I've got some fish at home. I can swim very well, but I'm not good at dancing, and I don't like the idea of dancing and people watching me. I think recycling is very important.

4 Work in groups of four or five. Imagine you have one of the jobs from exercise 1. Tell your group about your job.

What is your job? ■ Do you like it?
What do you have to do?
What do you like doing?

Discover more!

5 Read about one or two unusual jobs on the Internet. Then make a poster about the jobs.



Tips

W opisie zawodu uwzględnij:

- jego nazwę,
- obowiązki, jakich wykonywania wymaga,
- co powinna lubić osoba wykonująca ten zawód (np. *You have to like dancing.*).



Vocabulary & Speaking

1 Answer the questions in your notebook.

- Who gives change to customers in a supermarket?
- Who builds bridges?
- Who does experiments?
- Who helps people with the law?
- Who gives instructions?
- Who grows crops?
- Who fixes leaks?
- Who looks after patients?

8

2 In your notebook, complete the sentences with the correct words in the box.

police station ■ warehouse
farm ■ fire station ■ bank ■ office
recycling centre ■ hospital

- My brother is a farmer. His is in this village.
- My sister is a police officer. She works at that .
- My mother is a nurse. She works at this .
- My father is a businessman. He works in that .

4

3 ★ In your notebook, write questions and answers.

- your sister / like / do / maths / ?
She / 😊 it.
- your brother / like / to people / chat / ?
No, 😞.
- you / like / fix / things / ?
Yes, 😊.
- your parents / like / go out / ?
No, 😞.

8

Grammar

4 In your notebook, complete the sentences with the correct forms of the words in brackets.

- My brother (not have to, wear) a uniform at his school.
- My sister (have to, study) for the exams.
- Plumbers (not have to, fix) cars.
- Cashiers (have to, give) change to customers.
- I (not have to, take) the rubbish out.
- We (not have to, walk) the dog.

6

5 In your notebook, write the words in the correct order to make questions.

- walk / does / to school / your brother / have to / ?
- your sister / tidy / does / her room / have to / ?
- work / have to / your parents / in an office / do / ?
- get up / what time / you / do / in the morning / have to / ?
- have to / does / what / at home / your brother / do / ?
- you / what / today / do / have to / do / ?

6

Use of English

6 ★ 🎓 Przeczytaj tekst. Wybierz odpowiedź A, B lub C, tak aby poprawnie uzupełnić luki (1–4). Zapisz odpowiedzi w zeszycie.

Harry Lawson is an underwater farmer! He ¹ visit the farm every day to make sure the seaweed is OK. People use seaweed ² food and they buy it from Harry. He has to ³ early every day to visit the farm. He doesn't ⁴ getting up early. He loves visiting the underwater farm.



- A. has to B. have to C. don't have to
- A. for B. to C. of
- A. gets up B. getting up C. get up
- A. feel B. mind C. know

8

Jobs	On the Internet	
cashier kasjer/kasjerka engineer inżynier/inżynierka farmer rolnik/rolniczka lawyer prawnik/prawniczka nurse pielęgniarz/pielęgniarka plumber hydraulik/hydrauliczka scientist naukowiec/naukowiec sports centre manager kierownik/kierowniczka centrum sportowego	I love ... Uwielbiam... I like ... Lubię... I don't mind ... Nie przeszkadza mi... I don't like ... Nie lubię... I hate ... Nienawidzę... Yes, I really do. Tak, naprawdę lubię. Yes, I do. Tak, lubię. I don't mind it. Nie mam nic przeciwko. No, not really. Nie, nie za bardzo. No, I hate it. Nie, nienawidzę tego.	marine scientist badacz mórz mermaid syrena outfit strój perhaps być może pipes rury polite uprzejmy pollution zanieczyszczenie protect the environment chronić środowisko pusher upychacz (kolejowy) put out fires gasić pożary King's Piper królewski dudziarz raise your voice podnosić głos recycle przetwarzać (śmieci) recycling recykling; śmieci (do ponownego przetworzenia) recycling centre manager kierownik zakładu segregacji odpadów rubbish śmieci rude nieuprzejmy rush hour godziny szczytu save the sea ratować morze seaweed wodorosty shelf półka strict law surowe prawo toy car zabawkowy samochódzik twist one's tongue połamać sobie język uniform uniform warning ostrzeżenie waste odpady wear a name badge nosić identyfikator weather pogoda website strona internetowa wheel koło wildlife dzikie zwierzęta, dzika przyroda work pracować worker pracownik workplace miejsce pracy
Job activities	Other	
build bridges budować mosty do experiments przeprowadzać eksperymenty fix leaks naprawiać ciekące rury give change to customers wydawać klientom resztę give instructions wydawać polecenia grow crops and milk cows uprawiać rośliny i doić krowy help people with the law pomagać w kwestiach prawnych look after patients opiekować się pacjentami	agree zgadzać się at the beginning na początku bagpipes dudy capital stolica chat rozmawiać check tickets sprawdzać bilety chef szef kuchni chemicals chemikalia common popularny cook kucharz count money liczyć pieniądze customer klient difference różnica disagree nie zgadzać się dive nurkować earn a lot of money zarabiać mnóstwo pieniędzy end up kończyć enjoy lubić fine mandat fisherman rybak garbage detective inspektor odpadów give medicine to patients dawać pacjentom lekarstwa guest gość helpful pomocny humour humor interview wywiad job praca, zawód look after opiekować się look for criminals szukać przestępców make the beds ścielić łóżka manager kierownik/menedżer	
Workplaces		
airport lotnisko bank bank factory fabryka farm farma, gospodarstwo rolne fire station remiza (strażacka) hospital szpital office biuro police station komisariat, posterunek post office poczta (budynek) recycling centre zakład segregacji odpadów town hall ratusz, urząd miejski warehouse magazyn		
Useful!		
We're in a rush. Śpieszymy się. See you soon! Do zobaczenia wkrótce! Sorry I'm late. Przepraszam za spóźnienie.		

have to: affirmative

Gdy mówimy o obowiązkach, używamy konstrukcji *have to*. W zdaniach twierdzących w trzeciej osobie liczby pojedynczej (*he, she, it*) używamy *has to*.

Affirmative

I **have to work** every day.
 You **have to work** every day.
 He **has to work** every day.
 She **has to work** every day.
 It **has to work** every day.
 We **have to work** every day.
 You **have to work** every day.
 They **have to work** every day.

Short forms

Have to / Has to nie ma form skróconych.

have to: negative

W zdaniach przeczących z *have to* dodajemy *don't* lub *doesn't*.

Negative

I **don't have to work** every day.
 You **don't have to work** every day.
 He **doesn't have to work** every day.
 She **doesn't have to work** every day.
 It **doesn't have to work** every day.
 We **don't have to work** every day.
 You **don't have to work** every day.
 They **don't have to work** every day.

Short forms

don't = do not
doesn't = does not



Choose your grammar project!

Project 1 Grammar Snaps**1 Make your own grammar snap.**

- Wybierz dowolne zagadnienie gramatyczne z rozdziału 1.
- Znajdź zdjęcie lub rysunek, które pomogą ci zilustrować wybrane zagadnienie gramatyczne.



I have to give you a VERY BIG injection.

have to: questions and short answers

Pytania z *have to* tworzymy, dodając *Do* lub *Does* na początku pytania. Na pytania odpowiadamy, używając krótkich odpowiedzi z: *do / does* lub *don't / doesn't*.

Question**Short answer**

Do I have to work?	Yes, I do . / No, I don't .
Do you have to work?	Yes, you do . / No, you don't .
Does he have to work?	Yes, he does . / No, he doesn't .
Does she have to work?	Yes, she does . / No, she doesn't .
Does it have to work?	Yes, it does . / No, it doesn't .
Do we have to work?	Yes, we do . / No, we don't .
Do you have to work?	Yes, you do . / No, you don't .
Do they have to work?	Yes, they do . / No, they don't .

have to: wh- questions

Pytania szczegółowe tworzymy, dodając zaimek pytający przed *do* lub *does*.

When **do** you **have to** get up?

What **do** you **have to** do on Saturday?

Where **does** she **have to** go?

love / like / don't mind / don't like / hate + gerund

Po czasownikach: *love / like / don't mind / don't like / hate* używamy czasowników z końcówką *-ing*.

I **love / like / don't mind / don't like / hate** **fixing** things.

Project 2 My amazing job**2 In your notebook, write about your future job.**

- Wyobraź sobie siebie za 20 lat. Opisz swoją pracę oraz swój typowy dzień w pracy.
- W opisie odpowiedz na pytania:
 - What is the name of your job?
 - What do you have to do in your job?
 - What do you like doing at/in your workplace?
 - What do you hate doing at/in your workplace?

lesson 1

We don't like our prize!

Lesson objective: Vocabulary: objects in the house (I)



BRAINY POST



curtains



blinds



bookcase



cupboard



wardrobe



sofa



armchair



shelf



mirror



rug



towel



cushion



manchestergirl349

Mum and dad are the winners of a competition at a shop called *Fantastic Furniture*. The prize is furniture and objects for the house but we don't like it ...



Vocabulary presentation

1 1.17 Listen, repeat and find the objects in the *BrainyPost*. Point at the objects and say their name.

2 Work in pairs. Describe the objects in exercise 1. Use the words in the box.

huge ■ small ■ ugly ■ OK
quite nice ■ old-fashioned

I think that
the sofa is huge.



Life skills: Things you don't want

Make a list of six things from your room you don't want. In pairs, decide what to do with them.

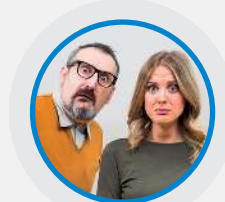
Throw it away. ■ Try to fix it.
Give it to a friend. ■ Give it to charity.
Put it in a garage sale.

Vocabulary practice

3 Complete the text in your notebook.

manchestergirl349

Mum and dad got their prize today. The ¹colour is a horrible colour, the ²wardrobe and the ³sofa are too big and the back of the ⁴mirror is broken. The ⁵blinds and ⁶curtains are the wrong size. We can use the ⁷shelf, the ⁸rug and the ⁹towel, but the cushions are for babies! We can't use the ¹⁰armchair with all those flowers – and where can we put the old-fashioned ¹¹bookcase? It's huge!





Phonics twister



1.18 Listen and repeat.

A **sh**oe **sh**elf for Sally,
Some sock **sh**elves for Sammy,
Share seven **sh**elves for **sh**oes and socks,
Say **sh**oes, **sh**elves, socks, then say 'stop'!

Listening

4 1.19 Listen to mum and dad talking about the furniture from *Fantastic Furniture*. In your notebook, match each object (1–12) with mum and dad's decision (a–d).

1 a

- | | | |
|------------|------------|-------------|
| 1 cupboard | 5 curtains | 9 shelf |
| 2 wardrobe | 6 armchair | 10 cushion |
| 3 mirror | 7 rug | 11 sofa |
| 4 blinds | 8 towel | 12 bookcase |



paint it



put it in the bathroom



put it in a garage sale



put it in the bedroom

Writing

6 Read the task and write an email in your notebook.

Pomogasz w organizowaniu wyprzedaży garażowej w swoim domu. W e-mailu do anglojęzycznego kolegi:

- opisz, co sprzedają twoi rodzice,
- napisz, jakie przedmioty ty sprzedajesz i wyjaśnij, dlaczego,
- poproś kolegę o pomoc w przygotowaniach.



Look

one shelf – two shelves

Reading

5 Read this email from Tania (*manchestergirl349*) to her friend. In your notebook, match the parts of the email with the descriptions in the box.



- Hi Lana,
 - There's a garage sale at my house on Saturday! It's from 10:00 to 2:00.
 - We've got lots of things for sale! There is a huge bookcase, a big sofa, and a big wardrobe. My parents want to sell some rugs too, six cushions, some blinds and some curtains.
 - I've got a lot of my old stuff in the garage sale too. There are some old books, some old CDs and some clothes I don't like. I hope someone buys them! That horrible shelf for my books is in the sale too.
 - Can you come and help me on Saturday? I have to tidy up the garage before the sale. Can you come at about 9:00?
 - See you soon, I hope!
- Tania

- | | |
|---|---|
| a | rzeczy osobiste Tani na sprzedaż |
| b | informacje o wyprzedaży garażowej |
| c | prośba o pomoc |
| d | meble i przedmioty, które sprzedają rodzice |
| e | pożegnanie |
| f | przywitanie |

Hi ...,
There's a garage sale at my house on Saturday! It's from 10:00 to 2:00. ...



Tips

- Napisz 2-3 zdania do każdego podpunktu.
- Użyj maksymalnie 120 słów.

Lesson objective: Grammar: Present continuous and Present simple: affirmative and negative;
Present continuous for temporary actions

Quick check

1.20 Listen and put your hand up if you have this thing in your bedroom.

Grammar presentation

1.21 Listen and read. What are mum, Sara, and dad doing now?

x



We're all busy. My mum is **painting** the cupboard right now. She often **paints** the furniture. My sister, Sara, **isn't painting**. She **doesn't often help** in the house, but she **is putting up** the new curtains now. I always **sleep** in the small bedroom, but I can't sleep there this week. Right now, dad **is putting** a big wardrobe in my bedroom. I'm **sleeping** in the living room this week!



Look

put up = zawiesić np. na ścianie
do up = odnawiać, remontować



Grammar app

Present simple: affirmative and negative

She **often** paints the furniture.

She **doesn't often** paint the furniture.

Present continuous: affirmative and negative

She **is painting** the furniture **right now**.

She **isn't painting** the furniture **now**.

>>> Grammar summary on page 29

2 Work in pairs. Say *Grammar apps* for *he* and *they*. In your notebook, write a *Grammar app* for *you*.

Grammar practice

3 In your notebook, write sentences, using the words given.

- My parents / sometimes / sit / on the sofa / . / they / not sit / on the sofa / right now / . / they / put / some books in the bookcase / at the moment / .
- My sister / often / tidy / her wardrobe / on Saturday / . / she / not tidy / her wardrobe / now / . / she / clean / the blinds / at the moment / .



Grammar app

Present continuous for temporary actions

I'm sleeping in the living room **today**.
this week.
this month.

>>> Grammar summary on page 29

Grammar practice

4 Choose the correct words. Write the answers in your notebook.

- I usually **do** / **am doing** my homework in my bedroom, but this week I **do** / **am doing** my homework at my friend's house.
- My dad **goes** / **is going** to work by bus this week, but he usually **goes** / **is going** by car.
- My two sisters hardly ever **watch** / **are watching** television in the evening, but this week, they **watch** / **are watching** the Olympics every night.

Speaking

5 Work in pairs. In turns, choose two words (one from box A and one from box B) and make affirmative or negative sentences with them.

A

always
usually
often
sometimes
hardly ever
never

B

this month
this week
today
now
right now
at the moment

Usually, today.

I usually go to school on foot.
I'm not wearing blue socks today.

Vocabulary presentation

1 1.22 Listen and repeat. Work in pairs. In turns, say and spell the words.



Vocabulary practice

2 In your notebook, complete the description of the pictures.



3 Work in pairs. In turns, mime the actions of using the objects and guess what the object is.

You're using a dishwasher.

That's right.

Listening

4 1.23 Usłyszysz dwukrotnie rozmowę telefoniczną z hydraulikiem. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszyte. Luki należy uzupełnić w języku angielskim.

Work order no. 21

Work	- put in ¹ in the bathroom - put in ² in the kitchen
Start on	³ morning, at 9 o'clock
Finish on	⁴

Game

5 Work in groups of four or five. Play *What do I want to use?*

- 1) **Uczeń A** wybiera przedmiot z ćwiczenia 1. i wymyśla podpowiedź.
- 2) Pozostali uczniowie odgadują przedmiot.
- 3) Uczeń, który odgadnie, przejmuje rolę ucznia A.

Oh no! My clothes are all dirty. What do I want to use?

You want to use the washing machine!



We're doing up the kitchen and it's chaos!

¹the / the ²the / the .

³the / the .

In the bathroom, ⁴the / the .

and ⁵the / the !

1 The taps are on the fridge.

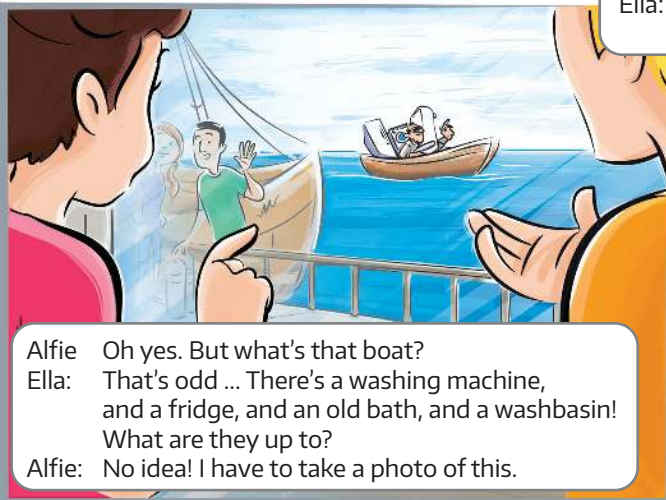
Lesson objective: Grammar: Present continuous and Present simple: questions and short answers; wh- questions; Present continuous for future arrangements

Alfie usually goes to the beach on Sunday afternoon, but today he's fixing things at the office.

Ella: Alfie! What are you doing?
Alfie: I'm fixing the radiator.
Ella: Do you often work on Sunday?
Alfie: No, I don't but I'm starting my recycling course tomorrow.



Alfie: And you? Are you working now?
Ella: No, I'm not. I'm collecting my new goggles.
Alfie: Are you diving this afternoon?
Ella: Yes, I am. My friends are waiting for me now. Look! They're at the harbour.



Alfie: Oh yes. But what's that boat?
Ella: That's odd ... There's a washing machine, and a fridge, and an old bath, and a washbasin! What are they up to?
Alfie: No idea! I have to take a photo of this.



Alfie: You can wash it in the sink. The tap on the left is for hot water.
Ella: Poor little thing! After I wash it, I'm taking it home!

Alfie and Ella have to clean up. When they finish, they can't see the boat.



Alfie: The boat isn't there now but I think the men on it are Dan and Dave.
Ella: Who are they? What do they do?
Alfie: They recycle rubbish. There's something fishy going on.

GLOSSARY

collect – zabrać, odebrać

odd – dziwne

recycling course – kurs recyklingu/segregacji śmieci

USEFUL!

Complete the sentences in your notebook.

- 1 No !
- 2 What are they to?
- 3 little thing!
- 4 There's something going on.

Comprehension

- 2 In your notebook, write what happens in Episode 2. Use Polish.

Quick check

1.24 Listen to the words and say kitchen, bathroom, or both.

Grammar presentation

- 1 1.25 Read and listen to Episode 2. What is strange about the boat?

G Grammar app

Present simple: questions and short answers

Do you often work on Sunday? Yes, I do. /
No, I don't.

Present continuous: questions and short answers

Are you working now? Yes, I am. / No, I'm not.

Present simple: *wh*- questions

What do they do? They recycle rubbish.

Present continuous: *wh*- questions

What are you doing? I'm fixing the radiator.

>>> Grammar summary on page 31

3 Work in pairs. Say the *Grammar app* for *he* or *she*.

Grammar practice

4 Complete the questions about Alfie and Ella, using the words given. Write the answers in your notebook.

FIX

- 1 Alfie often the radiator?
No, he doesn't.
- 2 Alfie the sink now?
No, he isn't.

DO

- 3 What Alfie now? He's fixing the radiator.
- 4 What Alfie usually on Sunday afternoon? He goes to the beach.

WORK

- 5 Alfie and Ella often on Sunday? No, they don't.
- 6 Ella now? No, she isn't.

DIVE

- 7 Alfie and Ella often on Sunday? Yes, they do.
- 8 Alfie and Ella now?
No, they aren't.

G Grammar app

Present continuous for future arrangements

I'm starting my recycling course tomorrow.
next week.
on Monday.

>>> Grammar summary on page 31

Grammar practice

5 In your notebook, plan a *Do up your house weekend*. Write three activities for your family to do.

My father is putting in a new bath on Saturday morning.

Listening

6 1.26 Usłyszysz dwukrotnie fragment wywiadu dotyczącego remontu domu. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3. Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszytce.

- 1 What season of the year is it?
- 2 Which room are his family painting this year?
- 3 What are they buying on Thursday?



Everyday activities

7 Work in pairs. In your notebook, make a list of 10 activities you do every day. Student A asks a question with *What ...?*, *Where ...?* or *What time ...?* and student B answers. Change roles.

1 have breakfast, 2 have lunch, 3 ...

Where do you usually have lunch?

I usually have lunch in the canteen.

Game

8 Work in pairs. Play *Usually, this week, next week*.

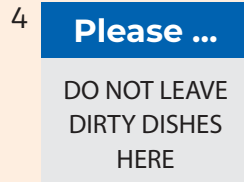
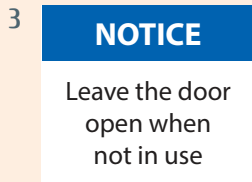
- 1) Uczniowie w parach wybierają wspólnie jedno pytanie z ćwiczenia 7. i zapisują je w zeszytach.
- 2) Uczniowie wymyślają wspólnie trzy śmieszne odpowiedzi z *usually, this week* i *next week*.
- 3) Uczniowie czytają swoje zdania całej klasie.
- 4) Klasa wybiera najśmieszniejsze odpowiedzi.

*I usually have lunch at home.
This week, I'm having lunch in a forest.
Next week, I'm having lunch in the garage.*

Is your brain working again now?
Here's our second brain workout.



1 In your notebook, match one or more household objects with each sign.



2 Read the text and answer the questions in your notebook.

AMAZING SALE AT YOURHOME

All this week!

- 50%** off all wardrobes
- 20%** off all cupboards
- 10%** off mirrors

FREE CUSHION FOR EVERY £90 YOU SPEND!

- How much is the mirror in the sale?
- You've got £70. What can you buy in the sale?
- I'm buying the cupboard, the wardrobe and the mirror. How many free cushions can I get?

3 In your notebook, write sentences about the people in the pictures. Use the words in the boxes.

JOB SWAP!



do experiments ■ read law books



She usually ... but today she ...



look after animals ■ look after patients



He usually ... but today he ...

4 Draw a Job Swap picture and write about it in your notebook.

Use of English

5 Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. **Uwaga!** W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszycie.

- (Czy oni remontują) up their living room every year?
- (Czy wieszasz) up the mirror right now?
- (Czy on naprawia) the radiator this week?
- Where (wyjeżdżasz) next week?



Eco-alert!



Put the letters in the correct order!



When you do up your home,
ERC C L E Y
as much as possible!

Lesson objectives: *Functions: offering to help, saying thank you, asking a favour;*
Vocabulary: using objects in the house

- 1  1.27 Listen and read the dialogues. In your notebook, complete the table with sentences from the dialogues.

Offering help	1 	2 
Saying thank you	3 	4 



Vocabulary presentation

- 2  1.28 Listen and repeat the pairs of opposite phrases. Can you guess what they mean?

- load the dishwasher ■ unload the dishwasher
- put the washing in the washing machine ■ take the washing out of the washing machine
- turn the radiator on ■ turn the radiator off
- turn the radiator up ■ turn the radiator down
- open the curtains ■ close the curtains

- 3 Complete the sentences in your notebook.



Boy: Do you ¹  ?

Father: Yes, please.

Can ²  ?

Boy: Sure, ³  .

Father: Thanks.

That's ⁴  .

Language functions

- 5  1.29  Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Zapisz odpowiedzi w zeszyte. **Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- Flat 3, London Road.
- Fine, thanks.
- I'm sorry, I don't know.
- Yes, please. Can you put the food in the fridge?
- Medium.

1	2	3	4
			

- 4  Work in pairs. In turns, act out the dialogues for situations 1–6.



Do you want a hand?

Oh yes, I do. Can you ...?



1 1.30 Listen and read the article about charity shops. Guess the meaning of the phrases in bold.



Charity shops in the UK



This is one of the 600 Cancer Research UK charity shops in the UK.

There are about 11,000 charity shops in the UK. You can usually find them in the centre of a town. Some of the biggest **charities** in the UK have charity shops, like the British Heart Foundation, Cancer Research UK, Oxfam and the British Red Cross. Some smaller charities have charity shops too.

People **donate** clothes, furniture, books, CDs and other things to charity shops. The shops sell them and **the money goes to charity**. Here are some typical charity shop customers:



We're going to a fancy dress party tomorrow – so we're looking for some funny old clothes that we can wear. You can usually **find some bargains** at a charity shop.



I love **vinyl records** and charity shops are the best places to find them. They have lots of old CDs too, but I'm looking for old vinyl records now. You can't **beat the prices** in charity shops.



I sometimes buy books or furniture in charity shops, but today I'm not buying anything, I'm donating a few things. I've got five dresses here. They're all good quality but I never wear them.

Donating is a good way to help a charity.

Listening!

4 1.31 Listen to four people talking about charity shops. In your notebook, write the answers to questions a–d.

Who

- a is talking about the people working in charity shops?
- b has got something that is very expensive now?
- c is talking about the different things you can buy?
- d is talking about the prices in charity shops?

Discover more!

5 Work in groups of three or four. Choose a charity in England. Design a leaflet (*ulotka*) for the charity shop.

Oxfam ■ British Heart Foundation
Cancer Research UK
The British Red Cross

2 Work in pairs. In your notebook, write three (or more) ways that charity shops are different from other shops you know.

1 *Charity shops are cheap.*

3 Read the text again. In your notebook, write T (True) or F (False) for sentences 1–6.

- 1 All charity shops are in town centres.
- 2 There are 600 charity shops in the UK.
- 3 Sara and Frank want to buy clothes for a party.
- 4 Daniel wants to buy old CDs.
- 5 Daniel thinks the prices are good.
- 6 Emma is donating books and furniture.



Tips

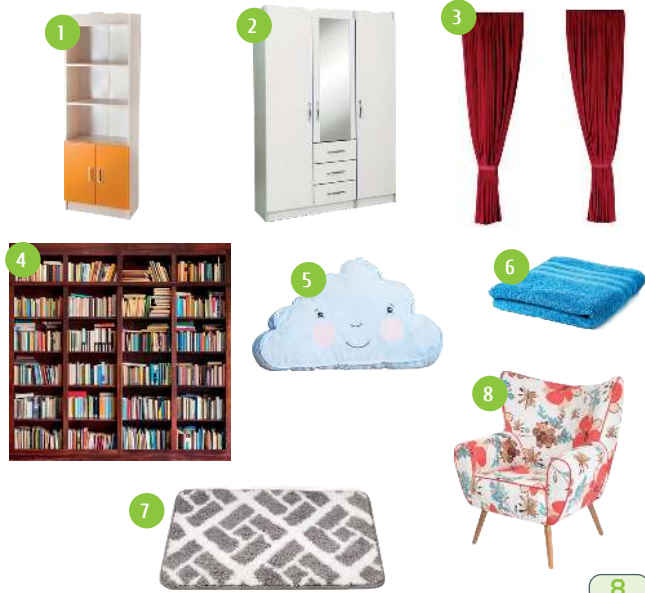
- Poszukajcie informacji na oficjalnej stronie internetowej organizacji.
- Napiszcie, co można kupić w sklepie.
- Podajcie kilka powodów, dla których warto odwiedzić sklep.
- Ozdóbcie ulotkę zdjęciami lub rysunkami.



Do our Revision workout.

Vocabulary & Speaking

1 In your notebook, write the names of the objects in the pictures.



2 Guess the objects in the house. Write the answers in your notebook.

- It's in the kitchen. Water comes out of it.
- It's in the kitchen. It's under the tap.
- You stand under it to get clean.
- It's a machine that washes plates.
- You can keep food in it for a few days.
- You cook food on it.

6

3 ★ In your notebook, complete the sentences. Use the words in the box. Then act out the dialogue in pairs.

good ■ close ■ hand



¹Do _____?

Oh, yes please. ²Can _____?

Yes, of course.

Thanks. ³That's _____.

6

Grammar

4 In your notebook, complete the sentences with the correct forms of the verbs in brackets.

- My brothers _____ (watch) a film this evening.
- My dad _____ (not clean) the mirror right now.
- _____ your sister _____ (paint) the table now?
- _____ you _____ (go out) with your friends today?
- Why _____ the plumber _____ (fix) the tap? Because it's leaking.
- What _____ cashiers _____ (do)? They give change to customers.

6

5 In your notebook, complete the dialogue with the correct forms of the verbs in brackets.

¹ _____ you _____ (go) on holiday this month?

Yes, we are. We ² _____ (not usually go) on holiday in July, but this year we ³ _____ (fly) to the USA.

Wow! That's exciting. Where ⁴ _____ you _____ (stay)?

In a hotel in New York.

How long ⁵ _____ you _____ (stay) in New York?

For two weeks. What about you?

My brother ⁶ _____ (always invite) the family to his house by the sea.

Lucky you!

6

6 ★ In your notebook, write questions for these answers.

- A: _____ Tom _____?
B: No, he isn't coming to the cinema on Saturday.
- A: _____ Tom and his friend _____?
B: Yes, they're studying for a biology test now.
- A: _____ Tom _____?
B: He walks to school five times a week.
- A: _____ Tom's sister _____?
B: She's having dinner with her family this evening.

8

Grammar: _____/20

Total: _____/40

Vocabulary & Speaking: _____/20

Objects in the house (1) armchair fotel blinds rolety, żaluzje bookcase biblioteczka cupboard szafka curtains zasłony cushion poduszka (np. na kanapie) mirror lustro rug dywanik shelf półka sofa sofa, kanapa towel ręcznik wardrobe szafa	turn the radiator on włączyć kaloryfer turn the radiator up zwiększyć temperaturę na kaloryferze unload the dishwasher wypakować naczynia ze zmywarki Useful! No idea! Nie mam pojęcia! Poor little thing! Biedactwo! There's something fishy going on. Coś podejrzanego się tu dzieje. What are they up to? Co oni kombinują?	fancy dress party bal przebierańców flat mieszkanie furniture meble garage sale wyprzedaż garażowa harbour port, przystań hardly ever rzadko horrible okropny, straszny hot surface gorąca powierzchnia huge ogromny invite zapraszać law book książka prawnicza, kodeks medium średni, średniej wielkości never nigdy
Objects in the house (2) basin umywalka bath wanna cooker kuchenka dishwasher zmywarka freezer zamrażarka fridge lodówka heater grzejnik radiator kaloryfer shower prysznic sink zlew tap kran washing machine pralka	At home Do you need any help? Czy potrzebujesz pomocy? Do you want a hand? Pomóc ci? Sure, no problem. Pewnie, nie ma sprawy. Thanks, that's a great help. Dziękuję, bardzo mi pomożesz. Thanks, that's very good of you. Dziękuję, to bardzo miło z twojej strony.	notice powiadomienie odd dziwne often często old-fashioned staromodny price cena put up zawiesić (np. na ścianie) quality jakość recycling course kurs recyklingu right now w tej chwili sale wyprzedaż season pora roku sell sprzedawać share dzielić się, współdzielić
Using objects in the house close the curtains zasunąć zasłony load the dishwasher włożyć naczynia do zmywarki open the curtains rozsunąć zasłony put the washing in the washing machine włożyć pranie do pralki take the washing out of the washing machine wyjąć pranie z pralki turn the radiator down zmniejszyć temperaturę na kaloryferze turn the radiator off wyłączyć kaloryfer	Other always zawsze at the moment w tym momencie bargain okazja beat the prices przebijać ceny broken popsuty, złamany busy zajęty caution uwaga charity organizacja charytatywna charity shop sklep charytatywny collect zabrać, odebrać competition konkurs dish naczynie do up odnawiać, remontować donate ofiarowywać, oddawać (coś na cele charytatywne) expensive drogi	size rozmiar sometimes czasem stay zostawać, nocować (np. w hotelu) stuff rzeczy, graty swap zamiana this month w tym miesiącu this week w tym tygodniu throw away wyrzucić coś tidy up sprzątać today dzisiaj ugly brzydki usually zazwyczaj vinyl record płyta winylowa

Present continuous

Affirmative

I'm **studying**.
 You're **studying**.
 He's **studying**.
 She's **studying**.
 It's **studying**.
 We're **studying**.
 You're **studying**.
 They're **studying**.

Negative

I'm **not studying**.
 You **aren't studying**.
 He **isn't studying**.
 She **isn't studying**.
 It **isn't studying**.
 We **aren't studying**.
 You **aren't studying**.
 They **aren't studying**.

Question

Am I **studying**?
Are you **studying**?
Is he **studying**?
Is she **studying**?
Is it **studying**?
Are we **studying**?
Are you **studying**?
Are they **studying**?

Short answer

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

Wh-question

What are you **studying**?
Why are you **studying**?

Answer

I'm studying maths.
 Because my exam is tomorrow.

Present simple

Affirmative

I **study**.
 You **study**.
 He **studies**.
 She **studies**.
 It **studies**.
 We **study**.
 You **study**.
 They **study**.

Negative

I **don't study**.
 You **don't study**.
 He **doesn't study**.
 She **doesn't study**.
 It **doesn't study**.
 We **don't study**.
 You **don't study**.
 They **don't study**.

Question

Do I **study**?
Do you **study**?
Does he **study**?
Does she **study**?
Does it **study**?
Do we **study**?
Do they **study**?

Short answer

Yes, I **do**. / No, I **don't**.
 Yes, you **do**. / No, you **don't**.
 Yes, he **does**. / No, he **doesn't**.
 Yes, she **does**. / No, she **doesn't**.
 Yes, it **does**. / No, it **doesn't**.
 Yes, we **do**. / No, we **don't**.
 Yes, they **do**. / No, they **don't**.

Wh-question

What do you **study**?
Why do you **study**?

Answer

I study maths.
 Because I want to get good grades.

Present continuous and Present simple

Czasu <i>Present continuous</i> używamy, gdy mówimy:			Czasu <i>Present simple</i> używamy, gdy mówimy o czynnościach, które wykonujemy regularnie.
– o tym, co się dzieje teraz.	– o czynnościach, które wykonujemy regularnie, ale tylko w określonym czasie.	– o uzgodnionych planach.	
Typowe wyrażenia: now, right now, at the moment. He's reading a book right now .	Typowe wyrażenia: today, this week, this month. He's studying for a test this week .	Typowe wyrażenia: tomorrow, next week, next month, next year, a także: on 12 th July, on Monday, in April, in 2023. He's starting a new job on Monday .	Typowe wyrażenia: never, hardly ever, sometimes, usually, always, a także: every day/week/month, once/twice a week, three times a week itd. He hardly ever reads books.

Project 1 Grammar Snaps

1 Make your own grammar snap.

- Wybierz dowolną różnicę pomiędzy czasem *Present continuous* a *Present simple*.
- Znajdź zdjęcie lub rysunek, które pomogą ci zilustrować wybrane zagadnienie gramatyczne.

Project 2 Crazy home makeover!

- Imagine your family are doing up your house/flat this week. Write about the plans for every day. Make it as crazy as you want!

Today, my mother is painting the kitchen pink!
Tomorrow, my father is ...

Choose your grammar project!



Listening

- 1  1.32 Usłyszysz dwukrotnie cztery wypowiedzi osób mówiących o swojej pracy. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

- A. sometimes works late at night.
- B. doesn't often sit down at work.
- C. never uses a computer.
- D. usually works at the weekend.
- E. never works at the weekend.

1	2	3	4
			

Language functions

- 2  1.33 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobrać właściwą reakcję (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. No, but I make it on Saturday and Sunday.
- B. Sure, no problem.
- C. That's a great help.
- D. Well, I don't mind it.
- E. Oh, yes. Can you put the food in the fridge, please?

1	2	3	4
			

- 3 Do każdej z opisanych sytuacji (1–2) wybierz właściwą reakcję. Wybierz literę A, B albo C. Zapisz właściwe pytania w zeszycie.

- 1 Chcesz się dowiedzieć, czy twój nowy kolega musi dojeżdżać do szkoły autobusem.
 - A. Do you go to school on the bus?
 - B. Do you have to go to school on the bus?
 - C. Do you like going to school on the bus?
- 2 Twój wujek z Anglii jest hydraulikiem. Jak zapytasz go, czy lubi swoją pracę?
 - A. Do you want to be a plumber?
 - B. Do you like plumbers?
 - C. Do you like being a plumber?

Reading

- 4 Przeczytaj teksty. W zadaniach 1–2 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszycie.

Fresh clean clothes every time!



Works with any type of washing machine, new or old.



Just put a **Washing Machine Ball** in every wash – and your clothes – look new!



No more expensive washing powder for your clothes.

Amazing results with no washing powder!



Washing Machine Balls clean your clothes the 21st century way!

In your supermarket now!

- 1 This text
 - A. gives instructions for your new washing machine.
 - B. advertises a new way of washing clothes.
 - C. shows the best types of washing powder.

Car Boot Sale

Where:

Ducklingford Park

When:

Sunday 20th July



Do you want to sell anything?

- Arrive at 8:00 am

Please note: You must not sell any food – but you can bring your own food for you and your family.

Do you want to buy anything?

- Arrive at 10:00 am

There will be a stall for coffee, tea and soft drinks.

No food stalls are allowed!

- 2 What can you do at the car boot sale?
 - A. buy food and drink tea
 - B. buy and sell food
 - C. eat food and drink coffee



Use of English

- 5** Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4. Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszycie.



Visiting Brainerd

The centre of Brainerd has some fine buildings. The old town hall is about 150 years old. It's got a café with some very good cakes and comfortable ¹ . It has the original heaters from the 1870s. They're very beautiful, but unfortunately they don't work well, so you ² wear thick clothes in winter! The old warehouse is now a market for top quality cushions, rugs and ³ for your living room. Finally, do you like ⁴ photos of buildings? If so, the amazing, new recycling centre is a favourite spot for photographers.

- | | | |
|----------------|----------------|-------------|
| 1 A. bookcases | B. sofas | C. mirrors |
| 2 A. has to | B. have to | C. have got |
| 3 A. curtains | B. dishwashers | C. taps |
| 4 A. take | B. takes | C. taking |

- 6** Uzupełnij zdania 1–6. Zastosuj – w odpowiednich formach – wyrazy podane w nawiasach. Jeśli jest to konieczne, dodaj inne wyrazy. **Uwaga!** W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszycie.

- My friend (love, fix) things.
- My grandmother (not like, use) a computer.
- My father (do up) the living room right now.
- We (paint) the kitchen next week.
- I (not have) wash the dishes at home.
- I take the bus to school but this week I (walk) to school.

- 7** Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. **Uwaga!** W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszycie.

- My sister (nie musi) to work on Saturday.
- I (nie znoszę opiekować się) animals.
- My father (prawie w ogóle nie ogląda) television.
- My grandmother and grandfather (kupują) a new house next month.
- Why are you (wyłączasz) the radiator?
- My cousin (nigdy nie musi) make his bed.
- I've got a test on Friday, so (uczę się) a lot this week.
- My mother (zazwyczaj wstaje) at 6:30.

- 8** Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał tekst zgodny z ilustracją. Zapisz odpowiedzi w zeszycie.



There are two people in this photo. The woman is on the left and the man is on the ¹ . The woman has long ² and the man has a beard. They work as ³ and they are wearing helmets in case they have an accident. They are building a ⁴ across a river.

lesson 1 I want to get rich!

Lesson objective: **Vocabulary: stages of life and life events**



BRAINY POST



1 go to university



2 fall in love



Luke



3 get a job



4 get married



5 move house



6 have an operation



Megan



7 get rich



8 become famous



9 have children



10 get divorced



11 have an argument



12 make up

serialfan



Luke's Life is a new serial about a teenage boy, Luke, and his family. I love it! My favourite person in the serial is Luke's sister, Megan. These photos show big events in our lives. Perhaps, we're going to see them in Luke's Life too!



Vocabulary presentation

- 1 1.34 Look at **BrainyPost**. Listen and repeat. Can you guess the meaning of these phrases? Write the answers in your notebook.

1 iść na uniwersytet

- 2 Work in pairs. In turns, say and complete the phrases.

Have ...

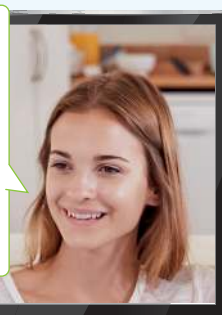
Have an operation. Get ...

Get rich.

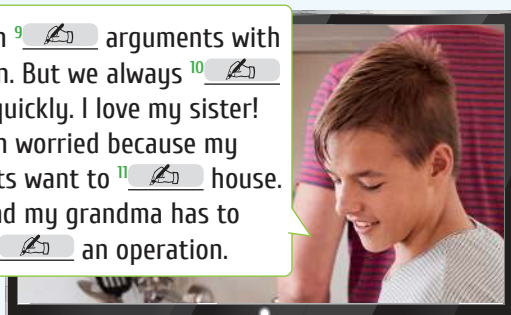
Vocabulary practice

- 3 In your notebook, complete the sentences with the phrases from **BrainyPost**.

Dad's idea for a perfect life – 1 to university and 2 a job. But I want to sing! Mum says to me: '3 in love, 4 married and 5 children. Never 6 divorced'. But it's not that easy! I want to be a singer and write songs! I want to 7 famous! I want to 8 rich.



I often 9 arguments with Megan. But we always 10 up quickly. I love my sister! I'm worried because my parents want to 11 house. And my grandma has to 12 an operation.



Reading

- 4  Przeczytaj teksty 1. i 2. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszycie.

1

Pick of the Day, Thursday

Luke's Life, Episode 2

8 pm, English World TV



Luke's Life is a new serial featuring young stars Darius Deal (as Luke) and Sophie Green (Luke's sister, Megan). It's got a great storyline with lots of surprises. Viewers of all ages can enjoy it. Watch episode 2 tonight!

2

ENGLISH WORLD TV

Luke's Life, Episode 1

Luke's Life is the story of the Anderson family in London. We see life through the eyes of 14-year-old Luke. He lives with his parents, grandmother Alice, sister Megan and brother Kevin. It's a family with music everywhere. Dad plays the violin, Mum's a singer and the children play the guitar and sing.

In the first episode, Kevin gets married to his girlfriend Kate. Megan says she doesn't want to go to university. Luke falls in love with Sara, a girl at his school. He writes a song to give to Sara. Grandma Alice falls down the stairs and she has to have an operation. Luke visits her in hospital. When he gets home, he can't find his song ... He hears his parents talk about going to a lawyer. Do they want to get divorced?

- 1 Text 1
 - A. names all the actors.
 - B. describes episode 2.
 - C. recommends the serial.
- 2 Mr and Mrs Anderson have
 - A. a son and a daughter.
 - B. two sons and a daughter.
 - C. a son and two daughters.
- 3 At the end of episode 1, Luke's parents
 - A. get divorced.
 - B. find Luke's song.
 - C. have a private conversation.



Phonics twister



1.35 Listen and repeat.

Laugh, love and live,
Love, live and give,
Have arguments and make up,
Love and live, don't give up!

5

-  Uzupełnij w e-mailu luki 1–4 zgodnie z treścią tekstów z ćwiczenia 4. Łuki należy uzupełnić w języku polskim. Zapisz odpowiedzi w zeszycie.

X

Od: Łucja

Do: Jacek

Cześć,

oglądałam pierwszy odcinek nowego serialu pt. *Luke's Life*. Jest świetny i myślę, że tobie też się spodoba.

Na samym początku siostra głównego bohatera, Megan, oznajmia, że nie idzie na studia! Potem Kevin, brat Luke'a, ¹  ze swoją dziewczyną, Kate. Z kolei Luke ²  w koleżance z klasy i pisze dla niej piosenkę, która niestety gdzieś ginie! Na koniec Luke słyszy rozmowę rodziców, którzy chcą iść do prawnika i zaczyna podejrzewać, że planują ³ . Ale się dzieje!

Może przyjdiesz do mnie dziś wieczorem i obejrzymy razem drugi odcinek?

Łucja

Game

- 6  Work in pairs. Play Memory Test.

- 1) Napiszcie w zeszycie pięć pytań dotyczących pierwszego odcinka serialu pt. *Luke's Life*. Użyjcie: *Does ...?* oraz *Do ...?*
- 2) **Uczeń A** zadaje pytania, a **uczeń B** odpowiada z pamięci.
- 3) Za każdą poprawną odpowiedź gracz dostaje 1 punkt. Zamieńcie się rolami i porównajcie liczbę zdobytych punktów.

Does Luke become rich?

No, he doesn't.

Correct. One point.

Quick check

1.36 Listen and mime the phrases.

Grammar presentation

1 1.37 Listen and read the posts.
Do you agree or disagree with the predictions?



What will happen in the next episode of *Luke's Life*? Add your predictions here!



serialfan



Perhaps, Megan **will write** a brilliant song. She **will become** famous.

lovelife148



I think Kevin **will have** three children. I'm sure he **will be** happy but he **won't get** rich.

Grammar app

Future simple: affirmative and negative

I
You
He
She
It
We
You
They

will

get

rich.

I will = I'll

I
You
He
She
It
We
You
They

won't

get

rich.

I won't = I will not

>>> Grammar summary on page 43

Grammar practice

2 In your notebook, complete the predictions.

Kevin	Kate	Kevin and Kate
- get a good job ✓ - get rich ✗ - move to a big house ✓	be happy ✗	- have children ✗ - get divorced ✓

I think Kevin ¹ a good job but he ² rich. Perhaps, he ³ to a big house but Kate ⁴ happy. They ⁵ children and they ⁶ divorced.

3 In your notebook, write your predictions about the other people from *Luke's Life*. Work in pairs and share your predictions.

- Kevin (have) three children.
- Sara (be) Luke's girlfriend.
- Mrs and Mr Anderson (get) divorced.
- Megan (get) married.
- Megan (become) famous.

I think ...

I'm sure ...

Perhaps, ...

Listening

4 1.38 Listen to what will happen in *Luke's Life*. How many of your predictions from exercise 3 are correct?

5 Work in groups of four or five. Make predictions about your life.

I'll go to university.

I won't become famous. Perhaps, I'll get rich.

Vocabulary presentation

- 1  1.39 In your notebook, complete the phrases with the words in the box. Then listen, check and repeat.

revise ■ do ■ mark ■ get ■ write ■ cheat
test ■ pay ■ make ■ pass ■ correct

- ¹  write an excellent essay fail a ⁶ 
²  a brilliant project ⁷  in a test
³  attention in class ⁸  a good mark
⁴  for a test get a low ⁹ 
⁵  a test ¹⁰  /  mistakes

Vocabulary practice

- 2 In your notebook, write which activities from exercise 1 you want and don't want to do.

I want to ...	I don't want to ...
pass a test 	fail a test 

Listening

- 3  1.40 Read what the students say. Then listen to the teachers talking about the students. Who are they talking about?



Anna

I usually pay attention in class and write all my essays, but I often make mistakes. I don't think I'll get a good mark in the test.



Sam

I'll revise all this week for the test on Friday. I never cheat in tests, and I'm sure I'll get a good mark in this test.



Laura

I won't have time to revise for the test so I don't think I'll get a good mark. That's a pity, because I always pay attention in class.



Tyler

I can't pay attention in class. I talk and don't listen to the teacher. So I think I'll fail the test or I'll get a low mark.



Writing

- 4 In your notebook, write about your learning habits and your predictions for your next test.

*I never forget to write my essays and
I usually get ...
I think I will ...*

Reading

- 5  Przeczytaj teksty. W zadaniu 1. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedź w zeszycie.

Hi Anna,
I'm in the town centre because I have to get some food for my party on Saturday. I can study for the maths test this evening, but I don't understand some things. Can you help me at school tomorrow, before the test?
I don't want to fail it!
Jane

Emma,
I'm sorry I can't come to your house. I have to write an essay and I want to make sure I get a good mark in the biology test tomorrow. Let's meet tomorrow after school. BTW – are you going to Jane's party on Saturday?
Susie

- 1 Both texts are about
A. going to a party.
B. revising for a test.
C. meeting at school.

Speaking

- 6  Work in pairs. Say predictions, using the phrases from exercise 1. Then say *That's good* or *That isn't good*.

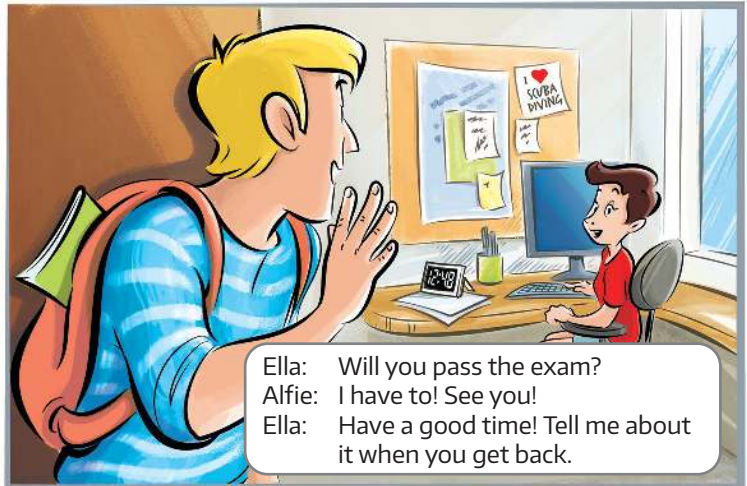
Magda won't pay attention in class.

That isn't good.

It's Monday – the first day of Alfie's recycling course.



Alfie: I'm going to my recycling course.
 Ella: Oh yes! Tell me something about it.
 Alfie: It's going to be great. We'll learn about all types of recycling, and we'll go on trips to recycling centres.
 Ella: Will you have to work hard?
 Alfie: Yes, I will. I'll have an exam at the end of the course.



Ella: Will you pass the exam?
 Alfie: I have to! See you!
 Ella: Have a good time! Tell me about it when you get back.

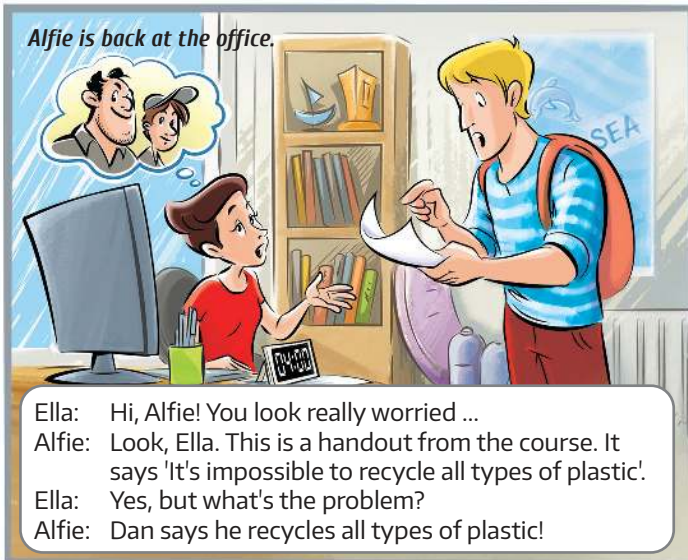
*Alfie is at the ecology institute.
 Professor Wright is starting the course.*



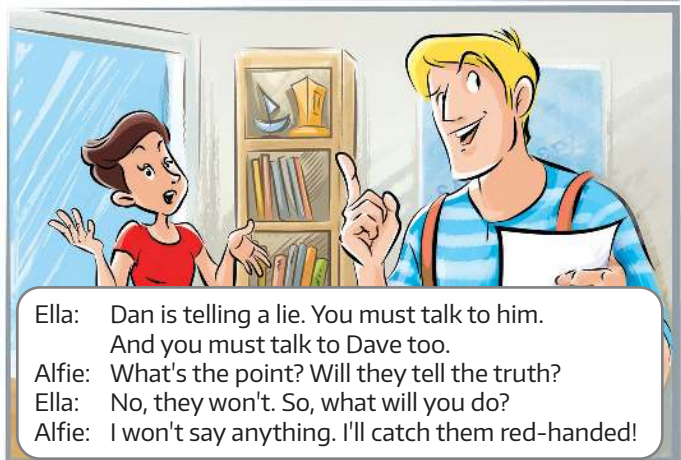
Welcome to our Recycling course. First, I'll tell you about all types of recycling – wood, paper, metal, glass, and of course, the biggest problem, plastic. These handouts are for you.



Alfie is back at the office.



Ella: Hi, Alfie! You look really worried ...
 Alfie: Look, Ella. This is a handout from the course. It says 'It's impossible to recycle all types of plastic'.
 Ella: Yes, but what's the problem?
 Alfie: Dan says he recycles all types of plastic!



Ella: Dan is telling a lie. You must talk to him. And you must talk to Dave too.
 Alfie: What's the point? Will they tell the truth?
 Ella: No, they won't. So, what will you do?
 Alfie: I won't say anything. I'll catch them red-handed!

GLOSSARY

course – kurs

institute – instytut

handout – materiał dla słuchaczy, handout

lie – kłamstwo

truth – prawda

Quick check

- 1.41 Listen and smile for positive actions and make a sad face for negatives ones.

Grammar presentation

- 1 1.42 Read and listen to Episode 3. Why is Alfie worried at the end?

USEFUL!

When can you say sentences 1–3? Answer in Polish.

- 1 Have a good time!
- 2 What's the point?
- 3 I'll catch them red-handed.

Comprehension

2 Match the beginnings of sentences with the correct endings. Write the answers in your notebook.

- | | |
|----------------------|---|
| 1 On the course, | a he won't say anything to Dan. |
| 2 Alfie's course is | b Dan and Dave won't tell the truth. |
| 3 Ella thinks that | c about recycling. |
| 4 Alfie decides that | d you can't recycle all types of plastic. |



Grammar app

Future simple: questions and short answers

Will you pass the exam? Yes, I will. / No, I won't.

>>> Grammar summary on page 43

3 **Work in pairs. In turns, say the Grammar app for we, he, she, they.**

Grammar practice

4 Read about Max and Nella. Write questions and answers about them. Use will.



Max never corrects his mistakes.
He gets low marks.



Nella studies hard.
She never fails a test.

- Max / correct / his mistakes / ?
- Max / get / low marks / ?
- Nella / fail the test / ?
- Nella / revise for the test / ?

1 Will Max correct his mistakes?
No, he won't.

Game

5 **Work in pairs. Play Optimist or pessimist?**

- Uczeń A zadaje pięć pytań uczniowi B o jego przyszłość, wykorzystując wyrażenia z ramki.
- Za każdą pozytywną odpowiedź uczeń B dostaje 1 punkt.
- Uczeń B odczytuje wynik na str. 43. Zamieńcie się rolami.



Grammar app

Object pronouns

Alfie must talk to me / you / him / her / it / us / you / them.

>>> Grammar summary on page 43

Grammar practice

6 In your notebook, complete the dialogue with the correct object pronouns.



Prof. Wright

There are three trips to recycling centres. Please try to go on all of ¹ . Mr Jones organises the trips. Please ask ² for the dates. Ms Edwards collects the money for trips. Please give the money to ³ .



Student

Will we have any tests?



Prof. Wright

Yes, you will. You'll have a test at the end of the course. It's important to pass ⁴ . If you have any problems with the course, Ms Edwards and I can help you. Please talk to ⁵ . Finally, this is your first homework. Give it to ⁶ tomorrow, please. Then, I will give it back to ⁷ next week.

Speaking

7 **Work in pairs. In turns, say sentences 1–6, using object pronouns.**

- Give the book to Anna.
- Give these books to Tom.
- Give this pencil case to Tom and Anna.
- Give this felt-tip pen to Tom and me.
- Give the glue stick to your brother.
- It's my sharpener. Give this sharpener to ...

1 Give it to her.

get a good job ■ get rich
make a lot of mistakes in your next essay
get a good mark for your next homework
fail the next test

Will you get rich?

Yes, I will.

You are doing well!
Keep your brain working!



1 Read about Lulu's future. Answer the questions in your notebook.

This year will be very interesting for you. You will have an **o**peration in **O**ctober. You will get a **j**ob, but you won't get it in **J**une or **J**uly. You will become **f**amous. You will get **m**arried, but you won't get married in **M**arch. Unfortunately, you will get **d**ivorced quickly!

- When will Lulu get a job? *She'll get a job in ...*
- When will she become famous?
- When will she get married?
- When will she get divorced?

2 Work in pairs. In turns, play *The Fortune-teller*.

- Uczeń A** pyta ucznia B o swoją przyszłość.
- Uczeń B** zamyka oczy, wskazuje palcem odpowiedź, a potem otwiera oczy i udziela odpowiedzi uczniowi A.
- Zamieńcie się rolami.

Will I get married?

Yes, you will.

YES	NO	NO
NO	YES	NO
NO	YES	YES



Weather

3 In your notebook, complete the table with weather vocabulary. Then work in pairs. In turns, ask and answer about the weather.

What will the weather be like in ...	your home town?	London (the UK)?	Madrid (Spain)?
tomorrow	<i>warm and sunny</i>		
next week			

What will the weather be like in Wrocław tomorrow?

It'll be warm and sunny.

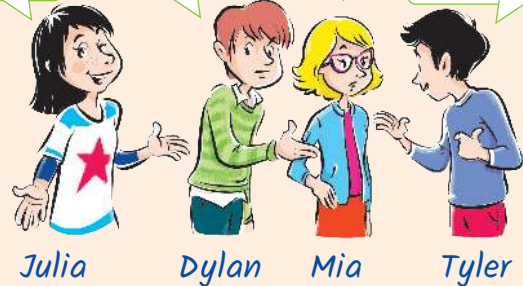
4 Read what the students say. In your notebook, complete the table and answer the questions.

I'm Julia.
I like them all.

I'm Dylan.
I like her.
I don't like him.

Joe likes me.
He likes you too.

Anna likes me.
She doesn't like you.
Poppy likes us too.



Likes for Mia

1 from Julia, 1 from ...

Likes for Tyler

1 from Julia, 1 from ...

- How many students like Mia?
- How many students like Tyler?

Listening

5 Usłyszysz dwukrotnie ogłoszenie szkolne dotyczące dodatkowych kursów dla uczniów. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1-3. Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszyty.

- How many courses will they have on Tuesday?
- When will Miss Green help the students?
- What will the courses on Friday be?



Eco-alert!

In your notebook, complete our Eco-alert with the words from the box.

paper ■ recycle
classroom



Make your an eco-classroom
and all your !

Lesson objective: Functions: expressing opinions; agreeing and disagreeing

- 1 1.44 Listen and read the dialogues. Which ideas (1–4) do the students talk about? Do Harry and Emma agree with them?

The future 2020 2025 2030 2035 2040 2045 2050

Some scientists think that ...

- In 2025, students will go to school for 12 hours a day.
- In 2030, students will have tests every day.
- In 2035, robots will teach in schools.
- In 2050, there will be about 200 students in every class.

Harry: I can't believe that. Schools will always need real teachers.

Julia: Some scientists think that in 2035, robots will teach in schools.

Emma: I agree with you.

Harry: I can't believe that. It will be impossible to study for 12 hours a day!

Julia: Some scientists think that in 2025, students will go to school for 12 hours a day.

Emma: I don't agree. I think that students will have a lot to learn, so the school day will be very long.



Look

2002 – two thousand (and) two

2010 – two thousand (and) ten / twenty ten

2025 – two thousand (and) twenty-five / twenty twenty-five

- 2 1.45 Listen and repeat. In your notebook, write the sentences in the correct column.

I agree with you. ■ I don't agree.
That's rubbish. ■ That sounds right.
■ I don't mean to be rude, but are you sure that's right?
■ I can't believe that.

Agree ✓ 	Disagree ✗
-------------	----------------



Life skills: Being polite

Do you use different words when you speak to your teacher? Which sentences from exercise 2 are not good when you talk to your teacher?

- 3 In your notebook, complete the conversation. Then, act it out in pairs.

Boy: Look! These scientists say that in 2040, we will have Internet connections to our brains!

Girl: I don't ¹ with them.

Boy: They say that everyone will communicate by thinking.

Girl: That's ² .

Boy: I ³ with you.

- 4 Choose two predictions from exercise 1. In your notebook, write a conversation between you and a friend.

A: Look! Some scientists think that in ...
B: ...

- 5 In your notebook, write three predictions. Work in groups of four. Ask the other three students for their opinions.

In 2035, students will fly to school.

That's rubbish.



1 1.46 Listen and read these predictions. What's your opinion about them?

The future – now!

How old will you be in 2050? Perhaps you will have a house and family, and you'll probably have a job too. What job will you do? What will you do in your spare time? Our lives will be very different in 2050, but we can see a bit of the future now.

A At Spaceport America in the United States, there are plans to start tourist flights into space – but you will have to wait a few years for ¹ **them**. In 2050, tourists will probably get on rockets to the moon. It will be expensive, but it will be the experience of a lifetime!



B European countries recycle about 30% of their plastic now. Germany, Austria and Wales are the best countries at doing ² **it**. Recycling rates are going up, and perhaps in 2050, EU countries will recycle 100% of their plastic.



C A shortage of water is a big problem in many parts of the world now, like Jordan. ³ **It** will be an even bigger problem in 2050. That's why there will be lots of water engineers. They will look for new sources of water and they will find new ways of saving water.



D In Uruguay, some children learn English with a teacher who is 15,000 kilometres away! ⁴ **They** see the teacher on a big screen or on their computers. In 2050, perhaps all schools will have teachers like ⁵ **this**.



Glossary

flight – lot
lifetime – całe życie
rates – wskaźniki
saving – oszczędzanie
shortage – niedobór
sources – źródła
space – kosmos

2 Look at the words 1–5 in the texts. What do they refer to?

3 Read the texts again. In your notebook, answer the questions.

Which text is about

- 1 a problem?  and 
- 2 new ways of doing things? ,  and 
- 3 the environment?  and 
- 4 learning a language? 
- 5 a spare time activity? 

Listening

4  1.47 Listen to four people. What do these people want to do? Write your ideas in your notebook.

1  2  3  4 

He/She wants to ...

Discover more!

5 Find another prediction on the Internet. In your notebook, write a short description. Add photos or pictures.



Tips

- Podaj rok.
- Użyj czasu *Future simple*.
- Użyj przymiotników do opisu przepowiedni.
- Napisz, czy się zgadzasz z przepowiednią.



Vocabulary & Speaking

1 In your notebook, write the names of stages of life and life events.

- 1 m e h e
- 2 h ve an op n
- 3 g t m d
- 4 be me f s
- 5 g t div d
- 6 f ll in l e
- 7 go to u y
- 8 h e ch n

8

2 In your notebook, complete what Ian and Marta say.



Ian

I always get ¹ marks. 😊
I usually ² my mistakes
and I ³ excellent essays.



Marta

I usually ⁴ tests. 😞
I don't ⁵ for tests and
I make a lot of ⁶ .

6

3 ★ In your notebook, write the dialogue between Lina, Tom and Angela. Use the words given and add any extra words needed. Act out the dialogue in pairs.



- 1 Lina: 2050 / we / not / live / houses /
/ we live in balloons / .
- 2 Tom: not agree / . / we / always / live /
houses or flats / .
- 3 Angela: agree / Tom – we / never /
live / balloons / .

6

Grammar

4 Write predictions with *will* or *won't*.

- 1 In 2040, we (drive) electric cars.
- 2 In 2050, we (not go) on holiday on Mars.
- 3 In 2050, some people (live) on the moon? Yes, they .
- 4 In 2040, people (buy) everything on the Internet? No, they .
- 5 we (have) robots in our houses soon? Yes, we .
- 6 In 2050, people only (eat) meal pills? No, they .

6

5 In your notebook, complete the sentences with the words in the box.

me ■ you ■ him ■ her ■ us ■ them

- 1 Anna has a problem. Please help .
- 2 That's my bag. Please give it to .
- 3 That's Tom's pencil case. Give it to .
- 4 Jack and Joe are right. I agree with .
- 5 Toby and I don't understand the homework. Please help .
- 6 You look worried. Can I help .

6

Use of English

6 ★ Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4. Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszycie.



Some scientists say that in the future, we ¹ have to drive our cars. We will sit in the cars and robots will drive ² .

At the moment, some scientists are testing robot cars on our roads. Sometimes, there are accidents. The scientists say that in the future, robot cars will be safe, but some people don't ³ . They think that robot cars will ⁴ be safe.

- | | | |
|------------|-----------|------------|
| 1 A. are | B. will | C. won't |
| 2 A. they | B. them | C. their |
| 3 A. think | B. agree | C. say |
| 4 A. never | B. always | C. usually |

8

Stages of life and life events	Useful!	
become famous stać się znanym fall in love zakochać się get a job dostać pracę get divorced rozwieść się get married ożenić się/wyjsć za mąż get rich stać się bogatym go to university iść na uniwersytet have an argument kłócić się have an operation mieć operację have children mieć dzieci make up pogodzić się move house przeprowadzić się	Have a good time! Baw się dobrze! I'll catch them red-handed. Złapię ich na gorącym uczynku. What's the point? Jaki to ma sens?	give up poddawać się glue stick klej w sztyfcie go up rosnąć habit nawyk handout materiał dla słuchaczy, handout institute instytut laugh śmiać się lie kłamstwo lifetime całe życie make sure upewniać się meal pill posiłek w tabletkie pay attention in class uważać na lekcji pencil case piórnik prediction prognoza, przepowiednia probably prawdopodobnie rates wskaźniki recommend polecać safe bezpieczny save water oszczędzać wodę sharpener temperówka shortage niedobór sources źródła space kosmos spare time czas wolny storyline fabuła the Moon Księżyc through przez trip wycieczka truth prawda unfortunately niestety viewer widz violin skrzypce way droga, sposób worried zmartwiony
School life	A class discussion	
cheat in a test ściągać na sprawdzianie correct mistakes poprawiać błędy do a brilliant project zrobić świetny projekt fail a test nie zaliczyć sprawdzianu get a good mark dostać dobrą ocenę get a low mark dostać niską ocenę make mistakes robić błędy pass a test zaliczyć sprawdzian pay attention in class uważać na lekcji revise for a test powtarzać do sprawdzianu write an excellent essay napisać znakomite wypracowanie	I agree with you. Zgadzam się z tobą. I can't believe that. Nie mogę w to uwierzyć. I don't agree. Nie zgadzam się. I don't mean to be rude, but are you sure that's right? Nie chcę być niegrzeczny, ale czy jesteś pewien/pewna, że to prawda? That sounds right. Brzmi OK. That's rubbish. To bzdura.	Other
	accident wypadek brilliant znakomity, genialny BTW (= by the way) przy okazji connection połączenie course kurs decide decydować describe opisywać episode odcinek event wydarzenie experience doświadczenie fall down spadać featuring z udziałem felt-tip pen flamaster flight lot fortune-teller wróżka future przyszłość get back wracać	

Future simple: affirmative

Czasu *Future simple* używamy, gdy mówimy o tym, co naszym zdaniem wydarzy się w przyszłości. Zdania twierdzące w czasie *Future simple* tworzymy, dodając *will* przed czasownikiem. *Will* może występować w formie pełnej lub skróconej, którą dołączamy do osoby.

Full form

I **will** study.
You **will** study.
He **will** study.
She **will** study.
It **will** study.
We **will** study.
You **will** study.
They **will** study.

Short form

I'll study.
You'll study.
He'll study.
She'll study.
It'll study.
We'll study.
You'll study.
They'll study.

Future simple: negative

Zdania przeczące w czasie *Future simple* tworzymy, dodając *will not=won't*.

Full form

I **will not** study.
You **will not** study.
He **will not** study.
She **will not** study.
It **will not** study.
We **will not** study.
You **will not** study.
They **will not** study.

Short form

I **won't** study.
You **won't** study.
He **won't** study.
She **won't** study.
It **won't** study.
We **won't** study.
You **won't** study.
They **won't** study.

Future simple: questions and short answers

W czasie *Future simple* pytania tworzymy, zmieniając szyk wyrazów: *will* przestawiamy na początek zdania. Na pytania odpowiadamy, używając krótkich odpowiedzi z *will / won't*.

Question

Will I **study**?
Will you **study**?
Will he **study**?
Will she **study**?
Will it **study**?
Will we **study**?
Will you **study**?
Will they **study**?

Short answer

Yes, I **will**. / No, I **won't**.
Yes, you **will**. / No, you **won't**.
Yes, he **will**. / No, he **won't**.
Yes, she **will**. / No, she **won't**.
Yes, it **will**. / No, it **won't**.
Yes, we **will**. / No, we **won't**.
Yes, you **will**. / No, you **won't**.
Yes, they **will**. / No, they **won't**.

Object pronouns

Zaimków tych możemy użyć zamiast nazw osób lub przedmiotów, o których mówimy.

The teacher is looking at	Pronouns
	me.
	you.
	him.
	her.
	it.
	you.
	us.
	them.

Project 1 Grammar Snaps

1 Make your own grammar snap.

- Wybierz dowolne zagadnienie gramatyczne z rozdziału 3.
- Znajdź zdjęcie lub rysunek, które pomogą ci zilustrować wybrane zagadnienie gramatyczne.

I'll be angry with him for ever.
I think we won't make up.



Project 2 Description and prediction

2 Describe a person you know and write at least five predictions about him/her. Give reasons for your predictions.

*Lara is ... She's very good at ...
I think she will become ... because ...*

Lesson 4, ex. 5, Optimist or pessimist?

Your score

- 0 points You're a real pessimist!
1-2 You're a bit of a pessimist.
3-4 You're a bit of an optimist.
5 points You're a real optimist!

lesson 1 Is it dangerous?

Lesson objective: **Vocabulary: animals; adjectives describing animals**



BRAINY POST

PLAY SPOT THE MISTAKE!

gamelaker25



Hi again! Another game for you!



2 Ostriches are from Africa. They can fly very well. They can run.



Vocabulary presentation 1

- 1 2.01 Listen and repeat. Work in pairs. In turns, point at the animals on the *BrainyPost* and ask about them.

octopus ■ ostrich ■ beaver ■ polar bear
camel ■ shark ■ kangaroo ■ penguin
chimpanzee ■ bat ■ crab ■ owl

What is it?

It's an octopus.



Phonics twister

2.02 Listen and repeat.

This **ch**atty **ch**eating **Ch**inese **ch**impanzee is eating **ch**eat **ch**ocolate **ch**ips with me!

Vocabulary practice

- 2 Look at the *BrainyPost* again. In your notebook, write the missing names of the animals.

In the first row, the ostrich is between the ¹ and the beaver. The ² is next to the beaver, on the right. In the second row, the ³ is under the ostrich, and it's between the ⁴ and the kangaroo. The ⁵ is under the polar bear. In the third row, the ⁶ is between the owl and the ⁷ , and the ⁸ is under the camel.

Vocabulary presentation 2

- 3  2.03 Listen and repeat. In your notebook, write one or more adjectives to describe each animal from *BrainyPost*.

intelligent ■ cute ■ endangered ■ poisonous ■ ugly ■ scary

1 *ugly*

Reading

- 4 Read the article. Find the false information in it. Why do you think it is not true?

True or False?

You can find a lot of information on the Internet. But be careful – not everything is true! Read this article about octopuses. Can you guess which part is false?

There are about 300 species of octopuses. They all have eight arms and three hearts! They may look ugly or even scary, but they are very intelligent. For example, they can find food in mazes. All octopuses are poisonous. Octopus bites aren't usually serious, but the poison of the blue-ringed octopus can kill you!

Octopuses are different in lots of ways. Some octopuses are only two or three centimetres. Others, like the giant Pacific octopus, can weigh around 200 kilograms! Some octopuses have brilliant colours, others can change their colour – they become the same colour as sea plants or rocks, because it's much safer to be invisible.

Most octopuses live in the sea, but the amazing tree octopus lives on trees in California, the USA. People write about it on the Internet and they say it's endangered, but you can't see it in any zoo or nature reserve, even in California.

Octopuses are amazing animals, so remember them on the next 8th October – that's World Octopus Day!



Life skills: Finding information on the Internet

Never believe in everything you find on the Internet. Which of these tips is the most useful for you?

Use websites you can trust. ■ Look for the same information on two or more websites you can trust. ■ Check facts again in encyclopaedia.

- 5  Przeczytaj ponownie tekst z ćwiczenia 4. Odpowiedz na pytania 1–3 zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszytcie.

- How do we know that octopuses are intelligent? We know they are intelligent because .
- Why do some octopuses change colour? They change colour because .
- Why is the blue-ringed Octopus dangerous? It's dangerous because .

Listening

- 6  2.04 Listen to a scientist talking about animals. In your notebook, match the descriptions (1–6) with the animals (a–f).

- | | | |
|---|---|---|
| 1  | 2  | 3  |
| 4  | 5  | 6  |
| a bat | b owl | c shark |
| d penguin | e ostrich | f crab |

Game

- 7  Work in pairs. Play *Spot the Mistake!*

- Uczniowie, pracując w parach, piszą w zeszytcie sześć zdań o zwierzętach, o których była mowa na tej lekcji. Cztery zdania muszą zawierać błędne informacje.
- 1 *Ostriches can run fast.* 2 *Bats are ...*
- 2) Pary czytają swoje zdania innym uczniom, a ci próbują wskazać błędne zdania.

Kangaroos are often poisonous.

That isn't true.

Quick check

2.05 Listen to the spelling of the first three letters and guess the animal.

Grammar presentation

1 2.06 Listen and read. In pairs, choose one answer and decide how to say it in Polish.

Blue whales, common dolphins and great white sharks



A Are they intelligent?

Common dolphins are **more intelligent** than blue whales. Great white sharks aren't **as** intelligent **as** blue whales.

B Are they big?

Blue whales are **bigger than** great white sharks. Common dolphins aren't **as** big **as** great white sharks.

C Are they good at communicating with people?

Common dolphins are **better than** blue whales, and great white sharks are **worse than** blue whales at communicating with people.

Grammar app

Regular comparative: short adjectives

Whales are **bigger** than sharks.

Regular comparative: long adjectives

Dolphins are **more intelligent** than whales.

Irregular comparative: good and bad

good → better than bad → worse than

» Grammar summary on page 55

Grammar practice

2 In your notebook, write the comparative forms of these adjectives.

big ■ small ■ endangered ■ poisonous
thin ■ clean ■ noisy ■ quiet

Grammar app

Comparing with as ... as

Crabs aren't **as** intelligent **as** octopuses.

Some octopuses are **as** big **as** sharks.

» Grammar summary on page 55

Grammar practice

3 In your notebook, complete the pairs of sentences so that they mean the same.

more		as ... as
Beavers are more intelligent than whales.	=	Whales ¹
Octopuses ²	=	Owls aren't as dangerous as octopuses.
Penguins are cuter than crabs.	=	Crabs ³

4 In your notebook, complete the text with **as ... as** or the comparative forms of the adjectives in brackets.

What are the differences between chimpanzees and monkeys?

First of all, monkeys have tails, but chimpanzees don't! Monkeys aren't ¹ (**big**) chimpanzees. Chimpanzees are ² (**big**) than monkeys and they are ³ (**heavy**) too. Monkeys are ⁴ (**bad**) at using tools because they have got ⁵ (**small**) brains. Chimpanzees are ⁶ (**intelligent**) than monkeys. Chimpanzees are ⁷ (**good**) at communicating with people, but they are ⁸ (**dangerous**) than monkeys because they are ⁹ (**strong**).



Animals

5 In your notebook, make a list of ten or more animals.

Speaking

6 Work in pairs. Play **Spot and correct!**

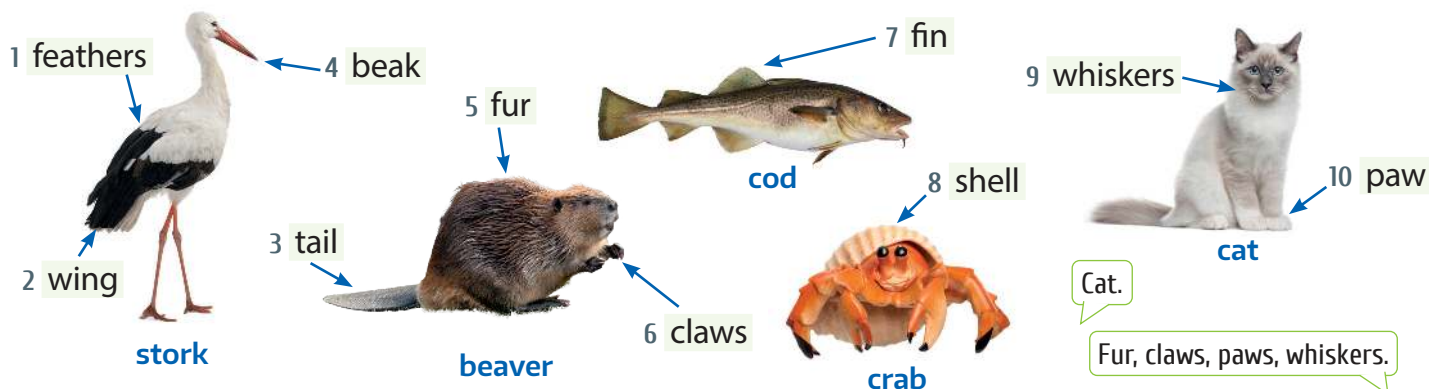
- 1) **Uczeń A** porównuje dwoje zwierząt. Zdanie musi być nieprawdziwe.
- 2) **Uczeń B** poprawia fałszywą informację.
- 3) Zamieńcie się rolami.

Octopuses are more poisonous than snakes.

That isn't true. Snakes are more poisonous.

Vocabulary presentation

1 2.07 Listen and repeat. Work in pairs. In turns, say an animal and the parts of its body.



Vocabulary practice

2 Work in pairs. Read what the teachers say and match the sentences with the animals in the boxes. Write the answers in your notebook.

owls ■ cats ■ beavers



- 1 Their feathers keep them warm.
- 2 They use their claws to comb their fur.
- 3 They use their paws to clean their faces.

dogs ■ beavers ■ flying fish



- 4 They use their tail to stand up.
- 5 They use their fins to fly.
- 6 Their whiskers tell them the direction of the wind.

owls ■ penguins ■ snails



- 7 They use their wings to swim in the water.
- 8 They use their beaks to catch and hold food.
- 9 The shell protects them from birds.

Listening

3 2.08 Listen to a part of a biology lesson. Check your answers.

Reading

4 Read the text and match each paragraph (1–3) with the questions (a–c). What bird is it?

- a Is it endangered?
- b What does it look like?
- c Where does it live and what does it do?

Guess the animal!

- 1 This animal is a very large bird. It's got brown feathers, wide brown wings, a big yellow beak and a short white tail. It can be almost a metre long and its wings can be almost 2.5 metres wide.
- 2 It lives in Europe and Asia. When it sees a fish, a small bird or a small mammal, it flies down very quickly and catches the animal with its big claws. It makes a huge nest but there are usually only two eggs in it.
- 3 This bird isn't an endangered animal. In fact, the number of these birds is getting bigger and bigger. That's good news for the people of Poland, because it's their national bird.

Writing

5 Describe an animal in your notebook. Don't write its name. Swap your description with a friend and guess what their animal is.



Tips

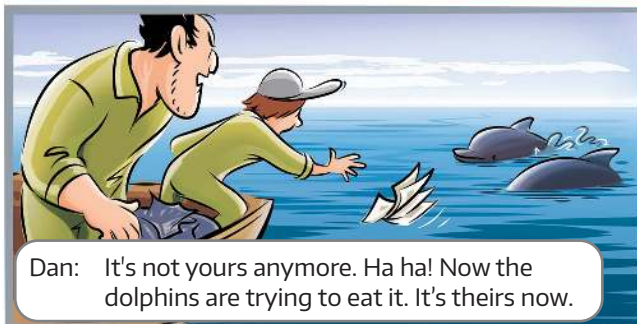
W każdym akapicie opisz inny aspekt.
Akapt 1. – Opisz, jak wygląda zwierzę.
Akapt 2. – Napisz, gdzie mieszka i co robi.
Akapt 3. – Opisz jego cechy dodatkowe (np. *endangered*, *poisonous*).



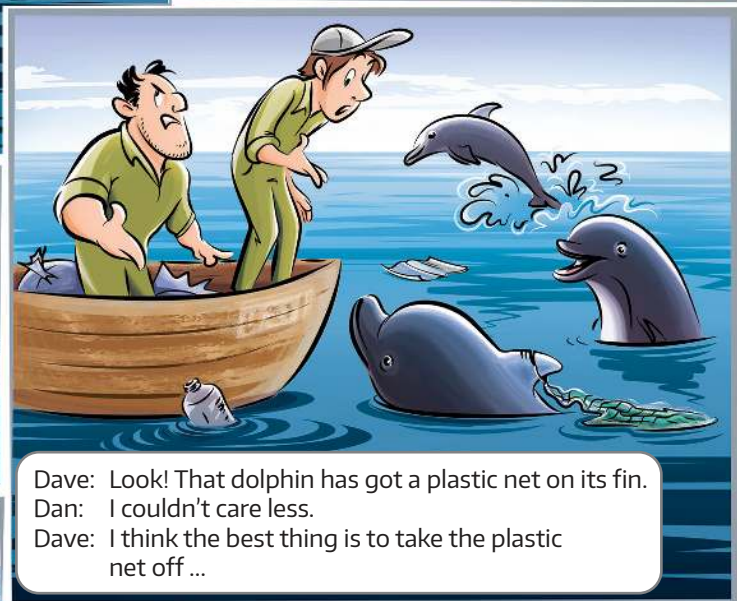
Dave: Look at this magazine, Dan! It says that plastic is the worst thing for sea animals.
Dan: Come back to work!
Dave: Look! There's a bird with a plastic net in its feathers. And an octopus with a plastic net on its tentacles!



Dan: That's rubbish!
Dave: Don't throw away the magazine! It's mine now!



Dan: It's not yours anymore. Ha ha! Now the dolphins are trying to eat it. It's theirs now.



Dave: Look! That dolphin has got a plastic net on its fin.
Dan: I couldn't care less.
Dave: I think the best thing is to take the plastic net off ...



Dave: There you are. Look, Dan! It's saying thank you. It's the friendliest dolphin in the sea! And the cutest!
Dan: And you're the silliest person I know, Dave! Come back here!
Dave: I think the most responsible thing is to recycle plastic.
Dan: Recycling? That's the most boring thing in the world. Get in the boat. I think someone is watching us.



At the same time in the harbour ...

Spot on! Now I've got a video of Dan throwing away recycling into the sea!

GLOSSARY

net – siatka
responsible – odpowiedzialny
take off – zdejmować
tentacle – macka
throw away – wyrzucać

USEFUL!

Match the sentences with their meanings.

- | | |
|-------------------------|-----------------------------|
| 1 I couldn't care less. | a It isn't important to me. |
| 2 There you are. | b It's exactly right. |
| 3 Spot on! | c It's for you. |

Quick check

2.09 Listen. Say the body parts from Lesson 3 for each animal.

Grammar presentation

2.10 Read and listen to Episode 4. Who is kinder to the animals: Dan or Dave? Why?

Comprehension

- 2 Work in pairs. Help each other to say what happens in Episode 4.

In Episode 4, Dan and Dave throw some rubbish in the sea.

Then, Dave finds a magazine in the rubbish and he ...

G Grammar app

Regular superlative: short adjectives

Blue whales have got **the biggest** fins.

Regular superlative: long adjectives

Dolphins are **the most intelligent** sea animals.

>>> Grammar summary on page 55

Grammar practice

- 3 In your notebook, write the superlative form of these adjectives.

endangered ■ old ■ happy ■ sad ■ bad
interesting ■ poisonous ■ cute ■ intelligent

- 4 Work in pairs. Point at the animals and ask what is special about them. Answer the questions, using the superlative forms of the adjectives given.

1 **bee humming bird**

koliberek hawański



small / wings

2 **giant clam**

przydacznia olbrzymia



heavy / shell

3 **chinchilla**

szynszyla



soft / fur

4 **keel-billed toucan**

tukan tęczodzioby



colourful / beak

5 **northern white rhino**

nosorożec północny



endangered / species

6 **white peacock**

paw biały



beautiful / feathers

What's special about this animal?

It's got the smallest wings.

G Grammar app

Possessive pronouns

It's my book.	It's mine.
It's your book.	It's yours.
It's his book.	It's his.
It's her book.	It's hers.
It's our book.	It's ours.
It's their book.	It's theirs.

>>> Grammar summary on page 55

Grammar practice

- 5 In your notebook, rewrite the sentences, using possessive pronouns.

- It isn't his book. It's her book.
 - It isn't my book. It's your book.
 - It isn't our book. It's their book.
 - It isn't her book. It's his book.
 - It isn't their book. It's my book.
- 1 *The book isn't his. It's hers.*

Speaking

- 6 Work in pairs. In turns, ask *Whose ... ?* questions and answer them, using possessive pronouns. Then continue the task with the classroom objects around you.

1 ?	?
2 ?	?
3 ?	?
4 ?	?
5 ?	?

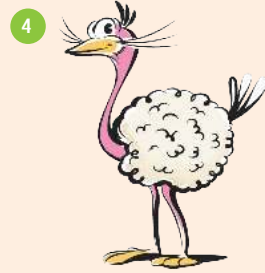
Whose boat is it?

It's theirs.

With our puzzles, your brain will be in tip-top condition!



1 What's wrong with these animals? Write the answers in your notebook.



1 The octopus has got feathers and a ...

2 Answer the question.

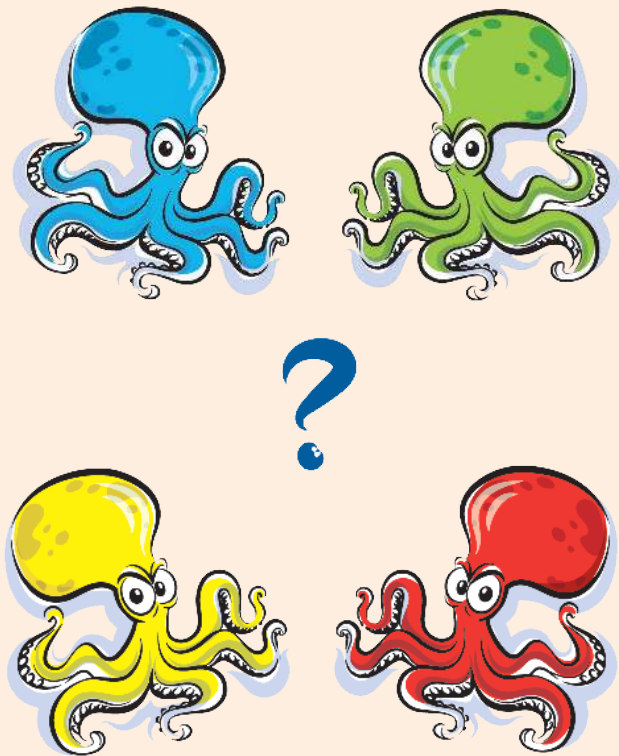
What's orange and sounds like a parrot?

a flamingo

a carrot

an orange

3 Solve the puzzle. Then write your own puzzle with *cute*.



The yellow one is as poisonous as the red one. The blue one isn't as poisonous as the yellow one. The green one is more poisonous than the yellow one. Which octopus is the most poisonous?

4 Solve Chris's puzzle. Whose dog is brown/black/white?

The dogs are brown, white or black. I'm Chris. Mine is brown. Joe's dog is the same as mine. Lena's dog isn't the same as his, and it isn't white. Mia's dog is the same as hers. Toby's dog isn't the same as theirs or mine.

Use of English

5 Wykorzystując wyrazy podane wielkimi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–3). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

1 Whales are longer than dolphins.

LONG

Dolphins aren't whales.

2 Skunks smell worse than bats.

BAD

Bats don't smell skunks.

3 Dolphins have a better memory than whales.

WORSE

Whales have a dolphins.



Eco-alert!



In your notebook, write the words of our Eco-alert in the correct order!



for pollution animals bad is !

Lesson objectives: *Functions: asking for and giving advice with should; Vocabulary: things for pets; Grammar: questions with should and short answers*

1 Listen and read the dialogue. What advice does the man give?



Excuse me. I'm thinking of buying a dog. Can I ask you something?

Yes, of course.

No, you shouldn't.

You should wash it every day.

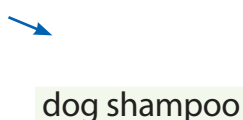
Should I wash it every day?

Oh, OK. How often should I wash the dog's water bowl?

Thanks for your help.

Vocabulary presentation

2 Listen and repeat. In your notebook, write the words in the correct categories: Food, Where pets live or sleep and Accessories.



tank

cage



fish food



Look

Should I ...?

Czy powinienem / powinnam ... ?

How often should I ... ?

Jak często powinienem / powinnam ... ?

3 In your notebook, match the questions with the answers.

- 1 Should I give my dog seeds and vegetables?
 - 2 How often should I brush its fur?
 - 3 What should I buy for it?
 - 4 Where should it sleep?
- a In a kennel or in a dog bed.
 - b A dog brush and some dog shampoo.
 - c No, you shouldn't.
 - d It depends on the type of fur.



Look

dog biscuits → cat biscuits

fish food → cat food, hamster food

Language functions

4 Wpisz w każdą lukę (1-3) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich form. Zapisz odpowiedzi w zeszycie.

- A: Should I give my cat a fruit smoothie every day?
- B: No, you (give) ¹ your cat a smoothie. Water is the best.
- A: Oh. What about food? Should I give it sausages every day?
- B: No! It (get) ² sick.
- A: OK. I'll give it cat biscuits. And should I keep it in the house all the time?
- B: No! Cats (going) ³ out.
- A: Oh, thanks.

5 Work in pairs. Choose a pet and write three questions with *should* about it in your notebook. In turns, act out the dialogues in a pet shop.

Excuse me. I'm thinking of buying a ...



- 1 2.13 Listen and read. Find the names of animals in the texts and check in a dictionary what they are in Polish.

Białowieża National Park



This national park is on the border between Poland and Belarus. The forest is home to many animals, from large animals such as elks and wolves to smaller animals such as beavers. It's famous for the 600 or more European bison that live in the park. There are also some endangered animals, such as the white-backed woodpecker. Part of the national park is the oldest forest in Europe – it's one of the most important scientific sites in the world.

Up to 150,000 tourists visit this national park every year. One of the most popular attractions there is the European bison Show Reserve, where they can get close to the enormous bison.

European bison

- the largest land animal in Europe
- up to 3.5 m long and 1.95 m tall
- up to 920 kg

St Kilda



St Kilda is a group of small islands on the west side of Scotland. It's an important nature reserve because of the rare birds, sheep and butterflies that live there.

One of the most popular features at St Kilda are the puffins. Every summer about 270,000 puffins come to St Kilda. Puffins are sometimes called *sea clowns* because they look funny, with their brightly-coloured beaks and orange feet. They walk in a funny way, and they fly in a funny way. They can use their wings to swim underwater, like penguins. Tourists love to watch them.

Atlantic puffins

- up to 32 cm long
- with wingspan of 53 cm
- up to 380 g
- they only visit the UK in summer
- in winter, their beaks turn black



Glossary

border – granica

brightly-coloured – jaskrawy

nature reserve – rezerwat przyrody

show reserve – rezerwat pokazowy

site – miejsce

- 2 Work in pairs. Write five questions and answers about the Białowieża National Park and St Kilda. Use some of the words and phrases in the box.

bigger ■ heavier ■ endangered

Where ...? ■ How big ...?

What animals ...? ■ How many ...?

When ...? ■ How tall ...? ■ How long ...?

How wide ...?

How wide are a puffin's wings?

- 3 Ask your questions to another pair of students.



Look

one **bison** – two **bison**

Listening

- 4 2.14 Listen to four dialogues. Where are the people? In your notebook, write B (Białowieża National Park) or K (St Kilda).

1

2

3

4

Discover more!

- 5 Find out about a nature reserve. Find photos and make a presentation about it.



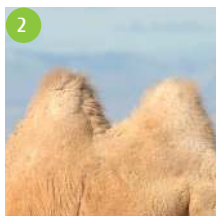
Tips

W prezentacji napisz:

- jak się nazywa wybrane przez ciebie miejsce i gdzie ono jest,
- jakie zwierzęta tam są,
- co czyni to miejsce wyjątkowym.

Vocabulary & Speaking

1 In your notebook, write the name of the animal in each picture.



2 In your notebook, complete the words.

- Octopuses are pos.
- Some people think they are scay.
- Chimpanzees are an eind species.
- They have got black fur.
- All birds have got feers.
- They have got wings too.
- Dolphins are intt.
- They have five finns.

3 ★ Complete the questions about a pet hamster. Use *should*.

- A: 1 g (give / it / some / seeds / and / vegetables)?
 B: Yes, you should.
 A: 2 h (how / often / feed / it)?
 B: You should feed it twice a day.
 A: 3 w (where / it / live)?
 B: It should live in a cage.

Vocabulary & Speaking: 20

Do our Revision workout.



Grammar

4 In your notebook, compare the animals. Use the correct form of the adjectives in the boxes.

scary

sharks bats crabs

- Sharks are sc animals of all three.
- Bats are sc than crabs.
- Crabs aren't as sc as bats.
- Sharks are sc than crabs.

intelligent

chimpanzees dolphins whales

- Chimpanzees are in animals of all three.
- Dolphins aren't as in as chimpanzees.
- Dolphins are in than whales.
- Whales aren't as in as chimpanzees.

8

5 In your notebook, complete the sentences with possessive pronouns.

- This is my sister's hamster. It's her.
- Those are Tom and Joe's bikes. They're theirs.
- This is my cat. It's his.
- This is your fish tank. It's your.
- Those are my fish and my brother's fish too. They're his.
- That is my brother's dog. It's his.

6

Use of English

6 ★ Uzupełnij zdania 1–3. Zastosuj – w odpowiednich formach – wyrazy podane w nawiasach. Jeśli jest to konieczne, dodaj inne wyrazy. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- She's very kind. In fact, she is (kind / student) a student in the class.
- Small octopuses are poisonous, but they are (not / poisonous) not as poisonous as big blue-ringed octopuses.
- Penguins are (bad / running) running than ostriches.

6

Grammar: 20

Total: 40

Animals bat nietoperz beaver bóbr camel wielbłąd chimpanzee szympans crab krab kangaroo kangur octopus ośmiornica ostrich struś owl sowa penguin pingwin polar bear niedźwiedź polarny shark rekin	At the pet shop Can I ask you something? Czy mogę o coś zapytać? Should I walk it every day? Czy powinienem/powinnam wyprowadzać go/ją codziennie? How often should I wash the dog's water bowl? Jak często powinienem/powinnam myć miskę psa na wodę? Thanks for your help. Dziękuję za pomoc.	heavy ciężki hold trzymać invisible niewidzialny island wyspa keep trzymać keep warm ogrzewać kill zabić kingdom królestwo mammal ssak maze labirynt nature reserve rezerwat przyrody nest gniazdo net siatka
Adjectives describing animals cute uroczy endangered zagrożony intelligent inteligentny poisonous jadowity scary straszny ugly brzydki	Useful! I couldn't care less! Nic mnie to nie obchodzi! Spot on! Trafiony w dziesiątkę! There you are. Proszę.	pet shop sklep zoologiczny poison trucizna pollution zanieczyszczenie protect from chronić przed rare rzadki responsible odpowiedzialny row rząd
Parts of the animal body beak dziób claws pazury feathers pióra fin płetwa fur sierść paw łapa shell skorupa/muszla tail ogon whiskers wąsy wing skrzydło	Other advice rada believe wierzyć bite ugryzienie blue whale płetwal błękitny border granica brightly-coloured jaskrawy brush fur czesać futro butterfly motyl careful ostrożny catch łapać chatty rozmowny, gadatliwy cheat oszukiwać comb czesać common dolphin delfin zwyczajny depend on zależeć od direction of the wind kierunek wiatru elk łosć enormous olbrzymi European bison żubr feature cecha feed karmić first of all po pierwsze great white shark żarłacz biały hamster chomik	sausage kiełbasa serious poważny sheep owca show reserve rezerwat pokazowy silly głupi, niemądry site miejsce species gatunek, gatunki spot zauważyć take off zdejmować tentacle macka thin cienki, chudy throw away wyrzucać tip-top condition doskonała kondycja trust ufać weigh ważyć white-backed woodpecker dzięcioł białogrzbisty wide szeroki wingspan rozpiętość skrzydeł wolf wilk
Things for pets cage klatka dog bed legowisko dla psa dog biscuits przysmaki dla psa dog lead smycz dla psa dog shampoo szampon dla psa fish food pokarm dla rybek kennel buda seeds nasiona tank akwarium vegetables warzywa		

Comparative adjectives

Przymiotników w stopniu wyższym używamy, gdy porównujemy dwie rzeczy, osoby lub dwoje zwierząt.

Short adjectives

W przypadku krótkich przymiotników (wszystkie jednosylabowe oraz większość dwusylabowych) stopień wyższy tworzymy, dodając końcówkę **-er** do przymiotnika w stopniu równym.

A chimpanzee is **bigger** than a kangaroo.

Long adjectives

W przypadku dłuższych przymiotników (część dwusylabowych i trzysylabowe) stopień wyższy tworzymy, dodając **more** przed przymiotnikiem w stopniu równym.

A chimpanzee is **more** intelligent than a kangaroo.

Comparing with **as ... as**

Gdy porównujemy dwie rzeczy, osoby lub dwoje zwierząt, możemy też użyć konstrukcji **as** + przymiotnik w stopniu równym + **as**.

A panda is **as** cute **as** a kitten. (= **tak** urocza **jak**)

A shark isn't **as** intelligent **as** a dolphin. (= **nie tak** inteligentny **jak**)



Choose your grammar project!

Project 1 Grammar Snaps

1 Make your own grammar snap.

- Wybierz dowolne zagadnienie gramatyczne z rozdziału 4.
- Znajdź zdjęcie lub rysunek, które pomogą ci zilustrować wybrane zagadnienie gramatyczne.

Oh no! It's the biggest crab in the world!
And it's the most dangerous! It's got the thickest shell and the ugliest claws!



Superlative adjectives

Przymiotników w stopniu najwyższym używamy, gdy porównujemy co najmniej trzy rzeczy, osoby lub troje zwierząt i chcemy powiedzieć, że są np. najlepsze, największe, najszybsze itd.

Short adjectives

W przypadku krótkich przymiotników (wszystkie jednosylabowe oraz większość dwusylabowych) stopień najwyższy tworzymy, dodając **the** przed przymiotnikiem oraz końcówkę **-est** do przymiotnika.

The blue whale is **the biggest** animal.

Long adjectives

W przypadku dłuższych przymiotników (część dwusylabowych i trzysylabowe) stopień najwyższy tworzymy, dodając **the most** przed przymiotnikiem.

The chimpanzee is **the most** intelligent animal.

Irregular adjectives: **good** and **bad**

Good i **bad** są przymiotnikami nieregularnymi, które stopniujemy inaczej niż pozostałe przymiotniki.

good → **better** → **the best**

bad → **worse** → **the worst**

Spelling rules

big → **bigger** → **the biggest**

cute → **cuter** → **the cutest**

ugly → **uglier** → **the ugliest**

Possessive pronouns

Zaimków dzierżawczych używamy, gdy mówimy, że coś należy do danej osoby lub rzeczy. Zaimków dzierżawczych nie wolno stawiać przed rzeczownikami.

Whose is it?

It's **mine** / **yours** / **his** / **hers** / **ours** / **yours** / **theirs**.

Project 2 An amazing discovery

2 Imagine you are an explorer. You are looking at an amazing, undiscovered animal. Describe the animal in a message to your family.

- What does it look like?
- What does it do?
- Is it dangerous, poisonous, aggressive etc.?
- Is there anything interesting about it?

I'm looking at an amazing animal. It's ...

Listening

1  2.15 Usłyszysz dwukrotnie wypowiedź ucznia. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszyście.

- Robert hopes that he will travel
 - when he is at university.
 - before he goes to university.
 - after he goes to university.
- Robert thinks that he will get married when he
 - gets good marks.
 - has a good job.
 - is travelling.
- Robert talks about
 - why he doesn't get good marks.
 - why he wants to get good marks.
 - why his friend gets better marks.

2  2.16 Usłyszysz dwukrotnie fragment podcastu o zwierzętach. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszyście. Luki należy uzupełnić w języku angielskim.

Interesting animals: Ostriches

- Ostriches come from Africa.
- An ostrich is ¹  than an emu.
- They can run at about ²  kilometres an hour.
- The ostrich products that farmers can sell: ostrich meat, ³ , and eggs.
- An ostrich egg weighs around ⁴  kilogram.

Language functions

3 Uzupełnij luki 1–4 tak, aby dialogi były spójne i logiczne. Zapisz uzupełnione wypowiedzi w zeszyście.

- X: Some people think that dogs can learn English.
Y:  that. Dogs can't talk!
- X: Your new fish tank is amazing. Don't forget that you have to clean it.
Y: Oh, yes.  clean it?
X: Once a week should be OK.
- X: I think that robots will make our lives easier.
Y: Yes,  you. They'll do all the housework in the future.
- X: Is this backpack yours?
Y: Yes, it is. 
X: Yes, of course, here you are.

4 Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich form. Zapisz uzupełnione pytania w zeszyście.

- X: Excuse me, I'm thinking of buying a cat. Can I ask you something?
Y: Yes, of course.
X: (brush) ¹  its fur every day?
Y: No, that's too often. You should brush its fur once a week.
X: Oh, OK, thanks. (feed) ²  it?
Y: In the morning and the evening.
X: OK, thanks. (sleep) ³  ?
Y: Cats like to sleep everywhere – so it's difficult to choose a special place for them.
X: That's great! Thanks a lot for all your help.

Reading

5 Przeczytaj teksty: 1. i 2. Uzupełnij luki 1–3 w e-mailu do Olivii zgodnie z treścią tekstów. Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszyście.

Tekst 1.

Brainy ZOO Feeding times and attractions this month:



Polar Bear feeding time:
12:30 pm



Penguins feeding time:
4:00 pm



Bat house:
1:00 pm to 3:00 pm



Tekst 2.



- The latest news! We've got two new baby penguins – they're very cute!
- This week is Charlie the Dancing Chimpanzee week at the zoo. Come to the chimpanzee house at 2:00 pm and watch Charlie dance to his favourite music.
- Some of our visitors say bats are scary, but a visit to the bat house is a great experience. There are only small lights in the bat house, so the bats think it's evening. You can walk in and see the bats flying everywhere!
- Finally, we have a special offer in the Bat Café – no bats, but tea and cake for just £1.50!

Subject: Our visit to the zoo



Hi Olivia,
 Let's decide about our visit to the zoo on Tuesday.
 I want to see the dancing chimpanzee – that's at ¹ and the penguins after that. So I think we should leave home at around one o'clock.
 I know you like bats, but I don't want to go into the ² because I think they are scary animals.
 When you're there, I'll have ³ in the Bat Café.
 It's very cheap – only £1.50. Then we can go and see the baby penguins!
 Please let me know what you think.
 Maria

Use of English

- 6** Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–3. Zapisz odpowiedzi (A–F) w zeszyście. **Uwaga!** Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A. become	B. town	C. move
D. university	E. shop	F. fall

I'm reading *New Town, New Life*. It's about a family who ¹ house to a new town. The main characters are the 16-year-old daughter, Laura, and the 18-year-old son, Oliver. Their father starts a new business and gets rich, but then their mother and father get divorced. Laura meets a musician called Jacko and they ² in love. They put their songs on the Internet and they become famous. Oliver goes to ³ to study science but he doesn't like it. I'm about halfway through the book now – I think I'll finish it very soon!

- 7** Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–3). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszyście.

1 Beavers aren't as intelligent as chimpanzees.

MORE

Chimpanzees than beavers.

2 Don't worry. I will not forget the address.

WILL

Don't worry. I the address.

3 Thank you for helping me.

HELP

Thanks .

- 8** Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszyście.

1 Give the (*książkę jemu*) .

2 That (*tornister jest mój*) .

3 His marks are (*najgorsze*) in the class.

Writing

- 9** Przeczytaj instrukcję i napisz tekst w zeszyście.

Na szkolnym blogu trwa dyskusja o przyszłości uczniów. Napisz tekst, który zostanie tam umieszczony jako twój głos w dyskusji na temat twojej przyszłości.

- Opisz swoje przypuszczenia związane z tym rokiem szkolnym.
- Przedstaw swoje przewidywania dotyczące tego, jak będzie wyglądało twoje życie prywatne.
- Przedstaw swoje przypuszczenia związane z przyszłą pracą.

Wpis powinien zawierać od 50 do 120 słów.



Hello schoolmates!
 I've got a lot of ideas. At school this year, I'll ...

lesson 1 A food survey

Lesson objective: *Vocabulary: meals, taste*



BRAINY POST

SCHOOL CANTEEN SURVEY

surveygeek



Add 1, 2, 3, 4 or 5 stars for each item. Then click on **send**, and I'll post the results next week.



Rate:



Comment:

The turkey pie is great!

Send



Vocabulary presentation 1

- 1 2.17 Listen and repeat. Work in pairs. Use a dictionary to check the meaning of any new words. In turns, say the names of the meals and point at the correct pictures.

chicken noodle soup with broccoli ■ beef stew ■ pork chop ■ salmon steak
turkey pie ■ tuna salad ■ mashed potatoes and peas ■ rolls and butter



Phonics twister



2.18

Listen and repeat.

Look! I'm **co**oking with a **go**od **coo**kbo**oo**k,
I'm **co**oking on a **coo**ker – I'm a **coo**k!
Now I'm eating **coo**l **noo**dles on the **sto**ol in the **po**ol.

Vocabulary practice

- 2 In pairs, compare the food in the survey. Use **popular** and **unpopular**.

Chicken noodle soup is
as popular as salmon steak.

Pork chop is more unpopular
than tuna salad.

Reading

3 Read the web posts. In your notebook, write T (True) or F (False) for sentences 1–5.

School lunches in Finland



All students in Finland have a school lunch. It's free and it's very healthy. We have fish or meat most days, but some days are vegetarian days, with no meat or fish. We usually have bread and butter, but we don't usually have rolls. There is sometimes a small pudding – either fruit or berries – but not always.

School lunches in England



About 40% of students in England have a school lunch. It costs about £2 but not all the students have to pay for it. Usually, there's meat, like beef stew or pork sausages, or chicken or turkey. There's also a vegetarian dish, like pasta, and there's often tuna salad, salmon steak or other fish. There are always vegetables like broccoli and peas. This is healthy but there's always a pudding, and that isn't healthy.

- Students in Finland don't pay for their school lunch.
- In Finland, they have fruit or berries every day.
- All the students pay for their school lunches in England.
- English school lunches don't always have fish.
- Both posts are about the students' favourite food.

Vocabulary presentation 2

4 **2.19** Listen to the comments. In your notebook, write the numbers of the sentences in the order that you hear them. Then listen again and repeat.

- These peas aren't fresh.
- This pudding is a bit sweet.
- This beef stew is salty.
- This chicken noodle soup is very spicy.
- The rolls are stale.
- These oranges are bitter.

Listening

5 **2.20** Usłyszysz dwukrotnie trzy teksty. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszyte.

1 Which food does the girl like?



2 Where are the boy and the girl?



- 3 The teacher wants to
- make the students laugh.
 - know which students are rude.
 - encourage the students to eat healthy food.

Speaking

6 **Work in groups of three. Do the survey in BrainyPost to find the most popular meal.**

Do you like salmon steak?

No, I don't. It's very salty.

How many stars do you give it?

One.

The most popular meal is ...



Life skills: Healthy food

Talk about why it's important to eat healthy food. Use the ideas in the box.

feel tired / full of energy
look tired / good
live a longer / shorter life
be overweight / the right weight
be healthy / unhealthy

Lesson objective: Grammar: Past simple: verb be: affirmative, negative, questions and short answers; wh- questions

Quick check

2.21 Listen and complete the names of meals.

Grammar presentation

1 2.22 Listen and read. Why is the girl happy?



Grammar practice

2 In your notebook, complete Tania's blog post with *was* / *were* or *wasn't* / *weren't*.

X

On Tuesday, we ¹ (✓) in charge of the school canteen!

Toby, Lily and Mia ² (✓) the chefs. Harry and I ³ (X) chefs. We ⁴ (✓) cleaners. The most popular food ⁵ (✓) tuna salad. The turkey pie ⁶ (X) popular. The other students said the food ⁷ (✓) good, but it ⁸ (X) as good as the school canteen.

At the end of the day, the kitchen ⁹ (✓) very clean so the teachers ¹⁰ (✓) very pleased.

¹¹ (✓) it a useful experience? Yes, it ¹² (✓). We now know how difficult it is to cook for all the students.

¹³ (✓) we as good as the dining ladies? No, we ¹⁴ (X). They make lunch in three hours – we ¹⁵ (✓) in the kitchen for six hours!

Tania Evans (Year 6)

3 In your notebook, write questions and Tania's answers.

- 1 you / a chef / ?
- 2 Mia / a cleaner / ?
- 3 your food / good / ?
- 4 the teachers / pleased / ?
- 5 what / the most popular food / ?
- 6 how many hours / you / in the kitchen / ?

Speaking

4 Work in pairs. Role play a dialogue between Tania or Toby and you. Use the questions and answers from exercise 3.



Were you a chef?



Grammar app

Past simple: verb *be*. affirmative and negative

The pie was / wasn't salty.

The rolls were / weren't stale.

Past simple: verb *be*. questions and short answers; *wh-* questions

Was your lunch good? Yes, it was. / No, it wasn't.

What was the worst thing? The rolls.

>>> Grammar summary on page 69

Vocabulary presentation

- 1 2.23 Listen and repeat. Work in pairs. In turns, name the objects in the *Now* picture and comment on them. Use *That's crazy / messy / dangerous*.



Look at the fork. That's dangerous.

Vocabulary practice

- 2 Work in pairs. In turns, compare the kitchen objects in both pictures. Use *on*, *under*, *in front of*, *between* and *next to*.

At 7 o'clock, the fork was between the knife and the spoon.

Now, it's under the fridge.

- 3 Read these descriptions of kitchen objects from exercise 1. Guess what they are. Write the answers in your notebook.

- You cook food in it.
- You eat yoghurt with it.
- You cut fruit or vegetables into smaller pieces on it.
- You cut food into small pieces with it.
- You put meat and vegetables into your mouth with it.
- You can make different kinds of sauce and soup with it.
- You eat your breakfast cereal with it.
- You make fried eggs in it.
- You drink water from it.

- 4 Write three more descriptions of kitchen objects from exercise 1. Read them out to other students. Ask the students to guess what the objects are.

Listening

- 5 2.24 Listen to six speakers and answer the questions. Write the answers in your notebook.

Who

- wants a knife?
- needs a spoon?
- has got a dirty plate?
- can't find the chopping board?
- wants a saucepan?
- has got a dirty glass?

Game

- 6 In pairs, play *Remember the picture*.

- Uczeń A** pyta ucznia B o położenie wybranego sprzętu kuchennego na ilustracji kuchni o godzinie siódmej.
- Uczeń B** zamyka podręcznik i odpowiada z pamięci. Zamieńcie się rolami.
- Zwycięża gracz, który udzieli więcej poprawnych odpowiedzi.

Was the knife on the chopping board?

No, it wasn't.

Lesson objective: *Grammar: there was / there were: affirmative and negative, questions and short answers*



Ella: Sorry I'm late. It's *Clean Our Beach* day and I was with the volunteers on the beach.
 Alfie: Were there a lot of volunteers?
 Ella: Yes, there were.
 Alfie: Was there a lot of rubbish?
 Ella: Yes, there was. There were a lot of plastic knives and plastic forks on the sand. There was also a big plastic chopping board! There was rubbish in the sea, too ... It makes me mad!



Alfie: That's Dan and Dave's rubbish. I've got photos of them throwing rubbish into the water. Look!
 Ella: They aren't much use, Alfie. I can't see any rubbish. Was there any rubbish in the water?
 Alfie: Yes, there was! The water was full of rubbish!
 Ella: We have to get some better photos. Let's go out on the boat now, with my camera.

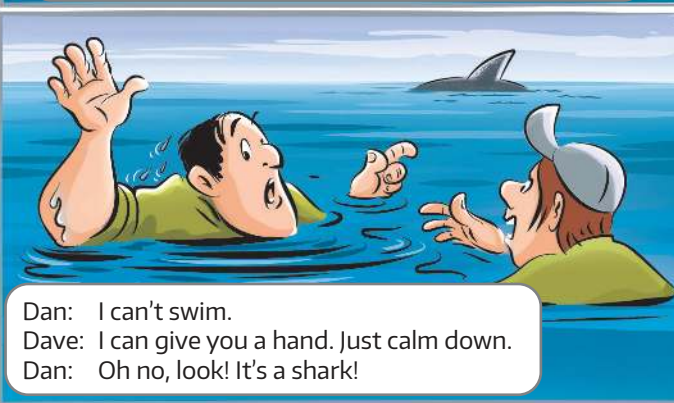


Alfie: There they are! And there's rubbish around the boat!
 Ella: I'm taking a lot of pictures – but we should be closer.
 Captain: Let's go after them!

Dan and Dave see Alfie and Ella's boat. Dan wants to get away.



Dave: You're going very fast, Dan. Where are the lifejackets?
 Dan: There were some lifejackets on the boat, but there wasn't any space for them. They aren't in the boat now.
 Dave: Oh no! Slow down, Dan, the boat is ... Help!



Dan: I can't swim.
 Dave: I can give you a hand. Just calm down.
 Dan: Oh no, look! It's a shark!

✓ Quick check

2.25 Listen and then draw the kitchen objects in the air with your fingers.

Grammar presentation

1 2.26 Read and listen to Episode 5. Why is Dan frightened at the end of the episode?

GLOSSARY

full – pełny

get away – uciekać

lifejacket – kamizelka
ratunkowa

slow down – zwalniać

space – miejsce

volunteers –
ochotnicy

USEFUL!

Think of some situations where you can use each phrase.

- | | |
|-------------------------|--------------------------|
| 1 It makes me mad. | 3 I can give you a hand. |
| 2 They aren't much use. | 4 Just calm down. |

Comprehension

2 Choose the correct words and put the sentences in the correct order. Write the answers in your notebook.

- 1 Alfie's photos **were** / **weren't** good.
- 2 There **was** / **wasn't** a lot of rubbish on the beach in the morning.
- 3 Dave **can** / **can't** swim.
- 4 There **was** / **wasn't** an accident.

G

Grammar app

There was / there were: affirmative

There **was** rubbish in the sea.

There **were** a lot of plastic knives.

There was / there were: negative

There **wasn't** any rubbish in the sea.

There **weren't** any plastic knives.

» Grammar summary on page 69

Writing

4 Imagine that yesterday you were in a part of your town or country with a rubbish problem. Write a blog post about it.

!

Tips

Na swoim blogu napisz:

- gdzie byłeś/byłaś,
- ile było tam śmieci,
- jakie śmieci tam były,
- czy byli tam jacyś ludzie.

G

Grammar app

There was / there were: questions and short answers

Was there a lot of rubbish? Yes, there was. / No, there wasn't.

Were there any plastic bags? Yes, there were. / No, there weren't.

» Grammar summary on page 69

Grammar practice

3 Complete this tourist's blog. Use **there was** / **there were** or **there wasn't** / **there weren't**.



I was in Exville this morning. ¹ any families on the beach. ² rubbish everywhere. ³ a lot of plastic rubbish on the sand. ⁴ plastic knives, forks and spoons, plastic plates and glasses. ⁵ plastic rubbish in the water too. ⁶ a woman on the beach with a big plastic bag for the rubbish. Exville has a serious rubbish problem.

Grammar practice

5 In your notebook, complete the questions about Episode 5 and write the answers. Use **Was there** / **Were there ...?**

- 1 bags of rubbish on the boat?
- 2 dolphins near the boat?
- 3 a whale in the sea?
- 4 a shark in the sea?
- 5 a lot of plastic rubbish in the sea?

Speaking

6 In pairs, ask each other questions about the place in your blog post from exercise 4. Use the words in the box to help you.

rubbish ■ tourists ■ families ■ volunteers
plastic knives ■ plastic bags

I was ... yesterday.

Was there a lot of rubbish?

Give your brain a workout
with our puzzles!



1 Solve the puzzles. Write the answers in your notebook.



1 A = O

2 good → ? → the best E = U

3 + R = S

4 ~~AD~~ + ~~LE~~

B = ST

2 Work in pairs. Student A says a false sentence with a meal name and kitchen equipment. Student B corrects it. Change roles five times.

eat ■ cut ■ drink ■ have ■ make

We eat **pork** with a **spoon**.

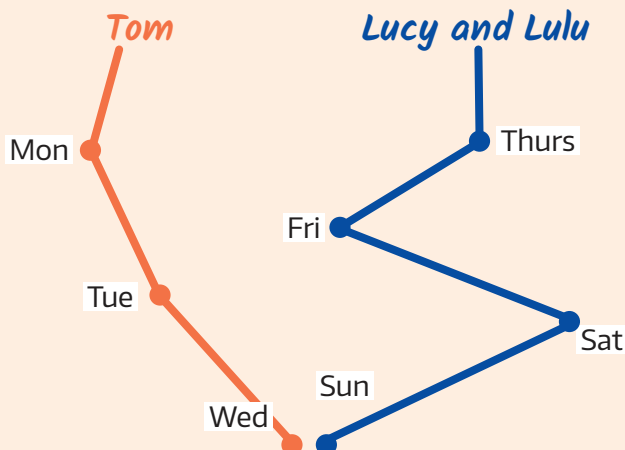
That's not true. We eat **pork** with a **knife and fork**.



Continents and days of the week

3 Work in pairs. Student A chooses a day, and Student B asks questions using Was ... ? / Were ... ? and the name of the continent to work out what day it is. Change roles.

Tom, Lucy and Lulu were in many places last week.



Was Tom in South America on this day?

Was it Tuesday?

Yes, he was.

Yes, it was.

4 In pairs, play a memory game. Study where Tom, Lucy and Lulu were last week and say it in order.

On Monday, Tom was in North America. On ...

Use of English

5 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–3. Zapisz odpowiedzi (A–F) w zeszyte. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A. was

C. were

E. knife

B. teaspoon

D. blender

F. weren't

I was at a very special food stall yesterday. All the meat and vegetables ¹ from a supermarket! They were waste from a school canteen! The chef turned them into fantastic food! All of it ² free! He only had basic kitchen things like a ³ to cut the meat, but his food was amazing.



Eco-alert!



In your notebook,
put the letters in the
correct order.



otd'n

awets

ofdo!

1 2.27 Listen and read. Point to the correct words in the recipe.



Tuna salad

Ingredients:

tuna, lettuce
and mayonnaise

Time:

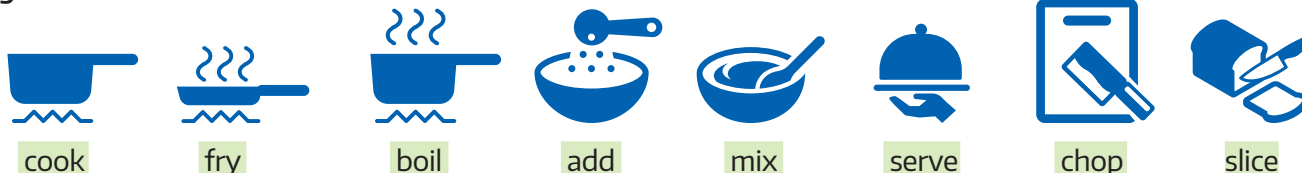
10 minutes

Directions:

First, put the tuna in a bowl. Then, ¹cut / chop the lettuce and ²add / put it into the bowl. Then, ³slice / add a little mayonnaise. Finally, ⁴cook / mix everything up, ⁵boil / add some salt and pepper, and ⁶fry / serve it on a plate.

Vocabulary presentation

2 2.28 Listen and repeat. Work out a mime gesture for each verb. In pairs, take turns to mime and guess the words.



3 2.29 Read these notes for the recipes. In pairs, write the recipes. Use the recipe from exercise 1 as a model. Listen and check your answers.

Pasta and tomato

Ingredients: pasta, oil, tomatoes, a small onion

Directions:

- boil / water / saucepan
- cook / pasta
- put / pasta / bowl
- slice / tomatoes
- chop / onions
- fry / tomatoes and onions / 2 or 3 minutes / saucepan
- add / salt / pepper
- add / pasta
- serve / plate

English scrambled eggs

Ingredients: 2 eggs, milk, butter, salt, pepper

Directions:

- put / eggs / milk / bowl
- mix quickly / fork
- add / salt / pepper
- put / frying pan / cooker
- add / butter
- add / eggs
- cook / 1 or 2 minutes
- serve / toasts

4 In pairs, choose one of the meals from exercise 3 each. Ask each other for the recipes. Use the dialogue from exercise 1 as a model.

I want to cook pasta and tomato. Is it difficult?

No, it's very easy.

5 Work in groups of three or four students. Write a recipe for a meal in your notebook. Use the recipe from exercise 1 as a model.



1 Check the meaning of the words in the box in a dictionary.

almond ■ chillies ■ cooker ■ cream ■ flame ■ independence ■ pomegranate seeds ■ walnut

2 2.30 Listen and read. Which of the photos is walnut cream chillies?



A taste of Mexico

Every country has at least one national dish – it's an important part of a country's tradition. One of the national dishes of Mexico is *chiles en nogada*. In English, we can call it 'walnut cream chillies'.

This dish is a plate of big green chillies with pork, beef, cactus and almonds inside them. They have a white sauce of cream and walnut, and lots of red pomegranate seeds. In September, this dish is part of the independence celebrations in Mexico. That's because Mexicans say that the colours of this dish are the same as the green, white and red of the Mexican flag.

To make this dish, put the chillies on the flame on the cooker, and when they become black, take off the black part. Chop the beef and pork, then fry it. Chop the almonds and cactus and add them

to the meat. Put the mixture inside the chillies. Add the walnuts to the cream and put it in a blender. Pour the sauce over the chillies and put the pomegranate seeds on top of it all. You can only eat real walnut cream chillies in Mexico in September. They have a very special spicy, sweet taste – the taste of Mexico.

Listening

4 2.31 Listen to a man learning to make walnut cream chillies. What is he doing in each situation?

- 1  _____
 - 2  _____
 - 3  _____
 - 4  _____
- a He's chopping the beef and pork.
 - b He's taking the skin off the chillies.
 - c He's putting the pomegranate seeds on the sauce.
 - d He's making the walnut cream sauce.

Discover more!

5 Choose a Polish national dish. Find out about it and write about it in your notebook.



bigos



pierogi



cucumber soup



Polish rye soup (żurek)

Reading

3 Przeczytaj tekst. Uzupełnij w e-mailu luki 1-4 zgodnie z treścią tekstu z ćwiczenia 1. Luki należy uzupełnić w języku polskim. Zapisz odpowiedzi w zeszycie.

Message



Temat: Kuchnia meksykańska – *chiles en nogada*

Cześć,
przesyłam Ci przepis na *chiles en nogada*.
Nie jest prosty, więc poproś kogoś o pomoc.
Najpierw trzeba opalić ¹  nad ogniem,
zdjąć skórę i wyjąć nasiona. Potem należy
posiekać i ²  mięso, dodać do niego
posiekane migdały i ³ . Następnie
faszerujesz papryczki. Sos jest prosty –
wystarczy zmiksować ⁴  ze śmietaną
i polać nim papryczki. Ozdób całość owocami
granatu.
Smacznego!
Ania



Tips

- Opisz składniki.
- Wyjaśnij, jak przygotować danie.
- Napisz, kiedy się je tę potrawę.



Vocabulary & Speaking

1 In your notebook, write the names of meals.

- 1 t _ a s _ d
- 2 b _ f s t _ w
- 3 r _ s and b _ r
- 4 t _ y p _
- 5 s _ n s _ k
- 6 ch _ n n _ e s _ p

6

2 In your notebook, write the words in the correct categories.

frying pan ■ mix ■ sweet
blender ■ slice ■ stale ■ cup
bitter ■ boil ■ spicy

Taste	Kitchen equipment	Cooking

10

Language functions

3 ★ 🎓 Do każdej z opisanych sytuacji (1-2) wybierz właściwą reakcję. Wybierz literę A, B albo C. Zapisz właściwe pytania w zeszycie.

- 1 Chcesz ugotować nową potrawę. Jak zapytasz, jakie składniki są potrzebne?
A. Have you got the ingredients?
B. What ingredients do I need?
C. Do you like the ingredients?
- 2 Chcesz ugotować nową potrawę. Jak zapytasz, ile czasu trwa jej przyrządzenie?
A. What's the time?
B. How do I make it?
C. How long does it take?

4

Vocabulary & Speaking: /20

Grammar

4 In your notebook, complete the sentences with: was, wasn't, were or weren't.

- 1 ✗ I at the beach yesterday.
- 2 ✓ The knives next to the blender.
- 3 ✗ The chopping board in the kitchen.
- 4 ✗ My friends in the restaurant at 7 o'clock.
- 5 ✓ There 10 spoons in the bowl.
- 6 ✗ There a frying pan in the kitchen.

6

5 In your notebook, change these sentences into questions.

- 1 The weather was nice yesterday.
- 2 The people on the beach were friendly.
- 3 You and your friends were on the beach.
- 4 The saucepan was next to the glasses.
- 5 There were a lot of boats in the sea.
- 6 There was a rubbish bin on the beach.
- 7 There were some plates in the kitchen.
- 8 There was a spoon in the glass.

8

Use of English

6 ★ 🎓 Uzupełnij zdania 1-3. Zastosuj – w odpowiednich formach – wyrazy podane w nawiasach. Jeśli jest to konieczne, dodaj inne wyrazy. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 Sandra and her boyfriend (be / the) beach yesterday.
- 2 There (be / not) lot of tourists on the beach.
- 3 Was (any / rubbish) on the beach? Yes, there was.

6

Grammar: /20

Total: /40

Meals beef stew gulasz wołowy broccoli brokuły butter masło chicken noodle soup rosół z makaronem mashed potatoes tłuczone ziemniaki peas groszek pork chop kotlet schabowy / wieprzowy rolls bułki salmon steak pieczony łosoś tuna salad sałatka z tuńczyka turkey pie zapiekanka z indykiem	fry smażyć mix mieszać serve podawać slice kroić w plasterki In the kitchen How do I make it? Jak to się robi? How long does it take to make? Ile czasu potrzeba na zrobienie tego (dania)? What ingredients do I need? Jakich składników potrzebuję? First, ... Na początku, ... Then, ... Następnie, ... Finally, ... Na końcu, ...	fried eggs jajka sadzone full pełny full of energy pełen energii get away uciekać healthy zdrowy in charge of odpowiedzialny za... ingredients składniki item element lettuce sałata lifejacket kamizelka ratunkowa make someone laugh roześmieszyć kogoś mayonnaise majonez messy brudny mixture mieszanina on top na górze pasta makaron pay płacić pepper pieprz piece kawałek plastic bag plastikowa torba pleased zadowolony pool basen pudding budyn recipe przepis rubbish problem problem ze śmieciami rude nieuprzejmy salt sól sauce sos school canteen stołówka szkolna scrambled eggs jajecznica serious poważny skin skóra slow down zwalniać space miejsce, przestrzeń stool stołek survey ankieta take off zdejmować (coś z...)
Taste bitter gorzki fresh świeży salty słony spicy ostry stale czerstwy sweet słodki	Useful! I can give you a hand. Mogę ci pomóc. It makes me mad! Ale mnie to wkurza! Just calm down. Tylko się uspokój. They aren't much use. Na niewiele się zdadzą.	Useful! I can give you a hand. Mogę ci pomóc. It makes me mad! Ale mnie to wkurza! Just calm down. Tylko się uspokój. They aren't much use. Na niewiele się zdadzą.
Kitchen equipment blender mikser bowl miska chopping board deska do krojenia cup filiżanka fork widelec frying pan patelnia glass szklanka knife nóż plate talerz saucepan rondel spoon łyżka stołowa teaspoon łyżeczka	Other be overweight mieć nadwagę bread chleb camera aparat fotograficzny celebration uroczystość cereal płatki śniadaniowe chef szef kuchni cleaner sprzątac, sprzątaczk close blisko cookbook książka kucharska cooker kuchenka crazy szalony, zwariowany cucumber soup zupa ogórkowa dining lady kucharka szkolna, pani pomagająca w stołówce directions wskazówki encourage zachęcać everywhere wszędzie food stall stoisko z jedzeniem free darmowy	Other be overweight mieć nadwagę bread chleb camera aparat fotograficzny celebration uroczystość cereal płatki śniadaniowe chef szef kuchni cleaner sprzątac, sprzątaczk close blisko cookbook książka kucharska cooker kuchenka crazy szalony, zwariowany cucumber soup zupa ogórkowa dining lady kucharka szkolna, pani pomagająca w stołówce directions wskazówki encourage zachęcać everywhere wszędzie food stall stoisko z jedzeniem free darmowy
Cooking verbs add dodawać boil gotować (np. wodę) chop siekać cook gotować (jedzenie)	Cooking verbs add dodawać boil gotować (np. wodę) chop siekać cook gotować (jedzenie)	Cooking verbs add dodawać boil gotować (np. wodę) chop siekać cook gotować (jedzenie)

Past simple: verb **be**: affirmative and negative

W czasie przeszłym czasownik *be* ma formę **was** lub **were**. W zdaniach twierdzących w czasie przeszłym czasownik *be* nie ma form skróconych. W zdaniach przeczących formy skrócone to: **wasn't** (=was not) oraz **weren't** (=were not).

Affirmative

I **was** at school.
You **were** at school.
He **was** at school.
She **was** at school.
It **was** at school.
We **were** at school.
You **were** at school.
They **were** at school.

Negative

I **wasn't** at school.
You **weren't** at school.
He **wasn't** at school.
She **wasn't** at school.
It **wasn't** at school.
We **weren't** at school.
You **weren't** at school.
They **weren't** at school.

Past simple: verb **be**: questions and short answers

Pytania z czasownikiem *be* w czasie przeszłym tworzymy, przenosząc czasownik *be* w odpowiedniej formie na początek zdania. Na pytania odpowiadamy, używając krótkich odpowiedzi.

Question

Was I at school?

Were you at school?

Was he at school?

Was she at school?

Were we at school?

Were you at school?

Were they at school?

Short answer

Yes, I **was**. /
No, I **wasn't**.

Yes, you **were**. /
No, you **weren't**.

Yes, he **was**. /
No, he **wasn't**.

Yes, she **was**. /
No, she **wasn't**.

Yes, we **were**. /
No, we **weren't**.

Yes, you **were**. /
No, you **weren't**.

Yes, they **were**. /
No, they **weren't**.

Past simple: verb **be**: *wh*- questions

Pytania szczegółowe z czasownikiem *be* w czasie przeszłym tworzymy, dodając zaimek pytający przed czasownikiem *be* w odpowiedniej formie.

What time were you in the school canteen?



Choose your
grammar project!

There was/there were: affirmative and negative

Konstrukcji *there was/there were* używamy, aby opisać, że coś gdzieś było. Zdania z tą konstrukcją często wskazują na lokalizację i ilość. Konstrukcji *there wasn't/there weren't* używamy, gdy mówimy, że czegoś nie było.

Affirmative

There **was** a lot
of rubbish.
There **were** a lot
of people.

Negative

There **wasn't** a lot
of rubbish.
There **weren't** a lot
of people.

There was/there were: questions and short answers

Pytania z konstrukcją *there was/there were* tworzymy, przenosząc czasownik *be* w odpowiedniej formie przed *there*. Na pytania odpowiadamy, używając krótkich odpowiedzi.

Question

Was there a lot of rubbish?

Were there a lot of people?

Short answer

Yes, there **was**. /
No, there **wasn't**.

Yes, there **were**. /
No, there **weren't**.

Project 1 Grammar Snaps**1** Make your own grammar snap.

- Wybierz dowolne zagadnienie gramatyczne z rozdziału 5.
- Znajdź zdjęcie lub rysunek, które pomogą ci zilustrować wybrane zagadnienie gramatyczne.



Was the sea nice?

No, it wasn't. There was a lot of rubbish in it.

Project 2 In charge of the school canteen

- Work in groups of three or four. Imagine that you were in charge of the school canteen yesterday. Write a blog post about the meals you made.

**Tips**

- Opisz, co przygotowaliście.
- Napisz, jak smakowały wasze potrawy.

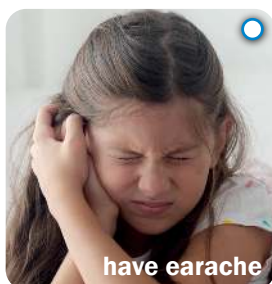
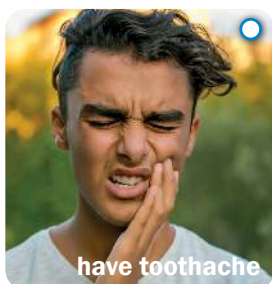
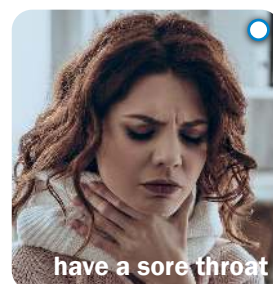
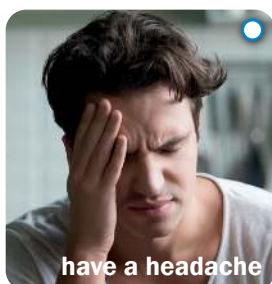
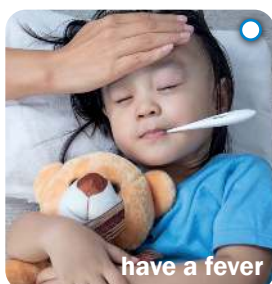
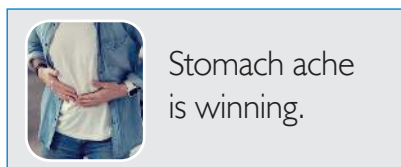
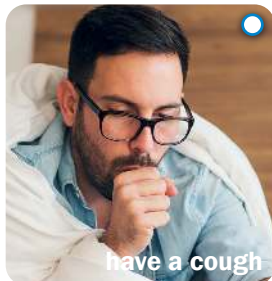
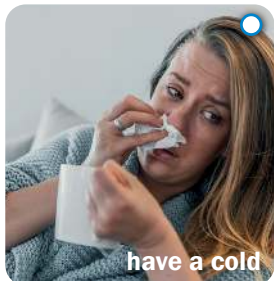
lesson 1 I feel sick.

Lesson objective: Vocabulary: illnesses; dealing with illnesses



BRAINY POST

WHICH IS THE WORST ILLNESS?



CLICK ON THE WORST!



Vocabulary presentation 1

- 1 2.32 Listen and repeat. Point to each photo and say the name of the illness. Then vote for the worst illness.

Vocabulary practice

- 2 Work in pairs. Ask each other how often you have the illnesses in *BrainyPost*. In your notebook, write the sentences about three of the illnesses.

Julia, how often do you have a headache?

I hardly ever have a headache.

Julia hardly ever has a headache.



Phonics twister

- 2.33 Listen and repeat.

Choose cheap cheese, choose chocolate chips now. I've got toothache and stomachache - ow!



Life skills: making an emergency call

When you see a seriously ill or seriously injured person:

- 1 Don't panic.
 - 2 Phone 112.
 - 3 Listen to the questions and answer them carefully.
 - 4 Listen for the instructions and follow them.
- In pairs, discuss the questions you think the emergency services may ask.

Vocabulary presentation 2

3  2.34 Listen and read. Which icons show what **teenboy 857** is not doing or not going to do?

crazzzzy

Why aren't you at school?

teenboy 857
I feel sick, but I'm not going to call a doctor or go to the health centre. I'm going to stay in bed. I'm going to take my temperature now.

crazzzzy

What about some medicine?

teenboy 857
I'm not going to take any medicine. I should see a doctor first.

crazzzzy

I think you should go to A&E or call an ambulance!

teenboy 857

No need for that! See you at school tomorrow, I hope!



Reading

4 Complete the notice with the words in the box. Write the answers in your notebook.

take ■ go to A&E ■ earache ■ stay
go to the health centre ■ cold
take any medicine

Think before you call an ambulance!

Every year, a lot of people with small problems, like a cough or sore throat, call an ambulance. Because of this, there aren't enough ambulances for emergencies.

Please don't call an ambulance if you have a small problem.

- If you feel sick, ¹  in bed and ²  your temperature.
- Do you have a cough, a ³  or a headache? Or do you have stomach ache or ⁴ , or a sore throat? Get help at your local chemist's. Don't ⁵  before you check there.
- Do you have a high temperature? Is your illness very bad? Call a doctor, or ⁶ .
- Do you have an emergency like an accident or a serious injury? Don't call a doctor. Call an ambulance or ⁷  quickly!

5  Przeczytaj ponownie tekst z ćwiczenia 4. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszycie.

- This text was written to
 - encourage people to use ambulances more often.
 - have a smaller number of accidents and serious injuries.
 - help people choose the correct type of help.
- You should talk to an assistant at your local chemist's
 - before you take any medicine.
 - if your temperature is very high.
 - if you can't go to the health centre.
- You should call a doctor
 - if you have an accident.
 - if you are at the A&E.
 - if you have a high fever.

Game

6  Work in groups of four. Play *I feel sick*.

- 1) **Uczeń A** mówi, co mu dolega i co zamierza zrobić.
- 2) Kolejni uczniowie powtarzają dolegliwości i zamiary poprzednich uczniów oraz mówią, co im dolega i co zamierzają zrobić.
- 3) Uczeń, który popełni błąd, odpada z gry.

I have a very bad cough. I'm going to call a doctor.

Marta has a very bad cough.
She's going to call a doctor. I have a ...

Quick check

2.35 Listen and mime each illness.

Grammar presentation

1 2.36 Read and listen. Find all the regular Past simple forms of the verbs in the email.

Hi Grandma,
Happy Birthday! I'm sorry I **didn't phone** yesterday but I **had** a cold. In the morning, I **slept** for six hours! I **woke up** at 2 o'clock and mum **made** me a smoothie. I **drank** it all, and I **ate** some chicken. I **studied** a bit but I **felt** very tired. I **didn't watch** television. Unfortunately, I **dropped** my mobile after I **texted** my friend Luke and it **broke**. Luke **came** here but he **didn't stay** long. I **saw** the photos of your birthday party online. You **looked** very happy and the cake **was** amazing. You **had** a lot of guests – **was** uncle John there too?
Julia

2 2.37 Find the irregular Past simple forms of the verbs below in Julia's email. Write the answers in your notebook. Listen and repeat.

I Irregular verbs

come	see	sleep	break	wake up
have	make	eat	feel	drink

come – came

G Grammar app

Past simple regular and irregular verbs: affirmative

I stayed in bed.
I had a cold.

Past simple regular and irregular verbs: negative

I didn't stay in bed.
I didn't have a cold.

>>> Grammar summary on page 81

Grammar practice

3 Work in pairs. In turns, say an affirmative sentence and change it to a negative sentence. Use the Past simple forms of the verbs from exercise 2.

I slept well.

I didn't sleep well.

4 In your notebook, write the correct Past simple forms of the verbs in brackets.

A lucky discovery

The scientist Alexander Fleming ¹ (study) bacteria, and in 1928, he ² (discover) something very important. He ³ (not have) time to clean the laboratory every day, but one day he ⁴ (start) to clean some old glass plates. He ⁵ (see) a lot of mould on the plates, but he ⁶ (not see) any bacteria around it! He ⁷ (call) the active substance that killed bacteria penicillin. Later, scientists ⁸ (make) medicine with penicillin for very bad toothache, sore throats, earache and coughs.



mould on a plate

Writing

5 Read the task and write an email in your notebook.

Z powodu choroby nie poszedłeś/nie poszłaś na urodziny kolegi/koleżanki z Anglii. W e-mailu do niego/niej:
– wyjaśnij, dlaczego nie przyszedłeś/nie przyszałaś,
– opisz, co robiłeś/robiłaś w tym czasie,
– skomentuj obejrzone zdjęcia z urodzin.

Hi ...,
Happy birthday! I'm sorry I didn't go to your party but I ...

! Tips

- Rozwiń każdy z podpunktów instrukcji.
- Użyj bogatego słownictwa.
- Napisz maksymalnie 120 słów.

Vocabulary presentation

- 1  2.38 Listen and repeat. Match injuries with the pictures. Write the answers in your notebook.



Joe

Last year, I had a lot of accidents!

- a I hurt my head.
- b I cut my finger.
- c I twisted my ankle.
- d I bruised my foot.
- e I scratched my knee.
- f I broke my leg.
- g I burnt my hand.



- 2  2.39 Find the irregular Past simple forms of these verbs in exercise 1. Write the answers in your notebook. Listen and repeat.

I Irregular verbs

break burn cut have hurt

Vocabulary practice

- 3 Read the sentences and guess what injuries Joe had. Write the answers in your notebook.

- 1 He dropped a knife and he ...
- 2 He walked into a hole and ...
- 3 He crashed his bicycle and ...
- 4 He walked into a tree and ...
- 5 He had a fire in the garden and ...
- 6 He jumped from a tree and ...
- 7 He dropped a heavy box and ...

- 4  2.40 Find the Past simple forms of these verbs in exercise 5. Write the present and past forms in your notebook. Listen and repeat.

I Irregular verbs

fall fly hit hear leave send

Use of English

- 5  Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4. Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszycie.



The famous singer Beyoncé had an accident at a concert in Orlando in 2007. She fell on the stairs. She bruised her ¹ , she scratched her legs and arms and she hit her head. The singer was lucky because she didn't ²  her ankle. She left at the end of the concert and she didn't go to A&E. She flew to her next concert. When her fans heard the news, they sent her a lot of messages. Most messages were kind, for example *I'm sorry you* ³  *an accident*, but some messages made the accident sound serious, for example, *Oh no, you* ⁴  *your legs!*

- 1 A. headache B. dress C. leg
- 2 A. twisted B. twist C. twists
- 3 A. are having B. had C. have
- 4 A. broke B. scratched C. bruised

Game

- 6  Work in pairs. Play *Three accidents*.

- 1) **Uczeń A** wymyśla trzy kontuzje, które miał w zeszłym roku, i pokazuje je na migi.
- 2) **Uczeń B** odgaduje nazwy kontuzji.
- 3) Zamieńcie się rolami.

Lesson objective: Grammar: Past simple regular and irregular verbs: questions and short answers, wh- questions



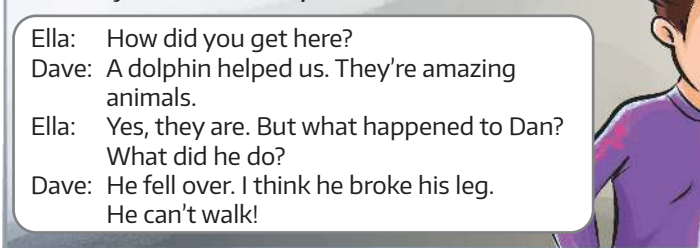
Dave: Don't worry, Dan. That shark isn't dangerous. I learnt about them.
 Dan: Where did you learn about them?
 Dave: In my book about animals. I read it all.
 Dan: Oh, that book ... Dave! Another shark!
 Dave: Calm down, Dan! It's a dolphin! I think it wants to help us.



Aaaagh!

Dave: Thank you, dolphin. I remember you – I took the plastic net from your fin.
 Dan: Hurry up! Alfie and Ella are getting closer to us!
 Dave: Goodbye, dolphin. Thank you!
 Dan: Stop talking to the animal, Dave. Let's hide behind this rock.
 Dave: Dan, be careful!

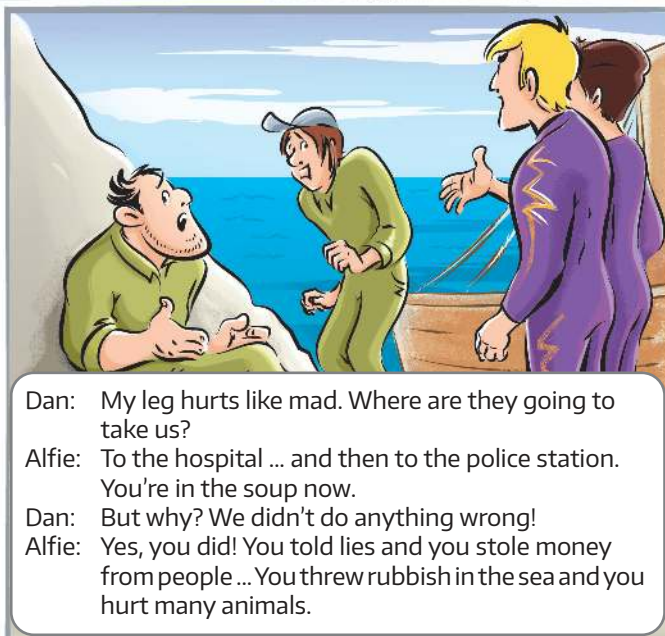
At last, Alfie and Ella catch up.



Ella: How did you get here?
 Dave: A dolphin helped us. They're amazing animals.
 Ella: Yes, they are. But what happened to Dan? What did he do?
 Dave: He fell over. I think he broke his leg. He can't walk!



Ella: Did you scratch your hand?
 Dave: No, I didn't. But I cut my foot.
 Alfie: Did you hurt your head?
 Dan: Yes, I did.
 Alfie: No problem. I phoned the rescue helicopter five minutes ago. They're going to be here in a minute.



Dan: My leg hurts like mad. Where are they going to take us?
 Alfie: To the hospital ... and then to the police station. You're in the soup now.
 Dan: But why? We didn't do anything wrong!
 Alfie: Yes, you did! You told lies and you stole money from people ... You threw rubbish in the sea and you hurt many animals.

GLOSSARY

hide – chować się

rock – skała

catch up – doganiać

rescue helicopter – helikopter ratunkowy

USEFUL!

How do you say these phrases in Polish?

- 1 Hurry up!
- 2 My leg hurts like mad.
- 3 You're in the soup.

Quick check

2.41 Listen to these phrases. Say Yes if it's an injury and No if it isn't an injury.

Grammar presentation

- 1 2.42 Read and listen to Episode 6. Where are Dan and Dave going to go?

- 2  2.43 Find the irregular Past simple forms of these verbs in Episode 6. Write the answers in your notebook. Listen and repeat.

I Irregular verbs

learn tell steal throw

Comprehension

- 3 Read the Episode 6 again. In your notebook, complete the sentences with the correct names.

- 1  helped the dolphin two weeks ago.
- 2  wants to hurry up and hide in the rocks.
- 3  calls the rescue helicopter.
- 4  and  are in trouble.

G Grammar app

Past simple: questions and short answers

Did you hurt your head? Yes, I did. /
No, I didn't.

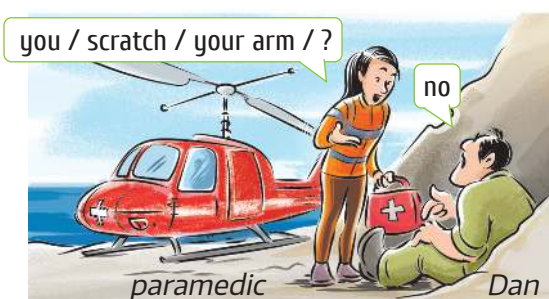
Past simple: wh- questions

Where did you put the rubbish? In the sea.

>>> Grammar summary on page 81

Grammar practice

- 4 In your notebook, write the dialogue between the paramedic and Dan.



Dave / help / you / ?

yes

what / the dolphin / do / ?

it / help / us

Dave / help / the dolphin / ?

yes

what / he / do / ?

he / take / plastic net
off the dolphin's fin

G Grammar app

Past time expressions

yesterday / the day before yesterday.
3 days ago.
I helped him last week / month / year.
in 2015 / May / spring.
on Tuesday.
at 7 o'clock.

>>> Grammar summary on page 81

Listening

- 5  2.44 Listen to Ella talking on the phone to her mother. In your notebook, complete the sentences with past time expressions.



- 1 Ella phoned her mother the first time .
- 2 Ella was very busy .
- 3 They left the police station .
- 4 Ella went with her mother to the café .
- 5 Ella arrived home .



Free time

- 6  Work in pairs. Check that you understand these words. Then ask and answer questions.

go to bed early ■ go to bed late
watch television ■ take photos
hang out with your friends ■ go out
download music ■ stay at home
post comments on the Internet
play volleyball

Did you ...? ■ What time did you ...?
Where did you ...? ■ When did you ...?

Did you watch television yesterday?

No, I didn't. I watched television three days ago.

- 1 Read and guess the name of each boy. Write the answers in your notebook.

At the health centre yesterday.



Ralph had a cold. He hurt his head at the picnic.
Mikey bruised his leg. He had a cold too.
Luke and Noah had coughs. Noah didn't scratch his knee.
Josh had a cold. He didn't hurt his head.
Jim hurt his head. He didn't have a cold but he scratched his knee.

- 2 In your notebook, write Emma's accident from each month.

Emma had six accidents in six months, from January to June. She burnt her hand in March. She bruised her head before she burnt her hand. She twisted her ankle before she bruised her head. She cut her finger after she broke her leg. She broke her arm before she broke her leg.

She ... in January.

- 3 Make sentences, using Past simple. In your notebook, draw the missing jigsaw piece for each sentence.

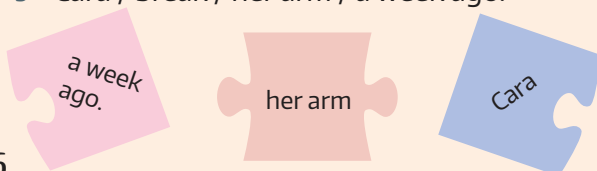
- 1 Henry / have / a headache / yesterday.



- 2 Cara / not twist / her ankle.



- 3 Cara / break / her arm / a week ago.



Keep your brain working with our puzzles!



- 4 In your notebook, write four questions. Then write the answers.

Did	Cara	her arm?	When
twist	break	did	Henry
her ankle?	a headache?	have	Did

Reading

- 5 Przeczytaj tekst. W zadaniu 1. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zapisz odpowiedź w zeszycie.



Hi Sam,

- I fell off my bike on the street. It was my fault – I crashed into the back of a car.
- I twisted my ankle and now it hurts like mad when I walk.
- I'm writing to tell you that I'm sorry I didn't come to your birthday party yesterday.
- I had an accident when I was on my way to my grandmother's house.

I think I'll be a bit better next week.

See you then!

Tom

- 1 The correct order of the sentences in the email is

- 3 – 1 – 4 – 2
- 4 – 2 – 1 – 3
- 3 – 4 – 1 – 2



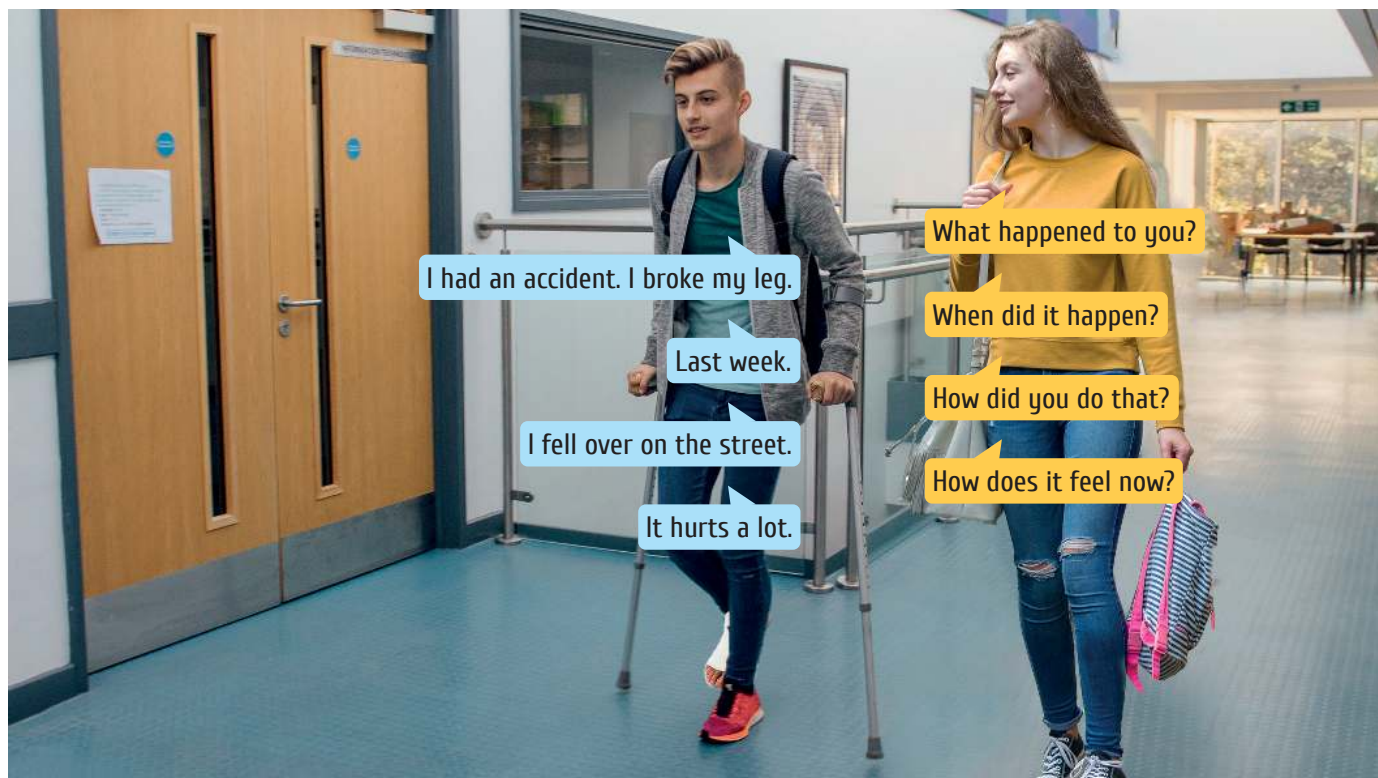
Eco-alert!

Choose the best ending for the sentence.



- Bicycles are good for the environment but ...
- cars are better.
 - always wear a cycle helmet.
 - wear big heavy shoes when you go cycling.

1 2.45 Listen and read the dialogue. Work in pairs. Act out the dialogue.



2 In your notebook, write the words and phrases in the two categories.

isn't too bad ■ yesterday ■ is fine
 doesn't hurt at all ■ last Tuesday
 hurts a lot ■ a week ago ■ a few days ago
 doesn't hurt much ■ last week
 the day before yesterday ■ is better now

Time expressions: It happened ...

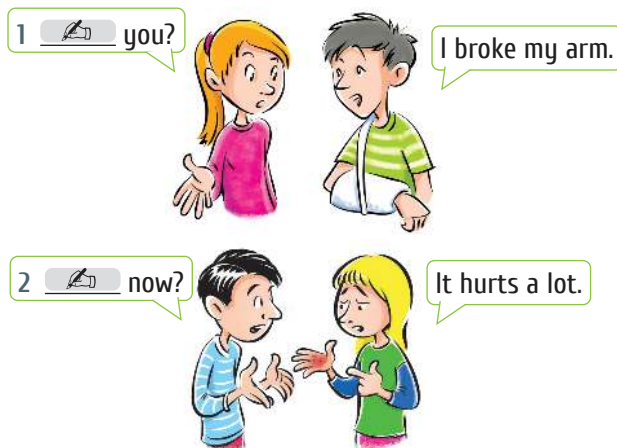
Talking about injuries: It ...

3 Work in pairs. In your notebook, write the complete dialogue. Then act out the dialogue.



Language functions

4 Uzupełnij dialogi. Wpisz w każdą lukę (1-2) brakujący fragment wypowiedzi. Zapisz uzupełnione pytania w zeszycie.



5 Work as a class. Get into two groups. Ask and answer questions about injuries.

- 1) Uczniowie z grupy A udają, że mają kontuzję, każdy inną.
- 2) Uczniowie z grupy B podchodzą do uczniów z grupy A i próbują się dowiedzieć jak najwięcej o szczegółach ich kontuzji.

What happened to you?

I ...



- 1 2.46 Listen and read. Work out what the bolded words and phrases mean. Write the answers in your notebook.

An amazing woman

1 Maria Skłodowska was born in Warsaw in 1867. She wanted to study science at university, but she had to study in secret, because there weren't any universities for women. She moved to France and studied in Paris. In 1895, she married Pierre Curie, a French scientist, and she took the name Marie Curie.

2 **Together with** her husband, she discovered a new **element** which they called polonium after the name of the **country of her origin**. In 1903, they won the Nobel Prize for their work on radiation. In 1911, Marie Curie won a second Nobel Prize for her discovery of new elements.



In 1914, when the World War I started, she invented a small X-ray machine to put in a truck – this important invention saved the lives of many **soldiers**. Unfortunately, because she studied dangerous chemicals, she was often sick. In 1934, she died of an illness **caused by** radiation.

3 There are many things we can **admire** about Marie Curie. She was the first woman to win a Nobel Prize,

and she is the only woman to win two Nobel Prizes. She **overcame** many difficult situations, and she shared her discoveries and inventions **for free**. She is an example to all of us.



Glossary

radiation – promieniowanie

share – dzielić się

X-ray – promieniowanie rentgenowskie

- 2 In your notebook, match each paragraph with its content.

Akapit 1 a Osiągnięcia Marii Skłodowskiej-Curie

Akapit 2 b Powody, dla których autor/autorka tekstu podziwia Marię Skłodowską-Curie

Akapit 3 c Wczesne lata życia Marii Skłodowskiej-Curie

- 3 In your notebook, answer the questions.

- 1 Why did she study in secret?
- 2 Why did she move to Paris?
- 3 Why did she feel sick?
- 4 Who did she win the Nobel Prize with in 1903?
- 5 How many Nobel Prizes did she win?

- 4 Work in groups of four or five. Discuss the arguments for these two statements.

1 Marie Curie overcame many difficult situations.

2 Marie Curie is an example to us all.

Discover more!

- 5 Work in groups of three. Choose a great man or woman from the past that you admire. In your notebook, write a text about this person.



Tips

Podzielcie tekst na trzy akapity:

- 1 – podstawowe dane tej osoby oraz opis jej wczesnych lat życia,
- 2 – osiągnięcia,
- 3 – powody, dla których podziwiacie tę osobę.

Vocabulary & Speaking

1 In your notebook, match the parts of the phrases.

1 take	a the health centre
2 break	b earache
3 go to	c your arm
4 have	d your temperature
5 scratch	e an ambulance
6 call	f medicine
7 stay	g your knee
8 take	h in bed

8

2 In your notebook, complete the phrases.

- 1 b n your f r
- 2 b e your a m
- 3 sc ch your l g
- 4 tw t your a e
- 5 h t your h d
- 6 c t your f t

6

3 ★ In your notebook, complete the dialogue.



- A: What happened to you?
 B: I cut my arm.
 A: 1 ?
 B: I dropped a knife on it.
 A: 2 ?
 B: The day before yesterday.
 A: How does it feel now?
 B: 3 .

6

Do our Revision workout.



Grammar

4 In your notebook, write the missing sentences.

✓	X
1	I didn't sleep well.
2	She didn't drink water at lunch.
3 He felt sick in the afternoon.	
4 They came to the party.	

4

5 Imagine it is Friday 15th, June 2018 today. In your notebooks, write time expressions for these dates.

- 1 Wednesday 13th, June 2018 –
- 2 Monday 11th, June 2018 –
- 3 15th May 2018 –
- 4 2017 –

4

6 In your notebook, write the questions.

- Interviewer: I'm talking to Ryan Roberts, the film star. Ryan, people say you were sick last week.
 1 you flu?
 Ryan: Yes, I did.
 Interviewer: 2 did you ?
 Ryan: I stayed in bed for two days.
 Interviewer: 3 you a lot of water?
 Ryan: Yes, I did. I drank 3 litres of water every day.
 Interviewer: 4 you a fever?
 Ryan: Yes, my temperature was 39 degrees.
 Interviewer: Gosh, that's very high.

4

7 ★ In your notebook, complete the questions to Nick and write his answers.

- Nick burnt his arm on Tuesday.
 1 Did you Monday?
 2 When your arm?
 3 Did your arm?
 4 Did your hand?

8

Grammar: /20

Total: /40

Vocabulary & Speaking: /20

Illnesses

have a cold być przeziębionym
have a cough mieć kaszel
have a fever mieć gorączkę
have a headache mieć ból głowy
have a sore throat mieć chore gardło
have earache mieć ból ucha
have flu mieć grypę
have stomach ache mieć ból brzucha
have toothache mieć ból zęba

Dealing with illnesses

call a doctor zadzwonić do lekarza
call an ambulance wezwać karetkę
go to A&E (accident and emergency) pojechać na ostry dyżur
go to the health centre iść do przychodni lekarskiej / ośrodka zdrowia
stay in bed zostać w łóżku
take (your) temperature zmierzyć (sobie) temperaturę
take medicine brać leki

Injuries

break your leg złamać nogę
bruise your foot posiniaczyć stopę
burn your hand oparzyć rękę
cut your finger zaciąć się w palec
hurt your head zranić się w głowę
scratch your knee zadrapać kolano

An injury

How did you do that? Jak to zrobiłeś/zrobiłaś?

How does it feel now? Jak się teraz czujesz?
What happened to you? Co ci się stało?
When did it happen? Kiedy to się stało?
It doesn't hurt at all. Wcale nie boli.
It doesn't hurt much. Nie boli aż tak bardzo.
It hurts a lot. Bardzo boli.
It is better now. Jest teraz lepiej.
It isn't too bad. Nie jest tak źle.

Useful!

Hurry up! Pośpiesz się!
My leg hurts like mad. Moja noga boli strasznie.
You're in the soup. Jesteś w tarapatkach.

Other

admire podziwiać
assistant asystent/asystentka; kasjer
be in trouble mieć kłopoty
catch up doganiać
caused by spowodowane przez
chemicals związki chemiczne
chemist's apteka
country of origin kraj pochodzenia
crash rozbić (się)
cycle helmet kask rowerowy
degree stopień (np. Celsjusza)
discover odkryć
discovery odkrycie
element pierwiastek
encourage zachęcać
example przykład
fall off spaść

fall over przewrócić się
fault wina
feel sick źle się czuć
fire ogień, pożar
follow wykonywać (np. polecenia)
for free za darmo
glass plate szalka
hide chować się
high fever wysoka gorączka
high temperature wysoka temperatura
hole dziura
hope mieć nadzieję
husband mąż
illness choroba
important ważny
injury uraz
invent wynaleźć
message wiadomość
mould pleśń
net siatka
news nowiny
Nobel Prize Nagroda Nobla
overcome przezwyciężyć
paramedic ratownik medyczny / ratownicza medyczna
polonium polon
radiation promieniowanie
remember pamiętać
rescue helicopter helikopter ratunkowy
rock skała
seriously poważnie
share dzielić się
soldier żołnierz
study studiować, badać
substance substancja
vote głosować
X-ray promieniowanie rentgenowskie

Past simple: affirmative and negative

Czasu *Past simple* używamy, gdy mówimy o przeszłości. W zdaniach twierdzących do czasowników regularnych dodajemy końcówkę **-ed**, a do czasowników kończących się literą e dodajemy końcówkę **-d**.

phone → phoned

drop → dropped

study → studied

Czasowniki nieregularne zmieniają swoją formę. W zdaniach przeczących dodajemy **did not = didn't**. Czasownik główny jest zawsze w formie podstawowej.

Affirmative

I **broke** my leg.

You **broke** your leg.

He **broke** his leg.

She **broke** her leg.

It **broke** its leg.

We **broke** our legs.

You **broke** your legs.

They **broke** their legs.

Negative

I **didn't break** my leg.

You **didn't break** your leg.

He **didn't break** his leg.

She **didn't break** her leg.

It **didn't break** its leg.

We **didn't break** our legs.

You **didn't break** your legs.

They **didn't break** their legs.



Choose your grammar project!

Project 1 Grammar Snaps

1 Make your own grammar snap.

- Wybierz dowolne zagadnienie gramatyczne z rozdziału 6.
- Znajdź zdjęcie lub rysunek, które pomogą ci zilustrować wybrane zagadnienie gramatyczne.



Past simple: questions and short answers

W czasie *Past simple* pytania tworzymy, dodając słowo **Did** na początku pytania. Czasownik główny jest zawsze w formie podstawowej (bez końcówki **-ed**). Na pytania odpowiadamy, używając krótkich odpowiedzi z **did/didn't**.

Did I go to A&E?

Yes, I **did**. /

No, I **didn't**.

Did you go to A&E?

Yes, you **did**. /

No, you **didn't**.

Did he go to A&E?

Yes, he **did**. /

No, he **didn't**.

Did she go to A&E?

Yes, she **did**. /

No, she **didn't**.

Did we go to A&E?

Yes, we **did**. /

No, we **didn't**.

Did you go to A&E?

Yes, you **did**. /

No, you **didn't**.

Did they go to A&E?

Yes, they **did**. /

No, they **didn't**.

Past simple: *wh-* questions

Pytania szczegółowe tworzymy, dodając zaimek pytający przed **did** w odpowiedniej formie.

What did you **watch**?

When did you **watch** it?

Where did you **watch** it?

Why did you **watch** it?

Past time expressions

W czasie *Past simple* okoliczniki czasu stawiamy na początku lub na samym końcu zdania.

Yesterday, I helped the dolphin.

I helped the dolphin **yesterday**.

Project 2 My sick-day blog

2 Imagine you felt ill yesterday and stayed at home. Write a blog post about your day.

I had a fever yesterday. I woke up at ...

Listening

- 1  2.47 Usłyszysz dwukrotnie trzy teksty. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszyście.

1 What does the girl want for dinner?



2 What did the man's son Noah have?



3 Why is the woman unhappy?

- A. The man bought the wrong cooking equipment.
 B. The man bought the cooking equipment in the wrong shop.
 C. The man bought some very expensive cooking equipment.

- 2  2.48 Usłyszysz dwukrotnie relację świadka wypadku. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3. Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszyście.

- 1 Where was the boy before he fell?
 2 Where was the bruise?
 3 How did she get an ambulance?

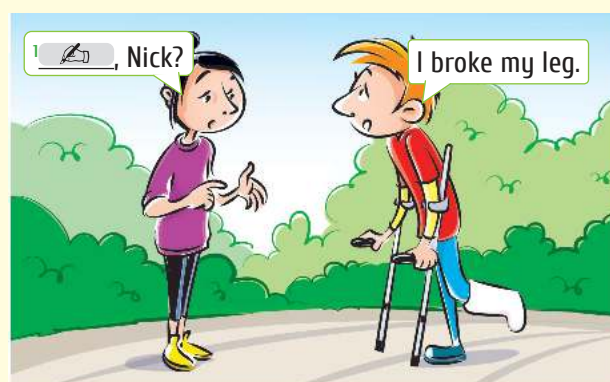
Language functions

- 3  2.49 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Zapisz odpowiedzi w zeszyście. **Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. On Tuesday.
 B. About five minutes.
 C. First, wash and cut the fruit.
 D. I sliced some apples yesterday.
 E. I fell down the stairs.

1	2	3	4
			

- 4 Uzupełnij dialogi. Wpisz w każdą lukę (1–2) brakujący fragment wypowiedzi. Zapisz uzupełnione wypowiedzi w zeszyście.



- 5 Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich form. Zapisz uzupełnione wypowiedzi w zeszyście.

- X: I want to make a tuna salad. (need) 1  ?
 Y: Tuna, lettuce and mayonnaise.
 X: Thank you! (make) 2  ?
 Y: First, you open the tin of tuna.
 X: Ouch!
 Y: Oh, your finger! Put it under the water!
 How (feel) 3  now?
 X: It hurts a lot.



Reading

- 6 Przeczytaj teksty. W zadaniach 1–2 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszyście.

A quick question from my mum about tomorrow. Do you want beef stew or pork chops for lunch? Please answer as soon as possible because she wants to go to the supermarket at one o'clock. Are you going to stay for a couple of hours after lunch?

What time are you coming tomorrow? About 1:00? We usually eat lunch very late, at about 3:00. Is that OK with you? We can go to the park before or after lunch, so you can decide the time we eat.

- 1 Both texts are about
A. making lunch.
B. meeting for lunch.
C. activities after lunch.

David,

1 Can you go to the supermarket and get some? And some potatoes too.

2 Is your bicycle OK? If not, you can go on the bus. Thanks!

3 I got some beef and pork at the market today, but there wasn't any broccoli.

4 Grandma is here for dinner tonight and tomorrow.

Mum

- 2 The correct order of the sentences in the message is
A. 4-1-2-3.
B. 2-1-3-4.
C. 4-3-1-2.

Use of English

- 7 Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał tekst zgodny z ilustracją. Zapisz odpowiedzi w zeszyście.



A woman and a young girl are in a kitchen. The mother is going to ¹ a tomato. She is using a big ² . The tomato is on a ³ board. Next to them, there are some vegetables in a ⁴ .

- 8 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–2). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszyście.

1 Today is Friday. I cooked lunch on Wednesday.

BEFORE

Today is Friday. I cooked lunch the .

2 It's June. I twisted my ankle in May.

MONTH

It's June. I twisted my ankle .

- 9 Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszyście.

1 I (usmażyłem) an egg for my breakfast yesterday.

2 (Czy zrobiłaś) turkey pie last night?

3 We (zjedliśmy) a pork chop for lunch yesterday.

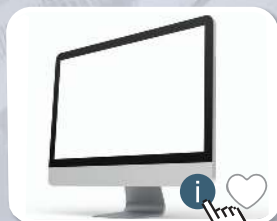
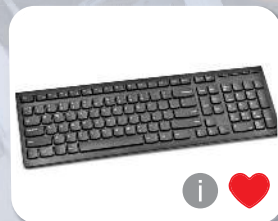
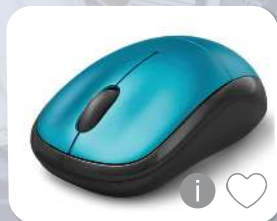
Lesson 1 Recycle your old computer!

Lesson objective: Vocabulary: computer equipment; using computers (1)



BRAINY POST

**DON'T THROW AWAY
YOUR OLD COMPUTER
EQUIPMENT!**



Click to see the items in the sale

Recycle it at the online Brainy Club Sale!



Vocabulary presentation 1

- 1 3.01 Listen and repeat. Work in pairs. In turns, point at the photos in *BrainyPost* and name the equipment.

game controller ■ touch screen ■ touchpad
mouse ■ printer ■ keyboard ■ laptop
desktop computer ■ monitor ■ ink cartridge

What's this?

It's a touch screen.

Vocabulary practice

- 2 In pairs, ask and answer questions with *cheaper* and *more expensive*.

Which is cheaper, a keyboard or a mouse?

I think a mouse is cheaper.



Phonics twister

- 3.02 Listen and repeat.

Touch the touch screen,
double click the mouse!
Touch, click, click,
touch, click, click,
around the house.



Life skills: Using your money well

What do you think about recycled computer equipment? Is it a bargain or a problem?

break easily ■ more reliable
last longer ■ expensive ■ cheap
slow ■ difficult to repair

Reading

3 Read the notices in an internet sale. Answer the questions.

1 Which makes of computer equipment are there?

AvantaX desktop computer
with 21" touch screen, keyboard and mouse.
This is a very fast computer.
It's great for games and school work.
500 GB storage, 8 GB RAM
Bargain price – £200

2 Which equipment is the best quality?

Novis2000 laptop
with touch screen, touchpad and printer.
This is a very light 15" laptop,
but it isn't fast and the battery is old.
150 GB storage, 2 GB RAM
Only £35

3 Do you think any of the equipment is a real bargain?

AvantaX laptop
This isn't a new laptop.
It's five years old, and it's heavy and slow.
The battery is new.
15" screen, 250 GB storage, 2 GB RAM
£95 – that's very cheap!

Wordmaster Blue printer,
plus a set of colour and black
cartridges worth £25.
Good quality printing, but it's slow.
Only £15! That's a bargain!

Redgame PRO game controller
and 10 games.
This is an old model with old games.
£5 – a super cheap price!

AvantaX 27" monitor
Great colours!
There are some small scratches
on the screen.
Only one year old – £70

Writing

4 Imagine you have an old computer and extras to sell. Write your notice for the Brainy Club Sale.



Tips

W ogłoszeniu:

- wymień markę sprzętu,
- opisz jego mocne strony,
- wspomnij o słabych stronach,
- podaj cenę.

Listening

5 3.03 Listen to five clients talking to the sellers. Name the computer equipment from exercise 3 that they are talking about.

Vocabulary presentation 2

6 3.04 Listen and read. Work in pairs. Mime the actions and guess.



press a key



type your name



swipe the screen



click



tap

Listening

7 3.05 Usłyszysz dwukrotnie cztery wypowiedzi związane z używaniem komputera. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszyte. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The user

- swiped a touch screen.
- pressed the wrong key.
- typed his/her name.
- clicked on the wrong word.
- tapped Yes on the screen.

1	
2	
3	
4	

Game

8 Work in groups of three. Play *What can you do with ...?*

- Uczeń A** wybiera dowolny sprzęt z *BrainyPost* i zadaje pytanie: *What can you do with ...?*
- Uczniowie B i C** słuchają i ten, kto pierwszy udzieli poprawnej odpowiedzi, dostaje punkt.
- Nie wolno powtarzać odpowiedzi. Zwycięza gracz, który zdobędzie 5 punktów.

What can you do with ... a keyboard?

You can type your name with it.

Quick check

3.06 Listen and mime.

Grammar presentation

1 3.07 Read and listen to the comments at the computer sale. Choose the correct answer.

They are talking about actions that happened

a before the computer sale.

b between arriving at the sale and now.



I've talked to a lot of people at the sale but I haven't played a lot of games. It's been good fun.



My friend has sold his game controller. He has made a notice about his keyboard, but he hasn't sold it.

4 Complete the sentences about what people have done at the computer sale.

1 she / buy / a printer.



4 she / give / him / some money.



2 he / sell / a touch screen monitor.



5 he / break / the keyboard.



3 they / find / a cheap desktop computer.



6 he / make / a computer cake!



G Grammar app

Present perfect: regular and irregular verbs: negative

You haven't played a lot of games.

He hasn't bought

have not played = haven't played

has not bought = hasn't bought

>>> Grammar summary on page 95

G Grammar app

Present perfect: regular and irregular verbs: affirmative

I have talked to

You have

He has

She has

We have

You have seen

They have

have talked = 've talked has talked = 's talked

>>> Grammar summary on page 95

Grammar practice

2 3.08 Go to the irregular verbs list on page 122 and find the past participle forms of these verbs. Write the answers in your notebook. Listen, check and repeat.

I Irregular verbs

buy sell find give break be make
do have see

3 Work in pairs. In turns, say each verb from exercise 2 and say its past participle form.

Give.

Given.

Grammar practice

5 In your notebook, complete what this girl at the computer sale says. Use Present perfect.

I ¹ (not have) lunch. I ²

(not play) a lot of games but

I ³ (make) some new

friends. I ⁴ (not see) my classmates here.

My brother ⁵ (not do) a lot of computer shopping, but he ⁶ (be) very busy. He

⁷ (talk) to his friends. He ⁸ (not sell) his printer.



Speaking

6 In pairs, imagine you're at the Brainy Computer Sale. Talk about:

- what you've seen,
- who you've talked to,
- what you've bought or sold.

I've seen a lot of printers. I've talked to my friends. I've sold my computer. I haven't bought a ...

Vocabulary presentation

- 1  3.09  Read and listen to the notices in the computer room. In pairs, say the rules that are the same in your school.



Vocabulary practice

- 2 Complete the sentences. Use the verbs in the box in the Present perfect form. Write the answers in your notebook.

upload ■ download ■ not delete
not log in ■ not install ■ save ■ log out

- I  to my computer because I can't remember my password!
- I  a funny video of my cat, and 50 people have liked it!
- I  a television serial. I'm going to watch it later.
- There are 30 emails I don't want but I  them.
- I love computer apps but I  any new apps today.
- I  all my work, and I  of my computer. Goodbye!

Listening

- 3  3.10 Listen to six students talking about their computer class. After each student, say *He/She has broken the rules* or *He/She has followed the rules*.

Speaking

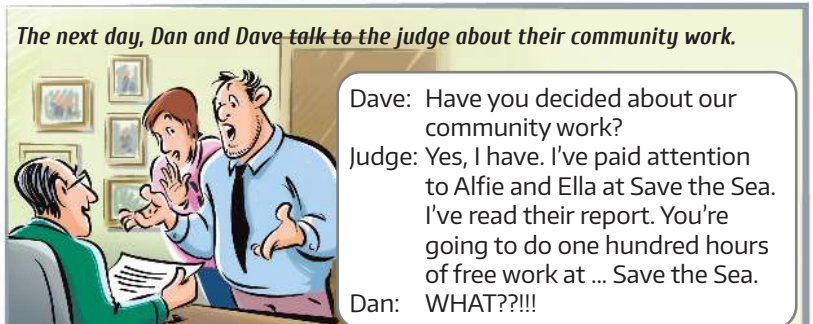
- 4  Work in pairs. In turns, say what you have done in the computer room and reply with *That's OK* or *You mustn't do that*.

I've uploaded a video.

Oh, you mustn't do that.



Lesson objective: Grammar: Present perfect regular and irregular verbs: questions and short answers



Quick check

3.11 Listen and correct the rules for the computer classroom.

Grammar presentation

1 3.12 Read and listen to Episode 7. Are Dan and Dave happy at the end?

GLOSSARY

community work – prace społeczne

court – sąd

pay a fine – zapłacić grzywnę

pick up rubbish – zbierać śmieci

recycling box – pojemnik do segregacji śmieci

USEFUL!

Match the sentences (1–3) with the situations (a–c). Write the answers in your notebook.

1 We got into a right mess.

2 Let's turn over a new leaf.

3 I suppose so.

a When you don't want to agree, but you have to.

b When you decide to change how you behave or what you do.

c When you had a lot of problems.

Comprehension

2 Read the sentences and write T (True) or F (False) in your notebook.

- 1 Dan and Dave have to do 100 hours work in the court.
- 2 Dan wants to change his life.
- 3 Dave arrives on time at Save the Sea, but Dan arrives late.

G

Grammar app

Present perfect: regular and irregular verbs: questions and short answers

Have	I		Yes, I have. / No, I haven't.
	you	installed	Yes, you have. / No, you haven't.
	he	the program?	Yes, he has. / No, he hasn't.
Has	she		Yes, she has. / No, she hasn't.
	we	heard	Yes, we have. / No, we haven't.
Have	you	the news?	Yes, you have. / No, you haven't.
	they		Yes, they have. / No, they haven't.

>>> Grammar summary on page 95

3 3.13 Find the past participle forms of these verbs in Episode 7. Write the answers in your notebook. Then listen, check and repeat.

I

Irregular verbs

hear put send pay read take

Grammar practice

4 Look at what the students have done. In your notebook, write questions and answers about Jack and Jessica.

Computer Class Record	Jack	Jessica	Jim	Julia	Joe	Justina
enter the password	✓	✓	✓	✓	✗	✓
log in	✓	✓	✓	✓	✓	✓
save the file	✓	✓	✗	✓	✗	✓
make a backup of the file	✗	✓	✗	✓	✓	✗
download the video	✓	✗	✓	✓	✗	✓
do some searches	✗	✗	✓	✓	✗	✗
log out	✓	✗	✗	✓	✗	✓

- 1 they / enter / their passwords / ?
- 2 she / download / video / ?
- 3 they / do / some searches / ?
- 4 he / log out / ?

Speaking

5 Work in pairs. Look at the table in exercise 4. Student A chooses any person and Student B asks questions to guess the name of that person. Change roles.

Has this student downloaded the video?

Has she ...

Yes, she has.



Behaviour at school

6 In pairs, check the meaning of the school rules. In your notebook, write questions with *Have you ... today?* about each rule.



Have you cheated in class today?



Look

Have you **cheated** at school today? (You are at school)

Did you **cheat** at school today? (You aren't at school)

Speaking

7 Work in groups of three or four. In turns, ask and answer your questions from exercise 6.

Have you used your mobile phone in class today?

No, I haven't.

We're really making your brain work now!



- 1 Five students have forgotten their passwords. Read the clues and work out what the passwords are.

Hint!

All the passwords are parts of a computer system or computer actions.

- 1 Linda's clue: **it is six letters. It's not an action.**

- 2 Joe's clue:  +

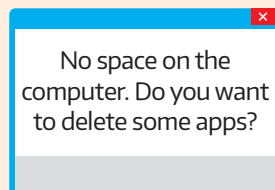
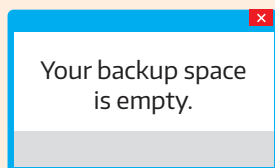
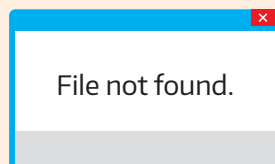
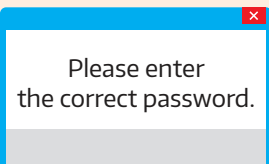
- 3 David's clue: **a small object that you move in order to do things on a computer screen.**

- 4 Rob's clue: **read this backwards: yekasserp**

- 5 Maria's clue:



- 2 Read the on-screen messages on Toby's computer. What has Toby done? What hasn't he done?



- 4  Work in pairs. Play a memory game. In turns, ask five questions about the receipts from exercise 3. The player with the most correct answers is the winner of the game.

Has Giles bought a touch screen?

Yes, he has.

Use of English

- 5  Uzupełnij zdania 1–4. Zastosuj – w odpowiednich formach – wyrazy podane w nawiasach. Jeśli jest to konieczne, dodaj inne wyrazy. **Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy.** Zapisz odpowiedzi w zeszycie.

- The teacher (**have / walk**)  into the classroom. We must be quiet now.
- I (**have / give**)  my friend a lot of help today and I'm tired now.
- Laura (**have / not see**)  her brother today.
- My friends (**have / not ask**)  me to help them.



Eco-alert!



In your notebook, write the words in the correct order. Then answer the question.



you recycling ? today
have any done

- 3 Look at the prices and work out the missing items on the receipts.

SALE!

mouse	£5
touch screen	£50
printer	£35
game controller	£17
laptop	£250
desktop computer	£275
monitor	£75
ink cartridges	£37

Nina

mouse	£5
¹ xxxxx	£35
² xxxxx	£37
³ xxxxx	£75
Total:	£152

Rory

printer	£35
⁴ xxxxx	⁵ £xxx
Total:	£285

Giles

touch screen	⁶ £xxx
⁷ xxxxx	⁸ £xxx
⁹ xxxxx	¹⁰ £xxx
Total:	£342

Lesson objective: *Functions: talking about how you feel, reacting to how people feel; Vocabulary: feelings and emotions; Grammar: irregular verbs*

- 1 3.14 Listen and read. Act out the dialogues in pairs. Show how you are feeling.



Vocabulary presentation

- 2 3.15 Listen and repeat. Then mime and say how you are feeling.



- 3 Find the irregular past participle forms of these verbs in comments 1-8. Then choose the best adjective for each comment. Write the answers in your notebook.

1 I haven't saved my work. I've lost it.

pleased / down

4 I've won a competition!

cheerful / confused

2 I've forgotten my password.

confused / pleased

5 I've lost my wallet.

worried / pleased

3 I've finished my work. I've made some backups of my files.

pleased / worried

6 I've had an argument with my friend.

angry / hungry

I Irregular verbs

eat drink forget win lose

7 I haven't eaten anything all day.

hungry / thirsty

8 I haven't drunk any water today.

hungry / thirsty

- 4 3.16 Listen and repeat the sentences. In your notebook, write them in the correct column.

Oh dear, poor you! ■ That's good news!
Congratulations. ■ Well done!
Don't worry. We can sort it out.
That's a pity. ■ That's great!

Good news

Bad news

Well done!



- 5 In pairs, practise saying dialogues, using the ideas from exercises 2-3.

What's up?

Well done!

I'm feeling pleased. I've finished my work and I've made backups of my files.

- 6 Write two text conversations in your notebook: one with bad news and one with good news.

What's up?

I'm feeling ...



1 3.17 Listen and read. Does the article give an answer to the question in the title?

To play or not to play?

More than two billion people play computer games – that's almost a quarter of all the people on Earth! At any time, around the world, millions of people are playing computer games. Is this making life better? Let's go round the world and see what we can find out.



In Thailand, it's two o'clock in the middle of the night. A teenage boy has logged out after three hours of gaming. His parents are worried about him because he hasn't done his homework ...



In England, it's eight o'clock in the evening. A 14 year-old boy has just started playing a computer game. He says that computer games help him to concentrate, think faster and react more quickly. A lot of child psychologists think the same!



In New York, it's three o'clock in the afternoon and it's the first day of the summer holidays for some schools. A 13-year-old boy has just started a two week course. It's for teens who are addicted to computer games. He's going to learn to live without four hours of computer games every day. It's going to be difficult.



In Vancouver, it's 12 o'clock midday. A teenage girl has won an e-sports tournament. The prize is a lot of money. Television channels want to interview her and a computer games company wants her to work with them. It's a dream come true!



Are computer games good or bad? Or both?



Glossary

a quarter – jedna czwarta

addicted – uzależniony

come true – spełniać się

midday – środek dnia

2 Answer the questions about the text.

- 1 How can computer games be good for you?
- 2 What are the negative effects of playing computer games?
- 3 Who is addicted to computer games?

3 Work in groups of four students. Discuss these questions. Make notes of your answers.

- How much time do you spend playing computer games? What about your friends?
- Can playing computer games be a good activity?
- Can you earn money playing games?
- Can you spend a lot of money playing computer games?

4 Swap groups. Tell your new group about your answers to the questions from exercise 3.

Discover more!

5 Join the class debate *Are computer games mostly good or mostly bad?*

- 1) Poszukajcie informacji na temat plusów i minusów grania w gry komputerowe.
- 2) Dobierzcie się w grupy trzy- lub czteroosobowe według wybranej opinii:

Computer games are mostly good



Computer games are mostly bad

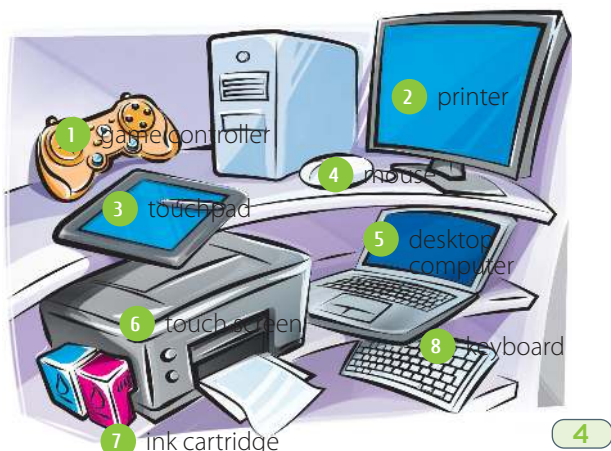


- 3) Zróbcie wspólną listę plusów lub minusów grania w gry komputerowe.
- 4) Weźcie udział w debacie klasowej.



Vocabulary & Speaking

- 1 Find and correct four wrong names. Write the answers in your notebook.



- 2 In your notebook, complete the phrases with the words from the box.

do ■ upload ■ download ■ save ■ make
send ■ type ■ delete ■ key ■ forward

- 1 your name
2 press a videos
3 videos
4 some searches
5 your files
6 some backups
7 emails
8 emails
9 emails
10 emails

Language functions

- 3 ★ Uzupełnij luki w dialogach 1-3 tak, aby były one spójne i logiczne. Zapisz uzupełnione wypowiedzi w zeszytcie.

- 1 X: What's up?
Y: . I've won a prize!
2 X: I've lost my wallet! I'm feeling angry.
Y: Oh dear! pity!
3 X: I'm feeling hungry. I haven't had lunch.
Y: Don't worry. sort it out.
X: OK, so what do you suggest?

Grammar

- 4 In your notebook, write the Present perfect forms of the verbs in brackets.

Jack wants to buy a computer. He (be) online all morning. He (not find) a cheap computer. His parents (not have) time to help him. He (ask) his friends to help him. His friends (give) him the address of a very good website for computers, but he (forget) it!

- 5 In your notebook, use these words to write questions and answers. Use Present perfect.

- 1 you / save your work / ? ✓
2 Ana / make any backups / ? ✗
3 you and your friend / log out ✓
4 Joe / forget his password / ? ✗
5 the students / do any searches / ? ✓
6 you / drink any water / ? ✗

Use of English

- 6 ★ Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1-4). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszytcie.

- 1 I can't log in because I can't remember my password.
HAVE
I can't log in because my password.
2 I'm looking for my laptop but I can't find it.
FOUND
I'm looking for my laptop but I it.
3 My brother has sold his printer to my friend.
HAS
My friend my brother's printer.
4 My sister is the winner of the race.
HAS
My sister the race.

Computer equipment	Feelings	clue trop, wskazówka come true spełniać się community work prace społeczne court sąd double click podwójnie kliknąć (np. myszką) earn money zarabiać pieniądze Earth Ziemia equipment wyposażenie find out odkryć, dowiedzieć się follow the rules przestrzegać zasad GB gigabajt in order to aby interview wywiad judge sędzia last longer wytrzymywać dłużej make marka make new friends poznawać nowych przyjaciół midday środek dnia middle środek mostly głównie, w większości notice ogłoszenie pay a fine zapłacić grzywnę permission pozwolenie pick up rubbish zbierać śmieci psychologist psycholog quarter jedna czwarta RAM pamięć RAM react reagować real bargain prawdziwa okazja recycling box pojemnik do segregacji śmieci reliable niezawodny, godny zaufania repair naprawić seller sprzedawca storage pamięć (np. na dysku twardym) take out wyjmować, wynosić the news nowiny tournament turniej worth wart
desktop computer komputer stacjonarny game controller kontroler do gier ink cartridge wkład drukujący, toner keyboard klawiatura laptop laptop monitor monitor mouse mysz komputerowa printer drukarka touchpad panel dotykowy, touchpad touch screen ekran dotykowy	angry zły cheerful radosny confused speszony, zmieszany down przygnębiony hungry głodny pleased zadowolony thirsty spragniony worried zmartwiony	
Using computers (1)	Good news and bad news	
click kliknąć press a key przycisnąć klawisz swipe the screen przeciągnąć ekran tap stuknąć type your name wpisywać swoje imię	Congratulations. Gratulacje! Don't worry. We can sort it out. Nie martw się. Coś wymyślimy. I'm feeling ... Czuję się ... Oh dear. Ojejku! Poor you! Biedactwo! That's a pity. Szkoda. That's good news! To dobra wiadomość! That's great! To wspaniale! Well done! Dobra robota! What's up? Co się stało?/ Co słychać?	
Using computers (2)	Useful!	
check sprawdzać delete kasować do searches wyszukiwać (np. w Internecie) download videos pobierać filmy enter your password wpisać hasło forget your password zapomnieć hasło forward an email przesłać e-mail dalej install apps instalować aplikacje log in zalogować się log out wylogować się make backups of your files robić kopię zapasową plików save your work zapisać swoją pracę send wysyłać upload videos przysyłać filmy	I suppose so. Tak sądzę. Let's turn over a new leaf. Rozpocznijmy nowy rozdział w życiu. We got into a right mess. Wpadliśmy w niezłe tarapaty.	
	Other	
	addicted uzależniony arrive przybyć backwards na odwrót bargain promocja, okazja bargain price cena w promocji battery bateria break psuć się break the rules łamać zasady channel kanał classmate kolega/koleżanka z klasy	

Present perfect: affirmative

Czasu Present perfect używamy, gdy mówimy o czymś, co wydarzyło się niedawno, co ma związek z teraźniejszością. Zdania twierdzące tworzymy za pomocą **have** lub **has** oraz formy **past participle**. Formę **past participle** tworzymy poprzez dodanie do czasowników regularnych końcówki **-ed**. Pozostałe czasowniki mają formy nieregularne.

Full form

I **have played**
this game.
You **have played**
this game.
He **has played**
this game.
She **has played**
this game.
We **have played**
this game.
You **have played**
this game.
They **have played**
this game.

Short form

I'**ve played**
this game.
You'**ve played**
this game.
He'**s played**
this game.
She'**s played**
this game.
We'**ve played**
this game.
You'**ve played**
this game.
They'**ve played**
this game.



Choose your
grammar project!

Project 1 Grammar Snaps

1 Make your own grammar snap.

- Wybierz dowolne zagadnienie gramatyczne z rozdziału 7.
- Znajdź zdjęcie lub rysunek, które pomogą ci zilustrować wybrane zagadnienie gramatyczne.

Have you put out the rubbish?

Yes, I have.



Present perfect: negative

Zdania przeczące tworzymy za pomocą **haven't** lub **hasn't** oraz **past participle**.

Full form

I **have not saved**
this work.
You **have not saved**
this work.
He **has not saved**
this work.
She **has not saved**
this work.
We **have not saved**
this work.
You **have not saved**
this work.
They **have not saved**
this work.

Short form

I **haven't saved**
this work.
You **haven't saved**
this work.
He **hasn't saved**
this work.
She **hasn't saved**
this work.
We **haven't saved**
this work.
You **haven't saved**
this work.
They **haven't saved**
this work.

Present perfect: questions and short answers

Pytania tworzymy, przenosząc **have** lub **has** na początek zdania. Na pytania odpowiadamy, używając krótkich odpowiedzi z **have** / **haven't** lub **has** / **hasn't**.

Question

Have I **bought**
a game?
Have you **bought**
a game?
Has he **bought**
a game?
Has she **bought**
a game?
Have we **bought**
a game?
Have you **bought**
a game?
Have they **bought**
a game?

Short answer

Yes, I **have**. /
No, I **haven't**.
Yes, you **have**. /
No, you **haven't**.
Yes, he **has**. /
No, he **hasn't**.
Yes, she **has**. /
No, she **hasn't**.
Yes, we **have**. /
No, we **haven't**.
Yes, you **have**. /
No, you **haven't**.
Yes, they **have**. /
No, they **haven't**.

Project 2 A Computer Activity Diary

- Założ w komputerze dziennik aktywności. Prowadź go przez tydzień. Codziennie zapisuj w nim, jakie czynności wykonałeś/wykonałaś.

Monday evening

*I've played computer games for
three hours today.
I've ...*

Lesson 1 My adventure list

Lesson objective: *Vocabulary: adventure activities*

BRAINY POST

CHOOSE UP TO FIVE ACTIVITIES FOR YOUR ADVENTURE LIST!

1

ride a quad bike

2

sleep in a tent

3

4

go scuba diving

5

6

do a skydive

7

go snorkelling

8

go fishing

9

climb a mountain

10

explore a cave

11

swim with dolphins

Are you adventurous?

go whale watching

Vocabulary presentation

1 3.18 Listen and repeat. In pairs, decide which activities in *BrainyPost* are safe, and which are dangerous or risky.

Ride a quad bike.

I think it's risky.

Phonics twister

3.19 Listen and repeat.

Listen to this: clim**b**ing, w**r**iting, f**i**ghting, k**n**ocking, walk**i**ng, and talk**i**ng. Oh dear, some letters disappear!

2 3.20 In your notebook, write an adventure list with activities that you want to do. Then listen and count your points to see how adventurous a person you are.

My adventure list

1 *go scuba diving*

2 ...

Your score

0-3	You aren't very adventurous.
4-9	You are a bit adventurous.
10-14	You are quite adventurous.
15-19	You are very adventurous.
20 or more	You are a big risk-taker! Be careful!

96

Vocabulary practice

3 Read the sentences and guess what activities from *BrainyPost* the people are doing.



- 1 I can't put my goggles on!
- 2 I can't sleep on the ground! I wake up every five minutes!
- 3 I hope I get a big fish today!



- 4 I'm driving this very fast! I hope I don't crash!
- 5 I love sleeping in it. And you can go anywhere in it!
- 6 I've got the wetsuit on, but the tanks on my back are very heavy.



- 7 We're very tired, but the top is very near!
- 8 Look! They're swimming with us. They want to play with us!

1 She's going snorkelling.

Listening

5 3.21 Listen to a boy and a girl talking about the activities they did at Brainy Adventure Camp. In your notebook, write one adjective from the box for each activity.

boring ■ fun ■ safe ■ dangerous
easy ■ difficult ■ expensive ■ cheap



Speaking

6 Imagine that you were at the Brainy Adventure Camp. Work in pairs. In turns, ask each other what you did there and how it was.

Did you go snorkelling?

Yes, I did.

Was it good?

Yes, it was great.

Reading

4 Przeczytaj tekst. Uzupełnij luki w zdaniach 1–3 zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszycie.

Brainy Adventure Camp

Find your perfect adventure!

Stay at our large, comfortable house in Rowdon, with its beautiful gardens and large woods. The house is only five minutes on foot to a beautiful beach.

You can get to Rowdon easily by road or train.

You can design your own personal Adventure Programme.

You can, for example, spend a night in a tent in the woods and do a skydive from 4,000 metres. There are five other adventure activities to choose from!

Your programme can be from two days with two adventure activities to seven days with more adventure activities.

You decide how many days of adventure you want.

You join groups of 4–6 people for each adventure activity.

Your adventure programme can start on Monday, Wednesday or Friday.

1 You can to the beach very quickly.

2 You can do adventure activities.

3 The longest adventure programme is .



Life skills: Think safety!

Match the parts of the phrases to see how you can make adventure activities safer.

- | | |
|---------------------|----------------------------|
| 1 use | a with a responsible adult |
| 2 wear a | b the instructions |
| 3 listen to | c helmet |
| 4 do the activities | d take any risks |
| 5 never | e protective clothes |



Quick check

3.22 Listen and mime the adventure activities.

Grammar presentation

1 3.23 Listen and read. Find the irregular past participle forms of the verbs in the box. Write the answers in your notebook.

An adventurous Granny!

Leo: Have you **ever** ridden a quad bike?

Grandma: Yes, I have.

Leo: Have you **ever** swum with dolphins?

Grandma: Yes, I have, but I've **never** gone scuba diving and I've **never** worn a wetsuit.

Leo: Have you **ever** climbed a mountain?

Grandma: Yes, I have. I've slept in a tent near the top of Mount Everest!



I Irregular verbs

ride swim go wear sleep

G Grammar app

Present perfect with *never* and *ever*

I 've **never** slept in a tent.

Have you **ever** swum with dolphins? Yes, I have. / No, I haven't.

>>> Grammar summary on page 107

2 In your notebook, make a **Grammar app** with **ever** and **never** for **he** or **she**.

Grammar practice

3 In your notebook, put the words in the correct order in the dialogue between Leo (L) and his grandma (G).

L: 1 (have / snorkelling / you / gone / ever)?

G: Yes, I have.

L: 2 (ever / snorkelling / has / gone / my grandad)?

G: No, he hasn't. 3 (never / in the sea / he / swum / has).

L: He isn't as adventurous as you.

G: He's very adventurous. He's explored two caves. 4 (never / done / I've / that).

4 Complete the dialogue in your notebook. Use the words in the brackets and the verbs given.

ride

Leo: I 1 (**never**) a quad bike. 2 you (**ever**) a quad bike?

Friend: Yes, I 3 .

Leo: 4 your grandma (**ever**) a quad bike?

Friend: No, she 5 .

go

Leo: 6 your grandma (**ever**) scuba diving?

Friend: Yes, she 7 .

Leo: Wow! My grandma 8 (**never**) scuba diving!

Listening

5 3.24 Listen to an interview with a stunt man. Answer the questions, using **never**.



- Has Jimmy ever done any dangerous stunts?
- Has he ever had an accident?
- Has he ever broken his leg?
- Has he ever taken any risks?



Sports and sports equipment

6 Work in pairs. In turns, ask and answer questions about the activities in the box. Use **never** and **ever**.

go windsurfing ■ go surfing ■ go skiing
play ice hockey ■ wear a wetsuit
wear goggles and flippers ■ go sailing
go ice skating ■ ride a horse
buy in-line skates

Have you ever gone surfing?

No, I have never gone surfing.

Vocabulary presentation

1 3.25 Listen and repeat. In pairs, write a list of the most important activities for each category.

RECYCLE		DO		SAVE	
plastic	glass	a beach clean-up	a river clean-up	water	electricity
paper	tin cans	a park clean-up	a street clean-up	gas	petrol
food waste					

Vocabulary practice

2 In pairs, test each other on the phrases from exercise 1.

Save ...

Water, gas, ... and ...

Reading

3 Read what this girl says about her family. Give the family one point for each eco-friendly activity they do. You can give half points too. What is their eco-score?



In my family, we do some eco-friendly activities, but we don't do a lot. We always recycle paper and food waste, and we sometimes recycle glass, but we don't recycle plastic or tin cans. Beach clean-ups sound fun, but we've never done any type of clean-up. We try to save petrol because it's very expensive, so we don't use the car a lot. We try to save electricity too – my dad always turns off the lights in empty rooms. But we don't save gas, or water. I think we should be more eco-friendly.

Eco-score

13	Eco-star
9–12	Eco-master
5–8	Eco-learner
1–4	Eco-beginner
0	Eco-zero

Speaking

4 In your notebook, write questions to ask in class about pictures 1–6. Use the phrases from exercise 1.



1 Do you recycle paper?

5 Work in groups of three or four. Ask each other the eco-questions from exercise 4 and give points to each other. What is your eco-score?

Do you recycle paper at home?

We recycle some of our paper.

6 Tell the class about the most eco-friendly family in your group. Have a class vote. Whose family gets the Brainy Green Family Award?



Dan and Dave are finishing their community work at Save the Sea. They've changed a lot ...



Ella: Have you recycled the paper, Dave?
 Dave: Yes, I have. I recycled it in the morning.
 Ella: And the glass?
 Dave: I haven't recycled the glass. But look, I've just installed this app. We'll save electricity.
 Ella: That's great! When did you install it?
 Dave: I installed it this morning too.



Dan: I've been to the beach. I've done a beach clean-up.
 Ella: Brilliant! When did you do it?
 Dan: We met at the beach at 9 o'clock.
 Ella: You've done a lot of beach clean-ups, and Dave has done a lot of work in the office. You and Dave have worked very hard.
 Dave: Thank you. We've done our best.



Alfie: Hey, everyone! This is an invitation to the Eco-England Awards! It's just arrived! We've got a nomination for the Best Recycling award!
 Dan: Wow! When is it?
 Alfie: Next week!

A week later, at the Eco-England Awards ...



Speaker: And the winner of the Best Recycling Award is ... Save the Sea!
 Captain: That's us! Come on! They want us to give a speech!
 Alfie: Yes, but I haven't written a speech ...
 Dan: I'm a bundle of nerves!
 Ella: Don't worry. I've just written some ideas in my notebook.
 Alfie: That's brilliant! When did you do that?
 Ella: A minute ago!



Ella: I want to thank the people we work with ... our Captain and our two helpers, Dan and Dave.
 Dave: We want to thank you! Dan and I did a lot of bad things in the past, but you've helped us.
 Dan: That's true. You've changed our lives! Hooray for Save the Sea! Hooray for recycling!



Now, it's your turn!
 Look after the environment!
 Please recycle things!
 Do small things and make a big difference to your world!

GLOSSARY

award – nagroda
 give a speech – wygłaszać przemówienie
 invitation – zaproszenie

USEFUL!

How would you say these phrases in Polish?

- I'm a bundle of nerves.
- Hooray for ...!
- It's your turn!

Quick check

3.26 Listen and say the complete eco-friendly activities.

Grammar presentation

1 3.27 Read and listen to Episode 8. Are Dan and Dave better people now? Why / Why not?

Comprehension

2 In your notebook, match the beginnings of the sentences with the correct endings.

- | | |
|----------------|-------------------------------------|
| 1 Dan has | a done a lot of work in the office. |
| 2 Dave has | b written a speech. |
| 3 Alfie hasn't | c done a lot of beach clean-ups. |



Grammar app

Present perfect with *just*

I have just installed this app.

>>> Grammar summary on page 107

Grammar practice

3 3.28 Listen to four people. In your notebook, write what they have just done. Use the phrases in the box.

lose his/her purse ■ recycle rubbish
buy a computer ■ do a park clean-up

1 He has just ...



Grammar app

Present perfect: affirmative and negative

I have recycled the paper.

I haven't recycled the glass.

Past simple: affirmative and negative

I recycled the paper yesterday.

I didn't recycle the glass.

>>> Grammar summary on page 107

4 In your notebook, write the *Grammar app* for *he* or *she*.

Grammar practice

5 In your notebook, complete the sentences. Use Present perfect or Past simple.

- I'm a volunteer in our new beach clean-up group. We (start) the group in April.
- My friend Rebecca (not join) the group. She (never, do) a beach clean-up.
- We (do) one beach clean-up in May but we (not do) any clean-ups in June.
- We (just, finish) another beach clean-up. Enjoy the beautiful, clean beach!



Grammar app

Present perfect: questions and short answers

Have you recycled the paper? Yes, I have. / No, I haven't.

Past simple: questions and short answers

Did you recycle the paper yesterday? Yes, I did. / No, I didn't.

>>> Grammar summary on page 107



6 In your notebook, complete the questions with the correct form of *recycle* or *do*. Act out the dialogue in pairs.

Woman: 1 you the plastic in your house?

Man: Yes, I have.

Woman: 2 When you it?

Man: I recycled it on Monday.

Woman: 3 you ever a street clean-up?

Man: Yes, I have.

Woman: 4 When you it?

Man: On Saturday.



7 Work in pairs. In turns, role play an interview with Alfie or Ella.

- Uczeń A zadaje pytanie Alfiemu lub Elli o wybraną czynność.
- Uczeń B udaje, że jest Alfiem lub Ellą i wymyśla odpowiedzi na pytania.

Have you ever ... ?



When did you ... ?



Did you enjoy it?



Give your brain
an adventure!

- 1 3.29 Read and listen to the questions. Write the base forms of the irregular verbs and complete the table in your notebook.

Have you ever ...

- met a famous person?
- sung in a band?
- run in a marathon?
- flown in an aeroplane?
- written a song?

I Irregular verbs

f m r s w

- 2 Work in pairs. In turns, ask and answer the questions from exercise 1.

Have you ever met a famous person?

Yes, I have.

- 3 Solve Oscar's riddles.



1 I've recycled something, but I haven't recycled the paper, the glass or the tin cans. I never recycle the kitchen waste. What have I recycled?

2 My friends do clean-ups at the beach, near the river, in the park and on the streets. I haven't done a beach clean-up. I can't go to the river because I can't swim. I don't want to do a street clean-up. What kind of clean-up have I just done?

3 I don't have gas in my house and I don't have a car. I haven't saved any electricity. What have I saved?

- 4 3.30 Look at the pictures. Listen and say what these people have just done.



- 5 How many different sentences can you write using these words? Write the answers in your notebook.

? ■ she ■ ever ■ did ■ has ■ ride a quad bike ■ never ■ rode ridden ■ when ■ last week ■ .

1 She has ridden a quad bike.

Use of English

- 6 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–3. Zapisz odpowiedzi (A–F) w zeszycie. **Uwaga!** Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A.	B.	C.	D.	E.	F.
had	never	just	done	ever	talked

Amelia is 25 years old and she likes doing exciting activities. Last week, she explored a cave and also went scuba diving. She's ¹ done a skydive but she's going to do that next week. She's phoned her mother and they've ² a long talk, but her mother is worried. She doesn't want Amelia to do a skydive because she's ³ seen a programme on television about skydives and she thinks they're dangerous.



Eco-alert!



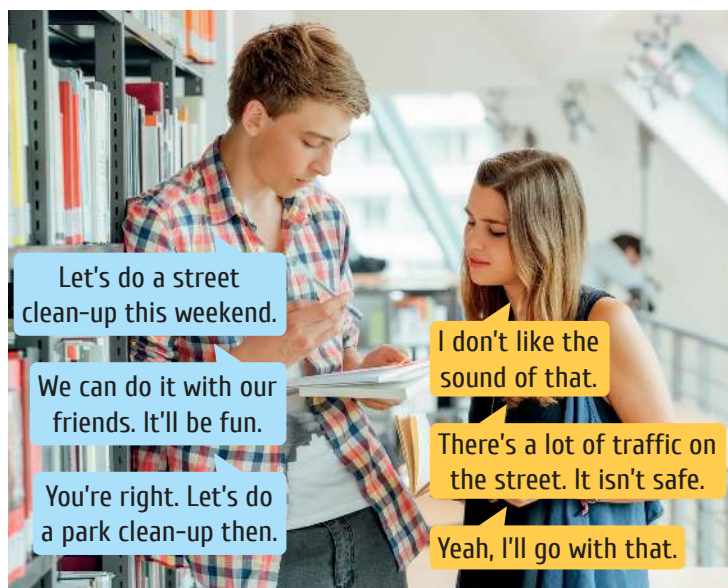
Change the photos into words. What's the message?



Do a clean-up
at your !

Lesson objective: Functions: making and responding to suggestions; expressing opinions; agreeing and disagreeing; writing a notice

1 3.31 Listen and read. In your notebook, write two ways of making suggestions.

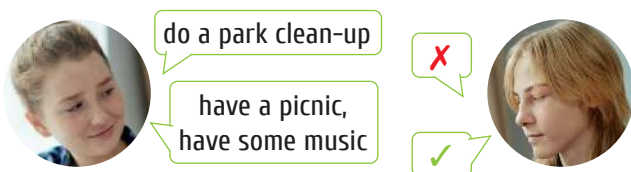


2 In your notebook, write the expressions in the box under these two headings.

agreeing with a suggestion	disagreeing with a suggestion
<i>That sounds good.</i>	

That sounds good. ■ I'm not sure.
That's a good idea. ■ That won't work.
I don't like the sound of that.
I'll go with that.

3 In your notebook, write a dialogue. Use the expressions from exercises 1–2.



Language functions

4 Uzupełnij luki w dialogach 1-2 tak, aby były one spójne i logiczne. Zapisz uzupełnione wypowiedzi w zeszyte.

- X: a river clean-up?
Y: That sounds good!
- X: Let's do a street clean-up.
Y: . I don't think it's safe.
X: You're right. Let's do something else.

5 Work in pairs. Decide where to do your clean-up.



Let's do a river clean-up this weekend.

I don't like the sound of that. It's ...

Writing

6 You want people to help you at the clean-up. In your notebook, write a notice to tell people about it.

! Tips

- Podaj datę, miejsce i godzinę.
- Opisz, co będziecie tam robić.
- Napisz, dlaczego sprzątanie jest ważne.
- Opisz dodatkowe atrakcje.
- Zakończ wypowiedź w pozytywny sposób, np. *See you at the park on Saturday.*



1 3.32 Listen and read the article. Can you guess the meaning of the phrases in bold?

1 In the middle of the Caribbean Sea, a hundred kilometres from the nearest island, there's a sea of plastic. **As far as you can see**, there's plastic on the water. Plastic bottles, plastic boxes, plastic containers – all things that people have thrown away. Under all this plastic, fish and other sea animals try to live. **It's an ecological nightmare** – and we have made it.



2 Plastic waste is not only in the sea. There are millions of tons of plastic on beaches too. Some beaches have so much plastic that people can't walk there! But **it isn't all bad news**. For example, Versova Beach in India was a horrible place. A local businessman saw the beach and organised a huge beach clean-up. Hundreds of volunteers helped to pick up the plastic, and now Versova Beach is beautiful again.



3 **Fortunately**, beach clean-ups have become popular all over the world. In the UK, volunteers get together to clean up rivers, parks, forests and beaches. They're fun events – sometimes people wear fancy-dress costumes. It's great to watch Superman, Spider-Man and Wonder Woman clean the beach.

4 We've made some big mistakes with the environment, but people have started to make things better. **We can all join in** and help!



Glossary

container – pojemnik

environment – środowisko

fancy-dress costume – przebranie

pick up – zbierać

volunteer – ochotnik

5 3.33 Listen again and match each speaker (1–5) with a sentence about them.

1  2  3  4  5 

- a This person has done a lot of beach clean-ups.
- b This person didn't want to finish cleaning up.
- c This person liked meeting the other volunteers.
- d This person was at a clean-up for the first time.
- e This person was very happy with the result of the work.

2 Read the text again. In your notebook, match the paragraphs (1–4) with their content.

- a Some different types of clean-ups.
- b An example of an ecological problem.
- c Encouraging everybody to help.
- d An example of a successful clean-up.

3 In your notebook, answer the questions.

- 1 Where is the sea of plastic?
- 2 What is Versova beach like now?
- 3 How can we help?

Listening

4 3.33 Listen to five people who have done a beach clean-up. Did they like it? In your notebook draw 😊 or ☹️ for each person's opinion.

1  2  3  4  5 



Tips

- Napisz, gdzie jesteś.
- Opisz problem.
- Opisz swoją reakcję.
- Dołącz zdjęcia.



Vocabulary & Speaking

1 In your notebook, write the names of these activities.



1 a



4 with



2 in a



5 a



3 a



6 in a

6

2 In your notebook, write the complete phrases.

- 1 recycle f d w e
- 2 do a r c - p
- 3 save e y
- 4 recycle t n c s
- 5 do a s t c - p
- 6 save p l
- 7 recycle g s
- 8 save w r

8

3 ★ In your notebook, complete the dialogue. Use all the words from the box. You can add some other words too.

why ■ that ■ we ■ go ■ work ■ won't

- A: 1 do a street clean-up?
 B: 2 . There's a lot of traffic.
 A: We can be careful. It'll be good fun.
 B: OK. 3 .

6

Grammar

4 In your notebook, write sentences about Henry and his family. Use *never* or *just*.



My sister did a skydive an hour ago! My mother and father went scuba diving this afternoon. I rode a quad bike this afternoon. We've never done any other adventure activities.

- 1 Henry / do a skydive
- 2 Henry and his sister / explore a cave
- 3 Henry / ride a quad bike
- 4 His mother and father / go scuba diving
- 5 They / sleep in a tent
- 6 His sister / do a skydive
- 7 His sister / climb a mountain

7

5 In your notebook, complete the dialogue, using the words and the correct forms of the verbs in brackets.

- A: 1 (you, ever, explore) a cave?
 B: Yes, I have.
 A: 2 (when, you, explore) the cave?
 B: I 3 (do) it in January.
 A: 4 (what, you, see) in the cave?
 B: I 5 (see) a lot of bats.
 A: 6 (you, ever, go snorkelling)?
 B: No, I haven't.
 A: 7 (your friend, ever, explore) a cave?
 B: I don't know.

7

Use of English

6 ★ Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1-3). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszyte.

- 1 I haven't done a skydive. **NEVER**
I a skydive.
- 2 My brother recycled the paper five minutes ago. **JUST**
My brother the paper.
- 3 Have you swum with dolphins? **EVER**
Have with dolphins?

6

Adventure activities

climb a mountain wspinać się na górę
do a skydive skoczyć ze spadochronem
explore a cave zwiedzać jaskinię
go fishing iść na ryby
go scuba diving nurkować z butlą/akwalungiem
go snorkelling nurkować z rurką
go whale watching obserwować wieloryby
ride a quad bike jeździć quadem
sleep in a tent spać pod namiotem
stay in a caravan nocować w przyczepie kempingowej
swim with dolphins pływać z delfinami

Eco-friendly activities

do a beach clean-up posprzątać plażę
do a park clean-up posprzątać park
do a river clean-up posprzątać rzekę
do a street clean-up posprzątać ulicę
recycle food waste przetwarzać/segregować odpady spożywcze
recycle glass przetwarzać/segregować szkło
recycle paper przetwarzać/segregować papier
recycle plastic przetwarzać/segregować plastik
recycle tin cans przetwarzać/segregować metalowe puszki
save electricity oszczędzać prąd
save gas oszczędzać gaz
save petrol oszczędzać benzynę/paliwo
save water oszczędzać wodę

An eco-friendly event

I don't like the sound of that. Nie podoba mi się to. / Nie brzmi to zachęcająco.

I'll go with that. Może być. / Pasuje mi to.
I'm not sure. Nie jestem przekonany/przekonana.
Let's do ... Zróbmy ...
That sounds good. Brzmi dobrze/zachęcająco.
That won't work. To nie wypali.
That's a good idea. Dobry pomysł.
Why don't we ...? Może byśmy ...?

Useful!

I'm a bundle of nerves. Jestem kłębką nerwów.
Hooray for ...! Hura! na cześć...
It's your turn! Twoja kolej!

Other

adult dorosły
adventure przygoda
adventurous żądny przygód
aeroplane samolot
as far as you can see jak okiem sięgnąć
award nagroda
buy in-line skates kupić rolki
camp obóz
container pojemnik
dangerous niebezpieczny
design projektować
disappear zniknąć
dodgeball gra w zbijaka
eco-friendly przyjazny środowisku
ecological nightmare ekologiczny koszmar
encouraging zachęcający
environment środowisko
event wydarzenie
fancy-dress costume przebranie
fight walczyć
fortunately na szczęście
give a speech wygłaszać przemówienie
go ice-skating iść na łyżwy
go sailing wybrać się na żagle
go skiing iść na narty

go surfing iść posurfować
go windsurfing iść na windsurfing
green ekologiczny, eko
ground ziemia
invitation zaproszenie
join dołączać, przyłączać się
knock pukać
mistake błąd
nomination nominacja
outdoor na powietrzu
personal osobisty
pick up zbierać
play ice hockey grać w hokeja na lodzie
protective clothes strój ochronny
responsible odpowiedzialny
risk-taker ryzykant
risky ryzykowny
sports equipment wyposażenie sportowe
stunt wyczyn kaskaderski
stunt man kaskader
successful udany, pomyślny
take (any) risks podejmować (jakieś) ryzyko
the Caribbean Sea Morze Karaibskie
top szczyt
turn off the lights wyłączać światło
volunteer ochotnik
wear a wetsuit nosić piankę do nurkowania
wear goggles and flippers nosić okulary do pływania i płetwy
woods las

Present perfect

Affirmative

I **’ve ridden** a bike.
 You **’ve ridden** a bike.
 He **’s ridden** a bike.
 She **’s ridden** a bike.
 We **’ve ridden** a bike.
 You **’ve ridden** a bike.
 They **’ve ridden** a bike.

Negative

I **haven’t ridden** a bike.
 You **haven’t ridden** a bike.
 He **hasn’t ridden** a bike.
 She **hasn’t ridden** a bike.
 We **haven’t ridden** a bike.
 You **haven’t ridden** a bike.
 They **haven’t ridden** a bike.

Question

Have I **seen** it?
Have you **seen** it?
Has he **seen** it?
Has she **seen** it?
Have we **seen** it?
Have you **seen** it?
Have they **seen** it?

Short answer

Yes, I **have**. / No, I **haven’t**.
 Yes, you **have**. / No, you **haven’t**.
 Yes, he **has**. / No, he **hasn’t**.
 Yes, she **has**. / No, she **hasn’t**.
 Yes, we **have**. / No, we **haven’t**.
 Yes, you **have**. / No, you **haven’t**.
 Yes, they **have**. / No, they **haven’t**.

Past simple

Affirmative

I **rode** a bike.
 You **rode** a bike.
 He **rode** a bike.
 She **rode** a bike.
 We **rode** a bike.
 You **rode** a bike.
 They **rode** a bike.

Negative

I **didn’t ride** a bike.
 You **didn’t ride** a bike.
 He **didn’t ride** a bike.
 She **didn’t ride** a bike.
 We **didn’t ride** a bike.
 You **didn’t ride** a bike.
 They **didn’t ride** a bike.

Question

Did I **see** it?
Did you **see** it?
Did he **see** it?
Did she **see** it?
Did we **see** it?
Did you **see** it?
Did they **see** it?

Short answer

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

Present perfect and Past simple

Czasu <i>Present perfect</i> używamy, gdy mówimy:		Czasu <i>Past simple</i> używamy, gdy mówimy o przeszłości.
– o swoich doświadczeniach (bez podawania dokładnej daty).	– o wydarzeniach, które dopiero co miały miejsce.	
Typowe wyrażenia: never / ever I have never eaten salmon. Have you ever been to the UK?	Typowe wyrażenie: just I have just cut my finger.	Typowe wyrażenia: yesterday / five days ago / last week / on Monday / in June / in 2010 . I went to the cinema yesterday .



Choose your grammar project!

Project 1 Grammar Snaps

1 Make your own grammar snap.

- Wybierz dowolne zagadnienie gramatyczne z rozdziału 8.
- Znajdź zdjęcie lub rysunek, które pomogą ci zilustrować wybrane zagadnienie gramatyczne.

Project 2 My Adventure Activities

- Imagine you are an adventurous explorer. Write about the adventurous activities that you have done. Add details of when you did them and why you liked them or didn’t like them.



I’ve never done any skydives! But I saw some skydives on YouTube last night.

How many skydives have you done?

Oh dear ...

I’ve never swum with dolphins, but I’ve gone whale watching. I went whale watching in June. I liked it because ...

Listening

- 1  3.34 Usłyszysz dwukrotnie wywiad ze zwycięzcą programu *Photographer of the Year*. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszycie. Luki należy uzupełnić w języku angielskim.

Photographer of the Year:
Adam Anderson

- He has won ¹  photography competitions in his life.
- His favourite photo: photo of ² .
- His favourite adventure activity: ³ .
- His plans for the future: ⁴ .

- 2  3.35 Usłyszysz dwukrotnie wypowiedź nastolatka, który brał udział w sprzątaniu plaży. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszycie.

- Oliver decided to do a beach clean-up because
 - there was a lot of plastic on the beach.
 - his brother said it was fun.
 - he saw some photos of a clean-up.
- When they are all leaving the beach clean-up, he is feeling
 - down.
 - worried.
 - confused.
- Oliver thinks that
 - everyone should do a clean-up.
 - we must help the environment.
 - beach clean-ups are fun.

Language Functions

- 3  3.36 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- Yes, I have. I loved it!
- Yes, I did. It was great.
- Don't worry. We can sort it out.
- I'm not sure. I can't swim very well.
- Not good. I've failed all my exams!

1	2	3	4
			

Reading

- 4 Przeczytaj tekst. Uzupełnij luki w zdaniach 1–3 zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszycie.

It's 1st August!

It's time for the August Sale at Computer Warehouse!

Great prices on printers, ink cartridges, laptops, computer mice, keyboards and touch screens.



- **10% off** all our printers and ink cartridges
- **25% off** all superfast laptops and Blackbox laptops
- **5% off** all other items every day ... and **20% off** today!

The sale finishes on 31st August.
Only at our Manchester shop, next to Your Price supermarket.

- The name of the shop is .
- The sale will be for  days.
- You can get  off keyboards on 1st August.



- 5** Przeczytaj tekst, z którego usunięto cztery zdania. Dopasuj do każdej luki (1–4) literę, którą oznaczono brakujące zdanie (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

Our Eco-Friendly Year

At the beginning of the year, my family decided to be more eco-friendly. We started to recycle our paper, glass, tin cans and kitchen waste. ¹ That's more difficult because you can't recycle all plastic. You have to use a recycling box for the plastic that you can recycle, and put the other plastic in the rubbish bin. But that's not the end of things. In March, Dad said that we should try to save water and electricity in the house. First, we started to be more careful about using water. ² We saved electricity by turning off the lights in empty rooms. My little sister didn't like this at first, but she's OK with it now. The next month, we heard about the clean-ups at our local park. ³ They were friendly to us and we had a really good time. Now, we've done a lot of different clean-ups. ⁴ We still recycle as much as we can, and save water and electricity. We all like our eco-friendly lives!

- A. We've been at the park, the river, on our street and in the town centre.
B. We started having short showers, for example.
C. Then, after a month, we decided to recycle our plastic too.
D. We've never done that before.
E. At our first clean-up, there were about thirty volunteers.

Use of English

- 6** Uzupełnij zdania 1–4. Zastosuj – w odpowiednich formach – wyrazy podane w nawiasach. Jeśli jest to konieczne, dodaj inne wyrazy. **Uwaga!** W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**. Zapisz odpowiedzi w zeszycie.

- 1 I sent you some pictures this morning. Have you (look / them) ?
2 I (log) my computer an hour ago.
3 Have you ever (swim) dolphins?
4 My brother has (never / sleep) a tent.

- 7** Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4. Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszycie.

I had swimming lessons last year. Now I can swim and I've been snorkelling twice, but I still feel a bit ¹ if I can't stand up in the sea.



My brother is different – he has just ² to scuba dive! Last Saturday, he ³ a cave in the sea. It sounds fantastic, but I don't want to do that. Next week, I'm going to ride a quad bike for the first time – I've ⁴ ridden a quad bike before.

- | | | | |
|---|-----------------|-------------|-----------------|
| 1 | A. angry | B. worried | C. thirsty |
| 2 | A. learn | B. learns | C. learnt |
| 3 | A. has explored | B. explored | C. will explore |
| 4 | A. just | B. never | C. ever |

Writing

- 8** Przeczytaj instrukcję i napisz tekst w zeszycie.

Dostałeś/Dostałaś od koleżanki z USA e-mail, w którym napisała, że już zdała wszystkie egzaminy i pyta, co u ciebie słychać. W e-mailu do niej:

- pogratuluj jej i napisz, jak się z tego powodu czujesz,
- opisz festyn ekologiczny o nazwie *Eco-fair*, który odbył się w twojej szkole,
- przedstaw swoje plany na wakacje.

Wpis powinien zawierać od 50 do 120 słów.

Message



To: Nicole

Subject: Re: How are things?

Hi Nicole,
I've read your email. That's great news!

.....
.....

1 Work in groups of four. Play Truth or Lie.

- 1) Do gry potrzeba jednego ucznia A oraz trzech uczniów B.
- 2) Zaczyna uczeń A i wybiera dla siebie zawód.

JOB

I'm a ...

- police officer
- plumber
- cashier
- sports centre manager
- scientist
- firefighter
- lawyer
- farmer

I'm a plumber.

- 3) Jeden z uczniów B opisuje, co musi robić w pracy uczeń A.

You have to build bridges.

- 4) Pozostali uczniowie oceniają, czy opis obowiązku pasuje do zawodu i wciskają odpowiedni przycisk.

Truth

- 5) Pierwszy uczeń B, który wciśnie odpowiedni przycisk, zdobywa jeden punkt.
- 6) Po sześciu rundach sprawdźcie, kto zwyciężył.

2 Work in pairs. In turns, find three differences between your maps.

- 1) Popatrz na swoją mapę. Zapytaj ucznia B, jakie miejsca pracy znajdują się na jego/jej mapie i ile ich jest. Zapisz te różnice w zeszycie.



Is there ...?

How many are there?

- 2) Popatrz na mapę i odpowiedz na pytania ucznia B.

Yes, there is.

No, there isn't.

There is/are ... on my map.

- 3) Sprawdźcie swoje odpowiedzi.

3 Work in pairs. Imagine you are a career advisor. Ask student B what he/she likes doing. Then choose the best job for student B. Change roles.

My name is ... and I would like to help you choose your future job. What do you like doing?

Are there any things you don't like doing?

I think you should be ...

4 Work as a class. Imagine you are a British teenager and a student from Poland is staying with your family (student B). Talk to him/her.

- 1) Stań w jednym rzędzie wspólnie z innymi uczniami A naprzeciwko uczniów B.
- 2) Przyjmij ofertę pomocy od jednego z uczniów B i poproś o wykonanie konkretnej czynności w domu. Użyj wyrażen z ramki.

Oh yes, I do. Can you ...?

Yes, please. Can you ...?

load / unload the dishwasher
put the washing in the washing machine /
take the washing out of the washing
machine
turn the radiator on / off
turn the radio up / down
open / close the curtains

- 3) Podziękuj za pomoc.

Thanks, that's a great help.

Thanks, that's very good of you.

- 4) Pozostań na swoim miejscu, a następnie porozmawiaj z kolejnym uczniem B, który do ciebie podejdzie.



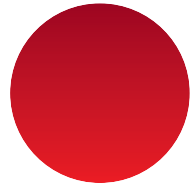
Uczeń B



- 1) Popatrz na mapę i odpowiedz na pytania ucznia A.

2 Work in pairs. In turns, find three differences between your maps.

- 4) Pierwszy uczeń B, który wcisnie odpowiedni przycisk, zdobywa jeden punkt.
- 5) Po sześciu rundach sprawdźcie, kto zwyciężył.



- 3) Pozostali uczniowie B oceniają, czy opis obowiązku pasuje do zawodu i wciskają odpowiedni przycisk.

You have to fix leaks.

I'm a farmer.

ACTIVITY

You have to ...

- grow crops
- fix leaks
- give instructions
- help people with the law
- look after patients
- build bridges
- put out fires
- do experiments
- look for criminals
- give change to customers
- milk cows

- 1) Do gry potrzeba jednego ucznia A oraz trzech uczniów B. Zaczyna uczeń A i wybiera dla siebie zawód.
- 2) Jeden z uczniów B opisuje, co musi robić w pracy ucznia A.

1 Work in groups of four. Play Truth or Lie.

- 4) Odpowiedz kolejnego gospodarza po twojej prawej stronie (uczeń A) i zaoferuj mu swoją pomoc.

Sure, no problem.

- 3) Potwierdź chęć wykonania zaproponowanej czynności, a następnie udawaj, że ją wykonujesz.

Do you want a hand?

Do you need any help?

- 1) Stań w jednym rzędzie wspólnie z innymi uczniami B naprzeciwko uczniów A.
 - 2) Zapytaj ucznia A, który stoi naprzeciwko, czy potrzebuje Twojej pomocy.
- 4 Work as a class. Imagine you are staying at a British home. Offer some help to your host (student A).

make new things ■ fix things
look after animals ■ use computers
chat to people ■ help people
do experiments ■ do maths

I like ... I love ... I don't like ... I hate ...

3 Work in pairs. Imagine you are talking to a career advisor (student A). Answer his/her questions. Use the phrases in the box. Change roles.

- 3) Sprawdźcie swoje odpowiedzi.

Is there ...? How many ... are there?

- 2) Zapytaj ucznia A, jakie miejsca pracy znajdują się na jego/jej mapie i ile ich jest. Zapisz te różnice w zeszycie.

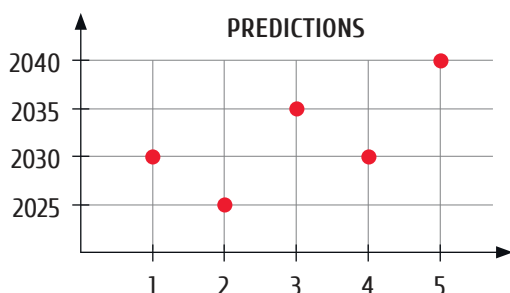
There is/are ... on my map.

No, there isn't.

Yes, there is.

1 Work in pairs. In turns, share your predictions and give your opinions.

1) Popatrz na wykres i przekaz uczniowi B pięć prognoz. Użyj czasu przyszłego. Posłuchaj opinii ucznia B.



- 1 students in Poland / start lessons at 6 am
- 2 people / live longer
- 3 students in Poland / have 12 lessons a day
- 4 people / drive electric cars
- 5 robots / teach in Polish schools

In 2030, students in Poland will ...

I agree with you.

2) Zamieńcie się rolami. Posłuchaj pięciu prognoz ucznia B i wyraż swoją opinię na ich temat.

I agree with you. ■ I don't agree.
That's rubbish. ■ That sounds right.
I don't mean to be rude, but are you sure that's right? ■ I can't believe that.

I can't believe that.

2 Work in pairs. Imagine you are a real pet lover. You run a blog called *Pet Planet*. Advise student B about how to care for a pet.

1) Posłuchaj pytań od internauty (uczeń B). Naśladując pisanie na komputerze, udziel mu porady.

You should ... every day / twice a day
/ once a week / twice a week / ...

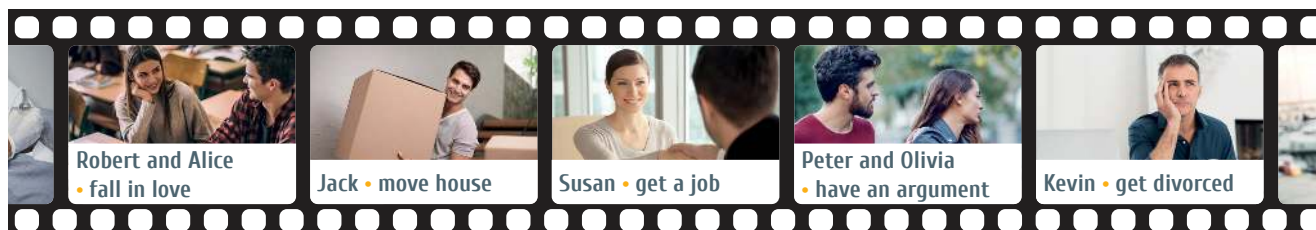
Yes, you should.

No, you shouldn't.

2) Zamieńcie się rolami.

3 Work in pairs. Play *To be continued* ...

1) Wyobraź sobie, że prowadzisz vloga o serialach o nazwie *To be continued* Odpowiedz na pytania internauty (uczeń B) o dalsze losy bohaterów twojego ulubionego serialu.



Yes, he/she/they will.

No, he/she/they won't.

He/She/They will ...

2) Zamieńcie się rolami. Zapytaj vlogera (uczeń B) o dalsze losy bohaterów twojego ulubionego serialu. Wykorzystaj wyrażenia z ramki.

Amy and Tim ■ Mike ■ Kelly ■ Megan and Ben ■ Steve

make up ■ go to university ■ fall in love ■ get married
have children ■ have an operation ■ become famous

Will Amy and Tim ...?

1 Work in pairs. In turns, share your predictions and give your opinions.

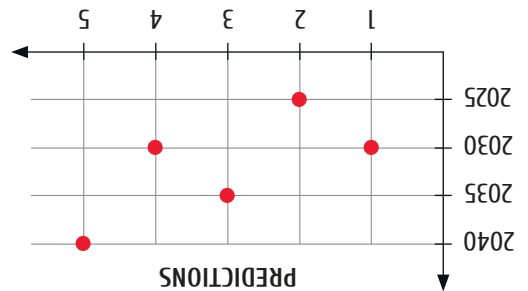
1) Postuchaj pięciu prognoz ucznia A i wyraż swoją opinię na ich temat.

I agree with you. ■ I don't agree.
That's rubbish. ■ That sounds right.
I don't mean to be rude, but are you
sure that's right? ■ I can't believe that.

I can't believe that.

2) Zamieńcie się rolami. Popatrz na wykres

i przekaz uczniowi A pięć prognoz. Użyj czasu
przyszłego. Postuchaj opinii ucznia A.



- 1 students in Poland / fly to school
- 2 people / use mobile phones to pay for things they buy
- 3 students in Poland / have tests everyday
- 4 robots / clean people's houses
- 5 people / travel to Mars

In 2030, students in Poland will ...

That's rubbish.

2 Work in pairs. Imagine you want to buy a pet. Ask for some information about how to care for it on a blog called *Pet planet*.

1) Naśladując pisanie na komputerze, zapytaj autora bloga *Pet Planet* (uczeń A), w jaki sposób opiekować się wybranym zwierzęciem.

Hello. I'm thinking of buying a ...

Should I ...?

How often should I ...?

Thanks for your help. /
Thanks a lot. / Many thanks.



Uczeń B

3 Work in pairs. Play *To be continued* ...

1) Zapytaj vlogera (uczeń A) o dalsze losy bohaterów twojego ulubionego serialu.

Robert and Alice ■ Jack ■ Susan
Peter and Olivia ■ Kevin

have an argument ■ get married
fall in love ■ move house
get a job ■ get rich ■ get divorced

Will Robert and Alice ...?

2) Zamieńcie się rolami. Wyobraź sobie, że prowadzisz vloga o serialach o nazwie *To be continued* Odpowiedz na pytania internauty (uczeń A) o dalsze losy bohaterów twojego ulubionego serialu.

Yes, he/she/they will.
No, he/she/they won't.
He/She/They will ...



2) Zamieńcie się rolami.

cat dog hamster fish

walk it ■ buy a kennel ■ give it seeds ■ use a lead
use a shampoo ■ feed it ■ give it dog / cat biscuits
keep it in the house all the time ■ brush its fur
clean its water bowl every day ■ wash it
clean its cage / tank / bed

- 1 Work in pairs. Imagine you had an accident and you can't go to your friend's birthday party. Call your friend (student B) and talk to him/her. Choose your answers.

1 Hi ... I'm calling to say that I'm really sorry but I can't come to your birthday party on Saturday. I had an accident.

3 break my leg / twist my ankle

5 yesterday / two days ago

9 go to hospital / go to A&E

7 fall down the stairs / jump from a tree

11 It's better now. / It hurts a lot.

13 Thank you! Bye!

- 2 Work in pairs. Imagine you are the teachers. Ask and answer the questions about your students.

- 1) Popatrz na listę uczniów i zapytaj nauczyciela (ucznia B), kto był wczoraj w szkole, a kto nie. Jeśli kogoś nie było, to zapytaj, co się stało.

1.	Emily Jackson
2.	Oscar Taylor
3.	Harry Wilson
4.	David Fox
5.	Martha Green

Was ... at school yesterday?

What happened to him/her?

No, he/she wasn't.

- 2) Odpowiedz na pytania nauczyciela (ucznia B). Wykorzystaj podane informacje.

Mary Brown	X	a sore throat
George Cook	X	a fever
Susan Kingston	✓	
Robert Smith	X	flu
Lily Roberts	X	a temperature

Yes, he/she was.

No, he/she wasn't.

He/She had ...

- 3 Work as a class. Play *Brainy Challenge*.

- 1) Przygotuj cztery karty do gry i potasuj je.

BRAINY

- 2) Podejdź do wybranego ucznia B i wylosuj dla siebie jedną kartę. Następnie wybierz dla ucznia B czasownik z listy.

break ■ burn ■ cut ■ drink ■ eat ■ fall
feel ■ fly ■ have ■ hear ■ hit ■ hurt
learn ■ leave ■ make ■ see ■ send
sleep ■ steal ■ tell ■ throw ■ wake up

- 3) Popatrz na wylosowaną kartę i ułóż zdanie w czasie przeszłym z otrzymanym od ucznia B czasownikiem według poniższej instrukcji.

BRAINY

Ułóż zdanie twierdzące Ułóż zdanie przeczące Ułóż pytanie Ułóż wszystkie trzy typy zdań

- 4) Zagraj z jak największą liczbą osób w klasie.

- 4 Work in pairs. Call your friend (student B) and ask how to make French toast.

- 1) Zapytaj o szczegóły przygotowania przekąski. Wykorzystaj pytania z ramki. Zapisz odpowiedzi ucznia B w zeszytcie.

2 Oh, hi ... I want to make some French toast. Can you help me?

Is it difficult? ■ How do I make it?
How long does it take to make?
What ingredients do I need?

FRENCH TOAST RECIPE

1 Preparation time?

2 Skill level?

3 Ingredients?

4 Directions?

- 2) Podziękuj za pomoc. Zamieńcie się rolami.



Uczeń B

Was ... at school yesterday?
No, he/she wasn't.
What happened to him/her?

1.	Mary Brown
2.	George Cook
3.	Susan Kingston
4.	Robert Smith
5.	Lily Roberts

2) Popatrz na listę uczniów i zapytaj nauczyciela (ucznia A), kto był wczoraj w szkole, a kto nie. Jeśli kogoś nie było, to zapytaj, co się stało.

Yes, he/she was.
No, he/she wasn't.
He/She had ...

Emily Jackson	✓
Oscar Taylor	✗ stomach ache
Harry Wilson	✗ earache
David Fox	✗ a headache
Martha Green	✗ a cough

1) Odpowiedz na pytania nauczyciela (ucznia A). Wykorzystaj podane informacje.

2 Work in pairs. Imagine you are the teachers. Ask and answer the questions about your students.

2 Hi ... Oh, what a pity! What / you / happened / to?
4 did / When / happen / it?
6 it / did / How / you / do?
8 do / What / did / you / next?
10 now / How / feel / does / it?
12 OK then. Take care. Bye!

1 Work in pairs. Imagine you are having a birthday party on Saturday and your friend (student A) is calling you. Put the words in the correct order to ask him/her questions. Then change roles.

3) Pożegnaj się. Zamieńcie się rolami.

FRENCH TOAST RECIPE
Preparation time? 15 minutes
Skill level? easy
Ingredients? 4 eggs, 4 slices of bread, 4 tablespoons of milk, jam or honey, butter
Directions:
First: put / eggs / in / bowl → add / milk → mix it well
Then: put / slices of bread / bowl → put some butter / frying pan → fry / about 2 minutes
Finally: serve / jam or honey

2) Odpowiedz na pytania dotyczące przepisu na tosty francuskie. Wykorzystaj podany przepis.

1 Hi there!
3 Sure, what do you want to know?

1) Odbierz telefon od ucznia A.

4 Work in pairs. Imagine you are talking on the phone with student A.

4) Zagraj z jak największą liczbą osób w klasie.

Ułóż	Ułóż	Ułóż	Ułóż
zdanie	zdanie	zdanie	zdanie
twierdzące	przeczące	przeczące	przeczące
wszystkie trzy	typy zdań		

BRAINY

3) Popatrz na wylosowaną kartę i ułóż zdanie w czasie przeszłym z otrzymanym od ucznia A czasownikiem według poniższej instrukcji.

break ■ burn ■ cut ■ drink ■ eat ■ fall
feel ■ fly ■ have ■ hear ■ hit ■ hurt
learn ■ leave ■ make ■ see ■ send
sleep ■ steal ■ tell ■ throw ■ wake up

2) Podejdź do wybranego ucznia A i wylosuj dla siebie jedną kartę. Następnie wybierz dla ucznia A czasownik z listy.

BRAINY

3 Work as a class. Play Brainy Challenge.
1) Przygotuj cztery karty do gry i potasuj je.

1 Work in groups of three or four students. Play *Guess how I'm feeling*.

- 1) Przygotuj z innymi uczniami A 12 kart do gry z podanymi zwrotami i przymiotnikami. Ułóżcie karty w dwóch taliach wyrazami do dołu.

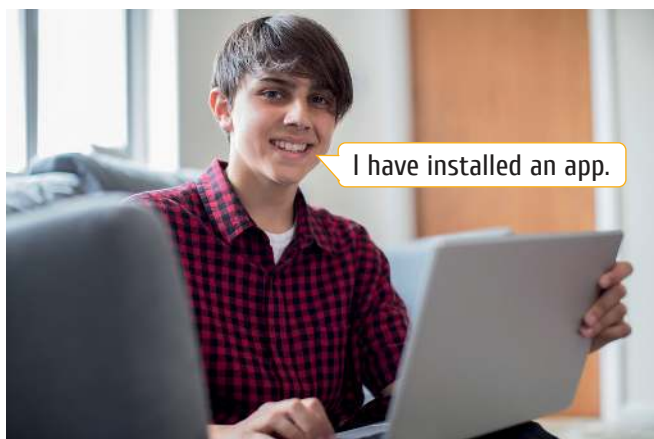
log into the computer ■ send an email
make backups of the files ■ install an app
delete some emails ■ upload a video

down ■ hungry ■ confused ■ worried
angry ■ happy

- 2) Pierwszy gracz wybiera po jednej karcie z każdej talii i mówi zdanie w czasie *Present perfect* z wylosowanym zwrotem. Uwaga! Gracz musi mówić w taki sposób, na jaki wskazuje wylosowany przymiotnik.

I have ...

I haven't ...



- 3) Uczeń, który odgadnie samopoczucie pierwszego gracza, zdobywa punkt i jako następny wybiera kolejne karty.

Are you feeling... ?

Yes, I am.

No, I'm not.

- 4) Po wykorzystaniu swoich kart zamieńcie się taliami z uczniami B i zagrajcie ponownie.

2 Work in pairs. Play *Follow me*.

- 1) Stań na polach, które wskaże uczeń B. Ułóż zdania w czasie *Present perfect* według instrukcji.

	just	never	Have you ever ...?
A	ride a quad bike	hear the news	see a film  job
B	sleep in a tent	do a skydive	stay in a caravan  win
C	go fishing	leave home	go snorkeling  pass
D	go scuba diving	climb a mountain	swim with dolphins  fail
E	Start eat lunch	explore a cave	go whale watching  break
	1	2	3

- 2) Gdy dojdiesz do pola z ilustracją, odgadnij co właśnie zrobił uczeń B. Pogratuluj mu lub okaż współczucie.

Congratulations! ■ Don't worry.
We can sort it out. ■ Oh dear. Poor you!
That's a pity. ■ That's good news!
That's great! ■ Well done.

You have passed an exam. Well done!

- 3) Zamieńcie się rolami.

- 3  Work in pairs. You are organising an Earth Day event at your school. Suggest Student B some eco-friendly activities from the list. You can change pairs to try to find a volunteer for every activity.



Let's ...

Why don't we ...

do a beach clean-up ■ do a park clean-up
do a river clean-up ■ do a street clean-up
do a school playground clean-up
do a forest clean-up



1 Work in groups of three or four students. Play *Guess how I'm feeling*.

1) Przygotuj z innymi uczniami B 12 kart do gry z podanymi zwrotami i przymiotnikami. Ułóżcie karty w dwóch taliach wyrazami do dołu.

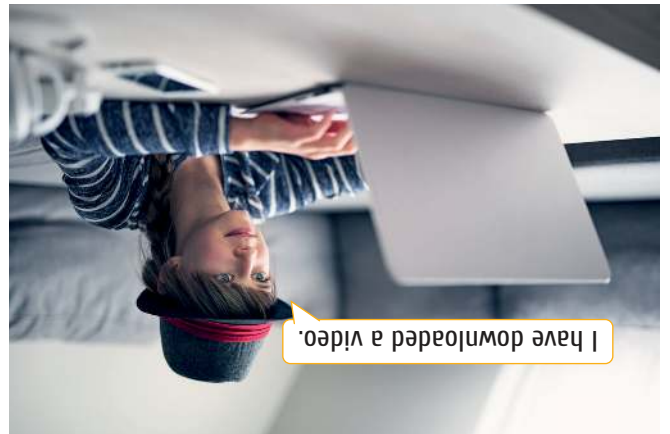
log out ■ check my emails
download a video ■ enter my password
forward an email ■ forget my password

pleased ■ cheerful ■ sad ■ bored
thirsty ■ relaxed

2) Pierwszy gracz wybiera po jednej karcie z każdej talii i mówi zdanie w czasie *Present perfect* z wylosowanym zwrotem. Uwaga! Gracz musi mówić w taki sposób, na jaki wskazuje wylosowany przymiotnik.

I have ...

I haven't ...



3) Uczeń, który odgadnie samopoczucie pierwszego gracza, zdobywa punkt i jako następny wybiera kolejne karty.

Are you feeling ...?

Yes, I am.

No, I'm not.

4) Po wykorzystaniu swoich kart zamiećcie się taliami z uczniami A i zagrajcie ponownie.

2 Work in pairs. Play *Follow me*.

	just	never	Have you ever ...?
A	ride a quad bike	hear the news	see a film
B	sleep in a tent	do a skydive	stay in a caravan
C	go fishing	leave home	go snorkelling
D	go scuba diving	climb a mountain	swim with dolphins
E	eat lunch	explore a cave	go whale watching
			break

1) Wskaż uczniowi A drogę po planszy, tak aby dotarł na wybrane przez ciebie pole z ilustracją. Sprawdź, czy jego zdania są poprawne i zgodne z instrukcją.

Follow me: E1, ...

Follow me: ...

2) Zamiećcie się rolami.



3 Work in pairs. Student A is organising an Earth Day event at your school. Listen to student A and accept or refuse his/her suggestions. Use the sentences from the list.

I'm not sure. ■ That sounds good.
I'll go with that.
I don't like the sound of that.
That's a good idea. ■ That won't work.
It will be too dangerous. ■ It won't be safe.
I think it sounds boring.

- 1  3.37 Listen to the podcast *Teen Talk Time*. Choose the correct answer.

Tom and Anna

- a talk about the history of Earth Day.
- b invite people to the Earth Day Festival at their school.
- c describe Earth Day celebrations from all over the world.



- 2  3.38 Listen and read the text on the school website. In your notebook, translate the phrases 1–8 into English.



Every year in spring, on 22nd April, millions of people all over the world celebrate Earth Day.

There are festivals, events, meetings and parades to encourage everyone to **protect the environment**.

On Earth Day, people clean up their cities and towns, learn how to **save water** and **energy** and how to **reuse** and **recycle glass, paper** and **plastic**. The Earth Day celebration started in the USA in 1970, and quickly became a global event. After a huge oil spill in the Pacific Ocean, Gaylord Nelson, an American politician, created the idea of Earth Day – a day to teach people in his country how to **protect the environment**. Nowadays, the Earth Day celebration takes place in almost 200 countries all over the world.

In Poland, it's really common to **clean up forests** and parks and to **plant trees** on this day. School children prepare different projects with their teachers. They learn how important it is to **collect e-waste** and **use reusable shopping bags**. For example, in Warsaw, there are special places where people bring their e-waste and get a plant for it. Lots of people don't use their cars – they use public transport instead. Students often walk or ride their bikes to school.

What do you do to protect the environment?



- 3  Work in groups of three or four students. Answer these questions.

- 1 When do people celebrate Earth Day?
- 2 Where did the festival start?
- 3 How do people all over the world celebrate Earth Day?
- 4 How do Polish people celebrate Earth Day?



Mini Glossary

celebrate – świętować

encourage – zachęcać

instead – w zamian

oil spill – wyciek ropy naftowej

Eco-words detector

- 1) oszczędzać wodę, energię elektryczną
- 2) sadzić drzewa
- 3) przetwarzać papier, szkło, plastik
- 4) chronić środowisko
- 5) sprzątać w lesie
- 6) używać toreb wielokrotnego użytku
- 7) wykorzystywać ponownie papier, szkło, plastik
- 8) zbierać elektrośmieci

1) **save water, energy**

4 Work in pairs. In turns, play *The truth!*

	1	2	3	4
E				
C				
O				

- 1) **Uczeń A** wybiera dwa pola i podaje ich współrzędne po angielsku.
- 2) **Uczeń B** odgaduje nazwy czynności i mówi, jak często sam je wykonuje.

E1 and O1

Save energy and plant trees. I often save energy but I never plant trees.

5 Read the posts. In pairs, give your advice. Use the phrases from exercise 2.

Kate12: There is a lot of rubbish in our forest.

Maxxxx: Me and my family often use plastic bags.

Simon23: Me and my family hardly ever sort out the rubbish.

Brian: I never turn off the water when I brush my teeth.

Rose: I often use only one side of a piece of paper.

EcoEmily: There aren't any trees around our school.

Megan: I always throw my old batteries into a general rubbish bin.

Sam99: I often forget to turn off my computer.

You should ...

It's important to ...

Remember to ...

6 Przeczytaj tekst. Uzupełnij w e-mailu luki 1-4, zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszyte.

Earth Day at Brainy Primary School

When: Saturday, April 22 10 am – 4 pm

Where: Brainy Primary School 25 Main Street

ATTRACTIONS:

- Are you eco? – family quiz
- Eco-games for everyone
- New environmental facts – documentary
- Arts & Crafts – reusable bags creator
- How to protect the environment – poster competition!
- In the afternoon: Clean up the forest with us.

Free event

Kasiu,
przeczytałem właśnie informacje dotyczące Dnia Ziemi organizowanego w naszym mieście przez jedną z anglojęzycznych szkół. Wiem, że chciałabyś dowiedzieć się czegoś więcej o tym, w jaki sposób chronić środowisko naturalne. Może wybierzemy się w najbliższą ¹ na ten festiwal? Moglibyśmy spróbować swoich sił w rodzinnym quizie ekologicznym, obejrzeć film lub zaprojektować własne ² . Chciałbym także wziąć udział w konkursie plastycznym i wykonać ³ mówiący o tym, w jaki sposób chronić środowisko. Może zrobimy go razem? Po południu, wspólnie z organizatorami, moglibyśmy ⁴ . Co o tym myślisz? Robert

7 Read the information about the No Straw Campaign. Design your own eco-poster for the class competition.

- 1) Zaczynij plakat od: KEEP CALM and ...
- 2) Wybierz z ćw. 2. jeden ze zwrotów i zamieść go na plakacie.
- 3) Ozdób swój plakat.
- 4) Zaprezentuj swój plakat.



This is my poster for the No Straw Campaign. It's really important to limit the number of plastic straws we use. One straw decomposes for more than 400 years! And you can't recycle them!

Thanksgiving and Polish Harvest Festival

1 3.39 Listen to the teacher talking about a school event. Choose the correct answer.

The teacher

- a describes the Thanksgiving and Polish Harvest Festival.
- b asks for help for the International Day.
- c speaks about the attractions of International Day.

2 3.40 Listen and read the texts. In your notebook, translate the phrases 1–10 into English.



Do you know what Thanksgiving and the Polish Harvest Festival have in common? Different continents, languages and culture but the idea is the same – to **give thanks** for what we have.

Thanksgiving is a national festival celebrated in the USA (on the fourth Thursday in November) and in Canada (on the second Monday of October). The history of Thanksgiving goes back to the 17th century. In 1620, some English people called the Pilgrims sailed to North America to find a better life. Unfortunately, after a very cold winter, a lot of them died. One day, they met some Native Americans who taught them how to **grow crops**. After a successful harvest, the Pilgrims had a big party to **give thanks to** God and the Native Americans for their help. It was the first Thanksgiving dinner.

Now, families **get together** for a special meal to remember that event. They usually have **roast turkey** with mashed potatoes, cranberry sauce and **gravy**, and **pumpkin pie** for dessert.



In Poland, the Harvest Festival is at the end of August or in September. The history of the Polish Harvest Festival goes back to the 16th century. Back then, Slavic people **got together**

in a field outside the village and had a party to **give thanks** for the harvest and to ask for God's blessing. Nowadays, women make traditional **harvest wreaths** from harvested plants and flowers. The festival usually starts with Mass in church and a **harvest wreath** parade. There are stalls with traditional food like **dumplings**, **homemade bread** and **yeast cake**. There are many concerts on this day too. People talk, laugh and celebrate the end of the harvest together – even in the cities!



Mini Glossary

blessing – błogosławieństwo
cranberry sauce – sos żurawinowy
Mass – Msza święta
pilgrims – pielgrzymi
Slavic – słowiański

- | | |
|----------------------|---------------------|
| 1) pieczony indyk | 6) chleb domowy |
| 2) wieniec dożynkowy | 7) tarta dyniowa |
| 3) gromadzić się | 8) ciasto drożdżowe |
| 4) pierogi | 9) uprawiać rośliny |
| 5) dziękować za | 10) sos pieczeniowy |

1) roast turkey

3 Read the texts again and answer the questions. Say: *Mia, Robert* or *Both* (Mia and Robert).

- Who celebrates the festival in November?
- Who doesn't have gravy for dinner?
- Who has a big meal?
- Who can eat dumplings?
- Who doesn't eat pumpkin pie?
- Who can eat traditional food?

4 In your notebook, complete the sentences. Then work in pairs and act out the dialogues.

- You:** What do you do at Thanksgiving in America?
Mia: We g t with our families and friends and have a large meal.
- You:** What's your favourite traditional Polish food?
Robert: I like h b and d, but my favourite food is y c.
- You:** What do you have for Thanksgiving dinner?
Mia: I have r t with cranberry sauce, g and then p p for dessert.
- You:** How do farmers in Poland celebrate the Harvest Festival?
Robert: They make a h w to g t f their crops.
- You:** What do farmers do in your country?
Mia: They often g c, plant seeds or take care of animals.

5 Work in groups of three or four. Play the *Fact or Fiction* game. In turns, make the sentences and say *Fact* or *Fiction*.

You	(don't)	have	pumpkin pie	at Thanksgiving.
		make	a harvest wreath	at the Harvest Festival.
		eat	roast turkey	
		prepare	dinner	
			homemade bread	
			dumplings	
			yeast cake	

You don't make pumpkin pie at Thanksgiving.

Fiction!

6 Przeczytaj tekst. Uzupełnij w e-mailu luki 1–4, zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszyty.

Mark's notes

• Thanksgiving (USA, Canada)

Idea: give thanks for help from God and the Native Americans

Beginning: 17th century

Thanksgiving dinner with friends and family: roast turkey, mashed potatoes, gravy, cranberry sauce

Dessert: traditional pumpkin pie

• Polish Harvest Festival (Poland)

Idea: give thanks (to God) for the harvest

Beginning: 16th century

Harvest wreath: from harvested plants and flowers

Mass, harvest wreath parade villages and cities

Basiu,
w naszej szkole obchodziliśmy dziś Międzynarodowy Dzień Tradycji. Z tej okazji Mia opowiedziała nam o tradycjach Święta Dziękczynienia obchodzonego w USA i Kanadzie. Czy wiesz, że Amerykanie przygotowują w tym dniu uroczysty ¹ i świętują ten dzień wspólnie z rodziną i przyjaciółmi? Danie główne to ² z puree ziemniaczanym, sosem pieczeniowym oraz żurawinowym, a na deser jest ³. Następnie Robert opowiedział o naszych polskich zwyczajach związanych z Dożynkami: o robieniu ⁴ ze zbóż i kwiatów, a także o paradzie dożynkowej. Dzisiaj dowiedziałem się także, że pomimo wielu różnic kulturowych oba święta obchodzone są po to, aby ⁵ to, co mamy. To był naprawdę udany dzień. Pozdrawiam, Marek

7 In your notebook, complete the mind-map. Work in pairs. Compare your mind-maps and circle the same answers.



You have to learn all the irregular verbs by heart!



Base form	Past simple	Past participle	Translation
be	was/were	been	być
break	broke	broken	łamać, psuć
burn	burnt/burned	burnt/burned	oparzyć się, spalić
buy	bought	bought	kupować
come	came	come	przychodzić
cut	cut	cut	skaleczyć się, ciąć
do	did	done	robić
drink	drank	drunk	pić
eat	ate	eaten	jeść
fall	fell	fallen	spaść
feel	felt	felt	czuć
find	found	found	znaleźć
fly	flew	flown	latać
forget	forgot	forgotten	zapominać
give	gave	given	dawać
go	went	gone	iść, jechać
have	had	had	mieć
hear	heard	heard	słyszeć
hit	hit	hit	uderzyć
hurt	hurt	hurt	zranić
learn	learnt/learned	learnt/learned	uczyć się
leave	left	left	opuszczać
lose	lost	lost	zgubić
make	made	made	robić
meet	met	met	spotykać
pay	paid	paid	płacić
put	put	put	kłaść
read	read	read	czytać
ride	rode	ridden	jeździć
run	ran	run	biegać
see	saw	seen	widzieć
sell	sold	sold	sprzedawać
send	sent	sent	wysyłać
sing	sang	sung	śpiewać
sleep	slept	slept	spać
steal	stole	stolen	kraść
swim	swam	swum	pływać
take	took	taken	brać
tell	told	told	powiedzieć
throw	threw	thrown	rzucać
wake up	woke up	woken up	budzić się
wear	wore	worn	nosić (np. ubranie)
win	won	won	wygrywać
write	wrote	written	pisać

Look, all the forms are the same!



Base form	Past simple	Past participle	Translation
cut	cut	cut	skaleczyć się, ciąć
hit	hit	hit	uderzyć
hurt	hurt	hurt	zranić
put	put	put	kłaść



These Past simple and Past participle forms are the same!

Base form	Past simple	Past participle	Translation
burn	burnt/ burned	burnt/ burned	oparzyć się, spalić
buy	bought	bought	kupować
feel	felt	felt	czuć
find	found	found	znaleźć
have	had	had	mieć
hear	heard	heard	słyszeć
learn	learnt/ learned	learnt/ learned	uczyć się
leave	left	left	opuszczać
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pay	paid	paid	płacić
read	read	read	czytać
sell	sold	sold	sprzedawać
send	sent	sent	wysyłać
sleep	slept	slept	spać
tell	told	told	powiedzieć
win	won	won	wygrywać

All the forms are different but can you find some similarities?



Base form	Past simple	Past participle	Translation
be	was/ were	been	być
see	saw	seen	widzieć
do	did	done	robić
go	went	gone	iść, jechać
break	broke	broken	łamać, psuć
wake up	woke up	woken up	budzić się
drink	drank	drunk	pić
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swim	swam	swum	pływać
run	ran	run	biegać
eat	ate	eaten	jeść
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ride	rode	ridden	jeździć
steal	stole	stolen	kraść
take	took	taken	brać
write	wrote	written	pisać
fly	flew	flown	latać
throw	threw	thrown	rzucać
wear	wore	worn	nosić (np. ubranie)

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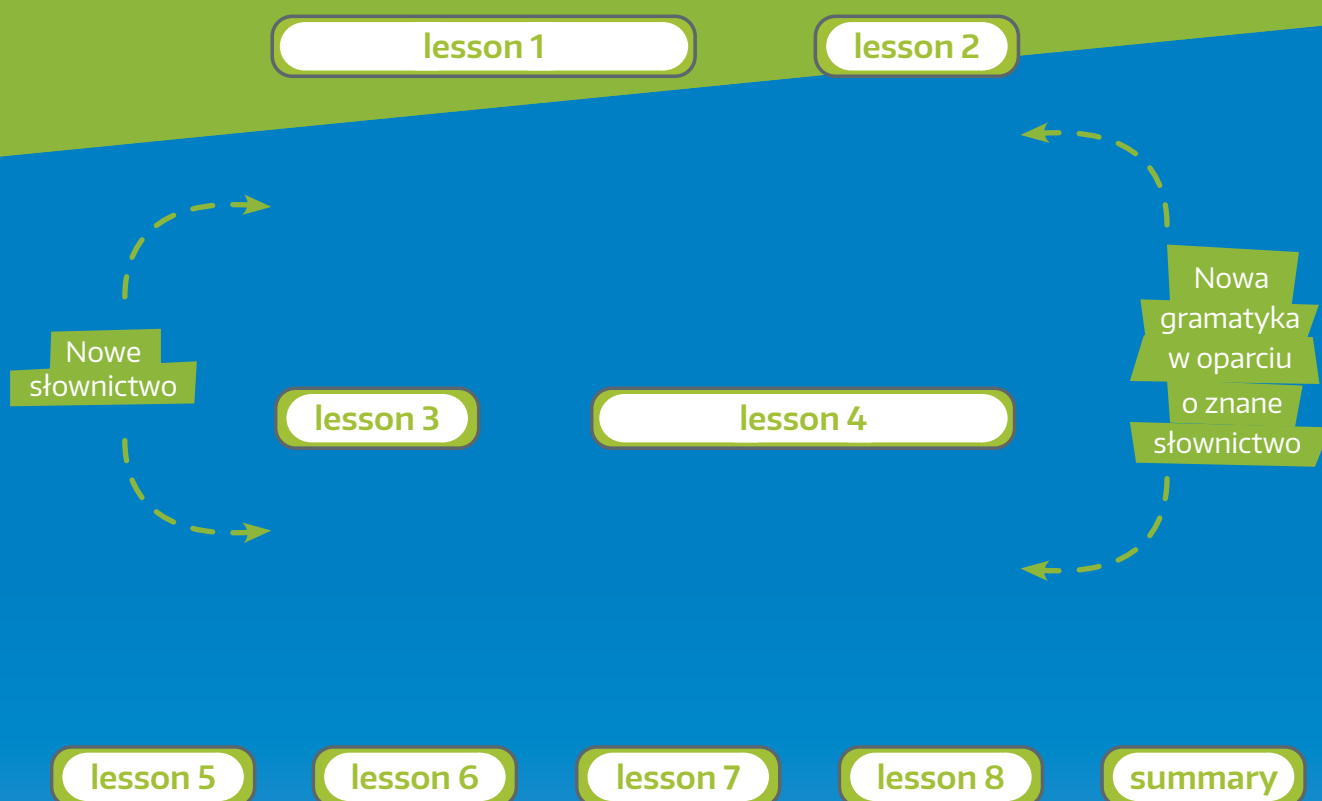
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Brainy oferuje przejrzysty podział na lekcje i dzięki temu ułatwia pracę nauczycielowi.



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lekcji 1–4

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codziennych

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interkulturowe

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